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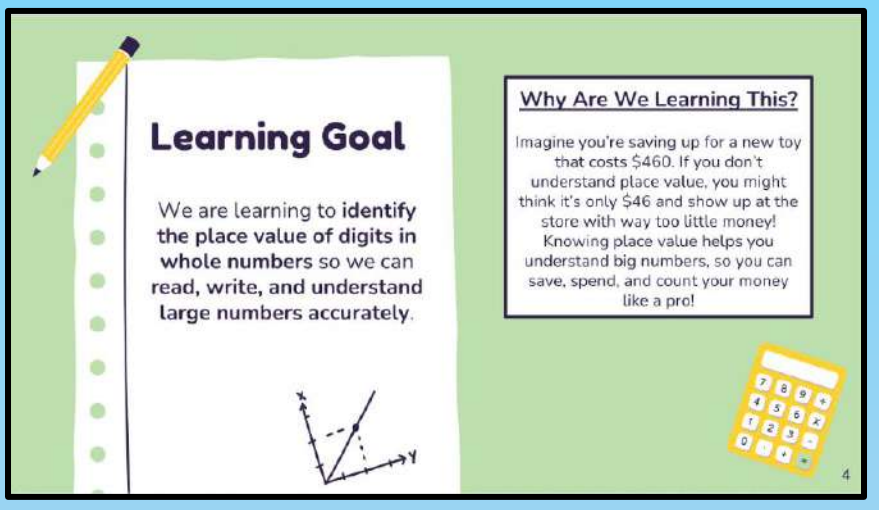
Google Slides Lessons Preview

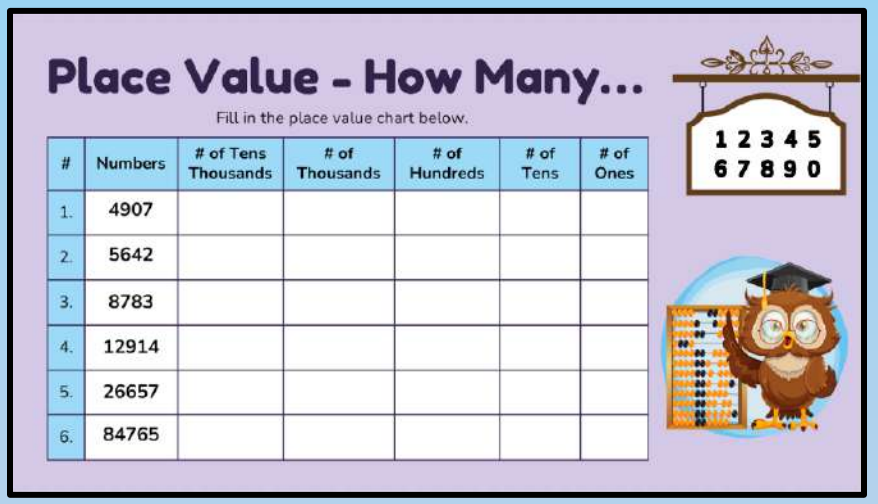
Alberta Math Curriculum
Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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





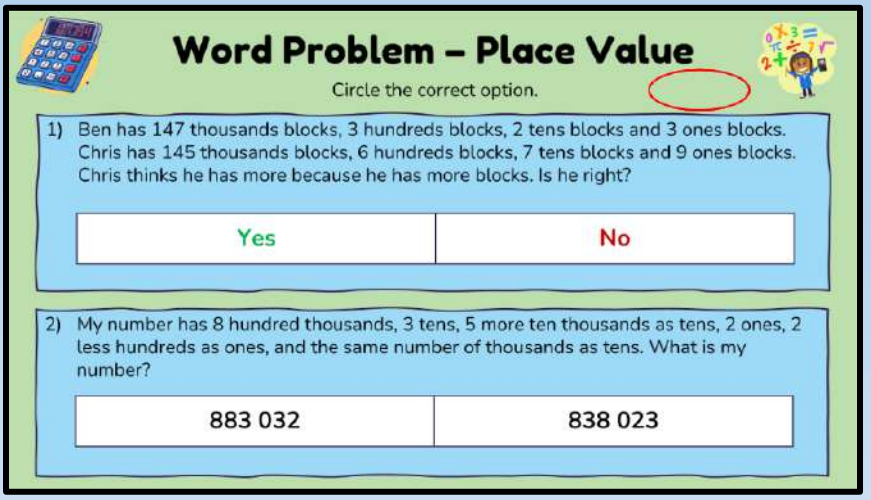
#	Numbers	# of Tens Thousands	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	4907					
2.	5642					
3.	8783					
4.	12914					
5.	26657					
6.	84765					

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Alberta Math Curriculum
Number Unit – Grade 3

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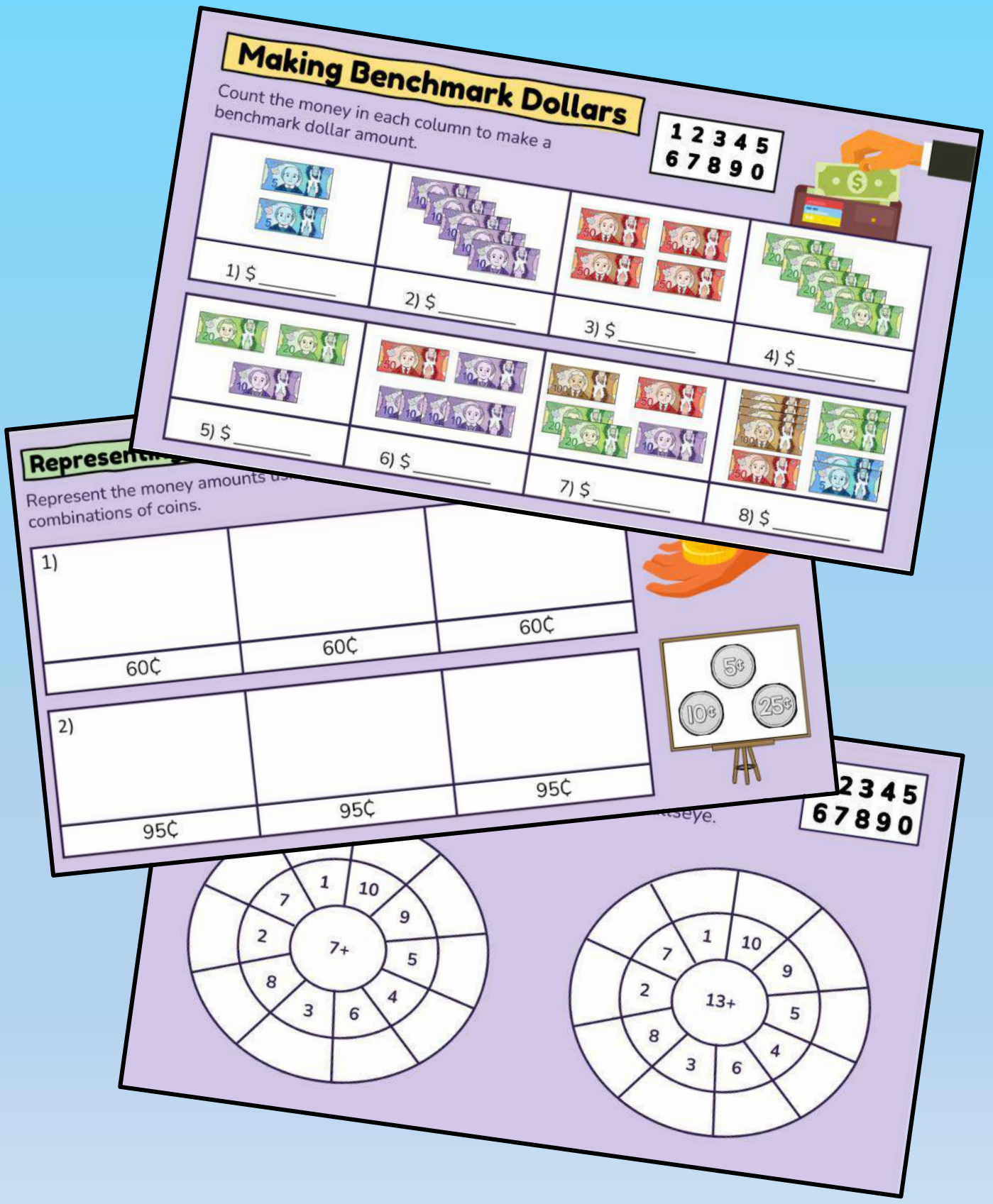
Number Unit – Grade 3



Workbook Preview

Grade 3
Strand: Number

	Curriculum Expectations	Pages
N.1	Students interpret place value within 100 000 ▪ Identify the place value of each digit in a natural number. ▪ Relate the values of adjacent places. ▪ Determine the value of each digit in a natural number. ▪ Express natural numbers using words and numerals. ▪ Express various compositions of a natural number using place value. ▪ Round natural numbers to various places. ▪ Compare and order natural numbers. ▪ Express the relationship between two numbers using , , or . ▪ ▪ ▪	7 - 72
N.2	St ▪ ▪ ▪ Explain the standard algorithms for addition and subtraction of natural numbers. ▪ Add and subtract natural numbers using standard algorithms. ▪ Estimate sums and differences. ▪ Solve problems using addition and subtraction.	74 - 140
N.3	Students analyze and apply strategies for multiplication and division within 100. • Compose a product using equal groups of objects. • Relate multiplication to repeated addition. • Relate multiplication to skip counting. • Investigate multiplication by 0. • Model a quotient by partitioning a quantity into equal groups or groups of a certain size, with or without remainders. • Visualize and model products and quotients as arrays. • Recognize interpretations of multiplication and division in various contexts.	142 - 206

	Curriculum Expectations	Pages
N.3	Students analyze and apply strategies for multiplication and division within 100. • Investigate multiplication and division strategies. • Multiply and divide within 100. • Verify a product or quotient using inverse operations. • Determine a missing quantity in a product or quotient in a variety of ways. • Express multiplication and division symbolically. • Explain the meaning of the remainder in various situations. • Solve problems using multiplication and division in sharing or grouping situations. • Examine patterns in multiplication and division, including patterns in multiplication tables and skip counting. • Recognize families of related multiplication and division number facts. • Recall multiplication number facts, with factors to 10, and related division facts.	142 – 206
N.4	Students interpret fractions in relation to one whole. ▪ Model fractions of a whole quantity, length, shape, or object, in various ways, limited to denominators of 12 or less. ▪ Visualize fractions as compositions of a unit fraction. ▪ Identify the numerator and denominator of a fraction in various representations. ▪ Name a given fraction. ▪ Express fractions, including one whole, symbolically, limited to denominators of 12 or less. ▪ Relate various representations of the same fraction, limited to denominators of 12 or less. ▪ Compare the same fraction of different-sized wholes. ▪ Compare different fractions of the same whole that have the same denominator. ▪ Compare different fractions of the same whole that have the same numerator and different denominators. ▪ Express the relationship between two fractions of the same whole, using , , or . ▪ Relate a fraction less than one to its position on the number line, limited to denominators of 12 or less. ▪ Compare fractions to benchmarks of 0, , and 1.	208 – 227

100

N.1

Students interpret place value within 100 000

100

Name: _____ 7

Curriculum Connection
N.1

Place Value Chart

45 632				
Ten Thousands	**Thousands**	**Hundreds**	**Tens**	**Ones**
4	5	6	3	2

Part 1 Fill in the place value charts below

1) 89

Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 32 694

Ten Thousands	Thousands	Hundreds	Tens	Ones

3) 63 53

Ten Thousands	Thousands	Hundreds	Tens	Ones

4) 79 423

Ten Thousands	Thousands	Hundreds	Tens	Ones

5) 43 609

Ten Thousands	Thousands	Hundreds	Tens	Ones

6) 184

Ten Thousands	Thousands	Hundreds	Tens	Ones

Part 2 Which place value is the underlined number?

1) 34 8<u>3</u>1 Tens	2) 57 38<u>4</u>	3) <u>2</u>3 361
4) <u>8</u>3 321	5) 22 <u>8</u>39	6) 97 35<u>2</u>
7) 2<u>9</u> 642	8) 73 3<u>4</u>4	9) 93 0<u>3</u>2

Name: _____ 10

Curriculum Connection
N.1

Expanded Form

328 372 ← Standard Form
300 000 + 20 000 + 8 000 + 300 + 70 + 2 ← Expanded Form

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

1) 500000 + 0 + 1000 + 400 + 80 + 3	2) 200000 + 10000 + 2000 + 600 + 50 + 2
3) 20000 + 6000 + 400 + 70 + 5	4) 400000 + 10000 + 4000 + 800 + 50 + 7
5) 300000 + 50000 + 200 + 90 +	900000 + 20000 + 4000 + 600 + 20 + 5

Part 2 What is the expanded form of the numbers b

1) 351 347

2) 298 447

3) 978 482

4) 758 318

5) 647 207

Exit Cards

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

Name: _____

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

700000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____ 13

Curriculum Connection
N.1

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
						1000 - Thousand

Part 1

Write the standard form of the written words below

1) Six h… thousand, two hund…	2) Nine hundred sixty-eight thousand, three hundred fifteen.
3) Seven hundre… nty-t… thousand, six hundr…	4) Eight hundred thirty-seven thousand, five hundred thirty-nine.
5) Four hundred eighty thousand, on… hundred ninety-nine.	Thir… ndred seventeen thousand, seven… sixty-four.

Part 2

Write the written form of the numbe…

1) 135 142
2) 467 999
3) 633 237
4) 294 375
5) 253 032

Name: _____ 14

Curriculum Connection
N.1

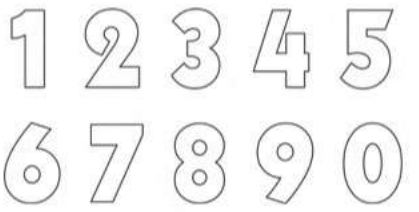
Task Cards: Place Value

Objective What are we learning about?

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

Materials What you will need for the activity.

- 2(t
- S te sheet r for answers
- Pen s



Instructions f ou w n the activity

1. Begin by explaining the c of p y nd the importance of understanding how numbers are constructe in st m.
2. Organize the students into pairs and provide e air t eir sets of task cards.
3. Give each pair an answer recording sheet to do p es.
4. Encourage teamwork by having students collaborat ir p en on finding solutions.
5. Allow students to select any task card to begin with, emphasizing tha an complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging patterns and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Name: _____ 15

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

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

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

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

591,349

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

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

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

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

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

Card 3:
432,730

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

Seven e seven thousand, six d fiv

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

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

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

Card 8:
Fifty-eight thousand, ninety

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

Name: _____ 16

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

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

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

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

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

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

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

Card 11:
375,291

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

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

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

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

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

Name: _____ 17

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

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

745,210

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

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

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

Eight hund four hun ty-si

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

Card 22:
654,321

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

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

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

Card 2
567,4

a) 500,000 + 60,000 2
b) 500,000 + 60,000 + 30 + 2
c) 500,000 + 60,000 + 7,00 00 + 30 + 2

Card 20:
Forty-seven thousand, three hundred twelve

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

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

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

Name: _____ 18

Curriculum Connection
N.1

Task Cards: Place Value

Answers | Record your answers below

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

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

Name: _____ 21

Curriculum Connection
N.1

Place Value – World Problems

Questions | Answer the word problems below

1) Ben has 147 thousands blocks, 3 hundreds blocks, 2 tens blocks and 3 ones blocks. Chris has 145 thousands blocks, 6 hundreds blocks, 7 tens blocks and 9 ones blocks. Chris thinks he has more because he has more blocks. Is he right?

2) My numb[illegible]re[illegible]usands, 7 ones, 2 more hundreds than ones, half as many te[illegible]nds a[illegible]d thousands, 2 tens, and 5 thousands. What is my number?

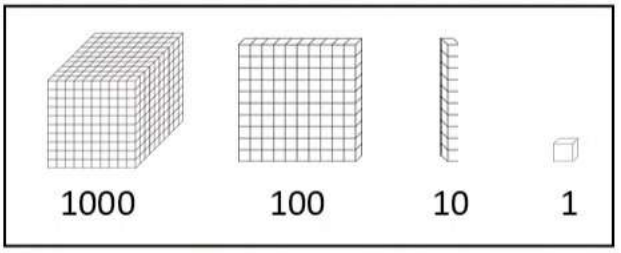
3) My number has 5 ones, 3 thousands, twice [illegible]nan[illegible]f[illegible]usands as thousands, 4 ten thousands, half as many hun[illegible]s[illegible]en tho[illegible]s, and 9 tens. What is my number?

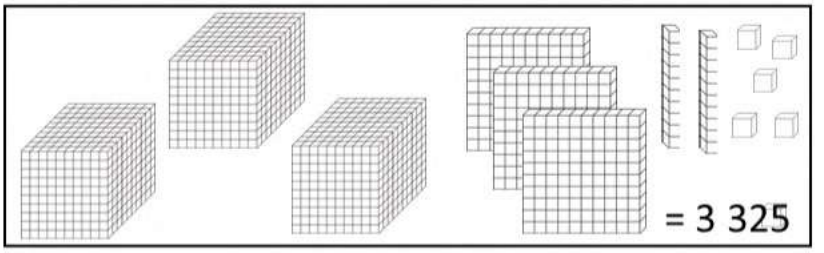
4) My number has 8 hundred thousands, 3 tens, 5 more ten thousands as tens, 2 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

Name: _____ 22

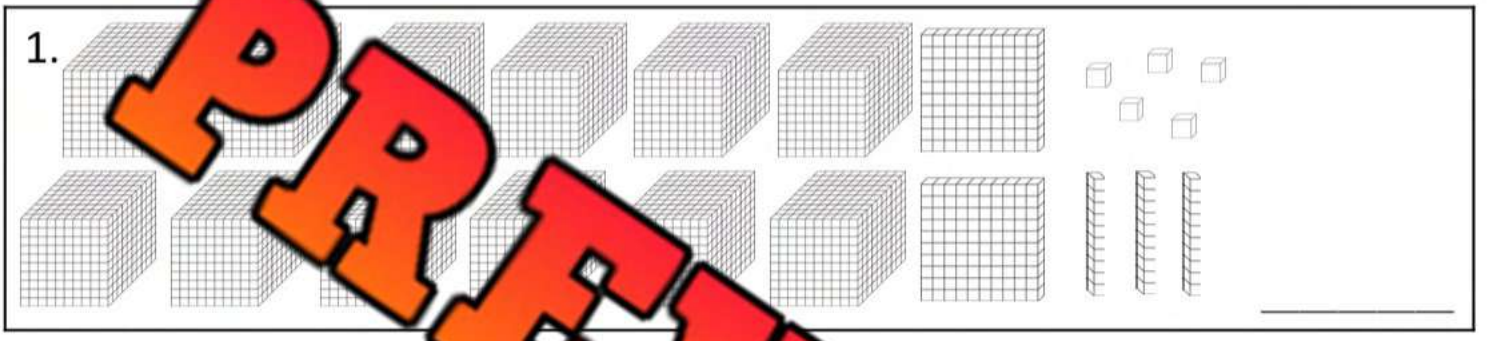
Curriculum Connection
N.1

Base Ten Blocks

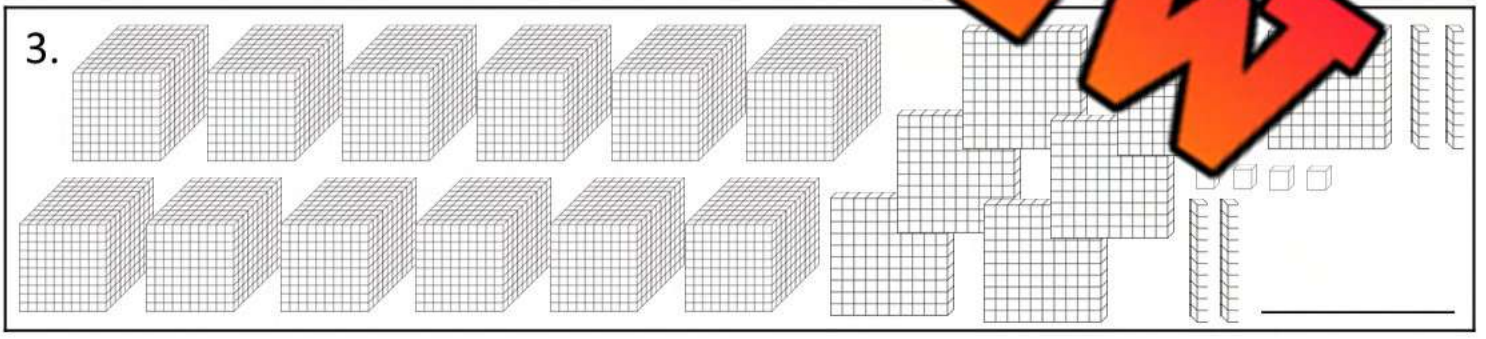




Part 1 How many blocks do you count?

1. 

2. 

3. 

Part 2 Draw the base ten blocks to represent the numbers below

12 424

Example

Standard Form

428 143

Words

Fou red twenty-eight thousand, one hundred forty-three

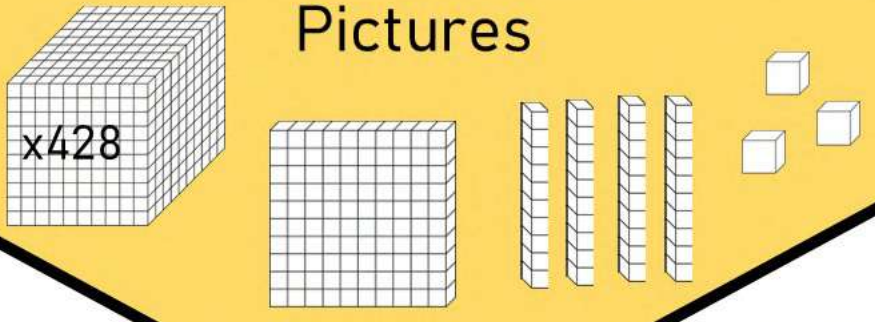
nded Form

400 000 + 20 0 + 100 + 40 + 3

Place Valu ha

Hundred Thousands	Ten Thousands	Thousands	red	ns	Ones
4	2	8	1		3

Pictures



Cut out and post in your class

Standard Form

Words

nded Form

Place Valu ha

Hundred Thousands	Ten Thousands	Thousand	dred	ns	Ones

Pictures

Name: _____ 30

Curriculum Connection
N.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

548 782

H Th	Te	Th	H	T	O

Write the value of the underlined digit

1) 5<u>4</u>8 782 = _____

2) 548 7<u>8</u>2 = _____

3) <u>5</u>48 782 = _____

4) 54<u>8</u> 782 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____ + _____ + _____

Fill in the pattern below

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

Fill in the pattern below

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

Fill in the pattern below

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

Compare using <, >, or =

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

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

Name: _____ 32

Curriculum Connection
N.1

Place Value Quiz

Part 1 — Fill in the place value charts below

1) 43 638

Ten Thou	Thou	Hun	Tens	Ones

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Part 2 — [illegible] is the underlined number?

1) 32 632	2) [illegible]68	3) 49 595
4) 518 317	5) [illegible]3 8[illegible]	6) 934 234

Part 3 — Fill in the table below

	Number	# of Thousands	# of Hundred[illegible]	# [illegible]	[illegible]nes
1.	94 325				
2.	18 474				
3.	873 126				

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

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

Curriculum Connection
N.1

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

1) 72 285

2) 52 383

3) 784 178

Part 6 ...e standard form of the written words below

1) Seve...-six t... ...o hundred twenty-two

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

Part 7 Write the writte... ...n of ... ...s below

1) 37 284

2) 716 517

Part 8 Solve the riddles

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

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

Name: _____ 34

Curriculum Connection
N.1

Counting to 100 000 by 5 000

Part 1 Count by 5 000

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

Part 2 Fill in the blanks counting by 5000 starting with different numbers

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

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

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

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

Name: _____ 36

Curriculum Connection
N.1

Comparing Numbers

626 335  923 615	834 351  236 289	132 683  132 683

Part 1 Compare the following numbers

1) 663 189 [illegible]010	2) 263 447 ☐ 313 350	3) 631 203 ☐ 631 294
4) 135 437 ☐ [illegible]	5) [illegible]12 ☐ 742 753	6) 362 149 ☐ 365 000
7) 532 842 ☐ 532 312	[illegible]383 [illegible]50 393	9) 544 879 ☐ 544 879
10) 235 441 ☐ 237 391	11) 923 383 ☐ 9[illegible]84	12) [illegible]74 371 ☐ 274 371

Part 2 Write - Greater than, Equal to, Less t[illegible]

1) 173 365 is _____ 141 537 Greater than	2) 162 116 is _____ [illegible]12 _____
3) 438 406 is _____ 453 293 _____	4) 754 361 is _____ 754 361 _____
5) 874 335 is _____ 874 432 _____	6) 435 114 is _____ 445 115 _____

Exit Cards

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

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

d) 853 915 ☐ 851 472

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

d) 853 915 ☐ 851 472

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

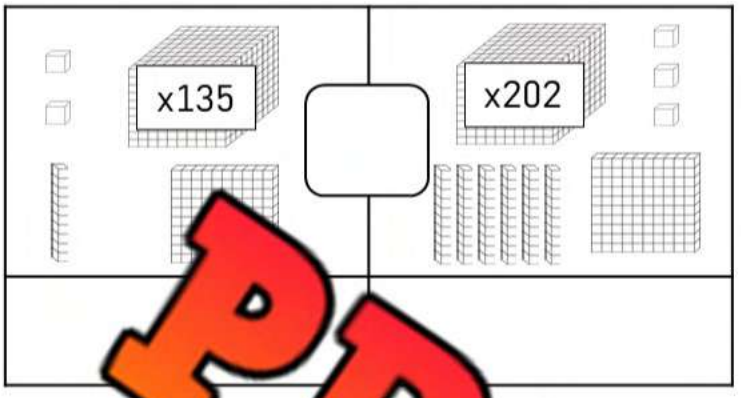
d) 853 915 ☐ 851 472

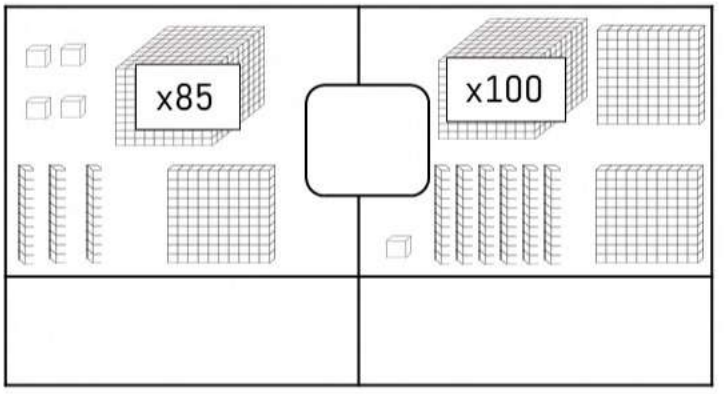
Name: _____ 38

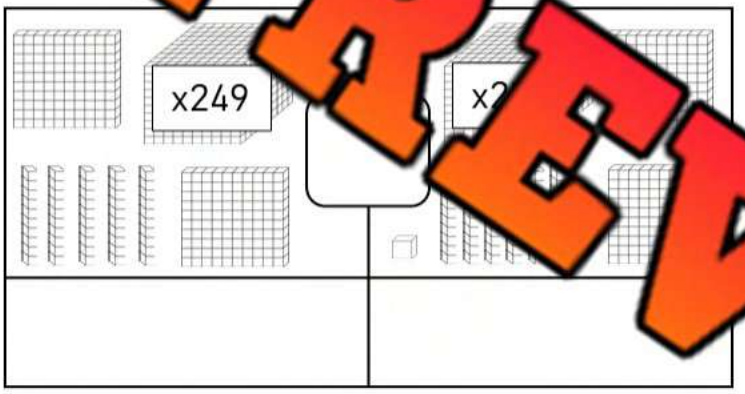
Curriculum Connection
N.1

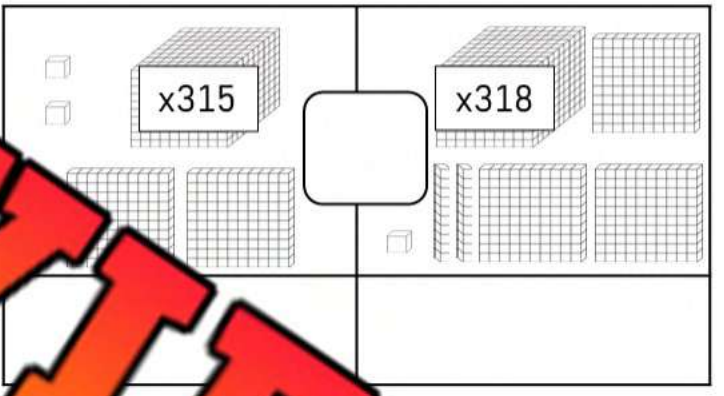
Comparing Base Ten Blocks

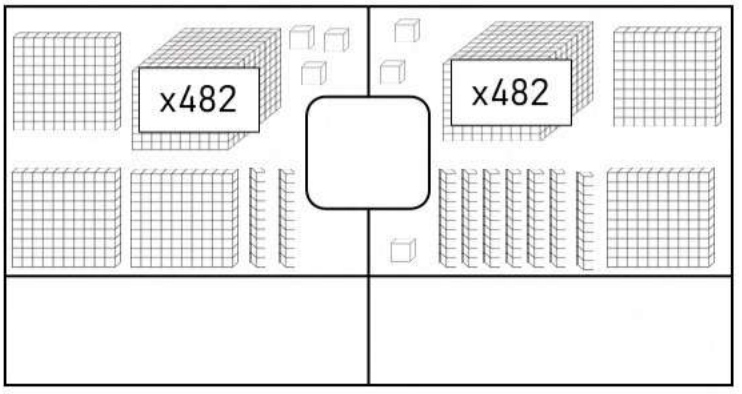
Questions | Compare the number of base ten blocks below

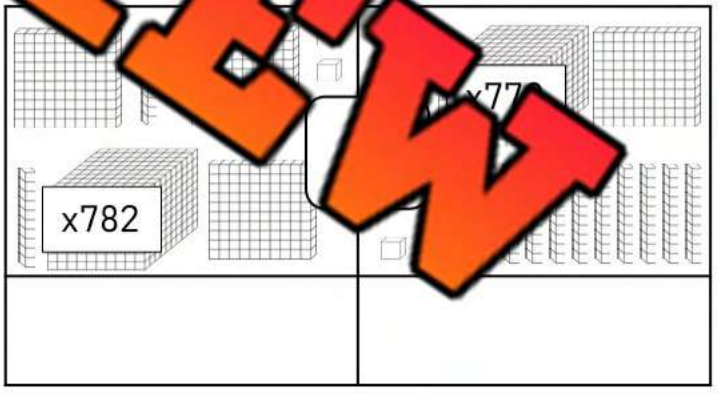


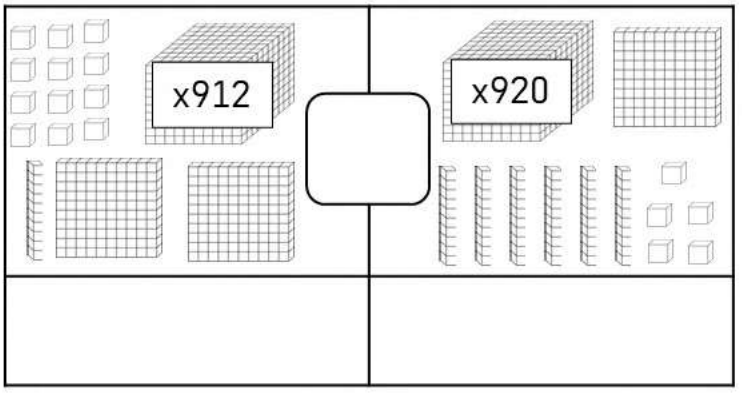


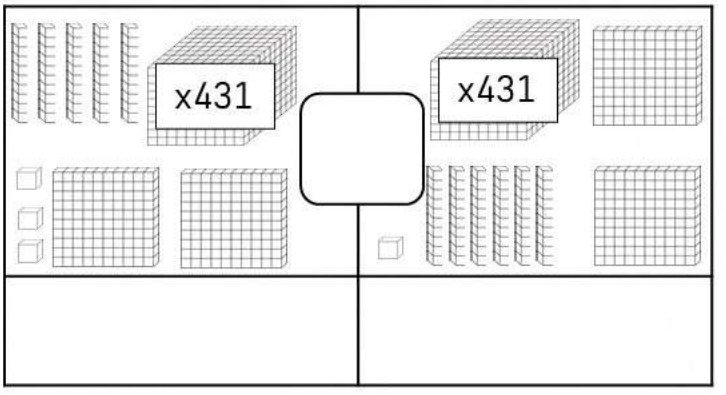












Name: _____ 39

Curriculum Connection
N.1

Comparing Numbers

18 625, 35 251, 18 323, 34 482
Least to Greatest
18 323, 18 625, 34 482, 35 251

245 871, 189 784, 324 845, 189 218
Greatest to Least
324 845, 245 871, 189 784, 189 218

Part 1 Order the numbers below from least to greatest

148 875, 151 785, 148 982, 151 658

_____, _____, _____, _____

94 15 712, 613 258, 451 874

_____, _____

945 254, 955 728 7 36 445

_____, _____, _____

Part 2 Order the numbers below from greatest t

314 854, 341 785, 341 235, 314 824

_____, _____, _____, _____

264 872, 298 412, 299 452, 278 258

_____, _____, _____, _____

581 775, 538 785, 581 655, 538 999

_____, _____, _____, _____

Name: _____ 42

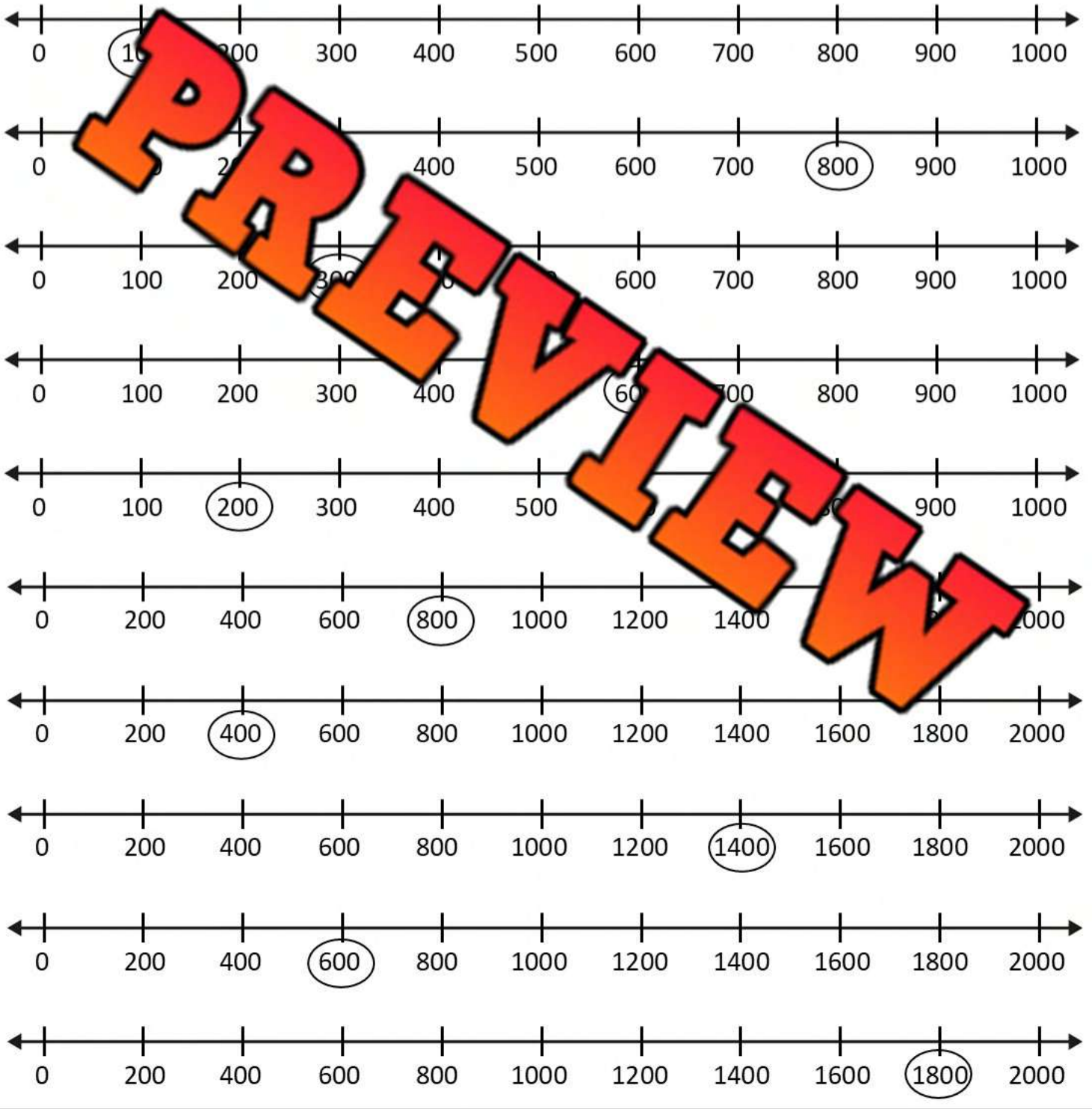
Curriculum Connection
N.1

Rounding Numbers to the Nearest 1000 – Number Line

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

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



Name: _____ 46

Curriculum Connection
N.1

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

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

Question: Round the numbers three different ways

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

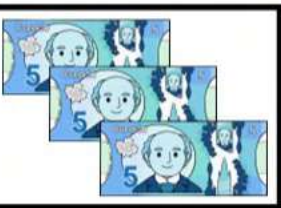
Name: _____ 49

Curriculum Connection
N.1

Counting Dollars

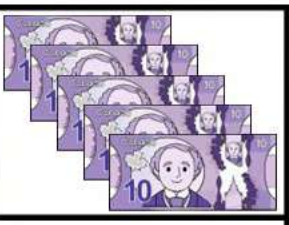
				Total
$100	$50	$20	$20	$190

Questions Count the money in each column. Then add up the total

1) 				Total

2) 				Total

3) 				Total

4) 				Total

Name: _____ 51

Curriculum Connection
N.1

Counting Dollars

Questions | Count the money and write down the total

1)  $_____

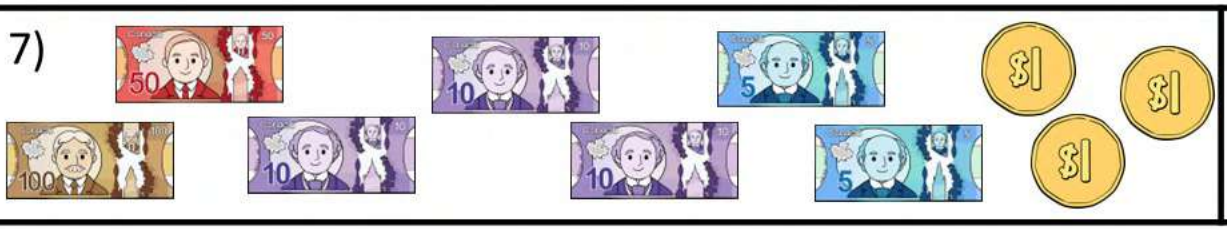
2)  $_____

3)  $_____

4)  $_____

5)  _____

6)  $_____

7)  $_____

Name: _____ 53

Curriculum Connection
N.1

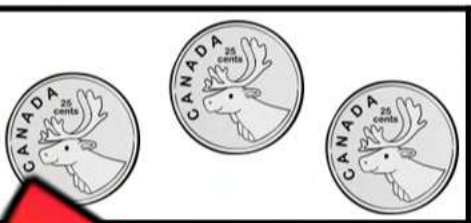
Counting Cents

 = 25¢  = 10¢  = 5¢

= 25¢

Questions Count the money in each column to make a benchmark cent amount

1) _____



2) _____

3) _____

4) _____

5) _____

6) _____

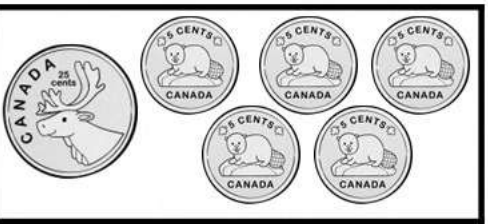
7) _____

8) _____

9) _____

10) _____

11) _____



12) _____

Name: _____ 55

Curriculum Connection
N.1

Counting Canadian Coins

= 100¢ or $1.00

= 10¢ or $0.10

5¢ or $0.05

= 200¢ or $2.00

= 25¢ or $0.25

25¢ or $0.25

Questions

Count the coins below

1) _____¢ or $ _____

3) _____¢ or $ _____

4) _____¢ or $ _____

5) _____¢ or $ _____

7) _____¢ or $ _____

8) _____¢ or $ _____

9) _____¢ or $ _____

10) _____¢ or $ _____

11) _____¢ or $ _____

12) _____¢ or $ _____

Exit Cards

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

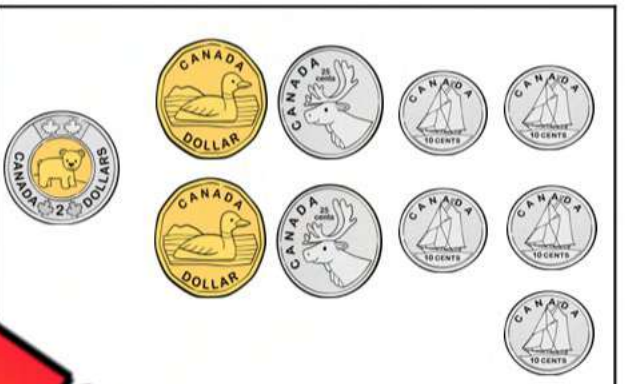
Name: _____

Count the coins below

1) _____¢ or $ _____

Name: _____

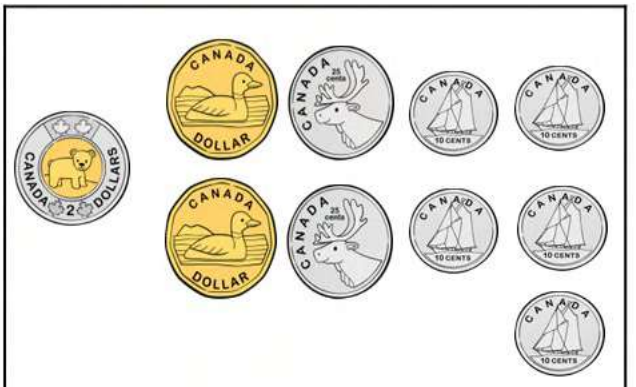
Count the coins below



_____¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

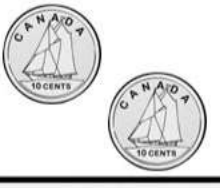
Count the coins b

1) _____¢ or $ _____

Name: _____ 57

Curriculum Connection
N.1

Counting Canadian Coins

				Total
200¢	100¢	50¢	20¢	370¢

Question Count the money in each column and then add up the total

1)				Total

2)				Total

3)				Total

4)				Total

Name: _____ 58

Curriculum Connection
N.1

Representing Cents Up To 100

		
15¢	45¢	75¢

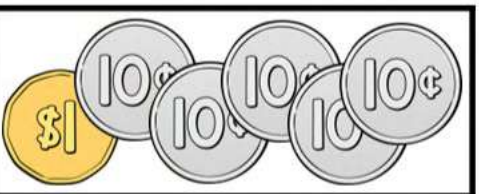
Question Represent the money amounts using 5, 10, and 25 cent coins

1) 25¢	¢	3) 50¢
4) 10¢	5) 30¢	0¢
7) 75¢	8) 85¢	9) 90¢
10) 70¢	11) 95¢	12) 65¢

Name: _____ 61

Curriculum Connection
N.1

Representing Money in Different Ways

		
150¢	150¢	150¢

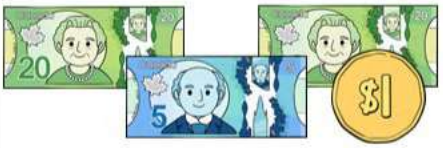
Question Represent the money amounts using different combinations of coins

1)		
120¢	¢	120¢
2)		
135¢	135¢	5¢
3)		
160¢	160¢	160¢
4)		
185¢	185¢	185¢

Name: _____ 63

Curriculum Connection
N.1

Representing Up To $50 in Different Ways

		
$46	$46	$46

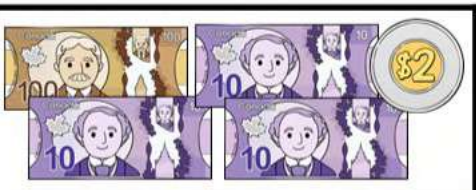
Questions Represent the money amounts using different combinations of bills/coins

1)		
$30		$30
2)		
$27	$27	7
3)		
$38	$38	$38
4)		
$44	$44	$44

Name: _____ 67

Curriculum Connection
N.1

Representing Up To $200 in Different Ways

		
$132	$132	$132

Question Represent the money amounts up to $200

1)		
$130	[illegible]0	$130
2)		
$147	$147	[illegible]47
3)		
$165	$165	$165
4)		
$191	$191	$191

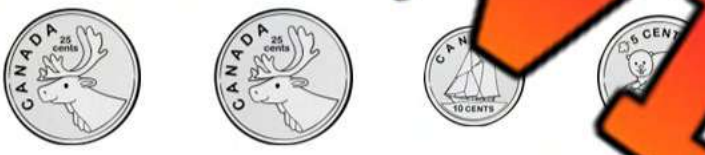
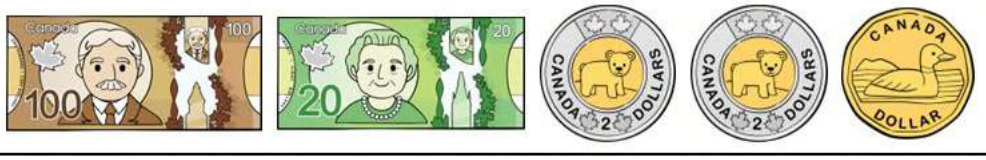
Name: _____ 70

Curriculum Connection
N.1

English and French – Dollars and Cents

The dollar sign, $, is placed to the left of the dollar value in English and to the right of the dollar value in French. The cent sign, ¢, is placed to the right of the cent value in English and in French.

Questions Count the money. Write the English and French amounts in either dollars or cents

	Money	English	French
1)			
2)			
3)			
4)			
5)			
6)			
7)			

Name: _____ 71

Curriculum Connection
N.1

Number Sense Quiz

Part 1 Compare the following numbers

1) 53 185 ☐ 12 520	2) 24 875 ☐ 30 470	3) 73 215 ☐ 73294
4) 156 ☐ 16	5) 651 312 ☐ 652 753	6) 361 349 ☐ 361 349

Part 2 Order the numbers from least to greatest

238 875, 251 [illegible] 2[illegible] [illegible]51 656

_____, _____, _____

794 000, 748 999, 713 159, [illegible]

_____, _____, _____, _____

Part 3 Round the numbers to the nearest 10

1) 27 → _____	2) 53 → _____	3) 148 → _____

Part 4 Round the numbers to the nearest 100

1) 227 → _____	2) 463 → _____	3) 1638 → _____

Part 5 Count the dollars below


1) _____


2) _____




3) _____

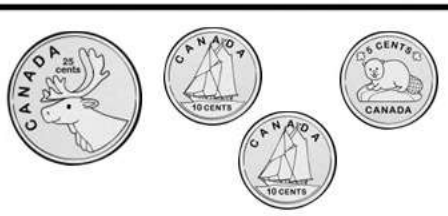



4) _____

5) _____

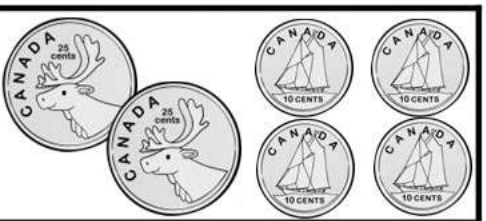
6) _____

Part 6 Count the cents below

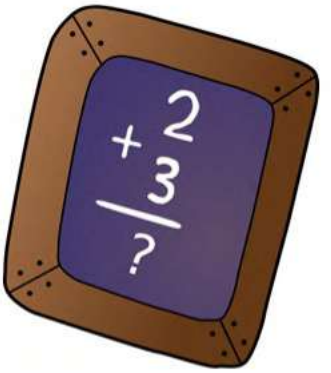


1) _____

2) _____



3) _____



N.2

Students apply strategies for addition and subtraction within 1000.

Name: _____ 74

Curriculum Connection
N.2

Mental Math Strategy – Counting On

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

13 + 5 = _____

17 + 4 = _____

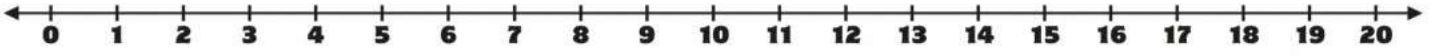
23 + 7 = _____

34 + 7 = _____

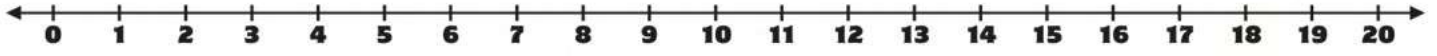
64 + _____

83 + 8 = _____

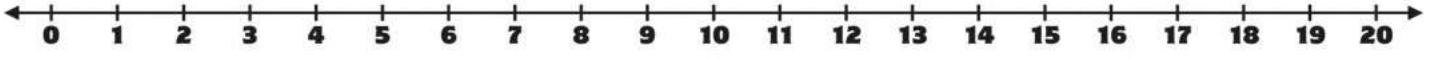
7 + 9 = _____



11 + 6 = _____



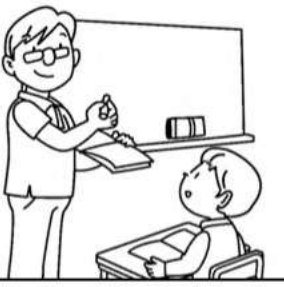
7 + 13 = _____



Name: _____ 75

Curriculum Connection
N.2

Mental Math Strategy – Making Tens



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

1) [illegible] + 7 20 + 3 = 23	2) 19 + 6 ____ + ____ = ____	3) 8 + 18 ____ + ____ = ____
4) 8 + 14 ____ + ____ = ____	[illegible] + 7 ____ + ____ = ____	6) 18 + 13 ____ + ____ = ____
7) 28 + 13 ____ + ____ = ____	8) 39 + 17 ____ + ____ = ____	9) 48 + 24 ____ + ____ = ____

Name: _____ 76

Curriculum Connection
N.2

Mental Math Strategy – Making Doubles

Directions:

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

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

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

Name: _____ 77

Curriculum Connection
N.2

Mental Math – Break Into Place Value

Directions:

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

5 13	13 + 12
14 + 17	22 + 23
24 + 13	36 +
45 + 41	52 + 44

Name: _____ 78

Curriculum Connection
N.2

Mental Math – Adding In Chunks

Directions:

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

4 + 25	34 + 15
43 + 36	64 + 28
34 + 58	62 +
57 + 53	64 + 67

Name: _____ 82

Curriculum Connection
N.2

Estimate and Add

Part 1 Round these numbers to the nearest hundred. Then add the numbers together

232 → 200 + 171 → + 200 400	338 → + 352 → + _____
+ 283 + _____	621 → + 449 → + _____

Part 2 Round these numbers to the nearest thousand. Then add the numbers together

1 204 → 1 000 + 2 431 → + 2 000 3 000	053 → + _____
5 298 → + 2 708 → + _____	4 313 → + 4 812 → + _____

Part 3 Solve the word problem below using estimation

Kevin made $2 235 this summer working for a local business. He already has $3 943 saved. How many thousands does he now have?

Name: _____ 87

Curriculum Connection
N.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

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

Name: _____ 88

Curriculum Connection
N.2

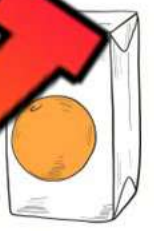
Addition Word Problem – No Regrouping

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 h[illegible] 4[illegible] his ba[illegible]ount. He won $247 in a raffle. How much does he have now?

3) Rob loves to drink juice. Today he drank 540[illegible] j[illegible] 358mL of apple juice. How much total juice did Rob drink?



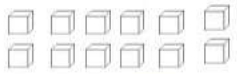
4) Sofia knitted a blanket with 452cm of blue yarn and 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?

Name: _____ 89

Curriculum Connection
N.2

Regrouping – Which is Equal?

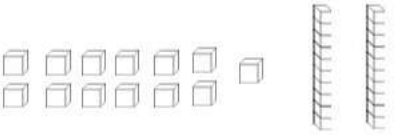
Questions Which is equal to the picture? There may be more than one answer!



a) 1 ten

b) 1 t

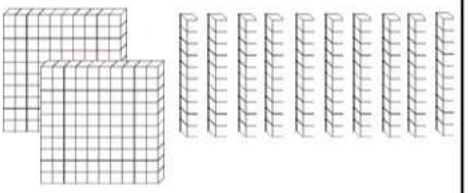
c) 12 t



a) 2 tens, 3 ones

b) 3 tens, 3 ones

c) 2 tens, 13 ones



a) 2 hundreds, 10 tens

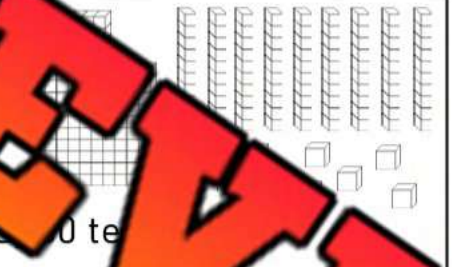
b) 3 hundreds

c) 12 tens

a) 20 ones

b) 1 ten, 10 ones

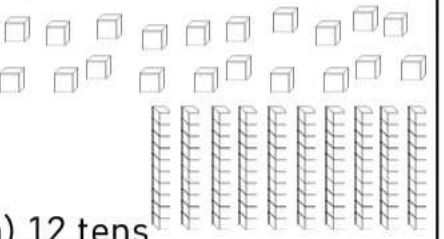
c) 20 tens



a) 0 te

b) 2 hu s, 11 t

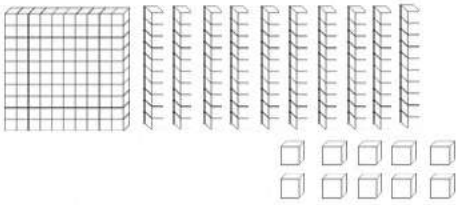
c) 3 hundreds



a) 12 tens

) 20 ones

ns



a) 1 hundred, 11 tens

b) 2 hundreds, 11 tens

c) 30 tens

a) 9 tens, 10 ones

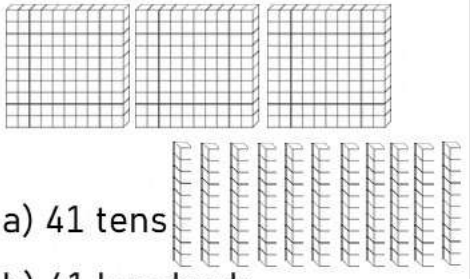
b) 1 hundred

c) 10 tens

a) 14 tens

b) 1 ten, 4 ones

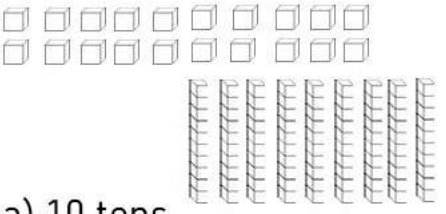
c) 14 ones



a) 41 tens

b) 41 hundreds

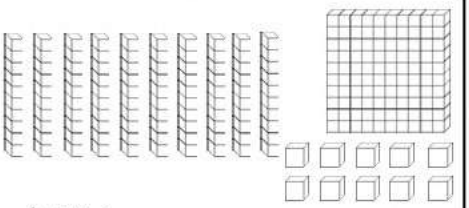
c) 4 hundreds, 1 ten



a) 10 tens

b) 1 hundred, 1 tens

c) 11 tens



a) 20 tens

b) 1 hundred, 11 tens

c) 210 ones

Name: _____ 91

Curriculum Connection
N.2

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones
+		5

	Tens	Ones
	4	8
+	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

	Hun.	Tens	Ones
		5	6
+		3	6

	Hun.	Tens	Ones
		1	4
+		7	9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

Name: _____ 93

Curriculum Connection
N.2

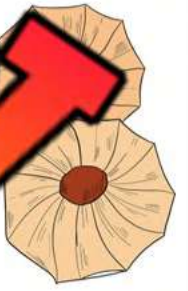
Addition Word Problems - Regrouping

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 [illegible] dro[illegible]km last week. This week, the driver has driven 371km. How far [illegible] dri[illegible]ce last week?

3) Charlotte ate two cookies today. Each cooki[illegible]ad [illegible]m [illegible]low 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?

Name: _____ 94

Curriculum Connection
N.2

Addition Questions

Questions	Solve the questions below

1) 758 + 142	2) 348 + 457
3) 634 + 248	4) 462 + 425
5) 348 + 364	6) [illegible] + 27
7) 482 + 510	8) 358 + 576

Exit Cards

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

Name: _____

Solve the problems below

a)

b) James scored [illegible] points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____ 97

Curriculum Connection
N.2

Title: "Sum Up Relay"

Objective

What are we learning about?

To improve students' ability to add numbers quickly and accurately, working together in teams to reach sums up to 1000 in a relay race format.

Materials

What you will need for the activity.

- A [illegible] number[illegible]ach card has a number betw[illegible]n 1-10[illegible] it)
- A whitebo[illegible] paper
- Markers
- A stopwatch or t[illegible](on[illegible]each team)

Instructions

How you will comple[illegible]ctivi[illegible]

1. Prepare a deck of number cards, ensuring t[illegible]re en[illegible]'s for several rounds of play. Each card should have a number be[illegible]1 a[illegible]
2. Divide the class into small teams, each team standi[illegible]at o[illegible]of the classroom.
3. Place the deck of number cards at the front of the classroom n[illegible]th[illegible]board.
4. At the start of the relay, the first student from each team runs to the deck, picks a card, and quickly adds the number on the card to the team's running total written on the whiteboard.
5. The student runs back, tags the next team member, who then runs up, draws a card, and adds the new number to their team's total.
6. Continue until one team's total sum reaches exactly 1000 or the closest to it within a set time limit.
7. Use the stopwatch to keep the game moving quickly, timing each student's turn if desired for added challenge.

Name: _____ 98

Curriculum Connection
N.2

Cards | Cut out the cards below

1	2	3	4	5
6	7	8	9	10
	12	13	14	15
16	17	18	19	20
21	22		24	25
26	27	28		30
31	32	33	34	
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

Name: _____ 99

Curriculum Connection
N.2

Cards | Cut out the cards below

51	52	53	54	55
56	57	58	59	60
	62	63	64	65
66	67	68	69	70
71	72		74	75
76	77	78		80
81	82	83	84	
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

Name: _____ 100

Curriculum Connection
N.2

Math Facts – Adding 0 and 5

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

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

Name: _____ 107

Curriculum Connection
N.2

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 108

Curriculum Connection
N.2

Mental Math – Counting Back (Up To 20)

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 chart to answer the question

1) 13 - 5 = _____

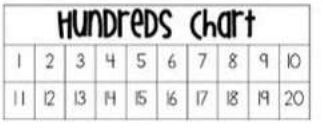
2) 18 - 6 = _____

3) 15 - 3 = _____

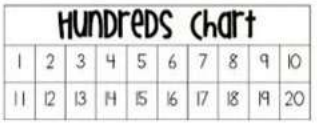
4) - 4 = _____

5) 13 - 6 = _____

6) 12 - 5 = _____

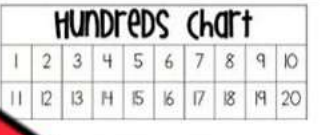


7) 18 - 8 = _____

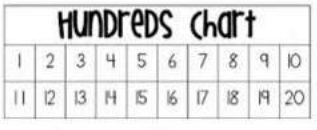


17 _____

9) 19 - 4 = _____



10) 19 - 9 = _____



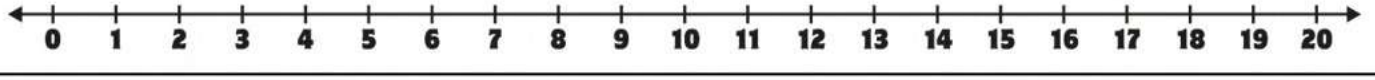
11) 15 - 6 = _____

- 8 = _____

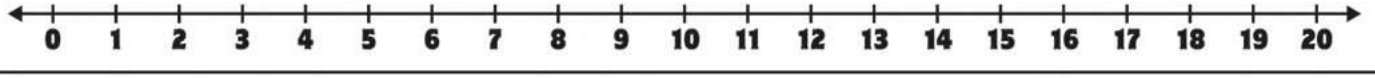
Part 2

Use the number line to find the answer

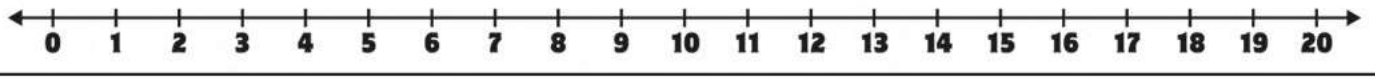
1) 13 – 9 = _____



2) 16 – 4 = _____



3) 15 – 9 = _____



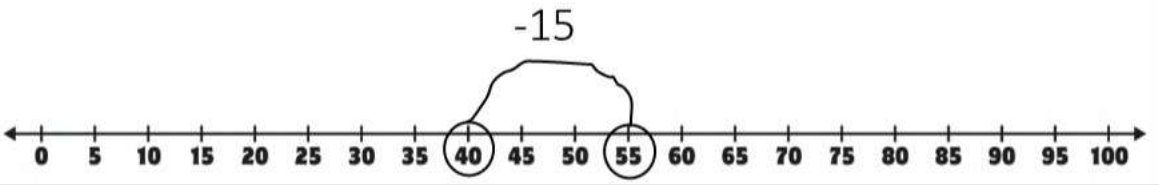
Name: _____ 114

Curriculum Connection
N.2

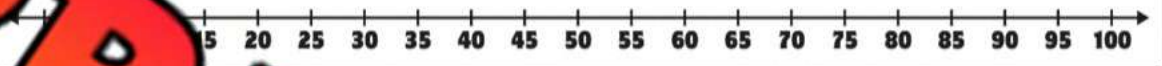
Number Line Subtraction

Questions | Use the number line to subtract the numbers below

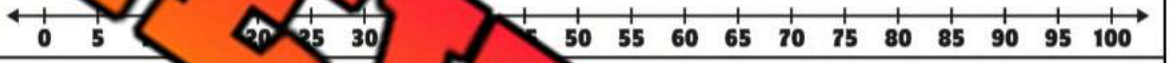
55 - 15 = 40



60 - 10 = ____

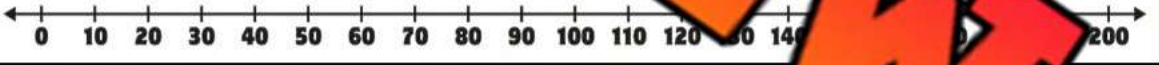


70 - 30 = ____

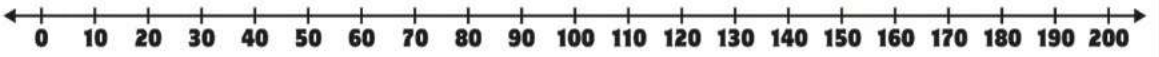


50 - 35 = ____

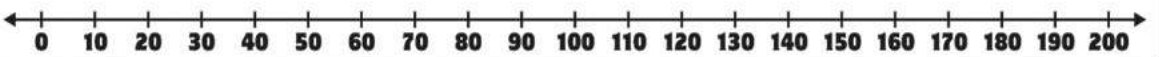
100 - 20 = ____



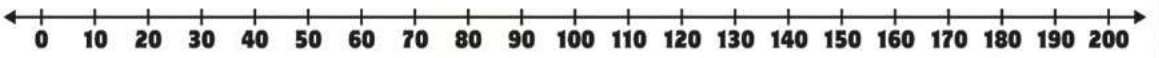
125 - 25 = ____



145 - 55 = ____



160 - 45 = ____



Name: _____ 116

Curriculum Connection
N.2

Subtracting – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

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

Name: _____ 117

Curriculum Connection
N.2

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 $ [illegible] for a [illegible]deo game system. He bought the system for $224. How much [illegible] he ha[illegible]

3) A transport driver is 483km away from hom[illegible] [illegible]2[illegible]k[illegible]wards home. How far are they from home now?

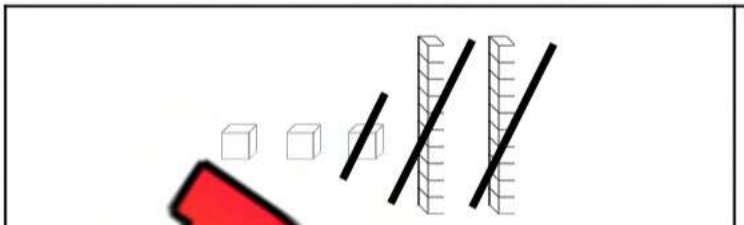
4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?

Name: _____ 118

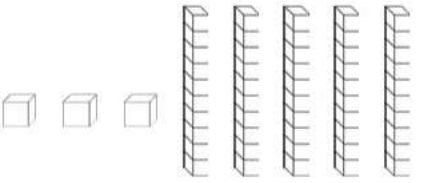
Curriculum Connection
N.2

Subtracting Using Base Ten Blocks

Questions | Subtract from the base ten blocks

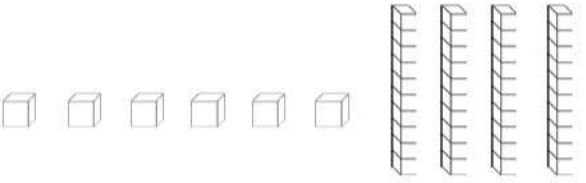


21 - 2 = _____

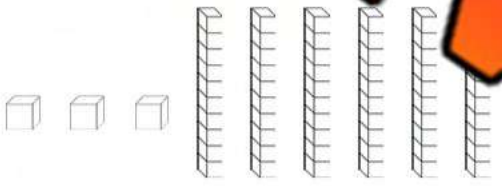


53 - 12 = _____

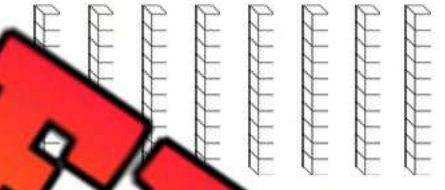
35 - 15 = _____



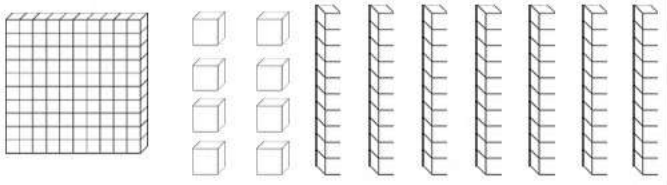
46 - 12 = _____



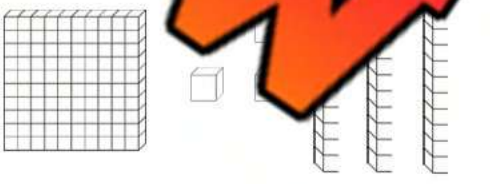
63 - 11 = _____



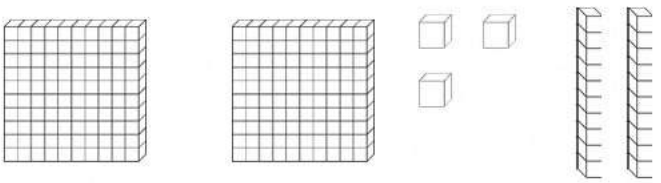
82 - 12 = _____



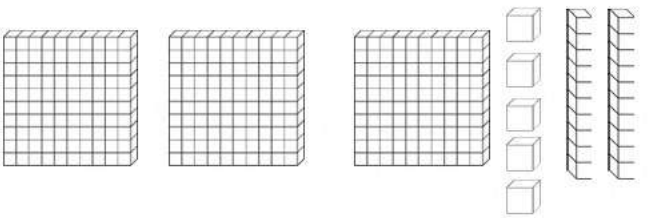
178 - 110 = _____



134 - 120 = _____



223 - 103 = _____



325 - 215 = _____

Name: _____ 121

Curriculum Connection
N.2

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 ro[illegible] ra[illegible]lay. After 1 minute of the race, Mike had gone 265m. How ma[illegible] met[illegible] need to row?

3) Travis and Kerry had a contest to see who [illegible] minutes. Kerry ran 942m and Travis ran 759m. How much f[illegible] did Kerr[illegible]

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?

Exit Cards

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

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____ 124

Curriculum Connection
N.2

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 [illegible] cards ranging from 1 to 999
- Sm[illegible]hitebo[illegible]a[illegible]arkers for each pair of students
- A stopwatch
- A bell or b[illegible](o[illegible]nal, f[illegible]ling)

Instructions

How [illegible] compl[illegible]ctivity

1. Shuffle the deck of number cards a[illegible]e it at [illegible]nt of the classroom.
2. Pair up the students and distribute a whiteboa[illegible]d ma[illegible]each pair.
3. One student from a selected pair draws two [illegible] fr[illegible]ent of the class.
4. The student displays the numbers to the class, ensu[illegible]irs [illegible]e nu[illegible]bers clearly.
5. All pairs then work together to determine which number is larg[illegible]n[illegible]ct 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.

Name: _____ 125

Curriculum Connection
N.2

Cards | Cut out the cards below

783	276	498	642	157	833
32	706	105	514	889	462
1	3	943	356	691	875
623	2		768	403	95
471	15	79	24	600	209
826	411	537	7	3	111
36	732	20	388	4	6
259	640	301	915	507	280
754	160	488	911	812	610
48	719	846	104	161	379

Name: _____ 126

Curriculum Connection
N.2

Adding and Subtracting Word Problems

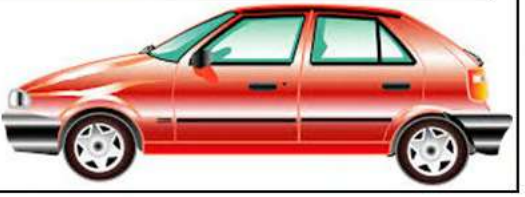
Questions Solve the following questions using both addition and subtraction

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

Bonus: they c[illegible]oc[illegible]t were not valuable. How many rocks were valuable?

2) Adam and Lindsay went to the ma[illegible]y a n[illegible]ning system. Adam brought $128 and Lindsay brought $141. The [illegible]tem co[illegible]89. [illegible] much money do they have left?

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



Name: _____ 131

Curriculum Connection
N.2

Math Facts – Subtract By 8 and 9

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

12 - 8	9 - 9	8 - 8	14 - 9	13 - 9	10 - 8
- 9		14 8	10 - 8	10 - 8	13 - 9
11 - 8	13 - 9	11 - 9	14 -	8 - 8	12 - 7
14 - 9	13 - 8	9 - 8	- 9	-	10 - 8
12 - 8	13 - 8	15 - 9	14 - 9	12 - 8	11 - 8
12 - 9	10 - 9	11 - 8	13 - 8	13 - 9	11 - 9

Name: _____ 134

Curriculum Connection
N.2

Bullseye Subtraction Facts

Questions	Fill in the outer layer of the bullseye

Name: _____ 139

Adding and Subtracting Quiz

Part 1 Use the standard algorithm to solve the problems below

1)	Hun.	Tens	Ones
			3
+			7

2)	Hun.	Tens	Ones
	4	5	2
+	2	3	5

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

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

	Hun.	Tens	Ones
	5		2
+	2	5	6

6)	Hun.	Tens	Ones
		5	0
+			9

7)	Hun.	Tens	Ones
	6	5	4
-	5	1	3

8)	Hun.	Tens	Ones
	8	5	3
-	4	4	1

9)	Hun.	Tens	Ones
	7	6	8
-	5	0	2

	Hun.	Tens	Ones
	8	4	8
-	1	5	7

	Hun.	Tens	Ones
	4	7	3
-	1	2	6

	Hun.	Tens	Ones
	5	3	8
-	3	4	5

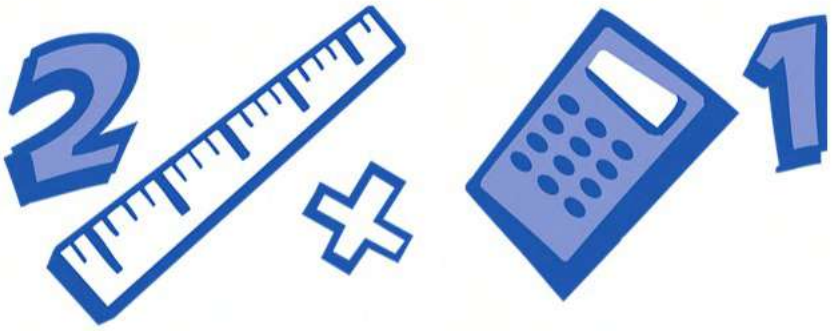
P lve the following questions

1) Mason ha spe 61 on new skates. How much money does he have left?

2) Steve has collected 436 hockey rds. He s 1 rds to his younger brother. How many cards does he have l

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

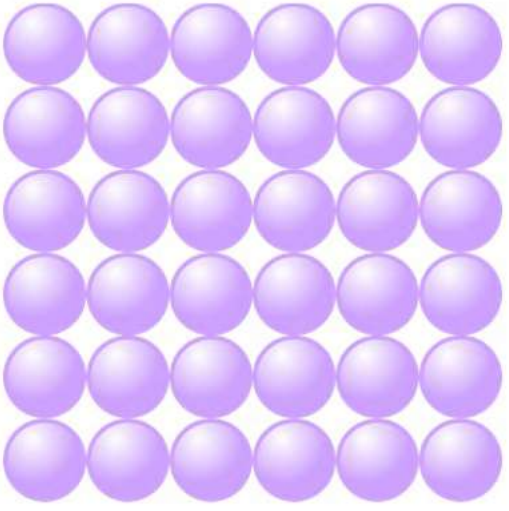
4) Hudson played video games for 125 minutes on Monday, 104 minutes on Tuesday, and 138 minutes on Wednesday. How many total minutes did he play video games?



0 · 7 =	0
1 · 7 =	7
2 · 7 =	14
3 · 7 =	21
4 · 7 =	28
5 · 7 =	35
6 · 7 =	42
7 · 7 =	49
8 · 7 =	56
9 · 7 =	63
10 · 7 =	70
11 · 7 =	77

N.3

Students analyze and apply strategies for multiplication and division within 100.

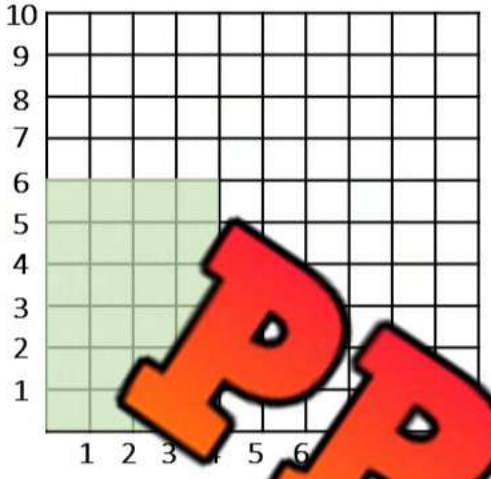


Name: _____ 144

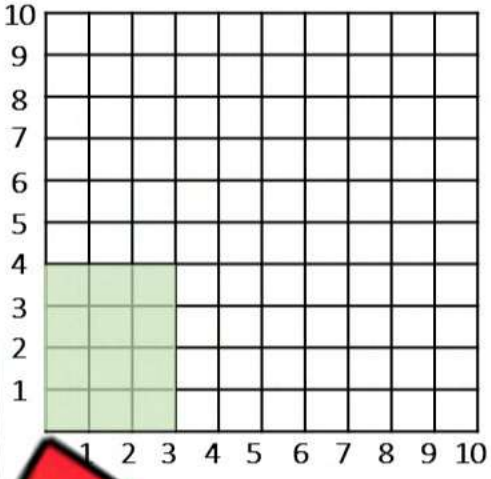
Curriculum Connection
N.3

Multiplication – Arrays

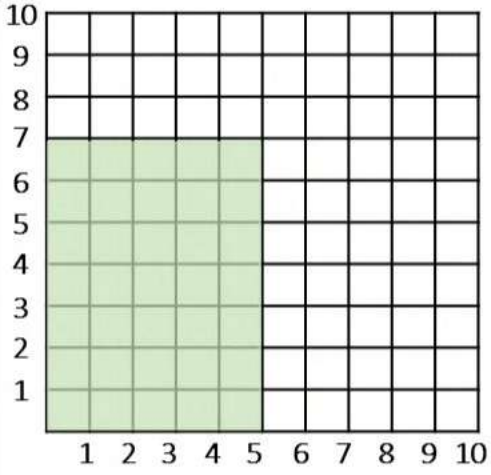
Questions How much is shaded in? Answer the questions below.



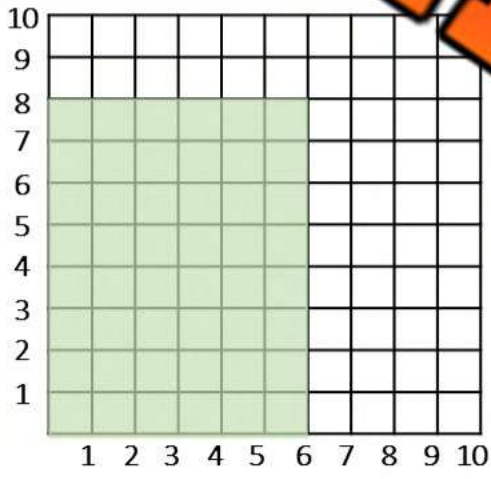
6 x 4 = _____



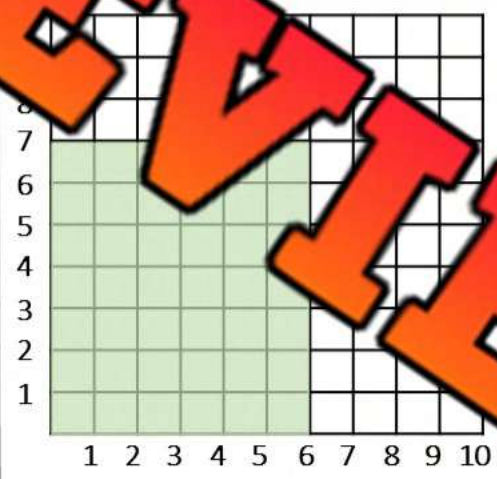
= _____



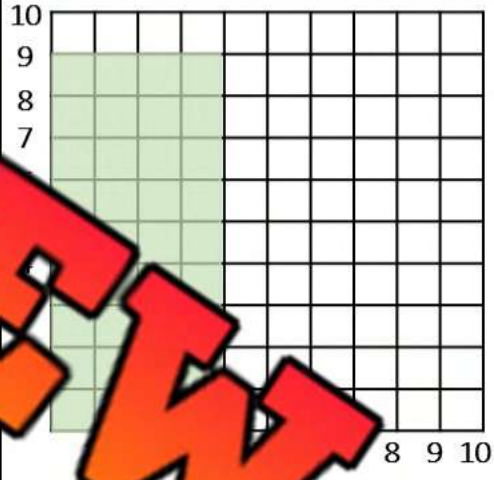
7 x 5 = _____



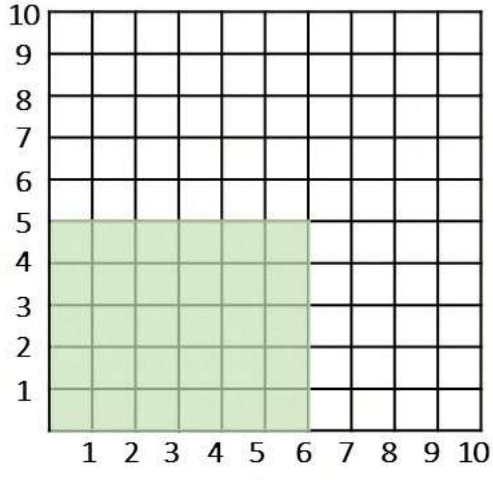
8 x 6 = _____



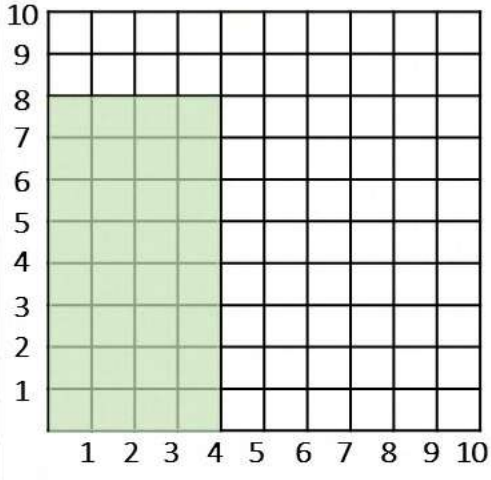
7 x 6 = _____



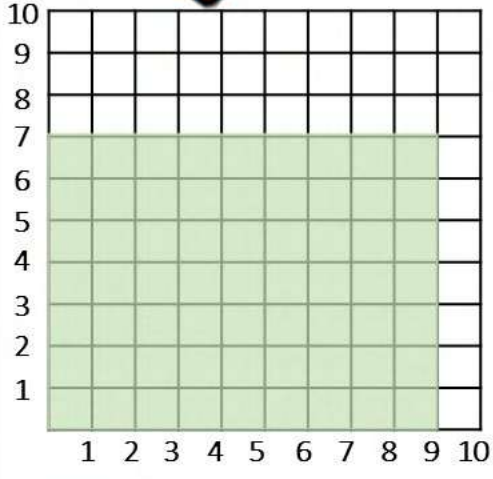
9 x _____



5 x 6 = _____



8 x 4 = _____



7 x 9 = _____

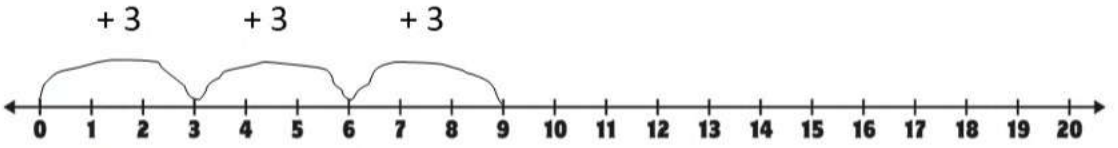
Name: _____ 147

Curriculum Connection
N.3

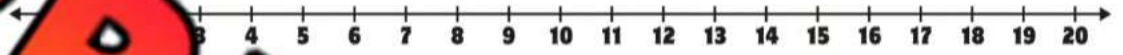
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



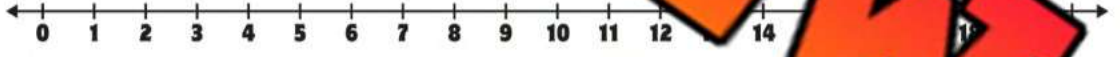
5 x



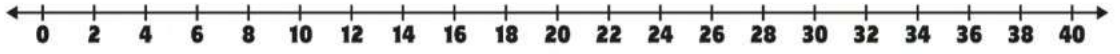
4 x 4 = _____

6 x 3 = _____

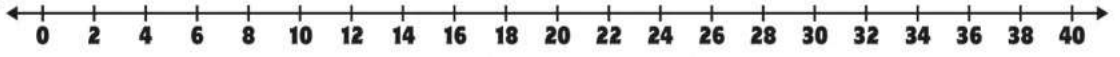
2 x 9 = _____



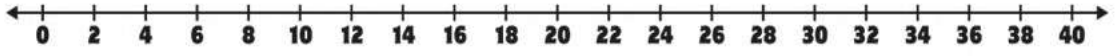
4 x 8 = _____



10 x 4 = _____



4 x 6 = _____



Name: _____ 148

Curriculum Connection
N.3

Multiplication By 0 and 1

Questions | Solve the multiplication equations below

Multiplication x 0	Multiplication x 1
0 x 0 =	0 x 1 =
1 x 0 =	1 x 1 =
2 x 0 =	2 x 1 =
3 x 0 =	3 x 1 =
4 x 0 =	4 x 1 =
5 x 0 =	5 x 1 =
6 x 0 =	6 x 1 =
7 x 0 =	7 x 1 =
8 x 0 =	8 x 1 =
9 x 0 =	9 x 1 =
10 x 0 =	10 x 1 =
100 x 0 =	100 x 1 =
1000 x 0 =	1000 x 1 =

Name: _____ 149

Curriculum Connection
N.3

Mental Math - Multiplication – Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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

8

9 x 3

6 x 5

7 x 6

9 x 5

4 x 9

8 x 9

Name: _____ 150

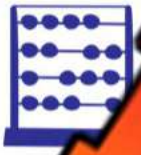
Curriculum Connection
N.3

Mental Math – Multiplication – Doubling and Halving

Directions

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

Example



6 x 4

Option 1: 12 x 2 or Option 2: 3 x 8

24 24

4	10 x 4
8 x 4	5 x 6
3 x 8	7 x
10 x 6	6 x 8
5 x 4	20 x 4

Name: _____ 151

Curriculum Connection
N.3

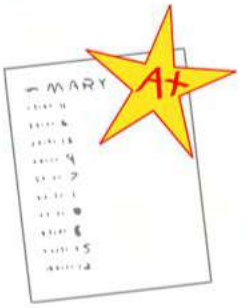
Mental Math – Multiplication – Doubling and Halving

Directions

1. Halve one of the numbers to make the equation simpler
2. Solve the equation
3. Double the product (answer)

Example

8 x 4
4 x 4 = 16
16 x 2 = 32



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

Curriculum Connection
N.3

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 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____ 158

Curriculum Connection
N.3

Multiplication Practice – 2s, 3s, 5s

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

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

Name: _____ 162

Curriculum Connection
N.3

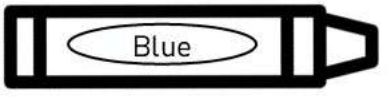
Multiplication Chart - Patterns

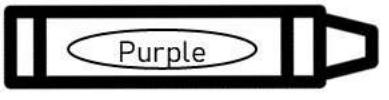
Questions Fill in the multiplication table below

x	1	2	3	4	5
1					
2					
3					
4					
5					

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

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





Name: _____ 164

Curriculum Connection
N.3

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	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	

Name: _____ 165

Curriculum Connection
N.3

Multiplication Chart - Patterns

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

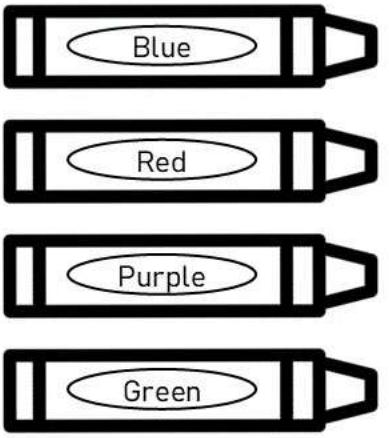
Questions	Follow the instructions below

1) Count by 2's and colour the numbers

2) Count by 3's and colour the numbers

3) Count by 4's and colour the numbers

4) Count by 5's and colour the numbers



Name: _____ 168

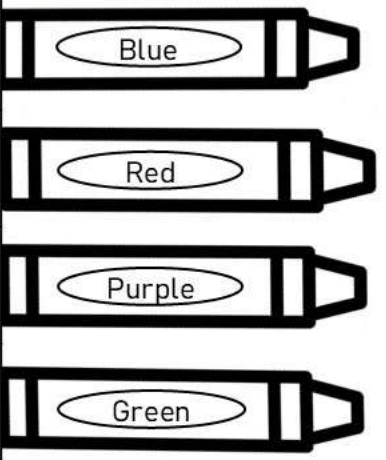
Curriculum Connection
N.3

Multiplication Chart – Patterns

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

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

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

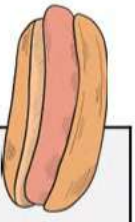


Name: _____ 169

Curriculum Connection
N.3

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 [illegible] went to school 5 times this week. How many km did he walk [illegible]

Answer	Picture [illegible] 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

Name: _____ 170

Curriculum Connection
N.3

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.

- [illegible] cards
- Sep[illegible]te sh[illegible]er for answers
- Pencils

Instructions — How yo[illegible]mplet[illegible]ctivity

1. Cut out the 30 task cards.
2. Distribute a set of all 30 task card[illegible] to each [illegible] of s[illegible]nts. Ensure each pair has their cards shuffled to start.
3. Provide each pair with a recording sheet. The [illegible]g shee[illegible]ld have numbers 1 to 30 where students can write their
4. Explain to students that they will work with their partner t[illegible] card. They can discuss and agree on answers before writing the[illegible].
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.

Name: _____ 171

Curriculum Connection
N.3

Task Cards | Cut out the task cards below

Task Card 1:

Calculate:
1 x 1 = ___

Task Card 6:

Solve for *y*:
4 x *y* = 12

Task Card 2:

How many ... in 4 ... of 2?

Task Card 7:

Calculate:
2 x 2 = ___

Task Card 3:

Solve:
5 x 5 = ___

Task Card 8:

... are ... ws of 4 chairs in a ... How ... airs are there in ... ?

Task Card 4:

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

Task ...

Solve:
4 x 5 = ___

Task Card 5:

Find the product:
3 x 3 = ___

Task Card 10:

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

Name: _____ 173

Curriculum Connection
N.3

Task Cards | Cut out the task cards below

Task Card 21:

Calculate:
2 x 1 = ___

Task Card 22:

A gard[illegible] pl[illegible]ws [illegible]f 5 trees each. Ho[illegible]ees [illegible]he [illegible]?

Task Card 23:

Solve:
1 x 3 = ___

Task Card 24:

Solve:
1 x ___ = 3

Task Card 25:

Calculate:
5 x 1 = ___

Task Card 26:

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

Task Card 27:

Solve:
3 x 2 = ___

Task Card 28:

[illegible]ve:
[illegible]20

Task C[illegible]

Calculate:
1 x 4 = ___

Task Card 30:

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

Name: _____ 174

Curriculum Connection
N.3

Task Cards: Multiplication

Answers | Record your answers below

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

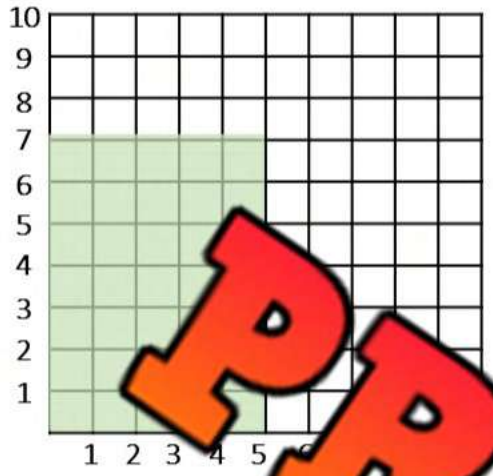
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Name: _____ 176

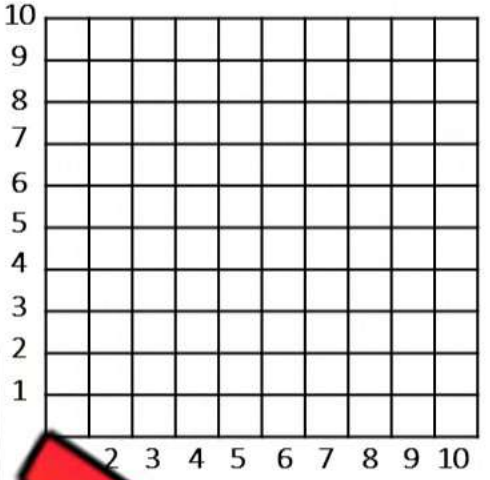
Curriculum Connection
N.3

Division – Arrays

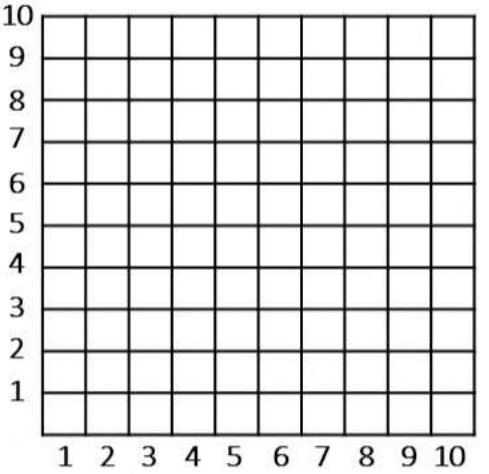
Questions Shade in the arrays using the table. Answer the questions below



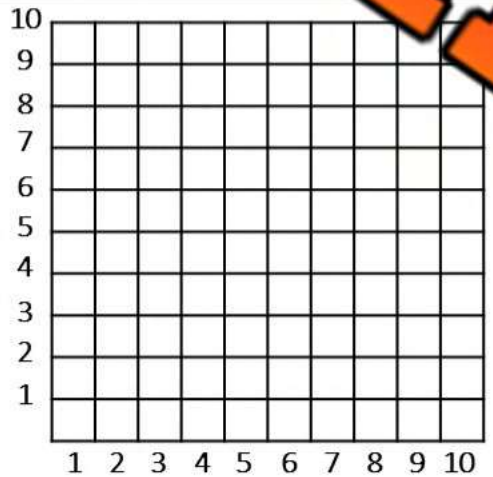
35 ÷ 7 = _____



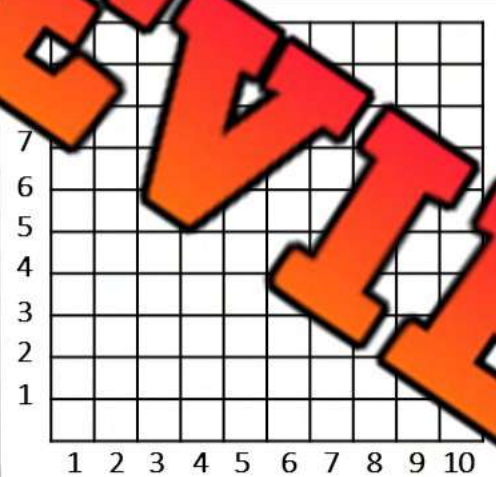
7 = _____



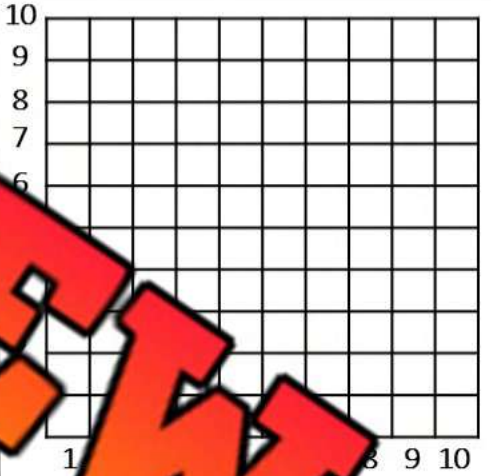
18 ÷ 6 = _____



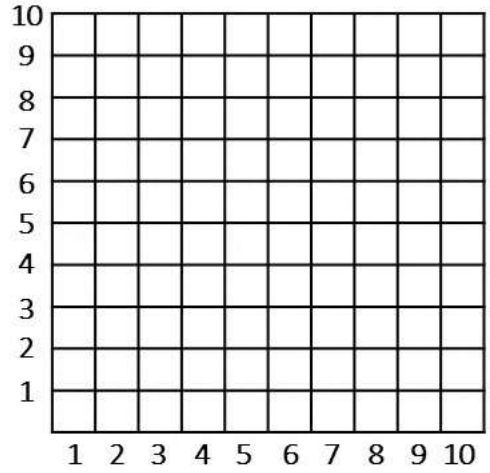
45 ÷ 5 = _____



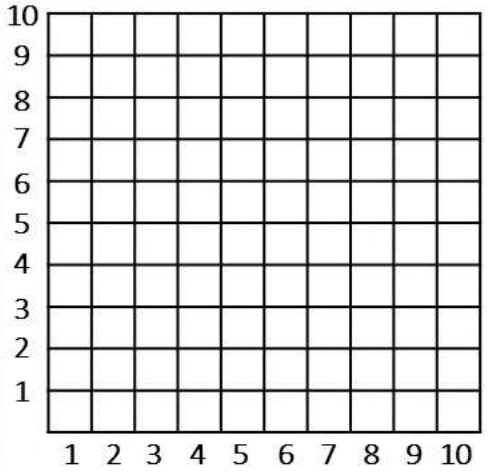
80 ÷ 10 = _____



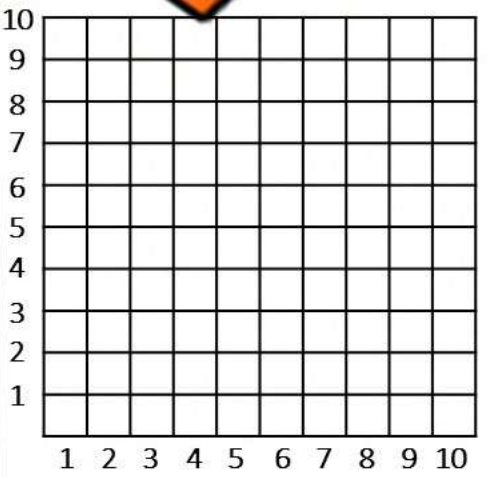
24 ÷ _____



15 ÷ 3 = _____



32 ÷ 4 = _____



50 ÷ 5 = _____

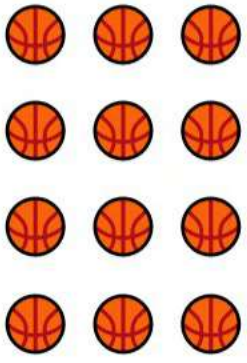
Name: _____ 177

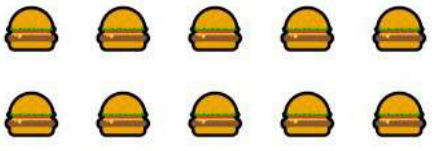
Curriculum Connection
N.3

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.	

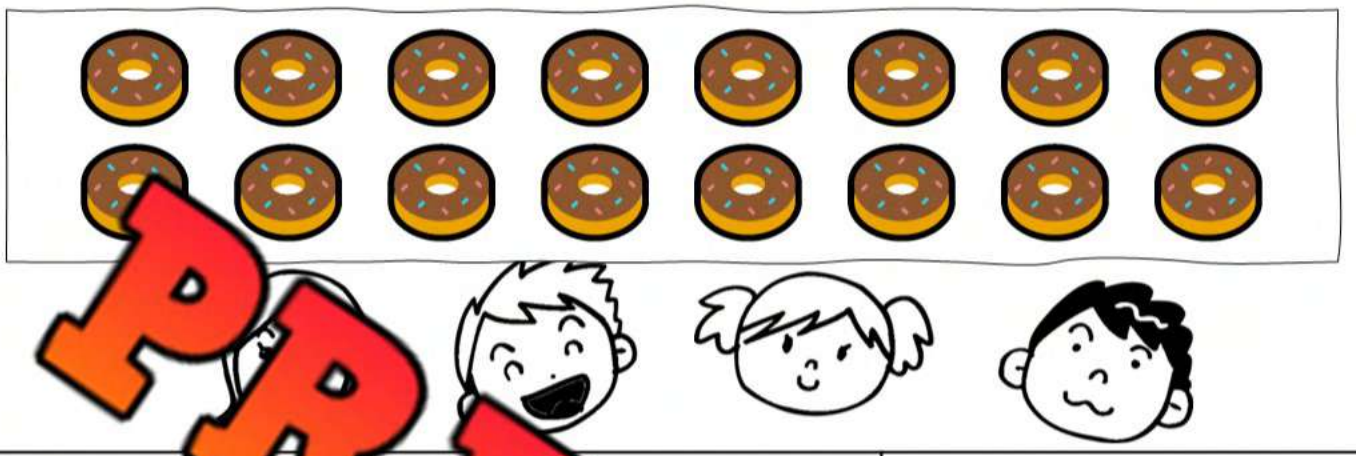
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence.	

Name: _____ 179

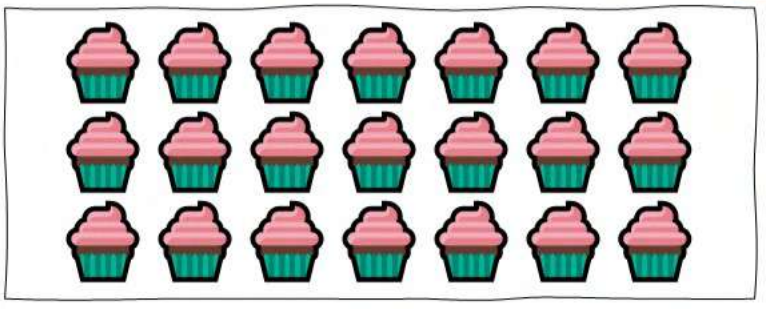
Curriculum Connection
N.3

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?	

Name: _____ 182

Curriculum Connection
N.3

Mental Math – Division – Skip Counting

Directions

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

91 ÷ 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

40 ÷ 5

16 ÷ 4

42 ÷ 6

30 ÷ 5

63 ÷ 7

32 ÷ 8

48 ÷ 6

Name: _____ 194

Curriculum Connection
N.3

Division Practice – 9 and 10

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

___
36

50 ÷ 10	36 ÷ 9	20 ÷ 10	30 ÷ 10	27 ÷ 9	70 ÷ 10
÷ 10		50 ÷ 10	90 ÷ 9	90 ÷ 10	81 ÷ 9
90 ÷ 9	72 ÷ 9	100 ÷ 10	60 ÷	81 ÷ 9	18 ÷ 9
27 ÷ 9	45 ÷ 9	40 ÷ 10	÷ 10	÷	÷ 9
40 ÷ 10	100 ÷ 10	45 ÷ 9	36 ÷ 9	10 ÷ 10	20 ÷ 10
18 ÷ 9	9 ÷ 9	10 ÷ 10	36 ÷ 9	45 ÷ 9	80 ÷ 10

Name: _____ 202

Curriculum Connection
N.3

Multiplication and Division – Total/Groups/Size of Group

Part 1 — Determine the missing group size/number of groups/total

4 x 5 = 20	2 x 3 = _____	2 x _____ = 10
5 x _____ = 25	_____ x 10 = 30	10 x 5 = _____
_____ x 4	4 x 10 = _____	5 x _____ = 25
7 x 2 = _____	_____ x 2 = 20	_____ x 9 = 45
7 x _____ = 70	2 _____	2 x _____ = 18

Part 2 — Determine the missing gr ize/n e g ups/total

12 ÷ 2 = 6	10 ÷ 2 = _____	
10 ÷ _____ = 5	_____ ÷ 2 = 6	10 ÷ 5 = _____
_____ ÷ 10 = 4	50 ÷ 5 = _____	30 ÷ _____ = 3
15 ÷ 5 = _____	_____ ÷ 2 = 5	_____ ÷ 10 = 6
90 ÷ _____ = 10	40 ÷ 10 = _____	15 ÷ _____ = 5

Name: _____ 203

Curriculum Connection
N.3

Pre-Algebra – Balancing Multiplication Equations

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

Examples:

15
5 x 3 = 15

6
2 x 3 = 6

Questions Fill in the missing number to balance the equation

1)	2) 10 x 3 = ☐
3) 10 x ☐ =	4) 3 x ☐ = 6
5) ☐ x 5 = 25	6) ☐ = 45
7) 5 x 10 = ☐	8) 2 x ☐ = 20
9) 5 x ☐ = 20	10) 10 x 10 = ☐
11) 2 x ☐ = 8	12) 3 x 2 = ☐
13) 10 x ☐ = 60	14) 2 x 9 = ☐

Name: _____ 204

Curriculum Connection
N.3

Pre-Algebra – Balancing Division Equations

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

Examples: $15 \div 3 = \boxed{5}$ (5) $\qquad \boxed{10} \div 2 = 5$ (5)

Questions Fill in the missing number to balance the equation

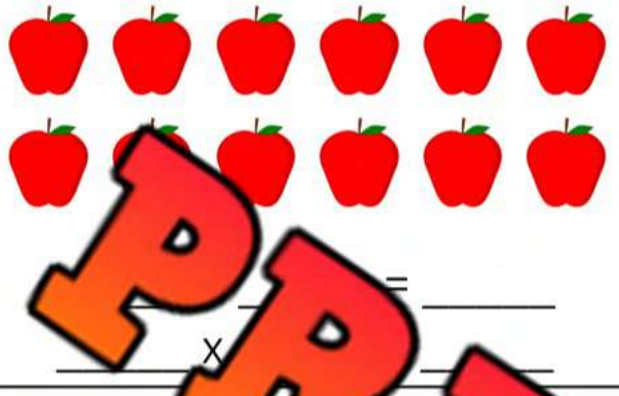
1) [illegible]	2) $6 \div 3 =$ ☐
3) $10 \div$ ☐ [illegible]	4) $6 \div$ ☐ $= 2$
5) ☐ $\div 5 = 5$	6) ☐ [illegible]
7) $5 \div 1 =$ ☐	8) $20 \div$ ☐ [illegible]
9) $15 \div$ ☐ $= 3$	10) $10 \div 10 =$ ☐
11) $25 \div$ ☐ $= 5$	12) $30 \div 6 =$ ☐
13) $10 \div$ ☐ $= 2$	14) $18 \div 2 =$ ☐

Name: _____ 205

Curriculum Connection
N.3

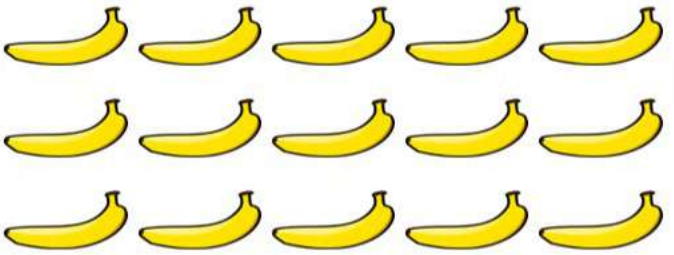
Multiplication and Division Quiz

Part 1 Fill in the blanks with the addition and multiplication equations



_____ + _____ = _____

_____ x _____ = _____



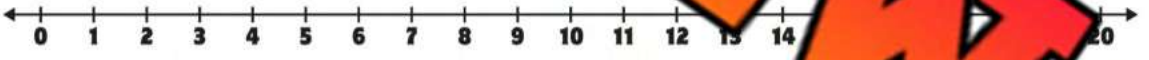
_____ + _____ + _____ = _____

_____ x _____ = _____

Part 2 Use [illegible] answer the questions

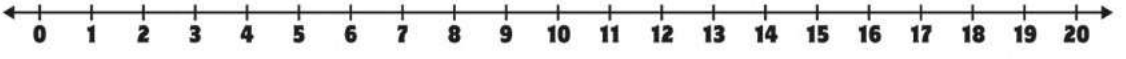
3 x 5 = _____

9 x 2 = _____

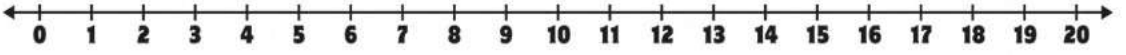


Part 3 Use repeated subtraction to find the answer

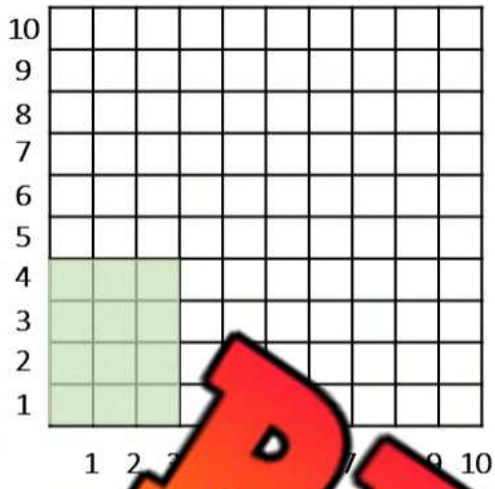
12 ÷ 3 = _____



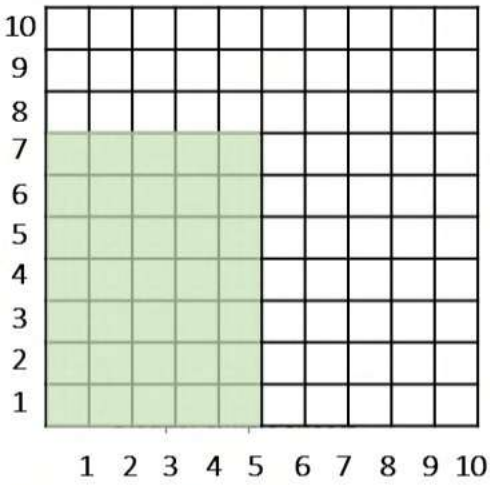
15 ÷ 5 = _____



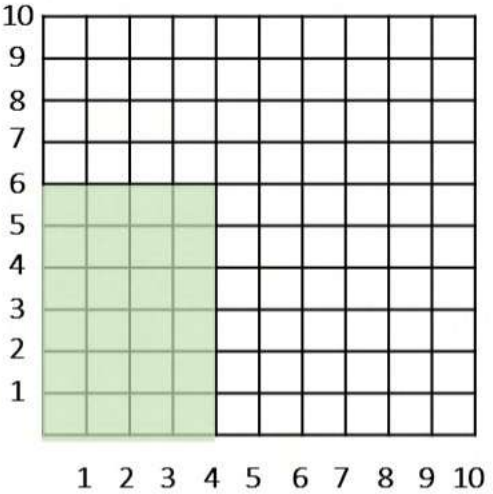
Part 4 How much is shaded in? Answer the questions below.



4 x ____ = ____

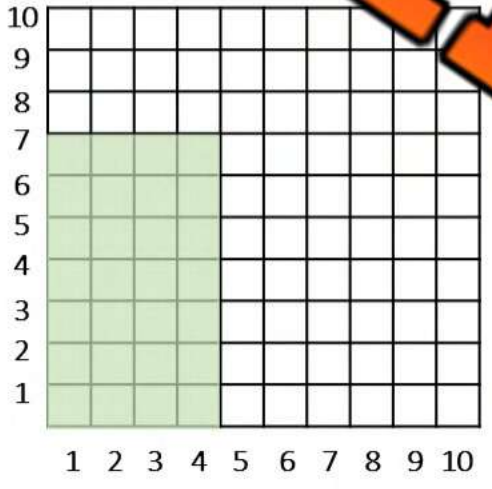


7 x 5 = ____

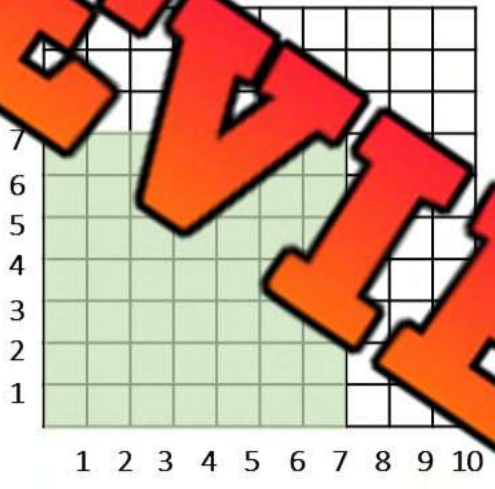


4 x 6 = ____

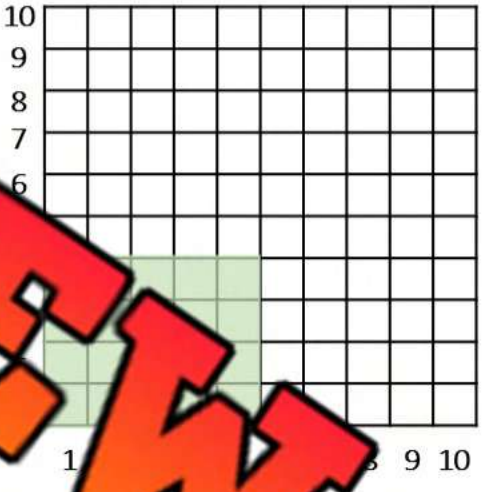
Part 5 How is the shaded in area divided?



28 ÷ 4 = ____

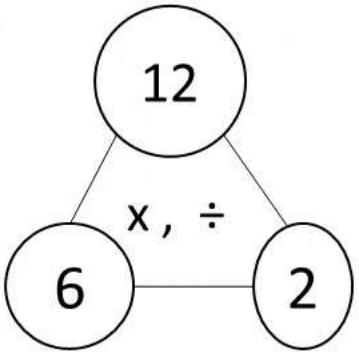


49 ÷ 7 = ____



56 ÷ ____

Part 6 Investigate the relationship between multiplication and division

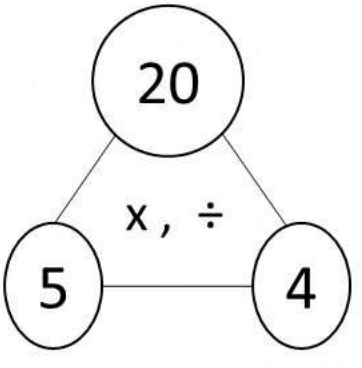


____ x ____ = ____

____ x ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

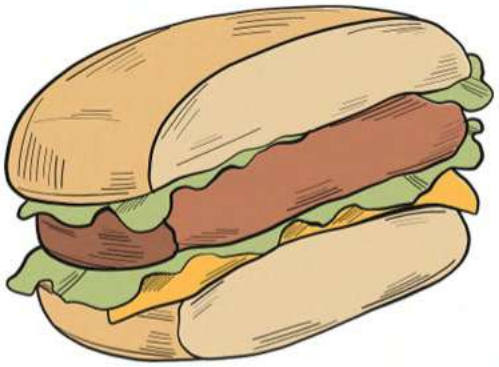


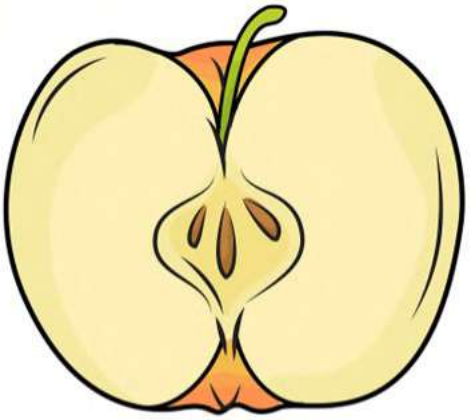
____ x ____ = ____

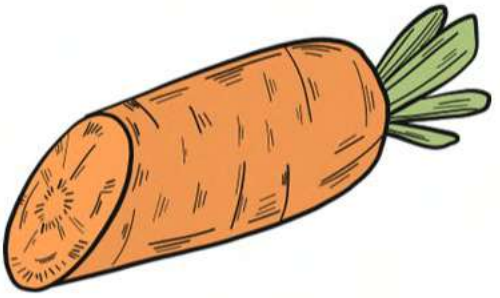
____ x ____ = ____

____ ÷ ____ = ____

____ ÷ ____ = ____

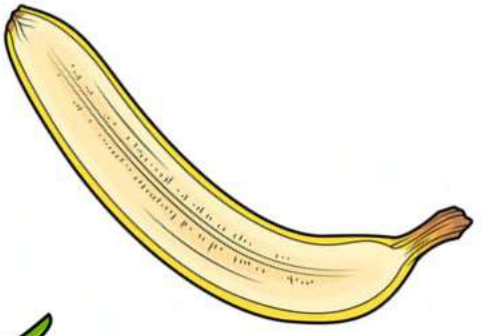


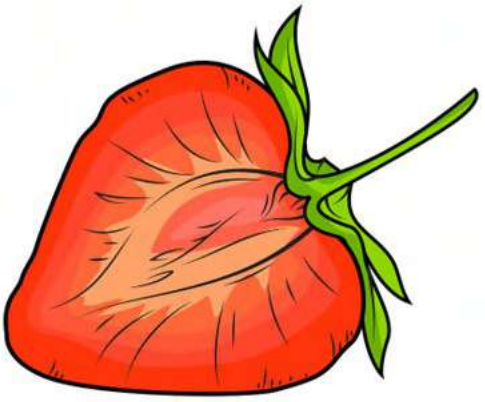


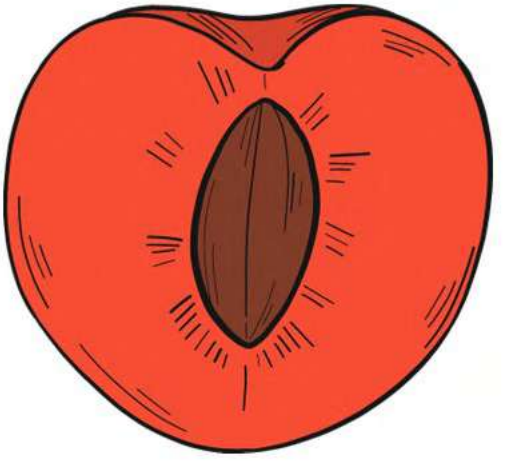


N.4

Students interpret fractions in relation to one whole







Name: _____ 208

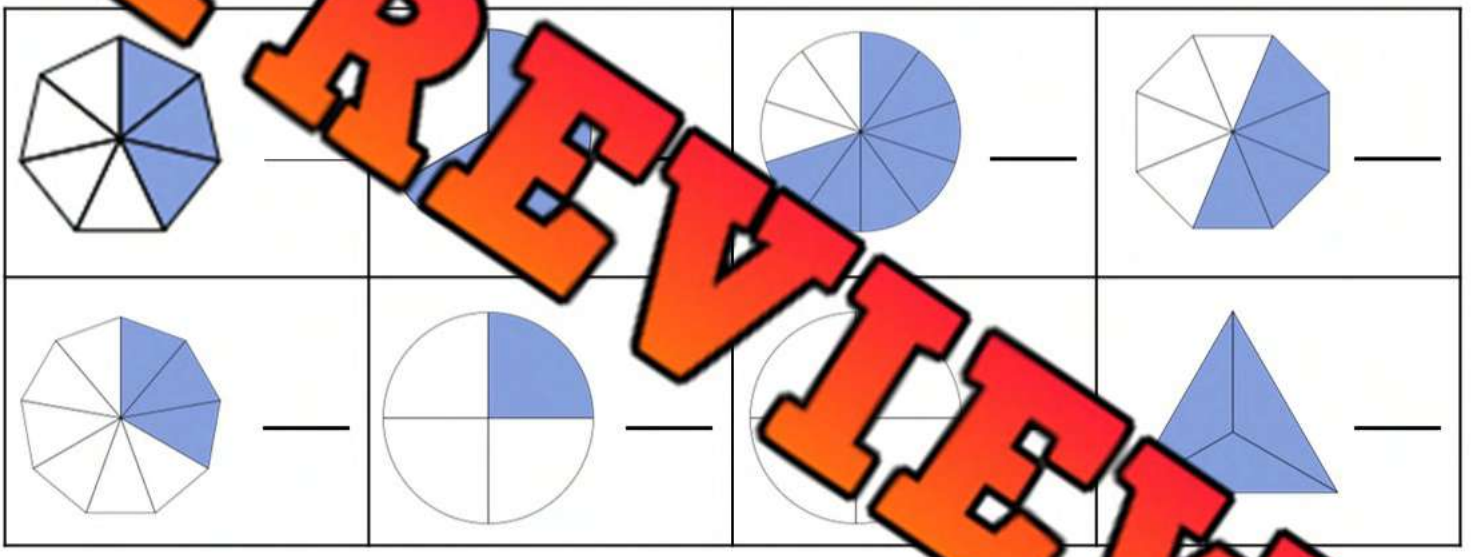
Curriculum Connection
N.4

Naming Fractions

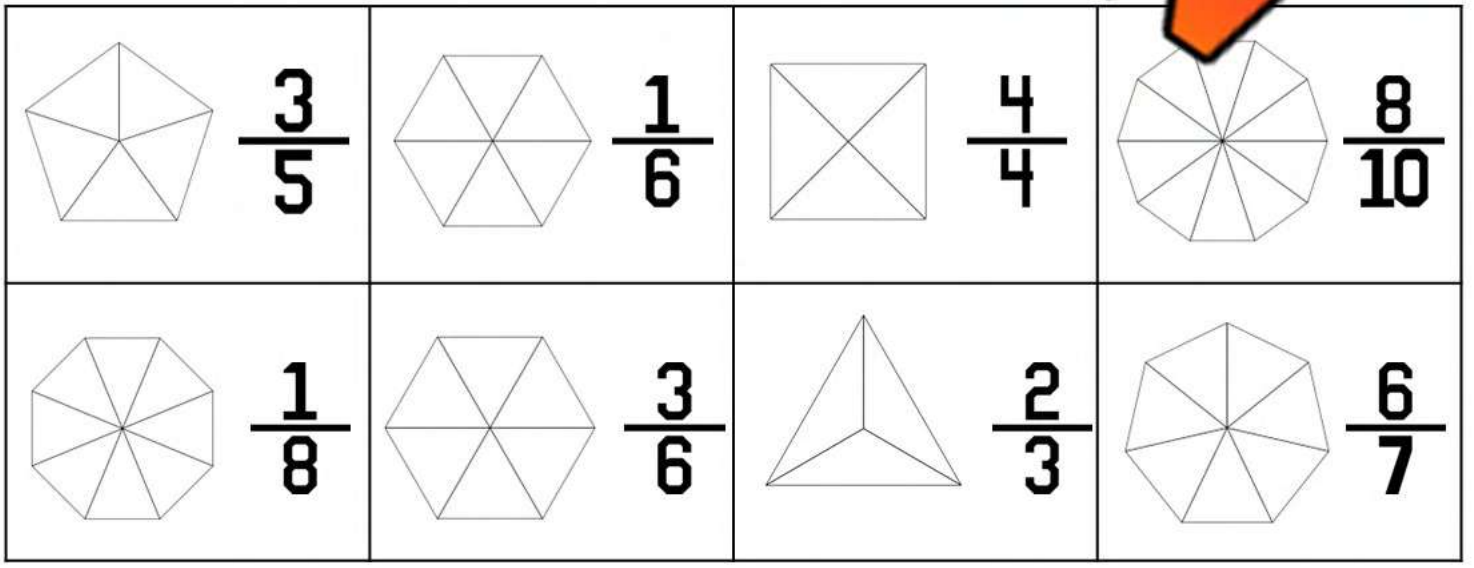
Fractions can also represent a part of a whole. It shows the relationship between the number of parts selected (numerator on top) and the total number of parts in one whole (denominator on the bottom).

Example:
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received ²⁄₅ of the pizza. You do not get the whole pizza, you are only getting part of the whole pizza.

Part 1 What fraction is shaded in on the images below?



Part 2 Read the fraction and draw the shaded in value on the shapes below.

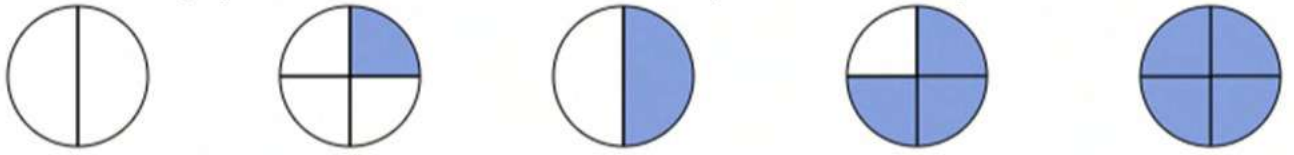


Name: _____ 210

Curriculum Connection
N.4

Benchmark Fractions

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



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

Part 1

Write the fraction and then label it using the benchmarks above

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Part 2

Write as many fractions of each benchmark as you can

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

Name: _____ 211

Curriculum Connection
N.4

Comparing Common Denominators

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

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

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in ord om lea gre t

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ ☐ 0 $\frac{10}{10}$

_____

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

_____

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.

_____

Name: _____ 212

Curriculum Connection
N.4

Ordering Fractions with Common Denominators

Directions 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) $\frac{9}{9}$ $\frac{6}{9}$ $\frac{3}{9}$ $\frac{2}{9}$ $\frac{1}{9}$

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

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

7) $\frac{1}{15}$ $\frac{9}{15}$ $\frac{10}{15}$ $\frac{4}{15}$ $\frac{5}{15}$ $\frac{8}{15}$

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

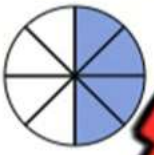
_____

Name: _____ 214

Curriculum Connection
N.4

Same Numerator/Different Denominator

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



$\frac{4}{8}$

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

$\frac{4}{6}$

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

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

Question	Write [illegible] which one is bigger

1)

3)

4)

5)

6)

Name: _____ 215

Curriculum Connection
N.4

Same Numerator/Different Denominator

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

Part 1

Compare the fractions using < > =

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

Part 2

Put the fractions in order from least to greatest

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

_____

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

_____

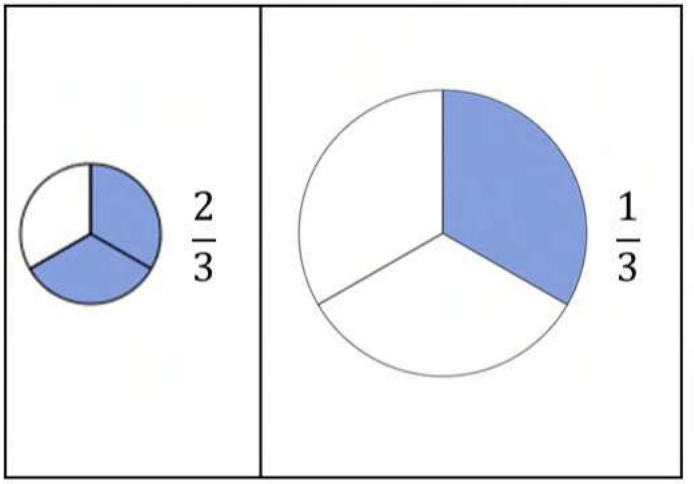
Name: _____ 216

Curriculum Connection
N.4

Comparing Fractions – Different Wholes

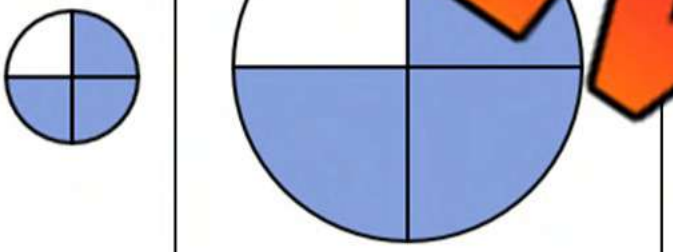
The size of the whole is important when we compare fractions. Two thirds ($\frac{2}{3}$) of a small pizza could be smaller than one third ($\frac{1}{3}$) of an extra-large pizza. Check out the example.

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

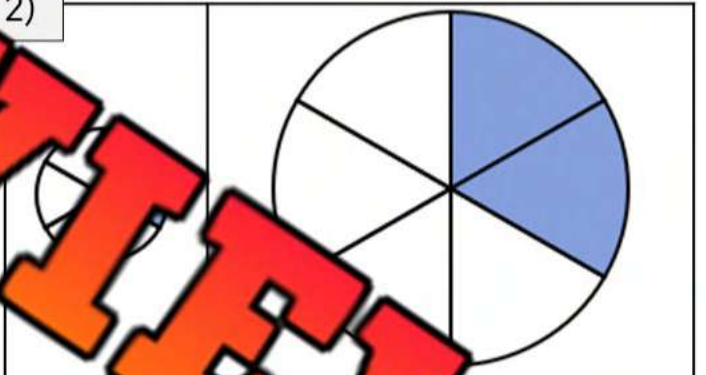


Question Compare fractions and circle which one is bigger

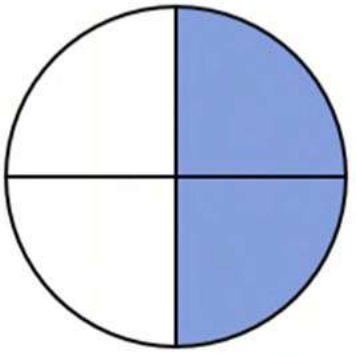
1)



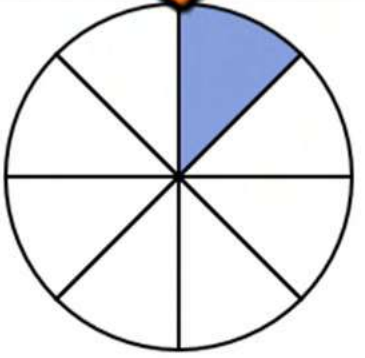
2)



3)



4)



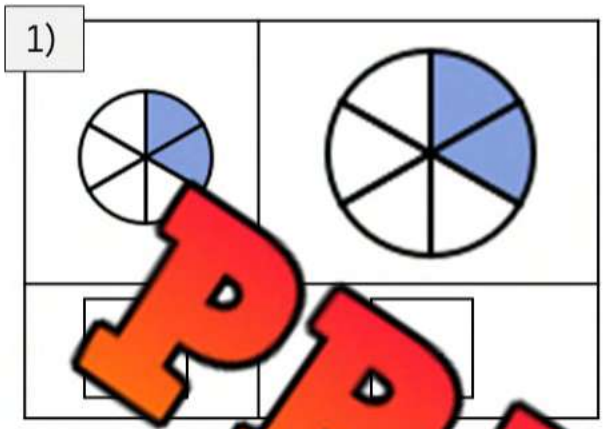
Name: _____ 217

Curriculum Connection
N.4

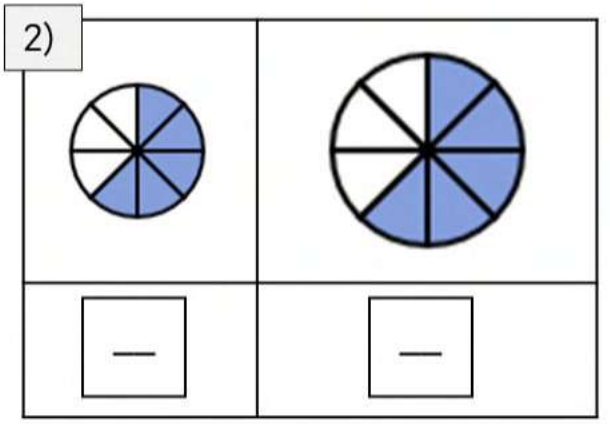
Comparing Fractions

Part 1 Write the fraction and circle which one is bigger

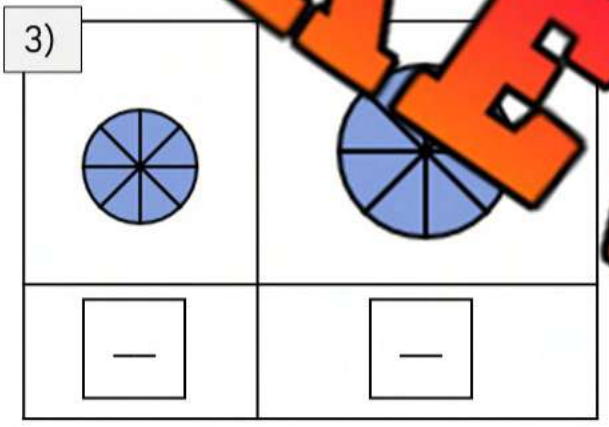
1)



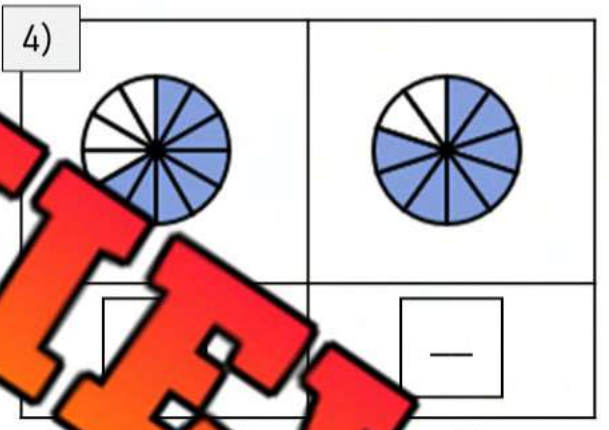
2)



3)



4)



Part 2 Compare the fractions using < > =

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

Name: _____ 218

Curriculum Connection
N.4

Activity – Fraction Race to the Finish

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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

Instructions

How to … activity

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

Name: _____ 219

Curriculum Connection
N.4

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

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

Name: _____ 220

Curriculum Connection
N.4

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

2/4	1/3
2/3	1/4
1/8	3/8
6/10	1/10

Name: _____ 221

Curriculum Connection
N.4

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

2/5	1/5
5/5	3/5
1/10	3/10
9/10	8/10

Name: _____ 222

Curriculum Connection
N.4

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

2/6	1/6
5/6	6/6
1/12	11/12
1/2	0/2

Name: _____ 223

Curriculum Connection
N.4

Number Line | Use the fraction number line below

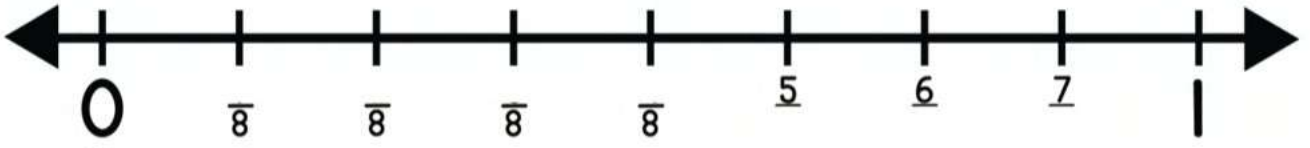
Name: _____ 224

Curriculum Connection
N.4

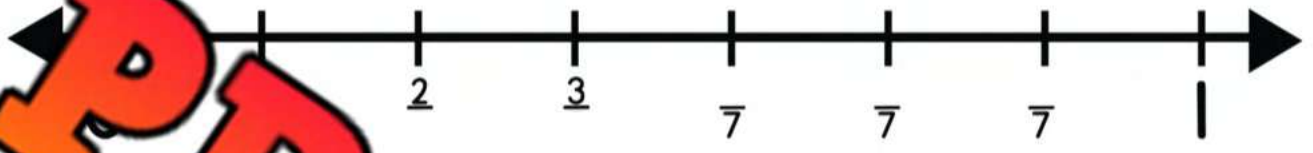
Writing Fractions on a Number Line

Questions | Fill in the number lines below

1)



2)



3)

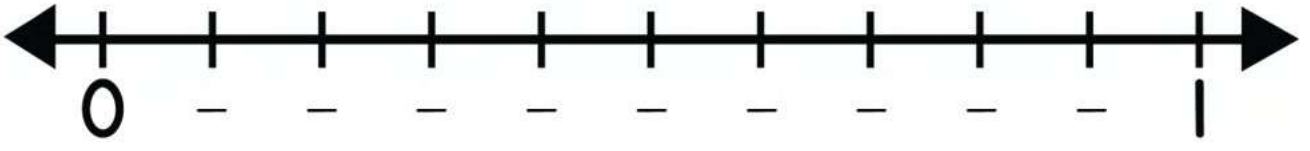
4)

5)

6)

7)

8)



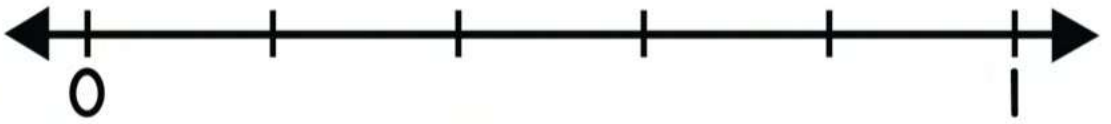
Name: _____ 225

Curriculum Connection
N.4

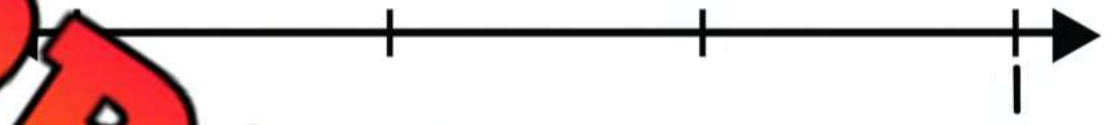
Writing Fractions on a Number Line

Questions | Write the fraction on the number line

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



2)



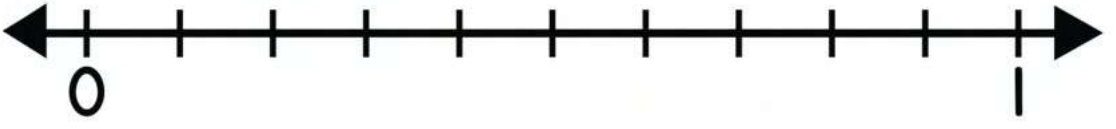
3) $\frac{2}{8}$

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

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

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

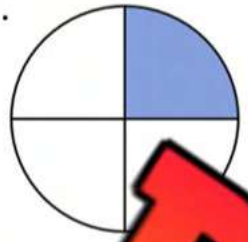
7) $\frac{5}{10}$

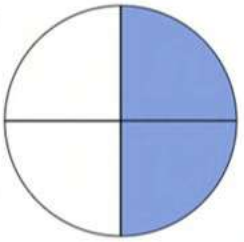


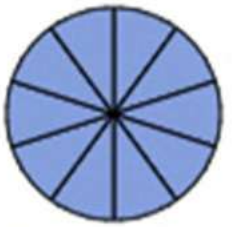
Name: _____ 226

Fractions Quiz

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

1. 
_____

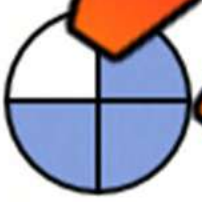
2. 
_____

3. 
_____

4. 
_____

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


_____


_____


_____


_____


_____


_____

Part 3 Put the fractions in order from least to greatest

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

Part 4 Put the fractions in order from least to greatest

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

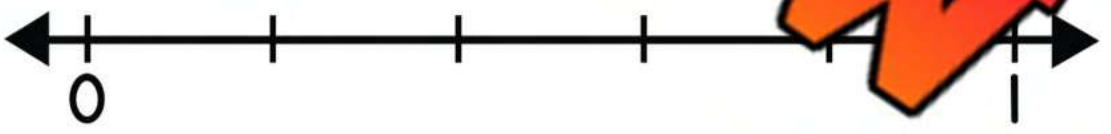
_____

Part 5 Compare the fractions using < > =

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

Part 6 Write the fraction on the number line

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



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

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