Process Standards Rubric

Number and Operations

	Expectations Instructional programs from pre- kindergarten through grade 12 should enable all students to:	-	7	د	4	5 (· 9	Exercise	rcis	; e 10	0 11	1 12	. 13	14	15	Drill Sheet 1	Drill Sheet 2	A waivaA	Review B	Neview C
GOAL 1: Problem Solving	 build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. 	55							, , , , ,	3 3 3	2 2 2 2	3 3 3 3	3 3	7 7 7 7	7 7 7 7			>>>	1111	> > >
GOAL 2: Reasoning & Proof	 recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof. 		1					T	, , , ,	33	7 7 7 7	7 77	-	7 77	> >	> >>	> >>	1111	1111	> >>
GOAL 3: Communication	 organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely. 		, , , ,	,,,,				, , , ,					, ,	, , , ,	<u> </u>	> >>	> >>	,,,,	,,,,	> > > >
:4: Солпеснопя	recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics.		, , ,	, , ,		2 2	,	2 2	<u>, , , , , , , , , , , , , , , , , , , </u>		,,,,,					> >	> >	> > >	> > >	> > >
GOAL 5:	 create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena. 	555								<u> </u>	<u> </u>		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	> > >	, , ,



Teacher Guide

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

Introduction

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 suggest that teachers use mathematics manipulatives along with a worksheets to help address the needs of more kine, betic learners.

How Is Our Resource Organized?

STUDENT HANDOUTS

Reproducible **task sheets** and **drivelets** 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*.

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.

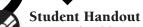
PICTURE CV 2S

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

6

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• In virtaion and tools for the teacher



• Reproducible worksheets and activities

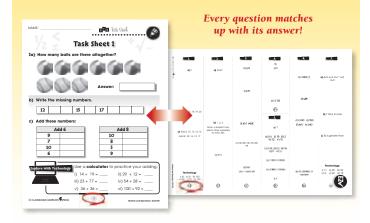


Easy Marking™ Answer Key

• Answers for student activities

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!

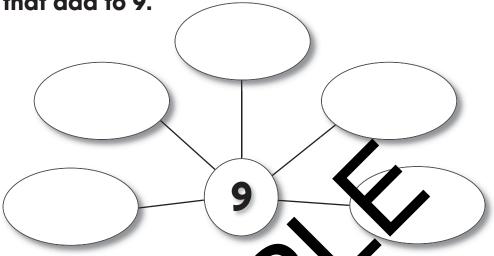






Task Sheet 7

7a) Facts that add to 9.



How many tens and ones are in The number 78? **b**)

Tens ____

Ones

Which words make the statement true? C)

29

17

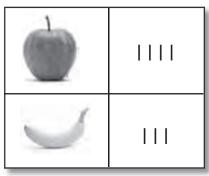
- is equal to
- ii) is less than iii) is greater than

Explore With Technology

Use a **calculator** to practice subtracting.

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.











c) What odd number omes 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: