Brombacher & Associates

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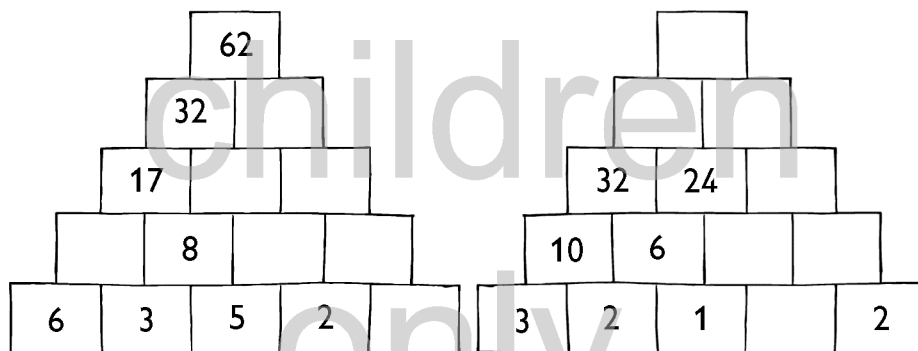
Having decided on an initial workbook for a child let him/her work through that workbook and those that follow at a pace of at least one page per day.
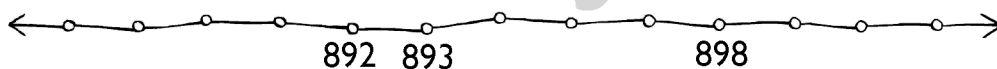
1.   Write the names.

- 998   nine hundred and ninety-eight

- 999   _____

- 1 000   _____

- 1 001   one thousand and one

- 1 002   _____

- 1 003   _____

- 1 008   _____

- 1 009   _____

- 1 010   one thousand and ten

- 1 011   _____

- 1 020   one thousand and twenty

- 1 021   _____

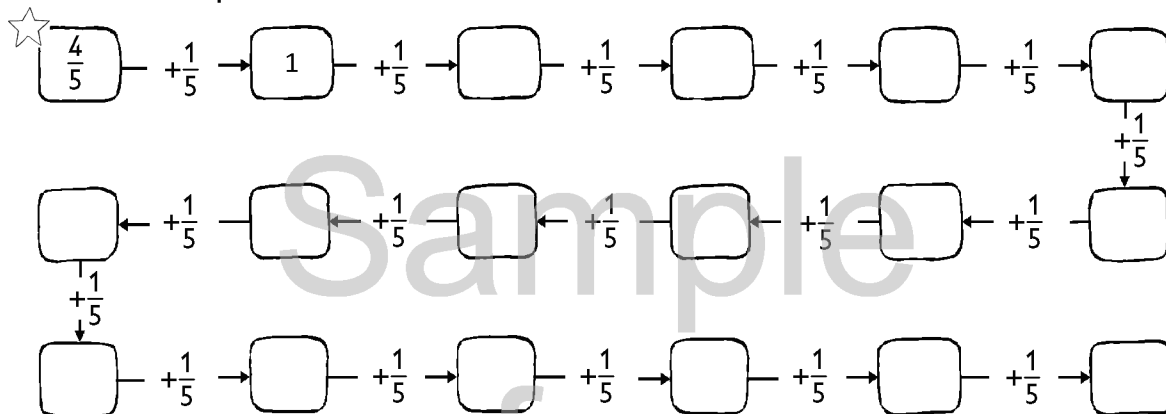- 1 200   one thousand two hundred

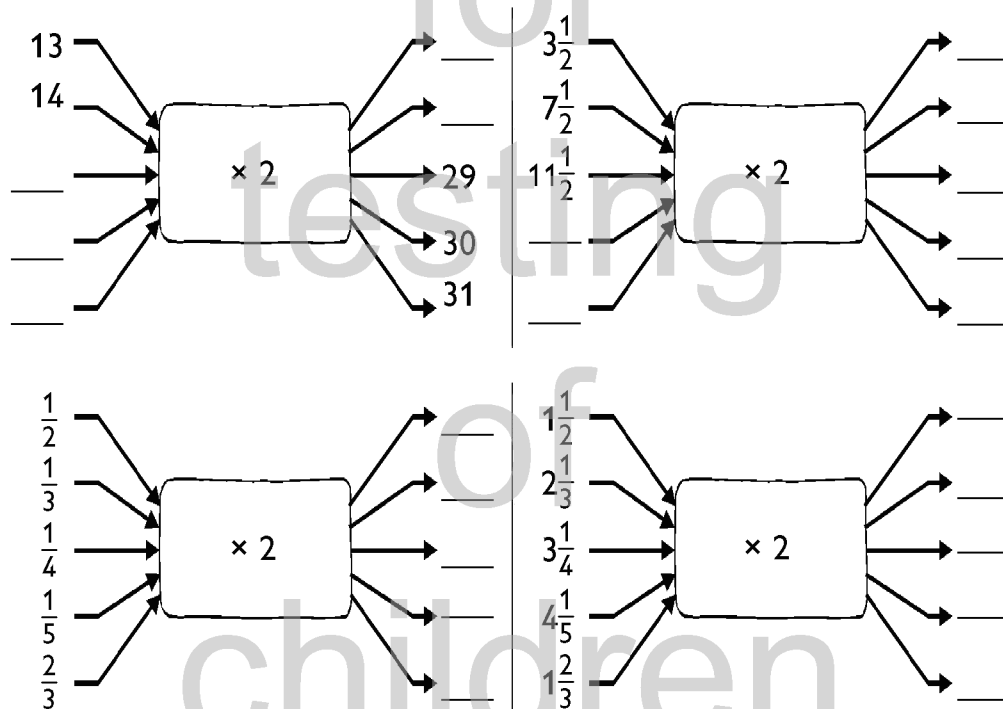- 1 201   _____

2.   Work out the rule and complete.
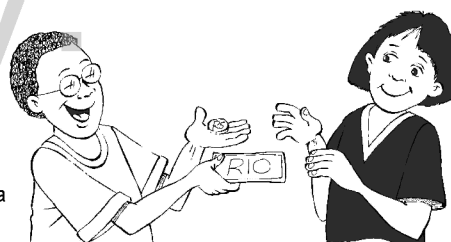

3.   Complete.

1.   Complete.

$\frac{4}{5}$ → $+\frac{1}{5}$ → 1 → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ $\downarrow +\frac{1}{5}$

☐ ← $+\frac{1}{5}$ ← ☐ ← $+\frac{1}{5}$ ← ☐ ← $+\frac{1}{5}$ ← ☐ ← $+\frac{1}{5}$ ← ☐ $\downarrow +\frac{1}{5}$

☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐ → $+\frac{1}{5}$ → ☐

2.   Complete.

13, 14, ___, ___, ___ → ×2 → ___, ___, 29, 30, 31

$3\frac{1}{2}$, $7\frac{1}{2}$, $11\frac{1}{2}$ → ×2 → ___, ___, ___

$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{3}$ → ×2 → ___, ___, ___, ___, ___

$1\frac{1}{2}$, $2\frac{1}{3}$, $3\frac{1}{4}$, $4\frac{1}{5}$, $1\frac{2}{3}$ → ×2 → ___, ___, ___, ___, ___

3.   Jan has R244. Sara has R170. How much money must Jan give to Sara so that they have the same amount?

100 years = a century

1. Complete.

- 100 ; 200 ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____

    10 centuries make ____ years

1 000 years = a millennium

- 1000 ; 2000 ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____ ; ____

    10 millennia make ____ years

2. There are 7 players in a netball team. Complete the table.

Netball teams	1	2	3	4	5	10	20	
Players	7	14						147

What is?

- 5 × 7
- 20 × 7
- 23 × 7

- 7 ÷ 7
- 70 ÷ 7
- 700 ÷ 7

3. One ice-cream costs R3,50. Complete the table.

Ice-creams	1	2	3	4	5	6	9	10
Rand	3,50							

Ice-creams	11	12	13	15	20			
Rand						105	140	175

Use the tables to find the cost of:

- 10 ice-creams
- 20 ice-creams
- 30 ice-creams

www.brombacher.co.za