

Grade 4
E1 – Geometric and Spatial Reasoning



	Curriculum Expectations	Pages That Cover the Expectations
E1.1	identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry	5 – 45
E1.2	that move a point from one coordinate to another	46 – 61
E1.3	describe and perform translations and reflections on a grid, and predict the results of these transformations	62 – 85

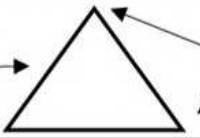
Preview of 130 pages from this product that contains 484 pages total.

Name: _____ 7

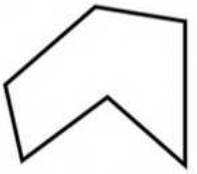
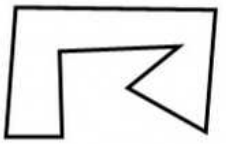
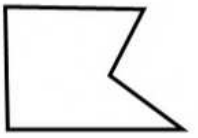
Curriculum Connection
E1.1

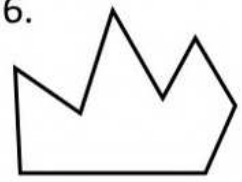
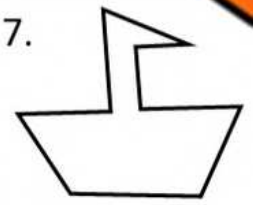
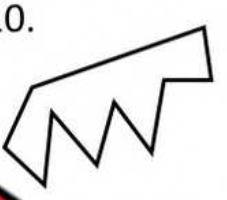
Sides and Vertices

Reminder: Side → Vertices



Part 1 How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

6.	7.	8.	9.	10.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

PREVIEW

Part 2 Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	**4** sides	**5** sides	**6** sides	**7** sides
3 vertices	**4** vertices	**5** vertices	**6** vertices	**7** vertices

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Curriculum Connection
E1.1

Exit Cards

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

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

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Curriculum Connection
E1.1

Sides and Vertices Word Problems



Questions | Answer the questions below

	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sa[illegible] a figure with 4 sides of equal length. How many [illegible]ve?	
3	A shape [illegible]rtices [illegible]des. What shape is it?	
4	A classroom door is shaped lik[illegible]ngl[illegible]w many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 m[illegible]. A tai[illegible] wants to cut it into a different shape that is 15 [illegible]long[illegible] wide will the new piece of fabric be if it has the sa[illegible]area?	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

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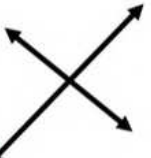
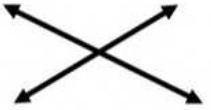
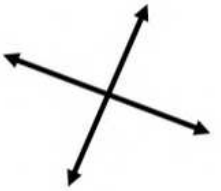
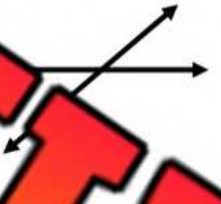
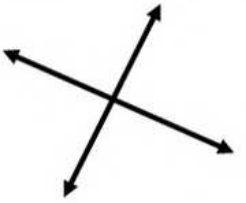
Curriculum Connection
E1.1

Parallel, Perpendicular and Intersecting Lines

= Parallel Lines = Perpendicular Lines = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

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

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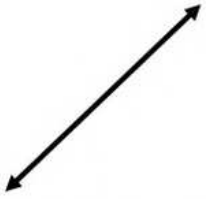
Part 2 Draw a second line that is intersecting, perpen[illegible] or paral[illegible] the other line

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

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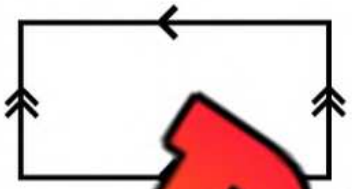
Curriculum Connection
E1.1

Parallel and Perpendicular Lines in Rectangles

Part 1 Label the parallel lines with arrows. The first one is done for you.

1)



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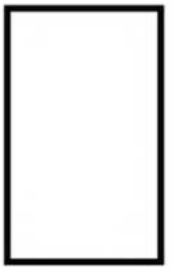

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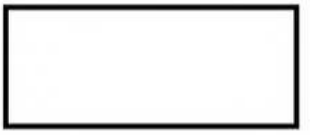

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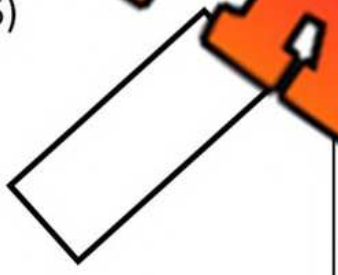

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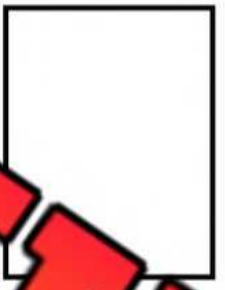

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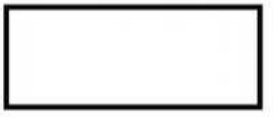
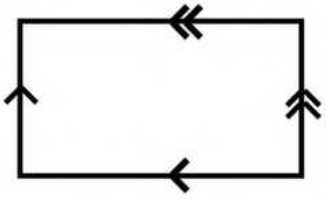


Part 2 Draw one or two arrows to m[illegible]s per[illegible]line.

1)



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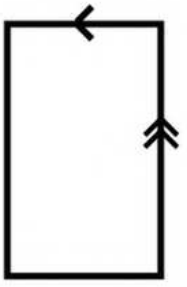

3)





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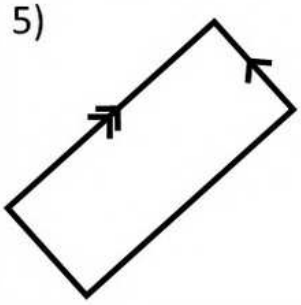

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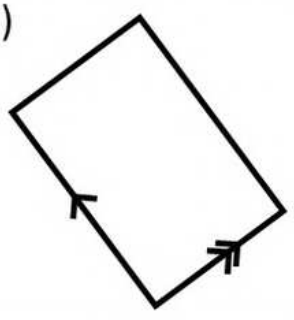

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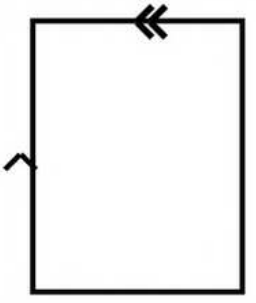

8)



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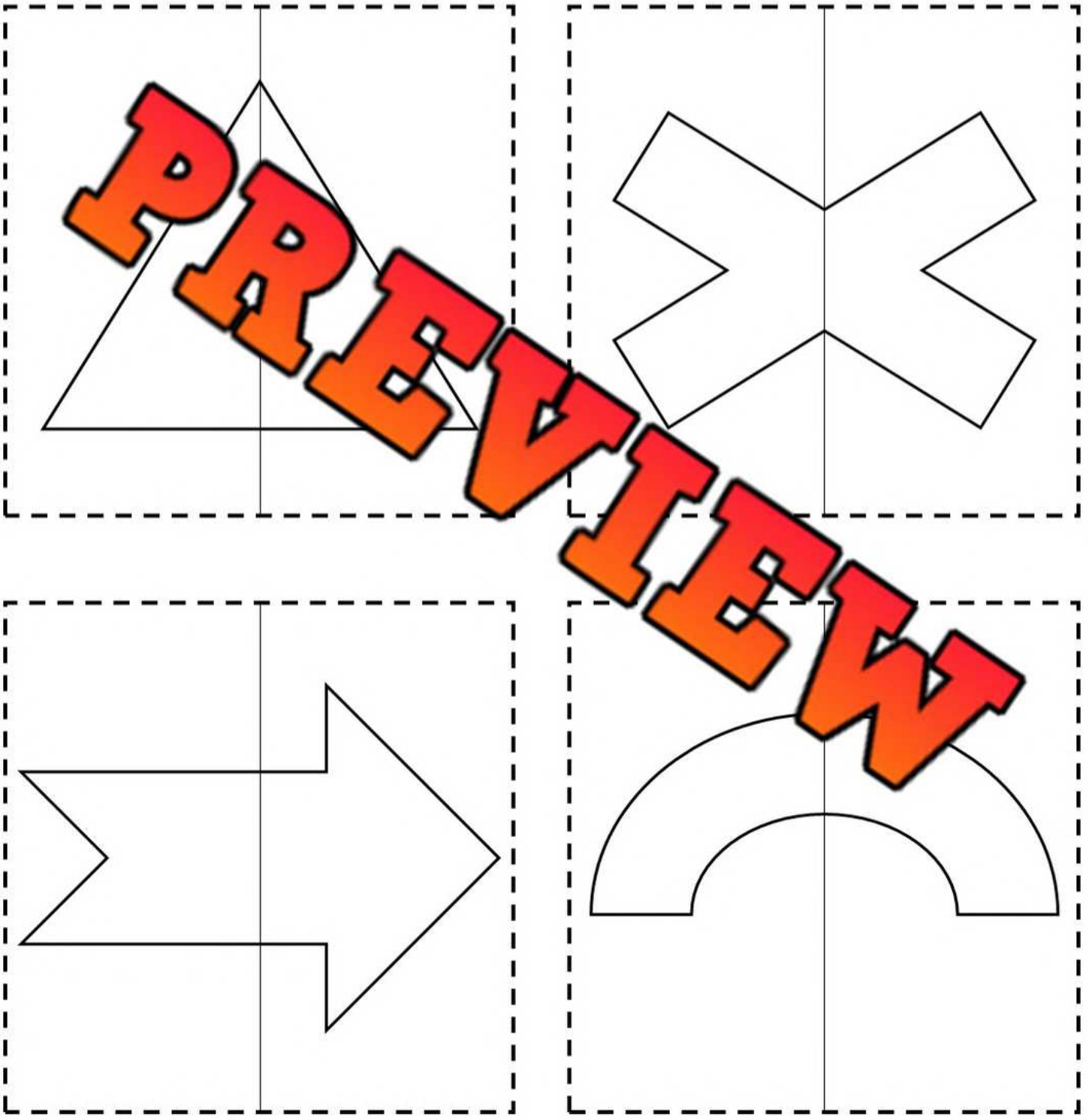
Curriculum Connection
E1.1

Line of Symmetry - Folding

Directions Cut out the box. Then fold it to see if the shape is symmetrical



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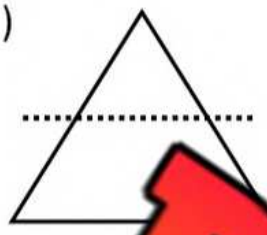
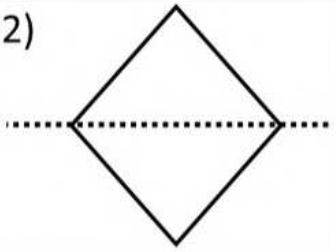
Curriculum Connection
E1.1

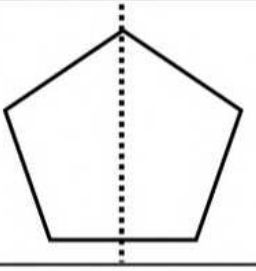
Line of Symmetry

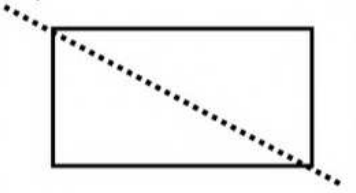


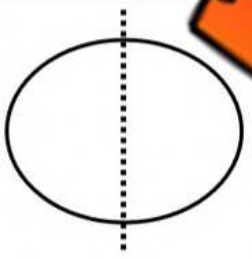
Questions Is the dotted line a line of symmetry? Write yes or no.

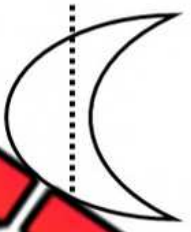
1) 

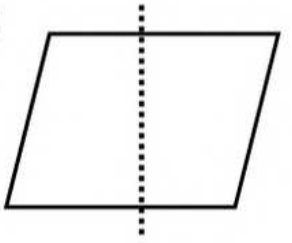
2) 

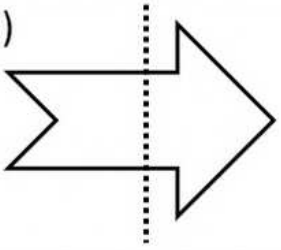
3) 

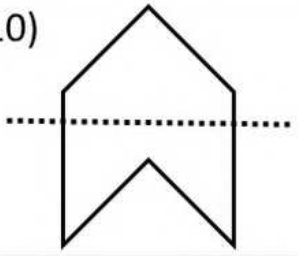
4) 

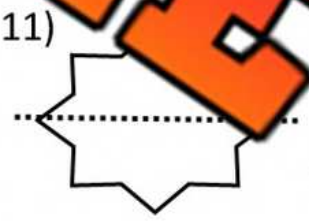
5) 

7) 

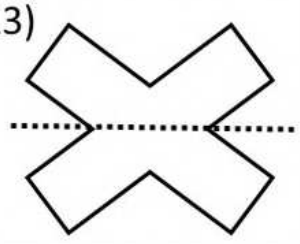
8) 

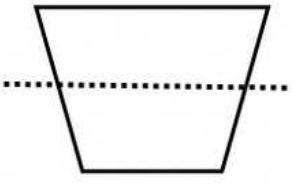
9) 

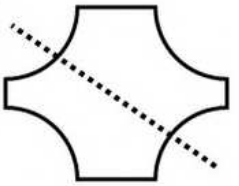
10) 

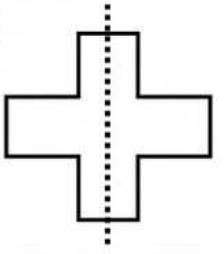
11) 



13) 

14) 

15) 

16) 

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E1.1

Line of Symmetry – Finishing Picture

Directions Use the grid to help you finish the picture. Draw the symmetrical

KIDS games

FINISH THE PICTURE





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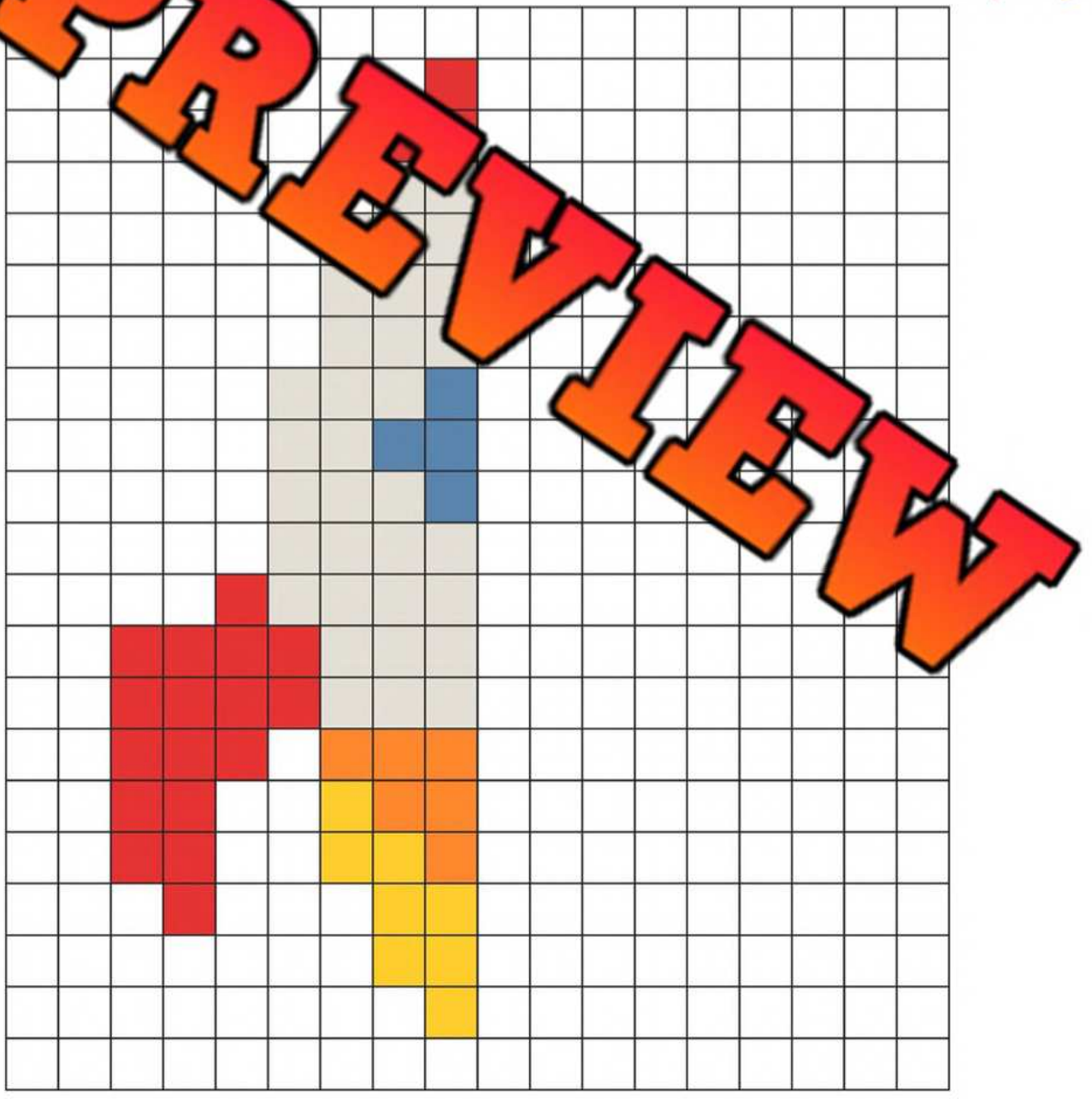
Curriculum Connection
E1.1

Line of Symmetry – Finishing a Picture

Directions Use the grid to help you finish the picture. Draw the rocket symmetrical

COMPLETE THE PICTURE





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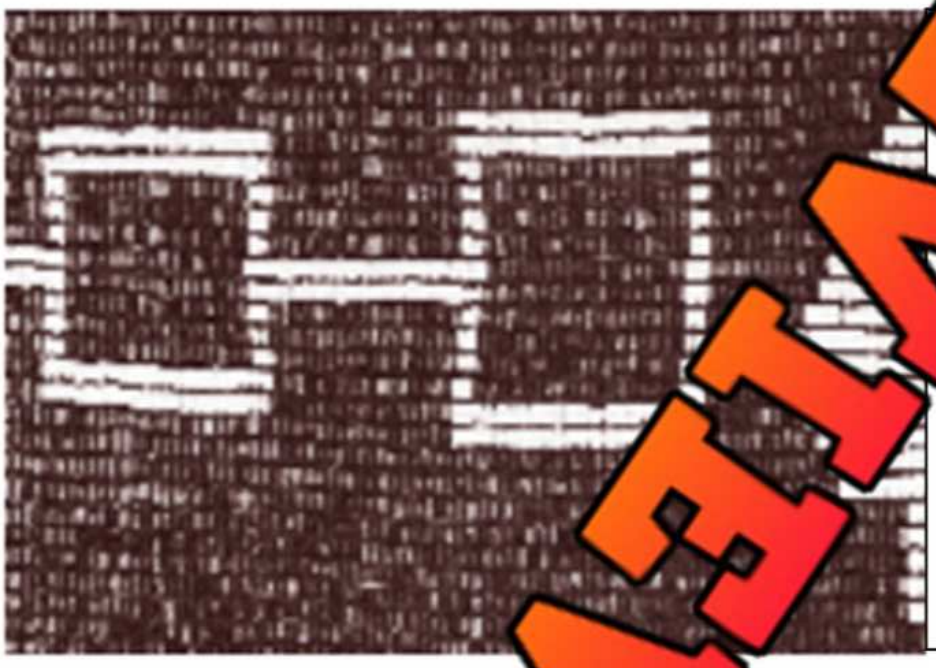
E1.1

Symmetry in Indigenous Designs



Directions Draw the mirror image of the wampum belt



SENECA NATION
Keepers of the Western Door

CA NA

ONONDAGA NATION
Keepers of the Central Fire and the heart of the Five Nations loyal to the Great Law of Peace

ONEIDA NATION

MOHAWK NATION
Keepers of the Eastern Door

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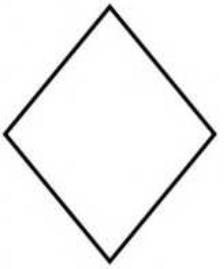
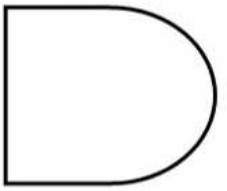
Curriculum Connection
E1.1

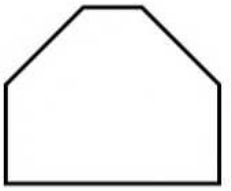
Drawing Lines of Symmetry

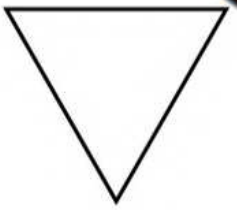
Questions Draw a line of symmetry on the shapes below

1) 

2) 

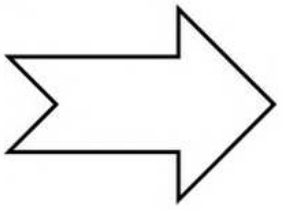
3) 

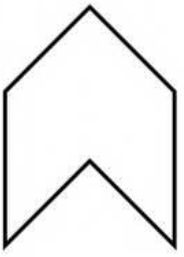
4) 

5) 

7) 

8) 

9) 

10) 

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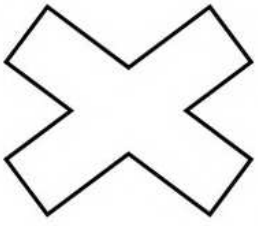
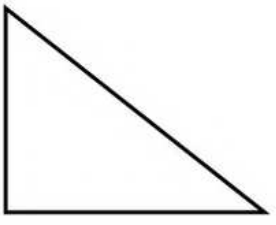
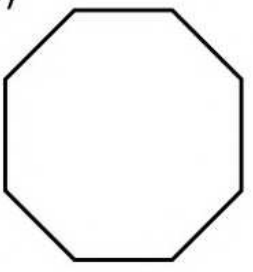
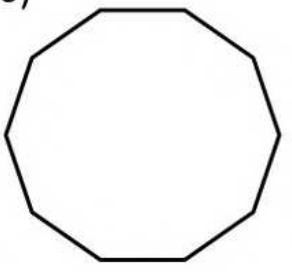
13) 

14) 

15) 

16) 

PREVIEW

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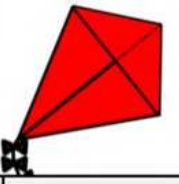
Name: _____ 35

Curriculum Connection
E1.1

Lines of Symmetry Word Problems



Questions | Answer the questions below

	Word Problems	Answers
1	In art class, Sarah draws a square. How many lines of symmetry does her square have?	
2	as a tri g. If the flag is equilateral, how many lines of symmetry	
3	Aisha cuts out a hea fo roject. How many lines of symmetry does the he	
4	Jason draws a rectangle and then cuts it in cally. many lines of symmetry does the original recta ve, how many does each half have now?	
5	Jade examines an oval-shaped track. Determine the number of lines of symmetry the oval has.	
6	Liam folds a piece of paper into a kite shape. How many lines of symmetry are in Liam's kite?	

PREVIEW

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Curriculum Connection
E1.1

Exit Cards

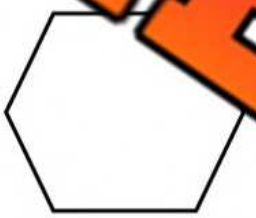
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) How many lines of symmetry does the shape have?

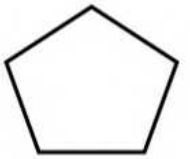


2) Draw the lines of symmetry on the shape below.



Name: _____

1) How many lines of symmetry does the shape have?

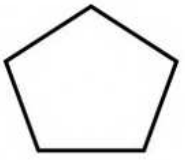


2) Draw the lines of symmetry on the shape below.

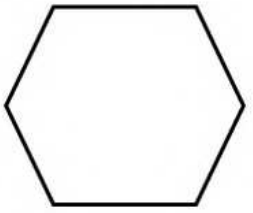


Name: _____

1) How many lines of symmetry does the shape have?

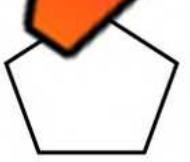


2) Draw the lines of symmetry on the shape below.

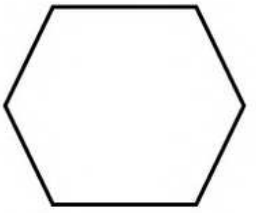


Name: _____

1) How many lines of symmetry does the shape have?



2) Draw the lines of symmetry on the shape below.



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Name: _____ 38

Curriculum Connection
E1.1

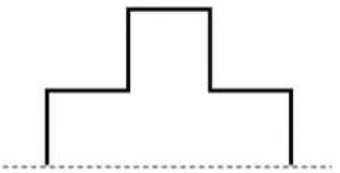
Drawing Mirror Image Using Line of Symmetry

Questions Draw the mirror image of the shapes below

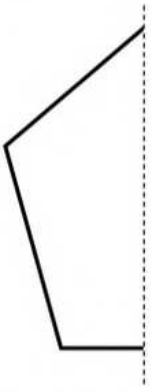
1)



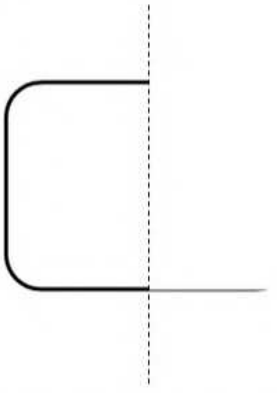
2)



3)



4)



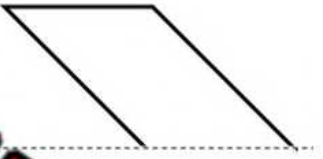
5)



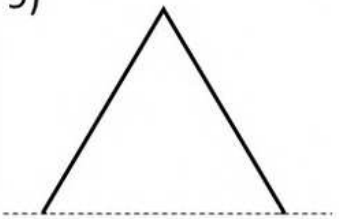
6)



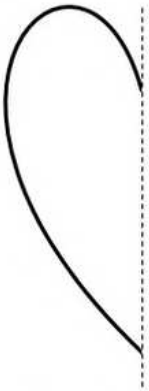
8)



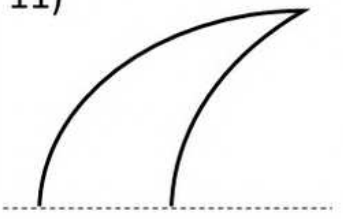
9)



10)



11)



12)



PREVIEW

Name: _____ 39

Curriculum Connection
E1.1

Drawing Mirror Objects Using Real – Life Objects

Questions Draw the mirror image of the real-life objects below

1)



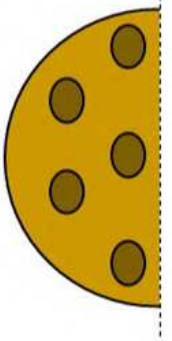
2)



3)



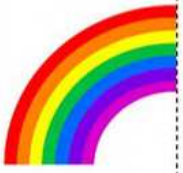
4)



5)



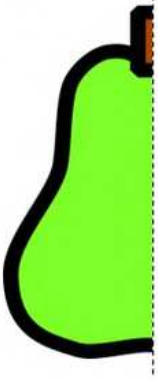
6)



8)



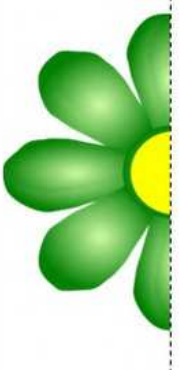
9)



10)



11)



12)



PREVIEW

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Name: _____ 41

Curriculum Connection
E1.1

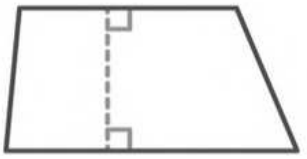
Quadrilaterals

Trapezium



No si… el

Trapezoid



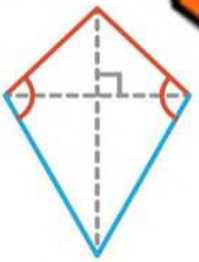
Two sides are parallel

Parallelogram



Two pairs of parallel sides

Kite



Two pairs of adjacent sides are of equal length

Rhombus

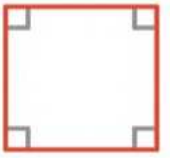
Four sides are of equal length

Rectangle



…right…

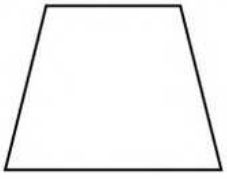
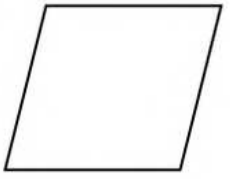
Square

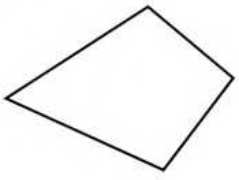
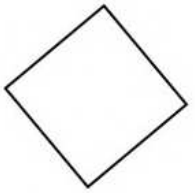
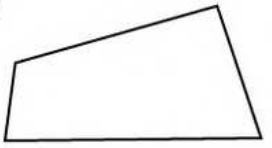
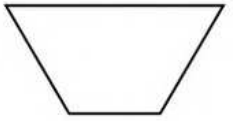


All four sides are of equal length

PREVIEW

Directions Write the names of the quadrilaterals below.

1)	2)	3)	
			

5)	6)	7)	8)
			

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Name: _____ 42

Curriculum Connection
E1.1

Quadrilaterals

Directions Describe the geometric properties and draw each of the quadrilaterals

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

PREVIEW

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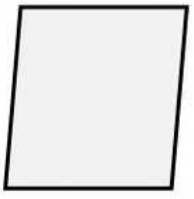
Name: _____ 43

Curriculum Connection
E1.1

Quadrilaterals

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

Square	Rectangle
	
Similarities	**Differences**

Rhombus	Rectangle
	
Similarities	**Differences**

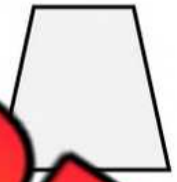
PREVIEW

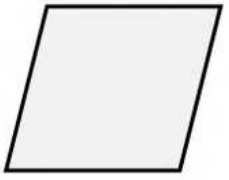
Name: _____ 44

Curriculum Connection
E1.1

Quadrilaterals

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

Trapezoid	Rectangle
	
Similarities	**Differences**

Parallelogram	Rectangle
	
Similarities	**Differences**

PREVIEW

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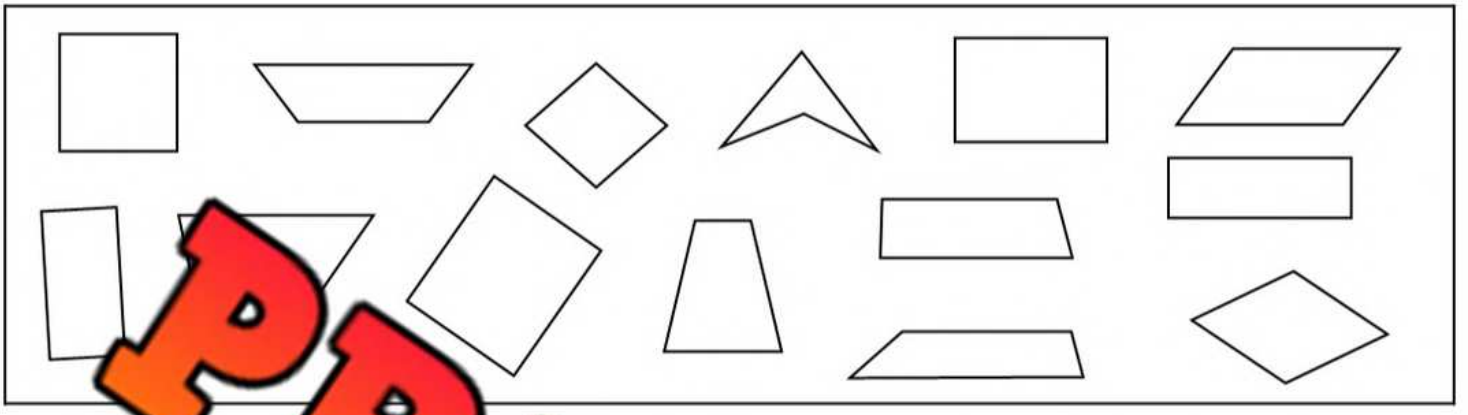
Name: _____ 45

Curriculum Connection
E1.1

Geometric Properties - Rectangles

Part 1 Colour or circle the rectangles in the collection of quadrilaterals below



Part 2 the ns below using their geometric properties

1)	2)	3)
Four equal sides? Yes No	Four equal sid No	qual sides? Yes No
Four 90° angles? Yes No	Four 90° angles?	gles? Yes No
Lines of symmetry =	Lines of symmetry =	

Part 3 Answer the questions below

1) Why are all squares' rectangles, but not all rectangles are squares?

2) Why are all squares' rhombuses, but not all rhombuses are squares?

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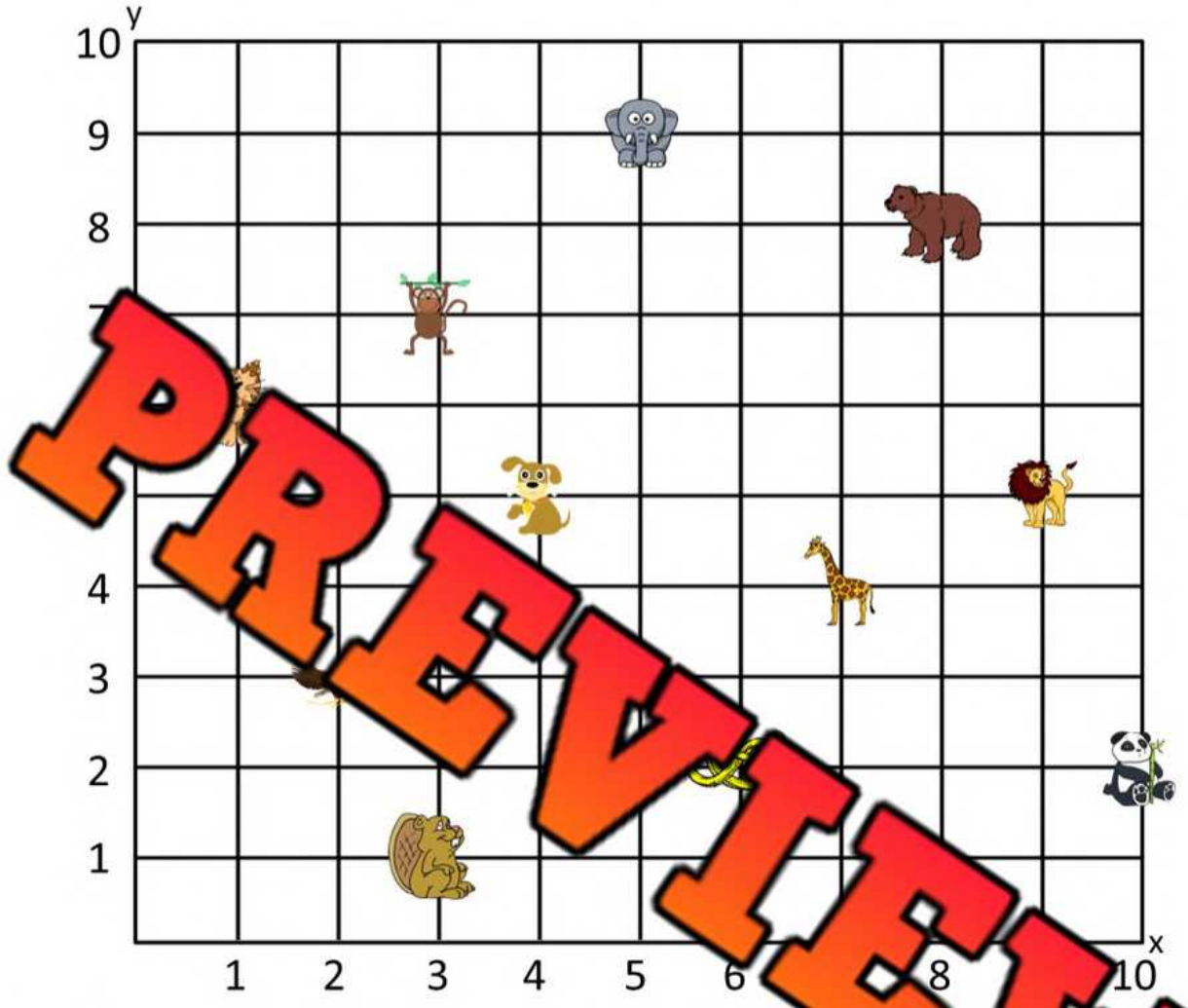
Name: _____ 46

Curriculum Connection
E1.2

Using a Coordinate System



PREVIEW

Instructions Label the objects on the grid by using the ne bers a xis

Symbol	Coordinates (x, y)
	(6 , 2)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

Symbol	Coor es (x, y)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

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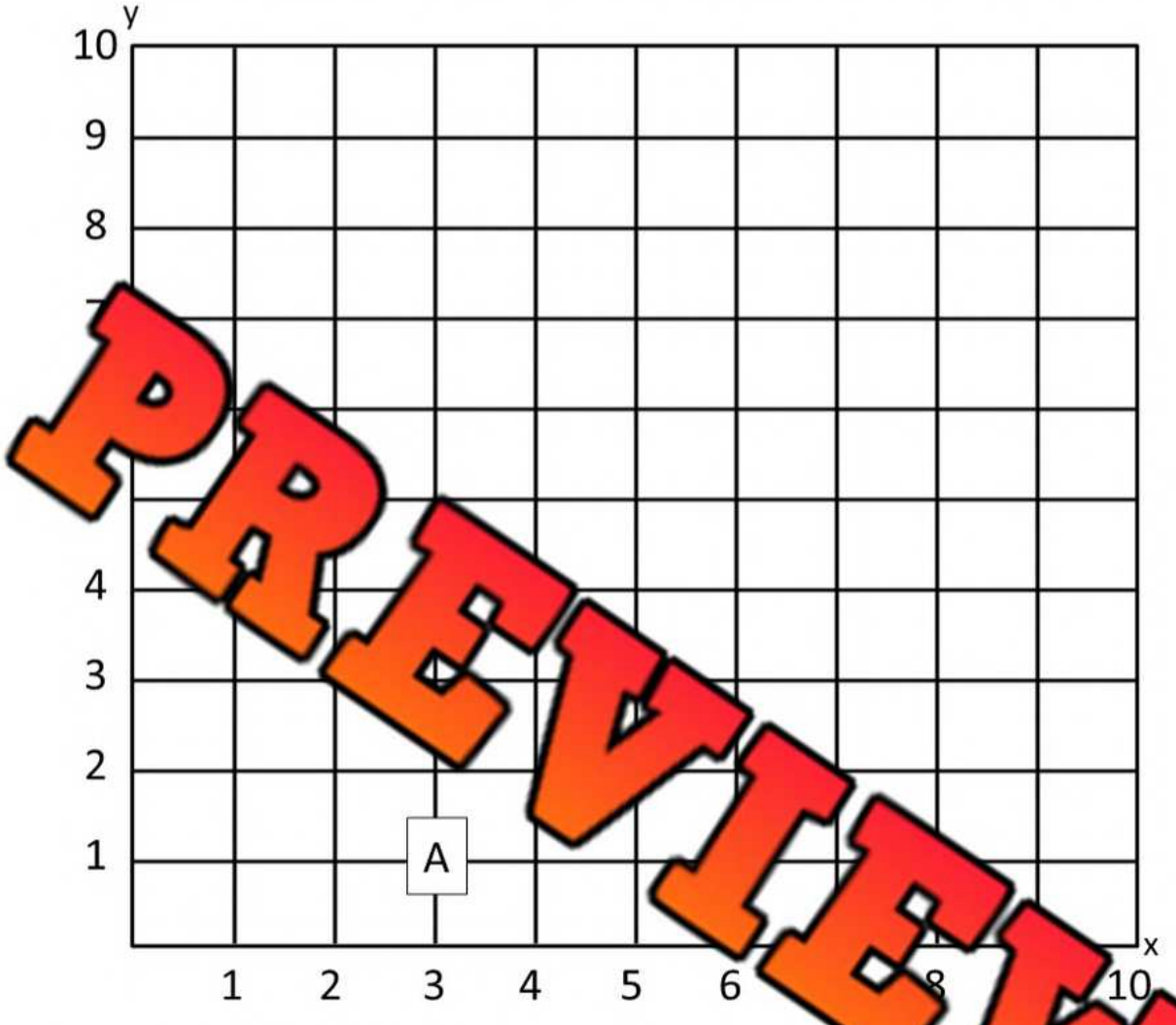
Name: _____ 47

Curriculum Connection
E1.2

Using a Coordinate Grid - Challenge



PREVIEW

Instructions Write the letters on the grid according to the

Letter	Coordinates (x, y)
A	(3, 1)
B	(2, 5)
C	(10, 10)
D	(9, 7)
E	(6, 4)

Letter	Coordinates (x, y)
F	(3, 7)
G	(1, 5)
H	(7, 3)
I	(4, 8)
J	(8, 9)

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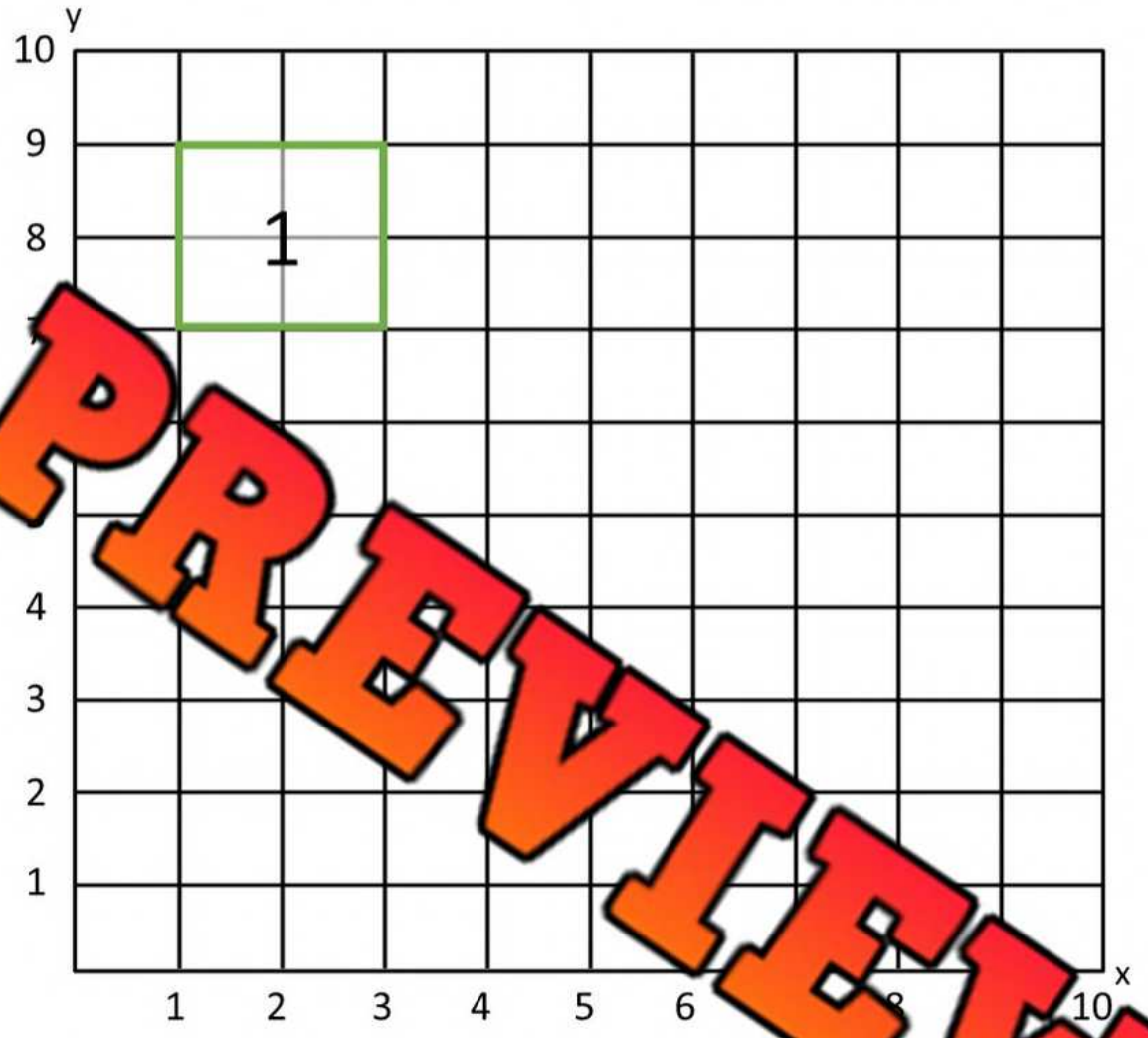
Name: _____ 50

Curriculum Connection
E1.2

Plotting Polygons on a Coordinate Grid



PREVIEW

Instructions Place a point using the coordinates. Connect the poi ygon

Polygon	Coordinates (x, y)
1	~~(1, 7), (3, 7), (3, 9), (1, 9)~~
2	(5, 4), (7, 4), (5, 6)
3	(2, 1), (3, 1), (3, 3), (4, 3)
4	(6, 0), (6, 2), (9, 0), (9, 2)

Polygon	Coordinates (x, y)
5	(8, 8), (10, 8), (9, 10)
6	(9, 5), (10, 6), (9, 7), (8, 6)
7	(4, 8), (7, 8), (6, 10), (5, 10)
8	(8, 3), (8, 4), (9, 4), (9, 3)

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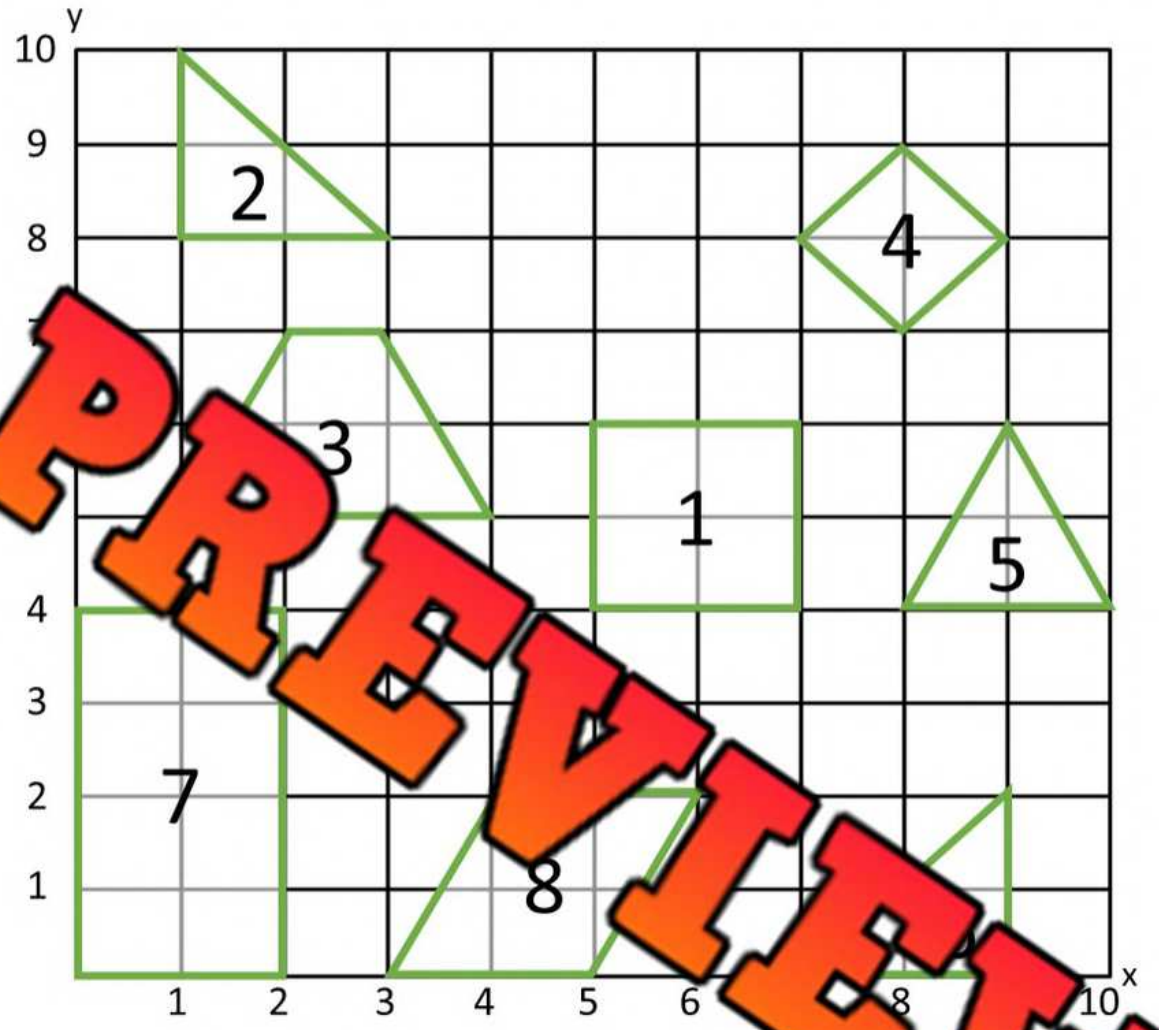
Name: _____ 51

Curriculum Connection
E1.2

Plotting Polygons on a Coordinate Grid



PREVIEW

Instructions Write the coordinates for the vertices of each

Polygon	Coordinates (x, y)
1	
2	
3	
4	

Polygon	Coordinates (x, y)
5	
6	
7	
8	

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Name: _____ 53

Curriculum Connection
E1.2

Using a Coordinate Grid - Challenge



PREVIEW

Instructions Write the letters on the grid according to the

Letter	Coordinates (x, y)
A	(25, 55)
B	(65, 25)
C	(35, 80)
D	(15, 30)
E	(80, 30)

Letter	Coordinates (x, y)
F	(85, 45)
G	(65, 65)
H	(95, 10)
I	(40, 85)
J	(90, 65)

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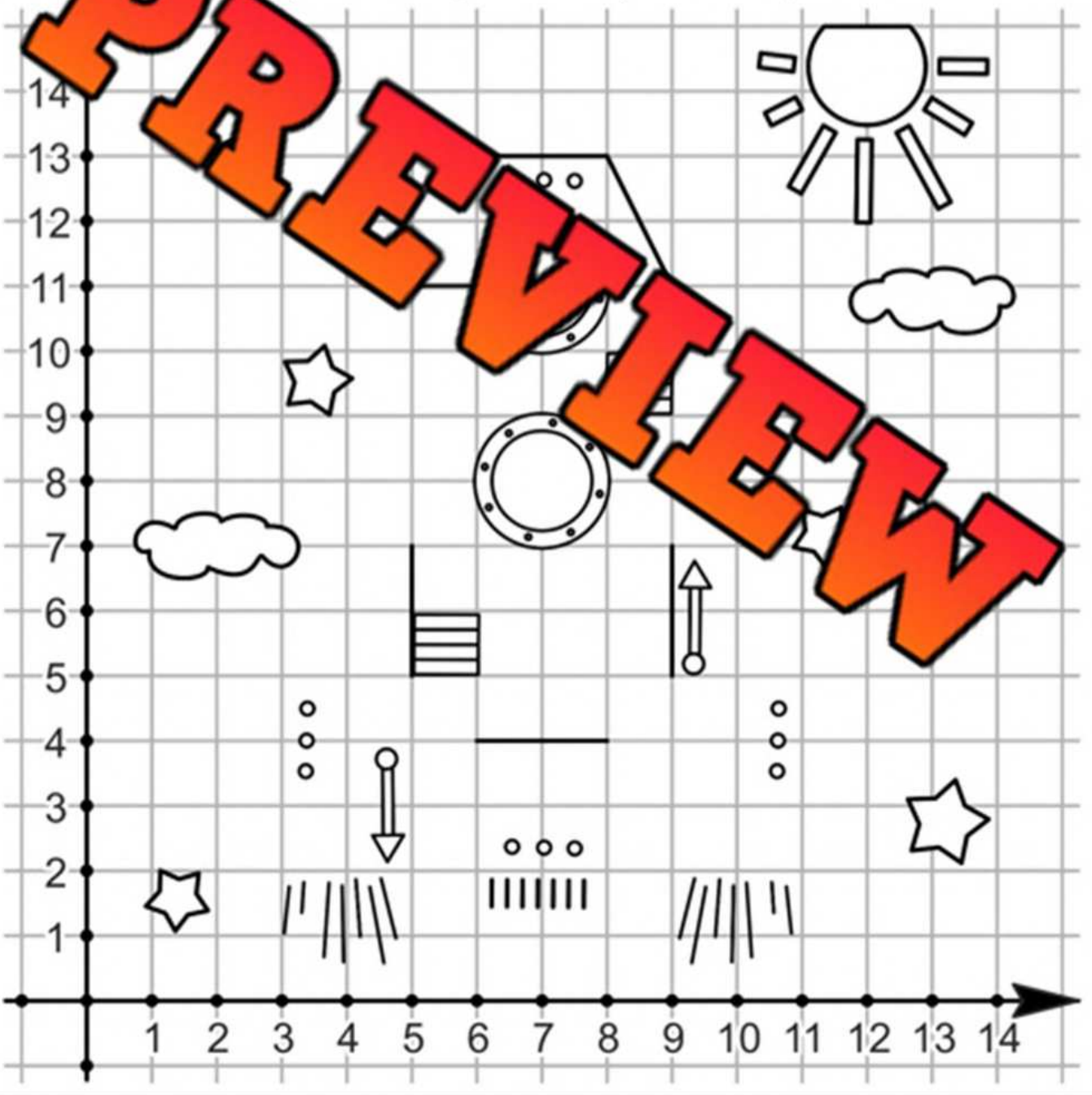
Name: _____ 58

Curriculum Connection
E1.2

Drawing With Coordinates

Instructions Plot and connect the dots with the coordinates below

(8, 11),	(9, 2),	(6, 3),	(5, 8),	(6, 13).
(9, 11),	(9, 4),	(5, 4),	(5, 11),	
(9, 8),	(8, 3),	(5, 2),	(6, 13),	
(11, 5),	(8, 2),	(3, 2),	(7, 14),	
, 2),	(6, 2),	(3, 5),	(8, 13),	



PREVIEW

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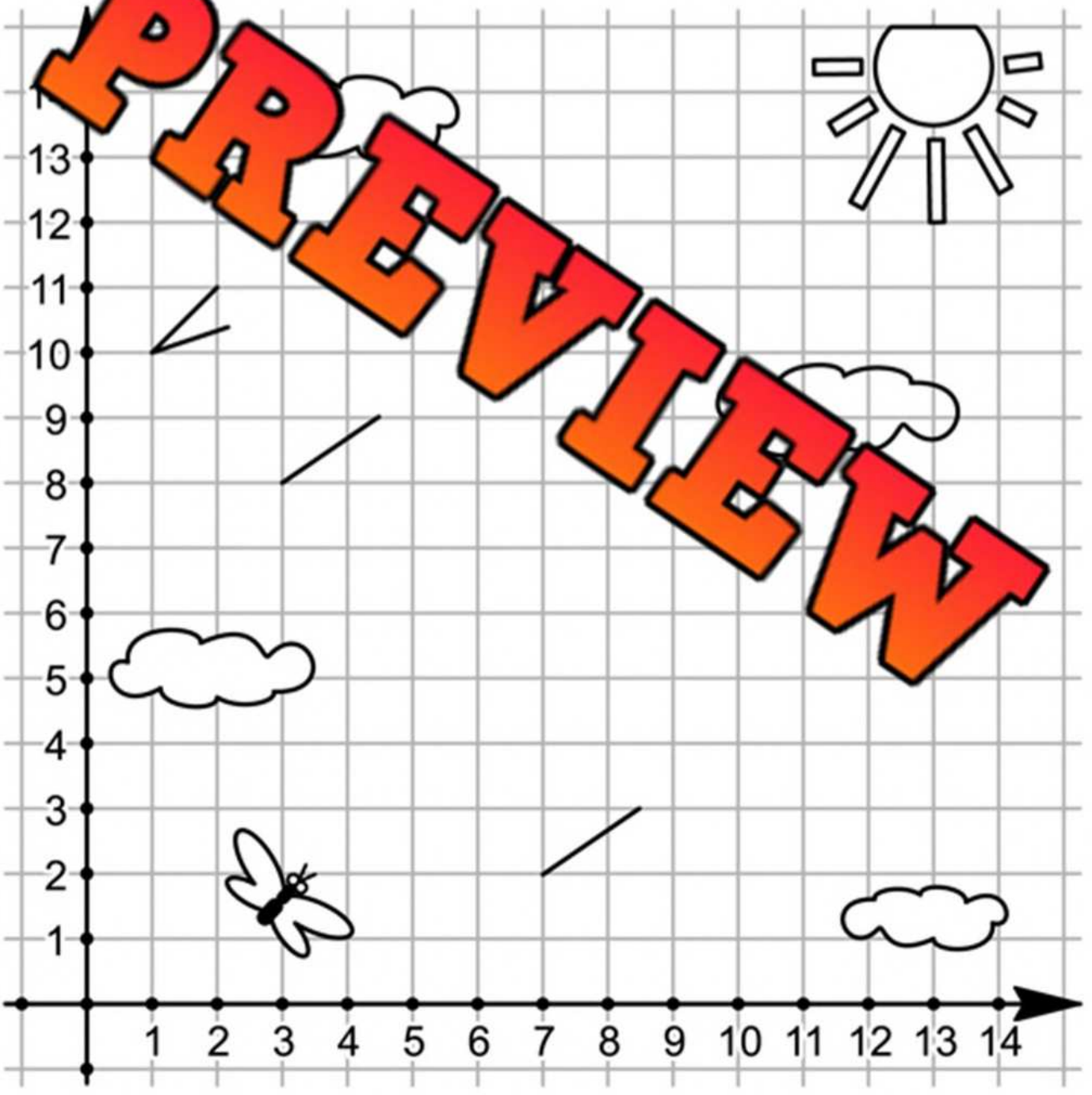
Name: _____ 60

Curriculum Connection
E1.2

Drawing With Coordinates

Instructions Plot and connect the dots with the coordinates below

To reveal the mystery picture plot and connect the dots with coordinates:
(10, 13), (2, 11), (3, 8), (3, 10), (6, 8), (10, 13), (3, 10)
and (6, 5), (14, 7), (5, 6), (6, 5), (7, 2), (7, 4), (14, 7), (10, 2), (7, 4).



PREVIEW

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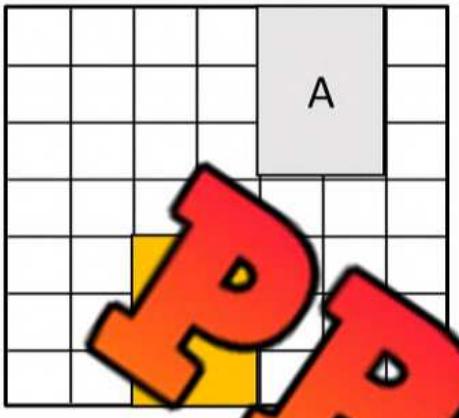
Name: _____ 62

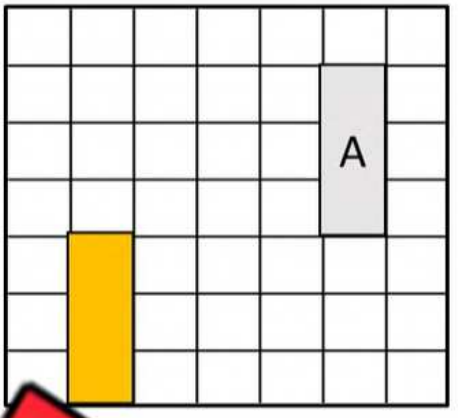
Curriculum Connection
E1.3

Describing Translation

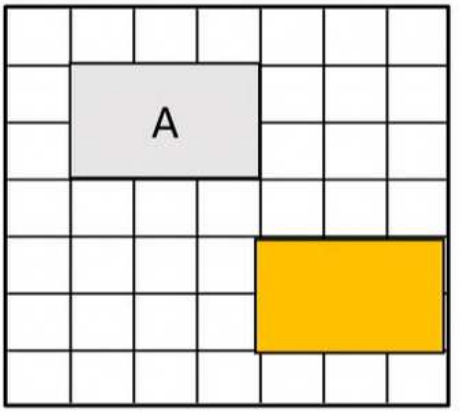
Instructions Describe the translations below using arrows. Shape A is the original object



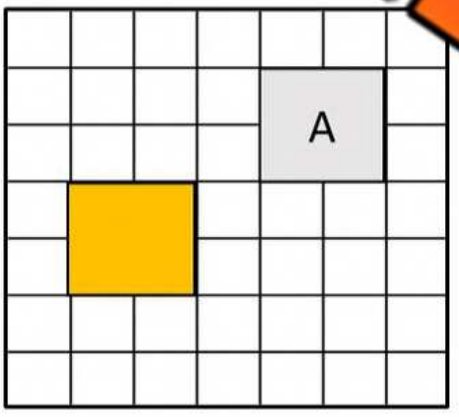
4 ↓, 2



_____



_____



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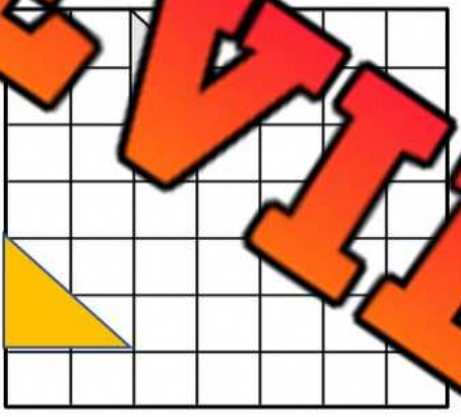

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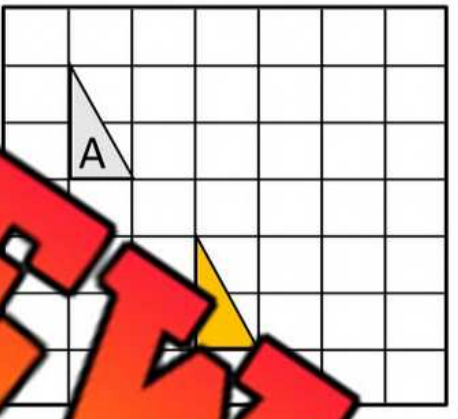

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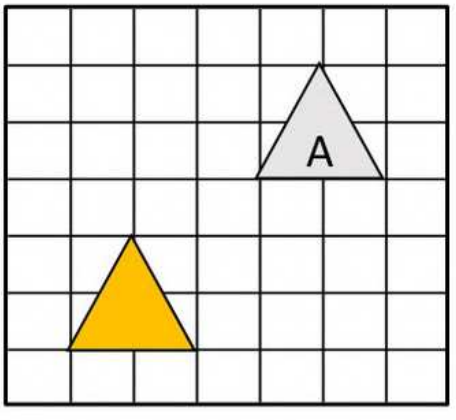

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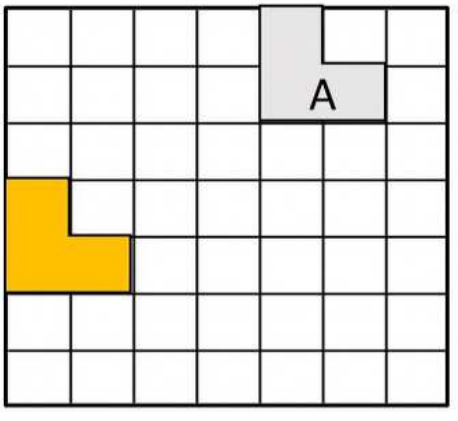

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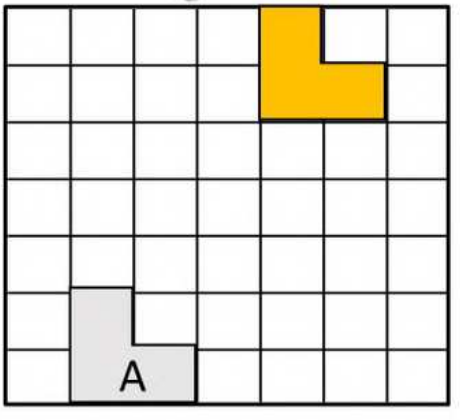

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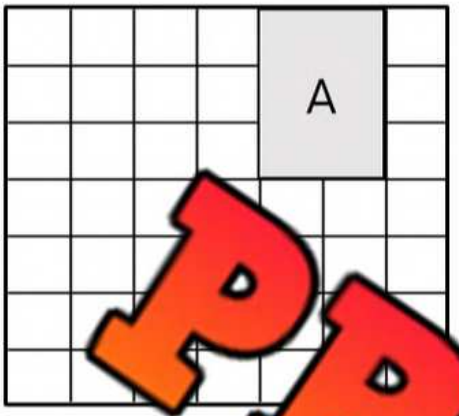
Name: _____ 64

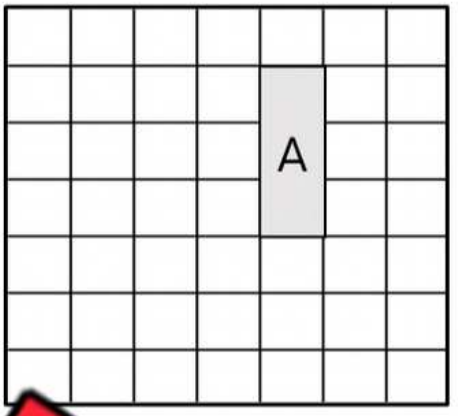
Curriculum Connection
E1.3

Performing Translations

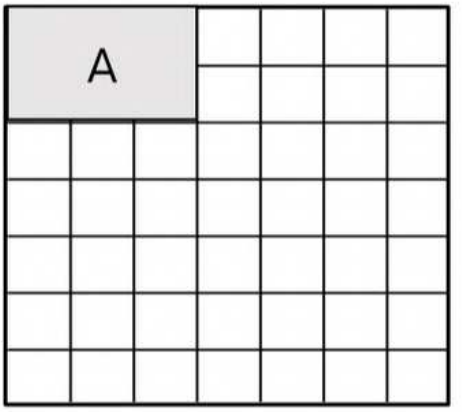
Instructions Draw the translations below. Shape A is the original object



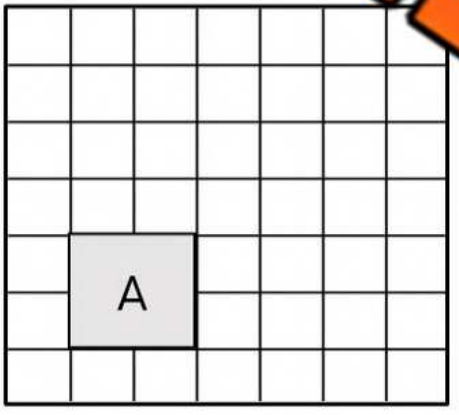
4 ↓



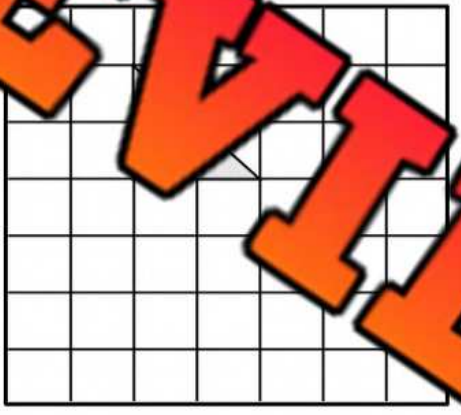
2 ↓, 3 ←



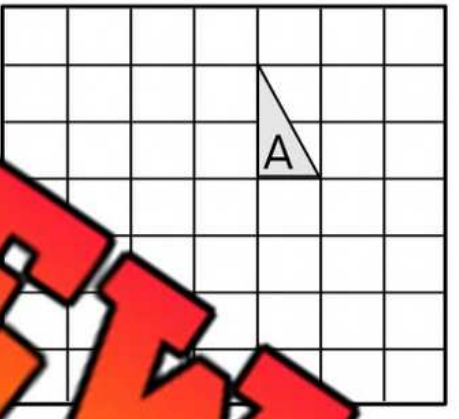
3 ↓, 2 →



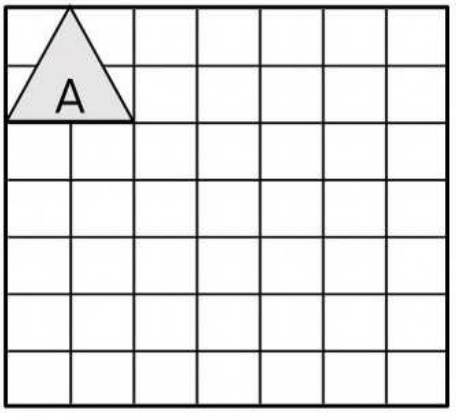
2 ↑, 4 →



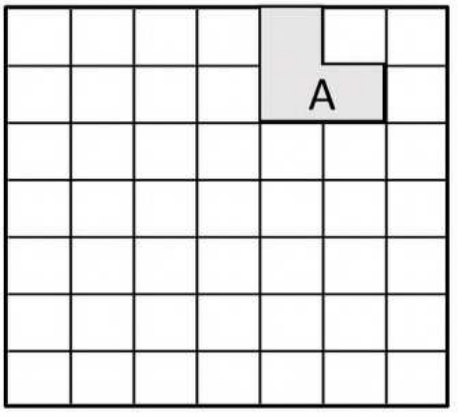
3 ↓, 2 →



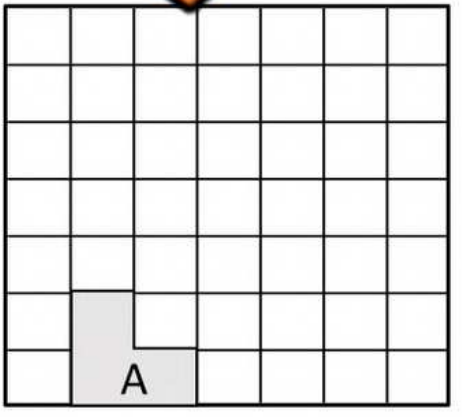
←



3 ↓, 4 →



3 ↓, 4 ←



5 ↑, 4 →

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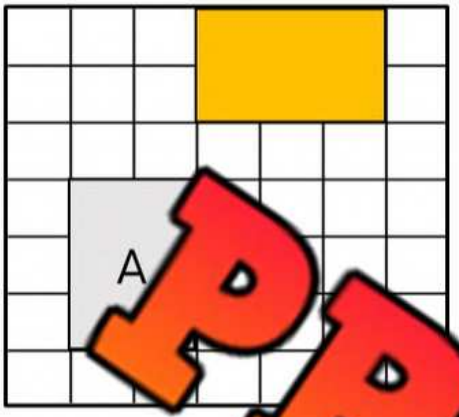
Curriculum Connection
E1.3

Translation or Not?

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



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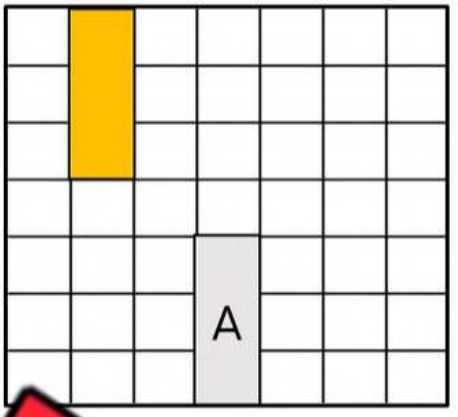

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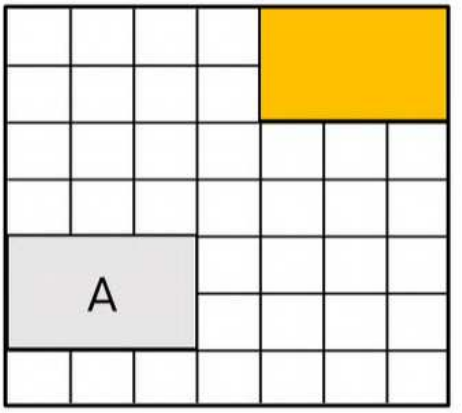

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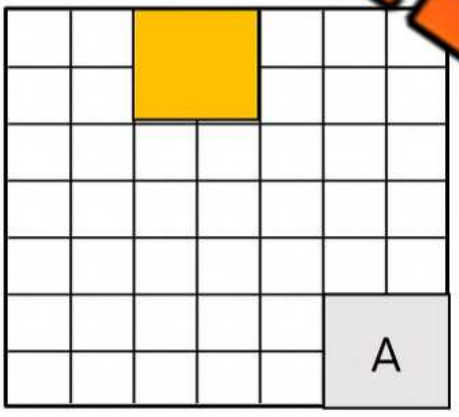

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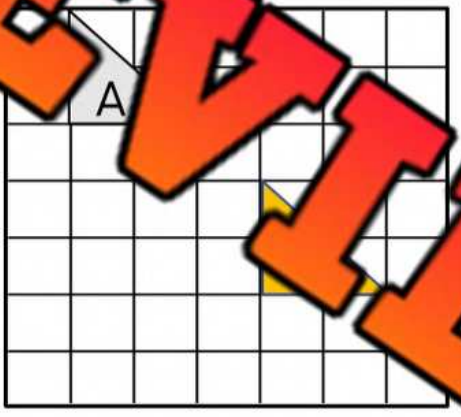

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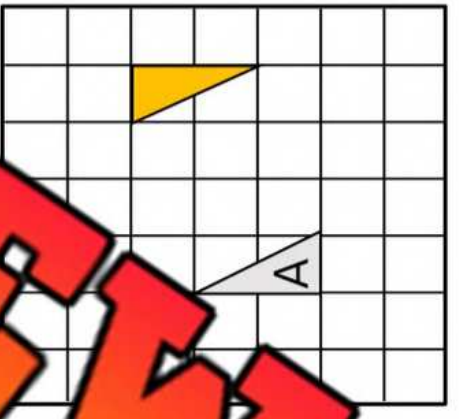

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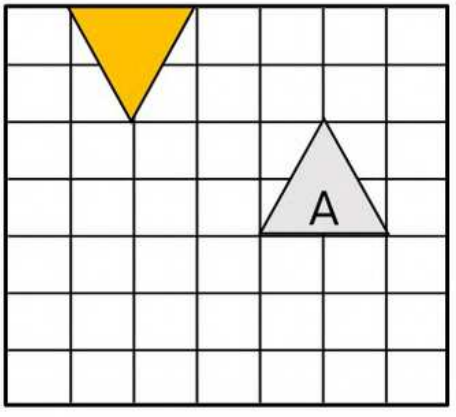

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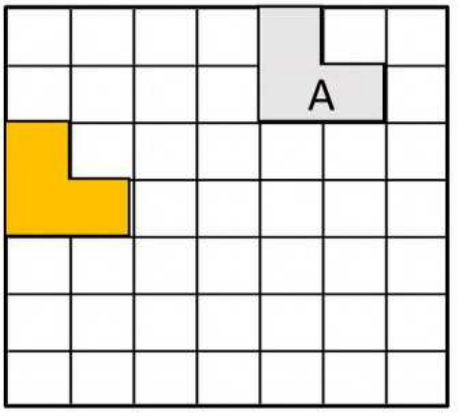

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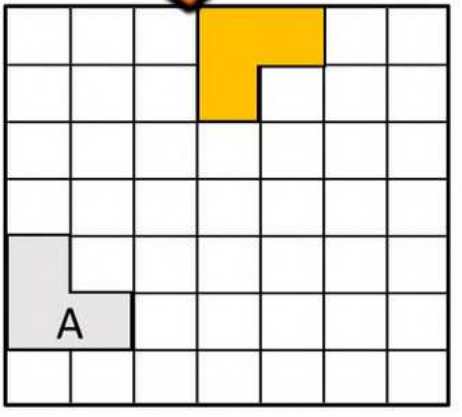

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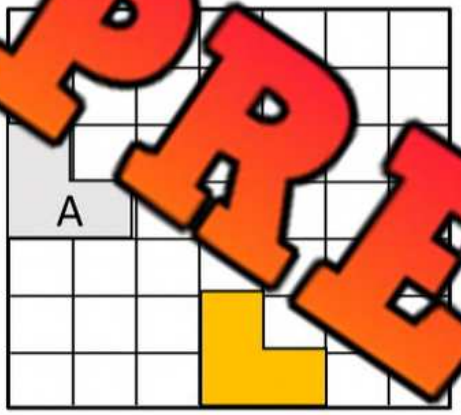
Curriculum Connection
E1.3

Exit Cards

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

Name: _____

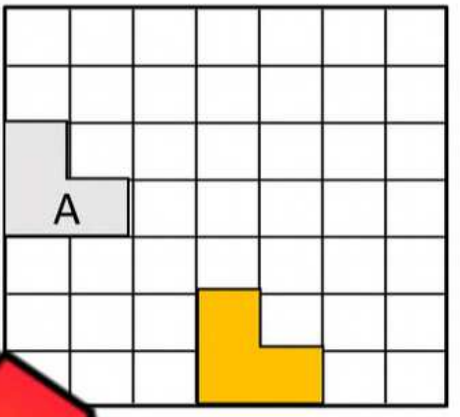
Describe the translation below. Shape A is the original object.



_____

Name: _____

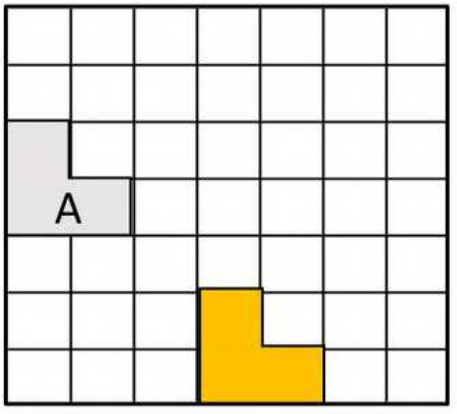
Describe the translation below. Shape A is the original object.



_____

Name: _____

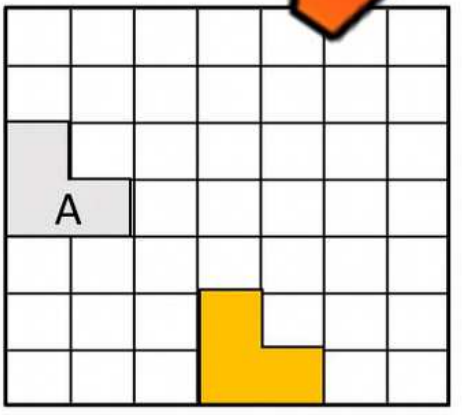
Describe the translation below. Shape A is the original object.



_____

Name: _____

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



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Name: _____ 68

Curriculum Connection
E1.3

Math Activity: Translation Relay Race

Objective

What are we learning about?

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

Materials

What you will need for the activity.



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

PREVIEW

Instructions

How you complete tivity

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

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Curriculum Connection
E1.3

Task Cards | Cut out the cards below

Card 1:

Move 2 units → and 1 unit ↑

Card 6:

Move 2 units ← and 3 units ↑

Card 7:

Move 1 unit → and 4 units ↓

Card 3:

Move 1 unit → and 3 units ↑

Card 8:

and 2 units ↑

Card 4:

Move 4 units → and 2 units ↑

Move 2 units → and 2 units ↓

Card 5:

Move 1 unit ← and 2 units ↓

Card 10:

Move 1 unit ← and 3 units ↑

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Curriculum Connection
E1.3

Task Cards | Cut out the task cards below

Card 11:

Move 4 units → and 1 unit ↓

Card 16:

Move 2 units ← and 2 units ↑

Card 12:

Move 3 units → and 1 unit ↑

Card 17:

Move 2 units → and 3 units ↓

Card 13:

Move 3 units → and 2 units ↓

Card 18:

Move 5 units → and 2 units ↓

Card 14:

Move 3 units ← and 5 units ↑

Card 19:

Move 5 units → and 4 units ↓

Card 15:

Move 4 units → and 3 units ↑

Card 20:

Move 5 units ← and 1 unit ↑

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Curriculum Connection
E1.3

Grid Paper	1 x 1 cm grid paper



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Curriculum Connection
E1.3

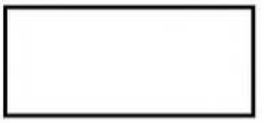
Drawing Reflections

Instructions Draw the shape across the reflection line

1)



2)



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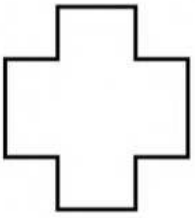

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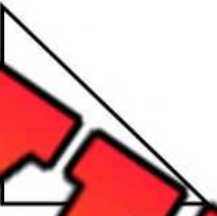

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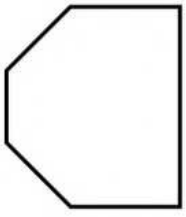

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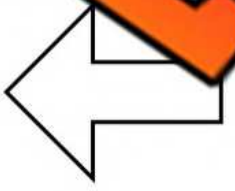

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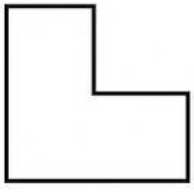

8)



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Curriculum Connection
E1.3

Exit Cards

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

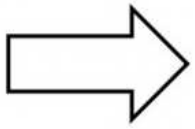
Name: _____

Draw the shape across the reflection line.

1)

2)

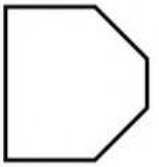




Name: _____

Draw the shape across the reflection line.

1)



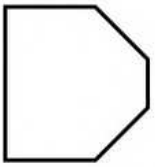
2)



Name: _____

Draw the shape across the reflection line.

1)



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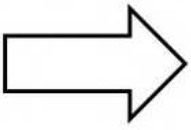
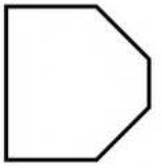


Name: _____

Draw the shape across the reflection line.

1)



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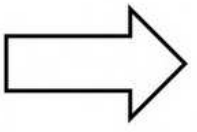

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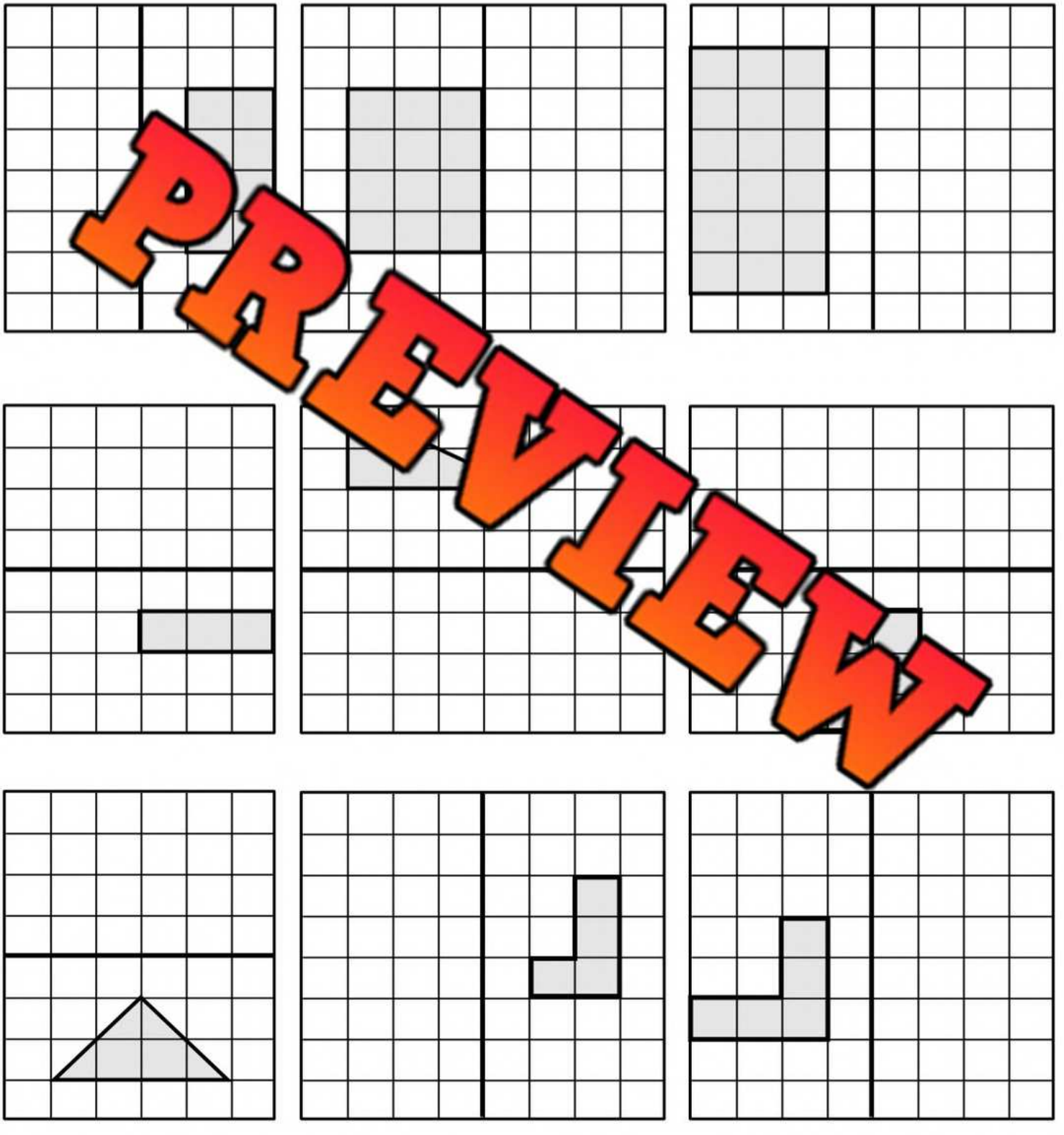
Name: _____ 75

Curriculum Connection
E1.3

Drawing Reflections

Instructions Reflect the shapes across the mirror line



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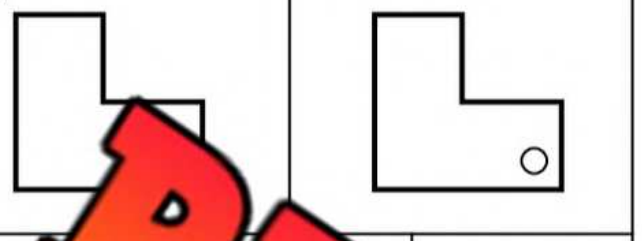
Curriculum Connection
E1.3

Transformation

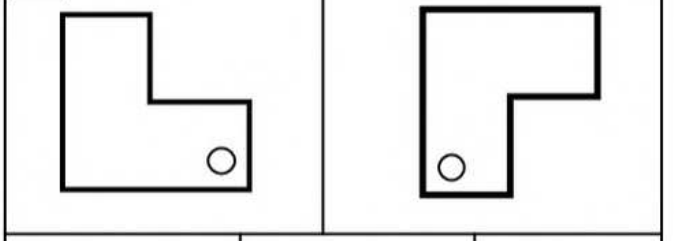
Instructions Is the transformation a translation, reflection or rotation?

1)



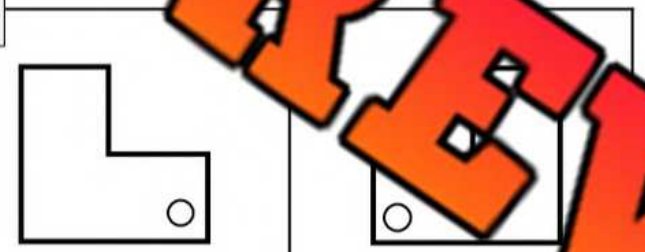
Tr... Re... Rotation

2)



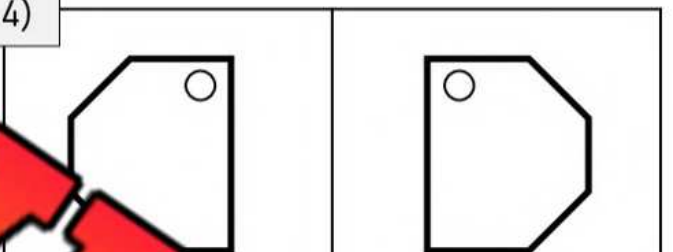
Translation | Reflection | Rotation

3)



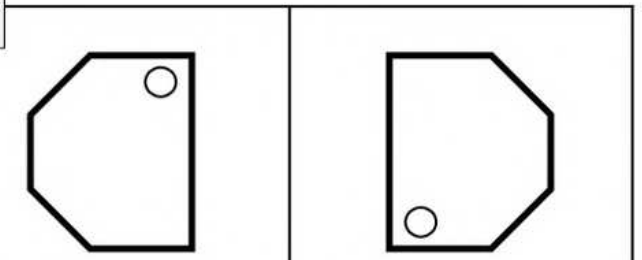
Translation | Reflection | Rotation

4)



...slatio... ...flection | Rotation

5)



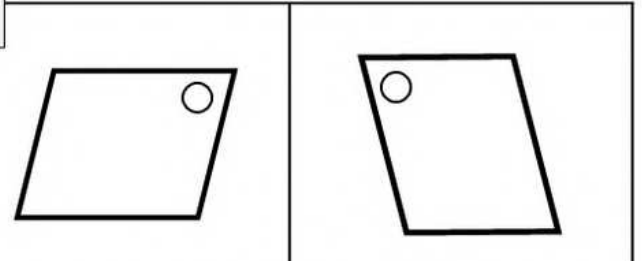
Translation | Reflection | Rotation

6)



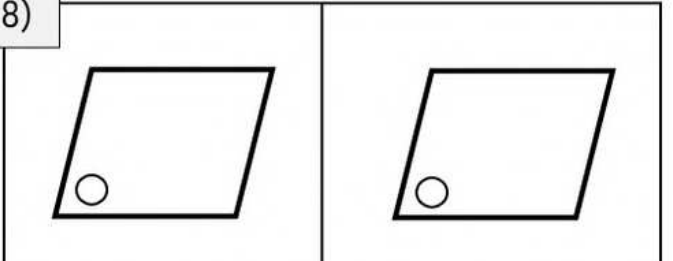
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



Translation | Reflection | Rotation

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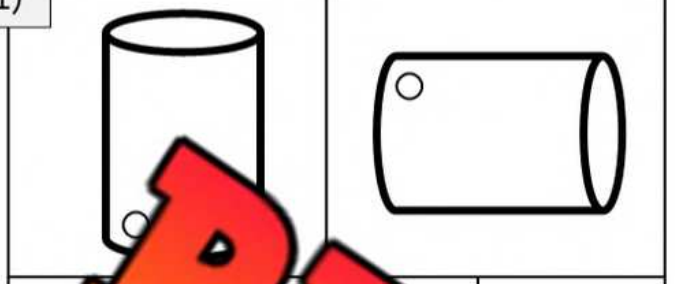
Curriculum Connection
E1.3

Transformations of 3D Objects

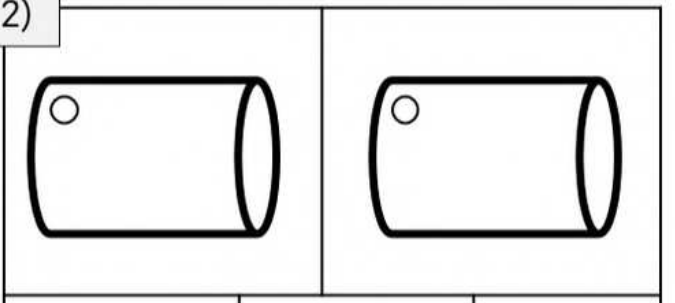
Instructions Is the transformation a translation, reflection or rotation?

1)



Tr... | R... | Rotation

2)



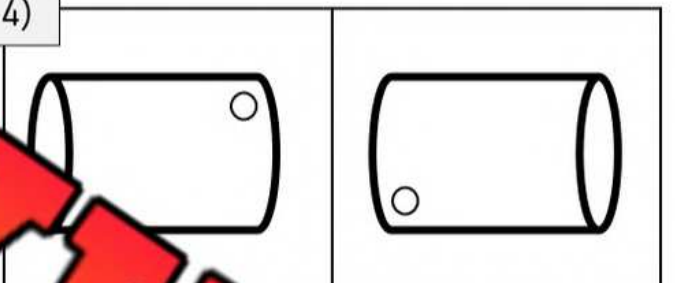
Translation | Reflection | Rotation

3)



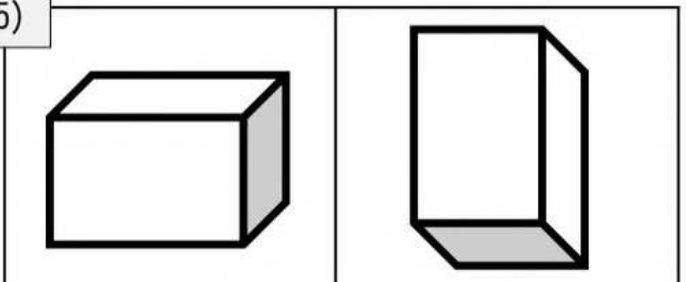
Translation | Reflection | Rotation

4)



...flection | Rotation

5)



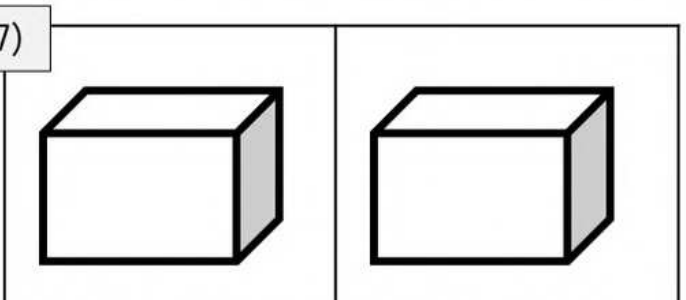
Translation | Reflection | Rotation

6)



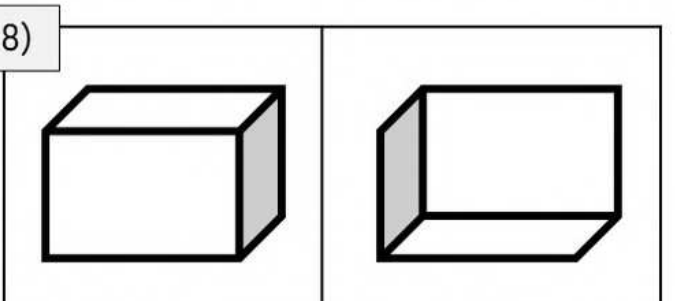
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



Translation | Reflection | Rotation

PREVIEW

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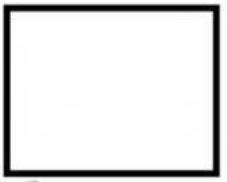
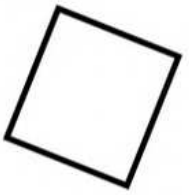
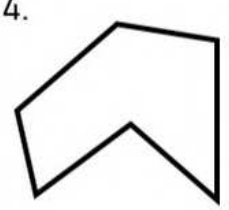
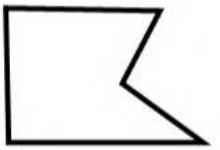
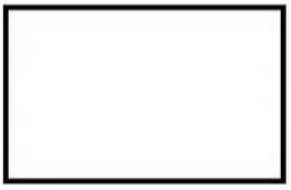
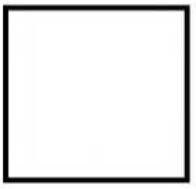
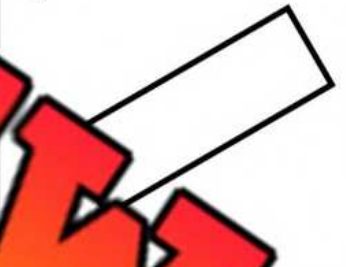
Name: _____ 82

Geometry Test

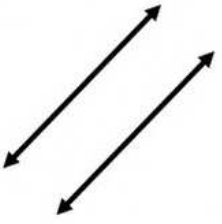
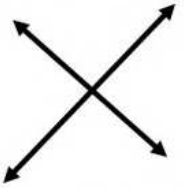
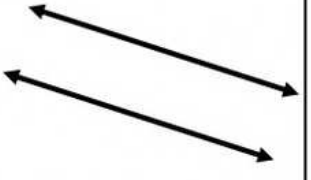
Part 1 How many sides and vertices does the shape have?

1. 	2. 	3. 	4. 	5. 
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 2 Label the right angles as small and write how many right angles there are

1) 	2) 	3) 	4) 

Part 3 Circle if the lines are parallel or perpendicular

1) 	2) 	3) 	4) 
parallel perpendicular	parallel perpendicular	parallel perpendicular	parallel perpendicular

PREVIEW

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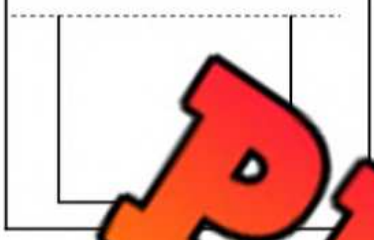
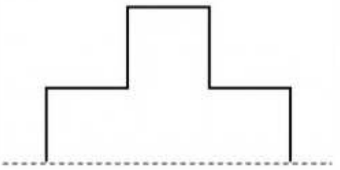
Part 4 Draw the mirror image of the shapes below

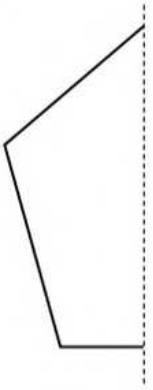
1)



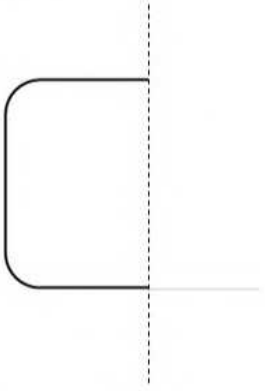
2)



3)

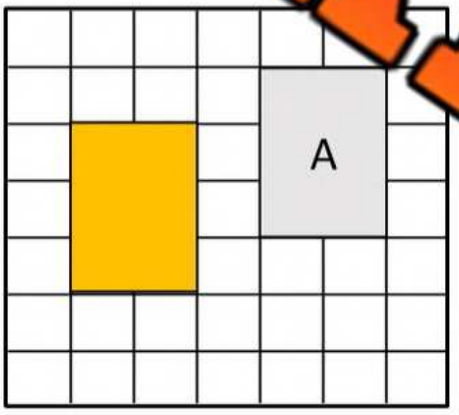


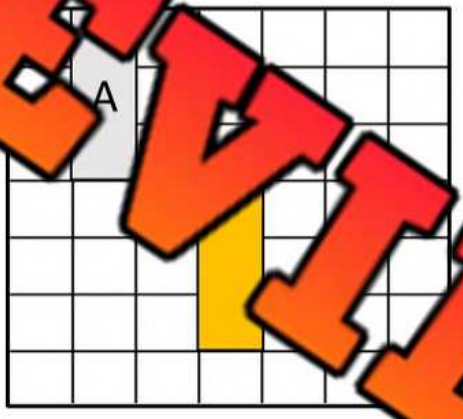
4)

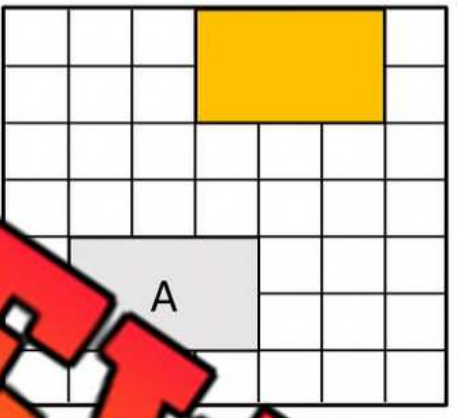


PREVIEW

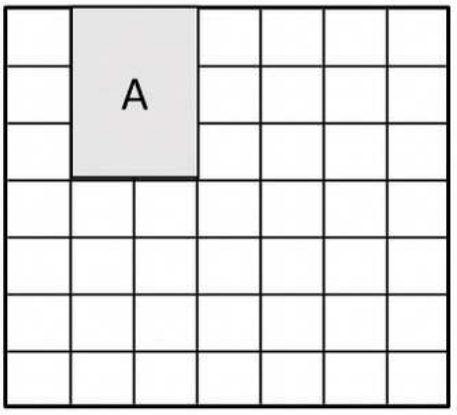
Part 5 Do[illegible] an[illegible]ns below. Shape A is the original object



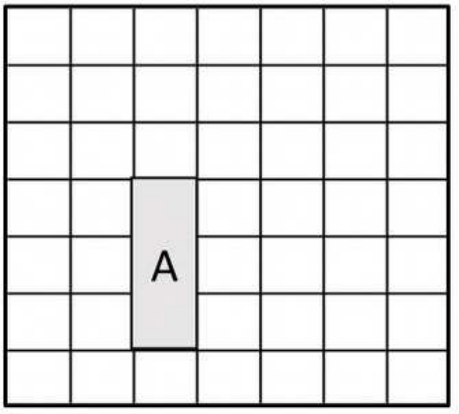




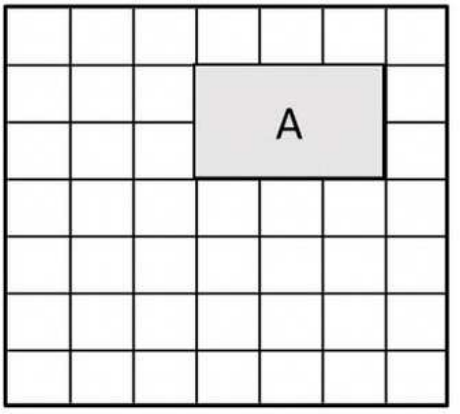
Part 6 Draw the translations below. Shape A is the original ob[illegible]



down 4



up 2, right 2



down 3, left 2

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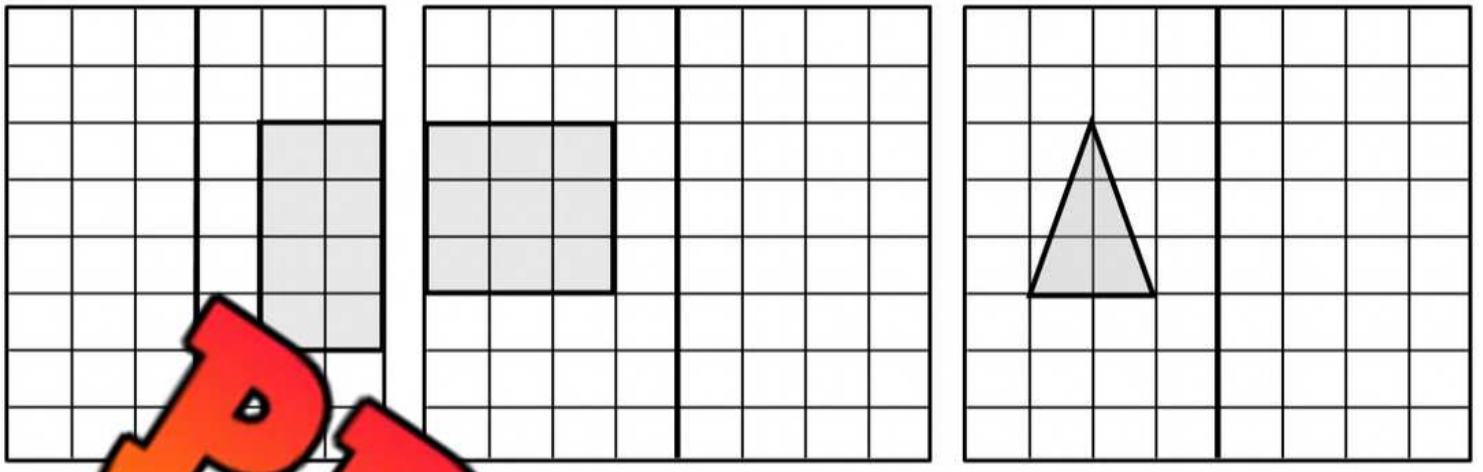
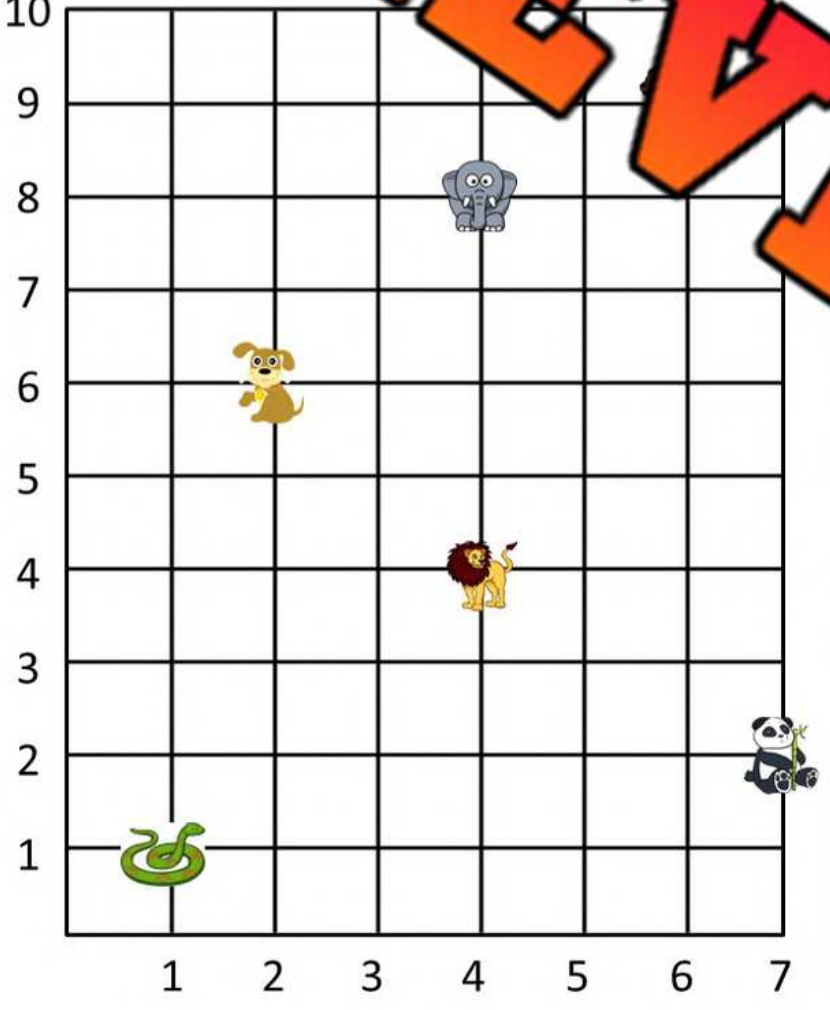
Part 7 Reflect the shapes across the mirror line

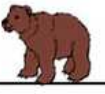


PREVIEW

Part 8 ...ord... grid to answer the questions below

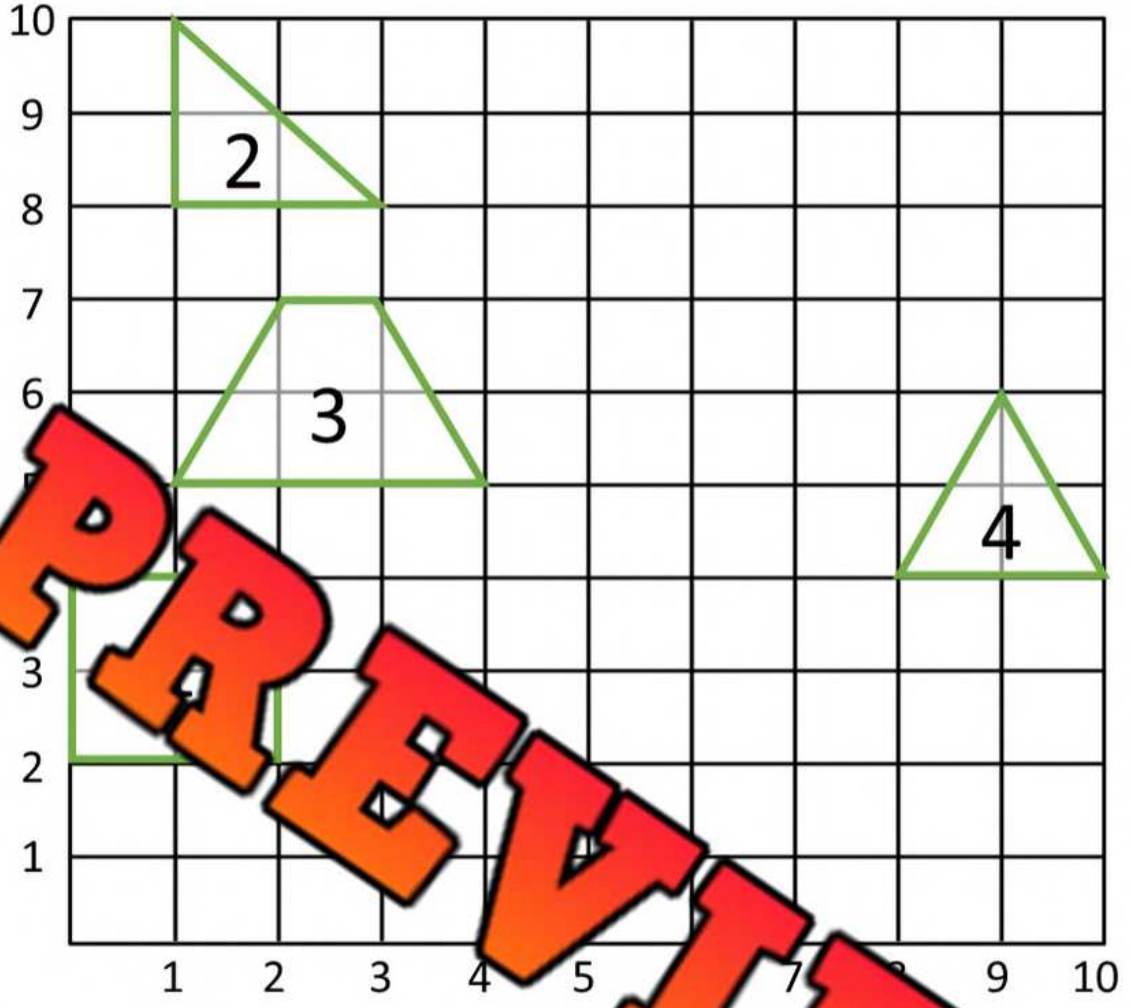


1. Write the coordinates of the symbols

Symbol	Coordinates
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)
	(_____, _____)

2. Write the letters on the grid

Letter	Coordinates
A	(3, 1)
B	(1, 5)
C	(6, 10)



PREVIEW

Part 9 Follow the instructions below

1) Write the coordinates for each Polygon	
Polygon	**Coordinates**
1	
2	
3	
4	

2) Draw the ...lyg... coordinates	
Polygon	**Coo...ates**
5	(7, 8), (8, 7), (9, 8), (8, 9)
6	(7, 0), (9, 0), (9, 2)
7	(4, 6), (4, 10), (6, 6), (6, 10)
8	(3, 0), (4, 2), (5, 0), (6, 2)

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Grade 4
E2 – Measurement



	Curriculum Expectations	Pages That Cover the Expectations
E2.1	explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity	87 – 99, 102 - 108
E2.2	use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	90 – 97, 100 – 101, 109 - 147
E2.3	solve problems involving elapsed time by applying the relationships between different units of time	148 - 207
E2.4	identify angles and classify them as right, straight, acute, or obtuse	208 - 230
E2.5	use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths	231 – 250, 258 - 261
E2.6	apply the formula for the area of a rectangle to find the unknown measurement when given two of the three	251 - 257

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Curriculum Connection
E2.1, E2.2

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

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

PREVIEW

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

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

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

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

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Curriculum Connection
E2.1, E2.2

Metric System Units – Capacity – Decimal Conversions

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

PREVIEW

Part 1 Fill in the tables below

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

mL	L
1500	
	2.5
	3.5
4500	
650	
	7.5
10500	

Part 2 Convert the units of measurement below

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

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Curriculum Connection
E2.1, E2.2

Which has the Largest Capacity?

Part 1 Which measurement has the largest capacity?

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

Part 2 Read the pr nd e below

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



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



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

PREVIEW

Name: _____ 95

Curriculum Connection
E2.1, E2.2

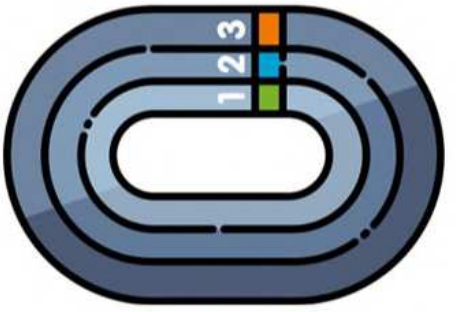
Around the World Math Race: Converting L and ML

Objective What are we learning about?

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

Materials What you will need for the activity.

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



Instructions How y... ...mple... ...ctivity

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

PREVIEW

Name: _____ 96

Curriculum Connection
E2.1, E2.2

Questions | Use the questions below for the game

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

PREVIEW

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Name: _____ 98

Curriculum Connection
E2.1

Capacity - Comparing mL

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



Part 1

Does the container hold more or less than 500 mL?

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

PREVIEW

Part 2

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

Containers More Than 500 mL	Containers Less Than 500 mL

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Name: _____ 100

Curriculum Connection
E2.2

Which Capacity is the Largest?

Instructions Which measurement makes the most sense for the picture shown

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



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

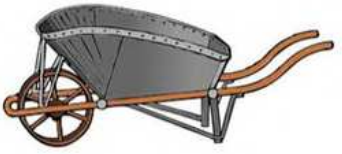


3) A bott
a) 1L
b) 100mL
c) 5000mL

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



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



6) A
L
b)
c) 300



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



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



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



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



PREVIEW

Exit Cards

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

Name: _____

Which measurement makes the most sense for the picture shown?

1) A watering can a) [illegible] b) [illegible]mL c) 50L	3) A kiddie pool a) 2L b) 200L c) [illegible]mL	5) A teapot a) 1L b) 50mL c) 10L
2) A milk carton a) 500mL b) 3L c) 50L	[illegible] water tank a) 10,0[illegible] b) 50[illegible] c) 1L	6) A fish tank a) 10L b) 50L c) 1L

PREVIEW

Name: _____

Which measurement makes the most sense for the picture s[illegible]

1) A watering can a) 10L b) 100mL c) 50L	3) A kiddie pool a) 2L b) 200L c) 50mL	5) A teapot a) 1L b) 50mL c) 10L
2) A milk carton a) 500mL b) 3L c) 50L	4) A fire truck water tank a) 10,000L b) 500mL c) 1L	6) A fish tank a) 10L b) 50L c) 1L

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Name: _____ 109

Curriculum Connection
E2.2

Measuring Mass - Grams

In Canada, we use the metric system. The metric system has 3 main units that we use to measure the mass of objects.







Milligram (mg)	Gram (g)	Kilogram (kg)
Meas[illegible]t weights	Measure average weights	Measure heavy weights

PREVIEW

Part 1

[illegible]e the i[illegible]n above to decide which unit you would use to measure

1) A basketball		6) A grain of sand	
2) A book		[illegible] pencil	
3) A chocolate bar		8) A [illegible]	
4) A car		[illegible]othpi[illegible]	
5) A TV		10) A [illegible]op	

Part 2

Write things that you would measure in grams an[illegible]elow

1) Milligram		5) Gram	
2) Gram		6) Kilogram	
3) Kilogram		7) Milligram	
4) Milligram		8) Gram	

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Name: _____ 110

Curriculum Connection
E2.2

Measuring Mass - Grams

Milligram (mg)	Gram (g)	Kilogram (kg)
1000 mg = 1g	1000g = 1kg	1kg = 1000g
		

Part 1 Complete the tables below

mg	g
1000	1
2000	2
	3
4000	
5000	
	6
	7
	8
9000	
10000	

g	g
[illegible]00	1.5
2500	
	3.5
450[illegible]	
5500	
	6.5
	7.5
	8.5
9500	
10500	

g	kg
1000	1
	2
3000	
[illegible]0	
	5
[illegible]	
[illegible]	
8000	
10000	

g	kg
1500	1.5
2500	
3500	
	4.5
	5.5
6500	
7500	
	8.5
	[illegible]5

PREVIEW

Part 2 Convert the units of measurement below

1) 1g	_____mg	5) 5kg	_____ g	9) 5.5g	_____mg
2) 3g	_____mg	6) 3000mg	_____ g	10) 7500mg	_____ g
3) 5000mg	_____ g	7) 10 000mg	_____ g	11) 8.5kg	_____ g
4) 2000g	_____kg	8) 3kg	_____ g	12) 3500g	_____kg

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Name: _____ 111

Curriculum Connection
E2.2

Which Has The Most Mass ?

Part 1 Which measurement has the most mass? Circle it.

1)	10g	200mg	100mg	1kg
2)	20g	200mg	5kg	1000g
3)	5[illegible]	500g	1000g	10kg
4)	[illegible]g	5000mg	2000g	1kg
5)	5000mg	[illegible]	2000mg	1kg

Part 2 Read the [illegible] and [illegible] below

1. Kyle and Matt weighed their pen[illegible] a sca[illegible]e's pencil is 120g and Matt's pencil is 1500mg. Whose pencil [illegible]ghs mo[illegible]

2. John is deciding which backpack to buy. The blue backpac[illegible]nd the green backpack can hold 9000g. Which backpack should he [illegible]he wants the stronger backpack?



3. Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000mg and Kate's held 9kg. Who won the contest?

PREVIEW

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Name: _____ 112

Curriculum Connection
E2.2

Ordering Measurements

Part 1 Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 15 g, 3 kg, 120 g, 2 kg	15 g	120 g	2 kg	3 kg
2) 500 m 750 g, 250 mg				
3) 1.5 kg, 200 g kg				
4) 1000 mg, 3.6 kg,				
5) 2000 mg, 2.1 g, 1100 g, 1 kg				

Part 2 Order the measurements from st to

Masses	Order (to st)			
1) 7 kg, 3 kg, 1.5 kg, 1 kg				
2) 4 g, 0.1 kg, 200 g, 5000 mg				
3) 5 kg, 2000 g, 1 kg, 8000 mg				
4) 4 kg, 1.5 kg, 2 kg, 5000 mg				
5) 2000 mg, 3000 g, 5000 g, 4 kg				

PREVIEW

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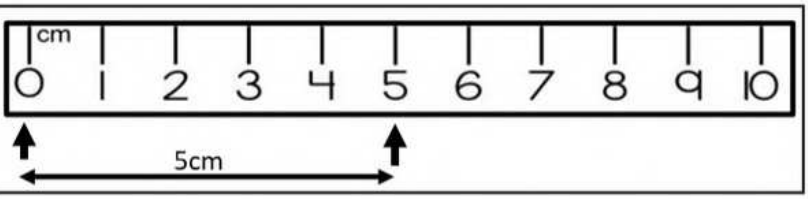
Name: _____ 115

Curriculum Connection
E2.2

Measuring in Centimeters

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



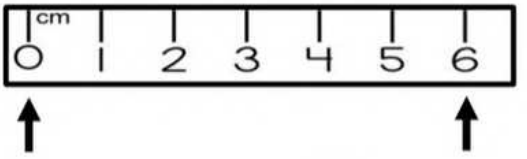
Questions Read the rulers below to find the distance between the arrows

PREVIEW

1)



2)



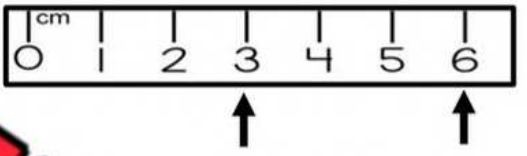
_____ cm

3)



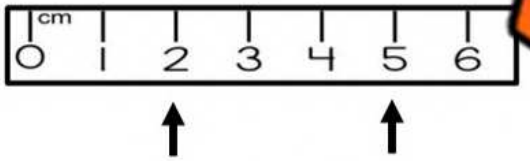
_____ cm

4)



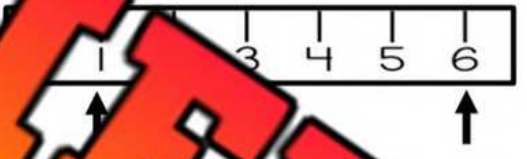
_____ cm

5)

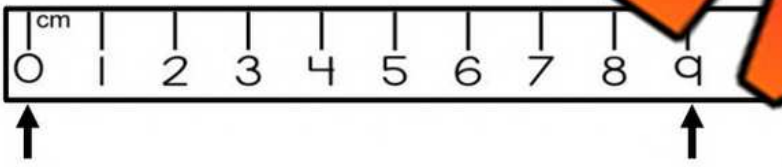


_____ cm

6)

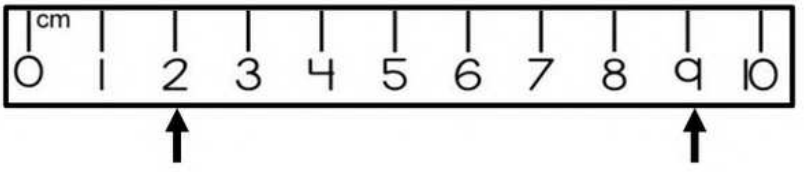


7)



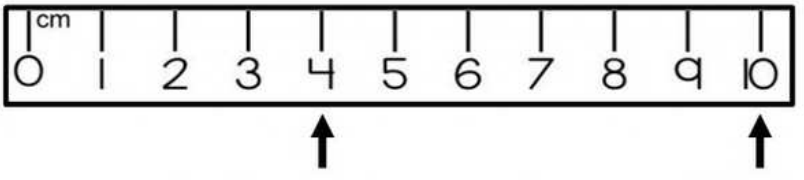
_____ cm

8)



_____ cm

9)



_____ cm

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Name: _____ 116

Curriculum Connection
E2.2

Measuring in Centimeters

Part 1 Use a ruler to measure the lines below

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

PREVIEW

Part 2 Draw a line that is the correct leng

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

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Exit Cards

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

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

3 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

3 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

3 cm

Name: _____

1) Use a ruler to measure the lines below



_____ cm

2) Draw a line that is the correct length

3 cm

PREVIEW

Name: _____ 118

Curriculum Connection
E2.2

Measuring Height – Lollipops

Questions Measure the height of the lollipop sticks



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1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that are the same length green

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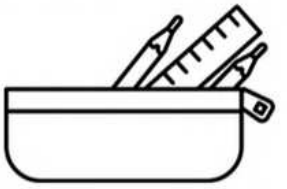
Curriculum Connection
E2.2

Measuring Length in CM



Directions Use a ruler to measure the following things

Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (from thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

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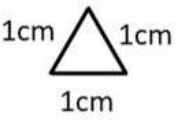
Curriculum Connection
E2.2

Measuring Triangle Side Lengths

An **equilateral triangle** has 3 equal side lengths. You can see if a triangle is an equilateral by measuring the side lengths. If the lengths are the same, it is an equilateral triangle.

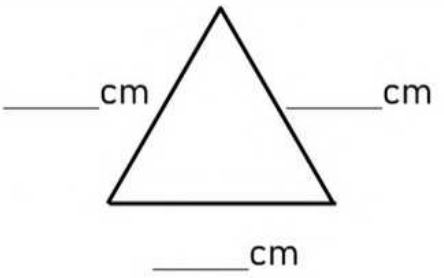


Part 1 — Use a ruler to measure the equilateral triangles

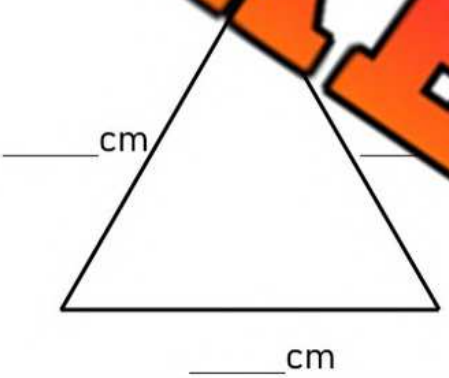
1)



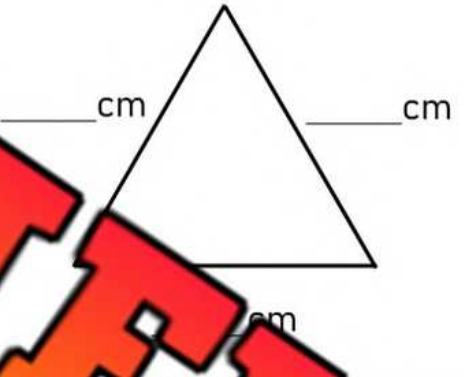
2)



3)

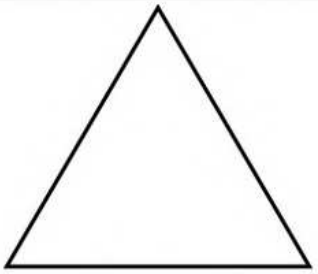


4)



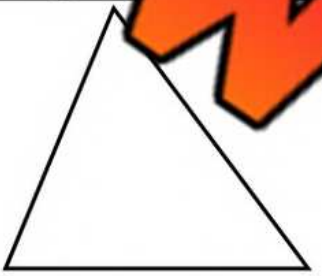
Part 2 — Are the triangles equilaterals?

1)



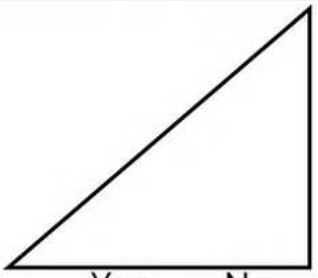
Yes No

2)



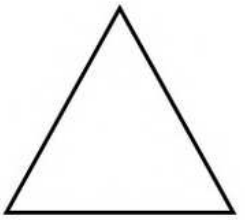
Yes No

3)



Yes No

4)



Yes No

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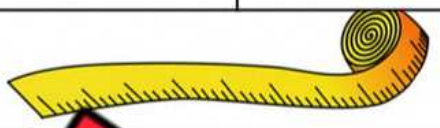
Name: _____ 126

Curriculum Connection
E2.2

Metric System Units - mm, cm, m, km

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





Part 1 In the tables below

m	c
10	
20	[illegible]
	3
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
[illegible]	3
[illegible]00	
	[illegible]
600	
800	
	9
1000	

m	km
1000	1
2000	2
	3
4000	
	5
	6
[illegible]	
	8
	[illegible]
[illegible]	

PREVIEW

Part 2 Convert the units of measurement below

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

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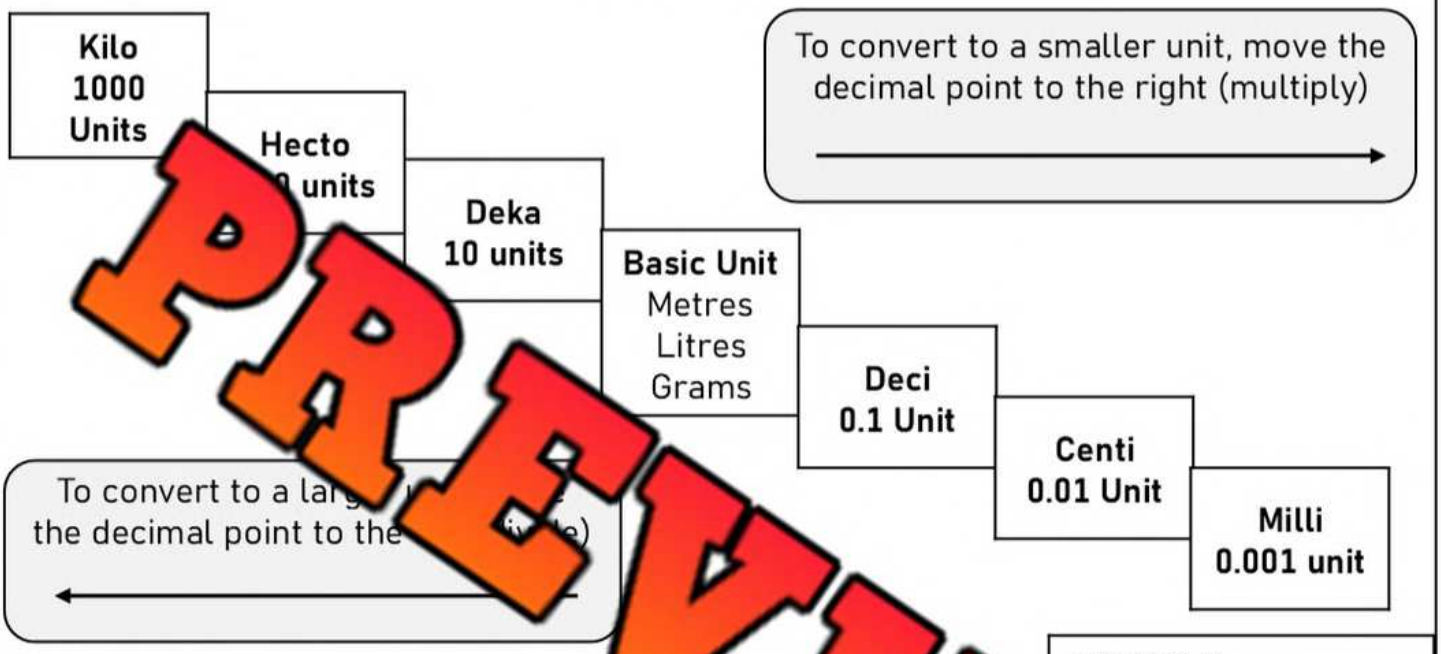
Name: _____ 127

Curriculum Connection
E2.2

Converting Units – Ladder Method

We can use the ladder method to convert any metric unit of measurement to another simply by following the rules below.

Ladder Method



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Instructions

1. Find your starting unit of measurement
2. Count the jumps to get to your ending unit
3. Move the decimal the number of jumps up or do
   Moving Up = Left and Moving Down = Right

EXAMPLE

m = ____ mm
mps down –
cimal 3 right)
= 5000mm

Practice Convert the units of measurement below

1) 3.5m	_____mm	5) 7.6km	_____m	9) 15 500m	_____km
2) 543mm	_____cm	6) 600m	_____km	10) 6400mm	_____m
3) 428cm	_____mm	7) 645m	_____cm	11) 8.8m	_____cm
4) 1400m	_____km	8) 512cm	_____mm	12) 16.5cm	_____mm

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Curriculum Connection
E2.2

Which is Longer?

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

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

PREVIEW

Part 2 Read the p nd below

1. Fred and Norm both walk to sch d wal km and Norm walks 1 753 m. Who walks further to sc ?



2. Nick and Ryan both competed in long jump at the track me .5m and Ryan jumped 329cm. Who jumped further?



3. Max and Rudy are arguing over whose pencil is longer. Max's pencil is 9.4cm long and Rudy's is 95mm long. Whose pencil is longer?



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Curriculum Connection
E2.2

Exit Cards

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

Name: _____

1) Convert the units of measurement below.

a) _____m

_____cm

c) 64 _____

2) Solve the pro_____belo_____

Emma and Olivia both _____chool. Emma walks 3.5 km and _____lks 3450 m. Who walks further t_____hoo_____

_____

Name: _____

1) Convert the units of measurement below.

a) 6 900 km = _____m

b) 9.57 m = _____cm

c) 64 000 m = _____km

2) Solve the problem below

Emma and Olivia both walk to school. Emma walks 3.5 km and Olivia walks 3450 m. Who walks further to school?

_____

Name: _____

1) Convert the units of measurement below.

a) 6 900 km = _____m

b) 9.57 m = _____cm

c) 64 000 m = _____km

2) Solve the problem below

Emma and Olivia both walk to school. Emma walks 3.5 km and Olivia walks 3450 m. Who walks further to school?

_____

Name: _____

1) Convert the uni_____nt below.

a) 6 900 km = _____m

b) 9.57 m = _____cm

c) 64 000 m = _____km

2) Solve the problem below

Emma and Olivia both walk to school. Emma walks 3.5 km and Olivia walks 3450 m. Who walks further to school?

_____

PREVIEW

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Name: _____ 130

Curriculum Connection
E2.2

Memory Game: Matching Equivalent Units

Objective What are we learning about?

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

Materials What you will need for the activity.

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



Instructions How you will complete the activity.

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

PREVIEW

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Name: _____ 131

Curriculum Connection
E2.2

Cards | Memory Game Cards

1 centimeter	10 millimeters
2 [illegible]s	200 centimeters
1 kilometer	00 [illegible]ntimeters
3 meters	300 centim[illegible]ters
0.5 kilometers	500 meters

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Curriculum Connection
E2.2

Cards | Memory Game Cards

2.25 meters	225 centimeters
9.5 kilometers	9500 meters
5.5 meters	550 centimeters
0.5 centimeters	5 millimeters
0.75 meters	75 centimeters

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Name: _____ 138

Curriculum Connection
E2.2

Measuring in Centimetres and Millimetres

Part 1 — Use a ruler to measure the lines below

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

Part 2 — Draw a line that is the correct length

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

PREVIEW

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Curriculum Connection
E2.2

Exit Cards

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

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

50 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

50 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

50 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

50 mm

PREVIEW

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Name: _____ 142

Curriculum Connection
E2.2

Measuring Distance in km

Use "Google Maps" to determine the distance in kilometres from your school to places around the world.



Steps:

1) Type in "directions Google maps" using Google search engine
2) Type your school's name into the starting point
3) Type in the destinations that are listed below and write the distance in km

Direction Find the distance from the destinations below to your school

	Destinations – Cities in Ontario	**Distance - km**
1)	Ottawa	
2)	[illegible]	
3)	Toronto	
4)	Timmins	
5)	Windsor	
6)	London	
7)	Pembroke	
8)	Sarnia	
9)	Sault Ste. Marie	
10)	North Bay	
	Add your own below	
11)		
12)		
13)		
14)		
15)		

PREVIEW

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Name: _____ 143

Curriculum Connection
E2.2

Measuring Distance in km

Directions Find the distances from your school to local places in your community

	Description	Destination's Name	Distance - km
1)	Grocery Store		
2)	Co ce Store		
3)			
4)	Hoc		
5)	Movie Thea		
6)	Police Station		
7)	Fire Station		
8)	Hospital		
9)	Post Office		
10)	Nearest College or University		
	Add your own below		
11)			
12)			
13)			
14)			
15)			

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Name: _____ 145

Unit Test – Metric System Units

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

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

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

Part 2 tables below

mL	
1000	
2000	
3000	
	4
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
8500	
	9.5
10500	

PREVIEW

Part 3 Convert the units of measurement below

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

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Part 4 Would you measure the objects below using grams or kilograms?

1) A basketball		4) A large bag of flour	
2) A book		5) A pencil	
3) A car		6) A television	

Part 5 units of measurement below

1) 1g			_____ g	3) 5.5g	_____ mg
4) 3g	_____ mg		_____ g	6) 7500mg	_____ g

Part 6 Which measurement ha most it.

1)	10g	200mg		1kg
2)	20g	200mg	5kg	

Part 7 Use a ruler to measure the lines below

1)  _____ cm _____ mm	2)  _____ cm _____ mm
3)  _____ cm _____ mm	4)  _____ cm _____ mm

PREVIEW

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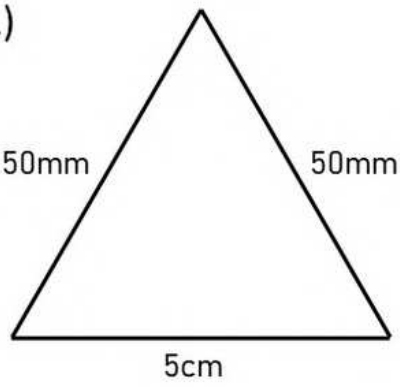
Part 8 — Circle which distance is the largest

1) Length of a pencil a) 30cm b) 10mm c) 1km d) 10cm	2) Length of a soccer field a) 100m b) 500m c) 2km d) 500cm
3) Distan Ottawa to Toronto a) 10 b) 4 c) 500cm d) 500m	4) Length of a gym a) 15m b) 3m c) 300cm d) 200mm
5) Length of a bus a) 1km b) 13m c) 300cm d) 2000mm	th of an eraser on the end of a pencil 2m c) 10 d)

PREVIEW

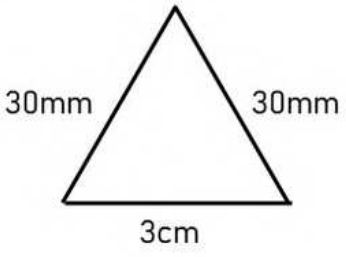
Part 9 — Find the perimeter of the equilateral trian es b

1)



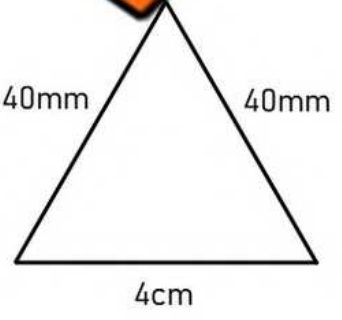
Perimeter = _____ cm

2)



Perimeter = _____ mm

3)



Perimeter = _____ cm

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Name: _____ 150

Curriculum Connection
E2.3

Digital Clocks – How Much Time Has Elapsed

Questions Read the digital clocks. How many minutes/seconds have gone by?

Start Time	End Time	How Much Time Has Passed?	
4 : 11 : 16	4 : 24 : 45	Minutes	13
		Seconds	29
5 : 01 :	5 : 08 : 28	Minutes	
		Seconds	
8 : 21 : 08	:	Minutes	
		Seconds	
6 : 34 : 36	6 : 59 :	tes	
		eco	
7 : 14 : 32	7 : 22 : 55	Mi	
		Seconds	
1 : 37 : 35	1 : 52 : 53	Minutes	
		Seconds	
3 : 27 : 14	3 : 39 : 35	Minutes	
		Seconds	

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Curriculum Connection
E2.3

Exit Cards

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

Name: _____

1) How many minutes/seconds have gone by?

Start Time	End Time	How Much Time Has Passed?	
3:15		Minutes	
		conds	
12:07:22	12:2	Minu	
9:33:10	9:48:29	Min	
		Seconds	

Name: _____

1) How many minutes/seconds have gone by?

Start Time	End Time	How Much Time Has Passed?	
3:15:56	3:45:59	Minutes	
		Seconds	
12:07:22	12:22:28	Minutes	
		Seconds	
9:3	9:48:29	Minutes	
		Seconds	

Name: _____

1) How many minutes/seconds have gone by?

Start Time	End Time	How Much Time Has Passed?	
3:15:56	3:45:59	Minutes	
		Seconds	
12:07:22	12:22:28	Minutes	
		Seconds	
9:33:10	9:48:29	Minutes	
		Seconds	

Name: _____

1) How many minutes/seconds have gone by?

Start Time	End T	ch Time s Passed?	
3:15:56	3:45:59	Minutes	
		Seconds	
12:07:22	12:22:28	Minutes	
		Seconds	
9:33:10	9:48:29	Minutes	
		Seconds	

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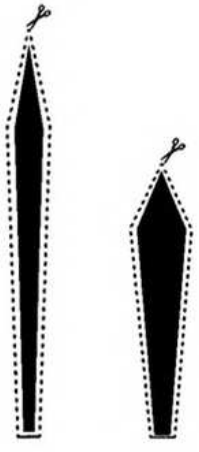
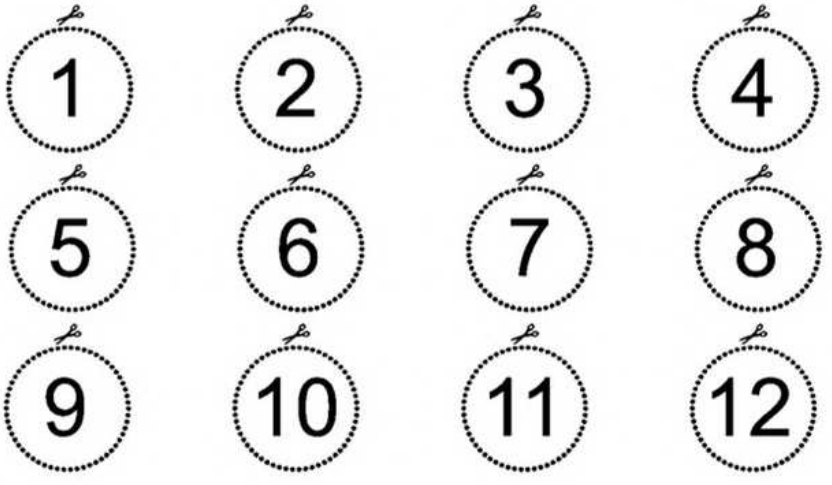
Curriculum Connection
E2.3

Making a Clock

Directions Cut out the parts of the clock and paste them in the right spots







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Analog Clock

An **analog clock** tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

Part 1

Fill in the minutes around the clock. Then label the hour and minute hand



PREVIEW

Part 2

How many minutes have gone by in the hour?







_____ _____ _____ _____ _____

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Curriculum Connection
E2.3

Telling Time – Nearest Hour

Questions What time is it? Write the times on the digital clocks below

1) 

:00

2) 

:00

3) 

:00

4) 

:00

5) 

:00

6) 

:00

7) 

:00

8) 

:00

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E2.3

How Many Hours Have Passed ?

Questions Label the clocks and determine how many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  :	 :	_____ Hours
2)  :	 :	_____ Hours
3)  :	 :	_____ Hours
4)  :	 :	_____ Hours

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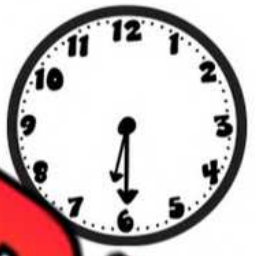
E2.3

Telling Time – Half Past

Questions What time is it? Write the times on the digital clocks below

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

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E2.3

Telling Time – Quarter To, Quarter After

 Quarter To	 Quarter After

Questions Is the time – Quarter To or Quarter After? Circle the answer

PREVIEW

1)  Quarter To Quarter After	2)  Quarter To Quarter After	3)  Quarter To Quarter After
4)  Quarter To Quarter After	5)  Quarter To Quarter After	6)  Quarter To Quarter After
7)  Quarter To Quarter After	8)  Quarter To Quarter After	9)  Quarter To Quarter After
10)  Quarter To Quarter After	11)  Quarter To Quarter After	12)  Quarter To Quarter After

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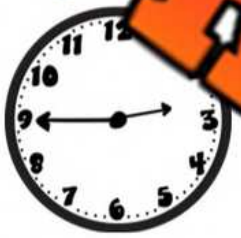
Telling Time – Every 5 Minutes

Questions Read the clock and write the time below

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 



10) 

11) 

12) 

PREVIEW

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Curriculum Connection
E2.3

Exit Cards

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

Name: _____

1) What time is it?



:

2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?



:

2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?



:

2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?



:

2) Draw the time on the clock: 5:15



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Curriculum Connection
E2.3

24 – Hour Clock

The 24-hour clock can also be used to tell time. The clock is divided into 24 hours, which means we don't need to repeat the 12-hour A.M. and P.M. cycle. When it is 3:00pm, it is 15:00 on a 24-hour clock. Many people refer to the 24-hour clock as military time. The 24-hour clock is often used in airports and when tracking time between countries.

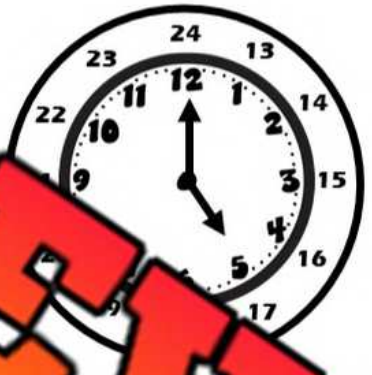


15:00

Questions Assuming it is the afternoon, what time does the clock read in 24hr time?



_____:_____



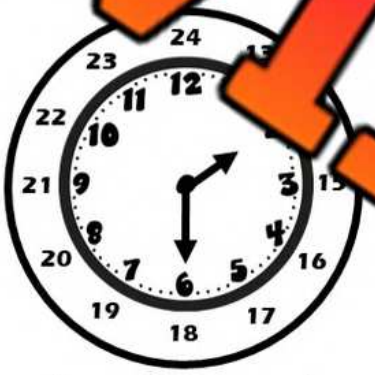
_____:_____



_____:_____



_____:_____



_____:_____



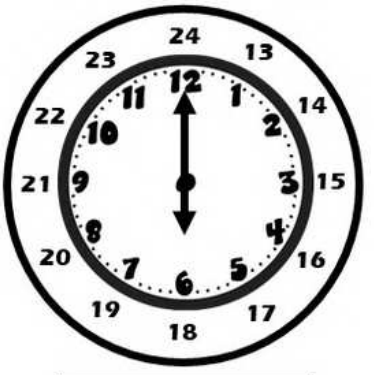
_____:_____



_____:_____



_____:_____



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E2.3

Matching Game: Telling Time To The Nearest Minute

Objective What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

Materia you will need for the activity.

- Pre-prep -cu tching game cards with digita nd an ks.
- Small bags or envel o hold ti sets for each group



PREVIEW

Instructions How you will complete the act

1. Before the class, the teacher will cut out the p ed m ng game cards.
2. Divide the students into small groups and give each group ag elope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one digital time with its matching analog clock.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

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E2.3

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:16
	1:50
	6
	8:16
	9:38

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E2.3

Cards | Matching Game Cards

Analog Clock	Digital Clock
	12:21
	3:44
	7
	5:52
	12:53

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Cards | Matching Game Cards

Analog Clock	Digital Clock
	9:01
	4:50
	7
	2:27
	10:58

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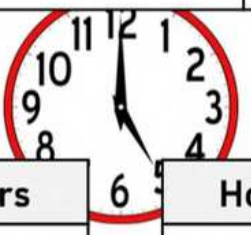
E2.3

Measuring Time – Seconds, Days, Hours, Minutes

Seconds (sec)	Minutes (min)	Hours (hr)	Days (d)
60 seconds = 1 minute	60 minutes = 1 hour	24 hours = 1 day	1 day = 24 hours



Part 1 Fill in the tables below

Seconds	Minutes
60	1
1	2
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
	7
480	
540	
	10

Hours	Days
24	1
48	2
72	
	4
	5
144	
168	
	8
	9
2	

PREVIEW

Part 2 Convert the units of measurement below

1) 1 hr	_____min	5) 240 mins	_____ hrs	9) 5 d	_____hrs
2) 240 sec	_____min	6) 72 hrs	_____ d	10) 360 min	_____ hrs
3) 180 sec	_____ min	7) 540 mins	_____hr	11) 240 hrs	_____ d
4) 2 d	_____hr	8) 168 hrs	_____d	12) 480 mins	_____hrs

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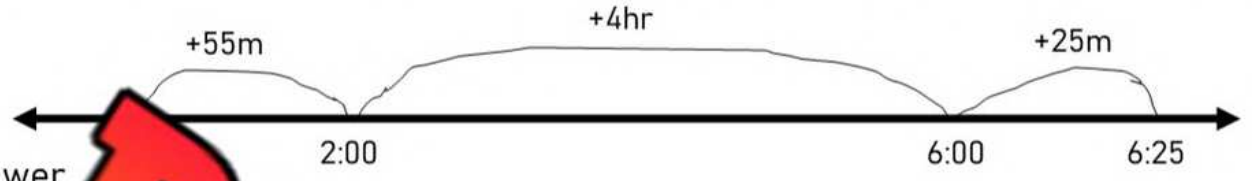
Curriculum Connection
E2.3

Elapsed Time Using Timelines – Word Problems

Questions Use the timeline to solve the problems below. The first one is done for you

1) Chris went skiing at 1:05pm. He went home at 6:25pm. How long did he ski for?



Answer

55m + 2

1h 2 4h 5h

2) Kevin ran a m da e started at 8:10am and finished at 2:30pm. How long did it tak n the hon?



3) Becca drove from Regina to Saskatoon. S at rived at 10:10am. How long was the drive?

4) One of the longest movies ever made is 5 hours and 25 minutes. If you started the movie at 1:15pm, what time would it finish?



PREVIEW

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Curriculum Connection
E2.3

Elapsed Time Using Timelines

Questions How much time has gone by from the first clock to the second clock?

1)



4:



5:55

Answer

2)



2:15



11:25

Answer

3)



3:50



7:00

Answer



1:3



10:25

Answer

5)



12:00



7:55

Answer

6)



2:55



8:50

Answer

PREVIEW

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Curriculum Connection
E2.3

Elapsed Time – Hours/Minutes – Word Problems

Questions | Read the problems and solve them below

1. David played in a basketball game that started at 7:15pm. The game ended at 8:50pm. How long was the game?



2. [illegible] at 3:10pm. He finished studying at 4:47pm. How long did he [illegible]dy for?

3. James started his test at 12:45p[illegible] has a[illegible] and 25 minutes to finish the test. What time does he need to be done by?



4. Stephanie put her brownies in the oven at 4:07pm. They n[illegible] 45 minutes. What time should she take them out?

5. Emma's flight took off at 2:20pm. It landed at 6:15pm. How long was the flight?



PREVIEW

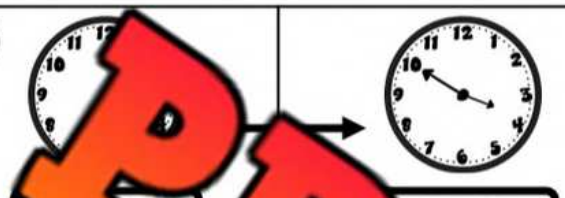
Curriculum Connection
E2.3

Exit Cards

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

Name: _____

1) How much time has gone by from the first clock to the second clock?

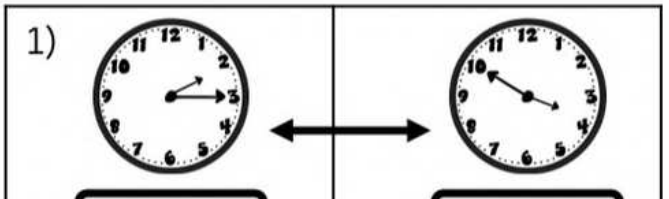
1) 

Answer

2) Solve the problem below.
Emma's flight took off at 3:25pm. It landed at 8:05pm. How long was the flight?

Name: _____

1) How much time has gone by from the first clock to the second clock?

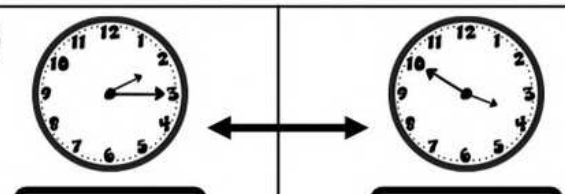
1) 

Answer

2) Solve the problem below.
Emma's flight took off at 3:25pm. It landed at 8:05pm. How long was the flight?

Name: _____

1) How much time has gone by from the first clock to the second clock?

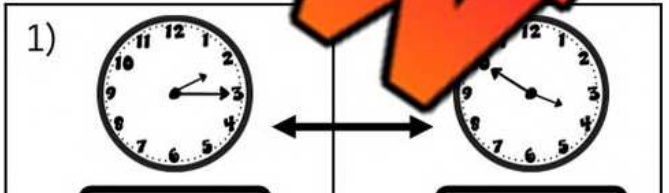
1) 

Answer

2) Solve the problem below.
Emma's flight took off at 3:25pm. It landed at 8:05pm. How long was the flight?

Name: _____

1) How much time has gone by from the first clock to the second clock?

1) 

Answer

2) Solve the problem below.
Emma's flight took off at 3:25pm. It landed at 8:05pm. How long was the flight?

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E2.3

Biking Adventure Elapsed Time Challenge Problems

Questions Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Use a timeline
- ☐ Solve the problem
- ☐ Check your answer

Sara went for a bike ride to a far away park today. She left her house at 9:25am.

a) She packed a lunch after biking for 2 hours and 25 minutes. What time did she have lunch?



b) She arrived at the park at 2:30pm. How long did it take her to get to the park?

c) After staying at the park for an hour, she headed home. It took her the same amount of time to get home as it did to get to the park. What time did she arrive home?

PREVIEW

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Curriculum Connection
E2.3

Task Cards: Elapsed Time

Objective | What are we learning about?

To enhance students' ability to calculate exact elapsed times to the minute and reinforce their understanding of time management and clock reading skills.

Materials | What you will need for the activity.

- 24 t[illegible]
- S[illegible]eets [illegible]r for answers
- Pen[illegible]

8-11h
16-18h

Instructions | [illegible]ou w[illegible] the activity

1. Start by explaining the [illegible]ce [illegible]e calculation in daily activities and how it relates to real-life si[illegible]tions
2. Distribute a set of 24 task cards to [illegible] pair of [illegible]ents
3. Provide each pair with a separate sheet of [illegible] for r[illegible]ir answers.
4. Instruct students to work in pairs to encourage c[illegible]ation and [illegible]sion, which can help them learn from each other's reasoning.
5. Explain that they are not required to work through the task car[illegible]der. They can choose any card to start with and proceed at their ow[illegible]
6. Students should write down just the letter of their answer (A, B, or C) [illegible] the answer sheet next to the corresponding task card number.
7. If you're using a timer, set a time limit to add a level of challenge and help manage the activity period. This could be the length of the class or a shorter interval, depending on your goals.
8. Once the time is up, or all pairs have completed as many cards as they can, go over the answers as a class. This review helps solidify learning and address any common mistakes or misunderstandings.
9. Encourage pairs to discuss strategies they used and any difficulties they encountered during the activity.

PREVIEW

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Curriculum Connection
E2.3

Task Cards	Cut out the task cards below

Card 9:
Start: 10:00 AM, End: 12:30 PM – What is the elapsed time?

A) 2 hours
B) 2.5 hours
C) 3 hours

Card 13:
Start: 9:09 AM, End: 11:54 AM – What is the elapsed time?

A) 2 hours 45 minutes
B) 2 hours 55 minutes
C) 2 hours 35 minutes

C[illegible]
Start: 4:15 [illegible] 45 [illegible] How much t[illegible]s pas[illegible]

A) 2 hou[illegible]
B) 2.5 hours
C) 3 hours

Card 14:
Start: 2:50 PM, End: 4:32 PM – How long was the duration?

A) 1 hour 42 minutes
B) 1 hour 52 minutes
C) 1 hour 32 minutes

Card 11:
Start: 8:22 AM, End: 10:47 AM – How much time has elapsed?

A) 2 hours 25 minutes
B) 2 hours 15 minutes
C) 2 hours 35 minutes

Ca[illegible]15:
Sta[illegible]M, E[illegible]:06 AM – Calc[illegible]e e[illegible]sed time.

A) 3 hour[illegible]
B) 3 hours 51 [illegible]tes
C) 3 hours 31 minutes

Card 12:
Start: 1:13 PM, End: 3:38 PM – How much time has passed?

A) 2 hours 15 minutes
B) 2 hours 25 minutes
C) 2 hours 35 minutes

Card 16:
Start: 5:50 PM, End: 7:20 PM – How much time has elapsed?

A) 1 hour 30 minutes
B) 1 hour 40 minutes
C) 1 hour 20 minutes

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E2.3

Task Cards	Cut out the task cards below

Card 17:
Start: 11:11 AM, End: 12:46 PM – What is the duration of this interval?

A) 1 hour 25 minutes
B) [illegible]ur 35 minutes
[illegible]5 minutes

Card 21:
Start: 7:42 AM, End: 9:17 AM – How much time has elapsed?

A) 1 hour 35 minutes
B) 1 hour 25 minutes
C) 1 hour 30 minutes

C[illegible]
Start: 3:03 [illegible]58 [illegible] How long [illegible] perio[illegible]

A) 1 hour 55 [illegible]
B) 1 hour 45 min[illegible]
C) 1 hour 35 minutes

Card 22:
Start: 2:58 PM, End: 5:03 PM – How much time has passed?

A) 2 hours 5 minutes
B) 2 hours 15 minutes
[illegible] hours 10 minutes

Card 19:
Start: 10:30 AM, End: 12:05 PM – What is the elapsed time?

A) 1 hour 35 minutes
B) 1 hour 25 minutes
C) 1 hour 45 minutes

[illegible]23:
Start [illegible]M, E[illegible]:29 AM – Wha[illegible] el[illegible] ti[illegible]?

A) 2 hour[illegible]
B) 2 hours 48 [illegible]tes
C) 2 hours 55 minutes

Card 20:
Start: 4:40 PM, End: 7:15 PM – How much time has passed?

A) 2 hours 35 minutes
B) 2 hours 25 minutes
C) 2 hours 45 minutes

Card 24:
Start: 12:14 PM, End: 3:46 PM – How long is the period?

A) 3 hours 32 minutes
B) 3 hours 22 minutes
C) 3 hours 28 minutes

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Task Cards: Elapsed Time

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: _____ 200

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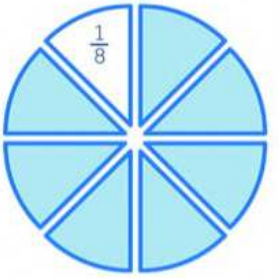
E2.3'

Elapsed Time Using Fractions

We can use fractions to explain how much time has elapsed. When using fractions, we use one hour as the whole. For example, if an event took 3 hours and 30 minutes, we could say it took 3 ½ hours. If it took 2 hours and 20 minutes, we could say it took $2\frac{1}{3}$ hours.



Part 1 Write the fraction for the elapsed time

Elaps	Fraction
30 m tes	hour
15 minutes	
45 minutes	

Elapsed Time	Fraction
20 minutes	
40 minutes	
0 minutes	

Part 2 Write the fraction for the elapsed t

Elapsed Time	Fraction
1 hour 30 minutes	$1\frac{1}{2}$ hours
2 hours 15 minutes	
5 hours 45 minutes	

Etap e	action
4 hou minutes	
6 hours 20 minutes	
120 minutes	

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Part 3 Write the fraction for the elapsed time

Ellie studied from 5:15 pm to 7:30 pm for a test. How many hours did she study?

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E2.3

Elapsed Time Using Fractions - Word Problems

Questions Read the problems and solve them below using fractions

	Word Problems
1	Emily started her piano practice at 4:15 PM and finished at 6:45 PM. How many hours did she practice? 
2	Movie lasts hours and starts at 6:45 PM. What time does it end?
3	A bus ride starts at 9: M a 2:50 PM. How long is the ride in hours? 
4	A train journey lasts 3 1/4 hours. If it starts 2 AM, what time does the train arrive?
5	Julia watched a movie starting at 2:30 PM and ending at 5:00 PM. How much time did she spend watching the movie?
6	A science experiment takes 2 3/4 hours to complete. If it starts at 10:05 AM, what time will it finish? 

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Name: _____ 206

Unit Quiz - Time

Part 1 Convert the units of measurement below

1) 2 hr	_____min	5) 300 mins	_____ hr	9) 4 d	_____hrs
2) 360 sec	_____min	6) 48hrs	_____ d	10) 240 min	_____ hrs
3) 18	_____	7) 540 mins	_____hr	11) 240 hrs	_____ d
4) 3 d	_____	6	_____d	12) 480 mins	_____hrs

PREVIEW

Part 2 How much ti... on... ...e first clock to the second clock?

1)



4:35



9:35

2)



1:05

Part 3 What time is it? How much time has gone by from the first clock to the next

1)



:



:

2)



:



:

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Part 4 Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Use a timeline
- ☐ Solve the problem
- ☐ Check your answer

Devin played video games a lot today. He started playing at 7:35am when he woke up. He took at break at noon (12:00pm) for lunch.



a) How [illegible] Devin play video games this morning?

PREVIEW

b) Devin joined some of his friends [illegible] more video games. They played together until 5:50pm. He[illegible] did [illegible] games with his friends?

c) Devin ended up playing 9 hours of video games today. He started playing again after dinner at 7:10pm. What time did he finish playing?

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Name: _____ 213

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E2.4

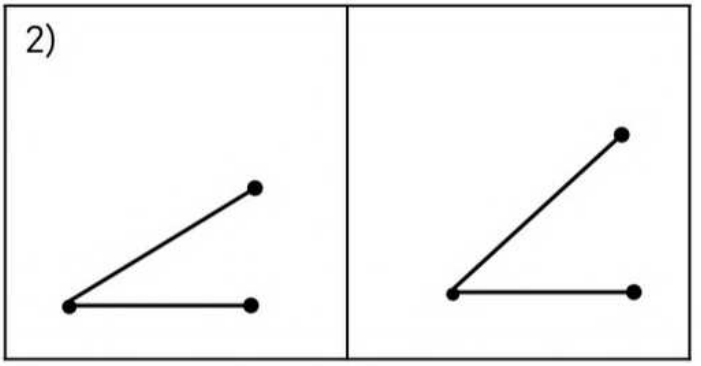
Superimposing Angles

Compare Cut out the angles and use them to compare the two angles above. Circle the larger angle.

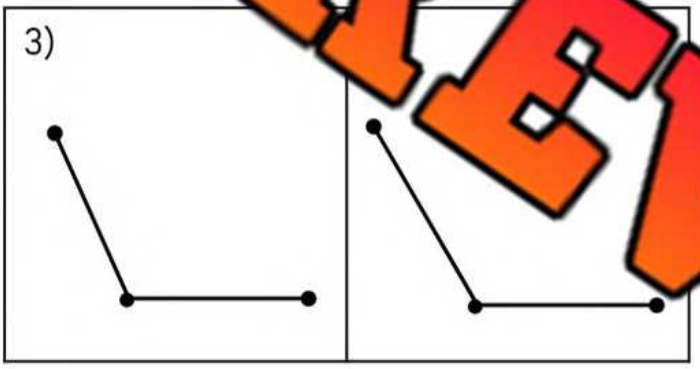
1)



2)



3)



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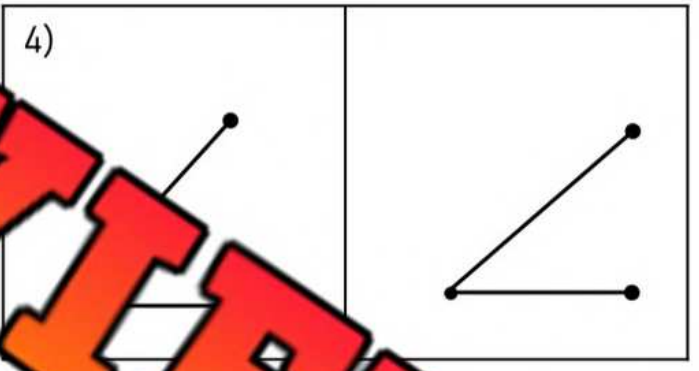

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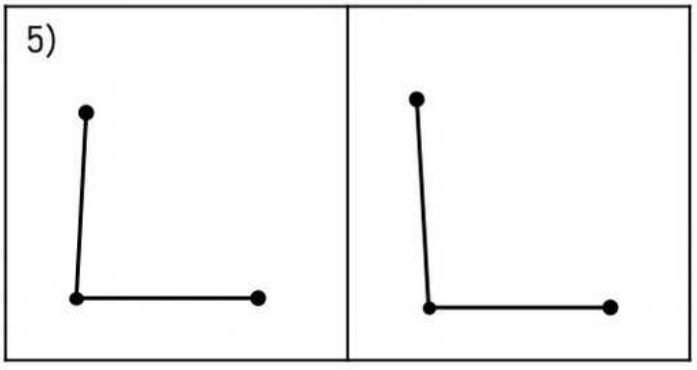
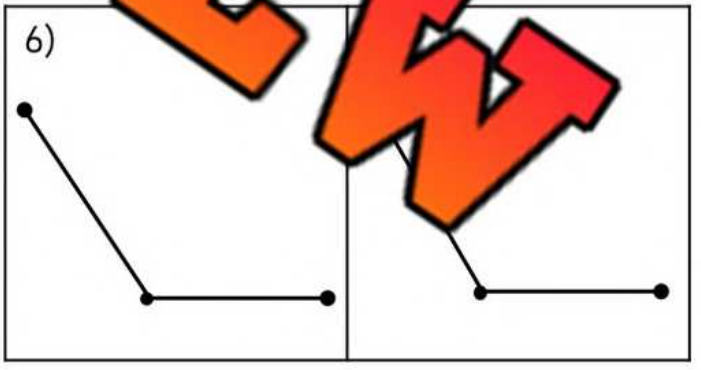
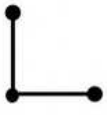


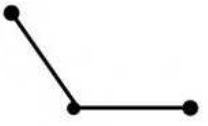
6)



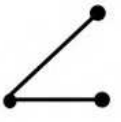
PREVIEW



90° Angle



120° Angle



45° Angle

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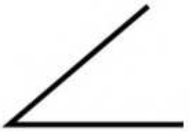
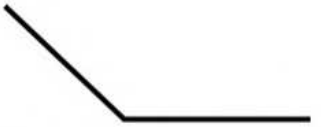
Name: _____ 219

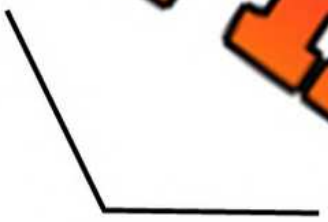
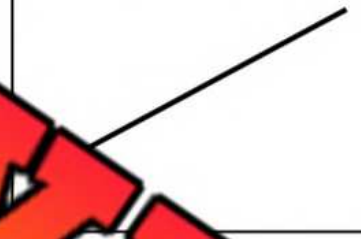
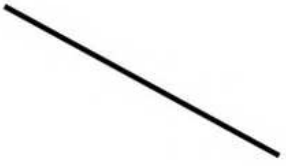
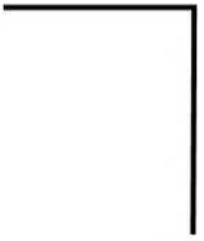
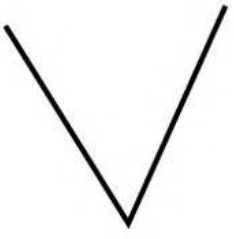
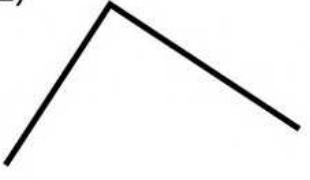
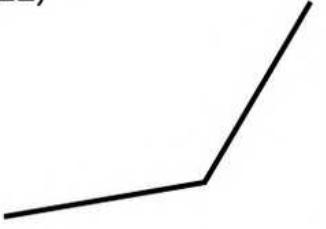
Curriculum Connection
E2.4

Naming Angles – Right, Obtuse, Acute, and Straight

Right Angle - 90° angle	**Acute Angle** - smaller than 90° angle	**Obtuse Angle** - larger than 90° angle	**Straight Angle** - A straight line
			

Questic Label the angle – straight, acute, obtuse, or right

PREVIEW

1) 		3) 	4) 
right acute obtuse	right acute ob	straig e obtuse	right acute obtuse
5) 	6) 	7) 	8)
straight acute obtuse	right acute obtuse	right acute obtuse	right acute obtuse
9) 	10) 	11) 	12) 
right acute obtuse	right acute obtuse	right acute obtuse	right acute obtuse

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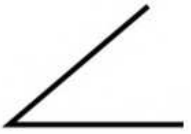
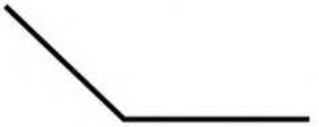
Name: _____ 220

Curriculum Connection
E2.4

Drawing Angles – Right, Obtuse, Acute, and Straight

Right Angle - 90° angle	**Acute Angle** - smaller than 90° angle	**Obtuse Angle** - larger than 90° angle	**Straight Angle** - A straight line
			

Questio Draw examples of acute, straight, obtuse, and right angles

PREVIEW

1)	2)	3)	4)
Acute	Obtuse	[illegible]	Straight

5)	6)	7)	8)
Obtuse	Right	Acute	Straight

9)	10)	11)	12)
Right	Acute	Obtuse	Straight

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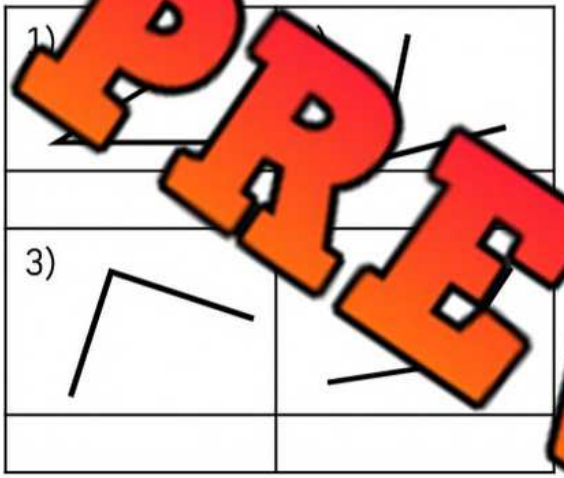
Exit Cards

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

Name: _____

Label the angle – acute, obtuse or right

1) 

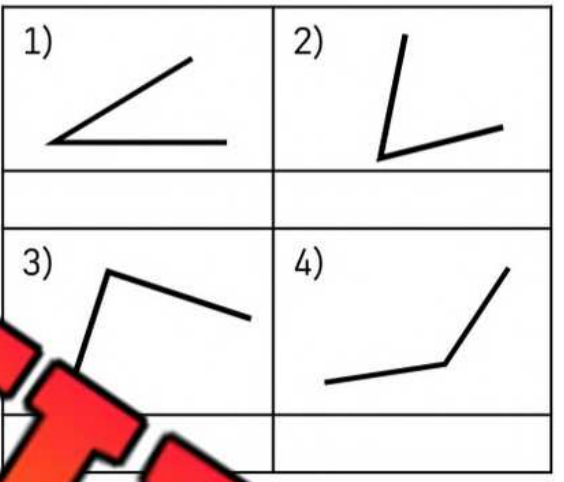
2)

3)

4)

Name: _____

Label the angle – acute, obtuse or right

1) 

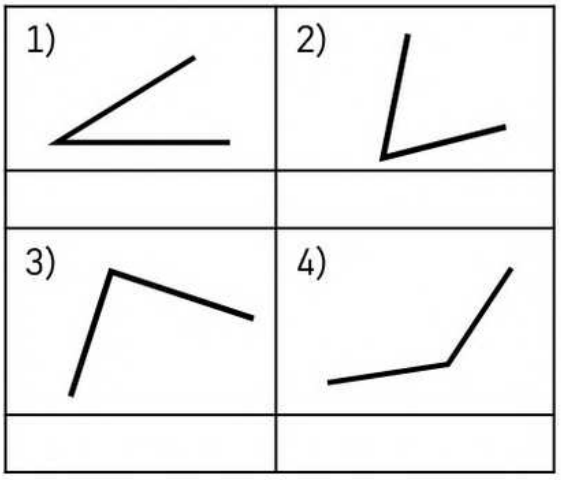
2)

3)

4)

Name: _____

Label the angle – acute, obtuse or right

1) 

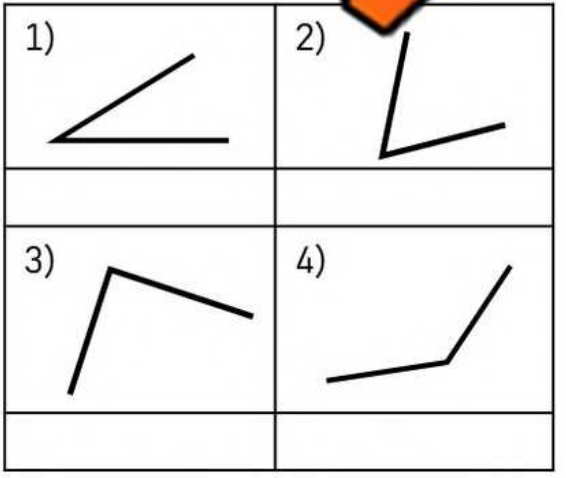
2)

3)

4)

Name: _____

Label the angle – acute, obtuse or right

1) 

2)

3)

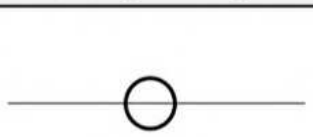
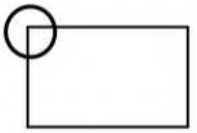
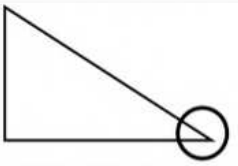
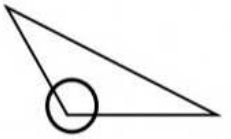
4)

PREVIEW

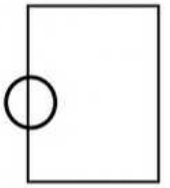
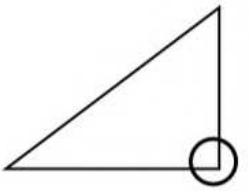
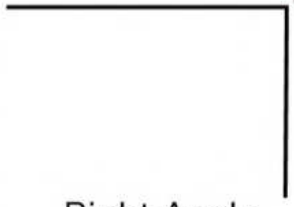
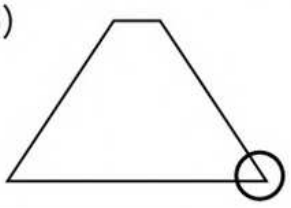
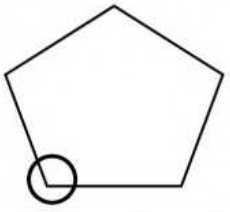
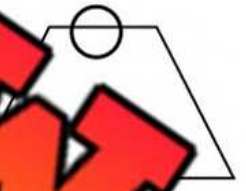
Name: _____ 228

Curriculum Connection
E2.4

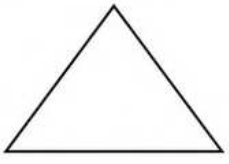
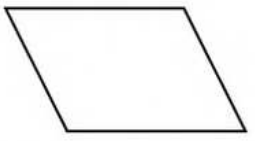
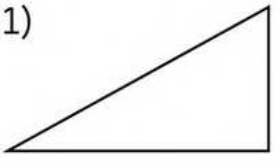
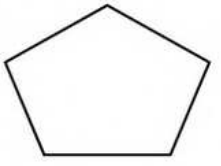
Naming Angles in Shapes

Straight Angle	Right Angle	Acute Angle	Obtuse Angle
			

Part 1 Draw the angle that is circled. Then label it obtuse, acute, right, or straight

1) 	2) 	3) 	4) 
 Right Angle	_____	_____	_____
5) 	6) 	7) 	8) 
_____	_____	_____	_____

Part 2 Circle the angles below on the shapes

9)  Acute Angles	10)  Obtuse Angles	11)  A right angle	12)  A straight angle

PREVIEW

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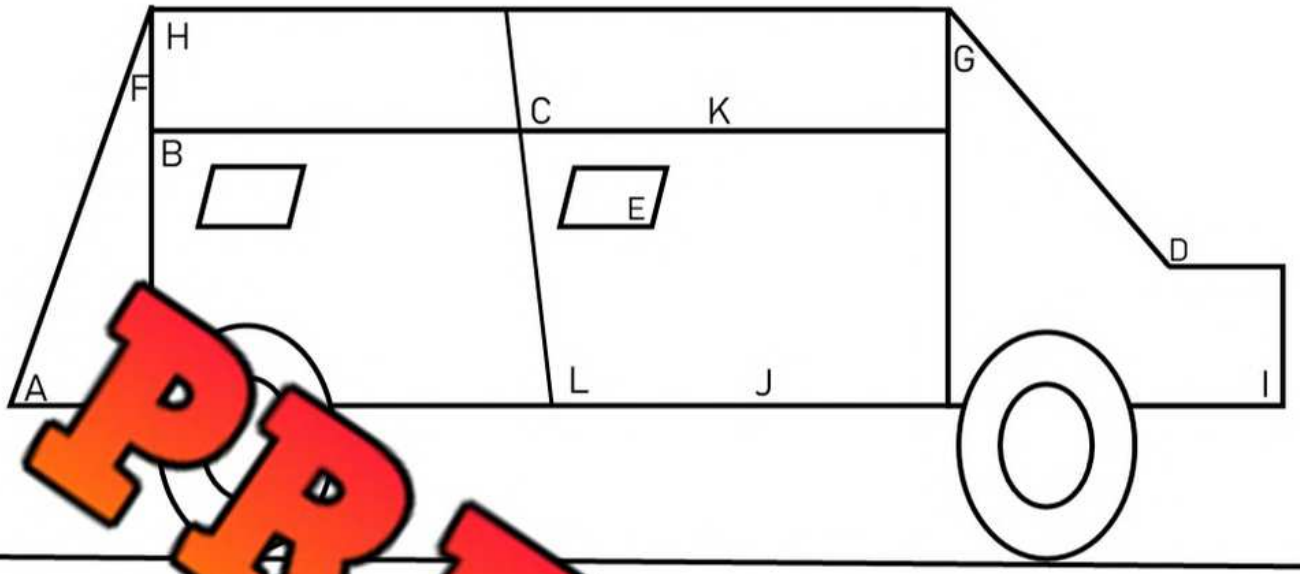
Name: _____ 229

Curriculum Connection
E2.4

Finding Obtuse, Acute, Straight, and Right Angles



PREVIEW

Questions What are th[illegible] with a letter – straight, acute, obtuse, or right?

Letters	Angle
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	

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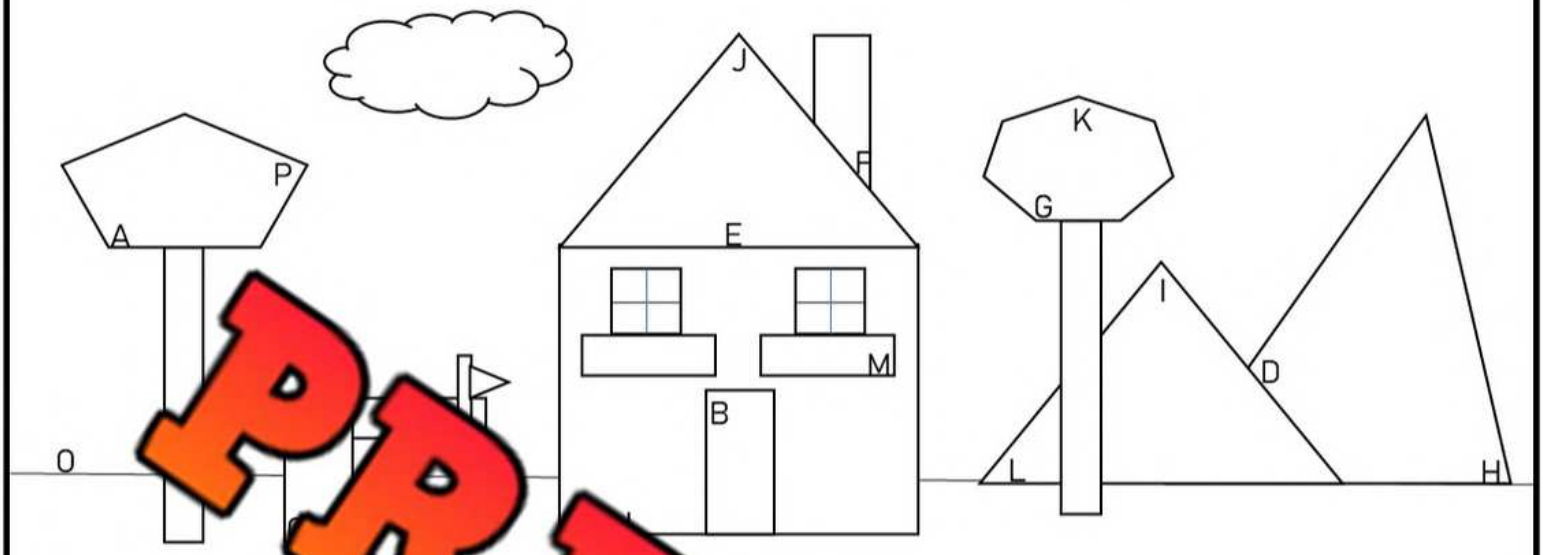
Name: _____ 230

Curriculum Connection
E2.4

Finding Obtuse, Acute, Straight, and Right Angles



PREVIEW

Questions What are th[illegible] with a letter – Straight, Acute, Obtuse, or Right

Letters	Name of An[illegible]
A	
B	
C	
D	
E	
F	
G	
H	

[illegible]	Name of Angle
[illegible]	
[illegible]	
K	
L	
M	
N	
O	
P	

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Name: _____ 231

Curriculum Connection
E2.5

Introduction to Area

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

Example – The area of the shape is 5 square units.

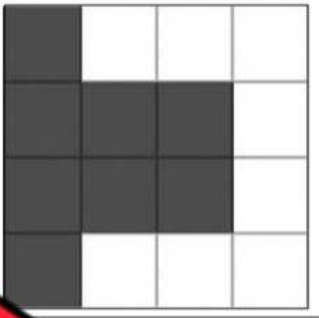


Questions: What is the area of the shape in square units?

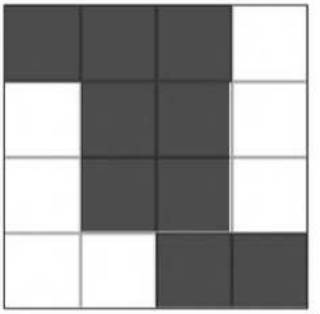
PREVIEW

1) 

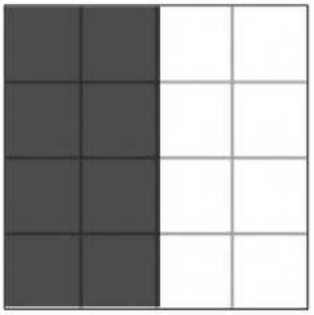
_____ squares

3) 

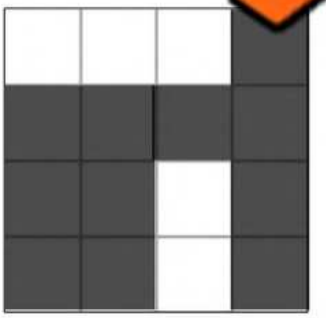
_____ squares

4) 

_____ squares

5) 

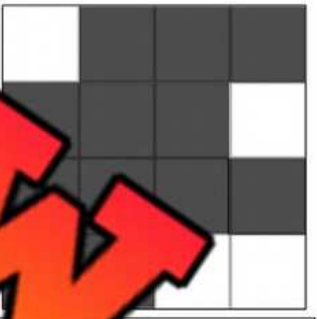
_____ squares

6) 

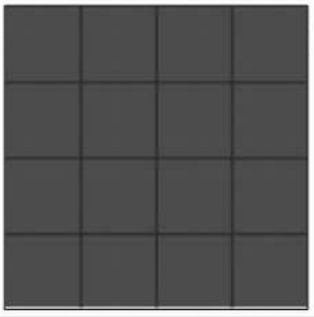
_____ squares

7) 

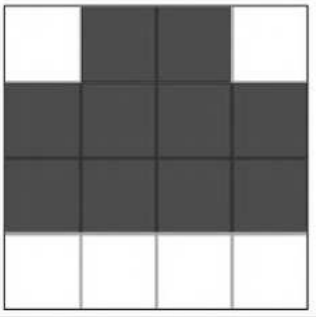
_____ squares

8) 

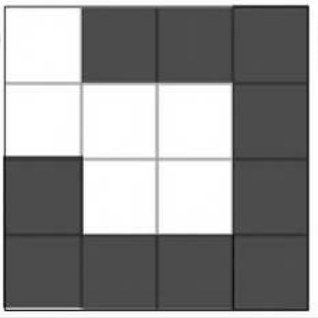
_____ squares

9) 

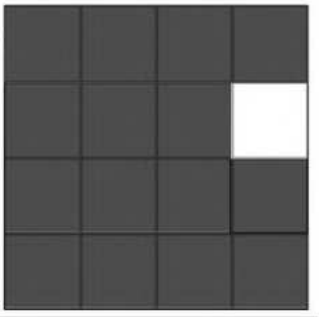
_____ squares

10) 

_____ squares

11) 

_____ squares

12) 

_____ squares

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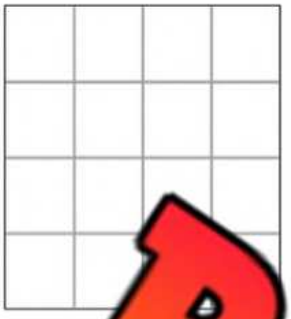
Name: _____ 232

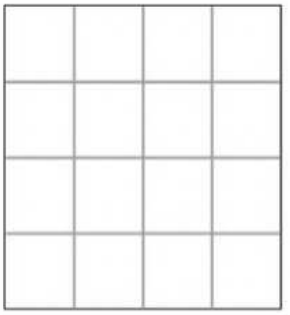
Curriculum Connection
E2.5

Introduction to Area

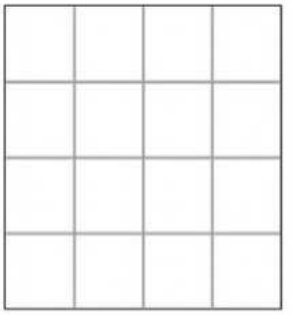
Questions | Shade in the area

1) 

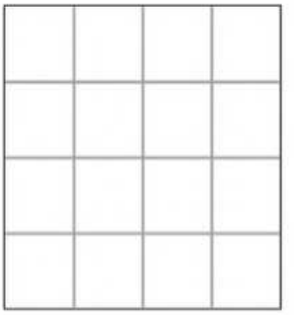
5 square units

2) 

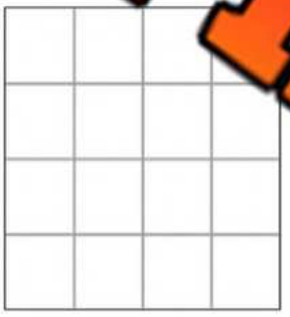
square units

3) 

11 square units

4) 

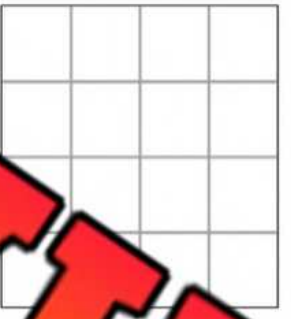
10 square units

5) 

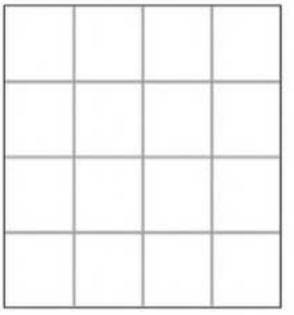
16 square units



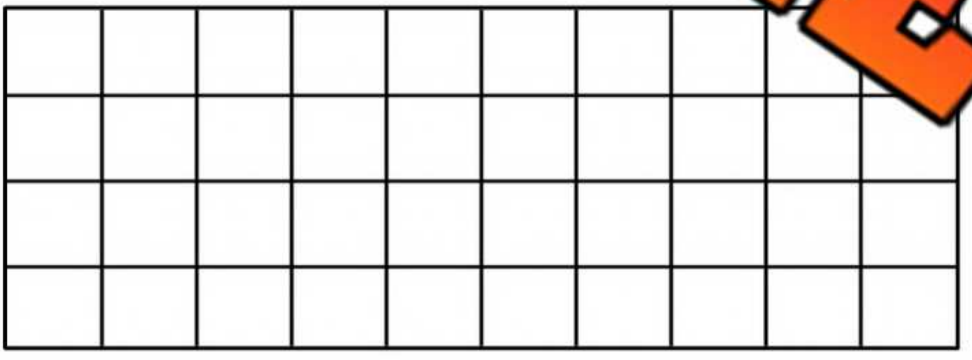
13 square units

7) 

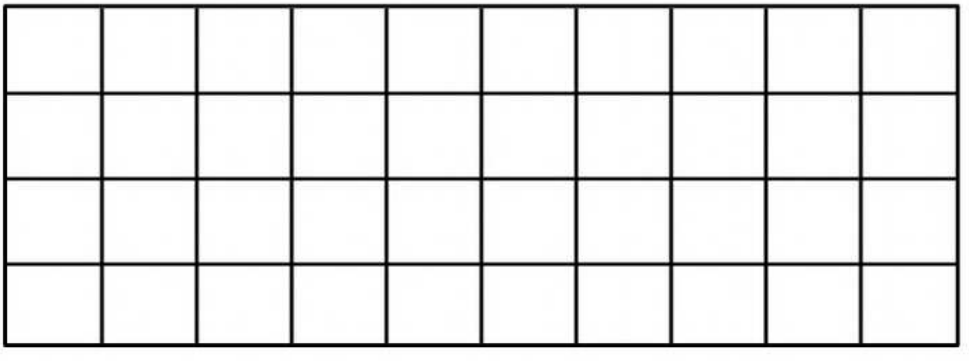
squa

8) 

15 square units

9) 

e units

10) 

33 square units

PREVIEW

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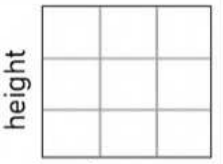
Name: _____ 235

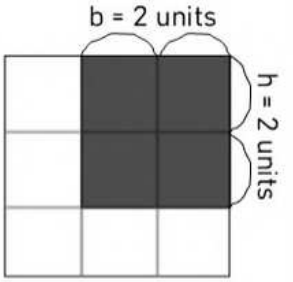
Curriculum Connection
E2.5

Area – Units Squared

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

A = base (b) x height (h)





A= l x w
A = 2 x 2
A = 4 units²

Question Find the area of the shapes below

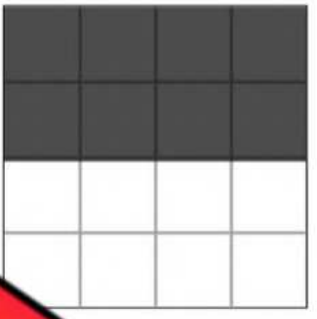
PREVIEW

1)



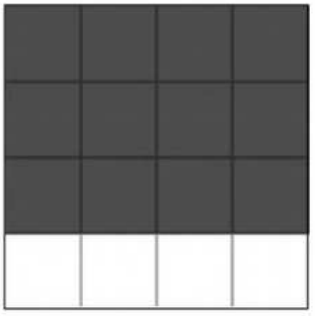
A= b x h
A = ____ x ____
A = _____ units²

2)



A= b x h
A = ____ x ____
A = _____ units²

3)

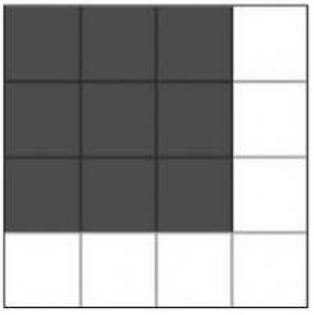


A= b x h
A = ____ x ____
A = _____ units²



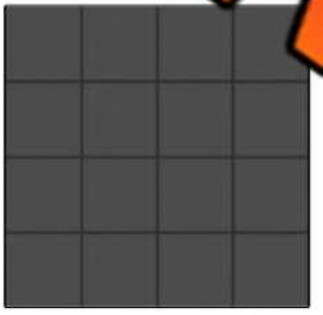
A= b x h
A = ____ x ____
A = _____ units²

5)



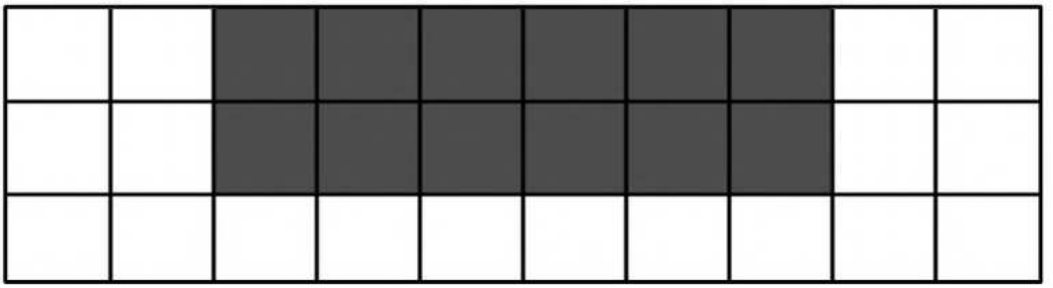
A= b x h
A = ____ x ____
A = _____ units²

6)



A= b x h
A = ____ x ____
A = _____ units²

7)



A= b x h
A = ____ x ____
A = _____ units²

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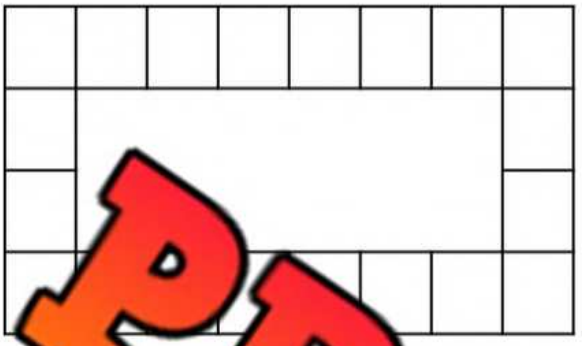
Name: _____ 237

Curriculum Connection
E2.5

Calculating Area Using CM

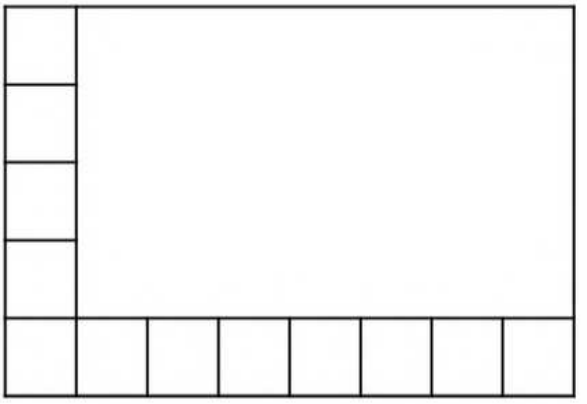
Questions Predict the area of rectangles below

1)



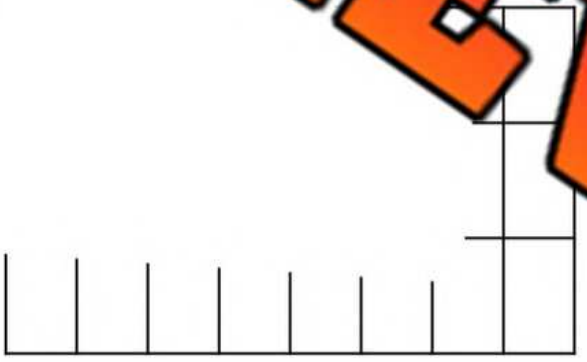
Area = _____

2)



Area = _____

3)

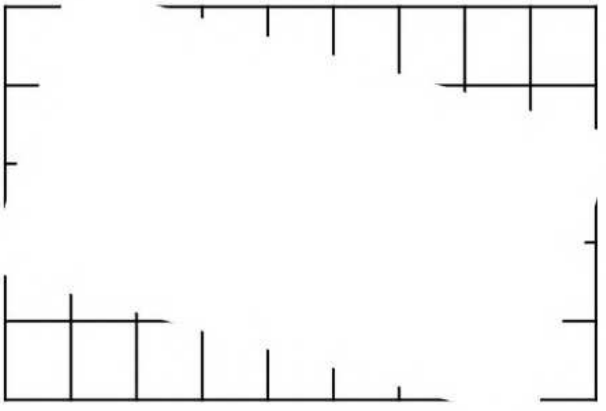


Area = _____



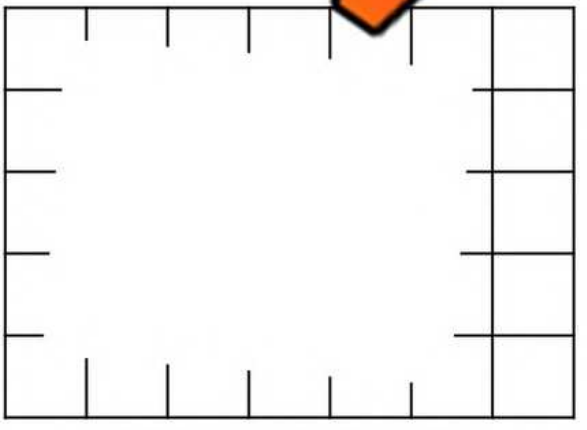
Area = _____

5)



Area = _____

6)



Area = _____

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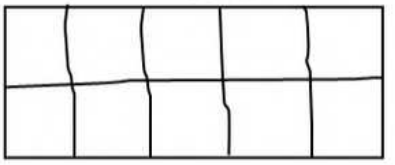
Name: _____ 238

Curriculum Connection
E2.5

Calculating Area Using CM

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



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

1) 4cm 3cm

Area = _____ cm²

2) 6cm 2cm

Area = _____ cm²

3) 5cm 3cm

Area = _____

4) 6cm 4cm

Area = _____

5) 10cm 4cm

Area = _____

6) 5cm 5cm

Area = _____

PREVIEW

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Curriculum Connection
E2.5

Exit Cards

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

Name: _____

Find the area (A= b x h)

a)

Area = _____

b)



A= b x h

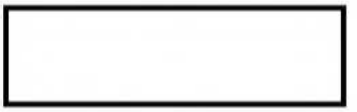
A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)



Area = _____

b)



A= b x h

A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)



Area = _____

b)



A= b x h

A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)



Area = _____

b)



A= b x h

A = ____ x ____

A = ____ m²

PREVIEW

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Name: _____ 242

Curriculum Connection
E2.5

Finding the Area of Rectangles

Questions | Find the area (A= b x h)

1)



Ar [illegible] m²

2)



Area = _____

3)



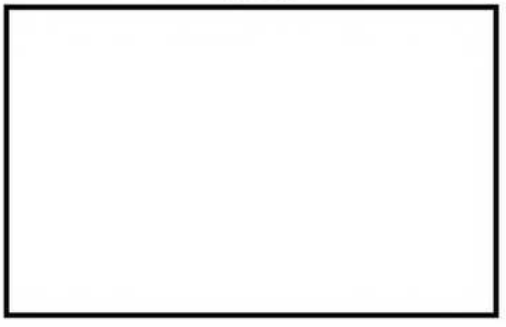
Area = _____

4)



Area = _____

5)



Area = _____

6)



Area = _____

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Name: _____ 243

Curriculum Connection
E2.5

Finding the Area of Rectangles

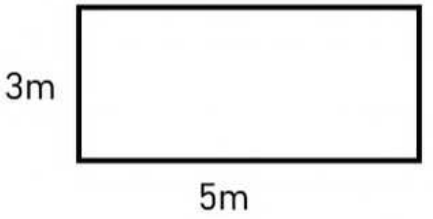
Questions | Find the area (A= b x h)

1)



Area = _____

2)



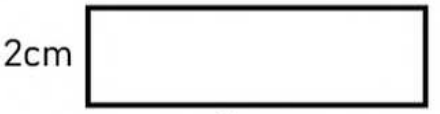
Area = _____

3)



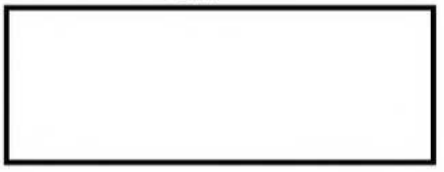
Area = _____

4)



Area = _____

5)



Area = _____

6)



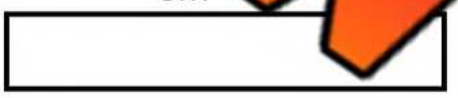
Area = _____

7)



Area = _____

8)



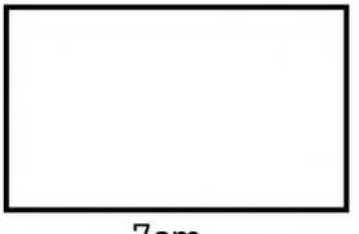
Area = _____

9)



Area = _____

10)



Area = _____

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Name: _____ 245

Curriculum Connection
E2.5

Area Word Problems

Questions | Answer the questions below

	Word Problems	Answers
1	A rectangular room is 9 metres long and 6 metres wide. If a square tile covers an area of 2 square metre, how many tiles will you need to cover the entire floor?	
2	Mike wants to buy grass for a rectangular yard that measures 12 metres by 4 metres. One roll of sod covers an area of 4 square metres. How many rolls of sod does he need to buy?	
3	A rectangular billboard measures 5 metres in height and 10 metres in length. An advertiser wants to rent half of the billboard's space for a month. If the cost is $20 per square metre per month, how much will the advertiser pay?	



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Curriculum Connection
E2.5

Exit Cards

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

Name: _____

1) Calcu[illegible]the area. _____

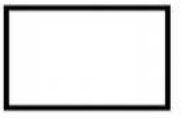


2) A paper is [illegible]and 6
What is the area [illegible] pa

_____

Name: _____

1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

_____

Name: _____

1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

_____

Name: _____

1) Calculate the a[illegible]



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

_____

PREVIEW

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Name: _____ 251

Curriculum Connection
E2.6

Finding the Missing Information - Visuals

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

Questions | Find the missing piece of information

1)



A= b x h

18 = ___ x 3

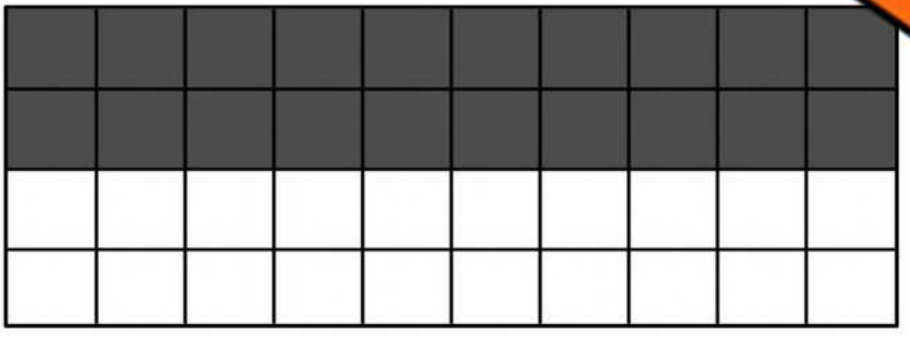
2)



A= b x h

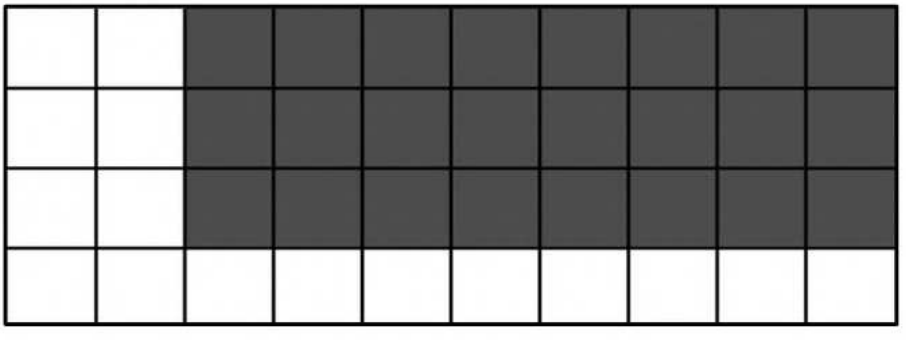
32 = 8 x ____

3)



20 = ___ x 2

4)



A= b x h

24 = 8 x ____

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Name: _____ 253

Curriculum Connection
E2.6

Finding the Missing Information

Questions | Find the area (A= b x h)

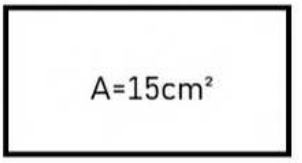
1)



Base = _____
Height = _____
Area = _____

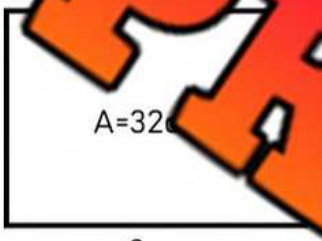
2)

3cm



Base = _____
Height = _____
Area = _____

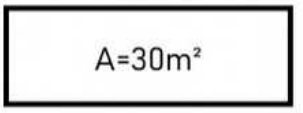
3)



Base = _____
Height = _____

4)

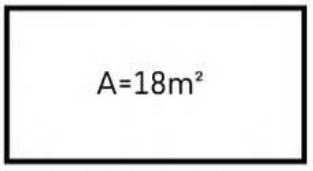
10m



Base = _____
Height = _____
Area = _____

5)

3m

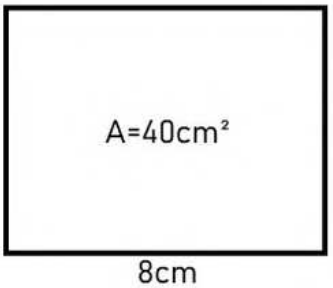


Base = _____
Height = _____
Area = _____



Base = _____
Height = _____
a = _____

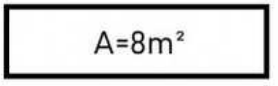
7)



Base = _____
Height = _____
Area = _____

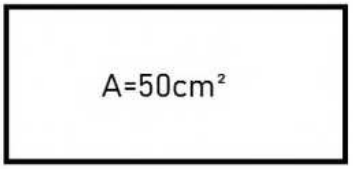
8)

1m



_____
Height = _____
Area = _____

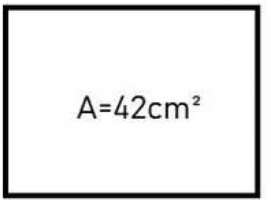
9)



Base = _____
Height = _____
Area = _____

10)

6cm



Base = _____
Height = _____
Area = _____

PREVIEW

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Name: _____ 255

Curriculum Connection
E2.6

Finding the Missing Information – Word Problems

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

1) A piece of paper has an area of 80cm². The base of the paper is 8cm. What is the height of the paper?



2) Ja[illegible] has [illegible] of 72m². The height of the yard is 8m. What is the base?

3) A bus has an area of 21m². The he[illegible] bu[illegible]m. What is the base?



4) A square poster has an area of 25cm². What is the base and

5) A cookie sheet has an area of 48cm². The base of the sheet is 6cm. What is the height of the cookie sheet?



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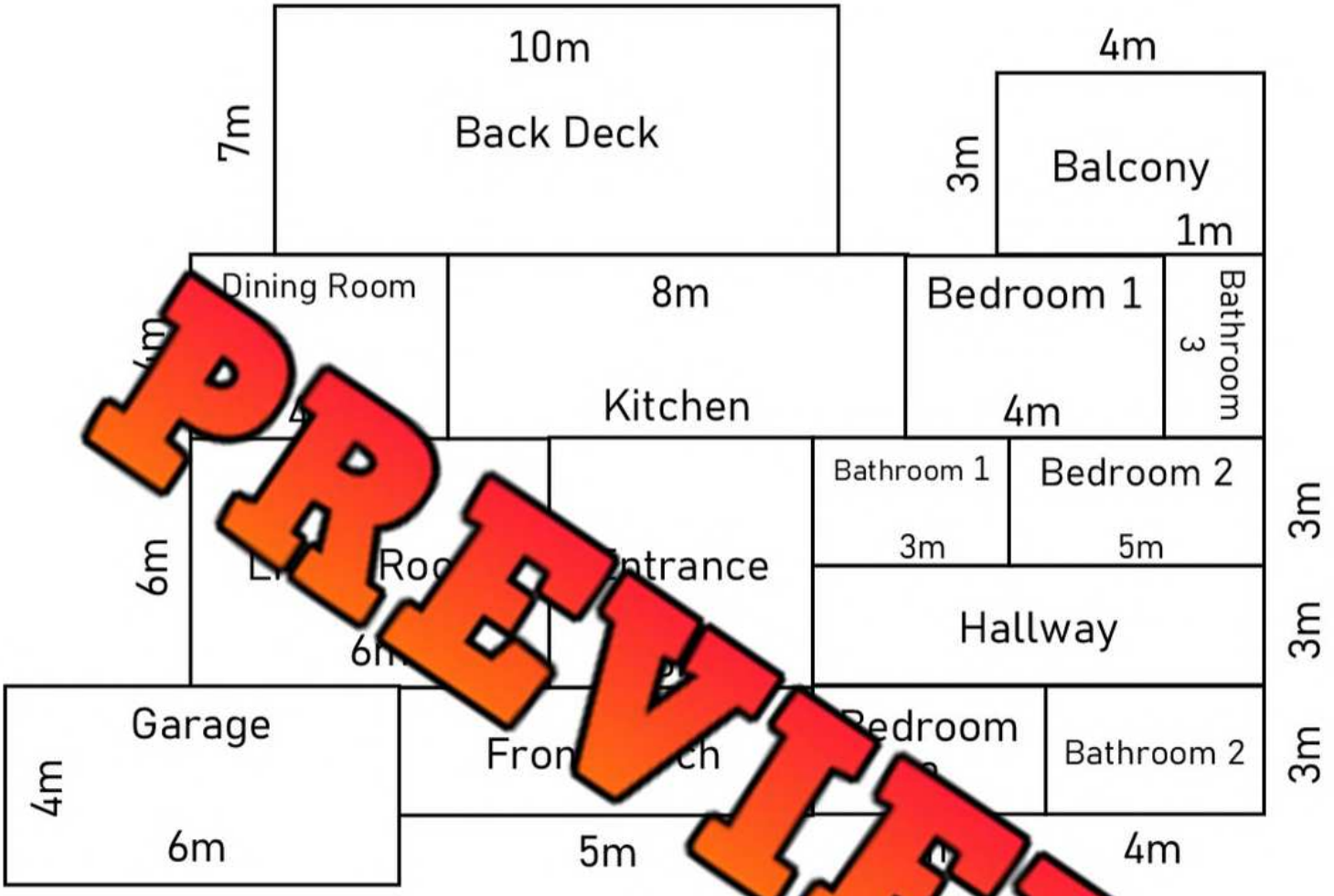
Curriculum Connection
E2.5

Calculating Area - House



PREVIEW

Questions

Calculate the area of the rooms in the house

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

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

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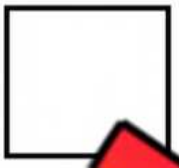
Name: _____ 260

Unit Test – Area

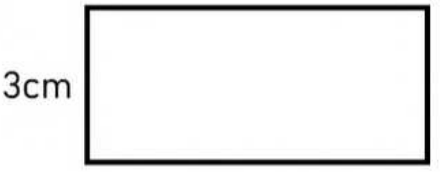
Part 1 Find the area

1)



Area = _____

2)



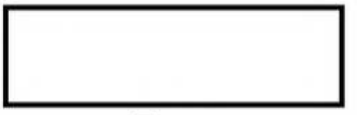
Area = _____

3)



Area = _____

4)

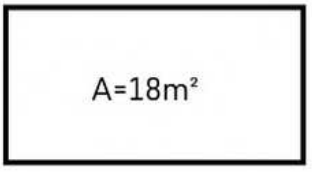


Area = _____

PREVIEW

Part 2 Find the area (A= b x

1)



Base = _____

Height = _____

Area = _____

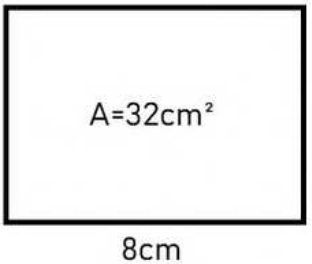
2)



H_____

Area = _____

3)

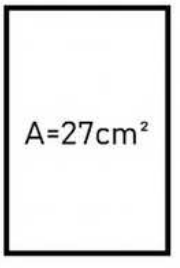


Base = _____

Height = _____

Area = _____

4)



Base = _____

Height = _____

Area = _____

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

1) A piece of paper is 8cm wide and 10cm tall. What is the area of the paper?
2) Henry's [illegible]e frame has an area of 56cm². The frame has a base of 7cm. What is the he[illegible]e frame?
3) A bus has an area [illegible] he[illegible] the bus in 4m. What is the base?

PREVIEW

Part 4 Answer the questions about centimeter s[illegible] ref[illegible]t

1) What is a good referent for a cm^2?	
2) Using the referent above, how many centimetres squared is this paper?	
3) Using the referent above, how many cm^2 is your desk/tabletop?	
4) Using the referent above, how many cm^2 is the average phone?	

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