



# Preview - Information



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# Google Slides Lessons Preview





# Alberta Math Curriculum Number Unit – Grade 4

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

We are learning to identify the place value of digits in whole numbers so we can read, write, and understand large numbers accurately.

**Why Are We Learning This?**

Imagine you're saving up for a new car that costs \$104 489. If you don't understand place value, you might think it's only \$14 489 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

### Place Value - How Many...

#	Number	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	657					
2.	13 429					
3.	78 362					
4.	102 758					
5.	574 846					
6.	1 000 000					

1 2 3 4 5

6 7 8 9 0

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Exit Card: Word Problem**

The population of a city is 823 000. How many thousands of people live in the city?

\_\_\_\_\_ thousand

283  
823  
328



# Alberta Math Curriculum Number Unit - Grade 4

## Written Form

Draw A Line Matching The Standard Form To The Written Form

Written Form	Standard Form
One hundred eighty-nine thousand thirty-six	323 479
Two hundred ninety-seven thousand two hundred forty-one	745 333
Seven hundred forty-five thousand three hundred thirty-three	631 760
Three hundred Twenty-three thousand four hundred seventy-nine	562 552
Six hundred thirty-one thousand seven hundred sixty	189 036
Five hundred sixty-two thousand five hundred fifty-two	297 241

...ect values that  
...one is done for you.

**22 543**

30 000    2 000    200    500    2    60  
20 000    5 000    40 000    50    40    3

---

**53 917**

50 000    2 000    900    500    10    70  
5 000    3 000    9 000    100    20    7

---

**78 324**

70 000    8 000    800    200    2    4  
80 000    5 000    300    20    40    1

### Compare

Drag the correct sign

#	Number 1	Sign	Number 2
1	529 876		829 875
2	436 789		236 798
3	618 888		518 889
4	241 234		941 243
5	999 999		1 000 000
6	357 777		357 777

7	724 444		824 444
8	182 345		282 354
9	375 678		975 678
10	646 000		446 001
11	277 654		177 653
12	562 987		762 978





# Workbook Preview





Grade 4  
Strand: Number



	Curriculum Expectations	Pages
N.1	<p><u>Students apply place value to decimal numbers</u></p> <ul style="list-style-type: none"><li>Identify the place value of each digit in a number, including tenths and hundredths.</li><li>Relate the values of adjacent places, including tenths and hundredths.</li><li>Determine the value of each digit in a number, including tenths and hundredths.</li><li>Express numbers, including decimal numbers, using words and numerals.</li><li>Express various compositions of a number, including decimal numbers, using place value.</li></ul>	7-60
<p><b>Preview of 150 pages from this product that contains 617 pages total.</b></p>		
N.2	<p><u>Students add and subtract within 10 000, including decimal numbers to hundredths.</u></p> <ul style="list-style-type: none"><li>Add and subtract numbers, including decimal numbers, using standard algorithms.</li><li>Assess the reasonableness of a sum or difference using estimation.</li><li>Solve problems using addition and subtraction, including problems involving money.</li></ul>	65-141
N.3	<p><u>Students explain properties of prime and composite numbers using multiplication and division.</u></p> <ul style="list-style-type: none"><li>Determine the factors of a number within 100.</li><li>Describe a number as prime or composite.</li><li>Determine the first five multiples of a given number within 100.</li><li>Recognize the greatest common factor (greatest common divisor) of two numbers within 100.</li></ul>	146-157



Grade 4  
Strand: Number

**100**

	Curriculum Expectations	Pages
N.4	<p><u>Students multiply and divide natural numbers within 10 000.</u></p> <ul style="list-style-type: none"><li>Recall and apply multiplication number facts, with factors to 12, and related division number facts.</li><li>Investigate patterns in multiplication and division of natural numbers by 10, 100, and 1000.</li><li>Multiply and divide 3-digit natural numbers by 1-digit natural numbers using personal strategies.</li><li>Examine standard algorithms for multiplication and division.</li><li>Multiply and divide 3-digit natural numbers by 1-digit natural numbers using standard algorithms.</li><li>Divide and express a quotient with or without a remainder.</li><li>Investigate strategies for estimation of products and quotients.</li><li>Assess the reasonableness of a product or quotient using estimation.</li><li>Solve problems using multiplication and division.</li></ul>	159-262
N.5	<p><u>Students apply equivalence to the interpretation of fractions.</u></p> <ul style="list-style-type: none"><li>Model equivalent fractions by partitioning a whole in multiple ways.</li><li>Determine fractions equivalent to a given fraction.</li><li>Relate the position of equivalent fractions on the number line.</li><li>Identify fractions in which the numerator and denominator have a common factor.</li><li>Simplify a given fraction by dividing the numerator and denominator by a common factor.</li><li>Express a fraction in simplest form.</li><li>Compare and order fractions.</li><li>Relate fractions and equivalent decimal numbers to their positions on the number line.</li><li>Express fractions as decimal numbers and vice versa, limited to tenths and hundredths.</li></ul>	266-301
N.6	<p><u>Students interpret percentages.</u></p> <ul style="list-style-type: none"><li>Investigate percentage in familiar situations.</li><li>Compare percentages within 100 .</li><li>Express the fraction, decimal, and percentage representations of the same part-whole relationship.</li></ul>	303-315
TQ	Tests and quizzes	61-63, 142-144, 263-264, 316-318



100

**N.1**

Students apply place value to decimal numbers



100

Name: \_\_\_\_\_

7

Curriculum Connection  
N1

## Place Value Chart

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

### Part 1

Fill in the place value charts below

1) 347 284

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

3)

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

### Part 2

Which place value is the underlined number?

1) 724 <u>8</u> 32 Tens	2) 727 <u>5</u> 34	3) 326 291
4) <u>8</u> 32 467	5) 232 <u>8</u> 52	6) 93 <u>5</u> 284
7) 292 <u>4</u> 23	8) 17 <u>3</u> 344	9) 903 <u>0</u> 32

Name: \_\_\_\_\_

8

Curriculum Connection  
N1

## Place Value – How Many ...

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

### Part 1

Fill in the table below

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

### Part 2

Fill in the blanks with the missing number

- 1)  $242\,323 = 200\,000 + 40\,000 + \underline{\hspace{2cm}} + 300 + 20 + 3$
- 2)  $843\,781 = 800\,000 + \underline{\hspace{2cm}} + 3\,000 + 700 + 80 + 1$
- 3)  $729\,458 = \underline{\hspace{2cm}} + 20\,000 + 9\,000 + 400 + 50 + 8$
- 4)  $417\,383 = 400\,000 + 10\,000 + 7\,000 + 300 + \underline{\hspace{2cm}} + 3$
- 5)  $306\,739 = 300\,000 + 0 + 6\,000 + \underline{\hspace{2cm}} + 30 + 9$

Name: \_\_\_\_\_

10

Curriculum Connection  
N1

## 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)  $500\ 000 + 10\ 000 + 1\ 000 + 400 + 80 + 3$

2)  $200\ 000 + 10\ 000 + 2\ 000 + 600 + 50 + 2$

3)  $200\ 000 + 50\ 000 + 1\ 000 + 70 + 5$

4)  $400\ 000 + 10\ 000 + 4\ 000 + 800 + 50 + 7$

5)  $300\ 000 + 50\ 000 + 1\ 000 + 70 + 2$

6)  $900\ 000 + 20\ 000 + 4\ 000 + 600 + 20 + 5$

### Part 2

What is the expanded form of the numbers below?

1) 351 347

2) 298 447

3) 978 482

4) 758 318

5) 647 207

Name: \_\_\_\_\_

12

Curriculum Connection  
N1**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 hundred and one thousand, two hundred

2) Nine hundred sixty-eight thousand, three hundred fifteen.

3) Seven hundred and two thousand, six hundred and seven

4) Eight hundred thirty-seven thousand, five hundred thirty-nine.

5) Four hundred eighty thousand and one hundred ninety-nine.

6) One hundred seventeen thousand, six hundred and sixty-four.

**Part 2** Write the written form of the numbers below

1) 135 142

2) 467 999

3) 633 237

4) 294 375

5) 253 032

## 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.

- 24 task cards
- Separate recording sheet for answers
- Pen or pencil



### Instructions

What you will do during the activity

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

## Task Cards

Cut out the task cards below

**Card 1:**

Six hundred forty-one thousand, two hundred fifty-nine

- a) 614,259
- b) 641,295
- c) 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)  $500,000 + 90,000 + 1,000 + 3,000 + 40 + 9$

**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 hundred twenty thousand, three hundred twenty-five

- a) 772,325
- b) 772,352
- c) 772,652

**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

## Task Cards

Cut out the task cards below

**Card 9:**

What is the expanded form of the number below? 324,510

- a)  $300,000 + 20,000 + 4,000 + 500 + 10$   
 b)  $300,000 + 20,000 + 400 + 500 + 10$   
 c)  $300,000 + 2,000 + 400 + 500 + 10$

**Card 13:**

Five hundred twelve thousand, six hundred twenty-nine

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

**Card 14:**

Six hundred twenty-five thousand, four hundred eighty-two.

- a) 625,428  
 b) 625,482  
 c) 652,482

**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

## Task Cards

Cut out the task cards below

**Card 17:**

What is the expanded form of the number below?

745,210

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

**Card 21:**

Four hundred fifteen thousand, six hundred thirty-four.

- a) 451,634  
 b) 415,634  
 c) 415,346

**Card 22:**

654,321

- a)  $820,456 + 600,000 + 50,000 + 4,000 + 30 + 20 + 1$   
 b)  $820,456 + 600,000 + 50,000 + 4,000 + 300 + 20 + 1$   
 c)  $802,456 + 600,000 + 50,000 + 4,000 + 300 + 20 + 1$

**Card 19:**

Six hundred ninety thousand, eight hundred twenty-three

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

- a)  $500,000 + 80,000 + 7,000 + 20 + 1$   
 b)  $500,000 + 60,000 + 7,000 + 20 + 1$   
 c)  $500,000 + 60,000 + 7,000 + 20 + 2$

**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: \_\_\_\_\_

17

## 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	

**PREVIEW**

# Place Value - Number Breakdown

## Questions

Fill in the blanks below

Number Breakdown

# 548 782

H Th	Ten	Th	H	T	O

Write the value of the underlined digit

1) 548 782 = \_\_\_\_\_

2) 548 782 = \_\_\_\_\_

3) 548 782 = \_\_\_\_\_

4) 548 782 = \_\_\_\_\_

Fill in the blanks in the expanded form below

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Fill in the pattern below

548 782 , \_\_\_\_\_ , 548 780 , \_\_\_\_\_ , 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

# Comparing Numbers

626 335



923 615

834 351



236 289

132 683



132 683

## Part 1

Compare the following numbers

1)  
663 189

94 010

2)  
263 447

313 350

3)  
631 203

631 294

4)  
135 437

1 000 000

5)  
775 312

742 753

6)  
362 149

365 000

7)  
532 842

532 312

8)  
983 000

750 393

9)  
544 879

544 879

10)  
235 441

237 391

11)  
923 383

923 000

12)  
274 371

274 371

## Part 2

Write - Greater than, Equal to, Less than

1)

173 365 is \_\_\_\_\_ 141 537

Greater than

2)

162 116 is \_\_\_\_\_ 162 116

3)

438 406 is \_\_\_\_\_ 453 293

\_\_\_\_\_

4)

754 361 is \_\_\_\_\_ 754 361

\_\_\_\_\_

5)

874 335 is \_\_\_\_\_ 874 432

\_\_\_\_\_

6)

435 114 is \_\_\_\_\_ 445 115

\_\_\_\_\_

## Place Value Using Decimals

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

### PLACE VALUE

3	3	6	.	5	8
Thousands	Hundreds	Tens	Ones	Decimal	Tenths
					Hundredths

#### Part 1

Write the name of the place value for the underlined number?

1) 5 200. <u>3</u> 2	2) 4 5 <u>4</u> 0	3) 3 542. <u>4</u> 7	4) 2 314. <u>6</u> 8
5) 4 326. <u>4</u> 3	6) 8 26 <u>4</u> .73	7) <u>4</u> 125	8) 7 356. <u>4</u> 7
9) 3 102. <u>5</u> 2	10) 6 113. <u>7</u> 1	11) 81 <u>7</u>	12) 3 374. <u>4</u> 4

#### Part 2

Fill in the place value table for the numbers below

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

## Comparing Decimals

**Part 1**

Compare the following numbers

1) 0.5 <input type="text" value="&gt;"/> 0.2	2) 0.3 <input type="text"/>	3) 0.8 <input type="text"/> 0.6
4) 1.0 <input type="text"/> 0.9	5) 1.3 <input type="text"/> 0.8	6) 0.8 <input type="text"/> 0.5
7) 1.9 <input type="text"/>	8) 3 <input type="text"/> 20.1	9) 30.3 <input type="text"/> 25.9
10) 47.12 <input type="text"/> 33.53	11) 4 <input type="text"/>	12) 77.99 <input type="text"/> 77.92
13) 132.22 <input type="text"/> 132.65	14) 155.36 <input type="text"/> 4	15) 4 <input type="text"/> 454.71

**Part 2**

Compare the following numbers

- 1) Steve and Kim both ran in the 100 metre race last week. Steve ran in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?
- 2) LeBron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?
- 3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

# Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9

Least to Greatest

0.1, 0.2, 0.4, 0.5, 0.9

15.2, 10.3, 7.9, 18.5

Greatest to Least

18.5, 15.2, 10.3, 7.9

**Part 1**

Order the numbers below from least to greatest

0.9, 0.5, 0.2

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.8, 0.9, 0.2, 0.4

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.6, 0.8

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1.34, 2.29, 1.55, 2.42

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10.43, 10.93, 21.45, 22.62

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

24, 53.24, 34.18, 48.42

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Part 2**

Order the numbers below from greatest to least

0.2, 0.6, 0.3, 0.1

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.5, 0.3

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1.3, 1.9, 1.5, 1.1

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2.14, 2.92, 1.35, 1.42

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

13.54, 12.69, 10.45, 15.33

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

20.26, 17.63, 19.45, 18.61

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name: \_\_\_\_\_

35

## Activity: Decimal Treasure Hunt

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

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



### Instructions

How you will complete the activity.

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

Name: \_\_\_\_\_

36

Curriculum Connection  
N1

Index Cards

Cut out the index cards below

1.5

1.23

22.7

2 45

43.67

47.3

**PREVIEW**

Name: \_\_\_\_\_

37

Curriculum Connection  
N1

Index Cards

Cut out the index cards below

43.12

47.34

119.01

119.45

332.34

332.30

**PREVIEW**

## Recording Sheet

Follow the instructions below

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

--

2) Once you've found 12 numbers, write them in order from least to greatest.

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

**Extension:** Write 8 decimal numbers in a random order below. Then ask your classmate to put them in order.

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

## Writing Decimal Numbers Using Words

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

### Examples

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

### Part 1

Match the number with the correct words

	Seven and four and eight tenths	A	8.5
	Eight and one-hundred fifty and ninety hundredths	B	9.3
	One hundred and five and six tenths	C	18.7
	Eight and three tenths	D	74.8
	Two-thousand eight and one hundredths	E	125.6
	Nine and three tenths	F	542.95
	Eighteen and seven tenths	G	2085.41
	Five-hundred forty-two and ninety-five hundredths	H	80 150.90

### Part 2

Write the written form of the numbers

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

Name: \_\_\_\_\_

40

Curriculum Connection  
N1

# Expanded Form



238.17

Standard Form

200 + 30 + 8 + 0.1 + 0.07

Expanded Form



## Part 1

What is the expanded form of the numbers below?

1)		
2)	.9	
3)	391.5	
4)	408.48	
5)	3 157.87	
6)	58 190.08	

## Part 2

What is the standard form of the number below?

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

# Exit Cards

**Cut Out**

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

Name: \_\_\_\_\_

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

235.8

---

---

---

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

 $10\ 000 + 800 + 50 + 6 + 0.6$ 

---

Name: \_\_\_\_\_

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

235.8

---

---

---

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

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

---

Name: \_\_\_\_\_

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

235.8

---

---

---

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

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

---

Name: \_\_\_\_\_

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

235.8

---

---

---

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

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

---

# Rounding Numbers to the Nearest 10 and 100

Round Down

Round Up

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

Rounding to the nearest 10

$42 \rightarrow 40$

$155 \rightarrow 160$

Rounding to the nearest 100

$242 \rightarrow 200$

$389 \rightarrow 400$

## Part 1

Round the numbers to the nearest 10

1) 42 → _____	2) 57 → _____	3) 31 → _____
4) 85 → _____	5) 12 → _____	6) 74 → _____
7) 257 → _____	8) 14 → _____	9) 378 → _____
10) 873 → _____	11) 923 → _____	12) 127 → _____

## Part 2

Round the numbers to the nearest 100

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

# Rounding Numbers to the Nearest 1000

Round Down

Round Up



Rounding to the nearest 1 000

↓ 4(2)12 → 4 000

↑ 1(5)75 → 2 000

## Part 1

Round the numbers to the nearest 1000

1) 3 107 → _____	2) 53 → _____	3) 4 478 → _____
4) 7 251 → _____	5) 6 561 → _____	6) 5 555 → _____
7) 2 457 → _____	8) 1 000 → _____	9) 2 518 → _____
10) 6 613 → _____	11) 2 361 → _____	12) 7 000 → _____
13) 1 162 → _____	14) 9 591 → _____	15) 7 000 → _____
16) 6 423 → _____	17) 8 671 → _____	18) 2 535 → _____

## Part 2

Solve the word problems below

1) Michael Jordan scored 32 292 points during his career. Round his points to the nearest thousand.

2) The school raised \$6 672 in donations last year. Round the money to the nearest thousand.

## Exit Cards

Cut Out

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

Name: \_\_\_\_\_

Round the numbers to the nearest  
1000.

- 1) 4376 → \_\_\_\_\_
- 2) 9093 → \_\_\_\_\_
- 3) 3725 → \_\_\_\_\_
- 4) 7976 → \_\_\_\_\_
- 5) 1842 → \_\_\_\_\_

Name: \_\_\_\_\_

Round the numbers to the nearest  
1000.

- 1) 4376 → \_\_\_\_\_
- 2) 9093 → \_\_\_\_\_
- 3) 3725 → \_\_\_\_\_
- 4) 7976 → \_\_\_\_\_
- 5) 1842 → \_\_\_\_\_

Name: \_\_\_\_\_

Round the numbers to the nearest  
1000.

- 1) 4376 → \_\_\_\_\_
- 2) 9093 → \_\_\_\_\_
- 3) 3725 → \_\_\_\_\_
- 4) 7976 → \_\_\_\_\_
- 5) 1842 → \_\_\_\_\_

Name: \_\_\_\_\_

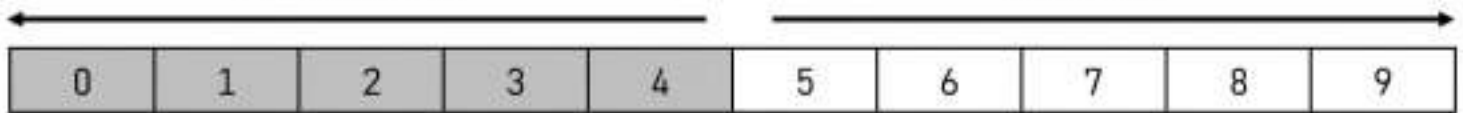
Round the numbers to the nearest  
1000.

- 1) 4376 → \_\_\_\_\_
- 2) 9093 → \_\_\_\_\_
- 3) 3725 → \_\_\_\_\_
- 4) 7976 → \_\_\_\_\_
- 5) 1842 → \_\_\_\_\_

# Rounding Numbers 3 Different Ways

Round Down

Round Up



Ten  
1 864 → 1 860

Hundred  
1 864 → 1 900

Thousand  
1 864 → 2 000

## Questions

Round the numbers three different ways

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

# Word Problems: Rounding Numbers

**Questions**

Round the numbers below appropriately.

	Word Problems for Rounding	Answers
1	Lily counted 157 birds in the park. About how many birds did she see?	
2	At the school camp, 3 456 children were present on the first day. About how many children were at the camp?	
3	A library has 289 books in its collection. Roughly how many books are in the library?	
4	A marathon runner ran 4237 meters in a race. Round and how many meters did the runner complete?	
5	There were 492 people at a concert. About how many people attended the concert?	
6	In a survey, 1 987 people said they prefer reading books over e-books. Roughly how many people prefer books?	
7	A tree was measured to be 523 inches tall. About how tall is the tree?	

# Rounding Decimal Numbers

Round Down

Round Up



Rounding to the nearest whole number

$$0.7 \rightarrow 1$$

$$24.3 \rightarrow 24$$

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

1) 0.6 → _____	2) 0.8 → _____	3) 0.7 → _____
4) 0.1 → _____	5) 0.9 → _____	6) 0.3 → _____
7) 0.2 → _____	8) 0.4 → _____	9) 0.5 → _____

Part 2 Round the following numbers to the nearest whole number

1) 5.6 → _____	2) 4.2 → _____	3) 3.1 → _____
4) 8.2 → _____	5) 2.4 → _____	6) 5.5 → _____
7) 12.1 → _____	8) 10.7 → _____	9) 14.9 → _____
10) 22.2 → _____	11) 29.6 → _____	12) 27.3 → _____
13) 47.5 → _____	14) 53.8 → _____	15) 71.2 → _____

## Rounding Decimal Numbers to the Nearest Tenth

Round Down

Round Up



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

Rounding to the nearest tenth

$$0.73 \rightarrow 0.7$$

$$24.45 \rightarrow 24.5$$

### Part 1

Round the following decimal numbers to the nearest tenth

1) $0.65 \rightarrow$ _____	3) $0.27 \rightarrow$ _____
4) $0.16 \rightarrow$ _____	6) $0.33 \rightarrow$ _____
7) $0.52 \rightarrow$ _____	9) $0.75 \rightarrow$ _____

### Part 2

Round the following decimal numbers to the nearest tenth

1) $5.62 \rightarrow$ _____	2) $3.12 \rightarrow$ _____	3) _____
4) $3.22 \rightarrow$ _____	5) $4.44 \rightarrow$ _____	6) $8.54 \rightarrow$ _____
7) $15.31 \rightarrow$ _____	8) $13.76 \rightarrow$ _____	9) $16.97 \rightarrow$ _____
10) $27.42 \rightarrow$ _____	11) $31.56 \rightarrow$ _____	12) $22.31 \rightarrow$ _____
13) $44.45 \rightarrow$ _____	14) $55.89 \rightarrow$ _____	15) $74.24 \rightarrow$ _____

## French and English Decimal Notation

	Rule	Example
<b>English</b>	A period is used as the decimal point	5.75
<b>French</b>	A comma is used as the decimal point	5,75

### Part 1 Is the number written in French or English decimal notation?

1)	8.5	English	French	4)	15000,18	English	French
2)	7.1	English	French	5)	1,800.05	English	French
3)	4.1	English	French	6)	81,65\$	English	French

### Part 2 Write the standard form in English and French

	Words	English	French
1)	Seven and three tenths		
2)	Twelve and eighteen hundredths		
3)	Twenty and seven tenths		
4)	Six-hundred five and thirty-six hundredths		
5)	Ninety thousand five and three tenths		
6)	Fourteen thousand two hundred and sixty-one hundredths		

### Part 3 Write the decimals below in words

1)	8,2	
2)	28,15	
3)	138,86	

## Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples -  $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

### Part 1

Convert the cents into dollars

¢	\$
100	\$1.00
200	
300	
400	
500	\$5.00
600	
700	
800	
900	\$9.00
1000	

¢	\$
150	\$1.50
250	
325	
450	
525	
675	
720	\$7.20
999	

### Part 2

Circle the greatest amount of money

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

# Skip Counting Decimals Using Cents

**Questions**

Count the money and write down the total in dollars - decimals

1)



\$ 0. \_\_\_\_\_

2)



\$ 0. \_\_\_\_\_

3)



\$ . \_\_\_\_\_

4)



\$ . \_\_\_\_\_

5)



\$ . \_\_\_\_\_

6)



\$ . \_\_\_\_\_

7)



\$ . \_\_\_\_\_

**PREVIEW**

# 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 below



1) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

Name: \_\_\_\_\_

61

Curriculum Connection  
TQ

## Place Value Quiz

### Part 1

Which place value is the underlined number?

1) 814 <u>8</u> 32	2) 307 <u>7</u> 34
3) 532 <u>4</u> 05	4) 351 <u>8</u> 52
5) 262 <u>5</u>	6) 393 <u>0</u> 14

### Part 2

What is the expanded form of the numbers below?

1) 567 890
2) 465 012
3) 892 102

### Part 3

Write the standard form of the written words below

1) Five hundred thirty-three thousand, two hundred forty-one	
2) Six hundred twenty-eight thousand, four hundred twelve	
3) Nine hundred eleven thousand, three hundred sixty-six	

## Part 4

Fill in the place value table for the numbers below

1) 7 862.55

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

2) 2 383.39

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

## Part 5

What place value is the underlined number?

1) 5 115.442) 6 602.473) 3 148.524) 7505) 8 103.416) 75.42

## Part 6

Order the numbers below from least to greatest

0.5, 0.9, 0.3, 0.2

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.7, 0.9, 0.3, 0.4

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.24, 0.26, 0.23, 0.21

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

0.75, 0.73, 0.17, 0.97

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_







**Part 7** Round the numbers three different ways

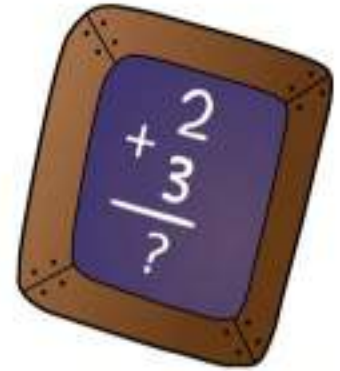
#	Ten	Hundred	Thousand
1)	8216 → _____	8216 → _____	8216 → _____
2)	3151 → _____	3151 → _____	3151 → _____
3)	6795 → _____	6795 → _____	6795 → _____

**Part 8** Round the decimal number to the nearest tenth

1) 0.35 → _____	2) 0.42 → _____
3) 0.36 → _____	4) 0.59 → _____
5) 0.51 → _____	6) 0.6 → _____

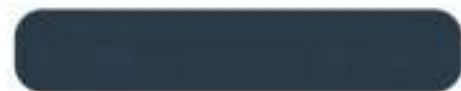
**Part 9** Count the coins below

		
1) _____ ¢ or \$ _____	2) _____ ¢ or \$ _____	3) _____ ¢ or \$ _____
		
4) _____ ¢ or \$ _____	5) _____ ¢ or \$ _____	6) _____ ¢ or \$ _____



**N.2**

Students add and subtract  
within 10 000, including  
decimal numbers to  
hundredths.



# 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

$13 + 5 = \underline{\quad}$

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

$17 + 4 = \underline{\quad}$

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

$23 + 7 = \underline{\quad}$

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

$34 + 7 = \underline{\quad}$

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

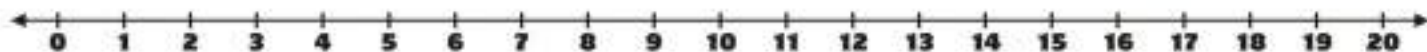
$4 + 6 = \underline{\quad}$

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

$83 + 8 = \underline{\quad}$

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

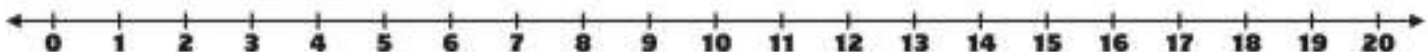
$7 + 9 = \underline{\quad}$



$11 + 6 = \underline{\quad}$



$7 + 13 = \underline{\quad}$



## 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.

$$\begin{array}{r} 25 \\ 25 + \\ 50 \end{array}$$

$$\begin{array}{r} 46 + 45 \\ 45 + 45 = 90 \\ 90 + 1 = 91 \end{array}$$

$$50 + 51$$

$$76 + 75$$

$$79$$

$$99 + 101$$

$$149 + 152$$

$$123 + 123$$

$$248 + 253$$

$$499 + 502$$

$$749 + 748$$

## Mental Math – Break Into Place Value

### Directions

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

$135 + 219$

$+ 200 = 300$

$+ 10 = 40$

$+ 9 = 49$

$300 + 40$

$124 + 56$

$146 + 218$

$216 + 188$

$168 + 254$

$312 + 145$

$167 + 173$

$355 + 262$

## 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

$$\begin{array}{r} 124 + 125 \\ + 100 = 224 \\ + 20 = 244 \\ + 5 = 249 \end{array}$$

$$134 + 145$$

$$243 + 2$$

$$264 + 228$$

$$334 + 358$$

$$+ 5$$

$$357 + 553$$

$$664 + 267$$

**Adding – No Regrouping****Questions**

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 52 \\ + 11 \\ \hline \end{array}$	2) $\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$	3) $\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$	4) $\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$	5) $\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$
6) $\begin{array}{r} 234 \\ + 241 \\ \hline \end{array}$	7) $\begin{array}{r} 123 \\ + 123 \\ \hline \end{array}$	8) $\begin{array}{r} 736 \\ + 243 \\ \hline \end{array}$	9) $\begin{array}{r} 525 \\ + 212 \\ \hline \end{array}$	10) $\begin{array}{r} 332 \\ + 351 \\ \hline \end{array}$
11) $\begin{array}{r} 3122 \\ + 1615 \\ \hline \end{array}$	12) $\begin{array}{r} 5136 \\ + 3650 \\ \hline \end{array}$	13) $\begin{array}{r} 4252 \\ + 2317 \\ \hline \end{array}$	14) $\begin{array}{r} 4252 \\ + 2317 \\ \hline \end{array}$	15) $\begin{array}{r} 4614 \\ + 5362 \\ \hline \end{array}$

**Word Problems**

Answer the questions below.

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

# Addition Word Problems – No Regrouping

**Questions**

Solve the problems below

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



2) Spence has \$2 000 in his bank account. He won \$1 247 in a raffle. How much does he have now?



3) Rob loves to drink juice. Today he drank 1 600 mL of orange juice and 3 358 mL of apple juice. How much total juice did Rob drink?



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



## Regrouping – Which is Equal?

### Questions

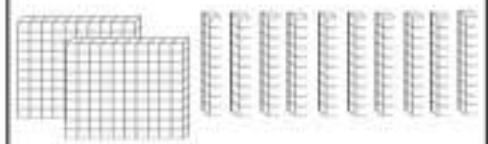
Which is equal to the picture? There may be more than one answer!



- a) 1 ten
- b) 1 ten, 2 ones
- c) 12 ones



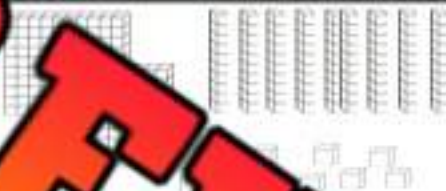
- a) 2 tens, 3 ones
- b) 3 tens, 3 ones
- c) 2 tens, 13 ones



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



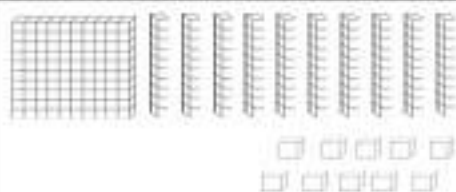
- a) 20 ones
- b) 1 ten, 10 ones
- c) 20 tens



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



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



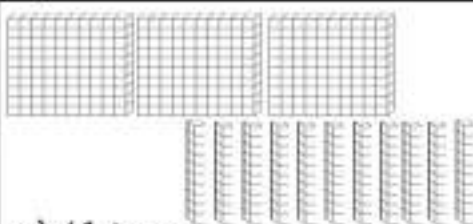
- a) 1 hundred, 11 tens
- b) 2 hundreds, 11 tens
- c) 30 tens



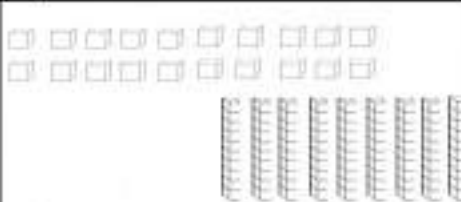
- a) 9 tens, 10 ones
- b) 1 hundred
- c) 10 tens



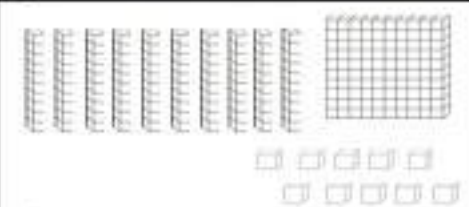
- a) 14 tens
- b) 1 ten, 4 ones
- c) 14 ones



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



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



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

## Adding – Regrouping

**Questions**

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 46 \\ + 14 \\ \hline \end{array}$	2) $\begin{array}{r} 29 \\ + 14 \\ \hline \end{array}$	3) $\begin{array}{r} 35 \\ + 17 \\ \hline \end{array}$	4) $\begin{array}{r} 17 \\ + 24 \\ \hline \end{array}$	5) $\begin{array}{r} 55 \\ + 35 \\ \hline \end{array}$
6) $\begin{array}{r} 29 \\ + 25 \\ \hline \end{array}$	7) $\begin{array}{r} 46 \\ + 25 \\ \hline \end{array}$	8) $\begin{array}{r} 376 \\ + 253 \\ \hline \end{array}$	9) $\begin{array}{r} 485 \\ + 232 \\ \hline \end{array}$	10) $\begin{array}{r} 366 \\ + 361 \\ \hline \end{array}$
11) $\begin{array}{r} 6\ 212 \\ + 7\ 315 \\ \hline \end{array}$	12) $\begin{array}{r} 5\ 224 \\ + 6\ 530 \\ \hline \end{array}$	13) $\begin{array}{r} 452 \\ + 32 \\ \hline \end{array}$	14) $\begin{array}{r} 8\ 252 \\ + 6\ 27 \\ \hline \end{array}$	15) $\begin{array}{r} 7\ 654 \\ + 8\ 362 \\ \hline \end{array}$

**Word Problems**

Answer the questions below.

1) Tim has been saving money to buy a bike. In January, he saved \$2,845. In February, he saved another \$1,566. How much money has Tim saved in total for the bike?

2) In Miss Garcia's class, the book club read 1,694 pages in the first month and 2,565 pages in the second month. How many pages did the book club read altogether?

## Addition Word Problems – Regrouping

**Questions**

Solve the problems below

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



2) A delivery truck driver drove 4 738km last week. This week, the driver has driven 3 871km. How far has the driver driven since last week?



3) Charlotte ate 2 793 calories yesterday. Today, she participated in a basketball tournament, so she expended a lot of energy. So, she ate 1 234 calories today. How many calories did Charlotte eat in the last two days?



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



**Mental Math – Adding Decimals – Place Value****Directions:**

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



$$\begin{aligned} &5.5 + 3.7 \\ &0.5 + 0.7 = 1.2 \\ &5 + 3 = 8 \\ &1.2 + 8 = 9.2 \end{aligned}$$

$$\begin{aligned} &2.3 + 1.4 \\ &0.4 = 0.7 \\ &= 3 \end{aligned}$$

$2.3 + 4.1$

$5.8 + 6.1$

$12.4 + 6.5$

$13.4 + 4.2$

$27.3 + 6.7$

$24.25 + 11.63$

**PREVIEW**

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

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



$$\begin{aligned}5.5 + 3.7 \\5.5 + 3 = 8.5 \\8.5 + 0.7 = 9.2\end{aligned}$$

$$\begin{aligned}3.3 + 2.4 \\3.3 + 2 = 5.3 \\5.3 + 0.4 = 5.7\end{aligned}$$

$$1.5 + 3.3$$

$$4.5 +$$

$$14.4 + 5.5$$

$$18.5 + 10.7$$

$$4.23 + 2$$

$$24.52 + 10.23$$

$$25.44 + 3.53$$

**PREVIEW**

**Adding Decimals – Hundredths – No Regrouping****Questions**

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 51.32 \\ + 12.25 \\ \hline \end{array}$	2) $\begin{array}{r} 25.63 \\ + 31.14 \\ \hline \end{array}$	3) $\begin{array}{r} 14.32 \\ + 21.67 \\ \hline \end{array}$	4) $\begin{array}{r} 41.22 \\ + 43.13 \\ \hline \end{array}$	5) $\begin{array}{r} 35.75 \\ + 54.20 \\ \hline \end{array}$
6) $\begin{array}{r} 51.36 \\ + 24.22 \\ \hline \end{array}$	7) $\begin{array}{r} 47.33 \\ + 21.67 \\ \hline \end{array}$	8) $\begin{array}{r} 72.52 \\ + 23.33 \\ \hline \end{array}$	9) $\begin{array}{r} 31.25 \\ + 21.12 \\ \hline \end{array}$	10) $\begin{array}{r} 23.62 \\ + 23.24 \\ \hline \end{array}$
11) $\begin{array}{r} 62.62 \\ + 22.33 \\ \hline \end{array}$	12) $\begin{array}{r} 44.29 \\ + 12.60 \\ \hline \end{array}$	13) $\begin{array}{r} 21.42 \\ + 14.25 \\ \hline \end{array}$	14) $\begin{array}{r} 24.36 \\ + 12.33 \\ \hline \end{array}$	15) $\begin{array}{r} 31.25 \\ + 11.53 \\ \hline \end{array}$

**Word Problems**

Answer the questions below.

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

## Adding Decimals – Regrouping

**Questions**

Use the standard algorithm to solve the addition problems below

1) 
$$\begin{array}{r} 73.72 \\ + 15.53 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 35.46 \\ + 43.73 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 34.94 \\ + 22.33 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 52.53 \\ + 14.52 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 24.57 \\ + 52.72 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 26.82 \\ + 17.34 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 49.83 \\ + 21.56 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 48.26 \\ + 27.63 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 56.57 \\ + 49.22 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 38.34 \\ + 58.52 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 292.67 \\ + 125.33 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 474.21 \\ + 353.52 \\ \hline \end{array}$$

13) 
$$\begin{array}{r} 53.83 \\ + 493.52 \\ \hline \end{array}$$

15) 
$$\begin{array}{r} 742.41 \\ + 721.32 \\ \hline \end{array}$$

**Word Problems**

Answer the questions below.

1) A bag of apples weighs 325.85 grams, and a bag of oranges weighs 587.95 grams. What is the total weight of both bags together?

2) A classroom was being painted in sections. The first section took 312.30 millilitres of paint and the second section took 291.89 millilitres. How much paint was used in total?

# Subtraction Mental Math – Counting Back

**Directions:**

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



$18 - 5 = \underline{\quad}$

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

$22 - 4 = \underline{\quad}$

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

$27 - 7 = \underline{\quad}$

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

$43 - 9 = \underline{\quad}$

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

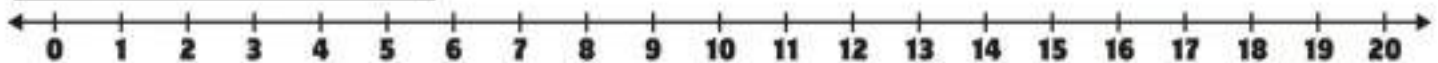
$58 - 8 = \underline{\quad}$

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

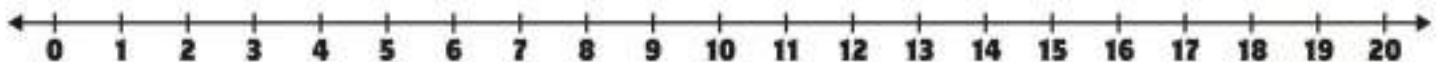
$93 - 6 = \underline{\quad}$

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

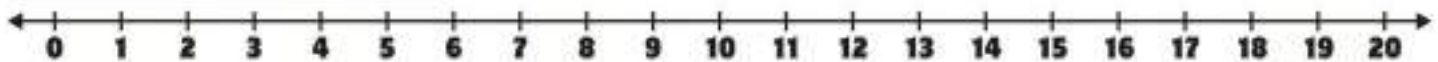
$17 - 6 = \underline{\quad}$



$15 - 4 = \underline{\quad}$



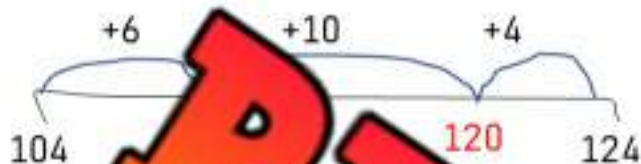
$20 - 8 = \underline{\quad}$



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

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

$124 - 104$



Ans = 6 +

$256 - 235$

$243 -$

$254 - 240$

$377 - 354$

$2 - 4$

$783 - 713$

$852 - 822$

## Mental Math Strategy – Subtracting in Chunks

### Directions

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



$$124 - 115$$

$$24 - 100 = 24$$

$$10 = 14$$

$$256 - 145$$

$$243 - 7$$

$$264 - 142$$

$$357 - 234$$

$$42 - 3$$

$$753 - 323$$

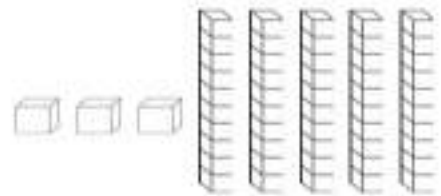
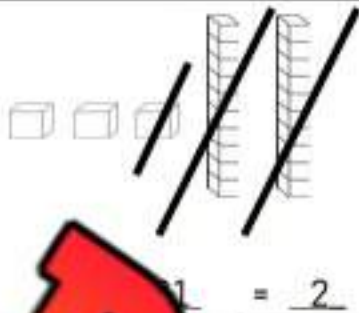
$$873 - 562$$

**PREVIEW**

## Subtracting Using Base Ten Blocks

### Questions

Subtract from the base ten blocks



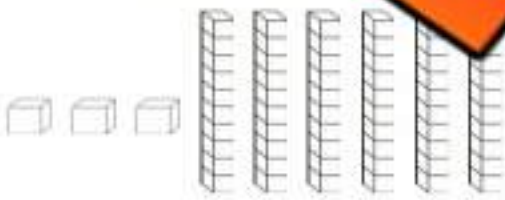
$$53 - 12 = \underline{\quad}$$



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



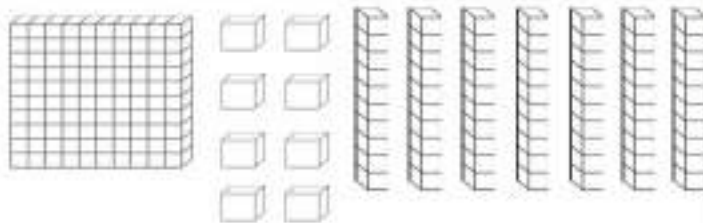
$$46 - 12 = \underline{\quad}$$



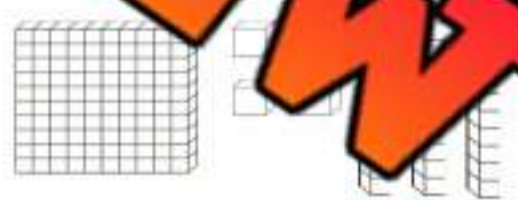
$$63 - 11 = \underline{\quad}$$



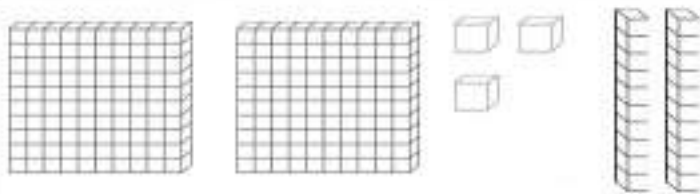
$$100 - 10 = \underline{\quad}$$



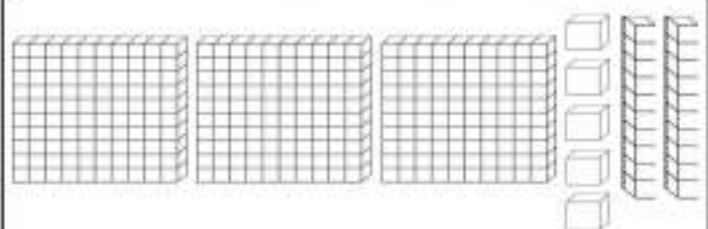
$$178 - 110 = \underline{\quad}$$



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



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



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

## Subtracting Money

## Questions

Subtract from the money below



$$\underline{\$22} - \underline{\$1} = \underline{\$21}$$



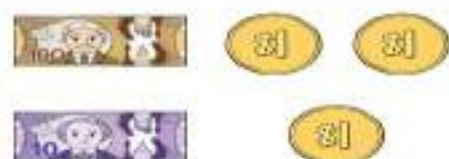
$$\underline{\$51} - \underline{\$11} = \underline{\hspace{2cm}}$$



$$\underline{\$61} - \underline{\$24} = \underline{\hspace{2cm}}$$



$$\underline{\$82} - \underline{\$51} = \underline{\hspace{2cm}}$$



$$\underline{\$113} - \underline{\$12} = \underline{\hspace{2cm}}$$



$$\underline{\$52} - \underline{\$2} = \underline{\hspace{2cm}}$$



$$\underline{\$223} - \underline{\$113} = \underline{\hspace{2cm}}$$



$$\underline{\$317} - \underline{\$304} = \underline{\hspace{2cm}}$$



$$\underline{\$413} - \underline{\$312} = \underline{\hspace{2cm}}$$



$$\underline{\$403} - \underline{\$400} = \underline{\hspace{2cm}}$$

## Estimation – Compatible Numbers

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

**Examples:** 1)  $78 - 47$  could be  $80 - 50$       2)  $382 - 112$  could be  $400 - 100$

### Questions

Use compatible numbers to make the subtraction questions easier

	Original Question	Compatible Numbers
1	$85 - 46$	_____ - _____ = _____
2	$126 - 67$	_____ - _____ = _____
3	$312 - 197$	_____ - _____ = _____
4	$456 - 247$	_____ - _____ = _____
5	$604 - 344$	_____ - _____ = _____
6	$857 - 448$	_____ - _____ = _____
7	$704 - 554$	_____ - _____ = _____
8	$911 - 896$	_____ - _____ = _____
9	$1\,256 - 1\,151$	_____ - _____ = _____
10	$2\,889 - 2\,509$	_____ - _____ = _____

## Subtraction – Exact or Estimate?

When we need to subtract numbers, we sometimes need an exact answer. When we don't need an exact answer, we can estimate to make our subtracting easier.

### Questions

Decide if you will find the exact answer or estimate

1) Lily has \$524 and goes shopping. She buys a new jacket for \$272. She needs to have \$250 left in her bank account so she can go on a trip tomorrow. Should she estimate or do the exact amount? Do the math below.



2) Michelle has made 515 cookies for her school. She needs 463 cookies for the 463 students at her school. Her mom will bring 50 to work with her. Does she have enough? Should she do the math or estimate? Do the math below.

3) The Nichol's family is going on a day trip to Toronto. They have about 4 hours before they have to go home. They want to visit the zoo for 4 hours, a restaurant for 55 minutes, and a mall for 115 minutes. Do they have enough time? Should they estimate or do the exact math? Do the math below.



## Subtraction – No Borrowing

**Questions**

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 53 \\ - 12 \\ \hline \end{array}$	2) $\begin{array}{r} 35 \\ - 14 \\ \hline \end{array}$	3) $\begin{array}{r} 45 \\ - 23 \\ \hline \end{array}$	4) $\begin{array}{r} 39 \\ - 15 \\ \hline \end{array}$	5) $\begin{array}{r} 64 \\ - 40 \\ \hline \end{array}$
6) $\begin{array}{r} 54 \\ - 23 \\ \hline \end{array}$	7) $\begin{array}{r} 65 \\ - 34 \\ \hline \end{array}$	8) $\begin{array}{r} 788 \\ - 224 \\ \hline \end{array}$	9) $\begin{array}{r} 558 \\ - 223 \\ \hline \end{array}$	10) $\begin{array}{r} 275 \\ - 121 \\ \hline \end{array}$
11) $\begin{array}{r} 6632 \\ - 6422 \\ \hline \end{array}$	12) $\begin{array}{r} 5436 \\ - 3320 \\ \hline \end{array}$	13) $\begin{array}{r} 888 \\ - 221 \\ \hline \end{array}$	14) $\begin{array}{r} 6737 \\ - 3444 \\ \hline \end{array}$	15) $\begin{array}{r} 4344 \\ - 3231 \\ \hline \end{array}$

**Word Problems**

Answer the questions below.

1) Jade had \$5,578 saved up for a new car. She spent \$2,456 on a down payment. How much money does Jade have left?

2) A farmer harvested 8,888 apples from his orchard. He sold 3,333 apples at the local market. How many apples does he have left?

# 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: If Will also collected 50 rocks that were not valuable. How many rocks were valuable?

2) Adam and Lindsay bought a new gaming system. Adam brought \$128 and Lindsay brought \$185. How much money do they have left?



3) Becky's car is full of gas and can drive 500km on a full tank. She drove 100km to Ottawa on one weekend and then 240km to Toronto the next weekend. How many more km can she drive?



**Subtracting Decimals – Tenths – No Borrowing****Questions**

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 55.7 \\ - 12.5 \\ \hline \end{array}$	2) $\begin{array}{r} 45.6 \\ - 31.4 \\ \hline \end{array}$	3) $\begin{array}{r} 34.9 \\ - 23.7 \\ \hline \end{array}$	4) $\begin{array}{r} 45.4 \\ - 43.3 \\ \hline \end{array}$	5) $\begin{array}{r} 65.5 \\ - 54.0 \\ \hline \end{array}$
6) $\begin{array}{r} 53.4 \\ - 24.2 \\ \hline \end{array}$	7) $\begin{array}{r} 43.3 \\ - 23.3 \\ \hline \end{array}$	8) $\begin{array}{r} 76.8 \\ - 23.3 \\ \hline \end{array}$	9) $\begin{array}{r} 337.3 \\ - 114.3 \\ \hline \end{array}$	10) $\begin{array}{r} 448.8 \\ - 336.0 \\ \hline \end{array}$
11) $\begin{array}{r} 762.6 \\ - 422.3 \\ \hline \end{array}$	12) $\begin{array}{r} 434.9 \\ - 122.6 \\ \hline \end{array}$	13) $\begin{array}{r} 54.3 \\ - 134.2 \\ \hline \end{array}$	14) $\begin{array}{r} 54.3 \\ - 2 \\ \hline \end{array}$	15) $\begin{array}{r} 351.9 \\ - 121.5 \\ \hline \end{array}$

**Word Problems**

Answer the questions below.

1) Lucas cycled a total of 52.7 kilometers on Saturday. If he cycled 21.4 kilometers on Sunday, how much farther did he cycle on Saturday than on Sunday?

2) A water bottle can hold up to 3.5 liters of water. If Emily drinks 1.2 liters from it, how much water is left in the bottle?

## Subtracting Decimals – Borrowing

### Questions

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 73.74 \\ - 15.56 \\ \hline \end{array}$	2) $\begin{array}{r} 75.47 \\ - 43.74 \\ \hline \end{array}$	3) $\begin{array}{r} 34.46 \\ - 22.63 \\ \hline \end{array}$	4) $\begin{array}{r} 52.54 \\ - 14.53 \\ \hline \end{array}$	5) $\begin{array}{r} 24.54 \\ - 12.72 \\ \hline \end{array}$
6) $\begin{array}{r} 28.36 \\ - 17.33 \\ \hline \end{array}$	7) $\begin{array}{r} 48.25 \\ - 27.63 \\ \hline \end{array}$	8) $\begin{array}{r} 48.25 \\ - 27.63 \\ \hline \end{array}$	9) $\begin{array}{r} 582.85 \\ - 556.24 \\ \hline \end{array}$	10) $\begin{array}{r} 797.28 \\ - 544.46 \\ \hline \end{array}$
11) $\begin{array}{r} 952.64 \\ - 245.37 \\ \hline \end{array}$	12) $\begin{array}{r} 757.23 \\ - 553.52 \\ \hline \end{array}$	13) $\begin{array}{r} 78.58 \\ - 323.52 \\ \hline \end{array}$	14) $\begin{array}{r} 78.58 \\ - 323.52 \\ \hline \end{array}$	15) $\begin{array}{r} 714.85 \\ - 321.31 \\ \hline \end{array}$

### Word Problems



Answer the questions below.

1) The class collected \$695.99 for their field trip. After spending \$422.58 on bus rental, how much money is left for activities?	
2) A theatre group had 173.75 meters of fabric. They used 139.58 meters for costumes. How much fabric remains?	

# Calculating Change Using \$2

## Questions

Calculate how much change you will get.











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

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




# Calculating Change Using \$10

## Questions

Calculate how much change you will get



Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____	6) 	= _____
2) 	= _____	7) 	= _____
3) 	= _____	8) 	= _____
4) 	= _____	9) 	= _____
5) 	= _____	10) 	= _____

## Giving Change Using Coins

Money Used	Item	Change Due	Coins
		\$3	

### Questions

Fill in the table to provide change to your customer.

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			



Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

# Adding Money



## Questions



Fill in the table to provide change to your customer.

		Total
\$ _____	\$ _____	\$ _____

	Total
\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____



		Total
\$ _____	\$ _____	\$ _____


		Total
\$ _____	\$ _____	\$ _____

# Adding Multiple Items



**Questions**



Add up the total price of the items

 \$6.00	 \$3.00	Total
\$ _____	\$ _____	\$ _____

 \$22.00	 \$16.00	Total
\$ _____	\$ _____	\$ _____

 \$38.00	 \$45.00	Total
\$ _____	\$ _____	\$ _____

 \$8.00	 \$16.00	Total
\$ _____	\$ _____	\$ _____

 \$17.00	 \$18.00	Total
\$ _____	\$ _____	\$ _____

## Providing Change to Customers

Money Used	Item	Item	Change Due
			\$1.50

**Questions** Add up the items and provide change based on what the customer paid with.

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

## Money Word Problems

**Questions**

Answer the word problems below

1) Jim was shopping for a basketball and a pump. The pump is \$6, and the basketball is \$16. He hands the cashier \$25. How much change will he get?



2) Paul works at an ice cream shop. A customer orders 2 ice cream cones for \$4. They hand him a \$10 bill. How much change does he need to give back?



3) Ally went to the movies tonight with her friends. She paid for her movie ticket, \$6 for her popcorn, and \$4 for her drink. How much money did she spend?

4) Lexi has saved enough money to buy a game for her computer. It costs \$44 and she hands the cashier a \$50 bill. Will she have enough money left to buy a \$5 ice cream?



# Money Word Problems – Adding 2 Items

**Questions**

Answer the word problems below

1) Finnegan is shopping at a sports store. He puts a skateboard and a water bottle in his cart. The skateboard is \$22.50, and the bottle is \$4.75. He hands the cashier \$30. How much change will he get back?



2) Courtney is at a sandwich shop. She buys a turkey sub for \$6.70 and a vegetable sub for \$4.40. She hands the cashier \$20. How much change will she get back?



3) Kalin works at a restaurant. A customer orders a burger for \$6.40 and fries for \$4.50. The customer gives Kalin \$20. How much change does Kalin owe the customer?



## Unit Quiz – Adding and Subtracting

### Part 1

### Adding

	Thou.	Hun.	Tens	Ones
	5			5
+	3			

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

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

	Thou.	Hun.	Tens	Ones
	4	3	8	5
+	2	3	4	7

	Thou.	Hun.	Tens	Ones	Tenths
	1	3			
+	4	4		8	

	Tens	Ones	Tenths
	7	2	. 8
+		6	. 4

### Part 2

### Solve

1)  $2143 + 3424$

2)  $1653 + 4845$

## Part 3

## Subtracting

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

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

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

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

	Thou.	Hun.	Tens	Ones	Tenths
		3			
-	1	8	1		0

	Hun.	Tens	Ones	Tenths
	4	2	5	. 3
-		5	3	. 6

## Part 4

## Solve

1)  $7685 - 2142$

2)  $8376 - 5184$

1) Suzanne is a raspberry picker at a farm. She picked 2653 raspberries last week and 4765 raspberries this week. How many raspberries did she pick in total in the last 2 weeks?



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



3) Lindsay had \$7493 to spend on a new boat. She ended up buying a boat for \$6357. How much money does she have left?



4) Hanna bought an ice cream cone for \$4.75. She gave the cashier \$10.00. How much change did she get back?

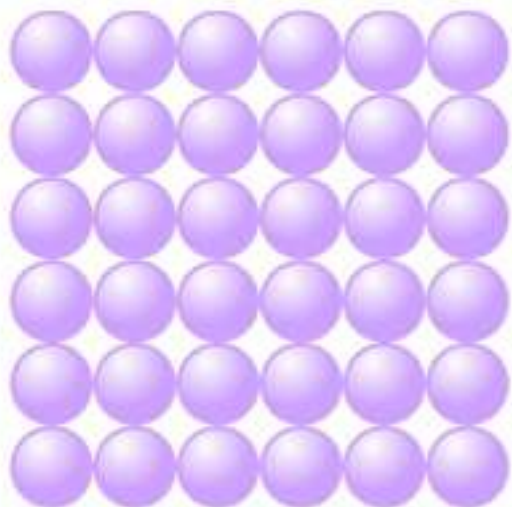




$0 \cdot 7 =$	0
$1 \cdot 7 =$	7
$2 \cdot 7 =$	14
$3 \cdot 7 =$	21
$4 \cdot 7 =$	28
$5 \cdot 7 =$	35
$6 \cdot 7 =$	42
$7 \cdot 7 =$	49
$8 \cdot 7 =$	56
$9 \cdot 7 =$	63
$10 \cdot 7 =$	70
$11 \cdot 7 =$	77

### N.3

Students explain properties  
of prime and composite  
numbers using  
multiplication and division.



# Introduction to Factors

**Instructions**

List all of the factors for the numbers below

1) 12 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2) 25 \_\_\_\_\_, \_\_\_\_\_

3) 21 \_\_\_\_\_, \_\_\_\_\_

4) 16 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5) 43 \_\_\_\_\_, \_\_\_\_\_

6) 29 \_\_\_\_\_, \_\_\_\_\_

7) 6 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8) 10 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9) 15 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10) 20 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**PREVIEW**



# Find The Factors

**Instructions**

Circle all the factors of the number listed

1) 10

8      2      9      4  
3      10      5

2) 8

8      2      6      4  
3      1      7      5

3) 47

23      2  
3      47

4) 18

1      9      6      4  
8      2      3      18

5) 22

22      2      7      3  
11      1      10      6

6) 25

1      5      2      25  
15      4

7) 24

8      2      4      6  
3      1      24      12

8) 58

2      30      27      3  
6      1      29      58

9) 86

2      44      1      52  
43      3      86      8

10) 63

3      21      2      63  
9      1      15      7

# Finding Prime and Composite Numbers



## Part 1

Follow the directions below

1) Circle the prime numbers below

11	15	7	18	3	5
13	19	33	49	52	45
		67	90	81	74

2) Circle the composite numbers below

6	11	13	19	25
50	43	41	55	21
47	54	62	71	63

## Part 2

Write the numbers from the pair under the correct heading

	Pairs of Numbers	Prime	Composite
1)	22, 5		
2)	12, 17		
3)	23, 25		
4)	41, 49		
5)	59, 52		
6)	67, 16		
7)	73, 81		
8)	89, 95		

# Prime vs Composite Numbers

**Instructions**

Colour prime numbers one colour and composite numbers a different colour



Type of Number	Colour
Composite Number	
Prime Number	



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

# Composite Number Maze

## Instructions

Help Angela get to school by colouring a composite number path

7	19	29	37	67	71	61	83			
97	67	51	32	45	46	25	10			
79	2	9	29	97	83	53	43	13		
5	50	76	94	7	5	2	11	5		
3	7	41	23	71	29	41	6	7		
74	55	52	92	95	13	67	8	17		
98	17	61	41	89	23	59	71	59		
100	70	39	40	68	65	79	83	29		89
2	19	83	67				61	59		73
11	59	73	59				53	67		61

# Introduction to Multiples

**Instructions**

List the first 5 multiples for each number

**Example**

2

2, 4, 6, 8, 10

1)

2)

10

3)

3

4)

4

5)

7

6)

9

7)

6

8)

8

**PREVIEW**

# Identifying Multiples

**Instructions**

Circle the multiples of the number



1) 3

2      5      9      12  
15      11      6

2) 5

8      21      10      25  
15      20      13      24

3) 4

8      11      12  
20      16      15      9

4) 6

8      15      12      20  
30      14      24      18

5) 2

4      3      1      8  
7      10      6      9

6) 7

21  
14      35      20      11

7) 8

16      21      8      32  
35      40      13      24

8) 10

50      25      30      21  
10      20      36      41

**PREVIEW**

# Greatest Common Factor

**Instructions**

List the factors and write the greatest common factor (GCF)

1)  
12 \_\_\_\_\_  
18 \_\_\_\_\_

GCF = 

2)  
15 \_\_\_\_\_  
25 \_\_\_\_\_

GCF = 

3)  
35 \_\_\_\_\_  
28 \_\_\_\_\_

GCF = 

4)  
16 \_\_\_\_\_  
4 \_\_\_\_\_

GCF = 

5)  
32 \_\_\_\_\_  
48 \_\_\_\_\_

GCF = 

6)  
24 \_\_\_\_\_  
16 \_\_\_\_\_

GCF = 

7)  
16 \_\_\_\_\_  
48 \_\_\_\_\_

GCF = 

8)  
27 \_\_\_\_\_  
9 \_\_\_\_\_

GCF = 

9)  
54 \_\_\_\_\_  
36 \_\_\_\_\_

GCF = 

10)  
64 \_\_\_\_\_  
56 \_\_\_\_\_

GCF = 

**PREVIEW**

# Greatest Common Factor

**Instructions**

List the factors and write the greatest common factor (GCF)

1)

30 \_\_\_\_\_

24 \_\_\_\_\_

36 \_\_\_\_\_

2)

40 \_\_\_\_\_

10 \_\_\_\_\_

70 \_\_\_\_\_

GCF = 

3)

35 \_\_\_\_\_

20 \_\_\_\_\_

50 \_\_\_\_\_

GCF = 

4)

28 \_\_\_\_\_

= 

5)

27 \_\_\_\_\_

45 \_\_\_\_\_

72 \_\_\_\_\_

GCF = 

6)

36 \_\_\_\_\_

24 \_\_\_\_\_

54 \_\_\_\_\_

GCF = 

7)

32 \_\_\_\_\_

44 \_\_\_\_\_

28 \_\_\_\_\_

GCF = 

8)

55 \_\_\_\_\_

77 \_\_\_\_\_

33 \_\_\_\_\_

GCF = 

**PREVIEW**

## Greatest Common Factor - Riddle

### Questions

Find the GCF and match the letter to the numbers above. Notice there are 2 O's, T's and S's! You'll need to decide where to place the letter.

The more you take, the more you leave behind. What am I?

4		12	24	3	15	25	5	

S (15, 20)	(48, 56)	P (50, 75)
T (48, 36)	F (16, 28)	(14)
S (48, 72)	T (9, 15)	E (60, 45)

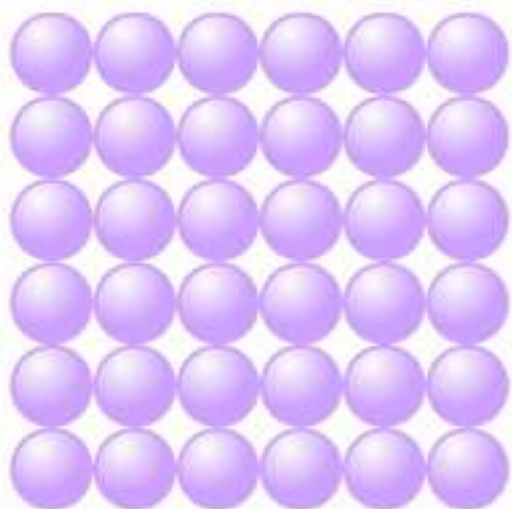
PREVIEW



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

## N.4

Students multiply and divide natural numbers within 10 000.



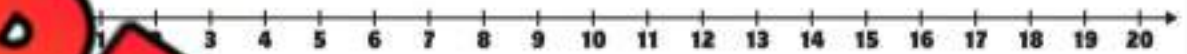
**Number Line Multiplication – Repeated Addition****Questions**

Fill in the blanks below

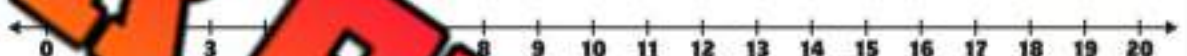
1)  $3 \times 3 = 9$



2)  $6 \times 3 =$  \_\_\_\_\_



3)  $5 \times 4 =$  \_\_\_\_\_



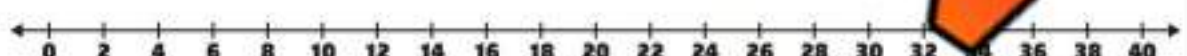
4)  $7 \times 2 =$  \_\_\_\_\_



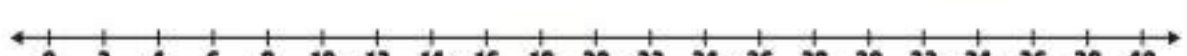
5)  $2 \times 9 =$  \_\_\_\_\_



6)  $5 \times 7 =$  \_\_\_\_\_



7)  $9 \times 4 =$  \_\_\_\_\_



8)  $6 \times 6 =$  \_\_\_\_\_



## Word Problem: Repeated Addition

### Questions

Solve the word problems below



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

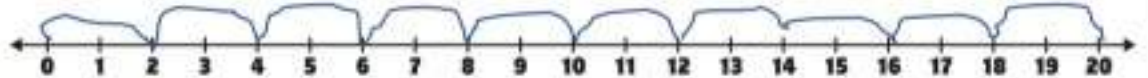
# Number Line Division – Repeated Subtraction

**Questions**

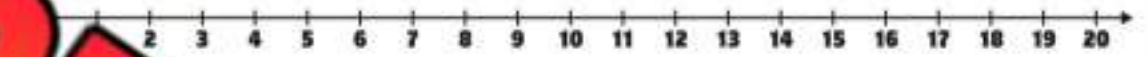
Use repeated subtraction to find the answer

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

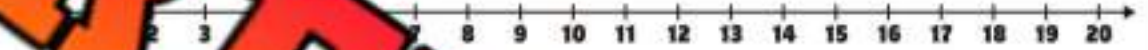
1)  $20 \div 2 = 10$



2)  $20 \div 5 =$  \_\_\_\_\_



3)  $12 \div 3 =$  \_\_\_\_\_



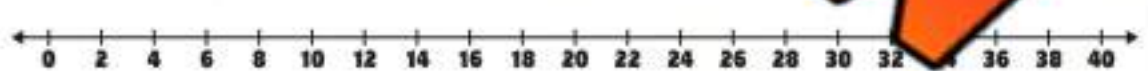
4)  $18 \div 6 =$  \_\_\_\_\_



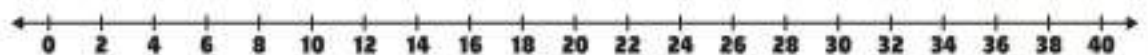
5)  $15 \div 3 =$  \_\_\_\_\_



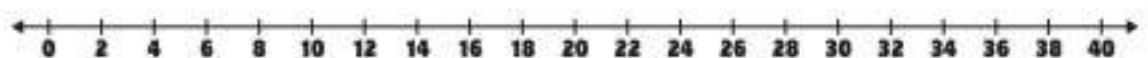
6)  $32 \div 8 =$  \_\_\_\_\_



7)  $36 \div 4 =$  \_\_\_\_\_



8)  $40 \div 5 =$  \_\_\_\_\_

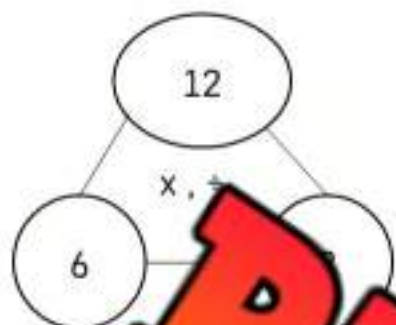


**PREVIEW**

# Multiplication and Division

## Questions

Investigate the relationship between multiplication and division

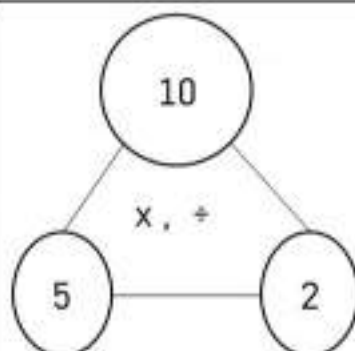


$6 \times 2 = 12$

$2 \times 6 = 12$

$12 \div 6 = 2$

$12 \div 2 = 6$

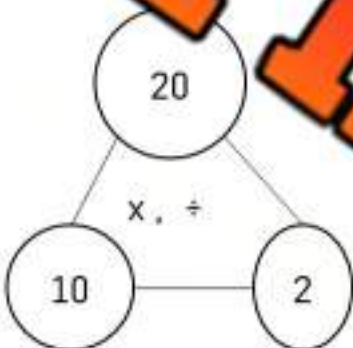


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

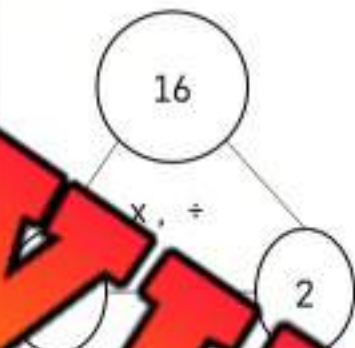


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

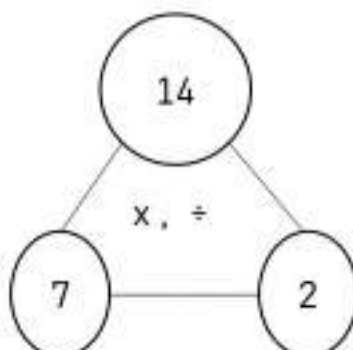


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

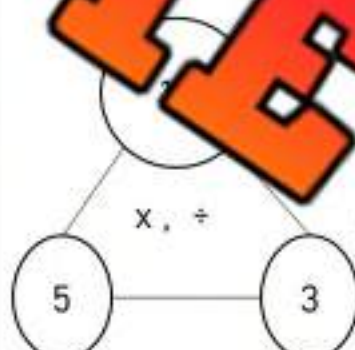


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

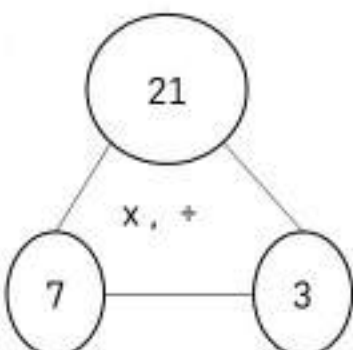


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

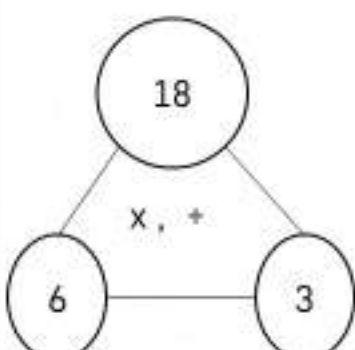


$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$



$\_\_ \times \_\_ = \_\_$

$\_\_ \times \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

$\_\_ \div \_\_ = \_\_$

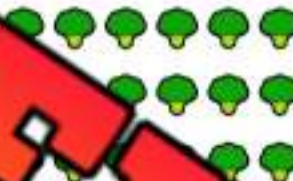
**Multiplication – Arrays****Part 1**

Write the equations for the arrays below



$_____ \times _____ = _____$

$_____ \times _____ = _____$



$_____ \times _____ = _____$

$_____ \times _____ = _____$

$_____ \times _____ = _____$

**Part 2**

Draw an array based on the equations below

$5 \times 4 = _____$

$8 \times 3 = _____$

$2 \times 7 = _____$

$5 \times 7 = _____$

$9 \times 3 = _____$

$8 \times 4 = _____$

## Word Problems: Multiplication Using Arrays



### Questions

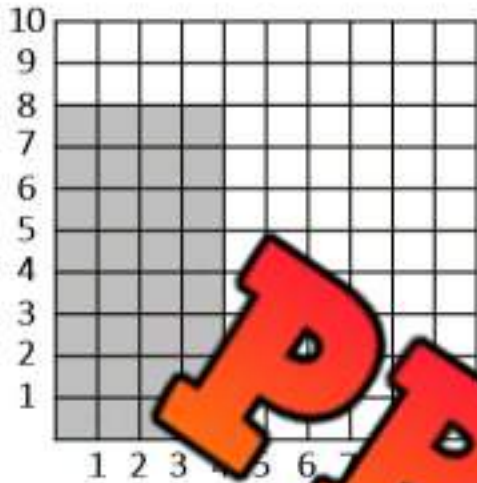
Solve the word problems below

	Word Problems for Arrays in Multiplication	Array
1	Alice is arranging her toy cars in rows. She places 5 cars in each row and makes 3 rows. How many toy cars does Alice have in total? Try drawing this using an array.	
2	For a display, Ben needs to display his rock collection. He arranges them in 4 rows with 6 rocks in each row. Can you help him find out how many rocks he has by drawing an array?	
3	In the school cafeteria, 5 plates are placed on each shelf, and there are 2 shelves. How many plates are there altogether? Draw an array to show the plates on the shelves.	
4	Daisy is planting flowers in her garden in a pattern. She plants 4 flowers in each row and makes 5 rows. Draw an array to find out how many flowers Daisy plants in her garden.	
5	Evan is organizing his books on shelves. If he puts 8 books on each shelf and has 3 shelves, how many books does Evan have? Make an array to solve this.	
6	For a bake sale, Fiona prepares cookies and places them in boxes. Each box holds 5 cookies and she prepares 6 boxes. How many cookies did Fiona prepare? Draw an array to represent the cookies in boxes.	

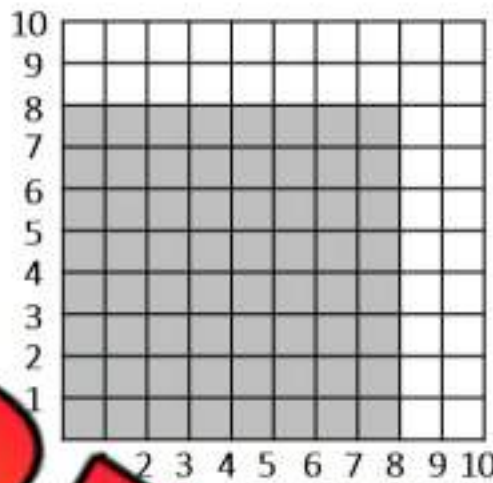
# Multiplication - Arrays

**Questions**

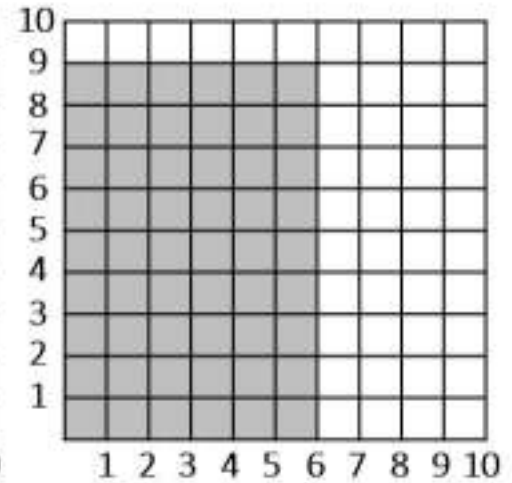
How much is shaded in? Answer the questions below



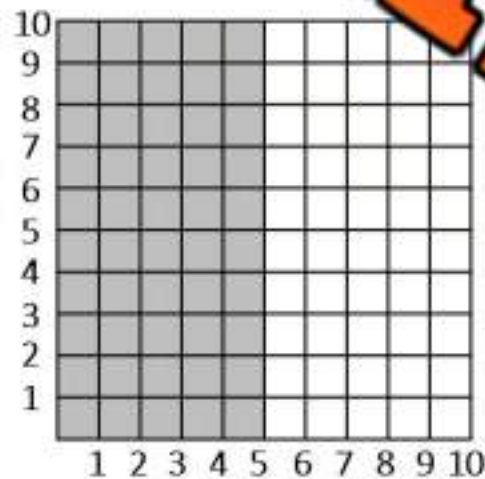
$8 \times 4 = \underline{\quad}$



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



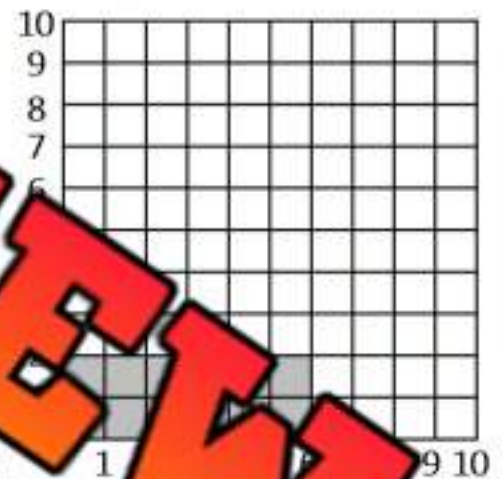
$9 \times 6 = \underline{\quad}$



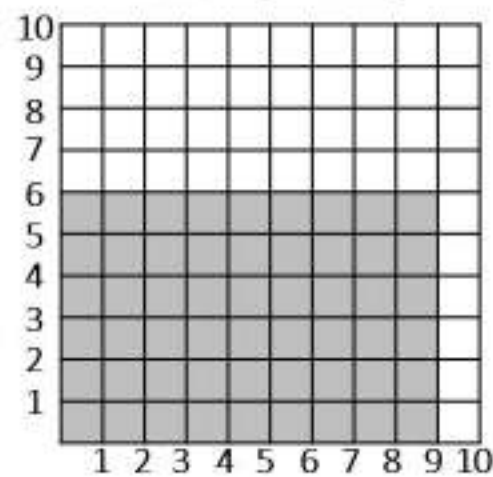
$10 \times 5 = \underline{\quad}$



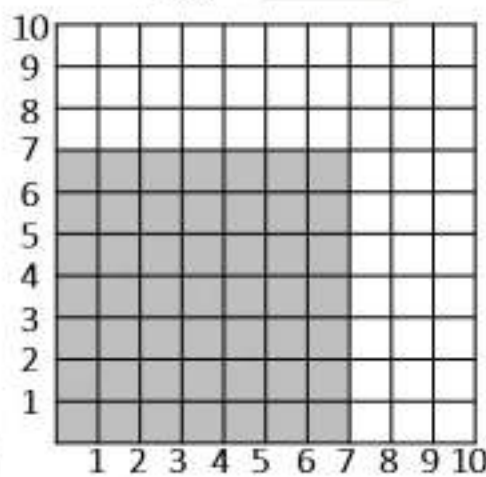
$7 \times 9 = \underline{\quad}$



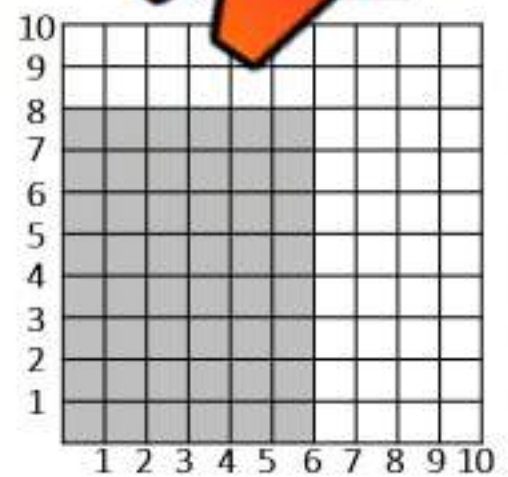
$7 \times 7 = \underline{\quad}$



$6 \times 9 = \underline{\quad}$



$7 \times 7 = \underline{\quad}$



$8 \times 6 = \underline{\quad}$

# Mental Math - Multiplication – Skip Counting

**Directions:**

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



**PREVIEW**

$$9 \times 3$$

$$6 \times 5$$

$$7 \times 6$$

$$9 \times 5$$

$$11 \times$$

$$4 \times 9$$

$$8 \times 9$$

# Mental Math - Multiplication – Skip Counting

**Directions:**

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



$$11 \times 7$$

$$13 \times 6$$

$$17 \times 4$$

$$18 \times 5$$

$$15 \times 7$$

$$14 \times 6$$

$$16 \times 7$$

**PREVIEW**

**Mental Math - Multiplication – Breaking Up Numbers****Directions**

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

**Example**

$$\begin{array}{r} 16 \times 4 \\ 10 \times 4 \text{ and } 6 \times 4 \\ \downarrow \qquad \qquad \downarrow \\ 40 \qquad \qquad 24 \\ \swarrow \qquad \searrow \\ 64 \end{array}$$



**PREVIEW**

$16 \times 7$

$15 \times 4$

$15 \times 6$

$18 \times 7$

$15 \times 9$

$14 \times 6$

$16 \times 6$



## Multiplying by Multiples of Ten

### Key Concept

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

Examples -  $10 \times 9 = 90$

$30 \times 6 = 180$

$60 \times 8 = 480$

$800 \times 4 = 3\,200$

### Questions

Answer the questions below using the key concept above

2	
5	
7	
3	
4	
6	
8	

	x 30
2	
5	
7	
3	
4	
6	
8	

	x 50
2	
6	
3	
7	
4	
5	
9	

	x 700
2	
5	
7	
3	
4	
6	
8	

	x 400
2	
6	
7	
4	
3	
5	
9	

2	
6	
3	
7	
4	
5	
9	

## Activity: Multiplication Race

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

- Index cards
- Markers or pens
- Timer (optional)



### Instructions

How you complete the activity

1. Prepare a stack of index cards with multiplication questions. Include a mix of simple multiplication facts (e.g.,  $3 \times 4$ ,  $6 \times 7$ ) and multiples of 10 (e.g.,  $5 \times 50$ ,  $7 \times 70$ ).
2. Have students line up in a single file (or you can have students sit at their desks).
3. Call the first two students in line to the front. Explain that they will compete for the multiplication question that the teacher pulls from the stack.
4. Pull a card from the stack and read the question aloud. The first student to answer correctly wins the round.
5. The student who answers correctly stays at the front to compete against the next student in line. The student who loses goes to the end of the line.
6. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
7. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

## Math Cards

Cut out the math cards below

$3 \times 8$

$7 \times 50$

**PREVIEW**

$9 \times 7$

$11 \times 10$

$10 \times 12$

$8 \times 30$

$4 \times 3$

Name: \_\_\_\_\_

189

Curriculum Connection  
N 6

Math Cards

Cut out the math cards below

$8 \times 4$

$10 \times 5$

$6 \times 1$

$8 \times 60$

$9 \times 40$

$3 \times 6$

$4 \times 50$

**PREVIEW**

## Math Cards

Cut out the math cards below

$5 \times 120$

$90 \times 4$

$5 \times 8$

$7 \times 40$

$2 \times 6$

$8 \times 11$

$70 \times 5$

**PREVIEW**

## Estimating Products – Word Problems



### Questions

Solve the word problems below

Questions	Answers
<p>1) Oliver is saving up for a new bicycle. Each month, he saves \$235. If he saves the same amount for 3 months, how much will he have saved in total? Can you give an estimate?</p>	
<p>2) Sophia is collecting cans for a recycling project. She collects 124 cans each day. If she works for 7 days, how many cans will Sophia collect? Give your best estimate.</p>	
<p>3) Ethan's family is planning to plant trees in rows back to back. They want to plant 112 trees in each row and plan to have 8 rows. How many trees will they plant altogether? What is your estimate?</p>	
<p>4) Mia is practicing her typing skills. She types about 158 words in 5 minutes. How many words can Mia type in 20 minutes? Can you estimate the total number of words?</p>	
<p>5) Aiden is buying notebooks for school. Each notebook costs \$102. If he buys 8 notebooks, how much money will Aiden spend in total? Please provide an estimate.</p>	

**Multiplication – 2 x 1 Digits****Questions**

Use the standard algorithm to solve the multiplication problems below

1) 
$$\begin{array}{r} 53 \\ \times 2 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 35 \\ \times 4 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 45 \\ \times 3 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 39 \\ \times 5 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 64 \\ \times 0 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 21 \\ \times 4 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 88 \\ \times 4 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 58 \\ \times 3 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 275 \\ \times 1 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 76 \\ \times 5 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 62 \\ \times 1 \\ \hline \end{array}$$

13) 
$$\begin{array}{r} 85 \\ \times 2 \\ \hline \end{array}$$

15) 
$$\begin{array}{r} 87 \\ \times 3 \\ \hline \end{array}$$

16) 
$$\begin{array}{r} 32 \\ \times 2 \\ \hline \end{array}$$

17) 
$$\begin{array}{r} 56 \\ \times 0 \\ \hline \end{array}$$

18) 
$$\begin{array}{r} 52 \\ \times 1 \\ \hline \end{array}$$

19) 
$$\begin{array}{r} 37 \\ \times 4 \\ \hline \end{array}$$

20) 
$$\begin{array}{r} 85 \\ \times 1 \\ \hline \end{array}$$

21) 
$$\begin{array}{r} 45 \\ \times 4 \\ \hline \end{array}$$

22) 
$$\begin{array}{r} 54 \\ \times 3 \\ \hline \end{array}$$

23) 
$$\begin{array}{r} 77 \\ \times 4 \\ \hline \end{array}$$

24) 
$$\begin{array}{r} 86 \\ \times 5 \\ \hline \end{array}$$

25) 
$$\begin{array}{r} 95 \\ \times 0 \\ \hline \end{array}$$

## Exit Cards

Cut Out

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

Name: \_\_\_\_\_

Use the standard algorithm to solve the multiplication problems below.

1)			
		7	2
x			6

3)  $45 \times 2$

4)

Name: \_\_\_\_\_

Use the standard algorithm to solve the multiplication problems below.

1)			
	4	7	
x			3

3)  $45 \times 2$

4)  $27$

$\times 7$

Name: \_\_\_\_\_

Use the standard algorithm to solve the multiplication problems below.

1)			
	4	7	
x			3

3)  $45 \times 2$

4)  $27$

$\times 7$

Name: \_\_\_\_\_

Use the standard algorithm to solve the multiplication problems below.

1)			
	4	7	
x			3

3)  $45 \times 2$

4)  $27$

$\times 7$

**Multiplication – 3 x 1 Digits****Questions**

Use the standard algorithm to solve the multiplication problems below

1) 
$$\begin{array}{r} 533 \\ \times 2 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 535 \\ \times 6 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 462 \\ \times 3 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 749 \\ \times 4 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 621 \\ \times 0 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 321 \\ \times 7 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 138 \\ \times 2 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 534 \\ \times 3 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 177 \\ \times 1 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 726 \\ \times 5 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 642 \\ \times 1 \\ \hline \end{array}$$

13) 
$$\begin{array}{r} 835 \\ \times 2 \\ \hline \end{array}$$

15) 
$$\begin{array}{r} 817 \\ \times 5 \\ \hline \end{array}$$

16) 
$$\begin{array}{r} 132 \\ \times 7 \\ \hline \end{array}$$

17) 
$$\begin{array}{r} 526 \\ \times 0 \\ \hline \end{array}$$

18) 
$$\begin{array}{r} 152 \\ \times 9 \\ \hline \end{array}$$

19) 
$$\begin{array}{r} 137 \\ \times 4 \\ \hline \end{array}$$

20) 
$$\begin{array}{r} 817 \\ \times 1 \\ \hline \end{array}$$

21) 
$$\begin{array}{r} 435 \\ \times 2 \\ \hline \end{array}$$

22) 
$$\begin{array}{r} 554 \\ \times 3 \\ \hline \end{array}$$

23) 
$$\begin{array}{r} 277 \\ \times 4 \\ \hline \end{array}$$

24) 
$$\begin{array}{r} 986 \\ \times 5 \\ \hline \end{array}$$

25) 
$$\begin{array}{r} 795 \\ \times 0 \\ \hline \end{array}$$

## Multiplication – Word Problems

**Questions**

Solve the problems below

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



2) Carter works at a bakery. His job is to fill bags with bagels. He put 6 bagels into 264 bags today. How many bagels did he put in bags today?



3) Nora drove for 9 hours today at 118km per hour. How many kilometres did she drive?

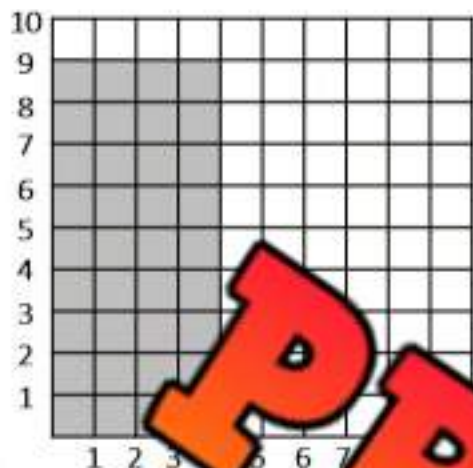


4) Jacob blinks 932 times per hour. How many times did he blink in the last 5 hours?

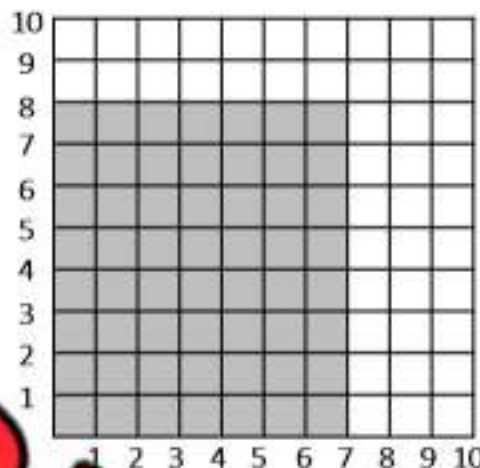


**Division - Arrays****Questions**

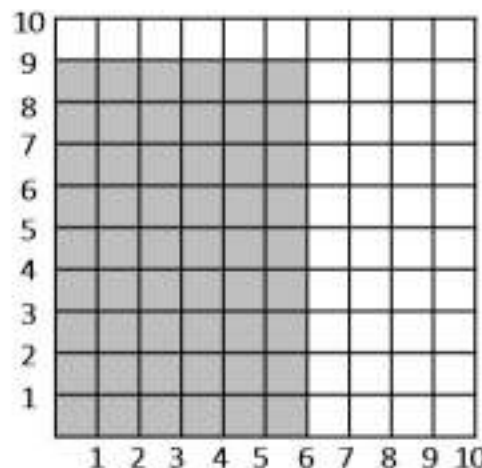
How is the shaded in area divided?



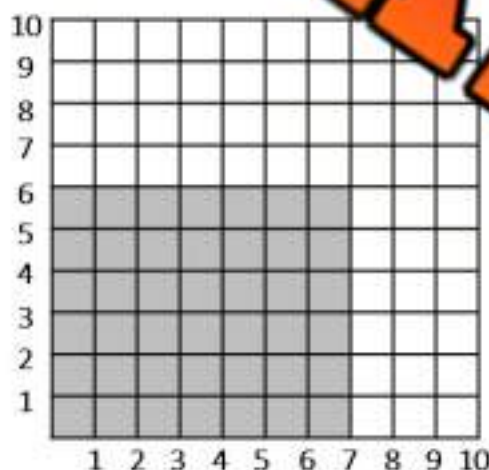
$36 \div 4 = \underline{\hspace{2cm}}$



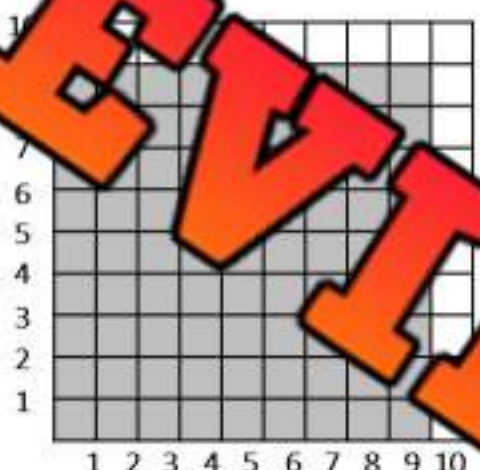
$7 = \underline{\hspace{2cm}}$



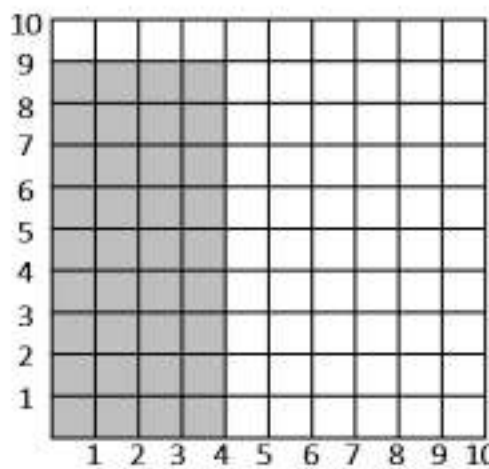
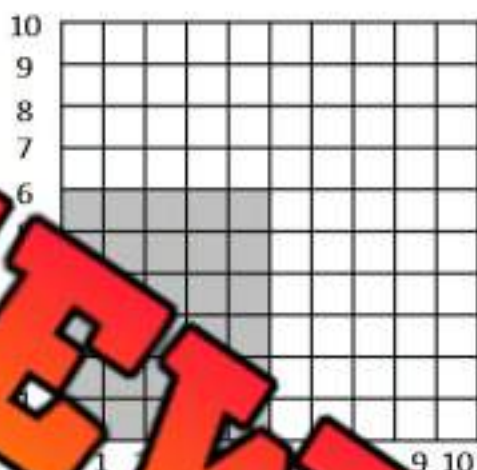
$54 \div 6 = \underline{\hspace{2cm}}$



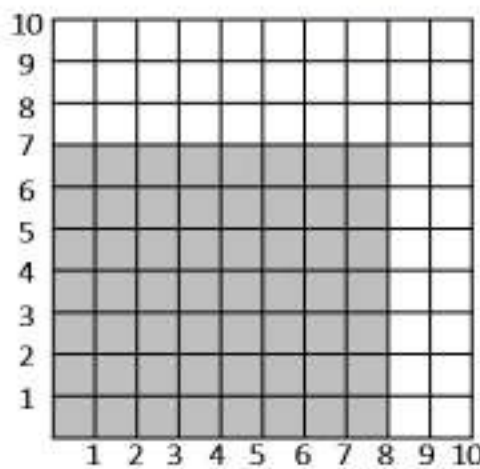
$42 \div 7 = \underline{\hspace{2cm}}$



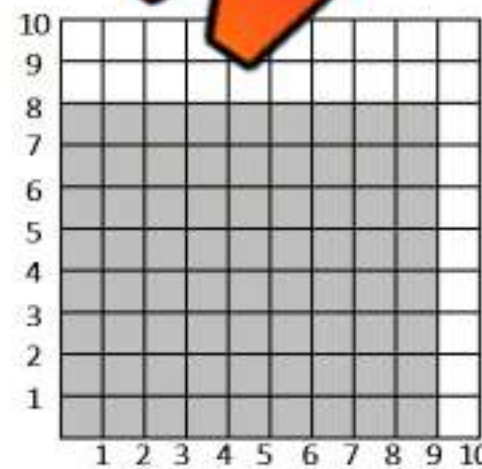
$81 \div 9 = \underline{\hspace{2cm}}$



$36 \div 4 = \underline{\hspace{2cm}}$



$56 \div 8 = \underline{\hspace{2cm}}$



$72 \div 9 = \underline{\hspace{2cm}}$

# Mental Math – Division – Skip Counting

**Directions**

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



$$91 \div 7 = ?$$

1 2 3 4 5 6 7 8 9 10 11 12 13  
7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91

Answer = 13



**PREVIEW**

$$64 \div 4$$

$$70 \div 5$$

$$72 \div 6$$

$$95 \div 5$$

$$98 \div 7$$

$$96 \div 8$$

$$84 \div 6$$

## Mental Math – Division – Splitting Up The Dividend

### Directions

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

### Example

friendlier numbers  
 $60 + 60 = 144$

$$\begin{array}{r} 144 \div 6 = 24 \\ 60 \div 6 = 10 \\ 60 \div 6 = 10 \\ 24 \div 6 = 4 \end{array}$$



$$52 \div 4$$

$$138 \div 6$$

$$75 \div 5$$

$$96 \div 4$$

$$161 \div 7$$

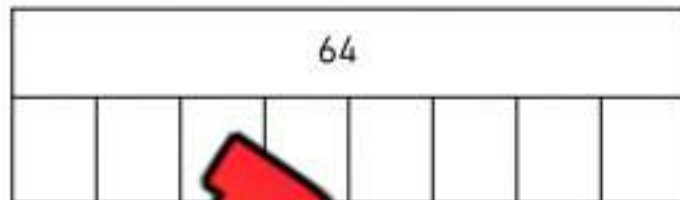
$$184 \div 8$$

$$162 \div 6$$

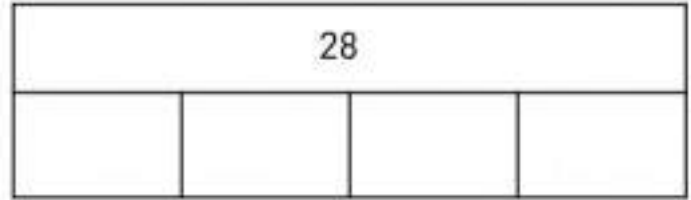
**Division – Bar Model****Questions**

Use the bar model to answer the division questions below

1)  $64 \div 8$



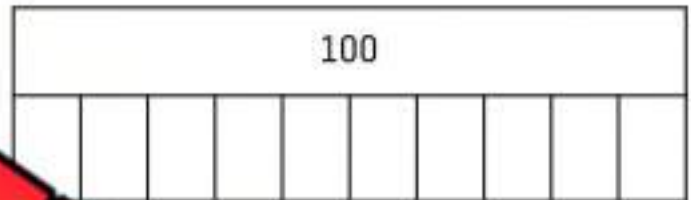
2)  $28 \div 4$



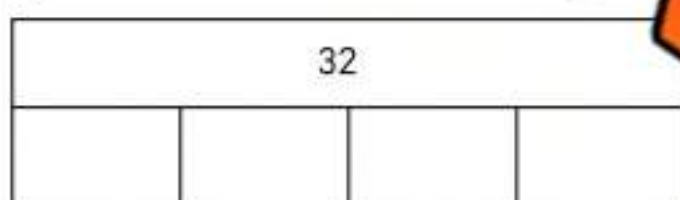
3)  $42 \div 6$



4)  $100 \div 10$



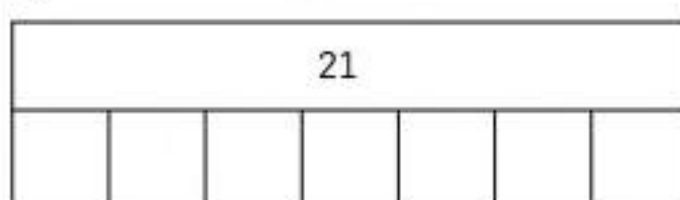
5)  $32 \div 4$



6)  $25 \div 5$



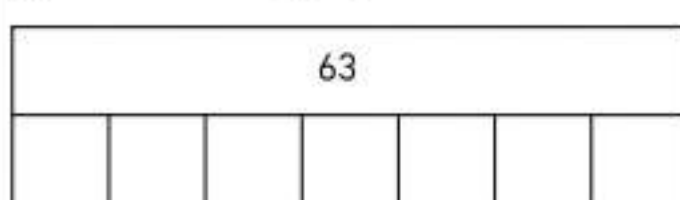
7)  $21 \div 7$



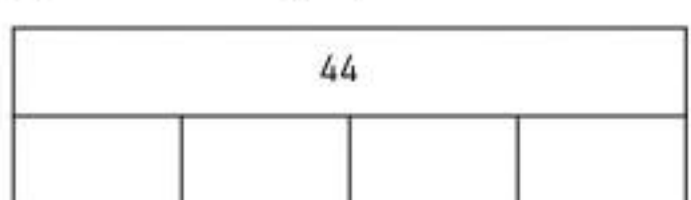
8)  $81 \div 9$



9)  $63 \div 7$



10)  $44 \div 4$



**Division – Word Problems****Questions**

Solve the problems below

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



2) Willow studied for 120 minutes for a test she has tomorrow. She has studied the same amount for 5 days. How much did she study for each day?



3) Owen collected 146 candies on Halloween and he divided the candies into 4 groups so he could share them with his 2 brothers and sister. How many candies did each sibling get?

b) How many extra candies were left over?



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



## Division – Area Model

### Questions

Use the area model to answer the division questions below

1)  $243 \div 6 = 40 \text{ r}3$

	$33$	$7$	$0$
$6$	$200$ $198$ $2$	$40$ $42$	$3$ $\text{r}3$

2)  $258 \div 4$

	$200$	$50$	$8$
--	-------	------	-----

3)  $428 \div 2$

	$400$	$20$	$8$
--	-------	------	-----

$372 \div 6$

	$70$	$2$
--	------	-----

5)  $612 \div 6$

	$600$	$10$	$2$
--	-------	------	-----

6)  $735 \div 5$

	$700$	$30$	$5$
--	-------	------	-----

**Division – 3 by 1 – With Remainders****Questions** Solve the division problems below. Use r = to represent the remainders

1) 
$$\begin{array}{r} 20 \text{ r}2 \\ 6 \overline{) 122} \end{array}$$

2) 
$$\begin{array}{r} \\ 3 \overline{) 94} \end{array}$$

3) 
$$\begin{array}{r} \\ 2 \overline{) 43} \end{array}$$

4) 
$$\begin{array}{r} \\ 5 \overline{) 84} \end{array}$$

5) 
$$\begin{array}{r} \\ 4 \overline{) 146} \end{array}$$

7) 
$$\begin{array}{r} \\ 7 \overline{) 107} \end{array}$$

8) 
$$\begin{array}{r} \\ 6 \overline{) 118} \end{array}$$

9) 
$$\begin{array}{r} \\ 9 \overline{) 112} \end{array}$$

10) 
$$\begin{array}{r} \\ 5 \overline{) 142} \end{array}$$

11) 
$$\begin{array}{r} \\ 3 \overline{) 115} \end{array}$$

13) 
$$\begin{array}{r} \\ 7 \overline{) 156} \end{array}$$

14) 
$$\begin{array}{r} \\ 4 \overline{) 134} \end{array}$$

15) 
$$\begin{array}{r} \\ 8 \overline{) 107} \end{array}$$

16) 
$$\begin{array}{r} \\ 6 \overline{) 122} \end{array}$$

## Activity: Division Race

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

- Index cards
- Markers or pens
- Timer (optional)



### Instructions

How you will complete the activity.

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

Name: \_\_\_\_\_

256

Curriculum Connection  
N 6

Math Cards

Cut out the math cards below

$24 \div 12$

$30 \div 5$

$40 \div 8$

$56 \div 8$

$72 \div 6$

$30 \div 6$

$99 \div 9$

**PREVIEW**

**Unit Quiz - Multiplication and Division****Part 1****Solve**

$13 \times 6$

$16 \times 8$

$108 \div 9$

$161 \div 7$

	7	5
x		7
-----		

	7	8
x		3
-----		

	7	8	4	2
x				2
-----				

$6 \overline{) 24}$

$2 \overline{) 120}$

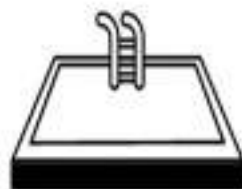
$3 \overline{) 162}$

$5 \overline{) 118}$

## Part 2

## Answer the word problems below

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



2) Everyday for a year (365 days), Joey ate 7 pieces of fruit. How many pieces of fruit did Joey eat in a year?



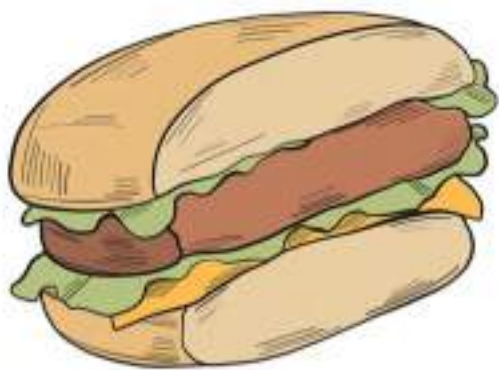
3) Mrs. Wilson made 84 cookies for her school. She divided the cookies up to give an equal amount to 6 different classes. How many cookies did each class get?



4) a) Tyler spent \$274 each time he filled his boat with gas. He filled his boat up 7 times last summer. How much did he spend on gas?

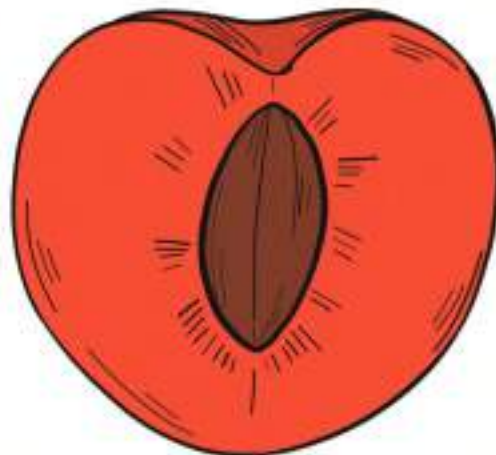
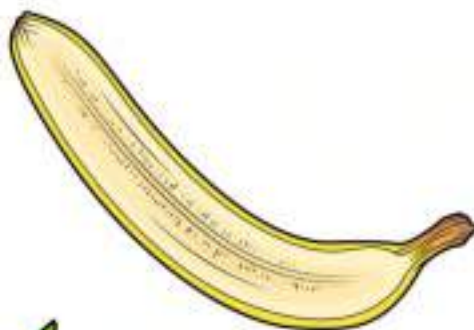


Bonus) If he split the cost of gas with two other friends, how much would each friend owe? (leave the answer in dollars and include any remainder).



## **N.5**

Students apply equivalence to the interpretation of fractions.



## 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 $<$ $>$ $=$

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

### Part 2 Put the fractions in order from least to greatest

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

### Part 3 Answer the word problem below

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

\_\_\_\_\_

**Ordering Fractions with Common Denominators****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)  $\frac{4}{6}$     $\frac{2}{6}$     $\frac{6}{6}$     $\frac{5}{6}$

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

5)  $\frac{3}{10}$     $\frac{8}{10}$     $\frac{10}{10}$     $\frac{7}{10}$     $\frac{6}{10}$

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

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

## Comparing Benchmark Fractions - Halves

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

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

### Part 1

Circle the fractions that are a half

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

### Part 2

Circle the fractions that are larger than a half

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

### Part 3

Compare the fractions using < >

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

### Part 4

Answer the word problem below

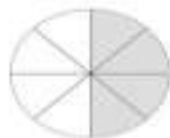
Sherry walked  $\frac{6}{8}$  of a kilometre to school. Sara walked  $\frac{2}{5}$  of a kilometre to school. Who walks further to school each day? How do you know?

# Equivalent Fractions

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



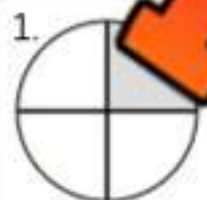
Pizza 1



Pizza 2

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

**Questions** Shade in the fraction and decide if they are equivalent



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

Yes



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

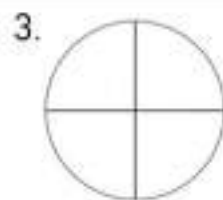
No



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

Yes

No



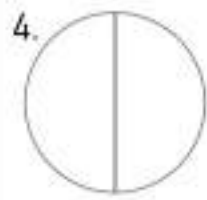
$$\frac{3}{4}$$

Yes



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

No



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

Yes



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

No



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

Yes



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

No



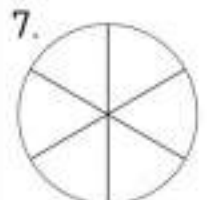
$$\frac{3}{6}$$

Yes



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

No



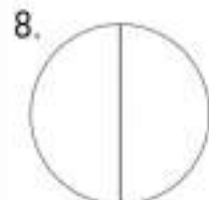
$$\frac{3}{6}$$

Yes



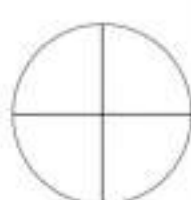
$$\frac{1}{3}$$

No



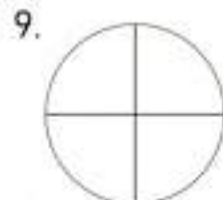
$$\frac{1}{2}$$

Yes



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

No



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

Yes



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

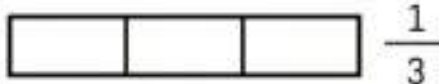
No

# Equivalent Fractions

**Questions**

Shade in the fraction and decide if they are equivalent

1.

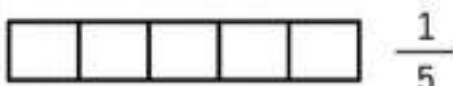
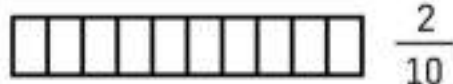


Yes

Yes

No

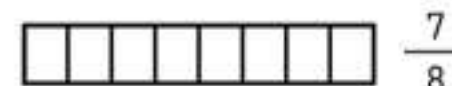
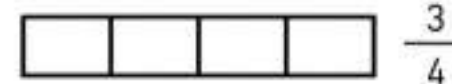
2.



Yes

No

3.



Yes

No

4.



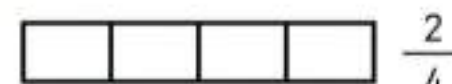
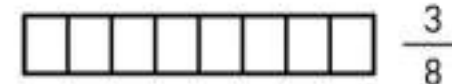
Yes

No

Yes

No

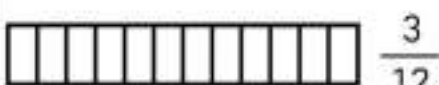
6.



Yes

No

7.



Yes

No

8.



Yes

No

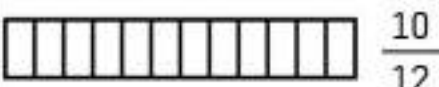
9.



Yes

No

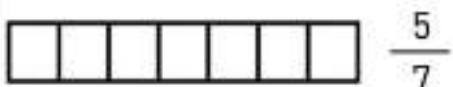
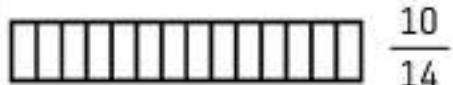
10.



Yes

No

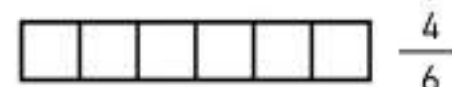
11.



Yes

No

12.



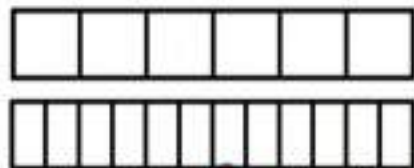
Yes

No

# Equivalent Fractions

**Questions**Compare the fractions using  $<$   $>$   $=$ 

1.

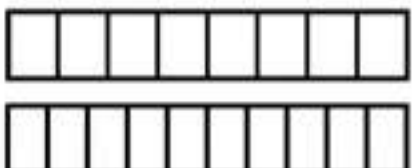


$\frac{2}{6}$



$\frac{4}{8}$

2.

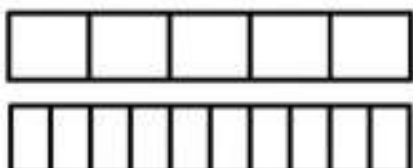


$\frac{4}{8}$



$\frac{6}{10}$

3.



$\frac{1}{5}$



$\frac{2}{10}$

4.



$\frac{2}{3}$



$\frac{3}{4}$

5.

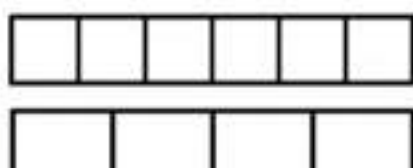


$\frac{3}{12}$



$\frac{1}{1}$

6.

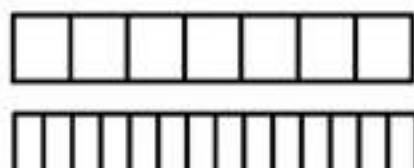


$\frac{4}{6}$



$\frac{2}{4}$

7.



$\frac{5}{7}$



$\frac{8}{14}$

8.



$\frac{7}{8}$



$\frac{3}{4}$

9.

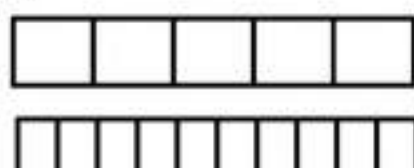


$\frac{6}{8}$

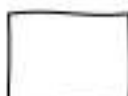


$\frac{4}{6}$

10.

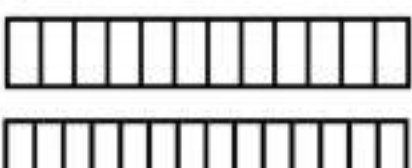


$\frac{3}{5}$



$\frac{6}{10}$

11.

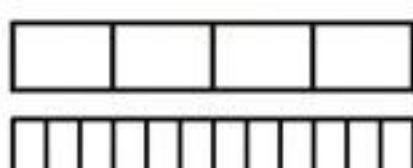


$\frac{6}{12}$



$\frac{7}{14}$

12.



$\frac{3}{4}$

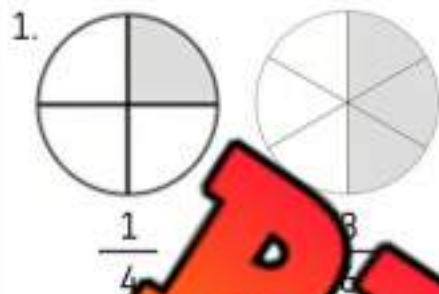


$\frac{8}{12}$

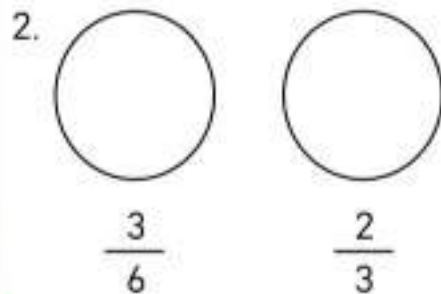
# Equivalent Fractions

## Questions

Divide the shapes into equal parts and shade in the fraction. Are they equivalent?

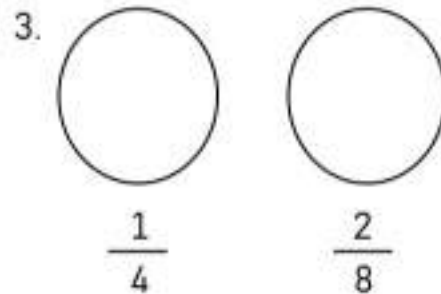


No



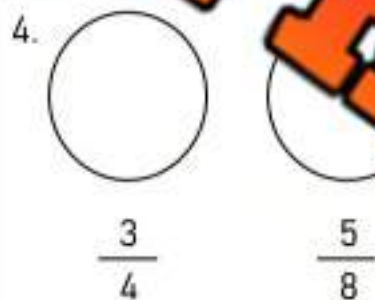
Yes

No



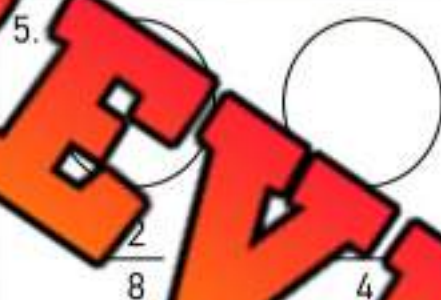
Yes

No



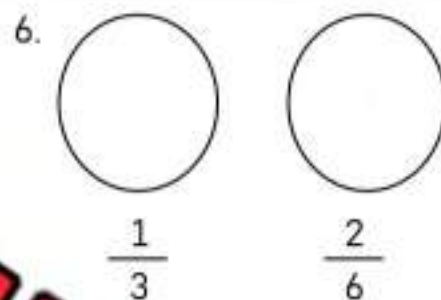
Yes

No



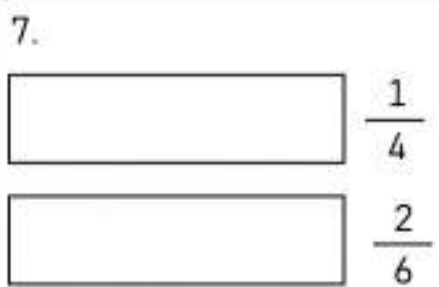
Yes

No



Yes

No



Yes

No



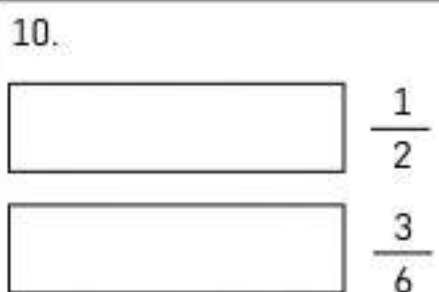
Yes

No



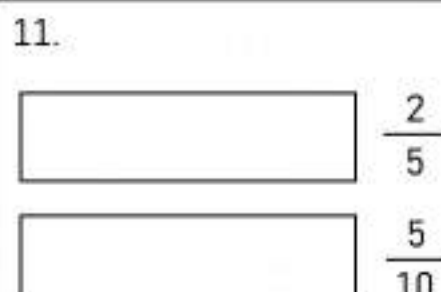
Yes

No



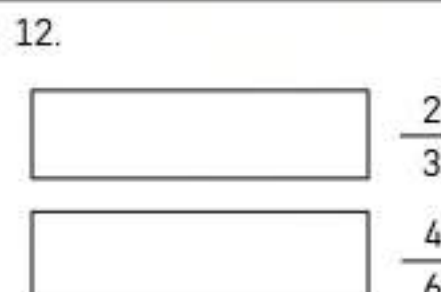
Yes

No



Yes

No



Yes

No

# Equivalent Fractions

**Questions**

Write your own equivalent fractions



1)  $\frac{2}{3} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

2)  $\frac{3}{4} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

3)  $\frac{5}{7} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

4)  $\frac{2}{9} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

5)  $\frac{5}{6} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

6)  $\frac{4}{9} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

7)  $\frac{3}{5} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

8)  $\frac{7}{10} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

**PREVIEW**

## Memory Game: Matching Equivalent Fractions

### Objective

What are we learning about?

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

### Materials

What you will need for the activity.

- Memory game cards. Each card will have a different fraction written on it. Each fraction will be matched to another fraction.
- A small table or clear space on the floor.



### Instructions

How you will complete the activity.

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

## Cards

## Memory Game Cards

$1/2$

$3/6$

$3/9$

$1/4$

$4/16$

$2/3$

$6/9$

$3/4$

$9/12$

**PREVIEW**

## Cards

## Memory Game Cards

$1/5$

$3/15$

$6/15$

$3/5$

$6/10$

$1/6$

$4/24$

$5/6$

$10/12$

**PREVIEW**

Name: \_\_\_\_\_

284

Cards

Memory Game Cards

3/10

9/30

14/20

9/10

8/20

2/7

6/21

3/7

9/21

**PREVIEW**

# Comparing Fractions

**Part 1**Compare the fractions using  $<$ ,  $>$ ,  $=$ 

1.  $\frac{3}{6}$    $\frac{4}{12}$

2.  $\frac{2}{8}$    $\frac{3}{4}$

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

4.  $\frac{2}{6}$    $\frac{4}{12}$

5.  $\frac{4}{8}$    $\frac{1}{4}$

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

7.  $\frac{1}{2}$    $\frac{1}{6}$

8.  $\frac{3}{3}$    $\frac{5}{6}$

9.  $\frac{1}{6}$    $\frac{1}{2}$

10.  $\frac{2}{4}$    $\frac{6}{12}$

11.  $\frac{3}{5}$    $\frac{2}{5}$

12.  $\frac{2}{3}$    $\frac{1}{3}$

**Part 2**

Answer the word problems below

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



2) Sam and Joel each got medium pizzas for themselves. Sam ate  $\frac{6}{8}$  of his pizza. Joel ate  $\frac{2}{4}$  of his pizza. Who ate more pizza?



# Ordering Fractions

**Questions**

Put the fractions in order from least to greatest

1)  $\frac{1}{3}$        $\frac{2}{3}$        $\frac{1}{9}$        $\frac{8}{9}$

2)  $\frac{2}{5}$        $\frac{2}{5}$        $\frac{8}{10}$        $\frac{6}{10}$

3)  $\frac{3}{4}$        $\frac{2}{4}$        $\frac{6}{12}$

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

5)  $\frac{8}{8}$        $\frac{6}{8}$        $\frac{2}{4}$        $\frac{2}{4}$

6)  $\frac{2}{3}$        $\frac{1}{6}$        $\frac{6}{12}$        $\frac{11}{12}$

**PREVIEW**

## Simplifying Fractions

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

### How To Do It:

1. Write down the factors for both numbers.

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

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

3. Divide by \_\_\_\_\_

### Example

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

$\frac{100}{100}$  - Factors: 1, 2, 4, 5, 10, 20, 25, 50, 100

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

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



### Questions

1)

$$\frac{8}{16} = \frac{\quad}{\quad}$$

3)

$$\frac{12}{18} = \frac{\quad}{\quad}$$

4)

$$\frac{25}{35} = \frac{\quad}{\quad}$$

5)

$$\frac{36}{60} = \frac{\quad}{\quad}$$

6)

$$\frac{21}{35} = \frac{\quad}{\quad}$$

7)

$$\frac{14}{42} = \frac{\quad}{\quad}$$


8)

$$\frac{16}{32} = \frac{\quad}{\quad}$$


# Simplifying Fractions - Matching

**Questions**

Draw a line from the fraction to its simplest form

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






**PREVIEW**



# Simplifying Fractions – Alex's Homework

**Questions**

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

Question	Alex's Answer	Your Answer
1) Isabella baked 30 cookies. She gave away 20 of them. What fraction of cookies did she give away? 	$20/30$ or $10/15$	
2) Zoe had 60 dollars from selling baked goods. She spent 45 dollars of those dollars on Friday. What fraction of the money did she earn on Friday? 	$15/60$ or $3/12$	
3) Ethan has 18 candies. 6 are blue and 12 are green. What fraction of the candies are blue? 	$6/18$ or $3/9$	
4) A canteen sold 64 drinks today. They sold 24 sport drinks. What fraction of drinks were sport drinks? 	$24/64$ or $12/32$	
5) Ella scored 16 points in her basketball game. Her team scored a total of 36 points. What fraction of total points did Ella score? 	$16/36$ or $8/18$	

# Converting Fractions and Decimals



## Part 1

Fill in the table with the converted decimal and fraction

Fraction	Decimal
$\frac{1}{10}$	
$\frac{2}{10}$	.2
$\frac{3}{10}$	
$\frac{4}{10}$	
$\frac{5}{10}$	
$\frac{6}{10}$	
$\frac{7}{10}$	
$\frac{8}{10}$	
$\frac{9}{10}$	
$\frac{10}{10}$	
$\frac{1}{100}$	

Fraction	Decimal
$\frac{1}{10}$	0.1
	0.2
	0.3
	0.4
	0.5
	0.6
	0.7
	0.8
	0.9
	1.0

**PREVIEW**

## Part 2

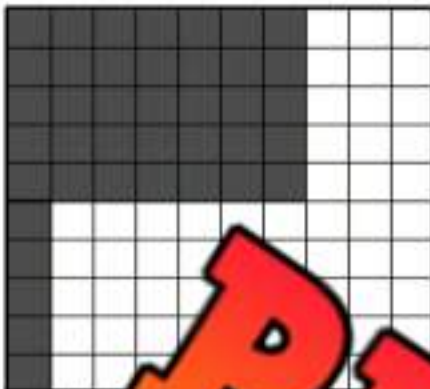
Convert the following fractions and decimals

0.5 =        /10	0.1 =        /10	0.2 =        /10	0.8 =        /10
$\frac{6}{10}$ =	$\frac{4}{10}$ =	$\frac{3}{10}$ =	$\frac{9}{10}$ =
$\frac{37}{100}$ =	$\frac{52}{100}$ =	0.80 =	0.70 =

# Fractions and Decimals

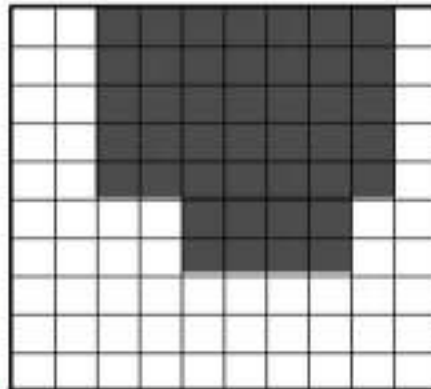
## Questions

What fraction and decimal of the array is shaded in?



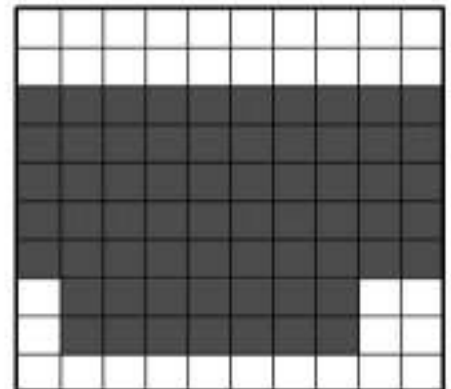
Fraction

Decimal



Fraction

Decimal



Fraction

Decimal



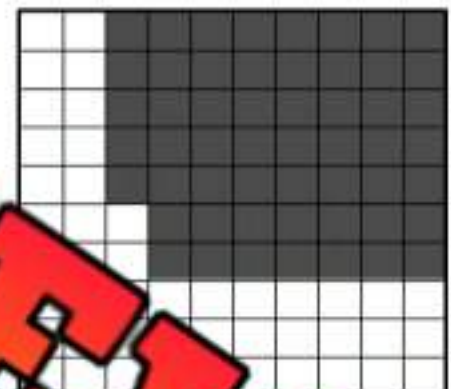
Fraction

Decimal



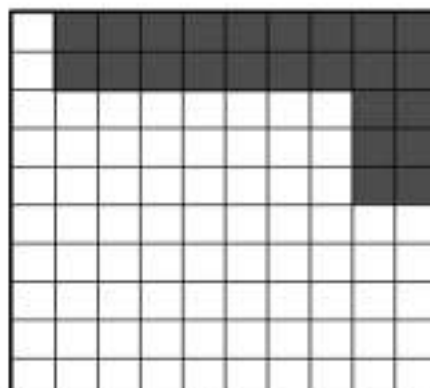
Fraction

Decimal



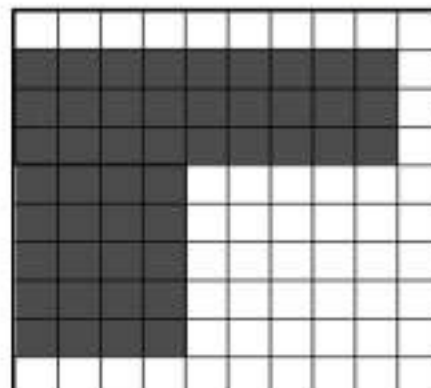
Fraction

Decimal



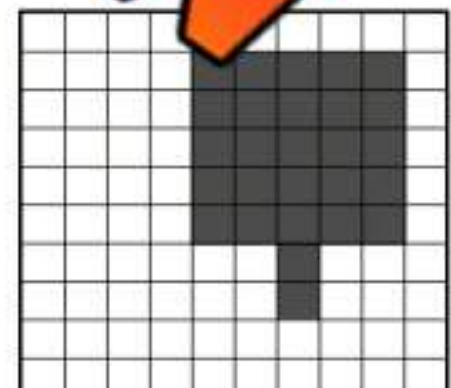
Fraction

Decimal



Fraction

Decimal



Fraction

Decimal

**PREVIEW**



**N.6**

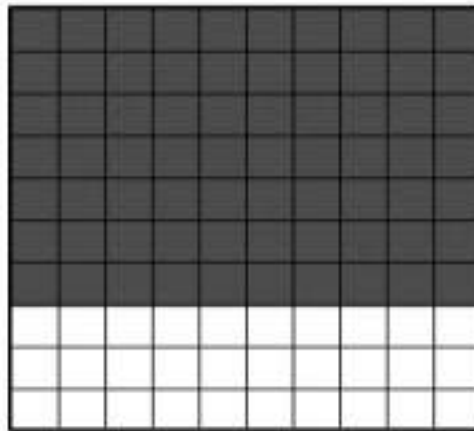
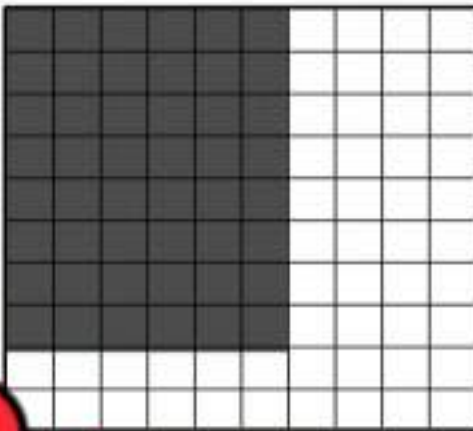
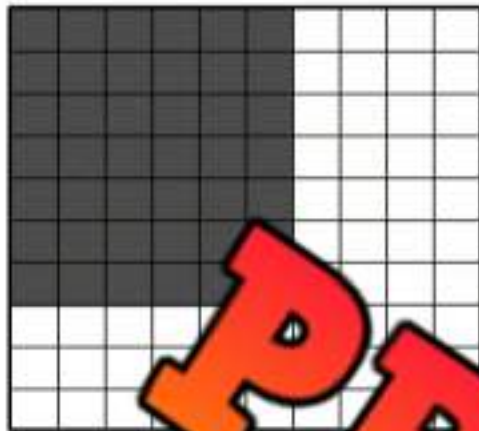
Students interpret percentages.



# Fractions, Decimals, and Percents

**Part 1**

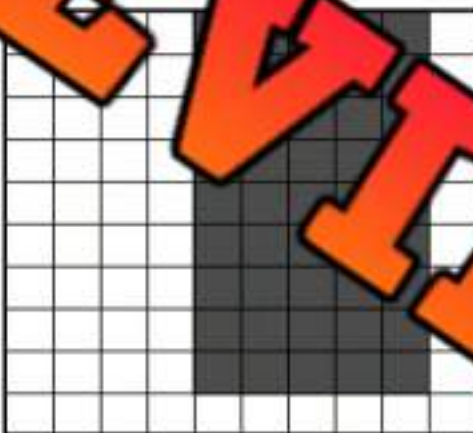
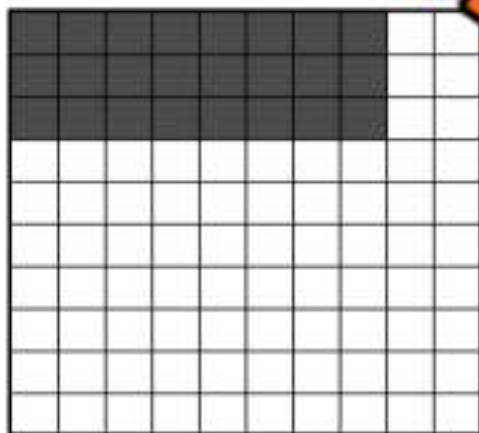
What fraction, decimal and percent of the array is shaded in?



Fraction	Decimal	Percent

Fraction	Decimal	Percent

Fraction	Decimal	Percent



Fraction	Decimal	Percent

Fraction	Decimal	Percent

Fraction	Decimal	Percent

**Part 2**

Answer the word problems below

- 1) Hank got 71 out of 100 on his math test. What percent did he get on his test?
- 2) Wendy scored 23 out of 50 of her three point shots. What was her three point percentage?

# Fractions, Decimals, and Percents

## Part 1

Fill in the table with the converted decimal, fraction, and percent

Fraction	Decimal	Percent
100/1000		10.0%
200/1000		20.0%
	0.300	%
400/1000		40.0%
500/1000		%
		60.0%
		%
	0.800	%
900/1000		%
	1.000	%

## Part 2

Convert the following fractions, decimals and percent

$138/1000 =$ %	$536/1000 = 0.$	$42.4\% =$ /1000	$798/1000 =$ %
$56.2\% =$ /1000	$161/1000 =$ %	$871/1000 = 0.$	$0.938 =$ %
$0.356 =$ %	$0.682 =$ %	$71.4\% = 0.$	$782/1000 = 0.$

## Word Problems – Missing Percentages

**Questions**

What percentage is missing?

1) In a class, 63% of students take a bus to school and 14% get a drive from their parents. What percentage of students walk to school?



2) In a study of 7 students, 23% thought math was fun and 42% thought math was just a chore. What percentage of students disliked math?



3) A shop sells 3 types of donuts. They tracked their sales last week and found out that 38% of the donuts were chocolate, and 21% were vanilla. What percentage of the donuts were peanut butter?



4) In a candy survey, respondents were asked which candy was their favourite. They could choose from 4 different options – gum, hard candy, suckers, or gummies. 18% chose gum, 27% chose hard candy, and 20% chose suckers. What percentage chose gummies?



5) The Saskatchewan Ministry of Transportation studied vehicle fuel use most in Saskatchewan. There were 3 options – gas, diesel, or electricity. 55% used gas, 41% used diesel and 4% used electricity. What percentage of vehicles use gas?



6) A zoo has monkeys, zebras, pandas, and snakes. Of all the animals, 23% are monkeys, 29% are zebras, and 26% are pandas. What percentage of the animals are snakes?



7) Zoe spends 3 hours on 5 social media apps each day. She spends 28% of the 3 hours on Instagram, 15% on Facebook, 22% on TikTok, and 17% on Snapchat. What percent does she spend on YouTube?



Name: \_\_\_\_\_

311

## Math Basketball: Missing Percentages Challenge

### Objective

What are we learning about?

To reinforce students' understanding and application of calculating missing percentages through engaging word problems and a fun basketball shooting game.



### Materials

What you will need for the activity.

- Small basketball (or ball)
- Trash can or similar bin to serve as the hoop
- Index cards with missing percentage word problems
- Marker or pen
- Timer or stopwatch

### Instructions

How you will complete the activity.

1. Arrange the classroom so that there is enough space for multiple teams to work simultaneously. Place a desk about 6 feet away from a trash can.
2. Place a stack of index cards with problems on each desk.
3. Provide each team with a recording sheet and a pen.
4. Divide the students into teams of about five members.
5. Each team stands in a line behind their respective desk.
6. The first student in line flips over an index card and solves the problem.
7. Once the answer is recorded, the student attempts to shoot the paper into the bin.
8. If the student makes the shot, they place a tally mark on the team's tally sheet for a point. If they miss, no tally is given.
9. The student then goes to the end of the line, and the next student steps up to the desk to repeat the process.
10. The activity continues until all index cards have been solved.
11. Once all index cards are completed, the teacher collects the recording sheets and reviews the answers with the class.
12. For each incorrect answer, the team loses one point.
13. The team with the highest number of points after deductions is declared the winner.

Name: \_\_\_\_\_

312

## Index Cards

Use the following table for the game.

In a school, 52% of students participate in sports and 18% are in the band. What percentage are in neither?

A survey shows that 34% of people prefer summer and 29% prefer winter. What percentage prefer spring or fall?

A garden has flowers, bushes, and trees. 40% of the plants are flowers, and 25% are bushes. What percentage are trees?

A class of students has 40% with brown eyes, and 35% have blue eyes. What percentage have green eyes?

A bakery sells 4 types of cookies: chocolate chip, oatmeal, sugar, and peanut butter. 32% are chocolate chip and 20% are oatmeal. What percentage are sugar or peanut butter?

In a fruit basket, 48% of the fruit are apples and 12% are bananas. What percentage are other fruits?

A book club has read 75 books this year. 52% of the books were fiction, and 18% were non-fiction. What percentage were biographies?

At a pet store, 30% of the animals are cats, and 50% are dogs. What percentage are other animals?

A survey about favorite ice cream flavors shows 25% prefer vanilla, and 30% prefer chocolate. What percentage prefer other flavors?

A teacher has 24 students. 40% of the students have completed their homework, and 30% are working on it. What percentage have not started?

In a music class, 55% of the students play the piano, and 25% play the guitar. What percentage play other instruments?

A gym has 120 members. 45% use the treadmill, and 35% use the weights. What percentage use other equipment?

Name: \_\_\_\_\_

313

## Index Cards

Use the following table for the game.

A library has 300 books. 60% of the books are fiction, and 25% are non-fiction. What percentage are reference books?

A class survey shows 38% of students walk to school, and 40% bike. What percentage use other modes of transportation?

A farm has 100 animals. 35% are cows, and 45% are chickens. What percentage are other animals?

In a pizza shop, 40% of people prefer pepperoni, and 35% prefer cheese. What percentage prefer other toppings?

A clothing store sells shirts, pants, and jackets. 50% of the items sold are shirts, and 30% are pants. What percentage are jackets?

In a school of 500 students, 40% are in grade 6, and 25% are in grade 7. What percentage are in other grades?

A movie theater sold 200 tickets. 60% were for action movies, and 25% were for comedies. What percentage were for other genres?

A restaurant's menu has appetizers, main courses, and desserts. 40% of the items are appetizers, and 30% are main courses. What percentage are desserts?

In a zoo, 55% of the animals are mammals, and 30% are birds. What percentage are reptiles or other animals?

A school library has 500 books. 45% are fiction, and 40% are non-fiction. What percentage are other types of books?

A technology store sells phones, laptops, and tablets. 50% of the items sold are phones, and 30% are laptops. What percentage are tablets?

In a science class, 40% of the students prefer biology, and 35% prefer chemistry. What percentage prefer other sciences?

## Class List – Decimal, Fraction, Percent

Mrs. Hansen just finished marking a math test. Her class list with the results of the test are below. She has simplified some of the fractions, and some students wrote a different test, meaning they are out of a different total.

### Grades

A = 80% and up

B = 70% - 79%

C = 60% - 69%

D = 50% - 59%

F = 49% or less

Questions

Fill in the class list



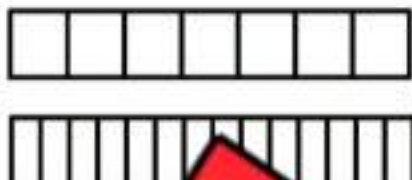
Student Name	Mark	Decimal	Percent	Grade
Madis				
Stella				
Matthew				
Eli	7/10			
John	1/2			
Kai	1/4			
Ivy	4/4			
Everly	1/5			
Bella	75/100			
Skylar	95/100			
Leah	8/10			
Roman	1/8			
Adrian	1/10			
Easton	4/5			
Savannah	77/100			

# Unit Quiz – Fractions, Decimals, and Percent

## Part 1

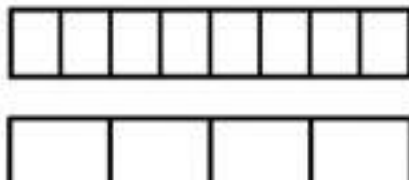
Compare the fractions using  $<$   $>$   $=$

1.



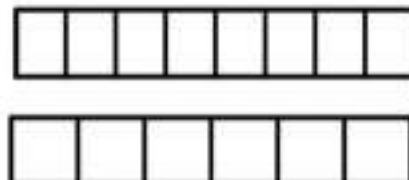
$$\frac{5}{7} \square \frac{2}{4}$$

2.



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

3.



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

4.



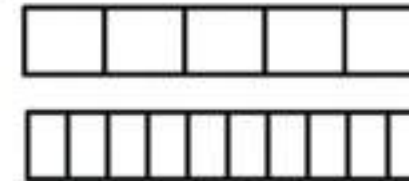
$$\frac{3}{4} \square \frac{8}{12}$$

5.



$$\frac{3}{12} \square \frac{1}{10}$$

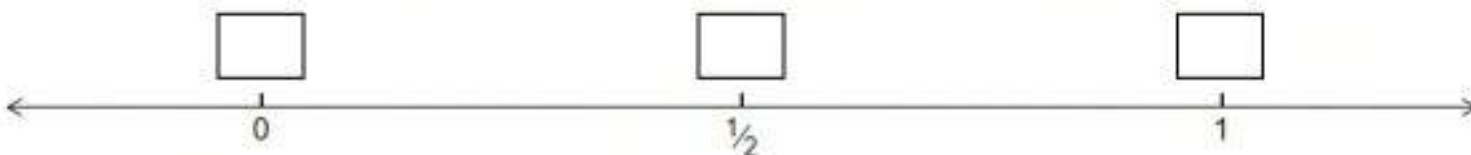
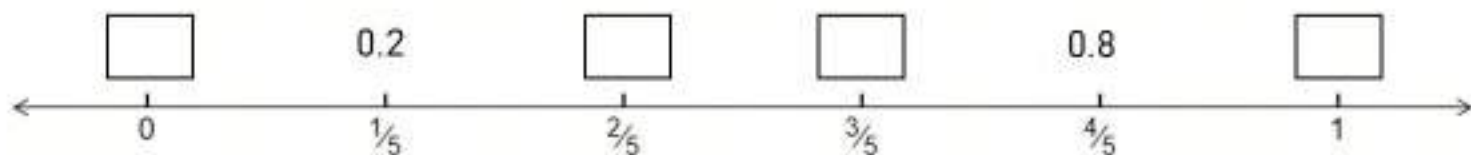
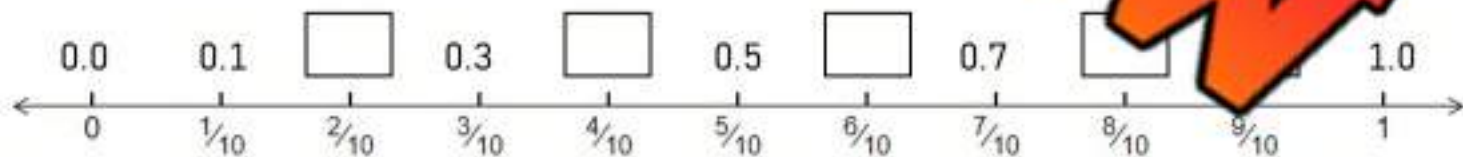
6.



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

## Part 2

Fill in the missing decimals on the number line.



## Part 3

Write 3 equivalent fractions for the following fractions

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

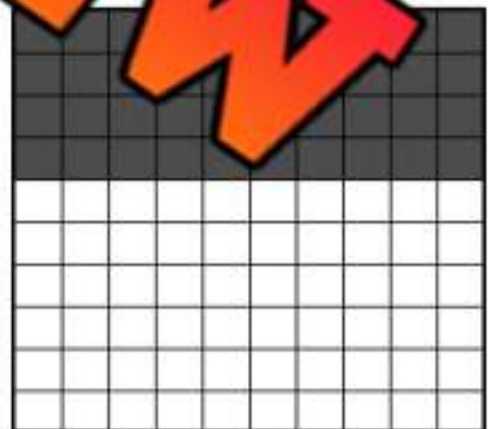
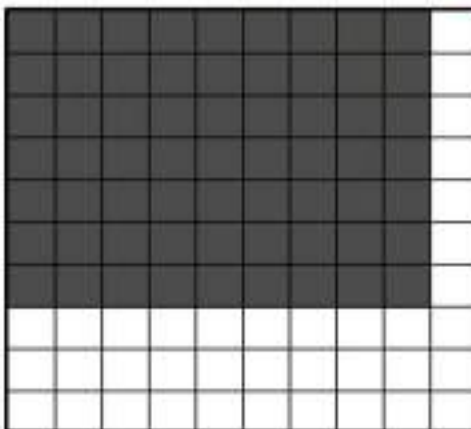
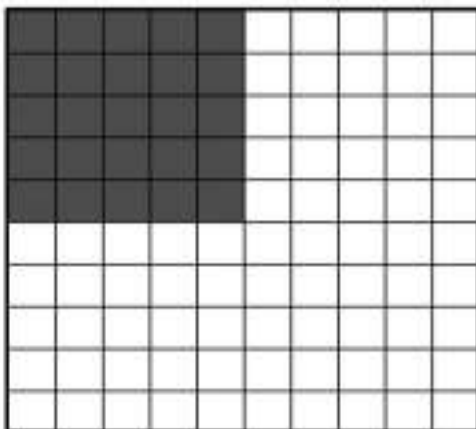
$$\frac{1}{4}$$

$$\frac{1}{5}$$

$$\frac{1}{6}$$

## Part 4

What fraction and decimal of the array are shaded in?



Fraction

Decimal

Fraction

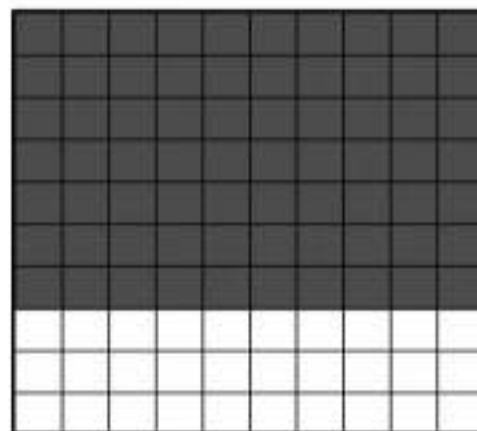
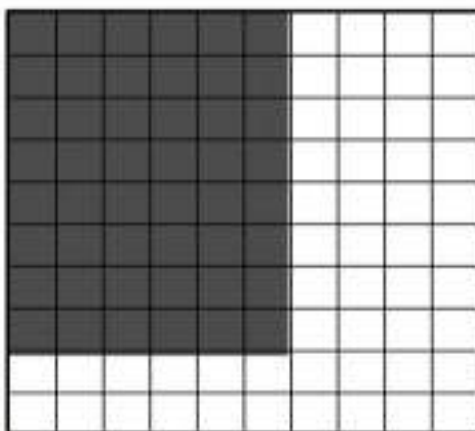
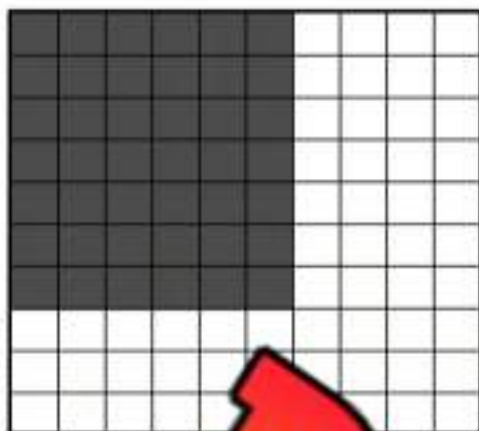
Decimal

Fraction

Decimal

## Part 5

What fraction, decimal and percent of the array is shaded in?



Fraction

Fraction	Decimal	Percent

Fraction	Decimal	Percent

## Part 6

Answer the questions below

1) The grade 6's voted for their favorite pizza. There were 5 options and students had to vote for one option. The results are shown below.

a) What percentage chose pizza?

b) If there were 100 grade 6 students surveyed, how many chose pizza?

Pasta	15%
French Fingers	21%
Chicken	18%
Pizza	
Other	31%

2) On a science test, the percentage of grade 6's who scored A, B, C, D, and F is listed below.

a) What percentage of students received an F?

b) If there were 50 students who wrote the test, how many kids got an F?

A	17%
B	38%
C	21%
D	14%
F	