

Teacher Guide

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

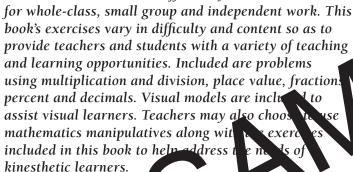
Introduction



ur 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



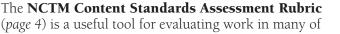
How Is Our Resource Organized?

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 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 pain types of pages, each with a different purpose and the A **Picture Cue** at the top of each page shows, at a pance, what the page is for.



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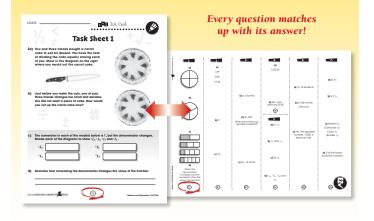


Easy Marking[™] Answer Key

Answers for student activities

EASY MARKING™ ANSWER KEY

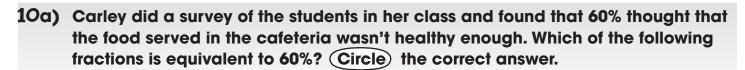
Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!







Task Sheet 10



- i) $^{3}/_{5}$
- ii) ⁶/₅
- iii) ²/₂
- iv) $^{3}/_{6}$





















- What fraction of the vehicles above are cars? b)
- What is an equivalent fraction? C)

 - i) $\frac{1}{2}$ ii) $\frac{2}{5}$
- iii) $^{3}/$

Two ice cream cakes a preventable winter carnival. Each cake is cut into 8 d) pieces. The carried queen ok of of how many pieces of cake each of her princesses are and recorded the data below.

Name	Princess #1	Fincess #2	Princess #3	Princess #4	Princess #5	Princess #6
Pieces						
Eaten	1	3	2	2	4	3

How many ice cream cakes were eaten in total? Express your answer as a fraction.

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¢
 - O C .90¢
 - **D** .30¢
- b) Replace each blank with the correct digit.



c) The number spread ted in the place value chart below.

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C	MIMM	ØØ	ш	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







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

c) Kerry tallies the mber of each ploted _____ 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 _____?