Grade 6
Stand: B1 – Number Sense

	Curriculum Expectations	Pages
B1.1	Read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life	5 - 30
B	Read and represent integers, using a variety of	
B		
B1.4	Read, represent, compare, and order decimal numbers up to thousandths, in various contexts	72, 96 - 111
B1.5	Round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts	73 - 85
B1.6	Describe relationships and show equivalences among fractions and decimal numbers up to thousandths, using appropriate tools and drawings, in various contexts	46 – 48, 86 - 95

Preview of 130 pages from this product that contains 545 pages total.

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Curriculum Connection
B1.1

Place Value Chart

258 341					
Hundred Thousands	**Ten Thousands**	**Thousands**	**Hundreds**	**Tens**	**Ones**
2	5	8	3	4	1

Part 1 Fill in the place value charts below

1) 347 284

Hundr	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousand	T	Thousands	Hundreds	Tens	Ones

247

Hundred Thousands	Ten Thousands	Th ds	eds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hund	Ones

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Part 2 Which place value is the underlined number?

1) 724 8<u>3</u>2 Tens	2) 727 53<u>4</u>	3) 3<u>2</u>6 291
4) <u>8</u>32 467	5) 232 <u>8</u>52	6) 93<u>5</u> 284
7) 2<u>9</u>2 423	8) 17<u>3</u> 344	9) <u>9</u>03 032

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Curriculum Connection
B1.1

Expanded Form

328 372 ← Standard Form
300 000 + 20 000 + 8 000 + 300 + 70 + 2 ← Expanded Form

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

1) 500000 + 30000 + 1000 + 400 + 80 + 3	2) 200000 + 10000 + 2000 + 600 + 50 + 2
3) 200000 + 60000 + 8000 + 400 + 70 + 5	4) 400000 + 10000 + 4000 + 800 + 50 + 7
5) 300000 + 50000 + 2000 + 90 +	6) 900000 + 20000 + 4000 + 600 + 20 + 5

Part 2 What is the expanded form of the numbers b

1) 351 347
2) 298 447
3) 978 482
4) 758 318
5) 647 207

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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?

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

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B1.1

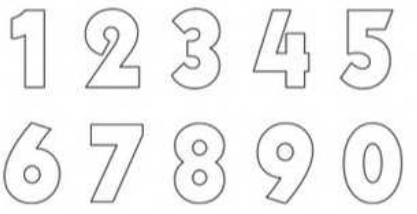
Task Cards: Place Value

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

745,210

a) 700,00 40,000 + 5,000 + 200 + 10
b) 700,00 000 + 50,000 + 200 + 10
c) 700,0 0 + 5,000 + 2,000 + 10

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

a) 745,290
b) 754,920
c) 745,920

Eight hund four hu ty-six

a) 820,
b) 820,456
c) 802,456

Card 22:
654,321

600,000 + 50,000 + 4,000 + 30 + 20 + 1
00,000 + 50,000 + 4,000 + 300 + 20 + 1
00 + 50,000 + 40,000 + 300 + 20 + 1

Card 19:
Six hundred ninety thousand, eight hundred twenty-three

a) 690,823
b) 690,283
c) 609,823

Card 2
567,4

a) 500,000 + 60,000 2
b) 500,000 + 60,000 + 30 + 2
c) 500,000 + 60,000 + 7,00 0 + 30 + 2

Card 20:
Forty-seven thousand, three hundred twelve

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

Card 24:
My number has 2 hundred thousands, 4 ones, 3 more hundreds than ones, twice as many ten thousands as hundred thousands, 1 ten, and 6 thousands. What is my number?

a) 216,714 b) 246,714 c) 246,471

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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 - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

846 853

H Th	T	Th	H	T	O

Write the value of the underlined digit

1) 8<u>4</u>6 853 = _____

2) <u>8</u>46 853 = _____

3) 84<u>6</u> 853 = _____

4) 846 8<u>5</u>3 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____

Fill in the pattern below

846 853 , _____ , 846 855 , _____ , 846 858

Fill in the pattern below

846 853 , 856 853 , _____ , 876 853 , _____

Fill in the pattern below

846 853 , 846 953 , _____ , 847 153 , _____ , _____

Compare using <, >, or =

846 853	846 795
825 455	846 853
846 853	837 246
836 457	846 853
846 853	846 482

846 853	+10	
846 853	+100	
846 853	+10 000	
846 853	- 1 000	
846 853	- 10 000	

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Curriculum Connection
B1.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

1 000 000

M	H	Th	Th	H	T	O

Write the value of the underlined digit

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

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

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

4) 1 <u>0</u>00 000 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____ + _____ + _____ + _____

Fill in the pattern below

990 000, 992 000, _____, _____, _____, _____, _____

Fill in the pattern below

999 000, _____, _____, 999 600, _____, _____

Fill in the pattern below

1 000 000, _____, 1 010 000, _____, 1 020 000, _____

Compare using <, >, or =

1 000 000	999 999
955 309	1 000 000
199 900	1 000 000
1 000 000	911 099
1 000 000	674 351

1 000 000	+ 10	
1 000 000	+ 100	
1 000 000	+ 10 000	
1 000 000	- 1 000	
1 000 000	- 10 000	

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Curriculum Connection
B1.1

Place Value Quiz

Part 1 — Fill in the place value charts below

1) 143 638

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Part 2 — Which [illegible]e is the underlined number?

1) 2<u>3</u>2 632	[illegible]	3) <u>4</u>95 595
4) <u>5</u>18 317	[illegible]	6) 934 2<u>3</u>4

Part 3 — Fill in the table below

	Number	# of Thousands	# of Hundre[illegible]	#	[illegible] Ones
1.	194 325				
2.	418 474				
3.	873 126				

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

1) 300 000 + 20 000 + 7 000 + 100 + 40 + 7	2) 900 000 + 80 000 + 4 000 + 500 + 30 + 8

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Curriculum Connection
B1.1

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

1) 372 285

2) 512 383

3) 784 178

Part 6 the standard form of the written words below

1) Fo ndred s x thousand, two hund ed tw

2) Seven hundred eighty-nine thousand, two hundred seventy-four

Part 7 Write the w rm bers below

1) 337 284

2) 716 517

Part 8 Solve the riddles

1) My number has 3 ones, 4 thousands, twice as many hundred thousands as thousands, 4 ten thousands, half as many hundreds as ten thousands, and 4 tens. What is my number?

2) My number has 2 hundred thousands, 6 tens, 2 more ten thousands as tens, 5 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

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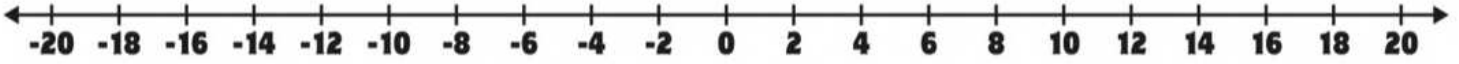
Curriculum Connection
B1.2

Graphing Integers & Opposite Integers

Part 1 Graph each integer by writing the letter on the number line



a) 0	e) -18	i) 3	m) -6
b) 6	f) -17	j) 15	n) -7
c) 1[illegible]	g) [illegible]20	k) -20	o) -10
d) 18	h) [illegible]7	L) -3	p) 17

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Part 2 Which letter pairs [illegible]osi[illegible]t[illegible]? (hint: an opposite integer is t[illegible]e[illegible]gative pair – ex. 3 and -3)

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

Part 3 Write the opposite integer below

1) 8		4) 14	
2) 12		5) -4	
3) -18		6) -10	

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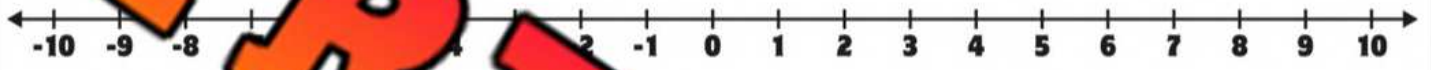
Curriculum Connection
B1.2

Introduction to Integers

Integers are whole numbers that can be positive, negative or zero. Integers do not include fractions or decimals. We use positive integers a lot, but we sometime need to use negative integers, like when we are measuring the temperature outside in the winter.

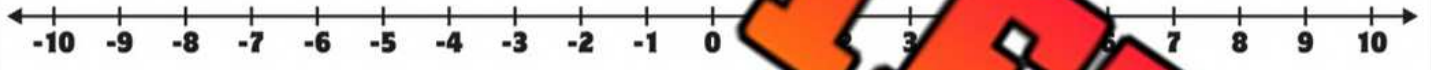
Questions Use the number lines to solve the questions

1) The tem at 6am was -8°C. At noon, the temperature was 2°C. Circle the temper mber line. How much did the temperature rise?



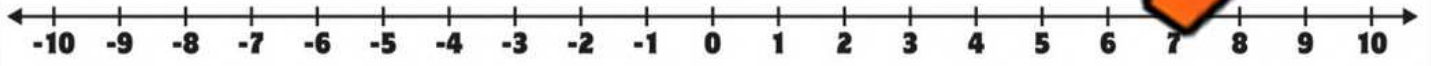
Rise in temperature = _____

2) Steve was in debt to his br en $10. He was able to make some money by cutting his neighbour's grass. his brother back and has $8 left. How much did he make cutting grass?



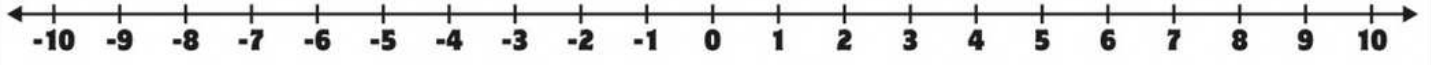
Earnings from cutting grass = $_____

3) A running back in football earned -7 yards in the first half of his game with 9 yards. How many yards did he get in the second half?



Yards in the second half = _____

4) Tiger Woods scored a -5 in his third round of a golf tournament. He scored +8 in the fourth round. How many more shots did he take in the fourth round?



Extra shots in the fourth round = _____

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Curriculum Connection
B1.2

Writing Integers

We can represent a situation using integers. In cases where we have less than zero, we can use a negative integer. When we have more than zero, we use a positive integer.

Example – Kaitlyn owes her father $20. Therefore, Kaitlyn has -$20.

Questions	Write the integer for the situation below

PREVIEW

1) Claire r mom $100. Write this numbe	2) New Orleans is 1m below sea level. Write this number as an integer. 
3) The temperature as The temperature on Tue ped 10°C. What is the temperatu Tuesday?	4) The football team lost 4 yards on first play of the game. Write this as an integer.
5) Mount Everest is 8,849m above sea level. Write this number as an integer. 	6) Dea is 423m below sea lev te this nu as an integer.
7) Savana owes $220 on her credit card. Write her current balance as an integer.	8) Jack was paid $250 from his employer. Write his new financial situation as an integer. 
9) The temperature started the day at -9°C and ended the day at -1°C. Write the **change** in temperature as an integer.	10) Alex is penalized 5 points for handing in his assignment late. Write this number as an integer.

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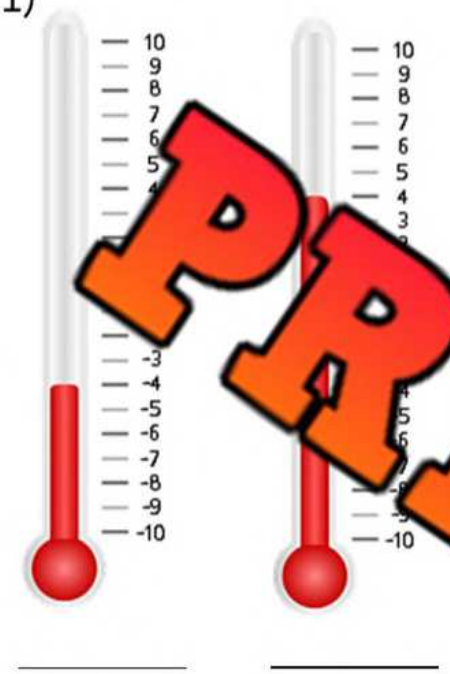
Curriculum Connection
B1.2

Integers – Temperatures – Vertical Number Line

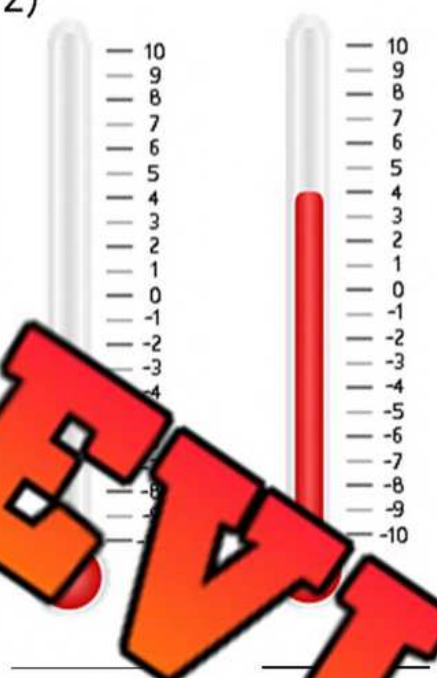
Instructions Use the number lines to solve the questions

1)



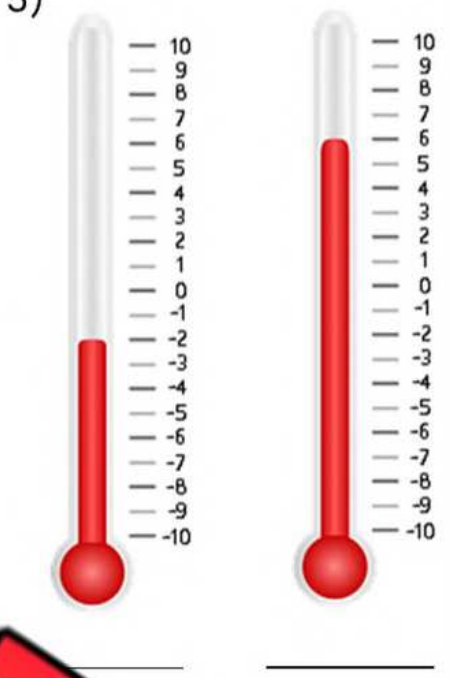
Difference = _____

2)



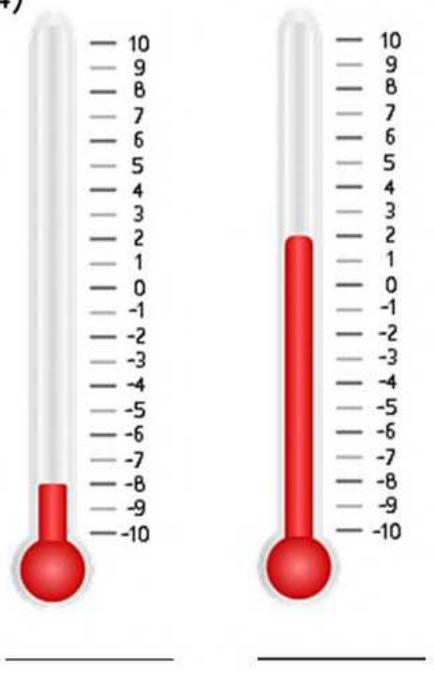
Difference = _____

3)



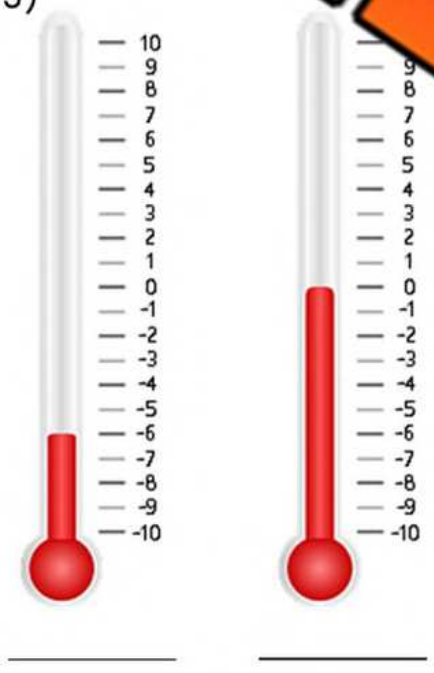
nce = _____

4)

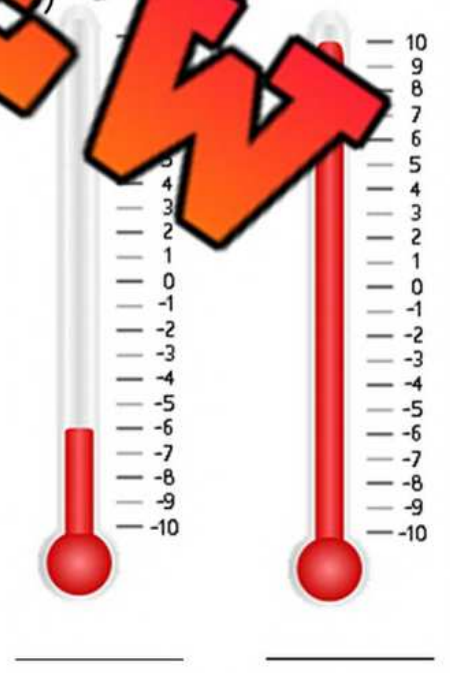


Difference = _____

5)



Difference = _____



Difference = _____

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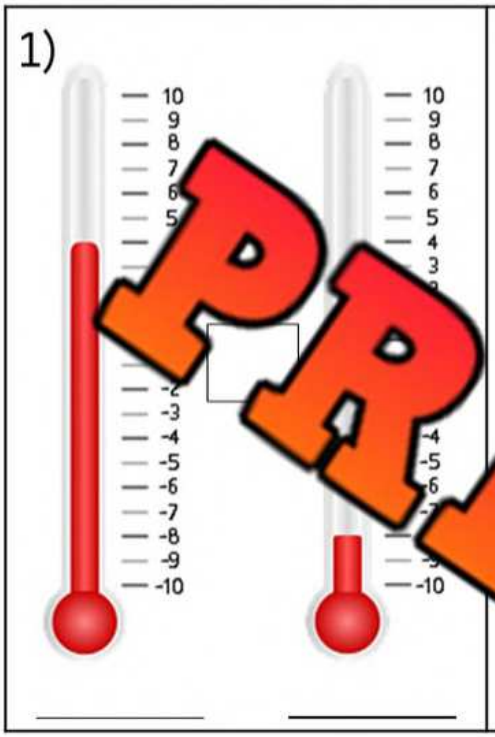
Curriculum Connection
B1.2

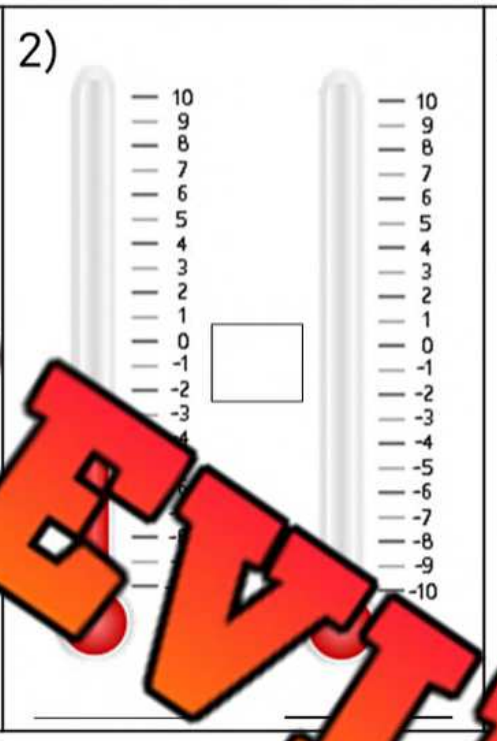
Integers – Comparing Temperatures

Instructions Use the <, >, = to compare that temperatures. Which temperature is higher?

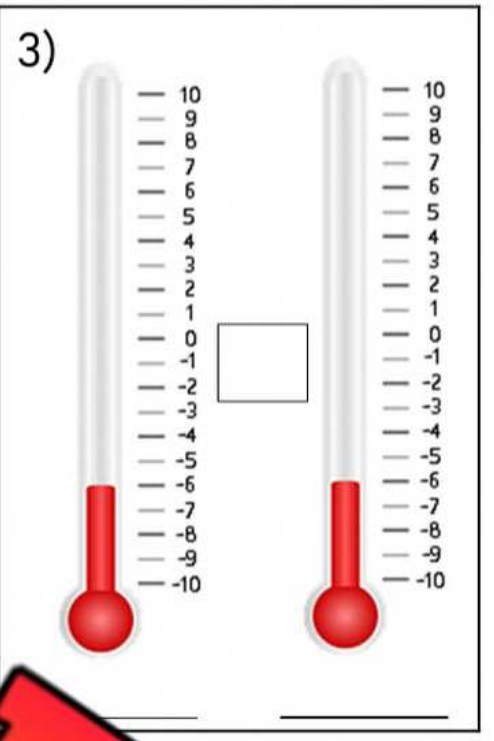
1)



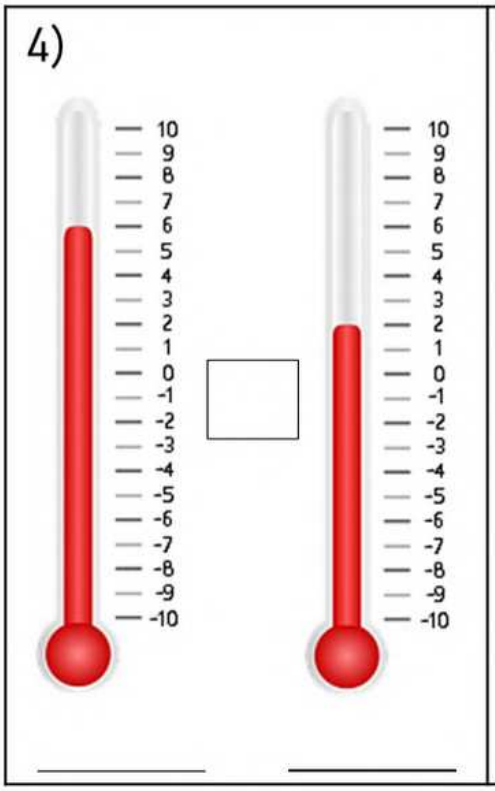
2)



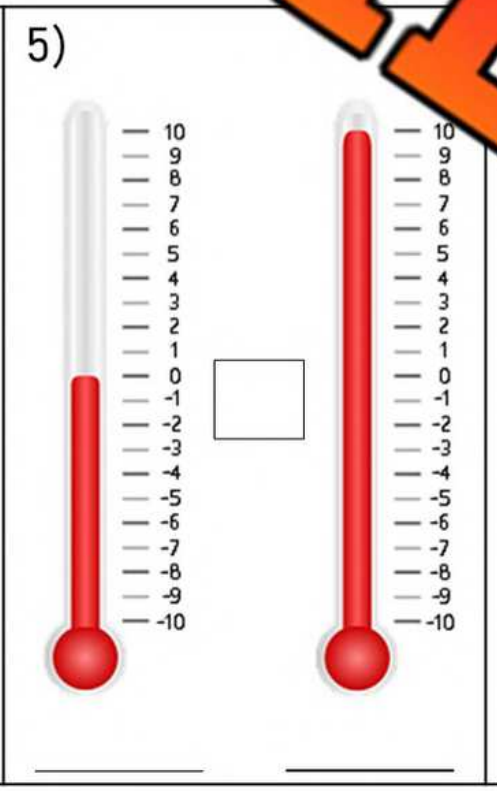
3)



4)



5)



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Curriculum Connection
B1.2

Comparing Integers



Instructions Use the <, >, = to compare the integers below

1) 8 ☐ -6
2) -5 ☐ 4
3) -7 ☐ 3
4) -5 ☐ [illegible]
☐ -6
6) -3 ☐ -7
7) -3 ☐ 8
[illegible] ☐ 8
9) 8 ☐ 6
10) -5 ☐ -7
11) -4 ☐ [illegible]
☐ 4
13) -7 ☐ 2
14) -7 ☐ -8
[illegible]
16) 2 ☐ -3
17) -6 ☐ -3
18) -1 ☐ -9
19) -3 ☐ 0
20) -9 ☐ -6
21) -2 ☐ -2
22) 6 ☐ -9
23) -5 ☐ -6
24) -3 ☐ 6

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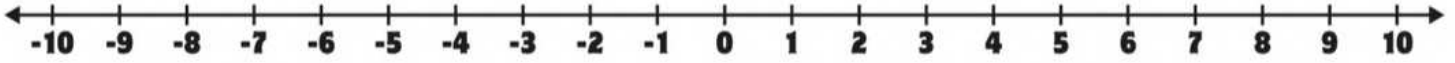
B1.2

Ordering Integers – Least to Greatest



Part 1 — Arrange the integers from least to greatest

1) 5, 3, -6, -9, 7	2) -4, 4, 8, 2, -9
3) 4, -5	4) -5, -4, -6, -2, -7
5) 5, -3, -8,	-5, -1, 6, 0, 2
7) 4, 0, -2, -9, -6	8) 11, -3, -5
9) 15, -23, -12, -16, 7	10) -15, -11,

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Part 2 — Answer the word problem below

The average temperatures for the first 5 months of the year are recorded below. Arrange the months in order of coldest to warmest.

January = -5°C February = -8°C March = -3°C April = 2°C May = 10°C

_____, _____, _____, _____, _____

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Curriculum Connection
B1.2

Ordering Integers – Least to Greatest



Part 1 Circle the largest integer

1) 7, -8, -2, 1	2) -2, -3, -1, -4, 0
3) -1, 4	4) -5, 2, -3, -1, 5
5) 6, -5,	6) 7, 6, -9, -4, 0

Part 2 Circle th st i

1) 5, 2, -5, -8, 7	2) -4, 7, 2, -9
3) 0, 3, -4, 9, -6	4) -6 -3
5) 3, 2, -2, -3, 0	6) -1, -3,

Part 3 Arrange the integers from greatest to least

1) 7, 3, -6, -8, 5	2) 0, -4, 8, 1, -9
3) 1, 3, -3, 6, -7	4) -2, -4, -8, -1, -5

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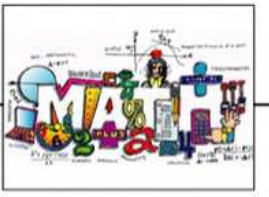
Curriculum Connection
B1.3

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

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Part 2 Put the fractions in orde[illegible] least [illegible]

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

_____

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

_____

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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Curriculum Connection
B1.3

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?

PREVIEW

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Curriculum Connection
B1.6

Equivalent Fractions

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



Pizza 2

For pizza 1, you would get 4/8 slices of pizza. With 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 [illegible] and indicate if the fractions are equivalent or not.

1.





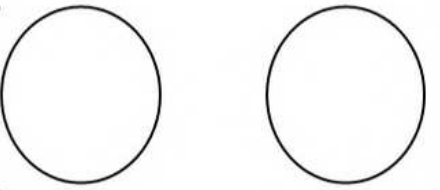
1/4 3/6

Not Equivalent



2/6 _____

3.



3/5 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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Curriculum Connection
B1.6

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

Example

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

PREVIEW

Instructions Write equivalent fractions for the following fractions

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

2) $\frac{1}{4}$

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

4) $\frac{1}{6}$

5) $\frac{1}{10}$

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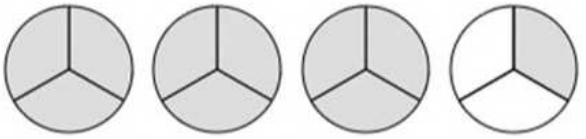
Curriculum Connection
B1.3

Improper Fractions

Instructions Convert the mixed numbers into improper fractions

1) 

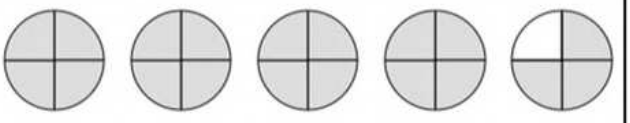
1 = ____

2) 

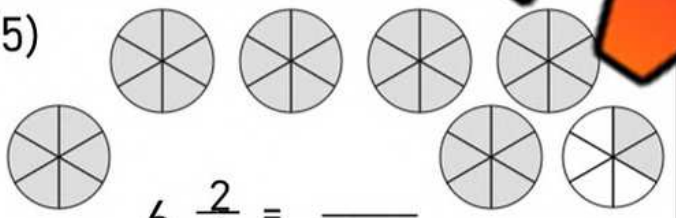
$2\frac{2}{5}$ = ____

3) 

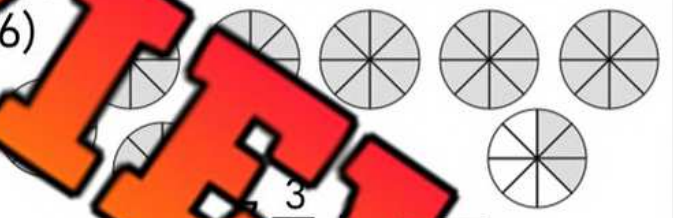
$4\frac{1}{2}$ = ____

4) 

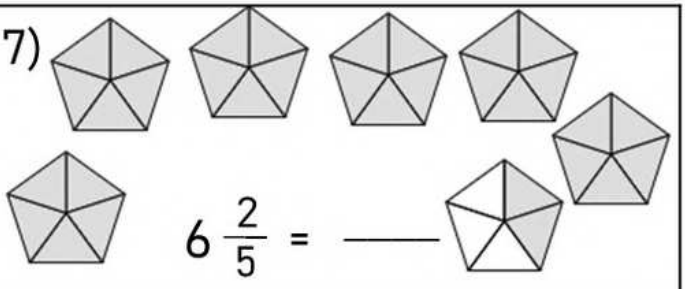
$4\frac{3}{4}$ = ____

5) 

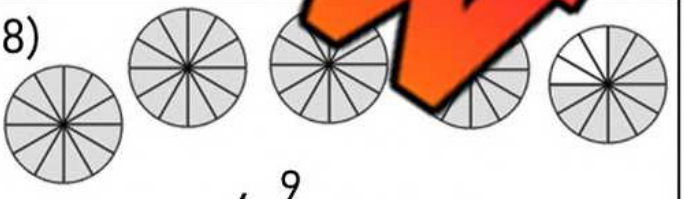
$6\frac{2}{6}$ = ____

6) 

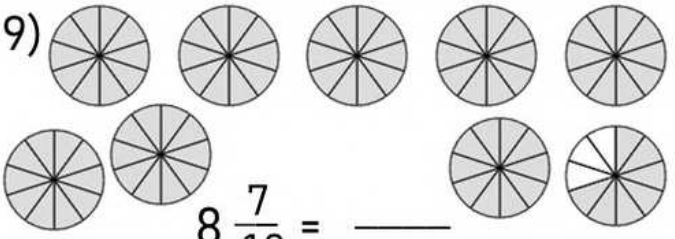
$\frac{3}{8}$ = ____

7) 

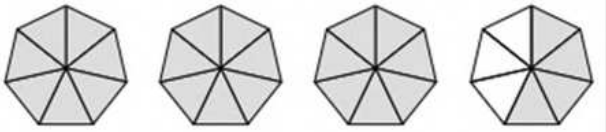
$6\frac{2}{5}$ = ____

8) 

$4\frac{9}{12}$ = ____

9) 

$8\frac{7}{10}$ = ____

10) 

$3\frac{4}{7}$ = ____

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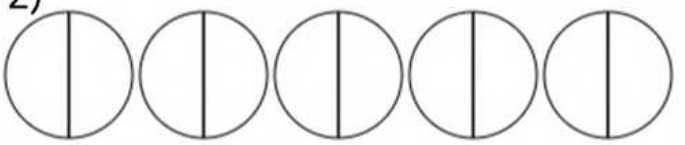
Curriculum Connection
B1.3

Mixed Numbers and Improper Fractions

Instructions Shade in the fractions and write the mixed number

1) 

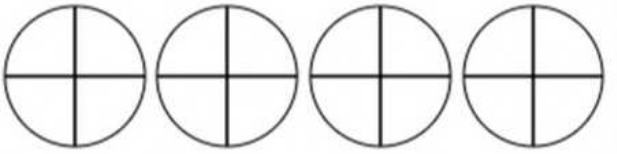
$= 2\frac{1}{3}$

2) 

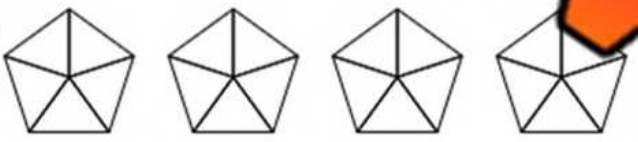
$\frac{9}{2} =$

3) 

$\frac{6}{4} =$

4) 

$\frac{14}{4} =$

5) 

$\frac{17}{5} =$

6) 

$=$

7) 

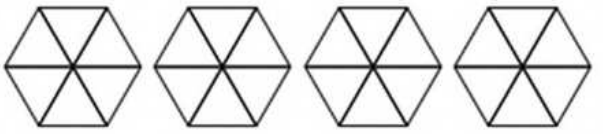
$\frac{13}{3} =$

8) 

$\frac{15}{4} =$

9) 

$\frac{8}{3} =$

10) 

$\frac{19}{6} =$

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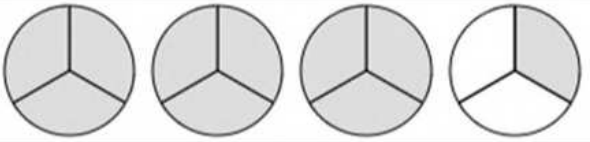
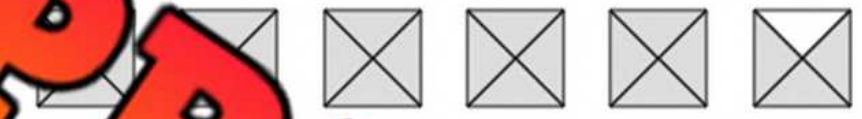
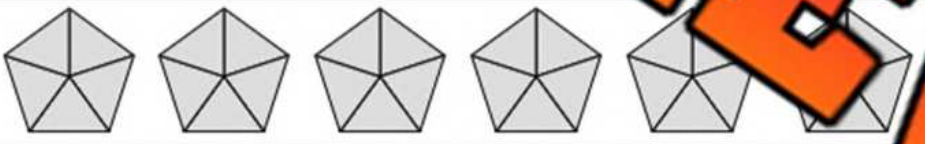
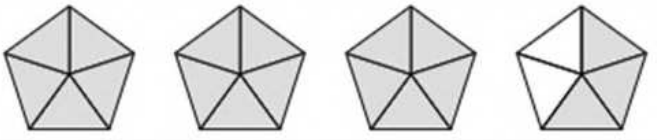
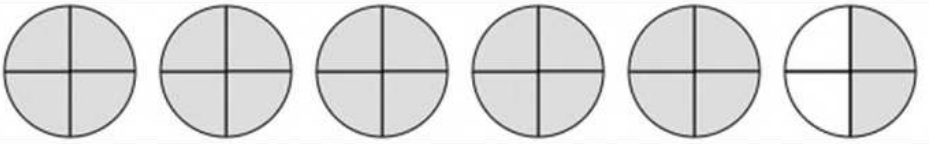
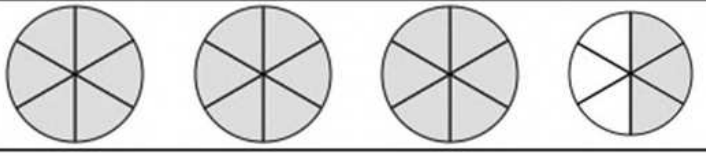
Curriculum Connection
B1.3

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) $\frac{23}{5}$

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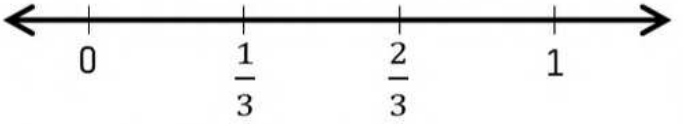
Curriculum Connection
B1.3

Proper Fractions – Number Line

A **proper fraction** has a numerator (top number) smaller than the denominator (bottom number). When we place a proper fraction on a number line, it will always fall between 0 and 1.



Example

1) The denominator tells us how many equal parts are between 0 and 1
2) The numerator tells us how many parts starting from zero we move to plot our fraction

Practice – Plot the proper fractions on the number lines below

PREVIEW

1) $\frac{2}{5}$, $\frac{4}{5}$, $\frac{1}{5}$



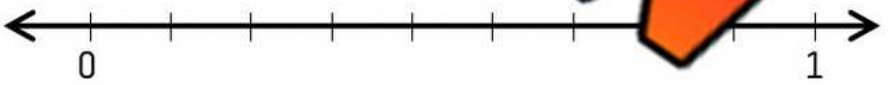
Put in order from least to greatest: _____

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



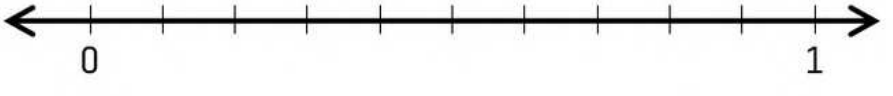
Put in order from least to greatest: _____

3) $\frac{5}{9}$, $\frac{3}{9}$, $\frac{8}{9}$, $\frac{7}{9}$



Put in order from least to greatest: _____

4) $\frac{4}{10}$, $\frac{8}{10}$, $\frac{2}{10}$, $\frac{5}{10}$



Put in order from least to greatest: _____

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Curriculum Connection
B1.3

Equivalent Fractions



Instructions Write your own equivalent fractions

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

2) = ___ = ___ = ___ = ___ = ___

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

4) $\frac{2}{9}$ = ___ = ___ = ___ = ___ = ___

5) $\frac{5}{6}$ = ___ = ___ = ___ = ___

6) $\frac{4}{9}$ = ___ = ___ = ___ = ___ = ___ = ___

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

8) $\frac{7}{10}$ = ___ = ___ = ___ = ___ = ___ = ___

PREVIEW

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Curriculum Connection
B1.3

Proper Fractions – Number Line

Practice Plot the fractions on the number line

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



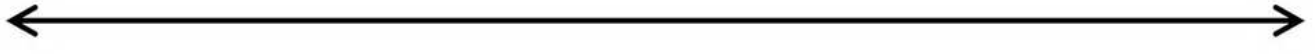
2) $\frac{3}{10}$, $\frac{8}{10}$, [illegible], $\frac{9}{10}$, $\frac{6}{10}$



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



4) $\frac{11}{12}$, $\frac{9}{12}$, $\frac{7}{12}$, $\frac{5}{6}$, $\frac{3}{6}$, $\frac{1}{6}$, $\frac{1}{3}$, $\frac{3}{3}$



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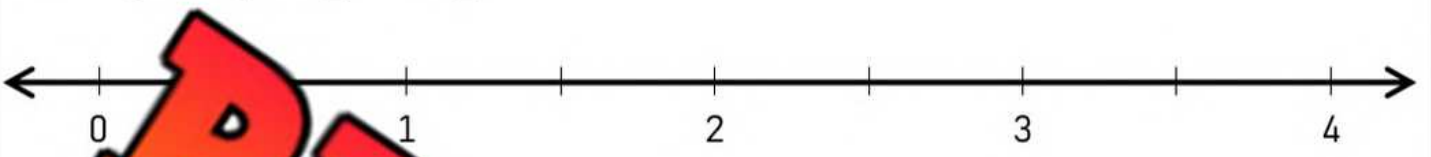
Curriculum Connection
B1.3

Fractions on a Number Line



Practice Plot the fractions on the number line

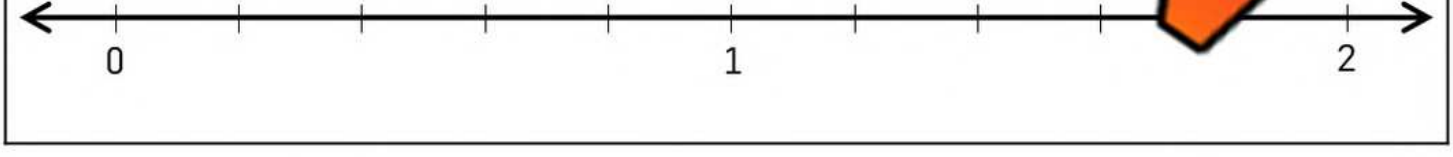
1) $\frac{16}{8}$, $\frac{1}{2}$, $\frac{7}{2}$, $1\frac{1}{2}$



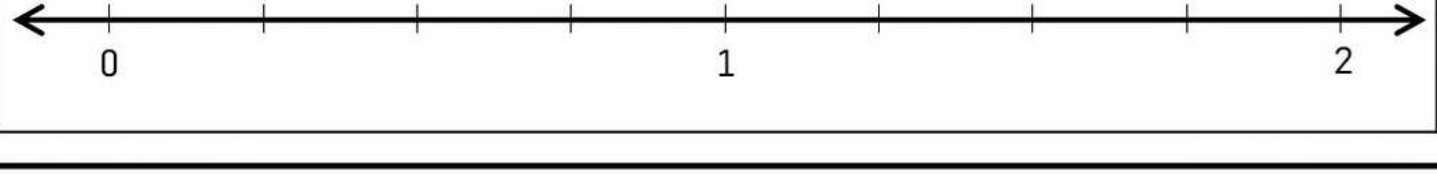
2) $\frac{4}{6}$, $\frac{10}{6}$, 1 $\frac{1}{6}$



3) $\frac{3}{5}$, $\frac{7}{5}$, $1\frac{3}{5}$, $\frac{9}{5}$, $\frac{4}{10}$, $\frac{3}{15}$



4) $\frac{1}{4}$, $\frac{6}{4}$, $\frac{10}{8}$, $\frac{6}{8}$, $1\frac{3}{4}$



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Curriculum Connection
B1.3

Comparing and Ordering Fractions

Part 1

Use the <, >, = to compare the fractions below

1) $\frac{6}{8}$ ☐ $\frac{5}{4}$	4) $\frac{3}{6}$ ☐ $\frac{5}{10}$	7) $\frac{6}{2}$ ☐ $\frac{9}{4}$
2) $\frac{3}{4}$ ☐	5) $\frac{9}{1}$ ☐ $\frac{8}{1}$	8) $\frac{2}{10}$ ☐ $\frac{10}{2}$
3) $\frac{5}{9}$ ☐ $\frac{}{18}$	$\frac{5}{6}$ ☐ $\frac{5}{4}$	9) $\frac{6}{1}$ ☐ $\frac{5}{1}$

PREVIEW

Part 2

Arrange the fractions from least to

1) $\frac{6}{2}$, 5, $\frac{12}{2}$, $\frac{16}{4}$, 2, 7

2) $\frac{9}{2}$, 4, $\frac{11}{2}$, $\frac{15}{5}$, $\frac{5}{1}$, 6

3) $\frac{14}{3}$, 4, $\frac{15}{4}$, $\frac{20}{4}$, 3, $\frac{20}{10}$, 8

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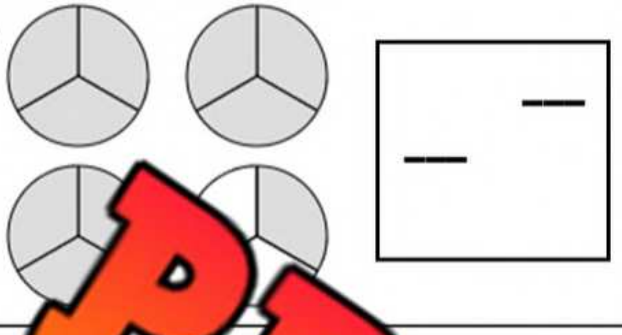
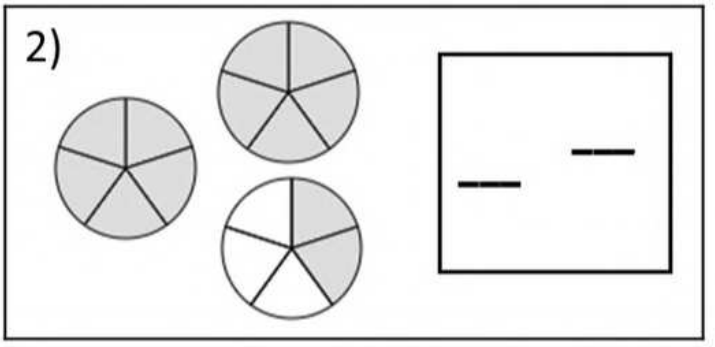
TQ

Quiz - Fractions

Part 1 Write the fraction beside the visual fractions

1) 

2) 

PREVIEW

Part 2 Convert improper fractions to mixed numbers

1) $\frac{13}{5}$ =

2) $\frac{17}{4}$ =

3) $\frac{11}{3}$ =

Part 3 Convert the mixed numbers to improper fractions

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

2) $4\frac{1}{5}$ =

3) $5\frac{1}{6}$ =

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

_____

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TQ

Part 5 Put the improper fractions in order from least to greatest

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

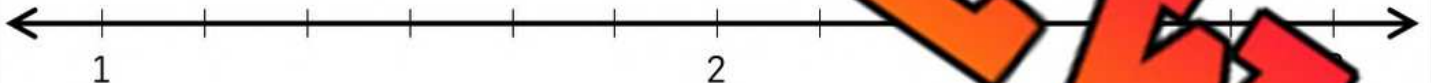
_____

Part 6 Plot the fractions on the number line

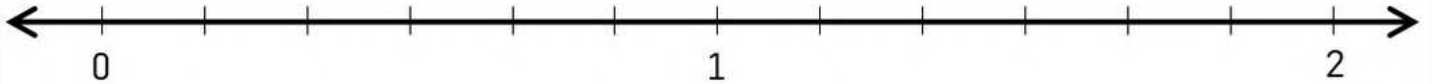
1) $\frac{}{8}$, $\frac{}{8}$, $\frac{7}{8}$, $\frac{6}{8}$



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



3) $\frac{4}{6}$, $\frac{10}{6}$, $\frac{10}{12}$, $1\frac{3}{6}$, $\frac{8}{6}$, $1\frac{1}{6}$



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Curriculum Connection
B1.4

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, but we can still represent a quarter of a cookie by writing 0.25. 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

9		3	1	.	6	4	2
Thous	Hund	s	Ones	Decimal	Tenths	Hundredths	Thousandths

PREVIEW

Part 1 the place value for the underlined number?

1) 7 728.122	422	4 352.427	4) 1 713.688
5) 6 412.433	6) 2 454.723	14.3	8) 4 357.926
9) 2 364.521	10) 7 247.711	11)	2 479.542

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

1) 5 731.538

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 272.319

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

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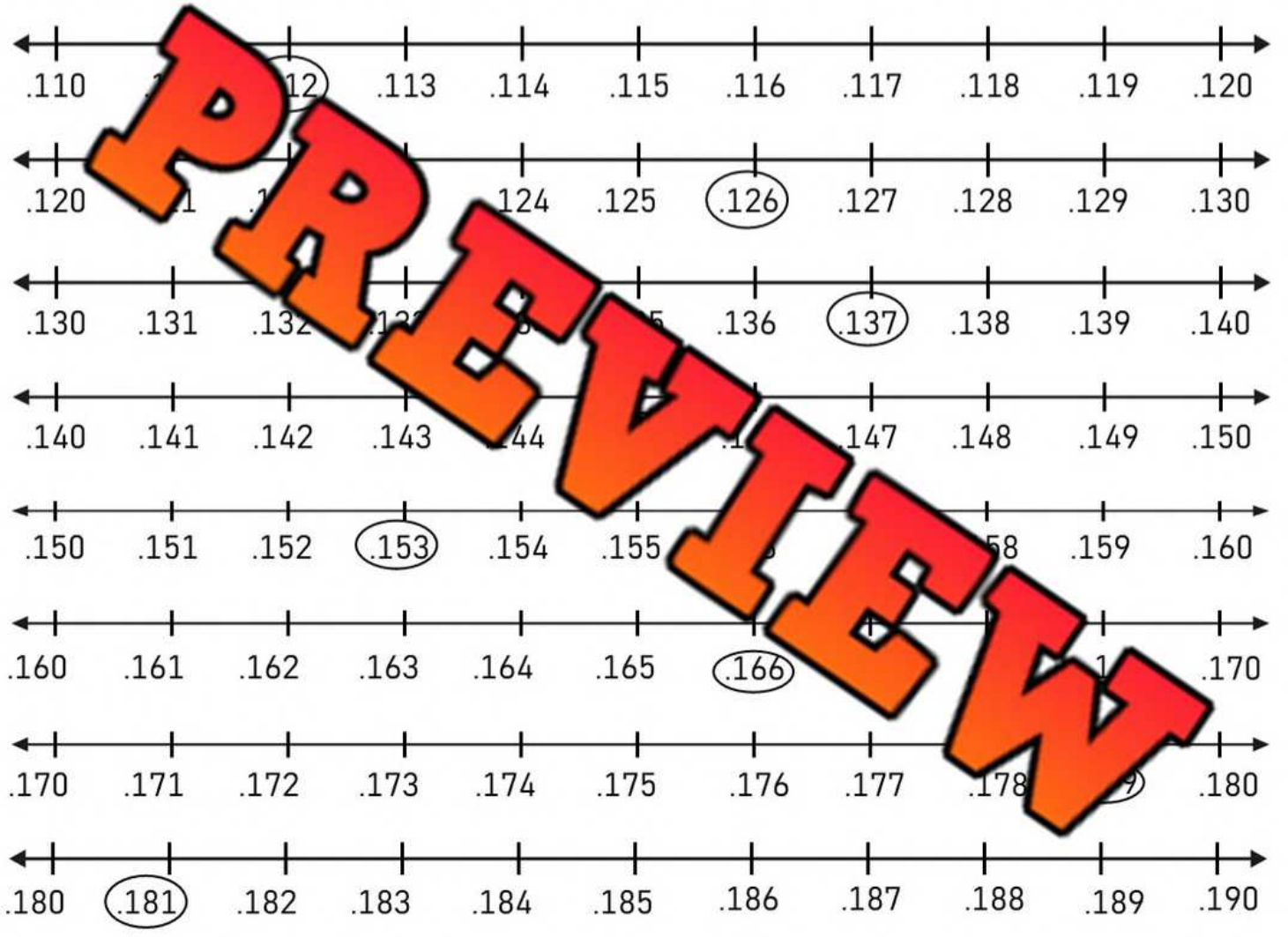
Curriculum Connection
B1.5

Rounding Decimal Numbers – Nearest Hundredths

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Part 1 Round the decimal number to the nearest hundredth. Circle the answer



PREVIEW

Part 2 Answer the word problems below

1) Aaron ran the 100m race in 12.743 seconds. What was his time to the nearest hundredth?

2) Colton's pencil is 10.359cm long. How long is his pencil to the nearest hundredth?

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Curriculum Connection
B1.5

Rounding Decimal Numbers – Nearest Hundredths

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest hundredth
0.753 → 0.75
22.745 → 22.75

PREVIEW

Part 1

Round the decimal number to the nearest hundredth

1) 0.825 → _____	2) [illegible] → _____	3) 0.227 → _____
4) 0.346 → _____	5) 0.[illegible]	6) 0.103 → _____
7) 0.182 → _____	8) 0.[illegible] → _____	9) 0.338 → _____

Part 2

Round the decimal number to the [illegible]st hundre[illegible]

1) 2.843 → _____	2) 2.346 → _____	3) 5.33[illegible] _____
4) 4.426 → _____	5) 3.244 → _____	6) 7.755 → _____
7) 13.271 → _____	8) 15.844 → _____	9) 19.945 → _____
10) 25.841 → _____	11) 34.911→ _____	12) 23.217 → _____
13) 41.439 → _____	14) 52.278 → _____	15) 77.213 → _____

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Curriculum Connection
B1.6

Converting Fractions and Decimals

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

Fraction	Decimal
	.10
	.20
	.4
50/100	
	.70
80/100	
	.90
100/100	

Fraction	Decimal
15/100	
	.28
36/100	
	.48
	.62
68/100	
	0
	.82
	0

PREVIEW

Part 2 Convert the following fractions and decimals.

0.22 = /100	0.51 = /100	0.44 = /100	0.88 = /100
42/100 =	66/100 =	39/100 =	97/100 =
31/100 =	72/100 =	0.81 = /100	0.91 = /100

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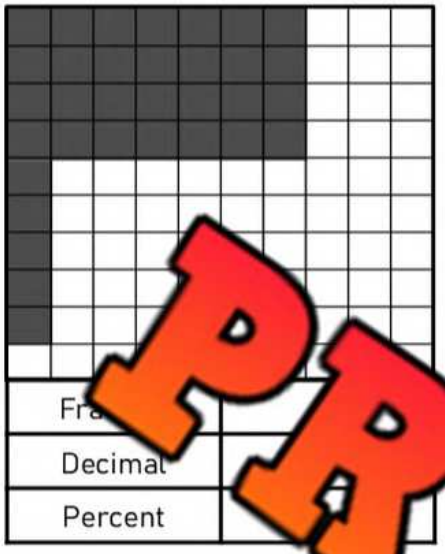
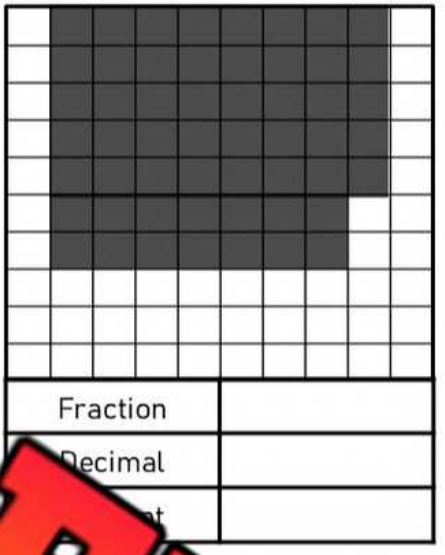
Curriculum Connection
B1.6

Fractions, Decimals, and Percents

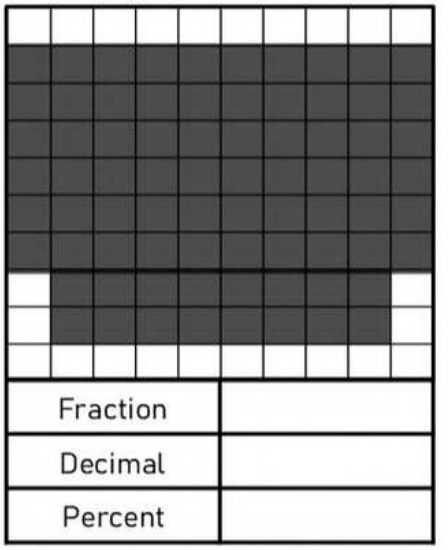
Questions What fraction, decimal and percent of the array is shaded in?



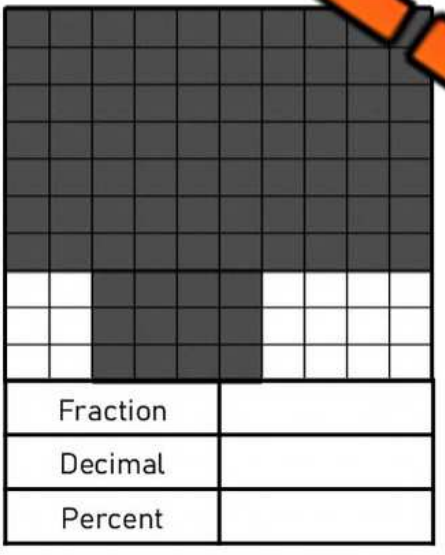
Fraction	
Decimal	
Percent	



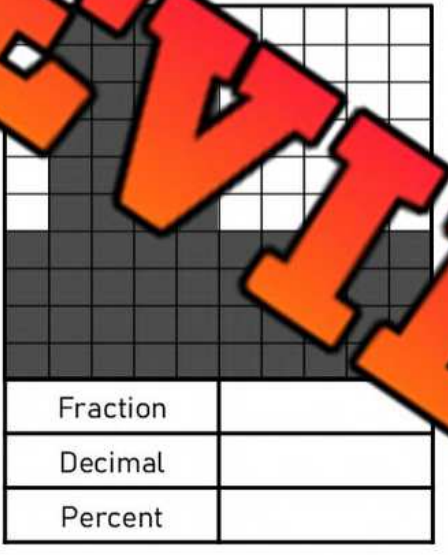
Fraction	
Decimal	
Percent	



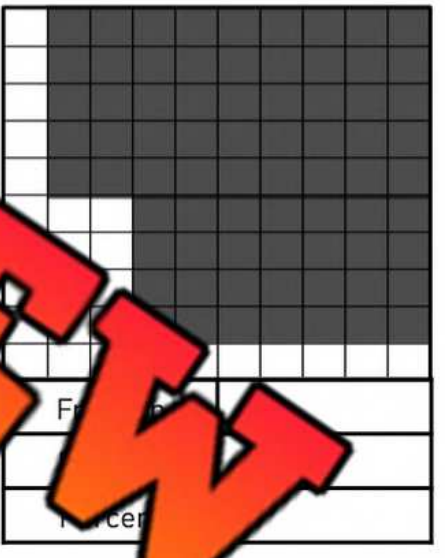
Fraction	
Decimal	
Percent	



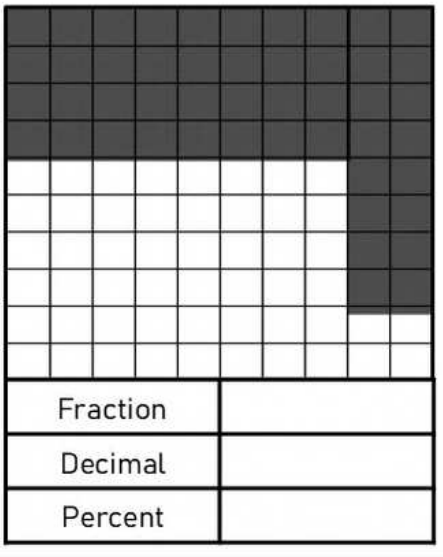
Fraction	
Decimal	
Percent	



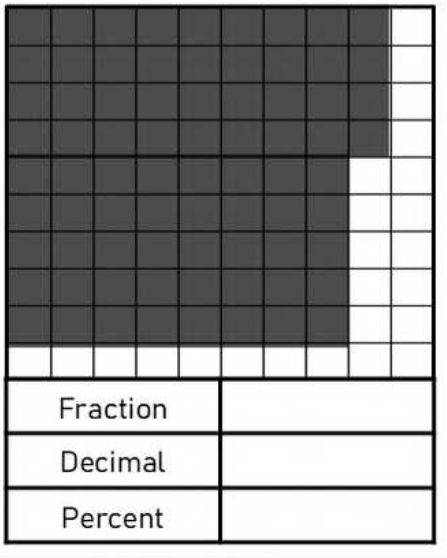
Fraction	
Decimal	
Percent	



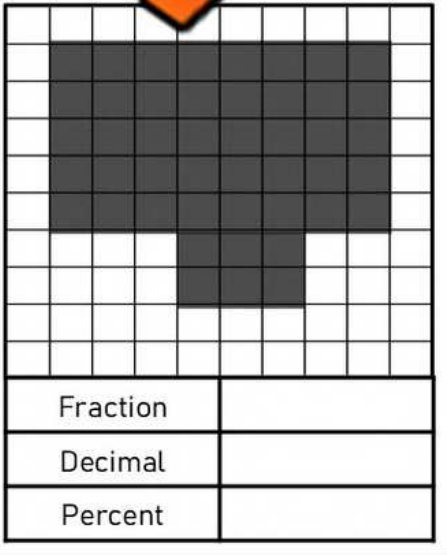
Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	

PREVIEW

Name: _____ 89

Curriculum Connection
B1.6

Fractions, Decimals, and Percents

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

Fraction	Decimal	Percent
100/1000		10.0%
2 0		20.0%
	0.300	%
400/		40.0%
500/1000		%
		60.0%
	0	%
	0.80	%
900/1000		%
	1.000	%

PREVIEW

Part 2 Convert the following fractions, decimals and percent

138/1000 = %	536/1000 = 0.	42.4% = /1000	798/1000 = %
56.2% = /1000	161/1000 = %	871/1000 = 0.	0.938 = %
0.356 = %	0.682 = %	71.4% = 0.	782/1000 = 0.

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Curriculum Connection
B1.6

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
- Set of fracti[illegible] and [illegible]cent conversion question cards
- Answer she[illegible] gro[illegible]

Instructions
How yo[illegible] complet[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 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.

PREVIEW

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Curriculum Connection
B1.6

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

1. 372/1000 = ____ %	2. 655/1000 = 0. ____	3. 981/1000 = ____ %	4. 768/1000 = 0. ____
5. 0.245 = ____ %	6. 0.789 = ____ %	7. 0.061 = ____ %	8. 0.437 = ____ %
9. 19.4% = 0. ____	10. 5.6% = ____/1000	11. 71.4% = 0. ____	12.94.9% = ____/1000
13. 859/1000 = ____	14. 469/1000 = ____	15. 912/1000 = ____	16. 7/1000 = ____
17. Out of students the a the fr decim and perce of students in th club?	18. In a class of 30 students, 18 are s. What is the n, decimal, rcent for the mber in e clas	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. as 80 out of els completed. What the fraction, dec and percent for the completed levels?	Out of 75 ees, 45 work epartm hat is the fr n, d l, a ent fo sa nplo	24. A shipment contains 250 items, and 60 of them are defective. What is the fraction, decimal, and percent of 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 l 180 miles ou 300-mile journe What is the fraction, decimal, and percent for the distance traveled?	of 500 survey were the act imal, and nt 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?

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Curriculum Connection
B1.6

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? ___%

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Curriculum Connection
B1.4

Comparing Decimals

Part 1 — Compare the following numbers

1) 0.157 < 0.232	2) 0.372 ☐ 0.921	3) 0.347 ☐ 0.338
4) 0.257 ☐ 0.253	5) 0.264 ☐ 0.812	6) 0.567 ☐ 0.521
7) 0.157 ☐ 0.[illegible]	8) 0.[illegible]86 ☐ 0.462	9) 0.328 ☐ 0.724
10) 0.157 ☐ 0.152	11) 0.[illegible]24 ☐ 0.[illegible]47	12) 0.349 ☐ 0.812
13) 0.157 ☐ 0.159	14) 0.927 ☐ 0.[illegible]2	15) 0.[illegible]59 ☐ 0.532

PREVIEW

Part 2 — Compare the following numbers

1) Nick and Ryan both ran in the 200 metre race last week. Nick ra[illegible]4.413 seconds and Ryan ran it in 34.903 seconds. Who ran it faster?



2) Lamelo Ball scores 18.721 points a game while his brother Lonzo Ball scores 18.217 points a game. Who scores more points a game?



3) Jacob jumped 3.783m in long jump. Owen jumped 3.859m. Who jumped further?



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Curriculum Connection
B1.4

Ordering Decimals

0.2721, 0.1215, 0.5487, 0.9232 Least to Greatest 0.1215, 0.2721, 0.5487, 0.9232	5.2242, 0.3263, 6.9317, 8.5229 Greatest to Least 8.5229, 6.9317, 5.2242 0.3263

Part 1 Order the numbers below from least to greatest

1) 0.453, 0.357, 0.113

_____, _____, _____, _____

2) 0.478, 0.139, 0.428, 0.404

_____, _____, _____, _____

3) 0.621, 0.

_____, _____, _____, _____

4) 1.434, 2.416, 1.447, 2.412

_____, _____, _____, _____

5) 11.463, 11.493, 24.565, 24.682

_____, _____, _____, _____

6) 5 51.215, 54.128, 51.412

_____, _____, _____, _____

Part 2 Order the numbers below from grea ast

1) 0.225, 0.641, 0.703, 0.622

_____, _____, _____, _____

2) 0.371, 0.383, 78

_____, _____, _____, _____

3) 1.413, 1.629, 1.723, 1.532

_____, _____, _____, _____

4) 2.182, 2.181, 1.715, 1.762

_____, _____, _____, _____

5) 14.851, 14.729, 14.349, 15.238

_____, _____, _____, _____

6) 22.728, 19.625, 19.415, 19.371

_____, _____, _____, _____

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Curriculum Connection
B1.4

Ordering Integers and Decimals

Questions | Put the integers and decimals in order from least to greatest

1) 8, 6.412, -5, -9, 4.214

_____

2) 8.43 , -2, -6, 6.414

_____

3) 7.372, 7.2 , 5,

_____

4) 6.323, 6.452, 6.178, -7, -4

_____

5) 5, 5.001, -5, 5.002, 0

_____

6) 3.435, 3.441, -4, -9, 3.214

_____

7) 5, 4.217, -5, 9.259, 4

_____

8) 9, 9.456, -5, -4, 9.526

_____

9) 4, 3.452, -5, -3, 3.747

_____

10) 2, -2, 4.507, -3, 0

_____

11) 8.4 , -8, -9, -7

_____

12) 0, 5.4 , 89

_____

13) 6, 6.304, -6, 6.039, 0

_____

14) 4, 5.555, -9, -1, 4.001

_____

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Curriculum Connection
B1.4

Ordering Fractions, Decimals, and Whole Numbers

Part 1 Put the integers and decimals in order from least to greatest.

1)	2.485, 2.406, $\frac{1}{5}$, 0.485, 1, 4, $\frac{1}{4}$
2)	0.217, 1, $\frac{2}{5}$, 0.325, 0, 0.475, $\frac{3}{6}$
3)	5, 1.5, $1\frac{1}{3}$, 2.25, 1, 2, $2\frac{3}{5}$
4)	8.5 , 4.25, 2.5, 4.5, $\frac{13}{2}$
5)	1.666, 2.33 , 1 , $4\frac{1}{2}$, 1.25

PREVIEW

Part 2 Answer the word problems.

1) Jason is trying to decide which bag of coffee beans to buy. T ame price but are listed in different measurements. Put the options in or m least to greatest.

Option	A	B	C	D	E	F
Size	1.5kg	$1\frac{1}{4}$kg	2kg	1.99kg	$2\frac{3}{6}$kg	2.4kg

2) A team of basketball players have their 3-point shooting stats listed in the table. Put the players in order from worst percentage to best.

Player	Chloe	Sofia	Lily	Mila	Ellie	Luna
Size	0.25	0.168	$\frac{2}{10}$	$\frac{4}{9}$	0.525	$\frac{15}{20}$

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Curriculum Connection
B1.4

Ordering Integers, Decimals, and Fractions

Instruction Put the integers, decimals, and fractions in order from least to greatest.

1) $\frac{2}{3}$, -5, 0.01, 2, $\frac{1}{2}$

2) $\frac{4}{8}$, [illegible] 0.4, 2, $\frac{3}{4}$

3) $\frac{1}{2}$, [illegible] 1, [illegible]

4) $\frac{5}{6}$, 2, 0.451, -1, $\frac{2}{4}$

5) $\frac{3}{5}$, -1, 0, 0.10, $\frac{1}{5}$

6) $\frac{4}{7}$, -4, 1.254, 6, $\frac{2}{4}$

7) $\frac{4}{5}$, 4, 0.5, -5, $\frac{2}{7}$

8) $\frac{5}{8}$, -2, 0.251, 0, $\frac{4}{5}$

9) $\frac{4}{5}$, -3, 0.500, 2, $\frac{3}{6}$

10) $\frac{4}{10}$, -1, 0.250, 4, $\frac{1}{4}$

11) $\frac{3}{4}$, -4, 0.500, 1, $\frac{5}{8}$

12) [illegible] 4, 0.750, -2, $\frac{2}{4}$

13) [illegible] 5, 0 [illegible] 0.10, $\frac{1}{5}$

14) $\frac{6}{8}$, -2, 0 [illegible] 6, $\frac{1}{3}$

15) $\frac{7}{8}$, 5, 0.250, -4, $\frac{2}{3}$

16) $\frac{3}{4}$, -4, 0.5, 0, $\frac{1}{4}$

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Curriculum Connection
B1.4

Treasure Hunt: Fraction, Decimal, and Whole Number

Objective

What are we learning about?

Students will practice ordering fractions, decimals, and whole numbers from least to greatest in a fun and interactive way.

Materials

What you will need for the activity.

- 2 [illegible] cards
- [illegible] pieces of paper
- Mar[illegible]s or pe[illegible]
- Tape
- Timer (optio[illegible])
- Small prizes (op[illegible])



Instructions

How you will [illegible]mple[illegible]

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

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Curriculum Connection
B1.4

Index Cards | Cut out the index cards below.

0.5	1/3
2	3.14
9/10	0.9
4	5/4

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Curriculum Connection
B1.4

Index Cards | Cut out the index cards below.

11	0.333
2.5	3/2
3	1.2
7/8	2.25

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Curriculum Connection
B1.4

Index Cards | Cut out the index cards below.

0.1	4/5
10.1	9.99
1.5	1.
1/20	11.5

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Curriculum Connection
B1.4

Recording Sheet | Follow the instructions below.

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

2) Once you've fo[illegible]ll 24 [illegible]b[illegible]rite them in order from least to greatest.

1)		[illegible]	
2)		[illegible]4)	
3)		15)	
4)		16)	
5)		17)	
6)		18)	
7)		19)	
8)		20)	
9)		21)	
10)		22)	
11)		23)	
12)		24)	

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Name: _____ 108

Curriculum Connection
B1.4

Fractions, Decimals, and Integers – Word Problems

Instruction Put the integers, decimals, and fractions in order from least to greatest

1) 4 friends worked a week at a farm collecting strawberries. They made $1000 total. Some of the friends worked harder than others. A breakdown of how much each friend earned is below.

	Colton	Hudson	Joel
$	-$10	$410.504	$239/1000

a) Wh s a sc re Colton could be -$10?



b) Who made the most Put t der from least to greatest.

2) The girl's basketball team keeps stats of th game shooting stats are listed below.

Alex	Hanna	Rebecca	ay	rianna
0.429	40/90	41.1%	47/100	

a) Who was the best shooter?



b) Who was the worst shooter?

c) Rank the girls in order from best shooter to worst shooter

PREVIEW

Name: _____ 109

Number Sense Quiz

Part 1 Use the <, >, = to compare the integers below

1) 8 ☐ -6	2) -5 ☐ 4	3) -7 ☐ 3
4) -5 ☐ -4	5) 1 ☐ -6	6) -3 ☐ -7
7) ☐	8) -3 ☐ -7	9) 8 ☐ 6

Part 2 Arrange the [illegible] from greatest to least

1) 7, 3, -6, -8,	0, -4, 8, 1, -9
3) 1, 3, -3, 6, -7	4) -2, -8, -1, -5

Part 3 What is the name of the place value for [illegible]

1) 7 728.122	2) 1 563.422	3) 4 352.427	[illegible].688
5) 6 412.433	6) 2 454.723	7) 8 214.326	8) 4 357.926

Part 4 Arrange the integers from least to greatest

267, 423, 128, 231, 254	765, 353, 278, 358, 735
_____, _____, _____, _____, _____	_____, _____, _____, _____, _____

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Part 5 Write 3 equivalent fractions for the following fractions

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

Part 6 Round the deci[illegible] nu[illegible] [illegible]est hundredth

1) 0.425 → _____	2) 0.859 → _____	[illegible] → _____
4) 0.568 → _____	5) 0.237 → _____	6) 0.[illegible]
7) 4.291 → _____	8) 7.124 → _____	9) 12.313 → _____

Part 7 Write the decimals below – use a line to show repeating decimals

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

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Part 8 Compare the following numbers using <, >, =

1) 0.150 < $\frac{1}{4}$	2) 0.372 ☐ -1	3) 0.500 ☐ $\frac{3}{6}$
4) $\frac{2}{3}$ ☐ -2	5) 0.285 ☐ 0	6) 0.500 ☐ $\frac{1}{4}$

Part 9 ...ers, decimals, and fractions in order from least to greatest

1) $\frac{2}{3}$, -5, 2, $\frac{1}{2}$

3) $\frac{4}{5}$, -3, 0.500, 2, $\frac{3}{6}$

2) $\frac{4}{8}$, -2, 0.4, $\frac{3}{4}$

4, -1, 0.250, 4, $\frac{1}{4}$

Part 10 Put the integers, decimals, and fract... ...t to greatest

4 friends competed in a 3-point shooting contest in bask...ll. T...50 shots. Their results are below.

Matt	Chris	Adam	Dave
18/50	0.451	0.399	21/50

a) Who was the best shooter?

b) Rank the friends in order of best shooter to worst shooter.

PREVIEW

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Grade 6
Stand: B2 – Operations

	Curriculum Expectations	Pages
B2.1	Use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percents, including those requiring multiple steps or multiple operations	132 – 133, 141 – 142, 213 – 222, 231, 235 - 237
B2.2	Understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9, and 10	203 - 207
B2.3	Use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%, and explain the strategies used	243 - 247
B2.4	Represent and solve problems involving the addition and subtraction of whole numbers and decimal numbers, using estimation and algorithms	113 - 151
B2.5	Add and subtract fractions with like and unlike denominators, using appropriate tools, in various contexts	152 - 165
B2.6	Represent composite numbers as a product of their prime factors, including through the use of factor trees	175 - 187
B2.7	Represent and solve problems involving the multiplication of three-digit whole numbers by decimal tenths, using algorithms	166 – 174, 188 - 202
B2.8	Represent and solve problems involving the division of three-digit whole numbers by decimal tenths, using appropriate tools, strategies, and algorithms, and expressing remainders as appropriate	208 - 235
B2.9	Multiply whole numbers by proper fractions, using appropriate tools and strategies	248 - 254
B2.10	Divide whole numbers by proper fractions, using appropriate tools and strategies	255 - 257
B2.11	Represent and solve problems involving the division of decimal numbers up to thousandths by whole numbers up to 10, using appropriate tools and strategies	236 – 242
B2.12	Solve problems involving ratios, including percents and rates, using appropriate tools and strategies	258 - 272

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Name: _____ 124

Curriculum Connection
B2.4

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

3.67 + 4.22

5.25 + 4.63

16.46 + 5.23

25.46 + 12.32

26.37

28.56 + 13.26

36.34 + 23.26

PREVIEW

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Name: _____ 125

Curriculum Connection
B2.4

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 to 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

1.57 + 4.42

5.64 +

14.53 + 6.34

18.43 + 14.24

34

34.56 + 12.36

42.53 + 35.42

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Name: _____ 127

Curriculum Connection
B2.4

Adding Decimals – Thousandths – No Regrouping

Instruction Use the standard algorithm to solve the addition problems below.

1) 53.131 + 32.427	2) 44.553 + 21.225	3) 31.452 + 12.427	4) 56.132 + 31.313
5) 42.8 + 24.12	6) 43 + 2	7) 72.323 + 26.556	8) 31.255 + 41.103
9) 60.684 + 22.302	10) 44.29 + 32.602	11) 3 + 2	12) 24.368 + 24.431
13) 32.384 + 15.314	14) 46.846 + 41.012	15) 38.348 + 41.641	16) 6 + 34.352
17) 63.246 + 4.413	18) 14.54 + 24.32	19) 63.672 + 36.124	20) 42.365 + 53.432

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Name: _____ 129

Curriculum Connection
B2.4

Adding Decimals - Regrouping

Part 1 Use the standard algorithm to solve the addition problems below.

1) 63.722 + 25.[illegible]43	2) 65.458 + 23.323	3) 38.345 + 26.537	4) 35.256 + 41.632
5) 26.[illegible] + 17.33	6) [illegible]28 + 3[illegible]	7) 28.265 + 17.632	8) 66.574 + 29.213
9) 192.673 + 325.235	10) 374.214 + 53.523	11) 2[illegible] + [illegible]3	12) 652.514 + 95.337

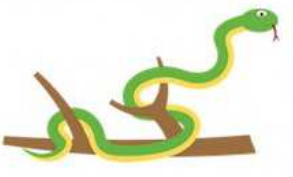
PREVIEW

Part 2 Answer the word problems below.

1) Neill just ran a 200m race. He ran the first 100m in 12.326 seconds and the second 100m in 13.63 seconds. How long did it take him to finish the race?



2) Erica's pet snake was 17.425cm long when she got it. The snake grew 4.39cm in the last year. How long is the snake now?



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Curriculum Connection
B2.4

Exit Cards

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

Name: _____

Answer the word problem below.

John's aquarium holds 274.715 litres of water. He added another 25.85 litres to it. How much water is in the aquarium now?

Name: _____

Answer the word problem below.

John's aquarium holds 274.715 litres of water. He added another 25.85 litres to it. How much water is in the aquarium now?

Name: _____

Answer the word problem below.

John's aquarium holds 274.715 litres of water. He added another 25.85 litres to it. How much water is in the aquarium now?

Name: _____

Answer the word problem below.

John's aquarium holds 274.715 litres of water. He added another 25.85 litres to it. How much water is in the aquarium now?

PREVIEW

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Name: _____ 132

Curriculum Connection
B2.1, B2.4

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

156 – 135

263 – [illegible]

314 – 302

387 – 344

[illegible]7 – [illegible]

843 – 805

912 – 875

PREVIEW

Name: _____ 133

Curriculum Connection
B2.1, B2.4

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

124 - 100 = 24

24 - 10 = 14

14

156 - 45

255 - [illegible]

362 - 112

564 - 234

[illegible]

842 - 335

915 - 423

PREVIEW

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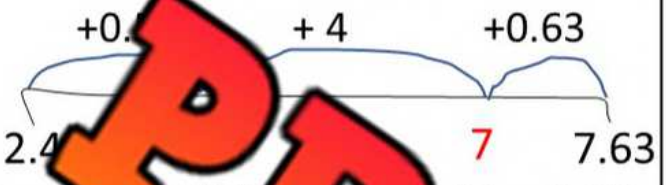
Name: _____ 141

Curriculum Connection
B2.1, B2.4

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



Answ = 0.5 .63 = 5.22

4.62 - 3.31

8.56 -

9.67 - 7.15

13.64 - 11.84

27.37 - 22.83

37.62 - 32.91

PREVIEW

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Name: _____ 142

Curriculum Connection
B2.1, B2.4

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
– 2 = 2.68
4 = 2.28
2.26

4.72 - 3.15

9.25 –

16.57 - 11.76

21.55 - 6.42

53.68 – 12.72

77.35 - 45.75

PREVIEW

Name: _____ 146

Curriculum Connection
B2.4

Subtracting Decimals - Borrowing

Part 1 Use the standard algorithm to solve the subtraction problems below.

1) 63.743 − 25.761	2) 75.475 − 53.743	3) 34.463 − 22.632	4) 82.542 − 43.535
5) 86.2[illegible] − 37.33[illegible]	6) [illegible]	7) 38.254 − 27.631	8) 76.548 − 59.284
9) 652.644 − 345.373	10) 557.2[illegible] − 353.534	11) 6[illegible] − [illegible]3	12) 572.589 − 265.323

PREVIEW

Part 2 Answer the word problems below.

1) Wyatt weighed a Blue Jay feather, and it was 2.035 grams. He also weighed a feather from an owl, and it weighed 4.39 grams. How much more did the owl's feather weigh?





2) A 5-dollar bill weighs 1.0243 grams. A Toonie weighs 6.929 grams. How much more does a Toonie weigh?





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Curriculum Connection
B2.4

Four Finger Quiz - Subtracting Decimals - Borrowing

Objective What are we learning about?

Students will practise subtracting decimals involving borrowing and they will demonstrate their understanding by selecting the correct answer from four options.

PREVIEW

Mate W u will need for the activity.

- Printed q n disp n a projector)



Instructions How you ple ity

1. Prepare a list of questions with f answe ions led A, B, C, and D.
2. Explain the finger signals for each answe ice A, two fingers for B, three fingers for C, and four fingers for
3. Inform the students they will show their answer usin he f en you read each question.
4. Read the first question aloud clearly and repeat if necessary.
5. Give students time to write down the problem and solve it.
6. After a countdown (e.g., "3, 2, 1"), have all students show their answer simultaneously by raising the appropriate number of fingers.
7. Reveal the correct answer and explain why it is correct.
8. Repeat with different questions to reinforce understanding of subtracting decimals.

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Curriculum Connection
B2.4

Questions Read the questions to the students.

Question	A	B	C	D
1) Jane bought a book for $12.45 and a pen for $3.78. How much more did the book cost than the pen?	$9.67	$8.77	$8.67	$9.87
2) Emma ran 5.63 km on Monday and 8.42 km on Tuesday. How much further did she run on Tuesday?	2.89 km	1.79 km	1.89 km	2.79 km
3) A bottle contains 2.15 litres of juice. Another bottle contains 3.22 litres. How much more juice is in the second bottle?	3.07 litres	3.17 litres	3.27 litres	3.37 litres
4) Liam spent $8.95 on lunch and $4.58 on a snack. How much more did he spend on lunch?	$4.37	$5.27	$5.37	$4.57
5) Sarah has 6.78 metres of ribbon. She uses 3.29 metres. How much ribbon does she have left?	4.49 metres	3.49 metres	4.59 metres	3.79 metres
6) An apple weighs 1.235 kg. An orange weighs 0.789 kg. How much more does the apple weigh?	0.456 kg	0.446 kg	0.476 kg	
7) The temperature in the morning was 14.38°C. By afternoon, it was 21.67°C. How much did the temperature increase?	7.29°C	7.39°C	7.49°C	
8) A jar of honey weighs 2.156 kg. An empty jar weighs 0.978 kg. How much does the honey alone weigh?	1.298 kg	1.288 kg	1.178 kg	
9) Jack's height is 1.75 metres. His younger brother's height is 1.43 metres. How much taller is Jack?	0.32 metres	0.42 metres	0.52 metres	0.62 metres
10) A rope is 8.56 metres long. Kate cuts off 3.78 metres. How much rope is left?	5.68 metres	4.78 metres	4.98 metres	5.98 metres
11) A laptop costs $899.99, and a tablet costs $559.45. How much more does the laptop cost?	$350.84	$350.64	$340.74	$340.54
12) A marathon is 42.195 km long. John has run 24.68 km. How much further does he need to run?	17.415 km	17.615 km	17.515 km	17.715 km

PREVIEW

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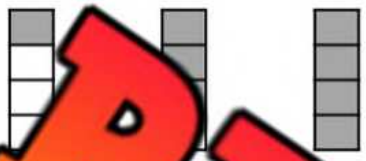
Name: _____ 150

Curriculum Connection
B2.4

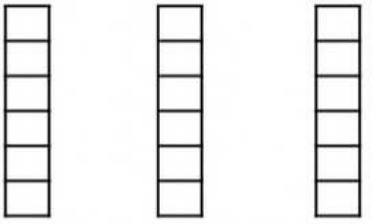
Adding Fractions With Common Denominators

Instruction Add the fractions below using the models.

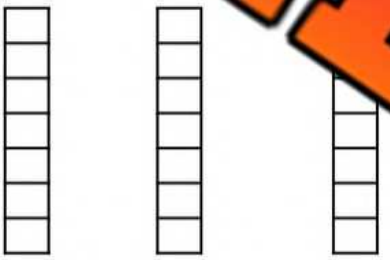
1) $\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$



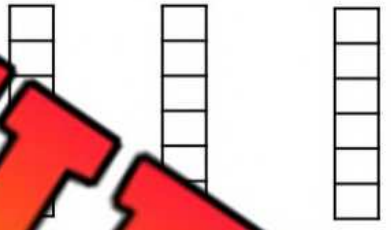
2) $\frac{3}{6} + \frac{2}{6} = \_\_$



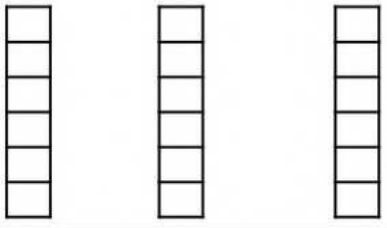
3) $\frac{3}{7} + \frac{4}{7} = \_\_$



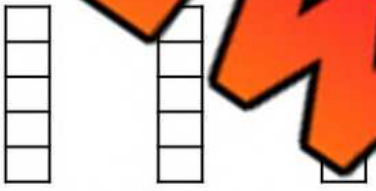
4) $\frac{3}{6} + \frac{3}{6} = \_\_$



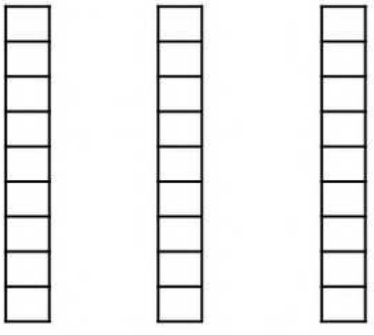
5) $\frac{1}{6} + \frac{4}{6} = \_\_$



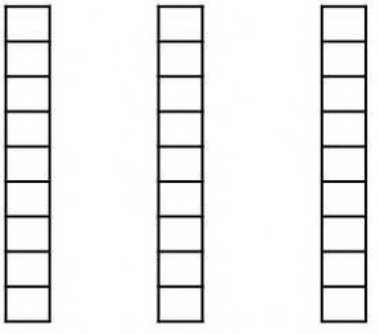
6) $\frac{2}{5} + \frac{3}{5} = \_\_$



7) $\frac{5}{9} + \frac{3}{9} = \_\_$



8) $\frac{4}{9} + \frac{2}{9} = \_\_$



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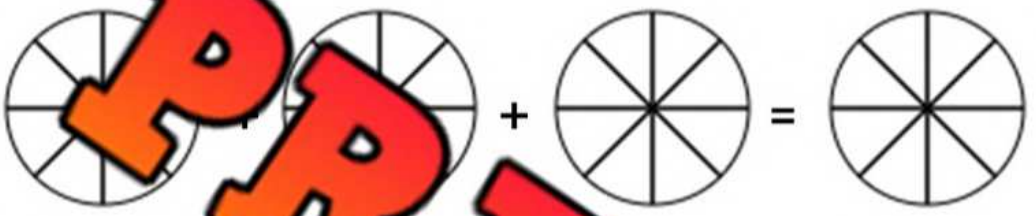
Curriculum Connection
B2.5

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

Adding Fractions With Unlike Denominators

Instruction Add the fractions using the common denominators provided.

1) $\frac{2}{5} + \frac{5}{15} =$	2) $\frac{3}{6} + \frac{1}{2} =$
3) $\frac{1}{3} +$	4) $\frac{5}{8} + \frac{2}{4} =$
5) $\frac{5}{16} + \frac{2}{4} =$	6) $\frac{4}{10} + \frac{10}{20} =$
7) $\frac{2}{7} + \frac{13}{21} =$	$\frac{1}{8}$

PREVIEW

Word Problems Answer the questions be

1) A water tank was filled $\frac{4}{5}$ of the way by one pump and $\frac{}{15}$ by ow full is the tank now?

2) Jason walked $\frac{1}{3}$ of a kilometre with one dog and $\frac{5}{12}$ of a kilometre with another dog. How far did he walk in total?

3) Emma poured $\frac{12}{18}$ of a litre of apple juice and $\frac{2}{6}$ of a litre of orange juice into a pitcher. How much juice is in the pitcher now?

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Curriculum Connection
B2.5

Cooking With Fractions - Adding



Instruction Solve the word problems.

1) A fruit salad needs $\frac{4}{12}$ of an apple, $\frac{4}{8}$ of a pear, and $\frac{1}{4}$ of a peach. How many pieces of fruit are in the salad?

2) A s ecipe $\frac{10}{0}$ of a litre of broth and $\frac{2}{5}$ of a litre of water. How much liquid in total up use?

3) Olivia is making 6 sandwiches. Sh $\frac{}{8}$ of f cheese for each sandwich. How many cups of cheese does she n in t

4) Ethan is painting a fence. He uses $\frac{3}{8}$ of a can of blue paint an white paint. How much paint does he use in total?

5) A pizza recipe calls for $\frac{2}{6}$ of a kilogram of flour, $\frac{1}{2}$ of a kilogram of cheese, and $\frac{11}{18}$ of a kilogram of sauce. How many kilograms of ingredients are needed in total?

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Curriculum Connection
B2.5

Subtracting Fractions – Common Denominators

Instruction Subtract the fractions below.

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

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Curriculum Connection
B2.5

Subtracting Fractions With Unlike Denominators

Instruction Subtract the fractions using the common denominators provided.

1) $\frac{5}{8} - \frac{2}{4} = \frac{\_}{8} - \frac{\_}{8} = \frac{\_}{8}$	2) $\frac{3}{5} - \frac{1}{10} = \frac{\_}{10} - \frac{\_}{10} = \frac{\_}{10}$
3) $\frac{2}{3} - \frac{\_}{12} = \frac{\_}{12}$	4) $\frac{1}{1} - \frac{3}{4} = \frac{\_}{4} - \frac{\_}{4} = \frac{\_}{4}$
5) $\frac{7}{9} - \frac{2}{3} = \frac{\_}{9} - \frac{\_}{9}$	6) $\frac{2}{3} - \frac{5}{9} = \frac{\_}{9} - \frac{\_}{9} = \frac{\_}{9}$
7) $\frac{12}{15} - \frac{2}{5} = \frac{\_}{15} - \frac{\_}{15} = \frac{\_}{15}$	8) $\frac{\_}{8} - \frac{\_}{8} = \frac{\_}{8}$

PREVIEW

Word Problems Answer the questions below.

1) A bakery had $\frac{6}{10}$ of a cake left. A customer bought $\frac{2}{5}$. How much cake does the bakery still have?

2) Lila baked $\frac{6}{7}$ of a loaf of bread. She gave $\frac{6}{28}$ to her neighbour. How much does she have left?

3) A container was filled with $\frac{12}{15}$ of water. Someone spilled $\frac{4}{5}$ of it. How much water remains in the container?

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Curriculum Connection
B2.5

Cooking With Fractions - Subtracting



Instruction Solve the word problems.

1) Ethan had $\frac{11}{12}$ of a pizza. He ate $\frac{1}{4}$, his sister ate $\frac{1}{3}$, and his mom ate $\frac{1}{4}$. How much pizza is left?

2) Olivia pour[illegible] jug of [illegible]de. She drank $\frac{1}{8}$, gave $\frac{1}{4}$ to her friend, and spilled $\frac{1}{2}$. How much [illegible] jug?

3) Sophia started with $\frac{12}{15}$ of a cake. She ate $\frac{1}{5}$, he[illegible] $\frac{1}{5}$, a[illegible] dad ate $\frac{1}{15}$. How much cake is left?

4) A jar was filled with $\frac{12}{12}$ of candies. Noah ate $\frac{3}{12}$, Liam ate $\frac{2}{6}$, and Ava ate $\frac{1}{4}$. How many candies are left in the jar?

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Name: _____ 164

Adding and Subtracting Quiz

Part 1 Add and subtract the numbers below

	3	4	4	0	6	8
+	6	3			2	0

	5	7	3	3	7	5
+	3	2	0	5	2	1

	7	1	2	8	7	4
+	1	5	9	4	0	2

	6	1	4	.	1	8	
+	2	5	2	.	6	0	3
				.			

					3	5	5	1	9
					2				6
							.		

	5	6	4	.	6	8	7
+	3	2	9	.	2	7	1
				.			

	8	8	7	2	6	5
-	1	3	2	0	1	3

	4	6	5	2	5	7
-	1	2	3	0	3	5

							3
-	8				6	7	0

	6	6	4	.	0	4	7
-	4	2	0	.	0	2	3
				.			

	6	2	5	.	4	6	5
-	3	6	3	.	6	7	3
				.			

	8	2	8	.	6	3	5
-	5	5	9	.	4	5	3
				.			

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Part 2 — Add and subtract the fractions below

1) $\frac{2}{5} + \frac{4}{5} = \_\_$	2) $\frac{6}{9} + \frac{3}{9} = \_\_$
3) $\frac{5}{5} - \frac{2}{5} = \_\_$	4) $\frac{5}{5} - \frac{1}{5} = \_\_$
5) $\frac{3}{6} + \frac{2}{4} = \_\_ + \_\_ = \_\_$	6) $\frac{1}{3} + \frac{3}{5} = \_\_ + \_\_ = \_\_$
7) $\frac{2}{3} - \frac{1}{2} = \_\_ - \_\_ = \_\_$	$\frac{2}{3} - \frac{2}{5} = \_\_ - \_\_ = \_\_$

PREVIEW

Part 3 — Adding/subtracting fractions

1) Courtney is making 4 pizzas. She needs 2/3 of a cup [illegible] How many cups of flour does she need in total?

2) Rob has 10/12 of a cord of wood for his pizza oven. He burns 2/6 of a cord on Monday and 1/3 of a cord on Tuesday. How much wood does he have left?

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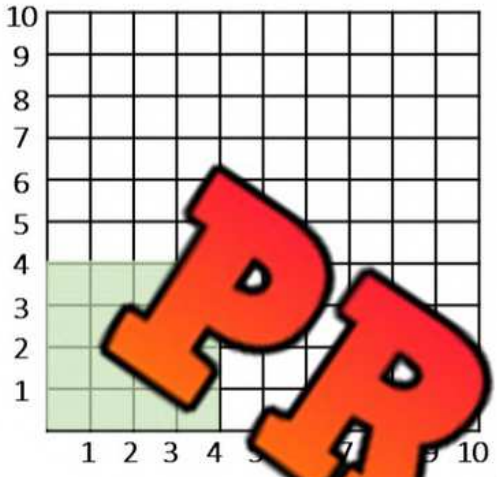
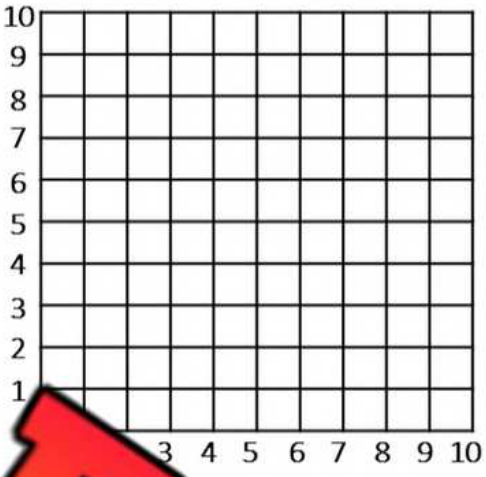
Curriculum Connection
B2.7

Multiplication - Arrays

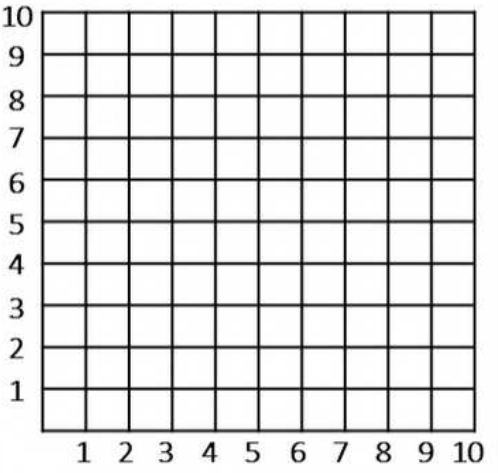
Instructions Shade in the arrays using the table. Answer the questions below



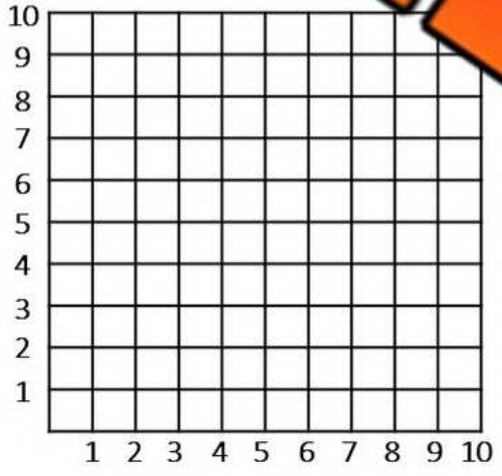
4 x 4 = _____



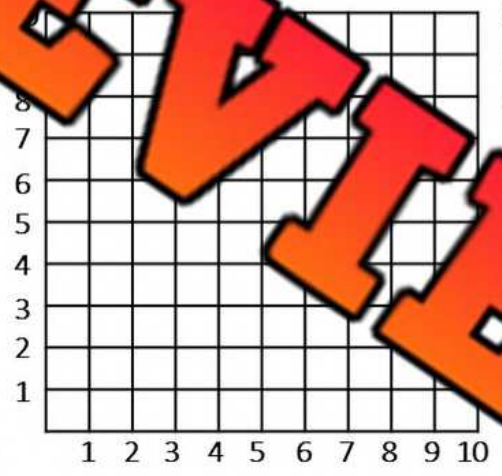
_____



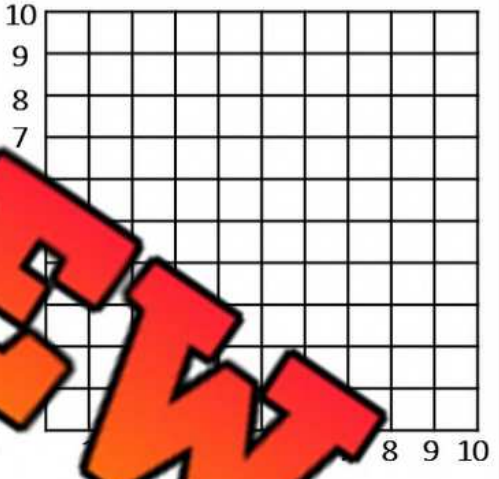
7 x 7 = _____



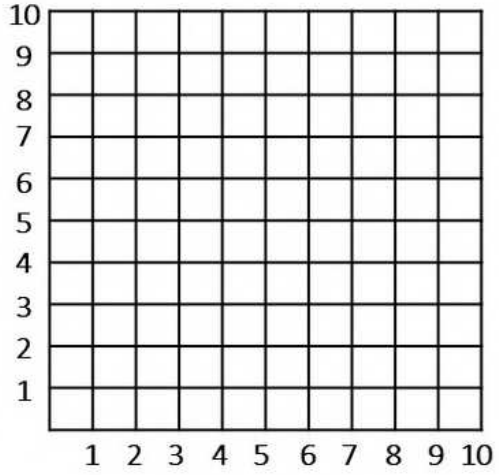
9 x 6 = _____



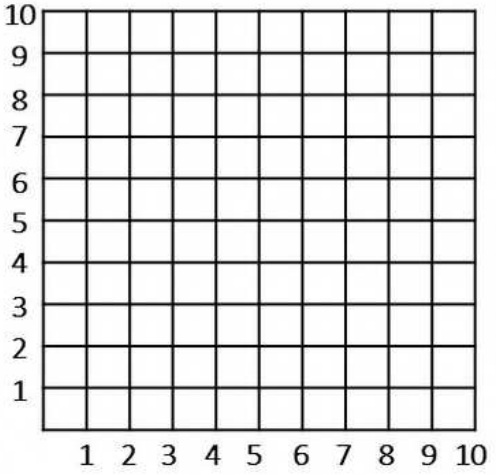
8 x 5 = _____



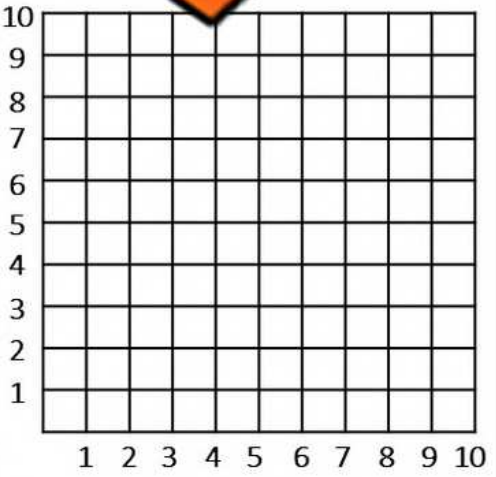
9 _____



4 x 5 = _____



8 x 6 = _____



6 x 3 = _____

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Curriculum Connection
B2.7

Mental Math - Multiplication - Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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



PREVIEW

	10 x 6
13 x 4	16 x 4
18 x 3	1
14 x 4	15 x 8

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Curriculum Connection
B2.7

Mental Math - Multiplication - Breaking Up Numbers

Directions

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



Example

16 x 4

10 x 4 and 6 x 4

40 24

64

PREVIEW

	18 x 6
16 x 7	**3**
19 x 6	**15 x 8**
16 x 6	**17 x 9**

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Curriculum Connection
B2.7

Mental Math - Multiplication – Doubling and Halving

Directions

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



Example 14 x 4

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

56 56

PREVIEW

[illegible]	16 x 6
18 x 6	18 x 4
20 x 8	16 x [illegible]
14 x 8	18 x 5
19 x 3	17 x 4

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Curriculum Connection
B2.6

Introduction to Factors

Instructions List all of the factors for the numbers below

1) 12 _____, _____, _____, _____, _____, _____

2) _____, _____, _____

3) 21 _____, _____, _____, _____

4) 16 _____, _____, _____, _____

5) 43 _____, _____

6) 29 _____, _____

7) 6 _____, _____, _____, _____

8) 10 _____, _____, _____, _____

9) 15 _____, _____, _____, _____

10) 20 _____, _____, _____, _____, _____, _____

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Curriculum Connection
B2.6

Find The Factors



Instructions Circle all the factors of the number listed

1) 10 8 2 9 4 3 10 5	2) 8 8 2 6 4 3 1 7 5
3) 47 23 25 3 47	4) 18 1 9 6 4 8 2 3 18
5) 22 22 2 7 3 11 1 10 6	6) 25 2 25 13 4
7) 24 8 2 4 6 3 1 24 12	8) 58 2 30 3 6 1 29 58
9) 86 2 44 1 52 43 3 86 8	10) 63 3 21 2 63 9 1 15 7

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Curriculum Connection
B2.6

Prime or Composite Number?

Instructions 1) Write the factors 2) Is the number a prime or composite number?

1) 27 Factors: _____ Prime or Composite	2) 12 Factors: _____ Prime or Composite
3) 7 Factors: _____ Prime or Composite	4) 17 Factors: _____ Prime or Composite
5) 28 Factors: _____ Prime or Composite	6) 41 Factors: _____ Prime or Composite
7) 33 Factors: _____ Prime or Composite	8) 35 Factors: _____ Prime or Composite
9) 73 Factors: _____ Prime or Composite	10) 81 Factors: _____ Prime or Composite

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Curriculum Connection
B2.6

Finding Prime and Composite Numbers



Part 1 Follow the directions below

1) Circle the prime numbers below

11	15	7	18	3	5
13	19	33	49	52	45
9	67	90	81	74	

2) Circle the composite numbers below

6	12	20	13	19	25
50	43	41	46	55	21
47	54	62			63

PREVIEW

Part 2 Write the numbers from the pair under their correct column

	Pairs of Numbers	Prime	Composite
1)	22, 5		
2)	12, 17		
3)	23, 25		
4)	41, 49		
5)	59, 52		
6)	67, 16		
7)	73, 81		
8)	89, 95		

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Curriculum Connection
B2.6

Prime vs Composite Numbers

Instructions Colour prime numbers one colour and composite numbers a different colour



Type of Number	Colour
Composite Number	
Prime Number	



1	2	4	5	6	7	8	9	10
11	12			16	17	18	19	20
21	22	23			27	28	29	30
31	32	33	34				39	40
41	42	43	44	45	46			50
51	52	53	54	55	56	57		60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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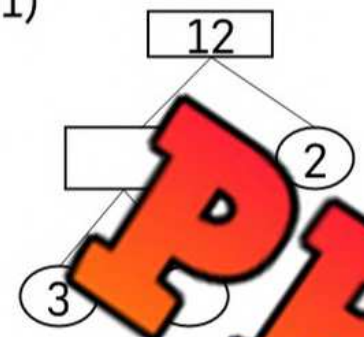
Curriculum Connection
B2.6

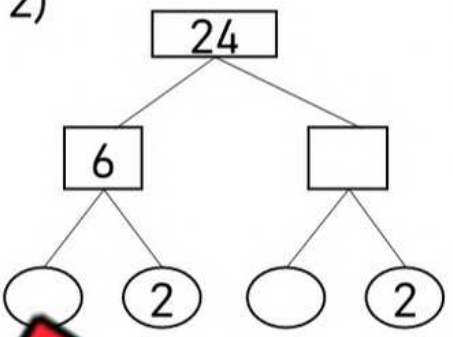
Prime Factor Trees

Instructions Fill in the factor trees below

1)



2)



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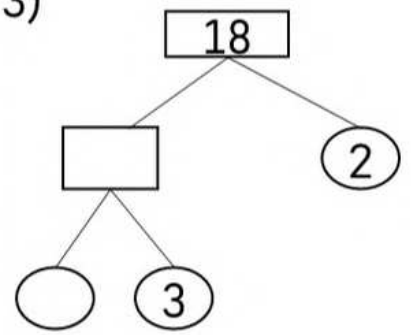
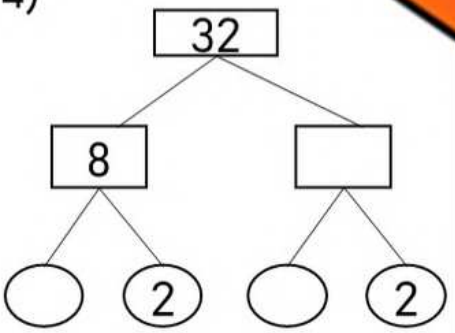
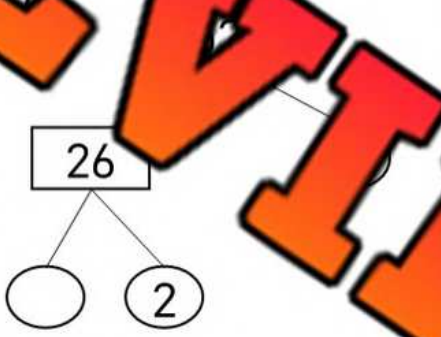
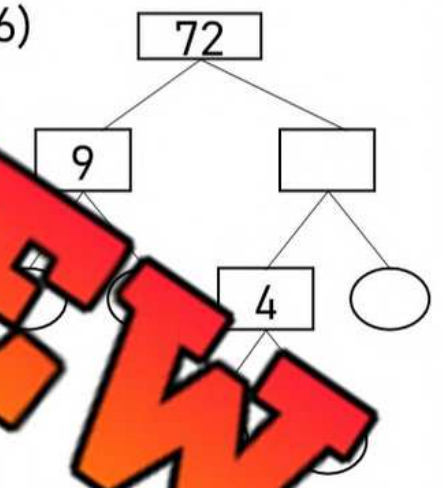


4)





6)



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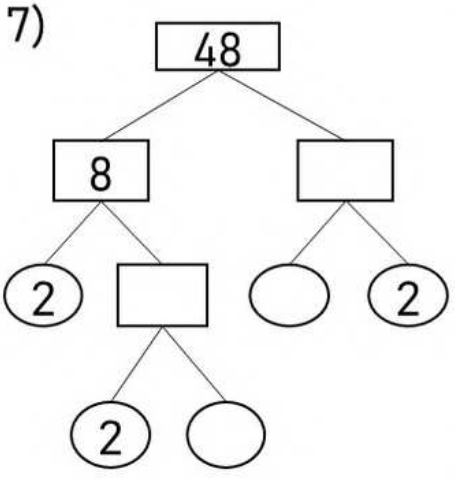

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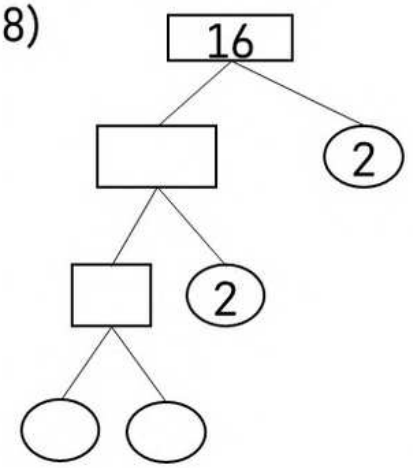

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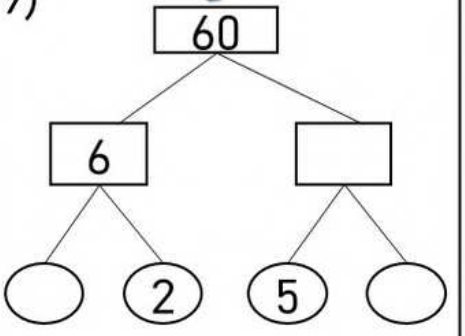

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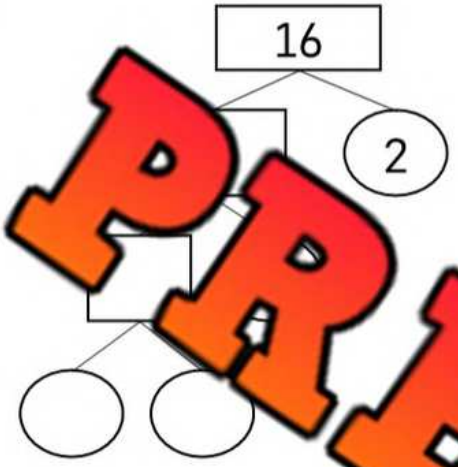
B2.6

Prime Factor Trees



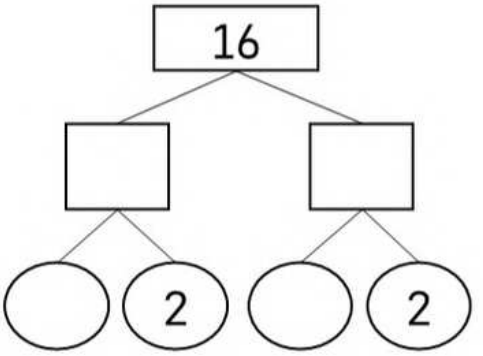
Instructions Fill in the factor trees differently for the same number

1)



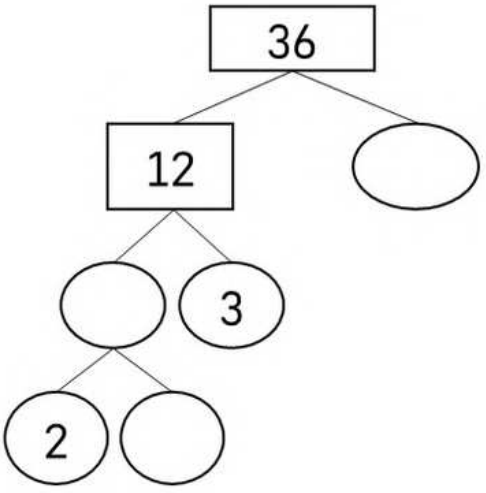
Equation

2)



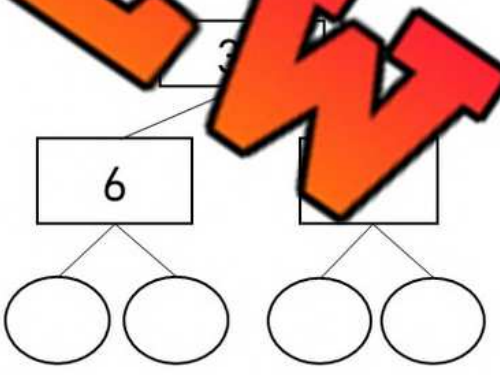
Equation

3)



Equation

4)



Equation

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Curriculum Connection
B2.6

Prime Factor Trees



Instructions Draw your own factor trees below

1) 42

2) 16

3) 78

68

5) 50

6) 72

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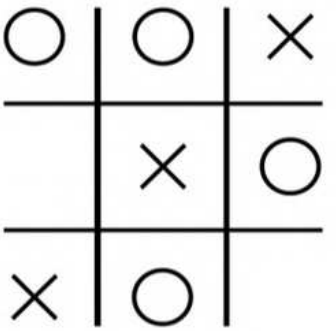
Curriculum Connection
B2.7

Math Tic-Tac-Toe: 2 x 1 Digit Multiplication

Objective What are we learning about?

To help students practice solving 2 x 1-digit multiplication problems in a fun and interactive way through a Tic-Tac-Toe game.



Materials What you will need for the activity.

- Whiteboard or paper
- Markers or pencil and paper
- Math Tic-Tac-Toe grid template (can be drawn on the whiteboard or printed on paper)

Instructions How you will complete the activity.

1. Find a partner to play the game with.
2. The goal is to solve 2 x 1 digit multiplication problems in each square to place your marker (X or O).
3. One player will be "X" and the other will be "O".
4. Take turns choosing a square and solving the problem in that square.
5. Write down the solution below the equation and place your marker (X or O) in the square.
6. If a player chooses a square and solves the equation incorrectly, they do not get to place their marker in that square. The other player gets a chance to solve it correctly and place their marker.
7. The first player to get three markers in a row (horizontally, vertically, and diagonally) wins the game. Continue playing with different tic-tac-toe grids on the sheet.

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Curriculum Connection
B2.7

Tic-Tac-Toe Use the following tic-tac-toe grids for the game.

12 x 4	45 x 7	23 x 6
78 x 2	34 x 5	56 x 3
67 x	89 x	45 x 4

24 x 5	36 x 7	29 x 8
49 x 7	57 x 8	68 x 9
78 x 9	35 x 6	47 x 7

15 x 6	7 x 8	x 9
39 x 8	48 x 9	6 x 9
27 x 8	58 x 9	37 x 6

18 x 9	49 x 8	39 x 9
x 9	56 7	48 x 9
x 8	3	57 9

21 x 2	43 x 4	25 x 6
47 x 8	59 x 5	68 x 7
36 x 9	47 x 6	58 x 7

13 x 4	25 x 6	37 x 8
49 x 6	57 x 5	68 x 9
28 x 9	35 x 7	46 x 8

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Curriculum Connection
B2.7

Multiplication – 2 x 2 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)

	6	1
x		

2)

	7	2
x	1	4

3)

	4	3
x	7	1

4)

	2	6
x	2	8

5)

	6	1
x	3	7

6)

	6	
x	2	3

8)

	9	8
x	6	2

9)

	8	3
x	4	6

10)

	2	9
x	3	7

11)

	3	5
x	8	2

12)

	3	3
x	7	2

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Curriculum Connection
B2.7

Multiplication – 2 x 2 Digits

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

1) 63 x 42	2) 35 x 73	3) 55 x 10	4) 29 x 65	5) 68 x 40
6) 38 x 74	7) 86 x 57	8) 26 x 64	9) 88 x 23	10) 25 x 41
11) 66 x 22	12) 92 x 81	13) 2[illegible] x 3[illegible]	14) [illegible]	15) 78 x 53

PREVIEW

Part 2 Solve the word problems below

1) A brick layer is building a brick retaining wall. They are using 34 rows of bricks that are 42 bricks tall. How many bricks do they need?



2) A football arena has 58 rows and 74 columns of seating. How many seats does the arena have in total?



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Curriculum Connection
B2.7

Multiplying 3-Digit by Tenths

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

1)

	4	5	1
x			4

2)

	7	3	4
x		.	2

3)

	6	0	2
x		.	7

4)

	4	3	8
x		.	6

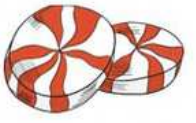
5)

	2	7	9
x		.	1

PREVIEW

Part 2 Solve the word problems below

1) Joe bought 124 candies for his party. Each candy cost him $0.2. How much did he spend on candy?



2) A fountain has 247 dimes in it. How much money is in the fountain?



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Curriculum Connection
B2.7

Multiplying 3-Digit by Tenths

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

413 x .2	757 x .5	217 x .3	341 x .6	583 x .4
4 x .5	.8	636 x .6	378 x .1	743 x .7
978 x .2	856 x .1	9 x .	40	715 x .4

PREVIEW

Part 2 Solve the word problems below

1) Ashley made 162 cookies for her school. Each cookie weighs 0.3kg. How much do all 162 cookies weigh in total?



2) Steve can read a page of his book in 0.7 minutes. He read 284 pages and finished his book. How many minutes did it take him to read his book?



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Curriculum Connection
B2.7

Multiplying 3-Digit by Tenths

Step 1: Setup up the Area Model

235 x 0.3 = _____

	200	30	5
0.3			

Step 2: Multiply

235 x 0.3 = _____

	200	30	5
0.3	200 x 0.3 60.0	30 x 0.3 9.0	5 x 0.3 1.5

Step 3: Add

235 x 0.3 = 70.5

	200	30	5
0.3	60.0	9.0	1.5

60.0 + 9.0 + 1.5 = 70.5

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

1) 452 [illegible] = _____

2) 626 x .2 = _____

3) 347 x .4 = _____

4) [illegible] 6 = _____

5) 312 x .7 = _____

6) 682 x .8 = _____

PREVIEW

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Name: _____ 202

Curriculum Connection
B2.7

Multiplication Word Problems

Questions | Solve the word problems below

1) Ivy sold 262 lemonades from her lemonade stand last month. She sells her lemonade for $0.7. How much money did she make last month?



2) Kelly works at a call [illegible] where s[illegible]s people to try to sell a product. Each phone call she makes is an[illegible]e o[illegible]s long. If she makes 375 calls a shift, how long is she on the phone?



3) A bag of candy has 213 candies in it. Each candy is 0.9 grams. How many grams is the bag of candy?



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Curriculum Connection
B2.2

Divisibility Rules – 2 and 3

We can determine whether one whole number is divisible by another without doing division. We can use the following divisibility rules:

- A number is divisible by **2** if the last digit is even (0, 2, 4, 6, or 8)
- A number is divisible by **3** if the sum of the digits is divisible by 3

Part 1 Is the number divisible by 2?

1) _____ 2) 953 _____

3) 2 682 _____ 4) 8 694 _____

Part 2 [illegible] by 3?

1) 268 _____ _____

3) 1 458 _____ 4) [illegible]428 _____

Part 3 Which numbers are divisible by 2? Circl[illegible]

41	58	162	247	358	[illegible]	583
685	714	805	901	1 025	1 714	2 058

Part 4 Which numbers are divisible by 3? Circle them.

73	58	84	105	215	324	515
645	683	729	806	1358	2355	5484

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Curriculum Connection
B2.2

Divisibility Rules – 4 and 5

We can determine whether one whole number is divisible by another without doing division. We can use the following divisibility rules:

- A number is divisible by **4** if the last two digits form a number divisible by 4
- A number is divisible by **5** if the last digit is 0 or 5

Part 1 Is the number divisible by 4?

1) _____ 2) 844 _____

3) 3 437 _____ 4) 7 184 _____

Part 2 [illegible] by 5?

1) 408 _____ _____

3) 1 350 _____ 4) 845 _____

Part 3 Which numbers are divisible by 4? Circle

325	484	741	548	324	[illegible]	828
680	712	1 420	2 358	3 496	5 432	7 853

Part 4 Which numbers are divisible by 5? Circle them.

785	608	901	500	458	956	1 250
1 592	2 841	3 595	5 852	6 825	8 430	10 485

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Curriculum Connection
B2.2

Divisibility Rules – 6, 9, and 10

We can determine whether one whole number is divisible by another without doing division. We can use the following divisibility rules:

- A number is divisible by **6** if the number is divisible by both 2 and 3
- A number is divisible by **9** if the sum of the digits is divisible by 9
- A number is divisible by **10** if the last digit is a 0

Part 1 Is the number divisible by 6?

1) _____ 2) 741 _____

3) 2472 _____ 4) 4284 _____

Part 2 Is the number divisible by 9?

1) 208 _____ 2) 558 _____

3) 2331 _____ 4) _____

Part 3 Is the number divisible by 10?

1) 230 _____ 2) 1685 _____

3) 3890 _____ 4) 6101 _____

Part 4 For each number on the left, place a check mark under the numbers it is divisible by:

Number	6	9	10
1) 204			
2) 450			
3) 624			
4) 1250			

Number	6	9	10
5) 2460			
6) 4734			
7) 7530			
8) 9410			

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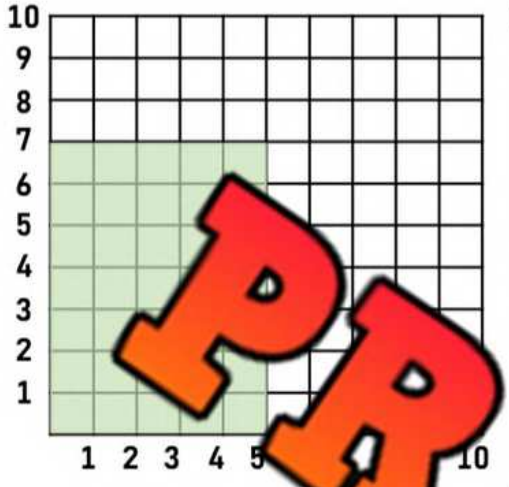
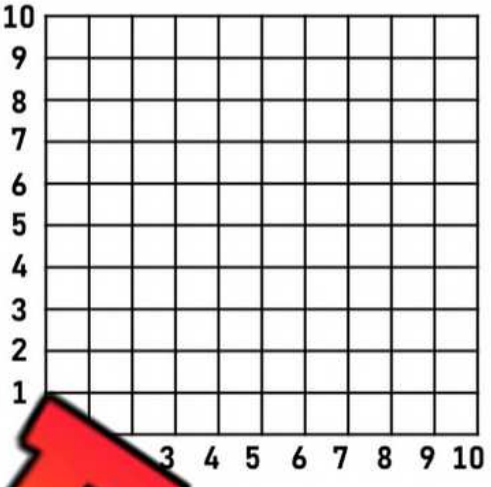
Curriculum Connection
B2.8

Division - Arrays

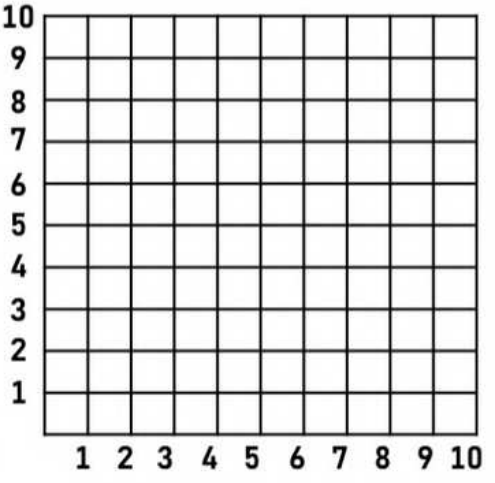
Instructions Shade in the arrays using the table. Answer the questions below



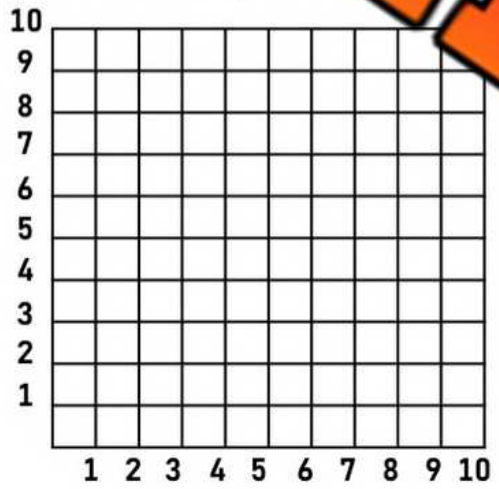
35 ÷ 7 = _____



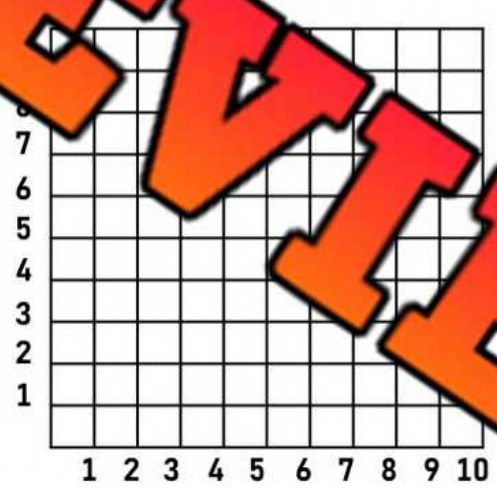
= _____



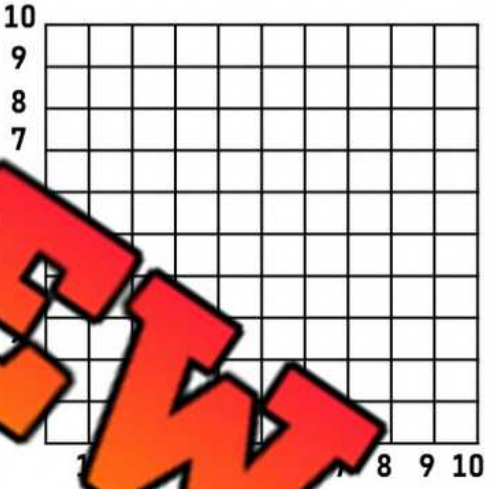
18 ÷ 6 = _____



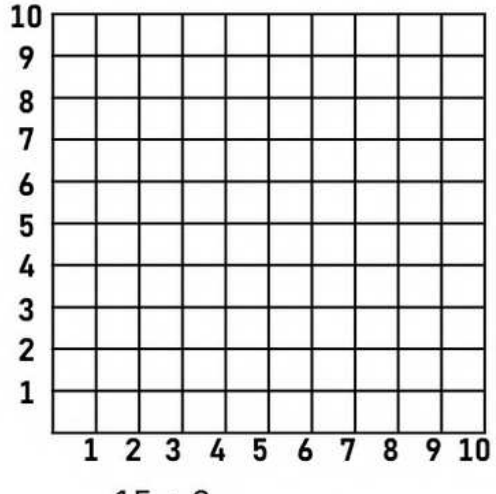
45 ÷ 5 = _____



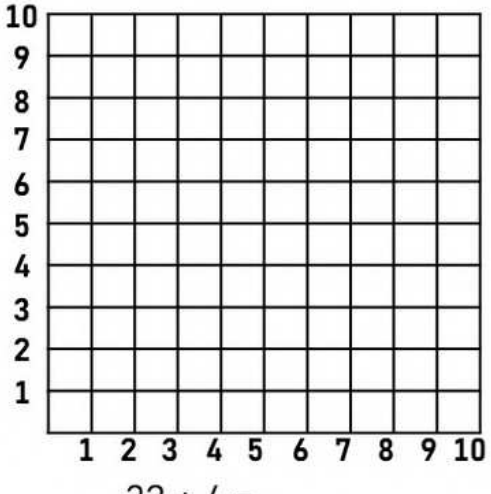
80 ÷ 10 = _____



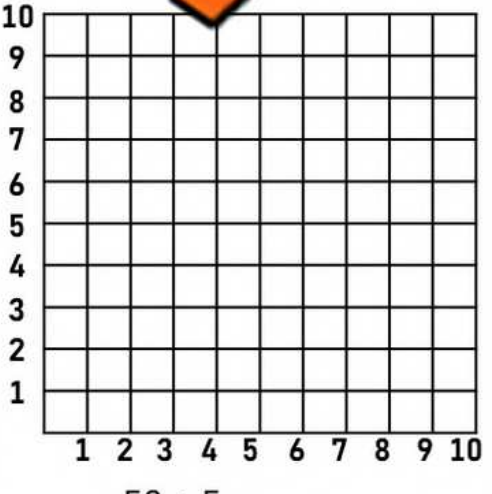
24 _____



15 ÷ 3 = _____



32 ÷ 4 = _____



50 ÷ 5 = _____

PREVIEW

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Name: _____ 210

Curriculum Connection
B2.8

Mental Math – Division – Skip Counting

Directions:

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





91 ÷ 7 = ?

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

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

Answer = 13

PREVIEW

3[illegible]	**85 ÷ 5**
72 ÷ 4	**84 ÷ 6**
105 ÷ 5	**1[illegible]**
112 ÷ 8	**114 ÷ 6**

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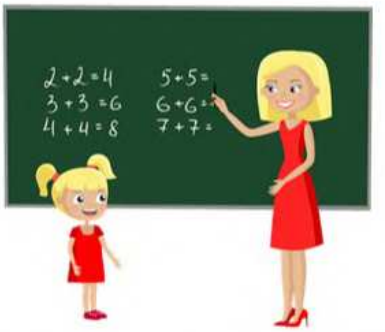
Name: _____ 211

Curriculum Connection
B2.8

Mental Math – Division – Splitting Up The Dividend

Directions

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



Example

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

PREVIEW

72

68 ÷ 4

150 ÷ 6

120 ÷ 4

189 ÷ 7

208 ÷ 8

198 ÷ 6

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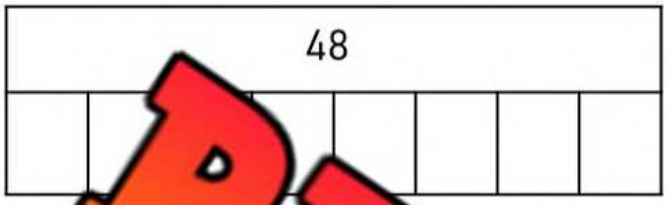
Curriculum Connection
B2.1, B2.8

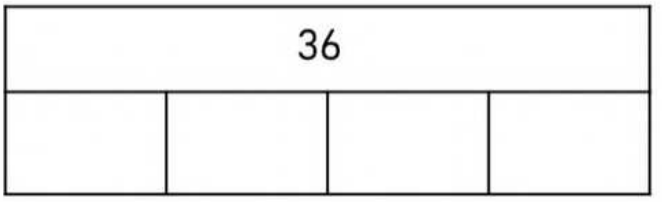
Division – Bar Model

Questions Use the bar model to answer the division questions below

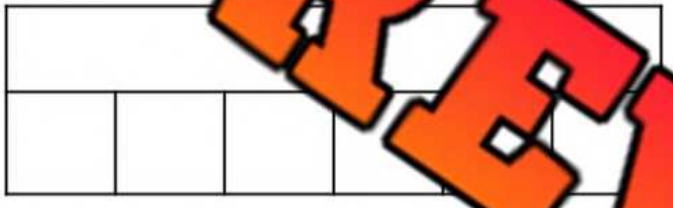
1) 48 ÷ 8



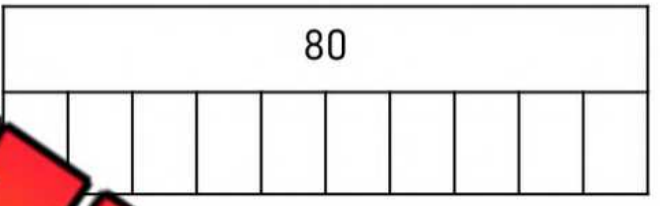
2) 36 ÷ 4



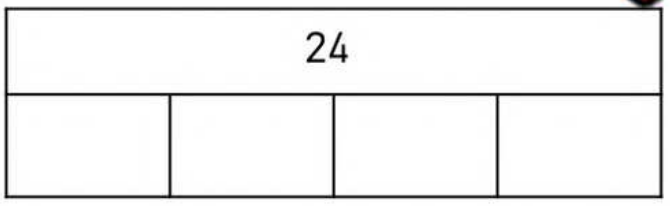
3)



4) 80 ÷ 10



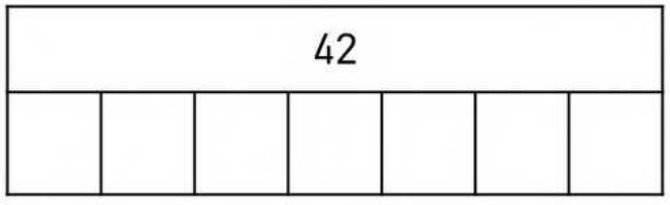
5) 24 ÷ 4



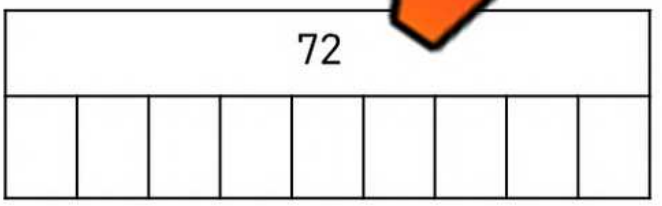
6) 30 ÷ 5



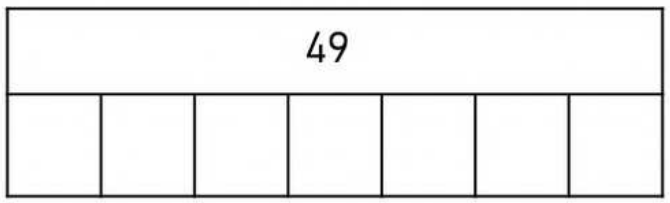
7) 42 ÷ 7



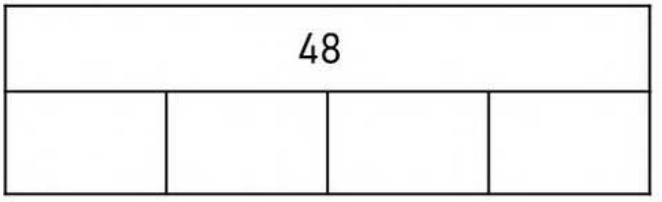
8) 72



9) 49 ÷ 7



10) 48 ÷ 4



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Curriculum Connection
B2.1, B2.8

Activity: Multiplication and Division Race

Objective What are we learning about?

Students will solve multiplication and division questions quickly and accurately in a race with their classmates.

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

- Index card...
- Markers or p...
- Timer (optional)



Instructions How you will compl... activi...

1. Prepare a stack of index cards with multi...on ar... ...uestions.
2. Have students line up in a single file (or you can ... ...dents ... ...r desk).
3. Call the first two students in line to the front. Explain that the ... ...wer the multiplication/division question that the teacher pulls fr... ...e.
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: _____ 220

Curriculum Connection
B2.1, B2.8

Math Cards | Cut out the math cards below

5 x 320	100 ÷ 5
10 x 60	420 ÷ 10
2 x 550	1000 ÷ 2
5 x 350	600 ÷ 6
10 x 280	850 ÷ 10

PREVIEW

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Name: _____ 221

Curriculum Connection
B2.1, B2.8

Division – Area Model

Questions Use the area model to answer the division questions below

1) 243 ÷ 12

12

200	40	3

2) 258 ÷ 14

14

200	50	8

3) 428 ÷ 22

22

400	20	8

372 ÷ 16

16

	70	2

5) 612 ÷ 26

26

600	10	2

6) 735 ÷ 35

35

700	30	5

PREVIEW

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Curriculum Connection
B2.1, B2.8

Dividing by Tenths – How Many Tenths?

Part 1 How many tenths are in the numbers below?

Number	0.1	0.20	0.5
1) 1	10	5	2
2)			
3)			
5) 10			
6) 15			
7) 20			
8) 25			
9) 30			
10) 50			

PREVIEW

Part 2 Circle the number of tenths in the numbe w.

1) How many times does 0.1 fit into the number 6?					
6	100	60	600	200	30
2) How many times does 0.2 fit into the number 12?					
200	30	6	600	60	50
3) How many times does 0.3 fit into the number 9?					
10	30	60	90	100	300
4) How many times does 0.5 fit into the number 100?					
100	2000	1000	20	10	200

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Curriculum Connection
B2.1, B2.8

Dividing Whole Numbers by Tenths

When dividing a whole number by a decimal, it is easiest to get rid of the decimal number. We can do this by multiplying both numbers by 10 or more depending on how small the decimal is. For a decimal number to the tenth, we multiply by 10.

Directions – 180 ÷ 0.3

1) 0.3 x 10 = 3
2) Since [illegible] multiplied the decimal by 10, we must also multiply the other numb[illegible]10. So 180 x 10 = 1800
3) So 1[illegible] now has become 1800 ÷ 3 (they are both 10 times larger)
4) 1[illegible]00 [illegible]nd therefore 180 ÷ 0.3 = 600

Instruction [illegible] tal[illegible]low:

	Question	Deci[illegible]	Wh[illegible]mber x 10	New Question	Answer
1)	150 ÷ 0.2	2	[illegible]00	1500 ÷ 2 =	750
2)	200 ÷ 0.4				
3)	100 ÷ 0.5				
4)	360 ÷ 0.3				
5)	390 ÷ 0.6				
6)	420 ÷ 0.7				
7)	450 ÷ 0.2				
8)	400 ÷ 0.8				

PREVIEW

Name: _____ 237

Curriculum Connection
B2.1, B2.11

Dividing Decimals by Whole Numbers

Instruction Use the area model to answer the division questions below. #1 is done for you.

1) 0.844 ÷ 4

0.844 is really 844 thousandths

4	80	40	4
			1

Therefore, 0.8[illegible] into 4[illegible]211 thousa[illegible]or 0.2[illegible]

2) 0.224 ÷ 2

2	200	20	4

3) 0.363 [illegible]

3	300	60	3

0.396 ÷ 4

4	[illegible]00	[illegible]90	6

5) 0.455 ÷ 5

5	400	50	5

6) 0.488 ÷ 8

8	400	80	8

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Curriculum Connection
B2.3

Mental Math – Calculating Percentages – 1%, 10%

Percentages represent a rate out of 100 in relation to a whole. Therefore, we can represent 1% as 0.01 and 10% as 0.1.

Example – 150 x 0.01 = 1.5 (1% of 150 is 1.5)
150 x 0.10 = 15.0 (10% of 150 is 15)



Instructio Fill in the table below

PREVIEW

	Num	x0.01	1%	x0.10	10%
1)					
2)	200				
3)	300				
4)	150				
5)	250				
6)	275				
7)	375				
8)	411				
9)	537				
10)	672				

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Curriculum Connection
B2.9

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. W[illegible]n add pieces to our whole by using repeated addition.

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

PREVIEW

Questions t[illegible]mer[illegible]but keep the denominator the same

1) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ [illegible] _____

2) $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} + \frac{2}{10}$ [illegible] _____

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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Curriculum Connection
B2.9

Repeated Addition & Multiplying Fractions

Part 1 Add and multiply the fractions below

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

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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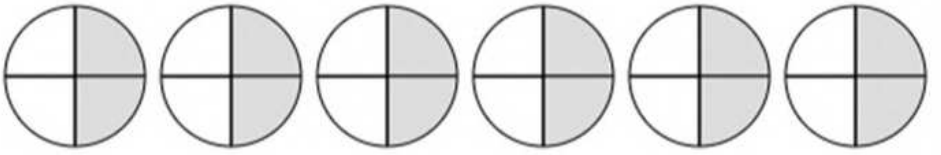
Curriculum Connection
B2.9

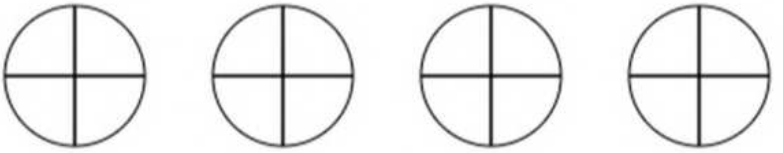
Multiply Whole Numbers by Fractions - Visual

Questions Shade in the fractions and then answer the multiplication equation

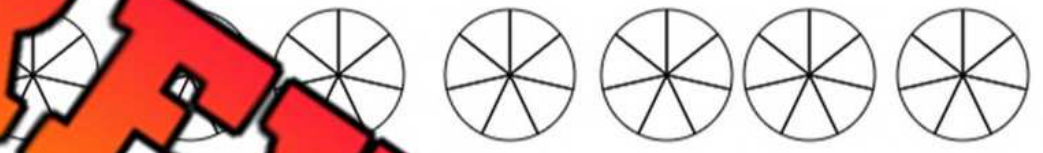
1) $6 \times \frac{2}{4} = 3$ or $\frac{12}{4}$



2) 4



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



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



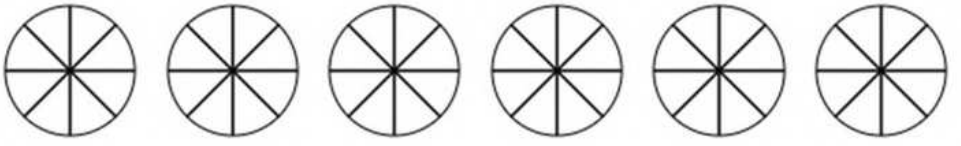
5) $8 \times \frac{3}{6} =$



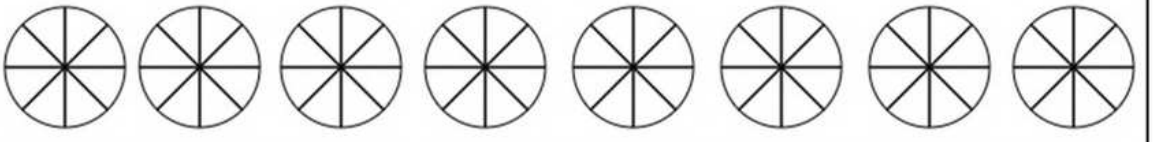
6) $5 \times \frac{1}{5} =$



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



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



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Curriculum Connection
B2.9

Multiply Whole Numbers by Fractions

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

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

PREVIEW

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Curriculum Connection
B2.10

Dividing Whole Numbers by Fractions - Visuals

How many times does 2/4 fit into 6? How many times can you shade 2 parts?

$6 \div \frac{2}{4} = 12$



Questions How many times does the fraction fit into the whole number?

1) $\frac{}{7} =$

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

3) $7 \div \frac{1}{7} =$

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

5) $6 \div \frac{3}{5} =$

6) $6 \div \frac{3}{7} =$

7) $5 \div \frac{5}{8} =$

PREVIEW

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Curriculum Connection
B2.12

Ratio

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

Example  

The ratio of bananas to apples is 1:8. For every banana you have, you have 8 apples. This means that if you had 3 bananas, you would have 24 apples.

Questions Write the ratios for the questions below

PREVIEW



The ratio of cooki e is _____ : _____

If you had 4 coo many would you have? _____ cupcakes



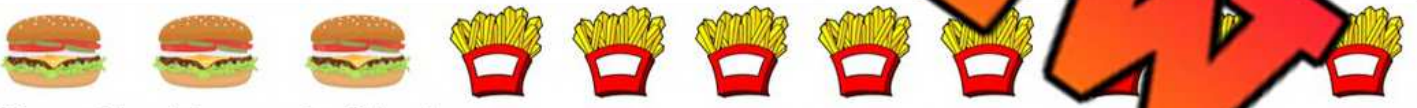
The ratio of tomato to onion is _____ : _____

If you had 6 tomatoes, how many onion you h _____ onions



The ratio of pizza to drink is _____ : _____

If you had 6 pizzas, how many drinks would you have? _____



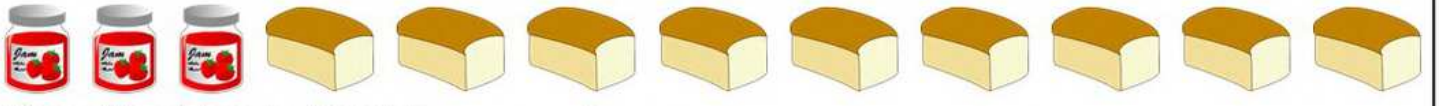
The ratio of burger to fries is _____ : _____

If you had 12 burgers, how many fries would you have? _____ fries



The ratio of pineapples to strawberries is _____ : _____

If you had 20 pineapples, how many strawberries would you have? _____ strawberries



The ratio of jam to bread is _____ : _____

If you had 9 jars of jam, how many loaves of bread would you have? _____ loaves

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Name: _____ 260

Curriculum Connection
B2.12

Equivalent Ratios – Scaling Up and Down

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

Example 

The ratio of cars to bikes is 2:8. There are four times as many bikes as cars. You could also say there are four times less cars than bikes. We can scale down the ratio and say the ratio of cars to bikes is 1:4. We can also scale up by saying the ratio of cars to bikes is 4:16. These are equivalent ratios.

PREVIEW

Instructions: Write the ratio of the images. Then write a scaled up and down equivalent ratio



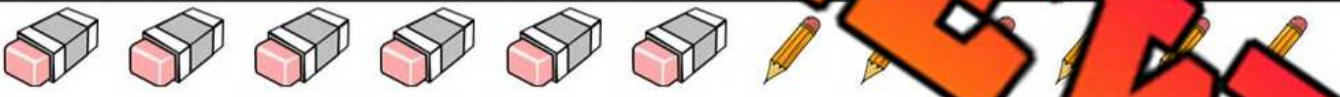
Scaled Up	Scaled Down

The ratio of skates to pucks is: _____:_____.



Scaled Up	Scaled Down

The ratio of laptops to televisions is: _____:_____.



Scaled Up	Scaled 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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Name: _____ 261

Curriculum Connection
B2.12

Equivalent Ratios – Scaling Up and Down

Instructions Circle two equivalent ratios for each of the questions below

1) 2:8	2:6	4:8	4:16	1:4	1:2
2) 2:12	1:8	4:22	1:6	1:4	4:24
3) 6:8	[illegible]:14	12:18	12:16	3:8	
4) 2:4	4:6	[illegible]:7	[illegible]:8	1:4	1:2
5) 10:12	20:24	5:16	[illegible]	[illegible]:24	5:6
6) 5:10	1:2	5:20	10:[illegible]	[illegible]:2	[illegible]:30
7) 4:14	2:10	8:28	2:7	7:2	8:24
8) 10:30	10:60	20:15	5:15	20:60	20:10
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

PREVIEW

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Curriculum Connection
B2.12

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.

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.

PREVIEW

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Curriculum Connection
B2.12

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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Name: _____ 266

Curriculum Connection
B2.12

Cards | Memory Game Cards

45:90	5:10
42:84	6:12
48:96	6:12
54:108	9:18
60:90	4:6

PREVIEW

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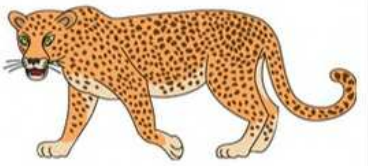
Curriculum Connection
B2.12

Ratios Word Problems – At The Zoo

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

1) At the zoo, the ratio of lions to leopards is 4:1. There are 6 leopards. How many lions are there?





2) At the zoo, the ratio of [illegible] goats. There are 4 eagles. How many goats are there?





3) At the zoo, the ratio of alligators to crocodiles must be 3:7. There are 9 alligators and 25 crocodiles. How many crocodiles do they need to release?



b) How many alligators could they have gotten if they didn't want to give any crocodiles away?



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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

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1) 8 dolla… …urgers

Rate



Unit Rate = 4 d… …burg…

2) 5 dollars for 10 pencils

Rate =

Unit Rate = _____

3) 10 dollars for 10 ba…

Rate =

Unit Rate = _____

4) 6 dollars for 3 coffees



Unit… = _____

5) 6 dollars for 12 chocolate bars



Rate =

Unit Rate = _____

6) … of …

Rate =

Unit Rate = _____

7) Driving 600km in 4 hours

Rate =

Unit Rate = _____

8) Running 15km in 3 hours



Rate =

Unit Rate = _____

9) 300km on 20 litres of gas



Rate =

Unit Rate = _____

10) Growing 52cm every 4 years

Rate =

Unit Rate = _____

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Equivalent Rates

Multiple Choice Circle the equivalent rates below

1) 3 burgers per person	2) 5 pencils per 5 people
a) 4 burgers for 10 people	a) 5 pencils for 8 people
b) 8 burgers for 12 people	b) 8 pencils for 8 people
c) 15 burg[illegible]r 5 people	c) 6 pencils for 12 people
d) 6 burg[illegible]ople	d) 10 pencils for 15 people
3) $1[illegible]on	4) 30 minutes per show
a) $30 fo[illegible]5 pe[illegible]	a) 40 minutes for 3 shows
b) $25 for 3 pe[illegible]	b) 90 minutes for 3 shows
c) $20 for 2 people	c) 60 minutes for 3 shows
d) $50 for 10 people	d) [illegible]minutes for 2 shows
5) 3 games per day	[illegible]4 ic[illegible]s per drink
a) 12 games in 3 days	a) 12 [illegible]cub[illegible]r 2 drinks
b) 15 games in 5 days	[illegible] cub[illegible]nks
c) 10 games in 2 days	c) 16 ic[illegible]s for 5 d[illegible]
d) 6 games in 3 days	d) 6 ice cub[illegible]3 d[illegible]
7) 8 minutes per book	8) 2 pillows per per[illegible]
a) 30 minutes for 3 books	a) 4 pillows for 4 people
b) 50 minutes for 4 books	b) 8 pillows for 8 people
c) 20 minutes for 3 books	c) 16 pillows for 8 people
d) 32 minutes for 4 books	d) 20 pillows for 5 people
9) 7 basketballs per team	10) 5 snacks per student
a) 21 basketballs for 3 teams	a) 9 snacks for 3 students
b) 25 basketballs for 5 teams	b) 13 snacks for 3 students
c) 10 basketballs for 3 teams	c) 25 snacks for 5 students
d) 16 basketballs for 2 teams	d) 16 snacks for 4 students

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Comparing Ratios, Fractions, and Percent

Questions | Fill in the table below

Fraction	Ratio	Percent
$\frac{3}{4}$		75%
	4:5	80%
$\frac{8}{10}$		
$\frac{3}{6}$		
		0%
$\frac{3}{5}$		
	5:20	
$\frac{15}{100}$		15%
		28%
$\frac{32}{50}$		

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Multiplication and Division Test

Part 1 Follow the directions below

1) Circle the prime numbers below

90	55	49	18	81	5
74	19	33	7	52	45
15	59	67	11	3	13

2) Ci[illegible]ite numbers below

		54	13	62	75
48			51	55	21
12			25	51	43

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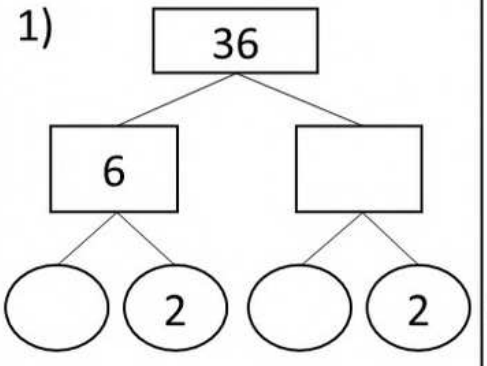
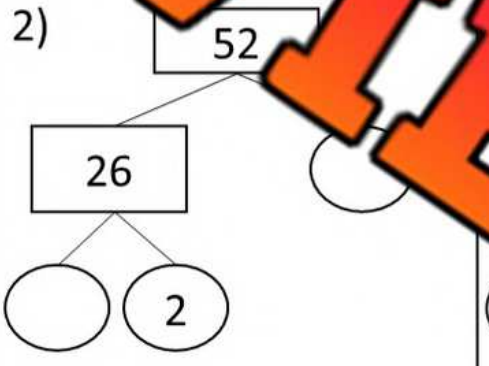
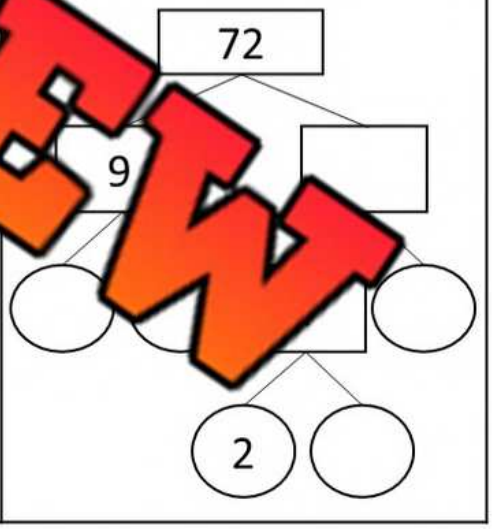
Part 2 Fill in the fac[illegible]tree

1)



2)





Part 3 For each number on the left, place a check mark under the numbers it is divisible by

Number	2	3	4	5	6	8	9	10
1) 65								
2) 20								

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Part 4 Use the standard algorithm to solve the multiplication problems below

1)			
	4	5	1
x		.	4

2)			
	7	3	4
x		.	2

3)			
	6	0	2
x		.	7

4)			
	4	3	8
x		.	6

Part 5 e the division problems below

1) .2) 112

.5)

3) .6) 120

4) .4) 263

5) 2) 0.452

6) 6) 0.672

3) 6

0.492

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Part 6 Fill in the percentages below

	Number	10%	15%	25%	50%
1)	100				
2)	200				
3)	400				

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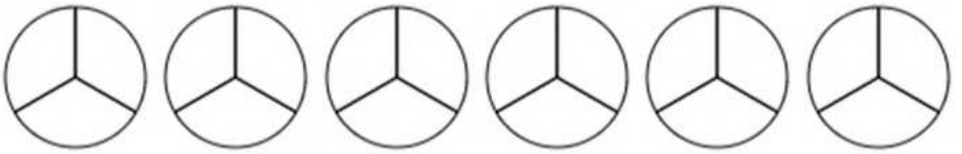
Part 7 — Solve the multiplication and division questions below

1) $6 \times \frac{2}{3}$



2) $3 \times \frac{4}{\square}$



1) $4 \times \frac{\square}{10} = \square$

2) $6 \times \frac{3}{5} = \square$

3) $8 \times \frac{5}{8} = \square$

4) $5 \div \frac{1}{4} = \_\_ \times \_\_$

5) $\square \div \frac{4}{6} = \_\_ \times \_\_$

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Part 8 — Solve the ratio/rate questions below

1) At the zoo, the ratio of lions to leopards is 5:1. There are 3 leopards. How many lions are there?

2) At the zoo, the ratio of eagles to goats is 3:5. There are 6 eagles. How many goats are there?

3) The ratio of red candies to total candies is 4:24. What percentage of candies are red?

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