

Math Toolkit for Grade Five

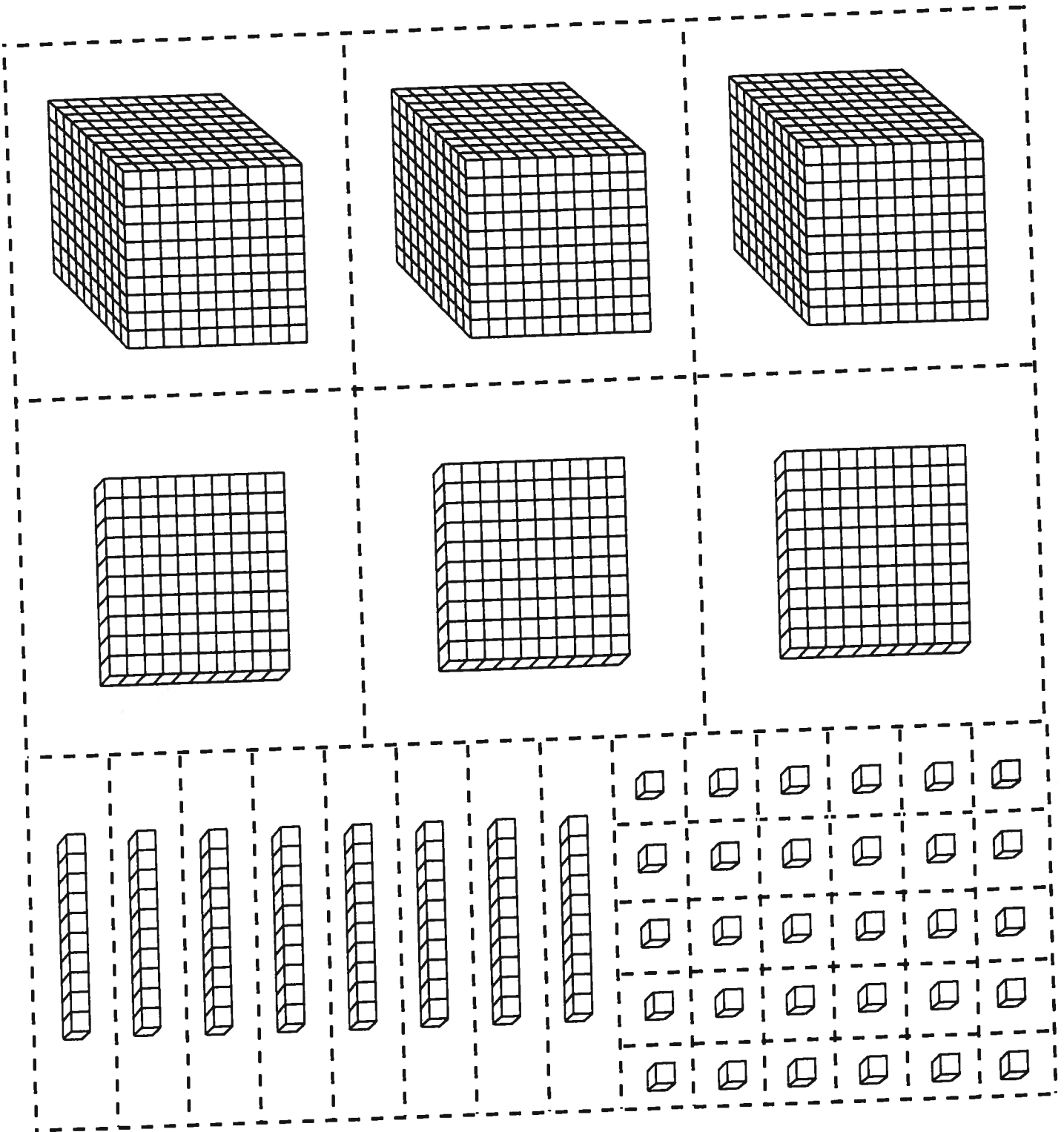
Math Makes Sense Materials List

eBlend Supplies	Black Line Masters	Family Supplies
Counting Chips	Base Ten Blocks	Coloured Pencils
Linking Cubes	100's Chart	Index Cards
Number Cubes 1- 6	10 + 10 Addition Chart	Poster Board
Square Tiles	10 X 10 Multiplication Chart	Paper Clips
Geoboard	Blank 10 x 10 Chart	Tic Tac Toe Game
Pattern Blocks	2- column Chart	30 cm ruler
Tangrams	3- column Chart	Calculator
Cuisenaire Rods	4- column Chart	Boxes
cm Cubes (333 pieces)	5- column Chart	Collections of small objects
Fraction Circles	1 cm grid paper	Small cups
Pentominoes	2 cm grid paper	String
3D Shapes	Square Dot paper	Scissor
Miras	Triangular grid paper	Glue
Place Value Kit	Play Money	Tracing paper
Base Ten Blocks	Venn Diagram	Construction Paper
Play Money	Number Lines	Book Tortoise and the Hare
Rainbow Fraction Tiles		
Base 10 Kit		
Measuring Tapes		

This Math Toolkit is for student use throughout the year, **all items in it need to be returned** with your other resources in June. Before getting started, please check to make sure you have all the supplies listed above. The Black Line Masters are to be photocopied for your use, or additional copies can be printed from the Resources tab on the eBlend website.

Please note: In some cases we were unable to supply each student with certain tools, however, these are available for use in our eBlend classroom.

Base 10 Blocks (all)



Program Master 30

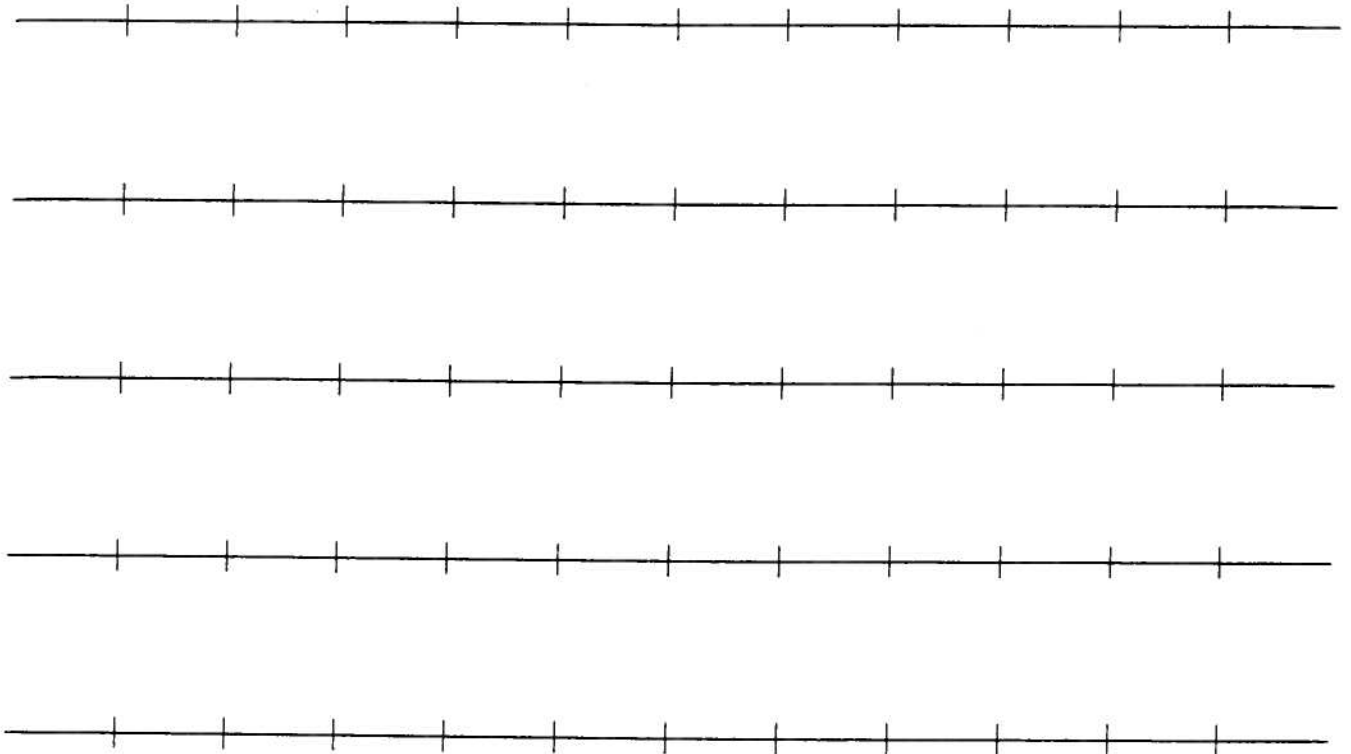
Play Money



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Program Master 32

Number Lines

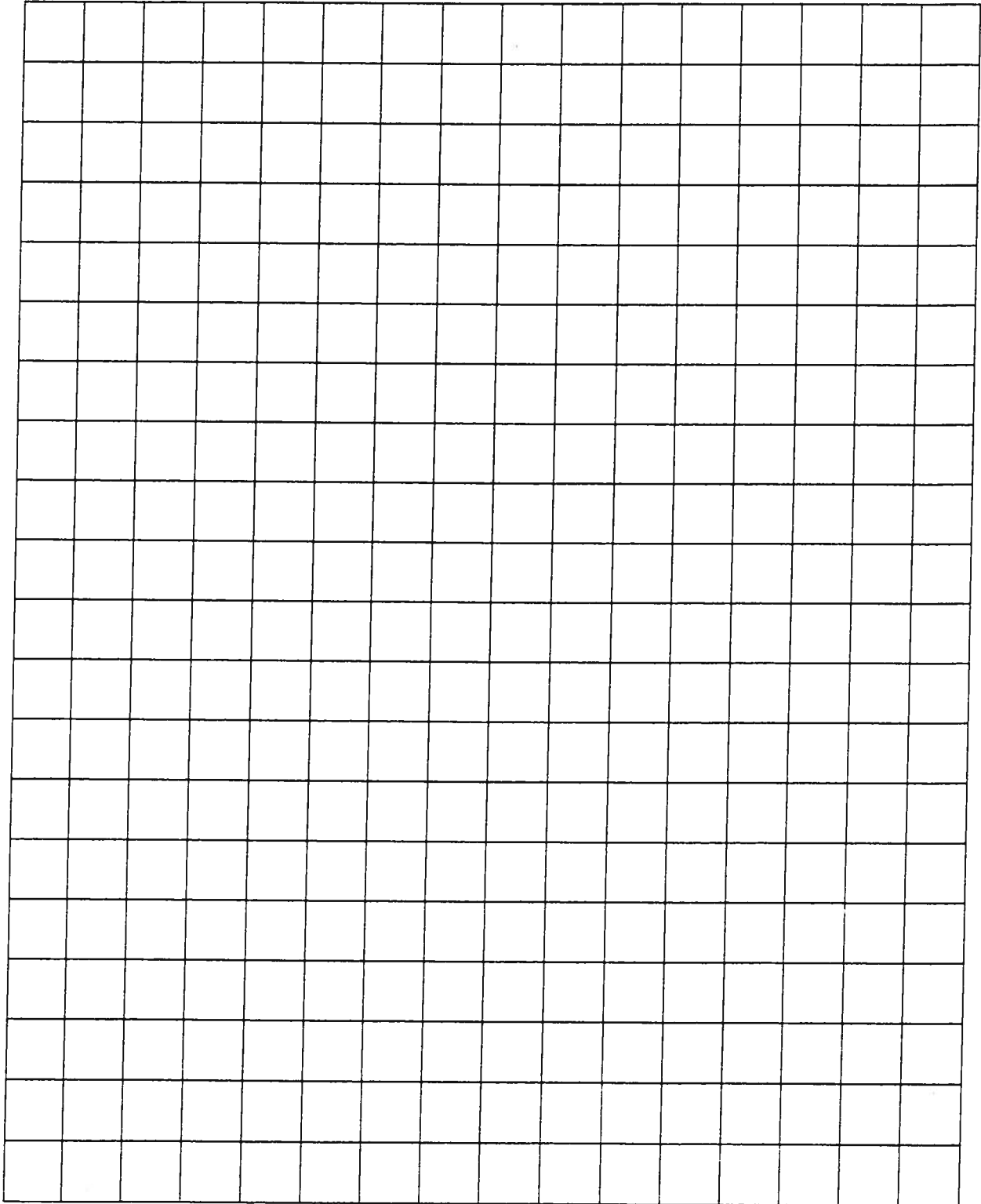


Program Master 22

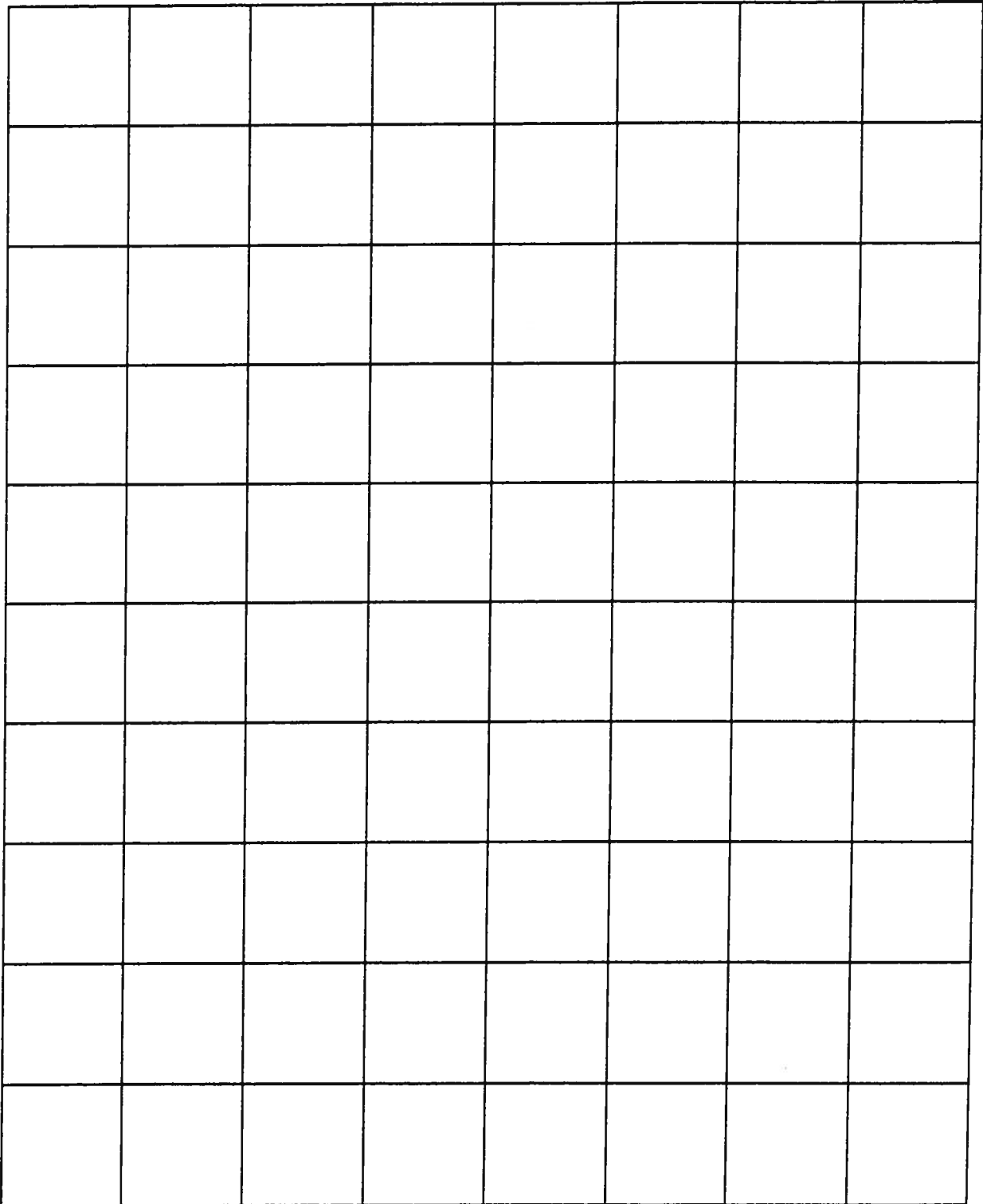
5-Column Chart

Program Master 23

1-cm Grid Paper

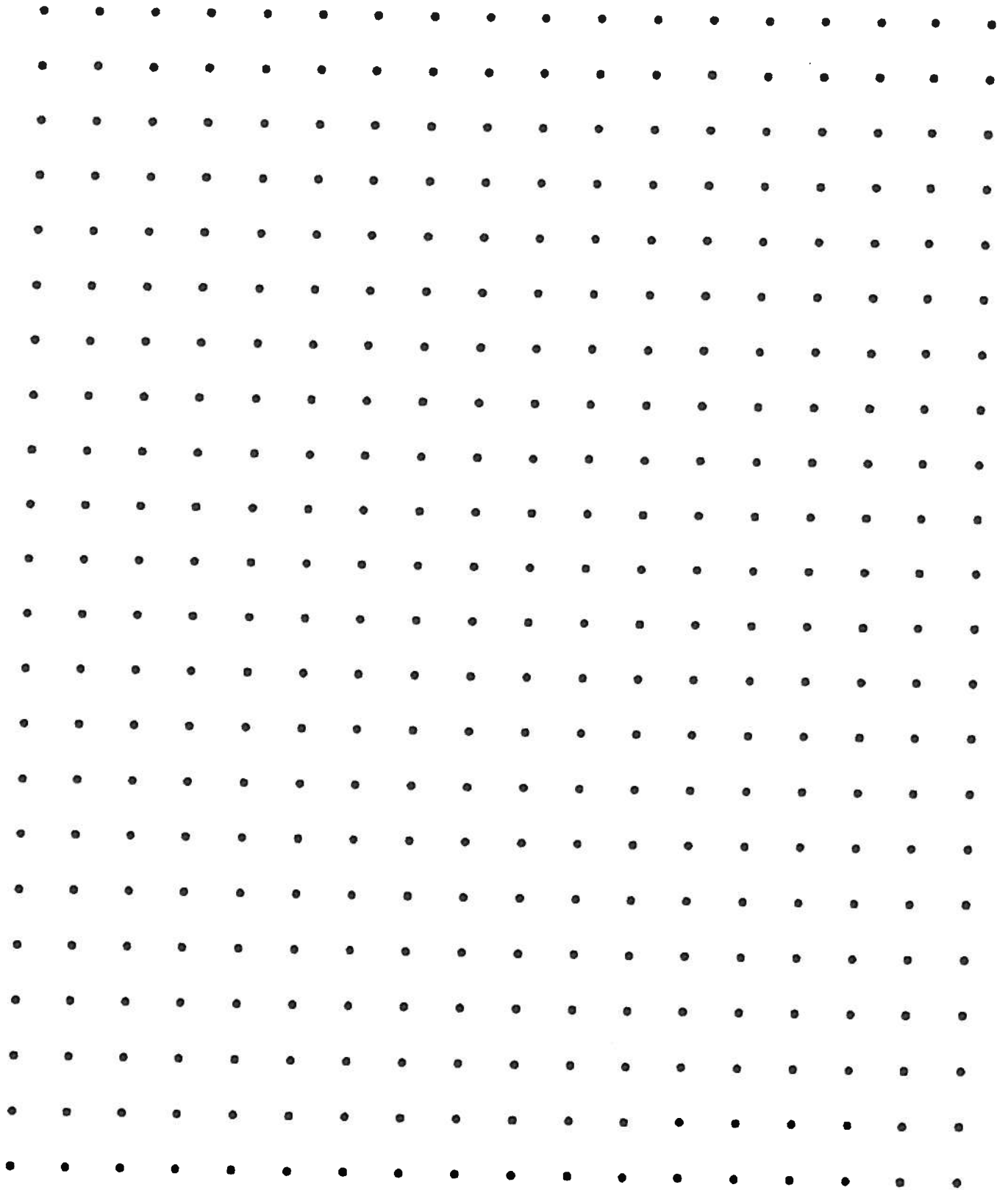


2-cm Grid Paper



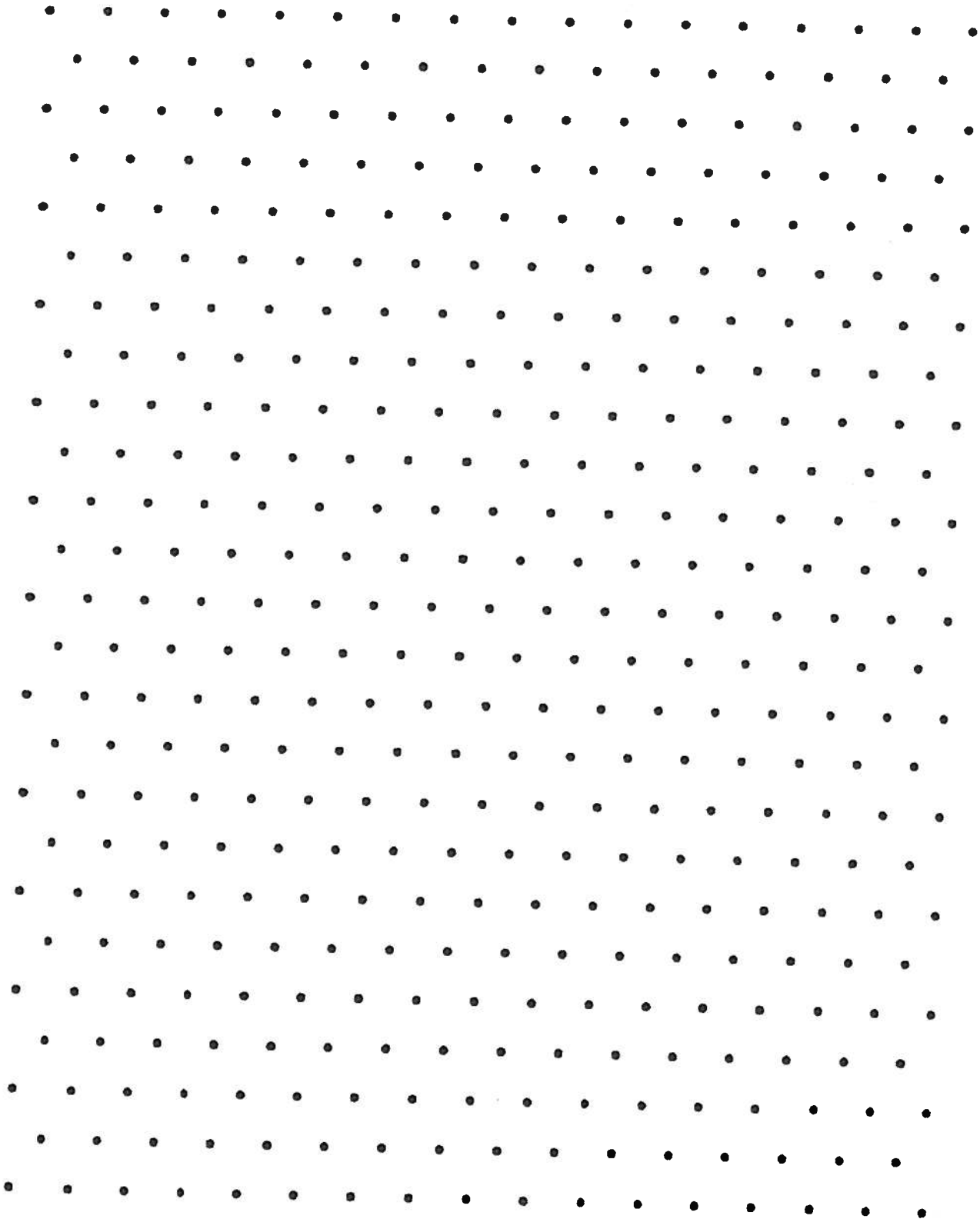
Program Master 25

Square Dot Paper



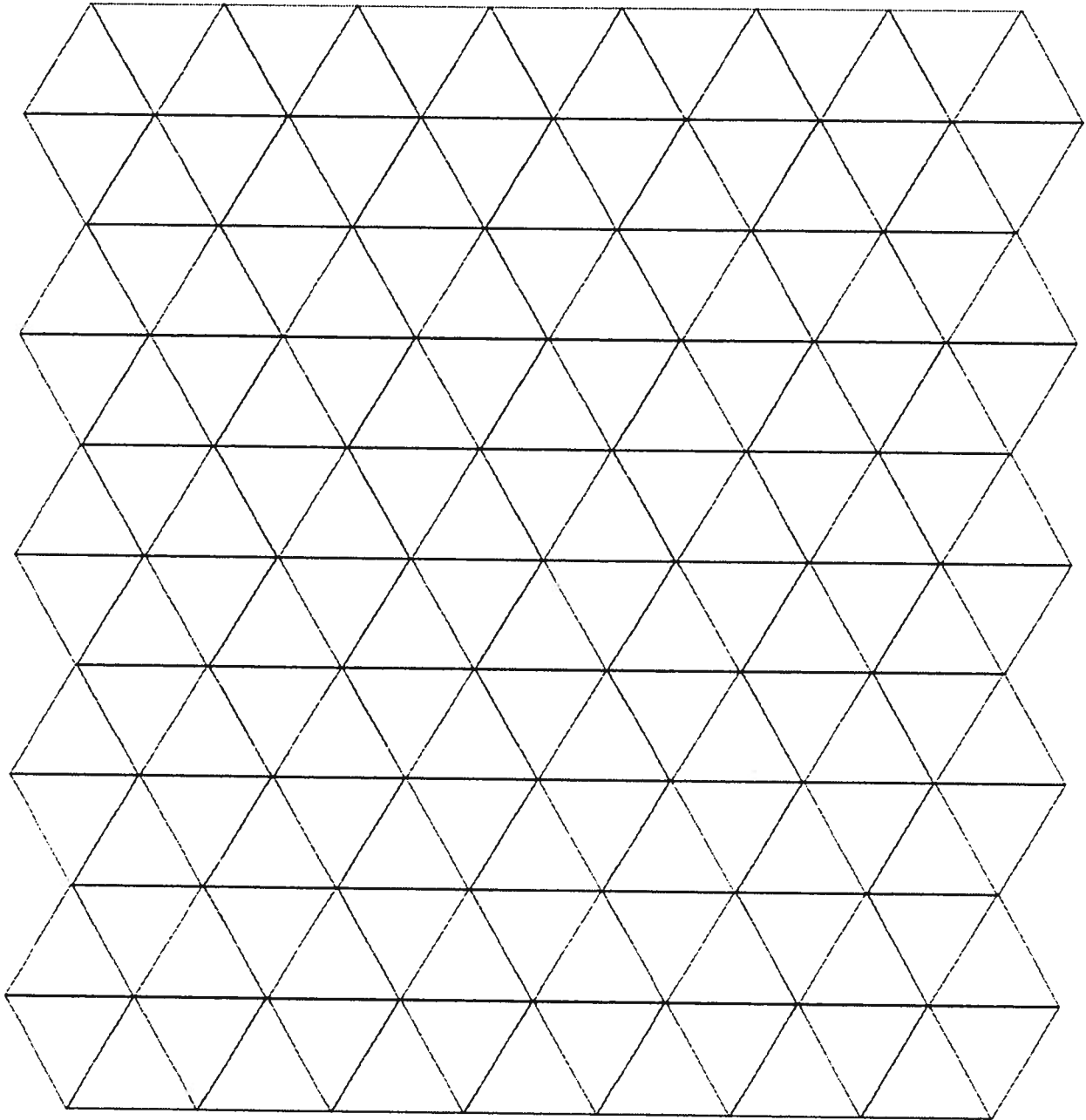
Program Master 26

Triangular Dot Paper



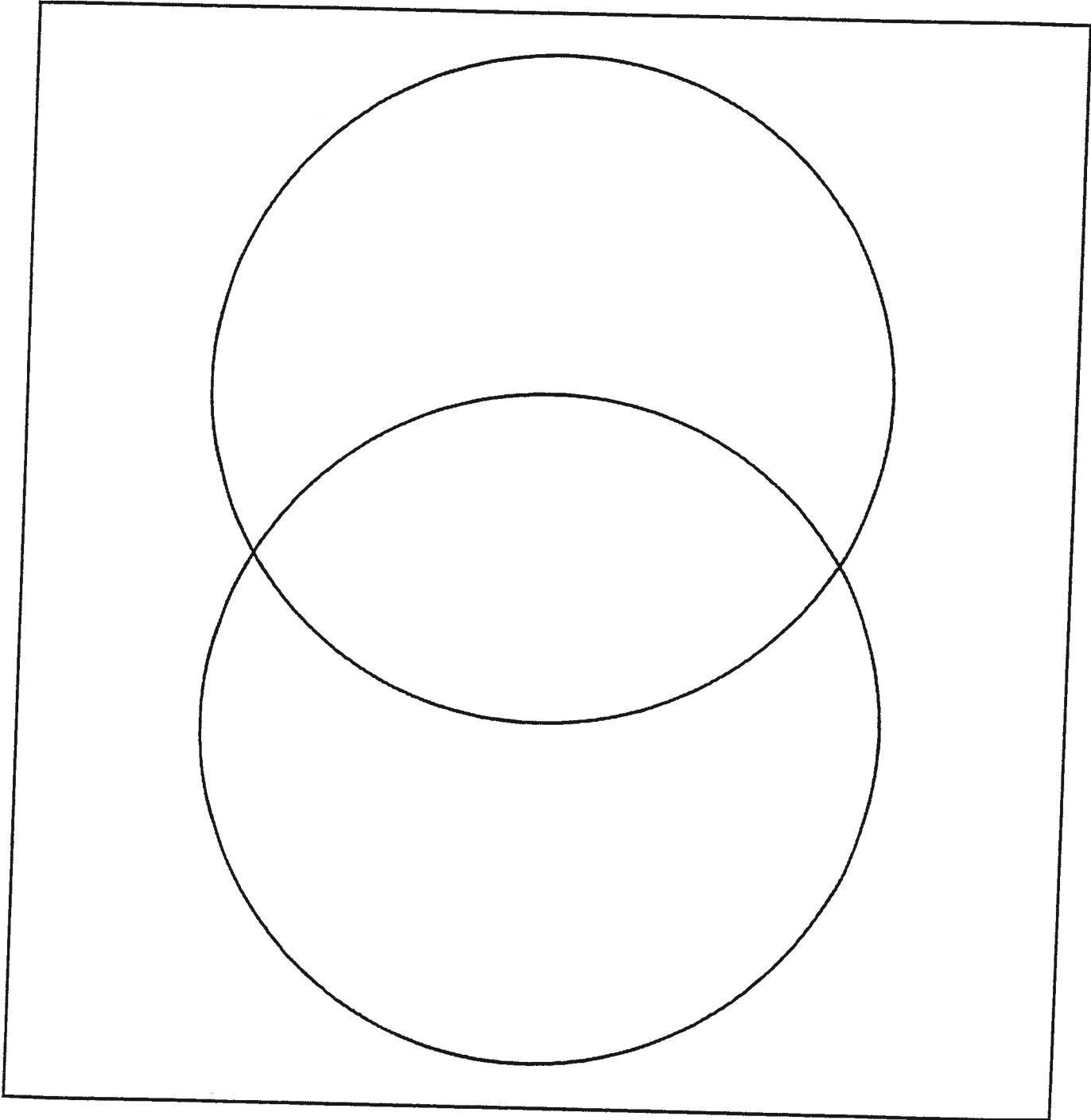
Program Master 27

Triangular Grid Paper



Program Master 31

Venn Diagram



Name _____ Date _____

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2-Column Chart

Name _____ Date _____

Program Master 20

3-Column Chart

Name _____ Date _____

Program Master 21

4-Column Chart

Program Master 17

10 × 10 Multiplication Chart

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Name _____ Date _____

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Blank 10 by 10 Chart

Program Master 16

10 + 10 Addition Chart

+	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

Name _____ Date _____

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Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Program Master 2

Self-Assessment

The behaviours described under each heading are examples; they are not intended to be an exhaustive list of all that might be observed. More detailed descriptions are provided under *Assessment for Learning*.

Students can use this format to guide reflection and self-assessment at the end of an activity, lesson, or unit. They can record their ideas on the form or in a journal.

1. Tell the main math topic or idea you learned about.

We learned about _____.

2. Show how it works. You can use numbers, words, or pictures.

Here is an example that shows how it works.

3. Tell why it is important.

You can give an example of how someone might use it.

One reason that this is important is:

4. Circle the word(s) that best tells how you understand it.

very well well partly not very well

5. Tell one way you can help yourself or someone else understand and remember what you learned.

Program Master 3

Self-Assessment: Problem Solving

Step 1. Understand.

Here is the information I know.

Here is what I am asked to do.

I understand the problem: not very well a little very well

Step 2. Plan.

Here is a strategy I can use to solve this problem.

I can explain how it will work.

I think my plan will work: not very well a little very well

Step 3. Solve.

Here is how I solved the problem.

(Use the back of this page to show your work.)

Here is my answer.

Step 4. Look Back.

I think my solution is: not very good partly good very good

Here is another way I could have solved the problem.

Which way do you think is better? Tell why.

Program Master 13

Conference Prompts

Teachers can select and develop questions and prompts to use during both formal and informal conferences and interviews with students. Answers will often provide evidence of more than one category.

Note: The questions are not intended to provide an overall sequence/conference outline. They are examples.

<p>Problem-solving skills</p> <p>Explain the problem to me. What have you tried? How did you decide where to start/what to do? Were there any places where you got stuck? How did you get going again? Why did you choose ...? How did you solve ...? Show/tell me about your thinking. Show me another way ... What other ways could someone solve this problem? Have you found all possible solutions/answers? How do you know? What advice would you give someone else who had to solve a problem like this? Can you make up another problem like this for me to solve? Here's what I saw you do ...</p>	<p>Conceptual understanding</p> <p>Tell me what you know/learned about ... Tell me about your thinking ... How do you know ...? Why does ...? Tell me how you could ... Show me ... What do you predict/think will happen if ...? Why? Does that make sense to you? Tell me why/why not. How could you explain this to someone who has not learned it yet? Explain what you need to do ... About how much/how many ...? Tell me about your thinking—how did you decide on your estimate? What is the same/different ...? What questions do you have about ...?</p>
<p>Procedural knowledge</p> <p>How many ...? Show me how to ... What answer/solution do you have? Does that make sense to you? How could you check? How did you get that answer/solution? Have you answered all the parts? Why is this important? How could you use ... outside of school? How is ... connected to ...? Have you done work like this before? Tell me about it.</p>	<p>Communication</p> <p>Can be observed as children respond, through speech, writing, and drawing, to questions such as those listed above. Also:</p> <p>Is there another way to say/show that? What do you call that? Does it have another name? How could you tell/show someone else what you learned/found out? Tell me what you did.</p>