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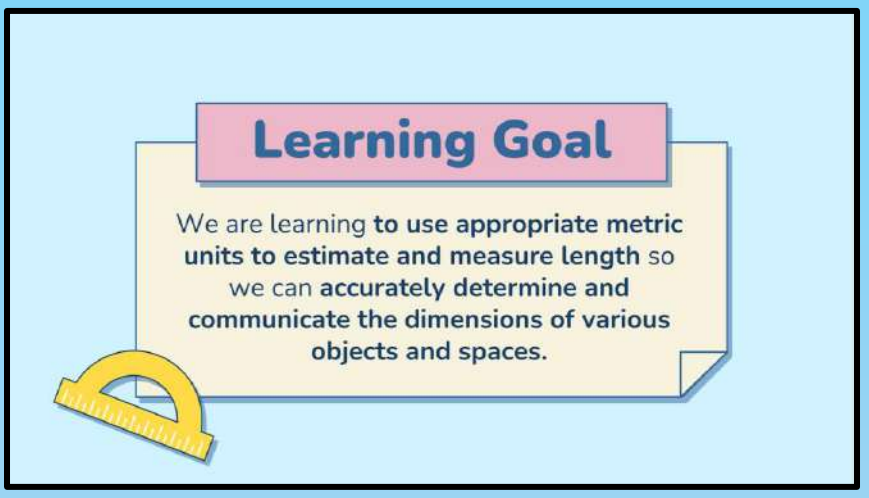
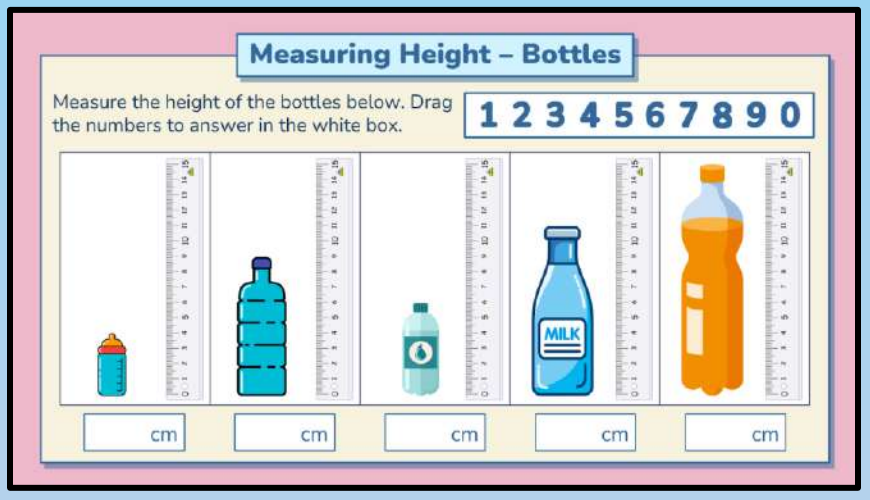
Google Slides Lessons Preview

Saskatchewan Math Curriculum
Shape & Space – Grade 5

3-Part Lesson Format

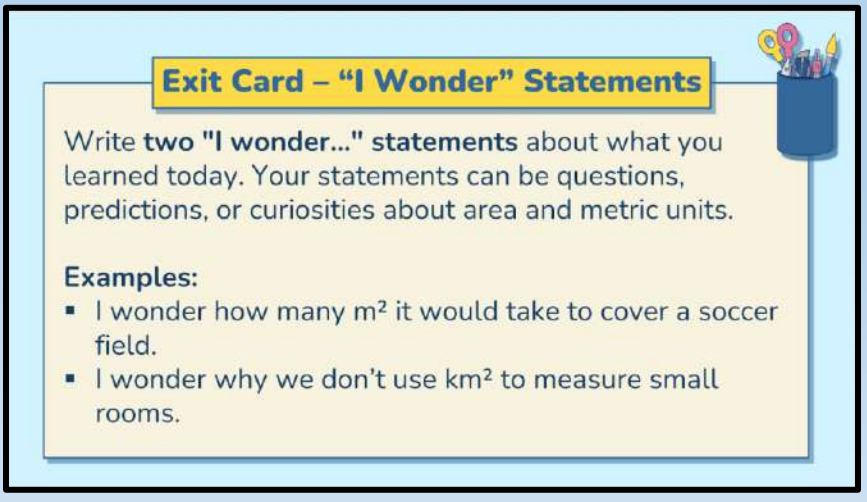
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



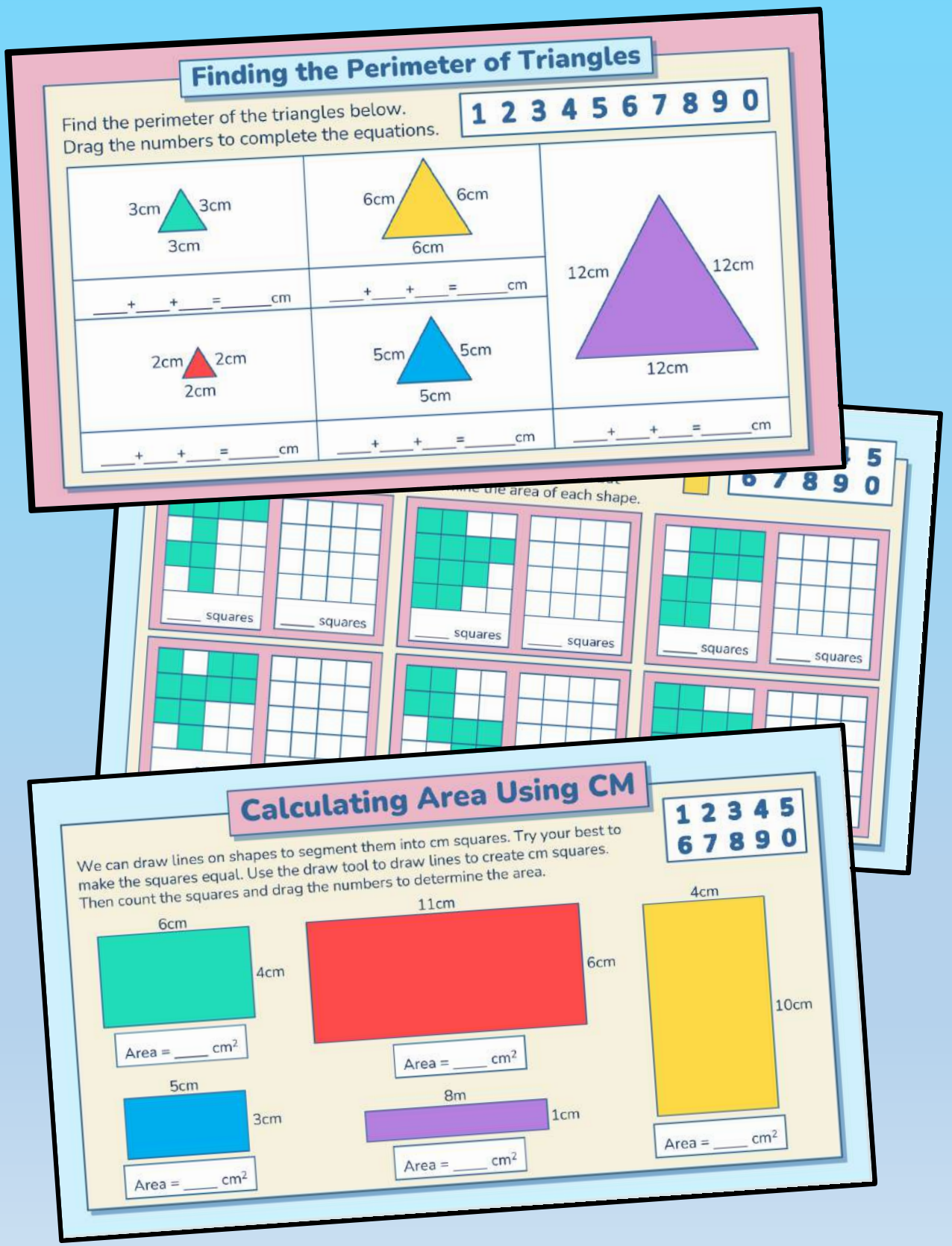


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Math Curriculum
Shape & Space – Grade 5



Saskatchewan Math Curriculum
Shape & Space – Grade 5

Grade 5
Shape and Space

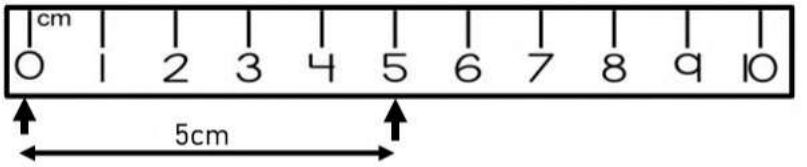
	Curriculum Expectations	Pages
SS5.1	Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.	22-72
SS5.2	Demonstrate understanding of measuring length (mm) by: • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm, cm, and m units.	5-21
SS5.3	Demonstrate an understanding of volume by: • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3)	75-87
SS5.4		9-100
SS5.5	• parallel • intersecting • perpendicular • vertical • horizontal.	104-114
SS5.6	Identify and sort quadrilaterals, including: • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes.	116-131
SS5.7	Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology).	134-175
TQ	Tests and Quizzes	73-74, 102-103, 132-133, 146-177

Name: _____ 5

Curriculum Connection
SS5.2

Measuring in Centimetres

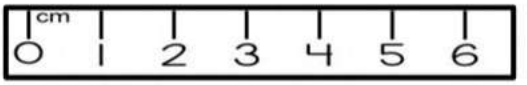
We can accurately measure the length of something by using a ruler.



Instructions Read the rulers below to find the distance between the arrows

1)

2)

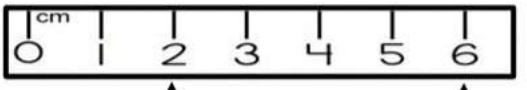


_____ cm

3)

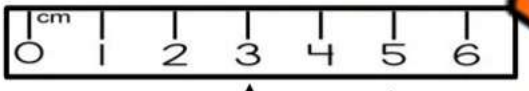
_____ cm

4)



_____ cm

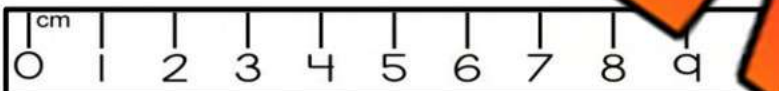
5)



_____ cm

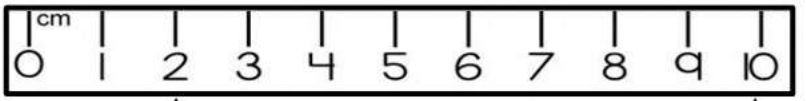
6)

7)



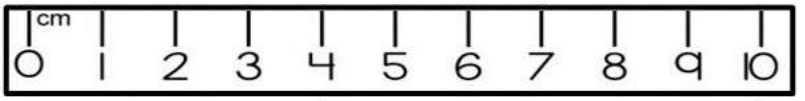
_____ cm

8)



_____ cm

9)



_____ cm

Name: _____ 6

Curriculum Connection
SS5.2

Measuring in Centimetres and Millimetres

Part 1 Use a ruler to measure the lines below

1) _____ cm _____ mm	2) _____ cm _____ mm
3) _____ cm _____ mm	4) _____ cm _____ mm
5) _____ cm _____ mm	6) _____ cm _____ mm
7) _____ cm _____ mm	_____ mm

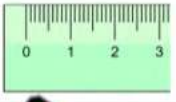
Part 2 Draw a line that is the correct le[illegible]

1) 70 mm	2) 4 cm
3) 60 mm	4) 2 cm
5) 3 cm	6) 50 mm

Name: _____ 8

Curriculum Connection
SS5.2

Metric System Units – mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
Used to measure short distances 	Used to measure short to medium distances 	Used to measure medium to long distances

Questions unit of measure would you use to measure the following distances?

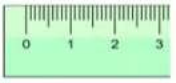
1) The length of 	
2) The length of your 	
3) The length of your eraser	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

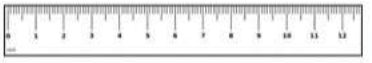
Name: _____ 9

Curriculum Connection
SS5.2

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
10mm = 1cm 1000mm = 1m	1cm = 10mm 100cm = 1m	1m = 100cm 1m = 1000mm





Part 1 Fill in the tables below

mm	cm
10	
20	
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	3
400	
	5
600	
	7
1000	

Part 2 Convert the units of measurement below

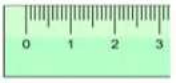
1) 1m	_____cm	5) 5m	_____cm	9) 500cm	_____m
2) 20mm	_____cm	6) 50mm	_____cm	10) 500mm	_____cm
3) 2cm	_____mm	7) 100mm	_____cm	11) 8m	_____cm
4) 50cm	_____mm	8) 30cm	_____mm	12) 300cm	_____m

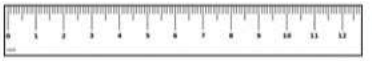
Name: _____ 10

Curriculum Connection
SS5.2

Metric System Units – Decimal Conversions

Millimetre (mm)	Centimetre (cm)	Metre (m)
15mm = 1.5cm 1500mm = 1.5m	5.5cm = 55mm 430cm = 4.3m	2.5m = 250cm 1.3m = 1300mm





Part 1 Complete the tables below

	cm
5	
15	
45	
55	
	6.5
75	
85	
	9.5

cm	m
	0.5
	1.5
250	
350	
	4.5
550	
6	
850	
950	

Part 2 Convert the units of measurement below

1) 1.3m	_____cm	5) 6.2m	_____cm	9) 580cm	_____m
2) 28mm	_____cm	6) 57mm	_____cm	10) 87mm	_____cm
3) 2.7cm	_____mm	7) 134mm	_____cm	11) 8.42m	_____cm
4) 5.3cm	_____mm	8) 3.6cm	_____mm	12) 330cm	_____m

Name: _____ 11

Curriculum Connection
SS5.2

Which is Longer?

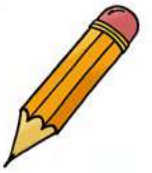
Part 1 Which distance is farther? Circle the longest distance.

1)	10.5m	200.2cm	10.5mm	2.5m
2)	32.5cm	380mm	0.5m	1000m
3)	50	535cm	5.5m	1.5m
4)	m	3.3m	1000mm	156cm
5)	712cm		3000mm	4.5m

Part 2 Read the pr nd below

1. Nick and Ryan both competed in mp at ack meet. Nick jumped 3.45m and Ryan jumped 329cm. W jumpe ther

2. Max and Rudy are arguing over whose pencil is longer. Ma cm long and Rudy's is 95mm long. Whose pencil is longer?



3. Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?

Name: _____ 12

Curriculum Connection
SS5.2

Memory Game: Matching Equivalent Units

Objective What are we learning about?

Students will practice converting and matching equivalent units of measurement, such as centimeters to millimeters and meters to centimeters, to enhance their understanding of metric conversions.

Materials What you will need for the activity.

- Sets of Memory Game cards with units of measurement (printed)
- Tables or clear space for each group to lay out their cards

Instructions How you will complete the activity

1. Divide the class into groups of 3 or 4 students each.
2. Give each group a set of Memory Game cards.
3. Have each group lay all the cards face down in a grid on a table or floor.
4. Students take turns flipping over two cards at a time, trying to find a match with equivalent units of measurement.
5. If a student finds a match (e.g., 1 meter and 100 centimeters), they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the equivalent units of measurement with the class, ensuring students understand the conversions.

Name: _____ 13

Curriculum Connection
SS5.2

Cards | Memory Game Cards

1 centimeter	10 millimeters
2 [illegible]s	200 centimeters
50 centimeters	[illegible]illimeters
3 meters	300 centi[illegible]ters
20 centimeters	200 millimeters

Name: _____ 14

Curriculum Connection
SS5.2

Cards | Memory Game Cards

5 centimeters	50 millimeters
10 [illegible]rs	1000 centimeters
4 meters	[illegible]00 [illegible]ntimeters
8 centimeters	80 millim[illegible]ers
15 meters	1500 centimeters

Name: _____ 15

Curriculum Connection
SS5.2

Cards | Memory Game Cards

12.5 centimeters	125 millimeters
2.5 [illegible]	250 centimeters
67.5 centimeters	[illegible]5 [illegible]illimeters
7.25 meters	725 centi[illegible]ters
8.5 centimeters	85 millimeters

Name: _____ 16

Curriculum Connection
SS5.2

Cards | Memory Game Cards

2.25 meters	225 centimeters
9.5 meters	950 centimeters
5.5 meters	550 centimeters
0.5 centimeters	5 millimeters
0.75 meters	75 centimeters

Name: _____ 17

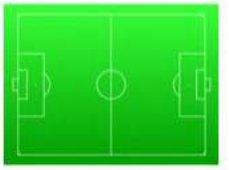
Curriculum Connection
SS5.2

Estimating Distance

Questions Which distance makes the most sense?

1) Length of a pencil
a) 30cm
b) 10mm
c) 10cm

2) Length of a soccer field
a) 100m
b) 500m
c) 500cm



3) Dist of a 2 race
a) 100 metr
b) 50mm
c) 2000m

4) Length of a gym
a) 15m
b) 3m
300cm
mm

5) Width of a computer monitor
a) 2m
b) 40cm
c) 20mm

6) Len your shoe
a)
b) cm
c) 2m

7) Height of a desk
a) 2m
b) 90cm
c) 200mm

8) Height of an NBA erson)
a) 2m
b) 100cm
c) 200mm

9) Length of a bus
a) 13m
b) 200cm
c) 2000mm

10) Width of an eraser on the end of a pencil
a) 2m
b) 10cm
c) 10mm

Name: _____ 18

Curriculum Connection
SS5.2

Estimating the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – mm, cm, or m. Then we estimate by using our understanding of these units.

Example
- my walk to school is around 500m
- my pencil is approximately 10cm long
- my eras[illegible]bout 8mm wide

Ques[illegible] the questions below by estimating the distances

1) How far do [illegible] way fr[illegible] school?	
2) How wide is your clas[illegible]?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest store?	
8) How wide is your sheet of paper?	
9) How wide is your gym?	
10) How thick is the last book you read?	

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) Convert the units of measurement below.

a) [illegible] = _____cm

[illegible] m = [illegible]cm

c) 640 [illegible] = _____m

2) Solve the pro[illegible] below

Ben and Tom are meas[illegible] toy cars. Ben's car is 8.3 cm long. T[illegible] is 85 mm long. Whose car is longer?

_____

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____cm

b) 9.57 m = _____cm

c) 640 cm = _____m

2) Solve the problem below

Ben and Tom are measuring toy cars. [illegible]s car is 8.3 cm long. Tom's car is [illegible]ng. Whose car is longer?

_____

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____cm

b) 9.57 m = _____cm

c) 640 cm = _____m

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_____

Name: _____

1) Convert the uni[illegible]nt below.

a) 69 mm = _____m

b) 9.57 m = _____cm

c) 640 cm = _____m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

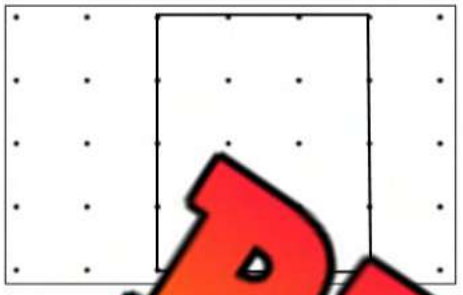
_____

Name: _____ 22

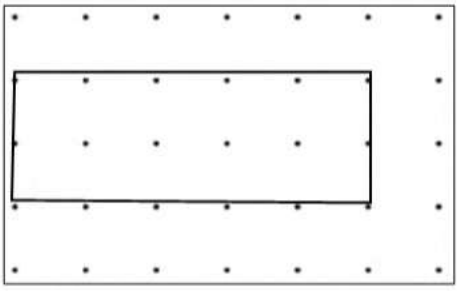
Curriculum Connection
SS5.1

Finding the Perimeter of Irregular Shapes

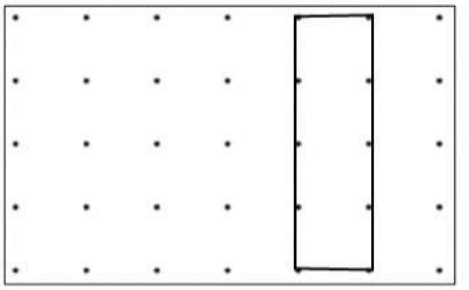
Part 1 Find the perimeter of the rectangles below



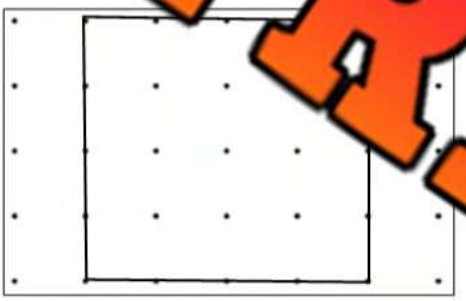
1) Pe[illegible]



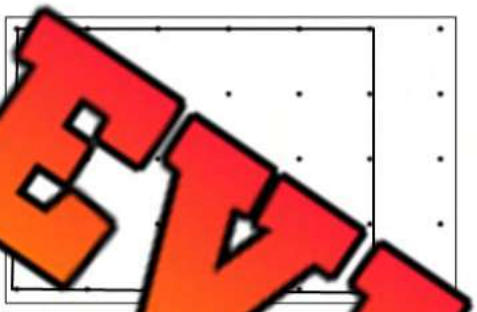
2) Perimeter=_____



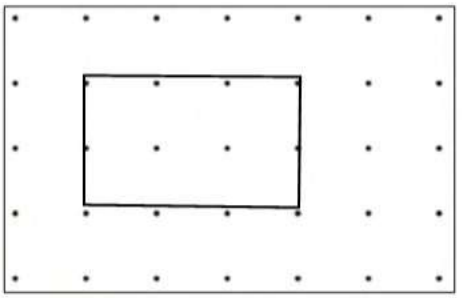
3) Perimeter=_____



4) Perimeter=_____

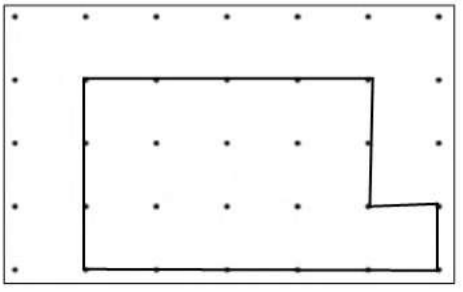


5) Peri[illegible]=_____

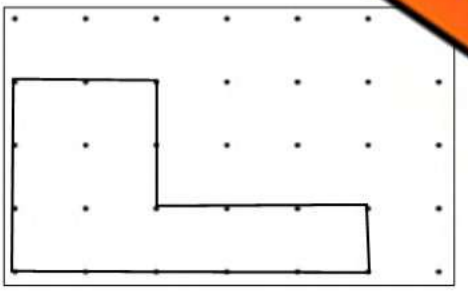


6) Perimeter=_____

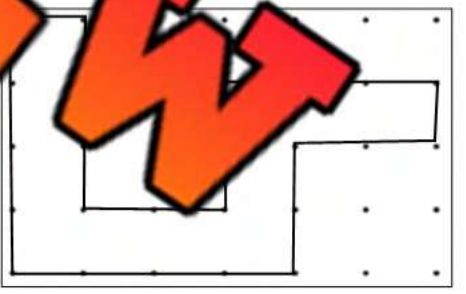
Part 2 Find the perimeter of the polyg[illegible]elo[illegible]



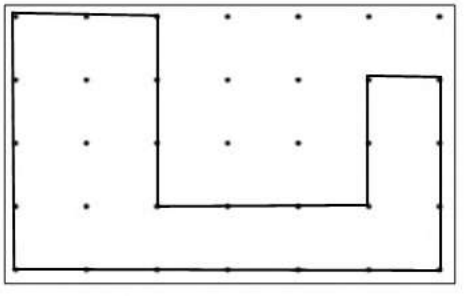
1) Perimeter=_____



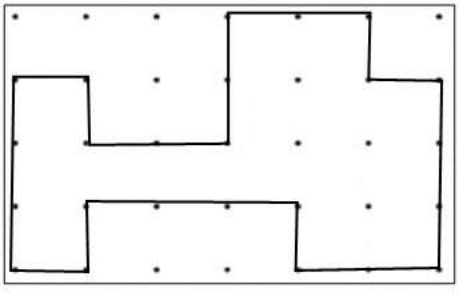
2) Perimeter=_____



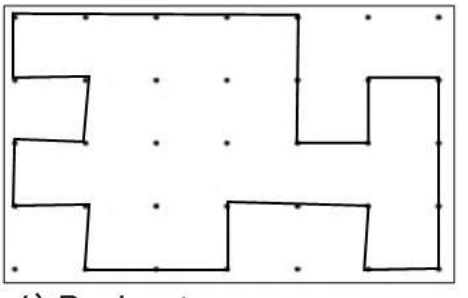
3) Perimeter=_____



4) Perimeter=_____



5) Perimeter=_____



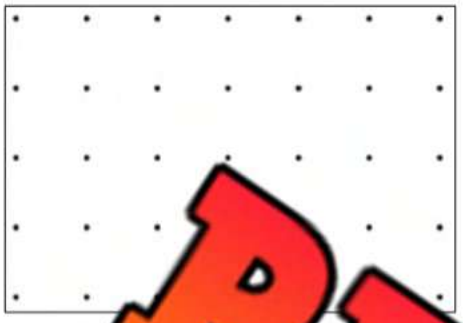
6) Perimeter=_____

Name: _____ 25

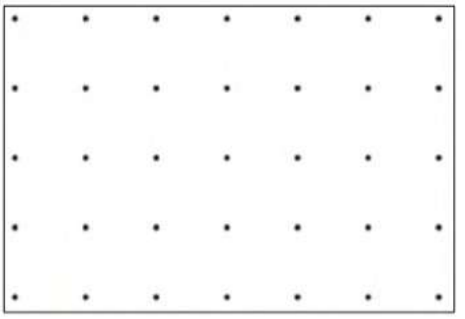
Curriculum Connection
SS5.1

Drawing Shapes Using Perimeter

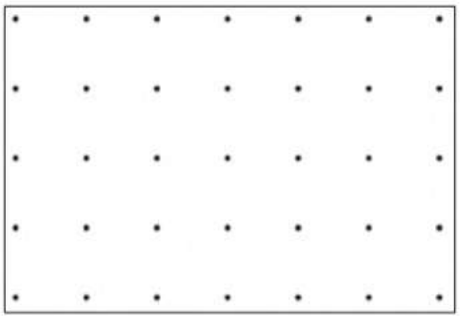
Part 1 Draw a **square** with the perimeter that is given to you



1) Perimeter= 8



2) Perimeter= 4

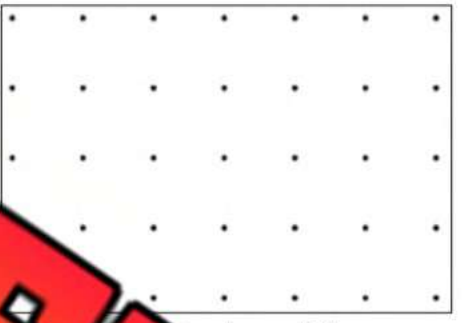


3) Perimeter= 12

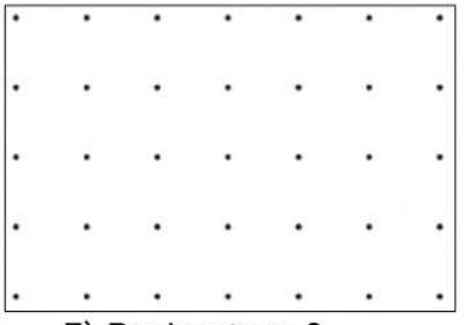
Part 2 D[illegible] the perimeter that is given to you

4) Perimeter= 6

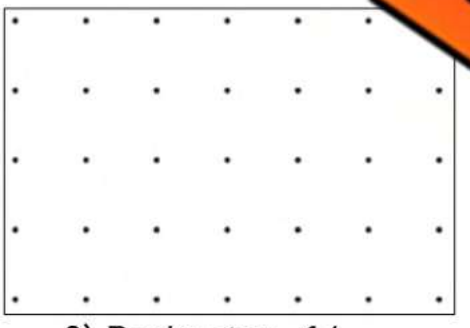
5) Perimeter= [illegible]



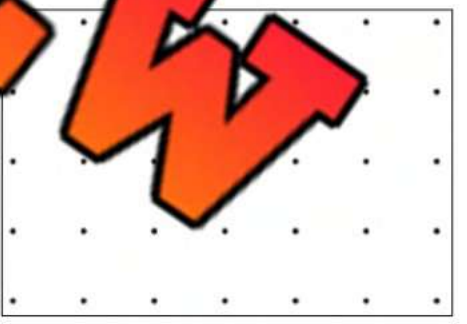
[illegible]eter= 16



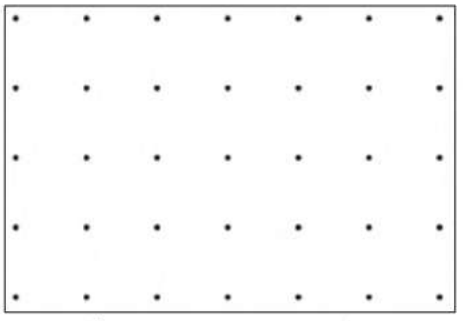
7) Perimeter= 8



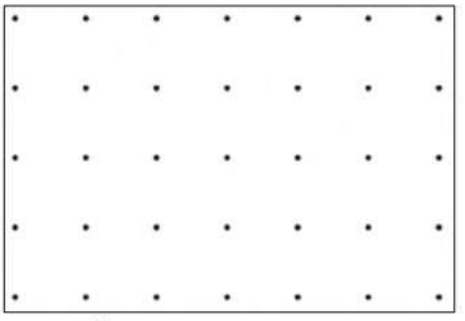
8) Perimeter= 14



9) Perimeter= 18



10) Perimeter= 20



11) Perimeter= 12

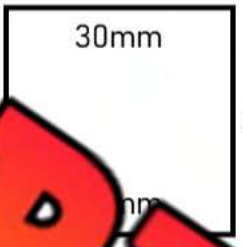
Name: _____ 26

Curriculum Connection
SS5.1

Perimeter of Regular Polygons

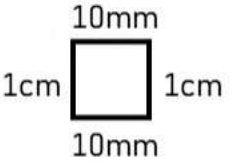
Part 1 Step 1 - Convert the units so they are all the same
Step 2 – Use a formula to calculate the perimeter

1)



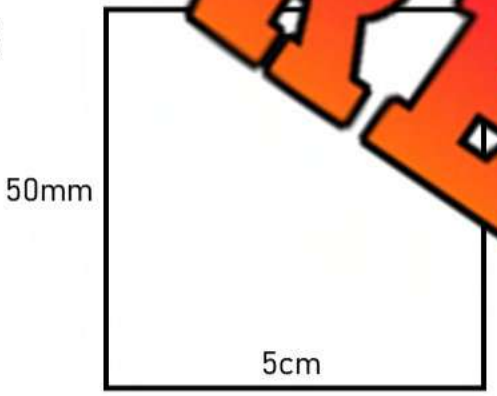
_____

2)



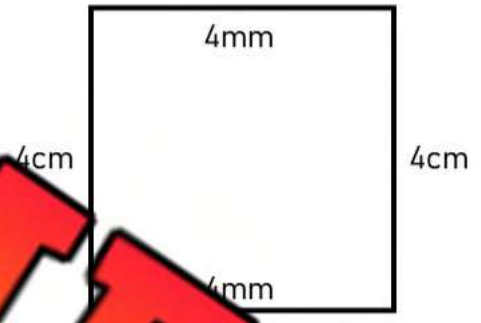
_____

3)



_____

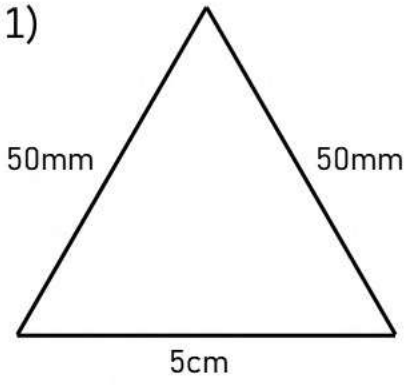
4)



_____

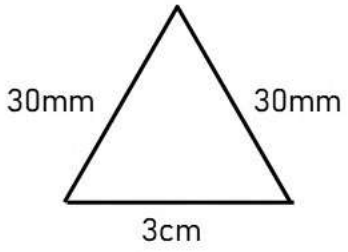
Part 2 Find the perimeter of the equilateral triangles below

1)



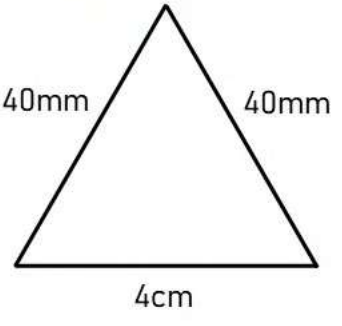
_____

2)



_____

3)



_____

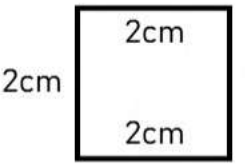
Name: _____ 28

Curriculum Connection
SS5.1

Finding the Perimeter of Shapes

The perimeter is the distance around a shape. We can find the perimeter by adding up all of the side lengths.

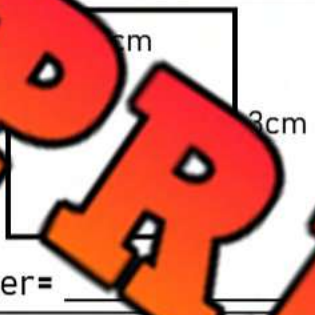
Example: 2 + 2 + 2 + 2 = 8cm



Part 1

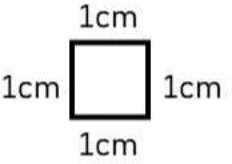
Find the perimeter of the squares below

1)



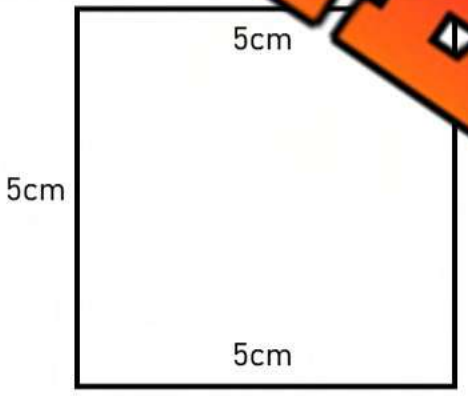
Perimeter= _____

2)

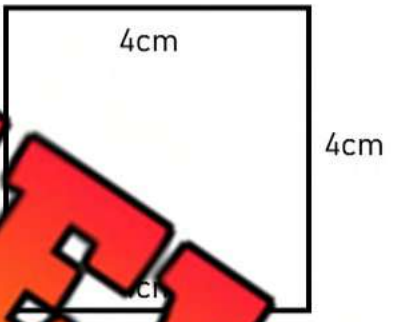


Perimeter= _____

3)



Perimeter= _____

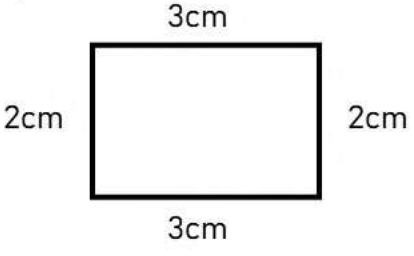


Perimeter= _____

Part 2

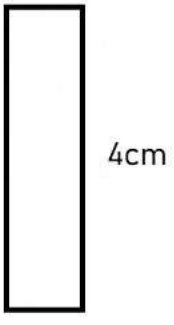
Find the perimeter of the rectangles below

1)



Perimeter= _____

2)



Perimeter= _____

3)

Perimeter= _____

Name: _____ 30

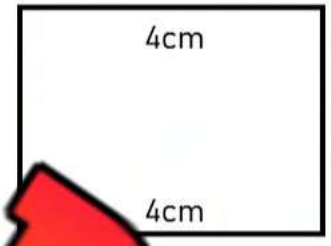
Curriculum Connection
SS5.1

Finding the Perimeter of Rectangles

Part 1

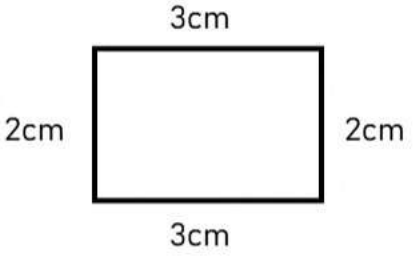
Find the perimeter of the rectangles below

1)



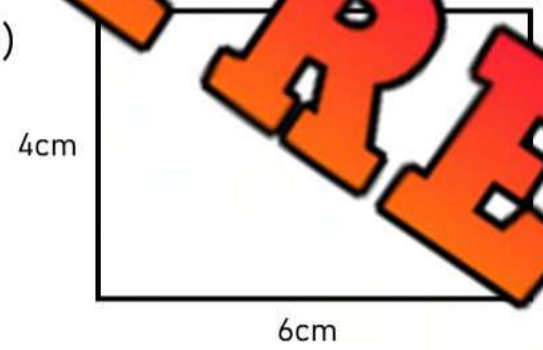
Perimet _____

2)



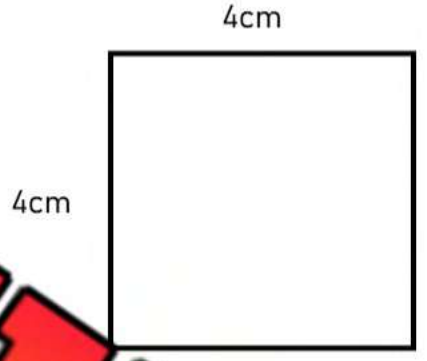
Perimeter= _____

3)



Perimeter= _____

4)



P eter _____

Part 2

Answer the word problems below

1) A rectangular basement has a length of 15m and a wi of 7 perimeter of the basement?

2) The perimeter of a rectangular playground is 40m. If the length of the playground is 15m, what is the width?

3) The basketball court has a width of 12 metres and a perimeter of 72 metres. What is the length of the basketball court?

Name: _____ 31

Curriculum Connection
SS5.1

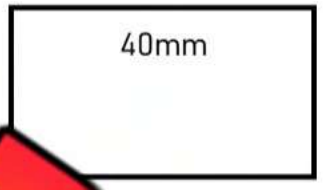
Finding Perimeter – Converting cm and mm

Instructions

Step 1 - Convert the units so they are all the same
Step 2 – Add up all the units

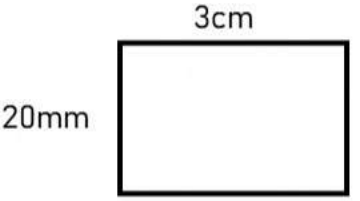
*** not to scale

1)



Perimeter = _____cm _____mm

2)



Perimeter = _____cm _____mm

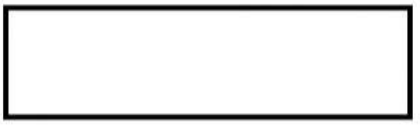
3)

Perimeter = _____cm _____mm

4)

Perimeter = _____cm _____mm

5)



Perimeter = _____cm _____mm

6)

Perimeter = _____cm _____mm

7)

Perimeter = _____cm _____mm

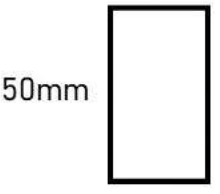
8)

Perimeter = _____cm _____mm

9)

Perimeter = _____cm _____mm

10)



Perimeter = _____cm _____mm

Name: _____ 33

Curriculum Connection
SS5.1

Perimeter Word Problems

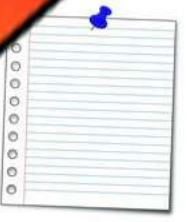
Instructions Draw a picture of the problem and then find the perimeter

1) A computer screen is 22cm by 12cm. What is the perimeter of the screen?

2) Pa[illegible] around his yard. His yard is 25m by 12m. What is the perimet[illegible] of his [illegible]

3) The school yard is a rectangle that [illegible] by [illegible] What is the perimeter of the yard?

4) A poster is 1.2m by 160cm. What is the perimeter of the post[illegible]



5) Mrs. Wilson is putting a border around her bulletin board. The board is 320cm by 1.6m. What is the perimeter of the bulletin board?

Name: _____ 34

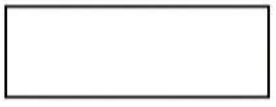
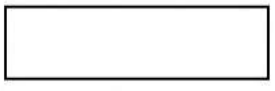
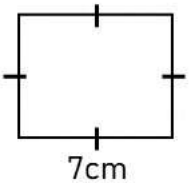
Curriculum Connection
SS5.1

Perimeter Formulas

Mathematicians use formulas to help them solve questions faster and easier. When finding the perimeter of a quadrilateral, we can use the following formulas.

Formula 1		Formula 2
a + b + a + b 9 + 3 + 9 + 3 = 24cm		a + b x 2 9 + 3 x 2 = 24cm

Instructio Use both formulas to calculate the perimeter of the quadrilaterals

Shape	Formula 1	Formula 2
1) 		
2) 		
3) 		
4) 		
5) 		
6) 		

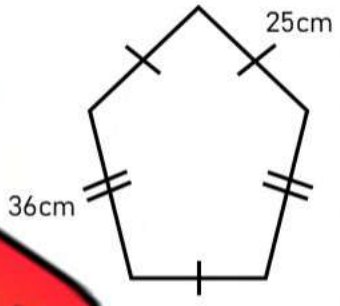
Name: _____ 36

Curriculum Connection
SS5.1

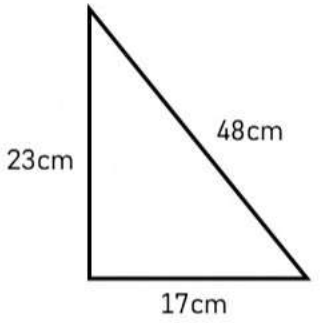
Perimeter – Compound Shapes

Instructions Convert the units and calculate the perimeter of the shapes

1)



2)



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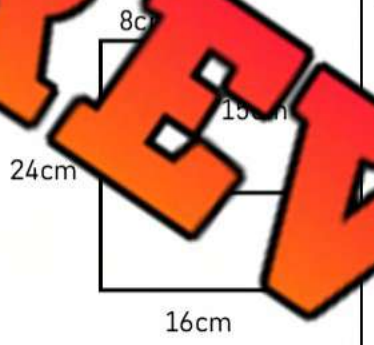
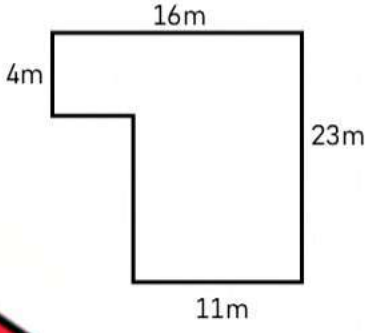
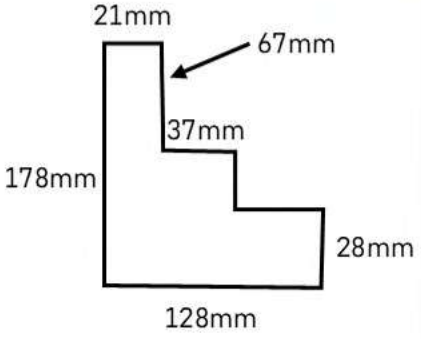


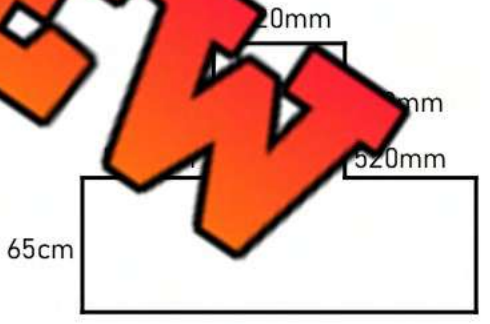
4)



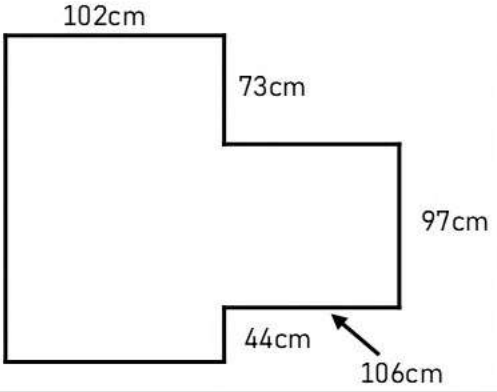
5)



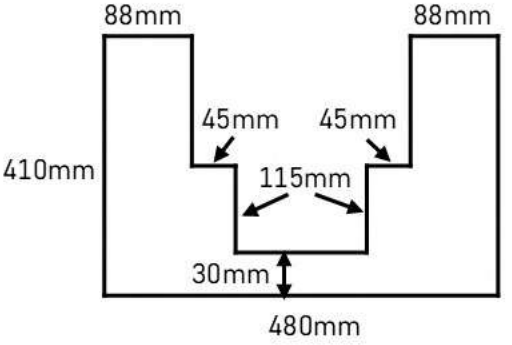
6)



7)



8)



Name: _____ 37

Curriculum Connection
SS5.1

Regular and Irregular Polygons – Word Problems

Instructions Draw a picture of the problem and then find the perimeter

1) Henry built a fence using stones in his yard. The fence was shaped like a regular pentagon. The regular pentagon had side lengths of 13m. What is the perimeter of the shape?

2) Detective Carter tape[illegible] ime s[illegible]an irregular shape. The irregular shape had 6 sides with the [illegible]g r[illegible]ts: 9m, 28m, 16m, 35m, 12m, and 47m. What is the distance of the peri[illegible]

3) Jayden ran a perimeter around his neighbourhood. The perimeter he ran around was a regular hexagon. Each side was 415m long. What is the distance Jayden ran?

Name: _____ 38

Curriculum Connection
SS5.1

Title: Perimeter Patrol: Measuring Shapes!

Objective

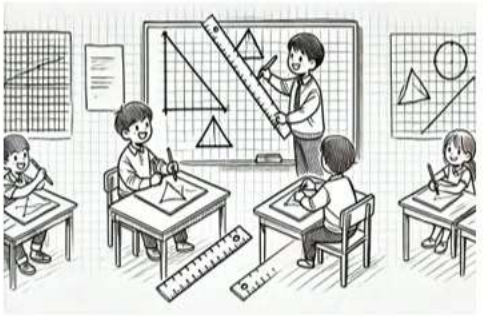
What are we learning about?

Students will learn to find the perimeter of regular and irregular polygons by measuring and adding the lengths of their sides.

Materials

What you will need for the activity.

- La sheets aper or graph paper
- Markers
- Rulers or mea g ta
- Scissors



Instructions

How you will compl ne acti

1. Start the activity by explaining what a per culate it by adding up the lengths of all sides of a polygon.
2. Hand out graph paper, rulers, pencils, and erasers to each
3. Have the students draw several different polygons on their gra per, both regular (e.g., squares, rectangles) and irregular (e.g., shapes with sides of different lengths).
4. Ask students to carefully measure each side of their polygons using the rulers and write down the measurements.
5. Instruct students to add up the lengths of all sides for each polygon to find the perimeter.
6. Optional: Once students have calculated the perimeters, let them cut out their polygons and create a display on a bulletin board.

Name: _____ 39

Curriculum Connection
SS5.1

Draw Draw regular polygons below. Label their perimeter inside the shape.

Regular Polygons

Name: _____ 40

Curriculum Connection
SS5.1

Draw Draw irregular polygons below. Label their perimeter inside the shape.

Irregular Polygons

Name: _____ 41

Curriculum Connection
SS5.1

Reflection | Answer the questions below.

1) How did you measure the sides of your polygons accurately?

2) What s[illegible]ies did you use to add up the side lengths?

3) Were there any shapes [illegible]rder to find the perimeter of? Why?

4) How does the perimeter change if you make one side [illegible]r shorter?

5) How did working in a team help you in this activity?

Curriculum Connection
SS5.1

Exit Cards

Cut Out | Cut out the exit cards below and have students complete them at the end of class

Name: ____________________

1) Convert the units so they are all the same and calculate the perimeter.

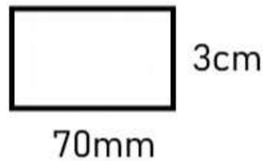
Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ____________________

1) Convert the units so they are all the same and calculate the perimeter.



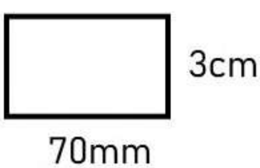
Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ____________________

1) Convert the units so they are all the same and calculate the perimeter.



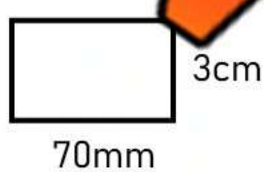
Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ____________________

1) Convert the units so they are all the same and calculate the perimeter.



Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: _____ 43

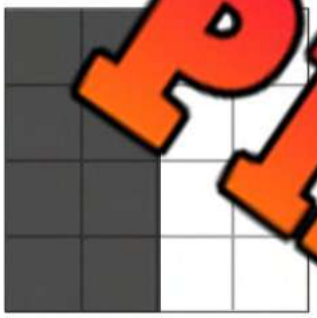
Curriculum Connection
SS5.1

Introduction to Area

Area is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 7 squares.

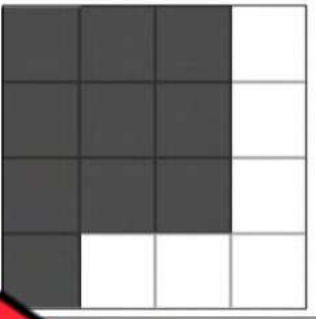
Instructions: What is the area of the shape in squares?

1) 

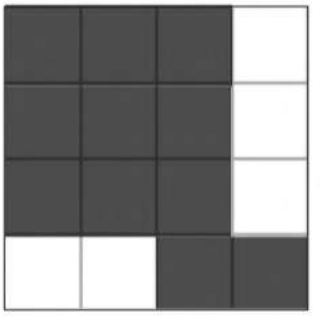
_____ squares

2) 

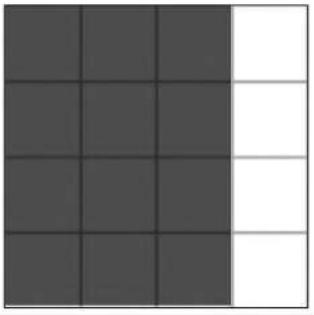
_____ squares

3) 

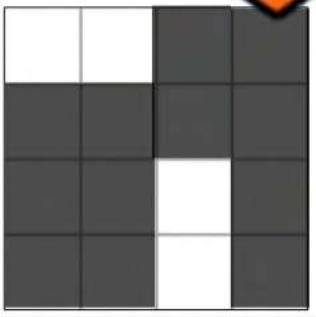
_____ squares

4) 

_____ squares

5) 

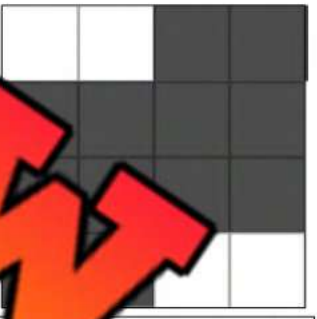
_____ squares

6) 

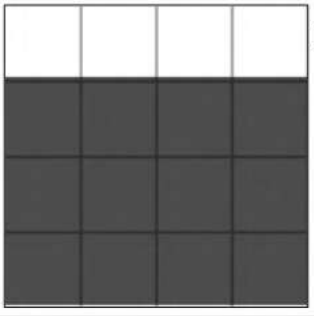
_____ squares

7) 

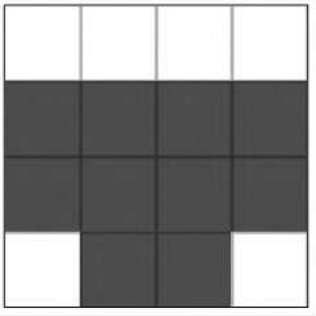
_____ squares

8) 

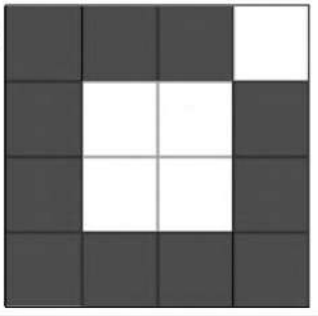
_____ squares

9) 

_____ squares

10) 

_____ squares

11) 

_____ squares

12) 

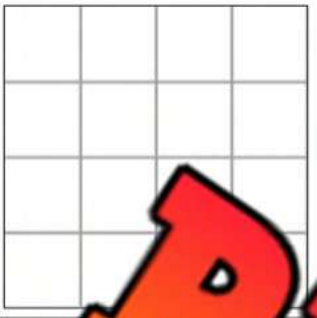
_____ squares

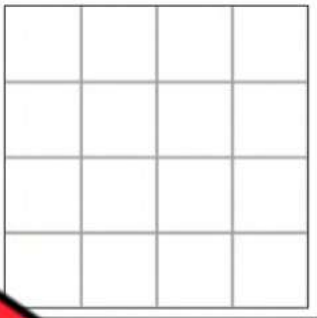
Name: _____ 44

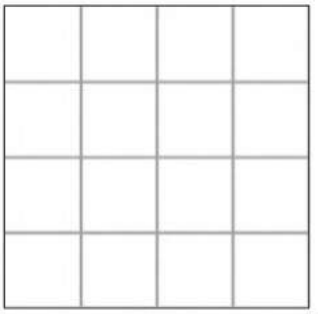
Curriculum Connection
SS5.1

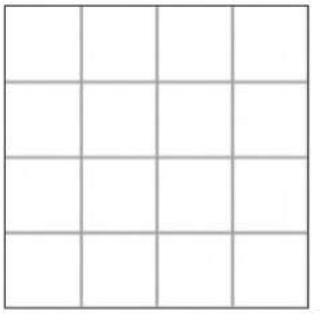
Introduction to Area

Instructions Shade in the area

1) 

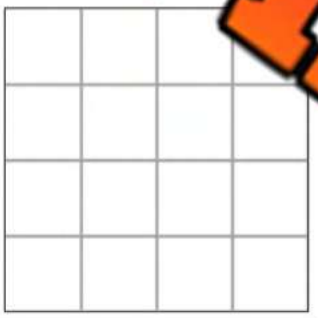
2) 

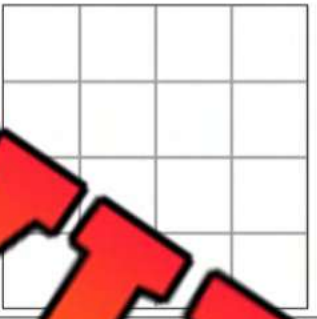
3) 

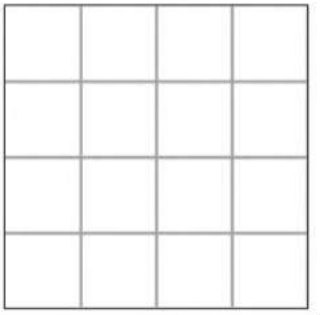
4) 

7 squares

9 squares

5) 

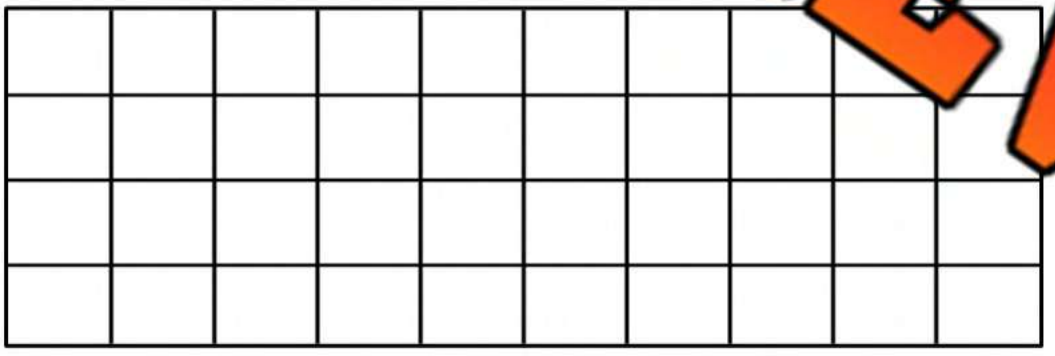
7) 

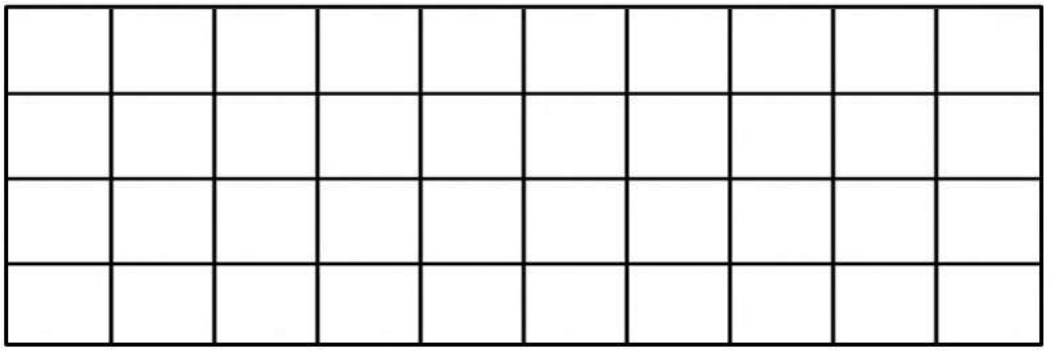
8) 

14 squares

12 squares

16 squares

9) 

10) 

36 squares

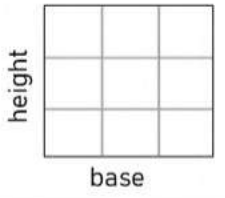
Name: _____ 46

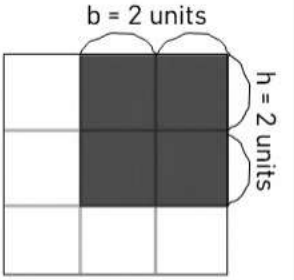
Curriculum Connection
SS5.1

Area - Units Squared

When we calculate the area of a shape, we can use the following formula

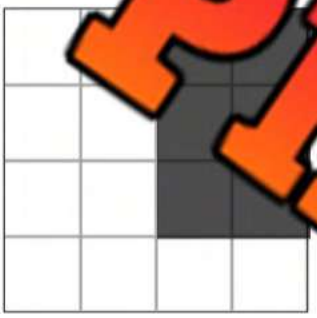
A = base (b) x height (h)



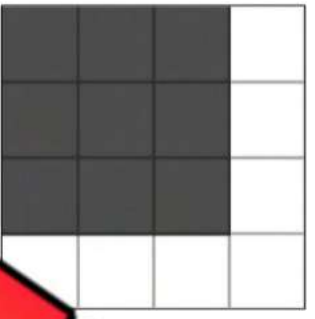


A= b x h
A = 2 x 2
A = 4 units²

Instructi Find the area of the shapes below

1) 

A= b x h
A = ___ x ___
A = ___ units²

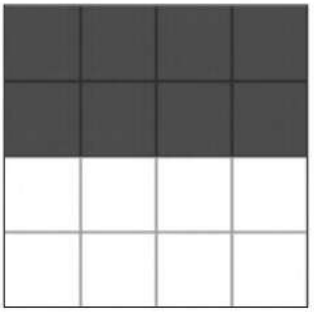
2) 

A= b x h
A = ___ x ___
A = ___ units²

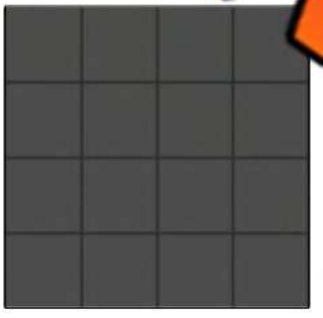
3) 

A= b x h
A = ___ x ___
A = ___ units²

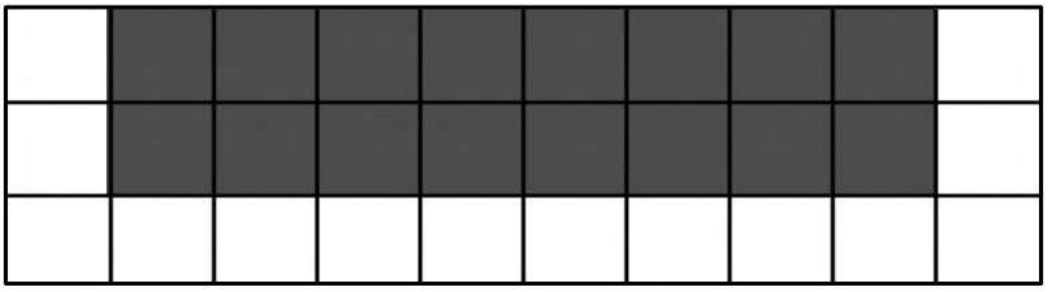
A= b x h
A = ___ x ___
A = ___ units²

5) 

A= b x h
A = ___ x ___
A = ___ units²

6) 

A= b x h
A = ___ x ___
A = ___ units²

7) 

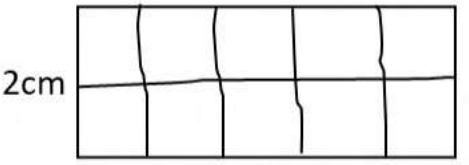
A= b x h
A = ___ x ___
A = ___ units²

Name: _____ 48

Curriculum Connection
SS5.1

Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal.



Instructions Draw lines in the shapes below to create cm squares. Then count the squares

1) 4cm 3cm

Area = _____ cm²

2) 6cm 2cm

Area = _____ cm²

3) 5cm 3cm

Area = _____

4) 6cm 4cm

Area = _____

5) 10cm 4cm

Area = _____

6) 5cm 6cm

Area = _____

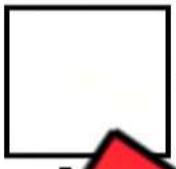
Name: _____ 50

Curriculum Connection
SS5.1

Finding the Area of Rectangles

Instructions | Find the area (A= b x h) | *Not to Scale

1)



Area = _____

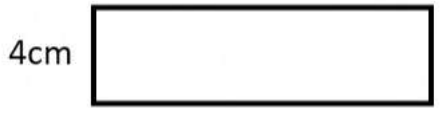
2)

Area = _____

3)

Area = _____

4)



Area = _____

5)

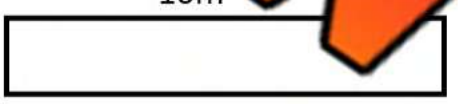
Area = _____

Area = _____

7)

Area = _____

8)

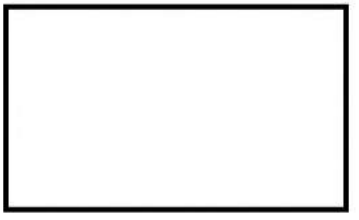


Area = _____

9)

Area = _____

10)



Area = _____

Curriculum Connection
SS5.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Find the area (A= b x h)

a)

Area = _____

b)

A= b x h

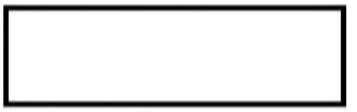
A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)



Area = _____

b)

A= b x h

A = ____ x ____

A = ____ m²

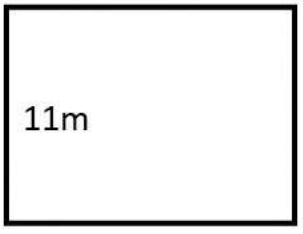
Name: _____

Find the area (A= b x h)

a)

Area = _____

b)



A= b x h

A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)

Area = _____

b)

A= b x h

A = ____ x ____

A = ____ m²

Name: _____ 52

Curriculum Connection
SS5.1

Perimeter and Area

Instructions

Step 1 – Find the perimeter (add up all the sides)
Step 2 – Find the area (A= b x h)

1)

Perimeter: _____

Area: _____

2)

Perimeter: _____m

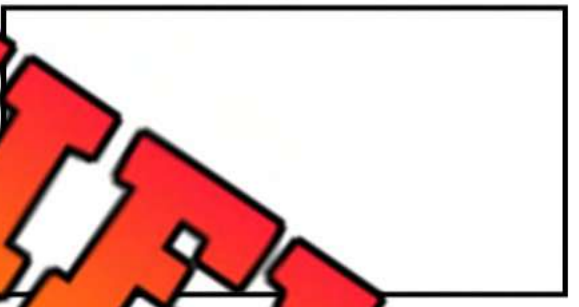
Area: _____ m²

3)

Perimeter: _____

Area: _____

4)



Perimeter: _____

Area: _____

5)

Perimeter: _____

Area: _____

6)

Perimeter: _____

Area: _____

Name: _____ 54

Curriculum Connection
SS5.1

Same Area – Different Perimeter

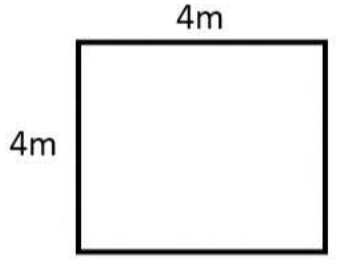
Instructions Is it possible for a shape to have the same area and a different perimeter?

1)

Perimeter: _____m

Area: _____ m²

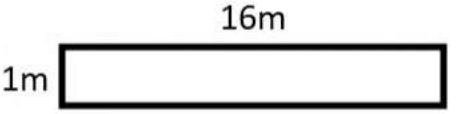
2)



Perimeter: _____m

Area: _____ m²

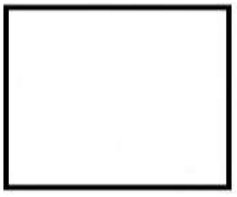
3)



Perimeter: _____m

Area: _____ m²

4)



Perimeter: _____cm

Area: _____ cm²

Perimeter: _____cm

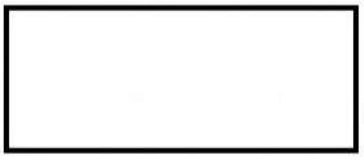
Area: _____ cm²

6)

Perimeter: _____cm

Area: _____ cm²

7)



Perimeter: _____m

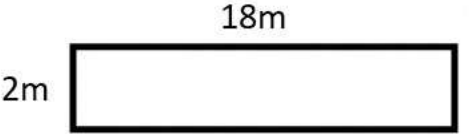
Area: _____ m²

8)

Perimeter: _____m

Area: _____ m²

9)



Perimeter: _____m

Area: _____ m²

Name: _____ 55

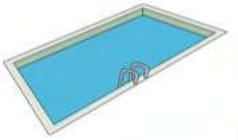
Curriculum Connection
SS5.1

Area Word Problems

Instructions Draw a picture of the problem and then find the area

1) A phone is 12cm by 6cm. What is the area of the phone?

2) A p[illegible] 11m b[illegible] at is the area of the pool?



3) A candy wrapper is 4cm wide and [illegible]g. Wh[illegible]e area of the wrapper?

4) A square box is 12cm wide. What is the area of the box?

5) A door is 2m by 1.5m. What is the area of the door?

Curriculum Connection
SS5.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ____________________

1) Find the perimeter and the area of the shape below

Perimeter: _______ m

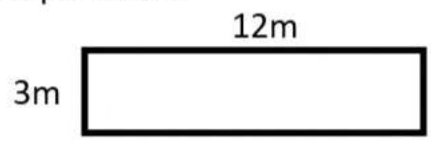
Area: _______ m²

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ____________________

1) Find the perimeter and the area of the shape below



Perimeter: _______ m

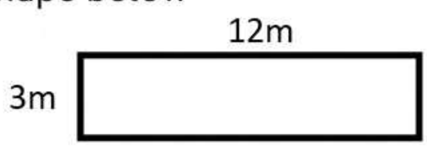
Area: _______ m²

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ____________________

1) Find the perimeter and the area of the shape below



Perimeter: _______ m

Area: _______ m²

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ____________________

1) Find the perimeter and the area of the shape below

Perimeter: _______ m

Area: _______ m²

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: _____ 57

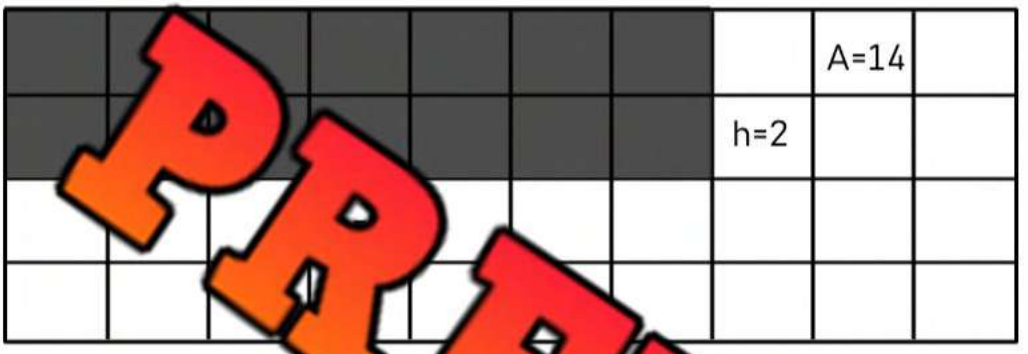
Curriculum Connection
SS5.1

Finding the Missing Information - Visuals

To find the area of a rectangle, we need 2 of 3 pieces of information – base, height, and area. With the base and the height, we can find the area. With the area and the base, we can find the height and with the area and height, we can find the base.

Instructions Find the missing piece of information

1)



A= b x h

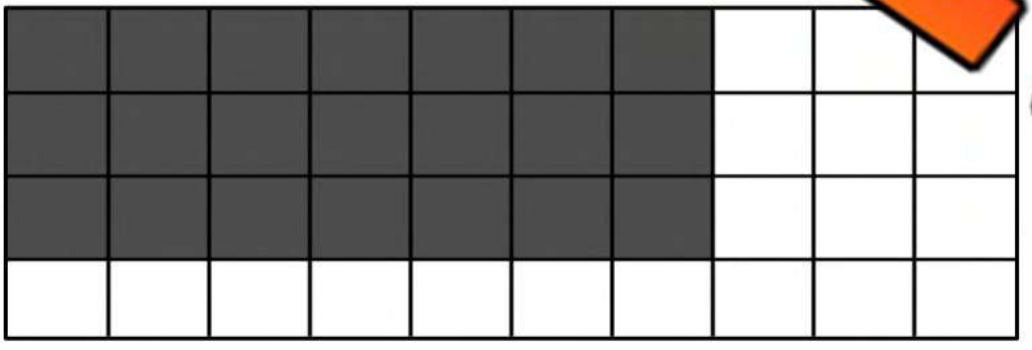
14 = ____ x 2

2)

A= b x h

36 = 9 x ____

3)



A=

21 = ____ x 3

4)

A= b x h

32 = 8 x ____

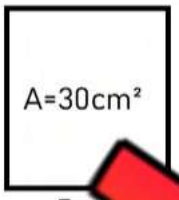
Name: _____ 59

Curriculum Connection
SS5.1

Finding the Missing Information

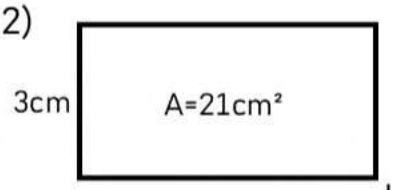
Instructions | Find the missing value (A= b x h)

1)



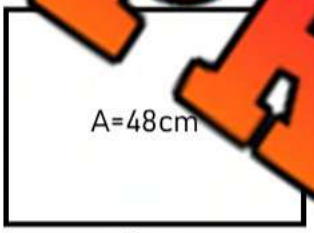
Base = _____
Height = _____
Area = _____

2)



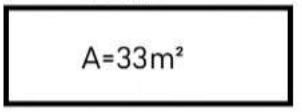
Base = _____
Height = _____
Area = _____

3)



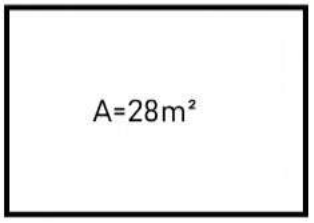
Base = _____
Height = _____
Area = _____

4)



Base = _____
Height = _____
Area = _____

5)

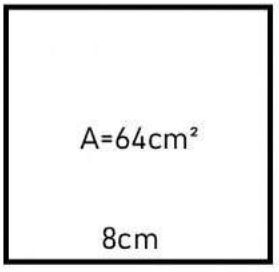


Base = _____
Height = _____
Area = _____

6)

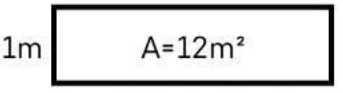
Base = _____
Height = _____
Area = _____

7)



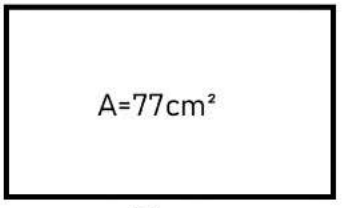
Base = _____
Height = _____
Area = _____

8)



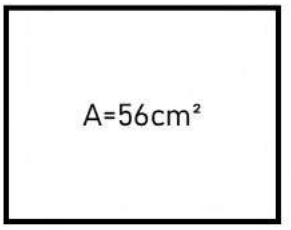
Base = _____
Height = _____
Area = _____

9)



Base = _____
Height = _____
Area = _____

10)



Base = _____
Height = _____
Area = _____

Name: _____ 60

Curriculum Connection
SS5.1

Finding the Missing Information - Word Problems

Instructions Use the information you have to find the missing height or base

1) A piece of paper has an area of 88cm². The base of the paper is 8cm. What is the height of the paper?

2) Jac rd has a f 56m². The height of the yard is 8m. What is the base?

3) A bus has an area of 24m². The he e bu . What is the base?

4) A square poster has an area of 36cm². What is the base and

5) A cookie sheet has an area of 72cm². The base of the sheet is 9cm. What is the height of the cookie sheet?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ____________________

1) Find the missing value (A= b x h)

A=72cm²
8cm

Base = ________
Height = ________
Area = ________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ____________________

1) Find the missing value (A= b x h)

A=72cm²
8cm

Base = ________
Height = ________
Area = ________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ____________________

1) Find the missing value (A= b x h)

A=72cm²
8cm

Base = ________
Height = ________
Area = ________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ____________________

1) Find the missing value (A= b x h)

A=72cm²
8cm

Base = ________
Height = ________
Area = ________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: _____ 62

Curriculum Connection
SS5.1

Calculating Area and Perimeter - House

Instructions Calculate the area and perime… roo… the house

Room	Perimeter	Area
Garage		
Front Porch		
Living Room		
Entrance		
Hallway		
Dining Room		
Kitchen		
Balcony		

Room	P…	Area
Back Deck		
Bathroom 1		
Bathroom 2		
Bathroom 3		
Bedroom 1		
Bedroom 2		
Bedroom 3		

Name: _____ 64

Curriculum Connection
SS5.1

Perimeter and Area – Room Size

Instructions Answer the word problems below

Ben and Brayden are arguing over who's room is larger. Both of their rooms are rectangular. Ben's room has a perimeter of 14 metres and Brayden's room has a perimeter of 18 metres.

1) Whose room is larger? Explain why you think that?

2) Draw pictures of Ben's room and Brayden's room below. Label them with the dimensions (the measurements in metres).

Ben's Room	Brayden's Room

3) a) What is the area of Ben's room? _____

b) What is the area of Brayden's room? _____

4) Could Brayden and Ben have different shaped rooms? Draw them again.

Ben's Room	Brayden's Room

5) a) What is the area of this version of Ben's room? _____

b) What is the area of this version of Brayden's room? _____

Name: _____ 65

Curriculum Connection
SS5.1

Calculating Area and Perimeter - Gym

Questions Answer the word problems below

Roger is building a gym. His walls can have a perimeter of 44 metres. He wants the largest area possible for his gym.

1) Draw the gym below. Label the walls with the dimensions (measurements in metre

2) What is the area of the gym?

3) What is the perimeter of the gym?

4) What shape is the gym? Why does this shape give the largest are

5) What perimeter of the gym would provide the smallest area? Draw the gym and label the walls with the new dimensions.

Name: _____ 66

Curriculum Connection
SS5.1

Perimeter and Area - Garden

Questions Answer the word problems below

Rob is building a flower garden in his backyard. His garden has an area of 36m².

1) What is the least amount of fencing that he needs to enclose the garden?

2) What is the perimeter of the garden?

3) What shape is the garden?

Name: _____ 68

Curriculum Connection
SS5.1

Scavenger Hunt: Area and Perimeter

Objective

What are we learning about?

Students will practice calculating the area and perimeter of various shapes, enhancing their understanding of these geometric concepts through a fun and engaging scavenger hunt.

Materials

What you will need for the activity.

- Se ndex c rea and perimeter questions (provided)
- Small bags pes for am to collect their cards
- Small prizes or ch co wers
- Tape to hide cards aro lassr designated safe outdoor a

Instructions

How you will comple e the ac

1) **Prepare the Cards**: Write different area and pe ions c x cards. Use the questions generated above.
2) **Hide the Cards**: Hide the cards around the classroom or des door area. Tape them under chairs, desks, or tuck them into non-ob
3) **Divide into Teams**: Divide the class into small teams and give each te mall bag or envelope to collect their cards.
4) **Explain the Game**: Explain the game to the students. Each team will hunt for a card, solve the problem on it as quickly as they can, and return to you for verification.
5) **Start the Game**: Say "Go!" and each team rushes to find their first card.
6) **Verify Answers**: When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize (or a checkmark) and move on to find the next card.
7) **Continue Playing**: The game continues until all cards are found or you call time. The team with the most correct answers wins.
8) **Discuss**: After the game, discuss the problems and solutions each team encountered, focusing on the methods used to calculate the area and perimeter.

Name: _____ 69

Curriculum Connection
SS5.1

Index cards | Cut out the cards below

A garden has an area of 45m². The base of the garden is 9m. What is the height of the garden?	Henry built a fence using stones in his yard. The fence was shaped like a regular pentagon. The regular pentagon had side lengths of 13m. What is the perimeter of the shape?
Find the miss[illegible]ue (A[illegible] Base = 8cm, Heig[illegible] Area = _____	A computer screen is 22cm by 12cm. What is the perimeter of [illegible]screen?
A piece of paper has an area of 88cm². The base of the paper is 8cm. What is the height of the paper?	A rect[illegible]a base[illegible]has a length of [illegible]and [illegible]7m. What is the perim[illegible] basement?
A phone is 12cm by 6cm. What is the area of the phone?	A square has a side length of 10cm. What is the area of the square?

Name: _____ 70

Curriculum Connection
SS5.1

Index cards | Cut out the cards below

A rectangle has a perimeter of 50m. If the length is 15m, what is the width?	A rectangle has an area of 120cm². If the height is 10cm, what is the base?
A rectangular [illegible] has a length of 12m and a width of [illegible] the area of the garden?	A rectangular field has an area of 200m². If the width is 10m, what is the length?
A square playground has an area of 81m². What is the length of one side of the playground?	A square [illegible] has a side length of 6m. What is the [illegible] the garden?
A rectangular sheet of paper has a perimeter of 60cm. If the width is 10cm, what is the length?	A rectangular box has a length of 10cm, a width of 5cm, and a height of 3cm. What is the perimeter of the base?

Name: _____ 71

Curriculum Connection
SS5.1

Index cards | Cut out the cards below

A rectangular plot of land has a length of 50m and a width of 20m. What is the perimeter of the plot?	A rectangular garden has an area of 64m². If the length is 8m, what is the width?
A square has a [illegible] What is the area of [illegible]?	A rectangle has a length of 14m and a width of 5m. What is the [illegible] of the rectangle?
A rectangle has a length of 8m and a width of 5m. What is the perimeter of the rectangle?	A recta[illegible] an[illegible] of 72cm² and a base [illegible]9cm[illegible] height?
A rectangular pool has a length of 30m and a width of 10m. What is the area of the pool?	A rectangular classroom has a length of 10m and a width of 6m. What is the perimeter of the classroom?

Name: _____ 72

Curriculum Connection
SS5.1

Index cards | Cut out the cards below

A rectangular piece of fabric has an area of 42cm². If the width is 6cm, what is the length?	A rectangular fence has a length of 15m and a width of 9m. What is the perimeter of the fence?
A square tile ha[illegible]ide [illegible]f[illegible] 9cm. What is the ar[illegible]e tile?	A rectangular piece of wood has an area of 32cm². If the height is 4cm, [illegible]t is the base?
A rectangular field has a width of 10m and a length of 25m. What is the area of the field?	A rectan[illegible]lass[illegible] has a perimeter o[illegible]0m[illegible] 12m, what is the[illegible]
A rectangle has an area of 84cm². If the base is 7cm, what is the height?	A rectangle has an area of 48m². If the width is 6m, what is the length?

Name: _____ 73

Curriculum Connection
TQ1

Measurement Unit Test

Part 1 Measure the side lengths and then find the area and perimeter

1)

Perim[illegible]

Area: _____ cm²

2)

Perimeter: _____ cm

Area: _____ cm²

3)

Perimeter: _____ cm

Area: _____ cm²

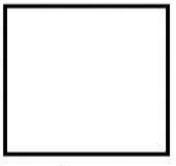
4)

Pe[illegible]ter:

Area: _____

Part 2 Find the area

1)

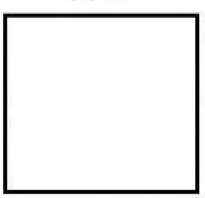


Area: _____ m²

2)

Area: _____ cm²

3)



Area: _____ cm²

4)

Area: _____ m²

Curriculum Connection
TQ1

Part 3 Solve the word problems below. Make sure to show your work

1) A piece of paper is 8cm wide and 10cm tall. What is the area of the paper?

2) Henry's ure frame has an area of 56cm². The frame has a base of 7cm. What is the height frame?

3) The side of a bu an a f The height of the bus in 4m. What is the base?

Part 4 Solve the word problem below. Make r y u k

Brad is building a flower garden in his backyard. His gar will f 49m².

1) What is the least amount of fencing that he needs to enclose the g ? How many metres will Brad need?

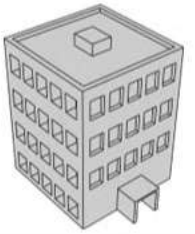
2) What is the perimeter of the garden?

3) What shape is the garden?

Name: _____ 75

Curriculum Connection
SS5.3

Measuring Volume – CM Cubed and M Cubed

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Used to measure the volume of smaller objects	Used to measure volume of larger objects
	

Part 1 Use t…on …ve to decide which unit you would use to measure

1) House		6) Juice box	
2) Pool		7) R…ling bin	
3) Lunch box		8) …nspo…iner	
4) Living room		9) Bo… …its	
5) Classroom		10) Clothing Dra…	

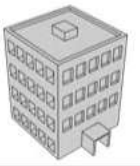
Part 2 Write something that you would measure using the unit of measurement

1) cm^3		5) cm^3	
2) m^3		6) m^3	
3) cm^3		7) cm^3	
4) m^3		8) m^3	

Name: _____ 76

Curriculum Connection
SS5.3

Estimating Volume Using Referents

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Rubik's Cube = 216cm^3 	3 Story Building = 2000m^3 

Instruct Circle which volume matches the description

1) Ju…
a) 300…
b) 10cm^3
c) 300m^3

2) Train car
a) 20cm^3
b) 1000m^3
c) 20m^3

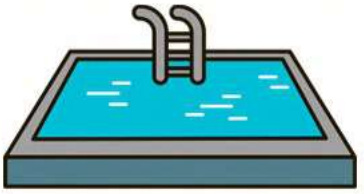
3) Recycling bin
a) 42000cm^3
b) 200cm^3
c) 750m^3

…ool
2…
b) …
…m³

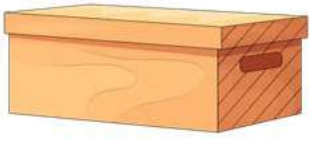
5) Skyscraper
a) 2500cm^3
b) 250,000m^3
c) 1000m^3

6) Pen…
a) 750cm…
b) 50cm^3
c) 1000m^3

7) Pool
a) 80cm^3
b) 80m^3
c) 1000m^3



8) Shoe box
a) 3000m^3
b) 3000cm^3
c) 1000m^3



9) House
a) 750m^3
b) 750cm^3
c) 2000m^3

10) Candy Box
a) 320cm^3
b) 2000cm^3
c) 300m^3

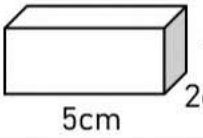
Name: _____ 77

Curriculum Connection
SS5.3

Calculating Volume - Blocks

Rectangular Prism - Calculating Volume

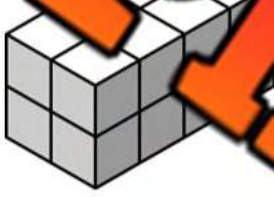
To find the volume of a rectangular prism, multiply the length by the width by the height.



v = l x w x h
v = 5cm x 2cm x 4cm
v = 40cm³

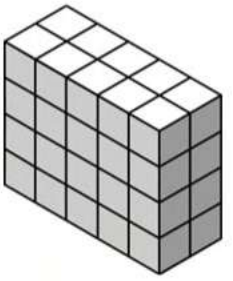
Instructions Label the rectangular prisms and then calculate the volume

1)



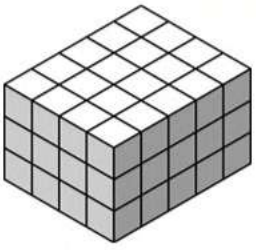
l = _____
w = _____
h = _____
v = _____

2)



l = _____
w = _____
h = _____
v = _____

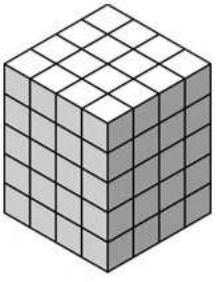
3)



l = _____
w = _____
h = _____
v = _____

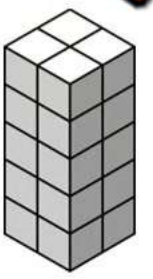
l = _____
w = _____
h = _____
v = _____

5)



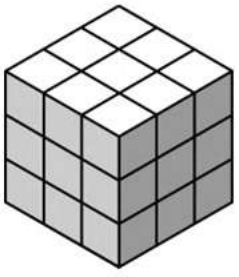
l = _____
w = _____
h = _____
v = _____

6)



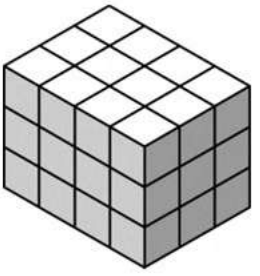
l = _____
w = _____
h = _____
v = _____

7)



l = _____
w = _____
h = _____
v = _____

8)



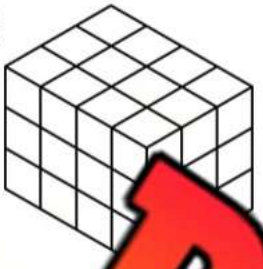
l = _____
w = _____
h = _____
v = _____

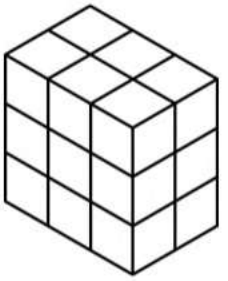
Name: _____ 78

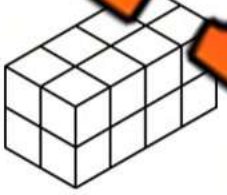
Curriculum Connection
SS5.3

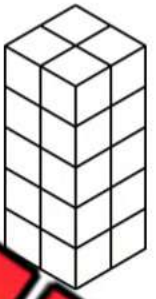
Calculating Volume - Blocks

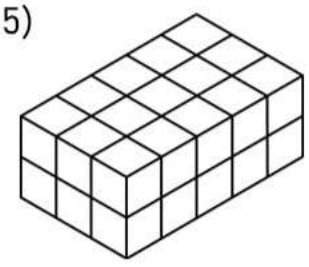
Instructions Calculate the volume of the rectangular prisms below – l x w x h

1) 

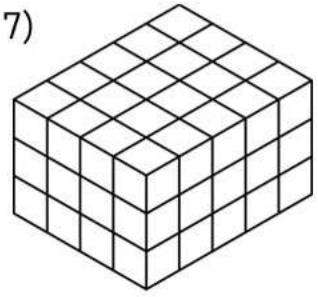
2) 

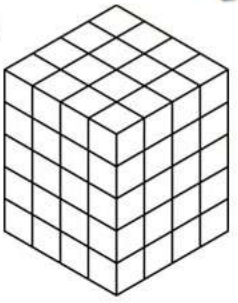
3) 

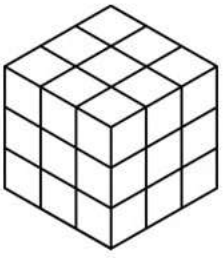
4) 

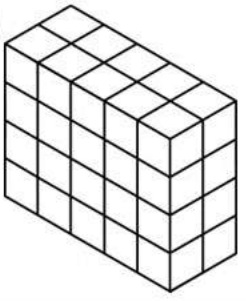
5) 

6) 

7) 

8) 

9) 

10) 

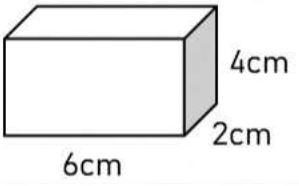
Name: _____ 79

Curriculum Connection
SS5.3

Calculating Volume of Rectangular Prisms

Rectangular Prism - Calculating Volume

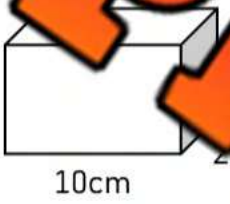
To find the volume of a rectangular prism, multiply the length by the width by the height.



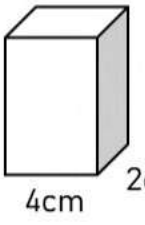
$v = l \times w \times h$
$v = 6cm \times 2cm \times 4cm$
$v = 48cm^3$

Instructi Calculate the volume of the rectangular prisms

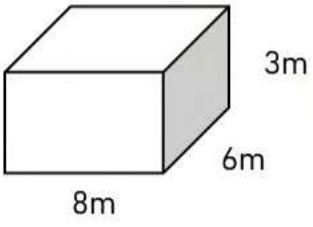
1)



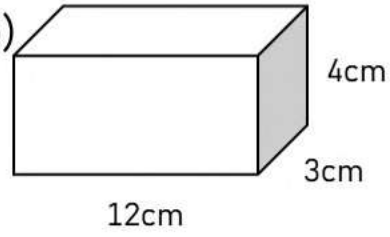
2)



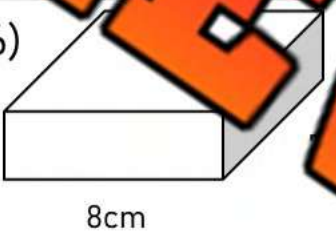
3)



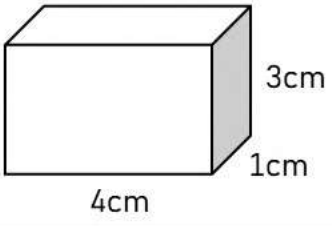
5)



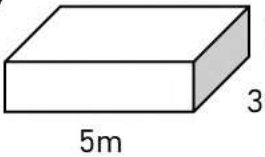
6)



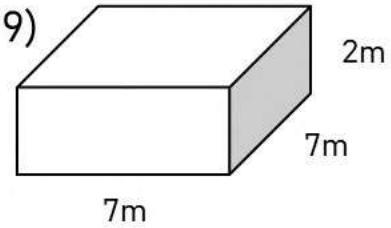
7)



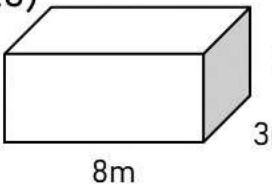
8)



9)



10)



Name: _____ 80

Curriculum Connection
SS5.3

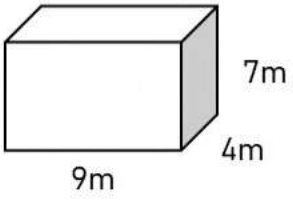
Calculating Volume of Rectangular Prisms

Part 1 A variety of small boxes are used for packaging. Find the volume of each box

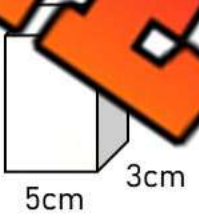
Box Type	Length	Width	Height	Volume
Box 1	10cm	8cm	2cm	
Box 2	6cm	7cm	10cm	
Box	cm	9cm	2cm	
Box		8cm	5cm	
Box 5	m	9cm	7cm	
Box 6			7cm	
Box 7	9cm		3cm	

Part 2 Calculate the volume of the rectangular prism

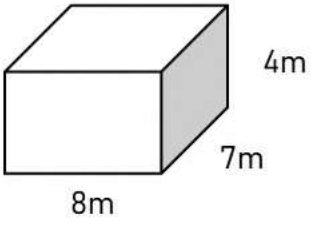
1)



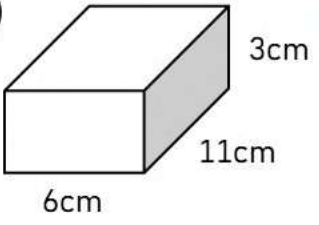
2)



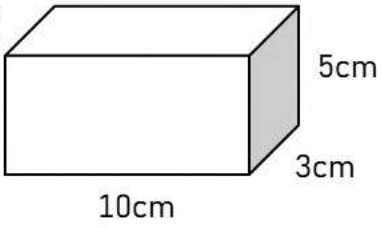
3)



4)



5)



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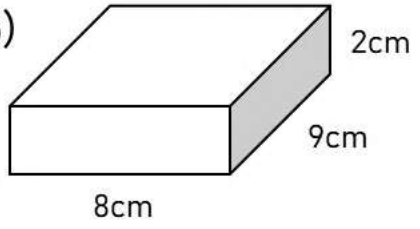


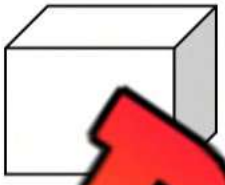
Name: _____ 81

Curriculum Connection
SS5.3

Calculating Volume of Rectangular Prisms

Instructions Label the rectangular prisms and then calculate the volume

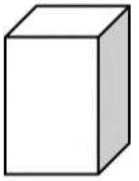
1)



l = 5cm
w = 3cm
h = 5cm

v = _____

2)



l = 3m
w = 2m
h = 9m

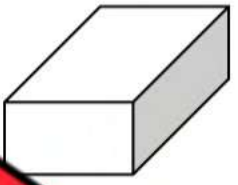
v = _____

3)

l = 10
w = 5
h =

v = _____

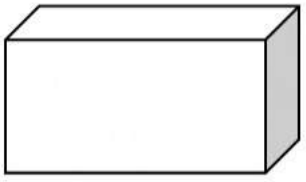
4)



l = 6cm
w = 11cm
h = 3cm

v = _____

5)



l = 10cm
w = 2cm
h = 5cm

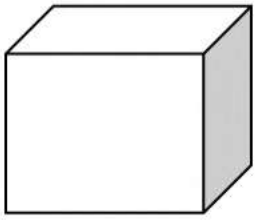
v = _____

6)

l = 7m
w = 10m
h = 2m

v = _____

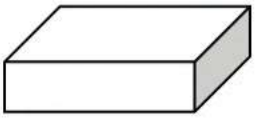
7)



l = 8m
w = 3m
h = 6m

v = _____

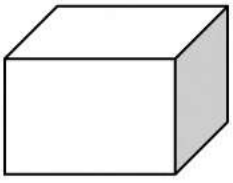
8)



l = m
w = 3cm
h = 1cm

v = _____

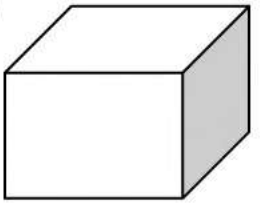
9)



l = 7cm
w = 6cm
h = 5cm

v = _____

10)



l = 10m
w = 9m
h = 8m

v = _____

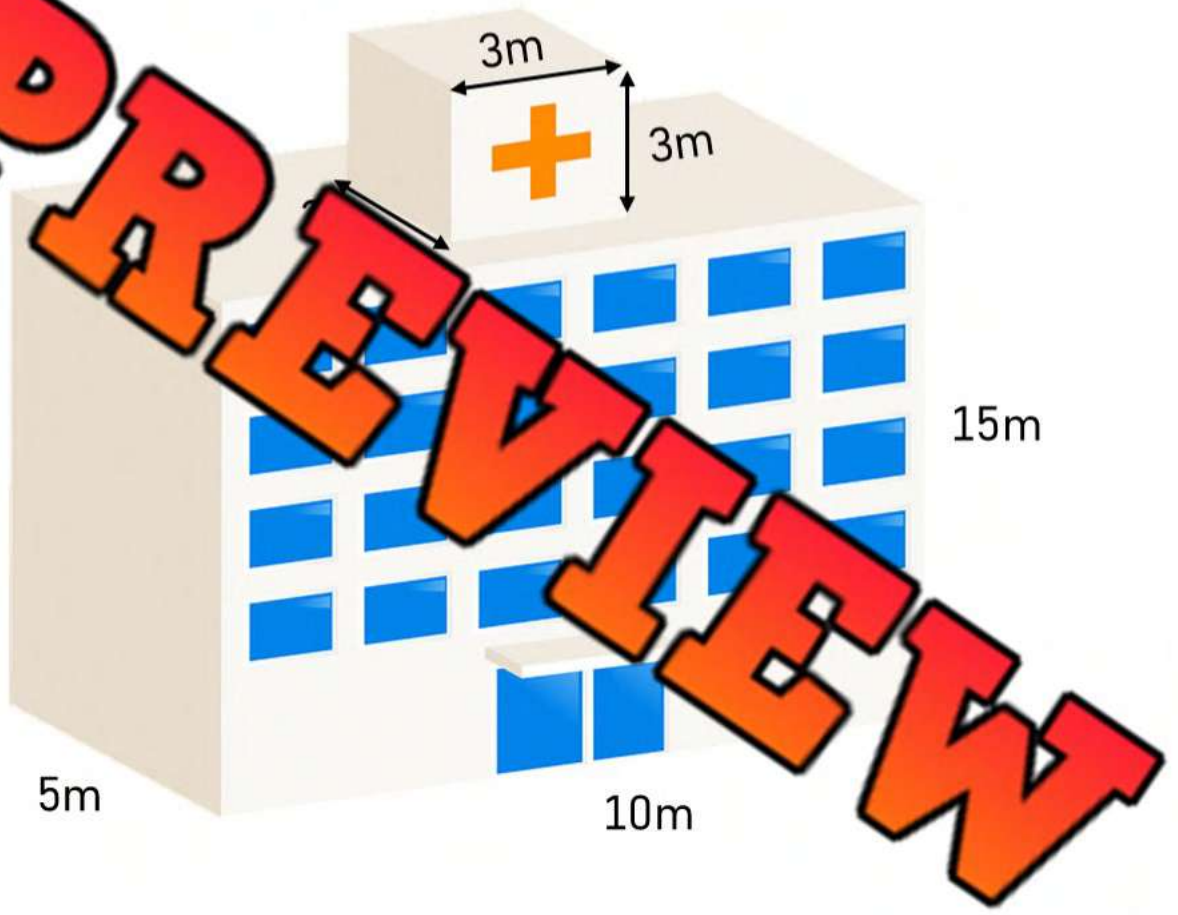
Name: _____ 86

Curriculum Connection
SS5.3

Volume – Word Problem

Instructions | Solve the word problem below

The hospital below is made of 2 rectangular prisms. Calculate the volume of both rectangular prisms and add your answers together to find the total volume.



Volume of large part of the hospital = _____ x _____ x _____ = _____

Volume of structure on top of the hospital = _____ x _____ x _____ = _____

Total volume of the hospital = _____ + _____ = _____

Name: _____ 87

Curriculum Connection
SS5.3

Volume – Word Problem

Instructions Solve the word problem below

1) Howard can build a box that has a volume of 36m³. Draw the box and label the dimensions of the box.

2) Nora need[illegible] has [illegible]me of 400cm³. Draw the box and label the dimensions of th[illegible]elow

3) Kennedy has started building a box. The leng[illegible]s 1[illegible]d [illegible]ght is 7cm. The volume of the box needs to be 420cm³. What does t[illegible]dth need[illegible]

4) Alexa is measuring the volume of a cereal box. She's figured out that the height is 40cm and the width is 8cm. The volume is 4,800cm³. What is the length of the cereal box?

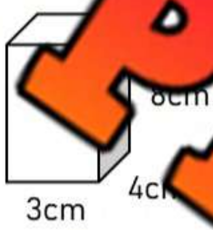
Curriculum Connection
SS5.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ______________________

1) What is the volume of the rectangular prism?



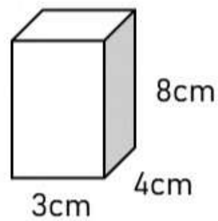
V = __________

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

____

Name: ______________________

1) What is the volume of the rectangular prism?



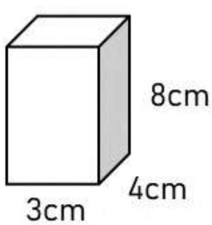
V = __________

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

____

Name: ______________________

1) What is the volume of the rectangular prism?



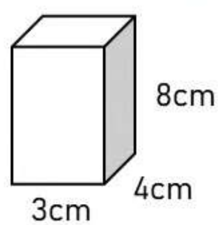
V = __________

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

____

Name: ______________________

1) What is the volume of the rectangular prism?



V = __________

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

____

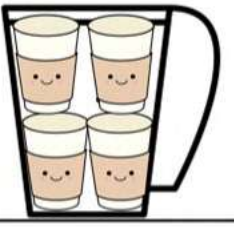
Name: _____ 89

Curriculum Connection
SS5.4

Capacity

Capacity is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overfill when we are measuring the capacity of a container.

Example – 4 smaller paper cups fill the larger cup



Instru[illegible]te how many of the smaller things will fit into the container


x _____



x _____



x _____



x _____



x _____


x _____



x _____


Name: _____ 92

Curriculum Connection
SS5.4

Measuring Capacity – Millilitre (ML) and Litre (L)

Millilitre (mL)	Litre (L)
Used to measure capacity of small containers	Used to measure capacity of mid to large sized containers
	

Part 1 Use th on above to decide which unit you would use to measure

1) Cup of apple juic		6) Wheelbarrow of liquid	
2) Dump truck of cement		box	
3) Can of pop		8) W in tub	
4) Spoonful of medicine		9) un medic	
5) Bucket of water		10) Bathtub f of	

Part 2 Write something that you would measure using the unit of m surement

1) Millilitre		5) Millilitre	
2) Litre		6) Litre	
3) Millilitre		7) Millilitre	
4) Litre		8) Litre	

Name: _____ 93

Curriculum Connection
SS5.4

Metric System Units – Capacity – Decimal Conversions

Millilitre (mL)	Litre (L)
1000 mL = 1L 1800 mL = 1.8L	1.5L = 1500mL 3.3L = 3300mL

Part 1 Fill in the tables below

mL	L
1000	1
2000	
3000	
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
4500	
650	
	7.5
10500	

Part 2 Convert the units of measurement below

1) 1.7L	_____ mL	5) 2100mL	_____ L	9) 4.5L	_____ mL
2) 5.4L	_____ mL	6) 4700mL	_____ L	10) 5500mL	_____ L
3) 8400mL	_____ L	7) 3.6L	_____ mL	11) 4500mL	_____ L
4) 3L	_____ mL	8) 7200mL	_____ L	12) 2500mL	_____ L

Name: _____ 94

Curriculum Connection
SS5.4

Which has the Largest Capacity?

Part 1 Which measurement has the largest capacity?

1)	5.2L	510mL	2300mL	1.9L
2)	10.3L	3500mL	2.1L	1600L
3)	67	608L	2300L	3.5L
4)	L	4500mL	6500L	1.6L
5)	3600mL		2200mL	3.1L

Part 2 Read the pr nd e below

1) Henry and Ruby both have juice s. Henr e ox is 231ml and Ruby's is 0.5L. Who's juice box has a larger capac

2) Jesse is ordering soup from a restaurant. She can choose of the 1100mL soup. Which option should she choose if she wants the r soup?

3) Traci and Emma are arguing over who's water bottle has the larger capacity. Traci's bottle has a capacity of 2.2L and Emma's bottle holds 1955mL.

Name: _____ 95

Curriculum Connection
SS5.4

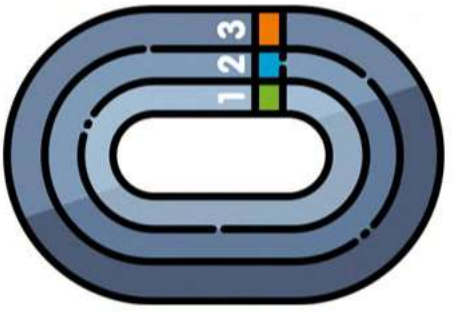
Around the World Math Race: Converting L and ML

Objective What are we learning about?

Students will practice converting between liters and milliliters by quickly answering conversion questions in a competitive and engaging game format.

Materials What you will need for the activity.

- L... s... estions (e.g., converting liters t... liters a... rsa)
- Optional: Tim... vate
- Chairs arr... d... circle



Instructions How y... mplet... ctivity

1. Setup: Arrange chairs in a circle, ... stu... eated in a chair. One student stands behind a seated student t... the ga...
2. Explain the Game: Explain to the student... hey w... icipating in a race around the circle by answering conversion q... stio... g... move around the entire circle and return to their original pos...
3. Start the Game: The teacher reads out a conversion q... on ... milliliters are in 2.2 liters?").
4. Answering the Question: The standing student and the seated stud... front of them compete to answer the question first. The student who answe... correctly first moves to stand behind the next seated student, while the other student remains seated.
5. Continue the Race: The teacher continues reading out questions, and the process repeats. The standing student continues to move around the circle, answering questions at each stop.
6. Winning the Game: The first student to make it around the entire circle and return to their original position wins the race.
7. Review: After the game, review some of the questions and answers with the class to reinforce the concepts and ensure understanding.

Name: _____ 96

Curriculum Connection
SS5.4

Questions | Use the questions below for the game

Questions
What is the equivalent of 1.5 liters in milliliters?
How many milliliters are in 2.2 liters?
How many liters are in 600 milliliters?
How ma rs are in 6200 milliliters?
What i nt of 0.75 liters in milliliters?
How y milli in 3.5 liters?
How many 450 ers?
How many liters 18
What is the equivalent rs?
How many milliliters are in 4.2 liter
How many liters are in 1200 milliliters?
How many liters are in 5000 milliliters?
What is the equivalent of 1.25 liters in milliliters?
How many milliliters are in 6.3 liters?
How many liters are in 700 milliliters?
How many liters are in 3600 milliliters?
What is the equivalent of 2.5 liters in milliliters?
How many milliliters are in 5.8 liters?
How many liters are in 900 milliliters?
How many liters are in 4700 milliliters?
What is the equivalent of 0.5 liters in milliliters?
How many milliliters are in 7.4 liters?

Name: _____ 97

Curriculum Connection
SS5.4

Questions | Use the questions below for the game

Questions
How many liters are in 300 milliliters?
How many liters are in 2400 milliliters?
What is the equivalent of 3 liters in milliliters?
How ma lliliters are in 8.5 liters?
How n in 1500 milliliters?
How y liter 00 milliliters?
What is the a of 1.5 in milliliters?
How many millili re
How many liters are in lite
How many liters are in 4200 millili
What is the equivalent of 0.9 liters in milliliter
How many milliliters are in 10.1 liters?
How many liters are in 2000 milliliters?
How many liters are in 5600 milliliters?
What is the equivalent of 4.5 liters in milliliters?
How many milliliters are in 12 liters?
How many liters are in 800 milliliters?
How many liters are in 3300 milliliters?
What is the equivalent of 0.4 liters in milliliters?
How many milliliters are in 2.75 liters?
How many liters are in 950 milliliters?
How many liters are in 3750 milliliters?

Name: _____ 98

Curriculum Connection
SS5.4

Capacity - Comparing mL

There are 250 mL in one cup. The average juice box holds 200mL. A can of soda holds 355 mL, while a larger bottle of soda could hold 591 mL, 710 mL, or up to 2000 mL (2L). A tablespoon holds 15 mL.

Part 1

Does the container hold more or less than 500 mL?

1) more less	2)  more less	3)  more less
4)  more less	more less	6)  more less
7)  more less	8)  more less	more less

Part 2

Give examples of containers that hold more or less than 500 mL

Containers More Than 500 mL	Containers Less Than 500 mL

Name: _____ 100

Curriculum Connection
SS5.4

Which Capacity is the Largest?

Instructions Which measurement makes the most sense for the picture shown

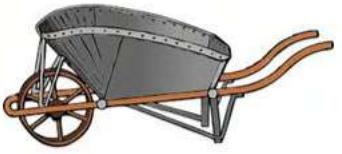
1) A pool
a) 30,000L
b) 1000
c) 50L

2) A cup
a) 300L
b) 250mL
c) 3L

3) A bott
a) 1L
b) 100mL
c) 5000mL

4) A spoon
a) 10kL
b) 1L
500mL
mL

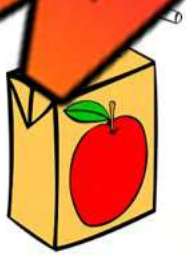
5) A wheelbarrow
a) 100L
b) 10L
c) 500mL



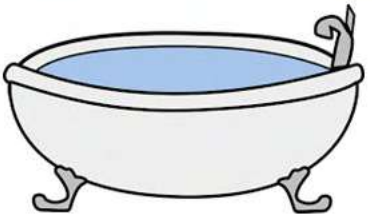
6) A
L
b)
c) 300

7) A hot tub
a) 20L
b) 2000L
c) 500mL

8) A juice box
a) 250mL
b) 1L
c) 20L



9) A bath tub
a) 5L
b) 300L
c) 500mL



10) A gas tank
a) 50L
b) 500mL
c) 1000mL

Curriculum Connection
SS5.4

Exit Cards

Cut Out — Cut out the exit cards below and have students complete them at the end of class

Name: ______________________

1) Conver[illegible]the units of measurement below:

a) [illegible] mL

b) [illegible] L

c) 6.8 L=[illegible]

2) Solve the prob[illegible]elow:

Alice is buying a drink. S[illegible]oose the 1.2 L bottle or the 90[illegible]e. Which option should she cho[illegible]she wants more to drink?

____

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL=_______ L

c) 6.8 L=_______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose [illegible]1.2 L bottle or the 900 mL bottle. [illegible]option should she choose if she wan[illegible]e to drink?

____

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL=_______ L

c) 6.8 L=_______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: [illegible]

1) Convert the units [illegible] below:

a) 2.4 L = _______ [illegible]

b) 9800 mL=_______ L

c) 6.8 L=_______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: _____ 102

Curriculum Connection
TQ2

Measurement Unit Test

Part 1 Would you measure the containers below using litres or millilitres?

1) Cup of apple juice	
2) Dump truck of cement	
3) Can of	

4) Wheelbarrow of liquid	
5) Juice box	
6) Water in a hot tub	

Part 2 Fill in the tables below

mL	
1000	
2000	
3000	
	4
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
6	
8500	
	9.5
10500	

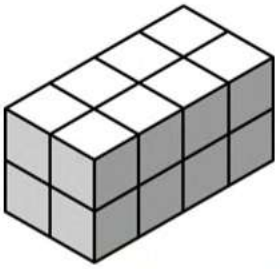
Part 3 Convert the units of measurement below

1) 1.7L	_____mL	2) 2100mL	_____ L	3) 4.5L	_____mL
4) 5.4L	_____mL	5) 4700mL	_____ L	6) 5500mL	_____ L

Curriculum Connection
TQ2

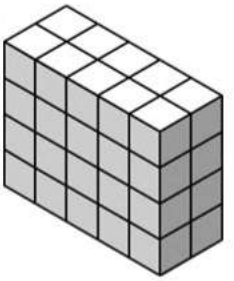
Part 4 Fill in the blanks and determine the volume

1)



l = _____
w = _____
h = _____
v = _____

2)

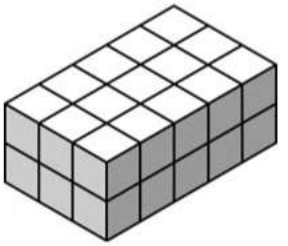


l = _____
w = _____
h = _____
v = _____

3)

l = _____
w = _____
h = _____
v = _____

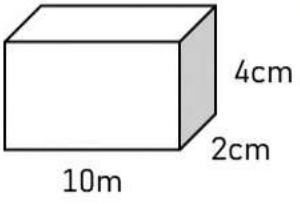
4)



l = _____
w = _____
h = _____
v = _____

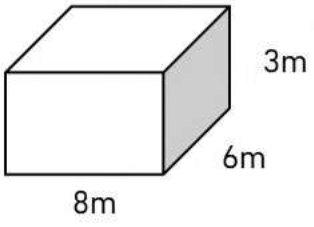
Part 5 Calculate the [illegible] of t[illegible]ular prisms below

1)

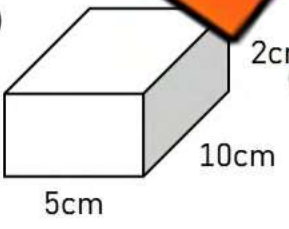


2)

3)



4)



Part 6 Solve the word problem below. Make sure to show your work

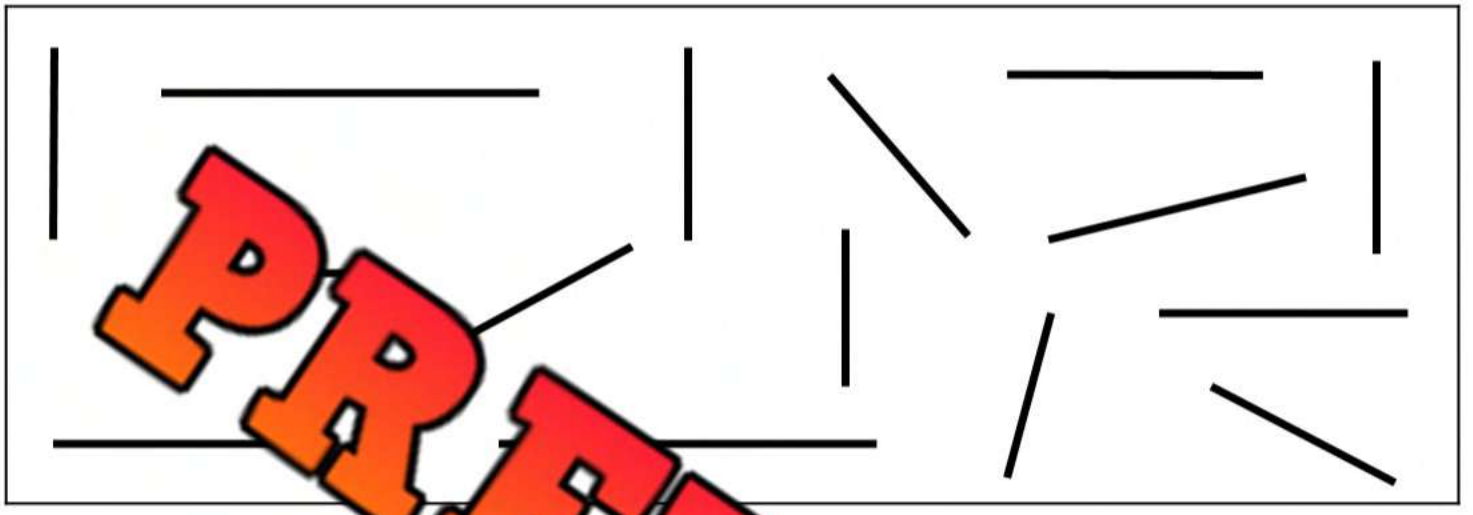
Elissa is making a box that needs to have a volume of 180cm³. What could the dimensions of the box be?

Name: _____ 104

Curriculum Connection
SS5.5

Horizontal and Vertical Lines

Part 1 Draw a circle around the vertical lines and a rectangle around the horizontal lines

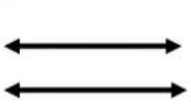
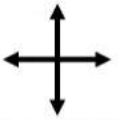
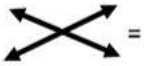


Part 2 Label the lines [illegible] horizontal

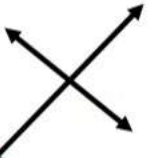
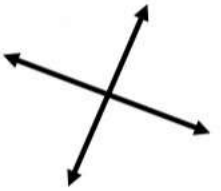
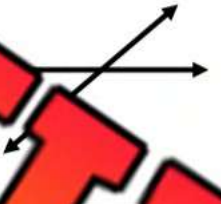
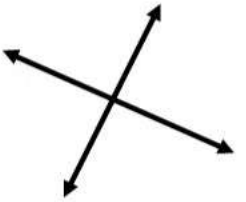
Name: _____ 105

Curriculum Connection
SS5.5

Parallel, Perpendicular and Intersecting Lines

 = Parallel Lines  = Perpendicular Lines  = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

1) 	2) 	3) 	4) 
5) 	7) 	8) 	

Part 2 Draw a second line that is intersecting, perpen[illegible] or para[illegible] the other line

1) 	2)	3)	
Perpendicular	Parallel	Intersecting	Parallel
5) 	6) 	7) 	8)
Intersecting	Perpendicular	Intersecting	Parallel

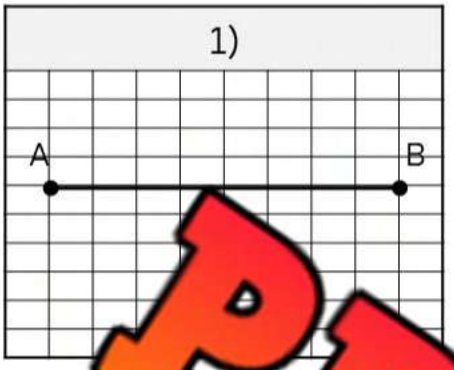
Name: _____ 106

Curriculum Connection
SS5.5

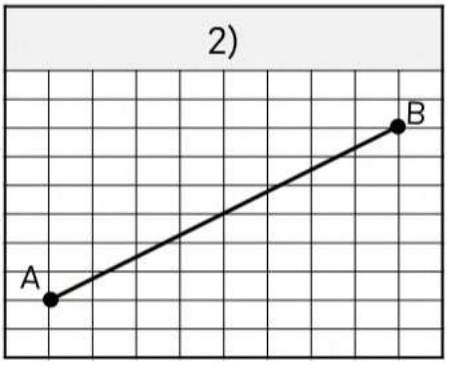
Perpendicular and Parallel Line Segments

Part 1 Construct perpendicular lines of the line segments $\overline{AB}$

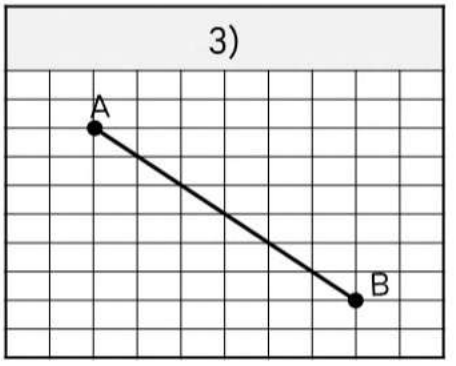
1)



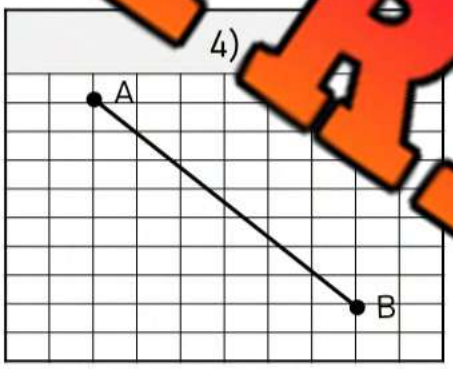
2)



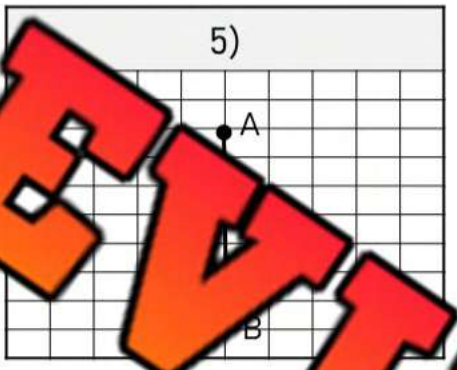
3)



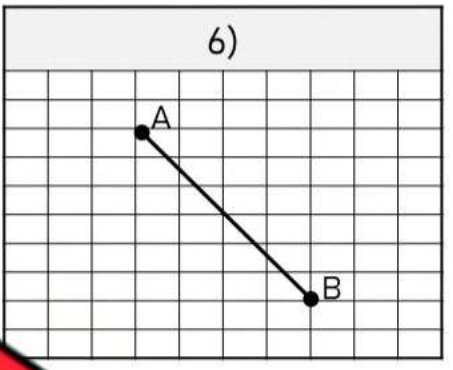
4)



5)

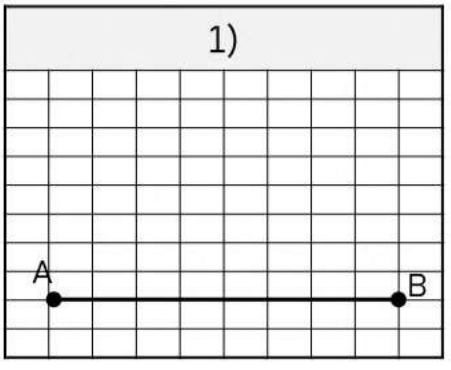


6)

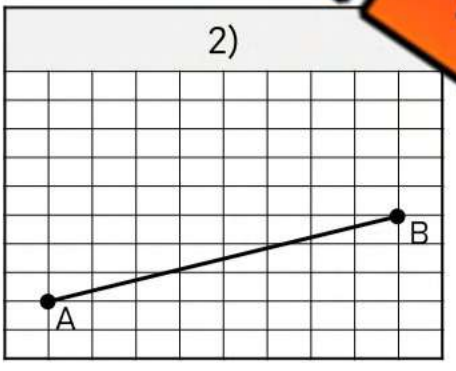


Part 2 Construct parallel lines of the li ment

1)

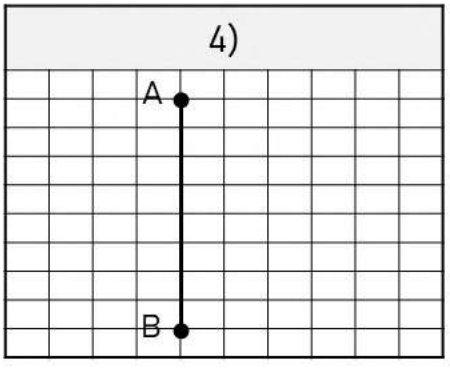


2)

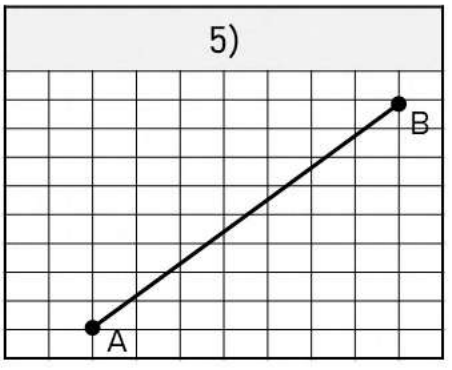


3)

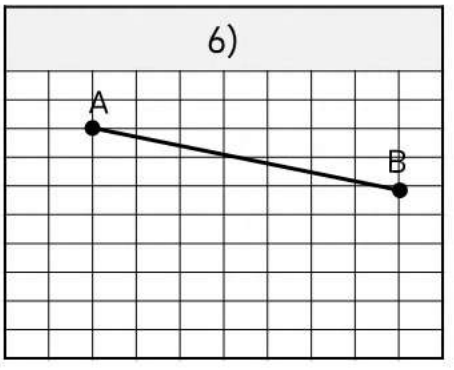
4)



5)



6)

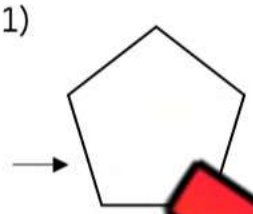


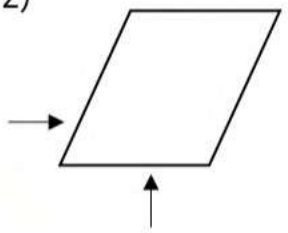
Name: _____ 107

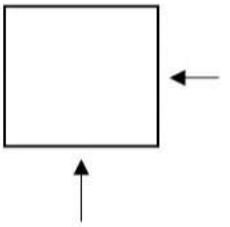
Curriculum Connection
SS5.5

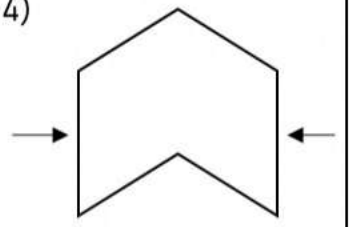
Parallel, Perpendicular and Intersecting Lines in Shapes

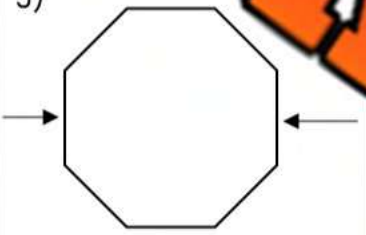
Instructions What is the relationship between the two lines with the arrows?

1) 

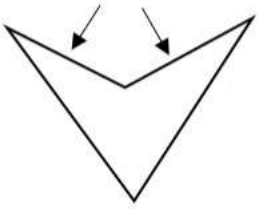
2) 

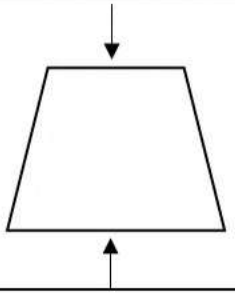
3) 

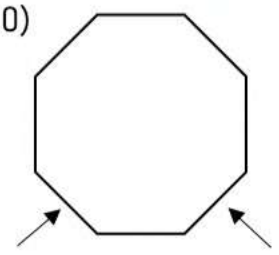
4) 

5) 

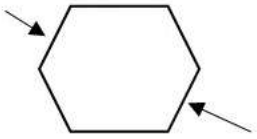
7) 

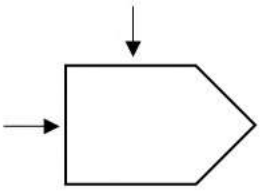
8) 

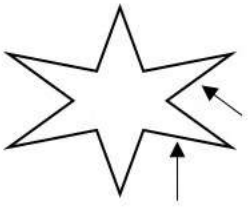
9) 

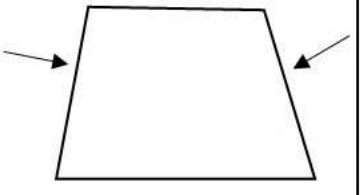
10) 

11) 

13) 

14) 

15) 

16) 

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Curriculum Connection
SS5.5

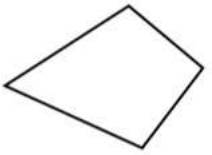
Quadrilaterals - Lines

Word Bank

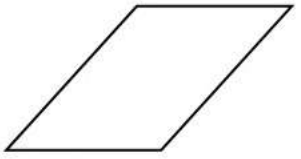
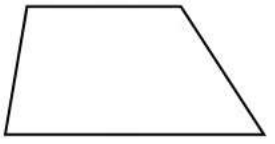
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice).
2. How many pairs of perpendicular, intersecting, and parallel lines are there?

1) 	2) 	3) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

4) 	5) 	6) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

7) 	8) 	9) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

Name: _____ 111

Curriculum Connection
SS5.5

Math Activity: Line Hunt Explorers

Objective

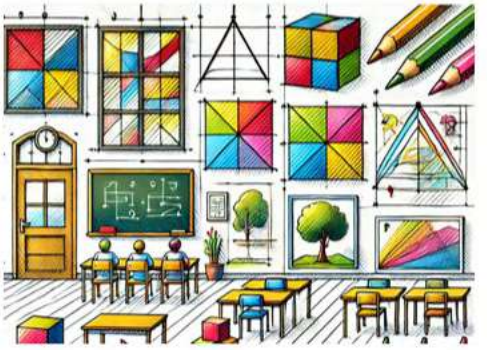
What are we learning about?

To help students identify and understand parallel, perpendicular, and intersecting lines in both 2D shapes and 3D objects through an interactive and exploratory "line hunt" around the classroom or school.

Materials

What you will need for the activity.

- R
- Col ed pen ers
- Grid paper
- Notebooks pads



Instructions

How you plete ity

1. Begin the activity by explaining the pts of lines (lines that never meet), perpendicular lines (lines that intersect at a 9 gree), and intersecting lines (lines that cross at any angle).
2. Hand out grid paper, rulers, coloured pencils, a s ( ) to each student.
3. Instruct students to start the activity by exploring their c sroo environment to find examples of parallel, perpendicular, and i .
4. Ask students to sketch the examples they find on their grid paper, la g each type of line (parallel, perpendicular, intersecting) directly on the sketches. Encourage them to include both 2D shapes (like windows or doors) and 3D objects (like chairs or trees) in their sketches.
5. After students have completed their sketches, have them highlight the parallel, perpendicular, and intersecting lines within these 2D shapes and 3D objects using different colored pencils or markers.
6. Encourage students to compare their findings and sketches with a partner and discuss any patterns or interesting observations they made.
7. Gather the class together to share their discoveries and discuss the importance of these types of lines in everyday life.

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Curriculum Connection
SS5.5

Draw | **Option 1**: Draw examples in the spaces below

Parallel Lines

Parallel Lines

Perpend r Lin

Perpendicular Lines

Intersecting Lines

Intersecting Lines

Name: _____ 113

Curriculum Connection
SS5.5

Draw | **Option 2**: Draw as many examples as you can fit in the spaces below

Parallel Lines

Perpendicular Lines

Intersecting Lines

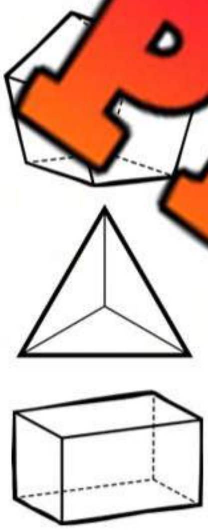
Curriculum Connection
SS5.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ____________________

Draw arrows that point to intersecting, parallel, and perpendicular lines.



Parallel

Intersecting

Perpendicular

Name: ____________________

Draw arrows that point to intersecting, parallel, and perpendicular lines.

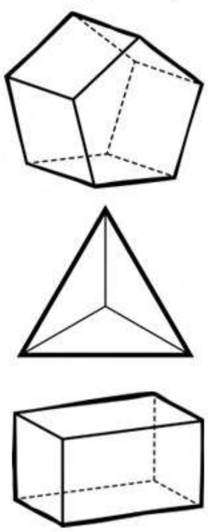
Parallel

Intersecting

Perpendicular

Name: ____________________

Draw arrows that point to intersecting, parallel, and perpendicular lines.



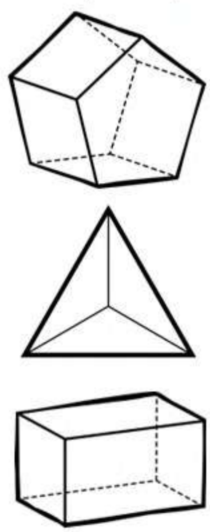
Parallel

Intersecting

Perpendicular

Name: ____________________

Draw arrows that point to intersecting, parallel, and perpendicular lines.



Parallel

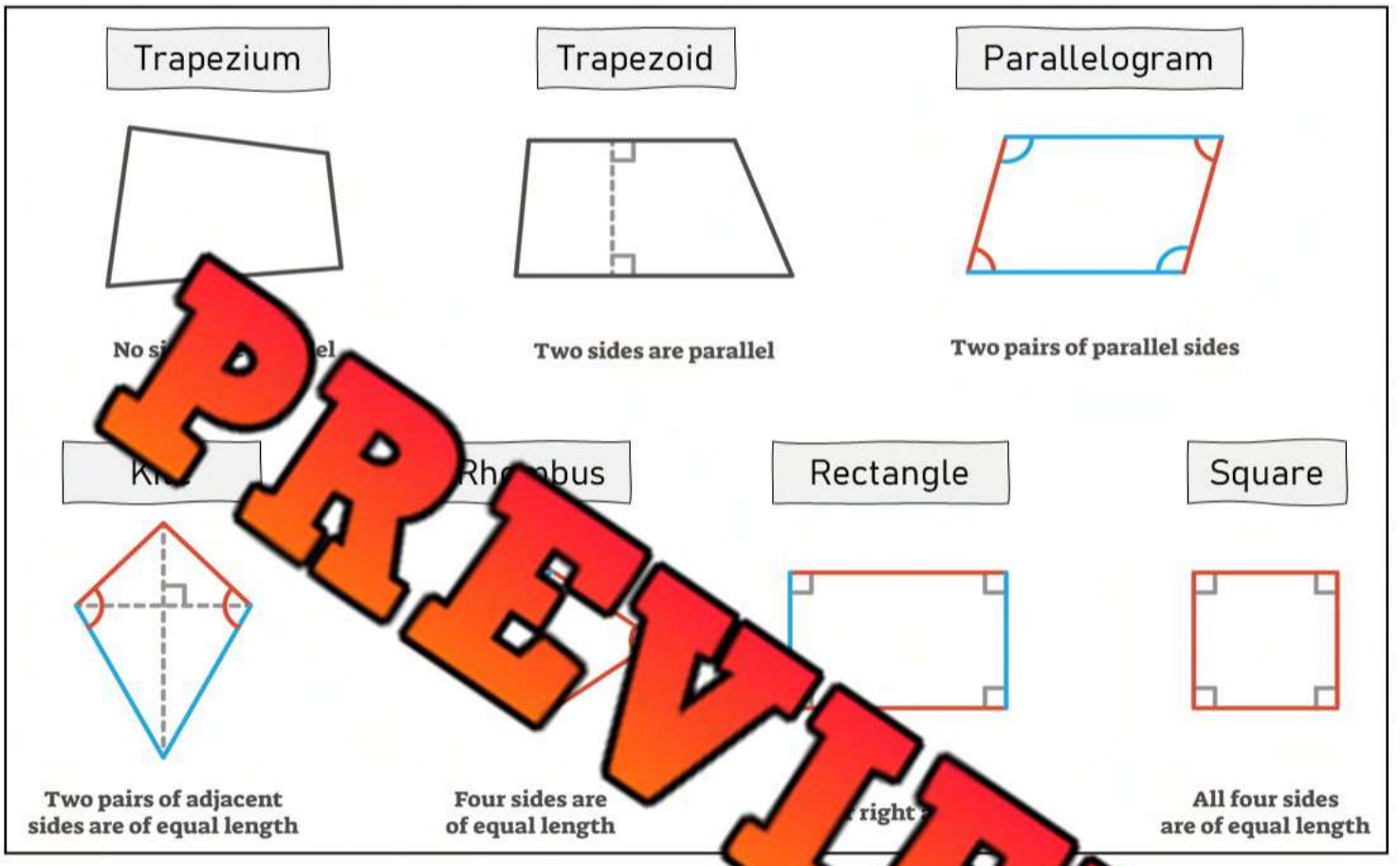
Intersecting

Perpendicular

Name: _____ 116

Curriculum Connection
SS5.6

Quadrilaterals



Directions Write the names of the quadrilaterals below.

1)	2)	3)	

5)	6)	7)	8)

Name: _____ 117

Curriculum Connection
SS5.6

Quadrilaterals

Directions Describe the geometric properties and draw each of the quadrilaterals

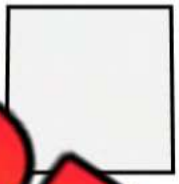
Quadrilateral	Geometric Properties	Draw Shape
Kite		
Rhombus		
Trapezoid		
Trapezium		
Square		
Rectangle		
Parallelogram		

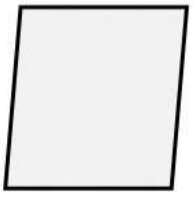
Name: _____ 118

Curriculum Connection
SS5.6

Quadrilaterals

Explain What are the differences between a rectangle and a...

Square	Rectangle
	
Similarities	**Differences**

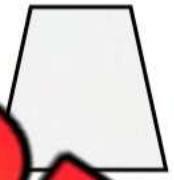
Rhombus	Rectangle
	
Similarities	**Differences**

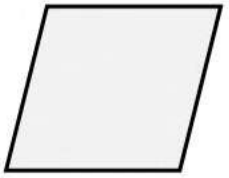
Name: _____ 119

Curriculum Connection
SS5.6

Quadrilaterals

Explain What are the differences between a rectangle and a...

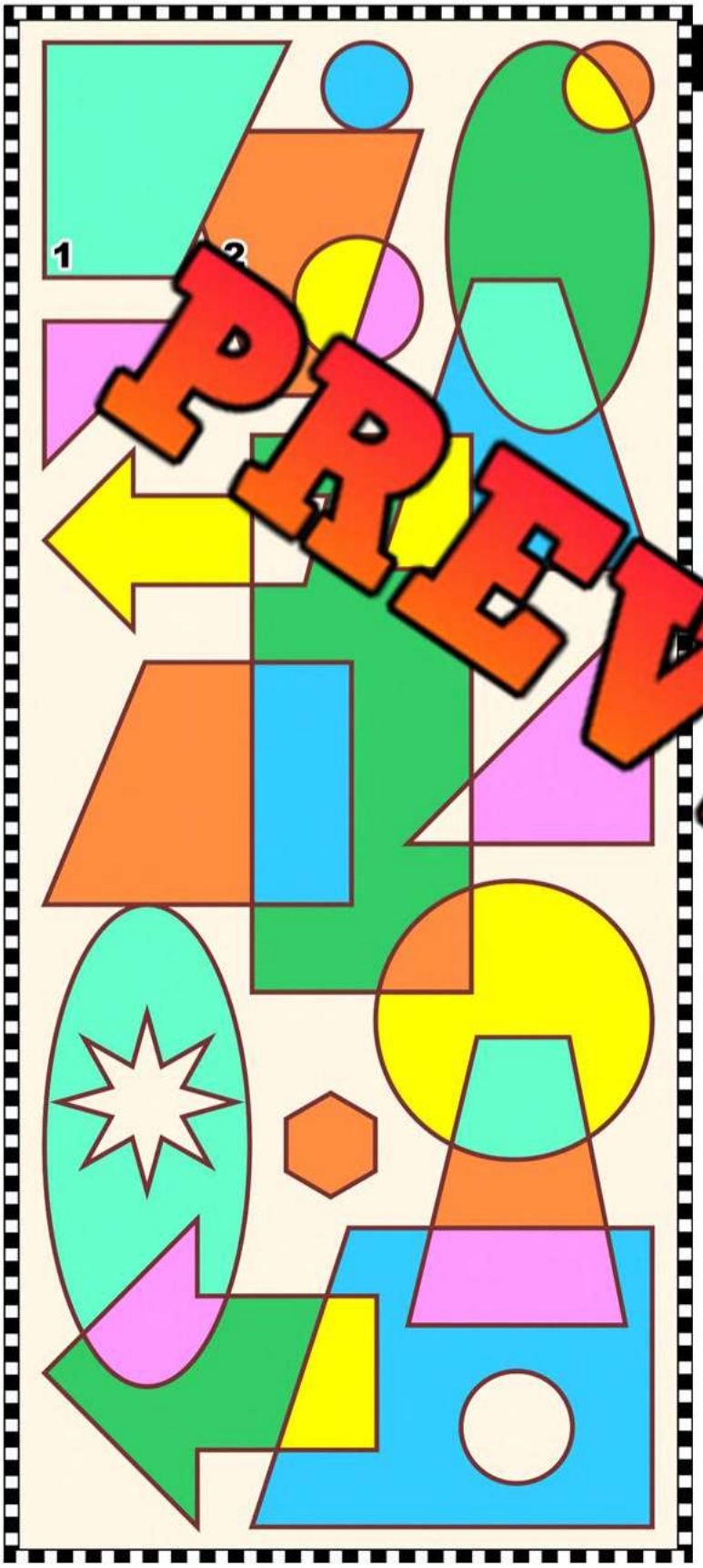
Trapezoid	Rectangle
	
Similarities	**Differences**

Parallelogram	Rectangle
	
Similarities	**Differences**

Name: _____ 120

Curriculum Connection
SS5.6

Quadrilaterals



Directions

How many trapezoids are there? Count only those that have the entire perimeter outline visible. For example, 1, and not 2.

Reminder

A trapezoid is a 4-sided shape with at least one pair of parallel sides.

Interesting Fact:

In the world, the terms trapezoid and trapezium are sometimes used interchangably.

In America, a trapezoid is a quadrilateral with at least one pair of parallel sides.

In other English countries, a trapezoid is called a trapezium. The difference in these two terms was a result of an error in Charles Hutton's mathematical dictionary!

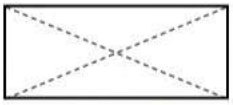
Answer: _____

Name: _____ 122

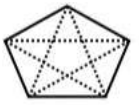
Curriculum Connection
SS5.6

Diagonals

A diagonal is a line segment that links 2 non-adjacent vertices of a polygon. This means it is a line that connects two corners that are not beside each other.

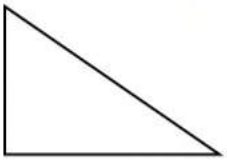
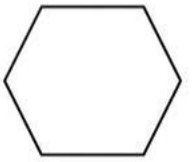
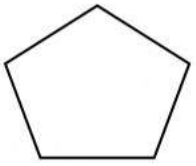
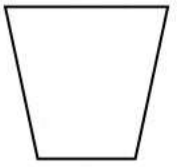


A rectangle has 2 diagonals



A pentagon has 5 diagonals

Part 1 How many diagonal lines do the polygons have? Draw them and write the number

1) 		3) 	4) 
5) 	6) 		8) 
9) 	10) 	11) 	

Part 2 Draw a polygon with the specified number of diagonals

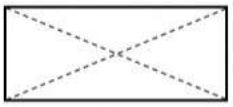
13) 9	14) 0	15) 14

Name: _____ 123

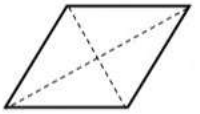
Curriculum Connection
SS5.6

Diagonals

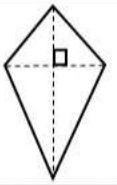
Diagonals can be categorized based on the following:



Whether they are of equal length

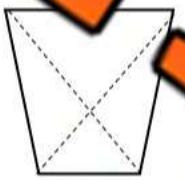
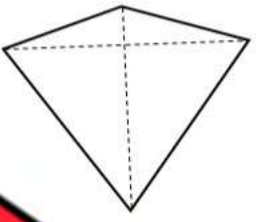
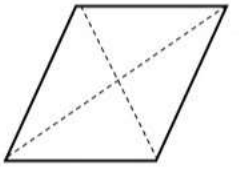


Whether they intersect at their midpoint

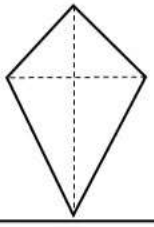
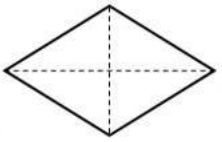
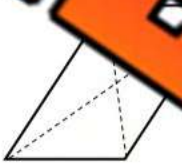


Whether they intersect at right angles

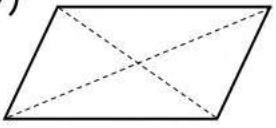
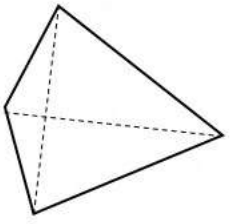
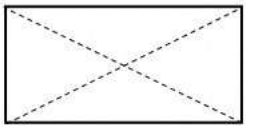
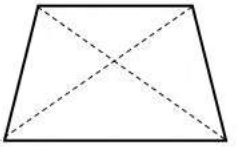
Part 1 Do the diagonals equal length?

1)		3)	4)
			
Yes No	Yes No	No	Yes No

Part 2 Do the diagonals intersect at their midpoint?

5)	6)	7)	
			
Yes No	Yes No	Yes No	Yes No

Part 3 Do the diagonals intersect at right angles?

9)	10)	11)	12)
			
Yes No	Yes No	Yes No	Yes No

Curriculum Connection
SS5.6

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

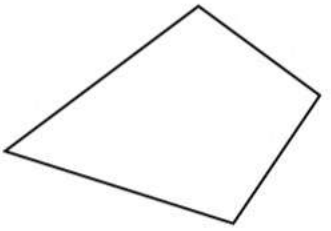
1) 

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

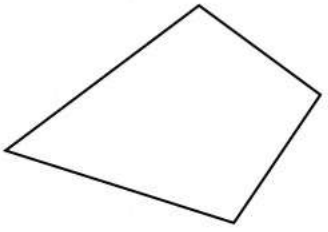
_____

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

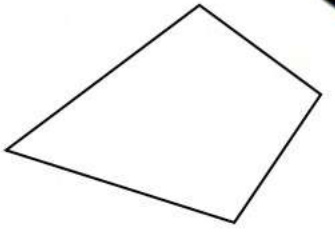
_____

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

_____

2) 

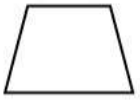
_____

Name: _____ 126

Curriculum Connection
SS5.6

Quadrilaterals - Trapezoids

A trapezoid has at least one pair of parallel sides

 2 pairs of parallel lines

 1 pair of parallel lines

This means parallelograms, rectangles, and squares are all considered trapezoids.

Part 1 C[illegible]or circle the trapezoids in the collection of quadrilaterals below

Part 2 Describe the trapezoids below using [illegible]eome[illegible]ties

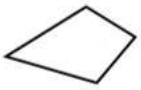
1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the parallel lines above	Circle the parallel lines above
How many sides does the trapezoid have?	How many sides does the trapezoid have?

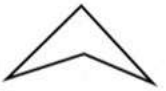
Name: _____ 127

Curriculum Connection
SS5.6

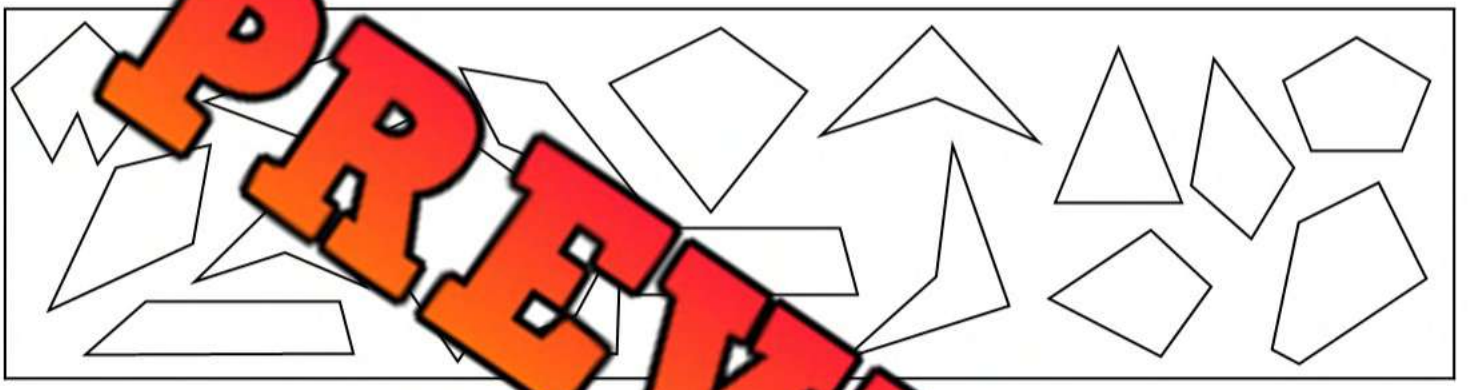
Quadrilaterals - Kite

A kite can look like a traditional kite that we fly or a dart that has a reflex angle and a diagonal outside of its shape.

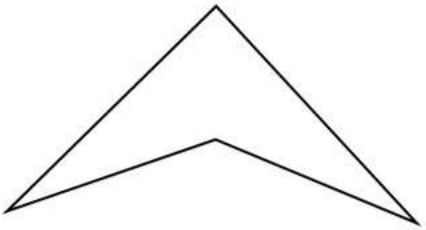
 Traditional Kite

 Dart

Part 1 Colour or circle the kites in the collection of polygons below



Part 2 Describe the kites below using their geometric properties

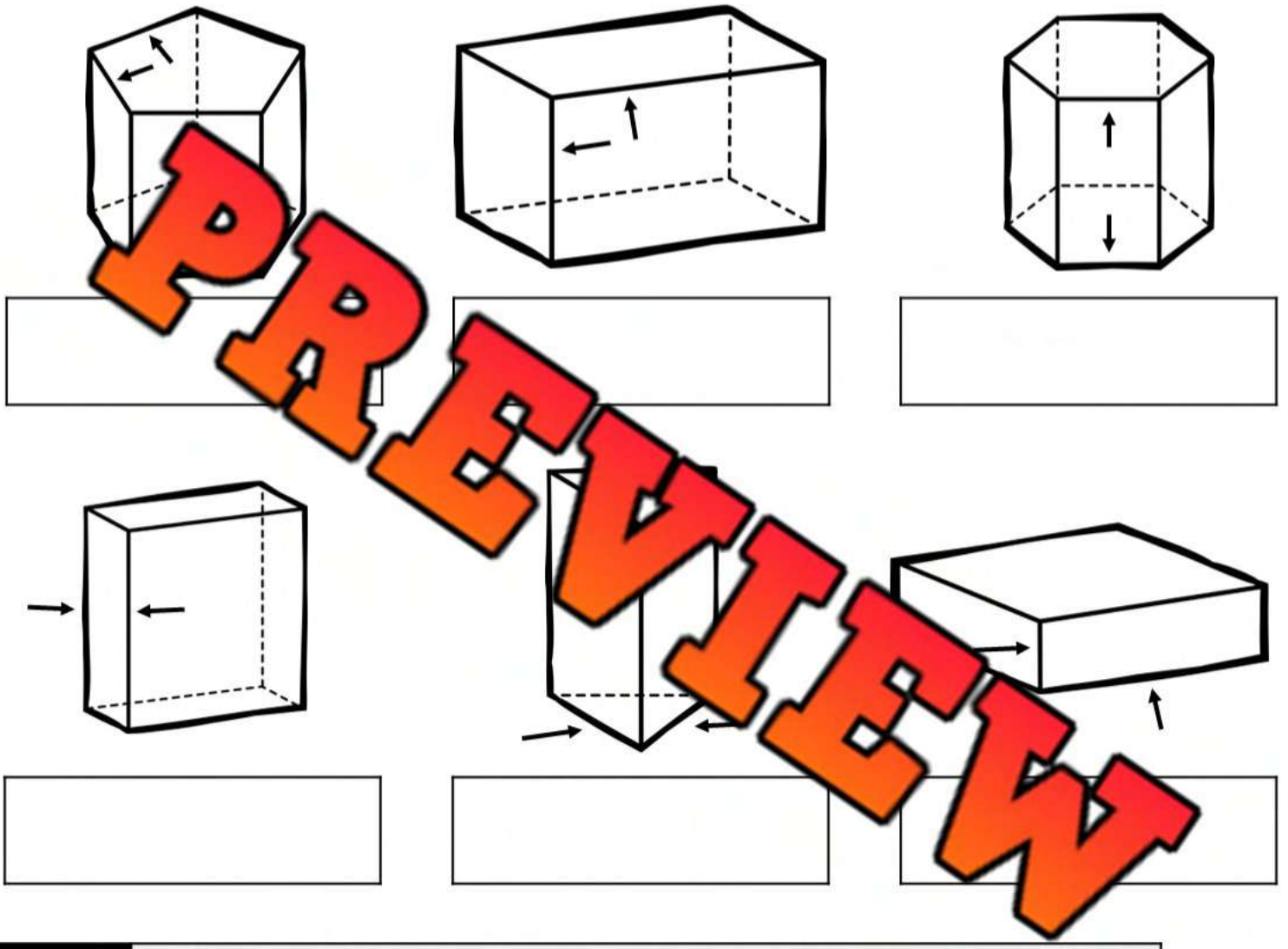
1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the perpendicular lines	Circle the perpendicular lines
Put a square on the intersecting lines	Put a square on the intersecting lines

Name: _____ 132

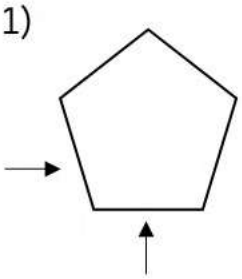
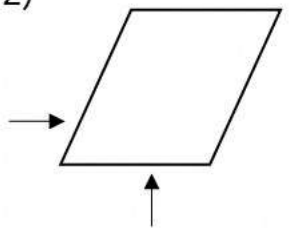
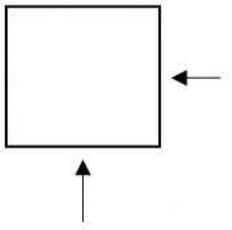
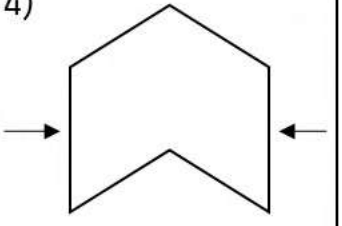
Curriculum Connection
TQ3

Quiz – Lines

Part 1 Are the lines parallel, intersecting, or perpendicular?

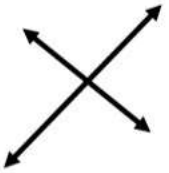
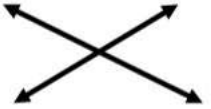
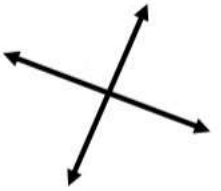


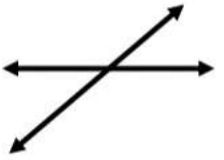
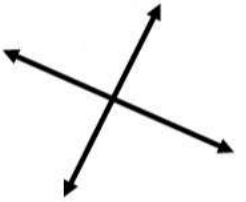
Part 2 What is the relationship between the two lines with the arrows

1)	2)	3)	4)
			
Intersecting			

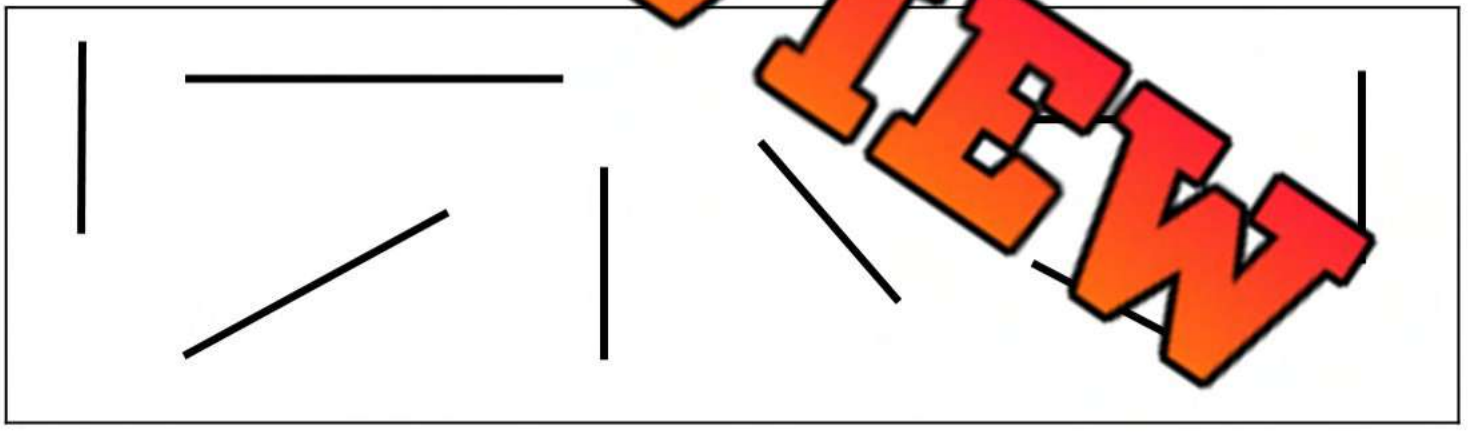
Curriculum Connection
TQ3

Part 3 Label the lines parallel, perpendicular, or intersecting

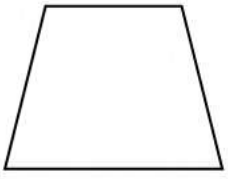
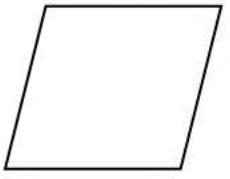
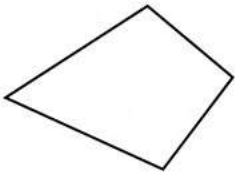
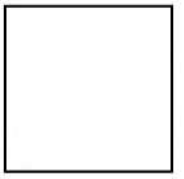
1)	2)	3)	4)
			

5)	6)	7)	8)
			

Part 4 Draw a circle around the vertica… …angle around the horizontal lines



Part 5 Write the names of the quadrilaterals below

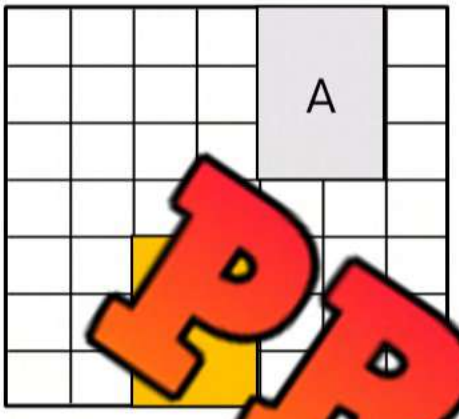
1)	2)	3)	4)
			

Name: _____ 134

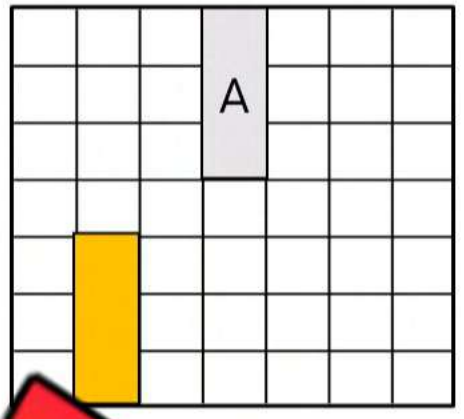
Curriculum Connection
SS5.7

Describing Translation

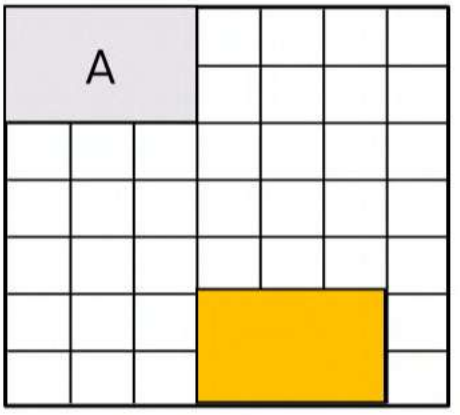
Instructions Describe the translations below using arrows. Shape A is the original object



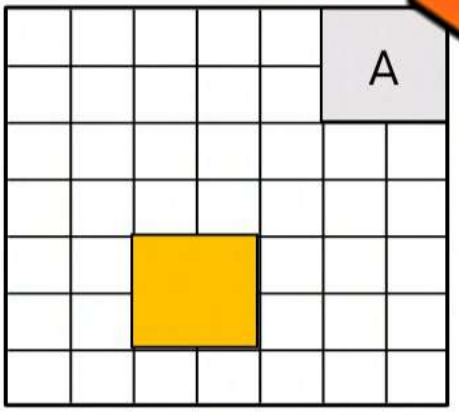
1) 4 ↓, 2



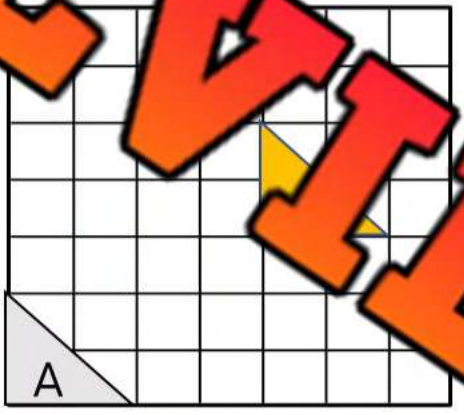
_____



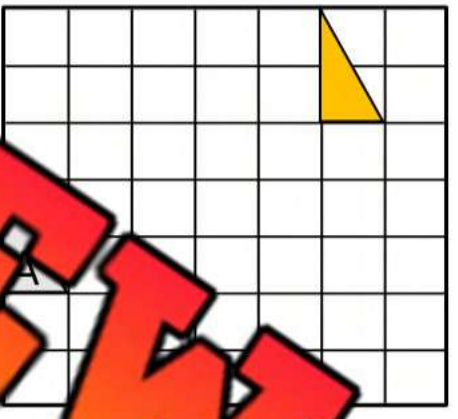
3) _____



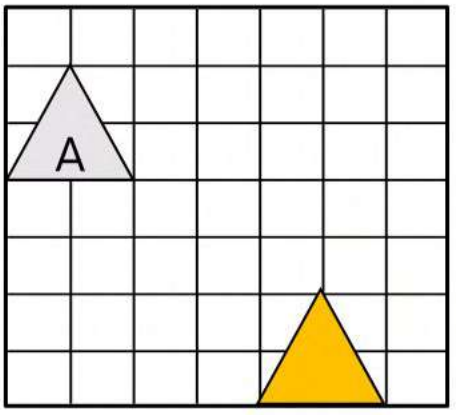
4) _____



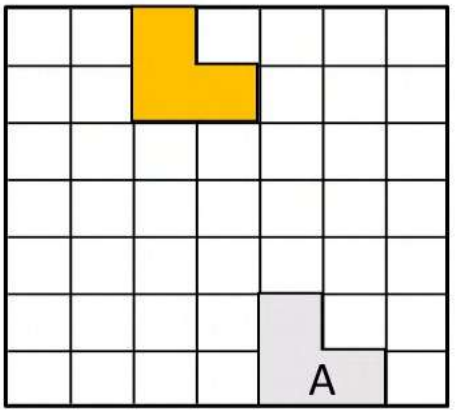
5) _____



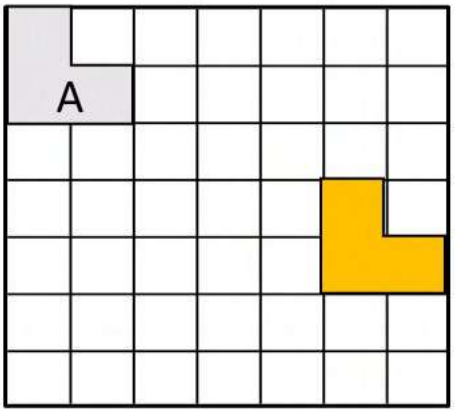
6) _____



7) _____



8) _____



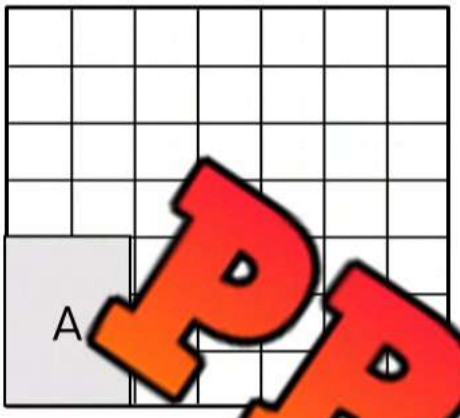
9) _____

Name: _____ 137

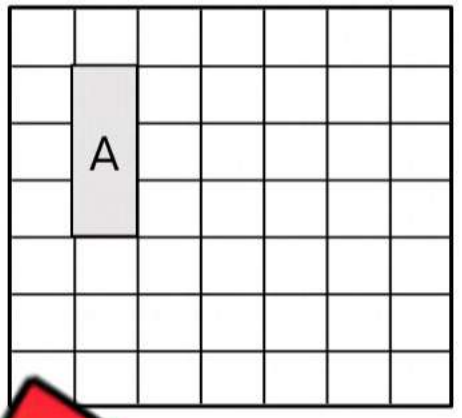
Curriculum Connection
SS5.7

Performing Translation

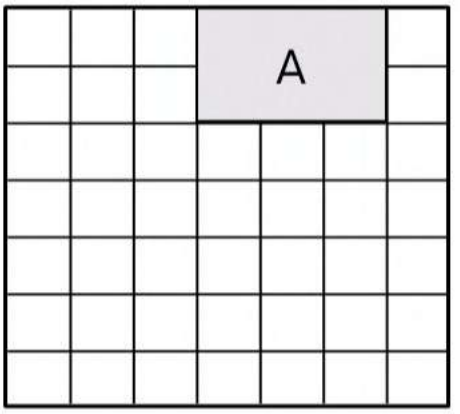
Questions Draw the new shape after reading the 3 steps



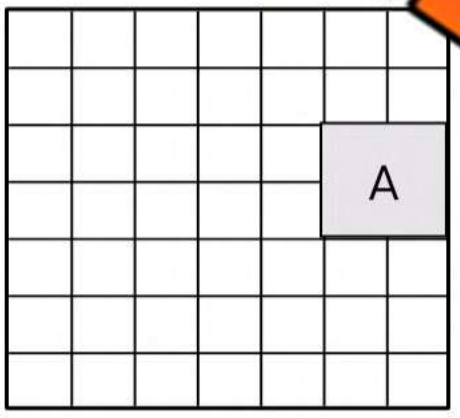
1) 3↑, 4→, [illegible]



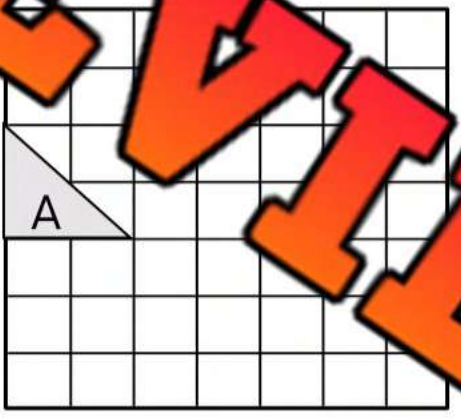
[illegible] 4→, 1↓



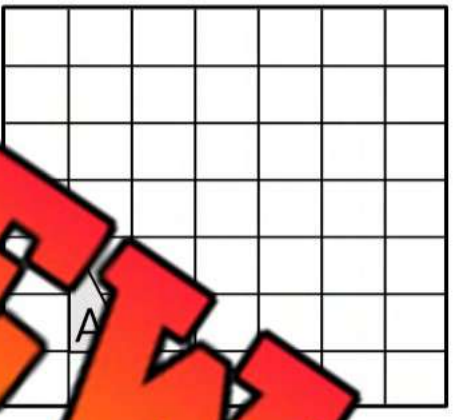
3) 3↓, 2←, 2↓



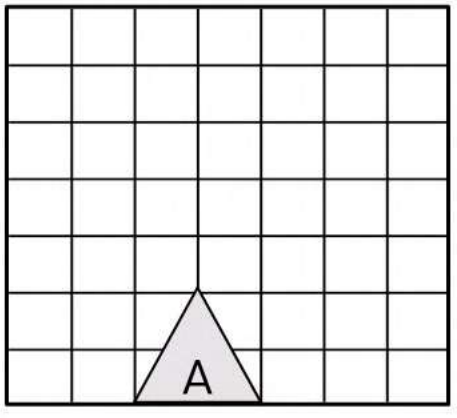
4) 3↓, 4←, 1↑



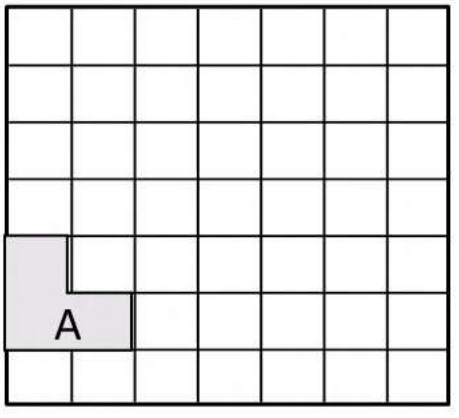
5) 2↓, 4→, 3↑



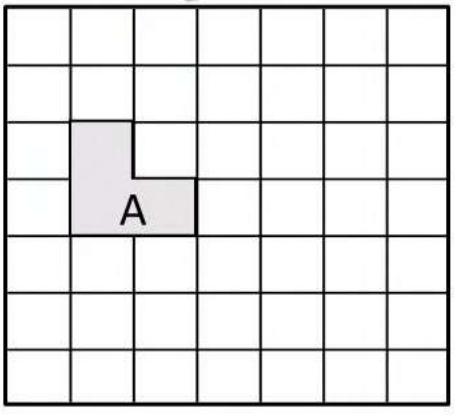
6) [illegible]



7) 4↑, 2→, 3←



8) 4↑, 4→, 5↓



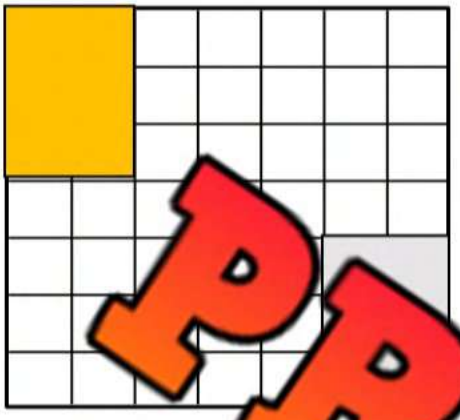
9) 3↓, 3→, 2↑

Name: _____ 138

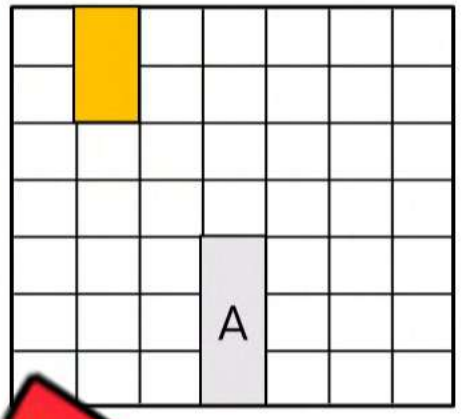
Curriculum Connection
SS5.7

Translation or Not?

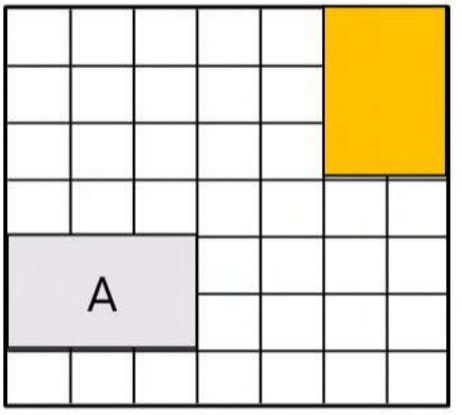
Instructions Is the transformation a translation or not? Write yes or no.



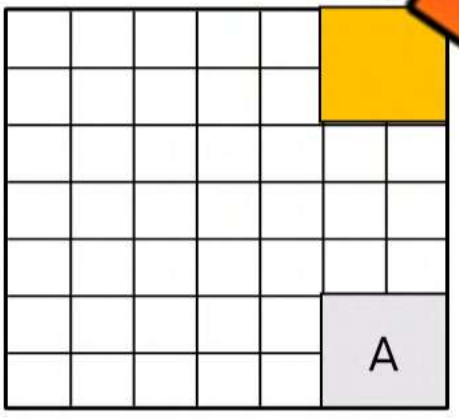
1) _____



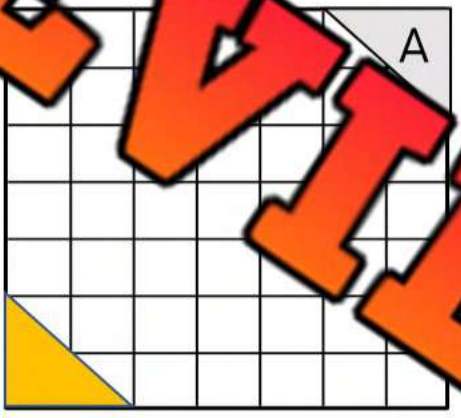
2) _____



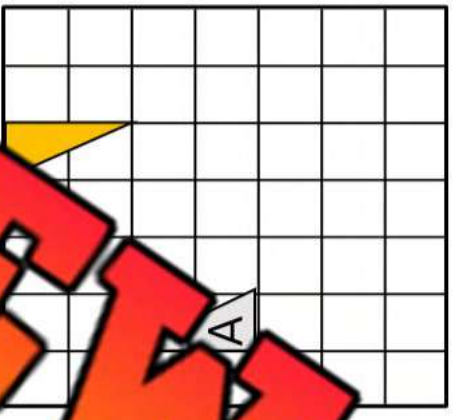
3) _____



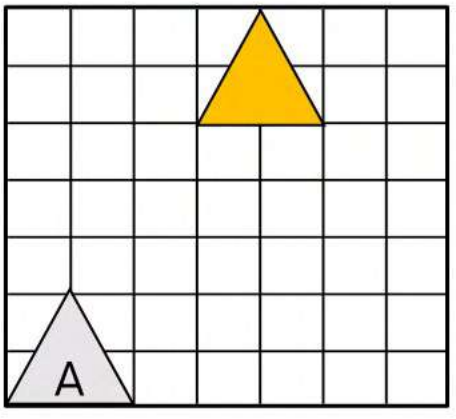
4) _____



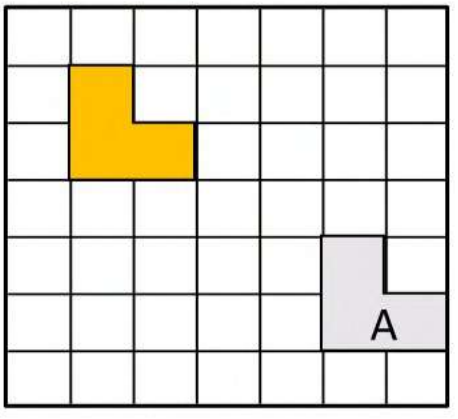
5) _____



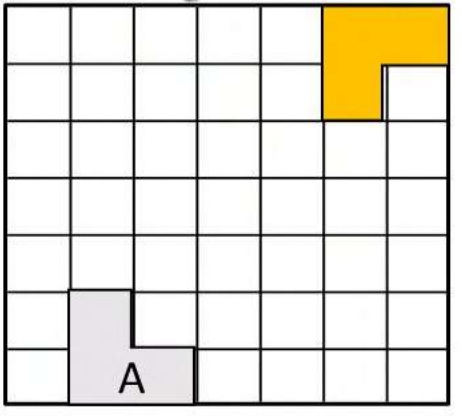
6) _____



7) _____



8) _____

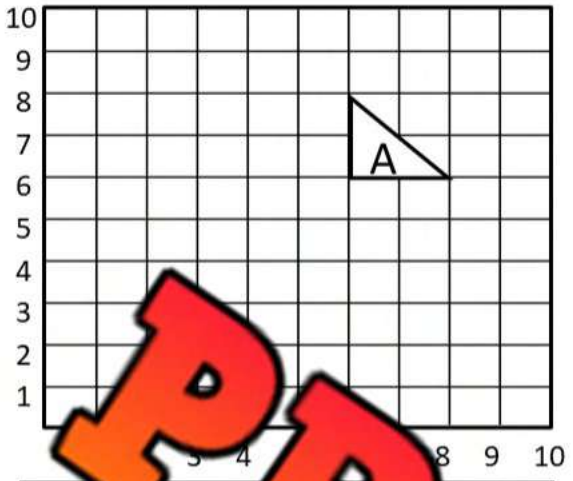


9) _____

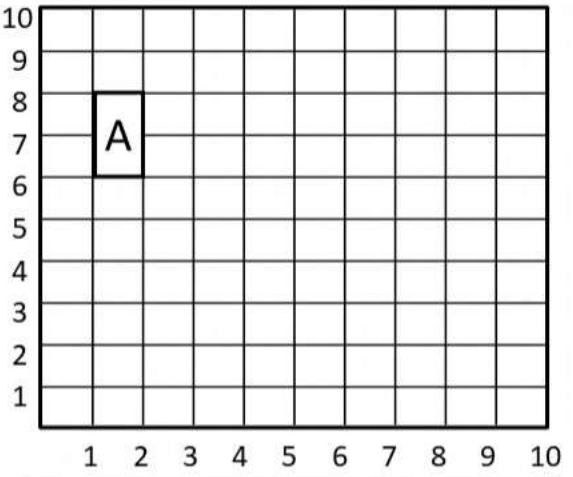
Name: _____ 139

Curriculum Connection
SS5.7

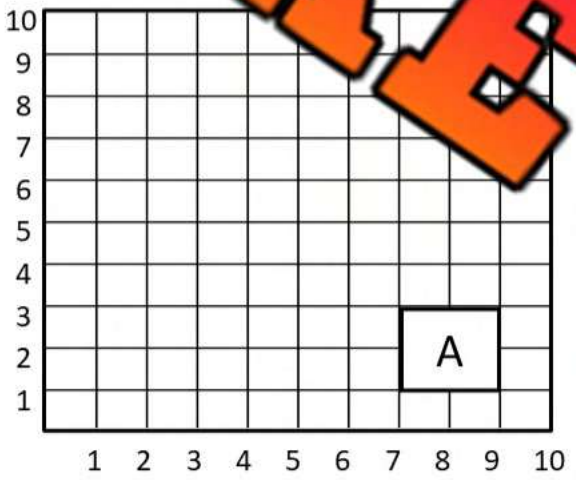
Translating Shapes – Cartesian Plane



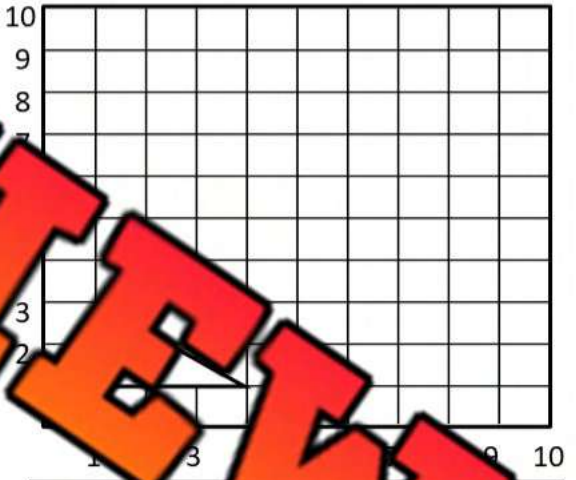
1) L[illegible]



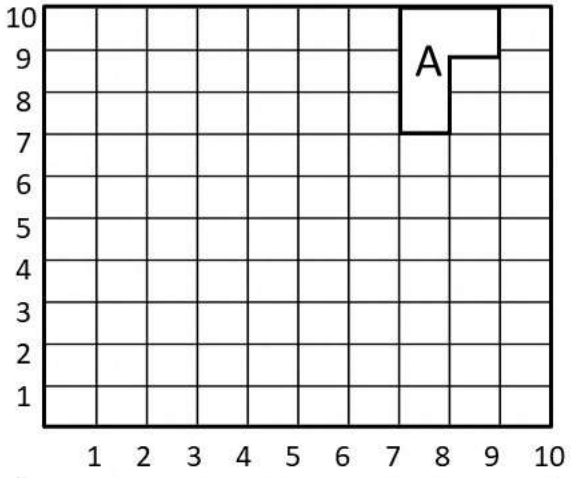
2) Right 5, down 4



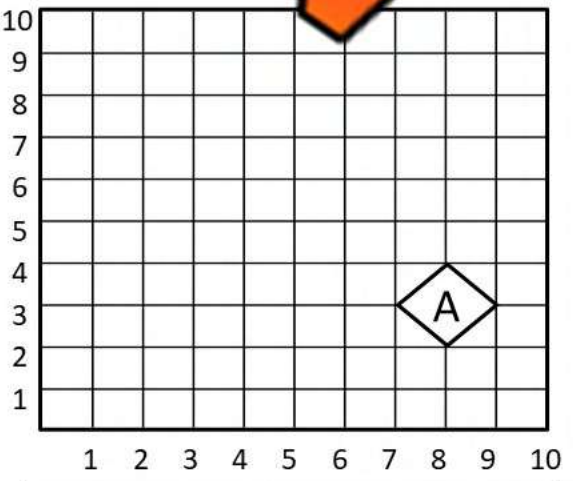
3) Left 6, up 2



4) [illegible]



5) Left 3, down 6



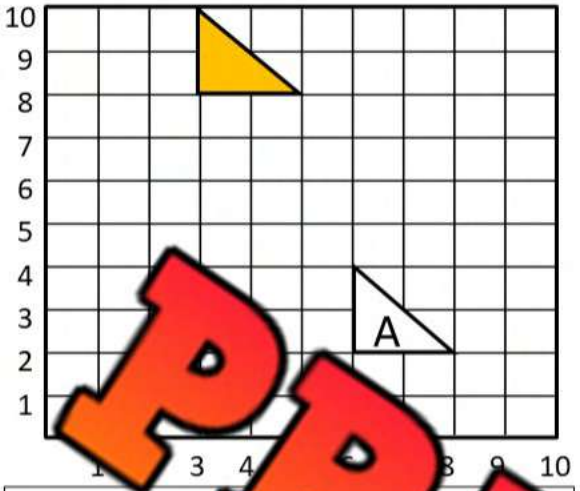
6) Left 2, up 4

Name: _____ 140

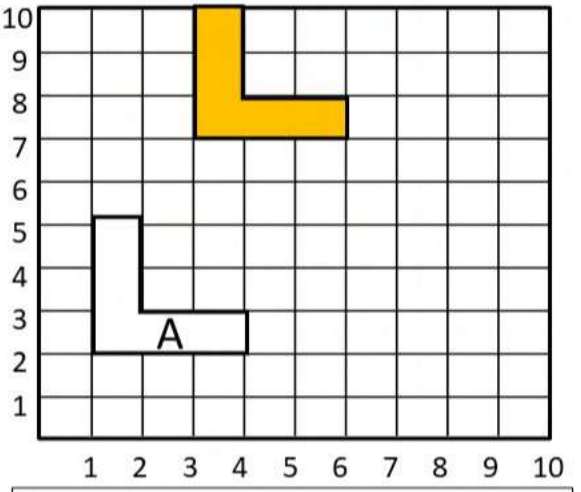
Curriculum Connection
SS5.7

Describing Translations – Cartesian Plane

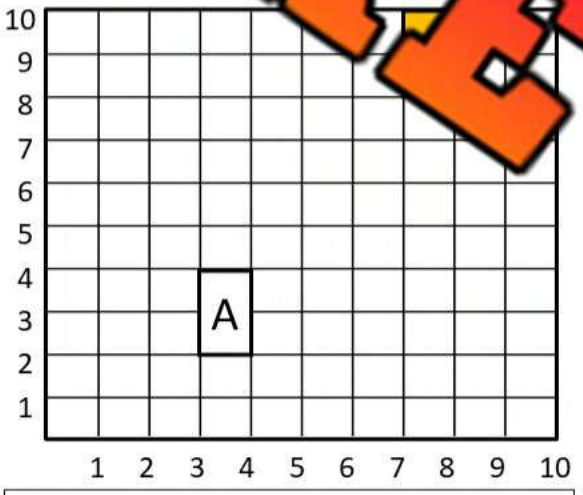
Instructions: Describe the translations below. Shape A is the original shape.



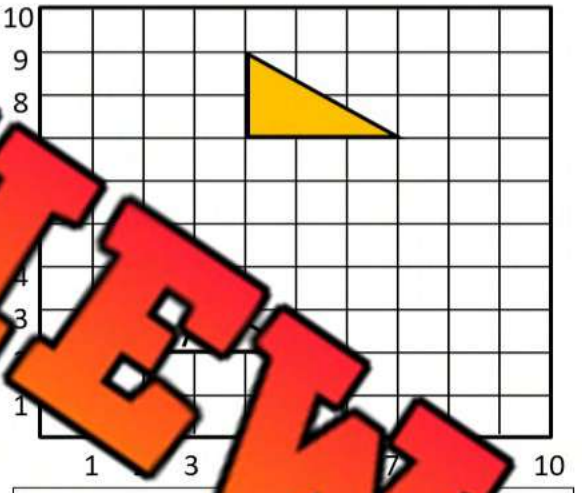
1)



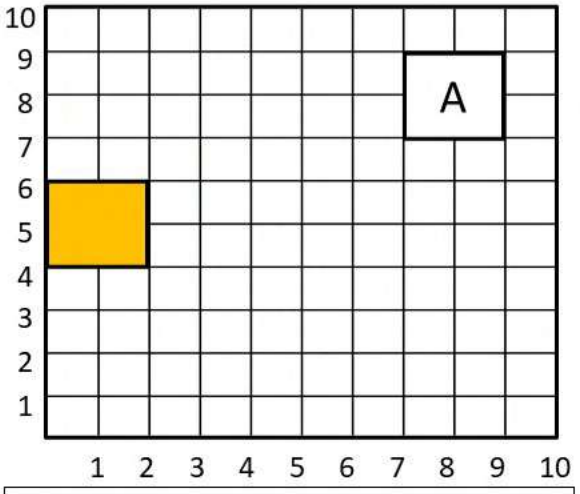
2)



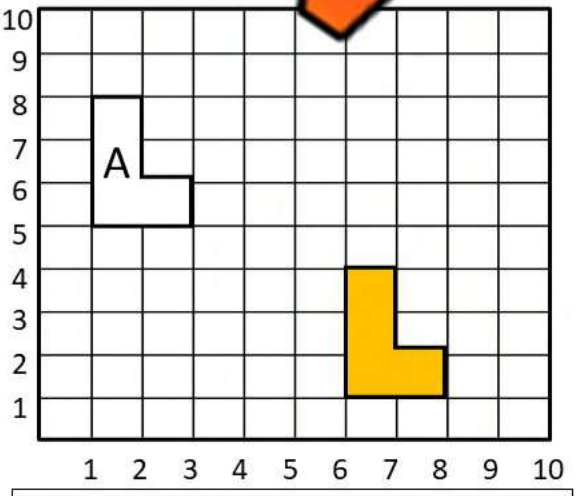
3)



4)



5)



6)

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Curriculum Connection
SS5.7

Math Activity: Translation Relay Race

Objective

What are we learning about?

To help students understand and describe translations on a Cartesian plane through a fun and engaging relay race activity.

Materials

What you will need for the activity.

- Grap
- R
- C d penc ers
- Pencils and e
- Translatio

Instructions

How you complete tivity

1. Explain Translations: Start by expla tra tions on the Cartesian plane involve moving shapes without rot resizi n.
2. Distribute Materials: Provide each team wit drawn aper and a set of translation task cards.
3. Form Teams: Divide the class into small teams, ea up beh desk with their graph paper and task cards.
4. Translation Task: The first student in each team picks a translat then strategically draws a shape on the grid, ensuring it can fit after t n.
5. Perform Translation: The student then moves the shape according to the instructions on the task card and draws the new position on the grid.
6. Pass to Next Student: The student then goes to the end of the line, and the next student steps up.
7. Repeat Process: The next student repeats the process: drawing the shape at its new position, selecting a new translation task card, and performing the translation.
8. Continue Relay: Continue the relay until all team members have had a turn or all task cards are used.
9. Verification and Discussion: The teacher verifies the translations, and the class discusses the different translations and observations.

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Curriculum Connection
SS5.7

Task Cards | Cut out the cards below

Card 1:

Move 2 units → and 1 unit ↑

Card 6:

Move 2 units ← and 3 units ↑

Card 2:

Move 3 [illegible] and 2 [illegible]

Card 7:

Move 1 unit → and 4 units ↓

Card 3:

Move 1 unit → and 3 units ↑

Card 8:

Move 3 [illegible] and 2 units ↑

Card 4:

Move 4 units → and 2 units ↑

Card 9:

Move 2 units → and 2 units ↓

Card 5:

Move 1 unit ← and 2 units ↓

Card 10:

Move 1 unit ← and 3 units ↑

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Curriculum Connection
SS5.7

Task Cards | Cut out the task cards below

Card 11:

Move 4 units → and 1 unit ↓

Card 16:

Move 2 units ← and 2 units ↑

Card 12:

Move 3 units → and 1 unit ↑

Card 17:

Move 2 units → and 3 units ↓

Card 13:

Move 3 units → and 2 units ↓

Card 18:

Move 5 units → and 2 units ↓

Card 14:

Move 3 units ← and 5 units ↑

Card 19:

Move 5 units → and 4 units ↓

Card 15:

Move 4 units → and 3 units ↑

Card 20:

Move 5 units ← and 1 unit ↑

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Curriculum Connection
SS5.7

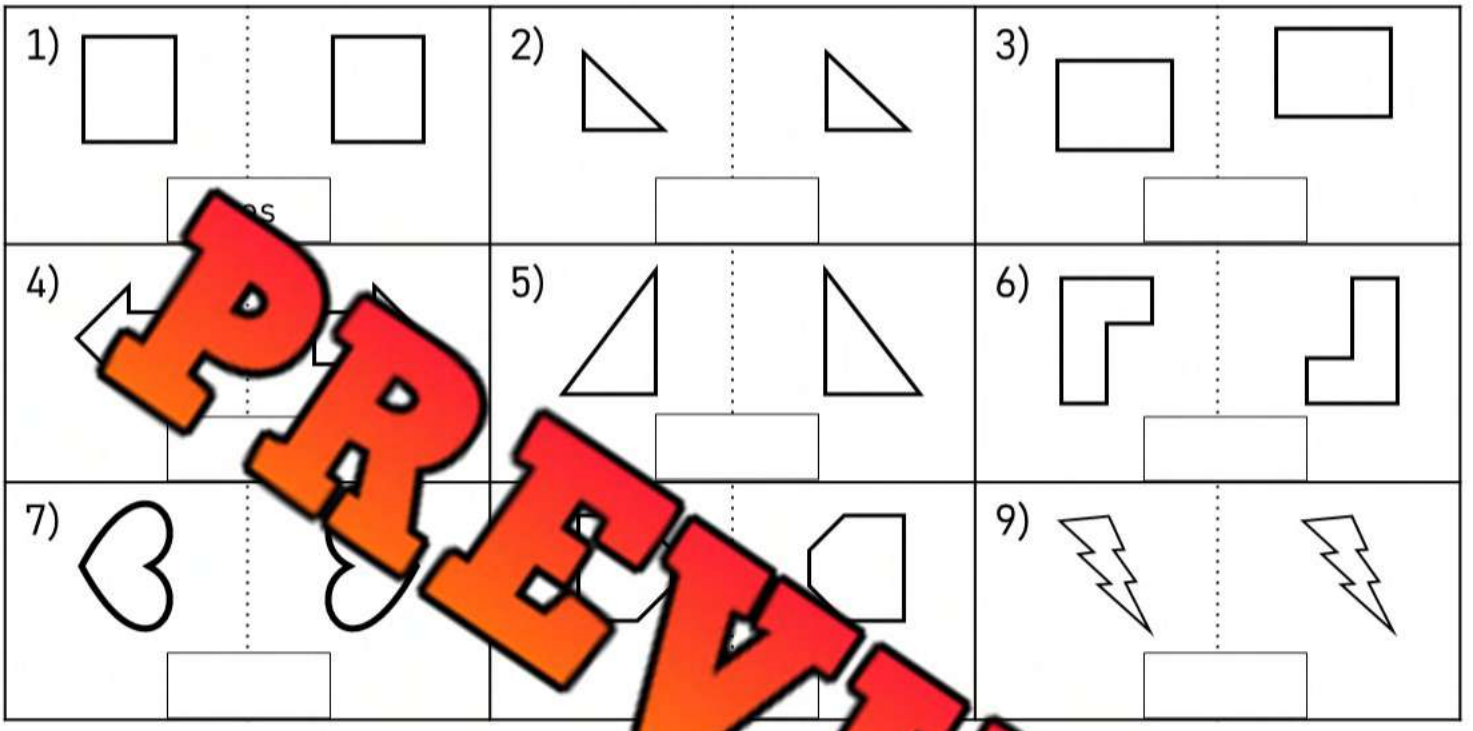
Grid Paper | 1 x 1 cm grid paper

Name: _____ 145

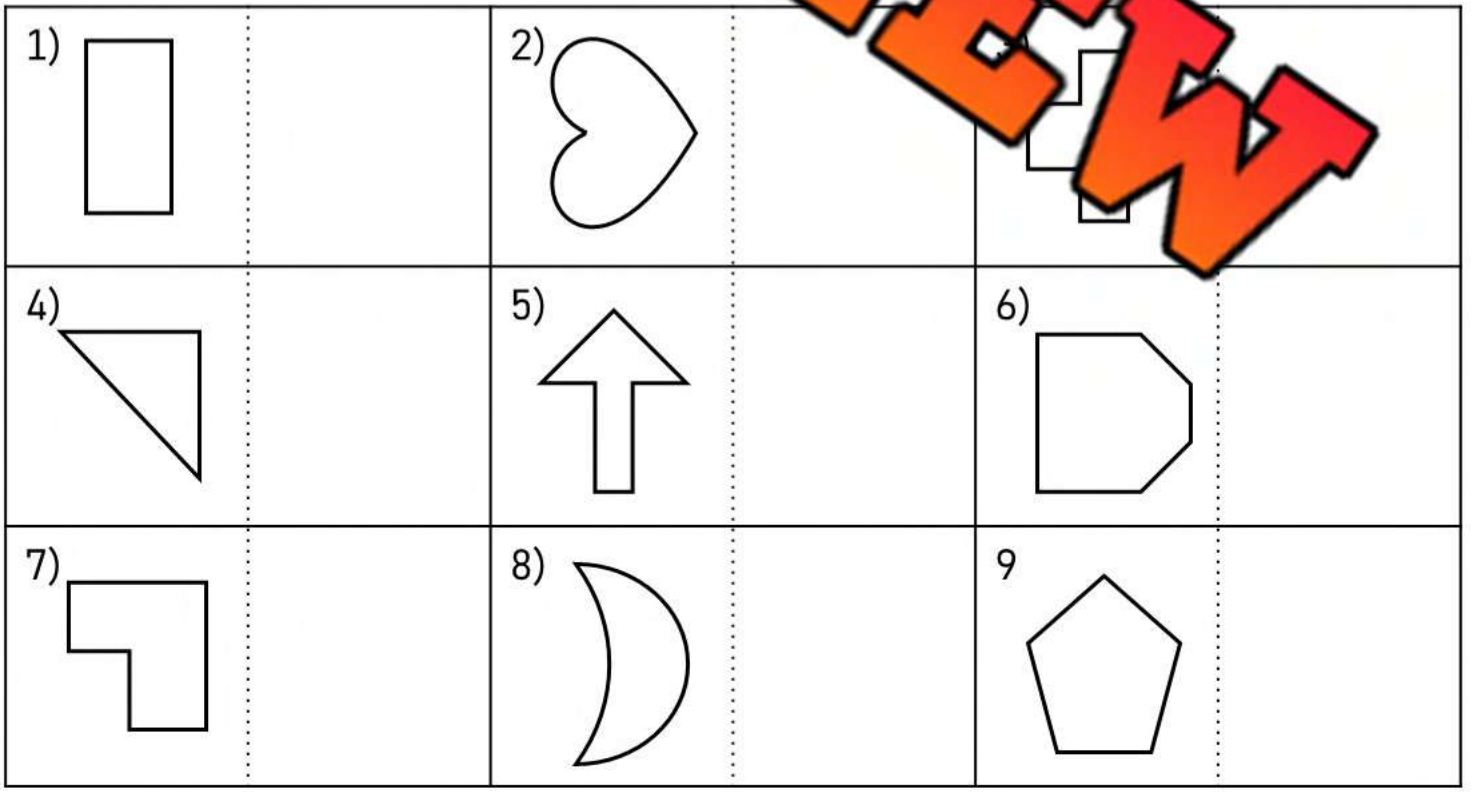
Curriculum Connection
SS5.7

Reflection or Not?

Part 1 Is the transformation a reflection? Yes or no?



Part 2 Draw the shape across the r[illegible]on li[illegible]



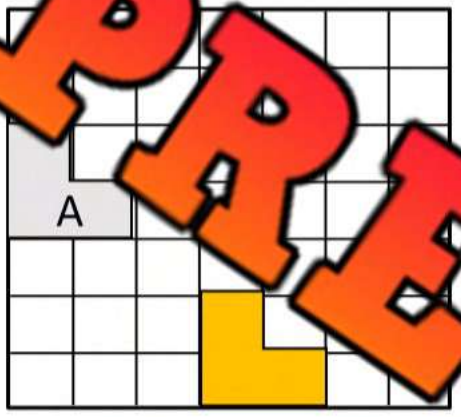
Curriculum Connection
SS5.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

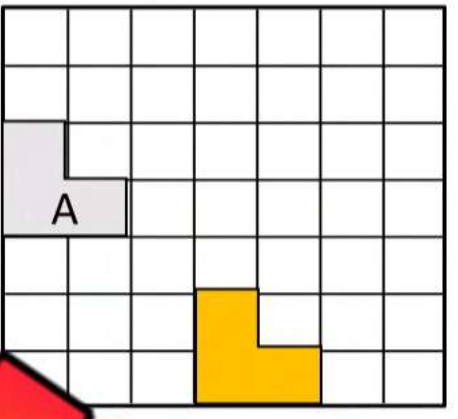
Describe the translation below. Shape A is the original object.



_____

Name: _____

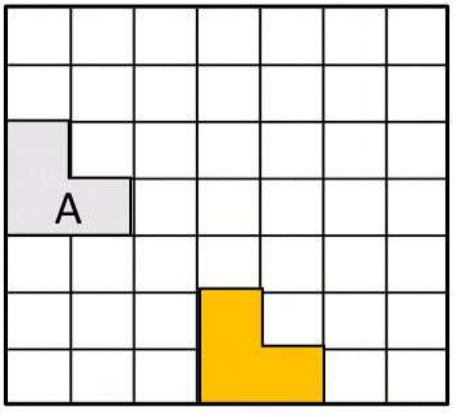
Describe the translation below. Shape A is the original object.



_____

Name: _____

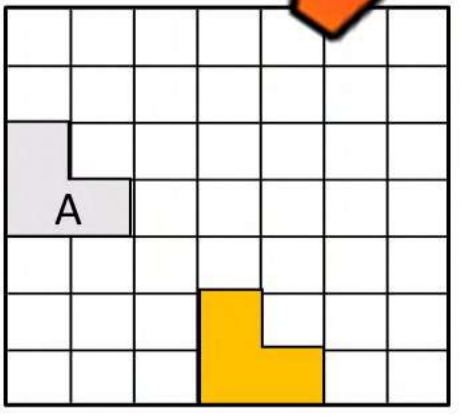
Describe the translation below. Shape A is the original object.



_____

Name: _____

Describe the translation below. Shape A is the original object.



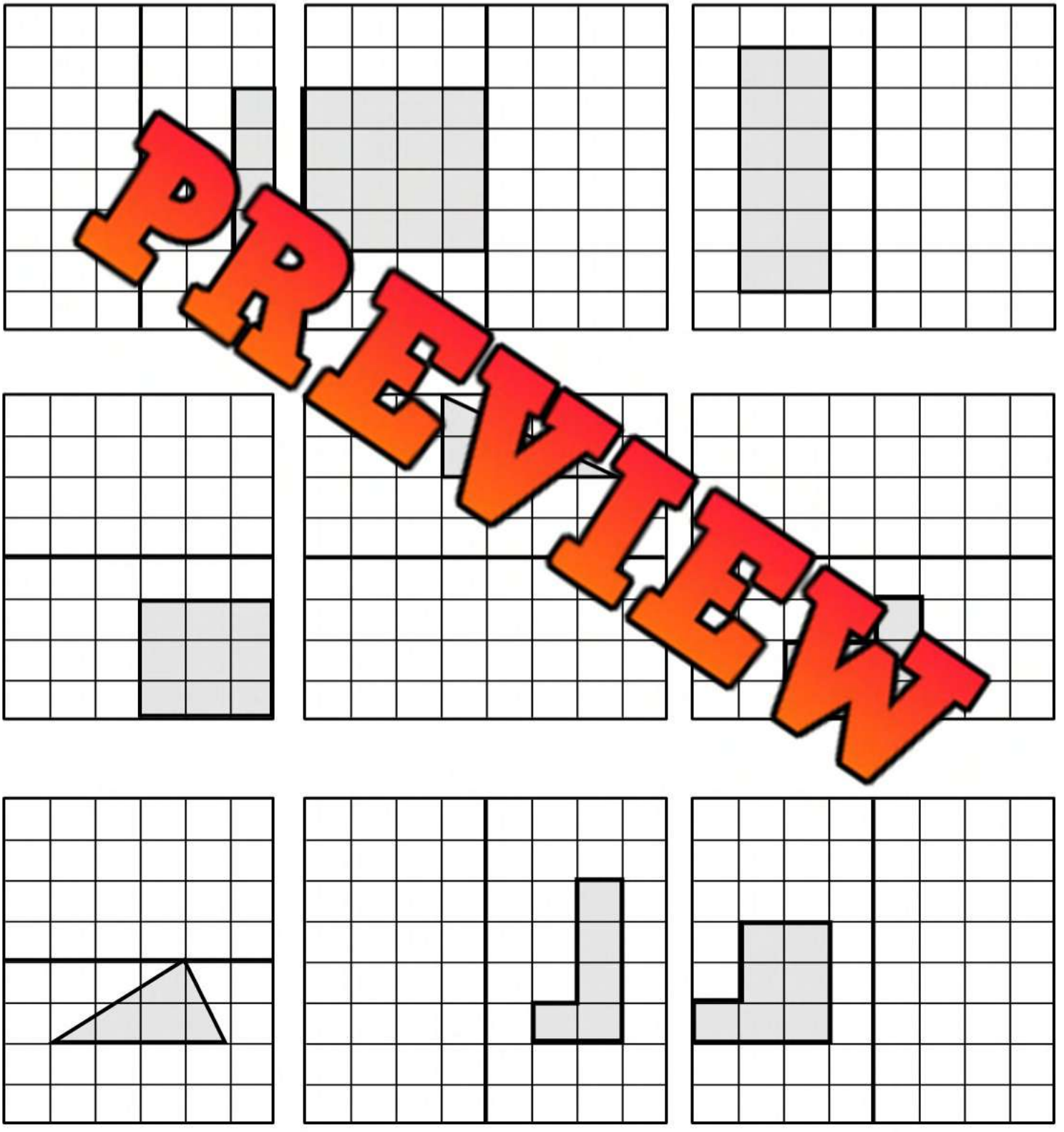
_____

Name: _____ 148

Curriculum Connection
SS5.7

Drawing Reflections

Instructions Reflect the shapes across the mirror line



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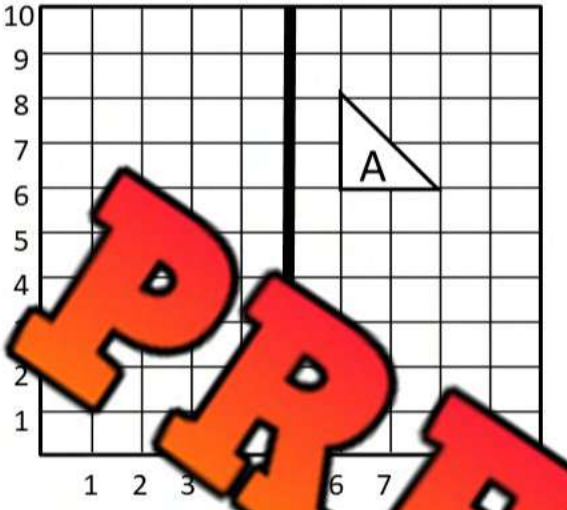
Curriculum Connection
SS5.7

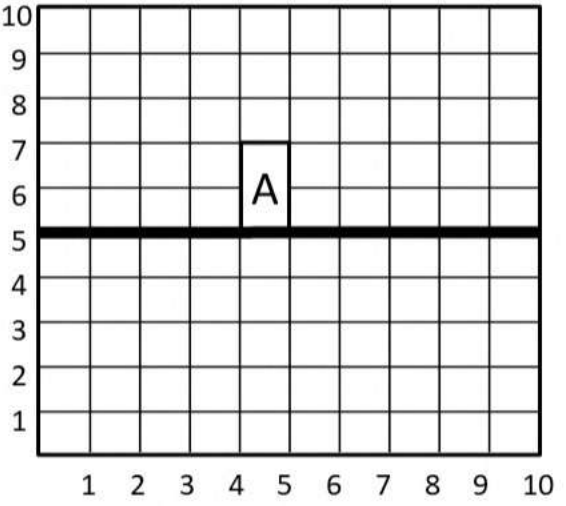
Reflecting Shapes – Cartesian Plane

Instructions Reflect the shapes across the mirror line

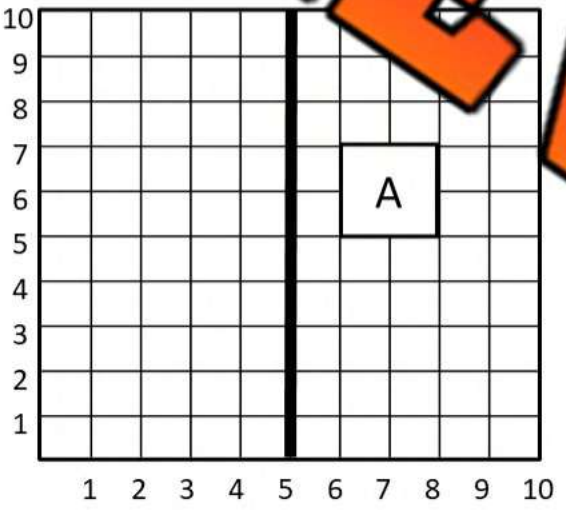
1)



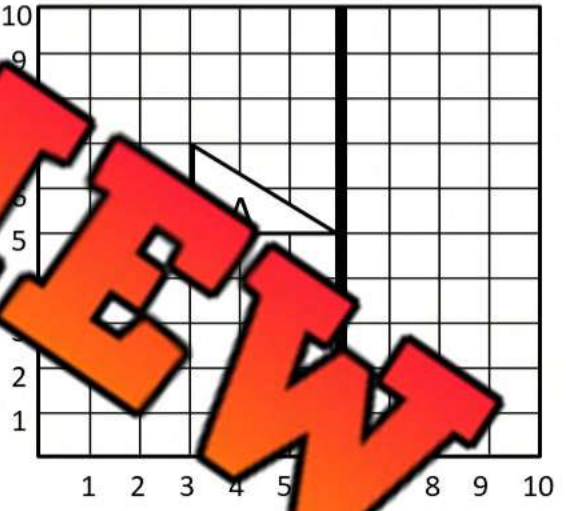
2)



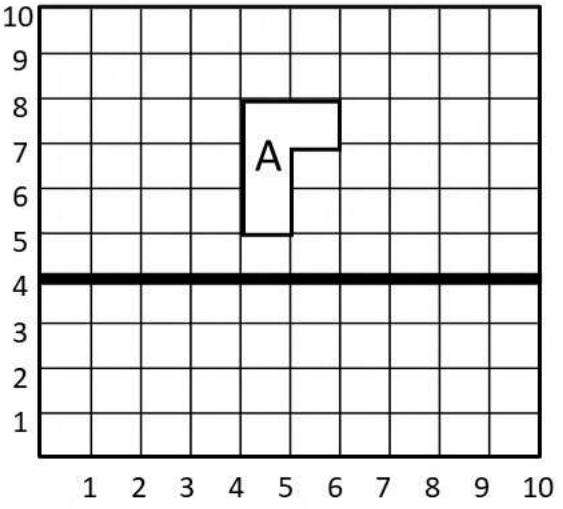
3)



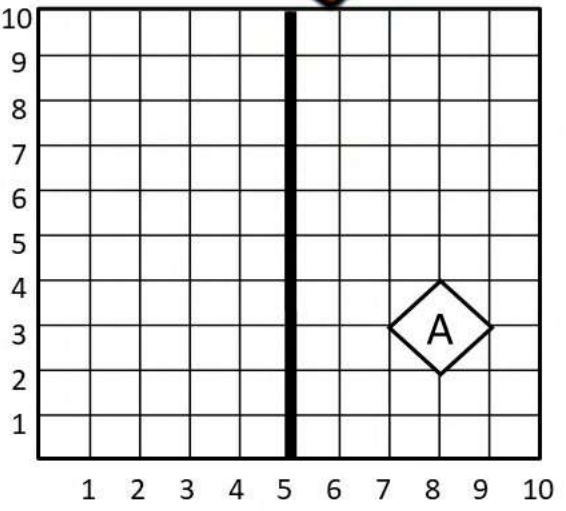
4)



5)



6)



Curriculum Connection
SS5.7

Exit Cards

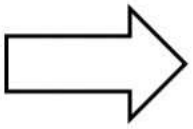
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Draw the shape across the reflection line.

1)

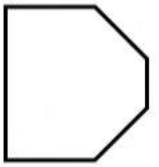
2)



Name: _____

Draw the shape across the reflection line.

1)

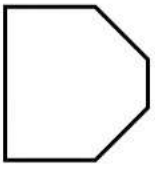


2)

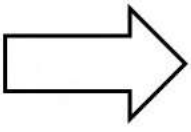
Name: _____

Draw the shape across the reflection line.

1)



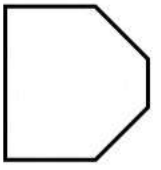
2)



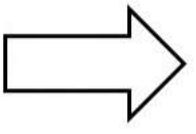
Name: _____

Draw the shape across the reflection line.

1)



2)



Name: _____ 156

Curriculum Connection
SS5.7

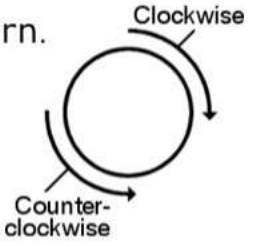
Clockwise and Counterclockwise Rotations

Rotations can either be clockwise or counterclockwise.

A **clockwise** rotation moves the same way the minute, second, and hour hands move on a clock.

A **counterclockwise** rotation moves the opposite way of a clockwise turn.

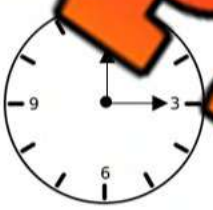
We can rotate things a lot or a little. Check out the three turns below.



360° rotation

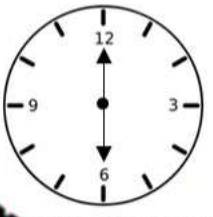
180° rotation

90° rotation

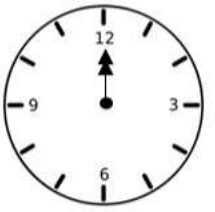


Clockwise
90° rotation

Co… …kwise
90°



…/Counterclockwise
…otation

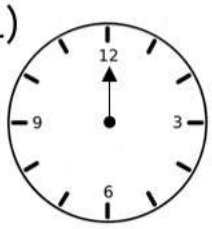


Clockwise/Counterclockwise
360° rotation

Part 1

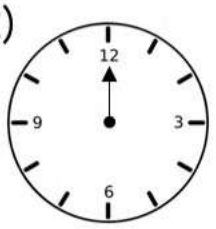
Draw how the arrow …d on th…

1)



Clockwise
90° rotation

2)



Counterclockwise
360° rotation

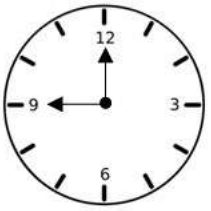
Counterclockwise
90° rotation

4)

Clockwise
180° rotation

Part 2

Describe how the arrow turned on the clock



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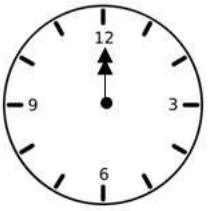
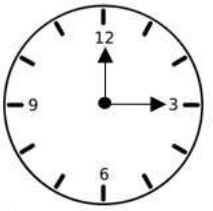


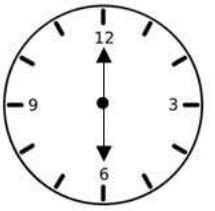
_____

_____



_____

_____



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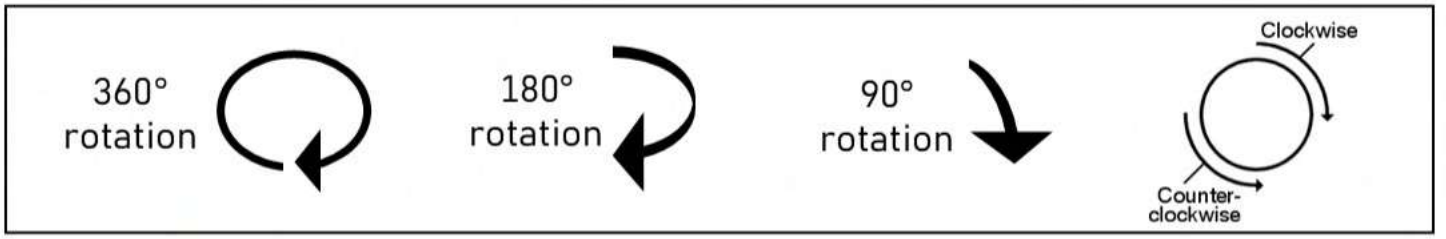
_____

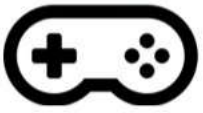
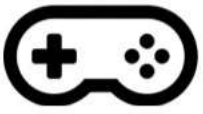
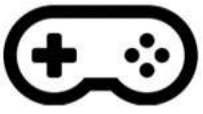
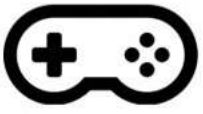
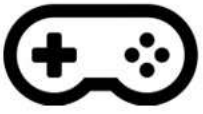
Name: _____ 160

Curriculum Connection
SS5.7

Clockwise and Counterclockwise Rotations



Instruction Draw the controller after it has been rotated

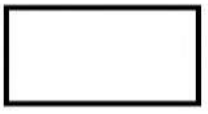
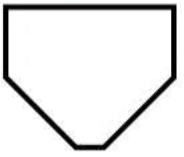
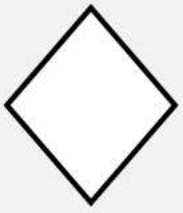
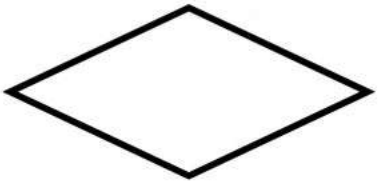
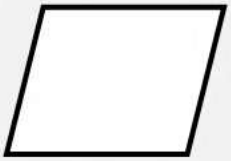
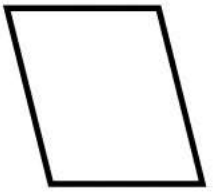
1) 	Clockwise 180° rotation	
2) 	Counterclockwise 90°	
3) 	Clockwise 90° rotation	
4) 	Counterclockwise 360° rotation	
5) 	Clockwise 360° rotation	
6) 	Counterclockwise 180° rotation	

Name: _____ 161

Curriculum Connection
SS5.7

Rotations

Instructions Has the shape been rotated? Yes or No?

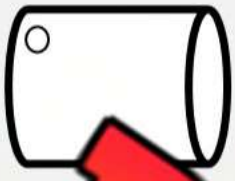
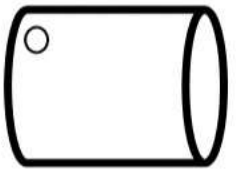
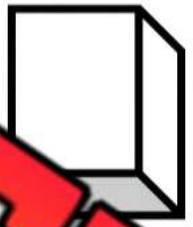
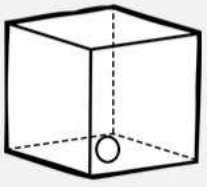
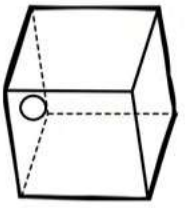
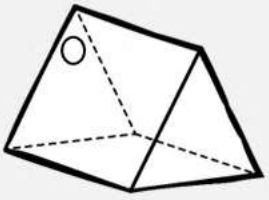
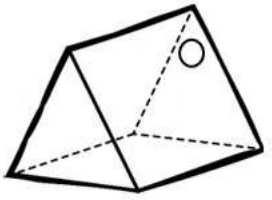
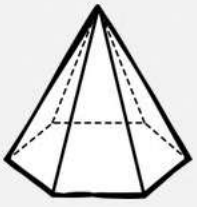
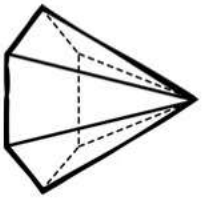
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		es	
5) 		Yes	No
6) 		Yes	No

Name: _____ 162

Curriculum Connection
SS5.7

Rotations – 3D Objects

Instructions Has the shape been rotated? Yes or No?

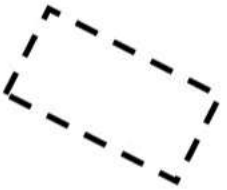
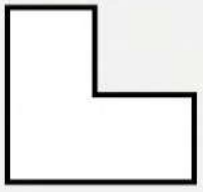
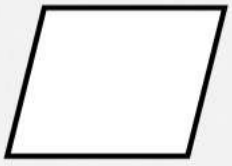
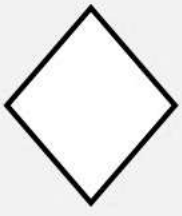
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		Yes	No
5) 		Yes	No
6) 		Yes	No

Name: _____ 164

Curriculum Connection
SS5.7

Rotations

Instructions Draw two rotations of the shapes below

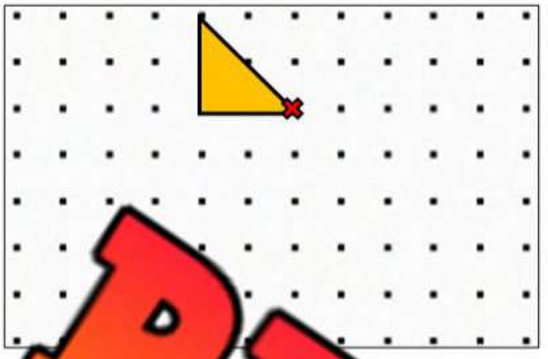
1) 		
2) 		
3) 		
4) 		
5) 		
6) 		

Name: _____ 165

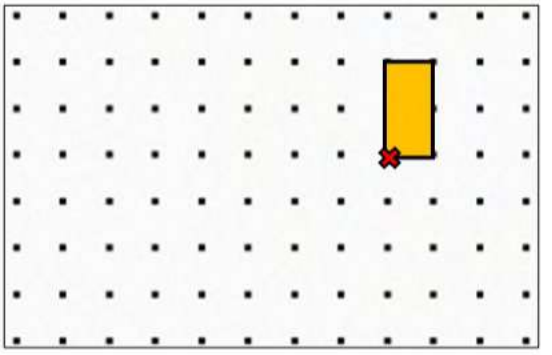
Curriculum Connection
SS5.7

Drawing Rotations

Instructions Rotate the shapes around the point marked ✖

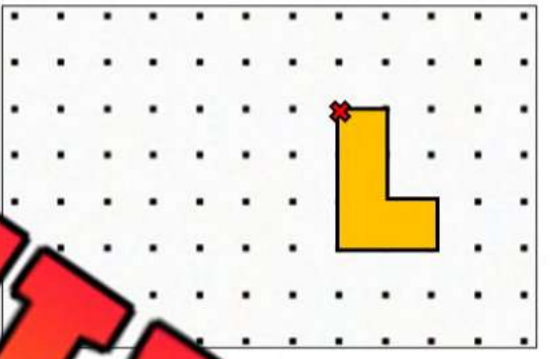


1) [illegible]otation

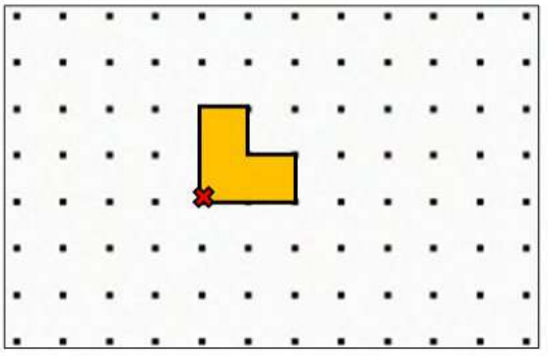


2) 180° clockwise rotation

3) 90° counter-clockwise rotation

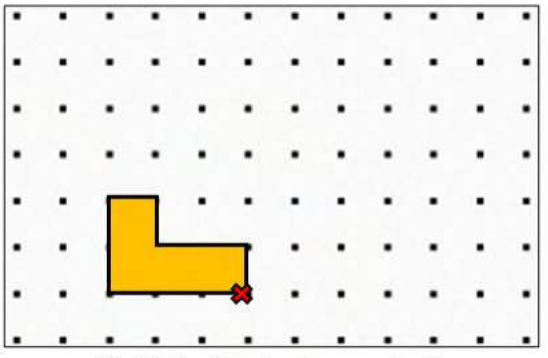


4) 36[illegible]kwise rotation

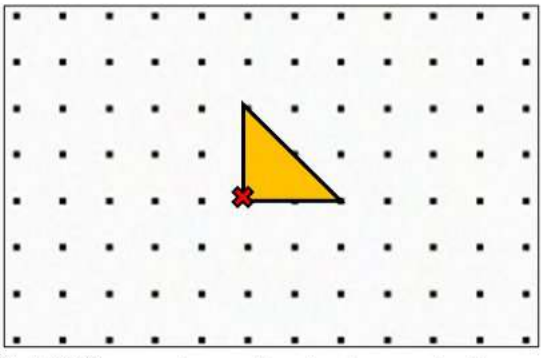


5) 90° counter-clockwise rotation

6) 180° counter-clockwise rotation



7) 90° clockwise rotation



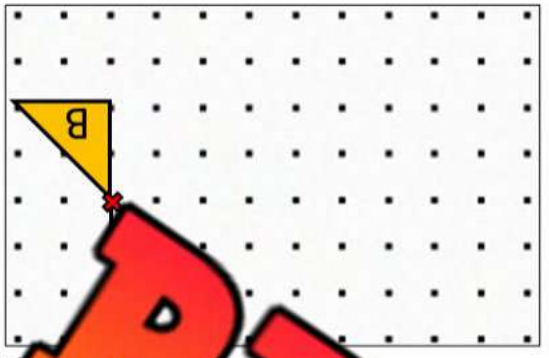
8) 180° counter-clockwise rotation

Name: _____ 167

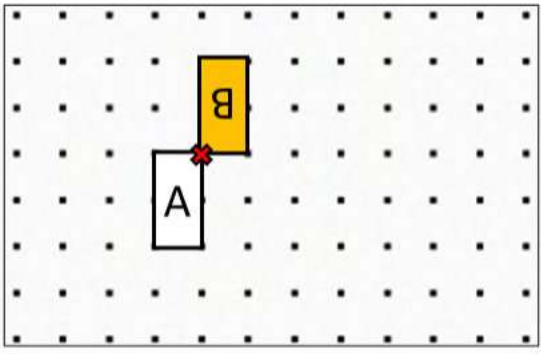
Curriculum Connection
SS5.7

Describing Rotations

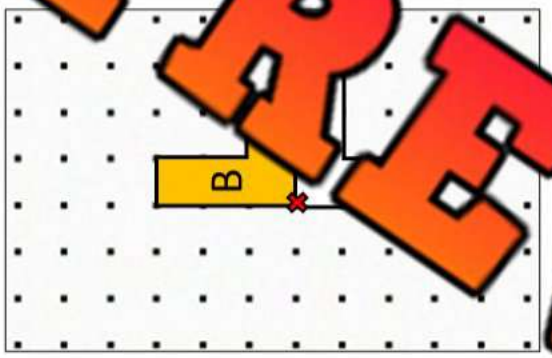
Instructions Describe the rotations. Shape A is the original shape.



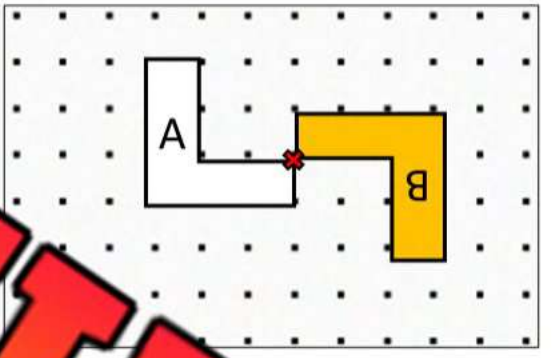
1) _____



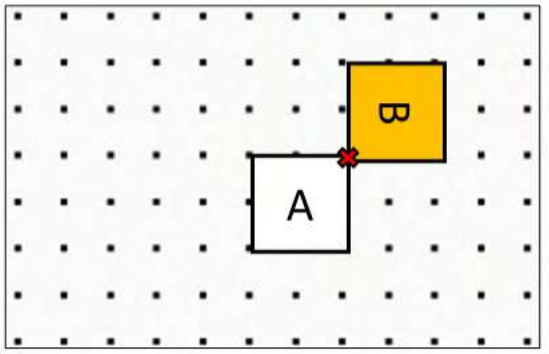
2) _____



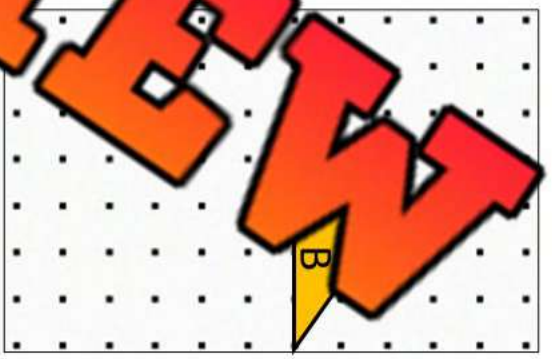
3) _____



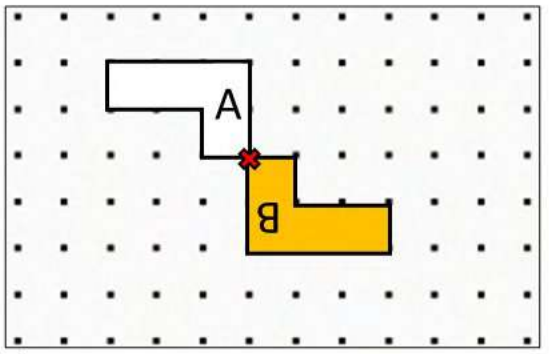
4) _____



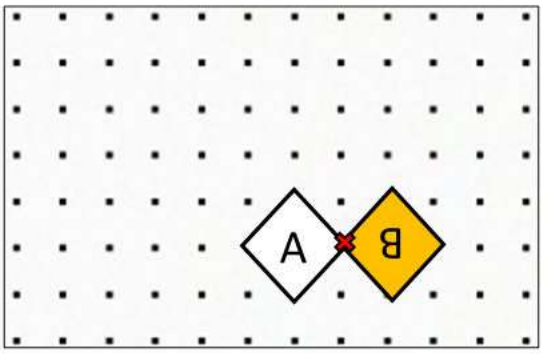
5) _____



6) _____



7) _____

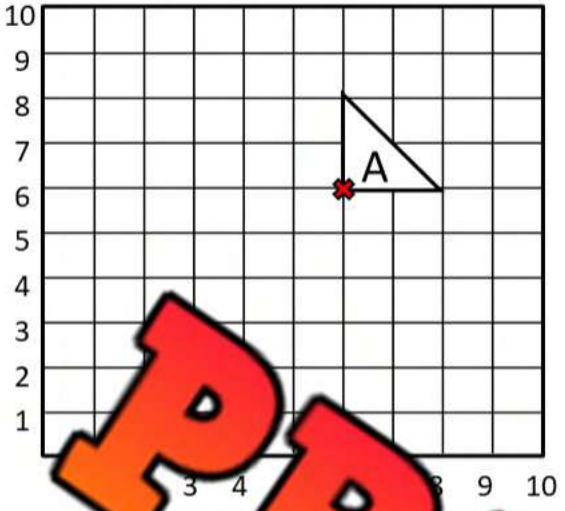


8) _____

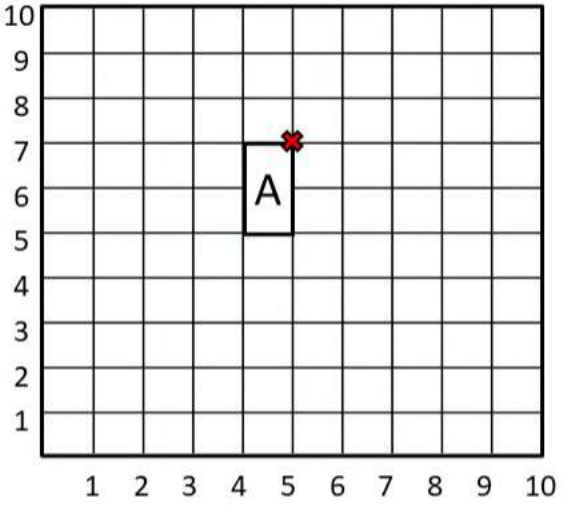
Name: _____ 169

Curriculum Connection
SS5.7

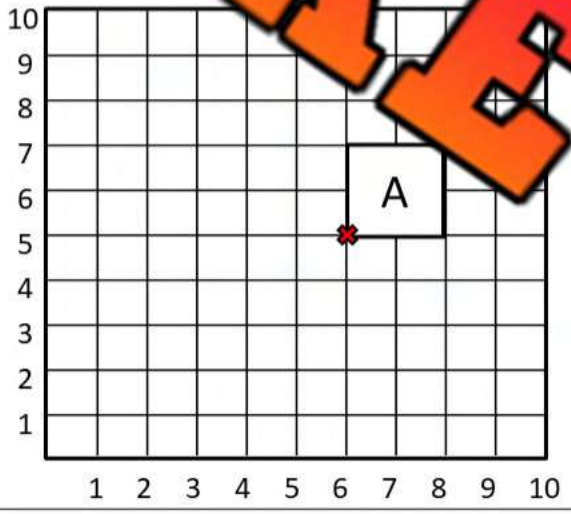
Rotating Shapes - Cartesian Plane



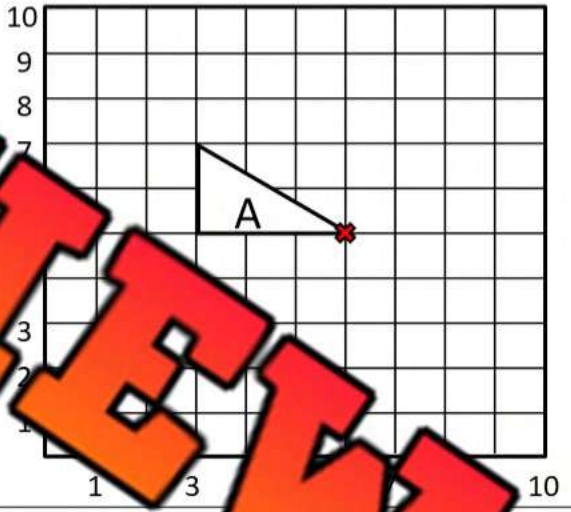
1) [illegible]



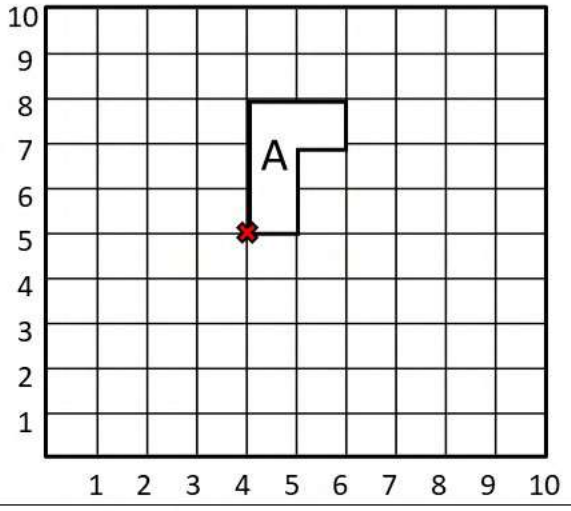
2) 90° counter-clockwise rotation



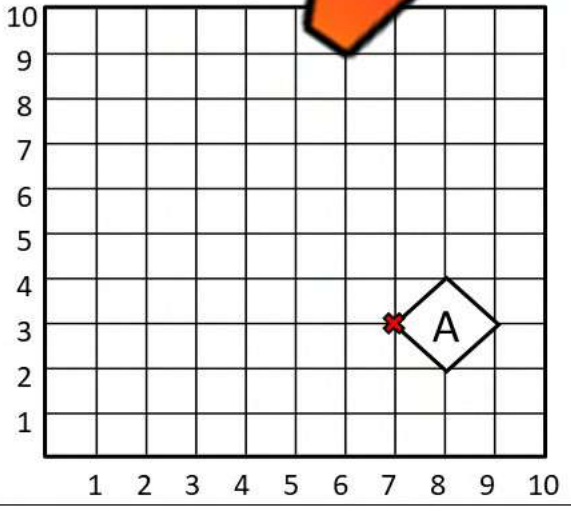
3) 90° clock-wise rotation



4) 90° cl[illegible]tion



5) 180° rotation



6) 90° counter-clockwise rotation

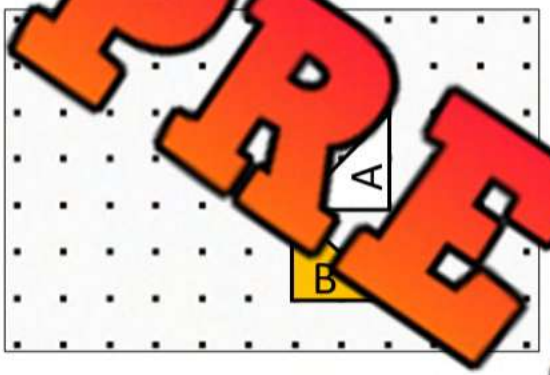
Curriculum Connection
SS5.7

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

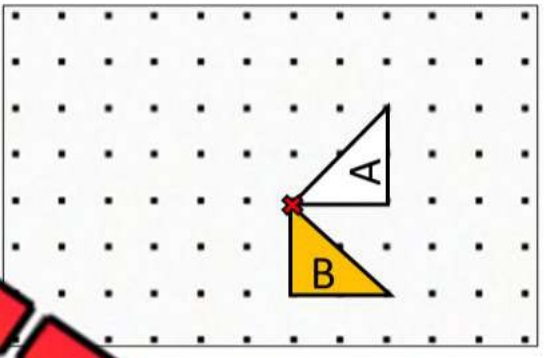
Describe the rotations. Shape A is the original shape.



_____

Name: _____

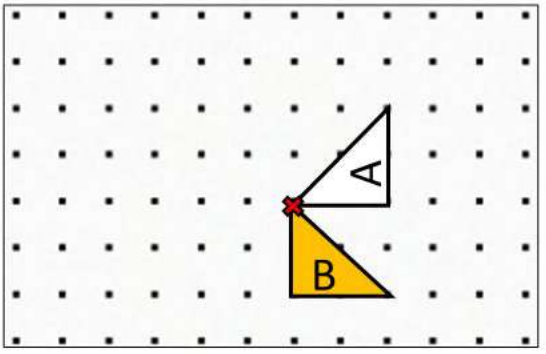
Describe the rotations. Shape A is the original shape.



_____

Name: _____

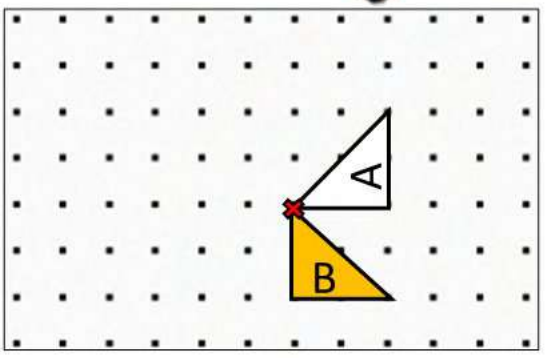
Describe the rotations. Shape A is the original shape.



_____

Name: _____

Describe the rotations. Shape A is the original shape.



_____

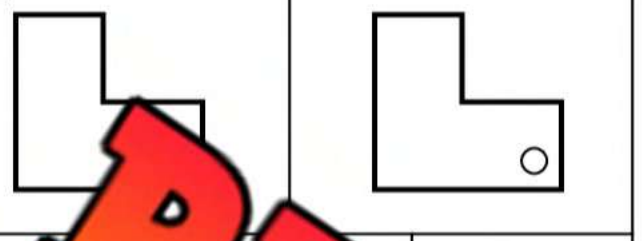
Name: _____ 174

Curriculum Connection
SS5.7

Transformation

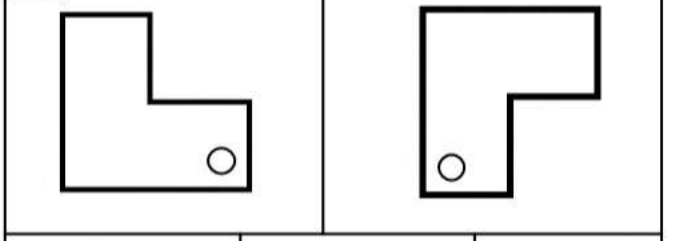
Instructions Is the transformation a translation, reflection or rotation?

1)



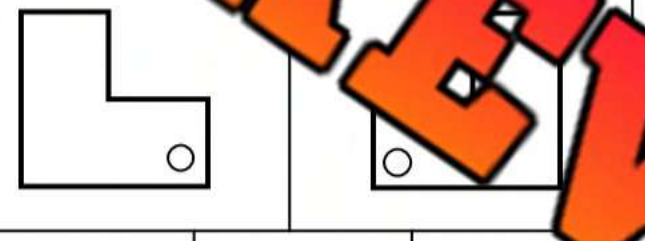
Tr... | Re... | Rotation

2)



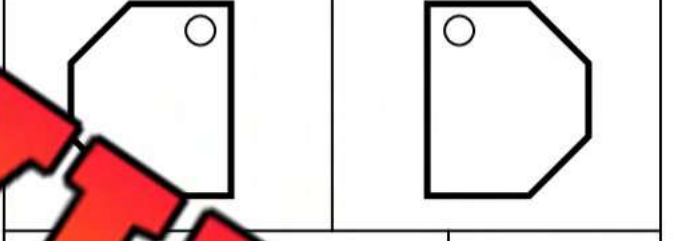
Translation | Reflection | Rotation

3)



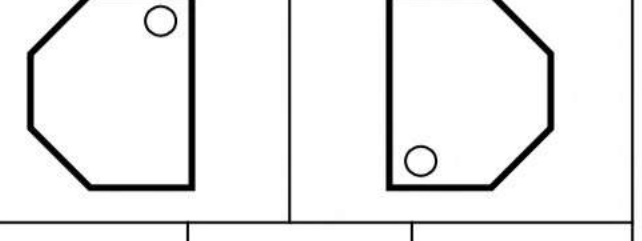
Translation | Reflection | Rotation

4)



...lati... | ...flection | Rotation

5)

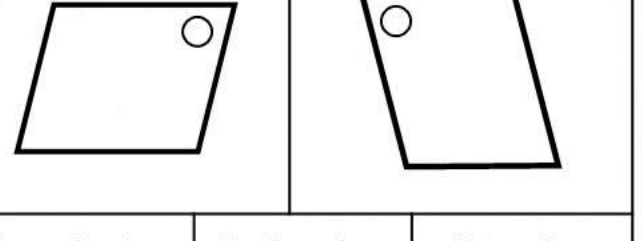


Translation | Reflection | Rotation

6)

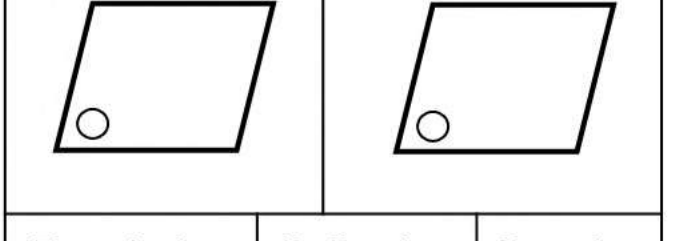
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



Translation | Reflection | Rotation

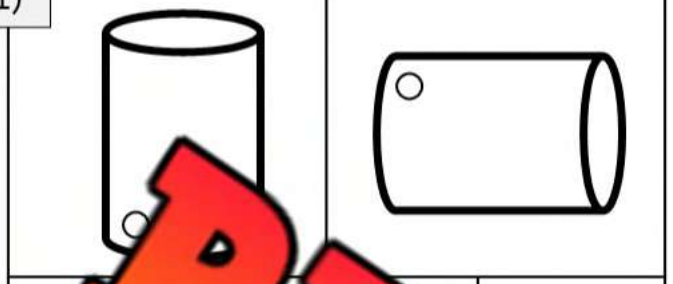
Name: _____ 175

Curriculum Connection
SS5.7

Transformations of 3D Objects

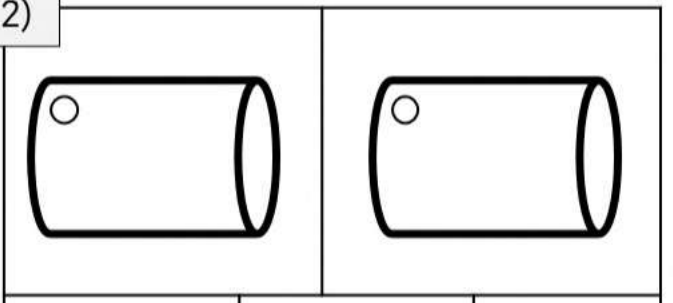
Instructions Is the transformation a translation, reflection or rotation?

1)



Tr... | R... | Rotation

2)

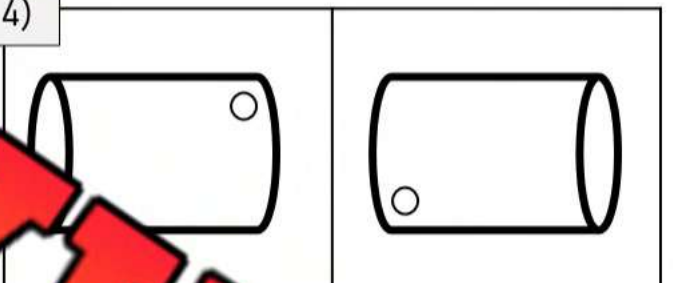


Translation | Reflection | Rotation

3)

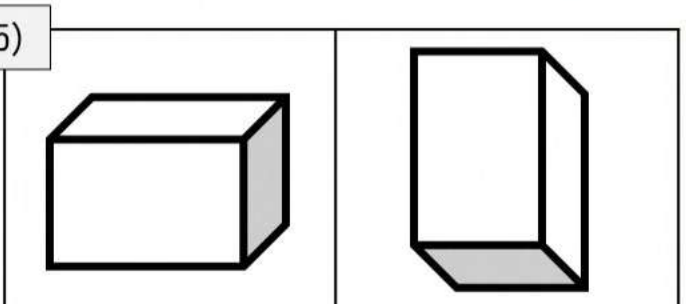
Translation | Reflection | Rotation

4)



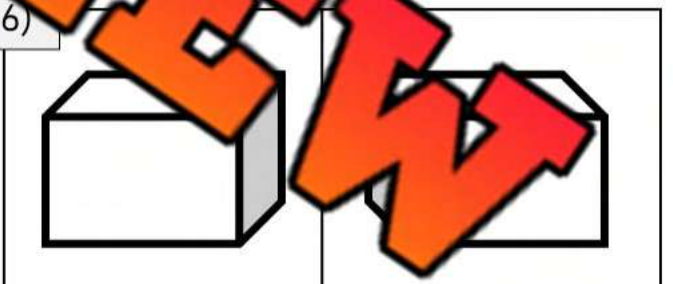
...slation | ...flection | Rotation

5)



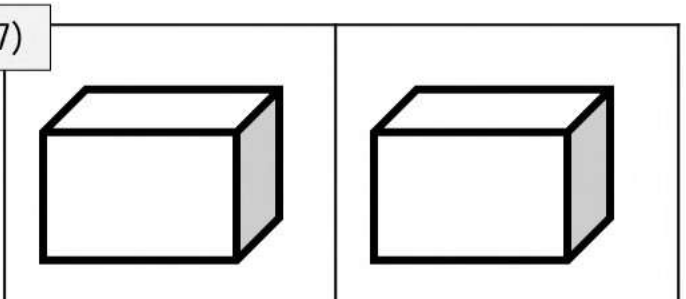
Translation | Reflection | Rotation

6)



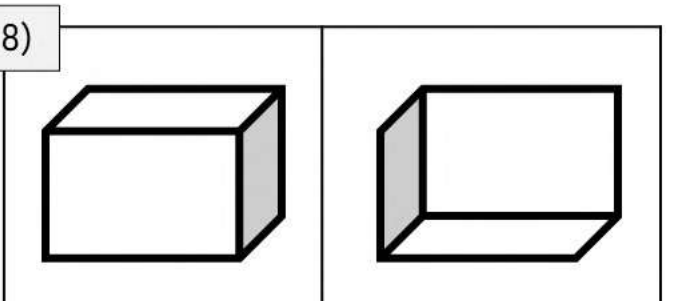
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



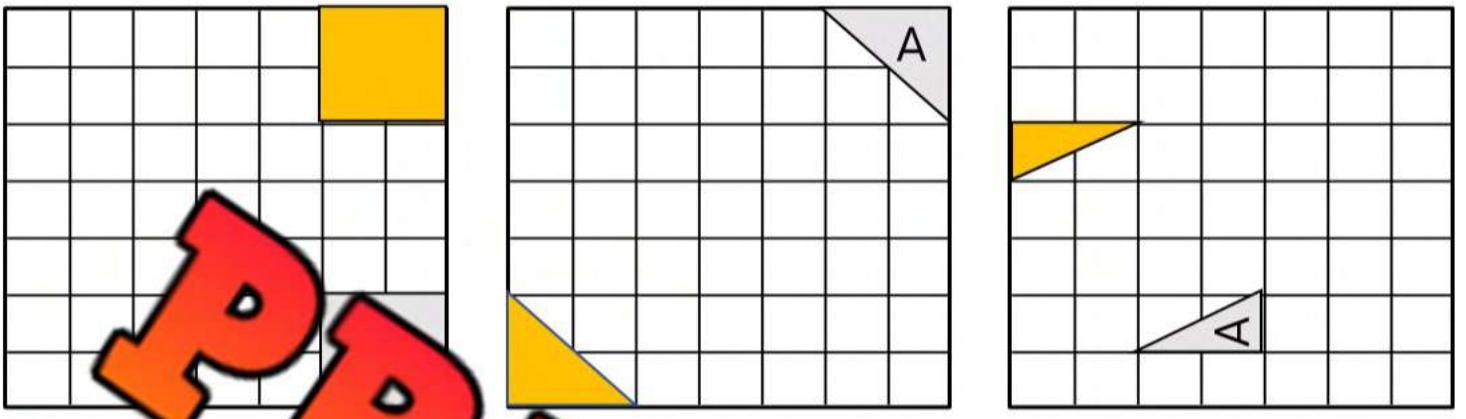
Translation | Reflection | Rotation

Name: _____ 176

Curriculum Connection
TQ4

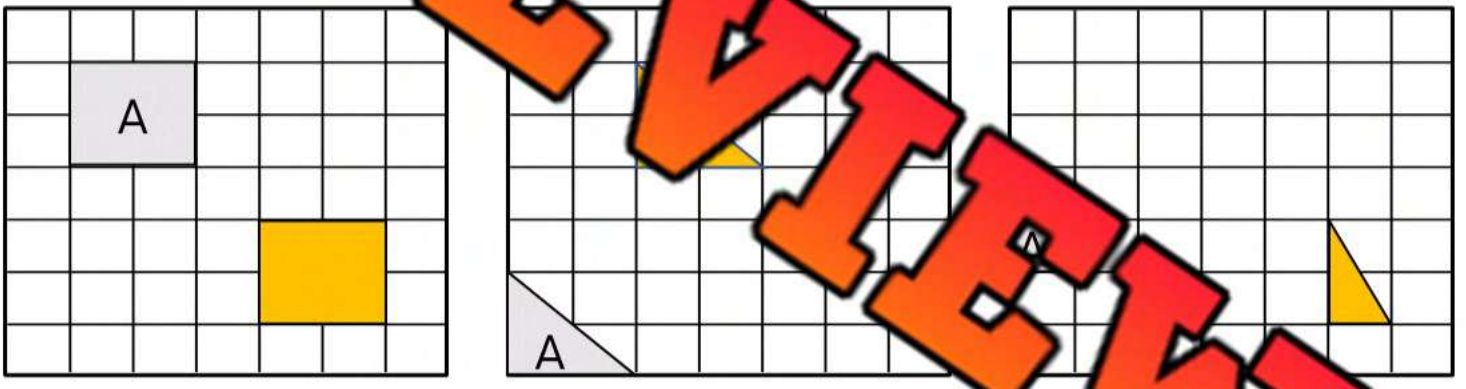
Unit Quiz - Transformations

Part 1 Is the transformation a translation or not? Write yes or no.



_____ _____ _____

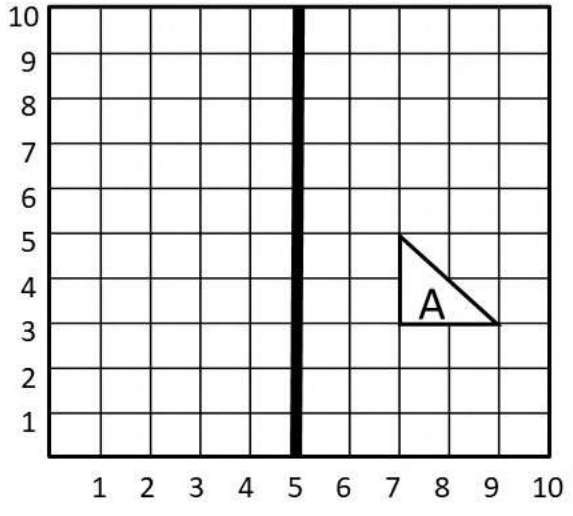
Part 2 Describe t[illegible]ans[illegible] [illegible]sing arrows. Shape A is the original object



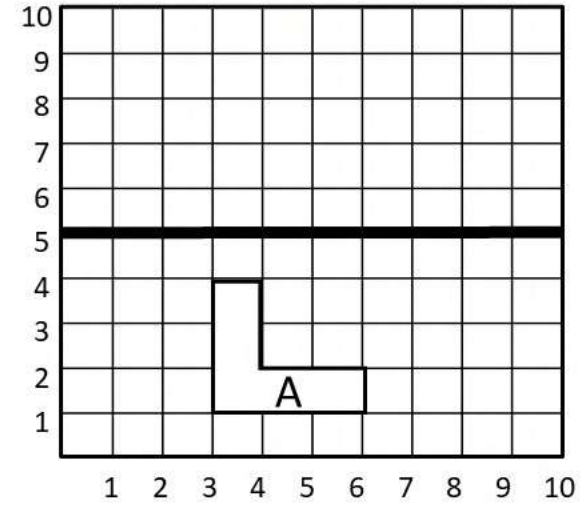
_____ _____ _____

Part 3 Reflect the shapes across the mirror line

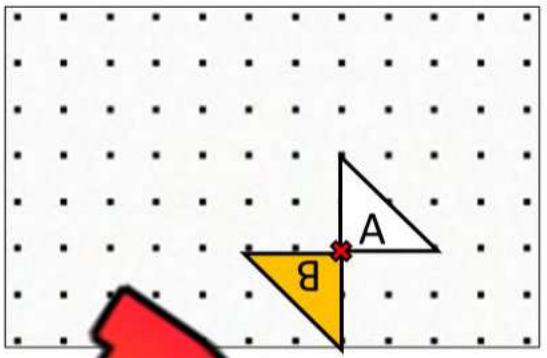
1)



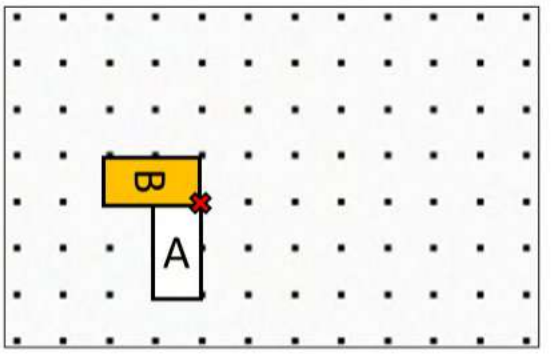
2)



Part 4 Describe the rotations. Shape A is the original shape

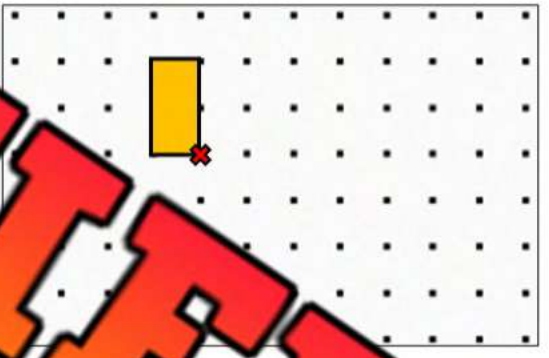


1) _____



2) _____

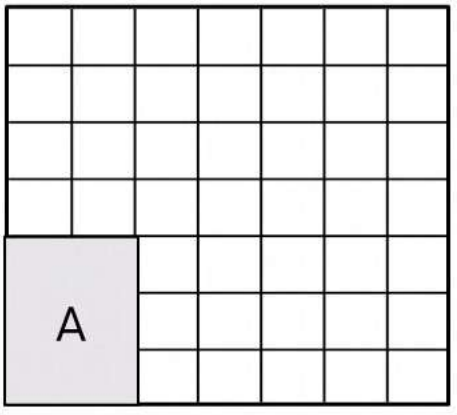
Part 5 R[illegible]pe[illegible]nd the point marked ✖



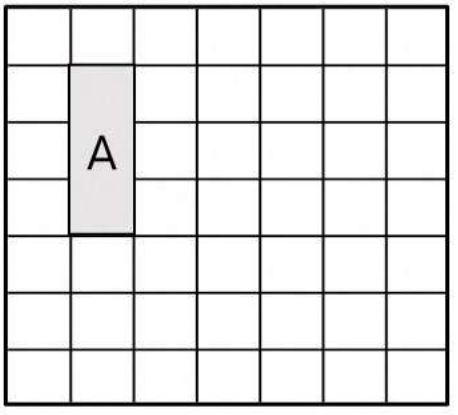
1) 90° counter-clockwise rotation

2) 1[illegible]cky[illegible]otation

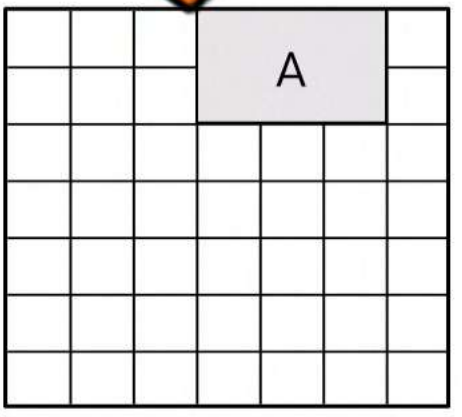
Part 6 Draw the new shape after reading the 3 steps



3 ↑, 4 → 1 ↓



2 ↓, 4 → 1 ↓



3 ↓, 2 ←, 2 ↓