



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. Complete.

14000; 14200; 14400; ____ ; ____ ; 15000; ____ ; ____ ; ____ ; ____ ; ____ ;
 16400; ____ ; ____ ; ____ ; 17200; ____ ; ____ ; ____ ; ____ ; ____ ; 18400; ____ ;
 ____ ; 19000; ____ ; ____ ; ____ ; ____ ; ____ ; 20200; ____ ; ____ ; ____ ; 21000

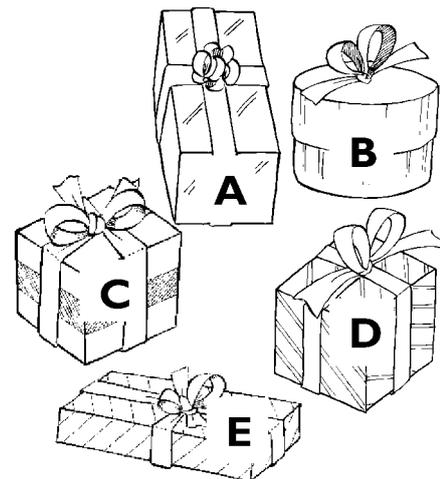
2. Complete.

- a. $10\ 000 - 1 = \underline{\hspace{2cm}}$ f. $9\ 460 - \underline{\hspace{2cm}} = 9\ 360$
 b. $15\ 000 - 1 = \underline{\hspace{2cm}}$ g. $16\ 543 + \underline{\hspace{2cm}} = 17\ 543$
 c. $20\ 000 - 1 = \underline{\hspace{2cm}}$ h. $18\ 256 - \underline{\hspace{2cm}} = 18\ 246$
 d. $21\ 000 - 1 = \underline{\hspace{2cm}}$ i. $18\ 256 + \underline{\hspace{2cm}} = 20\ 256$
 e. $30\ 000 - 1 = \underline{\hspace{2cm}}$ j. $25\ 000 - \underline{\hspace{2cm}} = 24\ 000$



3. a. Lara earns R3 000 per month. How much does she earn in 6 months?
 b. Lara pays R1 500 per month rent on her flat. How much rent does she pay in 6 months?
 c. How much rent does she pay in a year?
 d. Lara spends R500 on food per month. How much does she spend on food in a year?
4. Ben earns R4 000 per month. How much does he earn in 6 months?
5. A games console for the television costs R4 000. The shop sells 7 such game consoles. How much money is that in total?

6. James paid R21 for 5 little presents.
 For presents A and B he paid R6 altogether.
 For presents B and C he paid R10 altogether.
 For presents C and D he paid R7 altogether.
 For presents D and E he paid R9 altogether.
 How much did each present cost?



1. Complete.

a. $28 - 23 =$ _____

b. $42 - 17 =$ _____

c. $78 - 43 =$ _____

$29 - 24 =$ _____

$43 - 18 =$ _____

$79 - 44 =$ _____

$30 - 25 =$ _____

$44 - 19 =$ _____

$80 - 45 =$ _____

2. Tim's baby sister found his 94-piece puzzle and threw 29 pieces away. How many pieces are left?

Thandi's baby brother found her 99-piece puzzle and threw 34 pieces away. How many pieces are left?



$99 - 34$
I add 1 to each number to make the calculation easier.
 $100 - 35 = 65$ pieces.



Adila changes the amounts by adding 1 to each number. This makes the calculation easier. She knows that this does not change the answer.

3. Use a "change the numbers by the same amount" strategy to calculate. Think carefully. Sometimes you will choose to add one to both numbers but at other times two or more is better.

a. $24 - 19 =$ _____

f. $33 - 18 =$ _____

k. $78 - 43 =$ _____

b. $23 - 8 =$ _____

g. $44 - 29 =$ _____

l. $74 - 29 =$ _____

c. $39 - 14 =$ _____

h. $48 - 13 =$ _____

m. $93 - 58 =$ _____

d. $54 - 29 =$ _____

i. $63 - 38 =$ _____

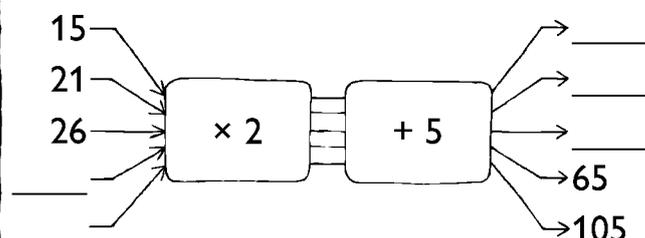
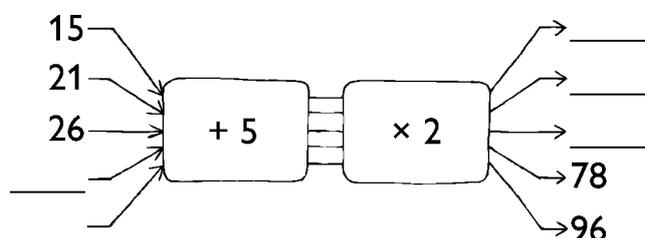
n. $102 - 79 =$ _____

e. $68 - 23 =$ _____

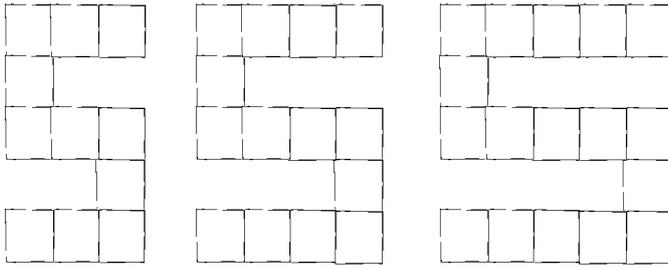
j. $57 - 22 =$ _____

o. $114 - 68 =$ _____

4. Complete.



1. Suzi makes pictures with squares like this. The first three pictures make a pattern.



Picture 1

Picture 2

Picture 3

Picture 4

- a. Draw the fourth picture in the pattern.
b. Complete the table for the picture number and the number of squares.

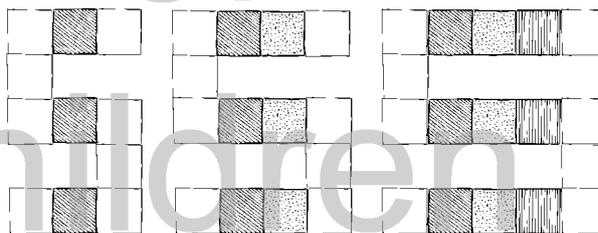
| | | | | | | | | | | |
|-------------------|----|----|----|---|---|---|---|---|----|----|
| Picture number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 10 | 15 |
| Number of squares | 11 | 14 | 17 | | | | | | | |

- c. How many squares will she need for picture 20?



Suzi is calculating the number of squares for each picture.

I saw that 3 squares are added for each new picture:



This gives me:

$$1 \times 3 + 8 = 11 \text{ for picture 1,}$$

$$\text{and } 2 \times 3 + 8 = 14 \text{ for picture 2.}$$



- d. Use Suzi's method to calculate the number of squares for picture 25.

Picture 1: $1 \times 3 + 8 = 11$

Picture 10: _____

Picture 2: $2 \times 3 + 8 = 14$

Picture 15: _____

Picture 3: $3 \times 3 + 8 = \underline{\quad}$

Picture 20: _____

Picture 4: $\underline{\quad} \times 3 + 8 = \underline{\quad}$

Picture 25: _____

Picture 5: _____