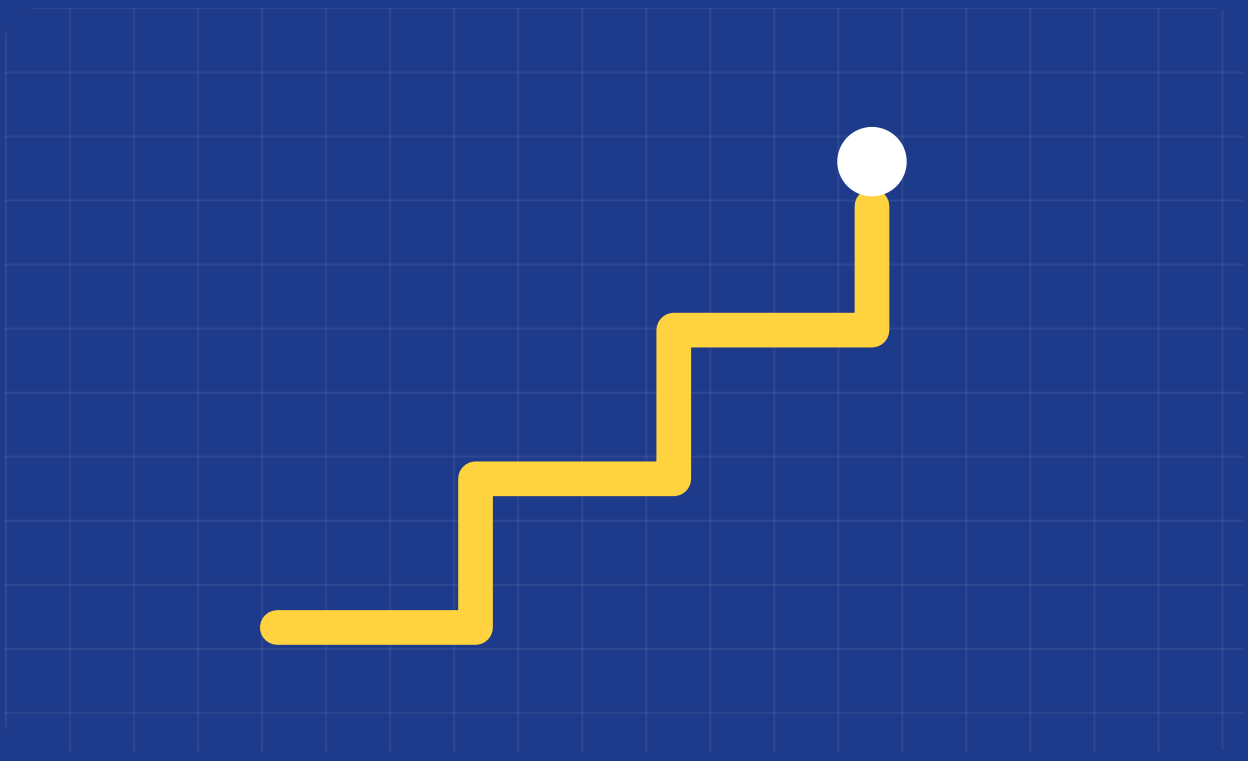
UpOnly Learning



PRIMARY 1

FREE SAMPLE WORKBOOK

# Math (Singapore MOE syllabus) Primary 1

One step at a time. · Ages 6–7 · Free sample: 1 of 8 topics

UO-SGMATH-P1

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

LEGAL

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**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 1

CONTENTS · UO-SGMATH-P1

# Math (Singapore MOE syllabus): Primary 1

Free Sample Workbook · Ages 6–7 · 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 100**

*Count, read, write, compare and order* P1 N1

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

TOPIC 1 · P1 N1 ↑ CONTENTS

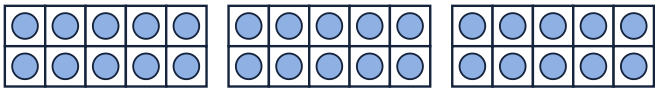
# Numbers to 100

By the end, the student will be able to count, read, write, compare and order numbers up to 100 using tens and ones.

## ① Quick Check

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

**1.** Each ten frame holds 10 beans. How many beans are there?



**A** 30 **B** 3 **C** 13

**2.** What number is 1 less than 70?

**A** 69 **B** 60 **C** 71

**3.** How do we say the number 90 in words?

**A** nine **B** ninety **C** nineteen

**4.** Look at 85 in the chart. What is the value of the 8?

| Tens | Ones |
|---|---|
| 8 | 5 |

**A** 80 **B** 8 **C** 5

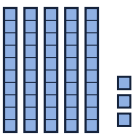
**5.** How many tens and ones are in 70?

**A** 7 tens and 7 ones **B** 7 tens and 0 ones **C** 0 tens and 7 ones

**6.** Which number is the smallest: 34, 43, 30?

**A** 43 **B** 34 **C** 30

**7.** Ravi has 5 bags of 10 marbles and 3 loose marbles, as the blocks show. How many marbles does he have?



**A** 35 **B** 53 **C** 8

**8.** Which number is between 57 and 59?

**A** 56 **B** 60 **C** 58

**9.** Tom says 80 is smaller than 79 because 0 is smaller than 9. Is he right?

**A** Yes, 80 is smaller **B** No, 80 is greater **C** They are the same

**10.** I am greater than 70 but smaller than 80. My two digits are the same. What number am I?

**A** 70 **B** 88 **C** 77

# ② Learn It

## Key words

- **ten**: a group of 10 things bundled together
- **ones**: single things that are not in a group of ten
- **greater than**: has more; the bigger number
- **smaller than**: has fewer; the smaller number
- **order**: to line numbers up from smallest to greatest, or greatest to smallest

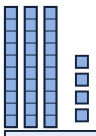
## Warm-up

1. Count aloud together from 1 to 30, clapping on every tenth number (10, 20, 30).
2. Count on from a number you choose, such as 'Start at 47 and count on to 55.'
3. Count back from 20 to 10 together.

> *Let's warm up our counting voices. Every time we land on a ten, give a big clap.*

## Teach

1. Concrete: pour out a pile of beans (try 34). Ask the student to guess how many, then count them by putting 10 beans into each cup.
2. Show that 3 full cups and 4 loose beans make 34. Say: 3 tens and 4 ones is 34.
3. Pictorial: draw the same number on paper. Draw a long stick for each ten and a small dot for each one: 3 sticks and 4 dots.
4. Abstract: write a place value chart with two columns labeled Tens and Ones. Write 3 under Tens and 4 under Ones. Read it as thirty-four and write the word.
5. Repeat with 60 (6 tens and 0 ones) and 100 (10 tens, which is one hundred).
6. Compare: make 34 and 43 with cups and beans. Compare the tens first: 4 tens is more than 3 tens, so 43 is greater than 34. Only look at the ones when the tens are the same.
7. Show 52 and 57: the tens are the same (5 tens), so compare the ones: 7 is more than 2, so 57 is greater than 52.



| Tens | Ones |
|---|---|
| 3 | 4 |

> *When we count a big pile, we make groups of ten. Then we just count the tens and the leftover ones. To find the bigger number, always look at the tens first.*

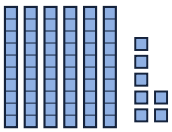
## Guided practice

1. Write 5 numbers on cards: 18, 81, 45, 54, 70. Ask the student to build each one with cups and beans or draw sticks and dots.
2. For each card, ask: How many tens? How many ones? How do we say it?
3. Ask the student to order the cards from smallest to greatest: 18, 45, 54, 70, 81.
4. Ask: What number is 1 more than 45? What number is 10 more than 45? (46 and 55)
5. Write the number words for two of the cards together, e.g. eighty-one and seventy.

> *You are the number builder now. Tell me how many tens and ones you need, then let's line them all up from smallest to greatest.*

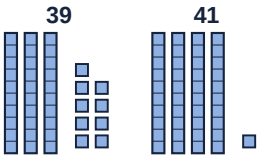
## Worked examples

**A jar has 6 groups of ten marbles and 7 loose marbles. How many marbles are there?**



67. Six tens make 60 and seven ones make 7, so 6 tens and 7 ones is 67 (sixty-seven).

**Which is greater, 39 or 41?**




41. Compare the tens first: 41 has 4 tens and 39 has only 3 tens, so 41 is greater even though 9 ones is more than 1 one.

### Watch for these mistakes

**Mistake:** 39 is greater than 41 because 9 is bigger than 1.
**Fix:** Build both numbers with cups and beans. Show that 4 full cups is more than 3 full cups, and remind the student to always compare the tens first.

**Mistake:** Writing sixty-two as 602 because you hear 'sixty' and then 'two'.
**Fix:** Use the Tens and Ones chart: sixty means 6 tens, so 6 goes in the Tens column and 2 goes in the Ones column, giving 62. A two-digit number only has two spaces.

## ③ We Do It Together: 10 questions

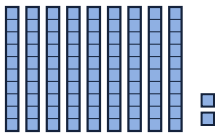
*Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.*

**1.** Write fifty-four as a number.

**A** 504 **B** 45 **C** 54

**Answer: C** 54
**Why:** Fifty is 5 tens and four is 4 ones, so 54.

**2.** The blocks show 9 tens and 2 ones. Which number is it?



**A** 92 **B** 11 **C** 29

**Answer: A** 92
**Why:** 9 tens is 90 and 2 ones is 2. 90 and 2 make 92.

**3.** Which is greater, 71 or 17?

**A** 17 **B** 71 **C** They are the same

**Answer: B** 71
**Why:** 71 has 7 tens and 17 has only 1 ten, so 71 is greater.

**4.** Write thirty-nine as a number.

**A** 93 **B** 39 **C** 309

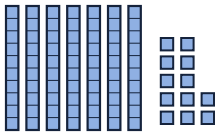
**Answer: B** 39
**Why:** Thirty means 3 tens and nine means 9 ones, so 39.

**5.** Which number is 1 more than 99?

**A** 109 **B** 100 **C** 90

> **Answer: B** 100
> **Why:** 99 and 1 more makes 10 tens, which is 100.

**6.** The blocks show 7 tens and 12 ones. What number is it?



**A** 82 **B** 72 **C** 712

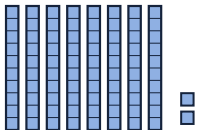
> **Answer: A** 82
> **Why:** 12 ones is 1 ten and 2 ones. 7 tens and 1 more ten is 8 tens, so 82.

**7.** Which number is the greatest: 58, 85, 55?

**A** 58 **B** 85 **C** 55

> **Answer: B** 85
> **Why:** 85 has the most tens, 8 tens, so it is the greatest.

**8.** The blocks show 82. Take away 1 ten. What number is 10 less than 82?



**A** 92 **B** 72 **C** 81

> **Answer: B** 72
> **Why:** 10 less takes away 1 ten. 8 tens become 7 tens, so 72.

**9.** I have 2 more tens than ones. I have 5 ones. What number am I?

**A** 75 **B** 57 **C** 35

> **Answer: A** 75
> **Why:** 5 ones and 5 + 2 = 7 tens make 75.

**10.** I am a number between 40 and 50. I have 3 ones. What number am I?

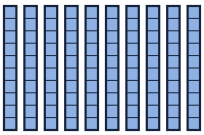
**A** 34 **B** 43 **C** 53

> **Answer: B** 43
> **Why:** Numbers between 40 and 50 have 4 tens. With 3 ones, the number is 43.

# ④ You Try: 10 questions

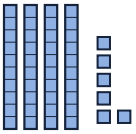
*Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10*

**1.** The blocks show 100. How many tens make 100?



**A** 10 tens **B** 1 ten **C** 100 tens

**2.** The blocks show 46. How many tens are in 46?



**A** 46 **B** 6 **C** 4

**3.** How do we say the number 18 in words?

**A** eighty **B** eighteen **C** eighty-one

**4.** Which shows 45 in a different way?

**A** 3 tens and 15 ones **B** 5 tens and 4 ones **C** 4 tens and 15 ones

**5.** Fill in the missing number: 20, 25, 30, ___

**A** 31 **B** 40 **C** 35

**6.** Which is true?

**A** 59 is smaller than 63 **B** 59 and 63 are the same **C** 59 is greater than 63

**7.** Fill in the missing number: 95, 85, 75, ___

**A** 65 **B** 74 **C** 70

**8.** A number has 4 tens. Its ones digit is 1 less than its tens digit. What is the number?

**A** 34 **B** 43 **C** 45

**9.** Lina has 2 bags of 10 shells and 18 loose shells. How many shells does she have?

**A** 38 **B** 30 **C** 218

**10.** Put in order from smallest to greatest: 50, 15, 51, 5.

**A** 5, 15, 50, 51 **B** 5, 15, 51, 50 **C** 15, 5, 50, 51

# Numbers to 100: Answers and explanations

## ① Quick Check

1. Each ten frame holds 10 beans. How many beans are there?

   **A 30**

   3 groups of ten make 30.

2. What number is 1 less than 70?

   **A 69**

   Counting back 1 from 70 gives 69.

3. How do we say the number 90 in words?

   **B ninety**

   90 is 9 tens, which we say as ninety.

4. Look at 85 in the chart. What is the value of the 8?

   **A 80**

   The 8 is in the tens place, so it means 8 tens, which is 80.

5. How many tens and ones are in 70?

   **B 7 tens and 0 ones**

   The 7 is in the tens place and the 0 is in the ones place.

6. Which number is the smallest: 34, 43, 30?

   **C 30**

   30 and 34 both have 3 tens, but 30 has 0 ones, fewer than 4 ones.

7. Ravi has 5 bags of 10 marbles and 3 loose marbles, as the blocks show. How many marbles does he have?

   **B 53**

   5 tens is 50 and 3 ones is 3. 50 and 3 make 53.

8. Which number is between 57 and 59?

   **C 58**

   Counting 57, 58, 59, the number in between is 58.

9. Tom says 80 is smaller than 79 because 0 is smaller than 9. Is he right?

   **B No, 80 is greater**

   Always compare tens first. 8 tens is more than 7 tens, so 80 is greater.

10. I am greater than 70 but smaller than 80. My two digits are the same. What number am I?

    **C 77**

    Numbers in the 70s have 7 tens. Same digits means 7 ones too, so 77.

## ④ You Try

1. The blocks show 100. How many tens make 100?

   **A 10 tens**

   10 groups of 10 make 100.

2. The blocks show 46. How many tens are in 46?

   **C 4**

   The 4 is in the tens place, so 46 has 4 tens.

3. How do we say the number 18 in words?

   **B eighteen**

   18 is 1 ten and 8 ones, which we say as eighteen.

4. Which shows 45 in a different way?

   **A 3 tens and 15 ones**

   15 ones is 1 ten and 5 ones, so 3 tens and 15 ones is 4 tens and 5 ones, which is 45.

5. Fill in the missing number: 20, 25, 30, ___

   **C 35**

   The numbers go up by 5 each time, so after 30 comes 35.

6. Which is true?

   **A 59 is smaller than 63**

   Compare tens first: 5 tens is fewer than 6 tens, so 59 is smaller.

7. Fill in the missing number: 95, 85, 75, ___

   **A 65**

   The numbers go down by 10 each time, so after 75 comes 65.

8. A number has 4 tens. Its ones digit is 1 less than its tens digit. What is the number?

   **B 43**

   The tens digit is 4. The ones digit is 4 - 1 = 3. So the number is 43.

9. Lina has 2 bags of 10 shells and 18 loose shells. How many shells does she have?

   **A 38**

   18 ones is 1 ten and 8 ones. 2 tens and 1 more ten is 3 tens, so 38.

10. Put in order from smallest to greatest: 50, 15, 51, 5.

    **A 5, 15, 50, 51**

    5 has no tens. 15 has 1 ten. 50 and 51 both have 5 tens, and 0 ones is fewer than 1.

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