



Ebook Code:
RENZ0042



For 11 years+

Maths Problem Solving Series

**Strategies and techniques covering all strands of
the curriculum, with activities to reinforce each
problem solving method.**

By Val Morey

Illustrated by Terry Allen. © Ready-Ed Publications - 2002.
Published by Ready-Ed Publications (2002) P.O. Box 276 Greenwood W.A. 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes.
However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 464 4

Contents

Rationale	2
Teachers' Notes	4
Guess and Check	
Teachers' Notes	5
Number: Student Information Page	6
Number: Class Action	7
Number: Sports Store Stumper	7
Measurement: Going Round in Circles	8
Measurement: Show Time	8
Space: Mapping the School	9
Chance & Data: Red, White and Blue	10
Chance & Data: Thirsty Pets	10
Make a List	
Teachers' Notes	11
Number: Student Information Page	12
Number: Looking Good at School	13
Number: Still Looking Good	14
Number: Eating Decisions	14
Number: Blow it Up!	15
Chance & Data: Taking a Chance	16
Measurement: Vexatious Vegie Garden	17
Space: Treasure Hunt	18
Find a Pattern	
Teachers' Notes	19
Number: Student Information Page	20
Number: More Balloons	21
Measurement: Watching Your Watch	22
Measurement: Patterns in the Water	22
Space: Arranging Shapes	23
Space: Terrific Tiles	24
Chance & Data: Clothing Patterns	25
Solve an Easier Version	
Teachers' Notes	26
Number: Student Information Page	27
Number: A Colourful Problem	28
Number: Flying High	28
Measurement: What Do You Do All Day?	29
Space: Face Painting	30
Chance & Data: A Comet for Life	30
Draw a Diagram or Table	
Teachers' Notes	31
Space & Measurement: Student Information Page	32
Space & Measurement: Hoop-lah	33
Space & Measurement: Roll Call	34
Space & Measurement: Rows of Vegies	35
Chance & Data: Using Venn Diagrams 1	36
Chance & Data: Using Venn Diagrams 2	37
Work Backwards	
Teachers' Notes	38
Number: Student Information Page	39
Number: More Strawberries	40
Measurement: Silkworm Sizes	41
Measurement: Amoeba Division	41
Space: Set the Dial	42
Logical Reasoning	
Teachers' Notes	43
Number: Student Information Page	44
Chance & Data: Cartoon Capers	45
Space: Garage Sale	46
Space: Looking at Every Angle	47
Measurement: Cross Country Calculations	48
Model Models	48
Answers	49

Going Round in Circles

You can use the “Guess and Check” strategy to solve practical problems of measurement as well. The only difference is that you are working with length, mass, area or volume/capacity instead of just with numbers.

 Try using the strategy to solve this:

At training sessions for the interschool sports, two members of your school's running team practise on a 500 metre circular running track. At the last session, the combined distance run by the two of them in 10 minutes is 5020 metres, and one runner beat her friend by 40 metres.

Complete the grid to work out how many kilometres each person ran.

--	--

Show Time

 Now try this one:

Someone in your family has recorded two movies on a video tape, using up a total of 4 hours and 50 minutes playing time. You want to use the counter to find where the second movie starts, but you don't know how long each movie lasts. However, your sister tells you she thinks the second movie was about 20 minutes longer than the first one. What would you fast-forward (or rewind!) the counter to in order to find the beginning of the movie you want?

WM 3.2

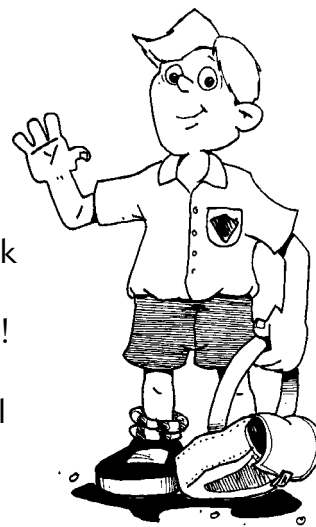
WM.3.3 Understands mathematic conjectures as more than simply a guess, makes straightforward tests of conjectures and discards those that fail the test.

M 4.18 Takes purpose and practicality into account when selecting attributes, units and instruments for measuring things and uses the relationship between metric prefixes to move between units.

Looking Good at School

Try this one on your own now, but be careful because this time you need to use the information about possible combinations in order to make a decision - it's the decision, not the number of combinations, which is the solution.

☐ You seem to have grown out of all your school uniform items but your mum is not keen to buy you all the items of the new uniform as you will be finishing primary school at the end of the year. You really don't want to have to wear exactly the same uniform combination every day. Your school uniform includes two different shirts, a jumper, a zippered jacket, track pants, shorts, a skirt and a dress. Girls may wear any of the items, but most boys choose not to wear the skirts or dresses! Your mum has said that she will buy the **minimum** amount needed so that you have a different combination each school day.



☆ What do you ask mum for?

List 1

List 2

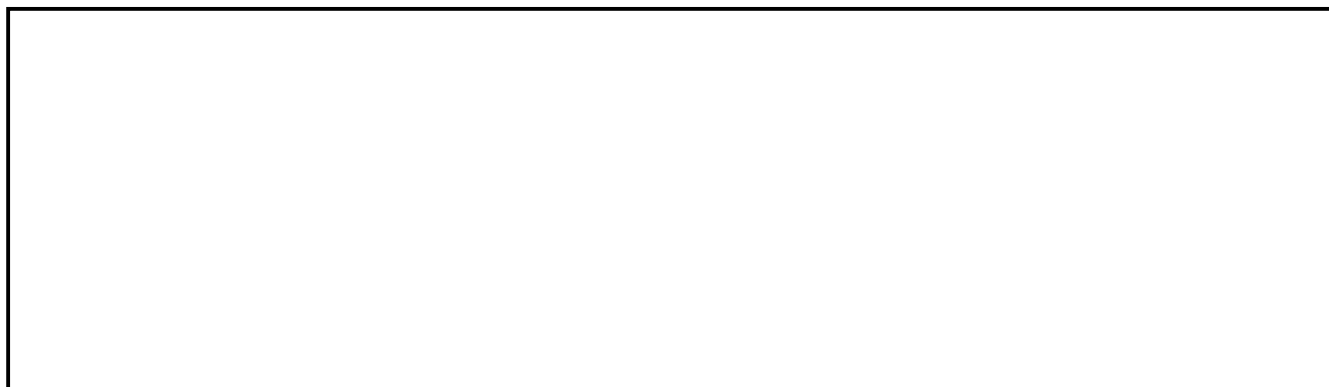
Combinations: (Start with the first item from List 1.)

☆ How many items must you have in order to wear a different combination each day of the week? _____

Vexatious Vegie Garden

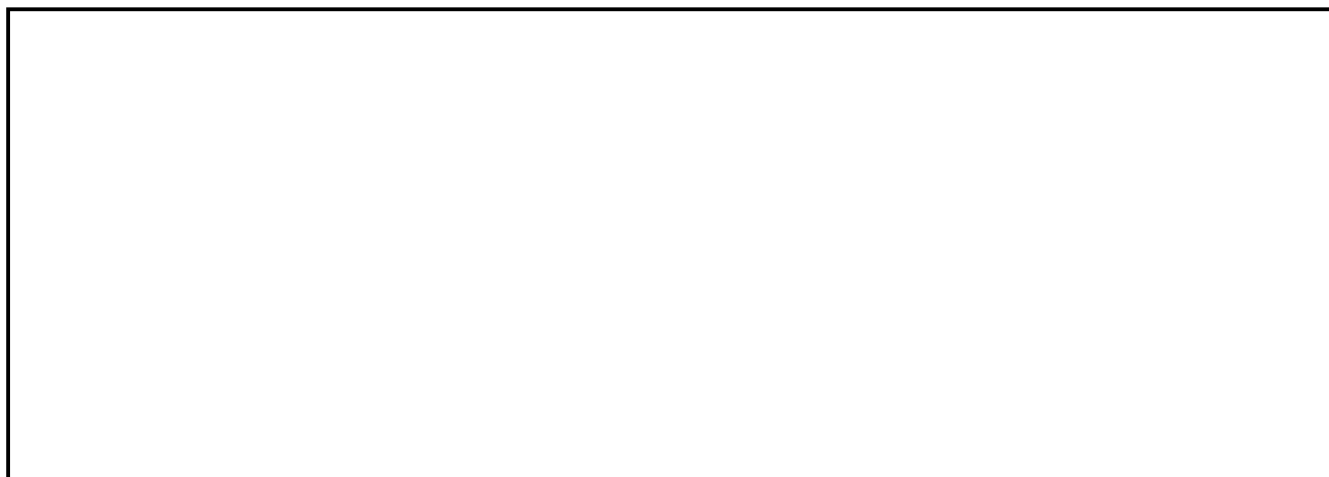
- ☐ Your class has decided to set up a vegetable garden and you have researched the sizes needed for what you want to grow. You will need a total area of 18 m^2 . The school gardener has said you may have the space, but wants you to draw the proportions so that he can fit it neatly into one of the available spots in the school grounds.

You want to have a rectangular garden and now need to determine the lengths of the sides. If you keep to whole metres only for each side, what are the possibilities? Use the space below for your working.



- ☐ Unfortunately, none of those possible measurements will fit well into the positions the gardener has available. You have the idea that if you allowed two of the four sides of the rectangle to be measured into (whole) centimetres, that would create more possibilities.

Does it? _____ Try it below.



Your friend now says that all four sides of the rectangle could be measured in whole centimetres, not just whole metres, as that would then create even more possibilities and you would be sure to fit the garden in. You are horrified at that suggestion and say that it would take far too long to find all the possibilities. Instead, you suggest adding possibilities by trying shapes other than rectangles. Your friend reckons that would be more difficult.

- ☐ Can you prove yourself right? Use the back of this sheet to make your list.
(Note: You don't have to find all the possibilities; just demonstrate whose suggestion would be more workable.)

Teachers' Notes:

Solve an Easier Version

This strategy is similar to "Find a Pattern". The students find the solution to a complex problem by working out an easier version and then applying the same rules to the more difficult problem.

Example: There are 30 people at a meeting. Everyone shakes hands with each person once.

How many handshakes take place?

Students could first work out how many handshakes would occur with a group of five and then look for a pattern to apply to the more difficult problem.

The key lies in simplifying the variables - whether it be distances or size of spaces, numbers, or amounts of time, so that the student can be confident of the type of calculation which needs to be done. The variables should be simplified to the point where students will be sure their answer is correct, as this will then give them the confidence that their approach is appropriate.

Student Information Page

You may have heard of or seen people drawing a picture to help explain something to someone. Often things then become clearer. Thus, the strategy of drawing organised diagrams can be helpful in problem solving. Once again, it is just another way of organising your information and dealing with the problem "bit by bit".

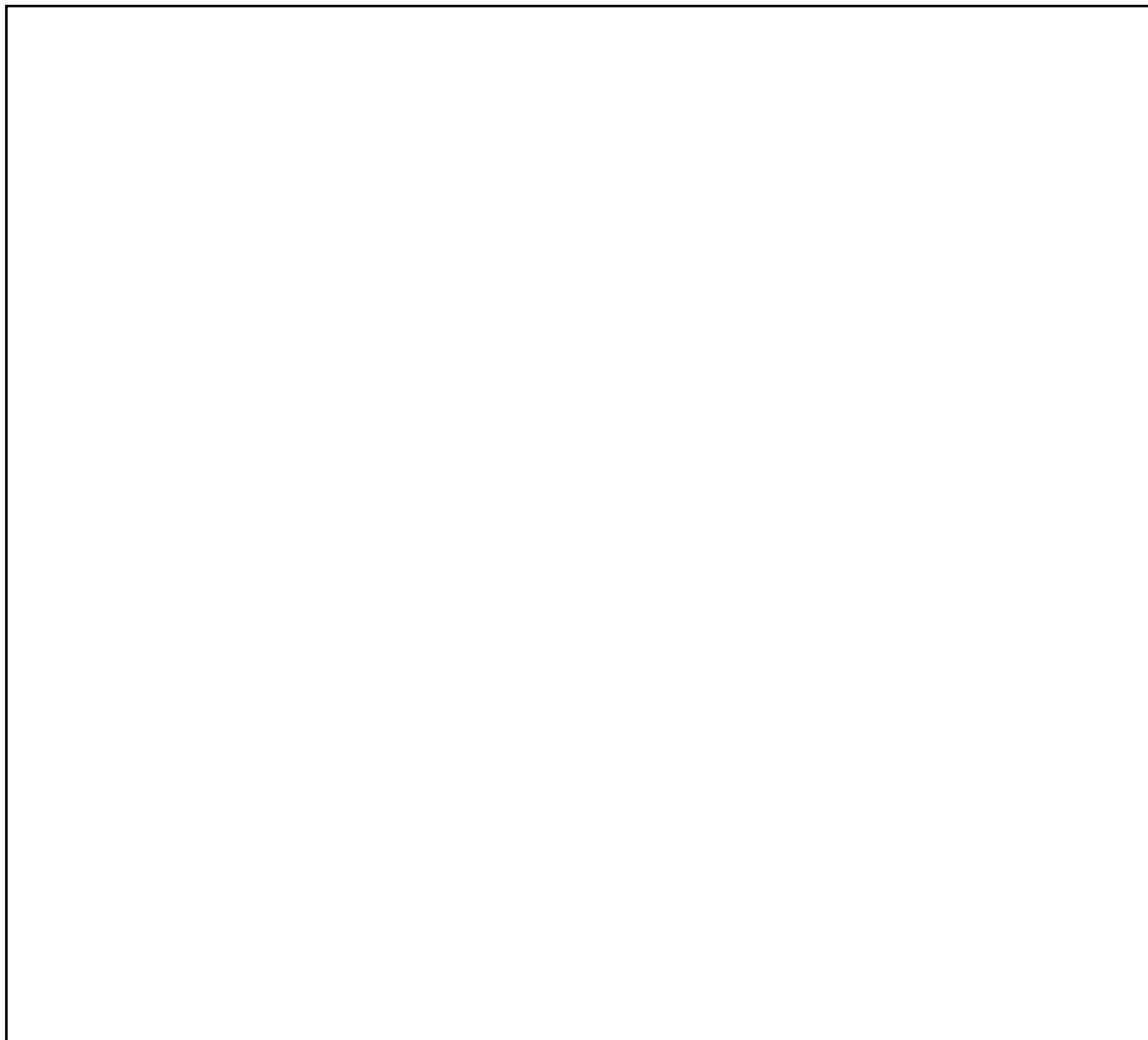
In the first task, you will need to draw a diagram to help solve the problem. However, if you think back to the "Make a List" strategy, you should be able to see that all you are doing here is making a list in diagrammatical form - using "pictures" instead of numbers or words.

Triangle Puzzle

Make some puzzles for younger students in your school by cutting a piece of A4 card into triangles. You need a total of seven triangles. One of the triangles must be half of the whole area of the paper. The children solve each puzzle by reassembling the triangles into the A4 rectangle.



How many different puzzles are you able to make? Use the space to draw your "list of diagrams".



WM 3.3

S. 4.9 Selects, describes and compares figures and objects on the basis of spatial features, using conventional geometric criteria.

M. 4.19 Understands and applies directly length, area and volume relationships for shapes based on rectangles and rectangular prisms.