



Preview - Information



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Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 4

3-Part Lesson Format

- #### Part 1 – Minds On!
- Learning Goals
 - Discussion Questions
 - Quotes
 - And More!

LEARNING GOAL

We are learning to find and explain the parts that repeat in patterns so we can understand how patterns work and how they keep going.

Repeating Patterns-2 Elements

Continue the repeating patterns below by dragging the objects from the box.

| | | |
|----|--|--|
| 1) | | |
| 2) | | |
| 3) | | |
| 4) | | |
| 5) | | |
| 6) | | |

- #### Part 2 – Action!
- Writing
 - Matching
 - Drag and Drop
 - Drawing
 - And More!

- #### Part 3 – Consolidation!
- Exit Cards
 - Quizzes
 - Reflection
 - And More!

EXIT CARD – Word Problem

Liam is stacking blocks.
Stack 1 has 3 blocks.
Stack 2 has 6 blocks.
Stack 3 has 9 blocks.

1. How many blocks does Liam add to make each new stack?
2. Describe the pattern rule in a sentence. (Example: Start at... add...)
3. How many blocks will be in Stack 12?



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Ontario Math Curriculum Financial Literacy Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Methods of Payment

Learning Goal

We are learning to **identify and explain different methods of payment, such as cash, debit, and credit**, so we can **understand the many ways people pay for things and services they buy.**

Methods of Payment

Is the statement True or False?

True

False

- | | |
|--|--|
| 1) Cash is made up of coins and bills that you can hold in your hand. | |
| 2) A credit card takes money directly from your bank account when you pay. | |
| 3) Gift cards can only be used at the store or business they were bought from. | |
| 4) You need internet or a phone to send money using an Electronic Money Transfer. | |
| 5) A debit card lets you borrow money now and pay it back later. | |
| 6) Cash is usually used for small things like snacks or bus tickets. | |
| 7) A cheque moves money from one person's bank account to another after it's signed. | |
| 8) Credit cards and debit cards work exactly the same way. | |

Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation

Put the checkmark on the correct answer for each question. ✓

| Question | A | B |
|---|--|-------------------------------------|
| 1) What happens when you pay with a debit card? | Money comes from your bank account | You borrow money to pay later |
| 2) What kind of card is often given as a present to use at certain stores? | Debit card | Gift card |
| 3) What does a cheque do? | Moves money from one bank account to another | Gives you extra money from the bank |
| 4) Which payment method lets you borrow money that must be paid back later? | Credit card | Debit card |
| 5) Which payment type is best for small purchases, like snacks? | Cheque | Cash |
| 6) Which payment method usually needs internet or a phone to work? | Cash | Electronic money transfer |



Ontario Math Curriculum Financial Literacy Unit – Grade 4

How Credit Cards Work

Drag the box with the correct answer.

| Question | Answers |
|--|--|
| 1) A credit card lets people _____ money from the bank to buy things now and pay later. | extra later limit borrow interest emergency |
| 2) If people don't pay on time, they might owe extra money called _____. | |
| 3) Credit cards are helpful for big or _____ purchases, like fixing a car. | |
| 4) If someone forgets to pay their bill, the bank can charge them _____ money. | |
| 5) The bank gives people a credit card so they can borrow up to a certain _____. | |
| 6) A credit card is different from cash because you have to pay for your purchase _____. | |

Goods versus Services

Sort the items below into the correct box

| Goods | Services |
|-------------|----------------|
| Bicycle | Music lesson |
| Backpack | Skateboard |
| Ice cream | Watch |
| Babysitting | Mail delivery |
| | Haircut |
| | Car wash |
| | Book |
| | Lawn mowing |
| | Bus ride |
| | Soccer ball |
| | Pizza delivery |
| | LEGO set |

Spending and Saving

A bank pays you an extra (interest) \$10 for every \$100 you save.

| Savings | Saving + Interest |
|-----------|-------------------|
| 1) \$400 | \$880 |
| 2) \$600 | \$480 |
| 3) \$800 | \$2100 |
| 4) \$1100 | \$1210 |
| 5) \$2000 | \$2440 |
| 6) \$2400 | \$660 |
| | \$2200 |
| | \$840 |
| | \$440 |
| | \$630 |
| | \$1310 |
| | \$2640 |



Ontario Math Curriculum Financial Literacy Unit – Grade 4

Two Truths and a Lie

Read the statements below and decide which one is the lie.

| | | |
|--|--|--|
| A) Some charities use donations to help people and animals. | B) You should only donate if you have a lot of money to give. | C) Donating can be a way to make your community a better place. |
| A) Donating old clothes helps reduce waste. | B) If you donate food, it always goes directly to one family. | C) Charities sometimes need money to buy supplies and help more people. |
| A) Volunteering your time is a kind of donation. | B) Some charities use part of donations to pay for advertising. | C) You should expect to get a reward every time you donate. |
| A) People donate because they want to help others. | B) Some people donate to feel proud or be recognized. | C) Donating only matters if lots of people see you do it. |

Coin

Drag the correct coins that make the amount in each box.

| | |
|-----|--|
| 70¢ | |
| 65¢ | |
| 85¢ | |
| 45¢ | |
| 60¢ | |

Adding Money

Write the correct amounts under each box.

| | | | | | |
|--|---|--|---|-------|----------------------|
| | + | | = | Total | <input type="text"/> |
| | + | | = | Total | <input type="text"/> |
| | + | | = | Total | <input type="text"/> |

| |
|----------|
| \$10.25 |
| \$40.50 |
| \$134.15 |
| \$51 |
| \$30.25 |
| \$51.45 |
| \$4.15 |
| \$130 |
| \$45 |



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Ontario Math

Spatial Sense Unit – Grade 4

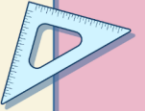
3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Discussion Questions











- 1) **Rectangle Hunt!** – What objects around you are rectangles?
- 2) **Mirror Magic!** – Can you draw a line down a rectangle so both sides look exactly the same? What is that line called?
- 3) **Rectangle or Not?** – If a shape has no right angles, can it still be a rectangle? Why or why not?



Sides of a Shape

1 2 3 4 5
6 7 8 9 0

How many sides does the shape have? Drag the numbers to answer.

| | | | | |
|---|---|---|---|---|
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Lines of Symmetry Word Problems

Answer the questions below.

- 1) Nolan draws a regular hexagon for his math poster. How many lines of symmetry does the hexagon have?
- 2) Priya cuts out a perfect star with five points for a class decoration. How many lines of symmetry does her star have?
- 3) Oliver folds a rectangular piece of paper in half horizontally. How many lines of symmetry does the original rectangle have, and how many lines of symmetry does each folded half have now?

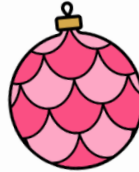


Ontario Math

Spatial Sense Unit – Grade 4

Line of Symmetry on Real-Life Objects

Draw a line of symmetry on the real-life images below.

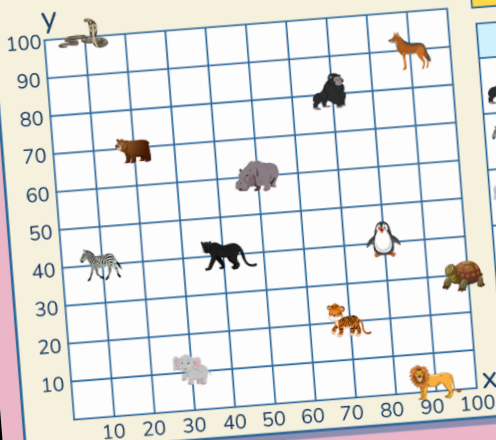


paste them on the right spots.



Using a Coordinate System

Drag the labels and explain the translation to get from the first animal to the second.



Up Down Left Right

| Symbols | Directions |
|---------|-------------------------------------|
| → | Go Right 3 and Down 5 |
| → | Go _____ and _____ |
| → | Go _____ and _____ |
| → | Go _____ and _____ |
| → | Go _____ and _____ |
| → | Go _____ and _____ |

Ontario Math

Spatial Sense Unit – Grade 4

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







Which unit would you use to measure the capacity of the things below. Drag the labels to answer.

| | | | | | |
|---|---|---|--|---|---|
| Baby Bottle | Container | Bathtub | Spice Jar | Lotion Bottle | Pool |
|  |  |  |  |  |  |
| Water Tank | Cup | Jug | Soda Can | Watering Can | Perfume Bottle |
|  |  |  |  |  |  |

Litres (L) **Millilitres (mL)**

Which Capacity?

Drag the circle to the estimate you think is correct.

| | | | |
|---------------------|---|------------|----------|
| 1) A travel mug |  | a) 10mL | b) 3L |
| | | c) 450mL | d) 20L |
| 2) A fish tank |  | a) 300mL | b) 50L |
| | | c) 700mL | d) 1000L |
| 3) A milk container |  | a) 70mL | b) 10L |
| | | c) 800mL | d) 4L |
| 4) A rice cooker |  | a) 2L | b) 500L |
| | | c) 10000mL | d) 6mL |
| 5) A soda can |  | a) 100mL | b) 12L |
| | | c) 350mL | d) 9L |
| 6) A bathtub |  | a) 900mL | b) 200L |
| | | c) 200mL | d) 10L |

Measuring Height – Bookshelves

Measure the height of the bookshelves below. Write the numbers to answer in the white box.

1 2 3 4 5 6 7 8 9 0

| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| <input type="text"/> cm | <input type="text"/> cm | <input type="text"/> cm | <input type="text"/> cm | <input type="text"/> cm |



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Ontario Math Number Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to add whole numbers up to 10,000 so we can confidently solve real-life problems and understand how addition is used in everyday situations.

Discussion Questions

- 1) What are some examples of things we add in our everyday lives, like at school or home?
- 2) Why do you think it's important to know how to add big numbers, like up to 10,000?
- 3) Can you think of a time when someone might need to add numbers like 5,000 and 3,000?

191

Addition With Regrouping

Add up the base ten blocks.

| | | |
|---------------------------|---------------------------|---------------------------|
| $12 + 43 = 55$ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |
| _____ + _____ = _____ | _____ + _____ = _____ | _____ + _____ = _____ |

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card - Word Problems

- 1) A school orders 5,145 pencils and 4,798 erasers. How many school supplies did they order in total?
- 2) A library has 2,135 fiction books and 3,872 non-fiction books. How many books are there in total?
- 3) There are 1,784 students from one school and 2,925 students from another school going on a field trip. How many students are going on the trip altogether?

TOYS



Ontario Math Number Unit – Grade 4

Comparing Numbers

Drag the correct sign between the numbers



| # | Number 1 | Sign | Number 2 |
|---|----------|------|----------|
| 1 | 9 876 | | 9 875 |
| 2 | 6 789 | | 6 798 |
| 3 | 8 888 | | 8 789 |
| 4 | 1 234 | | 1 243 |
| 5 | 9 999 | | 10 000 |
| 6 | 7 777 | | 7 778 |

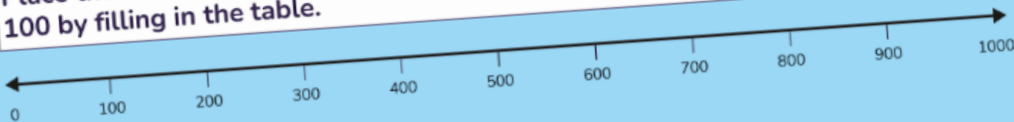
| # | Number 1 | Sign | Number 2 |
|----|----------|------|----------|
| 7 | 4 444 | | 4 445 |
| 8 | 2 345 | | 2 354 |
| 9 | 5 678 | | 5 678 |
| 10 | 6 000 | | 6 001 |
| | | | 7 653 |
| | | | 9 978 |

Fair Sharing and Fractions - Cookies

Four friends are sharing the cookies below. Drag the cookies on the plates and write the fraction of cookies each friend gets.

Rounding Numbers

Place the numbers on the number line. Then round the number to the nearest 100 by filling in the table.



| # | Rounded to Nearest 100 |
|-----|------------------------|
| 267 | |
| 810 | |

| # | Rounded to Nearest 100 |
|-----|------------------------|
| 612 | |
| 951 | |

| # | Rounded to Nearest 100 |
|-----|------------------------|
| 350 | |
| 40 | |



Ontario Math Number Unit – Grade 4

Ordering Fractions

Order the fractions from least to greatest by moving them into position

| | | | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| $\frac{2}{9}$ | $\frac{7}{9}$ | $\frac{0}{9}$ | $\frac{4}{9}$ | $\frac{5}{9}$ | $\frac{6}{9}$ | $\frac{8}{9}$ | $\frac{1}{9}$ |
| | | | | | | | |

Order the fractions from greatest to least by moving them into position

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|
| $\frac{6}{8}$ | $\frac{4}{8}$ | $\frac{7}{8}$ | $\frac{8}{8}$ | $\frac{1}{8}$ | $\frac{3}{8}$ |
| | | | | | |

Pizza Fractions

Drag the ingredients on to the pizzas below based on the customer's requests.

| Pepperoni | Bacon | Olives | Pineapple | Onion |
|-----------|-------|--------|-----------|-------|
| | | | | |

3) One-quarter of the pizza has pepperoni and bacon, and three-quarters have olives.

| | |
|--------------------------|---------------------|
| <input type="checkbox"/> | Pepperoni and bacon |
| <input type="checkbox"/> | Olives |

4) Three-fifths of the pizza has onions and pineapple, and two-fifths have bacon.

| | |
|--------------------------|----------------------|
| <input type="checkbox"/> | Onions and pineapple |
| <input type="checkbox"/> | Bacon |

Adding – Regrouping

Use the standard algorithm to solve the addition problems below.

| | | | |
|---|------|------|------|
| | Hun. | Tens | Ones |
| | | 3 | 1 |
| + | | 4 | 7 |
| | | | 5 |

| | | | |
|---|------|------|------|
| | Hun. | Tens | Ones |
| | | 7 | 8 |
| + | | 9 | 3 |
| | | | 6 |

| | | | |
|---|------|------|------|
| | Hun. | Tens | Ones |
| | | 2 | 2 |
| + | | 5 | 7 |
| | | | 3 |

| | | | |
|---|------|------|------|
| | Hun. | Tens | Ones |
| | | 6 | 6 |
| + | | 6 | 1 |
| | | | 1 |

| | | | | |
|---|-------|------|------|------|
| | Thou. | Hun. | Tens | Ones |
| | | 1 | 5 | 3 |
| + | | 3 | 8 | 3 |
| | | | | 1 |

| | | | | |
|---|-------|------|------|------|
| | Thou. | Hun. | Tens | Ones |
| | | 6 | 3 | 1 |
| + | | 2 | 9 | 2 |
| | | | | 2 |

| | | | | |
|---|-------|------|------|------|
| | Thou. | Hun. | Tens | Ones |
| | | 7 | 5 | 0 |
| + | | 1 | 7 | 0 |
| | | | | 3 |

| | | | |
|---|------|------|------|
| | Hun. | Tens | Ones |
| | | 6 | 6 |
| + | | 6 | 1 |
| | | | 1 |

| | | | | |
|---|-------|------|------|------|
| | Thou. | Hun. | Tens | Ones |
| | | 5 | 8 | 4 |
| + | | 7 | 2 | 7 |
| | | | | 5 |



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Ontario Math Curriculum

Data - Graphing & Probability - Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

QUALITATIVE VS QUANTITATIVE DATA

Learning Goal

We are learning to **identify and describe qualitative and quantitative data** using real-life examples and **surveys**, so we can **choose the best way to collect and explain information**.

QUALITATIVE VS QUANTITATIVE DATA

Read the data descriptions and decide if they are quantitative or qualitative. ✖

| Description of data | Quantitative | Qualitative |
|---|--------------|-------------|
| 1) Number of books read by students this month | | |
| 2) Favourite sport of students in Grade 4 | | |
| 3) Types of pets students have at home | | |
| 4) Colours of backpacks in the classroom | | |
| 5) Temperature outside during recess | | |
| 6) Time spent doing homework each night | | |
| 7) Type of lunch students bring to school | | |
| 8) Number of goals scored in a hockey game | | |
| 9) Brand of running shoes students wear | | |
| 10) Height of plants grown in the school garden | | |

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

STEM AND LEAF PLOT

Read the stem and leaf plots and fill in the tables below. 1 2 3 4 5 6 7 8 9 0 -

| Stem | Leaf | Data Set: |
|------|------|-----------|
| 3 | 7 | |
| 4 | 2 9 | Mean |
| 6 | 1 1 | Median |
| | | Mode |

| Stem | Leaf | Data Set: |
|------|-------|-----------|
| 2 | 4 6 | |
| 3 | 1 5 8 | Mean |
| 4 | 4 | Median |
| | | Mode |

| Stem | Leaf | Data Set: |
|------|------|-----------|
| 9 | 9 | |
| 10 | 2 4 | Mean |
| 11 | 0 0 | Median |
| | | Mode |

| Stem | Leaf | Data Set: |
|------|-------|-----------|
| 5 | 0 2 | |
| 6 | 3 3 7 | Mean |
| 7 | 1 | Median |
| | | Mode |



Ontario Math Curriculum

Data - Graphing & Probability - Grade 4

LINE PLOT

Create a line plot based on the data below.

Grade 4 students were asked how many sneakers they own and the data is stored below.

| Name | # of Sneakers |
|-------|---------------|
| Tim | 5 |
| Noah | 7 |
| Lucas | 8 |
| Viola | 5 |
| Becky | 4 |

1 2 3 4 5 6 7 8 9 0

| # of Sneakers | | | | | |
|---------------|------|-------|-------|-------|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Tim | Noah | Lucas | Viola | Becky | |

| Questions | Answer |
|--|--------|
| 1) What is the most number of sneaker owned by anyone? | |
| 2) What is the least number of sneaker owned by anyone? | |
| 3) How many students have less than 4 sneakers? | |
| 4) How many students have more than 2 sneakers in total? | |
| 5) How many sneakers do the 5 students own in total? | |

✕ = 1 Sneaker

PICTOGRAPHS

Answer the questions about the pictograph.

1 2 3 4 5 6 7 8 9 0

| Ways Students Get to School | |
|-----------------------------|--|
| Walk | |
| Bus | |
| Car | |
| Bike | |

= 1 Student

| Questions | Answer |
|--|--------|
| 1) How many students walk or bike to school altogether? | |
| 2) How many more students take the bus than walk to school? | |
| 3) If 3 more students started walking, what would the new total for walking be? | |
| 4) How many fewer students walk than take the bus? | |
| 5) What is the difference between the number of students who walk and those who go by car? | |

ONE

Grade 4 students answered questions about their favourite subjects. The results are displayed in the two bar graphs below.

Graph A - Favourite Subject

Graph B - Favourite Subject

| Questions | Answer |
|---|--------|
| 1) What is the scale in Graph A? | |
| 2) What is the scale in Graph B? | |
| 3) Which graph is easier to read and interpret? | |



Ontario Math Curriculum

Data - Graphing & Probability - Grade 4

DOUBLE BAR GRAPHS

Selected kids and adults chose their favourite movie genre. The results were displayed in the bar graph below.

| Movie Genre | Kids | Adults |
|-------------|------|--------|
| Animated | 17 | 14 |
| Comedy | 8 | 16 |
| Action | 7 | 16 |
| Adventure | 3 | 3 |
| Family | 2 | 3 |

1) Which movie genre is liked the most by **both** groups?
 2) Which movie genre is liked the least by **both** groups?
 3) What should be the **title of the X-axis** → ?
 4) What should be the **title of the Y-axis** ↓ ?
 4) What is the **mode** for Adults and Kids?
 5) Did **more Kids or Adults** participate in the survey?

| | Adults | Kids |
|---|--------|------|
| 1) Which movie genre is liked the most by both groups? | | |
| 2) Which movie genre is liked the least by both groups? | | |
| 3) What should be the title of the X-axis → ? | | |
| 4) What should be the title of the Y-axis ↓ ? | | |
| 4) What is the mode for Adults and Kids? | | |
| 5) Did more Kids or Adults participate in the survey? | | |

Adventure Bus Movie Genre Action Family Comedy Animated # of Votes

MULTIPLE BAR GRAPHS

The students in Grade 4, Grade 5, and Grade 6 were asked what they like the most. The results are shown in a multiple-bar graph sorted by subject.

| Subject | Grade 4 | Grade 5 | Grade 6 |
|----------|---------|---------|---------|
| Math | 11 | 26 | 31 |
| Language | 17 | 22 | 27 |
| Science | 23 | 33 | 24 |
| Art | 14 | 19 | 25 |
| Music | 35 | 31 | 26 |

1) How many students were surveyed in **Grade 4**?
 2) Which subject was the **most popular overall**?
 3) What is the **least popular subject** in Grade 5?
 4) Which subject was **most popular** in Grade 6?

| | Math | Language | Science | Art | Music |
|---------|------|----------|---------|-----|-------|
| Grade 4 | | | | | |
| Grade 5 | | | | | |
| Grade 6 | | | | | |

Create an infographic that represents the above data.

Push-Ups Completed in One Minute

| Push-Up Count | # of Students |
|---------------|---------------|
| 10 - 14 | |
| 15 - 19 | |
| 20 - 24 | |
| 25 - 29 | |

1 2 3 4 5 6 7 8 9 0 -

| Push-Ups Completed in One Minute | # of Students |
|----------------------------------|---------------|
| 10 - 14 | |
| 15 - 19 | |
| 20 - 24 | |
| 25 - 29 | |

Stem Leaf

| Stem | Leaf |
|------|------|
| | |
| | |
| | |
| | |

% of the students did 15-19 Push-Ups