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.

12 is 'n veelvoud van 6, want 12 = 6 × 2.

18 is ook 'n veelvoud van 6, want 18 = 6 × 3.

1. a. Skryf al die veelvoude van 6 minder as 80 neer.

    6 ; 12 ; 18 ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ;

    ____ ; ____

b. Skryf al die veelvoude van 3 minder as 80 neer.

    3 ; 6 ; 9 ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ;

    ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ;

    ____ ; ____ ; ____ ; ____

c. Wat kom jy agter van die veelvoude van 3 en die veelvoude van 6? Is hulle dieselfde? Hoekom? _____

_____

d. Skryf al die veelvoude van 12 minder as 80 neer.

    12 ; ____ ; ____ ; ____ ; ____ ; ____

e. Wat kom jy agter van die veelvoude van 6 en die veelvoude van 12? Is hulle dieselfde? Hoekom? _____

_____

10 is nie 'n veelvoud van 4 nie. 'n Manier om dit te verduidelik is:

4 × 2 = 8 wat minder is as 10, en

4 × 3 = 12 wat meer is as 10,

so ons kan 4 nie met 'n heelgetal vermenigvuldig om 10 te kry nie.

2. a. Is 27 'n veelvoud van 4? Verduidelik. _____

b. Is 39 'n veelvoud van 12? Verduidelik. _____

c. Is 68 'n veelvoud van 17? Verduidelik. _____

d. Is 400 'n veelvoud van 50? Verduidelik. _____

3.   3 ; 6 ; 9 ; 12 ; 15 ; 18 ; 21 ; 24 ; 27 ; 30 ; 33 ; 36

3 is die eerste veelvoud van 3, 6 is die tweede veelvoud van 3 en 9 is die derde veelvoud van 3.

a. Wat is die 10de veelvoud van 3? _____   c. Wat is die 10de veelvoud van 50? _____

b. Wat is die 10de veelvoud van 15? _____   d. Wat is die 10de veelvoud van 27? _____

1. Die Manga-gesin het 74 km op 'n teerpad gery en toe 39 km op 'n grondpad om by hulle kampeerterrein uit te kom. Hoeveel kilometer het hulle gery?
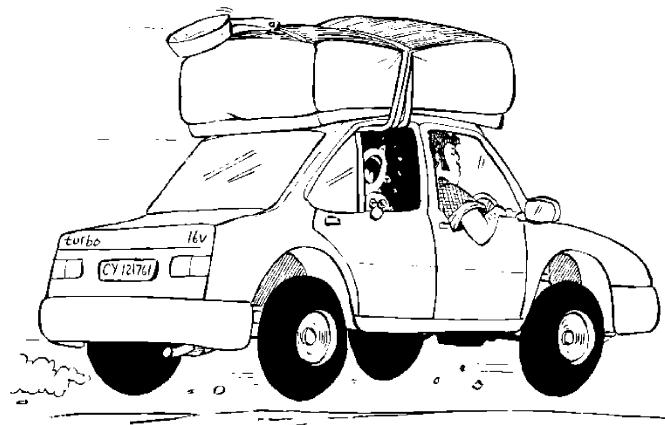
Die Faku-gesin het 58 km op 'n teerpad gery en toe 84 km op 'n grondpad om by hulle kampeerterrein uit te kom. Hoeveel kilometer het hulle gery?

*Ek skat, 60 + 80 is 140 km. Dan bereken ek, 58 + 84. Dit is dieselfde as 60 + 82 wat 142 km is.*
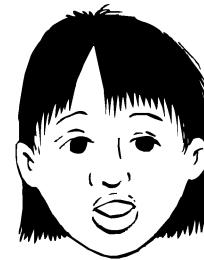
Ek doen dit anders. 58 + 84 is dieselfde as 60 + 84 − 2, wat144 − 2 = 142 km is.

Beide Danie en Adila gebruik 'n rond-af-en-kompenseerstrategie.

2. Gebruik 'n "rond af en kompenseer"-strategie om te bereken. Wys jou werk.

a. 57 + 39 = _____

b. 48 + 57 = _____

c. 142 + 59 = _____

d. 139 + 26 = _____

e. 213 + 69 = _____

f. 364 + 38 = _____

g. 419 + 64 = _____

h. 248 + 39 = _____

i. 264 + 28 = _____

j. 182 + 19 = _____

k. 375 + 69 = _____

l. 453 + 39 = _____

3. 78   398   55   317   161   223   154   282
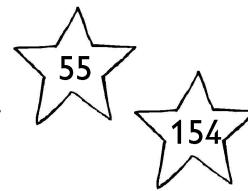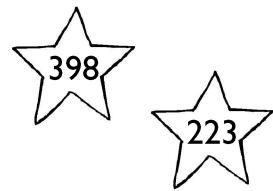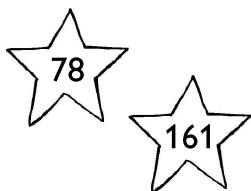
a. Vind twee getalle wat optel na naastenby 300.

b. Vind al die verskillende kombinasies van getalle met 'n som van tussen 400 en 600.

Byvoorbeeld: 223 + 282 = 505;   223 + 282 + 78 = 583

1. Watter verskillende breuke kan jy gebruik om die ingekleurde deel van elke figuur te beskryf? Een moontlikheid word gegee.
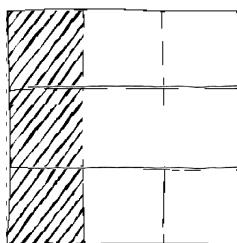
a. $\frac{1}{3}$ of _____

c. $\frac{2}{8}$ of _____
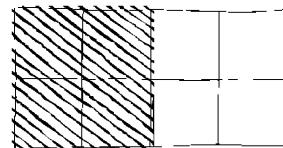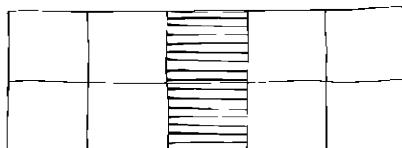
b. $\frac{2}{10}$ of _____

d. $\frac{2}{4}$ of _____

2. Voltooi.

Gewone breuk	Desimale breuk	Gewone breuk	Desimale breuk
$\frac{1}{10}$	0,1	_____	0,8
$\frac{5}{10}$	_____	$\frac{1}{5}$	_____
_____	0,3	$\frac{3}{5}$	_____
$\frac{1}{2}$	_____		

3. Voltooi.

a. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$ ____ so $4 \times \frac{1}{10} =$ ____

b. 0,1 + 0,1 + 0,1 + 0,1 = ____ so 4 × 0,1= ____

c. 0,2 + 0,2 = ____ so 2 × 0,2 = ____

d. 0,3 + 0,3 + 0,3 + 0,3 = ____ so 4 × 0,3 = ____

e. 0,4 + 0,4 + 0,4 = ____ so 3 × 0,4 = ____

f. 0,6 + 0,6 = ____ so 2 × 0,6 = ____