

Process Standards Rubric

Number and Operations – Drill Sheets

Drills	Expectations					
	Instructional programs from pre-kindergarten through grade 12 should enable all students to:	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	GOAL 4: Connections	GOAL 5: Representation
Warm-up 1	<ul style="list-style-type: none"> build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof. organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely. recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics. create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena. 	✓	✓	✓	✓	✓
Timed Drill 1		✓	✓	✓	✓	✓
Timed Drill 2		✓	✓	✓	✓	✓
Warm-up 2		✓	✓	✓	✓	✓
Timed Drill 3		✓	✓	✓	✓	✓
Timed Drill 4		✓	✓	✓	✓	✓
Warm-up 3		✓	✓	✓	✓	✓
Timed Drill 5		✓	✓	✓	✓	✓
Timed Drill 6		✓	✓	✓	✓	✓
Warm-up 4		✓	✓	✓	✓	✓
Timed Drill 7		✓	✓	✓	✓	✓
Timed Drill 8		✓	✓	✓	✓	✓
Warm-up 5		✓	✓	✓	✓	✓
Timed Drill 9		✓	✓	✓	✓	✓
Warm-up 6		✓	✓	✓	✓	✓
Timed Drill 10		✓	✓	✓	✓	✓
Timed Drill 11		✓	✓	✓	✓	✓
Review A		✓	✓	✓	✓	✓
Review B		✓	✓	✓	✓	✓
Review C		✓	✓	✓	✓	✓

SAMPLE



2a) How many animals are there altogether?

Answer: _____



b) What fraction is shaded?

Answer = _____

Ex:  = $\frac{1}{2}$



c) Add the following.

Ex)
$$\begin{array}{r} 11 \\ + 4 \\ \hline 15 \end{array}$$

i)
$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

ii)
$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

iii)
$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

d) How much money is this?

Answer: _____



Explore With Technology



Use a **calculator** to practice your adding and subtracting.

i) $20 + 15 = \underline{\hspace{2cm}}$

ii) $16 + 22 = \underline{\hspace{2cm}}$

iii) $19 - 8 = \underline{\hspace{2cm}}$



Review C

a) Circle the following numbers that are odd.

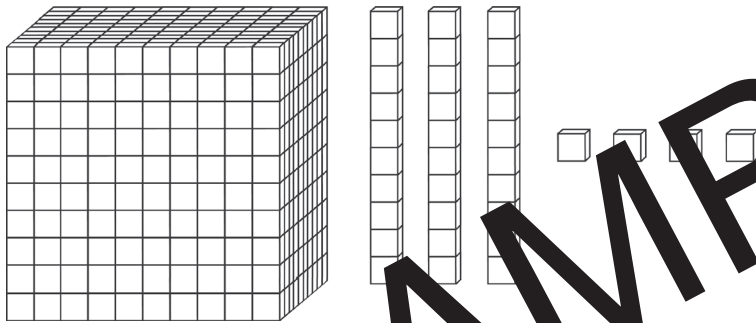
11 14 16 25 33

b) Put these numbers in order from least to greatest:

36, 21, 9, 14, 77 _____

c) What number is shown below?

Answer: _____



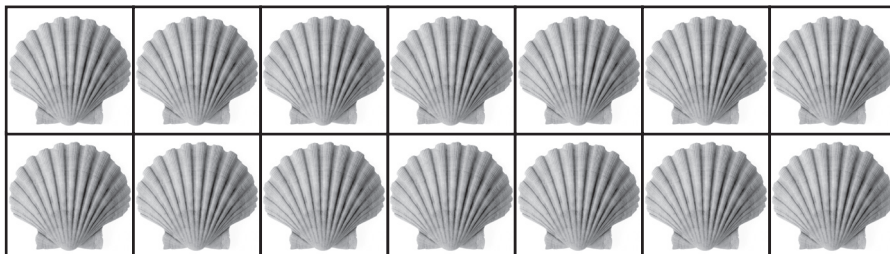
SAMPLE

d) What are the place values of the underlined numbers?

i)	7 <u>6</u> 8	
ii)	3 <u>5</u>	
iii)	<u>9</u> 99	

e) Cassidy's shells are shown below. Cassidy gave her friend Rachel half her seashells. How many does she have left?

Answer: _____



Missing Numbers, Fractions

a) Write the following number in words:

= _____

b) Write the missing numbers.

--	--	--	--	--	--	--	--	--

c) What fraction is shaded?

i)

--	--	--	--	--	--	--	--

ii)

--	--	--	--	--	--	--	--

d) The number has _____ tens and _____ ones.

e) The number has _____ tens and _____ ones.

f) Count forward by _____'s.

→ → → →

g) Fill in the number that comes before or after.

i) _____ ii) _____ iii) _____ iv) _____