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Maths the Write Way, Level 7, 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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★ 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 strengthen what you already know and you find out about different ways of thinking. All of these activities will give you a more complete understanding of maths concepts.

You will use the following effective 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

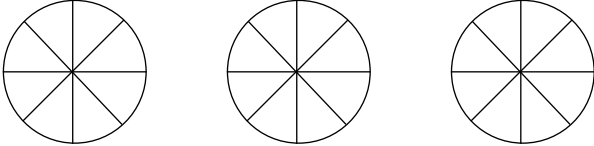
Each lesson in ***Maths the Write Way*** includes four Investigations, two Extensions and four Assessments. There are many hints to help you solve the problems. Whenever possible, discuss your ideas with classmates and with your teacher. It is important that you think about how you solve a problem, not 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
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★ INVESTIGATION 3 ★

Tom's class ate $2\frac{3}{4}$ pizzas at their yearly holiday party. Safar's class ate 2.25 pizzas at their holiday party.



Step 1: On grid paper, draw pictures that will prove which class ate *more* pizzas.

Step 2: Include a written explanation of what your drawing shows. Share your strategies with other members of your group.

Hint: Look carefully at your drawings to be sure they make sense.

Solution:

★ INVESTIGATION 4 ★

Rafael and Tanya have been studying positive and negative numbers and their relationship to zero. Rafael feels that the value of -5 is greater than the value of -4 . Tanya disagrees.



Step 1: Decide whom you agree with, Tanya or Rafael.

Step 2: Explain in writing why you chose the answer you did. Share your answer with the rest of your group.

Hint: Use the number line to help with your answer.

Solution:

★ EXTENSION ★

Discuss with your group where negative numbers are used in everyday life. Then create a newspaper headline that might use the concept of a negative number.

Hint: Check various newspapers and magazines.

Solution:

Assessment 1

Which of these decimals is less than 2.35 and greater than 2.319?

- A. 2.348
- B. 2.352
- C. 2.4
- D. 2.309

Assessment 2

Arrange the integers below in order from least to greatest. Write an explanation of why your answer makes sense.

5, -6, 0, -9

Solution:
