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.*

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.*

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

EZ 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 up with its answer!
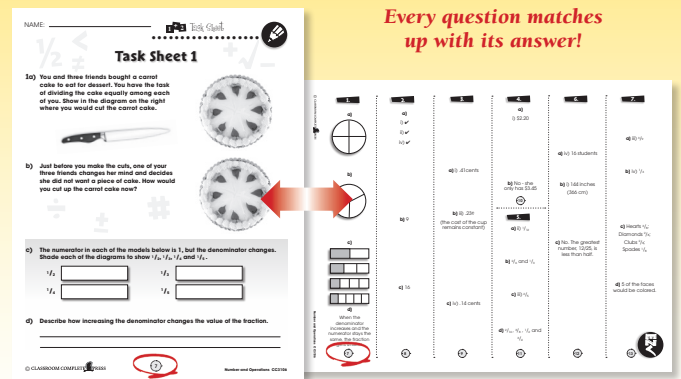
Task Sheet 7

7a) **What fraction of the balls are footballs?** (Circle) **the correct answer.**

i) ³/₆   ii) ⁶/₉   iii) ³/₉   iv) ³/₃

b) **What is another way of expressing this fraction?**

i) ²/₃   ii) ¹/₄   iii) ¹/₂   iv) ¹/₃

c) **Write the fraction represented by:**

i)   Hearts   ___/___   iii)   Clubs   ___/___

ii)   Diamonds   ___/___   iv)   Spades   ___/___

d) **With a colored pencil, shade in the happy faces to show the fraction ⁵/₆.**

Investigate

Choose one particular physical feature (i.e. hair color, wearers of glasses, male/female, etc.). What fraction of the students in your class meet this criteria? Explain your answer.

_____
_____
_____

NAME: _____

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.

i)	ii)	iii)	iv)	v)
3 ☐	4 5	6 ☐	7 2	9 8
+ 6 5	+ 1 ☐	+ 2 4	− ☐	− 7 ☐
9 6	5 7	8 ☐	4 ☐	2 4

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

ten thousands	thousands **M**	hundreds **Ø**	tens **II**	ones **()**
	M M M M	**Ø Ø**	**IIII**	**()()()()** **()()()**

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

Number and Operations CCP3106-3

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 _____?