



Preview - Information



**Thank you for your interest in this bundle.
Within this preview, you will see:**

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Grade 3

Strand: B1 – Number Sense



	Curriculum Expectations	Pages
B1.1	Read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life.	13 – 30, 33 – 36
B1.2	Compare and order whole numbers up to and including 1000, in various contexts.	37 – 41
B1.3	Preview of 130 pages from this product that contains 484 pages total.	
B1.4		
B1.5	Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials.	5 – 12, 31 – 36
B1.6	Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts.	67 – 76
B1.7	Represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths.	97 – 100

Name: _____

5

Mathematical Operations
20.3

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7



Part 1 Fill in the place value charts below

	Hundreds	Tens	Ones
1) 2			
2) 341			
3) 517			
4) 823			
5) 659			
6) 142			

PREVIEW

Part 2 Which place value is the underlined number?

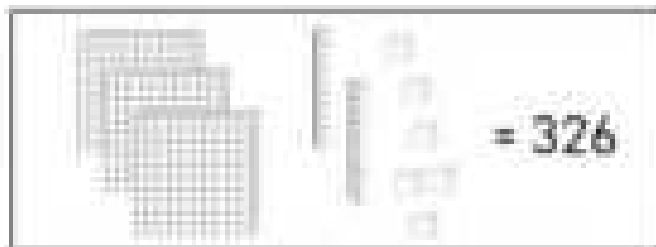
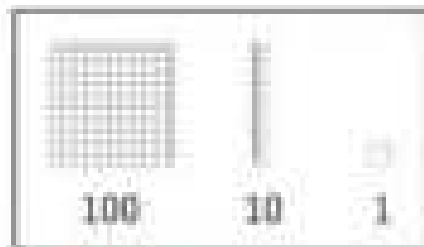
1) 375 Tens	2) 384 _____	3) 218 _____
4) 832 _____	5) 289 _____	6) 962 _____
7) 1000 _____	8) 1554 _____	9) 1303 _____

Name: _____


7

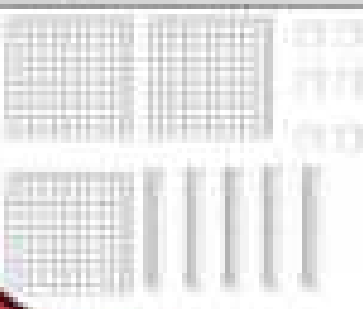
Mathematical Operations
2.N.B.1

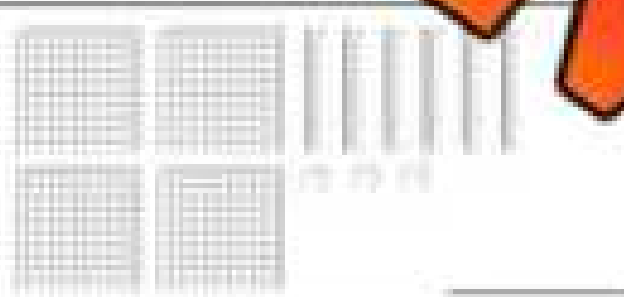
Base Ten Blocks

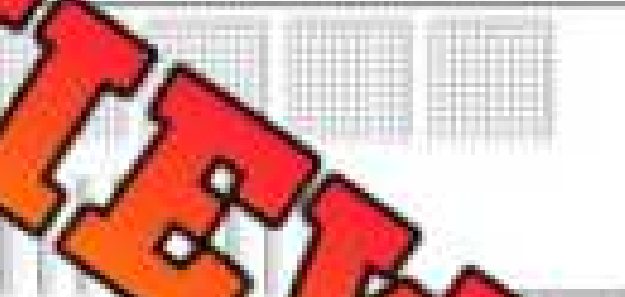


Part 1 How many blocks do you count?

1.  _____

2.  _____

3.  _____

4.  _____

Part 2 Draw the base ten blocks to represent the number.

1) 375

2) 184

3) 542

4) 1000

Name: _____

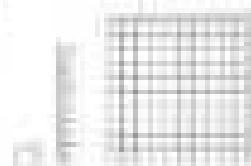
9

Maths and Literacy
2021

Base Ten Block – Challenge

Instructions

Solve the problem



Sam and Dan are arguing over who has more blocks. Sam has 5 hundreds blocks, 2 tens blocks, and 2 ones blocks. Dan has 4 hundreds blocks, 7 tens blocks, and 8 ones blocks.

Dan thinks _____ because he has more blocks, his total blocks are more than Sam's.

Who has more blocks? Show your work below.

PREVIEW

Sam's Blocks: _____

Dan's Blocks: _____

Who has more blocks? _____

Bonus:

How many more blocks will Sam/Dan need to have the same number of blocks?

Draw the blocks below.

Answer: _____

Exit Cards

Cut Out

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

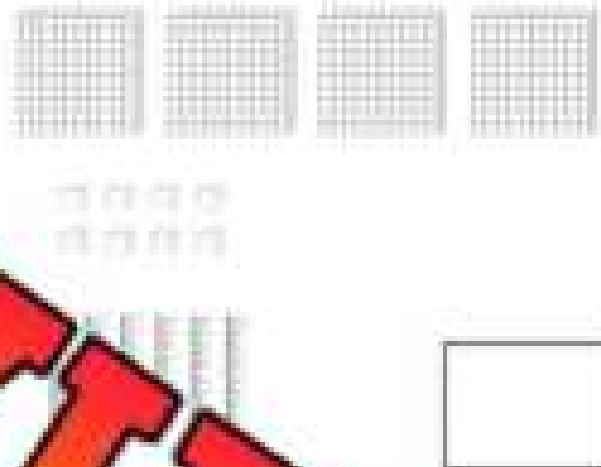
Name: _____

What is the value represented by the base ten blocks?



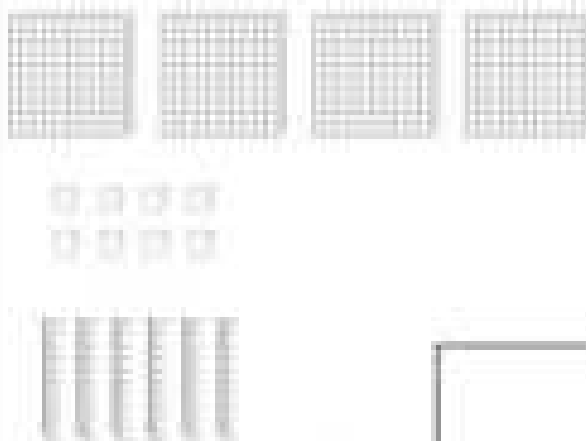
Name: _____

What is the value represented by the base ten blocks?



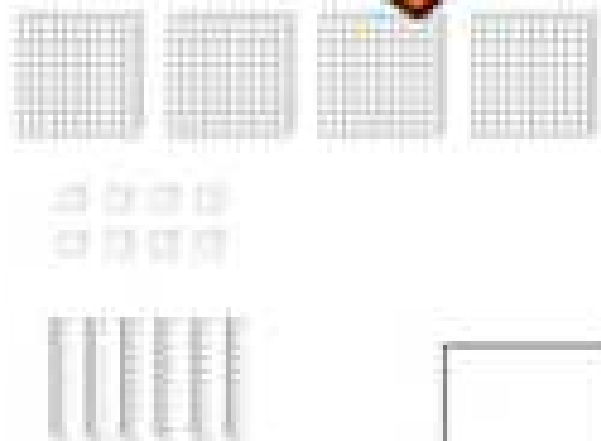
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



PREVIEW

Title: "Artistic Numbers Parking Lot"

Objective

What are we learning about?

To deepen students' understanding of place values and the base ten system, students will creatively draw and organize a parking lot on paper that visually represents a number between 1 and 1000, using vehicles as symbols for different place values.

Materials

What you will need for the activity.

- White paper (one per student)
- Crayons, markers, or colored pencils
- Rulers for drawing straight lines
- Reference chart for place values (units = cars, rods = buses, flats = trucks)



Instructions

How you will complete the activity.

1. Provide each student with a sheet of white paper, markers, and a ruler.
2. Allow students to pick their own number between 1 and 1000. Encourage them to choose a number that they find interesting or meaningful.
3. Explain the correlation between place values and vehicles: units are represented as cars, rods as buses, and flats as trucks. If a student chooses a number like 234, they would draw 2 trucks, 3 buses, and 4 cars.
4. Instruct students to use their rulers to draw the layout of their parking lot on the paper, dividing it into sections for cars, buses, and trucks.
5. Students then draw the appropriate number of each vehicle in the respective sections, creatively designing their parking lot while ensuring the number of vehicles matches their chosen number's place values.
6. After the drawings are completed, students label each section of their parking lot with the number of vehicles it contains, reinforcing their understanding of place values.

Name: _____

12

Copyright © 2011
www.thefairyprint.com

PREVIEW

Name: _____

Expanded Form

$18 =$ _____ Standard Form
 $10 + 8 =$ _____ Expanded Form



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

1) $400 +$ _____	2) $200 + 70 + 9$	3) $100 + 50 + 2$
4) $800 + 5$	5) $700 + 20 + 4$	6) $600 + 40 + 3$
7) $80 + 2$	8) _____	9) $3000 + 500 + 70 + 2$

Part 2 What is the expanded form of the numbers below?

1) 545	2) _____
3) 804	4) 739
5) 926	6) 3 246

Part 3 Fill in the blanks with the missing number

1) $453 = 400 +$ _____ $+ 3$	2) $309 =$ _____ $+ 0 + 9$
3) $563 = 500 + 60 +$ _____	4) $2460 =$ _____ $+ 400 +$ _____ $+ 0$

PREVIEW

Exit Cards

Cut Out

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

Name: _____

a) Write the standard form: _____

b) Write the expanded form: _____

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

PREVIEW

Written Form

1 One	5 Five	9 Nine	13 Thirteen	17 Seventeen	30 Thirty	70 Seventy
2 Two	6 Six	10 Ten	14 Fourteen	18 Eighteen	40 Forty	80 Eighty
3 Three	7 Seven	11 Eleven	15 Fifteen	19 Nineteen	50 Fifty	90 Ninety
4 Four	8 Eight	12 Twelve	16 Sixteen	20 Twenty	60 Sixty	100 Hundred

Part 1 Write the written form of the numbers below. Write the written forms of the written words below:

1) Two hundred, thirty-eight	7) Four hundred, sixty-three
3) Seven hundred, fifteen	9) Six hundred, twenty-eight
5) Three hundred, forty-nine	6) One hundred, thirty

Part 2 Write the written form of the numbers below:

134	
362	
631	
923	
208	

Zero As Placeholder

1 One	5 Five	9 Nine	13 Thirteen	17 Seventeen	30 Thirty	70 Seventy
2 Two	6 Six	10 Ten	14 Fourteen	18 Eighteen	40 Forty	80 Eighty
3 Three	7 Seven	11 Eleven	15 Fifteen	19 Nineteen	50 Fifty	90 Ninety
4 Four	8 Eight	12 Twelve	16 Sixteen	20 Twenty	60 Sixty	100 Hundred

Part 1 Write the standard forms of the written words below

1) Three hundred,

7) Six hundred, two

3) One hundred, nine

9) Two hundred, twenty

5) Eight hundred, seven

6)

Part 2

Write the written form of the numbers below

706

301

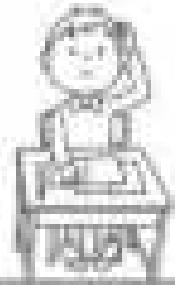
405

830

904

Help Roger Decompose Numbers

Roger tried to decompose the first number. He isn't sure what number goes with the number he used. Help him out.



Part 1

Fill in the missing number

First Number	Roger's Number	Missing Number
237	14	110
100	7	230
253	8	
186		
690	650	
1272	1172	
1350	1300	

Part 2

Can you decompose the number a different way from Roger?

Number	Roger's Answer	Your Turn
435	$410 + 25$	
650	$350 + 300$	
1000	$200 + 800$	

Using An Open Number Line

Instructions

Fill in the tables below

Number	139
Instructions	Start at 0, hop 100, then 30, then 9
Open Number Line	
Addition Sentence	$100 + 30 + 9 = 139$

Number	365
Instructions	Start at 0, hop _____, then _____
Open Number Line	
Addition Sentence	

Number	722
Instructions	Start at 0, hop _____, then _____, then _____
Open Number Line	
Addition Sentence	

Numbers On A Number Line

Instructions

Circle the exact location of the numbers on the number line.



1) 139



2) 367



3) 722



4) 591



5) 806



6) 943

PREVIEW

Numbers On A Number Line

Instructions

Circle the exact location of the numbers on the number line.



7) 623

Expanded Form

_____ + _____ + _____



8) 838

Expanded Form

_____ + _____ + _____



9) 285

Expanded Form

_____ + _____ + _____



10) 479

Expanded Form

_____ + _____ + _____



11) 999

Expanded Form

_____ + _____ + _____



12) 742

Expanded Form

_____ + _____ + _____

Numbers On A Number Line

Estimate

Place a star where the number is on the number line.

0 1000

1) 237

0 1000

2) 962

0 1000

3) 951

0 1000

4) 838

0 1000

5) 746

0 1000

6) 391

PREVIEW

Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

853

	0	

 Write the value of the underlined digit
(Hundreds, Tens, or Ones)

 1) 853 = _____

 2) 853 = _____

 3) 853 = _____

Fill in the blanks by writing the number below

Fill in the pattern below

853, _____, 855, _____

Fill in the pattern below

853, 863, _____, 883, _____

Fill in the pattern below

353, _____, 553, _____, 753, _____

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

853

795

853

+ 10

455

853

853

+ 100

853

246

853

+ 1

853

853

853

- 100

853

482

853

- 10

Name: _____

35

Place Value Quiz

Part 1

Fill in the place value charts below.

236		
Hun	Tens	Ones

363		
Hun	Tens	Ones

1000			
Thou	Hun	Tens	Ones

Part 2: Which place value is the underlined number?

1) 135

3) 135

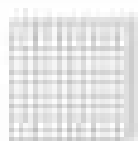
4) 331

6) 414

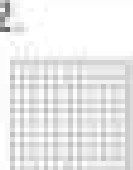
Part 3

How many blocks do you need?

1. 



2. 



3. 



Part 4

What is the standard form of the numbers below?

1) $400 + 20 + 2$

2) $800 + 30 + 6$

3) $200 + 2$

Part 5

What is the expanded form of the numbers below?

Question	Answer
1) 775	
2) 593	
3) 421	
4) 309	

Part 6

Write the standard form of the written words below

Question	Answer
1) Two hundred thirty	
2) One hundred	

Part 7

Write the written form of the numbers below

Question	Answer
1) 234	
2) 617	

Part 8

Solve the riddles.

Question	Answer
1) Which number has: 1 hundreds, 3 more tens than hundreds, and 2 less ones than tens?	
2) Which number has 6 ones, and 1 hundreds and three times as many tens as hundreds?	

Comparing Numbers

Part 1

Write a number between 1 and 100 that fits the description

Question	Answer
1) Number greater than 42	
2) Number less than 67	
3) Number less than 89	
4) Number less than 100	
5) Number greater than 10	
6) Number less than 12	
7) Number equal to 97	
8) Number greater than 95	

Part 2

Write a number between 1 and 1000 that fits the two

1) 205 > _____	2) 624 > _____	3) _____ < 421
4) 865 = _____	5) _____ < 327	6) 210 > _____
7) _____ > 895	8) 937 < _____	9) _____ = 902
10) 815 = _____	11) _____ < 357	12) 220 > _____

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

1)	23	2)	36	36	3)	135	93
4)	213	59	262	393	6)	565	293
7)	634	64	6	605	9)	765	753

Part 2

Greater than, Equal to, Less than

No	Question
1)	75 is ___ 42
2)	156 is ___ 322
3)	125 is ___ 125
4)	484 is ___ 412
5)	372 is ___ 136
6)	271 is ___ 242
7)	725 is ___ 742
8)	454 is ___ 445
9)	345 is ___ 345

Comparing Numbers

25, 53, 42, 65, 22
Least to Greatest
22, 25, 42, 53, 65

25, 53, 42, 65, 22
Greatest to Least
65, 53, 42, 25, 22

Part 1

Order the numbers below from least to greatest

Numbers	Ordered (least to greatest)
43, 56, 21, 78	
6, 53, 75, 12	
221, 326, 25, 100, 15	
18, 9, 25, 53, 21	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

Order the numbers below from greatest to least

Unordered Numbers	Ordered (greatest to least)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

Rounding Numbers to the Nearest 1000

Round Down

Round Up



Rounding to the nearest 1000

↓ 4212 → 4000

↑ 1575 → 2000

Part 1 Round the numbers to the nearest 1000

1) 2227 → _____	2) 5678 → _____	3) 4638 → _____
4) 7155 → _____	5) 8901 → _____	6) 4744 → _____
7) 1357 → _____	8) 9012 → _____	9) 2768 → _____
10) 6213 → _____	11) 2313 → _____	12) 7890 → _____
13) 6162 → _____	14) 3591 → _____	15) 1234 → _____
16) 2243 → _____	17) 9371 → _____	18) 2567 → _____

Part 2 Solve the word problems below

1) LeBron James scored 1698 points during the 2019-2020 season. Round his points to the nearest thousand.

2) The school raised \$4328 in donations last year. Round the money to the nearest thousand.

Rounding Numbers 3 Different Ways

Round Down

Round Up

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

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

Question Round the numbers three different ways

#	10	100	1000
1)	2137 → _____	2137 → 2100	2137 → 2000
2)	4236 → _____	4236 → _____	4236 → _____
3)	5841 → _____	5841 → _____	5841 → _____
4)	5615 → _____	5615 → _____	5615 → _____
5)	7519 → _____	7519 → _____	7519 → _____
6)	3782 → _____	3782 → _____	3782 → _____
7)	8559 → _____	8559 → _____	8559 → _____
8)	9463 → _____	9463 → _____	9463 → _____

Word Problems: Rounding Numbers

Questions

Round the numbers below appropriately.

	Word Problems for Rounding	Answers
1	Lily counted 157 birds in the park. About how many birds did she see?	
2	During the first day of camp, 456 children were present on the first day. About how many children were at the camp?	
3	A library has 289 books. About how many books are in the library?	
4	A marathon runner ran 4237 meters in a race. About how many meters did the runner complete?	
5	There were 492 people at a concert. About how many people attended the concert?	
6	In a survey, 1987 people said they prefer reading books over e-books. Roughly how many people prefer books?	
7	A tree was measured to be 523 inches tall. About how tall is the tree?	

PREVIEW

Front-End Estimation

Front-end estimation is when we keep the first number the same and change the other numbers to 0. This form of estimation always underestimates the number.

Examples 1) $37 \rightarrow 30$ 2) $166 \rightarrow 100$ 3) $4395 \rightarrow 4000$ 4) $67402 \rightarrow 60000$

Part 1 Use front-end estimation to round the 2-digit numbers below

1) 84		6) 12	
2) 7		7) 63	
3) 49		8) 78	
4) 68		9) 97	
5) 82		10) 85	

Part 2 Use front-end estimation to round the 3-digit numbers below

1) 334		6) 42	
2) 642		7) 77	
3) 434		8) 726	
4) 618		9) 937	
5) 932		10) 895	

Part 3 Use front-end estimation to round the 4-digit numbers below

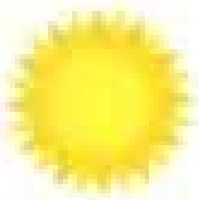
1) 4314		6) 7312	
2) 7324		7) 3484	
3) 8235		8) 4214	
4) 6398		9) 9625	
5) 1352		10) 8126	

Counting Within 1000, By 1s

Questions

Count forward by 1s

461					
			465		
					468
			472		
		479			476



PREVIEW

Exit Cards

Cut Out

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

Name: _____

Count by 1s forwards.

877

878

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Counting by 50s

Part 1

Count by 50s

	450		550	 END
50			650	950
150		250	750	850

Part 2

Fill in the blanks counting by 50

1)	50	100	150				
2)	50			200			
3)		100			250		
4)							

Counting by 200s**Part 1**

Count by 200s

	1800		2200	 END
200			2600	
600			3000	

Part 2

Fill in the blanks counting by 200

1)	200	400	600				
2)	200			800			
3)		400			1000		
4)							

Counting – Bridging over 100

$94 + 8$



Questions

Fill in the blanks by bridging over 100.

1) 9

2) $93 + 9$ 3) $95 + 8$ 4) $99 + 6$ 5) $94 + 9$ 6) $96 + 7$ 

Activity: "Bridging Over 100 with Dice Rolls"

Objective

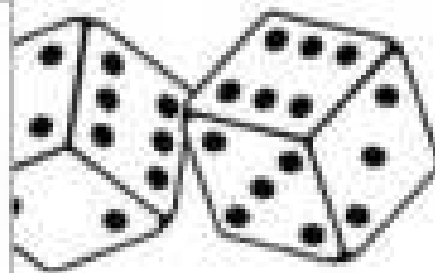
What are we learning about?

Students will learn how to add numbers to a two-digit number to surpass the 100 mark by breaking the addition into steps using dice rolls.

Materials

What you will need for the activity:

- Large number line from 80 to 120 (can be drawn on the floor)
- Index cards with numbers between 80 and 99
- Small sticky markers
- Paper and pencil
- Counters or small objects



Instructions

How you will do it:

1. Gather students in a circle around the large number line.
2. Explain that they will be practicing how to bridge over 100 on the number line and dice.
3. The teacher selects an index card with a number between 80 and 99 and places a marker on this starting number on the number line.
4. Explain that students will take turns rolling two dice and adding the sum to the starting number.
5. The first student rolls the dice, adds the sum to the starting number, and moves the marker along the number line accordingly.
6. If the new total surpasses 100, break the addition into two steps: first, reach 100, and then add the remaining number. For example, if starting at 92 and rolling an 11, move to 100 first (+8) and then add the remaining 3.
7. Record each new number on a piece of paper or board.
8. Continue taking turns until everyone has had a chance to roll the dice and contribute to bridging over 100.
9. After the activity, have students return to their desks to reflect and draw.

Index Cards

Cut out the index cards below

84

93

PREVIEW

81

89

88

91

88

96

85

Index Cards

Cut out the index cards below

83

92

PREVIEW

87

80

85

99

82


86

-


Partitioning Odd Quantities


Questions

Circle the objects to put them into two groups.
How many are in each group? Are there any left over?

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Partition Objects Into Multiple Groups

Instructions

Circle the objects to put them in groups. How many groups did you make? How many are in each group? Are there any left over?

Objects	Questions	
	How many groups did you make?	
	How many are in each group?	
	Are there any left over?	
	How many groups did you make?	
	How many are in each group?	
	Are there any left over?	
	How many groups did you make?	
	How many are in each group?	
	Are there any left over?	
	How many groups did you make?	
	How many are in each group?	
	Are there any left over?	

Sharing – Remainders

Sharing Answer the questions below



PREVIEW

a) How many cupcakes are there? _____

b) Levi and Tom have the cupcakes. Now they need to share them equally. How many will each get?

Tom

c) How many will be leftover (remaining/remainder)? _____

d) Dane has also asked to share the cupcakes. How many will each get now?

Levi	Tom	Dane
------	-----	------

--	--	--

e) How many will be leftover? _____

Sharing – Remainders

Sharing Answer the questions below



PREVIEW

a) How many dollars does Ryan have?		
b) Ryan and Jordan have the money above. If they split it equally, how many dollars will they each get?		
Ryan	Jordan	
c) How many will be leftover (remaining/remainder)?		
d) Ryan and Jordan have to split the money with Will as well. How many dollars will they each get?		
Ryan	Jordan	Will
e) How many dollars will be leftover (remaining/remainder)?		

Fair Sharing - Cookies

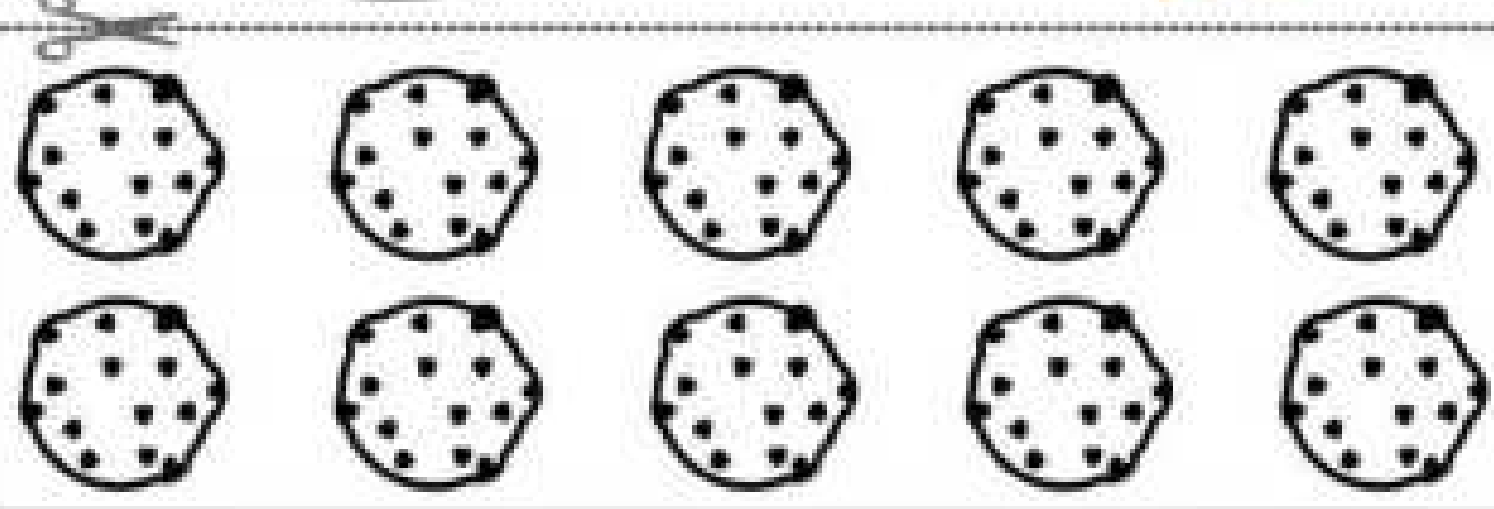
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

PREVIEW



Fair Sharing – Apple Pie

Jeff and Sara baked a large apple pie to share. How many slices of pie will Jeff and Sara get?



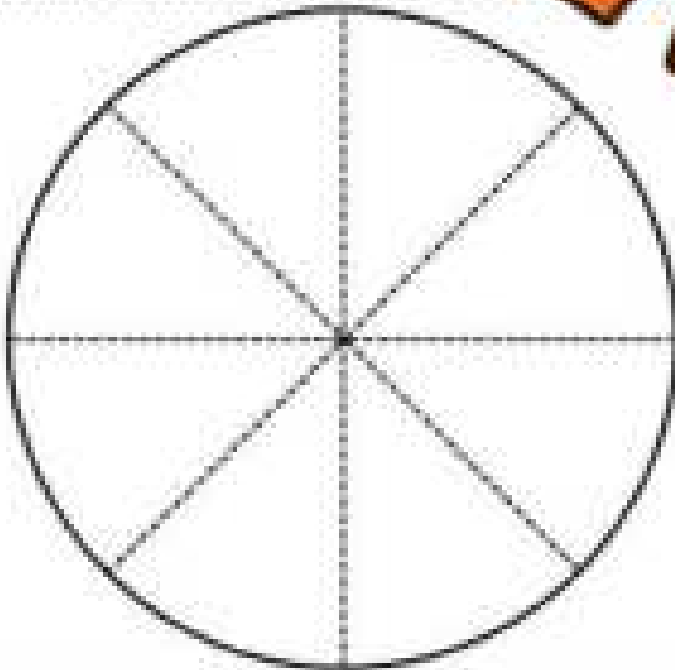
PREVIEW

Jeff's Slices

Total slices

Sara's Slices

Total slices



Fair Sharing – Chocolate Bars

Sharing

Share the chocolate bars below



Chocolate Bar									

Chocolate Bar									

1) a) Zach has one chocolate bar that he wants to share with 10 people. How many pieces will each person get?

b) Ryan is one of the people that is getting some chocolate. What fraction of the chocolate bar is Ryan getting?

2) a) Zach has two more chocolate bars that he wants to share with 10 people. How many pieces will each person get?

b) Chris is one of the people that is getting some chocolate. What fraction of the chocolate bar is Chris getting?


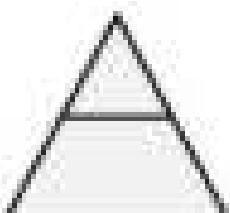
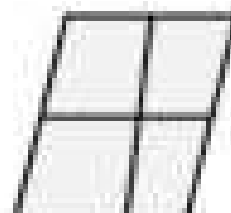


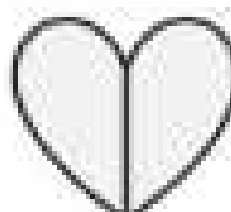
3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?

b) Sam is one of the people that is getting some chocolate. What fraction of the chocolate bar is Sam getting?

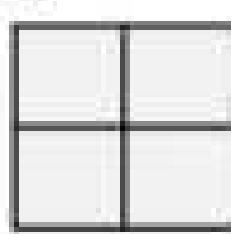
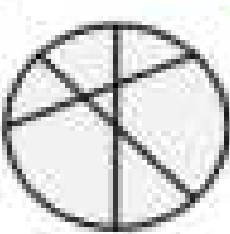

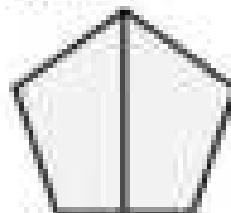
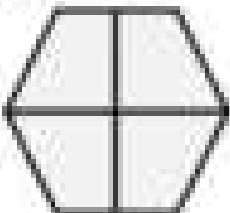
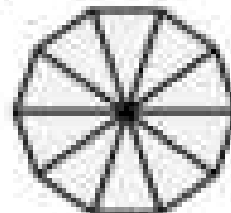
PREVIEW

Fractions – Equal Parts

Part 1 Are the shapes below split into equal parts?

<p>1) </p> <p>Yes No</p>	<p>2) </p> <p>Yes No</p>	<p>3) </p> <p>Yes No</p>
<p>4) </p> <p>Yes No</p>	<p>5) </p> <p>Yes No</p>	<p>6) </p> <p>Yes No</p>

Part 2 Are the statements true or false?


<p>1) The square is cut into fourths.</p>  <p>True False</p>	<p>2) The circle is cut into sixths.</p>  <p>True False</p>	<p>3) The triangle is cut into fourths.</p>  <p>True False</p>
<p>4) The pentagon is cut into halves.</p>  <p>True False</p>	<p>5) The hexagon is cut into fourths.</p>  <p>True False</p>	<p>6) The octagon is cut into eights.</p>  <p>True False</p>


Exit Cards

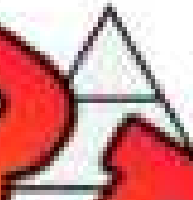
Cut Out Cut out the exit cards below and have students complete them at the end of class

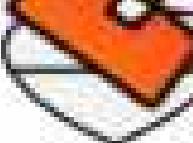
Name: _____

Are the shapes below split into equal parts?

 Yes No

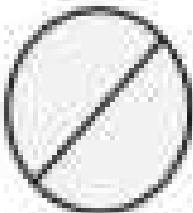
 Yes No


 Yes No

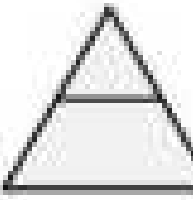
 Yes No


Name: _____

Are the shapes below split into equal parts?

 Yes No

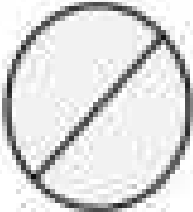
 Yes No


 Yes No

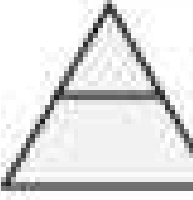
 Yes No


Name: _____

Are the shapes below split into equal parts?

 Yes No

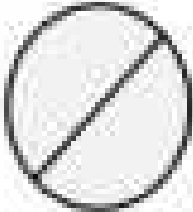
 Yes No


 Yes No


 Yes No


Name: _____

Are the shapes below split into equal parts?

 Yes No

 Yes No

 Yes No

 Yes No

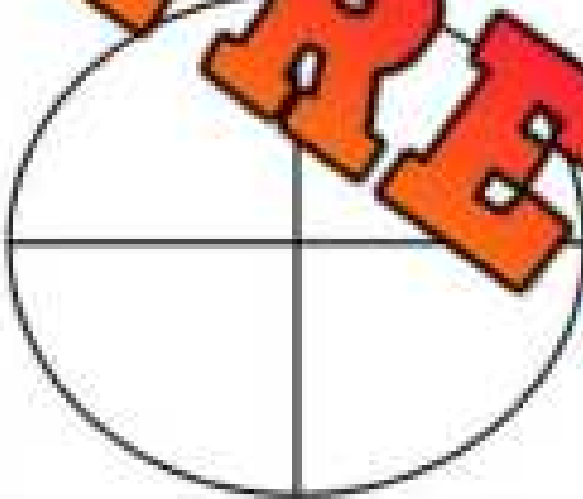
PREVIEW

Pizza Fractions

Directions: Draw the pizzas below based on the customer's requests.

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

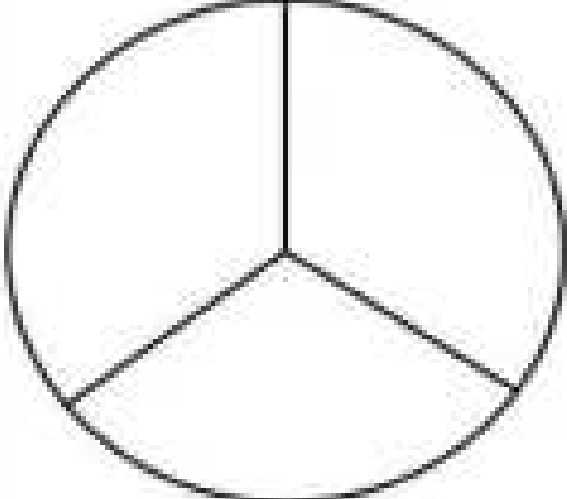
1) One-third of the pizza has bacon, and three-fourths has onion.



Bacon

Onion

2) One-third of the pizza has olives, one-third has bacon, and one-third has mushrooms.







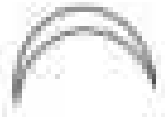

Olives

Bacon

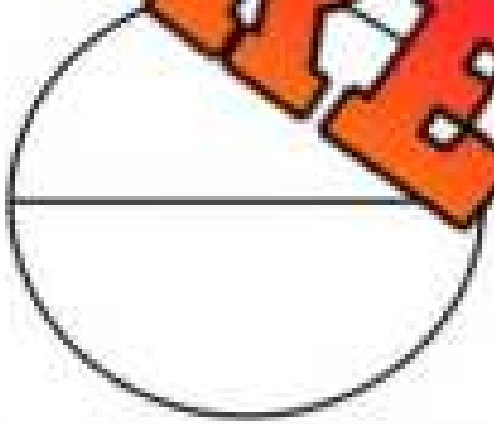
Mushrooms

Pizza Fraction

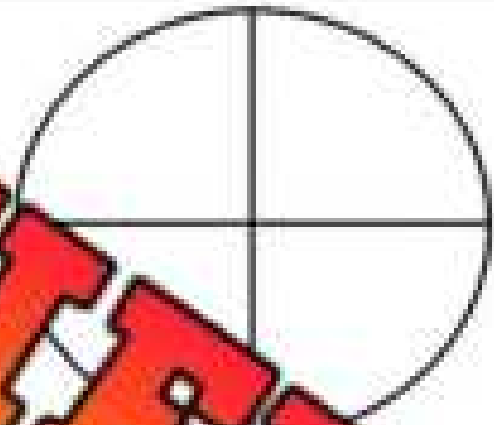
Directions Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

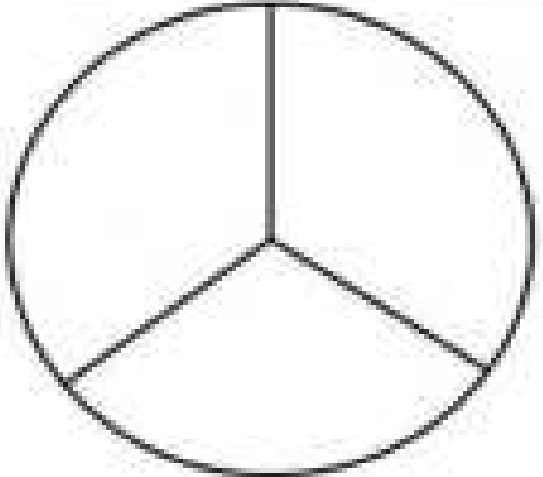
1) One-third pepperoni and one-half bacon



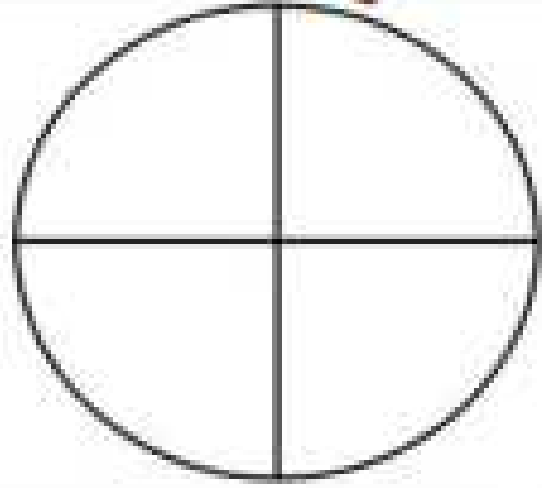
2) One-fourth mushroom and onion and three-fourths bacon and olives



3) One-third bacon and onion, one-third olives and pepperoni and one-third mushroom



4) One-half pepperoni, one-fourth pineapple and one-fourth olives



PREVIEW

Pizza Fractions – My Favourite (Fourths)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?



Topping

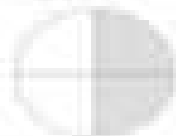
Topping

Topping

Topping

Equivalent Fractions

Equivalent fractions are fractions that have the same value. Visualize this...



Pizza 1



Pizza 2

Your family orders large 2 pizzas. The first one is cut into only 4 slices. The second is cut into 8 slices. You could have 2 slices from pizza 1 and 4 slices from 2 and still have the same amount of pizza.

Question Shade in the fraction and decide if they are equivalent



$$\frac{1}{4}$$

Yes



$$\frac{3}{6}$$

No



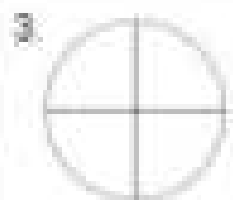
$$\frac{2}{6}$$

Yes



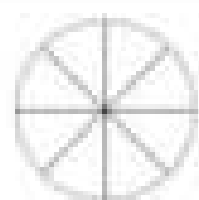
$$\frac{1}{3}$$

No



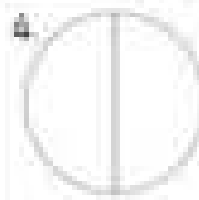
$$\frac{3}{4}$$

Yes



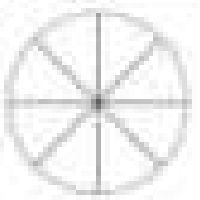
$$\frac{5}{8}$$

No



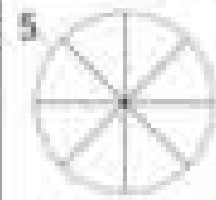
$$\frac{1}{2}$$

Yes



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

No



$$\frac{2}{8}$$

Yes



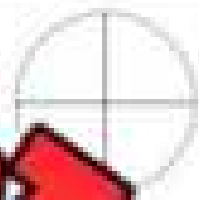
$$\frac{2}{4}$$

No



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

Yes



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

No



$$\frac{3}{6}$$

Yes



$$\frac{1}{3}$$

No



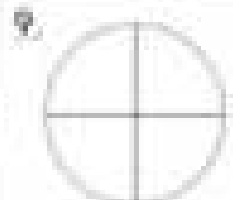
$$\frac{1}{2}$$

Yes



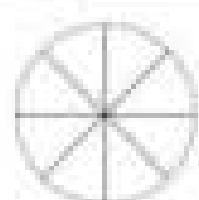
$$\frac{2}{4}$$

No



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

Yes



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

No

Equivalent Fractions

Questions

Shade in the fraction and decide if they are equivalent.

1.



$\frac{1}{3}$



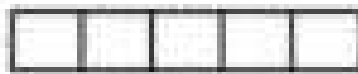
$\frac{2}{4}$

Yes No

2.



$\frac{2}{10}$



$\frac{1}{5}$

Yes No

3.



$\frac{3}{4}$



$\frac{7}{8}$

Yes No

4.



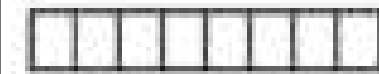
$\frac{1}{6}$



$\frac{4}{8}$

Yes No

5.



$\frac{3}{8}$



$\frac{2}{4}$

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: _____

Number Sense Quiz

Part 1

Round the numbers to the nearest 10

1) 37 → _____

2) 42 → _____

3) 55 → _____

Part 2

Round the numbers to the nearest 100

1) 145 → _____

2) 250 → _____

3) 365 → _____

Part 3

Circle the following numbers: • • •

1)

84

89

97

107

3)

318

381

4)

584

499

5)

847

718

6)

118

953

Part 4

Order the numbers below from least to greatest

128, 119, 125, 153, 222

243, 165, 128, 153

311, 316, 303, 317, 315

740, 743, 729, 733, 746

Part 5

Order the numbers below from greatest to least

311, 316, 303, 317, 315

740, 743, 729, 733, 746

Part 6

Fill in the Blanks by counting by 50s, 100s, and 200s

1)	50	100	150				
2)	100	200	300				
3)	200	400	600				

Part 7

Fair share the cookies below

Four friends are going to share the cookies below. Draw lines from the cookies to each person's plate.

Four friends are going to share the cookies below. Draw lines from the cookies to each person's plate.

Jane Jessica Rachel

How many cookies does each friend get? _____

Part 8

Draw the fractions and then indicate if the fractions are equivalent or not.

<div data-bbox="112 1613 454 1706" style="border: 1px solid black; width: 100%; height: 100%;"></div> <div data-bbox="475 1642 525 1691">$\frac{1}{2}$</div>	<div data-bbox="602 1634 763 1813" style="border: 1px solid black; width: 100%; height: 100%;"></div> <div data-bbox="657 1825 713 1876">$\frac{3}{6}$</div>	<div data-bbox="872 1634 1032 1813" style="border: 1px solid black; width: 100%; height: 100%;"></div> <div data-bbox="938 1825 987 1876">$\frac{1}{4}$</div>	<div data-bbox="1093 1634 1253 1813" style="border: 1px solid black; width: 100%; height: 100%;"></div> <div data-bbox="1159 1825 1209 1876">$\frac{3}{8}$</div>	<div data-bbox="1367 1634 1528 1813" style="border: 1px solid black; width: 100%; height: 100%;"></div> <div data-bbox="1433 1825 1483 1876">$\frac{6}{10}$</div>
_____	_____	_____	_____	_____



Grade 3

Strand: B2 - Operations

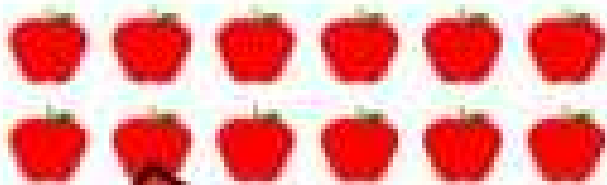


	Curriculum Expectations	Pages That Cover the Expectations
B2.1	Use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations.	102 - 108, 121 - 124, 146 - 149, 156 - 159, 227 - 234
B2.2	Recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts.	102 - 159
B2.3	Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used.	160 - 173, 197 - 204, 226
B2.4	Demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract.	160 - 226
B2.5	Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms.	160, 166 - 197, 202 - 226
B2.6	Represent multiplication of numbers up to 10×10 and division up to $100 \div 10$, using a variety of tools and drawings, including arrays.	102 - 159
B2.7	Represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings.	235 - 247
B2.8	Represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fractional notation.	236 - 247
B2.9	Use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems.	248 - 257

Multiplication - Repeated Addition

Questions

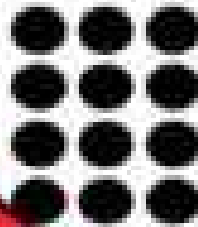
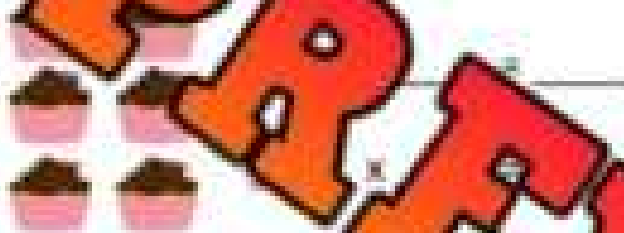
Fill in the blanks below.



6 + 6 = 12 or $6 \times 2 = 12$



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____



_____ + _____ = _____
_____ x _____ = _____

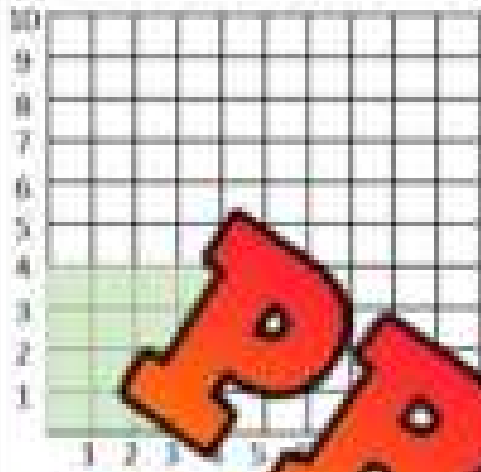


_____ + _____ + _____ = _____
_____ x _____ = _____

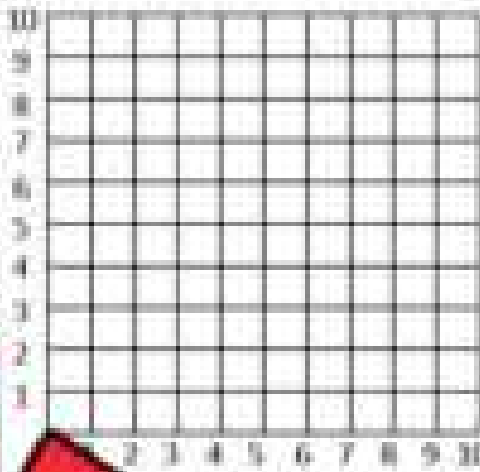
PREVIEW

Multiplication – Arrays**Questions**

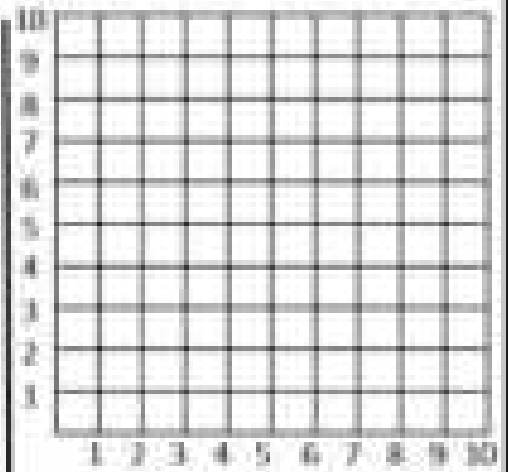
Shade in the arrays using the table. Answer the questions below.



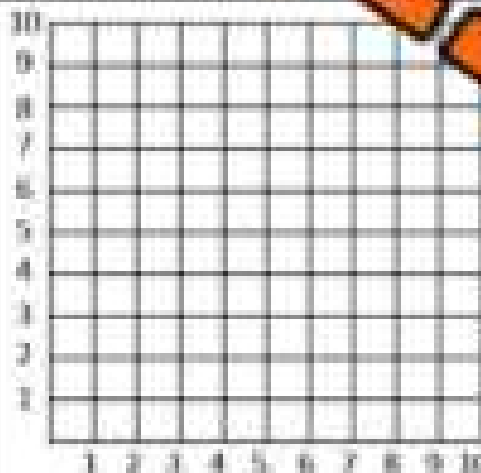
$4 \times 4 =$ _____



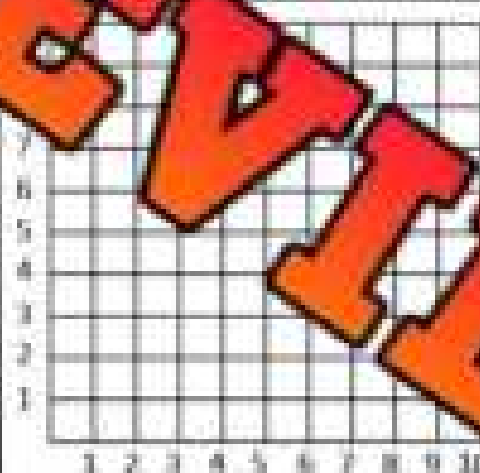
$7 \times 7 =$ _____



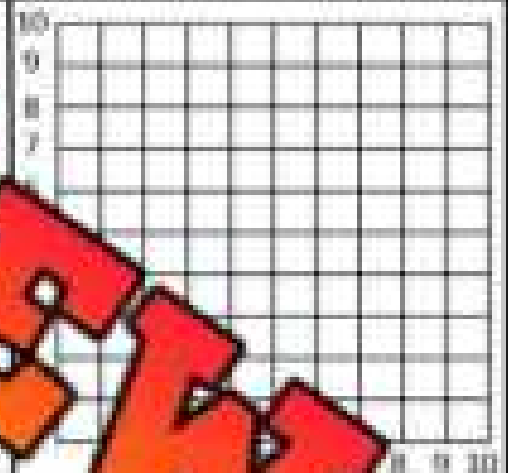
$9 \times 6 =$ _____



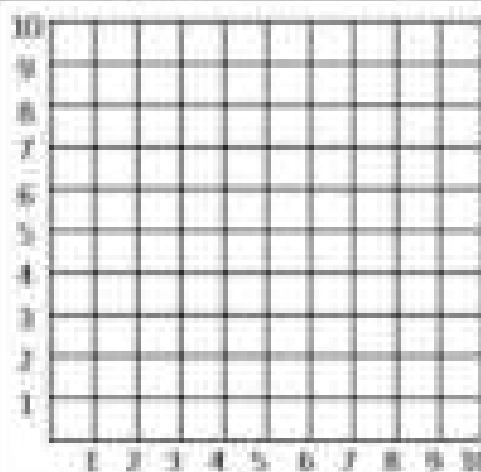
$8 \times 5 =$ _____



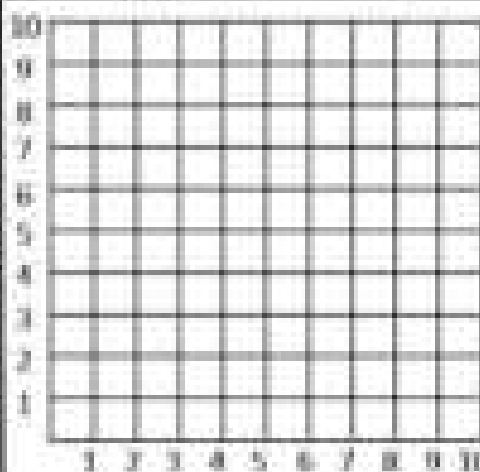
$4 \times 5 =$ _____



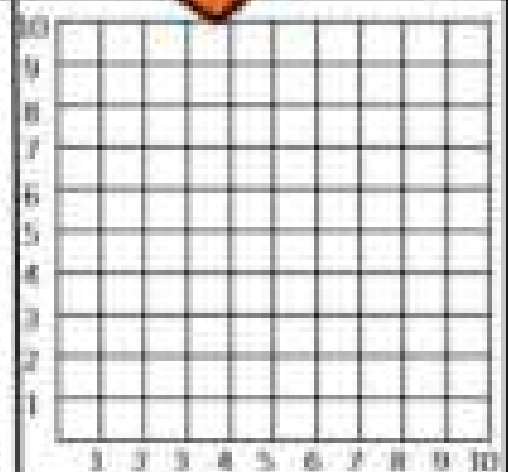
$8 \times 6 =$ _____



$6 \times 3 =$ _____



$6 \times 3 =$ _____



$6 \times 3 =$ _____

PREVIEW

Number Line Multiplication – Repeated Addition

Questions

Fill in the blanks below

$3 \times 3 = 9$



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



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



$6 \times 3 = \underline{\quad}$



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



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



$10 \times 4 = \underline{\quad}$



$4 \times 6 = \underline{\quad}$

**PREVIEW**

Mental Math - Multiplication – Skip Counting

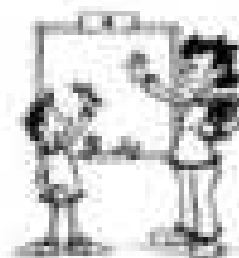
Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



PREVIEW

$$9 \times 3$$

$$6 \times 5$$

$$7 \times 6$$

$$9 \times 5$$

$$4 \times 9$$

$$8 \times 9$$

Mental Math – Multiplication – Doubling and Halving

Directions

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

Example



Option 1: 12×2 or Option 2: 3×8

$$\begin{array}{r} 6 \times 4 \\ \cdot \\ \hline 24 \end{array}$$



	10×4
8×4	5×6
3×8	6×8
10×6	20×4
5×4	20×4

Exit Cards

Cut Out

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

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

PREVIEW

Multiplication Drills – 3s and 4s**Questions**

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

$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$		$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$

PREVIEW

Multiplication – Repeated Addition

Part 1

Fill in the blanks below

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

_____ groups of 2

$$5 + 5 + 5 = \underline{\quad}$$

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

_____ groups of _____

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

_____ groups of _____

$$8 + 8 + 8 = \underline{\quad}$$

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

_____ groups of _____

$$3 + 3 + 3 + 3 + 3 = \underline{\quad}$$

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

_____ groups of _____

$$1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = \underline{\quad}$$

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

_____ groups of _____

$$6 + 6 + 6 + 6 = \underline{\quad}$$

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

_____ groups of _____

_____ groups of _____

Part 2

Answer the question below

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

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

Multiplication Equation - _____ x _____ = _____

Therefore, Billy _____

Multiplication Chart - Patterns



Questions

Fill in the multiplication table below

x:	1	2	3	4	5
1					
2					
3					
4					
5					

PREVIEW

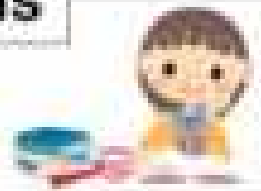
Questions

Answer the questions and colour the chart based on the answers

3×3	5×5	4×2	3×2
1×4	2×1	1×5	3×1
2×5	5×4	3×4	4×4



Multiplication Chart - Patterns

**Questions**

Fill in the multiplication table below

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

PREVIEW

Multiplication Chart - Patterns

**Questions**

Fill in the multiplication table below

x	1	2	3	4	5	6	7	8	9	10
1			3		5		7		9	10
2				8		12		16		
3			9			18			27	30
4	4	8		16			28		36	
5		10	15							
6	6		18		30					60
7		14		28	35	42			63	
8	8	16		32			56	64		80
9			27			54			81	90
10	10	20		40			70		90	

Multiplication Chart - Patterns

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

PREVIEW**Questions**

Follow the instructions below

- 1) Count by 4's and colour the numbers
- 2) Count by 6's and colour the numbers
- 3) Count by 8's and colour the numbers
- 4) Count by 10's and colour the numbers




Multiplication Chart – Patterns

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

PREVIEW

Questions

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

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

Multiplication – Word Problems**Questions**

Draw a picture to represent the problem and then solve



1) Brian buys 4 packages of hot dog buns. Each package has 6 buns in it. How many hot dog buns did he buy?

Answer

Picture

2) Sheldon walks 3 km to school. He goes to school 5 times this week. How many km did he walk this week?

Answer

Picture

Draw a picture to represent a km

3) Hanna scored 4 baskets in each of her last 7 games. How many baskets did she score in all 7 games?

Answer

Picture



Task Cards: Multiplication Facts

Objective

What are we learning about?

To solidify understanding and recall of multiplication facts between 1 and 5 through solving word problems and equations, working collaboratively with a partner in a structured task card format.

Materials What you will need for the activity

- Task cards
- Separate sheet of paper for answers
- Pencils



Instructions

How to run the activity

1. Cut out the 30 task cards.
2. Distribute a set of all 30 task cards to each pair of students. Ensure each pair has their cards shuffled to start.
3. Provide each pair with a recording sheet. The recording sheet should have numbers 1 to 30 where students can write their answers.
4. Explain to students that they will work with their partner to solve each task card. They can discuss and agree on answers before writing them down.
5. Allow the pairs to begin working through the task cards. They can solve them in any order they prefer.
6. If using a timer, set it for 30 minutes to encourage focus and manage classroom time effectively.
7. Once the time is up or all pairs have completed their task cards, review the answers together as a class. Discuss any discrepancies and provide correct solutions.
8. Collect the recording sheets to assess understanding and give individual feedback.

Task Cards

Cut out the task cards below

Task Card 1:

Calculate:
 $1 \times 1 = \underline{\quad}$

Task Card 6:

Solve for y :
 $4 \times y = 12$

Task Card 7:

Calculate:
 $2 \times 2 = \underline{\quad}$

Task Card 3:

Solve:
 $5 \times 5 = \underline{\quad}$

Task Card 8:

There are 4 rows of 4 chairs in a room.
How many chairs are there in total?

Task Card 4:

If you have 5 bags with 3 marbles each, how many marbles do you have in total?

Task

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

Task Card 5:

Find the product:
 $3 \times 3 = \underline{\quad}$

Task Card 10:

A baker bakes 5 trays of cookies with 2 cookies on each tray. How many cookies does he bake?

Task Cards

Cut out the task cards below

Task Card 11:

Find the product:
 $1 \times 5 = \underline{\quad}$

Task Card 16:

Solve:
 $2 \times \underline{\quad} = 4$

Task Card 12:

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

Task Card 17:

Calculate:
 $4 \times 1 = \underline{\quad}$

Task Card 13:

Calculate:
 $3 \times 1 = \underline{\quad}$

Task Card 18:

You have 3 boxes of stickers with 5
stickers in each box. How many stickers
do you have?

Task Card 14:

If each box holds 4 apples and you
have 3 boxes, how many apples do
you have?

Task Card 19:

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

Task Card 15:

Solve:
 $2 \times 3 = \underline{\quad}$

Task Card 20:

Solve for y:
 $5 \times y = 15$

PREVIEW

Task Cards

Cut out the task cards below

Task Card 21:

Calculate:
 $2 \times 1 = \underline{\quad}$

Task Card 26:

There are 2 teams of 4 players each. How many players are there in total?

Task Card 22:

A gardener plants 2 rows of 5 trees each. How many trees are there in all?

Task Card 27:

Solve:
 $3 \times 2 = \underline{\quad}$

Task Card 23:

Solve:
 $1 \times 3 = \underline{\quad}$

Task Card 28:

Solve:
 $2 \times 3 = \underline{\quad}$

Task Card 24:

Solve:
 $1 \times \underline{\quad} = 3$

Task Card 29:

Calculate:
 $1 \times 4 = \underline{\quad}$

Task Card 25:

Calculate:
 $5 \times 1 = \underline{\quad}$

Task Card 30:

A classroom has 5 groups of 3 students each. How many students are there altogether?

PREVIEW

Task Cards: Multiplication**Answers**

Record your answers below.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

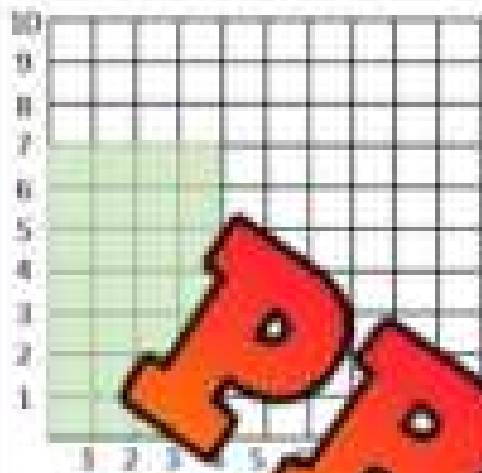
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

PREVIEW

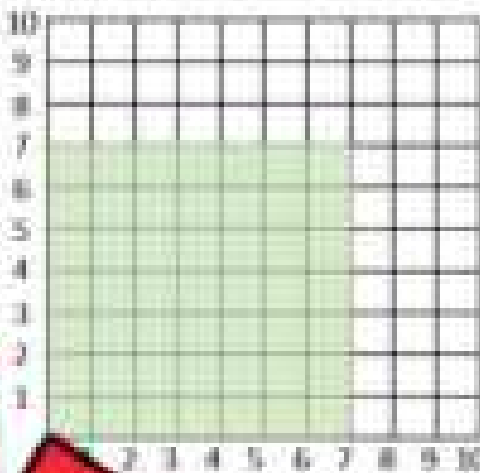
Division – Arrays

Questions

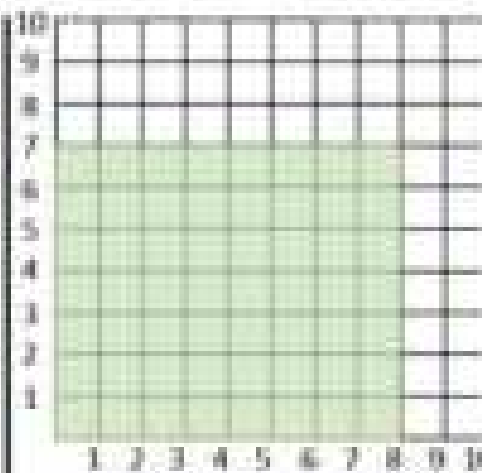
How is the shaded in area divided?



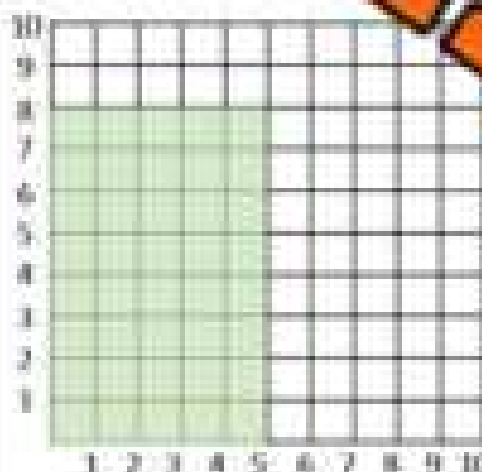
$28 \div 4 =$ _____



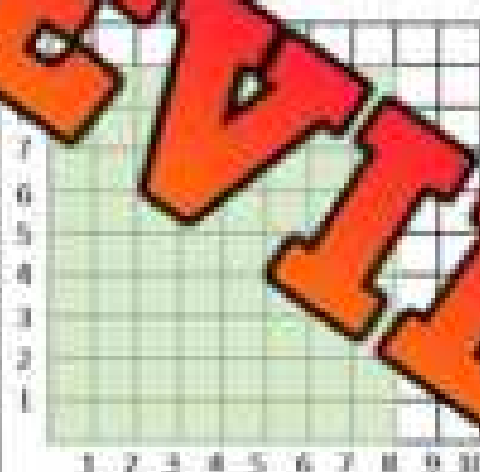
$49 \div 7 =$ _____



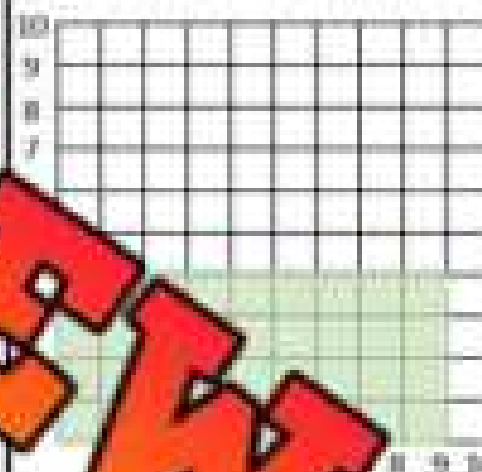
$56 \div 7 =$ _____



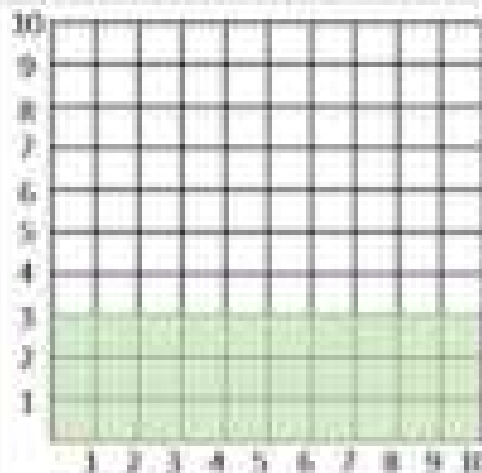
$40 \div 5 =$ _____



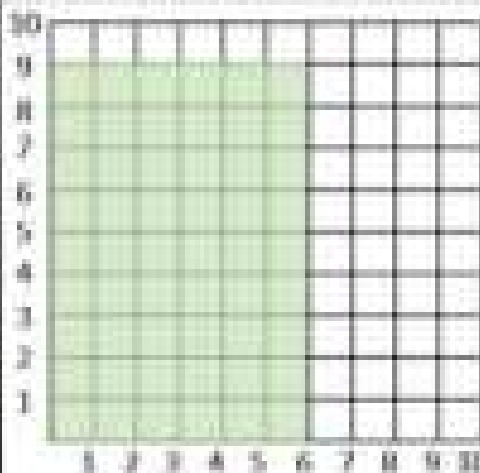
$72 \div 8 =$ _____



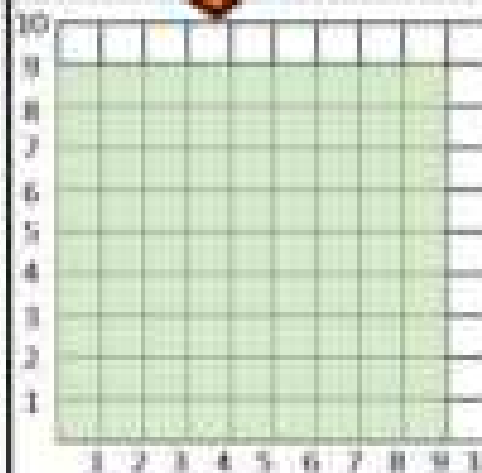
$27 \div 3 =$ _____



$30 \div 3 =$ _____



$54 \div 6 =$ _____




$81 \div 9 =$ _____


PREVIEW


Division – Equal Sharing

Questions

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

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

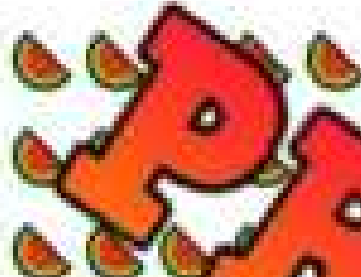
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

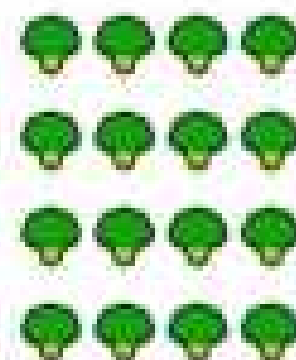
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

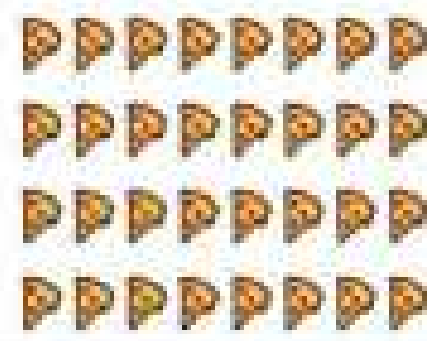
Division – Equal Sharing

Questions

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

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

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

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

Division – Equal Sharing

Questions

Friends are sharing the treats below. Answer the questions.



How many donuts are there?

How many groups do you need to share the donuts?

How many donuts will be in each group?

Write the division sentence.

How many donuts will each person get?



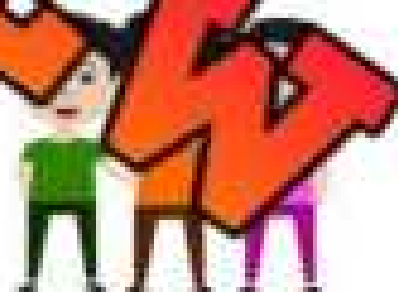
How many cupcakes are there?

How many groups do you need to share the cupcakes?

How many cupcakes will be in each group?

Write the division sentence.

How many cupcakes will each person get?



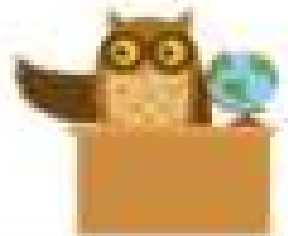
Mental Math – Division – Skip Counting**Directions**

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

$$91 \div 7 = ?$$

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



Blank box for student work.

40 ÷ 5

16 ÷ 4

42 ÷ 6

30 ÷ 5

63 ÷ 7

32 ÷ 8

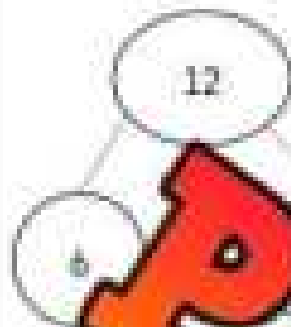
48 ÷ 6

PREVIEW

Multiplication and Division

Questions

Investigate the relationship between multiplication and division.

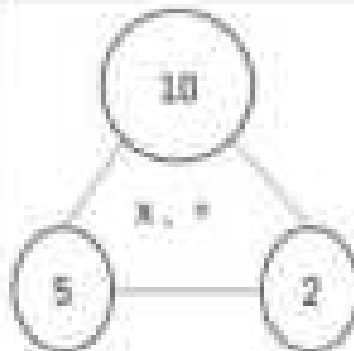


$$6 \times 2 = 12$$

$$2 \times 6 = 12$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$

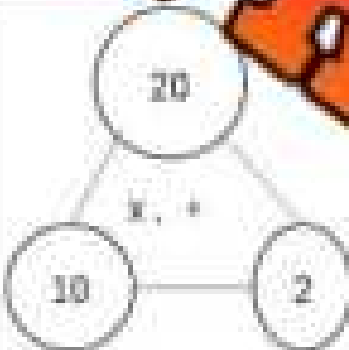


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

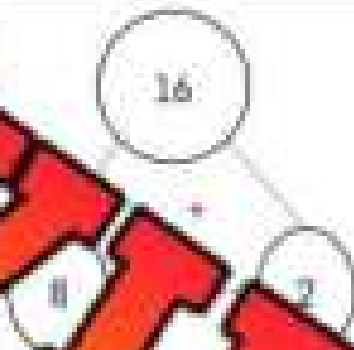


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

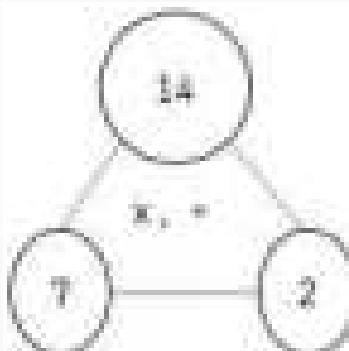


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

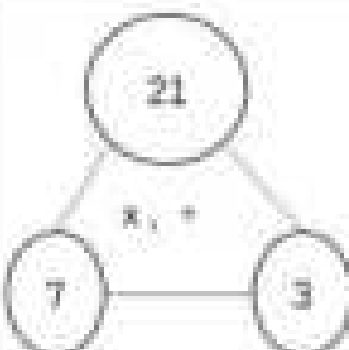


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

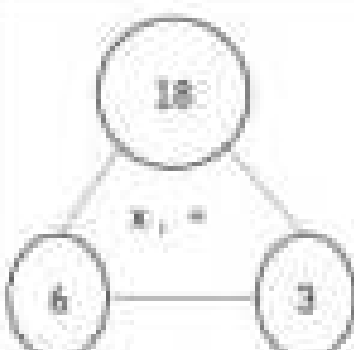


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Division Practice – 2s**Questions**

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

36

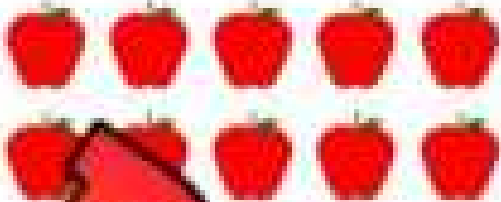
$\begin{array}{r} 2 \\ \div 2 \end{array}$	$\begin{array}{r} 4 \\ \div 2 \end{array}$	$\begin{array}{r} 6 \\ \div 2 \end{array}$	$\begin{array}{r} 8 \\ \div 2 \end{array}$	$\begin{array}{r} 10 \\ \div 2 \end{array}$	$\begin{array}{r} 12 \\ \div 2 \end{array}$
$\begin{array}{r} 14 \\ \div 2 \end{array}$	$\begin{array}{r} 16 \\ \div 2 \end{array}$	$\begin{array}{r} 18 \\ \div 2 \end{array}$	$\begin{array}{r} 20 \\ \div 2 \end{array}$	$\begin{array}{r} 2 \\ \div 2 \end{array}$	$\begin{array}{r} 8 \\ \div 2 \end{array}$
$\begin{array}{r} 10 \\ \div 2 \end{array}$	$\begin{array}{r} 18 \\ \div 2 \end{array}$	$\begin{array}{r} 12 \\ \div 2 \end{array}$	$\begin{array}{r} 14 \\ \div 2 \end{array}$	$\begin{array}{r} 6 \\ \div 2 \end{array}$	$\begin{array}{r} 2 \\ \div 2 \end{array}$
$\begin{array}{r} 4 \\ \div 2 \end{array}$	$\begin{array}{r} 8 \\ \div 2 \end{array}$	$\begin{array}{r} 6 \\ \div 2 \end{array}$	$\begin{array}{r} 4 \\ \div 2 \end{array}$	$\begin{array}{r} 2 \\ \div 2 \end{array}$	$\begin{array}{r} 10 \\ \div 2 \end{array}$
$\begin{array}{r} 18 \\ \div 2 \end{array}$	$\begin{array}{r} 6 \\ \div 2 \end{array}$	$\begin{array}{r} 2 \\ \div 2 \end{array}$	$\begin{array}{r} 8 \\ \div 2 \end{array}$	$\begin{array}{r} 4 \\ \div 2 \end{array}$	$\begin{array}{r} 10 \\ \div 2 \end{array}$
$\begin{array}{r} 2 \\ \div 2 \end{array}$	$\begin{array}{r} 14 \\ \div 2 \end{array}$	$\begin{array}{r} 18 \\ \div 2 \end{array}$	$\begin{array}{r} 12 \\ \div 2 \end{array}$	$\begin{array}{r} 6 \\ \div 2 \end{array}$	$\begin{array}{r} 4 \\ \div 2 \end{array}$

PREVIEW

Multiplication and Division Quiz

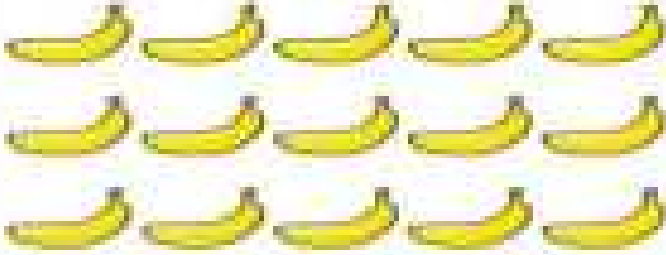
Part 1

Fill in the blanks with the addition and multiplication equations



_____ + _____ = _____

_____ x _____ = _____



_____ + _____ + _____ = _____

_____ x _____ = _____

Part 2

Use the number line to answer the questions

$3 \times 5 =$ _____



$4 \times 2 =$ _____



Part 3

Use repeated subtraction to find the answer

$12 \div 3 =$ _____

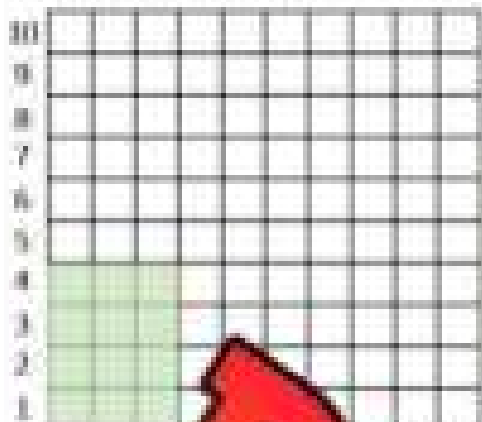


$15 \div 5 =$ _____



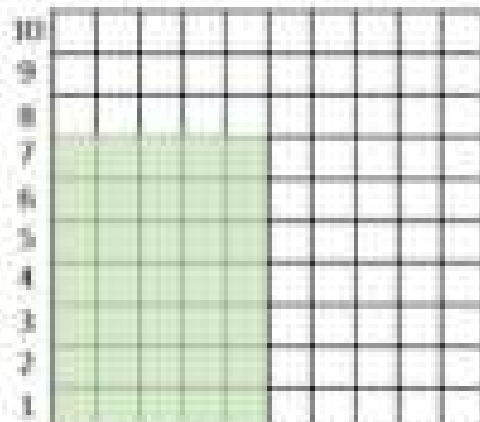
Part 4

How much is shaded in? Answer the questions below



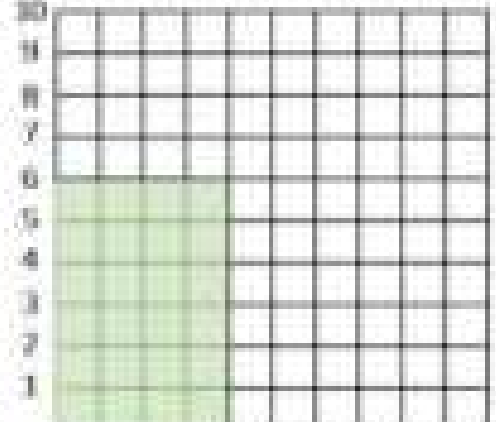
1 2 3 4 5 6 7 8 9 10

$4 \times 5 = \underline{\hspace{2cm}}$



1 2 3 4 5 6 7 8 9 10

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

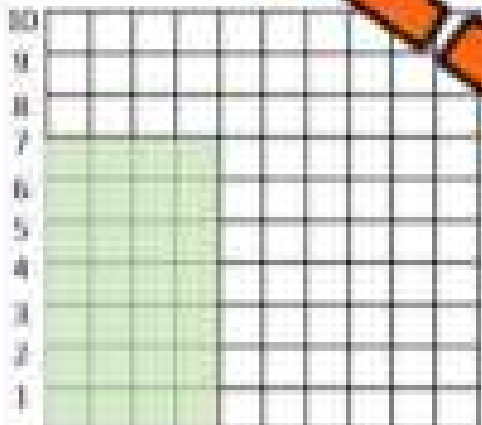


1 2 3 4 5 6 7 8 9 10

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

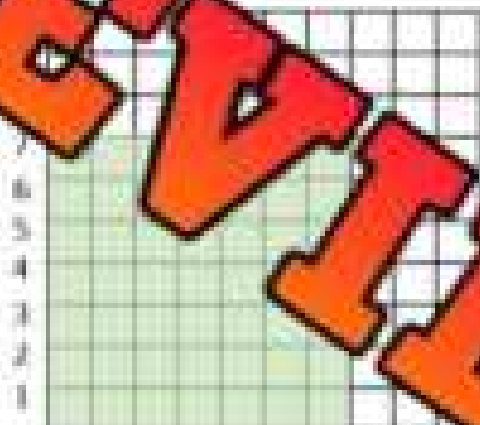
Part 5

How much is shaded in? Is the shaded area divided?



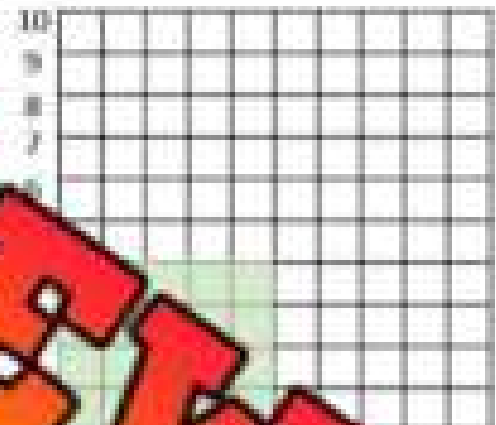
1 2 3 4 5 6 7 8 9 10

$28 \div 4 = \underline{\hspace{2cm}}$



1 2 3 4 5 6 7 8 9 10

$49 \div 7 = \underline{\hspace{2cm}}$

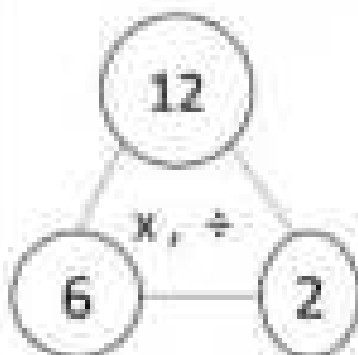


1 2 3 4 5 6 7 8 9 10

$20 \div 4 = \underline{\hspace{2cm}}$

Part 6

Investigate the relationship between multiplication and division

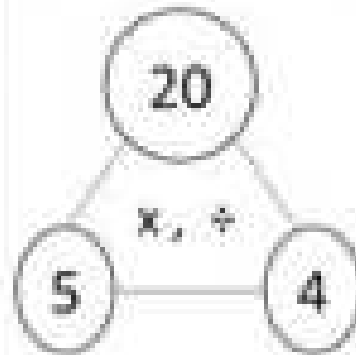


$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Estimate and Add

Part 1

Round these numbers to the nearest ten. Then add the numbers together.

$$\begin{array}{r} 22 \\ + 11 \\ \hline \end{array} \quad \longrightarrow \quad \begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 38 \\ + 32 \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 5 \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 61 \\ + 43 \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

Part 2

Round these numbers to the nearest hundred. Then add the numbers together.

$$\begin{array}{r} 104 \\ + 211 \\ \hline \end{array} \quad \longrightarrow \quad \begin{array}{r} 100 \\ + 200 \\ \hline 300 \end{array}$$

$$\begin{array}{r} \\ + \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 598 \\ + 108 \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} \\ + 48 \\ \hline \end{array} \quad \longrightarrow \quad + \underline{\hspace{2cm}}$$

Part 3

Estimate the numbers to determine approximately how many points he scored.

Tom scores 18 points in his first basketball game. He scores 29 in his second game. Approximately how many points did Tom score in both games combined?

Mental Math – Counting On (Up to 20)

Directions:

1. Circle the higher number on the hundreds chart/number line.
2. Count up by the other number and write down the answer.

Part 1

Use the chart to answer the question.

1) $4 + 5 =$ _____ HUNDREDS CHART	2) $8 + 6 =$ _____ HUNDREDS CHART	3) $8 + 3 =$ _____ HUNDREDS CHART
4) $4 + 4 =$ _____ HUNDREDS CHART	5) $3 + 6 =$ _____ HUNDREDS CHART	6) $2 + 5 =$ _____ HUNDREDS CHART
7) $8 + 8 =$ _____ HUNDREDS CHART	8) $7 + 7 =$ _____ HUNDREDS CHART	9) $9 + 4 =$ _____ HUNDREDS CHART
10) $9 + 9 =$ _____ HUNDREDS CHART	11) $5 + 6 =$ _____ HUNDREDS CHART	12) $8 + 8 =$ _____ HUNDREDS CHART

Part 2

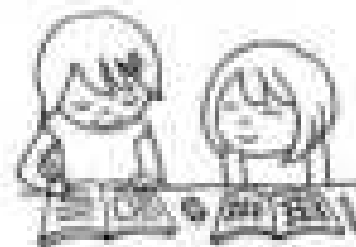
Use the number line to find the answer.

1) $3 + 9 =$ _____ 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
2) $6 + 4 =$ _____ 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
3) $5 + 9 =$ _____ 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Mental Math Strategy – Making Tens

Directions:

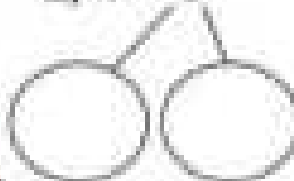
1. Create a ten by taking some from the other number.
2. Add the remaining amount.



1) $5 + 7$

$10 + 2 = 12$

2) $9 + 6$



3) $8 + 9$



_____ + _____ = _____

4) $8 + 8$



_____ + _____ = _____

5) $6 + 7$



_____ + _____ = _____

6) $9 + 8$



_____ + _____ = _____

7) $8 + 12$



_____ + _____ = _____

8) $9 + 8$



_____ + _____ = _____

9) $8 + 7$



_____ + _____ = _____

Mental Math Strategy – Making Doubles

Directions:

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

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

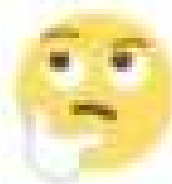


$20 - 10 = 10$ $10 + 10 = 20$	$5 + 6$ $5 + 5 = 10$ $10 + 1 = 11$	$3 + 4$
$4 + 5$	$11 + 10$	
$20 + 21$	$15 + 16$	
$29 + 30$	$31 + 30$	$50 + 51$

Mental Math – Break Into Place Value

Directions:

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



$13 + 12$	$13 + 12$
$14 + 17$	$22 + 23$
$24 + 13$	46
$45 + 41$	$52 + 44$

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

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



$34 + 15$	
$43 + 36$	$64 + 28$
$34 + 58$	
$57 + 53$	$64 + 67$

PREVIEW

Adding – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below.

$$\begin{array}{r} 52 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 136 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ + 115 \\ \hline \end{array}$$

$$\begin{array}{r} 312 \\ + 161 \\ \hline \end{array}$$

$$\begin{array}{r} 516 \\ + 360 \\ \hline \end{array}$$

$$\begin{array}{r} 872 \\ + 121 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ + 317 \\ \hline \end{array}$$

$$\begin{array}{r} 514 \\ + 362 \\ \hline \end{array}$$

$$\begin{array}{r} 915 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 774 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 733 \\ + 40 \\ \hline \end{array}$$

Addition Word Problem – No Regrouping**Questions**

Solve the problems below

1) William walked 403 steps last hour and 245 steps this hour. How many steps did he walk in the last two hours?



2) Spencer had some money in his bank account. He won \$247 in a raffle. How much does he have now?



3) Rob loves to drink juice. Today he drank 540 mL of orange juice and 358 mL of apple juice. How much total juice did Rob drink?



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

**PREVIEW**

Regrouping – Which is Equal?

Questions

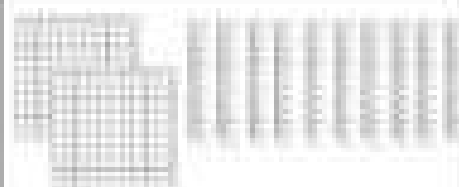
Which is equal to the picture? There may be more than one answer!



- a) 1 ten
- b) 10 ones
- c) 12



- a) 2 tens, 3 ones
- b) 3 tens, 3 ones
- c) 2 tens, 13 ones



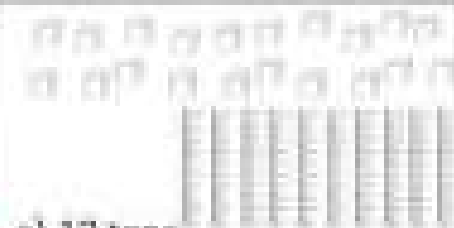
- a) 2 hundreds, 10 tens
- b) 3 hundreds
- c) 12 tens



- a) 20 ones
- b) 1 ten, 10 ones
- c) 20 tens



- a) 20 tens
- b) 2 hundreds, 11 tens
- c) 3 hundreds



- a) 12 tens
- b) 20 ones
- c) 12



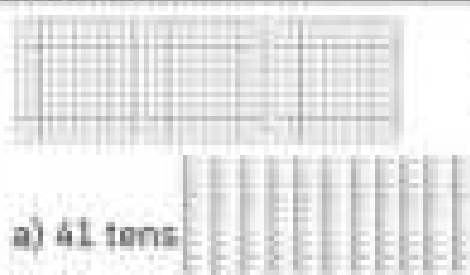
- a) 1 hundred, 11 tens
- b) 2 hundreds, 11 tens
- c) 30 tens



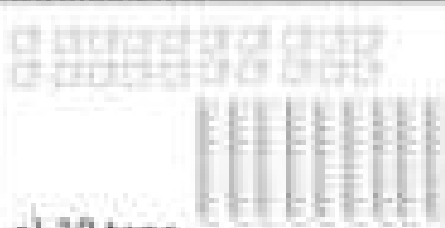
- a) 9 tens, 10 ones
- b) 1 hundred
- c) 10 tens



- a) 14 tens
- b) 1 ten, 4 ones
- c) 14 ones



- a) 41 tens
- b) 41 hundreds
- c) 4 hundreds, 1 ten



- a) 10 tens
- b) 1 hundred, 1 tens
- c) 11 tens

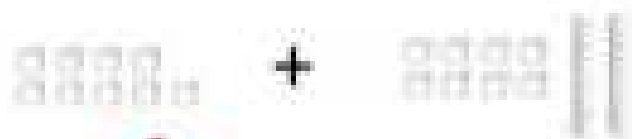


- a) 20 tens
- b) 1 hundred, 11 tens
- c) 210 ones

Adding Base Ten Blocks – Regrouping

Questions

Add up the base ten blocks.

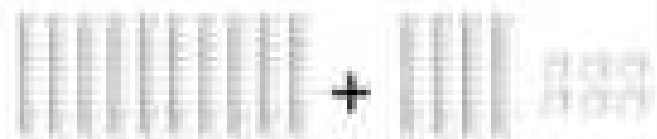


+



+

37



+



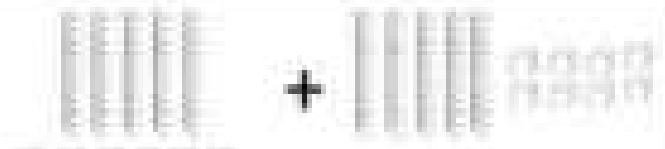
100

+

300

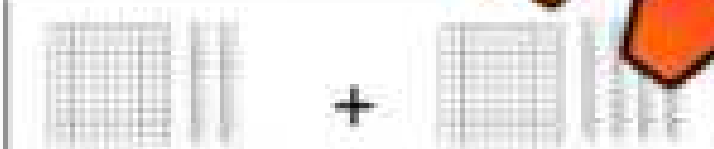


+



+

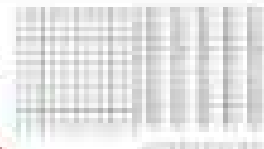
300



+

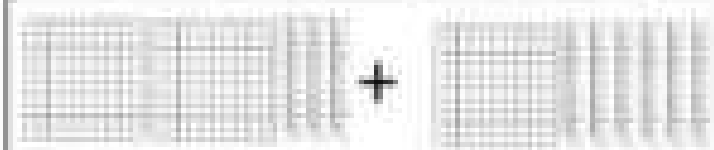


+

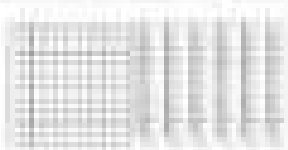


_____ + _____ = _____

_____ + _____ = _____



+

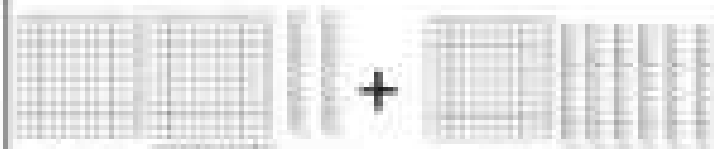


+

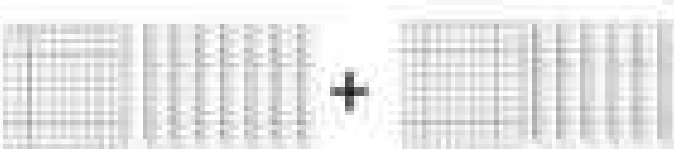
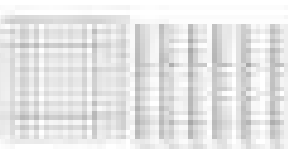


_____ + _____ = _____

_____ + _____ = _____



+



+



_____ + _____ = _____

_____ + _____ = _____

PREVIEW

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
	4	8
+	5	4

	Tens	Ones
	4	8
+	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Tens	Tens	Ones
	6	6	3
+	2	5	3

	Tens	Tens	Ones
	5	6	5
+	3	6	5

	Tens	Tens	Ones
	1	4	2
+	7	7	5

	Tens	Tens	Ones
	1	4	5
+	7	8	5

	Tens	Tens	Ones
	7	6	9
+	7	8	9

	Tens	Tens	Ones
	9	5	8
+	7	6	7

Addition Word Problems - Regrouping

Questions

Solve the problems below

1) Isaac donated \$468 last year to charity. This year, he has donated \$429. How much has Isaac donated in the last two years?



2) A delivery driver drove 428km last week. This week, the driver has driven 371km. How far has the driver driven in the last two weeks?



3) Charlotte ate two cookies today. Each cookie weighed 12g. How many grams of cookies did she eat?



4) Ken ran 354m this morning according to his GPS. He ran 568m after school today. How many total metres did Ken run today?



Math Facts – Adding 2 and 7**Questions**

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

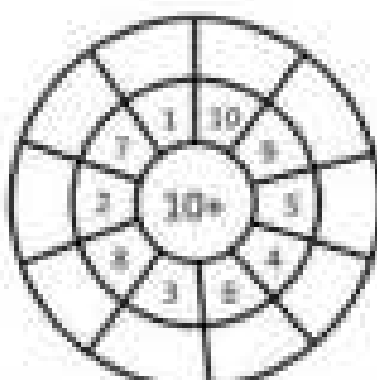
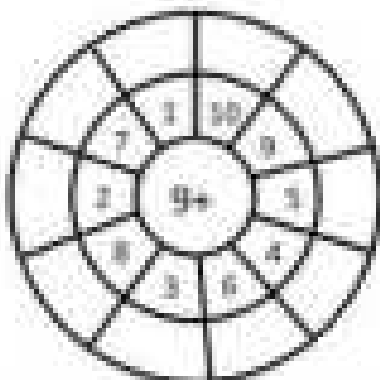
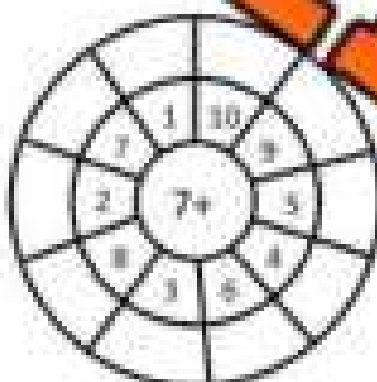
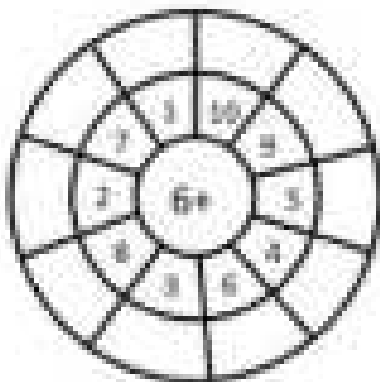
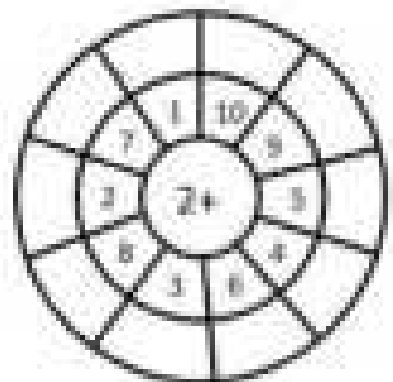
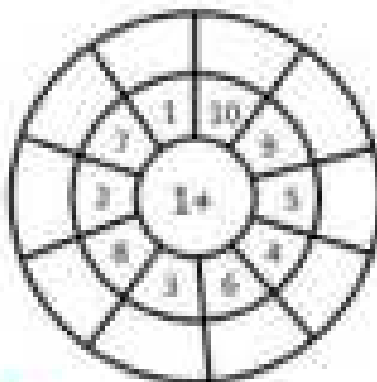
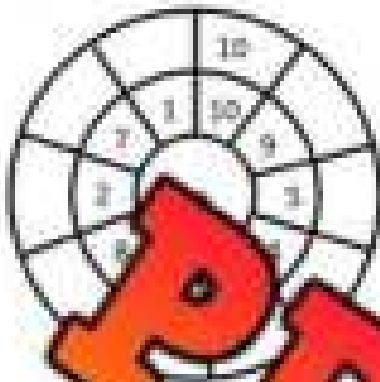
$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$

PREVIEW

Bullseye Math Facts

Questions

Fill in the outer layer of the bullseye



PREVIEW

Estimate and Subtract

Part 1

Round these numbers to the nearest ten. Then subtract the numbers.

$$\begin{array}{r} 32 \longrightarrow 30 \\ - 9 \longrightarrow - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \longrightarrow \\ - 21 \longrightarrow - \\ \hline \end{array}$$

$$\begin{array}{r} \longrightarrow \\ - \longrightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 68 \longrightarrow \\ - 22 \longrightarrow - \\ \hline \end{array}$$

Part 2

Round to the nearest hundred. Then subtract the numbers.

$$\begin{array}{r} 163 \longrightarrow 200 \\ - 113 \longrightarrow - 200 \\ \hline \end{array}$$

$$\begin{array}{r} 500 \longrightarrow \\ - 300 \longrightarrow - \\ \hline \end{array}$$

$$\begin{array}{r} 798 \longrightarrow \\ + 308 \longrightarrow - \\ \hline \end{array}$$

$$\begin{array}{r} 500 \longrightarrow \\ + 292 \longrightarrow - \\ \hline \end{array}$$

Part 3

Estimate the numbers to determine approximately how much is left.

Steve makes \$310 this week at work. He buys a new guitar for \$105.
About how much money does Steve have now?

Subtracting Mental Math – Counting Back

1. Circle the higher number on the hundreds chart/number line.
2. Count back by the other number and write down the answer.

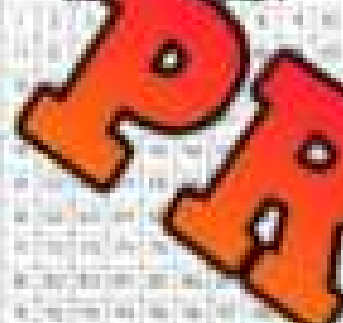


Part 1

Use the charts to answer the questions

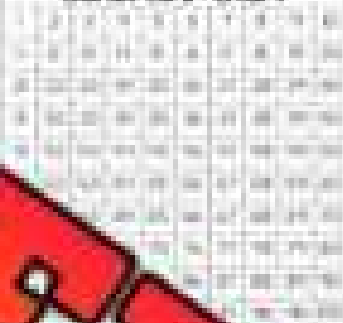
1) $18 - 5 =$ _____

HUNDREDS CHART



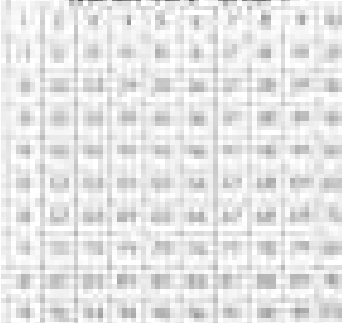
2) $22 - 4 =$ _____

HUNDREDS CHART



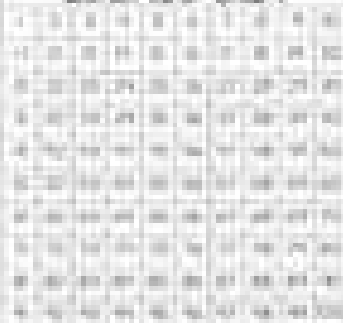
3) $27 - 7 =$ _____

HUNDREDS CHART



4) $43 - 9 =$ _____

HUNDREDS CHART



5) _____

HUNDREDS CHART



6) $93 - 6 =$ _____

HUNDREDS CHART



Part 2

Use the number line to find the answer

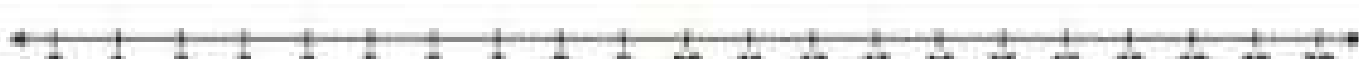
1) $17 - 6 =$ _____



2) $15 - 4 =$ _____



3) $20 - 8 =$ _____



Subtraction Mental Math – Counting Up

Background – Subtraction is simply finding the difference between two numbers

Directions

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

Difference = 11

$18 - 7 =$



$10 - 7 =$



$15 - 12 =$



$14 - 10 =$



$26 - 20 =$



$32 - 24 =$



$38 - 32 =$



PREVIEW

Subtraction Mental Math – Counting Up**Directions:**

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

$24 - 10$

$27 - 15$

Answer

$33 - 21$

$38 - 26$

$49 - 31$

$68 - 55$

$87 - 73$

PREVIEW

Mental Math Strategy – Subtracting in Chunks**Directions:**

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



$64 - 15$

$10 = 54$

$5 = 49$

$56 - 45$

$43 - 35$

$64 - 42$

$57 - 34$

$53 - 23$

$73 - 52$

PREVIEW

Subtracting – No Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below.

$$\begin{array}{r} 53 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ + 111 \\ \hline \end{array}$$

$$\begin{array}{r} 536 \\ + 320 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 631 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 644 \\ + 331 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ + 344 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 467 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 366 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ + 320 \\ \hline \end{array}$$

Subtracting Word Problems – No Borrowing

Questions

Solve the problems below

1) Rachel needs 350 points to get to the next level of her video game. As of now, she has 240 points. How many more points does she need to reach the next level?



2) Sam has \$500 for a new video game system. He bought the system for \$224. How much more money does he have left?



3) A transport driver is 483km away from home. They travel 125km towards home. How far are they from home now?



4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?



Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks.

$24 - 2 = \underline{\quad}$

$53 - 12 = \underline{\quad}$

$35 - 15 = \underline{\quad}$

$46 - 12 = \underline{\quad}$

$63 - 11 = \underline{\quad}$

$82 - 2 = \underline{\quad}$

$178 - 110 = \underline{\quad}$

$134 - 120 = \underline{\quad}$

$223 - 103 = \underline{\quad}$

$325 - 215 = \underline{\quad}$

PREVIEW

Subtraction - Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 26 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ + 116 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 346 \\ + 318 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 356 \\ \hline \end{array}$$

$$\begin{array}{r} 433 \\ + 156 \\ \hline \end{array}$$

$$\begin{array}{r} 244 \\ + 165 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 338 \\ + 159 \\ \hline \end{array}$$

PREVIEW

Subtraction Word Problems – Borrowing

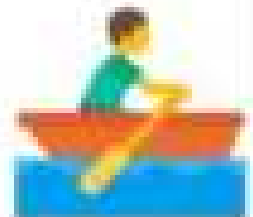
Questions

Solve the problems below

1) Nicole had \$485 to spend on a bike. She picked one that cost her \$396. How much money does she have leftover?



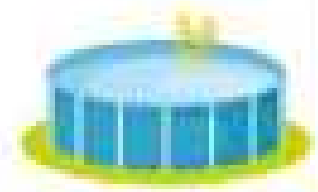
2) Mike is rowing in a race. After 1 minute of the race, Mike had gone 285m. How much more does he need to row?



3) Travis and Kerry had a contest to see who could run the farthest in 5 minutes. Kerry ran 942m and Travis ran 759m. How much more did Kerry run?



4) Jen is filling up her pool with water. The pool can hold 830 litres of water. She has poured 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?



Title: "Subtraction Showdown"**Objective**

What are we learning about?

To enhance students' subtraction skills by engaging the whole class in simultaneous problem-solving, promoting accuracy and speed under pressure.

Materials

What you will need for the activity.

- A deck of number cards ranging from 1 to 999
- Small whiteboards and markers for each pair of students
- A stopwatch
- A bell or chime (optional, for timing)

**Instructions**

How to complete the activity

1. Shuffle the deck of number cards and place it at the front of the classroom.
2. Pair up the students and distribute a whiteboard and marker to each pair.
3. One student from a selected pair draws two numbers from the front of the class.
4. The student displays the numbers to the class, ensuring the numbers are clearly visible.
5. All pairs then work together to determine which number is larger and subtract the smaller number from the larger to avoid negative results.
6. Start the timer, giving students one minute to solve the problem and write their answer on the whiteboard.
7. At the end of the minute, signal with a bell or say "three, two, one, show!" to have all pairs flip their whiteboards simultaneously.
8. Check the answers quickly, and award points to pairs who got the correct answer.
9. Rotate the role of drawing cards so each student gets a turn to pick the numbers.
10. Repeat the process, keeping the activity lively and engaging by maintaining a brisk pace.

Cards

Cut out the cards below

783 276 498 642 157 833

32 706 105 514 889 462

15 943 356 691 875

623 768 403 95

471 15 600 209

826 411 537 111

36 732 20 388 4

259 640 301 915 507 280

754 160 488 911 812 610

48 719 846 104 161 379

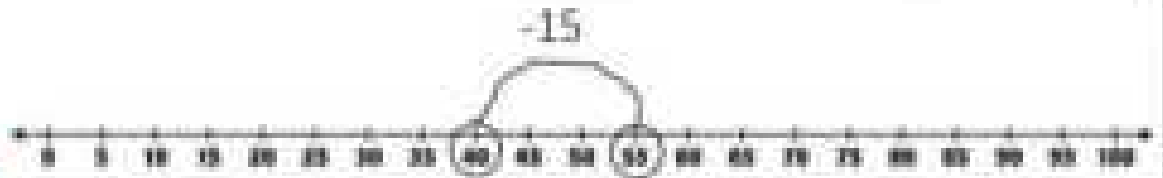
PREVIEW

Number Line Subtraction

Questions

Use the number line to subtract the numbers below

$55 - 15 = 40$



$60 - 10 = \underline{\quad}$



$70 - 30 = \underline{\quad}$



$50 - 35 = \underline{\quad}$



$100 - 20 = \underline{\quad}$



$125 - 25 = \underline{\quad}$



$145 - 55 = \underline{\quad}$



$160 - 45 = \underline{\quad}$



PREVIEW

Math Facts – Subtract By 4 and 5**Questions**

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

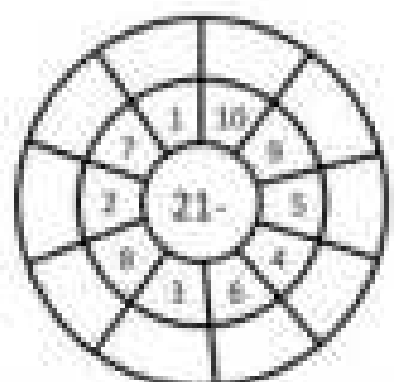
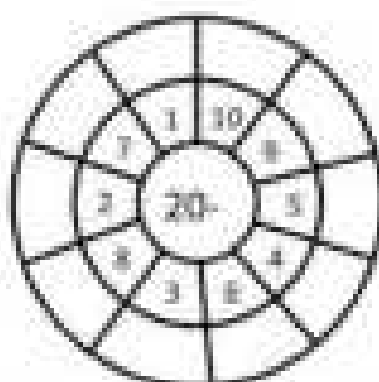
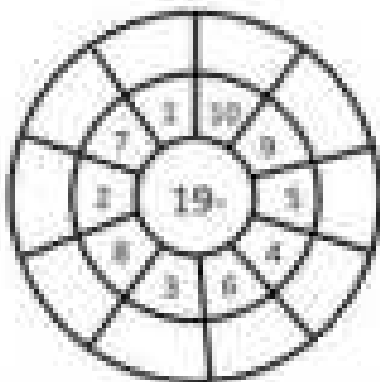
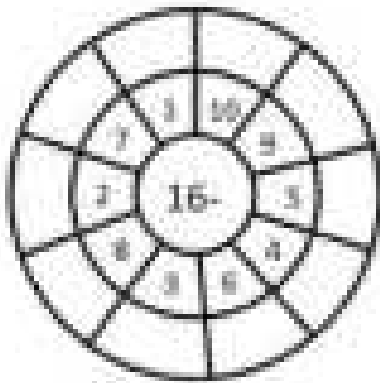
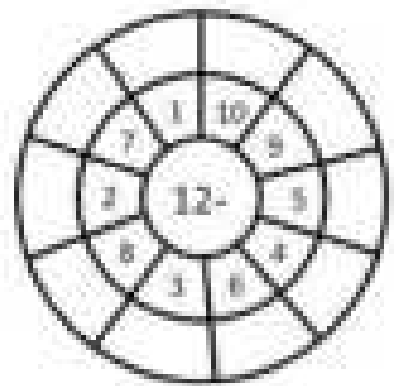
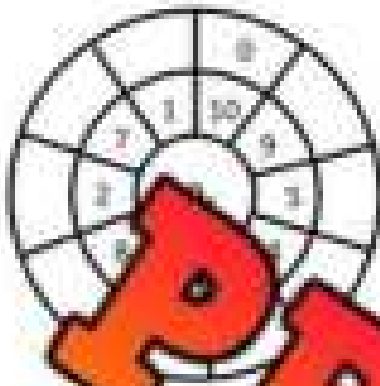
$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$		$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$

PREVIEW

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



PREVIEW

Adding/Subtracting – Inverse Operations**Questions**

Fill in the blanks using the information given to you

1)	$1 + 7 = 8$	2)	$3 + \underline{\quad} = 9$
	$8 - 7 = 1$		$9 - 6 = \underline{\quad}$
3)	$\underline{\quad} + \underline{\quad} = 11$	4)	$7 + \underline{\quad} = 12$
	$11 - \underline{\quad} = \underline{\quad}$		$12 - 5 = \underline{\quad}$
5)	$15 + \underline{\quad} = \underline{\quad}$		$11 + \underline{\quad} = 16$
	$20 - 15 = \underline{\quad}$		$\underline{\quad} - 11 = \underline{\quad}$
7)	$17 + \underline{\quad} = 24$		$\underline{\quad} + \underline{\quad} = 21$
	$24 - 7 = \underline{\quad}$		$\underline{\quad} - 7 = \underline{\quad}$
9)	$10 + \underline{\quad} = 16$	10)	$13 + \underline{\quad} = \underline{\quad}$
	$16 - 6 = \underline{\quad}$		$18 - 5 = \underline{\quad}$
11)	$16 + \underline{\quad} = 22$	12)	$17 + \underline{\quad} = 25$
	$22 - 16 = \underline{\quad}$		$25 - 17 = \underline{\quad}$
13)	$12 + \underline{\quad} = 22$	14)	$10 + \underline{\quad} = 21$
	$22 - 10 = \underline{\quad}$		$21 - 11 = \underline{\quad}$

PREVIEW

Adding and Subtracting Quiz

Part 1

Use the standard algorithm to solve the problems below

1)	Tens	Tens	Ones
			3
+			
<hr/>			

2)	Tens	Tens	Ones
	4	5	2
+	2	3	5
<hr/>			

3)	Tens	Tens	Ones
	6	2	5
+	3	5	4
<hr/>			

4)	Tens	Tens	Ones
	3	4	5
+	6	2	6
<hr/>			

5)	Tens	Tens	Ones
	5	2	4
+	2	5	6
<hr/>			

6)	Tens	Tens	Ones
	4	5	0
+	3	6	9
<hr/>			

7)	Tens	Tens	Ones
	6	5	4
-	5	1	3
<hr/>			

8)	Tens	Tens	Ones
	8	5	3
-	4	4	1
<hr/>			

9)	Tens	Tens	Ones
	7	6	8
-	5	0	2
<hr/>			

PREVIEW

	Jan	Feb	March
Jan	8	4	8
Feb	1	5	7
March			

	Jan	Feb	March
Jan	4	7	3
Feb	1	2	6
March			


	Jan	Feb	March
Jan	5	3	8
Feb	3	4	5
March			

Practice the following questions

1) Mason had \$41 and spent \$41 on new skates. How much money does he have left?



2) Steve has collected 436 hockey cards. He gives 140 cards to his younger brother. How many cards does he have left?



3) Claire has 432 points in a video game. She got 139 more points by beating the next level. How many points does she have now?



4) Hudson played video games for 125 minutes on Monday, 104 minutes on Tuesday, and 138 minutes on Wednesday. How many total minutes did he play video games?



Part 3

Fill in the blank using the information give to you

1)	$2 + \underline{\hspace{2cm}} = 9$	2)	$5 + \underline{\hspace{2cm}} = 12$
	$9 - 7 = \underline{\hspace{2cm}}$		$12 - 7 = \underline{\hspace{2cm}}$
3)	$7 + \underline{\hspace{2cm}} = 11$	4)	$8 + \underline{\hspace{2cm}} = 12$
	$11 - 4 = \underline{\hspace{2cm}}$		$12 - 4 = \underline{\hspace{2cm}}$

Part 4

Write 1 addition and 2 subtraction equations using the numbers. The first one is done for you.

1)	11	2)	15	7	8
Equation 1 (+):		Equation 1 (+):			
Equation 2 (+):		Equation 2 (+):			
Equation 3 (-):		Equation 3 (-):			
Equation 4 (-):		Equation 4 (-):			

Part 5

Round the numbers and then solve

1)	$\begin{array}{r} 332 \longrightarrow \\ + 229 \longrightarrow \\ \hline \end{array}$	2)	$\begin{array}{r} 452 \longrightarrow \\ + 221 \longrightarrow \\ \hline \end{array}$
3)	$\begin{array}{r} 643 \longrightarrow \\ - 327 \longrightarrow \\ \hline \end{array}$	4)	$\begin{array}{r} 838 \longrightarrow \\ - 347 \longrightarrow \\ \hline \end{array}$

Fractions and Repeated Addition

Fractions have two numbers that are important to remember. The **numerator** is the number on top and the **denominator** is the number on the bottom.

$\frac{1}{4}$ → Numerator - How many parts you have

→ Denominator - The total number of parts in the whole

The whole is cut up into 4 equal pieces. The numerator tells us how many pieces are being counted. We can add pieces to our whole by using repeated addition.

Example: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$

Question: _____ numerators but keep the denominator the same

1) $\frac{1}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$

2) $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} = \underline{\hspace{2cm}}$

3) $\frac{3}{12} + \frac{3}{12} + \frac{3}{12} = \underline{\hspace{2cm}}$

4) $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \underline{\hspace{2cm}}$

5) $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} = \underline{\hspace{2cm}}$

Repeated Addition & Multiplying Fractions

Part 1

Add and multiply the fractions below

Adding Fractions	Multiplying Fractions
1) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$	$4 \times \frac{1}{6} = \frac{4}{6}$
2) $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} = \underline{\hspace{2cm}}$	$3 \times \frac{2}{10} = \underline{\hspace{2cm}}$
3) $\frac{3}{12} + \frac{3}{12} + \frac{3}{12} + \frac{3}{12} = \underline{\hspace{2cm}}$	$4 \times \frac{3}{12} = \underline{\hspace{2cm}}$
4) $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \underline{\hspace{2cm}}$	$\frac{1}{2} \times \frac{1}{2} = \underline{\hspace{2cm}}$

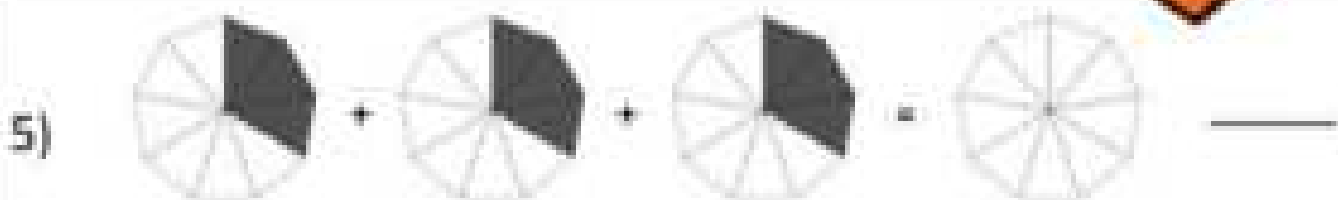
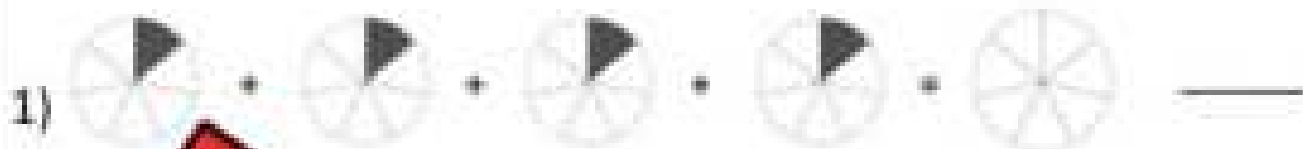
Part 2

Write the corresponding addition or multiplication.

Adding Fractions	Multiplying Fractions
1) $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
2) _____	$3 \times \frac{3}{12} = \underline{\hspace{2cm}}$
3) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Fractions and Repeated Addition**Questions**

Shade in the last fraction shape and write the fraction using the line

**PREVIEW**

Comparing Common Denominators

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

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



Part 1

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

$\frac{2}{5}$ <input type="text"/>	$\frac{6}{8}$ <input type="text"/> $\frac{5}{8}$	$\frac{2}{7}$ <input type="text"/> $\frac{3}{7}$	$\frac{6}{10}$ <input type="text"/> $\frac{5}{10}$
$\frac{5}{5}$ <input type="text"/>	$\frac{4}{9}$ <input type="text"/> $\frac{4}{9}$	$\frac{5}{7}$ <input type="text"/> $\frac{6}{7}$	$\frac{7}{9}$ <input type="text"/> $\frac{4}{9}$
$\frac{2}{2}$ <input type="text"/> $\frac{1}{2}$	$\frac{5}{6}$ <input type="text"/> $\frac{4}{6}$	$\frac{5}{5}$ <input type="text"/> $\frac{6}{5}$	$\frac{2}{4}$ <input type="text"/> $\frac{4}{4}$

Part 2

Put the fractions in order from least to greatest.

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

Part 3

Answer the word problem below.

On Wednesday, $\frac{7}{9}$ kids played basketball for free time. On Friday, $\frac{1}{9}$ kids played basketball in their free time. Which day had a greater fraction of kids playing basketball?

Ordering Fractions With Common Denominators**Questions:**

Put the fractions in order from least to greatest.

1) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{0}{5}$ $\frac{4}{5}$ $\frac{3}{5}$ $\frac{5}{5}$

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

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

4) $\frac{9}{9}$ $\frac{6}{9}$ $\frac{7}{9}$ $\frac{1}{9}$

5) $\frac{3}{10}$ $\frac{8}{10}$ $\frac{10}{10}$ $\frac{7}{10}$ $\frac{4}{10}$

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

7) $\frac{6}{12}$ $\frac{9}{12}$ $\frac{10}{12}$ $\frac{7}{12}$ $\frac{4}{12}$ $\frac{2}{12}$

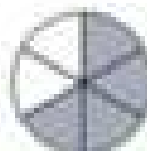
PREVIEW

Same Numerator / Different Denominator

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



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



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

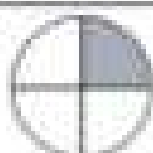
The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you had to choose, you would rather have $\frac{4}{6}$ slices of pizza, than $\frac{4}{8}$. Therefore, $\frac{4}{6}$ is bigger than $\frac{4}{8}$. In this example, the whole is the same size. This means the pizza is the same size. We can compare fractions that have the same numerator.

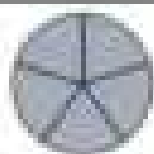
Questions

Circle which one is bigger.

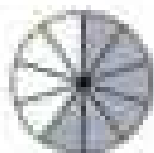
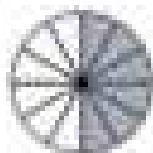
1)



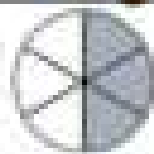
2)



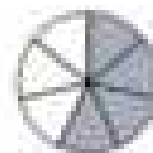
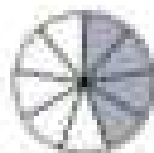
3)



4)



5)



Same Numerator / Different Denominator

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

Part 1

Compare the fractions using < > =

1) $\frac{2}{4}$ <input type="checkbox"/> $\frac{5}{5}$	2) $\frac{5}{5}$ <input type="checkbox"/> $\frac{5}{5}$	3) $\frac{3}{5}$ <input type="checkbox"/> $\frac{3}{7}$	4) $\frac{6}{10}$ <input type="checkbox"/> $\frac{6}{12}$
5) $\frac{3}{8}$ <input type="checkbox"/> $\frac{3}{5}$	6) $\frac{4}{9}$ <input type="checkbox"/> $\frac{5}{9}$	7) $\frac{5}{9}$ <input type="checkbox"/> $\frac{5}{7}$	8) $\frac{7}{8}$ <input type="checkbox"/> $\frac{7}{9}$
9) $\frac{8}{10}$ <input type="checkbox"/> $\frac{8}{12}$	10) $\frac{5}{8}$ <input type="checkbox"/> $\frac{5}{10}$	11) $\frac{5}{12}$ <input type="checkbox"/> $\frac{5}{9}$	12) $\frac{2}{9}$ <input type="checkbox"/> $\frac{2}{5}$

Part 2

Put the fractions in order from least to greatest.

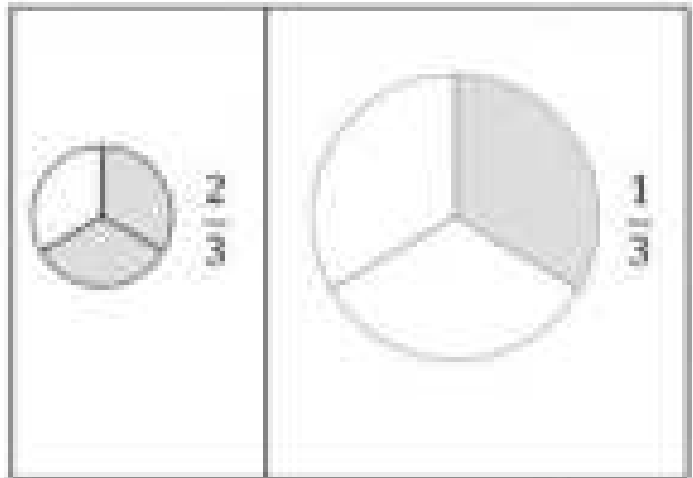
$\frac{4}{4}$	$\frac{4}{8}$	$\frac{4}{9}$	$\frac{4}{5}$	$\frac{4}{10}$	$\frac{4}{6}$	$\frac{4}{7}$	$\frac{4}{11}$
---------------	---------------	---------------	---------------	----------------	---------------	---------------	----------------

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

Comparing Fractions – Different Wholes

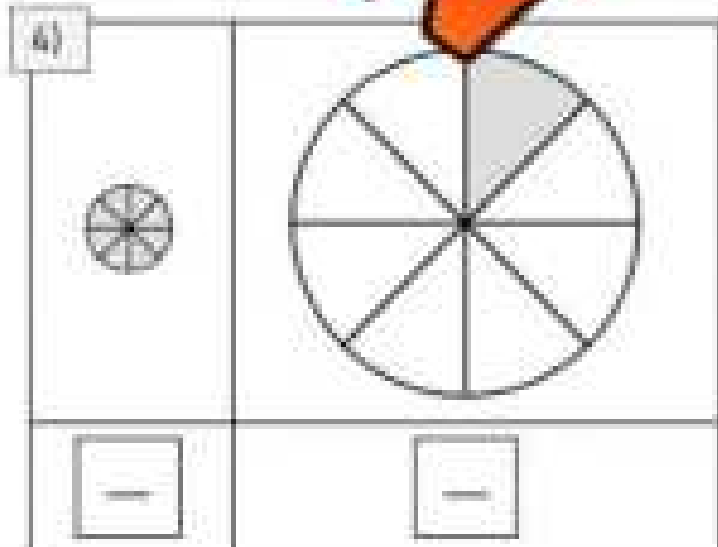
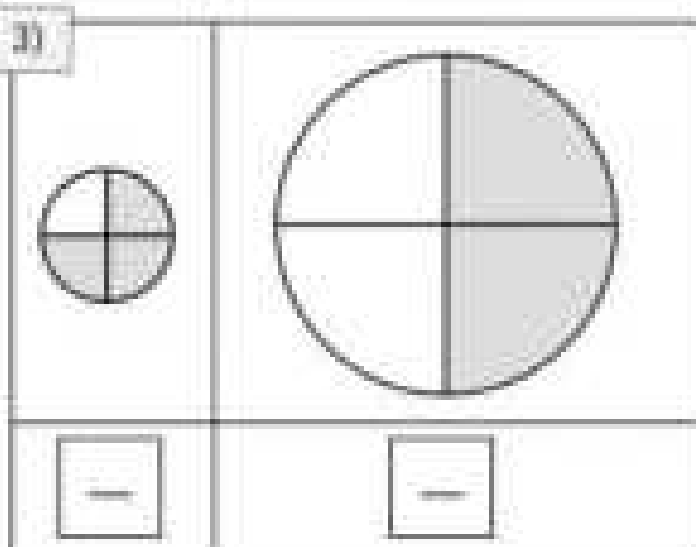
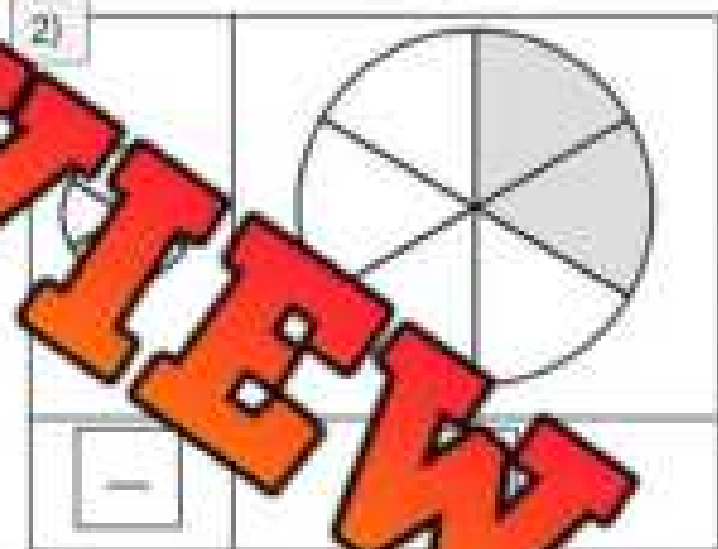
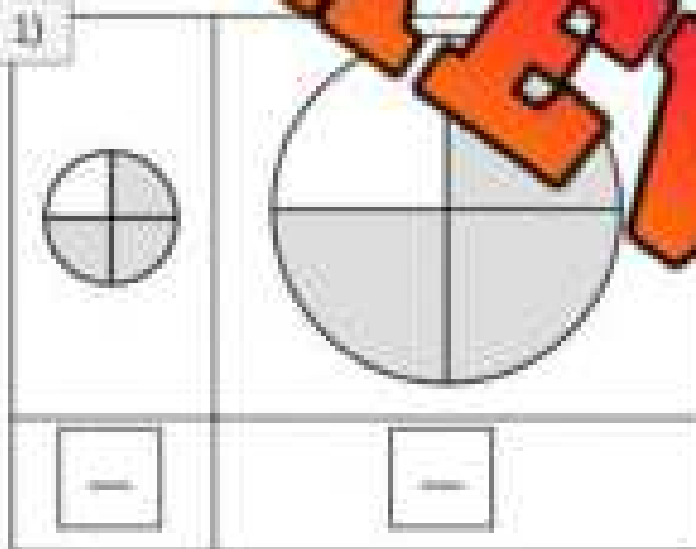
The size of the whole is important when we compare fractions. Two thirds ($\frac{2}{3}$) of a small pizza could be smaller than one third ($\frac{1}{3}$) of an extra-large pizza. Check out the example.

When the fractions are the same, but the wholes are different, we can compare them by looking at the size of the whole.



Questions

Write the fraction and circle which one is bigger.


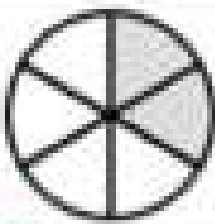


Quiz - Comparing Fractions

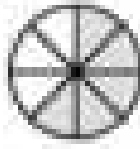
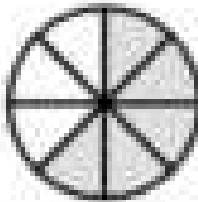
Part 1

Write the fraction and circle which one is bigger

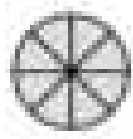

1)

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


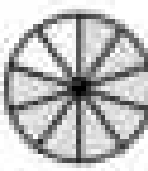
2)

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

3)

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

4)

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

Part 2

Compare the fractions using < > =

1) $\frac{2}{5}$ <input type="text"/> $\frac{2}{5}$	2) $\frac{3}{6}$ <input type="text"/> $\frac{5}{6}$	3) $\frac{3}{4}$ <input type="text"/> $\frac{3}{7}$	4) $\frac{2}{10}$ <input type="text"/> $\frac{2}{12}$
5) $\frac{3}{8}$ <input type="text"/> $\frac{3}{8}$	6) $\frac{4}{9}$ <input type="text"/> $\frac{4}{5}$	7) $\frac{5}{7}$ <input type="text"/> $\frac{4}{7}$	8) $\frac{2}{8}$ <input type="text"/> $\frac{7}{8}$

Ratio

A ratio shows the relationship between two amounts.

Example



The ratio of apples to bananas is 1:7. For every apple you have, you have 7 bananas.

Questions

Write the ratios for the questions below



The ratio of cookie to cupcake is _____



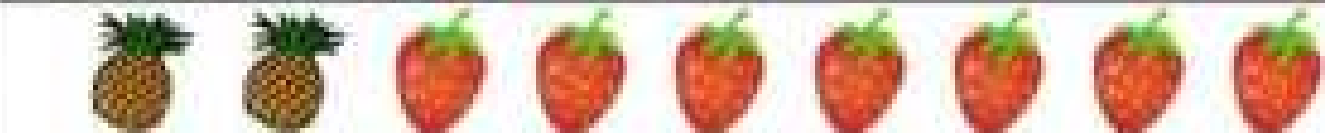
The ratio of tomato to onion is _____



The ratio of pizza to drink is _____



The ratio of burger to fries is _____



The ratio of pineapple to strawberries is _____



The ratio of bread to jam is _____

PREVIEW

Ratios Word Problems – At The Zoo

Questions

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

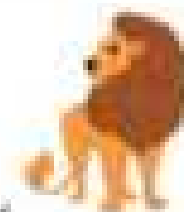
1) At the zoo, the ratio of gorillas to monkeys is 1:5. There are 5 gorillas in the zoo. How many monkeys are there?



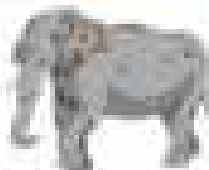
2) At the zoo, the ratio of lizards to snakes is 1:4. There are 20 lizards. How many snakes are there?



3) a) At the zoo, the ratio of lions to elephants has to be 1:2. There are 10 lions. How many elephants are there?



b) The zoo released 3 lions back to the wild. How many elephants should they have now?




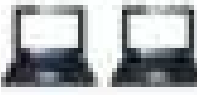
Equivalent Ratios – Scaling Up and Down

A ratio shows the relationship between two amounts.

Example  

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

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

 	Scaled Up	Scaled Down
<p>The ratio of skates to pucks is: _____</p>		
 	Scaled Up	Scaled Down
<p>The ratio of laptops to televisions is: _____</p>		
 	Scaled Up	Scaled Down
<p>The ratio of erasers to pencils is: _____</p>		
 	Scaled Up	Scaled Down
<p>The ratio of juice to chips is: _____</p>		
 	Scaled Up	Scaled Down
<p>The ratio of basketballs to soccer balls is: _____</p>		

Equivalent Ratios – Scaling Up and Down

Instructions

Circle two equivalent ratios for each of the questions below

1) 1:2	2:6	4:8	4:16	1:4	5:10
2) 1:2	2:10	3:20	4:10	3:15	1:5
3) 1:10	2:20	10:50	5:100	1:5	1:2
4) 2:4	1:6	4:7	1:4	1:2	1:3
5) 10:20	5:10	5:15	5:20	10:30	10:40
6) 5:10	1:2	5:20	10:10	10:20	10:30
7) 2:10	1:10	1:5	3:20	5:10	6:30
8) 10:50	10:60	1:5	20:20	20:100	30:100

PREVIEW

Memory Game: Matching Equivalent Ratios

Objective

What are we learning about?

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

Material

What you will need for the activity:

- Memory game cards. Each card will have a different ratio. One can be paired to another equivalent ratio.
- A small table or clear floor 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 or clear floor space.
3. The students take turns flipping over two cards at a time, trying to find a matching equivalent ratio.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the equivalent fractions with the class.

Cards

Memory Game Cards

10:30

5:15

PREVIEW

6:12

8:32

9:8

14:28

7:14

16:40

4:10

Name: _____

Cards

Memory Game Cards

20:50

4:10

PREVIEW

5:10

18:27

6:9

21:42

3:6

24:36

8:12

Cards

Memory Game Cards

72:108

6:9

PREVIEW

75:100

4:5

3:4

90:100

9:10

70:100

7:10

Cards

Memory Game Cards

45:90

5:10

PREVIEW

47:94
48:96

6:12

6:12

54:108

9:18

60:90

4:6

Grade 3

C1. Patterns and Relationships

	Curriculum Expectations	Pages That Cover the Expectations
C1.1	identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts	5 - 32, 85 - 86
C1.2		78,
C1.3	determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations	33 - 51, 65 - 78, 82 - 91
C1.4	create and describe patterns to illustrate relationships among whole numbers up to 1000	6, 9 - 14, 52 - 64, 79 - 81

Preview of 120 pages from
this product that contains
373 pages total.

Name: _____

Repeating Patterns










































Part 1

Continue the repeating patterns below by drawing more objects

						_____	_____	_____	_____	_____
					_____	_____	_____	_____	_____	_____
					_____	_____	_____	_____	_____	_____
						_____	_____	_____	_____	_____

Part 2

Check out the repeating AB patterns below A and B:

										_____	_____	_____	_____	_____	
									_____	_____	_____	_____	_____	_____	
											_____	_____	_____	_____	_____
											_____	_____	_____	_____	_____

Repeating Patterns – Changing Orientation

Part 1

Continue the repeating patterns below with three more shapes



Part 2

Draw repeating patterns using the shape in a different position

1)

2)

3)

4)

PREVIEW

Increasing Patterns – Shapes

Questions

Draw the last part of the pattern

1)		
2)		
3)		
4)		
5)		
6)		

PREVIEW

Increasing Patterns – Shapes

Questions

Draw the next line of the increasing pattern

1) Draw the next line in the pattern.



Answer

2) Draw the next line in the pattern.



Answer

3) Draw the next line in the pattern.



4) Draw the next line in the pattern.

Answer

5) Draw the next line in the pattern.

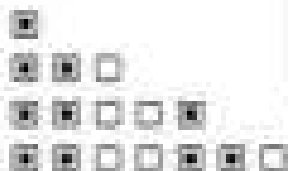


Answer

6) Draw the next line in the pattern.

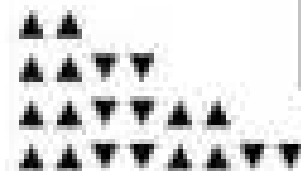


7) Draw the next line in the pattern.

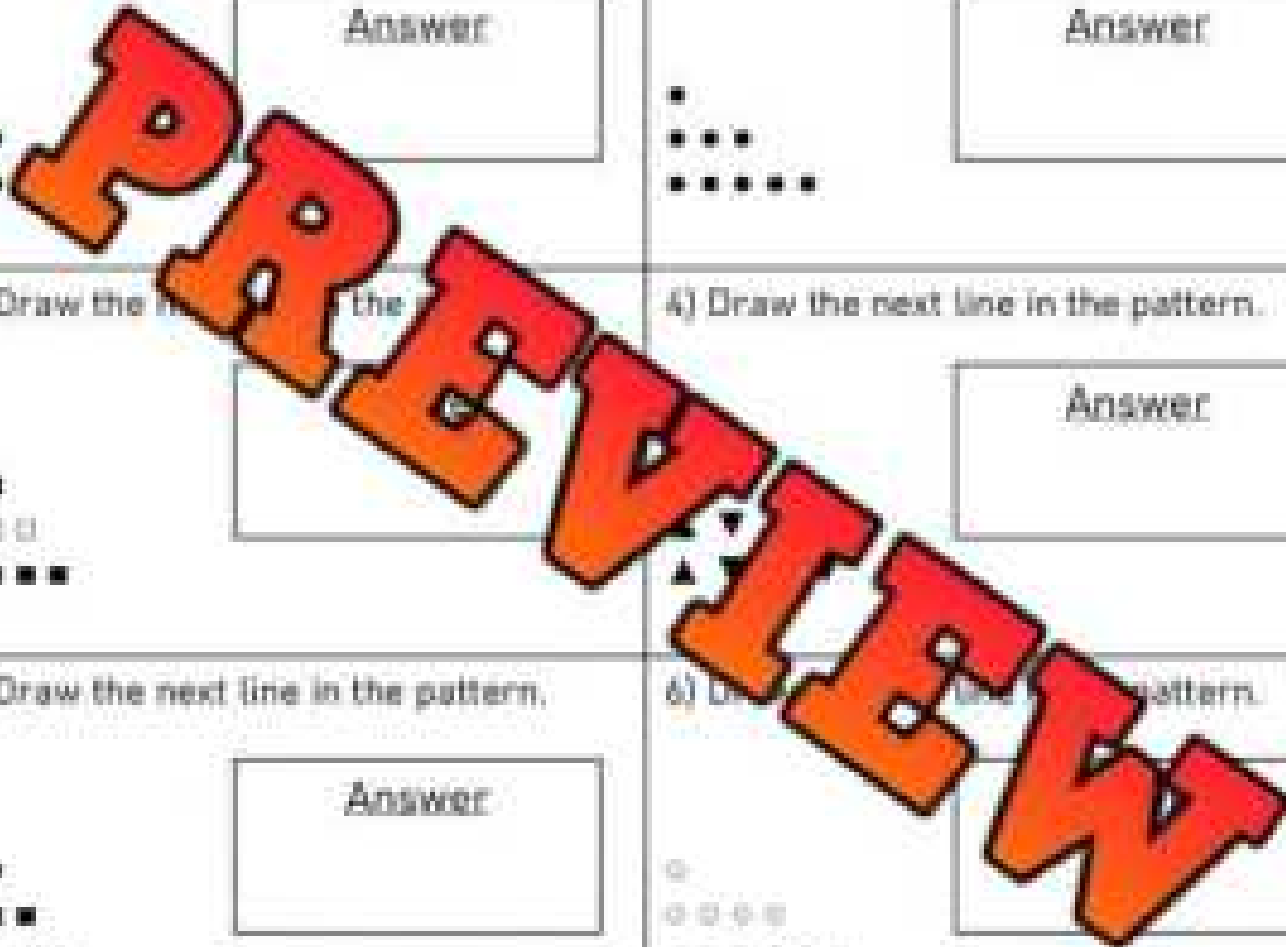


Answer

8) Draw the next line in the pattern.



Answer



Exit Cards

Cut Out

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

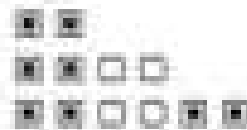
Name: _____

Draw the next 2 lines in the pattern.



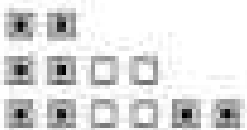
Name: _____

Draw the next 2 lines in the pattern.



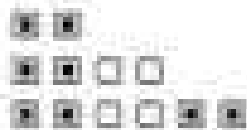
Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.



















PREVIEW

Increasing Patterns – Shapes







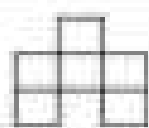


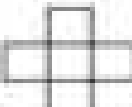
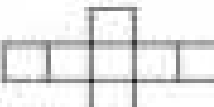
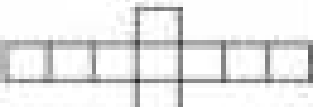



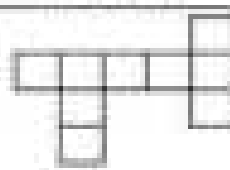
Part 1

Shade in the block that was added to the pattern

1)				
2)				
3)				
4)				

Part 2

Shade in the two blocks that were added to the pattern

1)				
2)				
3)				
4)				

Mayan Number System Patterns

Analyze

Check out the Mayan Number System below. Write what you notice about the patterns found in the number system.

	•	••	•••	••••
0	1	2	3	4
—	••	•••	••••	
5	6	7	8	9
—	••	•••	••••	
10	11	12	13	14
—	••	•••	••••	
15	16	17	18	19
•	•	•	•	
	•	••	—	•••
20	21	22	30	33

1) What do you think the dots mean?

2) What do you think the shells mean?

3) What do you think the lines mean?

4) How are some dots different? Do they have a special value? Explain.

5) Write the symbols for the numbers below.

Number	Symbol	Number	Symbol
1) 0		5) 45	
2) 5		6) 52	
3) 12		7) 67	
4) 27		8) 91	

Quilting Repeating Pattern

Draw

Continue the pattern by drawing the replica of what you see multiple times

1)

2)

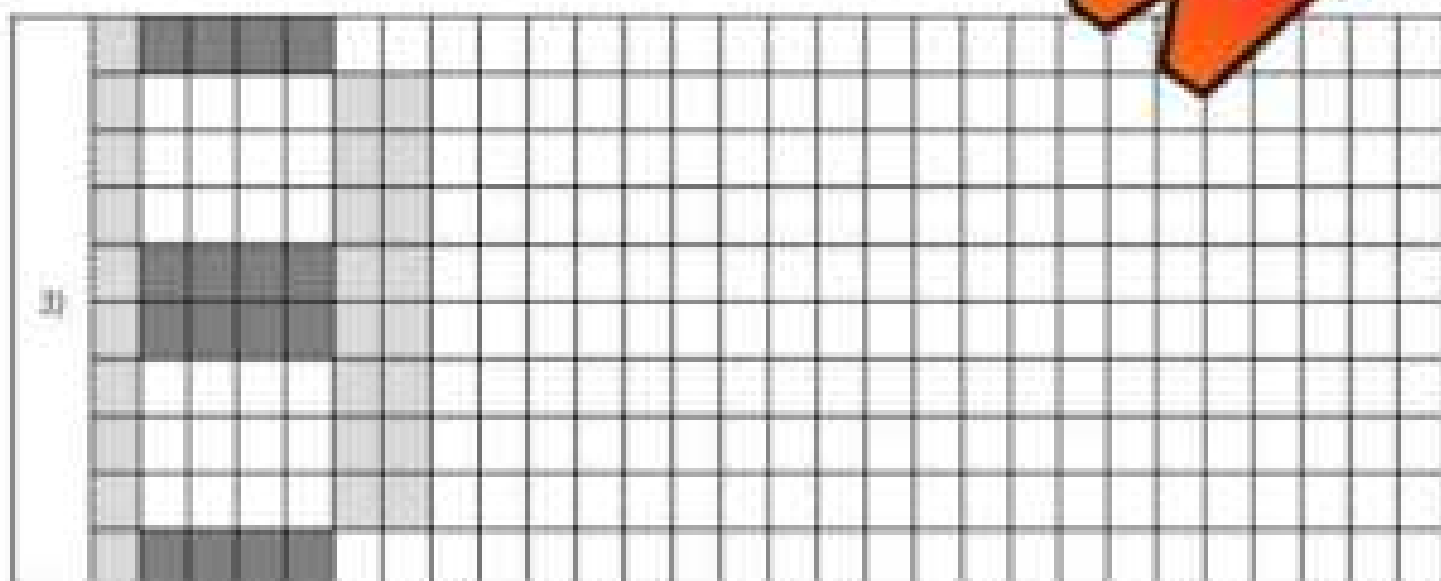
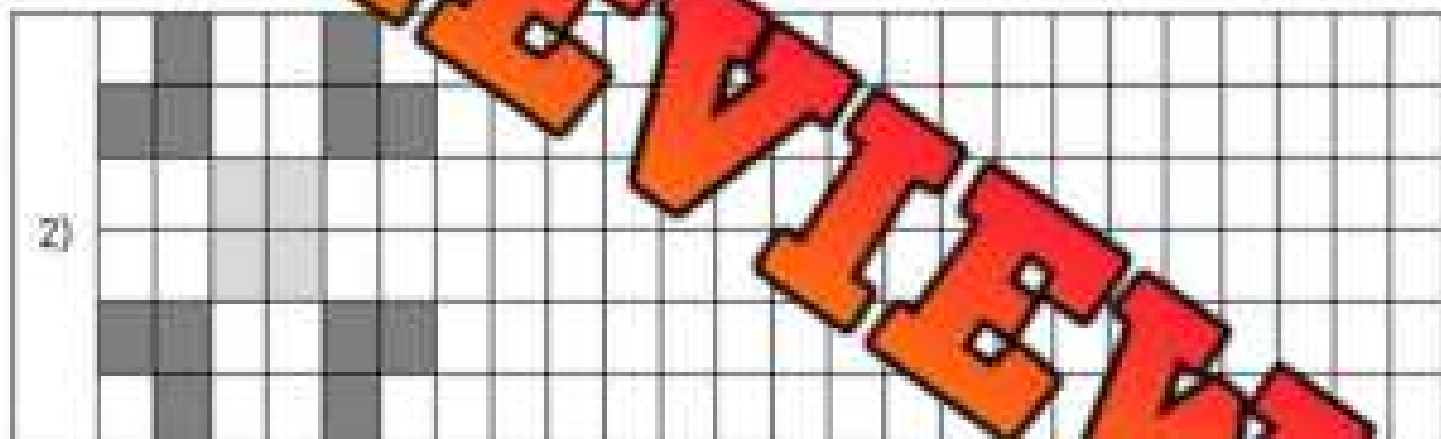
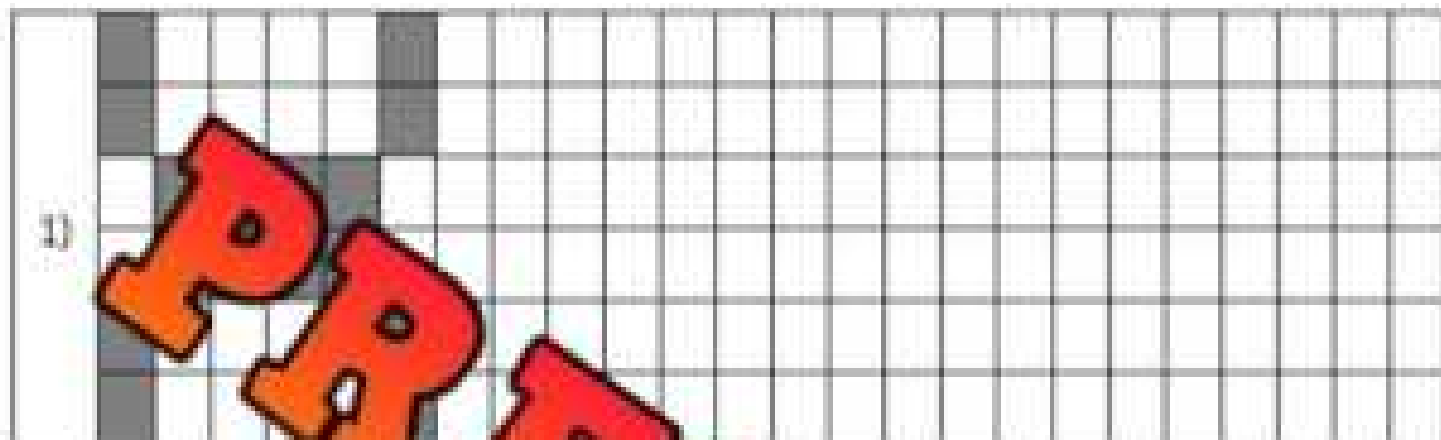
3)

PREVIEW

Quilting Repeating Pattern

Draw

Continue the pattern by drawing the replica of what you see multiple times



PREVIEW

Decreasing Patterns – Emojis

Questions

Draw the missing line of the decreasing pattern.

1) Draw the missing line in the pattern.



2) Draw the missing line in the pattern.



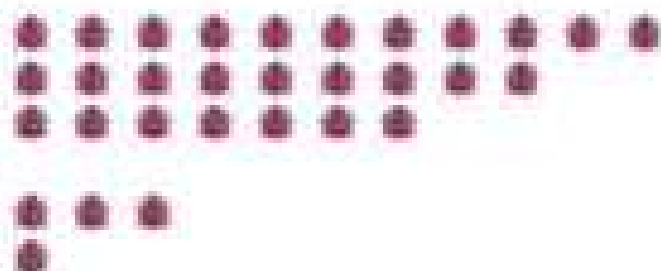
3) Draw the missing line in the pattern.



4) Draw the missing line in the pattern.



5) Draw the missing line in the pattern.



6) Draw the missing line in the pattern.



7) Draw the missing line in the pattern.



8) Draw the missing line in the pattern.



Decreasing Patterns

Questions

Fill in the numerical sequences for the patterns below

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



Day 1 Day 2 Day 3



Numerical Sequence



PREVIEW

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

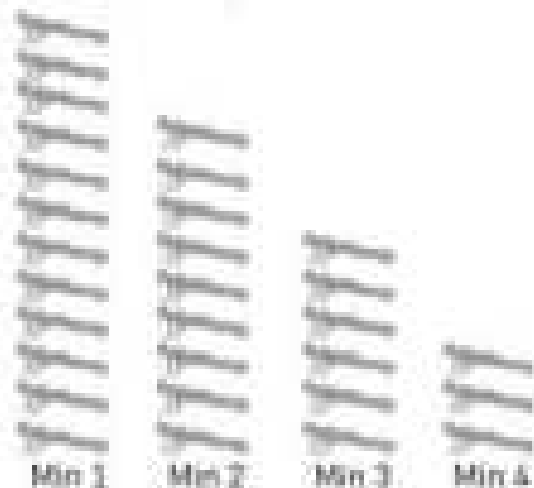


Numerical Sequence



June July August

3) Sam counted how many push-ups he could do every minute for 5 minutes.



Numerical Sequence

Hundreds Chart Patterns

Questions

Fill in the missing numbers

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16	17	18	19	20
21			24	25	26	27	28	29	30
31	32		34	35	36	37	38	39	40
41	42	43		45		47	48	49	50
51	52	53	54		56		58	59	60
61	62	63	64	65			69		70
71	72	73	74	75	76	77	78		80
81	82	83	84	85	86	87	88		90
91	92	93	94	95	96	97	98	99	100

Directions

Follow the instructions below

1) Colour the odd numbers



2) Colour the even numbers



Hundreds Chart Patterns

Directions

Follow the instructions below

Colour the pattern rule: start at 3, add 3 each time

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16	17	18	19	20
21			24	25	26	27	28	29	30
31			34	35	36	37	38	39	40
41	42			45	46	47	48	49	50
51	52				56	57	58	59	60
61	62	63			66	67	68	69	70
71	72	73				77	78	79	80
81	82	83	84			86	88	89	90
91	92	93	94	95			97	98	99
									100

Colour the pattern rule: start at 1, add 1 each time

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Fibonacci Sequence

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

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

Part 1

Fill in the numbers below each pair of numbers

										1										
					1						1									
				1					2					1						
			1				1				1				1					
		1			1			1			1			1			1			
	1		1		1		1		1		1		1		1		1		1	

Part 2

How many terms can you write in the Fibonacci sequence?

Growing Patterns - Addition



Growing/Increasing Patterns

$+10$ $+10$ $+10$ $+10$ $+10$
 \wedge \wedge \wedge \wedge \wedge
 10, 20, 30, 40, 50, 60

$+5$ $+5$ $+5$ $+5$ $+5$
 \wedge \wedge \wedge \wedge \wedge
 3, 8, 13, 18, 23, 28



Part 1 Growing Patterns - Addition

1) 2, 4, 6, _____

2) 6, 12, 18, _____

3) 10, 15, 20, _____

4) 5, _____, 58, _____

5) 8, 16, 24, _____

6) _____

Part 2

Follow the rule by adding the next number in the

1) (Add 5)

7, 12, 17, _____

2) (Add 3)

72, 75, 78, _____

3) (Add 6)

2, 8, 14, _____

4) (Add 8)

8, 16, 24, _____

5) (Add 10)

4, 14, 24, _____

6) (Add 4)

42, 46, 50, _____

Increasing Patterns Rules – Adding To 100**Questions**

Fill in the blanks by figuring out the pattern rules.

12, 15, 18, 21, 24, 27, 30

Start at _____, then add _____ each time

8, 53, 58, 63, 68, 73

Start at _____, then add _____ each time

21, 31, 41, 51, 61, 71, 81

Start at _____, then add _____ each time

37, 43, 49, 55, 61, 67, 73

Start at _____, then add _____ each time

54, 61, 68, 75, 82, 89, 96

Start at _____, then add _____ each time

40, 49, 58, 67, 76, 85, 94

Start at _____, then add _____ each time

PREVIEW

Using Pattern Rules – Adding To 100**Questions**

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 7, add 3 each time

2) _____

Pattern Rule: Start at 10, add 10 each time

3) _____

Pattern Rule: Start at 18, add 10 each time

4) _____

Pattern Rule: Start at 36, add 8 each time

5) _____

Pattern Rule: Start at 54, add 6 each time

PREVIEW

Growing Patterns



Growing/Increasing Patterns

Addition

$$+2 \quad +2 \quad +2 \quad +2$$



2, 4, 6, 8, 10

Multiplication

$$\times 2 \quad \times 2 \quad \times 2 \quad \times 2$$



2, 4, 8, 16, 32



Part 1

Growing Patterns - Addition

1) 5, 10, 15, _____

4) 10, 20, 30, _____

2) 3, 6, 9, _____

5) 10, 300, _____

3) 2, 4, 6, _____

6) _____

Part 2

Growing Patterns - Multiplication

1) 5, 10, 20, _____

4) 10, 20, 40, _____

2) 2, 4, 8, _____

5) 100, 200, 400, _____

3) 1, 3, 9, _____

6) 1, 5, 25, _____

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 3)
1, 3, _____, _____

2) 5, 25, 125, _____, _____

Start at _____, multiply by _____ each time

3) _____, _____, _____, _____

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

Name: _____

Growing Multiplication Patterns

1) (Multiply by 3)
1, 3, _____, _____

2) 5, 25, 125, 3125, 15625

Start at _____, multiply by _____ each time

3) _____, _____, _____, _____

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

Name: _____

Growing Multiplication Patterns

1) (Multiply by 3)
1, 3, _____, _____

2) 5, 25, 125, 3125, 15625

Start at _____, multiply by _____ each time

3) _____, _____, _____, _____

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

Name: _____

Growing Multiplication Patterns

1) (Multiply by 3)
1, 3, _____, _____

2) 5, 25, 125, 3125, 15625

Start at _____, multiply by _____ each time

3) _____, _____, _____, _____

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



Shrinking Patterns - Subtraction



Shrinking/Decreasing Patterns

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

-5 -5 -5 -5 -5
 \wedge \wedge \wedge \wedge \wedge
 65, 60, 55, 50, 45, 40



Part 1

Fill in the missing numbers in the pattern

1) \wedge \wedge 12, 10, 8, _____	2) \wedge \wedge 23, 19, 15, _____
3) \wedge \wedge 33, 26, 20, _____	4) \wedge \wedge _____, 55, _____
5) \wedge \wedge 56, 48, 40, _____	6) \wedge \wedge _____, _____, _____

Part 2

Follow the rule by adding the next number in the

1) (Subtract 2) 18, 16, 14, _____	2) (Subtract 3) 30, 27, 24, _____
3) (Subtract 5) 38, 33, 28, _____	4) (Subtract 10) 60, 50, 40, _____
5) (Subtract 6) 62, 56, 50, _____	6) (Subtract 4) 78, 74, 70, _____

Decreasing Patterns Rules – Subtracting (1)**Questions**

Fill in the blanks by figuring out the pattern rules.

21, 18, 15, 12, 9, 6, 3, 0

Start at _____, then subtract _____ each time

9, 34, 29, 24, 19, 14

Start at _____, then subtract _____ each time

58, 54, 50, 46, 42, 38, 34

Start at _____, then subtract _____ each time

71, 65, 59, 53, 47, 41, 35

Start at _____, then subtract _____ each time

88, 80, 72, 64, 56, 48, 40

Start at _____, then subtract _____ each time

99, 92, 85, 78, 71, 64, 57

Start at _____, then subtract _____ each time

Using Pattern Rules – Subtraction (1)**Questions**

Write your own patterns using the pattern rule

1) _____

Pattern Rule: Start at 47, subtract 3 each time

2) _____

Pattern Rule: Start at 6, subtract 10 each time

3) _____

Pattern Rule: Start at 36, subtract 4 each time

4) _____

Pattern Rule: Start at 68, subtract 8 each time

5) _____

Pattern Rule: Start at 91, subtract 6 each time

PREVIEW

Shrinking / Decreasing Patterns

Shrinking/Decreasing Patterns

Subtraction



Division



1	1	1	1	5	4	1	8	9	10
11	12	13	14	2	16	17	18	19	20
21	22	23	24	3	26	27	28	29	30
31	32	33	34	4	36	37	38	39	40
41	42	43	44	5	46	47	48	49	50
51	52	53	54	6	56	57	58	59	60
61	62	63	64	7	66	67	68	69	70
71	72	73	74	8	76	77	78	79	80
81	82	83	84	9	86	87	88	89	90
91	92	93	94	10	96	97	98	99	100

Part 1

Shrinking Patterns - Subtraction

1) 10, 8, 6, _____

5) 100, 90, 80, _____

2) 20, 17, 14, _____

145, 140, _____

3) 30, 25, 20, _____

129, _____

4) 174, 170, 166, _____

6) 158, 152, 146, _____

Part 2

Shrinking Patterns - Division

$$\begin{array}{ccc} +2 & +2 & +2 \\ \wedge & \wedge & \wedge \end{array}$$

1) 120, 60, 30, _____

$$\begin{array}{ccc} -3 & -3 & -3 \\ \wedge & \wedge & \wedge \end{array}$$

3) 162, 54, 18, _____

$$\begin{array}{ccc} -2 & -2 & -2 \\ \wedge & \wedge & \wedge \end{array}$$

2) 800, 400, 200, _____

$$\begin{array}{ccc} +2 & +2 & +2 \\ \wedge & \wedge & \wedge \end{array}$$

4) 160, 80, 40, _____

Pattern Rule – Addition

Part 1

Continue the growing/increasing patterns below

1) 10, 20, 30, _____

Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____

Pattern Rule: Start at _____, add _____ each time

3) 35, _____, 75, _____

Pattern Rule: Start at _____, add _____ each time

4) 50, 60, 70, _____

Pattern Rule: Start at _____, add _____ each time

5) 143, 147, 151, _____

Pattern Rule: Start at _____, add _____ each time

1	2	3	4	5	6	7	8	9	10
10	20	30	40	50	60	70	80	90	100
11	22	33	44	55	66	77	88	99	110
12	24	36	48	60	72	84	96	108	120
13	26	39	52	65	78	91	104	117	130
14	28	42	56	70	84	98	112	126	140
15	30	45	60	75	90	105	120	135	150
16	32	48	64	80	96	112	128	144	160
17	34	51	68	85	102	119	136	153	170
18	36	54	72	90	108	126	144	162	180
19	38	57	75	93	111	129	147	165	190
20	40	60	80	100	120	140	160	180	200

Part 2

Write your own patterns using the

1) _____

Pattern Rule: Start at 20, add 5 each time

2) _____

Pattern Rule: Start at 10, add 0 each time

3) _____

Pattern Rule: Start at 127, add 5 each time

4) _____

Pattern Rule: Start at 116, add 4 each time

Pattern Rule - Multiplication

Part 1

Continue the growing/increasing patterns below

1) 5, 10, 20, _____

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

2) 1, 3, 9, _____

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

3) 1, 4, 16, _____

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

4) 10, 20, 40, _____

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

5) 2, 6, 18, _____

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

**Part 2**

Write your own patterns using the pattern rule

1) _____

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

2) _____

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

3) _____

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

4) _____

Pattern Rule: Start at 10, multiply by 2 each time

PREVIEW

Pattern Rule - Subtraction

Part 1

Continue the shrinking/decreasing patterns below.

1) 12, 10, 8, _____

Pattern Rule: Start at 12, subtract _____ each time

2) 22, 1 _____

Pattern Rule: Start at _____ subtract _____ each time

3) 150, 13 _____

Pattern Rule: Start at _____ subtract _____ each time

4) 74, 68, 62, _____

Pattern Rule: Start at _____ subtract _____ each time

5) 133, 123, 113, _____

Pattern Rule: Start at _____ subtract _____ each time

Part 2

Write your own patterns using the rule.

1) _____

Pattern Rule: Start at 50, subtract 0 each time

2) _____

Pattern Rule: Start at 236, subtract 6 each time

3) _____

Pattern Rule: Start at 794, subtract 5 each time

4) _____

Pattern Rule: Start at 142, subtract 4 each time

Pattern Rule - Division**Part 1**

Continue the growing/increasing patterns below

1) 120, 60, 30, _____

Pattern Rule: Start at 120, divide by 2 each time

2) 10, _____, _____

Pattern Rule: Start at 10, divide by _____ each time

3) 243, 81, 27, _____

Pattern Rule: Start at _____, divide by _____ each time

4) 256, 64, 16, _____

Pattern Rule: Start at _____, divide by _____ each time

Part 2

Write your own patterns using the pattern rule

1) _____, _____, _____, _____

Pattern Rule: Start at 64, divide by 2 each time

2) _____, _____, _____, _____

Pattern Rule: Start at 150, divide by 1 each time

3) _____, _____, _____, _____

Pattern Rule: Start at 375, divide by 5 each time

4) _____, _____, _____, _____

Pattern Rule: Start at 1024, divide by 4 each time

Number Strings – Addition and Subtraction

**Fill in the
Blanks**

Fill in the blanks to investigate the patterns between addition and subtraction

Addition	Subtraction
$67 + 5 = \underline{\hspace{2cm}}$	$67 - 5 = \underline{\hspace{2cm}}$
$67 + 4 = \underline{\hspace{2cm}}$	$67 - 4 = \underline{\hspace{2cm}}$
$67 + 3 = \underline{\hspace{2cm}}$	$67 - 3 = \underline{\hspace{2cm}}$
$65 + 2 = \underline{\hspace{2cm}}$	$67 - 2 = \underline{\hspace{2cm}}$
$66 + 1 = \underline{\hspace{2cm}}$	$67 - 1 = \underline{\hspace{2cm}}$
$67 + 0 = \underline{\hspace{2cm}}$	$67 - 0 = \underline{\hspace{2cm}}$

Addition	Subtraction
$50 + \underline{\hspace{2cm}} = 57$	$57 - \underline{\hspace{2cm}} = 50$
$\underline{\hspace{2cm}} + 6 = 57$	$57 - \underline{\hspace{2cm}} = 51$
$52 + \underline{\hspace{2cm}} = 57$	$\underline{\hspace{2cm}} - 5 = 52$
$53 + 4 = \underline{\hspace{2cm}}$	$57 - \underline{\hspace{2cm}} = 53$
$54 + \underline{\hspace{2cm}} = 57$	$57 - 3 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} + 2 = 57$	$57 - \underline{\hspace{2cm}} = 55$
$56 + \underline{\hspace{2cm}} = 57$	$\underline{\hspace{2cm}} - 1 = 56$
$57 + 0 = \underline{\hspace{2cm}}$	$57 - 0 = \underline{\hspace{2cm}}$

Number Strings – Addition and Subtraction

**Fill in the
Blanks**

Fill in the blanks to investigate the patterns between addition and subtraction

Addition	Subtraction
$902 + 5 = \underline{\hspace{2cm}}$	$905 - \underline{\hspace{2cm}} = 900$
$\underline{\hspace{2cm}} + 5 = 905$	$905 - 4 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} + 905$	$905 - \underline{\hspace{2cm}} = 902$
$903 + \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} - 2 = 903$
$904 + 1 = \underline{\hspace{2cm}}$	$905 - \underline{\hspace{2cm}} = 904$
$905 + \underline{\hspace{2cm}} = 905$	$\underline{\hspace{2cm}} - 0 = \underline{\hspace{2cm}}$

Addition	Subtraction
$400 + \underline{\hspace{2cm}} = 407$	$\underline{\hspace{2cm}} - 7 = 400$
$401 + 6 = \underline{\hspace{2cm}}$	$407 - 6 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} + 5 = 407$	$\underline{\hspace{2cm}} - 5 = 402$
$403 + \underline{\hspace{2cm}} = 407$	$407 - \underline{\hspace{2cm}} = 403$
$404 + 3 = \underline{\hspace{2cm}}$	$407 - 3 = \underline{\hspace{2cm}}$
$405 + \underline{\hspace{2cm}} = 407$	$407 - \underline{\hspace{2cm}} = 405$
$\underline{\hspace{2cm}} + 1 = 407$	$\underline{\hspace{2cm}} - 1 = 406$
$407 + \underline{\hspace{2cm}} = 407$	$407 - \underline{\hspace{2cm}} = 407$

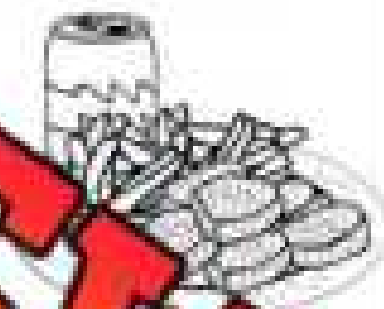
Patterning Subtraction Word Problems – Spending**Questions**

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures. |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Henry buys a lunch every day for one week. After his first lunch, he has \$200. After his second lunch, he has \$172. After his third lunch, he has \$144.

a) How much more money will Henry have left after his fourth lunch?



b) How much money will Henry have after his 7th lunch?



c) How much does each lunch cost?

Patterning Subtraction Word Problems – Running**Questions**

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures. |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Riley runs a half marathon each day for 9 days. After her first day, she had 210km left to run. After the second day, she had 189km left. After the third day, she had 147km left.

a) How many km did she have left after the fourth day?

b) How many km did she have left after the 7th day?

c) How many km is a half marathon?

Activity Title: Pattern Treasure Hunt

Objective

What are we learning about?

To reinforce students' understanding of growing addition and shrinking subtraction patterns through a dynamic and engaging treasure hunt game. This activity aims to improve problem-solving speed and accuracy while promoting teamwork and active learning.

Materials

What you will need for the activity

- Stopwatch (or a smartphone)
- Index cards
- Markers
- Small prizes or stickers (optional)
- Tape



Instructions

How you will complete the activity

- 1) Cut out the index cards provided. These will contain treasure hunt challenge questions.
- 2) Hide these cards around the classroom or in a safe outdoor area, taping them under chairs, desks, or tucked into non-obvious spots.
- 3) Divide the class into small teams and give each team a stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Start the timer when you say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you for verification. If they get it right, the teacher keeps the card. If the answer is wrong, they can try again or hide the card back in its original spot and find a new card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the concepts taught on the cards.

Instructions

Cut out the cards below

1) Start at 100, add 50 each time.

100, _____

2) Start at 200, subtract 20 each time.

200, _____

3) Start at 300, add 20 each

_____, _____

4) Start at 800, subtract 100 each time.

5) 250, 275, 300,

_____, _____

6) Start at 500, subtract 50

_____, _____

7) Start at 600, add 100 each time.

_____, _____

8) Pattern Rule: Start at 900, subtract 150 each time.
900, 750, 600,

_____, _____

Instructions

Cut out the cards below

25) A stadium had 1000 fans. 150 leave each hour. How many are left after 4 hours?

26) Pattern Rule: Subtract 250 starting from 950

27) A movie theater starts with 750 tickets. It sells 150 tickets per day. How many tickets are left after 4 days?

28) (Subtract 250) 1000, 750, 500,

29) A warehouse had 900 boxes and removed 120 weekly. How many after 4 weeks?

30) A store has 50 items a day and loses 5 items by 40 each day. How many items after 5 days?

31) A bike rental has 600 bikes. Each month, they add 130. How many after 3 months?

32) A zoo had 750 animals and added 95 each year. How many after 4 years?

Input/Output Table – Addition



Rule: add 5	
In	Out
25	30
55	60
140	145
180	185



Question: Complete the input/output tables below.

In	Out
20	
30	
50	
120	

Rule: add 4	
In	Out
5	
11	
2	

Rule: add 2	
In	Out
2	
18	
49	
92	

Rule: add 3	
In	Out
20	
28	
108	
257	

Rule: add 6	
In	Out
20	
50	
100	
140	

Rule: add 8	
In	Out
2	
5	
10	
20	

Patterning Word Problem - Earnings

Questions

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Luna worked a week for 6 days. The first day she made \$25 and on the second day, she had \$50. After the third day she had \$75.

a) How much did she make each day?

b) How much did she make each day?



Patterning Word Problem - Snowfall

Questions

Follow the problem-solving steps below:

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

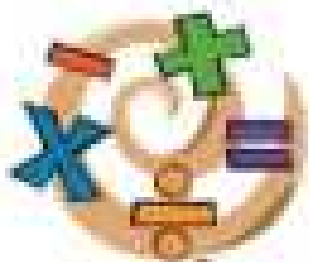
The snow is falling outside Aidan's house. He records the height of the snow each hour. After the 1st hour, it was 200mm. After the 2nd hour, it was 250mm. After the 3rd hour it was 320mm.

- a) What will the height of the snow be after the 4th hour?



- b) What will the height of the snow be after the 7th hour?

Input/Output Table – Subtraction



Rule: subtract 5	
In	Out
35	30
65	60
130	125
160	155



Question: Complete the input/output tables below.

Rule: subtract 3	
In	Out
10	
39	
55	
110	

Rule: subtract 4	
In	Out
5	
25	
67	

Rule: subtract 2	
In	Out
4	
28	
45	
77	

Rule: subtract 5	
In	Out
18	
122	
157	

Rule: subtract 6	
In	Out
6	
14	
47	
138	

Rule: subtract 8	
In	Out
23	
66	
109	
120	

Patterning Multiplication Word Problems – Reading**Questions**

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures. |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Daniel read 1 page from his book on day one, 2 pages of his book on day two, 4 pages of his book on day three, and 8 pages of his book on day four.

a) How many pages did he read on day 5?

b) How many pages did he read on day 7?

c) What is the pattern rule?



Activity: Finger Signals Quiz - Doubling Patterns**Objective**

What are we learning about?

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

Materials

You will need for the activity.

- A list of questions

**Instructions**

How to complete the activity

1. Prepare a list of questions with answers labeled A, B, C, and D.
2. Explain the finger signals for each answer choice: one finger for A, two fingers for B, three fingers for C, and four fingers for D.
3. Inform the students they will show their answer by raising the appropriate number of fingers 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.

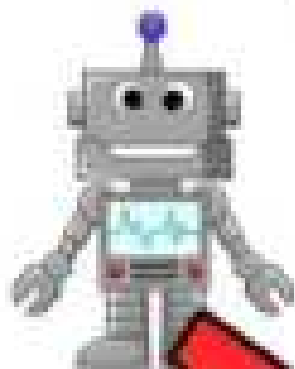
Name: _____

76

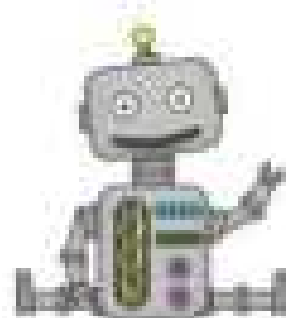
Copyright © 2011
www.hopkinspress.com

Question	A	B	C	D
Start with 6. What is the third number in the doubling pattern?	12	18	24	30
Which number comes next in the pattern: 2, 4, 8, ___?	10	12	14	16
Which pattern starts with 5 and follows a doubling sequence?	5, 10, 15	5, 10, 20	5, 15, 20	5, 10, 25
Start with 6. What is the fifth number in the doubling pattern?	12	24	36	48
If the pattern starts at 2, what will the third number be when doubling?	4	6	8	12
If the pattern starts at 3, what will the fourth number be if it doubles each time?	6	28	35	62
What is the easiest way to find the next number in a doubling pattern?	Subtract	Add	Multiply	Divide
Which number comes next in the pattern: 1, 2, 4, ___?	6	8	10	12
What is the second number in the doubling pattern starting with 5?	10	15	20	25
Which sequence is a doubling pattern starting with 3?	3, 6, 9	3, 6, 12	3, 6, 15	3, 9, 18
Start with 6. What is the third number in the doubling pattern?	12	18	24	30
Which number comes next in the pattern: 2, 4, 8, ___?	10	12	14	16
Start with 3. What is the fifth number in the doubling pattern?	12	24	36	48
If the pattern starts at 2, what will the third number be when doubling?	4	6	8	12

Input/Output Table – Division



Rule: divide by 2	
In	Out
10	5
8	4
6	3
4	2



Question: Complete the input/output tables below.

Rule: divide by 4	
In	Out
1	
5	
10	
20	

Rule: divide by 2	
In	Out
6	
10	
14	
18	

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	

Patterning Division Word Problems – Melting

Questions

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures. |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Lincoln tracks the amount of snow in his backyard. After a heavy snowfall, there was 400mm of snow. On day 2, there was 320mm of snow. On day 3, there was 240mm of snow. On day 4, there was 160mm of snow. On day 5, there was 80mm of snow.

a) If the pattern continues, how much snow will be left on day 5?

b) How much snow will be left on day 6?

c) What is the pattern rule?



Number Strings – Multiplication and Division

**Fill in the
Blanks**

Fill in the blanks to investigate the patterns between multiplication and division

Multiplication	Division
$1 \times \underline{\quad} = \underline{\quad}$	$5 \div \underline{\quad} = 5$
$\underline{\quad} \times 10 = \underline{\quad}$	$\underline{\quad} \div 2 = 5$
$\underline{\quad} \times 15 = \underline{\quad}$	$\underline{\quad} \div 3 = 5$
$5 \times 4 = \underline{\quad}$	$20 \div \underline{\quad} = 5$
$5 \times 5 = \underline{\quad}$	$25 \div 5 = \underline{\quad}$
$5 \times \underline{\quad} = 30$	$\underline{\quad} \div 5 = \underline{\quad}$
$5 \times \underline{\quad} = 35$	$\underline{\quad} \div 5 = \underline{\quad}$
$\underline{\quad} \times 8 = 40$	$\underline{\quad} \div 5 = \underline{\quad}$
$5 \times \underline{\quad} = 45$	$45 \div \underline{\quad} = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$50 \div 10 = \underline{\quad}$

PREVIEW

Write

What patterns did you notice when filling out the table?

Number Strings – Multiplication and Division**Fill in the
Blanks**Fill in the blanks to investigate the patterns between multiplication
and division

Multiplication	Division
$10 \times 1 = \underline{\quad}$	$10 \div \underline{\quad} = 10$
$10 \times 2 = \underline{\quad}$	$20 \div 2 = \underline{\quad}$
$10 \times 3 = \underline{\quad}$	$30 \div 3 = \underline{\quad}$
$10 \times \underline{\quad} = \underline{\quad}$	$40 \div \underline{\quad} = 10$
$10 \times 5 = \underline{\quad}$	$50 \div 5 = \underline{\quad}$
$10 \times \underline{\quad} = 60$	$60 \div \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times 7 = 70$	$70 \div \underline{\quad} = 10$
$10 \times \underline{\quad} = 80$	$80 \div \underline{\quad} = \underline{\quad}$
$10 \times 9 = \underline{\quad}$	$90 \div \underline{\quad} = \underline{\quad}$
$10 \times 10 = \underline{\quad}$	$100 \div 10 = \underline{\quad}$

Write

What patterns did you notice when filling out the table?

Exit Cards

Cut Out

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

Name: _____

Fill in the input/output tables below

Rule: multiply by 3		Rule: divide by 4	
In	Out	In	Out
	3	8	
2		20	
	15		6
10			10

Name: _____

Fill in the input/output tables below

Rule: multiply by 3		Rule: divide by 4	
In	Out	In	Out
	3	8	
2		20	
	15		6
10			10

Name: _____

Fill in the input/output tables below

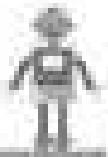
Rule: multiply by 3		Rule: divide by 4	
In	Out	In	Out
	3	8	
2		20	
	15		6
10			10

Name: _____

Fill in the input/output tables below

Rule: multiply by 3		Rule: divide by 4	
In	Out	In	Out
	3	8	
2		20	
	15		6
10			10

Pattern Rule – Input/Output Tables



Part 1

Fill in the input/output tables below.

Rule: Subtract 8	
In	Out
14	
20	
	58

Rule: Add 13	
In	Out
15	
20	
	62
	138

Rule:	
In	Out
41	
87	
	15
	177

Rule: Multiply by 2	
In	Out
10	
20	
	80
	140

Rule: Divide by 2	
In	Out
20	
48	
	31
	42

Rule: Divide by 5	
In	Out
20	
	7

Part 2

Write the input/output rules below.

In	Out
2	6
5	9
8	12
15	19

Rule: _____

In	Out
2	8
3	12
4	16
5	20

Rule: _____








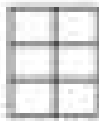


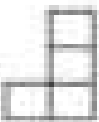



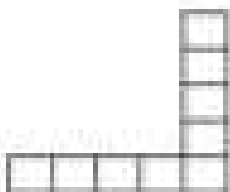
In	Out
10	7
15	12
25	22
38	35

Rule: _____

T-Tables – Finding Patterns

Questions

Fill in the T-Tables by counting the blocks

<p>1)   </p> <p>Figure 1 Figure 2 Figure 3</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Figure</th> <th style="background-color: #e0e0e0;">Term Value</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> </tbody> </table>	Figure	Term Value	1		2		3		4		
Figure	Term Value											
1												
2												
3												
4												
<p>2)   </p> <p>Figure 1 Figure 2 Figure 3</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Figure</th> <th style="background-color: #e0e0e0;">Term Value</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> </tbody> </table>	Figure	Term Value	1		2		3		4		
Figure	Term Value											
1												
2												
3												
4												
<p>3)   </p> <p>Figure 1 Figure 2 Figure 3</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Figure</th> <th style="background-color: #e0e0e0;">Term Value</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> </tbody> </table>	Figure	Term Value	1		2		3		4		
Figure	Term Value											
1												
2												
3												
4												
<p>4)   </p> <p>Figure 1 Figure 2 Figure 3</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Figure</th> <th style="background-color: #e0e0e0;">Term Value</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> </tbody> </table>	Figure	Term Value	1		2		3		4		
Figure	Term Value											
1												
2												
3												
4												
<p>5)   </p> <p>Figure 1 Figure 2 Figure 3</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Figure</th> <th style="background-color: #e0e0e0;">Term Value</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> </tbody> </table>	Figure	Term Value	1		2		3		4		
Figure	Term Value											
1												
2												
3												
4												

PREVIEW

Table of Values – Term Numbers/Values

Questions

Fill in the table of values below

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

Term Number	Term Value
1	10
2	16
3	22
4	
5	
6	

Term Number	Term Value
1	70
2	71
3	67
4	
5	
6	

Term Number	Term Value
1	89
2	79
3	48
4	
5	
6	

Term Number	Term Value
1	342
2	250
3	
4	268
5	
6	
10	

Term Number	Term Value
1	545
2	540
3	
4	
5	525
6	
10	

Table of Values

Questions

Answer the questions below by using the table of values

When you work an hour, you get paid 10 dollars. Therefore, the input is the hours you work and the output is how much money you made. Fill in the input/output table.



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

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

Hours Worked	Money Made
1	
2	
3	
4	
5	
10	

Kids	Slices of Pizza
1	
2	
3	
4	
5	
10	

When you are having a birthday party for your friends, you need 2 slices of pizza for every kid coming to the party. Each slice of pizza costs 2 dollars.



1) How many slices of pizza does your family need to buy if you have 5 friends?

2) What if 10 kids come to the party? How many slices of pizza will you need?

You scored 5 points in each basketball game this season. Fill in the table of values showing your game scores.



1) After your third game, how many points had you scored?

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

Games	Total Points Scored
1	
2	
3	
4	
5	
8	

The Egg Challenge

Challenge

Answer the word problem below

If a hen laid 1 egg on Monday, 2 eggs on Tuesday, 3 eggs on Wednesday and the pattern continued, how many eggs would it lay on the Sunday?

PREVIEW



How many days would the hen need to lay _____



Name: _____

Algebra Quiz - Patterning

Part 1

Continue the repeating patterns below by drawing 3 more pictures



Part 2

Observe the pattern and continue the pattern

A B C C A B C _____

A B B C D A B B C D _____

A B C B A B C B _____

Part 3

Follow the rule by adding or subtracting to continue the pattern

1) (Add 5)

3, 8, 13, _____

2) (Add 3)

23, 26, 29, _____

3) (Add 6)

2, 8, 14, _____

4) (subtract 2)

18, 16, 14, _____

5) (subtract 10)

60, 50, 40, _____

6) (subtract 4)

66, 62, 58, _____

Part 4

T-Tables

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

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

3) Figure 1




Figure 2

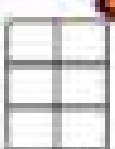


Figure 3




Figure 4




Figure	Term Value
1	
2	
3	
4	

Part 5

Solve the word problem below. Show your work.

If you read 1 book on Monday, 2 books on Tuesday, 3 books on Wednesday, how many books would you read on Sunday if the pattern continues?

How many days would it take you to read 45 books?

Grade 3

C2. Equations and Inequalities

	Curriculum Expectations	Pages That Cover the Expectations
C2.1	describe how variables are used, and use them in various contexts as appropriate	110 - 114, 137 - 145, 151 - 155, 161 - 162
C2.2	determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not	95 - 162
C2.3	identify and use equivalent relationships for whole numbers up to 1000, in various contexts	163 - 164

Pre-Algebra – Balancing Addition Equations

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

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



3	+	6	=	9
---	---	---	---	---

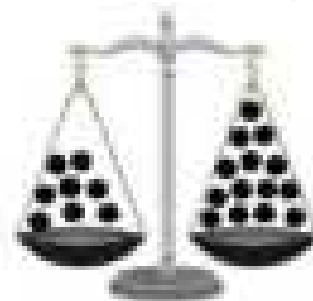
Question: How many balls do you need to add to balance the scales?



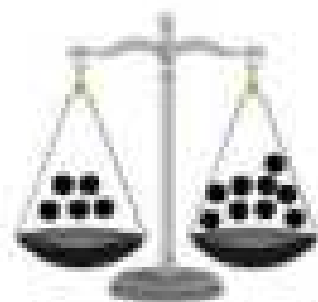
8	+		=	11
---	---	--	---	----



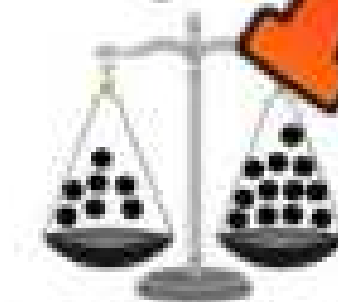
6	+		=	11
---	---	--	---	----



8	+		=	14
---	---	--	---	----



5	+		=	9
---	---	--	---	---



7	+		=	12
---	---	--	---	----



2	+		=	13
---	---	--	---	----



6	+		=	10
---	---	--	---	----



3	+		=	14
---	---	--	---	----



1	+		=	12
---	---	--	---	----

Pre-Algebra – Balancing Addition Equations

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

$$\begin{array}{c} 10 \\ \wedge \\ 3 + 7 = \boxed{10} \end{array}$$

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 24 + 6 = \boxed{30} \end{array}$$

Questions

Fill in the missing number to balance the equation

1) 3

$$\begin{array}{c} \circ \\ \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \boxed{}$$

2) 3 + 5 =

$$\begin{array}{c} \circ \\ \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \boxed{}$$

3) 6 + 5 =

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \boxed{}$$

4) 1 +

$$\boxed{} = 7$$

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

5) 4 +

$$\boxed{} = 10$$

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

6) 4 +

$$\boxed{} = 11$$

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \end{array} \quad \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

7) + 8 = 12

$$\boxed{} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

8) + 6 = 7 + 12

$$\boxed{} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

10) + 1 = 9

$$\boxed{} + \begin{array}{c} \circ \\ \circ \end{array} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

11) 3 + = 8

$$\begin{array}{c} \circ \\ \circ \\ \circ \end{array} + \boxed{} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

12) 7 + 7 =

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \boxed{}$$

13) + 8 = 16

$$\boxed{} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

14) 7 + = 11

$$\begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \end{array} + \boxed{} = \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array}$$

15) 3 + 12 =

$$\begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \\ \circ \end{array} = \boxed{}$$

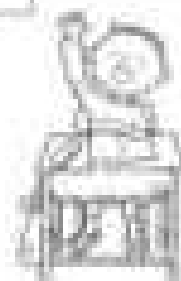
Addition to 100 – Are They Equal?

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

$15 + 7 = 22$

$28 + 4 \neq 33$

$44 + 6 = 50$



Questions: Put a slash (\neq) through the equal sign if it is not balanced

1) $15 + 5 = 20$

2) $17 + 4 = 21$

3) $23 + 7 = 29$

4) $21 + 6 = 27$

5) _____

6) $23 + 10 = 33$

7) $19 + 6 = 26$

8) $26 + 5 = 31$

9) $37 = 46$

10) $58 + 6 = 66$

11) $61 + 5 = 66$

12) $70 + 20 = 90$

13) $60 + 10 = 70$

14) $81 + 0 = 81$

15) $84 + 3 = 88$

16) $90 + 7 = 96$

17) $94 + 5 = 99$

18) $87 + 10 = 97$

Pre-Algebra – Balancing Addition Equations

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

$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 3 + 7 = \boxed{10} \end{array}$$

Examples:

$$\begin{array}{c} 30 \\ \swarrow \quad \searrow \\ 24 + 6 = \boxed{30} \end{array}$$

Questions

Fill in the missing number to balance the equation

1) $10 + \square = 20$

2) $23 + 6 = \square$

3) $54 + 5 = \square$

4) $1 + \square = 15$

6) $26 + \square = 32$

7) $\square + 6 = 10$

8) $\square + 17 = 37$

$\square + 33 = 50$

10) $35 + 13 = \square$

11) $52 + \square = 61$

$\square + 25 = 21$

13) $124 + \square = 131$

14) $96 + 5 = \square$

15) $184 + \square = 197$

16) $152 + \square = 162$

17) $135 + 15 = \square$

18) $113 + \square = 129$

19) $144 + \square = 152$

20) $118 + 12 = \square$

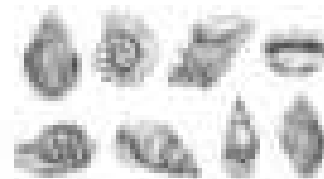
21) $151 + \square = 165$

Addition Word Problems

Questions

Answer the questions below.

1) Tom and his friend collected 35 seashells together. If Tom collected 18 seashells, how many did his friend collect?



2) There were 20 birds in a tree. Some more birds arrived, and now there are 56 birds. How many birds arrived?



3) A water tank had 75 liters of water. Some more water was added and now it has 98 liters. How much water was added?



4) A bus started with 25 passengers. More people got on, and now there are 39 passengers. How many people got on?



Pre-Algebra – Change Unknown

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

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 3 + 7 = 10 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 22 + 8 = 30 \end{array}$$

Questions: Fill in the missing number to balance the equation

1) $5 + \underline{\quad} = \underline{\quad}$

2) $3 + \underline{\quad} = 7$

3) $7 + \underline{\quad} = 14$

5) $12 + \underline{\quad} = 17$

6) $\underline{\quad} + \underline{\quad} = 22$

7) $18 + \underline{\quad} = 25$

8) $15 + \underline{\quad} = \underline{\quad}$

9) $13 + \underline{\quad} = 18$

10) $17 + \underline{\quad} = 24$

11) $25 + \underline{\quad} = 32$

12) $31 + \underline{\quad} = 38$

13) $44 + \underline{\quad} = 51$

14) $53 + \underline{\quad} = 62$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 17 \\ \wedge \\ 10 + 7 = 17 \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 7 + 23 = 30 \end{array}$$

Questions: Fill in the missing number to balance the equation.

1)

2)

$+ 2 = 8$

3)

$+ 6 =$

$+ 5 = 7$

5)

$+ 9 = 13$

6)

$+ 13 =$

7)

$+ 7 = 15$

8)

+

9)

$+ 6 = 24$

10)

$+ 5 = 28$

11)

$+ 5 = 25$

12)

$+ 7 = 32$

13)

$+ 11 = 43$

14)

$+ 13 = 48$

Algebra Jeopardy

Objective

What are we learning about?

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

Materials

will need for the activity:

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity:

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$__ + 3 = 5$	$__ + 7 = 20$	$10 + __ = 45$	$20 + __ + 15 = 68$	$3 + __ + 7 = 5$
$__ + 15 = 20$	$__ + 12 = 29$	$18 + __ = 53$	$25 + 18 + __ = 100$	$__ + 18 = 50 + 13$
$7 + __ = 10$	$__ + 10 = 20$	$__ + __ = 65$	$32 + 25 + __ = 95$	$4 + __ = 11 + 9$
$__ + 6 = 9$	$__ + 20 = 30$	$__ + __ = 45$	$12 + 22 + __ = 58$	$29 + __ = 12 + 47$
Sam has 6 marbles and finds 11 more. How many does he have now?	Lisa had \$21 and earned \$10 more. Total money?	Max had 30 pencils, he bought 26 more. How many total pencils does he have now?	John had 41 books, he bought 23 more. How many books does he have now?	A farmer had 52 chickens and bought 24 more. How many chickens does he have now?
If Alex has 12 apples and buys 12 more, how many does he have?	Jane had 24 candies and found 13 more. How many does she now have in total?	Tom read 33 pages, then read 22 more. How many total pages did he read?	Lily collected 41 seashells, then 23 more. How many total does she have now?	If a baker baked 68 pies and then baked 24 more, how many pies are there?

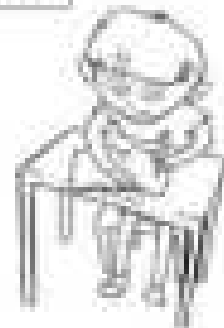
PREVIEW

Addition – Which Equation Matches?

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

Example:

$4 + 7$ $9 + 2$ $5 + 5$



Question: Circle the equation that matches the shaded in equation.

1) $25 + 12$ $16 + 12$ $24 + 5$

2) $46 + 6$ $47 + 3$ $44 + 3$

3) $52 + 14$ $57 + 18$ $61 + 5$

4) $63 + 12$ $45 + 35$

5) $82 + 12$ $70 + 24$ $55 + 40$

6) $68 + 13$ $75 + 7$ $61 + 20$

7) $53 + 22$ $40 + 35$ $55 + 21$

Addition – Using Symbols

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



Part 1

Find out the value of the symbol

1) $35 + \square = 70$ $\square =$	2) $17 + \bullet = 24$ $\bullet =$	3) $\circ + 42 = 55$ $\circ =$
4) $27 + \blacklozenge = 41$ $\blacklozenge =$	5) $\blacktriangle + 11 = 16$ $\blacktriangle =$	6) $65 + \bullet = 75$ $\bullet =$
7) $\blacklozenge + 88 = 98$ $\blacklozenge =$	8) $51 + \blacktriangle = 62$ $\blacktriangle =$	9) $\circ + 72 = 81$ $\circ =$

Part 2

Write your own questions using any symbol you want and to answer.

1)

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:

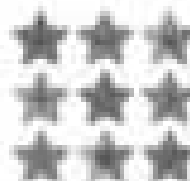
$$a + b + c = 7$$

$$5 + 3 + 7 = 15$$

$a = 5$

$b = 3$

$c = 7$



Question: Find out the value of the variable

$a + b + c = 8 \quad a = 3 \quad b = 2$

$_____ + _____ + _____ = _____$

$n + y + t = 15 \quad n = 5 \quad y = 10 \quad t = 5$

$_____ + _____ + _____ = _____$

$c + r + p = 15 \quad c = 4 \quad r = 8 \quad p = 12$

$_____ + _____ + _____ = _____$

$g + h + k = 15 \quad g = 8 \quad h = 4 \quad k = 8$

$_____ + _____ + _____ = _____$

$e + c + g = 20 \quad e = 13 \quad c = 7 \quad g = 10$

$_____ + _____ + _____ = _____$

$a + b + c = 15 \quad a = 5 \quad b = 8 \quad c = 3$

$_____ + _____ + _____ = _____$

$a + b + c = 27 \quad a = 5 \quad b = 12 \quad c = 12$

$_____ + _____ + _____ = _____$

$n + y + t = 20 \quad n = 5 \quad y = 10 \quad t = 5$

$_____ + _____ + _____ = _____$

$c + r + p = 25 \quad c = 4 \quad r = 8 \quad p = 21$

$_____ + _____ + _____ = _____$

$g + h + k = 20 \quad g = 8 \quad h = 10 \quad k = 10$

$_____ + _____ + _____ = _____$

$e + c + g = 25 \quad e = 13 \quad c = 15 \quad g = 10$

$_____ + _____ + _____ = _____$

$a + b + c = 30 \quad a = 5 \quad b = 15 \quad c = 20$

$_____ + _____ + _____ = _____$

Word Problems – Writing Addition Equations

Questions

Answer the questions below

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

$$j + 8 = 18$$

$$8 + 18 = j$$

$$8 + j = 18$$

$$8 - j = 18$$



2) Jen and Rebecca are baking cookies. Rebecca made 20 cookies. They made 50 total cookies. Which equation will tell us how many cookies Jen made?

$$20 + c = 50$$

$$50 + c = 20$$

$$20 - c = 50$$

$$c - 20 = 50$$



3) Scott and Luke love hockey cards. Scott has 25 cards and Luke has 50 cards. Which equation will tell us how many cards Scott and Luke have?

$$c + 25 = 50$$

$$25 + 50 = c$$

$$25 + c = 50$$

$$25 - c = 50$$



4) Adam and Henry went Trick or Treating. Henry got 62 candies. Which equation will tell us how many candies Adam got?

$$62 + c = 121$$

$$62 + 121 = c$$

$$c + 62 = 121$$

$$62 - c = 121$$



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

$$p + 5 = 15$$

$$5 + 15 = p$$

$$5 - p = 15$$

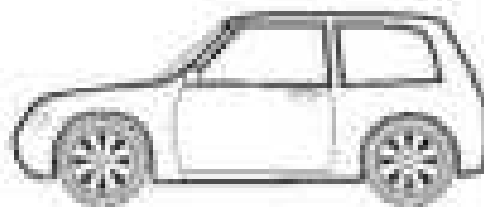
$$5 + p = 15$$



Word Problems – Solving Addition Equations**Questions**

Answer the questions below

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



2) Steve got 25 points for beating level 1 in a video game. He got 33 more points for beating level 2. How many points did he have after level 2?



Bonus – He had 78 total points after beating level 3. How many points did he get in level 3?

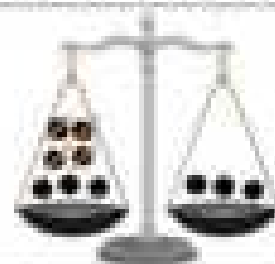
3. In badminton, Jessica and Erin won their game. They scored 21 points and their opponents only scored 16. Jessica scored 13 of the 21 points. How many points did Erin score?



Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

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



$$7 - \square = 3$$

Instruction: How many balls do you need to take away to balance the scales?



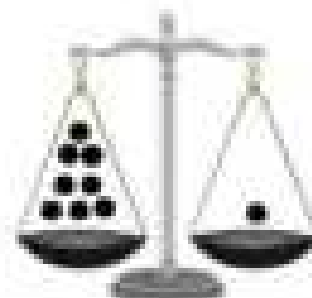
$$11 - \square = 8$$



$$8 - \square = 3$$



$$10 - \square = 4$$



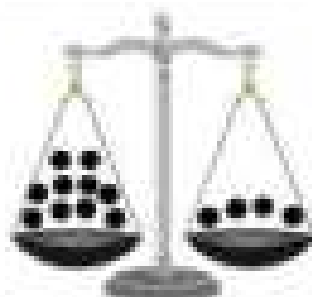
$$8 - \square = 1$$



$$11 - \square = 3$$



$$13 - \square = 2$$



$$10 - \square = 4$$



$$14 - \square = 1$$



$$4 - \square = 0$$

Activity Title: Balancing Act**Objective**

What are we learning about?

This activity is designed to help students understand the concept of equality and balance in addition and subtraction equations using a physical balance scale. Students will explore how different weights can represent numbers and discover combinations that balance the scale.

Materials

What you will need for the activity.

- Small balance scale
- A set of weights of different weights. A minimum of 20 weights.
- Paper
- Pencils
- Set of pre-written addition and subtraction problems

**Instructions**

How you will complete the activity.

1. Give a balance scale and weights to small groups of students.
2. Provide the students with the set of equations on the next page.
3. Students must use the weights to represent the numbers in each equation and place them on the balance scale to see how they balance. For the subtraction questions, students will put on the first quantity, and then remove the quantities in the equations. For addition, they can put the addends in separate areas on the same side of the balance scale.
4. As an extension, students could create their own equations that represent a sum or difference that you provide them with.
5. Review each group's findings with the class, discussing why the particular combinations resulted in a balanced scale.

Equations

Pre-written addition and subtraction problems

$$3 + 2 = 5$$

$$11 - 4 = 7$$

$$4 + 2 = 3 + 3$$

$$5 + 4 = 7 + 2$$

$$15 = 4$$

$$8 - 4 - 2 = 2$$

$$19 - 7 - 8 = 8 - 2 - 2$$

$$7 + 2 + 1 = 9 + 1$$

$$6 + 1 + 3 = 4 + 2 + 4$$

PREVIEW

Subtraction to 50 – Are They Equal?

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

14 - 3 = 11

22 - 3 = 18

36 - 5 = 31

Questions Put a slash = through the equal sign if it is not balanced

1) $13 - 4 = 9$

2) $24 - 4 = 20$

3) $15 - 4 = 10$

4) $16 - 3 = 12$

5)

6) $18 - 3 = 14$

7) $22 - 5 = 17$

8) $26 - 6 = 20$

9) $3 - 3 = 20$

10) $28 - 5 = 23$

11) $31 - 3 = 27$

12) $30 - 3 = 30$

13) $36 - 5 = 31$

14) $39 - 4 = 34$

15) $37 - 4 = 33$

16) $44 - 0 = 44$

17) $46 - 6 = 41$

18) $50 - 5 = 45$

Pre-Algebra – Balancing Subtraction Equations

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

$$\begin{array}{c} 9 \\ \swarrow \searrow \\ 15 - 6 = \boxed{9} \end{array}$$

Examples:

$$\begin{array}{c} 21 \\ \swarrow \searrow \\ 27 - 6 = \boxed{21} \end{array}$$

Questions

Fill in the missing number to balance the equation

1) 1

2) $11 - 6 = \square$ 3) $10 - 5 = \square$ 4) $10 - \square = 5$ 5) $\square - 6 = 6$ 6) $14 - \square = 10$ 7) $\square - 6 = 10$ 8) $\square - 5 = 12$ 9) $\square - 8 = 12$ 10) $55 - 10 = \square$ 11) $72 - \square = 65$ 12) $100 - \square = 90$ 13) $74 - \square = 67$ 14) $112 - 6 = \square$ 15) $180 - \square = 160$ 16) $143 - \square = 135$ 17) $115 - 15 = \square$ 18) $125 - \square = 110$ 19) $106 - \square = 99$ 20) $125 - 21 = \square$ 21) $145 - \square = 100$

Pre-Algebra – Result Unknown

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

Examples:

$$\begin{array}{c} 3 \\ \diagdown \quad \diagup \\ 10 - 7 = 3 \end{array}$$

$$\begin{array}{c} 6 \\ \diagdown \quad \diagup \\ 24 - 18 = 6 \end{array}$$

Question: _____ the missing number to balance the equation.

1) $15 - 5 = \underline{\hspace{2cm}}$

2) $25 - 7 = \underline{\hspace{2cm}}$

3) $10 - 4 = \underline{\hspace{2cm}}$

4) $13 = \underline{\hspace{2cm}}$

5) $21 - 7 = \underline{\hspace{2cm}}$

6) $24 = \underline{\hspace{2cm}}$

7) $32 - 12 = \underline{\hspace{2cm}}$

8) $42 - 7 = \underline{\hspace{2cm}}$

9) $63 - 13 = \underline{\hspace{2cm}}$

10) $79 - 15 = \underline{\hspace{2cm}}$

11) $91 - 11 = \underline{\hspace{2cm}}$

12) $122 - 9 = \underline{\hspace{2cm}}$

13) $142 - 13 = \underline{\hspace{2cm}}$

14) $166 - 15 = \underline{\hspace{2cm}}$

Pre-Algebra – Start Unknown

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

Examples:

$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 17 - 7 = 10 \end{array}$$

$$\begin{array}{c} 7 \\ \swarrow \quad \searrow \\ 30 - 23 = 7 \end{array}$$

Question: _____ the missing number to balance the equation.

1) _____

2) _____ - 4 = 7

3) _____ - 5 = 10

4) _____ - 3 = 8

5) _____ - 7 = 13

6) _____ - 6 = 2

7) _____ - 4 = 15

8) _____ - 3 = 12

9) _____ - 6 = 24

10) _____ - 5 = 25

11) _____ - 8 = 25

12) _____ - 9 = 40

13) _____ - 12 = 43

14) _____ - 13 = 62

Subtraction – Which Equation Matches?

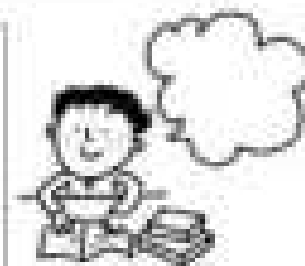
Two of the equations equal the same number. Which one matches the shaded in equation.

Example:

$9 - 4$

$8 - 3$

$10 - 6$



Question: _____ the equation that matches the shaded in equation

1)

$24 - 13$

$27 - 15$

2)

$28 - 14$

$27 - 13$

3)

$30 - 12$

39

$39 - 21$

4)

$47 - 12$

$46 - 11$

5)

$62 - 13$

$61 - 12$

$63 - 15$

6)

$85 - 15$

$90 - 15$

$90 - 20$

7)

$99 - 15$

$98 - 13$

$90 - 6$

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, fostering critical thinking and problem-solving skills in a collaborative group setting.

Materials

What will you need for the activity?

- Pre-prepared addition and subtraction cards.
- Small bags or envelopes to hold the cards for each group.



Instructions

How you will complete the activity

1. Before the class, the teacher will cut out the prepared matching game cards.
2. Divide the students into small groups and give each group a small envelope 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: _____

135

Common Core Math
2.OA.A.2

Cards

Matching Game Cards

$19 + 18$

$30 + 7$

PREVIEW

$68 - 3$

$42 + 18$

$7 + 5$

$90 - 45$

$75 - 3$

$64 + 18$

$73 + 9$

Subtraction – Using Symbols

**Part 1**

Find out the value of the symbol.

1) $\bullet - 10 = 18$ $\bullet =$	2) $42 - \blacktriangle = 30$ $\blacktriangle =$	3) $80 - \bullet = 65$ $\bullet =$
4) $\blacktriangle = 27$ $\blacktriangle =$	5) $\bullet - 11 = 29$ $\bullet =$	6) $90 - 70 = \blacklozenge$ $\blacklozenge =$
7) $54 - \blacktriangle = 50$ $\blacktriangle =$	8) $\bullet - \bullet = 12$ $\bullet =$	9) $78 - \bullet = 64$ $\bullet =$

Part 2

Write your own questions using any symbols. Ask a friend to answer.

1)	2)
3)	4)

Subtraction – Find the Variable

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

Example: $18 - n = 5$

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

Question: Find the value of the variable.

$27 - n = 5$ $n =$	$n - 5 = 5$ $n =$	$22 - n = 10$ $n =$
$25 - 10 = p$ $p =$	$1 - p = 1$ $p =$	$p - 8 = 15$ $p =$
$31 - y = 30$ $y =$	$y - 14 = 1$ $y =$	$35 = y$ $y =$
$65 - t = 51$ $t =$	$88 - t = 58$ $t =$	$4 - t = 6$ $t =$
$124 - a = 117$ $a =$	$150 - a = 135$ $a =$	$163 - a = 151$ $a =$
$176 - 165 = s$ $s =$	$185 - s = 171$ $s =$	$124 - s = 99$ $s =$

Word Problems – Solving Subtraction Equations**Questions**

Answer the questions below.

1) Mrs. Wilson had 48 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 28 pencils. How many students are in Mrs. Wilson's class?

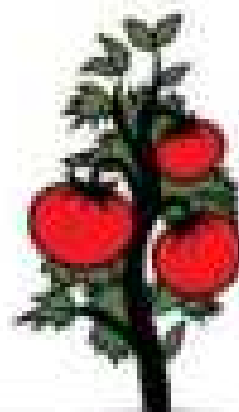


2) Hudson saved 86 dollars. He bought a new video game for 35 dollars. How many dollars does he have left?



Bonus: He saved 15 more dollars. Can he buy a new video game for 35 dollars?

3) The grade 3 class planted 79 tomato seeds but only 57 tomato plants grew. How many plants did not grow?



Task Cards: Mystery Number Detectives**Objective**

What are we learning about?

To help students understand and solve one-step algebraic equations by finding the value of a missing number.

Materials

What you will need for the activity

- Task cards
- Student sheets for answers
- Pencils

**Instructions**

How to run the activity

1. Introduce the concepts covered in the task cards.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet and pencils.
4. Encourage teamwork by having students collaborate on finding solutions.
5. Allow students to select any task card to begin with, emphasizing that they can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Task Cards

Cut out the task cards below

Card 1:

$$14 - p = 10$$

solve for p

- a) 2 b) 4 c) 5

Card 2:

$$80 - \bullet = 65$$

solve for \bullet

- a) 15 b) 25 c) 35

Card 3:

$$11 - \bullet = 7$$

- a) 4 b) 2

$$x + 45 = 76$$

solve for x

- a) 31 b) 31 c) 41

Card 4:

$$31 + y = 58$$

solve for y

- a) 17 b) 27 c) 37

Card 5:

$$z + 12 = 41$$

solve for z

- a) 33 b) 23 c) 43

Card 6:

$$18 - a = 9$$

solve for a

- a) 9 b) 7 c) 11

Card 7:

$$b + 16 = 24$$

solve for b

- a) 8 b) 18 c) 28

PREVIEW

Task Cards: Mystery Number Detectives**Answers**

Record your answers below.

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

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

PREVIEW

Multiplication – Which Equation Matches?

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

Example

2×3 1×6 4×2



Question Circle the equation that matches the shaded in equation

1)

10×1

6×2

2)

6×3

2×9

3)

5×4

1

6×3

4)

8×2

4×4

5)

9×4

7×5

6×6

6)

10×3

7×5

6×5

7)

8×3

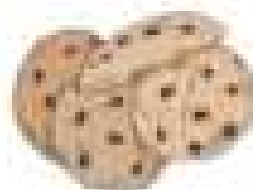
6×4

7×3

Multiplication Word Problems**Questions**

Answer the questions below.

1) Claire has 7 boxes of cookies. She has 56 cookies in total. How many cookies are in each box?



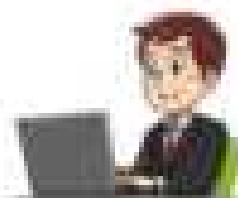
2) Sam is a truck driver. He drove 800 km per hour. In total, he drove 800 km yesterday. How many hours did he drive?



3) Courtney scored 3 goals in each game she played. She scored 27 goals in total. How many games did she play?



4) Steven earned \$8 every hour he worked. He made \$48 today. How many hours did he work?



Multiplication – Using Symbols



Part 1

Find out the value of the symbol

1)

$$\bullet \times 3 = 12$$

2)

$$5 \times \bullet = 45$$

$$\bullet =$$

3)

$$4 \times \bullet = 32$$

$$\bullet =$$

4)

$$\bullet \times 9 =$$

$$\bullet =$$

5)

$$\bullet \times 4 = 40$$

$$\bullet =$$

6)

$$7 \times 10 = \bullet$$

$$\bullet =$$

7)

$$2 \times \bullet = 40$$

$$\bullet =$$

8)

$$10 \times \bullet = 110$$

$$\bullet =$$

Part 2

Write your own questions using any symbol you like. Give the answer.

1)

2)

3)

4)

Multiplication – Find the Variable

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

Example: $5n = 15$ means $5 \times n = 15$

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



Question

Find out the value of the variable

$$n \times 5 = 20$$

$$n =$$

$$10 \times 1 = p$$

$$p =$$

$$5p = 30$$

$$p =$$

$$10n = 30$$

$$n =$$

$$2n = 16$$

$$n =$$

$$8 \times l = 40$$

$$l =$$

$$5n = 45$$

$$n =$$

$$10n = 100$$

$$n =$$

$$10s = 50$$

$$s =$$

$$5 \times 7 = s$$

$$s =$$

Activity – Equation Explorers

Objective

What are we learning about?

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



Materials

What you will need for the activity:

- Small white sheets of paper
- Dry erase markers or pencils
- A set of equation cards (one-step equations like $3n = 6$)
- Tokens or small rewards

Instructions

How you will complete the activity:

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

Multiplication Equations

Cut out the questions below and distribute to each student.

$12a = 36$

$11b = 44$

$15c = 45$

$13d = 52$

$14e = 56$

$16f = 64$

$17h = 68$

$19i = 76$

$12j =$

$14k = 39$

$11l = 33$

$15m = 60$

$20n = 60$

$21o = 63$

$22p = 66$

$25q = 75$

$23s = 46$

$19t = 57$

$16v = 64$

$17w = 51$

$14x = 42$

$13y = 39$

$21z = 84$

$22a = 44$

$20b = 100$

$12c = 36$

$15d = 75$

PREVIEW

Division – Are They Equal?

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

$4 \div 2 = 1$

$6 \div 2 = 3$

$10 \div 2 = 8$

QuestionPut a slash through the equal sign (\neq) if it is not balanced

1) $10 \div 10 = 10$	2) $10 \div 10 = 10$
3) $5 \div 5 = 1$	4) $8 \div 2 = 4$
5) $10 \div 5 = 2$	6) $1 \div 1 = 2$
7) $10 \div 5 = 50$	8) $10 \div 5 = 2$
9) $20 \div 5 = 4$	10) $25 \div 5 = 5$
11) $50 \div 10 = 5$	12) $16 \div 2 = 7$
13) $20 \div 10 = 2$	14) $15 \div 5 = 5$

Pre-Algebra – Balancing Division Equations

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

Examples:

$$\begin{array}{c} 5 \\ \swarrow \searrow \\ 15 \div 3 = \boxed{5} \end{array}$$

$$\begin{array}{c} 5 \\ \swarrow \searrow \\ \boxed{10} \div 2 = 5 \end{array}$$

Questions:

Fill in the missing number to balance the equation

1) 8

2) $4 \div 3 = \square$

3) $10 \div \square = 5$

4) $6 \div \square = 2$

5) $\square = 5 \div 5$

6) $\square = 20 \div 5$

7) $5 \div 1 = \square$

8) $20 = \square \div 4$

9) $15 \div \square = 3$

10) $10 \div 10 = \square$

11) $25 \div \square = 5$

12) $30 \div 6 = \square$

13) $10 \div \square = 2$

14) $18 \div 2 = \square$

Division – Which Equation Matches?

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

$12 \div 4$

Example

$9 \div 3$

$16 \div 4$



Question

Circle the equation that matches the shaded in equation

1)

$20 \div 5$

$10 \div 5$

$15 \div 3$

2)

$18 \div 6$

$6 \div 3$

3)

$16 \div 4$

$14 \div 7$

$28 \div 7$

4)

$25 \div 5$

$10 \div 2$

5)

$28 \div 7$

$21 \div 3$

$8 \div 2$

6)

$18 \div 3$

$30 \div 5$

$25 \div 5$

7)

$24 \div 3$

$16 \div 2$

$12 \div 6$

Division – Using Symbols



Part 1

Find out the value of the symbol.

1)

$$\bullet + 3 = 5$$

2)

$$25 \div \blacktriangle = 5$$

$$\blacktriangle =$$

3)

$$40 \div \bullet = 8$$

$$\bullet =$$

4)

$$\blacktriangle + 2 =$$

$$\blacktriangle =$$

5)

$$\blacktriangle \div 6 = 4$$

$$\blacktriangle =$$

6)

$$50 \div 10 = \blacktriangle$$

$$\blacktriangle =$$

7)

$$42 \div \blacktriangle = 6$$

$$\blacktriangle =$$

8)

$$90 \div \bullet = 9$$

$$\bullet =$$

Part 2

Write your own questions using any symbol you like. Give the answer.

1)

2)

3)

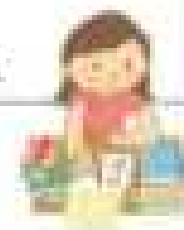
4)

Division – Find the Variable

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

Example: $15 \div n = 3$

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



Quest

Find out the value of the variable

$n \div 5 = 3$ $n =$	$10 \div 1 = p$ $p =$
$10 \div n = 2$ $n =$	$20 \div p = 2$ $p =$
$30 \div n = 10$ $n =$	$8 \div t = 2$ $t =$
$50 \div n = 5$ $n =$	$10 \div n = 10$ $n =$
$10 \div s = 2$ $s =$	$20 \div 4 = s$ $s =$

Name: _____

Algebra Quiz - Equations

Part 1

Put an x through the equal sign if it is not balanced

1) $15 + 10 = 25$

2) $20 + 10 = 30$

3) $56 + 5 = 71$

4) $10 = 10$

5) $10 - 4 = 6$

6) $16 - 5 = 12$

Part 2

Put a missing number to balance the equation

1) $15 + 8 = \square$

2) $\square + 7 = 21$

3) $9 + \square = 15$

4) $25 + 5 = \square$

5) $\square + 12 = 20$

6) $\square + \square = 28$

7) $15 - 8 = \square$

8) $\square - 8 = 12$

9) $\square - 10 = 10$

10) $21 - 5 = \square$

11) $\square - 4 = 16$

12) $32 - 15 = \square$

13) $5 \times 2 = \square$

14) $10 \times \square = 30$

15) $25 \div \square = 5$

16) $30 \div 6 = \square$

PREVIEW

Part 3

Find out the value of the variable.

$7 + n = 10$ $n =$	$n - 5 = 5$ $n =$	$2 \times n = 10$ $n =$	$20 + n = 10$ $n =$
$n + 16 = 22$ $n =$	$n - 3 = 6$ $n =$	$n \times 5 = 15$ $n =$	$12 + 4 = n$ $n =$

Part 4

Find the value of the variable.

$a + b + c =$ ____ + ____ + ____ = ____	$b = 2$	$n + y + t =$ ____ + ____ + ____ = ____	$n = 5$	$y = 10$	$t = 5$
$a - b = c$ ____ - ____ = ____	$a = 13$	$b =$ ____	$e = 26$	$n = 6$	
$a \times b = c$ ____ \times ____ = ____	$a = 5$	$b = 5$	$r = y$ ____ = ____	$r = 6$	2
$c =$			$k =$		

Part 5

Solve the word problem below. Make sure to write the equation.

Alexa saved 52 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 78 dollars. How much did her grandmother give her?

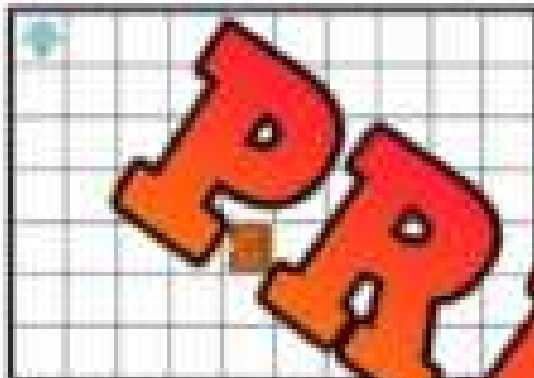
Grade 3 C3. Coding

	Curriculum Expectations	Pages That Cover the Expectations
C3.1	Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events	168 – 181, 190 – 191
C3.2	read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes	182 – 189, 191 – 199

Writing Code

Writing Code - Code Bank

- go right (# of spaces)
- go left (# of spaces)
- go down (# of spaces)
- go up (# of spaces)
- open door



1. Write the code that gets the robot to the door

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

2. Write the code that gets the robot to the home

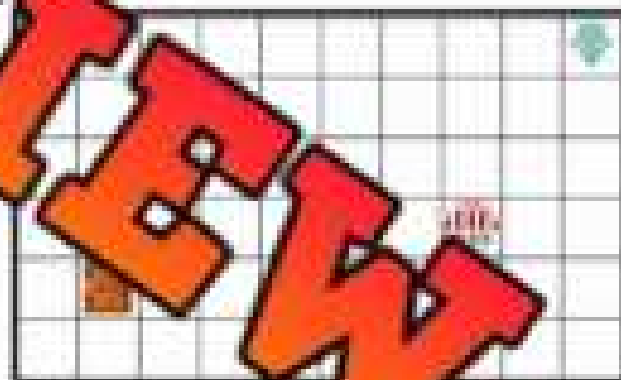
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

3. Write the code that gets the robot to the gym and then home

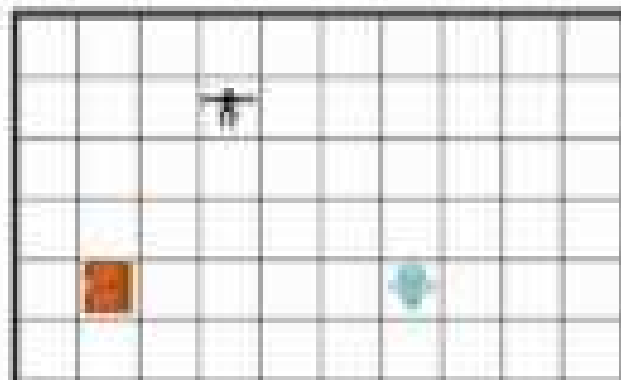
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

PREVIEW

Reading Code – Creating Programs


Question Read the code and create the program

Example

Code

```
go right 5  
go down 3  
open door
```

Robot moved _____ squares



1.

Code

```
go down 2  
go right 1  
go down 2  
go right 5  
open door
```

Robot moved _____ squares




2.

Code

```
go right 2  
go down 3  
go left 2  
go down 1  
go right 6  
open door
```

Robot moved _____ squares



Reading Code – Creating Programs

Question

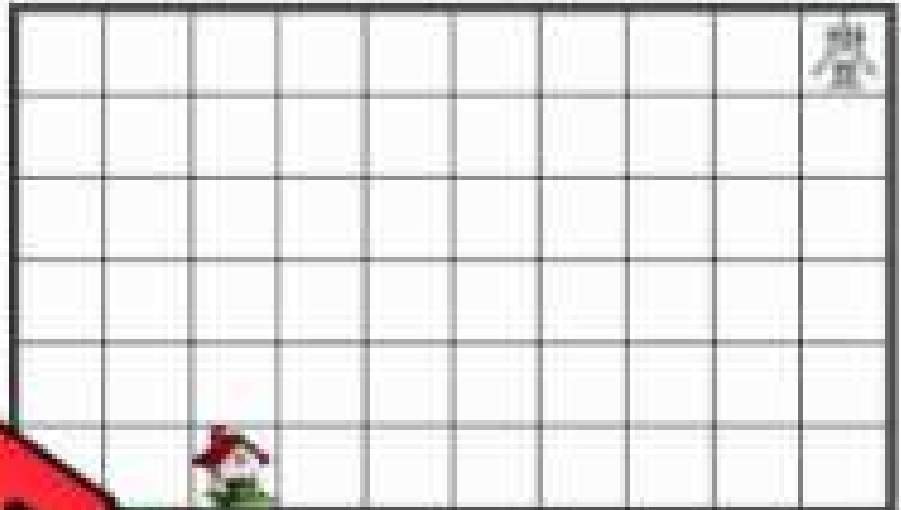
Read the code and draw the path the robot will take

1.

Code

go left 3
go
go
go

Robot moved _____ squares

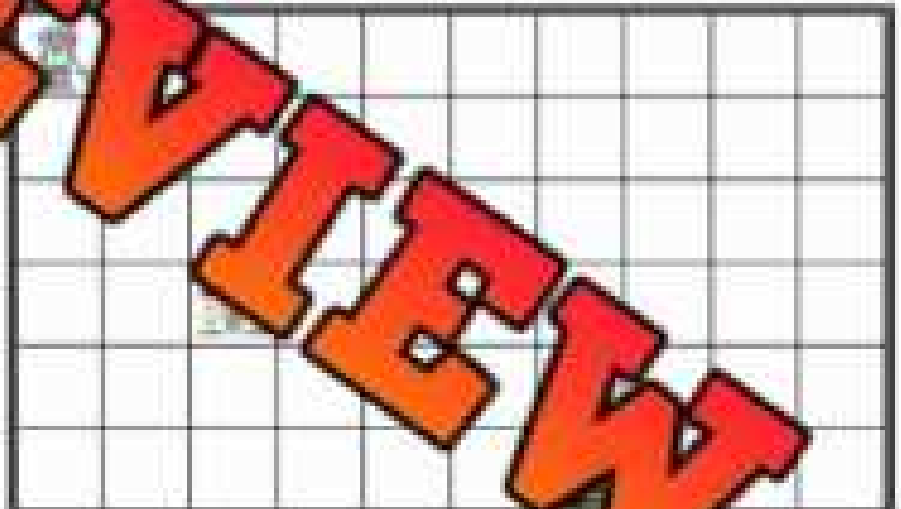


2.

Code

go down 3
go right 2
enter school
go down 2
go right 4
open door

Robot moved _____ squares



3.

Code

go down 3
go left 5
enter ice cream shop
go left 4
go up 4
open door

Robot moved _____ squares




PREVIEW

Coding – Robot Lawn Mower

This is a self-driving lawn mower		
		
It understands		

Right makes it turn right		
		
Right		

Left makes it turn right		
		
Left		

Forward makes the car move forward by the number shown		
		
Forward 2		

Directions

Use the codes to direct the lawn mower to cut the field of grass

Codes - Forward	Codes - Right	Codes - Left	
Line 1			
Line 2			
Line 3			
Line 4			
Line 5			
Line 6			
Line 7			
Line 8			
Line 9			

PREVIEW

Directions

Write code to get the lawn mower to cut the field of grass

Codes – Forward, Turn Left, Turn Right

Line 1

Line 2

Line 3

Line 4

Line 5

Line 6

Line 7

Line 8

Line 9

Line 10

Line 11

Line 12

Line 13

Line 14

Line 15

Line 16

Line 17

Line 18

Line 19

Line 20

Line 21



PREVIEW

Writing Code – Robotic Bees

Honeybees pollinate about 80% of plants worldwide. The problem is that since 1947, we have lost 60% of our honeybees. Robotic scientists are working to solve this problem by designing robotic bees that can pollinate plants.

PREVIEW

Direction

Use the arrows to move the bee to each of the flowers so it can pollinate them. Use as few moves as you can.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Fixing Code

Question

Put the scrambled code in the correct order by labelling the steps 1-6

1. Go to school and then home

Code

_____ -go up 1

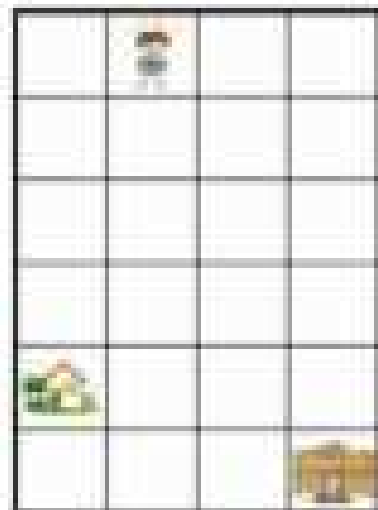
_____ -go up 5

_____ -go right 2

_____ -go left 1

_____ -go left 1

_____ -enter school



2. Go to school and then home

Code

_____ -go up 2

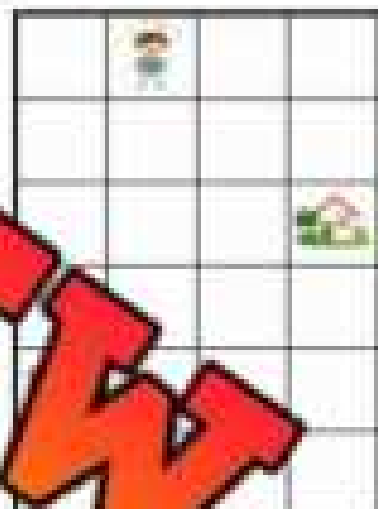
_____ -go down 4

_____ -go right 3

_____ -enter school

_____ -go left 1

_____ -enter home



3. Go to school and then home

Code

_____ -go down 2

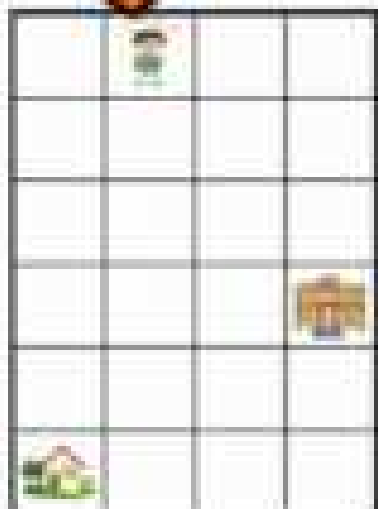
_____ -go down 3

_____ -go right 2

_____ -enter school

_____ -go left 3

_____ -enter home



PREVIEW

Fixing Code

Question

Put the scrambled code in the correct order by labelling the steps 1-6

1. Go to the ice cream shop and then home

Code

_____ - go up 1

_____ - go right 1

_____ - go down 1

_____ - go up 2

_____ - enter home

_____ - go left 1



2. Go to the ice cream shop and then home

Code

_____ - go up 2

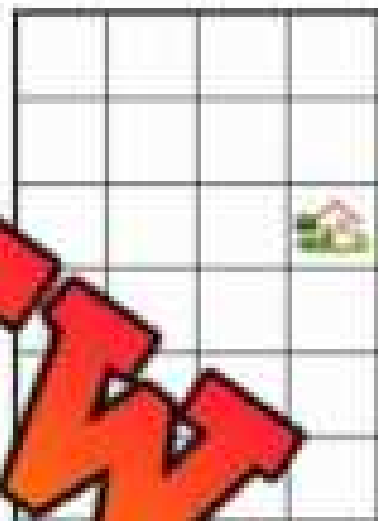
_____ - go left 1

_____ - enter home

_____ - enter ice cream shop

_____ - go up 1

_____ - go right 3



3. Go to the ice cream shop and then home

Code

_____ - go up 2

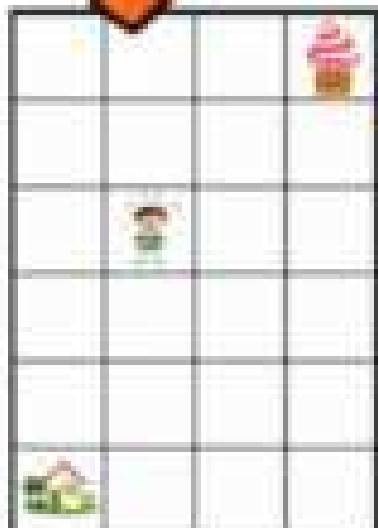
_____ - go down 5

_____ - go right 2

_____ - enter ice cream shop

_____ - go left 3

_____ - enter home



PREVIEW

Working with Code

Question

Read the code and write what will happen. The first one is done for you

1.

Code`Code1 = "VE"``Code2 = "LO"``Code3 = "ER"``Code4 = "I"``Code5 = "LOVE"``print ("The Computer Program:", Code1, Code2, Code3, Code4, Code5)`

The Computer Program:

I LOVE CODE

2.

Code`Code1 = "I"``Code2 = "UN"``Code3 = "DI"``Code4 = "MA"``Code5 = "IS"``print ("I think", Code1, Code3, Code5,``Code1, Code2)`

The Computer Program:

3.

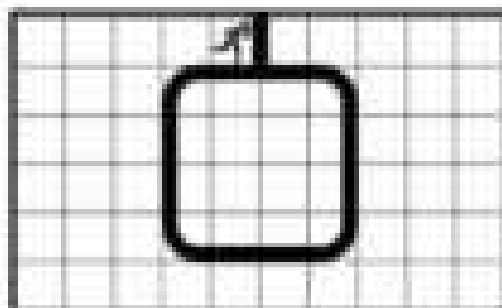
Code`Code1 = "A"``Code2 = "PRO"``Code3 = "MER"``Code4 = "GRAM"``Code5 = "ING"``print ("I am", Code1, Code2, Code4, Code3)`

The Computer Program:

Writing Code - Loops

Writing Code - Code Bank

- go right (# of spaces)
- go left (# of spaces)
- go down (# of spaces)
- go up (# of spaces)
- loop _____ times

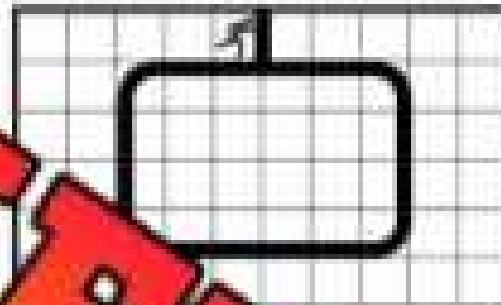


Example
 go right 3
 go down 3
 go left 3
 go up 3
 go right 2
 loop 5 times
 go right 1

Question Write code that sends the runner around the track

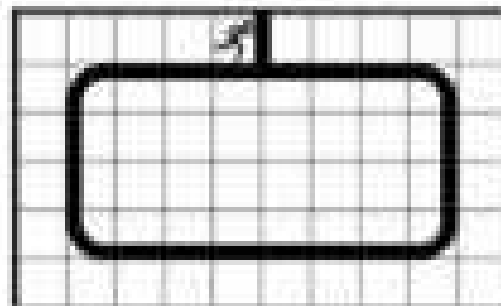
1. Use a loop to send the runner around the track 5 times. (Don't forget to cross the finish line!)

- Line 1: _____
- Line 2: _____
- Line 3: _____
- Line 4: _____
- Line 5: _____
- Line 6: _____
- Line 7: _____



2. Use a loop to send the runner around the track 3 times. (Don't forget to cross the finish line!)

- Line 1: _____
- Line 2: _____
- Line 3: _____
- Line 4: _____
- Line 5: _____
- Line 6: _____
- Line 7: _____

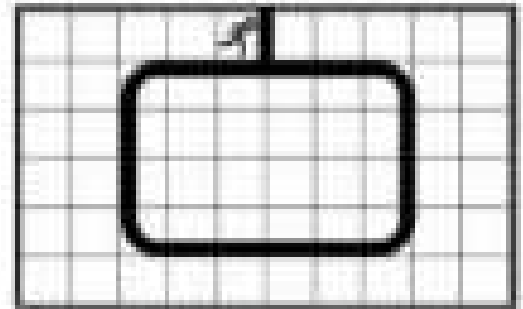


PREVIEW

Writing Code - Loops

1. Use a loop to send the runner 600 metres.

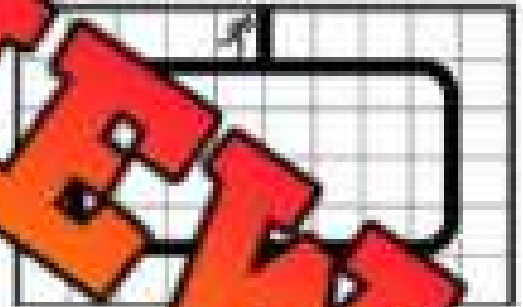
Line 1: _____
 Line 2: _____
 Line 3: _____
 Line 4: _____
 Line 5: _____
 Line 6: _____
 Line 7: _____



1 lap = 100 metres

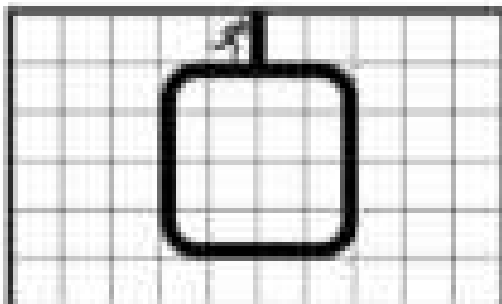
2. Use a loop to send the runner 200 metres.

Line 1: _____
 Line 2: _____
 Line 3: _____
 Line 4: _____
 Line 5: _____
 Line 6: _____
 Line 7: _____



1 lap = 200 metres

3. Read the code and figure out how far the runner went.



1 lap = 10 metres

Code

```
loop 12 times
  go right 3 spaces
  go down 5 spaces
  go left 5 spaces
  go up 5 spaces
  go right 2 spaces
go right 1 space
run program
```

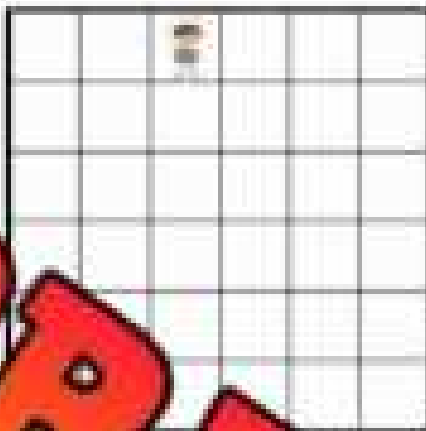
My Answer

Interpreting Code

Question

Will the code work? Circle yes or no. Re-write any code that won't work.

1.

Code
 go down 3
 go right 2
 enter


YES NO

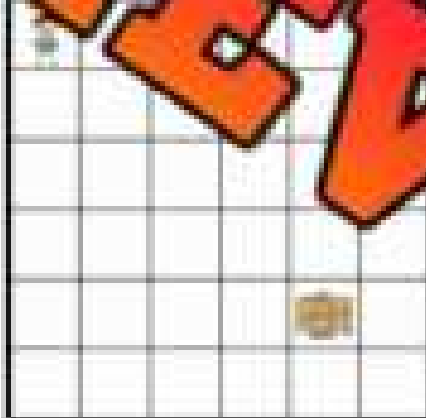
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

2.

Code
 loop 4 times
 go down 1
 go right 1
 enter library


YES NO

Line 1: _____

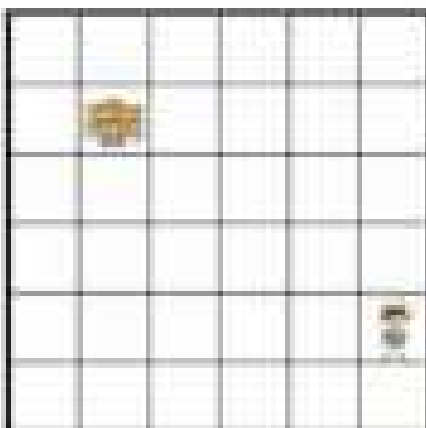
Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

3.

Code
 loop 2 times
 go up 1
 go left 1
 go right 2
 go up 1
 enter library


YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

Activity: Robot Teacher

Objective

What are we learning about?

Students will create a sequence of commands to guide a "robot" (the teacher) to a specific spot in the classroom, learning how to write and execute sequential events, and then alter the sequence to observe how changes affect the outcome.

Materials

What you will need for the activity

- A student to write a sequence of commands (or a worksheet)
- Open classroom for teacher to move around
- A designated "target spot" (e.g., a chair, a marked spot on the floor)



Instructions

How you will complete the activity

1. Tell students they'll be "coders" and the teacher will be a "robot" following their commands exactly.
2. Show the class the target spot (e.g., a chair) where the robot needs to go.
3. Give each student a worksheet (or put students in pairs) to write a sequence of commands (e.g., "step forward 2, turn right, step forward 1") using the format "step forward [number]," "turn right," or "turn left." Students should include at least 1 loop in their code.
4. Have one student read their sequence aloud while the teacher follows the commands, moving through the classroom.
5. Check if the robot reaches the target spot and discuss what went wrong if it doesn't.
6. Ask the student to change one command (e.g., "turn right" to "turn left"), write the new sequence, and have the teacher follow it.
7. Discuss how the change affected the robot's path and if it reached the target spot.
8. Repeat with 1-2 more students, testing and altering their sequences.
9. Wrap up by explaining how the order of steps and changes affect outcomes, linking it to coding.

Robot Teacher – My Code

Instructions

Think about where your teacher is and where the target spot is.
Write a code that will program them to move to the target spot.
(Ex. Step forwards/backwards 2, turn right/left).

My Program – Coding Instructions

PREVIEW

Robot Teacher – Coding Map

Instructions

Once your code is written, draw a map of your classroom.

- 1) Draw a stick figure for the teacher.
- 2) Draw the target spot using an X.
- 3) Draw arrows to show where the teacher moves using your code.

PREVIEW

Activity: Human Robot - Concurrent Events

Objective

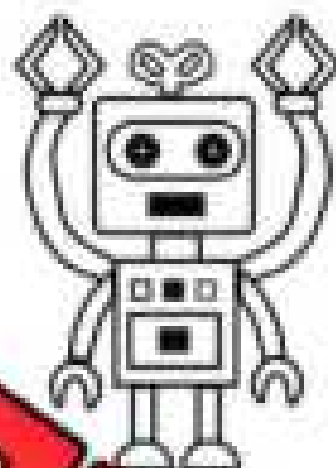
What are we learning about?

Students will create and follow sequential and concurrent movement instructions by taking steps in an open space, demonstrating computational representations. They will write instructions like "Move 5 steps forward, then turn 90 degrees" and execute concurrent actions like "Move 3 steps forward while clapping." By the end, they'll connect these actions to writing and executing code in a mathematical context.

Materials

What is needed for the activity?

- Instruction cards (see example below)
- Pencils
- Example card: "Move 2 steps forward, then turn 90 degrees"



Instructions

How you will complete the activity

1. Explain that students will act as robots following instructions, just as a computer follows code, taking steps in an open space (5 min)
2. Demonstrate by following a pre-made card: "Move 2 steps forward, then turn 90 degrees," then "Move 3 steps forward while clapping" (5 min)
3. Divide into groups of 2-4; each group writes two cards: one sequential (e.g., "Move 4 steps forward, then turn 90 degrees") and one concurrent (e.g., "Move 2 steps forward while jumping") (10 min)
4. Groups take turns: one student as the "robot" follows their group's cards, staying in the open space, while others ensure they don't bump into anyone (15 min)
5. Discuss what they learned about clear instructions, the difference between sequential and concurrent actions, and how this relates to coding (5 min)

Examples

Read the example coding instructions below

Instruction Type	Instruction Text
Sequential	1) Move 4 steps forward 2) Turn 90 degrees.

Instruction Type	Instruction Text
Sequential	1) Move 3 steps forward 2) Turn 180 degrees 3) Move 2 hands 4) Move 1 step backwards

Ideas

Below are ideas for commands you could use

Marching	Nodding head	Spinning
Stamping feet	Clapping	Tapping head
Snapping fingers	Spinning	Tiptoeing
Waving	Jumping	Patting knees
Shaking hands	Blinking eyes	Pointing
Swaying side to side	Whistling	Shrugging shoulders
Twirling arms	Laughing	

Template

Cut out the card below for students to write their code on

My Program - Coding Instructions

Instruction Type	Sequential	Concurrent
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		
Action _____		

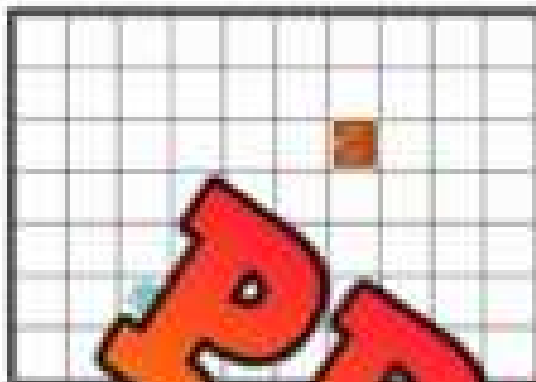
PREVIEW

Name: _____

Coding Quiz

Part 1

Write the code below



1. Write the code that gets the robot to the door

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____

2. Write the code that gets the robot to the store and then home.

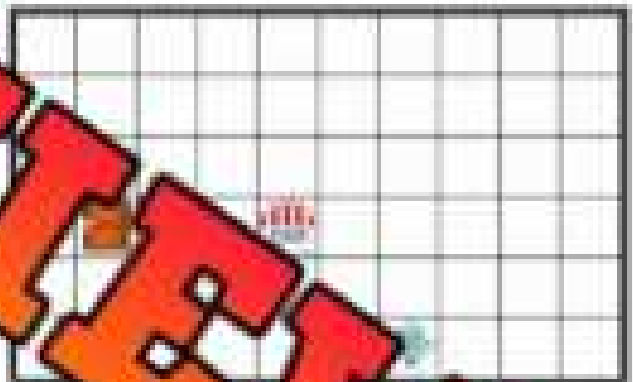
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____

Part 2

Read the code and create the program

3.

Code
go down 2
go right 1
go down 2
go right 5
open door



Robot moved _____ squares



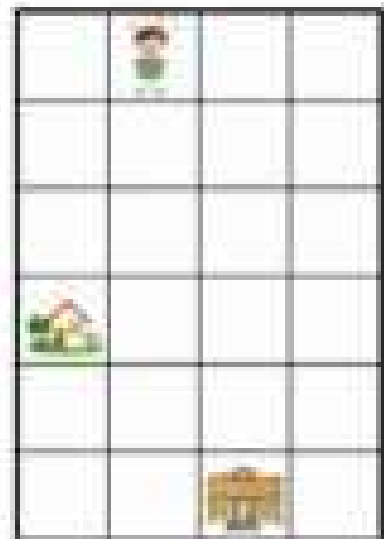
Part 3

Put the scrambled code in the correct order by labelling the steps 1-6

4. Go to school and then home

Code

- _____ -go up 2
- _____ -go down 5
- _____ -go right 1
- _____ enter school
- _____ exit 2

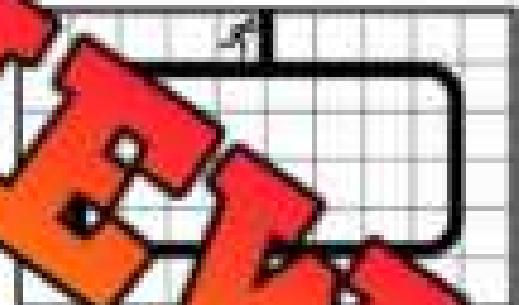


Part 4

Write the code that will work. Write yes or no. Re-write any code that won't work

5. Use a loop to send a message 5 times. (Don't forget to cross the finish line!)

- Line 1: _____
- Line 2: _____
- Line 3: _____
- Line 4: _____
- Line 5: _____
- Line 6: _____
- Line 7: _____



Part 5

Write the message that the code has programmed

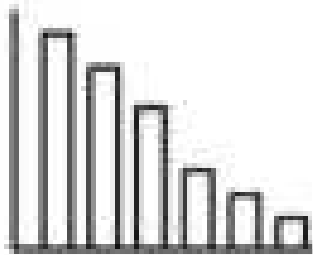
6.

Code

```
Code1 = "DE"
Code2 = "TO"
Code3 = "I"
Code4 = "CO"
```

```
print ("I love", Code2, Code4, Code1, Code3)
```

The Computer Program:



Grade 3 D1. – Data Literacy


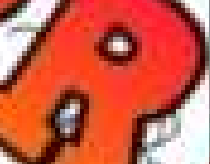








	Curriculum Expectations	Pages That Cover the Expectations
D1.1	sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate	5 - 15, 18 - 33
D1.2		50, 96
D1.3	display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales	57 - 60, 72 - 83, 89, 91, 93, 95, 97
D1.4	determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	34 - 41
D1.5	analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	51 - 56, 61 - 71, 98 - 101

Preview of 90 pages from
this product that contains
233 pages total.

Sorting Data

Part 1 Sort the animals by writing the letter in the correct category

Mammal	Bird	Reptile	Insect

 A	 B	 D	 E	 F
 G	 H	 I	 J	 L

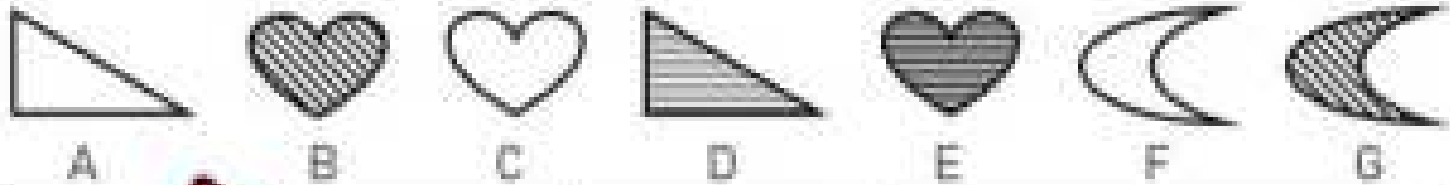
Part 2 Read the list of data and match them with the correct category

- | | |
|---|--------------------|
| a) hammerhead shark, dolphin, seahorse, jellyfish | _____ sea animals |
| b) rose, tulip, daisy, lily | _____ plants |
| c) tiger, lion, bear, wolf | _____ wild mammals |
| d) robin, eagle, parrot, penguin | _____ birds |
| a) triangle, square, circle, rectangle | _____ shapes |
| b) one, two, three, four | _____ numbers |
| c) happy, sad, angry, excited | _____ emotions |
| d) big, small, tall, short | _____ sizes |

Name: _____

Sorting Data

Part 1 Sort the shapes based on two attributes



Triangles (Letters)	Hearts (Letters)	Moons (Letters)	White Shapes (Letters)	Striped Shapes (Letters)
Number of Triangles	Number of Hearts	Number of Moons	Number of White Shapes	Number of Striped Shapes

Part 2 Sort the shapes based on two attributes



White Clouds (Letters)	Dark Clouds (Letters)	Patterned Clouds (Letters)
Number of White Clouds	Number of Dark Clouds	Number of Patterned Clouds

- How many clouds are both white AND have a pattern?
- Which group is the largest?
- When sorting data, can something/someone belong to two groups?

Exit Cards

Cut Out

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

Name: _____

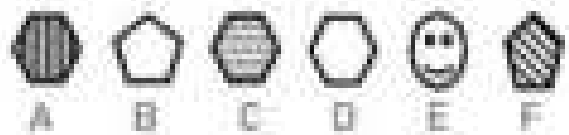
Sort the shapes based on two attributes



Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

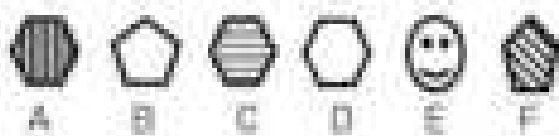
Sort the shapes based on two attributes



Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

Sort the shapes based on two attributes



Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

Name: _____

Sort the shapes based on two attributes



Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)
White Shapes (Letters)	Striped Shapes (Letters)	

PREVIEW

Name _____


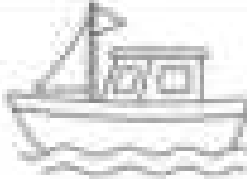
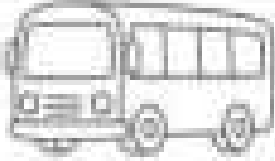
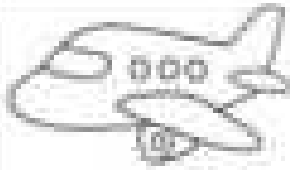
8


Carroll Diagram
111

Sorting Data – Carroll Diagram

Part 1

Sort the vehicles into the correct categories

			
Rocket	Boat	Bus	Airplane

			
Car	Motorcycle	Helicopter	Skateboard

	Used On Land	Used In Air Or Water
Used By Many People		
Used By 1 Person		

Part 2

Give examples of animals that fit the following categories

Can you think of another vehicle that...	
1) Is used on land and carries many people?	
2) Is used on land and carries only one person?	
3) Is used in air or water and carries many people?	
4) Is used in air or water and carries only one person?	

Sorting Data – Carroll Diagram

Part 1

There are 14 clocks below that show 24-hour time. Sort them in the Carroll diagram.



	Before 12:00 (AM)	After 12:00 (PM)
Before Half Past		
After Half Past		

Part 2

Give examples of times that fit the following criteria.

Can you think of another time that...	
1. Is before 12:00 and before half past the hour?	
2. Is before 12:00 and after half past the hour?	
3. Is after 12:00 and before half past the hour?	
4. Is after 12:00 and after half past the hour?	
5. Is before 07:00 in the morning?	
6. Is between 13:00 and 15:00?	

Exit Cards

Cut Out

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

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Surfboard	Train
Boat	Land	Car
	Moves on Land	Does Not Move on Land
Needs Fuel		
No Fuel		

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car
	Moves on Land	Does Not Move on Land	
Needs Fuel			
No Fuel			

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car
	Moves on Land	Does Not Move on Land	
Needs Fuel			
No Fuel			

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car
	Moves on Land	Does Not Move on Land	
Needs Fuel			
No Fuel			



Tally Marks

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

Part 1 Count the tally marks

Part 2 Draw tally marks that match the number

5 =	9 =
14 =	19 = 23 =
34 =	42 =

Part 3 Which is greater? Use the > or <.

12	11	22
----	----	----

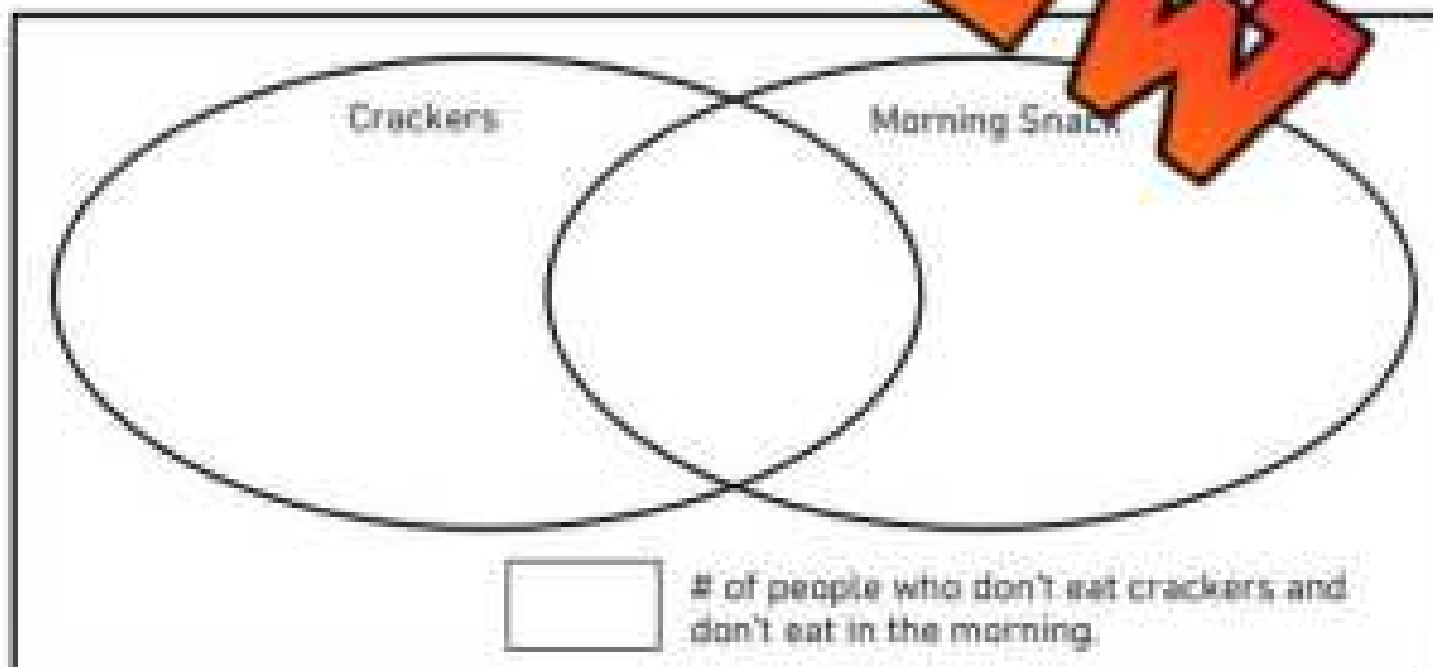
Two-Way Tables and Venn Diagrams

Snack Type	Morning Snack	Afternoon Snack
Fruit	⚡ IIII	IIII
Crackers	⚡	⚡ II
Cookies	II	⚡ I

Part 1 Fill in the table below that is setup to display just two attributes from the data

Students' Favourite Snacks by Time of Day		
Snack Type	Morning Snack	Not Morning Snack (Afternoon Snack)
Crackers		
Not Crackers (Fruit and Cookies)		

Part 2 Fill in the Venn Diagram that is setup to display two attributes from the data

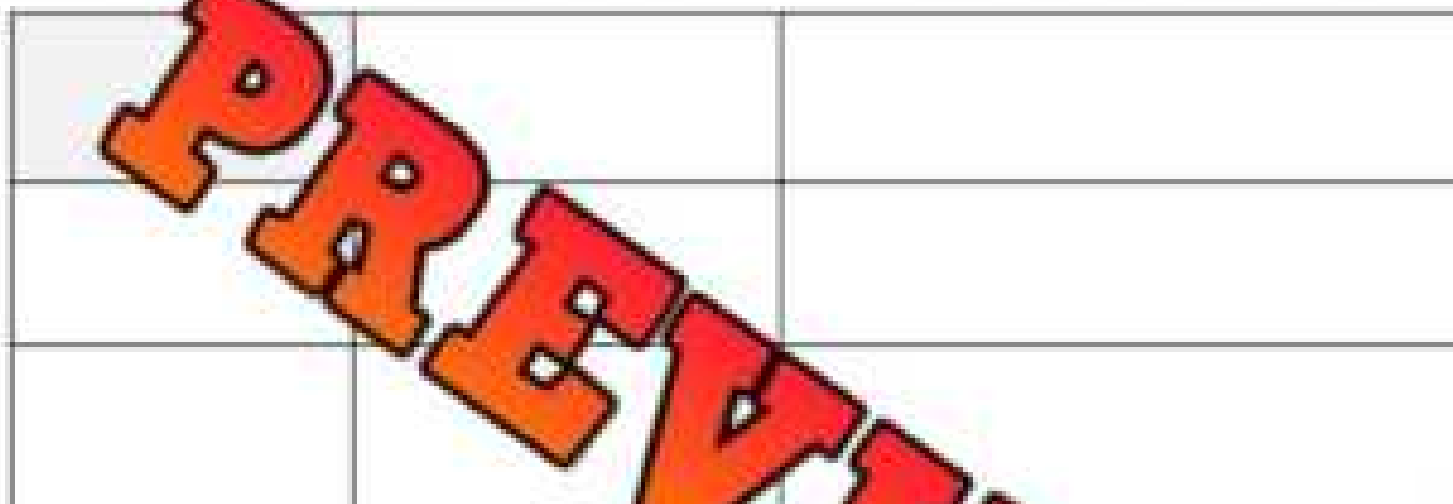


Name: _____

Snack Type	Morning Snack	Afternoon Snack
Fruit	IIII	IIII
Crackers		II
Cookies	II	I

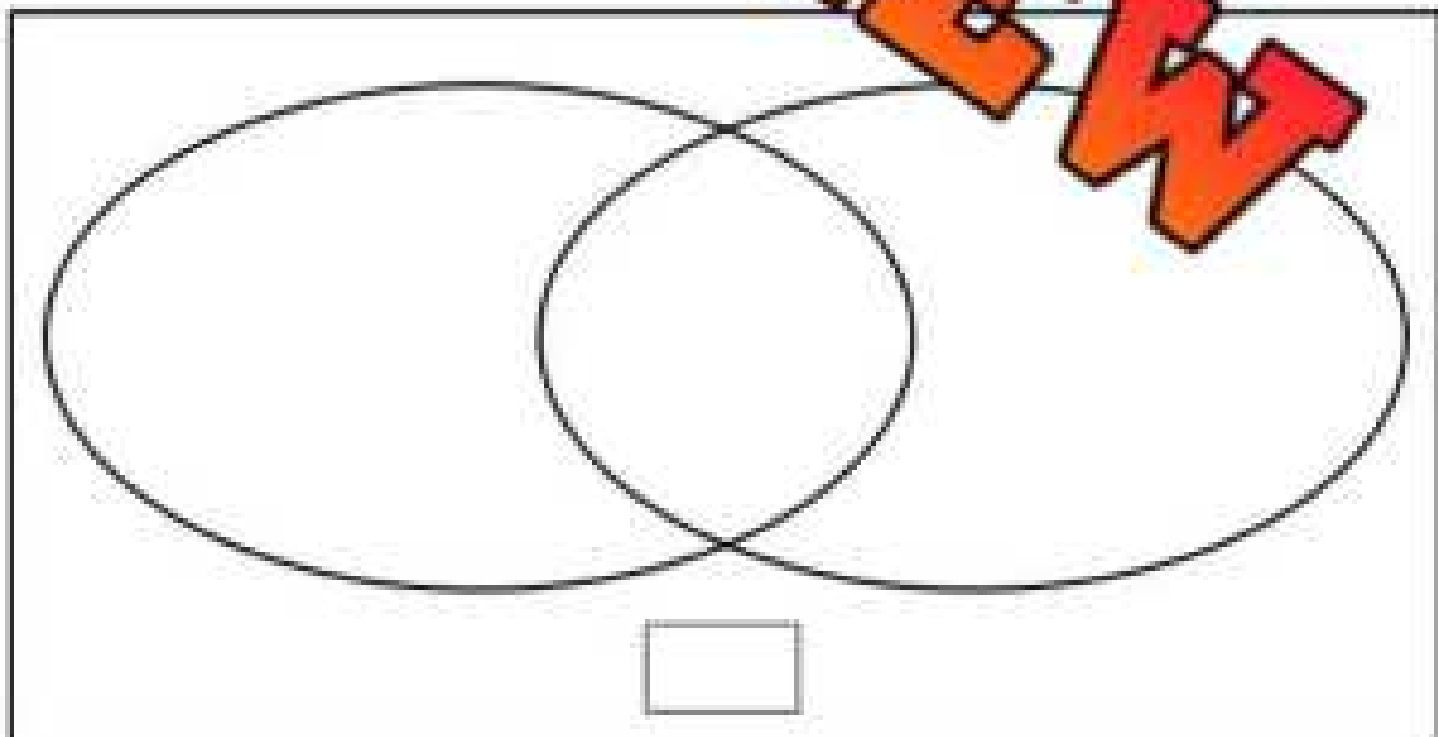
Part 3

Choose 2 attributes from the data and create your own Carroll Diagram.



Part 4

Choose 2 attributes from the data and create your own Venn Diagram.



PREVIEW

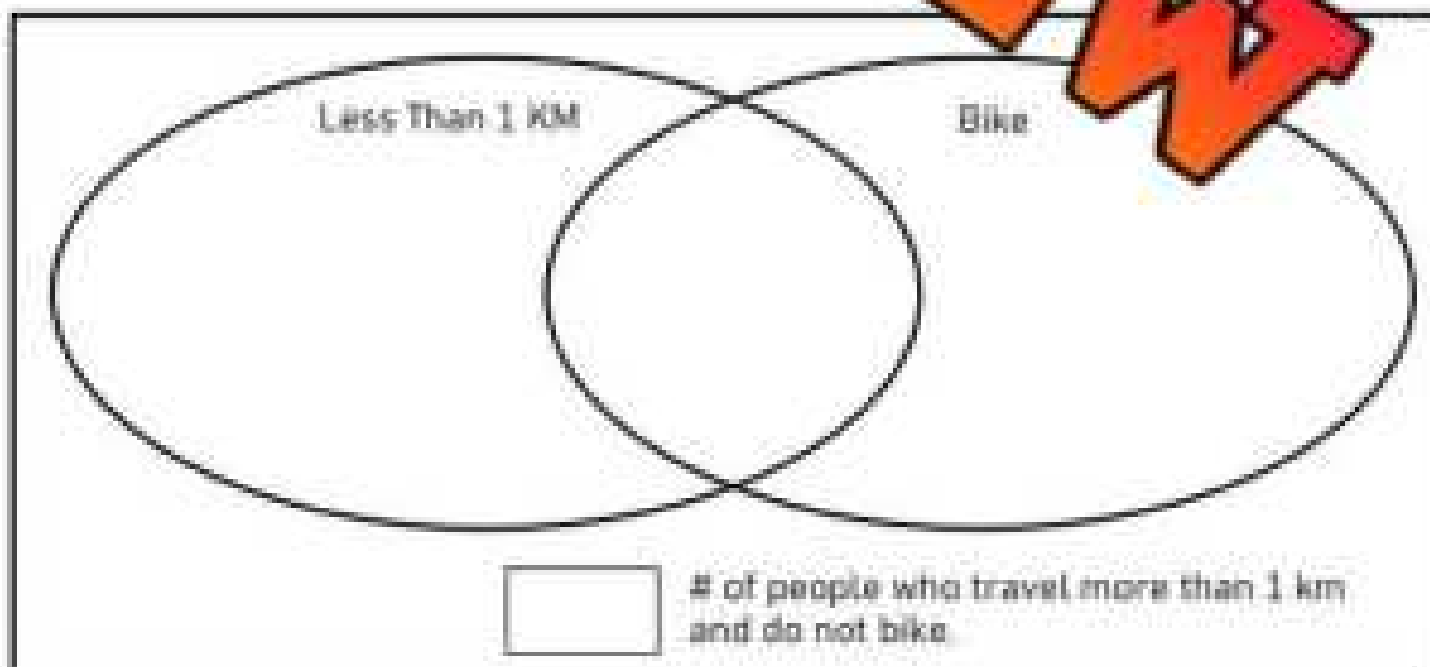
Two-Way Tables and Venn Diagrams

Transportation Method	Less than 1 km	1-5 km	Over 5 km
Walk			
Bike			
Bus			
Car			

Part 1 Fill in the two-way table that is setup to display just two attributes from the data

	Distance	
Vehicle	Less Than 1 KM	More Than 1 KM
Bike		
Not A Bike		

Part 2 Fill in the Venn Diagram that is setup to display two attributes from the data

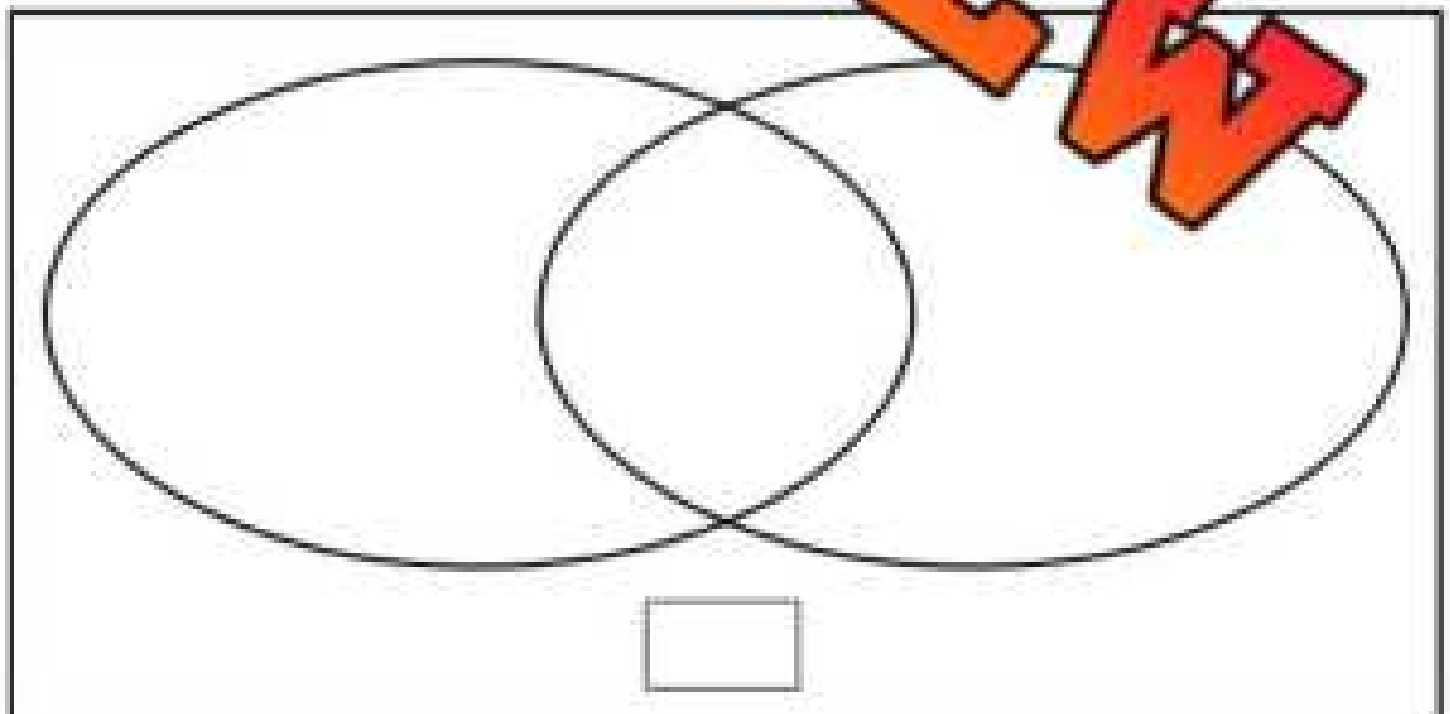


Name: _____

Transportation Method	Less than 1 km	1-5 km	Over 5 km
Walk			
Bike			
Bus			
Car			

Part 3 Choose 2 attributes from the data and create your own Carroll Diagram.

Part 4 Choose 2 attributes from the data and create your own Carroll Diagram.



PREVIEW

Two-Way Tables and Venn Diagrams

Instructions

Read the paragraph below. Represent the data in the tally table, Carroll diagram, and Venn diagram.

Twenty-seven students in a class were surveyed about where they usually do their homework and what tool they prefer to use. Ten students said they work at the kitchen table. Of those ten, four students use a pencil, three use a pen, and three prefer using a laptop. Nine students said they usually do their homework in the living room. Two of them use a pencil, one uses a laptop, and two use a pen. The final eight students said they do their homework in their bedroom. Three bedroom workers use a pencil, two use a pen, and three use a laptop.

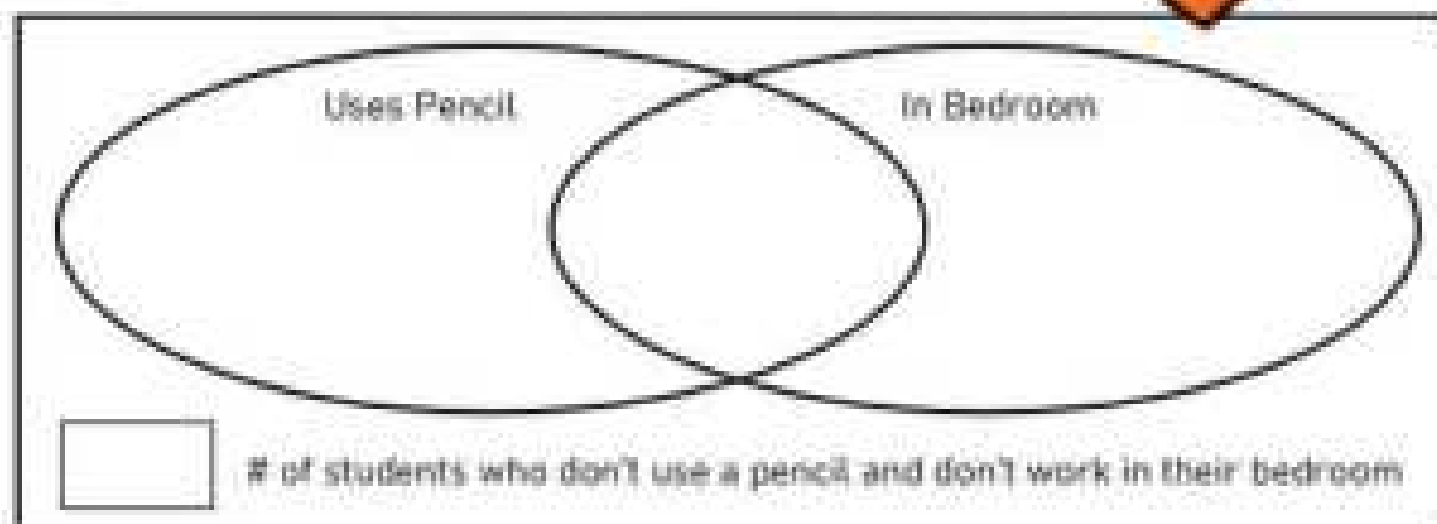
Tally Table

Tool Used	Kitchen	Living Room	Bedroom
Pencil			
Pen			
Laptop			

Carroll Diagram

Tool Use	In Bedroom	Not in Bedroom
Uses Pencil		
Does Not Use Pencil		

Part 2: Fill in the Venn Diagram that is setup to display just two attributes of the data.

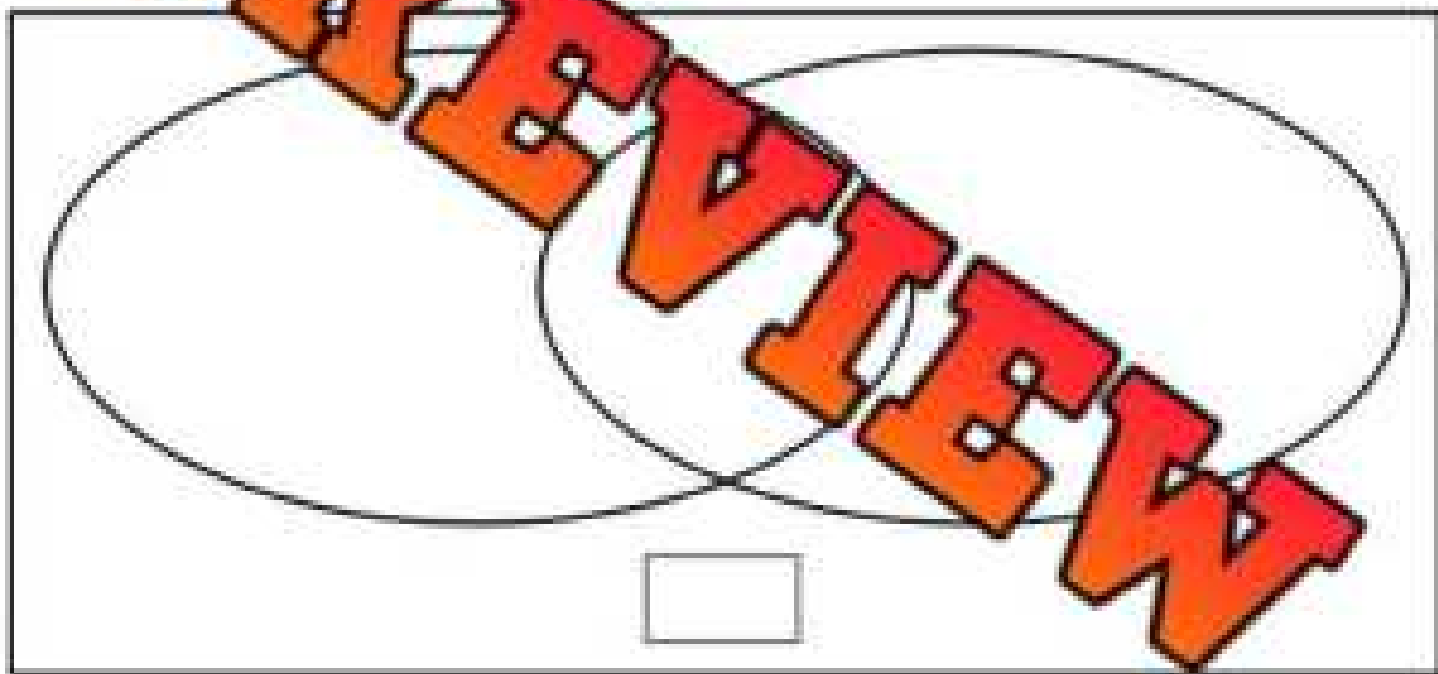


Part 3

Choose 2 attributes from the data and create your own Carroll Diagram.

Part 4

Choose 2 attributes from the data and create your own Venn Diagram.



Part 5

Questions

1) How many more students use a laptop than a pen to do their homework?	
2) How many students use either a pencil or a pen, but not both?	
3) How many students do not use a laptop at all?	
4) Do more students who use a pencil work in their bedroom or outside of it?	
5) What is the total number of students who do not work in the living room?	

Sorting Numbers – Venn, Two-Way, Carroll

742	1428	51	982	1024
3058	4925	485	221	9842

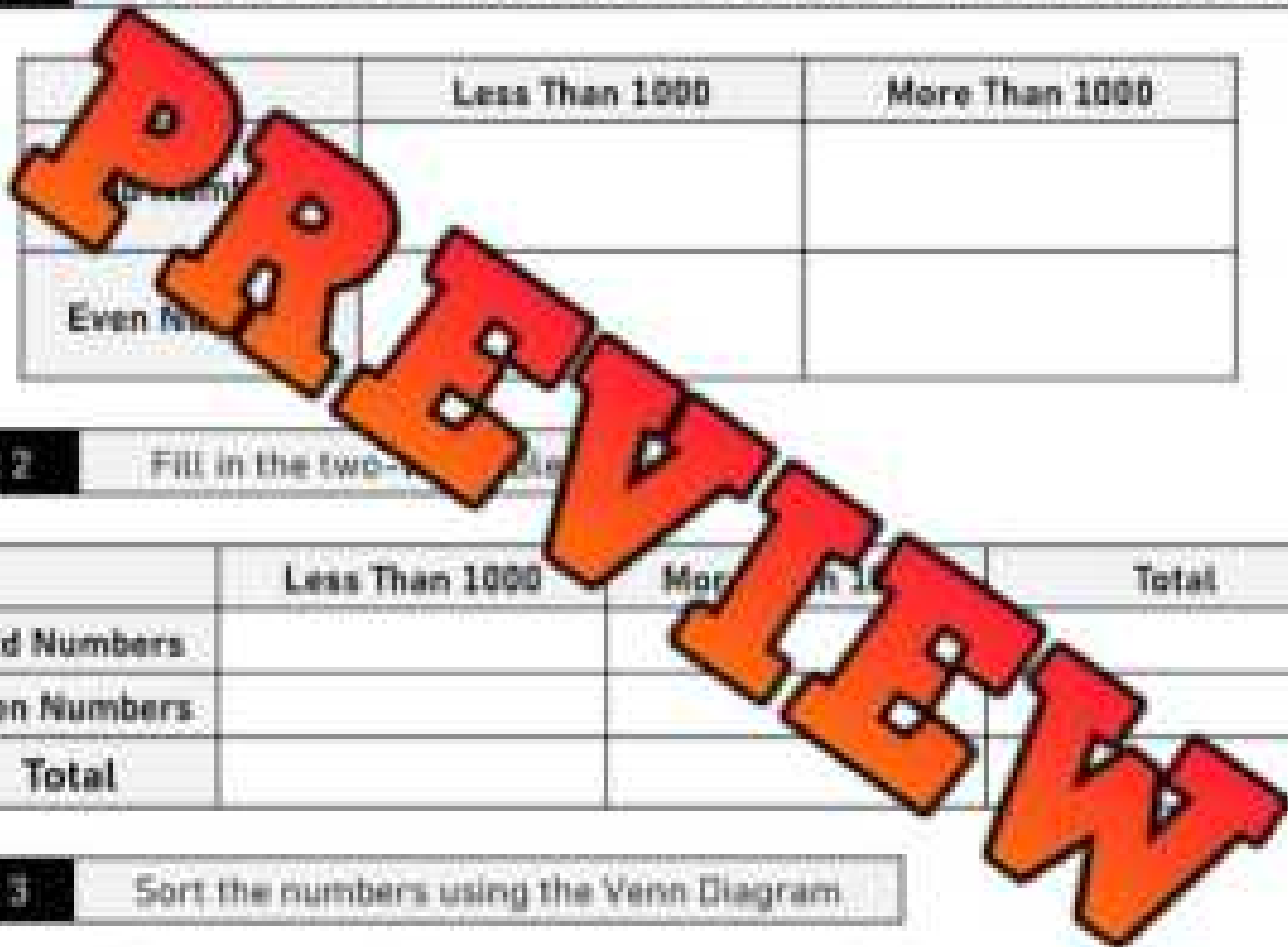
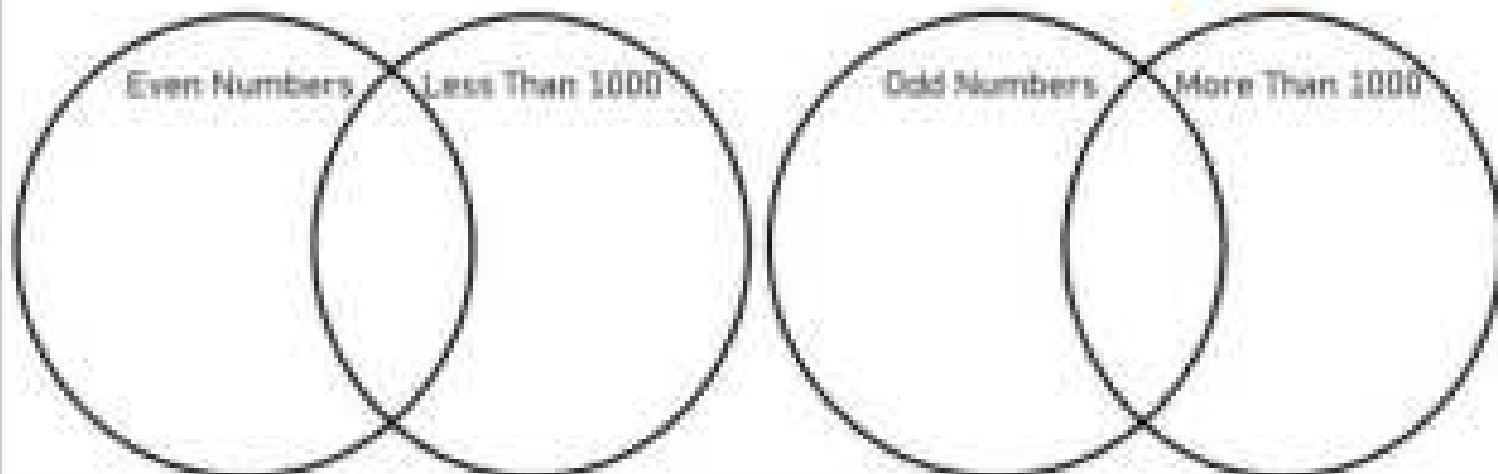
Part 1 Sort the numbers into the correct categories in the Carroll diagram

	Less Than 1000	More Than 1000
Odd Numbers		
Even Numbers		

Part 2 Fill in the two-way table

	Less Than 1000	More Than 1000	Total
Odd Numbers			
Even Numbers			
Total			

Part 3 Sort the numbers using the Venn Diagram



Collecting Data – Carrol Diagram

Directions

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

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



	Chocolate	Vanilla
Boy		
Girl		



Questions

Fill in the two-way frequency table below

	Chocolate	Vanilla	Total
Cone			
Bowl			
Total			

1) How many friends participated in the survey?

2) Which type of ice cream is the most popular?

3) Which type of ice cream is the least popular?

4) What did you learn about the data?

Sorting Data – Tree Diagrams

A tree diagram is a way of showing combinations of two or more events.



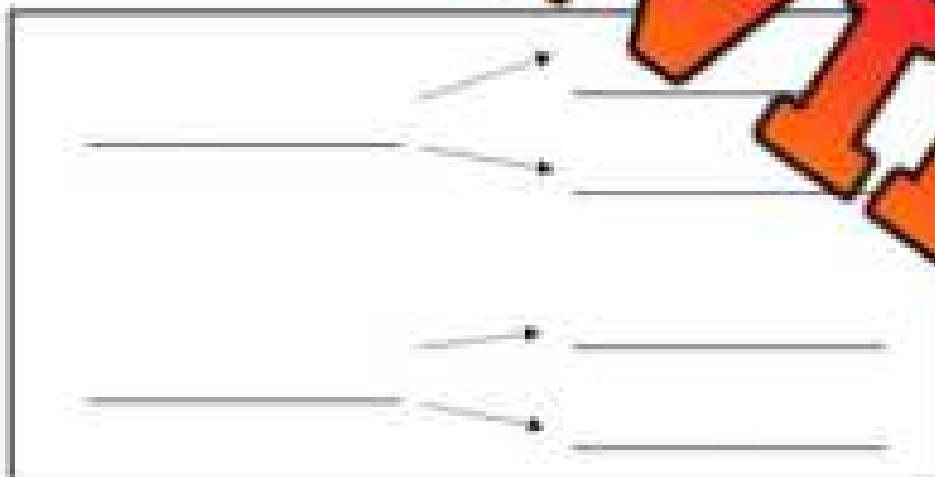
If you flip a coin three times, you could have 8 different combinations of outcomes.

HHH, HHT, HTH, HTT, THH, THT, TTH, TTT
(H=Heads, T=Tails)



Questions Draw a tree diagram to show how many different combinations you could have

An ice cream shop has 2 flavors of ice cream and two different cones. Show the combinations of ice cream you could have in a tree diagram below.



Menu	
Waffle cone	
Ice cream cone	
Vanilla	
Chocolate	



1) How many combinations of ice cream could you have?

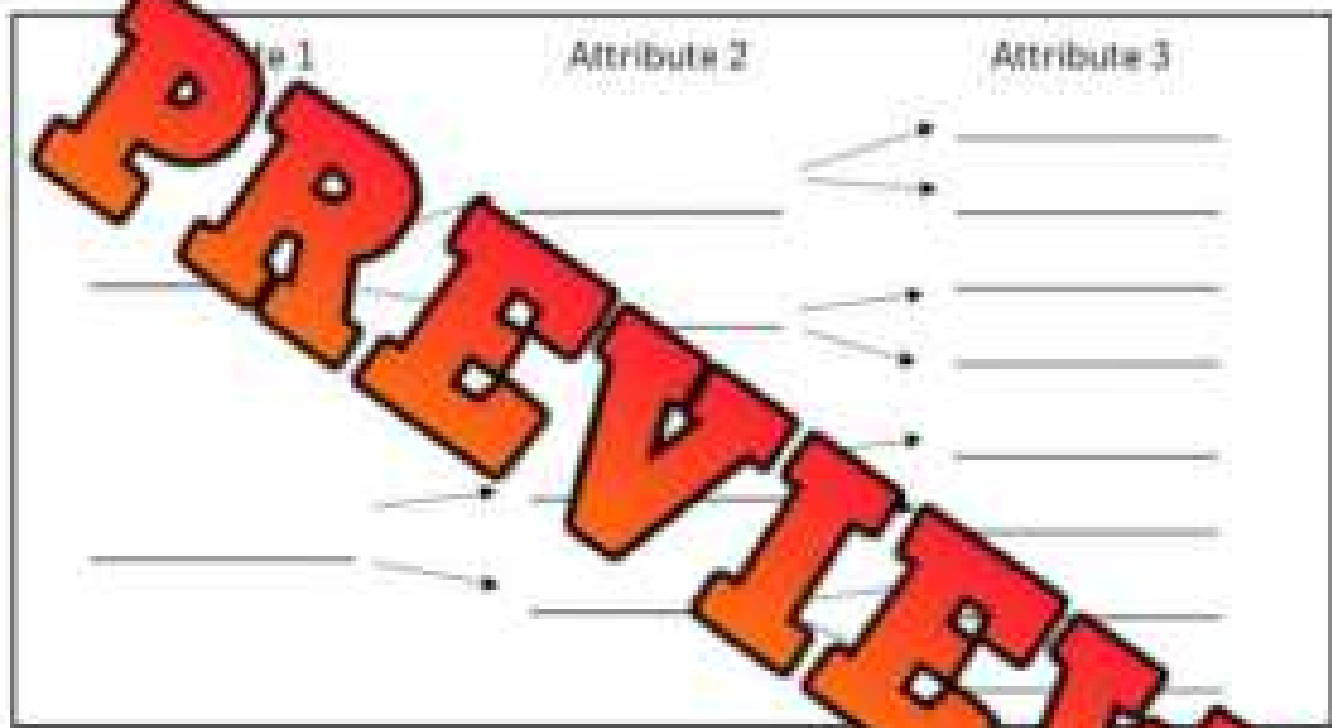
2) Which combination would you choose?

3) What combinations of things could you order at a restaurant? Come up with your own example.

Sorting Data – Tree Diagrams

Tree diagrams help us organize and show all the possible combinations when there are two or more choices. **Carroll diagrams** are used when you're sorting items using exactly two attributes.

A pizza shop sells thin and thick crust pizza. They have 2 types of cheese and 2 types of toppings. Check out their menu and draw a tree diagram to show all the combinations of pizza.



Menu

- Thin crust
- Thick crust
- Mozza cheese
- Cheddar Cheese
- Pepperoni
- Mushrooms

1) How many combinations of pizza could

2) Which combination would you choose?

3) Why are tree diagrams used?

4) If you were making hamburgers, list some options you could include for the bun and toppings.

Bun	Toppings

Sorting Data – Tree Diagrams

Questions

Draw a tree diagram to show how many different combinations you could have

A restaurant sells hot dogs and sausages. They also have toppings. How many different combinations could you have if you were ordering from this menu?

Food	Toppings	Sauce
Hot Dog (H)	Onion (O)	Ketchup (K)
Sausage (S)	Pickles (P)	Mustard (M)

PREVIEW

1) How many combinations of food could you have?

2) Which combination would you choose?

3) What toppings/sauces would you want to add?

Sorting Data – Tree Diagrams

Instructions

Soap making survey - read the table below and represent it in a tree diagram

Tool	Colour	Used Glitter?	Number of Students
Spoon	Pink	Yes	4
Spoon	Pink	No	2
Spoon	Blue	Yes	1
Spoon	Blue	No	3
Stick	Pink	Yes	2
Stick	Pink	No	1
Stick	Blue	Yes	2
Stick	Blue	No	1

PREVIEW

Sorting Data – Venn Diagram – 3 Attributes

Instructions

Use the data from the previous page to create a Venn diagram.



1) How many students used a spoon in total?	
2) How many students used a stick and blue soap?	
3) How many students used a spoon and did not use glitter?	
4) How many more students used a spoon than a stick?	
5) How many students were surveyed in total?	

Sorting Data – Tree Diagrams

Instructions

Read the paragraph and fill in the tally table and Venn diagram.

Twenty-four students were surveyed. Twelve chose a fruit snack. Of those, six chose water and ate it inside, two chose water and ate it outside, three chose juice and ate inside, and one chose juice and ate outside. Eight students chose a granola bar. Of those, three had water and ate it inside, one had water and ate outside, two had juice and ate inside, and one had juice and ate outside. Four students picked crackers – two had water and ate inside, one had water and ate outside, one had juice and ate inside, and one had juice and ate outside.

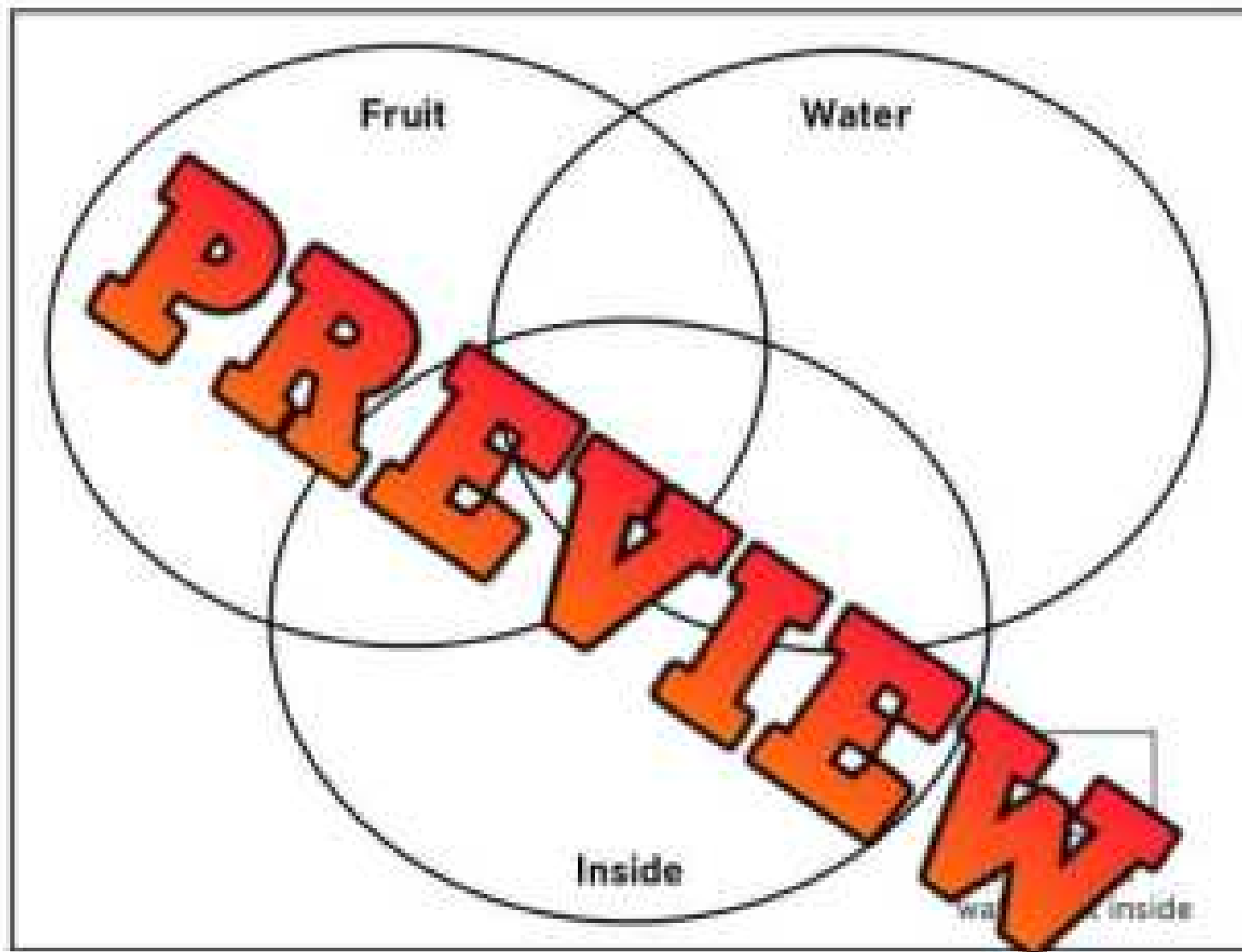
		Inside	Outside	Number of Votes
Fruit	Water			
	Juice			
Granola Bar	Water			
	Juice			
Crackers	Water			
	Juice			

PREVIEW

Sorting Data – Venn Diagram – 3 Attributes

Instructions

Use the data from the previous page to create a Venn diagram.



1) How many students chose fruit as their snack?

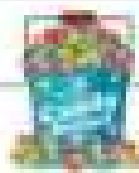
2) How many more students ate inside than outside?

3) How many students drank juice and did not eat fruit?

4) How many students ate inside and drank water, but did not choose fruit?

5) How many students were surveyed?

MEAN



When we calculate the mean, we are finding the average of set of numbers.

Example:

Three brothers named Josh, Cameron, and Morgan went on an easter egg hunt. Josh found 6 eggs, Cameron found 4, and Morgan found 5. At the end of the hunt, their mother told them to share the eggs equally. So, they decided to put all the eggs in the middle and then divide them equally to themselves. They had $6 + 4 + 5 = 15$ eggs and $15 \div 3$ kids = 5 eggs.



Questions

Its Halloween - help the children then fair share it



Mean = _____



Mean = _____

Name _____

35

Maths - Mean
211

MEAN



Questions

Its Halloween - total up the candy and then fair share it

Mia 5 Candy Bag	Harper 5 Candy Bag	Charlotte 2 Candy Bag	=	Total _____ Candy Bag	=	Mia _____ Candy Bag	Harper _____ Candy Bag	Charlotte _____ Candy Bag
-----------------------	--------------------------	-----------------------------	---	-----------------------------	---	---------------------------	------------------------------	---------------------------------

Liam 4 Candy Bag	Noah 5 Candy Bag	William 9 Candy Bag	=	Total _____ Candy Bag	=	Liam _____ Candy Bag	Noah _____ Candy Bag	William _____ Candy Bag
------------------------	------------------------	---------------------------	---	-----------------------------	---	----------------------------	----------------------------	-------------------------------

Mean = _____

Avery 10 Candy Bag	Skylar 6 Candy Bag	Zane 8 Candy Bag	=	Total _____ Candy Bag	=	Liam _____ Candy Bag	Noah _____ Candy Bag	William _____ Candy Bag
--------------------------	--------------------------	------------------------	---	-----------------------------	---	----------------------------	----------------------------	-------------------------------

Mean = _____

PREVIEW

Name _____

36

Mathematics: Operations
211

MEAN

Mean - the average in a set of data

Step 1: Add up the numbers in the data set

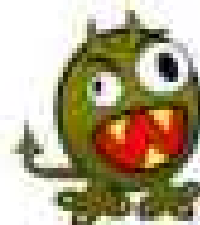
Step 2: Divide the sum by the amount of numbers in the set.

Example:

Data set: 5, 3, 8, 5

$$\text{Step 1: } 5 + 3 + 8 + 5 = 28$$

$$\text{Step 2: } 28 \div 4 = 7$$



Question: Find the mean for each data set below

2) 8, 4, 12, 4

3) 12, 6, 10, 8

4) 20, 10, 30, 20

5) 23, 35, 24, 30

6) 4, 4, 4, 4

7) 12, 19, 12, 26, 31

8) 15, 8, 20, 16, 11

9) 13, 18, 17, 22, 30

10) 42, 36, 55, 23, 14

MODE

Mode: The mode is the number that happens the most in a group of data. It shows what is most popular.

For example:

Thirteen Grade 3 students were asked how old they are. Their answers were:

8, 7, 8, 8, 7, 8, 8, 7, 7, 8, 8, 8, 8

- 7 years old: 4 students
- 8 years old: 9 students

Age	7	8
Frequency	4	9

So, the mode is 8 because more students are 8 than 7.

• If two numbers are checked the same amount, both are the mode.

• The number that is checked the most always the mode — the one that shows up the most is!

Questions

1) People were asked their age. They are listed in the data sets below in the ordered list table and write the mode(s).

Data Set	Ordered List	Mode										
1) 13, 15, 11, 16, 11, 13, 11	<table border="1"> <thead> <tr> <th>#</th> <th>11</th> <th>13</th> <th>15</th> <th>16</th> </tr> </thead> <tbody> <tr> <td>Frequency</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	#	11	13	15	16	Frequency					
#	11	13	15	16								
Frequency												
2) 22, 25, 23, 22, 25, 28	<table border="1"> <thead> <tr> <th>#</th> <th>22</th> <th>23</th> <th>25</th> <th>28</th> </tr> </thead> <tbody> <tr> <td>Frequency</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	#	22	23	25	28	Frequency					
#	22	23	25	28								
Frequency												
3) 37, 49, 35, 37, 49, 35, 49, 35	<table border="1"> <thead> <tr> <th>#</th> <th>35</th> <th>37</th> <th>49</th> </tr> </thead> <tbody> <tr> <td>Frequency</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	#	35	37	49	Frequency						
#	35	37	49									
Frequency												
4) 65, 54, 58, 58, 54, 65, 54, 58	<table border="1"> <thead> <tr> <th>#</th> <th>54</th> <th>58</th> <th>65</th> </tr> </thead> <tbody> <tr> <td>Frequency</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	#	54	58	65	Frequency						
#	54	58	65									
Frequency												

MODE**Questions**

Answer the questions below

1) Justin tracks what time he goes to bed at for 15 days. His bedtimes are written below:

7, 11, 8, 8, 7, 9, 10, 10, 7, 8, 9, 9, 8, 11, 9

a) Fill in the frequency table

	8	9	10	11
Frequency				



b) What is the mode?

c) What does the mode

2) Warren's friends were asked which dinner they preferred at a wedding reception. The results are below:

Fish, fish, chicken, steak, vegetables, vegetables, chicken, steak, chicken, chicken, fish, vegetables, chicken, steak, steak, steak, vegetables, fish, chicken, steak

a) Fill in the frequency table

Food	Fish	Chicken	Steak	Vegetables
Frequency				



b) What is the mode?

c) How does a frequency table help us find the mode?

Mode and Frequency Tables

Questions

Answer the questions below

1) Tracy ran 5 races. Her times in seconds are listed in the data set below:

25, 24, 22, 26, 23



a) Fill in the frequency table

b) What is the mode?

c) When is it possible to have more than one mode in a data set?

2) Bella recorded her grades on math this year. Her grades are listed below:

B, C, A, A, A, B, B, C, D, A, A, A, A, B, D, A, B, B, A, A, A, C

a) Fill in the frequency table

Grades					
Frequency					



b) What is the mode?

3) Courtney did 20 sets up pull-ups. She recorded how many reps she did in each set:

4, 5, 8, 5, 5, 4, 3, 3, 3, 4, 4, 2, 2, 5, 4, 3, 4, 5, 4, 3

a) Fill in the frequency table

Pull-Ups	2	3	4	5	6	8
Frequency						

b) What is the mode?

MODE

Mode: The number that occurs the most in a data set.

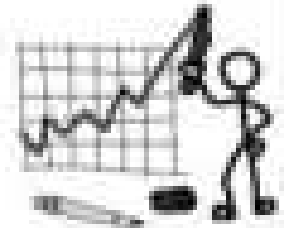
Step 1: Order the numbers from smallest to biggest.

Step 2: Find the number or numbers that show up the most

Example: 5, 3, 6, 3, 9, 11

3, 3, 5, 6, 9, 11

Answer: 3



	Ordered List	Mode
3, 2, 7, 7	2, 3, 6, 7, 7, 12	7
15, 23, 37, 14, 24		
131, 147, 75, 147, 44		
134, 135, 165, 173, 165		
12, 10, 0, 0, 12, 18, 0		
190, 165, 214, 316, 214		
16, 25, 25, 16, 25, 16		

1) The number of points scored in a series of football games is listed below. Which score happened most often?

7, 13, 18, 24, 9, 3, 18

2) The amount of rainfall that occurred in April is listed below. Find the mode.

28, 12, 32, 7, 14, 12, 7, 24, 7

Mean and Mode

Hockey Goals

6 3 2 2 7

Mean: _____

Mode: _____

Basketball Points

13 22 20 15 15

Mean: _____

Mode: _____ 

Minutes Read Per Day

12 18 42 36 12

Mean: _____

Mode: _____

Minutes Spent on Homework

95 100 100 100 100

Mean: _____

Mode: _____

PREVIEW

Quantitative vs Qualitative Observations

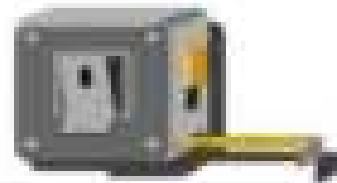
Qualitative Observations

use your senses to observe the results



Quantitative Observations

use measurement tools to make observations



Part 1

Observe the picture below with your senses. Write as many qualitative observations as you can (imagine the smell/noise/taste/feel)



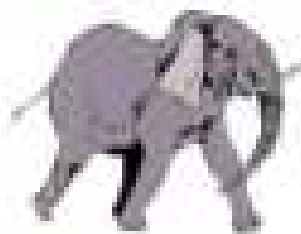
Smell: _____

Feel: _____

See: _____

Part 2

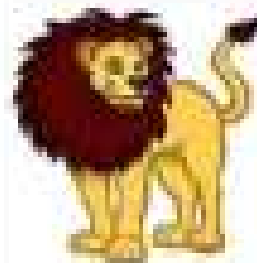
Pretend you can measure the weight, speed, and height of the animals below. Provide a quantitative observation (estimation of these values)



Height: _____ cm

Weight: _____ kg

Speed: _____ km/h



Height: _____ cm

Weight: _____ kg

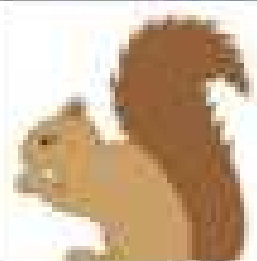
Speed: _____ km/h



Height: _____ cm

Weight: _____ kg

Speed: _____ km/h



Height: _____ cm

Weight: _____ kg

Speed: _____ km/h

Exit Cards

Cut Out

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

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
Quantitative / Qualitative
2. Type of music you like
Quantitative / Qualitative
3. Your favourite food
Quantitative / Qualitative
4. Number of pencils in your desk
Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
Quantitative / Qualitative
2. Type of music you like
Quantitative / Qualitative
3. Your favourite food
Quantitative / Qualitative
4. Number of pencils in your desk
Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
Quantitative / Qualitative
2. Type of music you like
Quantitative / Qualitative
3. Your favourite food
Quantitative / Qualitative
4. Number of pencils in your desk
Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
Quantitative / Qualitative
2. Type of music you like
Quantitative / Qualitative
3. Your favourite food
Quantitative / Qualitative
4. Number of pencils in your desk
Quantitative / Qualitative

PREVIEW

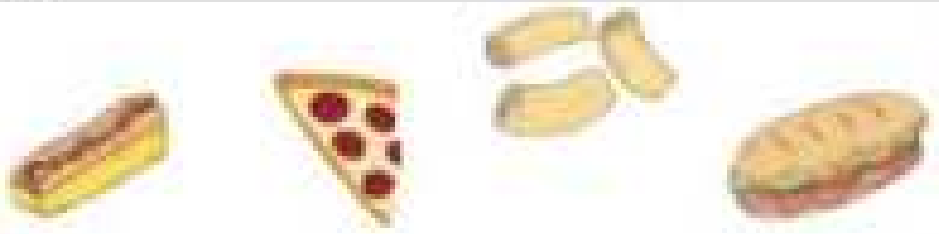
Creating Questions – Qualitative Data

Practice

Write a question and 4 options for answers

1) What is your favourite food?

- a) Macaroni and Cheese
- b) Pizza
- c) Hot Dog
- d) Sandwich



PREVIEW

2)

- a)
- b)
- c)
- d)

3)

- a)
- b)
- c)
- d)

4)

- a)
- b)
- c)
- d)

Creating Questions – Quantitative Data

Practice

Write a question and 4 options for answers

1) How many points did each student in grade 3 get in the basketball game?

a) 0-5

b) 6-10

c) 11-15

d)



2)

a)

b)

c)

d)

3)

a)

b)

c)

d)

4)

a)

b)

c)






d)

PREVIEW

Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. Read the pictograph below and answer the questions.

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.

Friend	Number of Candies Collected	Frequency
Sam		
Steve		
Tony		
Jill		
Stacy		



= 3 Candies

a) How much is one candy worth?

b) Who collected the most candy?

c) How much more candy did Jill collect than Tony?

d) Did Sam and Steve collect more or less candy than Stacy and Jill?

e) How much total candy was collected?




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 and answer the question.





Friend	Kilometers Run	Frequency
Tom		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.





Friend	Kilometers Run	Frequency
Tom		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Tom		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Tom		
Anne		
Bella		
Craig		

 = 3 kilometers

How many total kilometers did all 4 friends run?

Vertical Pictograph – Basketball Points

Grace's basketball team counted how many points each of the players scored in a tournament. The point totals for the starting 5 are displayed below in a pictograph.



 = 2 points






- | | |
|--|--|
| a) How many points is one basketball worth? | |
| b) How many points is half a basketball worth? | |
| c) Who scored the most points in the tournament? | |
| d) How many total points did all 5 girls score? | |
| e) How many more points did Jill score than Ellie? | |
| f) Did Payton and Kaylee score more or less than Grace and Ellie? | |
| g) Did Jill and Ellie score more or less points than Grace and Kaylee? | |

Exit Cards

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






Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		
 = 5 Books		






Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		
 = 5 Books		






Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		
 = 5 Books		

Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		
 = 5 Books		

PREVIEW

Creating a Horizontal Pictograph

Kevin and his friends went to an arcade on Saturday. They had a contest to see who could win the most tickets from the arcade games. The results are displayed in the table below.

Kevin	110
Neil	50
Steve	75
Dane	100
Chris	80



Questions

The pictograph displays the data above.

Kevin	
Neil	
Steve	
Dane	
Chris	



= 10 tickets

1) Who won the most tickets?	
2) How many more tickets did Dane win than Neil?	
3) How many more tickets did Kevin get than Steve?	
4) Neil and Chris think they have more tickets than Steve and Dane. Are they right?	
5) How many total tickets did the 5 kids win?	

Creating a Vertical Pictograph

Colton played 5 games of basketball last week. The number of points he scored in each game is displayed below. Create a pictograph to show his points.

Game 1	Game 2	Game 3	Game 4	Game 5
20	16	18	14	24



PREVIEW

Game 1	Game 2	Game 3	Game 4	Game 5
Game 1	Game 2	Game 3	Game 4	Game 5

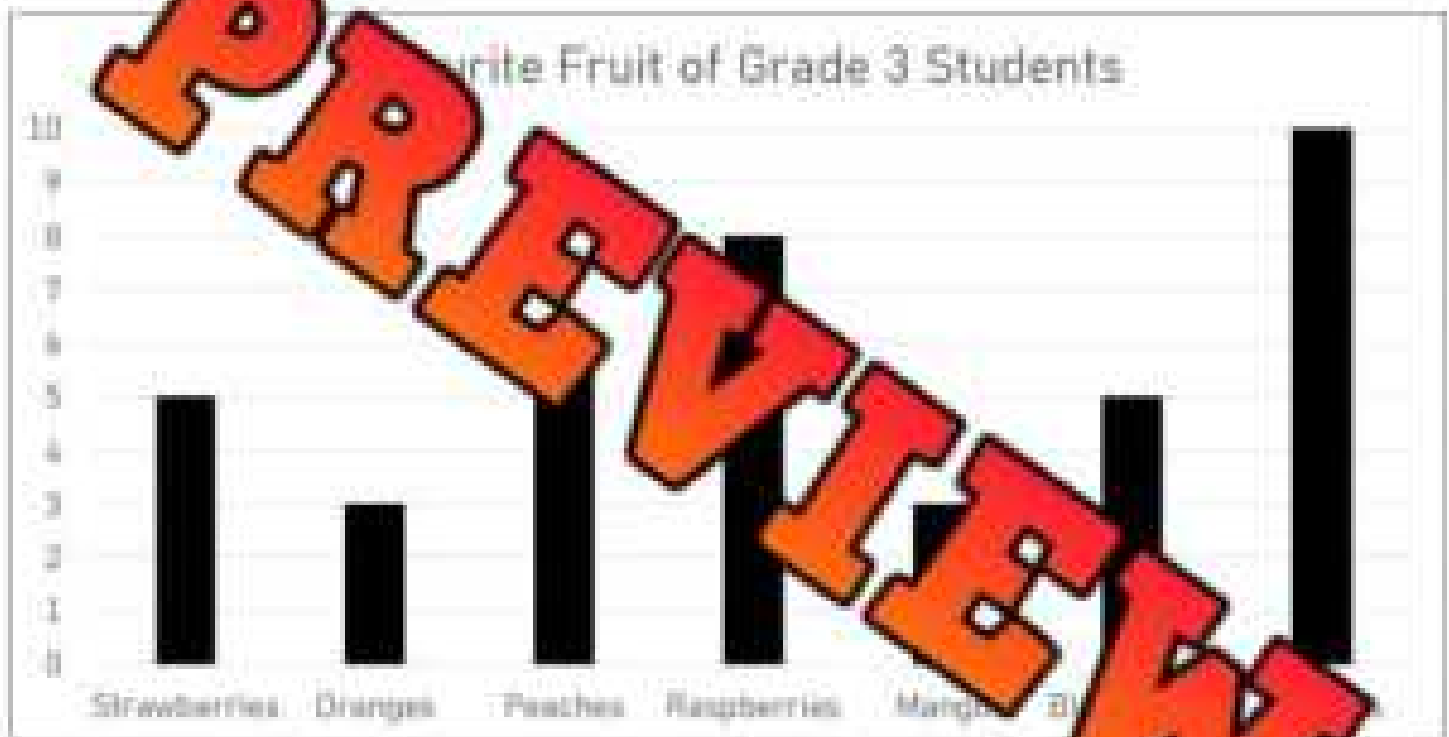
- 1) Which game did he score the most points? _____ Least points? _____
- 2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____
- 3) How many total points did he score in all 5 games? _____

Why We Use Graphs

Luca wanted to know which fruit was most popular in his class. He collected data and displayed it in the bar graph below.



Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas



PREVIEW

a) Which fruit was the most popular?		
b) How many students liked bananas more than oranges?		
c) Does the graph and table show the same data?	Yes	No
d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?	Graph	Table
e) What are the benefits of using a graph?		

Horizontal Bar Graph – Favourite Sport

The kids at camp were asked which sport they liked the best. They surveyed each kid and displayed the results in a horizontal bar graph.



- a) Which sport was most popular?
- b) Which sport was the least popular?
- c) Who is the population that was surveyed?
- d) How many kids liked basketball and soccer the best?
- e) What is the title of the y-axis ↑ ?
- f) What is the title of the x-axis → ?
- g) What is the title of the graph?
- h) How many kids were surveyed?
- i) What is the statistical question for this graph?

Exit Cards

Cut Out

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

Name: _____

1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

1) Which category of drink is most popular?

2) How many people were surveyed?

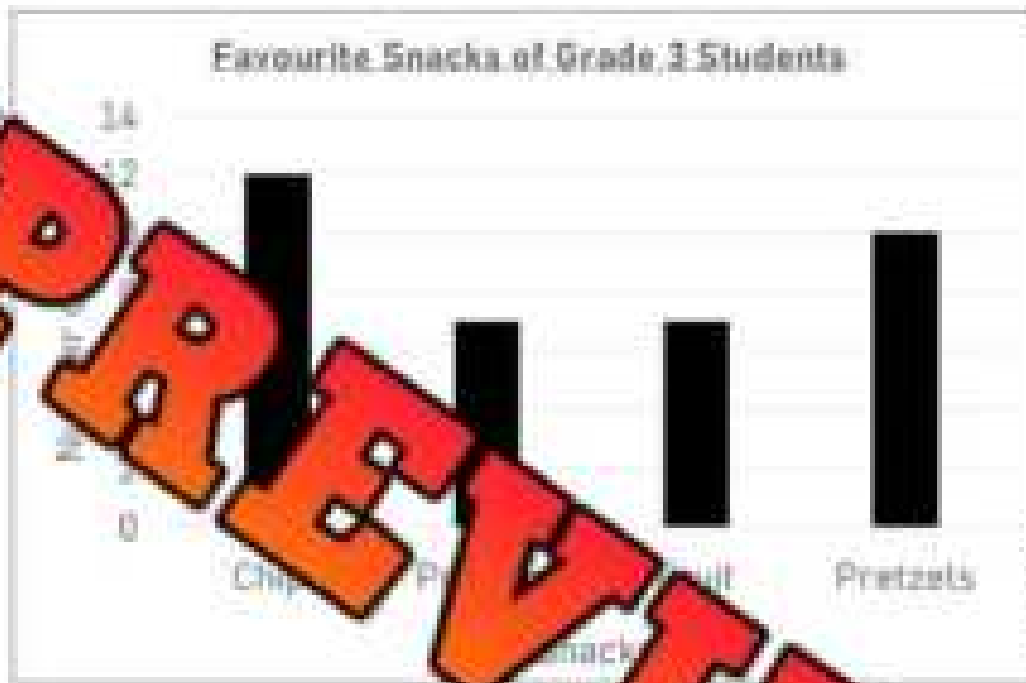
Name: _____

1) Which category of drink is most popular?

2) How many people were surveyed?

Reading a Bar Graph – Favourite Snack

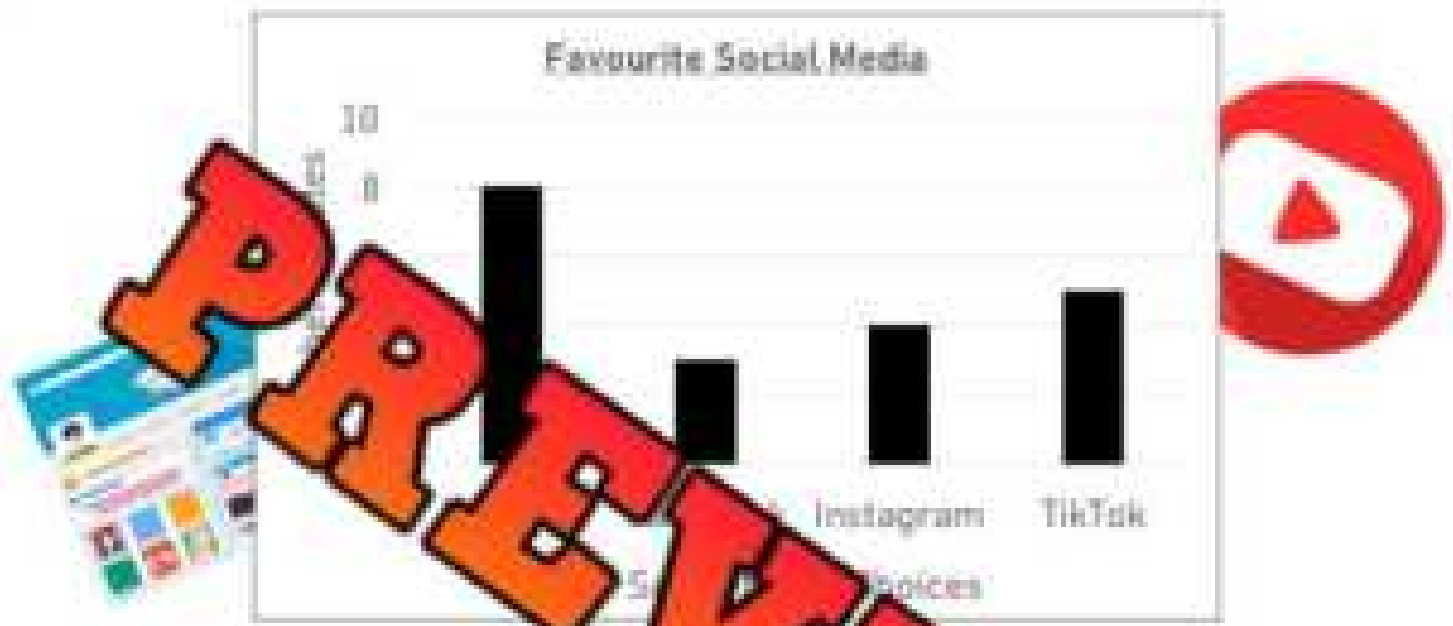
Roger asked his grade 3 classmates what their favourite snack was. He gave them four options. His results are below.



- Which snack was most popular?
- Which snack was the least popular?
- How many more kids chose chips than fruit?
- How many kids liked popcorn and fruit together?
- Roger thinks chips were more popular than popcorn and fruit put together. Is he correct?
- What other snack options could he have included?
- How many kids were surveyed?
- What is the statistical question for this graph?

Surveying a Suitable Representation

Bella wants to know what the most popular social media app is at her school. She decides to ask 20 students from her grade 3 class.



a) Which social media was the most popular?

b) Did Bella find out which social media was the most popular in the whole school? Explain.

c) Who should she have asked if she wanted to know what the most popular social media app was in her entire school?

d) If she only wanted to survey around 20 kids in total, how could she do it so that she still found out what the most popular app was in the whole school?

Inuit Living in Canada

Statistical Question

Which 5 provinces/territories do most Inuit people live in?



Number of Thousands of Inuit People Living in the Provinces/Territories of Canada



Interpret

What did you learn from the graph?

1) Where do most Inuit people live in Canada?

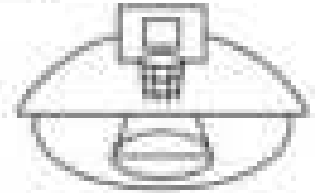
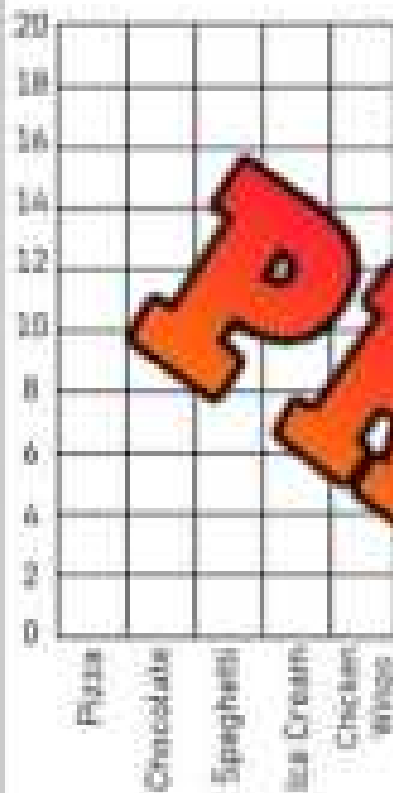
2) What surprised you about the data?

3) Where in Canada do most Inuit people live - in the north or south? Where do you think they live in provinces - the northern or southern regions?

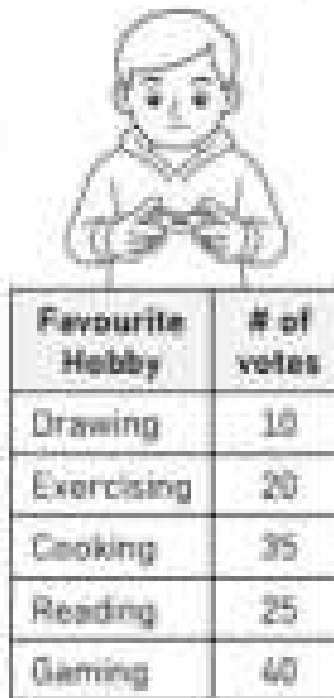
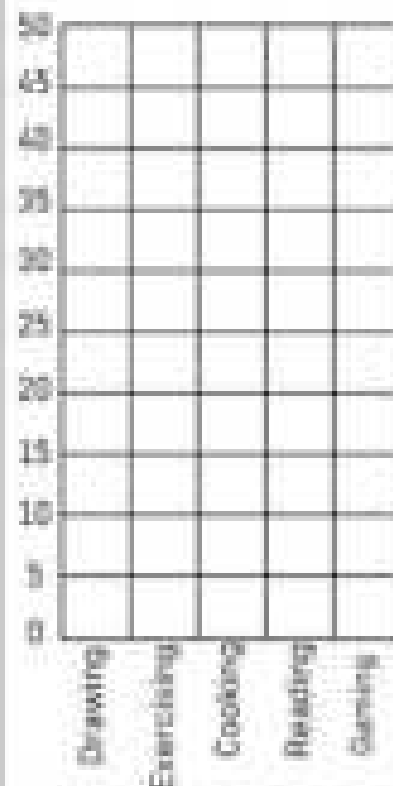
Drawing Bar Graphs

Questions

Draw the bars for each of the bar graphs below



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

Exit Cards

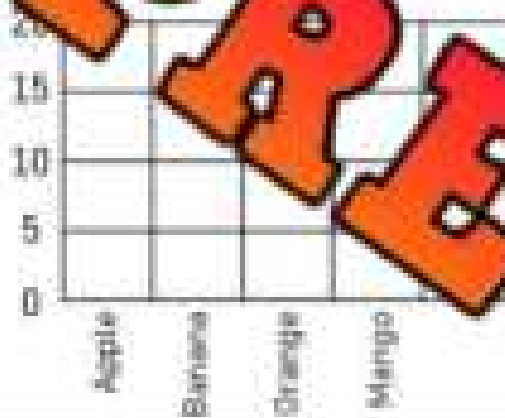
Cut Out

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

Name: _____

Draw the bars for the bar graphs below.

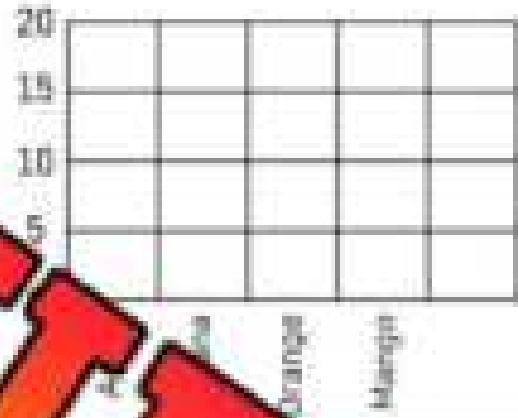
Fruit	Apple	Banana	Orange	Mango
Votes	20	18	15	5



Name: _____

Draw the bars for the bar graphs below.

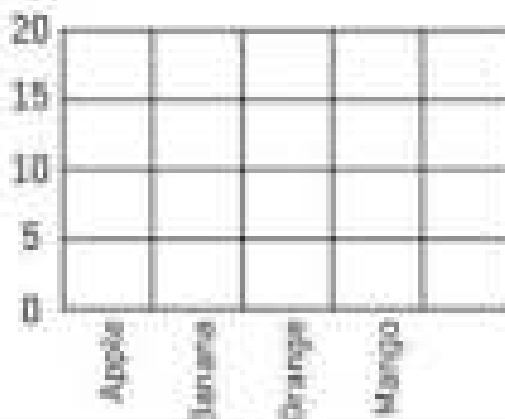
Fruit	Apple	Banana	Orange	Mango
Votes	20	18	15	5



Name: _____

Draw the bars for the bar graphs below.

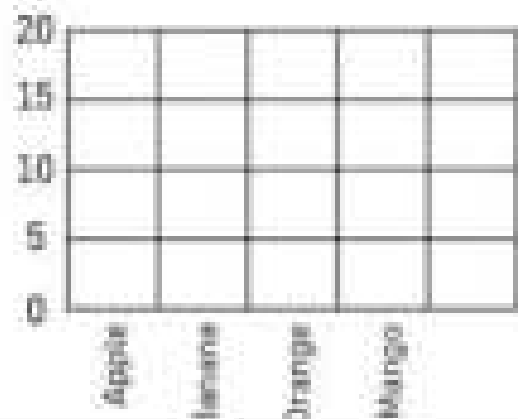
Fruit	Apple	Banana	Orange	Mango
Votes	20	18	15	5



Name: _____

Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	20	18	15	5



PREVIEW

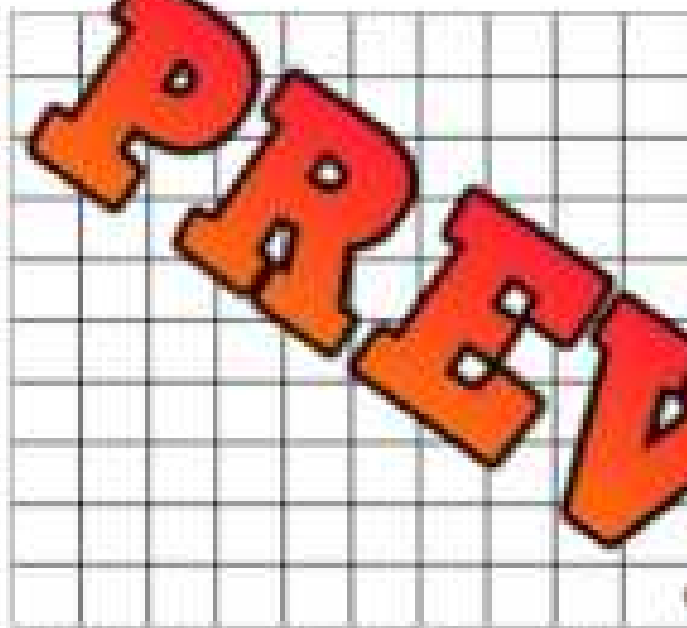
Creating Scale

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.



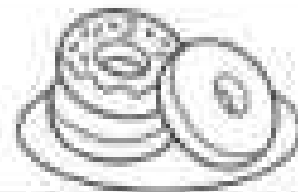
Brownie

Ice Cream

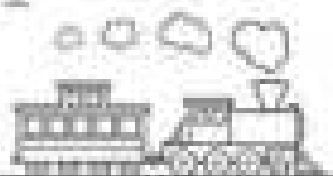
Cookie

Donut

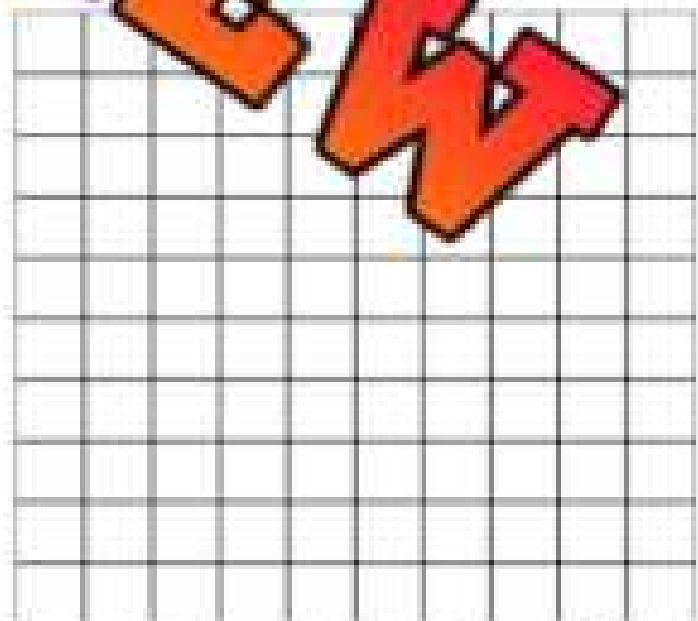
Fudding



Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Fudding	6



Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40



Bus

Car

Airplane

Train

Boat

Activity Title: 4-Corners Scaling Game

Objective

What are we learning about?

Students will learn to read data presented in a table and decide on the appropriate scale to use for creating various types of graphs.

Materials

What you will need for the activity

- Data table provided by the teacher
- Four signs labeled A, B, C, and D for each corner of the room



Instructions

How you will complete the activity

1. Explain to the students the importance of using the correct scale for graphing data and how different scales can affect the readability of the data.
2. Show the students one of the data tables provided below. Project the table to the class.
3. Present multiple-choice options for the scale that could be used to graph the data. Each corner of the room will represent one of the multiple-choice answers.
4. Read out the scale options and ask the students to move to the corner that they believe represents the best scale for the data.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Repeat the process with different data tables and scale options.

Table 1 Analyze the data and then move to one of the corners of the room

Fruits	Votes
Grape	40
Apple	10
Banana	50
Blueberry	30
Orange	20

Table 1

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 8 Analyze the data and then move to one of the corners of the room

Seasons	Votes
Summer	33
Fall	18
Winter	15
Spring	12
Spring	22

Table 8**Scale Options:**

- A: 1
- B: 2
- C: 5
- D: 10

Table 10 Analyze the data and then move to one of the corners of the room

Books	Votes
Fantasy	75
Mystery	25
Horror	20
Adventure	50
Science	100

Table 10**Scale Options:**

- A: 25
- B: 5
- C: 10
- D: 20

Collecting Data

Directions

Create your own statistical question and survey your classmates

Statistical Question

Example: Which flavour of ice cream is most popular among grade 3s?

Category				
Tally				
Frequency				

Interpret

What did you learn from your survey?

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. If you asked your entire school, which category do you think would win? Explain.

5. Did any of the survey results surprise you?
I'm surprised that _____



Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

- X axis label Y axis label Title Scale Categories

PREVIEW



Collecting Data - Qualitative

We collect data so that we can learn more about something we are interested in. We also collect data to solve a problem.

Examples:

Area of Interest: "What is your favourite animal?"

Solving a Problem: "Are you coming to the party on Saturday?" (this solves the problem of how many will be attending the party).



Survey D

Area of

Collect data by asking your classmates your survey question

Survey Question

Example: What is your favourite colour?

Categories

Tally

Frequency

Interpreting Your Survey Results

- How many people did you survey? _____
- Which category was the most popular? _____
- Which category was the least popular? _____
- If you asked your entire school, which category do you think would win? Explain.

- Did any of the survey results surprise you?

I'm surprised that _____

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

- X axis label Y axis label Title Scale Categories

PREVIEW



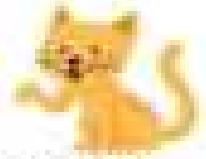
Collecting Data - Quantitative

When we collect quantitative data, we are asking a survey question that results in a numbered answer. For example: "How many pets do you have?"

Example:

Area of Interest: "How many hours do you watch TV a day?"

Solving a Problem: "How many hot dogs will you eat at the party this weekend?"
(this solves the problem of how many hot dogs you'll need to buy for your party)



Survey Design: Collect data by asking your classmates your survey question.

Survey Question: _____

Example: How many books did you read this week?

Categories:

Tally:

Frequency:

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which number/number range was the most popular? _____
3. Which number/number range was the least popular? _____
4. If you asked your entire school, which number/number range do you think would win? Explain. _____
5. Did any of the survey results surprise you?

I'm surprised that _____

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

X axis label

Y axis label

Title

Scale

Categories

Title: _____

PREVIEW

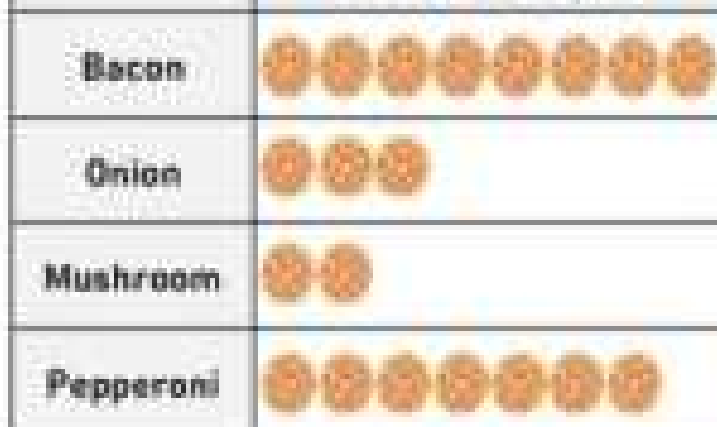
--	--	--	--	--

Displaying Data Using Different Graphs

LAST 100 PIZZA TOPPINGS
ORDERED - GRAPH A



Last 100 Pizza Toppings
Ordered - Graph B



= 5 toppings

Questions

a) Which graph displays the data more clearly? Explain your choice.

b) If you were reading this data quickly, which graph is easier to read? Explain.

c) When do you think a bar graph is better than a pictograph?

d) When do you think a pictograph is better than a bar graph?

Favourite Subject – Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.



Favourite Subject – Graph A



Favourite Subject – Graph B



Questions

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?

Unit Test – Data Literacy**Part 1**

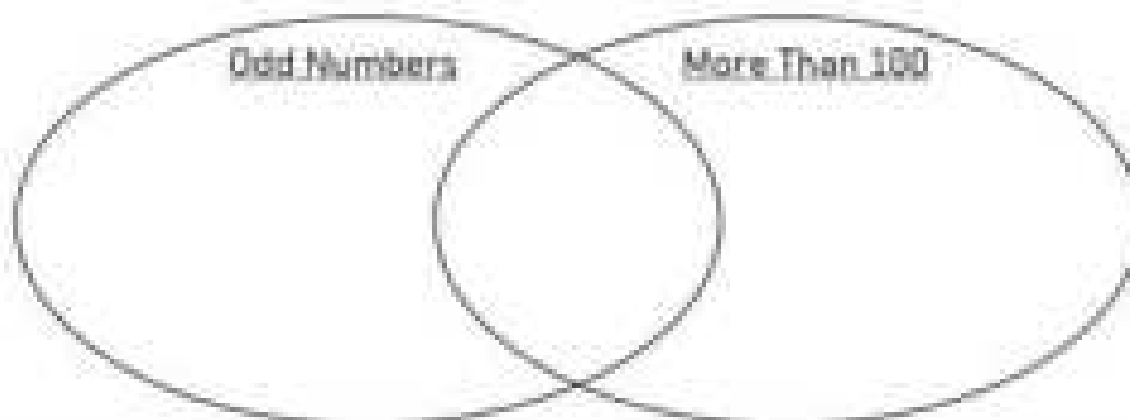
Sort the numbers into the correct categories in the Carroll Diagram

232	536	43	15	96
185	102	77	63	752

	Less Than 100	More Than 100
Odd Numbers		
Even Numbers		

Part 2

Sort the numbers using the Venn Diagram



Part 3

Read the graph and answer the questions below

Hockey Goals



4 1 5 4 6

Mean: _____

Mode: _____

Basketball Points



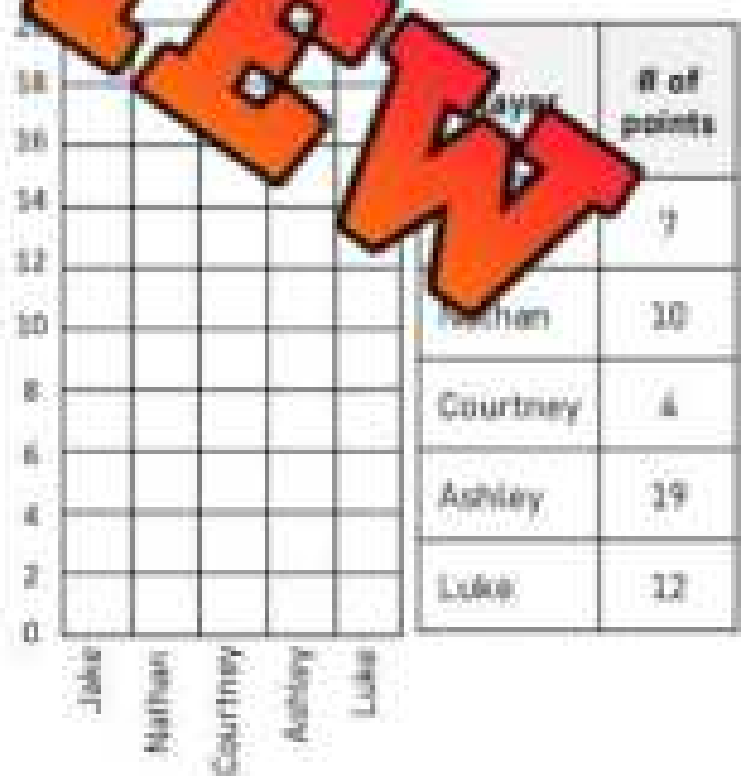
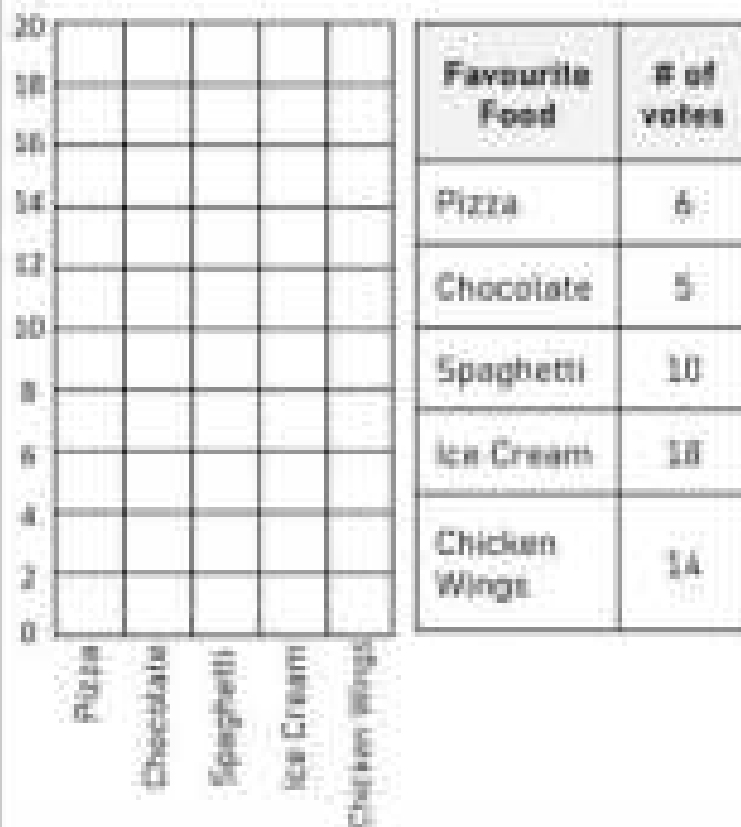
15 25 18 20 22

Mean: _____

Mode: _____

Part 4

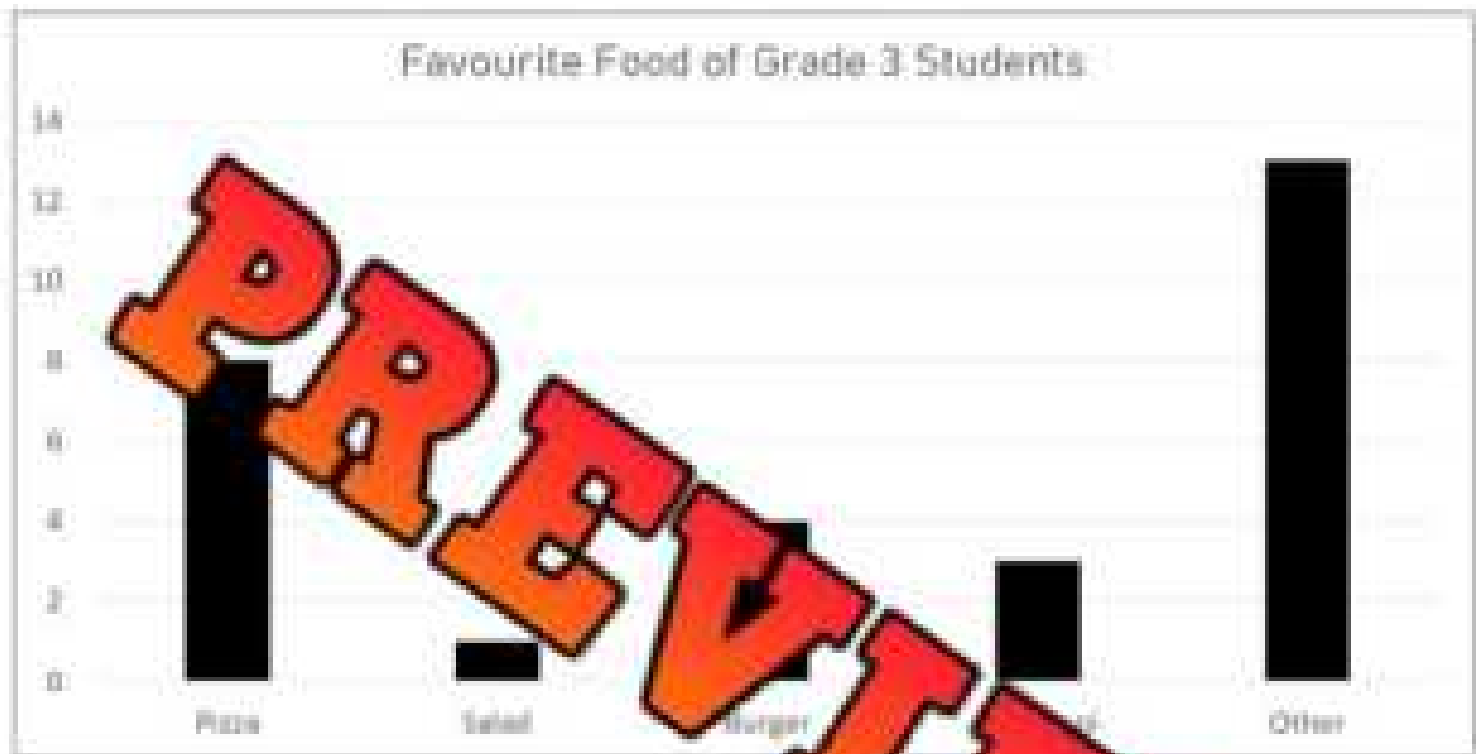
Draw the bars for each of the bars below



Part 5

Read the graph and answer the questions below

Mr. Simpson collected data from his grade 3 class. He asked them what their favourite food is. He graphed the results in the bar graph below.



a) Which food was the most popular?

b) How many more students voted for pizza than salad?

c) What is the scale of the graph?

d) Was the "other" category more popular than pizza and burgers together?

e) Which three foods together add up to the total number of votes pizza received?

f) How many students were surveyed?

Part 6

Graph the data below in a bar graph

The grade 3s were asked which entertainment they liked the best. The results are below.

Movies	TV Shows	YouTube	Video Games	Music
9	12	21	27	15



a) Which form of entertainment was most popular?

b) How many more votes did video games get than music?

c) What scale did you choose for the graph?

d) How many students were surveyed?

Grade 3 D2. Probability

	Curriculum Expectations	Pages That Cover the Expectations
D2.1	use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	107 - 127
D2.2	make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations	128 - 136



Describing Probability - Certain

If an event will definitely happen, we describe the probability of the event as certain. **Certain** means something will for sure happen!

Examples of certain events:

- 1) You will go to the bathroom today
- 2) You will sleep tonight



Questions: Is the event certain – yes or no?

1) You will go to the bathroom today		Yes	No
2) You will breathe		Yes	No
3) You will eat something today		Yes	No
4) You will drink something today		Yes	No
5) You will play hockey today		Yes	No
6) You will play tag at recess this week		Yes	No
7) It will rain later today		Yes	No
8) There will be a fire drill today		Yes	No
9) It will be Friday after Thursday		Yes	No
10) The sun will rise tomorrow morning		Yes	No

Describing Probability - Impossible

If an event will definitely not happen, it is impossible. Impossible means that something can't happen!

Examples of impossible events:

- 1) You will fly like a bird
- 2) You will teleport to Africa today



Question Is the event impossible – yes or no?

1) You will be your teacher tomorrow	Yes	No
2) You will grow 1 cm today	Yes	No
3) You will jump over a house today	Yes	No
4) You will eat a treat today	Yes	No
5) You will find money on the ground today	Yes	No
6) You will get a new toy today	Yes	No
7) It will be Saturday after Monday	Yes	No
8) You will roll a 7 on a 6-sided dice	Yes	No
9) It will rain today	Yes	No
10) You will take over as teacher today	Yes	No

Name: _____

Describing Probability – Certain, Impossible?

Questions

Write 4 examples of events that are certain or impossible.

Certain

Impossible

PREVIEW

Describing the likelihood – Equally Likely

Equally likely means that there is an even chance that an outcome will happen. This means during the event, the outcome has the same chance of happening as it does not happening.



For example: Flipping a coin and it landing on heads is an even chance.
Explanation: There is an equal chance of the coin landing heads and not landing heads (tails).

Part 1 Shade in half of the shapes to split them equally

1)

2)

3)

4)


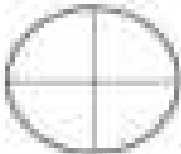


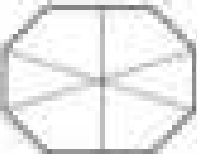

5)

Part 2 Shade in half of the squares in the shapes below

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

Describing the likelihood – Equally Likely

Part 1 Shade in half of the shapes so you have two equal parts.

a) 	b) 	c) 
d) 	e) 	f) 

Part 2 Write half of the numbers below?

1) Half of 2 is _____	7) Half of 12 is _____
2) Half of 6 is _____	8) Half of 20 is _____
3) Half of 4 is _____	9) Half of 14 is _____

Part 3 Answer the word problems below

1) There were 20 kids at a birthday party. Half of them asked for hot dogs and the other half asked for hamburgers.	
a) How many asked for hot dogs?	
b) How many asked for hamburgers?	
2) In a class of 16 students, half are boys.	
a) How many kids are boys?	
b) How many are girls?	

Describing the Likelihood of Events

Part 1

Circle if the likelihood is possible or impossible

a) You will eat something today



Impossible

Certain

b) You will drive home from school



Impossible

Certain

c) You will go to school today



Impossible

Certain

d) You will breathe today



Impossible

Certain

Part 2

Circle if the likelihood is more likely or unlikely

a) You have a guest speaker today



Even Chance

Likely

Unlikely

b) You will read a book today



Even Chance

Likely

c) You will eat chips today



Even Chance

Likely

Unlikely

d) You will win your game today



Even Chance

Likely

Unlikely

e) You will drink pop today



Even Chance

Likely

Unlikely

f) Your favourite team will win today



Even Chance

Likely

Unlikely

Exit Cards

Cut Out

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

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible
---------	--------	----------------	----------	------------

PREVIEW

Activity: Probability Card Sort and Rank

Objective What are we learning about?

Students will learn to identify and classify events as certain, likely, equally likely, unlikely, or impossible by sorting and ranking scenarios based on their probability.

Materials What you will need for the activity:

- 30 scenario cards with different events (e.g., “The sun will rise tomorrow”).
- A categorization board provided into the categories: Certain, Likely, Equally Likely, Unlikely, and Impossible.
- Glue sticks or glue.



Instructions How you will do the activity:

1. Begin by explaining the concepts of certain, likely, equally likely, unlikely, and impossible events. Give examples to ensure students understand these probability terms.
2. Have all students stand in a single line in front of the categorization board.
3. Provide each individual student with a scenario card and a glue stick or glue. Each student has one card.
4. Display the large categorization board at the front of the class so all students can easily see and access it.
5. Instruct the students to take turns, one by one, reading their scenario card aloud and then discussing where they think the event should be classified on the categorization board.
6. After the student has decided on the classification, have them use glue to attach the card in the corresponding category on the board.
7. Encourage the students to explain their reasoning and engage in discussion with the class if they disagree with the placement of a card.
8. Continue until all 30 cards have been placed on the board.
9. Once all cards have been placed, review the classifications as a class, addressing any misconceptions or disagreements.

Scenario Cards

A set of scenario cards with different events

A robot will serve lunch at school.

You will have a birthday this year.

You will write something on your notebook.

Your pencil will roll off your desk.

A cow will drive a car.

A dog will bark.

It might rain tomorrow.

You will fly without wings.

You will eat something today.

Your friend may be absent tomorrow.

PREVIEW

Scenario Cards

A set of scenario cards with different events

A fish will ride a bicycle.

You will have gym class every day.

A coin flip will go heads.

Your teacher will sing instead of talk all day.

You will see clouds in the sky.

Your backpack might fall off your chair.

You will grow wings overnight.

You might drop your eraser.

You will see a book in your classroom.

Your shoes will talk to you.

PREVIEW

Scenario Cards

A set of scenario cards with different events

It might snow in winter.

You will have homework this year.

You will see a bird in your

You will have lunch at school today.

You will see a bird fly.

You will find something today.

It will snow in summer.

The school will turn into a rocket ship.

You will blink your eyes today.

You may lose a pencil this week.

PREVIEW

Board Divide each scenario into the following categories.

Board

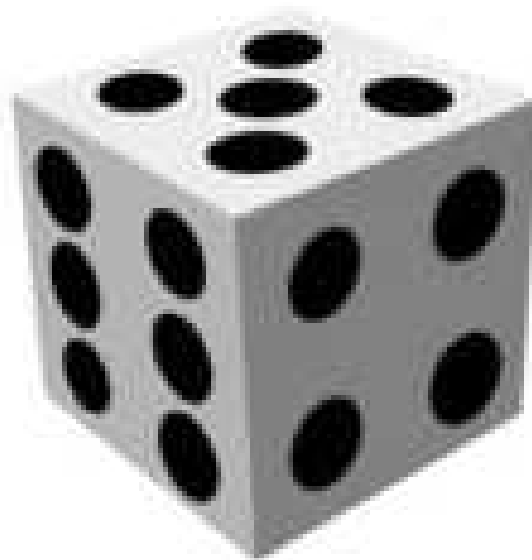
Certain	Likely	Equally Likely	Impossible

PREVIEW

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, it is possible you could get any of the numbers from 1-6.



Questions:

Use these terms to describe the likelihood: impossible, less likely, more likely, certain.

1. What is the likelihood of you rolling a 1?
2. What is the likelihood of you rolling a 3?
3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?
4. What is the likelihood of you rolling an even number?
5. What is the likelihood of you rolling a 1, 2, 3, or 4?
6. What is the likelihood of you rolling a 0?

Describing the Likelihood of Events

Candies

There are 14 candies in a bag. 6 are red, 3 are blue, and 5 are green.



Frequency

Fill in the frequency table below

Candy Color	Frequency
Red	
Blue	
Green	

Questions

Use these terms to describe the likelihood of impossible, less likely, equally likely, more likely, and certain.

1. What is the likelihood of pulling out a red 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 blue or green candy?
6. What is the likelihood of pulling out a purple candy?

Describing the Likelihood of Events

Gumball Machine

There are 20 gumballs in a machine. What is the likelihood of you pulling out a red (R), yellow (Y), green (G), or blue (B) gumball?



Frequency

Fill in the frequency table below

	Frequency
Red	
Yellow	
Green	

Questions

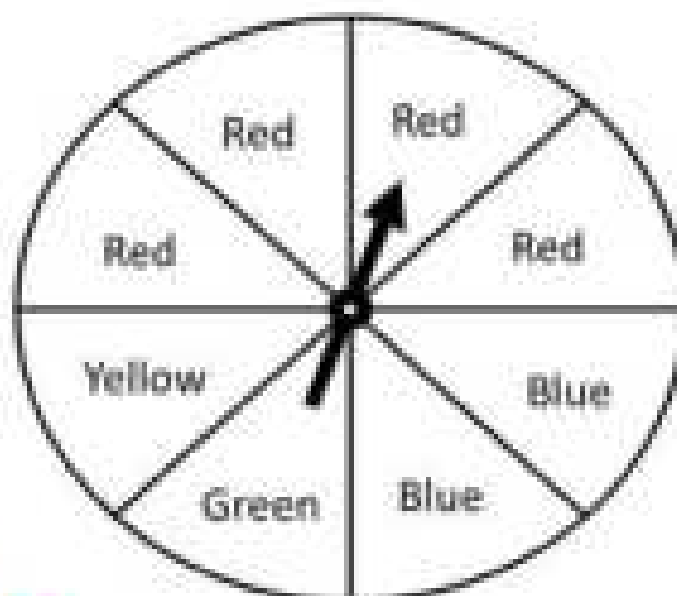
Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a green gumball?
2. What is the likelihood of pulling out a red gumball?
3. What is the likelihood of pulling out a blue or green gumball?
4. What is the likelihood of pulling out a red or yellow gumball?
5. What is the likelihood of pulling out a blue, red, yellow, or green gumball?
6. What is the likelihood of pulling out a pink gumball?

Describing the Likelihood of Events

Spinner

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.



Questions

Use these terms to describe the likelihood of impossible, less likely, more likely, certain.

- | | |
|---|--|
| 1. What is the likelihood of landing on a red part? | |
| 2. What is the likelihood of landing on a blue part? | |
| 3. What is the likelihood of landing on a yellow part? | |
| 4. What is the likelihood of landing on a red or yellow part? | |
| 5. What is the likelihood of landing on a red, blue, green, or yellow part? | |
| 6. What is the likelihood of landing on a purple part? | |

Predicting Survey Results – Food - Class



When we do a survey, we can predict what the results will be based on who we ask. The people we survey are called the population. If you ask adults the same question that you ask kids, you will probably be able to predict different survey results. Try it below!

Predict

What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 students in your class the question: "What is your favourite food?"

Survey Question: What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Frequency					

2) Complete the survey by asking 10 students what they like.

Survey Question : What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Tally					
Frequency					

Results

How were your predictions?

Were your predictions accurate or not? What surprised you?

Predicting Survey Results – Food - Adults

Predict

What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 different adults the survey question, "What is your favourite food?"



Survey Question: What is your favourite food?

Categories	Hot Dog	Steak	Fish	Sandwiches
Tally				
Frequency				

2) Complete the survey by asking 10 different adults.



Survey Question: What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Tally					
Frequency					

Results

How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) Why do you think you got different results when you asked adults?

Predicting Survey Results – Drink - Class

Predict

What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 students in your class the survey question, "What is your favourite drink?"



Survey Question : What is your favourite drink?	Water	Juice	Tea	Pop	Coffee
Frequency					

2) Complete the survey by asking your classmates.



Survey Question : What is your favourite drink?	Water	Juice	Pop	Coffee
Tally				
Frequency				

Results

How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) If you asked adults the same question, which two drinks do you think will be the most popular?

Predicting Survey Results – Drink - Adults

Predict

What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 different adults the survey question, "What is your favourite drink?"

Survey Question : What is your favourite drink?					
Categories	Water	Juice	Tea	Pop	Coffee
Frequency					



2) Complete the survey by asking 10 different adults.

Survey Question : What is your favourite drink?				
Categories	Water	Juice	Pop	Coffee
Tally				
Frequency				



Results

How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) Why do you think you got different results when you asked adults?

Unit Quiz - Probability

Part 1

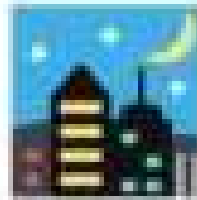
Circle the likelihood of the event happening

1) You will see a unicorn today.



Certain
Likely
Equally Likely
Unlikely
Impossible

2) It will get dark tonight



Certain
Likely
Equally Likely
Unlikely
Impossible

3) You will go to school today.



Certain
Likely
Equally Likely
Unlikely
Impossible

4) You will eat chocolate today.



Certain
Likely
Equally Likely
Unlikely
Impossible

5) You will see a truck today.



Certain
Likely
Equally Likely
Unlikely
Impossible

6) It will rain today.



Certain
Likely
Equally Likely
Unlikely
Impossible

Part 2

Use these terms to describe the likelihood: impossible, unlikely, equally likely, likely, certain

1. What is the likelihood of you rolling a 6?

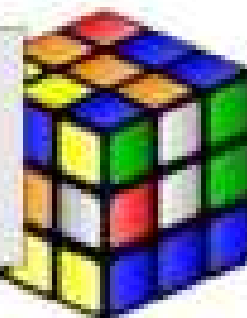
2. What is the likelihood of you rolling a 0?

3. What is the likelihood of you rolling a 1, 2, 3, or 4?

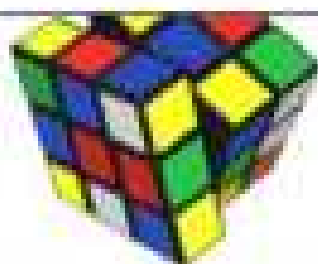
4. What is the likelihood of you rolling an even number?

Grade 3

E1 – Geometric and Spatial Reasoning



	Curriculum Expectations	Pages That Cover the Expectations
E1.1	sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles.	5 – 51, 57 – 70
E1.2	Preview of 130 pages from this product that contains 423 pages total.	
E1.3	identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent.	38, 41, 71 – 80
E1.4	give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns.	81 – 98



Name _____

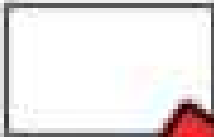



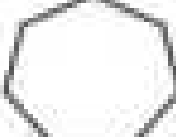
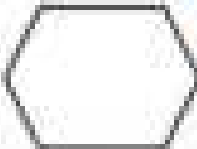
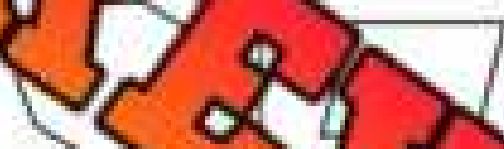








5

Maths/Geometry
111

Sides of a Shape

Part 1

How many sides does the shape have?

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 
11. 	12. 	13. 	14. 	15. 

Part 2

Draw a shape with the correct number of sides

1)	2)	3)	4)	5)
4	3	6	8	10

Name _____

8

Geometry: Polygons
1.1

Sides and Vertices

Reminder:

Side



Vertices

Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices
6.	7.	8.	9.	10.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 2

Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Exit Cards

Cut Out

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

Name: _____

1) Fill in the blanks about the shape

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape

Sides: _____

Vertices: _____

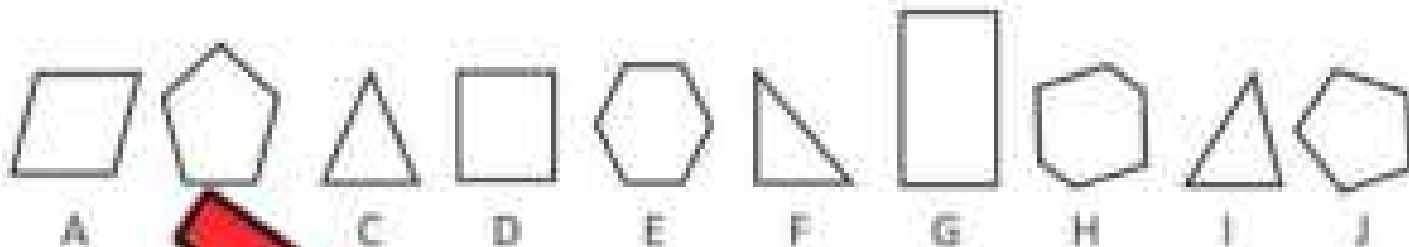


2) Draw a shape with 6 sides and 6 vertices.

PREVIEW

Sorting Sides and Vertices

Part 1 Sort the shapes into the categories below



Shapes	Quadrilaterals	Pentagons	Hexagons
Letters			

Part 2 Sort the irregular shapes into the following categories

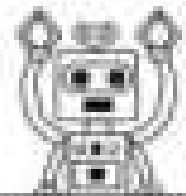


Sides	7	8	
Letters			

Part 3 Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

Build a Shape Robot



Draw

Follow the instructions below

Design a robot using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

PREVIEW

Of Regular Polygons

Of Irregular Polygons

Drawing Using Shapes

Directions

How many of each shape can you find? Then colour the diamond.

HOW MANY?



Directions

Draw your own diamond that uses each of the shapes.

Diamond	Shapes	
	Triangles	
	Quadrilateral	
	Pentagon	
	Hexagon	
	Octagon	

Drawing Using Shapes


Directions

Colour the shapes below

Colour the shapes the colours below

Circles	Yellow	Pentagons	Green
Triangles	Orange	Hexagons	Blue
Quadrilaterals	Purple	Octagons	Red


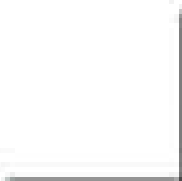





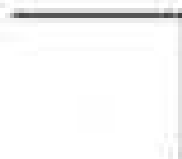
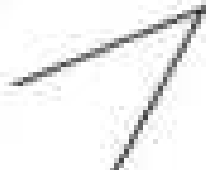

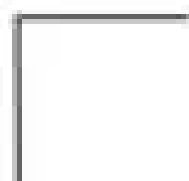


Naming Angles

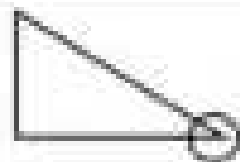


Questions

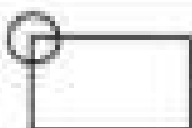
Label the angles in comparison to a right angle - larger, smaller, right angle

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

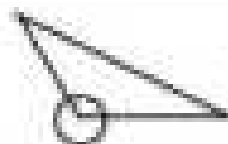
Naming Angles in Shapes



= smaller than a right angle.


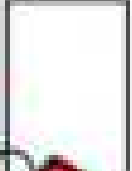
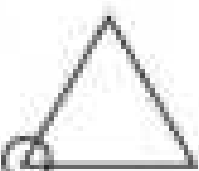
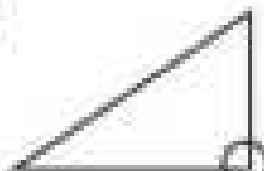
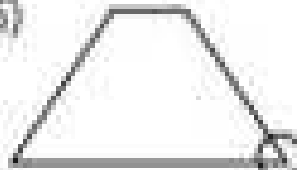

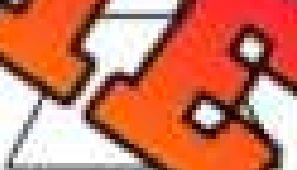



= right angle



= larger than a right angle

Part 1 Draw the angle that is circled. Then label it larger, smaller, or a right angle

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

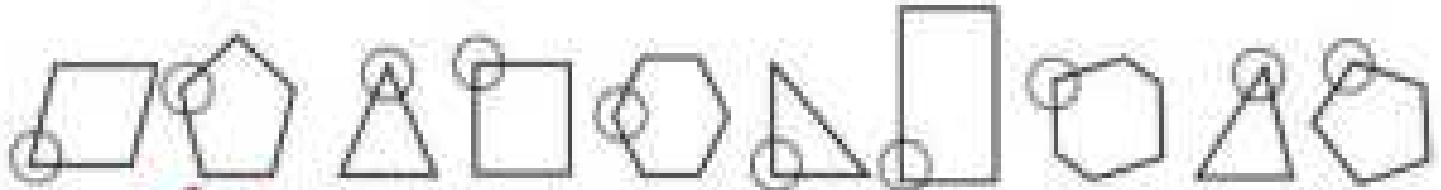
Part 2 Circle the angles below on the shapes

9) 	10) 	11) 
Smaller than a right angle	Larger than a right angle	A right angle

Sorting Angles

Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angles

Right Angle

Larger Than A Right Angle

Smaller Than A Right Angle

Letters

Part 2

Sort the angles into the categories below



A

B

C

D

E

F

H

Angles

Right Angle

Larger Than A Right Angle

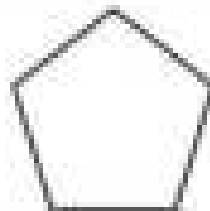
Smaller Than A Right Angle

Letters

Part 3

Circle the angles below

Drawings



Angles

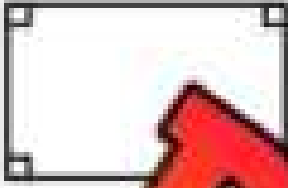
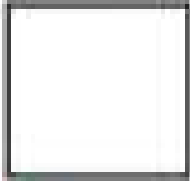
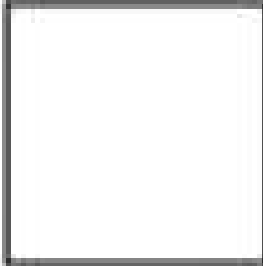
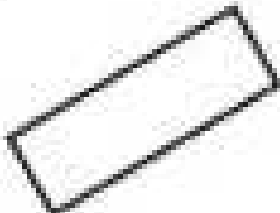
Right Angle

Larger than a right angle




Smaller than a right angle

Right Angles in Rectangles & Other Shapes

Part 1 Label the right angles with a small square and write how many right angles there are.

1) 	2) 	3) 	4) 

Part 2 Find right angles in the shapes below. Label them with a square. How many are there?

5) 	6) 	8) 

Part 3 Draw a picture of a shape with the number of right angles it shows below.

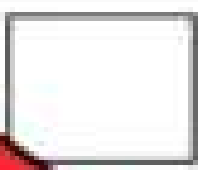

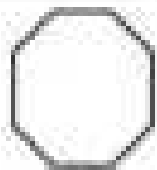

9)	10)	11)	12)
3	4	1	2

Name: _____

Geometry Test

Part 1



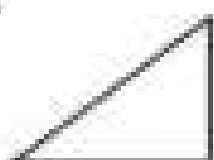
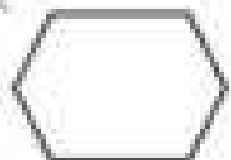

How many sides does the shape have? What is the name of the shape?

	1. 	2. 	3. 	4. 
Sides				
Name				

	5. 	6. 	7. 
Sides			
Name			


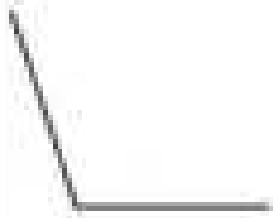
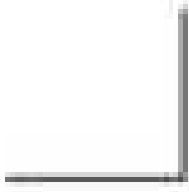
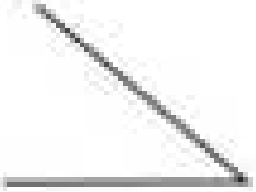
Part 2

Circle the vertices and write how many vertices the shape has.

1. 	2. 	3. 	4. 	5. 

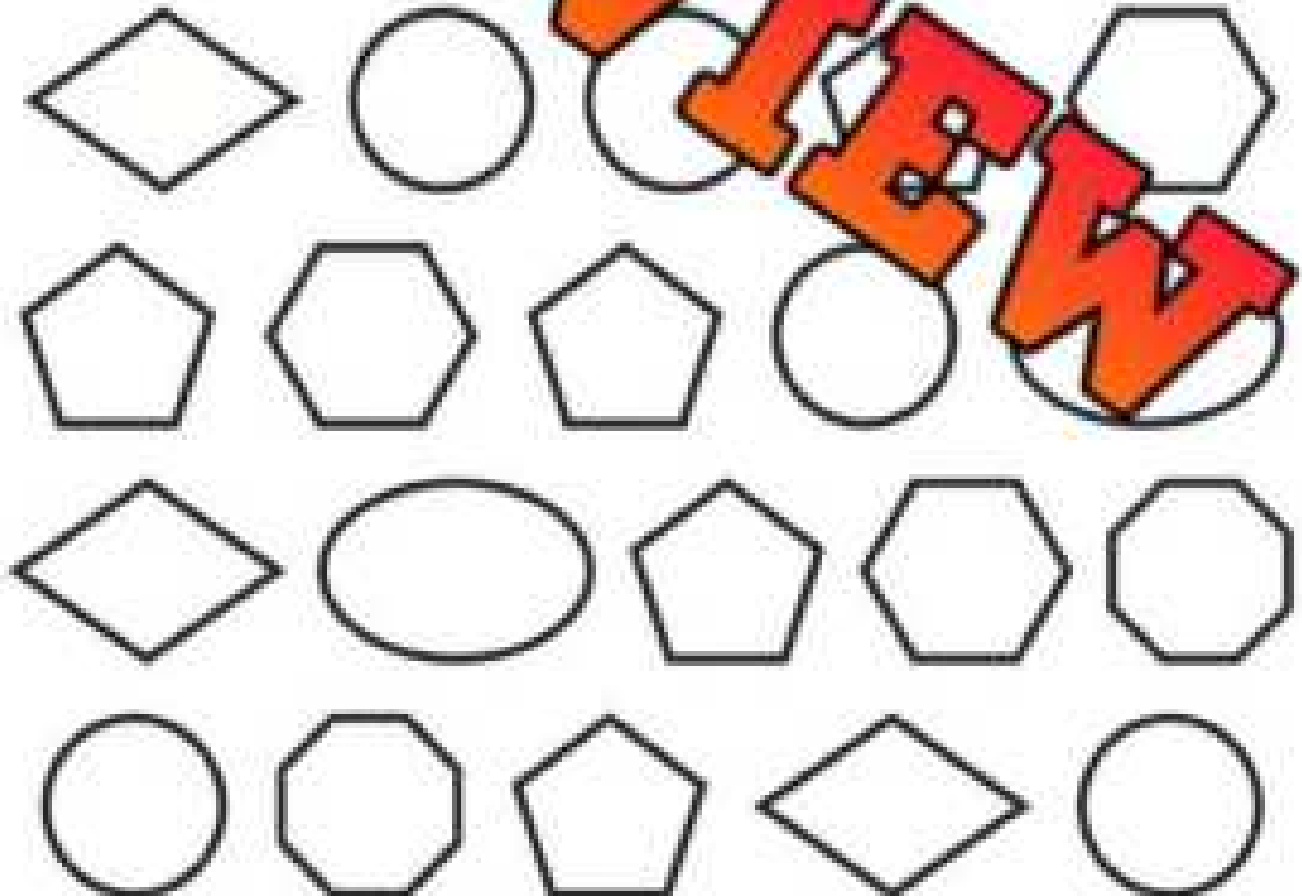
PREVIEW

Part 3 Label the angles in comparison to a right angle - larger, smaller, right angle

1) 	2) 	3) 	4) 

Part 4 Label each shapes can you find? Then colour the diamond.

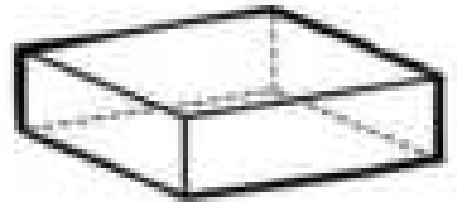
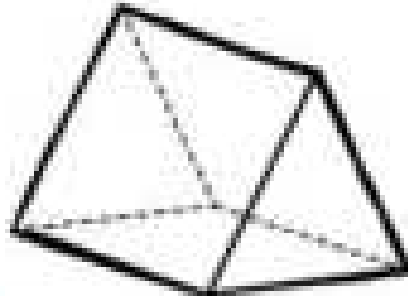
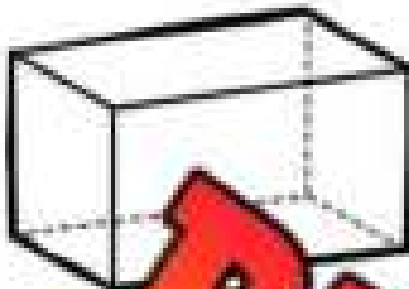
Colour the shapes below		
Circles	Triangles	Pentagons
Quadrilaterals	Hexagons	Octagons
		Green
		Blue
		Red



Prisms – Faces, Edges, Vertices

Questions

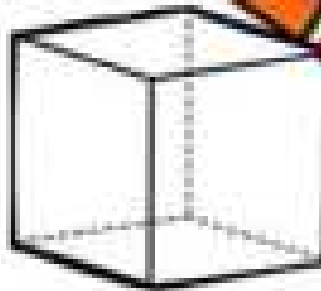
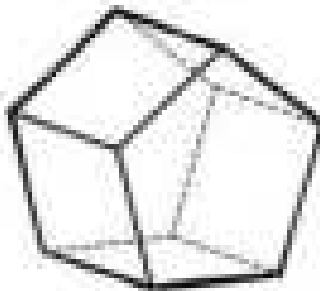
Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

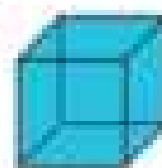


Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW

3D Objects Word Problems**Questions**

Answer the questions below

	Word Problems	Answers
1	Mia has a rectangular prism with 6 faces. If each face has 4 edges, how many edges does the prism have in total?	
2	_____ has a cube with 8 vertices. How many edges does the cube have?	
3	Emily's pyramid has 4 faces. If each face has 3 edges, how many edges does the pyramid have?	
4	Liam's triangular prism has 5 faces. How many edges does it have?	
5	Olivia's sphere has 0 edges and 0 vertices. How many faces does it have?	
6	Jake's cone has 1 circular face and 1 curved edge. How many vertices does it have?	

PREVIEW


Exit Cards

Cut Out

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

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____


Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____


Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____


Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

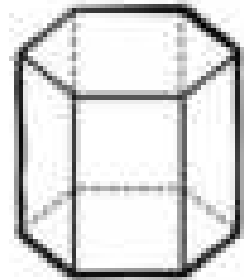
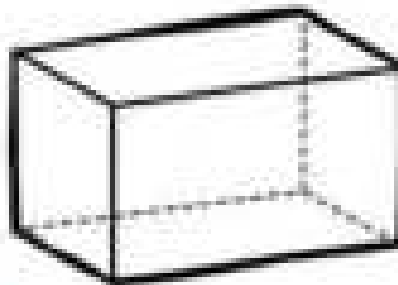
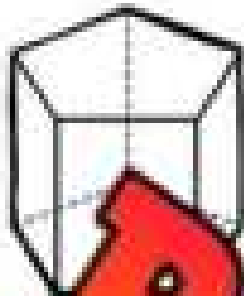
Name: _____ Name: _____

PREVIEW

3D Objects - Prisms

Questions

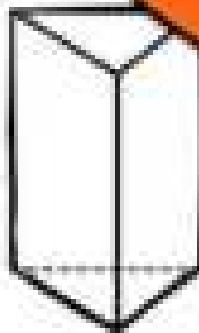
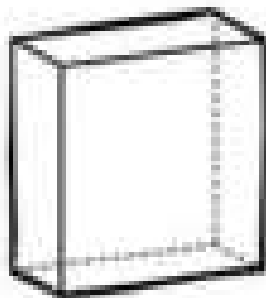
Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

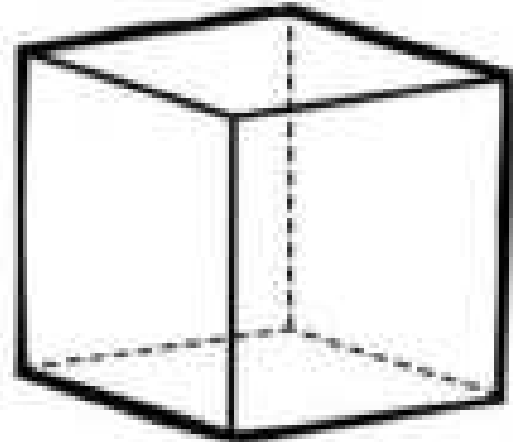
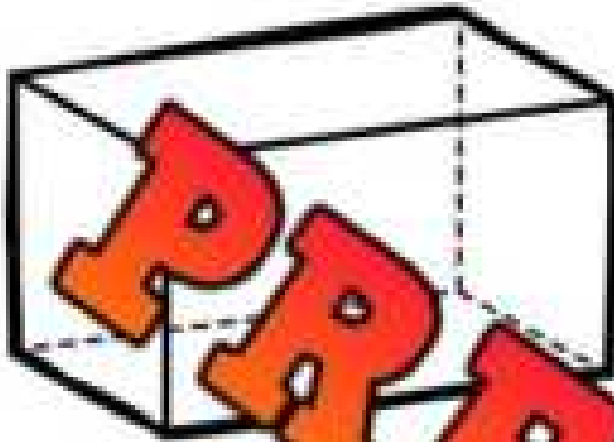
Faces	
Edges	
Vertices	
Name	

PREVIEW

3D Objects – Cube vs Rectangular Prism

Questions

How is a cube similar and different from a rectangular prism?



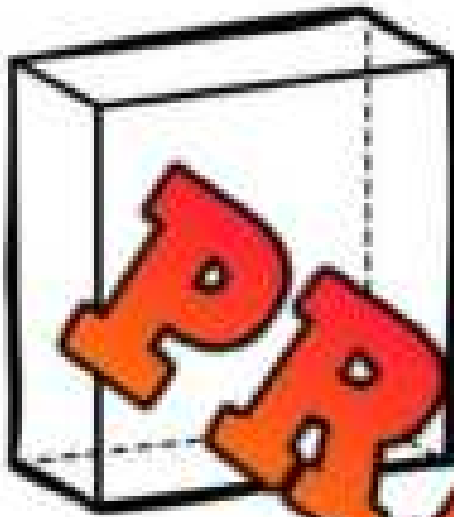
PREVIEW

Ideas	Cubes, Rectangles, 2D Shapes
Similarities	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Differences	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

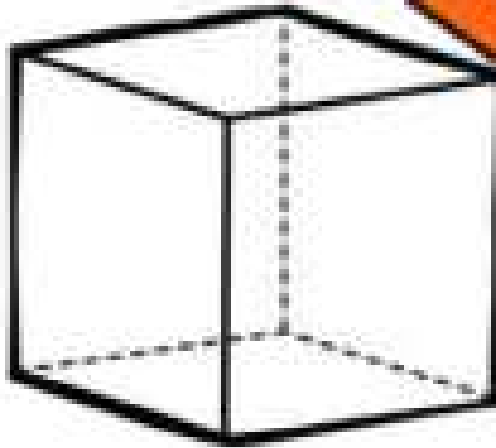
3D Objects – Cube vs Rectangular Prism

Questions

Fill in the tables below for the cube and rectangular prism



Name	
Faces	
Edges	
Vertices	
2D Shapes	



Name	
Faces	
Edges	
Vertices	
2D Shapes	

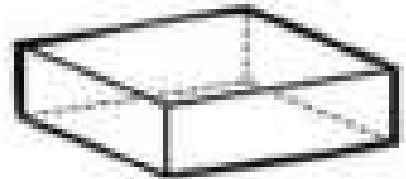
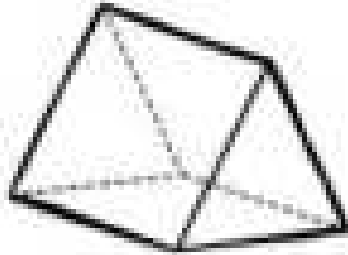
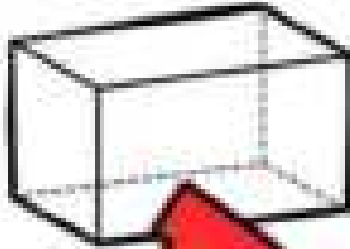
1) How are cubes and rectangular prisms similar?

2) How are cubes and rectangular prisms different?

Naming Prisms

Questions

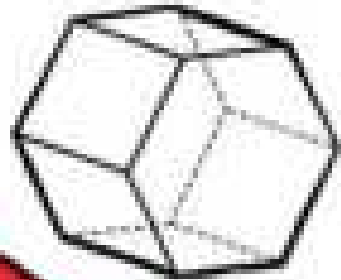
Circle the name of the prism



Rectangular Prism
Triangular Prism

Rectangular Prism
Triangular Prism

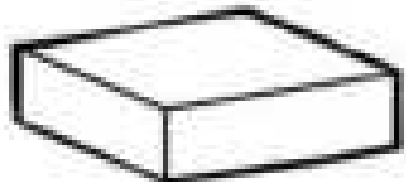
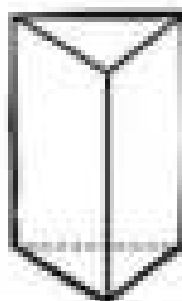
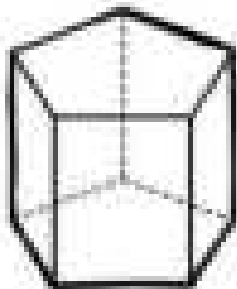
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism

Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Rectangular Prism
Triangular Prism
Pentagonal Prism

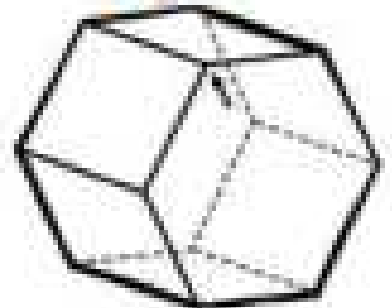
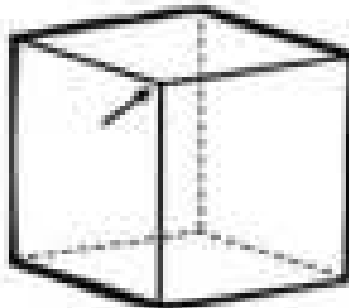
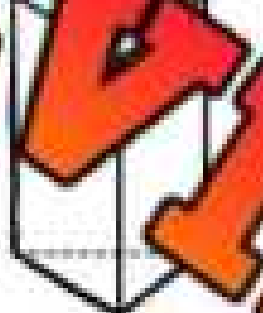
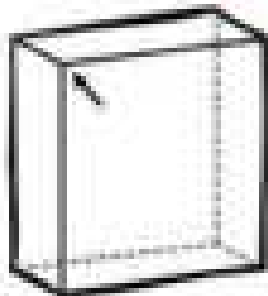
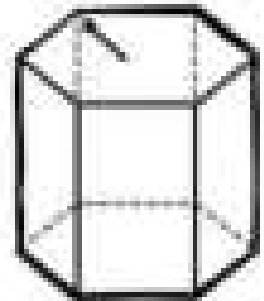
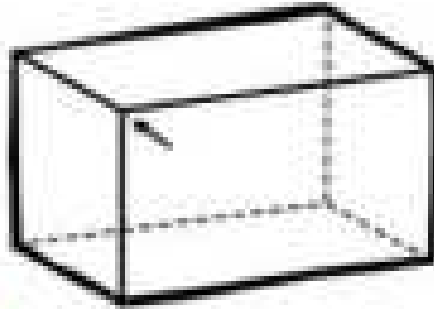
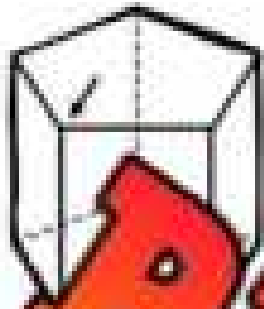
Rectangular Prism
Hexagonal Prism
Pentagonal Prism

PREVIEW

Angles in 3D Objects - Prisms

Questions

Are the angles right angles, or larger or smaller than right angles?

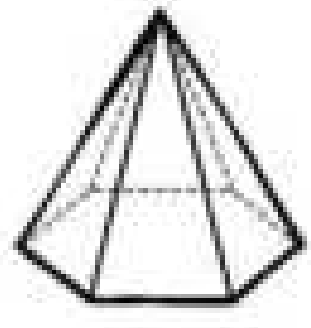
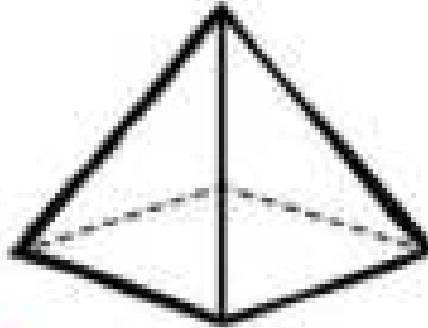
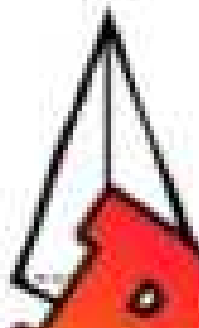


PREVIEW

Faces, Edges, and Vertices

Questions

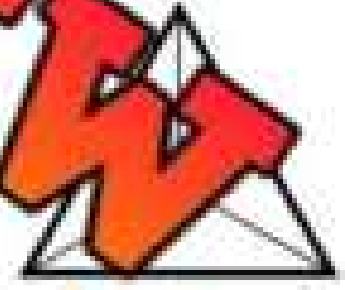
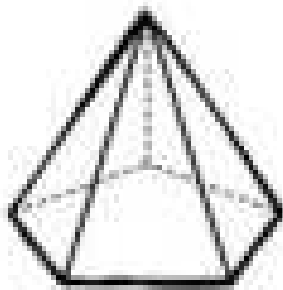
Fill in the tables below based on the 3D shapes below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW


Exit Cards

Cut Out

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

Name: _____

Fill in the blanks about the objects.



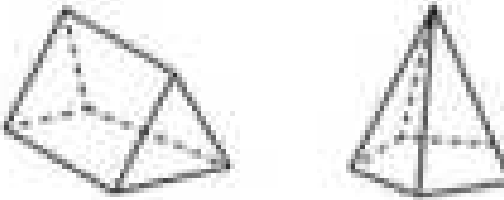
Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____

Fill in the blanks about the objects.




Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



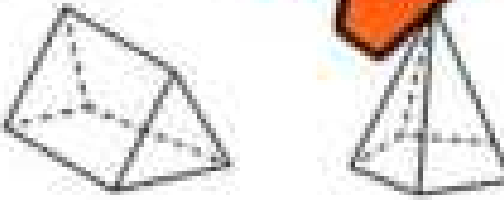
Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks



Faces: _____

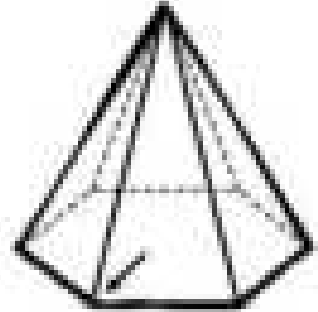
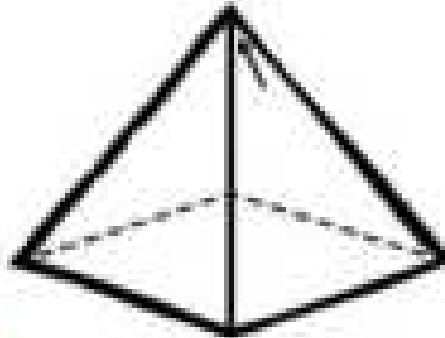
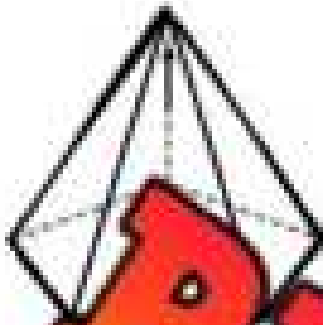
Edges: _____

Vertices: _____

PREVIEW

Angles in 3D Objects - Pyramids

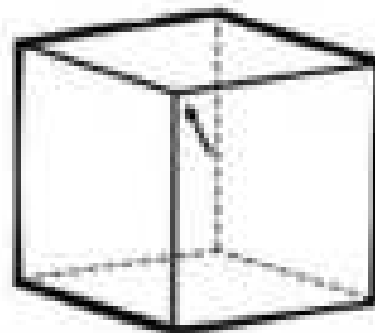
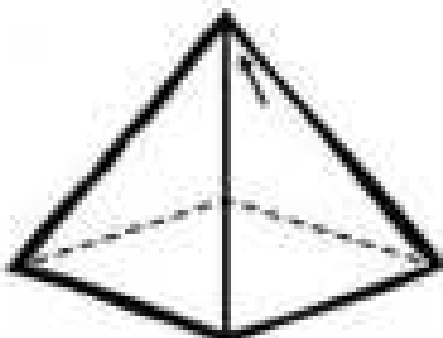
Part 1 Are the angles right angles, or are they larger or smaller than right angles?



Part 2

1) Are the angles at the top of a pyramid larger than 90 degrees or smaller?

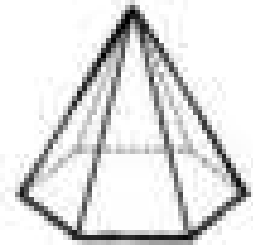
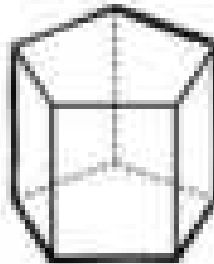
2) How are prisms and pyramids different? Explain by comparing them.



Prism, Cone, or Pyramid ?

Questions

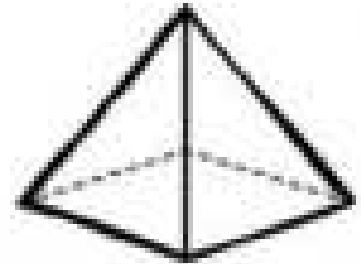
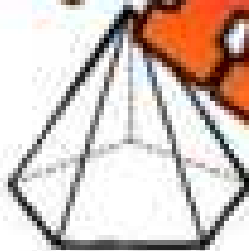
Is the shape a prism, cone or pyramid?



Prism

Prism Cone Pyramid

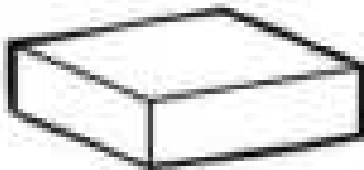
Prism Cone Pyramid



Prism Cone Pyramid

Prism Cone Pyramid

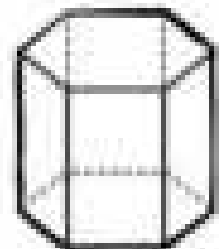
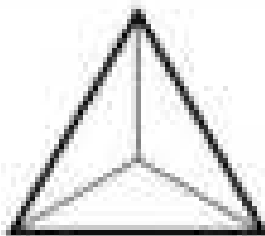
Prism Cone Pyramid



Prism Cone Pyramid

Prism Cone Pyramid

Prism Cone Pyramid



Prism Cone Pyramid

Prism Cone Pyramid

Prism Cone Pyramid

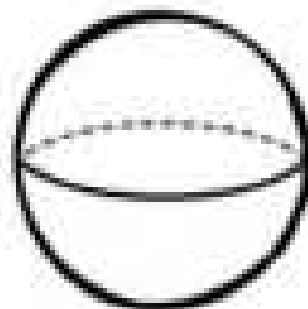
PREVIEW

Name _____

Cone, Cylinder or Sphere

Questions

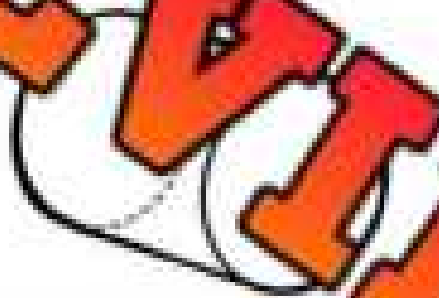
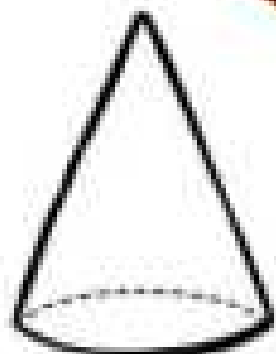
Is the 3D object a Cone, Cylinder, or Sphere?



Cone Cylinder

Cylinder Sphere

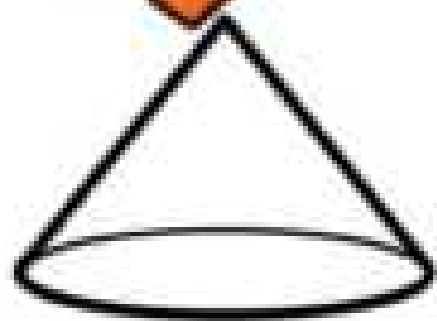
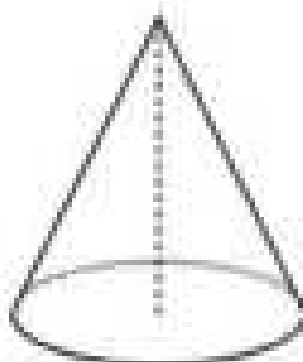
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

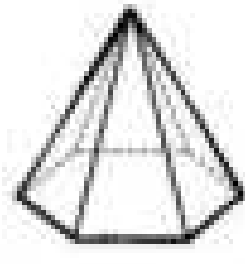
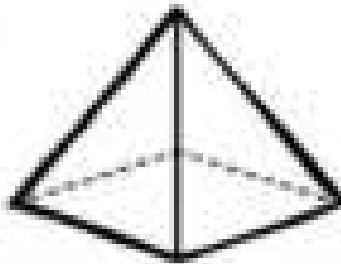
Cone Cylinder Sphere

PREVIEW

Naming Pyramids and Cones

Questions

Circle the name of the cone or pyramid



- Rectangular-Based Pyramid
- Triangular-Based Pyramid
- Pentagon-Based Pyramid

- Square-Based Pyramid
- Rectangular-Based Pyramid
- Pentagon-Based Pyramid

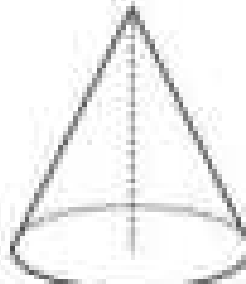
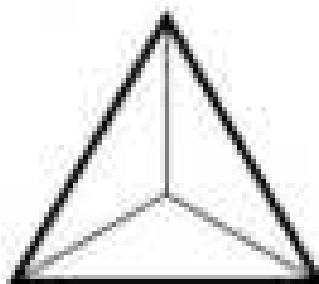
- Rectangular-Based Pyramid
- Pentagon-Based Pyramid
- Hexagon-Based Pyramid



- Rectangular-Based Pyramid
- Cone
- Pentagon-Based Pyramid

- Rectangular-Based Pyramid
- Cone
- Triangular-Based Pyramid

- Rectangular-Based Pyramid
- Triangular-Based Pyramid
- Pentagon-Based Pyramid



- Rectangular-Based Pyramid
- Triangular-Based Pyramid
- Cone

- Cone
- Triangular-Based Pyramid
- Pentagon-Based Pyramid

- Rectangular-Based Pyramid
- Hexagon-Based Pyramid
- Pentagon-Based Pyramid

PREVIEW

Sorting 3D Objects - Prisms and Pyramids

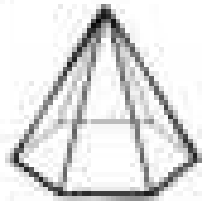
Prism

Pyramid

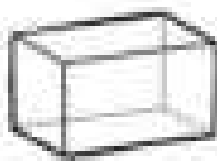
PREVIEW

Questions

Write the letter below each shape in the correct category.



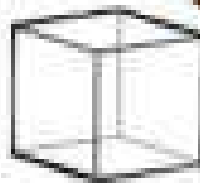
A



B



C



D



E



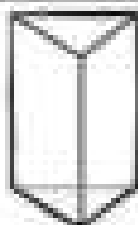
F



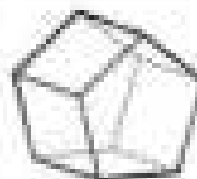
G



H



I



J



K



L

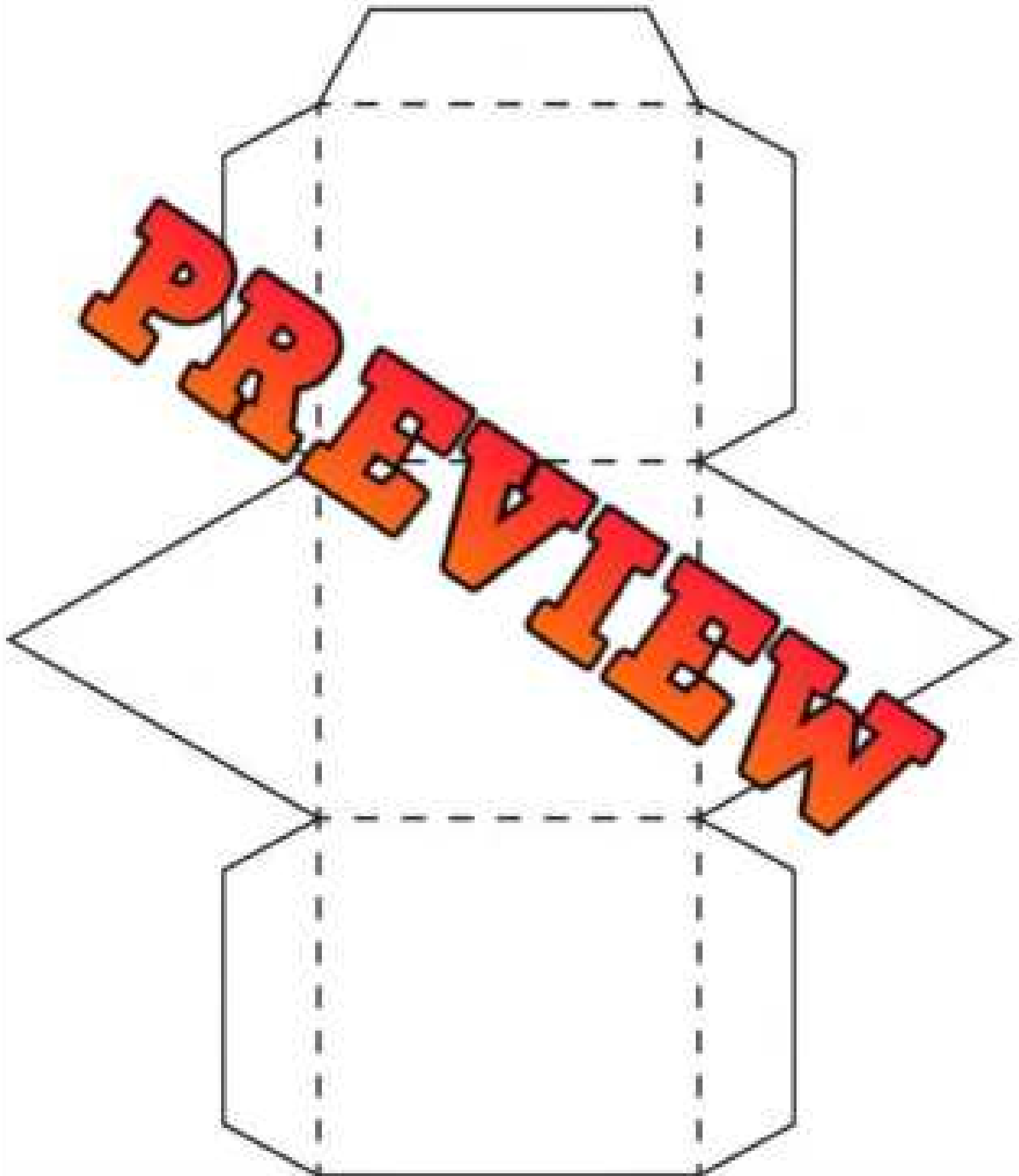
2D Shapes Found in 3D Objects

Questions

Circle the 2D shapes found in the 3D objects.

3D Objects	2D Shape 1	2D Shape 2	2D Shape 3	3D Objects	2D Shape 1	2D Shape 2	2D Shape 3
							
							
							
							
							

3D Model - Triangle Based Prism Net

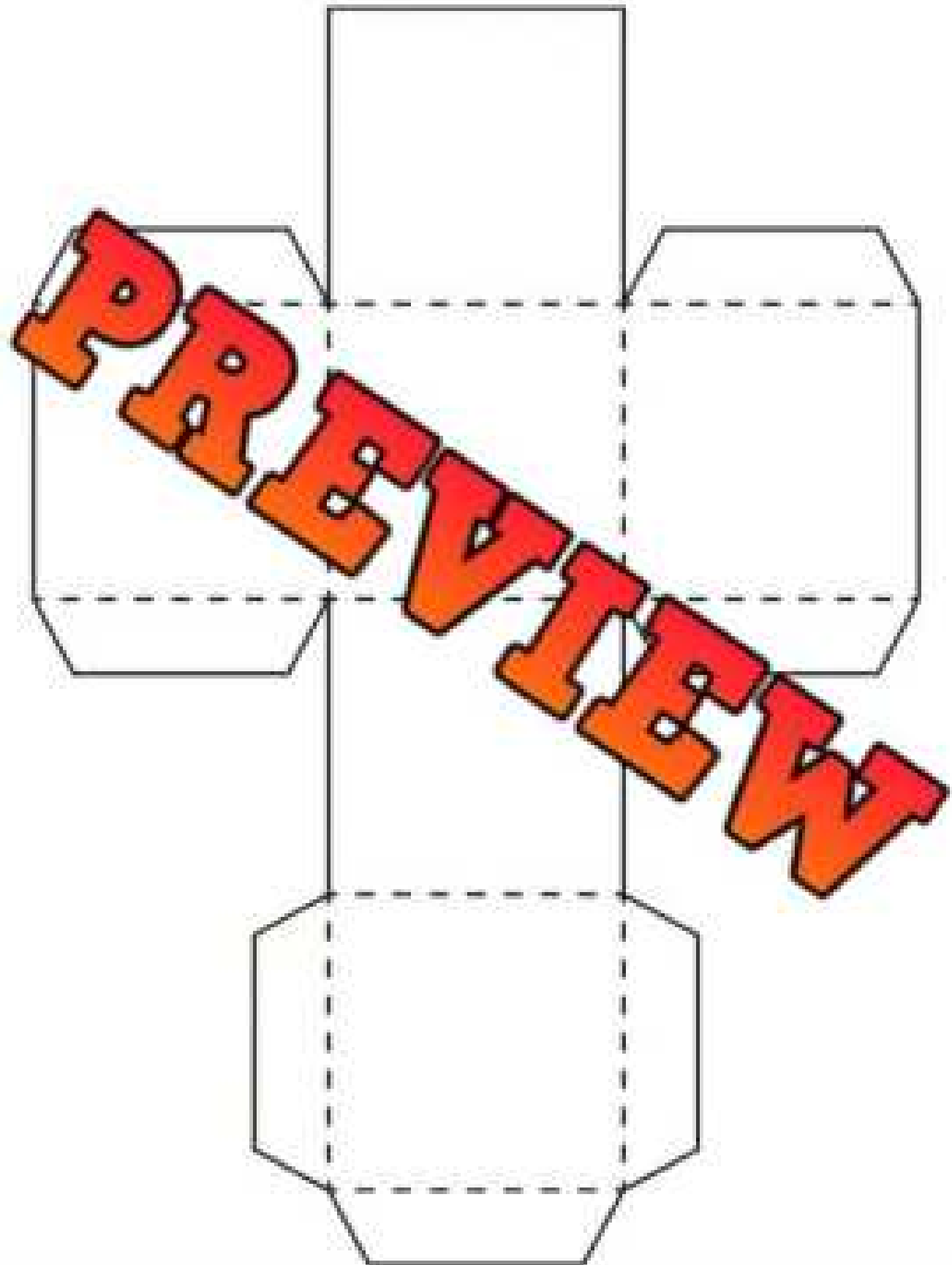


Name: _____

29

Learning Resources
www.lrl.com

3D Model - Cube Net

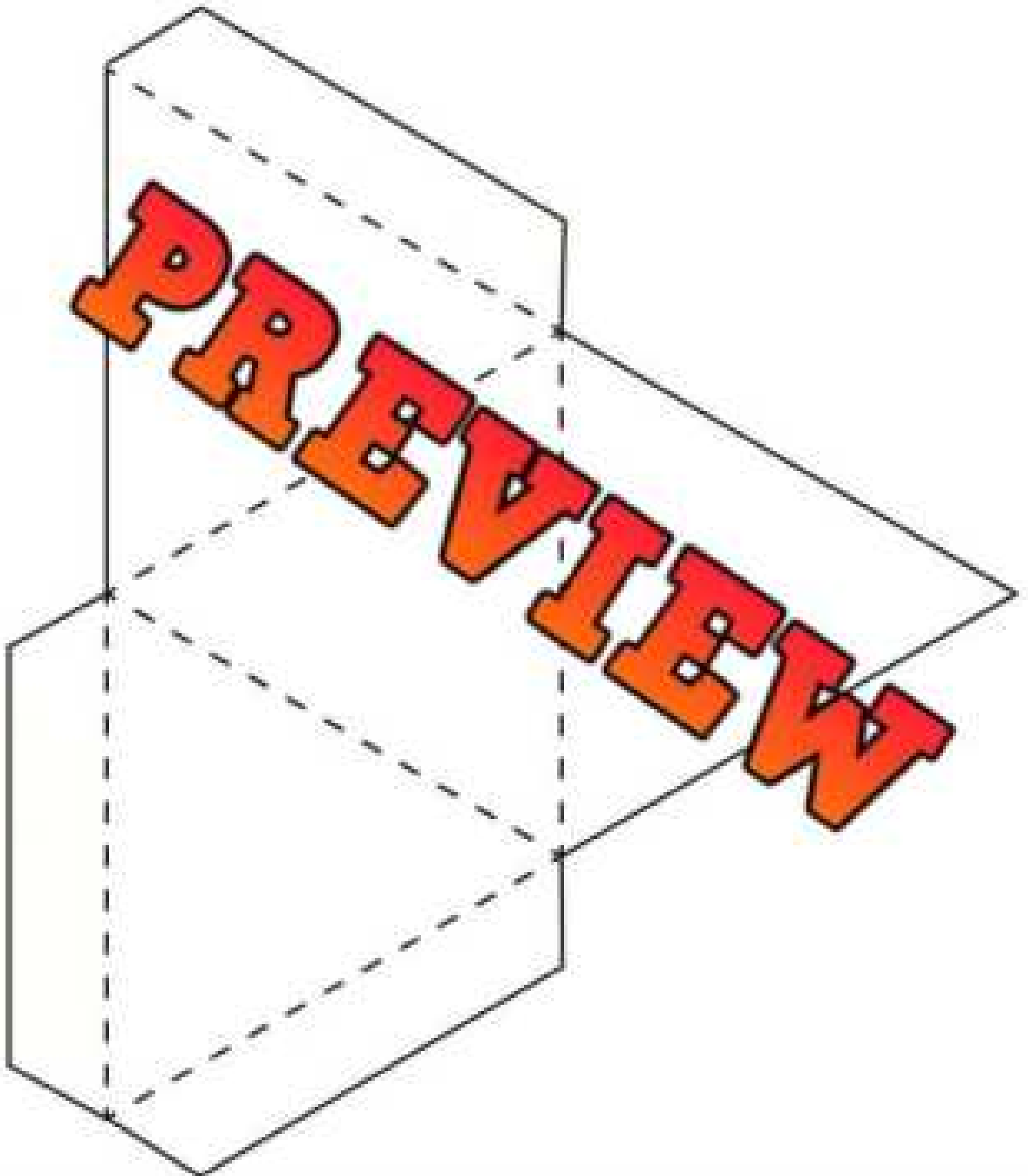


Name: _____

44

Geometry

3D Model - Triangle Based Pyramid Net



The Congruent House



Questions

Answer the questions below by labeling the house above.

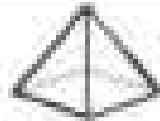
- 1) Which shape is congruent to shape A?
- 2) Which shape is congruent to shape C?
- 3) Which shapes are congruent to shape N?
- 4) Which shape is congruent to shape B?
- 5) Which shape is congruent to shape E?
- 6) Which shapes are congruent to shape D?
- 7) Which shape is congruent to shape T?
- 8) Which shape is congruent to shape L?

Congruent Shapes

Questions

Colour the congruent shapes. There may be more than one answer.

Congruent shapes have the same size and shape. This means that the side lengths and angles are the same. Congruent shapes can be in different positions.



Congruent

Not congruent

1)		a)		b)		c)	
2)		a)		b)		c)	
3)		a)		b)		c)	
4)		a)		b)		c)	
5)		a)		b)		c)	
6)		a)		b)		c)	
7)		a)		b)		c)	

Congruent Shapes

Questions

Measure the side lengths and circle the congruent shapes

Measure each of the side lengths to make sure they are the same.



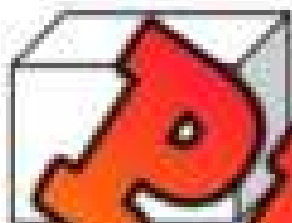
= 4 cm



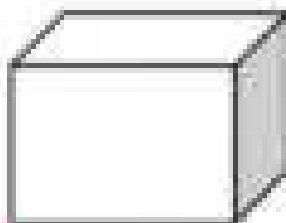
= 5 cm



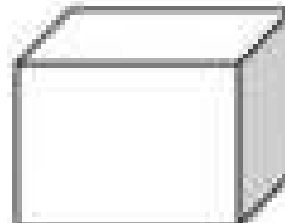
1)



a)



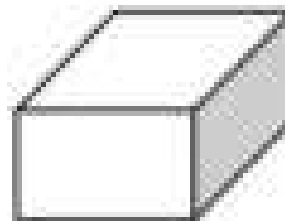
b)



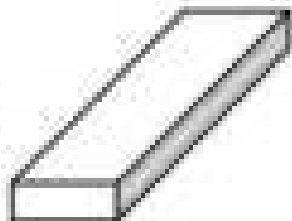
2)



b)



3)



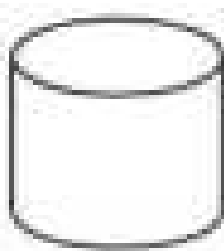
a)



4)



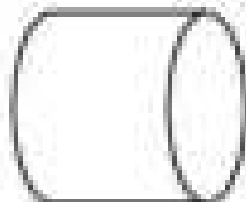
a)



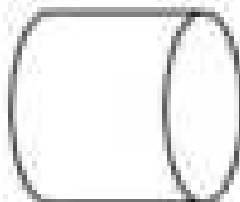
b)



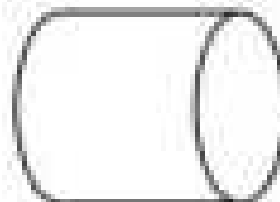
5)



a)



b)









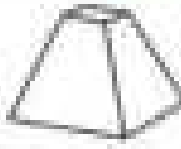

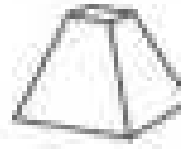
Exit Cards

Cut Out

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


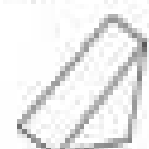




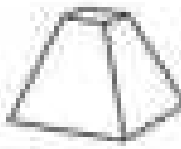
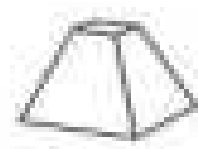
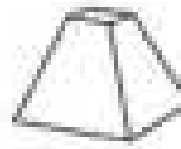
Name: _____

Measure the side lengths and circle the congruent shapes

1)		a)		b)	
2)		a)		b)	
3)		a)		b)	

Name: _____

Measure the side lengths and circle the congruent shapes

1)		a)		b)	
2)		a)		b)	
3)		a)		b)	

Congruent Block Pyramid

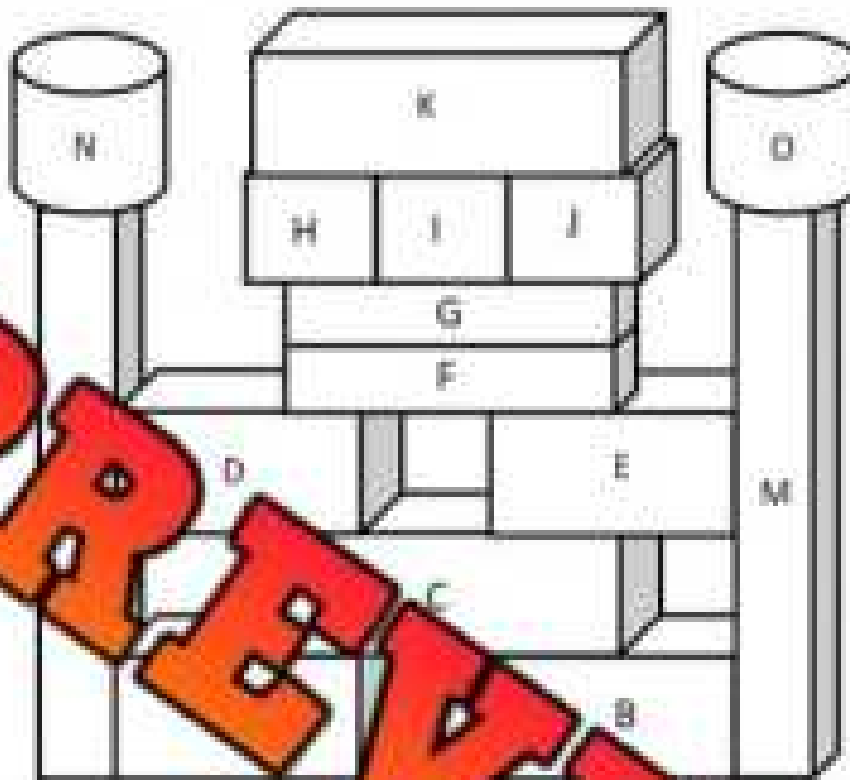


Questions

Answer the questions below about the pyramid above.

- 1) Which objects are congruent to A?
- 2) Which objects are congruent to shape E?
- 3) Which objects are congruent to shape I?
- 4) Are any objects congruent to shape L?
- 5) Draw a congruent object to shape L?

Congruent 3D Objects Statue



Questions

Answer the questions below by looking at the statue above.

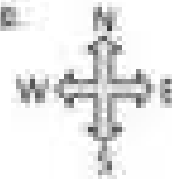
- | | |
|---|--|
| 1) Which objects are congruent to A? | |
| 2) Which object is congruent to object C? | |
| 3) Which objects are congruent to object D? | |
| 4) Which object is congruent to object G? | |
| 5) Which objects are congruent to object H? | |
| 6) Which object is congruent to object L? | |
| 7) Which object is congruent to object N? | |

Movement – Cardinal Directions

When we move something or someone from one location to another, we describe the movement using **direction** and **distance**.

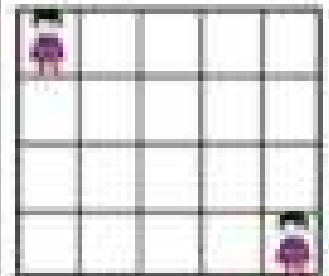
Directions – north, south, east, west

Distance – steps, metres



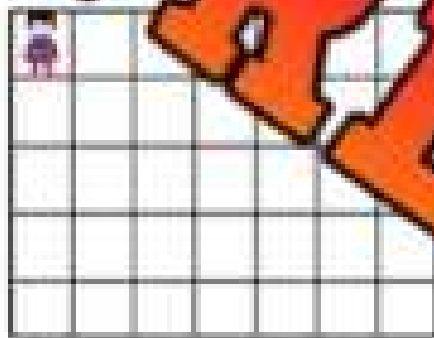
Example of movement – the child went south 3 steps, and east 4 steps.

start

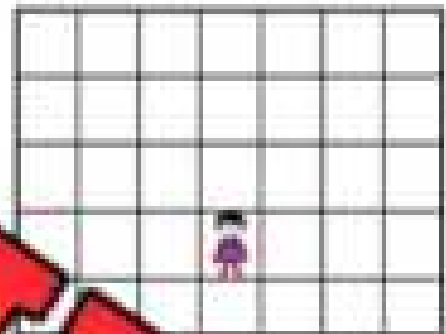


Question: Draw an X where you think the child will end up:

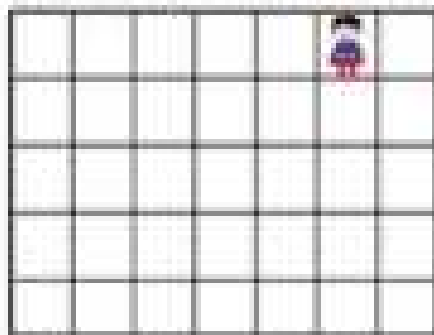
1) Directions – south 3 steps, east 3 steps



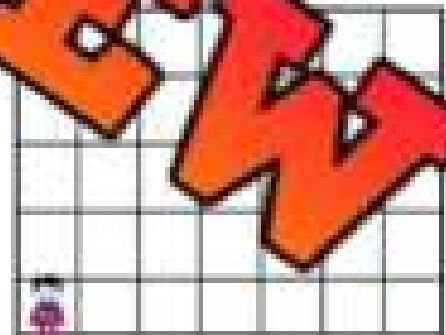
2) Directions – north 3 steps, west 2 steps



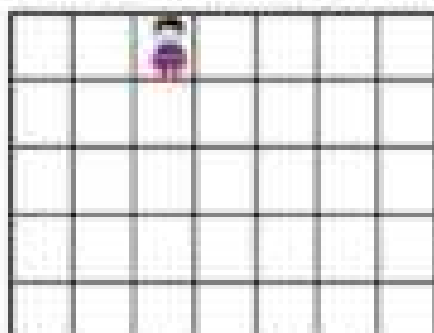
3) Directions – south 4 steps, west 4 steps



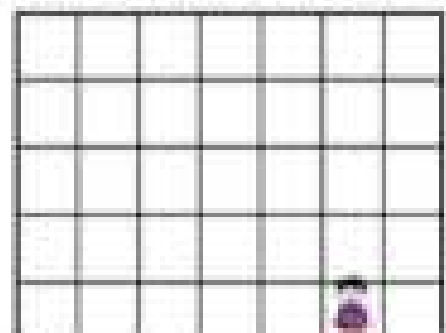
4) Directions – north 2 steps, east 6 steps



5) Directions – south 3 steps, east 4 steps



6) Directions – north 2 steps, west 3 steps

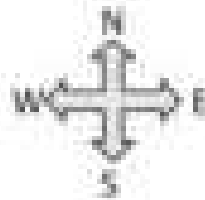
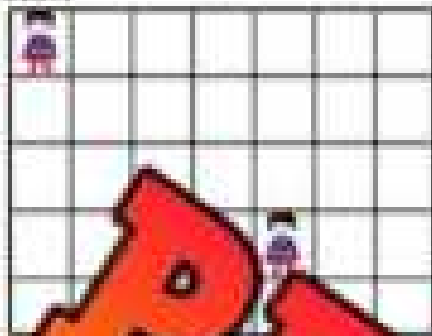


Describing Movement Using Cardinal Directions

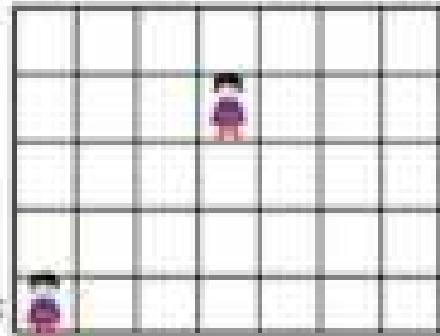
Questions

Describe how the child moved from the start to the end

1) start



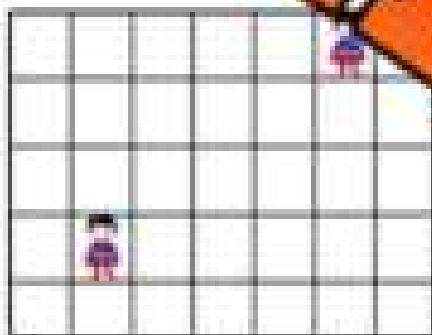
2)



Move _____ spaces
Move _____ spaces

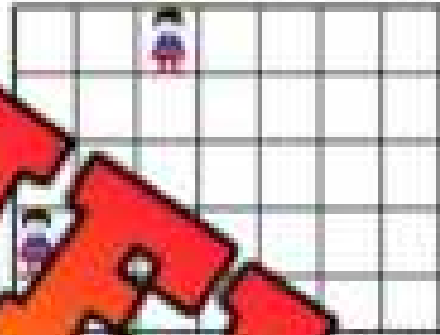
Move _____ spaces
Move _____ spaces

3)



Move _____ spaces
Move _____ spaces

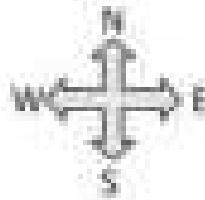
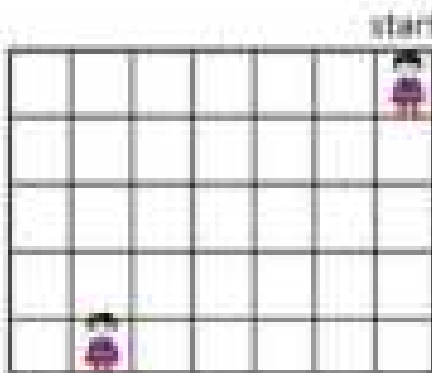
4)



Move _____ spaces
Move _____ spaces

Move _____ spaces
Move _____ spaces

5)



Move _____ spaces
Move _____ spaces

6)



Move _____ spaces
Move _____ spaces

Move _____ spaces
Move _____ spaces

PREVIEW

Movement – Left, Right, Down, Up

When we move something or someone from one location to another, we describe the movement using **direction** and **distance**.

Directions – left, right, down, up

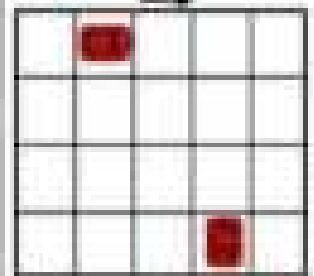
Distance – steps, metres

Example of movement – the car went right 2 metres, and down 3 metres.



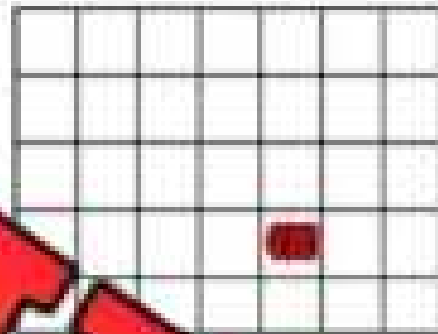
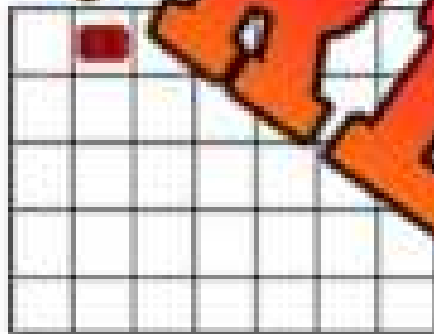
start

end

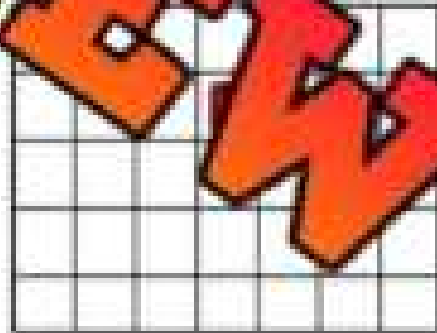
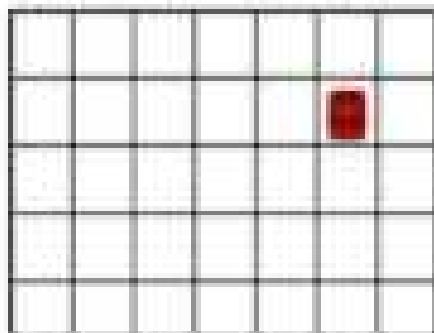


Question Put an X where you think the car will end up.

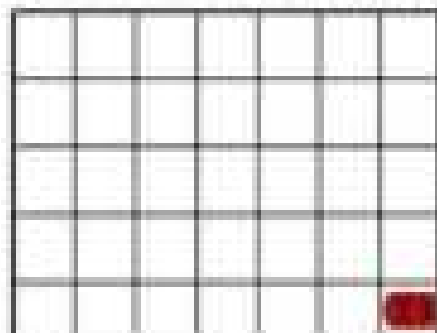
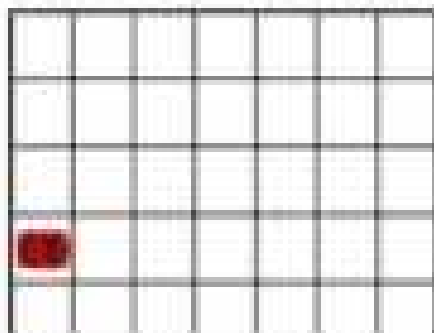
- 1) Directions – right 2 metres, down 3 metres 2) Directions – left 3 metres, up 2 metres



- 3) Directions – down 3 metres, left 4 metres 4) Directions – right 2 metres, left 3 metres



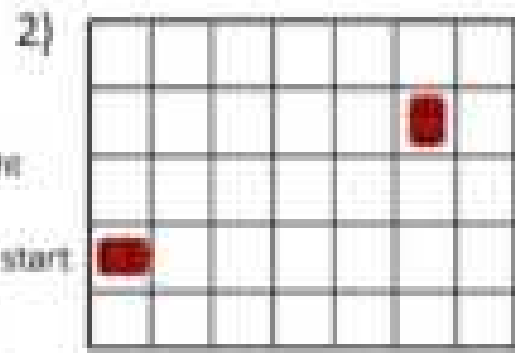
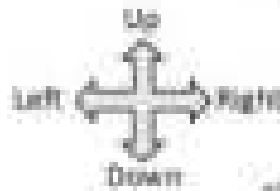
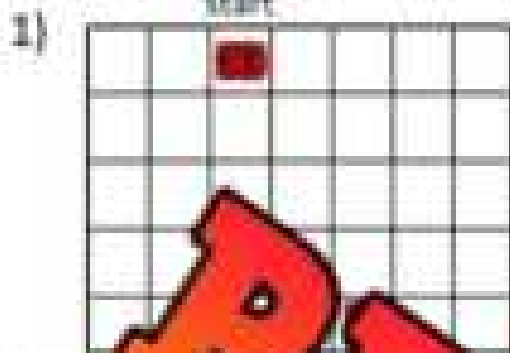
- 5) Directions – right 6 metres, up 3 metres 6) Directions – left 5 metres, up 4 metres



Describing Movement Using Left, Right, Up, Down

Questions

Describe how the car moved from the start to the end

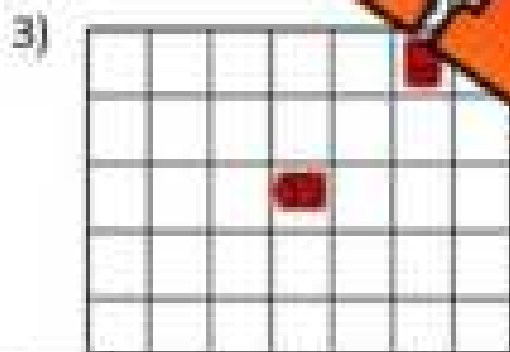


Move _____ metres

Move _____ metres

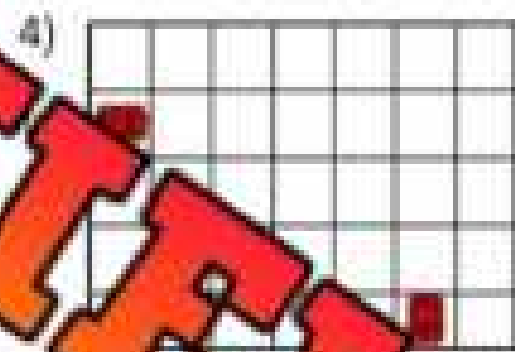
Move _____ metres

Move _____ metres



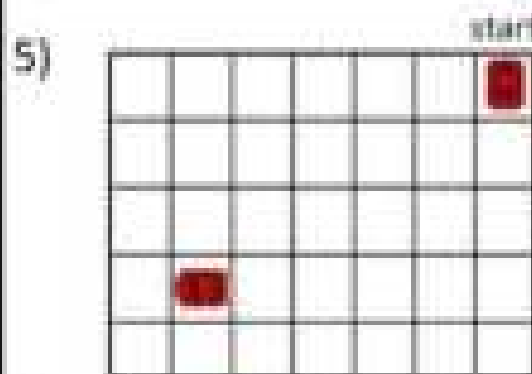
Move _____ metres

Move _____ metres



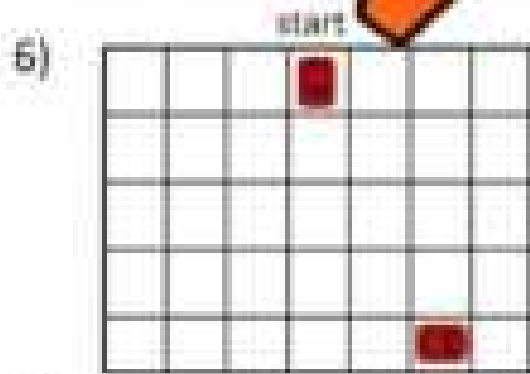
Move _____ metres

Move _____ metres



Move _____ metres

Move _____ metres



Move _____ metres

Move _____ metres

PREVIEW

Name: _____

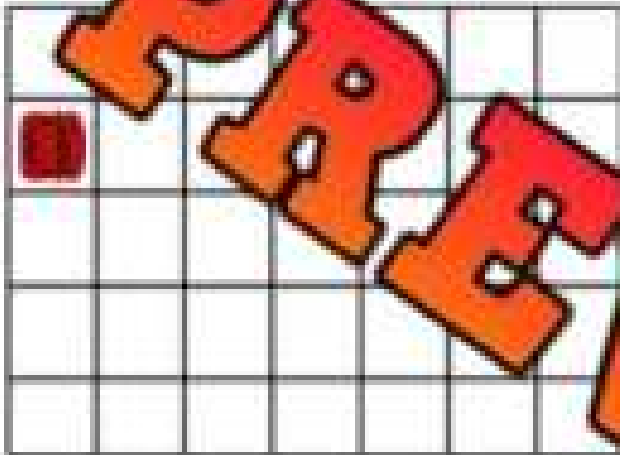
Exit Cards

Cut Out

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

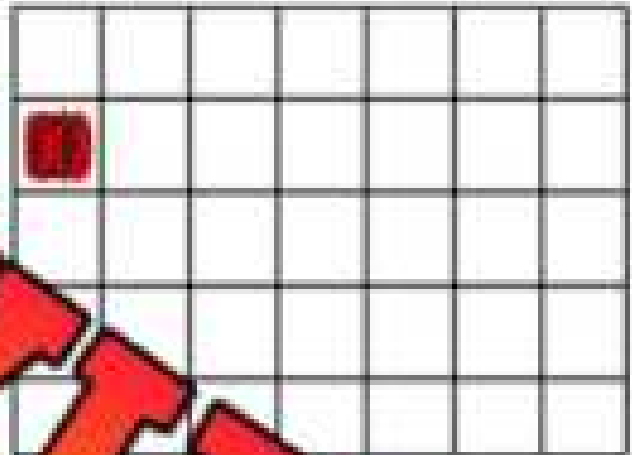
Name: _____

Right 4 metres, down 3 metres, left 4 metres



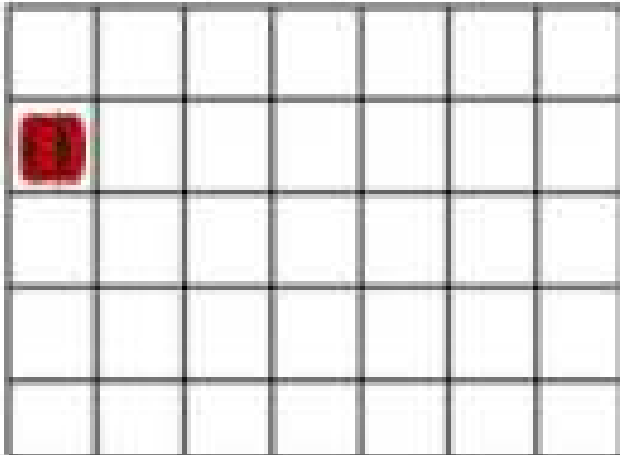
Name: _____

Right 4 metres, down 3 metres, left 4 metres



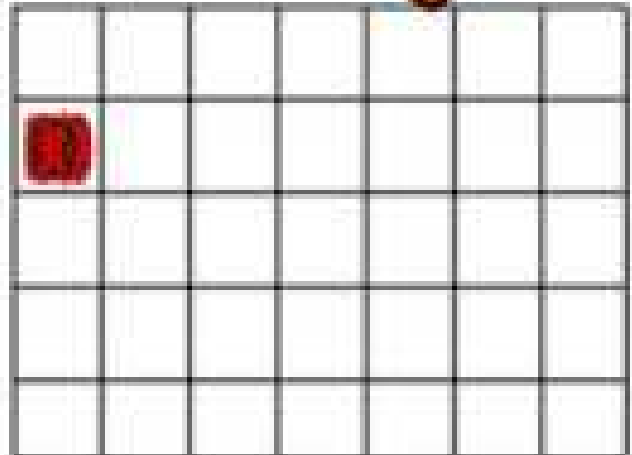
Name: _____

Right 4 metres, down 3 metres, left 4 metres



Name: _____

Right 4 metres, down 3 metres, left 4 metres



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.

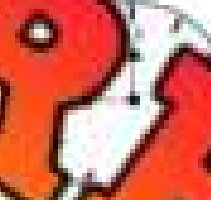
We can rotate things a lot or a little. Check out the three turns below.

360°
rotation



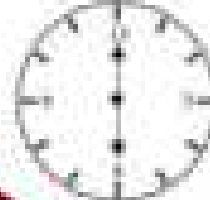
Clockwise
90° rotation

180°
rotation

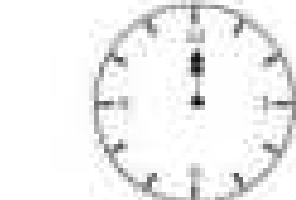
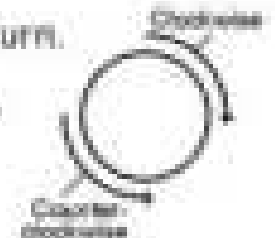


Counterclockwise
180° rotation

90°
rotation



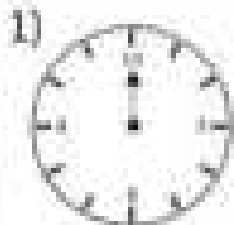
Counterclockwise
90° rotation



Clockwise/Counterclockwise
180° rotation

Part 1

Draw how the arrow turned on the clock.



Clockwise
90° rotation



Counterclockwise
180° rotation



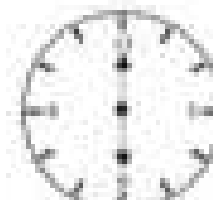
Counterclockwise
90° rotation



Clockwise
180° rotation

Part 2

Describe how the arrow turned on the clock.



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



Instructions

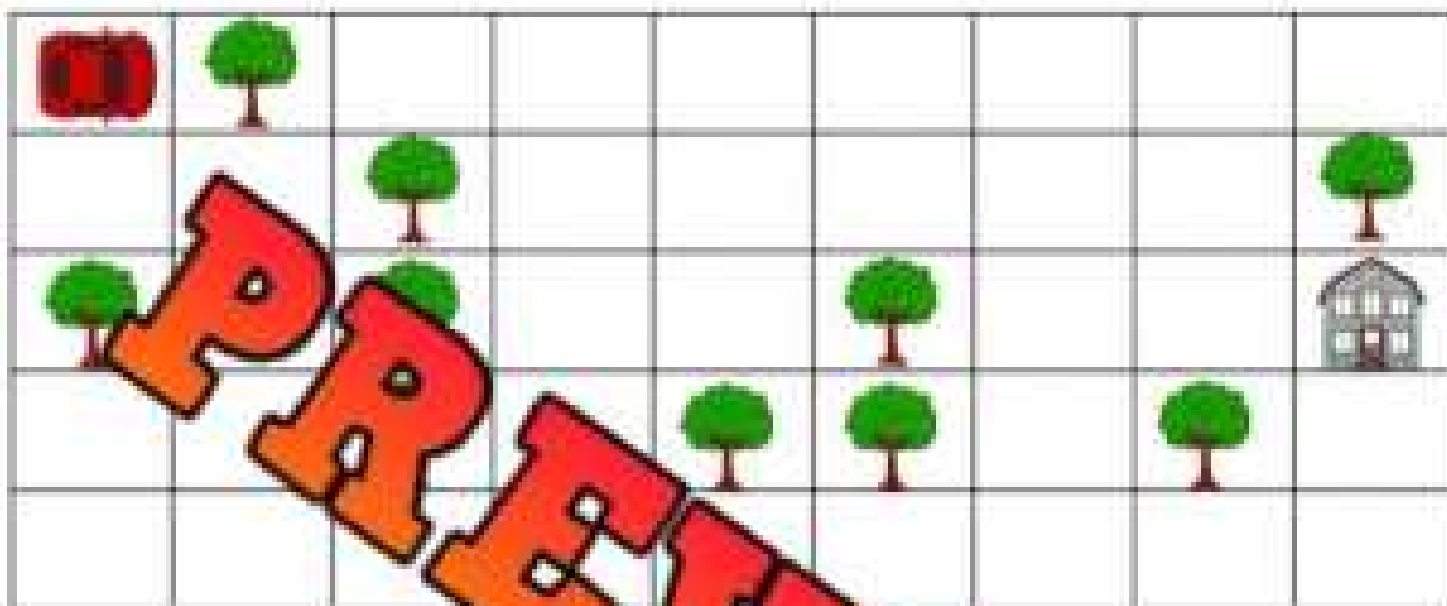
What object move? Circle the correct answer

1)				<input type="radio"/> Clockwise 90° rotation <input type="radio"/> Clockwise 180° rotation <input type="radio"/> Counterclockwise 90° rotation
2)				<input type="radio"/> Clockwise 90° rotation <input type="radio"/> Clockwise 180° rotation <input type="radio"/> Counterclockwise 90° rotation
3)				<input type="radio"/> Clockwise 90° rotation <input type="radio"/> Clockwise 180° rotation <input type="radio"/> Counterclockwise 360° rotation
4)				<input type="radio"/> Clockwise 90° rotation <input type="radio"/> Clockwise 180° rotation <input type="radio"/> Counterclockwise 90° rotation
5)				<input type="radio"/> Clockwise 90° rotation <input type="radio"/> Counterclockwise 90° rotation <input type="radio"/> Counterclockwise 180° rotation

Self-Driving Car – Movement and Turns

Directions:

Write instructions that move the car around the trees and to the house



PREVIEW

Instructions

Quarter-turn clockwise

Move forward 1 space

Quarter-turn counter-clockwise

Move forward 1 space



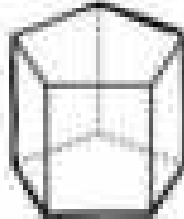
Name: _____

Geometry Test

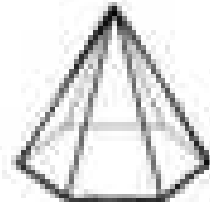
Part 1 Is the shape a prism or pyramid?



Prism Pyramid



Prism Pyramid



Prism Pyramid

Part 2 Fill in the table below based on the objects



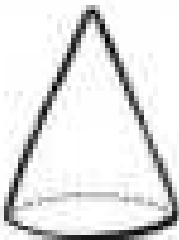
Faces	
Edges	
Vertices	
Name	



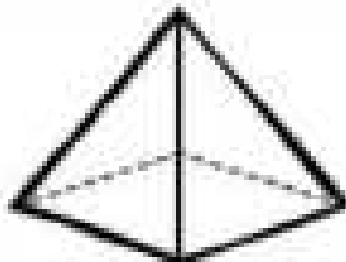
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

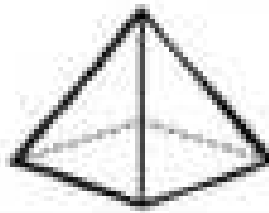
PREVIEW

Part 3

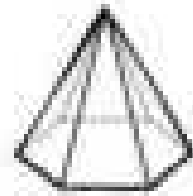
Circle the name of the 3D objects



Rectangular-Based Pyramid
 Triangular-Based Pyramid
 Pentagonal-Based Pyramid



Square-Based Pyramid
 Triangular-Based Pyramid
 Pentagonal-Based Pyramid



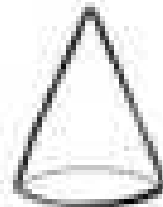
Rectangular-Based Pyramid
 Pentagonal-Based Pyramid
 Hexagonal-Based Pyramid



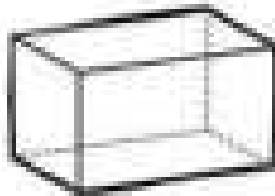
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



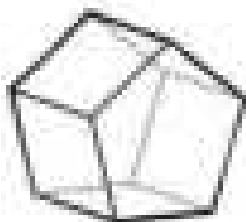
Rectangular Prism
 Triangular Prism



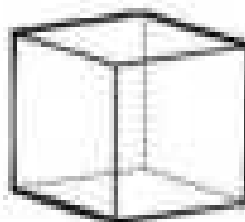
Rectangular Prism
 Triangular Prism



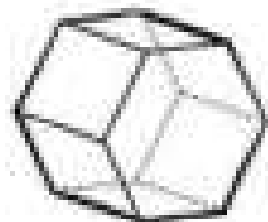
Rectangular Prism
 Triangular Prism



Rectangular Prism
 Triangular Prism
 Pentagonal Prism



Cube
 Hexagonal Prism
 Pentagonal Prism

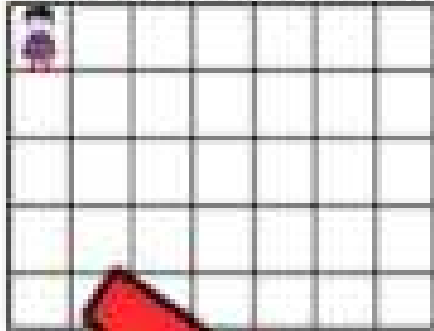


Rectangular Prism
 Hexagonal Prism
 Pentagonal Prism

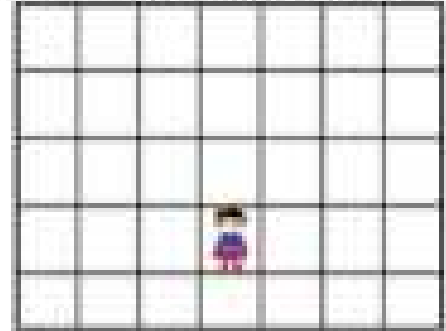
Part 4

Put an X where you think the child will end up.

1) Directions – south 2 steps, east 3 steps



2) Directions – north 3 steps, west 2 steps



Part 5

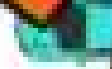
Describe how the car turned.

clockwise/counterclockwise, full/half/quarter turn

1)



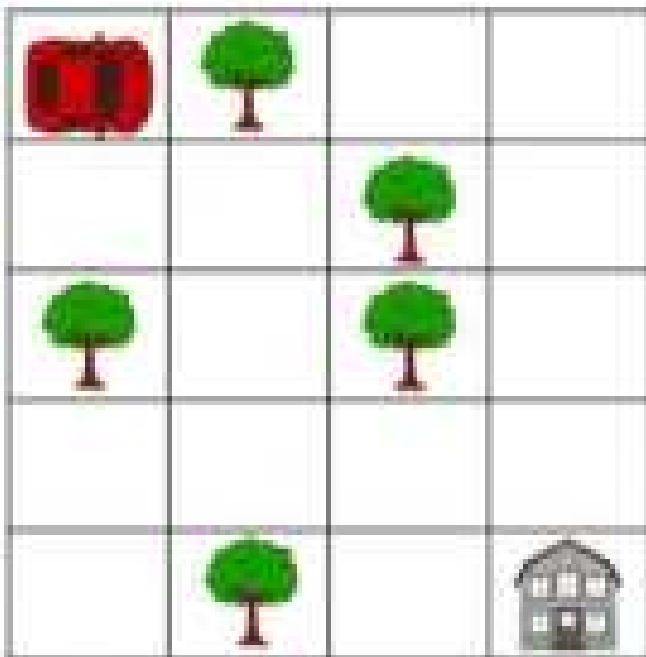
2)



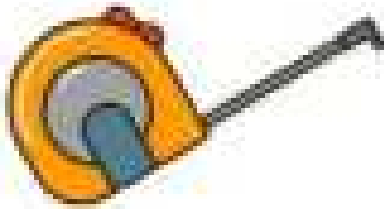
PREVIEW

Part 6

Write instructions that move the car to the house



Instructions:



Grade 3

E2 – Measurement



	Curriculum Expectations	Pages That Cover the Expectations
E2.1	use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter	100 – 115, 121 – 147
E2.2	explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths	116 – 120
E2.3	use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy	148 – 152
E2.4	compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units	153 – 171
E2.5	use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same	116 – 121, 145 – 146
E2.6	use analog and digital clocks and timers to tell time in hours, minutes, and seconds	191 – 235
E2.7	compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area	172 – 177
E2.8	use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy	172 – 182
E2.9	use square centimetres (cm ²) and square metres (m ²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides	183 – 190

Estimating Lengths – Finger Benchmark

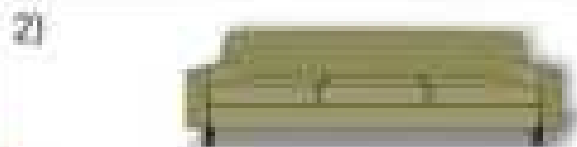
We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.



Part 1 Measure the objects below using your fingertip



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm

Part 2 Find objects in your class that you can measure

1) The pencil is
approximately _____ cm

2) The _____ is
approximately _____ cm

3) The _____ is
approximately _____ cm

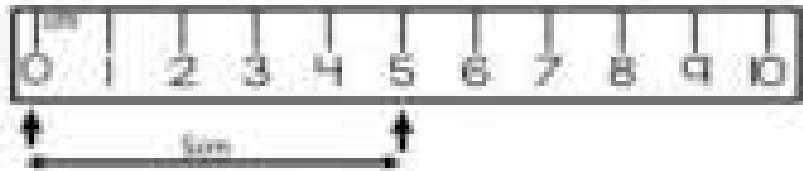
4) The _____ is
approximately _____ cm

5) The _____ is
approximately _____ cm

6) The _____ is
approximately _____ cm

Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



Questions

Read the rulers below to find the distance between the arrows.



_____ cm

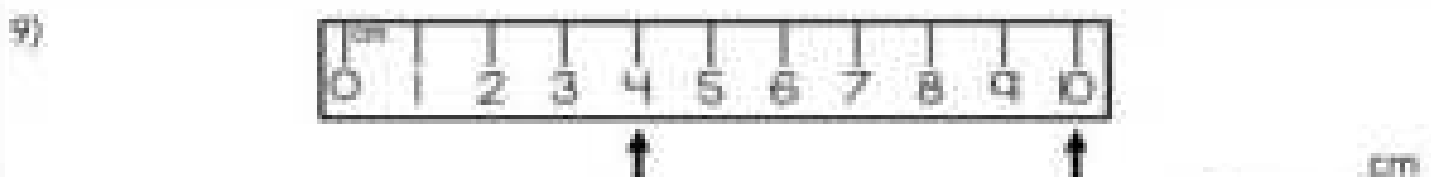


_____ cm

_____ cm



_____ cm



Measuring in Centimeters

Questions

Use a ruler to measure the lines below



1) _____
_____ cm

2) _____
_____ cm

3) _____
_____ cm

4) _____
_____ cm

5) _____
_____ cm

6) _____
_____ cm

7) _____
_____ cm

8) _____
_____ cm

9) _____
_____ cm

10) _____
_____ cm

11) _____
_____ cm

12) _____
_____ cm

PREVIEW

Exit Cards

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

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm



Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

4 cm

7 cm

7)

1 cm

8)

1 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm

PREVIEW

Measuring Height – Lollipops

Questions

Measure the height of the lollipop sticks

cm cm cm cm cm cm cm cm cm cm

PREVIEW

1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that are the same length green

Estimating Length in CM

Questions

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A ruler

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



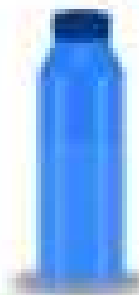
4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 90cm



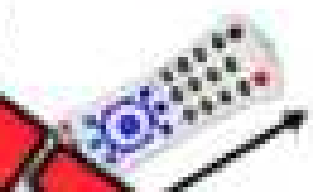
5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 3cm
- b) 10cm
- c) 50cm
- d) 90cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



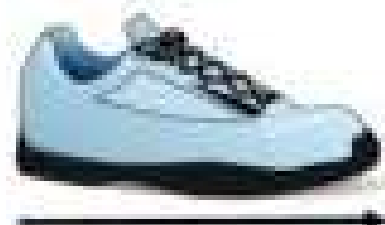
9) Piece of paper

- a) 5cm
- b) 15cm
- c) 30cm
- d) 100cm



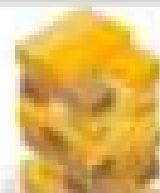
10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm



Tower Challenge**Draw**

Follow the instructions below



Draw a tower made of 5 differently sized blocks. Block 1 will be 1 cm tall. Block 2 will be 2 cm tall. Continue this pattern until block 5. Your blocks can be any width.

PREVIEW

How tall is your tower?

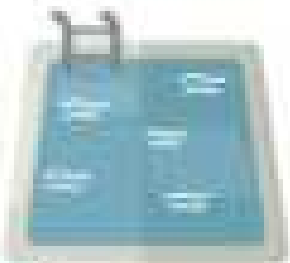
Estimating Length in Meters

Questions

Circle which length fits the description

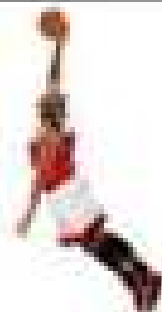
1) A pool

- a) 1m
- b) 2m
- c) 10m
- d) 100m



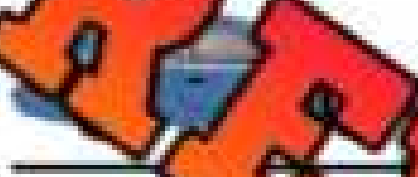
2) A basketball player

- a) 1m
- b) 2m
- c) 10m
- d) 100m



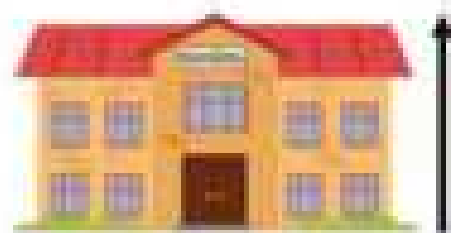
3) A car

- a) 1m
- b) 2m
- c) 5m
- d) 100m



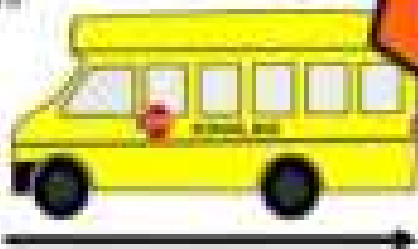
4) A school

- a) 1m
- b) 10m
- c) 100m
- d) 500m



5) A school bus

- a) 1m
- b) 2m
- c) 10m
- d) 100m



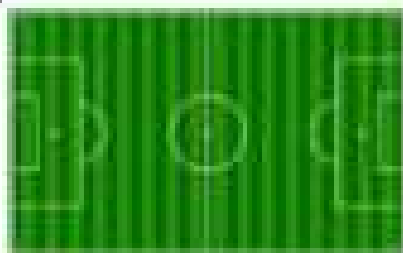
6) A house

- a) 1m
- b) 10m
- c) 50m
- d) 500m



7) A soccer field

- a) 5m
- b) 10m
- c) 20m
- d) 100m



8) A basketball net

- a) 1m
- b) 4m
- c) 50m
- d) 100m



9) A hot tub

- a) 2m
- b) 10m
- c) 50m
- d) 100m



10) A stop sign

- a) 1m
- b) 2m
- c) 10m
- d) 100m



Metric System – Meters and Centimeters

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.



Centimetre (cm)
Approximately the
width of your finger



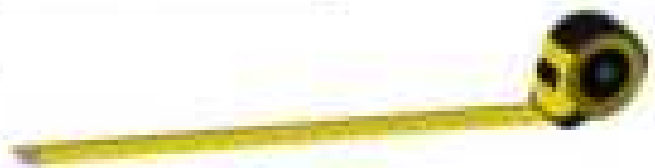
Metre (m)
Approximately the width
of a door

Question: What measure would you use to measure the following distances?

1) The distance from the room 	
2) The length of your foot 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance around a track 	
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 	

Metric System Units – mm, cm, m, km

Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
10mm = 1cm 1000mm = 1m	100cm = 1m 1cm = 10mm	1m = 100cm 1000m = 1km	1km = 1000m



Part 1 Fill in the tables below

mm	cm	m	m	km
10	100	1	1000	1
20		2	2000	2
		3		3
40	400		4000	
50				5
	600			6
	800			8
90		9		9
100	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

Which is Longer?

Part 1

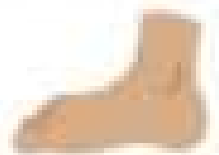
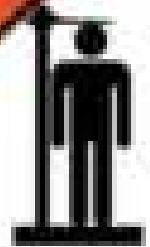
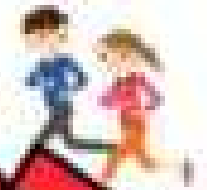
Which distance is farther? Circle the longest distance.

1)	10m	200cm	100mm	1km
2)	20cm	200mm	5km	1000m
3)	5m	500cm	10m	10km
4)	2m	1000mm	150cm	
5)	500cm	200mm	1m	

Part 2

Read the problems below

1. Steve and Jen both went for a run. Steve ran 2000 metres and Jen ran 1km. Who ran further? Explain.
2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.
3. Kyle and Simon are arguing over whose feet are bigger. Kyle's foot is 200mm long. Simon's foot is 18cm long. Whose foot is bigger?



Ordering Measurements

Part 1

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 7000 mm, 6 m, 2 km, 500 cm	500 cm	6 m	7000 mm	2 km
2) 2 m, 700 mm, 1 km				
3) 800 mm, 50 m, 100 cm				
4) 3 km, 3000 mm, 1 m				
5) 150 cm, 10 km, 90 m, 1200 mm				

Part 2

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 5000 mm, 9000 m, 2 km, 700 cm				
2) 2 m, 550 cm, 1500 mm, 1 km				
3) 8000 mm, 5 m, 4 km, 450 cm				
4) 3 km, 3 mm, 4100 m, 1 cm				
5) 120 cm, 1 km, 1 m, 12000 mm				

Estimating Distance

Questions

Circle which distance is the largest.

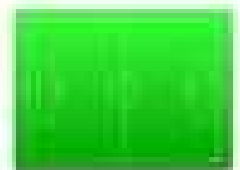
1) Length of a pencil

- a) 30cm
- b) 10mm
- c) 1km
- d) 10cm



2) Length of a soccer field

- a) 100m
- b) 500m
- c) 2km
- d) 500cm



3) Distance from New York City to Toronto

- a) 10km
- b) 120km
- c) 500cm
- d) 500m



4) Length of a gym

- a) 15m
- b) 3m
- c) 300cm
- d) 30mm



5) Width of a computer monitor

- a) 3km
- b) 1m
- c) 30cm
- d) 20mm



6) Length of your shoe

- a) 10cm
- b) 10m
- c) 10mm
- d) 2mm



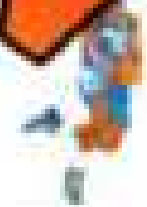
7) Height of a desk

- a) 20km
- b) 2m
- c) 90cm
- d) 200mm



8) Height of an NBA player (in meters)

- a) 2km
- b) 2m
- c) 100cm
- d) 200mm



9) Length of a bus

- a) 1km
- b) 13m
- c) 300cm
- d) 2000mm



10) Width of an eraser on the end of a pencil

- a) 2km
- b) 2m
- c) 10cm
- d) 10mm



Finding the Perimeter of Shapes

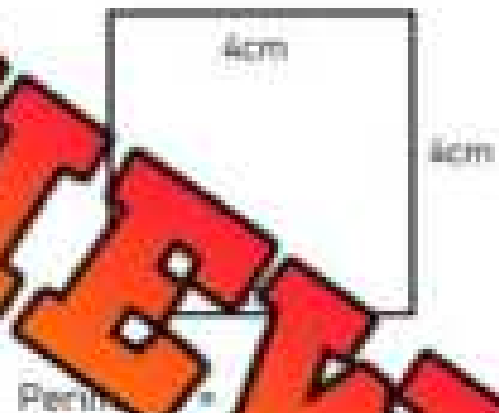
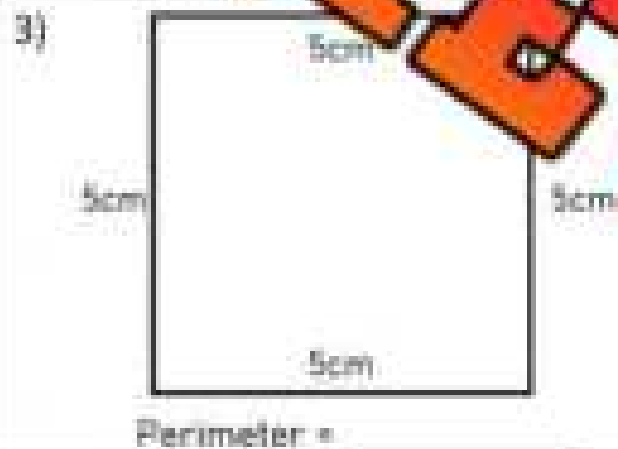
The **perimeter** is the distance around a shape. We can find the perimeter by adding up all the side lengths.

Example: $2 + 2 + 2 + 2 = 8\text{cm}$



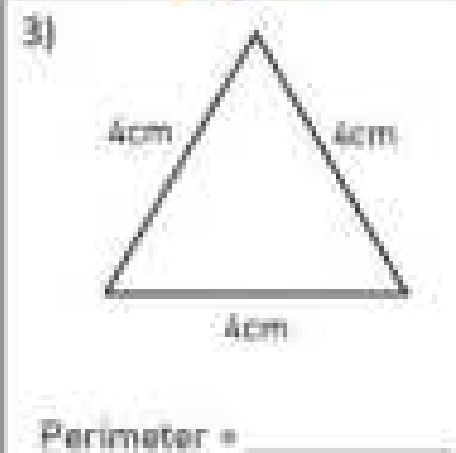
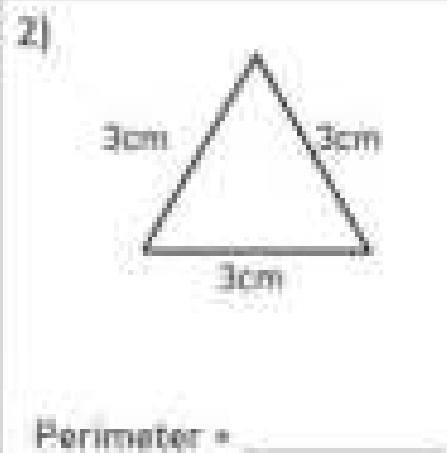
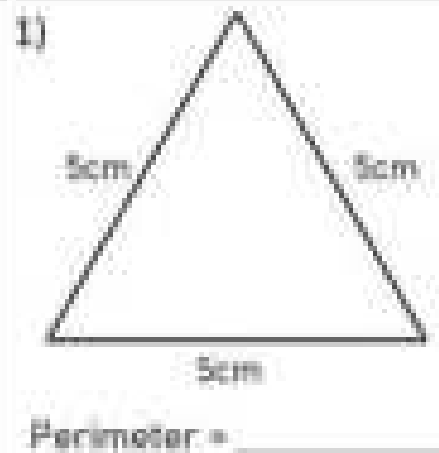
Part 1

Find the perimeter of the squares below



Part 2

Find the perimeter of the triangles below



Multi-Step Perimeter Word Problems**Questions**

Answer the questions below

Word Problems


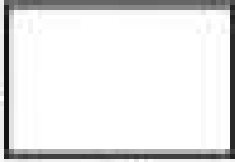
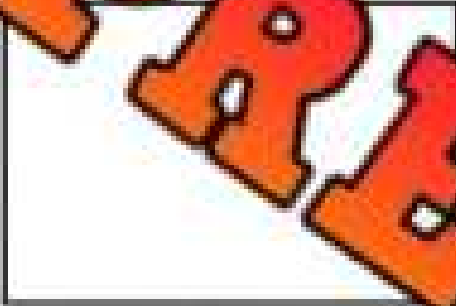

1. A rectangular garden has a length of 8 meters and a width of 5 meters. A fence is placed around it. After completing the fence, an additional small square plot with 2-meter sides is added next to it (not attached). What is the total perimeter of both fenced areas?

2. Lily has two triangles. The first triangle has sides measuring 4 cm, 5 cm, and 6 cm. The second triangle has sides measuring 3 cm each. What is the total perimeter of the two triangles?

3. A farmer builds two rectangular fields. The first field has sides of 12 m and 9 m, and the second field has sides of 6 m and 4 m. The farmer decides to connect the two fields by adding a rectangular fenced in area of 10 m by 3 metres. What is the total length of the fences around the fields?

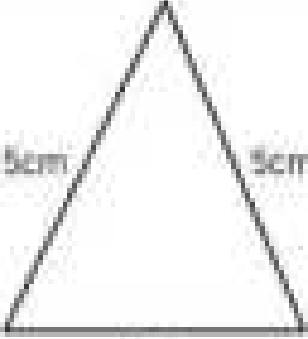
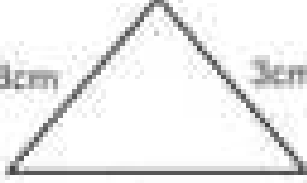
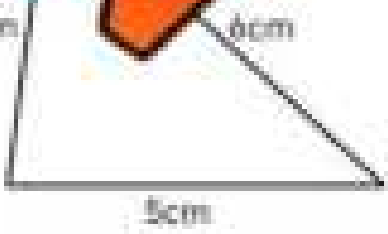
Finding the Perimeter of Irregular Shapes**Part 1**

Find the perimeter of the rectangles below.

1) 	2) 
3) 	4) 

Part 2

Find the perimeter of the triangles below.

1) 	2) 	
---	---	---

4) Draw two triangles with the same perimeter with different side lengths.

1)

2)

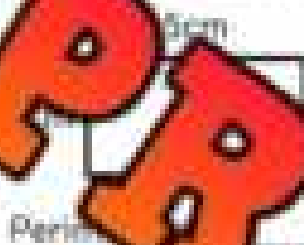
Exit Cards

Cut Out

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

Name: _____

Find the perimeter of the shapes below:



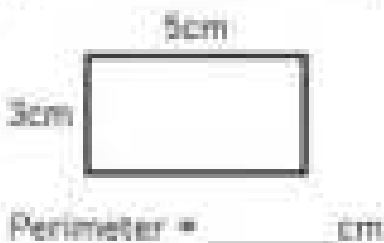
Name: _____

Find the perimeter of the shapes below:



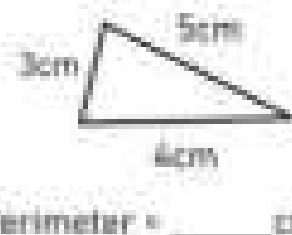
Name: _____

Find the perimeter of the shapes below:



Name: _____

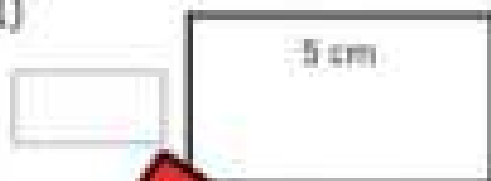
Find the perimeter of the shapes below:



Calculating Perimeter of Unknown Side**Questions**

Use the perimeter and given lengths to find the unknown side

1)



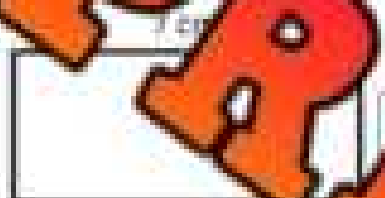
Perimeter = 16 cm

2)



Perimeter = 12 cm

3)



Perimeter = 24 cm

4)



Perimeter = 32 cm

5)



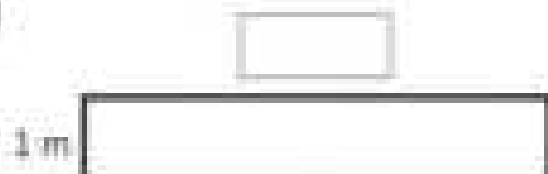
Perimeter = 26 m

6)



Perimeter = 30 cm

7)



Perimeter = 22 m

8)



Perimeter = 12 cm

9)



Perimeter = 40 m

10)

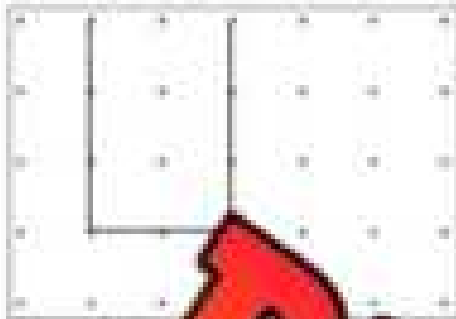


Perimeter = 50 m

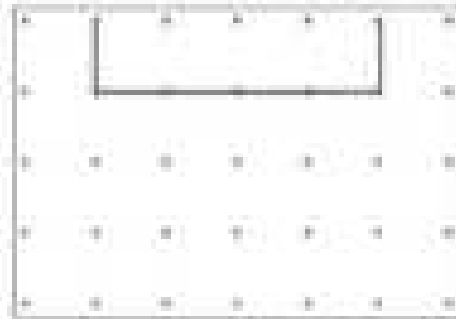
Finding the Perimeter of Irregular Shapes

Part 1

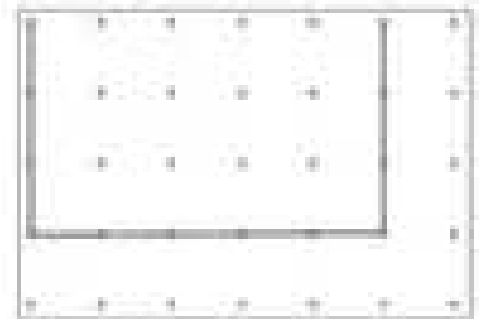
Find the perimeter of the rectangles below



1) Perimeter = _____



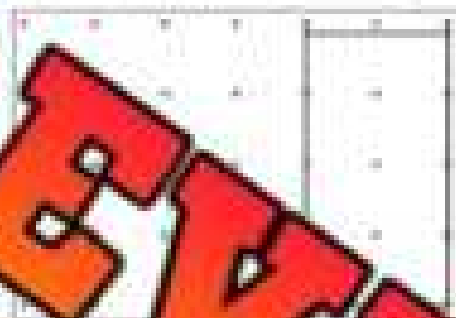
2) Perimeter = _____



3) Perimeter = _____



4) Perimeter = _____



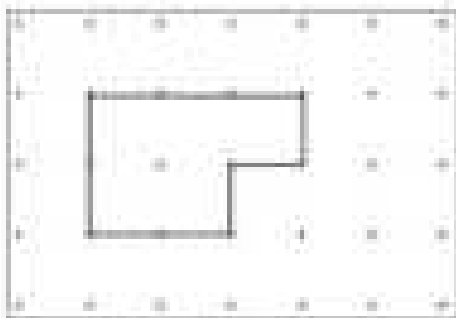
5) Perimeter = _____



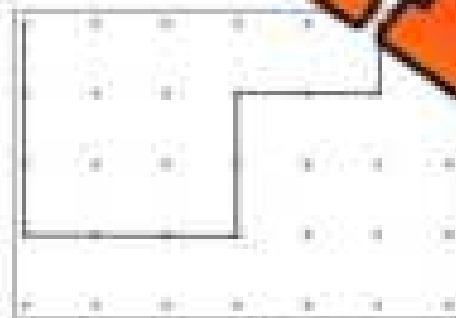
6) Perimeter = _____

Part 2

Find the perimeter of the polygons below



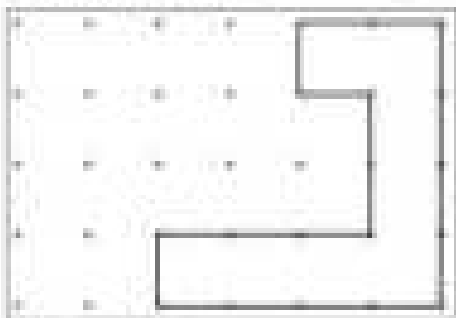
1) Perimeter = _____



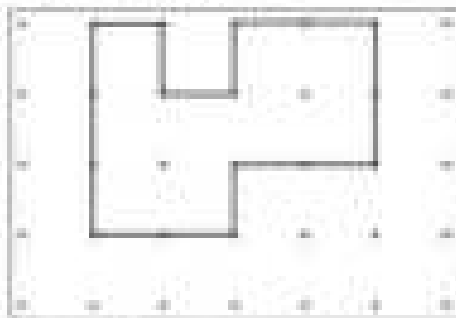
2) Perimeter = _____



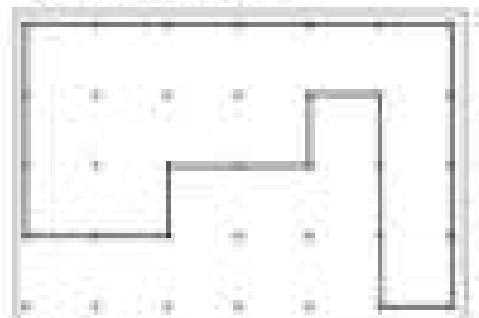
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____



6) Perimeter = _____

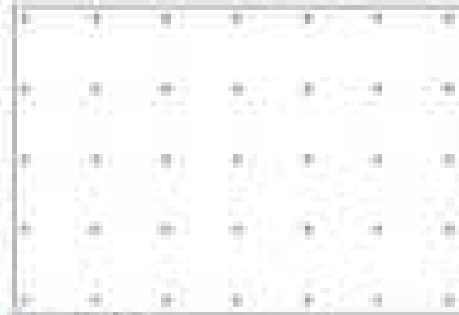
Drawing Shapes Using Perimeter

Part 1

Draw a square with the perimeter that is given to you



1)



2) Perimeter = 4



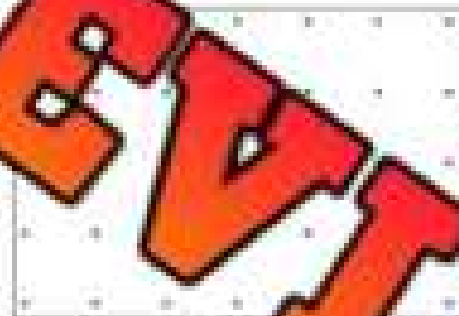
3) Perimeter = 12

Part 2

Draw a square 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

PREVIEW

Drawing Shapes Using Perimeter**Questions**

Draw a shape (square, rectangle, or triangle) using the perimeter given

1)

2)

Perimeter = 12 cm

3)

4)

Perimeter = 16 cm

Perimeter = 20 cm

5)

6)

Perimeter = 10 cm

Perimeter = 5 cm

7)

8)

Perimeter = 22 cm

Perimeter = 18 cm

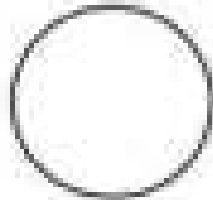
PREVIEW

Perimeter of Curved Shapes**Questions**

Step 1 - use a string to find the length of these shapes.

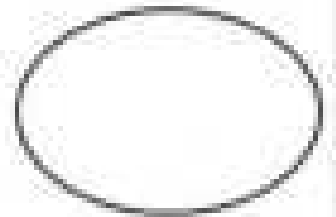
Step 2 - measure the length of the string with a ruler to find the perimeter.

1)



Perimeter= _____

2)



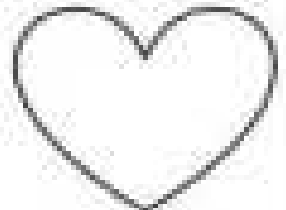
Perimeter= _____

3)



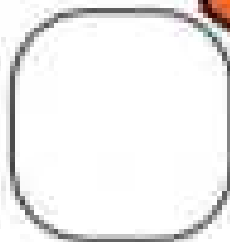
Perimeter= _____

4)



Perimeter= _____

5)



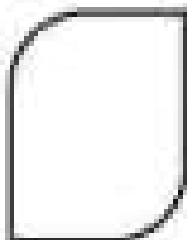
Perimeter= _____

6)



Perimeter= _____

7)



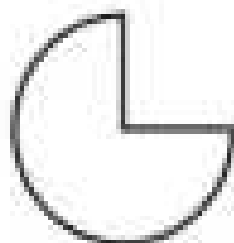
Perimeter= _____

8)



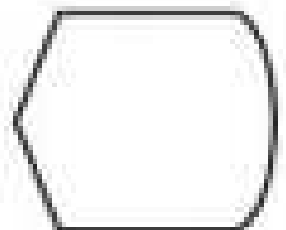
Perimeter= _____

9)



Perimeter= _____

10)



Perimeter= _____

PREVIEW

Perimeter of Curved Shapes

Questions:

Draw a shape with a curved line using the perimeter given. Use a piece of string to know how long the curved shape is.

1)

Perimeter = 10cm

2)

Perimeter = 12cm

3)

Perimeter = 14cm

4)

8cm

5)

Perimeter = 16cm

6)

Perimeter = 20cm

7)

Perimeter = 22cm

8)

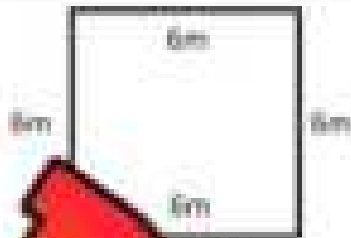
Perimeter = 18cm

PREVIEW

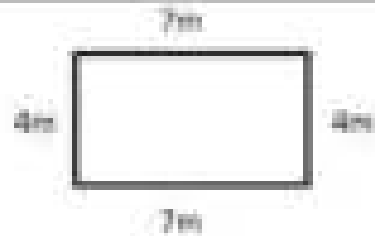
Finding Perimeter Using Meters**Part 1**

Find the perimeter of the shapes using metres

1)



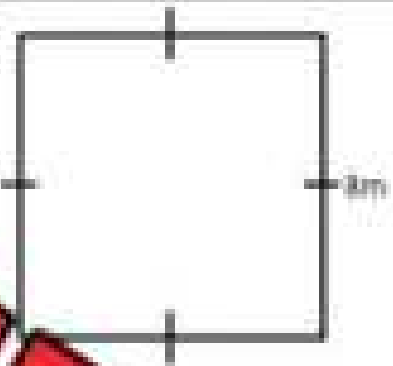
2)



3)

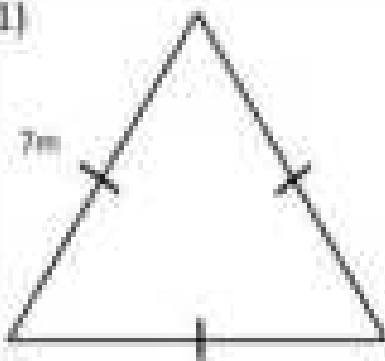


4)

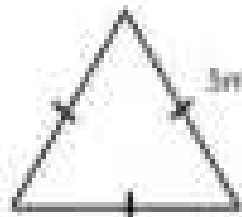
**Part 2**

Find the perimeter of the equilateral triangles below

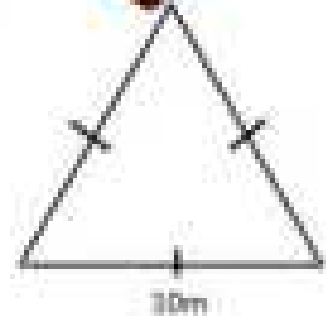
1)



2)



3)

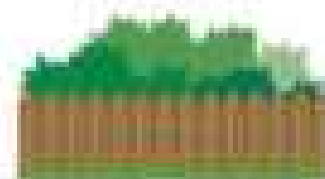


Perimeter Word Problems**Instructions**

Draw a picture of the problem and then find the perimeter.

1) A computer screen is 15cm by 10cm. What is the perimeter of the screen?

2) Pat is putting a border around his yard. His yard is 20m by 10m. What is the perimeter of his yard?

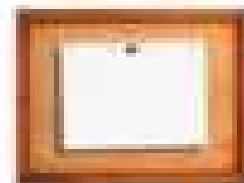


3) The school yard is a rectangle that is 30m by 20m. What is the perimeter of the yard?

4) A poster is 15cm by 10cm. What is the perimeter of the poster?



5) Mrs. Wilson is putting a border around her bulletin board. The board is 200cm by 1m. What is the perimeter of the bulletin board?



Perimeter Word Problems – Unknown Side**Instructions**

Draw a picture of the problem and then find the perimeter

1) The perimeter of a square house is 24 metres. What are the lengths of each side?



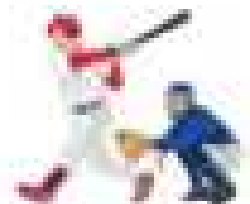
2) A rectangular picture has a perimeter of 100 cm. The top and bottom have side lengths of 25 cm each. What are the side lengths of the other two sides?



3) A rectangular garden has a perimeter of 20 m. One of the side lengths are 6 m. What are the lengths of the other sides?



4) A triangle baseball field has a perimeter of 65 metres. Two of the side lengths are 22 m. What is the length of the third side?



Capacity – Which Holds More?

Questions

Which container do you think will hold more?

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



Capacity - Comparing Litres



A litre is a unit of measurement that measures the capacity of a container. This container holds 1 litre.

1 litre = 4 cups



Part 1

Does the container hold more or less than 1 litre?

1)



more less

2)



more less

3)



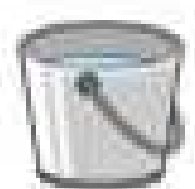
more less

4)



more less

5)



more less

7)



more less

8)



more less

Part 2

Give examples of containers that hold more or less than 1 L.

Containers More Than 1 L	Containers Less Than 1 L

Which Object Has More Mass ?

Mass is the amount of matter in an object. Objects with more mass have more weight. But, weight depends on where the object is, and mass is always the same.

Example - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

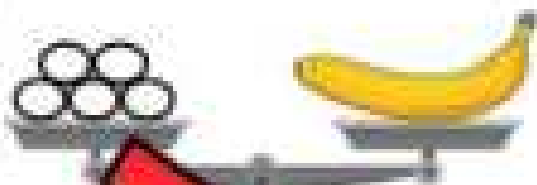
Questions

Circle which object you think has more mass

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

Balancing Scales – Measuring Mass**Questions**How many  do the objects weigh?

1)

The banana weighs _____ .

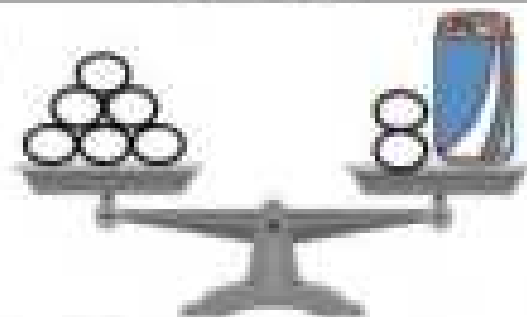
2)

The cake weighs _____ .

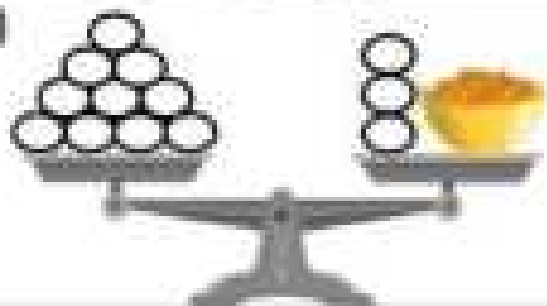
3)

The sandwich weighs _____ .

4)

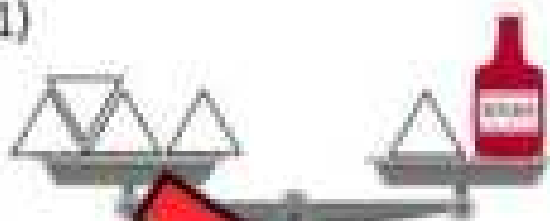
The can weighs _____ .

5)

The bowl weighs _____ .

Balancing Scales – Measuring Mass**Questions**How many  do the objects weigh?

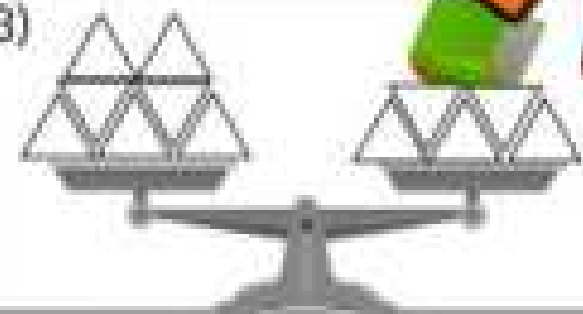
1)

The ketchup weighs _____ .

2)

The brick weighs _____ .

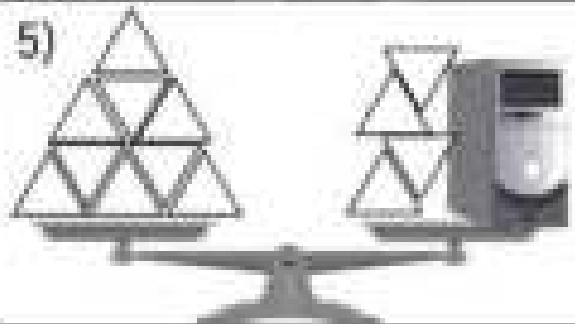
3)

The lime weighs _____ .

4)

The orange weighs _____ .

5)

The computer weighs _____ .

Exit Cards

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

Name: _____

How many \triangle do the objects weigh?

<p>1)</p> 	<p>2)</p> 
<p>The ketchup weighs \triangle</p>	<p>The sandwich weighs \triangle</p>

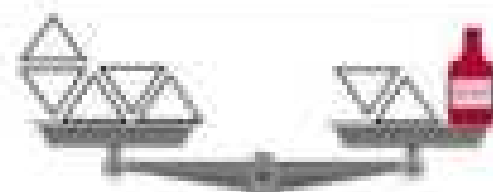
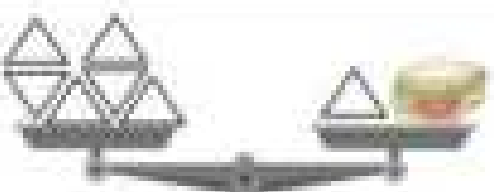
Name: _____

How many \triangle do the objects weigh?

<p>1)</p> 	<p>2)</p> 
<p>The ketchup weighs \triangle</p>	<p>The sandwich weighs \triangle</p>

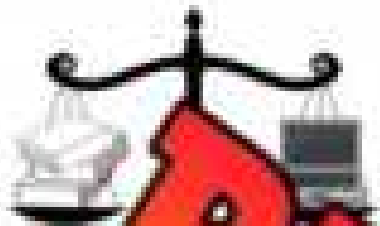
Name: _____

How many \triangle do the objects weigh?

<p>1)</p> 	<p>2)</p> 
<p>The ketchup weighs \triangle</p>	<p>The sandwich weighs \triangle</p>

Two – Pan Balance – Comparing Mass

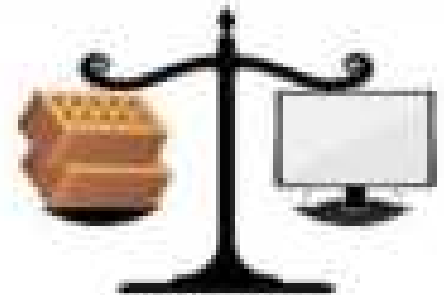
A **two-pan balance** is a tool we can use to find the mass of different objects. When we use a two-pan balance, we can use multiple objects to equal the mass of one object on the other side.



3 books = 1 laptop



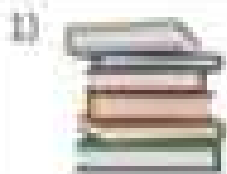
2 laptops = 1 brick



2 bricks = 1 TV

Questions

Use the information to answer the questions.



3 books = _____ laptops

6 books = _____ laptops



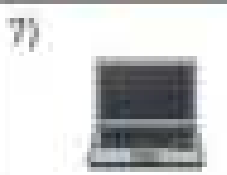
1 TV = _____ bricks

2 TVs = _____ bricks



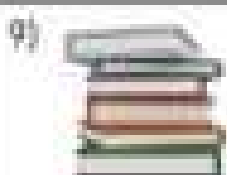
6 bricks = _____ TVs

2 bricks = _____ laptops



3 laptops = _____ books

6 laptops = _____ bricks



9 books = _____ laptops



3 TVs = _____ bricks

Using Referents to Measure Mass

Use the referents to help you estimate how much mass the objects below have.

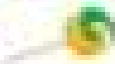
Brick – approximately 1 kg



Book – approximately 500g



Lollipop – approximately 100g



Paperclip – approximately 1g



Questions Estimate you think makes the most sense

1) Soccer ball

- a) 5g c) 10g
b) 1kg d) 10g

2) Water bottle

- a) 5g c) 10kg
b) 500g d) 500g



3) Pencil

- a) 1g c) 10kg
b) 1kg d) 10g



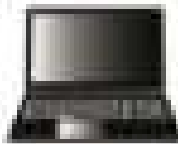
4) Car

- a) 5g c) 500kg
b) 500g d) 5kg



5) Laptop

- a) 5g c) 10kg
b) 2kg d) 100g



6) Chair

- a) 10g c) 20kg
b) 5kg d) 1g



7) Chocolate bar

- a) 50g c) 3kg
b) 9kg d) 1g



8) Toothpick

- a) 1g c) 1kg
b) 5kg d) 10g



9) Shoe

- a) 50g c) 10kg
b) 1kg d) 100g



10) Pillow

- a) 500g c) 5kg
b) 10kg d) 5g



11) Desk

- a) 30g c) 10kg
b) 1kg d) 100g



12) Candy

- a) 500g c) 10kg
b) 1kg d) 1g



Estimating Mass**Questions**

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50g



3) A can

- a) 900kg
- b) 100kg
- c) 500g



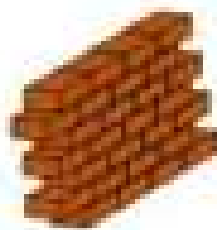
4) A cup

- a) 500kg
- b) 5kg
- c) 50g



5) A brick

- a) 100g
- b) 2kg
- c) 100kg



6) A remote control

- a) 1kg
- b) 50g
- c) 500g



7) An apple

- a) 20kg
- b) 1kg
- c) 100g



8) A pill of medicine

- a) 2kg
- b) 100g
- c) 1g



9) A book

- a) 500g
- b) 1g
- c) 5kg



10) A toothbrush

- a) 900g
- b) 20g
- c) 3kg



Measuring Mass - Grams

In Canada, we use the metric system. The metric system has 2 main units that we use to measure the mass of objects.



Gram (g)

Measure average things



Kilogram (kg)

Measure heavy things

Part 1 Use the information above to decide which unit you would use to measure...

1) A basketball		6) A candy	
2) A book		7) A pencil	
3) A chocolate bar		8) A chair	
4) A car		9) A box of paper	
5) A TV		10) A bag of potatoes	

Part 2 Write things that you would measure in grams and kilograms in the table below.

Grams	
Kilograms	

Measuring Mass - Grams

Gram (g)	Kilogram (kg)
1000g = 1kg	1kg = 1000g



Part 1 Fill in the tables below.

g	kg
1000	1
3000	
4000	
	5
6000	
	7
8000	
	9
10000	

g	kg
1500	1.5
2500	
3500	
	4.5
	5.5
7500	
	8
10500	

Part 2 Convert the units of measurement below.

1) 1kg = _____ g

4) 5kg = _____ g

7) 4kg = _____ g

2) 2000g = _____ kg

5) 3kg = _____ g

8) 5000g = _____ kg

3) 1.1kg = _____ g

6) 1200g = _____ kg

9) 8.5kg = _____ g

Which Has The Most Mass ?

Part 1

Which measurement has the most mass? Circle it.

1)	10g	200g	100g	1kg
2)	20g	200g	1kg	2000g
3)	5g	500g	1000g	10kg
4)	5g	5000g	2000g	3kg
5)	5000g	2000g	2000g	6kg

Part 2

Read the questions and answer them below.

- Kyle and Matt weighed their pencils on a scale. Kyle's pencil is 120g and Matt's pencil is 1kg. Whose pencil weighs more?
- John is deciding which backpack to buy. The blue backpack can hold 1000g and the green backpack can hold 9000g. Which backpack should he buy? He wants the stronger backpack?
- Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000g and Kate's held 9kg. Who won the contest?



Ordering Measurements**Part 1**

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 10 g, 2 kg, 200 g, 1 kg	10 g	200 g	1 kg	2 kg
2) 500 g, 1 kg, 100 g				
3) 2000 g, 300 g				
4) 2001 g, 2 kg, 3 kg, 1 kg				
5) 1 kg, 1.1 kg, 2000 g, 500 g				

Part 2

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 10 kg, 2 kg, 1 kg, 500 g				
2) 3 kg, 1 kg, 500 g, 200 g				
3) 3 kg, 4000 g, 2 kg, 1.1 kg				
4) 5 kg, 4000 g, 3000 g, 5.1 kg				
5) 1.5 kg, 2 kg, 1000 g, 2001 g				

Exit Cards

Cut Out

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

Name: _____

a) Convert the units of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}}\text{g}$
- $2400\text{g} = \underline{\hspace{2cm}}\text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs 1800grams . Which is heavier?

Name: _____

a) Convert the units of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}}\text{g}$
- $2400\text{g} = \underline{\hspace{2cm}}\text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs 1800grams . Which is heavier?

Name: _____

a) Convert the units of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}}\text{g}$
- $2400\text{g} = \underline{\hspace{2cm}}\text{kg}$

b) A box of apples weighs 2kg , and a box of oranges weighs 1800grams . Which is heavier?

Name: _____

a) Convert the units of measurement below

- $8.5\text{kg} = \underline{\hspace{2cm}}\text{g}$
- $2400\text{g} = \underline{\hspace{2cm}}\text{kg}$

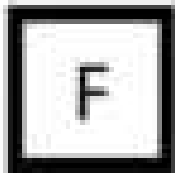
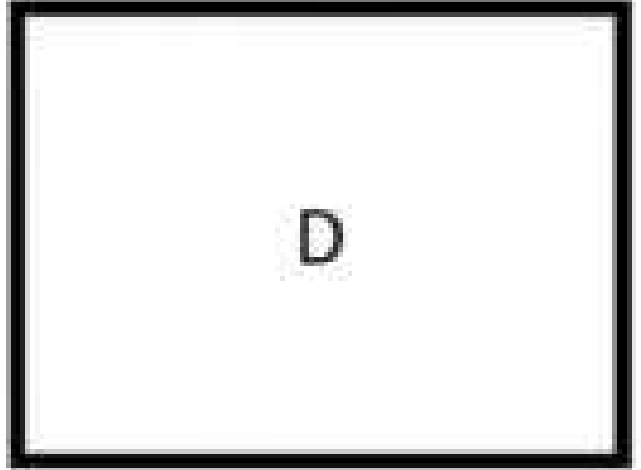
b) A box of apples weighs 2kg , and a box of oranges weighs 1800grams . Which is heavier?

Name: _____

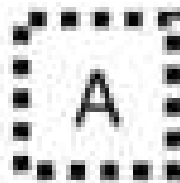
Area

Questions

Cut A out and find out how many times it fits into the other shapes



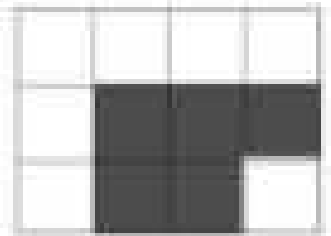
Shape	# of Times
B	
C	
D	
E	
F	
H	



Introduction to Area

Area is the amount of surface or space inside a two-dimensional region.

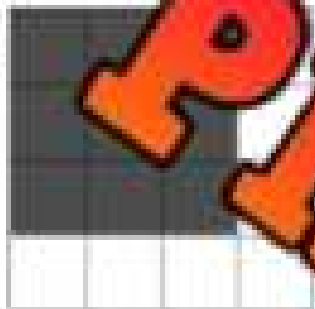
Example - The area of the shape is 5 square units.



Questions

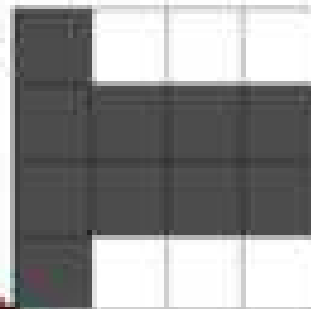
What is the area of the shape in square units?

1)



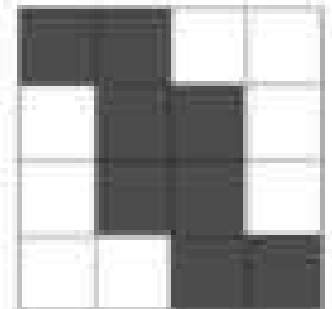
_____ squares

3)



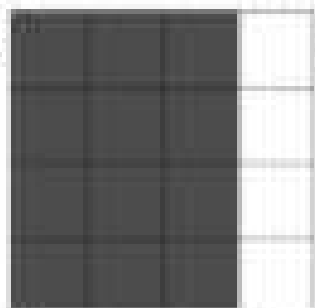
_____ squares

4)



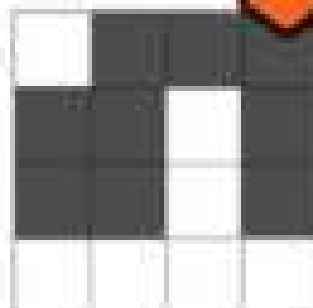
_____ squares

5)



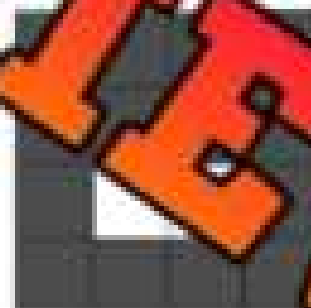
_____ squares

6)



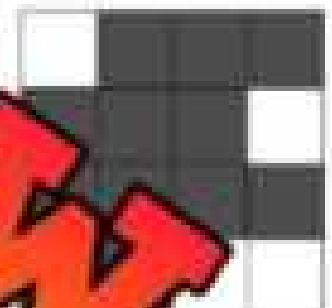
_____ squares

7)



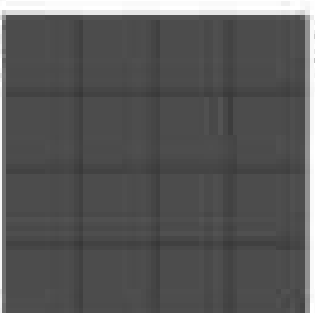
_____ squares

8)



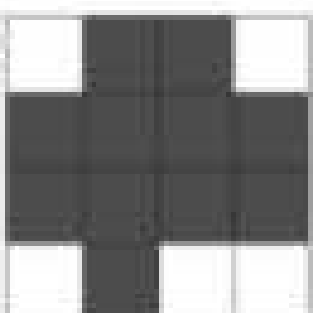
_____ squares

9)



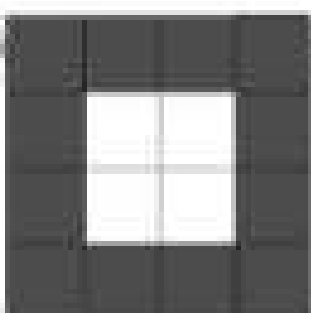
_____ squares

10)



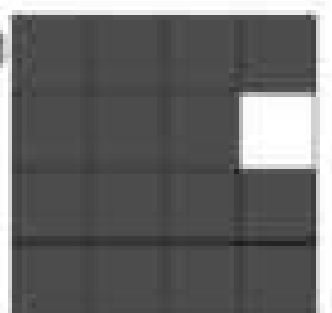
_____ squares

11)



_____ squares

12)

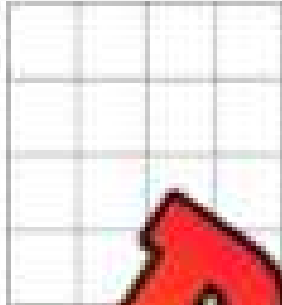


_____ squares

Introduction to Area**Questions**

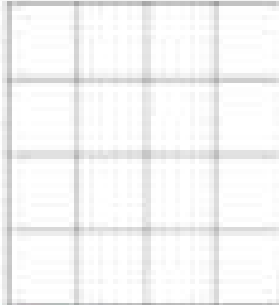
Shade in the area

1)



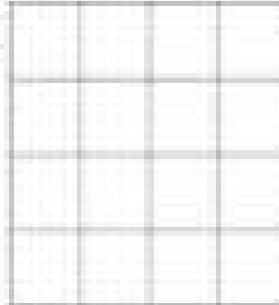
3

2)



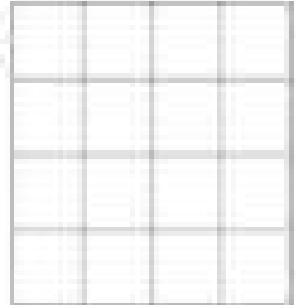
square units

3)



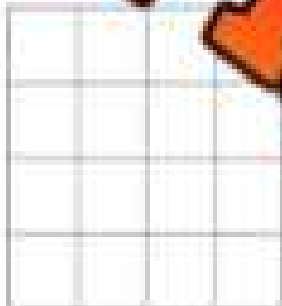
12 square units

4)



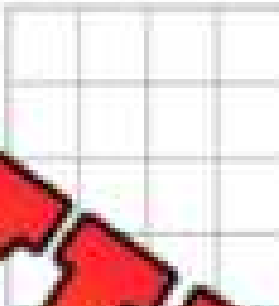
10 square units

5)



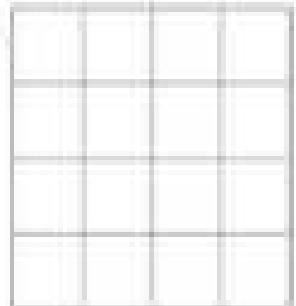
14 square units

7)



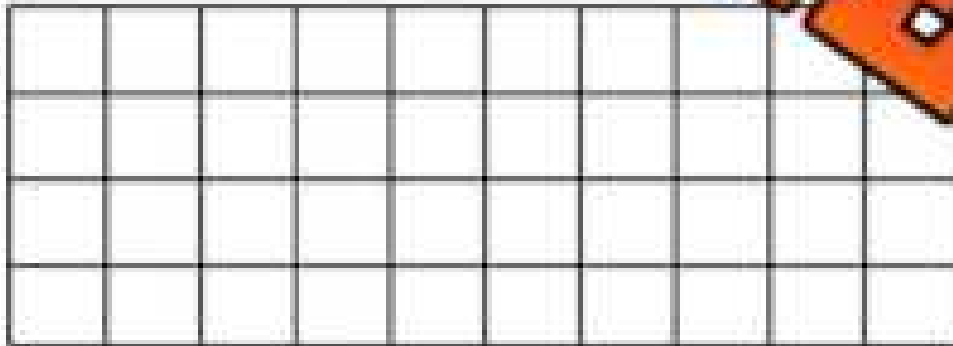
13 square units

8)



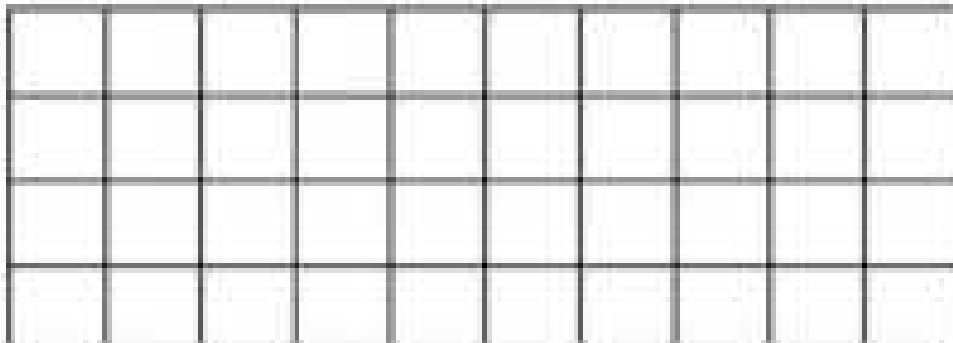
16 square units

9)



2 square units

10)

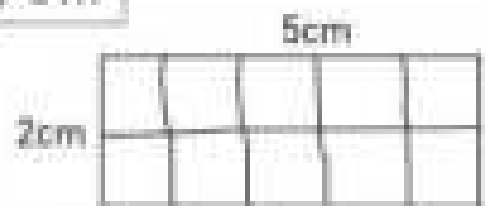


33 square units

PREVIEW

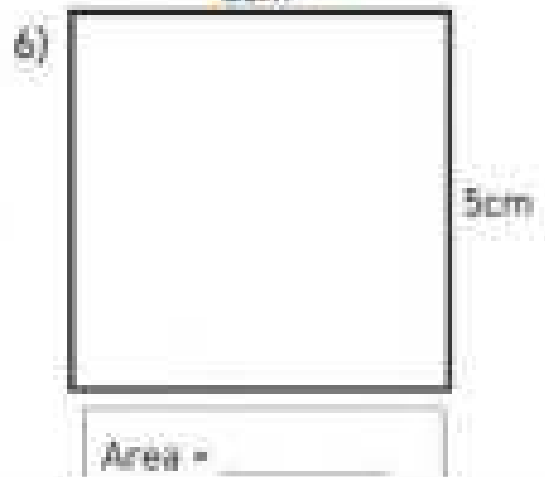
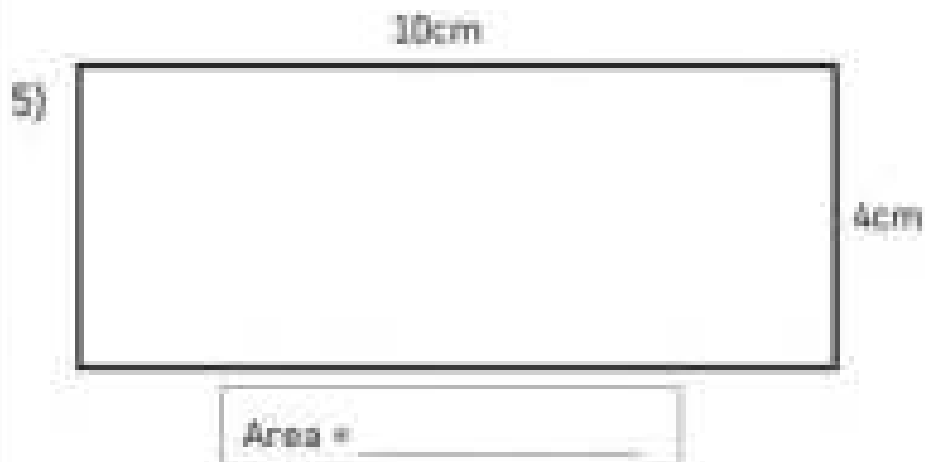
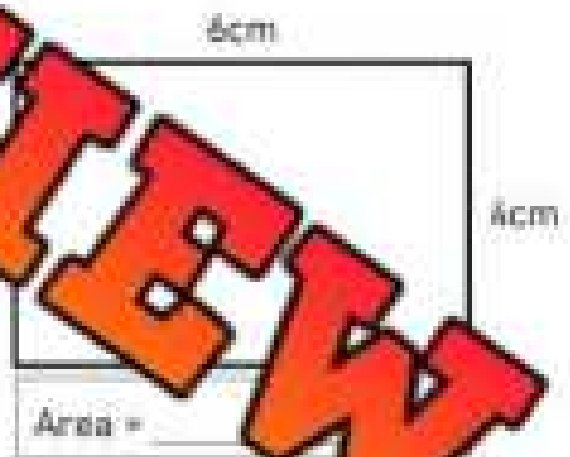
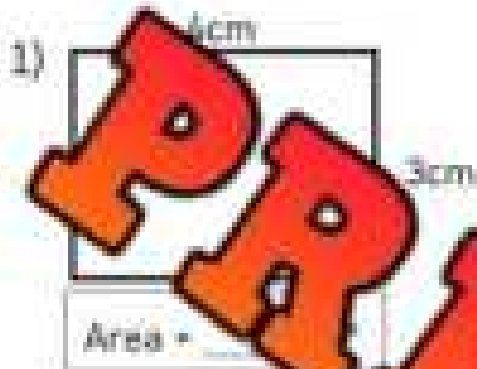
Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal.



Questions

Draw lines in the shapes below to create cm squares. Then count the squares.



Exit Cards

Cut Out

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

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area.



Perimeter: _____

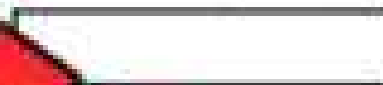
Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area.



Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area.



Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area.



Perimeter: _____

Area: _____

Measurement Unit Test

Part 1

Use a ruler to measure the lines below

1)



_____ cm

2)



_____ cm

3)



_____ cm

Part 2

Draw a line that is the correct length

1)

5 cm

2)

3 cm

3)

4 cm

Part 3

Fill in the blank

mm	cm
10	1
20	2
	3
40	
50	
	6
	7
	8
90	
100	

cm	m
10	
300	
400	
	5
600	
	7
800	
	9
1000	

m	km
1000	1
2000	2
	3
4000	
	6
7000	
	8
	9
10000	

Part 4

Write the same number for the different units of measurement

1) 1m

_____ cm

3) 5m

_____ cm

5) 500cm

_____ m

2) 20mm

_____ cm

4) 50mm

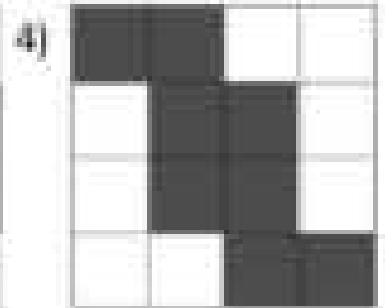
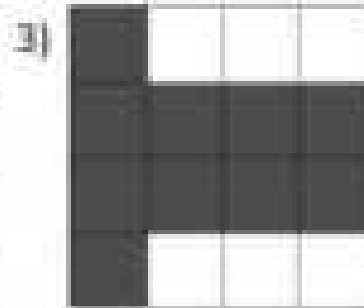
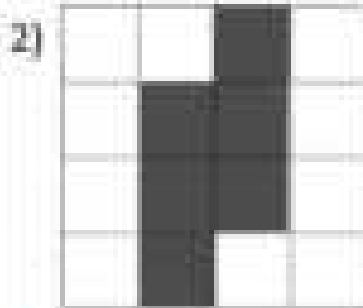
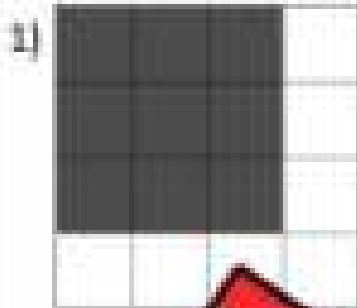
_____ cm

6) 500mm

_____ cm

Part 5

What is the area of the shape in squares?



_____ squares

_____ squares

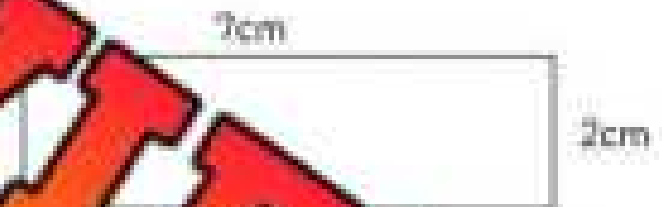
_____ squares

Part 6

Draw a shape to create cm squares. Then count the squares.



Area = _____ cm²



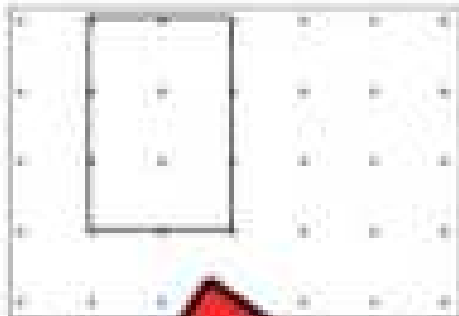
Area = _____



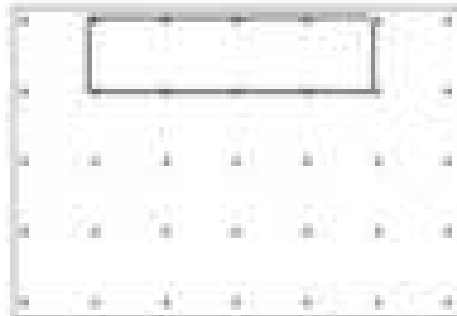
Area = _____

Part 7

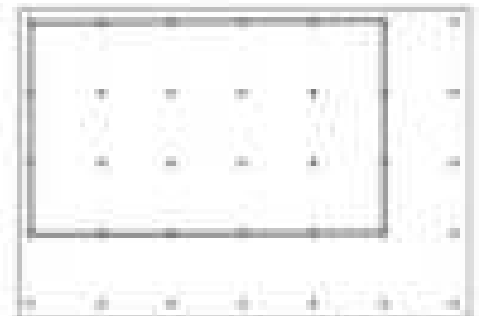
Find the perimeter of the rectangles below



1) Perimeter = _____



2) Perimeter = _____



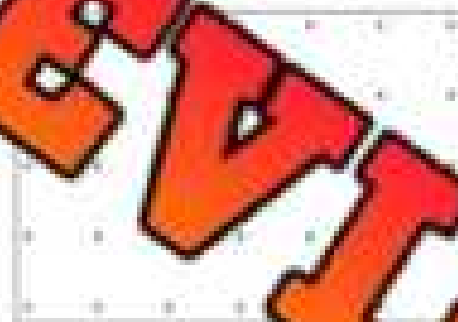
3) Perimeter = _____

Part 8

Divide each of the perimeters given to you



1) Perimeter = 12



2) Perimeter = 14



3) Perimeter = 16

Part 9

Step 1 - Convert the units so they are all the same

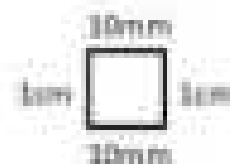
Step 2 - Add up all the units

1)



Perimeter = _____

2)



Perimeter = _____

Telling Time – Digital Clocks

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

Examples

7:20

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

Part 1

Fill in the answers below – Hours and Minutes.

1)

Hour = _____ Minutes = _____

2)

1:58

Hour = _____ Minutes = _____

3)

9:28

Hour = _____ Minutes = _____

4:37

Hour = _____ Minutes = _____

5)

11:42

Hour = _____ Minutes = _____

6)

Hour = _____ Minutes = _____

Part 2

Fill in the answers below – Hours, Minutes and Seconds.

Example:

10:24:18

Hour = 10 Minutes = 24 Seconds = 18

1)

3:17:12

Hour = _____ Minutes = _____ Seconds = _____

2)

12:43:35

Hour = _____ Minutes = _____ Seconds = _____

3)

9:12:38

Hour = _____ Minutes = _____ Seconds = _____

4)

5:23:02

Hour = _____ Minutes = _____ Seconds = _____

Name _____

Making a Clock

Directions

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



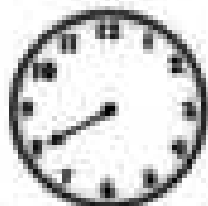
Analog Clock

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

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



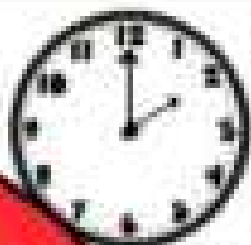
Part 2 How many minutes have gone by in the hour?



Telling Time – Nearest Hour**Questions**

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

1)



:00

2)



:00

3)



:00

4)



:00

5)



:00

6)



:00

7)



:00

8)











:00

PREVIEW

Telling Time – Half Past

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

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

PREVIEW

Drawing Clocks – Half Past

Part 1

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

1)



2)



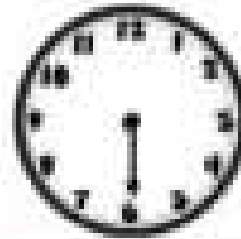
9:30

3)



1:30

4)



7:30

Part 2

Draw the minute hand on the clocks below to show the correct time

1)



2:30

2)



12:30

3)



11:30

4)



6:30

Exit Cards

Cut Out

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

Name: _____

1) What time is it?

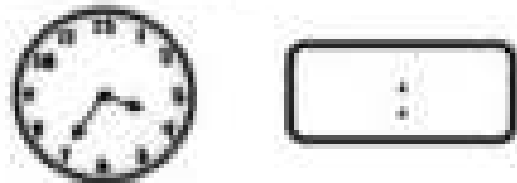


2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?

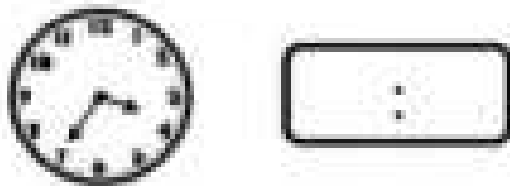


2) Draw the time on the clock: 5:15

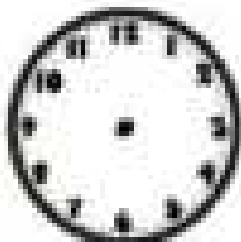


Name: _____

1) What time is it?



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

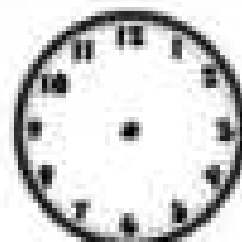


Name: _____

1) What time is it?



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



Telling Time – Quarter To, Quarter After



Quarter To



Quarter After

Questions

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

1)



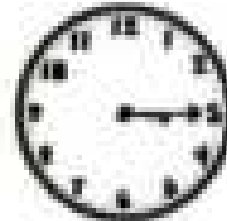
Quarter To

2)



Quarter After

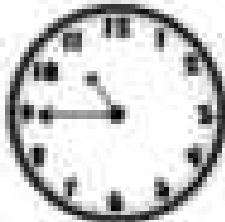
3)



Quarter To

Quarter After

4)



Quarter To

Quarter After

5)



Quarter To

Quarter After

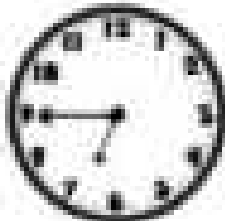
6)



Quarter To

Quarter After

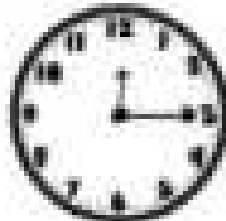
7)



Quarter To

Quarter After

8)



Quarter To

Quarter After

9)



Quarter To

Quarter After

10)



Quarter To

Quarter After

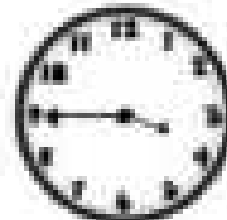
11)



Quarter To

Quarter After

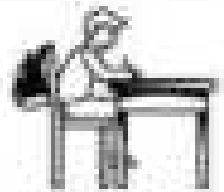
12)



Quarter To

Quarter After

Telling Time Word Problems

**Questions**

Answer the questions below

Word Problems	
1	Emily's soccer practice starts at quarter to 4. What time is that?
2	John's piano lesson starts at quarter after 7. What time is that?
3	John's piano lesson starts at quarter after 5. What time is that?
4	Bella went to bed at quarter after 8. What time is that?
5	The school bus leaves at quarter after 7 in the morning. What time is that?
6	Sarah's favourite TV show begins at quarter to 8 in the evening. What time is that?
7	Dinner is scheduled for quarter to 6. What time is that?

Telling Time – Quarter To, Quarter After

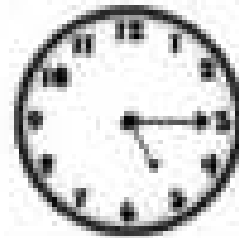
Questions

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

1)



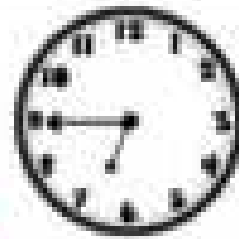
2)



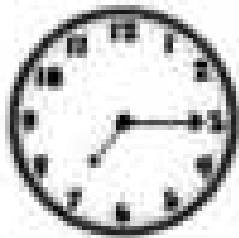
3)



4)



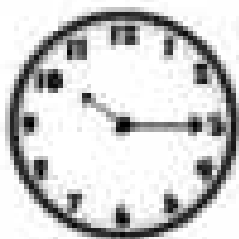
5)



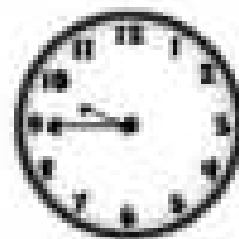
6)



7)



8)



PREVIEW

Telling Time – Every 5 Minutes

Questions

Read the clock and write the time below

1)



2)



3)



4)



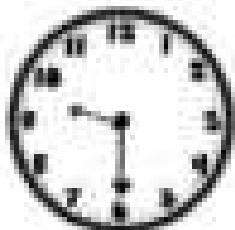
5)



6)



7)



8)



10)



11)



12)



PREVIEW

Telling Time - Multiple Choice

Questions

Circle the time showing on the clock

1)



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

2)



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

3)



- 01:40
- 01:45
- 01:40

4)



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

5)



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

6)



- 05:35
- 05:35
- 05:35

7)



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

8)



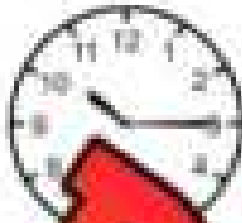
- 10:30
- 03:45
- 10:15

PREVIEW

Telling Time – Multiple Choice**Questions**

Write the letter from below under each clock

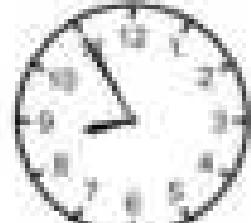
1)



2)



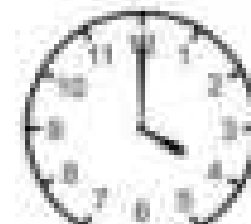
3)



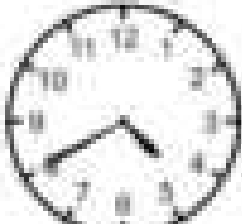
4)



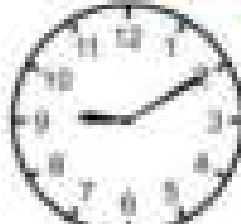
6)



7)



8)



(A)

10 : 55

(B)

4 : 40

(C)

9 : 45

(D)

12 : 25

(E)

10 : 15

(F)

8 : 55

(G)

9 : 10

(H)

4 : 00

(I)

11 : 20

Telling Time – Every Minute

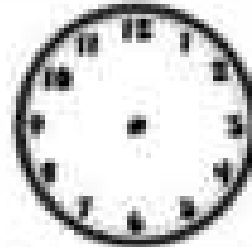
Questions

Draw the hour and minute hands on the clocks below

1)



2)



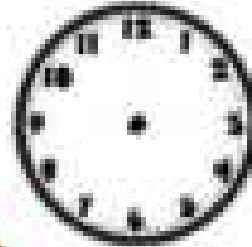
6:37

3)



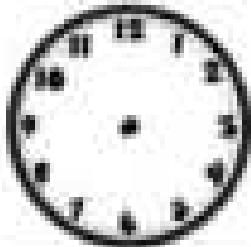
1:21

4)



9:08

5)



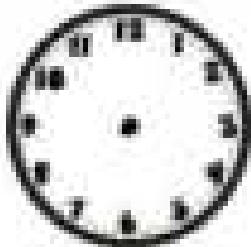
9:59

6)



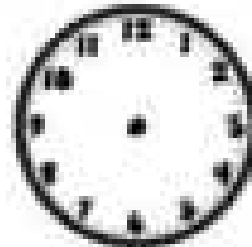
10:42

7)



7:14

8)



12:39

PREVIEW

Matching Game: Telling Time To The Nearest Minute

Objective

What are we learning about?

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

Materials: _____ you will need for the activity.

- Pre-prepared matching game cards with digital and analog times.
- Small bags or envelopes for each set for each group.



Instructions

How you will complete the

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

Cards

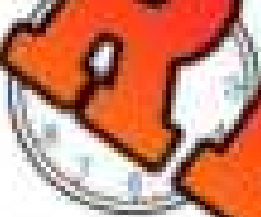
Matching Game Cards

Analog Clock

Digital Clock



12:19



1:50



7:16



8:16



9:38

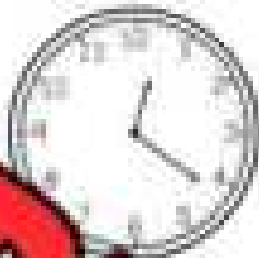
PREVIEW

Cards

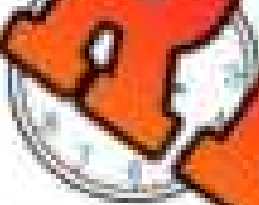
Matching Game Cards

Analog Clock

Digital Clock



12:21



3:44



1:17



5:52



12:53

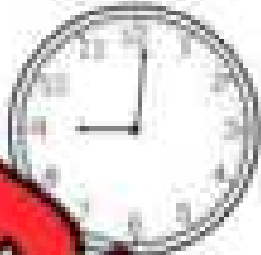
PREVIEW

Cards

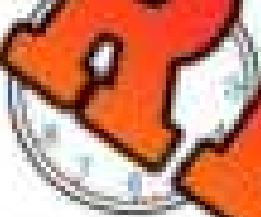
Matching Game Cards

Analog Clock

Digital Clock



9:01



4:50



1:17



2:27



10:58

PREVIEW

Telling Time - Seconds

Questions

What time is showing on the clock?

1)



2)



3)



5)



6)



PREVIEW

Telling Time – Seconds

Questions

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

1)



2)



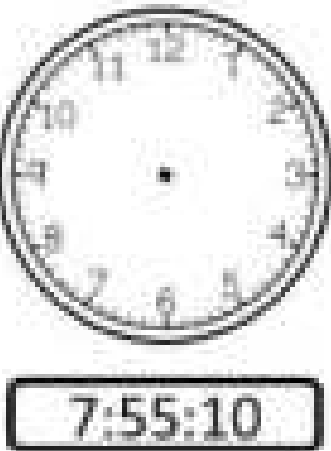
3)



4)



5)



6)



PREVIEW


Exit Cards

Cut Out

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

Name: _____

1) What time is it?




2) Draw the time on the clock.




Name: _____

1) What time is it?




2) Draw the time on the clock.

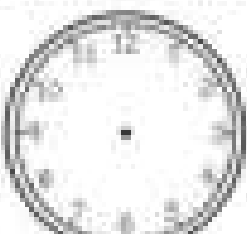


Name: _____

1) What time is it?




2) Draw the time on the clock.

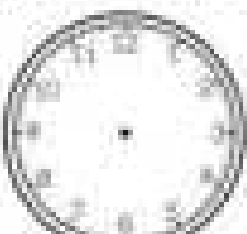


Name: _____

1) What time is it?



2) Draw the time on the clock.



PREVIEW

Time – AM and PM

AM

- An abbreviation of the Latin phrase ante meridiem (a.m.)
- Means before midday (before noon)

PM

- An abbreviation of the Latin phrase post meridiem (p.m.)
- Means after midday (after noon)

Part 1

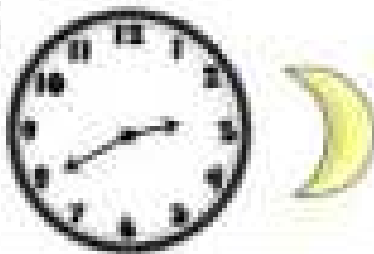
Circle the correct option.

	Description	AM	PM
1)	Walter wakes up at 7:00.	AM	PM
2)	Breakfast is at 8:00.	AM	PM
3)	Steven goes to school at 8:00.	AM	PM
4)	Dennis works from 8:30 to 5:00.	AM	PM
5)	Erica saw the stars at 8:00.	AM	PM
6)	Charlie goes to school at 8:00.	AM	PM
7)	Ryan has basketball practice at 8:00 at school.	AM	PM

Part 2

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

1)


 : am / pm

2)

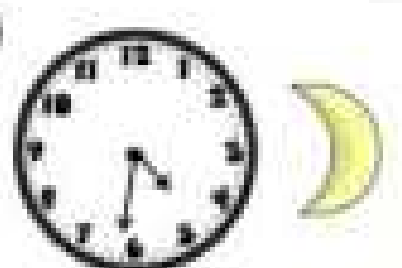

 : am / pm

 : am / pm

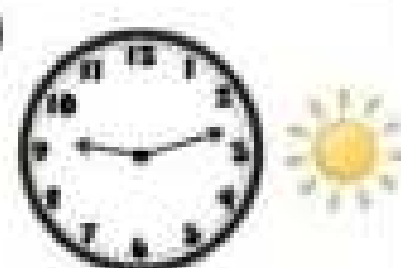
4)


 : am / pm

5)


 : am / pm

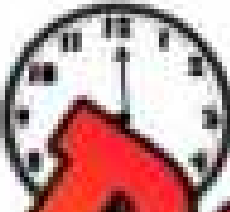





6)


 : am / pm

Telling Time: AM and PM Activities

Part 1

Draw the time you do each activity, then circle whether it happens in a.m. or p.m.

Wake up	Brush teeth	Start school
 <input type="text"/> : <input type="text"/> am / pm	 <input type="text"/> : <input type="text"/> am / pm	 <input type="text"/> : <input type="text"/> am / pm
Finish	Do homework	Go to bed
 <input type="text"/> : <input type="text"/> am / pm	 <input type="text"/> : <input type="text"/> am / pm	 <input type="text"/> : <input type="text"/> am / pm

Part 2

Answer the questions below

	Questions	
1)	When do you think a basketball game would end if it starts at 6:00 PM?	
2)	School starts at 8:30 AM. If it takes you 20 minutes to walk to school, what time do you need to leave home?	
3)	If your favourite TV show starts at 6:00 PM and lasts for 45 minutes, what time will it end?	
4)	Recess begins at 10:15 AM and lasts for 20 minutes. What time will recess end?	
5)	You start your math homework at 4:45 PM and finish 35 minutes later. What time do you complete your homework?	

Telling Time Word Problems



Questions

Answer the questions below

Word Problems

1

Emma started her school day at 8:00 AM. She had lunch at 12:00 PM and went home at 3:00 PM. How many hours did she spend at school?

2

Jack started baking cookies at 7:30 PM. The cookies took 45 minutes to bake, and he waited 30 minutes to cool them. He then spent 1 hour decorating.

- What time did he finish?
- How long did it take?

3

Liam started watching a movie marathon at 4:00 PM. The first movie started at 4:00 PM and lasted 2 hours. After a 30-minute break, the second movie started at 6:30 PM and ended at 9:00 PM.

- How much time did he spend watching movies?
- How much time did he spend taking breaks?

24 – Hour Clock

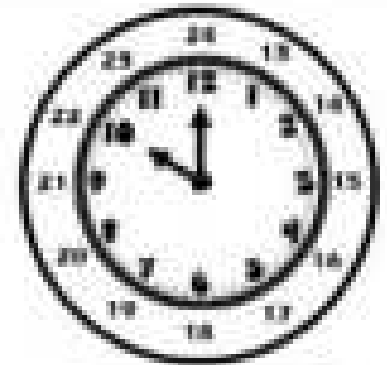
The 24-hour clock can also be used to tell time. The clock is divided into 24 hours, which means we don't need to repeat the 12-hour A.M. and P.M. cycle. When it is 3:00pm, it is 15:00 on a 24-hour clock. Many people refer to the 24-hour clock as military time. The 24-hour clock is often used in airports and when tracking time between countries.



Question: Assuming it is the afternoon, what time does the clock read in 24hr time?







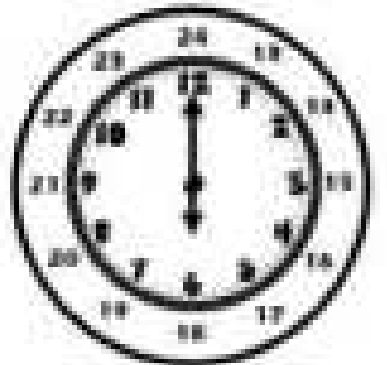












PREVIEW

24 – Hour Clock

Part 1

Convert the time by filling in the table

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

Part 2

Answer the questions below

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

Unit Test – Telling Time

Part 1

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



Part 2

Convert the units of measurement below

	Minutes	Hours
1)	60	
2)		2
3)	180	
4)	240	
5)		5

	Minutes	Hours
6)	150	___ hours : ___ mins
7)	195	___ hours : ___ mins
8)	262	___ hours : ___ mins
9)	345	___ hours : ___ mins
10)	400	___ hours : ___ mins

Part 3

Convert the units of measurement below

1) 2 hrs

_____ min

3) 300 mins

_____ hrs

5) 4 d

_____ hrs

2) 360 sec

_____ min

4) 48hrs

_____ d

6) 240 min

_____ hrs

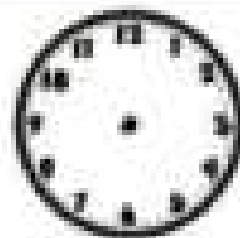
Part 4

Draw the hour and minute hands on the clocks below

1)

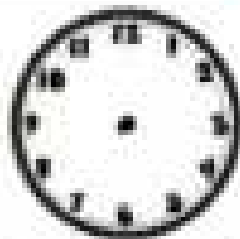
1:17

2)



5:39

3)



3:28



11

Part 5

Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	13:00	
2)	15:30	
3)	5:10	
4)		3:00pm
5)		9:25pm



Workbook Preview





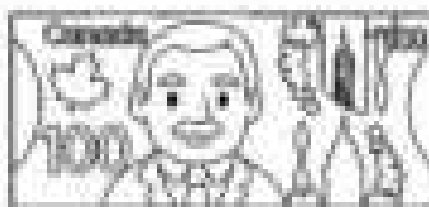
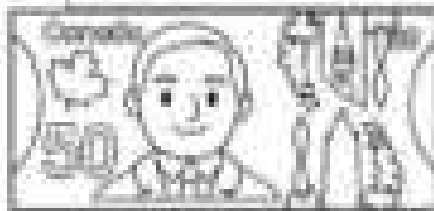
Grade 3

F1 – Money and Finances



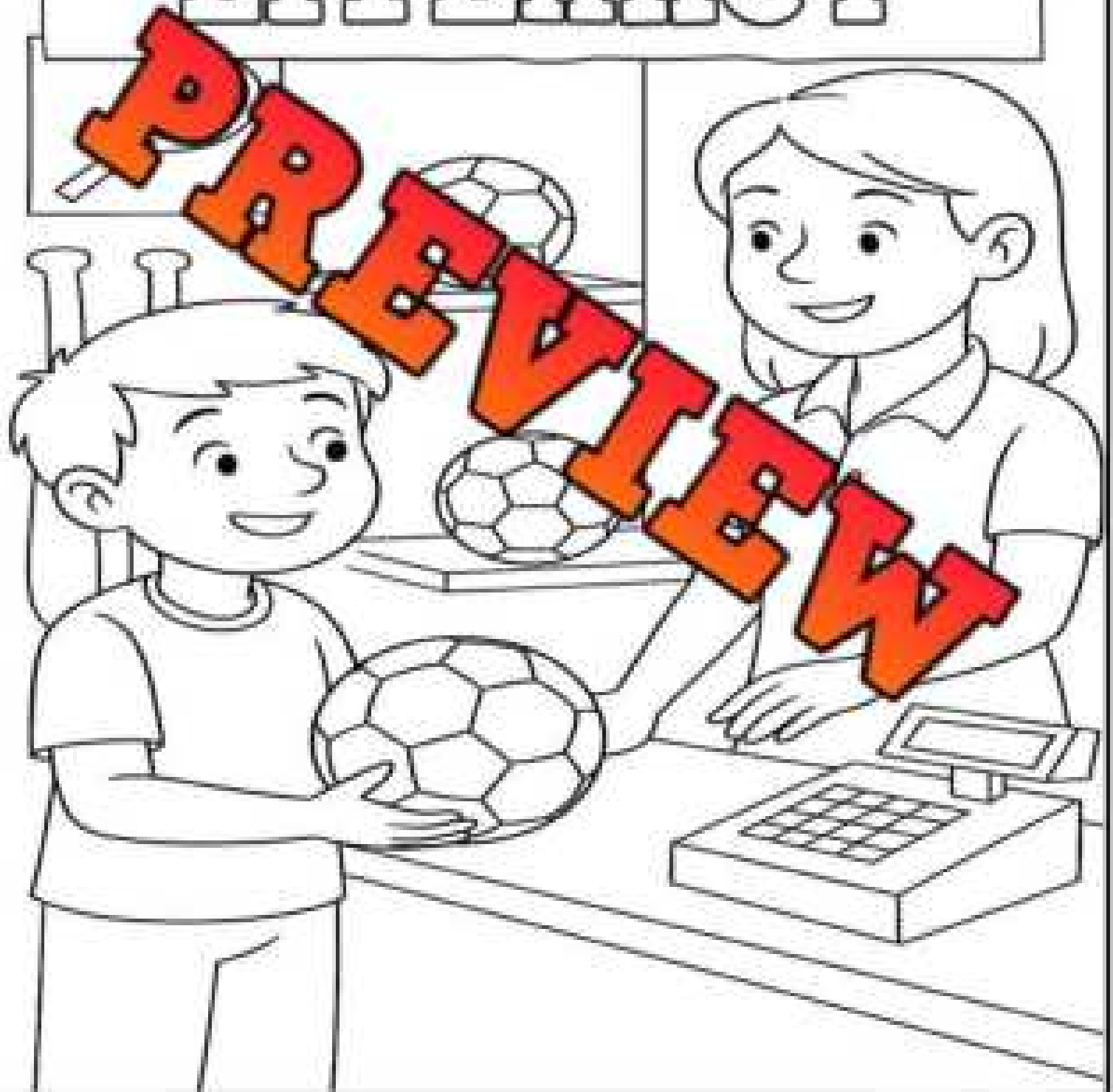
	Curriculum Expectations	Pages That Cover the Expectations
F1.1		

**Preview of 50 pages from
this product that contains
100 pages total.**



NAME: _____

FINANCIAL LITERACY



Name _____

6



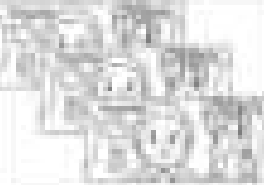
Counting Dollars
113

Counting Dollars




				Total
\$100	\$50	\$20	\$20	\$190

Questions Count the money in each column. Then add up the total.

1)

			Total



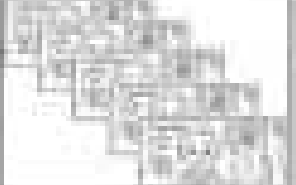
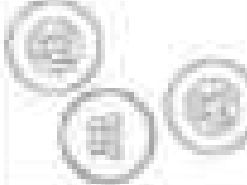
2)

			Total

3)

				Total

4)

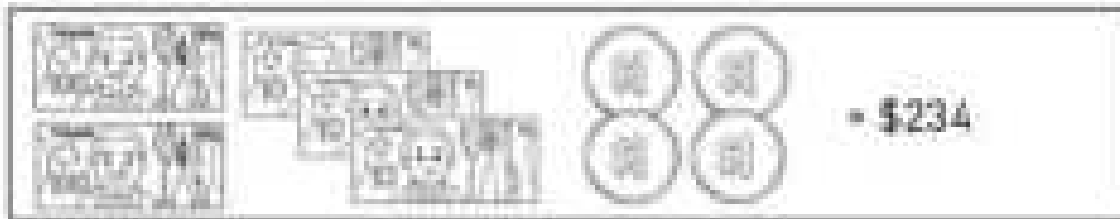
				Total

Name: _____

7

Counting Dollars
113

Counting Dollars



Questions

Count the money below

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

PREVIEW

Exit Cards

Cut Out

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

Name: _____

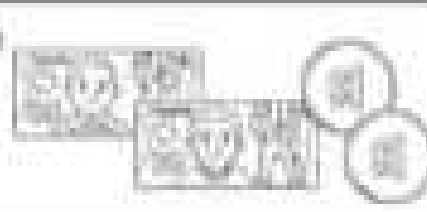
Count the money and write down the total.

1)  \$ _____

2)  \$ _____

Name: _____


Count the money and write down the total.


1)  \$ _____

2)  \$ _____

Name: _____

Count the money and write down the total.


1)  \$ _____

2)  \$ _____

Name: _____

Count the money and write down the total.

1)  \$ _____

2)  \$ _____

PREVIEW

Name: _____

10

Counting Benchmark Cents
111

Counting Benchmark Cents



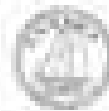
= 25¢



= 10¢



= 5¢



= 25¢

Questions

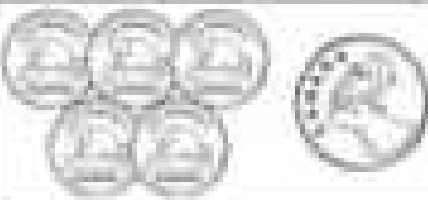
Count the money in each column to make a benchmark cent amount



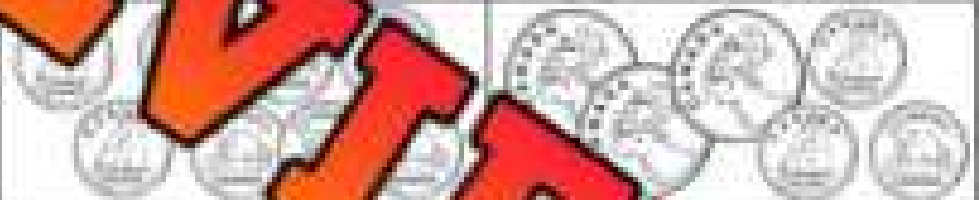
1) _____



3) _____



4) _____



5) _____



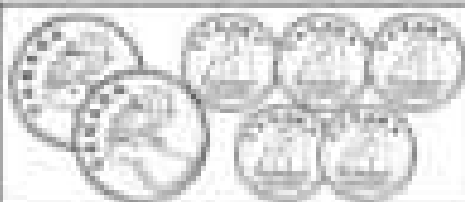
7) _____



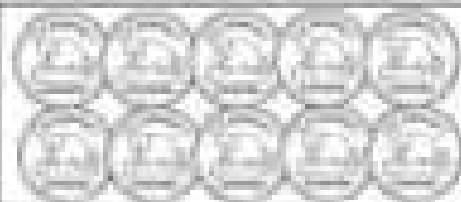
8) _____



9) _____



10) _____



11) _____






12) _____

PREVIEW

Name: _____

Counting Cents

 = 25¢	 = 10¢	 = 5¢
---	---	--

  
= 25¢

Questions: Count the money in each column to make a benchmark cent amount.

		
1) _____		3) _____

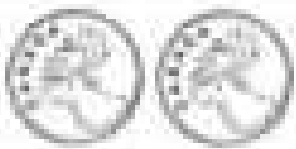
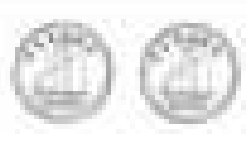
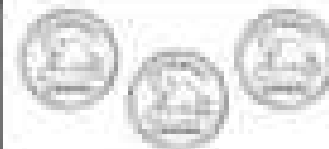
		
4) _____	5) _____	

		
7) _____	8) _____	9) _____

		
10) _____	11) _____	12) _____

PREVIEW

Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions Count the money in each column and then add up the total.

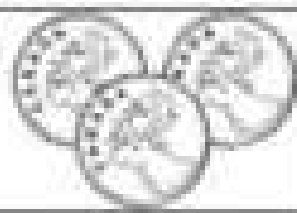
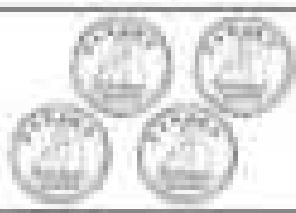
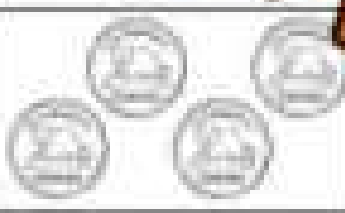
1)

		Total


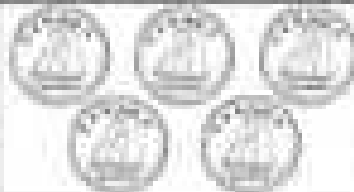
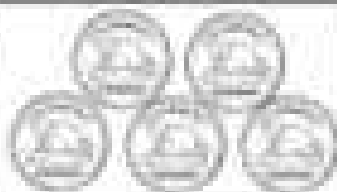
2)

			Total

3)

			Total

4)

			Total

PREVIEW

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 - $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

Part 1

Convert the cents into dollars



¢	\$
100¢	\$1.00
200¢	
300¢	
400¢	
500¢	\$5.00
600¢	
700¢	
800¢	
900¢	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
450¢	
525¢	
600¢	
700¢	\$7.20
800¢	
999¢	

Part 2

Circle the biggest 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

Exit Cards

Cut Out

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

Name: _____

a) Convert the cents into dollars.

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money.

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars.

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money.

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars.

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money.

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars.

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money.

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Memory Game – Comparing Dollars and Cents

Objective

What are we learning about?

To compare money amounts in dollars versus cents to help us understand the value of different forms of money.

Materials

What you will need for the activity:

- Memory Game cards with dollar amounts in dollars and cents.
- A small table or clear area to use for the activity.



Instructions

How you will complete the activity:

1. Divide the class into groups of 3 or 4. Give each group 12 Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or floor.
3. The students take turns flipping over two cards at a time, trying to find a matching dollar amount with its cent amount.
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 money amounts with the class.

Name: _____

14

Copyright © 2014
www.123worksheets.com

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$1.50

150¢

PREVIEW

75¢

\$0.33

\$5.38

538¢

\$9.74

974¢

Name: _____

17

Copyright © Good and Beautiful
2015

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$2.60

260¢

\$0.99

57¢

\$1.22

122¢

\$3.44

344¢

PREVIEW

Name: _____

18

Copyright © 2013
K5 Learning

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$4.12

412¢

\$0.03

65¢

\$9.48

948¢

\$7.51

751¢

PREVIEW

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



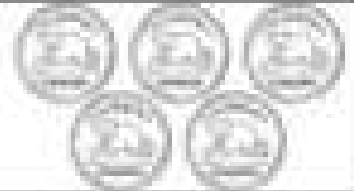
= 200¢ or \$2.00



= 25¢



= 5¢



= 25¢

Question: Count the coins below



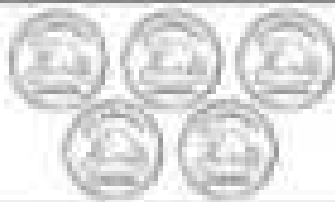
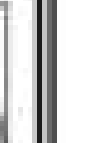
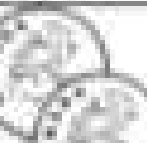
1) _____



2) _____



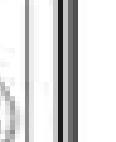
3) _____



4) _____



5) _____



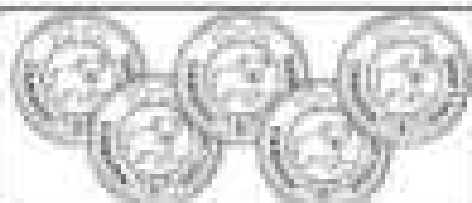
7) _____



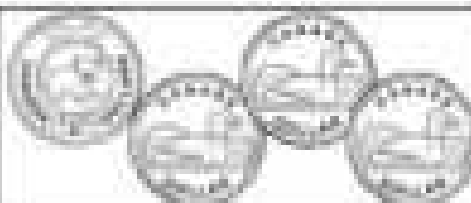
8) _____



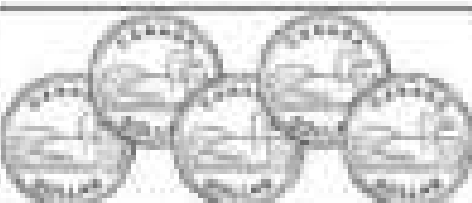
9) _____



10) _____



11) _____



12) _____




PREVIEW

Counting Canadian Coins

				Total
200¢	100¢	50¢	20¢	370¢

Questions: Count the money in each column and then add up the total

1)

			Total

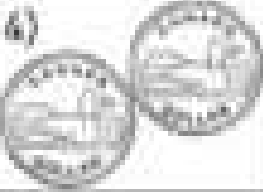

2)

			Total

3)

			Total

4)

			Total









PREVIEW

Name: _____

21

Counting Coins
113

Representing Cents Up To 100

							
15¢		45¢			75¢		

Questions Represent the money amounts using 5, 10, and 25 cent coins

1) 25¢	2) 40¢	3) 50¢
4) 10¢	5) 30¢	6) 80¢
7) 75¢	8) 85¢	9) 90¢
10) 70¢	11) 95¢	12) 65¢

PREVIEW

Representing Money in Different Ways

		
85¢	85¢	85¢

Questions Represent the money amounts using different combinations of coins

1)		
20¢		20¢
2)		
45¢	45¢	
3)		
75¢	75¢	75¢
4)		
90¢	90¢	90¢

PREVIEW

Name: _____

23

Counting Coins
113

Representing Cents Up To 200

		
150¢	135¢	140¢

Questions Represent the money amounts up to 200 cents.

1) 120¢	2) 145¢	3) 125¢

4) 105¢	5) 160¢	6) 80¢

7) 115¢	8) 185¢	9) 190¢

10) 170¢	11) 195¢	12) 165¢

PREVIEW

Representing Money in Different Ways

		
150¢	150¢	150¢

Questions Represent the money amounts using different combinations of coins

1)		
120¢		120¢

2)		
135¢	135¢	

3)		
160¢	160¢	160¢

4)		
185¢	185¢	185¢

PREVIEW

Name _____

27

Represent Money
113

Represent Money Up To \$100

		
\$50	\$66	\$84

Questions

Represent the money amounts up to \$100

1) \$60

3) \$56

4) \$70

5) \$76

7) \$85

8) \$72

9) \$67




10) \$91

11) \$96

12) \$100

PREVIEW

Represent Up To \$100 in Different Ways

		
\$71	\$71	\$71

Questions

Represent the money amounts up to \$100

1)

\$60

\$60

2)

\$74

\$74

3)

\$83

\$83

\$83

4)

\$95

\$95

\$95

PREVIEW

Represent Money Up To \$200

		
\$105	\$131	\$172

Questions

Represent the money amounts up to \$200

1) \$101		3) \$155
4) \$111	5) \$130	6) \$121
7) \$140	8) \$180	9) \$146
10) \$165	11) \$175	12) \$191

PREVIEW

Exit Cards

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

Name: _____

Represent the money amounts up to \$200

1)			
	\$145		\$179
2)			
	\$154	\$199	\$183

Name: _____

Represent the money amounts up to \$200

1)			
	\$160	\$145	\$179
2)			
	\$154	\$199	\$183

PREVIEW

Represent Up To \$200 in Different Ways

		
\$132	\$132	\$132

Questions

Represent the money amounts up to \$200

1)		
\$130		\$130
2)		
\$147	\$147	\$147
3)		
\$165	\$165	\$165
4)		
\$191	\$191	\$191

PREVIEW

Task Cards: Representing Up to \$50, \$100, \$200 and 200¢**Objective**

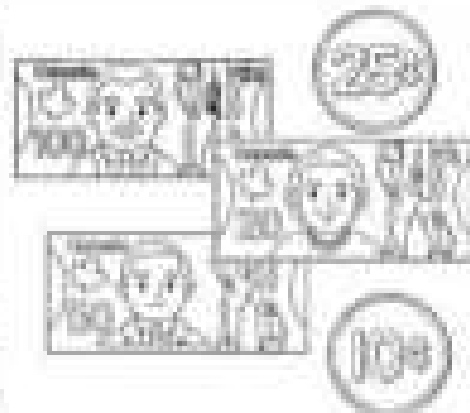
What are we learning about?

Students will practice representing amounts of money up to \$50, \$100, \$200 and 200¢ in different ways using coins and bills through a task card challenge.

Materials

What you will need for the activity

- Task cards
- Separate sheets for answers
- Pencils

**Instructions**

How to run the activity

1. Introduce the concept of representing the same amount in different ways.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate and discuss different solutions.
5. Allow students to select any task card to begin with, emphasizing that they can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Task Cards

Cut out the task cards below

Card 1:

Which option shows a way to make 145¢?

- a) $\$1 + 25¢ + 25¢$
- b) $\$1 + 25¢ + 10¢ + 10¢$
- c) $\$1 + 25¢ + 10¢ + 5¢$

Card 6:

Which combination equals \$25?

- a) $\$10 + \$10 + \$15$
- b) $\$25 + \5
- c) $\$5 + \$10 + \$5 + \5

Card 2:

Which set of coins equals \$1.00?

- a) \$50 + \$50
- b) \$20 + \$20 + \$20 + \$20 + \$20
- c) \$40 + \$40 + \$20

Card 7:

Which adds to \$80?

- a) $\$20 + \$20 + \$20$
- b) $\$50 + \20
- c) $\$40 + \40

Card 3:

Choose a way to make \$200

- a) $\$100 + \$50 + \$20$
- b) $\$50 + \$50 + \$50$
- c) $\$20 + \$30 + \$50 + \$50 + \$50$

Card 8:

Choose a set for \$10

- a) $\$4 + \$4 + \$4 + \4
- b) $\$2 + \$2 + \$2 + \$2 + \$2$
- c) $\$2 + \$2 + \$4$

Card 4:

Which equals \$35?

- a) $\$20 + \$10 + \$5$
- b) $\$10 + \$10 + \$5$
- c) $\$15 + \15

Card 9:

What adds to \$50?

- a) $\$25 + \$20 + \$10 + \10
- b) $\$20 + \$20 + \$10 + \10
- c) $\$25 + \10

Card 5:

What is a way to make \$0?

- a) No money
- b) $\$1 + \$1 - \$2$
- c) $\$2 - \2

Card 10:

What makes 120¢?

- a) $\$1 + 10¢ + 10¢$
- b) $\$1 + 5¢ + 5¢ + 5¢$
- c) $\$1 + 10¢ + 5¢$

Task Cards

Cut out the task cards below

Card 11:

How can you get \$90?

- a) $\$20 + \$20 + \$50$
- b) $\$30 + \$30 + \$20$
- c) $\$40 + \$20 + \$20$

Card 16:

How do you make \$120?

- a) $\$100 + \$25 + \$10$
- b) $\$60 + \60
- c) $\$50 + \$50 + \$25 + \10

Card 12:

What can you use to make \$250?

- a) $\$100 + \$100 + \$50$
- b) $\$80 + \$80 + \$90$
- c) $\$25 + \$25 + \$100 + \50

Card 17:

What totals \$5?

- a) $\$2 + \$2 + \$1$
- b) $\$1 + \$2 + \$1 + \$1 + \$1$
- c) $\$3 + \10

Card 13:

Which makes 175¢?

- a) $\$1 + 25¢ + 25¢ + 5¢$
- b) $\$1 + 25¢ + 25¢ + 10¢$
- c) $\$1 + 25¢ + 25¢ + 25¢$

Card 18:

Which group that equals \$150:

- a) $\$100 + \$20 + \$30$
- b) $\$25 + \$25 + \$25 + \$25 + \$25 + \$25 + \$25$
- c) $\$40 + \$40 + \$30 + \40

Card 14:

How can you create \$176?

- a) $\$100 + \$50 + \$25 + \1
- b) $\$50 + \$50 + \$50 + \1
- c) $\$75 + \$75 + \$75$

Card 19:

Which group equals \$100?

- a) $\$80 + \$40 + \$40$
- b) $\$100 + \$40 + \$30$
- c) $\$50 + \$50 + \$80$

Card 15:

How do you make \$15?

- a) $\$5 + \$5 + \$5$
- b) $\$10 + \$2 + 4¢$
- c) $\$7 + \$7 + \$1$

Card 20:

What makes 115¢?

- a) $\$1 + 10¢ + 5¢$
- b) $\$1 + 25¢$
- c) $\$1 + 10¢ + 5¢ + 5¢$

PREVIEW

Task Cards: Representing Up to \$50, \$100, and \$200**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	

PREVIEW

Name: _____

Making Change

 	  	  
15¢	45¢	75¢

Questions Write the amount by drawing 5¢, 10¢, and 25¢ coins that you would give a customer.

1) 25¢		3) 50¢
4) 10¢	5) 30¢	6) 40¢
7) 75¢	8) 85¢	9) 90¢
10) 70¢	11) 95¢	12) 65¢

PREVIEW

Name: _____

37

Counting Coins
113

Making Change

		
\$6	\$23	\$37

Question: _____ Make the change by drawing the correct bills and coins

1) \$4

3) \$12

4) \$15

5) \$18

7) \$28

8) \$35

9) \$41

10) \$32

11) \$39

12) \$47

PREVIEW

Counting Money

Questions

Count the money and write down the total

1)



\$ _____

2)



\$ _____

3)



\$ _____

4)



\$ _____

5)



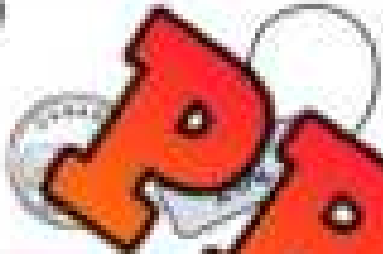
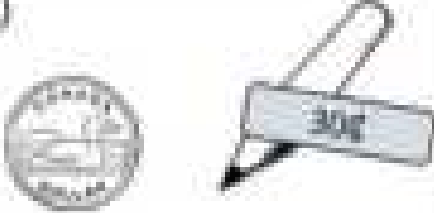
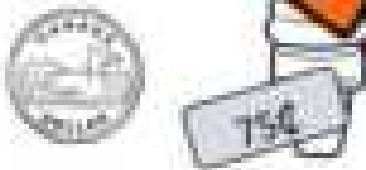

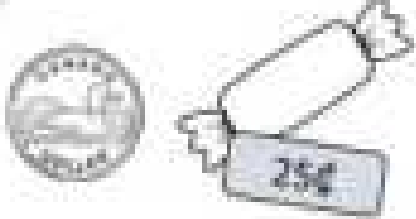



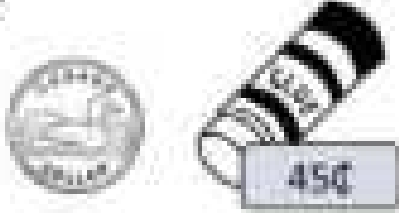

\$ _____

PREVIEW

Calculating Change Using \$1

Questions

Calculate how much change you will get.

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____ c	6) 	= _____ c
2) 	= _____ c	7) 	= _____ c
3) 	= _____ c	8) 	= _____ c
4) 	= _____ c	9) 	= _____ c
5) 	= _____ c	10) 	= _____ c

Calculating Change Using \$2

Questions

Calculate how much change you will get.

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____ €	6) 	= _____ €
2) 	= _____ €	7) 	= _____ €
3) 	= _____ €	8) 	= _____ €
4) 	= _____ €	9) 	= _____ €
5) 	= _____ €	10) 	= _____ €

Calculating Change Using \$5

Questions

Calculate how much change you will get


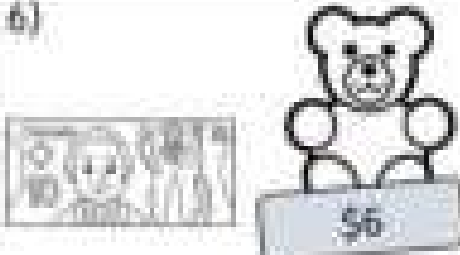








Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6) 	= \$ _____
2) 	= \$ _____	7) 	= \$ _____
3) 	= \$ _____	8) 	= \$ _____
4) 	= \$ _____	9) 	= \$ _____
5) 	= \$ _____	10) 	= \$ _____

PREVIEW

Calculating Change Using \$10

Questions

Calculate how much change you will get.

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6) 	= \$ _____
2) 	= \$ _____	7) 	= \$ _____
3) 	= \$ _____	8) 	= \$ _____
4) 	= \$ _____	9) 	= \$ _____
5) 	= \$ _____	10) 	= \$ _____

PREVIEW







Exit Cards

Cut Out

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







Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____







Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____







Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

Name: _____

Calculate how much change you will get.

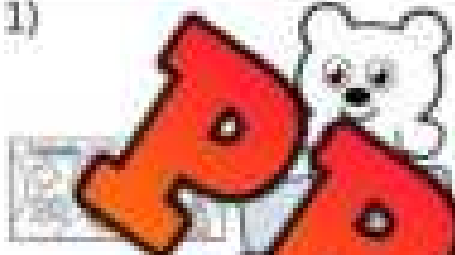









Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

PREVIEW

Calculating Change Using \$20

Questions

Calculate how much change you will get.











Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6) 	= \$ _____
2) 	= \$ _____	7) 	= \$ _____
3) 	= \$ _____	8) 	= \$ _____
4) 	= \$ _____	9) 	= \$ _____
5) 	= \$ _____	10) 	= \$ _____

PREVIEW

Calculating Change Using \$50 and \$100

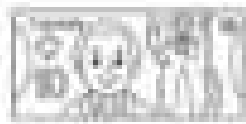
Questions

Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6) 	= \$ _____
2) 	= \$ _____	7) 	= \$ _____
3) 	= \$ _____	8) 	= \$ _____
4) 	= \$ _____	9) 	= \$ _____
5) 	= \$ _____	10) 	= \$ _____

PREVIEW












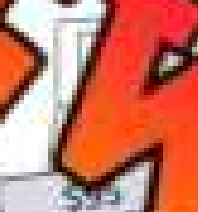







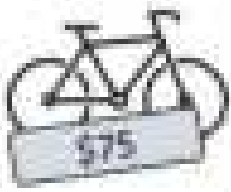
Calculating Change



Change
= \$8




Questions

Calculate how much change you will get

Money	Item	Change Due	Money Used and Item	Change Due
1) 	 \$2	= \$ _____	6)   \$15	= \$ _____
2) 	 \$2	= \$ _____	7)   \$90	= \$ _____
3) 	 \$3	= \$ _____	8)   \$25	= \$ _____
4) 	 125¢	= _____ ¢	9)   \$43	= \$ _____
5) 	 \$3	= \$ _____	10)   \$75	= \$ _____



PREVIEW

Calculating Change Using Coins

Money Used	Item	Change Due	Coins
		\$3	

Questions Fill in the table to provide change to your customer

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

PREVIEW

Name _____

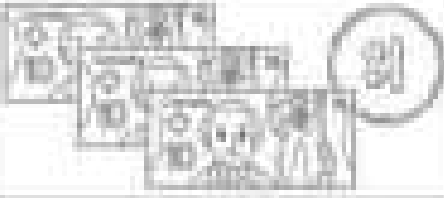
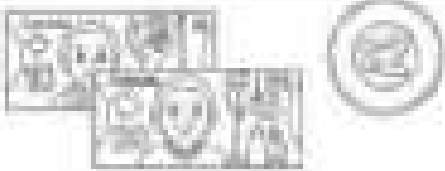
Adding Money

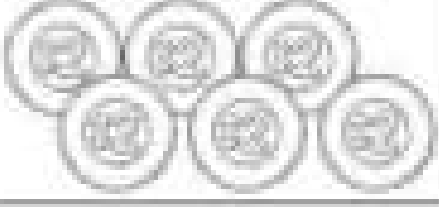
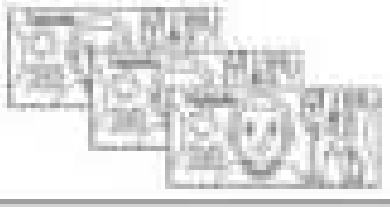
		Total
\$30	\$15	\$45

Question: Add the money below

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

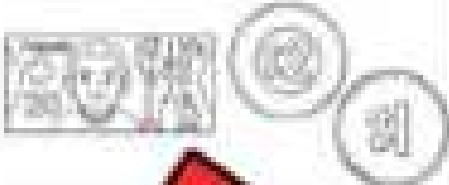

		Total
\$ _____	\$ _____	\$ _____

PREVIEW

Adding Money

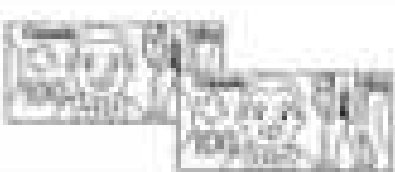
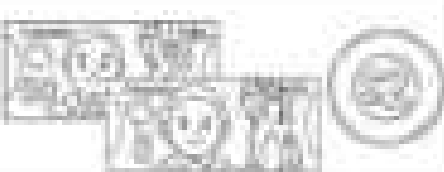
Questions

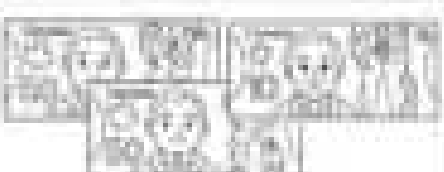
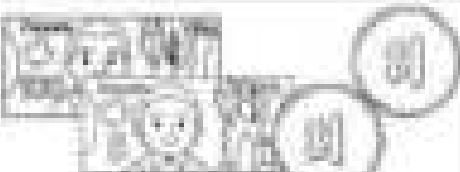
Add the money below

		Total
\$ _____	\$ _____	\$ _____

	Total
\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

PREVIEW

Money Word Problems

Questions

Answer the word problems below.

1) Jim was shopping for a basketball and a pump. The pump is \$6, and the basketball is \$16. He hands the cashier \$25. How much change will he get?



2) Paul works at an ice cream stand. A customer orders 2 ice cream cones for \$4. They hand him a \$10 bill. How much change does he need to give back?

3) Ally went to the movies tonight with her friends. She paid for her movie ticket, \$6 for her popcorn, and \$4 for her drink. How much money did she spend?



4) Lexi has saved enough money to buy a game for her computer. It costs \$44 and she hands the cashier a \$50 bill. Will she have enough money left to buy a \$5 ice cream?

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.

1) Daniel bought a toy truck for \$12 and a puzzle for \$7. He paid with a \$20 bill. How much change did he get back?

2) Liam wants to buy a new backpack for \$36. He has three \$10 bills and four \$2 coins. Does he have enough money? How much more does he need or how much will he have left over?

Name: _____

Answer the questions below.

1) Daniel bought a toy truck for \$12 and a puzzle for \$7. He paid with a \$20 bill. How much change did he get back?

2) Liam wants to buy a new backpack for \$36. He has three \$10 bills and four \$2 coins. Does he have enough money? How much more does he need or how much will he have left over?

Name: _____

Answer the questions below.

1) Daniel bought a toy truck for \$12 and a puzzle for \$7. He paid with a \$20 bill. How much change did he get back?

2) Liam wants to buy a new backpack for \$36. He has three \$10 bills and four \$2 coins. Does he have enough money? How much more does he need or how much will he have left over?

Name: _____

Answer the questions below.

1) Daniel bought a toy truck for \$12 and a puzzle for \$7. He paid with a \$20 bill. How much change did he get back?

2) Liam wants to buy a new backpack for \$36. He has three \$10 bills and four \$2 coins. Does he have enough money? How much more does he need or how much will he have left over?

PREVIEW

Assignment – Going Shopping

Questions

Answer the questions below



Look around the classroom and find 5 objects you'd like to buy. Estimate the price of the 5 objects and then add up the total. Next, decide what bills and coins you will use to buy the objects. Lastly, you will need to calculate how much change you will get back.

1) List the 5 objects you would like to buy and estimate how much they would cost.

Object Name	Cost
Object 1	
Object 2	
Object 3	
Object 4	
Object 5	

2) What is the total cost of the 5 objects?


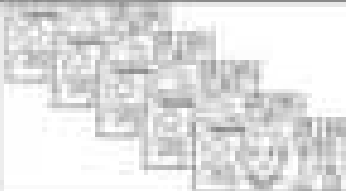

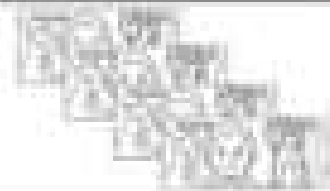

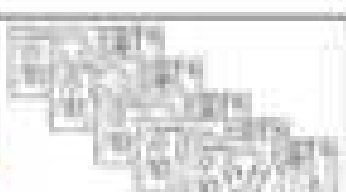

3) What bills and/or coins will you use to pay for the objects? Draw _____ below.

4) How much change will you get back?

Financial Literacy Test


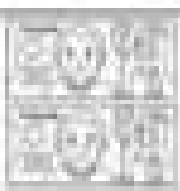

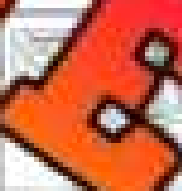



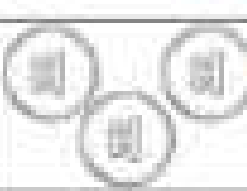




Part 1

Count the money in each column to make a benchmark dollar amount

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

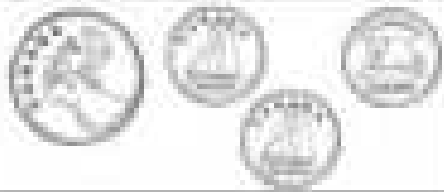
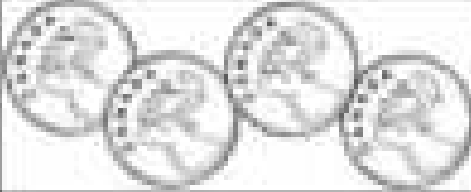
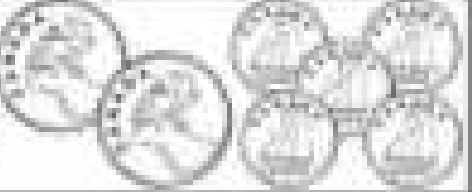
Part 2

Count the money in each column and add up the total

1) 				Total
2) 				Total
3) 				Total

Part 3

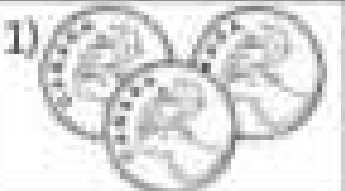


Count the coins and write the total below

		
1) _____	2) _____	3) _____

		
4) _____	_____	6) _____



Part 4



Count the coins in each group and then add up the total

1) 			Total
_____	_____	_____	_____

Part 5

Fill in the table to provide change to your customer


Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

PREVIEW

Part 6

Count the money in each column and then total up the amount

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

Part 7

Answer the questions below

1) Becky bought a burger for \$4 and a drink for \$2. She paid with a \$10 bill. How much change will she get?

Change = _____

Draw the coins

2) Alex works at a candy store. A customer buys 3 lollypops for \$3 each. They give Alex a \$20 bill. How much change will Alex give the customer?

Change = _____

Draw the coins