





# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**T**he National Council of Mathematics' (NCTM) content standards have been used in the creation of the assignments in this resource. This method promotes the idea that it is beneficial to learn through practical, applicable, real-world examples.



Many of the task sheets are organized around a central problem taken from real-life experiences of the students. The pages of this resource contain a variety in terms of levels of difficulty and content so as to provide students with a variety of different opportunities. Included are problems involving place value; fractions; addition; subtraction; using money. Visual models have also been used to assist visual learners. It is also suggested that teachers use mathematics manipulatives along with task sheets to help address the needs of more kinesthetic learners.

The **NCTM Content Standards Assessment Rubric** (page 4) is a useful tool for evaluating work in many of the activities in our resource. The **Review** (pages 24-26) is divided by grade and can be used for a follow-up review or assessment at the completion of the unit.

## PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

### Teacher Guide

- Information and tools for the teacher

### Student Handout

- Reproducible worksheets and activities

### Easy Marking™ Answer Key

- Answers for student activities

## How Is Our Resource Organized?

### STUDENT HANDOUTS

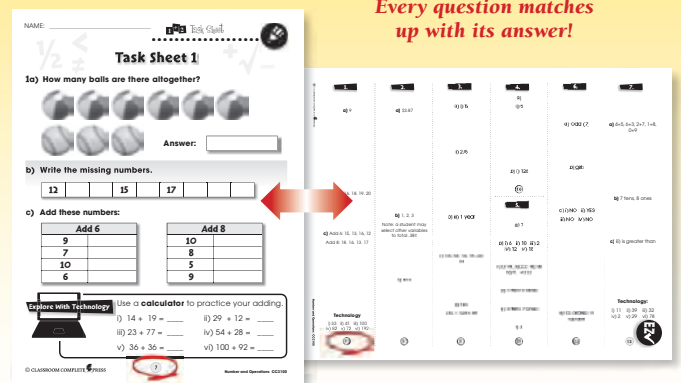
Reproducible **task sheets** and **drill sheets** make up the majority of our resource.

The **task sheets** contain challenging problem-solving tasks, many centered around 'real-world' ideas or problems, which push the boundaries of critical thought and demonstrate to students why mathematics is important and applicable in the real world. It is not expected that all activities will be used, but are offered for variety and flexibility in teaching and assessment. Many of the task sheet problems offer space for reflection, and opportunity for the appropriate use of technology, as encouraged by the NCTM's *Principles & Standards for School Mathematics*.

The **drill sheets** are provided to help students with their procedural proficiency skills, as emphasized by the NCTM's *Curriculum Focal Points*.

## EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

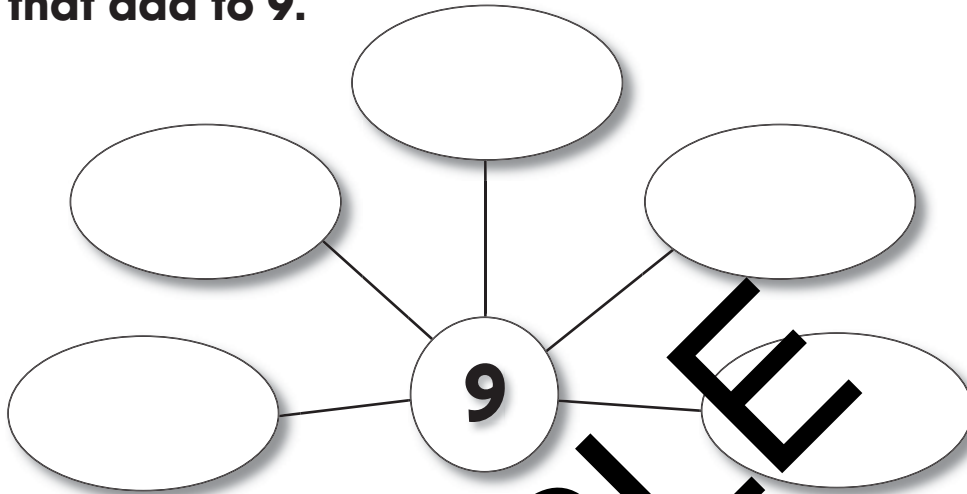


NAME: \_\_\_\_\_



# Task Sheet 7

## 7a) Facts that add to 9.



## b) How many tens and ones are in the number 78?

Tens \_\_\_\_\_ Ones \_\_\_\_\_

## c) Which words make the statement true?

29 \_\_\_\_\_ 17

- i) is equal to      ii) is less than      iii) is greater than

### Explore With Technology



Use a **calculator** to practice subtracting.

i)  $47 - 36 = \square$

ii)  $74 - 35 = \square$

iii)  $98 - 66 = \square$

iv)  $61 - 59 = \square$



v)  $58 - 29 = \square$

vi)  $101 - 23 = \square$



# Task Sheet 12

12a) Jesslyn went to the market and bought some fruit for her mother. Here is a tally chart showing what she bought.

Jesslyn bought \_\_\_\_\_ apples and \_\_\_\_\_ bananas.

b) What sign is missing?

i)         = 7

ii)        = 3

c) What odd number comes right after:

- i) 13     ii) 8     iii) 0     iv) 9

d) Willie's class has a total of 12 apples in their lunch today. If they brought 24 apples already this week, how many did they bring altogether?

If it helps, draw the apples in this space.

Answer: