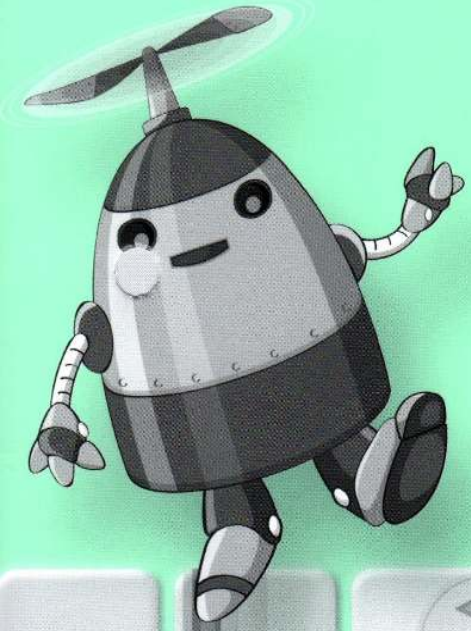
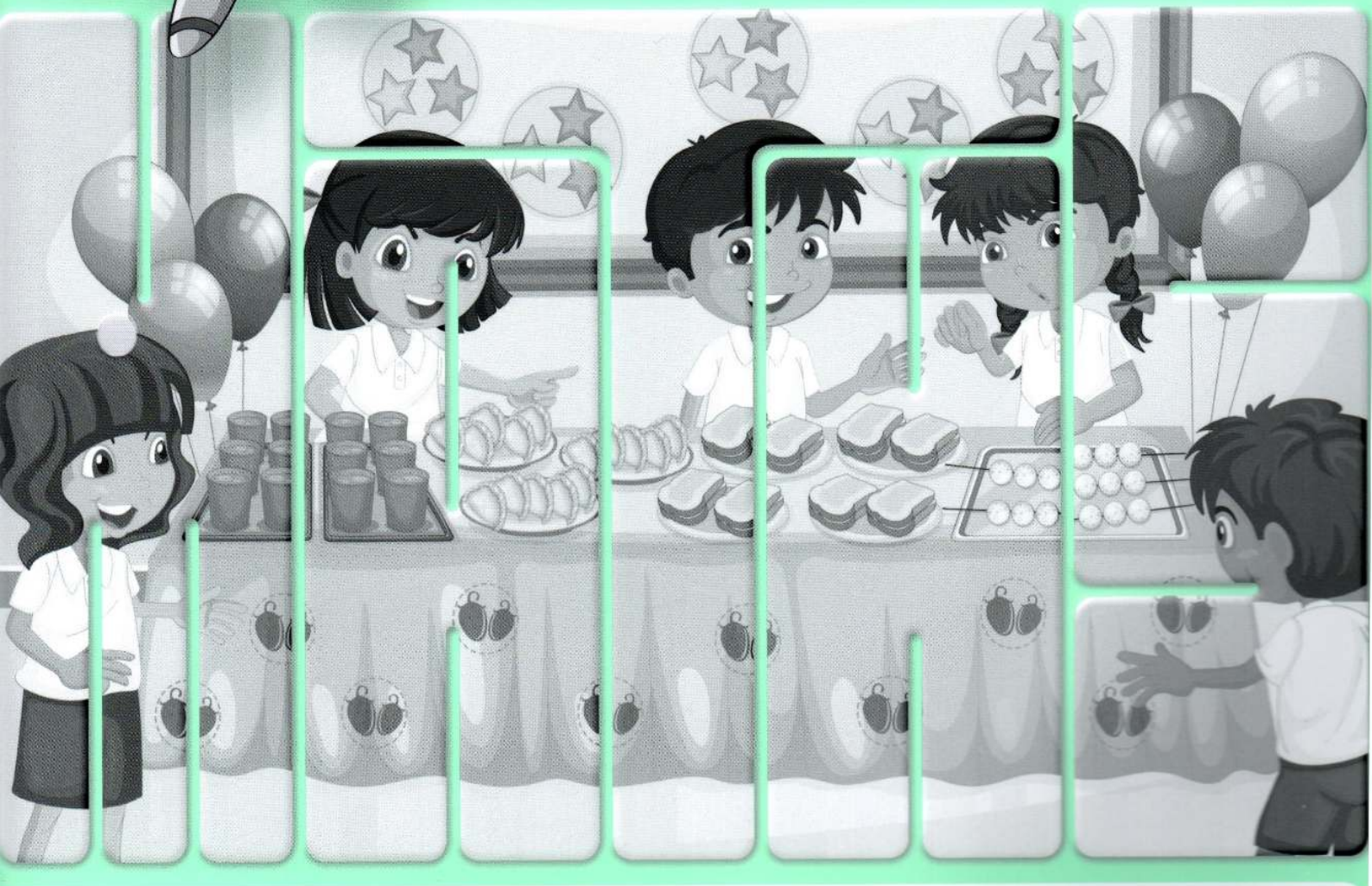
Targeting Mathematics



Workbook 1B
Part 1

Dr Eric Chan Chun Ming . Daniel William Cole
Consultant: Dr Joseph Yeo Kai Kow



Name: _____ Class: _____

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Workbook 1B Part 1

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Star Publishing Pte Ltd

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Preface

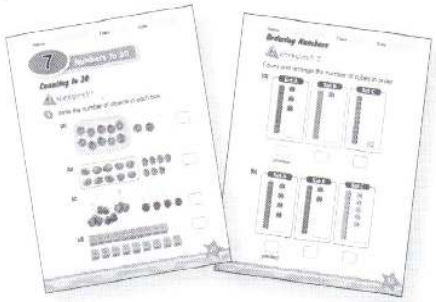
Targeting Mathematics is a series of textbooks and workbooks written based on the latest Primary Mathematics Syllabus provided by the Ministry of Education, Singapore. This series supports the Concrete-Pictorial-Abstract approach and the use of ICT tools to enhance conceptual understanding. It incorporates the use of manipulatives, videos and online math activities as teaching aids to enhance teaching of mathematics.

The exercises in the workbooks are designed to support learning in a progressive manner. Through a combination of drilling, challenging and problem solving exercises, pupils can consolidate their mathematical concepts and build confidence in learning mathematics.

Features

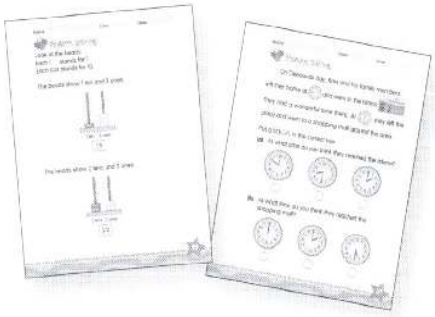
L1 Worksheets

Level 1 worksheets provide questions that test a pupil's understanding of mathematical concepts.



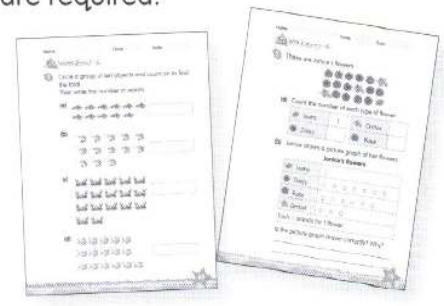
Problem Solving

These activities are designed to challenge pupils to be creative in solving problems.



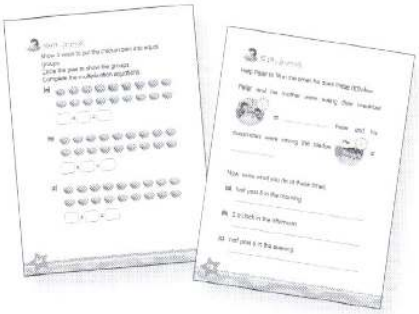
L2 Worksheets

Level 2 worksheets contain more challenging questions where higher order thinking and process skills are required.



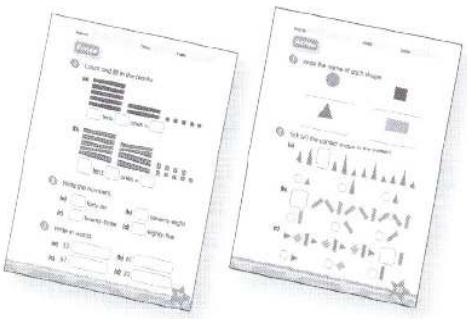
Math Journal

This allows pupils to reflect on their learning.



Review

The review exercises allow pupils to revise and consolidate mathematical concepts learnt.



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Book 1B Part 1

Name: Class: Date:

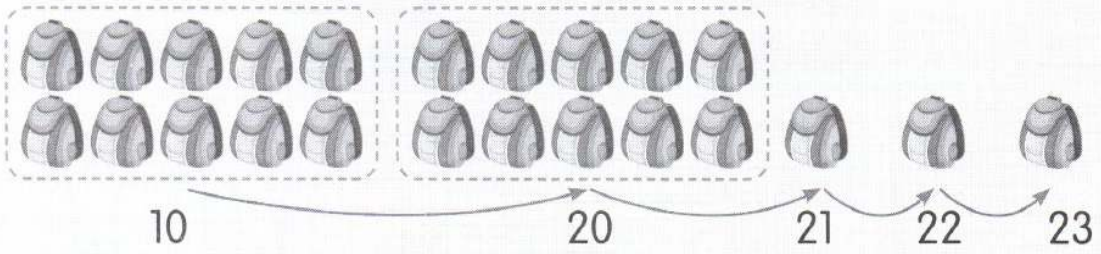
11 Numbers To 40

Counting to 40

Worksheet 1

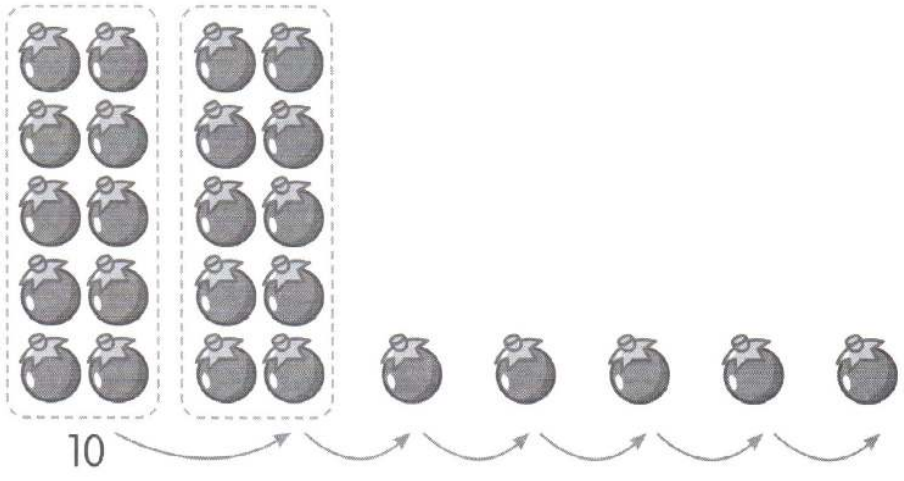
1 Count the objects. Fill in the boxes.

example



10 , 20 , 21 , 22 , 23

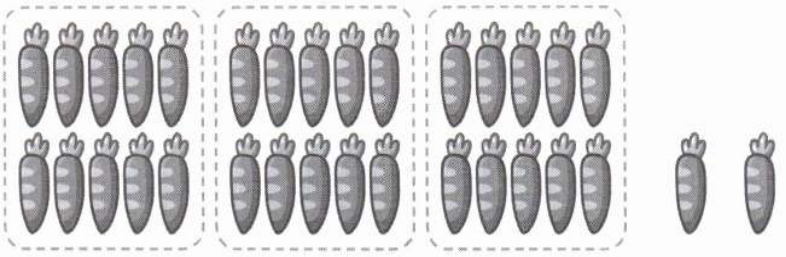
(a)



, , , , ,

, ,

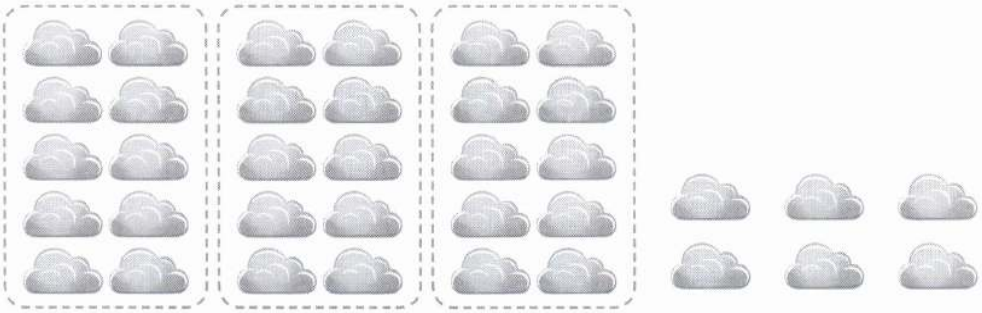
(b)



10

, , , ,

(c)

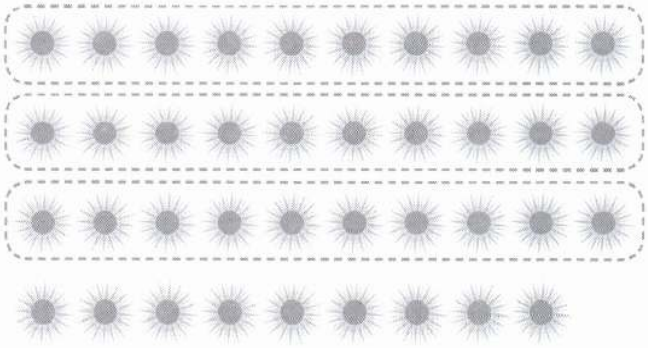


10

, , , , ,

, ,

(d)



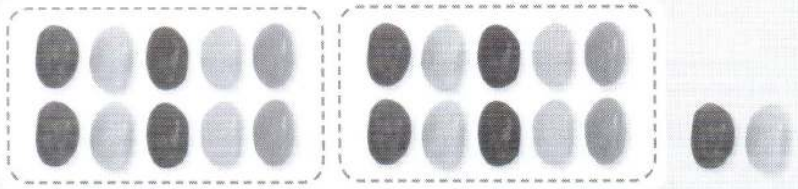
10

, , , , ,

, , , , ,

2 Count the objects. Fill in the boxes.

example

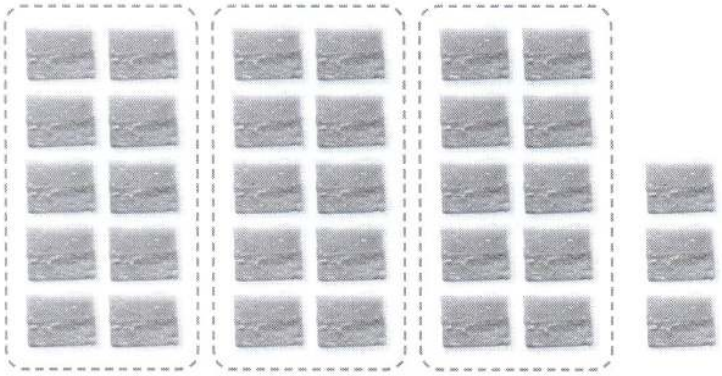


20 and 2 is 22 .

(a)

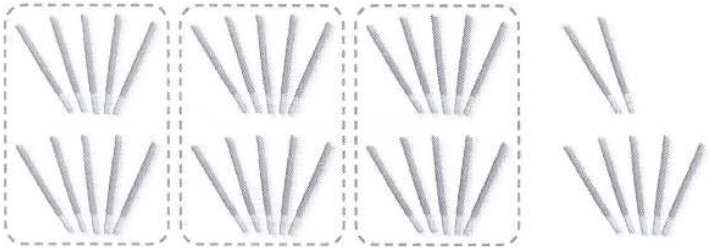
[ ] and [ ] is [ ] .

(b)



[ ] and [ ] is [ ] .

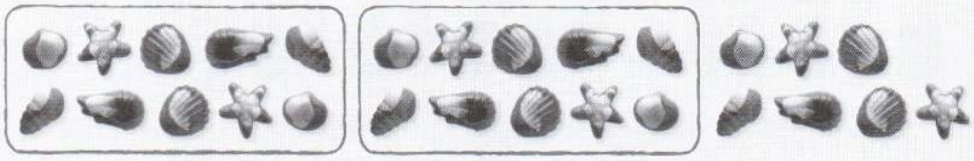
(c)



[ ] and [ ] is [ ] .

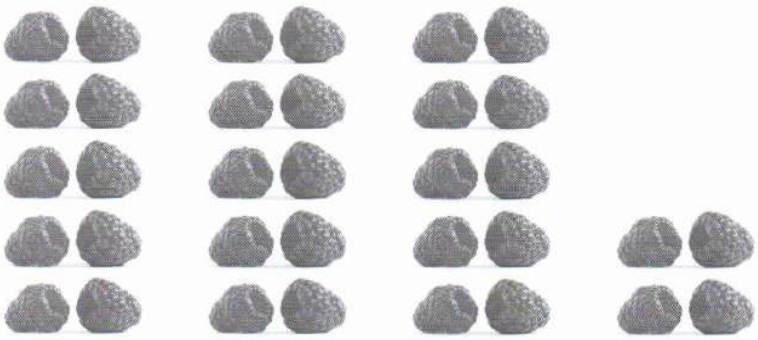
3 Circle groups of 10 objects.
Count and write the number.

example



(a)

(b)



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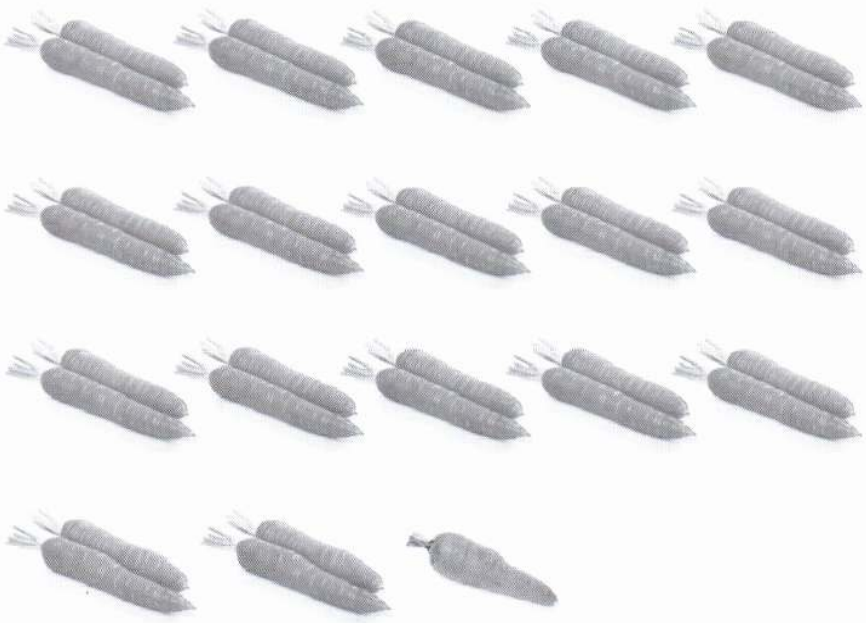
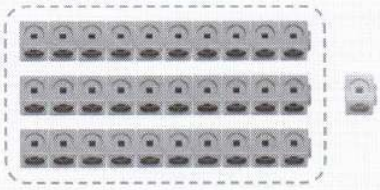


Name: Class: Date:

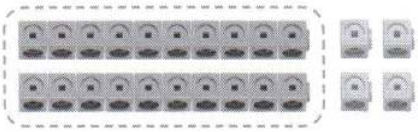
L2 Worksheet 2

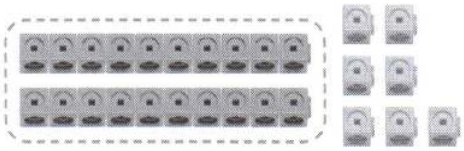
Write the number of cubes in numerals and in words.

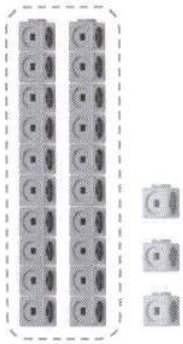
example

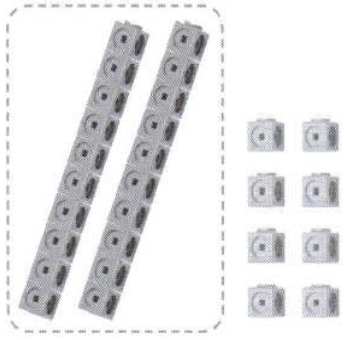


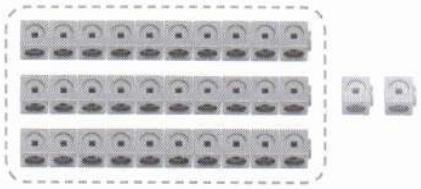
31 thirty-one

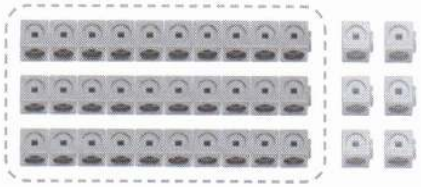
(a) 

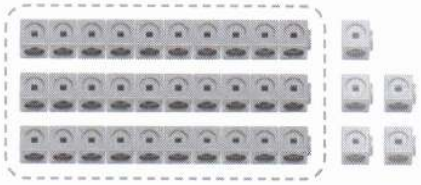
(b) 

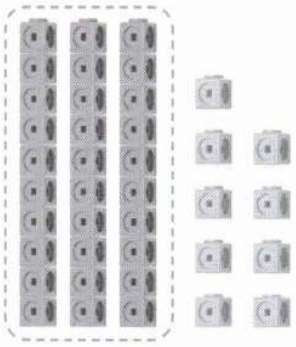
(c) 

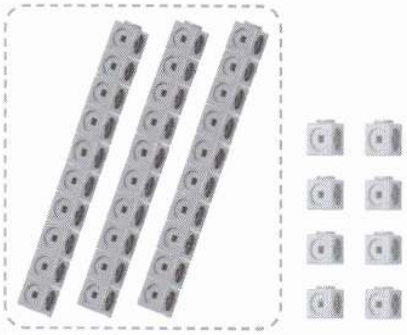
(d) 

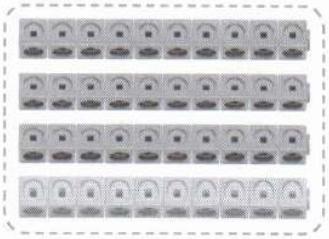
(e) 

(f) 

(g) 

(h) 

(i) 

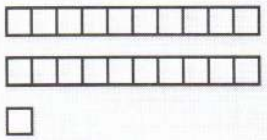
(j) 

Name: Class: Date:

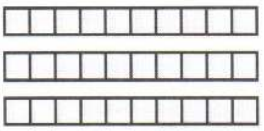
L1 Worksheet 3

1 Count the number of □.
Fill in the place value chart.

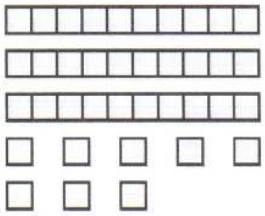
example



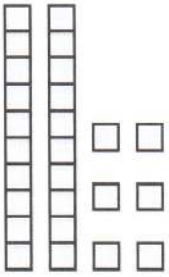
Tens	Ones
2	1

(a) 

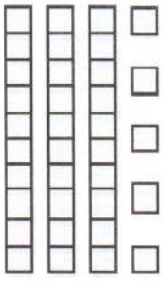
Tens	Ones

(b) 

Tens	Ones

(c) 

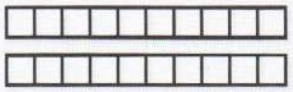
Tens	Ones

(d) 

Tens	Ones

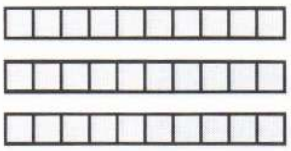
2 Count the number of □. Fill in the boxes.

example



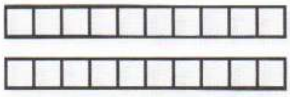
2 tens 3 ones = 23

20 + 3 = 23

(a) 

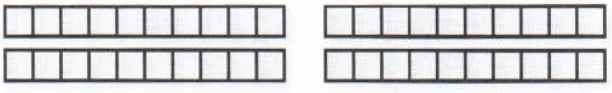
tens ones =

+ =

(b) 

tens ones =

+ =

(c) 

tens ones =

+ =

Name: Class: Date:

L2 Worksheet 4

1 Write the number in the place value chart.

example

three tens four ones

Tens	Ones
3	4

twenty-eight

Tens	Ones
2	8

(a) one ten seven ones

Tens	Ones

(b) three tens six ones

Tens	Ones

(c) two tens zero ones

Tens	Ones

(d) two tens nine ones

Tens	Ones

(e) twenty-five

Tens	Ones

(f) twenty-two

Tens	Ones

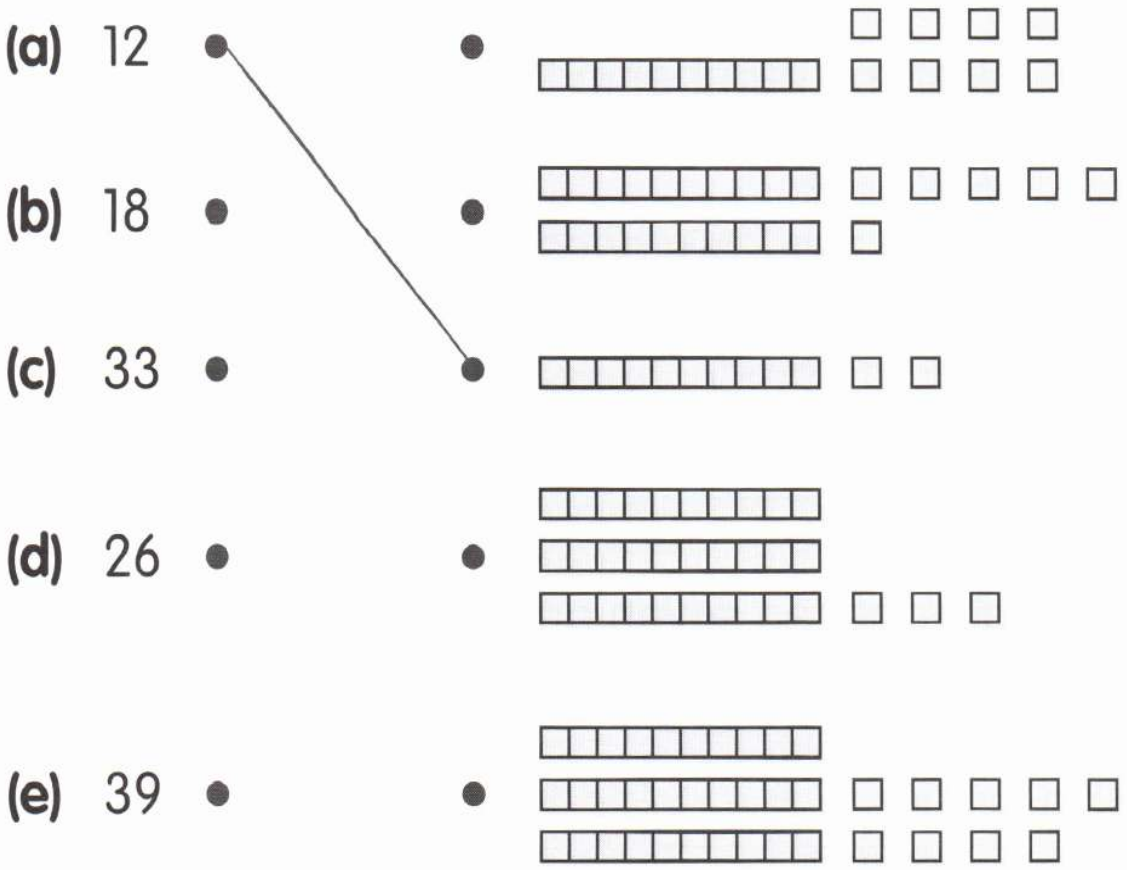
(g) thirty-three

Tens	Ones

(h) thirty-seven

Tens	Ones

2 Match.



3 Match.

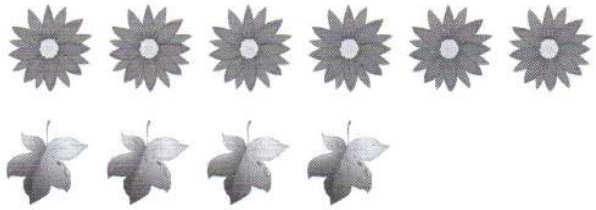
(a) 32	3 tens 7 ones
(b) 40	3 tens 2 ones
(c) 37	2 tens 1 one
(d) 21	2 tens 5 ones
(e) 25	4 tens 0 ones

Name: Class: Date:

Comparing and Ordering Numbers

Worksheet 5

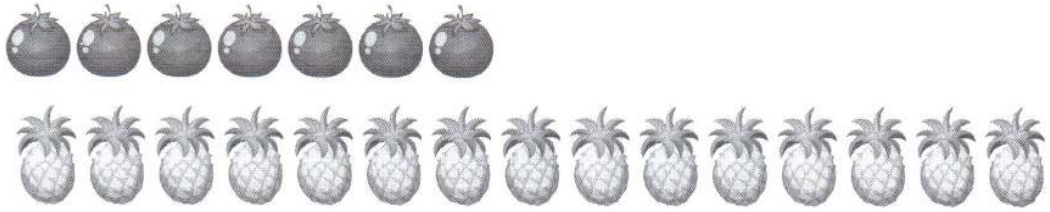
1 Look at the pictures. Fill in the boxes.

(a) 

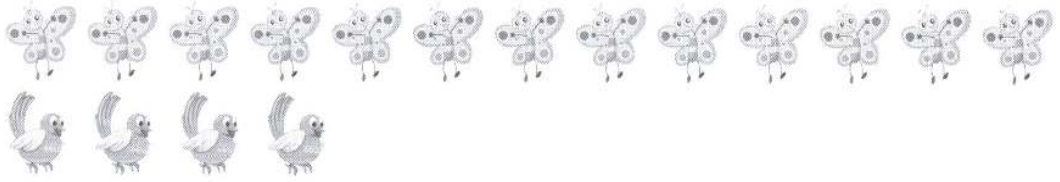
There are ☐ more flowers than leaves.

(b) 

There are ☐ fewer cars than boats.

(c) 

There are ☐ fewer tomatoes than pineapples.

(d) 

There are ☐ more butterflies than birds.

2 Look at the pictures. Fill in the boxes.

(a) 

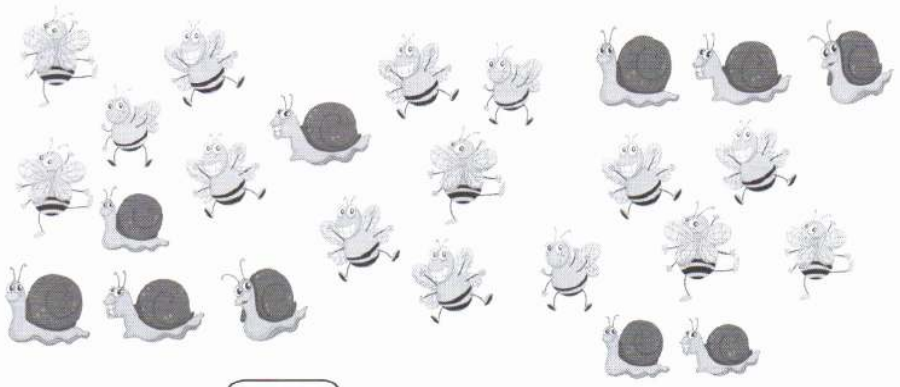
There are ☐ lions.

There are ☐ zebras.

☐ – ☐ = ☐

There are ☐ more zebras than lions.

There are ☐ fewer lions than zebras.

(b) 

There are ☐ snails.

There are ☐ bees.

☐ – ☐ = ☐

There are ☐ more bees than snails.

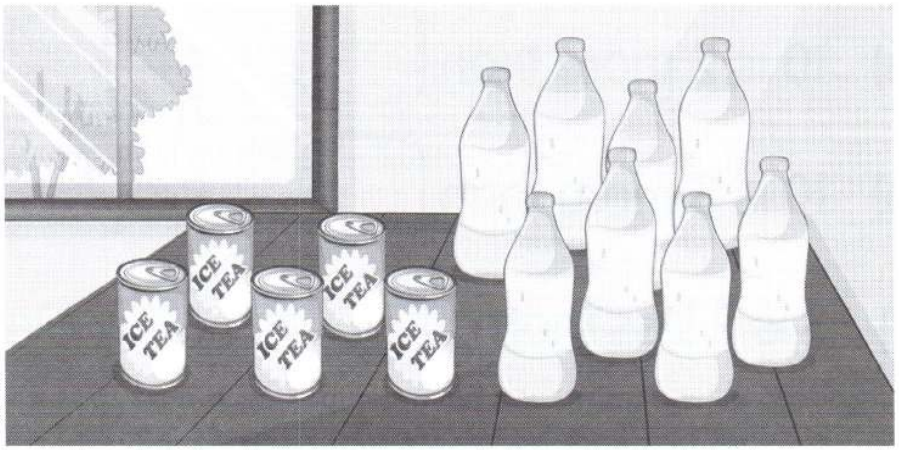
There are ☐ fewer snails than bees.

Name: Class: Date:

L2 Worksheet 6

1 Look at the pictures. Fill in the boxes.

(a) How many fewer cans than bottles are there?



[ ] – [ ] = [ ]

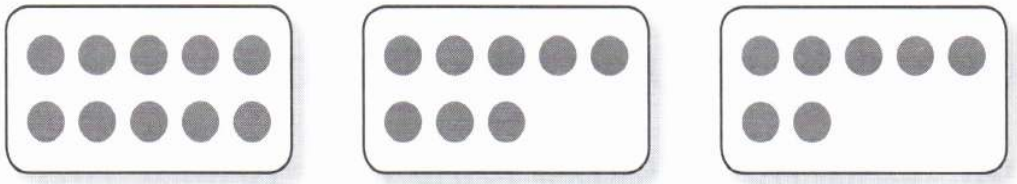
There are [ ] fewer cans than bottles.

(b) How many more fish than crabs are there?

[ ] – [ ] = [ ]

There are [ ] more fish than crabs.

2 Look at the dot cards. Fill in the boxes.



(a) 10 is 2 more than ☐.

(b) 10 is 3 more than ☐.

(c) 8 is 2 less than ☐.

(d) 7 is 3 less than ☐.

3 Fill in the boxes.

(a) 3 more than 8 is ☐.

(b) 2 more than 12 is ☐.

(c) 4 more than 15 is ☐.

(d) 2 less than 9 is ☐.

(e) 3 less than 18 is ☐.

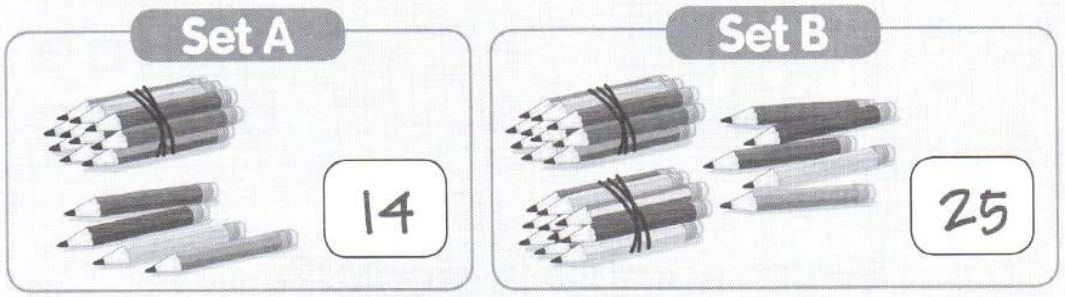
(f) 5 less than 15 is ☐.

Name: Class: Date:

Worksheet 7

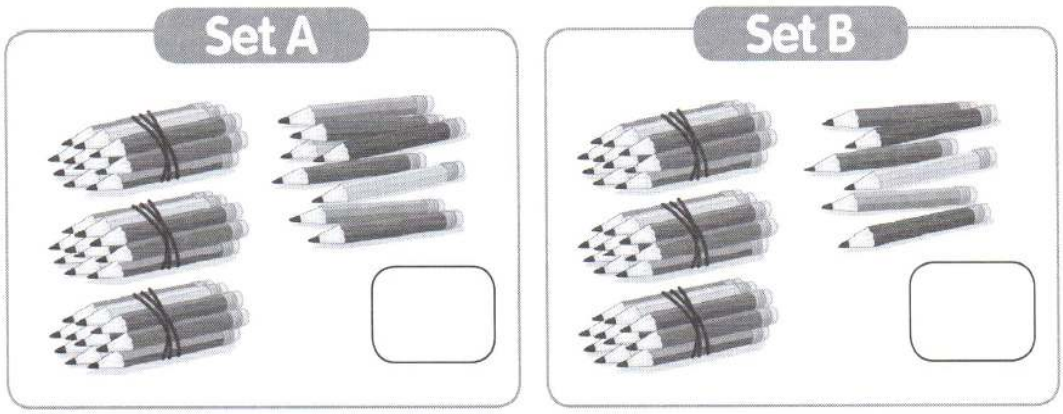
1. Write and compare the number of objects in each set. Write **more** or **fewer** in the blank.

example



Which number is greater? 25

There are more pencils in Set B than Set A.

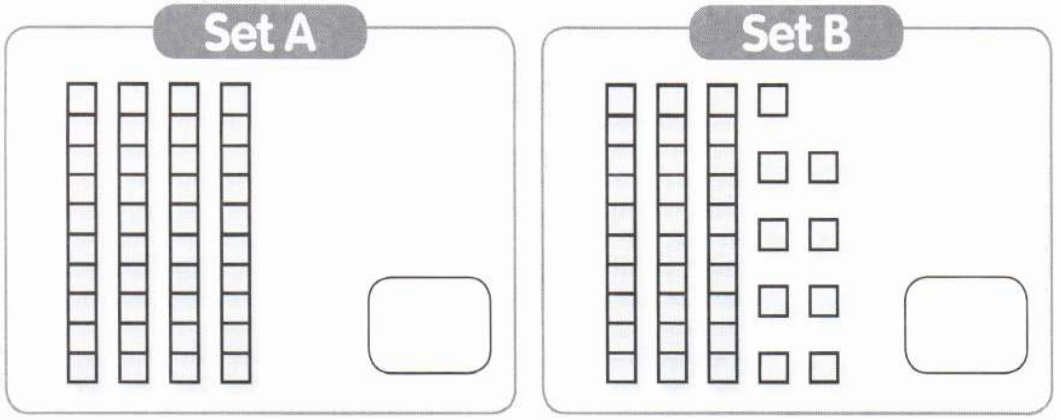


Which number is smaller? ____

There are _____ pencils in Set B than Set A.

2 Write and compare the number of □ in each set.
Write **more** or **fewer** in the blank.

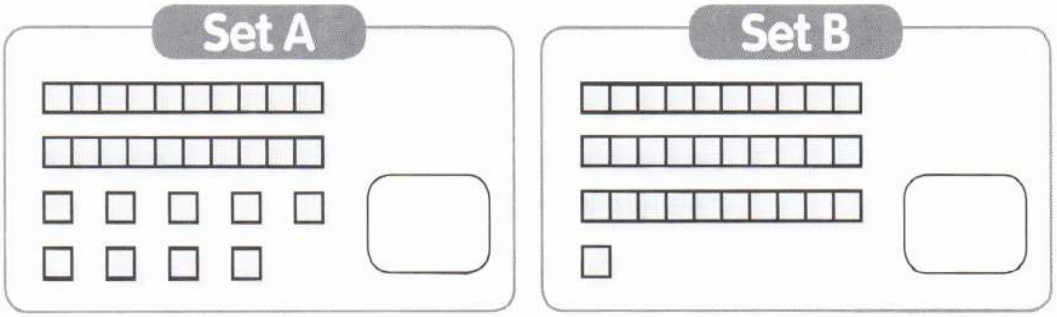
(a)



Which number is greater? ☐

There are _____ □ in Set A than Set B.

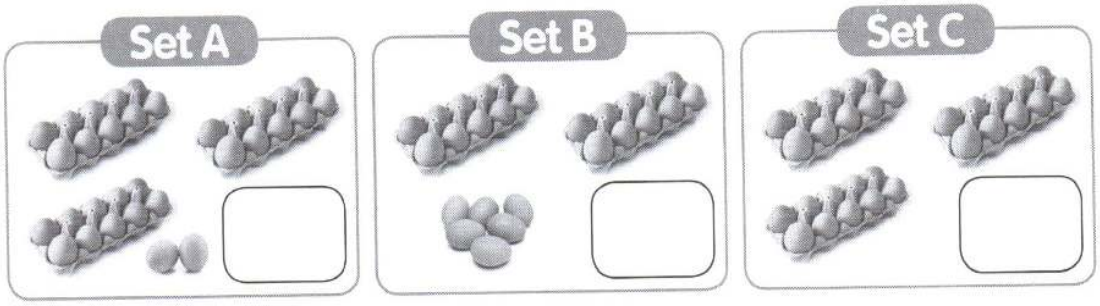
(b)



Which number is smaller? ☐

There are _____ □ in Set A than Set B.

3 Write the number of eggs in each set and arrange them in order.



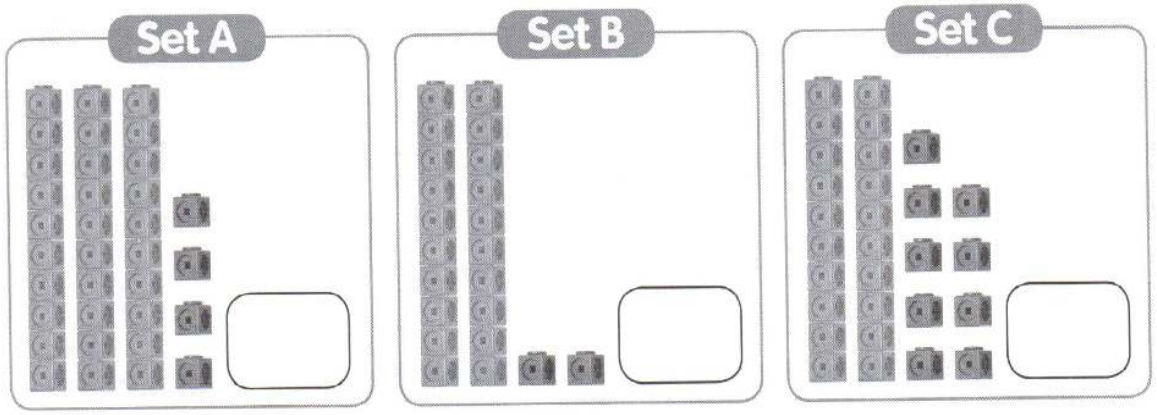
Begin with the smallest number of eggs.

smallest

Begin with the greatest number of eggs.

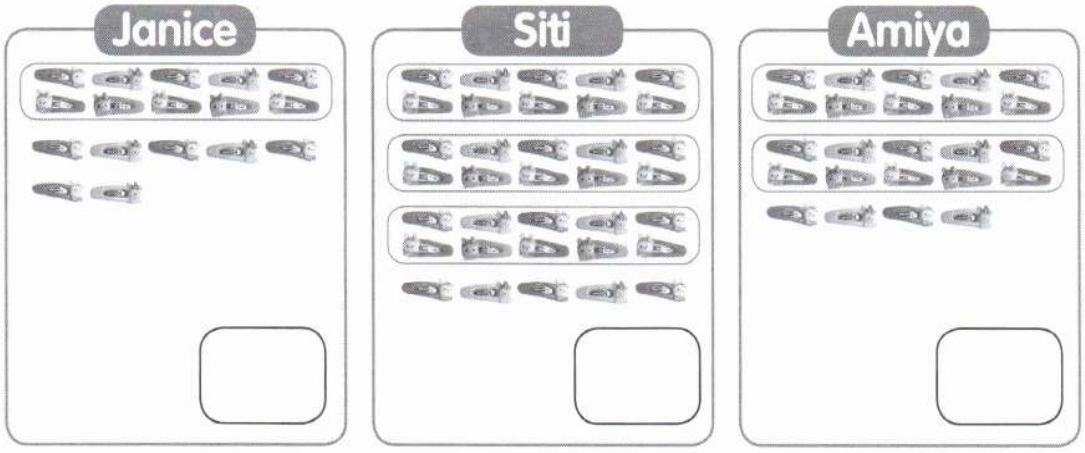
greatest

4 Write the number of cubes in each set and arrange them from the greatest to the smallest.



greatest

5 Write and compare the number of hair clips each child has.



(a) _____ has the greatest number of hair clips.

(b) _____ has the smallest number of hair clips.

(c) Arrange the number of hair clips from the smallest to the greatest.

smallest

6 Arrange the numbers from the greatest to the smallest.

(a)

Tens	Ones
1	2

Tens	Ones
3	8

Tens	Ones
2	0

greatest

(b)

Tens	Ones
2	3

Tens	Ones
3	6

Tens	Ones
3	2

greatest

Name: Class: Date:

L2 Worksheet 8

1 Circle the greater number.

(a) 23 33

(b) 27 16

(c) 31 34

(d) 24 32

2 Circle the smaller number.

(a) 39 40

(b) 36 35

(c) 21 28

(d) 30 20

3 Compare the numbers.

(a) 25 18 37

☐ is the greatest.

☐ is the smallest.

(b) 22 30 17

☐ is the greatest.

☐ is the smallest.

(c) 35 38 40

☐ is the greatest.

☐ is the smallest.

(d) 32 25 39

☐ is the greatest.

☐ is the smallest.

4 Look at the numbers on the T-shirts and shorts.

(a) Compare the numbers on the T-shirts.

The smallest number is ☐.

The greatest number is ☐.

(b) Compare the numbers on the shorts.

The smallest number is ☐.

The greatest number is ☐.

(c) What is the greatest number among all the numbers on the T-shirts and shorts? ☐

(d) Arrange the numbers on the T-shirts from the greatest to the smallest.

☐ ☐ ☐ ☐

greatest

(e) Arrange the numbers on the shorts from the smallest to the greatest.

☐ ☐ ☐ ☐

smallest

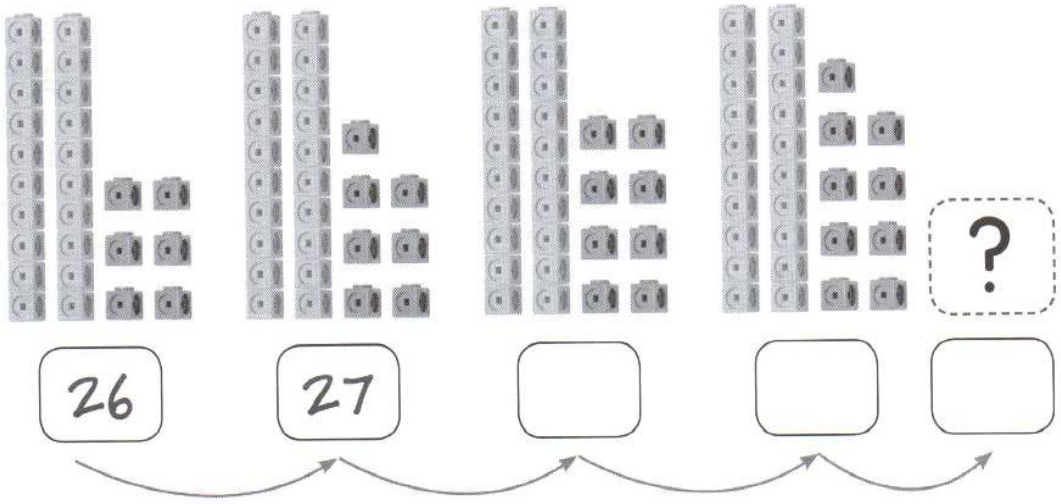
Name: Class: Date:

Number Patterns

Worksheet 9

1 Look at the number pattern. Fill in the boxes.

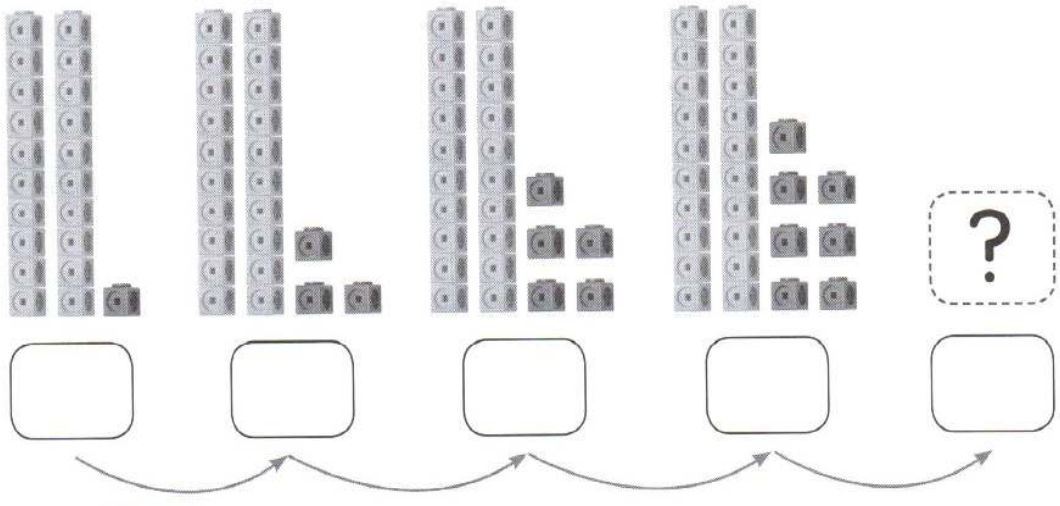
(a)



1 more

What is the next number in the pattern? ☐

(b)

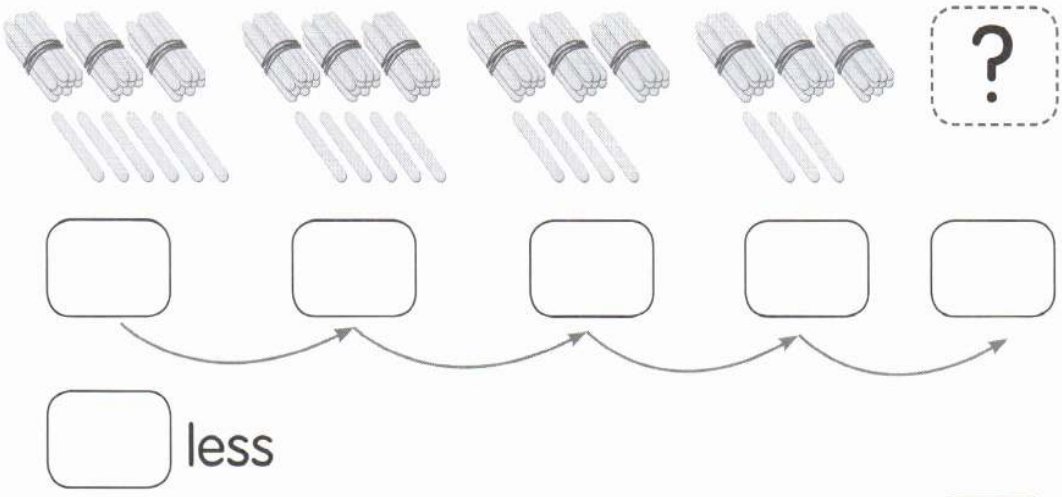


☐ more

What is the next number in the pattern? ☐

2 Look at the number pattern. Fill in the boxes.

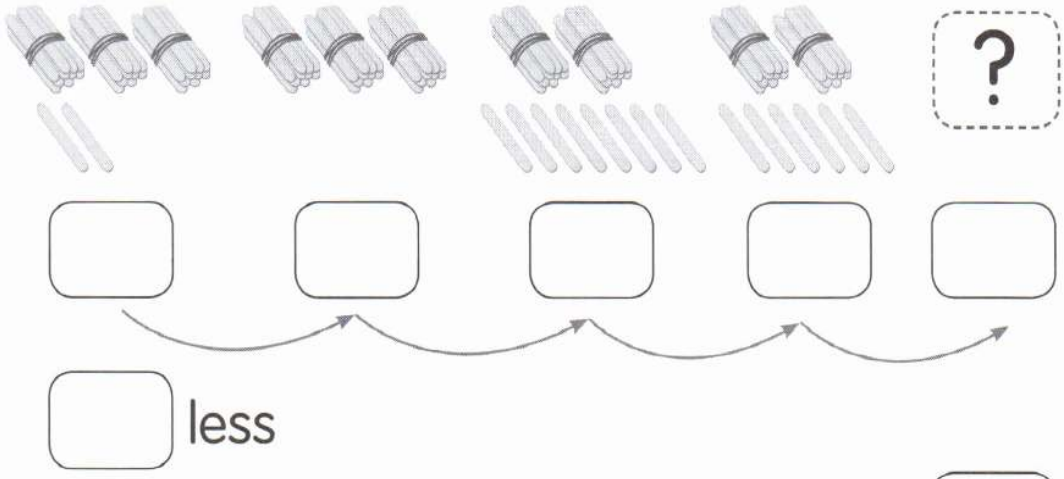
(a)



☐ less

What is the next number in the pattern? ☐

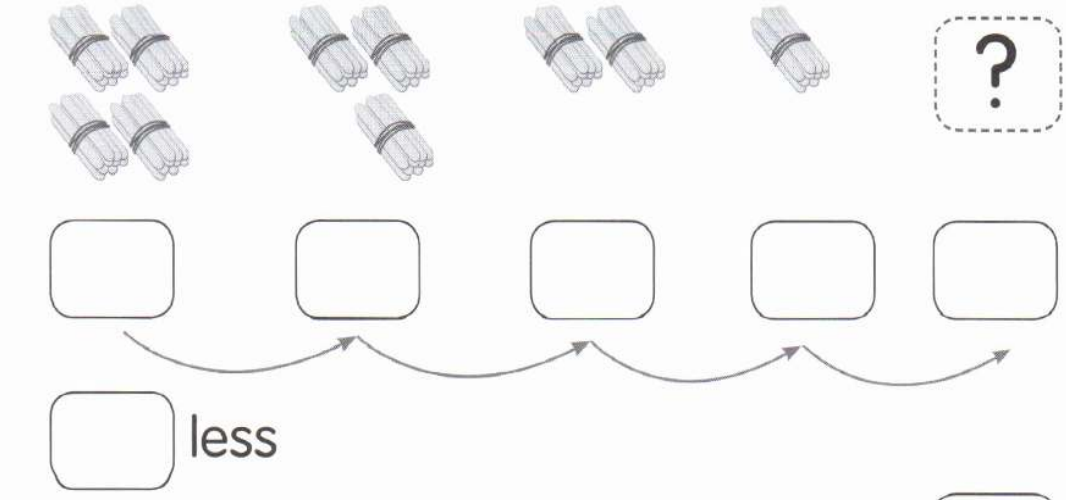
(b)



☐ less

What is the next number in the pattern? ☐

(c)



☐ less

What is the next number in the pattern? ☐

Name: Class: Date:

L2 Worksheet 10

1 Make a number pattern by adding 2.

example

16 , 18 , 20 , 22 , 24 , 26

2 more

(a) 15, 17, ☐ , ☐ , ☐ , ☐

(b) 24, ☐ , ☐ , 30 , ☐ , ☐

2 Make a number pattern by subtracting 2.

example

24 , 22 , 20 , 18 , 16 , 14

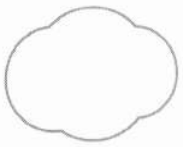
2 less

(a) 28, 26, ☐ , ☐ , ☐ , ☐

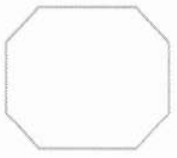
(b) 40, ☐ , ☐ , ☐ , 32 , ☐

3 Fill in the next number in the pattern.

(a) 27 , 28 , 29 , 30 , 

(b) 0 , 10 , 20 , 30 , 

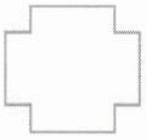
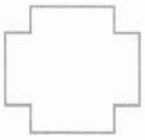
(c) 19 , 21 , 23 , 25 , 

(d) 37 , 35 , 33 , 31 , 

4 Fill in the missing numbers in the pattern.

(a) 35 , 34 , 33 , 32 ,  , 

(b) 30 , 28 , 26 , 24 , ,

(c)  ,  , 20 , 21 , 22 , 23

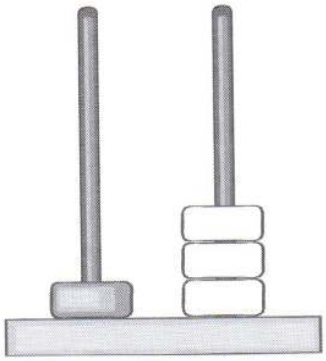
(d)  ,  , 15 , 17 , 19 , 21

Name: Class: Date:

Problem Solving

Look at the beads.
Each ▭ stands for 1.
Each ▬ stands for 10.

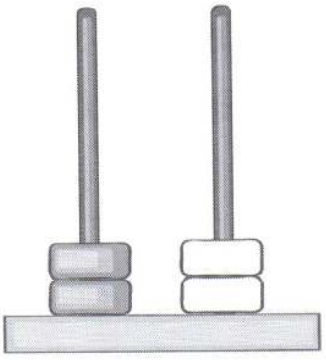
The beads show 1 ten and 3 ones.



1 ten 3 ones

13

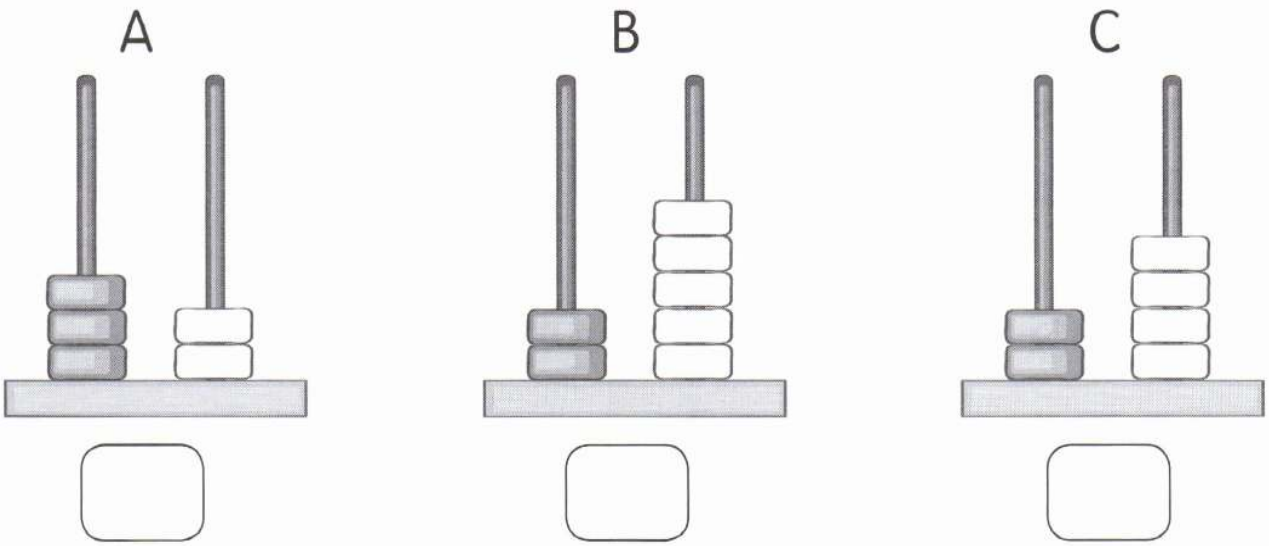
The beads show 2 tens and 2 ones.



2 tens 2 ones

22

(a) What numbers do these beads show?



(b) Arrange the numbers from the smallest to the greatest.

smallest

Understand

- What number do the white beads show?
- What number do the grey beads show?

Solve

- Write the numbers for A, B and C.
- Compare the numbers.
  Compare the tens first.
  Then compare the ones.

Name: Class: Date:

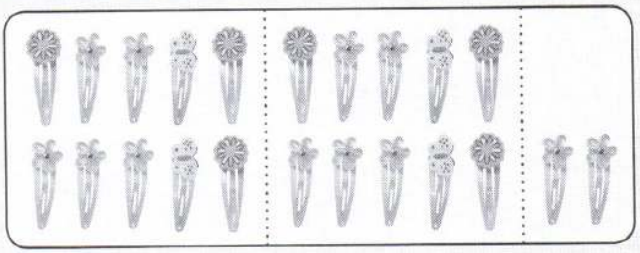
12 Addition And Subtraction Within 40

Addition without Regrouping

L1 Worksheet 1

Count on. Write the addition equation.

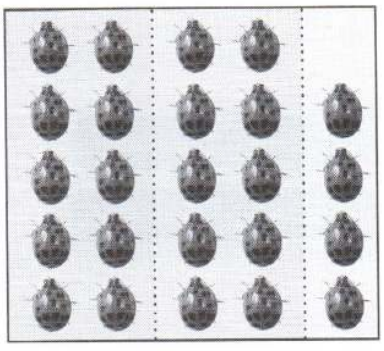
example



22 → 23 → 24 → 25

22 + 3 = 25

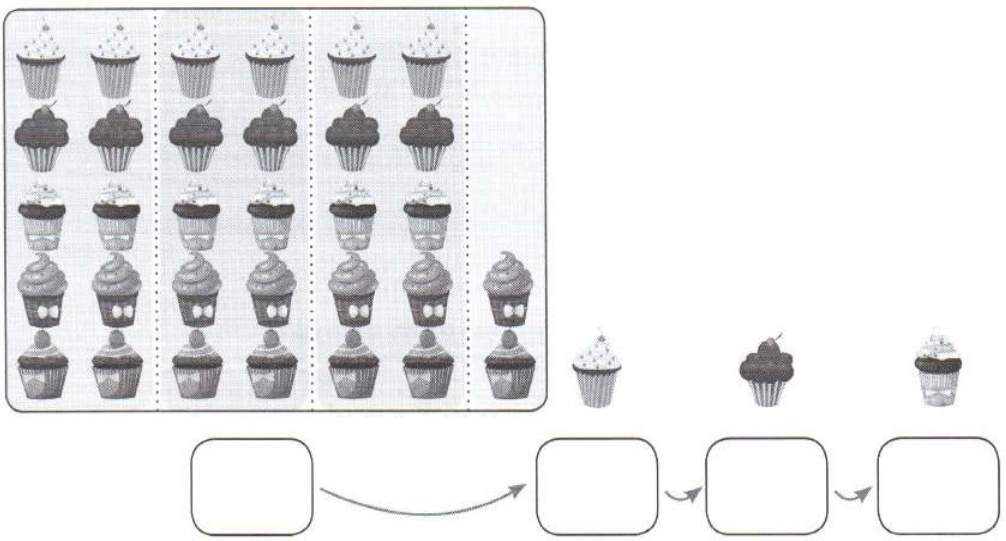
(a)



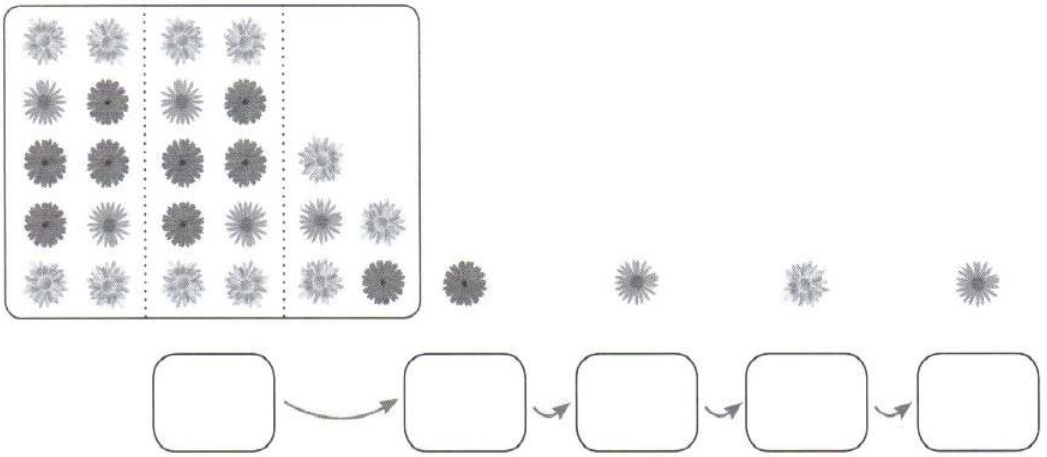
[ ] → [ ] → [ ] → [ ] → [ ]

[ ] + [ ] = [ ]

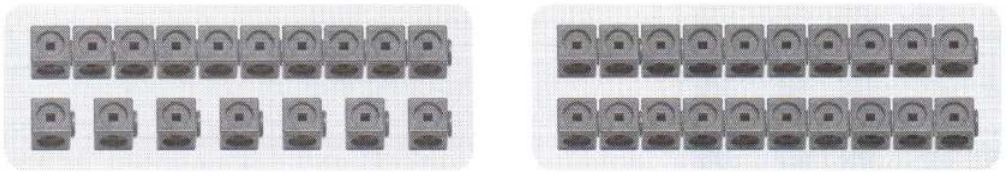
(b)



(c)



(d)



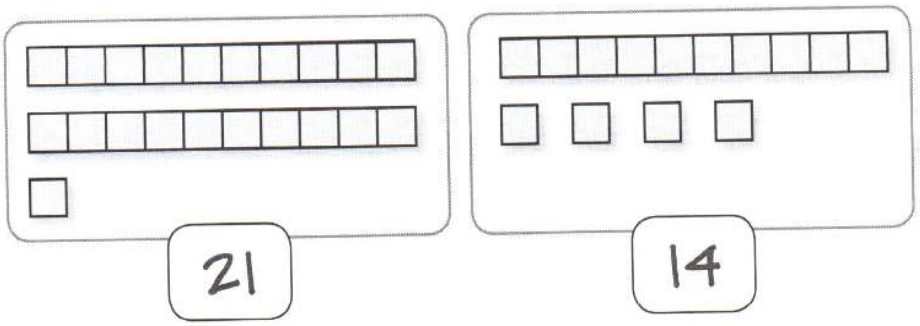
10 more 10 more

Name: Class: Date:

L1 Worksheet 2

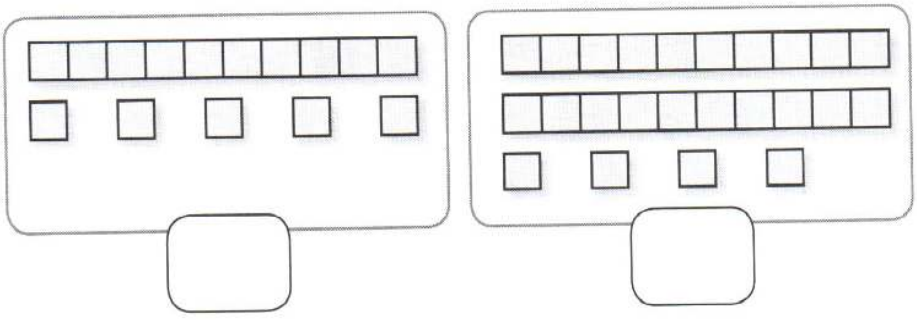
1 Add.

(a)



	Tens	Ones
	2	1
+	1	4

(b)



	Tens	Ones
+		

2 Add.

(a)

	Tens	Ones
		8
+	2	1

(b)

	Tens	Ones
	1	3
+	1	4

(c)

	Tens	Ones
	2	2
+	1	4

(d)

	Tens	Ones
	1	5
+	1	3

(e)

	Tens	Ones
	2	7
+	1	2

(f)

	Tens	Ones
	1	0
+	2	7

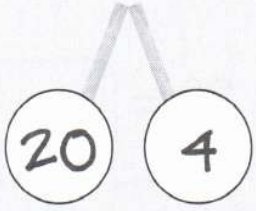
Name: Class: Date:

L2 Worksheet 3

1 Complete.

example

24 + 3 = 27



4 + 3 = 7

20 + 7 = 27

(a) 33 + 5 = ☐

☐ + 5 = ☐

☐ + ☐ = ☐

(b) 25 + 2 = ☐

☐ + 2 = ☐

☐ + ☐ = ☐

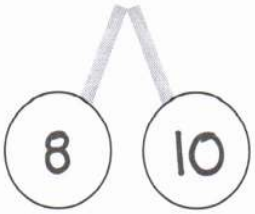
(c) 32 + 7 = ☐

☐ + 7 = ☐

☐ + ☐ = ☐

2 Complete.

(a) 18 + 10 = ☐



☐ + 10 = ☐

☐ + ☐ = ☐

(b) 12 + 20 = ☐

☐ + 20 = ☐

☐ + ☐ = ☐

3 Add mentally.

(a) 7 + 22 = ☐

(b) 21 + 6 = ☐

(c) 31 + 6 = ☐

(d) 26 + 3 = ☐

(e) 4 + 33 = ☐

(f) 3 + 25 = ☐

(g) 32 + 6 = ☐

(h) 8 + 31 = ☐

(i) 25 + 10 = ☐

(j) 14 + 20 = ☐

(k) 6 + 30 = ☐

(l) 18 + 20 = ☐

Name: Class: Date:

Addition with Regrouping

L2 Worksheet 4

Add.

(a)

	Tens	Ones
	1	7
+		7

(b)

	Tens	Ones
	1	5
+	1	8

(c)

	Tens	Ones
	2	8
+		8

(d)

	Tens	Ones
	1	9
+	1	9

(e)

	Tens	Ones
	2	2
+		8

(f)

	Tens	Ones
	2	9
+		3

(g)

	Tens	Ones
	2	6
+		7

(h)

	Tens	Ones
	1	7
+	1	9

(i)

	Tens	Ones
	1	8
+	1	6

(j)

	Tens	Ones
	2	4
+		7

(k)

	Tens	Ones
	1	6
+	1	9

(l)

	Tens	Ones
	1	8
+	1	9

(m)

	Tens	Ones
	1	3
+	1	8

(n)

	Tens	Ones
	1	5
+	1	5

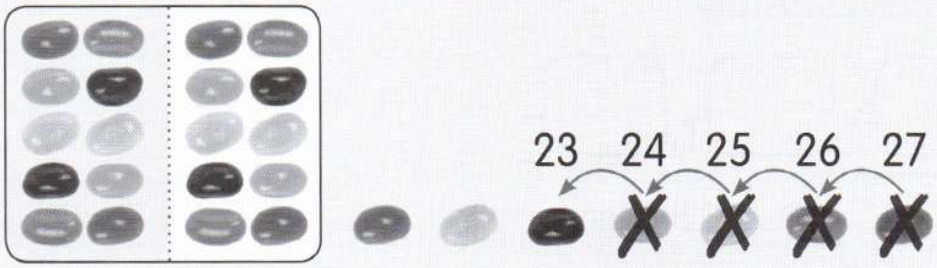
Name: Class: Date:

Subtraction without Regrouping

L1 Worksheet 5

Count back. Complete the subtraction equation.

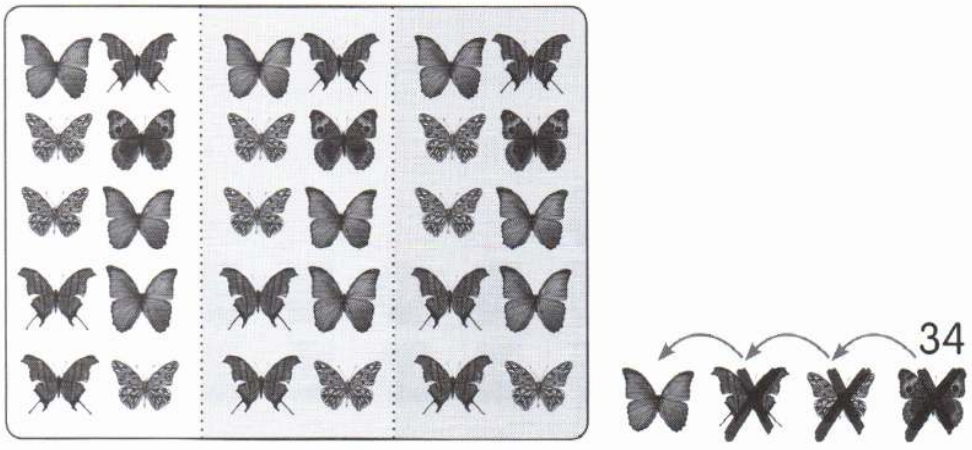
example



26 , 25 , 24 , 23

27 – 4 = 23

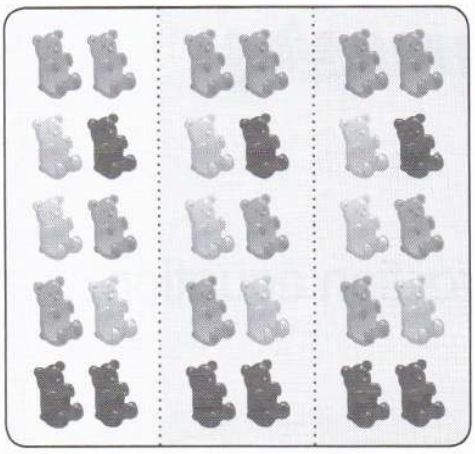
(a)



[ ] , [ ] , [ ]

34 – 3 = [ ]

(b)



□ , □ , □ , □

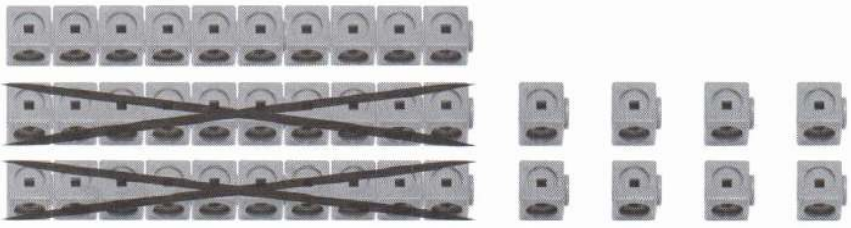
36 – 4 = □

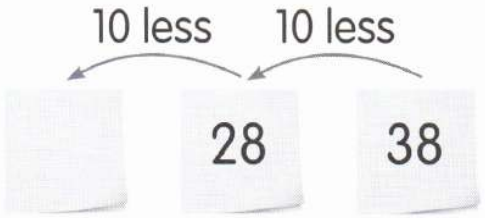
(c)

□ , □ , □ , □

25 – □ = □

(d)





38 – 20 = □

Name: Class: Date:

Worksheet 6

Subtract.

(a)

	Tens	Ones
	1	5
−		4

(b)

	Tens	Ones
	2	7
−		5

(c)

	Tens	Ones
	3	5
−	2	3

(d)

	Tens	Ones
	3	8
−	2	2

(e)

	Tens	Ones
	2	4
−	1	1

(f)

	Tens	Ones
	2	6
−	1	2

(g)

	Tens	Ones
	3	9
−	1	5

(h)

	Tens	Ones
	3	8
−	1	2

(i)

	Tens	Ones
	3	3
−	2	1

(j)

	Tens	Ones
	3	9
−	2	8

(k)

	Tens	Ones
	3	8
−	2	5

(l)

	Tens	Ones
	3	5
−	2	0

(m)

	Tens	Ones
	3	7
−	1	6

(n)

	Tens	Ones
	2	7
−	1	0

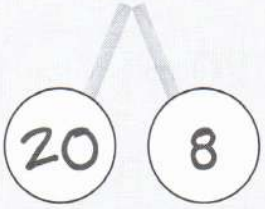
Name: Class: Date:

L2 Worksheet 7

1 Complete.

example

$28 - 6 = \boxed{22}$



$\boxed{8} - 6 = \boxed{2}$

$\boxed{20} + \boxed{2} = \boxed{22}$

(a) $29 - 5 = \square$

$\square - 5 = \square$

$\square + \square = \square$

(b) $34 - 3 = \square$

$\square - 3 = \square$

$\square + \square = \square$

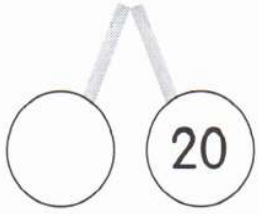
(c) $37 - 4 = \square$

$\square - 4 = \square$

$\square + \square = \square$

2 Complete.

(a) 25 – 10 = ☐



20 – 10 = ☐

☐ + ☐ = ☐

(b) 34 – 20 = ☐

☐ – 20 = ☐

☐ + ☐ = ☐

3 Subtract mentally.

(a) 26 – 3 = ☐

(b) 29 – 4 = ☐

(c) 27 – 6 = ☐

(d) 28 – 6 = ☐

(e) 33 – 2 = ☐

(f) 35 – 5 = ☐

(g) 37 – 2 = ☐

(h) 38 – 4 = ☐

(i) 39 – 20 = ☐

(j) 38 – 30 = ☐

(k) 37 – 10 = ☐

(l) 35 – 30 = ☐

Name: Class: Date:

Subtraction with Regrouping

L2 Worksheet 8

Subtract.

(a)

	Tens	Ones
	3	1
−		5

(b)

	Tens	Ones
	2	5
−		8

(c)

	Tens	Ones
	2	2
−	1	7

(d)

	Tens	Ones
	2	0
−	1	3

(e)

	Tens	Ones
	2	7
−	1	9

(f)

	Tens	Ones
	2	6
−	1	7

(g)

	Tens	Ones
	3	4
−	1	7

(h)

	Tens	Ones
	3	1
−	1	3

(i)

	Tens	Ones
	3	5
−	1	6

(j)

	Tens	Ones
	3	3
−	2	6

(k)

	Tens	Ones
	3	2
−		8

(l)

	Tens	Ones
	3	5
−	2	9

(m)

	Tens	Ones
	3	8
−	1	9

(n)

	Tens	Ones
	4	0
−	2	6

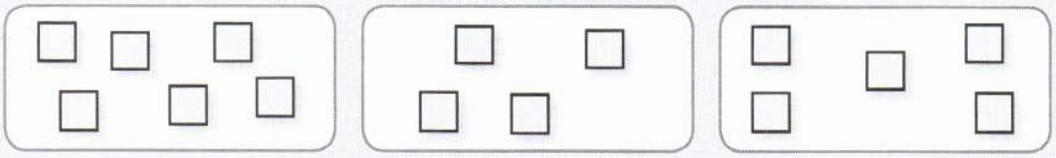
Name: Class: Date:

Adding Three 1-digit Numbers

L1 Worksheet 9

1 Add.

example

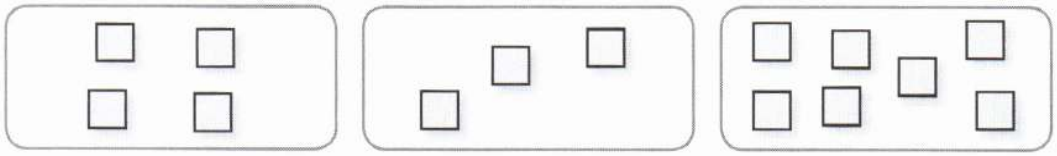


$6 + 4 = \boxed{10}$

$\boxed{10} + 5 = \boxed{15}$

$6 + 4 + 5 = \boxed{15}$

(a)

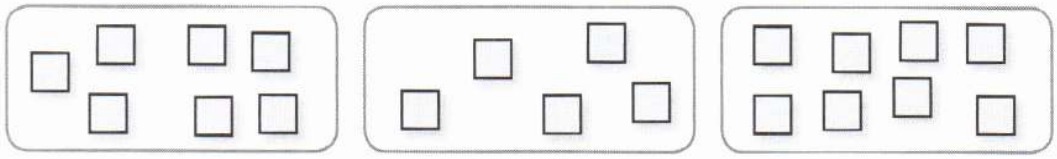


$4 + 3 = \square$

$\square + 7 = \square$

$4 + 3 + 7 = \square$

(b)



$7 + 5 = \square$

$\square + 8 = \square$

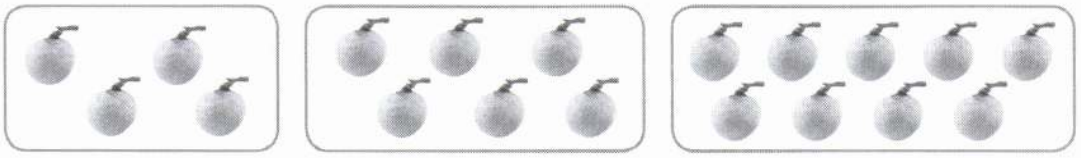
$7 + 5 + 8 = \square$

2 Look at the picture. Fill in the boxes.

(a) 

$3 + 5 + 7 = \square + \square$

$= \square$

(b) 

$\square + \square + \square = \square + \square$

$= \square$

3 Add.

(a) $8 + 9 + 8 = \square + 8$

$= \square$

(b) $7 + 3 + 6 = \square + 6$

$= \square$

(c) $5 + 5 + 5 = \square + \square$

$= \square$

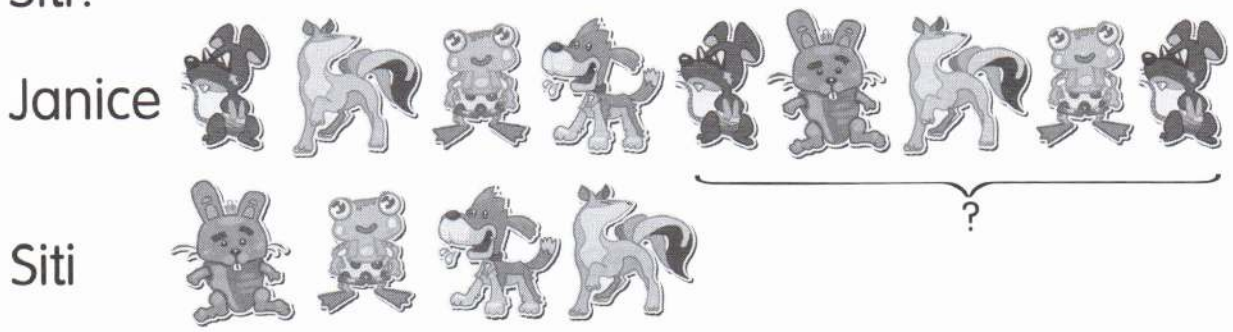
Name: Class: Date:

Word Problems

Worksheet 10

Solve the word problems.

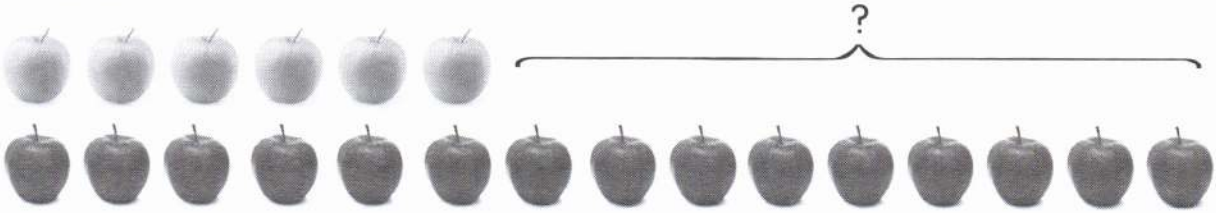
1. Janice has 9 stickers.
   Siti has 4 stickers.
   How many more stickers does Janice have than Siti?



$\square \bigcirc \square = \square$

Janice has $\square$ more stickers than Siti.

2. There are 6 green apples.
   There are 15 red apples.
   How many fewer green apples than red apples are there?



$\square \bigcirc \square = \square$

There are $\square$ fewer green apples than red apples.

3 Mary has 13 paper clips.
Huiling has 19 paper clips.
How many more paper clips does Huiling have than Mary?

Mary 

Huiling 

☐ ○ ☐ = ☐

Huiling has ☐ more paper clips than Mary.

4 Amiya has 12 beads.
Siti has 20 beads.
How many fewer beads does Amiya have than Siti?

Amiya 

Siti 

☐ ○ ☐ = ☐

Amiya has ☐ fewer beads than Siti.

5 Jane bakes 9 cookies.
Peter bakes 7 more cookies than Jane.
How many cookies does Peter bake?

Jane 

Peter 

7

□ ○ □ = □

Peter bakes □ cookies.

6 Mrs Ling buys 12 eggs.
Mr Ravindran buys 6 more eggs than Mrs Ling.
How many eggs does Mr Ravindran buy?

Mrs Ling 

Mr Ravindran 

6

□ ○ □ = □

Mr Ravindran buys □ eggs.

7 Weiming eats 8 fishballs.
Rosie eats 3 fewer fishballs than Weiming.
How many fishballs does Rosie eat?

Weiming 

Rosie 

☐ ☐ ☐ = ☐

Rosie eats ☐ fishballs.

8 Peter has 17 cubes.
Ravi has 5 fewer cubes than Peter.
How many cubes does Ravi have?

Peter 

Ravi 

☐ ☐ ☐ = ☐

Ravi has ☐ cubes.

Name: Class: Date:

L2 Worksheet 11

Solve the word problems.

1. Amin picks 14 seashells.
George picks 8 fewer seashells than Amin.
How many seashells does George pick?

Amin 

□ ○ □ = □

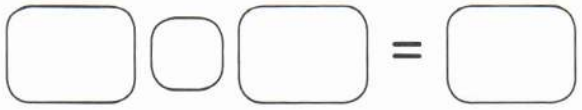
George picks □ seashells.

2. Janice has 9 items in her bag.
Siti has 4 more items in her bag than Janice.
How many items does Siti have?

□ ○ □ = □

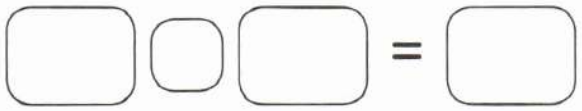
Siti has □ items in her bag.

3 There are 18 doughnuts in a box.
There are 11 doughnuts in a tray.
How many fewer doughouts are there in the tray than in the box?



There are ☐ fewer doughnuts in the tray than in the box.

4 Joe buys 7 erasers.
Weiming buys 8 more erasers than Joe.
How many erasers does Weiming buy?



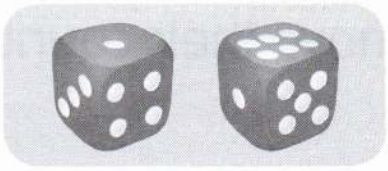
Weiming buys ☐ erasers.

Name: Class: Date:

Problem Solving

Amiya, Huiling, Janice and Siti are playing a game.

They take turns to roll 2 dice each time to get numbers to move their counters.



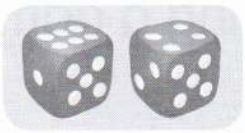
1 + 6 = 7

Their counters are on these numbers.

Amiya	12	Huiling	25	Janice	29	Siti	18

40	39	38	37	36
31	32	33	34	35
30	29	28	27	26
21	22	23	24	25
20	19	18	17	16
11	12	13	14	15
10	9	8	7	6
1	2	3	4	5

Each girl rolls 2 dice again.
These are their numbers.

Amiya  → 10

Huiling  → 6

Janice  → 9

Siti  → 8

Which numbers should they move their counters to?

Understand

- How to get the numbers on the dice?
- What numbers to move the counters to?

Solve

- Write equations to show what is the next number they should move their counters to.

Amiya ☐ ○ ☐ = ☐

Huiling ☐ ○ ☐ = ☐

Janice ☐ ○ ☐ = ☐

Siti ☐ ○ ☐ = ☐

Their counters will now be on these numbers.

Amiya		Huiling		Janice		Siti	

Name: Class: Date:

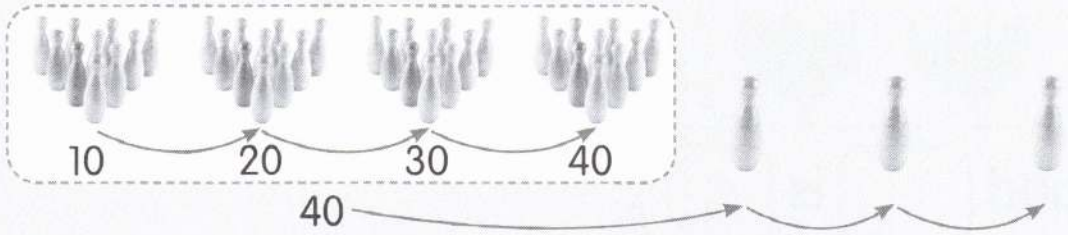
13 Numbers To 100

Counting to 100

L1 Worksheet 1

Count the tenpins. Fill in the boxes.

example



40 , 41 , 42 , 43 40 and 3 is 43.

(a)

[ ] , [ ] , [ ] , [ ] , [ ] , [ ] , [ ]

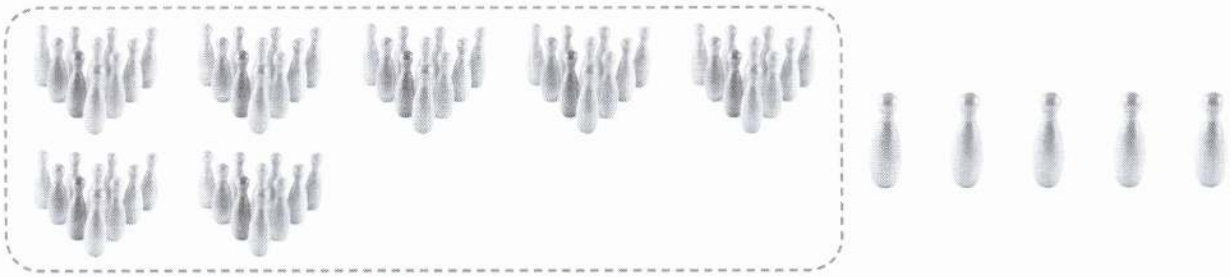
[ ] and [ ] is [ ].

(b)

[ ] , [ ] , [ ] , [ ] , [ ]

[ ] and [ ] is [ ].

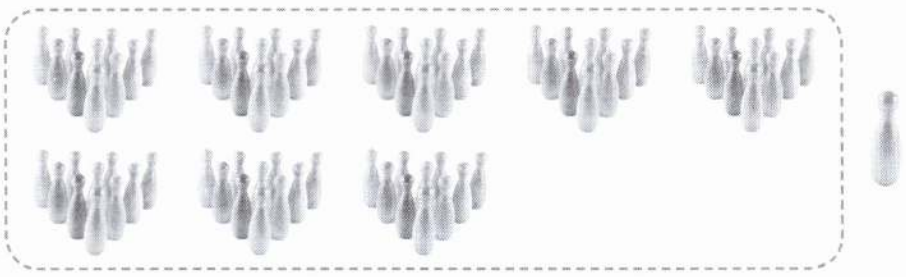
(c)



☐ , ☐ , ☐ , ☐ , ☐ , ☐

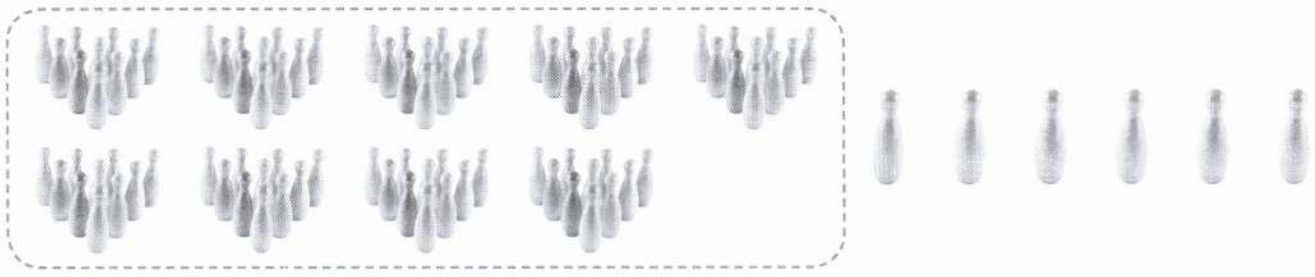
☐ and ☐ is ☐.

(d)



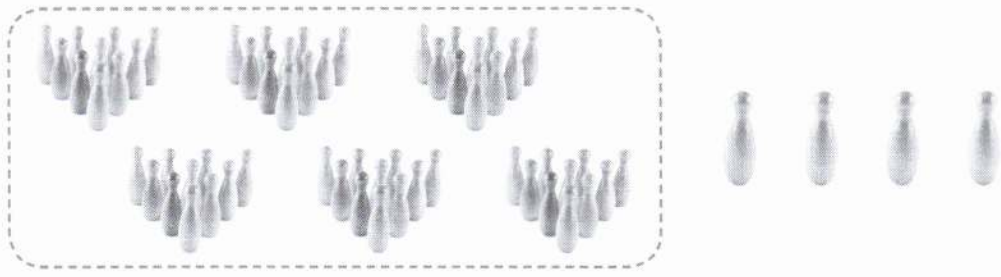
☐ and ☐ is ☐.

(e)



☐ and ☐ is ☐.

(f)



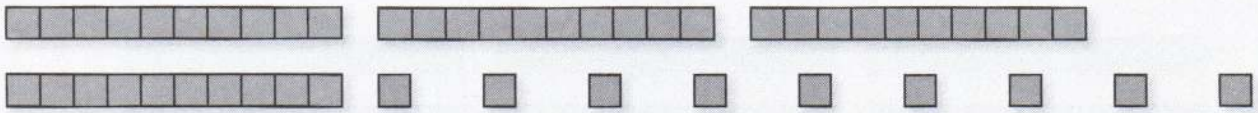
☐ and ☐ is ☐.

Name: Class: Date:

L2 Worksheet 2

Write the number of squares in numerals and in words.

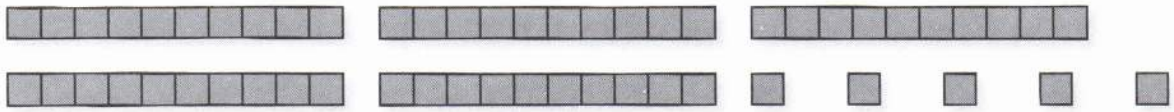
example



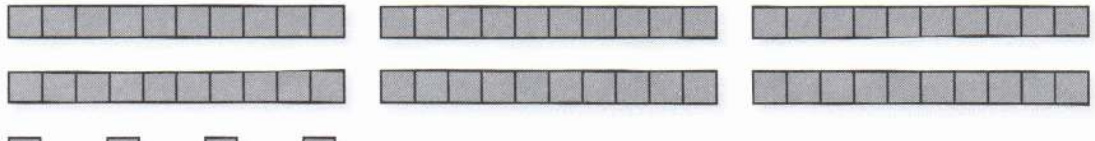
49 forty-nine

(a)

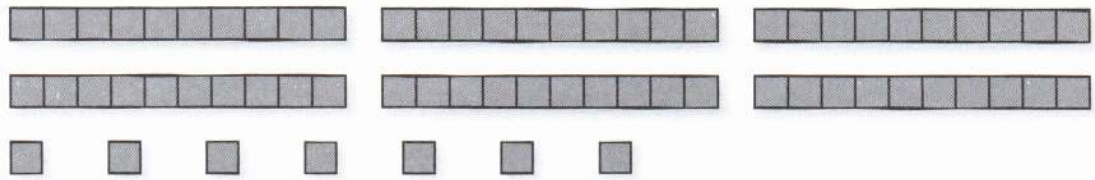
(b)



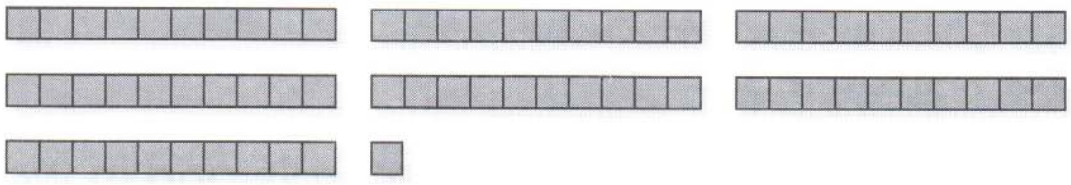
(c)



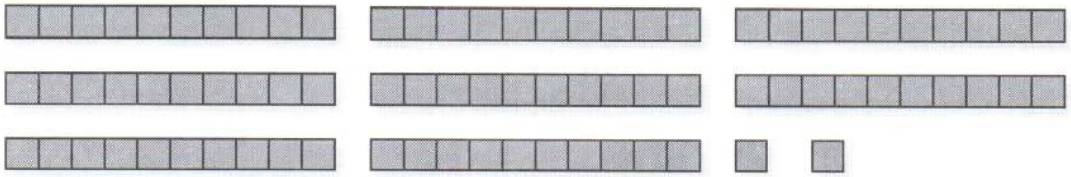
(d)



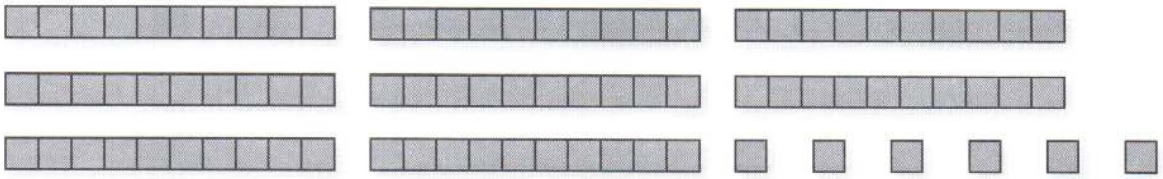
(e)



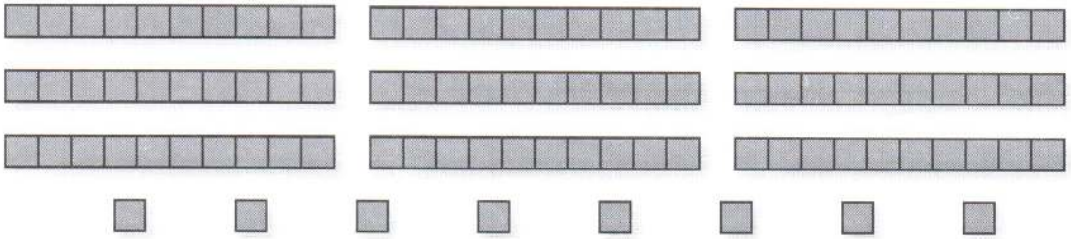
(f)



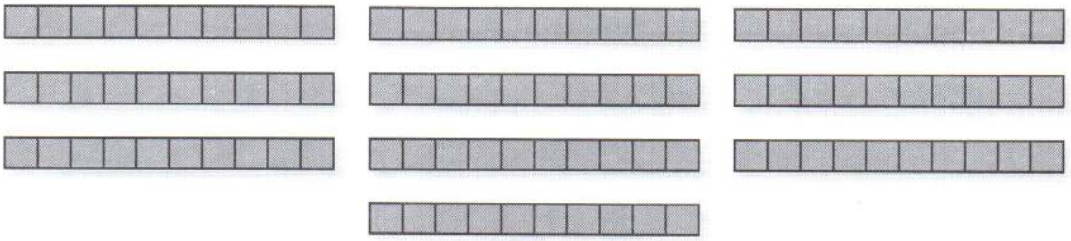
(g)



(h)



(i)

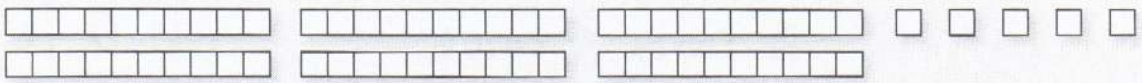


Name: Class: Date:

L1 Worksheet 3

1 Count the tens and ones.
Fill in the boxes and place value chart.

example

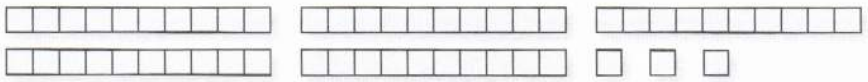


6 tens 5 ones = 65

60 + 5 = 65

Tens	Ones
6	5

(a)

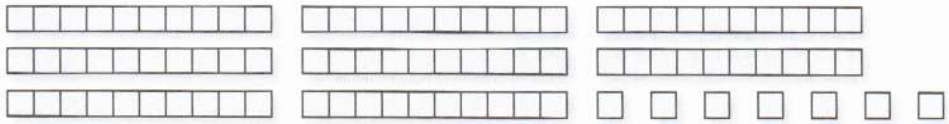


☐ tens ☐ ones = ☐

☐ + ☐ = ☐

Tens	Ones

(b)

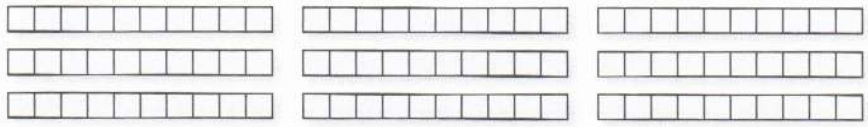


☐ tens ☐ ones = ☐

☐ + ☐ = ☐

Tens	Ones

(c)



☐ tens ☐ ones = ☐

☐ + ☐ = ☐

Tens	Ones

2 Write the number in tens and ones.
Fill in the place value chart.

example

fifty-four

5 tens 4 ones

Tens	Ones
5	4

(a) fifty-eight

_____

Tens	Ones

(b) sixty-three

_____

Tens	Ones

(c) seventy-seven

_____

Tens	Ones

(d) eighty-five

_____

Tens	Ones

(e) ninety-six

_____

Tens	Ones

Name: Class: Date:

L2 Worksheet 4

1 Look at the number chart.
Count on or count back and fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14			17	18	19	20
21	22			25	26	27	28	29	30
31	32	33	34	35	36	37			40
		43	44	45	46	47	48	49	50
51	52	53		55	56		58	59	60
	62	63	64	65		67	68	69	70
71	72		74		76			79	80
81		83	84	85		87	88	89	90
91		93		95	96		98	99	100

2 Fill in the correct numbers.

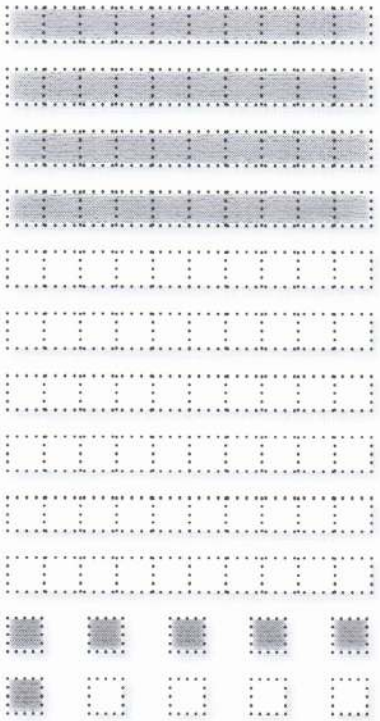
(a) The number before 84 is ☐.

(b) The number after 67 is ☐.

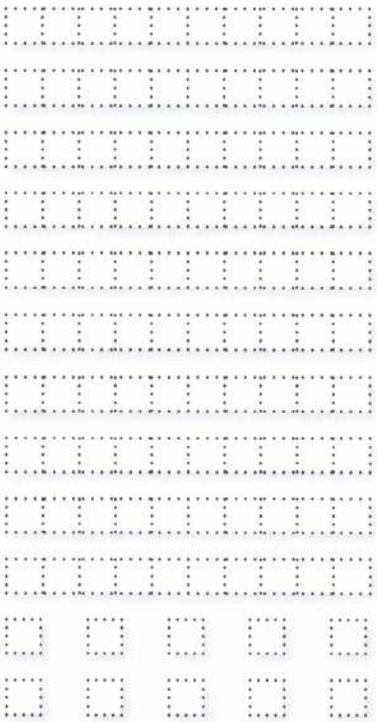
(c) The number between 74 and 76 is ☐.

3 Colour the squares to show the number in tens and ones.
(a) has been done for you.

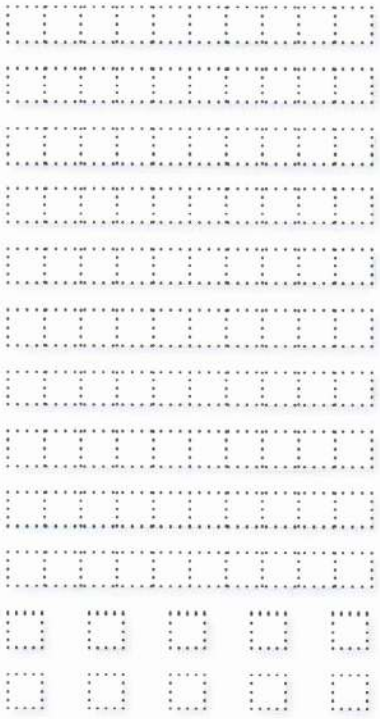
(a) forty-six



(b) sixty-nine



(c) seventy-eight



(d) eighty-four

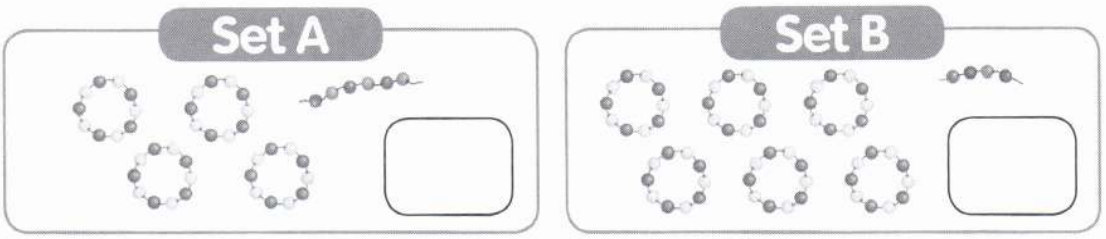
Name: Class: Date:

Comparing and Ordering Numbers

L1 Worksheet 5

1 Write and compare the number of beads in each set. Write **more** or **fewer** in the blank.

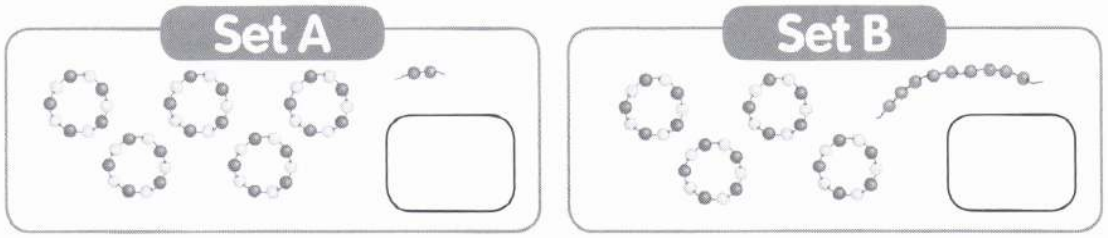
(a)



Which number is smaller? ☐.

Set A has _____ beads than Set B.

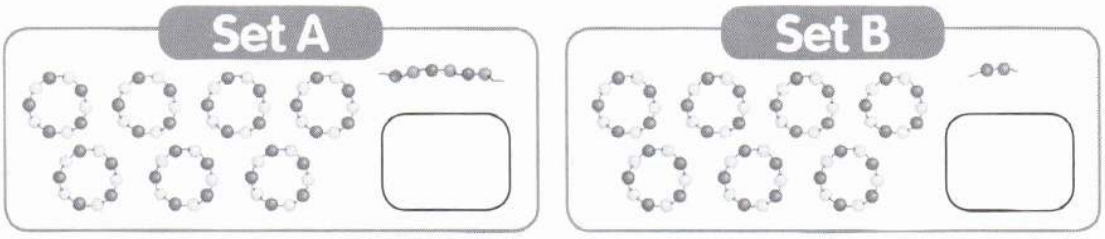
(b)



Which number is smaller? ☐.

Set B has _____ beads than Set A.

(c)



Which number is greater? ☐.

Set A has _____ beads than Set B.

2 Look at the numbers in the place value charts. Fill in the boxes.

(a)

Tens	Ones
2	2

Tens	Ones
5	5

Tens	Ones
3	8

The greatest number is ☐.

The smallest number is ☐.

(b)

Tens	Ones
6	4

Tens	Ones
4	7

Tens	Ones
6	1

The greatest number is ☐.

The smallest number is ☐.

3 Write the numbers in order.

(a) Begin with the smallest number.

Tens	Ones
7	8

Tens	Ones
6	0

Tens	Ones
5	3

☐ ☐ ☐

smallest

(b) Begin with the greatest number.

Tens	Ones
8	9

Tens	Ones
9	5

Tens	Ones
9	0

☐ ☐ ☐

greatest

Name: Class: Date:

L2 Worksheet 6

1. Circle the greatest number.

(a) 29 44 36

(b) 27 40 52 33

(c) 31 24 16 47

(d) 58 94 73 82

2. Circle the smallest number.

(a) 30 25 49

(b) 32 55 58 41

(c) 68 39 27 77

(d) 52 74 93 42

3 Arrange the numbers from the smallest to the greatest.

54 93 60 45

smallest

4 Arrange the numbers from the greatest to the smallest.

100 76 89 52

greatest

5 Arrange the numbers on the presents from the smallest to the greatest.

smallest

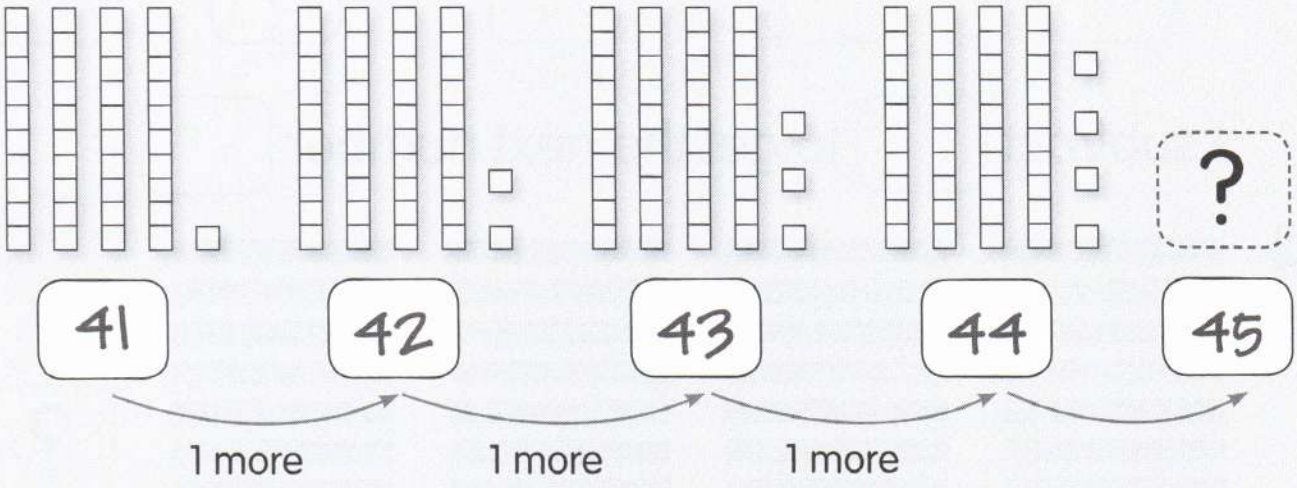
Name: Class: Date:

Number Patterns

L1 Worksheet 7

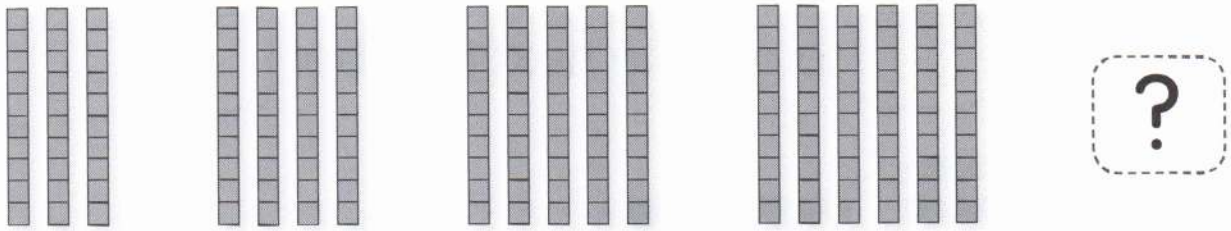
Look at the number pattern. Fill in the boxes.

example



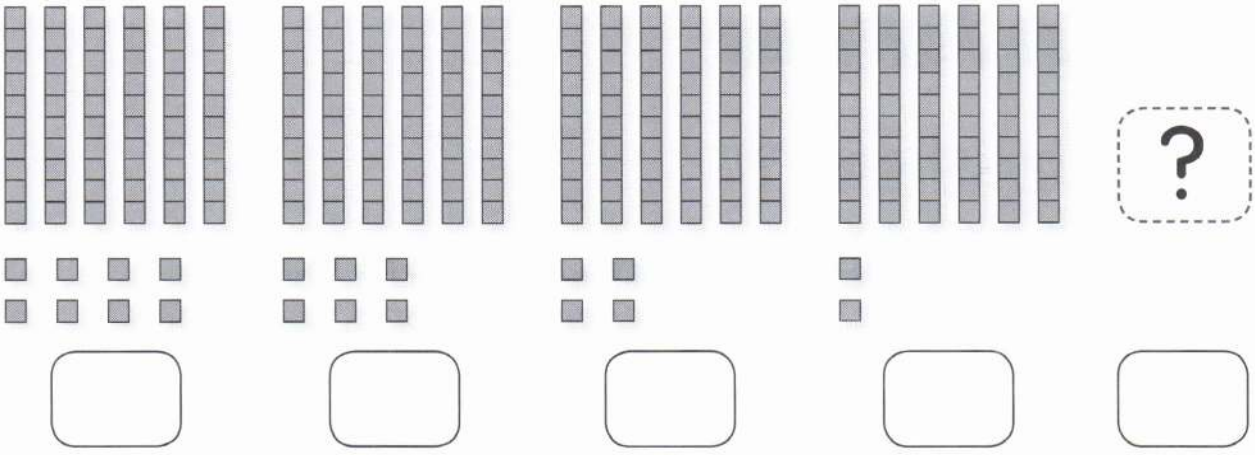
I add 1 to get the next number 45 .

(a)



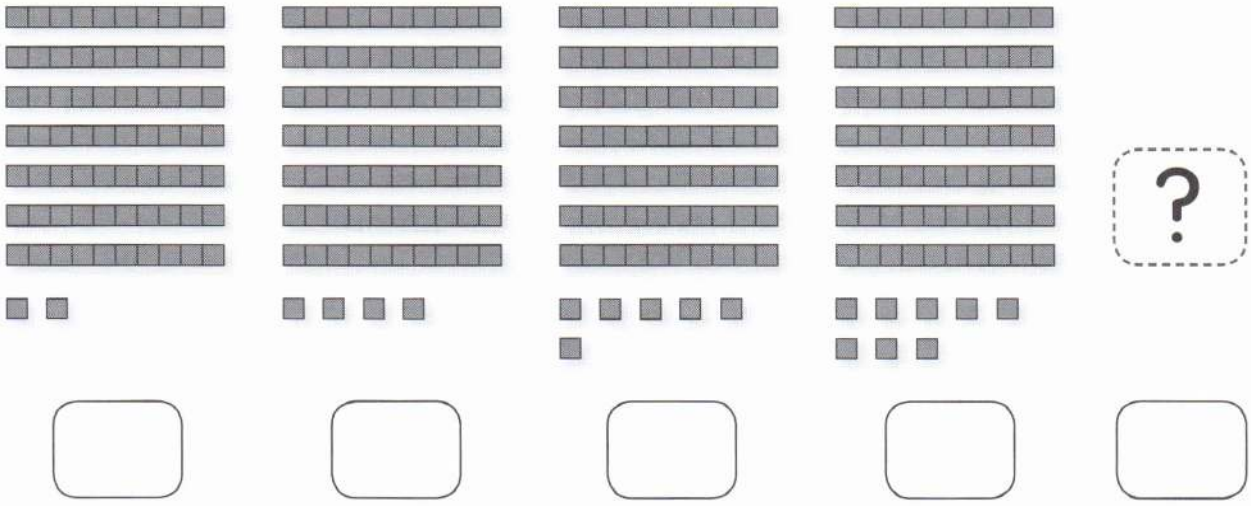
I add ☐ to get the next number ☐ .

(b)



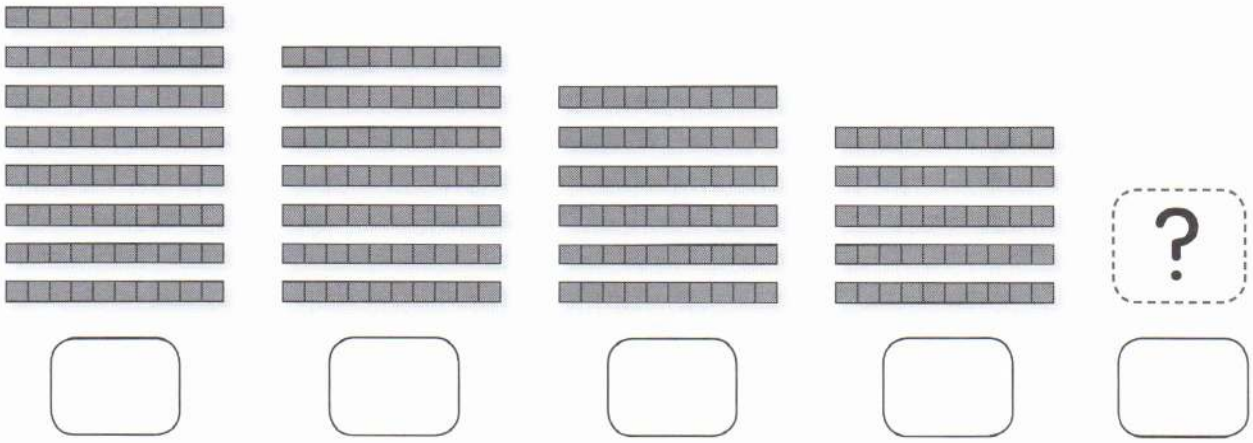
I subtract ☐ to get the next number ☐.

(c)



I add ☐ to get the next number ☐.

(d)



I subtract ☐ to get the next number ☐.

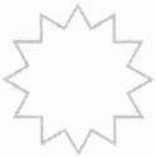
Name: Class: Date:

L2 Worksheet 8

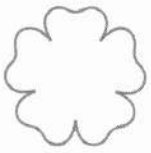
1 Fill in the next number in the pattern.

(a) 45 , 47 , 49 , 51 , 53 , 

(b) 40 , 50 , 60 , 70 , 80 , 

(c) 87 , 86 , 85 , 84 , 83 , 

(d) 88 , 86 , 84 , 82 , 80 , 

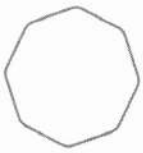
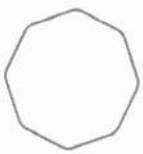
(e) 69 , 67 , 65 , 63 , 61 , 

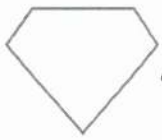
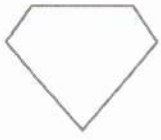
(f) 71 , 72 , 73 , 74 , 75 , 

(g) 100 , 90 , 80 , 70 , 60 , 

(h) 54 , 52 , 50 , 48 , 46 , 

2 Fill in the missing numbers in the pattern.

(a) 90 , 91 , 92 , 93 ,  , 

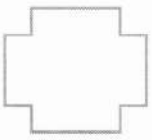
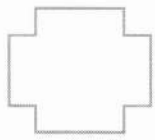
(b) 82 , 80 , 78 , 76 ,  , 

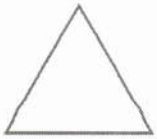
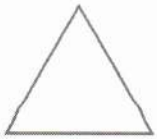
(c) 63 , 65 , 67 , 69 , ,

(d) 97 , 96 , 95 , 94 ,  , 

(e) 76 , 78 , 80 , 82 ,  , 

(f) 80 , 70 , 60 , 50 , ,

(g) 20 , 30 , 40 , 50 ,  , 

(h) 50 , 40 , 30 , 20 ,  , 

Name: Class: Date:

Problem Solving

Find the number.

I am a number between 50 and 100.
My ones digit is a zero.
I am nearest to 100.
What number am I?

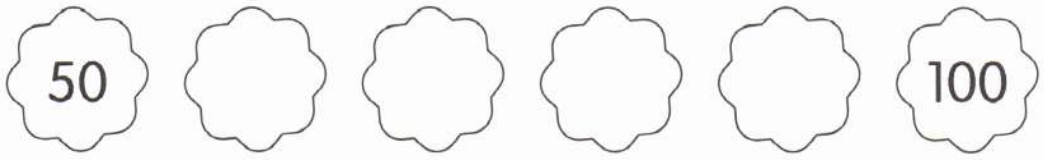
Understand

- What does 'between 50 and 100' mean?
- What does 'ones digit is a zero' mean?
- What does 'nearest to 100' mean?

Solve

- Write all the numbers between 50 and 100 that have zero as the ones digit.

Find the number that is nearest to 100.



The number is ☐.

Math Journal

Look at numbers around you.
How are they used?
Give examples of how numbers within 100 are used in daily life.

Name: Class: Date:

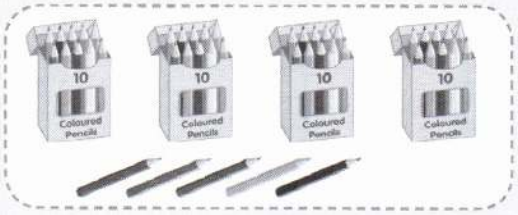
14 Addition And Subtraction Within 100

Addition without Regrouping

L1 Worksheet 1

Count on. Write the addition equation.

example



45 → 46 → 47 → 48

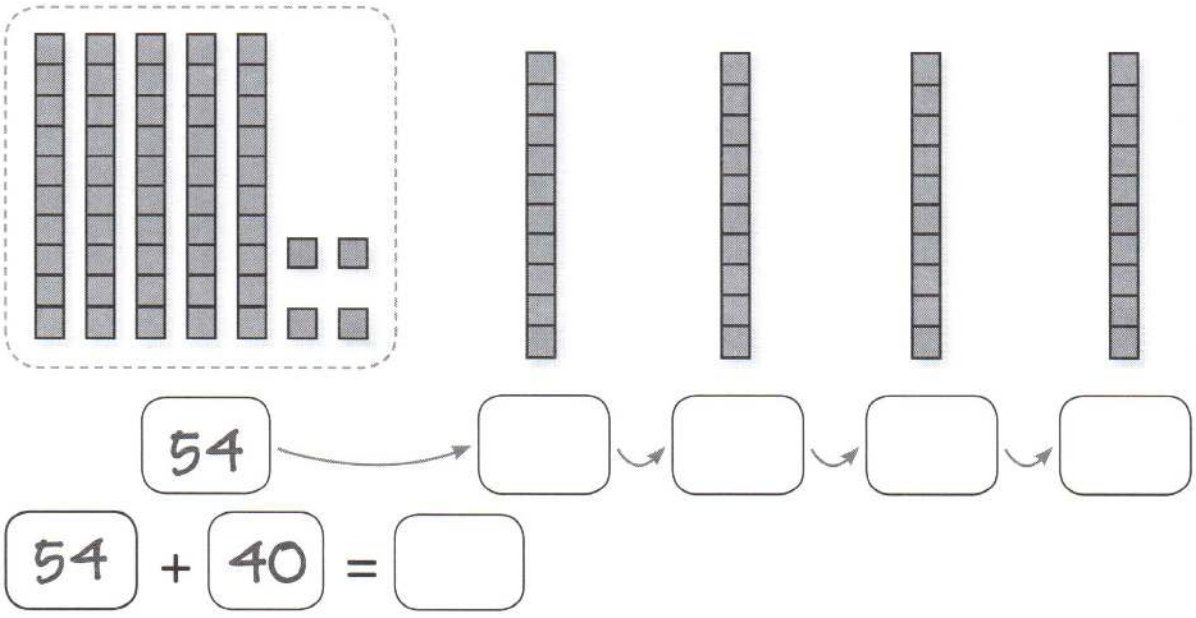
45 + 3 = 48

(a)

[ ] → [ ] → [ ] → [ ] → [ ]

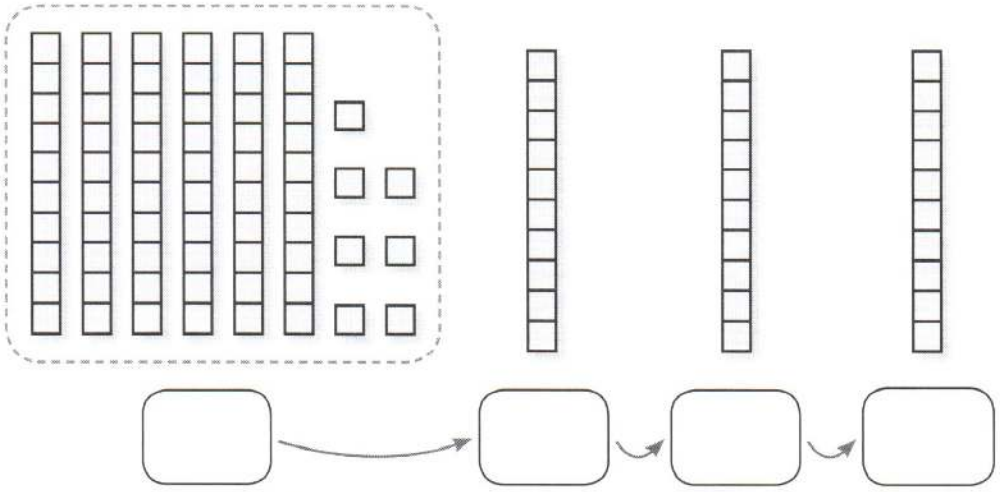
[ ] + [ ] = [ ]

(b)



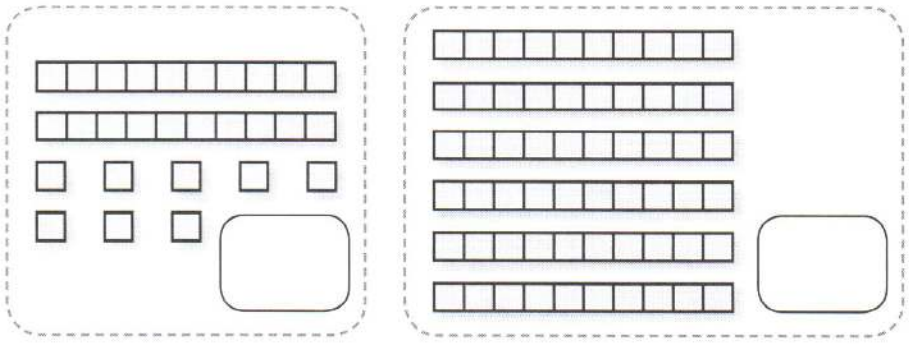
54 + 40 = ☐

(c)



☐ + ☐ = ☐

(d)



10 more 10 more 10 more 10 more 10 more 10 more

☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ + ☐ = ☐

Name: Class: Date:

Worksheet 2

1 Add.

(a)

	Tens	Ones
	1	8
+	4	1

(b)

	Tens	Ones
	3	4
+	4	4

(c)

	Tens	Ones
	2	6
+	3	2

(d)

	Tens	Ones
	3	5
+	3	2

(e)

	Tens	Ones
	2	2
+	6	7

(f)

	Tens	Ones
	5	3
+	4	6

2 Add.

(a) 12 + 52 = ☐

	1	2
+	5	2

(b) 25 + 31 = ☐

+		

(c) 62 + 23 = ☐

+		

(d) 77 + 21 = ☐

+		

(e) 64 + 15 = ☐

+		

(f) 51 + 30 = ☐

+		

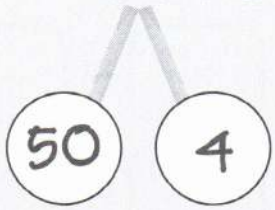
Name: Class: Date:

L2 Worksheet 3

1 Complete.

example

54 + 5 = 59



4 + 5 = 9

50 + 9 = 59

(a) 42 + 6 = ☐

☐ + 6 = ☐

☐ + ☐ = ☐

(b) 73 + 4 = ☐

☐ + 4 = ☐

☐ + ☐ = ☐

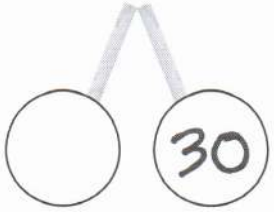
(c) 93 + 6 = ☐

☐ + 6 = ☐

☐ + ☐ = ☐

2 Complete.

(a) 35 + 40 = ☐



30 + 40 = ☐

☐ + ☐ = ☐

(b) 48 + 50 = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

3 Add mentally.

(a) 8 + 41 = ☐

(b) 6 + 52 = ☐

(c) 5 + 33 = ☐

(d) 2 + 47 = ☐

(e) 52 + 3 = ☐

(f) 64 + 5 = ☐

(g) 72 + 10 = ☐

(h) 63 + 20 = ☐

(i) 48 + 30 = ☐

(j) 59 + 40 = ☐

(k) 24 + 60 = ☐

(l) 21 + 70 = ☐

Name: Class: Date:

Addition with Regrouping

L2 Worksheet 4

1 Add.

(a)

	Tens	Ones
	1	5
+	3	8

(b)

	Tens	Ones
	4	5
+	2	7

(c)

	Tens	Ones
	6	2
+	2	9

(d)

	Tens	Ones
	5	8
+	3	6

(e)

	Tens	Ones
	3	8
+	3	8

(f)

	Tens	Ones
	5	7
+	2	7

2 Add.

(a) 58 + 37 = ☐

	5	8
+	3	7
	☐	☐

(b) 44 + 19 = ☐

	☐	☐
+	☐	☐
	☐	☐

(c) 25 + 35 = ☐

	☐	☐
+	☐	☐
	☐	☐

(d) 36 + 57 = ☐

	☐	☐
+	☐	☐
	☐	☐

(e) 48 + 39 = ☐

	☐	☐
+	☐	☐
	☐	☐

(f) 29 + 49 = ☐

	☐	☐
+	☐	☐
	☐	☐

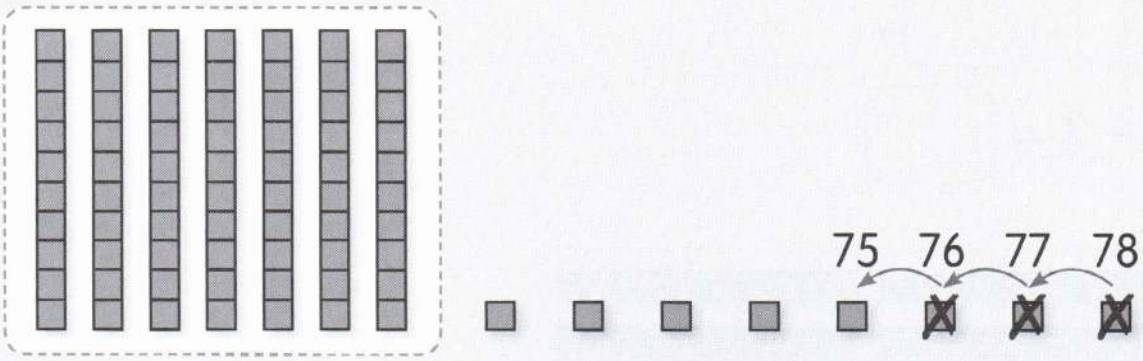
Name: Class: Date:

Subtraction without Regrouping

L1 Worksheet 5

Count back. Complete the subtraction equation.

example



77 , 76 , 75

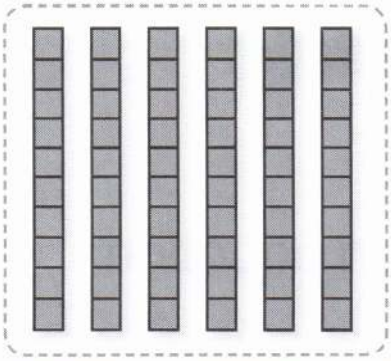
78 − 3 = 75

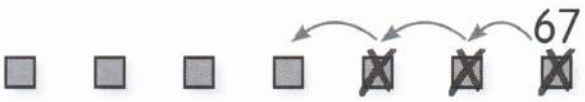
(a)

,

57 − 2 =

(b)

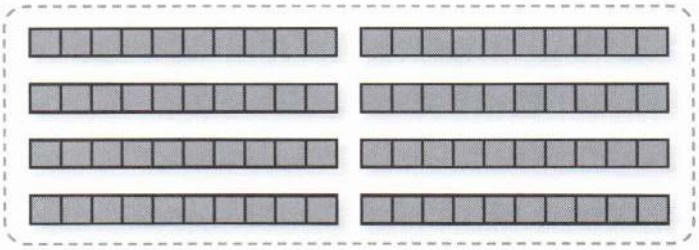




□ , □ , □

67 – 3 = □

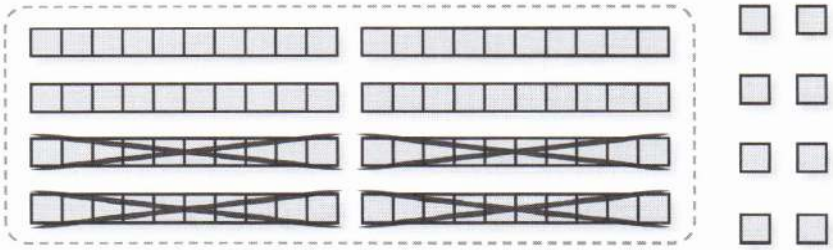
(c)



□ , □ , □ , □

85 – □ = □

(d)



10 less 10 less 10 less 10 less

□ □ □ □ □

88 – 40 = □

Name: Class: Date:

LI Worksheet 6

1 Subtract.

(a)

	Tens	Ones
	6	7
−		5

(b)

	Tens	Ones
	5	6
−	2	3

(c)

	Tens	Ones
	8	5
−	4	3

(d)

	Tens	Ones
	8	9
−	3	5

(e)

	Tens	Ones
	7	3
−	3	3

(f)

	Tens	Ones
	9	7
−	7	2

2 Subtract.

(a) 99 – 61 = ☐

	9	9
–	6	1
	☐	☐

(b) 88 – 76 = ☐

	☐	☐
–	☐	☐
	☐	☐

(c) 67 – 41 = ☐

	☐	☐
–	☐	☐
	☐	☐

(d) 66 – 25 = ☐

	☐	☐
–	☐	☐
	☐	☐

(e) 89 – 12 = ☐

	☐	☐
–	☐	☐
	☐	☐

(f) 90 – 30 = ☐

	☐	☐
–	☐	☐
	☐	☐

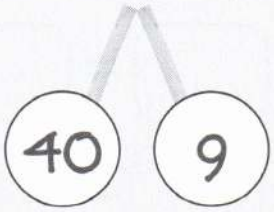
Name: Class: Date:

L2 Worksheet 7

1 Complete.

example

49 – 7 = 42



9 – 7 = 2

40 + 2 = 42

(a) 55 – 4 = ☐

☐ – 4 = ☐

☐ + ☐ = 51

(b) 78 – 6 = ☐

☐ – 6 = ☐

☐ + ☐ = ☐

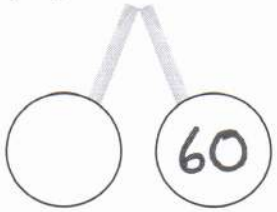
(c) 89 – 5 = ☐

☐ – 5 = ☐

☐ + ☐ = ☐

2 Complete.

(a) 64 – 30 = ☐



60 – 30 = ☐

4 + ☐ = ☐

(b) 97 – 50 = ☐

☐ – ☐ = ☐

☐ + ☐ = ☐

3 Subtract mentally.

(a) 77 – 6 = ☐

(b) 56 – 3 = ☐

(c) 65 – 2 = ☐

(d) 47 – 5 = ☐

(e) 87 – 4 = ☐

(f) 99 – 7 = ☐

(g) 74 – 30 = ☐

(h) 88 – 20 = ☐

(i) 57 – 40 = ☐

(j) 66 – 10 = ☐

(k) 49 – 20 = ☐

(l) 95 – 70 = ☐

Name: Class: Date:

Subtraction with Regrouping

L2 Worksheet 8

1 Subtract.

(a)

	Tens	Ones
	6	5
−	3	8

(b)

	Tens	Ones
	5	2
−	2	9

(c)

	Tens	Ones
	8	1
−	4	4

(d)

	Tens	Ones
	9	4
−	7	8

(e)

	Tens	Ones
	8	0
−	3	2

(f)

	Tens	Ones
	9	3
−	2	4

2 Subtract.

(a) 67 – 59 = ☐

	6	7
–	5	9
	☐	☐

(b) 55 – 46 = ☐

	☐	☐
–	☐	☐
	☐	☐

(c) 76 – 38 = ☐

	☐	☐
–	☐	☐
	☐	☐

(d) 93 – 26 = ☐

	☐	☐
–	☐	☐
	☐	☐

(e) 92 – 37 = ☐

	☐	☐
–	☐	☐
	☐	☐

(f) 85 – 59 = ☐

	☐	☐
–	☐	☐
	☐	☐

Name: Class: Date:

Problem Solving

Let's Explore

Make your own magic numbers.
Use only the numbers 1, 2, 3, 4 and 5.

Step 1 Choose 2 numbers to make two 2-digit numbers.

Step 2 Add the two 2-digit numbers.

Make three magic numbers.
What do you see?

example

	3	5
+	5	3
	8	8

1

+		

The number is ☐.

2

$$\begin{array}{r} \square\square \\ +\ \square\square \\ \hline \square\square \\ \hline \end{array}$$

The number is $\square$.

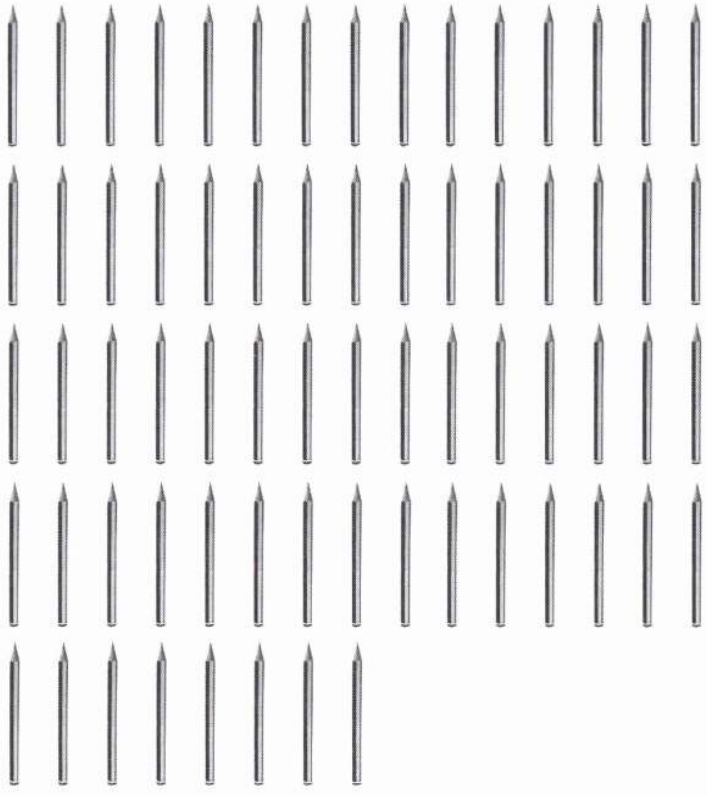
3

$$\begin{array}{r} \square\square \\ +\ \square\square \\ \hline \square\square \\ \hline \end{array}$$

The number is $\square$.

Math Journal

Show your way of adding these pencils.



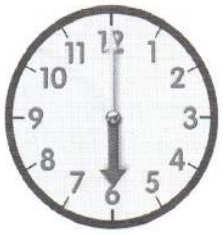
Name: Class: Date:

15 Time

Telling Time to the Hour

Worksheet 1

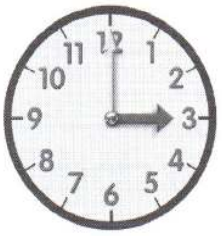
1 Circle the correct time shown on each clock.

(a) 

5 o'clock

6 o'clock

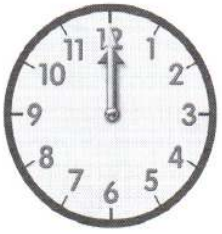
7 o'clock

(b) 

1 o'clock

2 o'clock

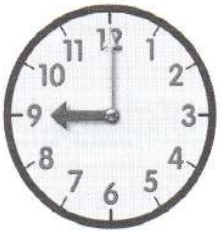
3 o'clock

(c) 

10 o'clock

12 o'clock

2 o'clock

(d) 

9 o'clock

11 o'clock

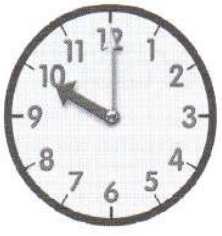
1 o'clock

(e) 

1 o'clock

4 o'clock

6 o'clock

(f) 

7 o'clock

10 o'clock

1 o'clock

2 Match the times.

(a) 1 o'clock •

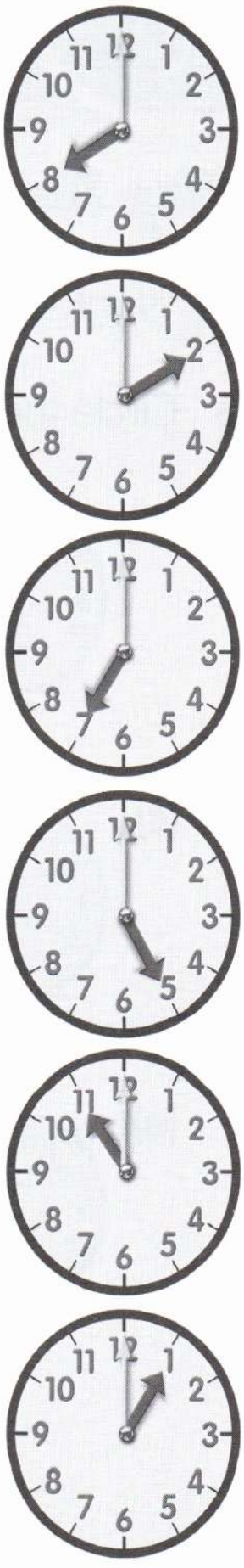
(b) 2 o'clock •

(c) 5 o'clock •

(d) 7 o'clock •

(e) 8 o'clock •

(f) 11 o'clock •

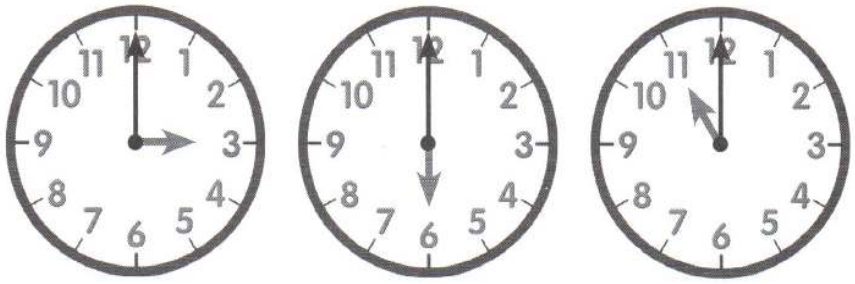


Name: Class: Date:

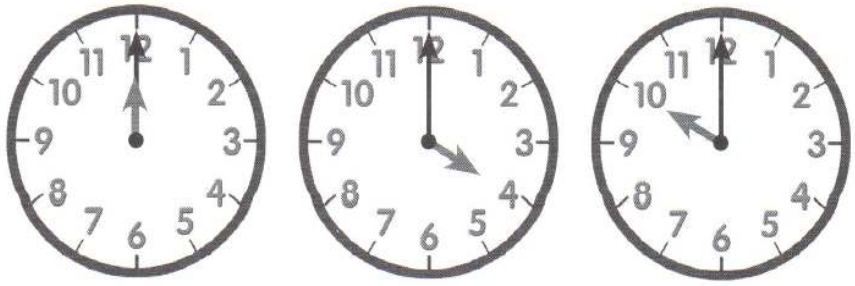
L2 Worksheet 2

Colour the correct clock.

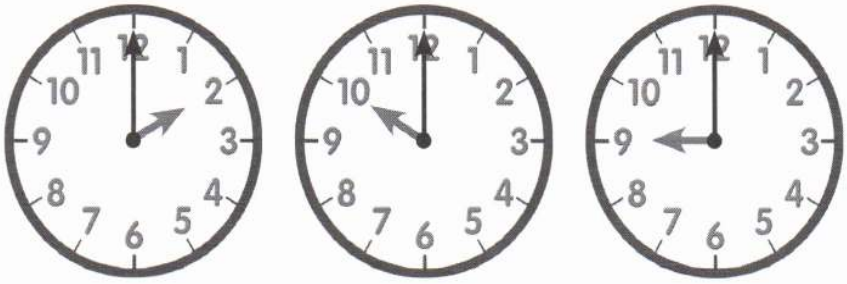
(a) Janice walks to school at 7 o'clock in the morning. What time does she get ready for school?



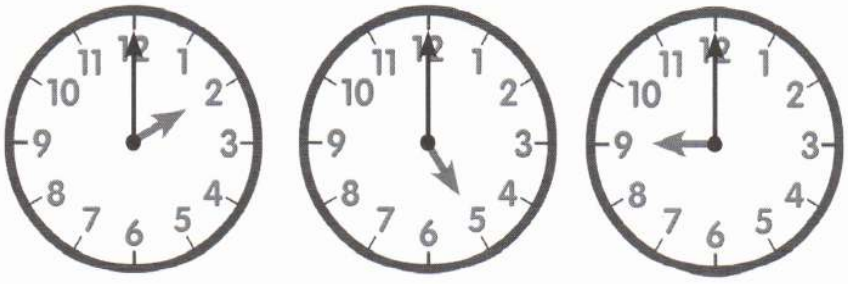
(b) Janice meets her friends for lunch on Saturday. What time do they eat their lunch?



(c) Janice eats her lunch in school before walking home.
What time does she leave school?



(d) Janice's favourite television programme is shown at 8 o'clock.
She goes to bed after watching it.
What time does she go to bed?



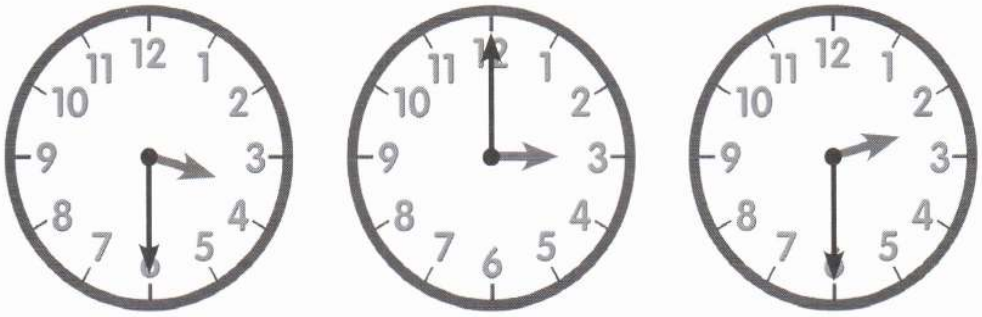
Name: Class: Date:

Telling Time to the Half Hour

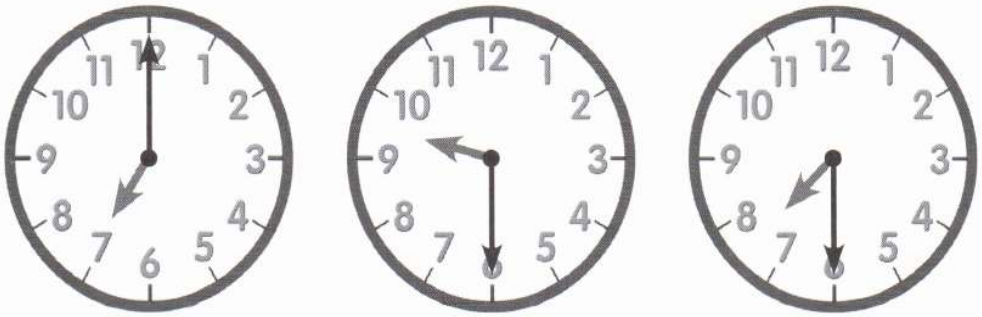
L1 Worksheet 3

1. Colour the clock that shows the correct time.

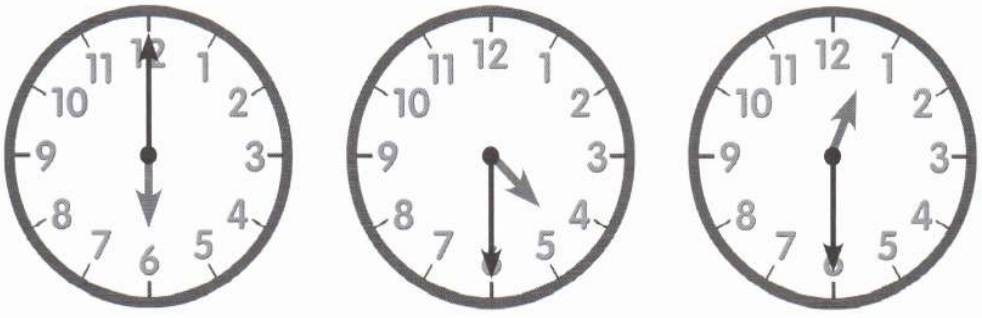
(a) half past 3



(b) half past 9



(c) half past 12



2 Match the times.

(a) half past 10 •

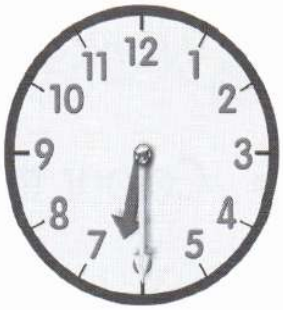
(b) half past 4 •

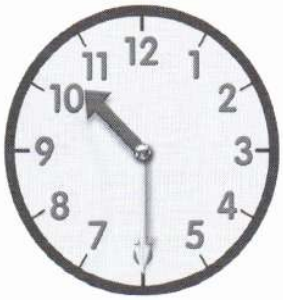
(c) half past 1 •

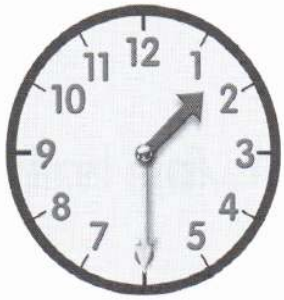
(d) half past 2 •

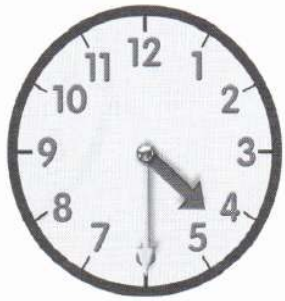
(e) half past 6 •

(f) half past 11 •









Name: Class: Date:

LZ Worksheet 4

1 Peter does these activities on Saturday. Write the time he does each activity.

(a)

_____

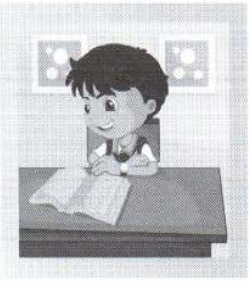
(b)

_____

(c)

_____

(d)



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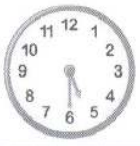
(e)



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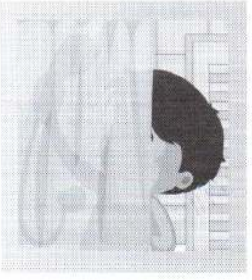
(f)



_____

2 Write 1st, 2nd, 3rd, 4th, 5th or 6th in the box to show the order of the activities.

(a)

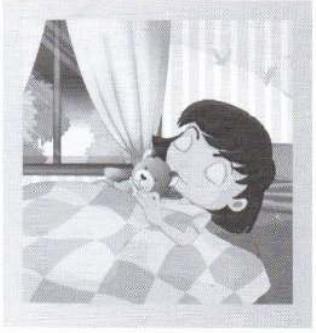
1st

(b)

(c)

(d)

(e)



(f)

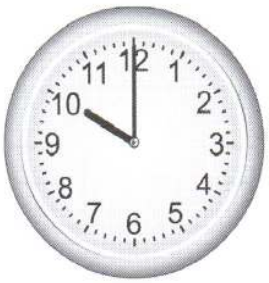
Name: Class: Date:

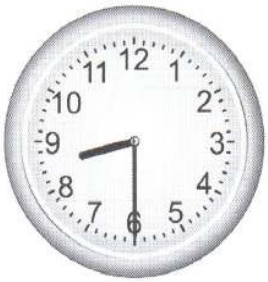
Problem Solving

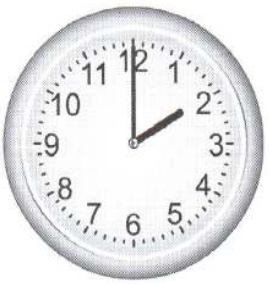
On Deepavali day, Ravi and his family members left their home at  and went to the Istana  . They had a wonderful time there. At  , they left the place and went to a shopping mall around the area.

Put a tick (✓) in the correct box.

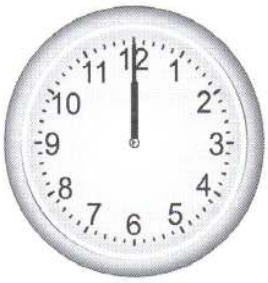
(a) At what time do you think they reached the Istana?

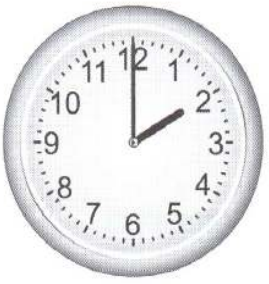


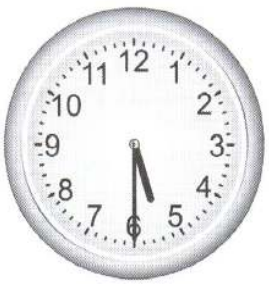




(b) At what time do you think they reached the shopping mall?







Math Journal

Help Peter to fill in the times he does these activities.

Peter and his mother were eating their breakfast  at _____. Peter and his classmates were saying the pledge  at _____.

Now, write what you do at these times.

(a) half past 8 in the morning

_____

(b) 2 o'clock in the afternoon

_____

(c) half past 6 in the evening

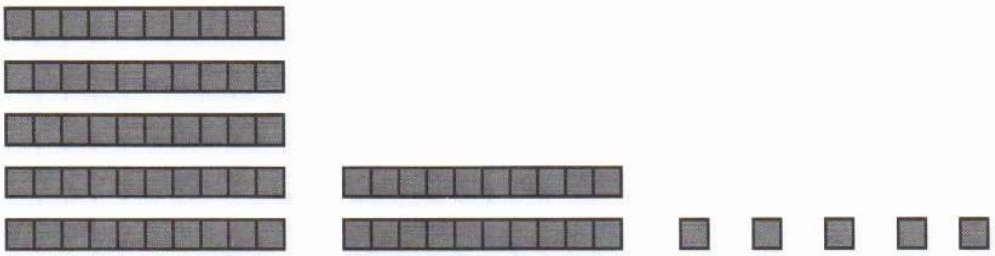
_____

Name: Class: Date:

Review

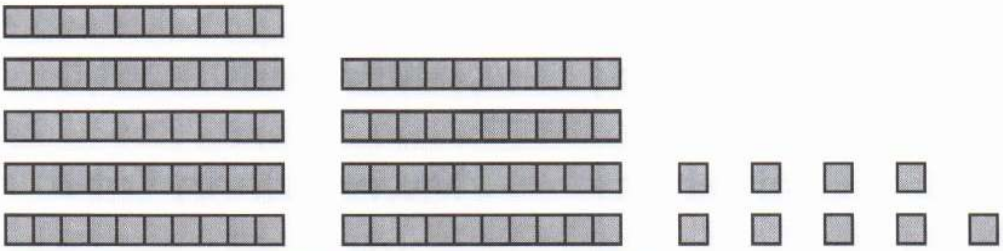
1 Count and fill in the boxes.

(a)



[ ] tens [ ] ones = [ ]

(b)



[ ] tens [ ] ones = [ ]

2 Write the numbers.

(a) [ ] forty-six

(b) [ ] seventy-eight

(c) [ ] twenty-three

(d) [ ] eighty-five

3 Write in words.

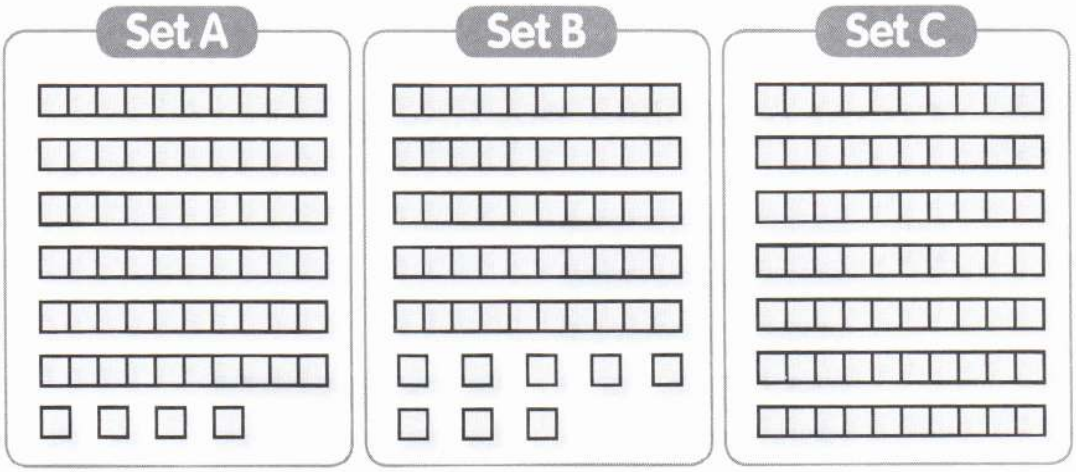
(a) 52 [ ]

(b) 61 [ ]

(c) 97 [ ]

(d) 30 [ ]

4 **(a)** Write the number of □ in each set.



Set A = ☐ Set B = ☐ Set C = ☐

(b) Compare the number of □ in each set.

Set C has ☐ more □ than Set B.

Set B has ☐ fewer □ than Set A.

5 Arrange the numbers in order.

(a) Begin with the greatest number.

63 64 75 95

☐ ☐ ☐ ☐

greatest

(b) Begin with the smallest number.

77 89 53 98

☐ ☐ ☐ ☐

smallest

6 Find the missing numbers.

(a) 22, 24, 26, 28, ☐, 32, 34

(b) 62, 60, 58, 56, ☐, 52, 50

(c) 33, 34, 35, 36, 37, ☐, 39

(d) 30, 40, 50, 60, 70, ☐, 90

(e) 90, 80, 70, 60, 50, ☐, 30, ☐

(f) 96, 95, 94, 93, 92, ☐, ☐

7 Add the numbers.

(a) 24 + 21 = ☐

\+ _____

(b) 32 + 25 = ☐

\+ _____

(c) 41 + 27 = ☐

\+ _____

(d) 55 + 34 = ☐

\+ _____

8 Add the numbers.

(a) 26 + 25 = ☐

\+

(b) 32 + 38 = ☐

\+

(c) 44 + 49 = ☐

\+

(d) 66 + 19 = ☐

\+

9 Subtract the numbers.

(a) 36 – 21 = ☐

–

(b) 57 – 26 = ☐

–

(c) 88 – 35 = ☐

–

(d) 96 – 54 = ☐

–

10 Subtract the numbers.

(a) 54 – 18 = ☐

(b) 63 – 39 = ☐

(c) 97 – 48 = ☐

(d) 84 – 17 = ☐

11 Solve the word problems.

(a) Amiya has 8 pink flowers.
She has 7 more red flowers than pink flowers.
How many red flowers does she have?

☐ ○ ☐ = ☐

She has ☐ red flowers.

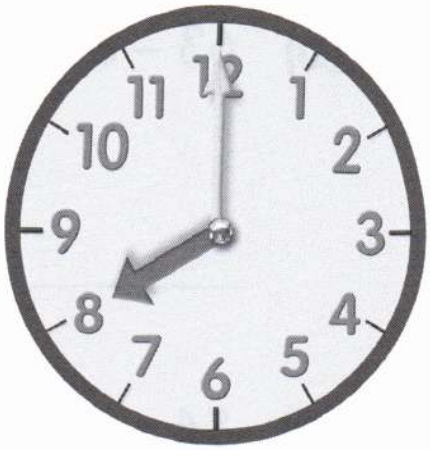
(b) Ravi has 17 blue marbles.
He has 9 fewer green marbles than blue marbles.
How many green marbles does he have?

☐ ○ ☐ = ☐

He has ☐ green marbles.

12 Write the time shown on each clock.

(a)

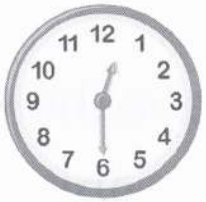


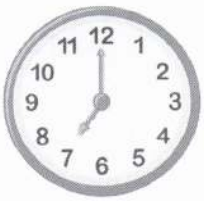
(b)

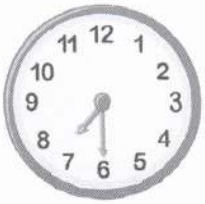
_____

_____

13 Match each activity to the correct time.







Targeting Mathematics

The Targeting Mathematics workbooks are part of a comprehensive learning package that meets the new syllabus requirements of the Ministry of Education, Singapore.

The exercises in the workbooks are scaffolded to support learning in a progressive manner.

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