



# Preview - Information



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# Google Slides Lessons Preview





# Alberta Math Curriculum Shape and Space – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### Learning Goal

We are learning to identify  $90^\circ$  angles so we can understand and describe how these angles affect different shapes and how they work in geometry.



### Angles

Drag to label the angles: acute, obtuse, or right angle.

			Right Angle
			Obtuse Angle
			Acute Angle

### Part 2 – Action!

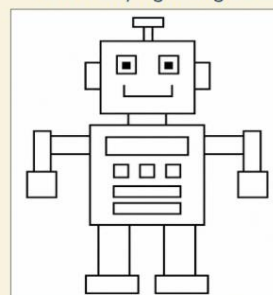
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Exit Card – Find The Right Angles

How many right angles are in the given picture?



Number of right angles





# Alberta Math Curriculum Shape and Space – Grade 5

### Measuring Square Side Lengths

A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.

Use the rulers to measure the equilateral triangles. Write the side lengths.

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Circle to the correct answer.

<p>3) Length of a whiteboard</p> <p>a) 12cm b) 2m c) 25mm</p>		<p>2) Length of a tennis court</p> <p>a) 100cm b) 25m c) 200km</p>	
<p>5) Width of a phone screen</p> <p>a) 25cm b) 10mm c) 8cm</p>		<p>4) Width of a cereal box</p> <p>a) 10mm b) 2.5m c) 10cm</p>	
		<p>6) Length of a river</p> <p>a) 90km b) 1000m c) 1500mm</p>	

What is the area of the shape in squares? Drag the numbers to

<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>
<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>	<p>Area: _____ Squares</p>



# Alberta Math Curriculum Shape and Space – Grade 5

### Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal. Use the draw tool to draw lines to create cm squares. Then count the squares and drag the numbers to determine the area.

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

Area = \_\_\_ cm<sup>2</sup>

1	2	3	4	5
6	7	8	9	0

Determine the length, width and height of each rectangular prism and then calculate their volume.

	Length _____	Height _____
	Width _____	Volume _____

	Length _____	Height _____
	Width _____	Volume _____

	Length _____	Height _____
	Width _____	Volume _____

	x _____		x _____		x _____	
	x _____		x _____		x _____	
	x _____		x _____		x _____	



# Google Slides Lessons Preview





# Alberta Math Curriculum Patterns and Time - Grade 5

## 3-Part Lesson Format

### Part 1 - Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### LEARNING GOAL

We are learning to find and describe arithmetic sequences using addition and subtraction so we can understand how numbers grow and change.

#### Graphing - Arithmetic Sequences

A gardener is planting sunflowers in a row. On Day 1, there is 1 sunflower blooming. Every day after that, 2 new sunflowers bloom.

Term Number (Day)	1	2	3	4	5	6	7
Term Value (sunflower)							

### Part 2 - Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Geometric Sequences - Rules

Fill in the blanks to determine the pattern rule.

#	PATTERN					RULE
1)	1	5	25	125	625	Start at ____, then multiply by ____ each time
2)	2	4	8	16	32	Start at ____, then multiply by ____ each time
3)	5	50	500	5000	50000	Start at ____, then multiply by ____ each time
4)	3	9	27	81	243	Start at ____, then multiply by ____ each time
5)	4	20	100	500	2500	Start at ____, then multiply by ____ each time



# Alberta Math Curriculum Patterns and Time - Grade 5

**Table of Values**

1 2 3 4 5  
6 7 8 9 0

One batch of cookies requires 3 cups of flour. Use the table to help the baker prepare for a big party.

1) How many cups of flour are needed for 6 batches of cookies?

2) If the baker has 27 cups of flour, what is the maximum number of batches they can make?

Batches	Cups of Flour
1	
2	
3	
4	
5	
10	

**Table of Values**

1 2 3 4 5  
6 7 8 9 0

One batch of cookies requires 3 cups of flour. Use the table to help the baker prepare for a big party.

1) How many cups of flour are needed for 6 batches of cookies?

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Batches	Cups of Flour
1	
2	
3	
4	
5	
10	

Circle "TRUE" if the equation is equal and FALSE if it is not.

1)	$41 + 8 = 59$	TRUE	FALSE	6)	$27 + 18 = 35$	TRUE	FALSE
2)	$11 + 19 = 30$	TRUE	FALSE	7)	$45 + 6 = 61$	TRUE	FALSE
3)	$37 + 22 = 59$	TRUE	FALSE	8)	$68 + 8 = 76$	TRUE	FALSE
4)	$33 + 66 = 99$	TRUE	FALSE	9)	$42 + 19 = 51$	TRUE	FALSE
5)	$54 + 43 = 95$	TRUE	FALSE	10)	$80 + 17 = 97$	TRUE	FALSE



# Alberta Math Curriculum Patterns and Time - Grade 5

### Division - Using Variables

Find out the value of the variable.

1) $36 \div a = 6$ a = <input type="text"/>	2) $16 \div b = 8$ b = <input type="text"/>	3) $28 \div 7 = c$ c = <input type="text"/>
4) $5 \div e = 1$ e = <input type="text"/>	5) $f \div 12 = 2$ f = <input type="text"/>	6) $88 \div g = 8$ g = <input type="text"/>
7) $48 \div i = 6$ i = <input type="text"/>	8) $j \div 4 = 10$ j = <input type="text"/>	9) $81 \div 9 = k$ k = <input type="text"/>

### Division Word Problems

1) Noah is putting 198 marbles into jars. How many jars does he need if each jar holds 9 marbles.

198								
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Division Equation Sentence:  $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2) Emma is packing 216 oranges into crates. Each crate holds 18 oranges. How many crates does she need?

216								
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Division Equation Sentence:  $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

### True or False

Write "TRUE" if it is true and "FALSE" if it is not.

1) $6 \div 3 = 2$	TRUE	FALSE	6) $17 \div 7 = 2$	TRUE	FALSE
2) $15 \div 5 = 5$	TRUE	FALSE	7) $6 \div 6 = 1$	TRUE	FALSE
3) $32 \div 8 = 6$	TRUE	FALSE	8) $24 \div 12 = 2$	TRUE	FALSE
4) $50 \div 10 = 5$	TRUE	FALSE	9) $90 \div 9 = 11$	TRUE	FALSE
5) $88 \div 11 = 8$	TRUE	FALSE	10) $64 \div 8 = 6$	TRUE	FALSE



# Google Slides Lessons Preview





# Alberta Math Curriculum Statistics– Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### TALLY MARKS

#### Learning Goal

We are learning to **collect, organize, and record data using tally marks by grouping and counting data efficiently**, so we can **determine frequencies, compare categories, and interpret patterns in the data.**

### TALLY MARKS

Fill in the table by writing the frequency of the tally marks **1 2 3 4 5 6 7 8 9 0**

Students in a school were asked what their favorite after-school activity is. The results are shown below. Fill in the frequency for each category.

Category	Reading	Sports	Gaming	Art
Tally				
Frequency				

Questions	Answer
1) How many students were surveyed in total?	
2) Which activity is the most popular?	
3) Which activity is the least popular?	
4) How many more students chose gaming than reading?	
5) How many students chose sports and art combined?	

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### TALLY MARKS

**1 2 3 4 5 6 7 8 9 0**

Fill in the table by drawing the tally marks based on the frequency

A teacher asked students what type of transportation they use to get to school. The tally marks were not recorded, but the frequencies are shown below. Help complete the table by drawing the tally marks.

Category	Bus	Car	Walk	Bike
Tally				
Frequency	22	22	13	18

Questions	Answer
1) How many students participated in the survey?	
2) Which type of transportation is the most common?	
3) How many more students travel by bus than walk?	
4) How many students travel by car and bike combined?	





# Alberta Math Curriculum Statistics- Grade 5

## DRAWING A DOUBLE BAR GRAPH

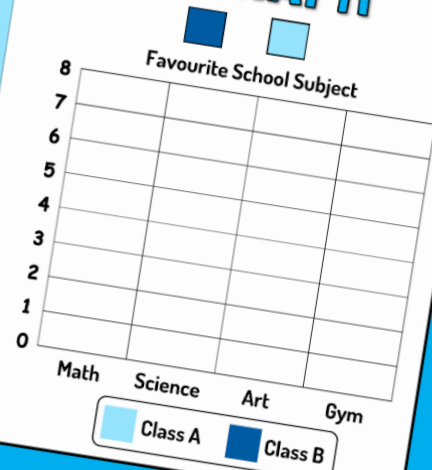
Two Grade 5 classes were asked which school subject they find most interesting. The result is listed below:

**Class A:** Math, Science, Math, Art, Science, Math, Gym, Science, Math, Art, Science, Math

**Class B:** Science, Gym, Math, Gym, Science, Art, Gym, Science, Math, Gym, Science, Art

Fill in the frequency table below. Then draw a double bar graph.

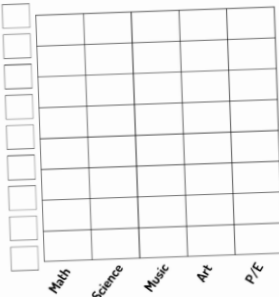
Subject	Class A	Class B	Total
Math			
Science			
Art			
Gym			



Decide the proper scale to use for the graphs below, then draw your bar graphs

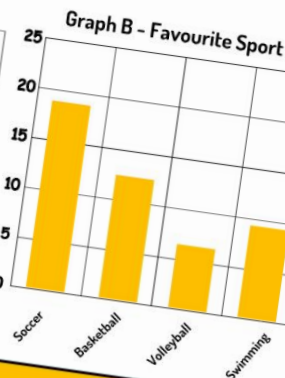
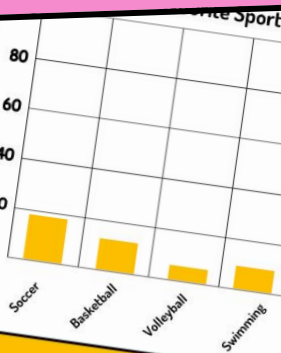
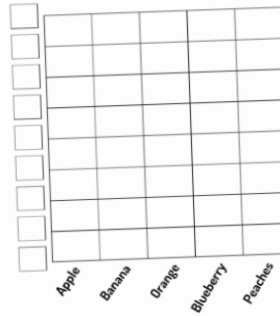
Subject	Votes
Math	20
Science	25
Music	30
Art	40
Physical Education	25

Favourite Subject



Fruit	Votes
Apple	21
Banana	24
Orange	15
Blueberry	12
Peaches	24

Favourite Fruit



### Questions

- 1) What is the scale in Graph A?
- 2) What is the scale in Graph B?
- 3) Which graph uses more of the graph space?
- 4) What is the largest value shown in the graphs?
- 5) What scale would you use for this data?

SCALE

1 2 3 4 5 6 7 8 9 0

Graph A  
Graph B



# Google Slides Lessons Preview





# Alberta Math Curriculum Number Unit – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### Learning Goal

We are learning to identify the place value of digits in whole numbers so we can read, write, and understand large numbers accurately.

### Why Are We Learning This?

Imagine you're saving up for a new bike that costs \$1489. If you don't understand place value, you might think it's only \$148 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!



### Place Value - How Many...



#	Number	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	657 529					
2.	2 443 469					
3.	3 809 362					
4.	8 128 758					
5.	7 541 846					
6.	10 000 000					

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Solve...

My number has 9 hundred thousands, 7 ten thousands, 8 thousands, 5 less hundreds than thousands, 2 ones, and 3 more tens than ones. What is my number?

Drag the base ten blocks below

Write the Number:





# Alberta Math Curriculum Number Unit - Grade 5

## Decomposing Numbers

Decompose the numbers by dragging digits from the number bank.

1) 3 560 234

2) 4 317 392

3) 6 136 786

4) 7 892 005

5) 8 920 567

6) 9 459 378

Number Bank: 4, 30, 200, 2, 90, 300, 8, 70, 300, 0

## Writing Words

Write numbers with the correct words.

14.9	One hundred sixty-seven and eight thousandths
167.008	One thousand eight hundred ninety and four tenths
56.222	One hundred twenty-three and five hundredths
1 890.4	One hundred seventy-nine and one hundred eight thousandths
6701.56	Nine thousand nine hundred ninety-nine and one thousandth
179.108	Ninety-three and forty-two hundredths
9999.001	Fifty-six and two hundred twenty-two thousandths
600.021	Six hundred and twenty-one thousandths
93.42	Fourteen and nine tenths
	Six thousand seven hundred one and fifty-six hundredths

Observe the patterns below

Train 1: 0.08, 0.10, 0.12, 0.14, 0.16, 0.18, 0.20

Train 2: 0.45, 0.50, 0.55, 0.60, 0.65, 0.70, 0.75

Train 3: 1.67, 1.71, 1.75, 1.79, 1.83, 1.87

Children holding signs: 3.78, 15.29



# Alberta Math Curriculum Number Unit - Grade 5


## Generating Decimals Between Whole Numbers

List three decimals between the numbers.

0    1

3    4

9    10



## Estimation - Comp

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide. They are chosen to make math problems simpler.  
 Example: Instead of adding  $198 + 305$ , you can use  $200 + 300 = 500$  to estimate the sum.

#	Original Question	Compatible Numbers
1	$54 + 27$	<input type="text"/> + <input type="text"/> = <input type="text"/>
2	$37 + 68$	<input type="text"/> + <input type="text"/> = <input type="text"/>
3	$187 + 296$	<input type="text"/> + <input type="text"/> = <input type="text"/>
4	$352 + 153$	<input type="text"/> + <input type="text"/> = <input type="text"/>

#	Original Question	Compatible Numbers
5	$48 + 16$	<input type="text"/> + <input type="text"/> = <input type="text"/>
6	$89 + 55$	<input type="text"/> + <input type="text"/> = <input type="text"/>
7	$195 + 94$	<input type="text"/> + <input type="text"/> = <input type="text"/>
8	$247 + 153$	<input type="text"/> + <input type="text"/> = <input type="text"/>

$230000$   
 $- 145732 \rightarrow$   
 $\hline$   
 $90000$

$563274 \rightarrow$    
 $- 342765 \rightarrow$    
 $\hline$

3)  
 $715416 \rightarrow$    
 $- 595735 \rightarrow$    
 $\hline$

4)  
 $913168 \rightarrow$    
 $- 842464 \rightarrow$    
 $\hline$