

Grade 5 Unit 1: Patterns in Numbers and Unit 2: Whole Numbers: Assessment

Overall Ontario Math Curriculum Expectations: Number Sense and Numeration: Rubric:

(1) reads, represents, compares, counts forward and backward and orders whole numbers to 1 000 000;

(2) solves problems involving multi-digit whole numbers involving addition, subtraction, multiplication, and division, using a variety of strategies;

(3) demonstrates an understanding of proportional reasoning by investigating whole number ratios to determine the prime and composite numbers;

	Level 1	Level 2	Level 3	Level 4
<p>Produces working drawings and carries out a range of strategies to solve and solve 1- and 2-step problems and uses estimation to determine the reasonableness of solutions (for example, mental math, rounding, friendly numbers, mental math, making a number sentence, using calculators, Base Ten Blocks, pattern, fact).</p>	<p>with assistance, chooses and carries out a limited range of appropriate strategies to solve and solve problems and check results; usually results in an accurate solution</p>	<p>with limited assistance, chooses and carries out appropriate strategies to solve and solve problems and check results; frequently results in an accurate solution</p>	<p>chooses and carries out appropriate strategies to solve and solve problems and check results; usually resulting in an accurate solution</p>	<p>chooses and carries out appropriate, and often innovative, strategies to solve and solve problems and check results; always results in an accurate solution</p>
<p>Understanding of concepts: often understands appropriately demonstrates an understanding:</p> <ul style="list-style-type: none"> <li>place value</li> <li>addition and subtraction, differences, products, and quotients</li> <li>properties and relations (for example, multiplication, division)</li> <li>choice of operation and calculation method</li> <li>use of numbers in context</li> </ul>	<p>may be unable to demonstrate to explain:</p> <ul style="list-style-type: none"> <li>place value</li> <li>division</li> <li>properties and relations</li> <li>choice of operation and calculation method</li> <li>use of numbers in context</li> </ul>	<p>Partially able to demonstrate and explain:</p> <ul style="list-style-type: none"> <li>place value</li> <li>division</li> <li>properties and relations</li> <li>choice of operation and calculation method</li> <li>use of numbers in context</li> </ul>	<p>Demonstrates and explains:</p> <ul style="list-style-type: none"> <li>place value</li> <li>division</li> <li>properties and relations</li> <li>choice of operation and calculation method</li> <li>use of numbers in context</li> </ul>	<p>In context, demonstrates and explains:</p> <ul style="list-style-type: none"> <li>place value</li> <li>division</li> <li>properties and relations</li> <li>choice of operation and calculation method</li> <li>use of numbers in context</li> </ul>
<p>Application of mathematical procedures:</p> <ul style="list-style-type: none"> <li>reads, writes, compares, and orders numbers to 1 000 000 (counts by 11 and 12, recalls multiplication and division facts to 144, uses mental math)</li> <li>adds and subtracts (3-digit)</li> <li>multiplies (3-digit by 2-digit) and divides (3-digit by 2-digit)</li> <li>identifies prime and composite #</li> </ul>	<p>Limited ability, often requires:</p> <ul style="list-style-type: none"> <li>reading, writing, comparing, ordering</li> <li>counting by 11 and 12</li> <li>recalling multiplication and division facts</li> <li>using mental math</li> <li>adding and subtracting</li> <li>multiplying</li> <li>dividing</li> </ul>	<p>Some what able, makes few generalizations about:</p> <ul style="list-style-type: none"> <li>reading, writing, comparing, ordering</li> <li>counting by 11 and 12</li> <li>recalling multiplication and division facts</li> <li>using mental math</li> <li>adding and subtracting</li> <li>multiplying</li> <li>dividing</li> </ul>	<p>Generally able, makes few generalizations about:</p> <ul style="list-style-type: none"> <li>reading, writing, comparing, ordering</li> <li>counting by 11 and 12</li> <li>recalling multiplication and division facts</li> <li>using mental math</li> <li>adding and subtracting</li> <li>multiplying</li> <li>dividing</li> </ul>	<p>Able, makes all sorts of generalizations about:</p> <ul style="list-style-type: none"> <li>reading, writing, comparing, ordering</li> <li>counting by 11 and 12</li> <li>recalling multiplication and division facts</li> <li>using mental math</li> <li>adding and subtracting</li> <li>multiplying</li> <li>dividing</li> </ul>
<p>Communication: partially work, describes procedures, and explains reasoning, clearly.</p>	<p>Often unable, requires; needs assistance to describe procedures and explain reasoning.</p>	<p>Partially work, describes procedures and explains reasoning with some clarity and confidence.</p>	<p>Generally work, describes procedures, and explains reasoning with general clarity and confidence.</p>	<p>Fluently work, describes procedures and explains reasoning, clearly, concisely and confidently.</p>

Part A: Knowledge and understanding: \_\_\_\_/8 marks

Part B: Application and Math skills: \_\_\_\_/12

Part C: Critical Thinking: \_\_\_\_/20 Marks

Overall: \_\_\_\_/40 Marks

# Math Makes Sense Grade 6 Teachers Guide

**TIMS Project**



## **Math Makes Sense Grade 6 Teachers Guide:**

Math Makes Sense Six Ray Appel, Nora L. Alexander, Pearson Education Canada, Maggie Martin Connell, 2007      **Math Makes Sense** Lorraine Brown, Ray Appel, Michael Davis, Nora L. Alexander, Maggie Martin Connell, 2007      **Making Sense of Science** Kirsten R. Daehler, Mayumi Shinohara, Jennifer Folsom, 2011 This comprehensive professional development course for grades 6-8 science teachers provides all the necessary ingredients for building a scientific way of thinking in teachers and students focusing on science content inquiry and literacy. Teachers who participate in this course learn to facilitate hands-on science lessons, support evidence-based discussions, and develop students' academic language and reading and writing skills in science along with the habits of mind necessary for sense making and scientific reasoning. Force and Motion for Teachers of Grades 6-8 consists of five core sessions: Session 1 Motion, Session 2 Change in Motion, Session 3 Acceleration and Force, Session 4 Force, Session 5 Acceleration and Mass. The materials include everything needed to effectively lead this course with ease: Facilitator Guide with extensive support materials and detailed procedures that allow staff developers to successfully lead a course; Teacher Book with teaching science and literacy investigations along with a follow-up component; Looking at Student Work designed to support ongoing professional learning communities; CD with black line masters of all handouts and charts to support group discussion and sense making; course participation certificates; student work samples and other materials that can be reproduced for use with teachers.      **Resources in Education**, 2001

*The ID CaseBook* Peggy A. Ertmer, James A. Quinn, Krista D. Glazewski, 2019-03-26 The fifth edition of *The ID CaseBook* provides instructional design students with 26 realistic open-ended case studies that encourage adept problem solving across a variety of client types and through all stages of the process. After an introduction to the technique of case-based reasoning, the book offers three sections dedicated to K-12, post-secondary, and corporate clients respectively, each composed of varied detailed cases created by instructional design experts. The cases and their accompanying discussion questions encourage students to analyze the available information, develop action plans, and consider alternative possibilities in resolving problems. The esteemed editor team of Peggy A. Ertmer, James A. Quinn, and Krista D. Glazewski continue their considerable contribution to the teaching of instructional design with this thoroughly revised and updated volume.      **Teaching in the**

**Standards-based Classroom**, 2001 Virtually every national standards document, every state framework, and every local set of standards calls for fundamental changes in what and how teachers teach. The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards. This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards-based classroom.

Resources in Education, 1997      Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project, 2004 A complete research-based K-5 mathematics program integrating math, science, and language arts. The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving

problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover Math Trailblazers 2E G4 Teacher Implementation Guide ,2003 A research based NSF funded K5 mathematics

program integrating math science and language arts Includes a Spanish translation of instructional units **Math Trailblazers 2E G2 Teacher Implementation Guide** Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004 **Math Trailblazers 2E G1 Teacher Implementation Guide** Kendall/Hunt Publishing Company TIMS Project National Science Foundation (U.S.) University of Illinois at Chicago,2004

**Innovative Curriculum Materials** ,1999 *ENC Focus* ,1999 **Guided Math: A Framework for Mathematics Instruction Second Edition** Laney Sammons,2019-03-22 This instructional math framework provides an environment for mathematics that fosters mathematical thinking and understanding while meeting the needs of all students Educators will learn how to effectively utilize small group and whole group instruction manipulatives math warm ups and math workshop to engage students in connecting mathematics to their own lives Maximize the impact of your instruction with ideas for using ongoing assessment and differentiation strategies This second edition resource provides practical guidance and sample lessons for grade level bands K 2 3 5 6 8 and 9 12 Promote a classroom environment of numeracy and mathematical discourse with this essential professional resource for K 12 math teachers Math Makes Sense!: A Constructivist Approach

To The Teaching And Learning Of Mathematics Ana Helvia Quintero,Hector Rosario,2016-03-02 The methods for teaching mathematics usually follow the structure of mathematics The problem with this is that the structure of mathematics took centuries of elaboration to develop and is not the same as how one originally experiences mathematics Based on research of how mathematics is actually learned this book presents an innovative approach for teaching mathematics that will engage pupils and can have lifelong benefits for how they take on board more advanced mathematical topics Math Makes Sense makes use of the realistic mathematics education RME philosophy which bridges the gap between informal mathematics learning such as in day to day life and more formal teaching in school Many real life situations as examples for learning are included as well as different mathematical and logic puzzles that will stimulate learning and foster understanding The ideas presented are not confined to one national curriculum and so can be helpful worldwide to teachers instructors both in practice and those still in training private tutors homeschooling parents and educational researchers **Elementary**

**Mathematics Curriculum Materials** Janine T. Remillard,Ok-Kyeong Kim,2020-03-16 The book presents comparative analyses of five elementary mathematics curriculum programs used in the U S from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers These perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process Although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the

complexity of curriculum materials and their role in teaching in general Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher In order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors Harcourt Math, Grade 1 HSP,2002

Mathematics program for grades K 6 provides focused instruction on key skills comprehensive assessment targeted intervention and practice for mastery and retention **Elementary School Mathematics** John A. Van de Walle,1994

Elementary School Mathematics Teaching Developmentally Second Edition provides detailed comprehensive coverage of the teaching of mathematics in grades K 8 Firmly grounded in the NCTM Standards the text develops a constructivist developmental approach to learning mathematics that focuses on the nature of mathematical concepts and the manner in which children construct mathematical ideas It aims to help teachers reconceptualize mathematics as a problem solving endeavor not as a mastery of rules and procedures An accessible synthesis of viewpoints and current research this highly praised text includes topics ranging from the development of basic fact mastery to the important development of number sense All the while encouraging teachers to consider the construction of mathematics from the child s perspective In depth treatment of curriculum content teaching combined with hundreds of teaching activities aimed at conceptual development makes Elementary School Mathematics a practical teacher s resource as well as a college text Elementary School Mathematics Teaching Developmentally Second Edition features greater emphasis on the NCTM Curriculum Standards and the Professional Teaching Standards as the leading forces in mathematics education a new chapter on mathematics as a science of pattern and order a completely rewritten chapter on alternative assessment expanded and improved problem solving examples enhanced coverage of grades 7 and 8 even more black line masters with directions for making other useful materials and an Instructor s Manual with instructional suggestions activities for group homework practicum ideas and essay questions **Faster Isn't Smarter** Cathy L. Seeley,2009 Nctm Past President Cathy L Seeley shares her messages on today s most relevant topics and issues in education Based on Cathy L Seeley s award winning nctm President s Messages and including dozens of new messages this must have k 12 resource offers straight talk and common sense about some of today s most important thought provoking issues in education With topics ranging from the impact of rising expectations and the trap of timed tests to the role of technology and the phenomenon of jumping on bandwagons this book provides a base for lively discussion among elementary middle and high school teachers leaders policy makers and families This book contains

41 messages included in three sections 1 School Mathematics for the 21st Century Elementary and Secondary Mathematics in America 2 Great Ideas Whose Time Has Come and Gone Mathematics Issues Facing Schools and Districts and 3 Real Students and Real Teachers Mathematics in Today s Classroom This book also contains the following 1 Foreword by Marilyn Burns 2 Introduction 3 How to Use This Book 4 Afterword The Sum of the Parts Is Greater than Some of the Parts 5 Acknowledgments 6 Readings and References 7 Index and 8 About the Author      **Making Schools Work for Every Child**  
,2000

## Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Math Makes Sense Grade 6 Teachers Guide**

In a world inundated with displays and the cacophony of fast transmission, the profound power and mental resonance of verbal beauty frequently diminish in to obscurity, eclipsed by the regular assault of sound and distractions. However, located within the lyrical pages of **Math Makes Sense Grade 6 Teachers Guide**, a captivating work of literary elegance that impulses with fresh feelings, lies an unique journey waiting to be embarked upon. Published with a virtuoso wordsmith, this exciting opus guides visitors on an emotional odyssey, delicately exposing the latent potential and profound impact embedded within the elaborate internet of language. Within the heart-wrenching expanse with this evocative examination, we can embark upon an introspective exploration of the book is main subjects, dissect their interesting publishing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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