

INTRODUCTION

What is the *FOCUS* series?

FOCUS is a mathematics-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Mathematics Strategy. *FOCUS* also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

Six Mathematics Strategies featured in the *FOCUS* series:

- Building Number Sense
- Using Estimation
- Using Algebra
- Using Geometry
- Determining Probability and Averages
- Interpreting Graphs and Charts

The *FOCUS* series spans eight year levels, from year one to year eight. The introductory passages in each lesson are written at or below year level, allowing students to focus on the mathematics without struggling with the reading.

Book	Reading Level
Book A	at or below year one readability
Book B	at or below year two readability
Book C	at or below year three readability
Book D	at or below year four readability
Book E	at or below year five readability
Book F	at or below year six readability
Book G	at or below year seven readability
Book H	at or below year eight readability

What is Using Estimation, the Mathematics Strategy featured in this *FOCUS* book?

Estimation is the process used to determine approximate values. Estimation is useful in many real-world situations and in determining if a calculated answer is reasonable. Students begin working with estimation by learning to round numbers to given place values. They also learn to perform calculations with rounded numbers.

Students in the early years learn to round whole numbers to the nearest ten and the nearest hundred. They also practise determining which number is closest to a given number. Students round increasingly greater numbers as they progress through the year levels. Students in the later years learn to round time measurements to the nearest hour and the nearest minute.

Beginning in year three, students learn to round decimal numbers. In some situations they round decimals to the nearest whole number. Eventually, students learn to round decimals to the nearest tenth, hundredth and thousandth.

In years one and two, students begin to calculate approximate answers by estimating sums with mainly two-digit numbers. Through the levels, students progress to estimating differences, products and quotients. Students at upper year levels also estimate with mixed numbers, percentages and money amounts.

How should I use the **FOCUS** series in the classroom?

The **FOCUS** series can be used effectively in the classroom in several ways. Here is a suggestion for using the program in **whole class, large group, small group, paired** and **individual** formats.

To the Student

(inside front cover of the student book)

Read and discuss this with the whole class or large group to make sure students understand what they are to do in the book.

Learn About

(pages 2–3 of the student book)

Read the two pages of instruction in the Mathematics Strategy to the whole class or large group. Model using the Mathematics Strategy. Use information from the Mathematics Strategy Tips for the Teacher on pages 12–13 of this teacher guide to prompt additional in-depth discussion of the Mathematics Strategy, as appropriate. Make sure all students understand the features of the Mathematics Strategy and how to apply the Mathematics Strategy before they go on. The Learn About requires approximately 45 minutes.

Lesson Preview

(pages 4–5 of the student book)

Read the boxed directions to the whole class or large group. Emphasise what students should watch for as they read the problem. Have students read the problem individually. Guide the whole class or large group in answering the two selected-response questions. Then discuss why each answer choice is correct or not correct. Make sure all students understand how to answer the Mathematics Strategy questions before they go on. The Lesson Preview requires approximately 45 minutes.

Lessons

(pages 6–45 of the student book)

For each lesson, have students read the directions and the passage individually, in pairs or in small groups. Have students answer the selected-response questions and the constructed-response question individually, in pairs or in small groups.

Have students use the Tracking Chart on page 47 of the student book to note the date that they have finished each lesson. When the questions in all five lessons in a group have been corrected, have students note the number of correct responses for each lesson and then the number of correct responses for the whole group of lessons.

Each lesson, plus tracking, requires approximately 45 minutes. Allow students 30 minutes to read the passage and answer the questions, and allow 15 minutes to discuss the responses. Discuss the answers to the questions with the whole class or large group, or with pairs, small groups or individuals. (See **What is the correction procedure?** on page 4 of this teacher guide.)

Self-Assessment: When students have finished each group of five lessons, have them complete the appropriate Self-Assessment. When students have finished all twenty lessons, have them complete Self-Assessment 5. Each Self-Assessment requires approximately 20 minutes.

Discussion: When students have finished each group of five lessons, discuss their performance individually or in small groups. When students have finished all twenty lessons, discuss their performance individually or in small groups. Each discussion requires approximately 25 minutes.

MATHEMATICS STRATEGY TIPS FOR THE TEACHER

Estimation is used to calculate an approximate value when a precise figure is not necessary. Estimation is also used to check the reasonableness of calculations.

Rounding is the first step to estimation. Use a number line to review rounding with students. Draw a number line from 10,000 to 100,000 on the board, and place a labelled tick at each multiple of 10,000. Between the multiples of 10,000, place unlabelled ticks to represent multiples of 1000. Have students determine whether 48,000 is closer to 40,000 or to 50,000 (**50,000**). Continue the activity by having students locate other numbers on the number line and identify the nearest multiple of 10,000. Explain to students that numbers located exactly halfway between two multiples of 10,000, such as 85,000, are rounded up to the next multiple of 10,000.

Review the procedure used for rounding by discussing the following steps:

- 1) Circle the digit in the place that the number is being rounded to.
- 2) Underline the digit to the right of the circled digit. If the underlined digit is 4 or less, then the circled digit remains the same. If the underlined digit is 5 or greater, add 1 to the circled digit.
- 3) Change every digit to the right of the circled digit to 0.

Ask students to use these steps to round the number 31.8572 to the following places: tens place (**30**); ones place (**32**); tenths place (**31.9**); hundredths place (**31.86**); thousandths place (**31.857**). Explain to students that as the number is rounded to smaller place values, the rounded figures become more exact.

Learn About

Using Estimation: Rounding Numbers

An **estimate** is a number that is close to the actual number you are looking for. Numbers can be rounded to the nearest ten, hundred, thousand, ten thousand, and so forth. Decimals can be rounded to the nearest whole number, tenth, hundredth, thousandth, and so forth. If the digit one place to the right of the place being rounded to is 5 or greater, round up. If the digit one place to the right of the place being rounded to is 4 or less, round down.

For example, the number 576.16, when rounded to the nearest tenth, is 576.2 because the hundredths place contains the digit 6, which is greater than 5.

You can also round mixed numbers. When rounding mixed numbers round to the nearest whole number: round up if the fraction is $\frac{1}{2}$ or more; round down if the fraction is less than $\frac{1}{2}$. For example, $23\frac{5}{8}$ rounds up to 24 because $\frac{5}{8}$ is greater than $\frac{1}{2}$.

Caitlyn is building a trundle wheel to measure distances. She calculated the circumference of the wheel as 127.6764 centimetres. Her teacher asked the students to round their circumferences to the nearest hundredth. What is the circumference of Caitlyn's trundle wheel, rounded to the nearest hundredth?



The digit in the thousandths place is 6, so round up. The rounded circumference is **127.68 centimetres**.



Numbers can be rounded to the nearest ten, hundred, thousand, ten thousand, and so forth. Decimals can be rounded to the nearest whole number, tenth, hundredth, thousandth, and so forth. The number 5 is the midpoint for rounding.

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Explain to students that mixed numbers can be rounded also. The procedure for rounding mixed numbers is slightly different to the procedure for rounding whole numbers and decimals. When rounding a mixed number, use the fraction $\frac{1}{2}$ as the midpoint. If the fraction is less than $\frac{1}{2}$, then the whole number remains the same, and the fraction is removed. If the fraction is $\frac{1}{2}$ or greater, then 1 is added to the whole number, and the fraction is removed.

Reinforce this skill by asking students to round the following mixed numbers: $8\frac{7}{16}$ (**8**), $12\frac{13}{20}$ (**13**), $4\frac{9}{15}$ (**5**) and $7\frac{6}{13}$ (**7**).

How Is *FOCUS on Mathematics* Supported by Research?

FOCUS on Mathematics is supported by research from mathematical researchers and organisations, including the National Math Advisory Panel and National Council of Teachers of Mathematics, both from the US. Much of the research on effective instruction for mathematical students parallels the recommendations of the NMAP (2008). Many of these recommendations are integrated into the *FOCUS on Mathematics* series, including: word-problem focus, explicit instruction with modelling and focused practice.

Word-Problem Focus

Word problems are the proving ground for students to demonstrate their mastery of mathematical fluency and conceptual understanding. Having the ability to transfer what they have learned to new problem-solving situations is one of the major goals for mathematical education (NCTM, 2006; NMAP, 2008). “The issue of transfer, that is, the ability to use skills learned to solve one class of problems, such as similar triangles, to solve another class of problems, such as linear algebra, is a vital part of mathematics learning” (NMAP, 2008, p. 30). And yet, students, on average, have the most difficulty solving word problems.

The *FOCUS on Mathematics* series provides repeated and focused practice of key maths strategies in the context of word problems. With more than 800 word problems in the series, students gain multiple opportunities to practise core maths concepts and strategies.

Explicit Instruction with Modelling

Explicit instruction is a hallmark of effective instruction for struggling and on-level students. Explicit instruction is one of the instructional methods that research has proved to be effective. “By the term *explicit instruction*, it is meant that teachers provide clear models for solving a problem type using an array of examples, that students receive extensive practice in use of newly learned strategies and skills, that students are provided with opportunities to think aloud (i.e. talk through the decisions they make and the steps they take), and that students are provided with extensive feedback” (NMAP, 2008, p. 23). Each of these features, can be found in the *FOCUS on Mathematics* series. With explicit instruction and teacher modelling, skill efficiency is nearly guaranteed by students (Hiebert & Grouws, 2008).

FOCUS on Mathematics uses explicit instruction in the teaching of the mathematical strategies. The explicit instruction occurs in the Learn About section and the Lesson Preview section. Through the Learn About section, students receive explicit instruction consisting of a definition, semi-concrete and visual representations of the maths concepts, and a usage rule for the maths strategy. Additionally, *FOCUS on Mathematics* is a perfect vehicle for struggling students because it does not overwhelm students with the presentation of information. In the Learn About lesson, students initially experience the maths concepts in short presentations, usually three to seven sentences long. A Remember box text feature is a point of reference for students to use while attending to lessons. The Remember box is consistently placed in each book of the series. Struggling or novice maths students usually skip or gloss over text features, which are valuable tools. With repeated exposure and external prompting by the teacher, students learn to pay attention to the text feature.

Focused Practice

One of the major callings from from expert panels and organisations is for deeper learning and practice of mathematical skills and strategies. Focusing on specific key mathematical topics allows “teachers to commit more time each year to topics receiving special emphasis. At the same time, students would have opportunities to explore these topics in depth, in the context of related content and connected applications, thus developing more robust mathematical understandings” (NCTM, 2006, p. 4).

ANSWER KEY

FOCUS on Using Estimation, Book H

Lesson 1 (page 6)

1. A 2. B 3. B 4. C

5. Solution: Christina estimates that the area of her three favourite countries is 34,400,000 square kilometres.

Sample Explanation: *First, I rounded the areas of Australia, the United States and Russia to the nearest hundred thousand.*

$$\text{Australia} \approx 7,700,000$$

$$\text{United States} \approx 9,600,000$$

$$\text{Russia} \approx 17,100,000$$

Then I added the three rounded values to estimate the total area.

$$7,700,000 + 9,600,000 + 17,100,000 = 34,400,000 \text{ km}^2$$

Lesson 2 (page 8)

1. A 2. C 3. C 4. B

5. Solution: Michael translates about 20 words.

Sample Explanation: *First, I rounded 48% to the nearest 10%.*

$$48\% \text{ rounds to } 50\%$$

Since 50% is equal to $\frac{1}{2}$, I found $\frac{1}{2}$ of 40 (20).

Lesson 3 (page 10)

1. B 2. D 3. A 4. C

5. Solution: The deepest point in the Pacific Ocean is about 2300 metres deeper than that of the Atlantic Ocean.

Sample Explanation: *First, I rounded 10,911 and 8605 to the nearest hundred.*

$$10,911 \text{ rounds to } 10,900$$

$$8605 \text{ rounds to } 8600$$

Then I subtracted 8600 from 10,900.

$$10,900 - 8600 = 2300 \text{ m}$$

Lesson 4 (page 12)

1. D 2. B 3. C 4. B

5. Solution: The blue star's surface temperature is about 27,200°C.

Sample Explanation: *First, I rounded 3425 to the nearest hundred.*

$$3425 \text{ rounds to } 3400$$

Then I multiplied 3400 by 8.

$$3400 \times 8 = 27,200^\circ\text{C}$$

Lesson 5 (page 14)

1. B 2. D 3. A 4. C

5. Solution: The total number of digital images at the end of the five years was about 132,000.

Sample Explanation: *First, I rounded 119,806 and 9.5% to 120,000 and 10%.*

$$119,806 \text{ rounds to } 120,000$$

$$9.5\% \text{ rounds to } 10\%$$

Then I found by how much the number of digital images had increased. I multiplied 120,000 by 0.10.

$$120,000 \times 0.10 = 12,000$$

Finally, I added 12,000 to 120,000 to find the number of digital images after the increase.

$$120,000 + 12,000 = 132,000$$

Lesson 6 (page 16)

1. D 2. C 3. D 4. A

5. Solution: The population of Garden Springs is about 10,800.

Sample Explanation: *First, I rounded 8719 and 19% to 9000 and 20%.*

$$8719 \text{ rounds to } 9000$$

$$19\% \text{ rounds to } 20\%$$

Then I multiplied to find 20% of 9000.

$$9000 \times 0.2 = 1800$$

Finally, I added 1800 to Segoville's rounded population.

$$9000 + 1800 = 10,800$$

Lesson 7 (page 18)

1. A 2. A 3. B 4. C

5. Solution: Julia weighs about 40 kilograms.

Sample Explanation: *First, I rounded 2004 and changed 2% to a decimal.*

$$2004 \text{ rounds to } 2000$$

$$2\% = 0.02$$

Then I multiplied 2000 by 0.02 to estimate Julia's weight.

$$2000 \times 0.02 = 40 \text{ kg}$$

Lesson 8 (page 20)

1. D 2. D 3. B 4. A

5. Solution: Dave intends to drink about 100 soft drinks during the next year.

Sample Explanation: *First, I rounded Dave's current weekly average and the number of weeks in a year (52).*

$$4.25 \text{ rounds to } 4$$

$$52 \text{ rounds to } 50$$

Then I multiplied 50 by 4 to estimate the number of soft drinks Dave drinks in a year.

$$50 \times 4 = 200$$

Finally, I multiplied 200 by 50% and subtracted the product from 200 to find the number of soft drinks Dave intends to drink next year.

$$200 \times 50\% = 200 \times 0.50 = 100$$

$$200 - 100 = 100$$