Process Standards Rubric

Number and Operations

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Expectations Instructional programs from pre- kindergarten through grade 12 should enable all students to:	 build new mathematical knowledge through problem solving; solve problems that arise in mathematics and a solve problem with a solve problem solve problem and a solve problem with a solve problem and a solve problem a solve probl	 apply and adapt a variety of approprious 	 strategies to solve problems; monitor and reflect on the process of mathematical problem solving. 	 recognize reasoning and proof as fundamental 	 aspects of manufatures, make and investigate mathematical conjectures; develop and evaluate mathematical arguments 	 and proofs, select and use various types of reasoning and methods of proof. 	 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 outlets, use the language of mathematics to express mathematical ideas precisely; 	 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.	 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.
	:I gnivlo) dor¶	GOAL 2: Reasoning & Proof			GOAL 3: Communication				совлесйоля: сояд 4:			GOAL 5: Representation			

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Teacher Guide

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

Introduction

his resource offers ready-to-use worksheet activities for students in grades three to five.

Math concepts outlined by the NCTM are presented in a way that encourages students to learn and review important concepts. Our resource can be used effectively

for whole-class, small group and independent work. This book's exercises vary in difficulty and content so as to provide teachers and students with a variety of teaching and learning opportunities. Included are problems using multiplication and division, place value, fraction percent and decimals. Visual models are included to assist visual learners. Teachers may also ch o use mathematics manipulatives along with the ex included in this book to help address the needs o kinesthetic learners.

How Is Our Rese anized?

STUDENT HANDOL

Reproducible **task sheets** and **drill sl** ets 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

🕒 Before You Teach

(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 mpletion of the unit. assessment at the

PICTURE CU

This resource contain hree/ ain types of pages, each with a different purpose and A **Picture Cue** at the top of purpose and **Picture Cue** at the hows, at a glance, what the page is for. each pag

lde **Feach**

Information and tools for the teacher

Student Handout

• 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!

Every question matches 🗗 Task Shoit up with its answer! Task Sheet 1

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NAME:

Task Sheet 15

+ 2 Task Sheet

15a) For his class party at school, Wyatt baked a pan of brownies to share equally among either 4, 5, or 10 of his friends. How many brownies did he need? (Circle) the correct answer. 12 i) 16 ii) iii) 20 iii) 25 b) To make the brownies, the following xp. re ``ith ' echnology ingredients were needed (along with the cost of each): Use a calculator to 1 stick butter - \$1,29 complete this chart: 1/4 cup cocoa - .75¢ Multiply 4323 3 eggs - .50¢ x5861 1 cup sugar - .25¢ x3487 1 cup flour - .20¢ x5598 1 teaspoon bakin vder x2156 1 teaspoon vanilla .03 What was W att's cost is making the pan of brownies? ii) \$3.07 i) \$2.76 iv) \$1.97 Wyatt's brownie making experience was such a hit that he and his friends C) decided to make more and to sell them at the local bake sale. Using the above

costs, how much will Wyatt and his friends have to charge for each pan of brownies if they were to add a 50% markup?

