



## 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](http://www.NumberSense.co.za) to determine the ideal workbook for a child based on their Grade and the time of the year. Then:

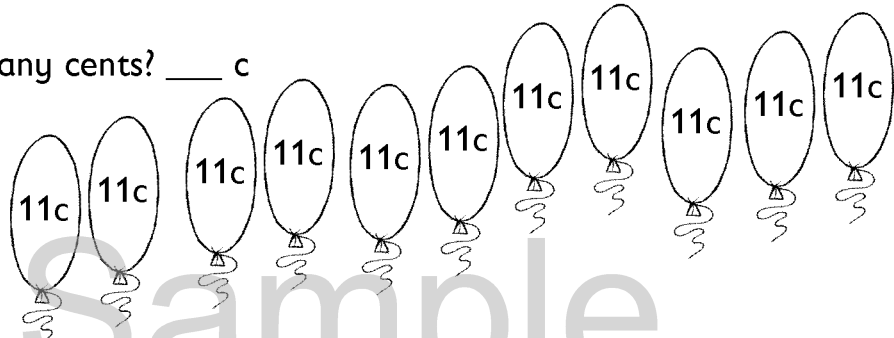
- Start with the sample pages from the workbook at least four workbooks before the ideal one.
- Let the child work through these pages by him/herself.
  - If the child finds the activities on the pages too easy (and gets all the answers correct); repeat the exercise with the sample pages from the next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



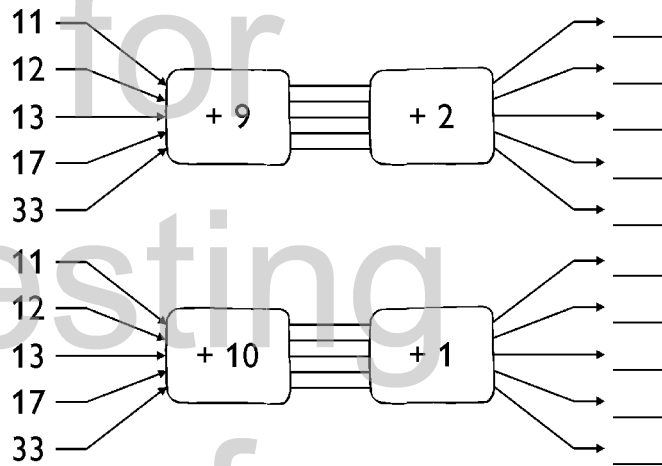
1. How many cents? \_\_\_\_ c



2. Complete.

11 ; 22 ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_ ; \_\_\_\_

3. Complete.



4. Make the sides equal.

$$30 = 27 + \underline{\quad}$$

$$42 + \underline{\quad} = 50$$

$$41 + \underline{\quad} = 60$$

$$30 = 26 + \underline{\quad}$$

$$43 + \underline{\quad} = 50$$

$$42 + \underline{\quad} = 60$$

$$30 = 25 + \underline{\quad}$$

$$44 + \underline{\quad} = 50$$

$$43 + \underline{\quad} = 60$$

$$30 = 24 + \underline{\quad}$$

$$45 + \underline{\quad} = 50$$

$$45 + \underline{\quad} = 60$$

$$30 = 23 + \underline{\quad}$$

$$46 + \underline{\quad} = 50$$

$$48 + \underline{\quad} = 60$$

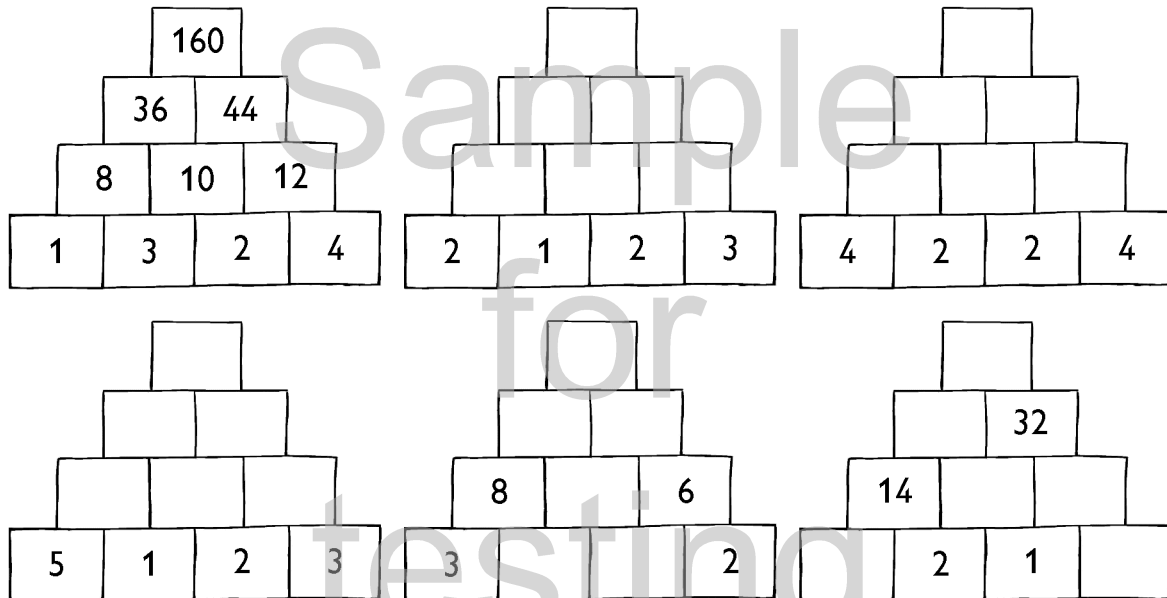
$$30 = 22 + \underline{\quad}$$

$$47 + \underline{\quad} = 50$$

$$49 + \underline{\quad} = 60$$

5. Fundi pays R63 for two presents. One present costs R17. How much does the other present cost?

1. These pyramids all have the same rule. You add the two numbers next to each other and double the answer. This gives the number on top. Complete.



2. Make the sides equal.

$\underline{\quad} = 53 - 3$

$\underline{\quad} = 53 - 13$

$\underline{\quad} = 53 - 23$

$\underline{\quad} = 53 - 4$

$\underline{\quad} = 53 - 14$

$\underline{\quad} = 53 - 24$

$\underline{\quad} = 53 - 5$

$\underline{\quad} = 53 - 15$

$\underline{\quad} = 53 - 25$

$\underline{\quad} = 53 - 6$

$\underline{\quad} = 53 - 16$

$\underline{\quad} = 53 - 26$

$\underline{\quad} = 53 - 7$

$\underline{\quad} = 53 - 17$

$\underline{\quad} = 53 - 37$

$\underline{\quad} = 53 - 8$

$\underline{\quad} = 53 - 18$

$\underline{\quad} = 53 - 38$

$\underline{\quad} = 53 - 9$

$\underline{\quad} = 53 - 19$

$\underline{\quad} = 53 - 39$

3. Mr Twala can load 15 bricks on his wheelbarrow. He has to move 85 bricks to the place where he is building. How many trips must he make with his wheelbarrow?




 \_\_\_ balloons  
 \_\_\_ cents  
 R \_\_\_ and \_\_\_ c

|         |    |   |    |   |    |    |    |    |
|---------|----|---|----|---|----|----|----|----|
| Teams   | 1  | 2 | 3  | 4 |    |    |    | 10 |
| Players | 11 |   | 33 |   | 55 | 77 | 99 |    |

|         |    |    |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|----|----|
| Teams   | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 20 |
| Players |    |    |    |    |    |    |    |    |

- $11 \times 16$
- $11 \times 18$

The diagram illustrates a halving process in two stages. In the first stage, five input values (3, 5, 7, 9, 11) are fed into a box labeled 'halve'. The box outputs five values (13, 15, 17, 19, 21). In the second stage, these five values are fed into another box labeled 'halve', which then outputs five more values.

1  $\rightarrow +\frac{1}{2} \rightarrow$   $\rightarrow +\frac{1}{2} \rightarrow$   $\rightarrow +\frac{1}{2} \rightarrow$   $\rightarrow +\frac{1}{2} \rightarrow$   $\rightarrow +\frac{1}{2} \rightarrow$

$\leftarrow +\frac{1}{2} \leftarrow +\frac{1}{2} \leftarrow +\frac{1}{2} \leftarrow +\frac{1}{2}$

