Choosing the most appropriate NumberSense Workbook for a child

Children will benefit most from the NumberSense Workbook Series if they start with the workbook that matches their stage of number sense development. In that way they will be able to work confidently and independently through the workbook.

The workbooks are developmental in nature. Each workbook builds on the concepts and skills developed in the previous workbook. To gain as much as possible from the workbook series children should work through the materials in the sequence that they appear in the workbook.

To help you choose the NumberSense Workbook that is most appropriate for a particular child; three sample pages are available for each of the 26 workbooks in the series. These sample pages are available in all of the languages that the booklets have been translated into. The purpose of these sample pages is to assist you to decide on the first workbook that a child will start working in.

Using the sample pages to choose the most appropriate workbook for a child

Use the *NumberSense Workbook Grade Guide* at www.NumberSense.co.za to determine the ideal workbook for a child based on their Grade and the time of the year. Then:

- Start with the sample pages from the workbook at least four workbooks before the ideal one.
- Let the child work through these pages by him/herself.
    - If the child finds the activities on the pages too easy (and gets all the answers correct); repeat the exercise with the sample pages from the next workbook.
    - If the child struggles with the pages then repeat the exercise with the sample pages from an earlier workbook in the series.

The best initial workbook for a child is the workbook before the one in which the child starts to struggle.

Having decided on an initial workbook for a child let him/her work through that workbook and those that follow at a pace of at least one page per day.

1. Ali speel 'n speletjie met twee veerpyltjieborde. Hy gooi 'n veerpyltjie in elke bord en tel dan die twee getalle bymekaar. In ons voorbeeld is sy telling:
2 + 5 = 7
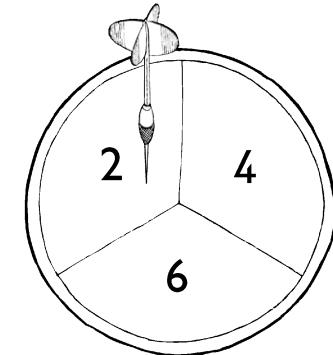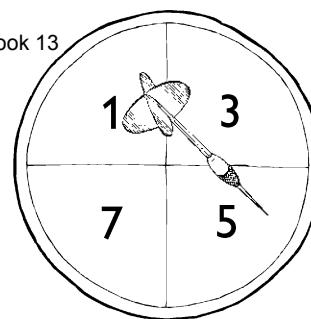
   a. Wat is die grootste moontlike telling wat Ali kan kry? _____

   b. Maak 'n lys van die verskillende maniere waarop Ali 'n telling van 9 kan kry.

   c. Daar is vyf tellings minder as 10 wat Ali nie kan kry nie. Noem hulle.

'n Kort manier om een derde te skryf is $\frac{1}{3}$.

'n Kort manier om twee derdes te skryf is $\frac{2}{3}$.

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2. Voltooi.

☆ $\boxed{0}$ — $+\frac{1}{3}$ → $\boxed{\frac{1}{3}}$ — $+\frac{1}{3}$ → $\boxed{}$ — $+\frac{1}{3}$ → $\boxed{}$ — $+\frac{1}{3}$ → $\boxed{}$ — $+\frac{1}{3}$ → $\boxed{}$

$+\frac{1}{3}$

$\boxed{}$ ← $+\frac{1}{3}$ — $\boxed{}$ ← $+\frac{1}{3}$ — $\boxed{}$ ← $+\frac{1}{3}$ — $\boxed{}$ ← $+\frac{1}{3}$ — $\boxed{}$ ← $+\frac{1}{3}$ — $\boxed{}$

☆ $\boxed{0}$ — $+\frac{1}{5}$ → $\boxed{}$ — $+\frac{1}{5}$ → $\boxed{}$ — $+\frac{1}{5}$ → $\boxed{}$ — $+\frac{1}{5}$ → $\boxed{}$ — $+\frac{1}{5}$ → $\boxed{}$

$+\frac{1}{5}$

$\boxed{}$ ← $+\frac{1}{5}$ — $\boxed{}$ ← $+\frac{1}{5}$ — $\boxed{}$ ← $+\frac{1}{5}$ — $\boxed{}$ ← $+\frac{1}{5}$ — $\boxed{}$ ← $+\frac{1}{5}$ — $\boxed{}$

3. a. Hoeveel derdes is daar in 2? _____   c. Hoeveel vyfdes is daar in 2? _____

   b. Hoeveel derdes is daar in 5? _____   d. Hoeveel vyfdes is daar in 5? _____

1. Hoeveel geld? R _____

R1 000   R500   R50   R50   R50   R20

2. Hoeveel geld? R _____

R500   R500   R20   R20   R20   R10
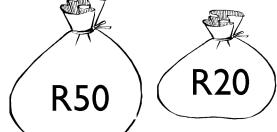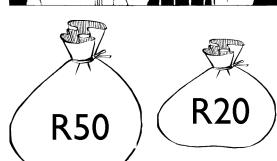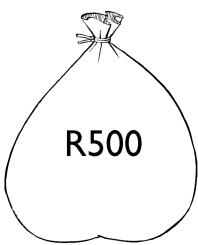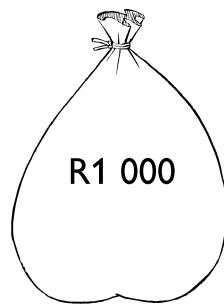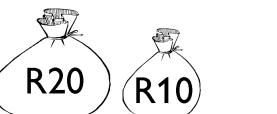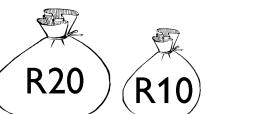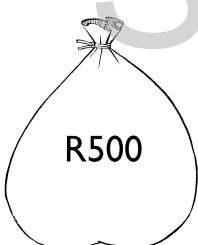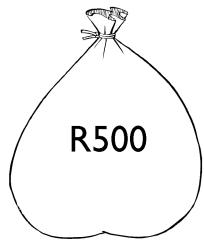
3. Voltooi.

a. 980 ; 985 ; 990 ; ___ ; ___ ; 1005 ; ___ ; ___ ; ___ ; 1025 ; ___ ; ___ ; ___ ; ___ ; 1050

b. 994 ; 996 ; 998 ; ___ ; ___ ; ___ ; 1006 ; ___ ; ___ ; 1012 ; ___ ; ___ ; ___ ; ___ ; 1022

c. 800 ; 850 ; 900 ; ___ ; ___ ; ___ ; ___ ; 1150 ; ___ ; ___ ; ___ ; 1350 ; ___ ; ___ ; ___ ; 1550 ; ___

4. Voltooi.

a. 1 000 − 1 = _____   e. 1 510 − 1 = _____   i. 2 020 − 1 = _____

b. 1 010 − 1 = _____   f. 1 560 − 1 = _____   j. 2 050 − 1 = _____

c. 1 100 − 1 = _____   g. 1 600 − 1 = _____   k. 2 210 − 1 = _____

d. 1 350 − 1 = _____   h. 2 000 − 1 = _____   l. 2 200 − 1 = _____

5. Voltooi.

a. 2 000 − 10 = _____   e. 1 100 − 10 = _____   i. 1 005 − 6 = _____

b. 2 000 − 100 = _____   f. 1 100 − 50 = _____   j. 999 + 3 = _____

c. 2 300 − 400 = _____   g. 1 100 − 200 = _____   k. 999 + 10 = _____

d. 2 500 − 600 = _____   h. 1 010 − 1 = _____   l. 999 + 100 = _____

1. Die Manga-gesin het 320 km gery om vir hulle ouma te gaan kuier en 320 km terug. Hoe ver het hulle altesaam gery?
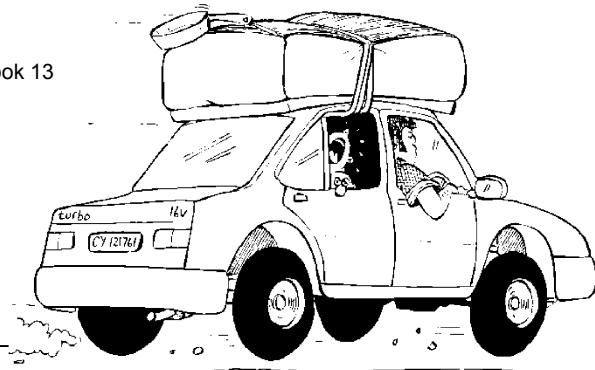
Die Smith-gesin het 360 km gery om vir hulle ouma te gaan kuier en 360 km terug. Hoe ver het hulle altesaam gery?
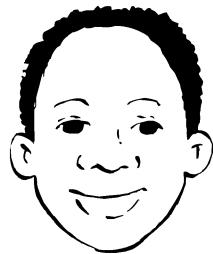
*360 + 360
Dubbel 300 is 600,
en dubbel 60 is 120,
so 600 + 120 = 720 km.*

Vusi verdubbel 360 deur dit op te breek in 300 + 60.

2. Gebruik "opbreek"-en "verdubbeling"-strategieë om te bereken.

a. 430 + 430 = _____   e. 460 + 460 = _____   i. Dubbel 123 = _____

b. Dubbel 350 = _____   f. Dubbel 380 = _____   j. Dubbel 324 = _____

c. Dubbel 240 = _____   g. Dubbel 190 = _____   k. 483 + 483 = _____

d. 270 + 270 = _____   h. 260 + 260 = _____   l. 316 + 316 = _____

3. Voltooi.

160
180
212   Verdubbel
404
334

60
90
120   Verdubbel — Verdubbel
230
170
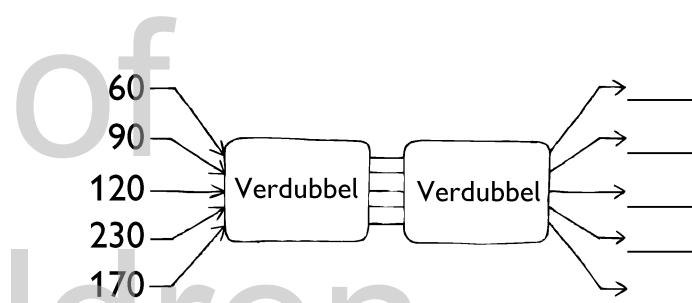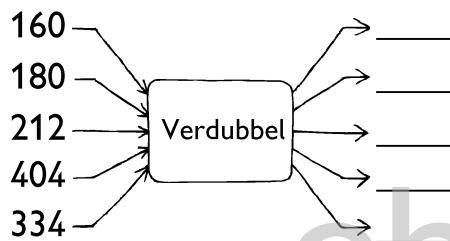
4. Bereken.

a. 125 + 45 = _____   e. 375 + 55 = _____   i. 485 + 55 = _____

b. 265 + 15 = _____   f. 395 + 25 = _____   j. 495 + 35 = _____

c. 285 + 65 = _____   g. 415 + 35 = _____   k. 565 + 25 = _____

d. 315 + 65 = _____   h. 455 + 45 = _____   l. 555 + 85 = _____

5. Plaas hierdie getalle so sorgvuldig as wat jy kan op die getallelyn.   150   110   170

100   200