



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 a multiple of 6, because $12 = 6 \times 2$.

18 is also a multiple of 6, because $18 = 6 \times 3$.



1. a. Write down all the multiples of 6 less than 80.

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

- b. Write down all the multiples of 3 less than 80.

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

- c. What do you notice about the multiples of 3 and the multiples of 6? Are they the same? Why? _____

- d. Write down all the multiples of 12 less than 80.

12 ; ____ ; ____ ; ____ ; ____ ; ____

- e. What do you notice about the multiples of 6 and the multiples of 12? Are they the same? Why? _____

10 is not a multiple of 4. A way of explaining this is:

$4 \times 2 = 8$ which is less than 10, and

$4 \times 3 = 12$ which is more than 10,

so we cannot multiply 4 by a whole number to get 10.



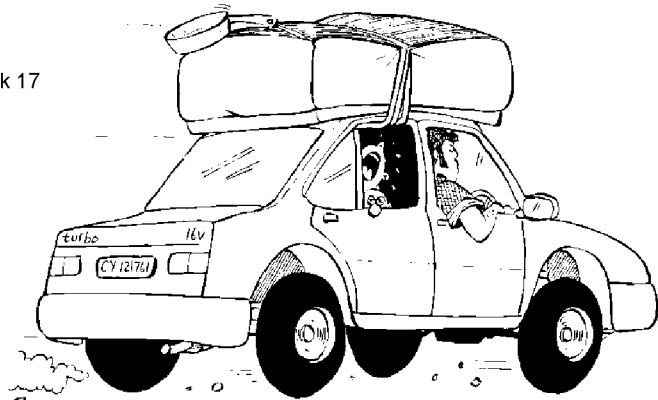
2. a. Is 27 a multiple of 4? Explain. _____
 b. Is 39 a multiple of 12? Explain. _____
 c. Is 68 a multiple of 17? Explain. _____
 d. Is 400 a multiple of 50? Explain. _____

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

3 is the first multiple of 3, 6 is the second multiple of 3, and 9 is the third multiple of 3.

- a. What is the 10th multiple of 3? _____ c. What is the 10th multiple of 50? _____
 b. What is the 10th multiple of 15? _____ d. What is the 10th multiple of 27? _____

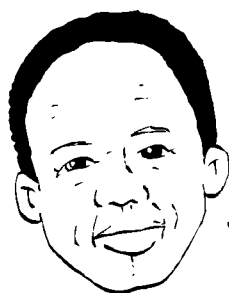
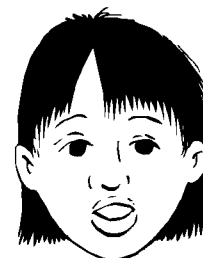
1. The Manga family drove 74 km on a tarred road and then 39 km on a gravel road to get to their camp site. How many kilometres did they drive?



The Faku family drove 58 km on a tarred road and then 84 km on a gravel road to get to their camp site. How many kilometres did they drive?



I estimate, $60 + 80$ is 140 km.
Then I calculate, $58 + 84$. This is
the same as $60 + 82$ which is
142 km.



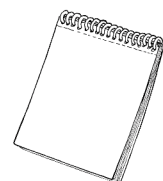
I do it differently.
 $58 + 84$ is the same as
 $60 + 84 - 2$, which is
 $144 - 2 = 142$ km.

Both Dan and Adila are using a rounding
and compensating strategy.

2. Use a “rounding and compensating” strategy to calculate. Show your working.

- | | |
|-----------------------|-----------------------|
| a. $57 + 39 =$ _____ | g. $419 + 64 =$ _____ |
| b. $48 + 57 =$ _____ | h. $248 + 39 =$ _____ |
| c. $142 + 59 =$ _____ | i. $264 + 28 =$ _____ |
| d. $139 + 26 =$ _____ | j. $182 + 19 =$ _____ |
| e. $213 + 69 =$ _____ | k. $375 + 69 =$ _____ |
| f. $364 + 38 =$ _____ | l. $453 + 39 =$ _____ |

3.

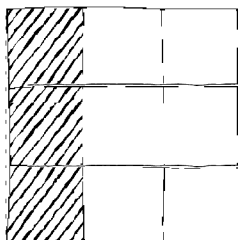


- a. Find a pair of numbers that add up to about 300.
b. Find all the different combinations of numbers with a sum between 400 and 600.

For example: $223 + 282 = 505$; $223 + 282 + 78 = 583$

1. What different fractions can you use to describe the shaded portion of each figure?

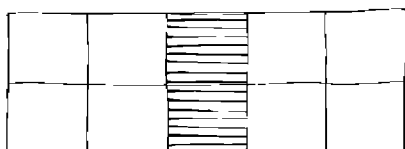
One possibility has been provided.



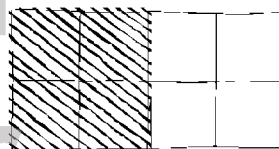
a. $\frac{1}{3}$ or _____



c. $\frac{2}{8}$ or _____



b. $\frac{2}{10}$ or _____



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

2. Complete.

Common fraction	Decimal fraction	Common fraction	Decimal fraction
$\frac{1}{10}$	0,1	_____	0,8
$\frac{5}{10}$	_____	$\frac{1}{5}$	_____
_____	0,3	$\frac{3}{5}$	_____
$\frac{1}{2}$	_____		

3. Complete.

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 $4 \times 0,1 =$ _____

c. $0,2 + 0,2 =$ _____ so $2 \times 0,2 =$ _____

d. $0,3 + 0,3 + 0,3 + 0,3 =$ _____ so $4 \times 0,3 =$ _____

e. $0,4 + 0,4 + 0,4 =$ _____ so $3 \times 0,4 =$ _____

f. $0,6 + 0,6 =$ _____ so $2 \times 0,6 =$ _____