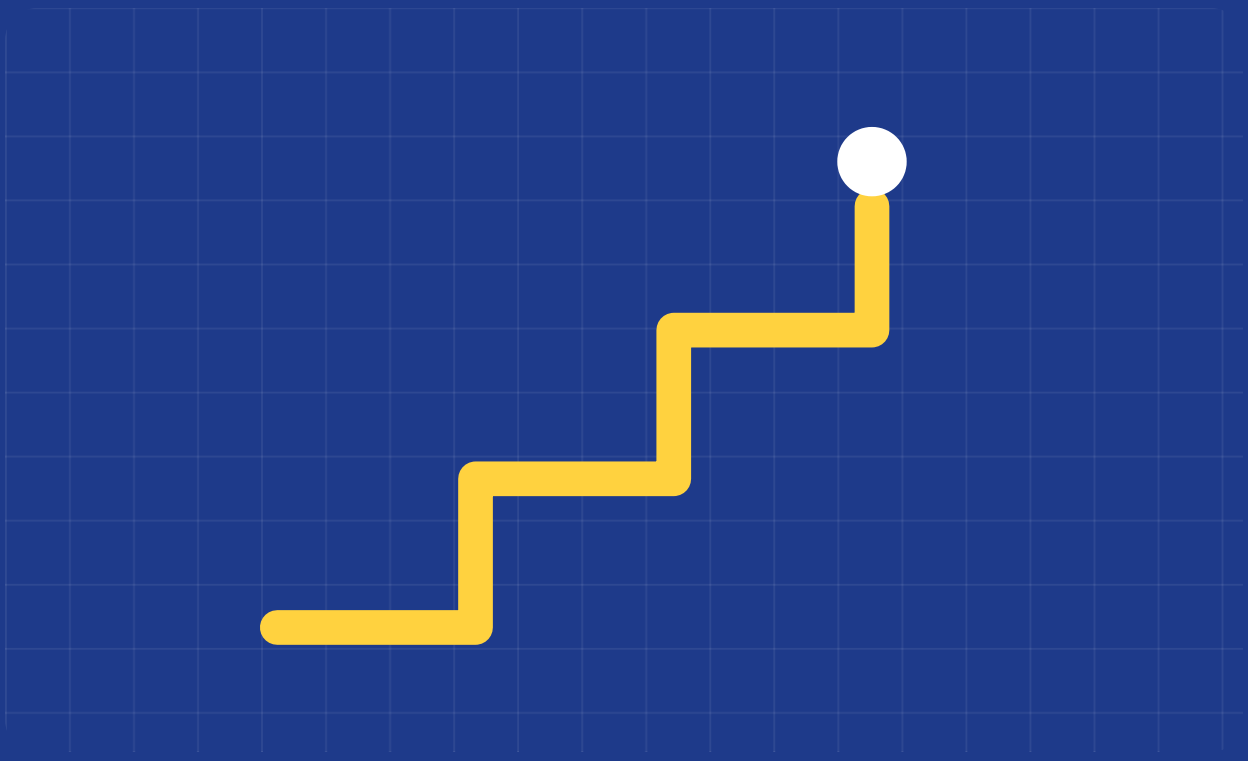
UpOnly Learning



PRIMARY 5

FREE SAMPLE WORKBOOK

Math (Singapore MOE syllabus) Primary 5

One step at a time. · Ages 10–11 · Free sample: 1 of 9 topics

UO-SGMATH-P5

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.

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PRIMARY 5

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Math (Singapore MOE syllabus): Primary 5

Free Sample Workbook · Ages 10–11 · 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 million

Place value; order of operations P5 N1

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

Numbers to 10 million

By the end, the student can read, write and give the place value of numbers up to 10 million, and work out expressions with all four operations and brackets in the correct order.

① Quick Check

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

1. What is 2,000,000 + 400,000 + 70,000 + 9?

A 2,470,009 **B** 2,470,090 **C** 2,407,009 **D** 247,009

2. Find the value of 25 + 5 × 4.

A 120 **B** 100 **C** 34 **D** 45

3. Find the value of 48 ÷ 6 ÷ 2.

A 4 **B** 16 **C** 2 **D** 8

4. Which is the correct order to work out an expression with no brackets?

A Add and subtract first, then multiply and divide

B Multiply and divide from left to right first, then add and subtract from left to right

C Always work from left to right, whatever the signs **D** Do the biggest numbers first

5. Find the value of 7 + 3 × (10 − 4) ÷ 2.

A 13 **B** 16 **C** 25 **D** 30

6. Arrange from smallest to largest: 3,080,000; 3,800,000; 3,008,000.

A 3,800,000; 3,080,000; 3,008,000 **B** 3,008,000; 3,800,000; 3,080,000

C 3,080,000; 3,008,000; 3,800,000 **D** 3,008,000; 3,080,000; 3,800,000

7. Find the value of (3 × 12 + 18) ÷ 6.

A 54 **B** 39 **C** 9 **D** 15

8. Write the number that is 10,000 more than 3,995,200.

A 4,095,200 **B** 3,996,200 **C** 4,005,200 **D** 3,905,200

9. A charity collected $2,400,000 and shared it equally among 8 groups. Each group then spent $75,000. How much does each group have left? Work out 2,400,000 ÷ 8 − 75,000.

   A $375,000 **B** $225,000 **C** $300,000 **D** $2,325,000

10. What is the difference between 9,876,543 and 1,234,567?

    A 8,641,986 **B** 8,641,976 **C** 11,111,110 **D** 8,642,024

② Learn It

Key words

- **million**: one thousand thousands, written 1,000,000
- **place value**: how much a digit is worth because of where it sits in the number
- **expression**: a group of numbers and operation signs, like 8 + 3 × 2
- **brackets**: the ( ) signs that tell you to work this part out first
- **order of operations**: the agreed rule for which part of an expression to work out first

Warm-up

1. Write 245,316 and ask the student to read it aloud: two hundred forty-five thousand, three hundred sixteen.
2. Ask: What is the value of the digit 4? (40,000.) What is the value of the 3? (300.)
3. Ask: What number is 1 more than 999,999? Write 1,000,000 and tell the student this is one million.

> *You already know numbers up to hundreds of thousands. Today we go all the way up to ten million, and then we learn the rule mathematicians use so everyone gets the same answer.*

Teach

1. Concrete: Draw a place value chart with columns Millions, Hundred Thousands, Ten Thousands, Thousands, Hundreds, Tens, Ones. We write the columns as M, HTh, TTh, Th, H, T, O for short. Place counters to show 3,042,615: 3 in Millions, 0 in Hundred Thousands, 4 in Ten Thousands, 2 in Thousands, 6 in Hundreds, 1 in Tens, 5 in Ones.

M	HTh	TTh	Th	H	T	O
3	0	4	2	6	1	5

2. Pictorial: Write the digits under the chart. Show how we put a comma after every three digits from the right: 3,042,615. (Singapore books use a small space instead of a comma. This book uses commas.)

3. Read it in groups: three million, forty-two thousand, six hundred fifteen. Point out the 0 means no hundred thousands, so we do not say anything for it.
4. Ask the value of each digit. The 3 is worth 3,000,000, the 4 is worth 40,000, the 6 is worth 600.
5. Show 10,000,000 as the number after 9,999,999. It needs eight digits: ten million.
6. Order of operations, part 1: Write 5 + 3 × 2 on a sticky note. Ask the student to work it out. Some children say 16. Explain the rule: multiply and divide first, working from left to right, then add and subtract from left to right. So 5 + 6 = 11.
7. Order of operations, part 2: Brackets come before everything. Write (5 + 3) × 2 = 8 × 2 = 16. Show that brackets change the answer.
8. Write the rule as a short list on paper: 1. Brackets. 2. Multiply and divide, left to right. 3. Add and subtract, left to right. Keep it on the table for the rest of the lesson.
9. Model 24 ÷ 4 × 2. Divide and multiply have equal rank, so go left to right: 24 ÷ 4 = 6, then 6 × 2 = 12 (not 24 ÷ 8 = 3).

> *Brackets first, then times and divide from left to right, then plus and minus from left to right. If we all follow this rule, we all get the same answer.*

Guided practice

1. Read together: 7,508,090. Ask the student to say it (seven million, five hundred eight thousand, ninety) and to give the value of the 5 (500,000).
2. Say a number aloud and have the student write it in numerals: six million, thirty thousand, four (6,030,004). Check the zeros using the place value chart.

M	HTh	TTh	Th	H	T	O
6	0	3	0	0	0	4

3. Work 30 − 4 × 5 together. Ask: Which step comes first? (4 × 5 = 20.) Then 30 − 20 = 10.
4. Work (18 + 12) ÷ 3 × 2 together: brackets give 30, then 30 ÷ 3 = 10, then 10 × 2 = 20.
5. Have the student underline the step to do first in each expression before calculating. This habit prevents most mistakes.

> *Before you calculate, underline the part you will do first. Then write each step on a new line.*

Worked examples

What is the value of the digit 5 in 6,052,380?

M	HTh	TTh	Th	H	T	O
6	0	5	2	3	8	0

50,000. Counting from the right, the 5 is in the ten thousands place (ones, tens, hundreds, thousands, ten thousands), so it is worth 5 × 10,000 = 50,000.

Find the value of 40 − 8 × 3 + (12 ÷ 4).
19. Brackets first: 12 ÷ 4 = 3. Then multiply: 8 × 3 = 24. Now 40 − 24 + 3, working left to right: 40 − 24 = 16, then 16 + 3 = 19.

Watch for these mistakes

Mistake: Always work from left to right, so 5 + 3 × 2 = 8 × 2 = 16.
Fix: Remind the student that multiplying and dividing come before adding and subtracting. Show it with a real story: 5 loose apples plus 3 bags of 2 apples is 5 + 6 = 11 apples, not 16.

Mistake: Multiplication always comes before division, so 24 ÷ 4 × 2 = 24 ÷ 8 = 3.
Fix: Explain that multiplication and division are equal partners: do whichever comes first from left to right. 24 ÷ 4 = 6, then 6 × 2 = 12.

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 of these should you work out first in 30 − 12 ÷ 3?

A 30 − 12 **B** 30 ÷ 3 **C** 12 ÷ 3 **D** 30 − 3

Answer: C 12 ÷ 3
Why: Division comes before subtraction, so do 12 ÷ 3 first.

2. Find the value of (8 + 12) ÷ 4 + 7.

A 27 **B** 5 **C** 2 **D** 12

Answer: D 12
Why: Brackets first: 8 + 12 = 20. Then 20 ÷ 4 = 5. Then 5 + 7 = 12.

3. In 7,305,916, what is the value of the digit 3? (In the chart, M = millions, HTh = hundred thousands, TTh = ten thousands, Th = thousands.)

M	HTh	TTh	Th	H	T	O
7	3	0	5	9	1	6

A 3000 **B** 3,000,000 **C** 30,000 **D** 300,000

Answer: D 300,000
Why: The 3 is in the hundred thousands place: 3 × 100,000 = 300,000.

4. How many thousands are there in 1 million?

A 100 **B** 10,000 **C** 10 **D** 1000

Answer: D 1000
Why: 1,000,000 ÷ 1000 = 1000, so 1 million is 1000 thousands.

5. In 9,040,000, what is the value of the digit 9, and the value of the digit 4? (In the chart, M = millions, HTh = hundred thousands, TTh = ten thousands, Th = thousands.)

M	HTh	TTh	Th	H	T	O
9	0	4	0	0	0	0

A 9,000,000 and 40,000 **B** 9,000,000 and 400,000 **C** 900,000 and 4000 **D** 90,000 and 40,000

Answer: A 9,000,000 and 40,000
Why: 9 is in the millions place and 4 is in the ten thousands place.

6. Which expression gives 40?

A 200 − 4 × (25 + 3) × 20 **B** (200 − 4) × 25 + 3 × 20 **C** 200 − 4 × 25 + 3 × 20

D 200 − (4 × 25 + 3 × 20)

> **Answer: D** 200 − (4 × 25 + 3 × 20)
> **Why:** In the brackets: 100 + 60 = 160. Then 200 − 160 = 40.

7. Find the value of 64 − 48 ÷ 8 × 6.

A 12 **B** 2 **C** 63 **D** 28

> **Answer: D** 28
> **Why:** Left to right for ÷ and ×: 48 ÷ 8 = 6, 6 × 6 = 36. Then 64 − 36 = 28.

8. Find the value of 60 ÷ (3 + 2) × 4.

A 48 **B** 15 **C** 8 **D** 3

> **Answer: A** 48
> **Why:** Brackets: 3 + 2 = 5. Then left to right: 60 ÷ 5 = 12, 12 × 4 = 48.

9. Write one word problem that can be solved with the expression 18 × 25 − (150 + 90), then solve it.

> **Answer:** A story that matches the expression, e.g. 'A club collects $25 from each of 18 members and spends $150 on a trip and $90 on snacks. How much is left?' Answer: 210 ($210 left).
> **Why:** 18 × 25 = 450 and 150 + 90 = 240, so 450 − 240 = 210.

10. Using the digits 3, 5, 0, 8, 1, 6, 2 once each, write the greatest 7-digit number and say the value of its digit 5.

> **Answer:** 8,653,210; the 5 is worth 50,000.
> **Why:** Put the digits from biggest to smallest: 8,653,210. The 5 is in the ten thousands place, worth 50,000.

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. In 3,584,120, which digit is in the hundred thousands place?

A 8 **B** 4 **C** 5 **D** 3

2. What is the value of the digit 6 in 6,431,208?

A 6,000,000 **B** 60,000 **C** 600,000 **D** 6

3. Use the number line. Round 4,362,815 to the nearest million.



A 4,360,000 **B** 5,000,000 **C** 4,400,000 **D** 4,000,000

4. Tom works out $20 - 4 \times 3$ and gets 48. What mistake did he make?

A He subtracted before multiplying; the answer is 8 **B** He should have added; the answer is 32

C He multiplied before subtracting; the answer is 48 **D** There is no mistake

5. Find the value of $81 \div 9 + 9 \times 2 - 5$.

A 31 **B** 22 **C** 13 **D** 12

6. The number 5,_82,400 rounds to 5,900,000 when rounded to the nearest hundred thousand. What is the missing digit?

A 9 **B** 7 **C** 8 **D** 5

7. What is the smallest 7-digit number you can make using each of these digits once: 4, 0, 7, 1, 0, 9, 3?

A 1,034,790 **B** 1,300,479 **C** 1,003,479 **D** 0,013,479

8. Find the value of $(60 - 4 \times 8) \div (2 + 5)$.

A 6 **B** 4 **C** 8 **D** 32

9. Where should the brackets go in $8 \times 6 - 2 + 4$ to make the answer 36?

A $8 \times (6 - 2) + 4$ **B** $8 \times (6 - 2 + 4)$ **C** $(8 \times 6 - 2) + 4$ **D** $8 \times 6 - (2 + 4)$

10. Put one pair of brackets into $40 - 10 \div 5 + 3$ so that the answer is 9.

A $40 - (10 \div 5) + 3$ **B** $(40 - 10 \div 5) + 3$ **C** $(40 - 10) \div 5 + 3$ **D** $40 - 10 \div (5 + 3)$

Numbers to 10 million: Answers and explanations

① Quick Check

1. What is 2,000,000 + 400,000 + 70,000 + 9?

   A 2,470,009

   2 millions, 4 hundred thousands, 7 ten thousands, then zeros, then 9 ones: 2,470,009.

2. Find the value of 25 + 5 × 4.

   D 45

   Multiply first: 5 × 4 = 20. Then 25 + 20 = 45.

3. Find the value of 48 ÷ 6 ÷ 2.

   A 4

   Only division, so work left to right: 48 ÷ 6 = 8, then 8 ÷ 2 = 4.

4. Which is the correct order to work out an expression with no brackets?

   B Multiply and divide from left to right first, then add and subtract from left to right

   Multiplication and division are done before addition and subtraction.

5. Find the value of 7 + 3 × (10 − 4) ÷ 2.

   B 16

   Brackets: 10 − 4 = 6. Then 3 × 6 = 18, 18 ÷ 2 = 9. Finally 7 + 9 = 16.

6. Arrange from smallest to largest: 3,080,000; 3,800,000; 3,008,000.

   D 3,008,000; 3,080,000; 3,800,000

   All have 3 millions. 3,008,000 has 0 hundred thousands and 0 ten thousands, so it is smallest. 3,080,000 has 0 hundred thousands and 8 ten thousands. 3,800,000 has 8 hundred thousands, so it is largest.

7. Find the value of (3 × 12 + 18) ÷ 6.

   C 9

   Inside the brackets: 3 × 12 = 36, 36 + 18 = 54. Then 54 ÷ 6 = 9.

8. Write the number that is 10,000 more than 3,995,200.

   C 4,005,200

   3,995,200 + 10,000 = 4,005,200. The ten thousands go from 9 to 10, so carry into the hundred thousands and millions.

9. A charity collected $2,400,000 and shared it equally among 8 groups. Each group then spent $75,000. How much does each group have left? Work out 2,400,000 ÷ 8 − 75,000.

   B $225,000

   Divide first: 2,400,000 ÷ 8 = 300,000. Then 300,000 − 75,000 = 225,000, so each group has $225,000 left.

10. What is the difference between 9,876,543 and 1,234,567?

    B 8,641,976

    9,876,543 − 1,234,567 = 8,641,976. Check: 8,641,976 + 1,234,567 = 9,876,543.

④ You Try

1. In 3,584,120, which digit is in the hundred thousands place?

   C 5

   Place values from the left: 3 millions, 5 hundred thousands, 8 ten thousands, 4 thousands.

2. What is the value of the digit 6 in 6,431,208?

   A 6,000,000

   The 6 is in the millions place, so it is worth 6 × 1,000,000 = 6,000,000.

3. Use the number line. Round 4,362,815 to the nearest million.

   D 4,000,000

   4,362,815 is closer to 4,000,000 than to 5,000,000. The hundred thousands digit is 3, which is less than 5, so round down to 4,000,000.

4. Tom works out 20 − 4 × 3 and gets 48. What mistake did he make?

   A He subtracted before multiplying; the answer is 8

   Multiply first: 4 × 3 = 12, then 20 − 12 = 8. Tom did 20 − 4 = 16, then 16 × 3 = 48.

5. Find the value of 81 ÷ 9 + 9 × 2 − 5.

   B 22

   81 ÷ 9 = 9 and 9 × 2 = 18. Then 9 + 18 = 27, 27 − 5 = 22.

6. The number 5,_82,400 rounds to 5,900,000 when rounded to the nearest hundred thousand. What is the missing digit?

   C 8

   5,882,400: the hundred thousands digit is 8, the next digit 8 is 5 or more, so it rounds up to 5,900,000. A 9 would give 5,982,400, which rounds to 6,000,000.

7. What is the smallest 7-digit number you can make using each of these digits once: 4, 0, 7, 1, 0, 9, 3?

   C 1,003,479

   The first digit cannot be 0, so start with 1, then put the digits in order: 0, 0, 3, 4, 7, 9.

8. Find the value of (60 − 4 × 8) ÷ (2 + 5).

   B 4

   First bracket: 4 × 8 = 32, 60 − 32 = 28. Second bracket: 7. Then 28 ÷ 7 = 4.

9. Where should the brackets go in 8 × 6 − 2 + 4 to make the answer 36?

   A 8 × (6 − 2) + 4

   8 × (6 − 2) + 4 = 8 × 4 + 4 = 32 + 4 = 36. The others are (8 × 6 − 2) + 4 = 50, 8 × (6 − 2 + 4) = 64 and 8 × 6 − (2 + 4) = 42.

10. Put one pair of brackets into 40 − 10 ÷ 5 + 3 so that the answer is 9.

    C (40 − 10) ÷ 5 + 3

    (40 − 10) = 30, 30 ÷ 5 = 6, 6 + 3 = 9.

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1. Numbers to 10 million P5 N1
2. Fractions and division P5 N2
3. Decimals P5 N3
4. Percentage P5 N4
5. Rate P5 N5
6. Ratio P5 N6
7. Area of triangles P5 M1
8. Volume of cubes and rectangular prisms P5 M2
9. Angles in triangles and quadrilaterals P5 G1

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