



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

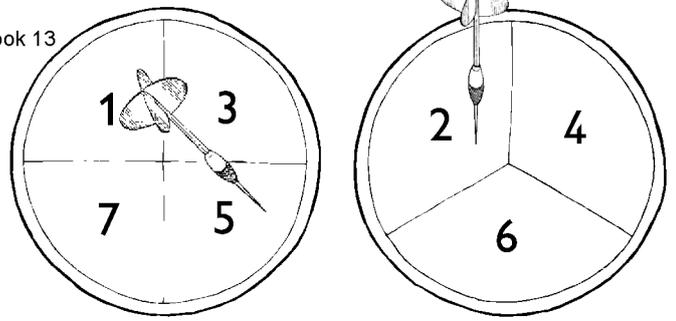
Use the *NumberSense Workbook Grade Guide* at www.NumberSense.co.za to determine the ideal workbook for a child based on their Grade and the time of the year. Then:

- 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 is playing a game with two dart boards. He throws a dart into each dart board and then adds the two numbers. In our example he scores: $2 + 5 = 7$

- a. What is the greatest possible total that Ali can get? _____
- b. List the different ways that Ali can score 9.
- c. There are five totals less than 10 that Ali cannot score. List them.

A short way of writing one third is $\frac{1}{3}$.
 A short way of writing two thirds is $\frac{2}{3}$.



2. Complete.

☆ $0 \xrightarrow{+\frac{1}{3}} \frac{1}{3} \xrightarrow{+\frac{1}{3}} \square \xrightarrow{+\frac{1}{3}} \square \xrightarrow{+\frac{1}{3}} \square \xrightarrow{+\frac{1}{3}} \square$

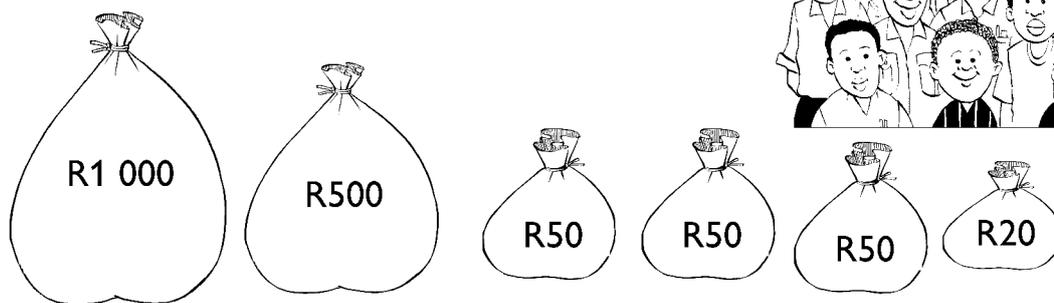
$\square \xleftarrow{+\frac{1}{3}} \square \xleftarrow{+\frac{1}{3}} \square \xleftarrow{+\frac{1}{3}} \square \xleftarrow{+\frac{1}{3}} \square \xleftarrow{+\frac{1}{3}} \square \xleftarrow{+\frac{1}{3}} \square$

☆ $0 \xrightarrow{+\frac{1}{5}} \square \xrightarrow{+\frac{1}{5}} \square \xrightarrow{+\frac{1}{5}} \square \xrightarrow{+\frac{1}{5}} \square \xrightarrow{+\frac{1}{5}} \square$

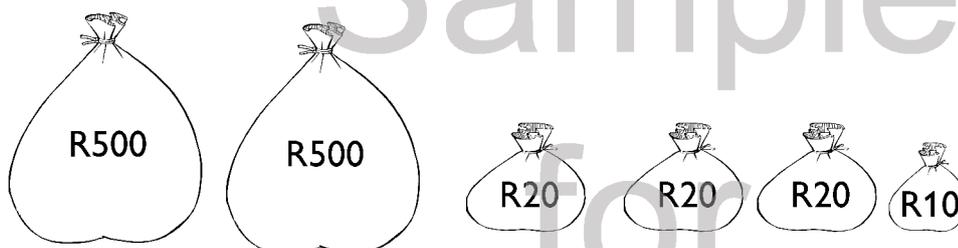
$\square \xleftarrow{+\frac{1}{5}} \square \xleftarrow{+\frac{1}{5}} \square \xleftarrow{+\frac{1}{5}} \square \xleftarrow{+\frac{1}{5}} \square \xleftarrow{+\frac{1}{5}} \square$

3. a. How many thirds are there in 2? _____ c. How many fifths are there in 2? _____
- b. How many thirds are there in 5? _____ d. How many fifths are there in 5? _____

1. How much money? R _____



2. How much money? R _____



3. Complete.

a. 980 ; 985 ; 990 ; _____ ; _____ ; 1005 ; _____ ; _____ ; _____ ; 1025 ; _____

_____ ; _____ ; _____ ; 1050

b. 994 ; 996 ; 998 ; _____ ; _____ ; _____ ; 1006 ; _____ ; _____ ; 1012 ; _____

_____ ; _____ ; _____ ; 1022

c. 800 ; 850 ; 900 ; _____ ; _____ ; _____ ; _____ ; 1150 ; _____ ; _____ ; _____

1350 ; _____ ; _____ ; _____ ; 1550 ; _____

4. Complete.

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. $2\ 200 - 1 =$ _____

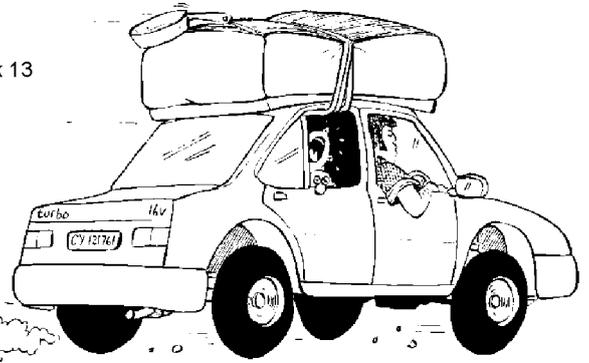
5. Complete.

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. The Manga family drove 320 km to visit their granny and 320 km back. How far did they drive altogether?

The Smith family drove 360 km to visit their granny and 360 km back. How far did they drive altogether?



$360 + 360$
Double 300 is 600,
and double 60 is 120,
so $600 + 120 = 720$ km.

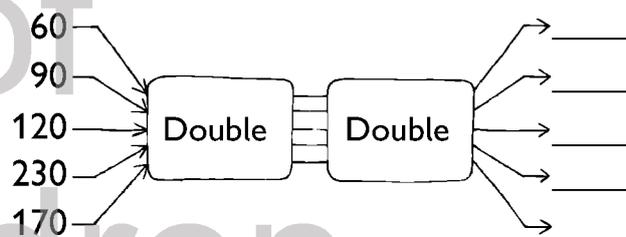
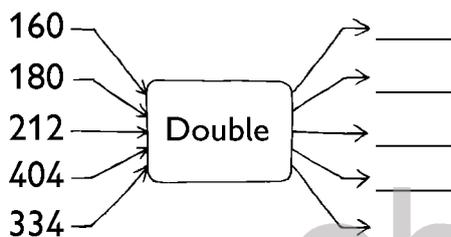


Vusi doubles 360 by
breaking it up into
 $300 + 60$.

2. Use “breaking up” and “doubling” strategies to calculate.

- a. $430 + 430 =$ _____ e. $460 + 460 =$ _____ i. Double 123 = _____
b. Double 350 = _____ f. Double 380 = _____ j. Double 324 = _____
c. Double 240 = _____ g. Double 190 = _____ k. $483 + 483 =$ _____
d. $270 + 270 =$ _____ h. $260 + 260 =$ _____ l. $316 + 316 =$ _____

3. Complete.



4. Calculate.

- 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. Place these numbers on the number line as carefully as you can. 150 110 170

