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Grade 5
Strand: Number

	Curriculum Expectations	Pages
N5.1	Represent, compare, and describe whole numbers to 1 000 000 within the contexts of place value and the base ten system, and quantity.	5–35
N5.2	Analyze models of, develop strategies for, and carry out multiplication of whole numbers.	90–148, 184–185
N5.3	Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret	149–185
N5.4		89–192, 208
N5.5	Demonstrate an understanding of fractions by using concrete and pictorial representations to: · create sets of equivalent fractions · compare fractions with like and unlike denominators.	245–270
N5.6	Demonstrate understanding of decimals to thousandths by: · describing and representing · relating to fractions · comparing and ordering.	36–68, 74–87, 125, 129, 139
N5.7	Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).	193–206, 209–241
TQ	Tests and Quizzes	88–89, 186–188, 242–244, 271–272

Name: _____ 5

Curriculum Connection
NS.1

Place Value Chart

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

Part 1 Fill in the place value charts below

1) 347 284

Hundr	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousand	T	Thousands	Hundreds	Tens	Ones

247

Hundred Thousands	Ten Thousands	Th ds	eds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hund	Ones

Part 2 Which place value is the underlined number?

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

Name: _____ 6

Curriculum Connection
NS 1

Place Value – How Many ...

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

Part 1

Fill in the table below

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

Part 2

Fill in the blanks with the missing number

1) 242 323 = 200 000 + 40 000 + _____ + 300 + 20 + 3
2) 843 781 = 800 000 + _____ + 3 000 + 700 + 80 + 1
3) 729 458 = _____ + 20 000 + 9 000 + 400 + 50 + 8
4) 417 383 = 400 000 + 10 000 + 7 000 + 300 + _____ + 3
5) 306 739 = 300 000 + 0 + 6 000 + _____ + 30 + 9

Exit Cards

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

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____ 10

Curriculum Connection
NS 1

Expanded Notation

Questions What is the expanded notation of the numbers below?

1) 501 308

(5 x 100 000) + (1 x 1000) + (3 x 100) + (8 x 1)

2) 432 730

3) 128 000

5) 407 205

6) 20 507

7) 412 600

8) 607 805

9) 750 080

Name: _____ 11

Curriculum Connection
NS 1

Expanded Notation

Questions What is the standard notation of the numbers below?

1) (6 x 100 000) + (3 x 10 000) + (2 x 1 000) + (9 x 100) + (8 x 1)

632 908

2) (4 x 10[illegible]) + (2 x 10 000) + (5 x 1 000) + (7 x 100) + (5 x 10)

3) (3 x 1[illegible]00) + [illegible] + ([illegible] x 100) + (8 x 10)

4) (8 x 100 000) + (5 x 1[illegible] + (3 x 1[illegible] x 100) + (5 x 10) + (6 x 1)

5) (6 x 100 000) + (4 x 10 000) + (1 x 1 000) + (7[illegible])

6) (5 x 100 000) + (3 x 1 000) + (6 x 100) + (7 x 1)

7) (9 x 100 000) + (9 x 10 000) + (9 x 1 000) + (9 x 100) + (9 x 10) + (9 x [illegible])

8) (5 x 100 000) + (1 x 10 000) + (2 x 1 000) + (4 x 100) + (7 x 10) + (7 x 1)

9) (7 x 100 000) + (2 x 10 000) + (4 x 100) + (6 x 10) + (5 x 1)

Curriculum Connection
NS 1

Exit Cards

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

Name: ______________________________

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

(6 x 100 000) + (1 x 10 000) + (4 x 1 000) + (5 x 100) + (5 x 1)

____

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

514 050

____

____

Name: ______________________________

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

(6 x 100 000) + (1 x 10 000) + (4 x 1 000) + (5 x 100) + (5 x 1)

____

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

514 050

____

____

Name: ______________________________

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

(6 x 100 000) + (1 x 10 000) + (4 x 1 000) + (5 x 100) + (5 x 1)

____

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

514 050

____

____

Name: ______________________________

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

(6 x 100 000) + (1 x 10 000) + (4 x 1 000) + (5 x 100) + (5 x 1)

____

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

514 050

____

____

Name: _____ 14

Curriculum Connection
NS.1

Task Cards: Place Value

Objective What are we learning about?

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

Materials What you will need for the activity.

- 2[illegible]
- [illegible] for answers
- Pen[illegible]

Instructions [illegible]he activity

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

Name: _____ 15

Curriculum Connection
NS.1

Task Cards | Cut out the task cards below

Card 1:
Six hundred forty-one thousand, two hundred fifty-nine

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

Card 5:
What is the expanded form of the number below?

591,349

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

(4 x 100 000) + ...000) +
(7 x ... 5 x 1...

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

Card 6:
Two hundred nine thousand, three hundred forty-five

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

Card 3:
432,730

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

Seven ... seven ... thousand, ... five

a) 7...
b) 772,26...
c) 772,65...

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

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

Card 8:
Fifty-eight thousand, ninety

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

Name: _____ 16

Curriculum Connection
NS.1

Task Cards | Cut out the task cards below

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

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

Card 13:
Five hundred twelve thousand, six hundred twenty-nine

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

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

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

a) 100,000 + 20,000 + 3 + 50
b) 100,000 + 20,000 + 3,0 50
c) 100,000 + 20,000 + 30,000 + 5

Card 11:
375,291

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

Card 1
75,4

a) 600,000 + 75, 1
b) 600,000 + 70,0 0 + 21
c) 600,000 + 70,000 + 5,0 00 + 20 + 1

Card 12:
My number has 6 hundred thousands, 7 ones, 2 more hundreds than ones, half as many ten thousands as hundred thousands, 2 tens, and 5 thousands.

What is my number?
a) 635,321 b) 675,217 c) 635,927

Card 16:
800,000 + 50,000 + 6,000 + 300 + 70 + 2

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

Name: _____ 17

Curriculum Connection
NS.1

Task Cards | Cut out the task cards below

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

745,210

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

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

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

Eight hund hou our hun ty-si

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

Card 22:
654,321

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

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

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

Card
67,4

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

Card 20:
Forty-seven thousand, three hundred twelve

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

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

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

Name: _____ 18

Curriculum Connection
NS 1

Task Cards: Place Value

Answers | Record your answers below

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

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

Name: _____ 23

Curriculum Connection NS.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

548 782

H Th	Te	Th	H	T	O

Write the value of the underlined digit

1) 548 782 = _____

2) 548 782 = _____

3) 548 782 = _____

4) 548 782 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____

Fill in the pattern below

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

Fill in the pattern below

548 782 , _____ , 548 802 , 548 812 , _____

Fill in the pattern below

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

Compare using <, >, or =

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

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

Standard Form

Words

nded Form

Place Valu sha

Hundred Thousands	Ten Thousands	Thousands	red	nes	Ones

Pictures

Name: _____ 27

Curriculum Connection
NS.1

Counting to 100 000 by 5 000

Part 1 Count by 5 000

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

Part 2 Fill in the blanks counting by 5000 starting with the number

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

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

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

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

Name: _____ 29

Curriculum Connection
NS.1

Counting to 1 000 000 by 50 000

Part 1 Count by 50 000

	700000	
500		
	500000	900000
200000		
	350000	

Part 2 Fill in the blanks counting by 50 000

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

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

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

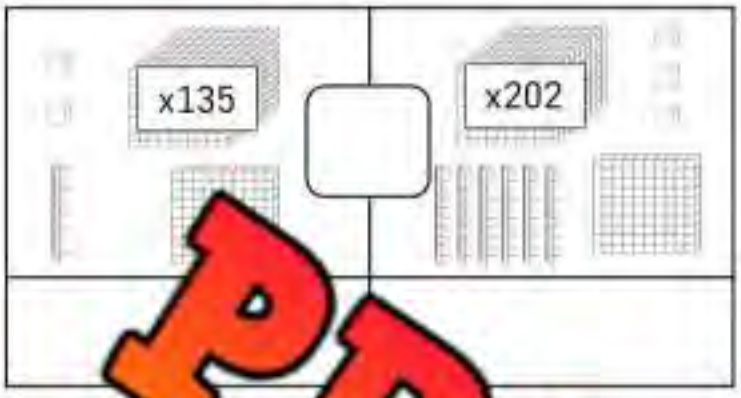
4) _____, _____, _____, _____, _____, 750000

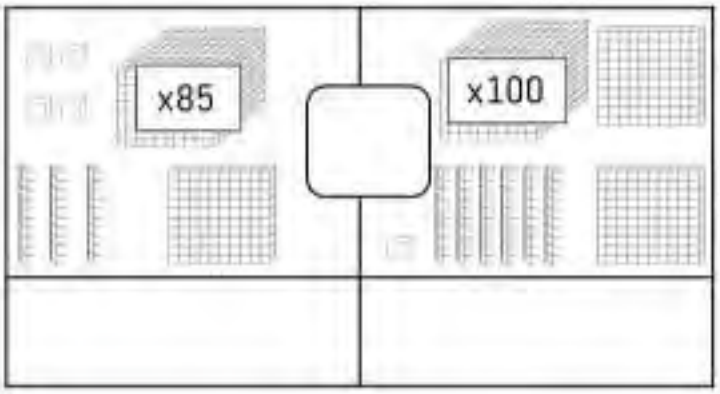
Name: _____ 32

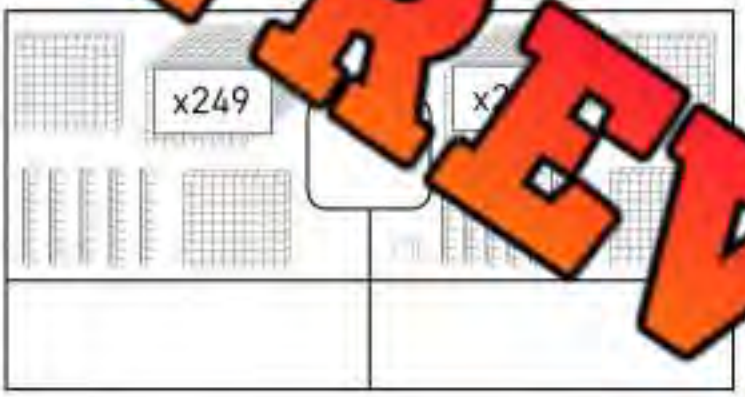
Curriculum Connection
NS 1

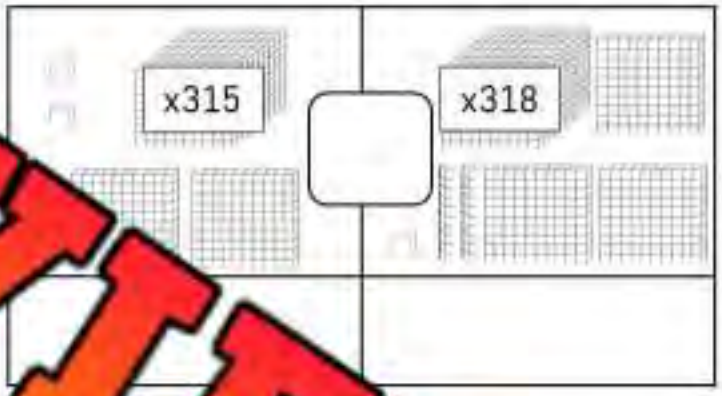
Comparing Base Ten Blocks

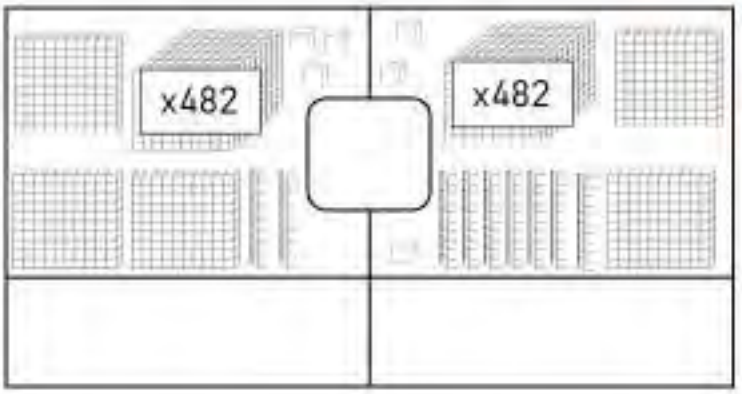
Questions	Compare the number of base ten blocks below

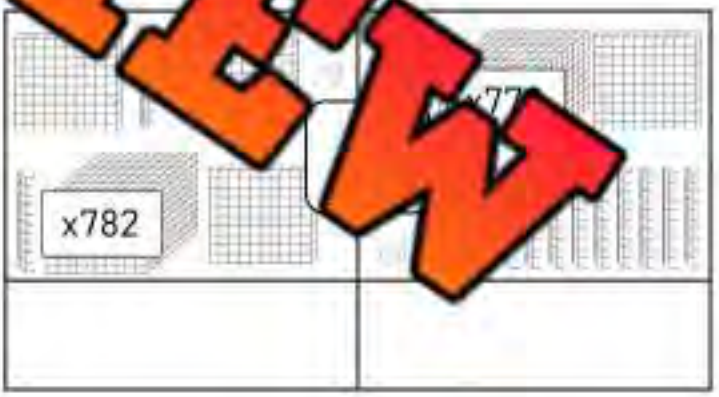


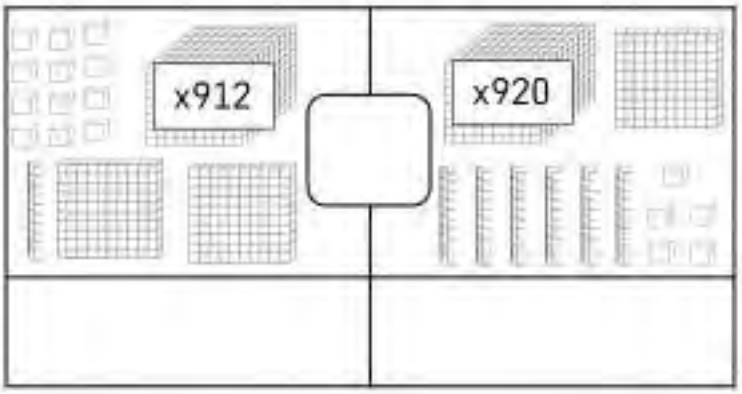


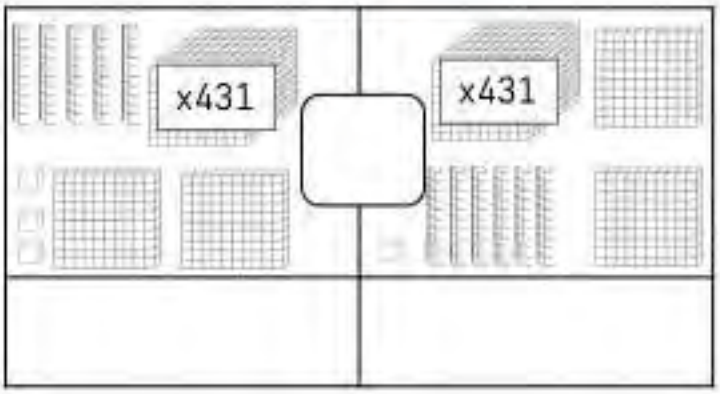












Name: _____ 33

Curriculum Connection
NS 1

Comparing Numbers

18 625, 35 251, 18 323, 34 482 Least to Greatest 18 323, 18 625, 34 482, 35 251	245 871, 189 784, 324 845, 189 218 Greatest to Least 324 845, 245 871, 189 784, 189 218

Part 1 Order the numbers below from least to greatest

148 875, 151 785, 148 982, 151 658

_____, _____, _____, _____

[illegible] 712, 613 258, 451 874

_____, _____

945 254, 955 [illegible] 86 445

_____, _____, _____

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

314 854, 341 785, 341 235, 314 824

_____, _____, _____, _____

264 872, 298 412, 299 452, 278 258

_____, _____, _____, _____

581 775, 538 785, 581 655, 538 999

_____, _____, _____, _____

Name: _____ 34

Curriculum Connection
NS 1

Place Value Quiz

Part 1 Fill in the place value charts below

1) 143 638

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

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

1) 232 632	[illegible]	3) 495 595
4) 518 317	[illegible]	6) 934 234

Part 3 Fill in the table below

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

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

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

Curriculum Connection
NBT

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

1) 372 285

2) 512 383

3) 784 178

Part 6 [illegible] the standard form of the written words below

1) Fo[illegible]dred [illegible] thousand, two hund[illegible]ed t[illegible]

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

Part 7 Write the w[illegible]rm[illegible]bers below

1) 337 284

2) 716 517

Part 8 Solve the riddles

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

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

Name: _____ 36

Curriculum Connection
N5.6

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

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) 8 264.7	7)	8) 7 356.47
9) 3 102.52	10) 6 113.71	11)	3 374.44

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

1) 7 862.55

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

2) 2 383.39

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

Name: _____ 37

Curriculum Connection
NS.6

Comparing Decimals

Part 1 Compare the following numbers

1) 0.5 [>] 0.2	2) 0.3 [ ] 0.4	3) 0.8 [ ] 0.6
4) 1.0 [ ] 0.8	5) 1.3 [ ] 0.8	6) 0.8 [ ] 0.5
7) 1.9 [ ] 2	8) [ ] 20.1	9) 30.3 [ ] 25.9
10) 47.12 [ ] 33.53	11) 5.3 [ ]	12) 77.99 [ ] 77.92
13) 132.22 [ ] 132.65	14) 155.36 [ ] 1	[ ] 454.71

Part 2 Compare the following numbers

1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?

2) Lebron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?

3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

Name: _____ 38 Curriculum Connection NS.6

Math Activity Title: Decimal Bottle Flip Challenge

Objective — What are we learning about?

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

Materials — What you will need for the activity

- [illegible] pair/group) filled to approximately one-third with water (or [illegible] cups [illegible]er)
- Set of dec[illegible]lue [illegible]mparison question cards
- Answer shee[illegible]h gr[illegible]

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

1. Start with a short lesson on plac[illegible] using [illegible]al[illegible]nd how to compare decimal numbers. Use examples like 8,315 / [illegible]entif[illegible]ace value of the underlined number) and comparisons lik[illegible]s 28
2. Arrange the students into pairs or small gro[illegible]tle and a set of question cards to each.
3. Each pair or group receives an answer sheet to rec[illegible] a[illegible]
4. Explain the rules: One student draws a question card an[illegible] trie[illegible]e value or comparison problem.
5. Once they believe they have the correct answer, they write it down[illegible]eir answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they get a point; an unsuccessful flip means they need to try to solve another question card before flipping again.
7. Alternate turns within each group or pair until they have completed all the question cards.
8. Groups or pairs tally their successful flips and compare with the rest of the class to determine the winning team.
9. Go through the answer sheet with the class to ensure understanding and correct any misconceptions.
10. Discuss the strategies used to solve the decimal problems and how understanding decimals is used in real-life situations.

Name: ______________________ 39

Questions Cut out the questions below and use for the game

1) 8,315.44	2) 7,264.6	3) 9,281.55	4) 1,187.23
5) 3,801.14	6) 6,432.51	7) 5,432.98	8) 8,175.42
9) 2,718.28	10) 4,321.05	11) 9,876.91	12) 3,765.09
13) 1,234.88	14) 7,001.56	15) 5,555.77	16) 6,666.88
17) 4,444[illegible]	18) 2,222.33	19) 6734.98	20) 6527.23
21) T[illegible] 67.8 [illegible] math test, while Jerry scored 68.2. [illegible] scored higher?	22) A laptop costs [illegible]99 dollars, and [illegible]et costs [illegible]75 [illegible] [illegible]hich [illegible] [illegible]pen[illegible]	23) Emma ran 5.75 kilometers while Olivia ran 5.7 kilometers. Who ran more kilometers?	24) A bike travels 25.5 kilometers per hour, and a car travels 25.4 kilometers per hour. Which one travels faster?
25) A basketball game lasted 1.25 hours, and a soccer game lasted 1.5 hours. Which game lasted longer?	26) [illegible] gu[illegible] costs 1.[illegible] dolla[illegible] while a candy b[illegible] costs 1.75 dolla[illegible] Which one is more expensive?	[illegible]hael scored [illegible]2 o[illegible] test, while [illegible] s[illegible]ed 94.8[illegible] sco[illegible] h[illegible]	28) A smoothie costs 3.95 dollars, and a soda costs 1.25 dollars. Which [illegible] is cheaper?
29) A book series has an average of 234.45 pages, and another book series has an average of 235.65 pages. Which book series has more pages per book?	30) John has 48.75 dollars, and Mary has 48.85 dollars. Who has more money?	31) A re[illegible] for 2.75 cup[illegible] flour, but another recipe calls for 2.8 cups of flour. Which recipe uses more flour?	[illegible]sts [illegible] lasts 2.25[illegible]s. Which one is longer?
33) A concert ticket costs 150.09 dollars, and a theater ticket costs 150.25 dollars. Which one is more expensive?	34) A car's fuel efficiency is 10.25 kilometres per litre, and another car's fuel efficiency is 10.2 kilometres per litre. Which car is more fuel-efficient?	35) A bottle of water costs 1.08 dollars, and a soda costs 1.35 dollars. Which one is cheaper?	36) A painting is 48.75 centimeters wide, and another painting is 48.85 centimeters wide. Which painting is wider?

Name: _____ 40

Curriculum Connection
N5.6

Decimal Bottle Flip Challenge

Answers | Record your answers below

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

13	
14	
15	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
33	
34	
35	
36	

Successful Flips	

Name: _____ 41

Curriculum Connection
NS.6

Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9 Least to Greatest 0.1, 0.2, 0.4, 0.5, 0.9	15.2, 10.3, 7.9, 18.5 Greatest to Least 18.5, 15.2, 10.3, 7.9

Part 1 Order the numbers below from least to greatest

0.9, 0.5, 0.2 _____, _____, _____	0.8, 0.9, 0.2, 0.4 _____, _____, _____, _____
0.1 _____, _____, _____	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, 0.4 _____, _____, _____, _____
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 _____, _____, _____, _____

Name: _____ 42

Curriculum Connection
N5.6

Activity: Decimal Treasure Hunt

Objective What are we learning about?

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

Materials What you will need for the activity.

- 12 index cards
- Pieces of paper
- Markers or pens
- Tape
- Timer (optional)
- Small prizes (optional)

Instructions How you will complete the activity

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

Name: _____ 43

Curriculum Connection
NS.6

Index Cards | Cut out the index cards below

1.5	1.23
22.7	2.45
43.67	47.3

Name: _____ 44

Curriculum Connection
N5.6

Index Cards | Cut out the index cards below

43.12	47.34
119.01	119.45
332.34	332.30

Name: _____ 45

Curriculum Connection
N5.6

Recording Sheet | Follow the instructions below

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

2) Once you'v[illegible]2 n[illegible]bers, write them in order from least to greatest.			
1)		7)	
2)			
3)			
4)		10)	
5)		[illegible]	
6)		12)	

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

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

Name: _____ 46

Curriculum Connection
N5.4

Writing Decimal Numbers Using Words

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

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

Part 1 — Match the number with the correct words

	S…ur and eight tenths	A	8.5
	…e-hundred fifty and ninety hundredths	B	9.3
	One-h…ty-…nd six tenths	C	18.7
	Eight and …nth…	D	74.8
	Two-thousand eig…and…hundredths	E	125.6
	Nine and three tenths	F	542.95
	Eighteen and seven tenths	G	2085.41
	Five-hundred forty-two and ninety-fiv…ndr…	H	80 150.90

Part 2 — Write the written form of the numbers be…

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

Name: _____ 47

Curriculum Connection
NS 6

Expanded Form

238.17 ← Standard Form

200 + 30 + 8 + 0.1 + 0.07 ← Expanded Form

Part 1

What is the expanded form of the numbers below?

1)		
2)	253	
3)	391.5	
4)	408.48	
5)	3 157.87	
6)	58 190.08	

Part 2

What is the standard form of the numbe[illegible]elo[illegible]

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

Curriculum Connection
NS.6

Exit Cards

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Name: _____ 52

Curriculum Connection
NS 6

Counting by Hundredths – Decimal Pattern

Questions Continue counting by hundredths by filling in the missing boxes

Exit Cards

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

Name: ______________________

Compare the following numbers

1)	[illegible]	☐	0.212
2)	0.452	☐	0.421
3)	0.6[illegible]	☐	[illegible]
4)	0.451	☐	[illegible]
5)	0.871	☐	0.901

Name: ______________________

Compare the following numbers

1)	0.25	☐	0.212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: ______________________

Compare the following numbers

1)	0.25	☐	0.212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: ______________________

Compare the following numbers

1)	0.25	☐	0.212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: _____ 57

Curriculum Connection
NS.6

Ordering Decimals

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

Part 1

Order the numbers below from least to greatest

1) 0.553, [illegible] 0.357, 0.113

_____, _____, _____, _____

2) 0.427, 0.159, 0.428, 0.406

_____, _____, _____, _____

3) 0.641, 0.[illegible]2, 0[illegible]

_____, _____, _____, _____

4) 1.454, 2.426, 1.408, 2.616

_____, _____, _____, _____

5) 11.464, 11.483, 24.265, 24.612

_____, _____, _____, _____

6) [illegible] 51.114, 51.128, 51.113

_____, _____, _____, _____

Part 2

Order the numbers below fro[illegible]est [illegible]

1) 0.625, 0.661, 0.673, 0.612

_____, _____, _____, _____

2) 0.332, 0.338, [illegible]38

_____, _____, _____, _____

3) 1.413, 1.659, 1.873, 1.942

_____, _____, _____, _____

4) 2.122, 2.181, 1.115, 1.362

_____, _____, _____, _____

5) 14.251, 14.229, 14.396, 14.238

_____, _____, _____, _____

6) 19.722, 19.662, 19.641, 19.637

_____, _____, _____, _____

Name: _____ 60

Curriculum Connection
NS.6

Generating Decimals Between Whole Numbers

Practice List at least three decimals between the numbers

1)

Decimals

2)

Decimals

3)

Decimals

Word Problems Solve the riddles below

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

Curriculum Connection
N5.6

Exit Cards

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

Name: _____

List three decimals between the numbers.

0.2 → 0.5

Decimals

0.65 ← 0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2 ↔ 0.5

Decimals

0.65 ↔ 0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2 ↔ 0.5

Decimals

0.65 ↔ 0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2 ← 0.5

Decimals

0.65 ↔ 0.67

Decimals

Name: _____ 72

Curriculum Connection
NBT

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

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

Question: Round the numbers three different ways

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

Name: _____ 81

Curriculum Connection
NS.6

Converting Fractions and Decimals

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

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

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

Part 2 Convert the following fractions and decimals

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

Exit Cards

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
/100	
	0.

Convert the following fra d decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

ert the following fractions and

00	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the t wi d decimal and fract

Fraction	mal
5/100	
28/100	
	0.37
	0.79

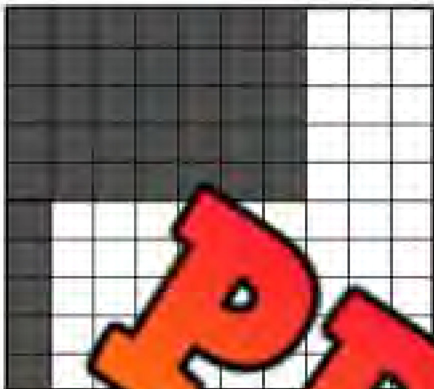
Convert the following fractions and decimals.

0.42 = /100	78/100 =

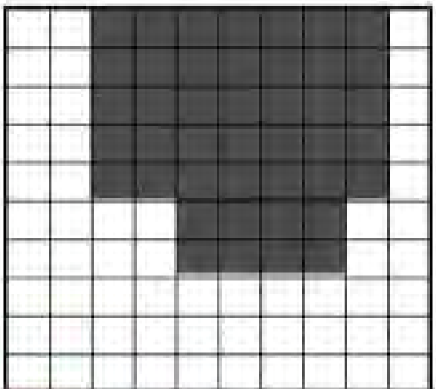
Name: ______________________ 87

Fractions and Decimals

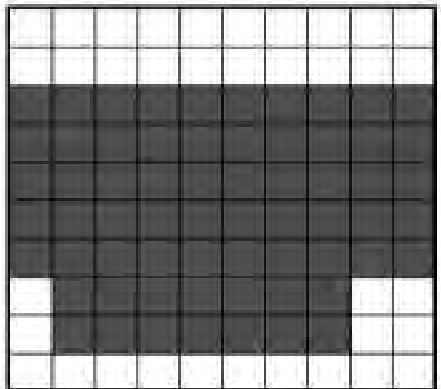
Questions What fraction and decimal of the array is shaded in?



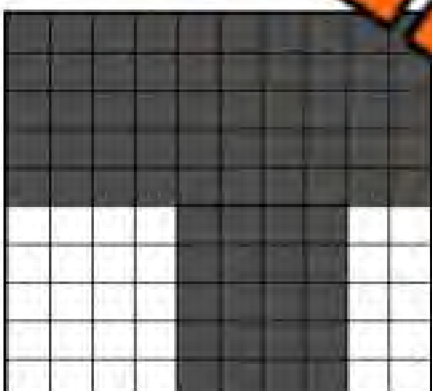
Fraction	
Decimal	



Fraction	
Decimal	

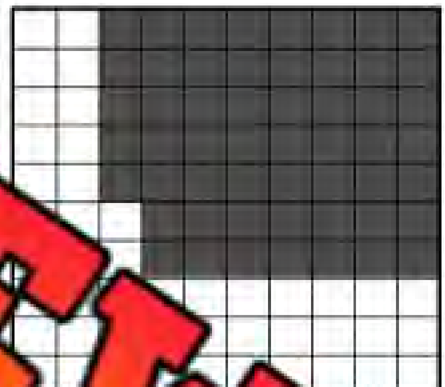


Fraction	
Decimal	

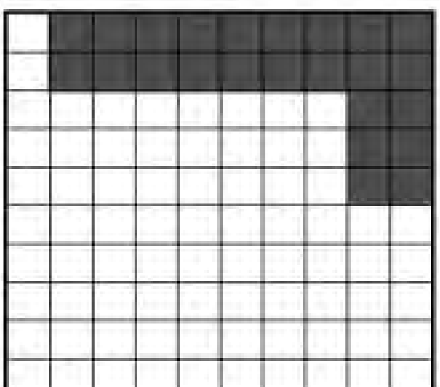


Fraction	
Decimal	

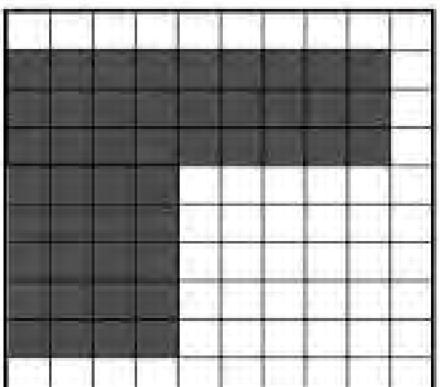
Fraction	
Decimal	



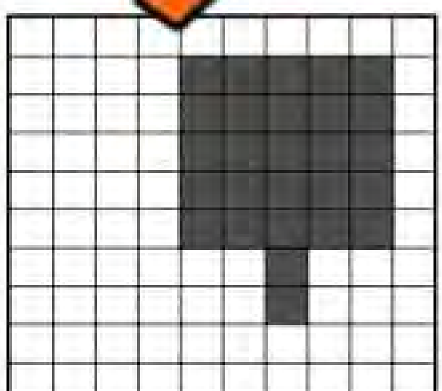
Fraction	
Decimal	



Fraction	
Decimal	



Fraction	
Decimal	



Fraction	
Decimal	

Name: _____ 88

Quiz - Decimals

Part 1 Fill in the place value table for the numbers below

1) 7 235.426

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 814.678

Thousands				Decimal	Tenths	Hundredths	Thousandths

Part 2 What is the place value for the underlined number?

1) 7 728.122	2) 1 563.427	3) [illegible]	4) 1 713.688
5) 6 412.433	6) 2 454.723	7) [illegible]	8) 4 357.926

Part 3 Round the decimal number to the nearest hundredth

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

Curriculum Connection
TEI

Part 4 Order the numbers below from least to greatest

1) 0.223, 0.29, 0.45, 0.413

_____, _____, _____, _____

2) 0.427, 0.42, 0.288, 0.36

_____, _____, _____, _____

3) 0.24, 0.44, 0.47

_____, _____, _____, _____

4) 1.554, 1.41, 1.56, 1.596

_____, _____, _____, _____

Part 5 Answer the problem below

1) Reilly makes 0.425 three-pointers. [illegible] makes 0.42 three pointers he shoots. Who is the better three point shooter?

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

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

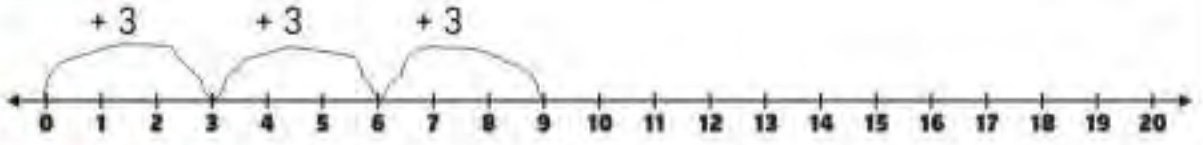
Name: _____ 93

Curriculum Connection
NS.2

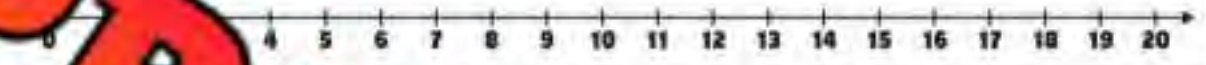
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



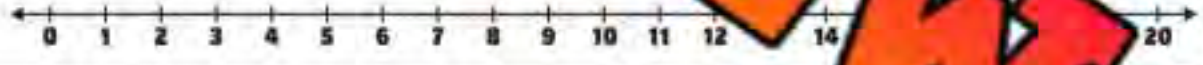
5 x 2 = ____



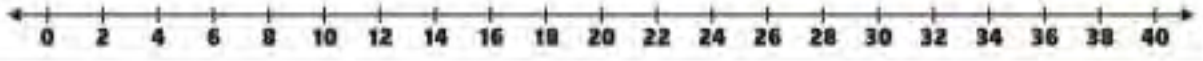
5 x 4 = ____

6 x 2 = ____

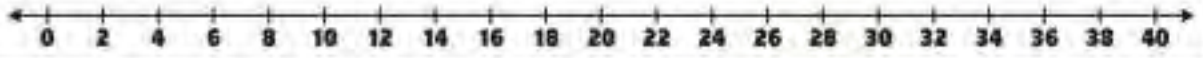
9 x 2 = ____



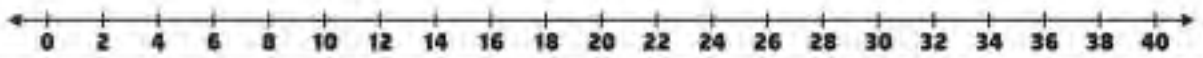
14 x 2 = ____



8 x 4 = ____



9 x 4 = ____

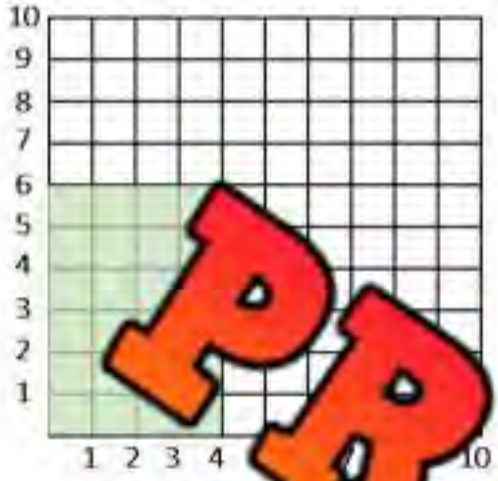


Name: _____ 99

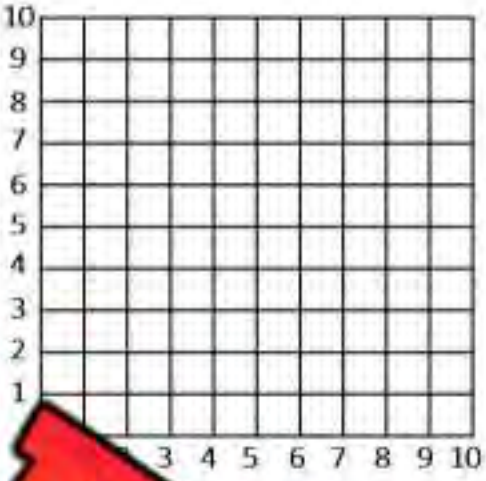
Curriculum Connection
NBT

Multiplication - Arrays

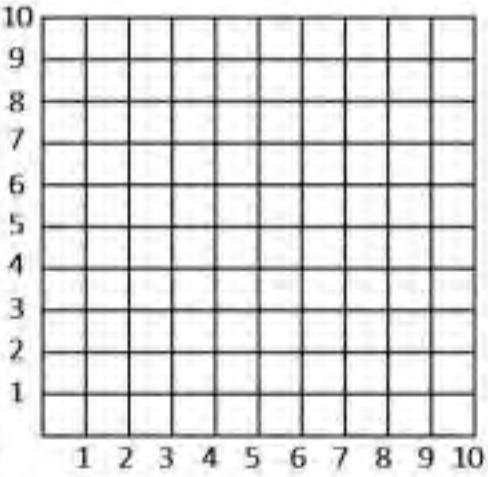
Questions Shade in the arrays using the table. Answer the questions below



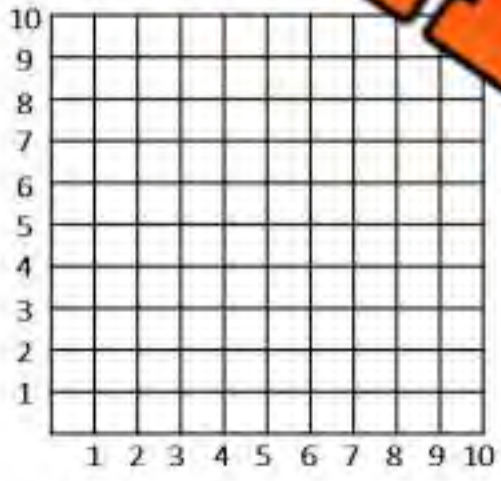
6 x 4 = _____



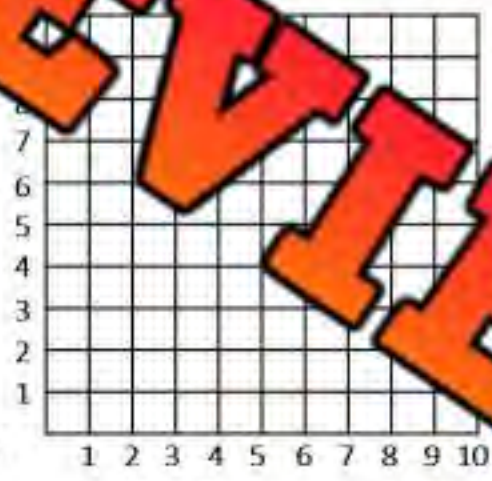
_____ = _____



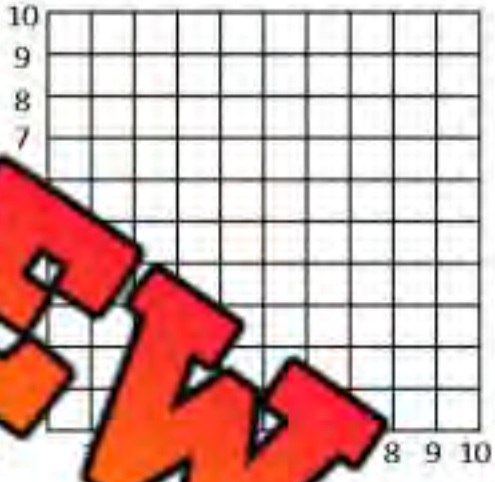
7 x 8 = _____



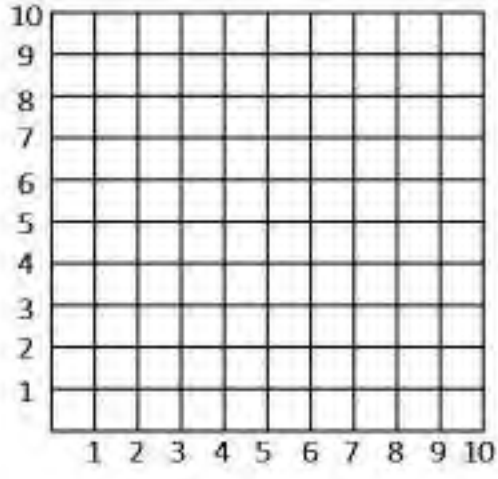
4 x 7 = _____



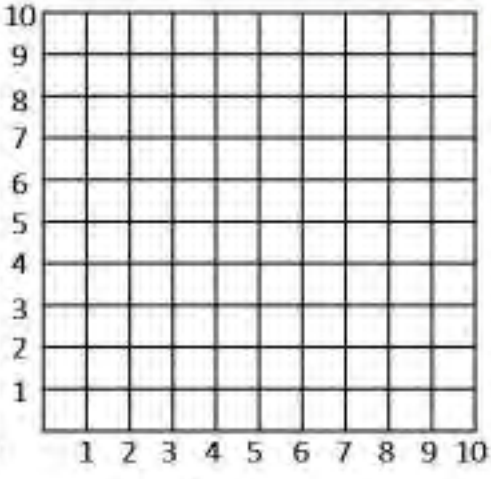
9 x 3 = _____



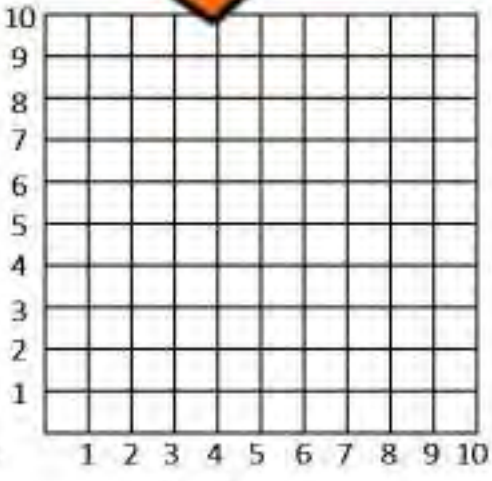
_____



6 x 5 = _____



6 x 6 = _____



9 x 5 = _____

Name: _____ 100

Curriculum Connection
N5.2

Mental Math - Multiplication - Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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

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

Name: _____ 102

Curriculum Connection
NS.2

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

15 x

18 x 6

16 x 7

19 x 6

15 x 8

16 x 6

17 x 9

Name: _____ 103

Curriculum Connection
N5.2

Menta Math - Multiplication - Doubling and Halving

Directions

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

Example

14 x 4

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

↓ ↓

56 56

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

Name: _____ 118

Curriculum Connection
NS.2

Multiplying by Multiples of Ten

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

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

Questions Answer the questions below using the key concept above

x 30	
2	
5	
7	
3	
4	
6	
8	

x 50	
2	
6	
3	
7	
4	

x 70	
2	
5	
7	
3	
4	
6	
8	

x 40	
5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

Name: _____ 119

Curriculum Connection
N5.2

Activity: Multiplication Race

Objective What are we learning about?

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

Materia you will need for the activity.

- Index card
- Markers
- Timer (optio

Instructions How you w

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

Name: _____ 120

Curriculum Connection
N5.2

Math Cards | Cut out the math cards below

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

Name: _____ 121

Curriculum Connection
N5.2

Math Cards | Cut out the math cards below

8 x 4	10 x 5
6 x [illegible]	8 x 60
9 x 40	[illegible]
3 x 6	4 x 50

Name: _____ 124

Curriculum Connection
N5.2

Math Cards | Cut out the math cards below

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

Name: _____ 126

Curriculum Connection
NS.2

Multiplication - 2 x 1 Digits

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

1)		
	3	5
x		

2)		
	8	7
x		4

3)		
	4	7
x		6

4)		
	8	4
x		9

5)		
	6	2
x		4

6)		
		3
x		

7)		
	2	3
x		6

8)		
	9	3
x		7

Part 2 Use the standard algorithm to solve the m...tio...lem... below

1) 45 x 2	2) 74 x 3	3) 62 x 6	4) 87 x 5	99 x 0
6) 37 x 4	7) 53 x 7	8) 73 x 5	9) 58 x 8	10) 36 x 6

Curriculum Connection
NS.2

Exit Cards

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

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27 x 7

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27 x 7

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27 x 7

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27 x 7

Name: _____ 130

Curriculum Connection
NBT

Multiplication – 3 by 1 Digit

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

1)			
	3	5	3
x			

2)			
	8	7	4
x			8

3)			
	4	7	2
x			7

4)			
	8	4	0
x			2

5)			
	8	2	1
x			4

6)			
x			

7)			
	8	7	5
x			6

8)			
	9	4	3
x			7

Part 2 Use the standard algorithm to solve the m[illegible]tio[illegible] below

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

Name: _____ 131

Curriculum Connection
N5.2

Multiplication – 3 by 1 Digit

Part 1 Evaluate

1) 426 x 6	2) 238 x 7
3) 2	4) 6 x 302
5) 522 x 9	6) 872

Part 2 Answer the word problems below

1) Courtney bought 7 boxes of cookies. Each box has 450 grams in it. How many grams of cookies did she buy? 	2) Stella ran around her neighbourhood 6 times today. Each lap around her neighbourhood is 752 metres. How many metres did she run? 

Name: _____ 132

Curriculum Connection
NS.2

Multiplication – 3-Digit 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 3 = 705

	200	30	5
3	600	90	15

600 + 90 + 15 = 705

Question … area model to solve the multiplication problems below

1) 452 x … = _____

2) 626 x 2 = _____

3) 347 x 4 = _____

4) … = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

Curriculum Connection
NS.2

Exit Cards

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

Name: _____

Solve the multiplication problems below.

1) 35 _____

2) 830 x 4 = _____

3) 672 x 6 = _____

Name: _____

Solve the multiplication problems below.

1) 356 x 7 = _____

2) 830 x 4 = _____

3) 672 x 6 = _____

Name: _____

Solve the multiplication problems below.

1) 356 x 7 = _____

2) 830 x 4 = _____

3) 672 x 6 = _____

Name: _____

Solve the multipli... below.

1) 356 x 7 = _____

2) 830 x 4 = _____

3) 672 x 6 = _____

Name: _____ 135

Curriculum Connection
NS 2

Multiplication Word Problems

Questions	Solve the word problems below

1) Ivy sold 262 lemonades from her lemonade stand last month. She sells her lemonade for $3 each. How much money did she make last month?

2) Kelly works at a call [illegible] where s[illegible] people to try to sell a product. Each phone call she makes is an [illegible] o[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?

Name: ______________________________

Curriculum Connection
N5.2

Math Activity Title: Multiplication Bottle Flip Challenge

Objective — What are we learning about?

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

Materia[illegible] — What you will need for the activity.

- Pla[illegible] bottles [illegible] air/group) filled to approximately one-third [illegible] us[illegible] s)
- Set of mul[illegible] questi[illegible]
- Answer sheet [illegible] h gr[illegible]

Instructions — How you [illegible] co[illegible] ity

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

Questions	Cut out the questions below and use for the game

1. 213×6	2. 325×4	3. 587×2	4. 412×5
5. 634×3	6. 759×8	7. 276×7	8. 481×9
9. 394×3	10. 542×6	11. 638×4	12. 792×5
13. 253×2	14. 674×7	15. 811×3	16. 951×6
17. 138×[illegible]	18. 497×8	19. 782×4	20. 635×2
21. A[illegible]ma has 27 rows with 7 seats in each[illegible] How many seats are there in total?	[illegible] A shop has [illegible]helves, and [illegible] sh[illegible] holds 9 [illegible]roduc[illegible] [illegible]any [illegible] [illegible]op ha[illegible]	23. A park has 47 benches. Each bench can seat 7 people. How many people can be [illegible]eated in the [illegible]	24. A library has 52 shelves. Each shelf holds 12 books. How many books are there in total?
25. A school has 154 students. Each student brings 5 pencils. How many pencils are there in total?	26. A car deal[illegible] sells 123 cars each month. How many cars are sold in 4 months?	[illegible] A [illegible]r harv[illegible] fru[illegible] hou[illegible] [illegible]any [illegible] are [illegible] hours?	28. A gardener plants 30 trees each week. How [illegible]any trees are [illegible]d in 4 [illegible]
29. A factory produces 240 gadgets every hour. How many gadgets are produced in 5 hours?	30. A theatre has 32 rows with 5 seats in each row. How many seats are there in total?	31. Jeremy earns $125 an hour. How much does he earn in an 8-hour day?	[illegible]akes 45 [illegible]es each hou[illegible] How many cupcakes are made in 7 hours?
33. A farmer plants 48 trees in each field. How many trees are in 9 fields?	34. A plane flies 860 km/h. How far will it go after 6 hours?	35. A store sells 56 products each day. How many products are sold in 9 days?	36. A factory produces 150 parts every hour. How many parts are produced in 6 hours?

Name: _____ 138

Curriculum Connection
NS.2

Multiplication Bottle Flip Challenge

Answers | Record your answers below

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

13	
14	
15	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
2	
33	
34	
35	
36	

Successful Flips	

Name: _____ 139

Curriculum Connection
NS.2 NS.4

Reasonableness – Estimating Products (2 x 2)

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

Questions Round the numbers to the nearest ten and then solve

#	nding	Calculate	Reasonable?	
1)		58 x 34	Yes	No
2)	72 x 23		Yes	No
3)	62 x 74	62 x 74	Yes	No
4)	47 x 56	47 x 56	Yes	No

Name: _____ 140

Curriculum Connection
NF.2

Multiplication – 2 x 2 Digits

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

1)			
		6	3
	x		

2)			
		8	8
	x	5	4

3)			
		4	6
	x	8	3

4)			
		4	8
	x	3	7

5)			
		8	5
	x	7	8

	x	6	

7)			
		8	3
			9

8)			
		3	9
	x	6	3

Part 2 Solve the word problems below

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

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

Name: ____________________ 142

Curriculum Connection
NS 2

Multiplication – 2 x 2 Digits

Step 1: Setup up the Area Model

32 x 17= ______

	30	2
10		
7		

Step 2: Multiply

32 x 17= ______

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

Step 3: Add

32 x 17= 544

	30	2
10	300	20
7	210	14

300 + 210 + 20 + 14 = 544

Questio[illegible] [illegible] [illegible]ea model to solve the multiplication problems below

1) 32 [illegible]

2) 27 x 23 = ______

3) 45 x 24 = ______

4) [illegible]7 x [illegible]

5) 82 x 44 = ______

6) 94 x 72 = ______

Math Jeopardy – Multiplication 2 x 2 Digits

Objective What are we learning about?

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

Mate ...u will need for the activity.

- Jeopardy ...ne ne...
- Buzzer or bell

Instructions How you will comp... acti...

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.

Name: _____ 148

Curriculum Connection
NS.2

Jeopardy Questions | Ask students the questions below

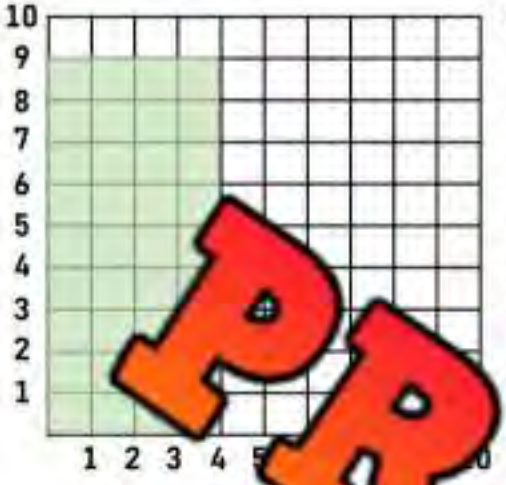
$100	$200	$300	$400	$500
12 x 14 = _____	23 x 19 = _____	35 x 16 = _____	47 x 28 = _____	59 x 32 = _____
21 x 15 = _____	25 = _____	46 x 39 = _____	53 x 47 = _____	67 x 54 = _____
14 x 22 = _____	5 = _____	= _____	52 x 24 = _____	48 x 36 = _____
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 1 cars. Eac costs $18. Ho much was spent in total on the toy cars?	ding a boo pag ev man pag sh have rea aft days?	Noah is organizing his comic collection. has 65 comics each of his 19 many he total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

Name: _____ 149

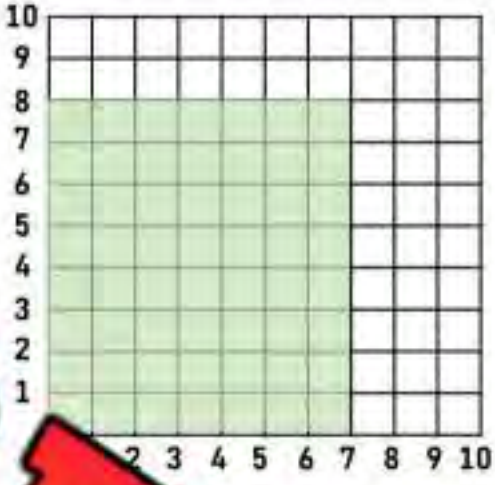
Curriculum Connection
NS.3

Division - Arrays

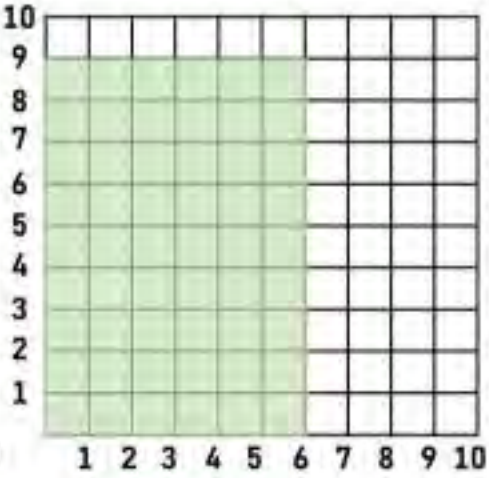
Questions	How is the shaded in area divided?



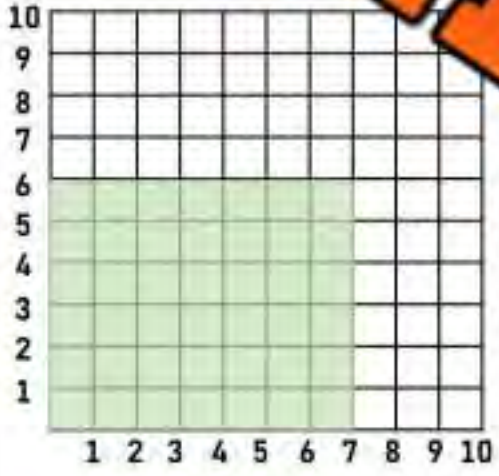
36 ÷ 4 = _____



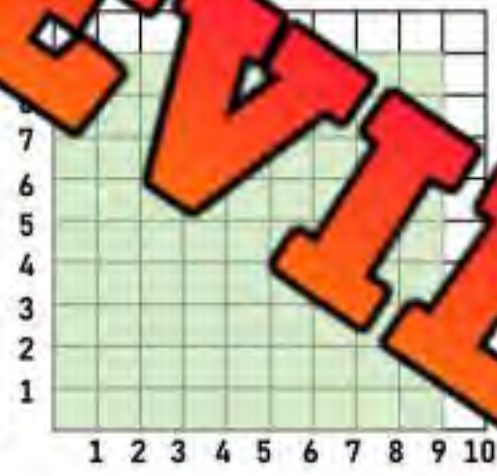
7 = _____



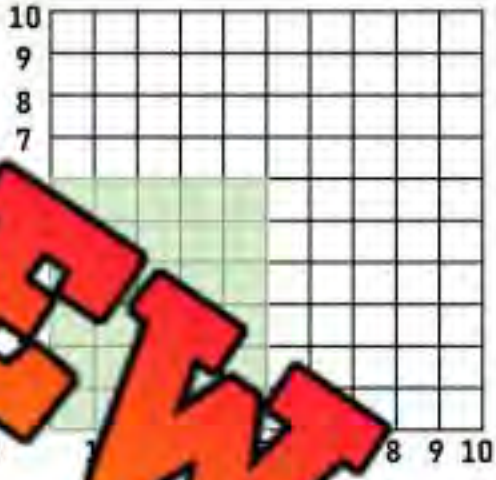
54 ÷ 6 = _____



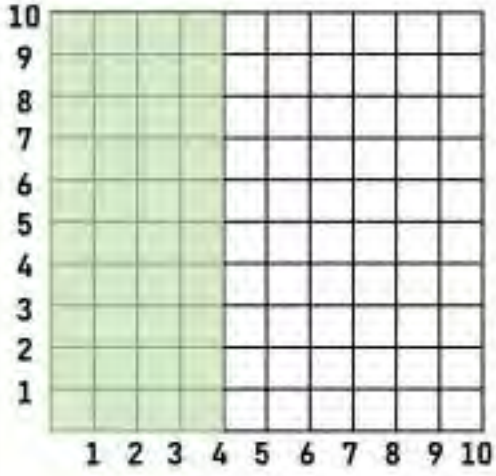
42 ÷ 7 = _____



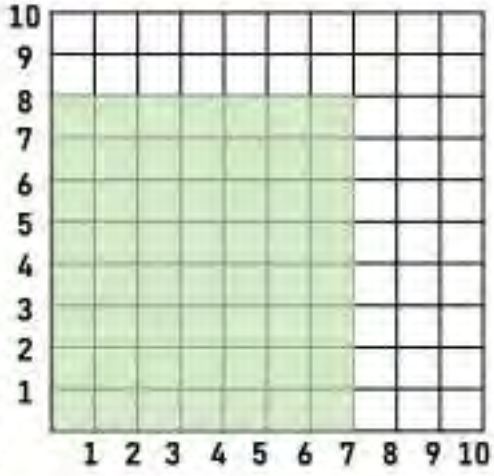
81 ÷ 9 = _____



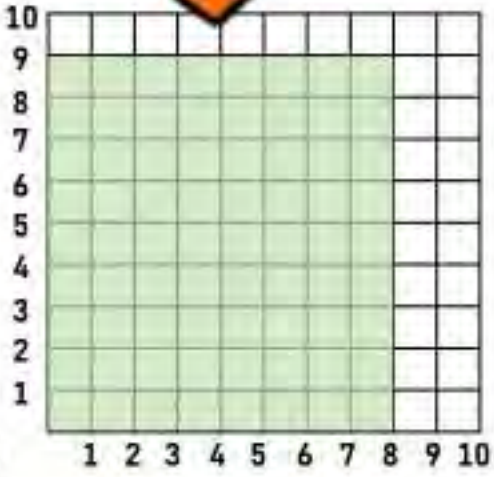
30 _____



40 ÷ 4 = _____



56 ÷ 7 = _____



72 ÷ 9 = _____

Name: _____ 156

Curriculum Connection
NS.3

Mental Math – Division – Skip Counting

Directions:

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

91 x 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

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

Name: _____ 157

Curriculum Connection
NS.3

Mental Math – Division – Splitting Up The Dividend

Directions

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

Example

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

68 ÷ 4

150 ÷ 6

120 ÷ 4

189 ÷ 7

208 ÷ 8

198 ÷ 6

Name: _____ 178

Curriculum Connection
N5.3

Activity: Division Race

Objective What are we learning about?

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

Material What you will need for the activity.

- Ind ards
- Markers or
- Timer (optional)

Instructions How you will compl activ

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

Name: _____ 179

Curriculum Connection
NS.3

Math Cards | Cut out the math cards below

$21 \div 3$	$84 \div 12$
$132 \div 11$	$90 \div 3$
$36 \div 6$	$48 \div 8$
$66 \div 6$	$21 \div 7$

Name: _____ 180

Curriculum Connection
NS.3

Math Cards | Cut out the math cards below

$96 \div 12$	$110 \div 10$
$15 \div 3$	$15 \div 5$
$40 \div 10$	$20 \div 4$
$27 \div 9$	$45 \div 5$

Name: _____ 183

Curriculum Connection
NS.3

Math Cards | Cut out the math cards below

$24 \div 12$	$30 \div 5$
$40 \div 8$	$56 \div 8$
$72 \div 6$	$36 \div 4$
$30 \div 6$	$99 \div 9$

Name: _____ 186

Curriculum Connection
TBZ

Multiplication and Division Quiz

Part 1 Evaluate

1)		
	4	5
x		

2)		
	8	3
x		5

3)		
	2	7
x		4

4)		
	7	4
x		8

5) 422 x 5

6) 243 x 3

7)		
	4	3
x	1	2

8)		
	6	3
x	1	5

9)		
	2	7
x	2	3

10)		
	5	3
x	1	4

Curriculum Connection
TQZ

11)			
		5	1
x		1	3

12)			
		2	4
x		3	8

13)			
		5	2
x		6	7

14)

15) 53 x 38

108 ÷ 6

161

6 ⟌ 24

2 ⟌ 120

3 ⟌ 16

5 ⟌ 62

Part 2	Solve the multiplication and division word problems below

1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?

2) [illegible] make 7 bracelets with. She wants each bracelet to have the [illegible]ne nu[illegible]ads. How many beads should each bracelet have?

3) A business has earned $434 in a month. Th[illegible]re 6[illegible]e that work for the business. How much money should eac[illegible]n ge[illegible]d of the month? Will there be any money remaining?

4) Carl earns $85 a day at his job. In January, he worked everyday (31 days). How much money did he earn?

Name: _____ 190

Curriculum Connection
NS.4

Estimation – Compatible Numbers

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

Examples 1) 28 + 67 could be 30 + 70 2) 382 + 112 could be 400 + 100

Questions Use compatible numbers to make the addition questions easier

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

Exit Cards

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

Name: _____

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

217 + 221 + 219	___ + ___ + ___ = ___
449 + 453 + 454	___ + ___ + ___ = ___
598 + 597 + 587	___ + ___ + ___ = ___
803 + 797 + 806	___ + ___ + ___ = ___

Name: _____

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

217 + 221 + 219	___ + ___ + ___ = ___
449 + 453 + 454	___ + ___ + ___ = ___
598 + 597 + 587	___ + ___ + ___ = ___
803 + 797 + 806	___ + ___ + ___ = ___

Name: _____

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

217 + 221 + 219	___ + ___ + ___ = ___
449 + 453 + 454	___ + ___ + ___ = ___
598 + 597 + 587	___ + ___ + ___ = ___
803 + 797 + 806	___ + ___ + ___ = ___

Name: _____

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

217 + 221 + 219	___ + ___ + ___ = ___
449 + 453 + 454	___ + ___ + ___ = ___
598 + 597 + 587	___ + ___ + ___ = ___
803 + 797 + 806	___ + ___ + ___ = ___

Name: _____ 193

Curriculum Connection
N5.7

Mental Math – Adding Decimals – Place Value

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

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

34 + 1.45

3.53 + 4.31

4.43 + 6.45

13.24 + 6.52

23.23 + 21.44

24.52

25.44 + 3.53

33.65 + 21.21

Name: _____ 194

Curriculum Connection
NS.7

Mental Math – Adding Decimals – Adding Chunks

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

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

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

1.36 + 3.51

4.45 +

12.45 + 4.23

16.51 + 12.17

25

35.43 + 14.52

43.47 + 32.30

Name: _____ 198

Curriculum Connection
N5.7

Adding Decimals – Hundredths – No Regrouping

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

1) 53.11 + 32.47	2) 44.53 + 21.25	3) 31.52 + 12.27	4) 56.32 + 1.13	5) 32.16 + 54.13
6) 42.73 + 4.25	7) 5.12	8) 72.23 + 26.56	9) 31.55 + 41.03	10) 23.21 + 23.38
11) 60.84 + 22.02	12) 44.97 + 2.02	13) .24 + 12.5	14) 4.68 +	15) 31.54 + 7.32

Part 2 Answer the questions below

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

Name: _____ 199

Curriculum Connection
NS.7

Adding Decimals - Regrouping

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

1) 63.72 + 25.54	2) 65.45 + 23.32	3) 38.34 + 26.53	4) 35.25 + 41.63
5) .45 + 17.3	5 52 +	7) 28.26 + 17.63	8) 66.57 + 29.21
9) 192.67 + 325.23	10) 374.2 + 653.52	93	12) 652.51 + 295.33

Part 2 Answer the questions below

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

Curriculum Connection
NS.7

Exit Cards

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

Name: _____

Solve the addition problems below.

1) 63.450 + 32.525

2) 49.772 + 50.216

3) 12.473 + 37.125

4) 85.361 + 12.517

Name: _____

Solve the addition problems below.

1) 63.450 + 32.525

2) 49.772 + 50.216

3) 12.473 + 37.125

4) 85.361 + 12.517

Name: _____

Solve the addition problems below.

1) 63.450 + 32.525

2) 49.772 + 50.216

3) 12.473 + 37.125

4) 85.361 + 12.517

Name: _____ 209

Curriculum Connection
N5.7

Mental Math – Subtracting Decimals – Counting Up

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

7.63 - 2.41

Answer + 0.2

5.52 - 2.31

7.45 -

9.47 - 7.53

12.54 - 10.91

24.35 - 12.93

35.42 - 30.31

Name: _____ 210

Curriculum Connection
N5.7

Mental Math – Subtracting Decimals – Subtracting Chunks

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

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

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

4.57 - 3.33

9.54 -

14.48 - 7.52

15.54 - 10.91

7

48.36 - 11.82

52.65 - 30.35

Name: _____ 212

Curriculum Connection
NS.7

Subtracting Decimals – No Borrowing

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

1) 55.75 − 12.52	2) 25.36 − 13.21	3) 94.96 − 20.73	4) 75.47 − 52.33	5) 65.76 − 31.01
6) 98.79 − 52.24	7) [illegible]	8) 86.85 − 31.32	9) 81.57 − 60.12	10) 63.78 − 21.44
11) 862.66 − 230.35	12) 634.98 − 102.63	13) [illegible]	[illegible]	15) 751.96 − 520.54

Part 2 Answer the questions below

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

Name: _____ 218

Curriculum Connection
NS.7

Subtracting Decimals – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 53.744 - 27.521	2) 95.427 - 33.843	3) 64.263 - 25.672	4) 62.712 - 32.536	5) 76.617 - 31.837
6) 437.496 - 254.258	7) [illegible]	8) 823.351 - [illegible]	9) 712.584 - 404.423	10) 646.984 - 451.237
11) 173.804 - 145.437	12) 659.332 - 243.636	13) [illegible]	14) [illegible]	15) 527.828 - 131.332

Word Problems Answer the questions below

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

Name: _____ 219

Curriculum Connection
N6.7

Task Cards: Adding and Subtracting Decimals

Objective What are we learning about?

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

Materials What you will need for the activity.

- 2
- S e sheet for answers
- Pencils

Instructions How to complete the activity

1. Begin by explaining the st ad decimal numbers, emphasizing the importance of aligning the decima
2. Organize the students into pairs and provide pair sets of task cards.
3. Give each pair an answer recording sheet to de s.
4. Encourage teamwork by having students collaborate ir p on ding solutions.
5. Allow students to select any task card to begin with, emphasizing tha ean 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: _____ 220

Comparison Connection
NS.7

Task Cards | Cut out the task cards below

Card 1:
A baker had 12.567 kilograms of flour. After baking some cakes, 8.345 kilograms remained. How much flour was used?

a) 4.2 b) 4.232 c) 4.212

Card 5:
567.890 + 234.567

a) 802.467
b) 802.447
c) 802.457

Card 6:
Lisa's phone battery was charged to 98.546%. After a few hours of use, the battery percentage dropped to 76.214%. much battery percentage was used?

a) 111.121 b) 111.111 c) 111.1 b) 22.322 c) 22.312

Card 3:
45.789 + 32.123

a) 77.902
b) 77.922
c) 77.912

A rop ginall 75 metres long. An e ed 15.763 metres. H lon tog

a) 336.628 b) 336.63 336.648

Card 4:
A rope was originally 20.875 metres long. After cutting off a piece, 15.763 metres remained. How long was the piece that was cut off?

a) 5.112 b) 5.122 c) 5.132

Card 8:

456.789
- 123.456

a) 333.333 b) 333.323 c) 333.343

Name: _____ 221

Curriculum Connection
NS.7

Task Cards | Cut out the task cards below

Card 9:

345.678

+ 234.567

a) 580.2 b) 580.235 c) 580.255

Card 13:

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

a) 283.434 b) 283.444 c) 283.424

A tank held 2 es of her tank held 333.456 H they hold to

a) 579.255 b) 579.235 c) 9.24

Card 14:

90.123

- 23.456

a) b) 66.667 c) 66.677

Card 11:

156.789 + 23.456

a) 180.235
b) 180.245
c) 180.255

A b d 155 lograms. Another b ed grams. How muc o b tog

a) 348.912 b) 348.902 c) 348.922

Card 12:

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

a) 101.234 b) 101.224 c) 101.244

Card 16:

789.012

- 456.789

a) 332.233 b) 332.213 c) 332.223

Name: _____ 222

Curriculum Connection
NS.7

Task Cards | Cut out the task cards below

Card 17:
A rope ladder was 353.567 centimetres long. After repairing, it is now 355.123 metres long. How much was added to the ladder?

a) 1 b) 1.566 c) 1.576

Card 21:
890.123
+ 109.876

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

A farmer har 89 ms of wheat. After som 123.456 kilograms t did he se

a) 233.333 b) 233.343 c) 233.3

Card 22:
A tank held 45.789 litres of oil. After some was used, 33.456 litres remained. How many litres of oil were used?

43 b) 12.333 c) 12.353

Card 19:
89.123 + 78.456

a) 167.569
b) 167.589
c) 167.579

812.1
56

a) 355.445 b) 355.435 c)355.455

Card 20:
A length of wire was 14.789 metres. After trimming, it measured 11.234 metres. How much wire was trimmed off?

a) 3.555 b) 3.545 c) 3.565

Card 24:
67.890 + 78.123

a) 146.003
b) 146.023
c) 146.013

Name: _____ 223

Curriculum Connection
NS.7

Task Cards: Adding and Subtracting Decimals

Answers | Record your answers below

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

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

Name: _____ 224

Curriculum Connection
N5.7

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 Convert the cents into dollars

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

¢	$
	$1.00
600¢	
700¢	
	$9.00
1000¢	

¢	$
150¢	$1.50
250¢	
325¢	
450¢	
	$5.25
650¢	
	$7.20

Part 2 Circle the largest amount of money

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

Curriculum Connection
NS.7

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

_____¢ or $ _____

Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below

_____¢ or $ _____

Name: _____ 227

Curriculum Connection
N5.7

Calculating Change Using $2

Questions | Calculate how much change you will get

Money Used and Item	Change Due
1) 	= _____
2) 	= _____
3) 	= _____
4) 	= _____
5) 	= _____

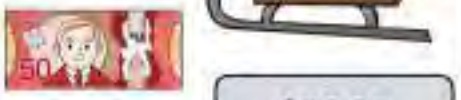
Money Used and Item	Change Due
6) 	= _____
7) 	= _____
8) 	= _____
9) 	= _____
10) 	= _____

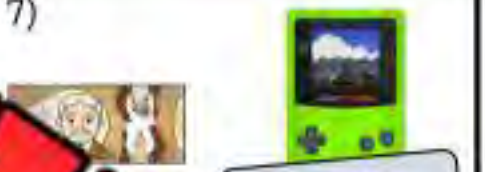
Name: _____ 231

Curriculum Connection
N5.7

Calculating Change Using $50 and $100

Questions | Calculate how much change you will get

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

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

Name: _____ 233

Curriculum Connection
N5.7

Providing Change to Customers

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

Questions

...p the items and provide change based on what the customer paid

Mo...sed	...m	Item	Change Due
			

Money Used	Item	...nge Due
	 	

Money Used	Item	Item	Change Due
			

Name: _____ 236

Curriculum Connection
NS.7

Making Change – Up To $100

		
$55.25	$66.10	$84.65

Questions: Make the change by drawing the correct bills and coins

1) $64.70		3) $76.75
4) $72.60	5) $78.55	
7) $80.95	8) $61.90	9) $57.70
10) $93.95	11) $95.80	12) $99.40

Name: _____ 238

Curriculum Connection
NS.7

Making Change – Word Problems

Questions | Answer the word problems below

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

a) How [illegible] the shoes and socks cost?

b) Which bill[illegible] to pay for the shoes and socks?

c) How much change will [illegible] ac[illegible]

2) Charlie is shopping for a new stereo. He found [illegible] $139.5[illegible] also found a pair of headphones for $99.25. Charlie brought t[illegible] be[illegible] pa[illegible]

a) How much will the stereo and headphones cost?

b) Which bills/coins should Charlie use to pay for the stereo and headphones?

c) How much change will he get back?

Name: _____ 240

Curriculum Connection
NS.7

Activity: Four Corners Money Addition

Objective

What are we learning about?

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

Materials

...you will need for the activity.

- Printed q... ...sp...on a projector)
- Labels for the ...orn... ...(A, B, C, D)
- Space in the classroom... ...ent... ...the corners

Instructions

How you will complete the ...y

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

Name: _____ 241

Curriculum Connection
NS.7

Questions | Read the questions to the students

Question	A	B	C	D
1) Emily bought a book for $5.57 and a pen for $3.15. How much did she spend in total?	9.41	8.72	10.20	7.47
2) Anna bought an apple for $9.10 and a banana for $3.15. How much did she spend in total?	12.72	13.66	13.12	12.25
3) Sarah [illegible] toy for $6.92 and a game for $3.70. [illegible] she spend in total?	11.74	13.01	11.46	10.62
4) Sa[illegible]ought [illegible] $4.42 and a pair of shoes for $5.[illegible] d[illegible]e spend in total?	8.43	10.28	9.31	9.81
5) James bought a [illegible] sandwich for $7.02. Ho[illegible]d he total?	10.98	11.71	11.80	11.98
6) John bought a notebook for $3.77 [illegible]uler for $3.53. How much did he spend in [illegible]al?	[illegible]	7.00	8.95	7.30
7) Michael bought a movie ticket for $5.82 a[illegible] popcorn for $1.54. How much did he spend in total?	[illegible]	[illegible]	[illegible]36	6.34
8) David bought a hat for $6.59 and a scarf for $6.60. How much did he spend in total?	11.22	1[illegible]	[illegible]	[illegible].19
9) Emily bought a chocolate bar for $1.39 and a soda for $7.31. How much did she spend in total?	8.70	9.12	9.36	9.31
10) John bought a pencil for $4.69 and an eraser for $8.12. How much did he spend in total?	12.23	12.81	13.22	12.36
11) Sophia bought a lamp for $4.88 and a clock for $5.73. How much did she spend in total?	7.64	8.62	8.64	10.61
12) John bought a phone case for $9.67 and a charger for $1.83. How much did he spend in total?	11.67	12.29	11.50	10.79

Name: _____ 242

Curriculum Connection
TQ3

Adding and Subtracting Quiz

Part 1 Add and subtract the numbers below

1)

	6	1		.	1	8	5
+	2	5					3

2)

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

3)

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

4)

	6	6	4	.	0	4	7
−	4	2	0	.	0	2	3
				.			

6)

	8	2	8	.	6	3	5
−					5	9	.	4	5	3

7)

173.804
-145.437

8)

803.372
- 213.454

9)

527.828
- 131.332

Curriculum Connection
TEKS

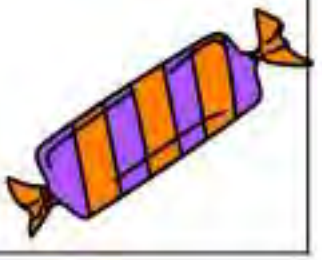
Part 2 Solve the word problems below

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

2) Et[illegible] game for $39.89 and a new controller for $45.75. How much [illegible]y did [illegible]

3) Harper saved $99.50 last month from her [illegible]nce. [illegible]ght a new shirt for $33.75. How much does she have left?

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



Curriculum Connection
TQ3

Part 3 Add up the items and provide change based on what the customer paid with

Money Used	Item	Item	Change Due
			

Mone	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Name: _____ 245

Curriculum Connection
NS.5

Comparing Common Denominators

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

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

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in ord least atest

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

_____

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

_____

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.

Name: _____ 248

Curriculum Connection
NS.5

Ordering Fractions

Directions Answer the questions below

1) John has three cakes for his birthday party. His guests eats 3/4 of the first cake, 2/4 of the second cake, and 1/4 of the third cake. List the cakes that were eaten the least to the most.

2) A group [illegible] share[illegible] with eight slices. Jack ate 1/8 of the pizza, Jane ate 4/8 [illegible] pizz[illegible] 2/8 of the pizza. In order from least to greatest, how m[illegible] eac[illegible] on eat?

3) A chef made three types of pies, each the s[illegible] was cut into 6 equal slices, the second pie was cut into 3 equ[illegible] nd [illegible] rd pie was cut into 2 equal slices. If he ate one slice of each pi[illegible] ich [illegible] the most of? Which pie did he eat the least?

4) A recipe calls for 2/4 cup of flour, 2/5 cup of sugar, and 2/8 cup of butter. List the ingredients from most used to least.

Name: _____ 249

Curriculum Connection
NS 5

Comparing Benchmark Fractions - Halves

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

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

Part 1 Circle the fractions that are a half

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

Part 2 Cir[illegible] fracti[illegible] larger than a half

$\frac{2}{5}$	$\frac{3}{7}$	$\frac{5}{7}$	[illegible]	[illegible]	[illegible]	$\frac{4}{10}$	$\frac{3}{8}$	$\frac{5}{6}$	$\frac{8}{13}$

Part 3 Compare the fractions using

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

Part 4 Answer the word problem below

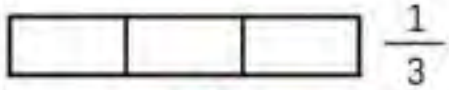
Sherry walked $\frac{6}{8}$ of a kilometre to school. Sara walked $\frac{2}{5}$ of a kilometre to school. Who walks further to school each day? How do you know?

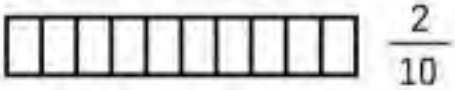
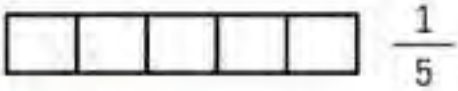
Name: _____ 251

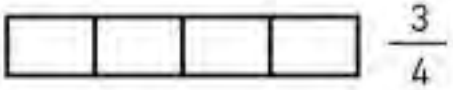
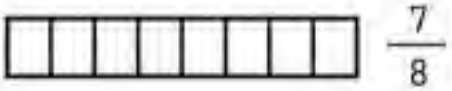
Curriculum Connection
NS.5

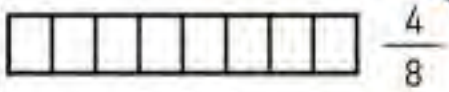
Equivalent Fractions

Questions Shade in the fraction and decide if they are equivalent

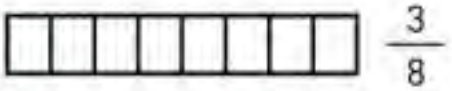
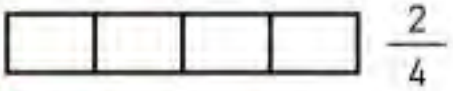
1.  $\frac{1}{3}$
 $\frac{2}{6}$
Yes No

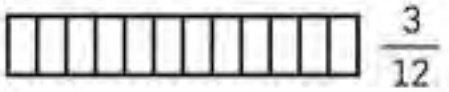
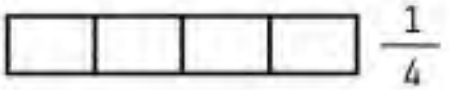
2.  $\frac{2}{10}$
 $\frac{1}{5}$
Yes No

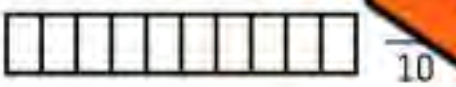
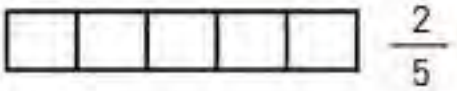
3.  $\frac{3}{4}$
 $\frac{7}{8}$
Yes No

4.  $\frac{2}{4}$
 $\frac{4}{8}$
Yes No

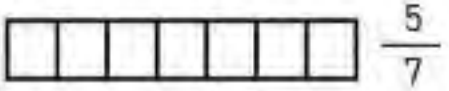
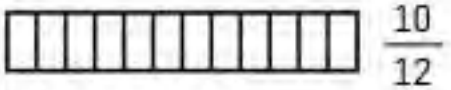
5.  $\frac{1}{6}$
 $\frac{3}{6}$
Yes No

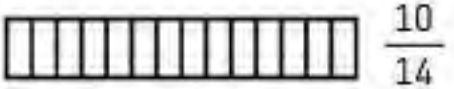
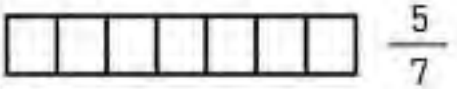
6.  $\frac{3}{8}$
 $\frac{2}{4}$
Yes No

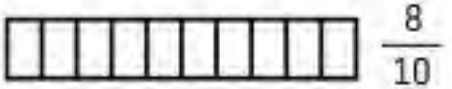
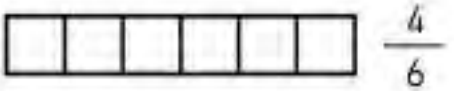
7.  $\frac{3}{12}$
 $\frac{1}{4}$
Yes No

8.  $\frac{1}{10}$
 $\frac{2}{5}$
Yes No

9.  $\frac{1}{7}$
 $\frac{2}{14}$
Yes No

10.  $\frac{5}{7}$
 $\frac{10}{12}$
Yes No

11.  $\frac{10}{14}$
 $\frac{5}{7}$
Yes No

12.  $\frac{8}{10}$
 $\frac{4}{6}$
Yes No

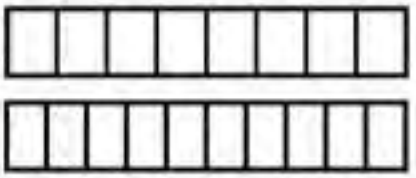
Name: _____ 252

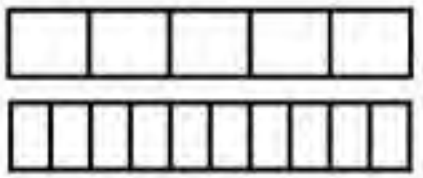
Curriculum Connection
N5.5

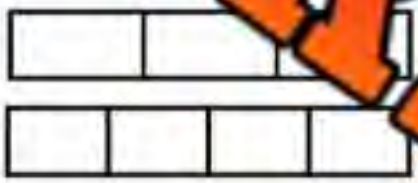
Equivalent Fractions

Questions | Compare the fractions using < > =

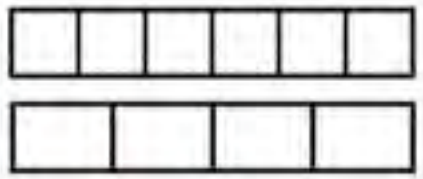
1. 
$\frac{2}{\square}$

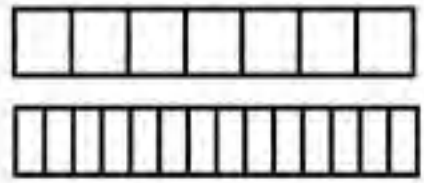
2. 
$\frac{4}{8}$ $\square$ $\frac{6}{10}$

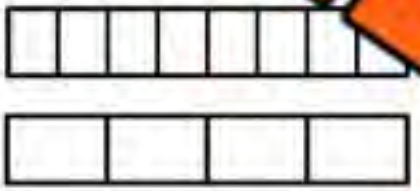
3. 
$\frac{1}{5}$ $\square$ $\frac{2}{10}$

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

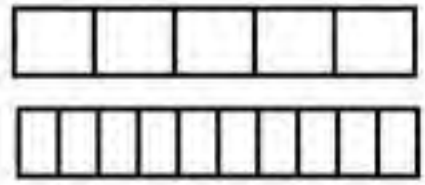
5. 
$\frac{3}{12}$ $\square$

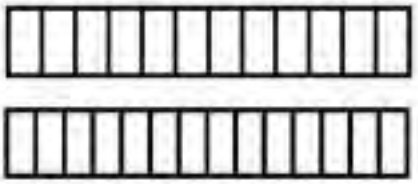
6. 
$\frac{4}{6}$ $\square$ $\frac{2}{4}$

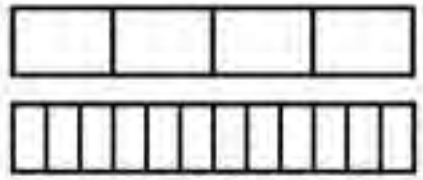
7. 
$\frac{5}{7}$ $\square$ $\frac{8}{14}$

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


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

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

11. 
$\frac{6}{12}$ $\square$ $\frac{7}{14}$

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

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Curriculum Connection
NS.5

Equivalent Fractions

Questions Fill in the blanks to find equivalent fractions

1)	$\frac{1}{2}$	=	$\frac{2}{\_\_}$	=	$\frac{\_\_}{6}$	=	$\frac{4}{\_\_}$	=	$\frac{\_\_}{10}$	=	$\frac{6}{\_\_}$	=	$\frac{\_\_}{14}$
2)	$\frac{\_\_}{3}$	=	$\frac{\_\_}{6}$	=	$\frac{\_\_}{9}$	=	$\frac{4}{\_\_}$	=	$\frac{\_\_}{15}$	=	$\frac{6}{\_\_}$	=	$\frac{\_\_}{21}$
3)	$\frac{1}{4}$	=	$\frac{\_\_}{8}$	=	$\frac{\_\_}{12}$	=	$\frac{\_\_}{16}$	=	$\frac{\_\_}{20}$	=	$\frac{6}{\_\_}$	=	$\frac{\_\_}{28}$
4)	$\frac{1}{5}$	=	$\frac{2}{\_\_}$	=	$\frac{\_\_}{15}$	=	$\frac{\_\_}{20}$	=	$\frac{\_\_}{25}$	=	$\frac{6}{\_\_}$	=	$\frac{7}{\_\_}$
5)	$\frac{1}{6}$	=	$\frac{\_\_}{12}$	=	$\frac{3}{\_\_}$	=	$\frac{4}{\_\_}$	=	$\frac{\_\_}{30}$	=	$\frac{\_\_}{36}$	=	$\frac{\_\_}{42}$
6)	$\frac{1}{7}$	=	$\frac{\_\_}{14}$	=	$\frac{\_\_}{21}$	=	$\frac{4}{\_\_}$	=	$\frac{5}{\_\_}$	=	$\frac{\_\_}{42}$	=	$\frac{\_\_}{49}$
7)	$\frac{1}{8}$	=	$\frac{\_\_}{16}$	=	$\frac{3}{\_\_}$	=	$\frac{4}{\_\_}$	=	$\frac{5}{\_\_}$	=	$\frac{\_\_}{48}$	=	$\frac{\_\_}{56}$
8)	$\frac{1}{9}$	=	$\frac{\_\_}{18}$	=	$\frac{3}{\_\_}$	=	$\frac{\_\_}{36}$	=	$\frac{\_\_}{45}$	=	$\frac{6}{\_\_}$	=	$\frac{7}{\_\_}$

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Curriculum Connection
N5.5

Memory Game: Matching Equivalent Fractions

Objective What are we learning about?

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

Materials What you will need for the activity.

- Memory game cards (each card will have a different fraction that can be matched to another fraction
- A small table or clear space

Instructions How you will complete the activity

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

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Curriculum Connection
N5.5

Cards | Memory Game Cards

1/2	3/6
1/4	3/9
2/3	6/9
3/4	9/12

Name: _____ 259

Curriculum Connection
NS.5

Cards | Memory Game Cards

1/5	3/15
2/5	6/15
3/5	5/10
1/6	4/24
5/6	10/12

Name: _____ 261

Curriculum Connection
NS.5

Cards | Memory Game Cards

3/10	9/30
7/20	14/20
9/10	12/20
2/7	6/21
3/7	9/21

Name: _____ 262

Curriculum Connection
NS.5

Comparing Fractions

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

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

Part 2 — Answer the word problems below

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

2) Sam and Joel each got medium pizzas for themselves. Sam ate 6/8 of his pizza. Joel ate 2/4 of his pizza. Who ate more pizza?

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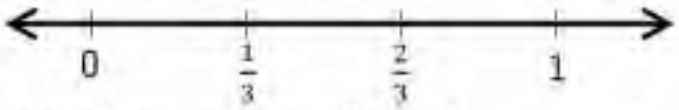
Curriculum Connection
NS 5

Proper Fractions – Number Line

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



Example

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

Practice: Plot the proper fractions on the number lines below

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

Put in order from least to greatest: _____

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

Put in order from least to greatest: _____

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

Put in order from least to greatest: _____

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

Put in order from least to greatest: _____

Name: _____ 266

Curriculum Connection
NS.5

Simplifying Fractions

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

How To Do It:

1. Write down the factors for both numbers.

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

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

3. Divide by the GCF

Example:

$\frac{25}{100}$ - Factors: 1, 5, 10, 25, 100

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

Questions Simplify the fractions

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

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

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

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

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

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

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

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

Name: _____ 267

Curriculum Connection
N5.5

Simplifying Fractions - Matching

Questions Draw a line from the fraction to its simplest form

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

Name: _____ 268

Curriculum Connection
N5.5

Simplifying Fractions

Questions | Select the simplest terms of the fraction

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

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

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

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

3) $\frac{}{28}$

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

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

a) $\frac{5}{7}$ c) $\frac{3}{5}$

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

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

$\frac{9}{15}$

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

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

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

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

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

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Curriculum Connection
N5.5

Simplifying Fractions – Alex's Homework

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

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

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Curriculum Connection
TBA

Fractions Quiz

Part 1 Put the fractions in order from least to greatest

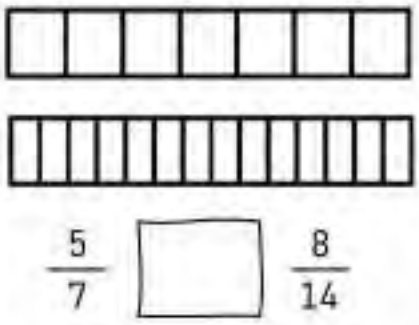
$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$

_____

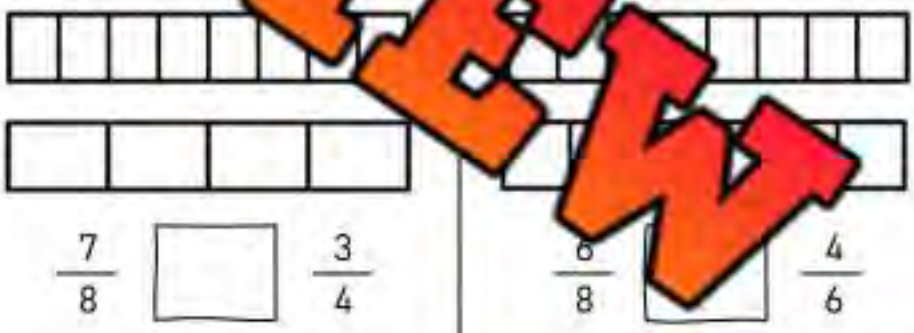
$\frac{4}{}$ $\frac{7}{8}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{8}$

_____

Part 2 Compare the fractions

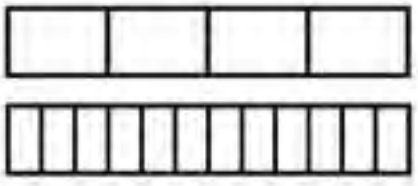
1. 

$\frac{5}{7}$ ☐ $\frac{8}{14}$

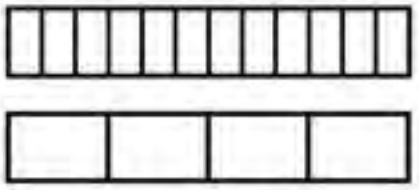
2. 

$\frac{7}{8}$ ☐ $\frac{3}{4}$

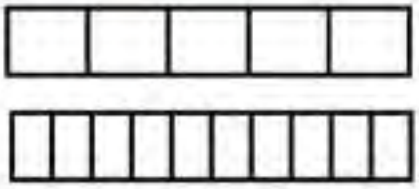
$\frac{6}{8}$ ☐ $\frac{4}{6}$

4. 

$\frac{3}{4}$ ☐ $\frac{8}{12}$

5. 

$\frac{3}{12}$ ☐ $\frac{1}{4}$

6. 

$\frac{3}{5}$ ☐ $\frac{6}{10}$

Part 3 Write 3 equivalent fractions for the following fractions

$\frac{1}{2}$

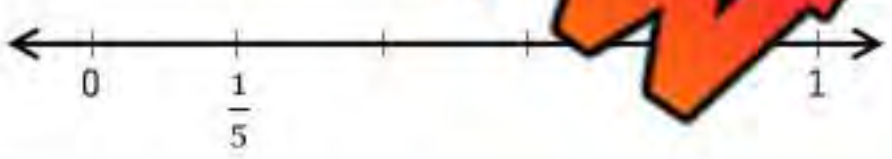
$\frac{1}{4}$

$\frac{1}{5}$

$\frac{1}{6}$

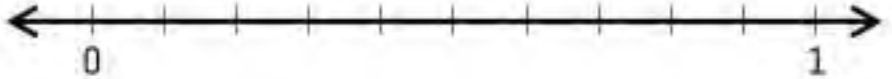
Part 4 Plot the proper fractions on [illegible] below

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



Put in order from least to greatest: _____

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



Put in order from least to greatest: _____

Grade 5

Patterns and Relations

	Curriculum Expectations	Pages
P5.1	Represent, analyse, and apply patterns using mathematical language and notation.	5 - 56
P5.2		23
TQ	Testes and Quizzes	57 - 59, 124 - 126

Name: _____ 5

Curriculum Connection
P6.1

Increasing Addition Patterns

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 Increasing Patterns - Addition

1) 2, 4, 6, _____, _____, _____	2) 16, 20, 24, _____, _____, _____
3) 25, 32, 39, _____, _____, _____	4) 72, _____, _____, _____
5) 142, 150, 158, _____, _____, _____	6) 182, _____, _____, _____

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

1) (Add 2) 17, 19, 21, _____, _____, _____	2) (Add 4) 22, 26, 30, _____, _____, _____
3) (Add 6) 63, 69, 75, _____, _____, _____	4) (Add 5) 102, 107, 112, _____, _____, _____
5) (Add 10) 177, 187, 197, _____, _____, _____	6) (Add 4) 147, 151, 155, _____, _____, _____

Name: _____ 8

Curriculum Connection
P6.1

Increasing Pattern Rules - Adding

Part 1 Continue the increasing patterns below

1) 40, 50, 60, _____, _____, _____

Pattern Rule: Start at 40, add _____ each time

2) 22, 30, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

3) 55, 51, _____, _____, _____

Pattern Rule: Start at _____ each time

4) 120, 144, 168 , _____, _____, _____

Pattern Rule: Start at _____ time

5) 213, 221, 229, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

Part 2 Write your own patterns using the pattern rule

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

Pattern Rule: Start at 36, add 4 each time

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 535, add 0 each time

3) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 211, add 6 each time

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

Pattern Rule: Start at 302, add 12 each time

Name: _____ 9

Curriculum Connection
P6.1

Decreasing Subtraction Patterns

Shrinking/Decreasing Patterns

-10 -10 -10 -10 -10
60, 50, 40, 30, 20, 10

-5 -5 -5 -5 -5
45, 40, 35, 30, 25, 20

Part 1 Fill in the missing numbers in the pattern

1) 22, 18, 14, _____, _____, _____	2) 46, 40, 34, _____, _____, _____
3) 67, 62, 57, _____, _____, _____	4) 97, 92, 87, _____, _____, _____
5) 141, 135, 129, _____, _____, _____	6) 184, 178, 172, _____, _____, _____

Part 2 Follow the rule by subtracting the next number in

1) (Subtract 3) 21, 18, 15, _____, _____, _____	2) (Subtract 6) 42, 36, 30, _____, _____, _____
3) (Subtract 5) 64, 59, 54, _____, _____, _____	4) (Subtract 4) 142, 138, 134, _____, _____, _____
5) (Subtract 2) 177, 175, 173, _____, _____, _____	6) (Subtract 10) 218, 208, 198, _____, _____, _____

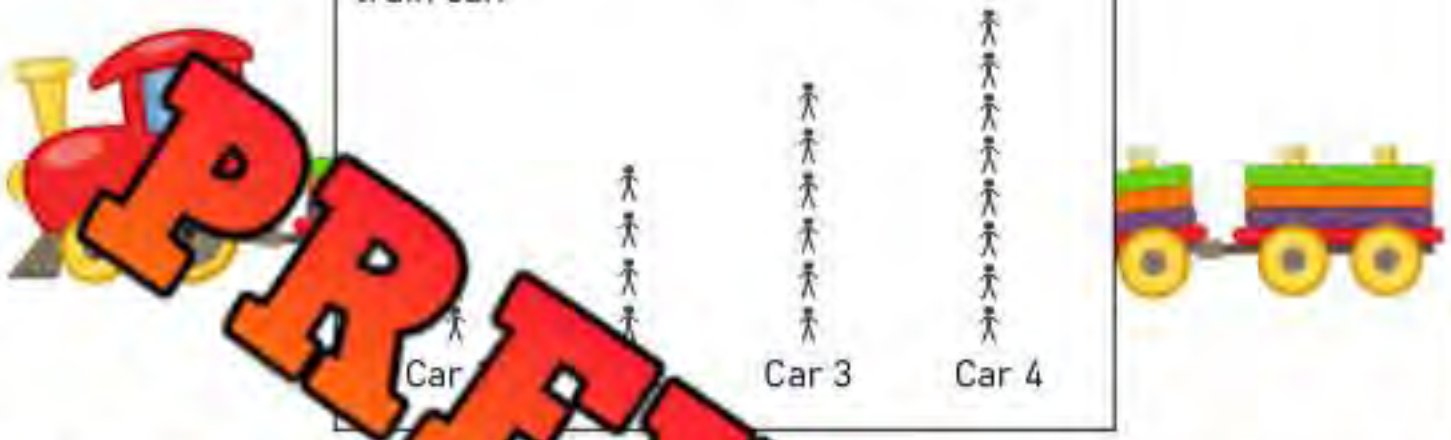
Name: _____ 13

Curriculum Connection
P6.1

Table of Values - Train

Instructions Translate the increasing patterns into a table of values

A train has the following people in each train car.



Term Number (Cars)	1	2		4	5	8
Term Value (People)						

1) What is the pattern rule: Start at _____, _____ each time.

2) How many people would be in train car 10?

3) Is there any pattern between the number of cars and the number of people? Look at your table and look up and down (vertically).

4) How many people would be in train car 50?

Name: _____ 14

Curriculum Connection
P6.1

Table of Values – Golf Ball

Instructions Translate the increasing patterns into a table of values

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

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

1) What is the pattern rule: Start at _____, th… e…h time.

2) How many golf balls would Steven find by hour 12?

3) Is there any pattern between the number of hours and the number of golf balls? For this problem, you will need two operations (x _____, - _____)

4) How many golf balls would he find by hour 24?

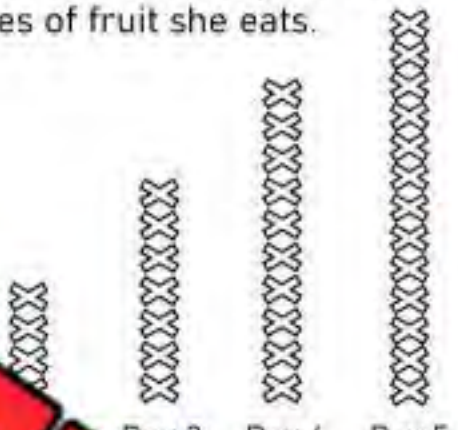
Name: _____ 15

Curriculum Connection
P6.1

Table of Values - Fruit

Instructions Translate the growing patterns into a table of values

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



Term Number (Day)	1	2			5	6	10
Term Value (Fruit Pieces)							

1) What is the pattern rule: Start at _____, th[illegible] e[illegible]h time.

2) How many pieces of fruit would Stacy eat on day 8?

3) Is there any pattern between the number of days and fruit eaten? For this problem, you will need two operations (x _____, - _____)

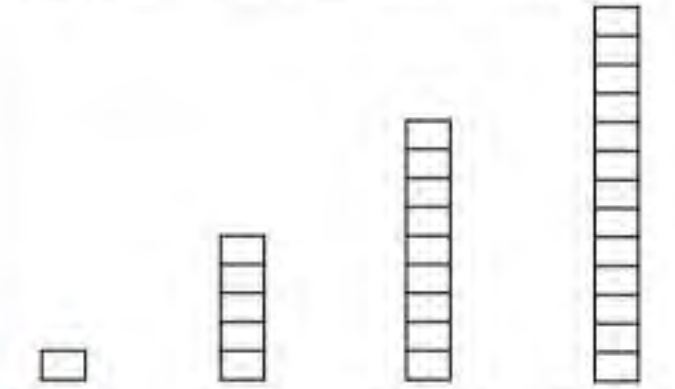
4) How many pieces of fruit would Stacy eat by day 15?

Name: _____ 16

Curriculum Connection
P6.1

Table of Values - Reading

Chris puts a rectangle for every book he reads in the first 5 months of school.



Term Number (Month)				5	9
Term Value (Books Read)					

1) What is the pattern rule: Start at _____ each time.

2) How many books would Chris read in month 11?

3) Is there any pattern between the number of months and books read? For this problem, you will need two operations (x _____, - _____)

4) How many books would Chris read in month 15?

Name: _____ 18

Curriculum Connection P6.3

Table of Values – Decreasing Patterns

Instructions Translate each decreasing pattern into a table of values

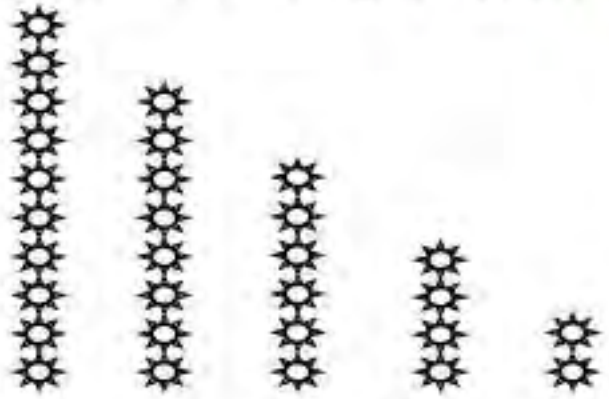
1) Kerry kept track of how many cookies she ate each day using addition signs.

1) What is the pattern rule

2) How many total cookies did she eat in the 5 days?

Term Number (Day)					
Term Value (Cookies)					

2) Ally writes down how many days it was sunny each month from June – October.



2) What is the pattern rule

2) How many sunny days in total were there in the 5 months?

Term Number (Month)						November
Term Value (Sunny Days)						

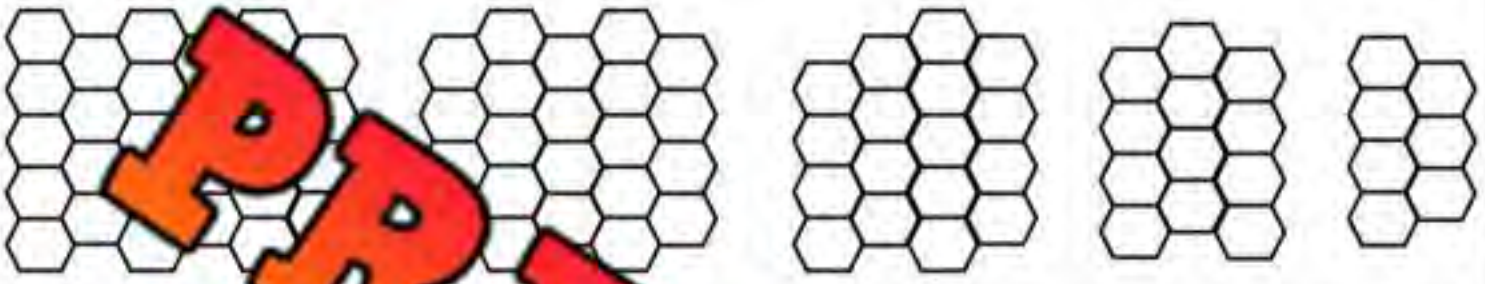
Name: _____ 19

Curriculum Connection
PS.1

Table of Values – Decreasing Patterns

Instructions Answer the question below using a table of values

Jill makes a pattern using hexagons. Translate the pattern using a table of values.



Term Number	Term

1) What is the pattern rule: Start at _____, then _____ each time.

2) How many hexagons in total were used?

3) Draw your own shrinking pattern below.

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 complete a math worksheet, you earn 8 points. Fill in the table below to learn more about your point collection.

# of Worksheets	Points Earned
2	
4	
6	
8	
10	

Name: _____

Answer the questions below by using the table of values.

When you complete a math worksheet, you earn 8 points. Fill in the table below to learn more about your point collection.

# of Worksheets	Points Earned
2	
4	
6	
8	
10	

Name: _____

Answer the questions below by using the table of values.

When you complete a math worksheet, you earn 8 points. Fill in the table below to learn more about your point collection.

# of Worksheets	Points Earned
2	
4	
6	
8	
10	

Name: _____

Answer the questions below by using the table of values.

When you complete a math worksheet, you earn 8 points. Fill in the table below to learn more about your point collection.

# of Worksheets	Points Earned
2	
4	
6	
8	
10	

Name: _____ 21

Curriculum Connection
P6.1

Input/Output Table – Addition

Rule: add 5	
In	Out
25	30
45	50
65	70
85	90

Instructions: Complete the input/output tables below

Rule: [illegible]	
In	Out
30	
57	
78	
98	

Rule: add 4	
In	Out
23	
48	
[illegible]	
[illegible]	

Rule: add 6	
In	Out
26	
78	
104	
157	

Rule: [illegible]	
[illegible]	
52	
86	
136	
218	

Rule: add 7	
In	Out
42	
123	
255	
413	

Rule: add 12	
In	Out
75	
110	
276	
452	

Name: _____ 22

Curriculum Connection
P6.1

Input/Output Table – Subtraction

Rule: subtract 5	
In	Out
35	30
50	45
6[illegible]	60
[illegible]	75

Instr[illegible] the input/output tables below

Ru[illegible]	
In	Ou[illegible]
18	
54	
122	
166	

Rule: subtract 10	
In	Out
84	
155	
[illegible]42	
[illegible]	

Rule: subtract 4	
In	Out
66	
133	
186	
314	

Rule: s[illegible] 8	
[illegible]	
79	
108	
210	
322	

Rule: subtract 6	
In	Out
76	
89	
116	
344	

Rule: subtract 12	
In	Out
25	
88	
115	
241	

Name: _____ 23

Curriculum Connection
P6.1

Increasing Patterns - Multiplication

Multiplication Pattern

x2 x2 x2 x2 x2

1, 2, 4, 8, 16, 32

Part 1 Extend the multiplication pattern

1) 2, 6, 18, _____, _____	2) 2, 4, 8, _____, _____
3) 5, 50, 500, _____, _____	_____, _____
5) 5, 10, 20, _____, _____	6) 225

Part 2 Follow the rule to continue the multipl pat

1) (Multiply by 2) 3, 6, 12, _____, _____	2) (Multiply by 5) 5, 25, 125, _____, _____
3) (Multiply by 3) 1, 3, 9, _____, _____	4) (Multiply by 10) 1, 10, 100, _____, _____
5) (Multiply by 4) 4, 16, 64, _____, _____	6) (Multiply by 2) 25, 50, 100, _____, _____

Name: _____ 24

Curriculum Connection
P6.1

Input/Output Table - Multiplication

Rule: multiply by 2	
In	Out
1	2
3	6
5	10
7	14

Instr... the input/output tables below

Rule...	...2
In	Ou...
3	
6	
9	
12	

Rule: multiply by 6	
In	Out
5	
8	
11	

Rule: multiply by 4	
In	Out
5	
10	
15	
20	

Rule: ...by 3	
	...t
4	
7	
10	
13	

Rule: multiply by 5	
In	Out
10	
20	
30	
40	

Rule: multiply by 10	
In	Out
10	
11	
12	
13	

Name: _____ 25

Curriculum Connection
P6.1

Pattern Rules - Multiplication

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

Instructi... Fill in the rules

2, 4, 8, 16, 32, 64

Start at _____, ...ultiply by _____ each time

27, ...43, 729

Start at _____, m... by ... each time

1, 5, 25, 125, ...31...

Start at _____, multiply by _____ ti...

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

6, 18, 54, 162, 486, 1458

Start at _____, multiply by _____ each time

Name: _____ 26

Curriculum Connection
PS.1

Pattern Rules - Multiplication

Instructions Write your own sequences using the pattern rule

1) _____, _____, _____, _____, _____

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

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 1, multiply by 2 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 10, multiply by 1 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 8, multiply by 2 each time

5) _____, _____, _____, _____, _____

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

Name: _____ 27

Curriculum Connection P63

Activity: Finger Signals Quiz - Doubling Patterns

Objective What are we learning about?

Students will understand and reinforce their knowledge of doubling patterns using multiplication.

Materi-l ...u will need for the activity.

- A list of q...

Instructions How y... ...mple... ...tivity

1. Prepare a list of questions with ...swer... ...abeled A, B, C, and D.
2. Explain the finger signals for each ans... ...ice: ... for A, two fingers for B, three fingers for C, and four fingers ...D.
3. Inform the students they will show their answer ... fi... ...when you read each question.
4. Read the first question aloud clearly and repeat if necessary.
5. Give students a few moments to think about their answer and decide independently.
6. After a countdown (e.g., "3, 2, 1"), have all students show their answer simultaneously by raising the appropriate number of fingers.
7. Reveal the correct answer and explain why it is correct.
8. Repeat with different questions to reinforce understanding of doubling patterns.

Name: _____ 28

Question	A	B	C	D
Start with 2. What is the fifth number in the doubling pattern?	16	32	64	128
If the pattern starts at 3, what will the fourth number be when doubling?	24	27	48	54
Which number comes next in the pattern: 5, 10, 20, ___?	30	40	50	60
What is the [illegible] number in the doubling [illegible] starting with 6?	6	12	18	24
Start [illegible] [illegible]nth number [illegible] doub[illegible]n?	32	64	128	256
Which number [illegible] the pattern: 8, 16, 32, ___?	48	64	80	96
Which pattern starts with [illegible] follows a doubling sequence?	[illegible]	10, 15, 20, 25	10, 30, 50, 70	10, 20, 40, 80
If the pattern starts at 11, what will the sixth number be?	[illegible]	[illegible]	352	704
Which sequence is a doubling pattern starting with 12?	12, 24, 48	[illegible]2, 36, [illegible]	[illegible]24, 48, [illegible]	12, 48, 96, 192
What is the doubling pattern that starts with 13 and ends with 208?	13, 26, 52, 104, 208	13, [illegible] 52, [illegible]	13, [illegible] 1[illegible]	[illegible]3, 26, 78, [illegible]208
Which number comes next in the pattern: 14, 28, 56, ___?	70	84	[illegible]98	112
What is the doubling pattern that starts with 15 and ends with 240?	15, 30, 60, 120, 240	15, 45, 90, 180, 240	15, 60, 120, 180, 240	15, 30, 90, 120, 240
Which pattern shows a correct doubling sequence starting with 16?	16, 32, 64, 128	16, 48, 96, 192	16, 64, 128, 256	16, 32, 96, 192
What do you think is the easiest way to find the next number in a doubling pattern?	Add	Multiply	Subtract	Divide
Why do you think doubling patterns are important in math?	Easy to remember	Common in nature	Used in real life	All of the above

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) (Multiply by 2)

2, 4, 8, _____, _____, _____

2) 9, 45, 225, 1125, 5625, 28125

Start at ____, multiply by ____ each time

3) ____, ____, ____, ____

Pattern Rule: Start at 3, multiply by 5 each time.

Name: ______________________

Growing Multiplication Patterns

1) (Multiply by 2)

2, 4, 8, _____, _____, _____

2) 9, 45, 225, 1125, 5625, 28125

Start at ____, multiply by ____ each time

3) ____, ____, ____, ____

Pattern Rule: Start at 3, multiply by 5 each time.

Name: ______________________

Growing Multiplication Patterns

1) (Multiply by 2)

2, 4, 8, _____, _____, _____

2) 9, 45, 225, 1125, 5625, 28125

Start at ____, multiply by ____ each time

3) ____, ____, ____, ____

Pattern Rule: Start at 3, multiply by 5 each time.

Name: ______________________

Growing Multiplication Patterns

1) (Multiply by 2)

2, 4, 8, _____, _____, _____

2) 9, 45, 225, 1125, 5625, 28125

Start at ____, multiply by ____ each time

3) ____, ____, ____, ____

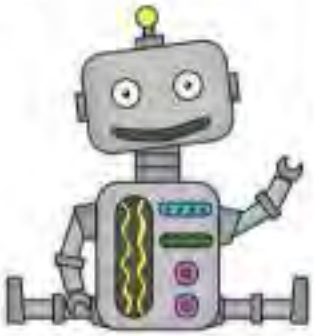
Pattern Rule: Start at 3, multiply by 5 each time.

Name: _____ 30

Curriculum Connection
P6.1

Input/Output Table - Division

Rule: divide by 10	
In	Out
70	7
80	8
90	9
100	10



Instructions: Complete the input/output tables below

Rule: divide by 1	
In	Out
1	
5	
10	
20	

Rule: divide by 2	
In	Out
6	
10	

Rule: divide by 3	
In	Out
6	
9	
12	
15	

Rule: divide by 4	
In	Out
4	
8	
16	
32	

Rule: divide by 5	
In	Out
10	
20	
40	
50	

Rule: divide by 10	
In	Out
10	
20	
50	
100	

Name: _____ 31

Curriculum Connection
P6.1

Pattern Rule – Input/Output Tables

Add 10 or Subtract 10	
In	Out
20	30
30	40
50	60
90	100

Inst... ...the input/output tables below

In	Out
32	
	66
	79
104	

Rule: add 3	
In	Out
13	
38	
	75
	94

Rule: subtract 6	
In	Out
	24
75	
94	
	122

Rule: s...4	
32	
	84
136	
	188

Rule: subtract 2	
In	Out
52	
85	
	102
	143

Rule: add 6	
In	Out
16	
67	
	123
	214

Name: _____ 33

Curriculum Connection
P6.1

Table of Values – Term Numbers/Values

Instructions Fill in the table of values below

Term Number	Term Value
1	15
2	22
3	29
4	
5	
6	

Term Number	Term Value
1	10
2	18
3	26
4	
5	
6	

Term Number	Term Value
1	74
2	65
3	56
4	
5	
6	

Term Number	Term Value
1	136
2	126
3	
4	
5	
6	

Term Number	Term Value
1	168
2	181
3	
4	207
5	
6	
10	

Term Number	Term Value
1	284
2	277
3	
4	263
5	
6	
10	

Name: _____ 35

Curriculum Connection
P6.1

Table of Values

Questions Answer the questions below by using the table of values

When you work an hour, you get paid 35 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	

Weeks	KM Ran
1	
2	
3	
4	
5	
10	

You are training for a marathon, so you run 21km a week.

1) How many weeks will you run after 5 weeks?

2) How many weeks will you have ran 21km for 10 weeks?

Chris is studying for a science test next week. Each night he studies for 25 minutes.

1) How many minutes does he study after 5 nights?

2) How many minutes does he study after 8 nights?

3) How many nights does he need to study for to study for 350 minutes?

Nights	Minutes
1	
2	
3	
4	
5	
8	

Name: _____ 37

Curriculum Connection
P6.1

T-Tables – Drawing Blocks

Instructions Fill in the T-Tables, counting the lines in each figure. Draw figure 4.

1) Figure 1 Figure 3 Figure 4

Figure	Boxes
1	
2	
3	
4	
8	

2) Figure 1 Figure 2 Figure 3 ure

Figure	Boxes
1	
2	
3	
4	

3) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Boxes
1	
3	
4	
10	

4) Figure 1 Figure 2 Figure 3 Figure 4

Figure	Boxes
1	
2	
3	
4	
10	

Name: _____ 38

Curriculum Connection
PE.3

Activity Title: Pattern Pass Along

Objective — What are we learning about?

To engage students in understanding and creating growing patterns using blocks, enhancing their pattern recognition skills and encouraging cooperative learning. Students will start a pattern and then adapt and extend patterns started by their peers.

Materi — will need for the activity.

- A variety [illegible] stacking cubes
- Timers or [illegible]
- Paper and pen[illegible] record their original patter[illegible]

Instructions — How you will comple[illegible]

1. Each student receives an equal numbe[illegible] olours.
2. Allow three minutes for every student to start [illegible] their [illegible] growing pattern on their desk or designated workspace.
3. After three minutes, instruct every student to move to the [illegible] right.
4. Give students two minutes to analyze the pattern in front of them and then add on to it, continuing the growing sequence. They should only add 1 more figure.
5. Repeat step 4 until each student has returned to their original starting position or until students begin running out of blocks.
6. Once back at their starting position, each student should observe how their initial pattern has evolved.
7. Have students write down any changes they notice and what additions were made by others. Does the pattern still work?

Curriculum Connection
PS1

Exit Cards

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

Name: ______________________

a) Draw the next figure.


Figure 1

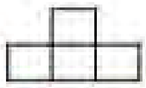


Figure 2

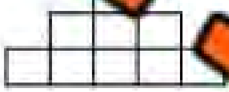


Figure 3

Figure 4

b) Write the number of sides that represents the figure sequence.

Fig 1 Fig 2 Fig 3 Fig 4

____, ____, ____, ____

Name: ______________________

a) Draw the next figure.

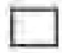


Figure 1

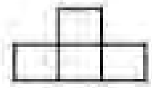


Figure 2

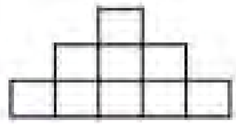


Figure 3

Figure 4

b) Write the number of sides that represents the figure sequence.

Fig 1 Fig 2 Fig 3 Fig 4

____, ____, ____, ____

Name: ______________________

a) Draw the next figure.

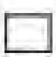


Figure 1

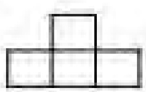


Figure 2

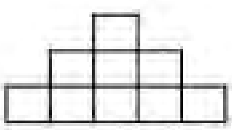


Figure 3

Figure 4

b) Write the number of sides that represents the figure sequence.

Fig 1 Fig 2 Fig 3 Fig 4

____, ____, ____, ____

Name: ______________________

a) Draw the next figure.


Figure 1

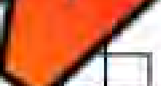


Figure 2

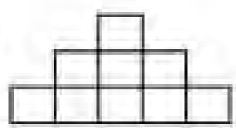


Figure 3

Figure 4

b) Write the number of sides that represents the figure sequence.

Fig 1 Fig 2 Fig 3 Fig 4

____, ____, ____, ____

Name: _____ 41

Curriculum Connection
P6.3

Increasing Patterns – Tables of Values

Instructions Fill in the table of values and write the pattern rule

1) Larry is sorting beads in different bottles.

Term Number (bottles)	Term Value (beads)
1	
2	
3	
4	
7	

Pattern Rule

Start at _____, add _____ each time.

2) The first child got [illegible] second got 4, the third got [illegible] fourth got 10.

Term	Term Value
2	
4	
8	

Pattern Rule

_____

_____

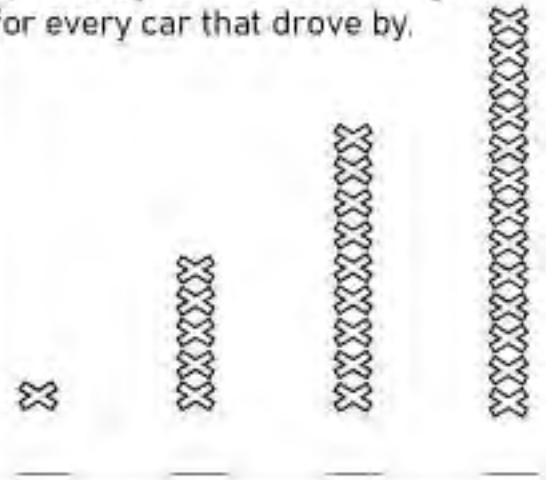
_____

_____

_____

_____

3) Lindsay recorded x's every hour for every car that drove by.



Term Number	Term Value
1	
2	
3	
4	
9	

Pattern Rule

_____

_____

_____

_____

_____

_____

Name: _____ 42

Curriculum Connection
P6.1

Table of Values – Finding Term N

When finding a random term in a pattern, we can use a variable. Often *n* is used to take the place of the term number. When we use *n*, we can change the value to find the term value for any term number.

We can find the value for *n* by looking at the pattern between the term number and term value. To do this, we look across the table from the term number to the term value.

Practice Find the pattern rule when you look <u>across</u> the table of values

Term Number	Term Value
1	
2	4
3	5
4	6
5	7
8	

<u>n + 2</u>

Term Number	Term Value
	2
	4
3	
4	8
5	
9	

<u>n x 2</u>

Term Number	Term Value
1	5
2	10
3	15
4	20
5	25

_____

Term Number	Term Value
1	5
2	6
3	7
4	8
5	9
11	

_____

Term Number	Term Value
1	3
2	6
3	9
4	12
5	15
11	

_____

Term Number	Term Value
10	8
15	13
20	18
25	23
30	28
50	

_____

Name: _____ 43

Curriculum Connection
P6.1

Table of Values – Finding Term N

Practice Write an expression that represents the pattern

Term Number	Term Value
1	6
2	12
3	
4	
5	
8	

_____

Term Number	Term Value
1	14
2	15
3	16
4	17
5	18

_____

Term Number	Term Value
100	10
110	11
120	12
130	13
140	14
180	

_____

Term Number	Term Value
2	0
4	2
6	4
8	6
10	8
50	

_____

Term Number	Term Value
1	
2	
3	21
4	28
5	35
11	

_____

Term Number	Term Value
	10
	12
	14
90	18
200	

_____

Word Problem Write a table of values and find the n^{th} term

Joe goes out looking for shells on a beach. He records how many shells he finds each day. He found 10 shells the first day, 20 shells the second day, 30 the third day, and 40 the fourth day. How many will he find on the 30^{th} day if the pattern continues.

Name: _____ 44

Curriculum Connection
P6.1

Finding Term N – Word Problems

Word Problem | Use a table of values and find the n^{th} term

1) Hugh has been saving money since he was 1 years old. He is now 15. He saved $20 when he was 1, $40 when he was 2, $60 when he was 3 and $80 when he was 4.

a) If the pattern continues...
   i) How much will he save when he is 10?

   ii) How much will he save when he is 20?

   iii) How much will he save when he is 50?

2) Pam is ramping up her exercise each week. In week 1, she exercised 40 minutes. In week 2, she exercised 80 minutes. In week 3, she exercised 120 minutes. In week 4, she exercised 160 minutes.

a) If the pattern continues..
   i) How much will she exercise in week 10?

   ii) How much will she exercise in week 30?

   iii) How much will she exercise in one year? (week 52)

Exit Cards

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

Name: _____

Emma is building a Lego tower. She started when she was 1 year old. She is now 15. She added 10 pieces to her tower when she was 1, 20 pieces when she was 2, 30 pieces when she was 3, and 40 pieces when she was 4. If the pattern continues...

a) How many pieces will she add to her tower when she is 5?

Answer: _____

b) How many pieces will she add to her tower when she is 10?

Answer: _____

c) How many pieces will she add to her tower when she is 25?

Answer: _____

Name: _____

Emma is building a Lego tower. She started when she was 1 year old. She is now 15. She added 10 pieces to her tower when she was 1, 20 pieces when she was 2, 30 pieces when she was 3, and 40 pieces when she was 4. If the pattern continues...

a) How many pieces will she add to her tower when she is 5?

Answer: _____

b) How many pieces will she add to her tower when she is 10?

Answer: _____

c) How many pieces will she add to her tower when she is 25?

Answer: _____

Name: _____

Emma is building a Lego tower. She started when she was 1 year old. She is now 15. She added 10 pieces to her tower when she was 1, 20 pieces when she was 2, 30 pieces when she was 3, and 40 pieces when she was 4. If the pattern continues...

a) How many pieces will she add to her tower when she is 5?

Answer: _____

b) How many pieces will she add to her tower when she is 10?

Answer: _____

c) How many pieces will she add to her tower when she is 25?

Answer: _____

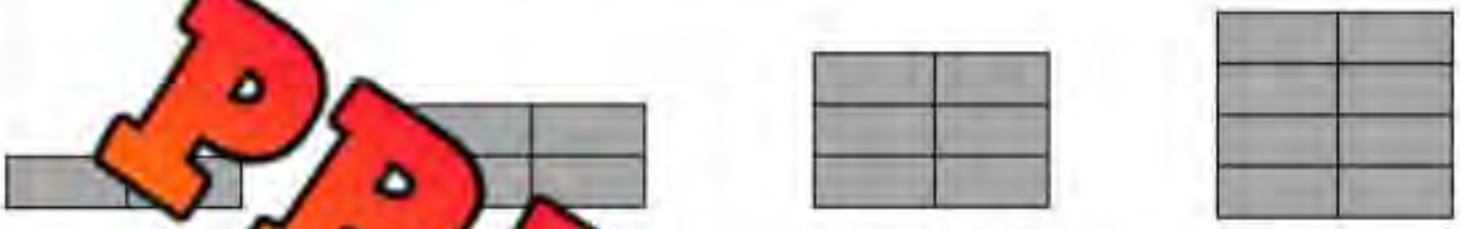
Name: _____ 46

Curriculum Connection
PG.1

Increasing Pattern Challenge

Instructions Complete the table of values and answer the questions below

Joel has created a pattern using his blocks. Fill in the table of values to learn more about the pattern.



Term Number	1			5	6	7	8	9	10
Term Value									

Pattern Rule: _____

1) How many blocks would Joel use in his 10th shape if he continued his pattern?	
2) Which shape (term number) would use 44 blocks?	
3) How many blocks would it take to create the 15th shape (term number)?	
4) How many blocks would it take to create the 32nd shape (term number)?	
5) Write an expression that represents the pattern Example: n + 5	

Name: _____ 47

Curriculum Connection
P6.3

Push-Up Challenge

Instructions Complete the table of values and answer the questions below

Brayden was challenged by a friend to do 20 push-ups a day for 2 weeks. Complete the table of values below to see his push-up progress.

Term Number (Days)	1	2	3	4	5	6	7	8	9	10
Term Value (Pushups)										

Pattern Rule: _____

1) How many pushups did Brayden c… 2 we…	
2) Which day did Brayden complete 200 pus…	
3) How many pushups would he do if he continued challenge for 3 weeks?	
4) If his friend did 50 pushups for 5 days, and Brayden did 20 pushups for two weeks, who would have done more?	
5) How many days would it take him to do 600 pushups?	
6) Brayden thinks he could do 1000 pushups in 50 days if he continued the same pattern. Is he correct?	
7) Write an expression that represents the situation.	

Name: _____ 48

Curriculum Connection
P6.3

Allowance Saving

Instructions Complete the table of values and answer the questions below

Martha is given a weekly allowance of $25. She is saving her money for a new tablet that costs $200. Fill in the table of values to find out when she can buy her new tablet.

Term Numbe (We			3	4	5	6	7	8	9	10
Term Value (Money)										

Pattern Rule: _____

1) In how many weeks can Martha bu er new t?	
2) How much money would she save in 10 wee	
3) If she kept saving, how many weeks would she need to save $600?	
4) How much money would she have after 20 weeks?	
5) Martha changed her mind and now wants a new computer that costs $800. How many weeks will she need to save her allowance?	
6) Write an expression that represents her saving pattern.	

Name: _____ 49

Curriculum Connection
PG.1

Basketball Skills Challenge

Instructions Complete the table of values to learn more about the pattern

Connor is practicing his shooting skills in basketball. He decides to take 150 shots each day for 10 days.

Term Number (Day)	2	3	4	5	6	7	8	9	10
Term Value (Shots)									

Pattern Rule: _____

1. Which day did Connor finish 1000	
2. How many shots did Connor take in 10 da	
3. If his friend took 200 shots for 7 days and Connor too 15 shots for 10 days, who would have taken more shots? Explain.	
4) How many days would it take Connor to shoot his 2000th shot?	
5) How many shots would Connor take if he took 150 shots for 21 days?	
6) Write an expression that represents Connor's practicing pattern.	

Name: _____ 50

Curriculum Connection
P6.1

Saving Money

Instructions Complete the table of values to learn more about the pattern

Jesse is saving her pay cheques from work each week for 10 weeks. She makes $300 each week. She is hoping she can buy a new bike for $2500. Fill in the table below to find out.

Term Number (Weeks)			3	4	5	6	7	8	9	10
Term Value (Money)										

Pattern Rule: _____

1) Can Jesse buy her new bike after 10?	
2) How much did she save in 10 weeks?	
3) If she kept saving, How many weeks would she need to save $4200?	
4) How much money would she have after 15 weeks?	
5) Jesse changed her mind and now wants to buy a car for $5400. How many weeks will she need to save her pay cheques?	
6) Write an expression that represents Jesse's saving pattern.	

Name: _____ 51

Curriculum Connection
eq1

Table of Values to Concrete Pattern

Instructions | Answer the questions below

Laura created a cool pattern yesterday using trapezoids. Her brother messed up the pattern, but she remembers how it went. She wrote the table of values below.

1) Draw a pattern using trapezoids that uses the same number of trapezoids that Laura used

Term Number	1	2	3	4	5
Term Value	3	4			7

Pattern Rule: _____

2) What is the pattern increasing by each time?	
3) How many total blocks did Laura use to make the pattern?	
4) If Laura continued the pattern, how many trapezoids would she need to make the 8th term?	
5) Laura kept the pattern going. She used 29 trapezoids for the last term. How many terms are in her pattern?	
6) Write an expression that represents the pattern.	

Name: _____ 52

Curriculum Connection
e51

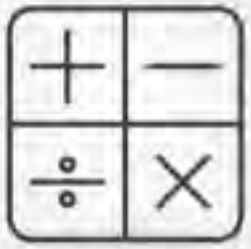
Task Cards: Patterning – All Operations

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 ets r for answers
- P



Instructions ou w the activity

1. Introduce the concept o s i perations and their relevance to problem-solving in everyda e.
2. Organize the students into pairs an ovide e air heir 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: _____ 53

Curriculum Connection
P5.1

Task Cards | Cut out the task cards below

Card 1:
Start with 5. Add 4 to get the next number in the pattern. What is the fifth number?

a) 21
b) 25
c) 29

Card 5:
Begin with 60. Subtract 5 and then divide by 5 for the next number. What is the second number?

a) 11
b) 12
c) 13

Start with … 2 … then subtract 1 fo… num… is the sec… umb…

a) 15
b) 16
c) 17

Card 6:
Start with 20. Subtract 4 and then take away half for the next number. What is the second number?

a) 7
b) 8
c) 10

Card 3:
Start with 80. Divide by 2 to get the next number. What is the fourth number?

a) 20
b) 25
c) 10

Sta… …d 2, subtract 4 to ge… term… …t is the third …nu…

a) …
b) 35
c) 33

Card 4:
Start with 7. Multiply by 3 and then add 2 for the next number. What is the second number?

a) 21
b) 23
c) 24

Card 8:
Start with 15. Divide by 3 to get the next number. What is the second number?

a) 5
b) 2
c) 8

Name: _____ 54

Curriculum Connection P5.1

Task Cards | Cut out the task cards below

Card 9:
Start with 6. Multiply by 5 and then add 4 for the next number. What is the second number?

a) 32
b) 34
c) 36

Card 13:
Start with 12. Add 5 and then multiply by 2 to get the next number. What is the third number?

a) 34
b) 76
c) 78

Begin with [illegible] then divide by 8 fo[illegible] num[illegible]t is the sec[illegible]umb[illegible]

a) 10
b) 15
c) 20

Card 14:
Start with 16. Add 5 to get the next number in the pattern. What is the fifth number?

a) 31
b) 36
c) 41

Card 11:
Start with 18. Subtract 2 and then take away half for the next number. What is the second number?

a) 8
b) 9
c) 10

Card 15:
[illegible] and then multip[illegible] get[illegible]xt number. What [illegible]thi[illegible]

a[illegible]
b) 76
c) 99

Card 12:
Start with 50. Subtract 5, add 3, subtract 5 to get the next term. What is the third term number?

a) 43
b) 36
c) 31

Card 16:
Start with 12. Multiply by 3 and then subtract 4 for the next number. What is the second number?

a) 30
b) 32
c) 34

Name: _____ 55

Curriculum Connection P5.1

Task Cards | Cut out the task cards below

Card 17:
Start with 8. Multiply by 2 and then subtract 4 to get the next number. What is the third number?

a) 24
b) 20
c) 16

Card 21:
Start with 9. Add 3 and then multiply by 2 for the next number. What is the second number?

a) 18
b) 21
c) 24

Card 22:
Begin with 100. Subtract 10 and then divide by 2 for the next number. What is the second number?

a) 30
b) 40
c) 45

Card 19:
Start with 25. Add 10 and then multiply by 3 to get the next number. What is the third number?

a) 315
b) 105
c) 345

Card 23:
b) 14
c) 16

Card 20:
Start with 80. Divide by 4 to get the next number. What is the third number?

a) 20
b) 5
c) 10

Card 24:
Start with 15. Multiply by 2 and then subtract 5 for the next number. What is the third number?

a) 25
b) 35
c) 45

Name: _____ 56

Curriculum Connection
P5.1

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	

Name: _____ 57

Curriculum Connection
TBD

Unit Quiz - Patterns

Part 1 Translate the increasing pattern into a table of values

Fill in the table of values by translating the growing pattern below.

Term Number	1			4	5	8
Term Value						

Pattern rule: _____

1) How many circles would be in the 10th term?	
2) How many circles would term 20 have?	
3) Is there a pattern between the term number and term value?	
4) How many total shapes were used in the first 4 terms?	

Part 2 T-Tables

Term Number	Term Value
1	74
2	81
	88
6	

+ + + + +

Term Number	Term Value
1	137
2	131
3	
4	119
5	
6	

- - - - -

Part 3 Answer [illegible] about the pattern. Draw the 4th figure

Draw Figure 4

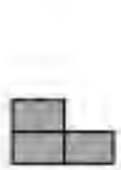


Figure 1

Figure 2

Figure 3 Figure 4

Figure	Term Value
1	
2	

1) Is this an increasing or decreasing pattern?	
2) How many rectangles would figure 25 have?	
3) Write an expression that represents the pattern	

Curriculum Connection
TEL

Part 4 Solve the word problem below. Show your work!

1) Answer the questions about the push-up pattern below.

a) If you did 15 push-ups a day, how many days would it take you to do 135 pushups?

b) Fi[illegible]he ta[illegible]lues below to represent doing 15 push-ups a day.

Term Num (Days)	1	3	4	5	10
Term Value (Push-Ups)					

c) On which day would you complete 1[illegible]shup

d) If you continued this pattern of pushups, how many [illegible]uld you do by day 50

e) Write an expression that represents the pattern.

Name: _____ 60

Quantitative Connection P62

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 or 32 ÷ 4 = 8

Expression = 3y + 2 or 49 ÷ n

Question: Is the number sentence an expression or equation?

1) 1 20 Expressi Eq	2) 25 + y Expression Equation
3) 3y + 8 Expression Equation	4) 2n + 5 E sion Equation
5) 8 – 4 + n = 10 Expression Equation	+ n Expr uation
7) 12 ÷ 4 = 3 Expression Equation	8) 56 Expression Equation
9) 100 ÷ n + 3 Expression Equation	10) $\frac{25}{n}$ + 10 = 15 Expression Equation
11) $\frac{40}{n}$ – 8 Expression Equation	12) 65 + 3 – n ÷ 10 Expression Equation

Name: _____ 61

Distribution Connection P62

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 pa… …s the following rule: $3n - 1$	Equation	Expression
3) Maria wants … …week. She has already run 22km. $22 + …$	Equation	Expression
4) The cost to enter an a… …t pa… …er ticket. $20t$	Equation	Expression
5) Jeff works at a garden centre and earns $… …hour. He can figure out his pay by using the follow… $15h$	…n	Expression
6) Bailey made $200 last week working with her mom. She worked 10 hours. $10w = 200$	Eq…	…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

Exit Cards

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

Name: ____________________

Is the number sentence an expression or equation? Circle the answer

1) The perimeter of a rectangle is calculated by the formula: 2(l + w)

Expression Equation

2) Emma has read 15 pages of a book and wants to read a total of 50 pages this week.

$15 + p = 50$

Expression Equation

Name: ____________________

Is the number sentence an expression or equation? Circle the answer

1) The perimeter of a rectangle is calculated by the formula: 2(l + w)

Expression Equation

2) Emma has read 15 pages of a book and wants to read a total of 50 pages this week.

$15 + p = 50$

Expression Equation

Name: ____________________

Is the number sentence an expression or equation? Circle the answer

1) The perimeter of a rectangle is calculated by the formula: 2(l + w)

Expression Equation

2) Emma has read 15 pages of a book and wants to read a total of 50 pages this week.

$15 + p = 50$

Expression Equation

Name: ____________________

Is the number sentence an expression or equation? Circle the answer

1) The perimeter of a rectangle is calculated by the formula: 2(l + w)

Expression Equation

2) Emma has read 15 pages of a book and wants to read a total of 50 pages this week.

$15 + p = 50$

Expression Equation

Name: _____ 63

Curriculum Connection
PS.2

Addition – Are They Equal?

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

8 + 4 = 12	23 + 15 ≠ 36	47 + 13 = 50

Instruct

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

1) + 10	2) 40 + 10 = 30	3) 48 + 7 = 45
4) 35 + 7 = 41	5) 2 40	6) 30 + 40 = 60
7) 61 + 9 = 70	8) 54 + 7	67 + 7 = 74
10) 42 + 20 = 62	11) 54 + 14 = 67	1
13) 61 + 14 = 65	14) 74 + 14 = 84	15) 66 + 12 = 76
16) 12 + 63 = 75	17) 80 + 8 = 88	18) 55 + 16 = 71
19) 11 + 81 = 92	20) 22 + 66 = 98	21) 56 + 43 = 99

Name: _____ 64

Curriculum Connection
P5.2

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

Instruc Circle the equation that matches the shaded in equation

1)	27 + 9	31 + 4	30 + 6
2)	36 + 12	31	25 + 14
3)	42 + 18	51 + 9	47 + 12
4)	55 + 13	51 + 16	
5)	72 + 15	75 + 12	52 + 33
6)	102 + 12	99 + 15	104 + 12
7)	124 + 24	131 + 16	129 + 19

Pre-Algebra – Balancing Equations

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

Examples:

22 + 15 = [37]

46 + [32] = 78

Instructions: Fill in the missing number to balance the equation

1) 15 … = [ ]	2) 33 + 8 = [ ]	3) 54 + 3 = [ ]
4) 18 + [ ] = 27	5) …2 + [ ] = 32	6) 32 + [ ] = 39
7) [ ] + 8 = 26	8) [ ] + 15…	9) [ ] + 35 = 45
10) 45 + 14 = [ ]	11) 22 + [ ] = 62	12) [ ] … 65
13) 44 + [ ] = 88	14) 62 + 15 = [ ]	15) 72 + [ ] = 85
16) 55 + [ ] = 89	17) 62 + 23 = [ ]	18) 17 + [ ] = 87
19) 77 + [ ] = 98	20) 51 + 41 = [ ]	21) 57 + [ ] = 99

Name: _____ 66

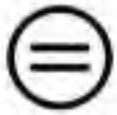
Curriculum Connection P6.2

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: 15 + n = 35

We can figure out the unknown number by balancing the equation.
In this equation, n = 20.



Instruct — Find out the value of the variable

1) 5 + [illegible] = 15 n =	2) n + 7 = 14 n =	3) 22 + n = 32 n =
4) 32 + 16 = p p =	[illegible] p =	6) p + 33 = 65 p =
7) 35 + y = 55 y =	8) y + 17 = 40 y =	[illegible] = y =
10) 55 + t = 75 t =	11) 36 + t = 68 t =	12) [illegible] t =
13) 75 + a = 89 a =	14) 82 + a = 95 a =	15) 73 + a = 97 a =
16) 68 + 22 = s s =	17) 63 + 31 = 43 s =	18) 67 + s = 93 s =

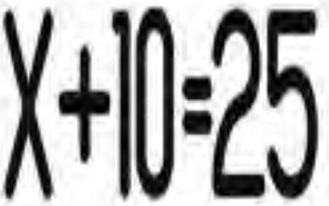
Name: _____ 67

Curriculum Connection
PK2

Activity – Math Hot Seat: Addition Challenge

Objective What are we learning about?

Students will practice solving addition problems to find unknown values by participating in a fun and interactive game, enhancing their arithmetic skills and quick thinking.



Materials What you will need for the activity.

- Index cards with addition problems
- Chairs arranged in a circle
- Stopwatch or timer
- Whiteboard and dry-erase markers

Instructions How you will complete the activity.

1. Prepare a stack of index cards with various addition problems. Ensure some problems require finding a missing number.
2. Arrange chairs in a circle with one "hot seat" in the center.
3. Explain the rules of the game to the students. One student will sit in the hot seat while the rest sit in the surrounding chairs.
4. The teacher will read an addition problem from the stack. The student in the hot seat has a limited time (e.g., 30 seconds) to solve the problem.
5. If the student in the hot seat answers correctly within the time limit, they stay in the hot seat for the next round. If they answer incorrectly or run out of time, they switch places with another student from the circle.
6. Continue the game until each student has had the opportunity to sit in the hot seat multiple times, or until the designated game time is up.
7. Keep track of the number of correct answers each student provides while in the hot seat. The student with the most correct answers at the end of the game wins.

Name: _____ 68

Curriculum Connection P62

Index Cards	Use the math problems below

___ + 15 = 37
12 + x = 29
25 + ___ = 54
8 + y = 26
A farmer has 80 chickens. He gets some more. Now he has 125 chickens. How many chi[illegible]ns did he get?
Emily ha[illegible]rbles. She won some more in a game. Now she has 195 marbles. How m[illegible]d she win?
___ + 20 = 68
10 + x = 57
[illegible] + ___ = 85
[illegible] 49
120 [illegible]
1[illegible]
___ [illegible] = 46
180 + y = [illegible]
275 + ___ [illegible]
125 + z = 289
John had 320 stickers. He bought some more. Now he h[illegible]70 [illegible]any stickers did he buy?
The class collected 200 cans for a food drive. They collected some [illegible]cans the next day. Now they have 275 cans. How many cans did they collect the next day?
The library has 400 books. They bought some more books. Now they have 485 books. How many books did they buy?
A store had 250 toys in stock. They received a shipment of some more toys. Now they have 390 toys. How many toys did they receive?
50 + ___ = 123
60 + x = 141
___ + 85 = 172
95 + y = 183

Name: _____ 69

Curriculum Connection P6.2

200 + ___ = 278
110 + x = 198
___ + 210 = 315
140 + y = 271
220 + ___ = 345
180 + x = 296
Sarah had 36 candies. Her friend gave her some more. Now she has 65 candies. How many candies did her friend give her?
A library [illegible] books. They received some more books. Now they have 212 books. [illegible] books did they receive?
The [illegible] a school. Some more students joined. Now there are 420 students. How [illegible] joined?
A box contain[illegible] pencils. [illegible] with some more pencils. Now it has 385 pencils. How ma[illegible] pencils
90 [illegible] 154
17[illegible]
___ [illegible] 45
[illegible] y = 27
200 + ___
240 + x = 3[illegible]
___ + 45 = 92
A baker made 120 cookies in the morning. She baked so[illegible] mo[illegible] afternoon. Now she has 185 cookies. How many cookies did s[illegible] afternoon?
Tom had 75 toy cars. He bought some more at the store. Now he has 125 toy cars. How many toy cars did he buy?
34 + y = 87
55 + ___ = 108
150 + x = 225
A gardener planted 50 flowers. He planted some more flowers later. Now there are 110 flowers in the garden. How many more flowers did he plant?
There were 180 students in the auditorium. Some more students entered. Now there are 250 students in total. How many students entered the auditorium?

Name: _____ 70

Curriculum Connection
P5.2

Using Variables to Solve Addition Equations

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

For example:

a + b + c = ? a = 7 b = 9 c = 11

7 + 9 + 11 = 27

Question: Find out the value of the variable

a + b + [illegible] = 9 c = 7 _____ + _____	n + y + t = n = 4 y = 12 t = 5 _____ + _____ + _____ = _____
c + r + p = c = 7 [illegible] 8 _____ + _____ + _____ = _____	[illegible] k = g = 12 h = 6 k = 4 _____ + _____ = _____
e + c + g = e = 8 c = 7 g = 10 _____ + _____ + _____ = _____	a [illegible] c = [illegible] h = 10 c = 3 _____ + [illegible] = _____
a + b + c = a = 12 b = 11 c = 13 _____ + _____ + _____ = _____	n + y + t = n = [illegible] t = 15 _____ + _____ + _____ = _____
c + r + p = c = 16 r = 9 p = 15 _____ + _____ + _____ = _____	g + h + k = g = 20 h = 20 k = 10 _____ + _____ + _____ = _____
e + c + g = e = 25 c = 15 g = 17 _____ + _____ + _____ = _____	a + b + c = a = 18 b =14 c = 13 _____ + _____ + _____ = _____

Name: _____ 71

Curriculum Connection P62

Word Problems – Writing Addition Equations

Questions | Answer the questions below

1) Alex and Ryan had 37 points together in a basketball game. Ryan had 21 points. Which equation will tell us how many points Alex had?

a + 21 = 37	37 + 21 = a
21 + a = 37	21 – a = 37

2) B[illegible] $75 together at work. Bruce can't remember how much he mad[illegible]t Ha[illegible]e made $39. Which equation will tell us how much Bruce made?

[illegible] + 39	39 + b = 75
[illegible]	75 + 39 = b

3) Mary and Brianna found 121 easte[illegible]get[illegible]ary found 65. Which equation will tell us how many Brian[illegible]und?

121 + b = 65	65 [illegible]
b + 65 = 121	[illegible] = 65

4) Brad scored 38 points in a basketball game. He had 12 point[illegible] Which equation will tell us how many points he had in the secon[illegible]ha[illegible]

p + 38 = 12	38 + 12 = p
38 + p = 12	12 + p = 38

5) It snowed 31cm in two days. The first day it snowed 14cm. Which equation will tell us how much it snowed the second day?

s + 14 = 31	31 + 14 = s
14 + s = 31	31 + s = 14

Exit Cards

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

Name: _____

Jacob, E[illegible] and Lucas have $300 together. [illegible] has $100 and Emily has $1[illegible] [illegible]ation will tell us how [illegible]ey [illegible] has?

a) 100 + 12[illegible]

b) l + 100 + 120 [illegible]

c) 300 = 100 + 120 + l

d) All of the above

Name: _____

Jacob, Emily, and Lucas have $300 together. Jacob has $100 and Emily has $120. Which equation will tell us how much money Lucas has?

a) 100 + 120 + l = 300

b) l + 100 + 120 = 300

c) 300 = 100 + 120 + l

d) [illegible]he above

Name: _____

Jacob, Emily, and Lucas have $300 together. Jacob has $100 and Emily has $120. Which equation will tell us how much money Lucas has?

a) 100 + 120 + l = 300

b) l + 100 + 120 = 300

c) 300 = 100 + 120 + l

d) All of the above

Name: _____

Jacob, Emily, and [illegible] together. Jacob ha[illegible] Emily has $120. Which equat[illegible]ill tell us how much money Lucas has?

a) 100 + 120 + l = 300

b) l + 100 + 120 = 300

c) 300 = 100 + 120 + l

d) All of the above

Name: _____ 73

Curriculum Connection
P6.2

Word Problems – Solving Addition Equations

Questions	Write the algebraic equations and answer the question

1) Tim drove 138 km to get to work. Then he drove to the store. When he got to the store, he had driven 195 km in total. How many km did he drive to the store (s)?

2) Steve [illegible] for beating level 1 in a video game. He got 68 more points for beati[illegible] total points (t) did he have after level 2?

Bonus – He ha[illegible] points [illegible] eating level 3. How many points did he get in level 3 (l)?

3) The Lakers scored 122 total p[illegible]s in [illegible] he Toronto Raptors. Kobe Bryant had 81 points for the Lakers. How man[illegible] (p) di[illegible]st of the team have?

4) Jessica's boat can hold a whopping 200 litres of gas. She went ou[illegible] tank. When she docked the boat after she was done, the tank had 4[illegible] many litres (l) did she use?

5) Becca had $187 in her bank account. She deposited some more money after she babysat for a summer. Now she has $410. How much money (m) did she make babysitting?

Name: _____ 74

Curriculum Connection
P6.2

Solving Addition Equations – Shopping Trip

Questions Solve the problems below. The first one is done for you

1) Jan spent *x* amount of dollars on new clothes at the mall. She bought jeans (j) for $79, a shirt (s) for $35, and a hat (h) for $49. Find the value of x.

Equation : x = j + s + h

x = 79 + 35

x = $163 Therefore, Jan spent $163.

2) Hi dollars at pet store. She bought dog food (f) for $59 and bones (r $29 ught a new dog toy (t) for $22. How much did she spend? Find the value

Equation : _____

_____

_____ e, _____

3) Josiah spent $510 total (t) at a sport sto bought new skates (s) for $310, new gloves (g) for $120, and a ne for *n* dollars. How much is *n* worth?

Equation : _____

_____

_____ Therefore, _____

4) Barry bought 3 new t-shirts (s) that all cost the same amount of (t) price of $186. How much is *s* worth?

Equation : _____ = _____ + _____ + _____ or _____ = _____ ÷ _____

_____

_____ Therefore, _____

5) Henry bought a new computer setup for a total (t) of $799. He bought a computer for c number of dollars. He also bought a keyboard (k) for $44 and a mouse (m) for $35. How much is c worth?

Equation : _____

_____

_____ Therefore, _____

Name: _____ 75

Curriculum Connection
P62

Subtraction – Are They Equal?

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

12 - 4 = 8	42 - 11 ≠ 30	34 - 17 = 17

Instruct

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

1) [illegible] - 3	2) 17 - 4 = 14	3) 20 - 7 = 13
4) 28 - 11 = 17	5) [illegible] 28	6) 42 - 10 = 33
7) 48 - 14 = 34	8) 45 - 16 =	9) 57 - 14 = 44
10) 62 - 12 = 50	11) 68 - 15 = 52	12) [illegible]
13) 78 - 22 = 55	14) 74 - 13 = 61	15) 84 - 13 = 74
16) 89 - 0 = 0	17) 91 - 11 = 80	18) 86 - 15 = 72
19) 95 - 30 = 65	20) 97 - 16 = 82	21) 77 - 26 = 51

Name: _____ 76

Curriculum Connection
P5.2

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

Instructi — Circle the equation that matches the shaded in equation

1)	42	38 - 9	45 – 15
2)	53 - 11	6	51 – 6
3)	73 – 8	70	78 – 12
4)	87 - 12	84 - 10	
5)	103 - 12	99 – 8	105 – 13
6)	121 - 13	115 - 6	120 – 12
7)	136 - 15	139 - 18	141 - 22

Matching Game: Do The Equations Match

Objective What are we learning about?

To enhance students' understanding of equality within addition and subtraction equations. Students will identify and match pairs of equations that yield the same result, fos[illegible]ring critical thinking and problem-solving skills in a collaborative group se[illegible]

Mat[illegible] W[illegible] will need for the activity.

- Pre-prepar[illegible]re-c[illegible]g cards.
- Small bags or envel[illegible]old t[illegible]ts for each group

Instructions How you will complete the [illegible]

1. Before the class, the teacher will cut out the p[illegible]ed m[illegible]ng game cards.
2. Divide the students into small groups and give each group [illegible]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. They will need to solve both equations to see if they match (equal the same).
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: _____ 78

Curriculum Connection
P5.2

Cards | Matching Game Cards

10 + 15	20 + 5
50 - 0	30 - 0
100 + 50	1[illegible] + 25
90 - 30	60 - [illegible]
75 + 25	100 + 0

Name: _____ 80

Curriculum Connection
P5.2

Cards | Matching Game Cards

110 + 50	120 + 40
21[illegible]0	150 + 20 - 10
130 + 40	1[illegible] + 30
170 - 70	120 + 20 - 20
90 + 90	150 + 30

Name: _____ 81

Curriculum Connection
P5.2

Cards | Matching Game Cards

200 + 50 - 30	210 + 10 - 0
100 + 10	130 + 0
60 + 50 - 10	+ 30
150 + 20 - 10	140 +
220 - 70 + 30	180 + 0

Name: _____ 82

Curriculum Connection P62

Pre-Algebra – Balancing Subtraction Equations

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

Examples:

$24 - 8 = \boxed{16}$ (16 above 8)

$45 - 16 = \boxed{29}$ (29 above 16)

Instructi Fill in the missing number to balance the equation

1) 23 - ☐ =	2) 28 - 4 = ☐	3) 32 - 7 = ☐
4) 15 - ☐ = 5	5) ☐ - = 9	6) 22 - ☐ = 11
7) ☐ - 8 = 13	8) ☐ - 7	☐ - 12 = 12
10) 43 - 11 = ☐	11) 64 - ☐ = 44	☐ 44
13) 71 - ☐ = 58	14) 77 - 12 = ☐	15) 65 - ☐ = 49
16) 85 - ☐ = 67	17) 74 - 15 = ☐	18) 86 - ☐ = 72
19) 90 - ☐ = 60	20) 86 - 16 = ☐	21) 98 - ☐ = 85

Name: _____ 83

Curriculum Connection
P6.2

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: 39 - n = 25

We can figure out the unknown number by balancing the equation. In this equation, n = 14.

Questi... Find out the value of the variable

1) 31 - n = 25 n =	2) ... - 15 = 8 ... =	3) 35 - n = 15 n =
4) 47 - 16 = p p =	5) ... - ... = ... p =	6) p - 13 = 18 ... =
7) 53 - y = 37 y =	8) y - 45 = 0 y =	9) ... = y ... =
10) 73 - t = 55 t =	11) 42 - t = 35 t =	12) 7... - t t =
13) 83 - a = 67 a =	14) 67 - a = 58 a =	15) 95 - a = 75 a =
16) 98 - 35 = s s =	17) 86 - s = 71 s =	18) 96 - s = 73 s =

Exit Cards

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

Name: _____

a) s - g = k s = 125 g = 47

_____ - _____ = k

k =

b) o - r = p o = 78 r = 29

_____ - _____ = p

p =

Name: _____

a) s - g = k s = 125 g = 47

_____ - _____ = k

k =

b) o - r = p o = 78 r = 29

_____ - _____ = p

p =

Name: _____

a) s - g = k s = 125 g = 47

_____ - _____ = k

k =

b) o - r = p o = 78 r = 29

_____ - _____ = p

p =

Name: _____

a) s - g = k s = 125 g = 47

_____ - _____ = k

k =

b) o - r = p o = 78 r = 29

_____ - _____ = p

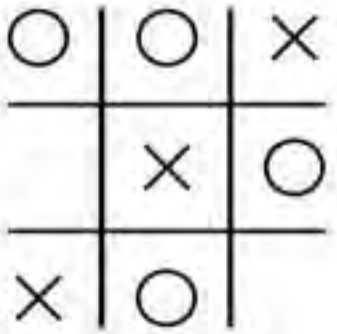
p =

Name: _____ 86

Curriculum Connection
PK2

Math Tic-Tac-Toe: Solving Variables

Objective What are we learning about?



To help students practice solving subtraction equations involving variables in a fun and interactive way through a Tic-Tac-T[illegible].

Mate[illegible] [illegible]will need for the activity.

- Tic-Tac-Toe g[illegible]boards

Instructions How you w[illegible]ple[illegible]

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

Name: _____ 87

Curriculum Connection
P5.2

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

x - 3 = 5	8 - y = 2	z - 4 = 6
y - 2 = 3	10 - x = 4	w - 5 = 7
6 - z =	- 1 = 5	n - 6 = 2

h - 5 = 2	i - 3 = 6	j - 7 = 3
k - 2 = 9	l - 1 = 8	m - 4 = 7
39 - h = 9	38 - i = 7	37 - j = 8

b - 4 = 5	c	
e - 1 = 8	f - 2 = 7	g - 5 =
37 - b = 9	36 - c = 8	35 - d = 7

v - 5 = 3	w - 2 = 7	x - 4 = 5
y -	z - 3 = 6	a - 6 = 2
35	4 - w	33 - x = 7

p - 6 = 2	q - 4 = 5	r - 5 = 3
s - 1 = 8	t - 2 = 9	u - 3 = 7
33 - p = 9	32 - q = 8	31 - r = 7

j - 5 = 4	k - 3 = 6	l - 6 = 1
m - 2 = 9	n - 1 = 8	o - 4 = 7
31 - j = 8	30 - k = 9	29 - l = 7

Name: _____ 88

Curriculum Connection
P5.2

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

d - 7 = 3	e - 5 = 2	f - 4 = 6
g - 1 = 8	h - 2 = 9	i - 3 = 7
29 - d =	- e = 7	27 - f = 5

x - 4 = 5	y - 3 = 7	z - 6 = 1
a - 1 = 8	b - 2 = 7	c - 5 = 3
27 - x = 6	26 - y = 8	25 - z = 5

z - 4 = 5	a	
c - 1 = 8	d - 3 = 7	e - 2 =
19 - z = 5	18 - a = 7	17 - b = 8

l - 6 = 4	m - 4 = 5	n - 5 = 3
o -	p - 1 = 10	q - 3 = 8
23	22 - m	21 - n = 8

t - 5 = 3	u - 4 = 5	v - 6 = 1
w - 2 = 7	x - 1 = 8	y - 3 = 6
17 - t = 8	16 - u = 7	15 - v = 9

n - 8 = 1	o - 6 = 2	p - 4 = 5
q - 3 = 6	r - 2 = 7	s - 1 = 8
15 - n = 6	14 - o = 8	13 - p = 9

Name: _____ 90

Curriculum Connection
P6.2

Word Problems – Solving Subtraction Equations

Instructions Solve the word problems using equations and variables

1) Bridgette started the weekend with $214 in her bank account. She went shopping (s) at the mall and now had $76. How much did she spend at the mall?

2) S[illegible] found 1[illegible] eggs during her Easter egg hunt. She gave some to her friends [illegible]d now [illegible] eggs left. How many did she give (g) away?

3) There are 128 minutes in a movie [illegible]n is [illegible]ng. He watches 41 minutes and then pauses the movie for popc[illegible]low m[illegible] (m) are left?

4) Jeremy is climbing Mount Everest to Base Camp. It is 5,464[illegible] for a break with 1,100m left. How many metres has he climbed (c) al[illegible]ead[illegible]

5) Pam is driving to her cottage in northern Alberta. The total distance is 721km. She has driven 315km already. How much more distance (d) does she need to drive?

Name: _____ 91

Curriculum Connection
P6.2

Solving Subtraction Equations - Vacation

Questions Solve the problems below. The first one is done for you

1) Ron is driving 1,350km (x) to a resort with his family. They drive 415km on the first (f) day and 480km on the second (s) day. How many km do they have left (l)?

Equation : l = x – f – s or x – f – s = l

l = 1350 – [illegible] 480

l = 455km Therefore, Ron and his family have 455km remaining to drive.

2) The [illegible]de to b[illegible] $300 on dinner out for 3 nights. They spent $75 on the first (f) dinner, and $128 [illegible]nd [illegible] dinner. How much do they have left for the third dinner (t)?

Equation : _____

_____

_____ [illegible]ore _____

3) The family heads to the waterslide p[illegible]ey brin[illegible]tal (t). The two adults (a) cost $25 each. The two kids (k) cost $15 each. How [illegible]n do[illegible]ve left (L)?

Equation : _____

_____

_____ Therefore, _____

4) The family buys a 24 pack of mini donuts (d). Ron (r) has 4 and his [illegible] has 3. The kids (k) eat 10 together. How many donuts are left (l)?

Equation : _____

_____

_____ Therefore, _____

5) On the drive home, they take a short cut. The drive is 950km (d). They drive 380km the first day (f) and 430km the second (s) day. How many km do they have left (l)?

Equation : _____

_____

_____ Therefore, _____

Name: _____ 92

Curriculum Connection
P62

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.

- [illegible] bottles [illegible] pair/group) filled to approximately one-third with water (or [illegible] cups)
- Set of sub[illegible]gebra[illegible]on cards
- Answer shee[illegible]ch gr[illegible]

Instructions How you[illegible]ple[illegible]ity

1. Start with a short lesson on one-[illegible]btract[illegible]ebra problems, using examples like x - 3 = 4.
2. Arrange the students into pairs or small [illegible] and [illegible] bottle and a set of question cards to each.
3. Each pair or group receives an answer sheet to [illegible]eir an[illegible]
4. Explain the rules: One student draws a question ca[illegible]ies [illegible] t[illegible] subtraction algebra problem.
5. Once they believe they have the correct answer, they write it [illegible] answer sheet.
6. The student then gets to attempt a bottle flip. After answering each [illegible]estion, the students gets only one flip. After they flip their bottle, they should keep track of successful flips and unsuccessful flips.
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 (team with the most successful flips/correct answers). For incorrect answers, deduct a point from their successful bottle flips.
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.

Name: _____ 93

Curriculum Connection P62

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

1) x - 12 = 68	2) b - 13 = 37	3) 150 - d - 8 = 92	4) 167 - 10 - 23 = w
5) y - 9 = 41	6) n - 5 = 35	7) 92 - q - 18 = 52	8) 236 - t - 117 = 43
9) m - 16 = 74	10) p - 17 = 33	11) r - 20 - 12 = 58	12) v - 158 - 14 = 118
13) Kelly had 45 stick... lost ... she ...0. How many did she lose?	14) Sam had 60 ...les and lost ... how he ... how ... h... se?	15) Sara set aside $400 for school supplies. She spent $90 on notebooks, $125 on textbooks, and some amount on art supplies. She has $125 left for pens and ...ils. How much did ...pend on art ...lies?	16) Sophia decides to use $550 for car repairs. She spent some amount on new tires, $150 on brake pads, and $100 on an oil change. She has $100 left for a car wash. How much did she spend on new tires?
17) Dylan had 70 candies and gave some away. Now he has 55. How many did he give away?	18) Eva had 90 crayons and broke some. Now she has 65. How many did she break?	...hael pl... allo...te $700 ...ome improv... He spent som... ...unt ... paint, $180 o... curtains, and $100 ... light fixtures. He has $220 left for a new rug. How much did he spend on paint?	...) The Johnsons plan to ...00 for a party. They ... on decorations, ...ome a... ...on food, and ...80 o... ...s. They have ...150 ... ...ors. How ... ...end ...
21) Lucy had a number of balloons. She gave 10 to her friend and now has 40 left. How many balloons did Lucy start with?	22) Mike had a number of books. He gave 12 to his friend and now has 30 left. How many books did Mike start with?	23) Liam and Olivia have $350 for a weekend getaway. They spent $100 on gas, some amount on lunch, and $85 on souvenirs. They have $95 left for dinner. How much did they spend on lunch?	24) Emma and Noah budget $300 for dinner out for 3 nights. They spent $75 on the first dinner, some amount on the second dinner, and $97 left for the third dinner. How much did they spend on the second dinner?

Name: _____ 94

Curriculum Connection
P5.2

Algebraic Bottle Flip Challenge

Answers | Record your answers below

1	
2	
4	
5	
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14	
15	
16	
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23	
24	

Name: _____ 95

Curriculum Connection
P62

Multiplication – Are They Equal?

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

4 x 3 ≠ 8	3 x 5 = 15	7 x 4 ≠ 21

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

[illegible] x 2	2) 5 x 3 = 15	3) 7 x 3 = 21
4) 5 x 5 = 30	5) [illegible]2	6) 4 x 5 = 25
7) 10 x 4 = 40	8) 6 x 5 [illegible]	9) 5 x 2 = 10
10) 6 x 10 = 70	11) 2 x 9 = 18	[illegible]
13) 4 x 4 = 12	14) 6 x 1 = 6	15) 4 x 6 = 24
16) 4 x 7 = 21	17) 5 x 9 = 40	18) 5 x 10 = 50
19) 5 x 7 = 35	20) 7 x 7 = 42	21) 8 x 4 = 32

Name: _____ 96

Curriculum Connection
P6.2

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

Instruct | Circle the equation that matches the shaded in equation

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

Name: _____ 97

Curriculum Connection
P5.2

Pre-Algebra – Balancing Multiplication Equations

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

Examples:

$6 \times 3 = 18$ (18 is the product of 6 and 3)

$4 \times 4 = 16$ (16 is the product of 4 and 4)

Instructi Fill in the missing number to balance the equation

1) 8 x ☐	2) 4 x 3 = ☐
3) 5 x ☐ = 35	) 3 x ☐ = 12
5) ☐ x 5 = 10	6) ☐ 35
7) 7 x 10 = ☐	8) 4 x ☐ 20
9) 7 x ☐ = 21	10) 7 x 3 = ☐
11) 4 x ☐ = 16	12) 4 x 6 = ☐
13) 7 x ☐ = 63	14) 8 x 6 = ☐

Name: _____ 98

Curriculum Connection
P6.2

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: 7n = 14 means 7 x n = 14

We can figure out the unknown number by balancing the equation.
In this eq[illegible]n, n = 2.

Instr[illegible]d out the value of the variable

1) 3n = 6 n =	2) n x 8 = 16 n =
3) 10 x 4 = p p =	[illegible]0 p =
5) 3n = 18 n =	6) [illegible] n =
7) 5n = 25 n =	8) 6 x 4 = t t =
9) 3n = 24 n =	10) 10n = 100 n =
11) 9s = 27 s =	12) 5 x 8 = s s =

Name: _____ 100

Curriculum Connection
7.5.2

Activity: Multiplication Race

Objective What are we learning about?

Students will practice multiplication algebra questions by racing to solve equations quickly and accurately.

Materials What you will need for the activity.

- [illegible]
- Ma[illegible]s or pe[illegible]
- Timer (opt[illegible]

Instructions How [illegible] activity

1. Prepare a stack of index c[illegible]s wi[illegible]nd one-step algebraic equation questions. Include a mix[illegible]tems[illegible]re variety.
2. Have students line up in a single file.
3. Call the first two students in line to the fron[illegible]ace to answer the multiplication algebraic equation question t[illegible]cher[illegible]rom the stack.
4. Pull a card from the stack and read the question aloud.
5. The first student to answer correctly wins the round. If a student s[illegible]he wrong answer, they are out and go to the end of the line.
6. The student who answers correctly stays at the front to compete against the next student in line.
7. The student who loses goes to the end of the line.
8. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
9. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

Name: _____ 101

Curriculum Connection
P5.2

Multiplication Equations | Use these for the race

3x = 21	2a = 30	12x = 180
4y = 48	3b = 60	11y = 121
[illegible]	4c = 44	10z = 100
6n = [illegible]	[illegible] = 65	9n = 81
7m = 91	6[illegible]	8m = 64
8k = 96	7f = 12[illegible]	[illegible] = 49
9p = 135	8g = 160	[illegible]
10b = 150	9h = 153	5b = 25
11c = 143	10i = 190	4c = 12
12d = 144	11j = 121	3d = 9

Curriculum Connection
PS.2

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) ch = t c = 8 h = 10

_____ x _____ = t

t =

2) mp = q m = 3 q = 15

_____ x _____ = q

p =

Name: _____

Find out the value of the variable

1) ch = t c = 8 h = 10

_____ x _____ = t

t =

2) mp = q m = 3 q = 15

_____ x _____ = q

p =

Name: _____

Find out the value of the variable

1) ch = t c = 8 h = 10

_____ x _____ = t

t =

2) mp = q m = 3 q = 15

_____ x _____ = q

p =

Name: _____

Find out the value of the variable

1) ch = t c = 8 h = 10

_____ x _____ = t

t =

2) mp = q m = 3 q = 15

_____ x _____ = q

p =

Name: _____ 106

Curriculum Connection
P5.2

Division – Are They Equal?

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

$8 \div 2 \neq 5$	$9 \div 3 = 3$	$15 \div 3 \neq 3$

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

1) [illegible]	2) $20 \div 10 = 10$
3) $9 \div 3$ [illegible]	4) $16 \div 2 = 6$
5) $25 \div 5 = 5$	[illegible] $= 7$
7) $42 \div 7 = 7$	8) [illegible]
9) $32 \div 8 = 3$	10) $48 \div 8 = 6$
11) $64 \div 8 = 6$	12) $24 \div 12 = 2$
13) $33 \div 3 = 3$	14) $55 \div 11 = 5$

Exit Cards

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

Name: _____

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

1) 45 ÷ 5 = 8
2) 72 ÷ 8 = 9
3) 40 ÷ 8 = 6
4) 100 ÷ 20 = 5

Name: _____

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

1) 45 ÷ 5 = 8
2) 72 ÷ 8 = 9
3) 40 ÷ 8 = 6
4) 100 ÷ 20 = 5

Name: _____

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

1) 45 ÷ 5 = 8
2) 72 ÷ 8 = 9
3) 40 ÷ 8 = 6
4) 100 ÷ 20 = 5

Name: _____

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

1) 45 ÷ 5 = 8
2) 72 ÷ 8 = 9
3) 40 ÷ 8 = 6
4) 100 ÷ 20 = 5

Name: _____ 108

Curriculum Connection
P5.2

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

Instruct | Circle the equation that matches the shaded in equation

1)	20 ÷	10 ÷ 2	12 ÷ 2
2)	18 ÷ 3	6	60 ÷ 10
3)	28 ÷ 4	42 ÷ 7	49 ÷ 7
4)	45 ÷ 5	18 ÷ 2	
5)	36 ÷ 6	18 ÷ 3	16 ÷ 4
6)	24 ÷ 3	45 ÷ 5	40 ÷ 5
7)	32 ÷ 8	27 ÷ 9	28 ÷ 7

Name: _____ 109

Curriculum Connection
P5.2

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

Question: Fill in the missing number to balance the equation

1) 18 ÷ ☐ =	2) 12 ÷ 3 = ☐
3) 15 ÷ ☐ = 5	22 ÷ ☐ = 2
5) ☐ ÷ 4 = 4	6) ☐ ÷
7) 42 ÷ 6 = ☐	8) 56 ÷ ☐ = 8
9) 28 ÷ ☐ = 4	10) 100 ÷ 10 = ☐
11) 36 ÷ ☐ = 6	12) 63 ÷ 9 = ☐
13) 80 ÷ ☐ = 10	14) 81 ÷ 9 = ☐

Name: _____ 110

Curriculum Connection P5.2

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: $27 \div n = 3$ or $\frac{27}{n} = 3$

We can figure out the unknown number by balancing the equation. In this equation, n = 9.

Instructions: Find out the value of the variables

1) 5 n =	2) $\frac{n}{3} = 3$ n =
3) $16 \div 4 = p$ p =	4) $24 \div p = 8$ p =
5) $\frac{42}{n} = 6$ n =	6) n =
7) $80 \div n = 10$ n =	8) $\frac{t}{2}$ t =
9) $\frac{48}{n} = 8$ n =	10) $55 \div n = 11$ n =
11) $36 \div s = 12$ s =	12) $\frac{24}{8} = s$ s =

Name: _____ 114

Curriculum Connection
P5.2

Word Problems – Solving Division Equations

Questions Solve the word problems using equations and variables

1) Mary bought 56 burgers that came packed in packs of 8. How many packs did she buy?

2) C[illegible] scooped [illegible]ps of ice cream evenly onto 8 cones. How many scoops did ea[illegible]?

3) Jade is putting 72 onions into b[illegible]ch b[illegible]lds 8 onions. How many boxes does he need?

4) A group of 9 friends buys a bunch of cookies. Each frien[illegible]t 6 cookies. How many cookies did they buy?

5) In gym class, a group of 49 students were divided into 7 groups. How many students are in each group?

Math Pictionary: Division Equations Challenge

Objective What are we learning about?

To reinforce students' understanding and application of division through solving word problems in a fun and interactive drawing game.

Materials What you will need for the activity.

- [illegible]ards
- Mar[illegible]s or [illegible]
- Whiteboa[illegible]ner
- Timer or sto[illegible](optic

Instructions How you w[illegible]ple[illegible]

1. Divide the class into two teams.
2. One student from Team A will come to th[illegible]of th[illegible]d draw a card. The student will then read the word problem s[illegible]a[illegible]sentation of the problem on the whiteboard.
   - They can use objects to represent the numb[illegible]pr[illegible]and can write the numbers to label their drawings, but they ca[illegible]t us[illegible]ical symbols or operations. For example, if the problem is [illegible]les divided among 7 students," the student can draw an app[illegible]a[illegible]"56" above it and draw a student and write "7" above the student
3. Team A will observe the drawing and try to guess the word problem and solve it. For added difficulty, make students guess what is written on the index card. They have 1 minute to discuss and come up with the answer.
4. If Team A correctly identifies the word problem and solves it within the time limit, they earn a point. If they answer incorrectly, Team B gets a chance to solve it.
5. Next, a student from Team B will come to the front, draw a card, and draw a representation of the division word problem on the whiteboard.
6. Team B will then have 1 minute to discuss and solve the problem.
7. Alternate turns between the teams.
8. Continue the game until all index cards have been used or the designated game time is up.

Name: _____ 116

Curriculum Connection
P6.2

Math Equations | Cut out the equations below

Index Cards

There are 24 candies, and each child gets 4. How many children are there?

A farmer has 48 apples and packs them into bags with 6 apples each. How many bags does he need?

A class has 30 students and 5 tables. How many students sit at each table?

There are 56 books on the shelf. Each shelf holds 8 books. How many shelves are there?

A baker has 36 cupcakes and puts them in boxes of 6. How many boxes does he need?

A library has 72 books and wants to distribute them equally into 9 stacks. How many books are in each stack?

There are 40 marbles, and each jar can hold 5 marbles. How many jars are needed?

A teacher has 90 pencils and gives 10 pencils to each student. How many students get pencils?

A family has 20 oranges and divides them into 4 equal bags. How many oranges are in each bag?

A gardener has 50 flowers and plants them in rows of 5. How many rows are there?

A group of 14 penguins catch 56 fish. If they share the fish equally, how many fish does each penguin get?

16 monkeys find 64 bananas. If they share the bananas equally, how many bananas does each monkey get?

Name: _____ 117

Division Extension P6.2

Math Equations	Cut out the equations below

Index Cards

A bakery has 100 cookies and packs them into boxes of 10. How many boxes are needed?

A school has 81 grade 5 students, and they are divided into 3 equal classes. How many students are in each class?

There are 24 candies in one bag and 12 candies in another. They are divided equally among 6 children. How many candies does each child get?

There are 120 [illegible] added to the pond. If 10 pelicans share them equally, how many [illegible] get?

There are 45 chocolates, [illegible] are eaten. The rest are divided among 3 friends. How many chocolates does each friend get?

A group of 20 bees collect 100 flowers. If they share the flowers equally, how many flowers does each bee get?

A baker has 60 cupcakes and bakes 30 more. He packs them into boxes of 10. How many boxes does he need?

A flock of 12 birds find 36 worms. If they share them equally, how many worms does each bird get?

There are 64 apples, and 8 more are added to the basket. If 8 horses share them equally, how many apples does each horse get?

There are 80 balloons, and 40 are used for decoration. The rest are divided equally among 8 children. How many balloons does each child get?

There are 42 cookies in one jar and 14 cookies in another. They are divided equally among 7 friends. How many cookies does each friend get?

A bunch of squirrels are given 48 raspberries, and 24 more are added. They are divided equally among 8 squirrels. How many raspberries does each student get?

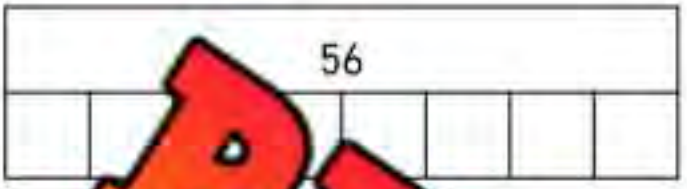
Name: _____ 119

Curriculum Connection
PS.2

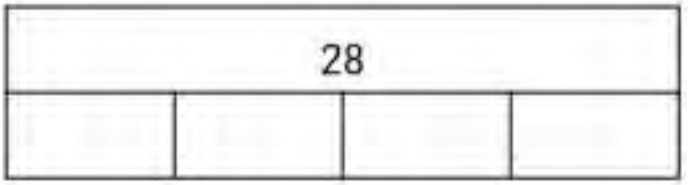
Division – Bar Model

Instructions Use the bar model to answer the division questions below.

1) 56 ÷ 8

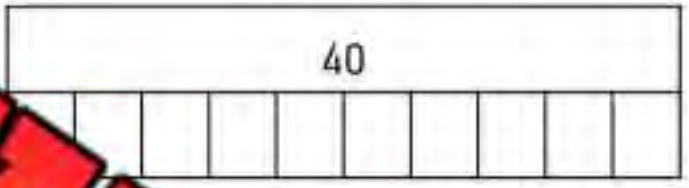


2) 28 ÷ 4

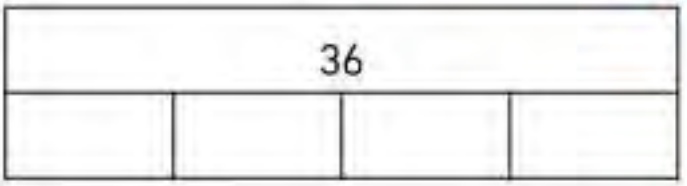


3)

4) 40 ÷ 10

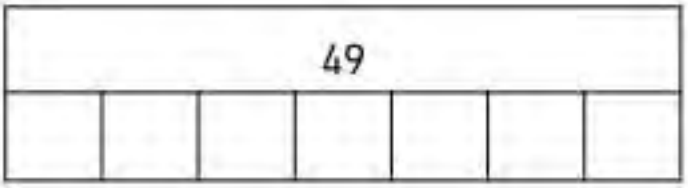


5) 36 ÷ 4

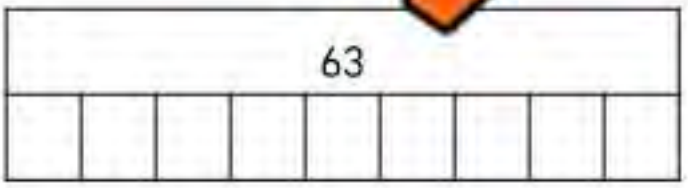


6) 35 ÷ 5

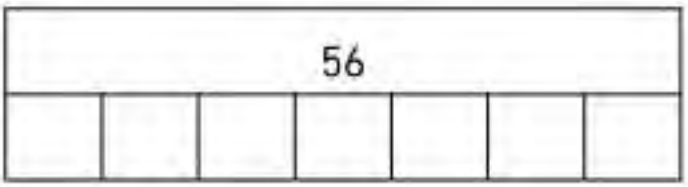
7) 49 ÷ 7



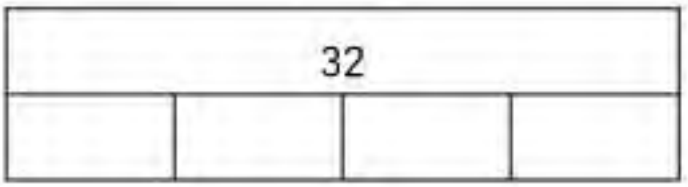
8) 63 ÷ 7



9) 56 ÷ 7



10) 32 ÷ 4



Name: _____ 120

Curriculum Connection
PS.2

Division Word Problems – Bar Model

Instructions Use the bar model to answer the division questions below

1) Richard has 48 candies to give away to his 6 friends. How many candies will each friend get?

Division Equation Sentence: _____ ÷ _____ = _____

2) Emma and her 5 friends made $66 selling cookies at a bake sale. How much money will each of the friends get?

66					

Division Equation Sentence: $\frac{\square}{\square}$ = _____

Name: ______________________________ 123

[illegible]

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
2x = 6. Find x.	4y = 24. Find y.	5z + 10 = 25. Find z.	If 3 apples cost $15, what is the cost per apple?	Jack has twice as many toy cars as Oliver. If the total is 18 cars, how many does Oliver have?
6 + m[illegible] Fi[illegible]	[illegible]	10 = 2t + 6. Solve for t	If there are 28 apples in a basket and the number of apples is 4 times the number of oranges, how many oranges are there?	Sophia's sister is 30 years old. She is 4 years older than twice Sophia's age. How old is Sophia?
8 - p = 3. Find p.	7e - 14 = 21. What is e?	[illegible]5 is [illegible]at is [illegible]	If Sam had 45 [illegible]bles and lost [illegible]ow he has [illegible]y did [illegible]	A rectangle has a perimeter of 120 cm. If the length is twice the width, what are the length and width?
3 + n = 9. Find n.	2d + 4 = 14. Find d.	18 = 3b - 3. Find b.	[illegible]encils [illegible] does [illegible] cos[illegible]	[illegible] has 3 times as many [illegible]s Jerry. Together the[illegible]0 books. How m[illegible]ks [illegible]es each [illegible]
10 ÷ 2 = ?	6 ÷ c = 2. Find c.	4r + 5 = 29. Find r.	John had 80 pencils. After using some for his art projects, he now has 55 pencils left. How many pencils did he use?	Jason [illegible]ears old. He is 6 years older than twice his brother's age. How old is his brother?
5 = x - 3. What is x?	15 ÷ 3 = ?	20 ÷ 5 + 23 = ?	There are 20 marbles between you and Sarah. If you have 4 times as many marbles as Sarah, how many does Sarah have?	Emma's aunt is 36 years old. She is 12 years older than three times Emma's age. How old is Emma?

Name: _____ 124

Curriculum Connection TBD

Algebra Quiz - Equations

Part 1

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

1) 37 + 12 = 48	2) 34 + 7 = 41	3) 49 - 5 = 45
4) [illegible]59	5) 7 x 4 = 21	6) 70 ÷ 7 = 10

Part 2

[illegible]number to balance the equation

1) 43 + 8 = ☐	[illegible]30	3) 29 + ☐ = 36
4) 42 + 17 = ☐	5) ☐ + 55	[illegible] + ☐ = 98
7) 33 - 7 = ☐	8) ☐ - 14 = 46	[illegible]52
10) 65 - 13 = ☐	11) ☐ - 22 = 60	12) 91 - 15 = ☐
13) ☐ x 6 = 24	14) 7 x ☐ = 42	
15) 48 ÷ ☐ = 6	16) 54 ÷ 6 = ☐	

Curriculum Connection
TG

Part 3 Find out the value of the variable

7 + n = 17 n =	n - 8 = 22 n =	2n= 18 n =	$\frac{30}{n}$ = 10 n =
n + 12 = 35 n =	n - 22 = 75 n =	8n = 24 n =	$\frac{36}{6}$ = n n =

Part 4 ...ut the value of the variable

a + b + ... = ... 1... c = 12 _____ + _____ + ...	n + y + t = n = 3 y = 22 t = 8 _____ + _____ + _____ = _____
a - b = c a = 28 _____ - _____ = c c =	... = f e = 32 n = 16 _____ = f f =
a x b = c a = 8 b = 4 _____ x _____ = c c =	... = 4 ... = k _____ k =

Part 5 Solve the word problem below. Make sure to write ...quation

Zakk shoveled snow all day and earned $135. He now has $215 in his bank account. How much money did he have in his bank (b) account before he was paid for shoveling snow?

Curriculum Connection
TEL

Part 6 — Is the number sentence an expression or equation?

1) 13 + 13 = 26 Expression Equation	2) 25 + y Expression Equation
3) 5y + 3 = 18 Expression Equation	4) 4n + 8 Expression Equation
5) – 4 + n = 10 Expression Equation	6) 20 - 5 + n Expression Equation

Part 7 — eq ns and answer the questions

1) Daniel had $16 f d rk for his dad. Now he has $215. How much did his dad pa ?

2) Shannon worked 9 hours today and mad . Ho did she earn (e) per hour?

3) Jack needs to drive 400 km to get home. He has driven for awh now only has 150 km left to get home. How far has he driven (d)?

4) Jade is putting 72 onions into boxes. Each box holds 8 onions. How many boxes does he need?

Grade 5
Shape and Space

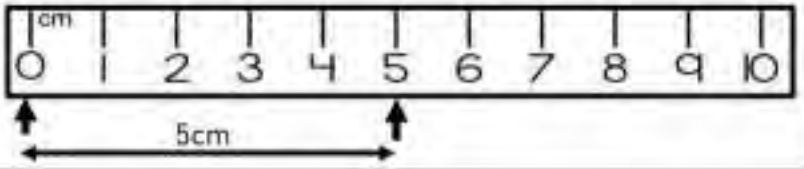
	Curriculum Expectations	Pages
SS5.1	Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.	22-72
SS5.2	Demonstrate understanding of measuring length (mm) by: · selecting and justifying referents for the unit mm · modelling and describing the relationship between mm, cm, and m units.	5-21
SS5.3	Demonstrate an understanding of volume by: · selecting and justifying referents for cm^3 or m^3 units · estimating volume by using referents for cm^3 or m^3 · measuring and recording volume (cm^3 or m^3)	75-87
SS5.4		9-100
SS5.5	· parallel · intersecting · perpendicular · vertical · horizontal.	104-114
SS5.6	Identify and sort quadrilaterals, including: · rectangles · squares · trapezoids · parallelograms · rhombuses according to their attributes.	116-131
SS5.7	Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology).	134-175
TQ	Tests and Quizzes	73-74, 102-103, 132-133, 146-177

Name: _____ 5

Curriculum Connection
SS5.2

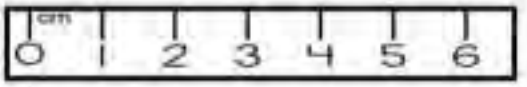
Measuring in Centimetres

We can accurately measure the length of something by using a ruler.



Instructions Read the rulers below to find the distance between the arrows

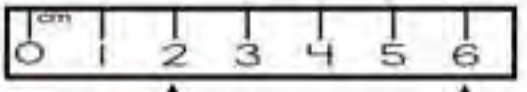
1) 

2) 

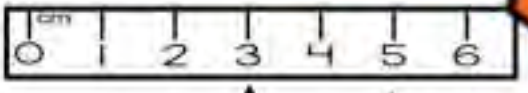
_____ cm

3) 

_____ cm

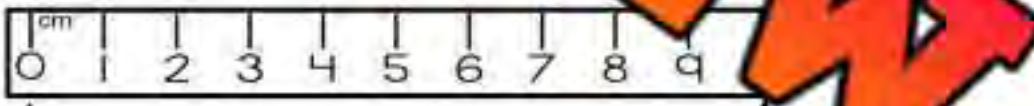
4) 

_____ cm

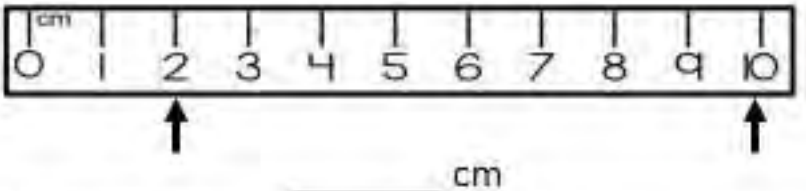
5) 

_____ cm

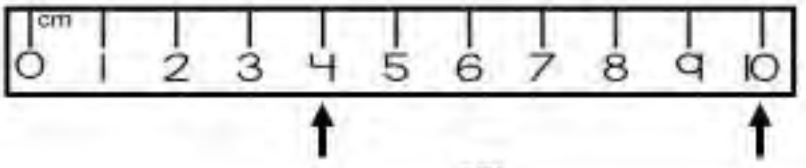
6) 

7) 

_____ cm

8) 

_____ cm

9) 

_____ cm

Name: _____ 6

Curriculum Connection
SS5.2

Measuring in Centimetres and Millimetres

Part 1 Use a ruler to measure the lines below

1)  _____ cm _____ mm	2)  _____ cm _____ mm
3)  _____ cm _____ mm	4)  _____ cm _____ mm
5)  _____ cm _____ mm	6)  _____ cm _____ mm
7)  _____ cm _____ mm	_____ mm

Part 2 Draw a line that is the correct l

1) 70 mm	2) 4 cm
3) 60 mm	4) 2 cm
5) 3 cm	6) 50 mm

Name: _____ 8

Curriculum Connection
SS5.2

Metric System Units – mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
Used to measure short distances 	Used to measure short to medium distances 	Used to measure medium to long distances

Questions unit of measure would you use to measure the following distances?

1) The length of 	
2) The length of your 	
3) The length of your eraser	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Name: _____ 9

Curriculum Connection SS5.2

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
10mm = 1cm 1000mm = 1m	1cm = 10mm 100cm = 1m	1m = 100cm 1m = 1000mm

Part 1 — Complete the tables below

mm	cm
10	
20	
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	3
400	
	5
600	
	7
1000	

Part 2 — Convert the units of measurement below

1) 1m	_____cm	5) 5m	_____cm	9) 500cm	_____m
2) 20mm	_____cm	6) 50mm	_____cm	10) 500mm	_____cm
3) 2cm	_____mm	7) 100mm	_____cm	11) 8m	_____cm
4) 50cm	_____mm	8) 30cm	_____mm	12) 300cm	_____m

Name: _____ 10

Curriculum Connection
SS5.2

Metric System Units – Decimal Conversions

Millimetre (mm)	Centimetre (cm)	Metre (m)
15mm = 1.5cm 1500mm = 1.5m	5.5cm = 55mm 430cm = 4.3m	2.5m = 250cm 1.3m = 1300mm

Part 1 the tables below

	cm
5	
15	
45	
55	
	6.5
75	
85	
	9.5

cm	m
	0.5
	1.5
250	
350	
	4.5
550	
6	
850	
950	

Part 2 Convert the units of measurement below

1) 1.3m	_____cm	5) 6.2m	_____cm	9) 580cm	_____m
2) 28mm	_____cm	6) 57mm	_____cm	10) 87mm	_____cm
3) 2.7cm	_____mm	7) 134mm	_____cm	11) 8.42m	_____cm
4) 5.3cm	_____mm	8) 3.6cm	_____mm	12) 330cm	_____m

Name: _____ 11

Curriculum Connection
SS5.2

Which is Longer?

Part 1 Which distance is farther? Circle the longest distance.

1)	10.5m	200.2cm	10.5mm	2.5m
2)	32.5cm	380mm	0.5m	1000m
3)	50	535cm	5.5m	1.5m
4)	m	3.3m	1000mm	156cm
5)	712cm		3000mm	4.5m

Part 2 Read the pr nd below

1. Nick and Ryan both competed in mp a ack meet. Nick jumped 3.45m and Ryan jumped 329cm. W jumpe he

2. Max and Rudy are arguing over whose pencil is longer. Ma cm long and Rudy's is 95mm long. Whose pencil is longer?

3. Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?

Name: _____ 12

Curriculum Connection
SS6.2

Memory Game: Matching Equivalent Units

Objective What are we learning about?

Students will practice converting and matching equivalent units of measurement, such as centimeters to millimeters and meters to centimeters, to enhance their understanding of metric conversions.

Materials What you will need for the activity.

- Set[illegible] Mem[illegible]ards with units of measurem[illegible]ed)
- Tables or cl[illegible] spa[illegible] group to lay out their cards

Instructions How you wi[illegible]mple[illegible]

1. Divide the class into groups of 3 or 4 stud[illegible]each.
2. Give each group a set of Memory Game ca[illegible]
3. Have each group lay all the cards face down in a g[illegible]a l[illegible]er.
4. Students take turns flipping over two cards at a time, tryin[illegible]f[illegible]atch with equivalent units of measurement.
5. If a student finds a match (e.g., 1 meter and 100 centimeters), they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the equivalent units of measurement with the class, ensuring students understand the conversions.

Name: _____ 13

Curriculum Connection
5S9.2

Cards | Memory Game Cards

1 centimeter	10 millimeters
2 [illegible]	200 centimeters
50 centimeters	[illegible] millimeters
3 meters	300 centimeters
20 centimeters	200 millimeters

Name: _____ 14

Curriculum Connection
SS5.2

Cards | Memory Game Cards

5 centimeters	50 millimeters
10 [illegible]s	1000 centimeters
4 meters	[illegible]ntimeters
8 centimeters	80 millim[illegible]ers
15 meters	1500 centimeters

Name: _____ 15

Curriculum Connection
SS5.2

Cards | Memory Game Cards

12.5 centimeters	125 millimeters
2.5 [illegible]	250 centimeters
67.5 centimeters	[illegible] millimeters
7.25 meters	725 centimeters
8.5 centimeters	85 millimeters

Name: _____ 16

Curriculum Connection
SS5.2

Cards | Memory Game Cards

2.25 meters	225 centimeters
9.5 meters	950 centimeters
5.5 meters	550 centimeters
0.5 centimeters	5 millimeters
0.75 meters	75 centimeters

Name: _____ 17

Curriculum Connection
SS5.2

Estimating Distance

Questions | Which distance makes the most sense?

1) Length of a pencil
a) 30cm
b) 10mm
c) 10cm

2) Length of a soccer field
a) 100m
b) 500m
c) 500cm

3) Dis of a 2 race
a) 100 metr
b) 50mm
c) 2000m

4) Length of a gym
a) 15m
b) 3m
c) 300cm
mm

5) Width of a computer monitor
a) 2m
b) 40cm
c) 20mm

Le your shoe
a)
m
c) 2m

7) Height of a desk
a) 2m
b) 90cm
c) 200mm

8) Height of an NB erson)
a) 2m
b) 100cm
c) 200mm

9) Length of a bus
a) 13m
b) 200cm
c) 2000mm

10) Width of an eraser on the end of a pencil
a) 2m
b) 10cm
c) 10mm

Name: _____ 18

Curriculum Connection
SS5.2

Estimating the Distance

In life, we often need to be able to estimate the distance or length of things. We first need to choose the correct unit of measurement – mm, cm, or m. Then we estimate by using our understanding of these units.

Example
- my walk to school is around 500m
- my pencil is approximately 10cm long
- my eras[illegible]bout 8mm wide

Ques[illegible] the questions below by estimating the distances

1) How far do[illegible]way fr[illegible]school?	
2) How wide is your clas[illegible]?	
3) How wide is your thumbnail?	
4) How tall is your desk/table?	
5) How tall are you?	
6) How tall is your water bottle?	
7) How far is the nearest store?	
8) How wide is your sheet of paper?	
9) How wide is your gym?	
10) How thick is the last book you read?	

Curriculum Connection
SS5.2

Exit Cards

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

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____cm

b) 9.57 m = _____cm

c) 640 cm = _____m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

_____

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____cm

b) 9.57 m = _____cm

c) 640 cm = _____m

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c) 640 cm = _____m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

_____

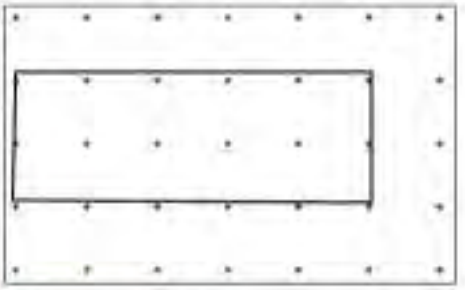
Name: _____ 22

Curriculum Connection
SS5.1

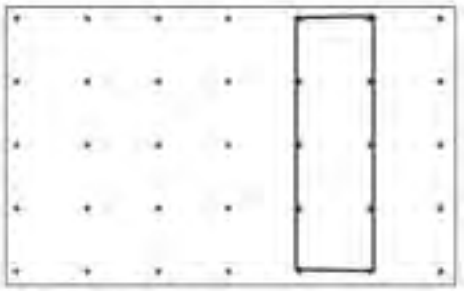
Finding the Perimeter of Irregular Shapes

Part 1 Find the perimeter of the rectangles below

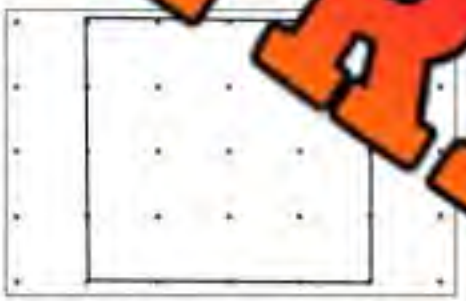
1) Pe_____



2) Perimeter=_____

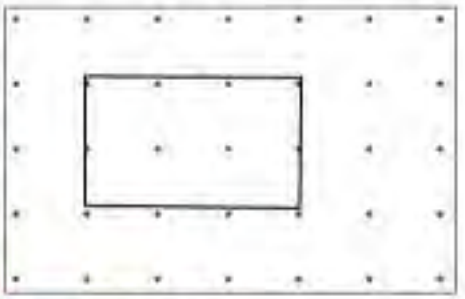


3) Perimeter=_____



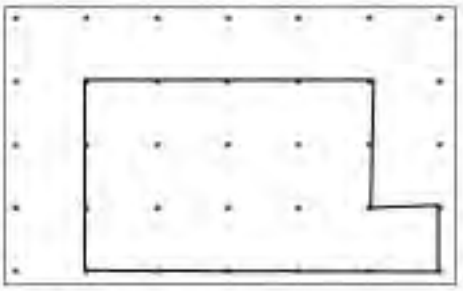
4) Perimeter=_____

5) Peri_____=_____

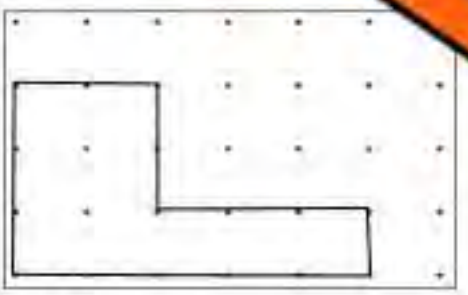


6) Perimeter=_____

Part 2 Find the perimeter of the polyg_____elo_____

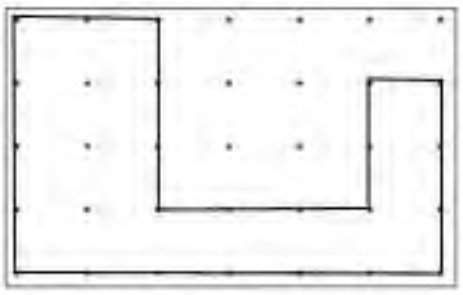


1) Perimeter=_____

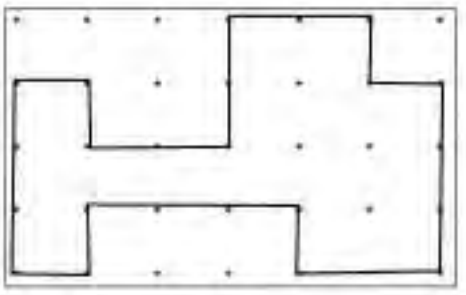


2) Perimeter=_____

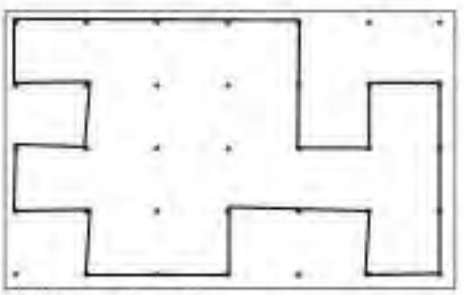
3) Perimeter=_____



4) Perimeter=_____



5) Perimeter=_____



6) Perimeter=_____

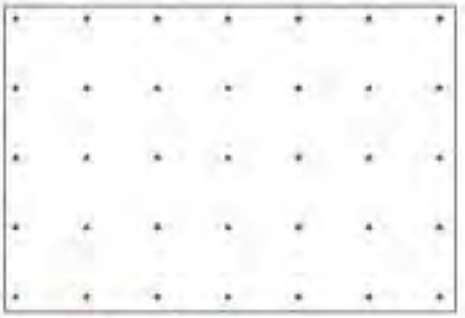
Name: _____ 25

Curriculum Connection
SS5.1

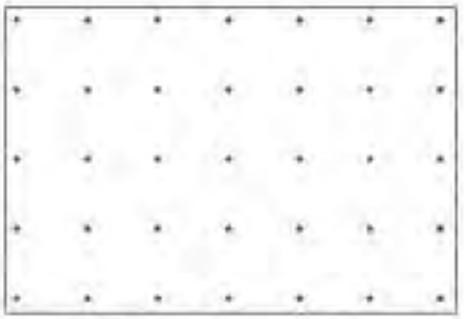
Drawing Shapes Using Perimeter

Part 1 Draw a **square** with the perimeter that is given to you

1) Perimeter= 8



2) Perimeter= 4



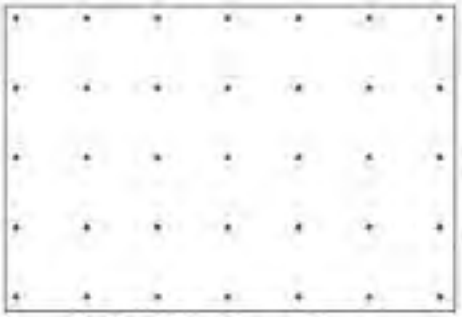
3) Perimeter= 12

Part 2 Draw a **rectangle** with the perimeter that is given to you

4) Perimeter= 6

5) Perimeter= 10

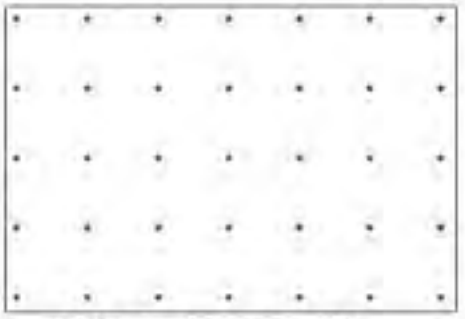
6) Perimeter= 16



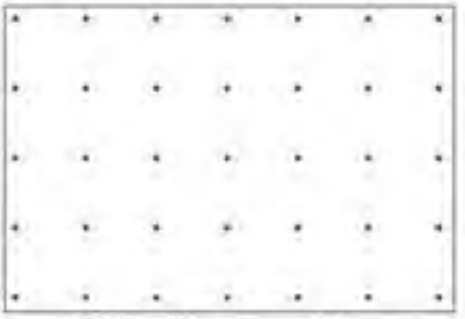
7) Perimeter= 8

8) Perimeter= 14

9) Perimeter= 18



10) Perimeter= 20



11) Perimeter= 12

Name: _____ 26

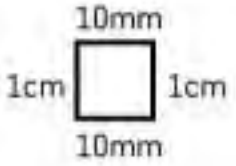
Curriculum Connection
SS5.1

Perimeter of Regular Polygons

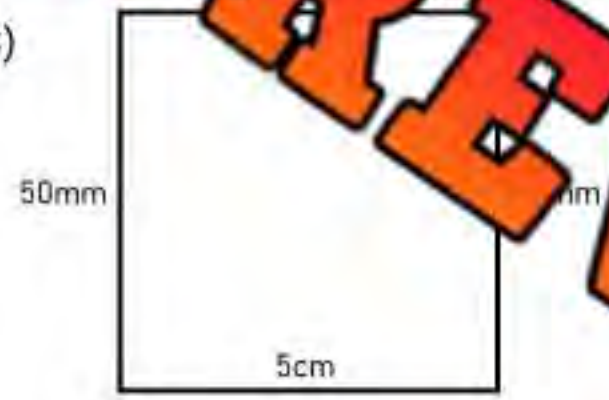
Part 1 Step 1 - Convert the units so they are all the same
Step 2 – Use a formula to calculate the perimeter

1)

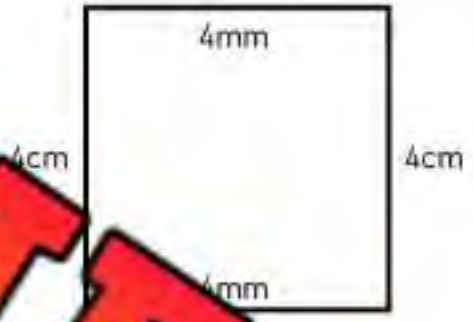
2)



3)

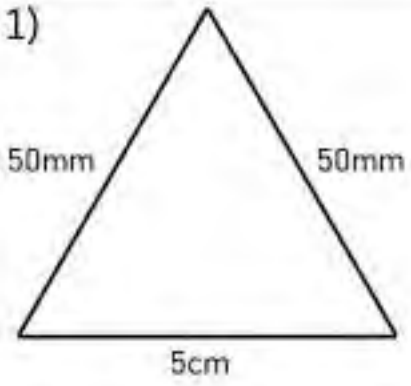


4)

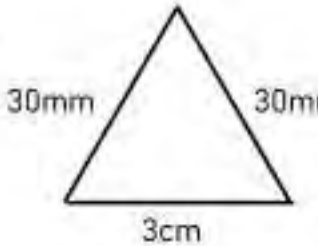


Part 2 Find the perimeter of the equilateral triangles below

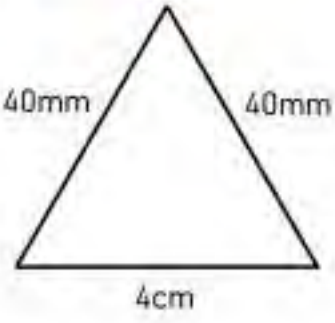
1)



2)



3)



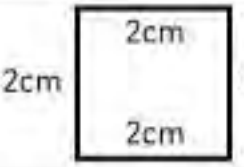
Name: _____ 28

Curriculum Connection
SS5.1

Finding the Perimeter of Shapes

The perimeter is the distance around a shape. We can find the perimeter by adding up all of the side lengths.

Example: 2 + 2 + 2 + 2 = 8cm

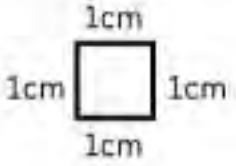


Part 1 Find the perimeter of the squares below

1)

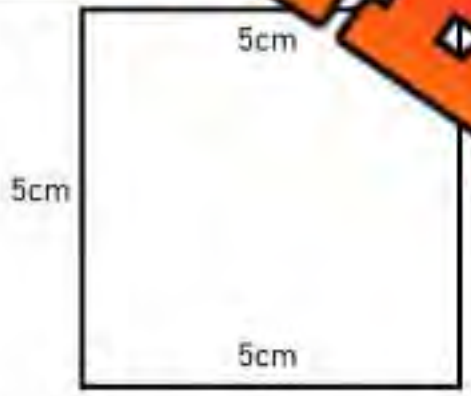
Perimeter= _____

2)



Perimeter= _____

3)

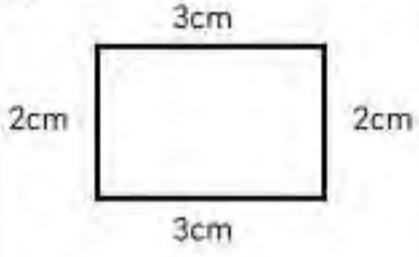


Perimeter= _____

Perimeter= _____

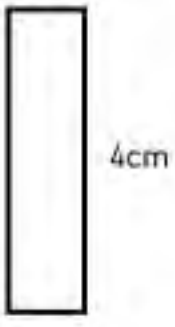
Part 2 Find the perimeter of the rectangles below

1)



Perimeter= _____

2)



Perimeter= _____

3)

Perimeter= _____

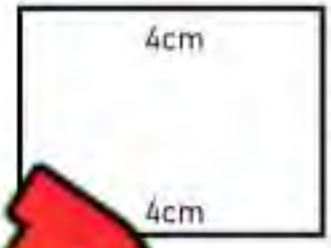
Name: _____ 30

Curriculum Connection SS5.1

Finding the Perimeter of Rectangles

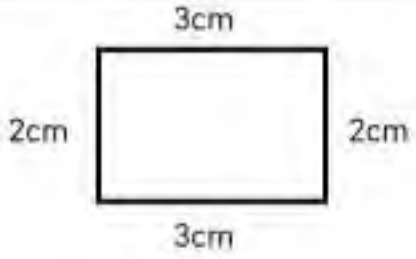
Part 1 Find the perimeter of the rectangles below

1)



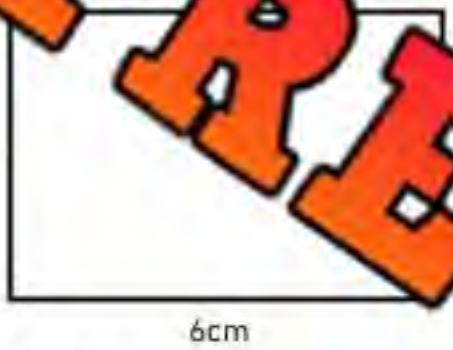
Perimeter= _____

2)



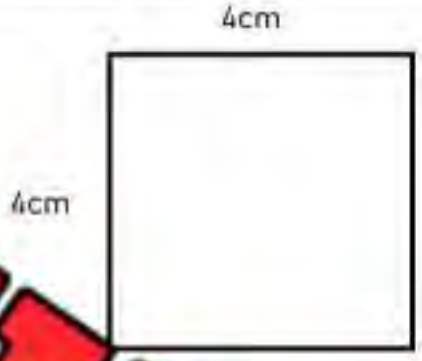
Perimeter= _____

3)



Perimeter= _____

4)



Perimeter= _____

Part 2 Answer the word problems below

1) A rectangular basement has a length of 15m and a width of 7m. What is the perimeter of the basement?

2) The perimeter of a rectangular playground is 40m. If the length of the playground is 15m, what is the width?

3) The basketball court has a width of 12 metres and a perimeter of 72 metres. What is the length of the basketball court?

Name: _____ 31

Curriculum Connection
SS5.1

Finding Perimeter – Converting cm and mm

Instructions

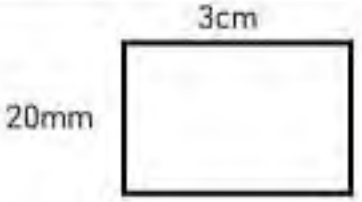
Step 1 – Convert the units so they are all the same
Step 2 – Add up all the units

*** not to scale

1)

Perimeter = _____cm _____mm

2)

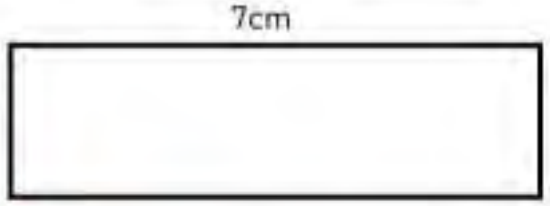


Perimeter = _____cm _____mm

3)

Perimeter = _____cm _____mm

4)



Perimeter = _____cm _____mm

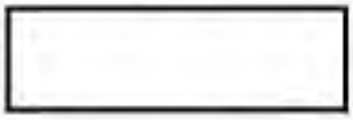
5)

Perimeter = _____cm _____mm

6)

Perimeter = _____cm _____mm

7)

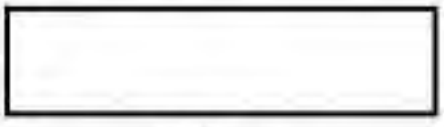


Perimeter = _____cm _____mm

8)

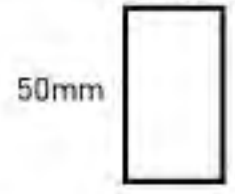
Perimeter = _____cm _____mm

9)



Perimeter = _____cm _____mm

10)



Perimeter = _____cm _____mm

Name: _____ 33

Curriculum Connection
SS5.1

Perimeter Word Problems

Instructions Draw a picture of the problem and then find the perimeter

1) A computer screen is 22cm by 12cm. What is the perimeter of the screen?

2) Pa[illegible] around his yard. His yard is 25m by 12m. What is the perimeter of his [illegible]

3) The school yard is a rectangle that [illegible] by [illegible] What is the perimeter of the yard?

4) A poster is 1.2m by 160cm. What is the perimeter of the post[illegible]

5) Mrs. Wilson is putting a border around her bulletin board. The board is 320cm by 1.6m. What is the perimeter of the bulletin board?

Name: _____ 34

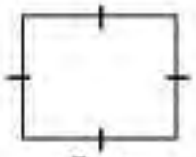
Curriculum Connection
SS5.1

Perimeter Formulas

Mathematicians use formulas to help them solve questions faster and easier. When finding the perimeter of a quadrilateral, we can use the following formulas.

Formula 1		Formula 2
a + b + a + b 9 + 3 + 9 + 3 = 24cm		a + b x 2 9 + 3 x 2 = 24cm

Instructic Use both formulas to calculate the perimeter of the quadrilaterals

	Formula 1	Formula 2
1) 		
2) 		
3) 		
4) 		
5) 		
6) 		

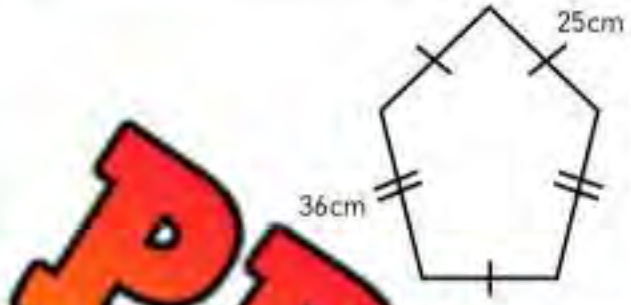
Name: _____ 36

Curriculum Connections
SS5.1

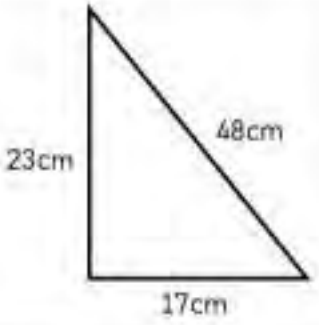
Perimeter – Compound Shapes

Instructions Convert the units and calculate the perimeter of the shapes

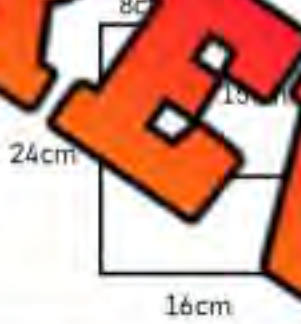
1)



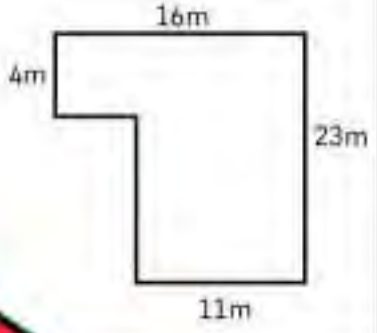
2)



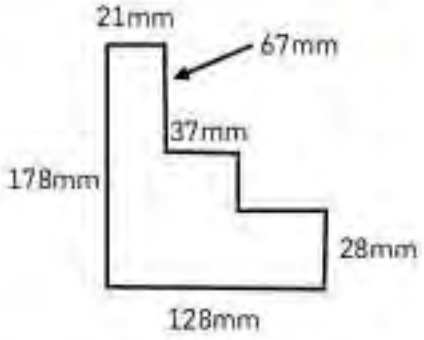
3)



4)

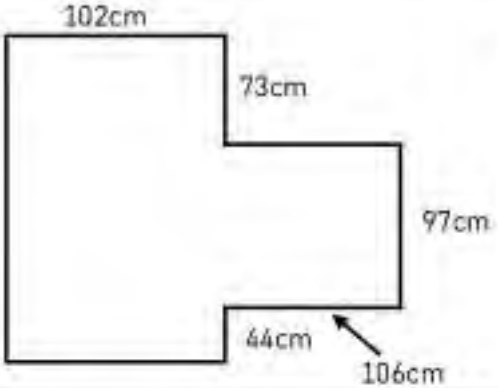


5)

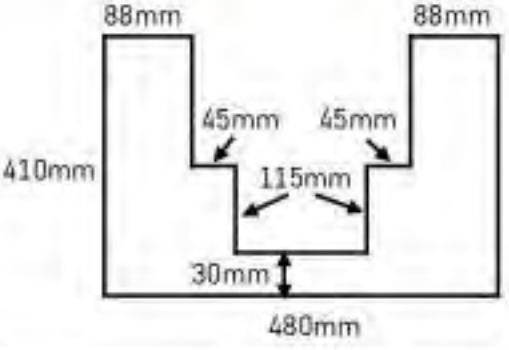


6)

7)



8)



Name: _____ 37

Curriculum Connection
SS5.1

Regular and Irregular Polygons – Word Problems

Instructions Draw a picture of the problem and then find the perimeter

1) Henry built a fence using stones in his yard. The fence was shaped like a regular pentagon. The regular pentagon had side lengths of 13m. What is the perimeter of the shape?

2) Detective Carter tape[illegible] ime s[illegible]an irregular shape. The irregular shape had 6 sides with the [illegible]g [illegible]ts: 9m, 28m, 16m, 35m, 12m, and 47m. What is the distance of th[illegible]peri[illegible]

3) Jayden ran a perimeter around his neighbourhood. The perimeter he ran around was a regular hexagon. Each side was 415m long. What is the distance Jayden ran?

Name: _____ 38

Curriculum Connection
5.G.1

Title: Perimeter Patrol: Measuring Shapes!

Objective

What are we learning about?

Students will learn to find the perimeter of regular and irregular polygons by measuring and adding the lengths of their sides.

Materials

What you will need for the activity.

- La[illegible]heets[illegible]aper or graph paper
- Markers [illegible]
- Rulers or meas[illegible]g ta[illegible]
- Scissors

Instructions

How you will comp[illegible]e acti[illegible]

1. Start the activity by explaining what a per[illegible]lculate it by adding up the lengths of all sides of a polygon.
2. Hand out graph paper, rulers, pencils, and erasers to each[illegible]
3. Have the students draw several different polygons on their gra[illegible]per, both regular (e.g., squares, rectangles) and irregular (e.g., shapes with sides of different lengths).
4. Ask students to carefully measure each side of their polygons using the rulers and write down the measurements.
5. Instruct students to add up the lengths of all sides for each polygon to find the perimeter.
6. Optional: Once students have calculated the perimeters, let them cut out their polygons and create a display on a bulletin board.

Name: _____ 39

Curriculum Connection
SS5.1

Draw Draw regular polygons below. Label their perimeter inside the shape.

Regular Polygons

Name: _____ 40

Curriculum Connection
S5S.1

Draw Draw irregular polygons below. Label their perimeter inside the shape.

Irregular Polygons

Name: _____ 41

Curriculum Connection
SS5.1

Reflection | Answer the questions below.

1) How did you measure the sides of your polygons accurately?

2) What s[illegible]ies did you use to add up the side lengths?

3) Were there any shapes [illegible]e e[illegible]der to find the perimeter of? Why?

4) How does the perimeter change if you make one side [illegible]ne [illegible]er shorter?

5) How did working in a team help you in this activity?

Curriculum Connection
SS8.1

Exit Cards

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

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: ______________________

1) Convert the units so they are all the same and calculate the perimeter.

Perimeter = ______cm ______mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

____

Name: _____ 43

Curriculum Connection
SS5.1

Introduction to Area

Area is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 7 squares.

Instructic What is the area of the shape in squares?

1) 

_____ squares

_____ squares

3) 

_____ squares

4) 

_____ squares

5) 

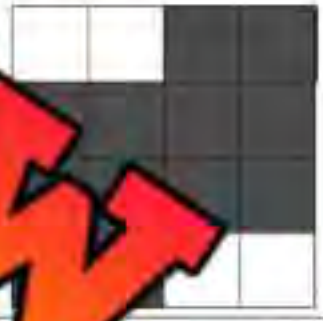
_____ squares

6) 

_____ squares

7) 

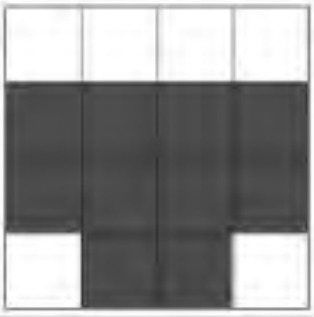
_____ squares

8) 

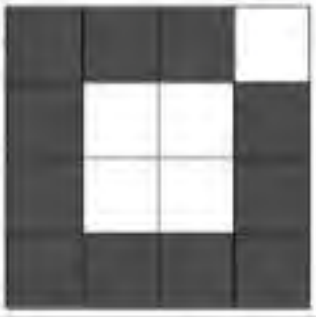
_____ squares

9) 

_____ squares

10) 

_____ squares

11) 

_____ squares

12) 

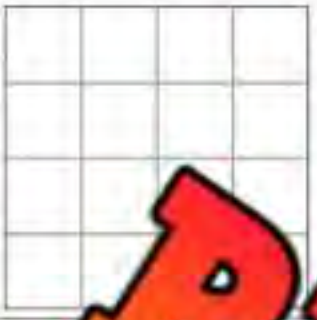
_____ squares

Name: _____ 44

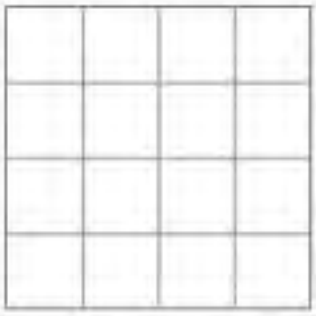
Curriculum Connection
SS5.1

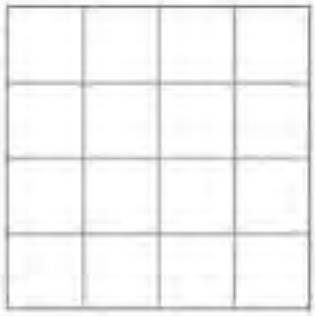
Introduction to Area

Instructions Shade in the area

1) 

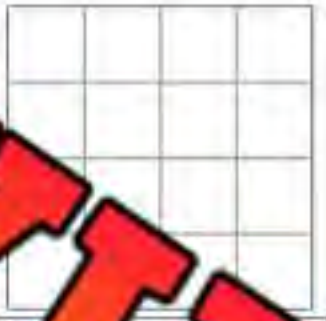
2) 

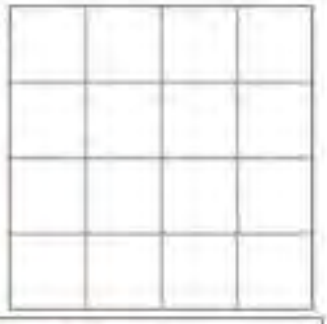
3) 

4) 

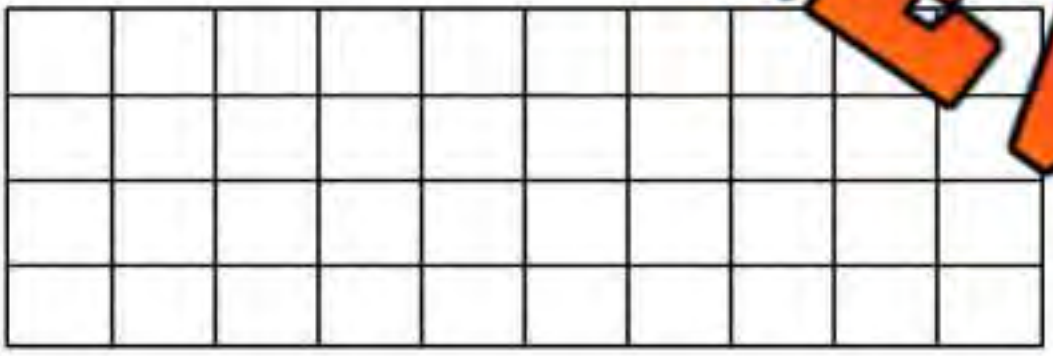
[redacted] squares | [redacted]0 squares | 7 squares | 9 squares

5) 

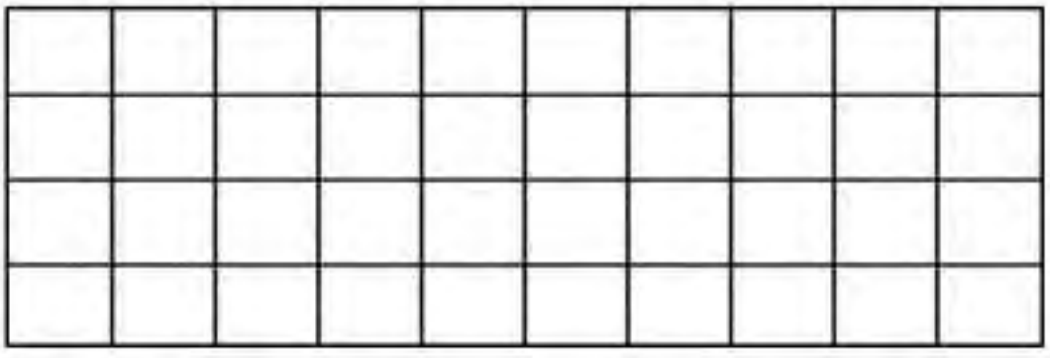
7) 

8) 

14 squares | 12 squares | [redacted] squares | 16 squares

9) 

[redacted] squares

10) 

36 squares

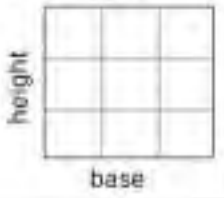
Name: _____ 46

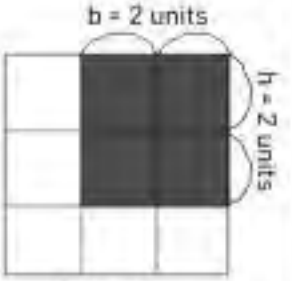
Curriculum Connection
SS5.1

Area - Units Squared

When we calculate the area of a shape, we can use the following formula

A = base (b) x height (h)





A= b x h
A = 2 x 2
A = 4 units²

Instructi Find the area of the shapes below

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 __
__ units²

5)

A= b x h
A = __ x __
A = __ units²

6)

A= b x h
A = __ x __
A = __ units²

7)

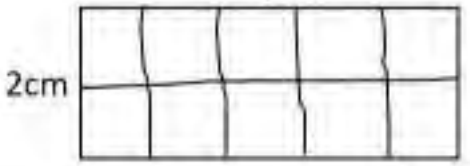
A= b x h
A = __ x __
A = __ units²

Name: _____ 48

Curriculum Connection
SS5.1

Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal.



Instructions Draw lines in the shapes below to create cm squares. Then count the squares

1) 3cm

Area = _____

2) 6cm 2cm

Area = _____cm²

3) 5cm 3cm

Area = _____

4) 6cm 4cm

Area = _____

5) 10cm 4cm

Area = _____

6) 5cm 6cm

Area = _____

Name: _____ 50

Curriculum Connection
SS5.1

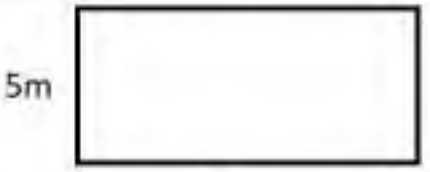
Finding the Area of Rectangles

Instructions | Find the area (A= b x h) | *Not to Scale

1)

Area = _____

2)

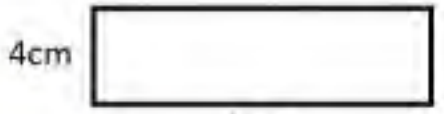


Area = _____

3)

Area = _____

4)



Area = _____

5)

Area = _____

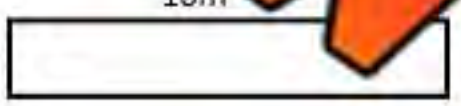
6)

Area = _____

7)

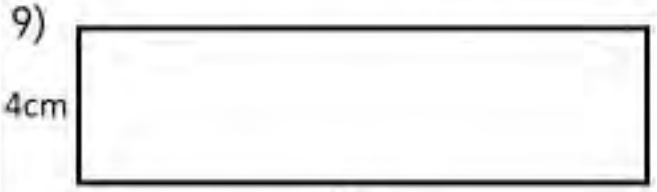
Area = _____

8)



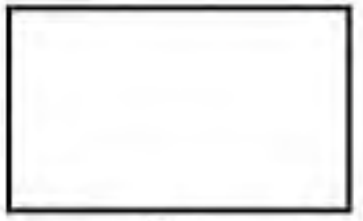
Area = _____

9)



Area = _____

10)



Area = _____

Curriculum Connection
SS5.1

Exit Cards

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

Name: _____

Find the area (A= b x h)

a)

Area = _____

b)

A= b x h

A = ____ x ____

A = ____ m²

Name: _____

Find the area (A= b x h)

a)

3cm

8cm

Area = _____

b)

11m

7m

A= b x h

A = ____ x ____

A = ____ m²

Name: _____ 52

Curriculum Connection
SS5.1

Perimeter and Area

Instructions

Step 1 – Find the perimeter (add up all the sides)
Step 2 – Find the area (A= b x h)

1)

Perimeter: _____

Area: _____

2)

Perimeter: _____m

Area: _____ m²

3)

Perimeter: _____

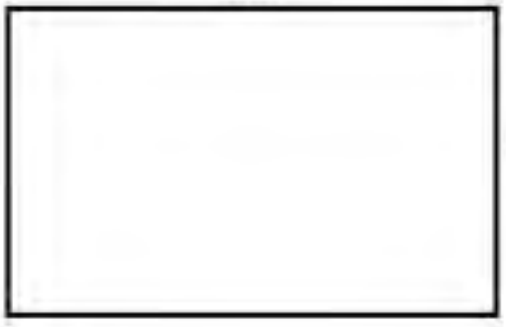
Area: _____

4)

Perimeter: _____

Area: _____

5)



Perimeter: _____

Area: _____

6)

Perimeter: _____

Area: _____

Name: _____ 54

Curriculum Connection
SS5.1

Same Area – Different Perimeter

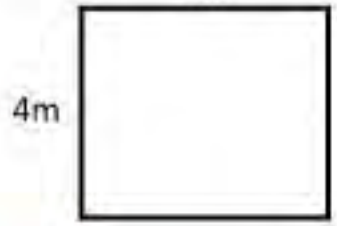
Instructions Is it possible for a shape to have the same area and a different perimeter?

1)

Perimeter: _____ m

Area: _____ m²

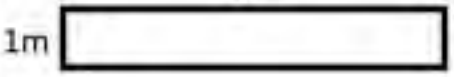
2)



Perimeter: _____ m

Area: _____ m²

3)



Perimeter: _____ m

Area: _____ m²

4)

Perimeter: _____ cm

Area: _____ cm²

5)

Perimeter: _____ cm

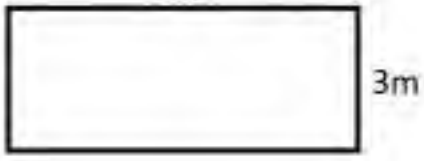
Area: _____ cm²

6)

Perimeter: _____ cm

Area: _____ cm²

7)



Perimeter: _____ m

Area: _____ m²

8)

Perimeter: _____ m

Area: _____ m²

9)

Perimeter: _____ m

Area: _____ m²

Name: _____ 55

Curriculum Connection
SS5.1

Area Word Problems

Instructions Draw a picture of the problem and then find the area

1) A phone is 12cm by 6cm. What is the area of the phone?

2) A p… 11m b… at is the area of the pool?

3) A candy wrapper is 4cm wide and …g. W… …e area of the wrapper?

4) A square box is 12cm wide. What is the area of the box?

5) A door is 2m by 1.5m. What is the area of the door?

Exit Cards

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

Name: ______________________

1) Find the perimeter and the area of the shape below

12m

3m

Perimeter: ________ m

Area: ________ m^2

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ______________________

1) Find the perimeter and the area of the shape below

12m

3m

Perimeter: ________ m

Area: ________ m^2

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ______________________

1) Find the perimeter and the area of the shape below

12m

3m

Perimeter: ________ m

Area: ________ m^2

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: ______________________

1) Find the perimeter and the area of the shape below

12m

3m

Perimeter: ________ m

Area: ________ m^2

2) A kitchen table is 3m by 100cm. What is the area of the kitchen table?

____

Name: _____ 57

Curriculum Connection
SS5.1

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.

Instructions Find the missing piece of information

1)

A= b x h

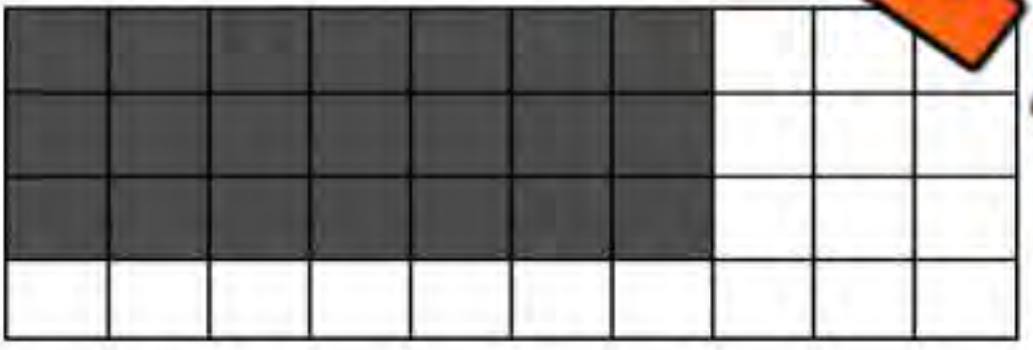
14 = ___ x 2

2)

A= b x h

36 = 9 x ____

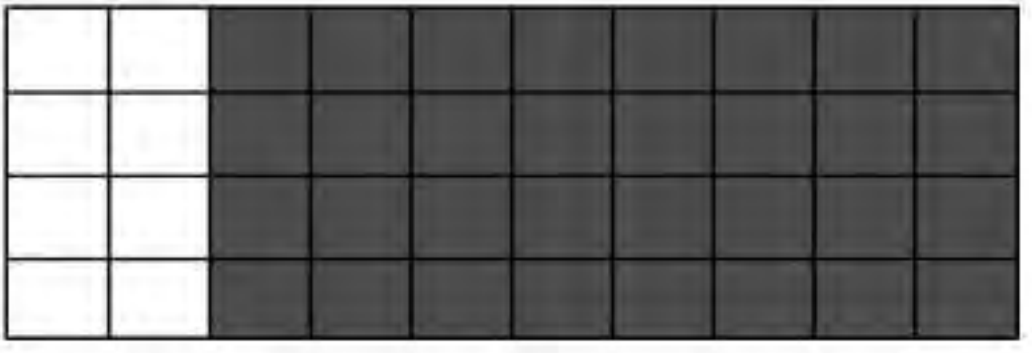
3)



A=

21 = ___ x 3

4)



A= b x h

32 = 8 x ____

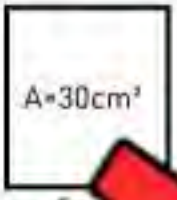
Name: _____ 59

Curriculum Connection
SS5.1

Finding the Missing Information

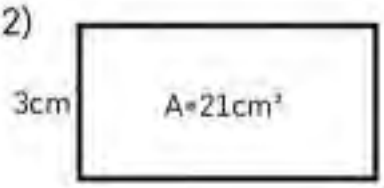
Instructions Find the missing value (A= b x h)

1)



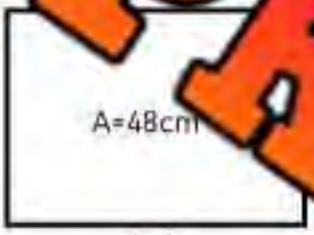
Base = _____
Height = _____
Area = _____

2)



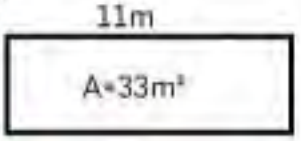
Base = _____
Height = _____
Area = _____

3)



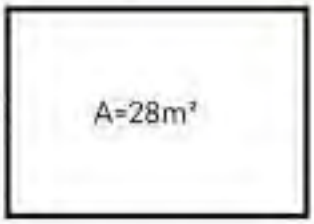
Base = _____
Height = _____
Area = _____

4)



Base = _____
Height = _____
Area = _____

5)

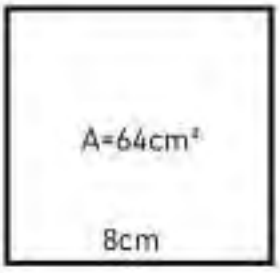


Base = _____
Height = _____
Area = _____

6)

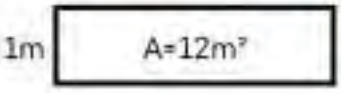
Base = _____
Height = _____
Area = _____

7)



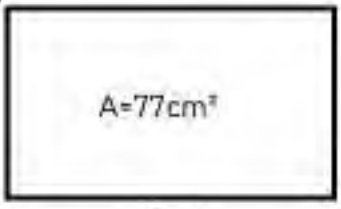
Base = _____
Height = _____
Area = _____

8)



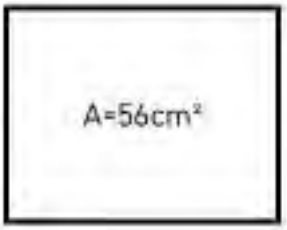
Base = _____
Height = _____
Area = _____

9)



Base = _____
Height = _____
Area = _____

10)



Base = _____
Height = _____
Area = _____

Name: _____ 60

Curriculum Connections
SS5.1

Finding the Missing Information - Word Problems

Instructions Use the information you have to find the missing height or base

1) A piece of paper has an area of 88cm². The base of the paper is 8cm. What is the height of the paper?

2) Ja rd has a f 56m². The height of the yard is 8m. What is the base?

3) A bus has an area of 24m². The he ne bu . What is the base?

4) A square poster has an area of 36cm². What is the base and

5) A cookie sheet has an area of 72cm². The base of the sheet is 9cm. What is the height of the cookie sheet?

Exit Cards

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

Name: ______________________

1) Find the missing value (A= b x h)

Base = __________

Height = __________

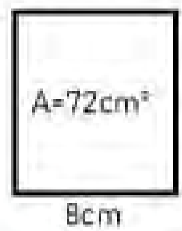
Area = __________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ______________________

1) Find the missing value (A= b x h)



Base = __________

Height = __________

Area = __________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ______________________

1) Find the missing value (A= b x h)

Base = __________

Height = __________

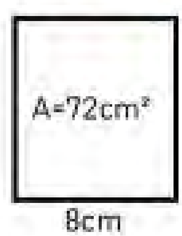
Area = __________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: ______________________

1) Find the missing value (A= b x h)



Base = __________

Height = __________

Area = __________

2) A garden has an area of 45m². The base of the sheet is 9m. What is the height of the garden?

____

Name: _____ 62

Curriculum Connection
SS5.1

Calculating Area and Perimeter - House

Instructions Calculate the area and perime… roo… the house

Room	Perimeter	Area
Garage		
Front Porch		
Living Room		
Entrance		
Hallway		
Dining Room		
Kitchen		
Balcony		

Room	P…	…rea
Back Deck		
Bathroom 1		
Bathroom 2		
Bathroom 3		
Bedroom 1		
Bedroom 2		
Bedroom 3		

Name: _____ 64

Curriculum Connection
SS5.1

Perimeter and Area – Room Size

Instructions Answer the word problems below

Ben and Brayden are arguing over who's room is larger. Both of their rooms are rectangular. Ben's room has a perimeter of 14 metres and Brayden's room has a perimeter of 18 metres.

1) Whose room is larger? Explain why you think that?

2) [illegible] room and Brayden's room below. Label them with the dim[illegible]sions [illegible]en[illegible] in metres).

[illegible]om	Brayden's Room

3) a) What is the area of Ben's room? _____

b) What is the area of Brayden's room? _____

4) Could Brayden and Ben have different shaped rooms? Dra[illegible]again.

Ben's Room	Brayden's R[illegible]

5) a) What is the area of this version of Ben's room? _____

b) What is the area of this version of Brayden's room? _____

Name: _____ 65

Curriculum Connection
SS5.1

Calculating Area and Perimeter - Gym

Questions Answer the word problems below

Roger is building a gym. His walls can have a perimeter of 44 metres. He wants the largest area possible for his gym.

1) Draw the gym below. Label the walls with the dimensions (measurements in metre

2) What is the area of the gym?

3) What is the perimeter of the gym?

4) What shape is the gym? Why does this shape give the largest are

5) What perimeter of the gym would provide the smallest area? Draw the gym and label the walls with the new dimensions.

Name: _____ 66

Curriculum Connection
SS5.1

Perimeter and Area - Garden

Questions Answer the word problems below

Rob is building a flower garden in his backyard. His garden has an area of 36m².

1) What is the least amount of fencing that he needs to enclose the garden?

2) What is the perimeter of the garden?

3) What shape is the garden?

Name: _____ 68

Curriculum Connections
SS9.1

Scavenger Hunt: Area and Perimeter

Objective

What are we learning about?

Students will practice calculating the area and perimeter of various shapes, enhancing their understanding of these geometric concepts through a fun and engaging scavenger hunt.

Materials

What you will need for the activity.

- Se ndex c rea and perimeter questions (provided)
- Small bags pes fo am to collect their cards
- Small prizes or ch wers
- Tape to hide cards aro assr designated safe outdoor a

Instructions

How you will comple e the ac

1) **Prepare the Cards**: Write different area and per ions cards. Use the questions generated above.
2) **Hide the Cards**: Hide the cards around the classroom or des oor area. Tape them under chairs, desks, or tuck them into non-obv
3) **Divide into Teams**: Divide the class into small teams and give each te hall bag or envelope to collect their cards.
4) **Explain the Game**: Explain the game to the students. Each team will hunt for a card, solve the problem on it as quickly as they can, and return to you for verification.
5) **Start the Game**: Say "Go!" and each team rushes to find their first card.
6) **Verify Answers**: When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize (or a checkmark) and move on to find the next card.
7) **Continue Playing**: The game continues until all cards are found or you call time. The team with the most correct answers wins.
8) **Discuss**: After the game, discuss the problems and solutions each team encountered, focusing on the methods used to calculate the area and perimeter.

Name: _____ 69

Curriculum Connection: SS5.1

Index cards | Cut out the cards below

A garden has an area of 45m². The base of the garden is 9m. What is the height of the garden?	Henry built a fence using stones in his yard. The fence was shaped like a regular pentagon. The regular pentagon had side lengths of 13m. What is the perimeter of the shape?
Find the miss[illegible]ue (A Base = 8cm, Heig[illegible] Area = _____	A computer screen is 22cm by 12cm. What is the perimeter of [illegible]screen?
A piece of paper has an area of 88cm². The base of the paper is 8cm. What is the height of the paper?	A rect[illegible] base[illegible] has a length of [illegible] nd [illegible] 7m. What is the peri[illegible] basement?
A phone is 12cm by 6cm. What is the area of the phone?	A square has a side length of 10cm. What is the area of the square?

Name: _____ 70

Curriculum Connection: SS5.1

Index cards | Cut out the cards below

A rectangle has a perimeter of 50m. If the length is 15m, what is the width?	A rectangle has an area of 120cm². If the height is 10cm, what is the base?
A rectangular garden has a length of 12m and a width of [illegible]. What is the area of the garden?	A rectangular field has an area of 200m². If the width is 10m, what is the length?
A square playground has an area of 81m². What is the length of one side of the playground?	A square garden has a side length of 6m. What is the perimeter of the garden?
A rectangular sheet of paper has a perimeter of 60cm. If the width is 10cm, what is the length?	A rectangular box has a length of 10cm, a width of 5cm, and a height of 3cm. What is the perimeter of the base?

Name: _____ 71

Curriculum Connection: SS5.1

Index cards | Cut out the cards below

A rectangular plot of land has a length of 50m and a width of 20m. What is the perimeter of the plot?	A rectangular garden has an area of 64m². If the length is 8m, what is the width?
A square has a [illegible] What is the area of [illegible]?	A rectangle has a length of 14m and a width of 5m. What is the [illegible] of the rectangle?
A rectangle has a length of 8m and a width of 5m. What is the perimeter of the rectangle?	A recta[illegible] an[illegible] of 72cm² and a base [illegible] height?
A rectangular pool has a length of 30m and a width of 10m. What is the area of the pool?	A rectangular classroom has a length of 10m and a width of 6m. What is the perimeter of the classroom?

Name: _____ 72

Curriculum Connection: SS5.1

Index cards | Cut out the cards below

A rectangular piece of fabric has an area of 42cm². If the width is 6cm, what is the length?	A rectangular fence has a length of 15m and a width of 9m. What is the perimeter of the fence?
A square tile ha… ide … 9cm. What is the ar… … tile …	A rectangular piece of wood has an area of 32cm². If the height is 4cm, … is the base?
A rectangular field has a width of 10m and a length of 25m. What is the area of the field?	A recta… …lass … has a perimeter o… …0m … 12m, what is the …
A rectangle has an area of 84cm². If the base is 7cm, what is the height?	A rectangle has an area of 48m². If the width is 6m, what is the length?

Name: _____ 73

Curriculum Connection
TBD

Measurement Unit Test

Part 1 Measure the side lengths and then find the area and perimeter

1)

Perim[illegible] cm

Area: _____ cm²

2)

Perimeter: _____ cm

Area: _____ cm²

3)

Perimeter: _____ cm

Area: _____ cm²

4)

Perimeter: _____ cm

Area: _____ cm²

Part 2 Find the area

1)

3m

3m

Area: _____ m²

2)

3cm

5cm

Area: _____ cm²

3)

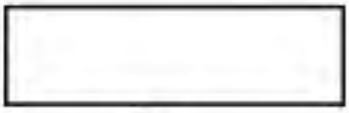
5cm

5cm

Area: _____ cm²

4)

2m



5m

Area: _____ m²

Curriculum Connection
TEL

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 ure frame has an area of 56cm². The frame has a base of 7cm. What is the height rame?

3) The side of a bu an a The height of the bus in 4m. What is the base?

Part 4 Solve the word problem below. Make

Brad is building a flower garden in his backyard. His gar will f 49m².

1) What is the least amount of fencing that he needs to enclose the ? How many metres will Brad need?

2) What is the perimeter of the garden?

3) What shape is the garden?

Name: _____ 75

Curriculum Connection
SS5.3

Measuring Volume – CM Cubed and M Cubed

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Used to measure the volume of smaller objects	Used to measure volume of larger objects
	

Part 1 Use the information above to decide which unit you would use to measure

1) House		6) Juice box	
2) Pool		7) Recycling bin	
3) Lunch box		8) Transport container	
4) Living room		9) Boots	
5) Classroom		10) Clothing Drawer	

Part 2 Write something that you would measure using the unit of measurement

1) cm^3		5) cm^3	
2) m^3		6) m^3	
3) cm^3		7) cm^3	
4) m^3		8) m^3	

Name: _____ 76

Curriculum Connection
SS5.3

Estimating Volume Using Referents

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Rubik's Cube = 216cm^3 	3 Story Building = 2000m^3 

Instruct Circle which volume matches the description

1) Ju
a) 300
b) 10cm^3
c) 300m^3

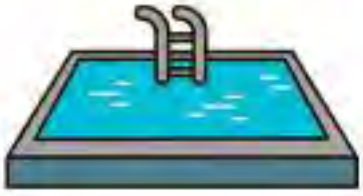
2) Train car
a) 20cm^3
b) 1000m^3
c) 20m^3


3) Recycling bin
a) 42000cm^3
b) 200cm^3
c) 750m^3


ool
2
b)
m³


5) Skyscraper
a) 2500cm^3
b) 250,000m^3
c) 1000m^3


6) Pen
a) 750cm
b) 50cm^3
c) 1000m^3


7) Pool
a) 80cm^3
b) 80m^3
c) 1000m^3


8) Shoe box
a) 3000m^3
b) 3000cm^3
c) 1000m^3


9) House
a) 750m^3
b) 750cm^3
c) 2000m^3


10) Candy Box
a) 320cm^3
b) 2000cm^3
c) 300m^3

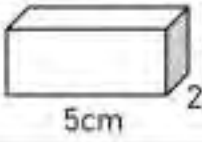

Name: _____ 77

Curriculum Connection
SS6.3

Calculating Volume - Blocks

Rectangular Prism - Calculating Volume

To find the volume of a rectangular prism, multiply the length by the width by the height.



v = l x w x h
v = 5cm x 2cm x 4cm
v = 40cm³

Instructions Label the rectangular prisms and then calculate the volume

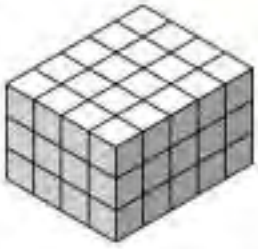
1)

l = _____
w = _____
h = _____
v = _____

2)

l = _____
w = _____
h = _____
v = _____

3)

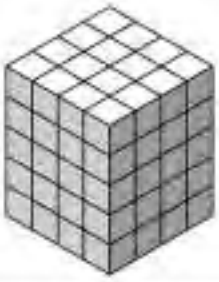


l = _____
w = _____
h = _____
v = _____

4)

l = _____
w = _____
h = _____
v = _____

5)

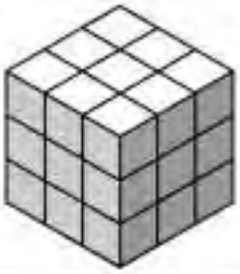


l = _____
w = _____
h = _____
v = _____

6)

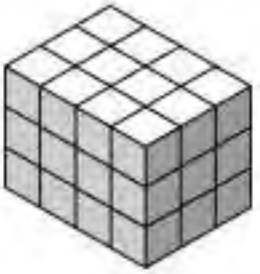
l = _____
w = _____
h = _____
v = _____

7)



l = _____
w = _____
h = _____
v = _____

8)



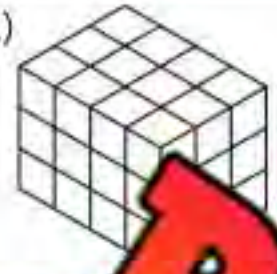
l = _____
w = _____
h = _____
v = _____

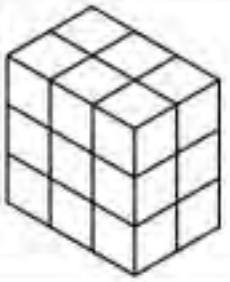
Name: _____ 78

Curriculum Connection
SS6.3

Calculating Volume - Blocks

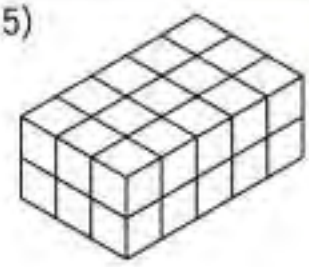
Instructions Calculate the volume of the rectangular prisms below – L x w x h

1) 

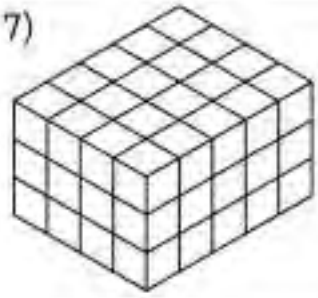
2) 

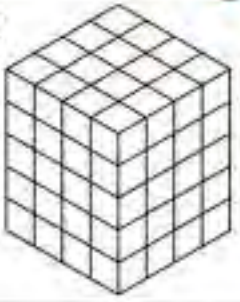
3) 

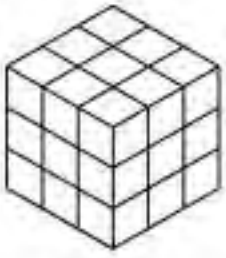
4) 

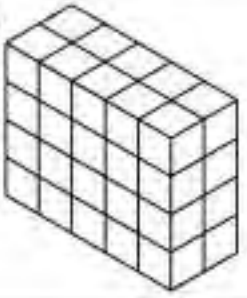
5) 

6) 

7) 

8) 

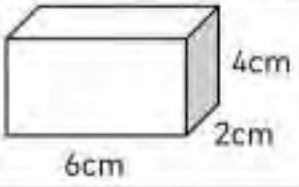
9) 

10) 

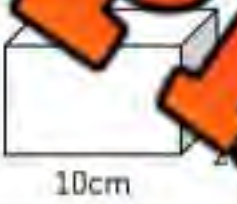
Name: _____ 79

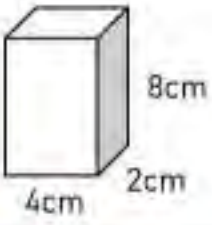
Curriculum Connection
SS5.3

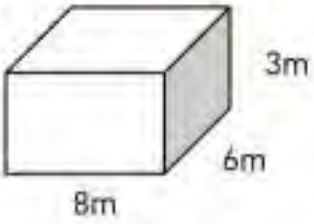
Calculating Volume of Rectangular Prisms

Rectangular Prism - Calculating Volume		
To find the volume of a rectangular prism, multiply the length by the width by the height.		v = l x w x h v = 6cm x 2cm x 4cm v = 48cm³

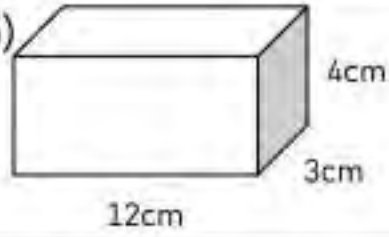
Instructi Calculate the volume of the rectangular prisms

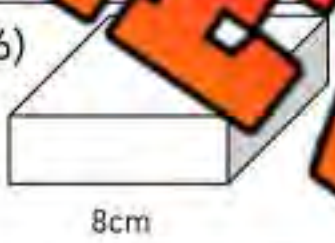
1) 

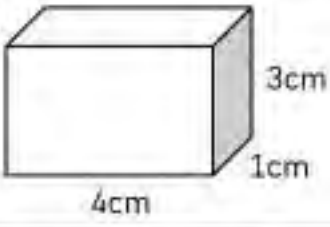
2) 

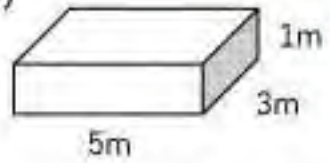
3) 

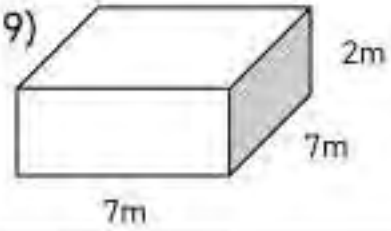
4) 

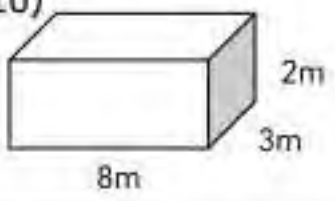
5) 

6) 

7) 

8) 

9) 

10) 

Name: _____ 80

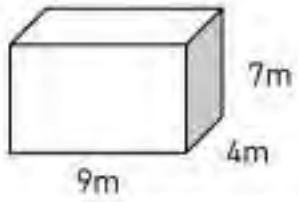
Curriculum Connection
SS5.3

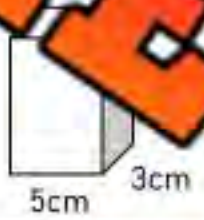
Calculating Volume of Rectangular Prisms

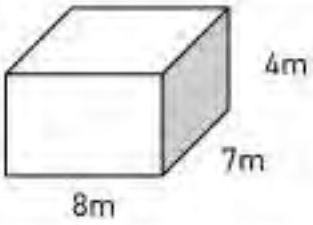
Part 1 A variety of small boxes are used for packaging. Find the volume of each box

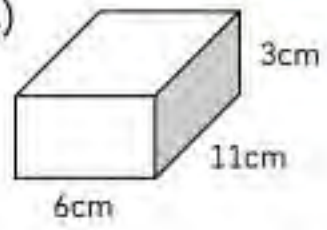
Box Type	Length	Width	Height	Volume
Box 1	10cm	8cm	2cm	
Box 2	6cm	7cm	10cm	
Box	cm	9cm	2cm	
Bo		8cm	5cm	
Box 5	m	9cm	7cm	
Box 6			7cm	
Box 7	9cm		3cm	

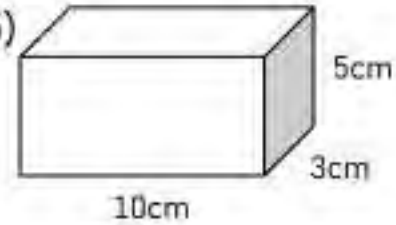
Part 2 Calculate the volume of the rectangular p

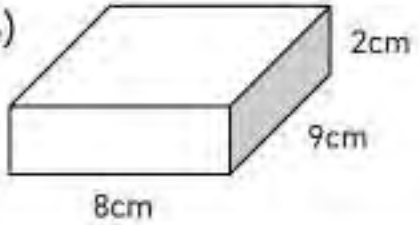
1) 

2) 

3) 

4) 

5) 

6) 

Name: _____ 81

Curriculum Connection
SS5.3

Calculating Volume of Rectangular Prisms

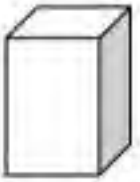
Instructions Label the rectangular prisms and then calculate the volume

1)

l = 5cm
w = 3cm
h = 5cm

v = _____

2)



l = 3m
w = 2m
h = 9m

v = _____

3)

l = 10
w = 5
h =

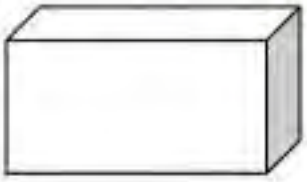
v = _____

4)

l = 6cm
w = 11cm
h = 3cm

v = _____

5)



l = 10cm
w = 2cm
h = 5cm

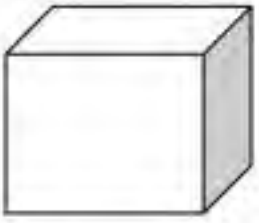
v = _____

6)

l = 7m
w = 10m
h = 2m

v = _____

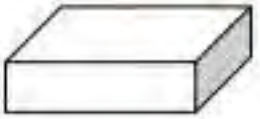
7)



l = 8m
w = 3m
h = 6m

v = _____

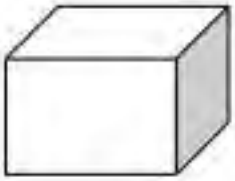
8)



l =
w = 3cm
h = 1cm

v = _____

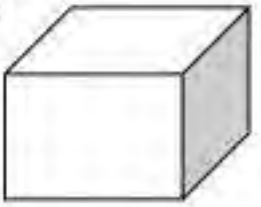
9)



l = 7cm
w = 6cm
h = 5cm

v = _____

10)



l = 10m
w = 9m
h = 8m

v = _____

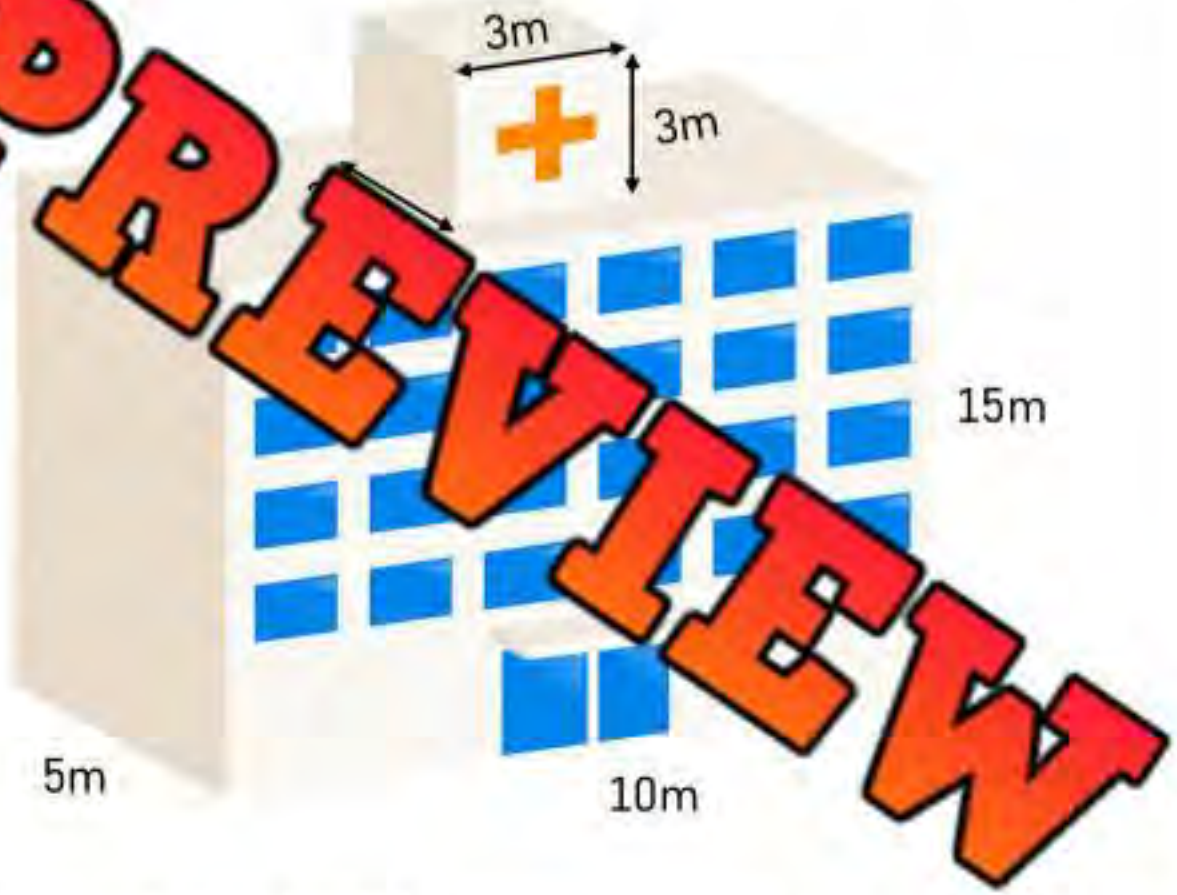
Name: _____ 86

Curriculum Connection
SS5.3

Volume – Word Problem

Instructions | Solve the word problem below

The hospital below is made of 2 rectangular prisms. Calculate the volume of both rectangular prisms and add your answers together to find the total volume.



Volume of large part of the hospital = _____ x _____ x _____ = _____

Volume of structure on top of the hospital = _____ x _____ x _____ = _____

Total volume of the hospital = _____ + _____ = _____

Name: _____ 87

Curriculum Connection
SS6.3

Volume – Word Problem

Instructions Solve the word problem below

1) Howard can build a box that has a volume of 36m³. Draw the box and label the dimensions of the box.

2) Nora need[illegible] has [illegible]me of 400cm³. Draw the box and label the dimensions of th[illegible]elow

3) Kennedy has started building a box. The leng[illegible]ht is 7cm. The volume of the box needs to be 420cm³. What does [illegible]need

4) Alexa is measuring the volume of a cereal box. She's figured out that the height is 40cm and the width is 8cm. The volume is 4,800cm³. What is the length of the cereal box?

Curriculum Connection
SS5.3

Exit Cards

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

Name: _____

1) What is the volume of the rectangular prism?

V = _____

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

_____

Name: _____

1) What is the volume of the rectangular prism?

8cm
4cm
3cm

V = _____

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

_____

Name: _____

1) What is the volume of the rectangular prism?

8cm
4cm
3cm

V = _____

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

_____

Name: _____

1) What is the volume of the rectangular prism?

8cm
4cm
3cm

V = _____

2) A water tank has a volume of 60m³. If the base area is 12m², what is the height of the tank?

_____

Name: _____ 89

Curriculum Connection
SS5.4

Capacity

Capacity is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overfill when we are measuring the capacity of a container.

Example – 4 smaller paper cups fill the larger cup

Instru[illegible]te how many of the smaller things will fit into the container


x _____


x _____



x _____



x _____



x _____



x _____



x _____


Name: _____ 92

Curriculum Connection
SS5.4

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

Millilitre (mL)	Litre (L)
Used to measure capacity of small containers 	Used to measure capacity of mid to large sized containers 

Part 1 Use t…on above to decide which unit you would use to measure

1) Cup of apple juic…		6) Wheelbarrow of liquid	
2) Dump truck of cement		…box	
3) Can of pop		8) …in …tub	
4) Spoonful of medicine		9) …un… medic…	
5) Bucket of water		10) Bathtub …of …	

Part 2 Write something that you would measure using the unit of …asurement

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

Name: _____ 93

Curriculum Connection
SS5.4

Metric System Units – Capacity – Decimal Conversions

Millilitre (mL)	Litre (L)
1000 mL = 1L 1800 mL = 1.8L	1.5L = 1500mL 3.3L = 3300mL

Part 1 Fill in the tables below

mL	L
1000	1
2000	
3000	
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
4500	
5000	
6500	
	7.5
10500	

Part 2 Convert the units of measurement below

1) 1.7L	_____ mL	5) 2100mL	_____ L	9) 4.5L	_____ mL
2) 5.4L	_____ mL	6) 4700mL	_____ L	10) 5500mL	_____ L
3) 8400mL	_____ L	7) 3.6L	_____ mL	11) 4500mL	_____ L
4) 3L	_____ mL	8) 7200mL	_____ L	12) 2500mL	_____ L

Name: _____ 94

Curriculum Connection: SS5.4

Which has the Largest Capacity?

Part 1 Which measurement has the largest capacity?

1)	5.2L	510mL	2300mL	1.9L
2)	10.3L	3500mL	2.1L	1600L
3)	67	608L	2300L	3.5L
4)	L	4500mL	6500L	1.6L
5)	3600mL		2200mL	3.1L

Part 2 Read the pr nd e below

1) Henry and Ruby both have juice s. Henr e ox is 231ml and Ruby's is 0.5L. Who's juice box has a larger capac

2) Jesse is ordering soup from a restaurant. She can choose or the 1100mL soup. Which option should she choose if she wants the soup?

3) Traci and Emma are arguing over who's water bottle has the larger capacity. Traci's bottle has a capacity of 2.2L and Emma's bottle holds 1955mL.

Name: _____ 95

Curriculum Connection
SSMA

Around the World Math Race: Converting L and ML

Objective What are we learning about?

Students will practice converting between liters and milliliters by quickly answering conversion questions in a competitive and engaging game format.

Materials What you will need for the activity.

- L[illegible]stions (e.g., converting liters [illegible]rsa)
- Optional: Ti[illegible]
- Chairs ar[illegible]ircle

Instructions How y[illegible]mple[illegible]ctivity

1. Setup: Arrange chairs in a circle, [illegible]n stu[illegible]eated in a chair. One student stands behind a seated student t[illegible]t the ga[illegible]
2. Explain the Game: Explain to the student[illegible]ney w[illegible]cipating in a race around the circle by answering conversion [illegible]uic[illegible]g [illegible]move around the entire circle and return to their original pos[illegible]
3. Start the Game: The teacher reads out a conversion q[illegible]on [illegible] milliliters are in 2.2 liters?").
4. Answering the Question: The standing student and the seated stud[illegible]front of them compete to answer the question first. The student who answe[illegible] correctly first moves to stand behind the next seated student, while the other student remains seated.
5. Continue the Race: The teacher continues reading out questions, and the process repeats. The standing student continues to move around the circle, answering questions at each stop.
6. Winning the Game: The first student to make it around the entire circle and return to their original position wins the race.
7. Review: After the game, review some of the questions and answers with the class to reinforce the concepts and ensure understanding.

Name: _____ 96

Curriculum Connection
5554

Questions | Use the questions below for the game

Questions
What is the equivalent of 1.5 liters in milliliters?
How many milliliters are in 2.2 liters?
How many liters are in 600 milliliters?
How ma rs are in 6200 milliliters?
What t of 0.75 liters in milliliters?
How y mill n 3.5 liters?
How many 450 ers?
How many liters 1
What is the equivalent rs s?
How many milliliters are in 4.2 liter
How many liters are in 1200 milliliter
How many liters are in 5000 milliliters?
What is the equivalent of 1.25 liters in milliliters?
How many milliliters are in 6.3 liters?
How many liters are in 700 milliliters?
How many liters are in 3600 milliliters?
What is the equivalent of 2.5 liters in milliliters?
How many milliliters are in 5.8 liters?
How many liters are in 900 milliliters?
How many liters are in 4700 milliliters?
What is the equivalent of 0.5 liters in milliliters?
How many milliliters are in 7.4 liters?

Name: _____ 97

Curriculum Connection
5554

Questions | Use the questions below for the game

Questions
How many liters are in 300 milliliters?
How many liters are in 2400 milliliters?
What is the equivalent of 3 liters in milliliters?
How ma liliters are in 8.5 liters?
How n in 1500 milliliters?
Ho y liter 00 milliliters?
What is the of 1. in milliliters?
How many milli re
How many liters are in lite
How many liters are in 4200 milli
What is the equivalent of 0.9 liters in milliliter
How many milliliters are in 10.1 liters?
How many liters are in 2000 milliliters?
How many liters are in 5600 milliliters?
What is the equivalent of 4.5 liters in milliliters?
How many milliliters are in 12 liters?
How many liters are in 800 milliliters?
How many liters are in 3300 milliliters?
What is the equivalent of 0.4 liters in milliliters?
How many milliliters are in 2.75 liters?
How many liters are in 950 milliliters?
How many liters are in 3750 milliliters?

Name: _____ 98

Curriculum Connection
SS5.4

Capacity - Comparing mL

There are 250 mL in one cup. The average juice box holds 200mL. A can of soda holds 355 mL, while a larger bottle of soda could hold 591 mL, 710 mL, or up to 2000 mL (2L). A tablespoon holds 15 mL.

Part 1 Does the container hold more or less than 500 mL?

1) more less	2)  e less	3)  more less
4)  more less	more	6)  re less
7)  more less	8)  more less	more less

Part 2 Give examples of containers that hold more or less than 500 mL

Containers More Than 500 mL	Containers Less Than 500 mL

Name: _____ 100

Curriculum Connection
SS5.4

Which Capacity is the Largest?

Instructions Which measurement makes the most sense for the picture shown

1) A pool
a) 30,000L
b) 1000
c) 50L

2) A cup
a) 300L
b) 250mL
c) 3L

3) A bott
a) 1L
b) 100mL
c) 5000mL

4) A spoon
a) 10kL
b) 1L
500mL
mL

5) A wheelbarrow
a) 100L
b) 10L
c) 500mL

6) A
L
b)
c) 300

7) A hot tub
a) 20L
b) 2000L
c) 500mL

8) A juice box
a) 250mL
b) 1L
c) 20L

9) A bath tub
a) 5L
b) 300L
c) 500mL

10) A gas tank
a) 50L
b) 500mL
c) 1000mL

Curriculum Connection
SS6.4

Exit Cards

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

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL= _______ L

c) 6.8 L= _______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL= _______ L

c) 6.8 L= _______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL= _______ L

c) 6.8 L= _______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: ______________________

1) Convert the units of measurement below:

a) 2.4 L = _______ mL

b) 9800 mL= _______ L

c) 6.8 L= _______ mL

2) Solve the problem below:

Alice is buying a drink. She can choose the 1.2 L bottle or the 900 mL bottle. Which option should she choose if she wants more to drink?

____

Name: _____ 102

Curriculum Connection
102

Measurement Unit Test

Part 1 Would you measure the containers below using litres or millilitres?

1) Cup of apple juice	
2) Dump truck of cement	
3) Can of [illegible]	

4) Wheelbarrow of liquid	
5) Juice box	
6) Water in a hot tub	

Part 2 Fill in the tables below

mL	L
1000	
2000	
3000	
	4
	5
6000	
7000	
8000	
	9
	10

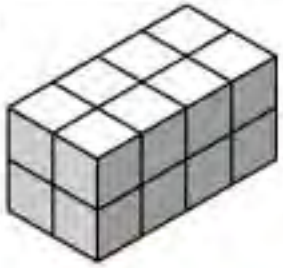
mL	L
1500	
	2.5
	3.5
6[illegible]	
8500	
	9.5
10500	

Part 3 Convert the units of measurement below

1) 1.7L	_____mL	2) 2100mL	_____L	3) 4.5L	_____mL
4) 5.4L	_____mL	5) 4700mL	_____L	6) 5500mL	_____L

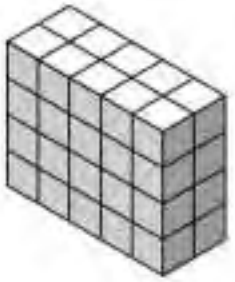
Part 4 — Fill in the blanks and determine the volume

1)



l = _____
w = _____
h = _____
v = _____

2)

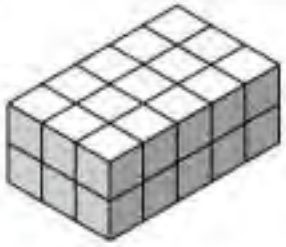


l = _____
w = _____
h = _____
v = _____

3)

l = _____
w = _____
h = _____
v = _____

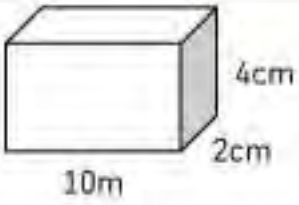
4)



l = _____
w = _____
h = _____
v = _____

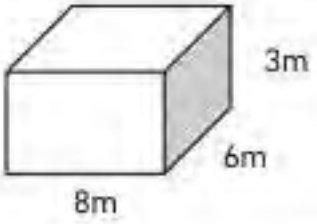
Part 5 — Calculate the [illegible] of the rectangular prisms below

1)

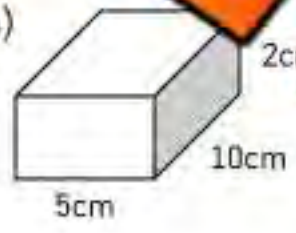


2)

3)



4)



Part 6 — Solve the word problem below. Make sure to show your work

Elissa is making a box that needs to have a volume of 180cm³. What could the dimensions of the box be?

Name: _____ 104

Curriculum Connection
SS5.5

Horizontal and Vertical Lines

Part 1 Draw a circle around the vertical lines and a rectangle around the horizontal lines

Part 2 Label the lines [illegible] horizontal

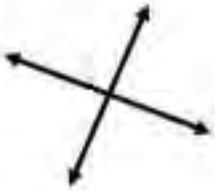
Name: _____ 105

Curriculum Connection
SS5.5

Parallel, Perpendicular and Intersecting Lines

= Parallel Lines = Perpendicular Lines = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

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

Part 2 Draw a second line that is intersecting, perpen[illegible] para[illegible]he other line

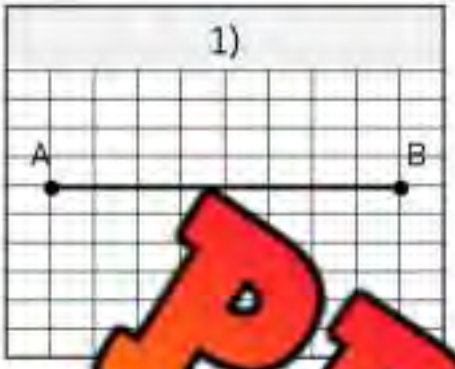
1) 	2)	3)	
Perpendicular	Parallel	Intersecting	Parallel
5) 	6) 	7) 	8)
Intersecting	Perpendicular	Intersecting	Parallel

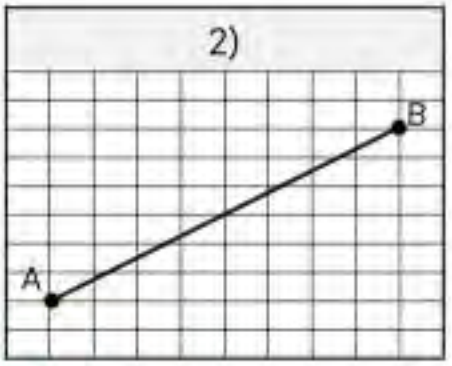
Name: _____ 106

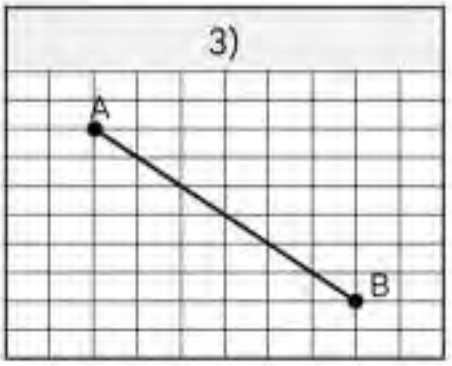
Curriculum Connection
SSS.5

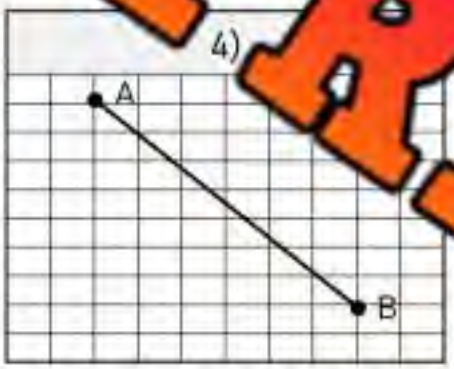
Perpendicular and Parallel Line Segments

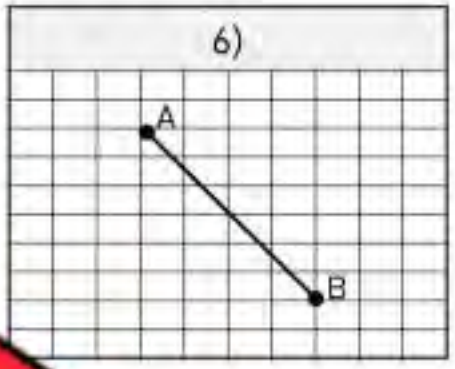
Part 1 Construct perpendicular lines of the line segments $\overline{AB}$



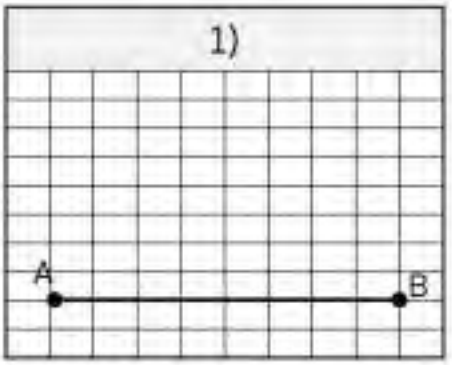


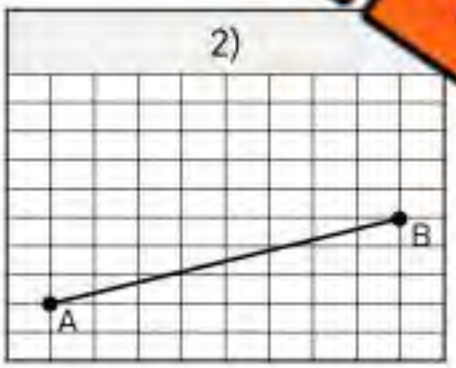


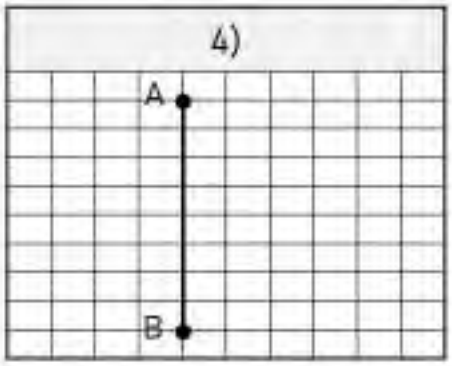


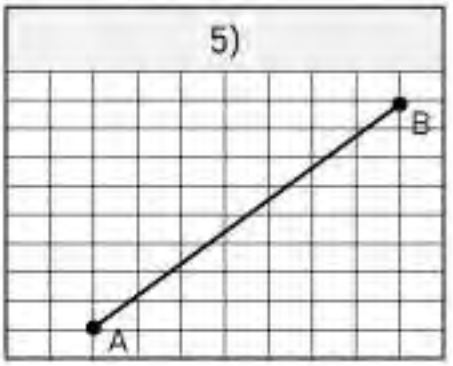


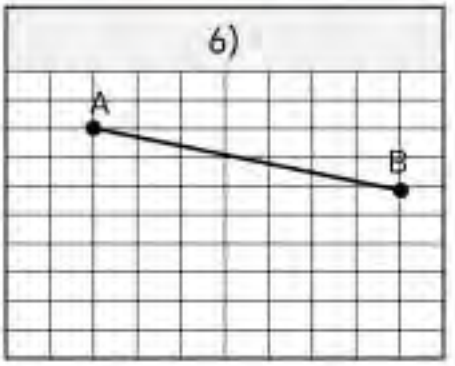
Part 2 Construct parallel lines of the li ment









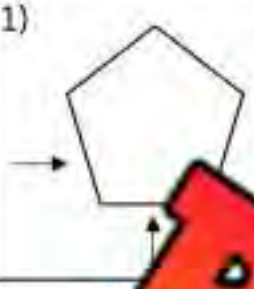


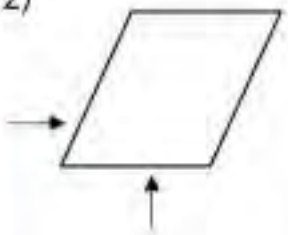
Name: _____ 107

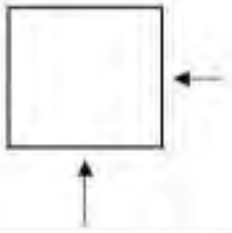
Curriculum Connection
SS5.5

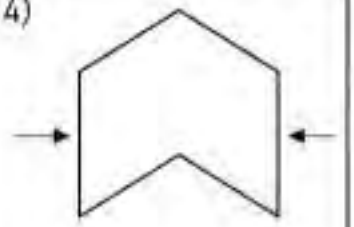
Parallel, Perpendicular and Intersecting Lines in Shapes

Instructions What is the relationship between the two lines with the arrows?

1) 

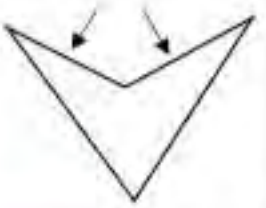
2) 

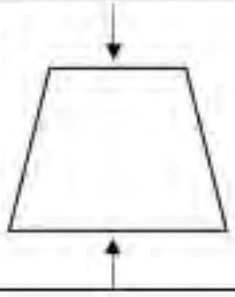
3) 

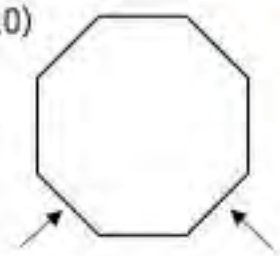
4) 

5) 

7) 

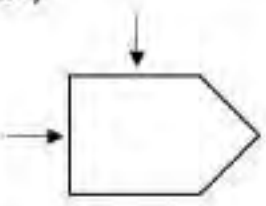
8) 

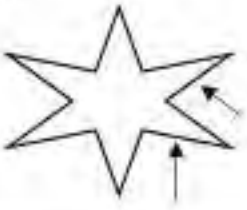
9) 

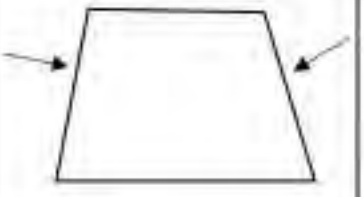
10) 

11) 

13) 

14) 

15) 

16) 

Name: _____ 108

Curriculum Connection
SS6.5

Quadrilaterals - Lines

Word Bank

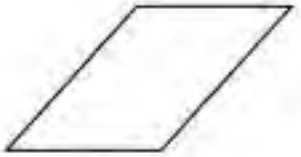
Kite Trapezoid Parallelogram Rectangle Rhombus Square

Practice

1. Label the quadrilaterals using the word bank (can be used twice).
2. How many pairs of perpendicular, intersecting, and parallel lines are there?

1) 	2) 	3) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

4) 	5) 	6) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

7) 	8) 	9) 
Name:	Name:	Name:
Perpendicular Lines:	Perpendicular Lines:	Perpendicular Lines:
Parallel Lines:	Parallel Lines:	Parallel Lines:
Intersecting Lines:	Intersecting Lines:	Intersecting Lines:

Name: _____ 111

Curriculum Connection
SSM.5

Math Activity: Line Hunt Explorers

Objective

What are we learning about?

To help students identify and understand parallel, perpendicular, and intersecting lines in both 2D shapes and 3D objects through an interactive and exploratory "line hunt" around the classroom or school.

Materials

What you will need for the activity.

- [illegible]
- Col[illegible]ed pen[illegible]ers
- Grid pape[illegible]
- Notebooks [illegible]pads

Instructions

How you [illegible]let[illegible]ity

1. Begin the activity by explaining th[illegible]pts of [illegible]t lines (lines that never meet), perpendicular lines (lines that inters[illegible]t at a 9[illegible]gree[illegible], and intersecting lines (lines that cross at any angle).
2. Hand out grid paper, rulers, coloured pencils, [illegible]s (opt[illegible] to each student.
3. Instruct students to start the activity by exploring their c[illegible]sroo[illegible] environment to find examples of parallel, perpendicular, and i[illegible].
4. Ask students to sketch the examples they find on their grid paper, la[illegible]g each type of line (parallel, perpendicular, intersecting) directly on the sketches. Encourage them to include both 2D shapes (like windows or doors) and 3D objects (like chairs or trees) in their sketches.
5. After students have completed their sketches, have them highlight the parallel, perpendicular, and intersecting lines within these 2D shapes and 3D objects using different colored pencils or markers.
6. Encourage students to compare their findings and sketches with a partner and discuss any patterns or interesting observations they made.
7. Gather the class together to share their discoveries and discuss the importance of these types of lines in everyday life.

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Curriculum Connection
5555

Draw | **Option 1**: Draw examples in the spaces below

Parallel Lines

Parallel Lines

Perpendicular Lines

Perpendicular Lines

Intersecting Lines

Intersecting Lines

Name: _____ 113

Curriculum Connection
SS5.5

Draw | **Option 2**: Draw as many examples as you can fit in the spaces below

Parallel Lines

Perpendicular Lines

Intersecting Lines

Exit Cards

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

Name: _____

Draw arrows that point to intersecting, parallel, and perpendicular lines.

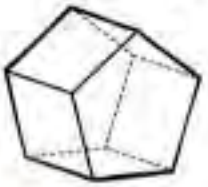
Parallel

Intersecting

Perpendicular

Name: _____

Draw arrows that point to intersecting, parallel, and perpendicular lines.



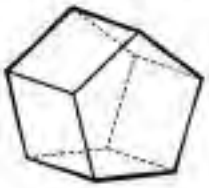
Parallel

Intersecting

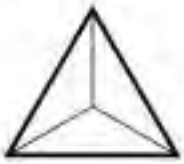
Perpendicular

Name: _____

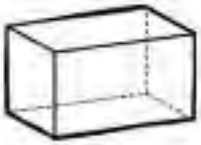
Draw arrows that point to intersecting, parallel, and perpendicular lines.



Parallel



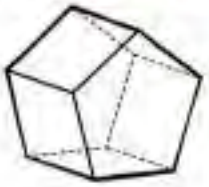
Intersecting



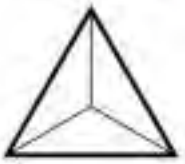
Perpendicular

Name: _____

Draw arrows that point to intersecting, parallel, and perpendicular lines.



Parallel



Intersecting

Perpendicular

Name: _____ 116

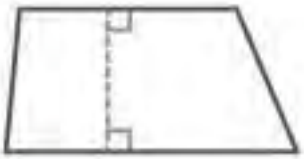
Curriculum Connection
SS5.6

Quadrilaterals

Trapezium

No s… el

Trapezoid



Two sides are parallel

Parallelogram

Two pairs of parallel sides

K…

Two pairs of adjacent sides are of equal length

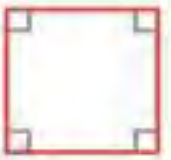
Rh…bus

Four sides are of equal length

Rectangle

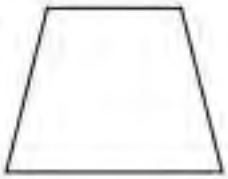
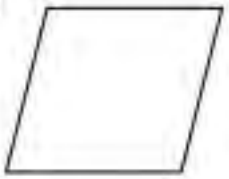
…right…

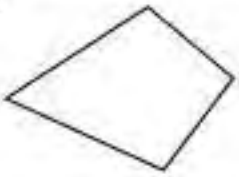
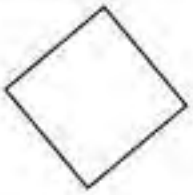
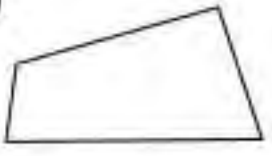
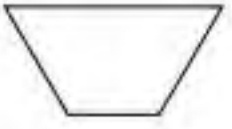
Square



All four sides are of equal length

Directions Write the names of the quadrilater…

1)	2)	3)	
			

5)	6)	7)	8)
			

Name: _____ 117

Curriculum Connection
SS5.6

Quadrilaterals

Directions Describe the geometric properties and draw each of the quadrilaterals

Quadrilateral	Geometric Properties	Draw Shape
Kite		
Rhombus		
Trapezoid		
Trapezium		
Square		
Rectangle		
Parallelogram		

Name: _____ 118

Curriculum Connection
SS5.6

Quadrilaterals

Explain What are the differences between a rectangle and a...

Square	Rectangle
	
Similarities	**Differences**

Rhombus	Rectangle
	
Similarities	**Differences**

Name: _____ 119

Curriculum Connection
SS5.6

Quadrilaterals

Explain What are the differences between a rectangle and a...

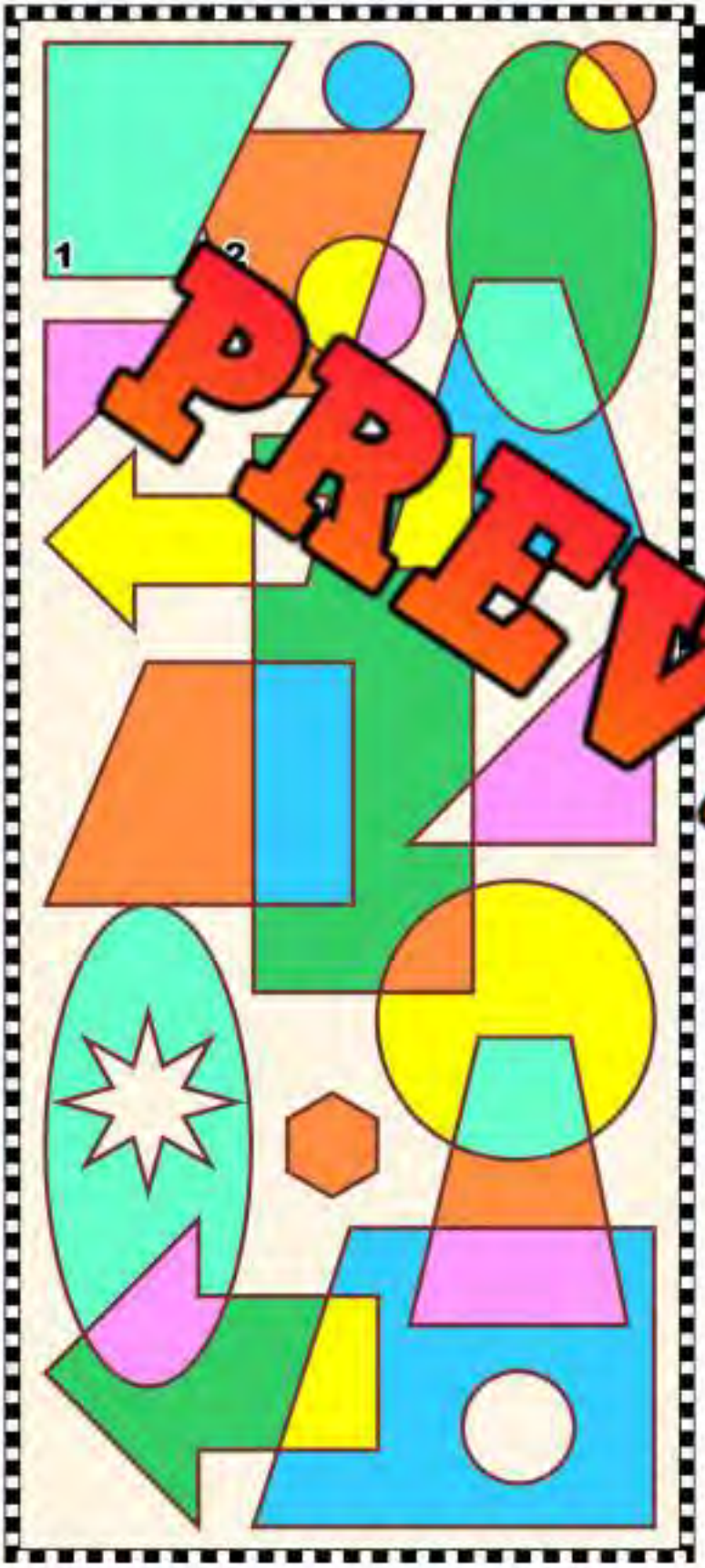
Trapezoid	Rectangle
	
Similarities	**Differences**

Parallelogram	Rectangle
	
Similarities	**Differences**

Name: _____ 120

Curriculum Connection
SS5.6

Quadrilaterals



Directions

How many trapezoids are there? Count only those that have the entire perimeter outline visible. For example, 1, and not 2.

Reminder

A trapezoid is a 4-sided shape with at least one pair of parallel sides.

Interesting Fact:

In the world, the terms trapezoid and trapezium are used interchangably.

In America a trapezoid is a quadrilateral with at least one pair of parallel sides.

In other English countries, a trapezoid is called a trapezium. The difference in these two terms was a result of an error in Charles Hutton's mathematical dictionary!

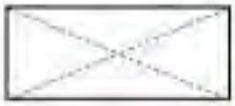
Answer: _____

Name: _____ 122

Curriculum Connection
SS5.6

Diagonals

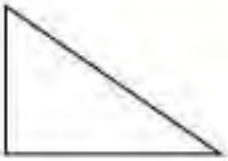
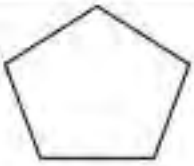
A diagonal is a line segment that links 2 non-adjacent vertices of a polygon. This means it is a line that connects two corners that are not beside each other.



A rectangle has 2 diagonals

A pentagon has 5 diagonals

Part 1 How many diagonal lines do the polygons have? Draw them and write the number

1) 		3) 	4) 
5) 	6) 		8) 
9) 	10) 	11) 	

Part 2 Draw a polygon with the specified number of diagonals

13) 9	14) 0	15) 14

Name: _____ 123

Curriculum Connection
SSS 6

Diagonals

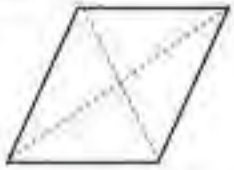
Diagonals can be categorized based on the following:

Whether they are of equal length

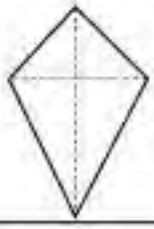
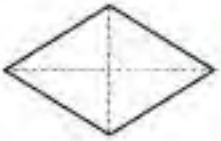
Whether they intersect at their midpoint

Whether they intersect at right angles

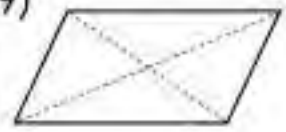
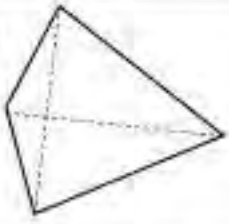
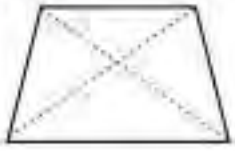
Part 1 Do the diagonals equal length?

1) 		3) 	4) 
Yes No	Yes No	No	Yes No

Part 2 Do the diagonals intersect at their midpoint?

5) 	6) 	7) 	
Yes No	Yes No	Yes No	No

Part 3 Do the diagonals intersect at right angles?

9) 	10) 	11) 	12) 
Yes No	Yes No	Yes No	Yes No

Curriculum Connection
SS5.6

Exit Cards

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

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

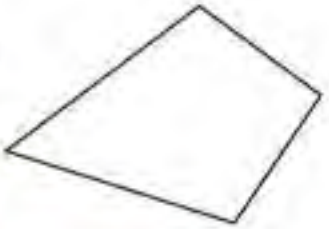
_____

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

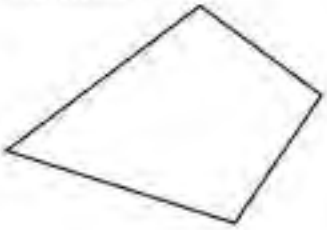
_____

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

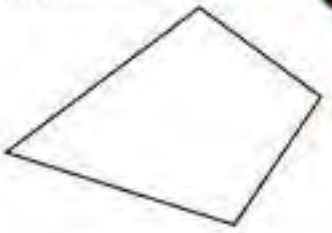
_____

2) 

_____

Name: _____

How many diagonal lines do the polygons have? Draw them and write the number.

1) 

_____

2) 

_____

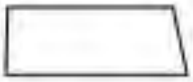
Name: _____ 126

Curriculum Connection
SS5.6

Quadrilaterals - Trapezoids

A trapezoid has at least one pair of parallel sides

 2 pairs of parallel lines

 1 pair of parallel lines

This means parallelograms, rectangles, and squares are all considered trapezoids.

Part 1 C[illegible]or circle the trapezoids in the collection of quadrilaterals below

Part 2 Describe the trapezoids below using [illegible]eome[illegible]ties

1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the parallel lines above	Circle the parallel lines above
How many sides does the trapezoid have?	How many sides does the trapezoid have?

Name: _____ 127

Curriculum Connection
SS5.6

Quadrilaterals - Kite

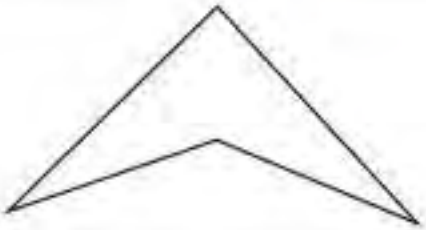
A kite can look like a traditional kite that we fly or a dart that has a reflex angle and a diagonal outside of its shape.

 Traditional Kite

 Dart

Part 1 Colour or circle the kites in the collection of polygons below

Part 2 Describe the kites below u[illegible]eir ge[illegible]erties

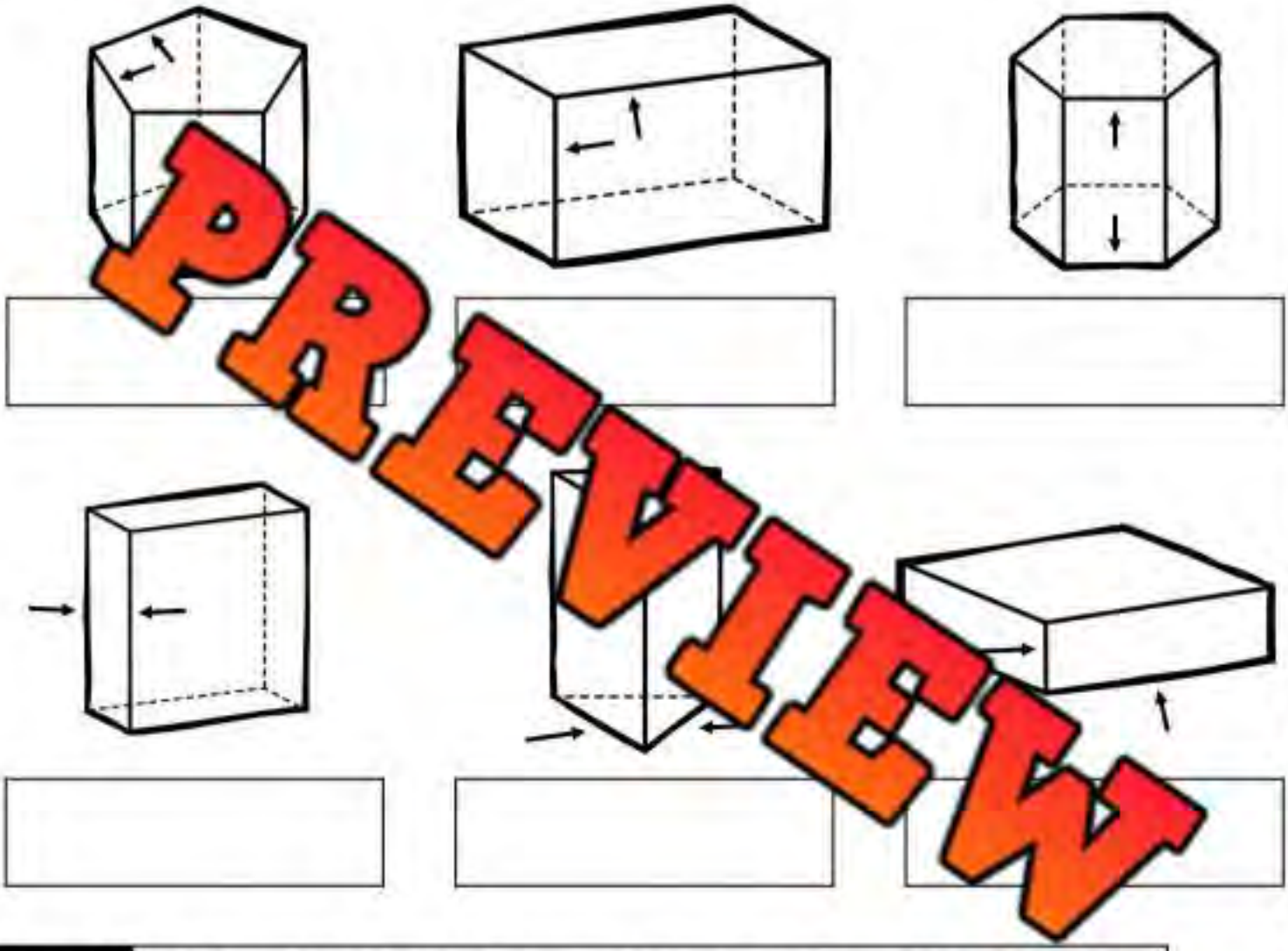
1) 	2) 
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
Circle the perpendicular lines	Circle the perpendicular lines
Put a square on the intersecting lines	Put a square on the intersecting lines

Name: _____ 132

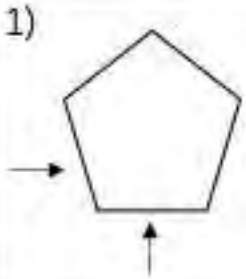
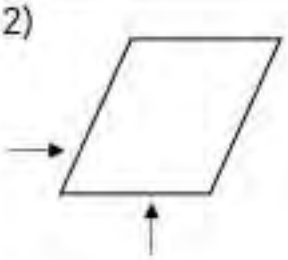
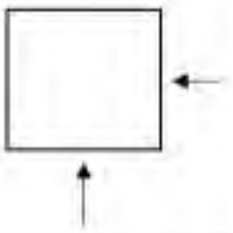
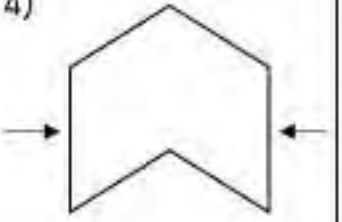
Curriculum Connection
TD3

Quiz – Lines

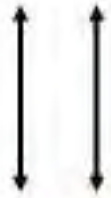
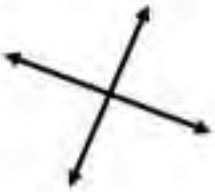
Part 1 Are the lines parallel, intersecting, or perpendicular?

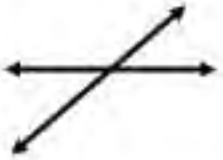
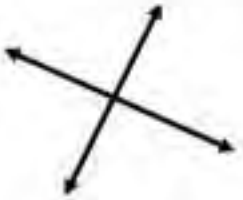


Part 2 What is the relationship between the two lines with the arrows

1)	2)	3)	4)
			
Intersecting			

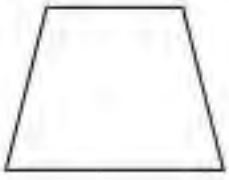
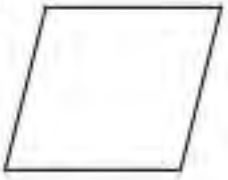
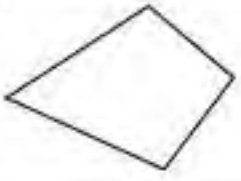
Part 3 Label the lines parallel, perpendicular, or intersecting

1)	2)	3)	4)
			

5)	6)	7)	8)
			

Part 4 Draw a circle around the ...rtica... ...angle around the horizontal lines

Part 5 Write the names of the quadrilaterals below

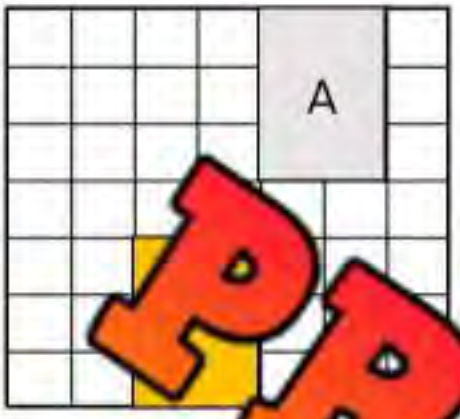
1)	2)	3)	4)
			

Name: _____ 134

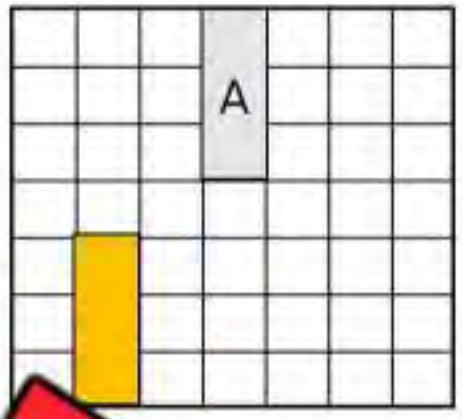
Curriculum Connection
SS5.7

Describing Translation

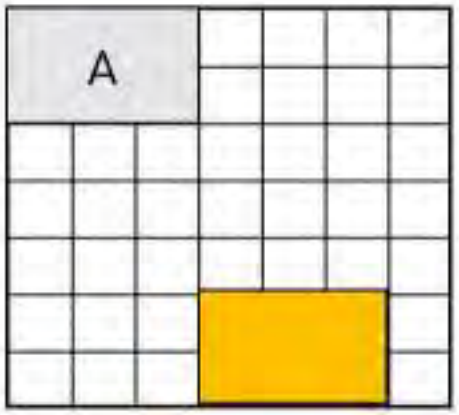
Instructions Describe the translations below using arrows. Shape A is the original object



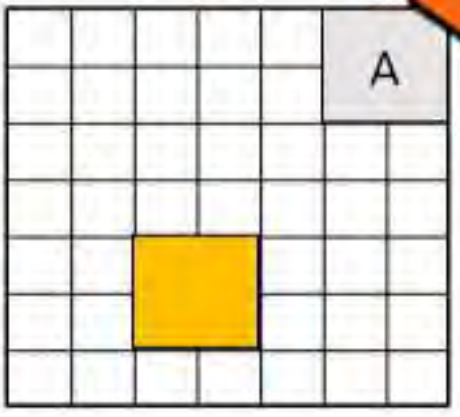
1) 4 ↓, 2



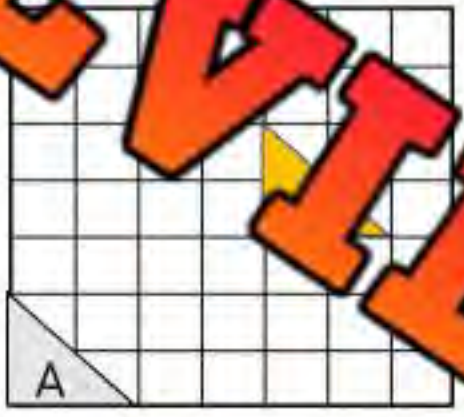
_____



3) _____

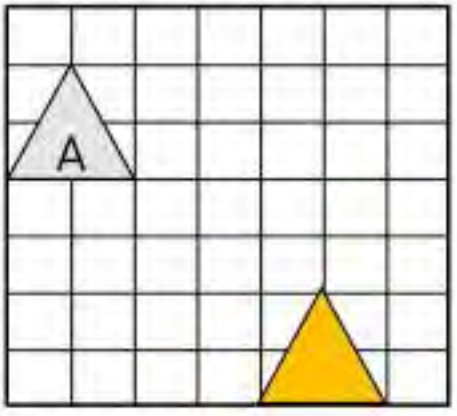


4) _____

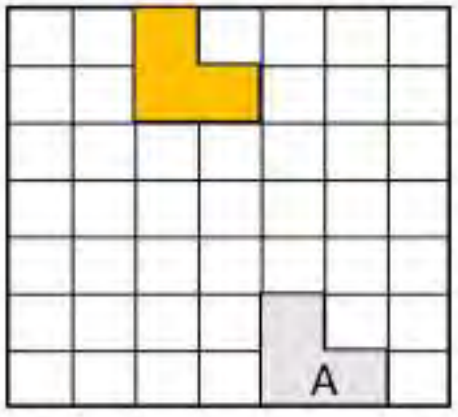


5) _____

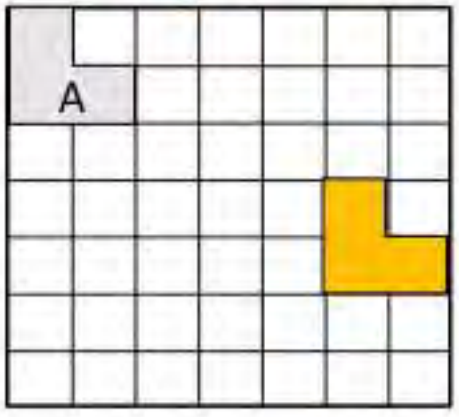
6) _____



7) _____



8) _____



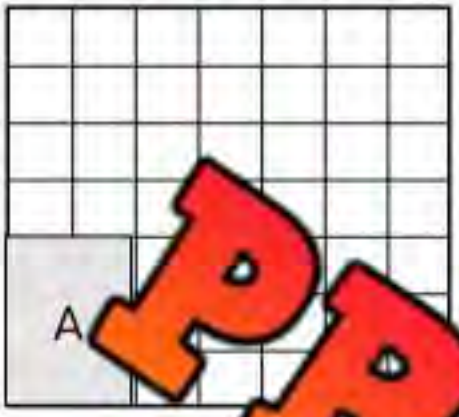
9) _____

Name: _____ 137

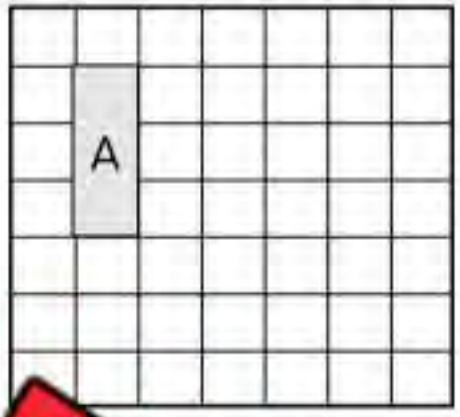
Curriculum Connection
SS5.7

Performing Translation

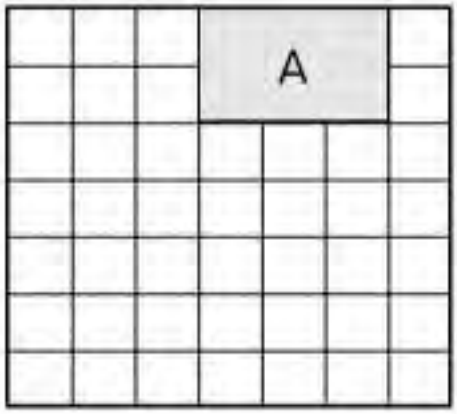
Questions | Draw the new shape after reading the 3 steps



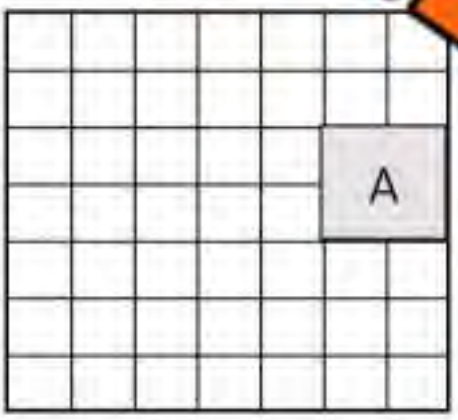
1) 3↑, 4→, _____



_____ 4→, 1↓



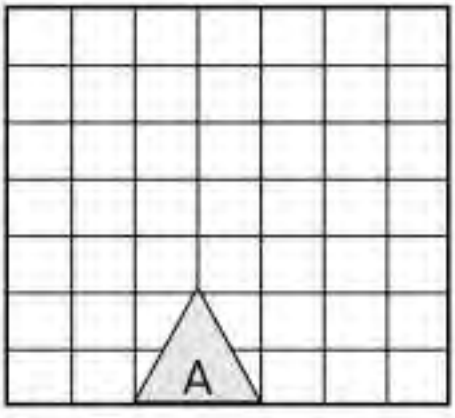
3) 3↓, 2←, 2↓



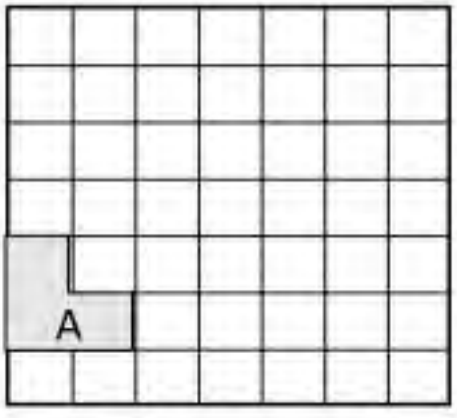
4) 3↓, 4←, 1↑

5) 2↓, 4→, 3↑

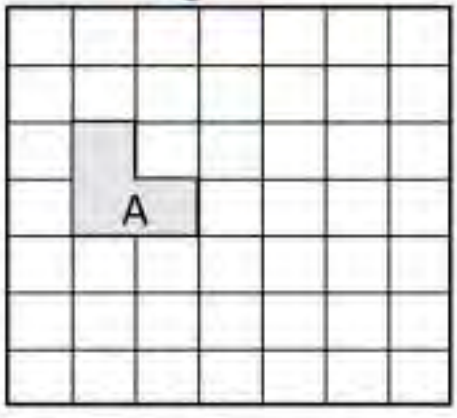
6) _____



7) 4↑, 2→, 3←



8) 4↑, 4→, 5↓



9) 3↓, 3→, 2↑

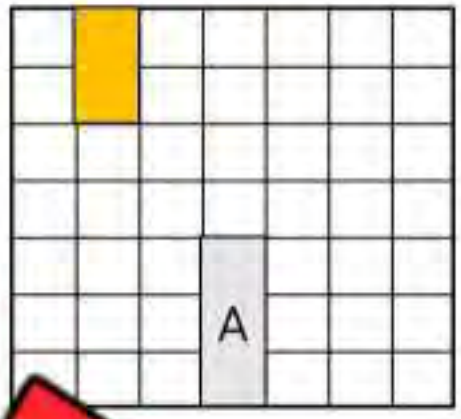
Name: _____ 138

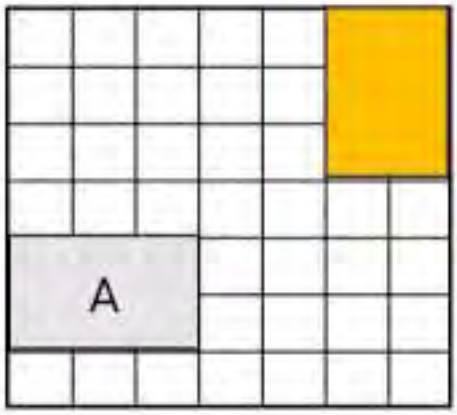
Curriculum Connection
SS5.7

Translation or Not?

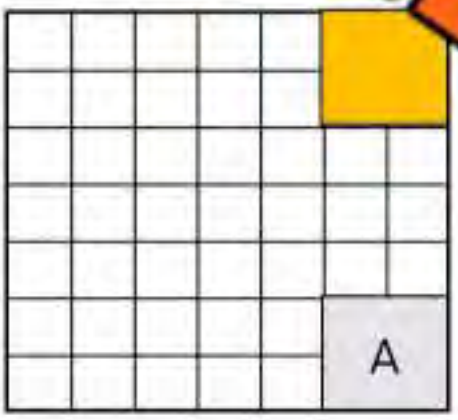
Instructions Is the transformation a translation or not? Write yes or no.

1) _____

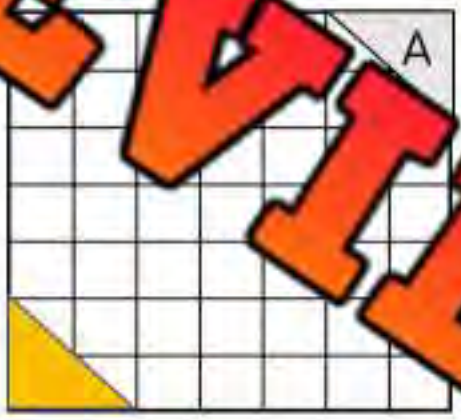




3) _____

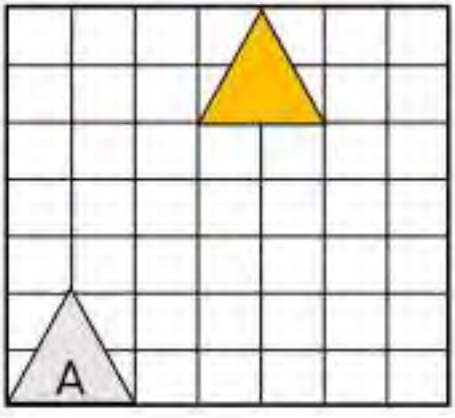


4) _____

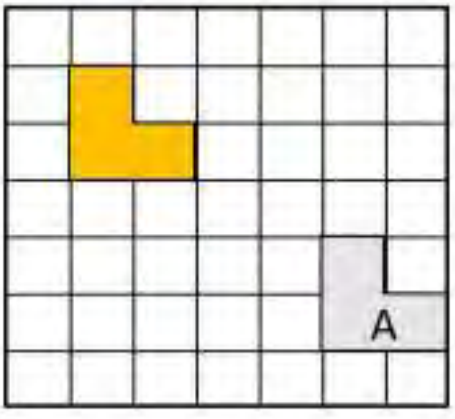


5) _____

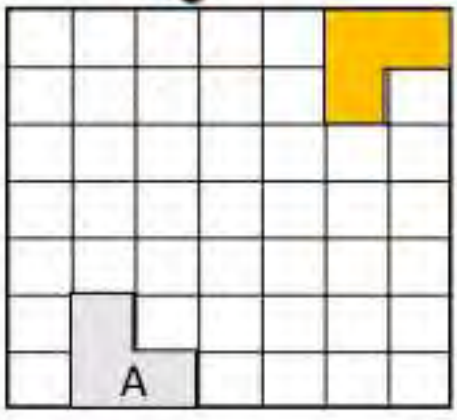
6) _____



7) _____



8) _____

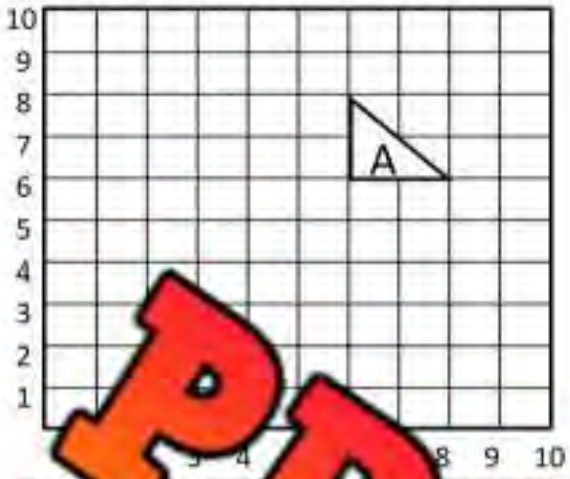


9) _____

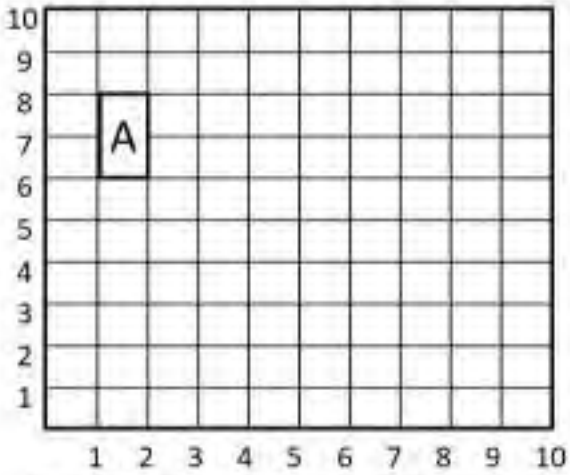
Name: _____ 139

Curriculum Connection
SS5.7

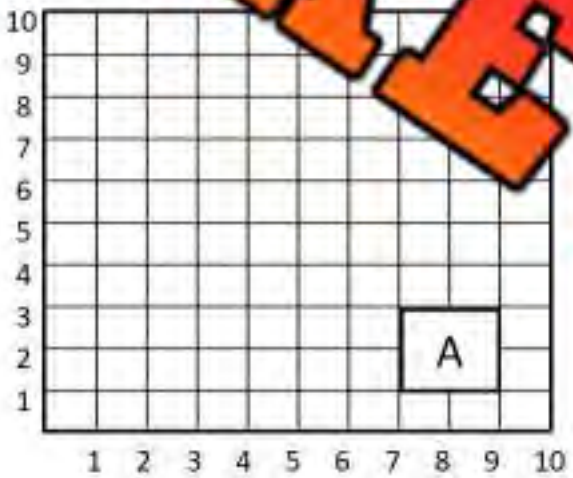
Translating Shapes – Cartesian Plane



1) L

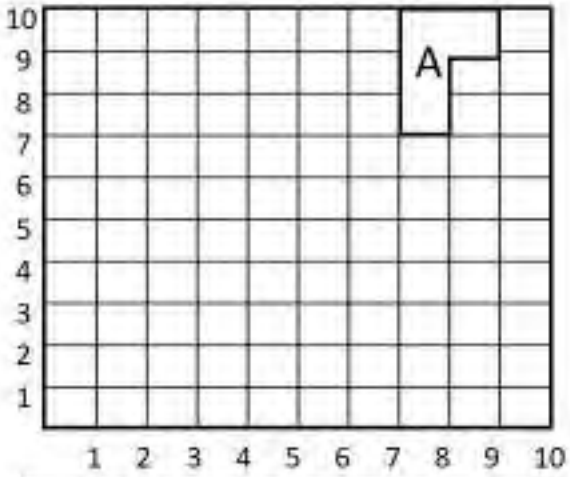


2) Right 5, down 4

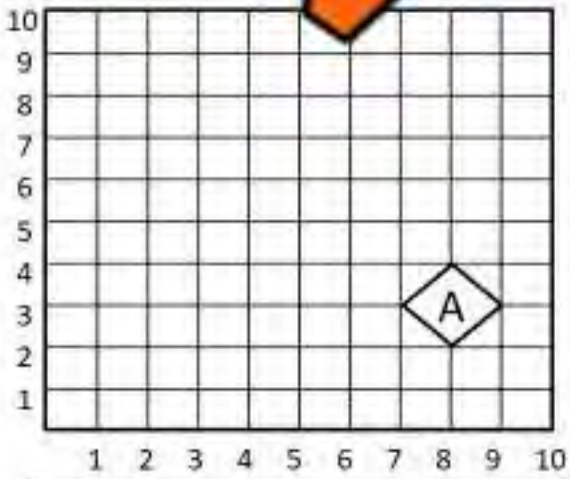


3) Left 6, up 2

4)



5) Left 3, down 6



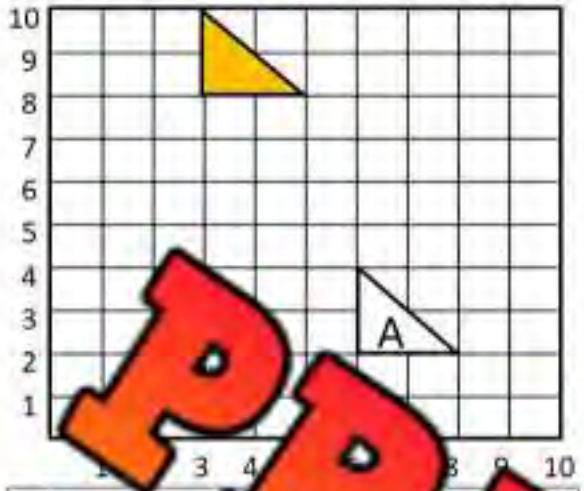
6) Left 2, up 4

Name: _____ 140

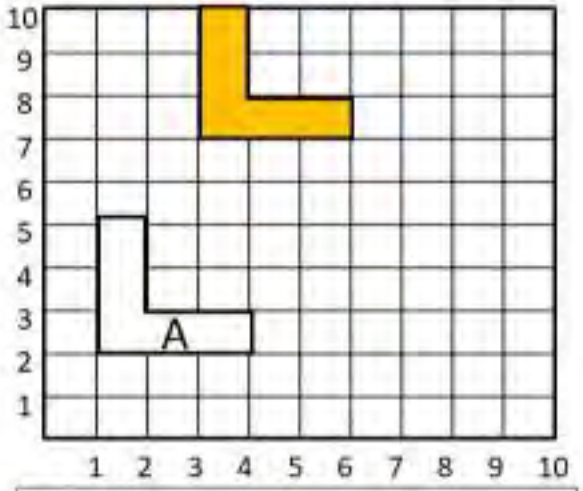
Curriculum Connection
SS5.7

Describing Translations – Cartesian Plane

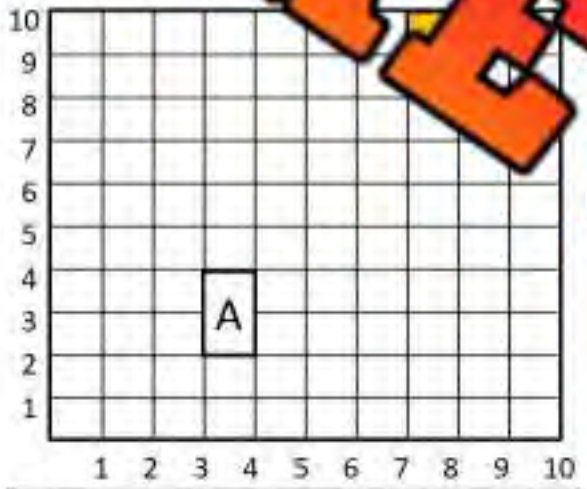
Instructions: Describe the translations below. Shape A is the original shape.



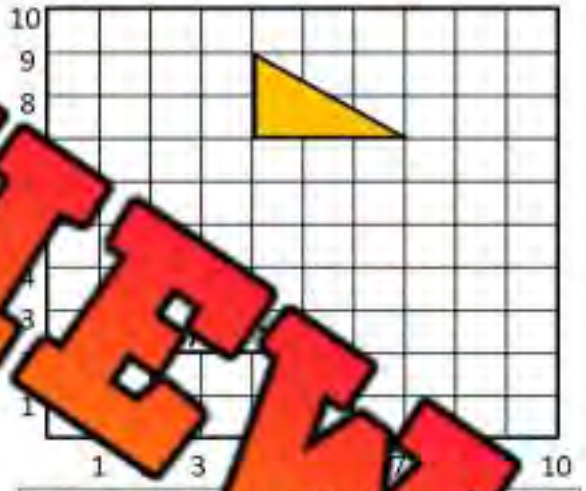
1)



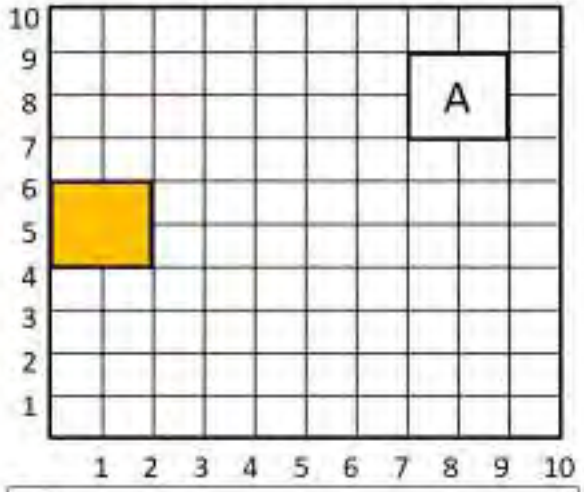
2)



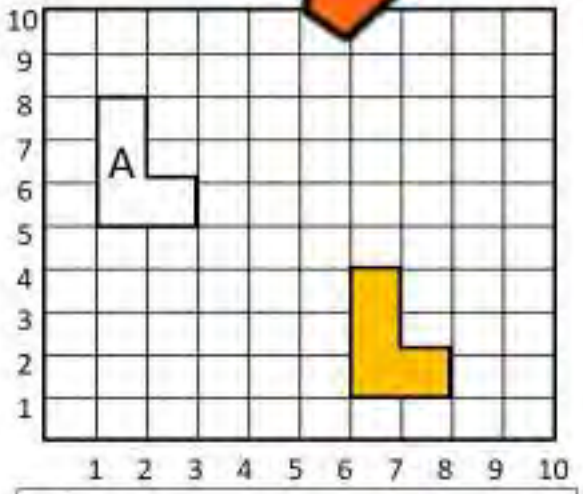
3)



4)



5)



6)

Name: _____ 141

Curriculum Connection
SSM7

Math Activity: Translation Relay Race

Objective

What are we learning about?

To help students understand and describe translations on a Cartesian plane through a fun and engaging relay race activity.

Materials

What you will need for the activity.

- Grap[illegible]
- [illegible]
- [illegible]d pen[illegible]ers
- Pen[illegible] and [illegible]
- Translatio[illegible]

Instructions

How yo[illegible]mplete[illegible]tivity

1. Explain Translations: Start by expla[illegible]ons on the Cartesian plane involve moving shapes without rot[illegible] resiz[illegible]n.
2. Distribute Materials: Provide each team wi[illegible]rawn[illegible]aper and a set of translation task cards.
3. Form Teams: Divide the class into small teams, ea[illegible]p beh[illegible]esk with their graph paper and task cards.
4. Translation Task: The first student in each team picks a transla[illegible]then strategically draws a shape on the grid, ensuring it can fit afte[illegible]n.
5. Perform Translation: The student then moves the shape according to [illegible] instructions on the task card and draws the new position on the grid.
6. Pass to Next Student: The student then goes to the end of the line, and the next student steps up.
7. Repeat Process: The next student repeats the process: drawing the shape at its new position, selecting a new translation task card, and performing the translation.
8. Continue Relay: Continue the relay until all team members have had a turn or all task cards are used.
9. Verification and Discussion: The teacher verifies the translations, and the class discusses the different translations and observations.

Name: _____ 142

Curriculum Connection
5557

Task Cards | Cut out the cards below

Card 1:

Move 2 units → and 1 unit ↑

Card 6:

Move 2 units ← and 3 units ↑

Card 2:

Move 3 [illegible] and 2 [illegible]

Card 7:

Move 1 unit → and 4 units ↓

Card 3:

Move 1 unit → and 3 units ↑

Card 8:

Move 3 [illegible] and 2 units ↑

Card 4:

Move 4 units → and 2 units ↑

Card 9:

Move 2 units → and 2 units ↓

Card 5:

Move 1 unit ← and 2 units ↓

Card 10:

Move 1 unit ← and 3 units ↑

Name: _____ 143

Curriculum Connection
SS57

Task Cards | Cut out the task cards below

Card 11:

Move 4 units → and 1 unit ↓

Card 16:

Move 2 units ← and 2 units ↑

Card 12:

Move 3 units → and 1 unit ↓

Card 17:

Move 2 units → and 3 units ↓

Card 13:

Move 3 units → and 2 units ↓

Card 18:

Move 5 units → and 2 units ↓

Card 14:

Move 3 units ← and 5 units ↑

Card 19:

Move 5 units → and 4 units ↓

Card 15:

Move 4 units → and 3 units ↑

Card 20:

Move 5 units ← and 1 unit ↑

Name: _____ 144

Curriculum Connection
SS5.7

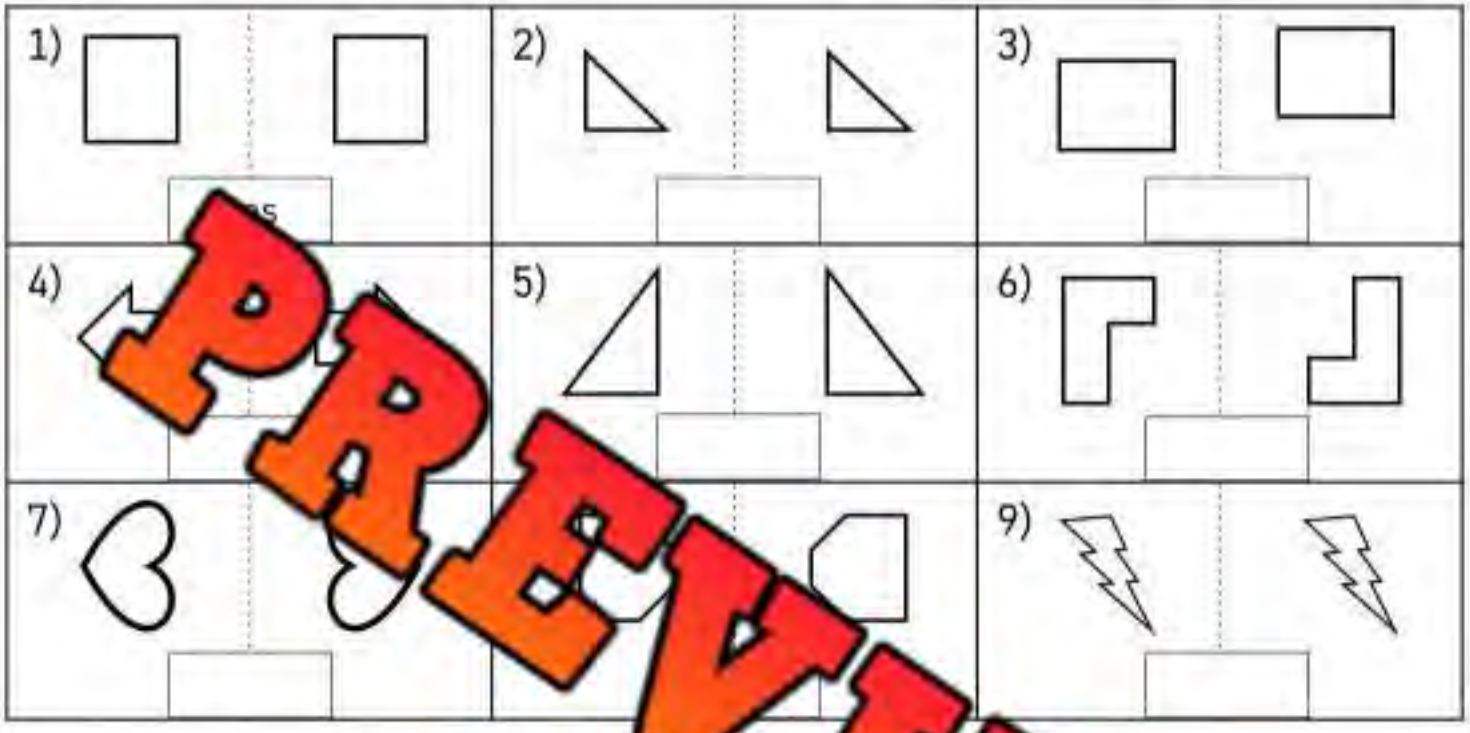
Grid Paper | 1 x 1 cm grid paper

Name: _____ 145

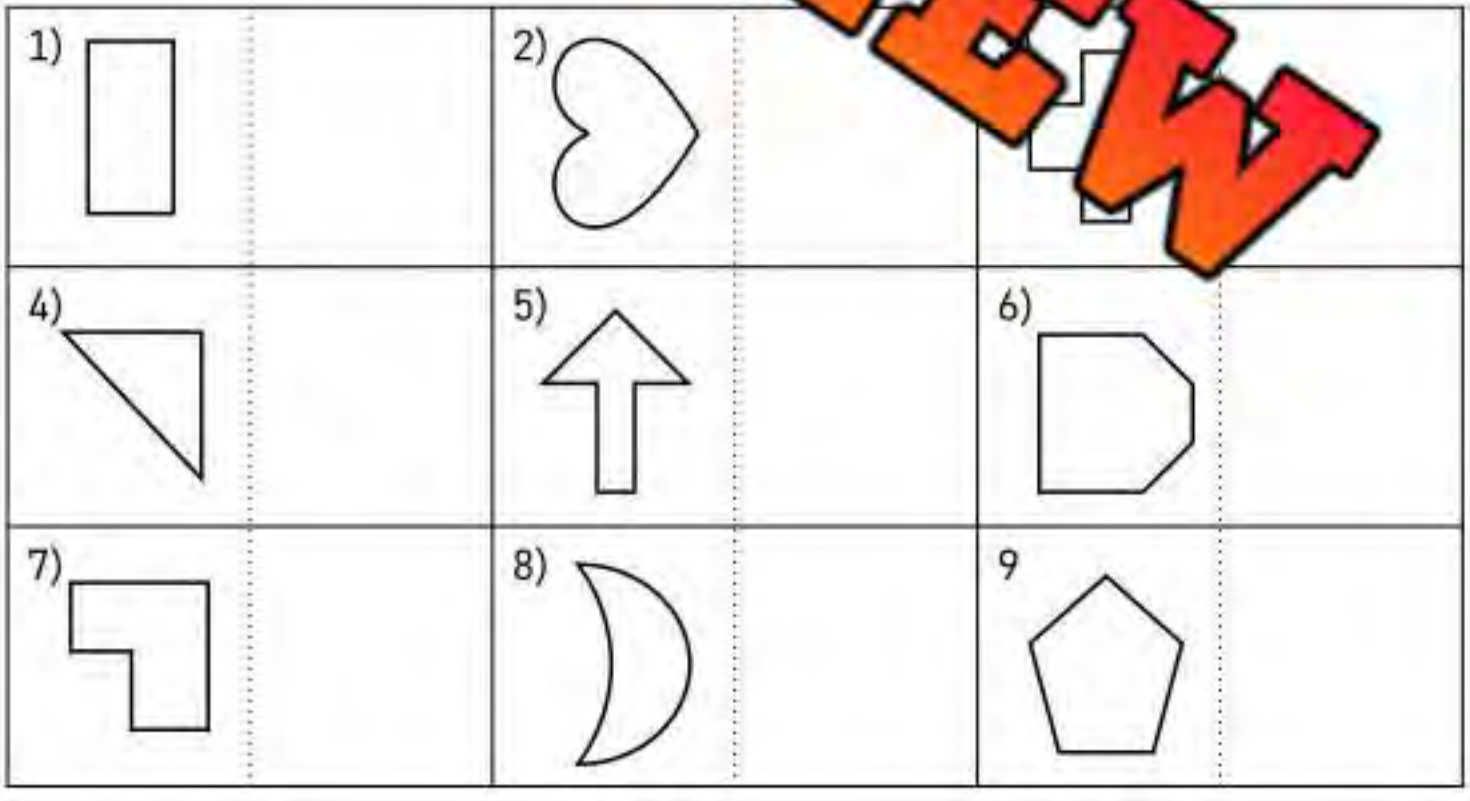
Curriculum Connection
SS5.7

Reflection or Not?

Part 1 Is the transformation a reflection? Yes or no?



Part 2 Draw the shape across the r[illegible]on li[illegible]



Curriculum Connection
SS6.7

Exit Cards

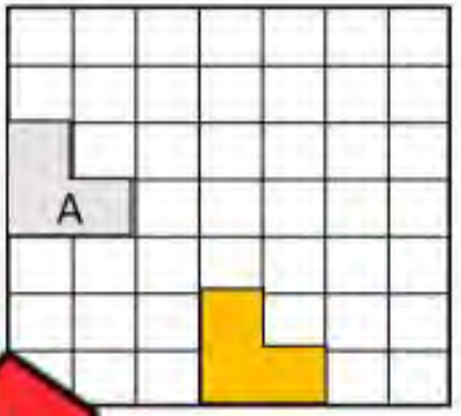
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Describe the translation below. Shape A is the original object.

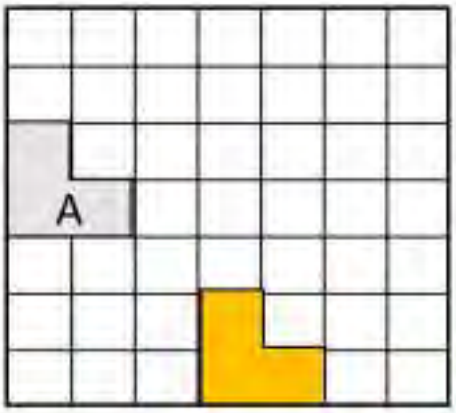
Name: _____

Describe the translation below. Shape A is the original object.



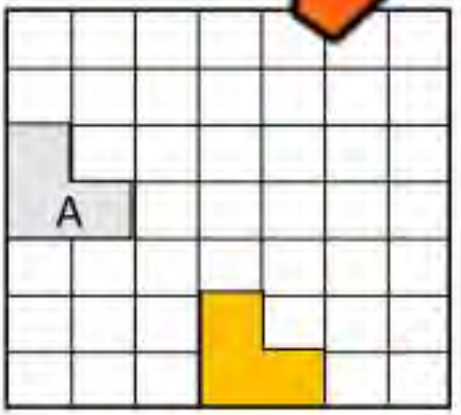
Name: _____

Describe the translation below. Shape A is the original object.



Name: _____

Describe the translation below. Shape A is the original object.

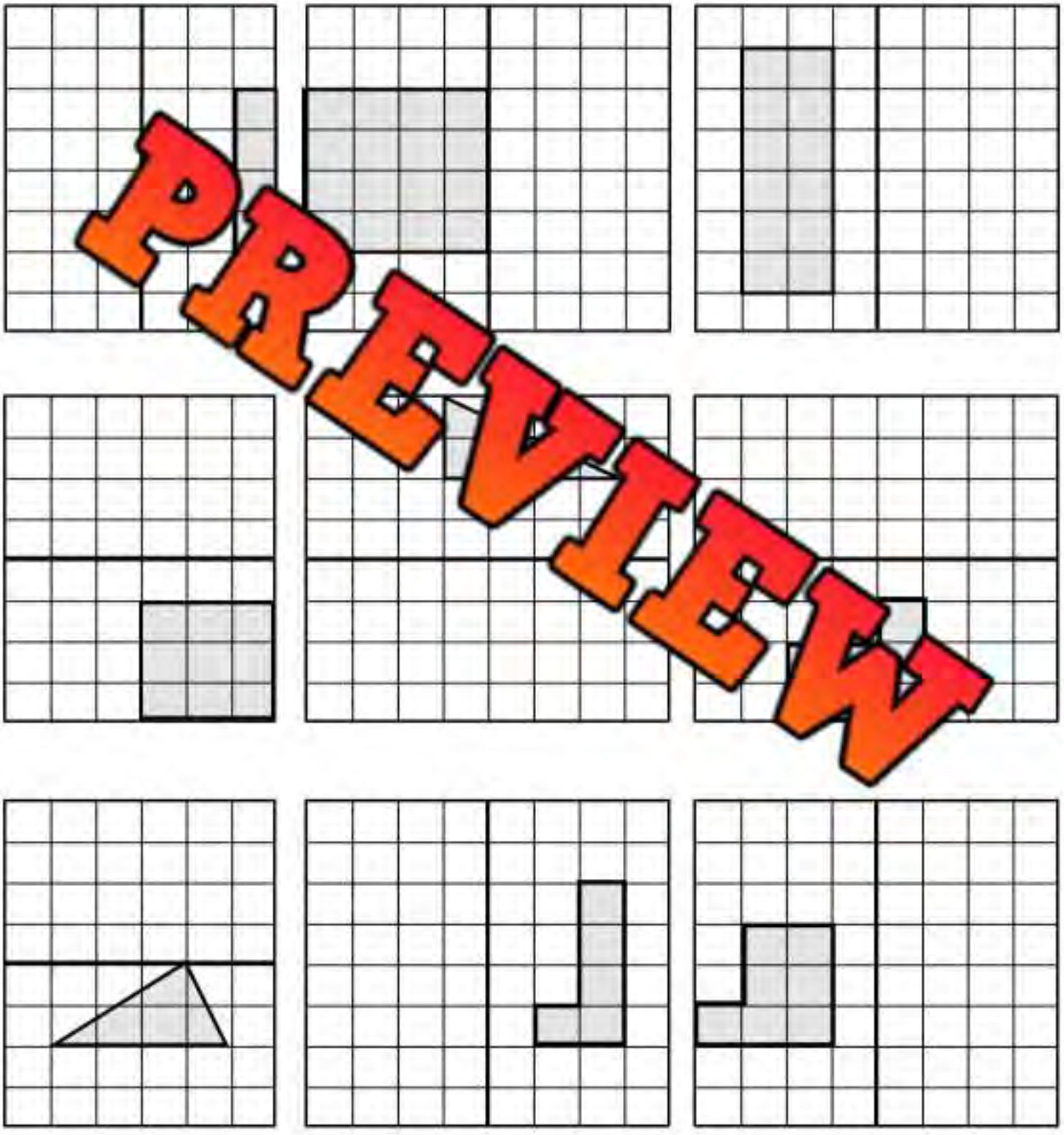


Name: _____ 148

Curriculum Connection
SS5.7

Drawing Reflections

Instructions Reflect the shapes across the mirror line



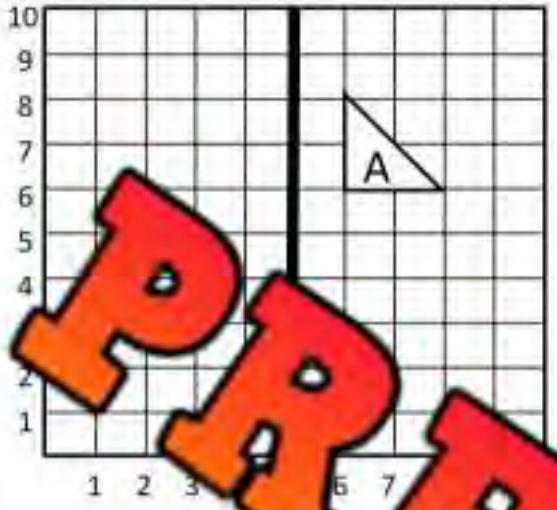
Name: _____ 153

Curriculum Connection
SS5.7

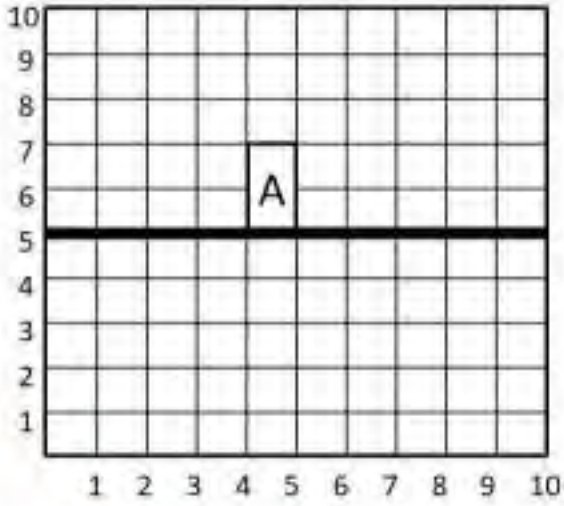
Reflecting Shapes – Cartesian Plane

Instructions Reflect the shapes across the mirror line

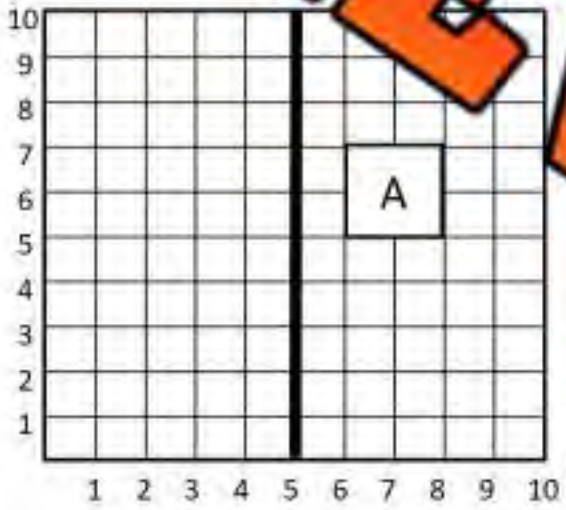
1)



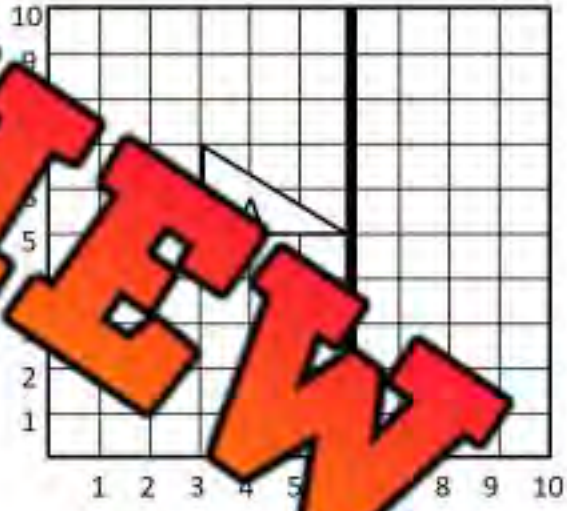
2)



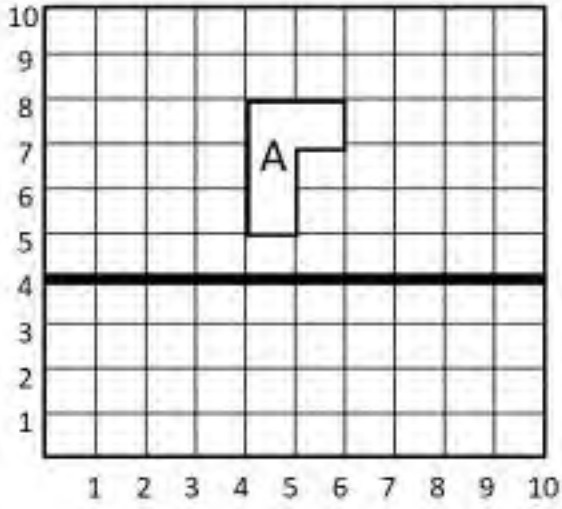
3)



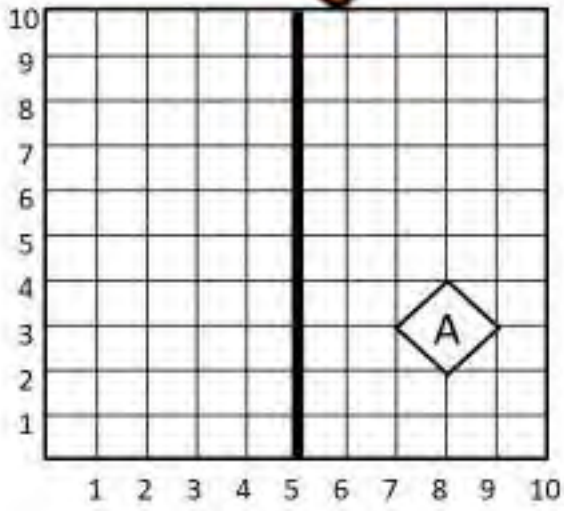
4)



5)



6)



Curriculum Connection
SS5.7

Exit Cards

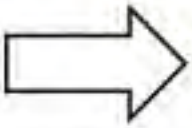
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Draw the shape across the reflection line.

1)

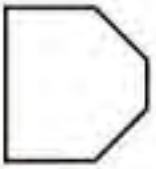
2)



Name: _____

Draw the shape across the reflection line.

1)

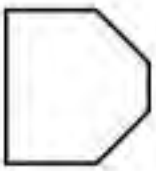


2)

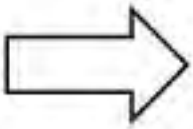
Name: _____

Draw the shape across the reflection line.

1)



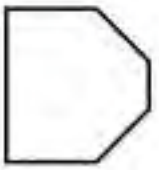
2)



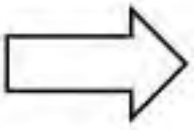
Name: _____

Draw the shape across the reflection line.

1)



2)



Name: _____ 156

Curriculum Connection
SS5.7

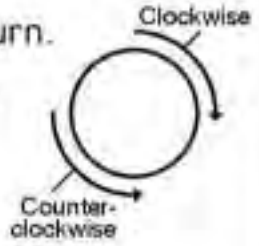
Clockwise and Counterclockwise Rotations

Rotations can either be clockwise or counterclockwise.

A **clockwise** rotation moves the same way the minute, second, and hour hands move on a clock.

A **counterclockwise** rotation moves the opposite way of a clockwise turn.

We can rotate things a lot or a little. Check out the three turns below.



360° rotation

180° rotation

90° rotation

Clockwise
90° rotation

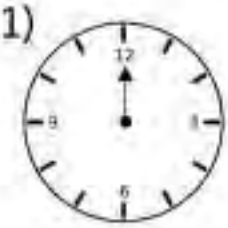
Co
90

/Counterclockwise
otation

Clockwise/Counterclockwise
360° rotation

Part 1 Draw how the arrow d on th

1)



Clockwise
90° rotation

2)

Counterclockwise
360° rotation

Counterclockwise
90° rotation

4)

Clockwise
180° rotation

Part 2 Describe how the arrow turned on the clock

_____ _____ _____ _____

_____ _____ _____ _____

Name: _____ 160

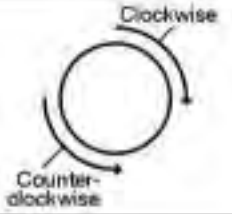
Curriculum Connection
SS5.7

Clockwise and Counterclockwise Rotations

360° rotation 

180° rotation 

90° rotation 



Instruction: Draw the controller after it has been rotated

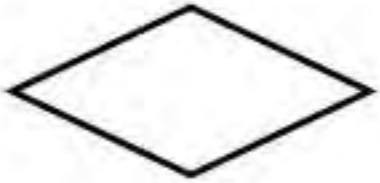
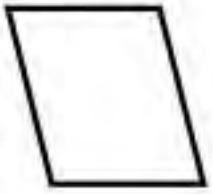
1) 	Clockwise 180° rotation	
2) 	Counterclockwise 90°	
3) 	Clockwise 90° rotation	
4) 	Counterclockwise 360° rotation	
5) 	Clockwise 360° rotation	
6) 	Counterclockwise 180° rotation	

Name: _____ 161

Curriculum Connection
SS5.7

Rotations

Instructions Has the shape been rotated? Yes or No?

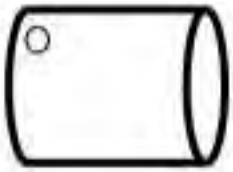
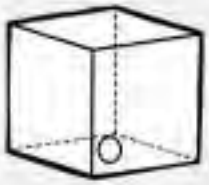
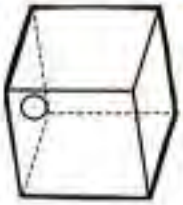
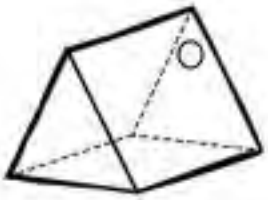
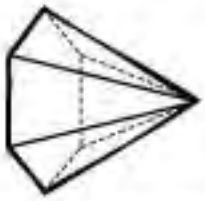
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		Yes	
5) 		Yes	No
6) 		Yes	No

Name: _____ 162

Curriculum Connection
SS5.7

Rotations – 3D Objects

Instructions Has the shape been rotated? Yes or No?

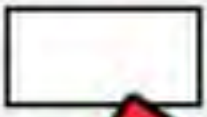
1) 		Yes	No
2) 		Yes	No
3) 		Yes	No
4) 		Yes	No
5) 		Yes	No
6) 		Yes	No

Name: _____ 164

Curriculum Connection
SS5.7

Rotations

Instructions Draw two rotations of the shapes below

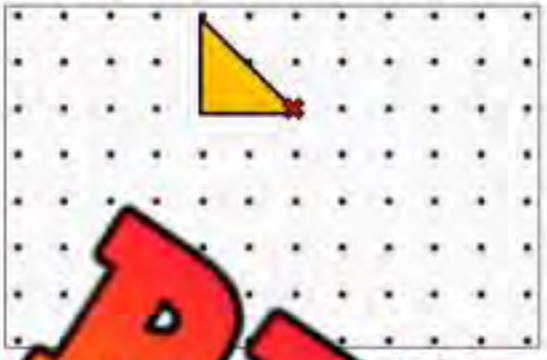
1) 		
2) 		
3) 		
4) 		
5) 		
6) 		

Name: _____ 165

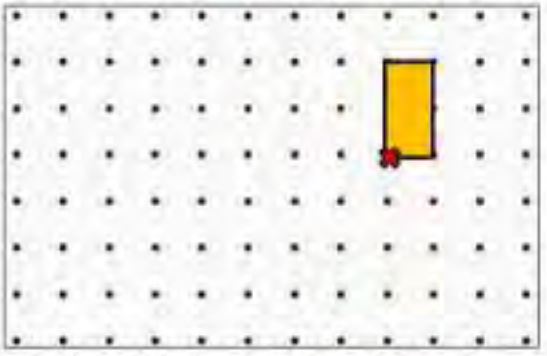
Curriculum Connection
SS5.7

Drawing Rotations

Instructions Rotate the shapes around the point marked ✖

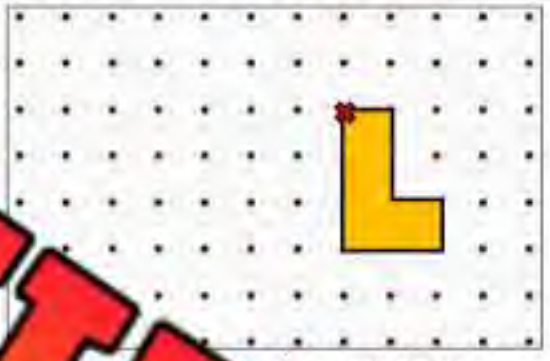


1) [illegible]otation

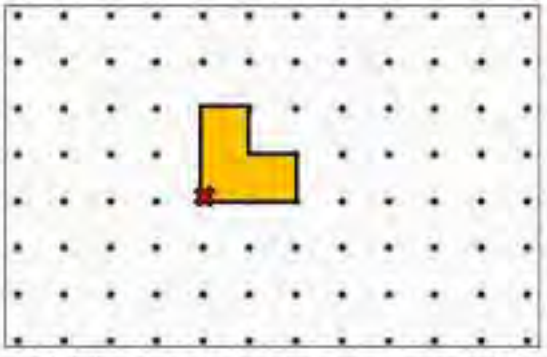


2) 180° clockwise rotation

3) 90° counter-clockwise rotation

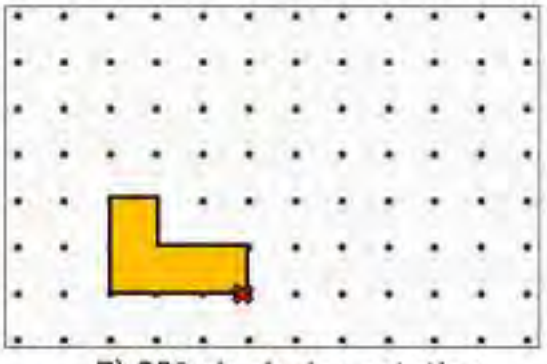


4) 36[illegible]wise rotation

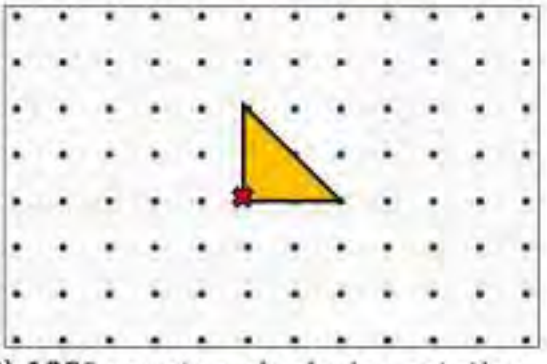


5) 90° counter-clockwise rotation

6) 180° counter-clockwise rotation



7) 90° clockwise rotation



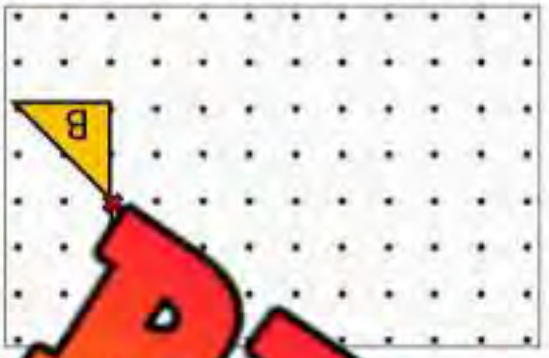
8) 180° counter-clockwise rotation

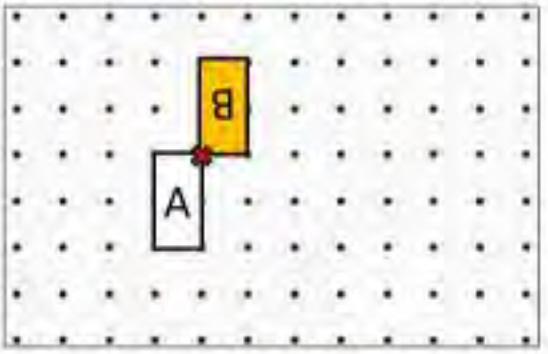
Name: _____ 167

Curriculum Connection
SS5.7

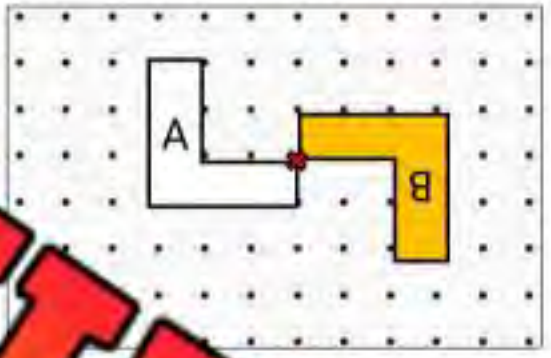
Describing Rotations

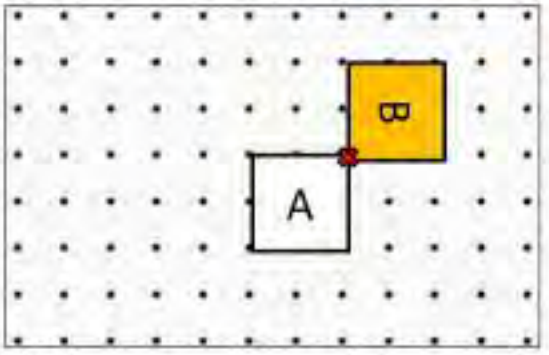
Instructions Describe the rotations. Shape A is the original shape.

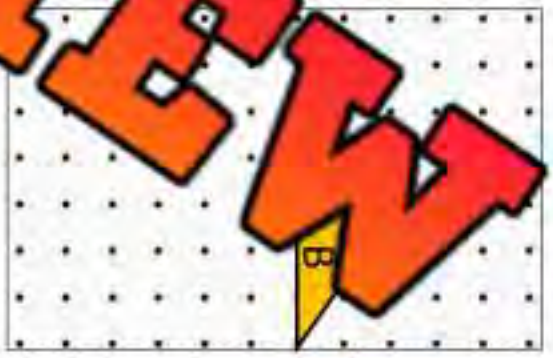
1) 

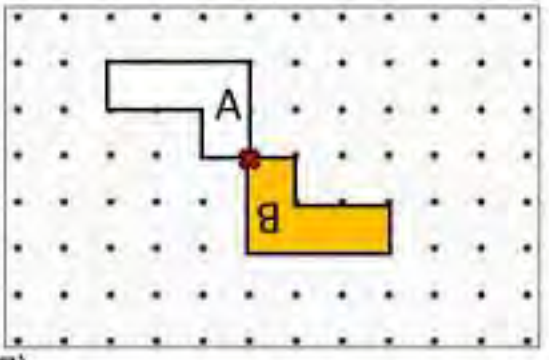
2) 

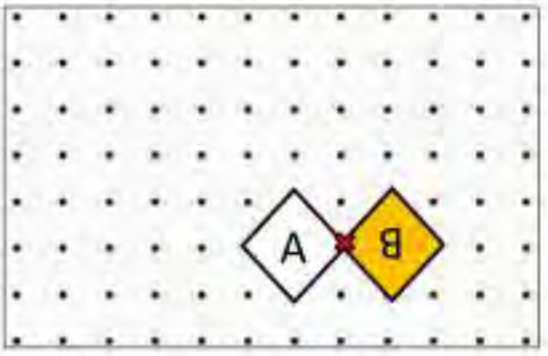
3) 

4) 

5) 

6) 

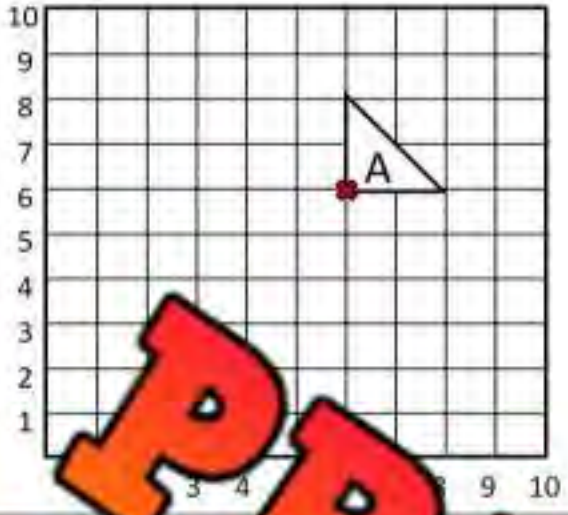
7) 

8) 

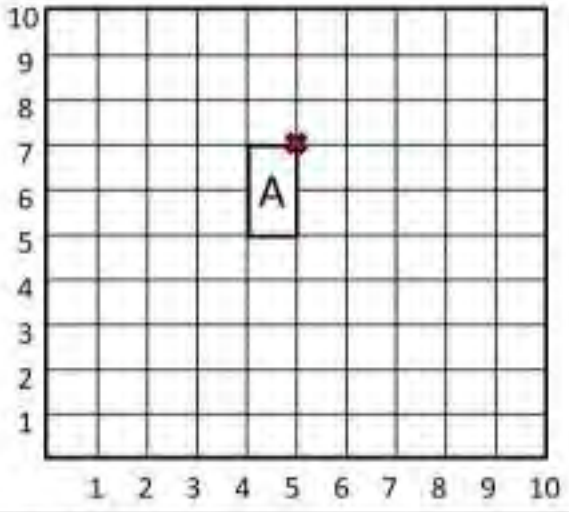
Name: _____ 169

Curriculum Connection
SS5.7

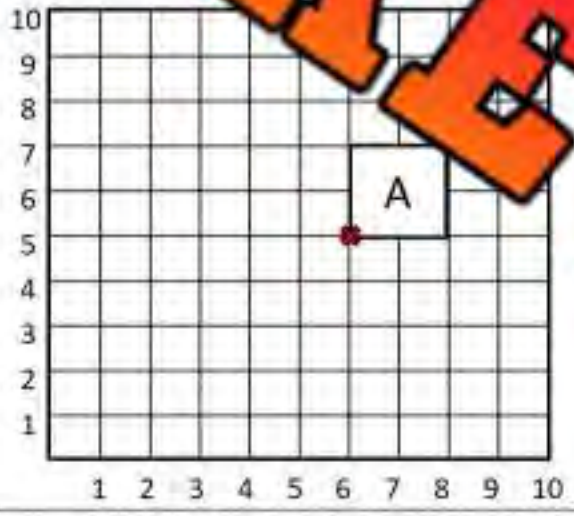
Rotating Shapes - Cartesian Plane



1)

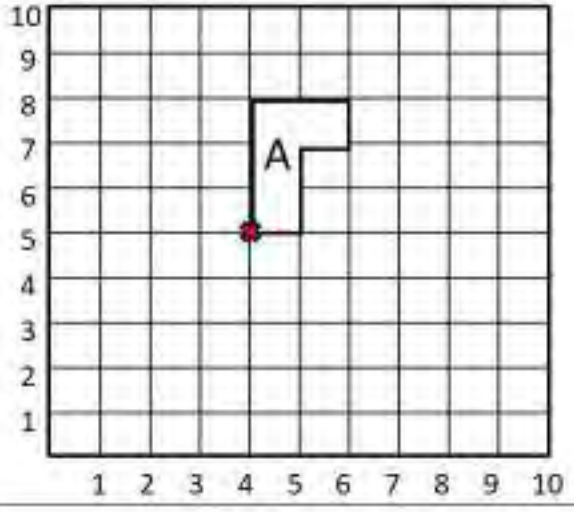


2) 90° counter-clockwise rotation

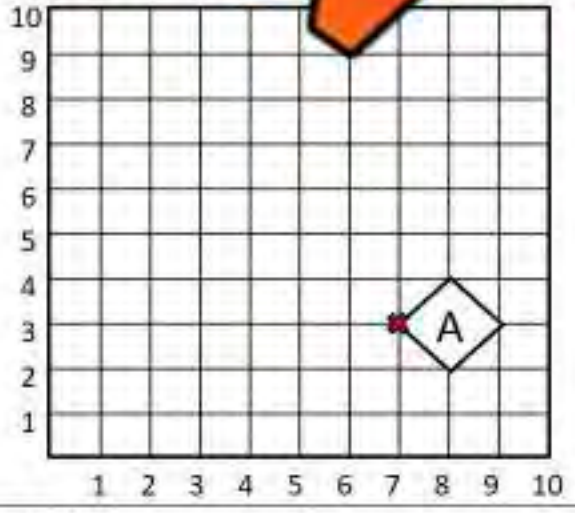


3) 90° clock-wise rotation

4) 90° cl ion



5) 180° rotation



6) 90° counter-clockwise rotation

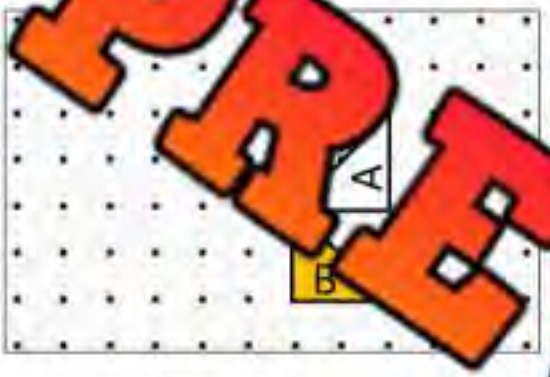
Curriculum Connection
SS5.7

Exit Cards

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

Name: _____

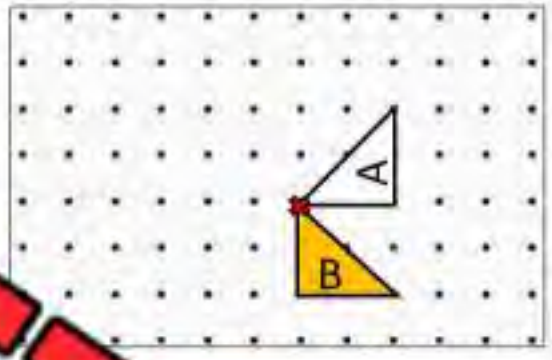
Describe the rotations. Shape A is the original shape.



_____

Name: _____

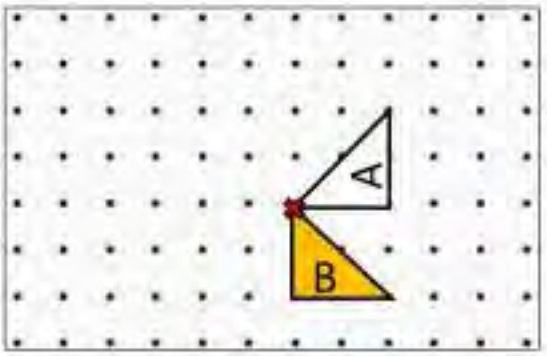
Describe the rotations. Shape A is the original shape.



_____

Name: _____

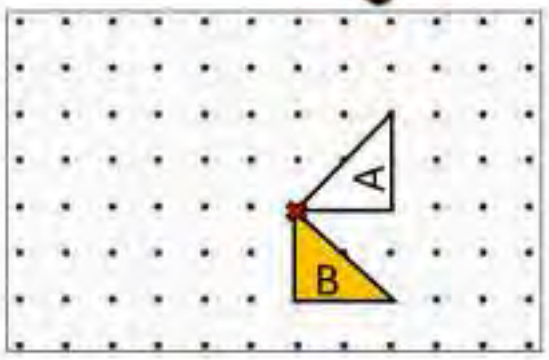
Describe the rotations. Shape A is the original shape.



_____

Name: _____

Describe the rotations. Shape A is the original shape.



_____

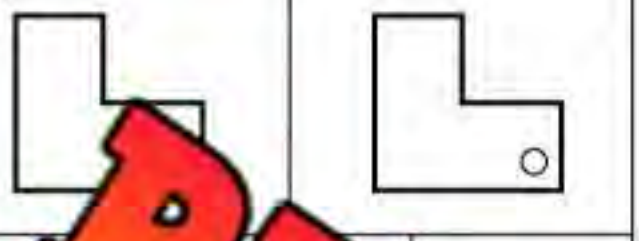
Name: _____ 174

Curriculum Connection: SS5.7

Transformation

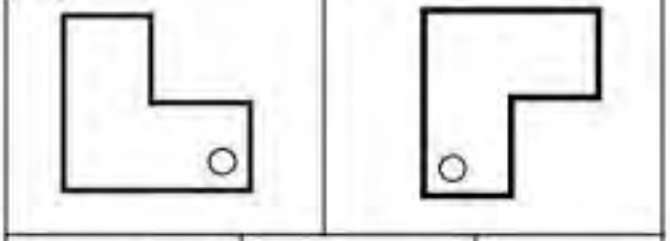
Instructions Is the transformation a translation, reflection or rotation?

1)



Translation | Reflection | Rotation

2)

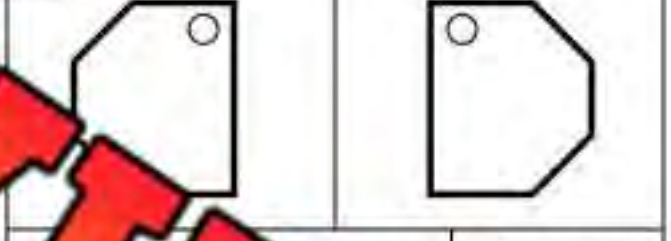


Translation | Reflection | Rotation

3)

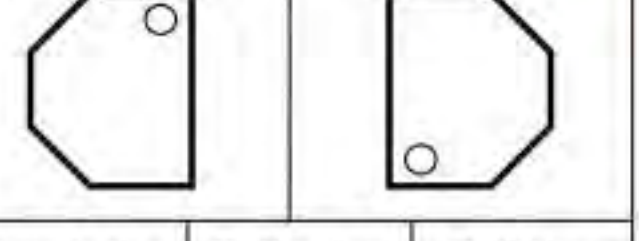
Translation | Reflection | Rotation

4)



Translation | Reflection | Rotation

5)

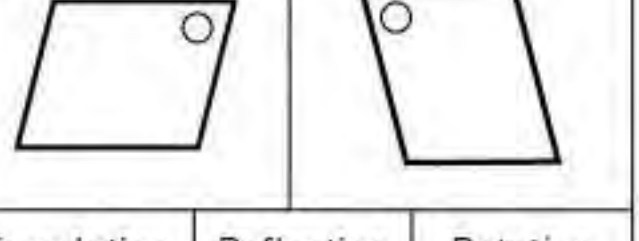


Translation | Reflection | Rotation

6)

Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)

Translation | Reflection | Rotation

Name: _____ 175

Curriculum Connection
5557

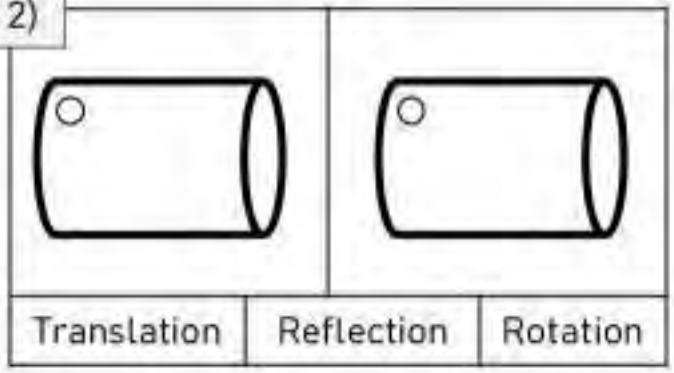
Transformations of 3D Objects

Instructions Is the transformation a translation, reflection or rotation?

1)

Tr... | R... | Rotation

2)

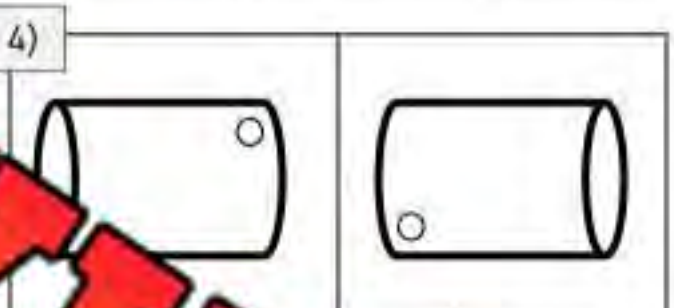


Translation | Reflection | Rotation

3)

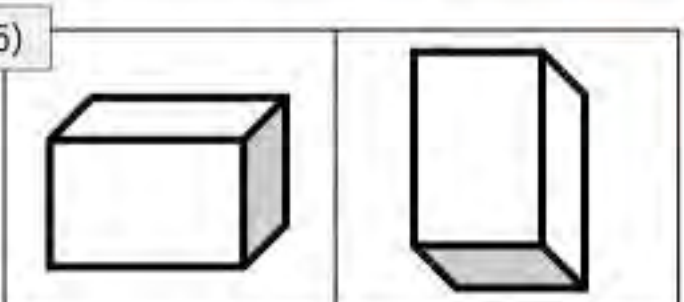
Translation | Reflection | Rotation

4)



...lati... | ...flection | Rotation

5)

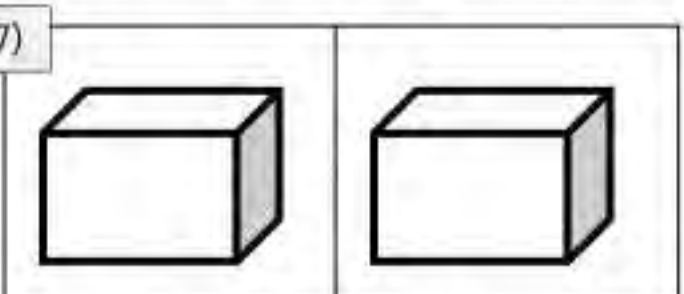


Translation | Reflection | Rotation

6)

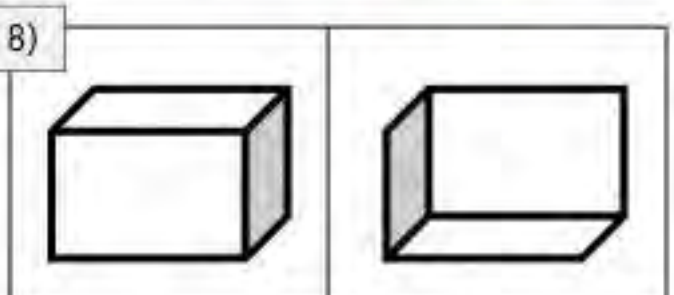
Translation | Reflection | Rotation

7)



Translation | Reflection | Rotation

8)



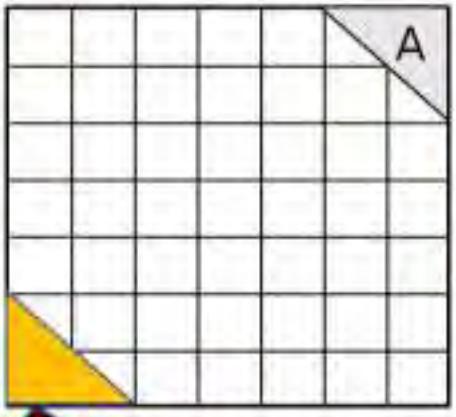
Translation | Reflection | Rotation

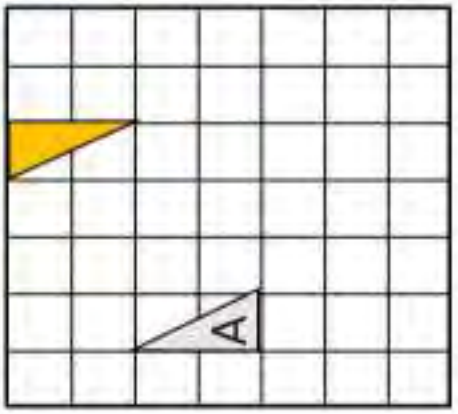
Name: _____ 176

Curriculum Connections TBA

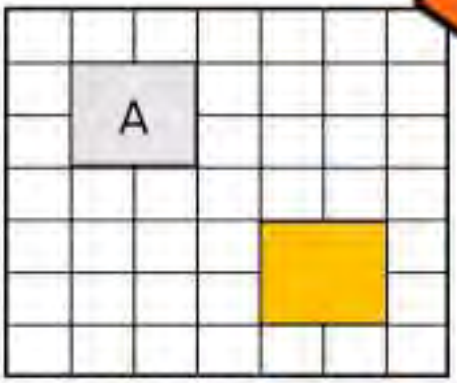
Unit Quiz - Transformations

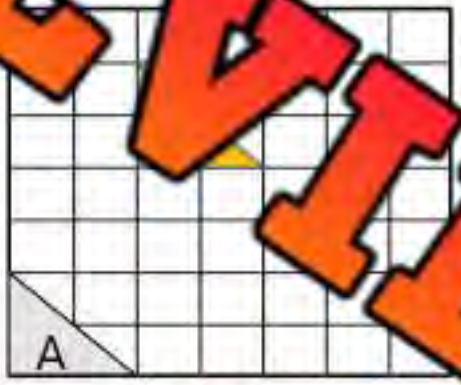
Part 1 Is the transformation a translation or not? Write yes or no.





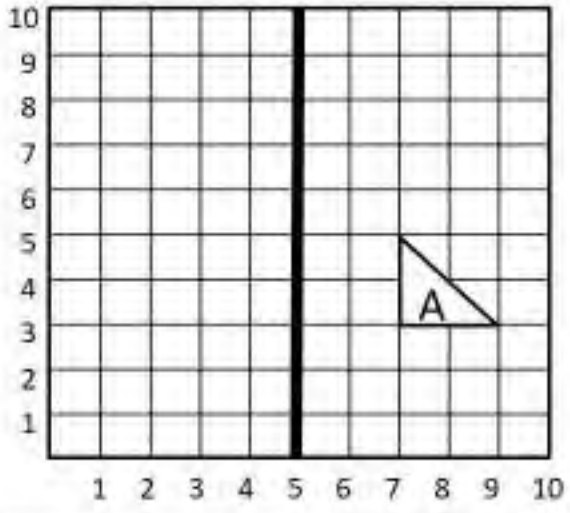
Part 2 Describe [illegible] using arrows. Shape A is the original object



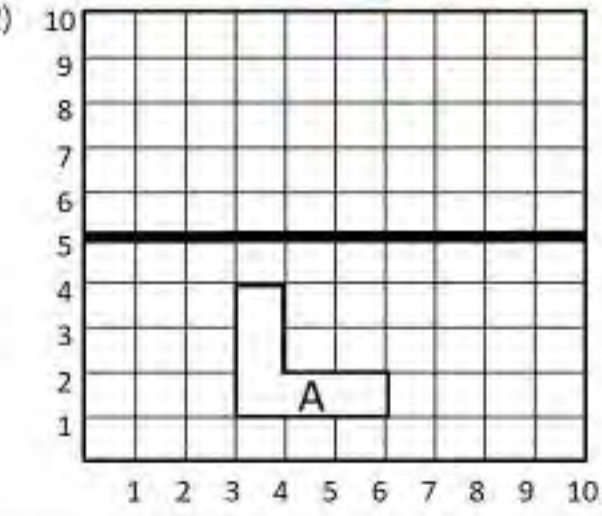


Part 3 Reflect the shapes across the mirror line

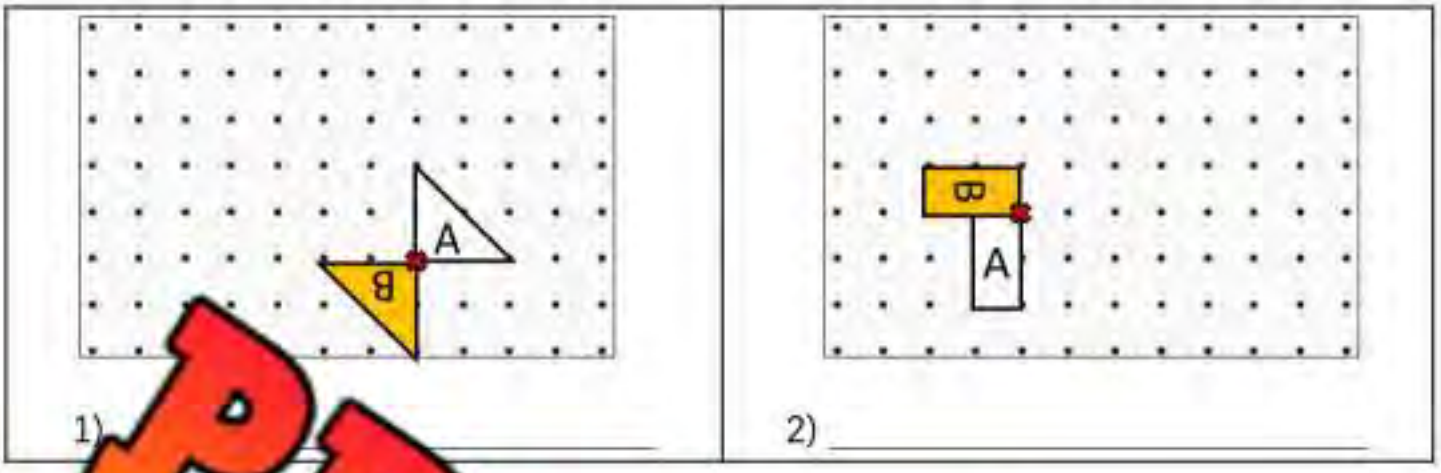
1)



2)



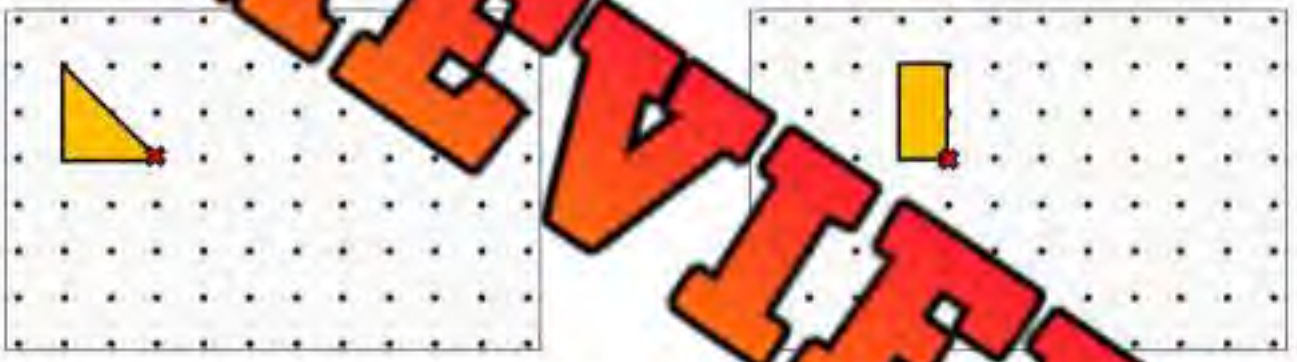
Part 4 Describe the rotations. Shape A is the original shape



1) _____

2) _____

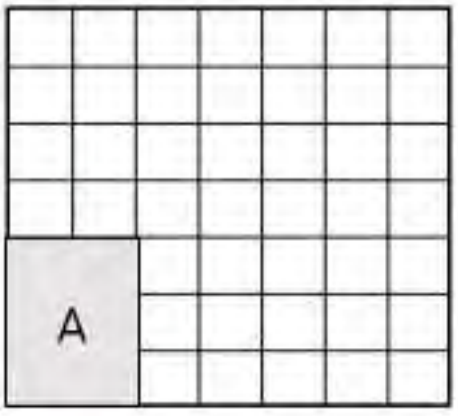
Part 5 R... pe... nd the point marked ✖



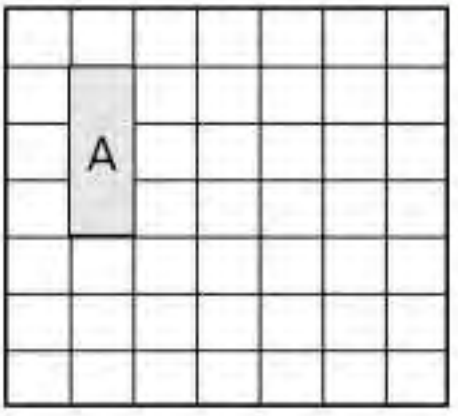
1) 90° counter-clockwise rotation

2) 1... cky... otation

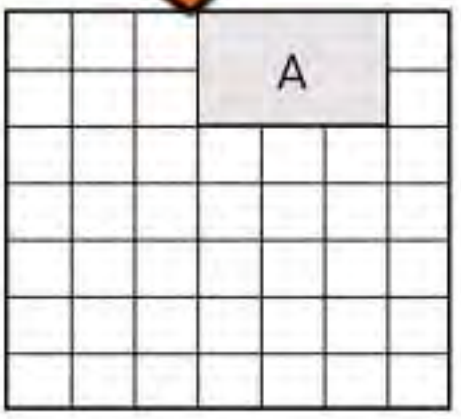
Part 6 Draw the new shape after reading the 3 steps



3↑, 4→ 1↓



2↓, 4→ 1↓



3↓, 2←, 2↓

Grade 5

Statistics and Probability

	Curriculum Expectations	Pages
SP5.1	Differentiate between first-hand and second-hand data.	5-11
SP5.		
SP5.3	Describe, compare, predict, and test the likelihood of outcomes in probability situations.	58-90
TQ	Tests and quizzes	55-57, 91-92

Name: _____ 5

Curriculum Connection
SPS 1

Sampling a Population

What is a Population

A **population** is the total set of subjects that fit a particular description. For example, students in Saskatchewan is a population that would include all the students in Saskatchewan.

Sampling a Population

When we want to know something about a population, it is easier to ask a sample of the population ...sus asking everyone within that population. For example, if we wanted to know if th...nts in Saskatchewan preferred Geography or Science, we could ask 10% of the po... ...stead of every student in Saskatchewan. We can assume that the remai... ...ulation would have voted in the same way.

...ing a ... saves us a lot of time and money. It works well if we sample the popu...tion c... ...e w...t to a Science and Technology school in Saskatchewan and asked the... ...d Ge...y or Science better, they would likely all say Science. This wo... ...bad s... ...e population.

Instruction Write a sa... ...e po... ...hat would **not** be a good representation... ...e p...

Population	Survey Ques...n	...ad Sample
Pet Owners in Saskatchewan	What is the best pet?	C... ...katchewan
Parents of Saskatchewan	Which sport is best for kids?	
Students in Saskatchewan	Which city is the best?	
University Students in Saskatchewan	Which university is the best?	
Kids who own a PS5	Which PS5 game is the best?	
Hockey players in Saskatchewan	Which sports store is the best?	
Teachers in Saskatchewan	Which school is the best in Saskatchewan?	

Name: _____ 7

Curriculum Connection
SPS 1

First-Hand vs Second-Hand Data

First-Hand Data	Second-Hand Data
Data that you have collected yourself **Example** - asking your classmates their favourite food	Data that has been collected by someone else **Example** - How much rainfall landed in Saskatoon in May

Part 1 — Read the description and circle if it is first-hand or second-hand data

1) You count the goals per game in the playoffs last year and graph the data	First-Hand Second-Hand
2) You measure the heights of your class	First-Hand Second-Hand
3) You measure the snow in your yard each day for a week	First-Hand Second-Hand
4) You look up how much snow fell each day in December	First-Hand Second-Hand
5) You record how many minutes you play video games	First-Hand Second-Hand
6) You look up the distances from your house to different countries around the world	First-Hand Second-Hand

Part 2 — Write your own first-hand and second-hand data description below

1) First-Hand	
2) Second-Hand	
3) First-Hand	
4) Second-Hand	

Curriculum Connection
SP5.1

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 first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand / Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand / Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand / Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____ 12

Curriculum Connection
SP5.2

Vertical Bar Graph – Favourite Colour

The students in grade 5 were asked which colour was their favourite. The results of the survey have been displayed in the one-to-one bar graph below.

a) Which colour was most popular?	
b) Which colour was the least popular?	
c) How many people chose yellow as their favourite?	
d) How many people liked red and blue the best?	
e) How many more people liked red then orange?	
f) What two colours add up to the amount of red?	
g) How many people were surveyed?	

Name: _____ 13

Curriculum Connection
SPS 2

Horizontal Double-Bar Graph

The grade 4s and 5s were asked which sport they liked the best. The results have been displayed below in the one-to-one horizontal double bar graph.

Sport	Baseball	Gymnastics	Soccer		Bas	Hockey
Grade 4						
Grade 5						

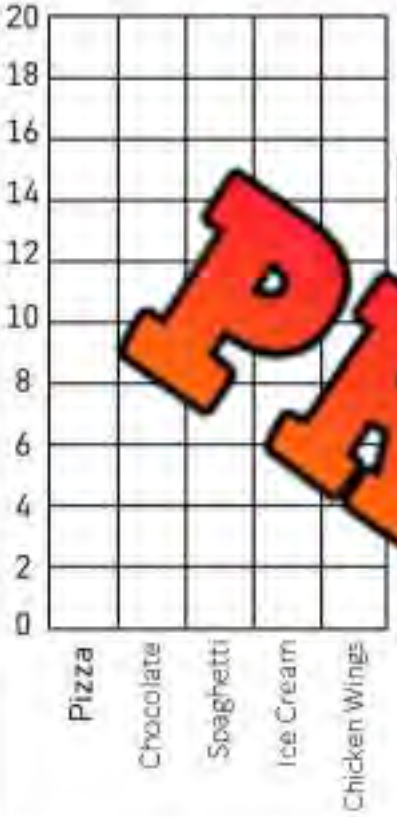
a) Which sport was most popular?	
b) Which sport was the least popular?	
c) How many grade 4's and 5's chose gymnastics as their favourite?	
d) How many kids liked basketball and soccer the best?	
e) How many kids liked hockey more than football?	
f) How many grade 5's were surveyed?	
g) How many total kids were surveyed?	

Name: _____ 17

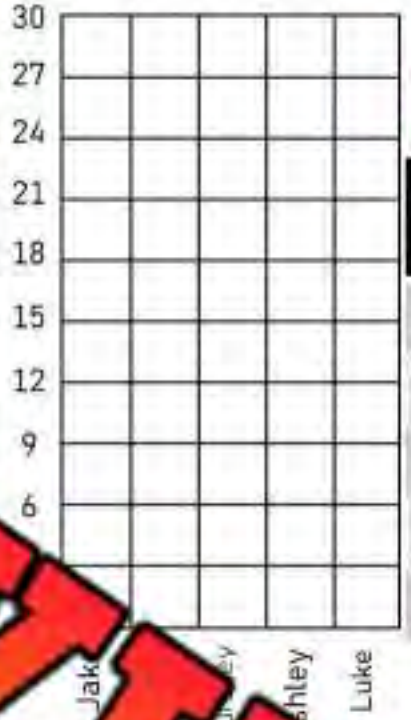
Curriculum Connection
SP5.2

Drawing Bar Graphs

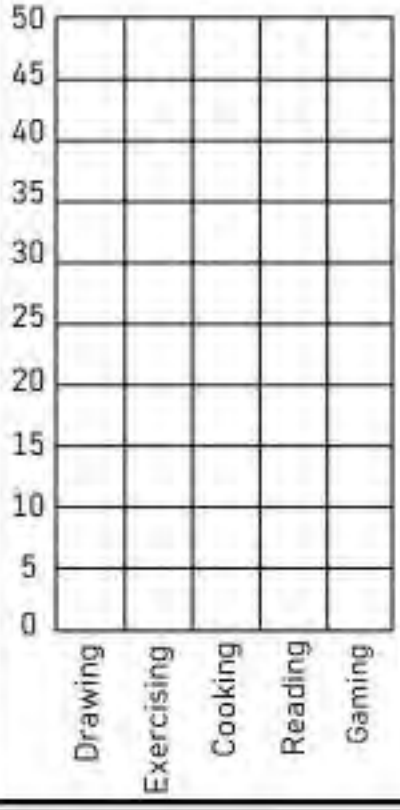
Instruction Draw the bars for each of the many-to-one bar graphs below



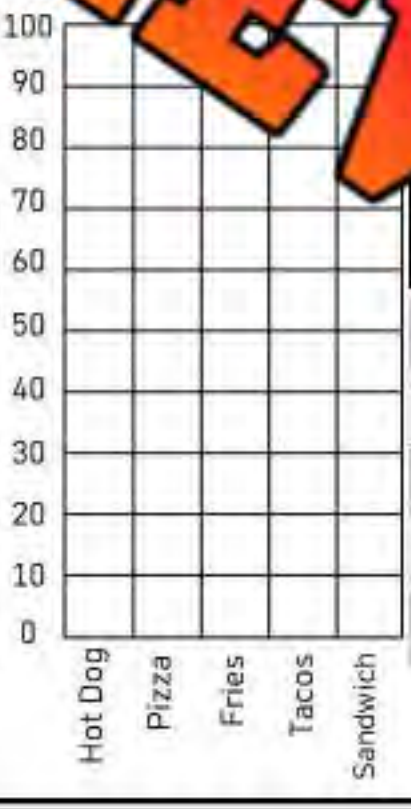
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	6
Chicken Wings	6



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Hobby	# of votes
Drawing	10
Exercising	20
Cooking	35
Reading	25
Gaming	40



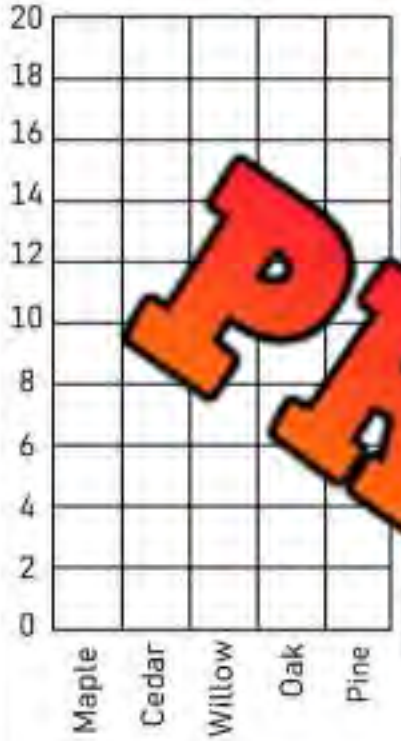
...ite ...ood	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

Name: _____ 18

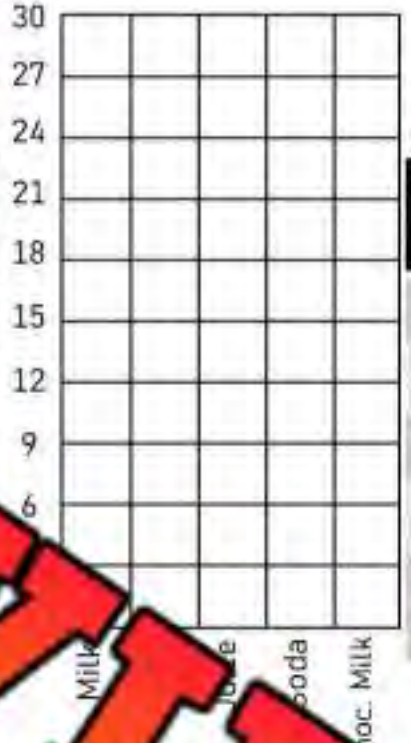
Curriculum Connection
SP5.2

Drawing Bar Graphs

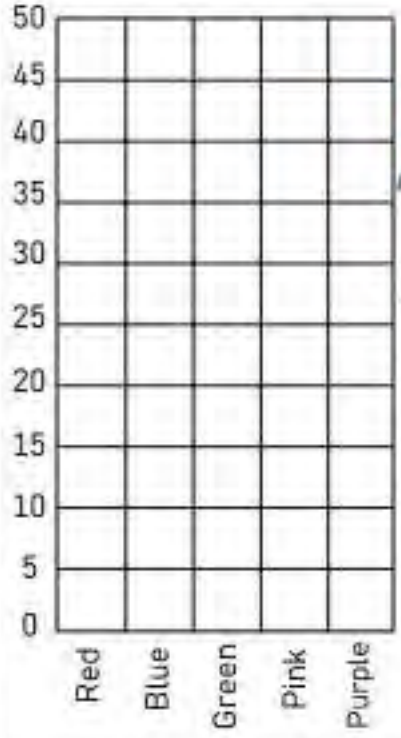
Instruction Draw the bars for each of the many-to-one bar graphs below



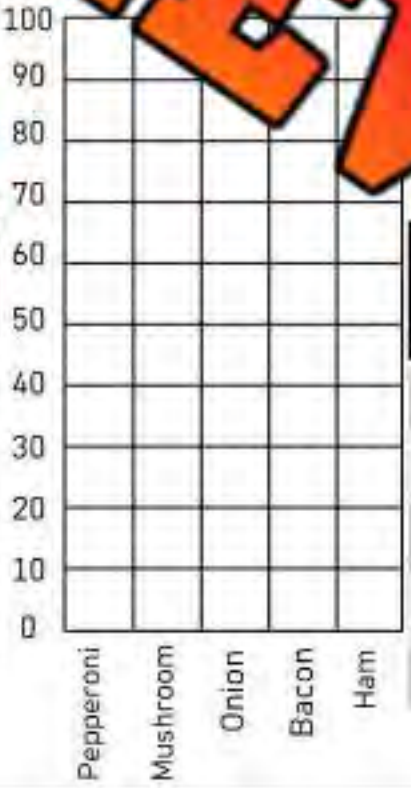
Favourite Tree	# of votes
[illegible]	8
[illegible]	11
[illegible]	[illegible]
[illegible]	[illegible]
Pine	[illegible]



Favourite Drink	# of points
Milk	9
Water	3
Juice	16
Soda	21
Choc. Milk	25



Favourite Colour	# of votes
Red	40
Blue	30
Green	15
Pink	8
Purple	20



Favourite Pizza Topping	# of votes
Pepperoni	80
Mushroom	40
Onion	30
Bacon	60
Ham	25

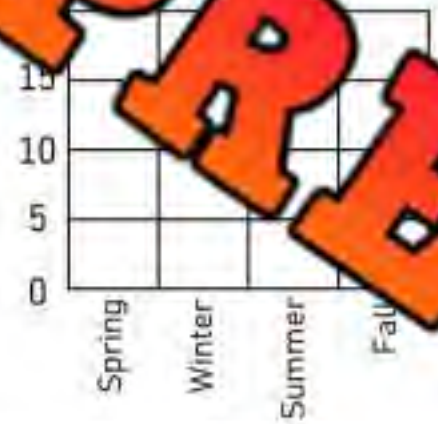
Exit Cards

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.

Season	Spring	Winter	Summer	Fall
Votes	20	10	5	15



Name: _____

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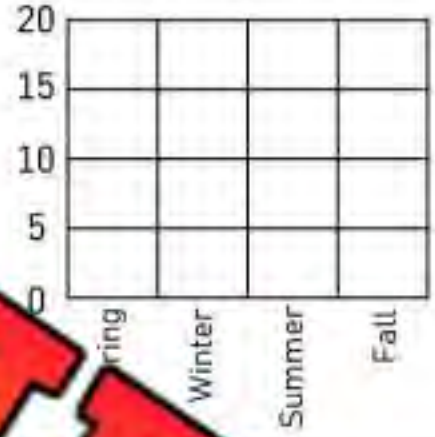
Votes	20	10	5	15



Name: _____

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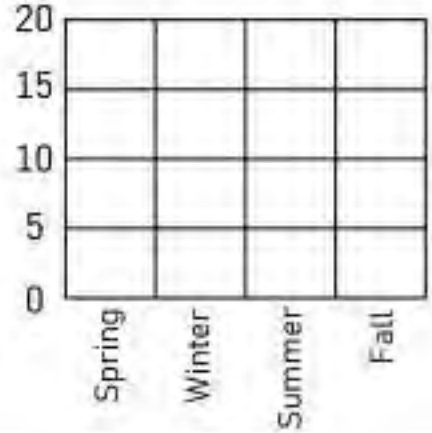
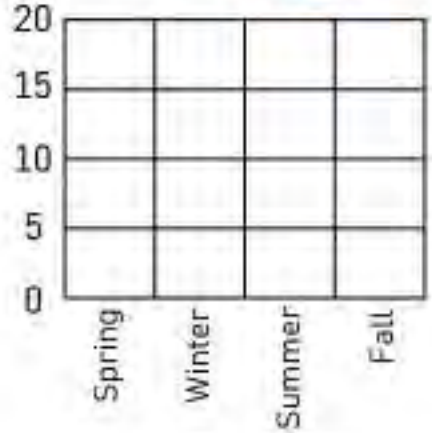
Votes	20	10	5	15



Nam _____

Draw the bars for the bar graphs below.

Season	Spring			Fall
Votes	20	10		15

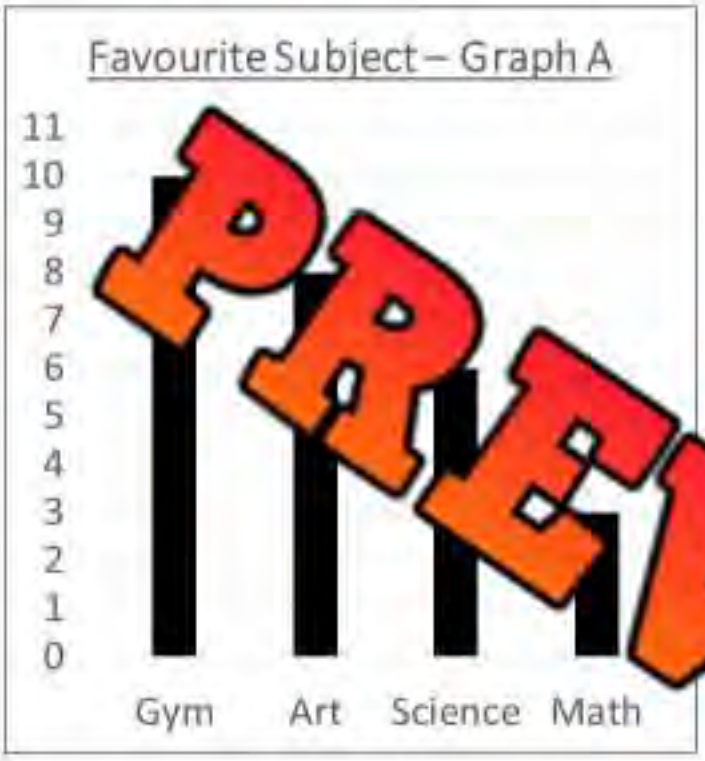


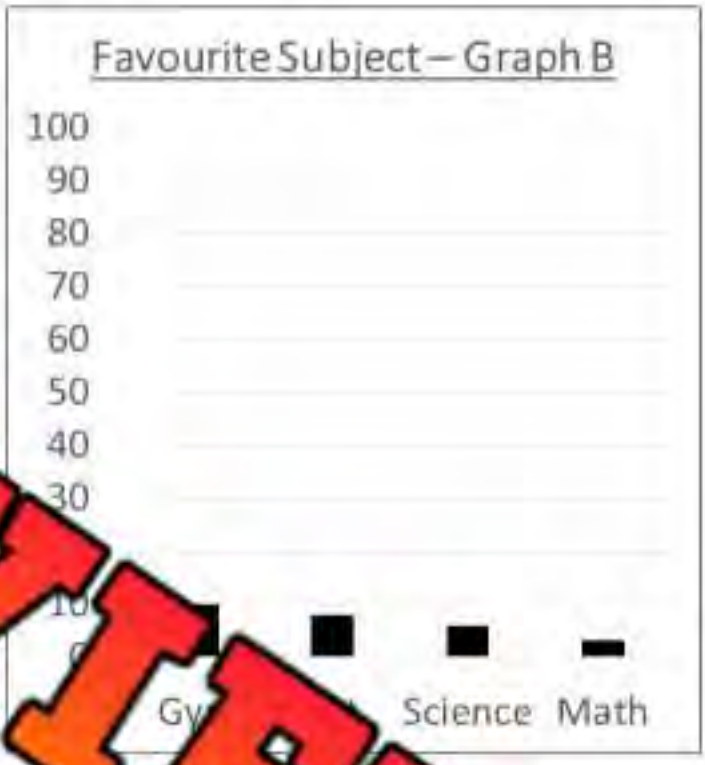
Name: _____ 20

Curriculum Connection
SP5.2

Favourite Subject – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





Instruction What do you notice about the two 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 easier to read and interpret? Why is that graph better?

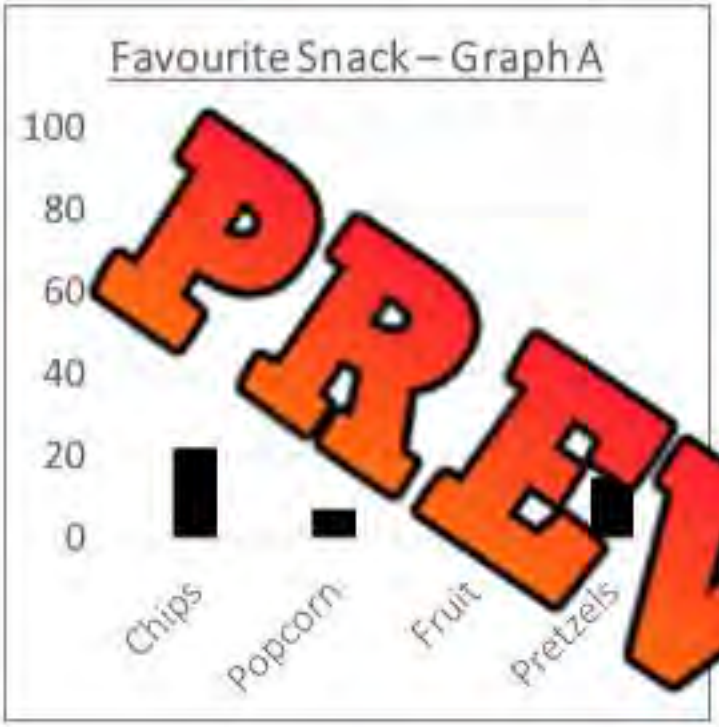
e) Why is it important to choose an appropriate scale?

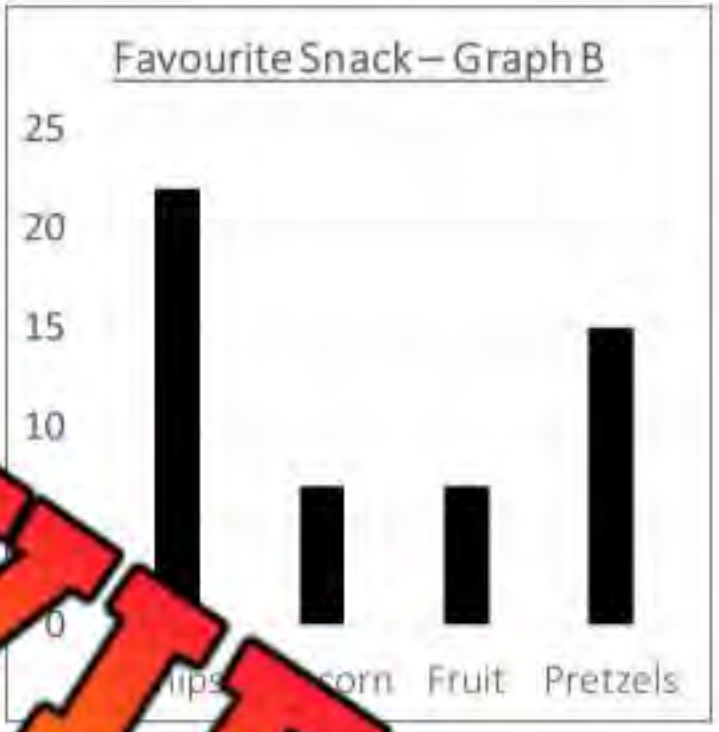
Name: _____ 21

Curriculum Connection
SPS 2

Favourite Snack – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





Instruction What do you notice about the [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 better? Why?

e) What other scales could you use for the data?

- Go up by _____
- Go up by _____

Name: _____ 22

Curriculum Connection
SPS 2

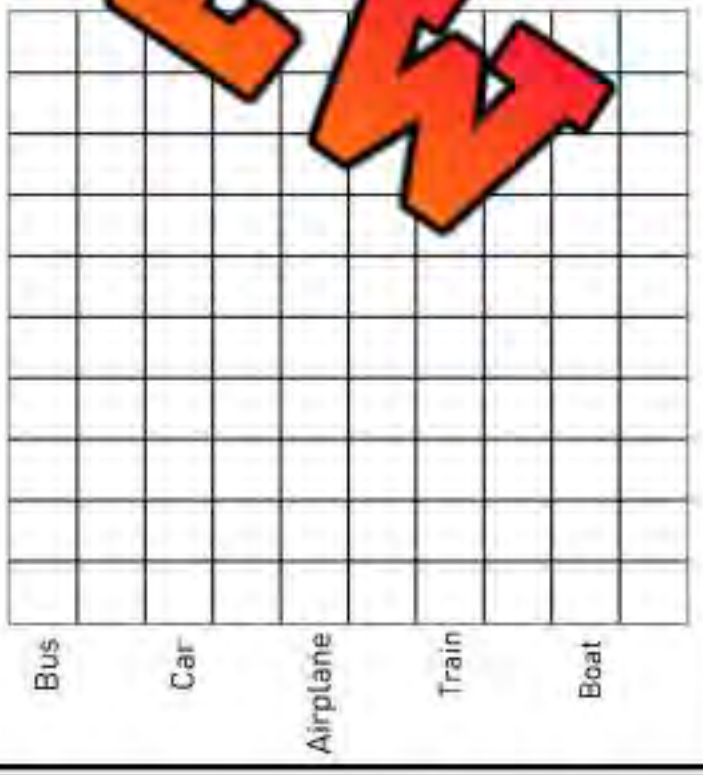
Creating Scale

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.

Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6

Favourite Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40

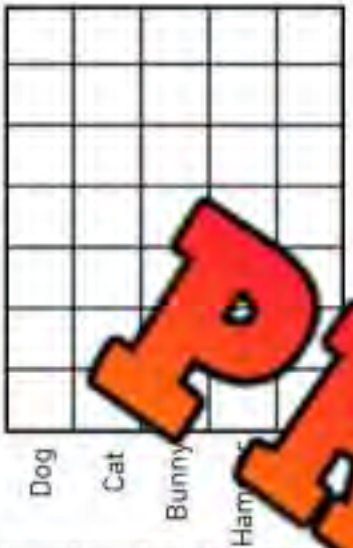


Name: _____ 23

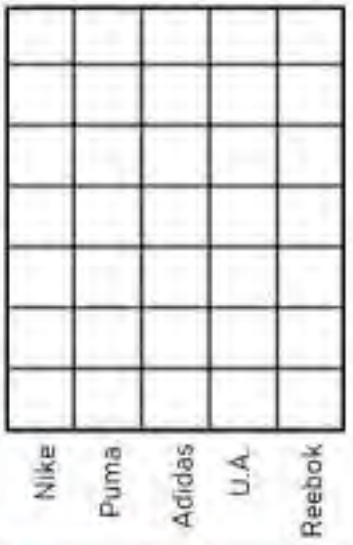
Curriculum Connection
SP5.2

Creating Scale

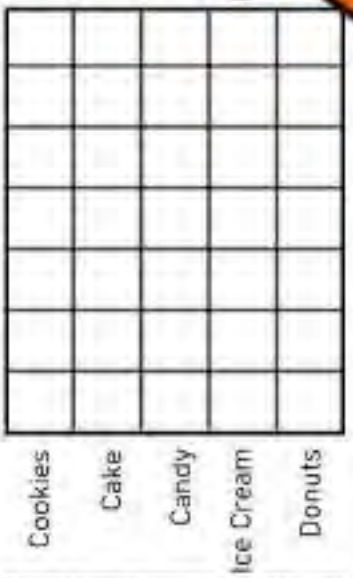
Instruction Read the numbers and decide which scale to use. Next, draw your bar graphs



Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
Turtle	10

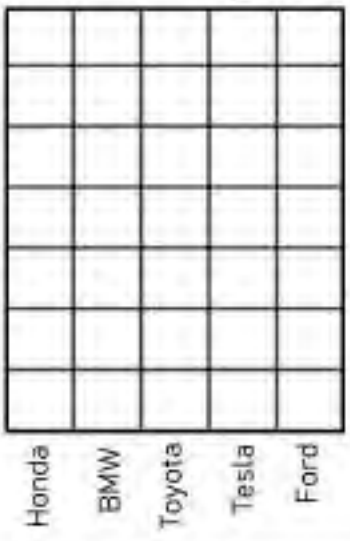


Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3

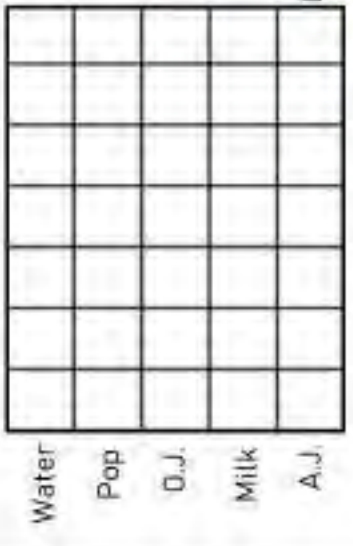


Vote
Cookie 9
Cake
Candy 21
Ice Cream 15
Donuts 18

Subject	Votes
Math	20
Science	30
Gym	70
Art	50
Language	40



Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	120
Ford	30



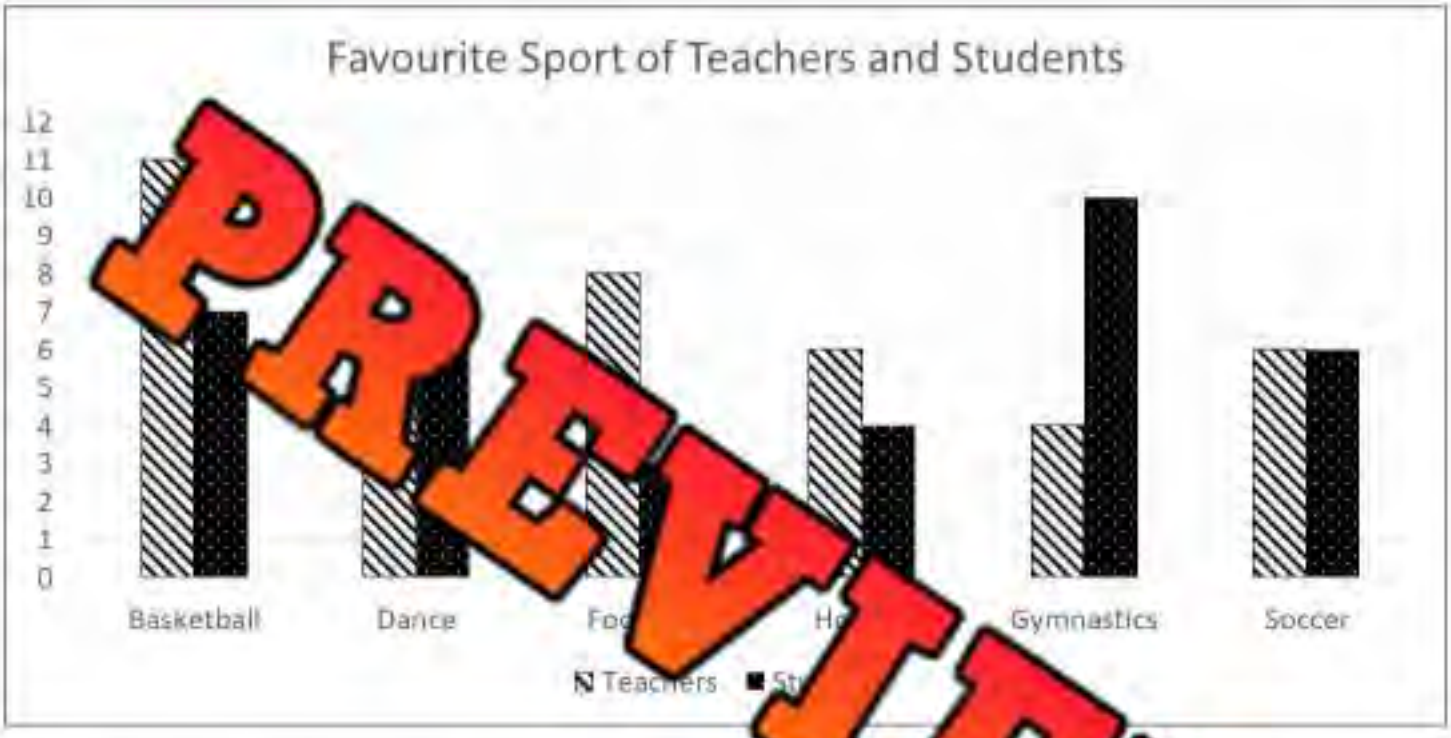
Drinks	Votes
Water	200
Pop	500
Orange Juice	400
Milk	300
Apple Juice	600

Name: _____ 24

Curriculum Connection
SPS 2

Interpreting a Double Bar Graph

The teachers at Pineview Public School and students in grade 5 were asked which sport is their favourite. The results are displayed in the double bar graph below.



a) Which sport did the teachers like the most?	
b) Which sport did the students like the most?	
c) Which sport got the most votes combined?	
d) Which sport did the teachers and students like the same?	
e) Did more teachers or students participate in the survey?	
f) How many people participated in the survey?	
g) What could the title be for the x-axis → ?	
h) What could the title be for the y-axis ↑ ?	

Name: _____ 25

Curriculum Connection
SPS 2

Interpreting a Double Bar Graph

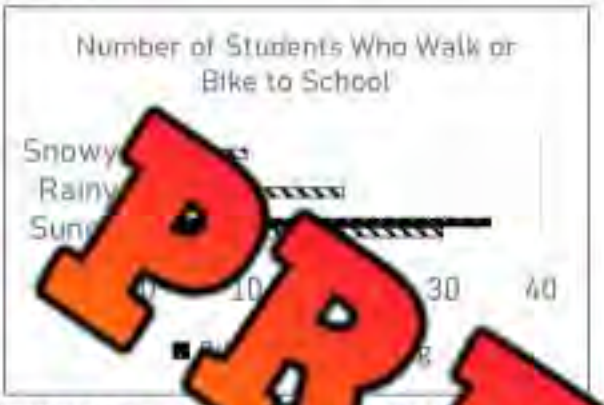
The students in grades 5 and 6 were asked which candy was their favourite. The results have been sorted by grade in the double bar graph below.

a) Which candy did the grade 5's like the most?	
b) Which candy did the grade 6's like the most?	
c) Which candy got the most votes combined?	
d) How many more votes did chocolate get in total over licorice?	
e) Did more grade 5s or grade 6s participate in the survey?	
f) Approximately how many students participated in the survey?	

Exit Cards

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

Name: _____



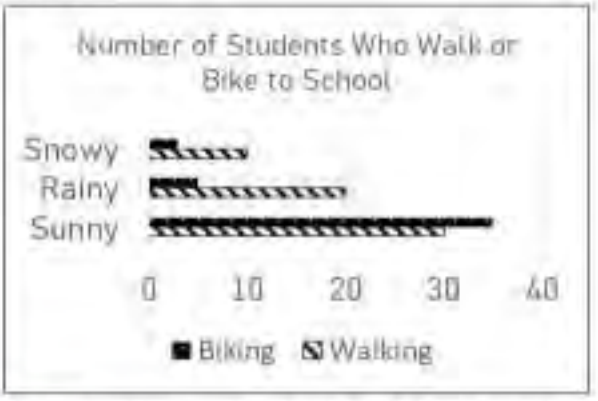
1) Which condition has the highest number of students walking to school?

_____

2) In which weather condition is the number of students who bike to school the lowest?

_____

Name: _____



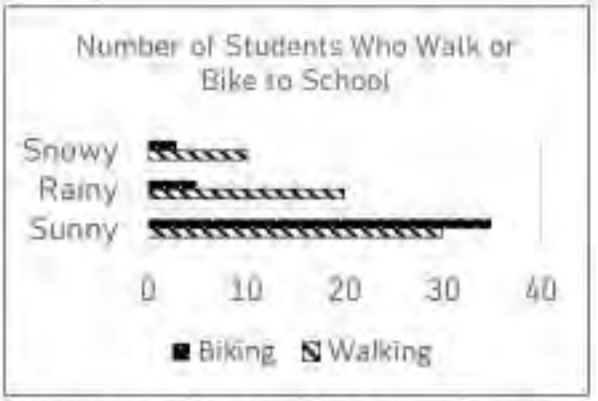
1) Which condition has the highest number of students walking to school?

_____

2) In which weather condition is the number of students who bike to school the lowest?

_____

Name: _____



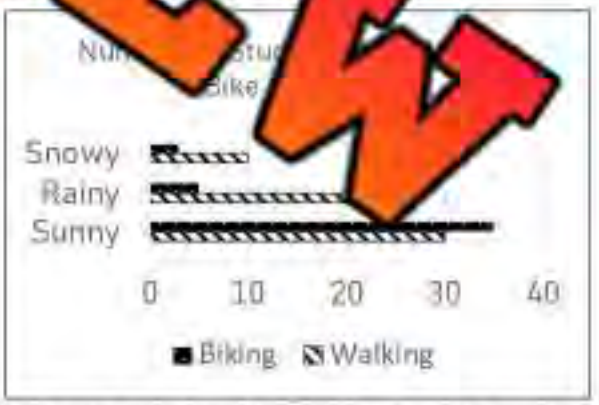
1) Which condition has the highest number of students walking to school?

_____

2) In which weather condition is the number of students who bike to school the lowest?

_____

Name: _____



1) Which condition has the highest number of students walking to school?

_____

2) In which weather condition is the number of students who bike to school the lowest?

_____

Name: _____ 27

Curriculum Connection
SPS 2

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 or cups g
- A sm tboar r t display bar graphs
- Timer (sto f martp pp)
- Question card on t data
- Scoreboard to ke

Instructions

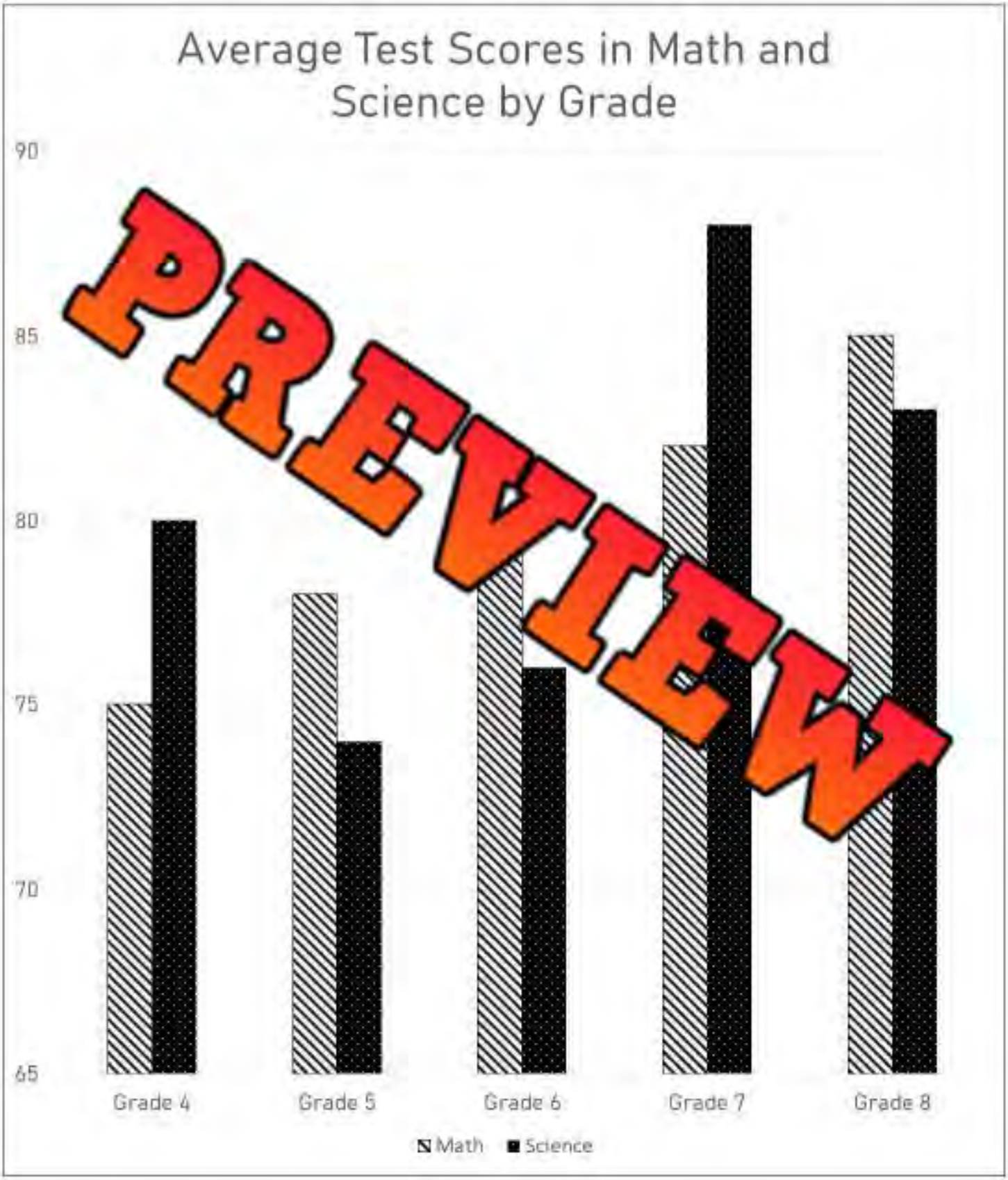
How you wi mp

1. Divide the class into small teams, ideally of 5 tude h.
2. Prepare a series of bar graphs to display d mart with corresponding question cards that ask about t g
3. One team at a time comes to the front where the gr lay
4. Display the first bar graph on the smartboard.
5. The first student from the active team reads the graph and sel 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.

Name: _____ 28

Curriculum Connection
SPS 2

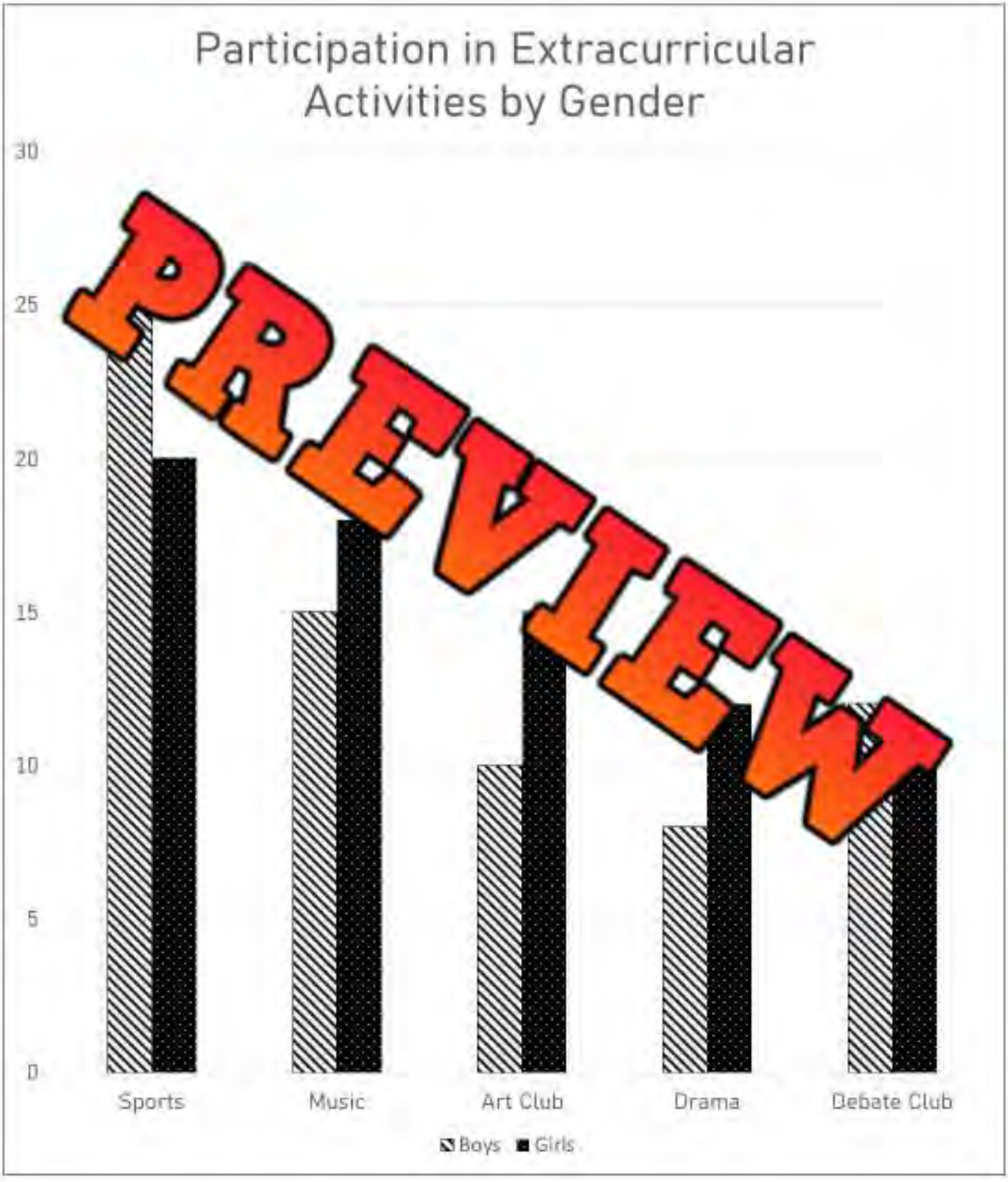
Graph 1 | Analyze the graph below



Name: _____ 29

Curriculum Connection
SPS 2

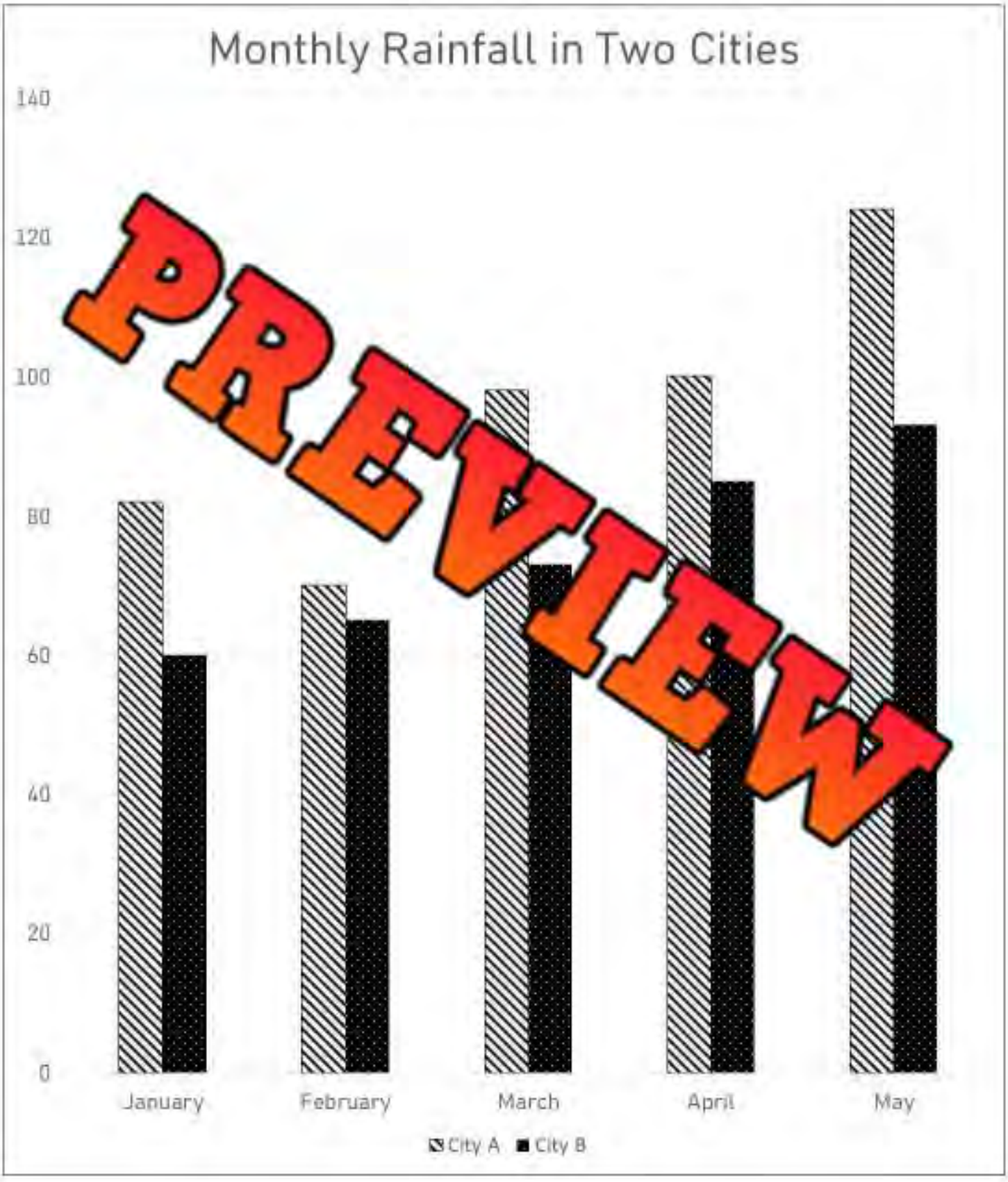
Graph 2 | Analyze the graph below



Name: _____ 30

Curriculum Connection
SPS 2

Graph 3 | Analyze the graph below



Name: _____ 31

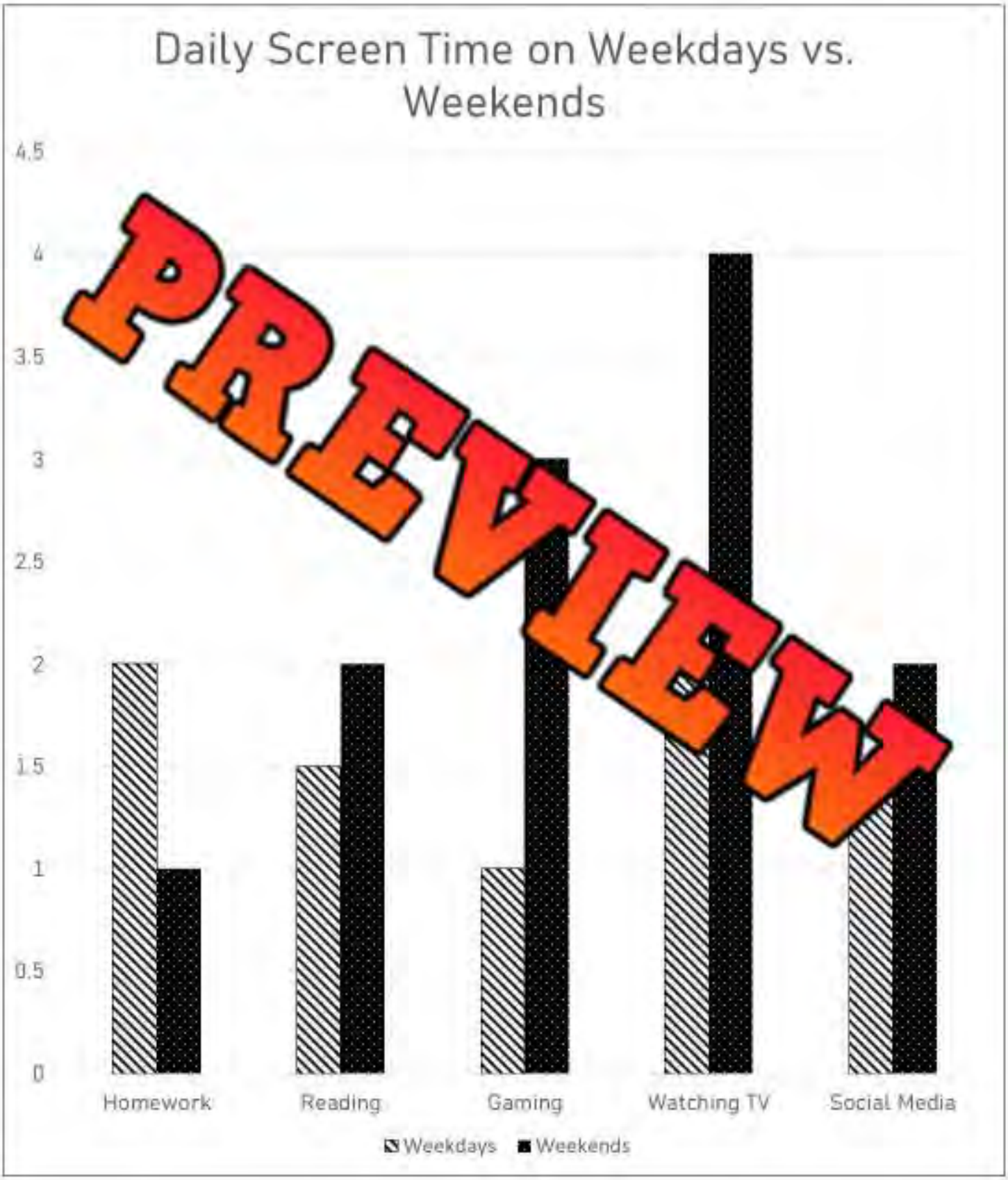
Curriculum Connection
SPS 2

Graph 4 | Analyze the graph below

Name: _____ 32

Curriculum Connection
SPS 2

Graph 5 | Analyze the graph below



Name: _____ 33

Curriculum Connection
SP5.2

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 shows the highest values for both bars?
Which category has the lowest values for both bars?
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 for both bars?
Are there any categories that have similar values to other ones?
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?

Name: _____ 34

Curriculum Connection
SPS 2

Double Bar Graph – Favourite Social Media

You surveyed the students in grade 5 and 6 asking which social media app was their favourite. The results have been sorted by grade in the double-bar graph below.

Part 1 Fill in the frequency table by reading the ba

Grades	Snapchat	YouTube	Tik Tok	Fac	agram
5					
6					

Part 2 Answer the questions below

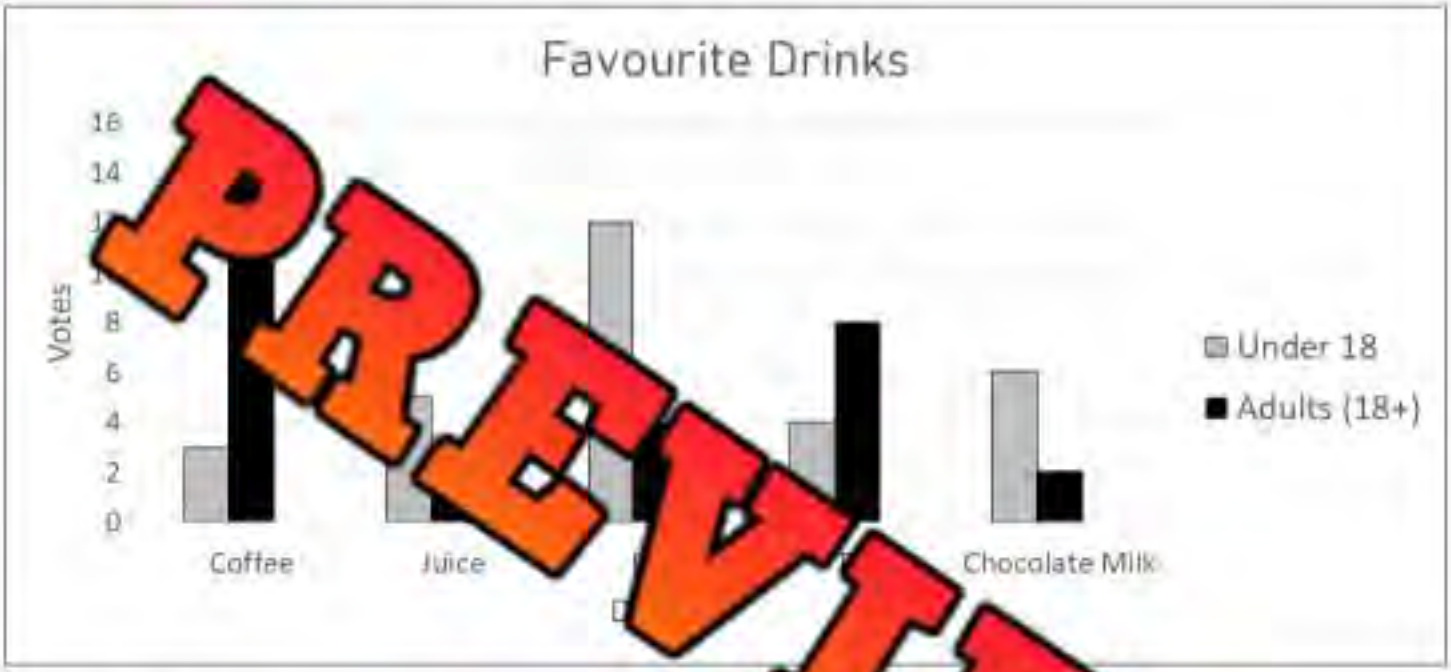
	Gr. 5	Gr. 6
a) How many students in each grade were surveyed?		
b) Which social media was the most popular? How many votes did it get?		
c) How many more grade 6's liked Tik Tok than grade 5's?		
d) Which type of data is this – first-hand or second-hand?		

Name: _____ 35

Curriculum Connection
SP5.2

Interpreting a Double Bar Graph – Favourite Beverage

A restaurant wants to know which drinks to keep in stock. They decide to sample two different age groups – adults (18+) and people under 18. They randomly select 30 individuals from each group.



Part 1 Fill in the frequency table by read… above

Age Group	Coffee	Juice	Pop	Te… Milk
Under 18				
Adults (18+)				

Part 2 Answer the questions below

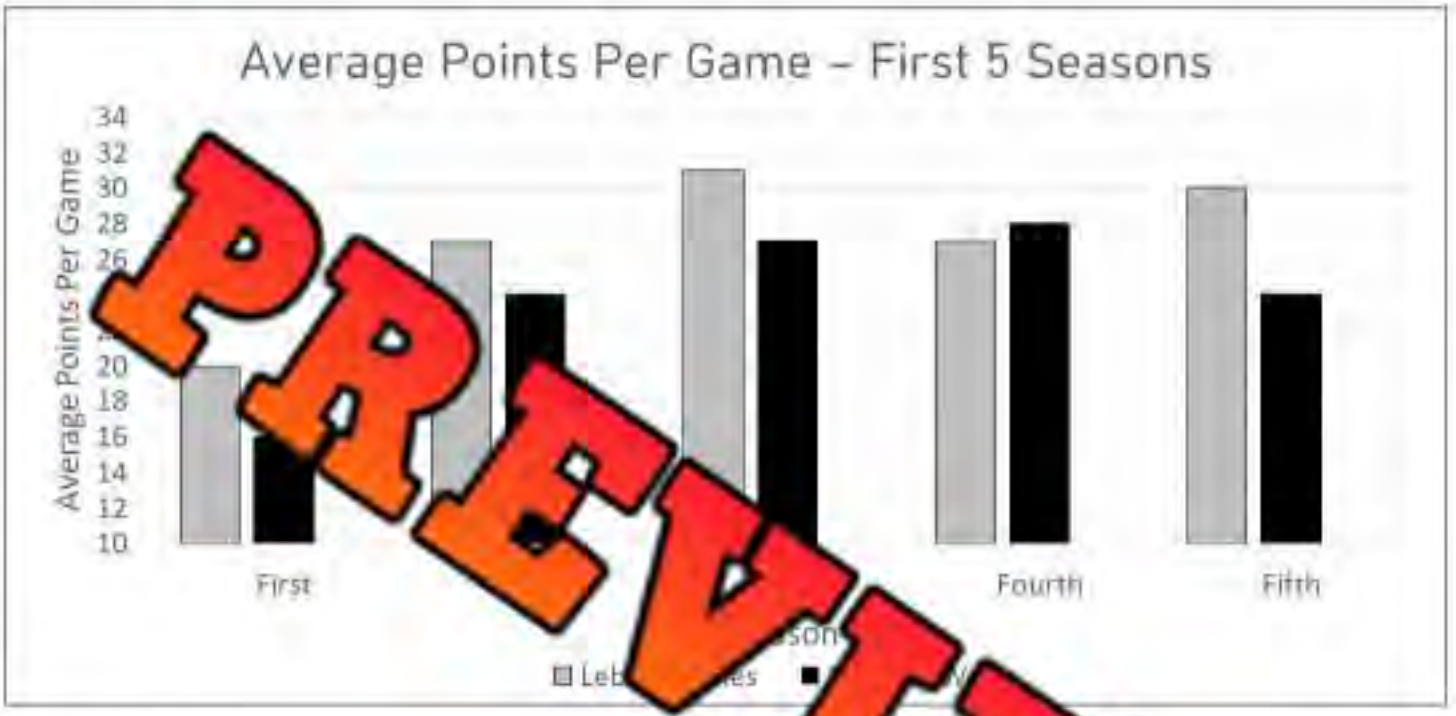
a) How many people in each age group were surveyed?	
b) Which drinks would you keep in stock?	
c) Which type of data is this: first-hand or second-hand?	
d) How many more adults preferred coffee than people under 18?	
e) How many more people under 18 preferred pop than adults?	

Name: _____ 36

Curriculum Connection
SP5.2

Interpreting a Double Bar Graph – James vs Wade

Lebron James and Dwyane Wade started their NBA careers in the same year. Their points per game have been displayed in the double bar graph below.



Part 1 Fill in the frequency table by reading the graph above

Season	First	Second	Third	Fourth	Fifth
Lebron James					
Dwyane Wade					

Part 2 Answer the questions below

a) What number does the graph start with on the y-axis ↑?	
b) What is the title of the x-axis →?	
c) Which type of data is this: first-hand or second-hand?	
d) Which season did Wade score more points than James?	
e) How many more points per game did James score in the first 5 seasons together?	

Name: _____ 37

Curriculum Connection
SPS 2

Tally Marks

| = 1	|| = 2	||| = 3	|||| = 4	𝍸 = 5
𝍸 | = 6	𝍸 || = 7	𝍸 ||| = 8	𝍸 |||| = 9	𝍸𝍸 = 10

Part 1 Count the tally marks

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Part 2 Draw tally marks that match the number

3 =	7 =	
12 =	15 =	18 =
26 =	31 =	

Part 3 Which is greater? Use the < > or =

8 _____ 𝍸 |||	13 _____ 𝍸𝍸 ||||	14 _____ 𝍸𝍸𝍸 ||

Name: _____ 38

Curriculum Connection
SPS 2

Tally Marks and Frequency Tables

Part 1 Fill in the table by writing in the frequency of the tally marks

1. The students in a class were asked what their favourite sport is. The results are listed below. Fill in the frequency of the tally marks in each category below.

Categ	Football	Hockey	Basketball	Soccer
Ta	𝍸 |	𝍸 𝍸 |	𝍸	𝍸 ||
Freq cy				

a) How many peo[illegible] class? _____

b) Which sport is the mo[illegible] in _____

c) Which sport was the least popula[illegible] _____

d) How many more people liked hockey than b[illegible]ball? _____

Part 2 Fill in the table by drawing the tally [illegible]ed on [illegible]equency

2. Henry asked his friends what food they liked the best. He [illegible]rgo[illegible]s, but he wrote down the frequency. Help him fill in the table by dra[illegible]rks.

Category	Pizza	Sandwich	Hot Dogs	French Fries
Tally				
Frequency	13	5	12	9

a) How many friends participated in the survey? _____

b) Which food is the most popular? _____

c) How many more friends liked French fries than sandwiches? _____

Curriculum Connection
SPS 2

Exit Cards

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

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	𝍸 𝍸 III	
Science		16
English		9
Sport	𝍸 𝍸 𝍸 II	
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	𝍸 𝍸 III	
Science		16
English		9
Sport	𝍸 𝍸 𝍸 II	
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	𝍸 𝍸 III	
Science		16
English		9
Sport	𝍸 𝍸 𝍸 II	
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	𝍸 𝍸 III	
Science		16
English		9
Sport	𝍸 𝍸 𝍸 II	
Music		24

Name: _____ 40

Curriculum Connection
SP5.2

Survey – Double Bar Graph – Eye Colour

Directions
1) Create two groups that you will ask the survey question, "what is your eye colour?"
2) Record the results in the table below. Make sure to keep the data from the two groups separate.

Survey Question	What is your eye colour?							
Group 1	Group							
Tally	Tally							

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

2) Was there a big difference between the two groups? Explain why or why not.

3) Is this first-hand data or second-hand data? Explain why.

Name: _____ 41

Curriculum Connection
SP5.2

Creating a Double-Bar Graph – Eye Colour

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 42

Curriculum Connection
SP5.2

Survey – Double Bar Graph – Favourite Food

Directions
1) Create two groups that you will ask the survey question, "what is your favourite food?"
2) Record the results in the table below. Make sure to keep the data from the two groups separate.

Survey Question	What is your favourite food?						
Group 1	Group						
Tally	Tally						

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

2) Was there a big difference between the two groups? Explain why you think this was the case.

3) Why do you think we use a double-bar graph?

Name: _____ 43

Curriculum Connection
SP5.2

Creating a Double-Bar Graph – Favourite Food

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 44

Curriculum Connection
SPS 2

Double Bar Graph – First-Hand Data

Directions

1) Create your own survey question that you will ask two different groups
2) Decide on two groups to ask the survey question to
3) Fill in the organizer below

Survey Question								
Options								
Group 1	Group 2							
Tally	Tally							

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

2) Was there a big difference between the two groups? Explain why you think this was the case.

3) Which other groups could you ask this survey question to? List 3 more groups.

Name: _____ 45

Curriculum Connection
SP5.2

My Double Bar Graph – First Hand Data

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 51

Curriculum Connection
SPS 2

Misleading Graphs

Pretend you just started a necklace making business. You want to show your customers that business is growing like crazy, and they need a necklace to fit in. Which graph would you choose for an infographic?

Questions What do you notice about the tw

a) Which graph would you use to show customers that your sa
growing massively? Why?

b) How are the graphs different? Do they have the same data?

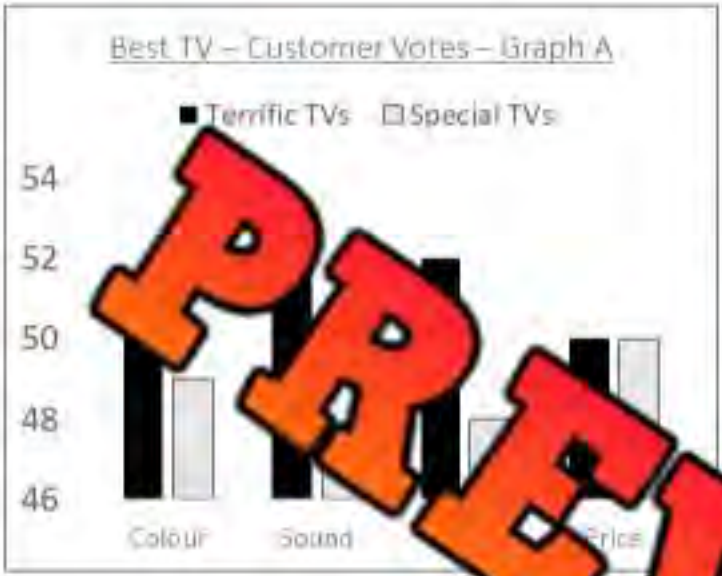
c) Why is it important to read a graph carefully?

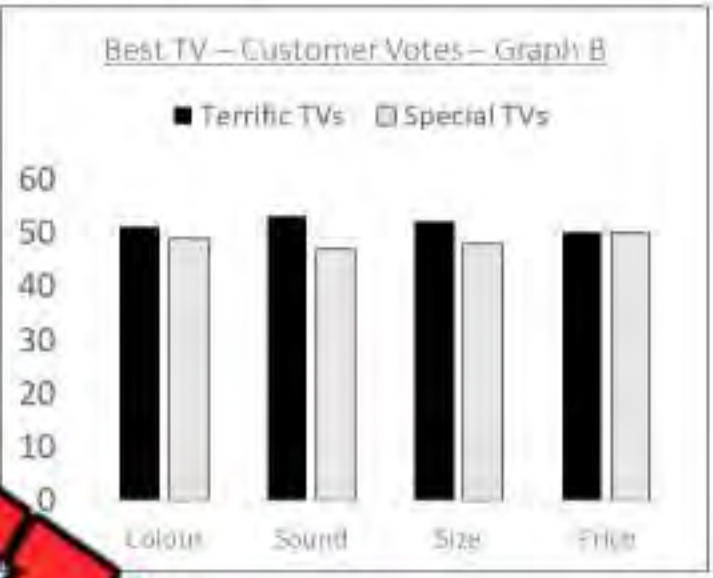
Name: _____ 53

Curriculum Connection
SPS 2

Misleading Graph – Multiple-Bar Graph

Terrific TVs sells televisions. Their biggest competition is a company named, Special TVs. Terrific TVs completed a study that compared the two brands. The results are below.





Questions What do you notice ... the t... ...phs?

a) Which graph would you use if you were Te... ...s? W...

b) How many more votes in total did Terrific TVs get over Special TVs?

c) Is Terrific TVs a lot better than Special TVs? Explain.

d) Do you think it is fair that businesses create misleading graphs like this one? Explain.

Name: _____ 54

Curriculum Connection
SPS 2

Misleading Graphs

Part 1 Draw two graphs – one that is misleading and one that is honest

If you were selling cola as a business, how would you graph the data to make it look like your product is much more popular than the other products?

Graph 1

Graph 2

Favourite Pop	# of votes
[illegible]	10
[illegible]la	20
[illegible]t B[illegible]	[illegible]
Energ[illegible]	[illegible]
Ginger Ale	[illegible]

Part 2 What do you notice about the two graphs?

a) Which graph would the cola business use? Explain why.

b) How did you make the graphs different?

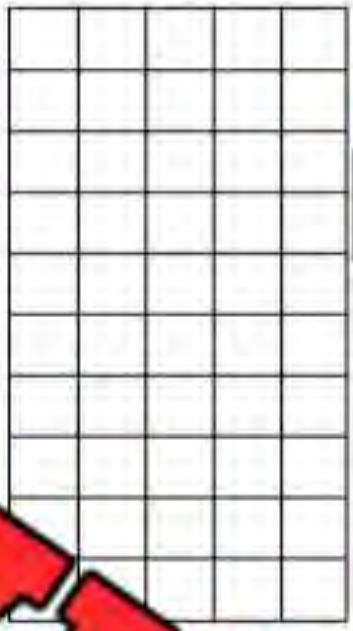
Name: _____ 55

Curriculum Connection
TB

Unit Quiz – Data Literacy

Part 1 Draw the bars for each of the bar graphs below

Favourite Food	# of votes
	12
Cola	6
Spaghetti	
	10
Chicken Wings	



Player	# of points
Jake	15
Nathan	30
Courtney	15
Ashley	21
Luke	9

Part 2 Read the description of the data and circle if it [illegible]-hand

1) You count how many cars drive by each hour in front of your house	[illegible]-Hand Second-Hand
2) You measure the shoe sizes of the students in your class	First-Hand Second-Hand
3) You look up which YouTubers had the most views last year	First-Hand Second-Hand
4) You research how much snowfall each province had last year	First-Hand Second-Hand
5) You ask your classmates how many siblings they have	First-Hand Second-Hand

Curriculum Connection
TB

Part 3 Read the graph and answer the questions below

Customers at a pet store were surveyed to see which pet was their favourite.

Answer the following questions about the gra ove

1. Fill in the frequency table

	Dog	Cat	Hamst	Bun	Fish
Under 18					
Adults					
Totals					

2. How many customers were surveyed? _____

3. What is the scale of the graph? _____

4. Which pet do kids like the most? _____ Adults? _____

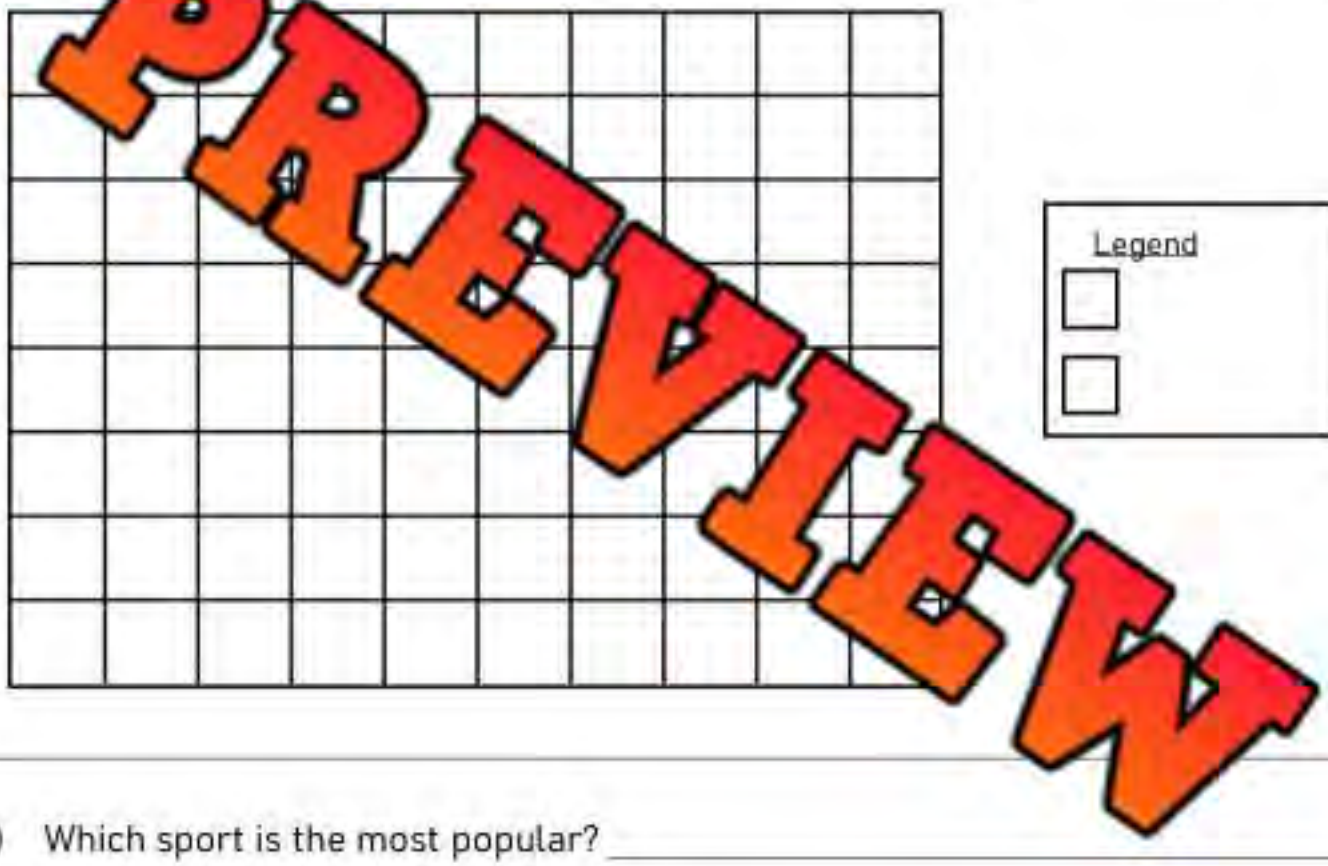
5. How much more popular are dogs than bunnies? _____

Curriculum Connection
TB

Part 4 Graph the data below in a double bar graph

You surveyed the grade 4s and 5s by asking which sport they liked the best. The results are below.

Hockey		Basketball		Soccer		Baseball		Gymnastics	
Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5
8		6	10	6	3	7	5	8	5



1) Which sport is the most popular? _____

2) Which sport is the least popular? _____

3) How many grade 4s were surveyed? _____ Grade 5s: _____

4) Is this first-hand or second-hand data? _____

5) How would you sample the grade 4 and 5 students in your school for this survey?

_____

_____

Name: _____ 60

Curriculum Connection
SP5.3

Describing Probability – Certain or Impossible?

Instruction Read the spinner and describe if the event is certain or impossible

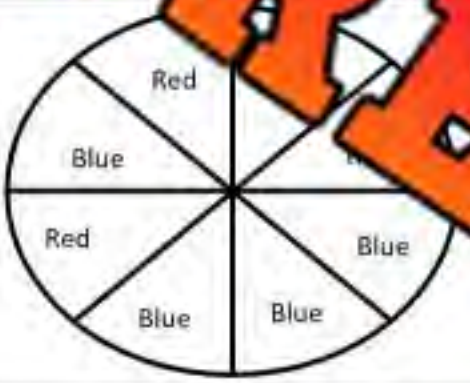
1)

a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

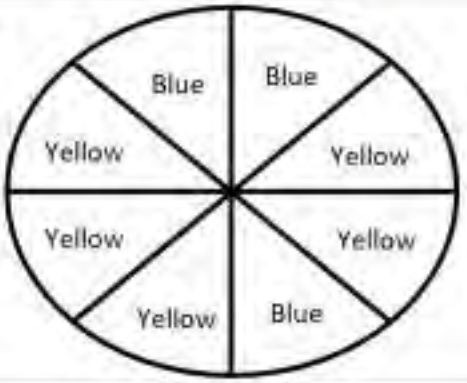


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

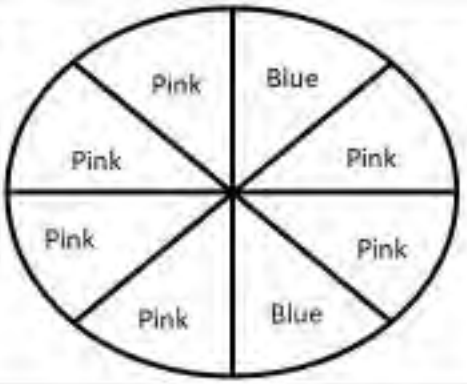


a) Spinning a yellow or blue is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

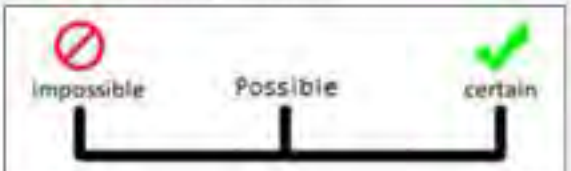
Name: _____ 61

Curriculum Connection
SP5.3

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, possible, certain

Impossible = Cannot happen (seeing a dinosaur)
Possible = It could happen (eating a treat today)
Certain = Will definitely happen (breathing today)



Instruct[illegible]terms to describe the likelihood of the events below

1. You will grow[illegible]y.
2. You will have rec[illegible]

3. You will sleep tonight.
4. You will find money on the ground today.

5. You will buy a lottery ticket and win.
6. It will rain or snow today.

7. You will teleport to Africa today.
8. You will roll a 2 when you roll a dice.

9. You will watch TV today.
10. Your teacher will give you free time today.

Name: _____ 63

Curriculum Connection
SP5.3

Activity: Probability Charades

Objective What are we learning about?

Students will learn to identify and classify events as certain, possible, or impossible by acting out various scenarios and engaging in critical thinking.

Materials What you will need for the activity.

- A [illegible]ds with different events written [illegible] (e.g., "[illegible]n tomorrow," "You will grow wing[illegible] and fly[illegible] wil[illegible]ise tomorrow").
- A timer ([illegible] [illegible]eep [illegible]e moving).
- A classroom [illegible] where [illegible]an easily act out their scenar[illegible]
- Whiteboard and mar[illegible]

Instructions How you will compl[illegible]activ[illegible]

1. Begin by explaining the concepts of certa[illegible]sible[illegible]sible events. Give examples to ensure students understand t[illegible]pro[illegible]
2. Divide the class into two teams. If you prefer, you [illegible]may[illegible]ot[illegible]ake turns individually instead of dividing into teams.
3. Provide each team or individual student with a scenario card. The [illegible] acting out the scenario must not speak but can use gestures and moveme[illegible]o convey the event or they can draw it on the chalkboard/whiteboard.
4. The remaining students or the opposite team will try to guess the event being acted out and decide whether it is a certain, possible, or impossible event.
5. The student or team correctly identifying the event and its probability classification earns a point (or have this student have the choice to go next). Continue the game until all scenario cards have been acted out.
6. At the end of the game, discuss some of the scenarios with the class to reinforce understanding and clarify any misconceptions.

Name: _____ 64

Curriculum Connection
SPS.3

Scenario Cards | A set of scenario cards with different events

Turning into a cat	Jumping to the moon
Getting a[illegible] test	Finding a coin on the ground
Meeting a dinosaur	Wi[illegible]gs and flying
The sun rising tomorrow	Brushing your teeth before bed
Riding a bicycle	Catching a fish

Name: _____ 65

Curriculum Connection
SP5.3

Scenario Cards | A set of scenario cards with different events

Raining cats and dogs	A cat driving a car
A tree [illegible]	Shooting a basketball and making it
A cow jumping over the moon	Following a treasure map and finding the treasure
Winning a race	Catching a butterfly
Breathing	Opening a door

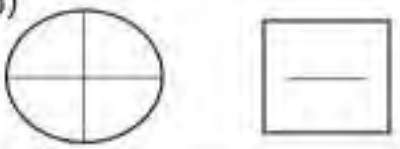
Name: _____ 66

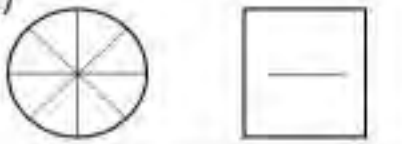
Curriculum Correction SP5.3

Probability – Finding Halves

Part 1 Shade in half of the shapes. Write the fraction of shaded in shapes to total shapes

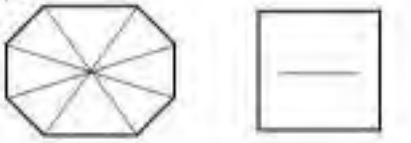
a) 

b) 

c) 

d) 

e) 

f) 

Part 2 What is half the number below? Write the fraction

#	Number	Half	Fraction
1	20	10	$\frac{10}{20}$
2	18		
3	24		
4	42		
5	48		
6	64		
7	82		

#	Number	Half	Fraction
8	50		
9			
10	88		
11	94		
12	76		
13	62		
14	98		

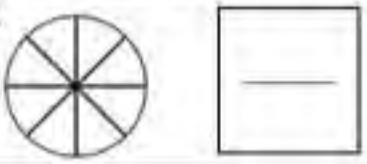
Name: _____ 67

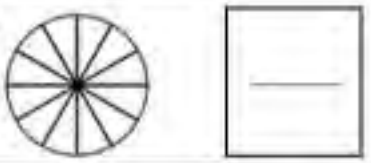
Curriculum Connection
SP5.3

Probability - Quarters

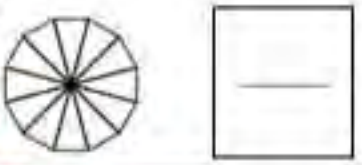
Part 1 Shade in one quarter of the shapes. Write the fraction of shaded shapes to total shapes

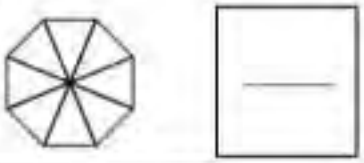
a)  ___

b)  ___

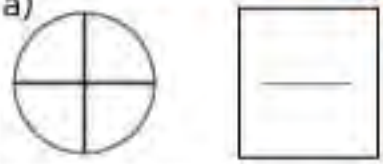
c)  ___

d)  ___

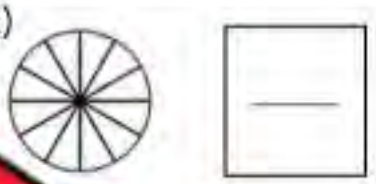
e)  ___

f)  ___

Part 2 Shade [illegible] quarter [illegible] shapes. Write the fraction of shaded in shapes

a)  ___

 ___

c)  ___

Part 3 Fill in the tables below

	#	One Quarter	Fraction
1	20	5	$\frac{5}{20}$
2	40		
3	80		
4	16		
5	8		
6	12		
7	44		

	#	[illegible]	[illegible]action
1	60		$\frac{\text{[illegible]}}{60}$
2	88		
3	52		
4	68		
5	100		
6	36		
7	76		

Name: _____ 68

Curriculum Connection
SP5.3

Describing the Likelihood of Events

Instruction Circle the likelihood of the event happening

1) You will have a substitute teacher tomorrow.

Certain
More Likely
Equally Likely
Less Likely
Impossible

2) You will go to the bathroom today.

Certain
More Likely
Equally Likely
Less Likely
Impossible

3) You will s… today

…
…ikely
Eq… …ikely
Less Likely
Impossible

4) You will eat some chocolate today?

Certain
More Likely
Equally Likely
Less Likely
Impossible

5) It will snow on a warm day.

Certain
More Likely
Equally Likely
Less Likely
Impossible

6) Y… …g… head… …n flipping a coin.

…ain
…ly
…ly Likely
Less Likely
Impossible

7) You will see a motorcycle today.

Certain
More Likely
Equally Likely
Less Likely
Impossible

8) You will slam dunk a basketball today.

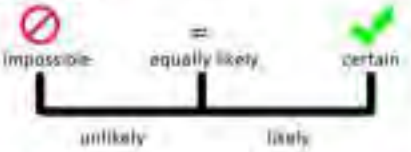
Certain
More Likely
Equally Likely
Less Likely
Impossible

Name: _____ 69

Curriculum Connection
SP5.3

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, unlikely, equally likely, likely, certain



Impossible = Cannot happen
Unlikely = Will probably not happen
Equally likely = There is an equal chance it could happen and that it won't happen
Likely = Will probably happen
Certain = Will definitely happen

Instructions: Use terms to describe the likelihood of the events below

1) You will have ice cream today	
2) You will drink water today	
3) You will play on an electronic today	
4) You will win the lottery today	
5) You will see an alien today	
6) You will ride in a vehicle today	
7) You will sleep tonight	
8) You will eat chips today	
9) You will go swimming today	
10) You will play a sport today	

Name: _____ 70

Curriculum Connection
SP5.3

Describing the Likelihood of Events

Instruction Circle the probability of each event happening on the probability line

1. You will win the lottery today.

Impossible — Unlikely — Even Chance — Likely — Certain

2. You w… a dog today.

Unlikely — Even Chance — Likely — Certain

3. You will … tod…

Impos… — …ance — Likely — Certain

4. You will find treasure w… yo… …cess.

Impossible — Unlikely — …ance — Certain

5. You will drive a motorcycle today.

Impossible — Unlikely — Even Chance — Lik… — Cer…

6. You will go on a computer today.

Impossible — Unlikely — Even Chance — Likely — Certain

7. You will eat pizza today.

Impossible — Unlikely — Even Chance — Likely — Certain

8. You will grow wings and fly away.

Impossible — Unlikely — Even Chance — Likely — Certain

Curriculum Connection
SP5.3

Exit Cards

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

Name: _____

Circle the probability of each event happening on the probability line.

1. You will have pizza for dinner tonight.

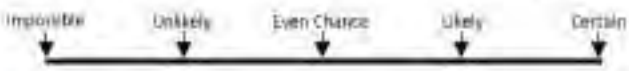
2. You will get a surprise present today.

3. You will see a bird flying in the sky today.

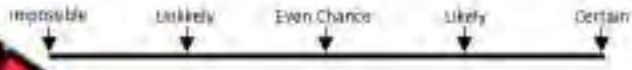
Name: _____

Circle the probability of each event happening on the probability line.

1. You will have pizza for dinner tonight.



2. You will get a surprise present today.

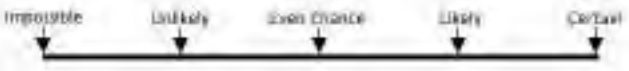


3. You will see a bird flying in the sky today.

Name: _____

Circle the probability of each event happening on the probability line.

1. You will have pizza for dinner tonight.



2. You will get a surprise present today.

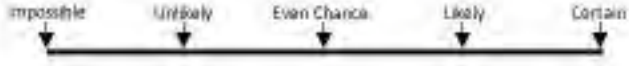
3. You will see a bird flying in the sky today.

Name: _____

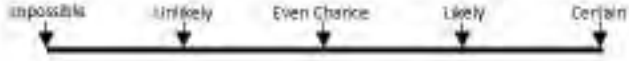
Circle the probability of each event happening on the probability line.

1. You will have pizza for dinner tonight.

2. You will get a surprise present today.



3. You will see a bird flying in the sky today.

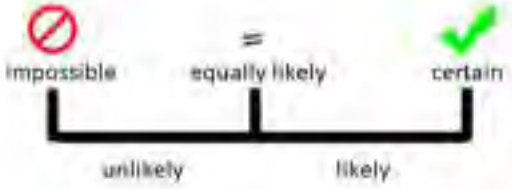


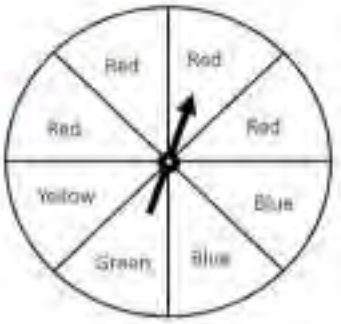
Name: _____ 72

Curriculum Connection
SP5.3

Describing the Likelihood of Events

The spinner has different coloured parts on it. When you spin the arrow, it will land on one of the colours. The likelihood of landing on a green part is unlikely.





Instructio the likelihoods of the events below using the probability line

1. What [illegible] landing on a red part?

Impossible [illegible] Chance Likely Certain

2. What is the likelihood of la[illegible]g o[illegible]

Impossible Unlikely Even Chance Certain

3. What is the likelihood of landing on a yellow par[illegible]

Impossible Unlikely Even Chance Likely

4. What is the likelihood of landing on a red or yellow part?

Impossible Unlikely Even Chance Likely Certain

5. What is the likelihood of landing on a red, blue, green, or yellow part?

Impossible Unlikely Even Chance Likely Certain

Name: _____ 73

Curriculum Connection
SP5.3

Describing the Likelihood of Events – Probability Line

Instruction Circle the likelihoods of the events below using the probability line

1) It has rained 6 out of the last 8 days. What is the probability it will rain tomorrow?

Impossible — Unlikely — Even Chance — Likely — Certain

2) St[illegible]made 4 [illegible]ws out of 16. What is the probability he will make his next sho[illegible]

Impossible — Unl[illegible] — Ev[illegible] — [illegible]ely — Certain

3) Heather hits 5 out of 10 balls in b[illegible] Wha[illegible] probability she will hit the next ball?

Impossible — Unlikely — Even Chance — Likely — [illegible]

4) Ryan is flipping a coin. What is the probability she gets a tai[illegible] flip?

Impossible — Unlikely — Even Chance — Likely — Certain

5) In a box of 4 chocolates, 3 are caramel. What is the probability you will get a caramel?

Impossible — Unlikely — Even Chance — Likely — Certain

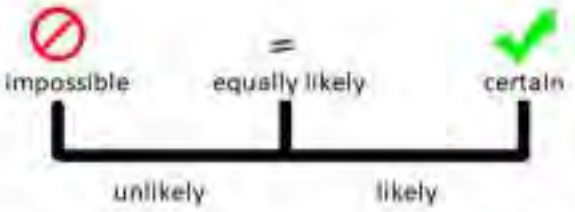
Name: _____ 74

Curriculum Connection
SP5.3

Likelihood of Events – Rolling a Dice

Rolling a Dice

A dice has 6 sides. Each side has a number of dots between 1 and 6. When you roll a dice, you have an unlikely chance of rolling a certain number.



Part 1 Use these terms to describe the likelihood:
impossible, unlikely, equally likely, likely, certain

1. What is the likelihood of you rolling a 1?	
2. What is the likelihood of you rolling a 5?	
3. What is the likelihood of you rolling a 3?	
4. What is the likelihood of you rolling a 6, or 1?	
5. What is the likelihood of you rolling an odd number?	
6. What is the likelihood of you rolling a 7?	

Part 2 Write your own dice rolling events that would represent the following:

1) Impossible	
2) Certain	
3) Likely	
4) Unlikely	
5) Equally likely	

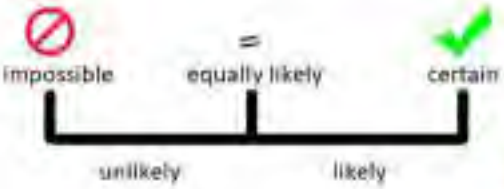
Name: _____ 75

Curriculum Connection
SP5.3

Describing the Likelihood of Events

Cookie Jar

There were 12 cookies in a cookie jar. 7 of the cookies were chocolate chip (cc), 2 were oatmeal raisin (or), and 3 were double chocolate (dc).



Part 1 Use these terms to describe the likelihood:
impossible, unlikely, equally likely, likely, certain

1. What is the likelihood of you picking out a double chocolate cookie?	
2. What is the likelihood of you picking out a chocolate chip cookie?	
3. What is the likelihood of you picking out an oatmeal raisin cookie?	
4. What is the likelihood of you picking out a chocolate chip cookie or an oatmeal raisin cookie?	
5. What is the likelihood of you picking out an oatmeal raisin cookie or a double chocolate cookie?	
6. What is the likelihood of you picking out a peanut butter cookie?	

Part 2 Write your own events that would represent the probabilities below

1) Impossible	
2) Likely	
3) Unlikely	

Name: _____ 76

Curriculum Connection
SP5.3

Describing the Likelihood of Events

There are 24 candies in a bag. Describe the likelihood of the events below.

Frequency Table — Fill in the frequency table below

Candy Colour	Frequency
Red	

Part 1 — Use these ... to ... likelihood: Impossible, ... likely, certain

1. What is the likelihood of pulling out a ... candy?	
2. What is the likelihood of pulling out a blue candy?	
3. What is the likelihood of pulling out a green candy?	
4. What is the likelihood of pulling out a red, blue, or green candy?	
5. What is the likelihood of pulling out a red or green candy?	
6. What is the likelihood of pulling out a red candy?	

Part 2 — Write your own events that would represent the probabilities below

1) Impossible	
2) Likely	
3) Unlikely	

Name: _____ 77

Curriculum Connection
SP5.3

Describing the Likelihood of Events

There are 14 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?

Frequency Table Fill in the frequency table below

Marble Colour	Frequency
Black	

Part 1 Use the ... to ... likelihood: Impossible, ... likely, certain

1. What is the likelihood of pulli... ut a...	
2. What is the likelihood of pulling out a ... y marbl...	
3. What is the likelihood of pulling out a white m...	
4. What is the likelihood of pulling out a black, white, o... ble?	
5. What is the likelihood of pulling out a black or white marble?	
6. What is the likelihood of pulling out a green marble?	

Part 2 Write your own events that would represent the probabilities below

1) Impossible	
2) Likely	
3) Unlikely	

Name: _____ 78

Curriculum Connection
SP5.3

Activity Title: 4-Corners Probability Game

Objective What are we learning about?

Students will learn to describe the likelihood of events using the terms impossible, unlikely, equally likely, likely, and certain.

Materials What you will need for the activity.

- A [illegible] events [illegible]os prepared by the teacher
- Four signs la[illegible], a[illegible] (one for each corner of the room)

Instructions How [illegible]mple[illegible]ctivity

1. Begin by explaining the different te[illegible]d to [illegible] the likelihood of events: impossible, unlikely, equally likely, [illegible], and c[illegible]. Provide examples to ensure students understand each term.
2. Show the students one of the events or scenar[illegible] [illegible]st [illegible]. You will need to project the question to the class.
3. Present multiple-choice options for the events that could be us[illegible]e event. Each corner of the room will represent one of the multi[illegible]wers.
4. Read out the term options and ask the students to move to the corner that they believe represents the event.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Optionally: You could play this game several different ways. Another option could be to give each student a whiteboard and marker and have them write their answer down. Then countdown 3-2-1 and have everyone show their answer. Another option if you have no whiteboards is to have students use their fingers to show their answer. A = 1 finger, B = 2 fingers, C = 3 fingers, and D = 4 fingers. Complete a countdown and have students show their answer using their fingers.

Name: _____ 79

Curriculum Connection
SP5.3

Event 1 Analyze the event and then move to one of the corners of the room

There are 15 balls in a bag. 5 are red, 5 are blue, and 5 are yellow.

What is the likelihood of picking a red ball from the bag?

Event Options:

- A: Impossible
- B: Unlikely
- C: Equally Likely
- D: Certain

Name: _____ 80

Curriculum Connection
SP5.3

Event 2 Analyze the event and then move to one of the corners of the room

You have a deck of cards numbered 1 through 5.

...e likelihood of drawing a card with a ...number greater than 4?

Event Options:

- A: Impossible
- B: Unlikely
- C: Equally Likely
- D: Likely

Name: _____ 81

Curriculum Connection
SP5.3

Event 3 Analyze the event and then move to one of the corners of the room

A standard die has 6 sides, numbered 1 through 6.

What is the likelihood of rolling a number more than 2?

Event Options:

- A: Impossible
- B: Unlikely
- C: Equally Likely
- D: Likely

Name: _____ 82

Curriculum Connection
SP5.3

Event 4 Analyze the event and then move to one of the corners of the room

You have a deck of cards numbered 1 through 10.

...e likelihood of drawing a card with a number less than 1?

Event Options:

- A: Impossible
- B: Certain
- C: Equally Likely
- D: Likely

Name: _____ 83

Curriculum Connection
SP5.3

Event 5 Analyze the event and then move to one of the corners of the room

The word "CANADA" contains 3 consonants (C, N, D) and 3 vowels (A, A, A).

likelihood of choosing a consonant if y mly select a letter from the word "CANADA"?

Event Op s:

- A: Impossible
- B: Certain
- C: Equally Likely
- D: Certain

Name: _____ 87

Curriculum Connection
SP5.3

Event 9 Analyze the event and then move to one of the corners of the room

The English alphabet has 26 letters. 5 of them are vowels (A, E, I, O, U).

[illegible] likelihood of randomly choosing a vow[illegible] select a letter from the alphabet?

Event Opt[illegible]s:

- A: Impossible
- B: Unlikely
- C: Equally Likely
- D: Likely

Name: _____ 88

Curriculum Connection
SP5.3

Event 10 Analyze the event and then move to one of the corners of the room

Imagine there are 100 traffic lights on your way to school. 25 of them are red, and the rest are green.

...he likelihood of stopping at a yellow light?

Event Options:

- A: Impossible
- B: Unlikely
- C: Equally Likely
- D: Likely

Name: _____ 89

Curriculum Connection
SP5.3

Probability Experiment – Coin Flip

Part 1 What do you think will happen?

1) Describe the probability of getting a heads when flipping a coin.
2) If you f coin 10 times, how many times do you think you will get heads?
3) If s, how many times do you think you will get tails?
4) Describe the p ility g 2 heads in a row?
5) Describe the probability o ge row?

Part 2 Perform the experiment be

1) Flip a coin 10 times and record your results below us tall	
Heads	**T**

2) Flip a coin 20 times and record your results below using tally marks.	
Heads	**Tails**

3) Were your results the same as what you thought would happen? Explain.

Name: _____ 90

Curriculum Connection
SP5.3

Probability Experiment - Dice

Part 1 What do you think will happen?

1) Describe the probability of rolling a 1 when rolling one dice?
2) If you r a dice 12 times, how many times do you think you'd roll a 6?
3) If ce es, how many times do you think you'd roll a 3?
4) Describe th lity o ng a 6, twice in a row?
5) Describe the probability ol times in a row?

Part 2 Perform the experiment

1) Roll a dice 12 times. Record your results below u s.				
1	2	3	4	

2) Roll a dice 24 times. Record your results below using tallies.					
1	2	3	4	5	6

3) Were your results the same as what you thought would happen? Explain.

Name: _____ 91

Curriculum Connection
TB

Unit Quiz – Probability

Part 1 Circle the likelihood of the event happening

a) You will drink something today

Impossible
Certain

b) You will fly home today

Impossible
Certain

c) [illegible] today

[illegible]
[illegible]
Unlikely

d) You will play basketball today

Even Chance
Likely
Unlikely

Part 2 Use the terms to des[illegible]he lik[illegible]f the events below

1. The Toronto Blue Jays will win the World S[illegible]ne[illegible]
2. You will have a lunch break today.
3. You will have a nap today.
4. You will find a diamond on the ground today.
5. You will read a book today.
6. It will rain or snow today.
7. You will roll an 8 when rolling a single six sided dice.

Marbles

There are 12 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?

Frequency Table Fill in the frequency table below

Marble Colour	Frequency
White	

Part 1 Use these ... to ... likelihood:
Impossible, unl... ...ally l... ...kely, certain

1. What is the likelihood of pulling out a ... marble?	
2. What is the likelihood of pulling out a grey marb...	
3. What is the likelihood of pulling out a white m...	
4. What is the likelihood of pulling out a black, white, or ...ble?	
5. What is the likelihood of pulling out a black or white marble?	
6. What is the likelihood of pulling out a green marble?	

Part 2 Write your own events that would represent the probabilities below

1) Impossible	
3) Likely	
4) Unlikely	