

# Math Toolkit for Grade Six

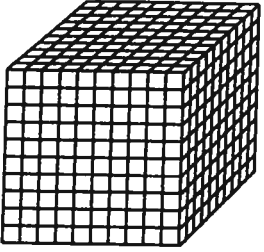
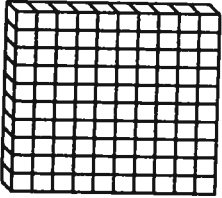


## Math Makes Sense Materials List

eBlend Supplies	Black Line Masters	Family Supplies
Balance Scale*	100's Chart	Straws
Cuisenaire Rods	10 + 10 Addition Chart	Atlas
Miras	10 X 10 Multiplication Chart	Timer
Linking Cubes	Blank 10 x 10 Chart	Small cups
Square Tiles	2- column Chart	Metric Cups
2 Colour Counters	3- column Chart	Store and Newspaper Flyer
Geoboard	4- column Chart	Glue
Cm Cubes	5- column Chart	Coloured Markers
Number Cubes 1- 6	1 cm grid Chart	Construction paper
Dominoes	2 cm grid Chart	Toothpicks
Pattern Blocks	Square Dot paper	Index Cards
Tangrams	Triangular Dot paper	Scotch Tape
Pentominoes	Triangular Grid paper	30 Cm Ruler
Play Money	Play Money	Scissors
Fractions Strips Paper	Venn Diagram	Calculator
Counting Chips	Number Lines	Protractor
Small Place Value Kit	Place Value Charts	Pipe Cleaners
Small Base 10 Kit		
Tape Measure		

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.

**Place Value Chart (to thousands)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Program Master 30

Play Money

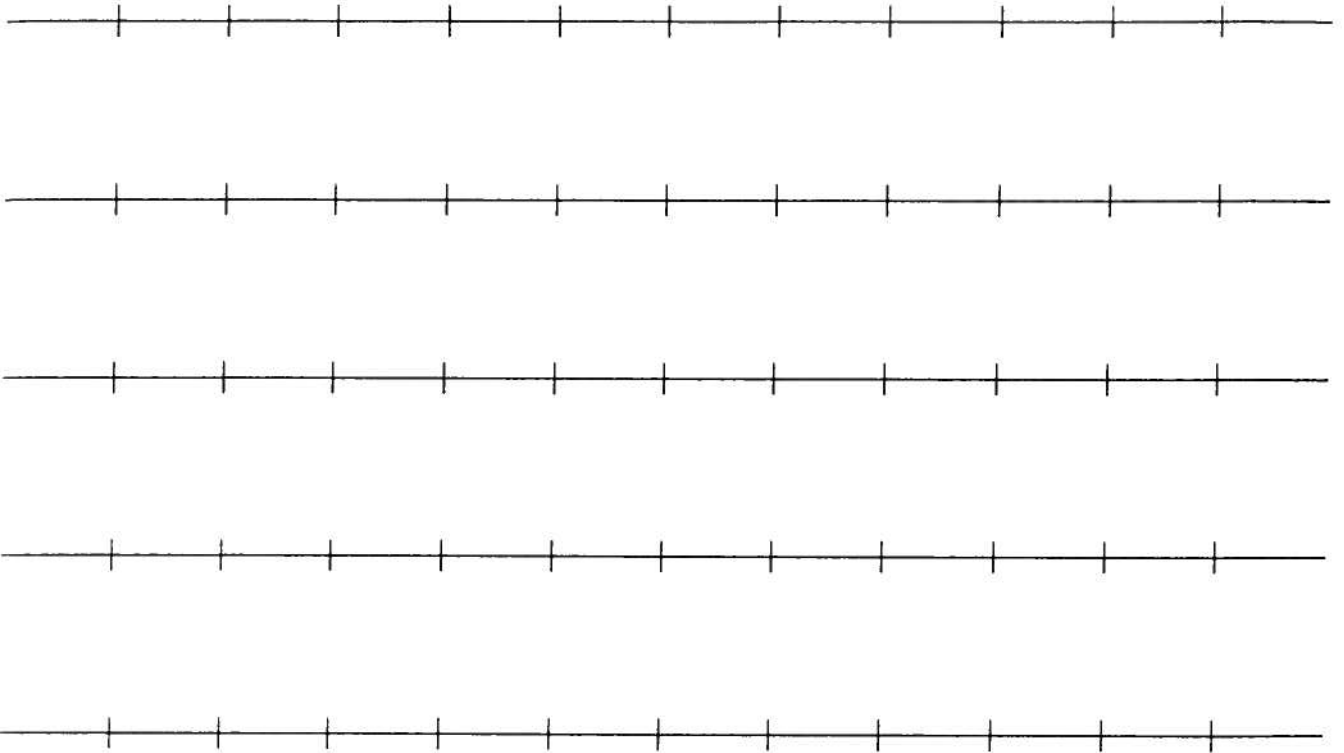


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Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 32**

## Number Lines



Name \_\_\_\_\_ Date \_\_\_\_\_

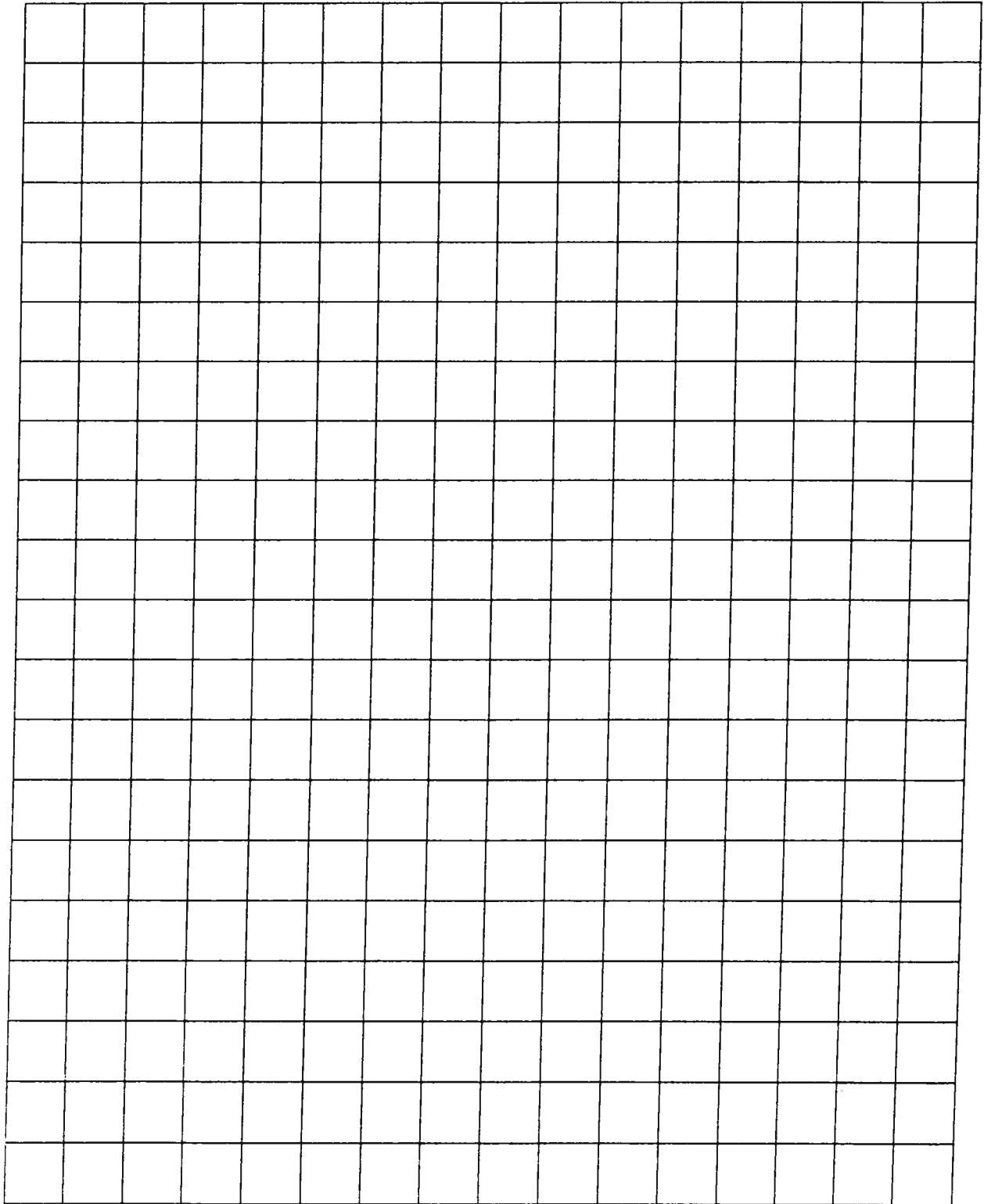
**Program Master 22**

### 5-Column Chart


Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 23**

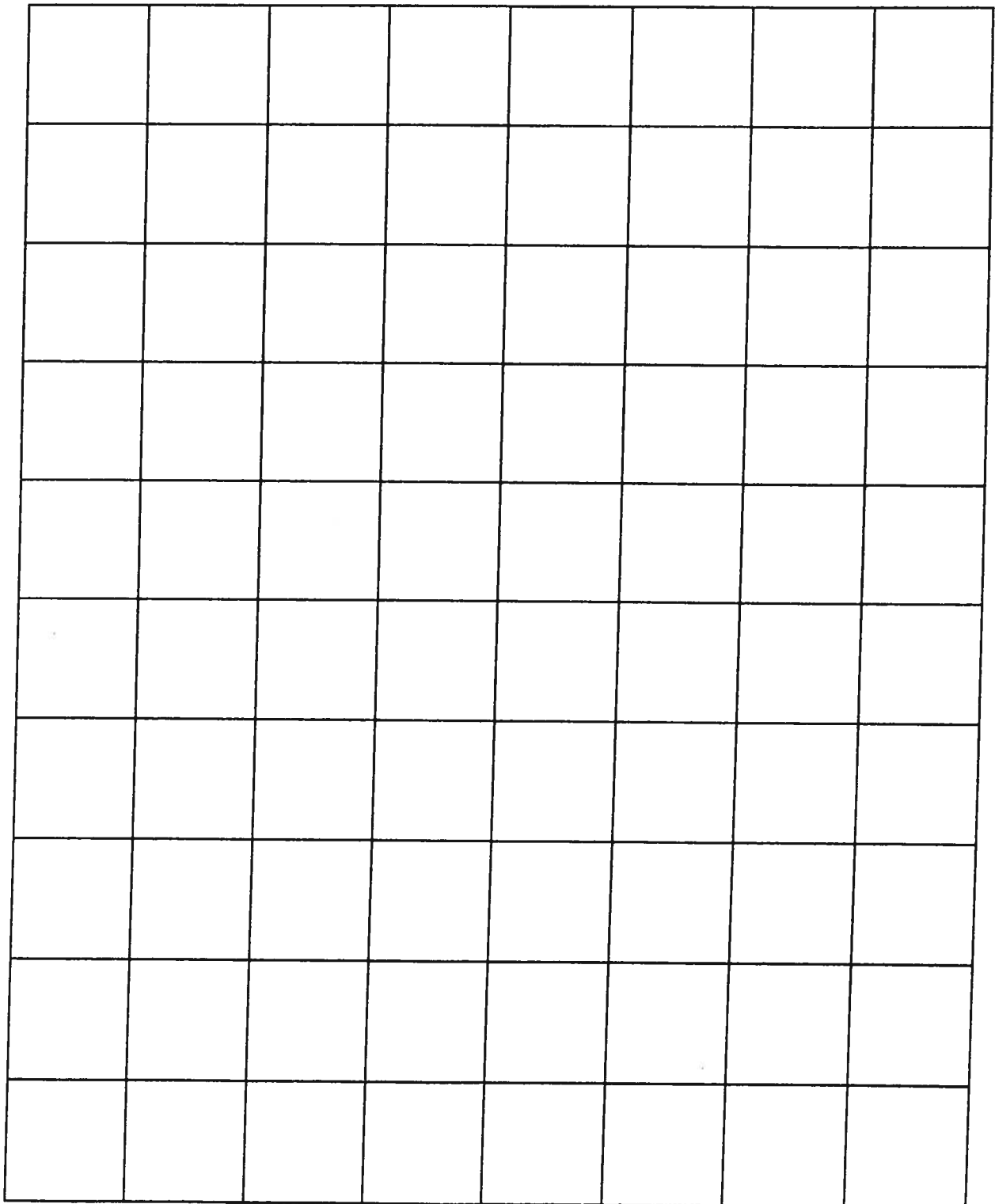
# 1-cm Grid Paper



Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 24**

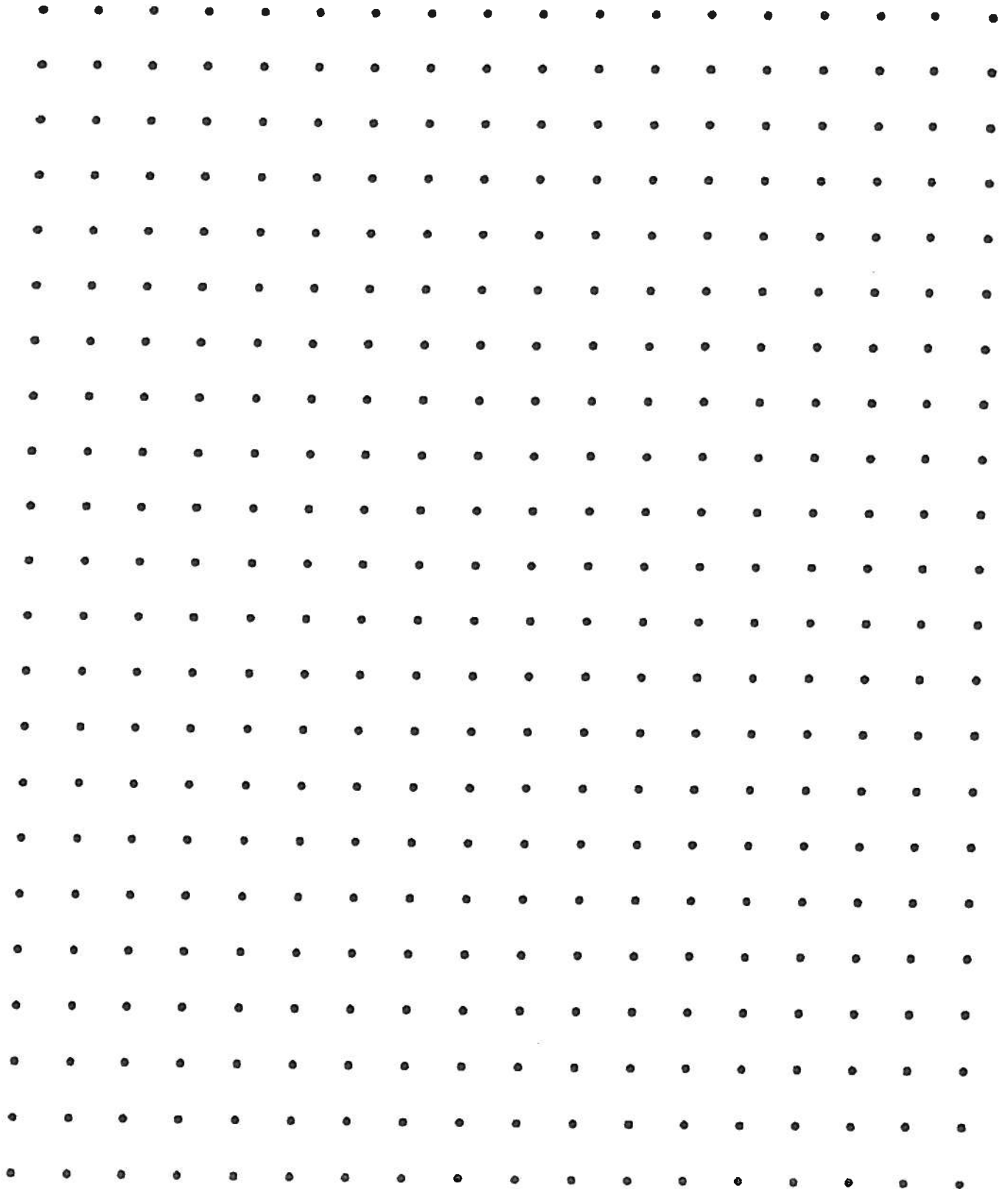
## **2-cm Grid Paper**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 25**

## Square Dot Paper

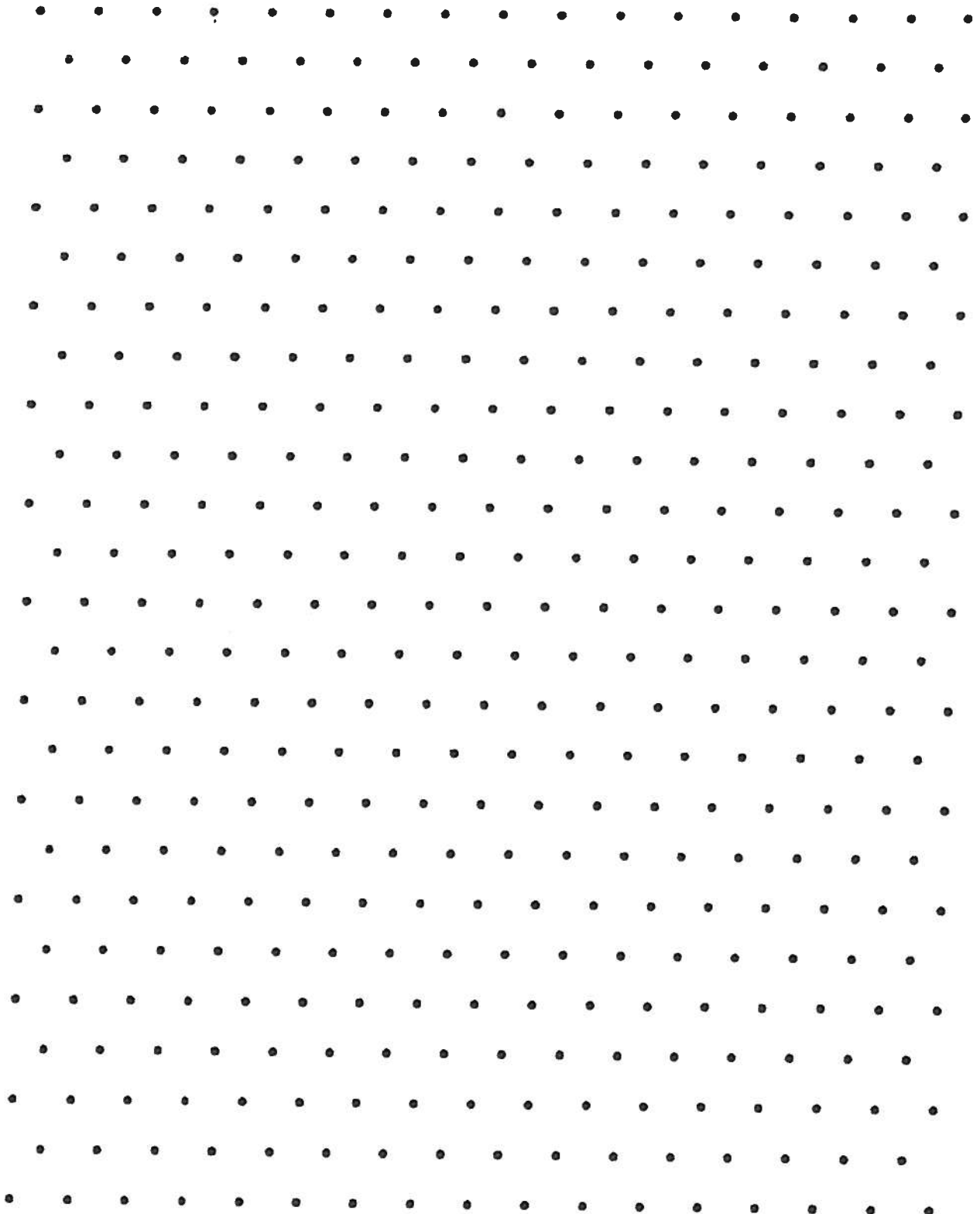




Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 26**

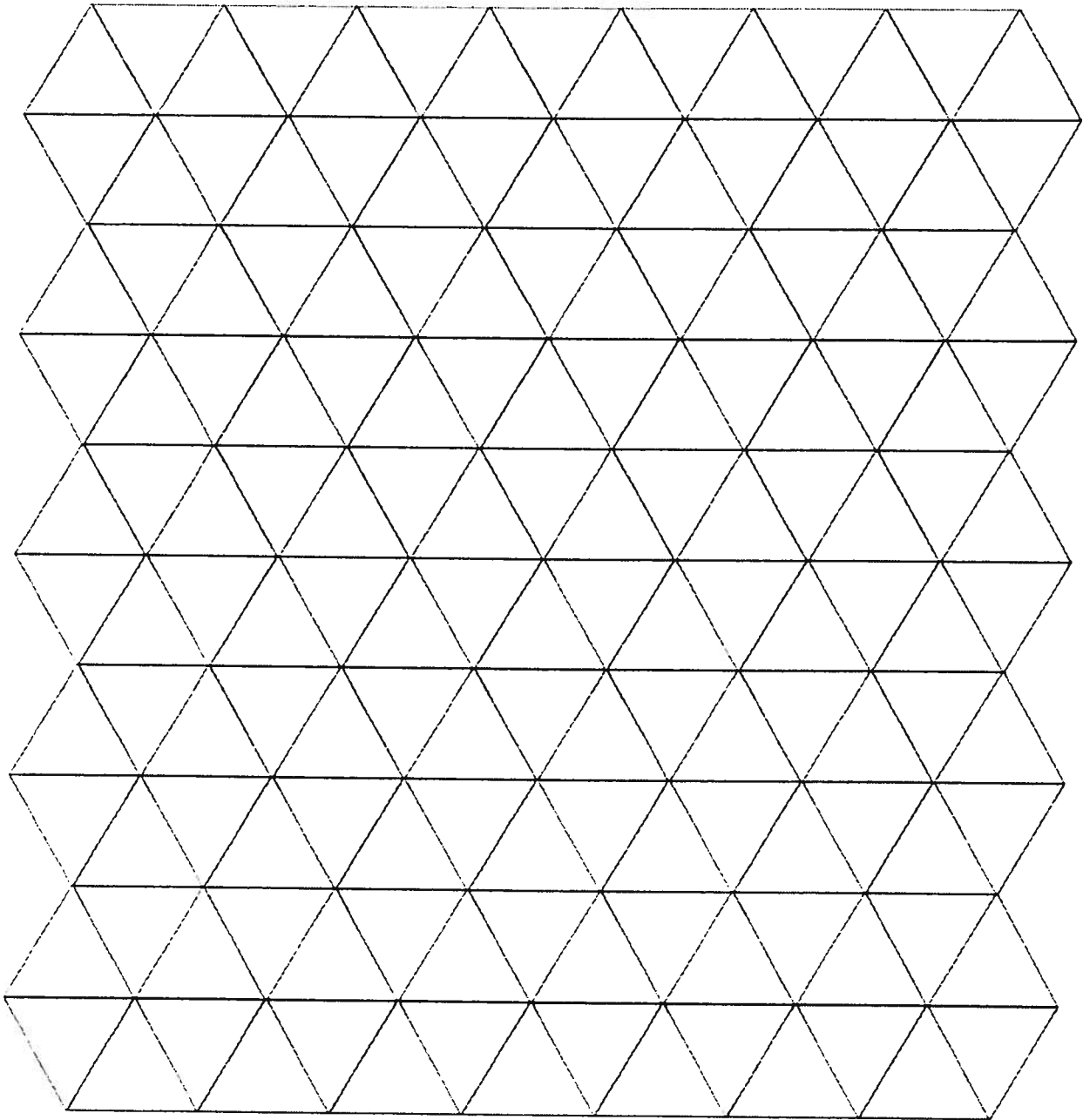
## Triangular Dot Paper



Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 27**

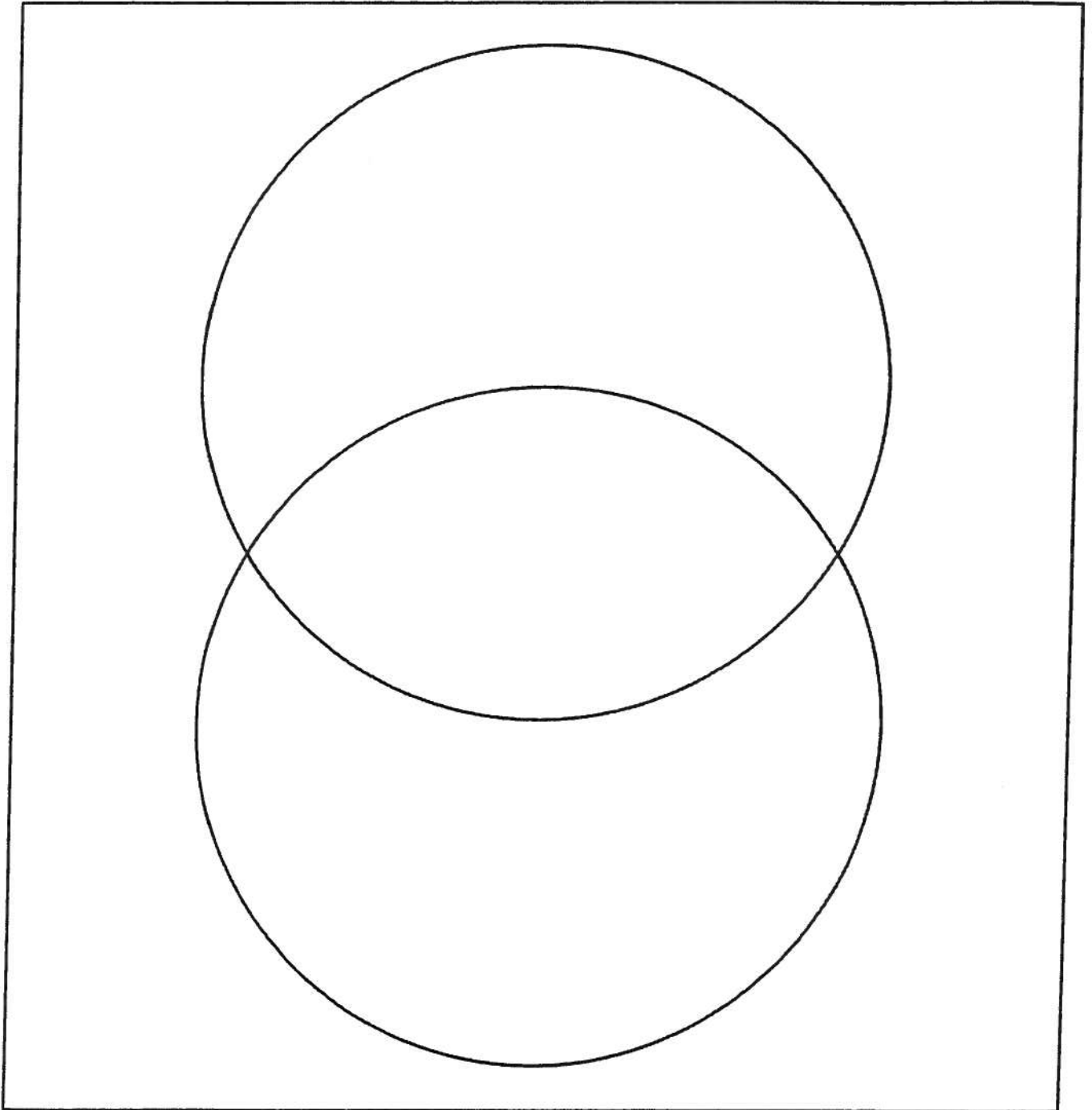
## **Triangular Grid Paper**



Name \_\_\_\_\_ Date \_\_\_\_\_

Program Master 31

## Venn Diagram



Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 19**

## 2-Column Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 20**

### **3-Column Chart**


Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 21**

### 4-Column Chart


Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 17**

**10 × 10 Multiplication Chart**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 18**

### Blank 10 by 10 Chart




Name \_\_\_\_\_ Date \_\_\_\_\_

**Program Master 16**

**10 + 10 Addition Chart**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Program Master 15

## 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

Name \_\_\_\_\_ Date \_\_\_\_\_

**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.

Name \_\_\_\_\_ Date \_\_\_\_\_

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.

Name \_\_\_\_\_ Date \_\_\_\_\_

**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><b>Problem-solving skills</b></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><b>Conceptual understanding</b></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><b>Procedural knowledge</b></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><b>Communication</b></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>