Preview - Information

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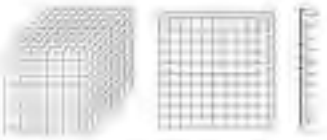

Grade 4
Strand: Number

	Curriculum Expectations	Pages
N4.1	Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by: - representing - describing - comparing two numbers - ordering three or more numbers.	5-34
N4.2	Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4- digit numerals) by: - using personal strategies for adding and subtracting - estimating sums and differences - solving problems involving addition and subtraction	37-88
N4.3	Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by: - applying mental mathematics strategies - explaining the results of multiplying by 0 and 1	92-130
N4.4	Demonstrate an understanding of multiplication (2- or 3-digit by 1- digit) by:	
N4.5	- relating division to multiplication.	
N4.6	Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: - name and record fractions for the parts of a whole or a set - compare and order fractions - model and explain that for different wholes, two identical fractions may not represent the same quantity - provide examples of where fractions are used.	178-209
N4.7	Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by: - describing - representing - relating to fractions.	212-234
N4.8	Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by: - using compatible numbers - estimating sums and differences - using mental math strategies - solving problems	237-273
TQ4	Assessment - Tests and Quizzes	26 – 27, 89 – 91, 176 – 177, 235 – 236, 273 – 275

Preview of 125 pages from this product that contains 548 pages total.

Name: _____ 5

Curriculum Connection
N4.1

Place Value Chart

3937

Thousands	Hundreds	Tens	Ones
3	9	3	7

Part 1 Fill in the place value charts below

1) 4 287

Thou	Tens	Ones

2) 2 142

Thousands	Hundreds	Tens	Ones

3) 2

Thousands	Hundreds		

4) 7 483

usands	Hundreds	Tens	Ones

5) 3 659

Thousands	Hundreds	Tens	Ones

684

Thou	undre	Tens	Ones

PREVIEW

Part 2 Which place value is the underlined number?

1) 3 5<u>7</u>5 Tens	2) 5 18<u>4</u>	3) <u>2</u> 138
4) <u>8</u> 321	5) 2 <u>8</u>39	6) 9 56<u>2</u>
7) 2 <u>9</u>62	8) 5 3<u>5</u>4	9) 9 30<u>3</u>

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Name: _____ 6

Curriculum Connection
N4.1

Place Value – How Many...

Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
4 248	4	2	4	8

Part 1 Fill in the table below

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	2 364				
3.					
4.	8 937				
5.	3 489				
6.	4 218				
7.	7 452				
8.	7 217				
9.	9 679				
10.	6 631				

PREVIEW

Part 2 Answer the riddles below

Questions	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

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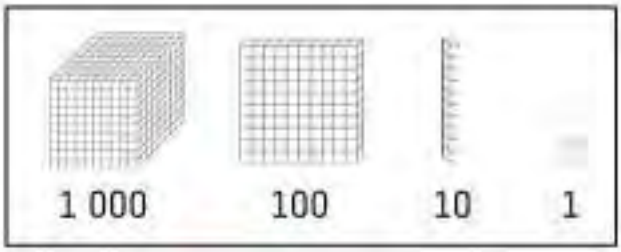
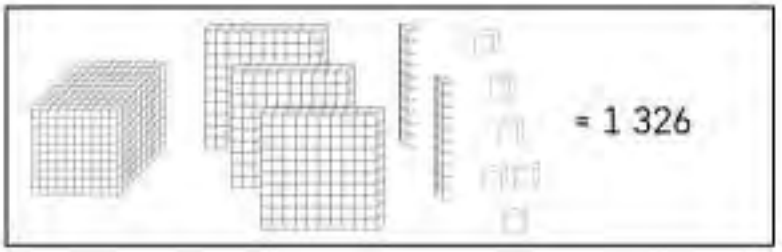
Name: _____ 7

Curriculum Connection
N4.1

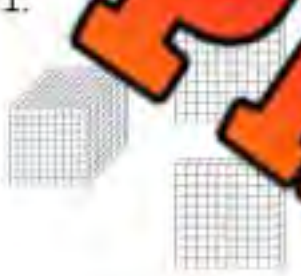
Base Ten Blocks





Part 1 How many blocks do you count?

1.



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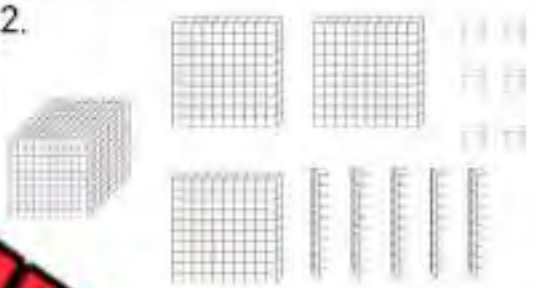

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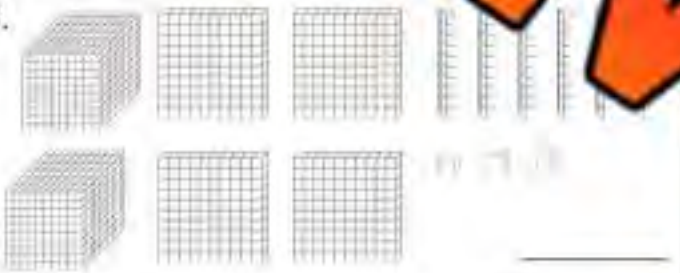

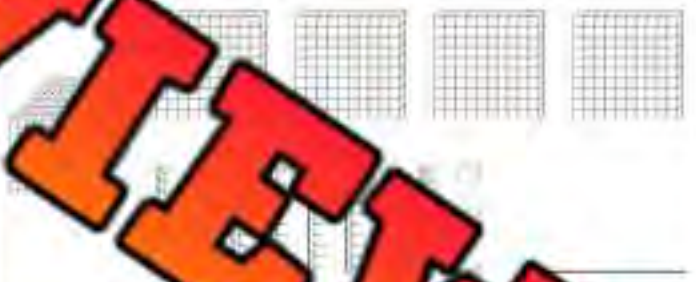

PREVIEW

Part 2 Draw the base ten blocks to represent the numbe[illegible]

1) 2 375	2) 1 184
3) 4 542	4) 4 263

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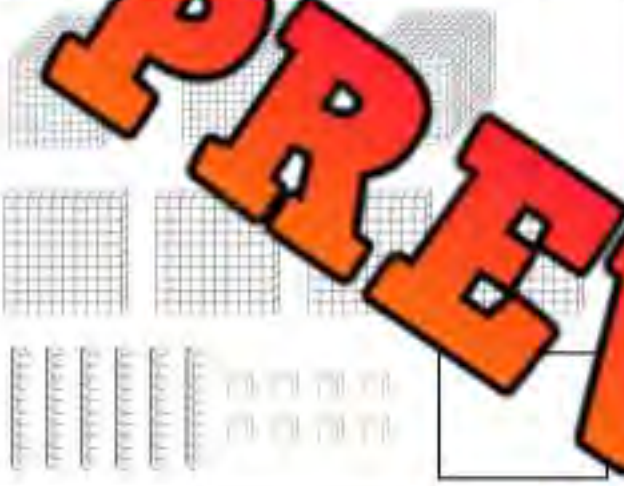
Exit Cards

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

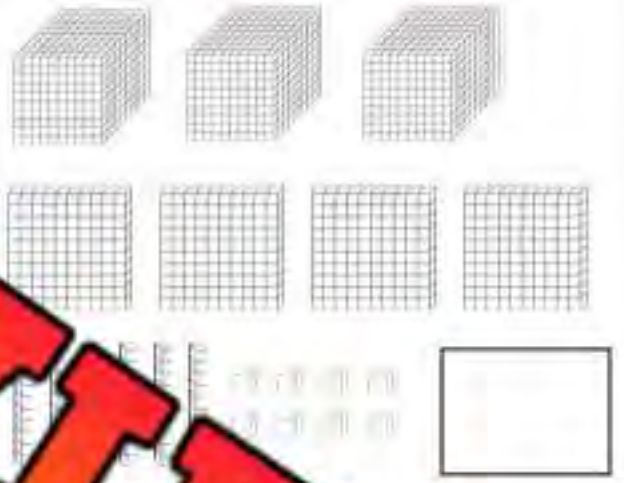
Name: _____

What is the value represented by the base ten blocks?



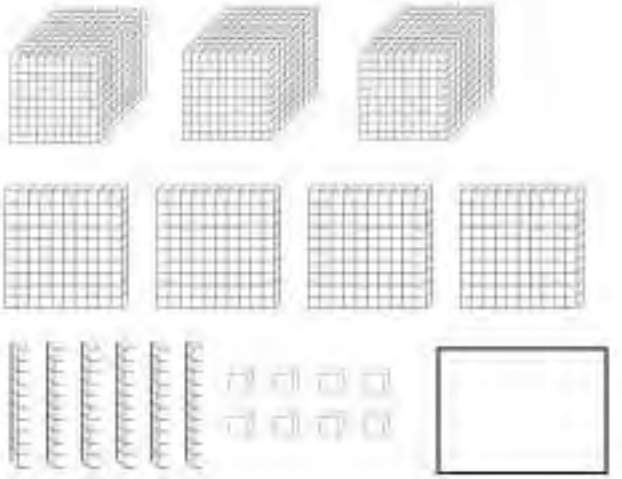
Name: _____

What is the value represented by the base ten blocks?



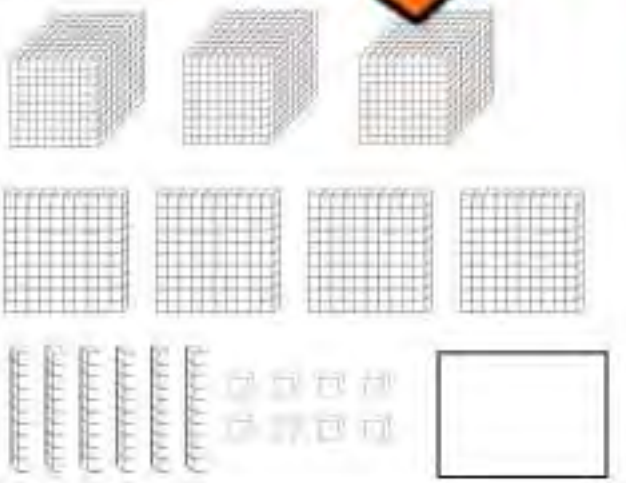
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



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Name: _____ 11

Curriculum Connection
N4.1

Expanded Form

2 372 ← Standard Form
2 000 + 300 + 70 + 2 ← Expanded Form

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

1) 4 000 + [illegible]10 + 4	2) 2 000 + 700 + 90 + 6	3) 1 000 + 500 + 20 + 9
4) 8 0[illegible]300 + [illegible]	5) 7 000 + 200 + 40 + 5	6) 6 000 + 400 + 30 + 6
7) 8 000 + 0 + 0 + [illegible]	[illegible]0 + 70 + 0	9) 3 000 + 500 + 70 + 2

Part 2 What is the expanded f[illegible]he nu[illegible]below?

1) 5 445	[illegible]4
3) 8 064	4) 7 309
5) 9 286	6) 3 246

Part 3 Fill in the blanks with the missing number

1) 4 523 = 4 000 + _____ + 20 + 3	2) 3 029 = _____ + 0 + 20 + 9
3) 5 163 = 5 000 + 100 + 60 + _____	4) 2 460 = _____ + 400 + _____ + 0

PREVIEW

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Curriculum Connection
N4.1

Exit Cards

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

Name: _____

a) Write [illegible] standard form: _____

[illegible]0 [illegible]8

b) Write the e[illegible] form[illegible]

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the stand[illegible]

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

PREVIEW

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Standard Form

Words

nded Form

Place Valu sha

Thousands	Hundreds	Ten	

Pictures

PREVIEW

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Name: _____ 21

Curriculum Connection
N4.1

Counting Money – Base Ten

Question Count the money below

PREVIEW

1)

2)

3)

4)

5)

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Name: _____ 22

Curriculum Connection
N4.1

Place Value Riddles

Questions Solve the riddles below

Questions	Answers
1) Which number has: 6 thousands, 3 hundreds, 3 less tens than hundreds, and 5 more ones than tens? ___ ___ ___ ___ hun tens ones	
2) Which number has one [illegible], half as many thousands as hundreds and twice [illegible] as thousands?	
3) Which number has 6 thousands, half as many [illegible] as thousands, 8 tens and half as many ones as tens.	
4) Which number has 9 thousands, 5 tens, 4 less hundreds than thousands and 2 less ones than hundreds.	

PREVIEW

Name: _____ 23

Curriculum Connection
NA.1

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

8 782

Th	H	T	O

Write the value of the underlined digit

1) 8 782 = _____

2) 8 782 = _____

3) 8 782 = _____

4) 8 782 = _____

Fill in the blanks [illegible] form below

_____ + _____ + _____ + _____

Fill in the pattern below

8 782, _____, 8 784, _____, _____, 8 787

Fill in the pattern below

8 782, 8 792, 8 802, _____, _____

Fill in the pattern below

8 782, 8 882, _____, _____, 9 182, _____

Compare using <, >, or =

8 782	8 795
5 315	8 782
8 782	3 346
8 325	8 782
8 237	8 782

8 782	+ 10	
8 782	+ 100	
8 782	+ 1000	
8 782	- 1000	
8 782	- 100	

PREVIEW

Name: _____ 26

Place Value Quiz

Part 1 Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

3) 4 392

Thou	Hun	Tens	Ones

Part 2 ...ue is the underlined number?

1) 1 3<u>5</u>5		3) <u>4</u> 135
4) <u>5</u> 331	...86	6) 9 7<u>3</u>4

Part 3 How many blocks do you count...

1. _____

2. _____

_____

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

1) 2 000 + 200 + 20 + 1	2) 5 000 + 300 + 60 + 8	3) 9 000 + 200 + 4

PREVIEW

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

1) 3 775	2) 2 593
3) 5 421	4) 6 309

Part 6 ndard form of the written words below

1) Three thous dr thirty-six	2) Four thousand one hundred four

Part 7 Write the written n o below

1) 3 234
2) 5 617

PREVIEW

Part 8 Solve the riddles

1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?

2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

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Name: _____ 28

Curriculum Connection
NA.1

Comparing Numbers

6 235  9 233	7 384  6 299	1 248  1 248

Part 1 Compare the following numbers

1) 685 [ ]	2) 2 685 [ ] 3 510	3) 6 112 [ ] 6 094
4) 1 325 [ ]	[ ] 4 257	6) 3 199 [ ] 4 606
7) 3 382 [ ] 3 312	7 583 [ ] 7	9) 5 874 [ ] 5 874

PREVIEW

Part 2 Write - Greater than, Equal to, Less th

1) 725 is _____ 442 Greater than	2) 1 556 is _____ _____
3) 4 814 is _____ 4 122 _____	4) 3 572 is _____ 3 572 _____
5) 7 235 is _____ 7 432 _____	6) 4 514 is _____ 4 415 _____

Name: _____ 30

Curriculum Connection
NA1

Activity – Number Line Leap Frog

Objective What are we learning about?

To help students understand and practice ordering whole numbers up to 10,000 by placing them correctly on a number line.

Materials What you will need for the activity.

- A [illegible] paper to create a number line
- Ma[illegible] or cr[illegible]
- Small stick[illegible]
- Index cards [illegible]us nu[illegible] to 10,000 written on them

Instructions How you [illegible]ple[illegible]ity

1. Lay out the roll of paper on the flo[illegible]e clas[illegible]nd draw a long number line across it. Mark the number line at e[illegible] interva[illegible]h m[illegible]s of 1,000 up to 10,000 to provide a reference for students.
2. Give each student an index card with a numbe[illegible] i[illegible]n[illegible] their number on a sticky note as well.
3. Have students come up one at a time to the number lin[illegible] th[illegible]
4. The student must decide where on the number line their numb[illegible]d place their sticky note on the line accordingly.
5. Once a student places their sticky note, the rest of the class can agree or disagree. If there is a disagreement, the student must justify their placement to their peers.
6. After all the students have placed their numbers, review the sequence as a class and make any necessary adjustments together.
7. For the final challenge, shuffle the sticky notes and have the students place them in the correct order as quickly as possible.
8. Ask students to answer these questions: "Which number did you have? Why did you place it where you did? What did you notice about the numbers to your left and right?".

PREVIEW

Name: _____ 31

Curriculum Connection
NA 1

Numbers to 10 000 | Cut out the numbers below. Give one to each student.

666	4256	8600
5567	8025	164
	7993	3613
548	439	5947
3213		1691
1293	7352	150
9253	5346	
1019	4867	2930
9451	4096	9149
8278	4909	5606

PREVIEW

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Name: _____ 32

Curriculum Connection
NA 1

Comparing Numbers

Part 1 Write a number between 1 and 1000 that fits the description

1) Number greater than 415	2) Number less than 627
3) Numbe[illegible]s than 294	4) Number equal to 84
5) N[illegible] greate[illegible]7	6) Number less than 412
7) Number equal to[illegible]	8) Number greater than 965

PREVIEW

Part 2 Write a number between [illegible] and 10 0[illegible] that would make sense

1) 2 205 > _____	2) 6 244 > _____	[illegible]
4) 8 365 = _____	5) _____ < 4 327	6) 2 310 > _____
7) _____ > 8 195	8) 9 937 < _____	9) _____ = 3 902
10) 8 153 = _____	11) _____ < 2 357	12) 4 220 > _____

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Name: _____ 33

Curriculum Connection
N4.1

Comparing Base Ten Blocks

Questions Compare the number of base ten blocks below

PREVIEW

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Name: _____ 35

Ordering and Comparing Numbers Quiz

Part 1 — Compare the following numbers

1) 325 ☐ 3 000	2) 5 182 ☐ 2 570	3) 7 125 ☐ 7 394
4) 3 52[illegible]	5) 2 362 ☐ 2 365	6) 8 367 ☐ 8 371

PREVIEW

Part 2 — Write [illegible]ater [illegible]to, Less than

1) 615 is _____ 362 Greater than	[illegible]6 is _____ 4 852 _____
3) 8 123 is _____ 9 432 _____	4) [illegible] _____ 841 _____

Part 3 — Order the numbers below from least to greatest

33, 45, 35, 18

_____, _____, _____, _____

425, 236, 235, 342

_____, _____, _____, _____

1 763, 6 753, 2 569, 3 104

_____, _____, _____, _____

1 237, 2 653, 1 342, 2 873

_____, _____, _____, _____

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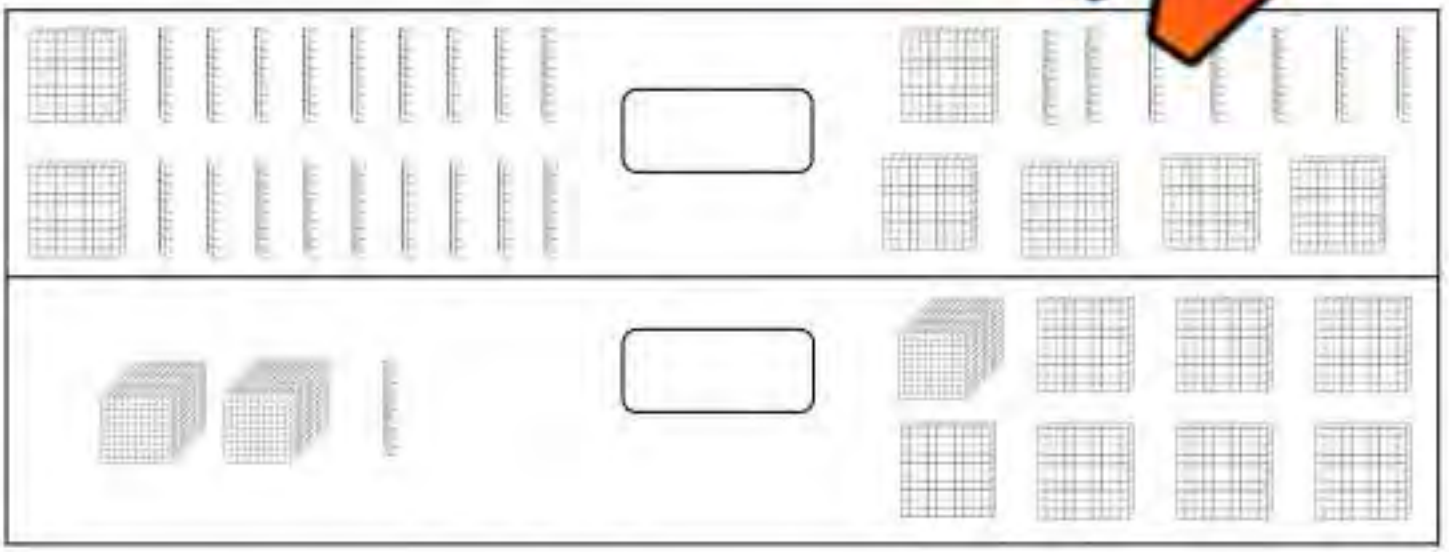
Part 4 Order the numbers below from greatest to least

23, 3, 9, 14, 20 ____, ____, ____, ____, ____	120, 341, 146, 189, 211 ____, ____, ____, ____, ____
134, 145, 110, 256, 230 ____, ____, ____, ____, ____	2 945, 1 240, 1 543, 1 654 ____, ____, ____, ____

Part Wri…er between 1 and 1 000 that fits the description

1) Number grea… …n 62…	2) Number less than 989
3) Number less than 410	4) Nu… …qual to 765

Part 6 Compare the number of base ten blocks be…w



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Name: _____ 37

Curriculum Connection
N4.2

Mental Math Strategy – Counting On

Directions:
1. Circle the higher number on the hundred's chart/number line.
2. Count up by the other number and write down the answer

13 + 5 = _____

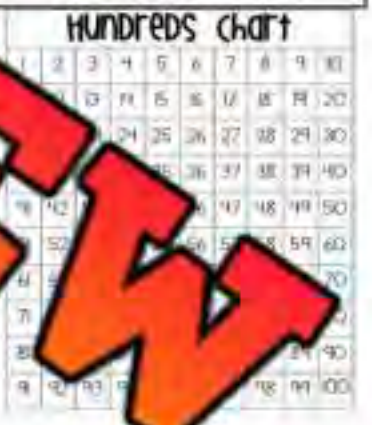
17 + 4 = _____

23 + 7 = _____

34 + 7 = _____

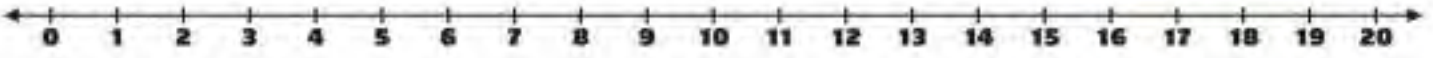
64

83 + 8 = _____

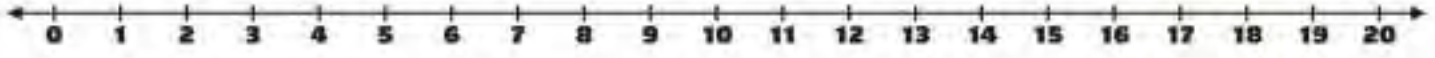


PREVIEW

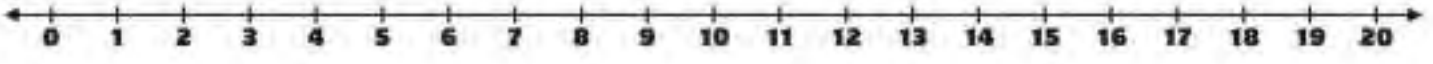
7 + 9 = _____



11 + 6 = _____



7 + 13 = _____



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Name: _____ 38

Curriculum Connection
N4.2

Mental Math Strategy – Making Tens

Directions
1. Create a ten by taking some from the other number.
2. Add the remaining amount.

1. [illegible] + 5

10 + 2 = 12

2) 18 + 6

___ + ___ = ___

3) 25 + 17

___ + ___ = ___

4) 78 + 14

___ + ___ = ___

[illegible]8 + 17

___ + ___ = ___

6) 99 + 14

___ + ___ = ___

7) 128 + 53

___ + ___ = ___

8) 167 + 27

___ + ___ = ___

9) 238 + 144

___ + ___ = ___

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Name: _____ 39

Curriculum Connection
N4.2

Mental Math Strategy – Making Doubles

Directions

1. Decide which number you will double and add those numbers together.
2. Subtract or add the remaining amount

*** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.

[illegible]	**46 + 45** 45 + 45 = 90 90 + 1 = 91	**50 + 51**
76 + 75		**99 + 101**
149 + 152	**123 + 123**	
248 + 253	**499 + 502**	**749 + 748**

PREVIEW

Name: _____ 40

Curriculum Connections
N4.2

Mental Math – Break Into Place Value

Directions

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

135 + 219

200 + 300

40

300

54

124 + 56

146 + 27

216 + 188

168 + 254

92

167 + 173

355 + 262

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Name: _____ 41

Curriculum Connection
N4.2

Mental Math – Adding in Chunks

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

124 + 125

100 = 224

244

134 + 145

243 + 23

264 + 228

334 + 358

252

357 + 553

664 + 267

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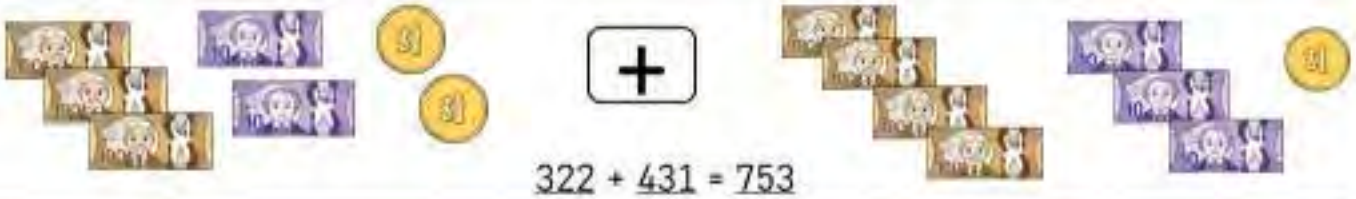
Name: _____ 42

Curriculum Connection
N4.2

Adding Money



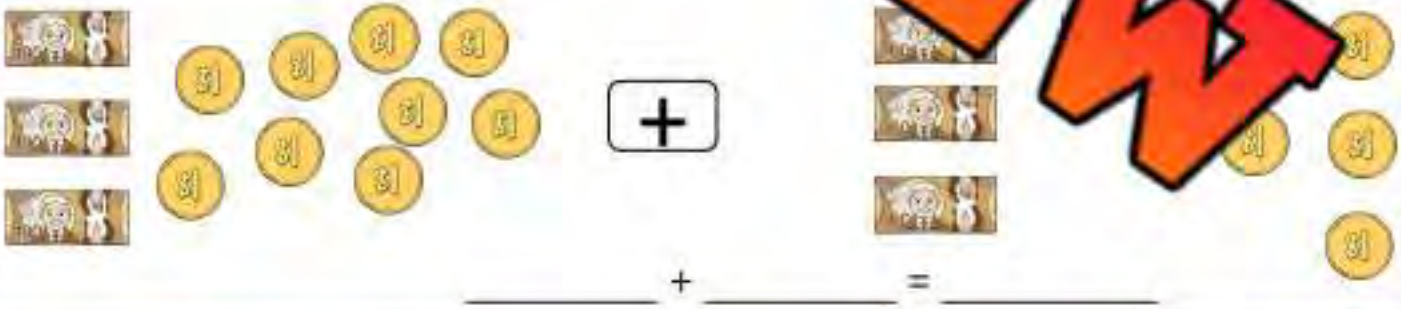
322 + 431 = 753

Questions Count the money below and decide which amount is larger

PREVIEW

_____ = _____

_____ + _____



_____ + _____ = _____

_____ + _____ = _____

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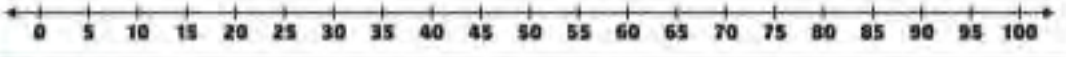
Name: _____ 43

Curriculum Connection
N4.2

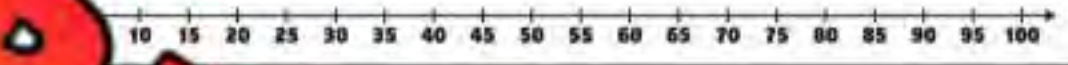
Number Line Addition

Questions | Use the number line to add the numbers below

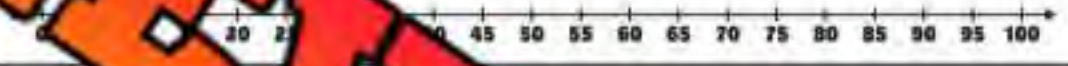
1) 15 + 25 = 40



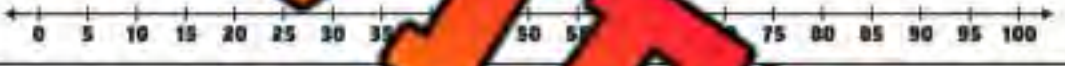
2) 35 + 40 = ____



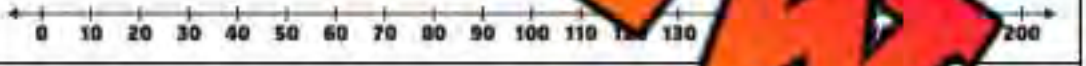
3) 70 + 25 = ____



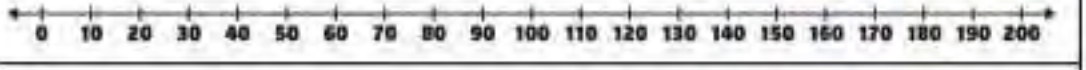
4) 60 + 35 = ____



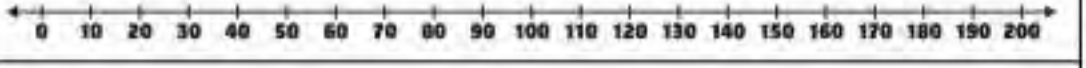
5) 110 + 85 = ____



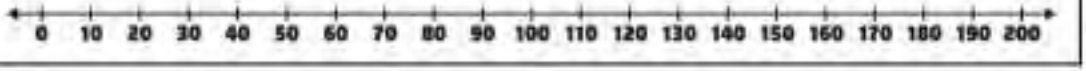
6) 70 + 85 = ____



7) 95 + 65 = ____



8) 135 + 45 = ____



PREVIEW

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Name: _____ 44

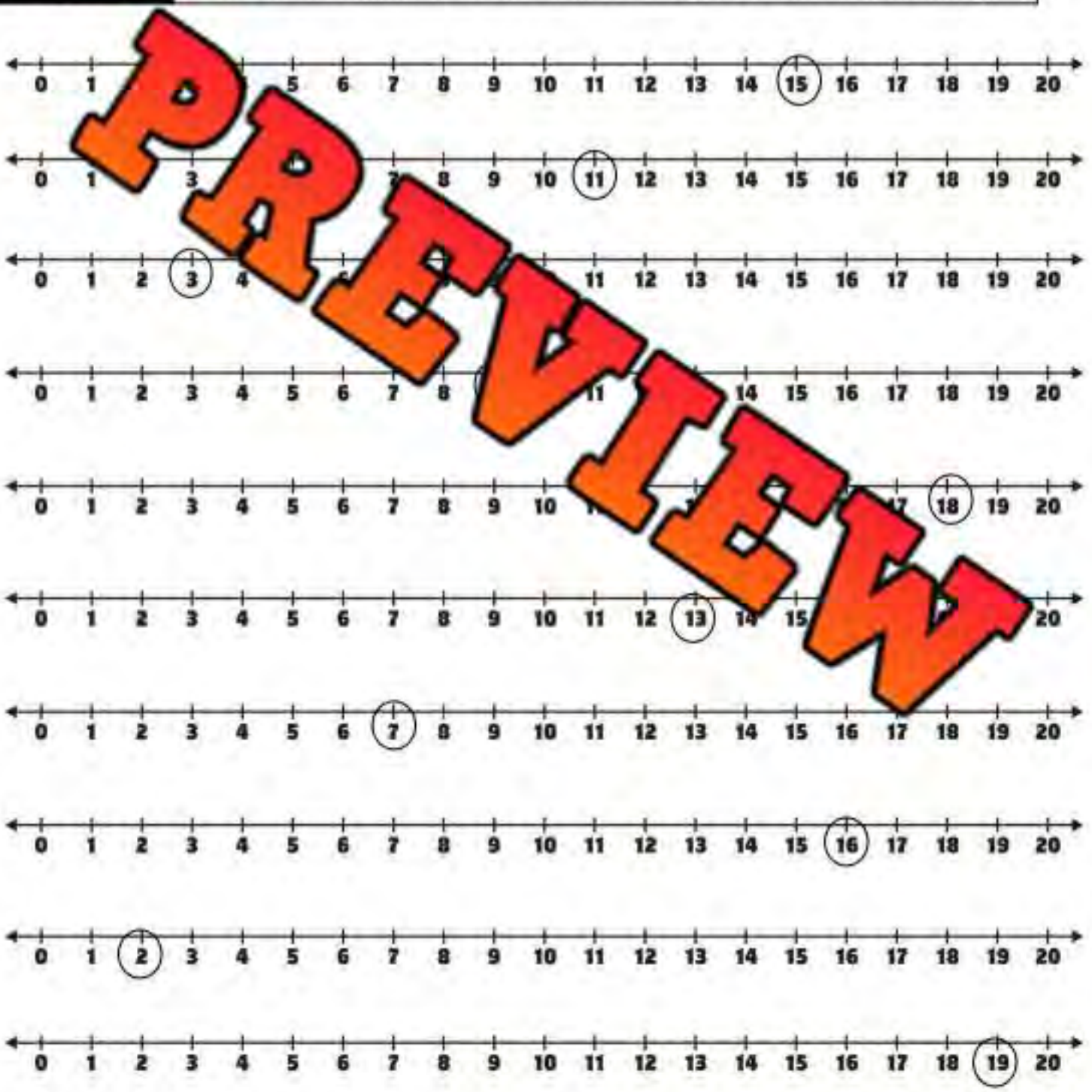
Curriculum Connection
N4.2

Rounding Numbers to the Nearest 10 – Number Line

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Questions Round the number to the nearest ten (circle the new number)



PREVIEW

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Name: _____ 47

Curriculum Connection
N4.2

Rounding Numbers to the Nearest 10 and 100

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest 10
42 → 40
155 → 160

Rounding to the nearest 100
242 → 200
389 → 400

PREVIEW

Part 1 Round the numbers to the nearest 10

1) 42 → _____	2) _____	3) 31 → _____
4) 85 → _____	5) _____	6) 74 → _____
7) 257 → _____	8) 144 → _____	9) 378 → _____
10) 873 → _____	11) 923 → _____	12) _____

Part 2 Round the numbers to the nearest 100

1) 272 → _____	2) 145 → _____	3) 307 → _____
4) 257 → _____	5) 363 → _____	6) 737 → _____
7) 901 → _____	8) 862 → _____	9) 751 → _____
10) 350 → _____	11) 402 → _____	12) 953 → _____

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Name: _____ 49

Curriculum Connection
N4.2

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Ten	Hundred	Thousand
1 86[illegible] → 1 860	1 864 → 1 900	1 864 → 2 000

Question [illegible] numbers three different ways

#		Hundred	Thousand
1	2 137 → [illegible]	[illegible] → 2 100	2 137 → 2 000
2	6 136 → _____	[illegible]	6 136 → _____
3	2 041 → _____	2 041 → [illegible]	[illegible]41 → _____
4	8 355 → _____	8 355 → _____	[illegible]
5	6 279 → _____	6 279 → _____	6 27[illegible] _____
6	1 059 → _____	1 059 → _____	1 059 → _____
7	7 502 → _____	7 502 → _____	7 502 → _____
8	9 921 → _____	9 921 → _____	9 921 → _____

PREVIEW

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Name: _____ 56

Curriculum Connection
N4.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones
			3
+			

	Hun.	Tens	Ones
	1	3	1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+	5	3	2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	[illegible]	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	[illegible]	[illegible]	6

	Thou.	Hun.	Tens	Ones
	5	2	3	5
+	3	5	3	3

	Thou.	Hun.	Tens	Ones
	7	5	6	1
+	2	4	2	7

	Thou.	Hun.	Tens	Ones
	4	5	3	4
+	2	3	6	4

PREVIEW

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Name: _____ 57

Curriculum Connection
N4.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 52 + 11	2) 23 + 14	3) 42 + 17	4) 12 + 33	5) 55 + 40
6) 298 + 241	7) 126 + 213	8) 736 + 243	9) 525 + 212	10) 332 + 351
11) 3 122 + 1 615	12) 5 136 + 3 650	13) 762 + 1 2[illegible]	14) [illegible]252	15) 4 614 + 5 362

PREVIEW

Word Problems Answer the questions below.

1) Lily and her two friends went to the aquarium. Lily saw 123 colorful fish, her first friend saw 234 fish, and her second friend saw 341 fish. How many fish did they see in total?	
2) During a charity run, three runners fundraised and were able to donate $1207, $2532, and $5110, respectively. How much money will be donated in total by these three runners?	

Name: _____ 58

Curriculum Connection
N4.2

Addition Word Problems – No Regrouping

Questions | Solve the problems below

1) William walked 3 403 steps this morning before noon and 6 265 steps for the rest of the day. How many total steps did he walk today?

2) Spencer h… his …ccount. He won $1 247 in a raffle. How much does he have n…

3) Rob loves to drink juice. Today he drank 1 6… …d 3 358mL of apple juice. How much total juice did Rob drink?

4) Sofia knitted a blanket with 4 452cm of blue yarn and 3 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?

PREVIEW

Name: _____ 59

Curriculum Connection
N4.2

Regrouping – Which is Equal?

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

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

PREVIEW

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Name: _____ 62

Curriculum Connection
N4.2

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 46 + 14	2) 29 + 14	3) 35 + 17	4) 17 + 24	5) 55 + 35
6) + 253	7) 6 + 3	8) 376 + 253	9) 485 + 232	10) 366 + 361
11) 6 212 + 7 315	12) 5 224 + 6 530	13) 42 + 7 23	14) 8 252 + 7	15) 7 654 + 8 362

PREVIEW

Word Problems Answer the questions below.

1) Tim has been saving money to buy a bike. In January, he saved $2,845. In February, he saved another $1,566. How much money has Tim saved in total for the bike?	
2) In Miss Garcia's class, the book club read 1,694 pages in the first month and 2,565 pages in the second month. How many pages did the book club read altogether?	

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Name: _____ 63

Curriculum Correction
N4.2

Addition Word Problems – Regrouping

Questions | Solve the problems below

1) Isaac donated $6 468 last year to charity. This year, he has donated $2 729. How much has Isaac donated in the last two years?

2) A delivery [illegible] 88km last week. This week, the driver has driven 3 871km. How fa[illegible] since last week?

3) Charlotte ate 2 793 calories yesterday. Toda[illegible] basketball tournament, so she expended a lot of energy. So, s[illegible]48 ca[illegible] today. How many calories did Charlotte eat in the last two days?

4) Ken ran 3 754m this morning according to his GPS. He ran 5 838m after school today. How many total metres did Ken run today?

PREVIEW

Exit Cards

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

Name: _____

Solve the problems below

a)

b) Riley read 4[illegible]s in [illegible] month. This month, [illegible] pages. How many page[illegible] read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 [illegible]ges. How many pages has Riley [illegible] total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problem[illegible]

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

PREVIEW

Name: _____ 68

Curriculum Connections
N4.2

Subtraction Mental Math – Counting Back

Directions:
1. Circle the higher number on the hundred's chart/number line.
2. Count back by the other number and write down the answer

18 - 5 = _____

22 - 4 = _____

27 - 7 = _____

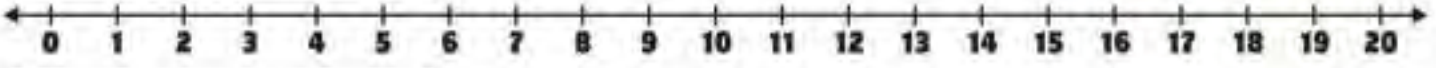
43 - 9 = _____

72 - _____

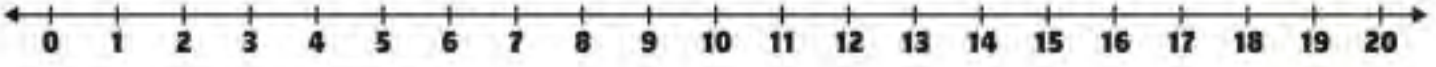
93 - 6 = _____

PREVIEW

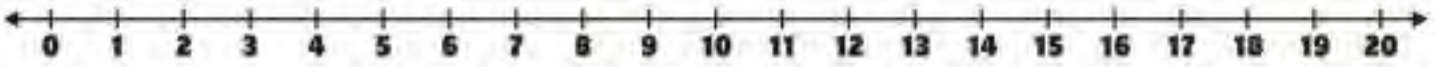
17 - 6 = _____



15 - 4 = _____



20 - 8 = _____



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Name: _____ 69

Curriculum Connection
N4.2

Mental Math – Counting Up (Up to 20)

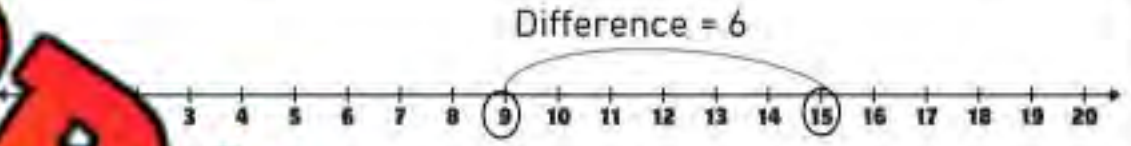
Lesson – Subtraction is simply finding the difference between two numbers

Directions

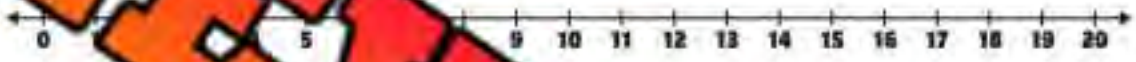
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up

PREVIEW

15 – 9 = _____

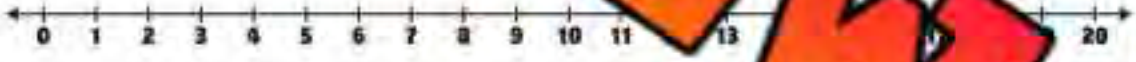


10 – 3 = _____

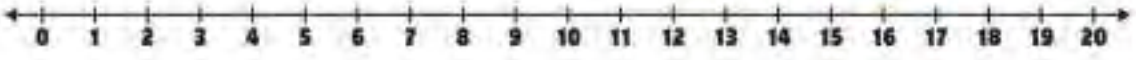


15 – 7 = _____

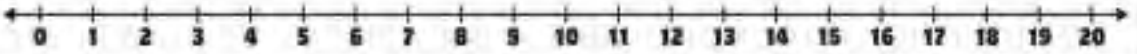
14 – 8 = _____



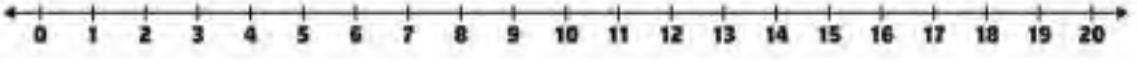
17 – 8 = _____



18 – 6 = _____



16 – 6 = _____



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Name: _____ 71

Curriculum Connection
N4.2

Subtraction Mental Math – Counting Up

Directions:

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

124 - 104

Answer 20

256 - 235

243 - 2

254 - 240

377 - 354

82

783 - 713

852 - 822

PREVIEW

Name: _____ 72

Curriculum Connections
N4.2

Mental Math Strategy – Subtracting in Chunks

Directions

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

124 - 115

124 – 100 = 24

14

14

256 - 145

243 - [illegible]

264 - 142

357 - 234

[illegible]2

753 - 323

873 - 562

PREVIEW

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Name: _____ 81

Curriculum Connection
N4.2

Subtracting – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

	Tens	Ones
	4	4
-		

	Tens	Ones
	4	1
-	1	4

	Tens	Ones
	5	5
-	2	6

	Tens	Ones
	7	6
-	3	8

	Hun.	Tens	Ones
	6	8	3
-	1	5	6

			Ones
		5	
-	2	2	

	Hun.	Tens	Ones
	4	4	2
		3	5

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

	Thou.	Hun.	Tens	Ones
	3	7	4	9
-	2	3	8	9

	Thou.	Hun.	Tens	Ones
	5	9	3	4
-	3	7	6	9

PREVIEW

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Name: _____ 82

Curriculum Connection
N4.2

Subtraction – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 26 − 17	2) 35 − 17	3) 43 − 28	4) 51 − 18
5) 571 − 438	7) 615 − 334	8) 837 − 128	
9) 1 318 − 1 226	10) 4 556 − 3 438	11)	12) 5 135 − 3 556

PREVIEW

Word Problems Answer the questions below.

1) Lisa ran 9 000 meters in a marathon. After a while, she had only 5 678 meters left to run. How many meters had she run already?	
2) A candy shop had 8,560 pieces of candy. After a big sale, there were 3,286 pieces left. How many pieces of candy were sold?	

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Name: _____ 83

Curriculum Connection
N4.2

Subtraction Word Problems – Borrowing

Questions | Solve the problems below

1) Nicole had $8 485 to spend on a car. She picked one that cost her $7 296. How much money does she have leftover?

2) Mike is row[illegible] day. After 20 minutes of the race, Mike had gone 4 265m. How [illegible] he need to row?

3) Travis and Kerry had a contest to see who [illegible] ur. Kerry ran 9 642m and Travis ran 7 259m. How much further [illegible] run?

4) Jen is filling up her pool with water. The pool can hold 8 530 liters of water. She has poured 3 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?

PREVIEW

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Name: _____ 84

Curriculum Connection
N4.2

Subtraction Questions

Questions	Solve the problems below

1) 3 156 – 2 142	2) 5 378 – 3 185
3) 7 364 – 3 5[illegible]	4) 6 872 – 3 295
5) 7 348 – 2 564	6) [illegible]
7) 9 682 – 7 759	8) 9 006 – 7 536

PREVIEW

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Exit Cards

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

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

PREVIEW

Name: _____ 88

Curriculum Connection
N4.2

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

1) Will and Ben collected valuable rocks last summer. Will collected 112 rocks and Ben collected 120 rocks. How many total rocks do they have?

Bon[illegible] got ri[illegible]cks that were not valuable. How many rocks were valuable[illegible]

2) Adam and Lindsay w[illegible] th[illegible] mall[illegible] new gaming system. Adam brought $128 and Lindsay brought [illegible] $185. How much money do they have left?

3) Becky's car is full of gas and can drive 500km on a full tank. She drove 230km to Ottawa on one weekend and then 240km to Toronto the next weekend. How many more km can she drive?

PREVIEW

Name: _____ 89

Unit Quiz - Adding and Subtracting

Part 1 Adding

	Thou.	Hun.	Tens	Ones
	5		3	5
+	3			3

	Thou.	Hun.	Tens	Ones
	7	5	6	1
+	2	4	2	7

	Thou.	Hun.	Tens	Ones
	3	4	6	7
+	3	5	2	5

432 + 726	15	3224 + 2530

PREVIEW

Part 2 Solve

2 143 + 3 424	1 653 + 4 845

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Part 3 Subtracting

	Thou.	Hun.	Tens	Ones
	6	5	5	2
-	1			2

	Thou.	Hun.	Tens	Ones
	8	6	5	6
-	3	3	3	0

	Thou.	Hun.	Tens	Ones
	5	4	5	5
-	4	3	3	3

393
- 176

4 758
- 3 355

PREVIEW

Part 4 Solve

7 685 – 2 142

8 376 – 5 184

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1) Suzanne is a raspberry picker at a farm. She picked 2 653 raspberries last week and 4 765 raspberries this week. How many raspberries did she pick in total in the last 2 weeks?

2) There minutes in a day. How many minutes are there in 2 days?

3) Lindsay had $7 493 to spend on a boat. S buying a boat for $6 357. How much money does she have left?

4) Skyler is driving 2 538 kilometres across the country. She has driven 1 341 kilometres already. How many more kilometres does she need to drive?

PREVIEW

Name: _____ 94

Curriculum Connection
N4.3

Multiplication – Repeated Addition

Part 1 Fill in the blanks below

1) 2 + 2 + 2 + 2 = 8 4 x 2 = 8 4 groups of 2	2) 5 + 5 + 5 = ____ ____ x ____ = ____ ____ groups of ____
3) ____ = ____ ____ x ____ = ____ ____ groups of ____	4) 8 + 8 + 8 = ____ ____ x ____ = ____ ____ groups of ____
5) 3 + 3 + 3 + 3 + 3 = ____ ____ x ____ = ____ ____ groups of ____	6) 1 + 1 + 1 + 1 + 1 + 1 + 1 = ____ ____ x ____ = ____ ____ groups of ____
7) 6 + 6 + 6 + 6 = ____ ____ x ____ = ____ ____ groups of ____	8) ____ = ____ ____ x ____ = ____ ____ groups of ____

PREVIEW

Part 2 Answer the question below

Billy cuts his neighbours grass each week for 6 weeks. He makes 10 dollars each time he cuts the grass. How much money does he make in the 6 weeks?

Addition Sentence - _____ + _____ + _____ + _____ + _____ + _____ = _____

Multiplication Equation - _____ x _____ = _____

Therefore, Billy _____

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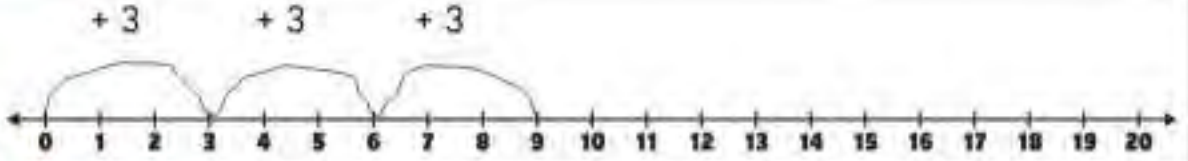
Name: _____ 95

Curriculum Connection
N4.3

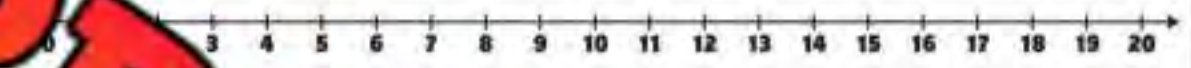
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

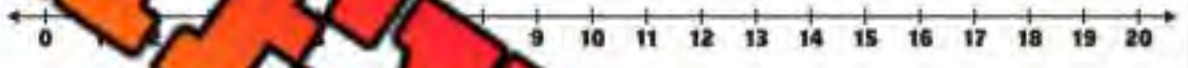
1) 3 x 3 = 9



2) 6 x 3 = _____

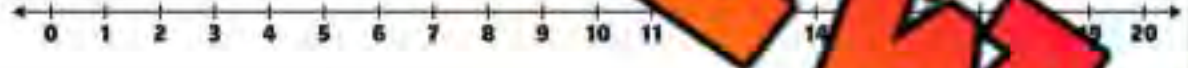


3) 5 x 4 = _____

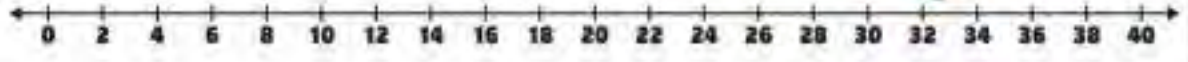


4) 7 x 2 = _____

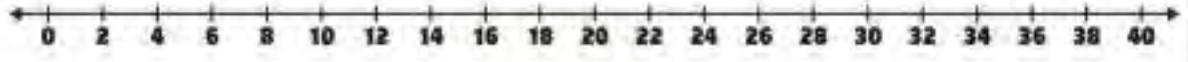
5) 2 x 9 = _____



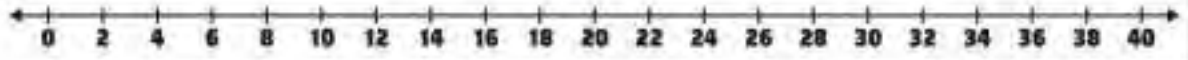
6) 5 x 7 = _____



7) 9 x 4 = _____



8) 6 x 6 = _____



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Name: _____ 96

Curriculum Connection
NA.3

Word Problem: Repeated Addition

Questions | Solve the word problems below

Questions	Answers
1) Flower Pots: Ava is planting flowers. She plants 3 flowers in pot one, 3 flowers in pot two, 3 flowers in pot three, 3 flowers in pot four, and 3 flowers in pot five. How many flowers does she plant in total?	
2) Pencil Packs: Liam is buying pencils for his classmates. He buys one pack of 4 pencils, another pack of 4 pencils, another pack of 4 pencils, another pack of 4 pencils, and one more pack of 4 pencils. How many pencils does Liam buy?	
3) Baking Cookies: Emma is baking cookies. She bakes 7 cookies in one batch, 7 more cookies in a second batch, and 7 more cookies in a third batch. How many cookies does she bake altogether?	
4) Saving Stickers: Jayden saves stickers every day. He saves 2 stickers on day one, 2 stickers on day two, 2 stickers on day three, 2 stickers on day four, 2 stickers on day five, 2 stickers on day six, and 2 stickers on day seven. How many stickers will Jayden have after seven days?	
5) Candy Land: A group of friends goes to a candy store. Steve buys 9 candies. Emily buys 9 candies. Rachel buys 9 candies. James buys 9 candies. Courtney buys 9 candies. Aramus buys 9 candies. How many total candies did the friends buy together?	
6) Book Pages: Clara has read 8 chapters in her book. Chapter 1 had 7 pages. Chapter 2 had 7 pages. Chapter 3 had 7 pages. Chapter 4 had 7 pages. Chapter 5 had 7 pages. Chapter 6 had 7 pages. Chapter 7 had 7 pages. Chapter 8 had 7 pages. How many total pages did she read?	

PREVIEW

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Name: _____ 97

Curriculum Connection
N4.3

Multiplication – Arrays

Part 1 Write the equations for the arrays below

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

Part 2 Draw an array based on the equation

5 x 4 = _____

8 x 3 = _____

2 x 7 = _____

5 x 7 = _____

9 x 3 = _____

8 x 4 = _____

PREVIEW

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Name: _____ 99

Curriculum Connection
N4.3

Multiplication Chart – Patterns

Questions Fill in the multiplication table below

x	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

PREVIEW

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Name: _____ 100

Curriculum Connection
N4.3

Multiplication Chart – Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	2	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

PREVIEW

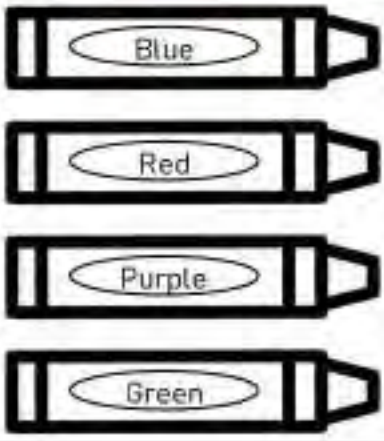
Questions | Follow the instructions below

1) Count by 1's and colour the numbers

2) Count by 3's and colour the numbers

3) Count by 5's and colour the numbers

4) Count by 7's and colour the numbers



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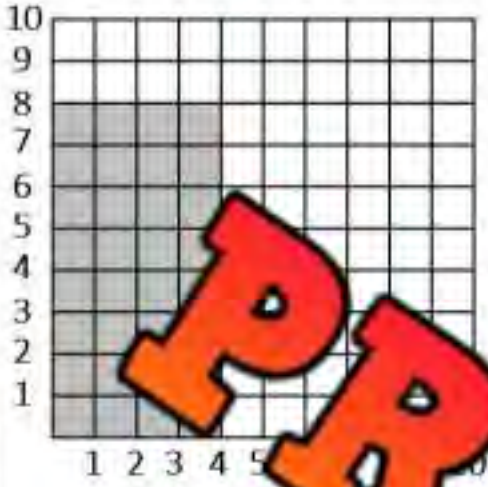
Name: _____ 102

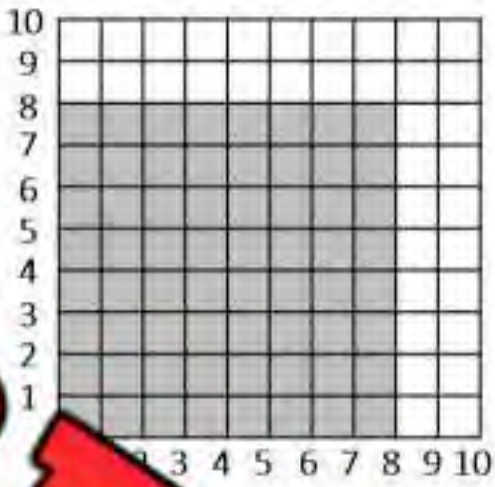
Curriculum Connection
N4.3

Multiplication - Arrays

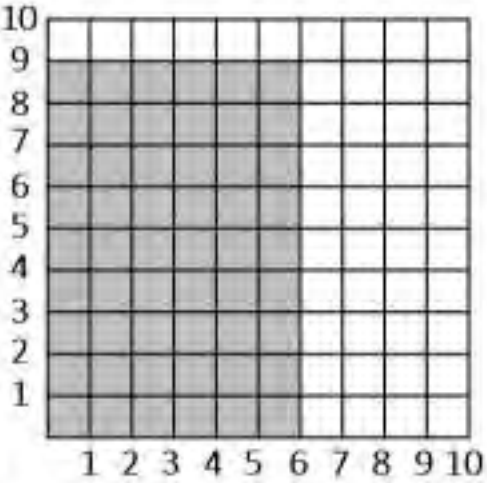
Questions How much is shaded in? Answer the questions below



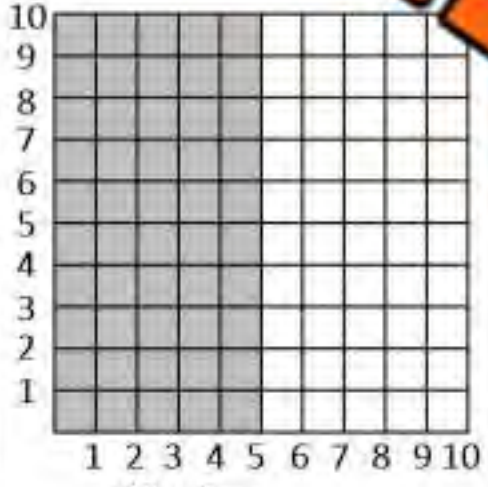
8 x 4 = _____



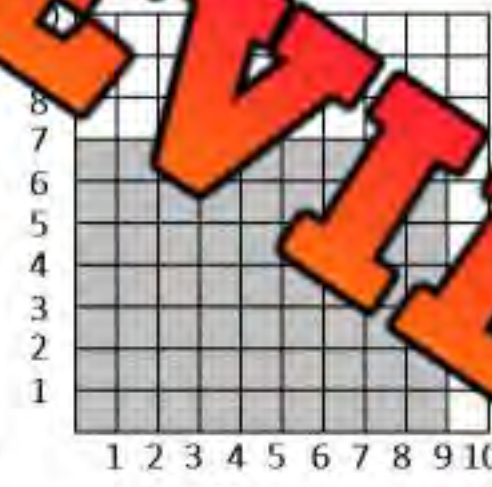
_____



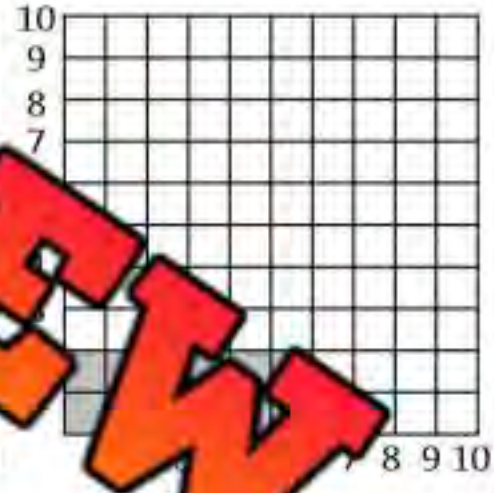
9 x 6 = _____



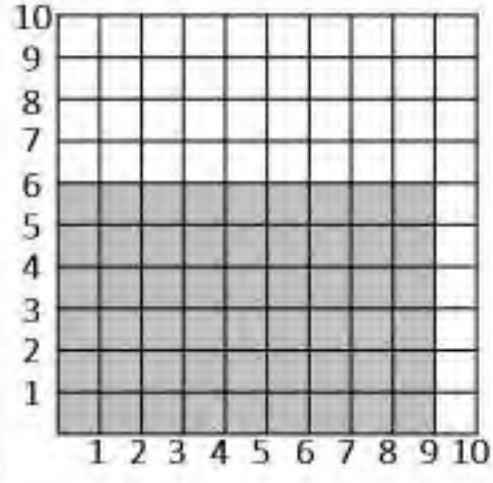
10 x 5 = _____



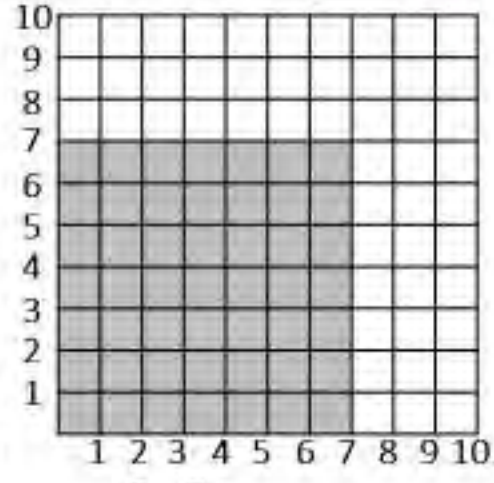
7 x 9 = _____



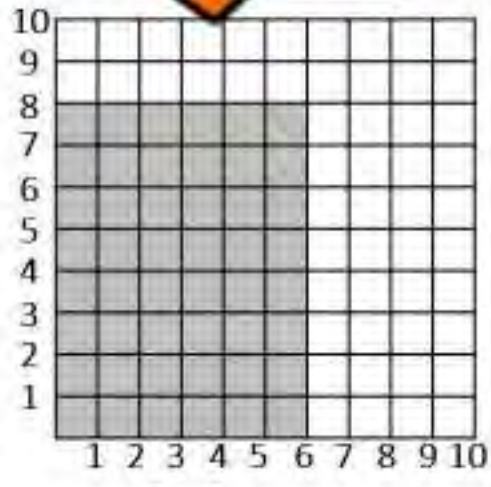
_____



6 x 9 = _____



7 x 7 = _____



8 x 6 = _____

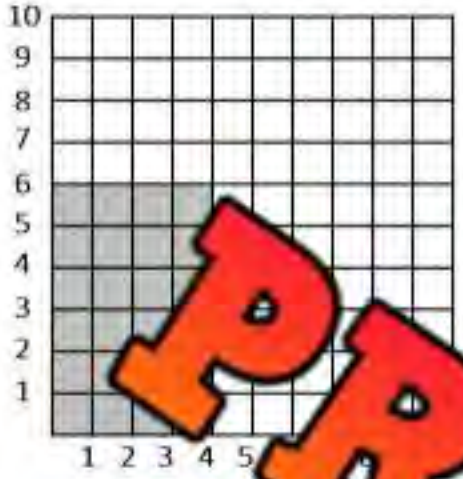
PREVIEW

Name: _____ 103

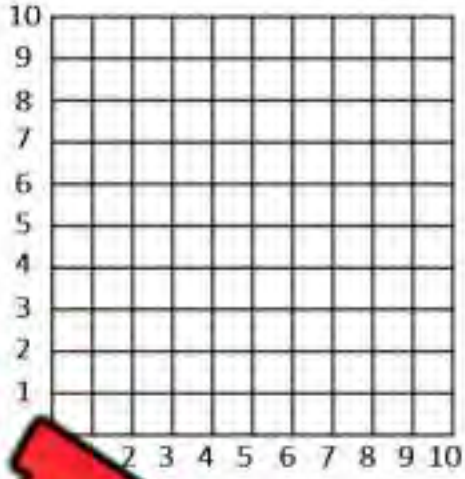
Curriculum Connection
N4.3

Multiplication - Arrays

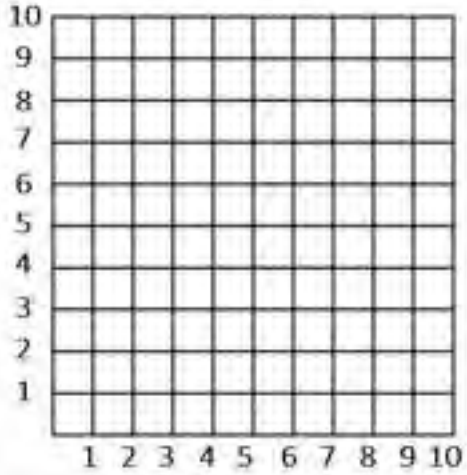
Questions | Shade in the arrays using the table. Answer the questions below



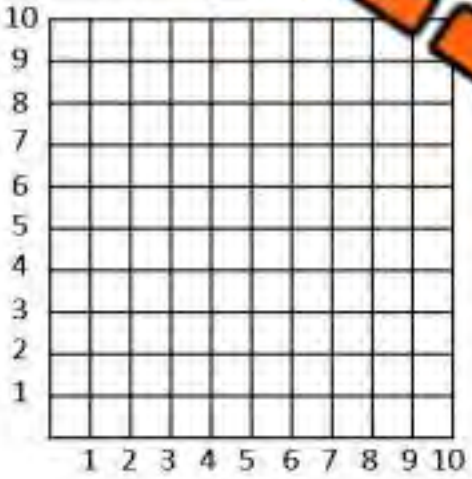
6 x 4 = _____



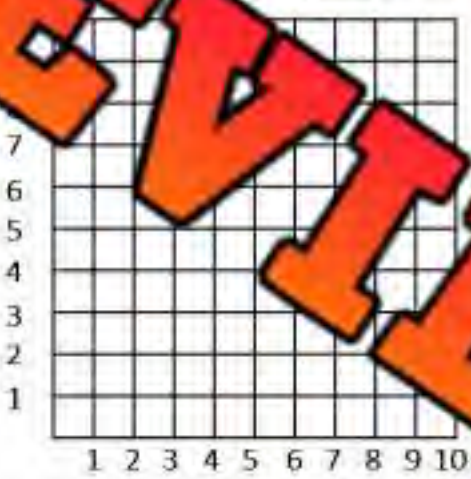
_____



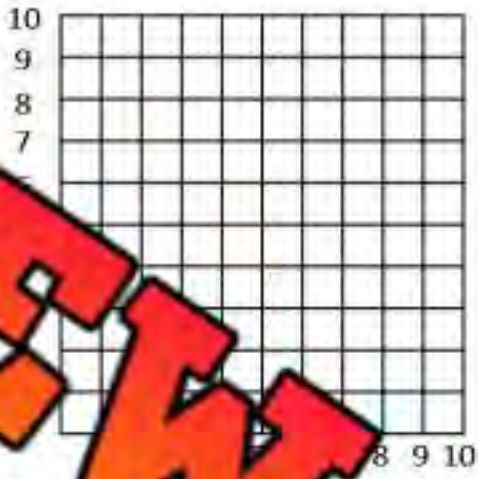
7 x 8 = _____



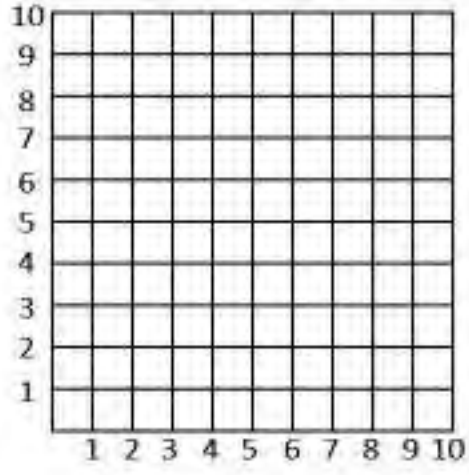
4 x 7 = _____



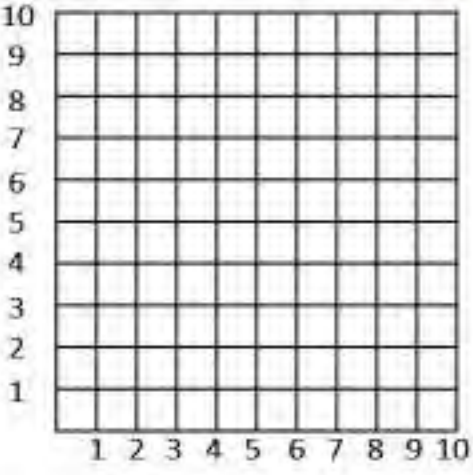
9 x 3 = _____



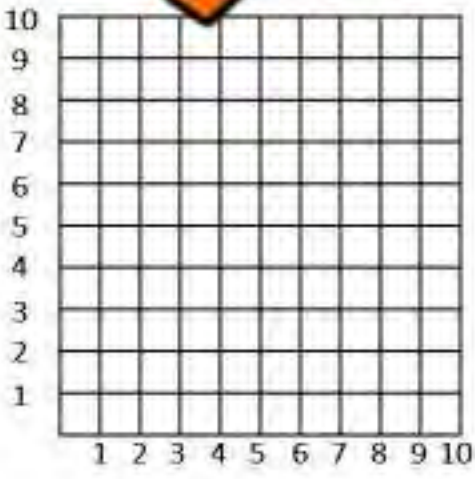
7 x _____



6 x 5 = _____



6 x 6 = _____



9 x 5 = _____

PREVIEW

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Name: _____ 105

Curriculum Connection
NA3

Activity – The Multiplication Magic Show

Objective

What are we learning about?

To deepen students' understanding of the concepts behind multiplying by 0 and 1 through an engaging and interactive 'magic' show, where students not only learn but also perform 'magic tricks'.

Materials

What you will need for the activity.

- Magic wands (pencils, sticks or even pencils).
- Multiplication flashcards featuring problems that result in multiplying by 0 and 1.
- A 'magic' hat to hold the flashcards.
- A large whiteboard or chalkboard to write down and explain the multiplication problems.
- Small rewards or stickers for students who successfully perform their 'magic'.

PREVIEW

Instructions

How you will complete the activity.

1. Begin the show by explaining that today's magic is about the special powers of multiplying by 0 and 1.
2. Each student takes turns being the magician. They draw a flashcard from the magic hat and present the multiplication problem to the class.
3. Before revealing the answer, the student magician explains the 'magic' behind multiplying by 0 or 1 (e.g., "Anything multiplied by 1 remains the same! It's like magic!").
4. The magician then reveals the answer, demonstrating the 'magic' of multiplication.
5. The class can then discuss why this 'magic' happens, reinforcing the concept with examples.
6. Every student magician gets a small reward or sticker for their performance.
7. Conclude the magic show with a discussion and recap of what was learned about multiplying by 0 and 1.

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Curriculum Connection
N4.3

Numbers Cut out the numbers below. Put them in a hat for students to draw.

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

PREVIEW

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Name: _____ 107

Curriculum Connection
N4.3

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

PREVIEW

8	9 x 3
6 x 5	7 x 6
9 x 5	
4 x 9	8 x 9

Name: _____ 109

Curriculum Connections
N4.3

Mental Math - Multiplication – Breaking Up Numbers

Directions

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

Example

16 x 4

10 x 4 and 6 x 4

40 24

64

PREVIEW

	16 x 7
15 x 4	
18 x 7	**15 x 9**
14 x 6	**16 x 6**

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Name: _____ 110

Curriculum Connection
N4.3

Mental Math - Multiplication – Doubling and Halving

Directions

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

Example

14 x 4

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

↓ 56 ↓ 56

PREVIEW

	16 x 8
14 x 6	**18 x 6**
18 x 4	**15**
16 x 6	**16 x 10**
19 x 4	**17 x 4**

Exit Cards

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

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

PREVIEW

Name: _____ 116

Curriculum Connections
N4.3

Multiplying by Multiples of Ten

Directions:

1. When multiplying by 10, move the decimal place one place to the right (add a zero)
2. When multiplying by another multiple of ten, multiply the number with the first number of the multiple of ten and then add a zero.
   - For example: 6 x 40 = 240 (6 x 4 and then add a 0)

	x 20	x 50
	1 x 20 = ____	1 x 50 = ____
2 x 10 = ____	2 x 20 = ____	2 x 50 = ____
3 x 10 = ____	3 x 20 = ____	3 x 50 = ____
4 x 10 = ____	4 x 20 = ____	4 x 50 = ____
5 x 10 = ____	5 x 20 = ____	5 x 50 = ____
6 x 10 = ____	6 x 20 = ____	6 x 50 = ____
7 x 10 = ____	7 x 20 = ____	7 x 50 = ____
8 x 10 = ____	8 x 20 = ____	8 x 50 = ____
9 x 10 = ____	9 x 20 = ____	9 x 50 = ____
10 x 10 = ____	10 x 20 = ____	10 x 50 = ____

PREVIEW

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Name: _____ 117

Curriculum Connections
N4.3

Multiplying by Multiples of Ten

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

Examples – 10 x 9 = 90 | 30 x 6 = 180 | 60 x 8 = 480 | 800 x 4 = 3 200

Questions Answer the questions below using the key concept above

PREVIEW

x 20	
2	
5	
7	
3	
4	
6	
8	

x 30	
2	
5	
7	
4	
3	
5	
9	

x 50	
2	
6	
3	
7	
4	

x 700	
2	
5	
7	
3	
4	
6	
8	

x 400	
2	
6	
7	
4	
3	
5	
9	

2	
6	
3	
7	
4	
5	
9	

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Name: _____ 123

Curriculum Connection
N4.3

Multiplication Drills – 3s and 4s

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

___
36

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

PREVIEW

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Name: _____ 133

Curriculum Connection
№ 4

Multiplication – 3 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)			
	2		3
x			

2)			
	6	3	1
			3

3)			
	2	4	7
x			6

4)			
	3	7	2
x			8

5)			
	7	3	6
x			3

6)			
	5	5	6
x			2

8)			
	7	5	4
			7

9)			
	6	7	3
x			5

10)			
	8	4	2
x			2

11)			
	6	7	9
x			3

12)			
	7	1	3
x			6

PREVIEW

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Name: _____ 134

Curriculum Connection
N4.4

Multiplication – 3 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1) 533 x 2	2) 535 x 6	3) 462 x 3	4) 749 x 4	5) 621 x 0
6) 32[illegible] x 7	[illegible] x 6	8) 138 x 2	9) 534 x 3	10) 177 x 1
11) 726 x 5	12) 642 x 1	1[illegible] 356 x [illegible]	[illegible]35	15) 817 x 5
16) 132 x 7	17) 526 x 0	18) 152 x 9	19) 137 x 4	244 x 1
21) 435 x 2	22) 554 x 3	23) 277 x 4	24) 986 x 5	25) 795 x 0

PREVIEW

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Name: _____ 135

Curriculum Connection
№ 4

Multiplication – Word Problems

Questions	Solve the problems below

1) Chloe earns $8 an hour babysitting. She babysat for 124 hours last month. How much money did she earn babysitting?

2) Carter wo… …ery. H… …is to fill bags with bagels. He put 6 bagels into 264 bags today. … …any b… …e put in bags today?

3) Nora drove for 9 hours today at 118km per h… H… …tres did she drive?

4) Jacob blinks 932 times per hour. How many times did he blink in the last 5 hours?

PREVIEW

Name: _____ 136

Curriculum Connection
№ 4

Multiplication – 3-Digits by 1-Digit

Step 1: Setup up the Area Model

235 x 3 = _____

	200	30	5
3			

Step 2: Multiply

235 x 3 = _____

	200	30	5
3	200 x 3 600	30 x 3 90	5 x 3 15

Step 3: Add

235 x 03 = 705

	200	30	5
3	600	90	15

600 + 90 + 15 = 705

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

1) 452 x [illegible] = _____

2) 626 x 2 = _____

3) 347 x 4 = _____

4) [illegible] = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

PREVIEW

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Name: _____ 138

Curriculum Connection
№ 4

Multiplication Word Problems

Questions	Solve the 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 [illegible] where [illegible] people to try to sell a product. Each phone call she makes is an [illegible] 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?

PREVIEW

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Curriculum Connection
NO.4

Exit Cards

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

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

PREVIEW

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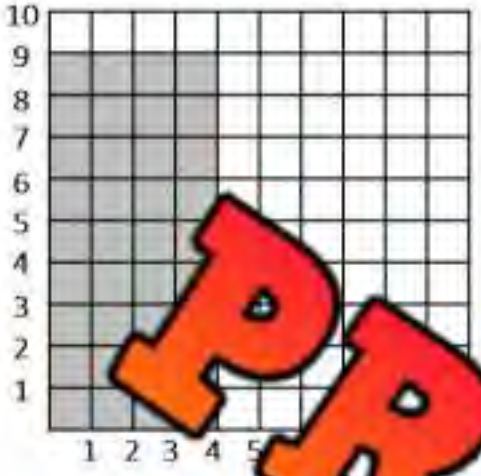
Name: _____ 140

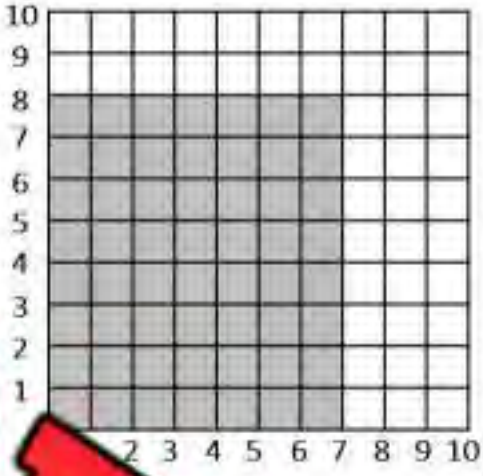
Curriculum Connection
N4.5

Division - Arrays

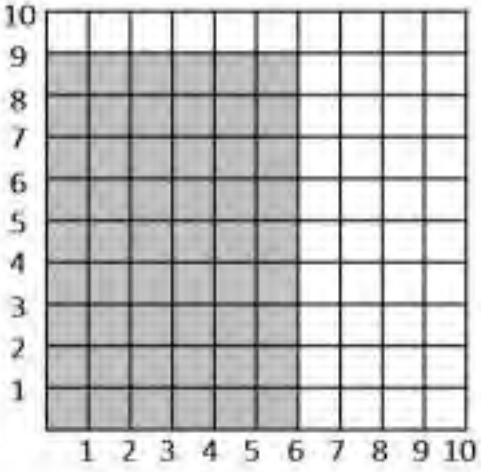
Questions	How is the shaded in area divided?



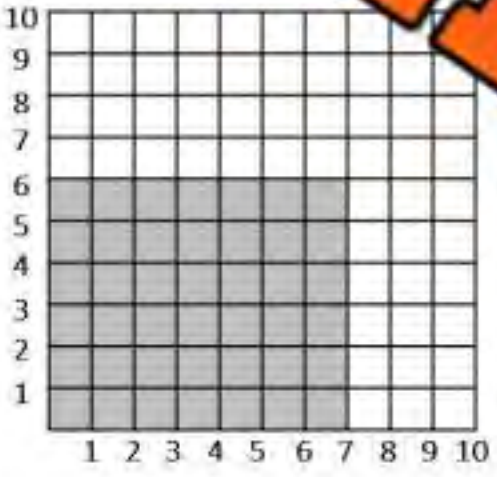
36 ÷ 4 = _____



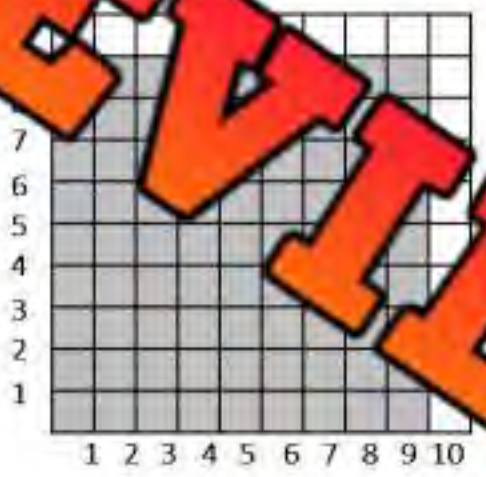
= _____



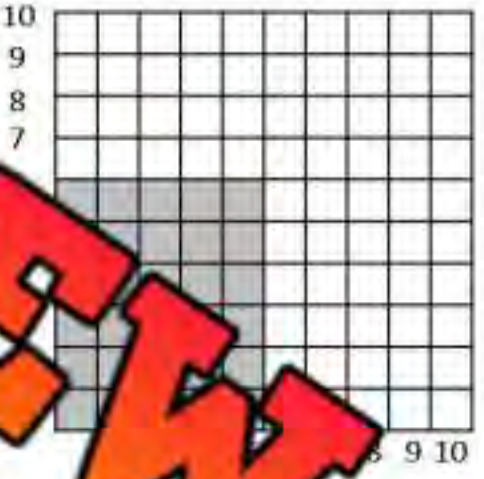
54 ÷ 6 = _____



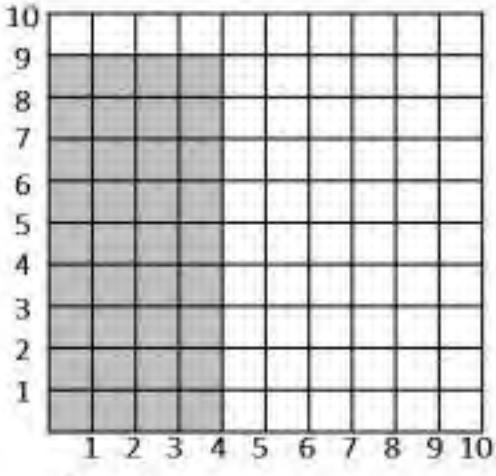
42 ÷ 7 = _____



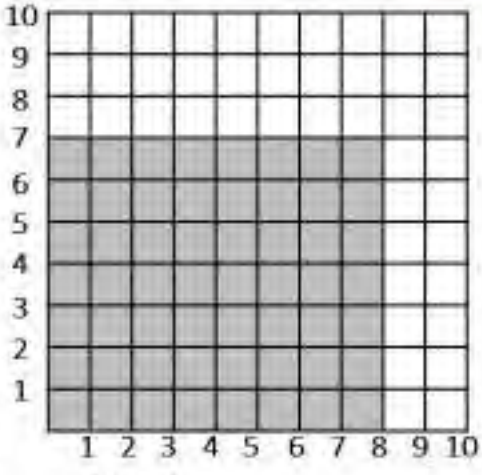
81 ÷ 9 = _____



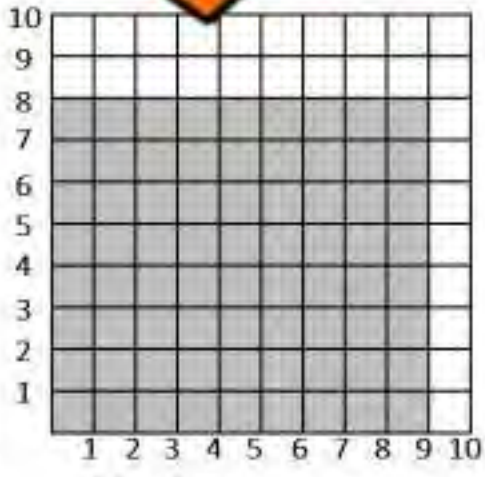
= _____



36 ÷ 4 = _____



56 ÷ 8 = _____



72 ÷ 9 = _____

PREVIEW

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Name: _____ 142

Curriculum Connection
N4.5

Division – Equal Sharing

Questions If you were sharing the objects below, how would you split them up equally? Answer the questions below.

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	ow many are in each group?	
	Wri ivision sentence.	

Objects	Questions	
	How many are	
	How many groups u m	
	How many are in each gr	
	Write the division sentence.	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence.	

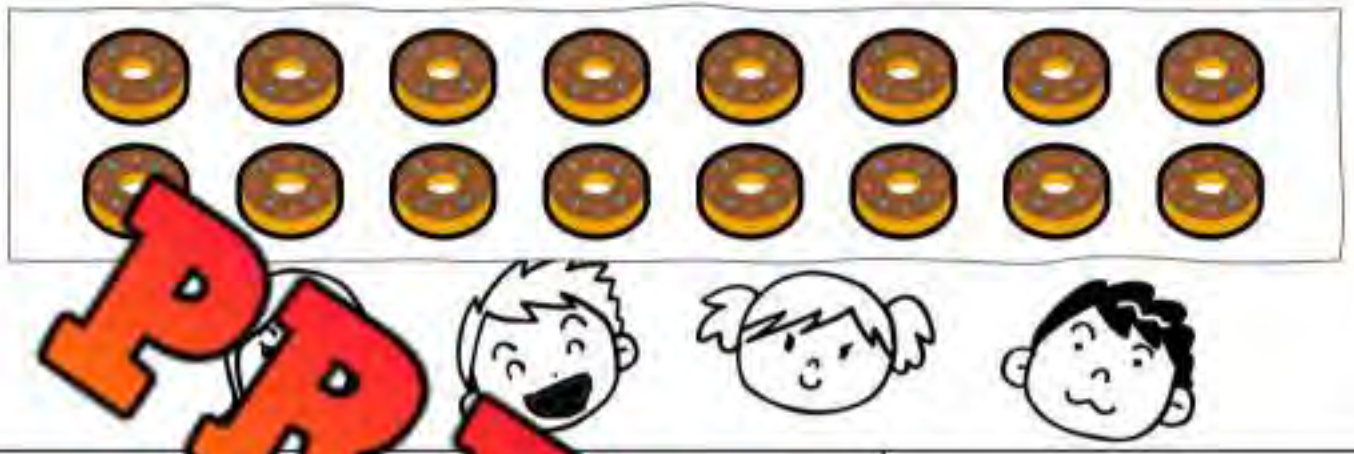
PREVIEW

Name: _____ 144

Curriculum Connection
N4.5

Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.



PREVIEW

How many don[illegible] there[illegible]	
How many groups do [illegible] to sha[illegible] donuts?	
How many donuts will be in [illegible] gr[illegible]	
Write the division sentence.	
How many donuts will each person get?	

How many cupcakes are there?	
How many groups do you need to share the cupcakes?	
How many cupcakes will be in each group?	
Write the division sentence.	
How many cupcakes will each person get?	

Name: _____ 145

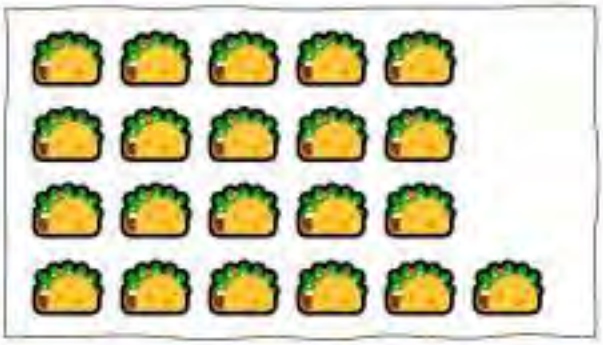
Curriculum Connection
NO.5

Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.

How many pi… ar…e?	
How many group… ou n… …e the sushi?	
How many pieces wil… …e grou…	
Write the division sentence.	
How many pieces of sushi will each … get?	
Are there any pieces of sushi left?	

PREVIEW



How many tacos are there?	
How many groups do you need to share the tacos?	
How many tacos will be in each group?	
Write the division sentence.	
How many tacos will each person get?	
Are there any tacos left over?	

Name: _____ 146

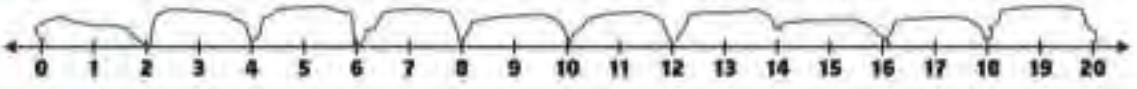
Curriculum Connection
N4.5

Number Line Division – Repeated Subtraction

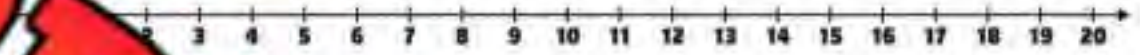
Questions | Use repeated subtraction to find the answer

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

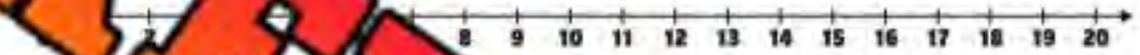
1) 20 ÷ 2 = 10



2) 15 ÷ 3 = ____



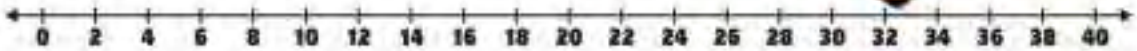
3) 10 ÷ 5 = ____



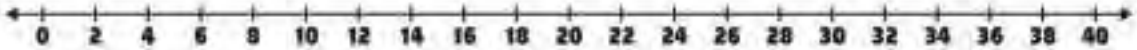
4) 18 ÷ 6 = ____

5) 12 ÷ 3 = ____

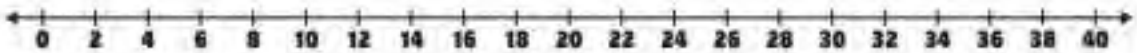
6) 30 ÷ 10 = ____



7) 32 ÷ 4 = ____



8) 36 ÷ 6 = ____



PREVIEW

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Name: _____ 154

Curriculum Connection
N4.5

Mental Math – Division – Skip Counting

Directions

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

91 ÷ 7 = ?

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

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

Answer = 13

70 ÷ 5

64 ÷ 4

72 ÷ 6

95 ÷ 5

98 ÷ 7

96 ÷ 8

84 ÷ 6

PREVIEW

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Name: _____ 155

Curriculum Connection
N4.5

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

f… numbers

2… 44

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

PREVIEW

	52 ÷ 4
138 ÷ 6	**… 5**
96 ÷ 4	**161 ÷ 7**
184 ÷ 8	**162 ÷ 6**

Name: _____ 158

Curriculum Connection
N4.5

Division Practice – 5 and 6

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

___
36

25 ÷ 5	12 ÷ 6	6 ÷ 6	18 ÷ 6	10 ÷ 5	15 ÷ 5
[illegible] ÷ [illegible]	[illegible]	30 ÷ 6	50 ÷ 5	42 ÷ 6	60 ÷ 6
50 ÷ 5	36 ÷ 6	30 ÷ 6	24 ÷ [illegible]	10 ÷ 5	20 ÷ 5
24 ÷ 6	15 ÷ 5	5 ÷ 5	[illegible] ÷ 6	[illegible] ÷ [illegible]	12 ÷ 6
10 ÷ 5	18 ÷ 6	25 ÷ 5	30 ÷ 5	36 ÷ 6	42 ÷ 6
35 ÷ 5	45 ÷ 5	48 ÷ 6	54 ÷ 6	50 ÷ 5	30 ÷ 5

PREVIEW

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Exit Cards

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

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

PREVIEW

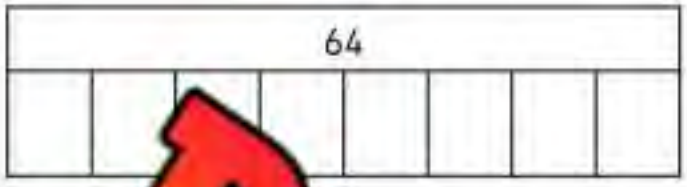
Name: _____ 168

Curriculum Connection
N4.5

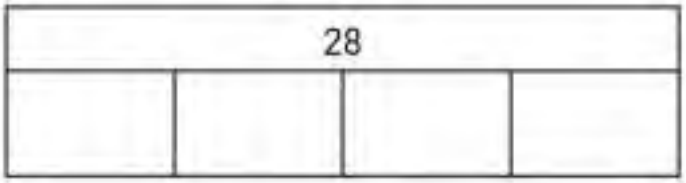
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8

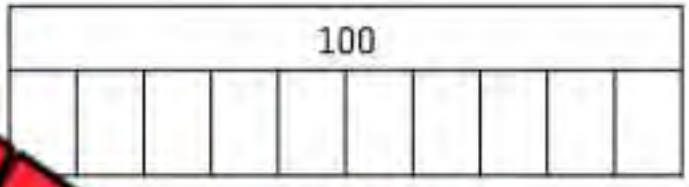


2) 28 ÷ 4

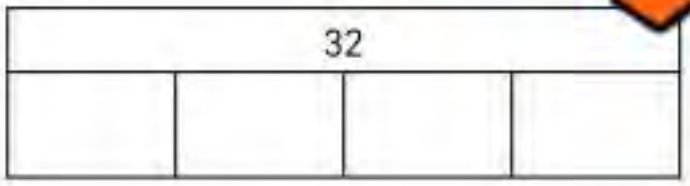


3) 4

4) 100 ÷ 10

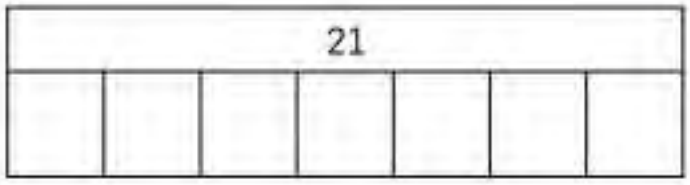


5) 32 ÷ 4

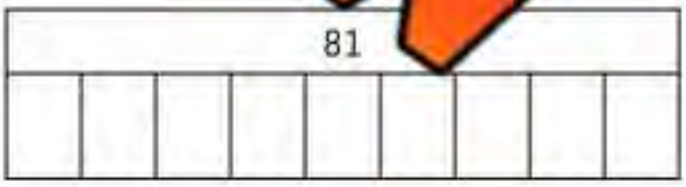


7) 35 ÷ 5

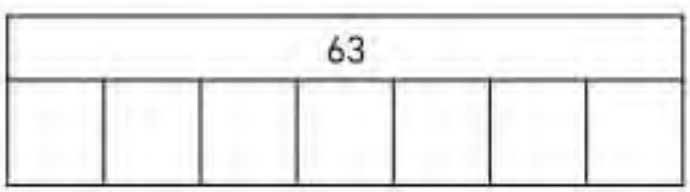
7) 21 ÷ 7



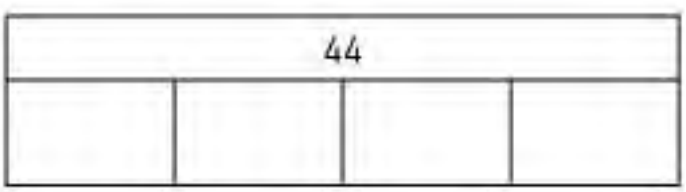
8) 81



9) 63 ÷ 7



10) 44 ÷ 4



PREVIEW

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Name: _____ 169

Curriculum Connection
N4.5

Division – Word Problems

Questions	Solve the problems below

1) Daniel earned $96 today working 8 hours. How much did he earn per hour?

2) Willow stud[illegible] a test she has tomorrow. She has studied the same amount fo[illegible]t 3 d[illegible]much did she study for each day?

3) Owen collected 146 candies on Halloween n[illegible] H[illegible] dies into 4 groups so he could share them with his 2 brothers [illegible]e sister[illegible]many candies did each sibling get?

b) How many extra candies were left over?

4) Zoey did 231 pushups last week. She did the same amount each day. How many pushups did she do each day?

PREVIEW

Name: _____ 176

Unit Quiz - Multiplication and Division

Part 1 Solve

13 x 6

16 x 8

95 ÷ 7

PREVIEW

	7	5
x		7

	7	8
x		3

		8	4	2
x				2

6) 24

2) 38

3) 63

5) 97

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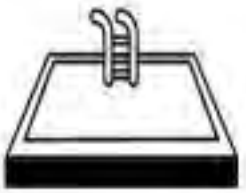
Part 2 Answer the word problems below

1) Brian put 96 L of water into his pool. He had the hose running for 8 hours. How many L were put into the pool each hour?



2) Everyd[illegible]ear (365 days), Joey ate 7 pieces of fruit. How many pieces of fruit did Jo[illegible]e

3) Mrs. Wilson made 84 co[illegible]he [illegible]e divided the cookies up to give an equal amount to 6 different cla[illegible]es. H[illegible]s did each class get?

4) a) Tyler spent $274 each time he filled his boat with g[illegible]e fi[illegible]7 times last summer. How much did he spend on gas?

Bonus) If he split the cost of gas with two other friends, how much would each friend owe? (leave the answer in dollars and include any remainder).

PREVIEW

Name: _____ 181

Curriculum Connection
N4 A

Fair Sharing – Pizza

Alex and Julia are really hungry tonight. They ordered 3 pizzas to share. Each pizza is cut up into 4 slices. How much pizza will Alex and Julia get?

PREVIEW

Alex's Slices

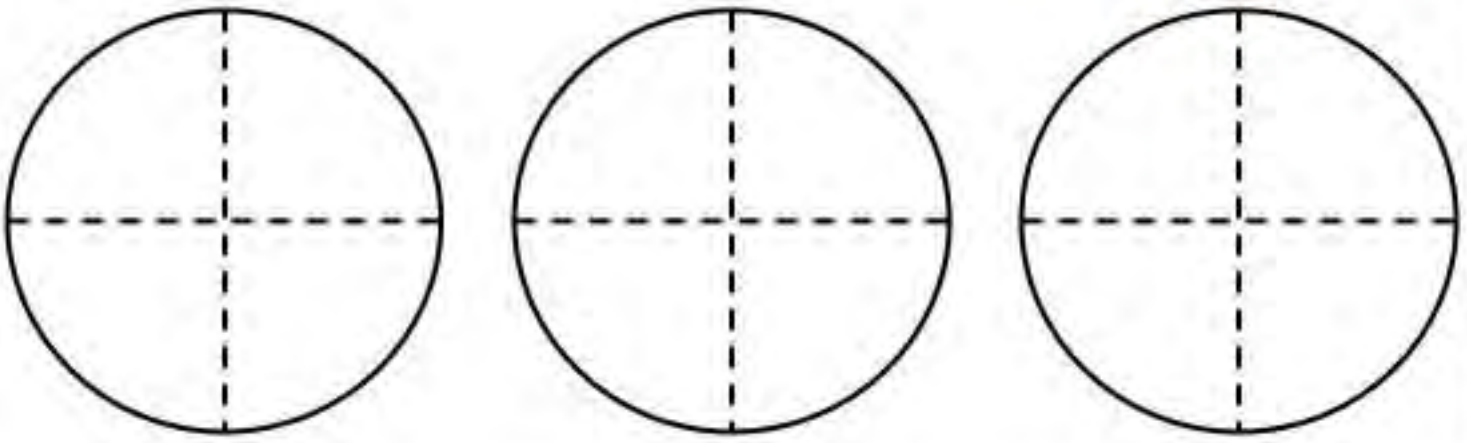
_____ # whole pizzas

Slices in one pizza (whole)

Julia's Slices

_____ # whole pizzas

_____ pizza



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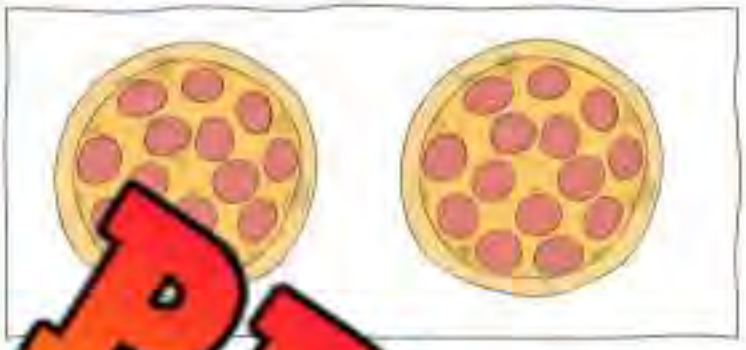
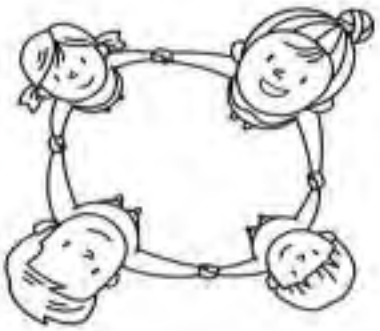
Name: _____ 182

Curriculum Connections
NA.6

Fractions Representing Quotients

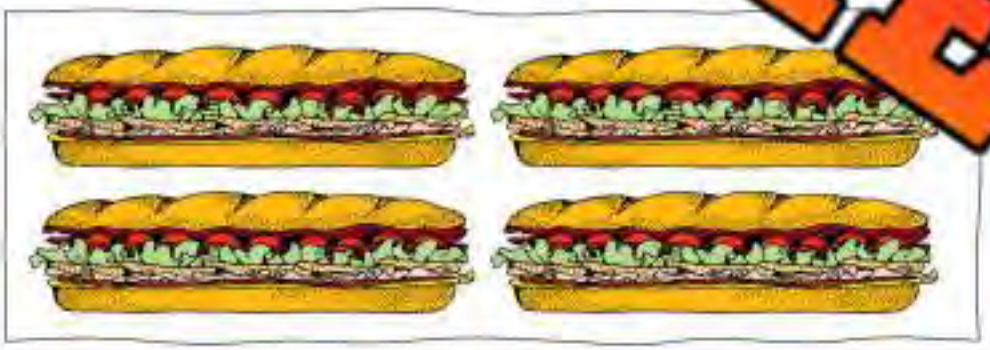
Questions Friends are sharing the food below. Answer the questions.





How many wh[illegible]e?	
How many peopl[illegible]shari[illegible]izzas?	
Write the fraction that r[illegible]the[illegible]entence.	
Write the division sentence.	
How much pizza will each person get?	

PREVIEW



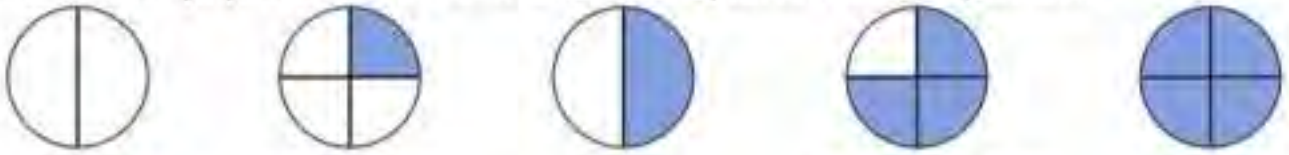
How many whole subs are there?	
How many people are sharing the two subs?	
Write the fraction that represents the division sentence.	
Write the division sentence.	
How much sub will each person get?	

Name: _____ 185

Curriculum Connection
N4.6

Benchmark Fractions

We use benchmark fractions to estimate parts of a whole. The benchmark fractions that are most popular are: zero, half, whole, quarter, three-quarters.



Zero | One-Quarter | Half | Three-Quarter | Whole

PREVIEW

Part 1 Write the fraction and then label it using the benchmarks above

1. 

2. 

3. 

4. 

5. 

6. 

7. 

Part 2 Write as many fractions of each benchmark as you can

Zero	One-Quarter	Half	Three-Quarters	Whole
$\frac{0}{1}$	$\frac{3}{12}$	$\frac{8}{16}$	$\frac{9}{12}$	$\frac{1}{1}$

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Name: _____ 186

Curriculum Connection
N4 A

Pizza Fractions

Questions Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) Th[illegible]zza has pepperoni, and one-fourth has pineapple

[illegible]peroni _____ Pineapple

2) Two-thirds of the pizza has bacon and one-third has olives

_____ Olives

_____ Bacon

PREVIEW

Name: _____ 187

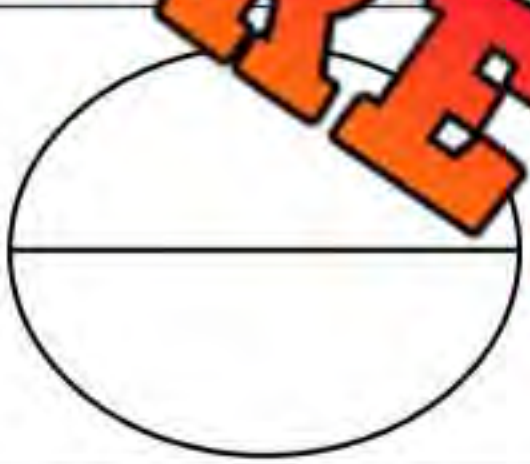
Curriculum Connection
N4 A

Pizza Fractions

Questions	Draw the pizzas below based on the customer's requests

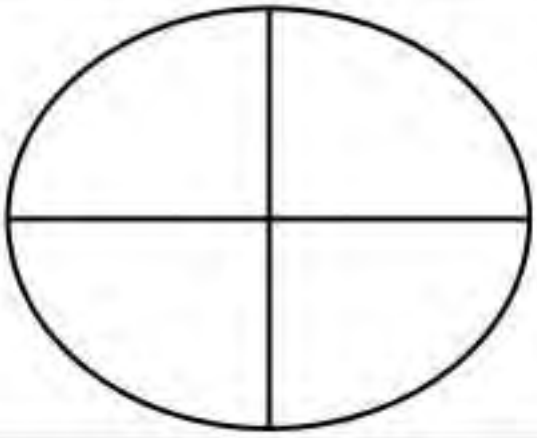
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) O... bacon and one-ha... ushro...

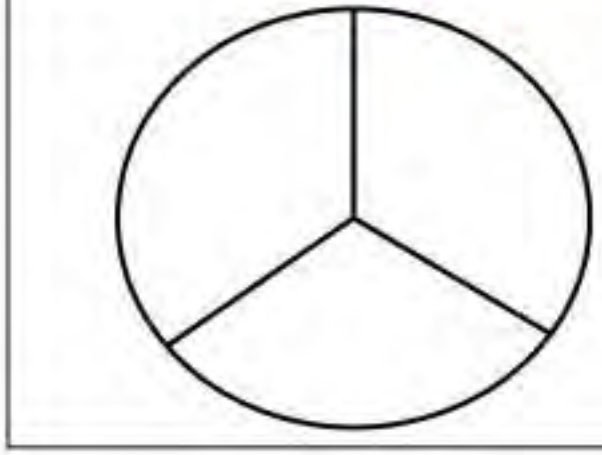


2) One-fourth bacon and pepperoni and three-fourths olives and onions.

3) One-half olives and onion, one-fourth bacon and one-fourth mushroom.



4) One-third pine... one-third olives a... pepperoni and mushro...



PREVIEW

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Curriculum Connections
N4.6

Pizza Fractions – My Favourite (Thirds)

Questions | Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

PREVIEW

What's on the pizza?

_____

_____

_____	_____	_____	_____	_____	_____
	Topping		Topping		Topping

Name: _____ 194

Curriculum Connections
N4 A

Pizza Fractions

Directions Write the fractions for the pizzas below

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What fraction of the pizza has...	Fraction
Pepperoni	
Olives	
Onion	
[illegible]ple	
[illegible]	
[illegible]n	

PREVIEW

What fraction of the [illegible]za	Fraction
Pepperoni	
Olives	
Onion	
Pineapple	
Bacon	
Mushroom	

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Name: _____ 195

Curriculum Connections
N4.6

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 < > =

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

PREVIEW

Part 2 Put the fractions in ord om lea g

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

_____

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

_____

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.

_____

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Curriculum Connection
N4.6

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

PREVIEW

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Name: _____ 198

Curriculum Connection
N4.4

Same Numerator/Different Denominator

If fractions have the same numerator, they have the same number of equal parts. If the denominator is different, the fractions have a different number of total parts. Check out the pizzas below that have the same numerators but different denominators.

$\frac{4}{8}$

The whole pizza is cut into 8 pieces. 4 slices have been shaded in.

$\frac{4}{6}$

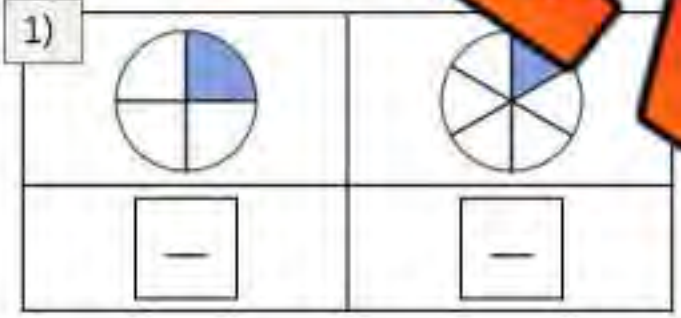
The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you w[illegible] would rather have 4/6 slices of pizza, than 4/8. Therefore, 4/6 is bigge[illegible] ple, the whole is the same size. This means the pizza is the same siz[illegible] We can[illegible] ractions that have the same numerator if the whole is the same size.

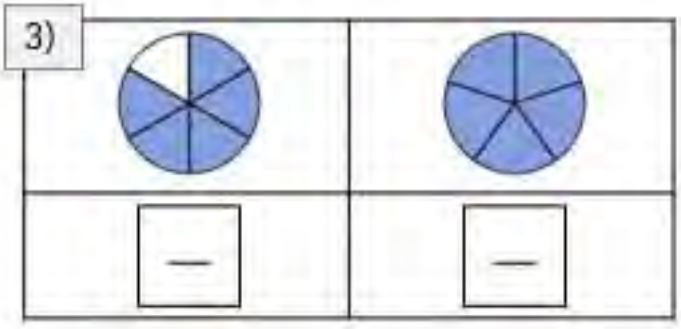
PREVIEW

Question Writ[illegible] which one is bigger

1)

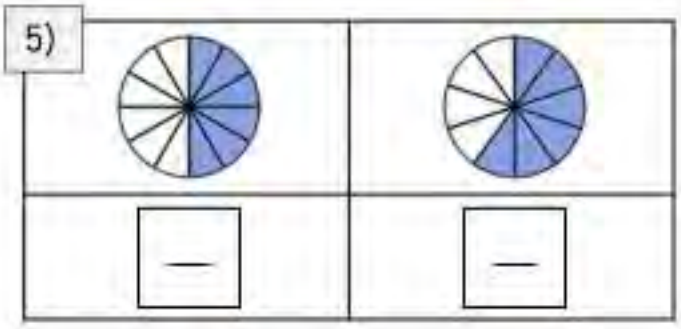


3)

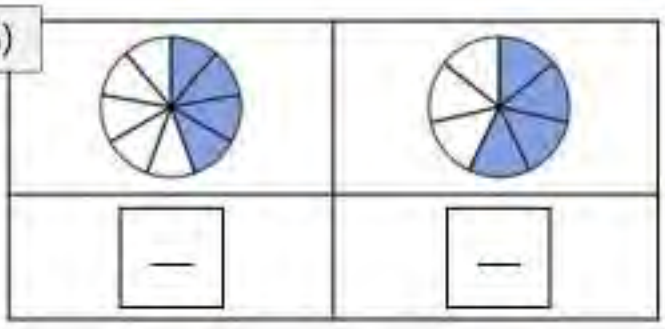


4)

5)



6)



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Name: _____ 199

Curriculum Connections
N4.4

Same Numerator/Different Denominator

When comparing fractions with the same numerator, we can look at the denominator to know which is bigger. The fraction with the bigger denominator is smaller. This is because the whole has less equal parts.

Part 1

Compare the fractions using < > =

1) $\frac{2}{4}$ ☐	2) $\frac{5}{}$ ☐ $\frac{5}{5}$	3) $\frac{3}{5}$ ☐ $\frac{3}{7}$	4) $\frac{6}{10}$ ☐ $\frac{6}{12}$
5) $\frac{3}{8}$ ☐ $\frac{3}{5}$	$\frac{4}{9}$ ☐ $\frac{4}{6}$	7) $\frac{5}{}$ ☐ $\frac{5}{7}$	8) $\frac{7}{8}$ ☐ $\frac{7}{9}$
9) $\frac{8}{10}$ ☐ $\frac{8}{12}$	10) $\frac{5}{8}$ ☐ $\frac{5}{10}$	11) $\frac{}{12}$ ☐	12) $\frac{}{}$ ☐ $\frac{2}{5}$

PREVIEW

Part 2

Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$ $\frac{4}{6}$ $\frac{4}{7}$ $\frac{4}{11}$

_____

$\frac{5}{7}$ $\frac{5}{8}$ $\frac{5}{6}$ $\frac{5}{9}$ $\frac{5}{10}$ $\frac{5}{11}$ $\frac{5}{5}$ $\frac{5}{12}$

_____

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Name: _____ 202

Curriculum Connection
NA-6

Activity – Fraction Race to the Finish

Objective What are we learning about?

To help students visually compare and order fractions through a creative and interactive game.

$\frac{1}{16}$

Materials What you will need for the activity.

1) A l… …er paper or a whiteboard.
2) … …ent colours)
3) Fr… …n card… …h fractions written on them such as 2/4, 1/4, 3/4, etc.).
4) A ruler or… …e.

PREVIEW

Instructions How to… …activity

1) Print off the number line on… ne…
2) Divide into Groups: Organize the cl… into sma… …up… …h consisting of eight students.
3) Distribute Fraction Cards: Give each group a se… …of… …Cards… …clude fractions between 0 and 1.
4) Individual Fraction Selection: Each student in the group selects… …from their set.
5) Place Fractions on Number Line: All students simultaneously place their chosen fraction card at the appropriate spot on their group's number line between 0 and 1. Encourage discussion within groups to reach a consensus on the placement.
6) Group Review: Once all cards are placed, each group takes turns presenting their number line to the class, explaining their reasoning for the placement of each fraction.
7) Class Consolidation: After each group has presented, conduct a whole-class activity. Draw a new, large number line and have each group place their fraction cards on this communal line in the same order as in their group activity. This allows for comparison and further discussion of the different fractions and their relative sizes.

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Name: _____ 203

Curriculum Connection
N4.6

Fraction Cards | Cut out the fraction cards and hand them to each group

1/4	1/2
3/10	3/5
1/10	1/1
1/5	3/4

PREVIEW

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Name: _____ 209

Curriculum Connection
N4 6

Writing Fractions on a Number Line

Questions | Write the fraction on the number line

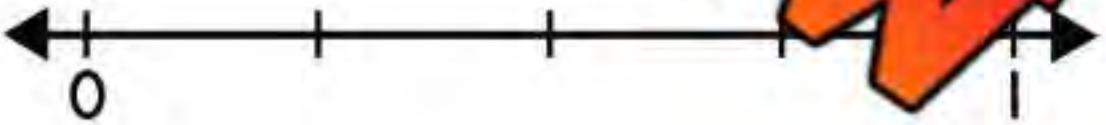
1) $\frac{2}{5}$

2)

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

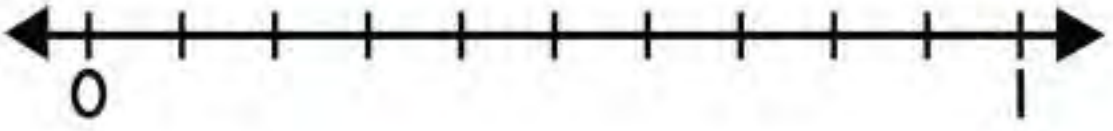
4) $\frac{4}{6}$

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



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

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



PREVIEW

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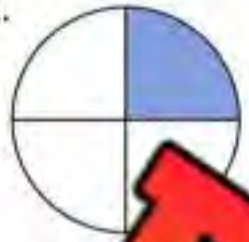
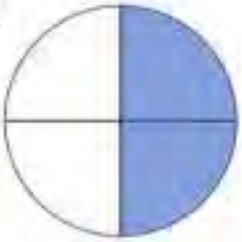
Name: _____ 210

Fractions Quiz

Part 1 Write the fraction and then label it – half, quarter, third, whole

1. 
_____

2. 
_____

3. 
_____

4. 
_____

PREVIEW

Part 2 What fracti[illegible]led [illegible]mages below?


_____


_____


_____


_____


_____


_____

Part 3 Put the fractions in order from least to greatest

$\frac{4}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{3}{7}$ $\frac{7}{7}$

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Part 4 — Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$

_____

Part 5 — Compare the fractions using < > =

1) $\frac{2}{6}$ ☐ $\frac{5}{8}$

3) $\frac{3}{4}$ ☐ $\frac{3}{4}$

4) $\frac{2}{6}$ ☐ $\frac{2}{8}$

5) $\frac{3}{9}$ ☐ $\frac{3}{9}$

6) $\frac{2}{9}$ ☐ $\frac{4}{7}$

8) $\frac{3}{8}$ ☐ $\frac{7}{8}$

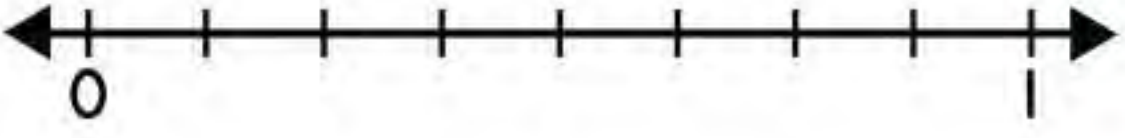
PREVIEW

Part 6 — Write the fraction on the number line

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

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

3) $\frac{5}{8}$



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Name: _____ 212

Curriculum Connection
N4.7

Counting To 10 By Tenths

Questions Continue counting by tenths by filling in the missing boxes

PREVIEW

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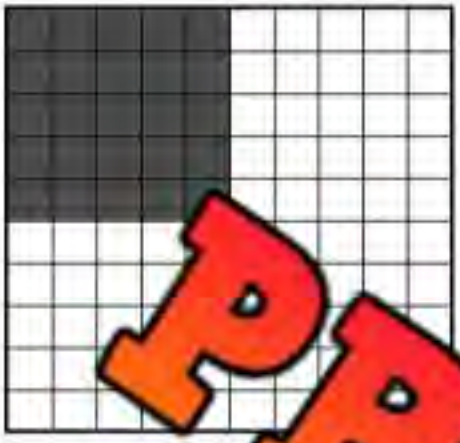
Name: _____ 215

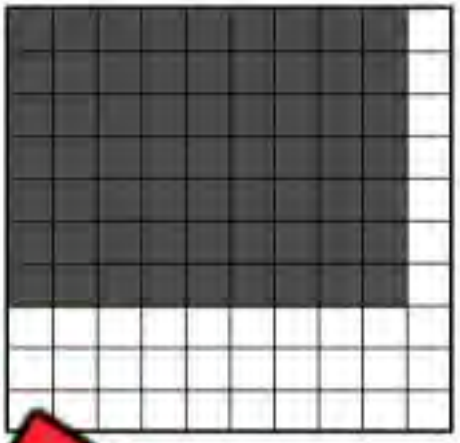
Curriculum Connections
N4.7

Fractions and Decimals

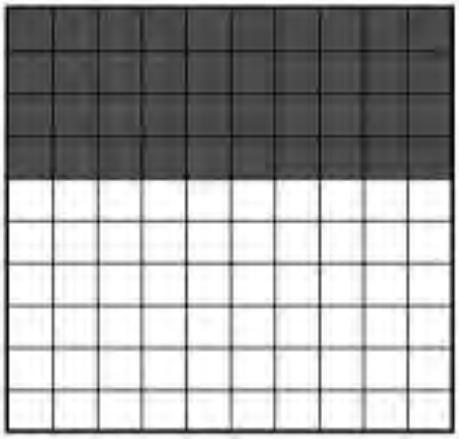
Part 1 What fraction and decimal of the array is shaded in?



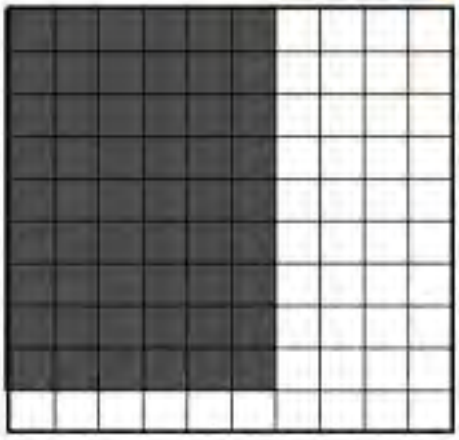
Fraction	Decimal



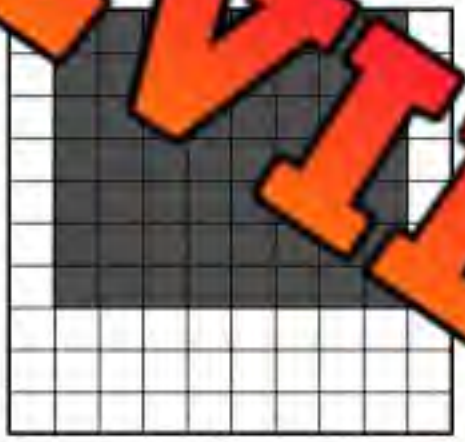
Fraction	Decimal



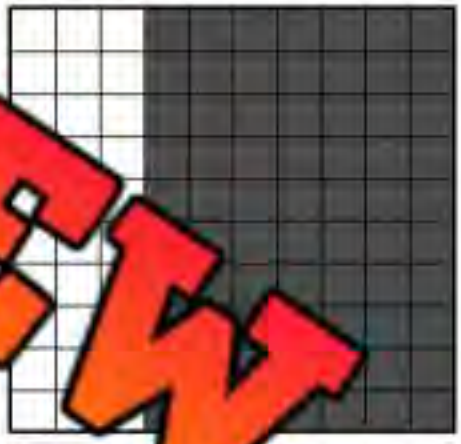
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

PREVIEW

Part 2 Answer the word problems below

1) Daniel got 79 out of 100 on his math test. What is the fraction and decimal for his test mark?

2) Beth scored 20 out of 50 of her three-point shots. What was her three-point fraction and decimal for her three-point shots?

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Curriculum Connection
N4.7

Place Value Using Decimals

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

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

PREVIEW

Part 1

the n the place value for the underlined number?

1) 5 200.32	5.44	3) 3 542.47	4) 2 314.68
5) 4 326.43	6) 8 264.73	7)	8) 7 356.47
9) 3 102.52	10) 6 113.71	11)	3 374.44

Part 2

Fill in the place value table for the numbers below

1) 7 862.55

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

2) 2 383.39

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

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Name: _____ 219

Curriculum Connection
M4.7

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 [ ]	5) 1.3 [ ] 0.8	6) 0.8 [ ] 0.5
7) 1.9 [ ]	8) [ ] 20.1	9) 30.3 [ ] 25.9
10) 47.12 [ ] 33.53	11) 75.3 [ ]	12) 77.99 [ ] 77.92
13) 132.22 [ ] 132.65	14) 155.36 [ ]	[ ] 454.71

PREVIEW

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?

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Curriculum Connection
N4.7

Exit Cards

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

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

PREVIEW

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Name: _____ 221

Curriculum Connection
NA 7

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 _____, _____, _____, _____
0.1 _____, _____, _____	1.34, 2.29, 1.55, 2.42 _____, _____, _____, _____
10.43, 10.93, 21.45, 22.62 _____, _____, _____, _____	53.24, 34.18, 48.42 _____, _____, _____

Part 2 Order the numbers below from greatest to

0.2, 0.6, 0.3, 0.1 _____, _____, _____, _____	0.5, 0 _____, _____, _____, _____
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 _____, _____, _____, _____

PREVIEW

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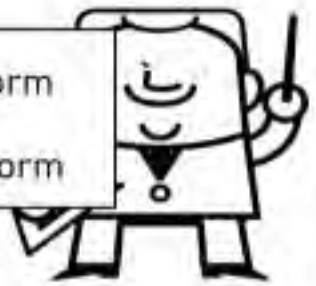
Curriculum Connection
N4.7

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)	53.9	
3)	391.5	
4)	408.48	
5)	3 157.87	
6)	58 190.08	

Part 2 What is the standard form of the number

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)	3 000 + 700 + 60 + 0.7 + 0.01	
6)	50 000 + 3 000 + 800 + 20 + 3 + 0.9 + 0.01	

PREVIEW

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Name: _____ 224

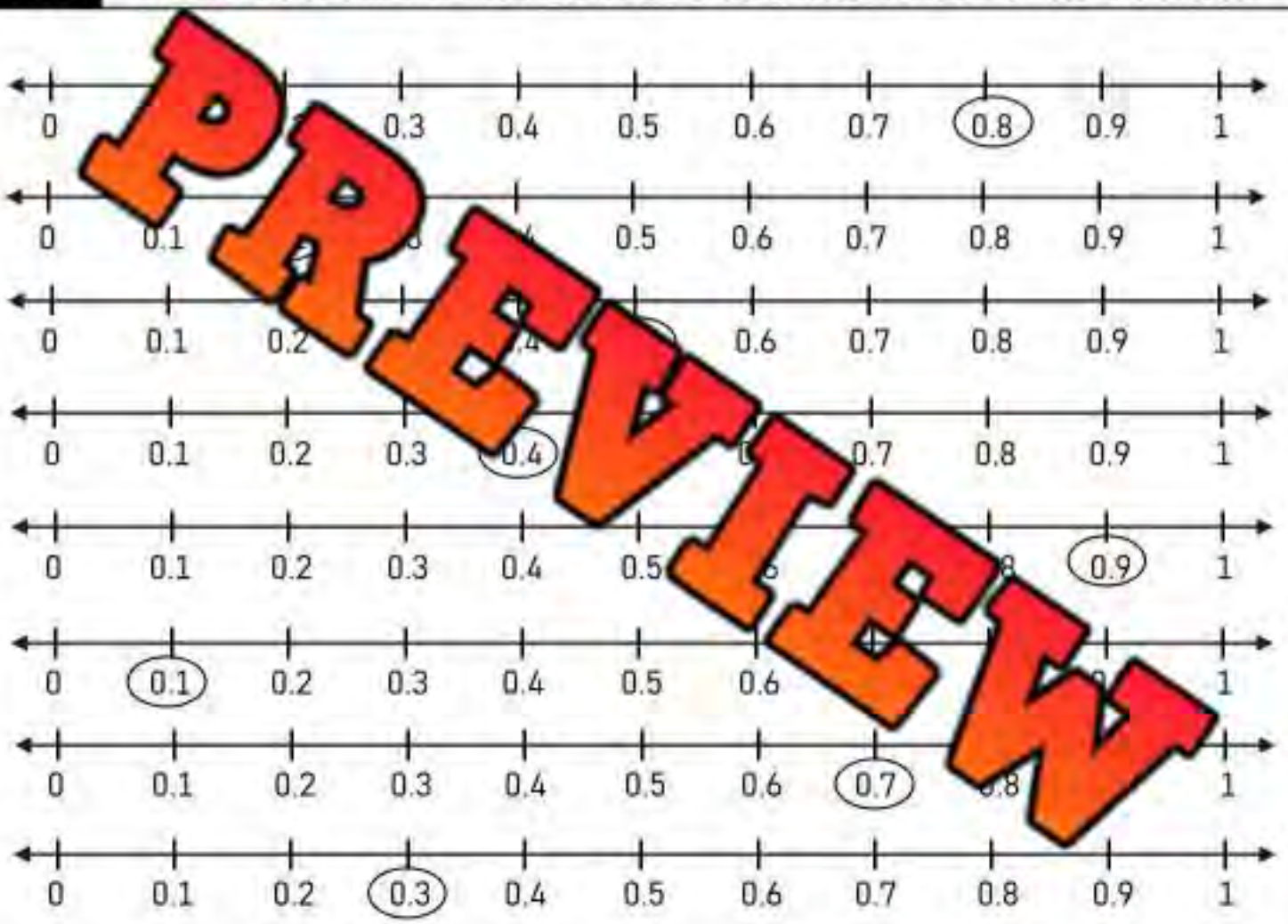
Curriculum Connection
NS.7

Rounding Decimal Numbers – Nearest Whole Number

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

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



PREVIEW

Part 2 Answer the word problems below

1) James threw 10.3 metres in shot put. Round his score to the nearest whole number. _____

2) Harry ran a 200 metre race in 26.6 seconds. Round his time to the nearest whole number. _____

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Name: _____ 225

Curriculum Connection
NA.7

Rounding Decimal Numbers

Round Down ← → **Round Up**

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest whole number
0.7 → 1
24.3 → 24

PREVIEW

Part 1 Round the following numbers up to 1 or down to 0

1) 0.6 → _____	2) [illegible] → _____	3) 0.7 → _____
4) 0.1 → _____	5) [illegible]	6) 0.3 → _____
7) 0.2 → _____	8) 0.9 → [illegible]	[illegible] 0.5 → _____

Part 2 Round the following numbers to the n[illegible]hole [illegible]r

1) 5.6 → _____	2) 4.2 → _____	3) 7.[illegible] _____
4) 8.2 → _____	5) 2.4 → _____	6) 5.5 → _____
7) 12.1 → _____	8) 10.7 → _____	9) 14.9 → _____
10) 22.2 → _____	11) 29.6 → _____	12) 27.3 → _____
13) 47.5 → _____	14) 53.8 → _____	15) 71.2 → _____

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Name: _____ 229

Curriculum Connection
N4.7

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

ert the cents into dollars

¢	$
100¢	.00
200¢	
300¢	
400¢	
500¢	$5.00
600¢	
700¢	
800¢	
900¢	$9.00
1000¢	

¢	$
150¢	$1.50
250¢	
325¢	
450¢	
525¢	
650¢	
675¢	
	$7.20
999¢	

PREVIEW

Part 2

Circle the greatest 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

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Exit Cards

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

Name: _____

Count the coins below

1) _____¢ or $ _____

Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below

1) _____¢ or $ _____

Name: _____

Count the coins b

1) _____¢ or $ _____

PREVIEW

Name: _____ 237

Curriculum Connection
N4.8

Mental Math – Adding Decimals – Place Value

Directions:
1. Add the decimals one at a time
2. Add the whole numbers
3. Add the answers together

5.5 + 3.7
0.5 + 0.7 = 1.2
5 + 3 = 8
1.2 + 8 = 9.2

2.3 + 1.4
0.4 = 0.7

2.3 + 4.1

5.8 + 6.1

12.4 + 6.5

13.4 + 4.2

6.51

27.3 + 6.7

24.25 + 11.63

PREVIEW

Name: _____ 238

Curriculum Connection
N4.8

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 number to your answer

5.5 + 3.7
5.5 + 3 = 8.5
8.5 + 0.7 = 9.2

3.3 + 2.4
3.3 + 2 = 5.3
5.3 + 0.4 = 5.7

1.5 + 3.3

4.5 +

14.4 + 5.5

18.5 + 10.7

23

24.52 + 10.23

25.44 + 3.53

PREVIEW

Name: _____ 242

Curriculum Connection
N4.8

Adding Decimals – Hundredths – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones	.	Tenths	Hun.
	1		.	5	3
+			.		
			.		

	Tens	Ones	.	Tenths	Hun.
	3	7	.	4	2
+	5	1	.	4	7
			.		

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

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

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

	Tens	Ones	.	Tenths	Hun.
	8	3	.	6	3
+			.	2	4
			.		

	Hun.	Tens	Ones	.	Tenths	Hun.
	1	3	2	.	1	0
+	2	2	7	.	8	5
				.		

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

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

PREVIEW

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Name: _____ 244

Curriculum Connection
N4.8

Adding Decimals – Hundredths – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 51.32 + 12.25	2) 25.63 + 31.14	3) 14.32 + 21.67	4) 41.22 + 43.13	5) 35.75 + 54.20
6) 32.71 + 24.22	7) 36 + 22.47	8) 72.52 + 23.33	9) 31.25 + 21.12	10) 23.62 + 23.24
11) 62.62 + 22.33	12) 44.29 + 12.60	13) 23.62 + 14	14) 4.36	15) 31.25 + 11.53

PREVIEW

Word Problems Answer the questions below.

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

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Name: _____ 250

Curriculum Connection
N4.8

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

6.3 - 3.5
6.3 - 3 = 3.3
3.3 - 0.5 = 2.8

4.6 - 2.4
4.6 - 2 = 2.6
2.6 - 0.4 = 2.2

4.5 - 3.3

9.5 -

14.4 - 7.5

15.5 - 10.9

48.3 - 11.8

52.6 - 30.3

PREVIEW

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Name: _____ 264

Curriculum Connection
N4.8

Giving Change Using Coins

Money Used	Item	Change Due	Coins
		$3	

Questions Fill in the table to provide change to your customer.

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

PREVIEW

Name: _____ 265

Curriculum Connection
N4.8

Adding Money

		Total
$ _____	$ _____	$45

Questions

in the table to provide change to your customer.

		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____

PREVIEW

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Name: _____ 266

Curriculum Connection
N4.8

Adding Money

Questions Fill in the table to provide change to your customer.

		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____

PREVIEW

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Name: _____ 268

Curriculum Connection
N4.8

Adding Multiple Items

Questions	Add up the total price of the items

		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____

PREVIEW

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Name: _____ 273

Curriculum Connection
N4.8

Unit Quiz – Adding and Subtracting Decimals

Part 1 Adding

	Tens	Ones	.	Tenths
	1			5
+		4		

	Tens	Ones	.	Tenths
	7	2	.	8
+	1	6	.	4
			.	

	Tens	Ones	.	Tenths	Hund.
	8	1	.	8	5
+	3	5	.	1	2
			.		

PREVIEW

77.7 + 15.5	23	24.54 + 12.72

Part 2 Solve

1) 214.24 + 202.71	2) 353.68 + 203.48

Part 3 Subtracting

	Hun.	Tens	Ones	.	Tenths
	5	8	4	.	4
−	2				0

	Hun.	Tens	Ones	.	Tenths
	3	5	6	.	3
−	1	6	4	.	5

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

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

	Hun.	Tens	Ones	.	Tenths	Hund.
	8	9	2	.		9
−	2	5	5	.	5	

	Hun.	Tens	Ones	.	Tenths	Hund.
		8	5	.	4	0
−			0	.	8	3

PREVIEW

Part 4 Solve

1) 468.74 – 252.41	2) 174.78 – 143.95

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3) Lamar bought a burger and drink for dinner. The burger was $6.50 and the drink was $2.25. How much did Lamar spend on his dinner?

4) Hanna[illegible]n ice cream cone for $4.75. She gave the cashier $10.00. How much c[illegible]et back?

PREVIEW

Part 5 Add up the items and provide chang[illegible] on [illegible] customer paid with

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

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Grade 4

Patterns and Relations

	Curriculum Expectations	Pages
P4.1	Demonstrate an understanding of patterns and relations by: · identifying and describing patterns and	
P4.2	Demonstrate an understanding of equations involving symbols to represent an unknown value by: · writing an equation to represent a problem · solving one step equations.	84 - 150

Preview of 125 pages from this product that contains 291 pages total.

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Name: _____ 5

Curriculum Connection
P4.1

Fibonacci Sequence

The Fibonacci sequence is a pattern in which each number is the sum of the two numbers before it. For example, the first 10 numbers of the sequence are:

0, 1, 1, 2, 3, 5, 8, 13, 21, 34

Part 1 Fill in the numbers below each pair of numbers

PREVIEW

Part 2 How many terms can you write in the Fibonacci sequence?

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Name: _____ 6

Curriculum Connection
P4.1

Fibonacci Sequence

Directions Fill in the missing numbers

1)	0	1	1	2		
2)		89	144	233		
3)	3	5		13		
4)	8	13				
5)	2	3	5	8		
6)	21	34	55	89		
7)	13	21	34	55		
8)	34	55	89	144		

PREVIEW

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Name: _____ 7

Curriculum Connection
P4.1

Hundreds Chart Patterns

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21		23	24	25	26	27	28	29	30
31			34	35	36	37	38	39	40
41	42			45	46	47	48	49	50
51	52	53		55		57	58	59	60
61	62	63	64		66		68	69	70
71	72	73	74	75				79	80
81	82	83	84	85	86	87			100
91	92	93	94	95	96	97	98		100

PREVIEW

Directions Follow the instructions below

A number pattern needs to have a rule that the pattern follows. Colour the numbers in the hundreds chart that show the pattern rule below.

Rule: start at 5, add 5 each time

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Name: _____ 8

Curriculum Connection
P4.1

Hundreds Chart Patterns

Directions | Follow the instructions below

Colour the pattern rule: start at 2, add 12 each time									
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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Colour the pattern rule: start at 1, add 11 each time									
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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

PREVIEW

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Name: _____ 11

Curriculum Connection
P6.1

Multiplication Chart - Patterns

Questions Fill in the multiplication table below

x	1	2	3	4	5	6	7	8	9	10
1			3		5		7		9	10
2				8		12		16		
3						18			27	30
4	4	8		16			28		36	
5		10	15							
6	6		18		30					
7		14		28	35	42			63	
8	8	16		32			56	64		80
9			27			54			81	90
10	10	20		40			70		90	

PREVIEW

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Curriculum Connection
PK-1

Multiplication Chart - Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

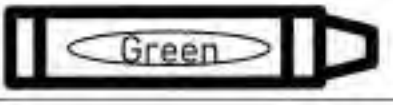
PREVIEW

Questions Follow the instructions below

1. Count by 2's and colour the numbers 

2. Count by 3's and colour the numbers 

3. Count by 5's and colour the numbers 

4. Count by 10's and colour the numbers 

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Curriculum Connection
P6.1

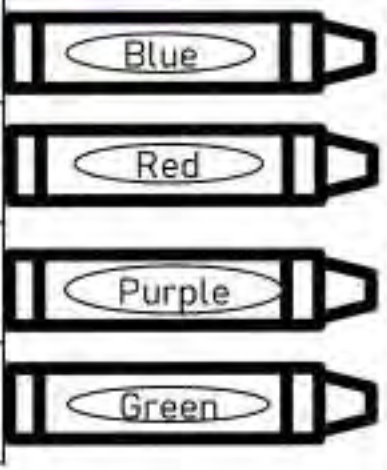
Multiplication Chart - Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

PREVIEW

Questions Answer the questions and colour the chart based on the answers

3 x 3	5 x 5	7 x 6	9 x 2
2 x 4	7 x 2	5 x 7	6 x 6
4 x 5	10 x 9	8 x 8	9 x 7
4 x 3	9 x 3	8 x 6	7 x 7



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Name: _____ 17

Curriculum Connection
P4.1

Representing Picture Sequence With Numbers

Directions Write the numerical sequence that represents the picture sequence

1) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____

2) Figure 1 Figure 2 Figure 3

Numerical Sequence

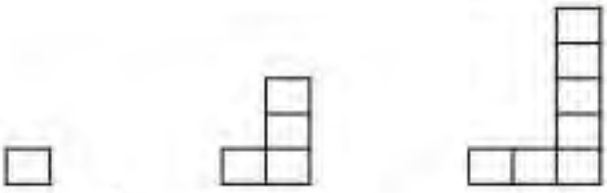
_____, _____, _____

3) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____

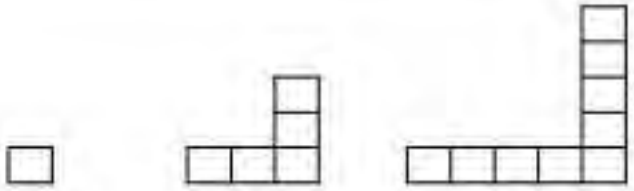
4) Figure 1 Figure 2 Figure 3



Numerical Sequence

_____, _____, _____, _____

5) Figure 1 Figure 2 Figure 3



Numerical Sequence

_____, _____, _____, _____

PREVIEW

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Name: _____ 18

Curriculum Connection
P4.1

Representing Picture Sequence With Numbers

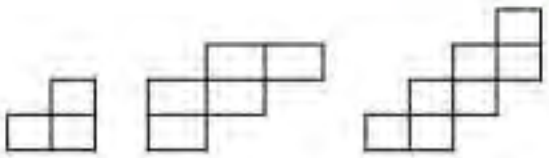
Questions Write the numerical sequence that represents the picture sequence

1) Figure 3 Figure 4

Numerical Sequence
____, ____, ____, ____

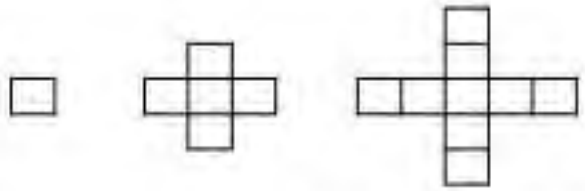
2) Figure 1 Figure 2 Figure 3 Figu

Numerical Sequence
____, ____, ____, ____



3) Figure 1 Figure 2 Figure 3 Figure 4

N nce
____, ____, ____, ____



4) Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
____, ____, ____, ____

PREVIEW

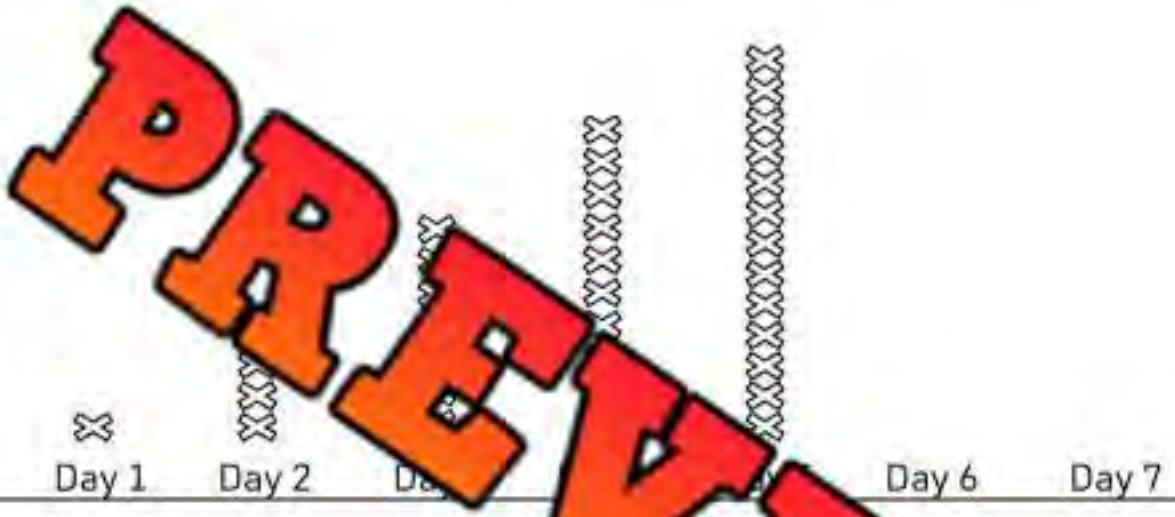
Name: _____ 19

Curriculum Connection
P4.1

Representing Picture Sequence With Numbers

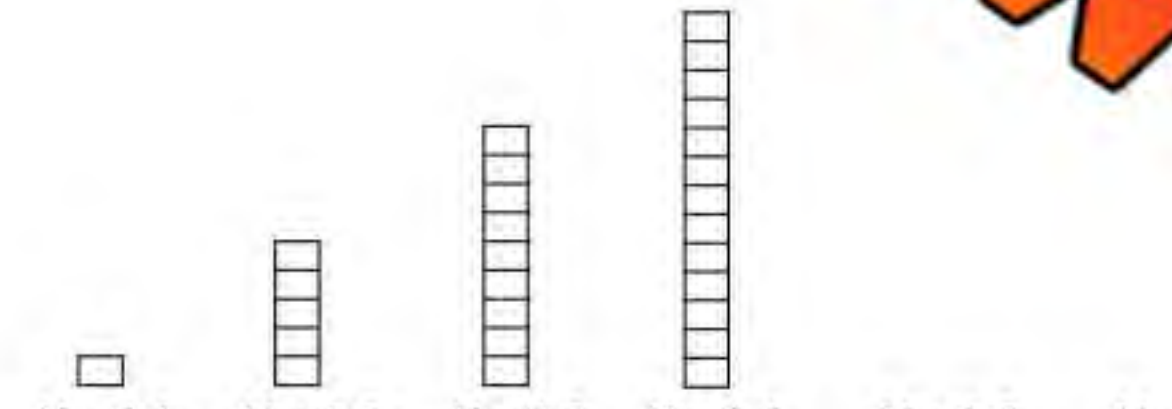
Questions Continue the picture sequence and represent it using numbers

1) Matt had a bunch of X's to play with. He made the following pattern below.



Numerical Sequence						

2) Chris puts a rectangle for every book he reads [illegible] 4 m[illegible] of school.



Numerical Sequence						

PREVIEW

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Name: _____ 21

Curriculum Connection
PA.1

Table of Values

Questions | Answers the questions below by using the table of values

When you work an hour, you get paid 22 dollars. Fill in the table to learn more about your earnings.

1) How many dollars will you make if you work 5 hours?

2) How many dollars will you make if you work 10 hours?

Hours Worked	Money Made
1	
2	
3	
4	
5	
10	

Kids	Pieces of Candy
1	
2	
3	
4	
5	
10	

...ving a birthday party for your brother. ...ing to the party. Each kid will get ...ces

1) How ... pieces ... do you need to buy?

2) What if 10 kids ... How many pieces of candy do yo... ...w?

You scored 16 points in each basketball game this season. Fill in the table of values showing your game scores.

1) After your third game, how many points did you score?

2) There were 8 games this season. How many points did you score in the season?

Games	T... oints Scored
1	
2	
3	
4	
5	
8	

PREVIEW

Name: _____ 22

Curriculum Connection
P4.1

Translating Patterns - Table of Values

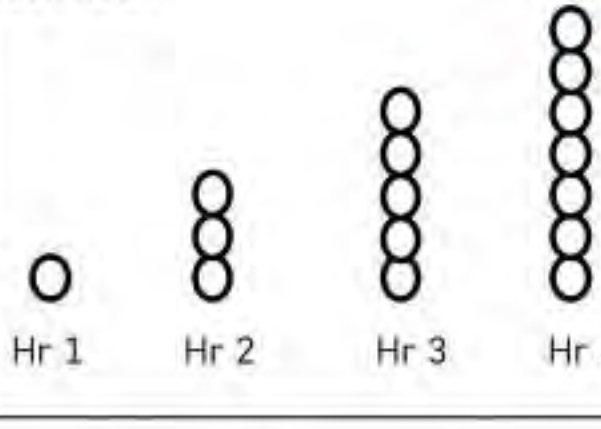
Part 1 Translate the increasing patterns into a table of values

A train has the following people in each train car.

Term Number (Cars)				4	5	8
Term Value (People)						

Part 2 Translate the increasing pa... into ...values

Steven is looking for golf bal... woods. He finds the following bal... each hour.



Term Number (Hour)	1	2	3	4	5	9
Term Value (Golf Balls)						

PREVIEW

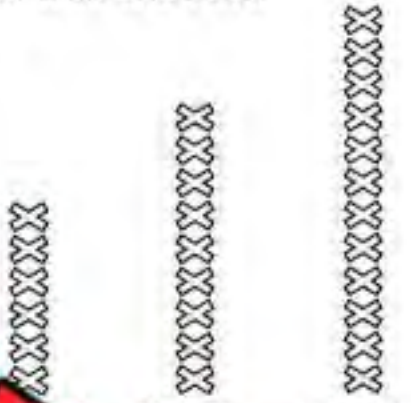
Name: _____ 23

Curriculum Connection
P4.1

Translating Patterns - Table of Values

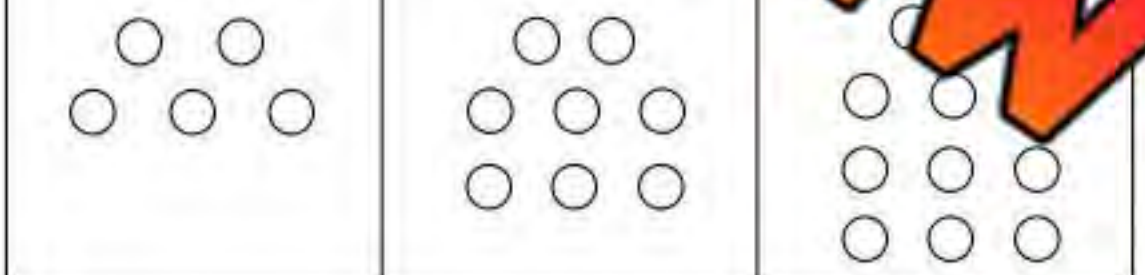
Questions Translate the increasing patterns into a table of values

1) Stacy marks an x each day for how many pieces of fruit she eats.



Term Number (Day)	1	2	3	4	5
Term Value (Fruit)					

2) Rob made a pattern using checkers.



1	2	3

Figure	1	2	3	4	5
Number of Checkers					

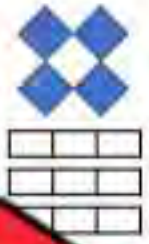
PREVIEW

Name: _____ 24

Curriculum Connection
P4.1

Translating Patterns - Table of Values

Part 1 Extend the pattern by drawing the tiles below

					
1			4	5	6

PREVIEW

Part 2 Translate the pat[illegible]le of values below

Figure	1	2			5	6
Tiles						

Questions
1) If I had 37 tiles, what figure could I make?
2) Can I make a figure with exactly 56 tiles?
3) Fill in the pattern rule below.
Start at _____, add _____ each time.

Exit Cards

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

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

# of Books Read	Stickers Earned
2	
3	
4	
5	
10	

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

# of Books Read	Stickers Earned
2	
3	
4	
5	
10	

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

# of Books Read	Stickers Earned
2	
3	
4	
5	
10	

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

# of Books Read	Stickers Earned
2	
3	
4	
5	
10	

PREVIEW

Name: _____ 27

Curriculum Connection
P4.1

Growing Patterns - Addition

Growing/Increasing Patterns

+10 +10 +10 +10 +10

10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5

3, 8, 13, 18, 23, 28

Part 1 Growing Patterns – Addition

1) 2, 4, 6, _____, _____, _____	2) 6, 10, 14, _____, _____, _____
3) 22, 27, 32, _____, _____, _____	_____, _____, _____
5) 73, 80, 87, _____, _____, _____	6) 112, _____, _____

PREVIEW

Part 2 Follow the rule by adding the next number in the

1) (Add 2) 7, 9, 11, _____, _____, _____	2) (Add 3) 22, 25, 28, _____, _____, _____
3) (Add 6) 43, 49, 55, _____, _____, _____	4) (Add 5) 62, 67, 72, _____, _____, _____
5) (Add 10) 83, 93, 103, _____, _____, _____	6) (Add 4) 147, 151, 155, _____, _____, _____

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Math Activity Title: Pathway to Patterns

Objective What are we learning about?

To help students understand and create increasing addition number patterns using a simple and engaging method that involves visual aids and hands-on interaction.

Materials What you will need for the activity.

- C... small objects (like beans or beads)
- Gr... er
- Penc...
- Rulers

Instructions How y... mple... ctivity

1. Start with a discussion abo... hat ... atterns are, explaining that they involve adding the same amount t... revio... er to get the next number.
2. Hand out grid paper and colored counters t... stude...
3. Ask students to choose a starting number an... ld write these at the top of their grid paper.
4. Students place a counter on the grid to represent their s... ing ... t in the first box at the bottom of the grid paper.
5. Students then add their chosen increment to the starting number, pl... another counter to represent the new number in the next box up on the grid.
6. Continue this process, adding the increment each time and moving up the grid, placing a counter for each new number, until they reach the top of the grid or a set limit.
7. Once their pattern is complete, students use their pencils and rulers to draw a line connecting the counters, creating a visual "path" of their number pattern.
8. Encourage students to write out their complete number sequence below the grid.
9. Have students present their patterns to the class, explaining their choice of starting number and increment.

PREVIEW

Name: _____ 29

Curriculum Connection
P4.1

Grid	Use the grid below for the activity

Number Sequence	

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Name: _____ 30

Curriculum Connection
P4.1

Word Problems: Growing Patterns - Addition

Questions | Solve the word problems below

	Word Problems - Growing Patterns - Addition	Answers
1	Mrs. Lee has a collection of flower pots. She puts 3 on her kitchen shelf on Monday, and every day after that, she adds 2 mo[illegible]ts. How many flower pots will be on the shelf by Sa[illegible]	
2	Emily i[illegible]ow[illegible]ith blocks. She places 4 blocks at the base an[illegible]more [illegible]or each new level. What will be the total numbe[illegible]lock[illegible]r after she adds the fourth level?	
3	Josh has an album for his stic[illegible] On Mo[illegible]tes 2 stickers into it, and every day he paste[illegible]re st[illegible]ach day. How many stickers will he paste on F[illegible]	
4	Sara collects seashells by the beach. On the first day, sh[illegible] seashells. Each day, she finds 3 more seashells. How many seashells will Sara have in total by the end of the sixth day?	
5	A little puppy eats 1 cup of food every day. To help him grow, his owner decides to add an extra 1 cup of food to his daily meal every week. How much how many cups of food in total will the puppy eat in week 4?	

PREVIEW

Name: ____________________ 31

Curriculum Connection
P4.1

Growing Addition Patterns - Rules

+4 +4

2, 6, 10, 14, 18, 22

Pattern Rule: Start at 2, add 4 each time.

Directions Growing Addition Patterns

29, 38, 47, 56, 65, 74, 83

Start ______, add ______ each time

2) 155, 179, 187

Start at ______ time

3) 203, 210, 217, 2 , 238

Start at ______, add ______ e

4) 370, 374, 378, 382, 386, 390

Start at ______, add ______ each time

5) 547, 553, 559, 565, 571, 577

Start at ______, add ______ each time

6) 803, 814, 825, 836, 847, 858

Start at ______, add ______ each time

PREVIEW

Curriculum Connection
P4.1

Exit Cards

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

PREVIEW

Name: ______________________

Growing Addition Pattern Questions

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: ______________________

Growing Addition Pattern Questions

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: ______________________

Growing Addition Pattern Questions

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: ______________________

Growing Addition Pattern Questions

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: _____ 34

Curriculum Connection
P4.1

Pattern Rule - Addition

Part 1 Continue the growing/increasing patterns below

1) 10, 20, 30, _____, _____, _____
Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____, _____, _____
Pattern Rule: Start at _____ add _____ each time

3) 35, 31, _____, _____, _____
Pattern Rule: Start at _____ each time

4) 150, 172, 194, _____, _____, _____
Pattern Rule: Start at _____ each time

5) 273, 288, 303, _____, _____, _____
Pattern Rule: Start at _____ add _____ each time

Part 2 Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 41, add 5 each time

2) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 200, add 11 each time

3) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 321, add 6 each time

4) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 442, add 12 each time

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Name: _____ 35

Curriculum Connection
P4.1

Input/Output Table - Addition

Rule: add 5

In	Out
25	30
45	50
65	70
85	90

Que Fill in the input/output tables below

PREVIEW

Rule: add 4

In	Out
15	
47	
78	
12	

Rule: add 6

In	Out
2	
18	
44	
92	

	Out
73	
98	
117	
168	

Rule: add 7

In	Out
22	
33	
54	
85	

Rule: add 12

In	Out
15	
42	
85	
124	

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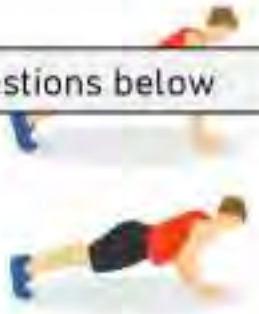
Name: _____ 36

Curriculum Connection
P4.1

Push-Up Challenge

Questions Complete the table of values and answer the questions below

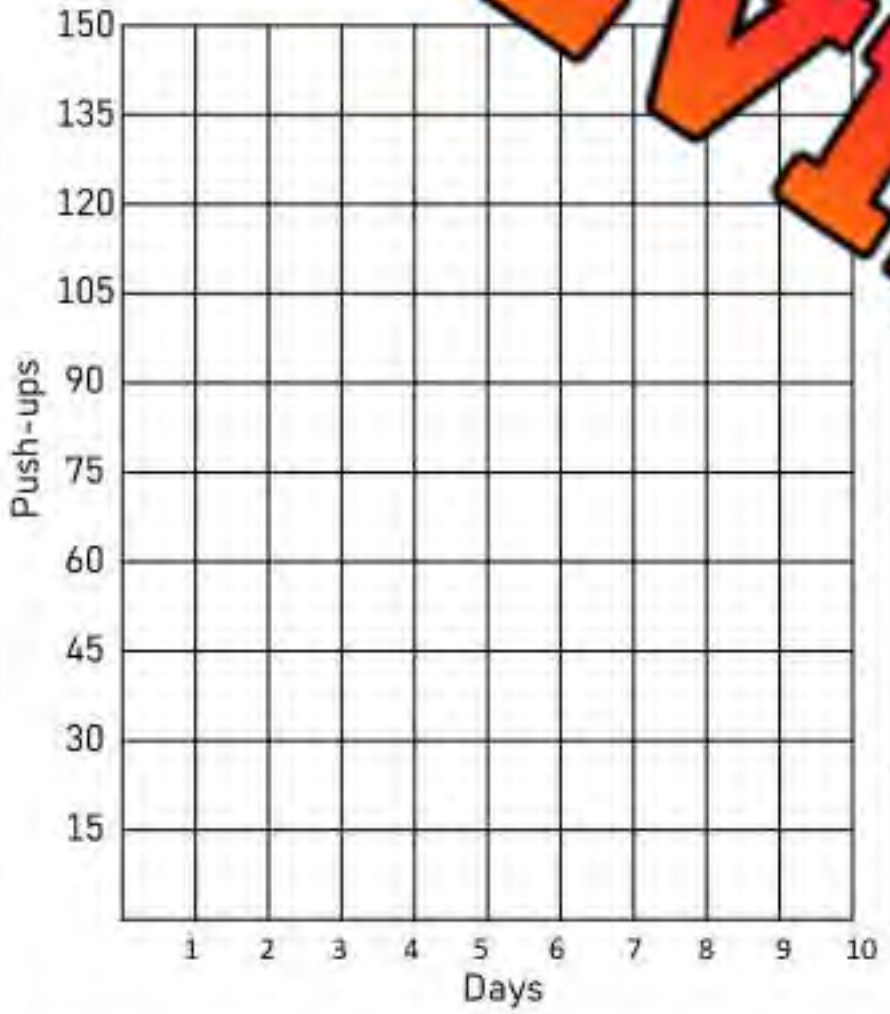


Brayden was challenged by a friend to do 15 push-ups a day for 2 weeks. Complete the table of values below to see his push-up progress.

Term Nu (Da	1	2	3	4	5	6	7	8	9	10
Ter ue (Pushu s)										

PREVIEW

Pattern Rule: _____



Which day did n complete 100 s?	
2) d in s?	
3) If his frie pushups f who would have more? Explain.	
4) How many pushups would he do if he continued his challenge for 3 weeks?	
5) How many days would it take him to do 375 pushups?	

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Name: _____ 38

Curriculum Connection
P4.1

The Egg Challenge

Challenge Answer the question below. Show your thinking!

If a hen laid 2 eggs on Monday, 4 eggs on Tuesday, 6 eggs on Wednesday and the pattern continued, how many eggs would it lay on the Sunday?

PREVIEW

How many days would the hen need to lay 1 s?

Name: _____ 39

Curriculum Connection
P4.1

Patterning Word Problem - Halloween

Questions | Follow the problem-solving steps below

☐ Read the problem carefully ☐ Underline important information ☐ Draw pictures

☐ Create a table or chart ☐ Solve the problem ☐ Check your answer

Ben is tri ating for Halloween. He leaves his house with 13 candies to start. He gets ach house he visits. He visits 10 houses.

a) Draw e patte

b) How many total candies does he get after visiting the 10 houses?

PREVIEW

Name: _____ 40

Curriculum Connection
P4.1

Patterning Word Problem – Growing Hair

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Tyler's ha[illegible]m long in January. In February, his hair is 62mm long. In March, his hair[illegible]

a) How [illegible]g will [illegible] in April if the pattern continues?

b) How long will his hair be in July?

PREVIEW

Name: _____ 41

Curriculum Connection
P4.1

Life Expectancy Pattern

Questions Answer the questions below

Life expectancy is the average period of time that a person may expect to live. Canada ranks 16th in the world for life expectancy at 82.66 years. Since 1950, Canadians can expect to live 14 years longer.
Check out the historical life expectancy data below.

Year	1960	1970	1980	1990	2000	2010	2020
Expectancy		72	74	76	78	80	82

a) Describe the pattern of life expectancy in Canada over the last 70 years.

b) What do you predict the life expectancy will be in 2030?

c) What do you predict the life expectancy will be in the year 2050?

d) Why do you think the life expectancy rises over time?

PREVIEW

Name: _____ 42

Curriculum Connection
P4.1

Patterning Word Problem - Shapes

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Ally cre[illegible] using triangles and trapezoids. She made 3 figures in her patte[illegible]

Figure 1

Figure 3

a) How many triangles an[illegible]ids [illegible]be in figure 5?

b) How many triangles and trapezoids will there be in figure 10?

PREVIEW

Name: _____ 43

Curriculum Connection
P4.1

Patterning Word Problem - Toothpicks

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Juan use[illegible]icks to make a pattern. Each line is a toothpick.

Figure 1 [illegible]ure 2 Figure 3

a) How many toothpicks will J[illegible]n ne[illegible] 4?

b) Juan thinks he will need 55 toothpicks to make the 10th figure. Is he right? Explain.

PREVIEW

Name: _____ 48

Curriculum Connection
P4.1

Growing Patterns - Multiplication

Growing Pattern - Multiplication

x2 x2 x2 x2 x2

1, 2, 4, 8, 16, 32

Part 1 Extend the growing pattern

1) 1, 3, 9, _____	2) 2, 4, 8, _____, _____
3) 2, 6, 18, _____, _____	4) [illegible]0, 1000, _____, _____
5) 5, 10, 20, _____, _____	6) [illegible] 180 [illegible]

PREVIEW

Part 2 Follow the rule to continue the g[illegible]tte

1) (Multiply by 2) 1, 2, 4, _____, _____	2) (Multiply by 5) 5, 25, 125, _____, _____
3) (Multiply by 3) 2, 6, 18, _____, _____	4) (Multiply by 10) 1, 10, 100, _____, _____
5) (Multiply by 4) 1, 4, 16, _____, _____	6) (Multiply by 2) 25, 50, 100, _____, _____

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Curriculum Connection
Pg 1

Word Problems: Growing Patterns - Multiplication

Questions | Solve the word problems below

	Word Problems - Growing Patterns - Multiplication	Answers
1	Emma plants 2 trees on the first day and doubles the number of trees she plants each day. How many trees will she plant on the fou day?	
2	ooks. Each month, he triples the number of bo ks he rary. How many books will Noah have after th nth?	
3	A puppy weighs 2 kg at weight increases fivefold each month. Wh will at the end of the third month?	
4	At the first party, Luca had 4 balloons. For ea ng pa brought three times as many balloons as the pr ne many balloons did he have at the sixth party?	
5	In a garden, there are 5 flowers. Each week, the number of flowers doubles. How many flowers are there at the end of the 8th week?	
6	Emma bakes 3 cookies on the first day and decides to bake four times that amount each subsequent day. How many cookies does she bake on the 4th day?	

PREVIEW

Name: _____ 50

Curriculum Connection
P4.1

Input/Output Table - Multiplication

Rule: multiply by 2

In	Out
1	2
3	6
5	10
7	14

Ques he input/output tables below

PREVIEW

Rule: multiply by 2

In	Out
2	
5	
10	
20	

Rule: multiply by 6

In	Out
2	
4	

Rule: multiply by 4

In	Out
2	
4	
6	
8	

Rule: multiply by 3

In	Out
3	
6	
9	
10	

Rule: multiply by 5

In	Out
1	
3	
5	
7	

Rule: multiply by 10

In	Out
2	
5	
8	
10	

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Name: _____ 51

Curriculum Connection
P4.1

Growing Pattern - Multiplication - Rules

x3 x3 x3
2, 6, 18, 54, 162, 486
Pattern Rule: Start at 2, multiply by 3 each time.

Question | Fill in the rules

PREVIEW

1, 4, 16, 64, 256, 1024

t at ultiply by _____ each time

, 18 62, 486

Start at _____, by ach time

1, 2, 4, 8, 16, 3 , 12

Start at _____, multiply by me

5, 10, 20, 40, 80, 160, 320

Start at _____, multiply by _____ each time

1, 10, 100, 1000, 10000, 100000

Start at _____, multiply by _____ each time

4, 12, 36, 108, 324, 972

Start at _____, multiply by _____ each time

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Name: _____ 52

Curriculum Connection
P4.1

Growing Pattern - Multiplication - Rules

Questions	Write your own sequences using the pattern rule

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 2, multiply by 2 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 1, multiply by 3 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 5, multiply by 4 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 10, multiply by 5 each time

5) _____, _____, _____, _____, _____

Pattern Rule: Start at 3, multiply by 2 each time

PREVIEW

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Curriculum Connection
P4.1

Exit Cards

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

Name: _____

Growing Multiplication Patterns

1) 6, 12, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

Growing Multiplication Patterns

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

_____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

Growing Multiplication Patterns

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

Growing Multiplication Patterns

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

PREVIEW

Name: _____ 54

Curriculum Connection
P4.1

Patterning Word Problem – Overdue Book

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Berlin ch[illegible]t a book at her library. She hasn't returned it yet and is worried about la[illegible] returns it one day late, it costs an extra 1¢. If she brings it back [illegible] it[illegible]t 2¢ and on the third day late, it is 4¢. After 4 days, it will cost 8[illegible] the p[illegible] continue.

a) How much will [illegible] Be[illegible]gs back the book 7 days late?

b) Whoops, Berlin didn't bring back the book for 12 days! How [illegible]st her?

PREVIEW

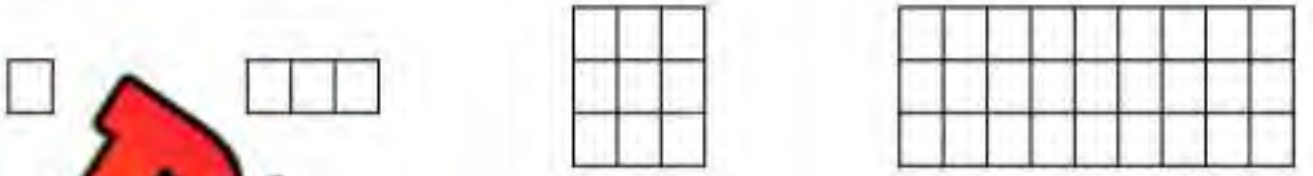
Name: _____ 55

Curriculum Connection
P4.1

Multiplication Pattern – Word Problem

Questions | Answer the questions below

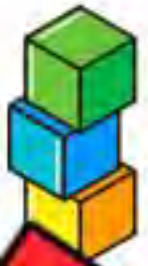
Rachel created the pattern below using blocks.



1) [illegible] below:

Term Num	2	3	4	5
Term Value (Blocks)				

2) How many blocks would she nee[illegible] fift[illegible]e?



3) How many blocks would she need to make her sixth shape?

4) Write the first 6 terms in the sequence using numbers below.

_____, _____, _____, _____, _____, _____

PREVIEW

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Name: _____ 56

Curriculum Connection
P4.1

Multiplication Pattern – Word Problem

Questions | Answer the questions below

Amber runs one lap of the track in 1 minute, two laps in 2 minutes, three laps in 4 minutes, and four laps in 8 minutes. As you can see, she slows down as she gets more tired.

1) Fill in the table of values below

Term (Laps)	1	2	3	4	5
Term Value (Minutes)					

2) If she ran 5 laps, how long would it take her to finish?

3) If she ran 10 laps, how long would it take her to finish following the pattern?

4) Write the first 6 terms in the sequence using numbers below.

_____, _____, _____, _____, _____, _____

PREVIEW

Name: _____ 57

Curriculum Connection
P4.1

Pattern Rules

Questions | Fill in the rules

18, 25, 32, 39, 46, 53

Start at _____, _____ each time

1, 3, 9, 27, 81, 243, 729

Start _____ each time

50, 200, 250, 300

Start at _____ each time

25, 50, 1[illegible]

Start at _____, _____ each time

200, 400, 600, 800, 1[illegible]

Start at _____, _____

1, 10, 100, 1000, 10000, 100000

Start at _____, _____ each time

2, 6, 18, 54, 162, 486

Start at _____, _____ each time

20, 40, 60, 80, 100, 120, 140

Start at _____, _____ each time

PREVIEW

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Name: _____ 58

Curriculum Connection
P4.1

Extending Patterns

Questions	Determine the pattern rule and then fill in the blanks

1)	0	100	200	300			
Pattern Rule:							

2)		250	375	500			
Pat							

3)	2	4		16			
Pattern Rule:							

4)	1	5	25	125			
Pattern Rule:							

5)	10	50	250	1250			
Pattern Rule:							

6)	30	100	170	240			
Pattern Rule:							

7)	500	1000	1500	2000			
Pattern Rule:							

8)	1	4	16	64			
Pattern Rule:							

PREVIEW

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Task Cards: Patterning – All Operations

Objective	What are we learning about?

To recognize and create patterns using the four basic mathematical operations.

Materials	What you will need for the activity.

- 24 t
- S er for answers
- Pe

PREVIEW

Instructions	ou wi the activity

1. Introduce the concept o s in perations and their relevance to problem-solving in everyda e.
2. Organize the students into pairs an ovide e ir sets of task cards.
3. Give each pair an answer recording sheet t do ses.
4. Encourage teamwork by having students collabora ir p on finding solutions.
5. Allow students to select any task card to begin with, emphasiz n 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.

Name: _____ 60

Curriculum Connection
Pg 1

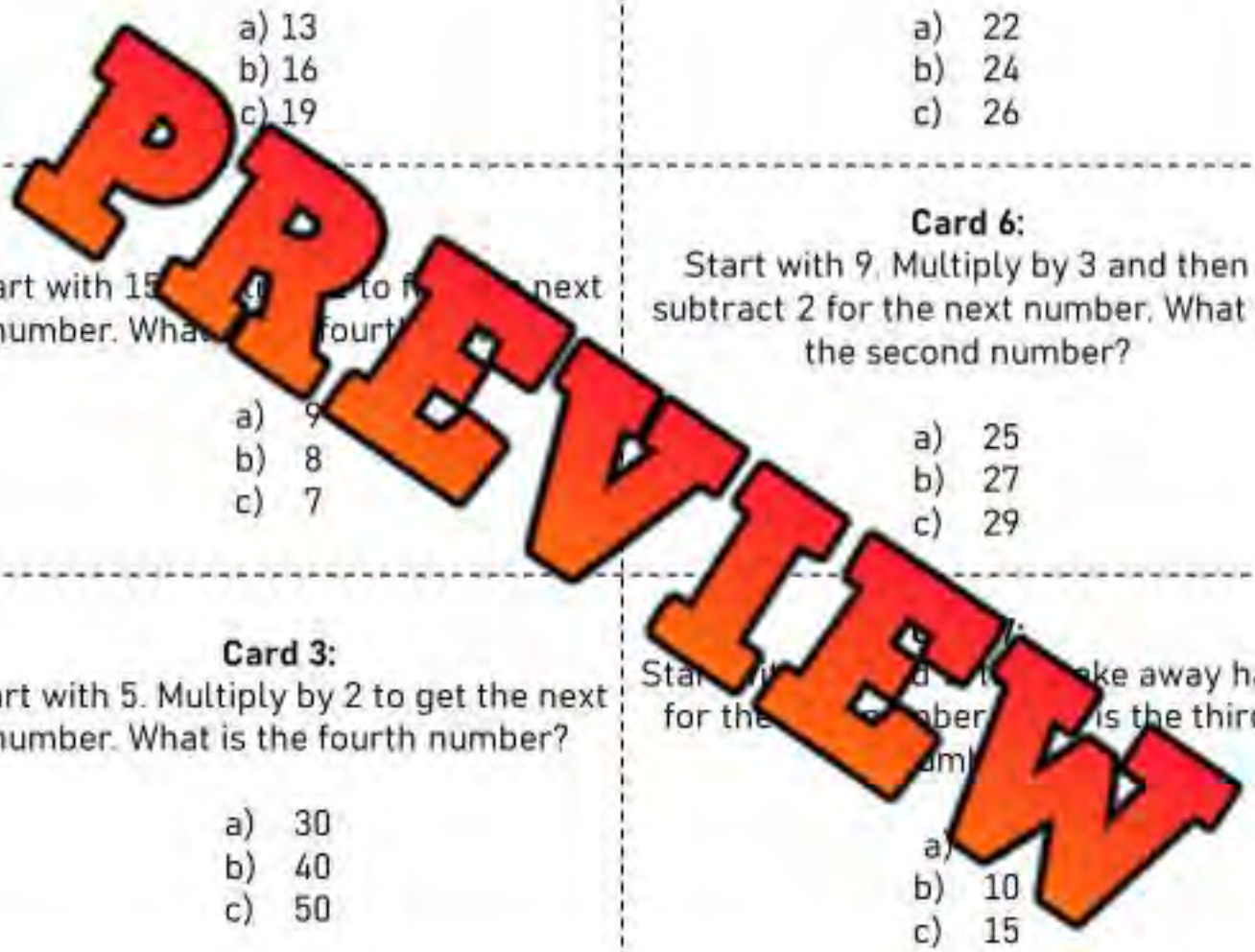
Task Cards | Cut out the task cards below

Card 1:
Start with 4. Add 3 to get the next number in the pattern. What is the fifth number?

a) 13
b) 16
c) 19

Card 5:
Start with 7. Subtract 1 and then multiply by 2 for the next number. What is the third number?

a) 22
b) 24
c) 26



Start with 15 ... to f... next number. Wha... fourt...

a) 9
b) 8
c) 7

Card 6:
Start with 9. Multiply by 3 and then subtract 2 for the next number. What is the second number?

a) 25
b) 27
c) 29

Card 3:
Start with 5. Multiply by 2 to get the next number. What is the fourth number?

a) 30
b) 40
c) 50

Sta... ...d ... ...ke away half for the ...ber ... is the third ...m...

a)
b) 10
c) 15

Card 4:
Start with 48. Divide by 2 to get the next number. What is the fourth number?

a) 12
b) 24
c) 6

Card 8:
Start with 8. Double the number and add 4 to get the next number. What is the third number?

a) 36
b) 48
c) 44

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Task Cards | Cut out the task cards below

Card 9:
Begin with 10. Add 10 to get the next number. What is the ninth number?

a) 80
b) 90
c) 10

Card 13:
Start with 3. Multiply by 4 and then add 3 for the next number. What is the second number?

a) 15
b) 24
c) 12

Card 14:
Start with 25. Divide by 5 and then add 6 for the next number. What is the second number?

a) 11
b) 5
c) 16

Card 11:
Start with 16. Add 4, then multiply by 2 for the next number. What is the third number?

a) 40
b) 80
c) 88

Card 12:
Start with 12. Subtract 2 and then take away half for the next number. What is the second number?

a) 4
b) 5
c) 10

Card 16:
Start with 2. Add 0.5 repeatedly to get the next numbers. What is the fifth number?

a) 3.5
b) 4
c) 4.5

PREVIEW

Name: _____ 62

Curriculum Connection
PK.1

Task Cards | Cut out the task cards below

Card 17:
Start with 6. Subtract 0.6 repeatedly to get the next numbers. What is the fourth number?

a) 3.8
b) 4.2
c) 4.8

Card 21:
Start with 5. Add 4, multiply by 2, then add 4 repeatedly. What is the second number?

a) 22
b) 18
c) 13

PREVIEW

Start with ... ge... ext number. Wha... third

a) 7.5
b) 10
c) 8.5

Card 22:
Start with 18. Subtract 2, divide by 2, then subtract 2 repeatedly. What is the third number?

a) 6
b) 7
c) 0

Card 19:
Start with 10. Add 2, subtract 1, then add 2 repeatedly. What is the fourth number?

a) 13
b) 16
c) 19

Begin... Subtr... then add 10 repeated... s t... nd ...mber?

a) ...
b) 90
c) 82

Card 20:
Start with 30. Subtract 3, add 2, subtract 3 repeatedly. What is the third number?

a) 26
b) 22
c) 31

Card 24:
Start with 14. Add 1, multiply by 2, then add 1 repeatedly. What is the third number?

a) 65
b) 31
c) 64

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Name: _____ 63

Curriculum Connection
P4.1

Task Cards: Patterning

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	

PREVIEW

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Name: _____ 64

Curriculum Connection
P4.1

Relationship Between Whole Numbers

Directions Investigate the relationship between addition and subtraction below

1) Fill in the blanks to see the relationship between adding and subtracting 6 tenths

Addition	Subtraction
0.6 = _____	4.6 – 0.6 = _____
[illegible]	4.6 – 0.5 = _____
4.2 [illegible]	4.6 – 0.4 = _____
4.3 [illegible]	4.6 – 0.3 = _____
4.4 + 0.2 = _____	4.6 – 0.2 = _____
4.5 + 0.1 = _____	4.6 – 0.1 = _____
4.6 + 0.0 = _____	4.6 [illegible].0 = _____

2) Fill in the blanks to see the relationship be[illegible]g a[illegible]acting 7 tenths

Addition	Subtra[illegible]
8.0 + 0.7 = _____	8.7 – 0.7 = _____
8.1 + 0.6 = _____	8.7 – 0.6 = _____
8.2 + 0.5 = _____	8.7 – 0.5 = _____
8.3 + 0.4 = _____	8.7 – 0.4 = _____
8.4 + 0.3 = _____	8.7 – 0.3 = _____
8.5 + 0.2 = _____	8.7 – 0.2 = _____
8.6 + 0.1 = _____	8.7 – 0.1 = _____
8.7 + 0.0 = _____	8.7 – 0.0 = _____

PREVIEW

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Name: _____ 65

Curriculum Connection
P4.1

Relationship Between Whole Numbers

Part 1 Investigate the relationship between multiplication and division below

1) Fill in the blanks to see the relationship between multiplication and division.

Multiplication	Division
8 × 1 = ____	8 ÷ 1 = ____
2 = ____	16 ÷ 2 = ____
8	24 ÷ 3 = ____
4 = ____	32 ÷ 4 = ____
8 × 5 = ____	40 ÷ 5 = ____
8 × 6 = ____	48 ÷ 6 = ____
8 × 7 = ____	÷ 7 = ____
8 × 8 = ____	
8 × 9 = ____	÷ 9 =
8 × 10 = ____	8 10

PREVIEW

Part 2 Write the inverse multiplication or division sentence

Multiplication	Division
5 × 3 = ____	
	24 ÷ 6 = ____
7 × 6 = ____	
	36 ÷ 4 = ____

Multiplication	Division
8 × 4 = ____	
	56 ÷ 7 = ____
9 × 8 = ____	
	45 ÷ 5 = ____

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Name: _____ 66

Curriculum Connection
P4.1

Relationship Between Decimals/Whole Numbers

Directions Represent the number by filling in the table. The first one is done for you

Number	Tens	Ones	Tenths
37.1	3	+ 7	+ 1
37.1	2	+ 17	+ 1
37.1	1	+ 27	+ 1
37.1	0	+ 37	+ 1
Relationship Pattern			
When the tens place goes down 1, the ones place goes up by _____.			

Number	Tens	Ones	Tenths
37.1		7	+ 1
37.1	3	1	+ 11
37.1	3	+ 5	+ _____
37.1	3		+ _____
Relationship Pattern			
When the ones place goes down 1, the tenths place goes up by _____.			

How many different ways can you represent the number 37.1?

Tens	Ones	Tenths
2	+ 5	+ 121

PREVIEW

Name: _____ 67

Curriculum Connection
P4.1

Relationship Between Decimals/Whole Numbers

Directions Represent the number by filling in the table. The first one is done for you

Number	Tens	Ones	Tenths
56.3	5	+ ____	+ 3
56.3	4	+ ____	+ 3
56.3	3	+ ____	+ 3
56.3	2	+ ____	+ 3
Relationship Pattern			
When the tens place goes down 1, the ones place goes up by _____.			

Number	Tens	Ones	Tenths
56.3	6	+ ____	+ ____
56.3	5	+ ____	+ ____
56.3	5	+ 4	+ ____
56.3	5	+ ____	+ ____
Relationship Pattern			
When the ones place goes down 1, the tenths place goes up by _____.			

PREVIEW

How many different ways can you represent the number 56.3?		
Tens	**Ones**	**Tenths**
4	6	+ 103

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Name: _____ 68

Curriculum Connection
P4.1

Decimal Patterns - Adding

Questions | Growing Patterns - Addition

1) 4.0, 5.0, 6.0, _____, _____, _____

Pattern Rule: _____

2) 6.3, 7[illegible] _____, _____, _____

Patte[illegible]le: _____

3) 4.5, 5.0, 5.5, _____, _____, _____

Pattern Rule: _____

4) 10.1, 11.2, 12.3, _____, _____, _____

Pattern Rule: _____

5) 17.2, 17.3, 17.4, _____, _____, _____

Pattern Rule: _____

6) 22.2, 22.4, 22.6, _____, _____, _____

Pattern Rule: _____

7) 35.3, 35.8, 36.3, _____, _____, _____

Pattern Rule: _____

8) 42.1, 42.8, 43.5, _____, _____, _____

Pattern Rule: _____

PREVIEW

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Curriculum Connection
P4.1

Exit Cards

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

Name: _____

Growing Addition Decimal Pattern

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

Growing Addition Decimal Pattern

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

Growing Addition Decimal Pattern

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

Growing Addition Decimal Pattern

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

PREVIEW

Name: _____ 70

Algebra Quiz - Patterning

Part 1 Continue the Fibonacci sequences below

1)	0	1	1	2		
2)			5	8		
3)	13			55		

Part 2 Follow the rules to extend the patterns

1) (Add 5) 13, 18, 23, _____, _____, _____	2) (Add 7) 23, 30, 37, _____, _____, _____
3) (Subtract 6) 57, 51, 45, _____, _____, _____	4) (Subtract 12) 82, 70, 58, _____, _____, _____
5) (Add 10) 183, 193, 203, _____, _____, _____	6) (Subtract 11) 575, 564, 553, _____, _____, _____

PREVIEW

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Questions | T-Tables

Term Number	Term Value
1	4
2	8
3	12

+ + + + +

Term Number	Term Value
1	89
2	79
3	69
4	
5	
6	

- - - - -

PREVIEW

1) Figure 1 Figure 2 Figure 3 Fig 4

Figure	Term Value
1	
2	
3	

Word Problem | Solve the word problem bel ow

If you read 2 books on Monday, 4 books on Tuesday, 6 books on Wed y, how many books would you read on Sunday if the pattern continued?

How many days would it take you to read 132 books?

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Part 5 — Extend the patterns below

1) 1, 3, 9, _____, _____	2) 2, 4, 8, _____, _____
3) 2, 6, 18, _____, _____	4) 10, 100, 1000, _____, _____

Part 6 — Use the pattern rule to fill in the blanks

_____, _____, _____, _____ Pattern Rule: Start 2, multiply by 2 each time
2) _____, _____, _____, _____ Pattern Rule: Start [illegible], multiply by 3 each time

Part 7 — Answer the questions below

Harper made a deal with her parents about her allowance. She gets 1 penny on day one, 2 pennies on day 2, 4 pennies on day 3, and [illegible]

a) Fill in the table of values showing the pattern

Days	1	2	3	4	5
Pennies					

b) How many pennies will she get on day 10?

c) Would Harper have enough money by day 12 to buy a $20 hat?

PREVIEW

Name: _____ 73

Curriculum Connection
P4.1

Sorting Data – Carroll Diagram

Part 1 Sort the animals into the correct categories

						
Cow	[illegible]	Dog	Cat	Goldfish	Gorilla	Human

	[illegible] 4 Legs	Has 0-2 Legs
Can Be A Pet		
Not A Pet		

PREVIEW

Part 2 Give examples of animals that fit the following categories

Can you think of another animal that...

1. Is a pet with 4 legs? _____
2. Has 4 legs and is not a pet? _____
3. Has 0-2 legs and is a pet? _____
4. Has 0-2 legs and is not a pet? _____

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Name: _____ 74

Curriculum Connection
P4.1

Sorting Data – Carroll Diagram

Part 1 Sort the numbers into the correct categories

PREVIEW

	Number greater than 100	Number less than 100
Odd number		
Even Number		

Part 2 Give examples of numbers that fit the following rules

Can you think of another number that...

1. Is odd and greater than 100? _____
2. Is odd and less than 100? _____
3. Is even and greater than 100? _____
4. Is even and less than 100? _____
5. Is even and between 50 and 100? _____
6. Is odd and between 300 and 1000? _____

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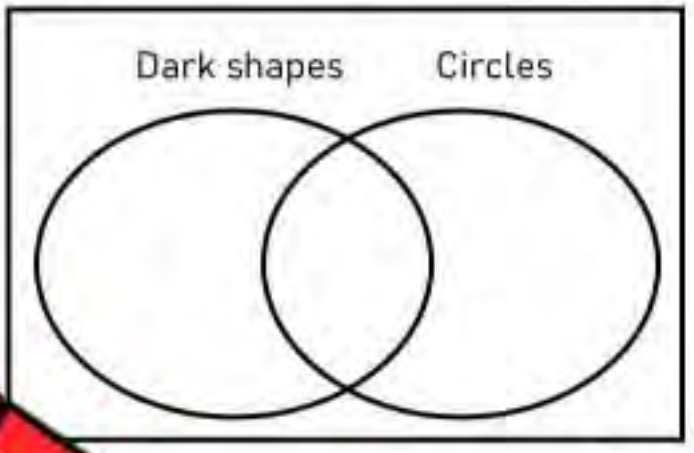
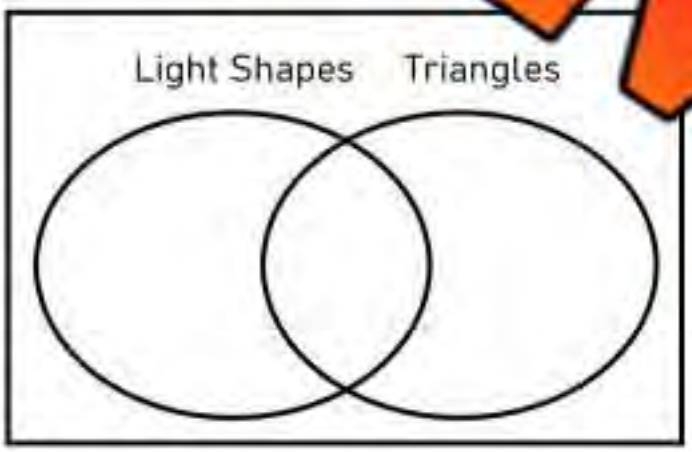
Name: _____ 75

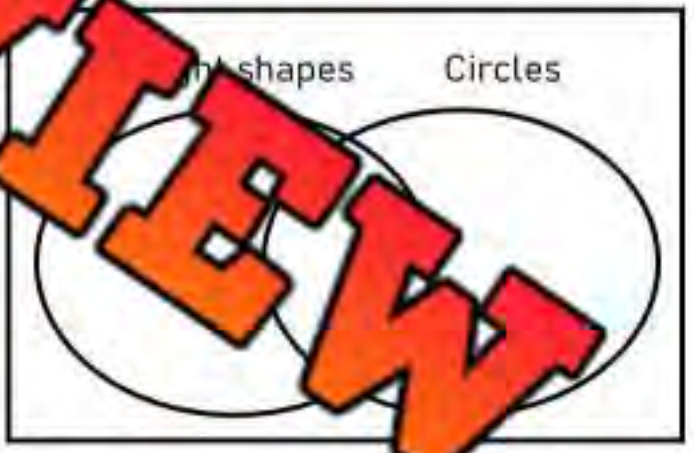
Curriculum Connection
P4.1

Sorting Data – Venn Diagram

Part 1 Sort the shapes into the correct categories





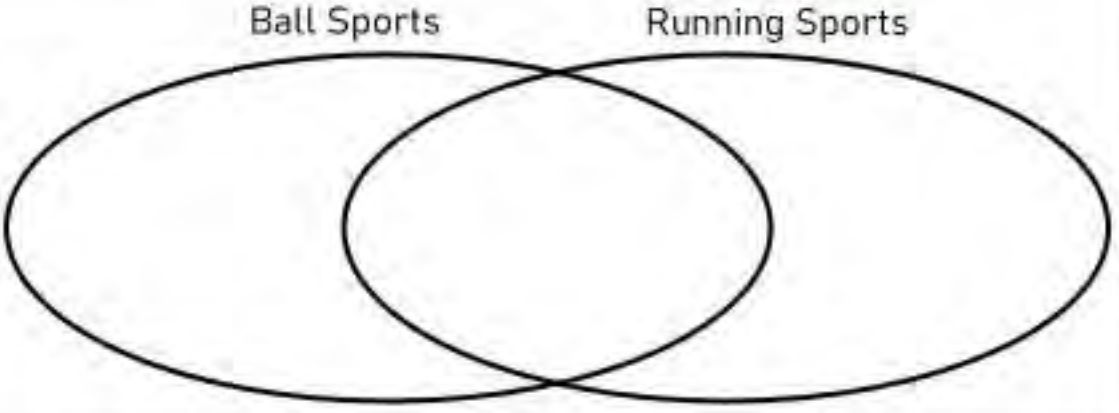


PREVIEW

Part 2 Sort the sports into the correct categories

Sports

- Basketball
- Soccer
- 100 metre run
- Marathon run
- Tennis
- Golf
- Bowling



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Name: _____ 76

Curriculum Connection
P4.1

Sorting Data – Venn Diagram

Directions Sort the animals into the correct categories

						
Butterfl	ck	Fish	Fly	Eagle	Eel	Snake

PREVIEW

wim

Can swim

No legs

Can fly

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Exit Cards

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

Name: _____

Sort the animals into the correct categories.

Animals
- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

Eats Animals | Eats Plants

Name: _____

Sort the animals into the correct categories.

Animals
- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

Eats Animals | Eats Plants

Name: _____

Sort the animals into the correct categories.

Animals
- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

Eats Animals | Eats Plants

Name: _____

Sort the animals into the correct categories.

Animals
- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

Eats Animals | Eats Plants

PREVIEW

Name: _____ 78

Curriculum Connection
P4.1

Sorting Data – Carroll Diagram

22	36	13	75	56
25	41	27	47	1

Part 1 Sort the numbers into the correct categories in the Carroll diagram

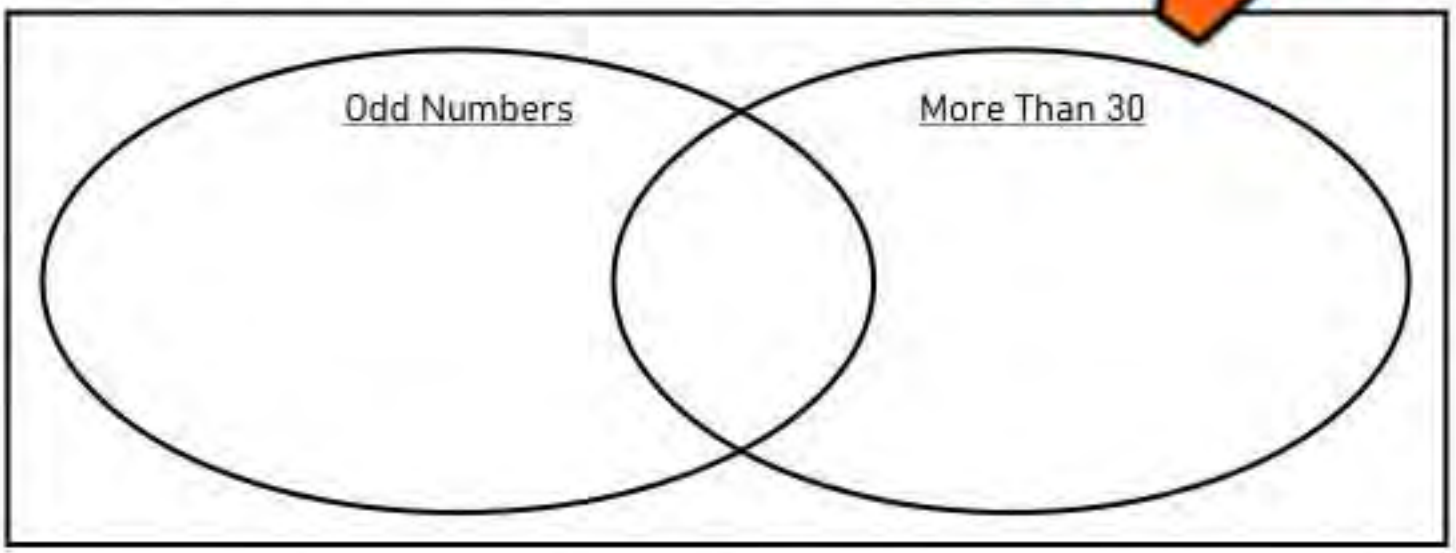
	Less Than 30	More Than 30
Odd Numbers		
Even Numbers		

PREVIEW

Part 2 Fill in the table below

	Less Than 30	More Than 30	Total
Odd Numbers	4		
Even Numbers			
Total			

Part 3 Sort the numbers using the Venn Diagram



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Name: _____ 79

Curriculum Connection
P4.1

Sorting Numbers – Venn, Two-Way, Carroll

43	77	132	103	22
38	135	126	98	163

Part 1 Sort the numbers into the correct categories in the Carroll diagram

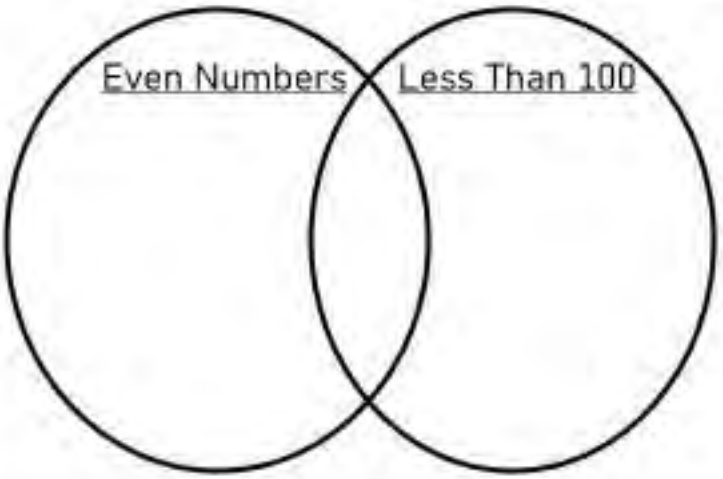
	Less Than 100	More Than 100
Odd		
Even Numbers		

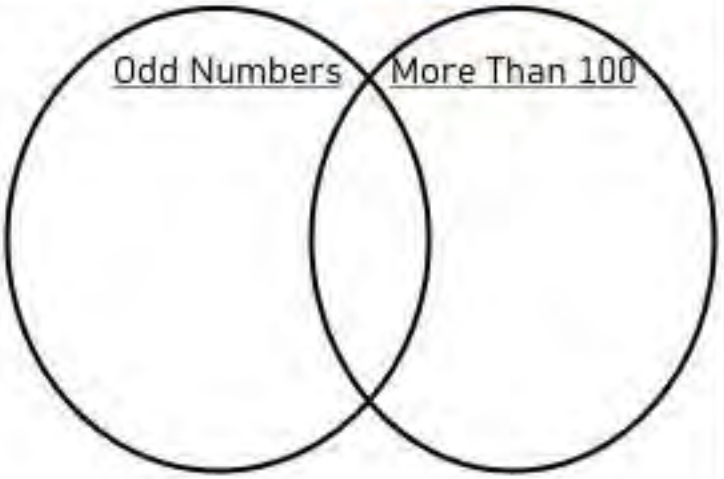
PREVIEW

Part 2 Fill in the table below

	Less Than 100	More Than 100	Total
Odd Numbers	2		
Even Numbers			
Total			

Part 3 Sort the numbers using the Venn Diagram





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Name: _____ 81

Curriculum Connection
P4.1

Sorting Food – Venn, Two-Way, Carroll

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

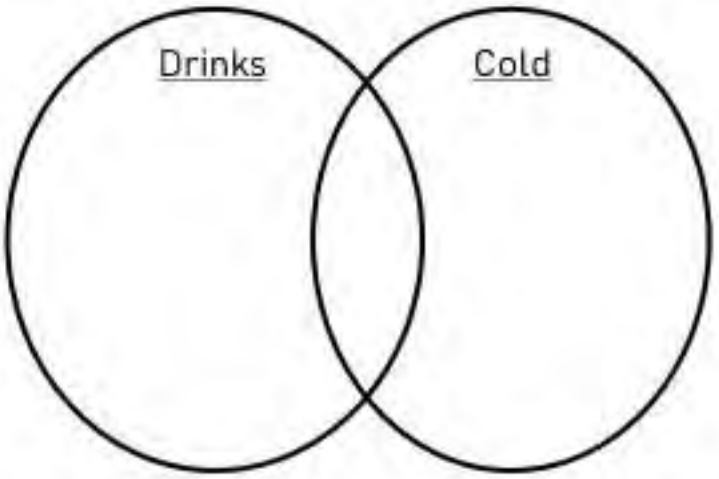
Part 1 Sort the food/drinks into the correct categories in the Carroll diagram

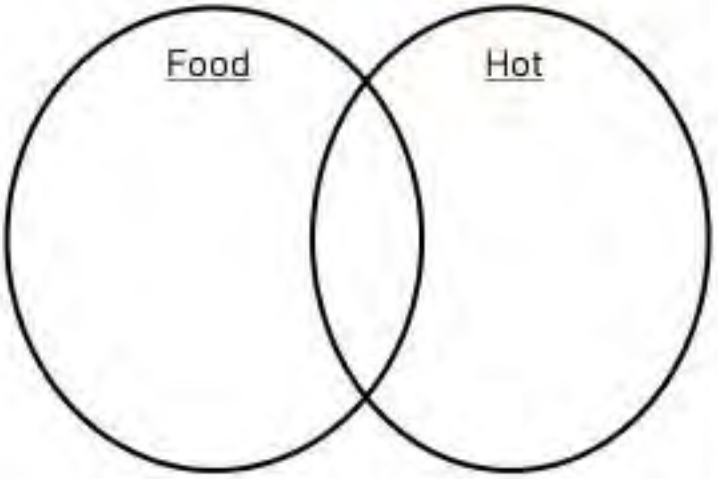
	Food	Drink
Cold		

Part 2 Fill in the two-w… …dency … below

	Food	…ink	Total
Hot	3		
Cold			
Total			

Part 3 Sort the food and drinks using the Venn Diagrams





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Curriculum Connection P4.1

Collecting Data – Carrol Diagram

Directions Survey your classmates using the survey question and fill in the Carrol Diagram

Survey Question: Do you prefer chocolate or vanilla ice cream? Do you prefer your ice cream in a cone or in a bowl?

	Type of Ice Cream Treat	
Type of [illegible]am	Chocolate	Vanilla
Cone		
Bowl		

PREVIEW

Part 2 Fill in [illegible] table below

	Chocolate	[illegible]	Total
Cone			
Bowl			
Total			

a) How many people participated in the survey? _____

b) Which type of ice cream is the most popular? _____

c) Which type of ice cream is the least popular? _____

d) What did you learn about the data?

_____

_____

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Name: _____ 83

Quiz – Carrol and Venn Diagram

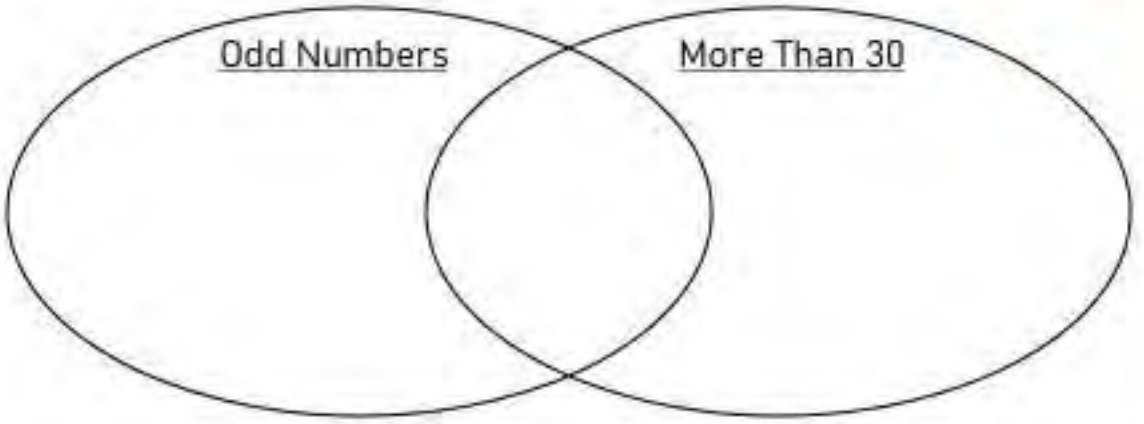
Part 1 Sort the numbers into the correct categories in the Carroll Diagram

22	36	13	75	56
25	41	27	47	1

	Less Than 30	More Than 30
Odd Numbers		
Even Numbers		

PREVIEW

Part 2 Sort the numbers using the Venn Diagram



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Curriculum Connection
P4.2

Equation or Expression?

An **equation** is a mathematical sentence which states that one or more quantities are equal. Equations have an equal sign with values on both sides to show they are equal. An **expression** is a mathematical sentence that does not have an equal sign.

Equation = 3 + n = 21

Expression = 3y + 2

Question Is the number sentence an expression or equation?

PREVIEW

1) [illegible] Expression Equation	2) 25 + y Expression Equation
3) 3y + 8 = Expression Equation	4) 2n + 5 [illegible]ssion Equation
5) 8 – 4 + n = 10 Expression Equation	[illegible] + n [illegible]uation
7) 12 ÷ 4 = 3 Expression Equation	8) 5[illegible] Expression [illegible]uation
9) 100 ÷ n + 3 Expression Equation	10) $\frac{25}{n}$ + 10 = 15 Expression Equation
11) $\frac{40 - 8}{n}$ Expression Equation	12) 65 + 3 – n ÷ 10 Expression Equation

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Curriculum Connection
P4.2

Equation or Expression?

Questions Is the number sentence an expression or equation?

1) Paul has 5 cookies but needs enough for 10 people. $5 + c = 10$	Equation	Expression
2) The pat[illegible] the following rule: $3n - 1$	Equation	Expression
3) Maria want[illegible] th[illegible]eek. She has already run 22km. 22 [illegible]	Equation	Expression
4) The cost to enter an a[illegible] pa[illegible]er ticket. 20t or (t x 20)	Equation	Expression
5) Jeff works at a garden centre and earns $15 [illegible]our. He can figure out his pay by using the follow[illegible] 15h or (h x 15)	[illegible]ion	Expression
6) Bailey made $200 last week working with her mom. She worked 10 hours. $10w = 200$	Eq[illegible]	[illegible]sion
7) Jane had 150 candies to give away on Halloween. She has 30 left. $150 - c = 30$	Equation	Expression
8) Ashley had 200 candies to give away on Halloween. She will give 2 candies to each kid. How many kids can she give candy to? $200 \div 2 = k$	Equation	Expression
9) Candy bags come in 30 packs. The total number of candies is represented below: 30b	Equation	Expression

PREVIEW

Name: _____ 86

Curriculum Connection P4.2

Pre-Algebra – Balancing Addition Equations

Balance the scales by putting the same amount of circles on each scale

Answer: Add 6 circles to the scale to make them equal.

3	+	6	=	9

Question: How many balls do you need to add to balance the scales?

PREVIEW

8	+		=	11

6	+		=	

8	+		=	14

5	+		=	9

7	+		=	12

2	+		=	13

6	+		=	10

3	+		=	14

1	+		=	12

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Name: _____ 87

Curriculum Connection
P4.2

Addition – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal

5 + 3 = 8 21 + 10 ≠ 30 17 + 11 = 28

Questions Put a slash through the equal sign (≠) if it is not balanced

[illegible]	2) 20 + 10 = 30	3) 36 + 5 = 41
4) 23 + 6 = 36	[illegible] = 40	6) 10 + 40 = 50
7) 41 + 9 = 49	8) [illegible] + 7 = 5[illegible]	9) 38 + 7 = 45
10) 28 + 12 = 30	11) 34 + 11 = 45	1[illegible]
13) 36 + 14 = 50	14) 28 + 14 = 32	15) 46 + 3 = 49
16) 18 + 20 = 48	17) 42 + 8 = 50	18) 16 + 16 = 31
19) 20 + 30 = 45	20) 39 + 9 = 48	21) 22 + 23 = 44

PREVIEW

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Name: _____ 88

Curriculum Connection
P4.2

Pre-Algebra – Balancing Addition Equations

Balancing equations means both sides of the equal sign must be the same.

Examples: $3 + 7 = \boxed{10}$ (10) $\quad 24 + 6 = \boxed{30}$ (30)

Questions Fill in the missing number to balance the equation

1) 15 =	2) 23 + 6 = ☐	3) 34 + 5 = ☐
4) 12 + ☐ =	= 28	6) 26 + ☐ = 40
7) ☐ + 6 = 28	8) ☐ 17 = 31	☐ + 33 = 50
10) 35 + 13 = ☐	11) 22 + ☐ = 32	☐ 10 40
13) 24 + ☐ = 31	14) 26 + 12 = ☐	15) 40 + ☐ = 50
16) 26 + ☐ = 42	17) 35 + 15 = ☐	18) 13 + ☐ = 25
19) 44 + ☐ = 52	20) 18 + 22 = ☐	21) 41 + ☐ = 50

PREVIEW

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Name: _____ 89

Curriculum Connection
P4.2

Word Problems: Balancing Addition Equations

Questions | Solve the word problems below

	Word Problems - Balancing Addition Equations	Answers
1	An aquarium has *x* fish. After 2 new fish are added, there are 9 fish swimming in the tank. What was the original number of fish?	
2	has ma klace with *x* beads, then adds 5 more beads and has be . How many beads were on Thomas's necklace?	
3	Oliver has *x* pencils i se d 3 pencils from his friend, and now he has 1 pen ncils were in Oliver's case to begin with?	
4	Clara bakes *x* cookies, then bakes 7 more ar cooki total. How many cookies did Clara bake first?	
5	Sam has a bag with *x* marbles. He finds 4 more marbles, and now he has 13 marbles altogether. How many marbles were in the bag initially?	
6	Leah has *x* stickers. Her friend gives her 7 stickers, and now Leah has 20 stickers. How many stickers did Leah start with?	

PREVIEW

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Exit Cards

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

Name: _____

1. Put a slash through the equal sign (≠) if it is not balanced.

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

1) 28 + 7 = ☐

2) ☐ + 19 = 76

Name: _____

1. Put a slash through the equal sign (≠) if it is not balanced.

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

1) 28 + 7 = ☐

2) ☐ + 19 = 76

Name: _____

1. Put a slash through the equal sign (≠) if it is not balanced.

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

1) 28 + 7 = ☐

2) ☐ + 19 = 76

PREVIEW

Name: _____ 91

Curriculum Connection
P4.2

Addition – Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

12 + 11	(14 + 9)	19 + 5

Question	Circle the equation that matches the shaded in equation		
1)	17 + 8	22 + 4	13 + 12
2)	16 + 12	2	15 + 14
3)	21 + 8	19 + 11	17 + 12
4)	25 + 10	15 + 15	
5)	31 + 11	35 + 7	22 + 22
6)	35 + 12	40 + 6	25 + 22
7)	41 + 23	30 + 32	32 + 32

PREVIEW

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Name: _____ 92

Curriculum Connection
P4.2

Addition – Using Symbols

When we do not know the value of an addend in a question, we can use any symbol to replace the unknown.

Part 1 Find out the value of the symbol

1) 6[illegible] 1 ▲ =	2) 33 + ● = 58 ● =	3) ● + 61 = 97 ● =
4) 47 + ◆ = 82 ◆ =	5) [illegible] = 76	6) 72 + ● = 105 ● =
7) ◆ + 105 = 150 ◆ =	8) 140 + ◆ [illegible] + 172 = 181 ◆ = [illegible] =	

PREVIEW

Part 2 Write your own questions using any symbol you want. Then get a [illegible] to answer.

1)	2)

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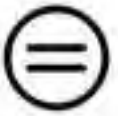
Name: _____ 93

Curriculum Connection
P4.2

Addition – Find the Variable

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.



Example: 8 + n = 15

We can figure out the unknown number by balancing the equation. In this equation, n = 7.

Questic Find out the value of the variable

PREVIEW

+ n = n =	n + 5 = 12 n =	22 + n = 30 n =
18 + 12 = p p =		p + 13 = 30 p =
15 + y = 30 y =	y + 14 = y =	+ 35 = y
38 + t = 45 t =	14 + t = 33 t =	40 t =
14 + a = 22 a =	35 + a = 50 a =	50 + a = 50 a =
12 + 16 = s s =	21 + s = 43 s =	33 + s = 46 s =

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Activity – Mystery Number Challenge

Objective What are we learning about?

To help students understand how to use symbols to represent unknown values in equations, enhancing their problem-solving skills by writing equations that correspond to given problems.

$X+10=25$

Materials What you will need for the activity.

- Small whiteboards or sheets of paper
- Dry erase markers or pens
- Set of simple word problems printed on cards
- Tokens or stickers

Instructions How you will implement the activity

1. Distribute a sheet of paper and a pencil to each student.
2. Hand out a card with a simple word problem to each student. Each problem should involve a basic arithmetic operation (addition or subtraction) and include a blank space or a placeholder for an unknown value, like "Sam has some apples. He gets 5 more apples and now he has 8. How many did he start with?"
3. Ask the students to read their problem and think about what the unknown value is.
4. Instruct the students to write an equation on their paper using a symbol (like x or a blank line) to represent the unknown value.
5. Once they have written their equation, students should come up to the front of the class one by one to present their equation and explain their thinking process in determining how to set up their equation.
6. Give feedback on each equation, discussing as a class whether the equation makes sense and if it accurately represents the word problem.
7. Award tokens or stickers for correctly written equations and good explanations.

PREVIEW

Name: _____ 95

Curriculum Connection
P4.2

Word Problems | Cut out the questions below and distribute to each student.

Lucy has some stickers. She gets 7 more from her friend, and now she has 10 stickers. How many stickers did Lucy start with?

Josh had some books. He bought 6 more books at the book fair, and now he has 11 books. How many books did Josh have originally?

Mia had some crayons. She found 8 more in her desk drawer, and now she has 15 crayons. How many crayons did Mia have to begin with?

Aidan had some cars. His aunt gave him 9 more cars for his birthday, and now he has 20 cars. How many cars did Aidan have before his birthday?

Ella had some pieces of candy. She found 3 more to share with her brother, and now they have 12 pieces of candy together. How many pieces did Ella have initially?

Noah had some balloons. 4 more balloons were given to him at the party, and now he has 10 balloons. How many balloons did Noah start with?

Sophia had some pencils. She won 5 more pencils as a prize, and now she has 18 pencils. How many pencils did Sophia have at first?

Liam had some cookies. He made 8 more cookies with green frosting, and now he has 14 cookies. How many cookies did Liam have before baking?

Olivia had some marbles. She traded 2 more marbles with her friend, and now she has 9 marbles. How many marbles did Olivia have originally?

Ben had some action figures. He received 6 more action figures as gifts, and now he has 17 action figures. How many action figures did Ben start with?

Amelia had some beads. She bought 10 more beads for her craft project, and now she has 25 beads. How many beads did Amelia have to begin with?

James had some puzzle pieces. He found 7 more pieces under the couch, and now he has 12 pieces. How many puzzle pieces did James have initially?

PREVIEW

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Exit Cards

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

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

PREVIEW

Name: _____ 98

Curriculum Connection
P4.2

Part Part Whole – Numbers to 20

Questions How do the parts below equal the whole at the top

1)

11	

2)

14	
	8

3)

4)

6	5

5)

12	
7	

6)

17	

7)

10	5

8)

18	
12	

9)

14	
8	

10)

12	8

PREVIEW

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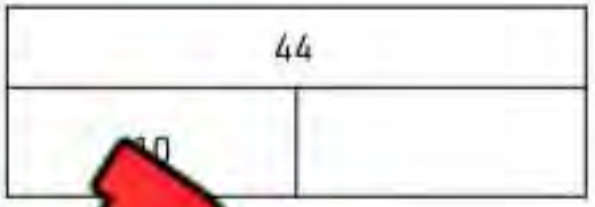
Name: _____ 99

Curriculum Connection
P4.2

Part Part Whole – Numbers to 100

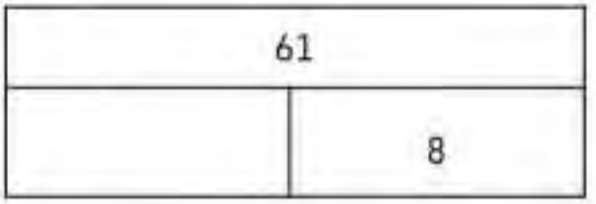
Questions How do the parts below equal the whole at the top

1)



= 44

2)

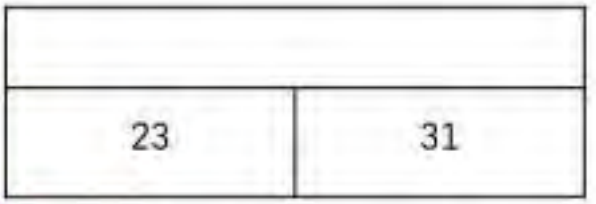


_____ + 8 = 61

3)

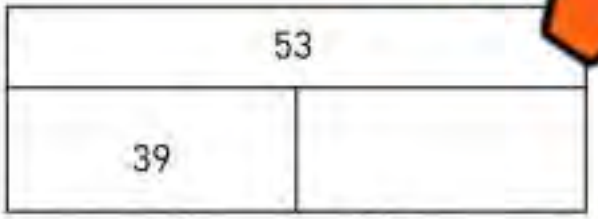
_____ + 7 =

4)

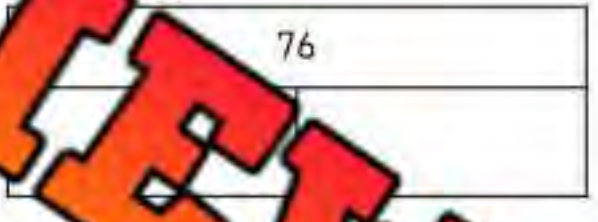


23 + 31 = _____

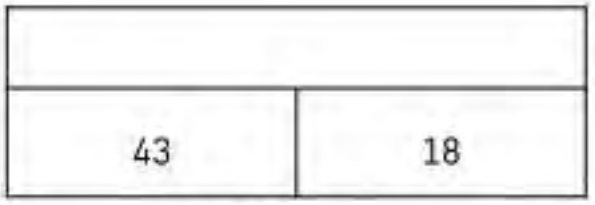
5)



39 + _____ = 53

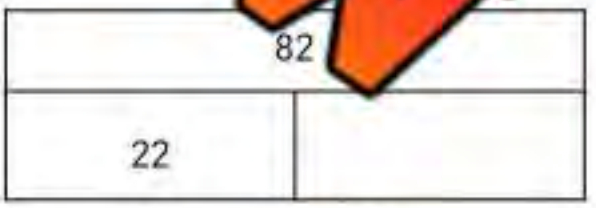


7)



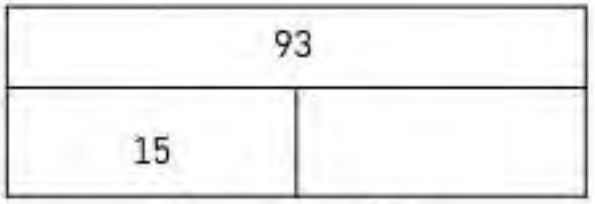
43 + 18 = _____

8)



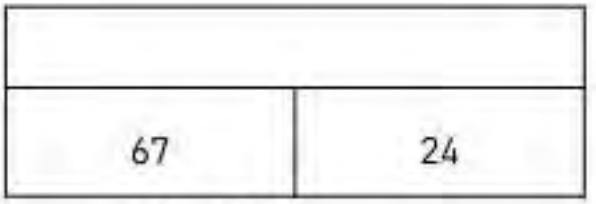
22 + _____ = 82

9)



15 + _____ = 93

10)



67 + 24 = _____

PREVIEW

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Name: _____ 101

Curriculum Connection
P4.2

Part Part Part Whole – Numbers to 20

Questions How do the parts below equal the whole at the top

1)

12		
[illegible]	5	

2)

11		
	2	6

3)

5		

4)

5	5	5

5)

15		
7		4

6)

[illegible]		6

7)

10	4	3

8)

17		
11		4

9)

19		
6	6	

10)

20		
11		6

PREVIEW

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Name: _____ 102

Curriculum Connection
P4.2

Part Part Part Whole – Numbers to 100

Questions How do the parts below equal the whole at the top

1)

18		
6	6	

_____ = 18

2)

25		
	10	8

_____ + 10 + 8 = 25

3)

7		

7 + _____ + 15 = _____

4)

13	15	8

13 + 15 + 8 = _____

5)

57		
11	18	

11 + 18 + _____ = 57

6)

		17

25 + 17 = _____

7)

23	18	25

23 + 18 + 25 = _____

8)

35		24

35 + _____ + 24 = 78

9)

86		
61		15

61 + _____ + 15 = 86

10)

99		
22		44

22 + _____ + 44 = 99

PREVIEW

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Name: _____ 104

Curriculum Connection
P4.2

Word Problems – Writing Addition Equations

Questions | Answer the questions below

1) Steve and James love video games. Steve has 8 games. Steve and James have 18 games in total. Which equation will tell us how many games James has?

j + 8 = 18	8 + 18 = j
8 + j = 18	8 – j = 18

2) Je[illegible]king cookies. Rebecca made 20 cookies. They made 50 total co[illegible]es. Wh[illegible]n will tell us how many cookies Jen made?

[illegible] + 20 =	50 + c = 20
[illegible]	c – 20 = 50

3) Scott and Luke love hockey cards. [illegible] and Luke has 50 cards. Which equation will tell us how many [illegible] cards [illegible] have?

c + 25 = 50	25 [illegible]
25 + c = 50	[illegible]

4) Adam and Henry went Trick or Treating. Henry got 62 candie[illegible] candies in total? Which equation will tell us how many candies [illegible]am

62 + c = 121	62 + 121 = c
c + 62 = 121	62 – c = 121

5) Sam scored 15 points in his basketball game. He had 5 points in the first half. Which equation will tell us how many points he had in the second half?

p + 5 = 15	5 + 15 = p
5 – p = 15	5 + p = 15

PREVIEW

Name: _____ 105

Curriculum Connection
P4.2

Word Problems – Writing Addition Equations

Questions Answer the questions below – Write the addition equation sentences

1) Tim drove 31km to get to work. Then he drove to the store. When he got to the store, he had driven 58 km in total. How many km did he drive to the store?

2) Steve got 25 points fo[illegible] level [illegible] video game. He got 33 more points for beating level 2. How many [illegible]ints [illegible]e after level 2?

Bonus – He had 78 total points after beating level [illegible] many po[illegible]d he get in level 3?

3) In badminton, Jessica and Erin won their game. They scored 21 po[illegible]s and their opponents only scored 16. Jessica scored 13 of the 21 points. How many points did Erin score?

PREVIEW

Name: _____ 106

Curriculum Connection
P4.2

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale

Answer: take 4 circles from the scale to make them equal.

7	-	4	=	3

Questic many balls do you need to take away to balance the scales?

PREVIEW

11	-		=	8

8			=	

10	-		=	4

8	-		=	1

11	-		=	3

13	-		=	2

10	-		=	4

14	-		=	1

4	-		=	0

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Name: _____ 107

Curriculum Connection
P4.2

Subtraction – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal

7 - 2 = 5 25 - 6 ≠ 18 15 - 11 = 4

Questions Put a slash through the equal sign (≠) if it is not balanced

1)	2) 12 - 4 = 6	3) 16 - 3 = 13
4) 25 - 8 = 1	5) 6 = 22	6) 29 - 13 = 16
7) 32 - 14 = 17	8) 11 = 1	9) 47 - 14 = 34
10) 48 - 10 = 38	11) 45 - 4 = 42	1 3 42
13) 53 - 24 = 28	14) 52 - 8 = 45	15) 60 16 = 55
16) 50 - 0 = 50	17) 43 - 8 = 35	18) 45 - 15 = 30
19) 68 - 30 = 38	20) 57 - 16 = 42	21) 75 - 26 = 48

PREVIEW

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Pre-Algebra – Balancing Subtraction Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

15 - 6 = [9]

27 - 6 = [21]

Questions — Fill in the missing number to balance the equation

PREVIEW

1) 15 [illegible]	2) 11 - 6 = ☐	3) 10 - 5 = ☐
4) 10 - ☐ = 5	[illegible] - ☐ = 6	6) 14 - ☐ = 10
7) ☐ - 6 = 10	8) ☐ - 5 = 12	[illegible] ☐ - 8 = 12
10) 35 - 10 = ☐	11) 52 - ☐ = 40	[illegible]
13) 24 - ☐ = 17	14) 28 - 6 = ☐	15) 18 - ☐ = 16
16) 43 - ☐ = 35	17) 45 - 15 = ☐	18) 25 - ☐ = 10
19) 46 - ☐ = 31	20) 25 - 21 = ☐	21) 45 - ☐ = 10

Name: _____ 109

Curriculum Connection
Pg.2

Word Problems: Balancing Subtraction Equations

Questions | Solve the word problems below

	Word Problems Balancing Subtraction Equations	Answers
1	At a bake sale, there are *x* cupcakes. If 5 cupcakes are sold and there are 10 left, how many were there to start with?	
2	[illegible] After giving away 7 pencils to classmates, [illegible] are 1[illegible] left. How many pencils were in the box originally?	
3	There were 28 [illegible] number of balloons popped, and now [illegible] 15 [illegible] left. How many balloons popped?	
4	Alex had *x* dollars saved up. He bought [illegible] for $[illegible] now has $9 left. How much money did Alex have at first?	
5	Chloe has 13 storybooks. She donates *n* number of books [illegible] library and still has 7 books. How many books did Chloe [illegible]	
6	Ava collected *x* seashells on the beach. She gave 10 to her friend and has 5 left. How many seashells did she collect at first?	
7	Omar had y stickers. After trading away 9 stickers, he has 14 stickers remaining. How many stickers did Omar have to begin with?	

PREVIEW

Name: _____ 110

Curriculum Connection
P4.2

Subtraction - Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

19 - 8 | 15 - 4 | 21 - 9

Question	Circle the equation that matches the shaded in equation		
1)	2	21 - 9	19 - 6
2)	33 - 11	20	30 - 8
3)	41 - 7	50	48 - 13
4)	47 - 20	31 - 5	
5)	58 - 13	65 - 20	63 - 19
6)	89 - 14	80 - 15	90 - 15
7)	110 - 10	109 - 8	113 - 13

PREVIEW

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Name: _____ 111

Curriculum Connection
P4.2

Subtraction – Using Symbols

Part 1 Find out the value of the symbol

1) ● – 30 = 8 ● =	2) 51 – ▲ = 29 ▲ =	3) 95 – ● = 65 ● =
4) 42 = ▲ ▲ =	5) ◆ – 20 = 47 ◆ =	6) 120 – 70 = ◆ ◆ =
7) 133 – ▲ = 70 ▲ =	8) ● ● =	9) 189 – ● = 151 ● =

PREVIEW

Part 2 Write your own questions using any symbol you ... n ge... end to answer.

1)	2)
3)	4)

Exit Cards

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

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

PREVIEW

Name: _____ 113

Curriculum Connection
P4.2

Subtraction – Find the Variable

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.

Example: 18 - n = 5

We can figure out the unknown number by balancing the equation. In this equation, n = 13.

Questio

Find out the value of the variable

PREVIEW

- n = 2 n =	n - 5 = 5 n =	22 - n = 10 n =
25 - 10 = p p =	1 p	p - 8 = 15 p =
31 - y = 30 y =	y - 14 y =	- 35 = y =
65 - t = 50 t =	28 - t = 20 t =	t =
24 - a = 17 a =	50 - a = 30 a =	63 - a = 50 a =
76 - 30 = s s =	62 - s = 22 s =	51 - s = 39 s =

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Name: _____ 115

Curriculum Connection
P4.2

Word Problems – Writing Subtraction Equations

Questions | Answer the questions below

1) Harry bought 15 donuts. Him and a friend ate 5 of them. Which equation will tell us how many donuts there are left?

d - 5 = 15	15 - 5 = d
5 + d = 15	5 - d = 15

2) Ke[illegible] were having a fire. They had 18 logs for the fire. After the fire[illegible]ey onl[illegible]. Which equation tells us how many logs they burned?

b - [illegible]	18 - 4 = b
[illegible] - 4	4 - b = 18

3) Tom collected 73 shells on the bea[illegible]ave [illegible] to his sister. Now he has 60 shells left. Which equation tells us h[illegible]ny she[illegible]ve to his sister.

73 - s = 60	[illegible]
s - 60 = 73	[illegible] = 60

4) Courtney saved 75 dollars. She bought a new sweater. She n[illegible]s. Which equation tells us how much the sweater cost?

75 - s = 45	75 - 45 = s
45 + s = 75	s - 45 = 75

5) The movie is 93 minutes long. They have watched 31 minutes. Which equation tells us how many minutes are left?

m - 31 = 93	93 - 31 = m
31 + m = 93	31 - m = 93

PREVIEW

Name: _____ 116

Curriculum Connection
P4.2

Word Problems – Solving Subtraction Equations

Questions Answer the questions below. Write the subtraction equation sentences

1) Mrs. Wilson had 64 pencils at the start of the school year. She gave all the kids in her class one pencil. She now has 36 pencils. How many students are in Mrs. Wilson's class?

2) Hudson saved 95 [illegible] toy for 26 dollars. How many dollars does he have left?

Bonus: He saved 15 more dollars. Can he buy a [illegible] dollars?

3) The grade 4 class planted 149 tomato seeds but only 37 tomato p[illegible]s grew. How many plants did not grow?

PREVIEW

Name: _____ 117

Curriculum Connection
PA.2

Math Activity Title: Algebraic Bottle Flip Challenge

Objective What are we learning about?

To practice and reinforce understanding of basic one-step subtraction algebra problems through the engaging and physically active bottle flip game.

Materials What you will need for the activity.

- Pla[illegible]bottles [illegible]air/group) filled to approximately one-third with water (or use cu[illegible]
- Set of subt[illegible]gebra[illegible]cards
- Answer sheet [illegible]h g[illegible]

Instructions How you w[illegible]ple[illegible]

1. Start with a short lesson on one-st[illegible] subtra[illegible]alg[illegible]roblems, using examples like x – 3 = 4.
2. Arrange the students into pairs or small gr[illegible]an[illegible]ttle and a set of question cards to each.
3. Each pair or group receives an answer sheet to re[illegible]a[illegible]
4. Explain the rules: One student draws a question card a[illegible]trie[illegible] subtraction algebra problem.
5. Once they believe they have the correct answer, they write it down[illegible]r answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they can move on to the next question; 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 subtraction problems and how this type of algebra is used in real-life situations.

PREVIEW

Name: _____ 118

Differentiation Connection P4.2

Questions	Cut out the questions below and use for the game

x - 4 = 12	y - 3 = 15	z - 2 = 20	a - 5 = 25
b - 6 = 24	c - 7 = 23	d - 8 = 32	e - 9 = 41
r - 6 = 54	s - 5 = 55	t - 7 = 73	u - 8 = 82
v - 12 = 48	w - 11 = 49	x - 13 = 87	y - 14 = 86
z - 1 =	a - 1 = 99	b - 2 = 98	c - 3 = 97
Sa ad 30 marbles lost some. N he has 15. How many did he lose?	ex had 18 ki d ate some sh	Leah had 24 books and gave some away. Now she has 9. w many did e away?	Max had 20 cards and traded some away. Now he has 8. How many did he trade?
Chris had 35 pencils and lost some. Now he has 20. How many did he lose?	Dana had 40 stickers and used some. Now she has 12. How many did she use?	had on bro Now he How many did he break?	Nora had 45 beads and ed some. as 30. d op?
Claire had some candies. She eats 12 and now has 20 left. How many did she have to start with?	Emma had a certain number of toy cars. She lost 8 of them and now she has 16 left. How many did she have before?	Sophie had a number of pencils. She gave 7 to her friend and now has 28 left. How many pencils did Sophie start with?	Mia had a bunch of grapes. She ate 20 grapes and now has 35 left. How many grapes were there in the bunch initially?

PREVIEW

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Name: _____ 119

Curriculum Connection
P4.2

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

Lucas had some stickers. He gave away 15 and now has 30 left. How many stickers did he have at the beginning?	Aiden had some balloons. 10 balloons popped and now he has 25 left. How many balloons did Aiden have at first?	Oliver collected some seashells. He gave 14 to his sister and now has 21 left. What was the original number of seashells Oliver had?	Ethan had some trading cards. He traded away 18 and now has 40 left. How many trading cards did Ethan have at the beginning?
Harper had some pages left to read in her book. After reading 32 pages, she has 48 pages left. How many pages were in her book?	If there are ___ bees, and ___ away, 49 are left. How many flew away?	Start with 100 and ___ at ___ and ___ left. How many ___ ate?	If you have 100 coins, spend ___ and 86 remain. How many were spent?
Start with 100 toys, donate ___ and 41 are left. How many were donated?	If there are 100 days left of school, and ___ pass, 13 are left. How many days have gone by?	There are 100 marbles, ___ go missing, and 66 are left. How many went missing?	If you have 100 pencils, and ___ break, 49 are left. How many broke?
Find the missing number: ___ - 15 = 65	Solve for x: x - 4 = 44	What is y if y - 3 = 57?	What is z if z - 5 = 55?

PREVIEW

Name: _____ 120

Curriculum Connection
P4.2

Algebraic Bottle Flip Challenge

Answers | Record your answers below

1		13		25	
2		14		26	
3		15		27	
4				28	
5				29	
6		18			
7		19		31	
8		20		32	
9		21		33	
10		22		34	
11		23		35	
12		24		36	

PREVIEW

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Name: _____ 121

Curriculum Connection
P4.2

Multiplication – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal

$2 \times 2 \neq 5$ $3 \times 3 = 9$ $5 \times 2 \neq 11$

Questions Put a slash through the equal sign (≠) if it is not balanced

1)	2) 10 x 3 = 30	3) 2 x 3 = 5
4) 5 x 5 = 25	5) 2 = 8	6) 3 x 5 = 16
7) 10 x 2 = 12	8) x 5 = 50	9) 5 x 4 = 20
10) 10 x 10 = 90	11) 2 x 7 = 14	12) 2
13) 10 x 4 = 40	14) 5 x 1 = 10	15) 10 x 6 = 16
16) 2 x 10 = 20	17) 5 x 8 = 40	18) 3 x 10 = 30
19) 2 x 7 = 14	20) 7 x 5 = 30	21) 10 x 4 = 40

PREVIEW

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Name: _____ 123

Curriculum Connection
P4.2

Multiplication – Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

2 x 3 | 1 x 6 | 4 x 2

Question	Circle the equation that matches the shaded in equation		
1)	5 x 2	10 x 1	6 x 2
2)	6 x 3		2 x 9
3)	5 x 4	10 x 2	6 x 3
4)	8 x 2	4 x 4	
5)	9 x 4	7 x 5	6 x 6
6)	10 x 3	7 x 5	6 x 5
7)	8 x 3	6 x 4	7 x 3

PREVIEW

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Name: _____ 124

Curriculum Connection
P4.2

Multiplication – Using Symbols

Part 1 Find out the value of the symbol

1) ● x 3 = 12	2) 5 x ▲ = 45 ▲ =	3) 4 x ● = 32 ● =
4) x 9 = ▲ =	5) ◆ x 4 = 44 ◆ =	6) 7 x 10 = ◆ ◆ =
7) 2 x ▲ = 60 ▲ =	[illegible] ● =	9) 10 x ● = 150 ● =

PREVIEW

Part 2 Write your own questions using any symbol you [illegible] answer.

1)	2)
3)	4)

Name: _____ 125

Curriculum Connection
P4.2

Multiplication – Find the Variable

When we multiply a number by a variable, we do not need to use the multiplication sign. It is known that any variable next to a number means the operation we are using is multiplication.

Example: 5n = 15 means 5 x n = 15

We can figure out the unknown number by balancing the equation: n = 3.

Questi | Find out the value of the variable

PREVIEW

	n x 5 = 20 n =
10 x 1 = p p =	5p = 30 p =
10n = 30 n =	n =
2n = 16 n =	8 x [illegible] t t =
5n = 45 n =	10n = 100 n =
10s = 50 s =	5 x 7 = s s =

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Exit Cards

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

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

PREVIEW

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____ 127

Curriculum Connection
P4.2

Using Variables to Solve Multiplication Equations

There are some instances where we know the values of variables and need to plug them into an equation. For example:

ab = c a = 5 b = 2

5 x 2 = c

c = 10

Question: Find out the value of the variable

ab = c a = 5 _____ x _____ = c c =	en = f e = 10 n = 4 _____ x _____ = f f =
ry = k r = 3 y = _____ x _____ = k k =	h t = 10 g = 6 _____ = h =
ab = c a = 5 b = 5 _____ x _____ = c c =	6 _____ f =
ry = k r = 4 y = 2 _____ x _____ = k k =	tg = h t = 10 _____ x _____ = h h =
ab = c a = 7 b = 5 _____ x _____ = c c =	en = f e = 4 n = 5 _____ x _____ = f f =
ry = k r = 5 y = 7 _____ x _____ = k k =	tg = h t = 7 g = 2 _____ x _____ = h h =

PREVIEW

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Name: _____ 128

Curriculum Connection
PA 2

Activity – Equation Explorers

Objective What are we learning about?

To help students understand and solve one-step equations using symbols to represent unknown values.

Materials you will need for the activity.

- Small whi… …f paper
- Dry erase … …r pen
- A set of equati… …rds … …tep equations like 3n = 6)
- Tokens or small re…

Instructions How you will comp… acti…

1. Begin the activity by explaining what a … …p e… …d demonstrate a few examples on the board. Explain that the … …e x) s… …for an unknown value that we need to find.
2. Distribute a paper and pencil to each student.
3. Hand out one equation card to each student. Ensure the questio… …y but remain simple enough to solve in one step.
4. Give the students a few minutes to solve the equation on their cards, writing the solution on their paper.
5. Once everyone has a solution, ask students to swap their boards or papers with a partner to check each other's work.
6. Discuss as a class some of the solutions, especially any that were tricky or where mistakes were made, to clarify the correct methods.
7. For correctly solved equations, award tokens or small rewards to encourage participation and effort.

PREVIEW

Name: _____ 129

Curriculum Connection
P4.2

Multiplication Equations | Cut out the questions below and distribute to each student.

12a = 36	11b = 44	15c = 45
13d = 52	14e = 56	16f = 64
[illegible]	17h = 68	19i = 76
12j = [illegible]	[illegible]k = 39	11l = 33
15m = 60	2[illegible]6[illegible]	21o = 63
22p = 66	25q = [illegible]	[illegible] = 72
23s = 46	19t = 57	[illegible]
16v = 64	17w = 51	14x = 42
13y = 39	21z = 84	22a = 44
20b = 100	12c = 36	15d = 75

PREVIEW

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Name: _____ 131

Curriculum Connection
P4.2

Pre-Algebra – Balancing Division Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

$15 \div 3 = \boxed{5}$ (5)

$\boxed{10} \div 2 = 5$ (5)

Questions Fill in the missing number to balance the equation

1) 8	2) $6 \div 3 =$ ☐
3) $10 \div$ ☐ $= 5$	4) $6 \div$ ☐ $= 2$
5) ☐ $\div 5 = 5$	6) ☐ $= 2$
7) $5 \div 1 =$ ☐	8) $20 \div$ ☐
9) $15 \div$ ☐ $= 3$	10) $10 \div 10 =$ ☐
11) $25 \div$ ☐ $= 5$	12) $30 \div 6 =$ ☐
13) $10 \div$ ☐ $= 2$	14) $18 \div 2 =$ ☐

PREVIEW

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Name: _____ 132

Curriculum Connection
P4.2

Division – Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

12 ÷ 4 | 9 ÷ 3 | 16 ÷ 4

Question			
	Circle the equation that matches the shaded in equation		
1)	10 ÷	5 ÷ 1	12 ÷ 6
2)	6 ÷ 3	1	12 ÷ 6
3)	16 ÷ 4	14 ÷ 7	28 ÷ 7
4)	25 ÷ 5	10 ÷ 2	
5)	8 ÷ 2	15 ÷ 3	16 ÷ 4
6)	18 ÷ 3	30 ÷ 5	42 ÷ 6
7)	24 ÷ 6	49 ÷ 7	40 ÷ 10

PREVIEW

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Name: _____ 133

Curriculum Connection P4.2

Division – Using Symbols

Part 1 Find out the value of the symbol

1) ● ÷ 3 = 5	2) 25 ÷ ▲ = 5 ▲ =	3) 32 ÷ ● = 8 ● =
4) ÷ 2 = ▲ =	5) ◆ ÷ 6 = 4 ◆ =	6) 60 ÷ 10 = ◆ ◆ =
7) 48 ÷ ▲ = 6 ▲ =	8) ● =	9) 90 ÷ ● = 10 ● =

PREVIEW

Part 2 Write your own questions using any symbol you ... g... nd ... answer.

1)	2)
3)	4)

Name: _____ 134

Curriculum Connection
P4.2

Division – Find the Variable

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.

Example: 15 ÷ n = 3

We can figure out the unknown number by balancing the equation: n = 5.

Quest[illegible] Find out the value of the variable

[illegible]	n ÷ 5 = 3 n =
10 ÷ 1 = p p =	20 ÷ p = 2 p =
10 ÷ n = 2 n =	[illegible] n
30 ÷ n = 10 n =	8 ÷ [illegible] t =
50 ÷ n = 5 n =	10 ÷ n = 10 n =
10 ÷ s = 2 s =	20 ÷ 4 = s s =

PREVIEW

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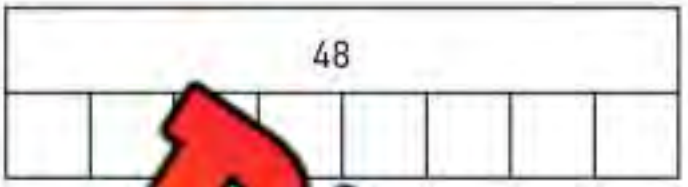
Name: _____ 136

Curriculum Connection
P4.2

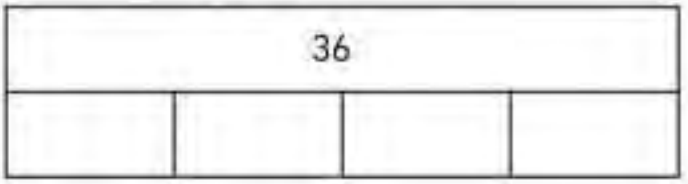
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 48 ÷ 8

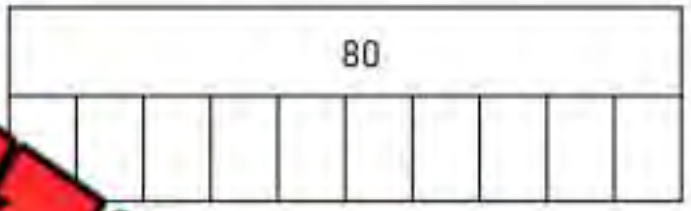


2) 36 ÷ 4

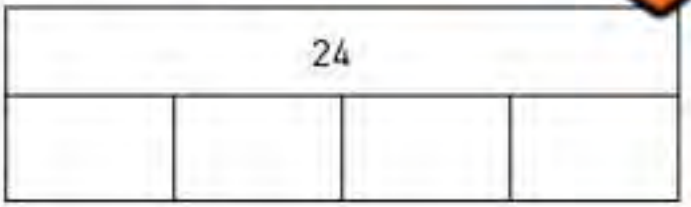


3) 36 ÷

4) 80 ÷ 10

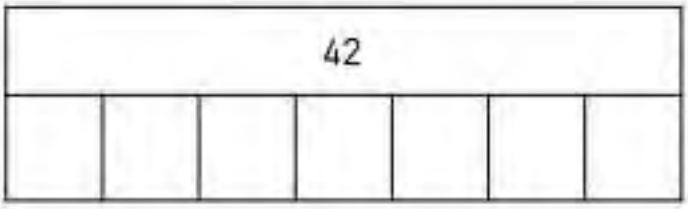


5) 24 ÷ 4

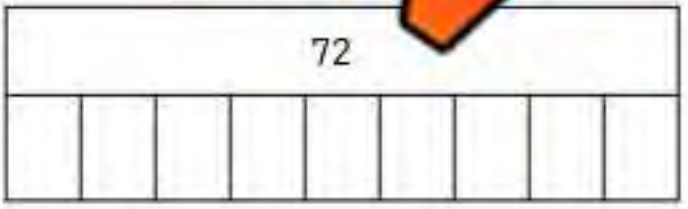


6) 30 ÷ 5

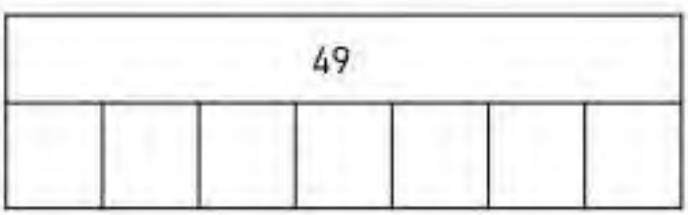
7) 42 ÷ 7



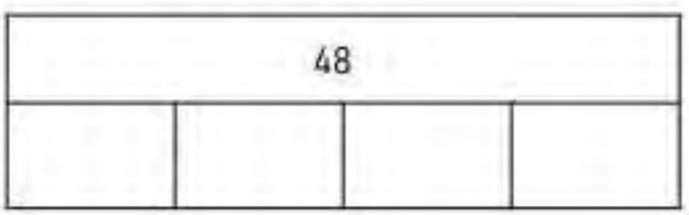
8) 72 ÷ 9



9) 49 ÷ 7



10) 48 ÷ 4



PREVIEW

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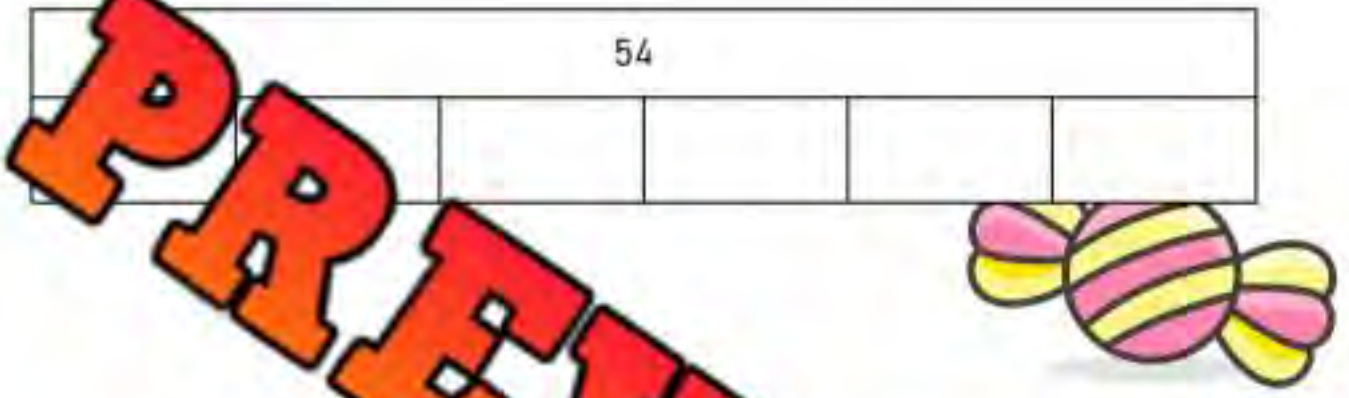
Name: _____ 137

Curriculum Connection
P4.2

Division Word Problems – Bar Model

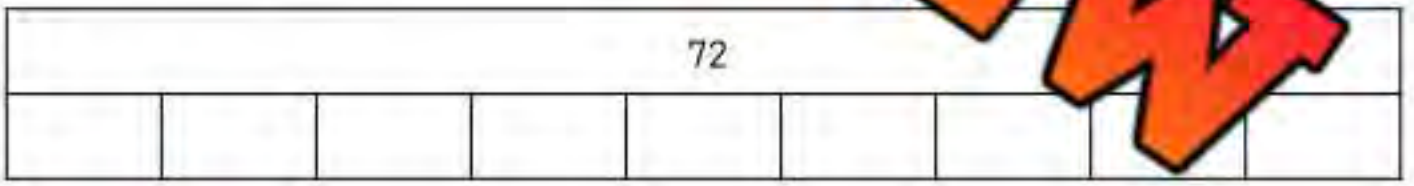
Questions | Use the bar model to answer the division questions below

1) Courtney has 54 candies to give away to her 6 friends. How many candies will each friend get?



Division Equation Sentence: _____

2) Haley has $72 to spend on vacation. She is making a budget to find out how much she can spend each day. She is on vacation for 9 days. How much money can she spend each day?



Division Equation Sentence: _____ ÷ _____ = _____

PREVIEW

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Curriculum Connection
P4.2

Division Word Problems – Bar Model

Questions | Use the bar model to answer the division questions below

1) Alex and her friends made $28 selling lemonade. She split the $28 equally between her and her friends. How many friends got paid $7?

28

Division Equation Sentence: _____

2) Justin has 32 candies. He gives 4 candies each of his friends. How many friends did Justin give candies to?

32	
4	

Division Equation Sentence: _____ ÷ _____ = _____

PREVIEW

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Curriculum Connection
PA.2

Algebra Jeopardy

Objective What are we learning about?

To reinforce students' understanding of basic algebraic concepts and their application to solve simple equations and word problems in a fun and competitive game for

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell

Instructions How you will comp activ

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

PREVIEW

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Curriculum Connection
7.4.7

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
5p = 30. Find p. 6	x + 7 = 12. What is x? 5	If 4n is 24, what is n? 6	3m – 5 = 7. Solve for m. 4	Sophia's sister is 30 years old. She is 4 years older than twice Sophia's age. How old is Sophia? 13
6q = 18. [illegible] What 3	[illegible]	8 is 2k. What is k? 4	2b + 6 = 16. Solve for b. 5	Mia has 3 times as many marbles as Lily. Together they have 32 marbles. How many does Lily have? 8
10r = 40. What is r? 4	w + 5 = 1[illegible] What is w? 6	[illegible] ber is [illegible] is [illegible] umb 7	[illegible] – 8 = 8. Find c. [illegible]	There are 28 apples in a basket. The number of apples is 4 times the number of oranges. How many oranges are there? 7
7s = 42. Solve for s. 6	t – 4 = 5. Find t. 9	3j is 27. What is j? 9	[illegible] Wh[illegible] 5	[illegible] has twice as many [illegible] as Oliver. If the t[illegible] 8 cars, how m[illegible] Oliver have? [illegible]
8a = 56. Find a. 7	u + 6 = 15. What is u? 9	The product of 7 and a number is 49. What is the number? 7	6e – 12 = 24. Solve for e. 6	Emma [illegible] 27. This is 3 times [illegible] amount that Ava saved. How much did Ava save? $9
9f = 63. What is f? 7	v – 5 = 11. What is v? 16	If 9 times a number is 81, what is the number? 9	7g + 14 = 35. Find g. 3	A baker baked 60 cookies. He baked 4 times as many chocolate chip cookies as sugar cookies. How many sugar cookies did he bake? 12

PREVIEW

Exit Cards

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

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 - 7 ☐ 42 - 13

4) 19 - 11 ☐ 39 - 21

5) 52 - 16 ☐ 33 - 3

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 - 7 ☐ 42 - 13

4) 19 - 11 ☐ 39 - 21

5) 52 - 16 ☐ 33 - 3

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 - 7 ☐ 42 - 13

4) 19 - 11 ☐ 39 - 21

5) 52 - 16 ☐ 33 - 3

PREVIEW

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Curriculum Connection
P4.2

Solve Equations – Guess and Check

When we are trying to figure out the value of a variable, we can use the guess and check method. First, we make a reasonable guess as to what the value of the variable could be. Second, we solve the equation using this guess. If our answer is too high, then we use a smaller number. If it is too low, we choose a lower number.

Questions Find the value of the variable using the guess and check method

#	Equation	Guess	Calculate	Answer
Ex	$3n = 21$	6 7	~~3 x 6 = 18 (too low)~~ 3 x 7 = 21 (right on)	7
1	$4m = 32$			
2	$3 + w = 17$			
3	$33 = b + 17$			
4	$2 \times m + 1 = 19$			
5	$19 = 3 \times L - 2$			

PREVIEW

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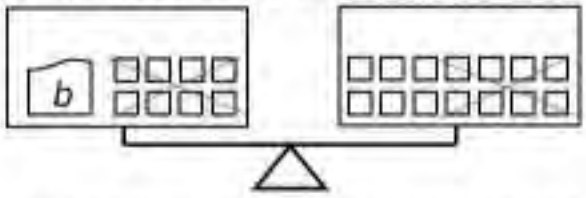
Curriculum Connection
P4.2

Solve Equations – Balance Model

When we are trying to figure out the value of a variable, we can use a balance scale. Whatever we do to one side of the balance, we need to do the same to the other side.



Example $b + 8 = 14$

We can figure out the value of b by isolating it. This means we want b to be on its own. If we take the 8 ones away from the left side, we need to take 8 away from the right side as well, this will leave us with b = 6.

PREVIEW

Question: Find the value of the variable using the balance model

#	Equation	Balance Model	Answer
1	$7 + m = 18$		
2	$2 + t = 16$		
3	$15 = 2 + b + 6$		
4	$4 + n + 1 = 22$		

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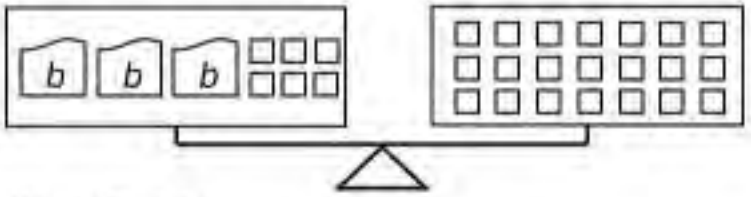
Curriculum Connection
P4.2

Solve Equations – Balance Model

When an equation has multiplication, we can still use the balance model. Check out the example below.



Example $3b + 6 = 21$

There are three groups of the variable *b*. To isolate the variable:

1) We ne[illegible] to subtract the 6 from the left side.
2) Next, [illegible] need to subtract the 6 from the right side. Our equation can now be r[illegible] as 3b = 15.
3) W[illegible] variable b by itself. Since division is the opposite as [illegible]plicatio[illegible] divide the 3b by 3 to isolate it.
4) Wha[illegible] we d[illegible]e, w[illegible] need to do to the other. Therefore, we need to divide th[illegible] righ[illegible] 3. In the end, we get b = 5.

PREVIEW

Questions

[illegible]lue o[illegible]riable using the balance model

#	Equation	[illegible]del	Answer
1	$2b + 8 = 22$		
2	$4n + 8 = 20$		
3	$25 = 3t - 5$		
4	$17 = 2m + 5$		

Name: _____ 147

Curriculum Connection
P4.2

Solve Equations Using Number Sense/Reasoning

For some mathematicians, solving equations might not require the guess and check method or the drawing of a balance model. Instead, some are able to use their number sense and reasoning skills to solve the problem.

Example:
25 + 5a = 50
~~25~~ + 5a = 50 - 25
5a = 25
5a ÷ 5 = 25 ÷ 5
a = 5

Question Use the reasoning above to solve the equations below.

PREVIEW

#	Equation
1	
2	15 + m = 24
3	29 = a - 7
4	3b = 12
5	2y + 32 = 46

#	Equation
6	m + 37 = 50
7	49 = 5t – 1
8	
9	6n + 12 = 24
10	2m + 1 = 19

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Curriculum Connection
P4.2

Word Problems - Solving Equations

Questions	Solve the problems below

1) Camila had some markers and then bought 24 more. Now she has 56 markers. How many markers did she have before she bought more?

Workspace	
Equation	

2) There are two boxes of muffins. Both boxes have the same number of muffins. One box has 12 chocolate muffins and 8 blueberry muffins. The other box has 6 bran muffins and some oatmeal muffins. How many oatmeal muffins are there?

Workspace	
Equation	

3) Caleb scored a bunch of points in the first quarter of a basketball game. In the second quarter, he had 5 points. In the third quarter, he had 8 points and in the fourth quarter, he had 3 points. At the end of the game, he finished with 31 points. How many points did he score in the first quarter?

Workspace	
Equation	

PREVIEW

Name: _____ 150

Curriculum Connection
P4.2

Word Problems - Solving Equations

Questions Solve the problems below

1) Hunter's cousin is 24 years old. He is 2 years older than twice Hunter's age. How old is Hunter?

Workspace	
Equation	

2) Cindy has $8. Her sister has [illegible] times as much as her brother. The three of them have $44. How much more does her sister have?

Workspace	
Equation	

3) Carson earned $50 from work today. He worked for 5 hours and received a bonus of $15. How much does he earn per hour?

Workspace	
Equation	

PREVIEW

Name: _____ 151

Algebra Quiz - Equations

Part 1 Put a slash through the equal sign (≠) if it is not balanced

1) 15 + 10 = 25	2) 40 + 10 = 50	3) 46 – 5 = 42
4) [illegible]	5) 6 x 4 = 22	6) 30 ÷ 3 = 10

Part 2 [illegible] ing number to balance the equation

1) 15 + 8 = ☐	[illegible]	3) 9 + ☐ = 15
4) 25 + 12 = ☐	5) ☐ + 12	☐ = 28
7) 25 – 8 = ☐	8) ☐ – 9 = 12	[illegible] 43
10) 28 – 13 = ☐	11) ☐ – 12 = 22	12) 32 – 15 = ☐

13) ☐ x 4 = 20	14) 10 x ☐ = 30
15) 24 ÷ ☐ = 6	16) 30 ÷ 6 = ☐

PREVIEW

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Part 3 Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

1) Spencer has 24 marbles. He gives 4 marbles to each of his friends. How many friends got marbles from Spencer?

24

2) Sam has 17[illegible]rs. H[illegible]e stickers to his friends. Now he has 141 stickers. How m[illegible] away?

3) Ryder had some hockey cards and then bought [illegible]. No[illegible]as 45 hockey cards. How many hockey cards did he have before [illegible]ugh[illegible]

4) Jesse brought 32 treats to work and gave them all away. She gave 8 to her boss and 2 to each of her friends. How many friends did she give treats to?

PREVIEW

Grade 4

Shape and Space

	Curriculum Expectations	Pages
SS4.1	Demonstrate an understanding of time by: · reading and recording time using digital and analog clocks (including 24 hour clocks) · reading and recording calendar dates in a variety of formats.	5 - 68
SS4.2	Demonstrate an understanding of area of regular and	08
SS4.3	Demonstrate an understanding of rectangular and triangular prisms by: · identifying common attributes · comparing · constructing models.	111 - 136
SS4.4	Demonstrate an understanding of line symmetry by: · identifying symmetrical 2- D shapes · creating symmetrical 2- D shapes · drawing one or more lines of symmetry in a 2-D shape.	137 - 164
Unit Tests	Quizzes and Assessments	69 - 71, 109 - 110, 165 - 166

Preview of 125 pages from this product that contains 297 pages total.

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Curriculum Connection
SS4.1

Telling Time – Digital Clocks

A **digital clock** tells us what time it is using numbers. The first number before the colon tells us what hour it is. The second set of numbers tells us how many minutes have passed the hour.

Examples

7:20

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

PREVIEW

Part 1 Fill in the answers below – Hours and Minutes

1) _____

Hour = _____ Minutes = _____

2) **1:58**

Hour = _____ Minutes = _____

3) **9:28**

Hour = _____ Minutes = _____

4) **4:37**

Hour = _____ Minutes = _____

5) **11:42**

Hour = _____ Minutes = _____

6) _____

Hour = _____ Minutes = _____

Part 2 Fill in the answers below – Hours, Minutes and

Example **10:24:18** Hour = 10 Minutes = 24 Seconds = 18

1) **3:17:12**

Hour = _____ Minutes = _____ Seconds = _____

2) **12:43:35**

Hour = _____ Minutes = _____ Seconds = _____

3) **9:12:38**

Hour = _____ Minutes = _____ Seconds = _____

4) **5:23:02**

Hour = _____ Minutes = _____ Seconds = _____

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Curriculum Connection
SS4.1

Digital Clocks – How Much Time Has Elapsed

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

Start Time	End Time	How Much Time Has Passed?	
5:00	8:15	Hours	3
		Minutes	15
2:30	5:47	Hours	
		Minutes	
5:00		Hours	
		Minutes	
4:02	10:12		
		Minutes	
6:28	10:45	Hours	
		Minutes	
2:00	9:59	Hours	
		Minutes	
6:35	11:48	Hours	
		Minutes	

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Curriculum Connection
SSA 1

Digital Clocks – How Much Time Has Elapsed

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

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

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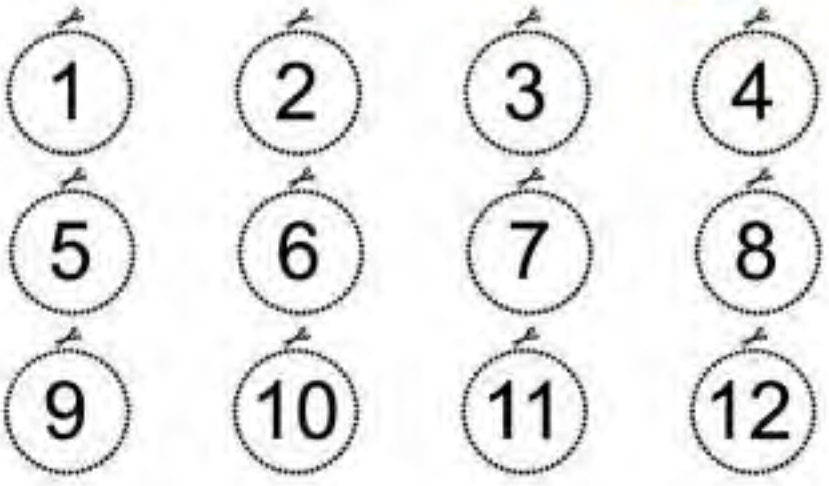
Curriculum Connection
SS4.1

Making a Clock

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



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Curriculum Connection
SSA 1

Analog Clock

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

Part 1 Fill in the minutes around the clock. Then label the hour and minute hand

PREVIEW

Part 2 How many minutes have gone by in the hour?


_____


_____


_____


_____


_____

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Curriculum Connection
SSA 1

Telling Time – Nearest Hour

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

1) 

:00

2) 

:00

3) 

:00

4) 

:00

5) 

:00

6) 

:00

7) 

:00

8) 

:00

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Curriculum Connection
SS4.1

How Many Hours Have Passed ?

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

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

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Curriculum Connection
SSA 1

Telling Time – Half Past

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

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

PREVIEW

Name: _____ 16

Curriculum Connection
SS4.1

Drawing Clocks – Half Past

Part 1 Draw the hour hand on the clocks below to show the correct time

1)

2)

9:30

3)

1:30

4)

7:30

PREVIEW

Part 2 Draw the minute hand on the cl[illegible]elow [illegible] correct time

1)

2:30

2)

12:30

3)

11:30

4)

6:30

Name: _____ 17

Curriculum Connection
SSA 1

Drawing Clocks – Half Past

Questions Draw the hour and minute hand to show what time it is

1) 

2) 

2:30

3) 

5:30

4) 

10:30

5) 

1:30

6) 

4:30

7) 

8:30

8) 

7:30

PREVIEW

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Curriculum Connection
5541

Math Activity: Time Travelers

Objective What are we learning about?

To help students learn to read analog clocks and calculate elapsed time between two events.

Materials What you will need for the activity.

- P[illegible]
- Ma[illegible]s
- Scissors
- Brass paper[illegible]rs
- Worksheets wi[illegible]ck[illegible]ios

Instructions How you will [illegible]mpl[illegible]

1. Distribute one paper plate to each stude[illegible]se as [illegible]ck face.
2. Instruct students to write the numbers 1 th[illegible]riate places around the edge of the plate.
3. Have students cut out two arrows from paper — a lon[illegible] hand and a shorter one for the hour hand.
4. Show the students how to attach the clock hands to the center o[illegible]e plate using a brass paper fastener, making sure the hands can move freely.
5. Demonstrate how to set the clock to a specific time, then show changing the time to demonstrate elapsed time.
6. Provide each student with a worksheet that contains various times and ask them to set their paper clock to start at the first time and then move the hands to the second time.
7. Discuss as a class how to figure out how many hours and minutes have passed between the two times.

PREVIEW

Name: _____ 19

Curriculum Connection
SS4.1

Math Activity: Time Travelers

Questions Answer the questions below

	Word Problems	Answers
1	Set your paper clock to 3:00 PM. Move the hands to show 5:45 PM. How many hours and minutes have passed?	
2	If you s ur ework at 4:30 PM and finish at 6:15 PM, how you homework?	
3	Your soccer practice starts at AM an s a 30 AM. What is the duration of your soccer pr	
4	If a movie begins at 7:00 PM and ends at 9:30 PM, how lo s movie?	
5	Suppose you go to bed at 8:00 PM and wake up at 6:00 AM the next day. How many hours did you sleep?	

PREVIEW

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Curriculum Connection
SSA 1

Telling Time – Quarter To, Quarter After

 Quarter To	 Quarter After

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

PREVIEW

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

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Name: _____ 22

Curriculum Connection
SS4.1

Drawing Clocks – Quarter To, Quarter After

Part 1 Draw the hour hand on the clocks below to show the correct time

1) 

2) 
4:15

3) 
3:15

4) 
7:45

Part 2 Draw the minute hand on the cl[illegible]elow [illegible] correct time

1) 
9:15

2) 
10:15

3) 
8:45

4) 
2:45

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Curriculum Connection
SS4.1

Drawing Clocks – Quarter To, Quarter After

Questions Draw the hour and minute hand to show what time it is

1) 

2) 
2:15

3) 
4:15

4) 
6:15

5) 
5:45

6) 
3:15

7) 
8:45

8) 
7:45

PREVIEW

Name: _____ 24

Curriculum Connection
SS4.1

Telling Time – Every 5 Minutes

Questions | Read the clock and write the time below

1) 
:

2) 
:

3) 
:

4) 
:


:

6) 
:

7) 
:

8) 
:


:

10) 
:

11) 
:

12) 
:

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Curriculum Connection
SS4.1

Telling Time – Multiple Choice

Questions | Circle the time showing on the clock

1)

- 09:50
- 11:50
- 09:55

2)

- 02:30
- 06:10
- 01:30

3)

- 01:40

4)

- 11:25
- 11:50
- 05:55

5)

- 07:45
- 09:35
- 06:45

6)

- 05:35

7)

- 03:45
- 02:40
- 08:15

8)

- 10:30
- 03:45
- 10:15

PREVIEW

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Name: _____ 27

Curriculum Connection
SS4.1

Telling Time – Multiple Choice

Questions | Write the letter from below under each clock

1) 

2) 

3) 

4) 

6) 

7) 

8) 

PREVIEW

Ⓐ 10 : 55 Ⓑ 4 : 40 Ⓒ 9 : 45 Ⓓ 12 : 25 Ⓔ 10 : 15

Ⓕ 8 : 55 Ⓖ 9 : 10 Ⓗ 4 : 00 Ⓘ 11 : 20

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Curriculum Connection
SS4.1

Exit Cards

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

Name: _____

1) What time is it?

:

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

Name: _____

1) What time is it?

:

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

Name: _____

1) What time is it?

:

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

Name: _____

1) What time is it?

:

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

PREVIEW

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Name: _____ 29

Curriculum Connection
SSA 1

Elapsed Time – Nearest Hour

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

1)   2 hours

2:0 4:00

2)  

2:00 6:00

3)  

12:00

4)  

3:00 6:00

5)  

11:00 5:00

PREVIEW

Part 2 What time is it? How much time has gone by from the [illegible] next

1)  

: :

2)  

: :

3)  

: :

4)  

: :

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Curriculum Connection
SSA 1

Elapsed Time – Half Past

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

1)  

4hrs
30 mins

4:0 8:30

2)  

12:00 6:30

3) 

7:00

4)  

6:00 8:00

PREVIEW

Part 2 What time is it? How m[illegible] from the first clock to the next

1)  

2)  

3)  

4)  

5)  

6)  

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Name: _____ 33

Curriculum Connection
SSA 1

Telling Time – Every Minute

Questions Read the clock and write the time below

1) 
:

2) 
:

3) 
:

4) 
:

5) 
:

6) 
:

7) 
:

8) 
:

9) 
:

10) 
:

11) 
:

12) 
:

PREVIEW

Name: _____ 34

Curriculum Connection
SSA 1

Telling Time – Every Minute

Questions Draw the hour and minute hands on the clocks below

1) 

2) 
6:37

3) 
1:21

4) 
9:08

5) 
9:59

6) 
10:42

7) 
7:14

8) 
12:39

PREVIEW

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Name: _____ 35

Curriculum Connection
SS4.1

Matching Game: Telling Time To The Nearest Minute

Objective What are we learning about?

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

PREVIEW

Materi ...ou will need for the activity.

- Pre-prep ...cu...tching game cards with digita... ...d ana... ...ks.
- Small bags or env... ...old t... ...sets for each group

Instructions How you will complete the ...

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

Name: _____ 36

Curriculum Connection
SS4.1

Cards | Matching Game Cards

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

PREVIEW

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Name: _____ 37

Curriculum Connection
SS4.1

Cards | Matching Game Cards

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

PREVIEW

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Name: _____ 38

Curriculum Connection
554.1

Cards | Matching Game Cards

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

PREVIEW

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Name: _____ 39

Curriculum Connection
SS4.1

Telling Time – Seconds

Questions What time is showing on the clock?

1) 

2) 

3) 

5) 

6) 

PREVIEW

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Name: _____ 41

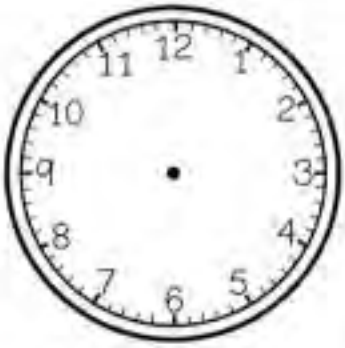
Curriculum Connection
SS4.1

Telling Time – Seconds

Questions Draw the hour, minute, and second hands to represent the time

1)

2)

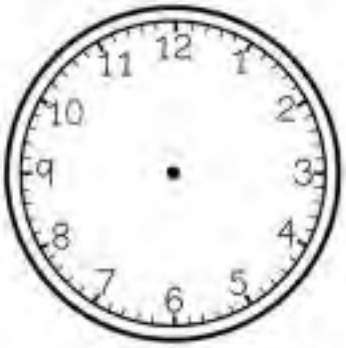


8:30:35

3)

2:05:45

5)



7:55:10

6)

3:40:50

PREVIEW

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Curriculum Connection
SS4.1

Exit Cards

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

Name: _____

1) What time is it?

: :

2) Draw the time on the clock.

4:28:35

PREVIEW

Name: _____

1) What time is it?

: :

2) Draw the time on the clock.

4:28:35

Name: _____

1) What time is it?

: :

2) Draw the time on the clock.

4:28:35

Name: _____

1) What time is it?

: :

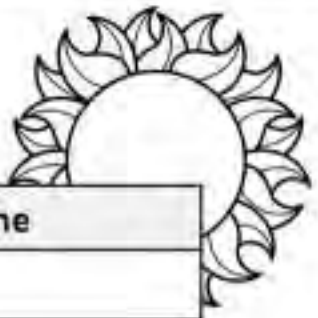
2) Draw the time on the clock.

4:28:35

Name: _____ 45

Curriculum Connection
SS4.1

24 – Hour Clock



Part 1 Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	15:00	
2)	17:30	
3)	3:10	
		2:00pm
		8:15am
6)		10:00pm
7)		
8)		
9)		6:07pm
10)	7:57	

PREVIEW

Part 2 Answer the questions below

	Questions	
1)	Hunter's plane leaves at 19:25. What time in AM/PM does Hunter's plane leave?	
2)	Stacey is taking a train at 4:45pm. What time in 24-hour time is the train leaving?	
3)	The baseball game is on at 10:15pm tonight. What time in 24-hour time is the game on at?	
4)	The surgery is planned for 15:27. What time is the surgery in 12-hour time?	
5)	The movie starts at 7:15pm. What time in 24-hour time is the movie starting?	

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Curriculum Connection
SS4.1

Time – AM and PM

AM	PM
• An abbreviation of the Latin phrase ante merīdiem (a.m.) • Means before midday (before noon)	• An abbreviation of the Latin phrase post merīdiem (p.m.) • Means after midday (after noon)

Part 1 Circle the correct option

	Description	AM	PM
1)	We ... the...	AM	PM
2)	... t breal...	AM	PM
3)	Steven g... at ...	AM	PM
4)	Dennis work... borrow... 8:30...	AM	PM
5)	Erica saw the star...	AM	PM
6)	Charlie goes to school ...	AM	PM
7)	Ryan has basketball practice af... er at ...	AM	PM

PREVIEW

Part 2 Fill in the time using a.m. or p.m.

1)  : am / pm

2)  : am / pm

: am / pm

4)  : am / pm

5)  : am / pm

6)  : am / pm

Name: _____ 47

Curriculum Connection
SS4.1

24 – Hour Clock

Questions How much time has gone by from the start to end time?

	Start Time	End Time	How Much Time Has Passed?	
1)	6 : 17	18 : 20	Hours	12
			Minutes	3
2)	16 :	22 : 45	Hours	
			Minutes	
3)	10 : 32		Hours	
			Minutes	
4)	5 : 26	11 : 5		
5)	9 : 15	17 : 33	H	
			Minutes	
6)	2 : 22	21 : 49	Hours	
			Minutes	
7)	15 : 18	23 : 41	Hours	
			Minutes	

PREVIEW

Name: _____ 48

Curriculum Connection
5543

Math Activity: 24-Hour Time Challenge

Objective — What are we learning about?

To help students understand and practice converting times between 12-hour and 24-hour clock formats.

Materials — What you will need for the activity.

- L… …our conversion chart
- F… …rds wit… …itten in 12-hour format
- Flash… …ards w… …itte… …n 24-hour format
- A buzzer … …gnali… …ers
- A clock face (… …l, for … …ers)

Instructions — How you … …ple… …ity

1. Start by explaining the 24-hour cl… …rmat, u… …er as a visual guide to show how times after noon are calculated (e… …0 PM…
2. Introduce the flashcards, each showing a tim… …12… …format.
3. Divide the class into two teams and explain that they … …pe… …nvert the times correctly.
4. Place the flashcards face down on a table. A student from one … …card and has to convert the time to the opposite format.
5. Use the buzzer or bell to signal when they believe they have the correct answer.
6. Award points for correct answers and provide the correct answer for incorrect or missed attempts.
7. Alternate turns between the teams, ensuring each student has at least one chance to participate.
8. Keep score and discuss any tricky conversions after each round.
9. Summarize key points at the end of the game, reinforcing the method to convert times, especially those crossing noon and midnight.

PREVIEW

Name: _____ 49

Curriculum Connection
SSA.1

Flashcards | Cut out the times below to use for the activity.

12:00 AM	9:00 AM
1:00	10:00
3:00 AM	12:00 PM
04:00	8:00
6:00 AM	3:00 PM
07:00	16:00

PREVIEW

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Name: _____ 50

Curriculum Connection
SSA.1

Flashcards | Cut out the times below to use for the activity.

6:00 PM	2:45 AM
[illegible]	05:25
9:00 [illegible]	7:05 AM
22:00	[illegible]
11:15 PM	10:35 AM
23:30	12:50

PREVIEW

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Name: _____ 51

Curriculum Connection
SSA.1

Flashcards Cut out the times below to use for the activity.

1:20 PM	9:30 PM
[illegible]5	21:55
4:55 P[illegible]	11:00 PM
18:10	[illegible]
7:40 PM	2:15 AM
20:05	03:30

PREVIEW

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Name: _____ 52

Curriculum Connection
SS4.1

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1 Fill in the tables below

Seconds	Minutes
60	1
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
480	
540	

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

PREVIEW

Part 2 Convert the units of measurement below

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

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Name: _____ 53

Curriculum Connection
SS4.1

Measuring Time – Seconds, Days, Hours, Minutes

Days (d)	Weeks (w)	Months (m)	Years (yr)
7= 1 week 365 days = 1 year ~30 days = 1 month	52 weeks = 1 year ~ 4 weeks = 1 month	12 months = 1 year	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Part 1 Fill in the tables below

Days	eks
	1
14	
	4
35	
42	
	7
	8
63	
70	

Weeks	Months
4	1
8	2
	4
20	
	6
28	
36	
	10

Months	Years
12	1
	2
36	
48	
	5
	6
84	
	9

PREVIEW

Part 2 Convert the units of measurement below

1) 1 w	_____ d	5) 28 w	_____ m	9) 5 y	_____ m
2) 70 d	_____ w	6) 36 m	_____ y	10) 4 w	_____ d
3) 42 d	_____ w	7) 9 y	_____ m	11) 28 w	_____ m
4) 12 w	_____ m	8) 84 m	_____ y	12) 120 m	_____ y

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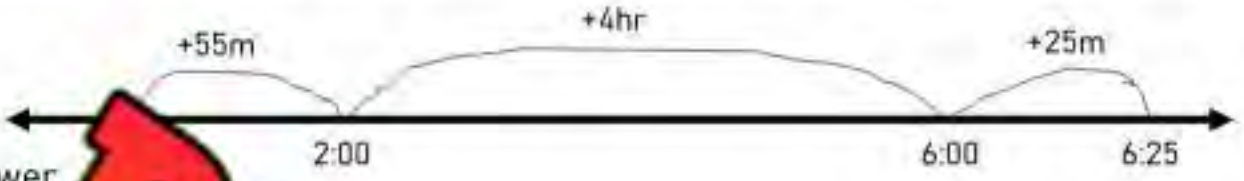
Name: _____ 54

Curriculum Connection
SS4.1

Elapsed Time Using Timelines – Word Problems

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

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



Answer
55m +
1h 2

2) Kevin ran a [illegible] started at 8:10am and finished at 2:30pm. How long did it ta[illegible] the [illegible]hon?

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

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

PREVIEW

Name: _____ 55

Curriculum Connection
SS4.1

Elapsed Time Using Timelines

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

1)

4:

5:55

Answer

2)

2:15

11:25

Answer

3)

3:50

7:00

Answer

1:3

10:25

Answer

5)

12:00

7:55

Answer

6)

2:55

8:50

Answer

PREVIEW

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Name: _____ 56

Curriculum Connection
SS4.1

Elapsed Time – Hours/Minutes – Word Problems

Questions | Read the problems and solve them below

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

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

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

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

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

PREVIEW

Name: _____ 58

Curriculum Connection
SS4.1

Biking Adventure Elapsed Time Challenge Problems

Questions Follow the problem-solving steps below

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

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

a) S... a... lunch after biking for 2 hours and 2... utes. W... did she have lunch?

b) She arrived at the park at 2:30pm. How long ... er to get to the park?

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

PREVIEW

Name: _____ 59

Curriculum Connection
SS4.1

Elapsed Time Using Fractions

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

Part 1 Write the fraction for the elapsed time

Elaps	Fraction
30 ...tes	...hour
15 minutes	
45 minutes	

Elapsed Time	Fraction
20 minutes	
40 minutes	
...minutes	

PREVIEW

Part 2 Write the fraction for the elapsed ...

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

Ela...	...action
4 hou... minutes	
6 hours 20 minutes	
120 minutes	

Part 3 Write the fraction for the elapsed time

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

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Name: _____ 60

Curriculum Connection
SS4.1

Elapsed Time - Using Fractions

Questions | Write the fraction for the elapsed time

	Word Problems	Answers
1	**Library Time:** Mason went to the library at 2:10 PM and left at 4:30 PM. How long did Mason spend at the library?	
2	**ing W** A arted her morning walk at 7:45 AM and returne 15 How many hours was her walk?	
3	**Basketball Practice**: E ask A e started at 3:40 PM and ended at 6:00 PM. How lo e p ?	
4	**Movie Length**: Noah watched a movie that s a :20 P ended at 3:50 PM. For how many hours did he w e m	
5	**Cooking Session**: Sophia started cooking at 5:30 PM and finished at 7:45 PM. How much time did she spend cooking?	
6	**Homework Time**: Olivia began her homework at 4:15 PM and finished at 6:00 PM. How long did she spend on her homework?	

PREVIEW

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Name: _____ 61

Curriculum Connection
5541

Task Cards: Elapsed Time

Objective What are we learning about?

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

Materials What you will need for the activity.

- 24 t
- [illegible] for answers
- Pen

8-11h
16-18h

Instructions [illegible] the activity

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

PREVIEW

Name: _____ 62

Curriculum Connection
SS4.1

Task Cards | Cut out the task cards below

Card 1:
Start: 8:00 AM, End: 11:00 AM - How much time has elapsed?

A) 2.5 hours
B) 3 hours
C) 3.5 hours

Card 5:
Start: 7:00 AM, End: 10:30 AM - Calculate the elapsed time.

A) 3 hours
B) 3.5 hours
C) 4 hours

Card 2:
Start: 1:[illegible] - How much [illegible] has [illegible]

A) 3 hours
B) 3.5 hours
C) 4 hours

Card 6:
Start: 6:00 PM, End: 8:30 PM - How much time has elapsed?

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

Card 3:
Start: 9:15 AM, End: 12:45 PM - What is the elapsed time?

A) 3 hours
B) 3.5 hours
C) 4 hours

Card 7:
[illegible] 1:30 PM - What is the duration of this [illegible]

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

Card 4:
Start: 2:30 PM, End: 5:00 PM - How long was the duration?

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

Card 8:
Start: 3:00 PM, End: 5:00 PM - How long is the period?

A) 1.5 hours
B) 2 hours
C) 2.5 hours

PREVIEW

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Name: _____ 63

Curriculum Connection
SS4.1

Task Cards | Cut out the task cards below

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

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

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

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

Card 10:
Start: 4:15 [illegible] How much [illegible] pas[illegible]

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

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

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

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

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

Card 15:
St[illegible] M, E[illegible]:06 AM - Calc[illegible]e e[illegible]d t[illegible]me.

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

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

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

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

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

PREVIEW

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Task Cards | Cut out the task cards below

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

A) 1 hour 25 minutes
B) ur 35 minutes
5 minutes

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

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

Start: 3:03 68 How long peri

A) 1 hour 55
B) 1 hour 45 min
C) 1 hour 35 minutes

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

A) 2 hours 5 minutes
2 hours 15 minutes
hours 10 minutes

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

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

M, E 29 AM -
Wh el ti e?

A) 2 hour
B) 2 hours 48 tes
C) 2 hours 55 minutes

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

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

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

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

PREVIEW

Name: _____ 65

Curriculum Connection
SS4.1

Task Cards: Elapsed Time

Answers | Record your answers below

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

13	
14	
15	
16	
17	
19	
20	
21	
22	
23	
24	

PREVIEW

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Name: _____ 66

Curriculum Connection
SS4.1

Elapsed Time – Days - Word Problems

Questions Read the problems and solve them below

1) The winter break begins on December 22nd. It is December 3rd. How many days until the winter break?

2) The [illegible] basketball tournament starts on March 2nd. It ends on [illegible]. How many days long is the tournament?

3) You are leaving on [illegible] March [illegible]. You return on March 21st. How many days are you away on [illegible]?

4) You sent in your video game system to be [illegible] it back on July 19th. How many days did it take to fix the [illegible] system?

5) How many months long is the school year – September to June?

6) You will be done your babysitting course in 3 weeks and 6 days. How many days in total until you are finished?

PREVIEW

Name: _____ 69

Unit Test – Telling Time

Part 1 Read the clock and write the time below

1) 

2) 

3) 

4) 

5) 

6) 

PREVIEW

Part 2 Convert the units of measurement below

	Minutes	Hours
1)	60	
2)		2
3)	180	
4)	240	
5)		5

	Minutes	Hours
6)	150	_____hours _____mins
7)	195	_____hours _____mins
8)	262	_____hours _____mins
9)	345	_____hours _____mins
10)	400	_____hours _____mins

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Part 3 Convert the units of measurement below

1) 2 hrs	_____min	3) 300 mins	_____hrs	5) 4 d	_____hrs
2) 360 sec	_____min	4) 48hrs	_____d	6) 240 min	_____hrs

Part 4 Draw the hour and minute hands on the clocks below

1)

1:17

2)

5:39

3)

3:28

4)

11

PREVIEW

Part 5 Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	13:00	
2)	15:30	
3)	5:10	
4)		3:00pm
5)		9:25pm

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Curriculum Connection
SS4.1

Part 4 Follow the problem-solving steps below

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

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

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

PREVIEW

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

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

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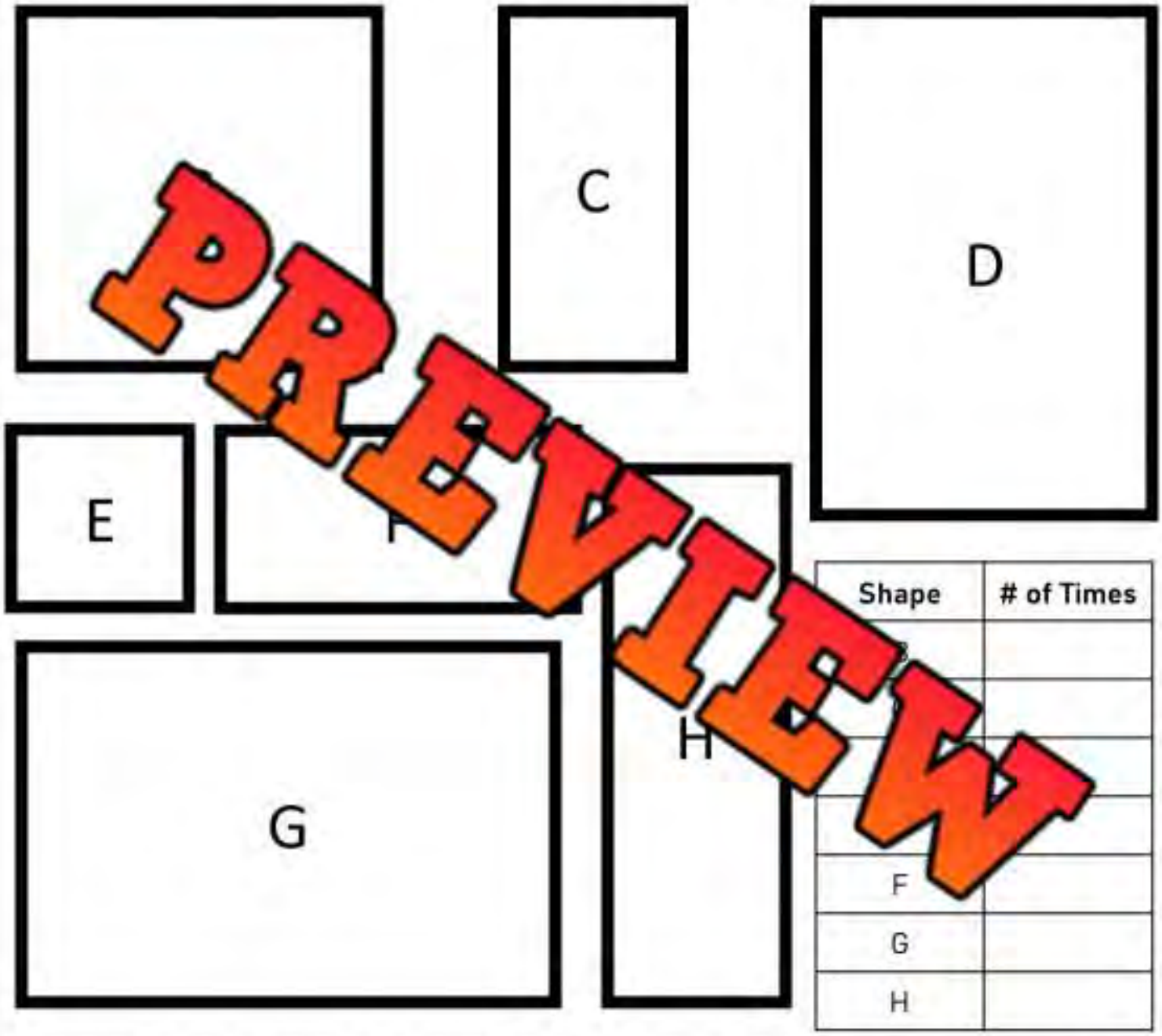
Name: _____ 73

Curriculum Connection
SS4.2

Area

Questions Cut A out and find out how many times it fits into the other shapes



PREVIEW

Shape	# of Times
F	
G	
H	

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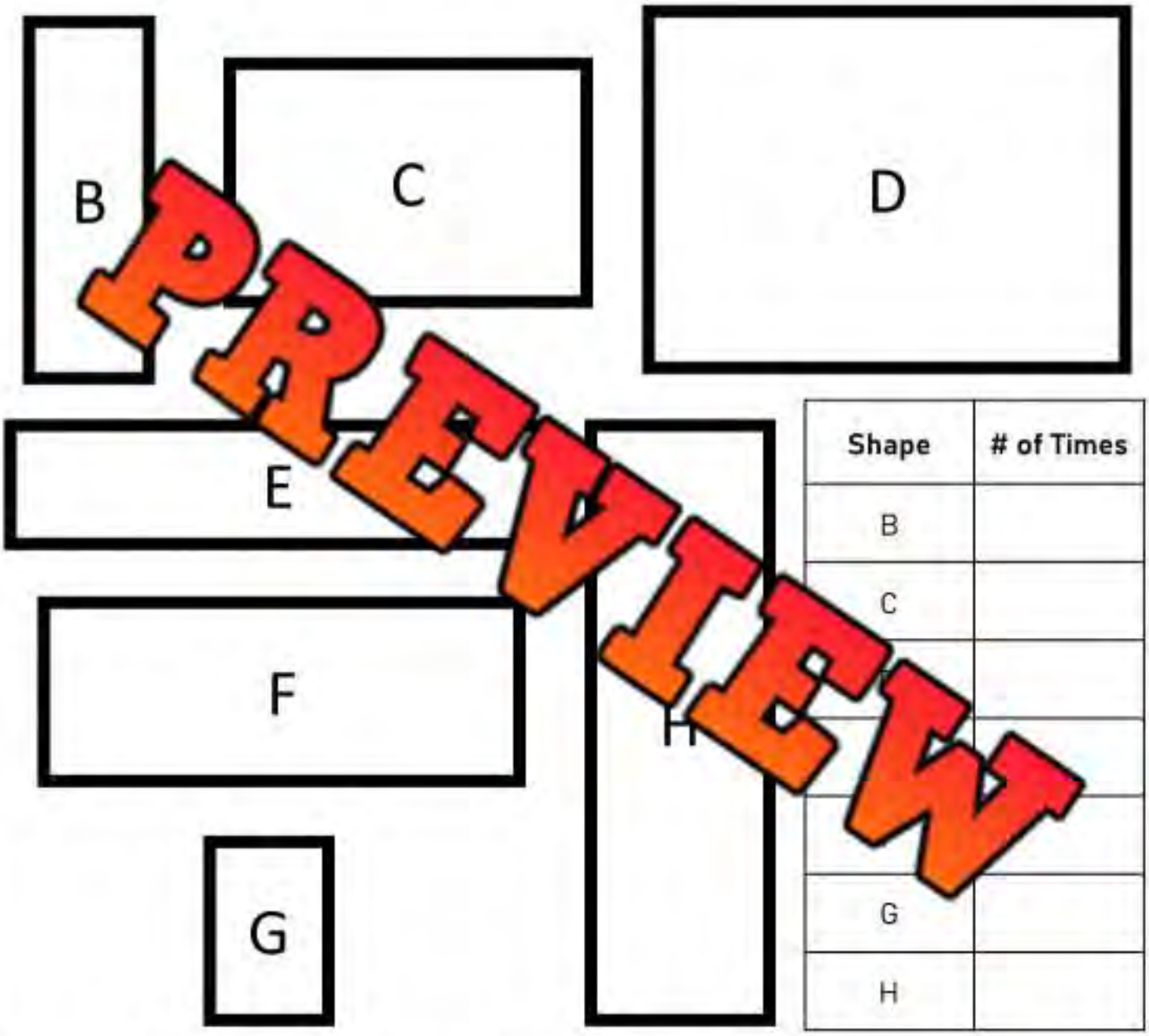
Name: _____ 75

Curriculum Connection
SS4.2

Area

Questions Cut A out and find out how many times it fits into the other shapes



PREVIEW

Shape	# of Times
B	
C	
G	
H	

A

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Name: _____ 76

Curriculum Connection
SS4.2

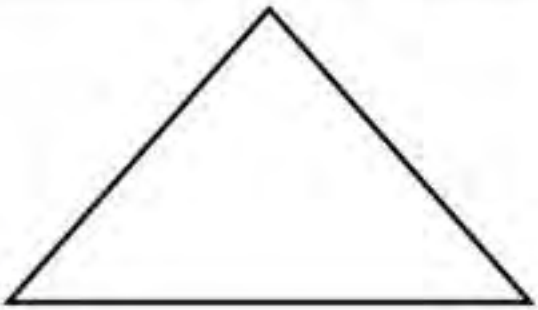
Estimating Area Using Non – Standard Units

Questions Use a shape from your classroom to estimate the area. How many times does your shape fit?

1)

Area = _____ un

2)



Area = _____

3)

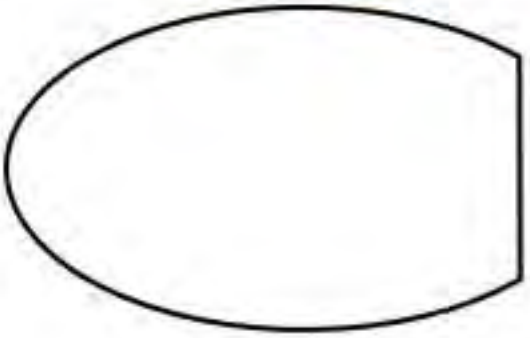
Area = _____

Area = _____

5)

Area = _____

6)



Area = _____

PREVIEW

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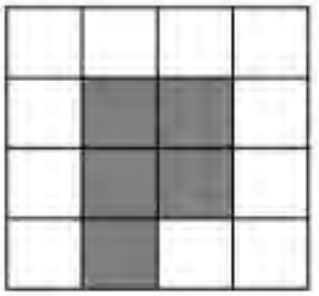
Name: _____ 78

Curriculum Connection
SS4.2

Introduction to Area

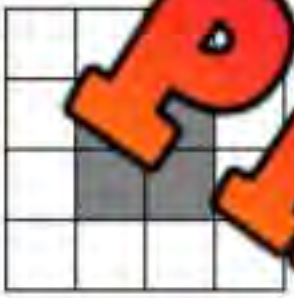
Area is the amount of surface or space inside a two-dimensional region.

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



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

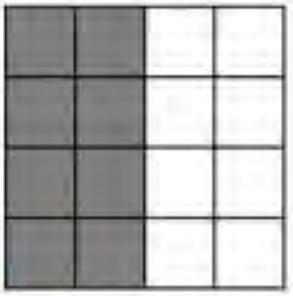
PREVIEW

1) 

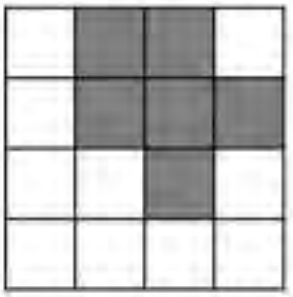
___ square units

2) 

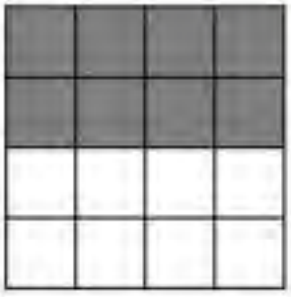
___ square units

3) 

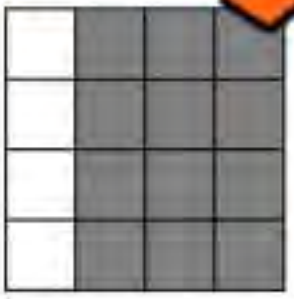
___ square units

4) 

___ square units

5) 

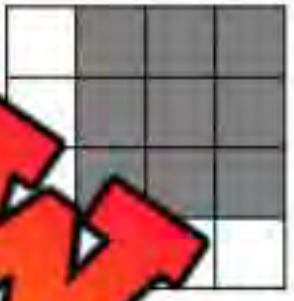
___ square units

6) 

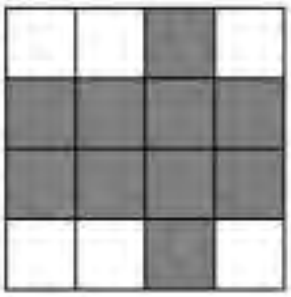
___ square units

7) 

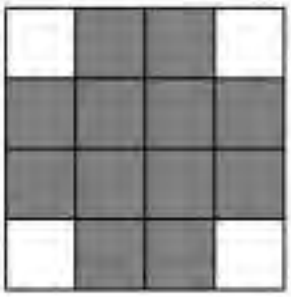
___ square units

8) 

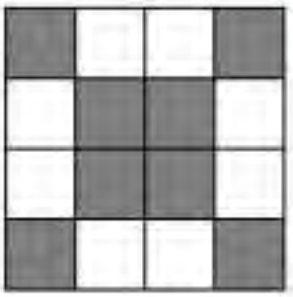
___ square units

9) 

___ square units

10) 

___ square units

11) 

___ square units

12) 

___ square units

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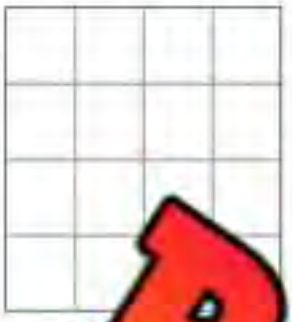
Name: _____ 79

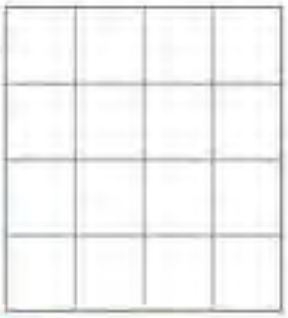
Curriculum Connection
SS4.2

Introduction to Area

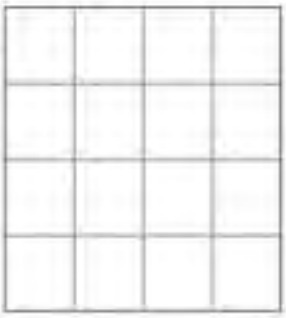
Questions | Shade in the area

1) 

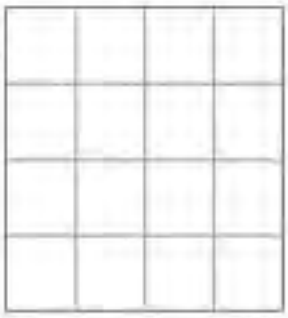
5 square units

2) 

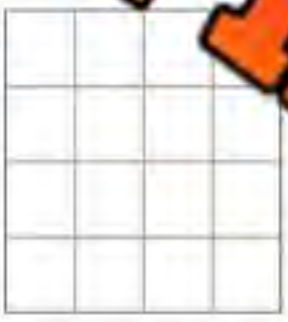
square units

3) 

11 square units

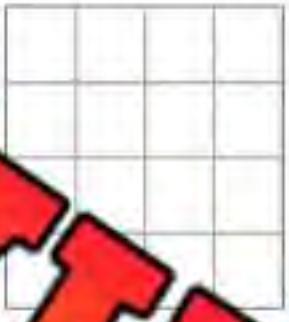
4) 

10 square units

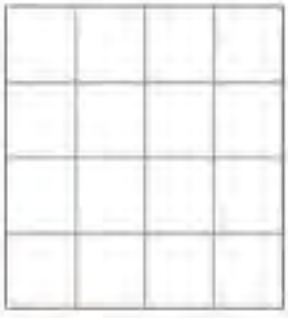
5) 

16 square units

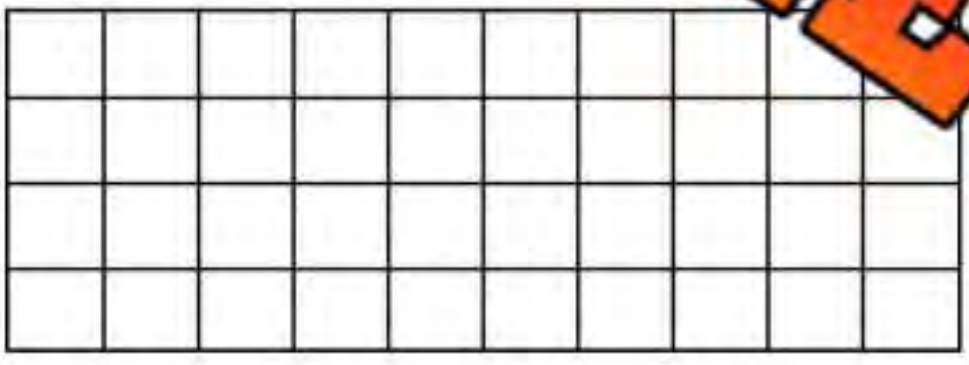
13 square units

7) 

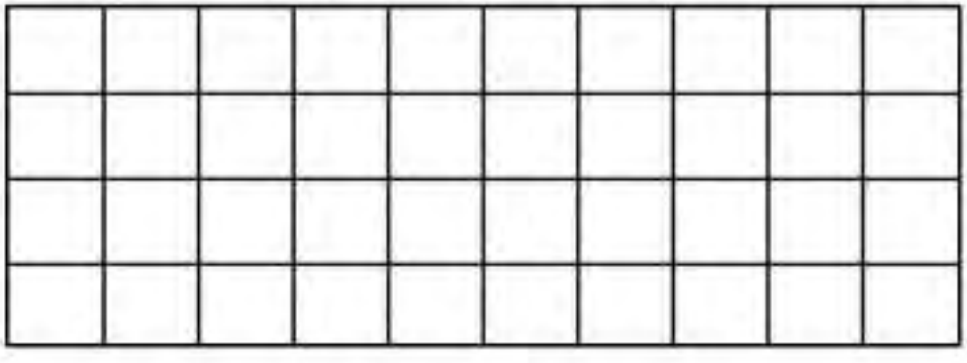
squa

8) 

15 square units

9) 

e units

10) 

33 square units

PREVIEW

Name: _____ 80

Curriculum Connection
SS4.2

Comparing Areas

The area of two shapes can be the same, but they may look different. The two shapes just need to take up the same amount of space.

Area = 6 square units

Area = 6 square units

Question: Draw a shape that has the same area but looks different

PREVIEW

1) 

___ square units

___ square units

2) 

___ square units

___ square units

3) 

___ square units

___ square units

4) 

___ square units

___ square units

5) 

___ square units

___ square units

6) 

___ square units

___ square units

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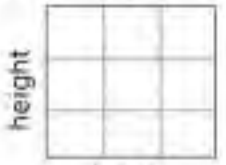
Name: _____ 81

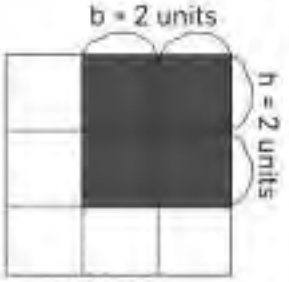
Curriculum Connection
SS4.2

Area – Units Squared

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

A = base (b) x height (h)





A= l x w
A = 2 x 2
A = 4 units²

Question Find the area of the shapes below

PREVIEW

1)

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

2)

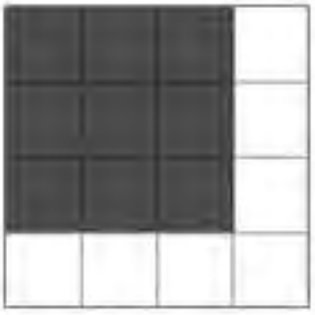
A= b x h
A = ____ x ____
A = _____ units²

3)

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

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

5)

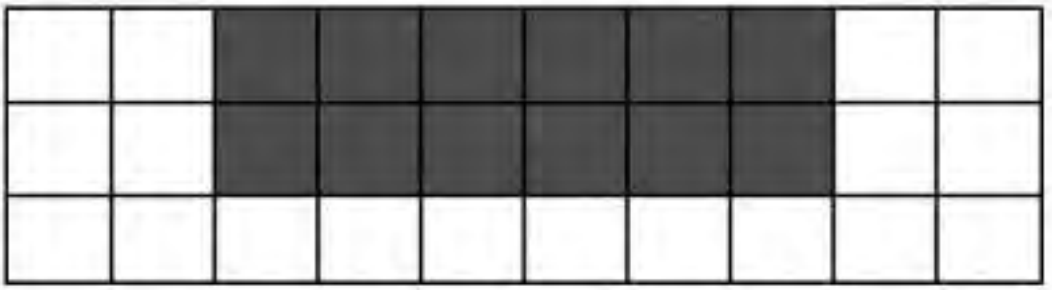


A= b x h
A = ____ x ____
A = _____ units²

6)

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

7)



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

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Name: _____ 83

Curriculum Connection
SS4.2

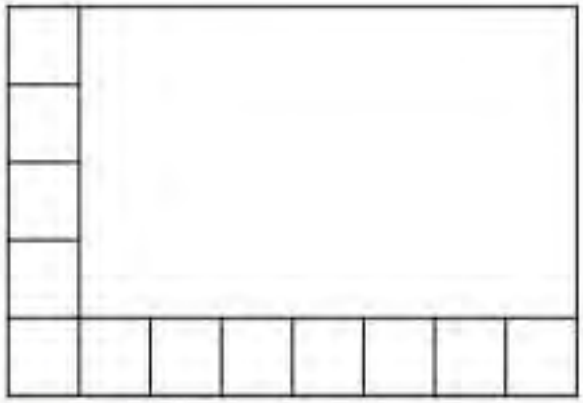
Calculating Area Using CM

Questions Predict the area of rectangles below

1)

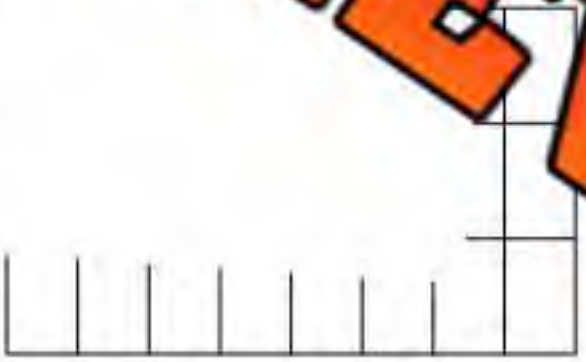
Area = _____

2)

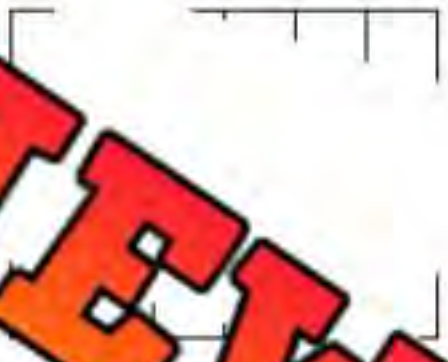


Area = _____

3)

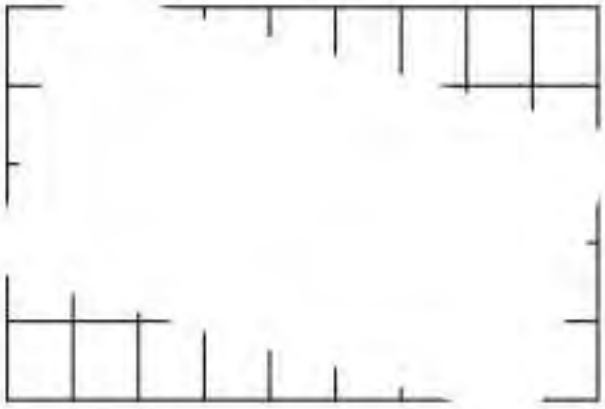


Area = _____



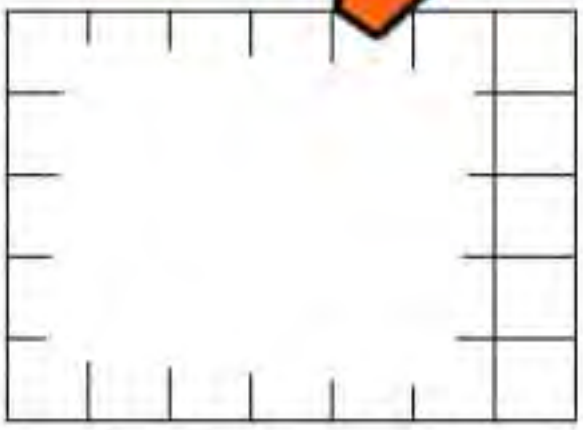
Area = _____

5)



Area = _____

6)



Area = _____

PREVIEW

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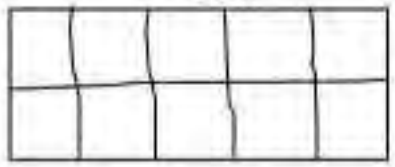
Name: _____ 84

Curriculum Connection
SS4.2

Calculating Area Using CM

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



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

1) 4cm 3cm

Area = _____

2) 6cm 2cm

Area = _____ cm²

3) 5cm 3cm

Area = _____

4) 6cm 4cm

Area = _____

5) 10cm 4cm

Area = _____

6) 5cm 5cm

Area = _____

PREVIEW

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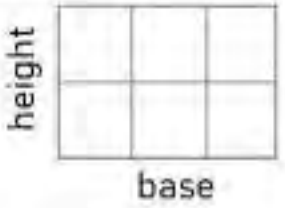
Name: _____ 85

Curriculum Connection
SS4.2

Area – CM Squared



Questions Solve using the formula: A= b x h

1) 4cm, 3cm

A= b x h
A = ____ x ____
A = ____ cm²

2) 6cm, 4cm

A= b x h
A = ____ x ____
A = ____ cm²

3) 5cm, 4cm

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

4) 6cm, 4cm

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

5) 10cm, 3cm

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

PREVIEW

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Name: _____ 86

Curriculum Connection
SS4.2

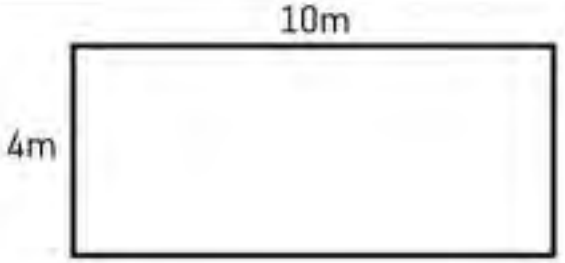
Finding the Area of Rectangles

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

1)

A_____ m²

2)

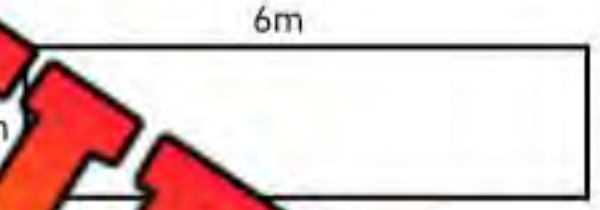


Area = _____

3)

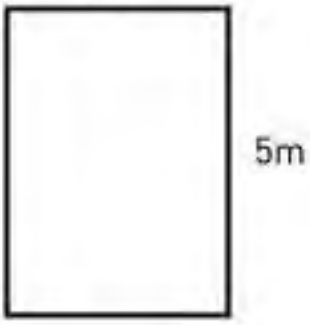
Area = _____

4)



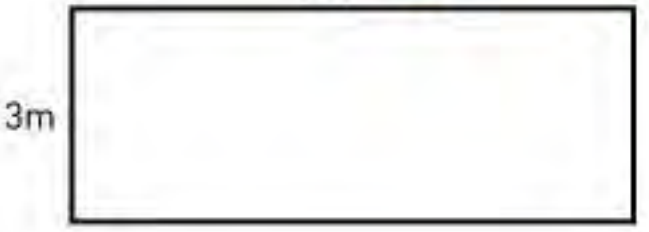
Area = _____

5)



Area = _____

6)



Area = _____

PREVIEW

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Name: _____ 88

Curriculum Connection
SS4.2

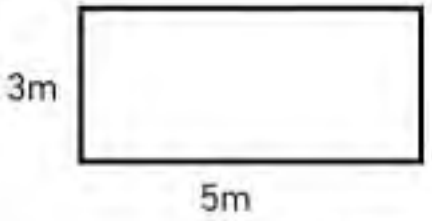
Finding the Area of Rectangles

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

1)

Area = _____

2)



Area = _____

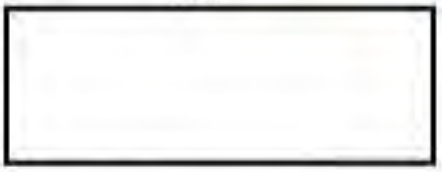
3)

Area = _____

4)

Area = _____

5)

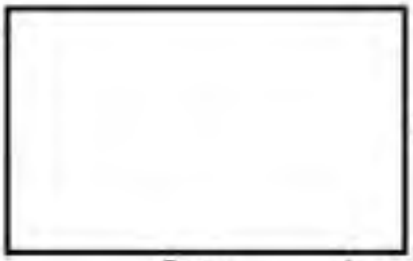


Area = _____

6)

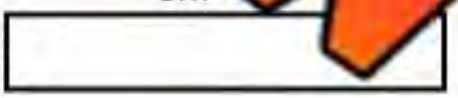
Area = _____

7)



Area = _____

8)

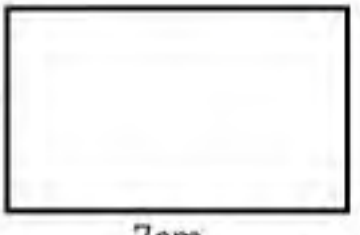


Area = _____

9)

Area = _____

10)



Area = _____

PREVIEW

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Name: _____ 89

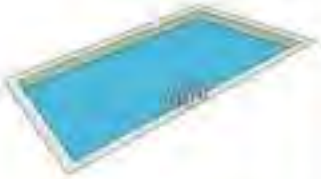
Curriculum Connection
SS4.2

Area Word Problems

Questions Draw a picture of the problem and then find the area

1) A phone is 10cm by 5cm. What is the area of the phone?

2) A [illegible] what is the area of the pool?



3) A door is 2m by 1m. What is the a[illegible] do

4) A square box is 10cm wide. What is the area of the box?

5) A candy wrapper is 2cm wide and 8cm long. What is the area of the wrapper?

PREVIEW

Name: _____ 90

Curriculum Connection
SS4.2

Area Word Problems

Questions | Answer the questions below

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

PREVIEW

Curriculum Connection
SS4.2

Exit Cards

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

Name: _____

1) Calcu[illegible]the area. _____

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

_____

Name: _____

1) Calculate the area. _____

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

_____

Name: _____

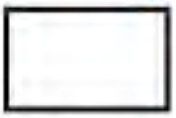
1) Calculate the area. _____

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

_____

Name: _____

1) Calculate the a[illegible]



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

_____

PREVIEW

Name: _____ 94

Curriculum Connection
SS4.2

Referents For Square Centimeter

A **referent** is something that represents something else. When we measure, we don't always have measuring tools. Without tools, we can use a referent to estimate area. A good referent for a centimetre squared could be your pinky fingernail.

Questions Find a referent for a centimeter squared

1) What i[illegible]eferent you chose?

2) Draw [illegible]e refe[illegible]

3) Measure the lengths of each side [illegible]refer[illegible]at is the base and height?

Base		[illegible]ight	

4) Is this a good referent? Explain why or wh[illegible]

5) Use your pinky fingernail as a referent for a cm^2. How many finge[illegible] will fit in the rectangles below? Write your answer inside the rectangles.

PREVIEW

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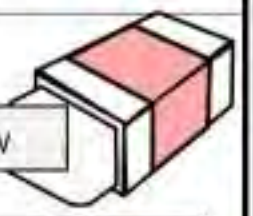
Name: _____ 95

Curriculum Connection
SS4.2

Referents For Square Centimeter



Questions Use your referent to estimate the area of the spaces below

Objects/Spaces	Estimated Area
1) Your desk/tabletop	
2) Th	
3) A book in yo	
4) The door to the classroo	
5) A whiteboard/chalkboard in your room	
6) A window in your room	
7) The front of a pencil case	
8) A computer screen	
9) The bottom of your chair (part you sit on)	
10) An eraser	

PREVIEW

Name: _____ 96

Curriculum Connection
SS4.2

Choosing An Appropriate Unit

Directions Which unit would you use to describe the areas below

#	Areas	Unit (cm^2 m^2)
1)	The area of a classroom	
2)	Th of a tennis court	
3)	e of paper	
4)	The area hat	
5)	The area ndshi	
6)	The area of a com een	
7)	The area of a dinner plate	
8)	The area of an amusement park	
9)	The area of phone screen	
10)	The area of your gym at school	

PREVIEW

Directions Josh told a friend the area of things. Did he use an app ate unit?

#	Area	Yes	No	Better Unit
1)	The area of my tablet is 0.98 m^2	Yes	No	
2)	The area of my pencil case is 0.052 m^2	Yes	No	
3)	The area of my driveway is 75 000 cm^2	Yes	No	
4)	The area of my closet is 2.5 m^2	Yes	No	
5)	The area of my pool is 300 000 cm^2	Yes	No	

Name: _____ 97

Curriculum Connection
SS4.2

Finding the Missing Information - Visuals

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

Questions | Find the missing piece of information

1)

A= b x h

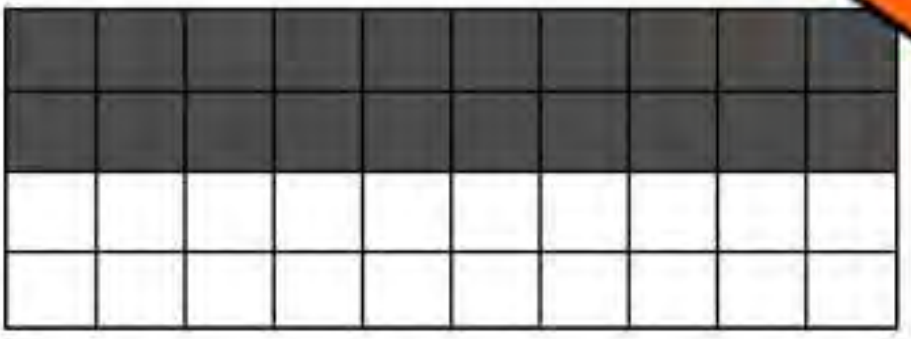
18 = ___ x 3

2)

A= b x h

32 = 8 x ____

3)



A= b x h

20 = ___ x 2

4)

A= b x h

24 = 8 x ____

PREVIEW

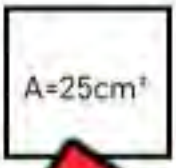
Name: _____ 99

Curriculum Connection
SS4.2

Finding the Missing Information

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

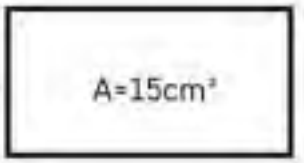
1)



Base = _____
Height = _____
Area = _____

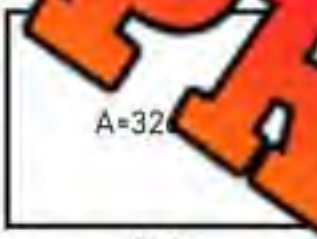
2)

3cm



Base = _____
Height = _____
Area = _____

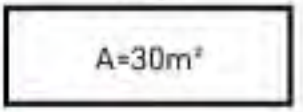
3)



Base = _____
Height = _____

4)

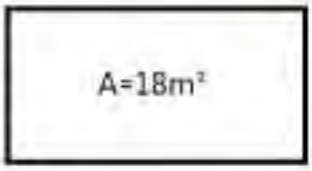
10m



Base = _____
Height = _____
Area = _____

5)

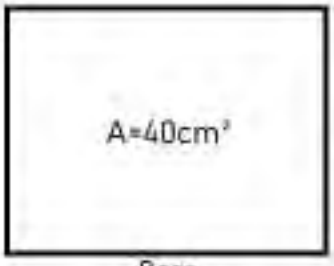
3m



Base = _____
Height = _____
Area = _____

Base = _____
Height = _____
Area = _____

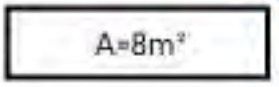
7)



Base = _____
Height = _____
Area = _____

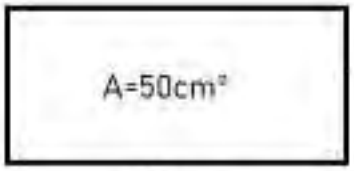
8)

1m



Height = _____
Area = _____

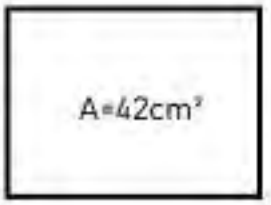
9)



Base = _____
Height = _____
Area = _____

10)

6cm



Base = _____
Height = _____
Area = _____

PREVIEW

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Name: _____ 101

Curriculum Connection
SS4.2

Finding the Missing Information – Word Problems

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

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

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

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

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

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

PREVIEW

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Name: _____ 102

Curriculum Connection
SS4.3

Math Activity: Rectangle Rally

Objective — What are we learning about?

To help students understand and calculate the area of a rectangle through interactive and hands-on learning activities.

Materials — What you will need for the activity.

- Grid
- R
- C pencil
- Scissors
- Rectangul from t oom (e.g., books, tablets, small

Instructions — How you ple ty

1. Begin the activity by explaining th ula for a rectangle (Area = length x width).
2. Hand out sheets of grid paper and rulers to stu
3. Instruct students to draw rectangles of various siz rid using the rulers. Make sure each student draws at least three di re
4. Have students write down the dimensions (length and width) o next to their drawings.
5. Ask the students to calculate the area of each rectangle by counting the grid squares inside each rectangle and using the formula.
6. Once the grid calculations are done, distribute the rectangular objects around the classroom.
7. Allow students to measure the length and width of each object with their rulers, calculate the area, and record their findings.
8. Have students compare the areas they calculated for their drawings with the real objects' areas.
9. Discuss any differences or surprises in the measurements and calculations.

PREVIEW

Name: _____ 103

Curriculum Connection
SS4.2

Reflection | Answer the questions below.

1) What did you find interesting about measuring the area of rectangles?

2) How d rid paper help you understand the concept of area?

3) What challenges did you hil the areas?

4) How can knowing how to calculate the area of a rec he fe?

5) What would you like to try next to extend what you've learned about area?

PREVIEW

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Name: _____ 104

Curriculum Connection
SS4.2

Calculating Area - House

PREVIEW

Questions Calculate the area of the rooms in t e

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

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

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Name: _____ 105

Curriculum Connection
SS4.2

Same Area – Different Rectangle

Think Is it possible for a rectangle to have the same area with different dimensions?

1) 8m, 2m

Area: _____ m²

2) 4m, 4m

Area: _____ m²

3) 16m, 1m

Area: _____ m²

4) 6cm, 4cm

Area: _____ cm²

5) 3cm

Area: _____ cm²

6) 24cm, cm

Area

7) 12m, 3m

Area: _____ m²

8) 6m, 6m

Area: _____ m²

9) 18m, 2m

Area: _____ m²

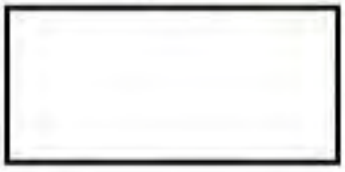
PREVIEW

Name: _____ 106

Curriculum Connection
SS4.2

Same Area – Different Rectangle

Draw Draw two other rectangles with the same area with different dimensions

3m  4m Area: _____ m²	1) Area: _____ m²	2) Area: _____ m²
8cm  3cm Area: _____ cm²	1) Area: _____ cm²	2) Area: _____ cm²
5m  4m Area: _____ m²	1) Area: _____ m²	2) Area: _____ m²

PREVIEW

Name: _____ 107

Curriculum Connection
SS4.2

Area Word Problems

Questions | Answer the questions below

	Word Problems	Answers
1	A garden bed is 8 metres in length and 2 metres in width. Tom is planning to build a new garden bed that is 4 metres in length. What should the width of his new garden bed be so that it has the same area as the old one?	
2	has two rectangular rugs. One rug is 4 metres long and 3 metres wide. The other rug is 6 metres long. How wide is the second rug if it has the same area as the first?	
3	A photograph has an area of 24 square centimetres. It is 4 centimetres wide. How long is another photograph is twice as long, what must its width be to have the same	
4	A rectangular dining room is 5 metres long and 4 metres wide. The new apartment has a dining space that is 10 metres long. What would the width of this space need to be to have the same area as the rectangular dining room?	
5	A piece of fabric is 10 metres long and 6 metres wide. A tailor wants to cut it into a different shape that is 15 metres long. How wide will the new piece of fabric be if it has the same area?	

PREVIEW

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Name: _____ 108

Curriculum Connection
SS4.2

Indigenous Art – Finding Area

Questions Measure the side lengths and calculate the area of the Indigenous paintings

Calculate
Show Your Work

Answer

Calculate
Show Your Work

Answer

Answer

PREVIEW

Name: _____ 109

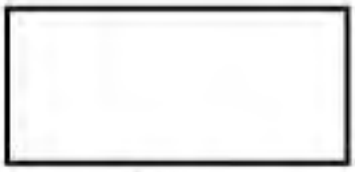
Unit Test – Area

Part 1 Find the area

1)

Area = _____

2)

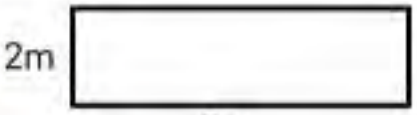


Area = _____

3)

Area = _____

4)

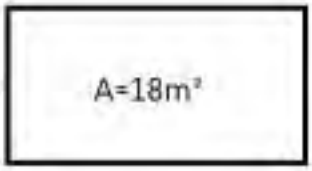


Area = _____

PREVIEW

Part 2 Find the area (A= b x

1)

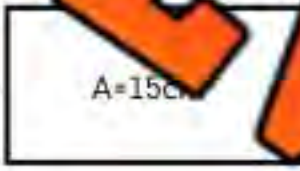


Base = _____

Height = _____

Area = _____

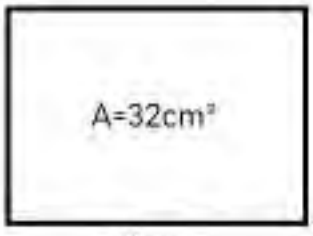
2)



H _____

Area = _____

3)

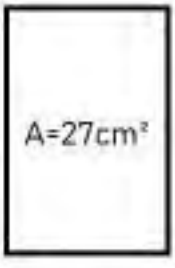


Base = _____

Height = _____

Area = _____

4)



Base = _____

Height = _____

Area = _____

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

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

PREVIEW

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

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

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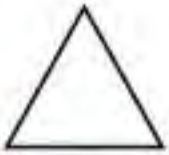
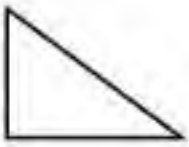
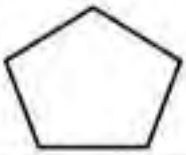
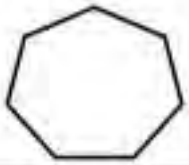
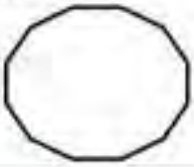
Name: _____ 111

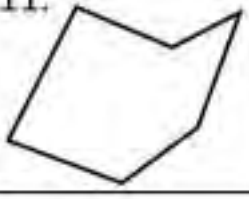
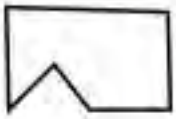
Curriculum Connection
SS4.G

Sides of a Shape

Part 1 How many sides does the shape have?

1. 	2. 	3. 	4. 	5. 

6. 	8. 	9. 	10. 

11. 	12. 	13. 	14 	15.

PREVIEW

Part 2 Draw a shape with the correct number of sides

1)	2)	3)	4)	5)
4	**3**	**6**	**8**	**10**

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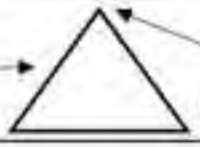
Name: _____ 113

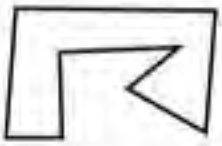
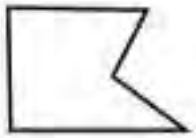
Curriculum Connection
SS4.G

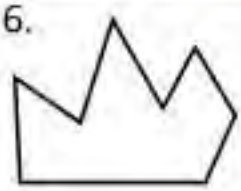
Sides and Vertices

Reminder: Side → Vertices



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

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

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

PREVIEW

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

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

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Exit Cards

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

Name: ____________________

1) Fill in the blanks about the shape.

Sides: _______

Vertices: _______

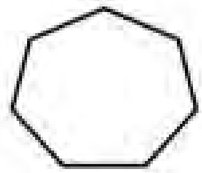
2) Draw a shape with 6 sides and 6 vertices.

Name: ____________________

1) Fill in the blanks about the shape.

Sides: _______

Vertices: _______



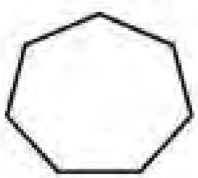
2) Draw a shape with 6 sides and 6 vertices.

Name: ____________________

1) Fill in the blanks about the shape.

Sides: _______

Vertices: _______



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

Name: ____________________

1) Fill in the blanks about the shape.

Sides: _______

Vertices: _______

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

PREVIEW

Name: _____ 115

Curriculum Connection
SS4.3

Sides and Vertices Word Problems

Questions Answer the questions below

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

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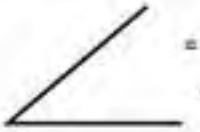
Curriculum Connection
SS4.3

Naming Angles

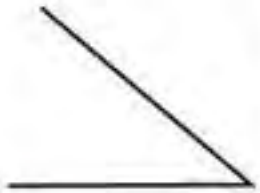

= larger than a right angle

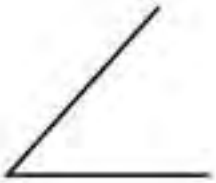

= right angle

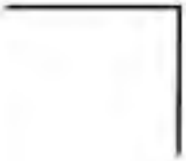
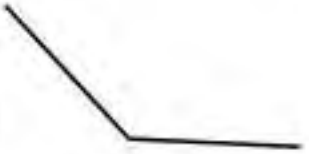

= smaller than a right angle

Questions Label the angles in comparison to a right angle – larger, smaller, right angle

PREVIEW

1)	2)	3)	4)
			

5)	6)	7)	8)
			

9)	10)	11)	12)
			

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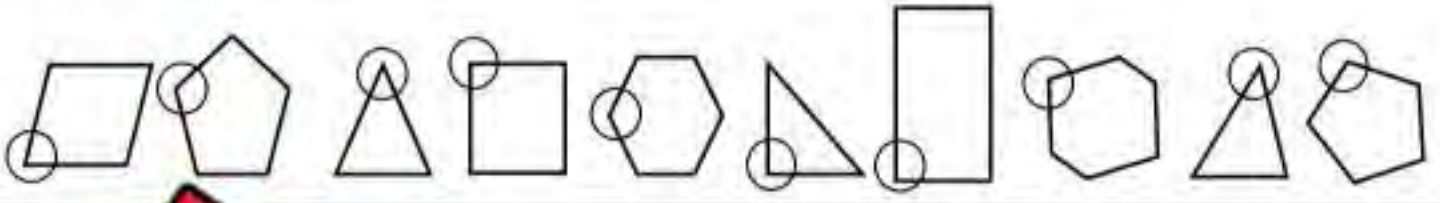
SS4.G

Sorting Angles

Part 1 Sort the angles into the categories below



A C D E F G H I J

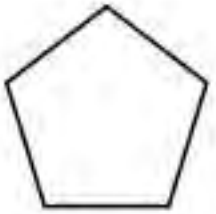
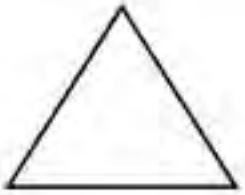
Angl		Larger than a right angle	Smaller than a right angle
Letters			

Part 2 Sort the a... ...es below

A B C D G H

Angles	Right Angle	Larger than a right ang...	...angle
Letters			

Part 3 Circle the angles below

Drawings			
Angles	Right Angle	Larger than a right angle	Smaller than a right angle

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SSA 3

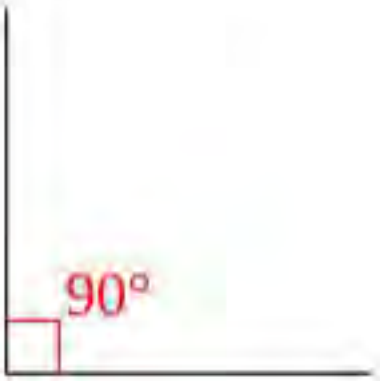
Math Activity: Right Angle Architects

Objective — What are we learning about?

To engage students in identifying right angles through the construction of paper structures, enhancing their understanding of right angles in a practical and creative context.

Materials — What you will need for the activity.

- C… pa… rdstock
- Sc… s
- Glue or ta…
- Coloured m… crayo…



Instructions — How y… mple… tivity

1. Begin by explaining what a right a… sing … s like the corners of a book or a door frame to illustrate.
2. Distribute construction paper or cardstoc… rs, a… ne to each student.
3. Challenge students to create a structure or sculptur… s a… ri… angles as possible. They can build houses, furniture, or abstract …
4. Encourage students to use their rulers to help fold and cut stra… t l… ich can help form right angles more accurately.
5. As students work, circulate and discuss their projects, asking them to point out where they have used right angles.
6. Once the structures are complete, allow students to use markers or crayons to decorate their creations, highlighting the corners and edges where right angles are present.
7. Arrange all the structures on a table or along a classroom shelf and conduct a gallery walk where students explain their structures and the right angles within them to the class.
8. Discuss how these angles contribute to the stability and aesthetics of their designs.

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SS4.3

Example | Check out the example below

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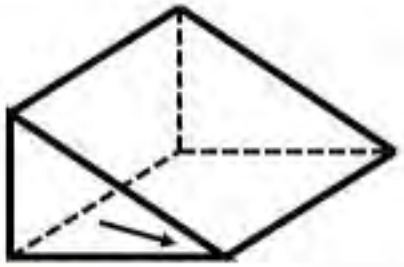
SS4.3

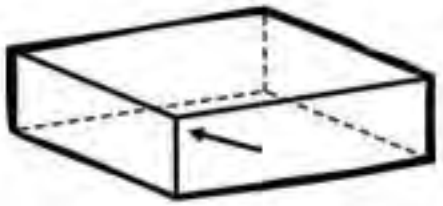
Angles in Right Prisms

Questions Circle the indicated angle on each of the prisms below

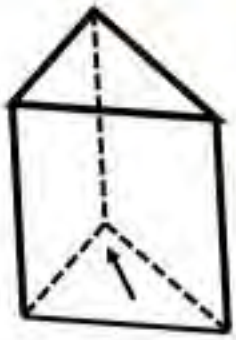
Right Smaller Larger



Right Smaller Larger

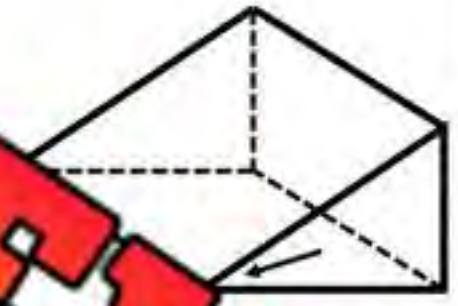


Right Smaller Larger

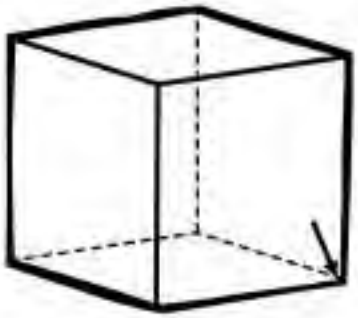


Right Smaller Larger

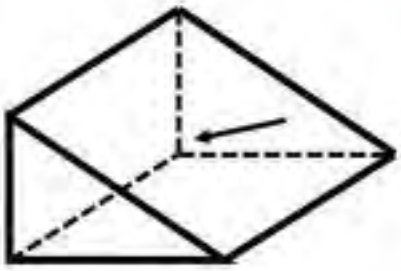
Right Smaller Larger



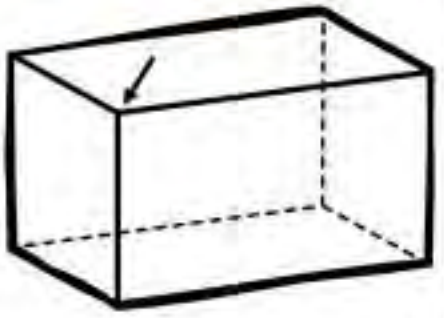
Right Smaller Larger



Right Smaller Larger



Right Smaller Larger



Right Smaller Larger

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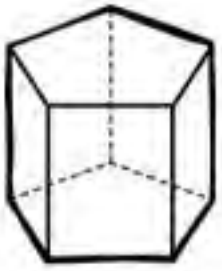
Curriculum Connection
SS4.3

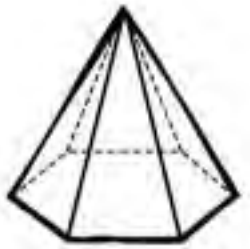
Prisms or Pyramids

Questions	Is the shape a prism or pyramid?

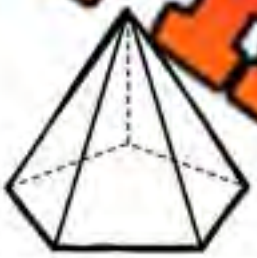
Prism Pyramid



Prism Pyramid

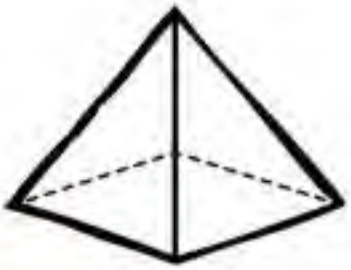


Prism Pyramid

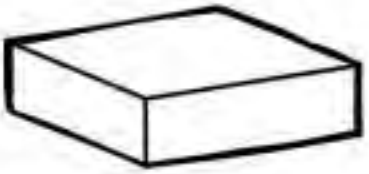


Prism Pyramid

Prism Pyramid



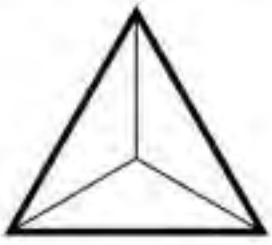
Prism Pyramid



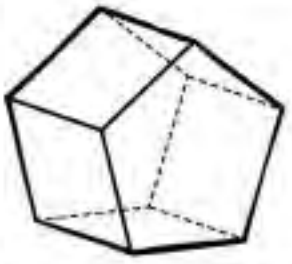
Prism Pyramid

Prism Pyramid

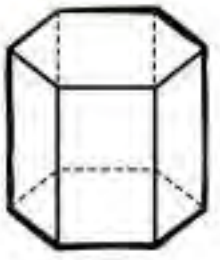
Prism Pyramid



Prism Pyramid



Prism Pyramid



Prism Pyramid

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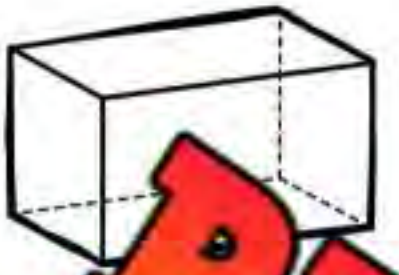
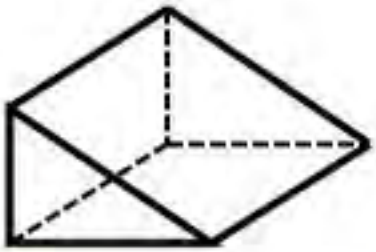
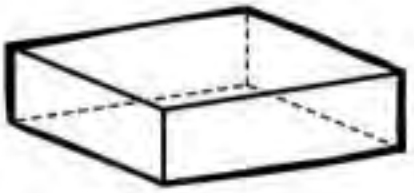
Curriculum Connection
SS4.3

Prisms – Faces, Edges, Vertices

Questions Fill in the tables below on the rectangular and right triangular prisms







Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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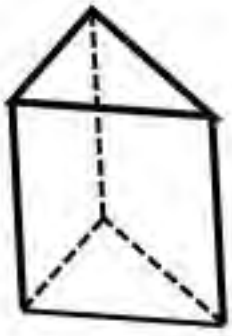

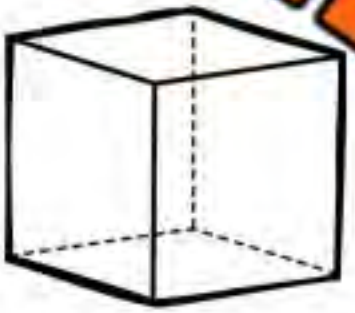

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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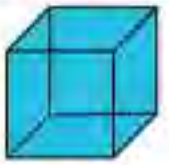
Curriculum Connection
SS4.3

3D Objects Word Problems



Questions Answer the questions below

	Word Problems	Answers
1	Mia has a rectangular prism with 6 faces. If each face has 4 edges, how many edges does the prism have in total?	
2	has a c 8 vertices. How many edges does the cube have?	
3	Emily's pyramid has If s 3 edges, how many edges does the pyramid ave?	
4	Liam's triangular prism has 5 faces. How ma es do have?	
5	Olivia's sphere has 0 edges and 0 vertices. How many faces does it have?	
6	Jake's cone has 1 circular face and 1 curved edge. How many vertices does it have?	

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SS4.3

Exit Cards

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

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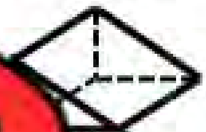
Name: ______________________

Fill in the blanks about the objects.



Faces: _______ Faces: _______

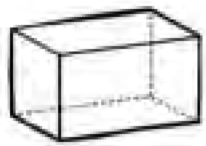
Edges: _______ Edges: _______

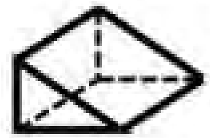
Vertices: _______ Vertices: _______

Name: __________ Name: __________

Name: ______________________

Fill in the blanks about the objects.





Faces: _______ Faces: _______

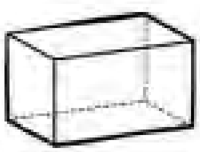
Edges: _______ Edges: _______

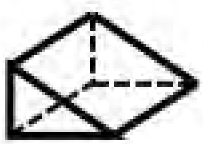
Vertices: _______ Vertices: _______

Name: __________ Name: __________

Name: ______________________

Fill in the blanks about the objects.





Faces: _______ Faces: _______

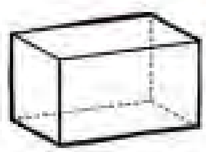
Edges: _______ Edges: _______

Vertices: _______ Vertices: _______

Name: __________ Name: __________

Name: ______________________

Fill in the blanks about the objects.



Faces: _______ Faces: _______

Edges: _______ Edges: _______

Vertices: _______ Vertices: _______

Name: __________ Name: __________

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SS4.3

Net – Rectangular Prism

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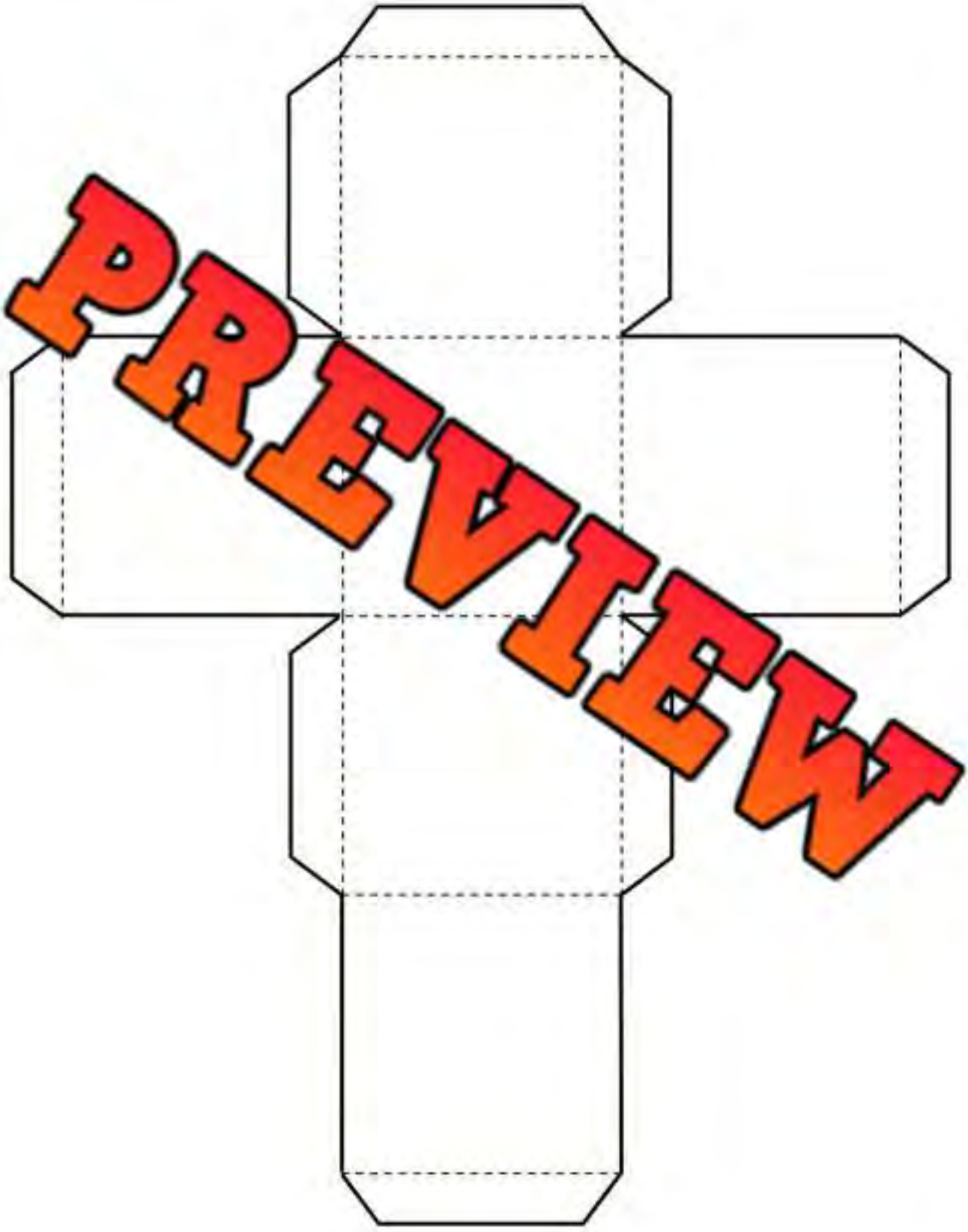
Net – Cube



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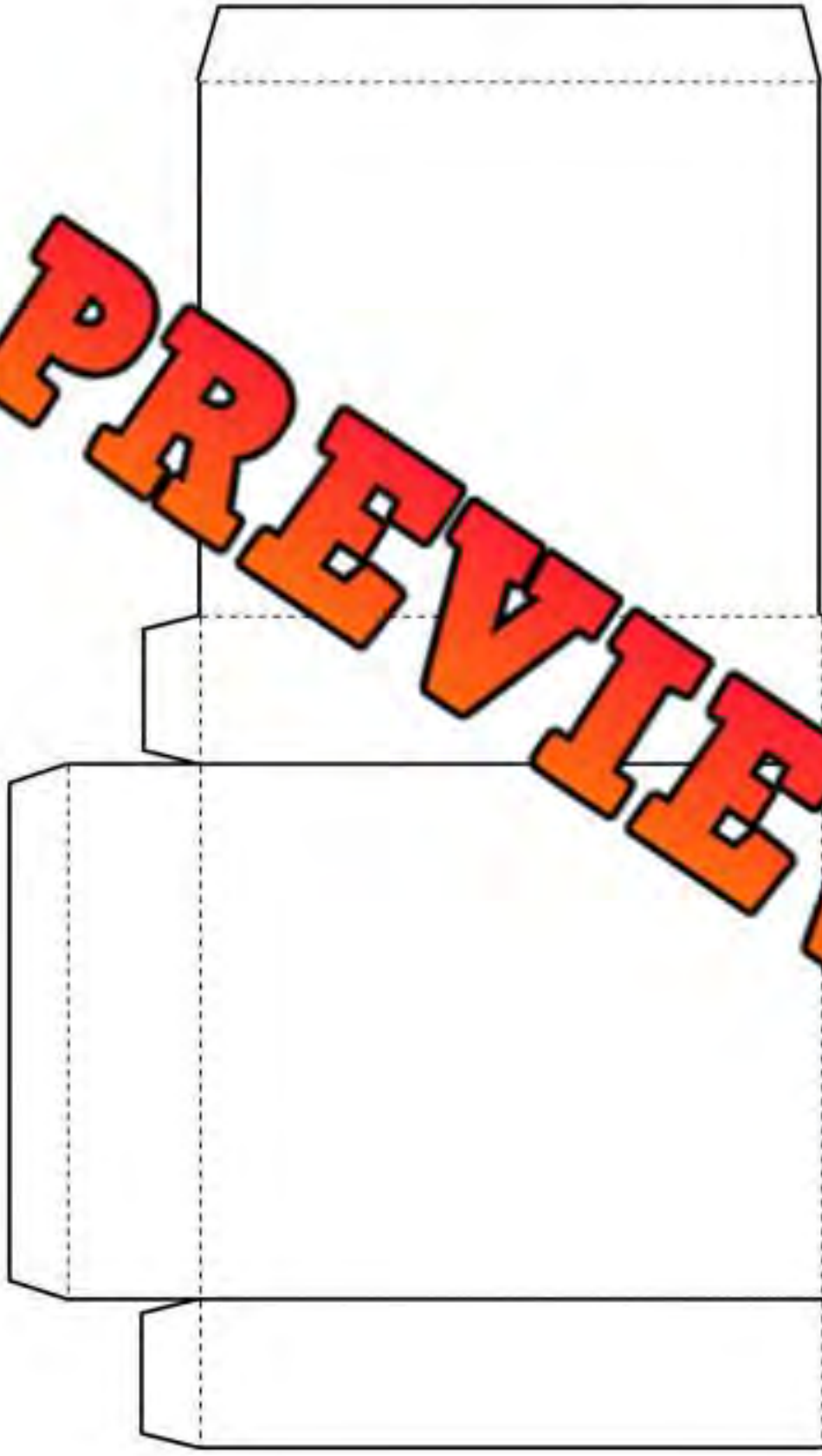
Curriculum Connection
SS4.3

Net – Rectangular Prism



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Net – Triangular Prism

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SSA 3

Math Activity: 3D Shape Builders

Objective

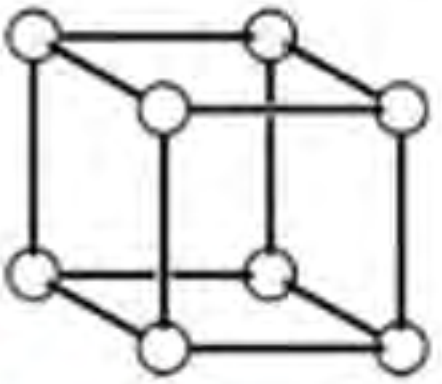
What are we learning about?

To help students recognize and understand the properties of three-dimensional shapes, specifically focusing on cubes, rectangular prisms, and triangular prisms.

Materials

What you will need for the activity.

- Pl[illegible]arshmallows
- [illegible]
- Con[illegible]uction
- Scissors
- Glue



PREVIEW

Instructions

How you[illegible]

1. Start the lesson by explaining wha[illegible]apes a[illegible]discussing the specific shapes you'll focus on: cubes, rectangular p[illegible]ms, and [illegible]gul[illegible]ms.
2. Show examples of each shape, either as ph[illegible]mo[illegible]es, and discuss their properties such as vertices, edges, and face[illegible]
3. Distribute playdough or clay and toothpicks to each stu[illegible]
4. Instruct students to use the playdough or clay to make vertices[illegible]ks to connect them as edges to form each of the three shapes.
5. After constructing the shapes with playdough and toothpicks, provide students with construction paper, scissors, and glue to make paper models of each shape.
6. Have students measure and cut the construction paper into the correct number of faces for each shape and then glue them together to form the 3D shapes.
7. Once all models are completed, students should label each part of their shapes (vertices, edges, and faces) on the paper models.
8. Display all shapes on a class table and discuss how the shapes are used in real-life contexts.

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SS4.3

Reflection | Answer the questions below.

1) Which shape was the easiest to construct and why?

2) What c[illegible]es did you face while making the 3D shapes and how did you overcom[illegible]

3) How are the shapes similar and h[illegible]ey [illegible]nt?

4) Can you find any objects in the classroom that match any of [illegible] built?

5) Why do you think it is important to learn about 3D shapes?

PREVIEW

Name: _____ 135

Curriculum Connection
SS4.3

Triangular and Rectangular Prisms in our Environment

Questions Circle whether the objects are rectangular or right-triangular prisms

Rectangular Prism

Triangular Prism

Rectangular Prism

Triangular Prism

Rectangular Prism

Triangular Prism

Rectangular Prism

Triangular Prism

Rectangular Prism

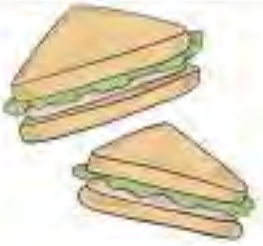
Triangular Prism

Rectangular Prism

Triangular Prism

Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism

Rectangular Prism

Triangular Prism

PREVIEW

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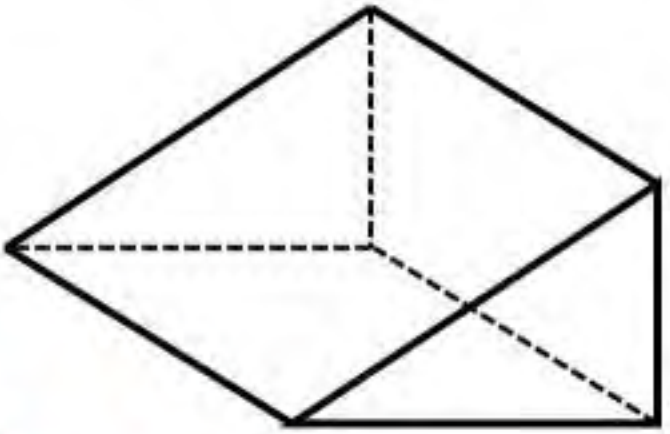
Curriculum Connection
SS4.3

Comparing 3D Objects

Questions How is a rectangular prism similar and different from a triangular prism?



PREVIEW

Ideas	Fac ices, 2D Shapes
Similarities	
Differences	

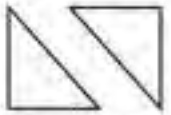
Name: _____ 138

Curriculum Connection
SS4.4

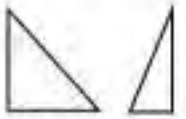
Congruent Shapes

Questions Colour the congruent shapes. There may be more than one answer

Congruent shapes have the same size and shape. This means that the sides lengths and angles are the same. Congruent Shapes can be in different positions.



Congruent



Not congruent

1)	a)	b)	c)
2)	a)	b)	c)
3)	a)	b)	c)
4)	a)	b)	
5)	a)	b)	c)
6)	a)	b)	c)
7)	a)	b)	c)

PREVIEW

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Curriculum Connection
SS4.1

The Congruent House

PREVIEW

Questions Answer the question[illegible]ow by l[illegible]g a[illegible]e house above

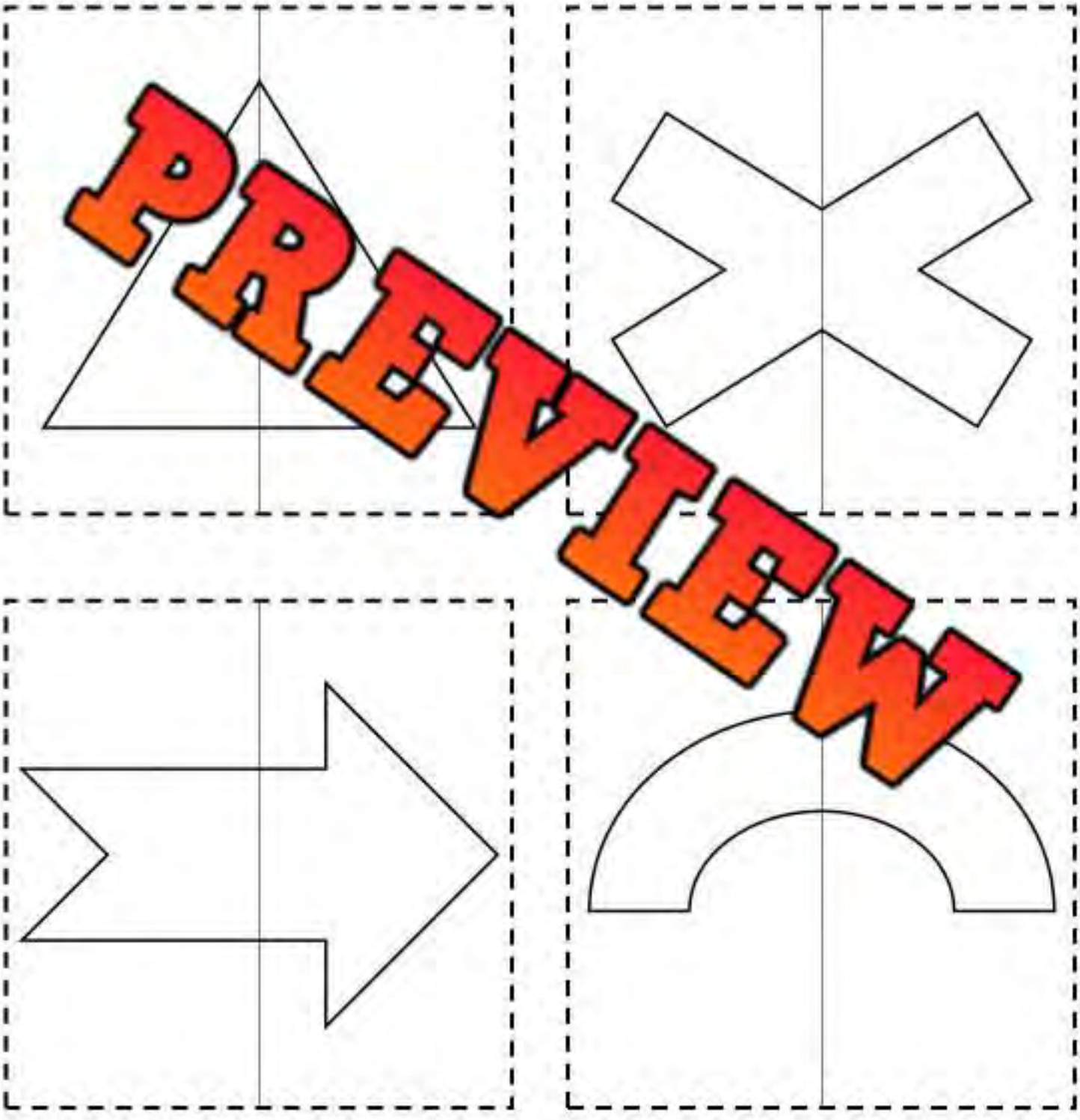
1) Which shape is congruent to shape A?	
2) Which shape is congruent to shape C?	
3) Which shapes are congruent to shape N?	
4) Which shape is congruent to shape B?	
5) Which shape is congruent to shape E?	
6) Which shapes are congruent to shape D?	
7) Which shape is congruent to shape T?	
8) Which shape is congruent to shape L?	

Name: _____ 142

Curriculum Connection
SS4.4

Line of Symmetry - Folding

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



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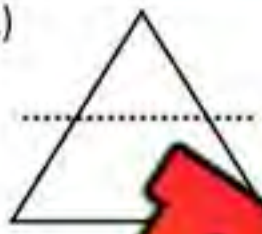
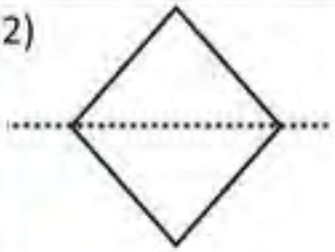
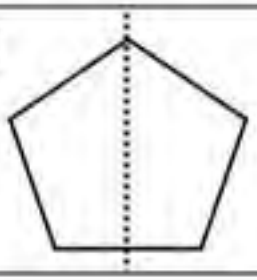
Curriculum Connection
SS4.G

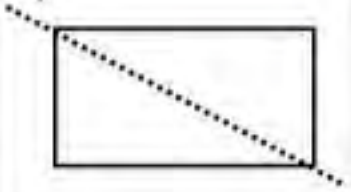
Line of Symmetry

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

1) 

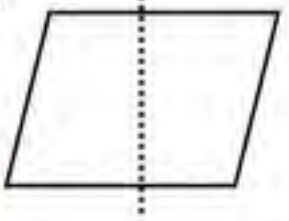
2) 

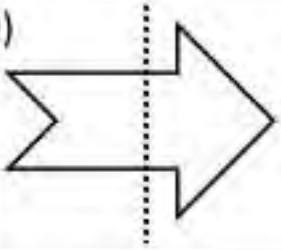
3) 

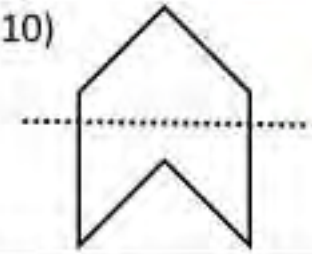
4) 

5) 

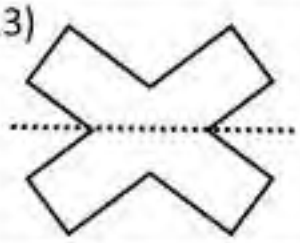
7) 

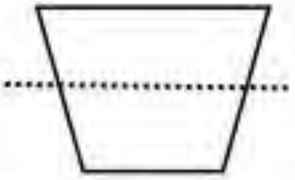
8) 

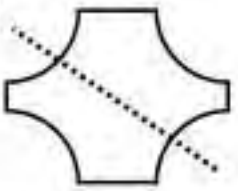
9) 

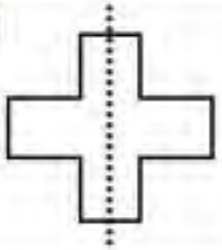
10) 

11) 

13) 

14) 

15) 

16) 

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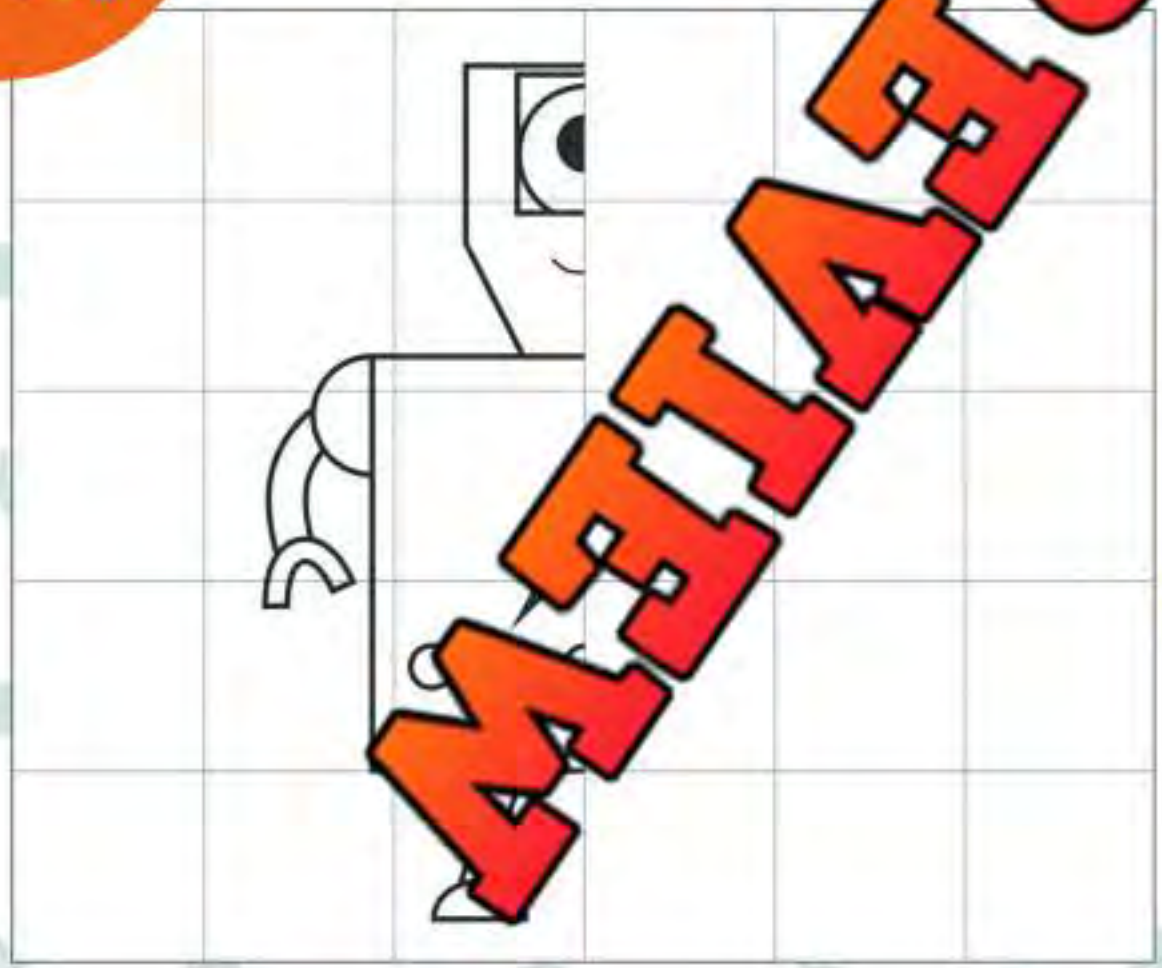
Curriculum Connection
S54.4

Line of Symmetry – Finishing a Picture

Directions Use the grid to help you finish the picture. Draw the robot s[illegible]al

KIDS games

FINISH THE [illegible]URE



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Curriculum Connection
SS4.9

Line of Symmetry – Finishing a Picture

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

Complete the picture using grid lines!

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Curriculum Connection
SS4 4

Line of Symmetry – Finishing a Picture

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

COMPLETE THE PICTURE

PREVIEW

Name: _____ 153

Curriculum Connection
SS4 4

Symmetry in Indigenous Designs

Questions	Draw the mirror image of the wolf drawn by an Indigenous artist

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SS4.4

Symmetry in Indigenous Designs

Questions Draw the mirror image of the totem pole below

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SS4.4

Symmetry in Indigenous D[illegible]igns

Directions Draw the mirror image of the wampum belt

PREVIEW

SENECA NATION
Keepers of the Western Door

CA[illegible] NA[illegible]

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

ONEIDA NATION

MOHAWK NATION
Keepers of the Eastern Door

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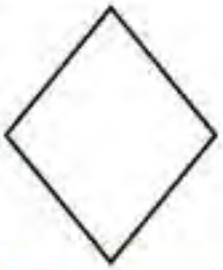
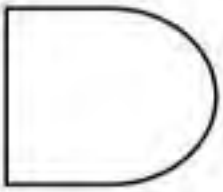
Curriculum Connection
SSA 4

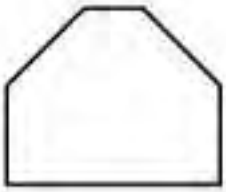
Drawing Lines of Symmetry

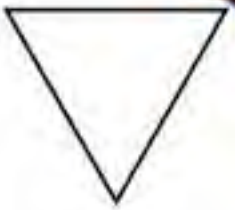
Questions Draw a line of symmetry on the shapes below

1) 

2) 

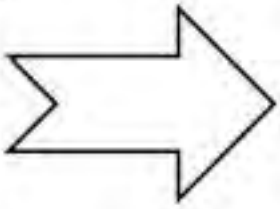
3) 

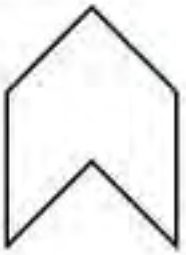
4) 

5) 

7) 

8) 

9) 

10) 

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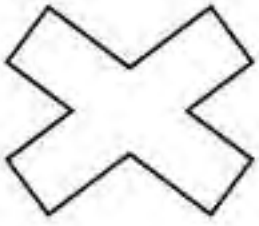
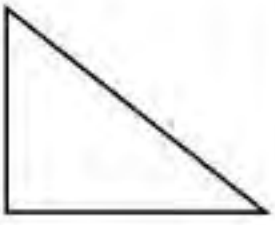
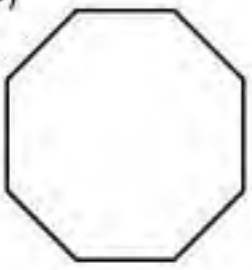
13) 

14) 

15) 

16) 

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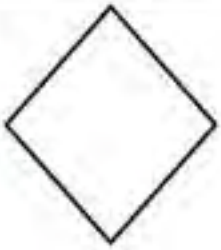
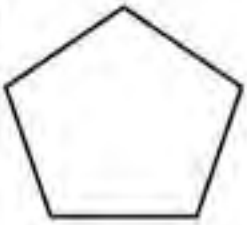
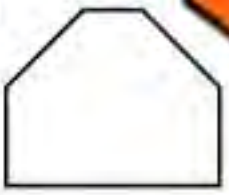
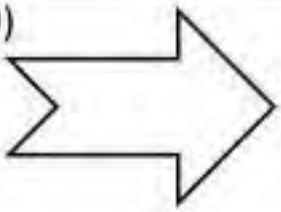
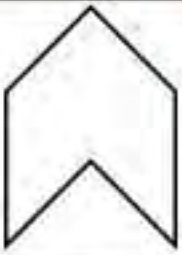
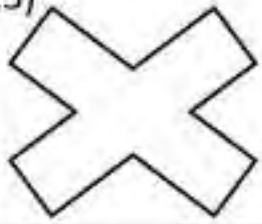
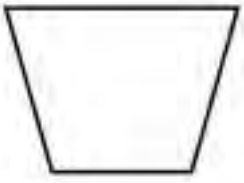
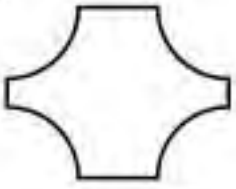
Curriculum Connection
SS4.4

How Many Lines of Symmetry ?

Questions How many lines of symmetry does each shape have?

1) 	2) 	3) 	4) 
5) 	7) 	8) 	
9) 	10) 	11) 	
13) 	14) 	15) 	16) 

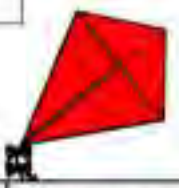
PREVIEW

Name: _____ 159

Curriculum Connection
SSA 8

Lines of Symmetry Word Problems

Questions | Answer the questions below



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

PREVIEW

Curriculum Connection
SS4.4

Exit Cards

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

Name: _____

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

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

Name: _____

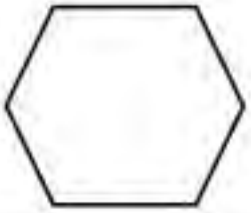
1) How many lines of symmetry does the shape have?

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

Name: _____

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

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



Name: _____

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

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

PREVIEW

Name: _____ 161

Curriculum Connection
SS4.4

Drawing Lines of Symmetry on Real – Life Objects

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

1) 

2) 

3) 

4) 

5) 

6) 

8) 

9) 

10) 

11) 

12) 

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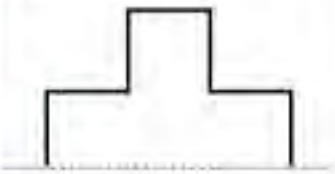
Curriculum Connection
SS4 a

Drawing Mirror Image Using Line of Symmetry

Questions | Draw the mirror image of the shapes below

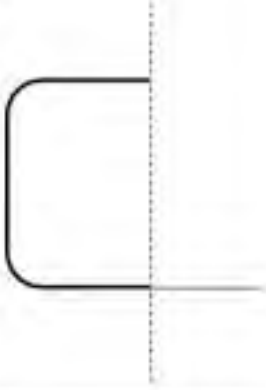
1)

2)



3)

4)



5)

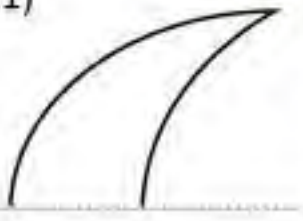
6)

8)

9)

10)

11)



12)

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SS4 4

Drawing Symmetrical Shapes

Questions | Draw symmetrical shapes below

Circle	Rectangle

Square	Pentagon

Hexagon	Octagon

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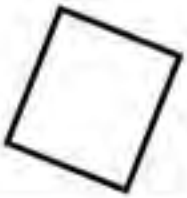
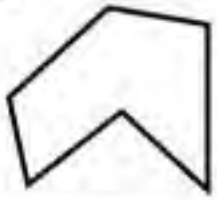
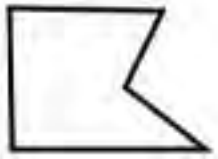
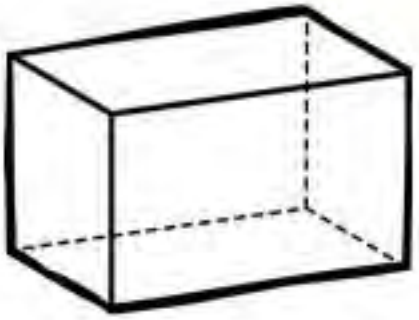
Name: _____ 165

Geometry Test

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

1.	2.	3.	4.	5.
				
_____ es	_____ des	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vert	_____ vertices	_____ vertices	_____ vertices

Part 2 Fill in the tables ... n t... ...lar and right triangular prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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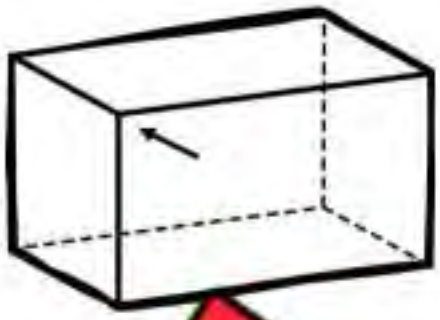
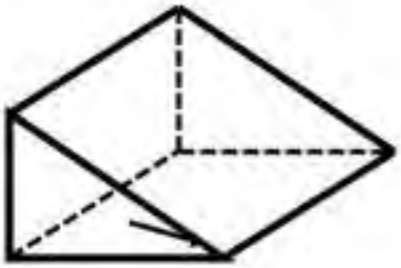
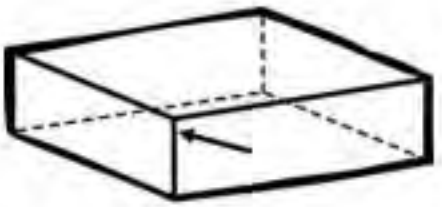
Part 3 Are the angles below right, smaller, or larger?



Right S a r



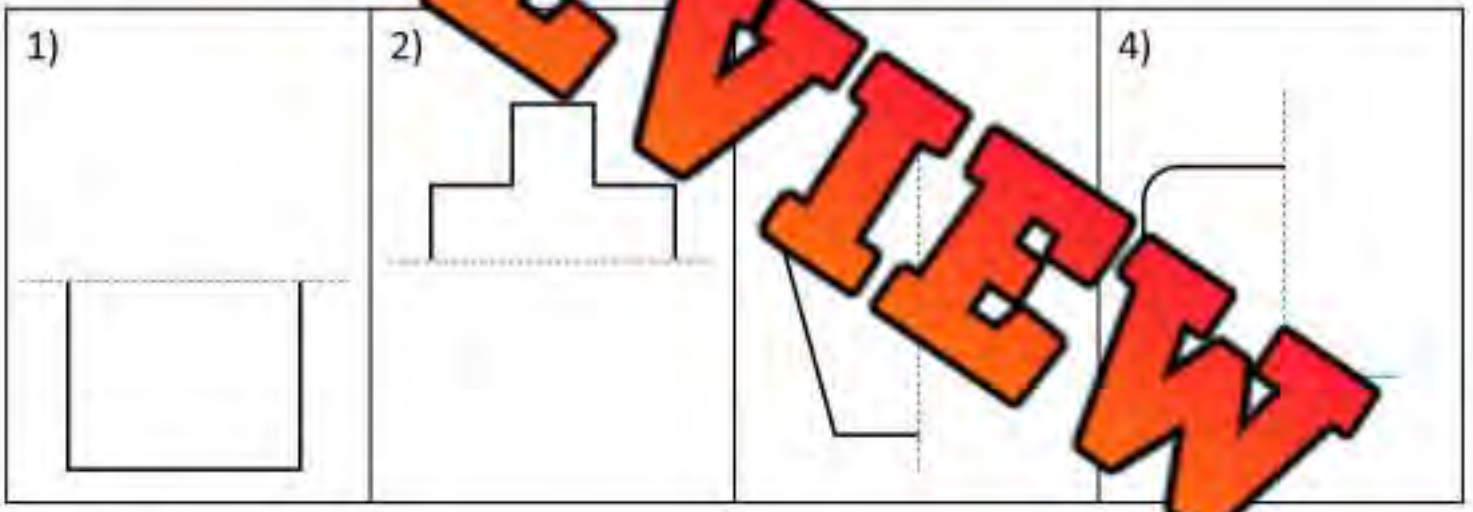
Right Smaller Larger



Right Smaller Larger

PREVIEW

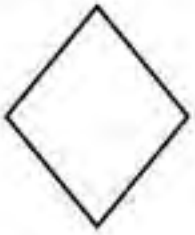
Part 4 Draw f or i shapes below



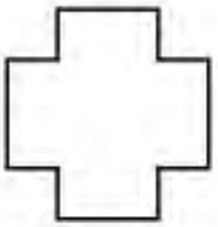
Part 5 Draw 2 or more lines of symmetry on the shapes below

1)

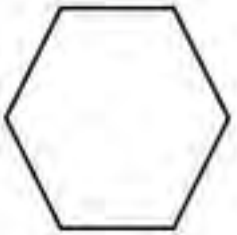
2)



3)



4)



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Grade 4

Statistics and Probability Strand

	Curriculum Expectations	Pages
SP4.	Demonstrate an understanding of many-to-one correspondence by: · comparing correspondences on graphs	

Preview of 50 pages from this product that contains 103 pages total.

Name: _____ 5

Curriculum Connection
SP4.1

What is a Statistical Question?

When we ask a statistical question, we can collect data that answers that question.
A **statistical question** is a question that could have more than one answer.
A statistical question **is not** a question that has only one answer.
Statistical questions can have numbered answers or worded answers.

Not a Statistical Question	Statistical Questions
1) How m dogs do you have? (o answer)	1) How many dogs do the students in grade 4 have? (could have many different answers)
2) Wha colour?	2) What is the favourite colour of 4th graders? (could have many different answers)

PREVIEW

Practice ques tistical question – yes or no?

	Yes	No
1) How long does Henry use a compu day	Yes	No
2) How many minutes do the students in grad a c r a day?	Yes	No
3) How many vegetables do the students in grad y?	Yes	No
4) How many vegetables do the parents of the students ade a day?		No
5) How many treats does Ross eat each day?	Yes	No
6) How many video games does Aaron have?	Yes	No
7) How many video games do the students in grade 4 have?	Yes	No
8) Do the students in grade 4 have a phone?	Yes	No
9) Does Ben have a phone?	Yes	No
10) Did Jordan get perfect on the last science quiz?	Yes	No

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Name: _____ 6

Curriculum Connection
SP4.1

Writing Statistical Questions

When we write a statistical question, we need to think about what we want to learn and who we want to learn about. Who we ask our statistical question is our population.

Subject	Population	Question
Hockey	The Saskatoon Wolves Atom Team	How many goals have each player on the Saskatoon Wolves Atom hockey team scored?
Video Gam	udents in my ss	Which video game system do the grade 4's like the best – PlayStation, Nintendo, or Xbox?

Practice ur statistical questions about the subjects below

Subject	Who w ?	Question
1) School		
2) Sports		
3) Food		
4) Movies		
5) Computers		

PREVIEW

Name: _____ 7

Curriculum Connection
SP4.1

Statistical Questions - Predictions

When we create our own statistical questions, we should have a prediction or guess as to what the results will be. This prediction will either verify our understanding or teach us something new about our population.

Question	Prediction
How long does it take the students in grade 4 to get to school?	Least – 5 minutes Most – 30 minutes

Practice – Write your own predictions for the statistical questions below

	Prediction	
1) Which drink is the [illegible] class – milk, juice, water, pop, [illegible] chocolate milk?		
2) Which subject does your class like best – math, science, language, art or gym?		
3) How many minutes do students in my class watch shows/movies each day?	Least	Most
4) How many minutes do the teachers at my school watch shows/movies each day?	Least	Most
5) How many fruits or vegetables do students in my class eat each day?	Least	Most
6) How many fruits or vegetables do teachers in my school eat each day?	Least	Most

PREVIEW

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Curriculum Connection
SP4.1

Exit Cards

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

Name: _____

1) Write a statistical question related to school.

_____

_____

_____

2) Predict the most and least popular answers you would expect if you asked your class.

_____

_____

Name: _____

1) Write a statistical question related to school.

_____

_____

_____

2) Predict the most and least popular answers you would expect if you asked your class.

_____

_____

Name: _____

1) Write a statistical question related to school.

_____

_____

_____

2) Predict the most and least popular answers you would expect if you asked your class.

_____

_____

Name: _____

1) Write a statistical question related to school.

_____

_____

_____

2) Predict the most and least popular answers you would expect if you asked your class.

_____

_____

PREVIEW

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Name: _____ 9

Curriculum Connection
SP4.1

Survey Using Tally Marks

Directions Survey your classmates using the statistical question below using tally marks

Statistical Question: What is the most popular pet in our class?

Category	Cat	Dog	Fish	Bunny	Other
Tally					
Frequency					

PREVIEW

a) How many classmat[illegible]nate[illegible]rvey? _____

b) Which pet is the most popular? _____ [illegible]opular: _____

c) What did you learn about the data?

_____

_____

_____

d) What other pet could you include?

_____

e) If you asked the rest of your school, which category do you think would be most popular? Explain.

_____

_____

_____

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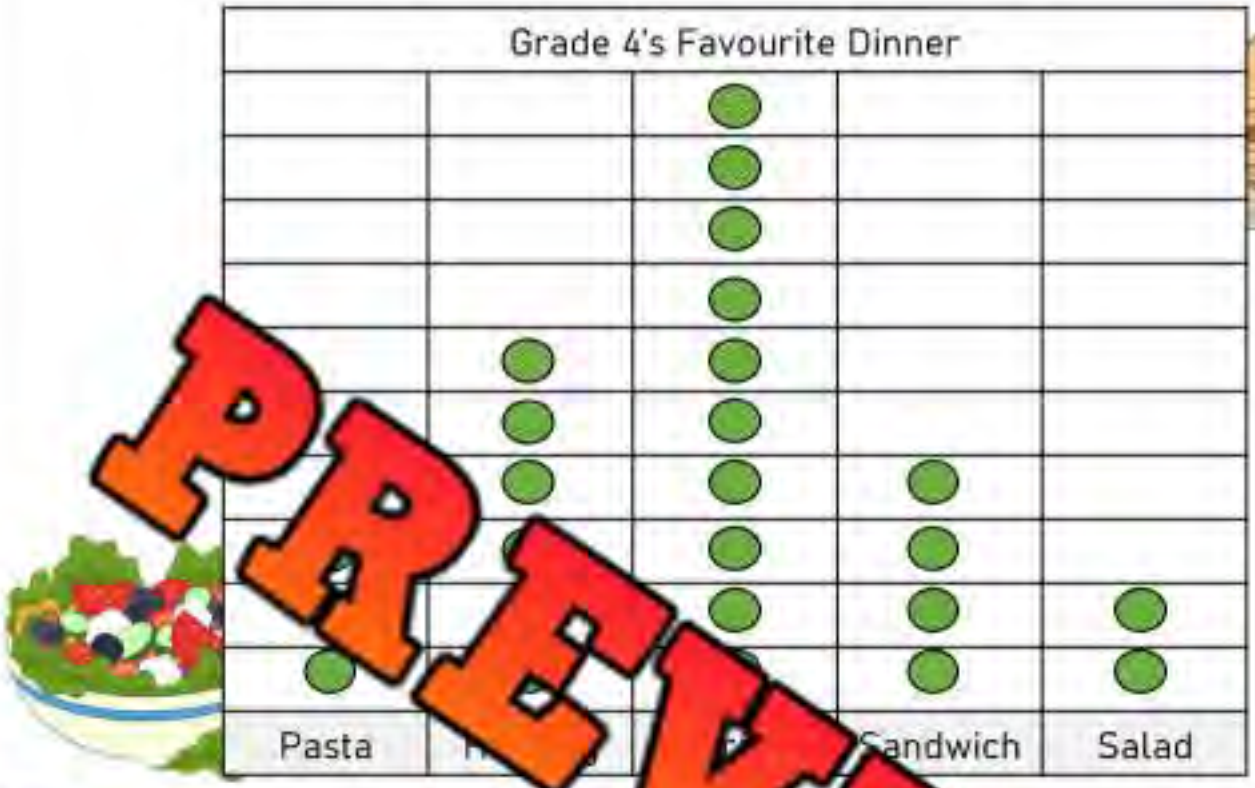
Name: _____ 11

Curriculum Connection
SP4.1

Reading a Line Plot – Favourite Dinner



PREVIEW

Dinner	Pasta	Hot D	Bu	Sandwich	Salad
Frequency					

Questions Read the line plot and answer the qu

a) Write the statistical question for the graph.

b) Which dinner was the most popular?	
c) Which dinner was the least popular?	
d) How many total people were asked the survey question?	
e) How many more people like burgers than salad?	

f) Would a line plot be a good graph if you had a lot of data – over 100 responses? Explain

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Name: _____ 12

Curriculum Connection
SP4.1

Creating a Line Plot – Favourite Colour

Questions	Survey your class and use the data in a line plot

Statistical Question: What is the favourite colour of the grade 4s?
Instructions – When a classmate tells you their favourite colour, put a dot in the box above the colour.

Grade 4's Favourite Colour					
Red	Blue	Green	Pink	Purple	Orange

PREVIEW

1) Which colour is the most popular?	
2) Which colour is the least popular?	

Name: _____ 13

Curriculum Connection
SP4.1

Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. They often use many-to-one versus one-to-one correspondence.

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictogram.

Friend	Number of Candies Collected	Frequency
S		
Steve		
Tony		
Jill		
Stacy		

 = 4 Candies

PREVIEW

a) How much is one candy worth?	
b) Who collected the most candy?	
c) How much more candy did Jill collect than Tony?	
d) Did Sam and Steve collect more or less candy than Stacy and Jill?	
e) How much total candy was collected?	

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Name: _____ 14

Curriculum Connection
SP4.1

Vertical Pictograph – Canned Food

Maplewood Public School had a canned food drive last month. The students in each class brought in cans of food. The totals for each grade are displayed below in the pictograph.

PREVIEW

a) How many cans is one picture worth?	
b) How many cans is half a picture worth?	
c) Which class brought the greatest number of cans?	
d) How many total cans were brought in at Maplewood Public school?	
e) How many more cans did the grade 3's bring in than the grade 6's?	
f) How many more cans did the grade 4's need to win?	

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Curriculum Connection
SP4.1

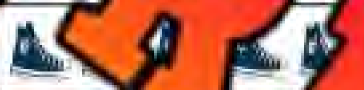
Exit Cards

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

PREVIEW

Name: ______________________

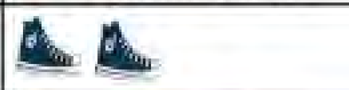
Write down the number of shoes each student has.

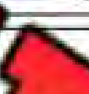
Friend	Number of Shoes Students Have	Total
Liam		
Olivia		
Ethan		
Ava		

 = 7 Shoes

Name: ______________________

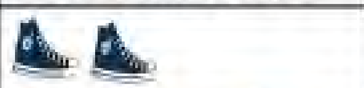
Write down the number of shoes each student has.

Friend	Number of Shoes Students Have	Total
Liam		
Olivia		
Ethan		
Ava		

 = 7 Shoes

Name: ______________________

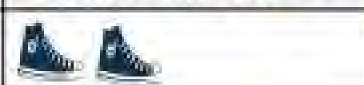
Write down the number of shoes each student has.

Friend	Number of Shoes Students Have	Total
Liam		
Olivia		
Ethan		
Ava		

 = 7 Shoes

Name: ______________________

Write down the number of shoes each student has.

Friend	Number of Shoes Students Have	Total
Liam		
Olivia		
Ethan		
Ava		

 = 7 Shoes

Name: _____ 16

Curriculum Connection
SP4.1

Creating a Vertical Pictogram

James participated in a reading challenge last week. He read each day and wrote down how many minutes he read for each day of the week.

Sunday	15
Monday	30
Tuesday	20
Wednesday	15
Thursday	35
Friday	40
S	20

PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

 = 10 minutes

1) What day did he read the most?	
2) How many more minutes did he read on Friday than Wednesday?	
3) Did James read <u>more</u> or <u>less</u> on Monday and Tuesday than he did on Friday and Saturday?	

Name: _____ 17

Curriculum Connection
SP4.1

Creating a Vertical Pictogram

Colton played 5 games of basketball last week. The number of points he scored in each game is displayed below. Create a pictogram to show his points.

Game 1	Game 2	Game 3	Game 4	Game 5
20	16	18	14	24

PREVIEW

= _____

1) Which game did he score the most points? _____ Least points? _____

2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____

3) How many total points did he score in all 5 games? _____

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Name: _____ 18

Curriculum Connection
SP4.1

Creating a Pictograph

Questions	Survey your class and use the data to draw a pictograph

Statistical Question: _____

Options				
Tally				
Fr				

PREVIEW

_____

LEGEND

= _____

ions

1. Wh n was the most popu

2. H ny liked the most po the least popula

3. What did you learn about your class?

_____

_____

_____

_____

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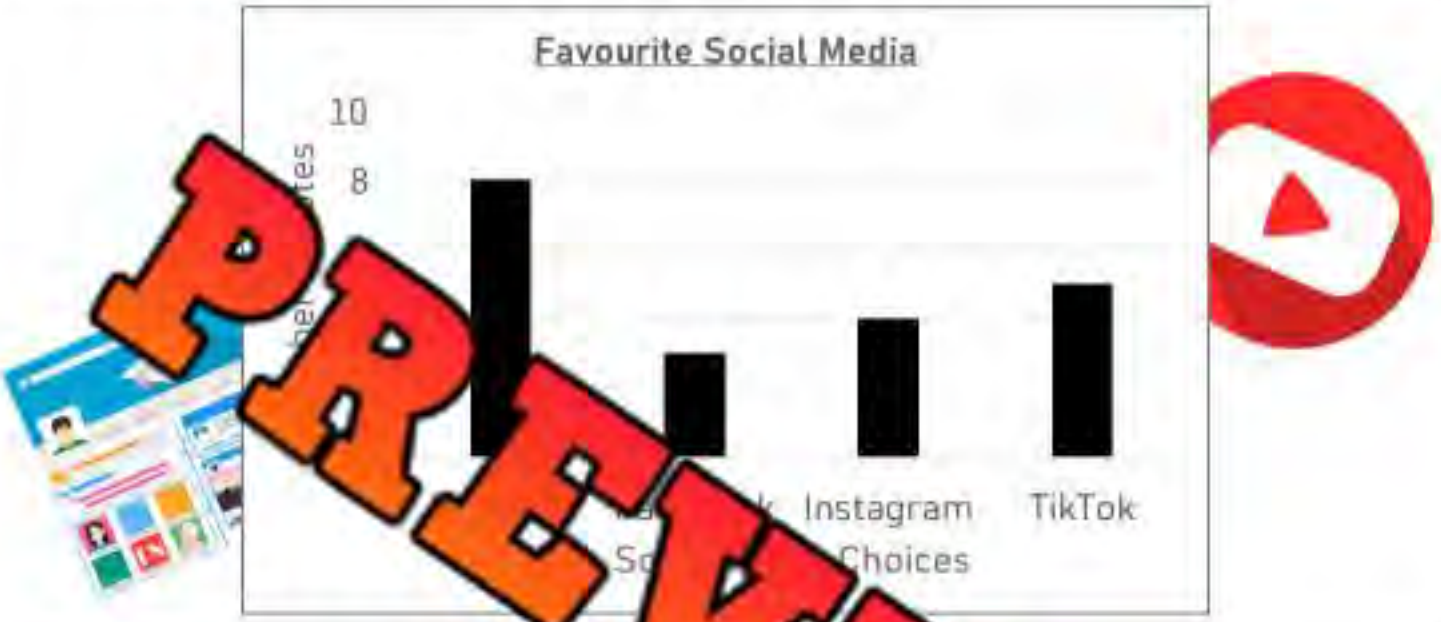
Name: _____ 19

Curriculum Connection
SP4.1

Surveying a Suitable Representation

Bella wants to know what the most popular social media app is at her school. She decides to ask 20 students from her grade 4 class.



PREVIEW

a) Which social media was the most popular?

b) Did Bella find out which social media was the most popular in the school? Explain.

c) Who should she have asked if she wanted to know what the most popular social media app was in her <u>entire school</u>?

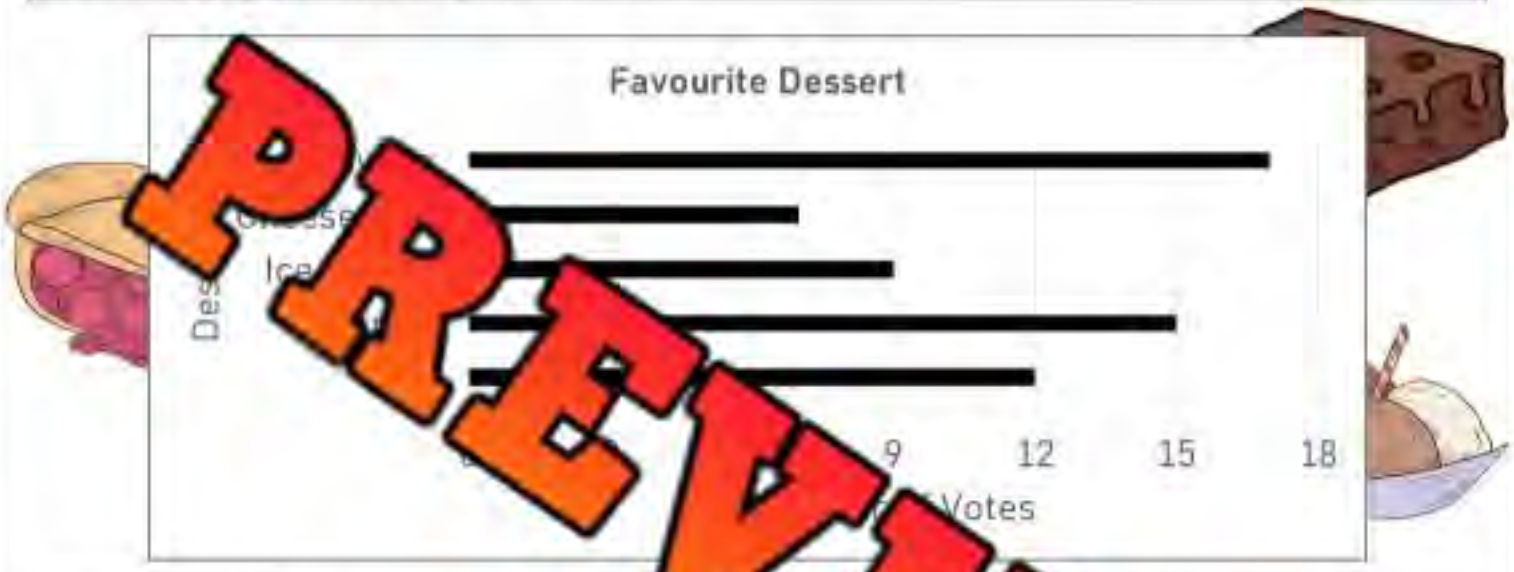
d) If she only wanted to survey around 20 kids in total, how could she do it so that she still found out what the most popular app was in the whole school?

Name: _____ 21

Curriculum Connection
SP4.1

Surveying a Suitable Representation

Liam is a restaurant owner who wants to find out which dessert is the most popular so he can know what to serve at his restaurant. His restaurant serves mostly seniors who are 65 years old or older.
To collect his data, Liam goes to a skatepark and asks 60 people there. His data has been displayed in a bar graph below.



PREVIEW

Options	Brownie	Cheesecake	[illegible]	Pie
Frequency				

a) Which dessert should Liam serve at this restaurant acc[illegible]

b) Did Liam find out which dessert seniors preferred? Explain why or why not.

c) Where could Liam have gone to complete his survey? Why would your choice of location be better?

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Name: _____ 22

Curriculum Connection
SP4.1

Inuit Living in Canada

Statistical Question

Which 5 provinces/territories do most Inuit people live in?

Number of Thousands of Inuit People Living in the Provinces/Territories of Canada

PREVIEW

Source: Statistics Canada

Interpret What did you learn from the graph?

1) Where do most Inuit people live in Canada?

2) What surprised you about the data?

3) Where in Canada do most Inuit people live – in the north or south? Where do you think they live in provinces – the northern or southern regions?

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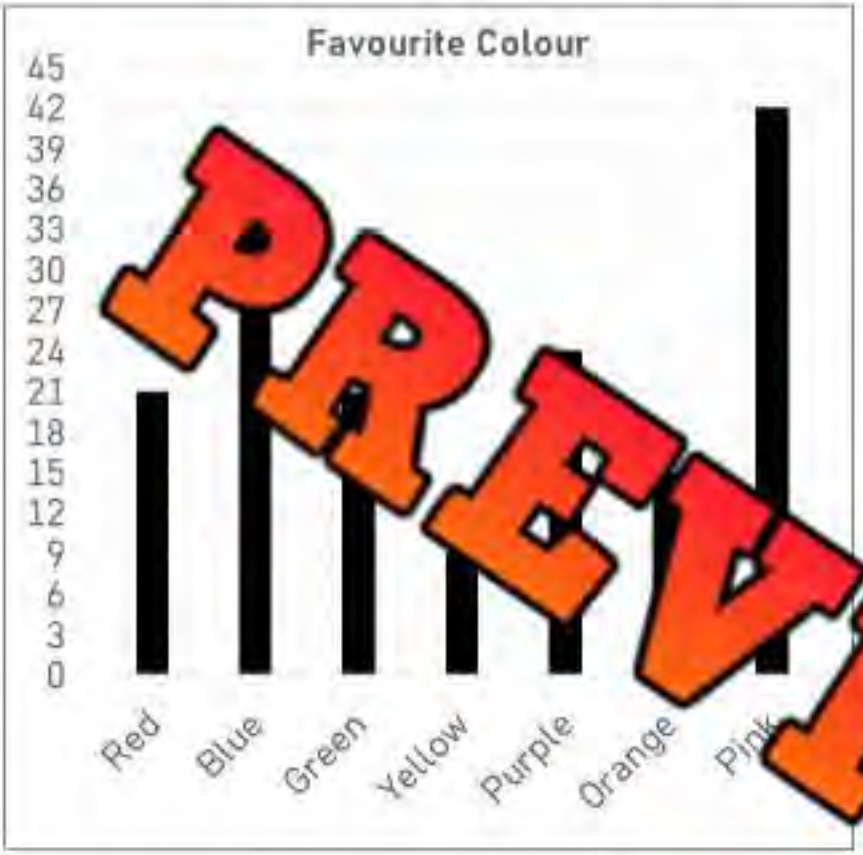
Name: _____ 23

Curriculum Connection
SP4.1

Vertical Bar Graph – Favourite Colour

The students in grade 4 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.



Frequency Table	
Red	
Blue	
Green	
Yellow	
Purple	

a) Which colour was most popular?	
b) The title of the graph is not specific enough. What would you change it to?	
c) What is the scale of the graph?	
d) Was pink more popular than yellow and orange together?	
e) Which two colours add up to pink?	
f) How many people were surveyed?	

PREVIEW

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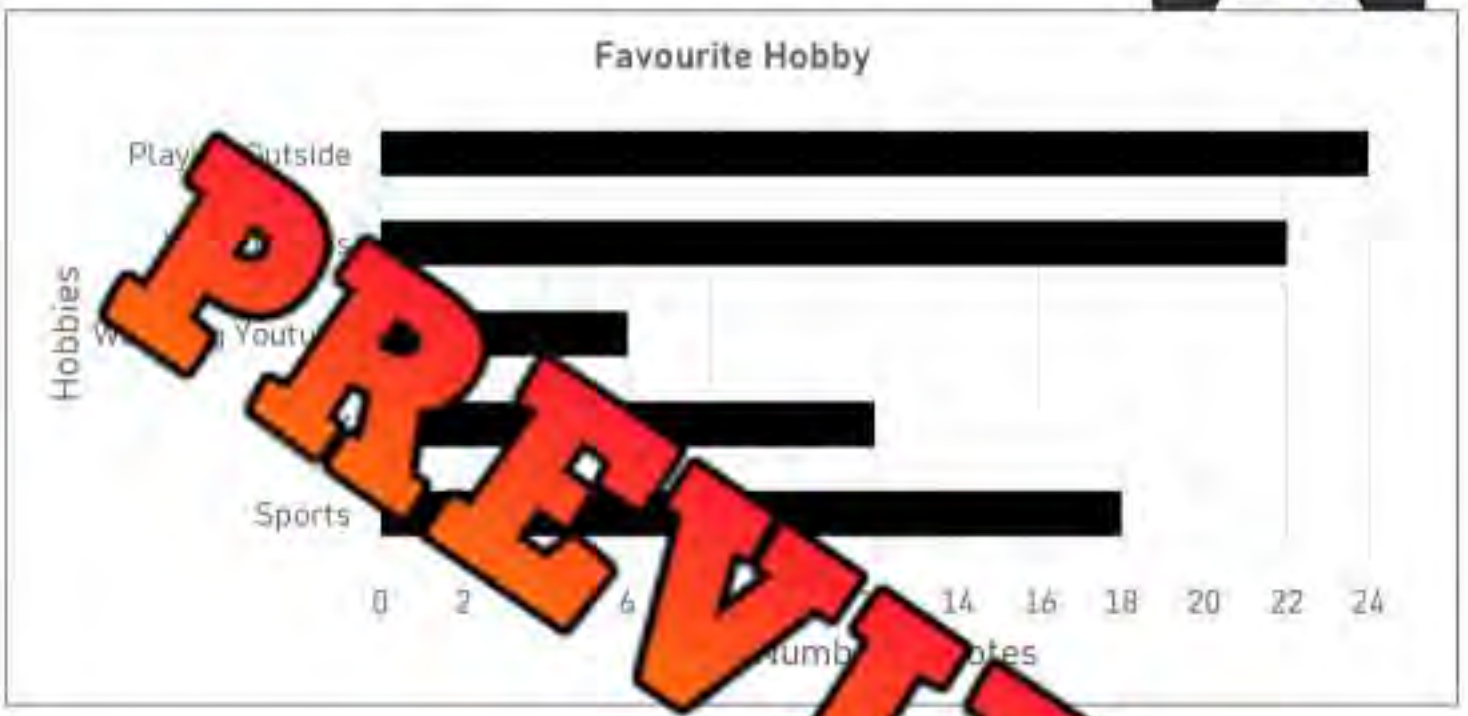
Name: _____ 24

Curriculum Connection
SP4.1

Horizontal Bar Graph – Favourite Hobby

100 people were surveyed about their favourite hobby.
The results have been displayed in the graph below.



PREVIEW

a) Which hobby is the most popular?	
b) What are the 2 labels (titles) for the x and y axis?	(y)_____
c) How many people chose video games as their favourite?	
d) How many people liked playing outside and TV the best?	
e) How many people liked sports more than watching YouTube?	
f) What two hobbies add up to the amount of people who chose playing outside?	
g) How many people were surveyed?	

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Curriculum Connection
SP4.1

Exit Cards

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

PREVIEW

Name: ______________________

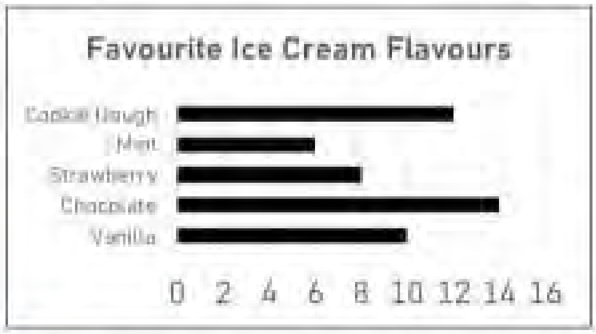
1) Which category of ice cream is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



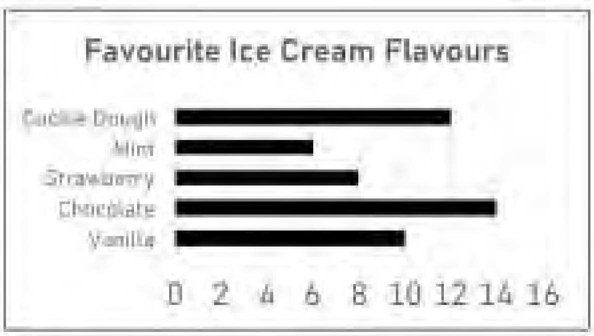
1) Which category of ice cream is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



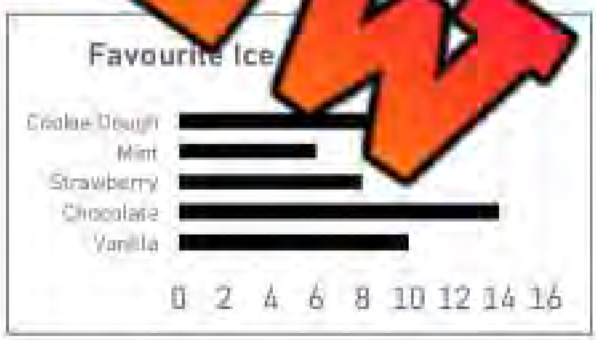
1) Which category of ice cream is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



1) Which category of ice cream is most popular?

____

2) How many people were surveyed?

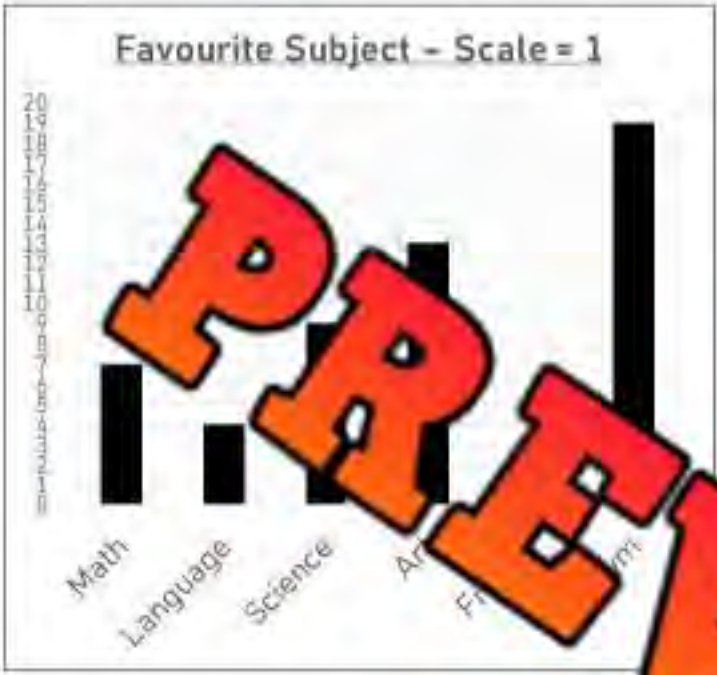
____

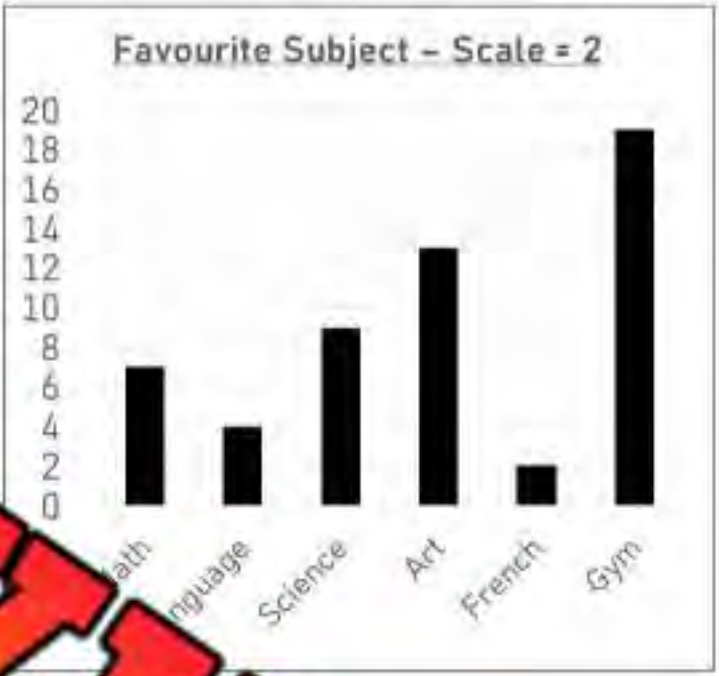
Name: _____ 26

Curriculum Connection
SP4.1

One-to-One vs Many-to-One

The grade 4's from Wellington Elementary School were asked which subject was their favourite. The results have been displayed in two different bar graphs.





PREVIEW

a) Which subject was most popular?	
b) Which subject was the least popular?	
c) How many more students liked gym than French?	
d) How many students were surveyed?	
e) What is different about the two graphs? Which graph is easier to read?	
f) When is it better to use larger numbers for your scale? When should you use smaller numbers, like one-to-one?	

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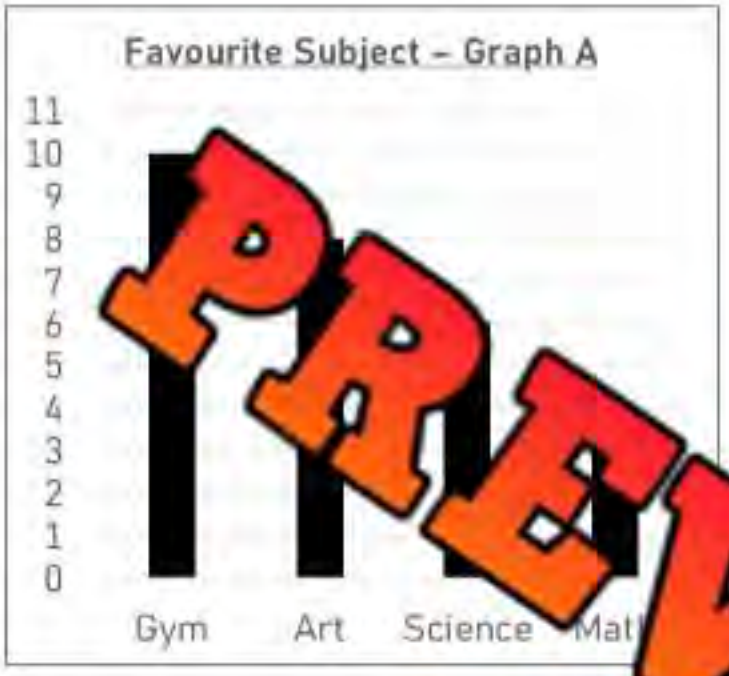
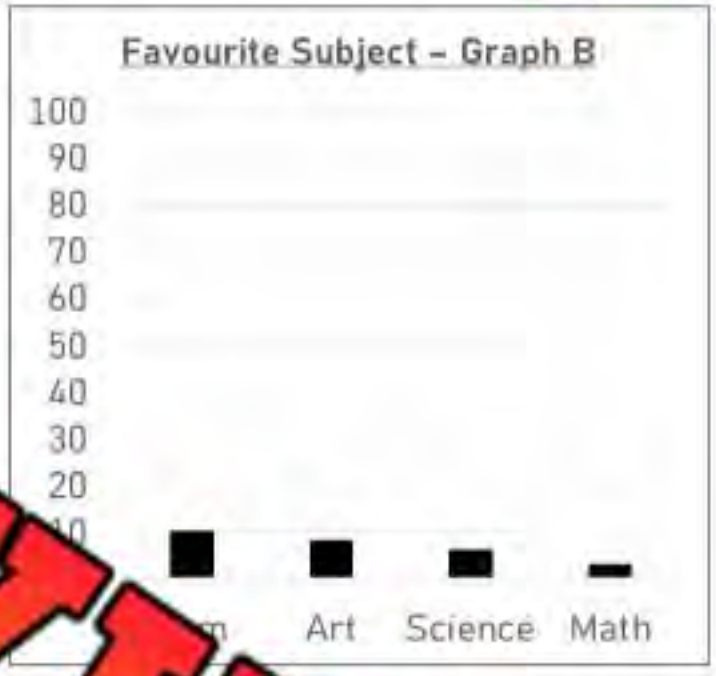
Name: _____ 27

Curriculum Connection
SPA 1

Favourite Subject – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





PREVIEW

Questions	What do you noti ut th hs?
a) What is the scale in Graph A?	
b) What is the scale in Graph B?	
c) Which graph uses more of the space?	
d) Which graph is easier to read and interpret? Why is that graph better?	
e) Why is it important to choose an appropriate scale?	

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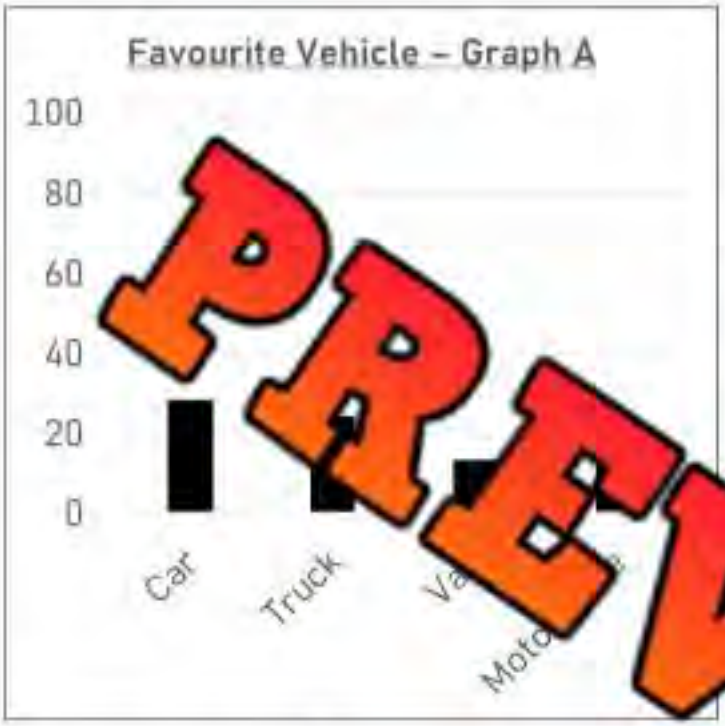
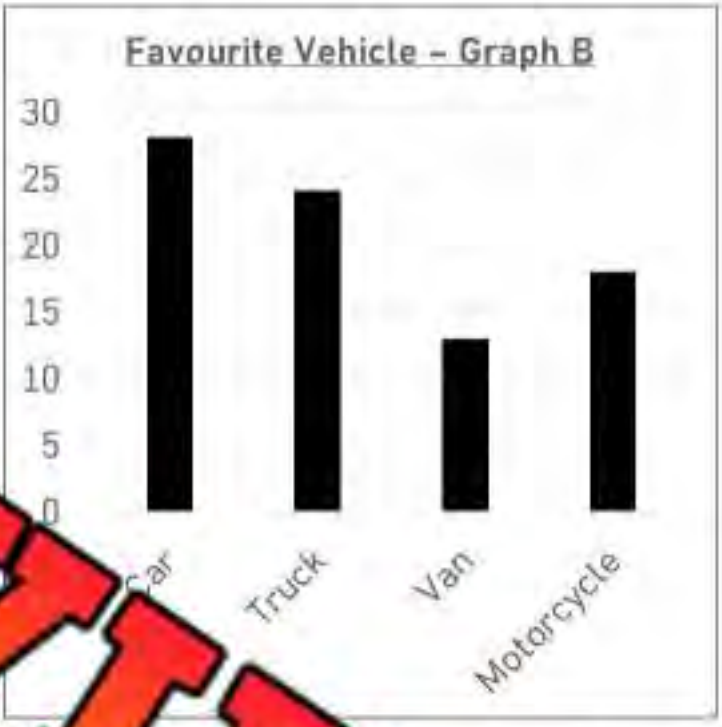
Name: _____ 29

Curriculum Connection
SP4.1

Favourite Vehicle – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





PREVIEW

Questions What do you notice about the graphs?

a) What is the scale in Graph A?	
b) What is the scale in Graph B?	
c) Which graph uses more of the space?	

d) Which graph is better? Why?

_____

_____

e) What other scales could you use for the data?

- Go up by _____
- Go up by _____

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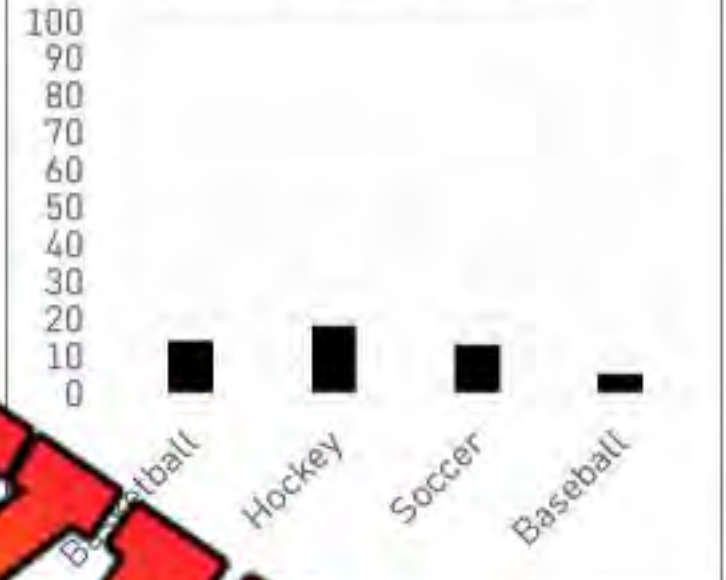
Name: _____ 30

Curriculum Connection
SP4.1

Favourite Sport – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.



PREVIEW

Questions	What do you notice a[illegible]e tw[illegible]

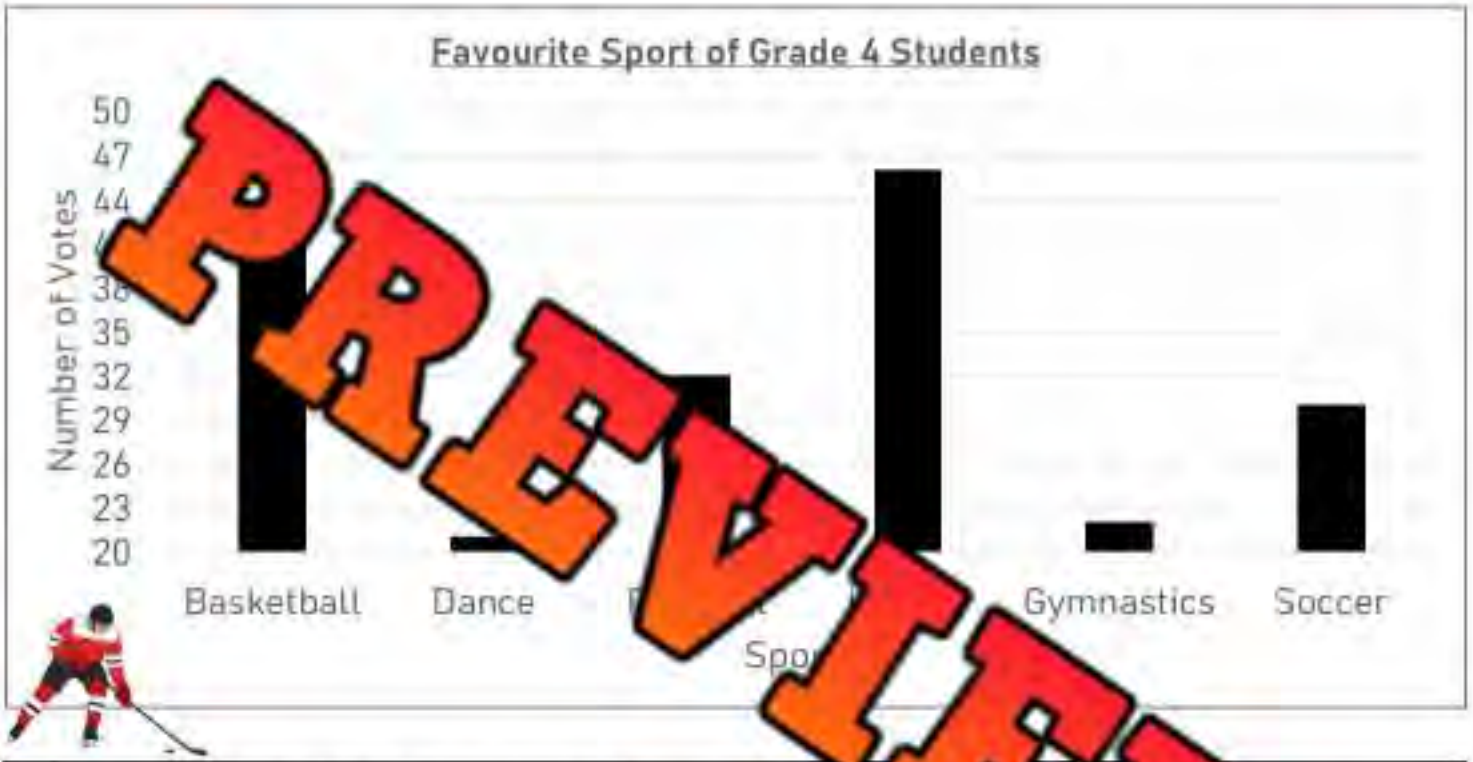
a) What is the scale in Graph A?	
b) What is the scale in Graph B?	
c) Which graph uses more of the space?	
d) Which graph is easier to read and interpret? Why is that graph better?	
e) Why is it important to choose an appropriate scale?	

Name: _____ 31

Curriculum Connection
SP4.1

Reading a Bar Graph – Line Break

The students in grade 4 were asked which sport was their favourite. The results have been displayed in the bar graph below. Notice the scale on the x-axis uses a line break.



PREVIEW

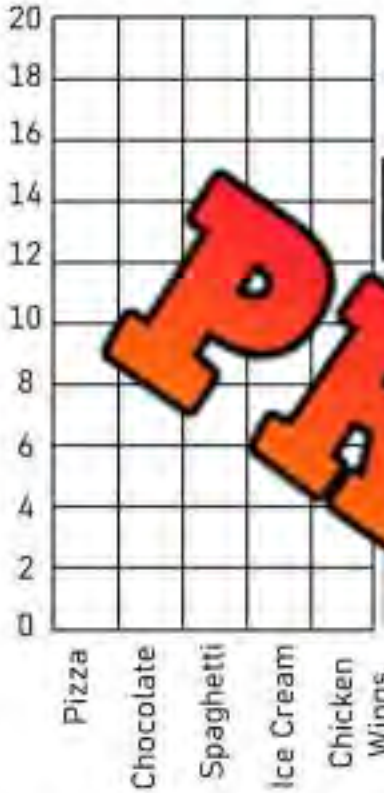
a) What number does the scale on the y-axis start with?	
b) What is the scale on this graph? What does it go up by?	
c) What is the title of the bar graph?	
d) What are the 2 labels (titles) for the x and y axis?	(x)_____ (y)_____
e) How many more votes did hockey get over dance?	
f) How many students participated in the survey?	

Name: _____ 35

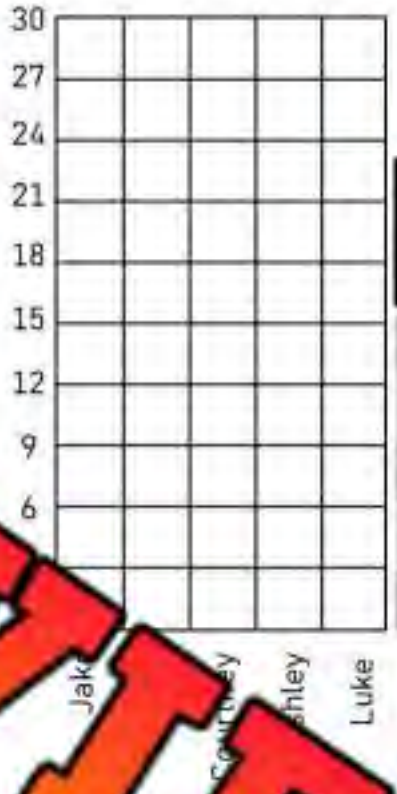
Curriculum Connection
SPA.1

Drawing Bar Graphs

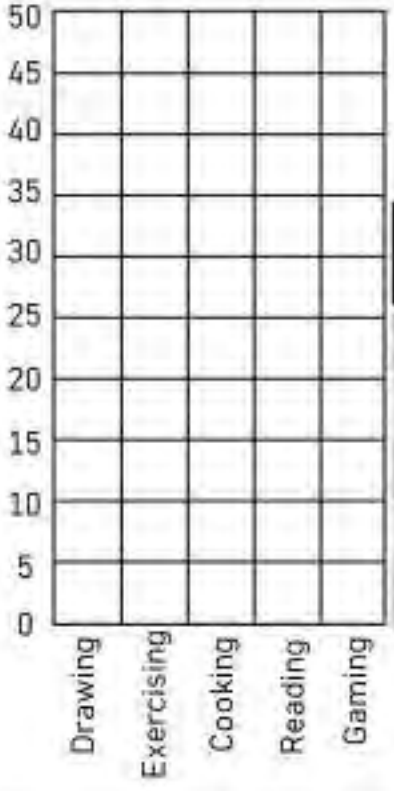
Questions | Draw the bars for each of the bar graphs below



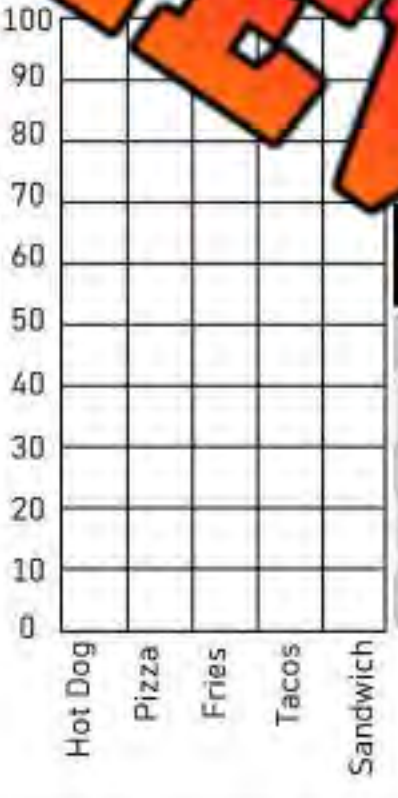
Favourite Food	# of votes
Pizza	16
Chocolate	14
Spaghetti	8
Ice Cream	11
Chicken Wings	11



Player	# of points
Jake	21
Nathan	12
Courtney	18
Ashley	28
Luke	8



Favourite Hobby	# of votes
Drawing	30
Exercising	11
Cooking	29
Reading	13
Gaming	45



Favourite Food	# of votes
Hot Dog	40
Pizza	80
Fries	75
Tacos	35
Sandwich	25

PREVIEW

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Curriculum Connection
SP4.1

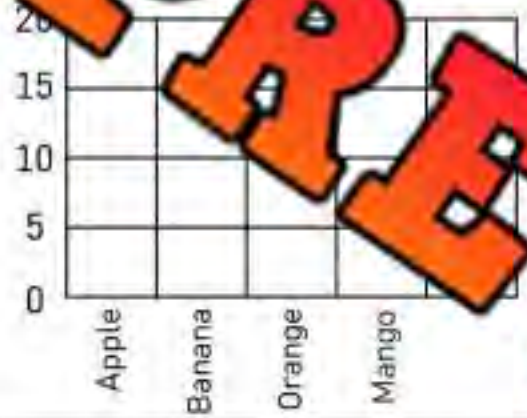
Exit Cards

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

Name: _____

Draw the bars for the bar graphs below.

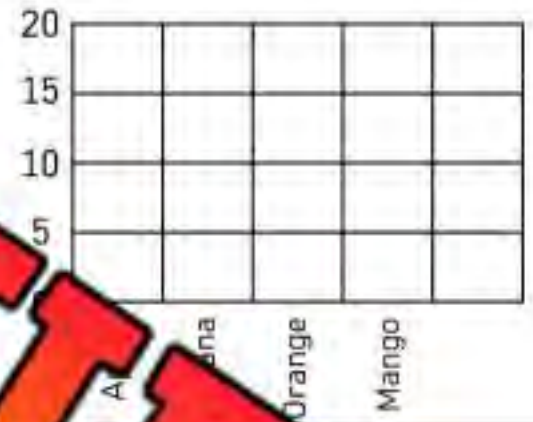
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

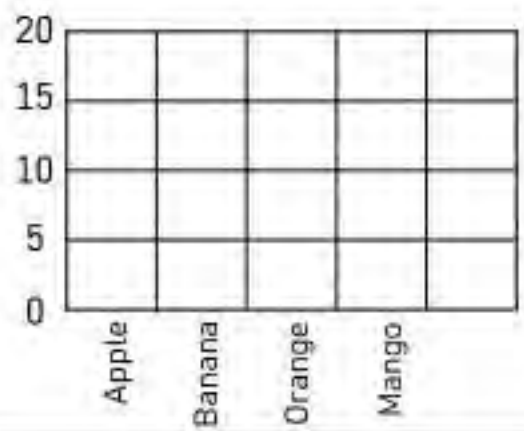
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

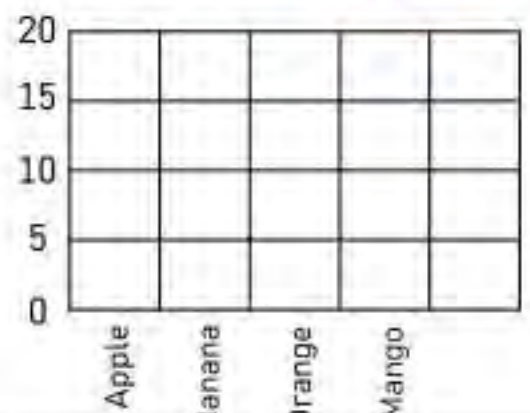
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name:

Draw the ba r th ow.

Fruit	Apple	Ba		Mango
Votes	20	10		5



PREVIEW

Name: _____ 38

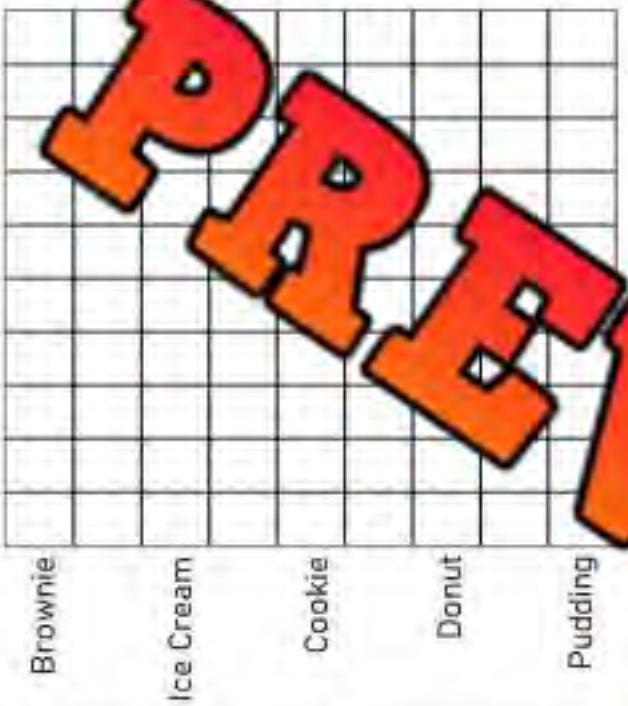
Curriculum Connection
SP4.1

Creating Scale

When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

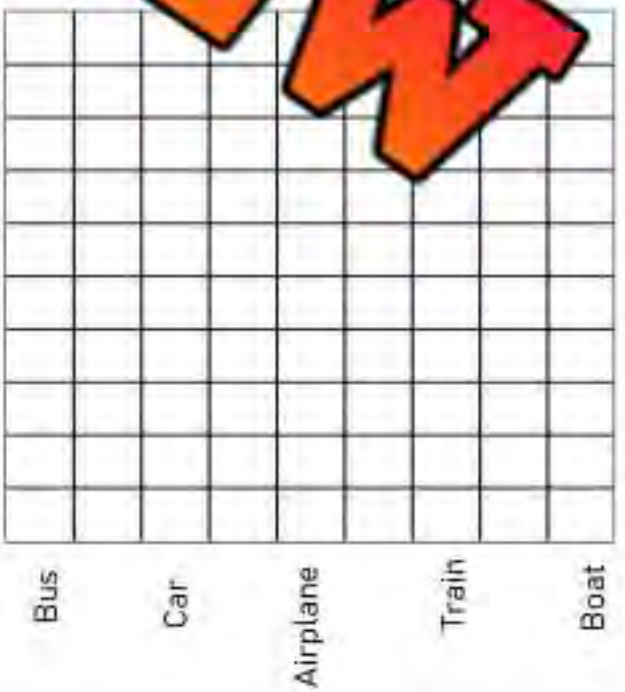
Step 1: Look at the data. Find the lowest and highest numbers.
Step 2: Count how many lines you have to plot your data.
Step 3: Decide what to go up by to ensure you have enough space to plot all the data.

PREVIEW



Favourite Dessert	# of votes
Brownie	21
Ice Cream	27
Cookie	15
Donut	12
Pudding	9

Favourite Transportation Method	# of votes
Bus	10
Car	50
Airplane	90
Train	70
Boat	80

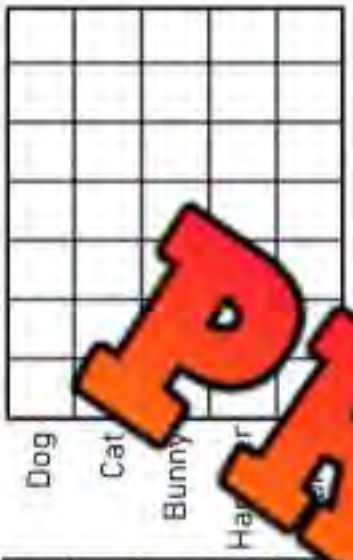


Name: _____ 39

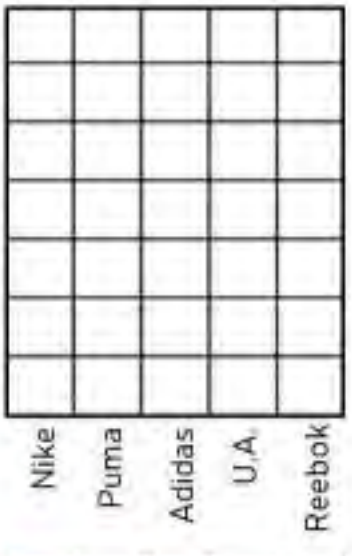
Curriculum Connection
SPA.1

Creating Scale

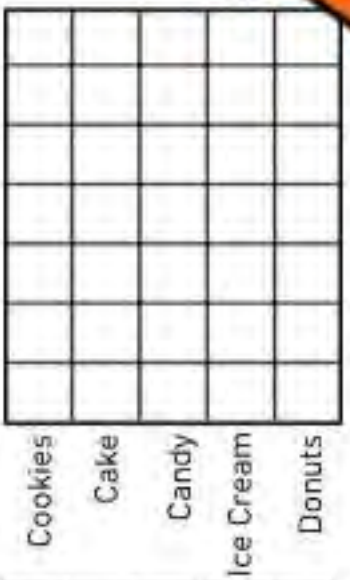
Questions 1) Read the numbers and decide which scale to use. 2) Draw your bar graphs



Pets	Votes
Dog	3
Cat	12
Bunny	18
Hamster	15
[illegible]rtle	9

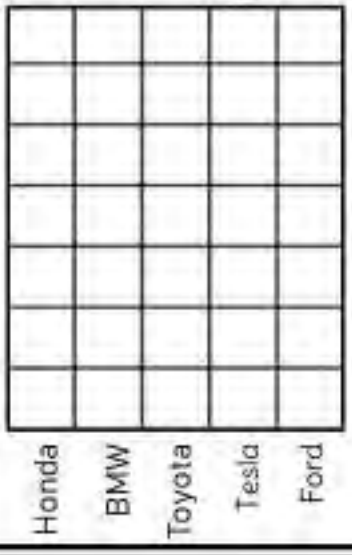


Brand	Votes
Nike	10
Puma	6
Adidas	3
Under Armour	8
Reebok	12

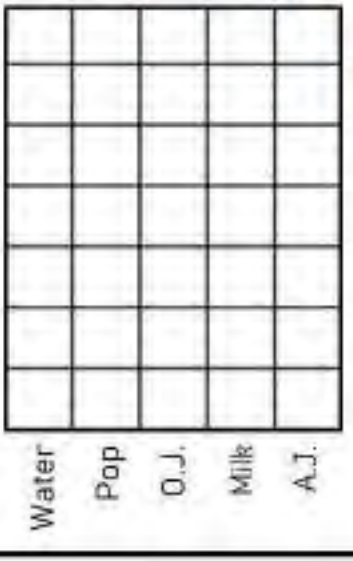


[illegible]	Vot[illegible]
Coo[illegible]	1[illegible]
Cake	[illegible]
Candy	3[illegible]
Ice Cream	25
Donuts	10

Subject	Votes
Math	8
Science	22
Gym	65
Art	41
[illegible]quage	30



Cars	Votes
Honda	200
BMW	450
Toyota	225
Tesla	675
Ford	350



Drinks	Votes
Water	700
Pop	1300
Orange Juice	550
Milk	150
Apple Juice	825

PREVIEW

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Name: _____ 40

Curriculum Connection
SP4.1

Frequency Table and Bar Graph

Cody asked 19 of his friends what their favourite meal of the day was. The results are below.

Friends: breakfast, breakfast, lunch, dinner, dinner, breakfast, breakfast, dinner, breakfast, breakfast, breakfast, dinner, lunch, breakfast, breakfast, dinner, dinner, breakfast, lunch

Direction Create a frequency table and then graph it in a bar graph

Group	Breakfast	Lunch	Dinner
Friend			

Title:

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Curriculum Connection
SP4.1

Frequency Table and Bar Graph

Alex asked his classmates which music genre they liked the best. His results are below:

Rock, rap, pop, rock, pop, country, country, rock, pop, pop, rap, jazz, country, country, rock, pop, pop, pop, country, rap, pop, rap, country, rock, rock, pop, country, country, rap

Direction reate a frequency table by interpreting the data and then graph it

Frequency					

Title:

PREVIEW

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Name: _____ 42

Curriculum Connection
SP4.1

Collecting Data

Directions Create your own statistical question and survey your classmates

Statistical Question ***Example*: Which flavour of ice cream is most popular ade 4s?**	_____ _____ _____

Categ					
Tally					
Frequency					

PREVIEW

Interpret What did you learn from your d a?

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. If you asked your entire school, which category do you think would win? Explain.

_____

5. Did any of the survey results surprise you?

I'm surprised that _____

_____

Name: _____ 43

Curriculum Connection
SPA 1

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

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Curriculum Connection
SPA 1

Quantitative vs Qualitative Observations

Qualitative Observations
use your senses to observe the results

Quantitative Observations
use measurement tools to make observations

PREVIEW

Part 1 Ob[illegible]ture below with your senses. Write as many qualitative [illegible] can (imagine the smell/noise/taste/feel)

Smell: _____

Feel: _____

_____

Se[illegible] _____

[illegible] _____

Part 2 Pretend you can measure the weight, speed, an[illegible]t o[illegible] below. Provide a quantitative observation (estimation of these [illegible]

Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

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Name: _____ 45

Curriculum Connection
SP4.1

Qualitative vs Quantitative Data

Quantitative data	**Qualitative data**
Data that uses numbers (measured, counted) - length, height, area, weight, time, etc.	data that uses words (categories) - choices, favourites, foods, colours, etc.

Part 1 Read the description of the data and circle if it is quantitative or qualitative

1) Length [illegible] feet	Quantitative	Qualitative
2) Po[illegible]in North and South America	Quantitative	Qualitative
3) Animals tha[illegible]	Quantitative	Qualitative
4) Number of me[illegible]on by [illegible]in the Olympics	Quantitative	Qualitative
5) How many movies yo[illegible]d last	Quantitative	Qualitative
6) Brand of shoes you're we[illegible]	Quantitative	Qualitative
7) Favourite drink at a café	Quantitative	Qualitative
8) How many steps you get a day	[illegible]itative	Qualitative
9) Favourite type of exercise	[illegible]	Qualitative
10) How many hours of sleep you get a night	[illegible]nti[illegible]	[illegible]ualitative

PREVIEW

Part 2 Write a quantitative and qualitative description fo[illegible]elow

1) Topic - Sports	
Quantitative	
Qualitative	

2) Topic – School	
Quantitative	
Qualitative	

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Exit Cards

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

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Number of siblings
   Quantitative / Qualitative
2. Preferred social media platform
   Quantitative / Qualitative
3. Number of pets owned
   Quantitative / Qualitative
4. Type of transportation used
   Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Number of siblings
   Quantitative / Qualitative
2. Preferred social media platform
   Quantitative / Qualitative
3. Number of pets owned
   Quantitative / Qualitative
4. Type of transportation used
   Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Number of siblings
   Quantitative / Qualitative
2. Preferred social media platform
   Quantitative / Qualitative
3. Number of pets owned
   Quantitative / Qualitative
4. Type of transportation used
   Quantitative / Qualitative

PREVIEW

Name: _____ 47

Curriculum Connection
SPA.1

Collecting Data - Qualitative

We collect data so that we can learn more about something we are interested in. We also collect data to solve a problem.

Examples:
Area of Interest: "What is your favourite animal?"
Solving a Problem: "Are you coming to the party on Saturday?" (this solves the problem of how many will be attending the party).

Survey Q
Area of

Collect data by asking your classmates your survey question

Survey estion
Example: Wh
favourite colou

PREVIEW

Categories				
Tally				
Frequency				

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. If you asked your entire school, which category do you think would win? Explain.

_____

5. Did any of the survey results surprise you?

I'm surprised that _____

_____

Name: _____ 48

Curriculum Connection
SPA 1

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

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Curriculum Connection
SP4.1

Collecting Data - Quantitative

When we collect quantitative data, we are asking a survey question that results in a numbered answer. For example: "How many pets do you have?"

Example:
Area of Interest: "How many hours do you watch TV a day?"
Solving a Problem: "How many hot dogs will you eat at the party this weekend?" (this solves the problem of how many hot dogs you'll need to buy for your party).

Survey Qu... ...llect data by asking your classmates your survey question
Area o...

PREVIEW

Survey Questi...

Example: How m... ...oks did you read this we...

Categories				
Tally				
Frequency				

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which number/number range was the most popular? _____
3. Which number/number range was the least popular? _____
4. If you asked your entire school, which number/number range do you think would win? Explain. _____
5. Did any of the survey results surprise you?

I'm surprised that _____

_____

Name: _____ 52

Curriculum Connection
SPA 1

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

PREVIEW

_____

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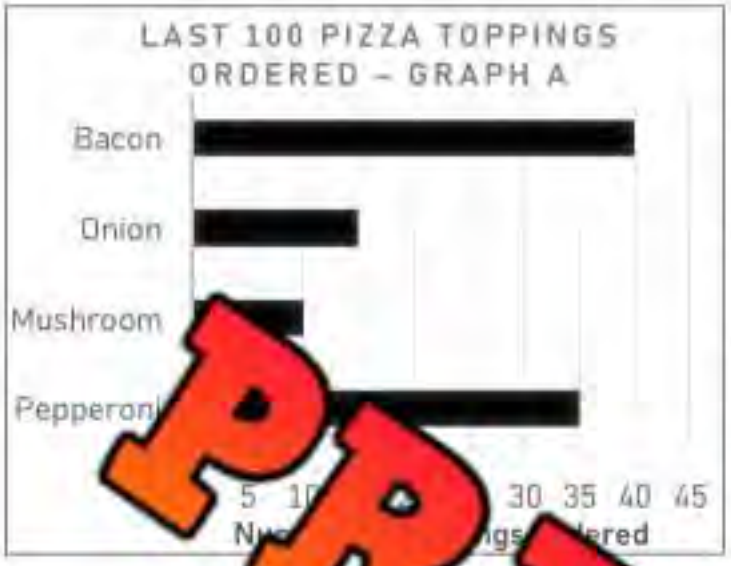
Name: _____ 55

Curriculum Connection
SP4.1

Displaying Data Using Different Graphs



	Last 100 Pizza Toppings Ordered – Graph B
Bacon	
Onion	
Mushroom	
Pepperoni	

= 5 toppings

PREVIEW

Questions Answ… …ns below

a) Which graph displays the … …ely? Explain your choice.

b) If you were reading this data quickly, which graph … fa… …re…? Explain.

c) When do you think a bar graph is better than a pictograph?

d) When do you think a pictograph is better than a bar graph?

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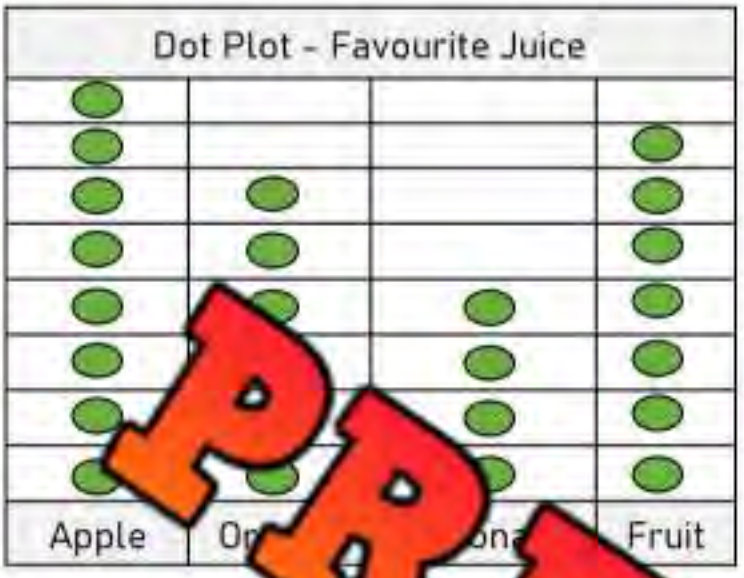
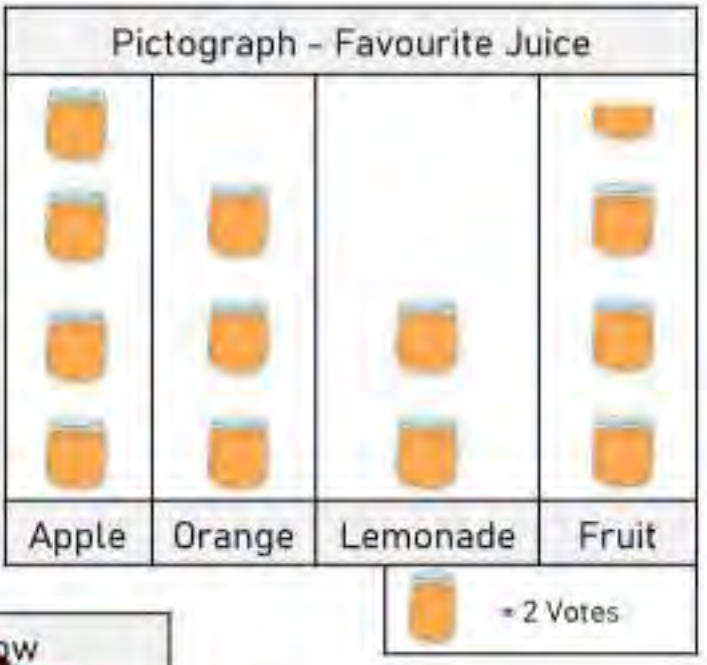
Name: _____ 56

Curriculum Connection
SP4.1

Displaying Data Using Different Graphs





PREVIEW

Questions

a) What is the difference between a dot plot and a pictograph? Which graph always uses one-to-one correspondence?

b) If you were reading this data quickly, which graph would be faster to read? Explain.

c) When do you think a dot plot is better than a pictograph?

d) When do you think a pictograph is better than a dot plot?

Name: _____ 57

Curriculum Connection
DR2.1

Activity Title: Flip the Data

Objective

What are we learning about?

Students will engage in a fun and active game where they read data from a bar graph and answer questions to earn the opportunity to flip a bottle or cup. This activity combines data interpretation skills with a physical challenge, adding excitement and a competitive element to learning.

Materials

What you will need for the activity.

- B[illegible]or cups[illegible]g
- A sm[illegible]tboar[illegible]r t[illegible]isplay bar graphs
- Timer (sto[illegible] [illegible]martp[illegible]pp)
- Question card[illegible] on t[illegible] data
- Scoreboard to ke[illegible]

Instructions

How you wi[illegible]mp[illegible]

1. Divide the class into small teams, ideally of 5 [illegible]tude[illegible]h.
2. Prepare a series of bar graphs to display d[illegible]mart[illegible]with corresponding question cards that ask about t[illegible]g[illegible]
3. One team at a time comes to the front where the gr[illegible]play
4. Display the first bar graph on the smartboard.
5. The first student from the active team reads the graph and sel[illegible]card. Start the timer when the question is first shown.
6. The student answers the question based on the data presented in the graph. The teacher checks the answer.
7. If the student answers correctly, they flip their bottle or cup repeatedly until they land it upright. When they do, the next teammate can take their turn.
8. If the student's answer is incorrect, they must try another question card before they can attempt to flip.
9. The team's turn ends either when all members have successfully flipped their bottle/cup or when the timer reaches a set limit (e.g., 3 minutes).
10. Record the team's time or number of successful flips on the scoreboard.
11. Repeat steps 4-10 for each team. The team with the fastest time wins.

PREVIEW

Name: _____ 58

Curriculum Connection
SP4.1

Graph 1 | What did you learn from the graph?

PREVIEW

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SP4.1

Graph 2 | What did you learn from the graph?

PREVIEW

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Name: _____ 61

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SP4.1

Graph 4 | What did you learn from the graph?

PREVIEW

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Name: _____ 63

Data Value Connection
P4.2

Questions Choose a question to ask the student who is about to flip their bottle

What is the title of the graph?
What is the title of the Y-axis?
What is the title of the X-axis?
What does each bar on the graph represent?
Which category has the highest value?
Which category has the lowest value?
How many categories are displayed on the graph?
What is the range of values shown on the Y-axis?
What is the total number of units represented by all bars?
What is the difference in value between the highest and lowest categories?
Are there any categories that have similar values to each other?
How does the value of one specific category compare to others?
What could be a possible reason for the highest value?
What could be a possible reason for the lowest value?
What trends can you observe from the graph?
How might this data be useful?
If you could add another category to this graph, what would it be?
How would you describe the overall distribution of data?
What insights or conclusions can you draw from this graph?
How might the information on the graph impact decisions or opinions?

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Name: _____ 64

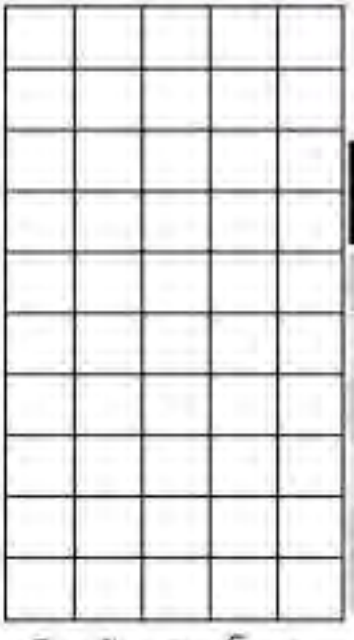
Unit Test – Statistics and Probability

Part 1 Read the description of the data and circle if it is quantitative or qualitative

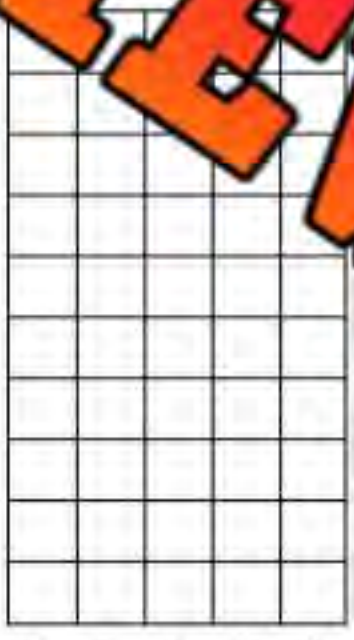
1) Number of cans collected for the food drive	Quantitative Qualitative
2) Height[illegible] the animals in a zoo	Quantitative Qualitative
3) Fa[illegible] grade 4 students	Quantitative Qualitative
4) Snowfall i[illegible]	Quantitative Qualitative
5) Which hobby do you [illegible]ost?	Quantitative Qualitative

PREVIEW

Part 2 Draw the bars [illegible]ch of [illegible]raphs below



Favourite Food	# of votes
Pizza	12
Chocolate	6
Spaghetti	8
Ice Cream	16
Chicken Wings	6



[illegible]	[illegible] of points
Jak[illegible]	15
Nathan	30
Courtney	15
Ashley	21
Luke	9

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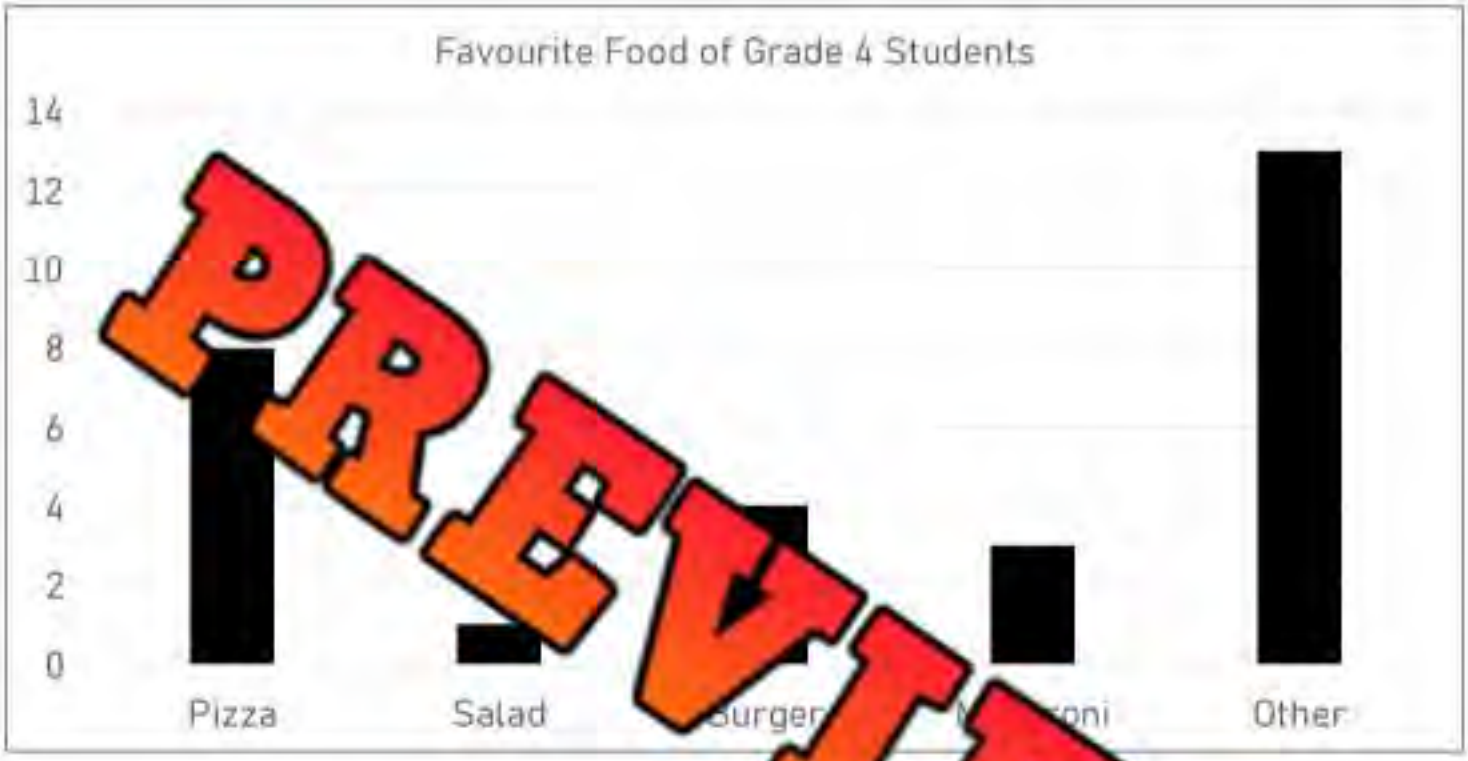
Part 3 Read the graph and answer the questions below

Mr. Simpson collected data from his grade 4 class. He asked them what their favourite food is. He graphed the results in the bar graph below.



PREVIEW

a) Which food was the most popular?	
b) How many more students voted for pizza than salad?	
c) What is the scale of the graph?	
d) Was the "other" category more popular than pizza and burgers together?	
e) Which three foods together add up to the total number of votes pizza received?	
f) How many students were surveyed?	

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Part 4 Graph the data below in a bar graph

The grade 4s were asked which entertainment they liked the best. The results are below.

Movies	TV Shows	YouTube	Video Games	Music
9	12	21	27	15

PREVIEW

a) Which form of entertainment was most popular?	
b) How many more votes did video games get than music?	
c) What scale did you choose for the graph?	
d) How many students were surveyed?	

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