



# 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 **Reviews** (pages 24-26) are 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

## How Is Our Resource Organized?

### STUDENT HANDOUTS

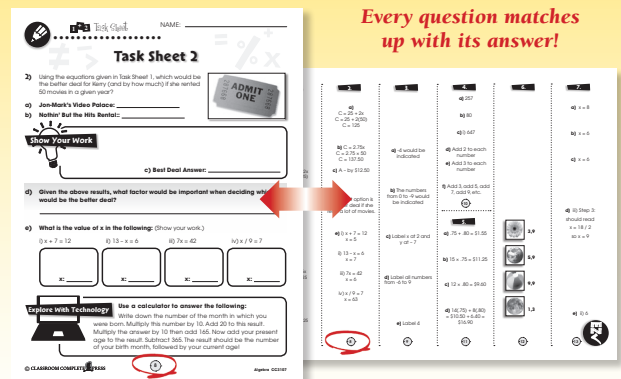
Reproducible **task sheets** and **drill sheets** make up the majority of our resource.

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

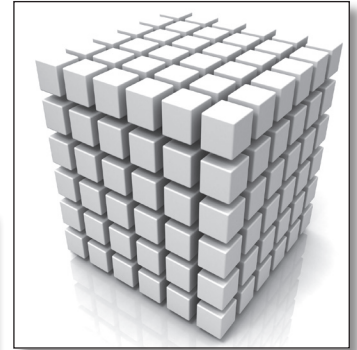
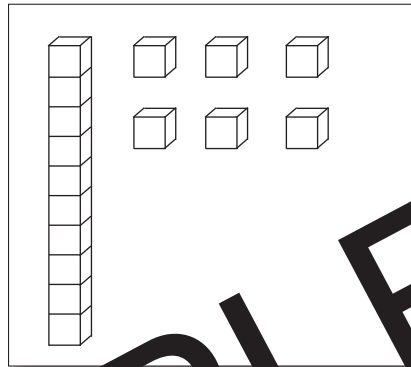
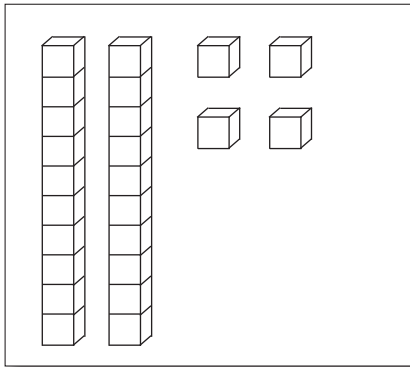
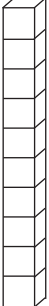
Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!





# Task Sheet 13

13.  = x and  = 1

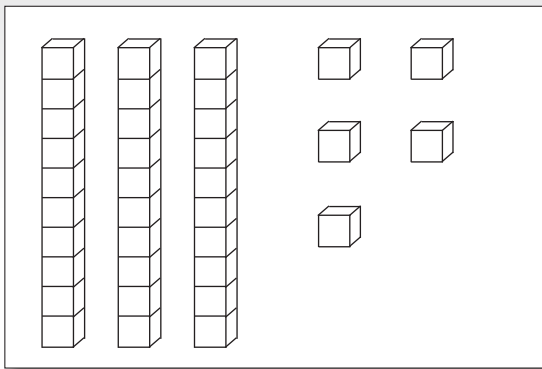


This can be represented as  $2x + 4 = x + 6$

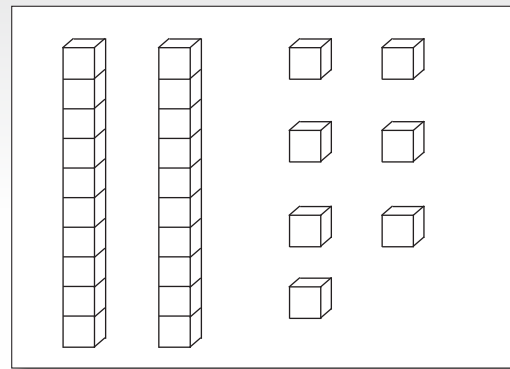
a) Remove the same number of tiles from each side, making sure that you keep both sides in balance. What do you have left?

- i)  $2x = 1$       ii)  $x = 6$       iii)  $4 + x = 2x$       iv)  $2 + 2x = 0$

b) How might the following be written as an equation?



=



- i)  $3x + 7 = 2x + 7$       ii)  $2x + 7 = 3x + 4$       iii)  $3x + 4 = 2x - 7$       iv)  $3x + 5 = 2x + 7$



# Review A

a) Determine the value of  $\square$  in the following equations. Show your work.

i)  $\square + 5 = 11$

ii)  $12 - \square = 6$

iii)  $7 \times 3 = \square$

iv)  $10 - \square = 3 \times 2$

b) Graph on the accompanying number line.

$x = 9$

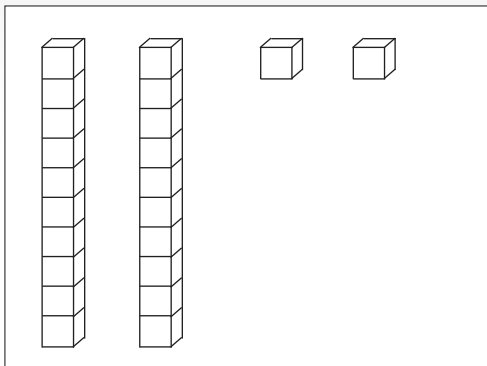


c) What is the missing term in the increasing pattern below?

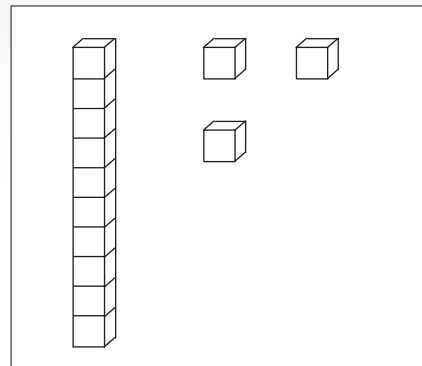
24, 26, \_\_, 30, 32 ...

d) = x and = 1.

How might the following be written as an equation?



=



- i)  $2x - 2 = 1x + 2$
- ii)  $3x + 1 = 2x + 3$
- iii)  $2x + 2 = 1x + 3$
- iv)  $2x + 2 = 3x + 3$

# Equations, Ordering and Averages

a) Solve the following equations if  $x =$

i)

ii)

b) Order is very important in completing algebra problems. For instance:

- Always do what's in the brackets first
- Multiplying and dividing come before adding and subtracting

Solve the following equations.

i)

ii)

c) Examine the input/output table shown below.

| Input | Output |
|-------|--------|
|       |        |
|       |        |
|       |        |
|       |        |

Which rule describes the data?

d) Calculate the average from these five numbers.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Average: \_\_\_\_\_