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Ontario Math Curriculum Data & Probability – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

ONE-VARIABLE VS TWO-VARIABLE DATA

Learning Goal

We are learning to **identify and analyze relationships** between **one-variable** and **two-variable** data using **real-life situations**, so we can **decide when each type of data is needed to make meaningful comparisons and conclusions.**

QUALITATIVE VS QUANTITATIVE DATA

Make observations about the image (shopping mall) and put a mark, if it is quantitative or qualitative. ✖

Observations	Qualitative	Quantitative
1) The mall has 3 floors		
2) There are 120 people inside the mall		
3) The mall is crowded and noisy		
4) The largest store is a clothing store		
5) A pair of shoes costs \$85		
6) The food court has 10 restaurants		
7) The mall looks modern and bright		
8) A movie ticket costs \$12.50		
9) The escalator is moving quickly		
10) There are 25 parking spaces available		



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

DISCRETE VS CONTINUOUS DATA

Scenario: Ordering Food at a Restaurant

You are ordering food at a restaurant. You ask the server the questions below.

Is the data you receive **discrete**, **continuous**, or **both**? Is it **one-variable** or **two-variable** data? ✔



#	Data Collected	Discrete	Continuous	Both	One-Variable	Two-Variable
1	How many items are included in the meal combo?					
2	What is the weight of the burger?					
3	How many millilitres is the drink?					
4	How much does the meal cost?					
5	How many toppings can I choose?					
6	How long does it take to prepare the meal?					
7	What type of drink is available and what is its price?					
8	How many calories are in the meal?					
9	What size of fries do you offer and how much does each size cost?					
10	What is the temperature of the food when served?					



Ontario Math Curriculum Data & Probability – Grade 8

OUTLIER AND THE MEAN

Pick out any outliers in the datasets below.

1 2 3 4 5 6 7 8 9 0

42, 39, 41, 38, 40, 120, 37

Outlier

215, 222, 218, 220, 217, 305, 219

Outlier

6.2, 6.5, 6.1, 6.3, 15.8, 6.4

Outlier

-12, -15, -14, -13, -16, -45, -14

Outlier

0.8, 1.1, 0.9, 1.0, 3.7, 1.2

Outlier

55, 58, 60, 57, 59, 102, 56

Outlier

18, 20, 19, 21, 22, 85, 20

Outlier

3.5, 3.7, 3.6, 3.8, 9.2, 3.4

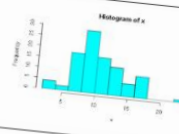
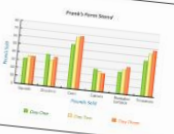
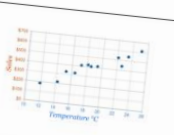
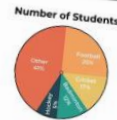
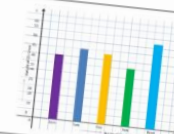
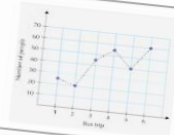
Outlier

140, 145, 150, 148, 147, 300, 149

Outlier

Types of GRAPHS

Names of the graphs below.



Histogram

Multiple Bar Graph

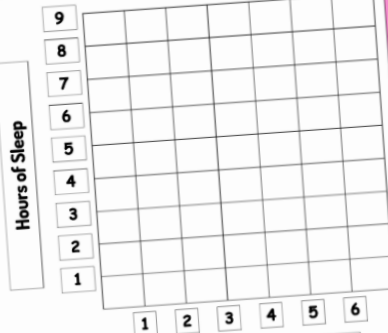
Bar Graph

Scatter Plot

Circle Graph

Broken Line Graph

Plot the points on the scatter plot and answer the questions.



# of Hours On Phone	Hours of Sleep
1	9
2	8
3	7
4	6
5	5
6	4

1) What is the relationship between the variables?

Positive	Negative	No Relationship

2) How strong is the pattern (strong or weak)? Explain.

3) Could you have predicted this relationship without graphing the data? Explain.



Ontario Math Curriculum Data & Probability – Grade 8

INTERPRETING HISTOGRAM

A school counsellor surveyed Grade 8 students to find out how many **hours of screen time** they have on a typical school day.



Fill in the frequency table and answer the questions. 1 2 3 4 5 6 7 8 9 0

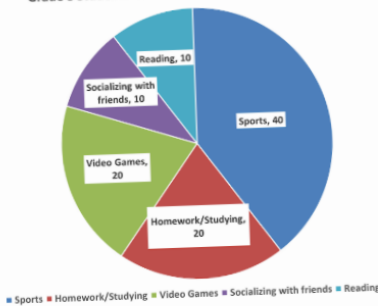
Screen Time (Hours)	Frequency
0-1	
1-2	
2-3	
3-4	
4-5	
5-6	
6-7	
7-8	

- Which screen time interval is the most common among students?
- How many students spend less than 2 hours on screens each day?
- How many students spend 5 hours or more on screens each day?
- How many students were surveyed in total?
- Describe one pattern or trend you notice in the distribution of screen time.

CIRCLE GRAPHS

A group of 120 Grade 8 students were surveyed to find out how they usually spend their time after school. The results were organized into a circle graph below

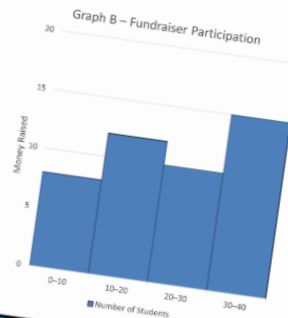
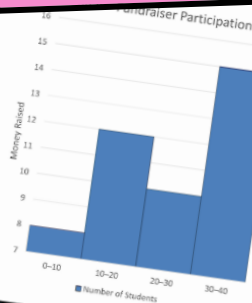
Grade 8 Students' Favourite After-School Activities



Fill in the frequency table and answer the questions. 1 2 3 4 5

Activity	Sports	Homework/ Studying	Video Games	Socializing	Reading
%					
# of Students					

- Which activity is the most popular among the students?
- How many students prefer sports and homework/studying combined?
- How many students prefer activities other than sports?
- What is the difference in percentage between students who prefer sports and reading?



- below. Questions
- | Questions | Graph A | Graph B |
|---|---------|---------|
| 1) Which histogram should be misleading? | | |
| 2) How many students raised \$30 or more? | | |
| 3) How many students raised less than \$20? | | |
| 4) Would it be fair to use Graph B? Why or why not? Discuss it with your classmates | | |



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Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify, describe, and analyze repeating patterns to understand the rules that govern them and how they apply to mathematical concepts and real-life situations.

Repeating Patterns

Label the patterns below and then drag the shapes to extend the pattern. Answer the questions below.

1) [Pattern 1] [Pattern 2] [Pattern 3] [Pattern 4] [Pattern 5] [Pattern 6] [Pattern 7] [Pattern 8] [Pattern 9] [Pattern 10]

a) What will the 16th term in the pattern be?
b) What will the 23rd term in the pattern be?

2) [Pattern 1] [Pattern 2] [Pattern 3] [Pattern 4] [Pattern 5] [Pattern 6] [Pattern 7] [Pattern 8] [Pattern 9] [Pattern 10]

a) What will the 30th term in the pattern be?
b) What will the 56th term in the pattern be?

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Cards - Increasing Patterns

✓ Decide if the statements below are True or False. ✗

Pattern: 1, 2, 4, 8, 16, __, __, __

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

True/False Statements:

a) The 6th number is 32.
b) The pattern adds 2 each time.
c) The 7th number is 64.

Pattern Rule: Start at 147.53, add 1.08 each time.

Next numbers: 148.61, 149.69, 150.77

True/False Statements:

a) The pattern will land on 155.09
b) The 5th number is 152.85.
c) The pattern multiplies by 1.08 each time.

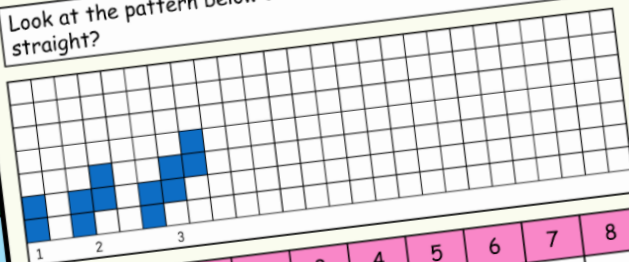


Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 8

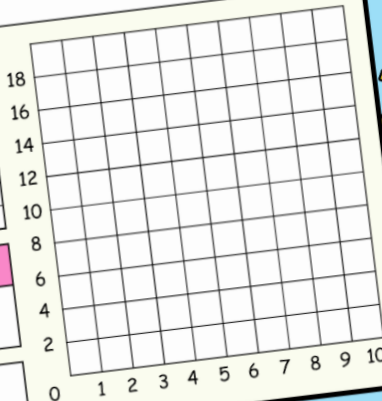
Linear and Non-Linear Patterns

Look at the pattern below and fill in the table of values. Then, complete the graph. Is the line straight?

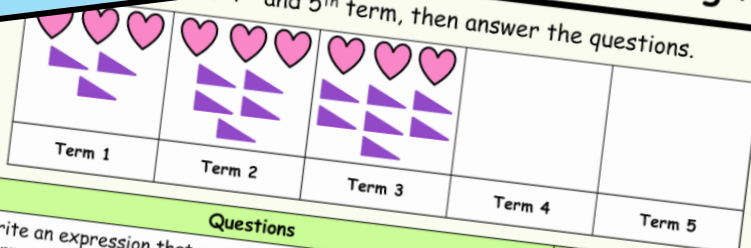


Term Number	1	2	3	4	5	6	7	8
Term Value								

Is this pattern linear or non-linear? Explain.



Increasing Pattern



Questions

- Write an expression that represents how many shapes are in the pattern.
- How many shapes will be in the 17th term?
- How many shapes will be in the 49th term?
- How many triangles will be in the 83rd term?
- How many hearts will be in the 600th term?

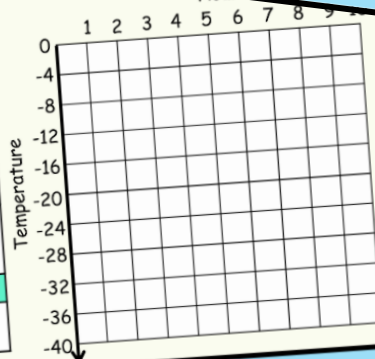
Expression

The temperature in a mountain town starts at -4°C . Each hour, the temperature decreases by 4°C . Complete the table of values for the first 6 hours.

Hour	1	2	3	4	5	6
Temperature						

- What will the temperature be after 10 hours?
- Write a linear equation that represents the temperature T after h hours. Use multiplication and a negative integer.
- If the temperature is -36°C , how many hours have passed? Write an equation to solve the problem.
- Fill in the missing ordered pairs.

(2, _____), (5, _____), (8, _____), (_____, -32), (_____, -40)





Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 8

Statements and Algebraic Expressions

Fill in the blanks below.

#	Statements	Algebraic Expressions
1)	Add eight to a number.	
2)	Subtract nine from a number.	
3)	Triple a number, then subtract four.	
4)	Add five to a number, then multiply the result by two.	
5)	Divide a number by three, then add six.	
6)	Half of the difference of a number and twelve.	

Multiplying Equations

Fill in the blanks in the flow chart.

1) $-8a = 72$		5) $8e = 104$	
2) $15b = -180$		6) $-7f = -63$	
3) $-6c = -54$		7) $14g = 112$	
4) $4d = -36$		8) $-13h = 169$	

2) $x \leq 72$ 68 75 70 81	3) $x \geq -5$ -8 -5 0 -2
4) $x \geq 450$ 420 475 451 399	5) $x \leq 540$ 541 539 540 600
6) $x > -320$ -350 -320 -299 -100	7) $x \geq 675$ 650 675 702 640
8) $x < 820$ 815 900 799 820	9) $x > 4,850$ 4720 5001 4900 3999



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Ontario Math Curriculum Financial Literacy – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Exchange Rates

Learning Goal

We are learning to understand why currencies have different values and how exchange rates compare them, so we can figure out what money from one country is worth in another and make informed decisions when travelling or buying internationally.

Exchange Rates

Convert money from other currencies to Canadian dollar.

Money	Currency	CAD
78	Omani Rial	
500	Mexican Peso	
115	U.A.E Dirham	
0.35	Kuwaiti Dinar	
25	Mexican Peso	
12	Bahraini Dinar	
5.80	Kuwaiti Dinar	
4.35	Omani Rial	

Currency	Value in Canadian Dollars (CAD)
1 AED (U.A.E Dirham)	0.38 CAD
1 OMR (Omani Rial)	3.63 CAD
1 KWD (Kuwaiti Dinar)	4.56 CAD
1 BHD (Bahraini Dinar)	3.69 CAD
1 MXN (Mexican Peso)	0.07 CAD

\$35	\$1.59	\$1.75
\$15.79	\$285.14	\$43.70
\$44.28	\$283.14	\$26.44

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Is the statement True or False?

True

False

- | | |
|---|--|
| 1) Some credit cards offer better exchange rates than cash exchanges at airports. | |
| 2) Paying in your home currency while travelling always guarantees the lowest total cost. | |
| 3) Storing all your money as cash while travelling is less risky than relying on electronic payment methods. | |
| 4) Electronic wallets can still charge currency conversion fees depending on how the linked bank account handles foreign purchases. | |
| 5) Choosing the "cheapest-looking" payment method without checking the details can lead to higher costs than expected. | |
| 6) Debit cards may limit how much you can withdraw internationally, even if you have enough money in your account. | |
| 7) When using certain payment methods, the exchange rate is determined at the exact moment you complete the purchase. | |



Ontario Math Curriculum Financial Literacy – Grade 8

Financial Goals

Circle the words in the wordsearch

Budget	Income
Savings	Expenses
Interest	Deduction
Earnings	Investing
Allowance	Priorities
Tracking	Discipline

Wordsearch grid:

```

P R I O R I T I E S W Z N C K D
T D I S C I P L I N E S W U J E
R E T R J U O F U V S N R G V D
A C I F R V R G H N Q T Y W E U
C O A N X Q H G N W I G X C X C
K U U G C F C M Z B L N O K P T
I F C M N O I N T E R E S T E I
N O X Q I Y M B W Y K Q S J N O
G R B X I M W E S A V I N G S N
B U D G E T E A R N I N G S E H
I N V E S T I N G N I M G O S O
E V J F A L L O W A N C E P R P
  
```

Income and income tax.

Income	Income Tax	Net Income
\$134,268		
\$91,542		
\$165,635		
\$2,457,132		
\$48,387		

Gross Income Bracket	Avg. Tax Rate
\$0 - \$50,000	10.5%
\$50,000 - \$100,000	11.8%
\$100,000 - \$150,000	13%
\$150,000 - \$200,000	15.7%
\$200,000 or more	18.3%

Drag each statement below into the appropriate box.

\$2,007,476.84	\$10,801.96	\$80,740.04	\$139,630.30	\$43,306.36
\$116,813.16	\$26,004.70	\$5,080.64	\$449,655.16	\$17,454.84

Supports a Balanced Budget	
Does NOT Support a Balanced Budget	

- Relying on memory instead of recording purchases
- Tracking only major expenses and ignoring smaller purchases
- Moving extra money from one category to cover a higher gas cost
- Reviewing last month's spending to plan for this month
- Paying for a premium budgeting app when a free one works the same



Ontario Math Curriculum Financial Literacy - Grade 8

Simple vs Compound Interest

Calculate how much the principal value grows each year using simple interest.

Principal	1st Year (7.2%)	2nd Year (7.2%)	3rd Year (7.2%)
\$1,950			
\$2,325			
\$1,465			
\$3,440			
\$1,400			

\$2,371.20

\$2,492.40

\$1,500.80

\$1,570.48

\$2,827.20

\$3,687.68

\$1,702.40

\$420.10

\$3,935.36

\$2,659.80

\$2,230.80

\$1,781.44

\$2,090.40

\$1,675.96

\$1,601.60

\$4,183.04

Drag the correct benefit to match each activity.

1) Using a store's points card on all regular purchases	
2) Buying an item during a limited-time "flash sale"	
3) Choosing a store that offers price-matching	
4) Buying items in bulk during a promotion	
5) Redeeming a loyalty reward for a future discount	

A) Saves money for a later purchase

B) Reduces the price immediately before the sale ends

C) Helps you spend less than competitors' prices on the same item

D) Earns rewards over time for purchases you already planned to make

E) Lowers the cost per item when buying more at once

A

B

C

D

E

...sometimes and wants a ... with no commitment.

2) Ethan watches a lot of shows but wants to cancel anytime if he needs to save money.	
3) Zoe plays games all year and wants the lowest yearly price, even if she must commit for 12 months.	
4) Sam wants the cheapest long-term phone plan and doesn't mind signing for 2 years.	
5) Leila wants full control of her spending and refuses to pay extra fees if she uses more data.	

A

B

C

D

E

Contract Options

A) Two-Year Cell Phone Contract	<ul style="list-style-type: none"> ✓ Lowest total cost over 2 years ✓ Extra fees if you go over limits
B) Prepaid Phone Plan	<ul style="list-style-type: none"> ✓ No long-term contract ✓ Very predictable spending
C) Monthly Streaming Contract	<ul style="list-style-type: none"> ✓ Cancel anytime ✓ Slightly higher monthly cost
D) One-Year Gaming Subscription	<ul style="list-style-type: none"> ✓ Cheapest yearly cost ✓ Must stay for 12 months
E) Weekly Gaming Pass	<ul style="list-style-type: none"> ✓ No contract ✓ More expensive over time



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Ontario Math Spatial Sense Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to identify the geometric properties of tessellating shapes and recognize the transformations in tessellations so we can understand how patterns are created and repeated in geometry.



Tessellating with Quadrilaterals

Every quadrilateral can be used to tessellate the plane. This is because a quadrilateral's interior angles always add up to 360° . A regular quadrilateral is easy to tessellate, whereas an irregular quadrilateral is sometimes more challenging to fit together.

Use this information to fill in the table. Drag the numbers and labels to answer.

1 2 3 4 5 6 7 8 9 0

Translation And Or

Rotation 360°

Reflection 180°

#	Tessellation	Sum of the Circled Angles	Describe Transformation
1)			From Shape A to Shape B
2)			From Shape A to Shape D
3)			From Shape A to Shape C

Part 2 – Action!

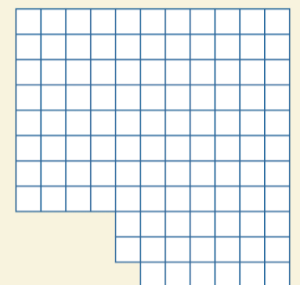
- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card – Word Problem

Mrs. Harlow is tiling the floor of her art classroom and wants to use one shape repeatedly without any gaps or overlaps. She wants to split the room into 9 equal parts using a tessellating shape. The grid shows the area of the classroom. Use a single tessellating shape to divide it into 9 sections.





Ontario Math Spatial Sense Unit – Grade 8

Drawing Top, Front, and Side Views of Objects

Look at the front, top, and side views and drag the circle to the matching 3D object.

1	2	3																											
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Top View	Front View	Side View																											
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Top View	Front View	Side View																											

Using Scale Factor

Original Shape	Scaled Drawing
1) Scale Factor = 2 Volume = _____	Volume = _____
2) Scale Factor = 1/4 Volume = _____	Volume = _____
3) Scale Factor = 3 Volume = _____	Volume = _____
4) Scale Factor = 4 Volume = _____	Volume = _____
5) Scale Factor = 0.5 Volume = _____	Volume = _____
6) Scale Factor = 1.5 Volume = _____	Volume = _____

Performing Dilations

Drag the correct dilated shape from the shape bank to the grids.

Grid	Scale Factor (k)
	$k = 1/2$
	$k = 6$
	$k = 3$
	$k = 1/4$

Shape Bank (B):

- Two trapezoids
- Two pentagons
- Two hexagons
- Two triangles

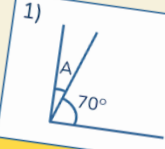
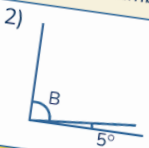
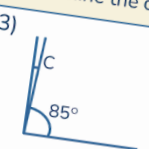
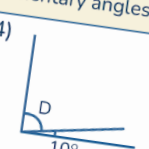
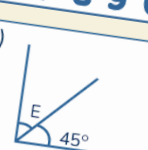







Ontario Math

Spatial Sense Unit - Grade 8

Complementary Angles

Drag the numbers to determine the complementary angles.


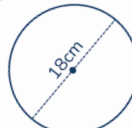




1)  $\angle A = \underline{\hspace{2cm}}^\circ$	2)  $\angle B = \underline{\hspace{2cm}}^\circ$	3)  $\angle C = \underline{\hspace{2cm}}^\circ$	4)  $\angle D = \underline{\hspace{2cm}}^\circ$	5)  $\angle E = \underline{\hspace{2cm}}^\circ$
6)  $\angle F = \underline{\hspace{2cm}}^\circ$	7)  $\angle G = \underline{\hspace{2cm}}^\circ$	8)  $\angle H = \underline{\hspace{2cm}}^\circ$	9)  $\angle I = \underline{\hspace{2cm}}^\circ$	10)  $\angle J = \underline{\hspace{2cm}}^\circ$

1 2 3 4 5
6 7 8 9 0

Calculating Radius and Diameter

Find the radius and diameter of each circle below.

$r = \frac{d}{2}$ or $r = d \div 2$




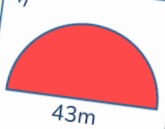


1)  Radius: <input type="text"/> Diameter: <input type="text"/>	2)  Radius: <input type="text"/> Diameter: <input type="text"/>	3)  Radius: <input type="text"/> Diameter: <input type="text"/>
4)  Radius: <input type="text"/> Diameter: <input type="text"/>	5)  Radius: <input type="text"/> Diameter: <input type="text"/>	6)  Radius: <input type="text"/> Diameter: <input type="text"/>

1 2 3 4 5
6 7 8 9 0

Semi - Circle

Fill in the blanks below.

cm mm m km

1)  Area: <input type="text"/> Perimeter: <input type="text"/>	2)  Area: <input type="text"/> Perimeter: <input type="text"/>	3)  Area: <input type="text"/> Perimeter: <input type="text"/>
4)  Area: <input type="text"/> Perimeter: <input type="text"/>	5)  Area: <input type="text"/> Perimeter: <input type="text"/>	6)  Area: <input type="text"/> Perimeter: <input type="text"/>

1 2 3 4 5 6 7 8 9 0



Google Slides Lessons Preview






Ontario Math Number Unit – Grade 8

3-Part Lesson Format

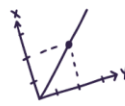
Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!




Learning Goal

We are learning to **represent and compare very large and very small numbers using scientific notation** so we can understand how these numbers help us explain distances in space, sizes of microscopic organisms, and other real-life examples.



Why Are We Learning This?

- 1) How far do you think the Sun is from the Earth?
- 2) Can you name something extremely small that we can't see with our eyes?
- 3) How would you write a number like one million or one billion? Does it take up a lot of space?
- 4) What kinds of jobs might need to use really big or really tiny numbers?
- 5) Do you think there's a faster way to write really big numbers? Why might that be helpful?



Comparing Numbers – Scientific Notation

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2	#	Number 1	Sign	Number 2
1)	4×10^3		5×10^2	6)	16.5×10^4		19.4×10^3
2)	3×10^4		2×10^5	7)	24.6×10^6		16.42×10^7
3)	4.2×10^6		5.7×10^7	8)	37.2×10^8		30.9×10^9
4)	8.5×10^4		6.32×10^6	9)	44.4×10^{11}		43.65×10^{13}
5)	3.36×10^8		7.71×10^9	10)	67.1×10^2		6.71×10^3

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

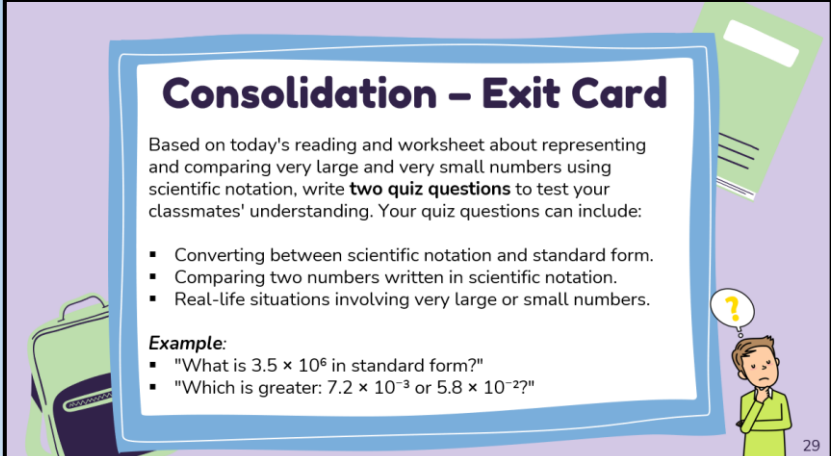
Consolidation – Exit Card

Based on today's reading and worksheet about representing and comparing very large and very small numbers using scientific notation, write **two quiz questions** to test your classmates' understanding. Your quiz questions can include:

- Converting between scientific notation and standard form.
- Comparing two numbers written in scientific notation.
- Real-life situations involving very large or small numbers.

Example:

- "What is 3.5×10^6 in standard form?"
- "Which is greater: 7.2×10^{-3} or 5.8×10^{-2} ?"





Ontario Math Number Unit – Grade 8

Area of a Square – Square Root

When we calculate the area of a square, we use a square number to determine the area.
 Example: If the area of a square is 9, its side length is $\sqrt{9}$ or 3.

9 units					

What is the area? Write the side lengths as square roots and units.

#	Question	Area	Side Length
1)			___ units $\sqrt{\quad}$
2)			___ units $\sqrt{\quad}$

#	Question	Area	Side Length
3)			___ units $\sqrt{\quad}$
4)			___ units $\sqrt{\quad}$

Square Roots – Area

Find the side length of the squares below. You will need to estimate one square in each set.

1)	<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;"> $A = 16$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 23$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 25$ side length = </div>
2)	<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;"> $A = 81$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 94$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 100$ side length = </div>
3)	<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;"> $A = 49$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 56$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 64$ side length = </div>
4)	<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px;"> $A = 121$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 137$ side length = </div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 5px; margin-left: 20px;"> $A = 144$ side length = </div>

Comparing Rational Numbers – Fractions/Integers

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	$-\frac{4}{7}$		$\frac{3}{2}$
2	$\frac{5}{4}$		$\frac{8}{10}$
3	$\frac{2}{1}$		$\frac{8}{4}$
4	$\frac{7}{9}$		$\frac{6}{10}$
5	$\frac{10}{7}$		$-\frac{5}{3}$

#	Number 1	Sign	Number 2
6	$\frac{5}{8}$		$-\frac{6}{7}$
7	$-\frac{8}{12}$		$\frac{12}{8}$
8	$\frac{14}{16}$		$\frac{17}{20}$
9	$\frac{22}{5}$		$\frac{22}{5}$
10	$-\frac{37}{40}$		$-\frac{15}{33}$



Ontario Math Number Unit – Grade 8

Multiplication Squares

Fill in the squares by multiplying the integers.

1)	x	4	-7
	-2		
	-5		

2)	x	3	-6
	-5		
	-4		

3)	x	8	-3
	-6		
	-7		

4)	x	5	-2
	-8		
	-9		


5)	x	9	-7	9
	-5			
	-2			
	4			

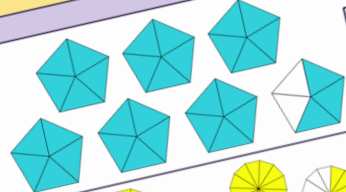
6)	x	13	-14	17
	-9			
	-5			
	-8			

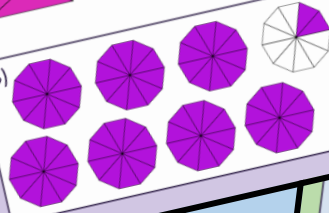
7)	x	-23	28	-39
	-7			
	-8			
	8			

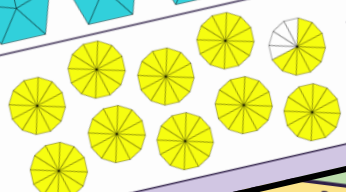
Mixed Numbers by Fractions - Visual

A mixed fraction displays a whole number and a fraction to represent. If you have 4 full cakes and $\frac{5}{8}$ of a cake, the mixed fraction would be: $4\frac{5}{8}$

1) 





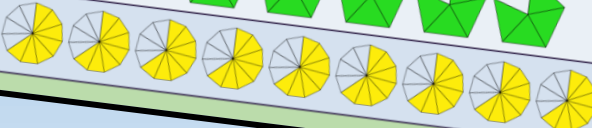
2) 

3) 

4) 

Multiplication Equations

Write the fraction and then answer the multiplication equation.

Fractions	Multiplication Equation
1) 	<input type="text"/> $12 \times$ <input type="text"/> =
2) 	<input type="text"/> $7 \times$ <input type="text"/> =
3) 	<input type="text"/> $6 \times$ <input type="text"/> =
4) 	<input type="text"/> $7 \times$ <input type="text"/> =
5) 	<input type="text"/> $9 \times$ <input type="text"/> =