

★ TO THE STUDENT ★

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Maths the Write Way, Level 3, was written by Brian E. Enright, Robert Gyles, Maxine Leonescu and Fred I. Remer.

HAWKER BROWNLOW
E D U C A T I O N

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ISBN 1 86401 732 5 Code #1869

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★ TO THE STUDENT ★

To solve maths problems, you usually follow a set of rules. You can probably remember the rules easily, but do you know why the rules were made in the first place? How you solve problems is what this program is about. Instead of just finding answers, you will think about the strategies you use to solve problems. You will also discover why rules are important.

The focus of ***Maths the Write Way*** is communication. Writing, speaking, explaining or drawing while learning about maths can help you better understand what you are learning. When you share ideas with others, you review what you already know. You also find out about different ways that other students think. All of these activities will give you a more complete understanding of math concepts.

You will use some of these strategies as you complete the activities in ***Maths the Write Way***:

- ★ Write your own problems
- ★ Communicate orally
- ★ Identify key words and explain their importance
- ★ Create your own game, puzzle, picture, poem or rap
- ★ Summarise your work
- ★ Investigate to find other ways to solve a problem
- ★ Make predictions and draw conclusions
- ★ Work with a group to share ideas and solve problems

Each lesson in ***Maths the Write Way*** includes four Investigations, two Extensions and four Assessments. There are many hints to help you solve the problems. Whenever possible, discuss your ideas with classmates and with your teacher. It is very important that you think about how you solve a problem, not just about the final solution.

You should be familiar with most of the skills and concepts presented in this book. However, when you work on the activities, you will likely discover new ideas that you have not thought about before. We hope you enjoy the program and learn about maths the 'write' way.

Brian E. Enright
Robert Gyles
Maxine Leonescu
Fred I. Remer

Part B

★ INVESTIGATION 3 ★

Step 1: Study the number sentence below.

$$14 + \square = 19$$

Step 2: Write descriptions of two different ways to solve this problem.

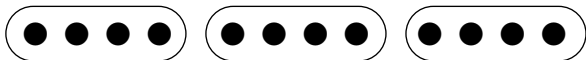
Hint: Check to see that both ways make sense. Try to solve the problem using your descriptions.

Solution:

★ INVESTIGATION 4 ★

A teacher wrote these problems on the board and then drew the pictures.

$$3 \times 4 = 12 \quad 12 \div 3 = 4$$



$$4 \times 3 = 12 \quad 12 \div 4 = 3$$



Step 1: Study the facts and the drawings.

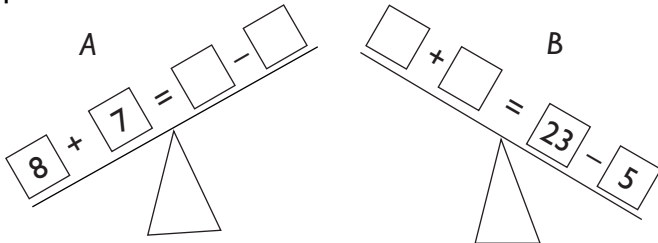
Step 2: Imagine that you are the teacher. Write about how you would explain that the drawings show the facts.

Hint: Try your explanation with another student to see if it makes sense.

Solution:

★ EXTENSION ★

Step 1: Each of the scales below is not balanced. Balance each scale by finding the missing numbers. There is more than one possible answer for each scale.



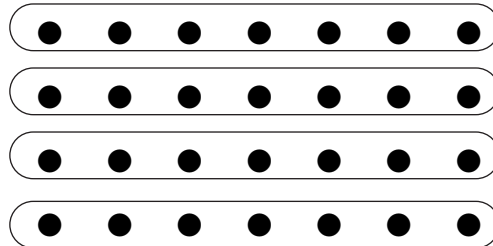
Step 2: Write an explanation of how you found your answers.

Hint: If a scale is balanced, what is true about each side?

Solution:

Assessment 1

The picture below shows which multiplication sentence?



A. $5 \times 7 = 35$

B. $7 \times 7 = 49$

C. $4 \times 6 = 24$

D. $4 \times 7 = 28$

Assessment 2

Find the missing number. List the steps you used to find your answer.

$$32 - 18 + \square = 21$$

Solution:
