

Process Standards Rubric

Number and Operations – Drill Sheets

Expectations Instructional programs from pre-kindergarten through grade 12 should enable all students to:	Drills																				
	Warm-up 1	Timed Drill 1	Warm-up 2	Timed Drill 2	Warm-up 3	Timed Drill 3	Timed Drill 4	Warm-up 5	Timed Drill 5	Timed Drill 6	Warm-up 4	Timed Drill 7	Timed Drill 8	Warm-up 6	Timed Drill 9	Timed Drill 10	Timed Drill 11	Review A	Review B	Review C	
GOAL 1: Problem Solving <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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 2: Reasoning & Proof <ul style="list-style-type: none"> 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 3: Communication <ul style="list-style-type: none"> 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 4: Connections <ul style="list-style-type: none"> 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 5: Representation <ul style="list-style-type: none"> 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NAME: _____

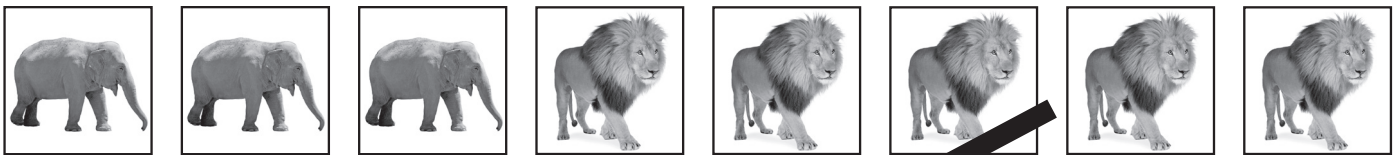


7a) What fact is missing from this fact family? Ex: $14 - 5 = 9$

$$5 + 9 = 14$$

$$9 + 5 = 14$$

b) If all of the elephants pictured below went home, how many animals would remain? Answer: _____



c) Which shape shows the fraction $1/4$? _____



d) How many tens and ones are in the number 89? #

Tens _____ Ones _____

e) Add and subtract the following.

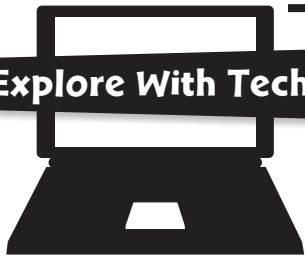
$$\begin{array}{r} \text{i) } 36 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} \text{ii) } 77 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \text{iii) } 29 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} \text{iv) } 30 \\ + 72 \\ \hline \end{array}$$

Explore With Technology



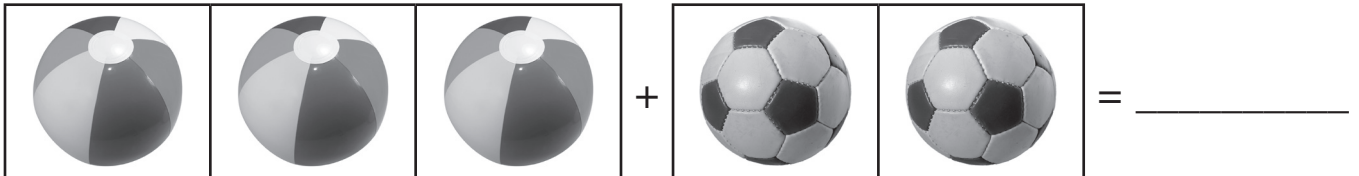
The IXL website offers a great number of interactive skill-building activities. Visit the website <http://www.ixl.com/> and try some of the grade-appropriate math activities.



Review A

a) What number is missing? 4, 5, 6, _____, 8

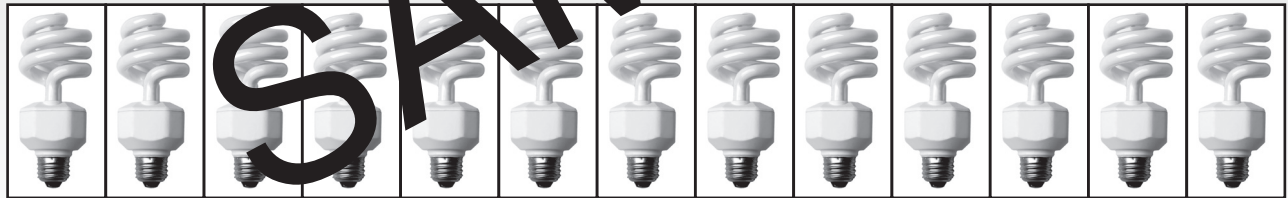
b) Add:



c) How many tally marks are shown below?



d) Count the light bulbs.



Fill in the missing numbers: tens ones.

e) Which shows a quarter?



f) Counting up from 8, which number comes next? _____

g) How do you write fourteen using numbers? _____

Patterning, In-Out



a) Complete the following pattern.

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b) Which of the following numbers are even?

c) Add down and across.

6	—	
—	4	

d) Complete the table. Rule: add ____.

In	Out
5	

e) How do you write _____ using numbers?

Answer:

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