Teacher Guide

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

Introduction

hrough multiple intelligence and a multidisciplinary approach, this book engages

students in meaningful learning activities that enhance their understanding of the concepts outlined by the NCTM. Students who are

logical/mathematical can explain orally the processes they used, those who are visual learners can draw their understandings, those who are bodily-kinesthetic can use manipulatives, those with good interpersonal skills can talk about their understandings, and those who are linguistic can write about their knowledge of the topic. Each activity provides teachers with the oppo nity to reinforce skills and extend student learning gh additional exposure with varying leve diffici within each topic. Each activity can be use formative assessment to a to inform te cho su d students about the progress students an making in the understanding of a particular c nce t. Rubrics are provided for teachers as an assessment tool and for students to engage in self assument.

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*.

🕒 Before You Teach

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 the main types of pages, each with a different purpose and up. A **Picture Cue** at the top of ever pageshows, at a gland purpose the page is for.

leacher

• Information and tools for the teacher

Student Handout

• Reproducible worksheets and activities

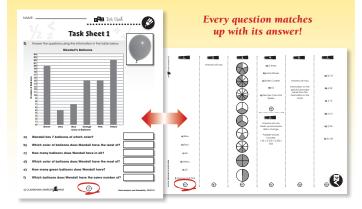


Easy Marking[™] Answer Key

• 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!



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Task Sheet 10

+ 2 Task Sheet

- **10)** A number cube has 10 sides. The sides have the numbers 5, 6, 8, 4, 2, 4, 2, 4, 9 and 3.
- a) If the cube is thrown once, what is the probability of rolling the number 4?
 - i) 4/10
 - ii) 1/10
 - iii) 3/10
 - iv) 2/10

b) If the cube is thrown once, what is the probability of alling the number 2?

- i) 1/10
- ii) 3/10
- iii) 2/10
- iv) 4/10

c) If the cube is thrown once, that is the probability of rolling a 5 or an 8?

- i) 3/10
- ii) 5/10
- iii) 2/10
- iv) 1/10
- d) A number cube has 6 sides. The sides are numbered 1 to 6. If the cube is thrown once, what is the probability of rolling the number 2?
 - i) 1/6
 - ii) 3/6
 - ii) 5/6
 - iv) 6/6

e) A number cube has 6 sides. The sides are numbered 1 to 6. If the cube is thrown once, what is the probability of rolling the numbers 3 or 4?

- i) 1/6
- ii) 2/6
- ii) 3/6
- iv) 4/6



6

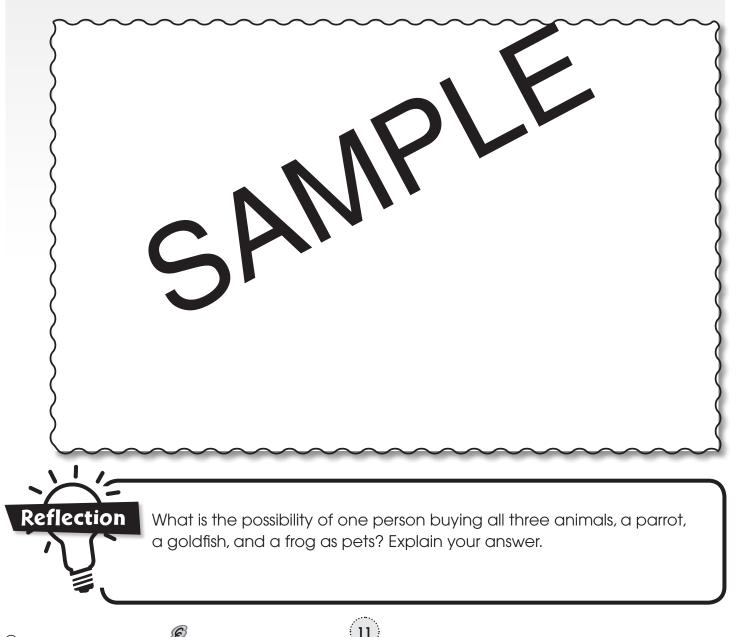


Macalister owned a pet store. On the grand opening day, he sold 30 pets, which included parrots, goldfish, and frogs.

Macalister sold twice as many frogs as goldfish.

What are the possible combinations?

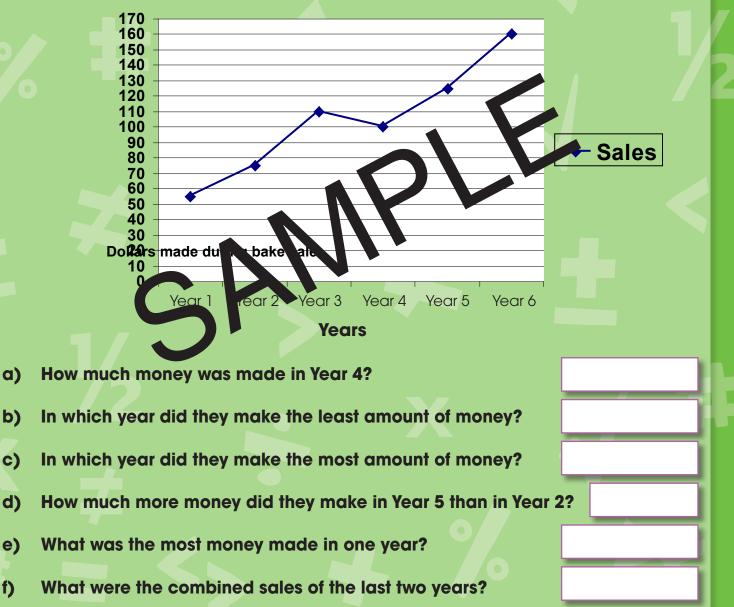
Show ALL your work. Remember to use a chart, graph, or picture to explain your answer.



The Probability of Sales

At Ramon's school, they had a bake sale as a fundraiser for families at Christmas. Each year, Ramon's school tries to raise more money than the previous year.

The line graph below shows how much money the bake sales have sold over the past few years. Use the graph to answer the following questions:



Christmas Fundraiser Bake Sale