Grade 5
Stand: B1 – Number Sense

	Curriculum Expectations	Pages That Cover the Expectations
B1.1	Read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	5 - 23
B1.2	Compare and order whole numbers up to and including 100 000, in various contexts	24 - 29
B1		9
B1.4	including improper fractions and mixed numbers, in various contexts	33 – 38, 50 - 56
B1.5	Read, represent, compare, and order decimal numbers up to hundredths, in various contexts	57, 84 - 94
B1.6	Round decimal numbers to the nearest tenth, in various contexts	58 - 65
B1.7	Describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts	66 - 83

Preview of 130 pages from this product that contains 469 pages total.

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Curriculum Connection
B1.1

Place Value Chart

45 632				
Ten Thousands	**Thousands**	**Hundreds**	**Tens**	**Ones**
4	5	6	3	2

Part 1

Fill in the place value charts below

PREVIEW

2) 32 694

Ten Thousands	Thousands	Hundreds	Tens	Ones

3) 63 53

Ten Thousands	Thousands	Hundre	One

4) 79 423

Ten Thousands	Thousands	Hundreds	Tens	Ones

5) 43 609

Ten Thousands	Thousands	Hundreds	Tens	Ones

184

Thousand	Tens	Ones

Part 2

Which place value is the underlined number?

1) 34 8<u>3</u>1 Tens	2) 57 38<u>4</u>	3) <u>2</u>3 361
4) <u>8</u>3 321	5) 22 <u>8</u>39	6) 97 35<u>2</u>
7) 2<u>9</u> 642	8) 73 3<u>4</u>4	9) <u>1</u>00 000

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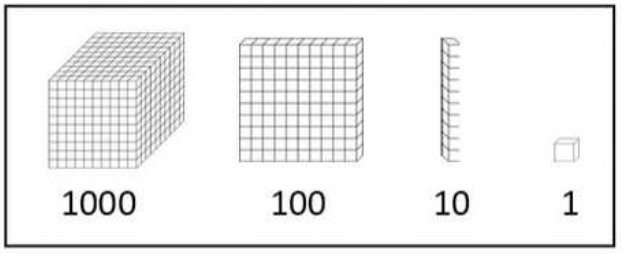
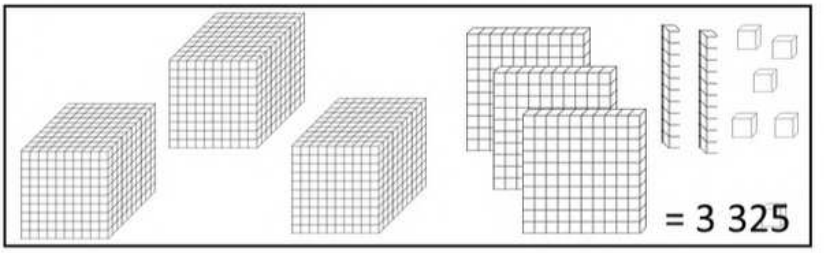
Curriculum Connection
B1.1

Base Ten Blocks



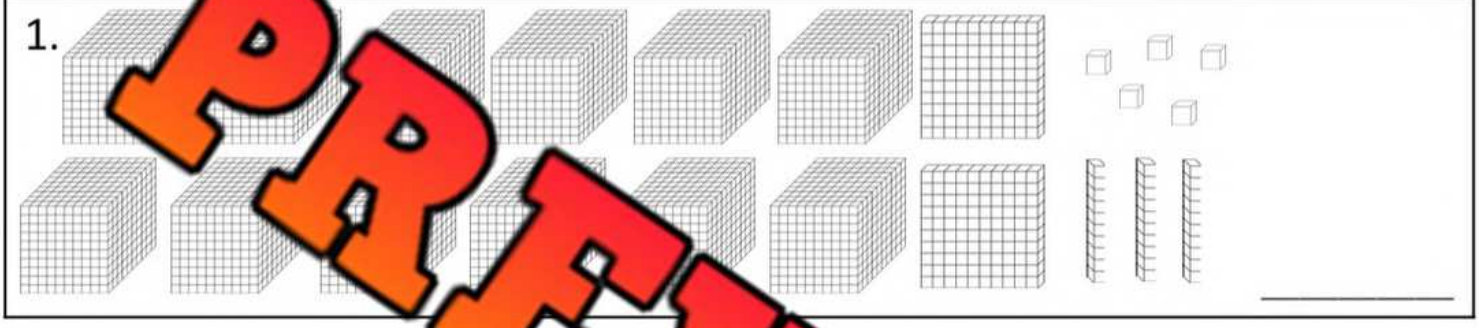


Part 1

How many blocks do you count?

PREVIEW

1.



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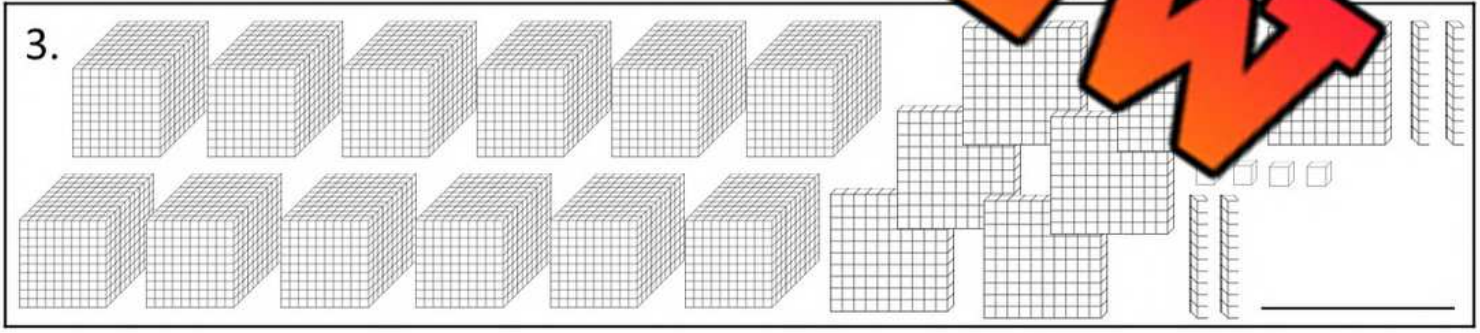

Part 2

Draw the base ten blocks to represent the numbers below

12 424

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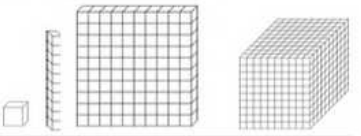
Curriculum Connection
B1.1

Base Ten Block - Challenge



Challenge How many blocks do you count?

Sam and Dan are arguing over who has more blocks. Sam has 14 thousands blocks, 5 hundreds blocks, 3 tens blocks, and 4 ones blocks. Dan has 11 thousands blocks, 20 hundreds blocks, 4 tens blocks, and 7 ones blocks.

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

Who has ... Show your work below.

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

Who has more blocks? _____

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

Answer: _____

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Name: _____ 8

Curriculum Connection
B1.1

Expanded Form

42 512 ← Standard Form

40000 + 2000 + 500 + 10 + 2 ← Expanded Form

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

1) 40000 + 100 + 40 + 8	2) 20000 + 4000 + 400 + 60 + 4
3) 80000 + 2000 + 4	4) 60000 + 3000 + 200 + 10 + 2
5) 50000 + 3000 + 20	6) 30000 + 1000 + 100 + 8

Part 2 What is the expanded form of the numbers below?

1) 12 445	2) 4 4
3) 18 064	4) 73 409
5) 32 864	6) 52 344

Part 3 Fill in the blanks with the missing number

1) 42 323 = 40000 + _____ + 300 + 20 + 3

2) 38 079 = _____ + 8000 + 0 + 70 + 9

3) 51 563 = 50000 + 1000 + 500 + 60 + _____

4) 28 760 = _____ + 8000 + 700 + _____ + 0

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Curriculum Connection
B1.1

Exit Cards

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

Name: _____

a) What is the standard form of the number below?

80000 + 5000 + 100 + 20

b) What is the expanded form of the number below?

71 349

Name: _____

a) What is the standard form of the number below?

80000 + 5000 + 100 + 20

b) What is the expanded form of the number below?

71 349

Name: _____

a) What is the standard form of the number below?

80000 + 5000 + 100 + 20

b) What is the expanded form of the number below?

71 349

Name: _____

a) What is the standard form of the number below?

80000 + 5000 + 100 + 20

b) What is the expanded form of the number below?

71 349

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Curriculum Connection
B1.1

Written Form

1 – One	5 – Five	9 - Nine	13 – Thirteen	17 – Seventeen	30 – Thirty	70 – Seventy
2 – Two	6 - Six	10 – Ten	14 – Fourteen	18 - Eighteen	40 – Forty	80 – Eighty
3 - Three	7 – Seven	11 – Eleven	15 - Fifteen	19 - Nineteen	50 – Fifty	90 – Ninety
4 – Four	8 – Eight	12 - Twelve	16 – Sixteen	20 - Twenty	60 - Sixty	100 - Hundred
						1000 - Thousand

Part 1

Write the standard form of the written words below

1) Thirty [illegible] three hundred sixty-five	2) Fifty-four thousand two hundred eighty-three
3) Seventy-one [illegible] four hu[illegible] fifteen	4) Sixty-six thousand forty-eight
5) Twenty thousand eight hundred [illegible]orty-[illegible] dred thousand	

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Part 2

Write the written form of the numbe[illegible]ow

1) 16 234
2) 43 862
3) 63 911
4) 93 123
5) 27 606

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Curriculum Connection
B1.1

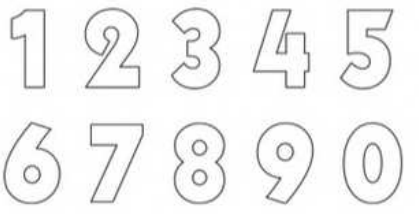
Task Cards: Place Value

Objective What are we learning about?

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

Materials What you will need for the activity.

- 24 t
- [illegible] for answers
- Pen



Instructions [illegible] the activity

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

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Curriculum Connection
B1.1

Task Cards | Cut out the task cards below

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

a) 32,480
b) 23,480
c) 32,408

Card 13:
Twelve thousand, six hundred twenty-nine

a) 21,629
b) 12,629
c) 12,269

Card 10:

a) 20,000 + 3,000 [illegible] 6
b) 20,000 + 3,000 + 4[illegible]
c) 20,000 + 30,000 + 400 [illegible] 6

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

a) 61,870
b) 16,870
c) 61,780

Card 11:
75,291

a) 70,000 + 5,000 + 200 + 90 + 1
b) 75,000 + 2,000 + 90 + 1
c) 70,000 + 5,000 + 200 + 9 + 1

Card [illegible]:
[illegible]75,4[illegible]

a) 75,000 + 4,00[illegible]
b) 70,000 + 5,0[illegible]
c) 70,000 + 5,000 + 4[illegible] + 1

Card 12:
My number has 7 ones, 2 more hundreds than ones, half as many ten thousands as hundred thousands, 2 tens, and 5 thousands.

What is my number?
a) 35,321 b) 75,217 c) 35,927

Card 16:
50,000 + 6,000 + 300 + 70 + 2

a) 56,307
b) 65,372
c) 56,372

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Name: _____ 14

Curriculum Connection
B1.1

Task Cards | Cut out the task cards below

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

45,210

a) 40,000 + 5,000 + 200 + 10
b) 40,000 + 50,000 + 200 + 10
c) 40,000 + 2,000 + 10

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

a) 45,290
b) 54,920
c) 45,920

Twenty thous... six

a) 20,...
b) 20,45...
c) 02,456

Card 22:
54,321

a) 50,000 + 4,000 + 30 + 20 + 1
b) 50,000 + 4,000 + 300 + 20 + 1
c) 50,000 + 40,000 + 300 + 20 + 1

Card 19:
Ninety thousand, eight hundred twenty-three

a) 90,823
b) 90,283
c) 90,820

Card ...
67,43...

a) 60,000 + 7,00...
b) 60,000 + 70,0... + 2
c) 60,000 + 7,000 + 4... + 2

Card 20:
Forty-seven thousand, three hundred twelve

a) 47,132
b) 47,312
c) 47,231

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

a) 76,814 b) 76,714 c) 76,471

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Curriculum Connection
B1.1

Task Cards: Place Value

Answers | Record your answers below

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

13	
14	
15	
16	
17	
19	
20	
21	
22	
23	
24	

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Curriculum Connection
B1.1

Place Value Riddles



Questions Solve the riddles below

Questions	Answers
1) Which number has: 4 ten thousands, 2 thousands, 5 hundreds, 1 less ten than hundreds, and 4 more ones than tens? ____ ____ ____ ____ ____ th hun tens ones	
2) Which numbe ten s 5 ones, 4 hundreds, half as many thousands as many tens as hundreds?	
3) Which number has 3 ten thousands, twice as ma ands a thousands, 6 hundreds, 6 tens and half as many ones	
4) Which number has 9 ten thousands, 5 less thousands as ten thousands, twice as many hundreds as thousands, 6 tens, and half as many ones as tens.	

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Curriculum Connection
B1.1

Place Value Quiz

Part 1 — Fill in the place value charts below

1) 24 736

Ten Thou	Thou	Hun	Tens	Ones

2) 48 563

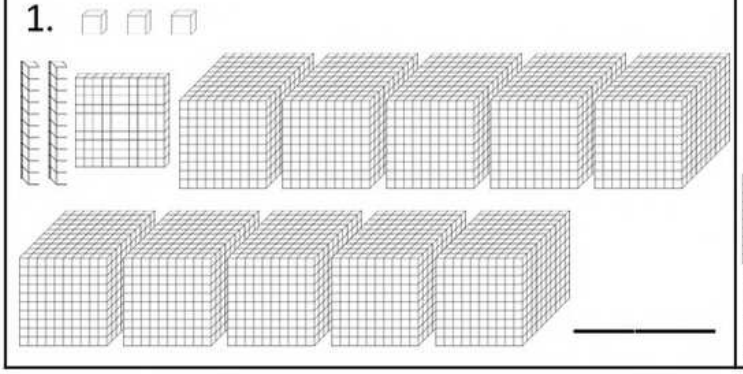
Ten Thou	Thou	Hun	Tens	Ones

Part 2 — [illegible] value is the underlined number?

1) 1<u>3</u> 535	2) [illegible]<u>8</u>38	3) <u>4</u>1 535
4) <u>5</u>3 314	5) [illegible]<u>8</u>8[illegible]	6) 93 7<u>3</u>4

Part 3 — How many blocks do you count?

1.



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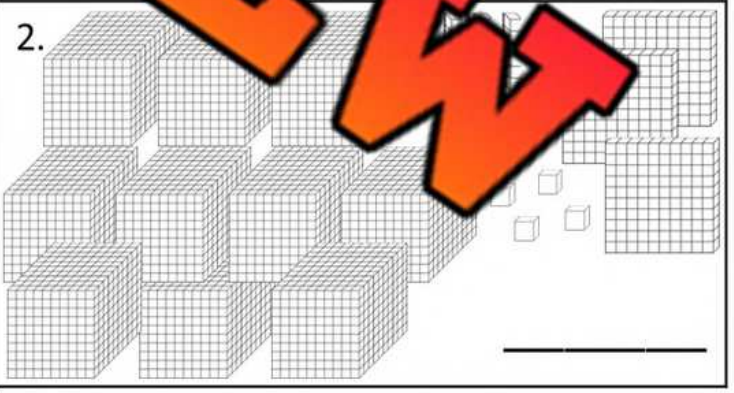

_____

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

1) 20 000 + 2000 + 200 + 20 + 2	2) 60 000 + 4000 + 100 + 50 + 3	3) 80 000 + 6000 + 300 + 10 + 9

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

1) 32 475	2) 27 249
3) 52 372	4) 68 103

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

1) Forty-three t... ...o hundred thirty-four	2) Eighty-seven thousand two hundred fifty-six

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

1) 36 234
2) 76 637

Part 8 Solve the riddles

1) Which number has 4 ten thousands, twice as many thousands as ten thousands, 5 hundreds, 4 tens and half as many ones as tens.

2) Which number has 7 ten thousands, 3 less thousands as ten thousands, twice as many hundreds as thousands, 6 tens, and half as many ones as tens.

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Name: _____ 24

Curriculum Connection
B1.2

Comparing Numbers

62 335  93 413	84 381  26 299	12 643  12 643

Part 1 Compare the following numbers

1) 63 185 [ ] 020	2) 26 845 [ ] 33 410	3) 61 215 [ ] 63294
4) 13 285 [ ] 2	[ ] 42 753	6) 36 149 [ ] 46 204
7) 32 842 [ ] 32 312	83 [ ]	9) 54 874 [ ] 54 874

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Part 2 Write - Greater than, Equal to, Les t

1) 17 325 is ___ 14 832 <u>Greater than</u>	2) 16 156 is ___ 3 _____
3) 48 419 is ___ 45 132 _____	4) 75 372 is ___ 75 372 _____
5) 74 335 is ___ 74 432 _____	6) 45 114 is ___ 45 115 _____

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Curriculum Connection
B1.2

Exit Cards

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

Name: _____

Compare the following numbers.

a) 75 673 ☐ 59 120

b) 46 232 ☐ 36 185

c) 29 847 ☐ 47 561

d) 83 915 ☐ 81 915

Name: _____

Compare the following numbers.

a) 75 673 ☐ 59 120

b) 46 232 ☐ 36 185

c) 29 847 ☐ 47 561

d) 83 915 ☐ 81 915

Name: _____

Compare the following numbers.

a) 75 673 ☐ 59 120

b) 46 232 ☐ 36 185

c) 29 847 ☐ 47 561

d) 83 915 ☐ 81 915

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Name: _____ 27

Curriculum Connection
B1.2

Comparing Numbers

4225, 4353, 4123, 4322 Least to Greatest 4123, 4225, 4322, 4353	15 625, 25 251, 15 323, 24 482 Greatest to Least 15 323, 15 625, 24 482, 25 251

Part 1 Order the numbers below from least to greatest

1[illegible]5, 4631, 4321 _____, _____, _____, _____	5118, 1439, 1325, 1253 _____, _____, _____, _____
1665, [illegible]7, 225[illegible] _____, _____, _____, _____	24 581, 25 131, 15 243, 12 148 _____, _____, _____, _____
21 421, 34 326, 24 755, 24 273 _____, _____, _____, _____	[illegible]53 175, 52 533, 53 856 _____, _____, _____, _____

Part 2 Order the numbers below from greatest

1531, 4314, 4555, 4253 _____, _____, _____, _____	1421, 132[illegible] _____, _____, _____, _____
73 511, 74 522, 74 799, 73 993 _____, _____, _____, _____	31 123, 32 566, 31 305, 30 561 _____, _____, _____, _____
90 401, 93 586, 92 131, 93 247 _____, _____, _____, _____	27 533, 27 422, 26 428, 27 783 _____, _____, _____, _____

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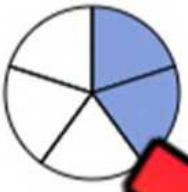
Curriculum Connection
B1.3

Naming Fractions

Fractions can also represent a part of a whole. It shows the relationship between the number of parts selected (numerator on top) and the total number of parts in one whole (denominator on the bottom).



Example:
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received ⅖ of the pizza. You do not get the whole pizza, you are only getting part of the whole pizza.

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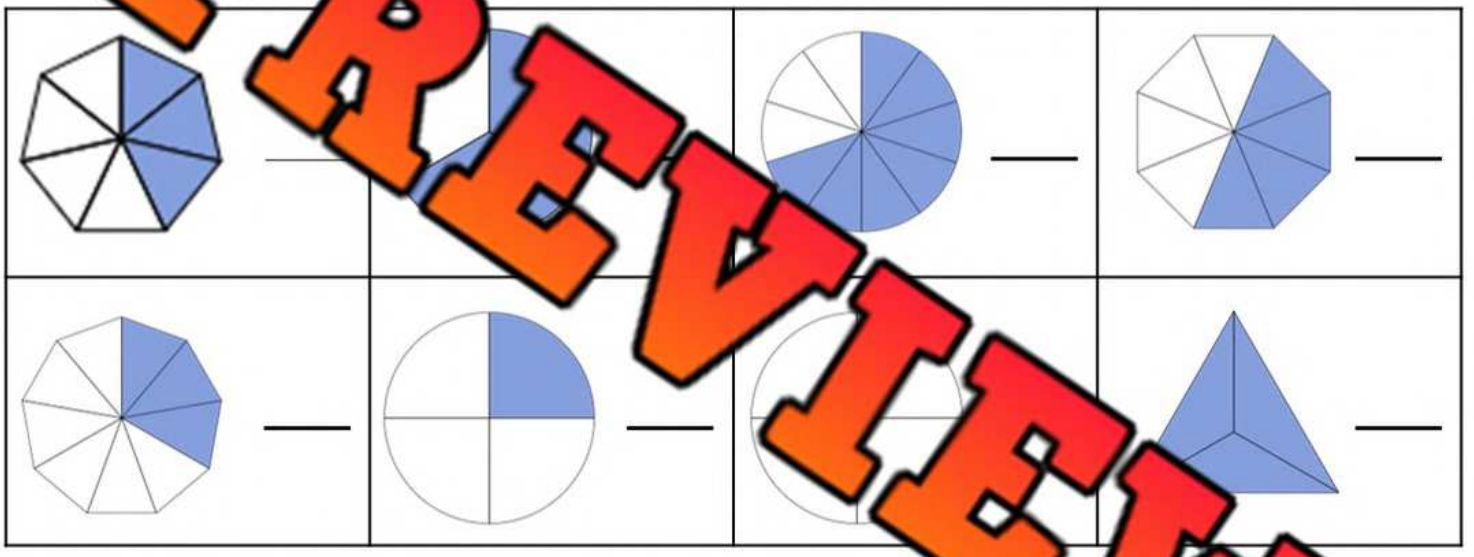
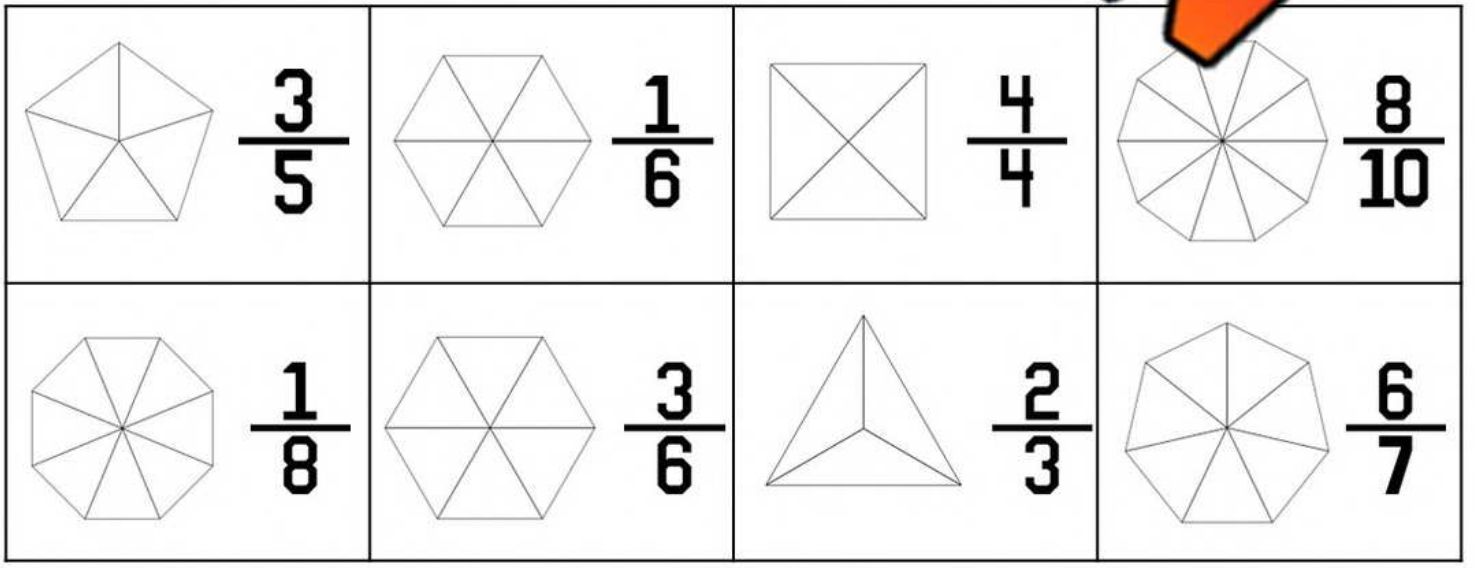
Part 1 What fraction is shaded in on the images below?



Part 2 Read the fraction and draw the shaded in value on the shape below.



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Curriculum Connection
B1.4

Comparing Common Denominators

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

For example – $\frac{3}{8} < \frac{4}{8}$

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in ord om lea g e st

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ 10 0 $\frac{10}{10}$

_____

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

_____

Part 3 Answer the word problem below

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

_____

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Name: _____ 34

Curriculum Connection
B1.4

Ordering Fractions with Common Denominators

Directions Put the fractions in order from least to greatest

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

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

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

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

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

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

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

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Curriculum Connection
B1.4

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

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Name: _____ 36

Curriculum Connection
B1.4

Comparing Benchmark Fractions - Halves

We can use our understanding of benchmark fractions to compare and order other fractions.

For example: $\frac{5}{6}$ is greater than $\frac{3}{8}$ because $\frac{5}{6}$ is greater than one half and $\frac{3}{8}$ is less than one half.

Part 1 Circle the fractions that are a half

$\frac{2}{6}$	$\frac{3}{6}$	$\frac{5}{6}$	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{3}{8}$	$\frac{1}{3}$	$\frac{4}{7}$	$\frac{6}{12}$

Part 2 Circle the fractions that are larger than a half

$\frac{2}{5}$	$\frac{3}{7}$	$\frac{5}{7}$	$\frac{4}{5}$	$\frac{4}{10}$	$\frac{7}{9}$	$\frac{4}{10}$	$\frac{3}{8}$	$\frac{5}{6}$	$\frac{8}{13}$

Part 3 Compare the fractions using

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

Part 4 Answer the word problem below

Sherry walked $\frac{6}{8}$ of a kilometre to school. Sara walked $\frac{2}{5}$ of a kilometre to school. Who walks further to school each day? How do you know?

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Name: _____ 38

Curriculum Connection
B1.4

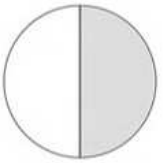
Ordering and Comparing Fractions

We know that fractions are numbers, which means we can compare and order fractions. Just like 5 is larger than 1, we can figure out if ¼ is larger than ½. The easiest way is to draw both fractions using the same size whole.

Example:



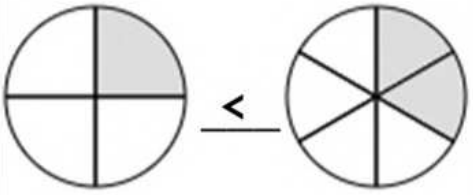
¼ < ½



Remember, the shark > eats the bigger number.

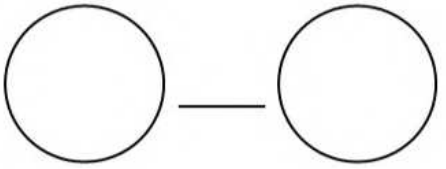
Part 1: Draw the fractions and then indicate which fraction is larger or if they are equal < = >. The first one is done for you.

1.



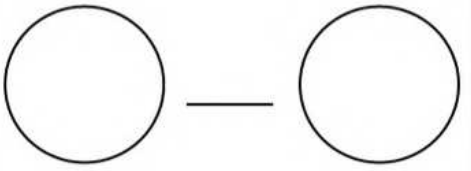
¼ < ⅔

2.



⅘ ____ ⅗

3.



⅗ ____ ⅚

4.



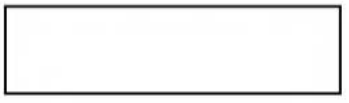
⅝



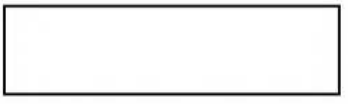
⅔

⅝ ____ ⅔

5.



⅓



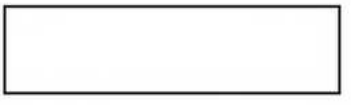
⅞

⅓ ____ ⅞

6.



½



⅗

½ ____

Part 2: Use your illustrations above to put the following fractions in order from **least** to **greatest**. If two fractions are equal, it doesn't matter which one you put first.

⅝ ⅔ ⅞ ⅓ 1/1 ⅗

_____

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Name: _____ 39

Curriculum Connection
B1.3

Equivalent Fractions

Equivalent fractions are fractions that have the same value. Visualize this... Your family orders large 2 pizzas. The first one is cut into only 4 pieces. The second is cut into 8 pieces. There are only 4 people in your family and everyone gets an equal amount of pizza. How many slices of each pizza will you get?

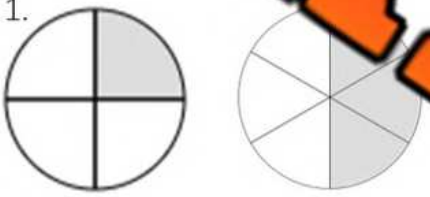


For pizza 1, you would get 4/8 slices of pizza. In pizza 2, you would get 2/4 slices of pizza. In both cases, you are getting the **same** amount of pizza. That is because 4/8 is an equivalent fraction to 2/4.

PREVIEW

Part 1: Draw a[illegible] and indicate if the fractions are equivalent or not.

1.

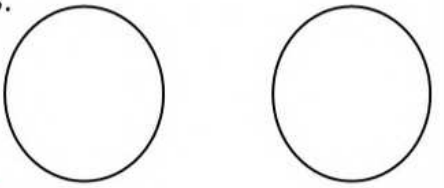


1/4 3/6

Not Equivalent

2/6 [illegible]

3.



6/10

4.

2/5

4/8

5.

2/3

4/6

3/4

6/8

Part 2: Write equivalent fractions for the following fractions

1. 1/2

2. 1/3

3. 1/4

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Name: _____ 40

Curriculum Connection
B1.3

Equivalent Fractions

We can write the same fraction in many different ways. We call these fractions, equivalent.

How To Do It:

1. Remember this one important rule!
WHAT YOU DO TO THE TOP, YOU MUST DO THE SAME TO THE BOTTOM!

2. To find a equivalent fraction, multiply or divide both the top and bottom of a fraction by the same number.

Exam

$\frac{5}{10} \times 2 = \frac{10}{20}$ $\times 3 = \frac{15}{30}$ or $\frac{5}{10} \div 5 = \frac{1}{2}$

PREVIEW

Questions Write t fra the following fractions

$\frac{1}{2}$
$\frac{1}{4}$
$\frac{1}{5}$
$\frac{1}{6}$
$\frac{1}{10}$

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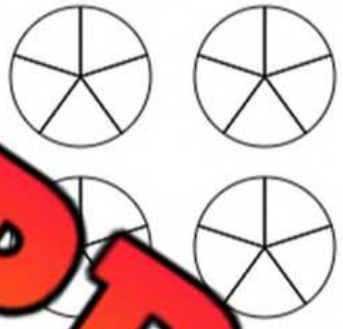
Name: _____ 43

Curriculum Connection
B1.3

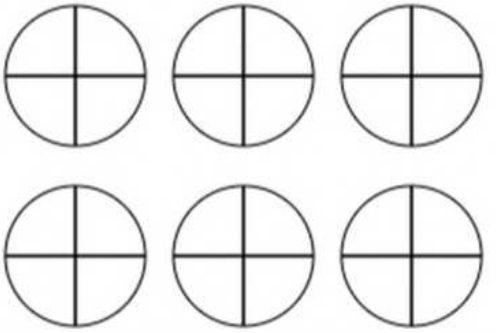
Mixed Numbers

Instructions Shade in the images to represent the mixed numbers

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



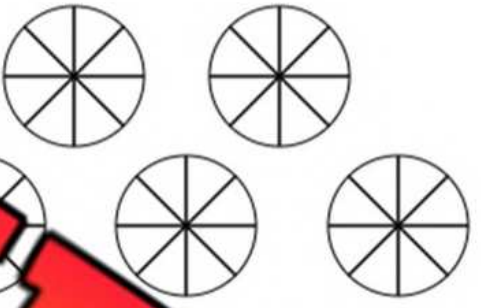
2) $5\frac{3}{4}$



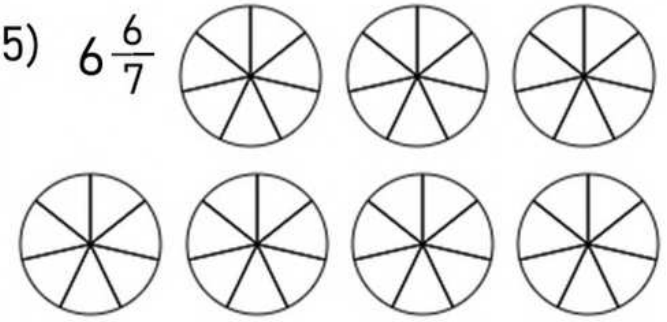
3) $2\frac{2}{6}$



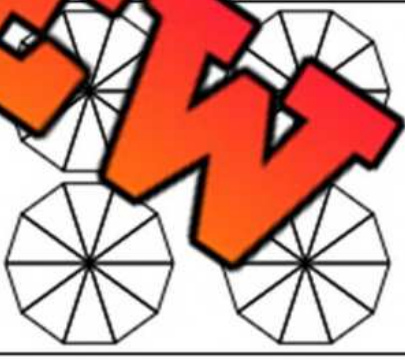
4) $4\frac{4}{8}$



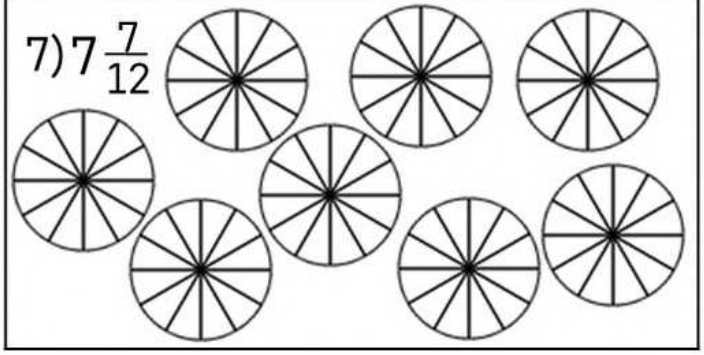
5) $6\frac{6}{7}$



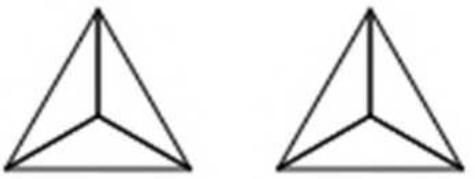
6) $3\frac{}{10}$



7) $7\frac{7}{12}$



8) $1\frac{2}{3}$



PREVIEW

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Name: _____ 45

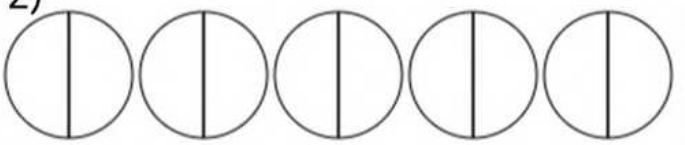
Curriculum Connection
B1.3

Mixed Numbers and Improper Fractions

Instructions Shade in the fractions and write the mixed number

1) 

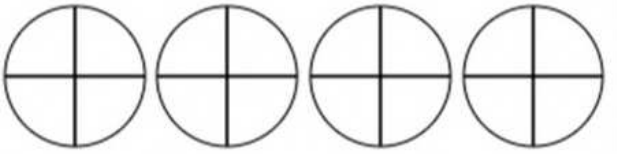
$= 2\frac{1}{3}$

2) 

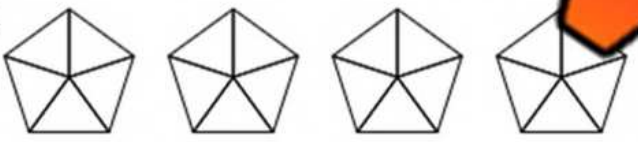
$\frac{9}{2} =$

3) 

$\frac{6}{4} =$

4) 

$\frac{14}{4} =$

5) 

$\frac{17}{5} =$

6) 

$=$

7) 

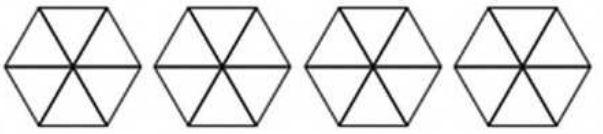
$\frac{13}{3} =$

8) 

$\frac{15}{4} =$

9) 

$\frac{8}{3} =$

10) 

$\frac{19}{6} =$

PREVIEW

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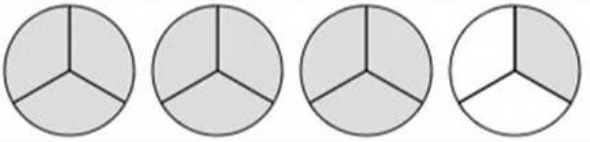
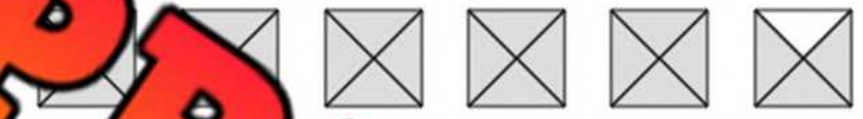
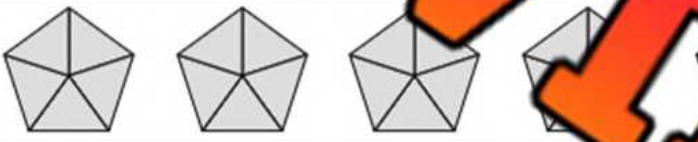
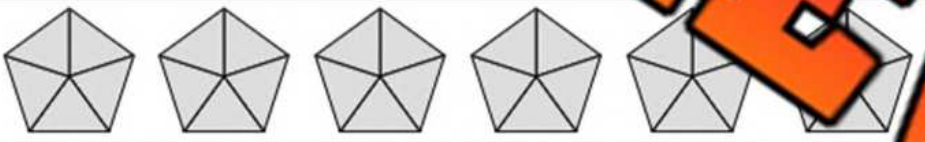
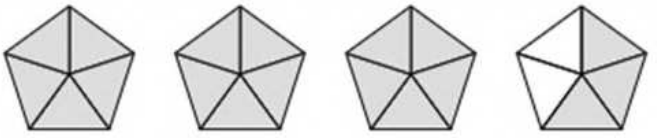
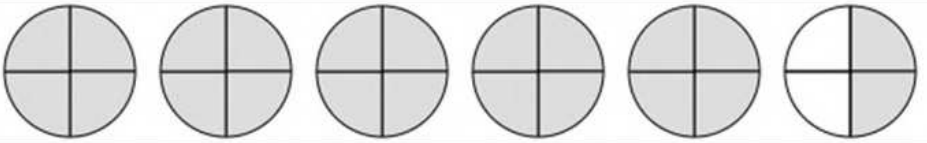
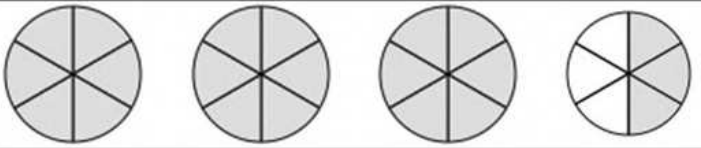
Name: _____ 46

Curriculum Connection
B1.3

Matching The Mixed Numbers With Improper Fractions

Instructions Match the visual fractions with the improper fractions and mixed numbers

Visual Fractions	Mixed Numbers and Improper Fractions
1)  ____	a) $5\frac{3}{4}$
2)  ____	b) $\frac{18}{5}$
3)  ____	c) $\frac{10}{3}$
4)  ____	d) $4\frac{1}{5}$
5)  ____	e) $6\frac{2}{4}$
6)  ____	21
7)  ____	3 $\frac{4}{7}$
8)  ____	h) $\frac{22}{4}$
9)  ____	i) $5\frac{4}{5}$
10)  ____	j) $\frac{23}{5}$

PREVIEW

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Name: _____ 47

Curriculum Connection
B1.3

Converting Mixed Numbers to Improper Fractions

Instructions Convert the mixed numbers to improper fractions

1) $5\frac{3}{4}$ =	2) $4\frac{1}{5}$ =	3) $5\frac{4}{5}$ =
4) =	5) $3\frac{4}{7}$ =	6) $6\frac{2}{4}$ =
7) $4\frac{2}{4}$ =	8) 5 =	9) $2\frac{3}{7}$ =
10) $5\frac{2}{3}$ =	11) $3\frac{4}{8}$ =	12) 2 =
13) $4\frac{1}{5}$ =	14) $2\frac{2}{7}$ =	15) 4 =
16) $7\frac{1}{2}$ =	17) $6\frac{2}{4}$ =	18) $8\frac{3}{4}$ =
19) $4\frac{1}{2}$ =	20) $3\frac{4}{5}$ =	21) $5\frac{4}{5}$ =

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Name: _____ 48

Curriculum Connection
B1.3

Converting Improper Fractions to Mixed Numbers

Instructions Convert the improper fractions to mixed numbers

1) $\frac{13}{5}$ =	2) $\frac{17}{4}$ =	3) $\frac{11}{3}$ =
4) [illegible] =	5) $\frac{11}{2}$ =	6) $\frac{14}{3}$ =
7) $\frac{22}{4}$ =	8) [illegible]	9) $\frac{21}{5}$ =
10) $\frac{16}{3}$ =	11) $\frac{23}{4}$ =	12) [illegible] =
13) $\frac{25}{4}$ =	14) $\frac{24}{7}$ =	15) [illegible]
16) $\frac{29}{5}$ =	17) $\frac{19}{8}$ =	18) $\frac{15}{4}$ =
19) $\frac{21}{4}$ =	20) $\frac{23}{6}$ =	21) $\frac{17}{2}$ =

PREVIEW

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Curriculum Connection
B1.3

Exit Cards

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

Name: _____

Convert the improper fractions to mixed numbers.

1) $\frac{34}{9}$ =

2) $\frac{41}{10}$ =

3) $\frac{50}{9}$ =

Name: _____

Convert the improper fractions to mixed numbers.

1) $\frac{34}{9}$ =

2) $\frac{41}{10}$ =

3) $\frac{50}{9}$ =

Name: _____

Convert the improper fractions to mixed numbers.

1) $\frac{34}{9}$ =

2) $\frac{41}{10}$ =

3) $\frac{50}{9}$ =

Name: _____

Convert the improper fractions to mixed numbers.

1) $\frac{34}{9}$ =

2) $\frac{41}{10}$ =

3) $\frac{50}{9}$ =

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Name: _____ 50

Curriculum Connection
B1.4

Ordering Mixed Numbers

Instructions Put the mixed numbers in order from least to greatest

1) $4\frac{2}{4}$ $2\frac{3}{7}$ $5\frac{3}{5}$ $2\frac{1}{7}$ $2\frac{6}{7}$

2) $1\frac{2}{5}$ $4\frac{2}{6}$ $7\frac{3}{7}$ $4\frac{5}{6}$

3) $2\frac{}{7}$ $2\frac{3}{}$ $\frac{3}{8}$ $4\frac{3}{4}$ $4\frac{1}{4}$

4) $8\frac{2}{6}$ $1\frac{3}{4}$ $\frac{3}{}$ $8\frac{3}{6}$

5) $6\frac{2}{5}$ $6\frac{1}{5}$ $3\frac{3}{9}$

6) $4\frac{2}{5}$ $1\frac{2}{7}$ $1\frac{3}{7}$ $3\frac{3}{7}$

7) $6\frac{4}{8}$ $6\frac{3}{8}$ $4\frac{1}{5}$ $4\frac{3}{5}$ $6\frac{7}{8}$

8) $8\frac{4}{6}$ $3\frac{1}{4}$ $3\frac{2}{4}$ $8\frac{3}{6}$ $1\frac{3}{4}$

PREVIEW

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Name: _____ 52

Curriculum Connection
B1.4

Counting To 10 By Halves

Part 1 Count by halves



PREVIEW

Part 2 Fill in the blanks counting by halves

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

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Name: _____ 54

Curriculum Connection
B1.4

Counting To 10 By Fourths

Questions	Count by Fourths



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Name: _____ 57

Curriculum Connection
B1.5

Place Value Using Decimals

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

PLACE VALUE						
3		3	6	.	5	8
Thou		Tens	Ones	Decimal	Tenths	Hundredths

PREVIEW

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

1) 5 200.32	2) 5.44	3) 3 542.47	4) 2 314.68
5) 4 326.43	6) 8 264.71	7)	8) 7 356.47
9) 3 102.52	10) 6 113.71	11)	3 374.44

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

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

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Name: _____ 59

Curriculum Connection
B1.6

Rounding Numbers to the Nearest 1000

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest 1000
↓ 4②1 2 → 4000
↑ 1⑤7 5 → 2000

PREVIEW

Part 1 Round numbers to the nearest 1000

1) 2227 → _____	2) [illegible] → _____	3) 4638 → _____
4) 7155 → _____	5) [illegible]	6) 4744 → _____
7) 1357 → _____	8) [illegible] → _____	9) 2768 → _____
10) 6213 → _____	11) 2313 → _____	12) [illegible] → _____
13) 6162 → _____	14) 3591 → _____	15) [illegible]
16) 2243 → _____	17) 9371 → _____	18) 25[illegible] _____

Part 2 Solve the word problems below

1) Lebron James scored 1698 points during the 2019-2020 season. Round his points to the nearest thousand.

2) The school raised $4328 in donations last year. Round the money to the nearest thousand.

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Name: _____ 61

Curriculum Connection
B1.6

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

10	100	1000
1864 → 1860	1864 → 1900	1864 → 2000

Question: Round the numbers three different ways

#		100	1000
1)	2137 →	2137 → 2100	2137 → 2000
2)	4236 → _____		4236 → _____
3)	6841 → _____	6841 → _____	6841 → _____
4)	5615 → _____	5615 → _____	
5)	7519 → _____	7519 → _____	751 _____
6)	3782 → _____	3782 → _____	3782 → _____
7)	8559 → _____	8559 → _____	8559 → _____
8)	9463 → _____	9463 → _____	9463 → _____

PREVIEW

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Name: _____ 66

Curriculum Connection
B1.7

Converting Fractions and Decimals

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



Fraction	Decimal
10/100	
20/	
	0.30
40/100	
60/100	
70/100	
	0.80
90/100	
	1.00

Fraction	Decimal
5/100	
	0.15
25/100	
	0.35
45/100	
55/100	
	0.65
75	

PREVIEW

Part 2 Convert the following fractions and decimals

0.52 = /100	0.41 = /100	0.23 = /100	0.84 = /100
36/100 =	48/100 =	34/100 =	92/100 =
37/100 =	52/100 =	0.87 = /100	0.74 = /100

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Curriculum Connection
B1.7

Exit Cards

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
/100	
	0.3

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

00	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fract

Fraction	mal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

PREVIEW

Name: _____ 68

Curriculum Connection
B1.7

Fraction/Decimal Bottle Flip Challenge

Objective — What are we learning about?

To practice and reinforce understanding of converting fractions to decimals and vice versa through the engaging and physically active bottle flip game.





Materials — What you will need for the activity.

- Pl[illegible]ottles [illegible]air/group) filled to approximately one-third with water (or use cups wi[illegible]
- Set of fract[illegible]cimal [illegible]ion question cards
- Answer sheet [illegible]h gro[illegible]

PREVIEW

Instructions — How you w[illegible]ple[illegible]

1. Start with a short lesson on conver[illegible] fractio[illegible]deci[illegible] and decimals to fractions.
2. Arrange the students into pairs or small grou[illegible]nd e[illegible]o[illegible]e and a set of question cards to each.
3. Each pair or group receives an answer sheet to record [illegible]ans[illegible]
4. Explain the rules: One student draws a question card and tries t[illegible]n or decimal conversion problem.
5. Once they believe they have the correct answer, they write it down o[illegible]eir answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they get a point; an unsuccessful flip means they need to try to solve another question card before flipping again.
7. Alternate turns within each group or pair until they have completed all the question cards.
8. Groups or pairs tally their successful flips and compare with the rest of the class to determine the winning team.
9. Go through the answer sheet with the class to ensure understanding and correct any misconceptions.

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Name: _____ 69

Curriculum Connection
B1.7

Questions | Cut out the questions below and use for the game

1. 95/100 = _____	2. 45/100 = _____	3. 32/100 = _____	4. 87/100 = _____
5. 23/100 = _____	6. 56/100 = _____	7. 91/100 = _____	8. 78/100 = _____
9. 12/100 = _____	10. 99/100 = _____	11. 48/100 = _____	12. 33/100 = _____
13. 71/100	14. 84/100 = _____	15. 50/100 = _____	16. 27/100 = _____
17. [illegible]	[illegible]/100 = _____	19. 75/100 = _____	20. 53/100 = _____
21. Out of 100 [illegible] 60 were driven [illegible] the highway. What [illegible] the fraction and decimal for the miles driven on the highway?	[illegible] A bo[illegible]41 [illegible]ut of [illegible] [illegible]ust [illegible] [illegible] th[illegible]o[illegible] and decim[illegible]e illustrate[illegible]ages	23. Out of 100 contestants, 29 finished the race. [illegible]hat is the fraction [illegible]ecimal for the [illegible]nts who [illegible]nishe[illegible]	24. A pie was cut into 100 slices, and 93 were eaten. What is the fraction and decimal for the slices eaten?
25. Out of 100 days, 72 were sunny. What is the fraction and decimal for the sunny days?	26. A task was completed 38 out of 100 times. What is the fraction and decimal for the tasks completed?	27. [illegible]l was [illegible]f 100 gall[illegible] W[illegible]e fraction[illegible] decimal fo[illegible] gallons filled?	28. Out of 100 students, 90 [illegible]nded the class. W[illegible] the fraction [illegible]cimal for the [illegible]
29. Out of 100 attempts, 81 were successful. What is the fraction and decimal for the successful attempts?	30. A field was planted with 46 out of 100 seeds. What is the fraction and decimal for the seeds planted?	31. A lake has 30 out of 100 fish of a certain species. What is the fraction and decimal for this species of fish?	32. [illegible]100 photos taken, 22 were selected. What is the fraction and decimal for the selected photos?
33. A shipment contained 49 out of 100 packages. What is the fraction and decimal for the packages shipped?	34. A score of 77 out of 100 was achieved in a game. What is the fraction and decimal for the score?	35. A garden has 62 out of 100 flowers blooming. What is the fraction and decimal for the blooming flowers?	36. Out of 100 balloons, 95 were inflated. What is the fraction and decimal for the balloons inflated?

PREVIEW

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Name: _____ 70

Curriculum Connection
B1.7

Fraction and Decimal Bottle Flip Challenge

Answers | Record your answers below

1	
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35	
36	

Successful Flips	

PREVIEW

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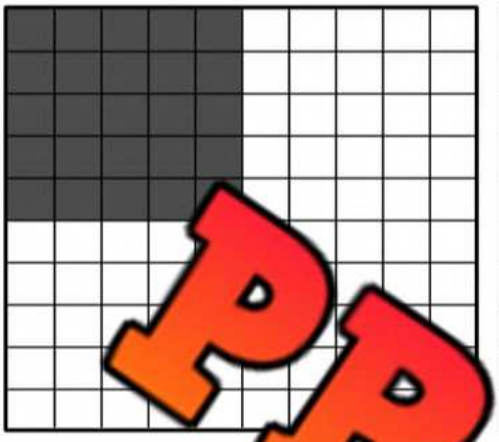
Name: _____ 71

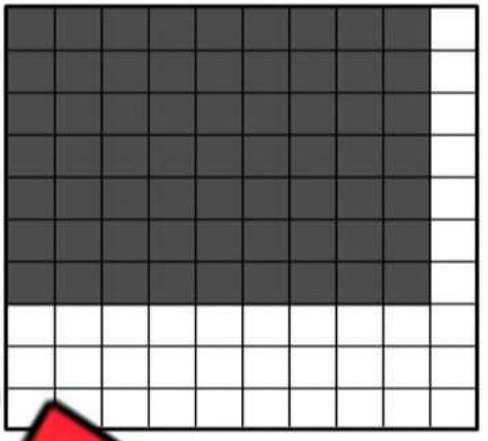
Curriculum Connection
B1.7

Fractions, Decimals, and Percents

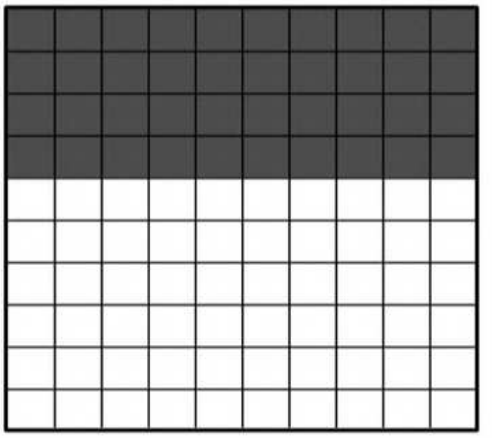
Part 1 What fraction, decimal and percent of the array is shaded in?



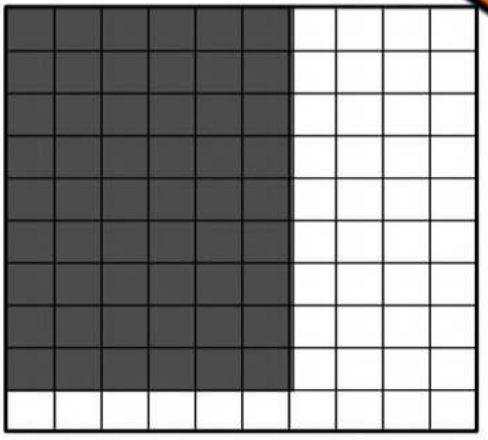
Fraction	Decimal	Percent



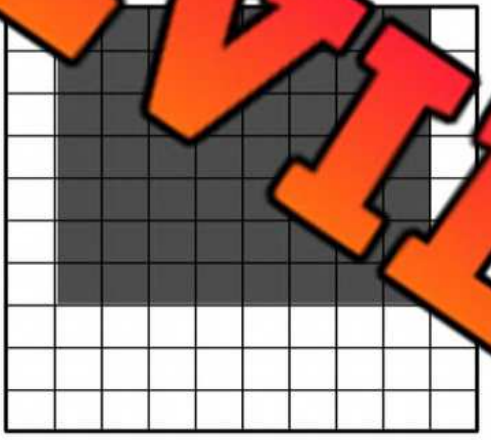
Fraction	Decimal	Percent



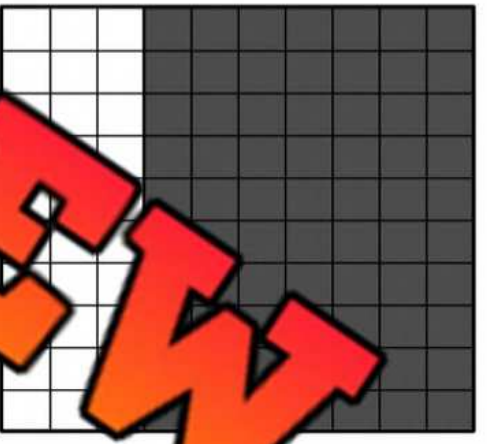
Fraction	Decimal	Percent



Fraction	Decimal	Percent



Fraction	Decimal	Percent



Fraction	Decimal	Percent

PREVIEW

Part 2 Answer the word problems below

1) Hank got 79 out of 100 on his math test. What percent did he get on his test?

2) Wendy scored 20 out of 50 of her three point shots. What was her three point percentage?

Name: _____ 73

Curriculum Connection
B1.7

Fractions, Decimals, and Percents

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

Fraction	Decimal	Percent
10/100		10%
		20%
	0.30	%
40/		40%
50/100		%
		60%
		%
	0.80	%
90/100		%
	1.00	%

PREVIEW

Part 2 Convert the following fractions, decimals and percent

23/100 = %	47/100 = 0.	31% = /100	23/100 = %
76% = /100	12/100 = %	92/100 = 0.	0.34 = %
0.59 = %	0.83 = %	68% = 0.	38/100 = 0.

Curriculum Connection
B1.7

Exit Cards

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

Name: _____

Fill in the table with the converted decimal, fraction, and percent

Fraction	Decimal	Percent
15/100		
36/100		
	0.65	
		92.8%

Name: _____

Fill in the table with the converted decimal, fraction, and percent

Fraction	Decimal	Percent
15/100		
36/100		
	0.42	
	0.65	
		78.0%
		92.8%

Name: _____

Fill in the table with the converted decimal, fraction, and percent

Fraction	Decimal	Percent
15/100		
36/100		
	0.42	
	0.65	
		78.0%
		92.8%

Name: _____

Fill in the table with the converted decimal, fraction, and percent

Fraction	Decimal	Percent
15/100		
36/100		
	0.42	
	0.65	
		78.0%
		92.8%

PREVIEW

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Name: _____ 75

Curriculum Connection
B1.7

Fraction/Decimal/Percent Bottle Flip Challenge

Objective — What are we learning about?

To practice and reinforce understanding of converting between fractions, decimals, and percents through the engaging and physically active bottle flip game.



Materials — What you will need for the activity.

- P[illegible] (o[illegible] pair/group) filled to approximately one-third with water (or use[illegible]s witho[illegible]a[illegible]
- Set of fracti[illegible] and [illegible]cent conversion question cards
- Answer she[illegible]r[illegible]n grou[illegible]r

PREVIEW

Instructions — How yo[illegible]c[illegible]mplet[illegible]tivity

1. Start with a short lesson on con[illegible]betwe[illegible]ctions, decimals, and percents.
2. Arrange the students into pairs or small[illegible]s an[illegible]te a bottle and a set of question cards to each.
3. Each pair or group receives an answer sheet t[illegible]r[illegible] their [illegible]rs.
4. Explain the rules: One student draws a question car[illegible]d tr[illegible] conversion problem between fractions, decimals, or perce[illegible]
5. Once they believe they have the correct answer, they write it do[illegible] their answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they get a point; an unsuccessful flip means they need to try to solve another question card before flipping again.
7. Alternate turns within each group or pair until they have completed all the question cards.
8. Groups or pairs tally their successful flips and compare with the rest of the class to determine the winning team.
9. Go through the answer sheet with the class to ensure understanding and correct any misconceptions.

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Name: _____ 76

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B1.7

Questions	Cut out the questions below and use for the game

1. 37/100 = ____ %	2. 65/100 = 0. ____	3. 98/100 = ____ %	4. 78/100 = 0. ____
5. 0.245 = ____ %	6. 0.789 = ____ %	7. 0.061 = ____ %	8. 0.437 = ____ %
9. 19.4% = 0. ____	10. 5.6% = ____/100	11. 71.4% = 0. ____	12.94.9% = ____/100
13. 59/100 = ____	14. 46/100 = ____	15. 912/100 = ____	16. 7/100 = ____
17. Out of [illegible] students [illegible] the a[illegible] is the fr[illegible] decim[illegible] and perc[illegible]t of students in th[illegible] club?	18. In a class of 30 students, 18 are [illegible]s. What is the [illegible]n, decimal, [illegible]erc[illegible]t for the [illegible]mber [illegible] in [illegible]e clas[illegible]	19. Out of 1200 votes, 720 were in favor. What is the fraction, decimal, and percent of votes in favor?	20. A car traveled 90 kilometers out of a 150-kilometer journey. What is the fraction, decimal, and percent for the distance traveled?
21. A recipe requires 250 grams of sugar out of 1000 grams of total ingredients. What is the fraction, decimal, and percent of sugar in the recipe?	22. [illegible]as 80 out of [illegible]els completed. What the fraction, dec[illegible] and percent for the completed levels?	[illegible] Out of 75 [illegible]ees, 45 work [illegible] [illegible]epartm[illegible] What is the fr[illegible]n, de[illegible]al, an[illegible]ent fo[illegible] sa[illegible]mplo[illegible]	24. A shipment contains 250 items, and 60 of them are defective. What is the fraction, decimal, and percent of [illegible]fective items?
25. In a survey, 150 out of 300 people said they prefer tea over coffee. What is the fraction, decimal, and percent for tea preference?	26. A factory produced 480 units, and 120 were rejected. What is the fraction, decimal, and percent of rejected units?	27. A tra[illegible] 180 miles ou[illegible] 300-mile journey. What is the fraction, decimal, and percent for the distance traveled?	2[illegible] of 500 survey [illegible] were [illegible] the [illegible]act[illegible]imal, and [illegible]ent for positive responses?
29. A library has 1200 books, and 480 are fiction. What is the fraction, decimal, and percent of fiction books?	30. A batch of cookies made 240 cookies, and 180 were sold. What is the fraction, decimal, and percent for the cookies sold?	31. A tank holds 800 liters of water, and 600 liters are used. What is the fraction, decimal, and percent for the water used?	32. A survey found that 45 out of 150 people prefer reading books over watching movies. What is the fraction, decimal, and percent for people who prefer reading books?

PREVIEW

Name: _____ 77

Curriculum Connection
B1.7

Decimal Bottle Flip Challenge

Answers Record your answers below

1	
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12	
13	
14	
15	
16	

PREVIEW

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Name: _____ 78

Curriculum Connection
B1.7

Decimal Bottle Flip Challenge

Answers | Record your answers below

17	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
31	
32	

PREVIEW

Successful Flips Tally	
# of Wrong Answers	
Final Score: Successful Flips – Wrong Answers	

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Name: _____ 79

Curriculum Connection
B1.7

Word Problems – Missing Percentages

Questions	What percentage is missing?

1) In a class, 63% of students take a bus to school and 14% get a drive from their parents. What percentage of students walk to school?



2) In a s a 7 students, 23% thought math was fun and 42% thought math was W centage of students disliked math?



3) A shop sells 3 f rs tracked their sales last week and found out that 38% of the don y sold w colate, and 21% were vanilla. What percentage of the donuts nu



4) In a candy survey, respondents wer asked ca s their favourite. They could choose from 4 different options hard ckers, or gummies. 18% chose gum, 27% chose hard ca , a ckers. What percentage chose gummies?



5) The Saskatchewan Ministry of Transportation studied w ich f st in Saskatchewan. There were 3 options – gas, diesel, or electri sed diesel and 4% used electricity. What percentage of vehicles use gas?



6) A zoo has monkeys, zebras, pandas, and snakes. Of all the animals, 23% are monkeys, 29% are zebras, and 26% are pandas. What percentage of the animals are snakes?



7) Zoe spends 3 hours on 5 social media apps each day. She spends 28% of the 3 hours on Instagram, 15% on Facebook, 22% on TikTok, and 17% on Snapchat. What percent does she spend on YouTube?



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Name: _____ 80

Curriculum Connection
B1.7

Math Basketball: Missing Percentages Challenge

Objective

What are we learning about?



To reinforce students' understanding and application of calculating missing percentages through engaging word problems and a fun basketball shooting game.

Materials

What you will need for the activity.

- Sm[illegible]all (e.g. [illegible]m ball)
- Trash can [illegible] s[illegible]as the hoop
- Index cards [illegible] with [illegible]ge word problems
- Marker or pen[illegible]
- Timer or stopwatc[illegible]

Instructions

How you will compl[illegible]ctiv[illegible]

1. Arrange the classroom so that there is en[illegible]space[illegible]nle teams to work simultaneously. Place a desk about 6 feet [illegible]fro[illegible]et.
2. Place a stack of index cards with problems on e[illegible]s.
3. Provide each team with a recording sheet and a pe[illegible].
4. Divide the students into teams of about five members [illegible].
5. Each team stands in a line behind their respective desk.
6. The first student in line flips over an index card and solves the pro[illegible]
7. Once the answer is recorded, the student attempts to shoot the pa[illegible]ball into the bin.
8. If the student makes the shot, they place a tally mark on the team's tally sheet for a point. If they miss, no tally is given.
9. The student then goes to the end of the line, and the next student steps up to the desk to repeat the process.
10. The activity continues until all index cards have been solved.
11. Once all index cards are completed, the teacher collects the recording sheets and reviews the answers with the class.
12. For each incorrect answer, the team loses one point.
13. The team with the highest number of points after deductions is declared the winner.

PREVIEW

Name: _____ 81

Curriculum Connection
B1.7

Index Cards | Use the following table for the game.

In a school, 52% of students participate in sports and 18% are in the band. What percentage are in neither?
A survey shows that 34% of people prefer summer and 29% prefer winter. What percentage prefer spring or fall?
A garden [illegible]wers, bushes, and trees. 40% of the plants are flowers, and 25% are bushes. W[illegible]ntage are trees?
A class [illegible] 40 st[illegible]% have brown eyes, and 35% have blue eyes. What percentage ha[illegible]s?
A bakery sells 4 t[illegible]f co[illegible]late chip, oatmeal, sugar, and peanut butter. 32% are chocolate ch[illegible] [illegible]. What percentage are sugar or peanut butter?
In a fruit basket, 48% of the fru[illegible] are [illegible] are bananas. What percentage are other fruits?
A book club has read 75 books this year. 52% [illegible] bo[illegible]tion, and 18% were non-fiction. What percentage were biogra[illegible]?
At a pet store, 30% of the animals are cats, and 50% are [illegible]. W[illegible] are other animals?
A survey about favorite ice cream flavors shows 25% prefer vanilla, [illegible]5% prefer chocolate. What percentage prefer other flavors?
A teacher has 24 students. 40% of the students have completed their homework, and 30% are working on it. What percentage have not started?
In a music class, 55% of the students play the piano, and 25% play the guitar. What percentage play other instruments?
A gym has 120 members. 45% use the treadmill, and 35% use the weights. What percentage use other equipment?

PREVIEW

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Name: _____ 82

Curriculum Connection
B1.7

Index Cards | Use the following table for the game.

A library has 300 books. 60% of the books are fiction, and 25% are non-fiction. What percentage are reference books?
A class survey shows 38% of students walk to school, and 40% bike. What percentage use other modes of transportation?
A farm ha nimals. 35% are cows, and 45% are chickens. What percentage are other an s?
In a pi urvey opple prefer pepperoni, and 35% prefer cheese. What percentage pr ppi ?
A clothing store se irts kets. 50% of the items sold are shirts, and 30% are pants. What pe ge are ja
In a school of 500 students, 40 are i , 5% are in grade 7. What percentage are in other grades?
A movie theater sold 200 tickets. 60% were f ion m 25% were for comedies. What percentage were for other ge ?
A restaurant's menu has appetizers, main courses, and rts ms are appetizers, and 30% are main courses. What percentage ar ?
In a zoo, 55% of the animals are mammals, and 30% are birds. What ntage are reptiles or other animals?
A school library has 500 books. 45% are fiction, and 40% are non-fiction. What percentage are other types of books?
A technology store sells phones, laptops, and tablets. 50% of the items sold are phones, and 30% are laptops. What percentage are tablets?
In a science class, 40% of the students prefer biology, and 35% prefer chemistry. What percentage prefer other sciences?

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Name: _____ 83

Curriculum Connection
B1.7

Sport Statistics – Fractions, Decimals, and Percents

Part 1 Baseball statistics – What are these player's percentages from the 2000 season

1) Mike Trout had 200 at bats in 2020. He had 56/200 hits, 41/200 runs, and 17/200 home runs. This means for every 200 at bats, he would have 56 hits, 41 runs, and 17 home runs.

	Hits	Runs	Home Runs
Total - Fraction	56/200	41/200	17/200
Decimal to thousandths			

If Trout had 100 at bats, how many home runs would he have? _____

2) Mookie Betts had 300 at bats in 2018. He had 98/300 hits, 58/300 runs, and 27/300 home runs. This means for every 300 at bats, he would have 98 hits, 58 runs, and 27 home runs.

	Hits	Runs	Home Runs
Totals - Fraction	98/300	58/300	27/300
Decimal to thousandths			
Percent			

If Betts had 100 at bats, how many hits would he have?

Part 2 Basketball statistics – Lebron James shooting percentages

Lebron James and the LA Lakers won a Championship title in 2020. Find Lebron James shooting percentages by filling in the table below.

	2 pointers	3 pointers
Fraction	214/382	44/119
Decimal to thousandths		
Percent		

a) If James had taken only 100 3 pointers, how many would he have made? _____

b) If James had taken 300 3 pointers, how many would he have made? _____

c) The average NBA player shoots 46% from 2 pointers. How much better is Lebron? ___%

PREVIEW

Name: _____ 84

Curriculum Connection
B1.5

Comparing Decimals

Part 1 — Compare the following numbers

1) 0.15 < 0.22	2) 0.33 ☐ 0.41	3) 0.83 ☐ 0.64
4) 1.05 ☐ 0.94	5) 1.33 ☐ 0.86	6) 0.89 ☐ 0.53
7) 1.96 ☐	☐ 20.16	9) 30.37 ☐ 25.93
10) 47.12 ☐ 33.53	81	12) 77.99 ☐ 77.92
13) 132.22 ☐ 132.65	14) 155.36 ☐ 454.71	

PREVIEW

Part 2 — Compare the following numbers

1) Pam and John both ran in the 200 metre race last week. Pam ra 32.47 seconds and John ran it in 31.33 seconds. Who ran it faster?

2) Lamelo Ball scores 16.41 points a game while his brother Lonzo Ball scores 15.47 points a game. Who scores more points a game?

3) Jenna has $487.93 and Julie has $478.99. Who has more money?

Name: _____ 87

Curriculum Connection
B1.5

Ordering Decimals

0.22, 0.11, 0.54, 0.42, 0.92 Least to Greatest 0.11, 0.22, 0.42, 0.54, 0.92	15.24, 10.36, 7.93, 18.52 Greatest to Least 18.52, 15.24, 10.36, 7.93

Part 1 Order the numbers below from least to greatest

19, 0.53, 0.12 _____, _____, _____	0.38, 0.49, 0.32, 0.44 _____, _____, _____, _____
0.61, [illegible], 0.41 _____, _____, _____	1.34, 2.29, 1.55, 2.42 _____, _____, _____, _____
10.43, 10.93, 21.45, 22.62 _____, _____, _____, _____	24, 53.24, 34.18, 48.42 _____, _____, _____, _____

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

0.25, 0.66, 0.33, 0.11 _____, _____, _____, _____	0.35, 0.[illegible] _____, _____, _____, _____
1.43, 1.69, 1.53, 1.12 _____, _____, _____, _____	2.14, 2.92, 1.35, 1.42 _____, _____, _____, _____
13.54, 12.69, 10.45, 15.33 _____, _____, _____, _____	20.26, 17.63, 19.45, 18.61 _____, _____, _____, _____

PREVIEW

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Name: _____ 92

Number Sense Quiz

Part 1 — Fill in the Place Value Charts below

1) 61 579

Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 52 961

Ten Thousands	Thousands	Hundreds	Tens	Ones

Part 2 — ...the standard form of the numbers below?

1) 30000 + 3000 ... + 5	2) 70000 + 3000 + 100 + 40 + 8

Part 3 — What is the ... f... ...umbers below?

1) 12 445	2) 4...
3) 18 064	4) 73 40...

Part 4 — Compare the following numbers

1) 53 185 ☐ 12 520	2) 24 875 ☐ 30 470	3) 73 215 ☐ 73 294
4) 16 285 ☐ 16 285	5) 65 312 ☐ 62 753	6) 36 349 ☐ 36 204

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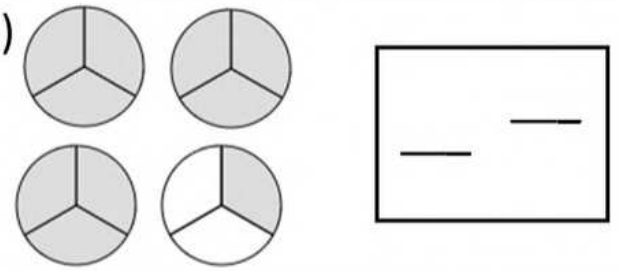
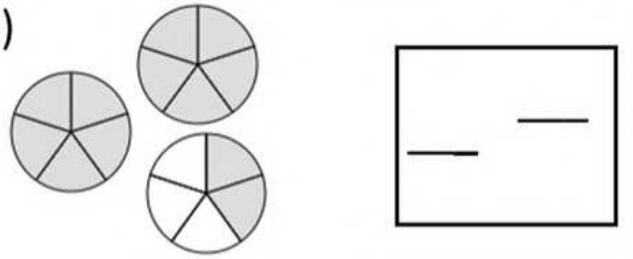
Part 5 Write the fraction beside the visual fractions

1) 

2) 

Part 6 Convert the improper fractions to mixed numbers

1) [illegible]

2) $\frac{1}{74}$ =

3) $\frac{1}{13}$ =

Part 7 Co[illegible]the [illegible]ers to improper fractions

1) $5\frac{3}{4}$ =

2) [illegible] $\frac{1}{5}$

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

Part 8 Put the mixed numbers in orde[illegible] leas[illegible]st

1) $4\frac{2}{4}$ $2\frac{3}{7}$ $5\frac{3}{5}$ [illegible]

2) $3\frac{2}{4}$ $1\frac{2}{5}$ $4\frac{2}{6}$ $7\frac{3}{7}$ $4\frac{}{6}$

Part 9 Put the improper fractions in order from least to greatest

$\frac{16}{5}$ $\frac{13}{5}$ $\frac{9}{5}$ $\frac{21}{4}$ $\frac{16}{4}$ $\frac{21}{5}$

PREVIEW

Part 10 Compare the following numbers < > =

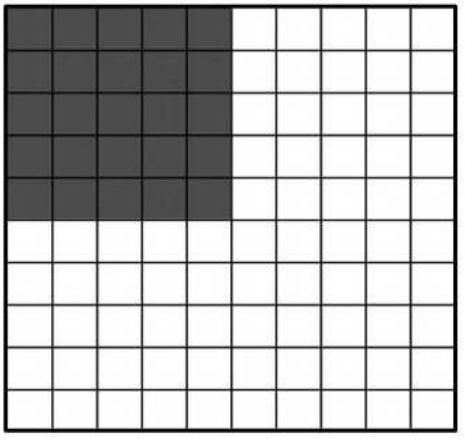
1) 0.15 ☐ 0.22	2) 0.33 ☐ 0.41	3) 0.83 ☐ 0.64
4) 1.05 ☐ 0.94	5) 1.33 ☐ 0.86	6) 0.89 ☐ 0.53

Part 11 ...e decimal number to the nearest tenth

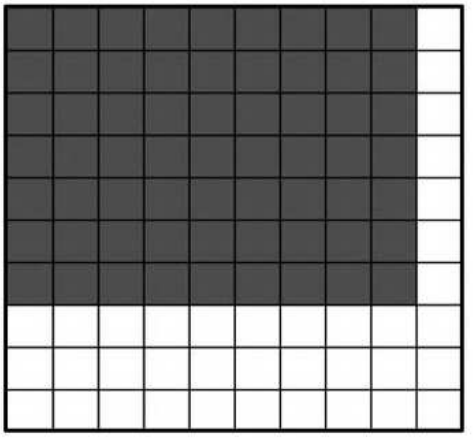
1) 0.65 → _____	_____	3) 0.27 → _____
4) 0.16 → _____	5) 0.78 _____	6) 0.33 → _____
7) 0.52 → _____	8) 0.66 → _____	→ _____

PREVIEW

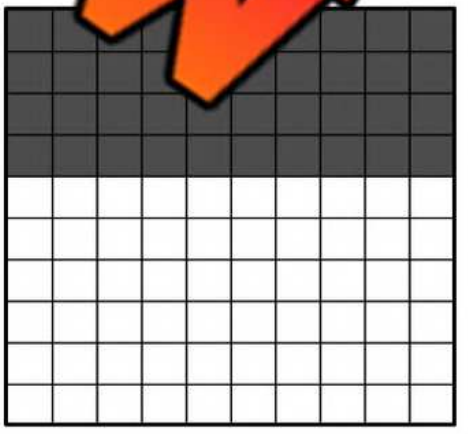
Part 12 What fraction, decimal and percent of th...y is ...



Fraction	Decimal	Percent



Fraction	Decimal	Percent



Fraction	Decimal	Percent

Grade 5
Stand: B2 – Operations

	Curriculum Expectations	Pages That Cover the Expectations
B2.1	Use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations	141 – 147, 214 - 216
B2.2	Recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts	148 – 160, 183 - 194
B2.3	Use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used	96 – 99, 114 – 119, 113, 161 - 162
B2.4	Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms	100 – 114, 120 - 135
B2.5	Add and subtract fractions with like denominators, in various contexts	136 - 140
B2.6	Represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods	163 - 180
B2.7	Represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately	181 – 182, 195 - 213
B2.8	Multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings	218 - 225
B2.9	Represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts	226 - 242

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Curriculum Connection
B2.3

Mental Math – Break Into Place Value

Directions

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

135 + 219

200 = 300

= 40

300

54

124 + 56

146 + 27

216 + 188

168 + 254

72

167 + 173

355 + 262

PREVIEW

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Name: _____ 97

Curriculum Connection
B2.3

Mental Math – Adding in Chunks

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

124 + 125

100 = 224

244

134 + 145

243 + 23

264 + 228

334 + 358

252

357 + 553

664 + 267

PREVIEW

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Name: _____ 98

Curriculum Connection
B2.3

Mental Math – Adding Decimals – Place Value

Directions:
1. Add the decimals
2. Add the whole numbers
3. Add the two answers together



5.54 + 3.72
0.04 + 0.02 = 0.06
0.5 + 0.7 = 1.20
5.00 + 3.00 = 8.00
0.06 + 1.20 + 8 = 9.26

34 + 1.45
0.05 = 0.09
0.70

3.53 + 4.31

4.43 + 6.45

13.24 + 6.52

23.23 + 21.44

24.52

25.44 + 3.53

33.65 + 21.21

PREVIEW

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Name: _____ 99

Curriculum Connection
B2.3

Mental Math – Adding Decimals – Adding Chunks

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



5.53 + 3.74
5.53 + 3 = 8.53
8.53 + 0.7 = 9.23
9.23 + 0.04 = 9.27

3.32 + 2.45
2 + 2 = 5.32
0.4 = 5.72
= 5.77

1.36 + 3.51

4.45 +

12.45 + 4.23

16.51 + 12.17

25

35.43 + 14.52

43.47 + 32.30

PREVIEW

Name: _____ 105

Curriculum Connection
B2.4

Adding Decimals – Hundredths – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 51.32 + 12.25	2) 25.63 + 31.14	3) 14.32 + 21.67	4) 41.22 + 43.13	5) 35.75 + 54.20
6) 32.71 + 24.22	7) 36 + 22.43	8) 72.52 + 23.33	9) 31.25 + 21.12	10) 23.62 + 23.24
11) 62.62 + 22.33	12) 44.29 + 12.60	13) 3.62 + 14	14) 4.36	15) 31.25 + 11.53

PREVIEW

Word Problems Answer the questions below.

1) Sara made 12.75 litres of lemonade on Monday and 13.20 litres on Tuesday. How much lemonade did she make in total?	
2) In his first race, Jake finished with a time of 37.56 seconds. His second race was even faster, at 31.33 seconds. What was his total time for both races?	

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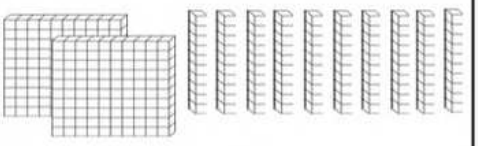
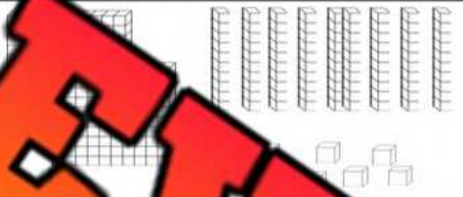
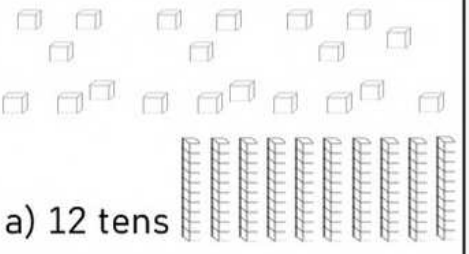
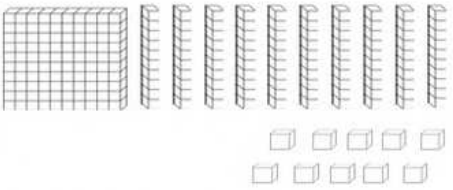
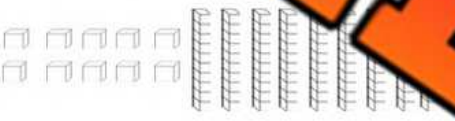
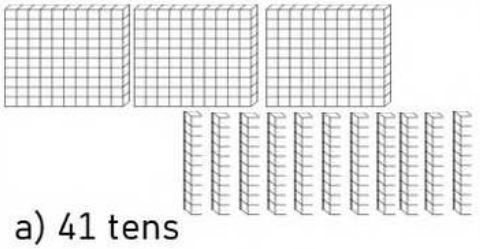
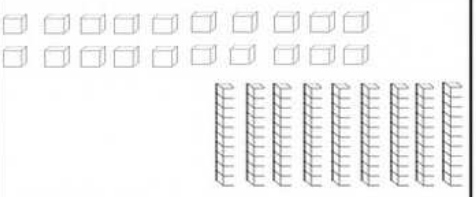
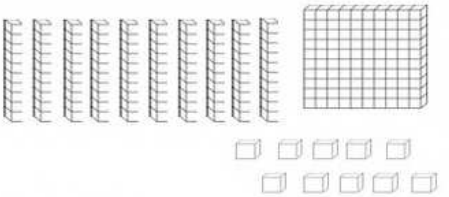
Name: _____ 106

Curriculum Connection
B2.4

Regrouping – Which is Equal?

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

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

PREVIEW

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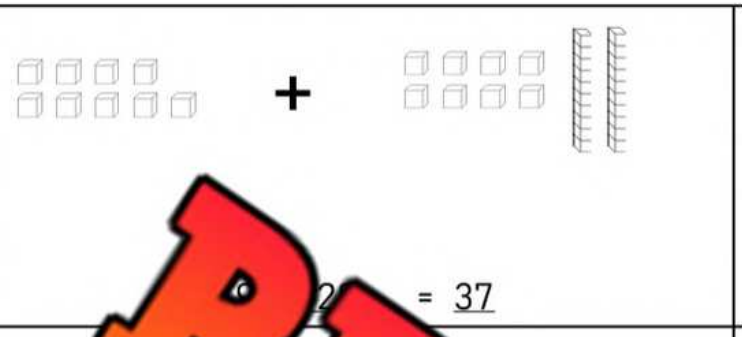
Name: _____ 107

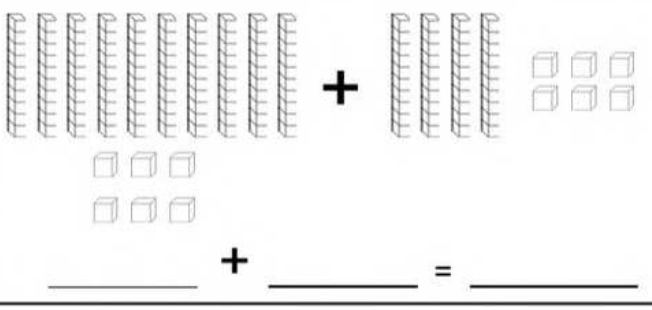
Curriculum Connection
B2.4

Adding Base Ten Blocks – Regrouping

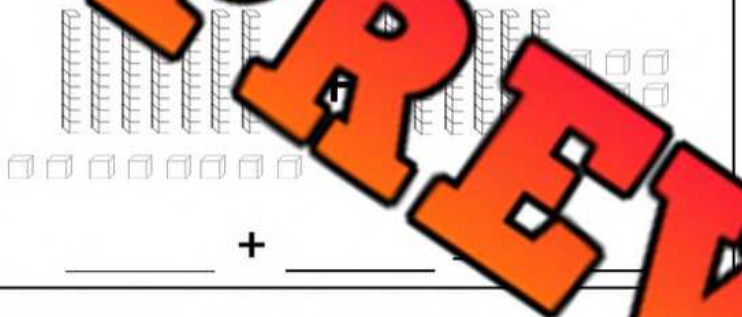
Questions | Add up the base ten blocks



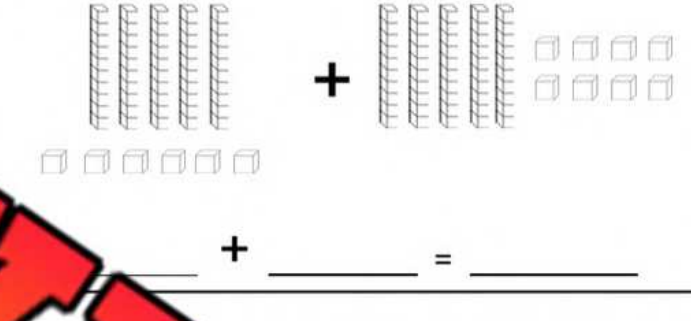
2 = 37



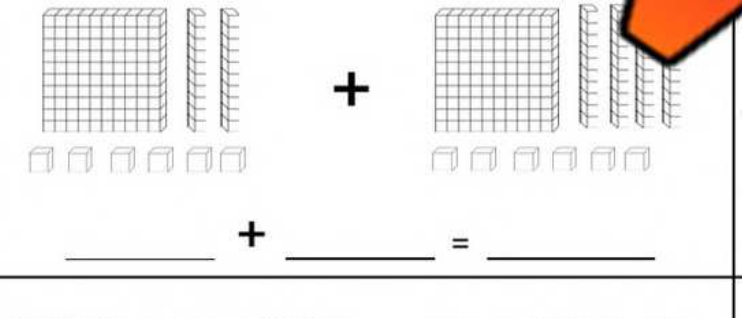
_____ + _____ = _____



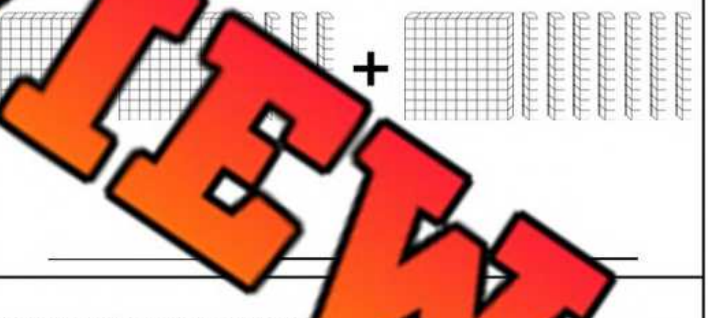
_____ + _____ = _____



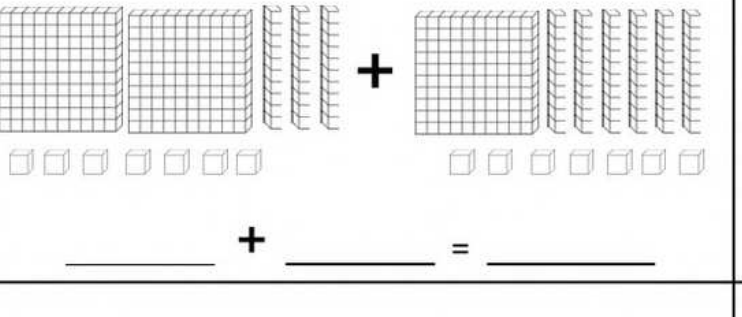
_____ + _____ = _____



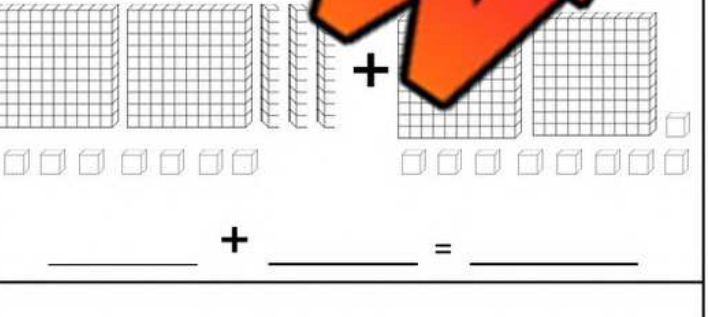
_____ + _____ = _____



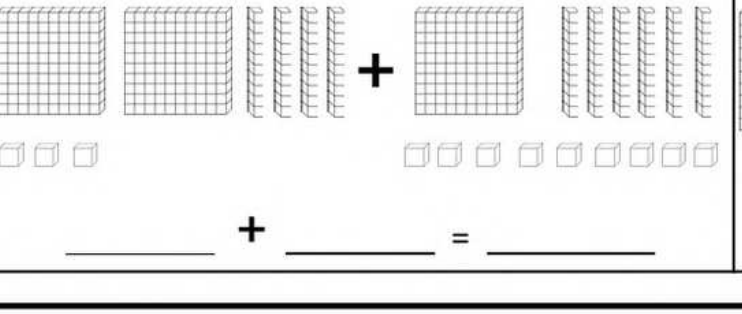
_____ + _____ = _____



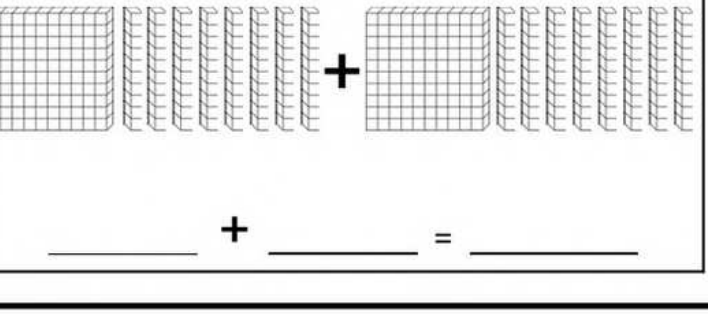
_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

PREVIEW

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Name: _____ 110

Curriculum Connection
B2.4

Adding Decimals – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones	.	Tenths
	5			.	3
+					

	Hun.	Tens	Ones	.	Tenths
	4	5	8	.	5
+	1	2	3	.	3
				.	

	Hun.	Tens	Ones	.	Tenths
	7	3	6	.	4
+	2	2	7	.	2
				.	

	Hun.	Tens	Ones	.	Tenths	Hun.
	3	4	4	.	0	2
+	1	7	1	.	0	8
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	2	5	.	7	
+	9	5	3	.	6	
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
		2	8	.	6	4
+	6		0	.	4	2

	Hun.	Tens	Ones	.	Tenths	Hun.
	6	6	3	.	6	4
+	2	1	5	.	6	2
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	1	5	3	.	5	1
+	6	7	3	.	5	2
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	7	5	.	6	8
+	4	1	3	.	4	6
				.		

PREVIEW

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Name: _____ 111

Curriculum Connection
B2.4

Adding Decimals – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 73.72 + 15.53	2) 35.46 + 43.73	3) 34.94 + 22.33	4) 52.53 + 14.52	5) 24.57 + 52.72
6) 26.44 + 17.34	7) 52 + 26.3	8) 48.26 + 27.63	9) 56.57 + 49.22	10) 38.34 + 58.52
11) 292.67 + 125.33	12) 474.21 + 353.52	13) 383.32 + 492	14) 2.52	15) 742.41 + 721.32

PREVIEW

Word Problems Answer the questions below.

1) A bag of apples weighs 325.85 grams, and a bag of oranges weighs 587.95 grams. What is the total weight of both bags together?	
2) A classroom was being painted in sections. The first section took 312.30 millilitres of paint and the second section took 291.89 millilitres. How much paint was used in total?	

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Name: _____ 114

Curriculum Connection
B2.3, B2.4

Estimate and Add

Part 1 Round these numbers to the nearest hundred. Then add the numbers together

2 232 → 2 200 + 1 471 → + 1 500 3 700	3 328 → + 3 452 → + _____
5 [illegible] + 2 483 + _____	6 221 → + 4 449 → + _____

Part 2 Round these numbers to the ne[illegible] Then add the numbers together

12 304 → 12 000 + 24 431 → + 24 000 36 000	253 → + [illegible] + _____
52 298 → + 27 308 → + _____	44 313 → + 32 812 → + _____

Part 3 Solve the word problem below using estimation

John is saving for college. He has earned $13 482 this year at his part time job. He has already saved $17 681. Approximately how many thousand has he saved for college?

PREVIEW

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Name: _____ 115

Curriculum Connection
B2.3

Subtraction Mental Math – Counting Up

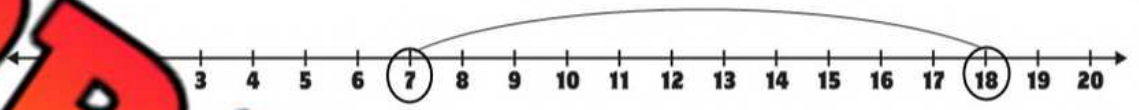
Background – Subtraction is simply finding the difference between two numbers

Directions

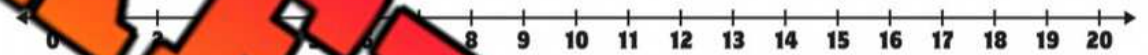
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up



18 – 7 = _____ Difference = 11



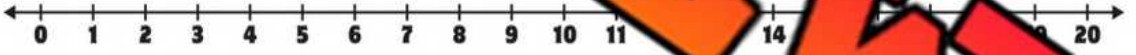
20 – 5 = _____



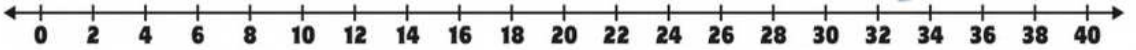
18 – 6 = _____



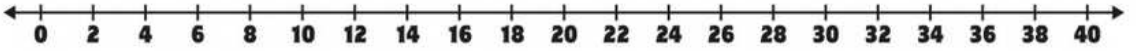
14 – 10 = _____



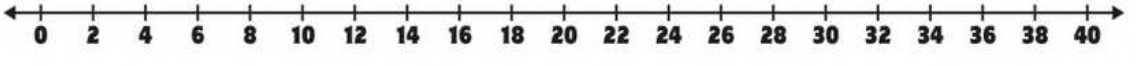
36 – 22 = _____



32 – 24 = _____



38 – 20 = _____



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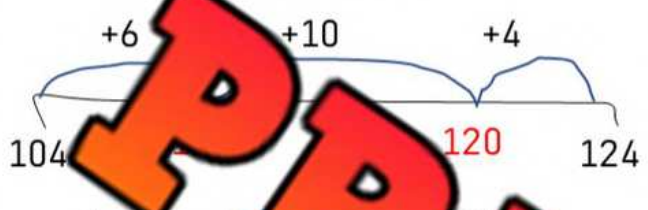
Name: _____ 116

Curriculum Connection
B2.3

Subtraction Mental Math – Counting Up

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

124 – 104



Answer = 20

256 – 235

243 – 2[illegible]

254 – 240

377 – 354

[illegible]82

783 – 713

852 – 822

PREVIEW

Name: _____ 117

Curriculum Connection
B2.3

Mental Math Strategy – Subtracting in Chunks

Directions

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



124 - 115

- 100 = 24

14

14

256 - 145

243 - [illegible]

264 - 142

357 - 234

[illegible]2 -

753 - 323

873 - 562

PREVIEW

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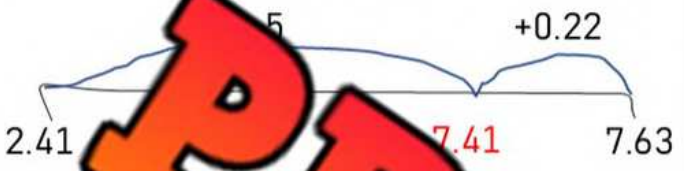
Name: _____ 118

Curriculum Connection
B2.3

Mental Math – Subtracting Decimals – Counting Up

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

7.63 - 2.41



Answer + 0.2

5.52 - 2.31

7.45 -

9.47 - 7.53

12.54 - 10.91

24.35 - 12.93

35.42 - 30.31

PREVIEW

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Name: _____ 119

Curriculum Connection
B2.3

Mental Math – Subtracting Decimals – Subtracting Chunks

Directions:

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

6.36 – 3.51
6.36 – 3 = 3.36
3.36 – 0.50 = 2.86
2.86 – 0.01 = 2.85

4.68 – 2.42
68 – 2 = 2.68
0.4 = 2.28
= 2.26

4.57 – 3.33

9.54 –

14.48 – 7.52

15.54 – 10.91

7 –

48.36 – 11.82

52.65 – 30.35

PREVIEW

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Name: _____ 125

Curriculum Connection
B2.4

Subtracting Decimals – Hundredths – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 55.75 - 12.52	2) 45.68 - 32.44	3) 34.98 - 23.73	4) 45.47 - 43.33	5) 65.56 - 54.01
6) 3[illegible]9 - 24.24	[illegible]66 - 22.3[illegible]	8) 76.85 - 23.32	9) 337.35 - 114.33	10) 448.84 - 336.02
11) 762.66 - 422.35	12) 434.98 - 122.63	13) [illegible]7.66 - 134[illegible]	[illegible]54.38 - [illegible]5	15) 351.96 - 121.52

PREVIEW

Word Problems Answer the questions below.

1) At the aquarium, Noah observed 47.85 litres in the first tank and 29.36 litres in the second tank. How much less water does the second tank have compared to the first?	
2) In science class, a student needs 250.75 milliliters of water for an experiment. If there are only 189.30 milliliters in the beaker, how much more water is needed?	

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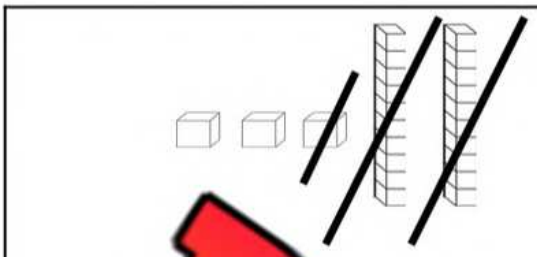
Name: _____ 126

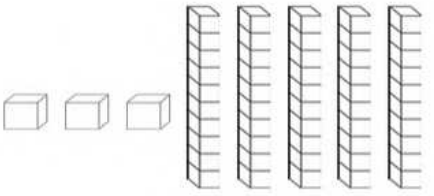
Curriculum Connection
B2.4

Subtracting Using Base Ten Blocks

Questions | Subtract from the base ten blocks



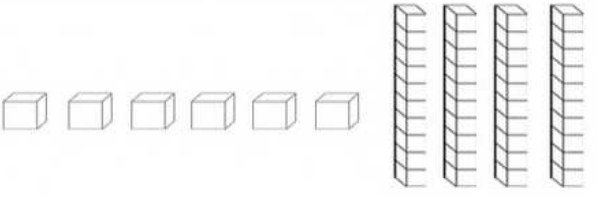
21 - 19 = 2



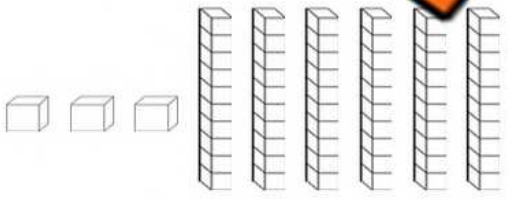
53 - 12 = _____



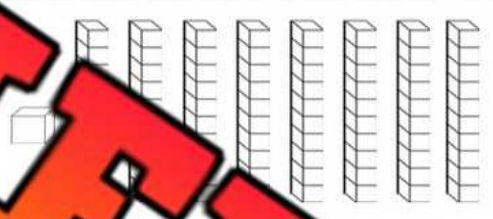
35 - 15 = _____



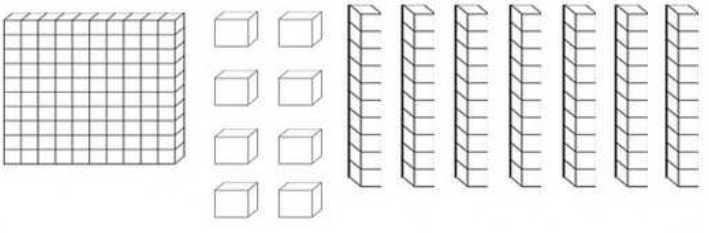
46 - 12 = _____



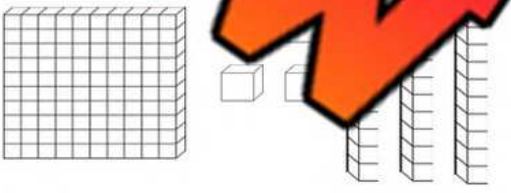
63 - 11 = _____



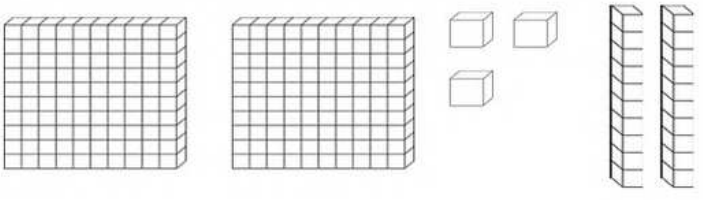
_____ - _____ = _____



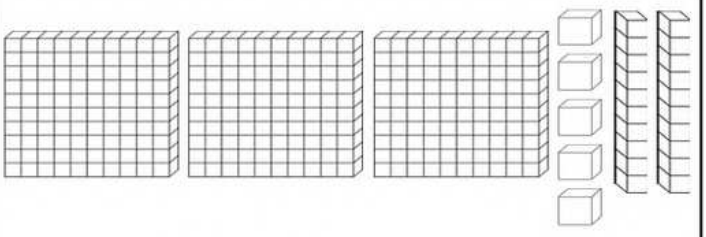
178 - 110 = _____



134 - 120 = _____



223 - 103 = _____



325 - 215 = _____

PREVIEW

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Name: _____ 129

Curriculum Connection
B2.4

Subtracting Decimals – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

	Tens	Ones	.	Tenths	Hun.
	5		.	5	7
−		4	.		
			.		

	Tens	Ones	.	Tenths	Hun.
	7	6	.	9	8
−	4	7	.	3	6
			.		

	Tens	Ones	.	Tenths	Hun.
	6	3	.	8	5
−	2	7	.	4	1
			.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	7	8	.	3	7
−	3	1	4	.	5	5
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	3	4	9			6
−	2	3	2	.	7	
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	5	4	8	.	4	8
−	3		3	.	9	5

	Hun.	Tens	Ones	.	Tenths	Hun.
	3	5	4	.	4	9
−	1	8	1	.	0	8
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	2	5	.	8	6
−	1	5	3	.	6	7
				.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	6	2	8	.	6	3
−	4	5	9	.	4	5
				.		

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Name: _____ 130

Curriculum Connection
B2.4

Subtracting Decimals – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 73.74 - 15.56	2) 75.47 - 43.74	3) 34.46 - 22.63	4) 52.54 - 14.53	5) 24.54 - 12.72
6) 26.27 - 17.33	[illegible]	8) 48.25 - 27.63	9) 582.85 - 556.24	10) 797.28 - 544.46
11) 952.64 - 245.37	12) 757.23 - 553.52	13) [illegible] - 323.	[illegible]	15) 714.85 - 321.31

PREVIEW

Word Problems Answer the questions below.

1) The class collected $695.99 for their field trip. After spending $422.58 on bus rental, how much money is left for activities?	
2) A theatre group had 173.75 meters of fabric. They used 139.58 meters for costumes. How much fabric remains?	

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Curriculum Connection
B2.4

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

1) Fred is flooding his hockey rink. He uses 112L of water on the first day and 251L on the second day. The rink needs 400L in total. How many more litres does he need to use on the third day?



2) Warren bought a PS5 [illegible] He h[illegible] in total. He also bought an extra controller for $49. How mu[illegible]ey [illegible] left?



3) Gerry can use 3000MB on his phone data plan. He has already used [illegible]260MB this month. Today he used an extra 452MB. How many MB does he have left?



PREVIEW

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Name: _____ 136

Curriculum Connection
B2.5

Adding Fractions With Common Denominators

Questions | Add the fractions below

1) $\frac{3}{4} + \frac{5}{4} = \frac{8}{4}$	2) $\frac{5}{6} + \frac{1}{6} =$
3) $\frac{}{5}$	4) $\frac{6}{9} + \frac{3}{9} =$
5) $\frac{1}{2} + \frac{2}{2} =$	$\frac{3}{3} + \frac{1}{3} =$
7) $\frac{2}{3} + \frac{2}{3} =$	$\frac{5}{8}$
9) $\frac{6}{6} + \frac{4}{6} =$	10) $\frac{4}{6} + \frac{3}{6} =$
11) $\frac{4}{4} + \frac{2}{4} =$	12) $\frac{2}{4} + \frac{1}{4} =$
13) $\frac{5}{8} + \frac{5}{8} =$	14) $\frac{7}{7} + \frac{1}{7} =$

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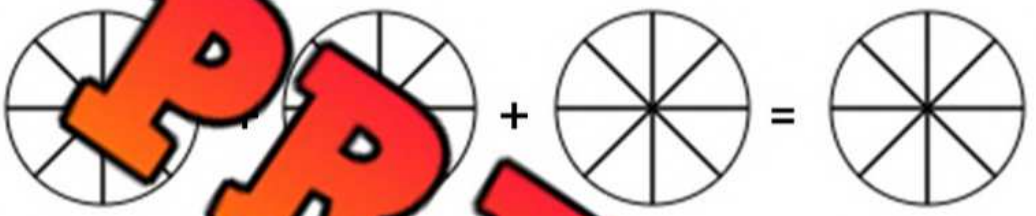
Name: _____ 137

Curriculum Connection
B2.5

Adding Fractions With Common Denominators

Instruction Solve the word problems.

1) At the end of the birthday party, there were 3 pizza boxes left. The first box has 3/8 slices left. The second box had 2/8 slices left and the third box had 1/8 slices remaining. How much pizza is left in total?



2) Rachel and her sister [illegible] an e[illegible] hunt. There were 30 eggs in total. Rachel found 17/30 eggs an[illegible] sist[illegible] eggs. What fraction of the total eggs were found?



3) In a bag of 20 jelly beans, 5/20 are green and 8/20 are red. How many out of the 20 jelly beans are green and red?



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Curriculum Connection
B2.5

Exit Cards

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

Name: _____

Solve the word problem below.

Out of 40 students, 12/40 participate in the math club and 15/40 participate in the science club. What fraction of the students participate in either club?

Name: _____

Solve the word problem below.

Out of 40 students, 12/40 participate in the math club and 15/40 participate in the science club. What fraction of the students participate in either club?

Name: _____

Solve the word problem below.

Out of 40 students, 12/40 participate in the math club and 15/40 participate in the science club. What fraction of the students participate in either club?

Name: _____

Solve the word problem below.

Out of 40 students, 12/40 participate in the math club and 15/40 participate in the science club. What fraction of the students participate in either club?

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Name: _____ 139

Curriculum Connection
B2.5

Subtracting Fractions With Common Denominators

Questions | Subtract the fractions below

1) $\frac{3}{5} - \frac{5}{5} = \frac{8}{4}$	2) $\frac{5}{5} - \frac{1}{5} =$
3) $\frac{4}{6} -$	4) $\frac{6}{9} - \frac{3}{9} =$
5) $\frac{4}{7} - \frac{2}{7} =$	$\frac{6}{6} - \frac{3}{6} =$
7) $\frac{6}{9} - \frac{2}{9} =$	$\frac{7}{8}$
9) $\frac{9}{6} - \frac{4}{6} =$	10) $\frac{6}{6} - \frac{3}{6} =$
11) $\frac{7}{4} - \frac{2}{4} =$	12) $\frac{4}{4} - \frac{3}{4} =$
13) $\frac{8}{8} - \frac{5}{8} =$	14) $\frac{7}{7} - \frac{6}{7} =$

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Name: _____ 140

Curriculum Connection
B2.5

Subtracting Fractions With Common Denominators

Instruction Solve the word problems.

1) Steven is having a birthday party. He cuts his cake into 10 slices. He hands out 6/10 slices of cake. Write the subtraction equation using fractions below. Then solve the equation.



PREVIEW

2) Brian took 40 dollars [illegible] acc[illegible]pent 15/40 on a new book. How many dollars out of the 40 d[illegible]e ha[illegible]



3) Kate got 70 candies when she went Trick-or-Treating on Halloween. She ate 13/70 candies when she got home. How many does she have now out of 70?



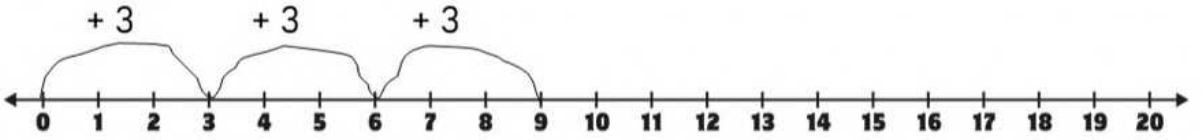
Name: _____ 144

Curriculum Connection
B2.1

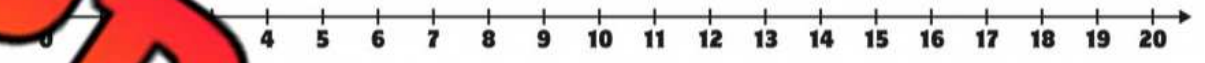
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



5 x 4 = _____



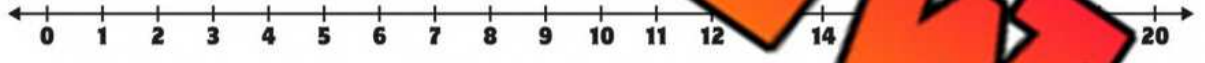
4 x 4 = _____



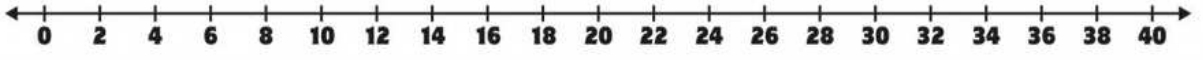
6 x 3 = _____



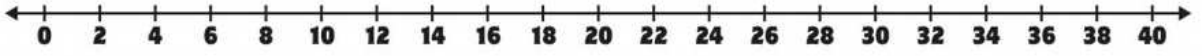
2 x 9 = _____



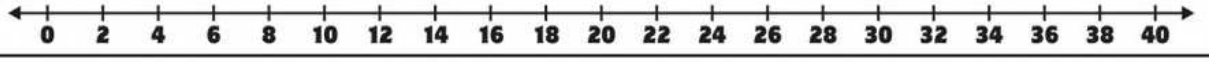
4 x 8 = _____



10 x 4 = _____



4 x 6 = _____



PREVIEW

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Name: _____ 145

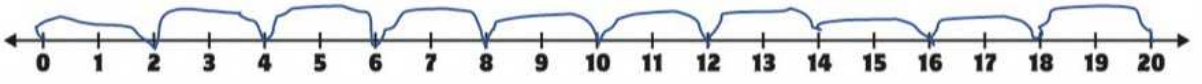
Curriculum Connection
B2.1

Number Line Division – Repeated Subtraction

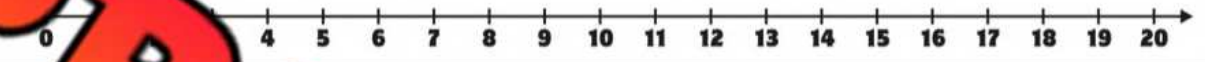
Questions | Use repeated subtraction to find the answer

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

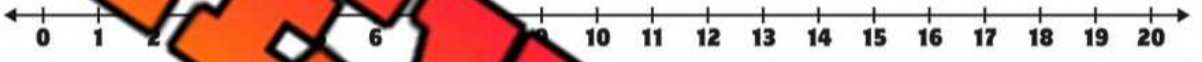
20 ÷ 2 = 10



15 ÷ 5 = ____



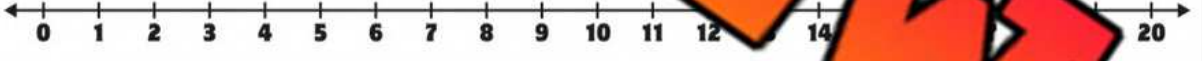
10 ÷ 5 = ____



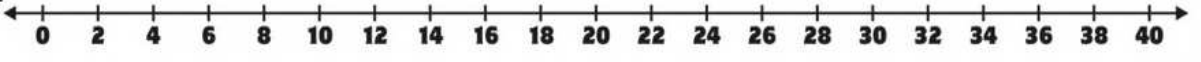
18 ÷ 6 = ____



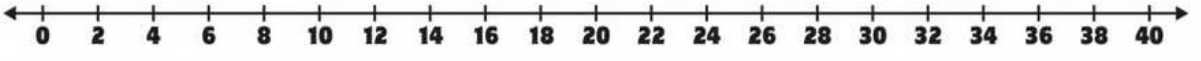
12 ÷ 3 = ____



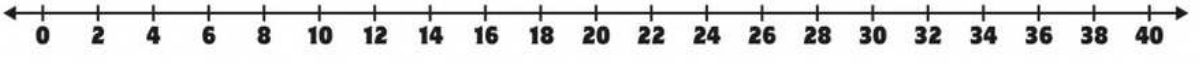
30 ÷ 10 = ____



32 ÷ 4 = ____



36 ÷ 6 = ____



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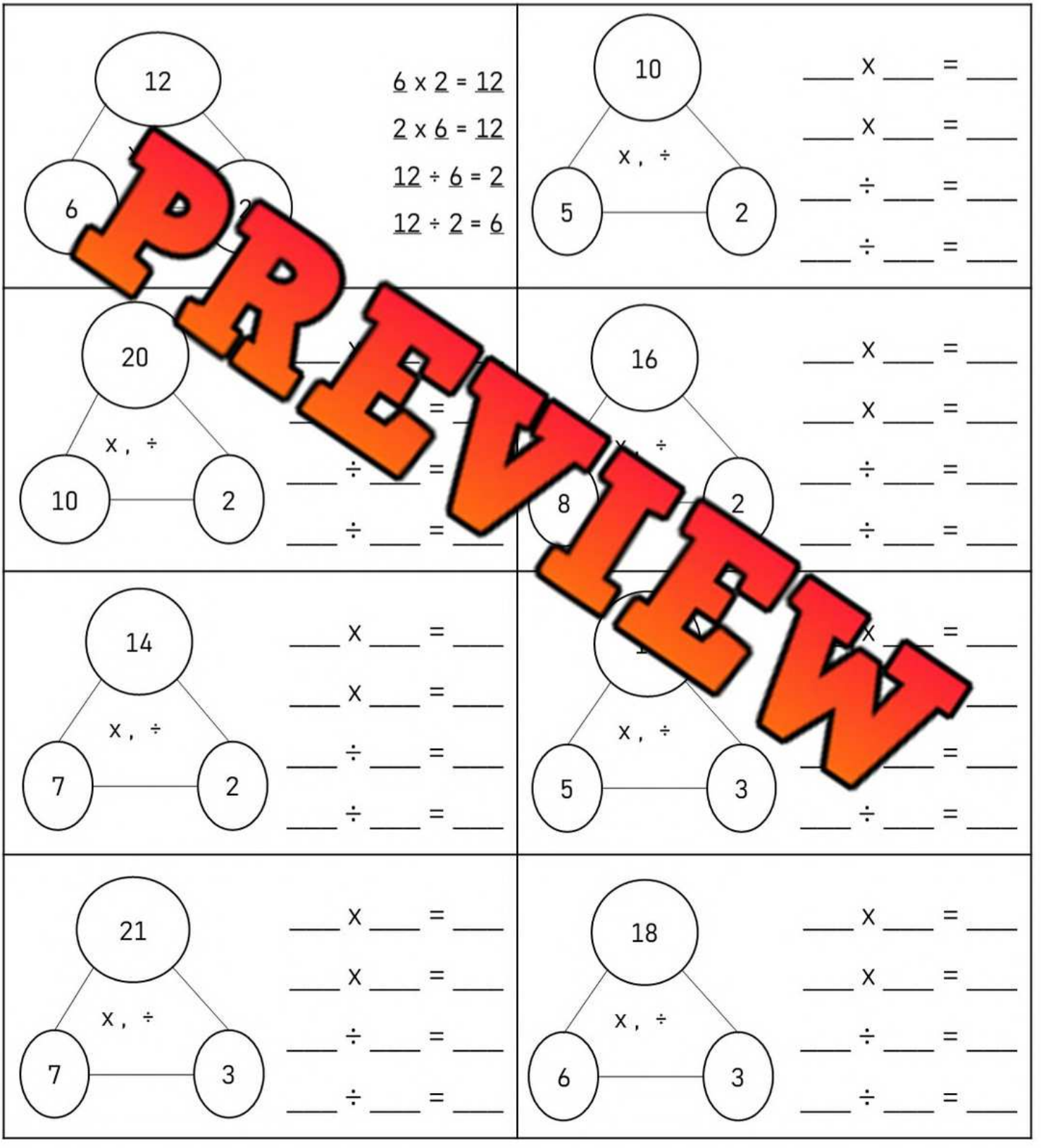
Name: _____ 146

Curriculum Connection
B2.1

Multiplication and Division

Questions | Investigate the relationship between multiplication and division



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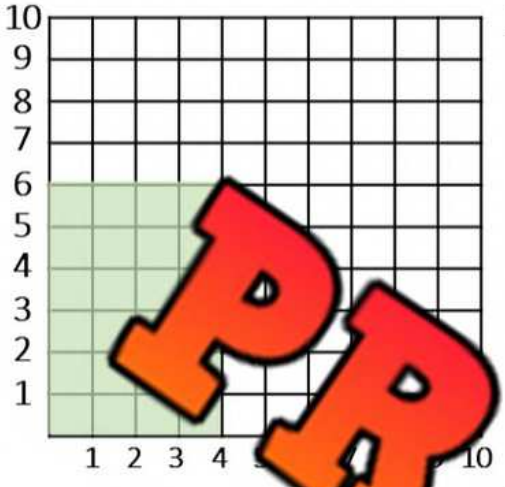
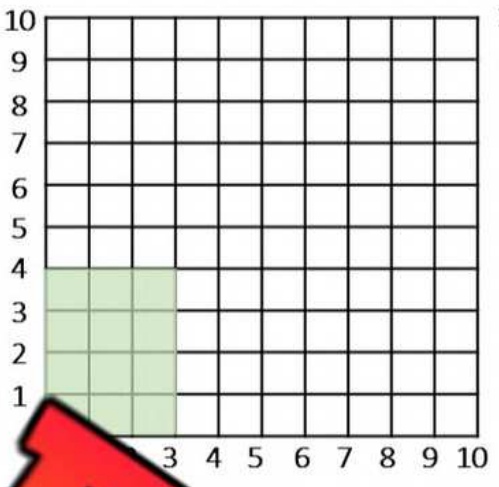
Curriculum Connection
B2.2

Multiplication - Arrays

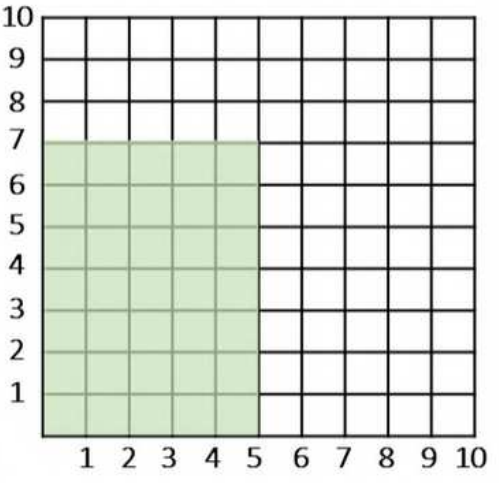
Instructions How much is shaded in? Answer the questions below



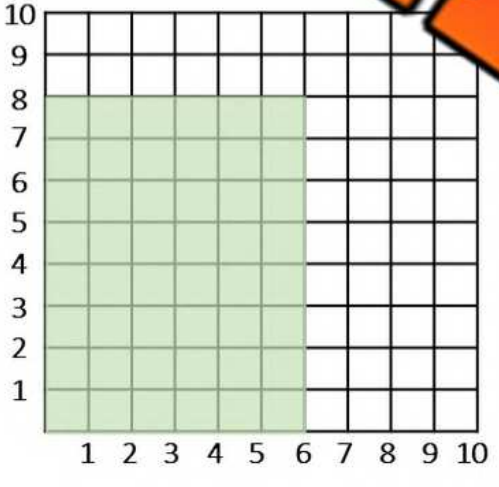
6 x 4 = _____



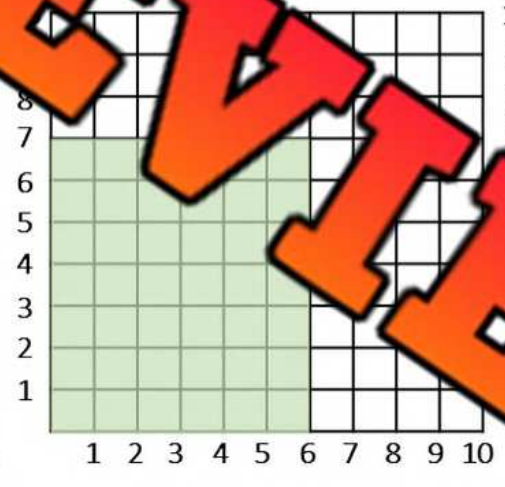
_____



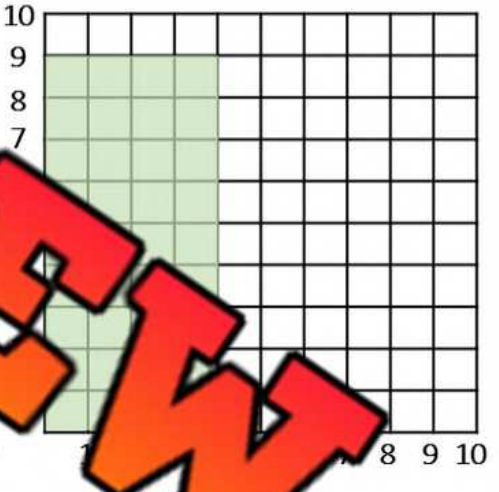
7 x 5 = _____



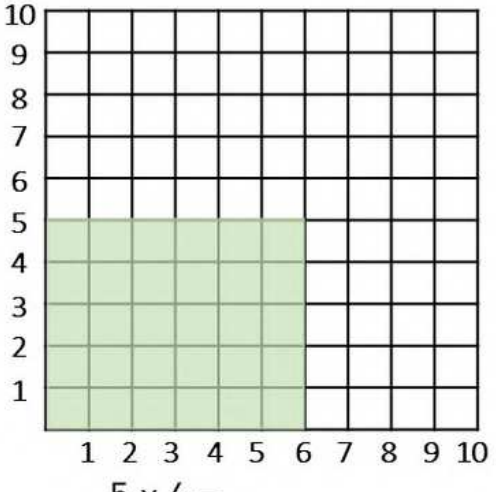
8 x 6 = _____



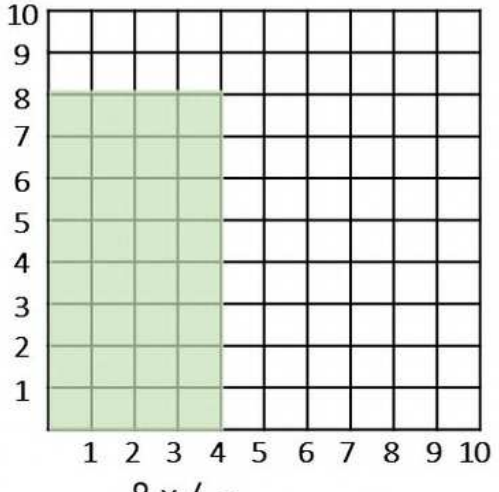
7 x 6 = _____



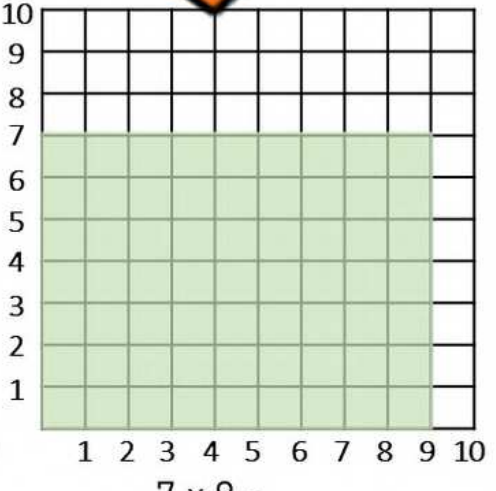
9 _____



5 x 6 = _____



8 x 4 = _____



7 x 9 = _____

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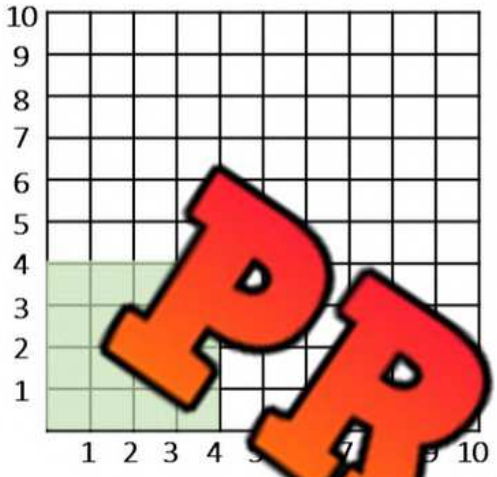
Name: _____ 150

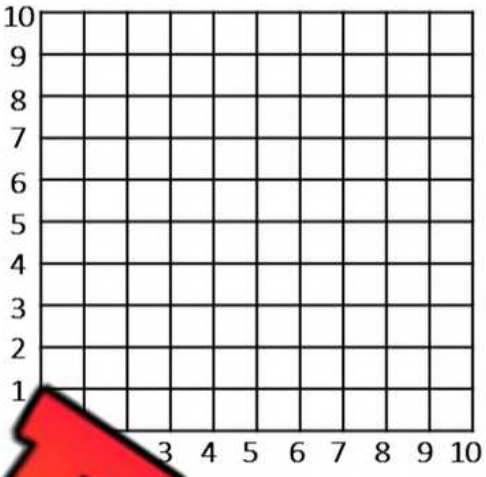
Curriculum Connection
B2.2

Multiplication - Arrays

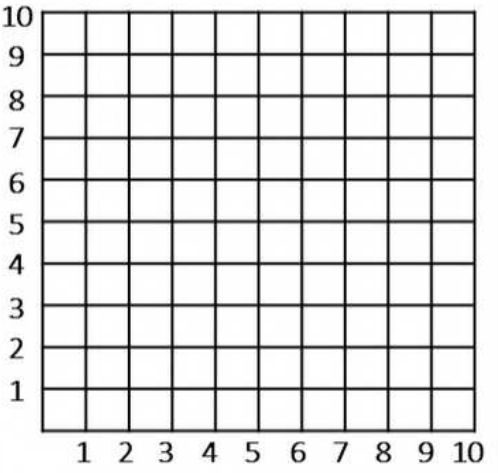
Instructions Shade in the arrays using the table. Answer the questions below



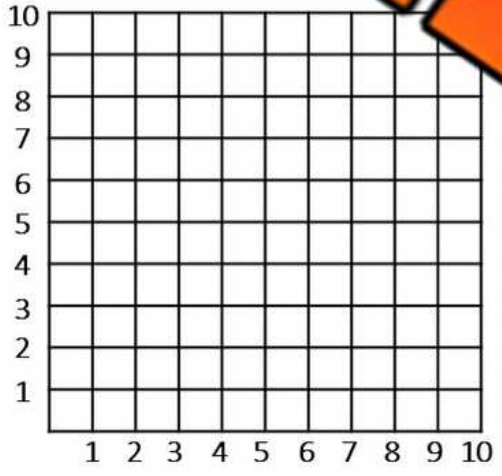
4 x 4 = _____



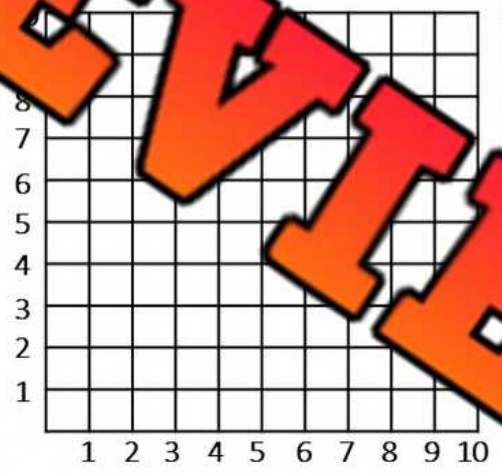
_____



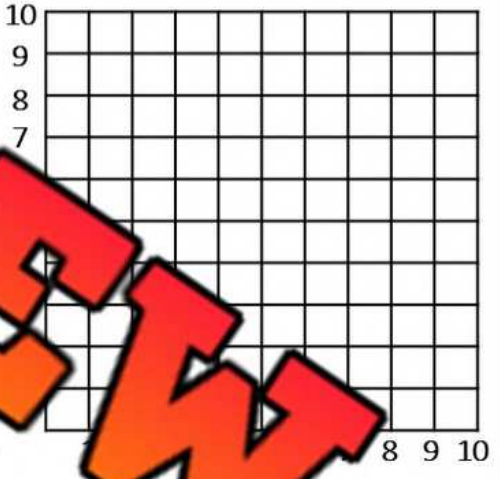
7 x 7 = _____



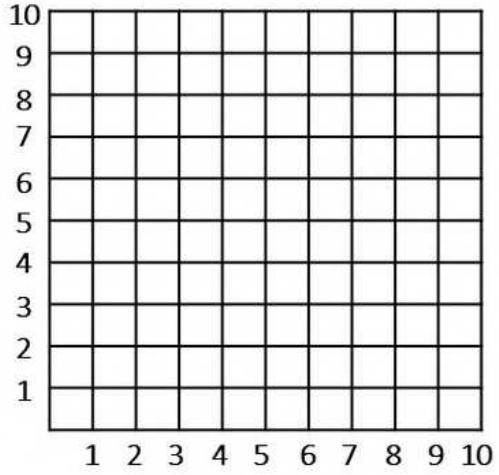
9 x 6 = _____



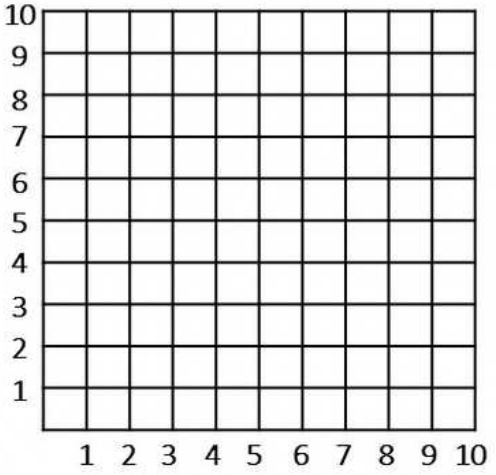
8 x 5 = _____



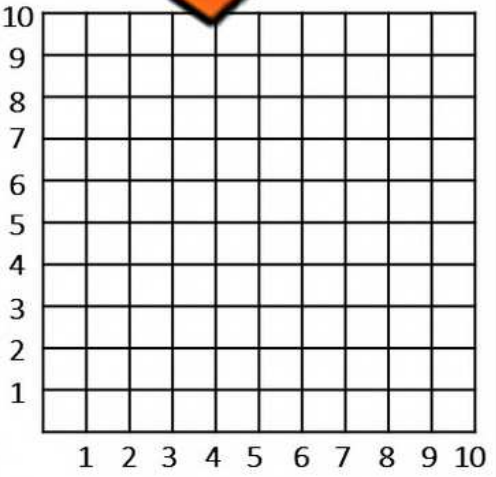
9 _____



4 x 5 = _____



8 x 6 = _____



6 x 3 = _____

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Name: _____ 153

Curriculum Connection
B2.2

Multiplication Facts – 7, 8, and 9

Questions Solve the multiplication equations below

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

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Name: _____ 155

Curriculum Connection
B2.2

Multiplication Drills – 1s and 2s

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

___
36

1 x 4	2 x 5	2 x 6	1 x 2	2 x 1	2 x 12
1 x 6	1 x 7	2 x 7	1 x 5	8 x 1	2 x 11
2 x 8	12 x 2	1 x 1	1 x	10 x 1	2 x 10
2 x 0	1 x 0	2 x 4	4 x 2	5 x	6 x 1
6 x 2	2 x 7	2 x 9	1 x 11	8 x 2	1 x 10
2 x 9	2 x 6	2 x 3	2 x 2	2 x 1	1 x 9

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Curriculum Connection
B2.3

Mental Math – Multiplying by 0.1 and 0.01

Directions:

1. When multiplying by 0.1, it is the same as dividing by 10. Therefore, you can shift the digit to the left by one place.
   For example – 500 x 0.1 = 50 and 50 x 0.1 = 5

2. When multiplying by 0.01, it is the same as dividing by 100. Therefore, you can shift the digit to the left by two places.
   For example – 500 x 0.01 = 5 and 50 x 0.01 = 0.5

PREVIEW

20 x 0.1 = ___	70 x 0.01 = ___	1200 x 0.01 = ___
200 x 0.01 = ___	0	1500 x 0.1 = ___
10 x 0.1 = ___	100 x 0.0	80 x 0.1 = ___
400 x 0.01 = ___	900 x 0.1 = ___	= ___
1000 x 0.1 = ___	90 x 0.1 = ___	x
30 x 0.1 = ___	1000 x 0.01 = ___	800 x
600 x 0.01 = ___	40 x 0.1 = ___	200 x 0.1 = ___
300 x 0.01 = ___	300 x 0.01 = ___	1800 x 0.01 = ___
900 x 0.01 = ___	500 x 0.01 = ___	8000 x 0.1 = ___
700 x 0.1 = ___	30 x 0.1 = ___	5000 x 0.01 = ___

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Name: _____ 166

Curriculum Connection
B2.6

Multiplication – 2 x 2 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)		
	4	3
x	1	

2)		
	6	3
x	1	5

3)		
	2	7
x	2	3

4)		
	5	3
x	3	4

5)		
	4	2
x	5	7

6)		
	4	
x	6	3

		2
	2	

8)		
	4	8
x	1	4

9)		
	3	3
x	4	4

10)		
	6	14
x	2	6

11)		
	7	2
x	1	2

12)		
	4	2
x	6	2

PREVIEW

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Name: _____ 167

Curriculum Connection
B2.6

Multiplication – 2 x 2 Digits

Part 1 Use the standard algorithm to solve the multiplication problems below

1) 33 x 32	2) 65 x 14	3) 35 x 13	4) 19 x 35	5) 84 x 40
6) 88 x 24	7) [illegible] 34	8) 88 x 64	9) 58 x 93	10) 75 x 31
11) 76 x 35	12) 62 x 81	13) 56 x 32	14) [illegible]	15) 37 x 73

PREVIEW

Part 2 Solve the word problems below

1) Chris is a corn farmer. He has 42 rows of corn plants and each row has 18 plants. How many total plants does Chris have?



2) Grayson sees a passenger train. Each train car has 80 people in it. There are 12 train cars in total. How many people are on the train?



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Curriculum Connection
B2.6

Multiplying by Multiples of Ten

Key Concept
- multiply the first numbers together and add a zero when multiplying by a multiple of 10

Examples – 10 x 9 = 90 | 30 x 6 – 180 | 60 x 8 = 480 | 80 x 4 = 320

Questions nswer the questions below using the key concept above

PREVIEW

x 30	
2	
5	
7	
3	
4	
6	
8	

x 50	
2	
6	
3	
7	
4	
5	
9	

x 70	
2	
5	
7	
3	
4	
6	
8	

x 40	
5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

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Name: _____ 170

Curriculum Connection
B2.6

Activity: Multiplication Race

Objective What are we learning about?

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

Materials What you will need for the activity.

- Index cards
- Markers
- Timer (optional)



Instructions How you will play the activity

1. Prepare a stack of index cards with multiplication questions. Include a mix of simple multiplication facts (e.g., 3 x 4, 6 x 7) and multiples of 10 (e.g., 5 x 50, 7 x 70).
2. Have students line up in a single file (or you can keep students at their desk).
3. Call the first two students in line to the front. Explain that they will answer the multiplication question that the teacher pulls from the stack.
4. Pull a card from the stack and read the question aloud. The first student to answer correctly wins the round.
5. The student who answers correctly stays at the front to compete against the next student in line. The student who loses goes to the end of the line.
6. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
7. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

PREVIEW

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Curriculum Connection
B2.6

Math Cards | Cut out the math cards below

3 x 8	7 x 50
9 x 7	11 x 10
10 x 12	4 x
8 x 30	4 x 3

PREVIEW

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Name: _____ 175

Curriculum Connection
B2.6

Math Cards | Cut out the math cards below

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

PREVIEW

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Name: _____ 177

Curriculum Connection
B2.6

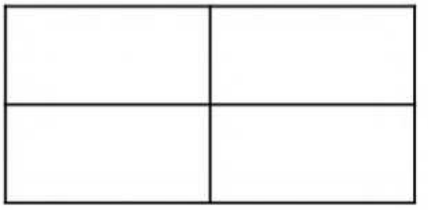
Multiplication – 2 x 2 Digits

Questions Use the area model to solve the multiplication problems below

1) 19 x 22 = _____



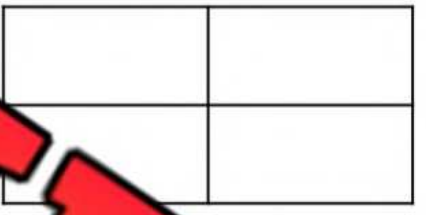
2) 27 x 15 = _____



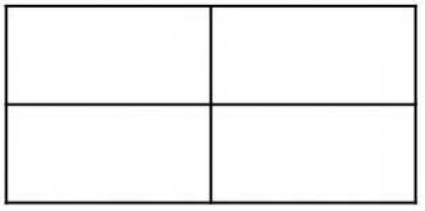
3) 2 4 = _____



4) 42 x 45 = _____



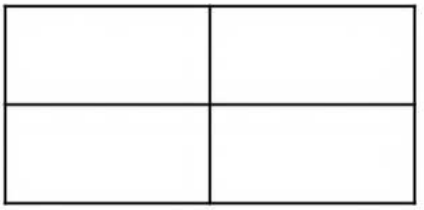
5) 68 x 42 = _____



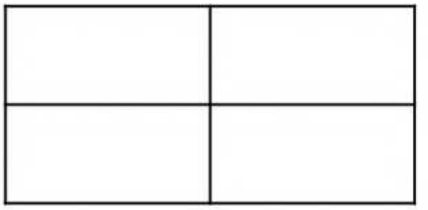
x 78 = _____



7) 65 x 38 = _____



8) 73 x 60 = _____



PREVIEW

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Name: _____ 178

Curriculum Connection
B2.6

Multiplication Word Problems

Questions | Solve the word problems below

1) Joel is watching the snow fall outside his window. He measures the snow every hour. He notices that every hour, 13cm of snow falls. If it snowed this hard for 24 hours, how many cm of snow would there be?



2) Steven is playing a pi... do gam... time he finds a treasure chest, he get 29 points. How many points ... ha... ... 15 treasure chests?



3) The average person blinks 15 times a minute. If you blinked 15 times a minute, how many times would you blink in 45 minutes?



PREVIEW

Name: _____ 179

Curriculum Connection
B2.6

Math Jeopardy – Multiplication 2 x 2 Digits

Objective What are we learning about?

Students will practice multiplication of two-digit numbers and solve word problems involving multiplication in a fun and engaging way.

Materials What you will need for the activity.

- Jeopardy board
- Buzzer or bell



Instructions How you will complete the activity

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

PREVIEW

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Curriculum Connection
B2.6

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
12 x 14 = _____	23 x 19 = _____	35 x 16 = _____	47 x 28 = _____	59 x 32 = _____
21 x 15 = _____	3[illegible] 25 = _____	46 x 39 = _____	53 x 47 = _____	67 x 54 = _____
14 x 22 = _____	[illegible] = _____	[illegible] = _____	52 x 24 = _____	48 x 36 = _____
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 17 [illegible] cars. Each [illegible] costs $18. How much was spent in total on the toy cars?	[illegible] reading a book [illegible] pages [illegible] every [illegible] many pages she [illegible] have read after [illegible] days?	Noah is organizing his comic collection. [illegible] has 65 comics [illegible] each of his 19 [illegible] many [illegible] he [illegible] total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

PREVIEW

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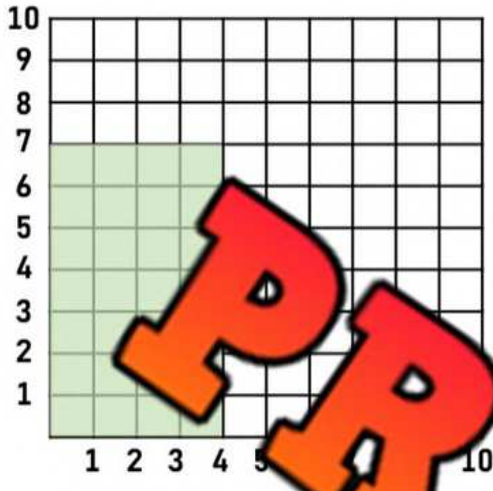
Name: _____ 181

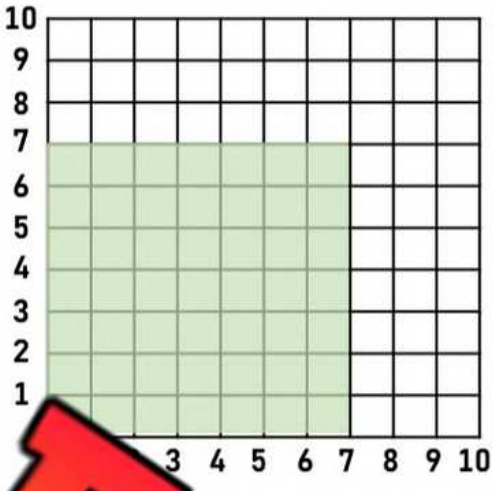
Curriculum Connection
B2.7

Division - Arrays

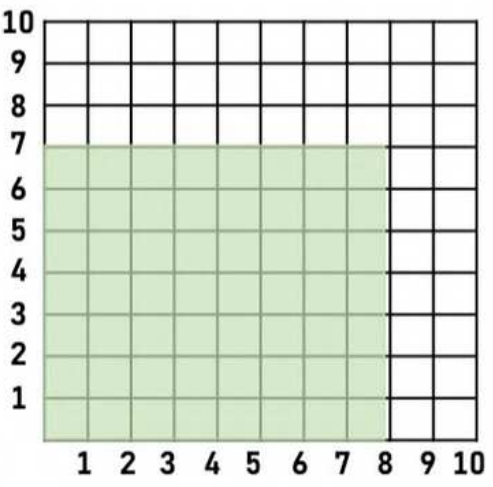
Questions | How is the shaded in area divided?



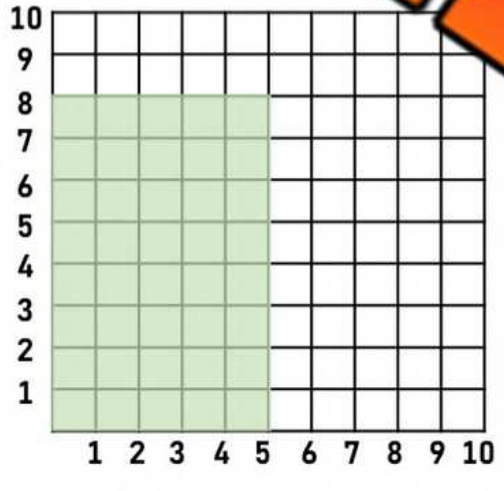
28 ÷ 4 = _____



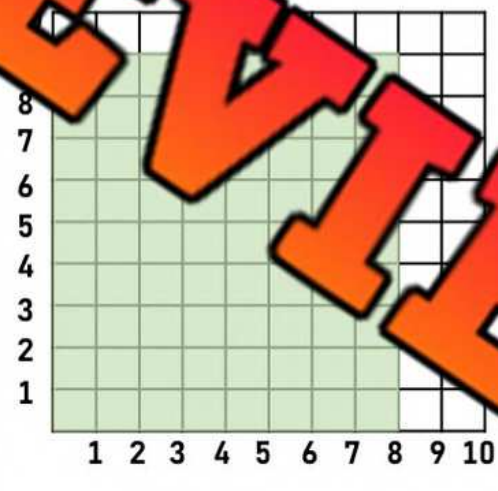
_____ = _____



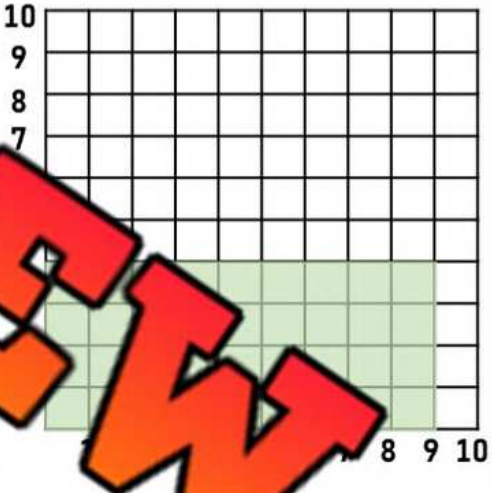
56 ÷ 7 = _____



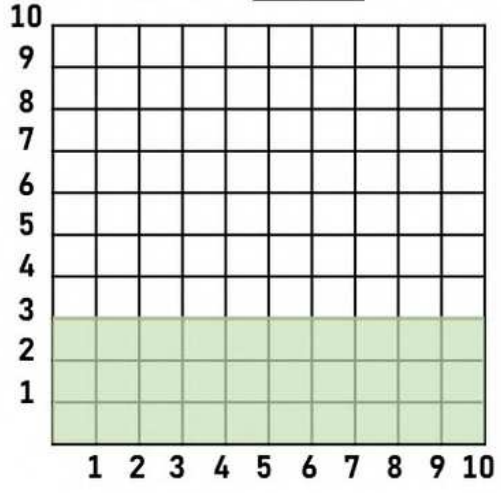
40 ÷ 5 = _____



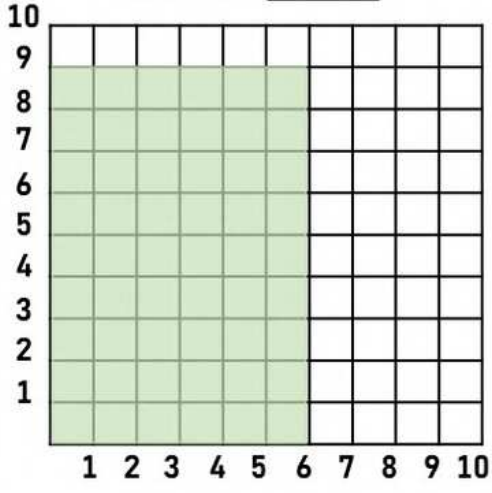
72 ÷ 8 = _____



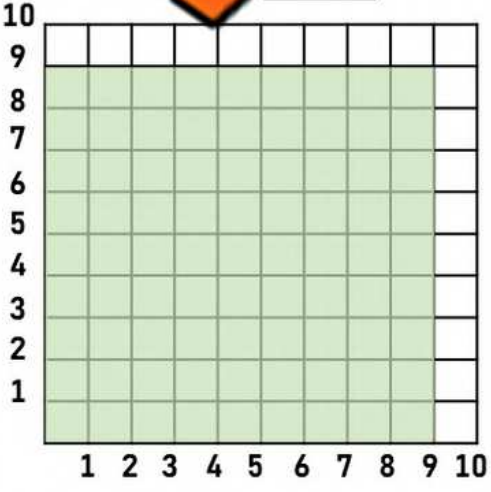
36 _____



30 ÷ 3 = _____



54 ÷ 6 = _____



81 ÷ 9 = _____

PREVIEW

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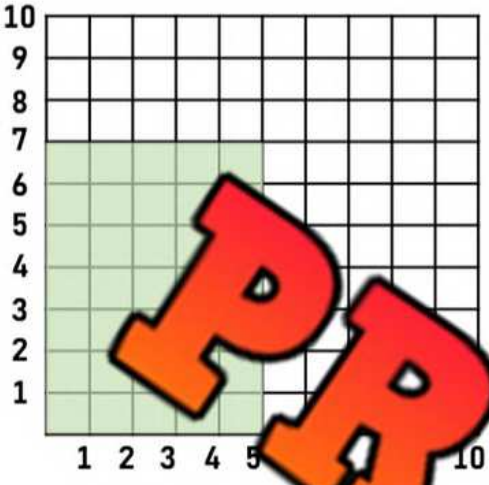
Name: _____ 182

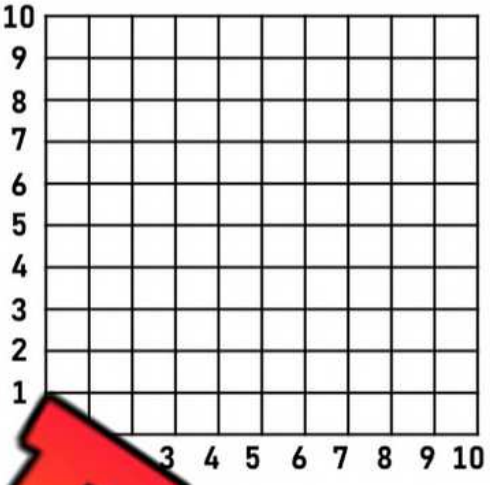
Curriculum Connection
B2.7

Division - Arrays

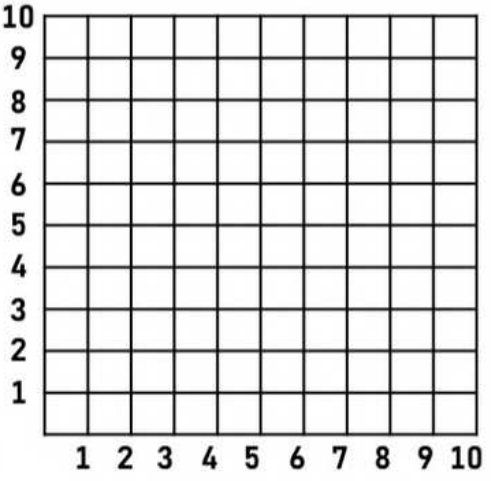
Instructions Shade in the arrays using the table. Answer the questions below



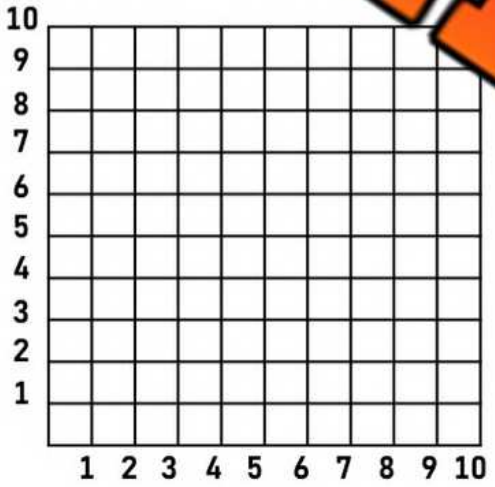
35 ÷ 7 = _____



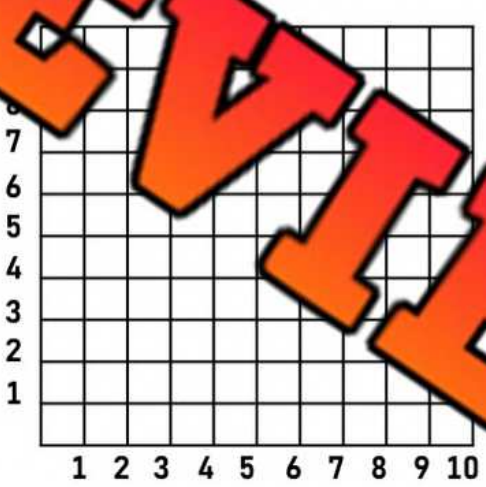
= _____



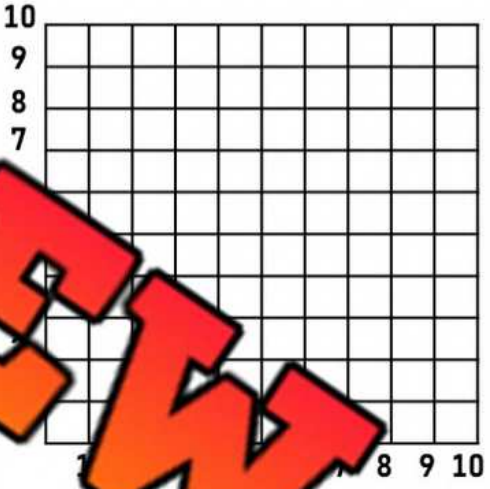
18 ÷ 6 = _____



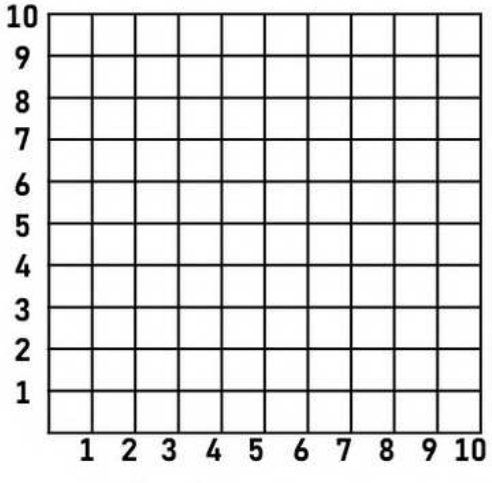
45 ÷ 5 = _____



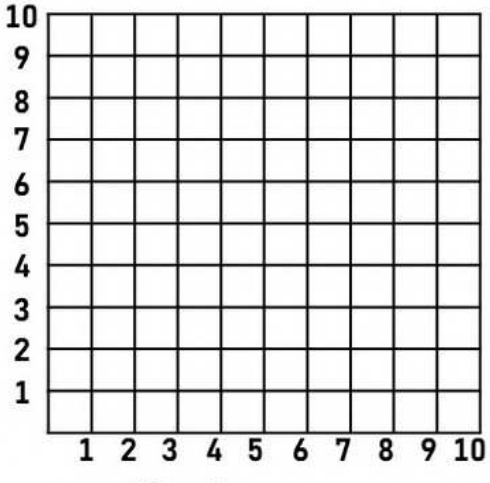
80 ÷ 10 = _____



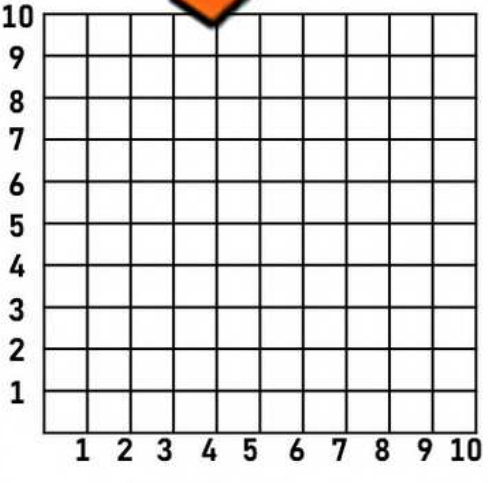
24 _____



15 ÷ 3 = _____



32 ÷ 4 = _____



50 ÷ 5 = _____

PREVIEW

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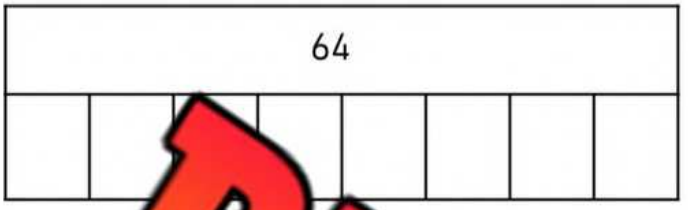
Name: _____ 195

Curriculum Connection
B2.7

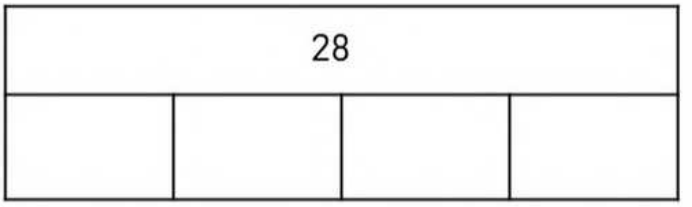
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8



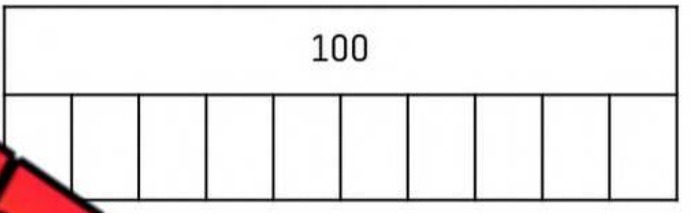
2) 28 ÷ 4



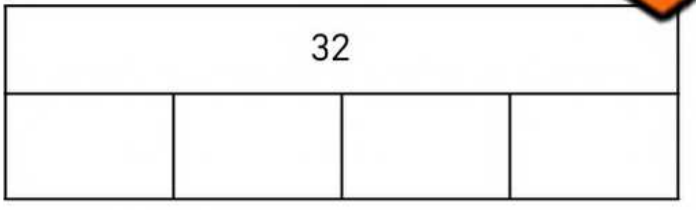
3) 48 ÷ 6



4) 100 ÷ 10



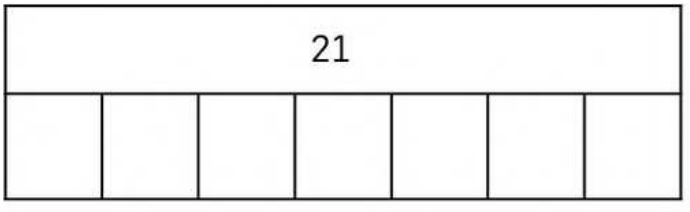
5) 32 ÷ 4



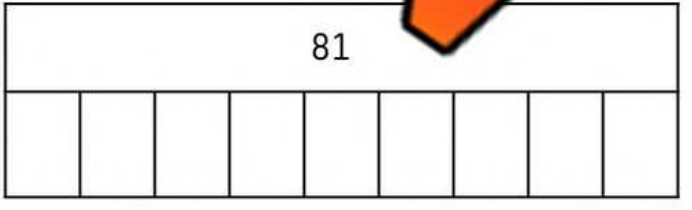
6) 35 ÷ 5



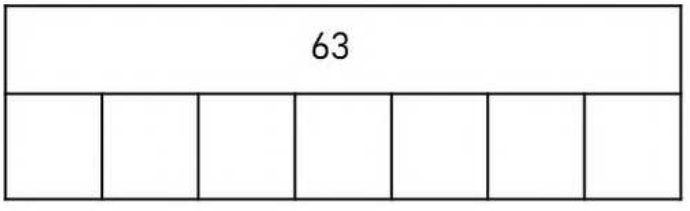
7) 21 ÷ 7



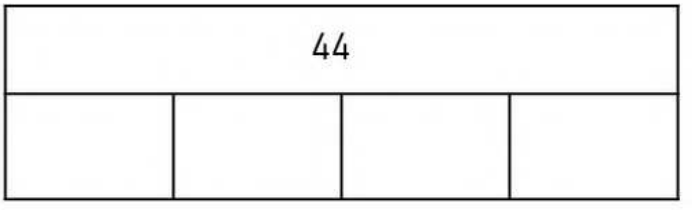
8) 81 ÷ 9



9) 63 ÷ 7



10) 44 ÷ 4



PREVIEW

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Name: _____ 197

Curriculum Connection
B2.7

Division – Area Model

Questions Use the area model to answer the division questions below

1) 243 ÷ 6 = 40 r3

33 7 0

6	200	40	3
	198	42	r3
	2		

2) 258 ÷ 4

4	200	50	8

3) 428 ÷ 2

2	400	20	8

372 ÷ 6

6		70	2

5) 612 ÷ 6

6	600	10	2

6) 735 ÷ 5

5	700	30	5

PREVIEW

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Curriculum Connection
B2.7

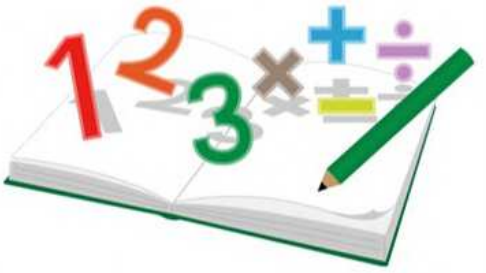
Activity: Division Race

Objective What are we learning about?

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

Materials What you will need for the activity.

- Index cards
- Markers or
- Timer (optional)



Instructions How you will compl activi

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

PREVIEW

Name: _____ 207

Curriculum Connection
B2.7

Math Cards | Cut out the math cards below

$21 \div 3$	$84 \div 12$
$132 \div 1$	$90 \div 3$
$36 \div 6$	$48 \div 8$
$66 \div 6$	$21 \div 7$

PREVIEW

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Name: _____ 211

Curriculum Connection
B2.7

Math Cards | Cut out the math cards below

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

PREVIEW

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Name: _____ 218

Curriculum Connection
B2.8

Fractions and Repeated Addition

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

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

→ Denominator – The total number of parts in the whole

The whole is cut up into 4 equal pieces. The numerator tells us how many pieces are being counted. We can add pieces to our whole by using repeated addition.

Example: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$

PREVIEW

Questions

Add the numerators but keep the denominator the same

1) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} =$ _____

2) $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} + \frac{2}{10} =$ _____

3) $\frac{3}{12} + \frac{3}{12} + \frac{3}{12} =$ _____

4) $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$ _____

5) $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} =$ _____

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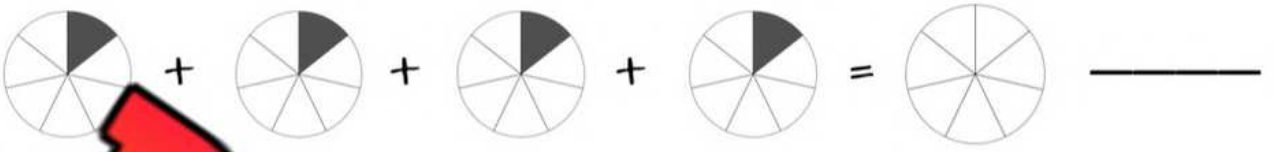
Name: _____ 219

Curriculum Connection
B2.8

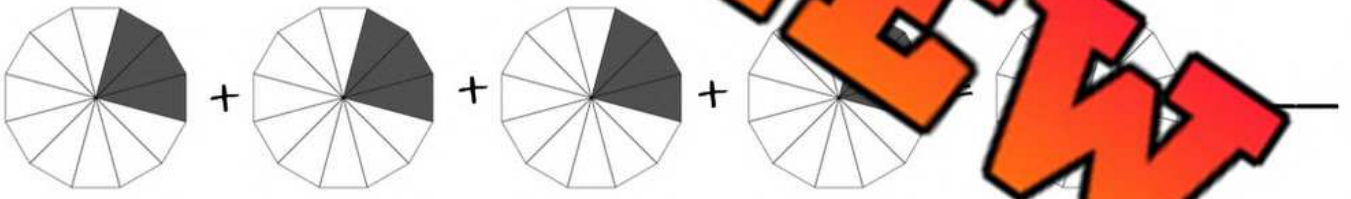
Fractions and Repeated Addition

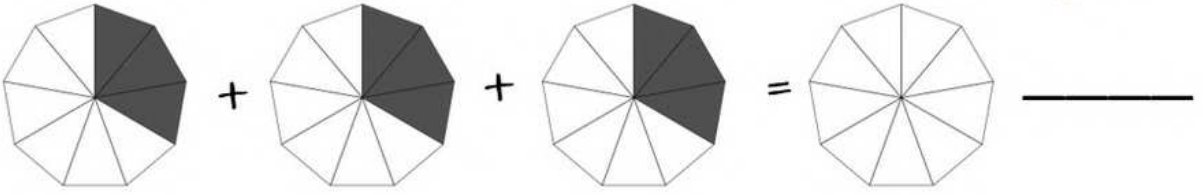
Questions Shade in the last fraction shape and write the fraction using the line

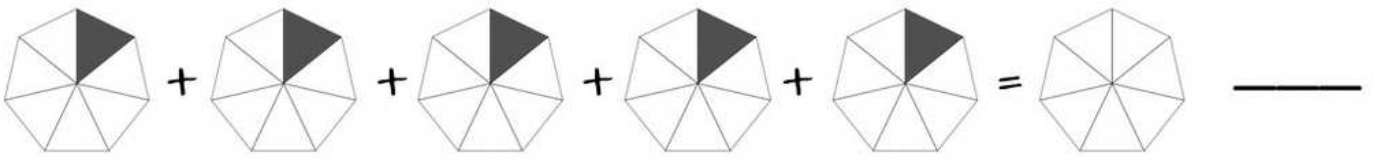
1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

6)  _____

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Curriculum Connection
B2.8

Repeated Addition & Multiplying Fractions

Part 1 Add and multiply the fractions below

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

PREVIEW

Part 2 Write the corresponding addition or multiplication

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

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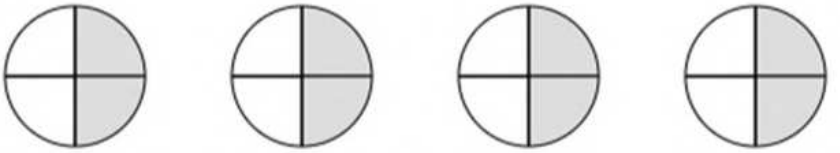
Curriculum Connection
B2.8

Multiply Whole Numbers by Fractions - Visual

Questions Shade in the fractions and then answer the multiplication equation

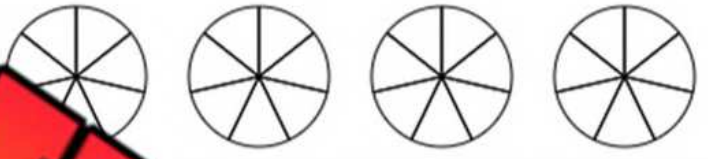
1) $4 \times \frac{2}{4} = 2$ or $\frac{8}{4}$



2) $3 \times$



3) $5 \times \frac{2}{7} =$



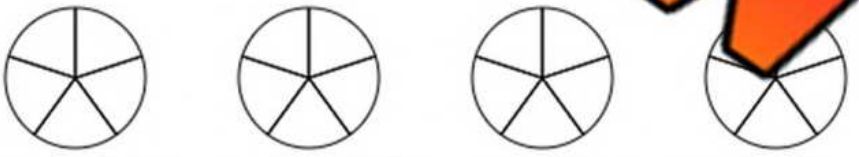
4) $8 \times \frac{2}{6} =$



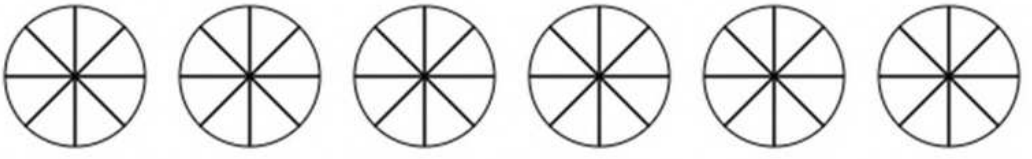
5) $6 \times \frac{2}{5} =$



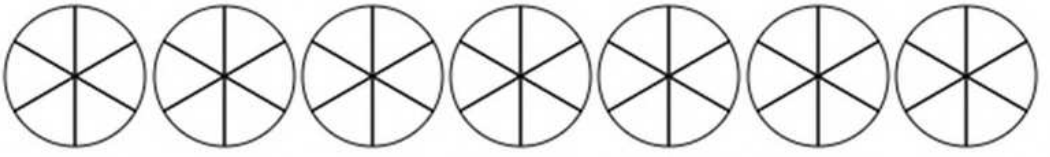
6) $4 \times \frac{2}{5} =$



7) $6 \times \frac{4}{8} =$



8) $7 \times \frac{4}{6} =$



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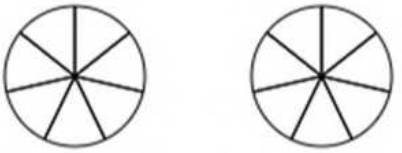
Curriculum Connection
B2.8

Multiply Whole Numbers by Fractions - Visual

Questions Shade in the fractions and then answer the multiplication equation

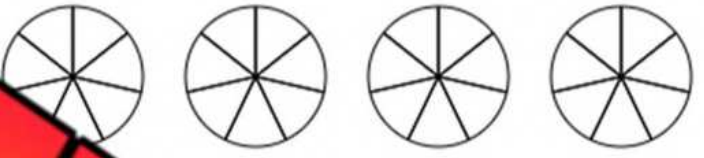
1) $2 \times \frac{3}{7} =$



2) $7 \times \frac{3}{5} =$



3) $5 \times \frac{3}{7} =$



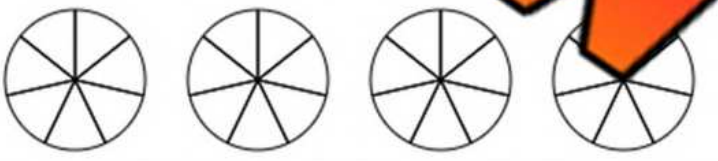
4) $4 \times \frac{3}{4} =$



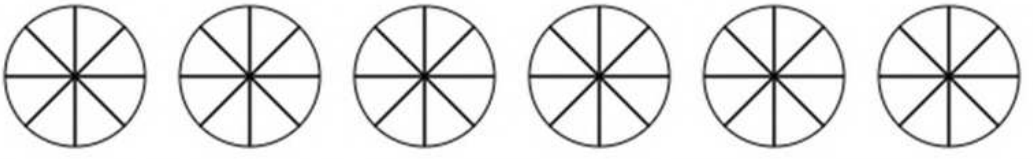
5) $6 \times \frac{1}{5} =$



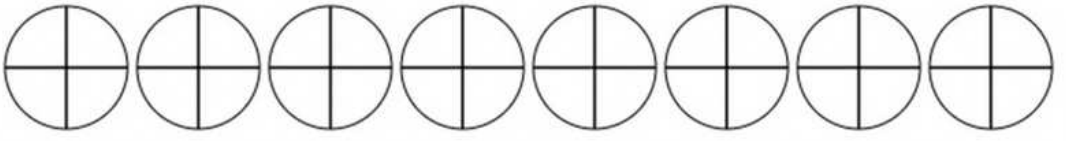
6) $4 \times \frac{2}{7} =$



7) $6 \times \frac{3}{8} =$



8) $8 \times \frac{1}{4} =$



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B2.8

Multiply Whole Numbers by Fractions

Questions Multiply the whole numbers by the fractions below. Write the answer as an improper fraction

1) $3 \times \frac{3}{4} = \frac{9}{4}$	2) $2 \times \frac{5}{9} =$	3) $5 \times \frac{3}{5} =$
4) $4 \times \frac{7}{8} =$	5) $\frac{3}{4} =$	6) $4 \times \frac{6}{8} =$
7) $8 \times \frac{2}{4} =$	8) $6 \times$	9) $7 \times \frac{2}{6} =$
10) $9 \times \frac{1}{4} =$	11) $3 \times \frac{2}{3} =$	12) 4
13) $2 \times \frac{5}{9} =$	14) $5 \times \frac{6}{8} =$	15) $6 \times \frac{8}{9} =$
16) $3 \times \frac{4}{7} =$	17) $6 \times \frac{3}{8} =$	18) $8 \times \frac{2}{6} =$

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Curriculum Connection
B2.9

Ratio

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

Example 

The ratio of apples to bananas is 1:7. For every apple you have, you have 7 bananas.

Questions Write the ratios for the questions below



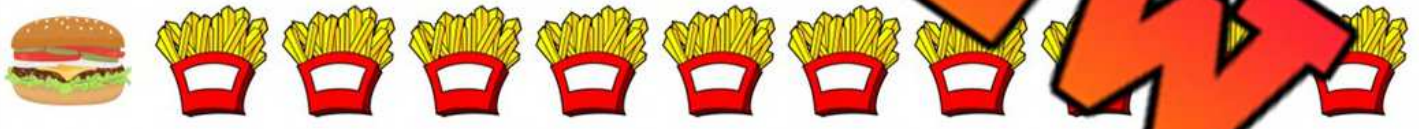
The ratio of c[illegible]ak[illegible] _____ : _____



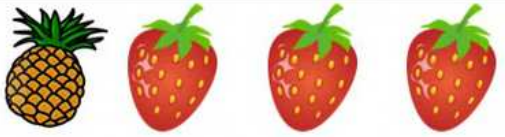
The ratio of tomato to onion is _____



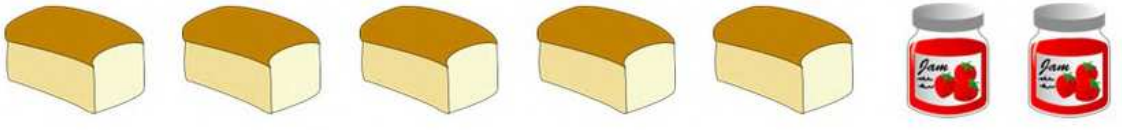
The ratio of pizza to drink is _____ : _____



The ratio of burger to fries is _____ : _____



The ratio of pineapple to strawberries is _____ : _____



The ratio of bread to jam is _____ : _____

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Curriculum Connection
B2.9

Ratio

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

Example 

The ratio of bananas to apples is 1:10. For every banana you have, you have 10 apples. This means that if you had 2 bananas, you would have 20 apples.

Questions

Write the ratios for the questions below



The ratio of cooki e is _____ : _____

If you had 2 coo many would you have? _____ cupcakes



The ratio of tomato to onion is _____

If you had 2 tomatoes, how many onion you h _____ onions



The ratio of pizza to drink is _____ : _____

If you had 3 pizzas, how many drinks would you have? _____



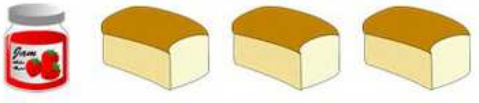
The ratio of burger to fries is _____ : _____

If you had 3 burgers, how many fries would you have? _____ fries



The ratio of pineapples to strawberries is _____ : _____

If you had 3 pineapples, how many strawberries would you have? _____ strawberries



The ratio of jam to bread is _____ : _____

If you had 4 jars of jam, how many loaves of bread would you have? _____ loaves

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Curriculum Connection
B2.9

Equivalent Ratios – Scaling Up and Down

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

The ratio of cars to bikes is 3:6. There are twice as many bikes as cars. You could also say there are half as many cars as bikes. We can scale down the ratio and say the ratio of cars to bikes is 1:2. We can also scale up by saying the ratio of cars to bikes is 6:12. These are equivalent ratios.

PREVIEW

Instruction ...tio of the images. Then write a scaled up and down equivalent ratio



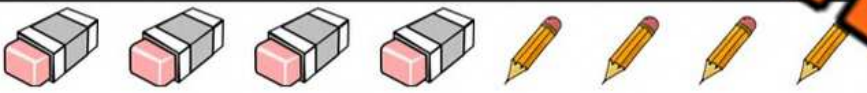
Scaled Up	Scaled Down

The ratio of skates to pu... :_____



...led Up	Scaled Down

The ratio of laptops to televisions is: _____:_____



Sc...	...d Down

The ratio of erasers to pencils is: _____:_____.



Scaled Up	Scaled Down

The ratio of juice to chips is: _____:_____.



Scaled Up	Scaled Down

The ratio of basketballs to soccer balls is: _____:_____.

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Curriculum Connection
B2.9

Equivalent Ratios – Scaling Up and Down

Instructions Circle two equivalent ratios for each of the questions below

1) 4:6	2:3	5:5	8:10	10:12	12:18
2) 2:10	3:9	4:10	1:5	4:15	4:20
3) 6:6	3:14	12:12	6:12	9:10	
4) 2:4	4:6	4:7	4:8	1:4	1:2
5) 10:12	20:24	5:16		10:24	5:6
6) 8:10	14:6	16:20	4:5	4:10	10:12
7) 4:14	2:10	8:28	2:7	7:2	8:24
8) 10:20	20:60	5:50	5:10	20:30	20:40
9) 2:20	6:60	6:80	1:20	1:30	1:10
10) 4:8	8:12	8:16	8:14	2:4	2:6

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Curriculum Connection
B2.9

Memory Game: Matching Equivalent Ratios

Objective

What are we learning about?

Students will learn to identify and match equivalent ratios through a fun and interactive game.

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Materials

What you will need for the activity.

- Mem y gam ach card will have a different r an be d to another equivalent ratio
- A small table or clear the



Instructions

How you will compl e activi

1. Divide the class into groups of 3 or 4. Give h g s mory Game cards. (provided)
2. Have each group lay all the cards face down in a grid n a t
3. The students take turns flipping over two cards at a time, trying d a matching equivalent ratio.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the equivalent fractions with the class.

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B2.9

Cards | Memory Game Cards

10:30	5:15
12:4	6:12
8:32	2:8
14:28	7:14
16:40	4:10

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Curriculum Connection
B2.9

Cards | Memory Game Cards

45:90	5:10
42:84	6:12
48:96	6:12
54:18	9:18
60:90	4:6

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Curriculum Connection
B2.9

Ratio Tables

Instructions Fill in the ratio tables below to help answer the questions

1) A store sells candy by the kilogram. If a 4kg bag costs $6.60, how much would a 1kg bag cost? Use the ratio table to help find the answer.



Candy (kg)	Cost $
1	
2	
3	
4	6.60

2) Lamelo Ball score[illegible] games. He scored the same amount of po[illegible]ch g[illegible] many points does he score per ga[illegible]



Games	Points
1	
2	
3	
5	
	96

3) David pays $4,800 per year for rent. How much does he pay for [illegible]ths of rent? How much does he pay each month for rent?



Months	Rent $
1	
2	
3	
4	
5	
6	

Months	Rent $
7	
8	
9	
10	
11	
12	

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Curriculum Connection
B2.9

Rates

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

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

Questions Write the rates for the questions below

PREVIEW

1) 6 dolla urgers



Rate

Unit Rate = 2 d burg

2) 10 dollars for 10 pencils

Rate =

Unit Rate = _____

3) 15 dollars for 5 batt

Rate =

Unit Rate = _____

4) 8 dollars for 2 coffees



Unit = _____

5) 12 dollars for 6 chocolate bars



Rate =

Unit Rate = _____

6) of rs

Rate =

Unit Rate = _____

7) Driving 400km in 4 hours

Rate =

Unit Rate = _____

8) Running 10km in 2 hours



Rate =

Unit Rate = _____

9) 200km on 20 litres of gas



Rate =

Unit Rate = _____

10) Growing 20cm every 2 years

Rate =

Unit Rate = _____

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Curriculum Connection
B2.9

Rate Word Problems

Questions | Write the rates for the questions below

1) Cory bought 10 drinks for $5.



a) What is the unit rate?

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

2) Jacob drove all day for 2 hours.



a) What is the unit rate?

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

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



a) What is the unit rate?

b) If it continued to rain that hard for 9 hours, how many mm of rain would fall?

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



a) What is the unit rate?

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

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Curriculum Connection
B2.9

Equivalent Rates

Multiple Choice Circle the equivalent rates below

1) 2 burgers per person a) 4 burgers for 4 people b) 8 burgers for 12 people c) 4 burg[illegible] 2 people d) 6 bur[illegible] ople	2) 2 pencils per 2 people a) 5 pencils for 8 people b) 8 pencils for 8 people c) 6 pencils for 12 people d) 10 pencils for 15 people
3) $5 [illegible] a) $30 fo[illegible] 5 pe[illegible] b) $25 for 3 pe[illegible] c) $20 for 2 people d) $50 for 10 people	4) 20 minutes per show a) 40 minutes for 3 shows b) 80 minutes for 3 shows c) 60 minutes for 3 shows d) [illegible]minutes for 2 shows
5) 3 games per day a) 12 games in 3 days b) 15 games in 2 days c) 9 games in 3 days d) 6 games in 3 days	[illegible]4 ic[illegible]s per drink a) 12 [illegible]cub[illegible] 2 drinks [illegible] cub[illegible]nks c) 16 ic[illegible]s for 5 d[illegible] d) 6 ice cub[illegible]3 d[illegible]
7) 10 minutes per book a) 30 minutes for 3 books b) 50 minutes for 4 books c) 20 minutes for 3 books d) 60 minutes for 10 books	8) 2 pillows per per[illegible] a) 4 pillows for 4 people b) 8 pillows for 8 people c) 16 pillows for 8 people d) 20 pillows for 5 people
9) 5 basketballs per team a) 20 basketballs for 5 teams b) 25 basketballs for 5 teams c) 10 basketballs for 3 teams d) 5 basketballs for 2 teams	10) 3 snacks per student a) 9 snacks for 3 students b) 6 snacks for 3 students c) 12 snacks for 5 students d) 8 snacks for 4 students

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Name: _____ 240

Operations Quiz

Part 1 Add and subtract the numbers below

0.23 + 0.42 = _____	0.14 + 0.42 = _____	0.33 + 0.33 = _____
0.34 - 0.15 = _____	0.64 - 0.31 = _____	0.37 - 0.12 = _____

PREVIEW

	2	3	2	4	5
+	3	4	5	3	1

	Ten Th.	Thou.	Hun.	Tens	Ones
				3	9
+		1			

	Tens	Ones	.	Tenths	Hundredths
	1	3	.	5	3
+	4	4	.	3	5
			.		

	7	3	4	6
-	3	2	3	5

	6	5	6	2
-	2	2	2	1

	3			
-	1	3	2	

	7	3	7

	Ten th	Thou.	Hun.	Tens	Ones
	4	2	4	4	5
-	3	1	2	6	7

	Hun.	Tens	Ones	.	Tenths	Hundredths
	6	2	8	.	6	3
-	4	5	9	.	4	5
				.		

	4	3	4.	9	8
-	1	2	2.	6	3

	7	1	2.	3	8
-	3	4	4.	4	2

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Part 2 Solve the multiplication and division questions below

1)		
	4	3
x	1	2

2)		
	6	3
x	1	5

3)		
	2	7
x	2	3

4)		
	5	3
x	3	4

5) 12 x 13 = _____

6) 25 x 16 = _____

7) Rebecca is filling her pool with water from [illegible]se. E[illegible] hose fills the pool with 17 litres. She fills it for 19 hours. How [illegible] of wa[illegible] in the pool now?

8) 196 ÷ 14

9) 380 ÷ 20

10) 284 ÷ 14

11) 230 ÷ 20

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Part 3 — Shade in the fractions and then answer the multiplication equation

1) $7 \times \frac{2}{5} =$



2) $5 \times \frac{3}{7} =$



Part [illegible] — [illegible] whole numbers by the fractions below. Write the answer as an improper fraction

1) $3 \times \frac{3}{4} =$ ☐

2) $\times$ ☐

3) $5 \times \frac{3}{5} =$ ☐

Part 5 — Solve the rate questions [illegible]

1) Cory bought 10 drinks for $5.

a) What is the unit rate?

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



2) Jacob drove 300km in 2 hours.

a) What is the unit rate?



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

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