

How to use Math's Mate Skill Builders

1. Determine which Math's Mate questions pose a difficulty

If a student gets one or more incorrect answers (represented by one or more successive unshaded boxes) on their worksheet results sheet, provided at the start of each term in the Math's Mate Student Pad, then that question requires a Skill Builder.

For example, question 10 in Sheets 1, 2, 3 and 4 is not marked, so Skill 10.1 from Skill Builder 10 needs to be handed to the student.

MATH'S MATE		Name: Jacinta Ryan	
		Class: 3M	
		Teacher: Miss Macleod	
Worksheet Results			
Term 1			
	Sheet 1	Sheet 2	Sheet 3
1. [Counting]	1	1	1
2. [Addition / Subtraction]	2	2	2
3. [Multiplication / Division]	3	3	3
4. [- Whole Numbers]	4	4	4
5. [+ Whole Numbers]	5	5	5
6. [x Whole Numbers]	6	6	6
7. [÷ Whole Numbers]	7	7	7
8. [Place Value]	8	8	8
9. [Word Numbers]	9	9	9
10. [Fractions]	10	10	10
11. [Number Patterns]	11	11	11
12. [Money]	12	12	12
13. [Measuring]	13	13	13
14. [Time]	14	14	14
15. [Data Analysis]	15	15	15
16. [Shapes]	16	16	16
17. [Location]	17	17	17
18. [Problem Solving 1]	18	18	18
19. [Problem Solving 2]	19	19	19
20. [Problem Solving 3]	20	20	20
Total Correct	14	16	17

2. Find the relevant Skill Builder on the Math's Mate worksheet results sheet

Check across the question that is posing difficulties on the worksheet results sheet to find the list of skills within the Skill Builder that are most relevant to that question.

Obtain a copy of one or all of the skills listed for that question (pages 1 to 278). You can also double check with the grid at the right of each skill title, that the chosen skill is appropriate.

Remember, students should work through the skills in order. The skills, where possible, are arranged in increasing degree of difficulty. Be aware that some skills may require the knowledge of previous skills.

Generally too, when a student has several areas of weakness, they should work on the lowest numbered question first. For example, a student struggling with Q1 and Q4 will need to build skills required for Q1 before they can improve Q4.

10. [Fractions]

Skill 10.1: Recognise the fractions as parts of a whole.

halves - 2 equal parts thirds - 3 equal parts quarters - 4 equal parts

- Find the number of parts in each shape.
- Match the number of parts with the fraction given.
- Check that the parts are of equal size.

Q. Circle the picture that shows thirds.

A.

a) Circle the picture that shows quarters.

b) Circle the picture that shows halves.

c) Circle the picture that shows thirds.

d) Circle the picture that shows halves.








e) Circle the pictures that show quarters.

f) Circle the pictures that show quarters.

3. Look up any unknown terms in the Skill Builder Glossary

The Glossary (pages 279 to 312) is more than just a list of definitions. It contains a wealth of relevant information that may help the students to better understand the question at hand. Weaker students may find that referring to a copy of the Glossary, and even building on it, is a helpful strategy for improving their overall mathematical competency.

For example, a student might need to look up the word “fraction” before attempting to complete Skill 10.1

first	• Placed <i>before</i> anything else.	
flat	• <i>Base 10 block</i> of 100 (10×10).	 100
flip	• To turn across a <i>line</i> so the result is a mirror image.	
fluid ounce (fl oz)	• A <i>unit of capacity</i> . • 16 fluid ounces equal 1 pint.	 1 fluid ounce = 6 teaspoons
foot (ft)	• A <i>unit of length</i> equal to 12 <i>inches</i> .	The tallest man: Robert Wadlow - Illinois (8 foot 11 inches)
fortnight	• A <i>unit of time</i> equal to 2 <i>whole weeks</i> or 14 <i>days</i> .	
forwards	• In the <i>direction of your front</i> .	1, 2, 3, 4, 5, ...
fourth	• The position after <i>third</i> .	1st, 2nd, 3rd, 4th ...
fraction	• Part of a <i>group</i> . • Part of a <i>whole</i> .	 5/5  1/2

page 287 www.mathsmate.com © Math's Mate Orange/Rose Skill Builder Glossary

4. Complete the relevant Skill Builder

Work through the examples given for that skill, and complete the exercises.

There are many techniques or methods that can be used to teach the same basic skills, even something as simple as adding 7 and 9. It is good for a student to be given a range of alternatives appropriate for each skill but space restrictions make this impossible. These sheets often suggest an approach that may be different to a student's past experience. If a student feels more comfortable with his current technique, that is fine. In most cases it is the end result that counts.

It is possible to take a very weak student back to a Skill Builder from a lower level if this is necessary. It is also possible to use a higher level book for students to have further practice if required.

5. Correct the relevant Skill Builders from the Skill Builder answer sheets (from page 325)

6. Circle the completed skill numbers on the Math's Mate worksheet results sheet

ACTIONS & ALGEBRAIC THINKING	5. [- Whole Numbers]	5	5	5	5	5.1	5	5	5	5	5.1
	6. [× Whole Numbers]	6	6	6	6	6.1	6	6	6	6	6.1
	7. [+ Whole Numbers]	7	7	7	7	7.1	7	7	7	7	7.1
	8. [Place Value]	8	8	8	8	8.1	8	8	8	8	8.1
	9. [Word Numbers]	9	9	9	9	9.1	9	9	9	9	9.1
	10. [Fractions]	10	10	10	10	10.1	10	10	10	10	10.1
	11. [Number Patterns]	11	11	11	11	11.1	11	11	11	11	11.1

7. Go back and repeat previous Math's Mate questions

After completing a Skill Builder, students should be encouraged to go back and attempt again those particular questions on the recently completed Math's Mate sheets.