Grade 4
Strand: B1 – Number Sense

	Curriculum Expectations	Pages
B1.1	Read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	5 - 26
B1.2	Compare and order whole numbers up to and including 10 000, in various contexts	27 – 40
B1.3	Round whole numbers to the nearest ten, hundred, or thousand, in various contexts	41 – 51
B1		
B1.5	portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers	52 – 58
B1.6	Count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools	88 – 93
B1.7	Read, represent, compare, and order decimal tenths, in various contexts	98 - 111
B1.8	Round decimal numbers to the nearest whole number, in various contexts	112 - 116
B1.9	Describe relationships and show equivalences among fractions and decimal tenths, in various contexts	94 - 97

Preview of 130 pages from this product that contains 559 pages total.

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Curriculum Connection
B1.1

Place Value Chart

3937

Thousands	Hundreds	Tens	Ones
3	9	3	7

Part 1 Fill in the place value charts below

4 287

Thou		Tens	Ones

2) 2 142

Thousands	Hundreds	Tens	Ones

3)

Thousands	Hundreds		Ones

4) 7 483

	ousands	Hundreds	Tens	Ones

5) 3 659

Thousands	Hundreds	Tens	Ones

000

Thousand			Tens	Ones

PREVIEW

Part 2 Which place value is the underlined number?

1) 3 5<u>7</u>5 Tens	2) 5 18<u>4</u>	3) <u>2</u> 138
4) <u>8</u> 321	5) 2 <u>8</u>39	6) 9 56<u>2</u>
7) 2 <u>9</u>62	8) 5 3<u>5</u>4	9) <u>1</u>0 000

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Curriculum Connection
B1.1

Place Value – How Many...

Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
4 248	4	2	4	8

Part 1 Fill in the table below

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	2 364				
3.	2				
4.	8 937				
5.	3 489				
6.	4 218				
7.	7 452				
8.	7 217				
9.	9 679				
10.	6 631				

PREVIEW

Part 2 Answer the riddles below

Questions	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

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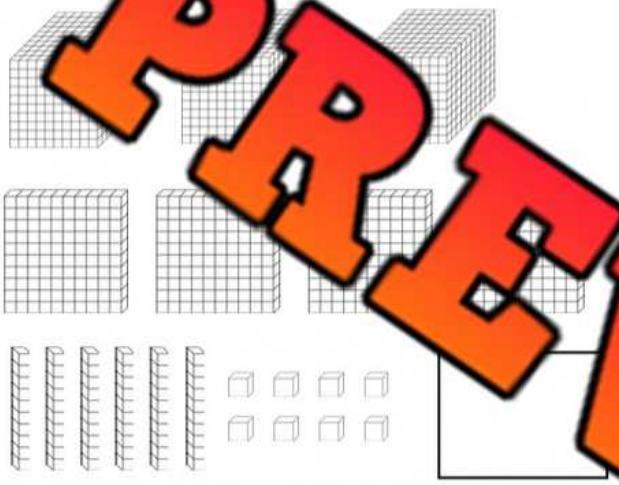
Curriculum Connection
B1.1

Exit Cards

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

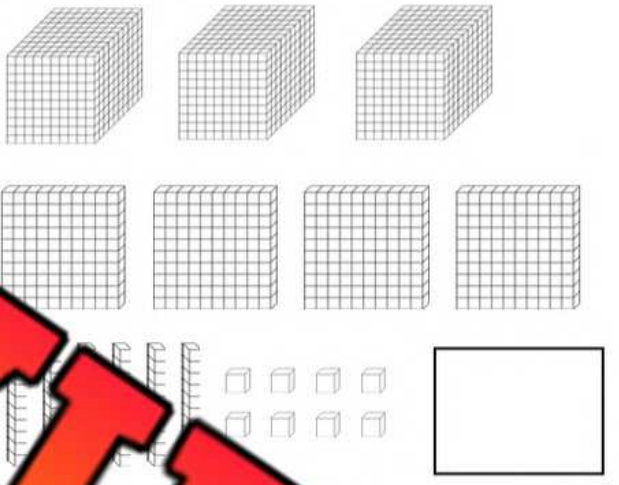
Name: _____

What is t[illegible]alue represented by the base ten[illegible]?



Name: _____

What is the value represented by the base ten blocks?



Name: _____

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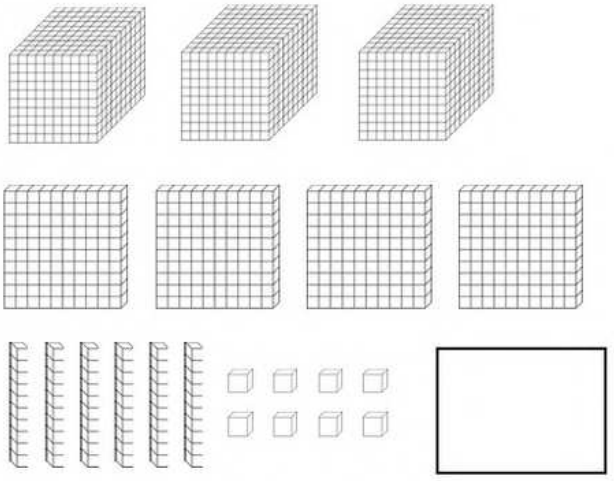
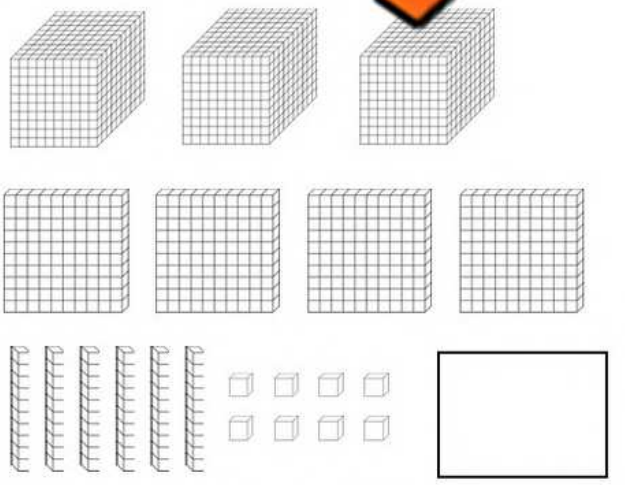


Name: _____

What is the value[illegible]y the base ten blocks?



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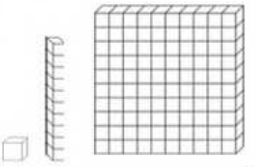
Name: _____ 10

Curriculum Connection
B1.1

Base Ten Block - Challenge



Challenge Solve the problem

Sam and Dan are arguing over who has more blocks. Sam has 3 thousands blocks, 5 hundreds blocks, 5 tens blocks, and 2 ones blocks. Dan has 2 thousands blocks, 14 hundreds blocks, 3 tens blocks, and 6 ones blocks.

Dan thinks because he has more blocks, his total blocks are more than Sam's.

Who has Show your work below.

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Sam's Blocks: _____ Dan's Blocks: _____

Who has more blocks? _____

Bonus:
How many more blocks will Sam/Dan need to have the same number of blocks? Draw the blocks below.

Answer: _____

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Name: _____ 11

Curriculum Connection
B1.1

Expanded Form

2 372 ← Standard Form
2 000 + 300 + 70 + 2 ← Expanded Form



Part 1 What is the standard form of the numbers below?

1) 4 000 + [illegible] + 10 + 4	2) 2 000 + 700 + 90 + 6	3) 1 000 + 500 + 20 + 9
4) 8 [illegible] 300 + 5 [illegible]	5) 7 000 + 200 + 40 + 5	6) 6 000 + 400 + 30 + 6
7) 8 000 + 0 + 0 + [illegible]	[illegible] 00 + 70 + 0	9) 3 000 + 500 + 70 + 2

PREVIEW

Part 2 What is the expanded f[illegible]he nu[illegible] below?

1) 5 445	2) [illegible]
3) 8 064	4) 7 309
5) 9 286	6) 3 246

Part 3 Fill in the blanks with the missing number

1) 4 523 = 4 000 + _____ + 20 + 3	2) 3 029 = _____ + 0 + 20 + 9
3) 5 163 = 5 000 + 100 + 60 + _____	4) 2 460 = _____ + 400 + _____ + 0

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Standard Form

Words

nded Form

Place Valu ha

Thousands	Hundreds	Ten	s

Pictures

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Name: _____ 16

Curriculum Connection
B1.1

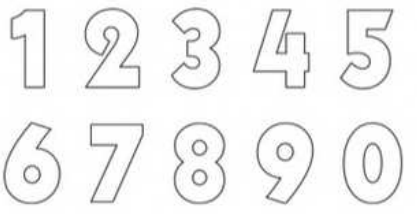
Task Cards: Place Value

Objective What are we learning about?

Students will practice converting written numbers into their standard form to understand place value and number representation better.

Materials What you will need for the activity.

- 24 t
- [illegible] for answers
- Pen



Instructions [illegible] the activity

1. Begin by explaining the [illegible] and the importance of understanding how numbers are construct[illegible] in st[illegible].
2. Organize the students into pairs and provide e[illegible] their sets of task cards.
3. Give each pair an answer recording sheet to [illegible] ses.
4. Encourage teamwork by having students collaborat[illegible] on finding solutions.
5. Allow students to select any task card to begin with, emphasizi[illegible] an complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging patterns and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

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Name: _____ 17

Curriculum Connection
B1.1

Task Cards | Cut out the task cards below

Card 1:
Four Thousand One Hundred Twenty-Nine

a) 1 425
b) 4 129
c) 4 125

Card 5:
What is the expanded form of the number below?

9 134

a) 9,000 + 100 + 30 + 4
b) 90,000 + 1,000 + 300 + 40
c) 900 + 10 + 30 + 4

Card 2:
5 [illegible] + 50

a) 2 [illegible]
b) 5 750
c) 5 075

Card 6:
Two Thousand, Nine Hundred Thirty-Five

a) 2 934
b) 2 045
c) 2 935

Card 3:
3,730

a) 3000 + 700 + 30
b) 3000 + 200 + 70 + 3
c) 3000 + 700 + 300

Card 7:
Seven t[illegible] six h[illegible] twenty-five

a) [illegible]
b) [illegible]
c) 7 652

Card 4:
1,000 + 200 + 40 + 1

a) 1 201
b) 10 241
c) 1 241

Card 8:
Eight thousand, ninety

a) 8 009
b) 8 900
c) 8 090

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Name: _____ 18

Curriculum Connection
B1.1

Task Cards | Cut out the task cards below

Card 9:
(2 x 1 000) + (4 x 100) + (8 x 10)

a) 2 480
b) 3 480
c) 2 408

Card 13:
Two thousand, six hundred twenty-nine

a) 1 629
b) 2 629
c) 2 269

PREVIEW

Card 14:
(1 x 1 000) + (8 x 100) + (7 x 10)

a) 1 870
b) 6 870
c) 1 780

Card 11:
5 291

a) 5 000 + 200 + 90 + 1
b) 2 000 + 90 + 1
c) 5 000 + 200 + 9 + 1

Card 12:
My number has 7 ones, 2 more hundreds than ones, 2 tens, and 5 thousands.

What is my number?
a) 5 321 b) 5 227 c) 5 927

Card 16:
6 000 + 300 + 70 + 2

a) 6 307
b) 5 372
c) 6 372

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Name: _____ 19

Curriculum Connection
B1.1

Task Cards | Cut out the task cards below

Card 17:
What is the expanded form of the number below?

5 210

a) 5 0[illegible] 200 + 10
b) 50[illegible]00 + 10
c) 5[illegible]0 + 10

Card 21:
(5 x 1 000) + (9 x 100) + (2 x 10)

a) 5 290
b) 4 920
c) 5 920

Four [illegible] fifty-[illegible]

a) [illegible]
b) 456
c) 465

Card 22:
4 321

a) 4 000 + 30 + 20 + 1
4 000 + 300 + 20 + 1
[illegible]000 + 300 + 20 + 1

Card 19:
Nine thousand, eight hundred twenty-three

a) 9 823
b) 9 283
c) 9 023

Card [illegible]
[illegible]7 43[illegible]

a) 7 000 + 40 + 3[illegible]
b) 70 000 + 400 + [illegible]
c) 7 000 + 400 + 30 + 2

Card 20:
Four thousand, three hundred twelve

a) 4 132
b) 4 312
c) 4 231

Card 24:
My number has 4 ones, 3 more hundreds than ones, 1 ten, and 6 thousands. What is my number?

a) 6 714 b) 6 314 c) 6 474

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Name: _____ 20

Curriculum Connection
B1.1

Task Cards: Place Value

Answers | Record your answers below

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

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Name: _____ 25

Curriculum Connection
B1.1

Skip Counting – Money – Base Ten

Questions | Count the money below

Questions	Answers
1) 	
2) 	
3) 	
4) 	
5) 	
6) 	

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Name: _____ 28

Curriculum Connection
B1.2

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

8 782

Th		T	O

Write the value of the underlined digit

1) 8 7̲82 = _____

2) 8 78̲2 = _____

3) 8 782̲ = _____

4) 8̲ 782 = _____

Fill in the blanks [illegible] form below

_____ + _____ + _____ + _____

Fill in the pattern below

8 782, _____, 8 784, _____, _____, 8 787

Fill in the pattern below

8 782, 8 792, 8 802, _____, _____, _____

Fill in the pattern below

8 782, 8 882, _____, _____, 9 182, _____

Compare using <, >, or =

8 782	8 795
5 315	8 782
8 782	3 346
8 325	8 782
8 237	8 782

8 782	+ 10	
8 782	+ 100	
8 782	+ 1000	
8 782	- 1000	
8 782	- 100	

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Name: _____ 30

Curriculum Connection
B1.2

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

10 000

Ten T		T	O

Write the value of the underlined digit

1) 10 0<u>0</u>0 = _____

2) <u>1</u>0 000 = _____

3) 1<u>0</u> 000 = _____

4) 10 <u>0</u>00 = _____

Fill in the blanks b ting x d form below

_____ + _____ + _____ + _____ + _____

Fill in the pattern below

9 500, 9 510, _____, 0 _____, _____

Fill in the pattern below

9 500, _____, 9 700, _____, 9 _____

Fill in the pattern below

5 000, 6 000, _____, _____, 9 000, _____

Compare using <, >, or =

9 853	10 000
10 000	9 999
9 972	10 000
8 257	10 000
10 000	6 482

10 000	+ 10	
10 000	+ 100	
10 000	- 1000	
10 000	- 100	
10 000	- 10	

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Name: _____ 32

Place Value Quiz

Part 1 — Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

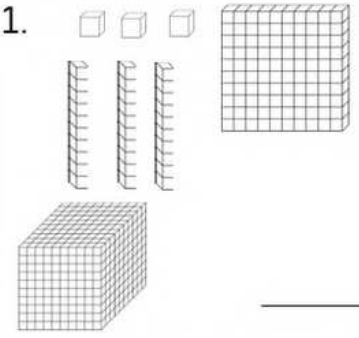
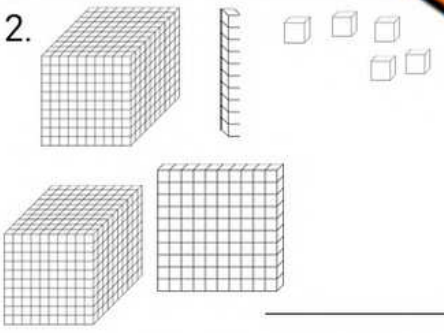
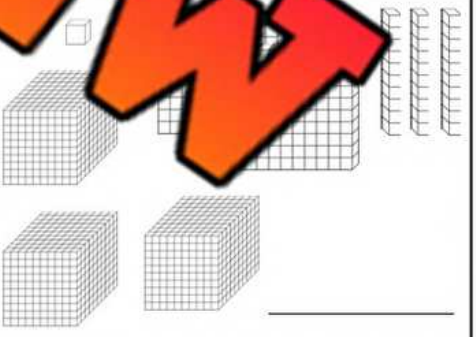
3) 4 392

Thou	Hun	Tens	Ones

Part 2 — What place value is the underlined number?

1) 1 <u>3</u>55	2) [illegible]	3) <u>4</u> 135
4) <u>5</u> 331	5) [illegible]86	6) 9 7<u>3</u>4

Part 3 — How many blocks do you count?

1.  _____	2.  _____	 _____

Part 4 — What is the standard form of the numbers below?

1) 2 000 + 200 + 20 + 1	2) 5 000 + 300 + 60 + 8	3) 9 000 + 200 + 4

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Part 5 What is the expanded form of the numbers below?

1) 3 775	2) 2 593
3) 5 421	4) 6 309

Part 6 ...ndard form of the written words below

1) Three ...housa... ...dre... thirty-six	2) Four thousand one hundred four

Part 7 Write the written ...n of ... ...below

1) 3 234
2) 5 617

Part 8 Solve the riddles

1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?

2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

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Name: _____ 35

Curriculum Connection
B1.2

Ordering Numbers

25, 53, 42, 65, 22
Least to Greatest
22, 25, 42, 53, 65



25, 53, 42, 65, 22
Greatest to Least
65, 53, 42, 25, 22

Part 1 Order the numbers below from least to greatest

5, 31, 41
_____, _____, _____

118, 19, 125, 153
_____, _____, _____, _____

2 121, 5 [illegible] 55, 4 2[illegible]
_____, _____, _____

2 581, 2 131, 1 243, 2 148
_____, _____, _____, _____

165, 161, 267, 253
_____, _____, _____, _____

3, 5 175, 2 533, 3 856
_____, _____, _____

Part 2 Order the numbers below from greate[illegible]t

11, 6, 3, 17, 15
_____, _____, _____, _____, _____

140, 243, [illegible]
_____, _____, _____, _____, _____

185, 199, 293, 285, 191
_____, _____, _____, _____, _____

1 923, 1 120, 1 723, 1 674
_____, _____, _____, _____

2 367, 4 723, 1 228, 2 631
_____, _____, _____, _____

7 645, 3 523, 2 478, 3 158
_____, _____, _____, _____

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Name: _____ 38

Curriculum Connection
B1.2

Comparing Numbers



Part 1 Write a number between 1 and 1000 that fits the description

1) Number greater than 415	2) Number less than 627
3) Numbe[illegible]s than 294	4) Number equal to 84
5) N[illegible] greate[illegible]7	6) Number less than 412
7) Number equal to[illegible]	8) Number greater than 965

PREVIEW

Part 2 Write a number between [illegible]nd 10 0[illegible]at w[illegible]d make sense

1) 2 205 > _____	2) 6 244 > _____	_____ [illegible]21
4) 8 365 = _____	5) _____ < 4 327	6) 2 310 > _____
7) _____ > 8 195	8) 9 937 < _____	9) _____ = 3 902
10) 8 153 = _____	11) _____ < 2 357	12) 4 220 > _____

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Name: _____ 45

Curriculum Connection
B1.3

Rounding Numbers to the Nearest 1000

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest 1 000
↓ 4 2 1 2 → 4 000
↑ 1 5 7 5 → 2 000

PREVIEW

Part 1 Round the numbers to the nearest 1000

1) 3 107 → _____	2) 4 [illegible] → _____	3) 4 478 → _____
4) 7 251 → _____	5) 5 [illegible] → _____	6) 5 555 → _____
7) 2 457 → _____	8) 1 [illegible] → _____	9) 2 518 → _____
10) 6 613 → _____	11) 2 361 → _____	12) [illegible] → _____
13) 1 162 → _____	14) 9 591 → _____	15) [illegible] → _____
16) 6 423 → _____	17) 8 671 → _____	18) 2 535 → _____

Part 2 Solve the word problems below

1) Michael Jordan scored 32 292 points during his career. Round his points to the nearest thousand.

2) The school raised $6 672 in donations last year. Round the money to the nearest thousand.

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Curriculum Connection
B1.3

Exit Cards

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

Name: _____

Round the numbers to the nearest 1000.

1) 4376 → _____

2) 9093 → _____

3) 3725 → _____

4) 7976 → _____

5) 1842 → _____

Name: _____

Round the numbers to the nearest 1000.

1) 4376 → _____

2) 9093 → _____

3) 3725 → _____

4) 7976 → _____

5) 1842 → _____

Name: _____

Round the numbers to the nearest 1000.

1) 4376 → _____

2) 9093 → _____

3) 3725 → _____

4) 7976 → _____

5) 1842 → _____

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Name: _____ 47

Curriculum Connection
B1.3

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Ten	Hundred	Thousand
1 86[illegible] → 1 860	1 864 → 1 900	1 864 → 2 000

Question: [illegible] the numbers three different ways

PREVIEW

#	[illegible]	Hundred	Thousand
1	2 137 → [illegible]	[illegible]7 → 2 100	2 137 → 2 000
2	6 136 → _____	[illegible]	6 136 → _____
3	2 041 → _____	2 041 → [illegible]	[illegible]041 → _____
4	8 355 → _____	8 355 → _____	[illegible]
5	6 279 → _____	6 279 → _____	6 27[illegible] _____
6	1 059 → _____	1 059 → _____	1 059 → _____
7	7 502 → _____	7 502 → _____	7 502 → _____
8	9 921 → _____	9 921 → _____	9 921 → _____

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Curriculum Connection
B1.3

Word Problems: Rounding Numbers

Questions | Round the numbers below appropriately.

	Word Problems for Rounding	Answers
1	Lily counted 157 birds in the park. About how many birds did she see?	
2	During the camp, 3 456 children were present on the first day. Approximately how many children were at the camp?	
3	A library has 289 books. Roughly how many books are in the library?	
4	A marathon runner ran 4237 meters in training. About how many meters did the runner complete?	
5	There were 492 people at a concert. About how many people attended the concert?	
6	In a survey, 1 987 people said they prefer reading books over e-books. Roughly how many people prefer books?	
7	A tree was measured to be 523 inches tall. About how tall is the tree?	

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Name: _____ 49

Place Value Quiz

Part 1 — Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

3) 4 392

Thou	Hun	Tens	Ones

Part 2 — What place value is the underlined number?

1) 1 <u>3</u>55	2) [illegible]	3) <u>4</u> 135
4) <u>5</u> 331	5) [illegible]86	6) 9 7<u>3</u>4

Part 3 — How many blocks do you count?

1. _____

2. _____

_____

Part 4 — What is the standard form of the numbers below?

1) 2 000 + 200 + 20 + 1	2) 5 000 + 300 + 60 + 8	3) 9 000 + 200 + 4

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Part 5 What is the expanded form of the numbers below?

1) 3 775	2) 2 593
3) 5 421	4) 6 309

Part 6 ...ndard form of the written words below

1) Three ...housa... ...dre... thirty-six	2) Four thousand one hundred four

Part 7 Write the writte... ...n of ... ...below

1) 3 234
2) 5 617

Part 8 Solve the riddles

1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?

2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

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Part 9 Round the numbers to the nearest thousand

1) 5631 → _____	2) 1234 → _____
3) 2543 → _____	4) 6837 → _____
5) 7868 → _____	6) 9826 → _____

Part 10 [illegible] the numbers three different ways

#		Hundred	Thousand
1)	8216 → _____	_____	8216 → _____
2)	3151 → _____	_____	3151 → _____
3)	6795 → _____	6795 → _____	[illegible] → _____

Part 11 Round the values to an appropriate value – ten, hu[illegible]d?

1) Kelly took 8328 steps yesterday. Approximately how many steps did she take?
2) Ken earned $4499 last summer. Approximately how many dollars did he earn last summer?

PREVIEW

Name: _____ 53

Curriculum Connection
B1.5

Fair Sharing - Cookies

Four friends are sharing the cookies below. Cut and paste the cookies on the plates below. Make sure everyone gets the same amount of cookies!

Mark's Plate

12

Ann's Plate

12

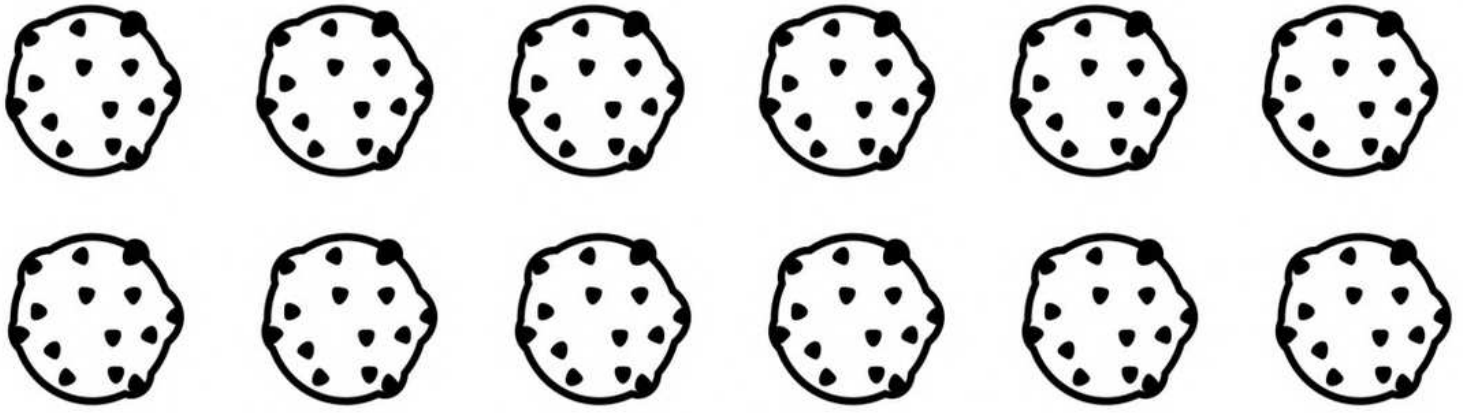
Sam's Plate

12

Mary's Plate

12





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Name: _____ 56

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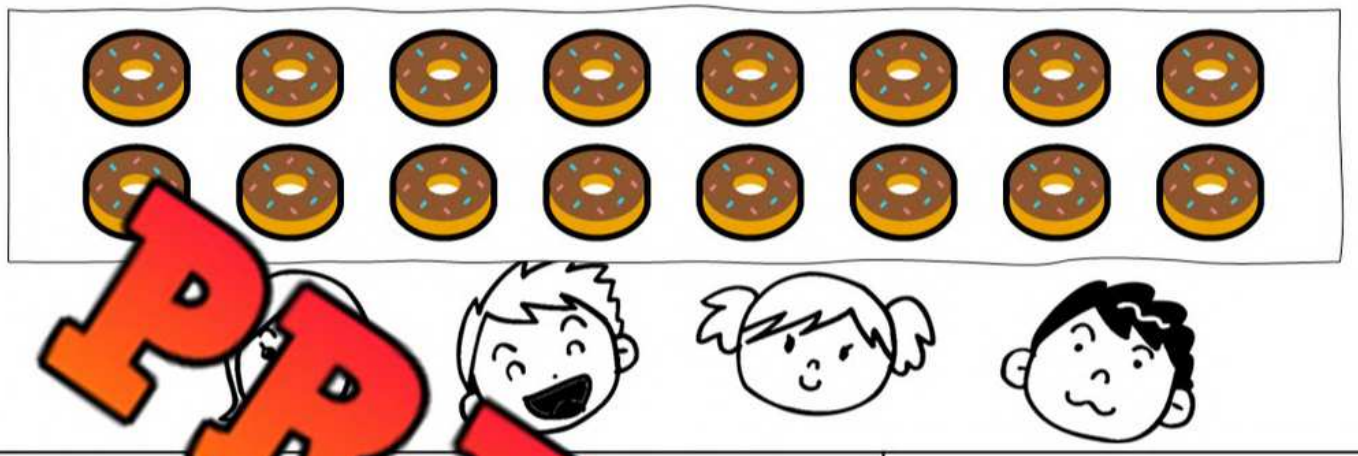
B1.5

Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.



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How many don[illegible] there[illegible]	
How many groups do y[illegible] to sha[illegible] donuts?	
How many donuts will be in [illegible] gr[illegible]	
Write the division sentence.	
How many donuts will each person get?	





How many cupcakes are there?	
How many groups do you need to share the cupcakes?	
How many cupcakes will be in each group?	
Write the division sentence.	
How many cupcakes will each person get?	

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Curriculum Connection
B1.5

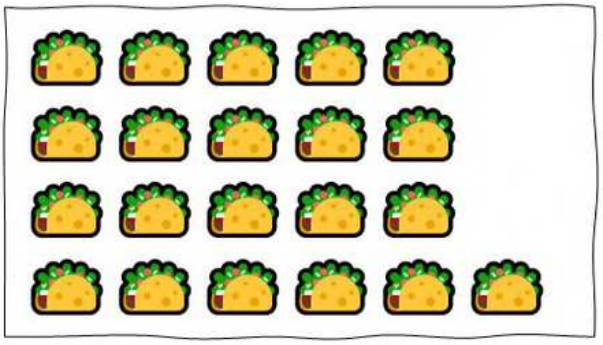
Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.





How many pi… ar… re?	
How many group… ou n… e the sushi?	
How many pieces will … grou…	
Write the division sentence.	
How many pieces of sushi will each … get?	
Are there any pieces of sushi left?	





How many tacos are there?	
How many groups do you need to share the tacos?	
How many tacos will be in each group?	
Write the division sentence.	
How many tacos will each person get?	
Are there any tacos left over?	

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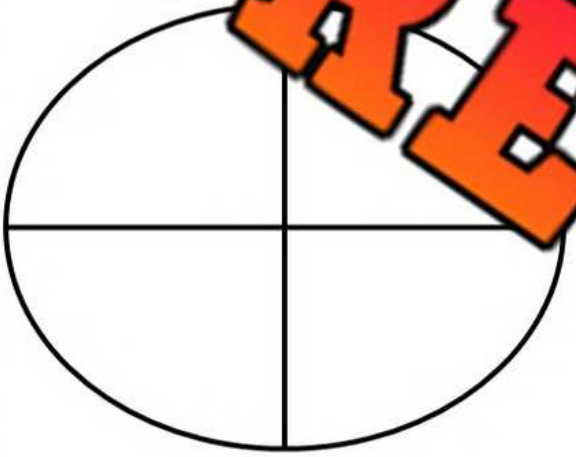
Curriculum Connection
B1.4

Pizza Fractions

Questions Draw the pizzas below based on the customer's requests

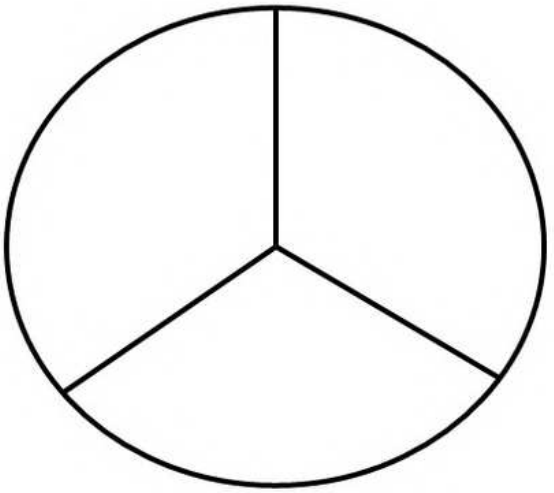
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) Th… …izza has pepperoni, and one-fourth has pineapple



…pperoni _____ Pineapple

2) Two-thirds of the pizza has bacon and one-third has olives



_____ Olives

_____ Bacon

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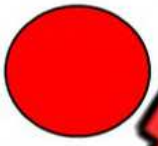
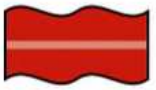
Curriculum Connection
B1.4

Pizza Fractions – My Favourite (Half)

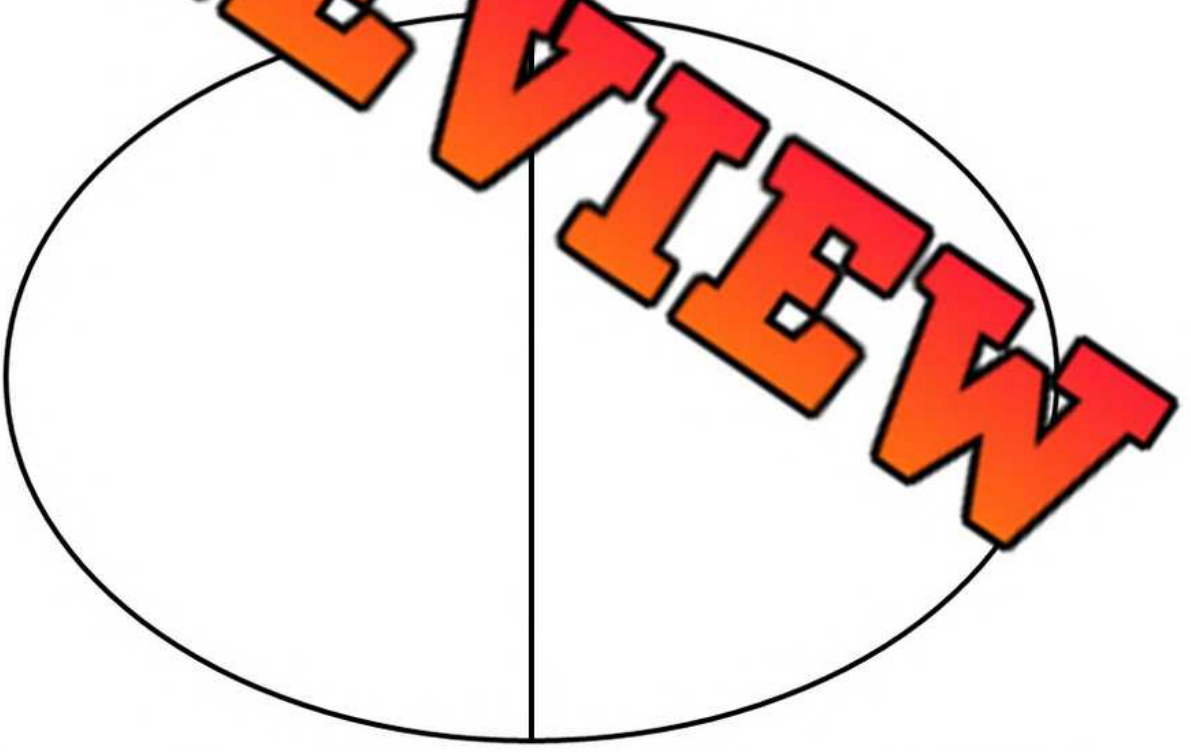
Questions Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

_____

_____



_____ _____ Topping

_____ _____ Topping

_____ _____ Topping

_____ _____ Topping

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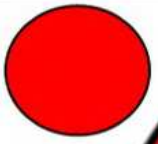
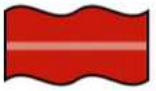
Curriculum Connection
B1.4

Pizza Fractions

Directions Write the fractions for the pizzas below

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

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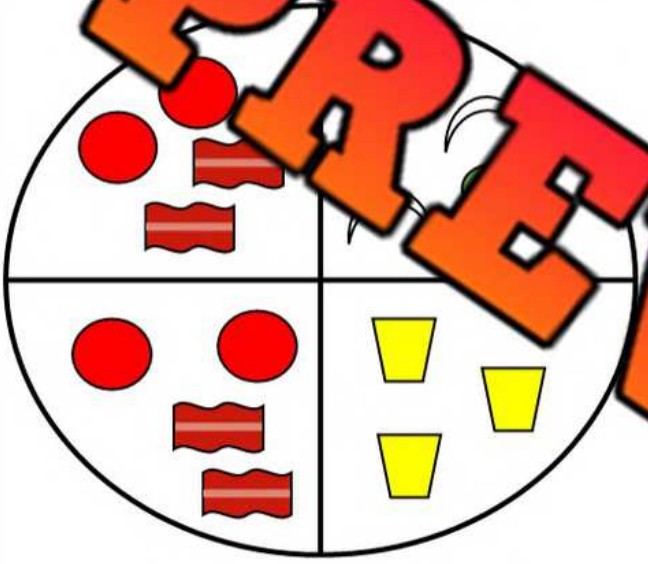
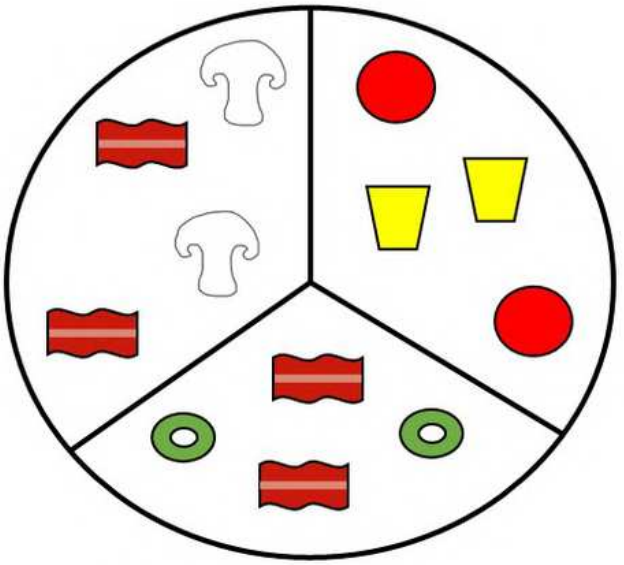


_____ Pepperoni and bacon

_____ Pineapple

_____ Onion and olives



_____ Bacon and mushroom

_____ Pepperoni and pineapple

_____ Bacon and Olives

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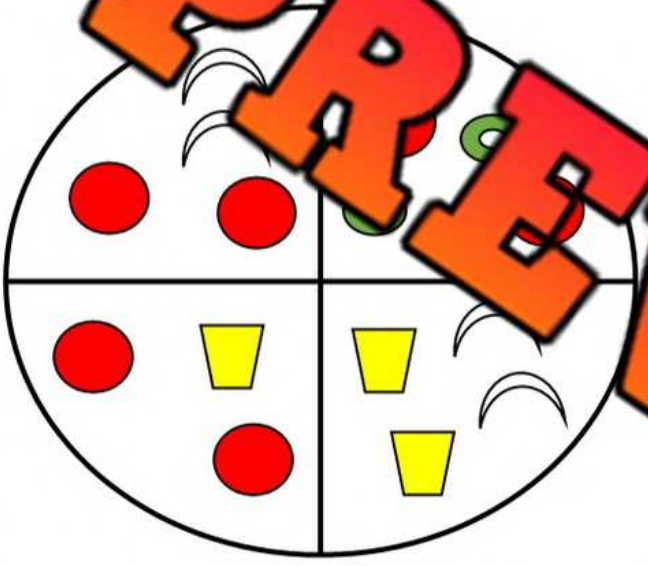
Curriculum Connection
B1.4

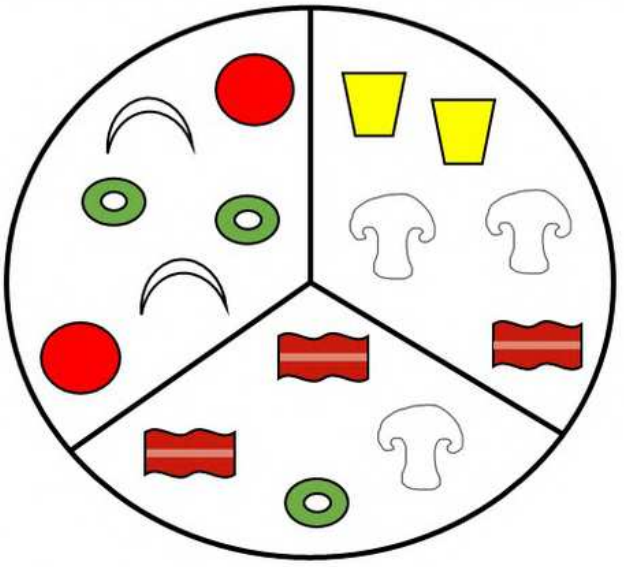
Pizza Fractions

Directions Write the fractions for the pizzas below

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					



What fraction of the pizza has...	Fraction
Pepperoni	
Olives	
Onion	
...eapple	
B...	
...m	



What fraction of the ...	...raction
Pepperoni	
Olives	
Onion	
Pineapple	
Bacon	
Mushroom	

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Curriculum Connection
B1.4

Comparing Common Denominators

If fractions have the same denominator, the larger fraction will have the larger numerator.

For example

$\frac{3}{8} < \frac{4}{8}$

Part 1 Compare the fractions using < > =

$\frac{2}{5}$ ☐	$\frac{6}{8}$ ☐ $\frac{5}{8}$	$\frac{2}{7}$ ☐ $\frac{3}{7}$	$\frac{6}{10}$ ☐ $\frac{5}{10}$
$\frac{5}{5}$ ☐ $\frac{4}{5}$	☐ $\frac{4}{9}$	$\frac{5}{7}$ ☐ $\frac{4}{7}$	$\frac{7}{9}$ ☐ $\frac{7}{9}$
$\frac{2}{2}$ ☐ $\frac{1}{2}$	☐ $\frac{4}{6}$	$\frac{5}{5}$ ☐ $\frac{4}{5}$	$\frac{2}{4}$ ☐ $\frac{4}{4}$

Part 2 Put the fractions in ord[illegible] leas[illegible]atest

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ [illegible] $\frac{10}{10}$

_____

$\frac{2}{9}$ $\frac{3}{9}$ $\frac{5}{9}$ $\frac{1}{9}$ $\frac{9}{9}$ $\frac{8}{9}$ [illegible] $\frac{4}{9}$

_____

Part 3 Answer the word problem below

On Wednesday, $\frac{7}{9}$ kids played basketball for free time. On Friday, $\frac{1}{9}$ kids played basketball in their free time. Which day had a greater fraction of kids playing basketball.

_____

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Curriculum Connection
B1.4

Ordering Fractions with Common Denominators

Directions Put the fractions in order from least to greatest

1) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{0}{5}$ $\frac{4}{5}$ $\frac{3}{5}$ $\frac{5}{5}$

2) $\frac{7}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{2}{8}$ $\frac{1}{8}$

3) $\frac{4}{6}$ $\frac{3}{6}$ $\frac{2}{6}$ $\frac{6}{6}$ $\frac{5}{6}$

4) $\frac{9}{9}$ $\frac{6}{9}$ $\frac{3}{9}$ $\frac{2}{9}$ $\frac{1}{9}$

5) $\frac{3}{10}$ $\frac{8}{10}$ $\frac{10}{10}$ $\frac{7}{10}$ $\frac{4}{10}$

6) $\frac{6}{12}$ $\frac{9}{12}$ $\frac{10}{12}$ $\frac{7}{12}$ $\frac{4}{12}$ $\frac{2}{12}$

7) $\frac{1}{15}$ $\frac{9}{15}$ $\frac{10}{15}$ $\frac{4}{15}$ $\frac{5}{15}$ $\frac{8}{15}$

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Curriculum Connection
B1.4

Same Numerator/Different Denominator

If fractions have the same numerator, they have the same number of equal parts. If the denominator is different, the fractions have a different number of total parts. Check out the pizzas below that have the same numerators but different denominators.



$\frac{4}{8}$ The whole pizza is cut into 8 pieces. 4 slices have been shaded in.



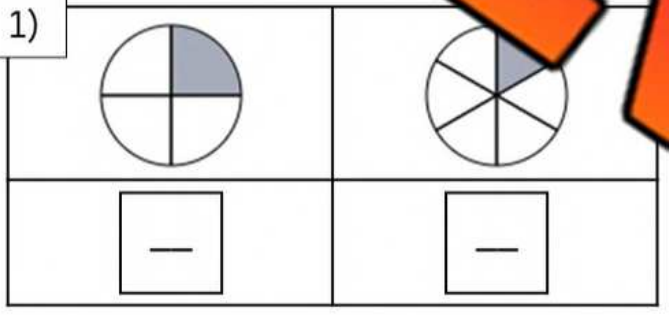
$\frac{4}{6}$ The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you w[illegible] would rather have 4/6 slices of pizza, than 4/8. Therefore, 4/6 is bigge[illegible] 4/[illegible] in t[illegible]ple, the whole is the same size. This means the pizza is the same siz[illegible] We can[illegible]ractions that have the same numerator if the whole is the same size.

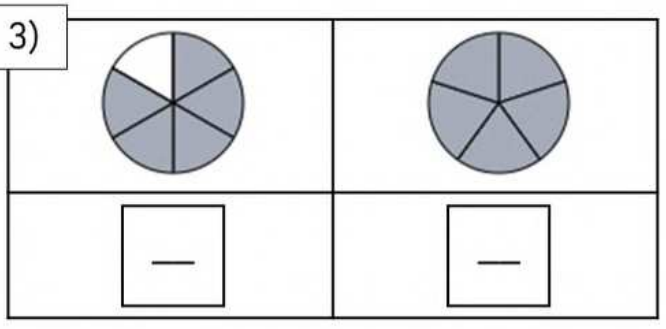
PREVIEW

Question	Writ[illegible]e f[illegible]a[illegible]e which one is bigger

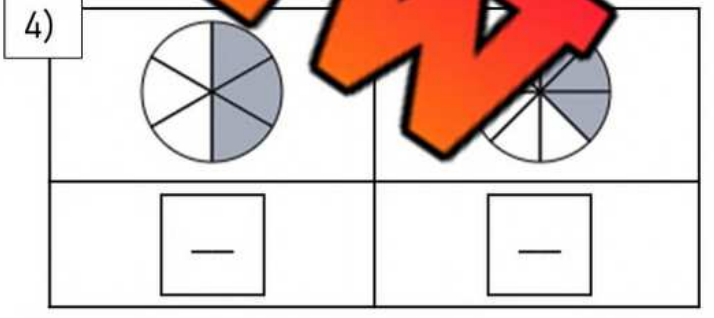
1)



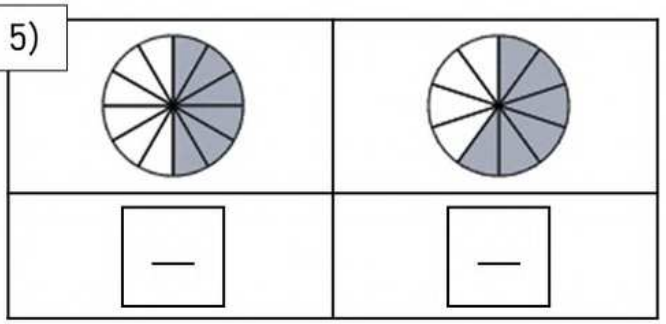
3)



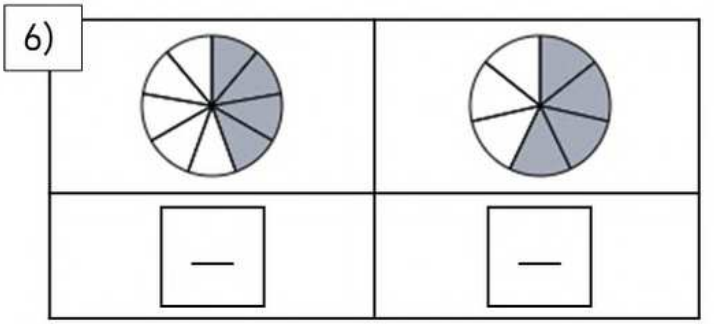
4)



5)



6)



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Curriculum Connection
B1.4

Same Numerator/Different Denominator

When comparing fractions with the same numerator, we can look at the denominator to know which is bigger. The fraction with the bigger denominator is smaller. This is because the whole has less equal parts.



Part 1 Compare the fractions using < > =

1) $\frac{2}{4}$ ☐	2) $\frac{5}{}$ ☐ $\frac{5}{5}$	3) $\frac{3}{5}$ ☐ $\frac{3}{7}$	4) $\frac{6}{10}$ ☐ $\frac{6}{12}$
5) $\frac{3}{8}$ ☐ $\frac{3}{5}$	$\frac{4}{9}$ ☐ $\frac{4}{6}$	7) $\frac{5}{}$ ☐ $\frac{5}{7}$	8) $\frac{7}{8}$ ☐ $\frac{7}{9}$
9) $\frac{8}{10}$ ☐ $\frac{8}{12}$	10) $\frac{5}{8}$ ☐ $\frac{5}{10}$	11) $\frac{}{12}$ ☐ $\frac{}{}$	12) $\frac{2}{}$ ☐ $\frac{2}{5}$

PREVIEW

Part 2 Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$ $\frac{4}{6}$ $\frac{4}{7}$ $\frac{4}{11}$

_____

$\frac{5}{7}$ $\frac{5}{8}$ $\frac{5}{6}$ $\frac{5}{9}$ $\frac{5}{10}$ $\frac{5}{11}$ $\frac{5}{5}$ $\frac{5}{12}$

_____

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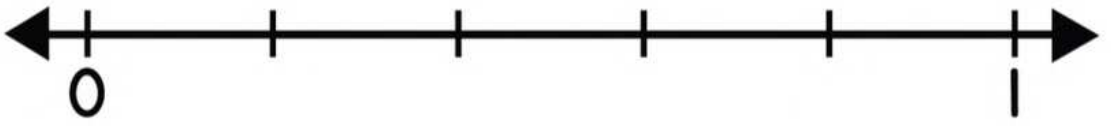
Curriculum Connection
B1.4

Writing Fractions on a Number Line

Questions | Write the fraction on the number line

1) $\frac{2}{5}$



2)



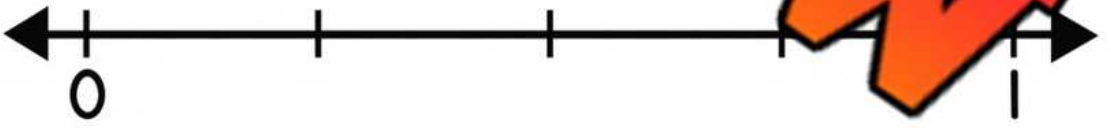
3) $\frac{2}{8}$



4) $\frac{4}{6}$



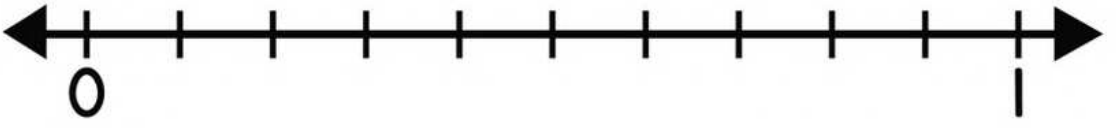
5) $\frac{3}{4}$



6) $\frac{2}{5}$



7) $\frac{5}{10}$



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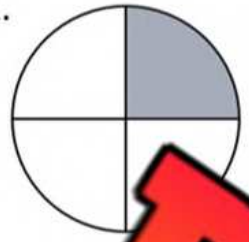
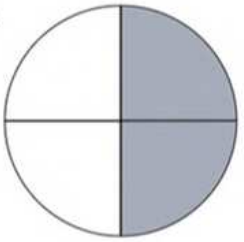
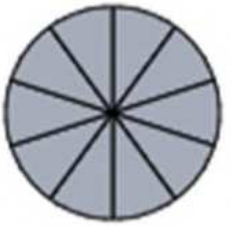
Fractions Quiz

Part 1 Write the fraction and then label it – half, quarter, third, whole

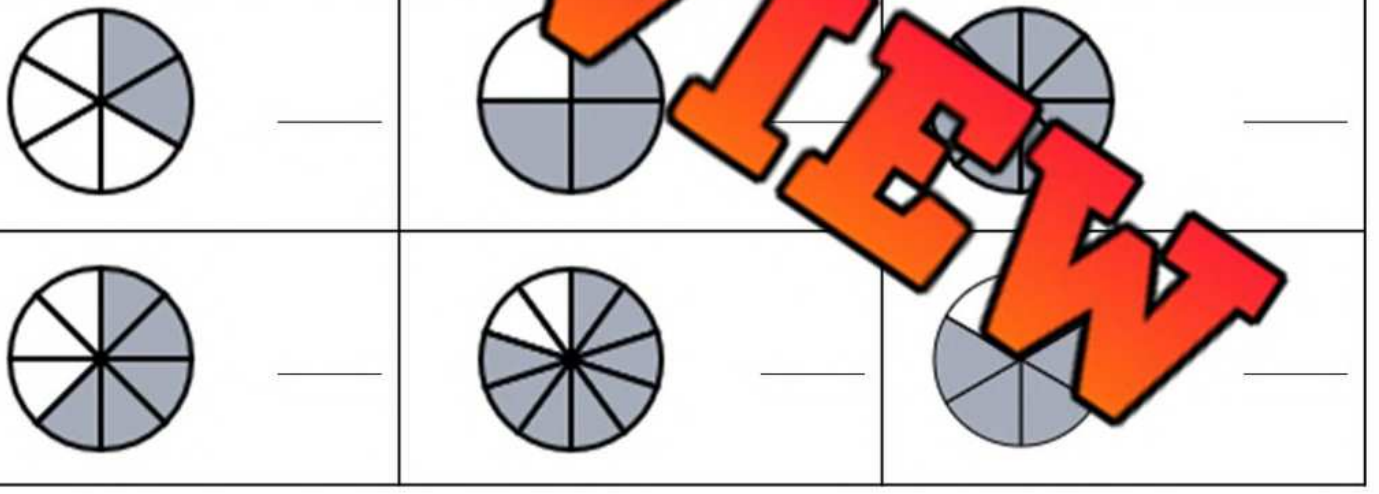
1. 
_____

2. 
_____

3. 
_____

4. 
_____

Part 2 What fracti[illegible]ded [illegible]mages below?



Part 3 Put the fractions in order from least to greatest

$\frac{4}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{3}{7}$ $\frac{7}{7}$

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Part 4 Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$

_____

Part 5 Compare the fractions using < > =

1) $\frac{2}{6}$ ☐ $\frac{5}{8}$

3) $\frac{3}{4}$ ☐ $\frac{3}{4}$

4) $\frac{2}{6}$ ☐ $\frac{2}{8}$

5) $\frac{3}{9}$ ☐ $\frac{3}{9}$

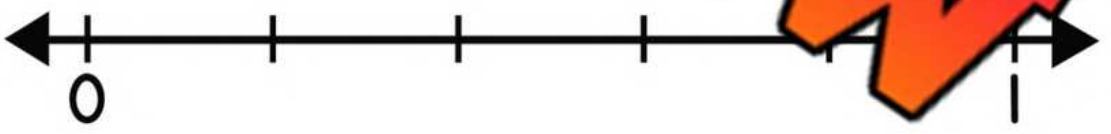
6) $\frac{2}{9}$ ☐

8) $\frac{3}{8}$ ☐ $\frac{7}{8}$

PREVIEW

Part 6 Write the fraction on the number

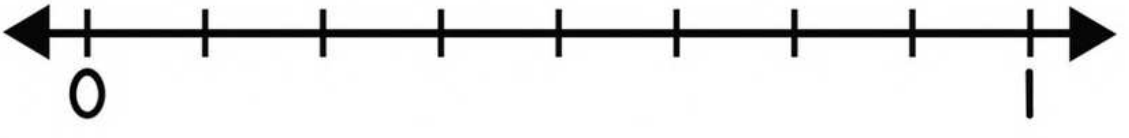
1) $\frac{3}{5}$



2) $\frac{2}{3}$



3) $\frac{5}{8}$



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Curriculum Connection
B1.6

Counting To 10 By Thirds

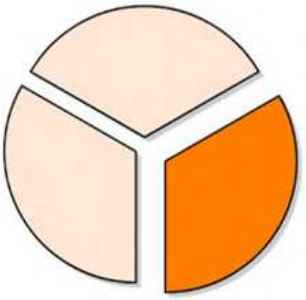
Questions | Count by Thirds

GO



		3		$3\frac{2}{3}$	
$\frac{1}{3}$					5
$\frac{2}{3}$					
1	$1\frac{1}{3}$	$1\frac{2}{3}$			
				$7\frac{2}{3}$	
		9			

End



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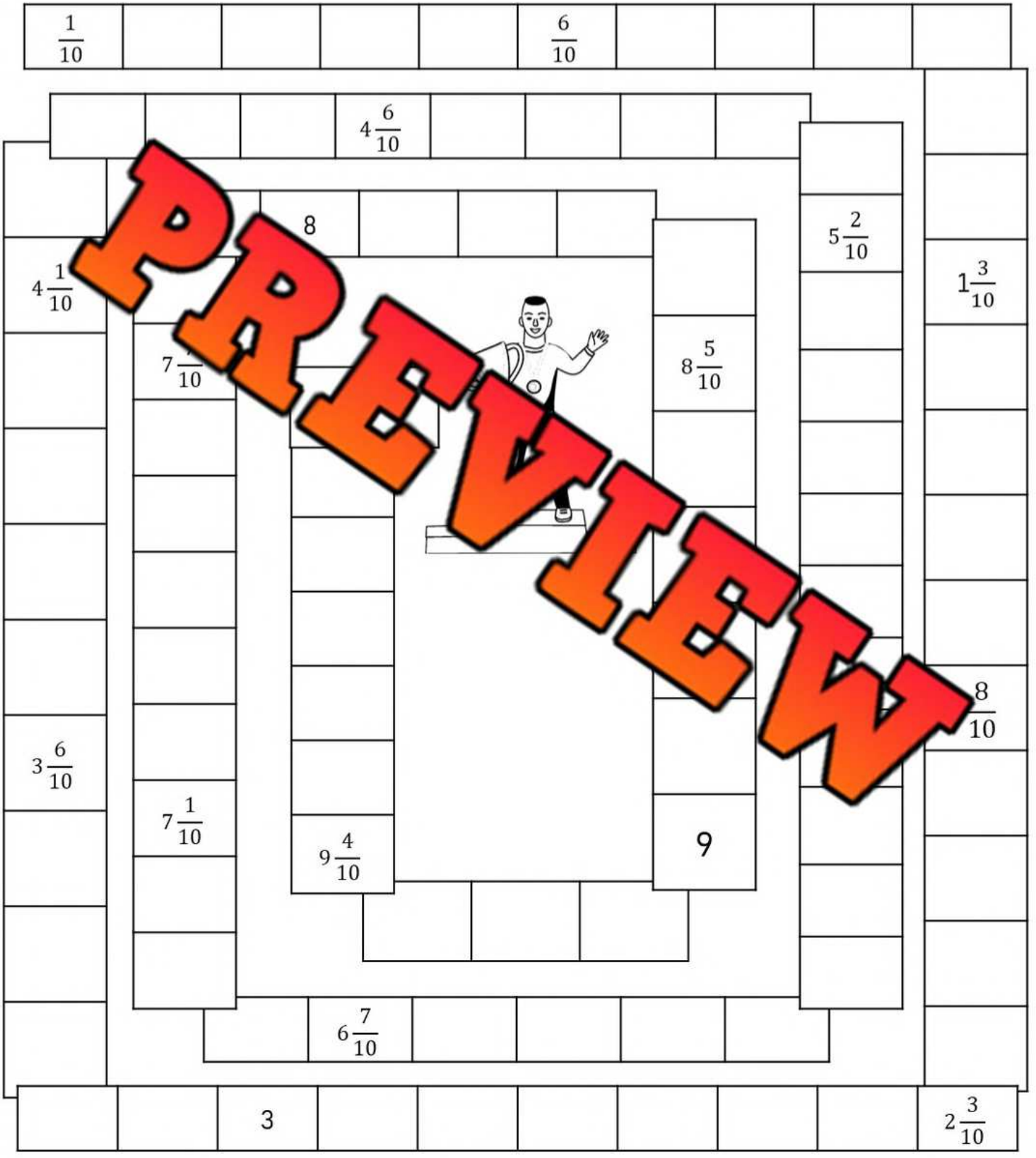
Curriculum Connection
B1.6

Counting To 10 By Tenths

Questions Continue counting by tenths by filling in the missing boxes



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Curriculum Connection
B1.9

Converting Fractions and Decimals



Part 1 Fill in the table with the converted decimal and fraction

Fraction	Decimal
$^{1}/_{10}$	
$^{2}/_{10}$	.02
$^{3}/_{10}$	
$^{5}/_{10}$	
$^{6}/_{10}$	
$^{7}/_{10}$	
$^{8}/_{10}$	
$^{9}/_{10}$	
$^{10}/_{10}$	
$^{1}/_{100}$	

Fraction	Decimal
$^{1}/_{10}$	0.1
	0.2
	0.3
	0.4
	0.5
	0.6
	0.7
	0.8
	0.9
	1.0

PREVIEW

Part 2 Convert the following fractions and decimals

0.5 = /10	0.1 = /10	0.2 = /10	0.8 = /10
6/10 =	4/10 =	3/10 =	9/10 =
37/100 =	52/100 =	0.80 =	0.70 =

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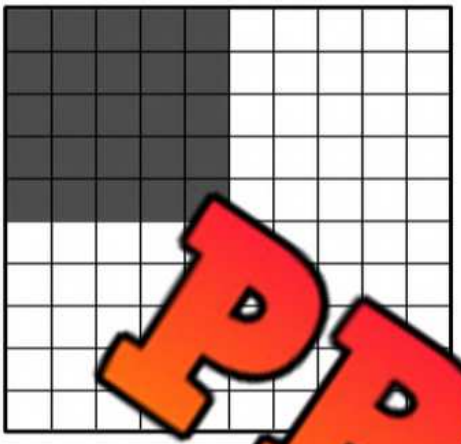
B1.9

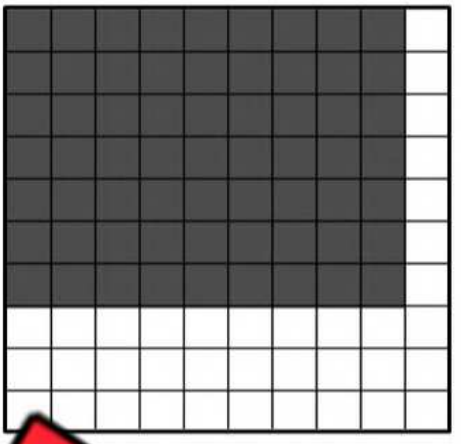
Fractions and Decimals

Part 1

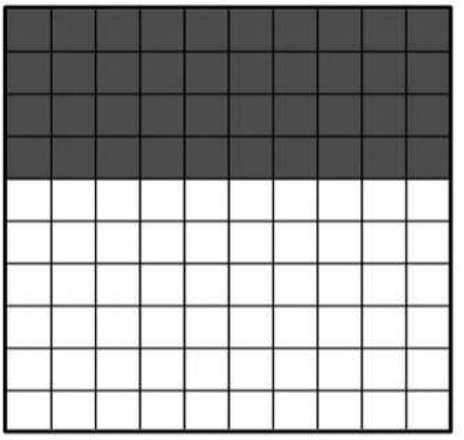
What fraction and decimal of the array is shaded in?



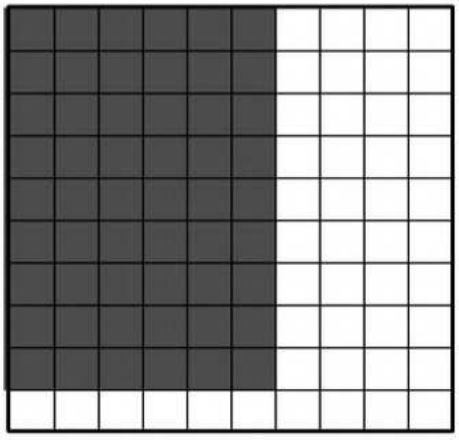
Fraction	Decimal



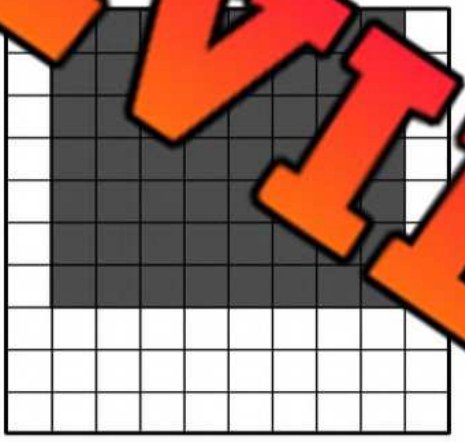
Fraction	Decimal



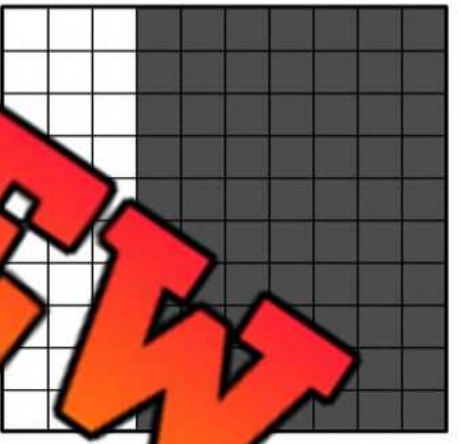
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

PREVIEW

Part 2

Answer the word problems below

1) Daniel got 79 out of 100 on his math test. What is the fraction and decimal for his test mark?

2) Beth scored 20 out of 50 of her three-point shots. What was her three-point fraction and decimal for her three-point shots?

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Curriculum Connection
B1.7

Place Value Using Decimals

Decimal numbers are any numbers that represent a value less than one. We use a decimal point to represent that a number can be less than one. We would represent a single cookie with the number 1. We can still represent half a cookie by writing 0.5. The 0 is the whole number, while the numbers to the right of the decimal show how large the part of the whole is.

PLACE VALUE					
3	4	3	6	.	5
Thou		Tens	Ones	Decimal	Tenths

PREVIEW

Part 1 e n of the place value for the underlined number?

1) 5 200.3	2)	3) 3 542.4	4) 2 314.6
5) 4 326.4	6) 8 264.7	7) 3	8) 7 356.4
9) 3 102.5	10) 6 113.7	11)	12) 3 374.4

Part 2 Fill in the place value table for the numbers below

1) 7 862.5

				.	
Thousands	Hundreds	Tens	Ones	Decimal	Tenths

2) 2 383.9

				.	
Thousands	Hundreds	Tens	Ones	Decimal	Tenths

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Name: _____ 99

Curriculum Connection
B1.7

Comparing Decimals

Part 1

Compare the following numbers

1) 0.5 [>] 0.2	2) 0.3 [ ] 0.4	3) 0.8 [ ] 0.6
4) 1.0 [ ] 0.8	5) 1.3 [ ] 0.8	6) 0.8 [ ] 0.5
7) 1.9 [ ] 3	8) [ ] 20.1	9) 30.3 [ ] 25.9
10) 47.2 [ ] 33.5	75.3 [ ] 8	12) 77.9 [ ] 77.9
13) 132.2 [ ] 132.6	14) 155.6 [ ] 1	[ ] 454.1

PREVIEW

Part 2

Compare the following numbers

1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?



2) Lebron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?

3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

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Curriculum Connection
B1.7

Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9 Least to Greatest 0.1, 0.2, 0.4, 0.5, 0.9	15.2, 10.3, 7.9, 18.5 Greatest to Least 18.5, 15.2, 10.3, 7.9

Part 1 Order the numbers below from least to greatest

0.9, 0.5, 0.2 _____, _____, _____	0.8, 0.9, 0.2, 0.4 _____, _____, _____, _____
0.[illegible] 0.1 _____, _____, _____	1.4, 2.9, 1.5, 2.2 _____, _____, _____, _____
10.4, 10.9, 21.5, 22.2 _____, _____, _____, _____	5.4, 53.4, 34.8, 48.2 _____, _____, _____, _____

Part 2 Order the numbers below from greatest t[illegible]

0.2, 0.6, 0.3, 0.1 _____, _____, _____, _____	0.5, 0[illegible] _____, _____, _____, _____
1.3, 1.9, 1.5, 1.1 _____, _____, _____, _____	2.4, 2.9, 1.5, 1.2 _____, _____, _____, _____
13.4, 12.9, 10.5, 15.3 _____, _____, _____, _____	20.6, 17.3, 19.5, 18.6 _____, _____, _____, _____

PREVIEW

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Name: _____ 105

Curriculum Connection
B1.7

Activity: Decimal Treasure Hunt

Objective

What are we learning about?

Students will practise ordering decimal numbers in the tenths place from least to greatest in a fun and interactive way.

Materials

What you will need for the activity.



- 12 index cards
- Markers or pencils
- Tape
- Timer (optional)
- Small prizes (optional)

PREVIEW

Instructions

How you will implement the activity.

1. Write a set of decimal numbers on 12 index cards. Each card should have one decimal number (or use the cards we have provided).
2. Tape the cards in various locations around the classroom. Ensure the numbers are visible but not too easy to find.
3. Explain to the students that they will be going on a treasure hunt to find the decimal number cards. They should not move the cards when they find them; instead, they should write the numbers on the top part of their page.
4. Once all the cards are found and recorded, students must write the numbers in order from least to greatest on the bottom part of their page.
5. Allow students to move around the room individually to find the numbers.
6. Set a timer to add excitement and challenge (optional).
7. After the hunt, gather the students and discuss the correct order of the decimal numbers. Award small prizes to students who correctly ordered their numbers (optional).

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Curriculum Connection
B1.7

Index Cards | Cut out the index cards below

1.5	1.2
22.7	2.4
43.6	47.3

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Name: _____ 107

Curriculum Connection
B1.7

Index Cards | Cut out the index cards below

43.1	47.4
119.1	119.4
332.4	332.3

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Name: _____ 108

Curriculum Connection
B1.7

Recording Sheet | Follow the instructions below

1) When you find a decimal number, write it in the box below.

PREVIEW

2) Once you've [illegible] 2 n[illegible]bers, write them in order from least to greatest.			
1)		7)	
2)		[illegible]	
3)		[illegible]	
4)		10)	
5)		[illegible]	
6)		12)	

Extension: Write 8 decimal numbers in a random order below[illegible] classmate to put them in order.			
1)		5)	
2)		6)	
3)		7)	
4)		8)	

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Name: _____ 109

Curriculum Connection
B1.7

Writing Decimal Numbers Using Words

When writing a decimal number, substitute the decimal for the word 'and'

Examples	
14.3	fourteen and three tenths

Part 1 Match the number with the correct words

	Se[illegible]ur and eight tenths	A	8.5
	[illegible]hundred fifty and nine tenths	B	9.3
	One-hu[illegible]y-f[illegible]d six tenths	C	18.7
	Eight and fiv[illegible]ths	D	74.8
	Two-thousand eigh[illegible]d f[illegible]	E	125.6
	Nine and three tenths	F	542.9
	Eighteen and seven tenths	G	2085.4
	Five-hundred forty-two and nine tenths	H	80 150.9

PREVIEW

Part 2 Write the written form of the numbers below

1)	1.5	
2)	12.8	
3)	25.3	
4)	105.9	
5)	250.8	

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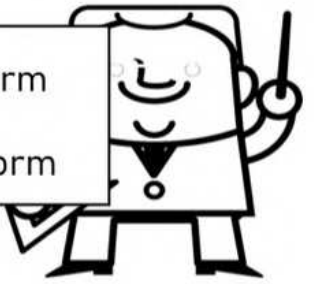
Name: _____ 110

Curriculum Connection
B1.7

Expanded Form

238.1 ← Standard Form

200 + 30 + 8 + 0.1 ← Expanded Form



Part 1 What is the expanded form of the numbers below?

1)		
2)	53.9	
3)	391.5	
4)	408.4	
5)	3157.8	
6)	58 190.7	

Part 2 What is the standard form of the numbe

1)	80 + 6 + 0.3	
2)	200 + 90 + 4 + 0.7	
3)	400 + 8 + 0.2	
4)	800 + 70 + 0.5	
5)	3000 + 700 + 60 + 0.1	
6)	50 000 + 3000 + 800 + 20 + 3 + 0.9	

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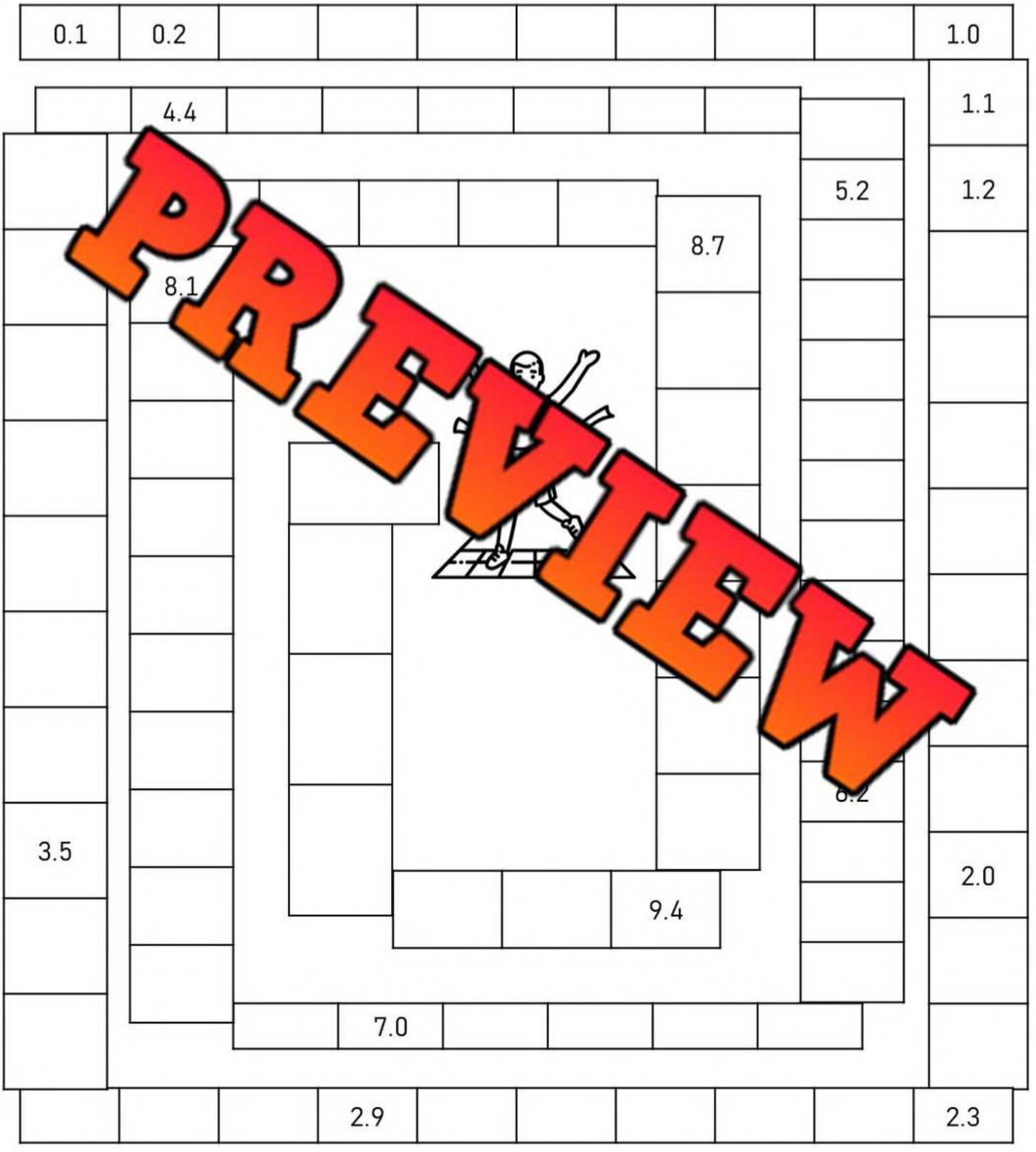
Curriculum Connection
B1.7

Counting To 10 By Tenths

Questions Continue counting by tenths by filling in the missing boxes



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Name: _____ 115

Number Sense Quiz

Part 1 Round the numbers to the nearest 100

1) 173 → _____	2) 2450 → _____	3) 3565 → _____

Part 2 Round the numbers to the nearest 1000

1) [illegible]	2) 1783 → _____	3) 2218 → _____

Part 3 Round decimals to the nearest whole number

1) 0.5 → _____	2) 3.[illegible]	3) 59.6 → _____

Part 4 Compare the following numbers < > =

1) 685 < 1000	2) 2685 ☐ 3510	3) 611[illegible] 094
4) 1325 ☐ 1325	5) 7312 ☐ 4257	6) 3199 ☐ 4606
7) 0.5 ☐ 0.2	8) 0.3 ☐ 0.4	9) 0.8 ☐ 0.6
10) 12.1 ☐ 11.9	11) 23.3 ☐ 24.1	12) 153.4 ☐ 154.0

PREVIEW

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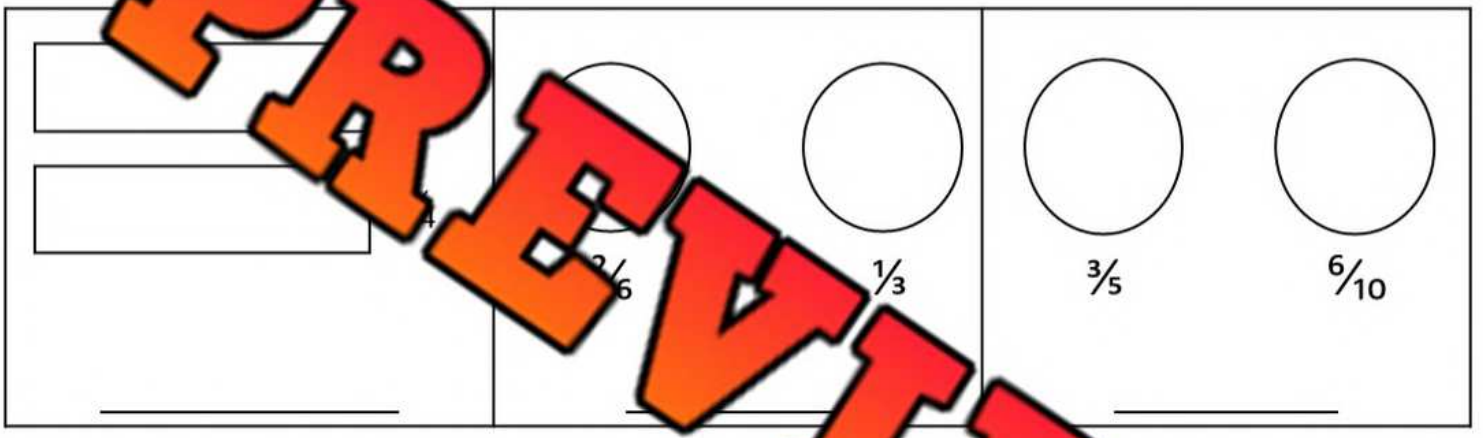
Part 5 — Fill in the Blanks counting by halves

1) $\frac{1}{2}$, 1, _____, _____, $2\frac{1}{2}$, 3, _____

2) 5, _____, _____, $6\frac{1}{2}$, _____, _____, 8

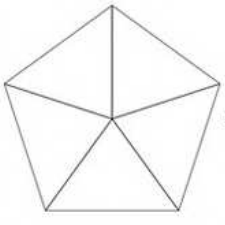
Part 6 — e fractions and then indicate if the fractions are equivalent or not



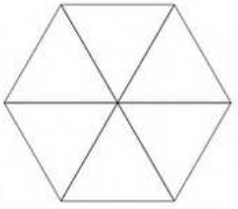
Part 7 — Convert the following fractions deci

0.5 = /10	0.1 = /10	0.2 = /10	
6/10 =	4/10 =	3/10 =	9/10 =

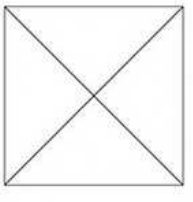
Part 8 — Read the fraction and draw the shaded in value on the images below



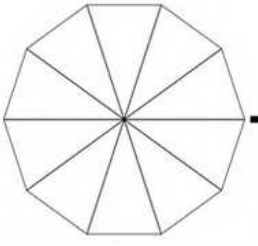
$\frac{3}{5}$



$\frac{1}{6}$



$\frac{4}{4}$



$\frac{8}{10}$

PREVIEW

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Grade 4
Stand: B2 – Operations

	Curriculum Expectations	Pages That Cover the Expectations
B2.1	Use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations	181 – 186, 276 - 280
B2.2	Recall and demonstrate multiplication facts for 1 × 1 to 10 × 10, and related division facts	187 – 194, 201 – 203, 236 - 244
B2.3	Use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used	118 – 122, 136 – 141, 156 – 157, 168 – 169, 195 – 200, 245 - 246
B2.4	Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms	123 – 135, 142 – 155, 158 – 167, 170 - 180
B2.5	Represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays	204 - 235
B2.6	Represent and solve problems involving the division of two- or three-digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays	247 - 275
B2.7	Represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation	181 – 186, 281 - 284
B2.8	Show simple multiplicative relationships involving whole-number rates, using various tools and drawings	285 - 291

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Name: _____ 119

Curriculum Connection
B2.3

Mental Math Strategy – Making Tens

Directions
1. Create a ten by taking some from the other number.
2. Add the remaining amount.



1. 7 + 5

10 + 2 = 12

2) 18 + 6

____ + ____ = ____

3) 25 + 17

____ + ____ = ____

4) 78 + 14

____ + ____ = ____

8 + 17

____ + ____ = ____

6) 99 + 14

____ + ____ = ____

7) 128 + 53

____ + ____ = ____

8) 167 + 27

____ + ____ = ____

9) 238 + 144

____ + ____ = ____

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Name: _____ 121

Curriculum Connection
B2.3

Mental Math – Break Into Place Value

Directions

1. Solve each digit by writing out its place value and adding it to the other number's same place value (hundreds + hundreds, tens + tens, ones + ones)
2. Add together your totals

135 + 219

200 = 300

= 40

300

54

124 + 56

146 + 27

216 + 188

168 + 254

72

167 + 173

355 + 262

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Name: _____ 122

Curriculum Connection
B2.3

Mental Math – Adding in Chunks

Directions:
1. Keep the bigger number the same
2. Add "chunks" of the smaller number to the bigger number
3. The chunks need to add up to the smaller number

124 + 125

100 = 224

244

134 + 145

243 + 23

264 + 228

334 + 358

252

357 + 553

664 + 267

PREVIEW

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Name: _____ 126

Curriculum Connection
B2.4

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 52 + 11	2) 23 + 14	3) 42 + 17	4) 12 + 33	5) 55 + 40
6) 2[illegible]8 + 241	[illegible]26 + 21[illegible]	8) 736 + 243	9) 525 + 212	10) 332 + 351
11) 3 122 + 1 615	12) 5 136 + 3 650	13) [illegible]762 + 1 2[illegible]	[illegible]252	15) 4 614 + 5 362

PREVIEW

Word Problems Answer the questions below.

1) Lily and her two friends went to the aquarium. Lily saw 123 colorful fish, her first friend saw 234 fish, and her second friend saw 341 fish. How many fish did they see in total?	
2) During a charity run, three runners fundraised and were able to donate $1207, $2532, and $5110, respectively. How much money will be donated in total by these three runners?	

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Name: _____ 127

Curriculum Connection
B2.4

Addition Word Problems – No Regrouping

Questions | Solve the problems below

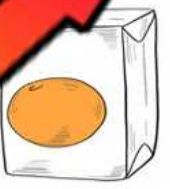
1) William walked 3 403 steps this morning before noon and 6 265 steps for the rest of the day. How many total steps did he walk today?



2) Spencer h… his …ccount. He won $1 247 in a raffle. How much does he have n…



3) Rob loves to drink juice. Today he drank 1 6… …nd 3 358mL of apple juice. How much total juice did Rob drink?



4) Sofia knitted a blanket with 4 452cm of blue yarn and 3 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?



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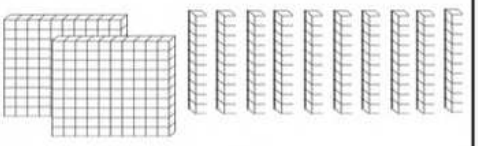
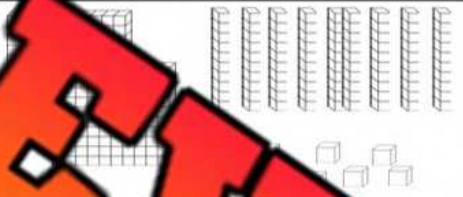
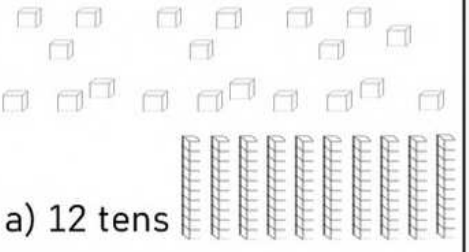
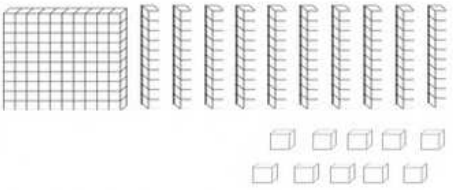
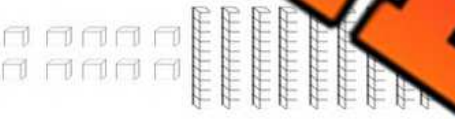
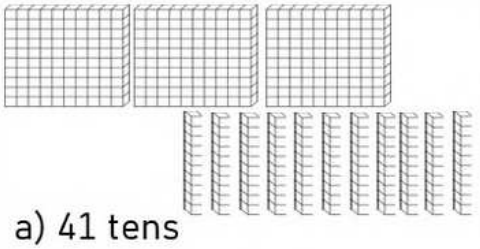
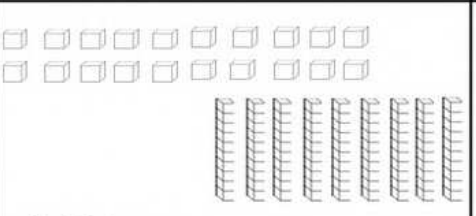
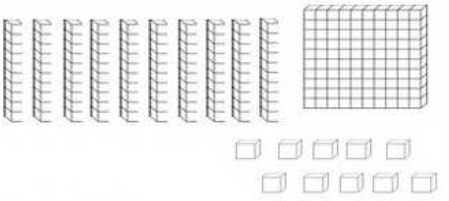
Name: _____ 128

Curriculum Connection
B2.4

Regrouping – Which is Equal?

Questions Which is equal to the picture? There may be more than one answer!

 a) 1 ten b) 1 te c) 12	 a) 2 tens, 3 ones b) 3 tens, 3 ones c) 2 tens, 13 ones	 a) 2 hundreds, 10 tens b) 3 hundreds c) 12 tens
 a) 20 ones b) 1 ten, 10 ones c) 20 tens	 0 te b) 2 hu s, 11 t c) 3 hundreds	 a) 12 tens) 20 ones ns
 a) 1 hundred, 11 tens b) 2 hundreds, 11 tens c) 30 tens	 a) 9 tens, 10 ones b) 1 hundred c) 10 tens	 a) 14 tens b) 1 ten, 4 ones c) 14 ones
 a) 41 tens b) 41 hundreds c) 4 hundreds, 1 ten	 a) 10 tens b) 1 hundred, 1 tens c) 11 tens	 a) 20 tens b) 1 hundred, 11 tens c) 210 ones

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Name: _____ 129

Curriculum Connection
B2.4

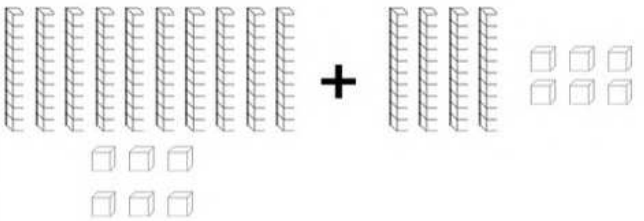
Adding Base Ten Blocks – Regrouping

Questions	Add up the base ten blocks



+

2[illegible] = 37



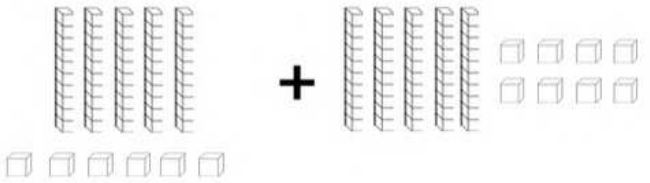
+

_____ + _____ = _____



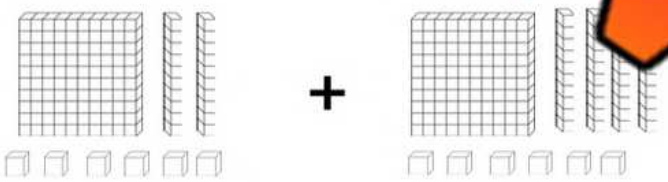
+

_____ + _____ = _____



+

_____ + _____ = _____



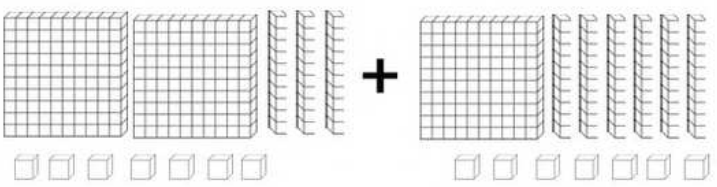
+

_____ + _____ = _____



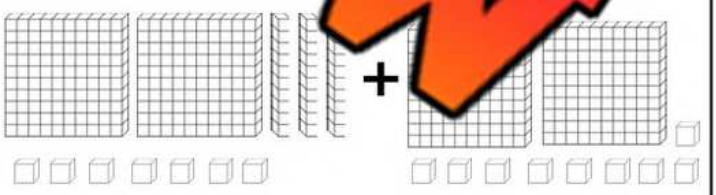
+

_____ + _____ = _____



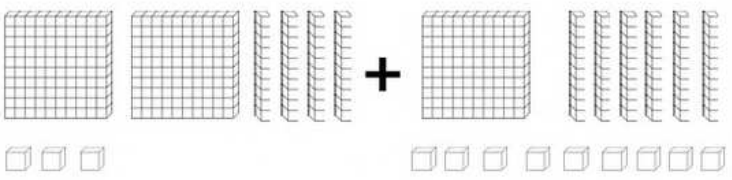
+

_____ + _____ = _____



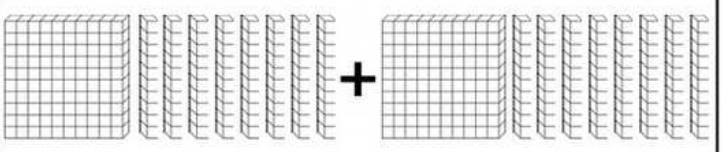
+

_____ + _____ = _____



+

_____ + _____ = _____



+

_____ + _____ = _____

PREVIEW

Name: _____ 131

Curriculum Connection
B2.4

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 46 + 14	2) 29 + 14	3) 35 + 17	4) 17 + 24	5) 55 + 35
6) + 253	7) [illegible]	8) 376 + 253	9) 485 + 232	10) 366 + 361
11) 6 212 + 7 315	12) 5 224 + 6 530	13) [illegible]	14) 8 252 + [illegible]	15) 7 654 + 8 362

PREVIEW

Word Problems Answer the questions below.

1) Tim has been saving money to buy a bike. In January, he saved $2,845. In February, he saved another $1,566. How much money has Tim saved in total for the bike?	
2) In Miss Garcia's class, the book club read 1,694 pages in the first month and 2,565 pages in the second month. How many pages did the book club read altogether?	

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Name: _____ 132

Curriculum Connection
B2.4

Addition Word Problems – Regrouping

Questions | Solve the problems below

1) Isaac donated $6 468 last year to charity. This year, he has donated $2 729. How much has Isaac donated in the last two years?



2) A delivery t[illegible] arou[illegible]38km last week. This week, the driver has driven 3 871km. How fa[illegible]e dri[illegible]ince last week?



3) Charlotte ate 2 793 calories yesterday. Toda[illegible]e p[illegible] [illegible]basketball tournament, so she expended a lot of energy. So, s[illegible]4 048 ca[illegible]today. How many calories did Charlotte eat in the last two days?



4) Ken ran 3 754m this morning according to his GPS. He ran 5 838m after school today. How many total metres did Ken run today?



PREVIEW

Curriculum Connection
B2.4

Exit Cards

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

Name: _____

Solve the problems below

a)

b) Riley read 4[illegible]s in a month. This month, [illegible]re pages. How many page[illegible]ey read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 [illegible]ges. How many pages has Riley [illegible]in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problem[illegible]

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

PREVIEW

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Name: _____ 134

Curriculum Connection
B2.4

Addition Questions



Questions Solve the problems below

1) 3 758 + 2 142	2) 6 348 + 3 457
3) 5 634 + 2 548	4) 4 862 + 4 925
5) 6 348 + 3 564	6) [illegible]
7) 4 682 + 5 259	8) 3 958 + 5 876

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Name: _____ 139

Curriculum Connection
B2.3

Subtraction Mental Math – Counting Up

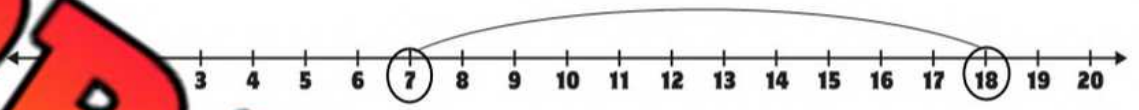
Background – Subtraction is simply finding the difference between two numbers

Directions

1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up



18 – 7 = _____ Difference = 11



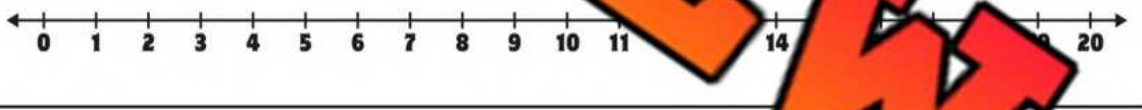
10 – 7 = _____



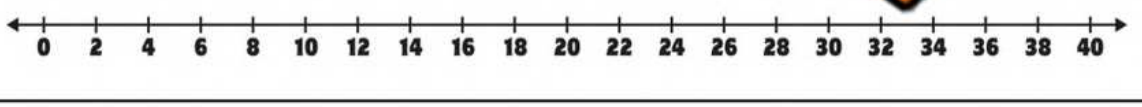
15 – 12 = _____



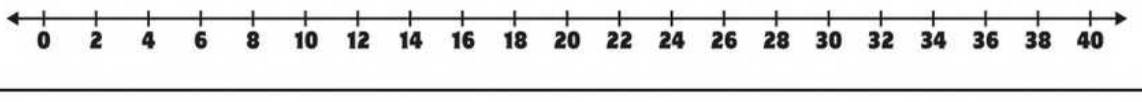
14 – 10 = _____



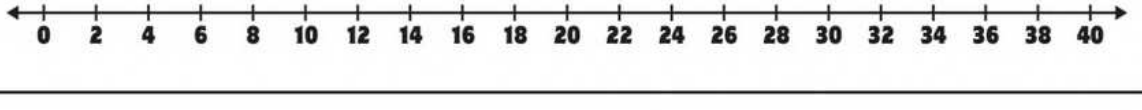
26 – 20 = _____



32 – 24 = _____



38 – 32 = _____



PREVIEW

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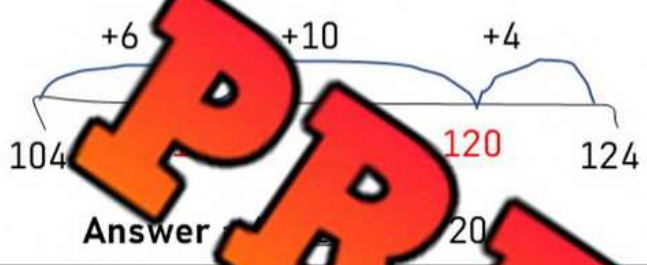
Name: _____ 140

Curriculum Connection
B2.3

Subtraction Mental Math – Counting Up

Directions:
1. Start with the smaller number
2. Count up from the smaller number to the bigger number to find the difference
3. The difference is the answer

124 – 104



Answer = 20

256 – 235

243 – 2[illegible]

254 – 240

377 – 354

[illegible]82

783 – 713

852 – 822

PREVIEW

Name: _____ 141

Curriculum Connection
B2.3

Mental Math Strategy – Subtracting in Chunks

Directions

1. Keep the bigger number the same
2. Subtract "chunks" of the smaller number from the bigger number
3. The chunks need to add up to the smaller number



124 - 115

4 - 100 = 24

1 = 14

14

256 - 145

243 - 3

264 - 142

357 - 234

2 -

753 - 323

873 - 562

PREVIEW

Name: _____ 145

Curriculum Connection
B2.4

Subtraction – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 53 - 12	2) 35 - 14	3) 45 - 23	4) 39 - 15	5) 64 - 40
6) - 234	7) 4	8) 788 - 224	9) 558 - 223	10) 275 - 121
11) 6 632 - 6 422	12) 5 436 - 3 320	13) 2 - 3 32	737 -	15) 4 344 - 3 231

PREVIEW

Word Problems Answer the questions below.

1) Jade had $5,578 saved up for a new car. She spent $2,456 on a down payment. How much money does Jade have left?	
2) A farmer harvested 8,888 apples from his orchard. He sold 3,333 apples at the local market. How many apples does he have left?	

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Name: _____ 146

Curriculum Connection
B2.4

Subtraction Word Problems – No Borrowing

Questions | Solve the problems below

1) Rachel needs 8 350 points to get to the next level of her video game. As of now, she has 5 240 points. How many more points does she need to reach the next level?



2) Sam had $7[illegible] for u[illegible]rsity. In her first year, she spent $6 245. How much does she [illegible]?

3) A transport driver is 2 483 km away from ho[illegible] The[illegible]m towards home. How far are they from home now?



4) Lucas took 9 789 steps yesterday and 7 452 steps today. How many more steps did he take yesterday?

PREVIEW

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Name: _____ 149

Curriculum Connection
B2.4

Subtraction – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 26 − 17	2) 35 − 17	3) 43 − 28	4) 51 − 18
5) 571 − 438	6) [illegible]	7) 615 − 334	8) 837 − 128
9) 1 318 − 1 226	10) 4 556 − 3 438	11) [illegible]	12) 5 135 − 3 556

PREVIEW

Word Problems Answer the questions below.

1) Lisa ran 9 000 meters in a marathon. After a while, she had only 5 678 meters left to run. How many meters had she run already?	
2) A candy shop had 8,560 pieces of candy. After a big sale, there were 3,286 pieces left. How many pieces of candy were sold?	

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Curriculum Connection
B2.4

Exit Cards

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

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

PREVIEW

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Name: _____ 155

Curriculum Connection
B2.4

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

1) Will and Ben collected valuable rocks last summer. Will collected 112 rocks and Ben collected 120 rocks. How many total rocks do they have?



Bon[illegible] got ri[illegible]cks that were not valuable. How many rocks were valuabl[illegible]

2) Adam and Lindsay w[illegible] th[illegible] mall[illegible] new gaming system. Adam brought $128 and Lindsay brought [illegible]e s[illegible] m[illegible] $185. How much money do they have left?



3) Becky's car is full of gas and can drive 500km on a full tank. She dr[illegible]ve 230km to Ottawa on one weekend and then 240km to Toronto the next weekend. How many more km can she drive?



PREVIEW

Name: _____ 156

Curriculum Connection
B2.3

Mental Math – Adding Decimals – Place Value

Directions:
1. Add the decimals one at a time
2. Add the whole numbers
3. Add the answers together



5.5 + 3.7
0.5 + 0.7 = 1.2
5 + 3 = 8
1.2 + 8 = 9.2

2.3 + 1.4
0.4 = 0.7

2.3 + 4.1

5.8 + 6.1

12.4 + 6.5

20.5 + 20.5

30.6

27.3 + 6.7

35.8 + 20.3

PREVIEW

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Name: _____ 157

Curriculum Connection
B2.3

Mental Math – Adding Decimals – Adding Chunks

Directions:

1. Keep the bigger number the same
2. Add the other whole number to the bigger number
3. Add the decimal number to your answer



5.5 + 3.7
5.5 + 3 = 8.5
8.5 + 0.7 = 9.2

3.3 + 2.4
3 + 2 = 5.3
0.4 = 5.7

1.5 + 3.3

4.5 +

14.4 + 5.5

18.5 + 10.7

.6

38.3 + 12.8

45.6 + 30.5

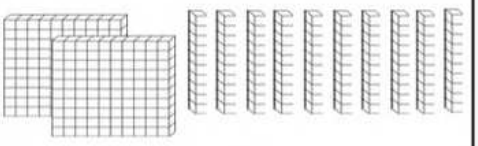
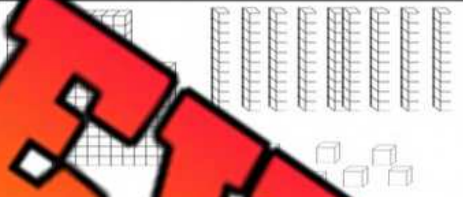
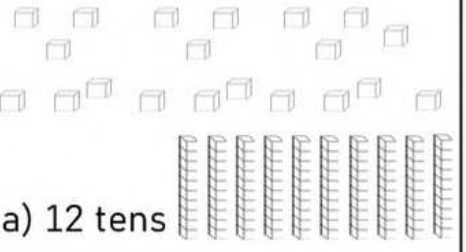
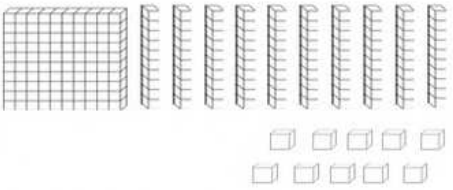
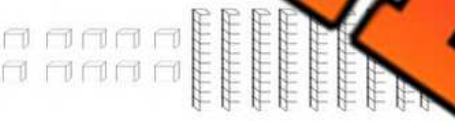
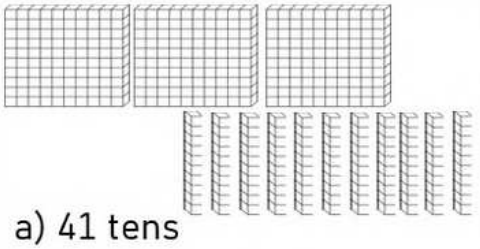
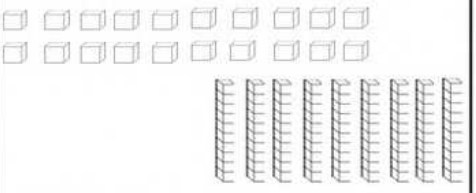
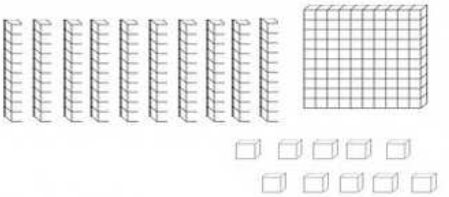
PREVIEW

Name: _____ 163

Curriculum Connection
B2.4

Regrouping – Which is Equal?

Questions Which is equal to the picture? There may be more than one answer!

 a) 1 ten b) 1 te c) 12	 a) 2 tens, 3 ones b) 3 tens, 3 ones c) 2 tens, 13 ones	 a) 2 hundreds, 10 tens b) 3 hundreds c) 12 tens
 a) 20 ones b) 1 ten, 10 ones c) 20 tens	 a) 0 te b) 2 hu s, 11 t c) 3 hundreds	 a) 12 tens b) 20 ones c) ns
 a) 1 hundred, 11 tens b) 2 hundreds, 11 tens c) 30 tens	 a) 9 tens, 10 ones b) 1 hundred c) 10 tens	 a) 14 tens b) 1 ten, 4 ones c) 14 ones
 a) 41 tens b) 41 hundreds c) 4 hundreds, 1 ten	 a) 10 tens b) 1 hundred, 1 tens c) 11 tens	 a) 20 tens b) 1 hundred, 11 tens c) 210 ones

PREVIEW

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Name: _____ 166

Curriculum Connection
B2.4

Adding Decimals – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 73.7 + 15.5	2) 35.4 + 43.7	3) 34.9 + 22.3	4) 52.5 + 14.5	5) 24.5 + 52.7
6) 26.4 + 17.3	7) [illegible] 26.3	8) 48.2 + 27.6	9) 56.5 + 49.2	10) 38.3 + 58.5
11) 92.6 + 25.3	12) 74.2 + 53.5	13) [illegible] + 93	14) [illegible]	15) 71.2 + 71.3

PREVIEW

Word Problems Answer the questions below.

1) Last week, 4.95 cm of rain fell on Monday and 7.43 cm fell on Tuesday. How many centimetres of rain fell over those two days?	
2) Mia had $27.65 in her piggy bank. She was given $45.40 from her aunt. How much money does Mia have now?	

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Name: _____ 167

Curriculum Connection
B2.4

Adding Measurements – Decimals – Regrouping

Questions	Add the measurements below

1) Stacy has two bottles of juice. One bottle is 1.8 L and the other bottle is 4.7 L. How many total litres of juice does she have?



2) A box of c[illegible] g[illegible] How many total grams are in two boxes of cookies?



3) Nora ran 12.8 km yesterday and 14.9 km t[illegible] H[illegible] ilometres did she run?



4) Rowan ran two 400 m races. She ran 58.8 seconds in her first race and 56.5 seconds in her second race. How long did it take her to run both races?



PREVIEW

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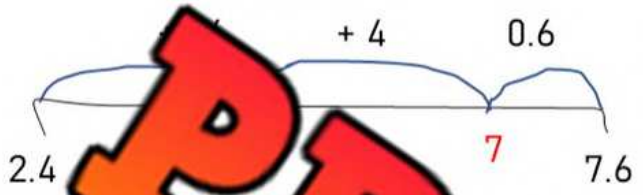
Name: _____ 168

Curriculum Connection
B2.3

Mental Math - Subtracting Decimals – Counting Up

Directions:
1. Start with the smaller number
2. Count up from the smaller number to the bigger number to find the difference
3. The difference is the answer

7.6 - 2.4



Answer = 0.6 .2

5.5 - 2.3

7.4 -

9.4 - 7.5

12.5 - 10.9

.6

24.3 - 12.9

35.4 - 30.3

PREVIEW

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Name: _____ 169

Curriculum Connection
B2.3

Mental Math - Subtracting Decimals – Subtracting Chunks

Directions:

1. Keep the bigger number the same
2. Subtract the other whole number from the bigger number
3. Subtract the decimal from your answer

6.3 - 3.5
6.3 - 3 = 3.3
3.3 - 0.5 = 2.8

4.6 - 2.4
4.6 - 2 = 2.6
2.6 - 0.4 = 2.2

4.5 - 3.3

9.5 -

14.4 - 7.5

15.5 - 10.9

.6 -

48.3 - 11.8

52.6 - 30.3

PREVIEW

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Name: _____ 173

Curriculum Connection
B2.4

Subtracting Decimals – Tenths – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 55.7 - 12.5	2) 45.6 - 31.4	3) 34.9 - 23.7	4) 45.4 - 43.3	5) 65.5 - 54.0
6) 38.7 - 24.2	7) [illegible] - 22.3	8) 76.8 - 23.3	9) 337.3 - 114.3	10) 448.8 - 336.0
11) 762.6 - 422.3	12) 434.9 - 122.6	13) [illegible] - 134	14) [illegible]	15) 351.9 - 121.5

PREVIEW

Word Problems Answer the questions below.

1) Lucas cycled a total of 52.7 kilometers on Saturday. If he cycled 21.4 kilometers on Sunday, how much farther did he cycle on Saturday than on Sunday?	
2) A water bottle can hold up to 3.5 liters of water. If Emily drinks 1.2 liters from it, how much water is left in the bottle?	

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Name: _____ 174

Curriculum Connection
B2.4

Subtracting Measurements – Decimals – No Regrouping

Questions	Subtract the measurements below

1) Liam has a piece of wood that is 15.7 cm long. He cuts 12.3 cm of the wood and screws it to his fence. How much of the piece of wood is left?



2) Molly ran [illegible] 4 km. How much further did Molly run?



3) Atlas made a loaf of bread that weighed [illegible] that weighed 32.5 grams. How many grams did the bread weigh now?



4) Logan had a drink that was 187.5 mL. He drank 82.3 mL. How much of his drink is left?



PREVIEW

Name: _____ 176

Curriculum Connection
B2.4

Subtracting Decimals – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 73.7 − 15.5	2) 75.4 − 43.7	3) 34.4 − 22.6	4) 52.5 − 14.5	5) 24.5 − 12.7
6) 26.2 − 17.3	7) .5 − 18.2	8) 48.2 − 27.6	9) 582.8 − 556.2	10) 797.2 − 544.4
11) 952.6 − 245.3	12) 757.2 − 553.5	13) 65.3 − 323	14) 5	15) 714.8 − 321.3

PREVIEW

Word Problems Answer the questions below.

1) Julian had 48.3 grams of beads. After making necklaces, he used up 17.4 grams. How many grams of beads does Julian have now?	
2) For a science fair project, Emma needs 75.2 milliliters of vinegar. She only has 50.9 milliliters. How much more does she need to find?	

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Name: _____ 177

Curriculum Connection
B2.4

Subtracting Measurements – Decimals – Regrouping

Questions | Subtract the measurements below

1) A marathon is 42.2 km. Remi is running a marathon. He is done running 25.8 km. How much further does he need to run?



2) Steven bu… …hip… …t weighs 350.8 grams. He eats 187.4 grams. How many grams o… …re lef…



3) A bathtub has 538.6 litres of water. If 147.8 …es … …ined, how many litres are left in the bathtub?



4) Elliot is driving to a friends who lives 249.4 km away. He has driven 195.8 km. How much further does he need to drive?



PREVIEW

Name: _____ 178

Unit Quiz – Adding and Subtracting

Part 1 Adding

	Thou.	Hun.	Tens	Ones
	5			5
+				

	Thou.	Hun.	Tens	Ones
	7	5	6	1
+	2	4	2	7

	Thou.	Hun.	Tens	Ones
	3	4	6	7
+	3	5	2	5

	Thou.	Hun.	Tens	Ones
	4	3	8	5
+	2	3	4	7

	Tens		Tenths
	1	3	5
+	4	4	.
			.

	Tens	Ones	.	Tenths
	7	2	.	8
+		6	.	4

PREVIEW

Part 2 Solve

1) 2143 + 3424	2) 1653 + 4845

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Part 3 Subtracting

	Thou.	Hun.	Tens	Ones
	6	5	5	2
-	1			2

	Thou.	Hun.	Tens	Ones
	8	6	5	6
-	3	3	3	0

	Thou.	Hun.	Tens	Ones
	5	4	5	5
-	4	3	3	3

	Thou.	Hun.	Tens	Ones
	5	9	3	4
-	3	7	6	9

	Ones	.	Tenths
	4		4
-	1		0
		.	

	Hun.	Tens	Ones	.	Tenths
	4	2	5	.	3
-		5	3	.	6
				.	

PREVIEW

Part 4 Solve

1) 7685 - 2142	2) 8376 - 5184

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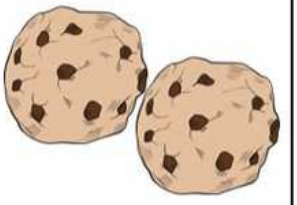
1) Suzanne is a raspberry picker at a farm. She picked 2653 raspberries last week and 4765 raspberries this week. How many raspberries did she pick in total in the last 2 weeks?



2) Zane a ookies. Each cookie was 28.9 grams. How many total grams of cookie a



3) Lindsay had $7493 to spend on a boat. S buying a boat for $6357. How much money does she have left?



4) Hanna is driving to a friends who lives 237.6 km away. She has driven 165.7 km. How much further does she need to drive?



PREVIEW

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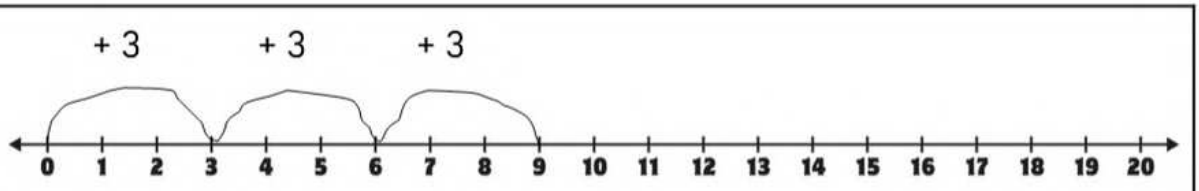
Name: _____ 184

Curriculum Connection
B2.1, B2.7

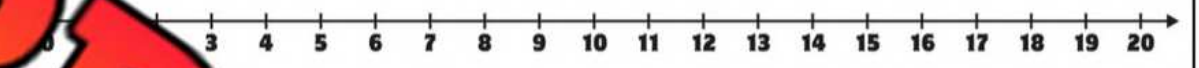
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

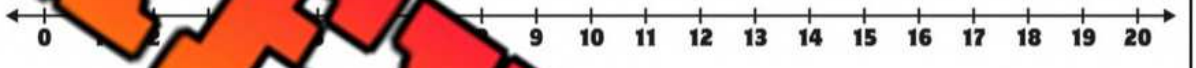
1) 3 x 3 = 9



2) 6 x 3 = _____



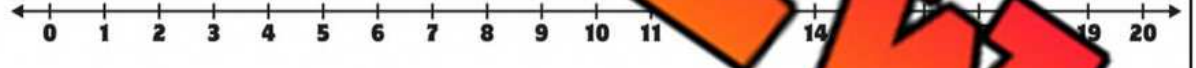
3) 5 x 4 = _____



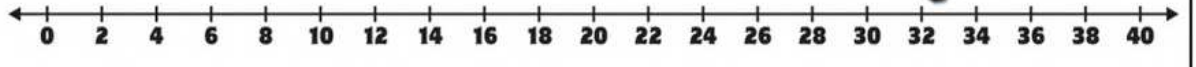
4) 7 x 2 = _____



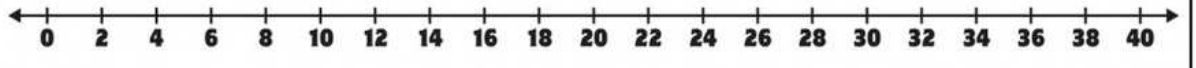
5) 2 x 9 = _____



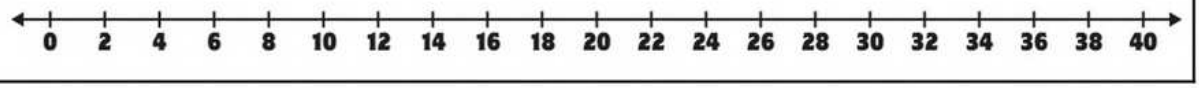
6) 5 x 7 = _____



7) 9 x 4 = _____



8) 6 x 6 = _____



PREVIEW

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Name: _____ 185

Curriculum Connection
B2.1, B2.7

Word Problem: Repeated Addition



Questions | Solve the word problems below

Questions	Answers
1) Flower Pots: Ava is planting flowers. She plants 3 flowers in pot one, 3 flowers in pot two, 3 flowers in pot three, 3 flowers in pot four, and 3 flowers in pot five. How many flowers does she plant in total?	
2) Pencil Packs: Liam is buying pencils for his classmates. He buys one pack of 4 pencils, another pack of 4 pencils, another pack of 4 pencils, another pack of 4 pencils, and one more pack of 4 pencils. How many pencils does Liam buy?	
3) Baking Cookies: Emma is baking cookies. She bakes 7 cookies in one batch, 7 more cookies in a second batch, and 7 more cookies in a third batch. How many cookies does she bake altogether?	
4) Saving Stickers: Jayden saves stickers every day. He saves 2 stickers on day one, 2 stickers on day two, 2 stickers on day three, 2 stickers on day four, 2 stickers on day five, 2 stickers on day six, and 2 stickers on day seven. How many stickers will Jayden have after seven days?	
5) Candy Land: A group of friends goes to a candy store. Steve buys 9 candies. Emily buys 9 candies. Rachel buys 9 candies. James buys 9 candies. Courtney buys 9 candies. Aramus buys 9 candies. How many total candies did the friends buy together?	
6) Book Pages: Clara has read 8 chapters in her book. Chapter 1 had 7 pages. Chapter 2 had 7 pages. Chapter 3 had 7 pages. Chapter 4 had 7 pages. Chapter 5 had 7 pages. Chapter 6 had 7 pages. Chapter 7 had 7 pages. Chapter 8 had 7 pages. How many total pages did she read?	

PREVIEW

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Name: _____ 186

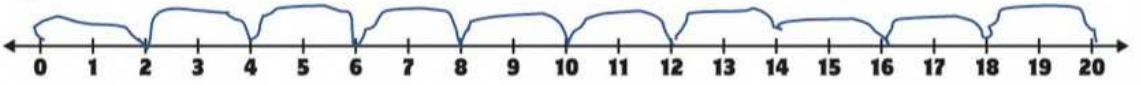
Curriculum Connection
B2.1, B2.7

Number Line Division – Repeated Subtraction

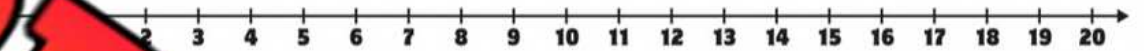
Questions | Use repeated subtraction to find the answer

Start at the larger number and subtract the smaller number until you reach zero. Your answer is how many times you subtracted.

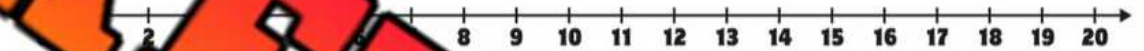
1) 20 ÷ 2 = 10



2) 20 ÷ _____



3) 12 ÷ 3 = _____



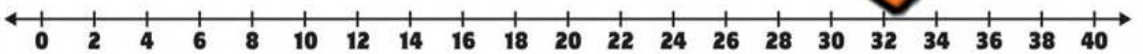
4) 18 ÷ 6 = _____



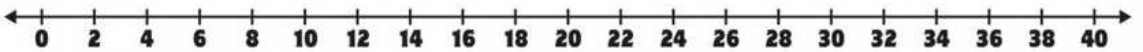
5) 15 ÷ 3 = _____



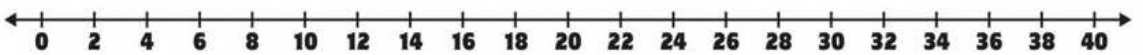
6) 32 ÷ 8 = _____



7) 36 ÷ 4 = _____



8) 40 ÷ 5 = _____



PREVIEW

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Name: _____ 189

Curriculum Connection
B2.2

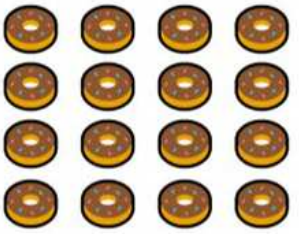
Multiplication – Arrays

Part 1

Write the equations for the arrays below



_____ x _____ = _____



_____ x _____ = _____



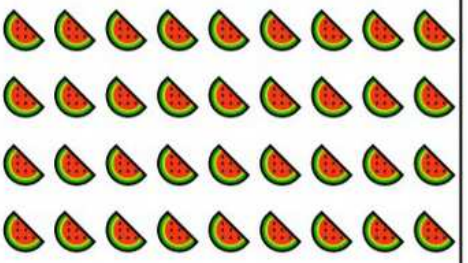
_____ x _____ = _____



_____ x _____ = _____



_____ x _____ = _____



_____ x _____ = _____

Part 2

Draw an array based on the equation

5 x 4 = _____

8 x 3 = _____

2 x 7 = _____

5 x 7 = _____

9 x 3 = _____

8 x 4 = _____

PREVIEW

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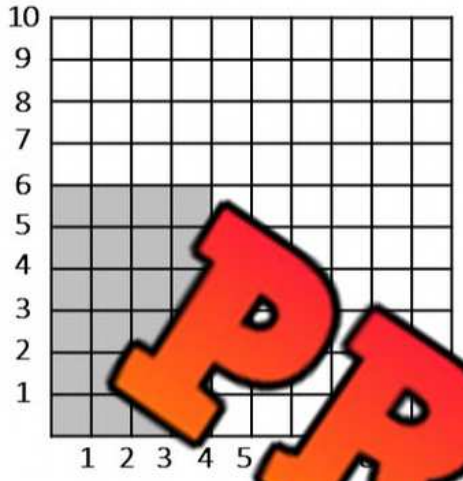
Name: _____ 191

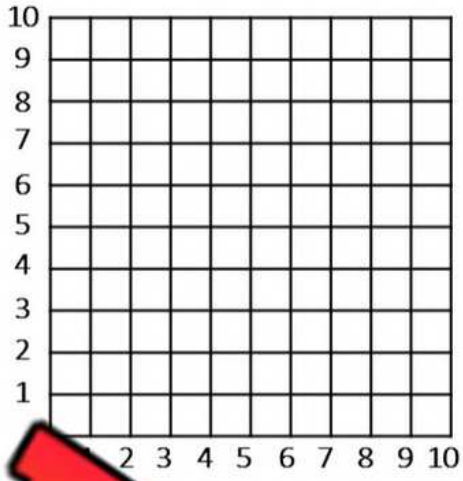
Curriculum Connection
B2.2

Multiplication - Arrays

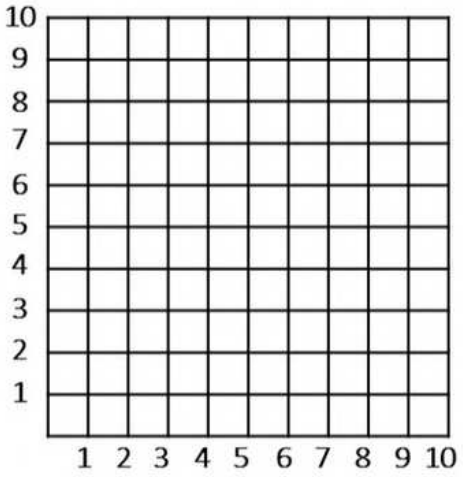
Questions Shade in the arrays using the table. Answer the questions below



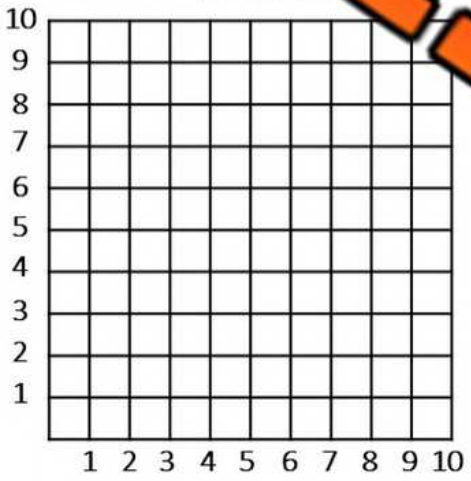
6 x 4 = _____



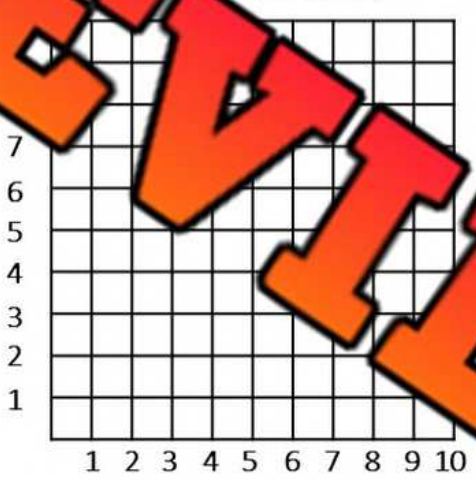
_____



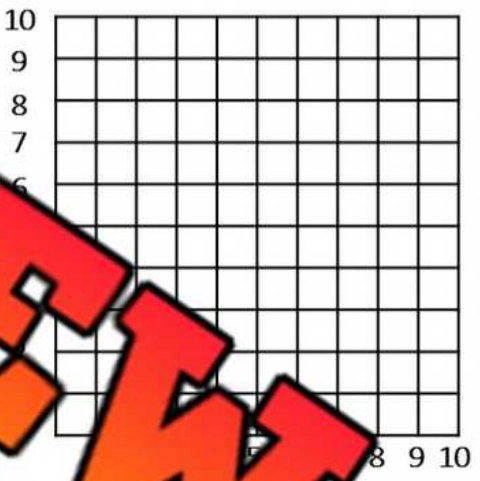
7 x 8 = _____



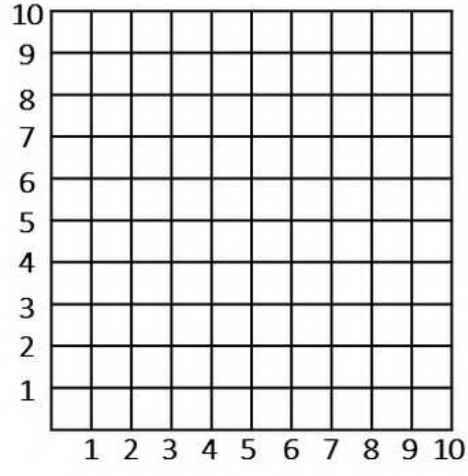
4 x 7 = _____



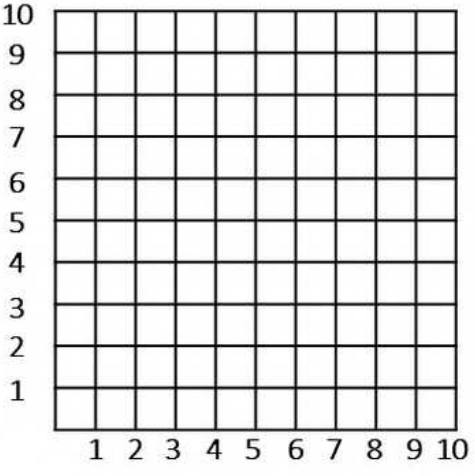
9 x 3 = _____



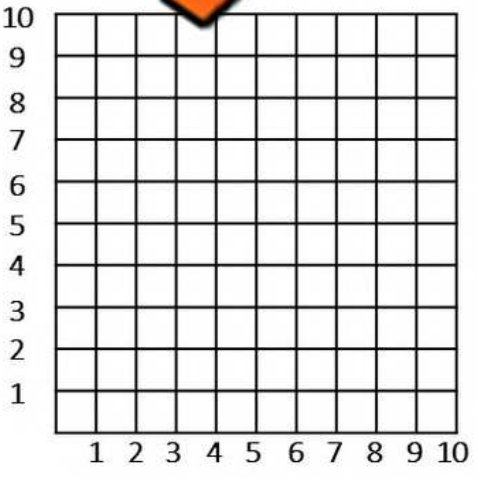
7 x _____



6 x 5 = _____



6 x 6 = _____



9 x 5 = _____

PREVIEW

Name: _____ 195

Curriculum Connection
B2.3

Mental Math - Multiplication – Skip Counting

Directions:

1. Decide which number is easier to count by
2. Count by that number the other number amount of times

$7 \times 5 = ?$

1 2 3 4 5 6 7

5, 10, 15, 20, 25, 30, 35



PREVIEW

8	9 x 3
6 x 5	7 x 6
9 x 5	1
4 x 9	8 x 9

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Name: _____ 197

Curriculum Connection
B2.3

Mental Math - Multiplication – Breaking Up Numbers

Directions

1. Break up one of the numbers into friendlier numbers (two-digit number into one)
2. Multiply the other number by the two friendlier numbers
3. Add the two answers together

Example



16 x 4
10 x 4 and 6 x 4
40 24
64



PREVIEW

1	**16 x 7**
15 x 4	**6**
18 x 7	**15 x 9**
14 x 6	**16 x 6**

Name: _____ 198

Curriculum Connection
B2.3

Mental Math - Multiplication – Doubling and Halving

Directions

1. Halve one of the numbers and double the other number (2 options)
2. Multiply the new numbers together



Example

14 x 4

Option 1: 28 x 2 or Option 2: 7 x 8

↓ ↓

56 56

PREVIEW

	16 x 8
14 x 6	**18 x 6**
18 x 4	**15**
16 x 6	**16 x 10**
19 x 4	**17 x 4**

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Curriculum Connection
B2.3

Exit Cards

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

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

PREVIEW

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Name: _____ 206

Curriculum Connection
B2.5

Multiplying by Multiples of Ten

Key Concept

Multiply the first numbers together and add a zero when multiplying by a multiple of 10

Examples – 10 x 9 = 90 | 30 x 6 = 180 | 60 x 8 = 480 | 800 x 4 = 3 200

Questions Answer the questions below using the key concept above

PREVIEW

2	
5	
7	
3	
4	
6	
8	

x 30

2	
7	
4	
3	
5	
9	

x 50

2	
6	
3	
7	
4	

x 700

2	
5	
7	
3	
4	
6	
8	

x 400

2	
6	
7	
4	
3	
5	
9	

2	
6	
3	
7	
4	
5	
9	

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Name: _____ 207

Curriculum Connection
B2.5

Activity: Multiplication Race

Objective What are we learning about?

Students will practise their multiplication facts and multiples of 10 by racing to answer questions quickly and accurately.

Materia ...t you will need for the activity.



- Index cards
- Markers o...s
- Timer (option...

Instructions How you w... ...ple... ...ty

1. Prepare a stack of index cards with multiplic... que... Include a mix of simple multiplication facts (e.g., 3 x 4, 6 x ... mult... (e.g., 5 x 50, 7 x 70).
2. Have students line up in a single file (or you can ke... nts ...ir d...k).
3. Call the first two students in line to the front. Explain that th... ...swer the multiplication question that the teacher pulls from the stack.
4. Pull a card from the stack and read the question aloud. The first student to answer correctly wins the round.
5. The student who answers correctly stays at the front to compete against the next student in line. The student who loses goes to the end of the line.
6. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
7. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

PREVIEW

Name: _____ 210

Curriculum Connection
B2.5

Math Cards | Cut out the math cards below

7 x 11	10 x 10
9 x 9	7 x 7
9 x 12	8 x
6 x 6	8 x 6

PREVIEW

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Name: _____ 212

Curriculum Connection
B2.5

Math Cards | Cut out the math cards below

5 x 120	90 x 4
5 x 8	7 x 40
2 x 6	2 x
8 x 11	70 x 5

PREVIEW

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Name: _____ 216

Curriculum Connection
B2.5

Estimating Products – Word Problems



Questions Solve the word problems below

Questions	Answers
1) Oliver is saving up for a new bicycle. Each month, he saves $235. If he saves the same amount for 3 months, how much will he have saved in total? Can you gi[illegible]n estimate?	
2) Sophia is col[illegible]or [illegible]cycling project. She collects 124 cans each day. If sh[illegible]e [illegible]ans fo[illegible]s, how many cans will Sophia collect? Give your best est[illegible]	
3) Ethan's family is planning to plant tr[illegible] their b[illegible]d. [illegible]y want to plant 112 trees in each row and plan to have 4 ro[illegible]w m[illegible]s will they plant altogether? What is your estimate?	
4) Mia is practicing her typing skills. She types about 158 words in [illegible]. How many words can Mia type in 20 minutes? Can you estimate the total number of words?	
5) Aiden is buying notebooks for school. Each notebook costs $102. If he buys 8 notebooks, how much money will Aiden spend in total? Please provide an estimate.	

PREVIEW

Name: _____ 232

Curriculum Connection
B2.5

Multiplication – 3-Digits by 1-Digit

Step 1: Setup up the Area Model

235 x 3 = _____

	200	30	5
3			

Step 2: Multiply

235 x 3 = _____

	200	30	5
3	200 x 3 600	30 x 3 90	5 x 3 15

Step 3: Add

235 x 03 = 705

	200	30	5
3	600	90	15

600 + 90 + 15 = 705

Ques [illegible] area model to solve the multiplication problems below

1) 452 x [illegible]

2) 626 x 2 = _____

3) 347 x 4 = _____

4) [illegible] x [illegible] = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

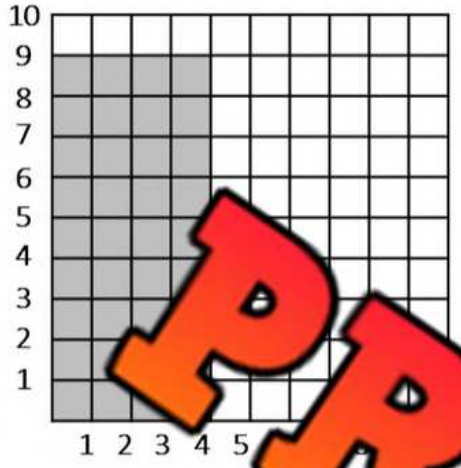
PREVIEW

Name: _____ 237

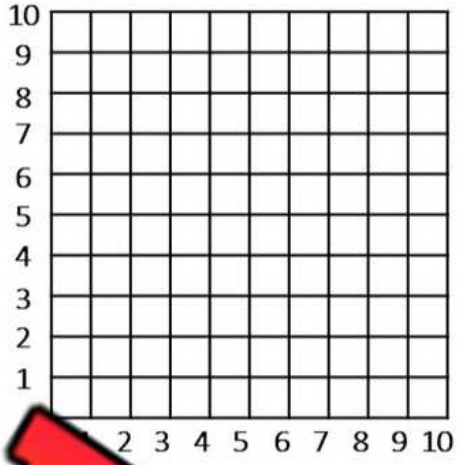
Curriculum Connection
B2.2

Division - Arrays

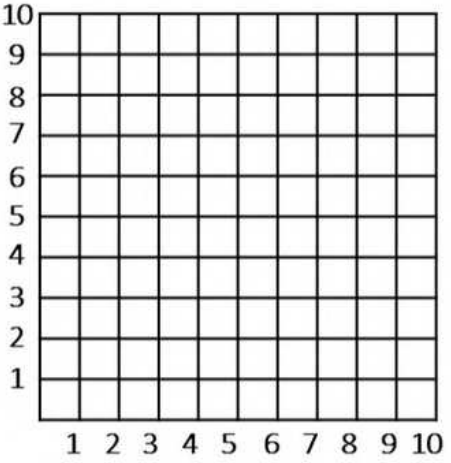
Questions Shade in the arrays using the table. Answer the questions below



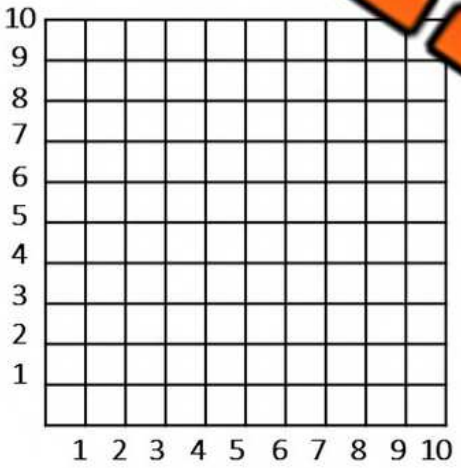
36 ÷ 4 = _____



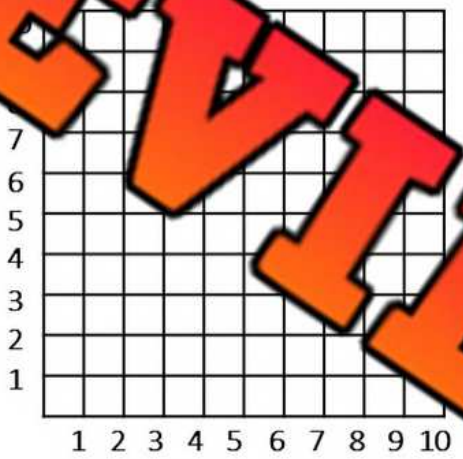
= _____



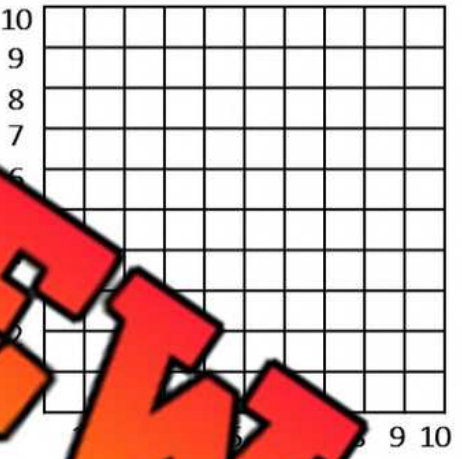
54 ÷ 6 = _____



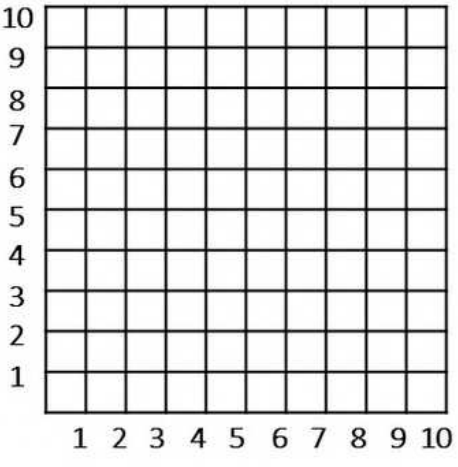
48 ÷ 8 = _____



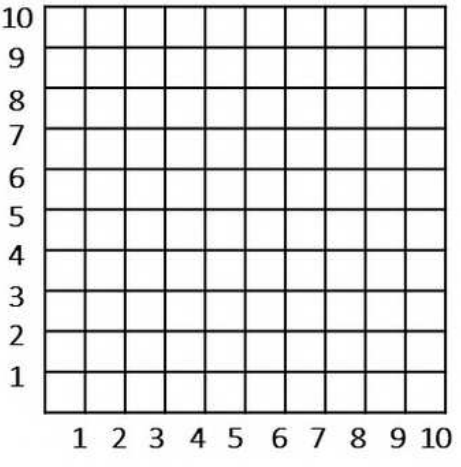
90 ÷ 10 = _____



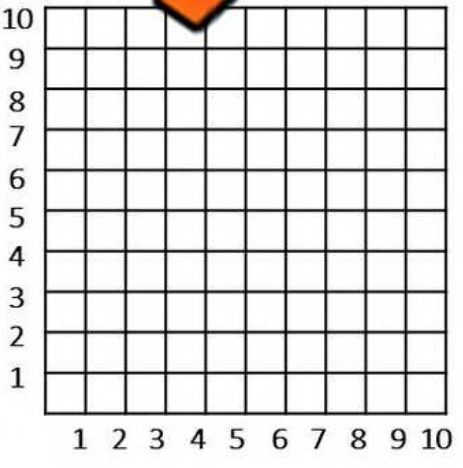
28 ÷ _____



18 ÷ 3 = _____



81 ÷ 9 = _____



40 ÷ 5 = _____

PREVIEW

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Name: _____ 244

Curriculum Connection
B2.2

Dividing by 10,100, and 1000

Part 1 Solve the division equations below.

÷ 10	÷ 100	÷ 1000
2 000 ÷ 10 =	2 000 ÷ 100 =	2 000 ÷ 1 000 =
5 000 ÷ 1	5 000 ÷ 100 =	5 000 ÷ 1 000 =
8 000 ÷	8 000 ÷ 100 =	8 000 ÷ 1 000 =
10 000 ÷ 10 =	10 000 ÷ 100 =	10 000 ÷ 1 000 =
12 000 ÷ 10 =	12 000 ÷ 100 =	12 000 ÷ 1 000 =

Part 2 Solve the divi ati ou may have a decimal quotient.

÷ 10	100	÷ 1000
2 500 ÷ 10 =	2 500 ÷ 100 =	000 =
5 800 ÷ 10 =	5 800 ÷ 100 =	800 ÷ =
8 700 ÷ 10 =	8 700 ÷ 100 =	8 700
4 530 ÷ 10 =	4 530 ÷ 100 =	4 530 ÷ 1 0
785 ÷ 10 =	785 ÷ 100 =	785 ÷ 1 000 =

Part 3 Solve

1) 512 ÷ 10 =	2) 840 ÷ 100 =	3) 3 300 ÷ 1 000 =
4) 6 250 ÷ 10 =	5) 9 800 ÷ 1 000 =	6) 1 220 ÷ 100 =

PREVIEW

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Name: _____ 245

Curriculum Connection
B2.3

Mental Math – Division – Skip Counting

Directions

1. Count up by the smaller number to the larger number
2. The answer is how many times you counted



91 ÷ 7 = ?

1 2 3 4 5 6 7 8 9 10 11 12 13

7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91

Answer = 13



70 ÷ 5

64 ÷ 4

72 ÷ 6

95 ÷ 5

96 ÷ 8

84 ÷ 6

PREVIEW

Name: _____ 246

Curriculum Connection
B2.3

Mental Math – Division – Splitting Up The Dividend

Directions

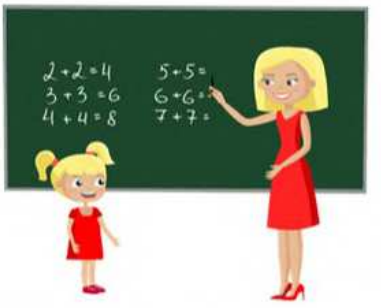
1. Break up the larger number (dividend) into friendlier numbers
2. Find out how many times your smaller number (divisor) fits into the new dividends
3. Add up how many times your smaller number fits into your larger numbers

Example

f… numbers

2… 144

144 ÷ 6 = 24
60 ÷ 6 = 10
60 ÷ 6 = 10
24 ÷ 6 = 4



PREVIEW

52 ÷ 4

138 ÷ 6

… 5

96 ÷ 4

161 ÷ 7

184 ÷ 8

162 ÷ 6

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Name: _____ 247

Curriculum Connection
B2.6

Division Practice – 1 and 2

Questions Solve as many problems as you can before the time runs out!

___
36

2 ÷ 1	4 ÷ 2	8 ÷ 2	5 ÷ 1	2 ÷ 2	2 ÷ 1
[illegible]	[illegible]	12 ÷ 2	14 ÷ 2	8 ÷ 1	2 ÷ 1
9 ÷ 1	16 ÷ 2	4 ÷ 1	8 [illegible]	10 ÷ 1	2 ÷ 2
2 ÷ 1	1 ÷ 1	18 ÷ 2	[illegible] ÷ 2	[illegible]	6 ÷ 1
6 ÷ 2	2 ÷ 1	8 ÷ 2	4 ÷ 2	12 ÷ 2	16 ÷ 2
2 ÷ 2	14 ÷ 2	3 ÷ 1	6 ÷ 2	5 ÷ 1	1 ÷ 1

PREVIEW

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Name: _____ 258

Curriculum Connection
B2.6

Division – 2 by 1 – With Remainders

Questions Solve the division problems below. Use r = to represent the remainders

1) 4 r2 6) 26	2) 3) 19	3) 2) 25	4) 5) 46
5) 4) 33	6)	7) 7) 66	8) 6) 58
9) 9) 85	10) 5) 63	11) 25	12) 2) 23
13) 7) 75	14) 1) 12	15) 4) 54	87
17) 9) 91	18) 5) 83	19) 3) 62	20) 2) 43

PREVIEW

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Curriculum Connection
B2.6

Exit Cards

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

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

PREVIEW

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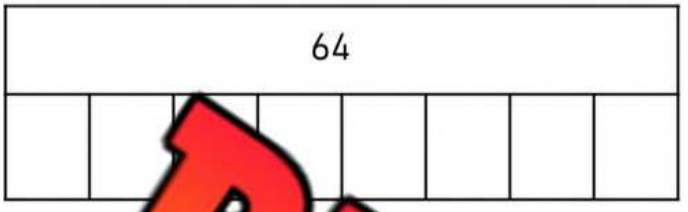
Name: _____ 260

Curriculum Connection
B2.6

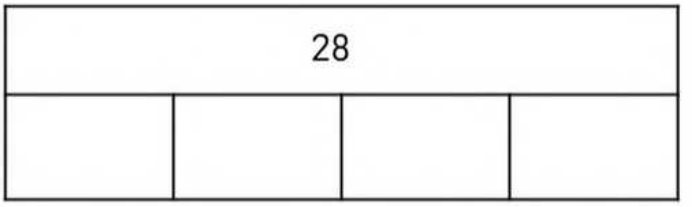
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8



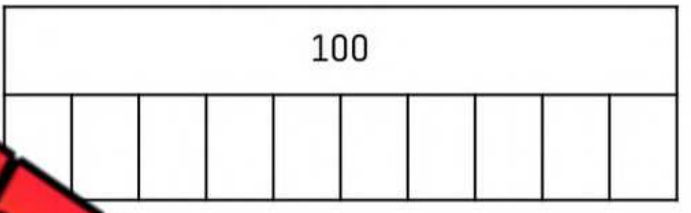
2) 28 ÷ 4



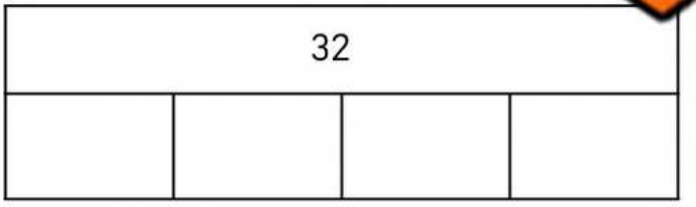
3) 48 ÷ 6



4) 100 ÷ 10



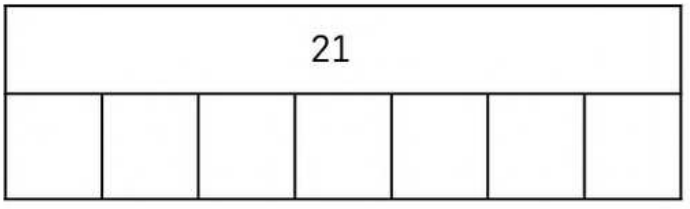
5) 32 ÷ 4



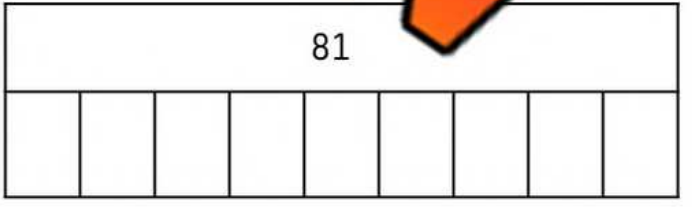
6) 35 ÷ 5



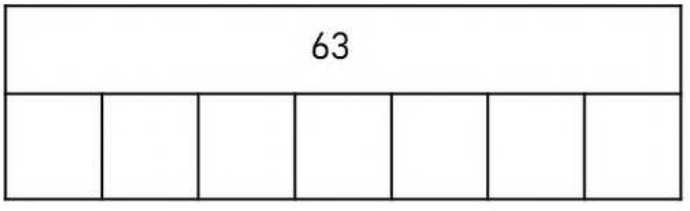
7) 21 ÷ 7



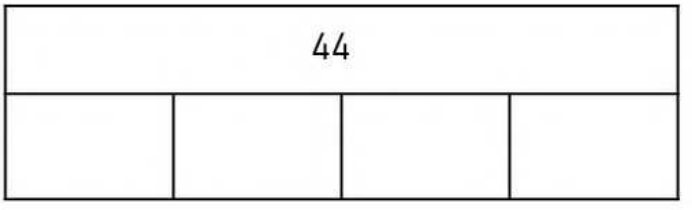
8) 81 ÷ 9



9) 63 ÷ 7



10) 44 ÷ 4



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B2.6

Division – Word Problems

Questions | Solve the problems below

1) Daniel earned $96 today working 8 hours. How much did he earn per hour?



2) Willow stud[illegible] a test she has tomorrow. She has studied the same amount f[illegible] 3 d[illegible] much did she study for each day?



3) Owen collected 146 candies on Halloween n[illegible] He [illegible] dies into 4 groups so he could share them with his 2 brothers [illegible] sister. [illegible] many candies did each sibling get?



b) How many extra candies were left over?

4) Zoey did 231 pushups last week. She did the same amount each day. How many pushups did she do each day?



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Curriculum Connection
B2.6

Division – Area Model

Questions Use the area model to answer the division questions below

1) 243 ÷ 6 = 40 r3

33 7 0

6	200	40	3
	198	42	r3
	2		

2) 258 ÷ 4

4	200	50	8

3) 428 ÷ 2

2	400	20	8

372 ÷ 6

6		70	2

5) 612 ÷ 6

6	600	10	2

6) 735 ÷ 5

5	700	30	5

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B2.6

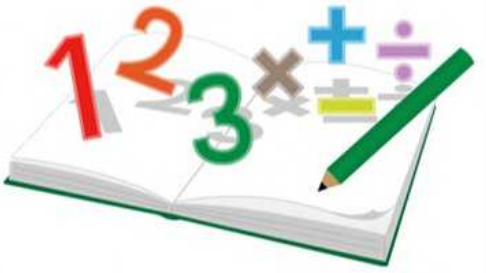
Activity: Division Race

Objective What are we learning about?

Students will practise their division facts by racing to answer questions quickly and accurately.

Material What you will need for the activity.

- Ind ards
- Markers o
- Timer (optional)



Instructions How you will compl activi

1. Prepare a stack of index cards with divi uesti
2. Have students line up in a single file (or you c tuden heir desk).
3. Call the first two students in line to the front. Explain that answer the division question that the teacher pulls from t
4. Pull a card from the stack and read the question aloud. The first student to answer correctly wins the round.
5. The student who answers correctly stays at the front to compete against the next student in line. The student who loses goes to the end of the line.
6. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
7. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

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B2.6

Math Cards | Cut out the math cards below

24 ÷ 12	30 ÷ 5
40 ÷ 8	56 ÷ 8
72 ÷ 6	36
30 ÷ 6	99 ÷ 9

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B2.6

Estimating Quotients – Rounding

When we solve a division question, we should check our quotient so we know if our answer is reasonable. We can do this by estimating the quotient. If our answer isn't close to our estimate, we know we've made an error.

Questions Round the larger number to the nearest ten and then solve

#	nding	Calculate	Reasonable?	
1)		321 ÷ 4	Yes	No
2)	273 ÷ 3	3	Yes	No
3)	558 ÷ 7	558 ÷ 7	s	No
4)	598 ÷ 6	598 ÷ 6	Yes	No

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TQ

Unit Quiz - Multiplication and Division

Part 1 Solve

13 x 6

16 x 8

161 ÷ 7

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	7	5
x		7

	7	8
x		3

			2
x			2

$6\overline{)24}$

$2\overline{)120}$

$3\overline{)162}$

$5\overline{)118}$

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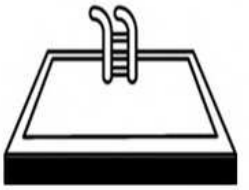
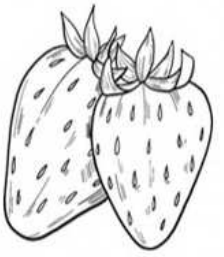
TQ

Part 2 Answer the word problems below

1) Brian put 96 L of water into his pool. He had the hose running for 8 hours. How many L were put into the pool each hour?



2) Everyd ear (365 days), Joey ate 7 pieces of fruit. How many pieces of fruit did Joe e



3) Mrs. Wilson made 84 co he divided the cookies up to give an equal amount to 6 different cla es. H s did each class get?



4) a) Tyler spent $274 each time he filled his boat with g e fi 7 times last summer. How much did he spend on gas?



Bonus) If he split the cost of gas with two other friends, how much would each friend owe? (leave the answer in dollars and include any remainder).

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Curriculum Connection
B2.7

Fractions and Repeated Addition

Fractions have two numbers that are important to remember. The **numerator** is the number on top and the **denominator** is the number on the bottom.

$\frac{1}{4}$ → Numerator – How many parts you have

→ Denominator – The total number of parts in the whole

The whole is cut up into 4 equal pieces. The numerator tells us how many pieces are being counted. If we have 3 pieces, we can use repeated addition or multiplication.

Example: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ or $3 \times \frac{1}{4} = \frac{3}{4}$

PREVIEW

Questions – Complete the table by representing the fraction in different ways

	Repeated Addition	Multiplication	Fraction Notation
Ex.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$	$4 \times \frac{1}{3}$	$\frac{4}{3}$
1)	$\frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$		
2)	$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$		
3)	$\frac{2}{8} + \frac{2}{8} + \frac{2}{8}$		
4)	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$		
5)	$\frac{4}{9} + \frac{4}{9} + \frac{4}{9} + \frac{4}{9} + \frac{4}{9}$		
6)	$\frac{7}{10} + \frac{7}{10} + \frac{7}{10} + \frac{7}{10} + \frac{7}{10} + \frac{7}{10}$		

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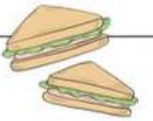
B2.7

Fractions and Repeated Addition



Questions | Fill in the table by representing the fraction in different ways

Scenario		
1) At a party, Noah takes 5 slices of pizza. Each pizza was cut into 8 slices. What fraction of a pizza did Noah eat?		
R[illegible]d Addition	**Multiplication**	**Fraction Notation**

Scenario		
2) A birthday cake [illegible]t int[illegible] [illegible]xel eats 3 slices of cake. What fraction of the cake did Axel eat?		
Repeated Addition	**M[illegible]ation**	**Fraction Notation**

Scenario		
3) Reese's mom makes a bunch of sandwiches and cu[illegible] int[illegible] [illegible]eese eats 6 pieces of sandwich. What fraction of a sandwich d[illegible] Ree[illegible]		
Repeated Addition	**Multiplication**	**Fra[illegible]tation**

Scenario		
4) Hayden has a few chocolate bars that he will share with his friends. He decides to cut each chocolate bar in half. He eats 5 pieces of chocolate bar. What fraction of a chocolate bar did he eat?		
Repeated Addition	**Multiplication**	**Fraction Notation**

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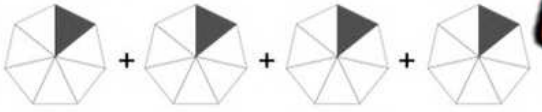
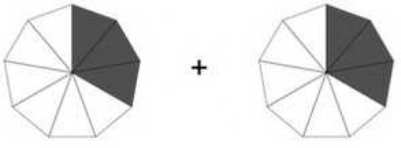
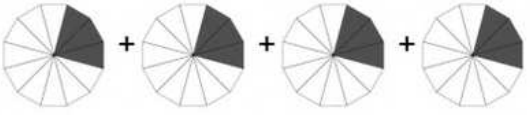
B2.7

Fractions and Repeated Addition

Questions Fill in the table by representing the fraction in different ways

	Visual	Repeated Addition	Multiplication	Fraction Notation
1)				
2)				
3)				
4)				
5)				
6)				

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B2.7

Repeated Addition & Multiplying Fractions

Part 1 Add and multiply the fractions below

Adding Fractions	Multiplying Fractions
1) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$ _____	$4 \times \frac{1}{6} = \frac{4}{6}$
2) $\frac{}{10} + \frac{}{10} =$ _____	$3 \times \frac{2}{10} =$ _____
3) $\frac{3}{12} + \frac{3}{12} + \frac{}{12} + \frac{}{12} =$ _____	$4 \times \frac{3}{12} =$ _____
4) $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$ _____	$\frac{1}{} =$ _____

PREVIEW

Part 2 Write the corresponding addition or multiplication

Adding Fractions	Multiplying Fractions
1) $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} =$ _____	____ x _____ = _____
2)	$3 \times \frac{3}{12} =$ _____
3) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$ _____	____ x _____ = _____

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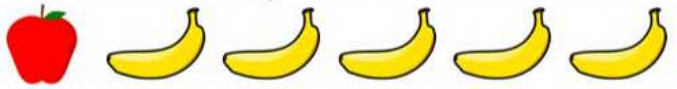
B2.8

Ratios

A **ratio** shows the relationship between two amounts.

Example 

The ratio of apples to bananas is 1:5. For every apple you have, you have 5 bananas.

Questions Write the ratios for the questions below



The ratio of co[illegible]ake _____ : _____



The ratio of tomato to onion is _____ : _____



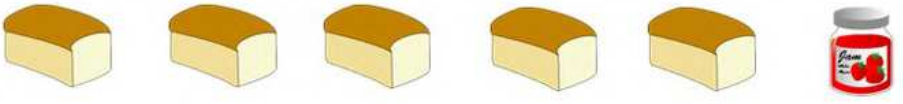
The ratio of pizza to drink is _____ : _____



The ratio of burger to fries is _____ : _____



The ratio of pineapple to strawberries is _____ : _____



The ratio of bread to jam is _____ : _____

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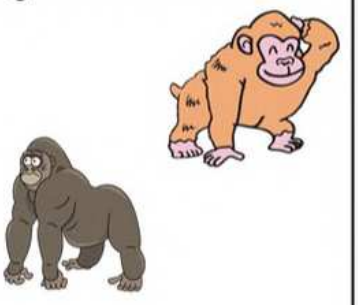
B2.8

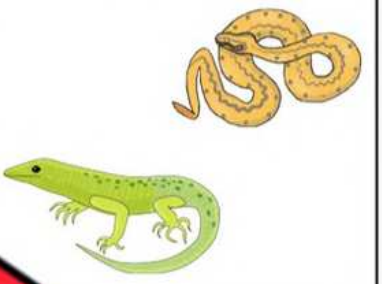
Ratios Word Problems – At The Zoo

Questions 1) Draw pictures 2) Use a solution statement 3) show your thinking

1) At the zoo, the ratio of gorillas to monkeys is 1:3. There are 6 gorillas in the zoo. How many monkeys are there?



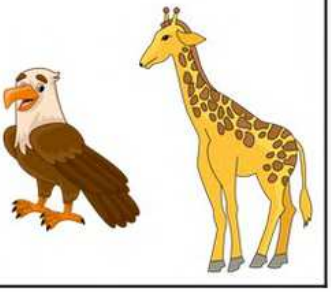
2) At the zoo, the ratio of snakes to lizards is 1:10. There are 50 lizards. How many snakes are there?



3) At the zoo, the ratio of lions to elephants has to be 3:1. If 6 lions is released back into the wild, how many elephants should be released?



4) At the zoo, the ratio of giraffes to eagles has to be 2:6. If one giraffe is released back into the wild, how many eagles should be released?



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B2.8

Rates

A **rate** is a **comparison** between two numbers that are in **different** units. We use a colon for ratios, but we commonly use per when we describe a unit rate.

For example – John drove 200 km in 2 hours. His speed is a rate between km and hours. His rate is 100km per hour.

Questions Write the rates for the questions below

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1) 6 dollar[illegible]rgers

Rate =



Rate = 2 dollars [illegible]

2) 10 dollars for 10 pencils

Rate =

Rate = _____

3) 15 dollars for 5 batte[illegible]s

Rate =

Rate = _____

4) 8 dollars for 2 coffees



Rate = _____

5) 12 dollars for 6 chocolate bars

Rate =



Rate = _____

6) [illegible]of s[illegible]

Rate =

Rate = _____

7) Driving 400km in 4 hours

Rate =

Rate = _____

8) Running 10 km in 2 hours



Rate =

Rate = _____

9) 200 km on 20 litres of gas

Rate =



Rate = _____

10) Growing 20cm every 2 years

Rate =

Rate = _____

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Rate Word Problems

Questions | Write the rates for the questions below

1) Cory bought 10 drinks for $5.



a) What is the unit rate?

b) If Cory [illegible] 30 drinks, how much would it cost him?

2) Jacob drove [illegible] hours.



a) What is the unit [illegible]

b) If Jacob drove 8 hours, how [illegible] have driven?

3) On a rainy April day, it rained 21 mm in 3 hours.



a) What is the unit rate?

b) If it continued to rain that hard for 9 hours, how many mm of rain wou[illegible]

4) Brianna drove 240km and used 80 litres of gas.



a) What is the unit rate?

b) If she kept driving and used 160 litres of gas total, how many km did she drive?

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Unit Test – Fractions and Ratios

Part 1 Fill in the table by representing the fraction in different ways

	Repeated Addition	Multiplication	Standard Fraction
1)	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$		
2)	$\frac{2}{4} + \frac{2}{4} + \frac{2}{4} + \frac{2}{4}$		
3)	$\frac{3}{8} + \frac{3}{8}$		
4)	$\frac{3}{6} + \frac{3}{6} + \frac{3}{6} + \frac{3}{6}$		
5)	$\frac{4}{10} + \frac{4}{10} + \frac{4}{10} + \frac{4}{10} + \frac{4}{10}$		

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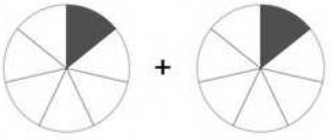
Part 2 Fill in the table by representing the fraction in different ways

	Visual	Repeated Addition	Multiplication	Standard Fraction
1)				
2)				

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Part 3 — Write the rates for the questions below

1) 8 dollars for 4 burgers Rate = Unit Rate = _____	2) 10 dollars for 10 pencils Rate = Unit Rate = _____
3) 15 dolla… …atteries Rate = Unit Rate = _____	4) 8 dollars for 2 coffees Rate = Unit Rate = _____

PREVIEW

Part 4 — Se… …e rate q… …below

1) Cory bought 10 drinks for $20.

a) What is the unit rate?



b) If Cory bought 30 drinks, how much would it cost him?

2) Jacob drove 220km in 2 hours.

a) What is the unit rate?



b) If Jacob drove 8 hours, how many kilometres would he have driven?

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