



Teacher Guide

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

Introduction

Our 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, fractions, percent and decimals. Visual models are included to assist visual learners. Teachers may also choose to use mathematics manipulatives along with the exercises included in this book to help address the needs of 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 Handouts

Reproducible worksheets and activities

Easy Marking™ Answer Key

Answers for student activities

SAMPLE

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!

Every question matches up with its answer!

NAME: _____



Task Sheet 1

1a) You and three friends bought a carrot cake to eat for dessert. You have the task of dividing the cake equally among each of you. Show in the diagram on the right where you would cut the carrot cake.



b) Just before you make the cuts, one of your three friends changes her mind and decides she did not want a piece of cake. How would you cut up the carrot cake now?



SAMPLE

c) The numerator in each of the models below is 1, but the denominator changes. Shade each of the diagrams to show $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{5}$.

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{5}$

d) Describe how increasing the denominator changes the value of the fraction.



Review A

a) A half-dozen fancy donuts costs \$3.60 at the local bakery. What would be the cost per donut? **Circle** the correct answer.

- A .60¢
- B .45¢
- C .90¢
- D .30¢

b) Replace each blank with the correct digit.

$$\begin{array}{r} 3 \square \\ + 65 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 45 \\ + 1\square \\ \hline 57 \end{array}$$

$$\begin{array}{r} 6\square \\ + 24 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 72 \\ - \square \\ \hline 41 \end{array}$$

$$\begin{array}{r} 98 \\ - 7\square \\ \hline 24 \end{array}$$

c) The number represented in the place value chart below.

ten thousands ()	thousands ()	hundreds ()	tens ()	ones ()
	M M M	0 0	III	0000 000

d) A group of 27 Grade 2 students and 23 Grade 3 students go to the park. What is the total number of students in the group?

- i) 40
- ii) 60
- iii) 70
- iv) 50

e) In the following number pattern Letitia is counting backwards by 100s.
764, 664, 564, _____, _____

What will the next two numbers be in her pattern?

- i) 864, 964
- ii) 464, 364
- iii) 364, 264
- iv) 564, 664

Fractions, Greater Than/ Less Than, Tally Chart

a) Shade the models to show the correct fractions below.

i) Fraction =

ii) Fraction =

iii) Fraction =

b) Place either a $>$ or $<$ symbol between the following pairs of fractions or decimals to indicate which is greater.

i) ii) iii) iv)

c) Kerry tallies the number of each colored _____ used during the school's field day.

Kerry's Tally	
Color	Number
Blue	
Green	
Black	
Red	
Silver	

If each of Kerry's tallies represents _____ items, how many items are represented by the color _____ ?