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Saskatchewan Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

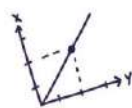
Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



Learning Goal

We are learning to **identify the place value of digits in whole numbers** so we can **read, write, and understand large numbers accurately.**



Why Are We Learning This?

Imagine you're saving up for a new toy that costs \$460. If you don't understand place value, you might think it's only \$46 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!



Place Value



Thousands	Hundreds	Tens	Ones
1	3	8	6

one thousand three hundred eighty-six

Hundred Thousands

Ten Thousands

Hundreds

Tens

Thousands

Ones

Place Value

Which place value is the underlined number?

1) 734 <u>8</u> 31	2) 137 <u>8</u> 93
3) 510 <u>6</u> 32	4) 638 <u>7</u> 30
5) <u>7</u> 09 932	6) 327 <u>4</u> 41
7) 57 <u>9</u> 990	8) 982 <u>1</u> 05

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Expanded Form

Write any number between 10 000 and 100 000 in standard form on a piece of paper. Then write it in expanded form.





Saskatchewan Math Curriculum

Number Unit – Grade 5

Decimals on a Number Line

Fill in the number lines below.

Four number lines are shown, each with a starting point at 0 and an ending point at 1. The first line has tick marks at 0, .167, .33, and three empty boxes. The second line has tick marks at 0, .125, .375, .625, .875, and 1. The third line has tick marks at 0, .5, and 1. The fourth line has tick marks at 0, .1, .3, .5, .7, .9, and 1.

Rounding to the Nearest 10

Round the number to the nearest 10.

A number line from 0 to 100 in increments of 5 is shown. Below it, six numbers are listed in boxes: 18, 3, 72, 99, 65, and 55. Arrows point from each number to the nearest 10 on the number line. To the left of the number line is a grid of numbers: 0, 10, 20, 30, 40, 50. To the right is a grid of numbers: 60, 70, 80, 90, 100.

Comparing Numbers

Write a number that fits the comparison.

Two tables are shown. The first table has 6 rows and 4 columns: #, Number 1, Sign, and Number 2. The second table has 7 rows and 4 columns: #, Number 1, Sign, and Number 2. The Sign column contains green crocodile icons representing comparison symbols (>, <, =).

#	Number 1	Sign	Number 2
1	235 432	>	
2		<	618 765
3	343 210	<	
4	477 654	=	
5		>	599 001
6	654 321	<	

#	Number 1	Sign	Number 2
7	766 789	>	
8		<	1 000 000
9		<	478 888
10		<	542 345
11		=	631 234
12	823 456	<	



Saskatchewan Math Curriculum

Number Unit – Grade 5

Multiplication – Repeated Addition



 $8 + 8 = 16$ or $2 \times 8 = 16$ 	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Division – 2s, 5s, 10s

Solve the division equations below

$\div 2$	$\div 5$	$\div 10$
$2 \div 2 =$	$5 \div 5 =$	$10 \div 10 =$
$12 \div 2 =$	$10 \div 5 =$	$20 \div 10 =$
$18 \div 2 =$	$50 \div 5 =$	$30 \div 10 =$
$20 \div 2 =$	$55 \div 5 =$	$40 \div 10 =$
$22 \div 2 =$	$60 \div 5 =$	$50 \div 10 =$
$24 \div 2 =$	$65 \div 5 =$	$60 \div 10 =$
$26 \div 2 =$	$70 \div 5 =$	$70 \div 10 =$

Borrowing

Solve the equations below.

$\begin{array}{r} 16.39 \\ - 16.39 \\ \hline \end{array}$	$\begin{array}{r} 53.37 \\ - 26.49 \\ \hline \end{array}$	$\begin{array}{r} 3) 65.15 \\ - 38.47 \\ \hline \end{array}$
$\begin{array}{r} 4) 79.24 \\ - 24.58 \\ \hline \end{array}$	$\begin{array}{r} 5) 83.14 \\ - 56.26 \\ \hline \end{array}$	$\begin{array}{r} 6) 98.46 \\ - 45.68 \\ \hline \end{array}$



Grade 5 Strand: Number



	Curriculum Expectations	Pages
N5.1	Represent, compare, and describe whole numbers to 1 000 000 within the contexts of place value and the base ten system, and quantity.	5–35
N5.2	Analyze models of, develop strategies for, and carry out multiplication of whole numbers.	90–148, 184–185
N5.3	Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret	149–185
N5.4	Preview of 125 pages from this product that contains 542 pages total.	
N5.5	Demonstrate an understanding of fractions by using concrete and pictorial representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators.	245–270
N5.6	Demonstrate understanding of decimals to thousandths by: • describing and representing • relating to fractions • comparing and ordering.	36–68, 74–87, 125, 129, 139
N5.7	Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).	193–206, 209–241
TQ	Tests and Quizzes	88–89, 186–188, 242–244, 271–272

Name: _____

5

Curriculum Connection
N5.1

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

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

3) 124 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Part 2

Which place value is the underlined number?

1) 724 <u>8</u> 32 Tens	2) 727 5 <u>3</u> 4	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

Name: _____

6

Curriculum Connection
N5.1

Place Value – How Many ...

Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
32 457	32	4	5	7

Part 1

Fill in the table below

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	48 41				
3.	87				
4.	351 478				
5.	428 927				
6.	274 349				
7.	681 872				
8.	382 978				
9.	973 648				
10.	846 239				

Part 2

Fill in the blanks with the missing number

- 1) $242\,323 = 200\,000 + 40\,000 + \underline{\hspace{2cm}} + 300 + 20 + 3$
- 2) $843\,781 = 800\,000 + \underline{\hspace{2cm}} + 3\,000 + 700 + 80 + 1$
- 3) $729\,458 = \underline{\hspace{2cm}} + 20\,000 + 9\,000 + 400 + 50 + 8$
- 4) $417\,383 = 400\,000 + 10\,000 + 7\,000 + 300 + \underline{\hspace{2cm}} + 3$
- 5) $306\,739 = 300\,000 + 0 + 6\,000 + \underline{\hspace{2cm}} + 30 + 9$

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 + 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

Name: _____

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Curriculum Connection
N5.1

Expanded Notation

Questions

What is the expanded notation of the numbers below?

1) 501 308

$(5 \times 100\,000) + (1 \times 1000) + (3 \times 100) + (8 \times 1)$

2) 432 730

3) 128 000

5) 407 205

6) 20 507

7) 412 600

8) 607 805

9) 750 080

PREVIEW

Name: _____

11

Curriculum Connection
N5.1

Expanded Notation

Questions

What is the standard notation of the numbers below?

1) $(6 \times 100\,000) + (3 \times 10\,000) + (2 \times 1\,000) + (9 \times 100) + (8 \times 1)$

632 908

2) $(4 \times 100\,000) + (2 \times 10\,000) + (5 \times 1\,000) + (7 \times 100) + (5 \times 10)$

3) $(3 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (8 \times 10)$

4) $(8 \times 100\,000) + (5 \times 10\,000) + (3 \times 1\,000) + (2 \times 100) + (5 \times 10) + (6 \times 1)$

5) $(6 \times 100\,000) + (4 \times 10\,000) + (1 \times 1\,000) + (7 \times 100) + (9 \times 10) + (3 \times 1)$

6) $(5 \times 100\,000) + (3 \times 1\,000) + (6 \times 100) + (7 \times 1)$

7) $(9 \times 100\,000) + (9 \times 10\,000) + (9 \times 1\,000) + (9 \times 100) + (9 \times 10) + (9 \times 1)$

8) $(5 \times 100\,000) + (1 \times 10\,000) + (2 \times 1\,000) + (4 \times 100) + (7 \times 10) + (7 \times 1)$

9) $(7 \times 100\,000) + (2 \times 10\,000) + (4 \times 100) + (6 \times 10) + (5 \times 1)$

Exit Cards

Cut Out

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

Name: _____

1) What is the standard notation of the number below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

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 task cards
- Student answer sheet for answers
- Pencils

1 2 3 4 5
6 7 8 9 0

Instructions

How you will run the activity

1. Begin by explaining the concept of place value and the importance of understanding how numbers are constructed in standard form.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to document their responses.
4. Encourage teamwork by having students collaborate on their problem-solving solutions.
5. Allow students to select any task card to begin with, emphasizing that they can 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.

Task Cards

Cut out the task cards below

Card 1:

Six hundred forty-one thousand, two hundred fifty-nine

- a) 614,259
- b) 641,295
- c) 641,259

Card 5:

What is the expanded form of the number below?

591,349

- a) $500,000 + 90,000 + 10,000 + 300 + 40 + 9$
- b) $500,000 + 90,000 + 1,000 + 300 + 40 + 9$
- c) $500,000 + 90,000 + 1,000 + 3,000 + 40 + 9$

Card 6:

Two hundred nine thousand, three hundred forty-five

- a) 425,705
- b) 425,750
- c) 452,705

- a) 209,345
- b) 290,453
- c) 209,354

Card 3:

432,730

- a) $400,000 + 30,000 + 2,000 + 700 + 30$
- b) $400,000 + 30,000 + 20,000 + 700 + 30$
- c) $400,000 + 30,000 + 2,000 + 700 + 300$

Seven hundred seven thousand, six hundred twenty-five

- a) 707,265
- b) 772,265
- c) 772,652

Card 4: $700,000 + 60,000 + 1,000 + 200 + 40 + 1$

- a) 761,241
- b) 760,241
- c) 761,201

Card 8:

Fifty-eight thousand, ninety

- a) 58,009
- b) 58,900
- c) 58,090

Task Cards

Cut out the task cards below

Card 9:

$$(5 \times 100\,000) + (3 \times 10\,000) + (2 \times 1\,000) + (4 \times 100) + (8 \times 10)$$

- a) 532,480
b) 523,480
c) 532,408

Card 13:

Five hundred twelve thousand, six hundred twenty-nine

- a) 521,629
b) 512,629
c) 512,269

Card 14:

$$(5 \times 100\,000) + (6 \times 10\,000) + (1 \times 1\,000) + (8 \times 100) + (7 \times 10)$$

- a) 100,000 + 20,000 + 3,000 + 400 + 50
b) 100,000 + 20,000 + 3,000 + 500 + 10
c) 100,000 + 20,000 + 30,000 + 400 + 50

- a) 561,870
b) 516,870
c) 561,780

Card 11:

375,291

- a) 300,000 + 70,000 + 5,000 + 200 + 90 + 1
b) 300,000 + 75,000 + 2,000 + 90 + 1
c) 300,000 + 70,000 + 5,000 + 200 + 9 + 1

Card 15:

675,401

- a) 600,000 + 75,000 + 500 + 10
b) 600,000 + 70,000 + 5,000 + 400 + 20 + 1
c) 600,000 + 70,000 + 5,000 + 400 + 20 + 1

Card 12:

My number has 6 hundred thousands, 7 ones, 2 more hundreds than ones, half as many ten thousands as hundred thousands, 2 tens, and 5 thousands.

What is my number?

- a) 635,321 b) 675,217 c) 635,927

Card 16:

$$800,000 + 50,000 + 6,000 + 300 + 70 + 2$$

- a) 856,307
b) 865,372
c) 856,372

Task Cards

Cut out the task cards below

Card 17:

What is the expanded form of the number below?

745,210

- a) $700,000 + 40,000 + 5,000 + 200 + 10$
b) $700,000 + 4,000 + 50,000 + 200 + 10$
c) $700,000 + 40,000 + 5,000 + 2,000 + 10$

Card 21:

$(7 \times 100\,000) + (4 \times 10\,000) + (5 \times 1\,000) + (9 \times 100) + (2 \times 10)$

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

Eight hundred twenty-four thousand
hundred twenty-six

- a) 820,567
b) 820,456
c) 802,456

Card 22:

654,321

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

Card 19:

Six hundred ninety thousand, eight hundred twenty-three

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

Card 23:

567,432

- a) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$
b) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$
c) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$

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

Name: _____

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Task Cards: Place Value

Answers

Record your answers below

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

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

Place Value - Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

548 782

Write the value of the underlined digit

1) 548 782 = _____

2) 548 782 = _____

3) 48 782 = _____

4) 548 82 = _____

H Th	Te	Th	H	T	O

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____

Fill in the pattern below

548 782 , _____ , 548 784 , _____ , 548 787

Fill in the pattern below

548 782 , _____ , 548 802 , 548 812

Fill in the pattern below

548 782 , 548 882 , _____ , 549 082 , _____

Compare using <, >, or =

548 782	548 795
515 315	548 782
548 782	523 346
588 325	548 782
508 237	548 782

548 782	+10	
548 782	+100	
548 782	+10 000	
548 782	- 1 000	
548 782	- 10 000	

Standard Form

Words

nded Form

Place Value Chart

Hundred Thousands	Ten Thousands	Thousands	Hundred	Tens	Ones

Pictures

Name: _____

27

Curriculum Connection
N5.1

Counting to 100 000 by 5 000

Part 1

Count by 5 000



50 000		70 000	
5 000			
	35 000		
20 000			
		90 000	



Part 2

Fill in the blanks counting by 5000 starting with the number

1) 12000, 17000, 22000, _____, _____, _____, _____

2) 26000, _____, _____, 41000, _____, _____, _____

3) _____, 63000, _____, _____, 78000, _____, _____

4) 57000, _____, _____, _____, _____, _____

Name: _____

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Curriculum Connection
N5.1

Counting to 1 000 000 by 50 000

Part 1

Count by 50 000



		700000	
500			
	500000		900000
200000			
		550000	



Part 2

Fill in the blanks counting by 50 000

1) 650000, 700000, 750000, _____, _____, _____, _____

2) 300000, _____, _____, 450000, _____, _____, _____

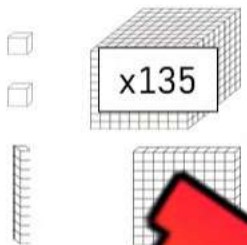
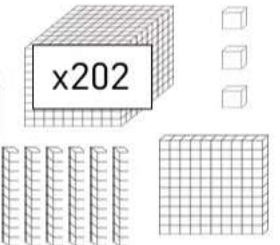
3) _____, _____, _____, 800000, _____, _____, 950000

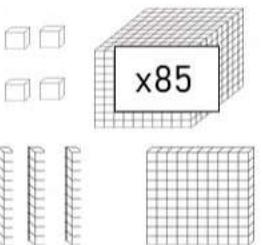
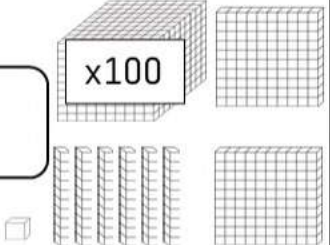
4) _____, _____, _____, _____, _____, 750000

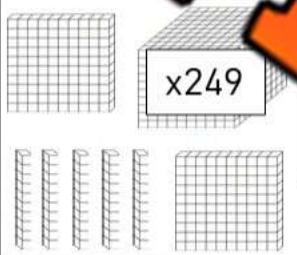
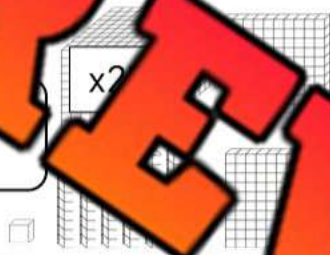
Comparing Base Ten Blocks

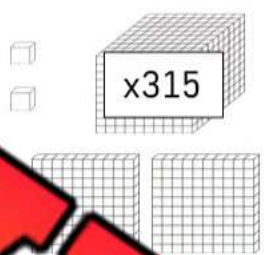
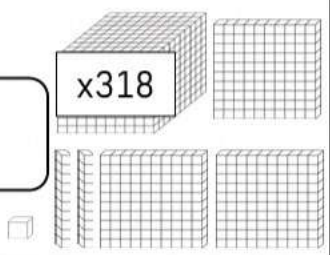
Questions

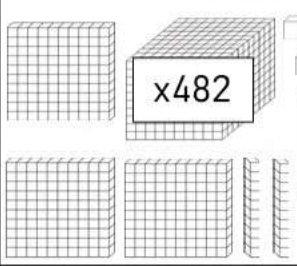
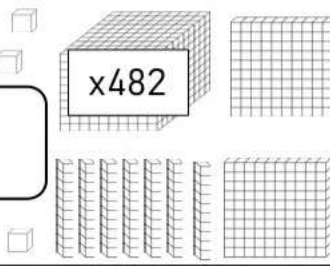
Compare the number of base ten blocks below

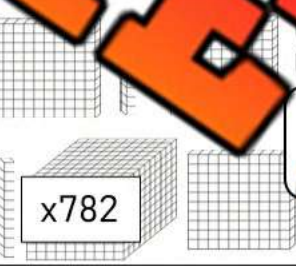
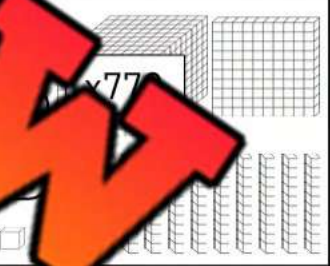
 x135	 x202

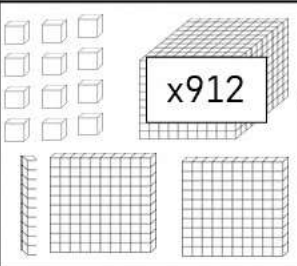
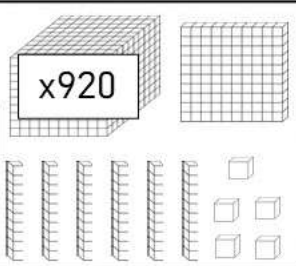
 x85	 x100

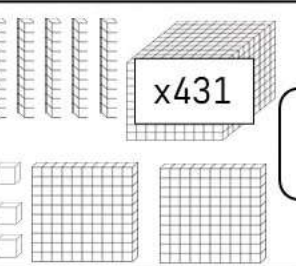
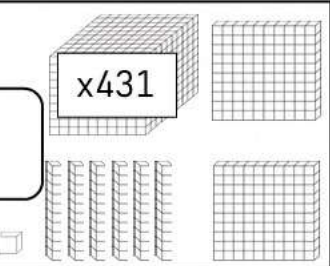
 x249	 x202

 x315	 x318

 x482	 x482

 x782	 x770

 x912	 x920

 x431	 x431

Name: _____

33

Curriculum Connection
N5.1

Comparing Numbers

18 625, 35 251, 18 323, 34 482

Least to Greatest

18 323, 18 625, 34 482, 35 251

245 871, 189 784, 324 845, 189 218

Greatest to Least

324 845, 245 871, 189 784, 189 218

Part 1

Order the numbers below from least to greatest

148 875, 151 785, 148 982, 151 658

_____, _____, _____, _____

94 157, 712, 613 258, 451 874

_____, _____, _____, _____

945 254, 955 728 7, 36 445

_____, _____, _____, _____

Part 2

Order the numbers below from greatest to least

314 854, 341 785, 341 235, 314 824

_____, _____, _____, _____

264 872, 298 412, 299 452, 278 258

_____, _____, _____, _____

581 775, 538 785, 581 655, 538 999

_____, _____, _____, _____

Name: _____

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Curriculum Connection
N5.1

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 place value is the underlined number?

1) 232 6323) 495 5954) 518 3176) 934 234

Part 3

Fill in the table below

	Number	# of Thousands	# of Hundreds	# of Tens	# of 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

Part 5

What is the expanded form of the numbers below?

1) 372 285

2) 512 383

3) 784 178

Part 6

Write the standard form of the written words below

1) Four hundred and six thousand,
two hundred twenty2) Seven hundred eighty-nine thousand,
two hundred seventy-four

Part 7

Write the word form of the numbers 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?

Place Value Using Decimals

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

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

Part 1

Write the number and the place value for the underlined number?

1) <u>5</u> 200.32	2) 3 <u>5</u> .44	3) 3 542. <u>4</u> 7	4) 2 314.6 <u>8</u>
5) 4 326. <u>4</u> 3	6) 8 264. <u>7</u> 5	7) 7 <u>4</u> 0.2	8) 7 <u>3</u> 56.47
9) 3 10 <u>2</u> .52	10) 6 113. <u>7</u> 1	11) <u>5</u> 374.44	

Part 2

Fill in the place value table for the numbers below

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

Comparing Decimals

Part 1

Compare the following numbers

1) 0.5 0.2	2) 0.3 0.4	3) 0.8 0.6
4) 1.0 0.9	5) 1.3 0.8	6) 0.8 0.5
7) 1.9 3.1	8) 20.1	9) 30.3 25.9
10) 47.12 33.53	11) 75.3 8.9	12) 77.99 77.92
13) 132.22 132.65	14) 155.36 14.5	15) 3.5 454.71

Part 2

Compare the following numbers

- 1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?
- 2) LeBron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?
- 3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

Math Activity Title: Decimal Bottle Flip Challenge

Objective

What are we learning about?

To practice and reinforce understanding of place value using decimals and comparing decimal numbers through the engaging and physically active bottle flip game.



Materials

What you will need for the activity.

- Plastic bottles (or cups) (one per pair/group) filled to approximately one-third with water
- Set of decimal place value comparison question cards
- Answer sheet (one per group)

Instructions

How you will complete the activity

1. Start with a short lesson on place value using decimals and how to compare decimal numbers. Use examples like 8,315.4 (identify the place value of the underlined number) and comparisons like 28.5 > 28.5.
2. Arrange the students into pairs or small groups and give each group a bottle and a set of question cards to each.
3. Each pair or group receives an answer sheet to record their answers.
4. Explain the rules: One student draws a question card and tries to solve the place value or comparison problem.
5. Once they believe they have the correct answer, they write it down on 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.
10. Discuss the strategies used to solve the decimal problems and how understanding decimals is used in real-life situations.

Questions

Cut out the questions below and use for the game

1) 8,315.44	2) 7,264.6	3) 9,281.55	4) 1,187.23
5) 3,801.14	6) 6,432.51	7) 5,432.98	8) 8,175.42
9) 2,718.28	10) 4,321.05	11) 9,876.91	12) 3,765.09
13) 1,234.88	14) 7,001.56	15) 5,555.77	16) 6,666.88
17) 4,444.44	18) 2,222.33	19) 6734.98	20) 6527.23
21) Tom scored 67.8 on a math test, while Jerry scored 68.2. Who scored higher?	22) A laptop costs 299 dollars, and a tablet costs 175 dollars. Which one is more expensive?	23) Emma ran 5.75 kilometers while Olivia ran 5.7 kilometers. Who ran more kilometers?	24) A bike travels 25.5 kilometers per hour, and a car travels 25.4 kilometers per hour. Which one travels faster?
25) A basketball game lasted 1.25 hours, and a soccer game lasted 1.5 hours. Which game lasted longer?	26) A guacamole costs 1.5 dollars, while a candy bar costs 1.75 dollars. Which one is more expensive?	27) Michael scored 94.8 on a test, while Sarah scored 94.8. Who scored higher?	28) A smoothie costs 3.95 dollars, and a soda costs 1.25 dollars. Which one is cheaper?
29) A book series has an average of 234.45 pages, and another book series has an average of 235.65 pages. Which book series has more pages per book?	30) John has 48.75 dollars, and Mary has 48.85 dollars. Who has more money?	31) A recipe calls for 2.75 cups of flour, but another recipe calls for 2.8 cups of flour. Which recipe uses more flour?	32) A book series lasts 2.25 years. Which one is longer?
33) A concert ticket costs 150.09 dollars, and a theater ticket costs 150.25 dollars. Which one is more expensive?	34) A car's fuel efficiency is 10.25 kilometres per litre, and another car's fuel efficiency is 10.2 kilometres per litre. Which car is more fuel-efficient?	35) A bottle of water costs 1.08 dollars, and a soda costs 1.35 dollars. Which one is cheaper?	36) A painting is 48.75 centimeters wide, and another painting is 48.85 centimeters wide. Which painting is wider?

Name: _____

40

Curriculum Connection
N5.6

Decimal Bottle Flip Challenge

Answers

Record your answers below

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

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

25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	

**Successful
Flips**

Name: _____

41

Curriculum Connection
N5.6

Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9

Least to Greatest

0.1, 0.2, 0.4, 0.5, 0.9

15.2, 10.3, 7.9, 18.5

Greatest to Least

18.5, 15.2, 10.3, 7.9

Part 1

Order the numbers below from least to greatest

0.9, 0.5, 0.2

_____, _____, _____, _____

0.8, 0.9, 0.2, 0.4

_____, _____, _____, _____

0.3, 0.1, 0.5, 0.2

_____, _____, _____, _____

1.34, 2.29, 1.55, 2.42

_____, _____, _____, _____

10.43, 10.93, 21.45, 22.62

_____, _____, _____, _____

24, 53.24, 34.18, 48.42

_____, _____, _____, _____

Part 2

Order the numbers below from greatest to least

0.2, 0.6, 0.3, 0.1

_____, _____, _____, _____

0.5, 0.1, 0.3, 0.2

_____, _____, _____, _____

1.3, 1.9, 1.5, 1.1

_____, _____, _____, _____

2.14, 2.92, 1.35, 1.42

_____, _____, _____, _____

13.54, 12.69, 10.45, 15.33

_____, _____, _____, _____

20.26, 17.63, 19.45, 18.61

_____, _____, _____, _____

Activity: Decimal Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Index cards
- Markers or pens
- Tape
- Timer (optional)
- Small prizes (optional)



Instructions

How you will complete the activity.

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

Name: _____

43

Curriculum Connection
N5.6

Index Cards

Cut out the index cards below

1.5

1.23

22.7

2.45

43.67

47.3

PREVIEW

Name: _____

44

Curriculum Connection
N5.6

Index Cards

Cut out the index cards below

43.12

47.34

119.01

119.45

332.34

332.30

PREVIEW

Recording Sheet

Follow the instructions below

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

2) Once you've found 12 numbers, write them in order from least to greatest.

1)		7)	
2)			
3)			
4)		10)	
5)		11)	
6)		12)	

Extension: Write 8 decimal numbers in a random order below. Ask a classmate to put them in order.

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

Writing Decimal Numbers Using Words

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

Examples

14.3	fourteen and three tenths
3.53	three and fifty-three hundredths

Part 1

Match the number with the correct words

	S	four and eight tenths
	thirty-nine	one-hundred fifty and ninety hundredths
	One-hundred	twenty and six tenths
	Eight and	one tenth
	Two-thousand eight	hundredths
	Nine and	three tenths
	Eighteen and	seven tenths
	Five-hundred forty-two	and ninety-five hundredths

A	8.5
B	9.3
C	18.7
D	74.8
E	125.6
F	542.95
G	2085.41
H	80 150.90

Part 2

Write the written form of the numbers below

1)	1.5	
2)	12.8	
3)	25.36	
4)	105.9	
5)	250.84	

Name: _____

47

Curriculum Connection
N5.6

Expanded Form



238.17



Standard Form

 $200 + 30 + 8 + 0.1 + 0.07$ 

Expanded Form



Part 1

What is the expanded form of the numbers below?

1)		
2)	253.8	
3)	391.5	
4)	408.48	
5)	3 157.87	
6)	58 190.08	

Part 2

What is the standard form of the number below?

1)	$80 + 6 + 0.3$	
2)	$200 + 90 + 4 + 0.7$	
3)	$400 + 8 + 0.2 + 0.06$	
4)	$800 + 70 + 0.5 + 0.04$	
5)	$3000 + 700 + 60 + 0.7 + 0.01$	
6)	$50\ 000 + 3000 + 800 + 20 + 3 + 0.9 + 0.01$	

Exit Cards

Cut Out

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

Name: _____

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

235.8

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

 $10\ 000 + 800 + 50 + 6 + 0.6 + 0.03$

Name: _____

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

235.8

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

 $10\ 000 + 800 + 50 + 6 + 0.6 + 0.03$

Name: _____

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

235.8

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

 $10\ 000 + 800 + 50 + 6 + 0.6 + 0.03$

Name: _____

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

235.8

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

 $10\ 000 + 800 + 50 + 6 + 0.6 + 0.03$

Exit Cards

Cut Out

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

Name: _____

Compare the following numbers

1) 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

57

Curriculum Connection
N5.6

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) 0.553, 0.12, 0.357, 0.113

_____, _____, _____, _____

2) 0.427, 0.159, 0.428, 0.406

_____, _____, _____, _____

3) 0.641, 0.12, 0.12, 0.12

_____, _____, _____, _____

4) 1.454, 2.426, 1.408, 2.616

_____, _____, _____, _____

5) 11.464, 11.483, 24.265, 24.612

_____, _____, _____, _____

6) 51.114, 51.128, 51.113

_____, _____, _____, _____

Part 2

Order the numbers below from least to greatest

1) 0.625, 0.661, 0.673, 0.612

_____, _____, _____, _____

2) 0.332, 0.338, 0.33, 0.338

_____, _____, _____, _____

3) 1.413, 1.659, 1.873, 1.942

_____, _____, _____, _____

4) 2.122, 2.181, 1.115, 1.362

_____, _____, _____, _____

5) 14.251, 14.229, 14.396, 14.238

_____, _____, _____, _____

6) 19.722, 19.662, 19.641, 19.637

_____, _____, _____, _____

Generating Decimals Between Whole Numbers

Practice

List at least three decimals between the numbers

1)

1

2

Decimals

2)

2

3

Decimals

3)

4

5

Decimals**Word Problems**

Solve the riddles below

- | | |
|---|--|
| 1) Write at least 3 decimals that are larger than 9 but less than 10. | |
| 2) Write at least 3 decimals that are larger than 49 but less than 50. | |
| 3) Write at least 3 decimals that are larger than 99 but less than 100. | |
| 4) Write at least 3 decimals that are larger than 999 but less than 1000. | |

Exit Cards

Cut Out

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

Name: _____

List three decimals between the numbers

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

72

Curriculum Connection
N5.4

Rounding Numbers 3 Different Ways

Round Down

Round Up

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

10 $1864 \rightarrow 1860$	100 $1864 \rightarrow 1900$	1000 $1864 \rightarrow 2000$
-------------------------------	--------------------------------	---------------------------------

Question Round the numbers three different ways

#		100	1000
1)	$2137 \rightarrow$	$2137 \rightarrow 2100$	$2137 \rightarrow 2000$
2)	$4236 \rightarrow$		$4236 \rightarrow$
3)	$6841 \rightarrow$	$6841 \rightarrow$	$6841 \rightarrow$
4)	$5615 \rightarrow$	$5615 \rightarrow$	
5)	$7519 \rightarrow$	$7519 \rightarrow$	$7519 \rightarrow$
6)	$3782 \rightarrow$	$3782 \rightarrow$	$3782 \rightarrow$
7)	$8559 \rightarrow$	$8559 \rightarrow$	$8559 \rightarrow$
8)	$9463 \rightarrow$	$9463 \rightarrow$	$9463 \rightarrow$

Converting Fractions and Decimals

Part 1

Fill in the table with the converted decimal and fraction



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

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

Part 2

Convert the following fractions and decimals

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

Exit Cards

Cut Out

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

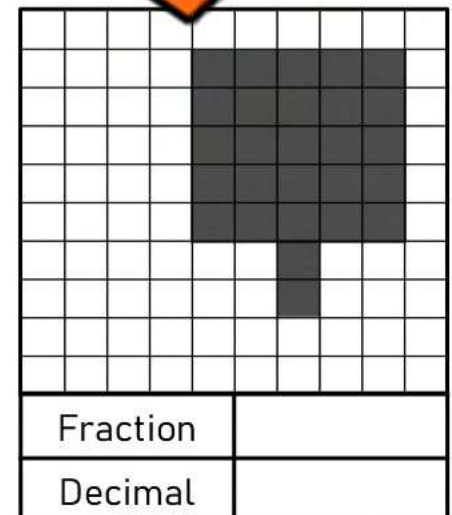
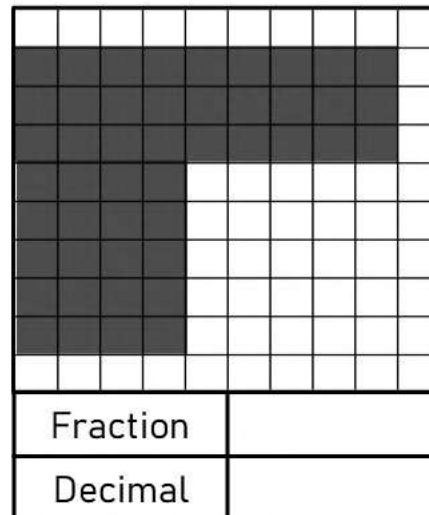
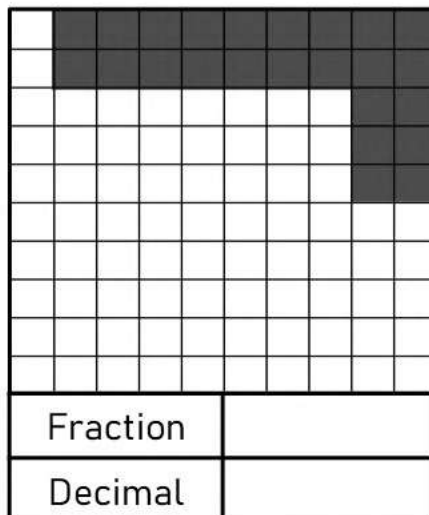
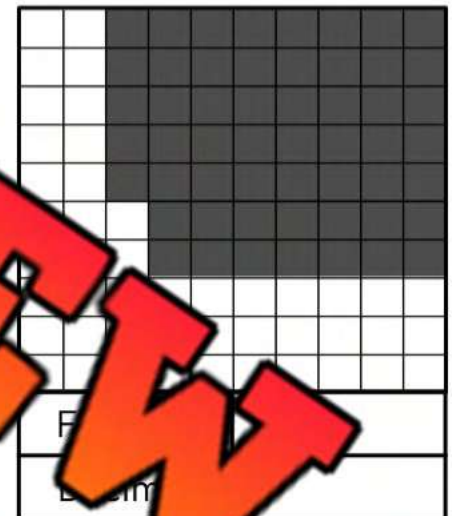
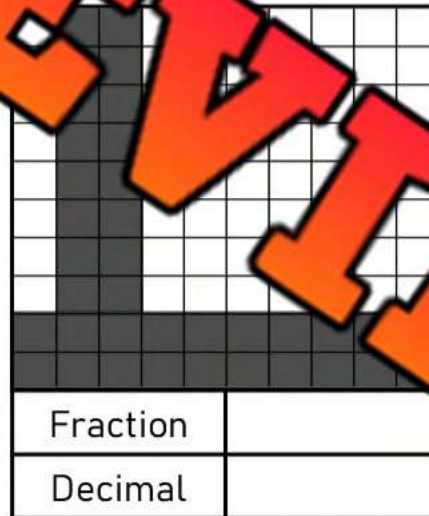
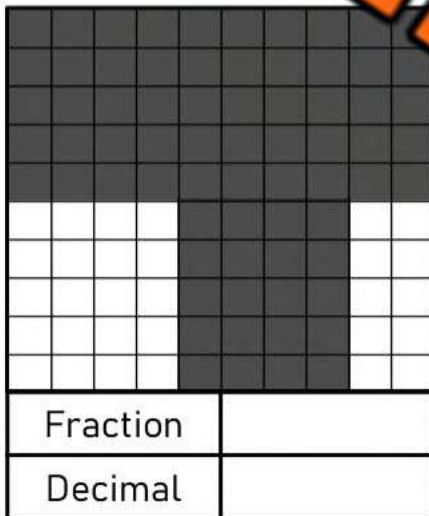
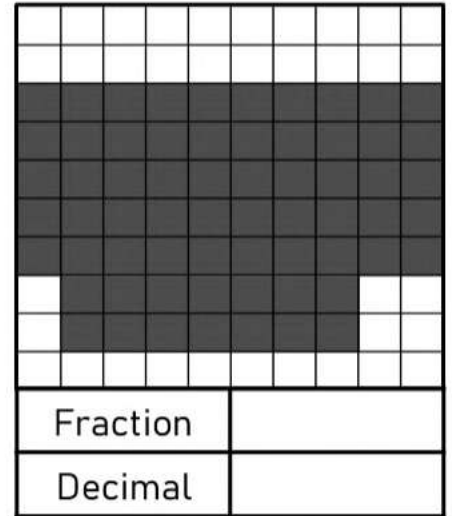
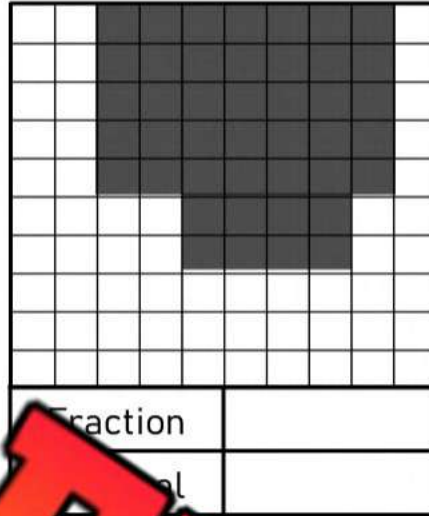
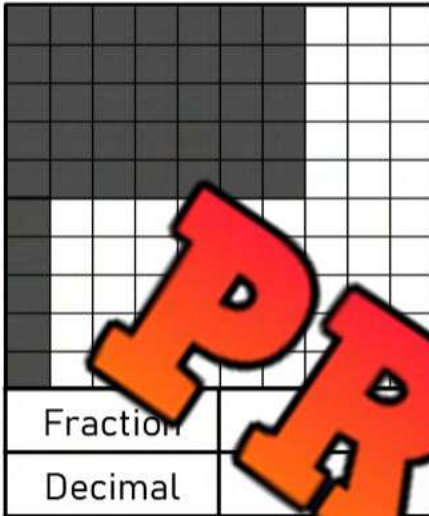
Convert the following fractions and decimals.

0.42 = /100 78/100 =

Fractions and Decimals

Questions

What fraction and decimal of the array is shaded in?



Name: _____

88

Curriculum Connection
TQ1**Quiz - Decimals****Part 1**

Fill in the place value table for the numbers below

1) 7 235.426

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 814.678

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Part 2

What is the place value for the underlined number?

1) 7 72 <u>8</u> .122	2) 1 5 <u>6</u> 3.42	3) 8.4 <u>2</u> 7	4) 1 713.6 <u>8</u> 8
5) 6 412. <u>4</u> 33	6) 2 45 <u>4</u> .723	7) 8.6 <u>7</u>	8) 4 <u>3</u> 57.926

Part 3

Round the decimal number to the nearest hundredth

1) 0.425 → _____	2) 0.859 → _____	3) 0.259 → _____
4) 0.568 → _____	5) 0.237 → _____	6) 0.127 → _____
7) 4.291 → _____	8) 7.124 → _____	9) 12.313 → _____

Part 4

Order the numbers below from least to greatest

1) 0.223, 0.29, 0.45, 0.413

_____, _____, _____, _____

2) 0.427, 0.42, 0.288, 0.36

_____, _____, _____, _____

3) 0.24, 0.44, 0.47

_____, _____, _____, _____

4) 1.554, 1.41, 1.56, 1.596

_____, _____, _____, _____

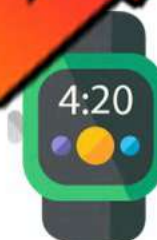
Part 5

Answer the problem now

1) Reilly makes 0.425 three-pointers and Carlos makes 0.42 three pointers he shoots. Who is the better three-point shooter?



2) Nicole's watch weighs 29.398 grams and Ashley's watch weighs 29.39 grams. Who has the heavier watch?



3) Megan threw the shot put 7.302 metres and Jill threw it 7.099 metres. Who threw the shot put further?

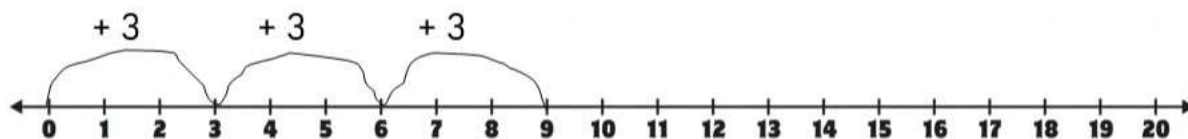


Number Line Multiplication – Repeated Addition

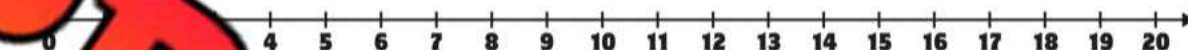
Questions

Fill in the blanks below

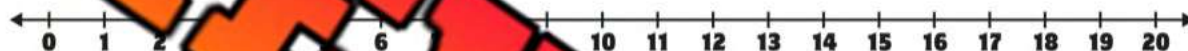
$3 \times 3 = \underline{9}$



$5 \times 2 = \underline{\quad}$



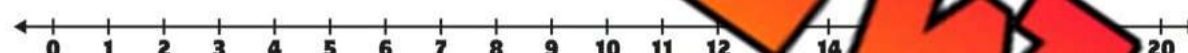
$5 \times 4 = \underline{\quad}$



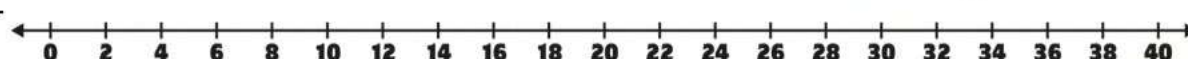
$6 \times 2 = \underline{\quad}$



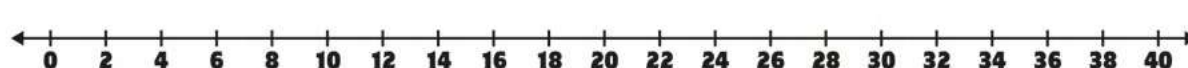
$9 \times 2 = \underline{\quad}$



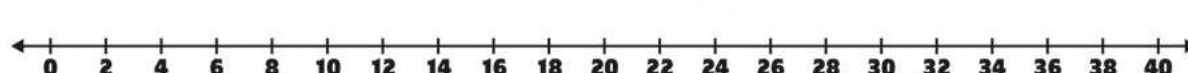
$14 \times 2 = \underline{\quad}$



$8 \times 4 = \underline{\quad}$



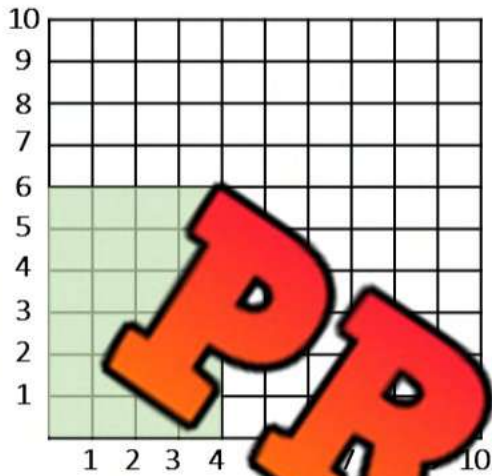
$9 \times 4 = \underline{\quad}$



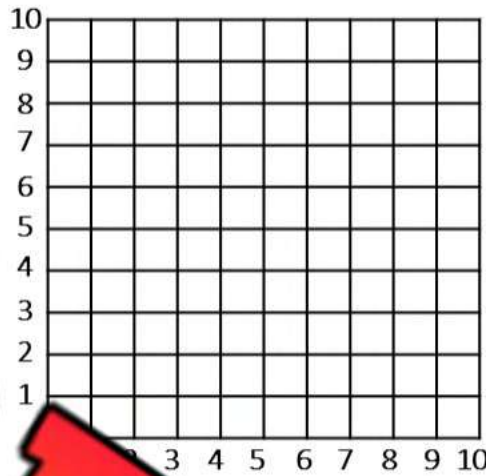
Multiplication - Arrays

Questions

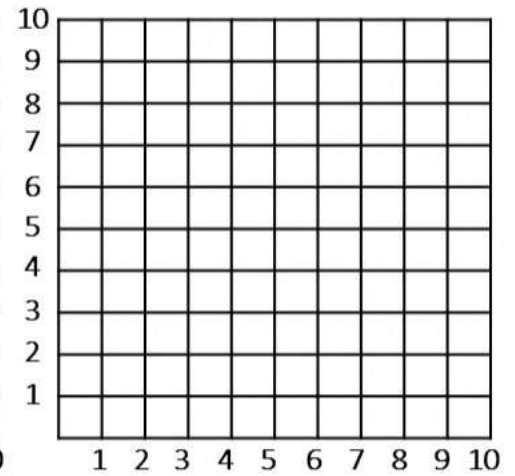
Shade in the arrays using the table. Answer the questions below



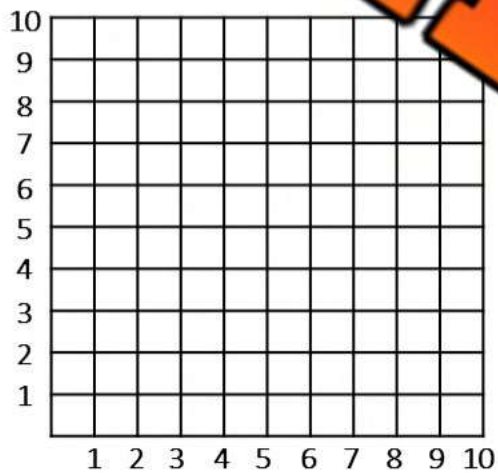
$6 \times 4 = \underline{\hspace{2cm}}$



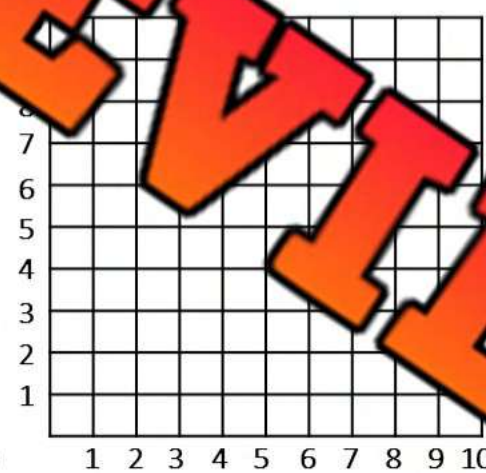
$7 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



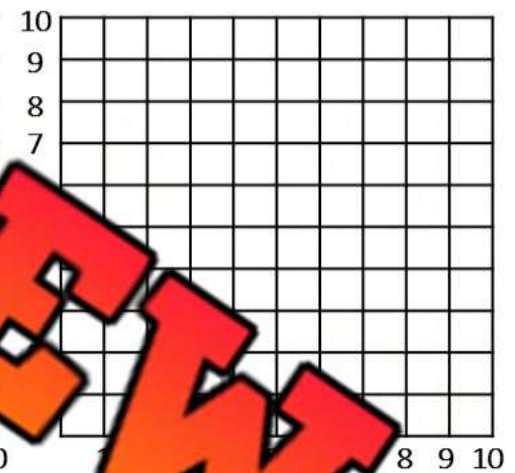
$7 \times 8 = \underline{\hspace{2cm}}$



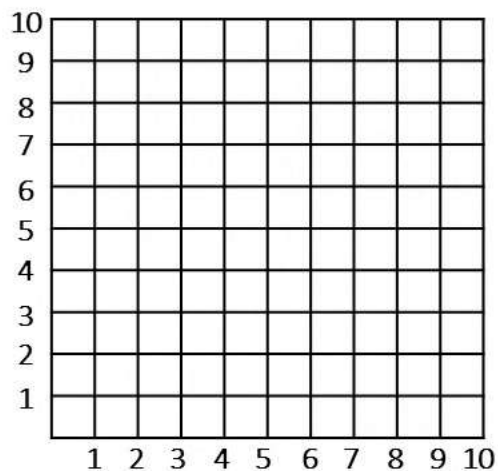
$4 \times 7 = \underline{\hspace{2cm}}$



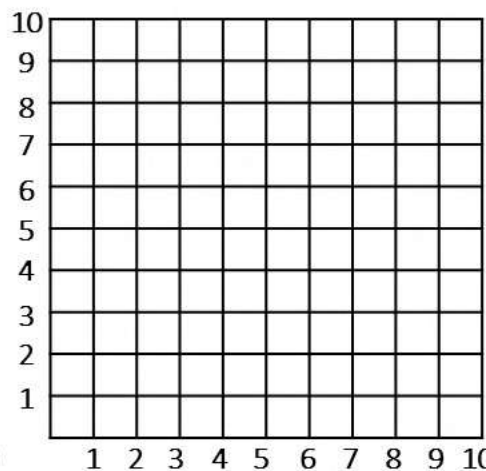
$9 \times 3 = \underline{\hspace{2cm}}$



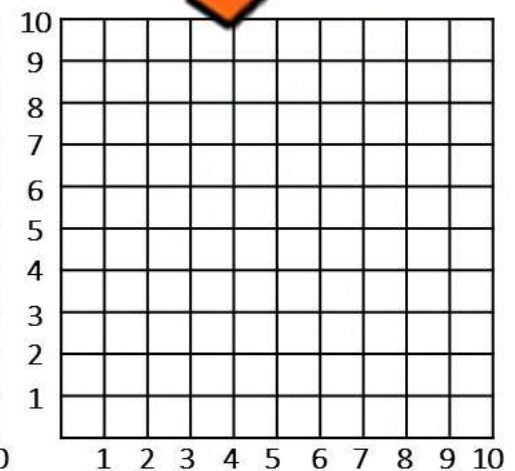
$7 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



$6 \times 5 = \underline{\hspace{2cm}}$



$6 \times 6 = \underline{\hspace{2cm}}$



$9 \times 5 = \underline{\hspace{2cm}}$

Mental Math - Multiplication - Skip Counting

Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



$$6 \times 4$$

$$7 \times 5$$

$$4 \times 3$$

$$9 \times 6$$

$$8$$

$$8 \times 7$$

$$9 \times 9$$

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

15 x

18 x 6

16 x 7

19 x 6

15 x 8

16 x 6

17 x 9

Menta 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

$$\begin{array}{ccc} & 14 \times 4 & \\ \text{Option 1: } 28 \times 2 & \text{or Option 2: } 7 \times 8 & \\ \downarrow & & \downarrow \\ 56 & & 56 \end{array}$$



PREVIEW

14×4

16×6

18×6

18×4

20×8

16×8

14×8

18×5

19×3

17×4

Multiplying by Multiples of Ten

Key Concept

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

Examples - $10 \times 9 = 90$

$30 \times 6 = 180$

$60 \times 8 = 480$

$80 \times 4 = 320$

Questions Answer the questions below using the key concept above

	x 30
2	
5	
7	
3	
4	
6	
8	

	x 50
2	
6	
3	
7	
4	
5	
9	

	x 70
2	
5	
7	
3	
4	
6	
8	

	x 40
5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

Activity: Multiplication Race

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Index cards
- Markers or pens
- Timer (optional)



Instructions

How you will implement the activity.

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

Name: _____

120

Curriculum Connection
N5.2

Math Cards

Cut out the math cards below

$$3 \times 8$$

$$7 \times 50$$

$$9 \times 7$$

$$11 \times 10$$

$$10 \times 12$$

$$4 \times$$

$$8 \times 30$$

$$4 \times 3$$

PREVIEW

Name: _____

121

Curriculum Connection
N5.2

Math Cards

Cut out the math cards below

$$8 \times 4$$

$$10 \times 5$$

$$6 \times 12$$

$$8 \times 60$$

$$9 \times 40$$

$$5 \times$$

$$3 \times 6$$

$$4 \times 50$$

PREVIEW

Name: _____

124

Curriculum Connection
N5.2

Math Cards

Cut out the math cards below

$$5 \times 120$$

$$90 \times 4$$

$$5 \times 8$$

$$7 \times 40$$

$$2 \times 6$$

$$8 \times 11$$

$$70 \times 5$$

PREVIEW

Multiplication - 2 x 1 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1)		
	3	5
x		

2)		
	8	7
x		4

3)		
	4	7
x		6

4)		
	8	4
x		9

5)		
	6	2
x		4

6)		
	7	3
x		

7)		
	2	3
x		6

8)		
	9	3
x		7

Part 2

Use the standard algorithm to solve the multiplication problems below

1)	45
	<u>x 2</u>

2)	74
	<u>x 3</u>

3)	62
	<u>x 6</u>

4)	87
	<u>x 5</u>

	99
	<u>x 0</u>

6)	37
	<u>x 4</u>

7)	53
	<u>x 7</u>

8)	73
	<u>x 5</u>

9)	58
	<u>x 8</u>

10)	36
	<u>x 6</u>

Exit Cards

Cut Out

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

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
				7	2
x		2			6

3) 45×2

4)

$$\begin{array}{r} 45 \\ \times 2 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Multiplication – 3 by 1 Digit

Part 1

Use the standard algorithm to solve the multiplication problems below

1)				
	3	5	3	
x				

2)				
	8	7	4	
x				8

3)				
	4	7	2	
x				7

4)				
	8	4	0	
x				2

5)				
	8	2	1	
x				4

6)				
	8	7	5	
x				6

7)				
	9	4	3	
x				7

8)				
	8	2	1	
x				4

Part 2

Use the standard algorithm to solve the multiplication problems below

1) 435 x 2	2) 714 x 3	3) 652 x 6	4) 827 x 5	5) 909 x 0
6) 327 x 4	7) 513 x 7	8) 753 x 5	9) 578 x 8	10) 326 x 6

Name: _____

131

Curriculum Connection
N5.2

Multiplication – 3 by 1 Digit

Part 1

Evaluate



1) 426×6

2) 238×7

3) $2 \times$

4) 6×302

5) 522×9

6) $872 \times$

Part 2

Answer the word problems below

1) Courtney bought 7 boxes of cookies. Each box has 450 grams in it. How many grams of cookies did she buy?



2) Stella ran around her neighbourhood 6 times today. Each lap around her neighbourhood is 752 metres. How many metres did she run?



Name: _____

132

Curriculum Connection
N5.2

Multiplication – 3-Digit by 1-Digit

Step 1: Setup up the Area Model

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5
3			

Step 2: Multiply

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5
3	200×3 600	30×3 90	5×3 15

Step 3: Add

$$235 \times 3 = \underline{705}$$

	200	30	5
3	600	90	15

$$600 + 90 + 15 = 705$$

Question _____ Use the area model to solve the multiplication problems below

1) $452 \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

-------------	-------------	-------------

2) $626 \times 2 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

3) $347 \times 4 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

4) $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

-------------	-------------	-------------

5) $312 \times 7 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

6) $682 \times 8 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

Exit Cards

Cut Out

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

Name: _____

Solve the multiplication problems below.

1) $356 \times 7 =$ _____

2) $830 \times 4 =$ _____

3) $672 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $356 \times 7 =$ _____

2) $830 \times 4 =$ _____

3) $672 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $356 \times 7 =$ _____

2) $830 \times 4 =$ _____

3) $672 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $356 \times 7 =$ _____

2) $830 \times 4 =$ _____

3) $672 \times 6 =$ _____

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 \$3 each. How much money did she make last month?



2) Kelly works at a call center where she talks to people to try to sell a product. Each phone call she makes is an average of 3 minutes 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 6 grams. How many grams is the bag of candy?



Math Activity Title: Multiplication Bottle Flip Challenge**Objective**

What are we learning about?

To practice and reinforce understanding of multiplication with 3-digit by 1-digit numbers and multiplication word problems through the engaging and physically active bottle flip game.

**Material**

What you will need for the activity.

- Plastic bottles (one per pair/group) filled to approximately one-third with water (use 16.9 oz bottles)
- Set of multiplication question cards
- Answer sheet for each group

Instructions

How you will conduct the activity

1. Start with a short lesson on multiplying 3-digit by 1-digit numbers and solving multiplication word problems.
2. Arrange the students into pairs or small groups and give each group a bottle and a set of question cards to each.
3. Each pair or group receives an answer sheet to record answers.
4. Explain the rules: One student draws a question card and tries to solve the multiplication problem.
5. Once they believe they have the correct answer, they write it down on 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.

Questions

Cut out the questions below and use for the game

1. 213×6	2. 325×4	3. 587×2	4. 412×5
5. 634×3	6. 759×8	7. 276×7	8. 481×9
9. 394×3	10. 542×6	11. 638×4	12. 792×5
13. 253×2	14. 674×7	15. 811×3	16. 951×6
17. 138×9	18. 497×8	19. 782×4	20. 635×2
21. A shop has 27 rows with 7 shelves, and each shelf holds 9 seats in each row. How many seats are there in total?	22. A park has 47 benches. Each bench can seat 7 people. How many people can be seated in the park?	23. A library has 52 shelves. Each shelf holds 12 books. How many books are there in total?	
25. A school has 154 students. Each student brings 5 pencils. How many pencils are there in total?	26. A car dealer sells 123 cars each month. How many cars are sold in 4 months?	27. A farmer harvests 240 fruit each hour. How many fruit are harvested in 4 hours?	28. A gardener plants 30 trees each week. How many trees are planted in 4 weeks?
29. A factory produces 240 gadgets every hour. How many gadgets are produced in 5 hours?	30. A theatre has 32 rows with 5 seats in each row. How many seats are there in total?	31. Jeremy earns \$125 an hour. How much does he earn in an 8-hour day?	32. A baker makes 45 cupcakes each hour. How many cupcakes are made in 7 hours?
33. A farmer plants 48 trees in each field. How many trees are in 9 fields?	34. A plane flies 860 km/h. How far will it go after 6 hours?	35. A store sells 56 products each day. How many products are sold in 9 days?	36. A factory produces 150 parts every hour. How many parts are produced in 6 hours?

Name: _____

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Curriculum Connection
N5.2

Multiplication Bottle Flip Challenge

Answers

Record your answers below

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

13	
14	
15	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	

**Successful
Flips**

Reasonableness – Estimating Products (2 x 2)

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

Questions

Round the numbers to the nearest ten and then solve

#	Estimate	Calculate	Reasonable?	
1)	50×30	58×34	Yes	No
2)	70×20	72×23	Yes	No
3)	60×70	62×74	Yes	No
4)	50×60	47×56	Yes	No

Multiplication – 2 x 2 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1)			
		6	3
	x	9	

2)			
		8	8
	x	5	4

3)			
		4	6
	x	8	3

4)			
		4	8
	x	3	7

5)			
		8	5
	x	7	8

6)			
		8	3
	x	6	

7)			
		8	3
	x	9	

8)			
		3	9
	x	6	3

Part 2

Solve the word problems below

1) Joseph is planning a group trip to a sporting event. He has 31 people going to the event and each person is paying \$64. How much money is Joseph collecting from everyone?



2) Aria hands out a lot of candy on Halloween. She decided to buy 23 boxes of candy. Each box has 95 candies in it. How many candies did she buy in total?



Name: _____

142

Curriculum Connection
N5.2

Multiplication – 2 x 2 Digits

Step 1: Setup up the Area Model

$32 \times 17 = \underline{\hspace{2cm}}$

	30	2
10		
7		

Step 2: Multiply

$32 \times 17 = \underline{\hspace{2cm}}$

	30	2
10	30×10 300	10×2 20
7	30×7 210	7×2 14

Step 3: Add

$32 \times 17 = 544$

	30	2
10	300	20
7	210	14

$300 + 210 + 20 + 14 = 544$

Question 1 Use the area model to solve the multiplication problems below

1) $32 \times \underline{\hspace{2cm}}$

2) $27 \times 23 = \underline{\hspace{2cm}}$

3) $45 \times 24 = \underline{\hspace{2cm}}$

4) $17 \times 3 \underline{\hspace{2cm}}$

5) $82 \times 44 = \underline{\hspace{2cm}}$

6) $94 \times 72 = \underline{\hspace{2cm}}$

Math Jeopardy – Multiplication 2 x 2 Digits

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$12 \times 14 = \underline{\hspace{2cm}}$	$23 \times 19 = \underline{\hspace{2cm}}$	$35 \times 16 = \underline{\hspace{2cm}}$	$47 \times 28 = \underline{\hspace{2cm}}$	$59 \times 32 = \underline{\hspace{2cm}}$
$21 \times 15 = \underline{\hspace{2cm}}$	$34 \times 25 = \underline{\hspace{2cm}}$	$46 \times 39 = \underline{\hspace{2cm}}$	$53 \times 47 = \underline{\hspace{2cm}}$	$67 \times 54 = \underline{\hspace{2cm}}$
$14 \times 22 = \underline{\hspace{2cm}}$	$25 \times 18 = \underline{\hspace{2cm}}$	$38 \times 27 = \underline{\hspace{2cm}}$	$52 \times 24 = \underline{\hspace{2cm}}$	$48 \times 36 = \underline{\hspace{2cm}}$
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 17 toy cars. Each car costs \$18. How much was spent in total on the toy cars?	Olivia is reading a book that has 48 pages. She reads every day for 12 days. How many pages has she read after 12 days?	Noah is organizing his comic collection. He has 65 comics. Each of his 19 comics has 15 pages. How many pages does he have in total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

Name: _____

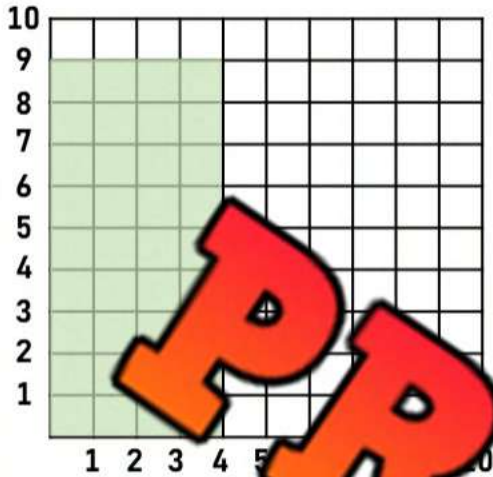
149

Curriculum Connection
N5.3

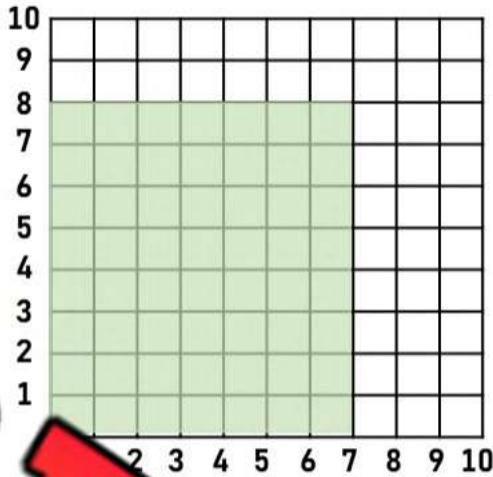
Division - Arrays

Questions

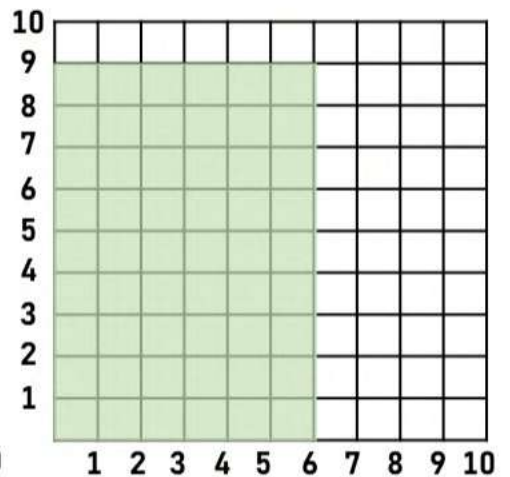
How is the shaded in area divided?



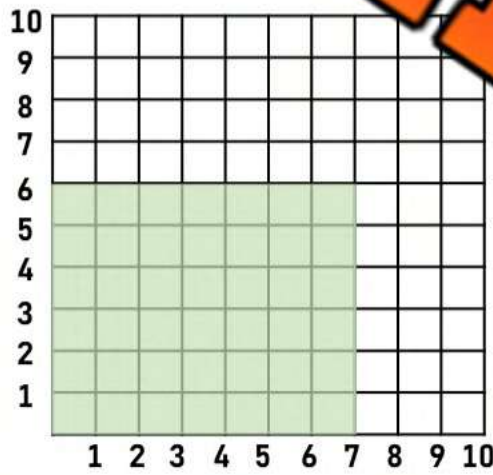
$$36 \div 4 = \underline{\hspace{2cm}}$$



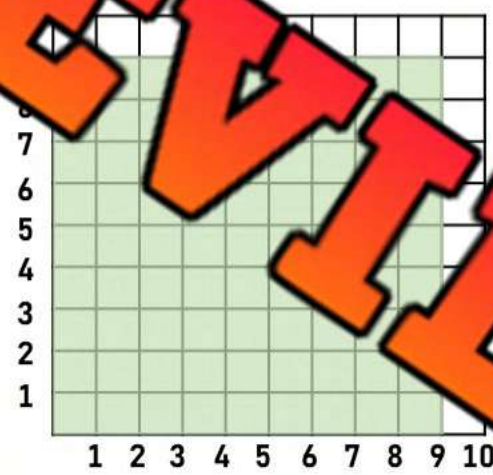
$$7 = \underline{\hspace{2cm}}$$



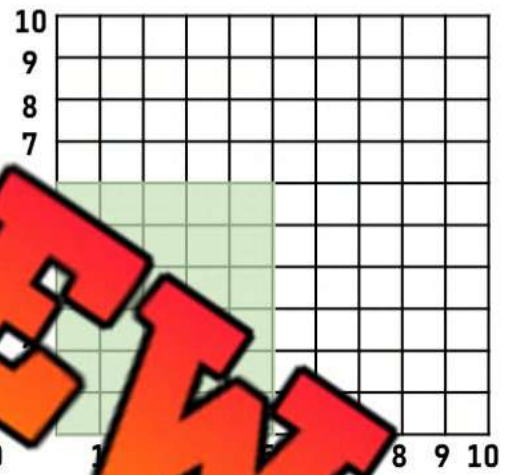
$$54 \div 6 = \underline{\hspace{2cm}}$$



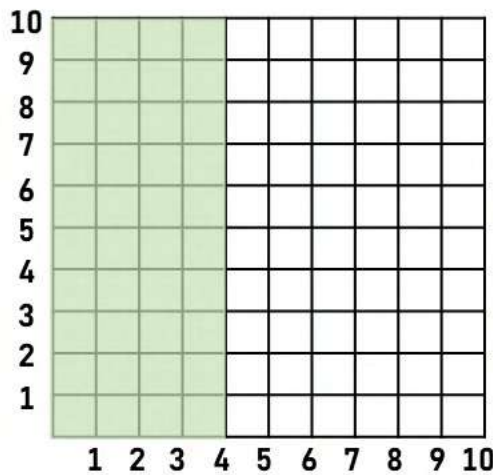
$$42 \div 7 = \underline{\hspace{2cm}}$$



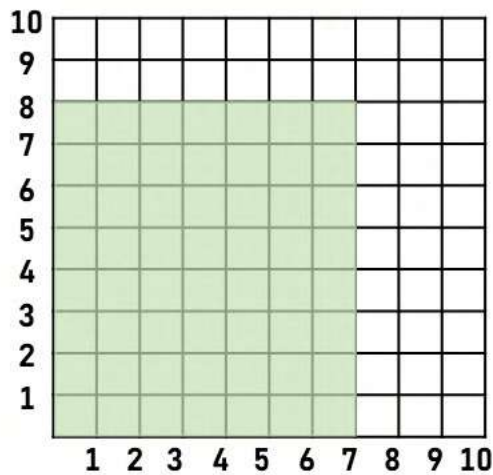
$$81 \div 9 = \underline{\hspace{2cm}}$$



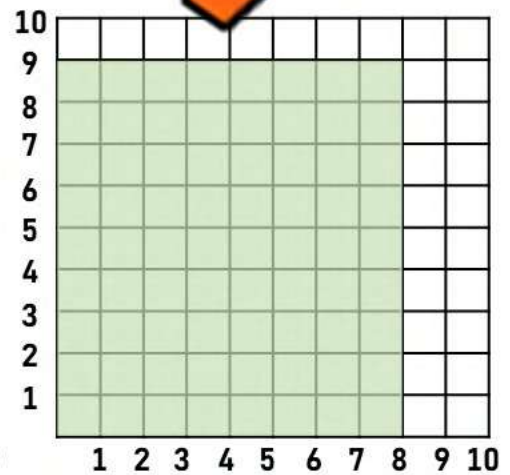
$$30 \div 6 = \underline{\hspace{2cm}}$$



$$40 \div 4 = \underline{\hspace{2cm}}$$



$$56 \div 7 = \underline{\hspace{2cm}}$$



$$72 \div 9 = \underline{\hspace{2cm}}$$

Name: _____

156

Curriculum Connection
N5.3

Mental Math – Division – Skip Counting

Directions:

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



$$91 \times 7 = ?$$

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

39

$$85 \div 5$$

$$72 \div 4$$

$$84 \div 6$$

$$105 \div 5$$

$$105 \div 5$$

$$112 \div 8$$

$$114 \div 6$$

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

← 10 + 10 + 4 = 24



72

68 ÷ 4

150 ÷ 6

5

120 ÷ 4

189 ÷ 7

208 ÷ 8

198 ÷ 6

Activity: Division Race

Objective

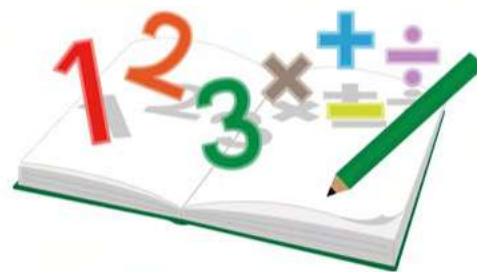
What are we learning about?

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

Material

What you will need for the activity.

- Index cards
- Markers or pens
- Timer (optional)



Instructions

How you will complete the activity

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

Name: _____

179

Curriculum Connection
N5.3

Math Cards

Cut out the math cards below

$$21 \div 3$$

$$84 \div 12$$

$$132 \div 11$$

$$90 \div 3$$

$$36 \div 6$$

$$48 \div 6$$

$$66 \div 6$$

$$21 \div 7$$

PREVIEW

Name: _____

180

Curriculum Connection
N5.3

Math Cards

Cut out the math cards below

$$96 \div 12$$

$$110 \div 10$$

$$15 \div 3$$

$$15 \div 5$$

$$40 \div 10$$

$$20 \div 4$$

$$27 \div 9$$

$$45 \div 5$$

PREVIEW

Name: _____

183

Curriculum Connection
N5.3

Math Cards

Cut out the math cards below

$$24 \div 12$$

$$30 \div 5$$

$$40 \div 8$$

$$56 \div 8$$

$$72 \div 6$$

$$50 \div 5$$

$$30 \div 6$$

$$99 \div 9$$

PREVIEW

Multiplication and Division Quiz**Part 1****Evaluate**

1)		
	4	5
x		

2)		
	8	3
x		5

3)		
	2	7
x		4

4)		
	7	4
x		8

5) 422×5

243×3

7)		
	4	3
x	1	2

8)		
	6	3
x	1	5

9)		
	2	7
x	2	3

10)		
	5	3
x	1	4

11)			
		5	1
x		1	3

12)			
		2	4
x		3	8

13)			
		5	2
x		6	7

14)	15) 53×38

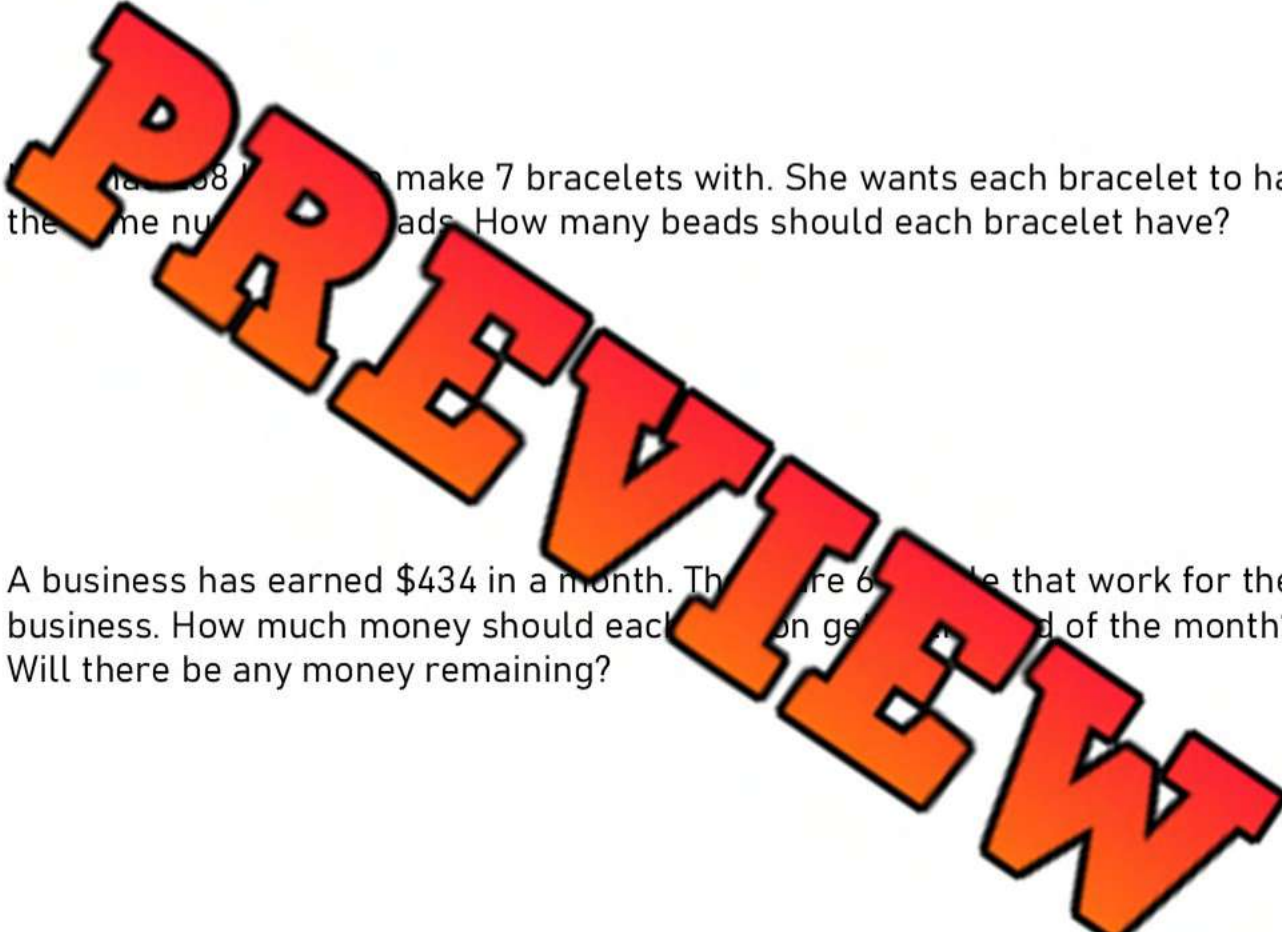
$108 \div 6$

161

$6 \overline{) 24}$	$2 \overline{) 120}$	$3 \overline{) 16}$	$5 \overline{) 62}$

Part 2

Solve the multiplication and division word problems below

- 1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?
- 2)  A necklace has 108 beads. She wants to make 7 bracelets with. She wants each bracelet to have the same number of beads. How many beads should each bracelet have?
- 3) A business has earned \$434 in a month. There are 6 people that work for the business. How much money should each person get at the end of the month? Will there be any money remaining?
- 4) Carl earns \$85 a day at his job. In January, he worked everyday (31 days). How much money did he earn?

Estimation – Compatible Numbers

Compatible Numbers is an estimation strategy we use to make adding, subtracting, multiplying, and dividing easier. It involves changing the numbers to make them easier to work with.

Examples 1) $28 + 67$ could be $30 + 70$

2) $382 + 112$ could be $400 + 100$

Questions Use compatible numbers to make the addition questions easier

	Question	Compatible Numbers
1		_____ + _____ = _____
2	$99 + 18$	_____ + _____ = _____
3	$148 + 97$	_____ + _____ = _____
4	$253 + 152$	_____ + _____ = _____
5	$308 + 297$	_____ + _____ = _____
6	$407 + 254$	_____ + _____ = _____
7	$397 + 353$	_____ + _____ = _____
8	$511 + 389$	_____ + _____ = _____
9	$442 + 493$	_____ + _____ = _____
10	$489 + 504$	_____ + _____ = _____

Exit Cards

Cut Out

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

Name: _____

Change the numbers to one particular number that they cluster around.

$217 + 219$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$449 + 453 + 454$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$598 + 597 + 587$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$803 + 797 + 806$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Name: _____

Change the numbers to one particular number that they cluster around.

$217 + 221 + 219$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$449 + 453 + 454$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$598 + 597 + 587$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$803 + 797 + 806$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Name: _____

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$598 + 597 + 587$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$803 + 797 + 806$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Name: _____

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$598 + 597 + 587$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
$803 + 797 + 806$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Mental Math – Adding Decimals – Place Value

Directions:

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



$$5.54 + 3.72$$

$$0.04 + 0.02 = 0.06$$

$$0.5 + 0.7 = 1.20$$

$$5.00 + 3.00 = 8.00$$

$$0.06 + 1.20 + 8 = 9.26$$

$$34 + 1.45$$

$$0.05 = 0.09$$

$$0.70$$

$$2.00 + 0.70$$

$$0.09 + 0.70 = 0.79$$

$$3.53 + 4.31$$

$$4.43 + 6.45$$

$$13.24 + 6.52$$

$$23.23 + 21.44$$

$$24.52$$

$$25.44 + 3.53$$

$$33.65 + 21.21$$

Mental Math – Adding Decimals – Adding Chunks**Directions:**

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



$$\begin{aligned}5.53 + 3.74 \\5.53 + 3 &= 8.53 \\8.53 + 0.7 &= 9.23 \\9.23 + 0.04 &= 9.27\end{aligned}$$

$$3.32 + 2.45$$

$$3.32 + 2 = 5.32$$

$$5.32 + 0.4 = 5.72$$

$$5.72 + 0.05 = 5.77$$

$$1.36 + 3.51$$

$$4.45 + 6.32$$

$$12.45 + 4.23$$

$$16.51 + 12.17$$

$$25$$

$$35.43 + 14.52$$

$$43.47 + 32.30$$

Adding Decimals – Hundredths – No Regrouping

Part 1

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 53.11 \\ + 32.47 \\ \hline \end{array}$	2) $\begin{array}{r} 44.53 \\ + 21.25 \\ \hline \end{array}$	3) $\begin{array}{r} 31.52 \\ + 12.27 \\ \hline \end{array}$	4) $\begin{array}{r} 56.32 \\ + 1.13 \\ \hline \end{array}$	5) $\begin{array}{r} 32.16 \\ + 54.13 \\ \hline \end{array}$
6) $\begin{array}{r} 42.43 \\ + 4.25 \\ \hline \end{array}$	7) $\begin{array}{r} 72.37 \\ + 5.12 \\ \hline \end{array}$	8) $\begin{array}{r} 72.23 \\ + 26.56 \\ \hline \end{array}$	9) $\begin{array}{r} 31.55 \\ + 41.03 \\ \hline \end{array}$	10) $\begin{array}{r} 23.21 \\ + 23.38 \\ \hline \end{array}$
11) $\begin{array}{r} 60.84 \\ + 22.02 \\ \hline \end{array}$	12) $\begin{array}{r} 44.97 \\ + 2.02 \\ \hline \end{array}$	13) $\begin{array}{r} 72.24 \\ + 12.52 \\ \hline \end{array}$	14) $\begin{array}{r} 84.68 \\ + 12.14 \\ \hline \end{array}$	15) $\begin{array}{r} 31.54 \\ + 7.32 \\ \hline \end{array}$

Part 2

Answer the questions below

1) $52.08 + 21.81$	2) $46.43 + 32.51$
3) $65.83 + 52.15$	4) $78.42 + 11.53$

Name: _____

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Curriculum Connection
N5.7

Adding Decimals - Regrouping

Part 1

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 63.72 \\ + 25.54 \\ \hline \end{array}$	2) $\begin{array}{r} 65.45 \\ + 23.32 \\ \hline \end{array}$	3) $\begin{array}{r} 38.34 \\ + 26.53 \\ \hline \end{array}$	4) $\begin{array}{r} 35.25 \\ + 41.63 \\ \hline \end{array}$
5) $\begin{array}{r} 21.45 \\ + 17.35 \\ \hline \end{array}$	6) $\begin{array}{r} 54.52 \\ + 17.35 \\ \hline \end{array}$	7) $\begin{array}{r} 28.26 \\ + 17.63 \\ \hline \end{array}$	8) $\begin{array}{r} 66.57 \\ + 29.21 \\ \hline \end{array}$
9) $\begin{array}{r} 192.67 \\ + 325.23 \\ \hline \end{array}$	10) $\begin{array}{r} 374.21 \\ + 653.52 \\ \hline \end{array}$	11) $\begin{array}{r} 593.32 \\ + 17.63 \\ \hline \end{array}$	12) $\begin{array}{r} 652.51 \\ + 295.33 \\ \hline \end{array}$

Part 2

Answer the questions below

1) $157.18 + 225.25$	2) $556.33 + 246.79$
3) $475.93 + 252.48$	4) $788.46 + 115.85$

Exit Cards

Cut Out

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

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

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

$7.63 - 2.41$



$5.52 - 2.31$

$7.45 - 5.22$

$9.47 - 7.53$

$12.54 - 10.91$

$35.42 - 30.31$

$24.35 - 12.93$

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.68 - 2.42$$

$$4.68 - 2 = 2.68$$

$$2.68 - 0.4 = 2.28$$

$$2.28 - 0.02 = 2.26$$

$$4.57 - 3.33$$

$$9.54 - 2.21$$

$$14.48 - 7.52$$

$$15.54 - 10.91$$

$$7.65 - 4.32$$

$$48.36 - 11.82$$

$$52.65 - 30.35$$

Name: _____

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Curriculum Connection
N5.7

Subtracting Decimals – No Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 55.75 \\ - 12.52 \\ \hline \end{array}$	2) $\begin{array}{r} 25.36 \\ - 13.21 \\ \hline \end{array}$	3) $\begin{array}{r} 94.96 \\ - 20.73 \\ \hline \end{array}$	4) $\begin{array}{r} 75.47 \\ - 52.33 \\ \hline \end{array}$	5) $\begin{array}{r} 65.76 \\ - 31.01 \\ \hline \end{array}$
6) $\begin{array}{r} 98.79 \\ - 52.24 \\ \hline \end{array}$	7) $\begin{array}{r} 76.66 \\ - 40.37 \\ \hline \end{array}$	8) $\begin{array}{r} 86.85 \\ - 31.32 \\ \hline \end{array}$	9) $\begin{array}{r} 81.57 \\ - 60.12 \\ \hline \end{array}$	10) $\begin{array}{r} 63.78 \\ - 21.44 \\ \hline \end{array}$
11) $\begin{array}{r} 862.66 \\ - 230.35 \\ \hline \end{array}$	12) $\begin{array}{r} 634.98 \\ - 102.63 \\ \hline \end{array}$	13) $\begin{array}{r} 57.88 \\ - 204.15 \\ \hline \end{array}$	14) $\begin{array}{r} 54.28 \\ - 12.15 \\ \hline \end{array}$	15) $\begin{array}{r} 751.96 \\ - 520.54 \\ \hline \end{array}$

Part 2

Answer the questions below

1) $147.38 - 45.25$	2) $273.67 - 150.32$
3) $485.62 - 351.50$	4) $985.35 - 353.04$

Subtracting Decimals – Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 53.744 \\ - 27.521 \\ \hline \end{array}$	2) $\begin{array}{r} 95.427 \\ - 33.843 \\ \hline \end{array}$	3) $\begin{array}{r} 64.263 \\ - 25.672 \\ \hline \end{array}$	4) $\begin{array}{r} 62.712 \\ - 32.536 \\ \hline \end{array}$	5) $\begin{array}{r} 76.617 \\ - 31.837 \\ \hline \end{array}$
6) $\begin{array}{r} 437.496 \\ - 254.258 \\ \hline \end{array}$	7) $\begin{array}{r} 12.41 \\ - 3.5 \\ \hline \end{array}$	8) $\begin{array}{r} 823.351 \\ - 51.371 \\ \hline \end{array}$	9) $\begin{array}{r} 712.584 \\ - 404.423 \\ \hline \end{array}$	10) $\begin{array}{r} 646.984 \\ - 451.237 \\ \hline \end{array}$
11) $\begin{array}{r} 173.804 \\ - 145.437 \\ \hline \end{array}$	12) $\begin{array}{r} 659.332 \\ - 243.636 \\ \hline \end{array}$	13) $\begin{array}{r} 13.372 \\ - 213. \\ \hline \end{array}$	14) $\begin{array}{r} 7.429 \\ - 7. \\ \hline \end{array}$	15) $\begin{array}{r} 527.828 \\ - 131.332 \\ \hline \end{array}$

Word Problems

Answer the questions below

1) Maria bought a piece of fabric that was 24.563 metres long. She used 12.674 metres for a project. How much fabric does she have left?	
2) John's car had 115.678 litres of fuel before his trip. After the trip, it had 29.345 litres left. How many litres of fuel did he use?	
3) A hot tub holds 547.896 litres of water. After filling the hot tub with 294.421 litres, how many litres does it need to be full.	

Task Cards: Adding and Subtracting Decimals

Objective

What are we learning about?

Students will practice adding and subtracting decimal numbers to the thousandths place to improve their accuracy and understanding of decimal operations.

Materials

What you will need for the activity.

- 20 task cards
- Student answer sheet for answers
- Pencils

1 2 3 4 5
6 7 8 9 0

Instructions

How to run the activity

1. Begin by explaining the steps for adding and subtracting decimal numbers, emphasizing the importance of aligning the decimal points.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate on their problem-solving solutions.
5. Allow students to select any task card to begin with, emphasizing that they can 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.

Task Cards

Cut out the task cards below

Card 1:

A baker had 12.567 kilograms of flour. After baking some cakes, 8.345 kilograms remained. How much flour was used?

- a) 4.2 b) 4.232 c) 4.212

Card 5:

$$567.890 + 234.567$$

- a) 802.467
b) 802.447
c) 802.457

Card 6:

Lisa's phone battery was charged to 98.546%. After a few hours of use, the battery percentage dropped to 76.214%. How much battery percentage was used?

- a) 111.121 b) 111.111 c) 111.111 d) 22.312 e) 22.322 f) 22.312

Card 3:

$$45.789 + 32.123$$

- a) 77.902
b) 77.922
c) 77.912

Card 4:

A rope was originally 20.875 metres long. After cutting off a piece, 15.763 metres remained. How long was the piece that was cut off?

- a) 5.112 b) 5.122 c) 5.132

Card 8:

$$456.789$$

$$- 123.456$$

- a) 333.333 b) 333.323 c) 333.343

Task Cards

Cut out the task cards below

Card 9:

$$\begin{array}{r} 345.678 \\ + 234.567 \\ \hline \end{array}$$

- a) 580.235 b) 580.235 c) 580.255

Card 13:

A scientist had 181.756 grams of a chemical. Another scientist gave him 101.678 grams. How much chemical does he have now?

- a) 283.434 b) 283.444 c) 283.424

Card 14:

$$\begin{array}{r} 90.123 \\ - 23.456 \\ \hline \end{array}$$

- a) 66.667 b) 66.667 c) 66.677

Card 11:

$$156.789 + 23.456$$

- a) 180.235
-
- b) 180.245
-
- c) 180.255

A box weighed 155 kilograms. Another box weighed 224 kilograms. How much do both boxes weigh together?

- a) 348.912 b) 348.902 c) 348.922

Card 12:

A piece of land was 303.579 hectares. After selling a part, 202.345 hectares remained. How much was sold?

- a) 101.234 b) 101.224 c) 101.244

Card 16:

$$\begin{array}{r} 789.012 \\ - 456.789 \\ \hline \end{array}$$

- a) 332.233 b) 332.213 c) 332.223

Task Cards

Cut out the task cards below

Card 17:

A rope ladder was 353.567 centimetres long. After repairing, it is now 355.123 metres long. How much was added to the ladder?

- a) 1.566 b) 1.566 c) 1.576

Card 21:

$$\begin{array}{r} 890.123 \\ + 109.876 \\ \hline \end{array}$$

- a) 1,000.000 b) 999.999 c) 1,000.001

Card 22:

A farmer had 45.789 litres of oil. After some was used, 33.456 litres remained. How many litres of oil were used?

- a) 233.333 b) 233.343 c) 233.333

Card 19:

$$89.123 + 78.456$$

- a) 167.569
b) 167.589
c) 167.579

Card 20:

A length of wire was 14.789 metres. After trimming, it measured 11.234 metres. How much wire was trimmed off?

- a) 3.555 b) 3.545 c) 3.565

Card 24:

$$67.890 + 78.123$$

- a) 146.003
b) 146.023
c) 146.013

Name: _____

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Curriculum Connection
N5.7

Task Cards: Adding and Subtracting Decimals

Answers

Record your answers below

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

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

Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples - 100¢ = \$1.00

50¢ = \$0.50

142¢ = \$1.42

Part 1

Convert the cents into dollars

1¢	
10¢	
20¢	
25¢	
	\$0.32
41¢	
57¢	
	\$0.68
	\$0.82
98¢	

¢	\$
	\$1.00
600¢	
700¢	
	\$8.00
	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
450¢	
	\$5.25
650¢	
	\$7.20
80¢	
	\$9.00



Part 2

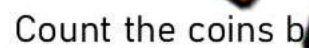
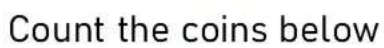
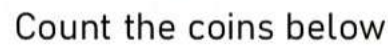
Circle the largest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00



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

Count the  ins below



Calculating Change Using \$2

Questions

Calculate how much change you will get

Money Used and Item	Change Due
1)  \$1.50	= _____
2)  \$1.50	= _____
3)  \$1.65	= _____
4)  \$1.35	= _____
5)  \$1.42	= _____

Money Used and Item	Change Due
6)  \$1.47	= _____
7)  \$1.84	= _____
8)  \$1.50	= _____
9)  \$1.81	= _____
10)  \$1.78	= _____

Calculating Change Using \$50 and \$100

Questions

Calculate how much change you will get

Money Used and Item	Change Due
1)  	= _____
2)   \$87.25	= _____
3)   \$32.35	= _____
4)   \$92.70	= _____
5)   \$28.50	= _____

Money Used and Item	Change Due
6)   \$45.25	= _____
7)   \$70.40	= _____
8)   \$85.50	= _____
9)   \$35.60	= _____
10)   \$88.75	= _____

Providing Change to Customers

Money Used	Item	Item	Change Due
			$9.50 + 4.50 = 14.00$ $20.00 - \$14.00 = \6.00

Questions

Put the items and provide change based on what the customer paid

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Name: _____

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Curriculum Connection
N5.7

Making Change – Up To \$100

		
\$55.25	\$66.10	\$84.65

Questions Make the change by drawing the correct bills and coins

1) \$64.70	2) \$71.55	3) \$76.75

4) \$72.60	5) \$78.55	6) \$83.25

7) \$80.95	8) \$61.90	9) \$57.70

10) \$93.95	11) \$95.80	12) \$99.40

Making Change – Word Problems

Questions

Answer the word problems below

- 1) Rob is about to buy a new pair of shoes and a pair of socks. The shoes cost \$114.90, and the socks are \$9.50. He has the money below in his wallet.



- a) How much will the shoes and socks cost?
- b) Which bills/coins should Rob use to pay for the shoes and socks?
- c) How much change will he get back?



- 2) Charlie is shopping for a new stereo. He found one for \$139.50. He also found a pair of headphones for \$99.25. Charlie brought the money below to pay.



- a) How much will the stereo and headphones cost?
- b) Which bills/coins should Charlie use to pay for the stereo and headphones?
- c) How much change will he get back?



Activity: Four Corners Money Addition

Objective

What are we learning about?

Students will practice adding two decimal sums related to money and demonstrate their understanding by selecting the correct answer from four options.

Materials

What you will need for the activity.

- Printed questions (displayed on a projector)
- Labels for the four corners of the room (A, B, C, D)
- Space in the classroom for students to move to the corners



Instructions

How you will complete the activity

1. Label each corner of the room with a letter: A, B, C, D.
2. Ensure there is enough space for students to move and gather at each corner.
3. Explain the activity and how it works to the students.
4. Have students sit at their desks.
5. Read a question aloud, along with the four answer options.
6. Give students a moment to decide on their answer and move to the corresponding corner.
7. Reveal the correct answer and discuss the solution.
8. Repeat the process with the remaining questions.

Questions

Read the questions to the students

Question	A	B	C	D
1) Emily bought a book for \$5.57 and a pen for \$3.15. How much did she spend in total?	9.41	8.72	10.20	7.47
2) Anna bought an apple for \$9.10 and a banana for \$3.15. How much did she spend in total?	12.72	13.66	13.12	12.25
3) Sarah bought a toy for \$6.92 and a game for \$3.70. How much did she spend in total?	11.74	13.01	11.46	10.62
4) Sam bought a shirt for \$4.42 and a pair of shoes for \$5.29. How much did he spend in total?	8.43	10.28	9.31	9.81
5) James bought a slice of pizza for \$3.56 and a sandwich for \$7.02. How much did he spend in total?	10.98	11.71	11.80	11.98
6) John bought a notebook for \$3.77 and a ruler for \$3.53. How much did he spend in total?	7.22	7.00	8.95	7.30
7) Michael bought a movie ticket for \$5.82 and popcorn for \$1.54. How much did he spend in total?	7.36	8.46	7.36	6.34
8) David bought a hat for \$6.59 and a scarf for \$6.60. How much did he spend in total?	11.22	13.19	13.19	13.19
9) Emily bought a chocolate bar for \$1.39 and a soda for \$7.31. How much did she spend in total?	8.70	9.12	9.36	9.31
10) John bought a pencil for \$4.69 and an eraser for \$8.12. How much did he spend in total?	12.23	12.81	13.22	12.36
11) Sophia bought a lamp for \$4.88 and a clock for \$5.73. How much did she spend in total?	7.64	8.62	8.64	10.61
12) John bought a phone case for \$9.67 and a charger for \$1.83. How much did he spend in total?	11.67	12.29	11.50	10.79

Adding and Subtracting Quiz

Part 1

Add and subtract the numbers below

1)								
	6	1	4	1	8	5		
+	2	5					3	

2)							
	3	5	5	.	5	1	9
+	2	8	2	.	5	2	6
				.			

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

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

	6			4	
-	3	6	3	7	3

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

7)

$$\begin{array}{r} 173.804 \\ - 145.437 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 803.372 \\ - 213.454 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 527.828 \\ - 131.332 \\ \hline \end{array}$$

Part 2

Solve the word problems below

- 1) Elijah has \$31.78 and earns \$62.71 more. How much money does he have now?



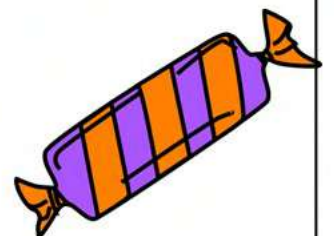
- 2) Ethan bought a new game for \$39.89 and a new controller for \$45.75. How much money did he have left?



- 3) Harper saved \$99.50 last month from her allowance. She bought a new shirt for \$33.75. How much does she have left?



- 4) Scarlett buys a bag of candy that has 242.58 grams in it. She ate 125.39 grams. How many grams are left in the bag?



Part 3

Add up the items and provide change based on what the customer paid with

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Comparing Common Denominators

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

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

Part 1

Compare the fractions using $< > =$

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

Part 2

Put the fractions in order from least to greatest

$\frac{2}{10}$	$\frac{3}{10}$	$\frac{5}{10}$	$\frac{4}{10}$	$\frac{7}{10}$	$\frac{10}{10}$

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

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.

Ordering Fractions

Directions

Answer the questions below

1)

John has three cakes for his birthday party. His guests eat $\frac{3}{4}$ of the first cake, $\frac{2}{4}$ of the second cake, and $\frac{1}{4}$ of the third cake. List the cakes that were eaten the least to the most.



2)

A group of friends shared a pizza with eight slices. Jack ate $\frac{1}{8}$ of the pizza, Jane ate $\frac{4}{8}$ of the pizza, and Tom ate $\frac{2}{8}$ of the pizza. In order from least to greatest, how much pizza did each person eat?



3)

A chef made three types of pies, each the same size. The first pie was cut into 6 equal slices, the second pie was cut into 3 equal slices, and the third pie was cut into 2 equal slices. If he ate one slice of each pie, which pie did he eat the most of? Which pie did he eat the least?



4)

A recipe calls for $\frac{2}{4}$ cup of flour, $\frac{2}{5}$ cup of sugar, and $\frac{2}{8}$ cup of butter. List the ingredients from most used to least.



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

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

Part 3

Compare the fractions using $>$, $<$, or $=$

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

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?

Equivalent Fractions

Questions

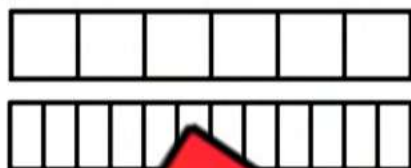
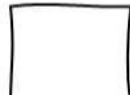
Shade in the fraction and decide if they are equivalent

1. $\frac{1}{3}$ $\frac{2}{6}$ Yes No	2. $\frac{2}{10}$ $\frac{1}{5}$ Yes No	3. $\frac{3}{4}$ $\frac{7}{8}$ Yes No
4. $\frac{2}{4}$ $\frac{4}{8}$ Yes No	5. $\frac{1}{6}$ $\frac{3}{6}$ Yes No	6. $\frac{3}{8}$ $\frac{2}{4}$ Yes No
7. $\frac{3}{12}$ $\frac{1}{4}$ Yes No	8. $\frac{1}{10}$ $\frac{2}{5}$ Yes No	9. $\frac{1}{7}$ $\frac{2}{14}$ Yes No
10. $\frac{5}{7}$ $\frac{10}{12}$ Yes No	11. $\frac{10}{14}$ $\frac{5}{7}$ Yes No	12. $\frac{8}{10}$ $\frac{4}{6}$ Yes No

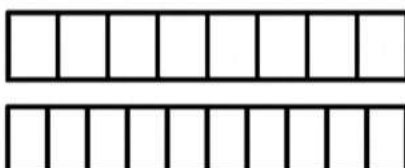
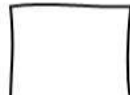
Equivalent Fractions

QuestionsCompare the fractions using $<$ $>$ $=$

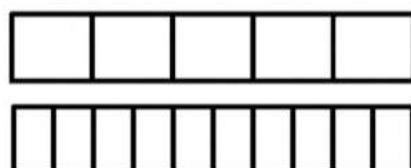
1.

 $\frac{2}{5}$ $\frac{4}{8}$  $\frac{6}{10}$

2.

 $\frac{4}{8}$  $\frac{6}{10}$

3.

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

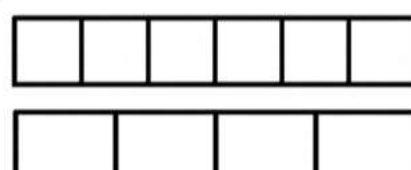
4.

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

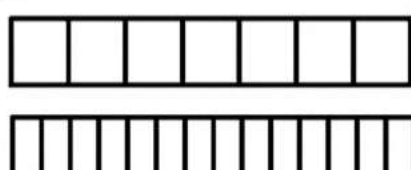
5.

 $\frac{3}{12}$  $\frac{1}{4}$

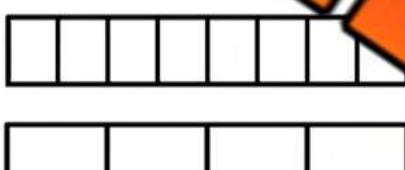
6.

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

7.

 $\frac{5}{7}$  $\frac{8}{14}$

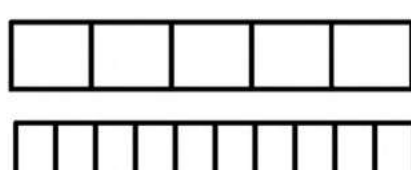
8.

 $\frac{7}{8}$  $\frac{3}{4}$

9.

 $\frac{6}{8}$  $\frac{4}{6}$

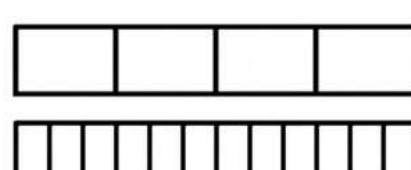
10.

 $\frac{3}{5}$  $\frac{6}{10}$

11.

 $\frac{6}{12}$  $\frac{7}{14}$

12.

 $\frac{3}{4}$  $\frac{8}{12}$

Equivalent Fractions

**Questions**

Fill in the blanks to find equivalent fractions

1) $\frac{1}{2} = \frac{2}{\quad} = \frac{\quad}{6} = \frac{4}{\quad} = \frac{\quad}{10} = \frac{6}{\quad} = \frac{\quad}{14}$

2) $\frac{1}{3} = \frac{\quad}{9} = \frac{4}{\quad} = \frac{\quad}{15} = \frac{6}{\quad} = \frac{\quad}{21}$

3) $\frac{1}{4} = \frac{\quad}{8} = \frac{\quad}{16} = \frac{\quad}{20} = \frac{6}{\quad} = \frac{\quad}{28}$

4) $\frac{1}{5} = \frac{2}{\quad} = \frac{\quad}{15} = \frac{\quad}{20} = \frac{\quad}{25} = \frac{6}{\quad} = \frac{7}{\quad}$

5) $\frac{1}{6} = \frac{\quad}{12} = \frac{3}{\quad} = \frac{4}{\quad} = \frac{\quad}{18} = \frac{\quad}{24} = \frac{\quad}{42}$

6) $\frac{1}{7} = \frac{\quad}{14} = \frac{\quad}{21} = \frac{4}{\quad} = \frac{5}{\quad} = \frac{\quad}{42} = \frac{\quad}{49}$

7) $\frac{1}{8} = \frac{\quad}{16} = \frac{3}{\quad} = \frac{4}{\quad} = \frac{5}{\quad} = \frac{\quad}{48} = \frac{\quad}{56}$

8) $\frac{1}{9} = \frac{\quad}{18} = \frac{3}{\quad} = \frac{\quad}{36} = \frac{\quad}{45} = \frac{6}{\quad} = \frac{7}{\quad}$

Memory Game: Matching Equivalent Fractions

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Memory game cards. Each card will have a different fraction that can be matched to another fraction.
- A small table or clear space for the game.



Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or clear space.
3. The students take turns flipping over two cards at a time, trying to find a matching equivalent fraction.
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.

Name: _____

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Curriculum Connection
N5.5

Cards

Memory Game Cards

$1/2$

$3/6$

$3/9$

$1/4$

$1/16$

$2/3$

$6/9$

$3/4$

$9/12$

PREVIEW

Name: _____

259

Curriculum Connection
N5.5

Cards

Memory Game Cards

$1/5$

$3/15$

$6/15$

$3/5$

$6/10$

$1/6$

$4/24$

$5/6$

$10/12$

PREVIEW

Name: _____

261

Curriculum Connection
N5.5

Cards

Memory Game Cards

3/10

9/30

PREVIEW

14/20

9/10

18/20

2/7

6/21

3/7

9/21

Comparing Fractions

Part 1Compare the fractions using $<$, $>$, $=$

1.

$$\frac{3}{6} \quad \square \quad \frac{4}{12}$$

2.

$$\frac{2}{8} \quad \square \quad \frac{3}{4}$$

3.

$$\frac{2}{5} \quad \square \quad \frac{2}{10}$$

4.

$$\frac{2}{6} \quad \square \quad \frac{1}{3}$$

5.

$$\frac{4}{8} \quad \square \quad \frac{1}{4}$$

6.

$$\frac{3}{5} \quad \square \quad \frac{3}{10}$$

7.

$$\frac{1}{2} \quad \square \quad \frac{3}{6}$$

8.

$$\frac{2}{3} \quad \square \quad \frac{5}{6}$$

9.

$$\frac{1}{6} \quad \square \quad \frac{1}{2}$$

10.

$$\frac{2}{4} \quad \square \quad \frac{6}{12}$$

11.

$$\frac{3}{5} \quad \square \quad \frac{1}{3}$$

Part 2

Answer the word problems below

1) For Jill's birthday, she ate $\frac{3}{10}$ of her birthday cake. On Shannon's birthday, Shannon ate $\frac{1}{5}$ of her cake. If the cakes were the same size, who ate more cake?

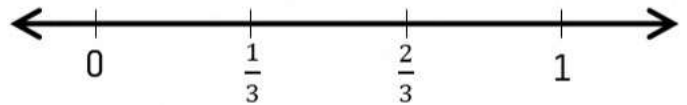


2) Sam and Joel each got medium pizzas for themselves. Sam ate $\frac{6}{8}$ of his pizza. Joel ate $\frac{2}{4}$ of his pizza. Who ate more pizza?



Proper Fractions – Number Line

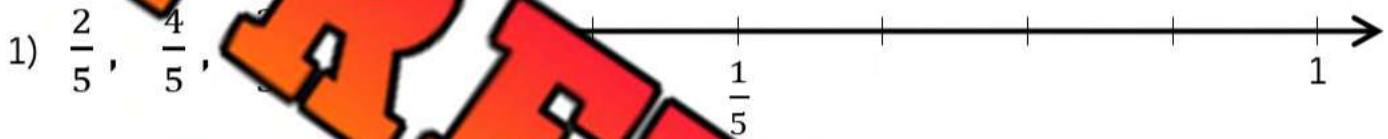
A **proper fraction** has a numerator (top number) smaller than the denominator (bottom number). When we place a proper fraction on a number line, it will always fall between 0 and 1.



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

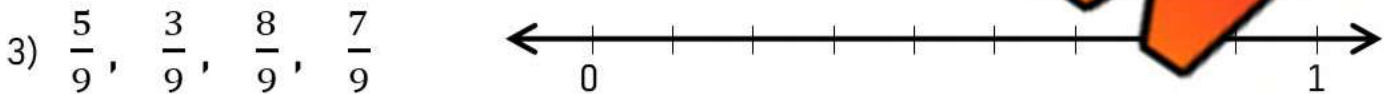
Practice: Put proper fractions on the number lines below



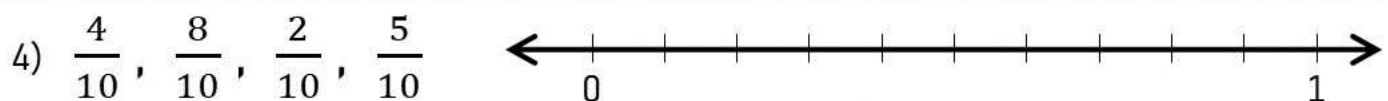
Put in order from least to greatest: _____



Put in order from least to greatest: _____



Put in order from least to greatest: _____



Put in order from least to greatest: _____

Simplifying Fractions

Fractions can be equal, which means we can write the same fraction in many different ways. The best way to write a fraction is to simplify it to its lowest form.

How To Do It:

1. Write down the factors for both numbers.

Example: the number 6 has 4 factors: 6, 1, 2, 3

2. Find the greatest common factor (GCF) by circling the largest number that goes into both numbers.

3. Divide both numbers by the GCF.

Example

$\frac{25}{100}$ - Factors: 1, 5, 25, 100
 $\frac{100}{100}$ - Factors: 1, 2, 4, 5, 10, 20, 25, 50, 100

$$\frac{25}{100} \div 25 = \frac{1}{4}$$



Questions

Simplify each fraction

1) $\frac{8}{16} = \frac{\quad}{\quad}$

3) $\frac{12}{18} = \frac{\quad}{\quad}$

5) $\frac{36}{60} = \frac{\quad}{\quad}$

7) $\frac{14}{42} = \frac{\quad}{\quad}$

2) $\frac{12}{12} = \frac{\quad}{\quad}$

4) $\frac{25}{35} = \frac{\quad}{\quad}$

6) $\frac{21}{35} = \frac{\quad}{\quad}$

8) $\frac{16}{32} = \frac{\quad}{\quad}$

Simplifying Fractions - Matching

Questions

Draw a line from the fraction to its simplest form

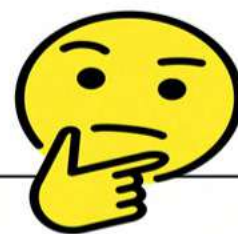
Fraction	Simplest Form
$\frac{8}{16}$	$\frac{5}{6}$
$\frac{15}{18}$	$\frac{4}{5}$
$\frac{35}{50}$	$\frac{6}{7}$
$\frac{36}{42}$	$\frac{4}{9}$
$\frac{24}{27}$	$\frac{1}{2}$
$\frac{8}{10}$	$\frac{7}{10}$

PREVIEW

Simplifying Fractions

Questions

Select the simplest terms of the fraction



1) $\frac{10}{30}$

2) $\frac{8}{16}$

a) $\frac{2}{5}$ c) $\frac{1}{3}$

a) $\frac{1}{3}$ b) $\frac{1}{2}$ c) $\frac{2}{4}$

3) $\frac{5}{28}$

4) $\frac{15}{25}$

a) $\frac{3}{4}$ b) $\frac{4}{5}$ c) $\frac{7}{9}$

a) $\frac{9}{15}$ b) $\frac{5}{7}$ c) $\frac{3}{5}$

5) $\frac{18}{24}$

a) $\frac{4}{5}$ b) $\frac{3}{4}$ c) $\frac{2}{3}$

a) $\frac{4}{6}$ b) $\frac{3}{5}$ c) $\frac{2}{4}$

7) $\frac{18}{32}$

a) $\frac{9}{16}$ b) $\frac{3}{7}$ c) $\frac{2}{5}$

8) $\frac{12}{36}$

a) $\frac{2}{6}$ b) $\frac{3}{9}$ c) $\frac{1}{3}$

Simplifying Fractions – Alex's Homework

Questions

Alex answered the questions but didn't simplify enough. Help him out!

Question	Alex's Answer	Your Answer
1) Isabella baked 30 cookies. She gave away 20 of them. What fraction of cookies did she give away? 	20/30 or 10/15	
2) Zoe earned \$60 a week selling baked goods. On Friday she earned 15 dollars on Friday. What fraction of her money did she earn on Friday? 	15/60 or 3/12	
3) Ethan has 18 candies. 6 are blue and 12 are green. What fraction of the candies are blue? 	6/18 or 1/3	
4) A canteen sold 64 drinks today. They sold 24 sport drinks. What fraction of drinks were sport drinks? 	24/64 or 12/32	
5) Ella scored 16 points in her basketball game. Her team scored a total of 36 points. What fraction of total points did Ella score? 	16/36 or 8/18	

Name: _____

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Curriculum Connection
TQ4

Fractions Quiz

Part 1

Put the fractions in order from least to greatest

$$\frac{4}{4}$$

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

$$\frac{4}{9}$$

$$\frac{4}{5}$$

$$\frac{4}{10}$$

$$\frac{4}{4}$$

$$\frac{7}{8}$$

$$\frac{3}{4}$$

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

$$\frac{1}{8}$$

Part 2

Compare the fractions > =

1.



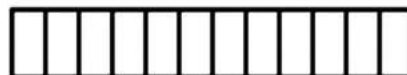
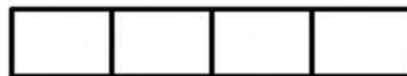
$$\frac{5}{7} \square \frac{8}{14}$$

2.



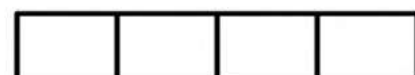
$$\frac{7}{8} \square \frac{3}{4}$$

4.



$$\frac{3}{4} \square \frac{8}{12}$$

5.



$$\frac{3}{12} \square \frac{1}{4}$$

6.



$$\frac{3}{5} \square \frac{6}{10}$$

Part 3

Write 3 equivalent fractions for the following fractions

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{6}$

Part 4

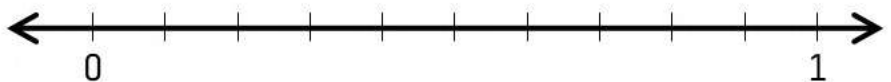
Plot the proper fractions on the number line below

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



Put in order from least to greatest: _____

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



Put in order from least to greatest: _____