Brombacher & Associates

NumberSense Workbook 16

Sample Pages (ENGLISH)

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.

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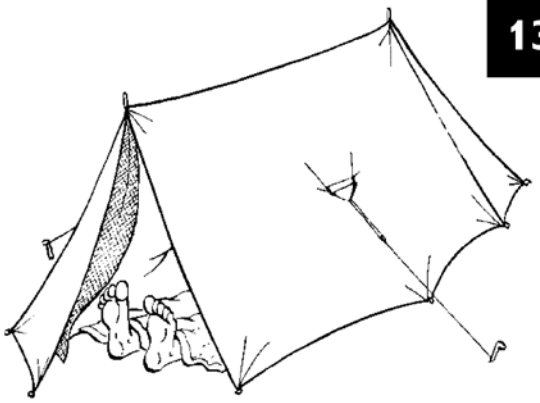


1. The Faro family is also going camping. Mrs Faro has booked them into a camping site where they pay R90 per night.

   Complete the table for the cost for a certain number of nights.

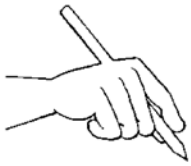
Number of nights	1	2	3	4			7	8	9
Cost (R)					450	540			

a. How much will it cost them to stay 4 nights?

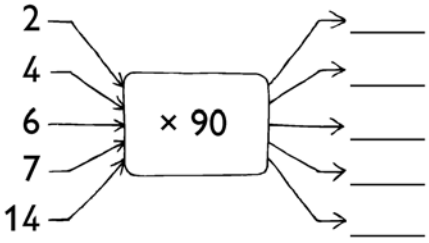
b. Who pays more for accommodation – the Khumalo's or the Faro's?

c. How much will it cost them to stay for 14 nights?

d. Johnny Faro calculates the cost for 14 nights by doubling the cost for 7 nights. Is it correct? Test Johnny's plan by extending the table.



e. Complete.



2. One cup is the same as 250 m*l*.

   One teaspoon is the same as 5 m*l*.

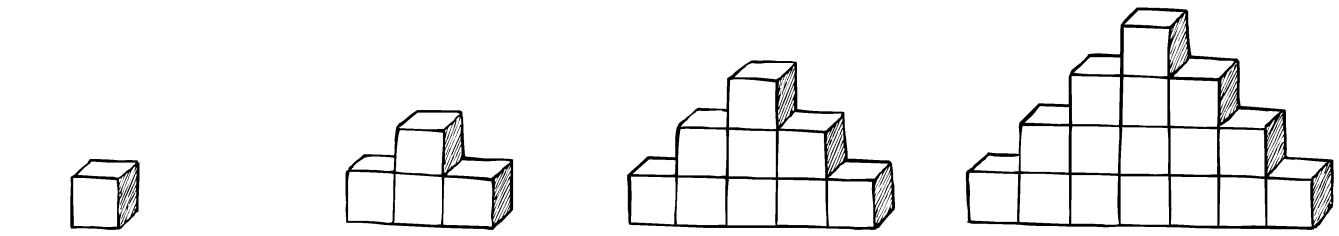
   One tablespoon is the same as 15 m*l*.

Write all the quantities in this recipe in millilitres.

SPICY BISCUITS

4 cups flour	_____	$\frac{2}{5}$ teaspoon salt	_____
1 cup sugar	_____	$\frac{1}{4}$ tablespoon cream of tartar	_____
$\frac{1}{4}$ cup butter	_____	$\frac{1}{2}$ teaspoon ground cloves	_____
$\frac{1}{4}$ cup soft fat	_____	1 teaspoon ground cinnamon	_____
1 egg		$\frac{2}{5}$ cup water	_____

1. Grace makes arrangements with building blocks like this. The first 4 arrangements make a pattern.



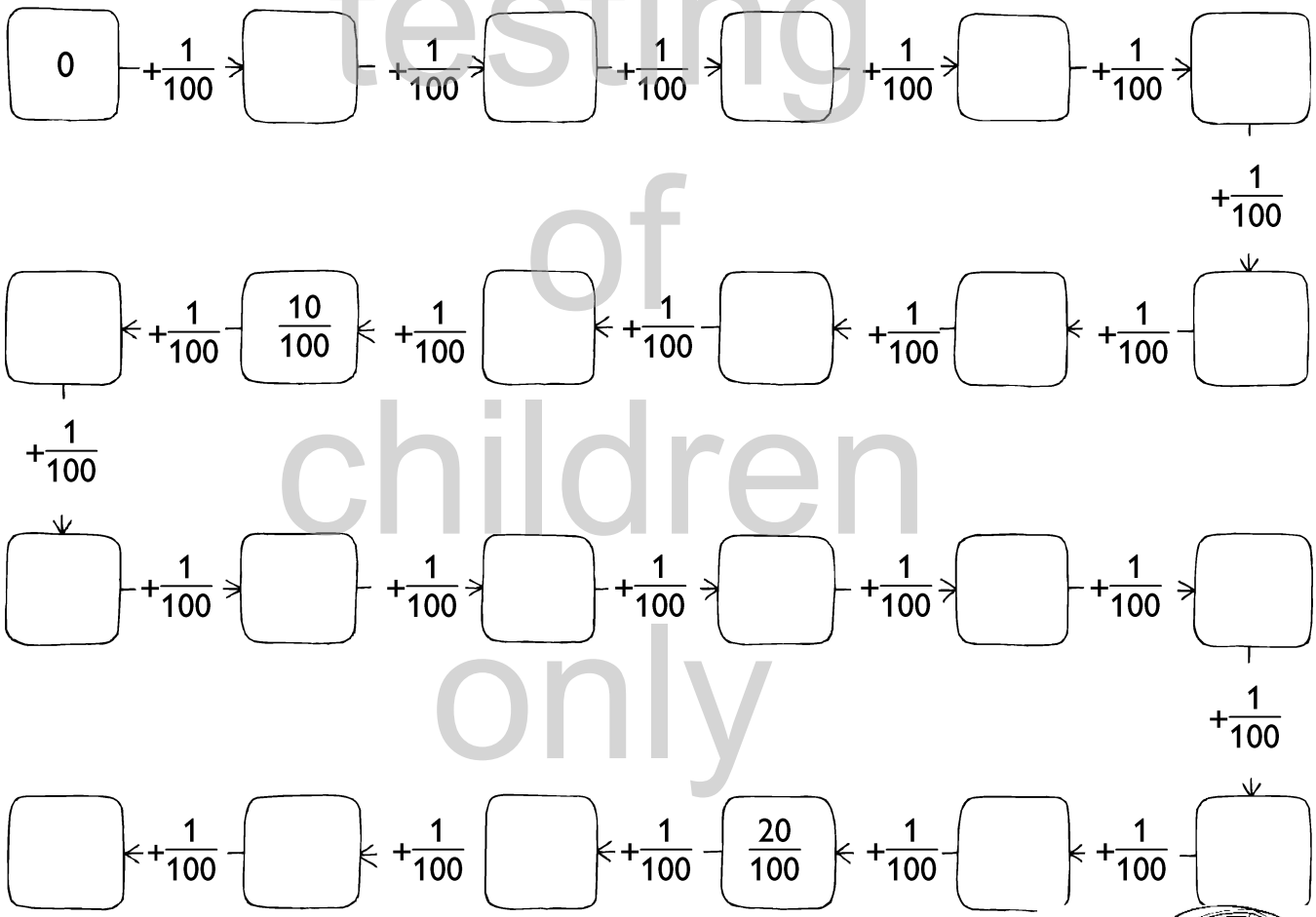
Arrangement 1 Arrangement 2 Arrangement 3 Arrangement 4

a. Complete the table.

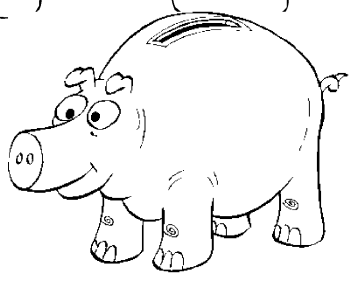
Arrangement number	1	2	3	4	5	6	7	8	10
Number of blocks	1	4							

b. How many blocks will she need for arrangement number 12?

2. Complete.



3. Together Mr and Mrs Peters saved R5 350. If Mr Peters saved R3 850, how much did Mrs Peters save?



1. Sara has to cycle 210 km in 3 days. How many km should she cycle every day?

Bongi has to cycle 450 km in 5 days. How many km should he cycle every day?

450 ÷ 5
I don't worry about the zero.
That is 45 ÷ 5 = 9,
then I multiply by 10.
So it is 90 km every day.

Dan does not worry about the zero until the end of the calculation.

2. Use a "don't worry about the zero" strategy to calculate.

a. 240 ÷ 6 = _____
b. 320 ÷ 8 = _____
c. 360 ÷ 3 = _____
d. 490 ÷ 7 = _____
e. 630 ÷ 9 = _____
f. 560 ÷ 7 = _____
g. 480 ÷ 4 = _____
h. 640 ÷ 8 = _____
i. 550 ÷ 5 = _____
j. 2 460÷ 3 = _____
k. 540 ÷ 6 = _____
l. 720 ÷ 9 = _____

Dan says he can use the same strategy to calculate 2 500 ÷ 5.

2 500 ÷ 5
That is 25 ÷ 5 = 5,
then I multiply by 100.
That is 500.

3. Use a "don't worry about the zero" strategy to calculate.

a. 3 600 ÷ 4 = _____
b. 3 600 ÷ 3 = _____
c. 4 000 ÷ 8 = _____
d. 3 600 ÷ 3 = _____
e. 2 800 ÷ 7 = _____
f. 4 500 ÷ 9 = _____
g. 2 400 ÷ 2 = _____
h. 4 400 ÷ 4 = _____
i. 6 500 ÷ 5 = _____
j. 5 600 ÷ 8 = _____
k. 4 800 ÷ 6 = _____
l. 6 300 ÷ 9 = _____

4. Show how you can calculate 33 000 ÷ 3 using the same strategy.