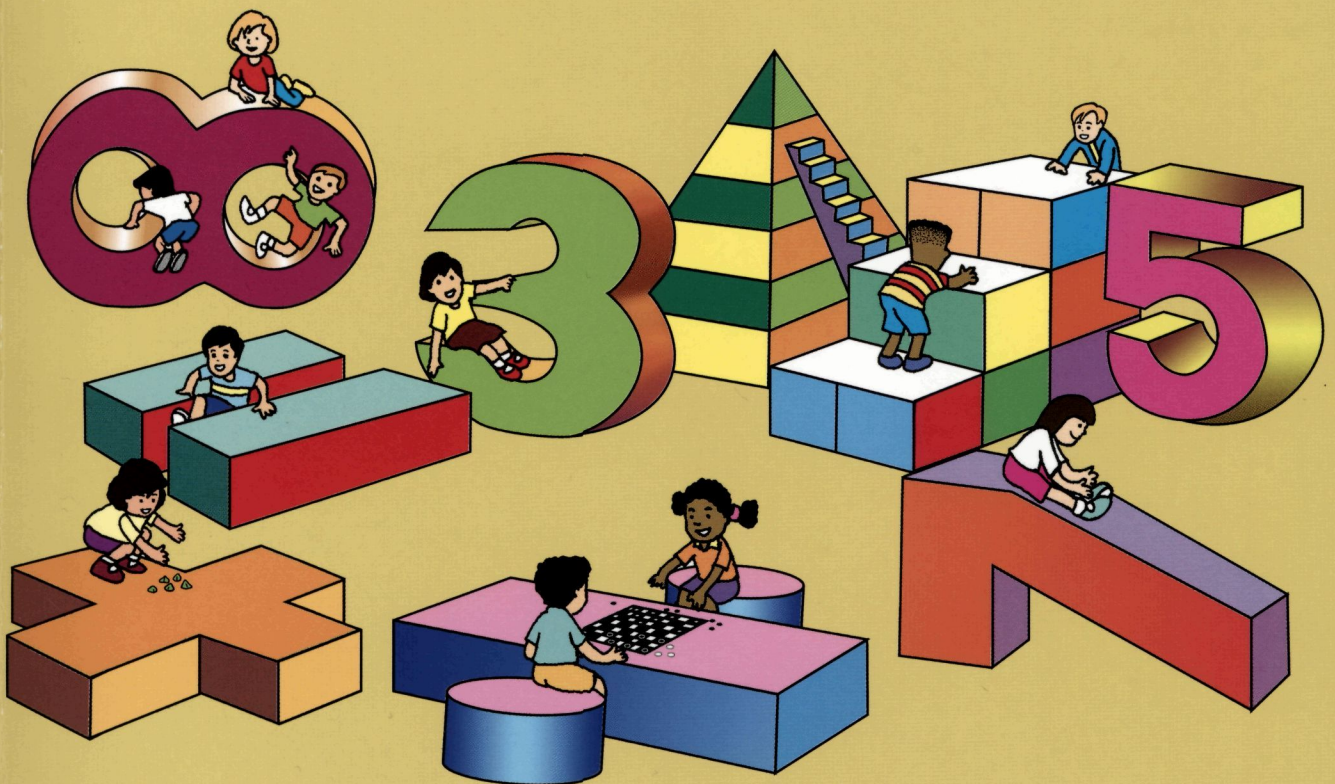


U.S. EDITION

PRIMARY MATHEMATICS 1A

TEXTBOOK





PRIMARY MATHEMATICS **1A** TEXTBOOK



SingaporeMath.com Inc



Marshall Cavendish
Education

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- all those who have helped in one way or another in the development and production of the package


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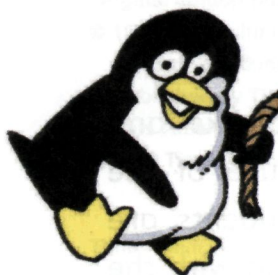
PREFACE

Primary Mathematics (U.S. Edition) comprises textbooks and workbooks. The main feature of this package is the use of the **Concrete** → **Pictorial** → **Abstract** approach. The students are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully. This package encourages active thinking processes, communication of mathematical ideas and problem solving.

This textbook is accompanied by one workbook. It comprises 9 units. Each unit is divided into parts: **1**, **2**, . . . Each part starts with a meaningful situation for communication and is followed by specific learning tasks numbered 1, 2, . . . The sign  is used to link the textbook to the workbook exercises.

Practice exercises are designed to provide the students with further practice after they have done the relevant workbook exercises. Review exercises are provided for cumulative reviews of concepts and skills. All the practice exercises and review exercises are optional exercises.

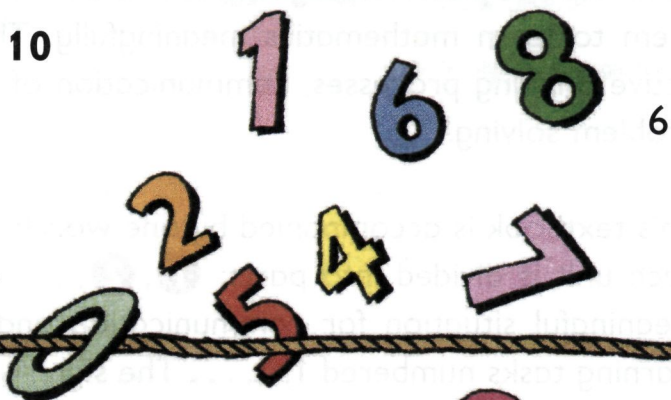
The color patch  is used to invite active participation from the students and to facilitate oral discussion. The students are advised not to write on the color patches.



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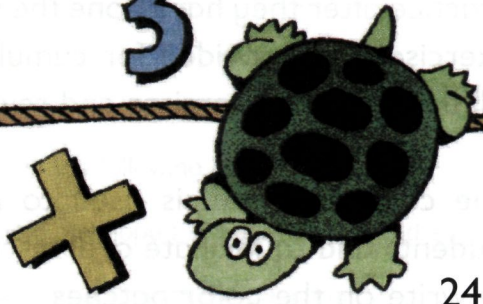
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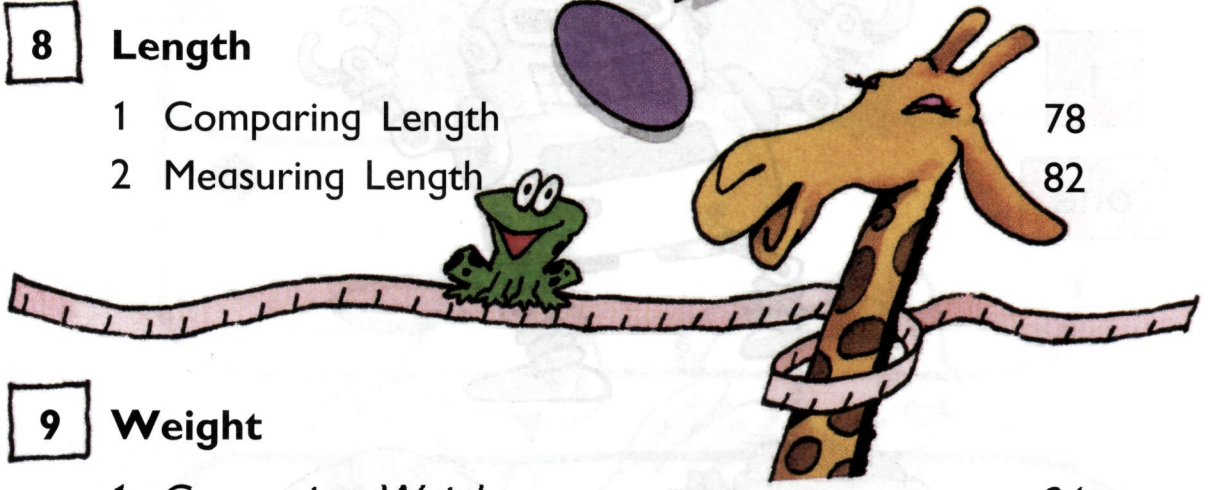
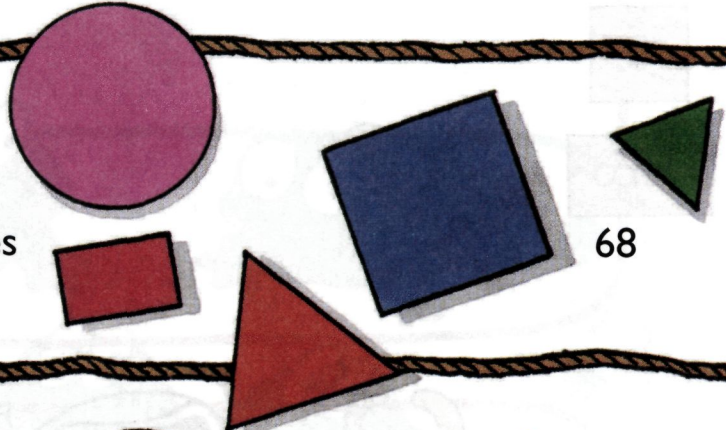
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Numbers 0 to 10

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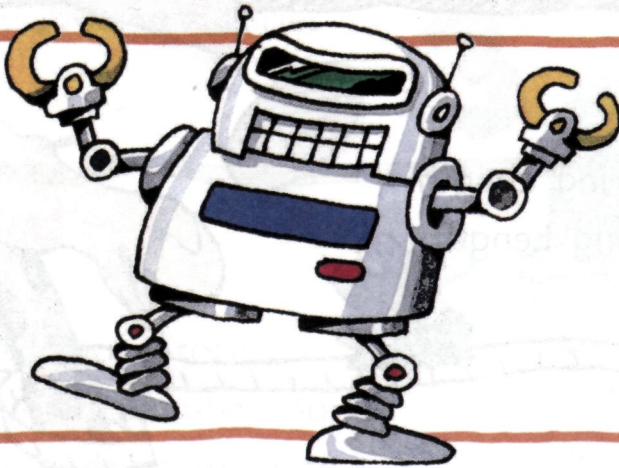
1 Counting

0

zero

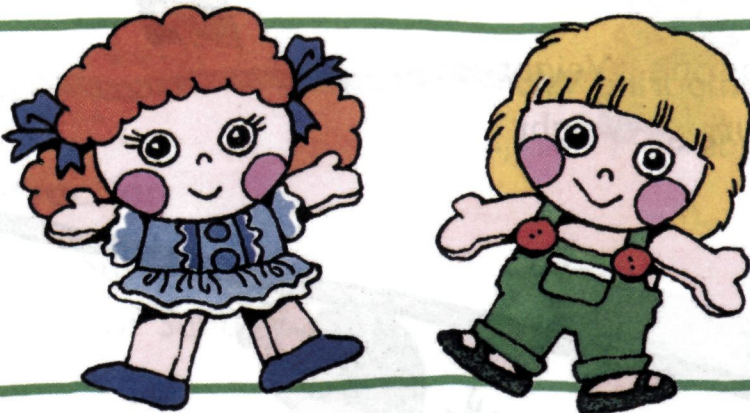
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one



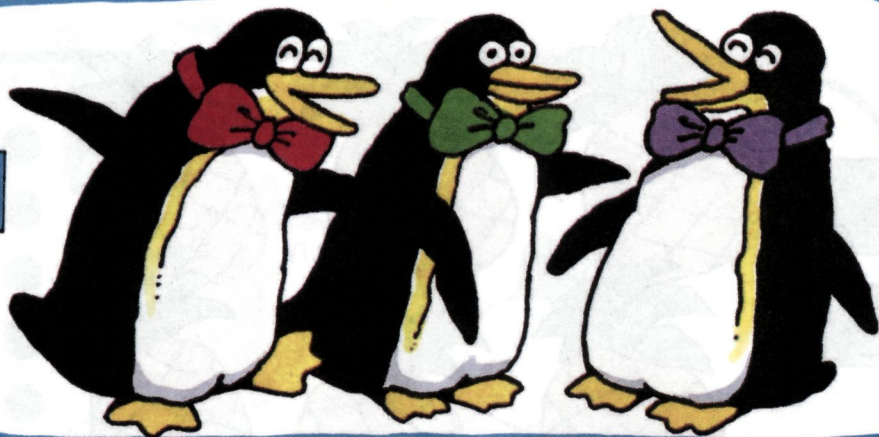
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two



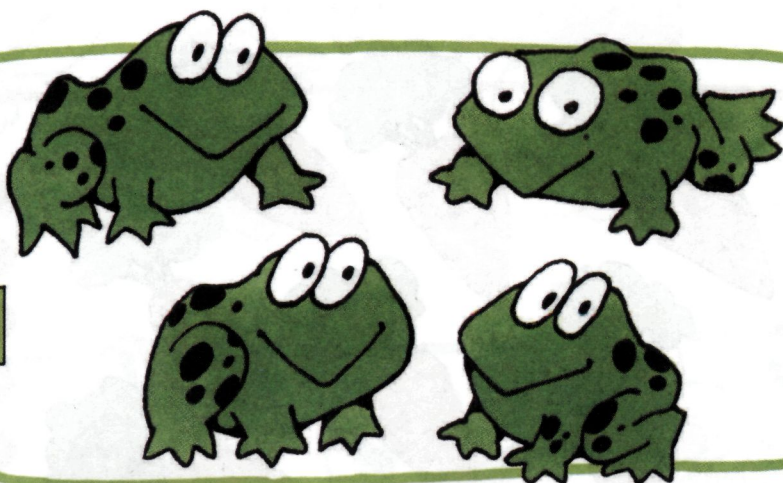
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three



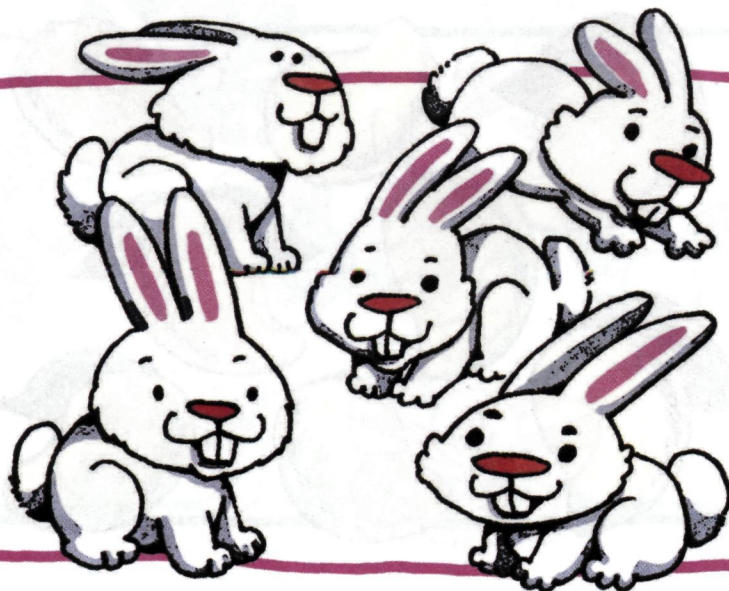
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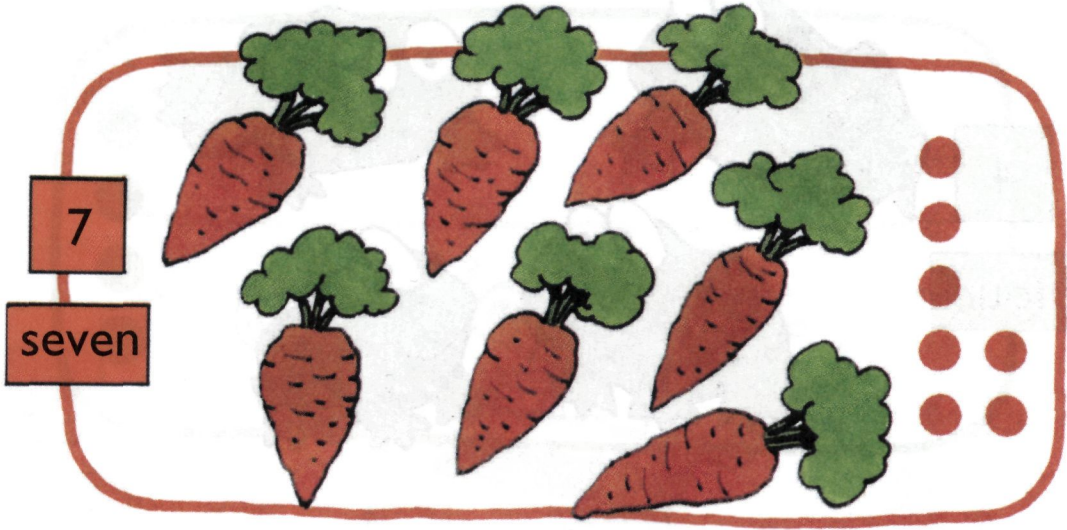
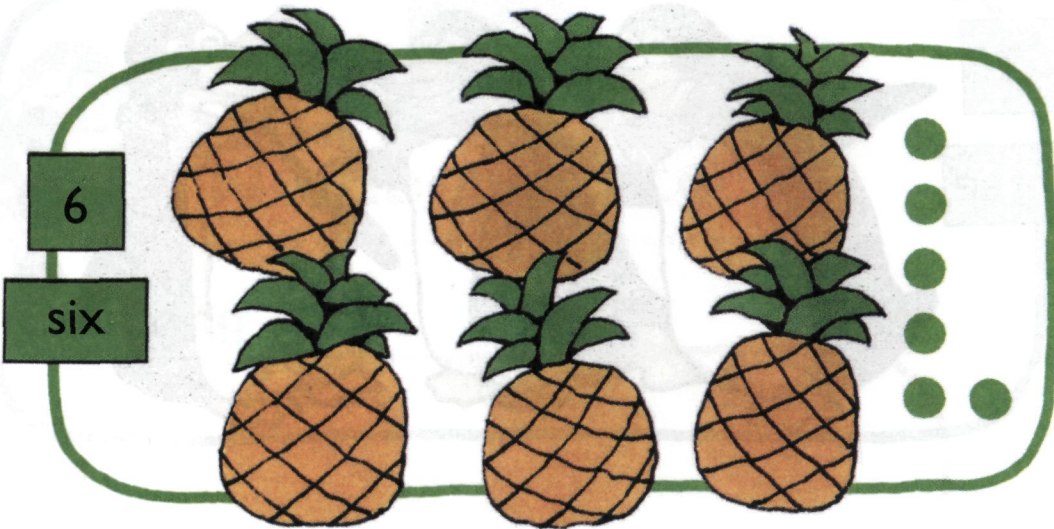
four



5

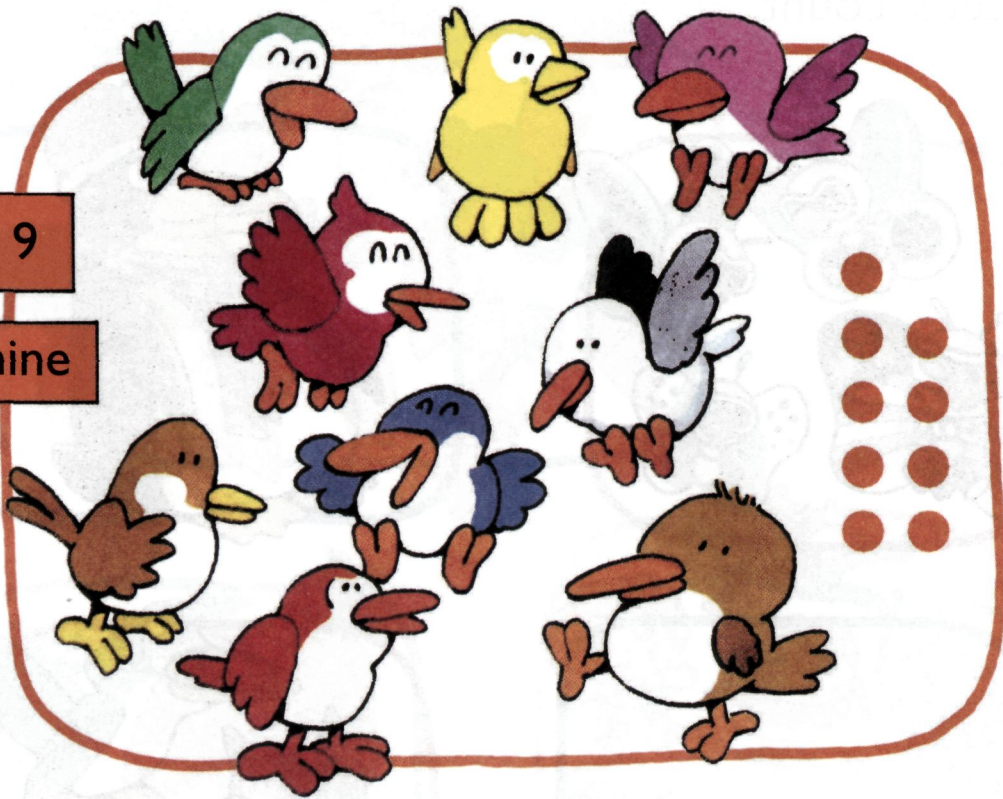
five





9

nine

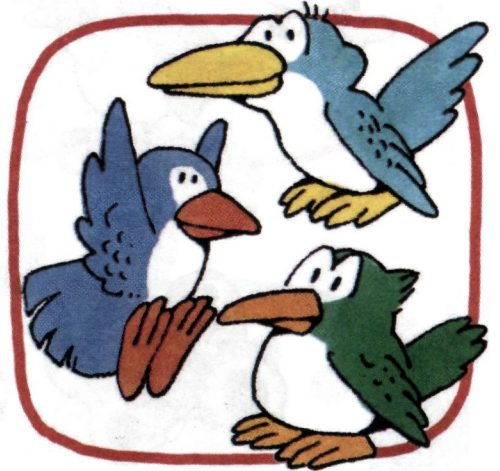


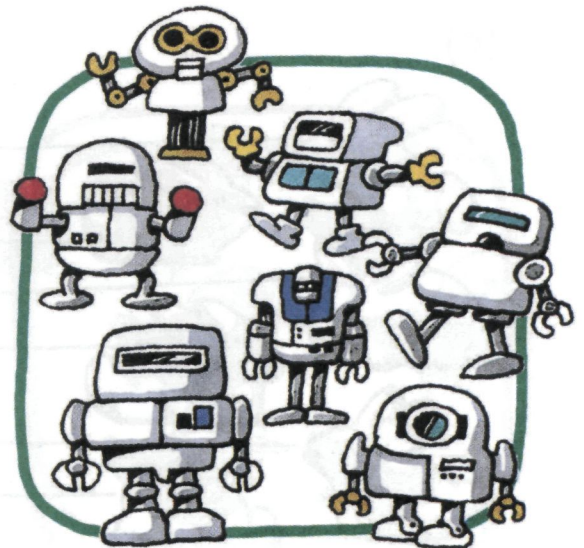
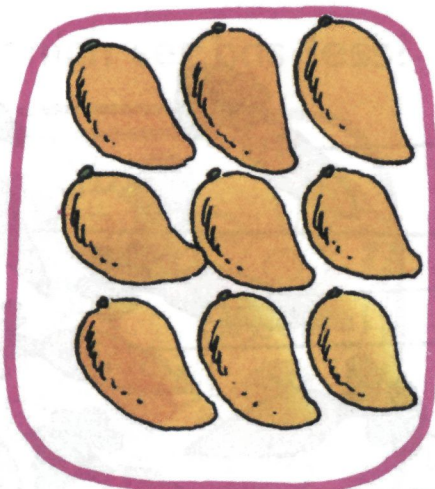
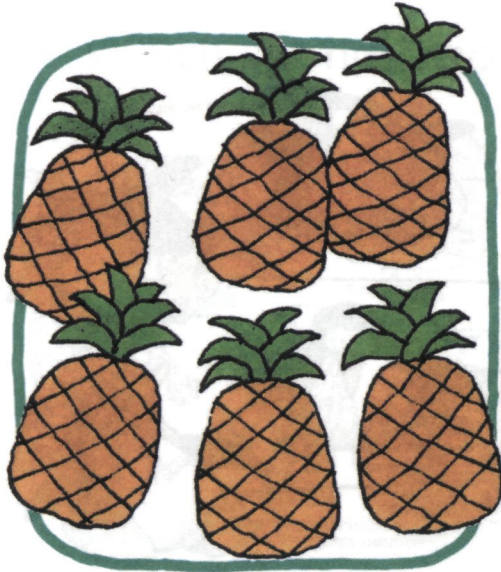
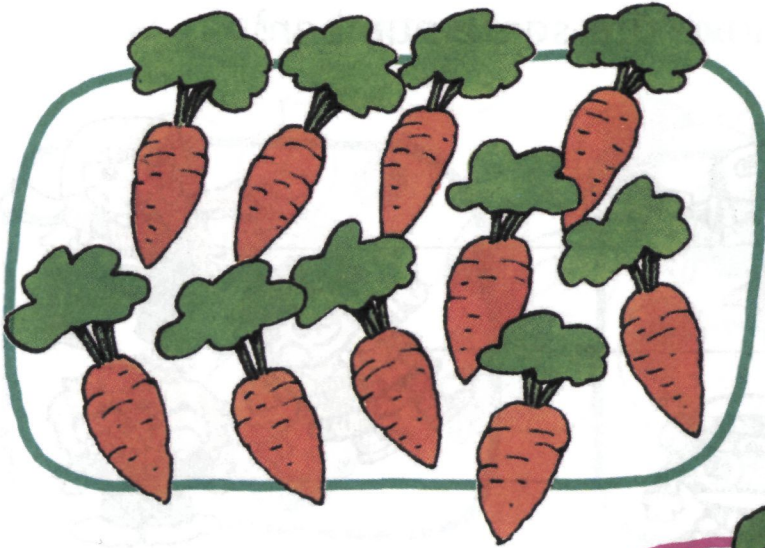
10

ten



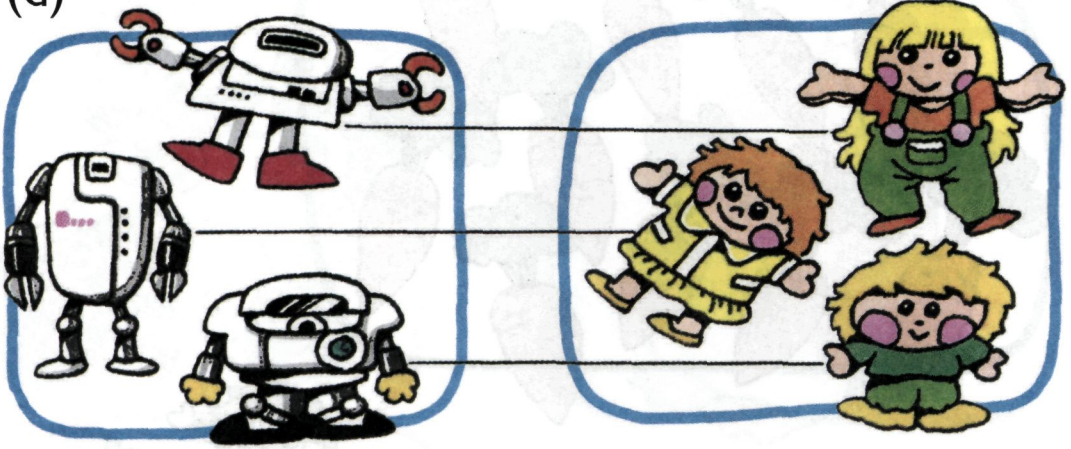
1. Let's count.



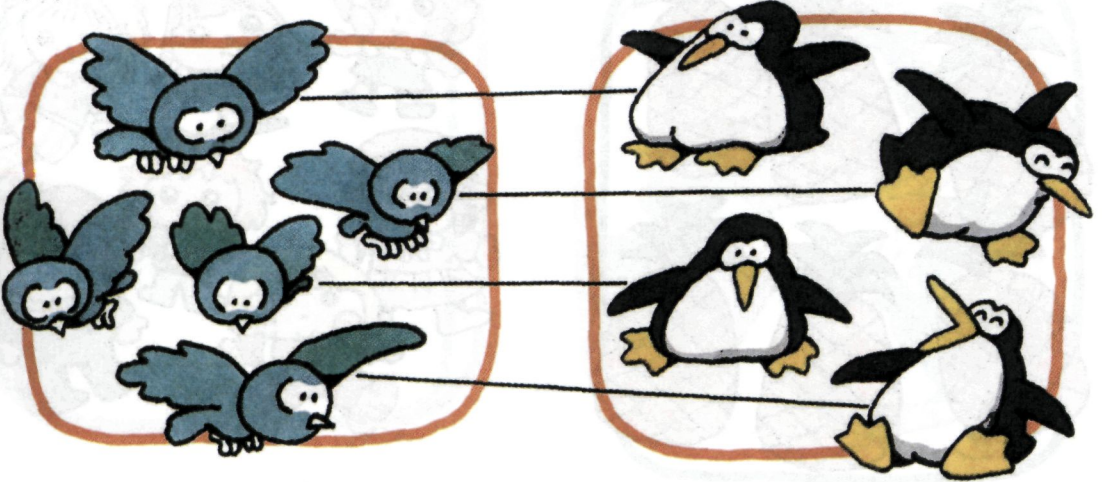


2. Do the sets have the same number?

(a)



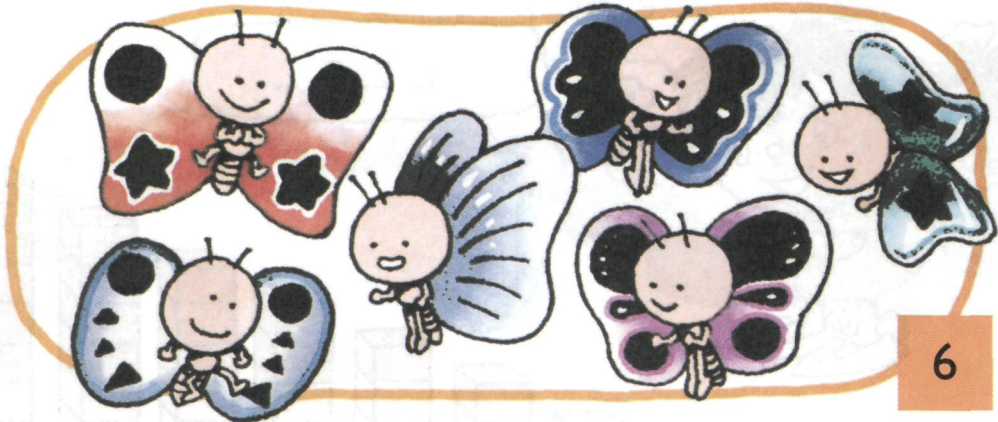
(b)



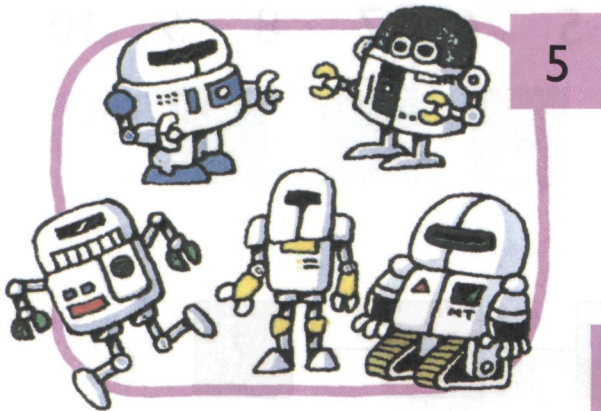
(c)



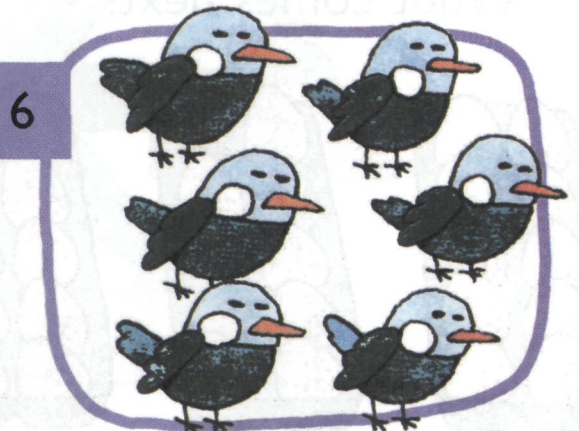
3. How many butterflies are there?



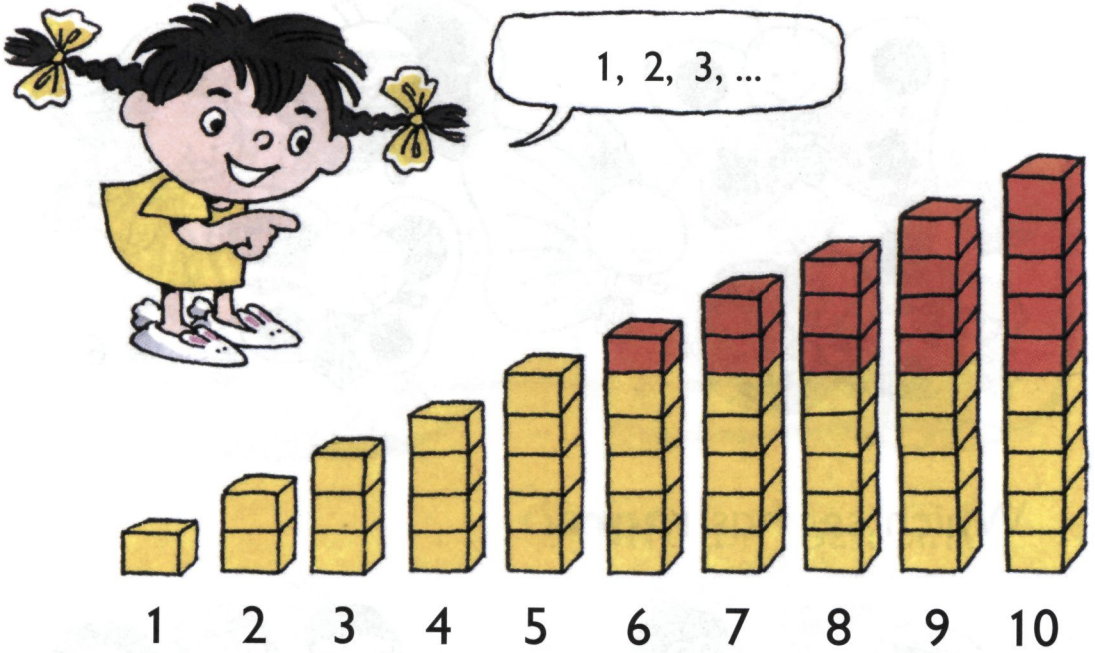
4. Which set has **more**?



5. Which set has **less**?



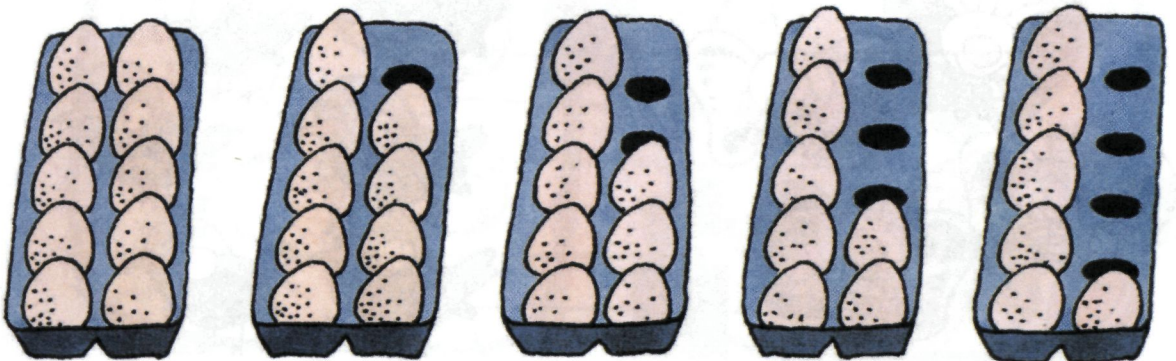
6. Count from 1 to 10.



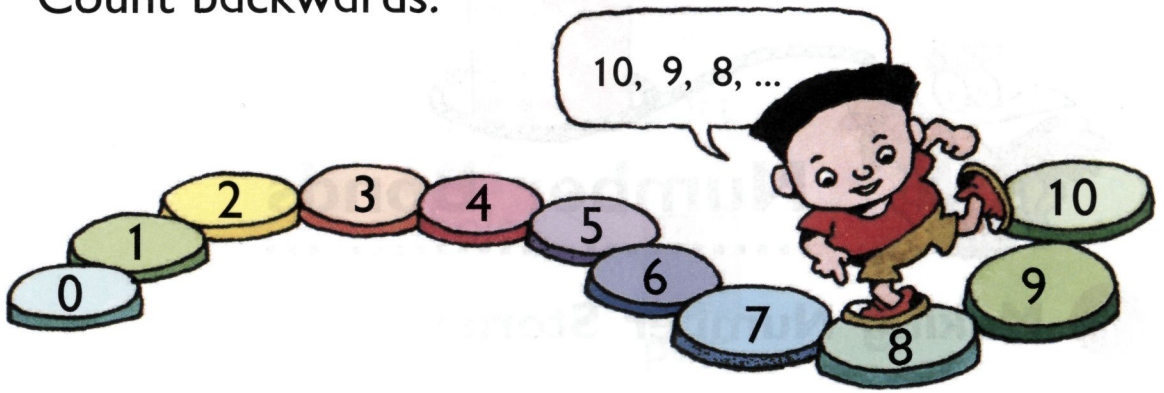
7. What comes next?



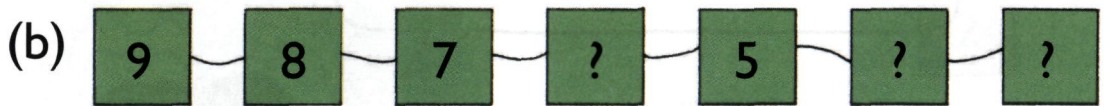
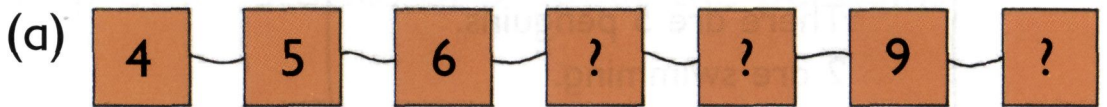
8. What comes next?



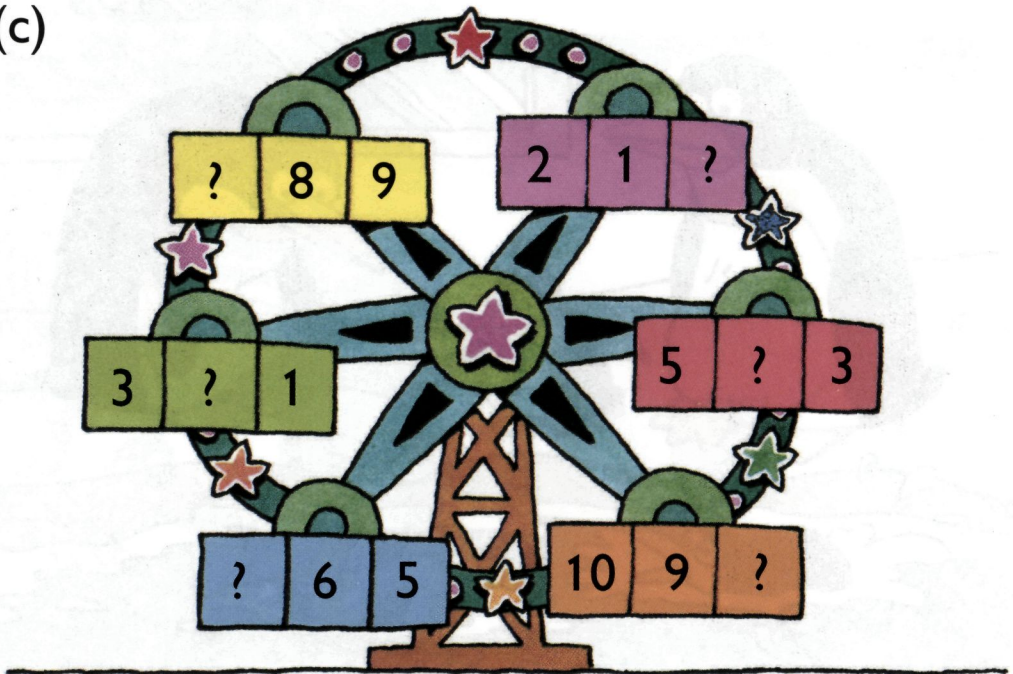
9. Count backwards.



10. What are the missing numbers?



(c)





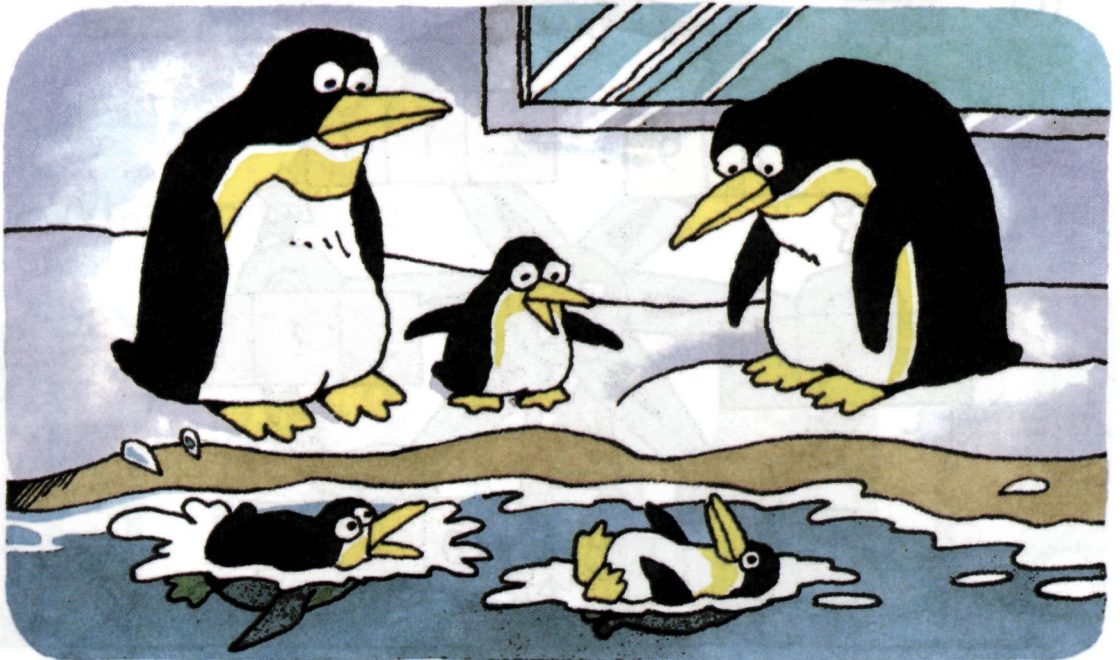
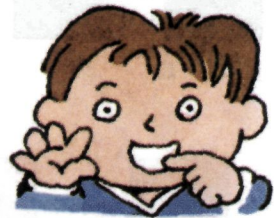
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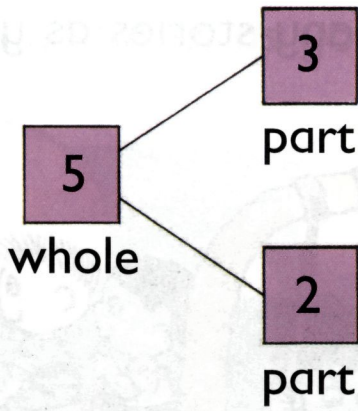
Number Bonds

.....

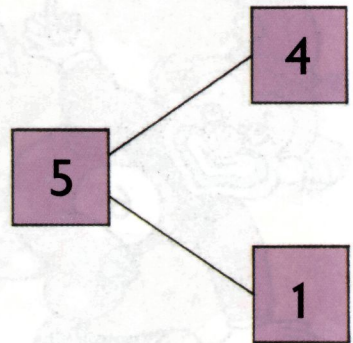
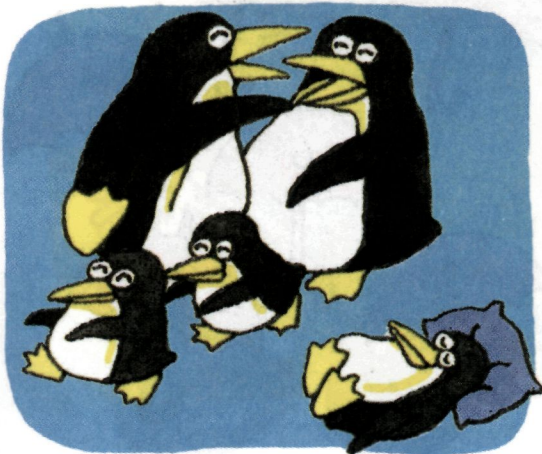
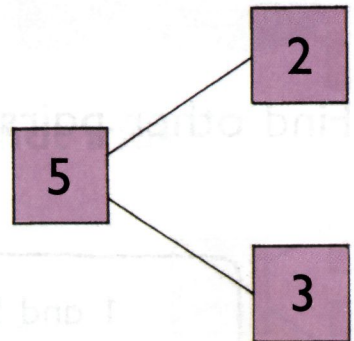
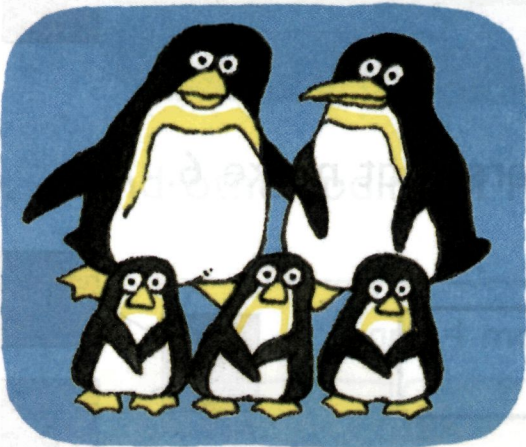
1 Making Number Stories

There are 5 penguins.
2 are swimming.
3 are not swimming.

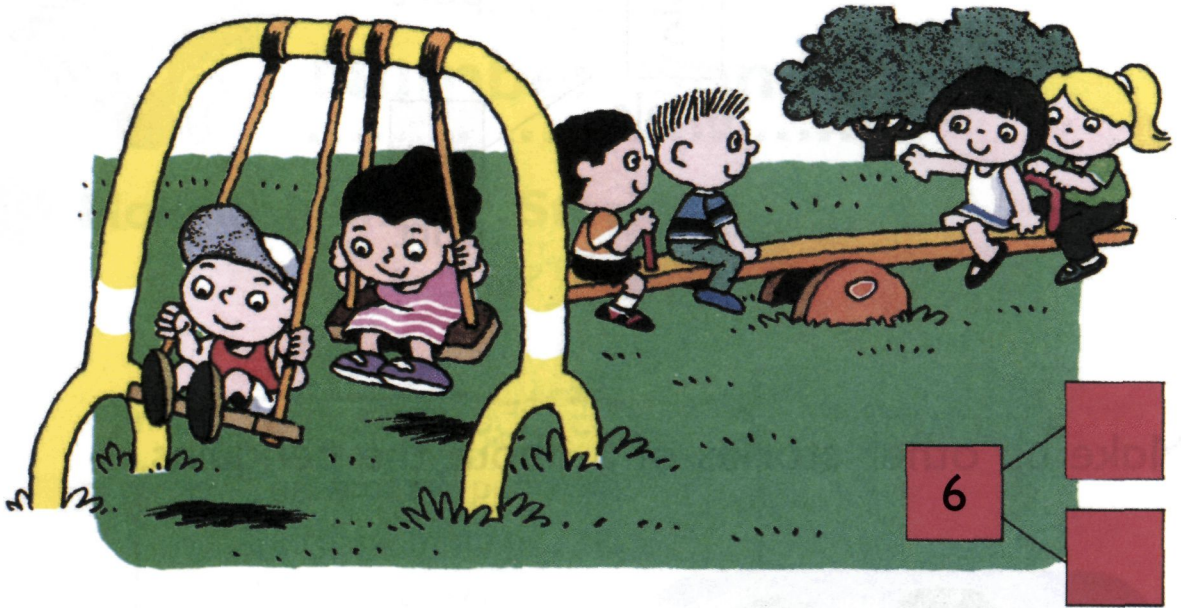




Make up other stories of 5 about the penguins.



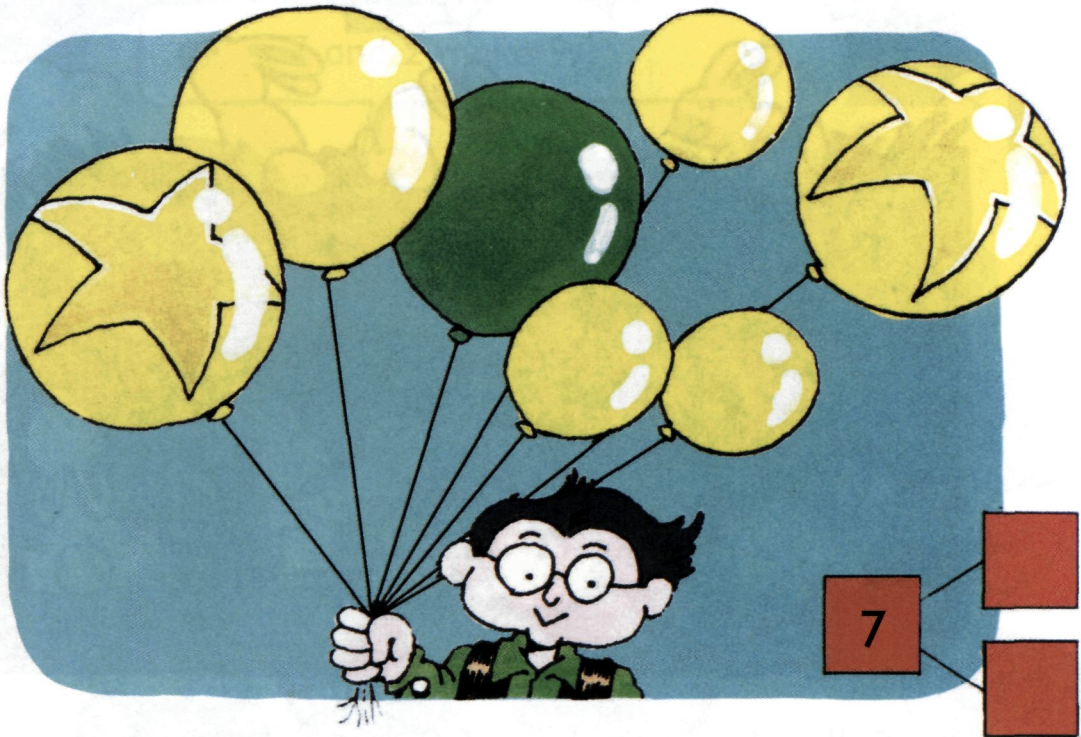
1. Make up as many stories as you can about the 6 children.



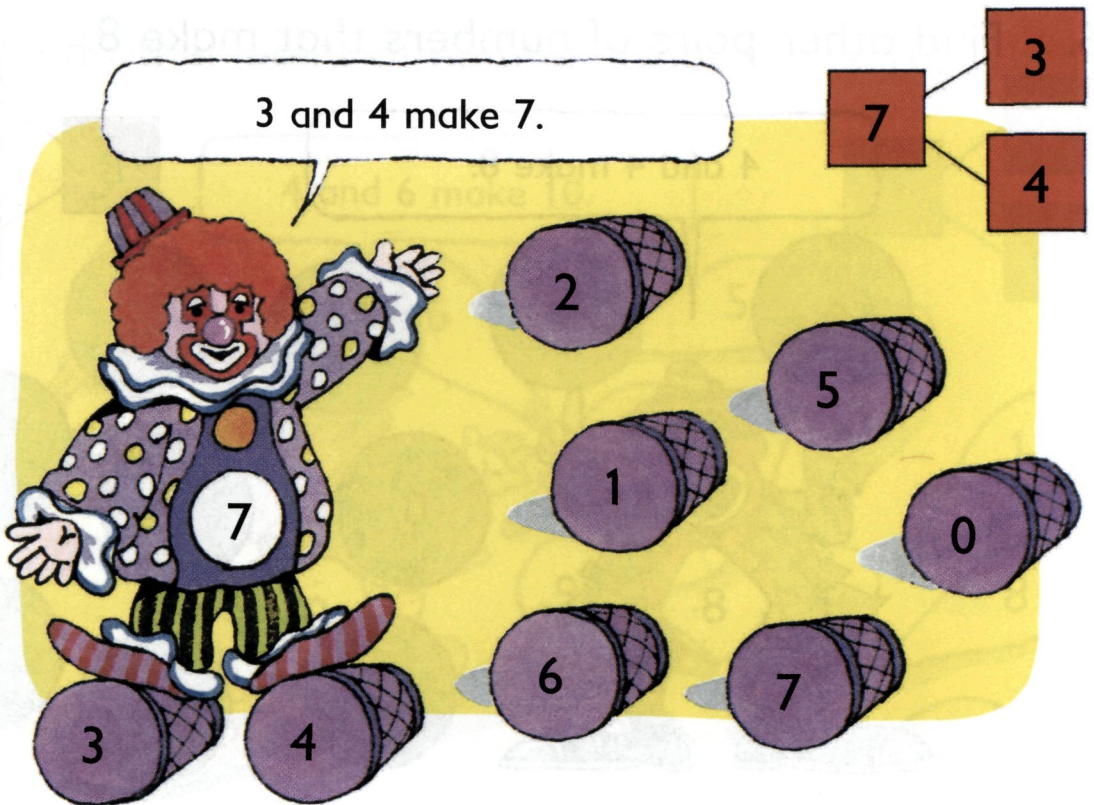
2. Find other pairs of numbers that make 6.

1 and 5 make 6.

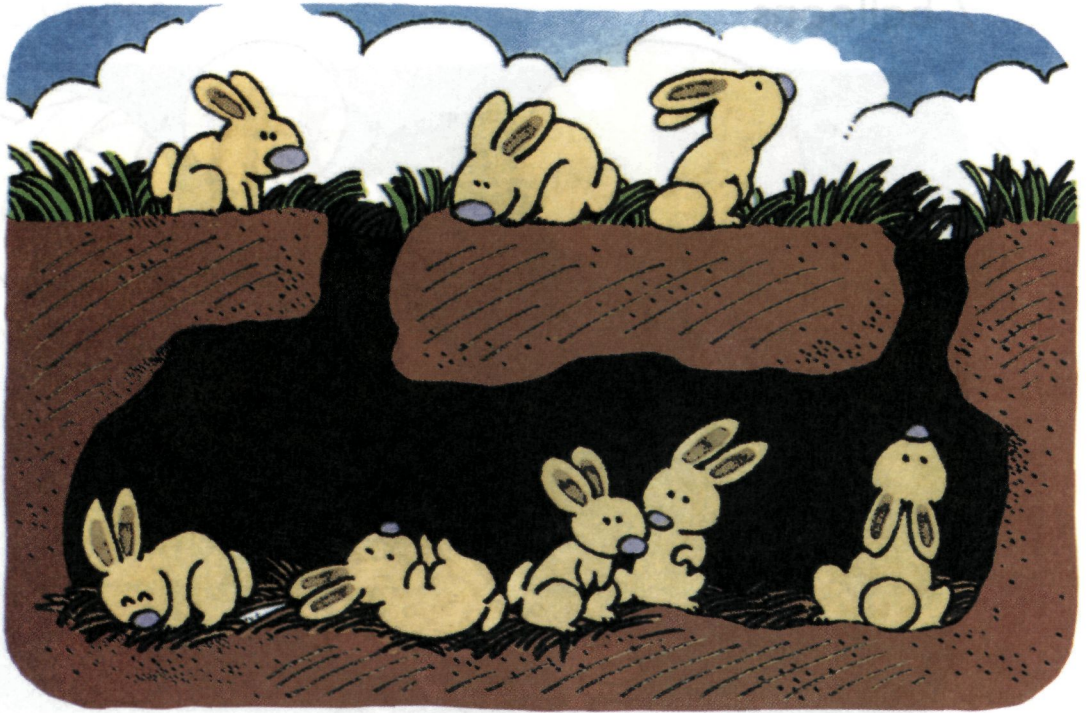
3. Make up as many stories as you can about the 7 balloons.



4. Find other pairs of numbers that make 7.



5. (a) Make up a story of 8 from the picture.



(b) Tell other stories of 8.

6. Find other pairs of numbers that make 8.

4 and 4 make 8.

4	4	2	6
0	5	3	
1	7	8	

7. Find other pairs of numbers that make 9.

7 and 2 make 9.

9

7

2

9

0

3

6

4

1

8

5

Workbook Exercise 8

8. Find other pairs of numbers that make 10.

4 and 6 make 10.

10

4

6

4

6

5

10

7

1

3

9

5

8

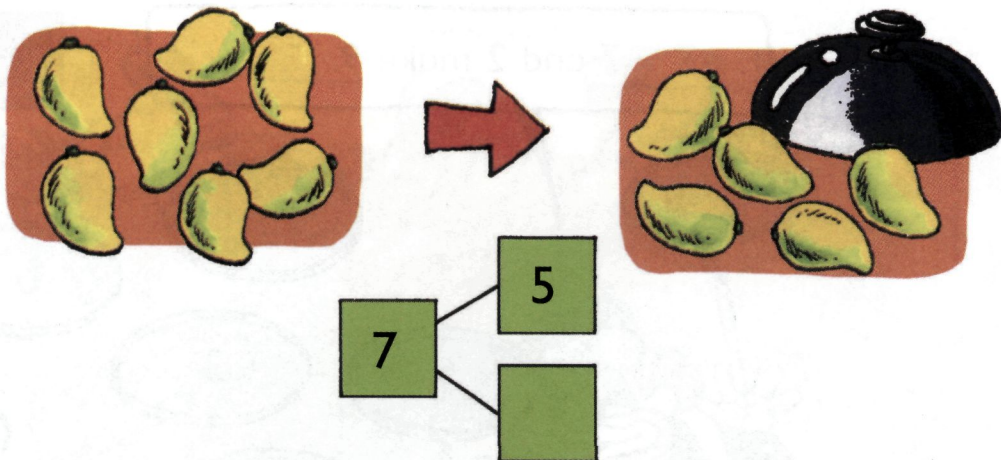
2

0

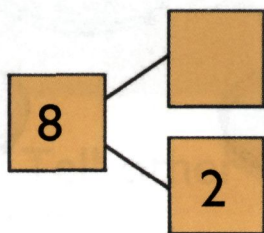
Workbook Exercise 9

9. What are the missing numbers?

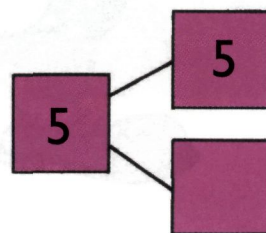
(a)



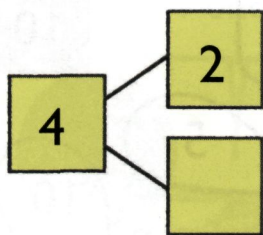
(b)



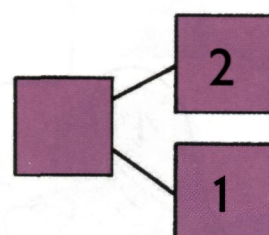
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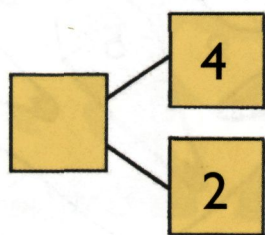
(d)



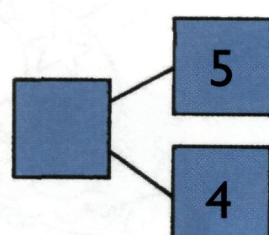
(e)



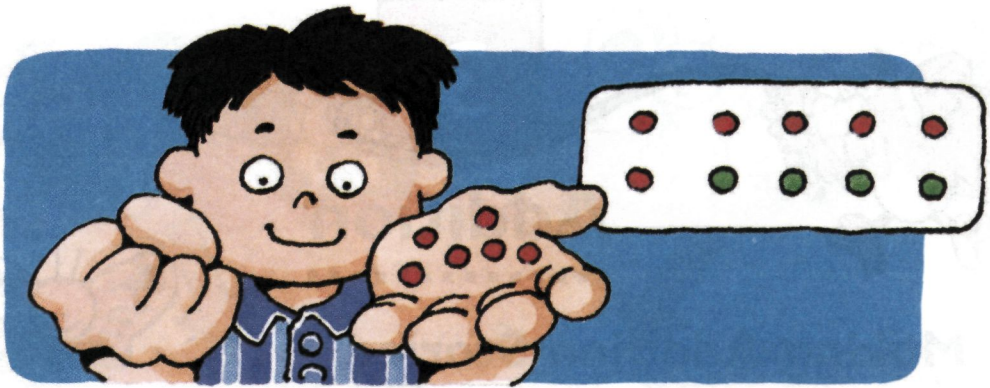
(f)



(g)



10.



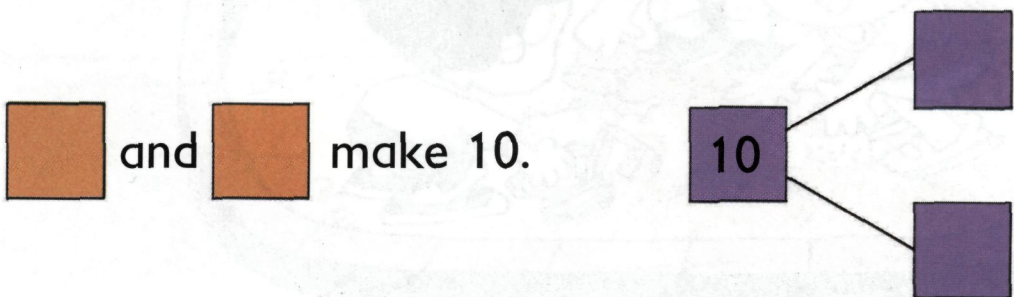
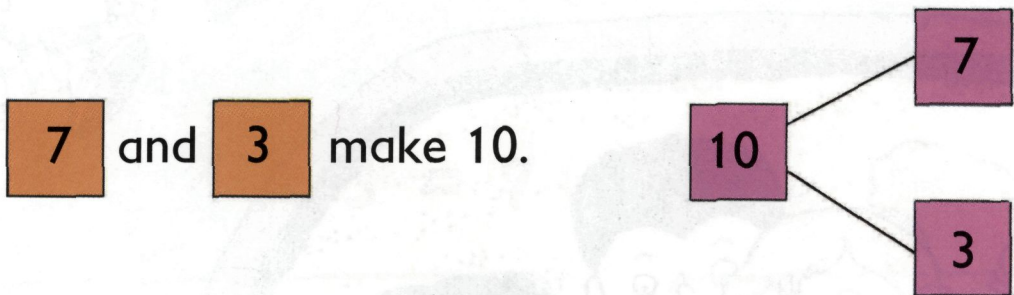
6 and  make 10.

11. Play with a friend.

Make two sets of cards numbered 0 to 10:



Use the cards to make as many tens as you can.

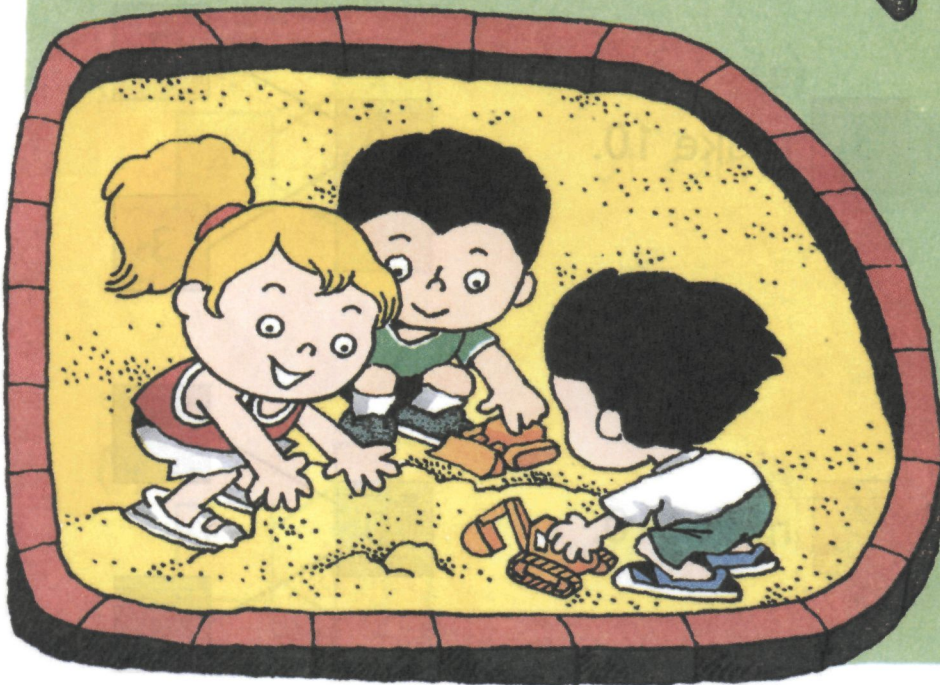
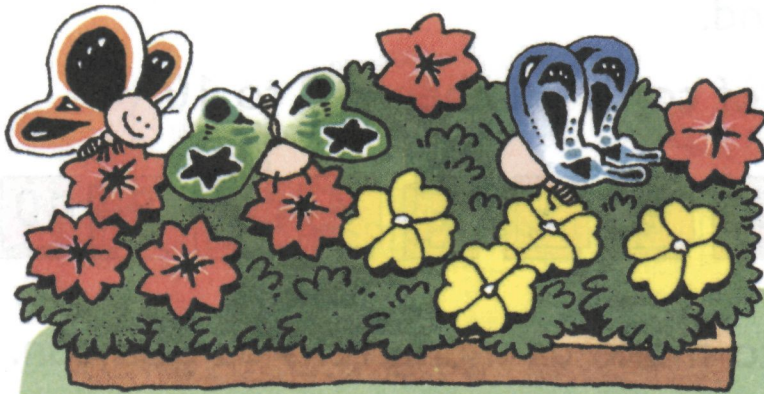


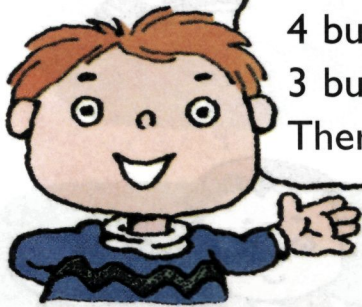
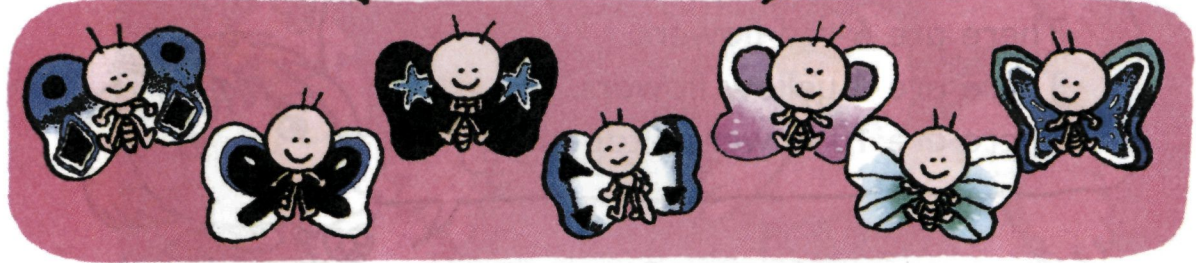
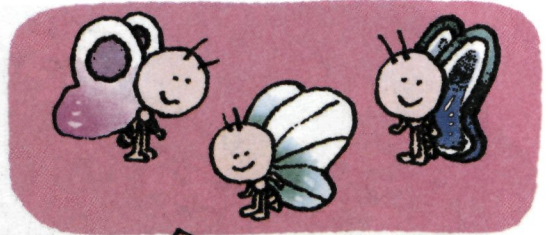


Addition

.....

1 Making Addition Stories



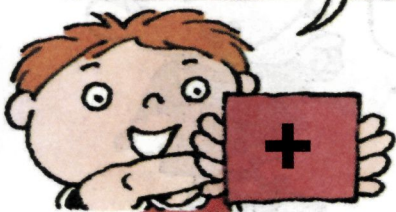


4 butterflies are flying.
3 butterflies are resting on the flowers.
There are 7 butterflies altogether.

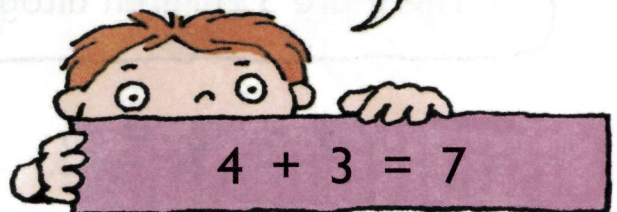
We write the number sentence:

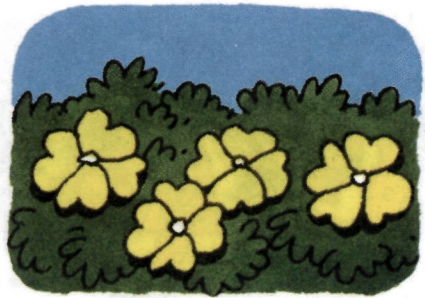
$$4 + 3 = 7$$

This is **addition**.
It means **putting together**.



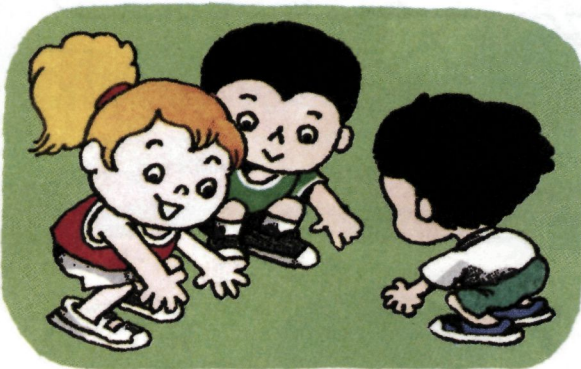
Add 4 and 3.
The answer is 7.





There are 6 red flowers.
There are 4 yellow flowers.
There are 10 flowers altogether.

$$6 + 4 = 10$$



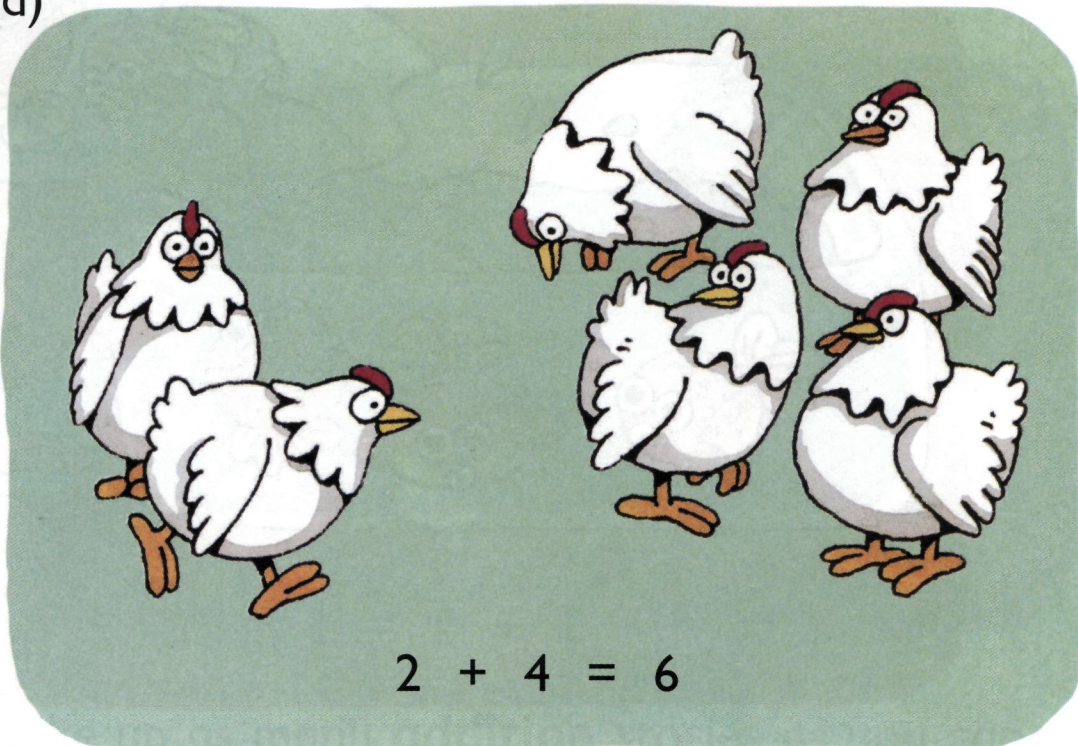
3 children are playing.
2 more are coming.
There are 5 children altogether.

$$3 + 2 = 5$$

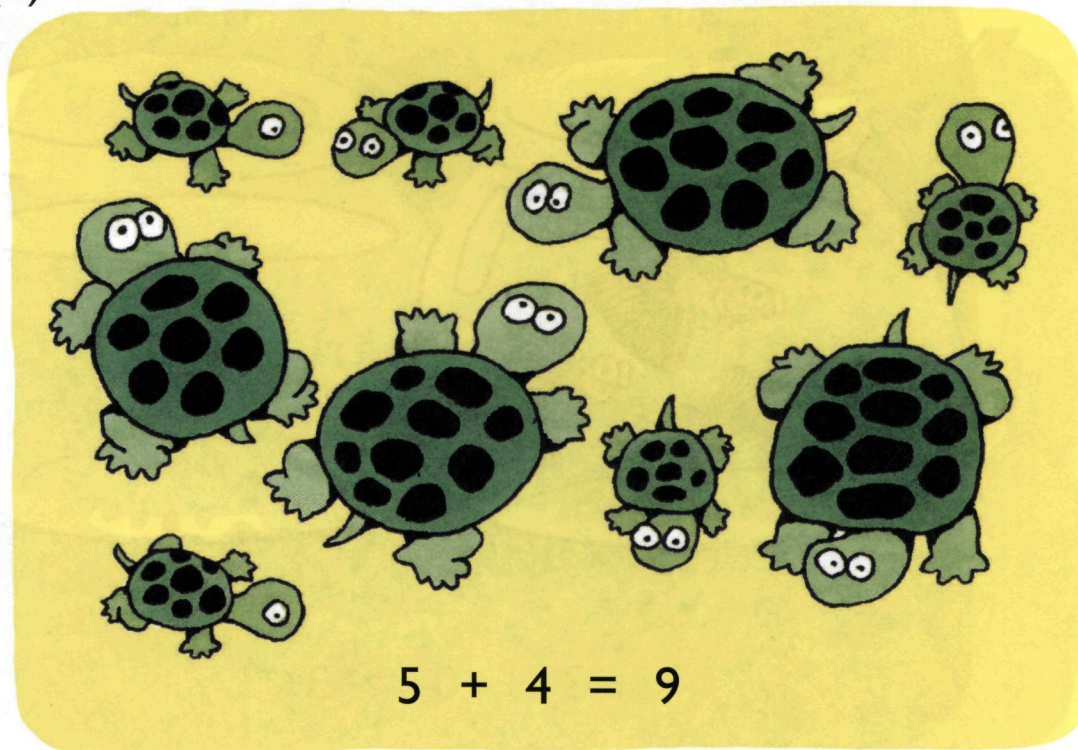


1. Make up a story for each number sentence.

(a)



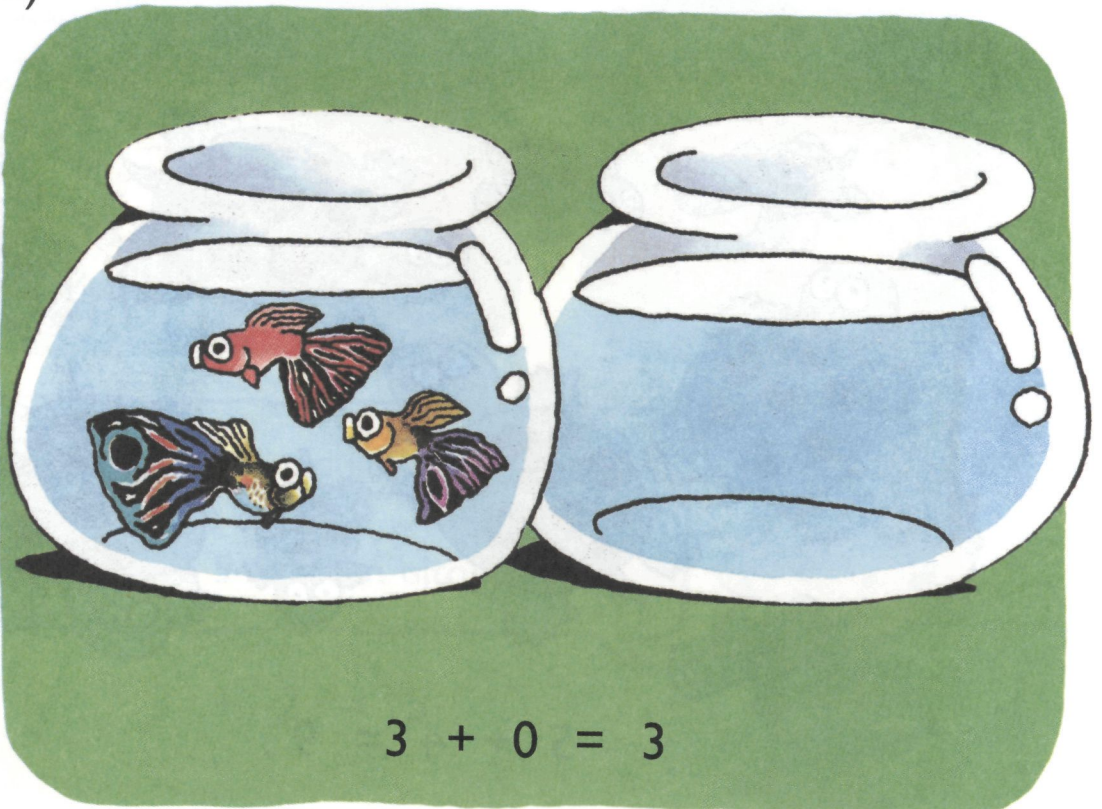
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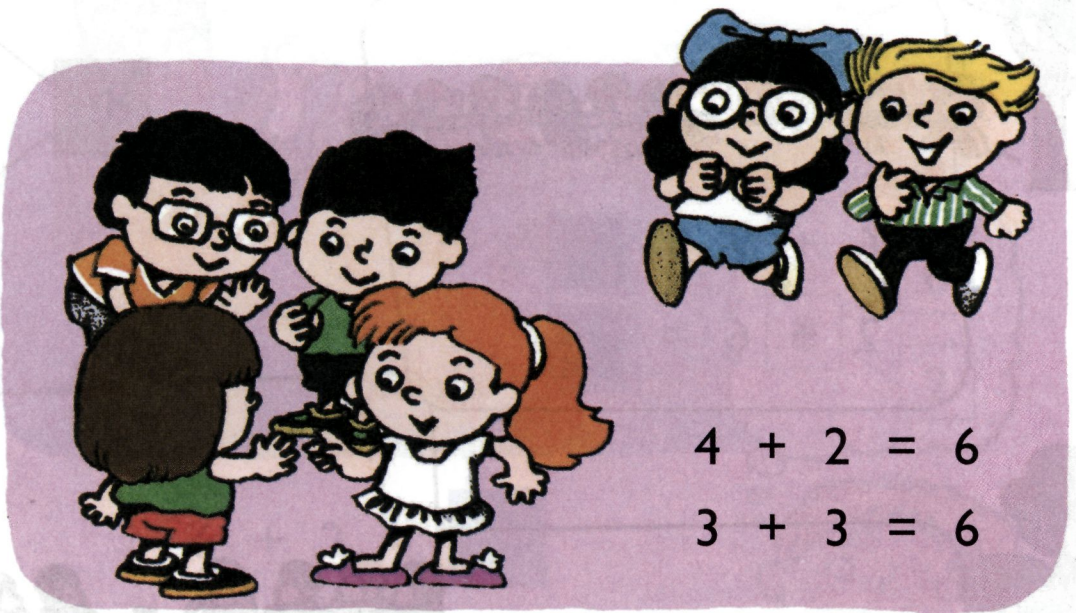
(c)



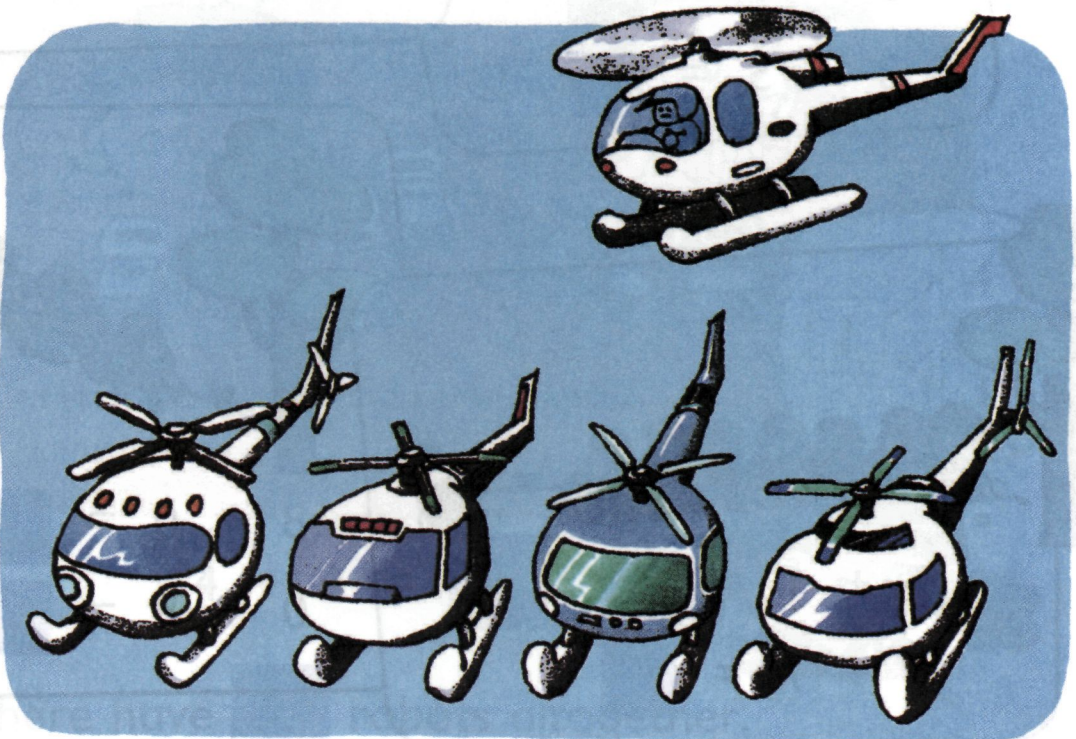
(d)



2. Make up as many stories as you can for each number sentence.



3. Make up as many **addition** stories as you can. Write a number sentence for each story.



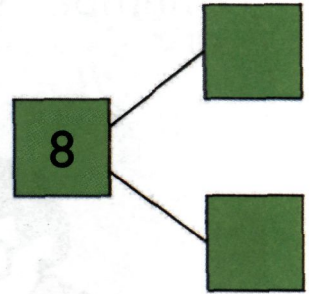
2

Addition With Number Bonds



$$6 + 2 = \square$$

$$2 + 6 = \square$$

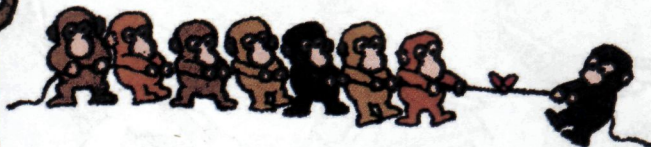


$$5 + 3 = \square$$

$$3 + 5 = \square$$



$$4 + 4 = \square$$



$$7 + 1 = \square$$

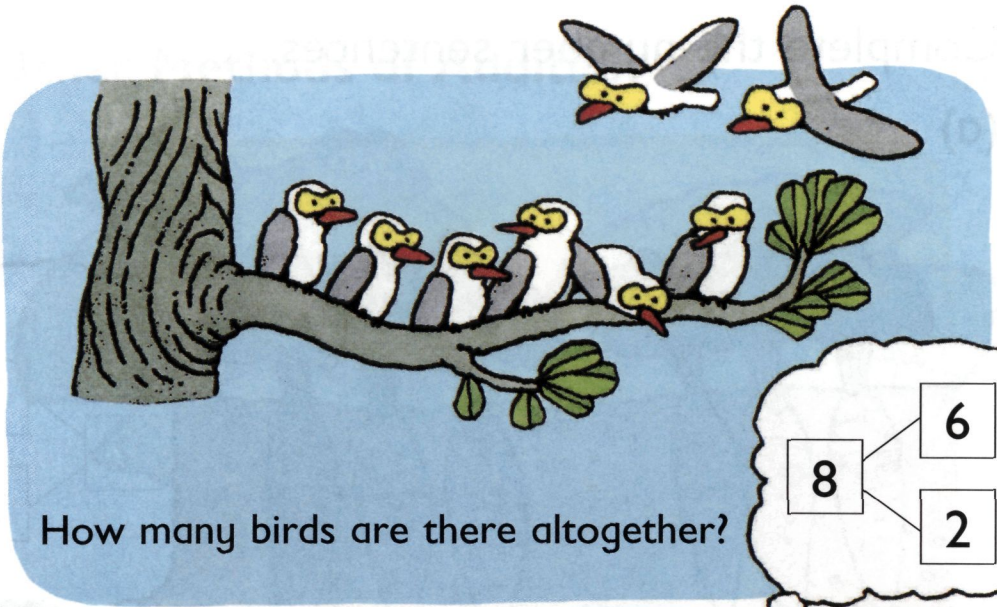
$$1 + 7 = \square$$



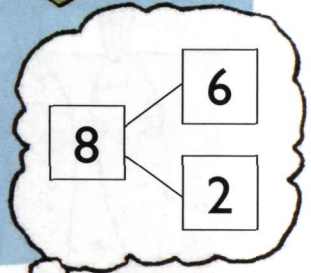
$$8 + 0 = \square$$

$$0 + 8 = \square$$

1.

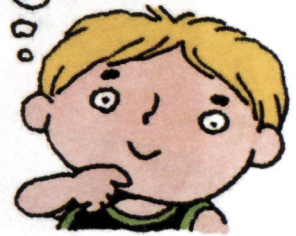


How many birds are there altogether?

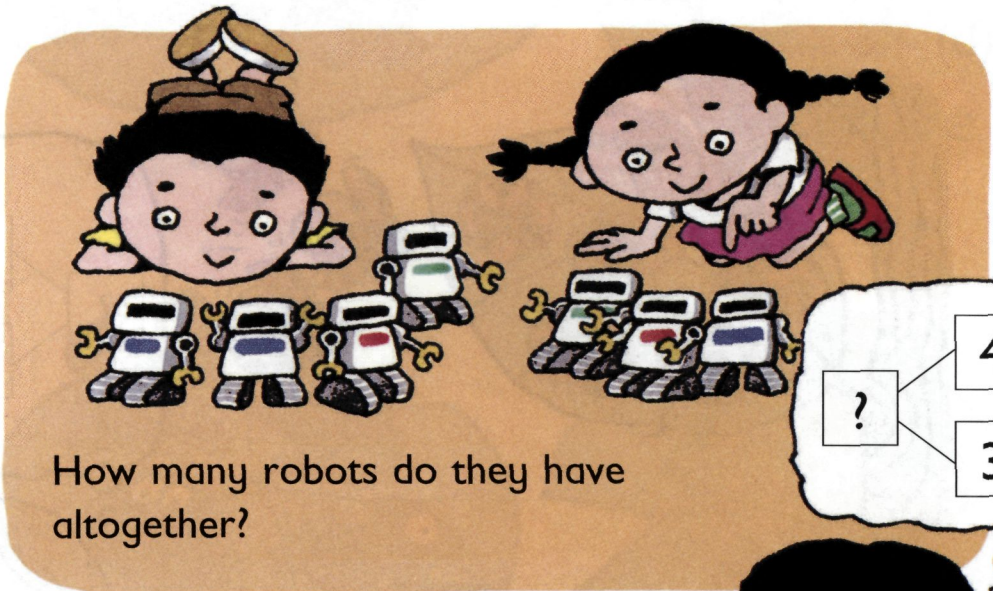


$$6 + 2 = \square$$

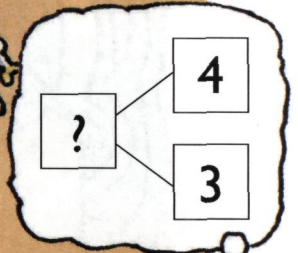
There are \square birds altogether.



2.



How many robots do they have altogether?



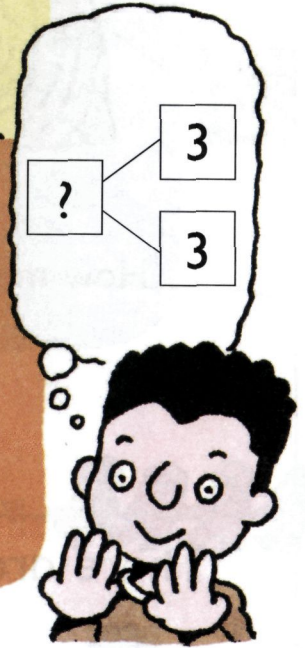
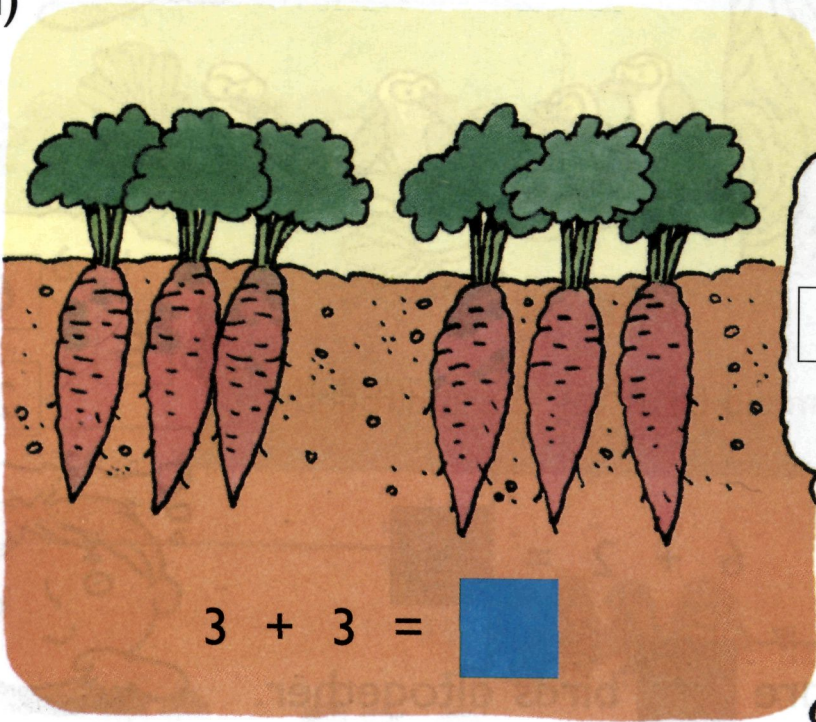
$$4 + 3 = \square$$

There have \square robots altogether.

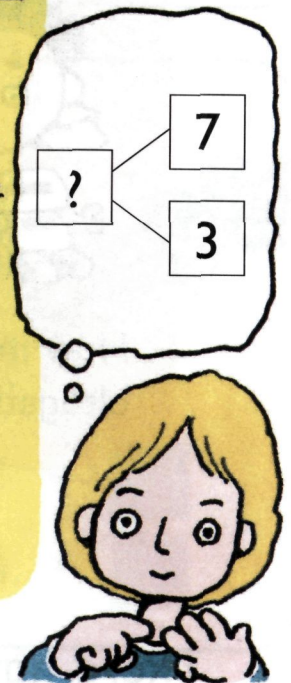
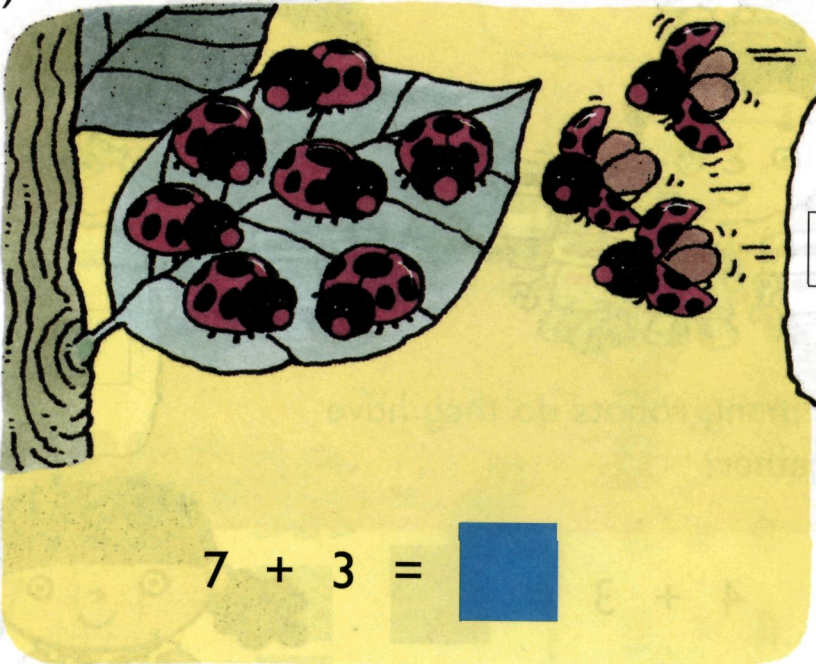


3. Complete the number sentences.

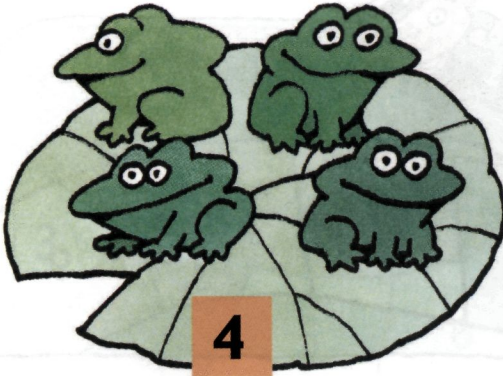
(a)



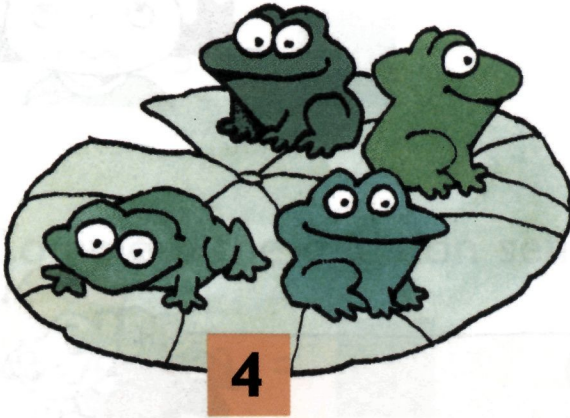
(b)



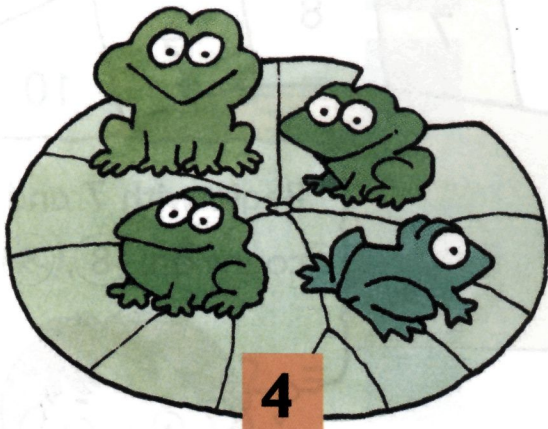
3 Other Methods of Addition



$$4 + 1 = \square$$

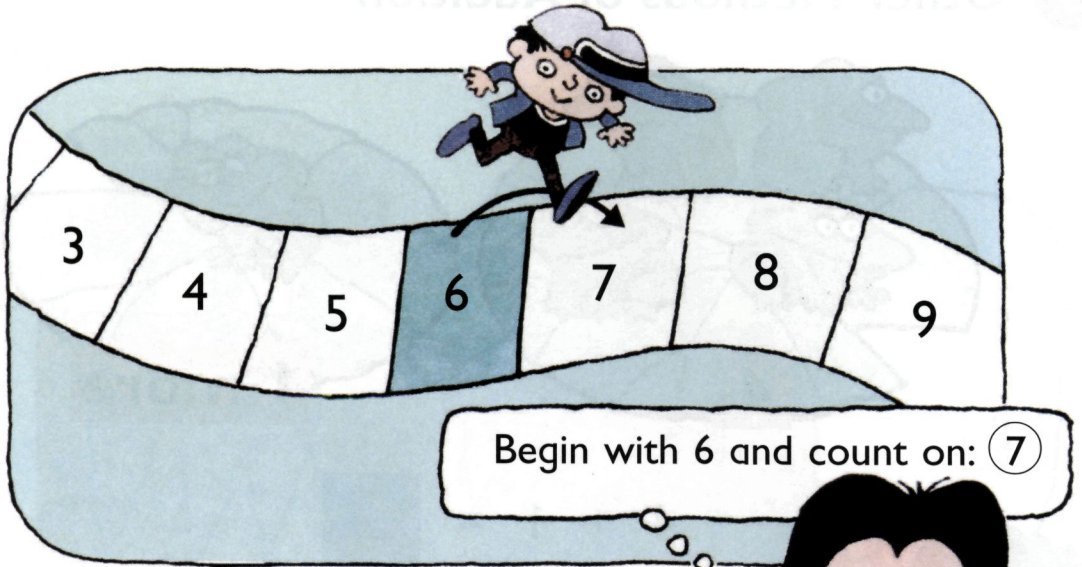


$$4 + 2 = \square$$



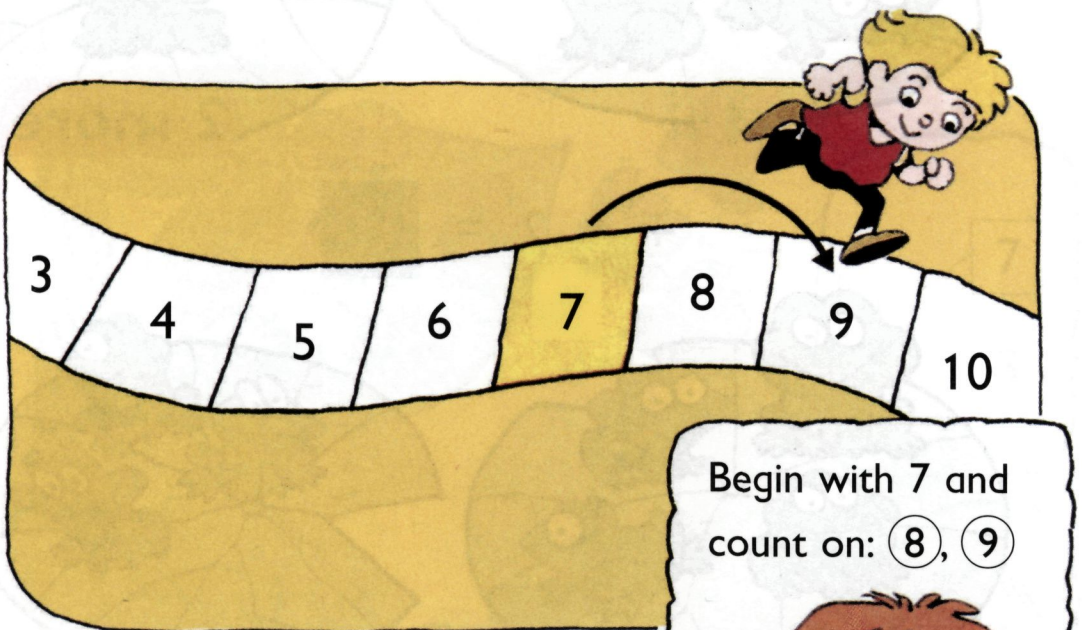
$$4 + 3 = \square$$

1. Add 6 and 1.



$$6 + 1 = \blacksquare$$

2. Add 7 and 2.



$$7 + 2 = \blacksquare$$

3. Add 4 and 3.

Count on from 4:
⑤, ⑥, ⑦

$4 + 3 = \square$

The illustration shows a number line from 3 to 10. A girl is jumping over the line, and a boy is thinking about counting on from 4. A speech bubble contains the text "Count on from 4: ⑤, ⑥, ⑦". Below the number line, the equation $4 + 3 = \square$ is shown.

4. Complete the addition sentences.

(a) $4 + 0 = \square$

(b) $5 + 1 = \square$

$5 + 0 = \square$

$7 + 1 = \square$

$8 + 0 = \square$

$9 + 1 = \square$

(c) $3 + 2 = \square$

(d) $5 + 3 = \square$

$6 + 2 = \square$

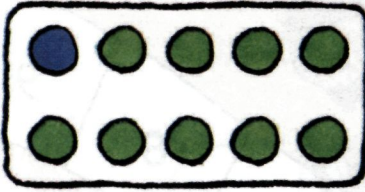
$6 + 3 = \square$

$8 + 2 = \square$

$7 + 3 = \square$

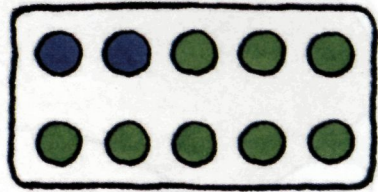
5. Complete the addition sentences.

(a)



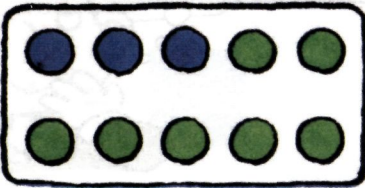
$$1 + \square = 10$$

(b)



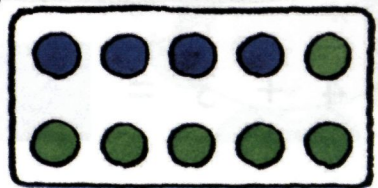
$$2 + \square = 10$$

(c)



$$3 + \square = 10$$

(d)



$$4 + \square = 10$$

(e) $5 + \square = 10$

(f) $6 + \square = 10$

(g) $7 + \square = 10$

(h) $8 + \square = 10$

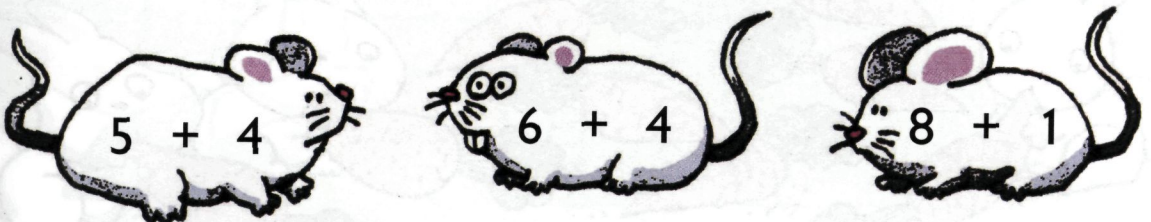
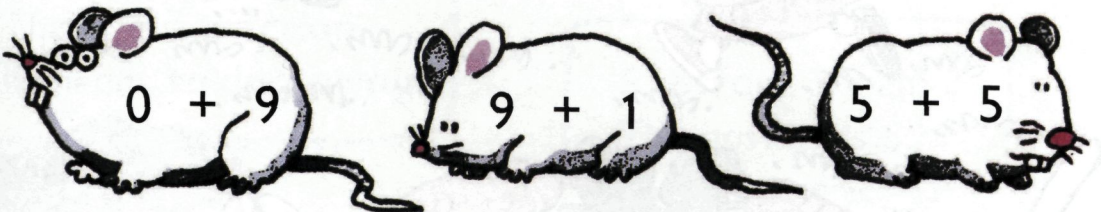
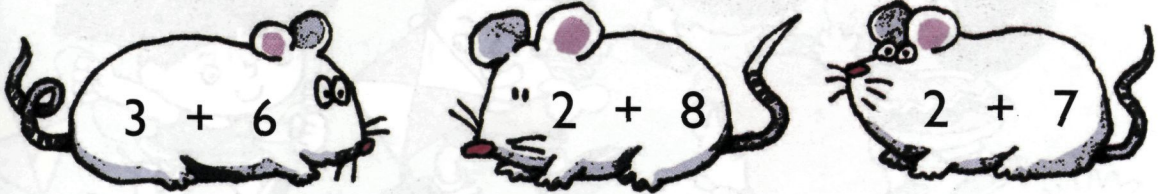
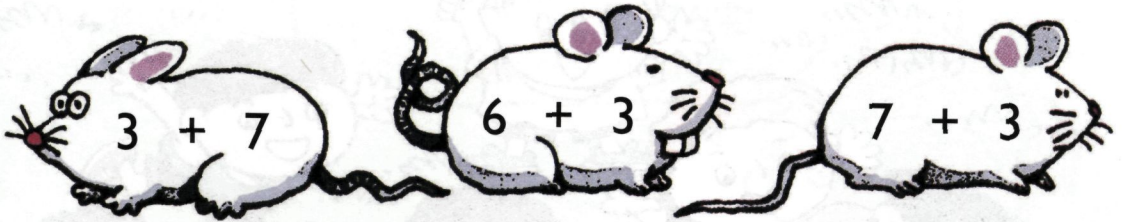
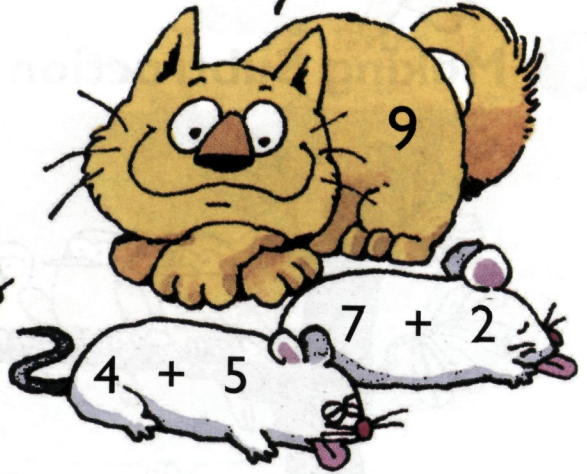
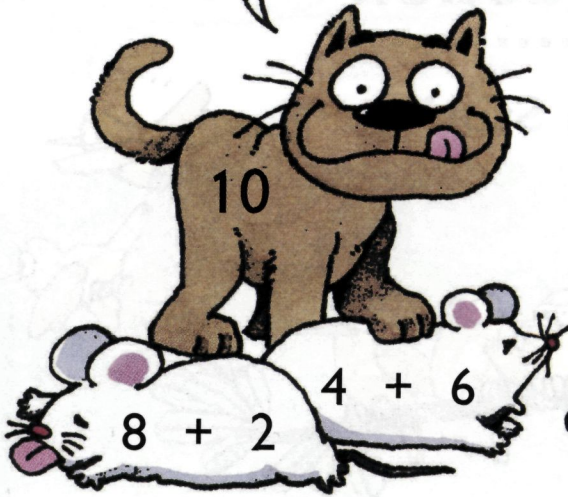
(i) $9 + \square = 10$

(j) $10 + \square = 10$

6. Which rats will each cat catch?

I catch the tens.

I catch the nines.

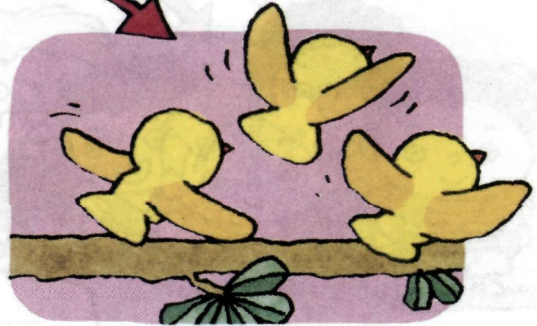
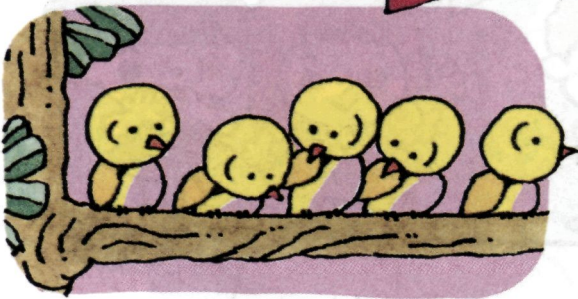
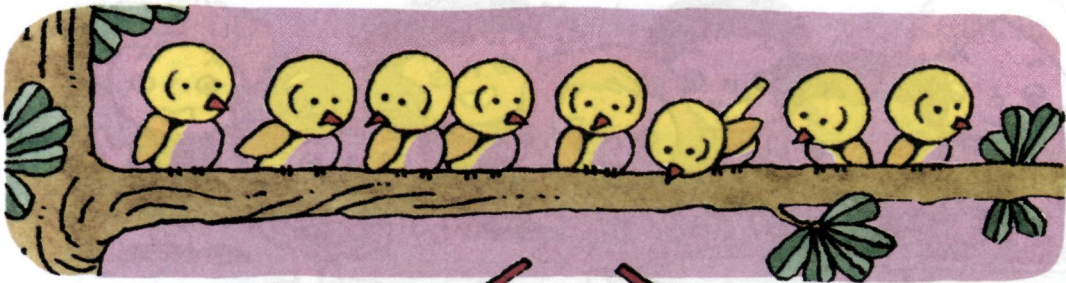


Subtraction

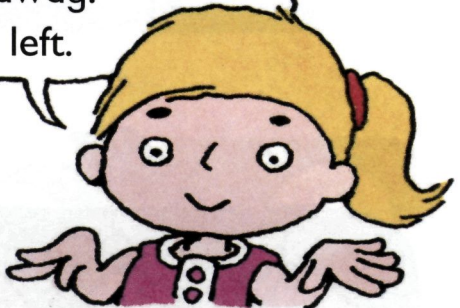
.....

1 Making Subtraction Stories





There are 8 birds.
3 birds fly away.
5 birds are left.



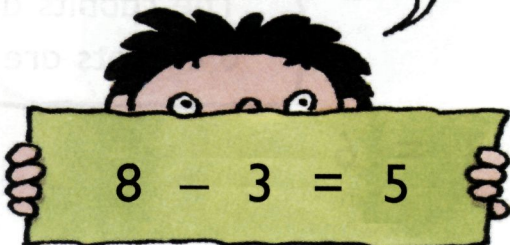
We write the number sentence:

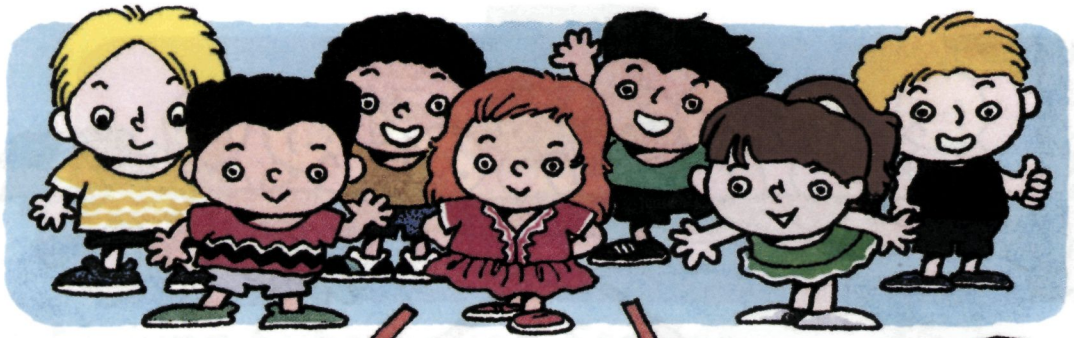
$$8 - 3 = 5$$

This is **subtraction**.
It means **taking away**.



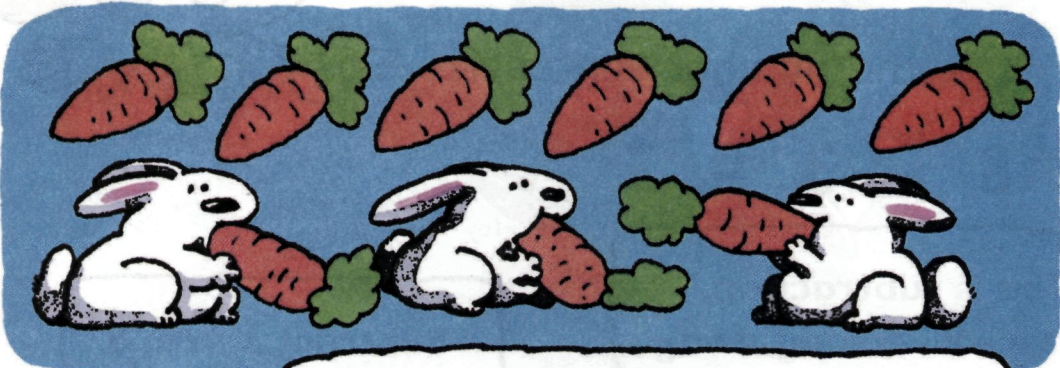
Subtract 3 from 8.
The answer is 5.





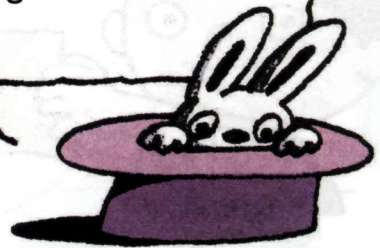
$$7 - 2 = 5$$

There are 7 children.
2 of them are girls.
There are 5 boys.



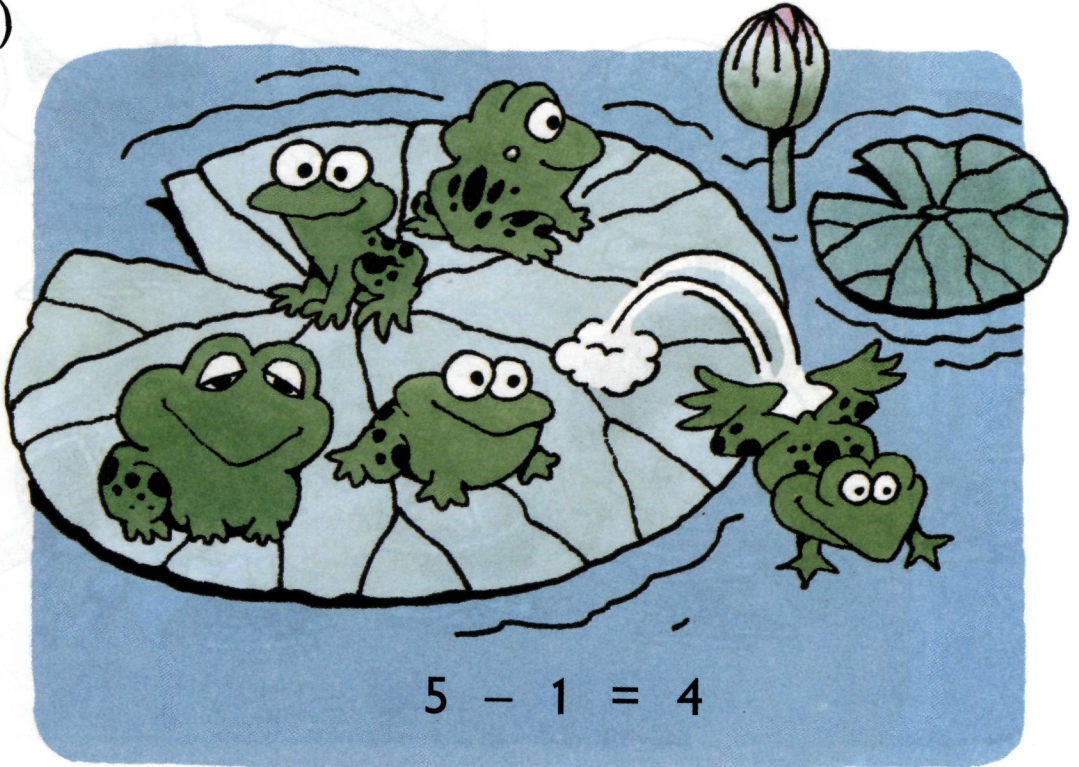
There are 9 carrots altogether.
The rabbits are eating 3 carrots.
6 carrots are left.

$$9 - 3 = 6$$

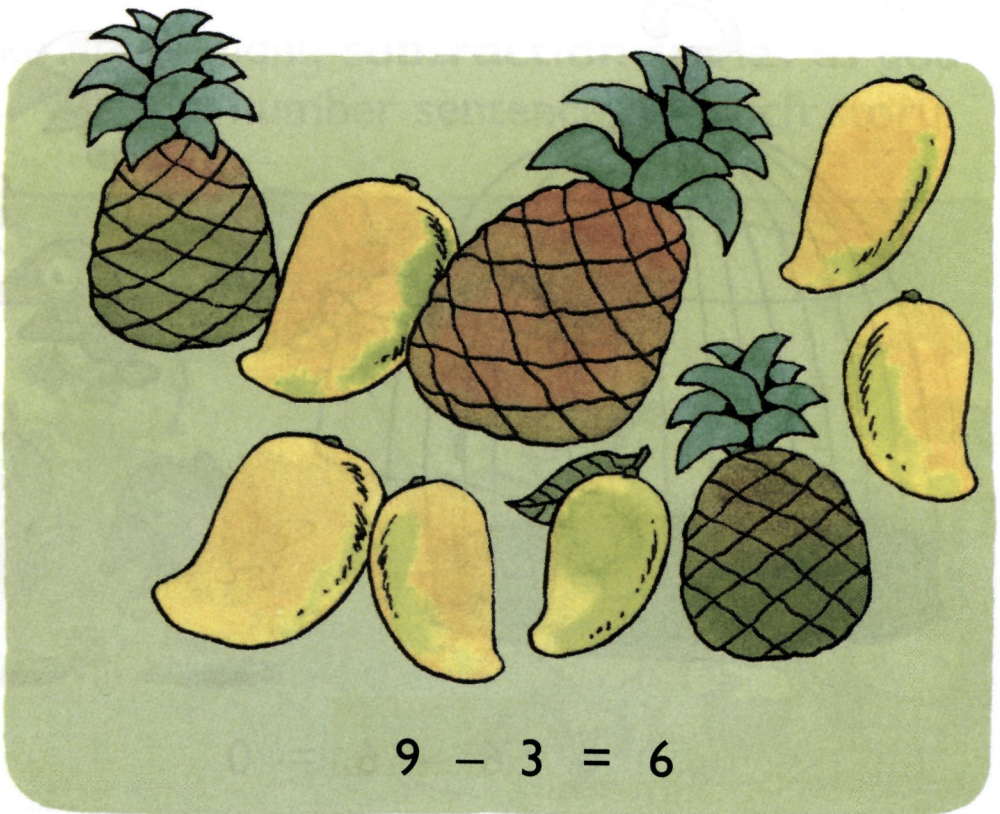


1. Make up a story for each number sentence.

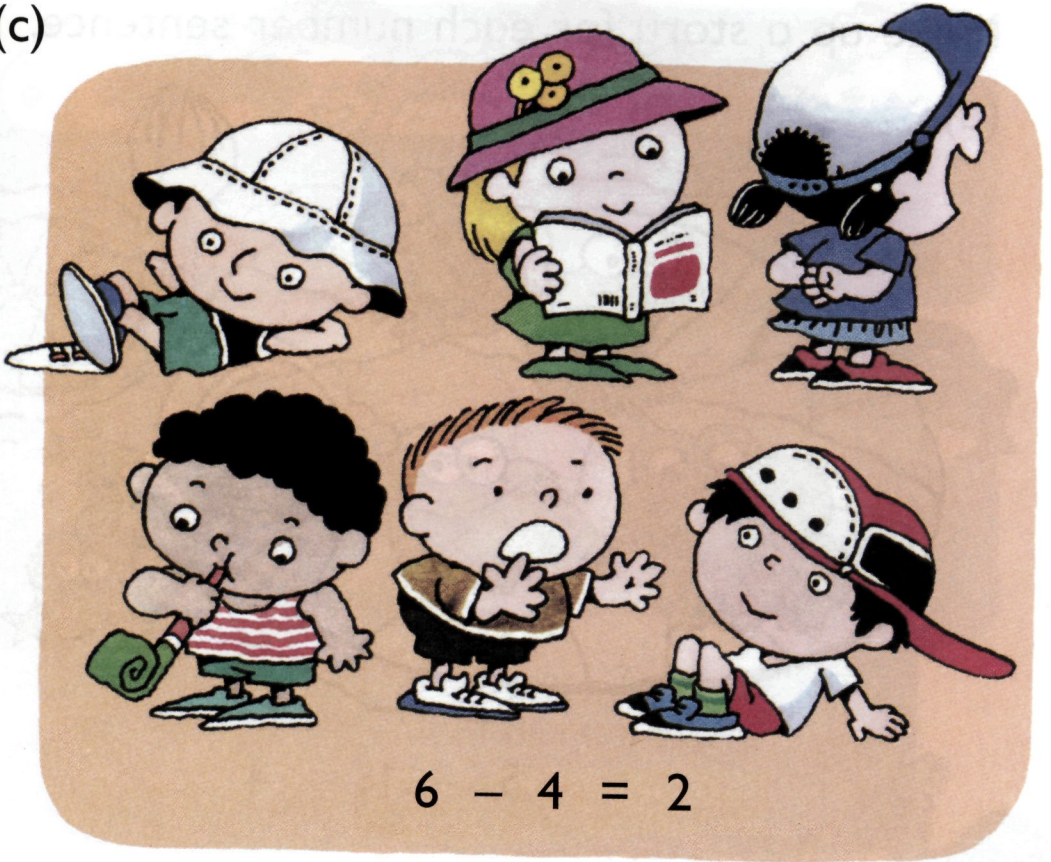
(a)



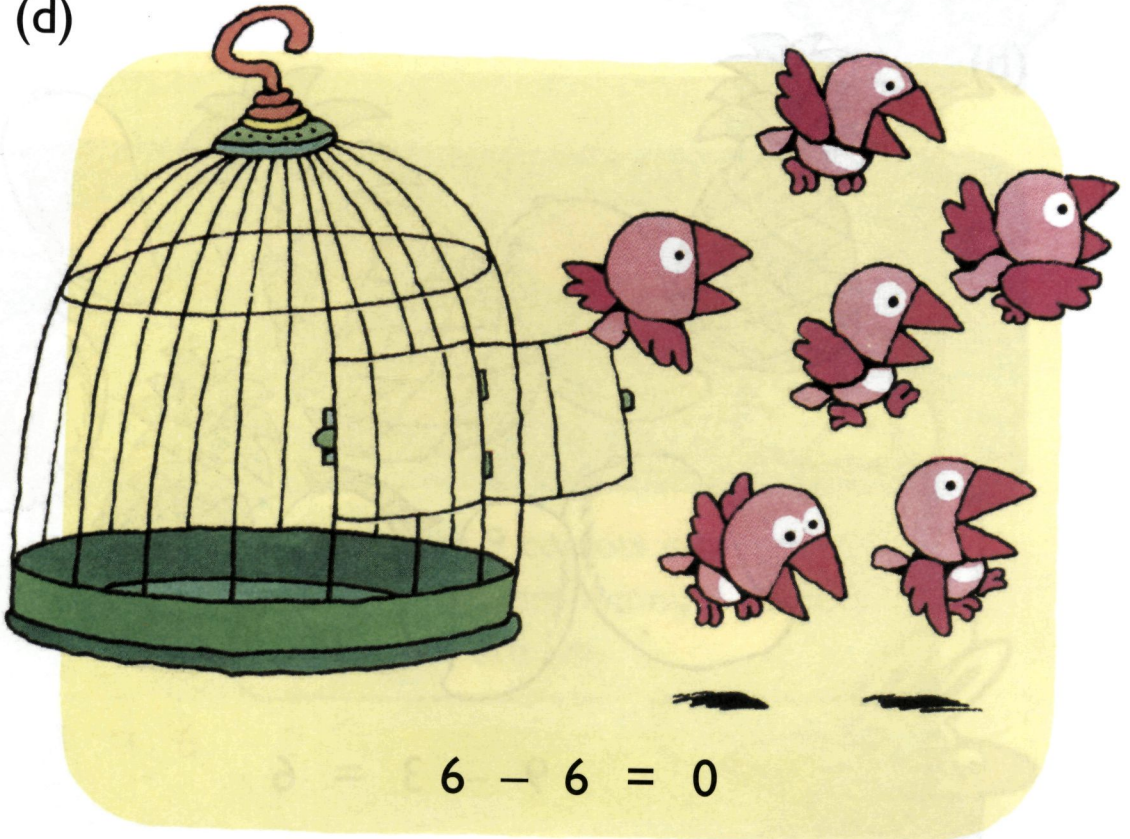
(b)



(c)



(d)




2. Make up as many stories as you can for each number sentence.



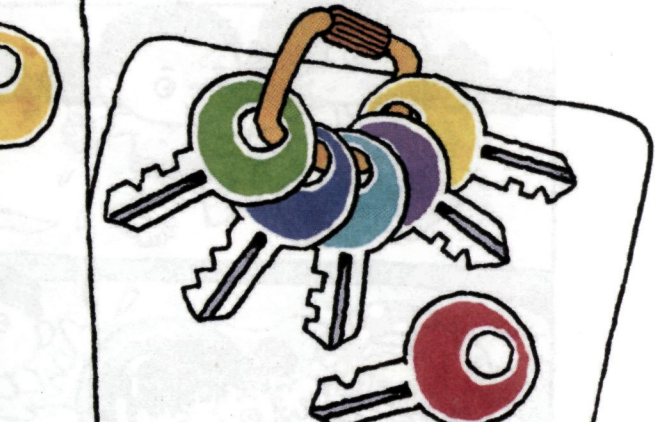
3. Make up as many **subtraction** stories as you can. Write a number sentence for each story.




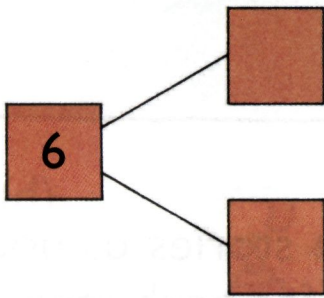
2 Methods of Subtraction



$6 - 2 = \square$
 $6 - 4 = \square$



$6 - 1 = \square$
 $6 - 5 = \square$

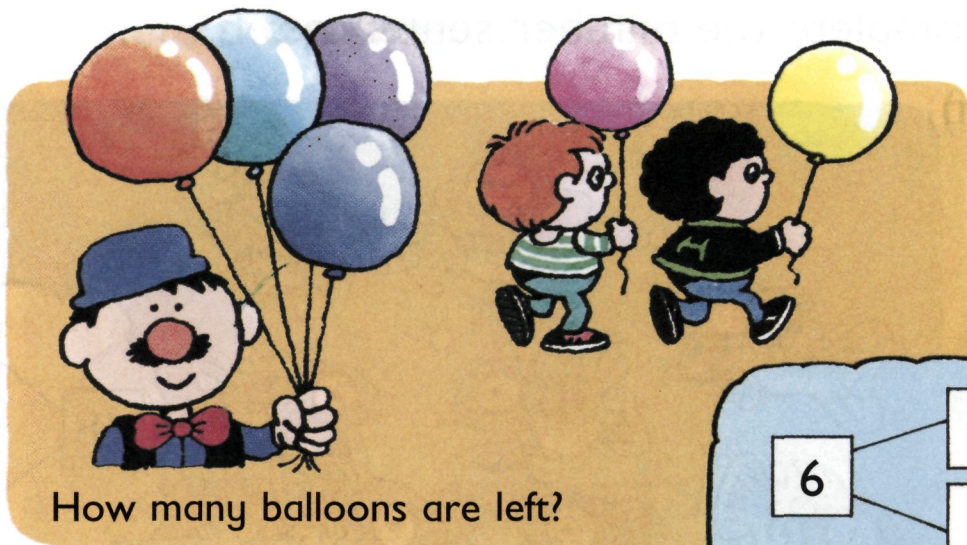


$6 - 6 = \square$
 $6 - 0 = \square$

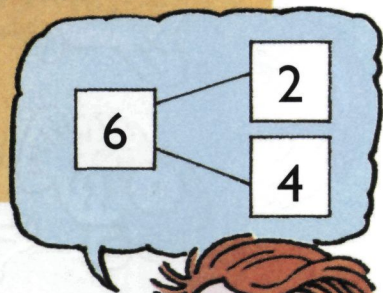


$6 - 3 = \square$

1.

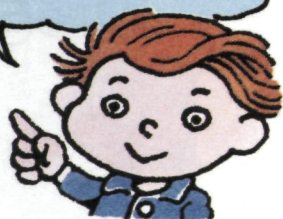


How many balloons are left?



$$6 - 2 = \square$$

\square balloons are left.



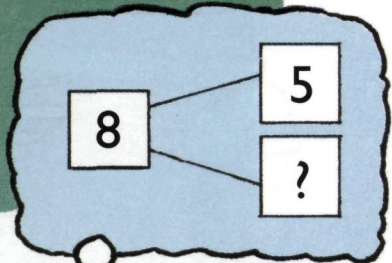
2.



Morgan

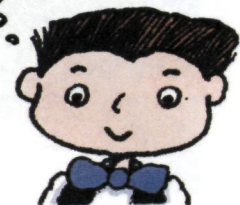
Emily

5 dolls belong to Morgan.
The rest belong to Emily.
How many dolls does Emily have?



$$8 - 5 = \square$$

Emily has \square dolls.



3. Complete the number sentences.

(a)


8 - 2 =

(b)

7 - 4 =

4. Complete the number sentences.

(a)




3 + 2 =

5 - 2 =

2 + 3 =

5 - 3 =

(b)



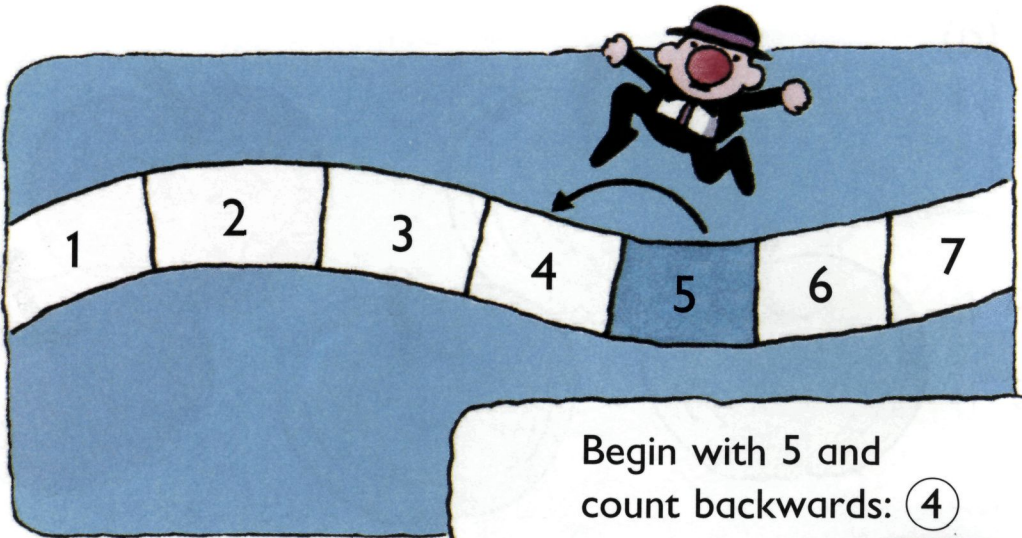
7 + 2 =

9 - 2 =

2 + 7 =

9 - 7 =

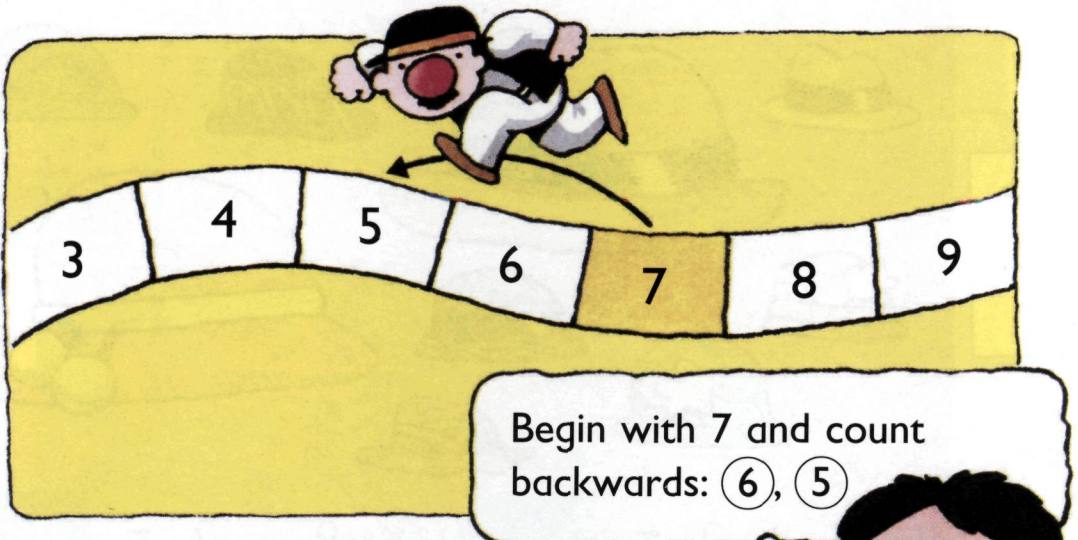
5. Subtract 1 from 5.



$$5 - 1 = \blacksquare$$



6. Subtract 2 from 7.

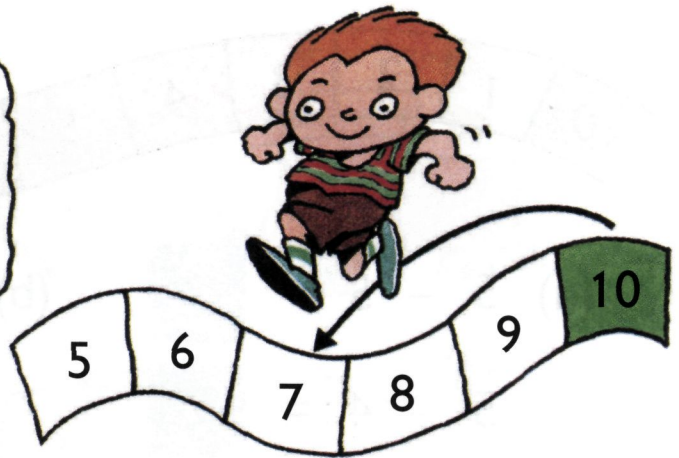


$$7 - 2 = \blacksquare$$



7. Subtract 3 from 10.

Count backwards
from 10: (9), (8), (7)



$$10 - 3 = \square$$

8. Complete the subtraction sentences.

(a) $3 - 0 = \square$

(b) $4 - 1 = \square$

$5 - 0 = \square$

$7 - 1 = \square$

$8 - 0 = \square$

$9 - 1 = \square$

(c) $5 - 2 = \square$

(d) $5 - 3 = \square$

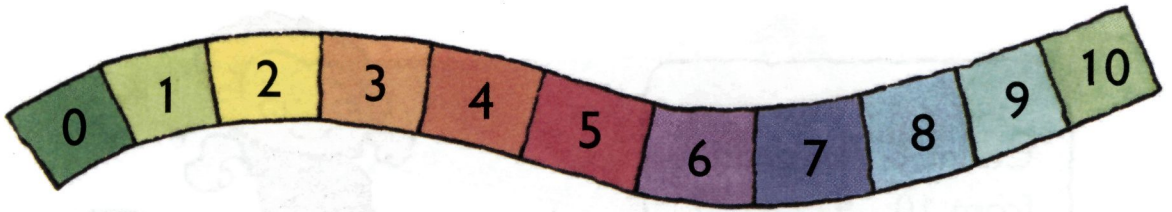
$6 - 2 = \square$

$8 - 3 = \square$

$10 - 2 = \square$

$9 - 3 = \square$

9. Complete the subtraction sentences.



(a) $5 - 5 =$

$5 - 4 =$

$5 - 3 =$

(b) $9 - 9 =$

$9 - 8 =$

$9 - 7 =$

(c) $3 - 2 =$

$6 - 5 =$

$9 - 8 =$

(d) $6 - 4 =$

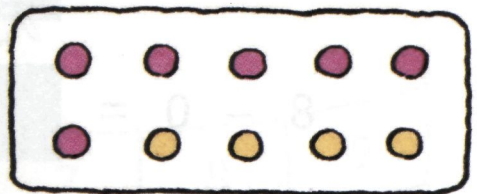
$7 - 5 =$

$8 - 6 =$

10. Subtract 6 from 10.

6 and 4 make 10.

$10 - 6 =$



11. Complete the subtraction sentences.

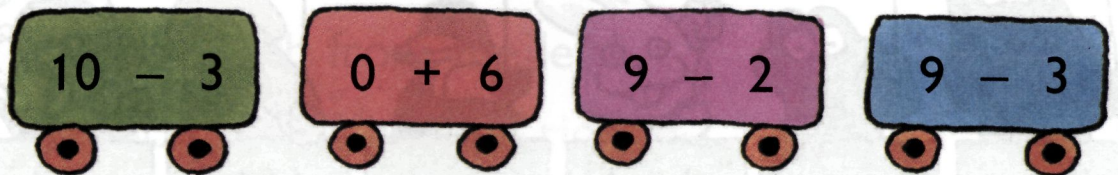
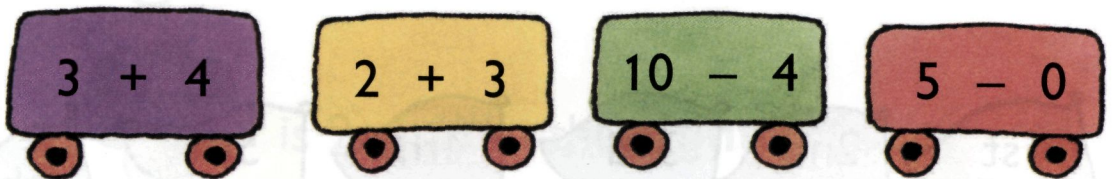
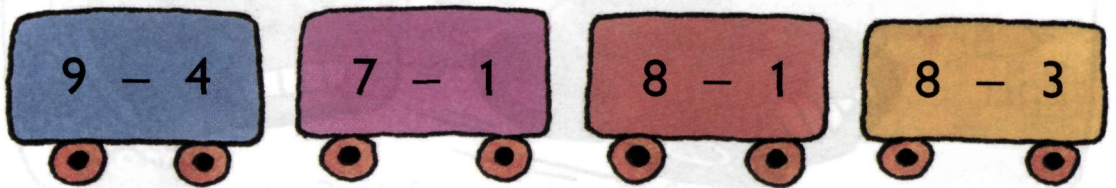
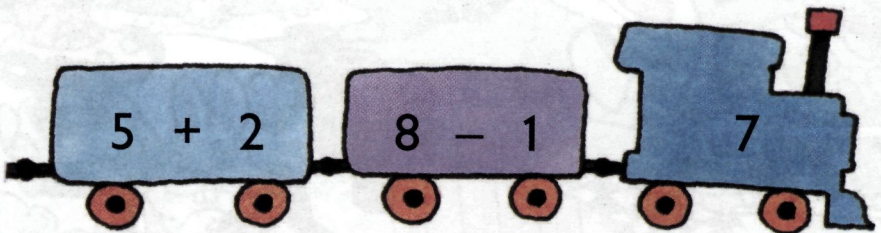
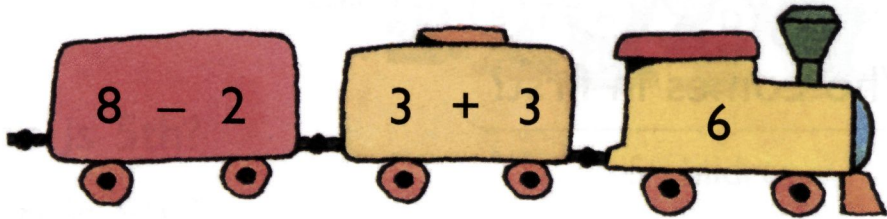
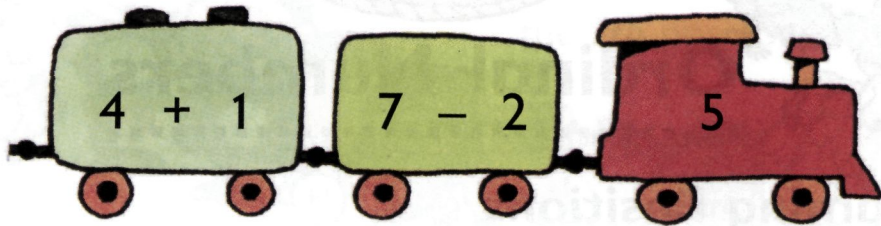
(a) $10 - 3 =$

(b) $10 - 5 =$

(c) $10 - 8 =$

(d) $10 - 9 =$

12. Which train does each car belong to?



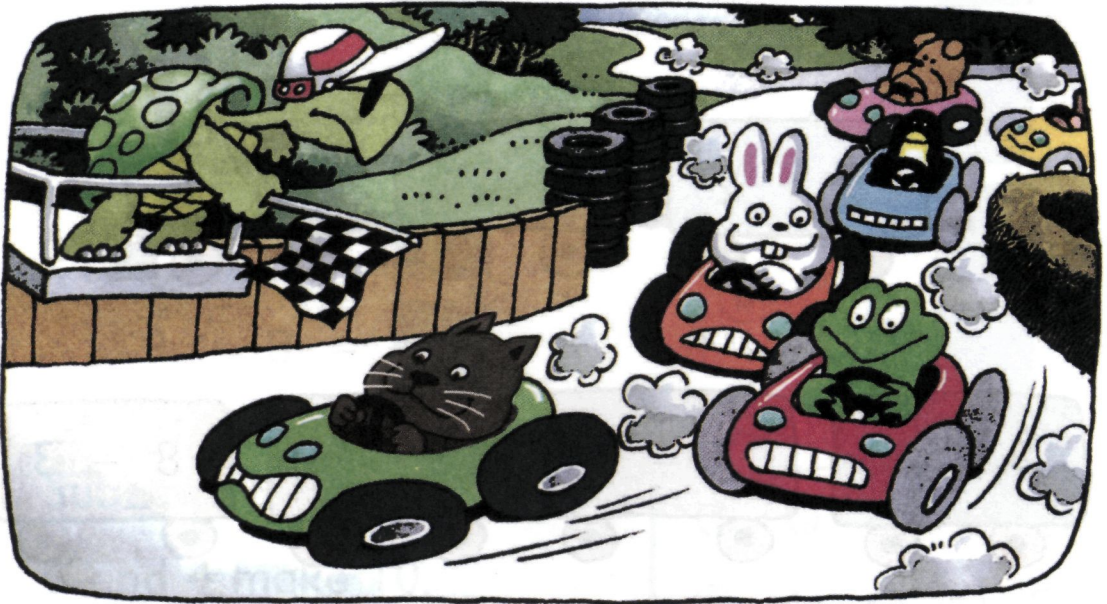


Ordinal Numbers

.....

1 Naming Positions

Who comes in first?



1.



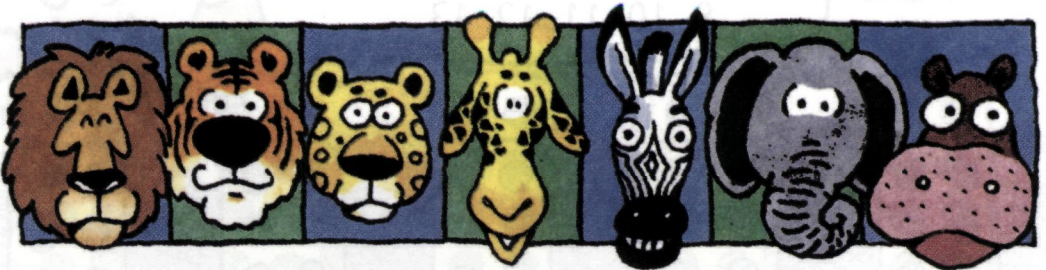
Who is 5th?

Who is 9th?

In which position is the boy E?

Workbook Exercises 32 & 33

2.



left

right



is 3rd from the **left**.



is 2nd from the **right**.

Who is 4th from the left?

Who is 6th from the right?

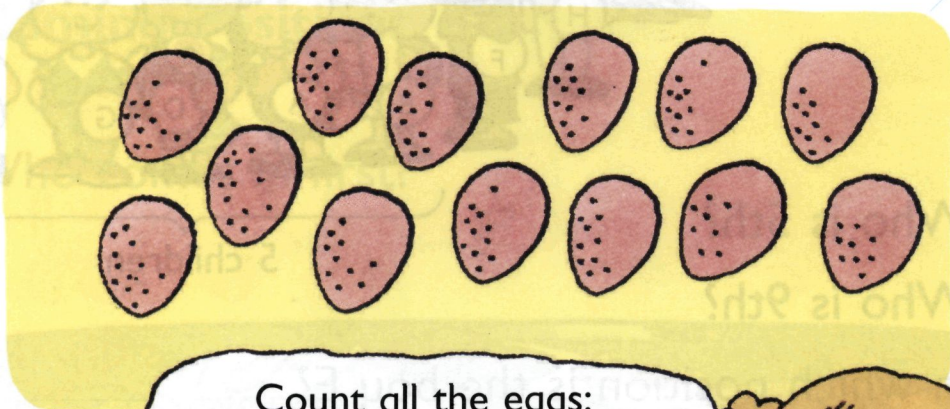


6

Numbers to 20

.....

1 Counting and Comparing

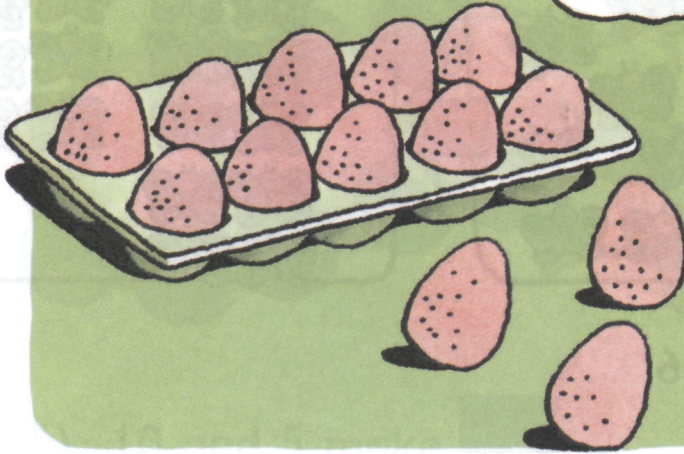


Count all the eggs:
1, 2, 3, 4, 5, 6, 7, 8,
9, 10, 11, 12, 13

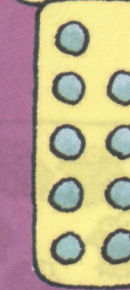
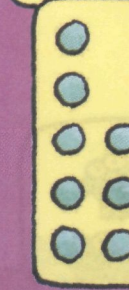
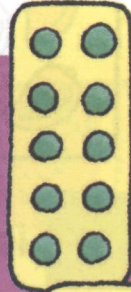
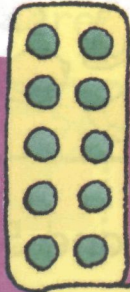
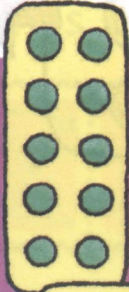
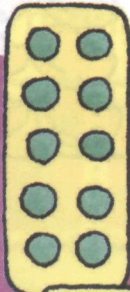
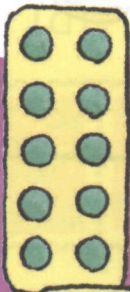


11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen

Count on from 10:
11, 12, 13.



13 is 10 and 3.



16

17

18

19

20

sixteen

seventeen

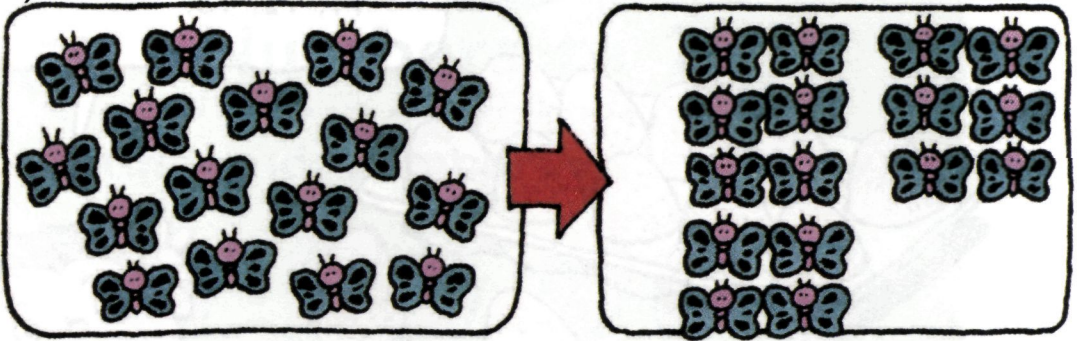
eighteen


nineteen

twenty

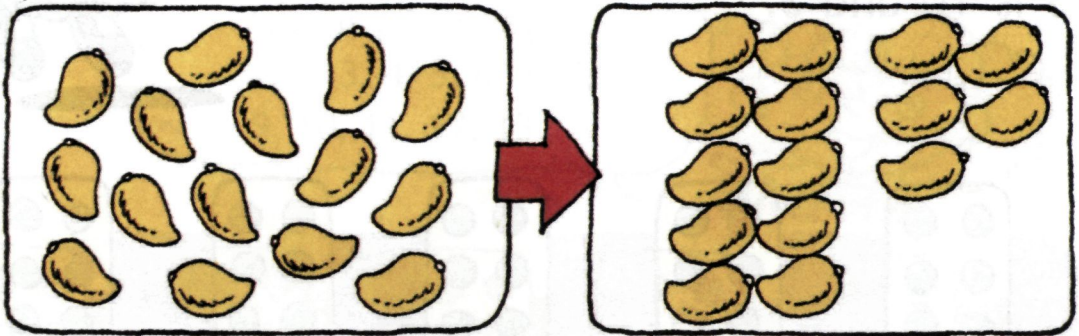
1. Make a ten and count.


(a)



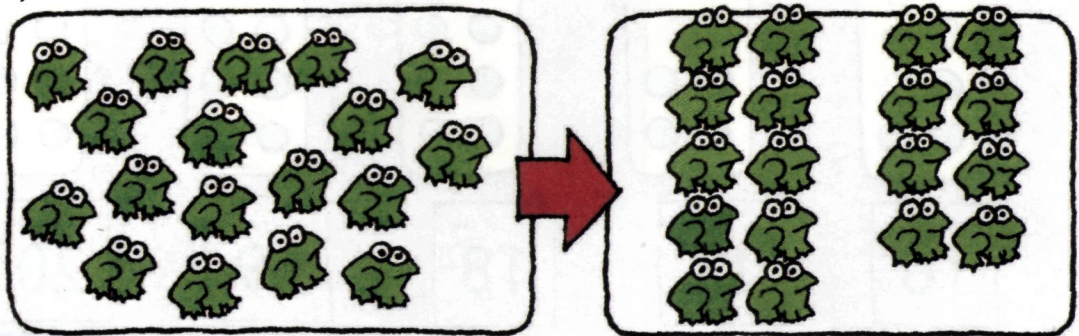
 is 10 and 6.


(b)



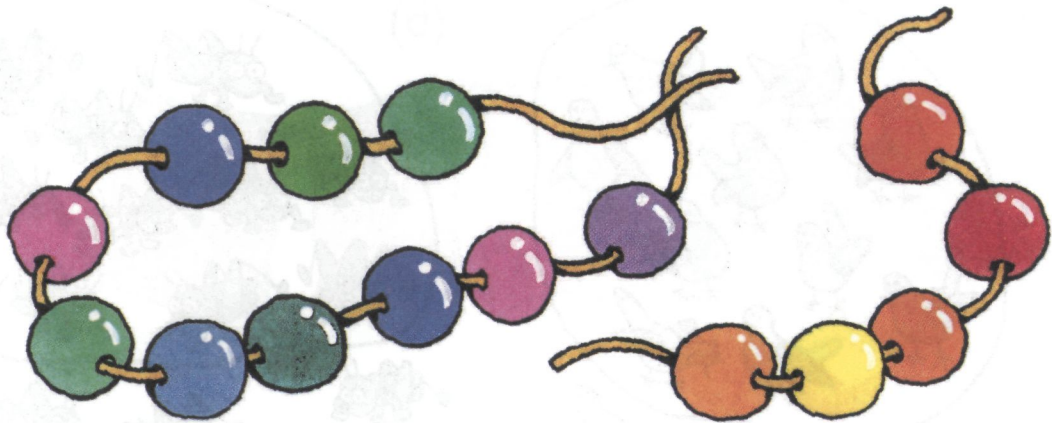
 is 10 and 5.

(c)



 is 10 and 8.

2. (a) How many beads are there?



(b) 10 and 5 make

(c) $10 + 5 =$

3. (a) How many stamps are there?

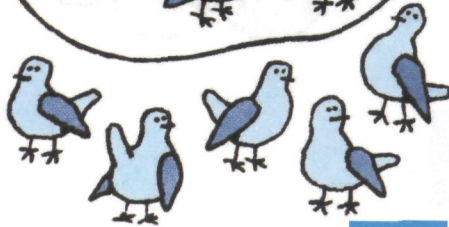
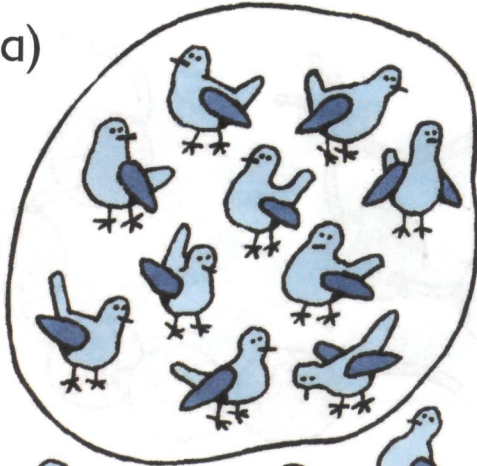


(b) 10 and 4 make

(c) $10 + 4 =$

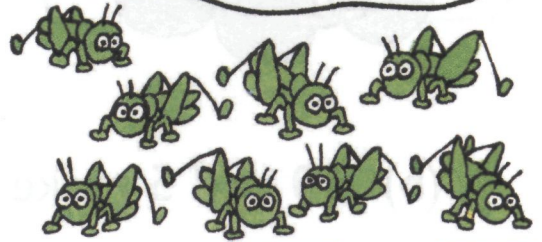
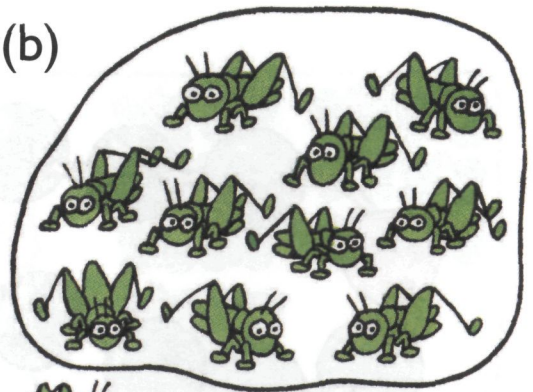
4. Complete the addition sentences.

(a)



$$10 + 5 = \square$$

(b)

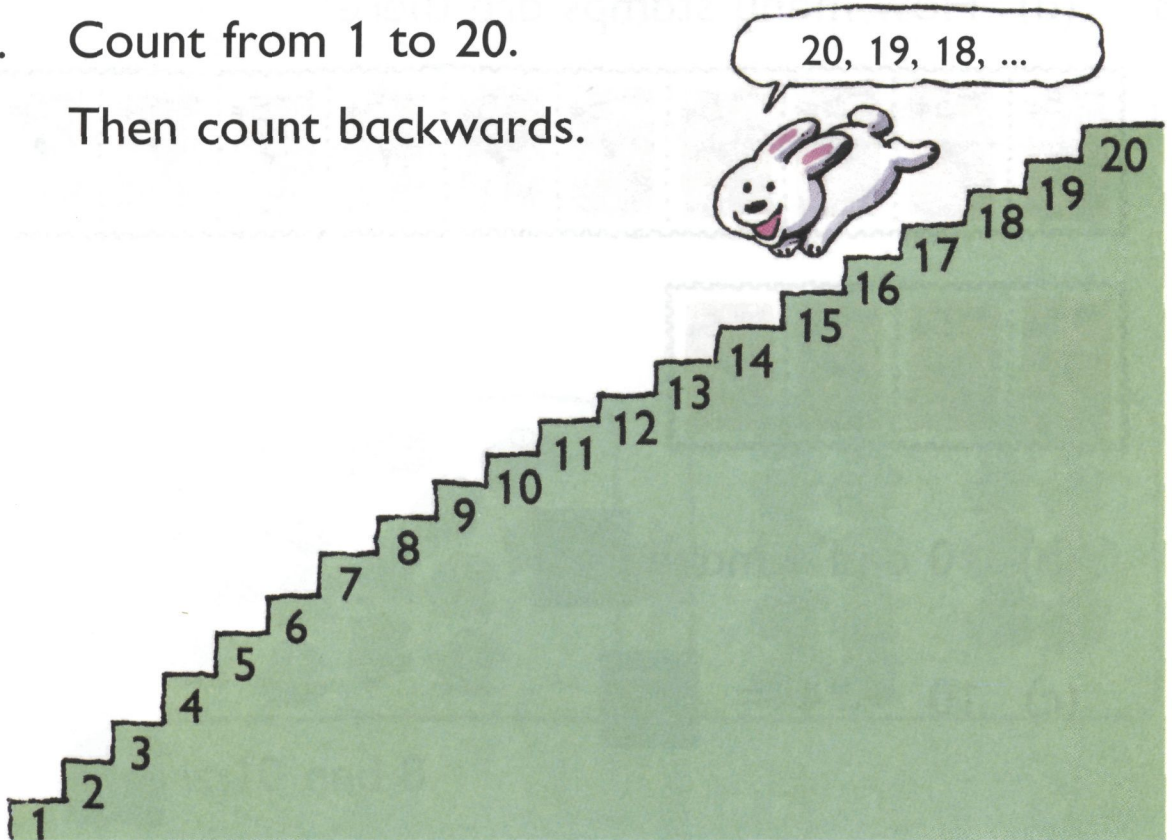


$$10 + \square = \square$$

Workbook Exercise 37

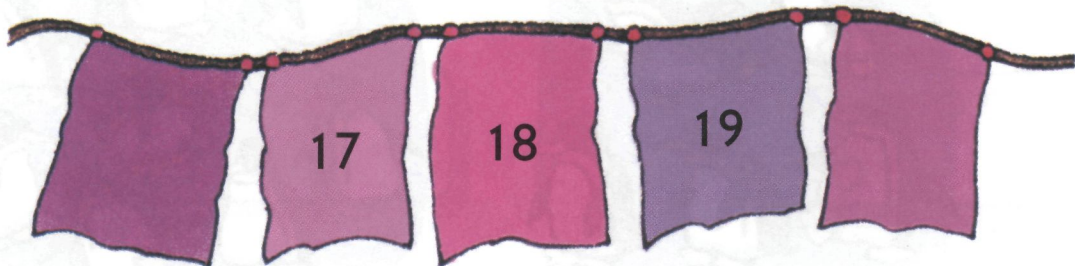
5. Count from 1 to 20.

Then count backwards.

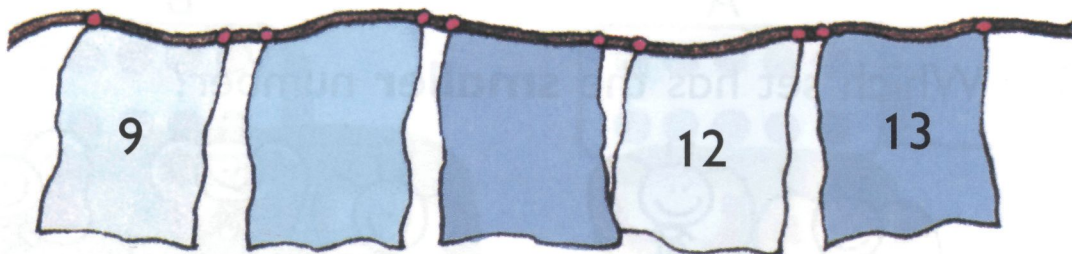


6. What are the missing numbers?

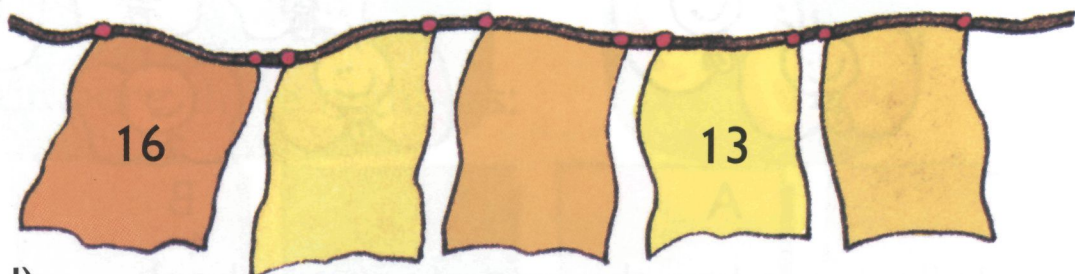
(a)



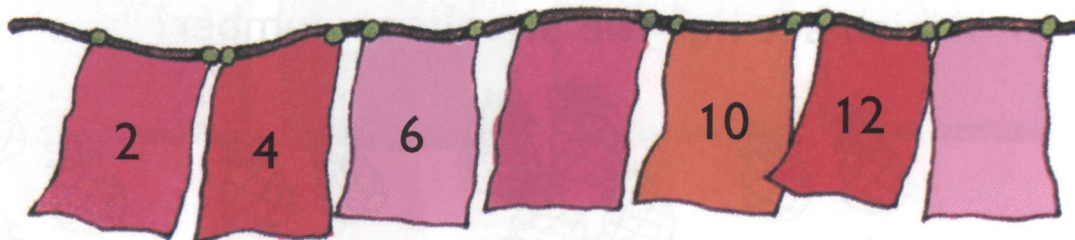
(b)



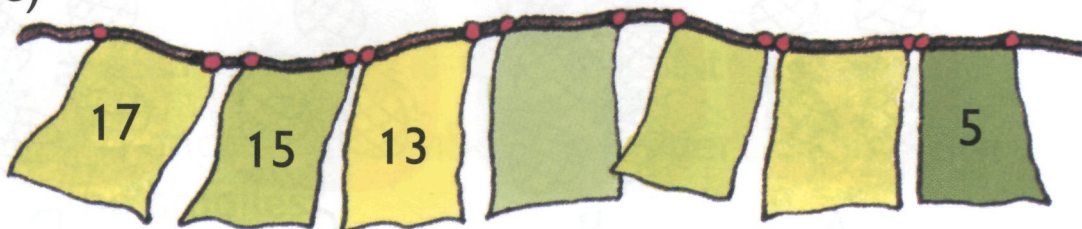
(c)



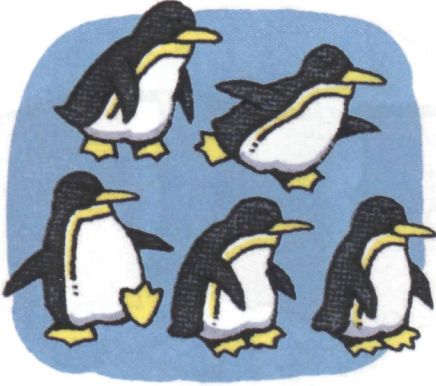
(d)



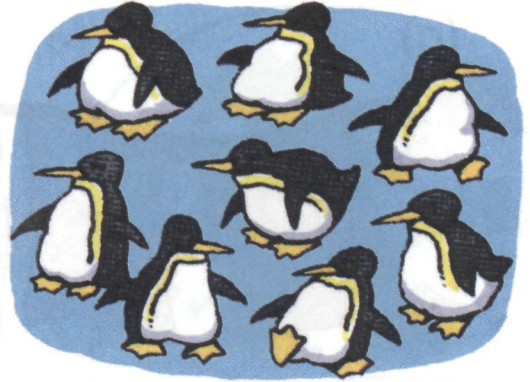
(e)



7. Which set has the **greater** number?



A

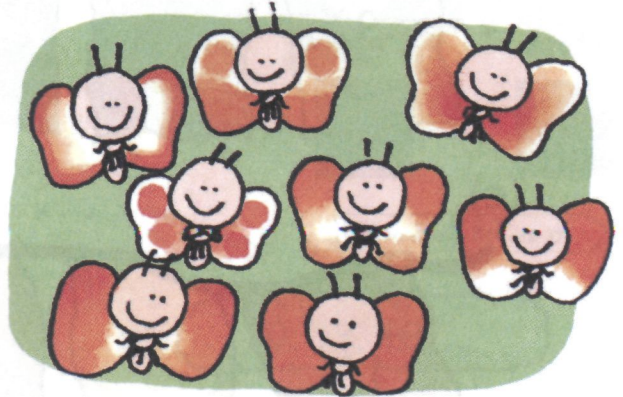


B

8. Which set has the **smaller** number?

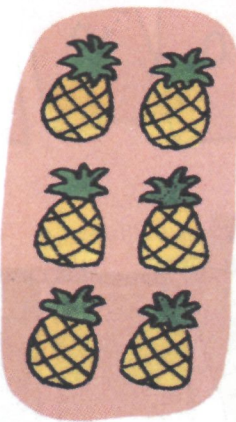


A



B

9. Which set has the **greatest** number?
Which set has the **smallest** number?



A



B

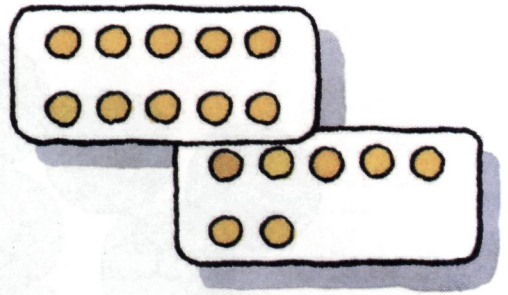
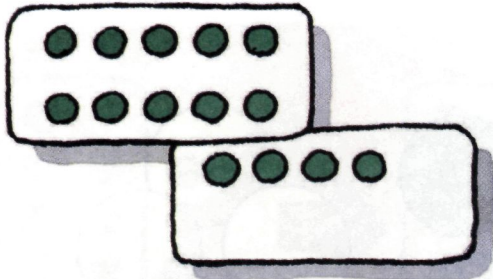


C

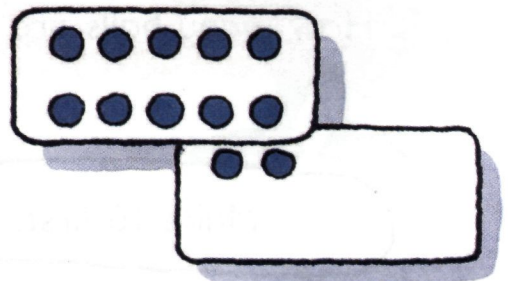
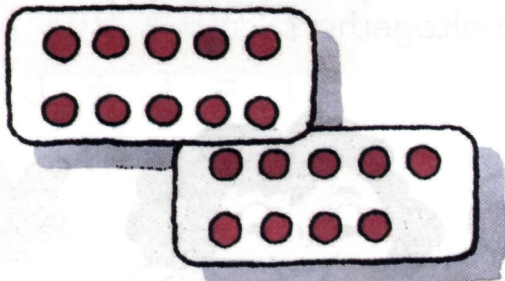


D

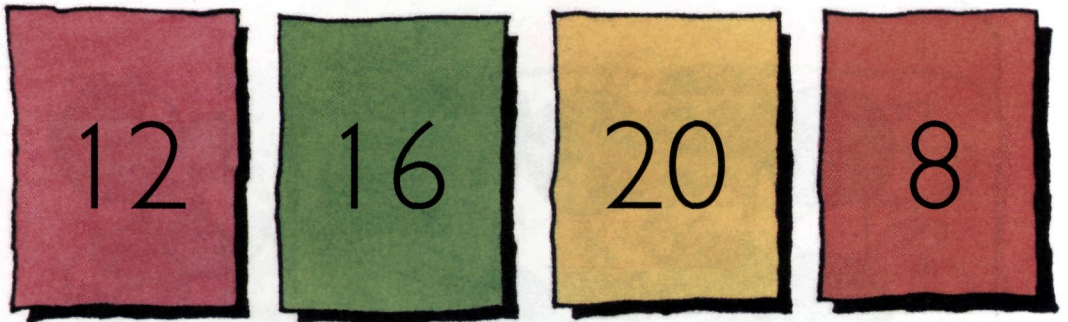
10. (a) Which is greater, 14 or 17?



(b) Which is smaller, 19 or 12?



11. Compare these numbers:



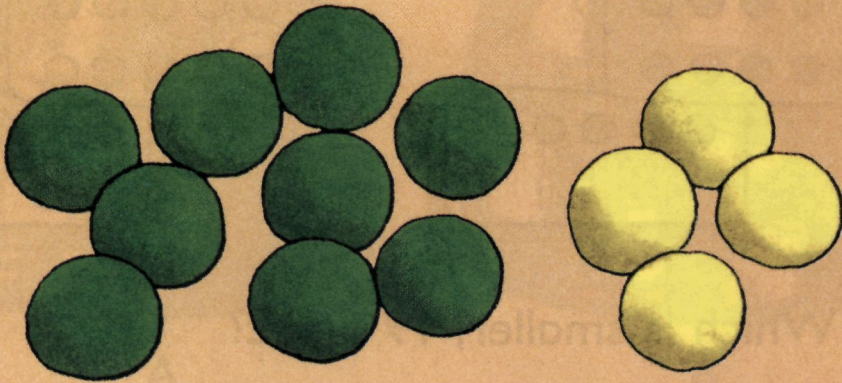
(a) Which number is the greatest?

(b) Which number is the smallest?

(c) Arrange the numbers in order. Begin with the smallest.

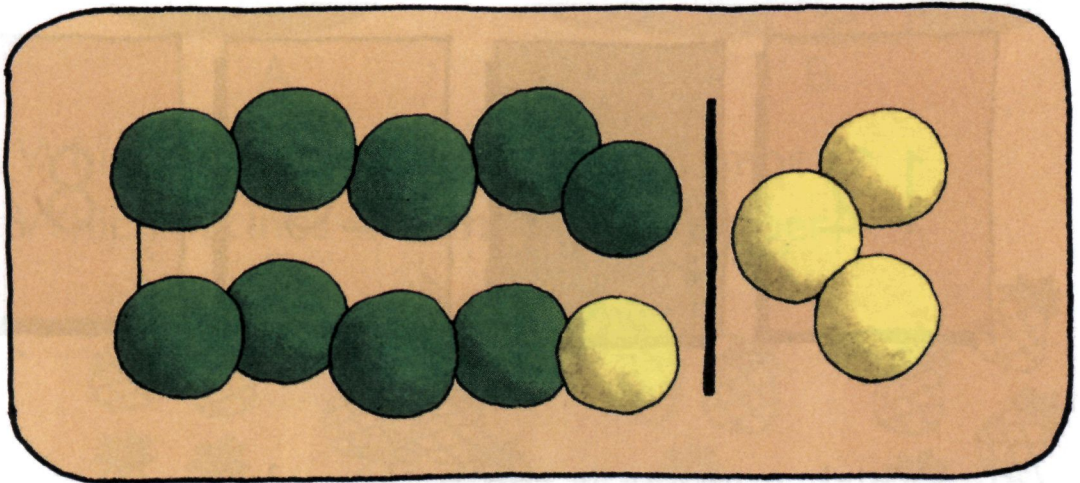
2

Addition and Subtraction



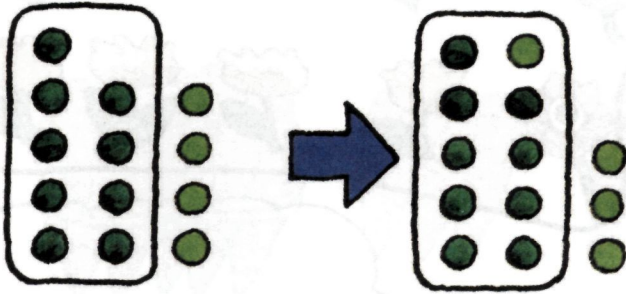
How many balls are there altogether?

Make 10 first.



$$9 + 4 = \square$$

There are \square balls altogether.



9 and 1 make 10.

$$10 + 3 = 13$$

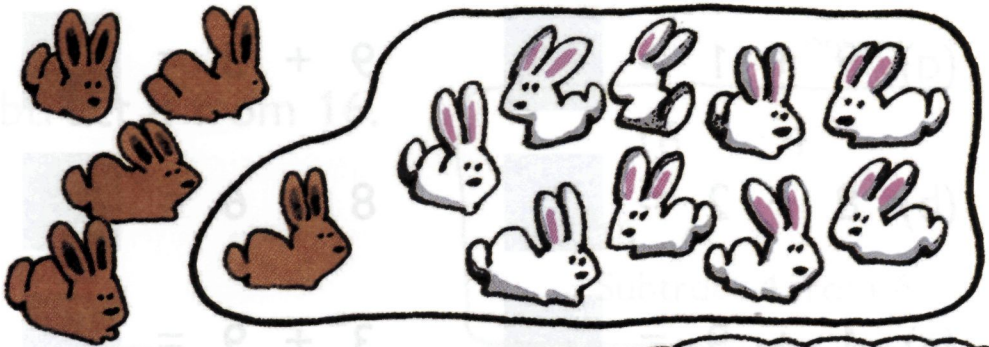
$$9 + 4$$

$$\begin{array}{c} 1 \quad 3 \\ \diagdown \quad \diagup \end{array}$$



1. Add by making 10 first.

(a)



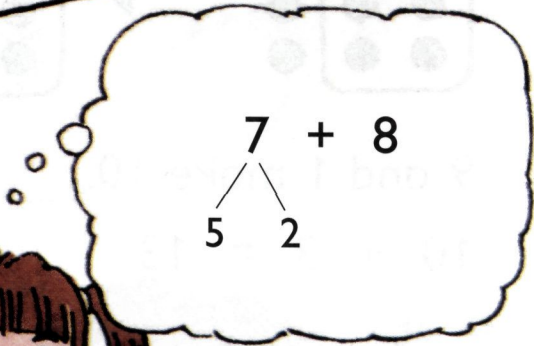
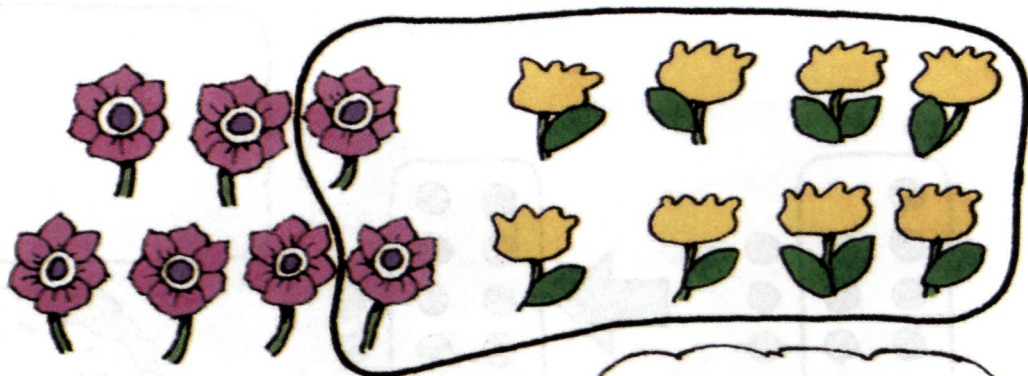
$$5 + 9 = \blacksquare$$



$$5 + 9$$

$$\begin{array}{c} 4 \quad 1 \\ \diagdown \quad \diagup \end{array}$$

(b)



$7 + 8 = \square$



2. Complete the addition sentences.

(a) $9 + 1 = \square$

$9 + 8 = \square$

(b) $8 + 2 = \square$

$8 + 6 = \square$

(c) $1 + 9 = \square$

$3 + 9 = \square$

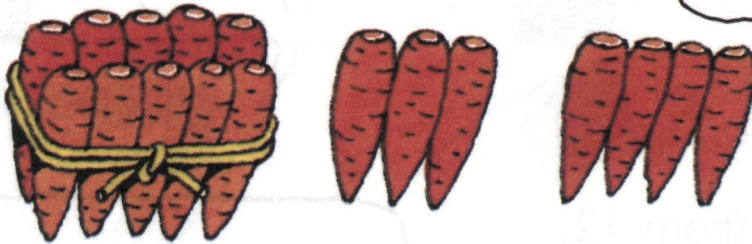
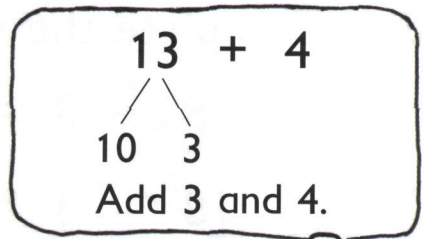
(d) $2 + 8 = \square$

$5 + 8 = \square$

(e) $3 + 7 = \square$

$6 + 7 = \square$

3. Add 13 and 4.



$$13 + 4 = \square$$

4. Complete the addition sentences.

(a) $5 + 4 = 9$

(b) $2 + 8 = 10$

$$15 + 4 = \square$$

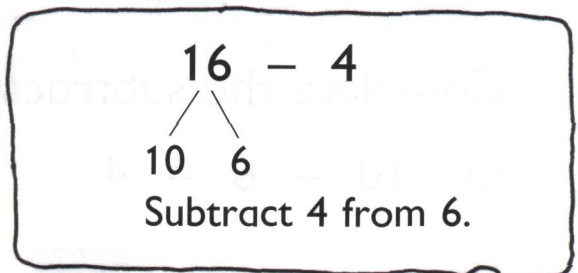
$$12 + 8 = \square$$

$$5 + 14 = \square$$

$$2 + 18 = \square$$

Workbook Exercise 42

5. Subtract 4 from 16.



$$16 - 4 = \square$$

6. Complete the subtraction sentences.

(a) $8 - 3 = 5$

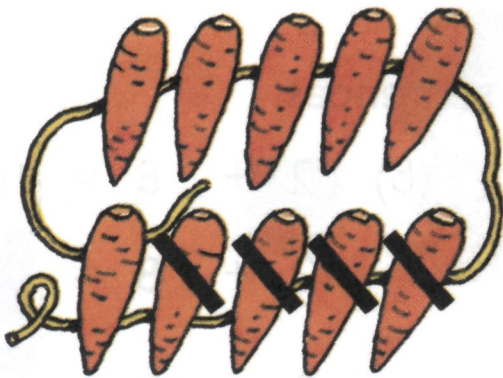
(b) $7 - 5 = 2$

$18 - 3 =$

$17 - 5 =$

Workbook Exercise 43

7. Subtract 4 from 12.



$12 - 4$
10 2
Subtract 2 from 10.



$12 - 4 =$

8. Complete the subtraction sentences.

(a) $10 - 6 = 4$

(b) $10 - 7 = 3$

$11 - 6 =$

$11 - 7 =$

$12 - 6 =$

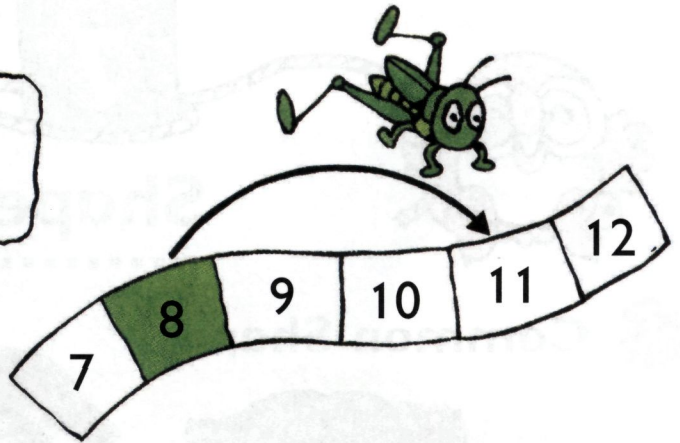
$12 - 7 =$

$15 - 6 =$

$15 - 7 =$

9. Add 8 and 3.

Count on from 8:
⑨, ⑩, ⑪



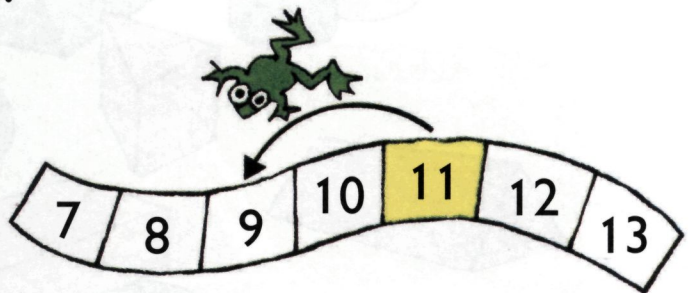
10. Complete the addition sentences.

(a) $9 + 2 =$ (b) $9 + 3 =$

(c) $15 + 1 =$ (d) $17 + 2 =$

11. Subtract 2 from 11.

Count backwards
from 11:
⑩, ⑨



12. Complete the subtraction sentences.

(a) $11 - 3 =$ (b) $12 - 3 =$

(c) $14 - 1 =$ (d) $18 - 2 =$

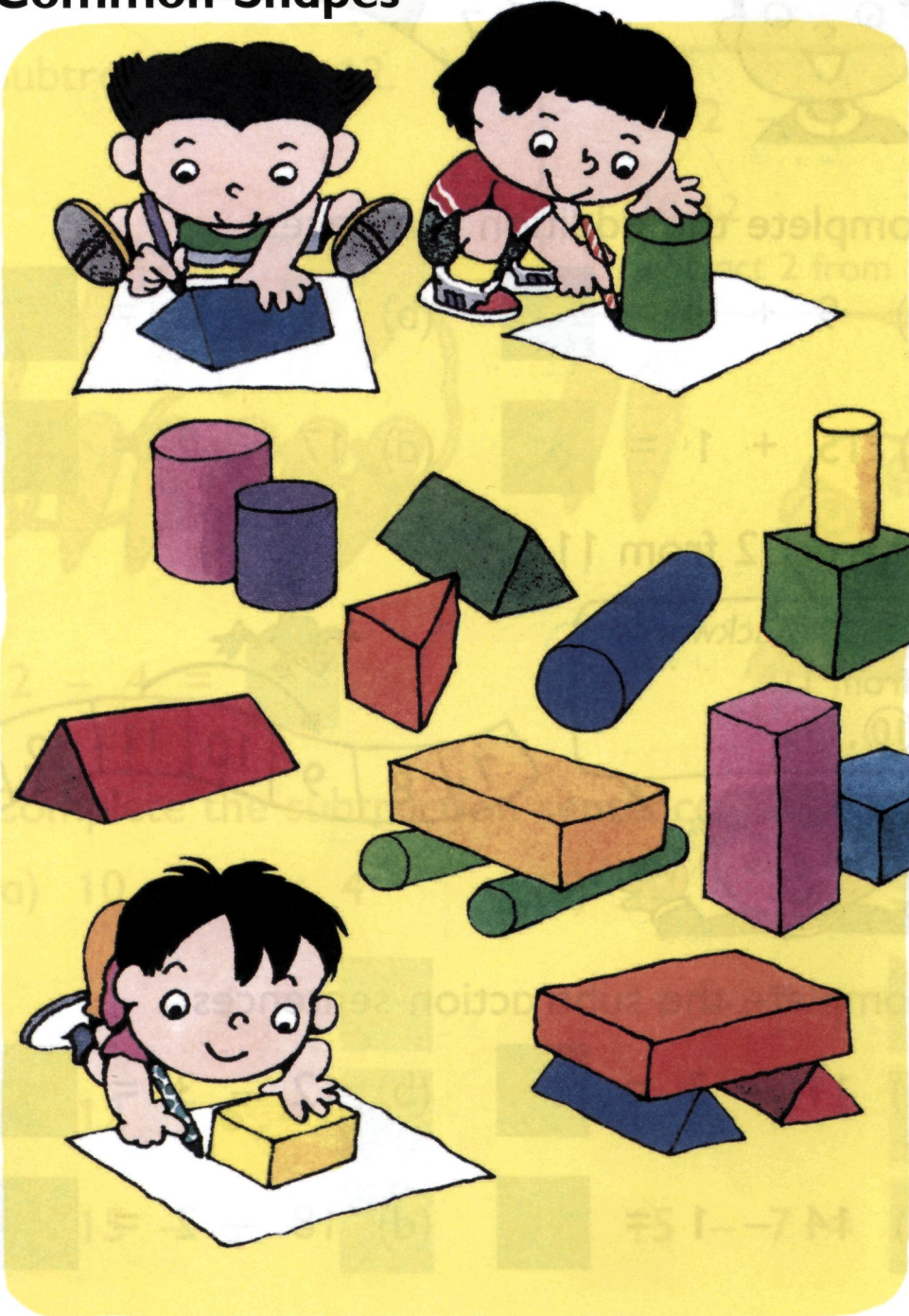


7

Shapes

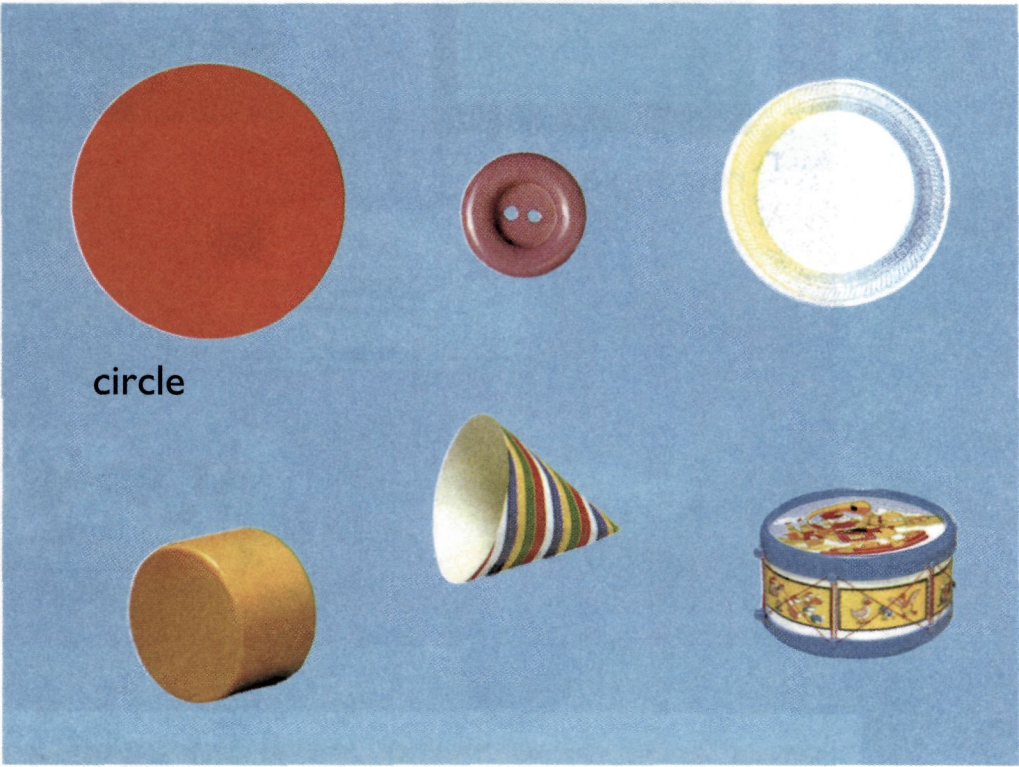
.....

1 Common Shapes

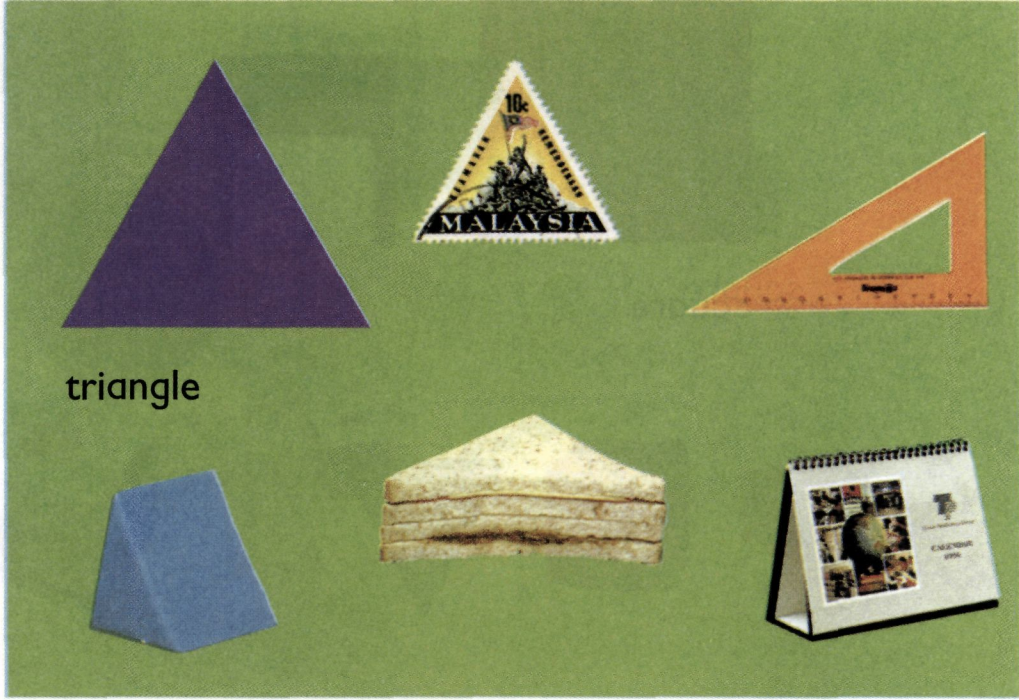


1. Compare the objects in each set with the given shape.

(a)



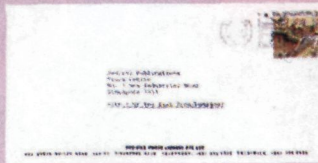
(b)



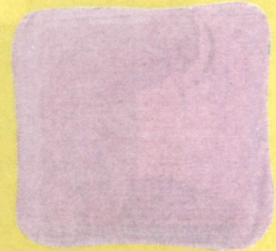
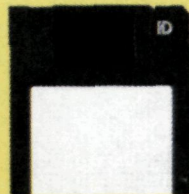
(c)



rectangle



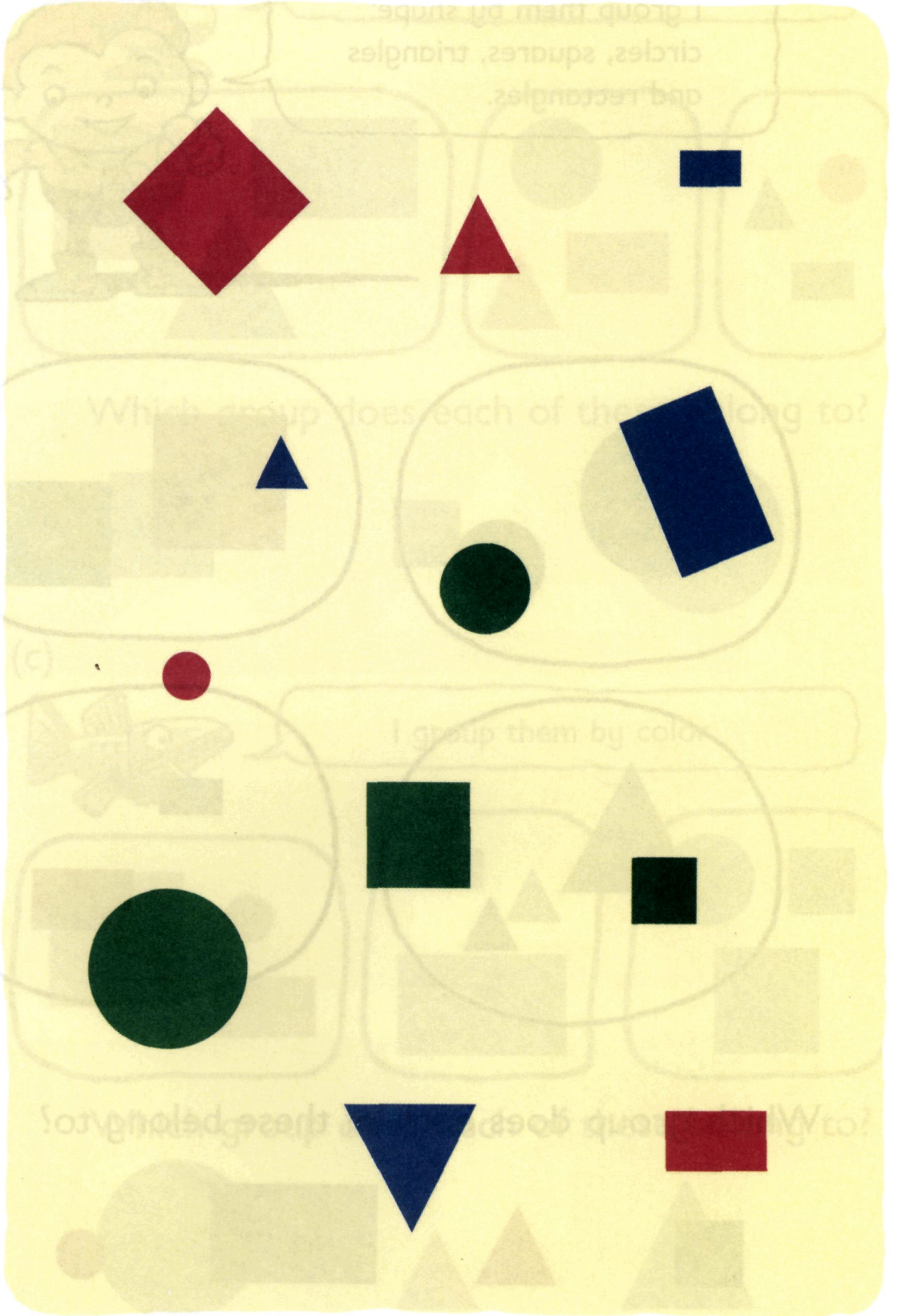
(d)



square

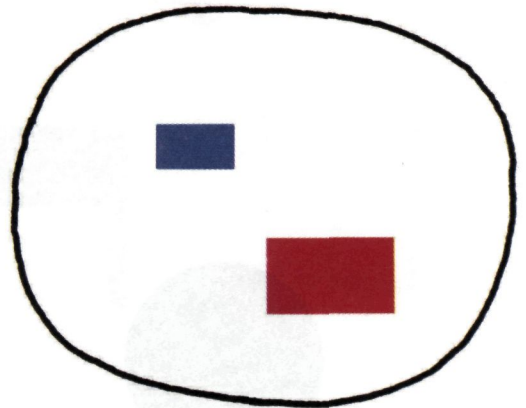
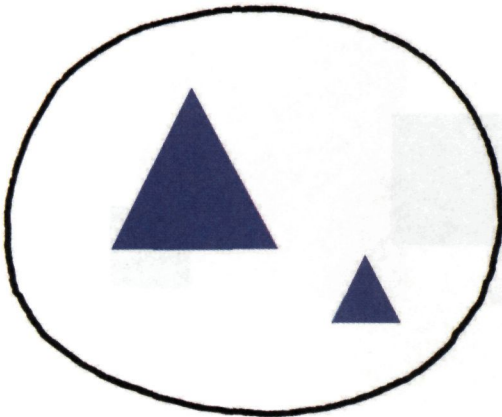
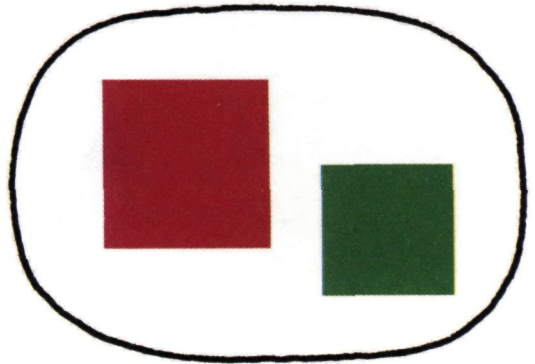
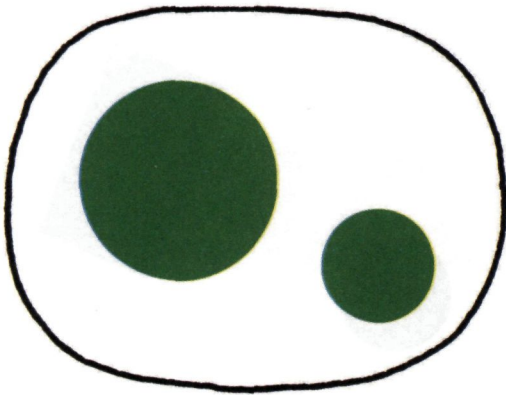
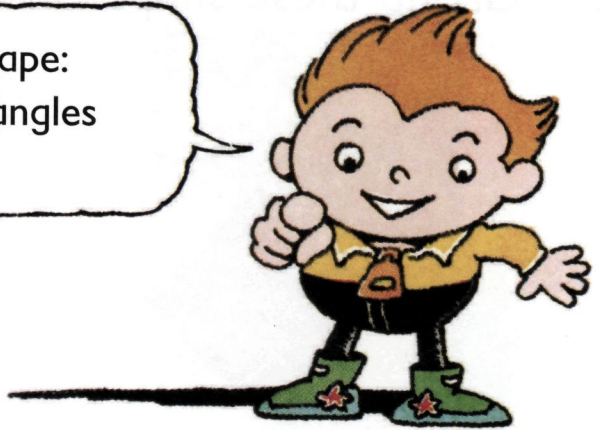


2. Group these shapes in different ways.



(a)

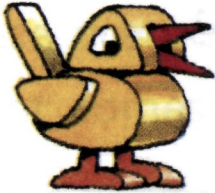
I group them by shape:
circles, squares, triangles
and rectangles.



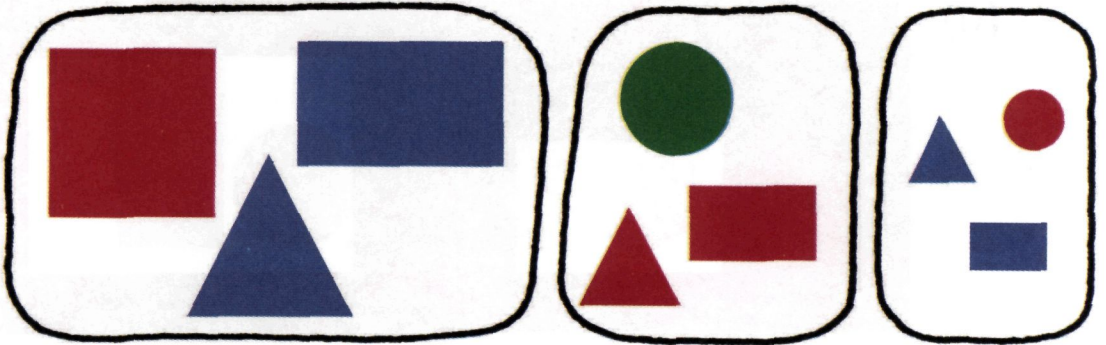
Which group does each of these belong to?



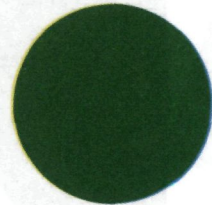
(b)



I group them by size.



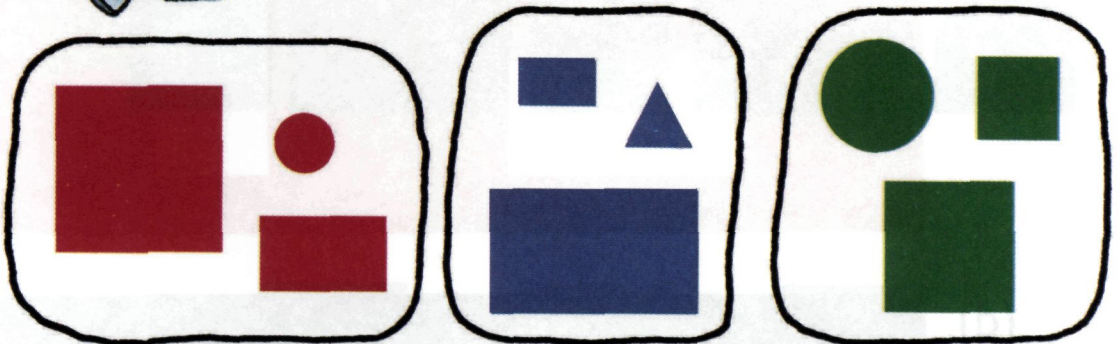
Which group does each of these belong to?



(c)



I group them by color.

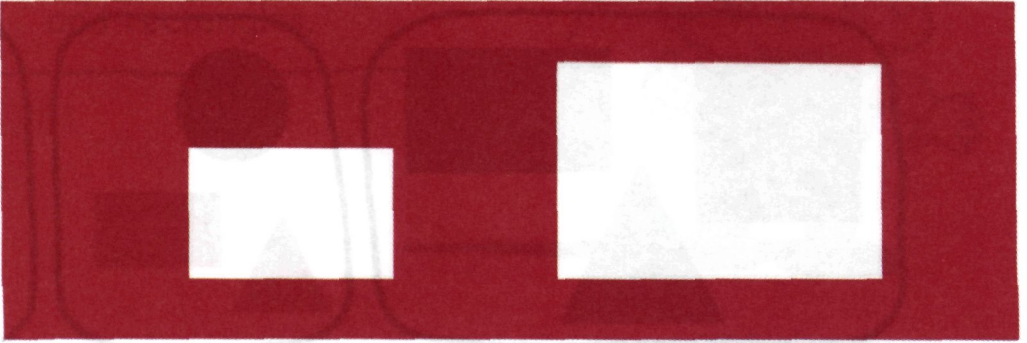


Which group does each of these belong to?

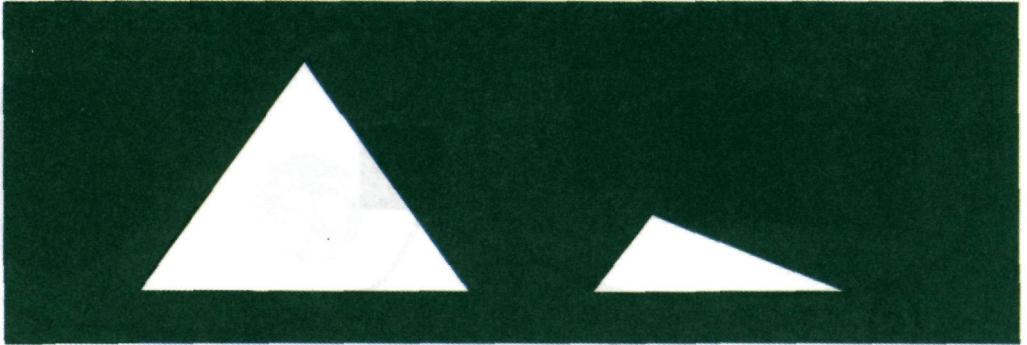


3. Are the holes of the same shape?
Are they of the same size?

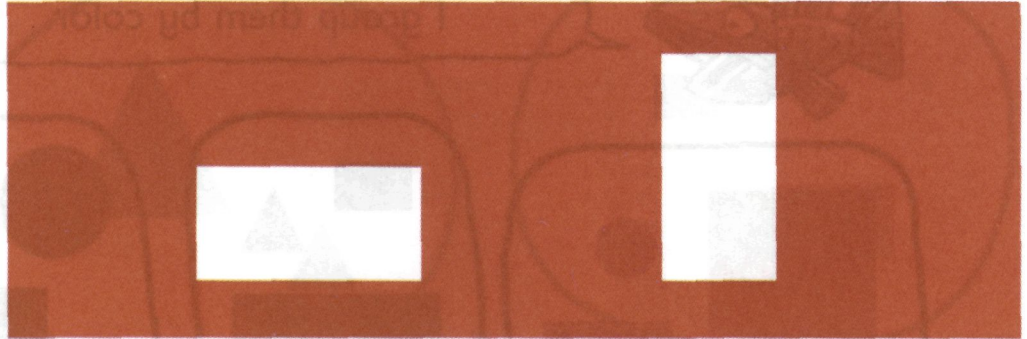
(a)



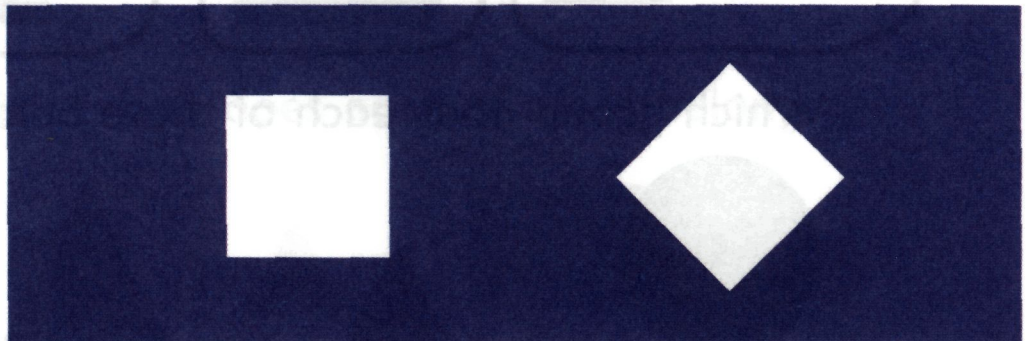
(b)



(c)



(d)

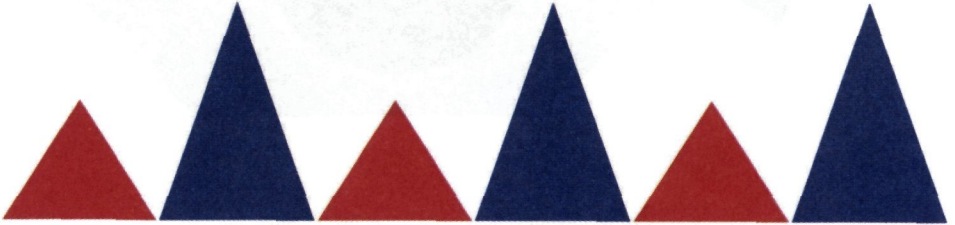


4. These are patterns of shapes.
What comes next in each pattern?

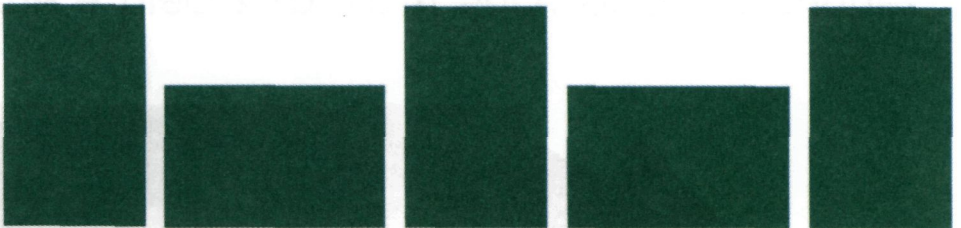
(a)



(b)



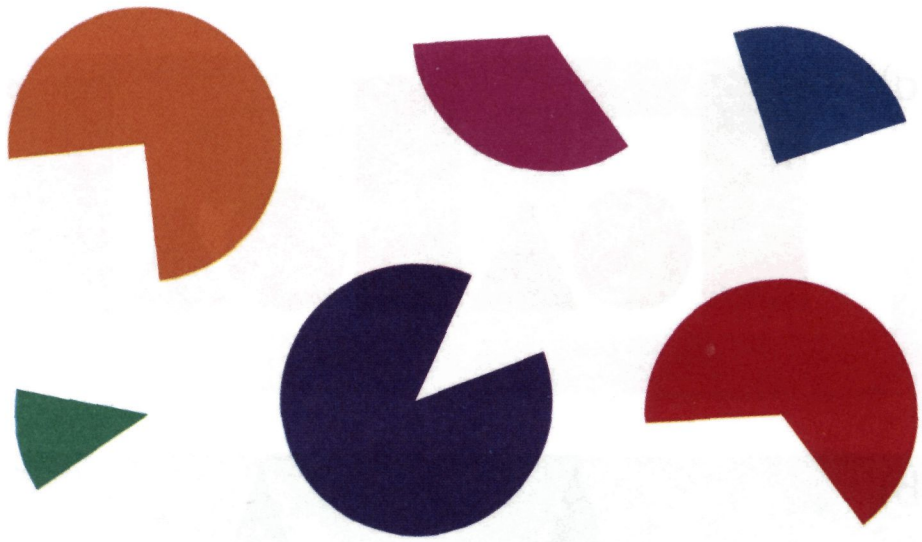
(c)



(d)



5. Pair up these pieces to form 3 circles.



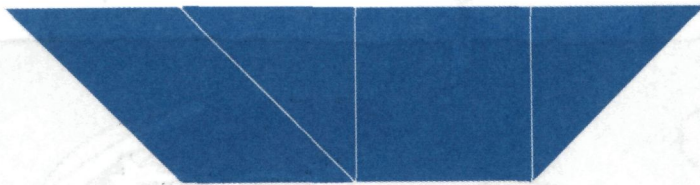
6. Pair up these pieces to form a square and a triangle.



7. We can fit these 4 pieces together to form a shape.



Here is an example:

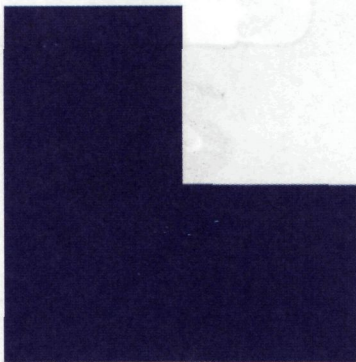


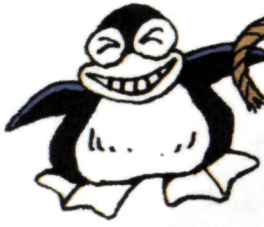
Trace the 4 pieces on a piece of paper and cut them out.
Use the 4 pieces to form each of these shapes.

(a)



(b)





8

Length

.....

1 Comparing Length

I am **longer** than Miss Caterpillar.



I am **shorter** than Mr. Snake.



Am I the **shortest**?



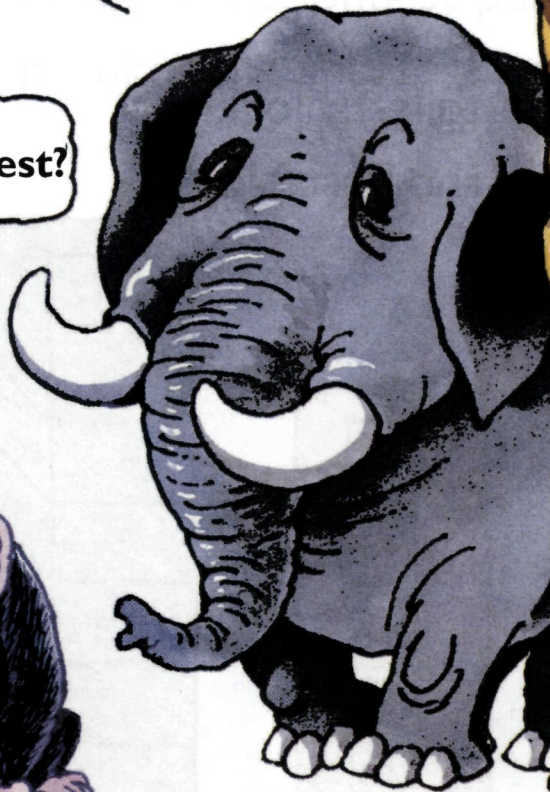
Who is the **longest**?
Who is the **shortest**?

I am **taller** than
Mr. Elephant.



I am **shorter** than Miss Giraffe.

Am I the **shortest**?



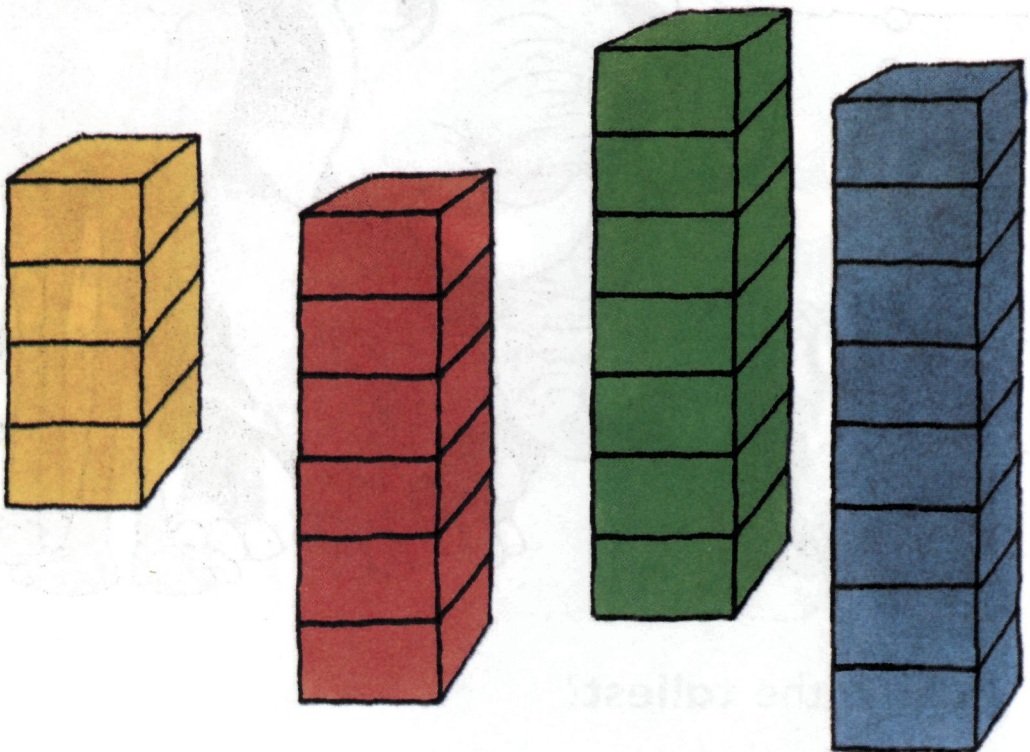
Who is the **tallest**?

Who is the **shortest**?

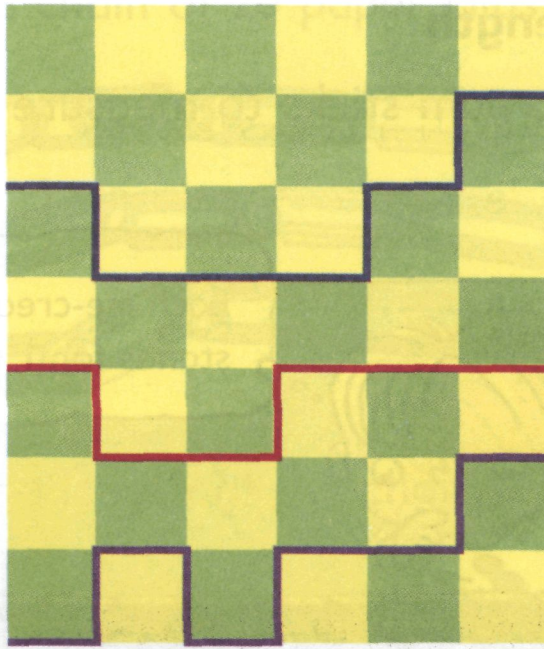
1. Which is the longest string?
Which is the shortest string?



2. Which is the tallest block?
Which is the shortest block?

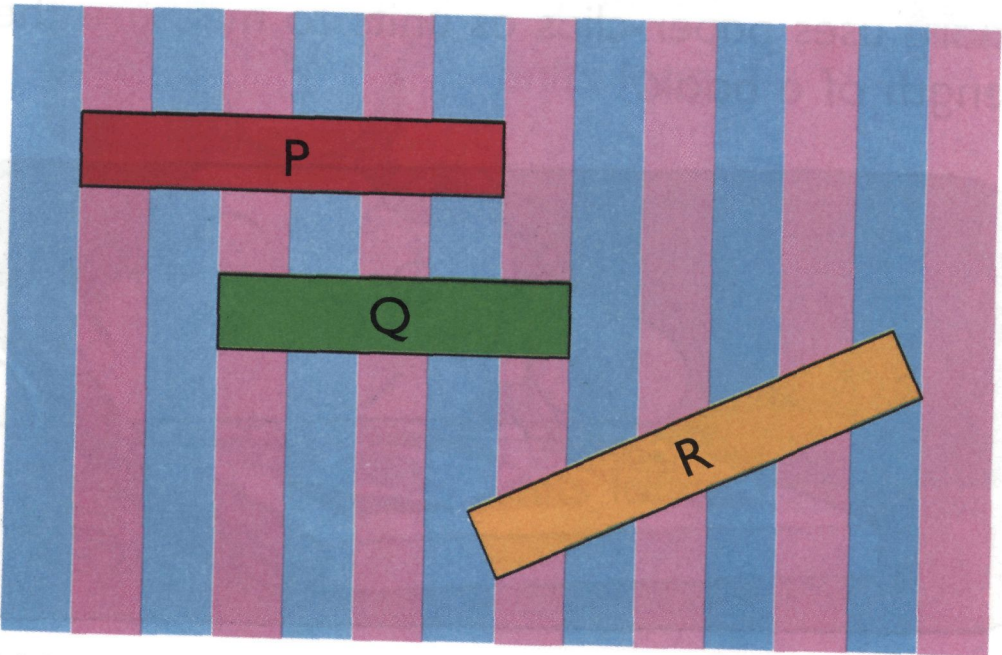


3.



Which worm takes the longest path?
Which worm takes the shortest path?

4.



Which tape is the longest?
Which tape is the shortest?

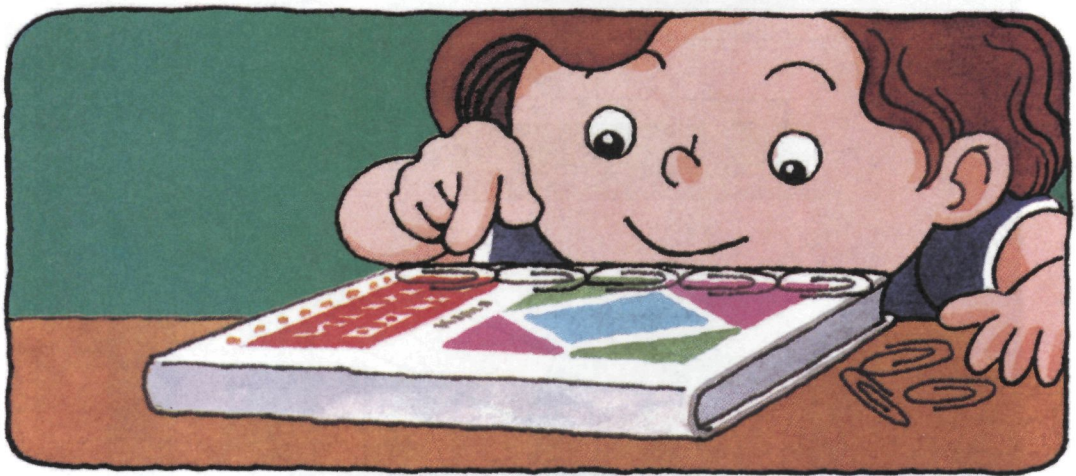
2 Measuring Length

John uses ice-cream sticks to measure the length of a table.



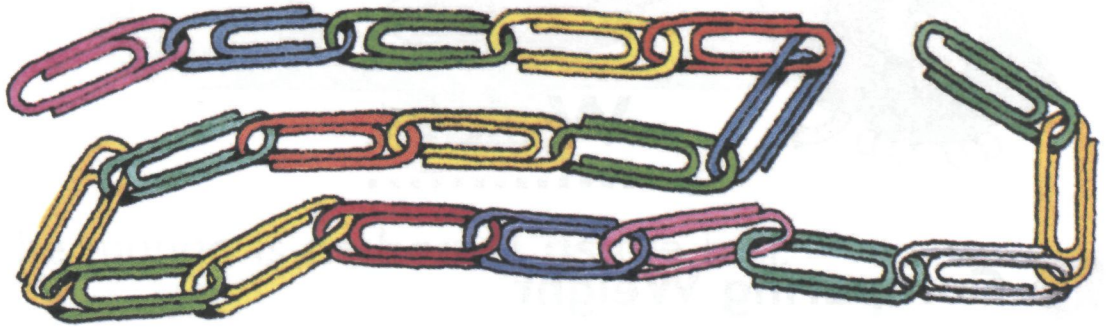
The length of the table is about 12 units.

1. Mary uses paper-clips as units to measure the length of a book.



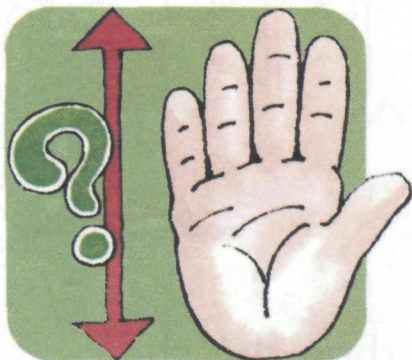
The length of the book is about units.

2. Make a chain of 20 paper clips like this:



(a) The length of the chain is units.

(b) Use the chain to measure your hand and your foot.



My hand is about units long.



My foot is about units long.

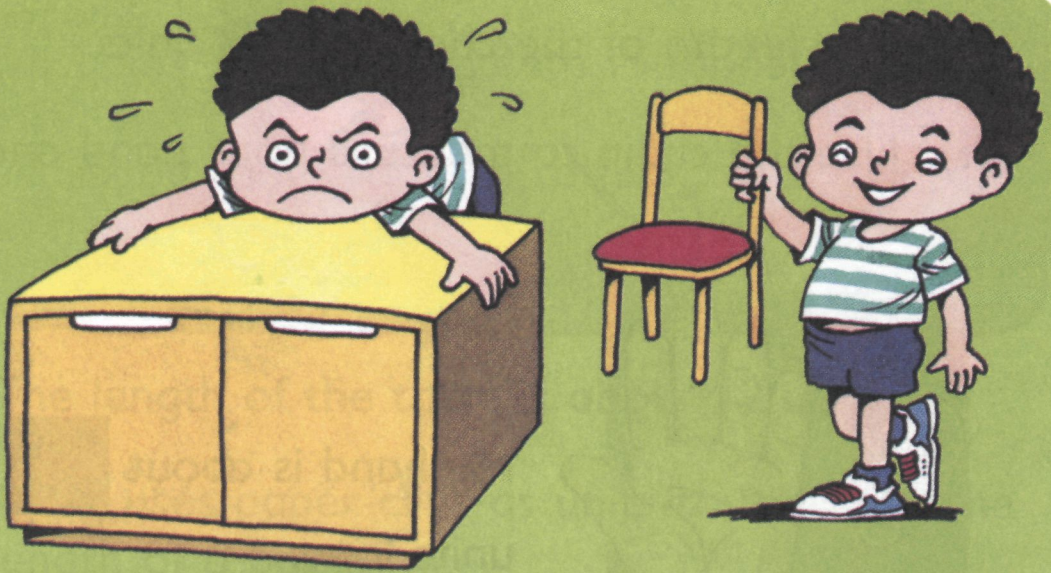
(c) Which is longer, your hand or your foot?



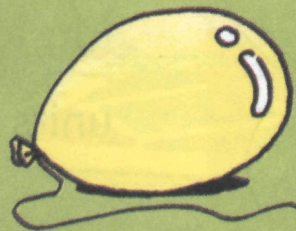
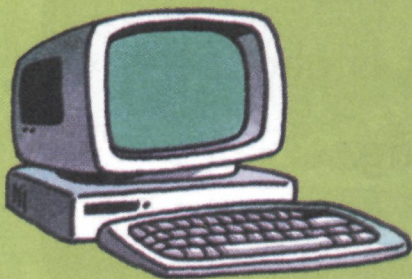
Weight

.....

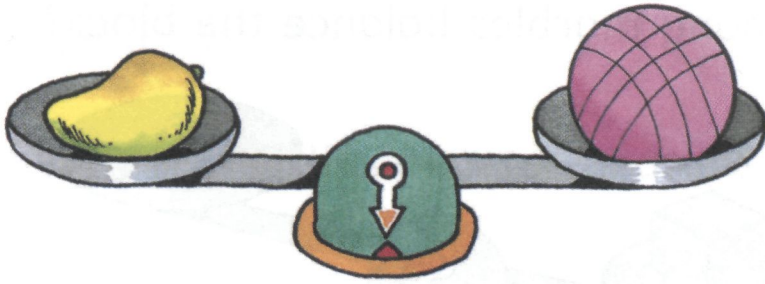
1 Comparing Weight



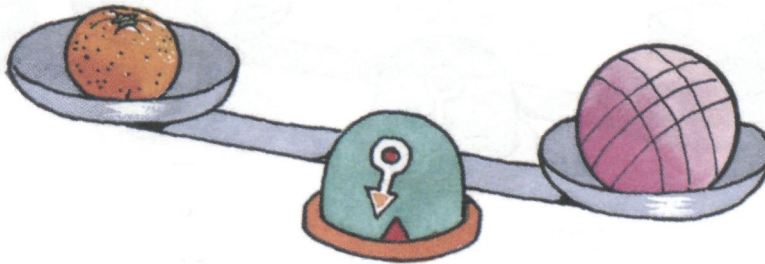
The cupboard is **heavier** than the chair.
The chair is **lighter** than the cupboard.



Which is the **lightest**?
Which is the **heaviest**?



The mango is **as heavy as** the ball.

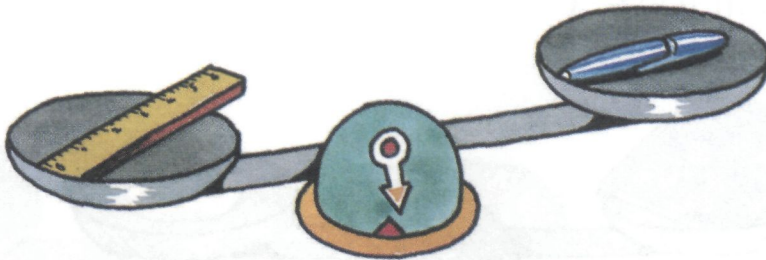


The orange is **lighter** than the ball.

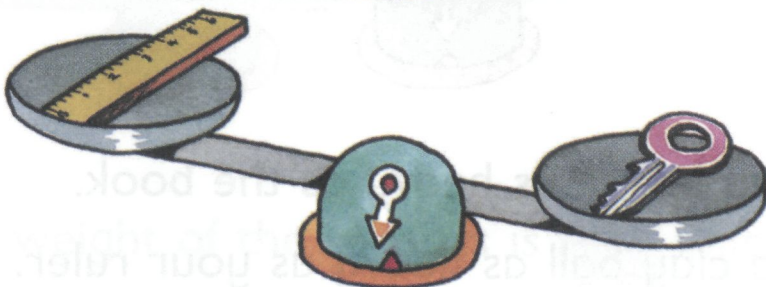
The ball is **heavier** than the orange.

1. Which weighs more?

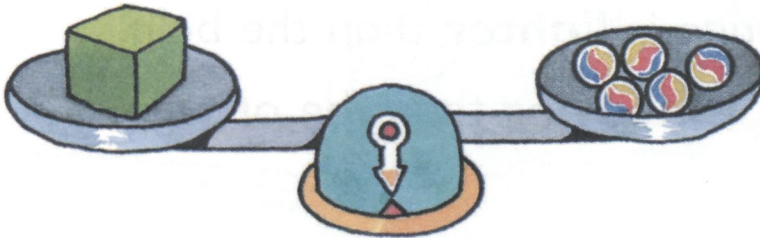
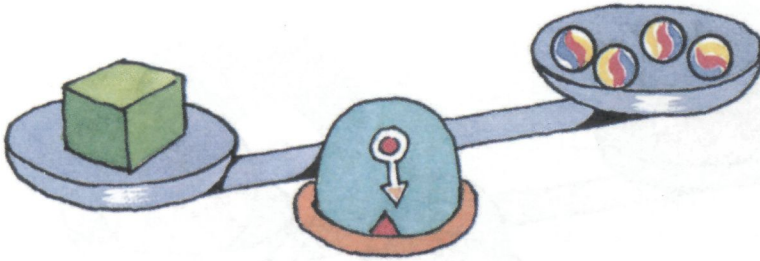
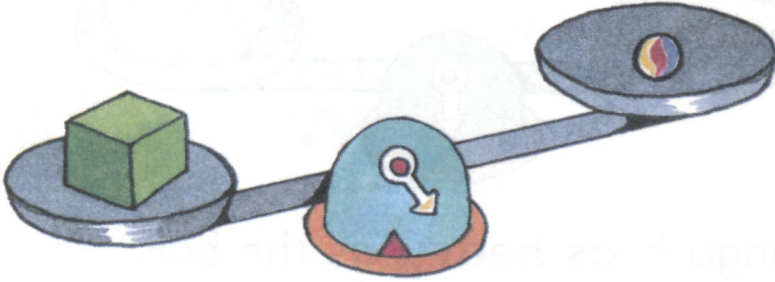
(a)



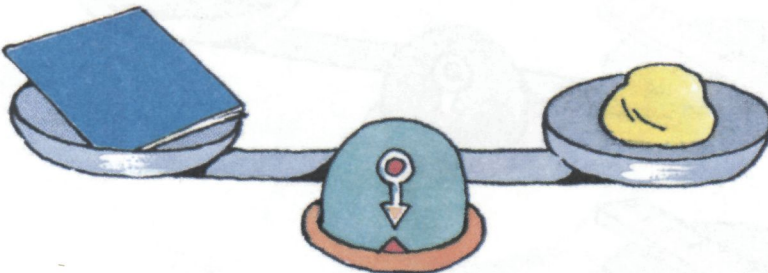
(b)



2. How many marbles balance the block?



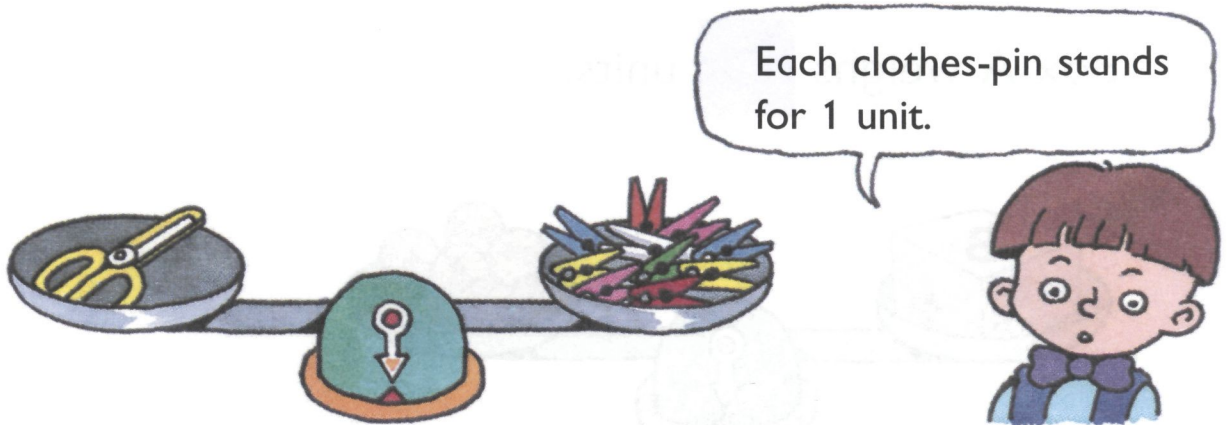
3.



The clay ball is as heavy as the book.
Make a clay ball as heavy as your ruler.

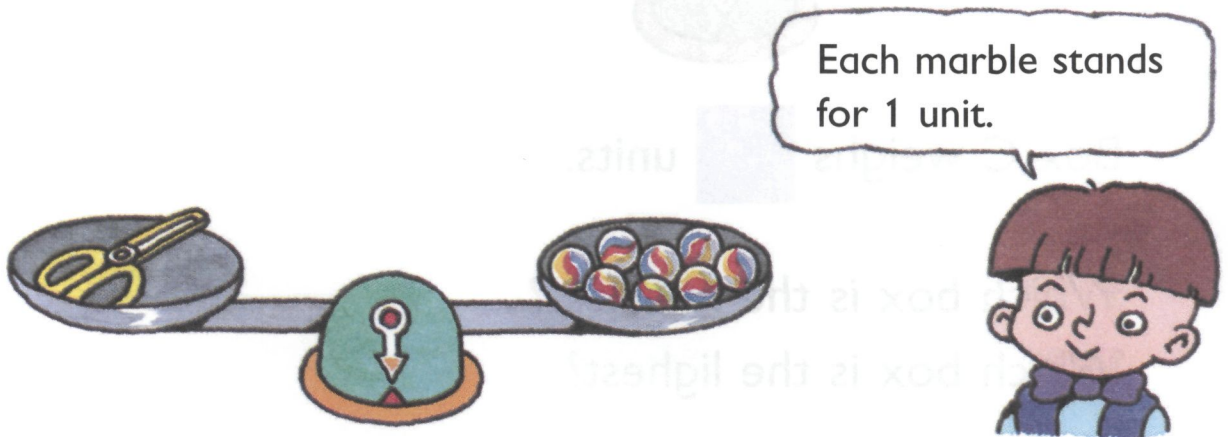
2 Measuring Weight

Matthew uses clothes-pins to measure the weight of a pair of scissors.



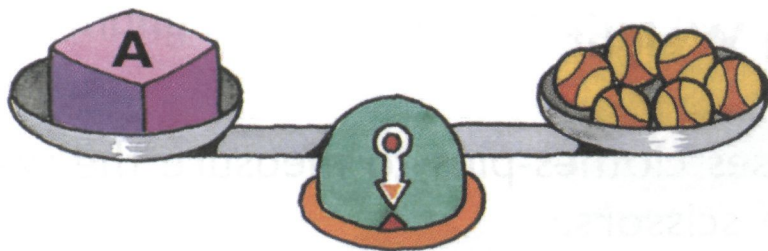
The weight of the scissors is units.

Then he uses marbles to measure the weight of the same pair of scissors.

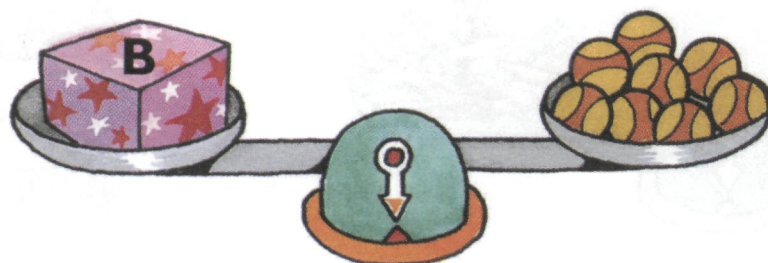


The weight of the scissors is units.

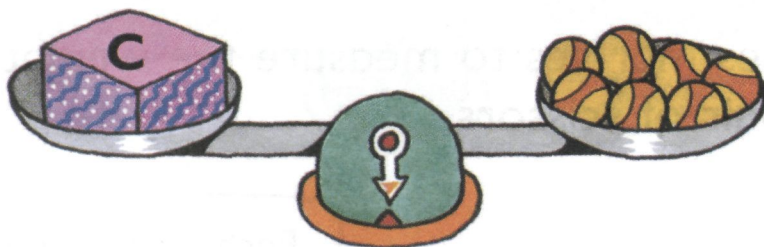
1.



Box A weighs units.



Box B weighs units.



Box C weighs units.

Which box is the heaviest?

Which box is the lightest?

2. Find out how many marbles balance your pencil box.

**Adapted from Primary Mathematics 1A Textbook
by Ministry of Education, Singapore**

mc Marshall Cavendish
Education

