

What Is the Purpose of the Workbook?

For students

The Workbook supports students in their learning journey with independent or small-group practice opportunities for

- building on their understanding through a variety of questions, tasks, games, and challenges connecting foundational concepts;
- organizing and representing their thinking and understanding; and
- connecting math concepts to their lived experiences.

For teachers

The Workbook helps you support students by

- offering intentional independent and small-group practice ideas, aligned with your curriculum;
- providing additional assessment opportunities and ways to support learning; and
- allowing parents and caregivers an opportunity to see what their child is learning.

Go to Mathology.ca for comprehensive lesson notes supporting a deep understanding of student thinking and assessment opportunities that help determine the best next steps for your learners.

How To Use the Workbook

After working through lessons with students

- Identify the practice units that correlate with the lessons you've taught.
- Use the Workbook flexibly, as in-class practice (small-group, collaborative, or independent work).
- Discuss the practice tasks and ensure clarity.
- Identify the open-ended tasks and discuss ways for students to represent their understanding.
- Debrief the tasks and ask students to share their strategies.
- Observe students' level of understanding and build on it through additional tasks.

Reaching All Learners (Differentiated Instruction)

Consider the variety of learners in your classroom and how the Workbook can best support them. Key questions to reflect on include:

- Are there certain questions that I want all students to complete?
- Do some students need accommodations?
- Which students might benefit from small-group conversations before starting tasks?
- How can I encourage the use of manipulatives and models (e.g., Math Mats, Base Ten Blocks)?
- How can students use the Workbook to recognize their strengths and build a math identity (e.g., self-reflection)?

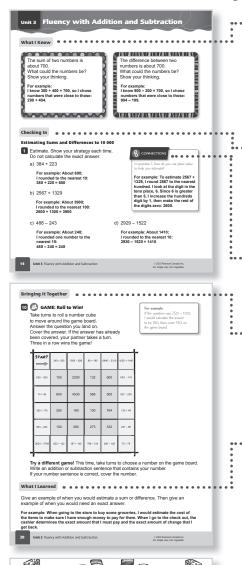
Curriculum Support

Go to www.pearson.com/ca/en/k-12-education/mathology.html for a detailed alignment of this resource with your curriculum.

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How Is the Workbook Organized?

Each unit connects the learning across several lessons.



What I Know

- activates prior knowledge of major concepts
- provides pre-assessment of students' understanding and knowledge
- helps you identify students who may need additional support

Checking In

 provides opportunities for students to apply their knowledge and understanding of concepts, make connections to math in the real world, reflect and discuss their thinking and strategies, and show what they know

Connections prompts

 enable students to create their own notes on connections made visible in the moment

Bringing It Together

- allows students to work together to discuss thinking and strategies
- helps students show what they know
- presents many open-ended tasks or games

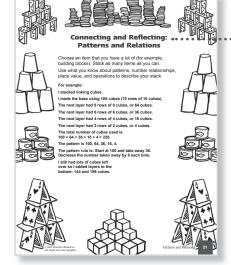
What I Learned

- allows students to reflect on what they have learned and record their understanding
- prompts students to focus on the major understandings and concepts
- provides a snapshot of students' learning

Connecting and Reflecting

 connects the learning across a practice cluster with students' lived experiences

Sample student answers are included throughout the resource.



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Connecting and Reflecting
Reproducibles
Word Wall

Bringing It Together





GAME: Roll to Win!

Take turns to roll a number cube to move around the game board.
Answer the question you land on.
Cover the answer. If the answer has already been covered, your partner takes a turn.
Three in a row wins the game!

For example:

If the question was 250 - 100, I would calculate the answer to be 150, then cover 150 on the game board.

START	345 + 255	1593 – 829	80 + 195	6840 – 2310	1052 + 1148
632 – 300	150	2200	132	600	1001 – 741
74 + 26	600	4530	588	500	827 – 239
325 + 175	260	180	100	764	132 + 48
824 – 224	100	260	275	332	221 – 89
3024 – 2749	632 + 132	187 + 145	798 – 210	260 – 128	75 + 75

Try a different game! This time, take turns to choose a number on the game board. Write an addition or subtraction sentence that contains your number. If your number sentence is correct, cover the number.

What I Learned

Give an example of when you would estimate a sum or difference. Then give an example of when you would need an exact answer.

Bringing It Together





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Give an example of when you would estimate a sum or difference. Then give an example of when you would need an exact answer.

For example: When going to the store to buy some groceries, I would estimate the cost of the items to make sure I have enough money to pay for them. When I go to the check out, the cashier determines the exact amount that I must pay and the exact amount of change that I get back.