



Grade 5 Mathematics paper 2

Set by: Mrs. C Serfontein

Mark: 35

Mark: = %

Time: 1 uur

- Answer ALL the questions
- No calculators
- Show ALL calculations
- Work on block paper

Answer the following questions on block paper.

Question 1: (2)

The amount of cooldrink sold in three days are as follow:

Day 1: 17 458

Day 2: 21 658

Day 3: 32 256

How many cooldrinks are sold in total?

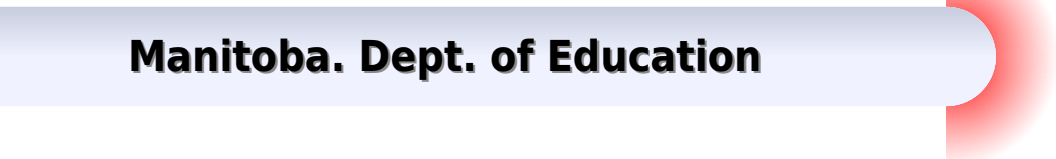
Question 2: [4]

John must divide 849 cookies between him and four of his friends.

- a) How many cookies does each child receive? (3)
- b) How many cookies are left? (1)

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Cambridge IGCSE® Mathematics Core and Extended Coursebook Karen Morrison, Nick Hamshaw, 2018-03-15 This Cambridge IGCSE Mathematics Core and Extended series has been authored to meet the requirements of the Cambridge IGCSE Mathematics syllabus 0580 0980 for first examination from 2020 This second edition of Cambridge IGCSE Mathematics Core and Extended Coursebook offers complete coverage of the Cambridge IGCSE Mathematics 0580 0980 syllabus It contains detailed explanations and clear worked examples followed by practice exercises to allow students to consolidate the required mathematical skills The coursebook offers opportunities for checking prior knowledge before starting a new chapter and testing knowledge with end of chapter and exam practice exercises Core and Extended materials are presented within the same book and are clearly signposted to allow students to see the range of mathematics required for study at this level Answers are at the back of the book **Kentucky High School Quarterly** ,1927 **Resources in Education** ,1998 **Student Work and Teacher Practices in Mathematics** ,1999 **Manitoba School Journal** ,1949

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it is a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning's lesson plan Or maybe you feel it isn't tailored enough for your students' needs What do you do For that and more help is here *The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons* guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students' complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you're planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide

how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students

Cambridge IGCSE Mathematics Core and Extended Coursebook with CD-ROM Karen Morrison,Nick Hamshaw,2015-12-03 Revised edition of the IGCSE Mathematics Core and Extended Coursebook for the 0580 syllabus for examination from 2015

Proceedings of the Fourth International Congress on Mathematical Education M. Zweng,Green,Kilpatrick,Pollack,Suydam,2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods Gerge Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities

Empowering Science and Mathematics for Global Competitiveness Yuli Rahmawati,Peter Charles Taylor,2019-06-07 This conference proceedings focuses on enabling science and mathematics practitioners and citizens to respond to the pressing challenges of global competitiveness and sustainable development by transforming research and teaching of science and mathematics The proceedings consist of 82 papers presented at the Science and Mathematics International Conference SMIC 2018 organised by the Faculty of Mathematics and Natural Sciences Universitas Negeri Jakarta Indonesia The proceedings are organised in four parts Science Science Education Mathematics and Mathematics Education The papers contribute to our understanding of important contemporary issues in science especially nanotechnology materials and environmental science science education in particular environmental sustainability STEM and STEAM education 21st century skills technology education and green chemistry and mathematics and its application in statistics computer science and mathematics education

The Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate Stephen J. Ceci,Wendy M. Williams,Shulamit Kahn,2018-04-20 There is no shortage of articles and books exploring women s underrepresentation in

science Everyone is interested academics politicians parents high school girls and boys women in search of college majors administrators working to accommodate women s educational interests the list goes on But one thing often missing is an evidence based examination of the problem uninfluenced by personal opinions accounts of lived experiences anecdotes and the always encroaching inputs of popular culture This is why this special issue of Frontiers in Psychology can make a difference In it a diverse group of authors and researchers with even more diverse viewpoints find themselves united by their empirical objective approaches to understanding women s underrepresentation in science today The questions considered within this special issue span academic disciplines methods levels of analysis and nature of analysis what these article share is their scholarly evidence based approach to understanding a key issue of our time

School Policies and Practices Affecting Instruction in Mathematics Evelyn K. Hawkins, Frances B. Stancavage, John A. Dossey, 1998 The teaching and learning of mathematics continues to generate tremendous attention both among those who support recent innovations and more recently among those who question the wisdom of the promulgated reforms In order to bring an empirical basis to this debate it is important to gather information on the policies and practices that are actually implemented This report provides one source for such information and is the second in a series that discusses results from the National Assessment of Educational Progress NAEP A description of the educational policies and practices that prevailed during this period of sustained increases in mathematics achievement giving particular attention to the relationship between these policies practices and student performance on the NAEP mathematics assessment Information on the status of mathematics education in 1996 is provided and changes that took place from the time of earlier NAEP assessments is also chronicled

Resources in Education, 1995 *Joint Volumes of Papers Presented to the Legislative Council and Legislative Assembly* New South Wales. Parliament, 1906 Includes various departmental reports and reports of commissions Cf Gregory Serial publications of foreign governments 1815 1931

Teaching Secondary Mathematics David Rock, Douglas K. Brumbaugh, 2013-02-15 Solidly grounded in up to date research theory and technology Teaching Secondary Mathematics is a practical student friendly and popular text for secondary mathematics methods courses It provides clear and useful approaches for mathematics teachers and shows how concepts typically found in a secondary mathematics curriculum can be taught in a positive and encouraging way The thoroughly revised fourth edition combines this pragmatic approach with truly innovative and integrated technology content throughout Synthesized content between the book and comprehensive companion website offers expanded discussion of chapter topics additional examples and technological tips Each chapter features tried and tested pedagogical techniques problem solving challenges discussion points activities mathematical challenges and student life based applications that will encourage students to think and do New to the 4th edition A fully revised and updated chapter on technological advancements in the teaching of mathematics Connections to both the updated NCTM Focal Points as well as the new Common Core State Standards are well integrated throughout the text Problem

solving challenges and sticky questions featured in each chapter to encourage students to think through everyday issues and possible solutions A fresh interior design to better highlight pedagogical elements and key features A companion website with chapter by chapter video lessons teacher tools problem solving Q As helpful links and resources and embedded graphing calculators School Science and Mathematics ,1911 **Assessment in Middle and High School Mathematics** Daniel Brahier,2013-10-30 It describes each strategy and clarifies its advantages and drawbacks Also included is a large sample of classroom tested examples along with sample student responses These examples can be used as is or you can customize them for your own class This book will help prepare your students for standardized tests that include items requiring evidence of conceptual understanding The strategies reflect the assessment Standards benchmarks established by the NCTM In addition an entire chapter is devoted to help teachers use these assessments to arrive at their students grades **Bulletin** United States. Office of Education,1911 Reconceptualizing Early Mathematics Learning Lyn D. English,Joanne T. Mulligan,2013-05-09 This book emanated primarily from concerns that the mathematical capabilities of young children continue to receive inadequate attention in both the research and instructional arenas Research over many years has revealed that young children have sophisticated mathematical minds and a natural eagerness to engage in a range of mathematical activities As the chapters in this book attest current research is showing that young children are developing complex mathematical knowledge and abstract reasoning a good deal earlier than previously thought A range of studies in prior to school and early school settings indicate that young learners do possess cognitive capacities which with appropriately designed and implemented learning experiences can enable forms of reasoning not typically seen in the early years Although there is a large and coherent body of research on individual content domains such as counting and arithmetic there have been remarkably few studies that have attempted to describe characteristics of structural development in young students mathematics Collectively the chapters highlight the importance of providing more exciting relevant and challenging 21st century mathematics learning for our young students The chapters provide a broad scope in their topics and approaches to advancing young children s mathematical learning They incorporate studies that highlight the importance of pattern and structure across the curriculum studies that target particular content such as statistics early algebra and beginning number and studies that consider how technology and other tools can facilitate early mathematical development Reconceptualising the professional learning of teachers in promoting young children s mathematics including a consideration of the role of play is also addressed *Competition Science Vision* ,1999-08 Competition Science Vision monthly magazine is published by Pratiyogita Darpan Group in India and is one of the best Science monthly magazines available for medical entrance examination students in India Well qualified professionals of Physics Chemistry Zoology and Botany make contributions to this magazine and craft it with focus on providing complete and to the point study material for aspiring candidates The magazine covers General Knowledge Science and Technology news Interviews of toppers of examinations study material of

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