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Google Slides Lessons Preview





Alberta Math Curriculum Number Unit – Grade 5

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 bike that costs \$1489. If you don't understand place value, you might think it's only \$148 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.	657 529					
2.	2 443 469					
3.	3 809 362					
4.	8 128 758					
5.	7 541 846					
6.	10 000 000					

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Solve...

My number has 9 hundred thousands, 7 ten thousands, 8 thousands, 5 less hundreds than thousands, 2 ones, and 3 more tens than ones. What is my number?

Drag the base ten blocks below

Write the Number:





Alberta Math Curriculum Number Unit – Grade 5

Decomposing Numbers

Decompose the numbers by dragging digits from the number bank.

1) 3 560 234

2) 4 317 392

3) 6 136 786

4) 7 892 005

5) 8 920 567

6) 9 459 378

Number Bank: 2, 90, 300, 4, 30, 200, 7 000 000, 800 000, 90 000, 2000, 8, 70, 300, 0, 6 000 000, 100 000, 30 000, 6000

Writing Words

Write the numbers with the correct words.

14.9	One hundred sixty-seven and eight thousandths
167.008	One thousand eight hundred ninety and four tenths
56.222	One hundred twenty-three and five hundredths
1 890.4	One hundred seventy-nine and one hundred eight thousandths
6701.56	Nine thousand nine hundred ninety-nine and one thousandth
179.108	Ninety-three and forty-two hundredths
9999.001	Fifty-six and two hundred twenty-two thousandths
600.021	Six hundred and twenty-one thousandths
93.42	Fourteen and nine tenths
	Six thousand seven hundred one and fifty-six hundredths

Observe the patterns below.

0.08		0.10			
0.45	0.50			0.65	
	1.67	1.71		1.79	

3.78

15.29



Alberta Math Curriculum Number Unit – Grade 5

Generating Decimals Between Whole Numbers

List three decimals between the numbers.

0 1

3 4

9 10



Estimation – Comp

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide. They are chosen to make math problems simpler.
Example: Instead of adding $198 + 305$, you can use $200 + 300 = 500$ to estimate the sum.

#	Original Question	Compatible Numbers
1	$54 + 27$	+ =
2	$37 + 68$	+ =
3	$187 + 296$	+ =
4	$352 + 153$	+ =

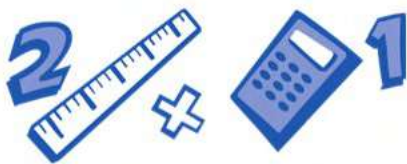
#	Original Question	Compatible Numbers
5	$48 + 16$	+ =
6	$89 + 55$	+ =
7	$195 + 94$	+ =
8	$247 + 153$	+ =

$\begin{array}{r} 230000 \\ - 145732 \\ \hline 90000 \end{array}$	$\begin{array}{r} 563274 \\ - 342765 \\ \hline \end{array}$
$\begin{array}{r} 3) 715416 \\ - 595735 \\ \hline \end{array}$	$\begin{array}{r} 4) 913168 \\ - 842464 \\ \hline \end{array}$



Workbook Preview





Grade 5 Strand: Number



	Curriculum Expectations	Pages
N.1	<u>Students analyze patterns in place value.</u> - Relate the names of place values that are the same number of places to the left and right of the ones place. - Express numbers within 10 000 000, including decimal numbers to thousandths, using words and numerals. - Relate a decimal number to its position on the number line. - Determine a decimal number between any two other decimal numbers. - Compare and order numbers, including decimal numbers. - Express the relationship between two numbers, including decimal numbers, using $<$, $>$, or $=$.	7 - 59
N.2	<u>Students determine divisibility of natural numbers.</u> - Investigate divisibility by natural numbers to 10, including 0. - Generalize divisibility tests for 2, 3, and 5. - Determine factors of natural numbers using divisibility tests.	131 - 137
N.3	<u>Students multiply and divide natural numbers within 100 000, including with standard algorithms.</u> - Explain the standard algorithms for multiplication and division of natural numbers. - Multiply up to 3-digit by 2-digit natural numbers using standard algorithms. - Divide 3-digit by 1-digit natural numbers using standard algorithms. - Express a quotient with or without a remainder according to context. - Assess the reasonableness of a product or quotient using estimation. - Solve problems using multiplication and division of natural numbers.	139 - 236

Preview of 130 pages from this product that contains 561 pages total.



Grade 5
Strand: Number

100

	Curriculum Expectations	Pages
N.5	<u>Students interpret improper fractions.</u> • Relate fractions, improper fractions, and mixed numbers to their positions on the number line. • Count beyond 1 using fractions with the same denominator. • Model fractions, including improper fractions and mixed numbers, using quantities, lengths, and areas. • Express improper fractions and mixed numbers symbolically. • Express an improper fraction as a mixed number and vice versa. • Compare fractions, including improper fractions and mixed numbers, to benchmarks of 0, $\frac{1}{2}$, and 1.	238 – 260
N.6	<u>Students add and subtract fractions with common denominators.</u> • Investigate the composition and decomposition of a quantity within 1 using unit fractions. • Express the composition or decomposition of fractions with common denominators as a sum or difference. • Compare strategies for adding or subtracting improper fractions to strategies for adding or subtracting mixed numbers. • Add and subtract fractions with common denominators within 100, including improper fractions and mixed numbers. • Solve problems requiring addition and subtraction of fractions with common denominators, including improper fractions and mixed numbers.	262 – 277
N.7	<u>Students employ ratios to represent relationships between quantities.</u> • Express part-part ratios and part-whole ratios of the same whole to describe various situations. • Express, symbolically, the same part-whole relationship as a ratio, fraction, decimal, and percentage.	279 – 291



100

N.1

Students analyze patterns
in place value.



100

Name: _____

7

Curriculum Connection
N.1

Place Value Chart

3 572 483

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones
3	5	7	2	4	8	3

Part 1

Fill in the place value charts below

1) 3 785 246

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones

2) 8 054 768

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones

3) 5 790 312

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones

4) 6 175 385

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones

Part 2

Which place value is the underlined number?

1) 2 144 <u>8</u> 32 Tens	2) 407 <u>5</u> 24	3) 3 4 <u>2</u> 6 593
4) <u>8</u> 507 217	5) 4 036 <u>8</u> 53	6) 6 81 <u>5</u> 254
7) 4 1 <u>9</u> 7 523	8) 2 45 <u>3</u> 374	9) <u>9</u> 203 437

Name: _____

10

Curriculum Connection
N.1

Expanded Form

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

Part 1

What is the standard form of the numbers below?

1) 7 000 + 30 000 + 1 000 + 400 + 80 + 2	
2) 2 000 + 700 + 6 000 + 300 + 70 + 6	
3) 8 000 000 + 50 000 + 400 + 80 + 9	
4) 4 000 000 + 300 000 + 1 000 + 70 + 5	
5) 6 000 000 + 400 000 + 10 000 + 3 000 + 1	

Part 2

What is the expanded form of the numbers below?

1) 5 262 847
2) 2 465 447
3) 9 758 682
4) 7 158 318
5) 9 427 207

Exit Cards

Cut Out

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

Name: _____

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

$3000000 + 700000 + 60000 + 1000 + 200 + 40 + 1$

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

7 591 349

Name: _____

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

$3000000 + 700000 + 60000 + 1000 + 200 + 40 + 1$

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

7 591 349

Name: _____

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

$3000000 + 700000 + 60000 + 1000 + 200 + 40 + 1$

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

7 591 349

Name: _____

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

$3000000 + 700000 + 60000 + 1000 + 200 + 40 + 1$

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

7 591 349

Standard Form

Words

Expanded Form

Place Value Chart

Millions	H. Thousands	T. Thousands	Thousands	Hundreds	Tens	Ones

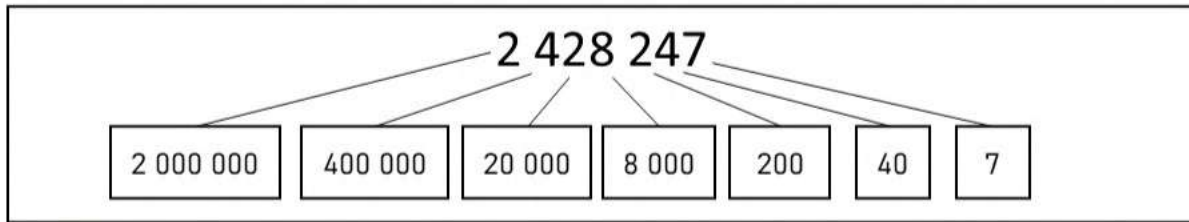
Pictures

Name: _____

16

Curriculum Connection
N.1

Decomposing Numbers



Questions

Decompose the numbers below

1)

2 8

2)

3 247 521

3)

4 734 419

4 138 243

5)

6 821 757

6)

95

7)

8 947 446

8)

6 325 891

9)

9 743 589

10)

3 294 215

Exit Cards

Cut Out

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

Name: _____

1) Compose the numbers below.

6000 30000 5000 100 50 6

2) Decompose the numbers

232

Name: _____

1) Compose the numbers below.

600000 30000 5000 100 50 6

2) Decompose the numbers below.

232 857

Name: _____

1) Compose the numbers below.

600000 30000 5000 100 50 6

2) Decompose the numbers below.

232 857

Name: _____

1) Compose the numbers below.

600000 30000 5000 100 50 6

2) Decompose the numbers below.

232 857

Place Value - Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

1 548 782

Write the value of the underlined digit

1) 1 5 48 782 = _____

2) 1 548 7 82 = _____

3) 1 548 782 = _____

4) 1 5 48 782 = _____

M	H	Th	H	T	O

Fill in the blanks using the table below

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Fill in the pattern below

$$\underline{1\ 548\ 782} + \underline{\hspace{2cm}} + \underline{1\ 548\ 782} + \underline{\hspace{2cm}} + \underline{1\ 548\ 782} + \underline{\hspace{2cm}}$$

Fill in the pattern below

$$\underline{1\ 548\ 782} + \underline{\hspace{2cm}} + \underline{1\ 548\ 802} + \underline{1\ 548\ 812} + \underline{\hspace{2cm}}$$

Fill in the pattern below

$$\underline{1\ 548\ 782} + \underline{1\ 548\ 882} + \underline{\hspace{2cm}} + \underline{1\ 549\ 082} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Compare using <, >, or =

1 548 782	1 548 795
1 515 315	1 548 782
1 548 782	1 523 346
1 588 325	1 548 782
1 508 237	1 548 782

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

Name: _____

21

Curriculum Connection
N.1

Comparing Numbers

1 626 335  1 923 6153 834 351  3 236 2896 132 683  6 132 683

Part 1

Compare the following numbers

1)
2 663 180  2 111 0102)
3 263 447 3 313 3503)
5 631 203 5 631 2944)
1 135 437 1 135 4375)
4 742 753 4 742 7536)
7 362 149 7 365 0007)
4 532 842 5 532 3128)
5 383 750 5 383 7509)
2 544 879 1 544 87910)
6 235 441 6 237 39111)
8 923 383 8 923 38312)
6 274 371 6 274 371

Part 2

Write - Greater than, Equal to, Less than

1)
4 173 365 is ___ 4 141 537

Greater than

2)
2 162 116 is ___ 2 162 1163)
3 438 406 is ___ 3 453 2934)
7 154 361 is ___ 7 154 3615)
7 874 335 is ___ 7 843 4326)
4 335 114 is ___ 4 345 115

Exit Cards

Cut Out

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

Name: _____

Compare the following numbers.

a) 1 765 673 4 599 120

b) 5 406 232 8 346 185

c) 7 269 847 7 457 561

d) 8 853 915 9 851 472

Name: _____

Compare the following numbers.

a) 1 765 673 4 599 120

b) 5 406 232 8 346 185

c) 7 269 847 7 457 561

d) 8 853 915 9 851 472

Name: _____

Compare the following numbers.

a) 1 765 673 4 599 120

b) 5 406 232 8 346 185

c) 7 269 847 7 457 561

d) 8 853 915 9 851 472

Name: _____

Compare the following numbers.

a) 1 765 673 4 599 120

b) 5 406 232 8 346 185

c) 7 269 847 7 457 561

d) 8 853 915 9 851 472

Name: _____

23

Curriculum Connection
N.1

Comparing Numbers

3 218 625, 4 335 251, 3 118 323, 3 734 482

Least to Greatest

3 118 323, 3 218 625, 3 734 482, 4 335 251

3 245 871, 3 189 784, 4 324 845, 2 189 218

Greatest to Least

4 324 845, 3 245 871, 3 189 784, 2 189 218

Part 1 Order the numbers below from least to greatest

1 456 785, 1 148 982, 1 151 658

_____, _____, _____

2 694 152, 2 487 168, 2 451 874

_____, _____, _____

4 945 254, 3 955 452, 3 751 751

_____, _____, _____

Part 2 Order the numbers below from greatest to least

5 314 854, 5 341 785, 5 341 235, 5 314 824

_____, _____, _____, _____

7 264 872, 7 298 412, 7 299 452, 6 278 258

_____, _____, _____, _____

8 581 775, 8 538 785, 7 581 655, 8 538 999

_____, _____, _____, _____

Name: _____

24

Curriculum Connection
N.1

Place Value Quiz

Part 1

Fill in the place value charts below

1) 1 363 635

2) 3 352 399

M	H Th	T Th	Th	H	T	O

M	H Th	T Th	Th	H	T	O

Part 2

What place value is the underlined number?

1) 2 132 5162) 3 42 6683) 4 342 6584) 3 514 2485) 42 646) 4 762 134

Part 3

Fill in the table below

	Number	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
1	3 194 325					
2	6 418 474					
3	9 873 126					

Part 4

What is the standard form of the numbers below?

1) 4 000 000 + 300 000 + 20 000 + 7 000 + 100 + 40 + 7

2) 8 000 000 + 900 000 + 80 000 + 4 000 + 500 + 30 + 8

Part 5

What is the expanded form of the numbers below?

1) 3 372 285

2) 7 512 383

3) 8 784 178

Part 6

Write the standard form of the written words below

1) Four million, three hundred seventy-six thousand, two hundred eighty-four

2) Nine million, seven hundred eighty-nine thousand, two hundred seventy-four

Part 7

Write the written form of the numbers below

1) 2 337 284

2) 5 716 517

3) 8 347 628

Part 8

Solve the riddles

Amanda's number has:

- 2 ones
- Double the number of hundreds than ones
- Half as many thousands as ones
- 3 less hundred thousands than hundreds
- 6 millions
- Half as many ten thousands than millions
- The same number of tens than hundred thousands

Answer

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, but we can still represent a quarter of a cookie by writing 0.25. 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

9	3	1	.	6	4	2	
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Part 1 Write the name of the place value for the underlined number?

1) 7 72 <u>8</u> .122	2) 3 4 <u>5</u> .21	3) 4 35 <u>2</u> .427	4) 1 713.68 <u>8</u>
5) 6 412. <u>4</u> 33	6) 2 45 <u>4</u> .721	7) <u>2</u> 326	8) 4 <u>3</u> 57.926
9) 2 364.52 <u>1</u>	10) 7 247.71 <u>1</u>	11) 2 5 <u>7</u> .12	12) 2 4 <u>7</u> 9.542

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

1) 5 731.538							
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 272.319							
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Exit Cards

Cut Out

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

Name: _____

What is the name of the place value for the underlined number?

1) 8 942) 3 715.5123) 9 478.131

Name: _____

What is the name of the place value for the underlined number?

1) 8 941.3622) 3 715.5123) 9 478.131

Name: _____

What is the name of the place value for the underlined number?

1) 8 941.3622) 3 715.5123) 9 478.131

Name: _____

What is the name of the place value for the underlined number?

1) 8 941.3622) 3 715.5123) 9 478.131

Writing Decimal Numbers Using Words

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

Examples

14.3	fourteen and three tenths
3.513	three and five-hundred thirteen thousandths

Part 1

Match the number with the correct words

	Two-hundred seventy-four thousandths	A	14.3
	Two-hundred and five hundredths	B	208.05
	Twenty and five hundred forty-one thousandths	C	7.153
	Three-thousand and one hundred and fifty-four thousandths	D	22.541
	Seven and one-hundred fifty thousandths	E	182.87
	One-hundred eighty-two and eighty-seven hundredths	F	1.674
	Three-hundred twenty-five and six tenths	G	3111.054
	Fourteen and three tenths	H	325.6

Part 2

Write the written form of the numbers below

1)	0.125	
2)	5.7	
3)	21.62	
4)	101.936	
5)	8.004	

Name: _____

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Curriculum Connection
N.1

Expanded Form



238.157 ← Standard Form
200 + 30 + 8 + 0.1 + 0.05 + 0.007 ← Expanded Form



Part 1

What is the expanded form of the numbers below?

1)		
2)	23.91	
3)	31.553	
4)	418.48	
5)	357.879	
6)	8 190.008	

Part 2

What is the standard form of the number?

1)	60 + 4 + 0.2	
2)	400 + 60 + 4 + 0.5 + 0.02	
3)	600 + 30 + 0.3 + 0.08	
4)	700 + 70 + 7 + 0.5 + 0.004	
5)	4000 + 200 + 50 + 0.7 + 0.02 + 0.001	
6)	60 000 + 7000 + 30 + 3 + 0.6 + 0.02 + 0.004	

Exit Cards

Cut Out

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Name: _____

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

235.8

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

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

Comparing Decimals – Different Place Values

Part 1

Compare the following numbers:

1) 0.15 > 0.112	6) 2.56 2.1
2) 0.321	7) 5.84 5.822
3) 0.19	8) 8.96 8.992
4) 0.457	11.52 11.247
5) 0.571 0.59	10) 15 15.32

Part 2

Answer the word problems below:

- 1) Joe makes 0.412 three-pointers he takes. Adam makes 0.4 three-pointers he shoots. If they both took 100 three pointers, who would make more?

- 2) Willow and Stella measure the length of their pencils. Willow's pencil is 12.531cm long and Stella's pencil is 12.54cm long. Whose pencil is longer?
- 3) It took Jayden 14.386 seconds to run 100m. Luke ran the 100m race in 14.39 seconds. Who ran it faster?


Exit Cards

Cut Out

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

Name: _____

Compare the following numbers

1) 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Name: _____

Compare the following numbers

1) 0.25 0.2122) 0.452 0.4213) 0.602 0.614) 0.451 0.455) 0.871 0.901

Ordering Decimals – Different Place Values**Part 1**Order the numbers below from least to greatest

1) 0.123, 0.39, 0.41, 0.113

_____, _____, _____, _____

2) 0.327, 0.32, 0.35, 0.326

_____, _____, _____, _____

3) 0.4, 0.44, 0.444, 0.4444

_____, _____, _____, _____

4) 1.554, 1.51, 1.5, 1.516

_____, _____, _____, _____

5) 13.46, 13.3, 13.26, 13.23, 13.238, 13.241

_____, _____, _____, _____, _____, _____

Part 2Order the numbers below from least to greatest

1) 0.25, 0.261, 0.253, 0.24

_____, _____, _____, _____

2) 0.33, 0.333, 0.3333, 0.33333

_____, _____, _____, _____

3) 2.41, 2.419, 2.323, 2.42

_____, _____, _____, _____

4) 1.554, 1.51, 1.5, 1.516

_____, _____, _____, _____

5) 12.51, 12.29, 12.3, 12.23

_____, _____, _____, _____

6) 19.8, 19.7, 19.645, 19.71

_____, _____, _____, _____

Generating Decimals Between Whole Numbers

Practice

List at least three decimals between the numbers

1)

1

2

Decimals

2)

2

3

Decimals

3)

4

5

Decimals**Word Problems**

Solve the riddles below

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

Exit Cards

Cut Out

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

Name: _____

List three decimals between the numbers

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

51

Curriculum Connection
N.1

Rounding Numbers 3 Different Ways

Round Down

Round Up

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

10 $1864 \rightarrow 1860$	100 $1864 \rightarrow 1900$	1000 $1864 \rightarrow 2000$
-------------------------------	--------------------------------	---------------------------------

Question Round the numbers three different ways

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

Rounding Decimal Numbers - Nearest Tenth

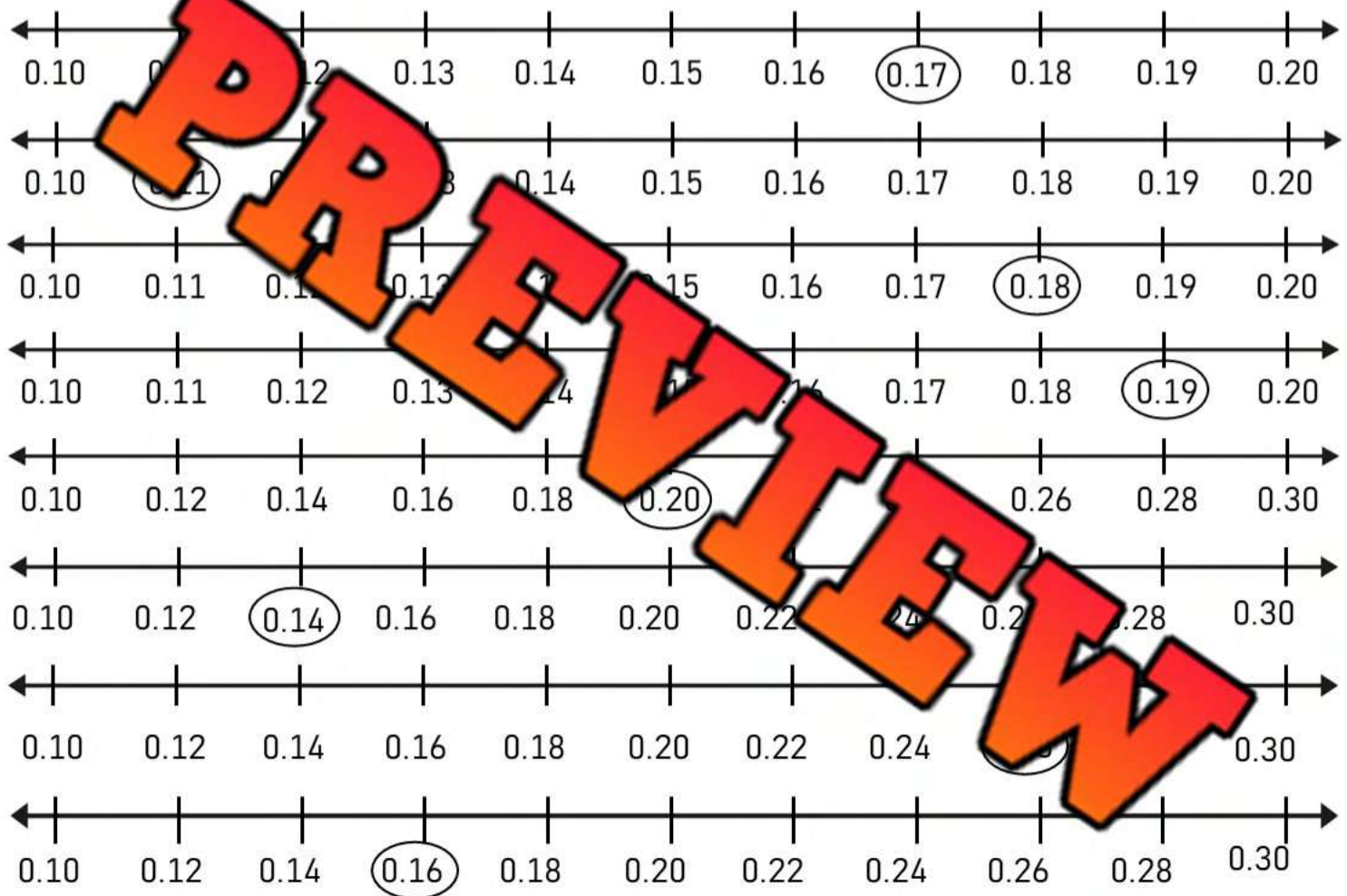
Round Down

Round Up

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

Part 1

Round the decimal number to the nearest tenth. Circle the answer.

**Part 2**

Answer the word problems below

- 1) Jordan threw a javelin 27.93m. Round his throw to the nearest tenth.
- 2) A candy bar weighs 84.54 grams. Round how heavy the bar is to the nearest tenth.



Name: _____

58

Quiz - Decimals

Part 1

Fill in the place value table for the numbers below

1) 7 235.426

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 814.678

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Part 2

What is the place value for the underlined number?

1) 7 72 <u>8</u> .122	2) 1 5 <u>6</u> 3.42	3) 8.4 <u>2</u> 7	4) 1 713.6 <u>8</u> 8
5) 6 412. <u>4</u> 33	6) 2 45 <u>4</u> .723	7) 8.6 <u>7</u>	8) 4 357.92 <u>6</u>

Part 3

Round the decimal number to the nearest hundredth

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

Part 4

Order the numbers below from least to greatest

1) 0.223, 0.29, 0.45, 0.413

_____, _____, _____, _____

2) 0.427, 0.42, 0.288, 0.36

_____, _____, _____, _____

3) 0.24, 0.44, 0.47

_____, _____, _____

4) 1.554, 1.41, 1.56, 1.596

_____, _____, _____, _____

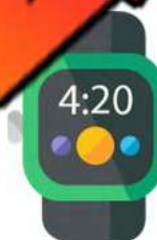
Part 5

Answer the problem now

1) Reilly makes 0.425 three-pointers and Carlos makes 0.42 three pointers he shoots. Who is the better three-point shooter?

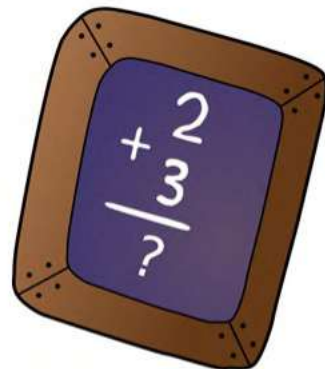


2) Nicole's watch weighs 29.398 grams and Ashley's watch weighs 29.39 grams. Who has the heavier watch?



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





N.2

Students add and subtract
within 1 000 000, including
decimal numbers to
thousandths, using standard
algorithms.



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

$135 + 219$

$200 = 300$

$10 = 40$

+

300

54

$257 + 62$

$219 + 22$

$372 + 176$

$508 + 321$

75

$626 + 354$

$736 + 119$

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

$124 + 125$

$100 = 224$

$20 = 244$

$4 = 248$

$235 + 145$

$352 + 265$

$441 + 347$

$546 + 237$

422

$527 + 364$

$634 + 318$

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

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



$5.54 + 3.72$

$0.04 + 0.02 = 0.06$

$0.5 + 0.7 = 1.20$

$5.00 + 3.00 = 8.00$

$0.06 + 1.20 + 8 = 9.26$

$34 + 1.45$

$0.05 = 0.09$

0.70

$2.00 + 0.70 = 2.70$

$0.09 + 0.70 = 0.79$

$3.53 + 4.31$

$4.43 + 6.45$

$13.24 + 6.52$

$23.23 + 21.44$

24.52

$25.44 + 3.53$

$33.65 + 21.21$

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

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



$$\begin{aligned}5.53 + 3.74 \\5.53 + 3 &= 8.53 \\8.53 + 0.7 &= 9.23 \\9.23 + 0.04 &= 9.27\end{aligned}$$

$$3.32 + 2.45$$

$$3.32 + 2 = 5.32$$

$$5.32 + 0.4 = 5.72$$

$$5.72 + 0.05 = 5.77$$

$$1.36 + 3.51$$

$$4.45 + 6.32$$

$$12.45 + 4.23$$

$$16.51 + 12.17$$

$$25$$

$$35.43 + 14.52$$

$$43.47 + 32.30$$

Name: _____

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Curriculum Connection
N.2

Adding Decimals - Regrouping

Part 1

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 63.72 \\ + 25.54 \\ \hline \end{array}$	2) $\begin{array}{r} 65.45 \\ + 23.32 \\ \hline \end{array}$	3) $\begin{array}{r} 38.34 \\ + 26.53 \\ \hline \end{array}$	4) $\begin{array}{r} 35.25 \\ + 41.63 \\ \hline \end{array}$
5) $\begin{array}{r} 21.45 \\ + 17.35 \\ \hline \end{array}$	6) $\begin{array}{r} 54.52 \\ + 17.35 \\ \hline \end{array}$	7) $\begin{array}{r} 28.26 \\ + 17.63 \\ \hline \end{array}$	8) $\begin{array}{r} 66.57 \\ + 29.21 \\ \hline \end{array}$
9) $\begin{array}{r} 192.67 \\ + 325.23 \\ \hline \end{array}$	10) $\begin{array}{r} 374.21 \\ + 653.52 \\ \hline \end{array}$	11) $\begin{array}{r} 593.32 \\ + 17.63 \\ \hline \end{array}$	12) $\begin{array}{r} 652.51 \\ + 295.33 \\ \hline \end{array}$

Part 2

Answer the questions below

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

Exit Cards

Cut Out

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

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

$$\begin{array}{r} 1) \quad 63.450 \\ + 32.525 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 49.772 \\ + 50.216 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 12.473 \\ + 37.125 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 85.361 \\ + 12.517 \\ \hline \end{array}$$

Subtraction Mental Math – Counting Up

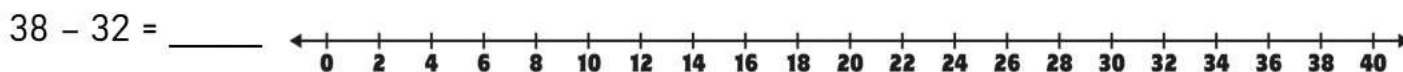
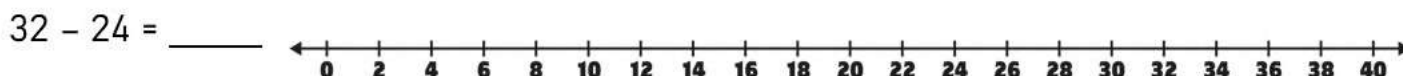
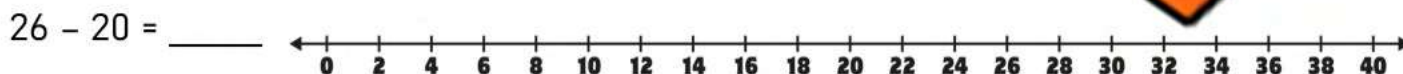
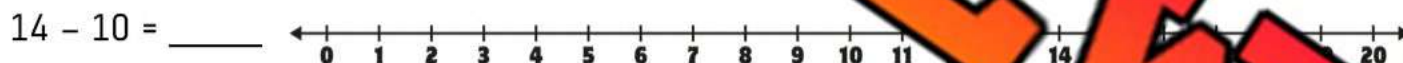
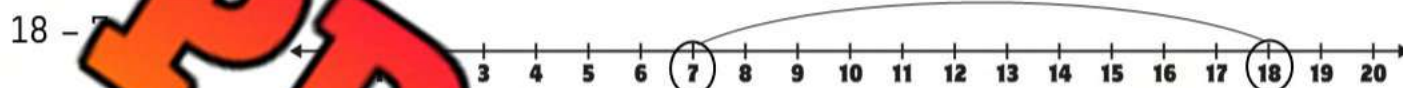
Background – Subtraction is simply finding the difference between two numbers

Directions

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



Difference = 11



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

$124 - 104$



$256 - 235$

$243 - 215$

$254 - 240$

$377 - 354$

$382 - 352$

$783 - 713$

$852 - 822$

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



$$124 - 115$$

$$124 - 100 = 24$$

$$24 - 10 = 14$$

$$14$$

$$256 - 145$$

$$243 - 138$$

$$264 - 142$$

$$357 - 234$$

$$425 - 123$$

$$753 - 323$$

$$873 - 562$$

Subtracting – Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)					
	5		8	6	
-					

2)					
	6	4	6	3	
-	2	1	8	3	

3)					
	8	3	5	7	
-	5	1	8	5	

4)					
	5	3	7	3	9
-	3	2	5	7	6

	6	7	1	5	
-	3	5	2	6	

6)					
	6	4	4	2	8
-		4	7	4	

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

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

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

Subtracting – Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 1) \quad 23723 \\ - 12237 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 52575 \\ - 31329 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 35474 \\ - 20257 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 84753 \\ - 53239 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 78775 \\ - 34158 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 36862 \\ - 24025 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 74834 \\ - 42326 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 85776 \\ - 35429 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 59362 \\ - 35236 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 81735 \\ - 42326 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 616133 \\ - 312228 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 875354 \\ - 354537 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 569483 \\ - 345156 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 640683 \\ - 216267 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 824857 \\ - 602363 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 526768 \\ - 372389 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 558394 \\ - 234549 \\ \hline \end{array}$$

Mental Math – Subtracting Decimals – Counting Up**Directions:**

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

$7.63 - 2.41$



$5.52 - 2.31$

$7.45 - 5.22$

$9.47 - 7.53$

$12.54 - 10.91$

$35.42 - 30.31$

$24.35 - 12.93$

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

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.68 - 2.42$$

$$4.68 - 2 = 2.68$$

$$2.68 - 0.4 = 2.28$$

$$2.28 - 0.02 = 2.26$$

$$4.57 - 3.33$$

$$9.54 - 2.21$$

$$14.48 - 7.52$$

$$15.54 - 10.91$$

$$7.65 - 4.32$$

$$48.36 - 11.82$$

$$52.65 - 30.35$$

Name: _____

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Curriculum Connection
N.2

Subtracting Decimals – No Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 55.75 \\ - 12.52 \\ \hline \end{array}$	2) $\begin{array}{r} 25.36 \\ - 13.21 \\ \hline \end{array}$	3) $\begin{array}{r} 94.96 \\ - 20.73 \\ \hline \end{array}$	4) $\begin{array}{r} 75.47 \\ - 52.33 \\ \hline \end{array}$	5) $\begin{array}{r} 65.76 \\ - 31.01 \\ \hline \end{array}$
6) $\begin{array}{r} 98.79 \\ - 52.24 \\ \hline \end{array}$	7) $\begin{array}{r} 76.66 \\ - 40.37 \\ \hline \end{array}$	8) $\begin{array}{r} 86.85 \\ - 31.32 \\ \hline \end{array}$	9) $\begin{array}{r} 81.57 \\ - 60.12 \\ \hline \end{array}$	10) $\begin{array}{r} 63.78 \\ - 21.44 \\ \hline \end{array}$
11) $\begin{array}{r} 862.66 \\ - 230.35 \\ \hline \end{array}$	12) $\begin{array}{r} 634.98 \\ - 102.63 \\ \hline \end{array}$	13) $\begin{array}{r} 57.88 \\ - 204.14 \\ \hline \end{array}$	14) $\begin{array}{r} 54.28 \\ - 12.15 \\ \hline \end{array}$	15) $\begin{array}{r} 751.96 \\ - 520.54 \\ \hline \end{array}$

Part 2

Answer the questions below

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

Task Cards: Adding and Subtracting Decimals

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 20 task cards
- Student answer sheet for answers
- Pencils

1 2 3 4 5
6 7 8 9 0

Instructions

How to run the activity

1. Begin by explaining the steps for adding and subtracting decimal numbers, emphasizing the importance of aligning the decimal points.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate on their problem-solving 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:

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

- a) 4.2 b) 4.232 c) 4.212

Card 5:

$$567.890 + 234.567$$

- a) 802.467
b) 802.447
c) 802.457

Card 6:

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

- a) 111.121 b) 111.111 c) 111.111 d) 22.322 e) 22.312

Card 3:

$$45.789 + 32.123$$

- a) 77.902
b) 77.922
c) 77.912

Card 4:

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

- a) 5.112 b) 5.122 c) 5.132

Card 8:

$$\begin{array}{r} 456.789 \\ - 123.456 \\ \hline \end{array}$$

- a) 333.333 b) 333.323 c) 333.343

Task Cards

Cut out the task cards below

Card 17:

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

- a) 1.566 b) 1.566 c) 1.576

Card 21:

$$\begin{array}{r} 890.123 \\ + 109.876 \\ \hline \end{array}$$

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

Card 22:

A farmer had 45.789 litres of oil. After some was used, 33.456 litres remained. How many litres of oil were used?

- a) 233.333 b) 233.343 c) 233.333

Card 19:

$$89.123 + 78.456$$

- a) 167.569
b) 167.589
c) 167.579

Card 20:

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

- a) 3.555 b) 3.545 c) 3.565

Card 24:

$$67.890 + 78.123$$

- a) 146.003
b) 146.023
c) 146.013

Name: _____

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Curriculum Connection
N.2

Task Cards: Adding and Subtracting Decimals

Answers

Record your answers below

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

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

Converting Cents to Dollars

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

Examples - 100¢ = \$1.00

50¢ = \$0.50

142¢ = \$1.42

Part 1

Convert the cents into dollars

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

¢	\$
	\$1.00
	\$5.00
600¢	
700¢	
	\$8.00
	\$9.00
1000¢	

¢	\$
150¢	\$1.50
250¢	
325¢	
450¢	
	\$5.25
650¢	
	\$7.20
80¢	
	\$9.00



Part 2

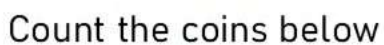
Circle the largest amount of money

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



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

Count the  ins below



Calculating Change Using \$2

Questions

Calculate how much change you will get

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

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

Name: _____

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Curriculum Connection
N.2

Providing Change to Customers

Money Used	Item	Item	Change Due
			$7.00 + 1.50 = 8.50$ $10.00 - 8.50 = 1.50$

Questions

Put the items and provide change based on what the customer paid

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Providing Change to Customers

Questions

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

Money Used	Item	Item	Change Due
	 25	 \$14.65	

Money Used	Item	Item	Change Due
	 \$14.55	 \$18.30	

Money Used	Item	Item	Change Due
	 \$19.75	 \$16.35	

Name: _____

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Curriculum Connection
N.2

Making Change – Up To \$200

		
\$105.40	\$131.60	\$172.25

Questions Make the change by drawing the correct bills and coins

1) \$103.35	2) \$127.75	3) \$173.40
4) \$118.30	5) \$142.50	6) \$123.45
7) \$157.85	8) \$164.70	9) \$148.40
10) \$183.55	11) \$191.65	12) \$197.95

Making Change – Word Problems

Questions

Answer the word problems below

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



- a) How much will the shoes and socks cost?
- b) Which bills/coins should Rob use to pay for the shoes and socks?
- c) How much change will he get back?



- 2) Charlie is shopping for a new stereo. He found one for \$139.50. He also found a pair of headphones for \$99.25. Charlie brought the money below to pay.



- a) How much will the stereo and headphones cost?
- b) Which bills/coins should Charlie use to pay for the stereo and headphones?
- c) How much change will he get back?



Making Change – Word Problems

Questions

Answer the word problems below

- 1) Charlene found new boots and gloves and brought them to the cashier. The boots cost \$165.75, and the gloves cost \$32.50. Her money is below.



- a) How much will the boots and gloves cost?
- b) Which bills/coins should she use to pay for the boots and gloves?
- c) How much change will she get back?



- 2) Ruby is buying a new video game system for \$285.00. She also wants a controller that costs \$49.90. Ruby's cash is below.



- a) How much will the video game system and controller cost?
- b) Which bills/coins should she use to pay for the video game system and controller?
- c) How much change will she get back?



Activity: Four Corners Money Addition

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Printed questions (displayed on a projector)
- Labels for the four corners of the room (A, B, C, D)
- Space in the classroom for students to move to the corners



Instructions

How you will complete the activity

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

Questions

Read the questions to the students

Question	A	B	C	D
1) Emily bought a book for \$5.57 and a pen for \$3.15. How much did she spend in total?	9.41	8.72	10.20	7.47
2) Anna bought an apple for \$9.10 and a banana for \$3.15. How much did she spend in total?	12.72	13.66	13.12	12.25
3) Sarah bought a toy for \$6.92 and a game for \$3.70. How much did she spend in total?	11.74	13.01	11.46	10.62
4) Sam bought a shirt for \$4.42 and a pair of shoes for \$5.29. How much did he spend in total?	8.43	10.28	9.31	9.81
5) James bought a slice of pizza for \$3.56 and a sandwich for \$7.02. How much did he spend in total?	10.98	11.71	11.80	11.98
6) John bought a notebook for \$3.77 and a ruler for \$3.53. How much did he spend in total?	7.22	7.00	8.95	7.30
7) Michael bought a movie ticket for \$5.82 and popcorn for \$1.54. How much did he spend in total?	7.36	8.46	7.36	6.34
8) David bought a hat for \$6.59 and a scarf for \$6.60. How much did he spend in total?	11.22	13.19	13.19	13.19
9) Emily bought a chocolate bar for \$1.39 and a soda for \$7.31. How much did she spend in total?	8.70	9.12	9.36	9.31
10) John bought a pencil for \$4.69 and an eraser for \$8.12. How much did he spend in total?	12.23	12.81	13.22	12.36
11) Sophia bought a lamp for \$4.88 and a clock for \$5.73. How much did she spend in total?	7.64	8.62	8.64	10.61
12) John bought a phone case for \$9.67 and a charger for \$1.83. How much did he spend in total?	11.67	12.29	11.50	10.79

Adding and Subtracting Quiz

Part 1

Add and subtract the numbers below

1)

	3	4	4	0	6	8
+	6	3	0	2	0	

2)

	5	7	3	3	7	5
+	3	2	0	5	2	1

3)

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

4)

	6	1	4	.	1	8
+	2	5	2	.	6	0
				.		

5)

	3	5		5	1	9
+	2	8		2		6
				.		

6)

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

7)

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

8)

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

9)

						3
-	8			6	7	0

10)

	6	6	4	.	0	4
-	4	2	0	.	0	2
				.		

11)

	6	2	5	.	4	6
-	3	6	3	.	6	7
				.		

12)

	8	2	8	.	6	3
-	5	5	9	.	4	5
				.		

Part 2

Solve the word problems below

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



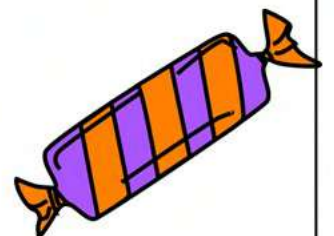
- 2) Ethan bought a new game for \$39.89 and a new controller for \$45.75. How much money did he have left?



- 3) Harper saved \$99.50 last month from her allowance. She bought a new shirt for \$33.75. How much does she have left?



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



Part 3

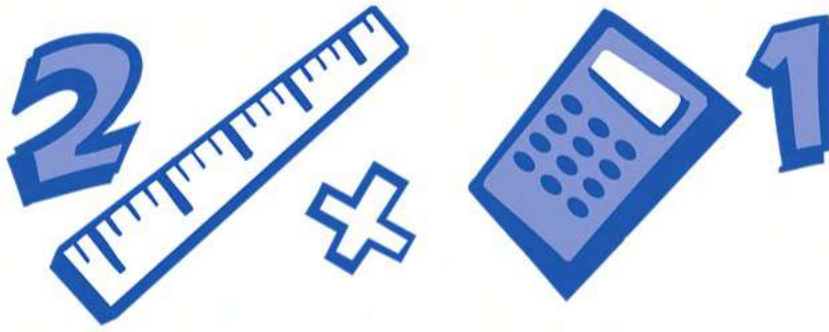
Add up the items and provide change based on what the customer paid with

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

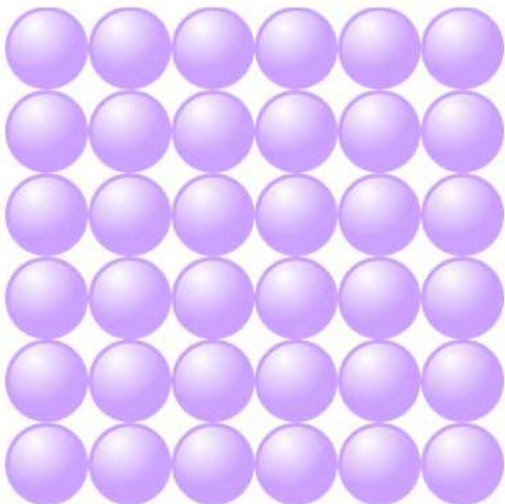
Money Used	Item	Item	Change Due
			



$0 \cdot 7 =$	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 determine
divisibility of natural
numbers.



Divisibility Rules

We can determine whether one whole number is divisible by another without doing division. We can use the following divisibility rules:

- A number is divisible by **2** if the last digit is even (0, 2, 4, 6, or 8)
- A number is divisible by **3** if the sum of the digits is divisible by 3
- A number is divisible by **4** if the last two digits form a number divisible by 4
- A number is divisible by **5** if the last digit is 0 or 5
- A number is divisible by **6** if the number is divisible by both 2 and 3
- A number is divisible by **8** if the number formed by its last three digits is divisible by 8.
- A number is divisible by **9** if the sum of the digits is divisible by 9
- A number is divisible by **10** if the last digit is a 0

Instruction

For each number on the left, place a checkmark under the numbers it is divisible by.

Number	2	3	4	6	8	9	10
1) 65							
2) 20							
3) 105							
4) 81							
5) 120							
6) 548							
7) 423							
8) 657							

Divisibility Rules – 2 and 3

We can determine whether one whole number is divisible by another without doing division. We can use the following divisibility rules:

- A number is divisible by **2** if the last digit is even (0, 2, 4, 6, or 8)
- A number is divisible by **3** if the sum of the digits is divisible by 3

Part 1 Is the number divisible by 2?

- 1) _____ 2) 953 _____
3) 2 682 _____ 4) 8 694 _____

Part 2 Is the number divisible by 3?

- 1) 268 _____
3) 1 458 _____ 4) 428 _____

Part 3 Which numbers are divisible by 2? Circle them.

41 58 162 247 358 655 583
685 714 805 901 1 025 1 714 2 058

Part 4 Which numbers are divisible by 3? Circle them.

73 58 84 105 215 324 515
645 683 729 806 1358 2355 5484

Exit Cards

Cut Out

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

Name: _____

Is the number divisible by 2 or 3?

	Number	Divisible by 2?	Divisible by 3?
1)	5 002		
2)	3 789		
3)	8 136		
4)	10 046		
5)	7 815		
6)	18 029		

Name: _____

Is the number divisible by 2 or 3?

	Number	Divisible by 2?	Divisible by 3?
1)	5 002		
2)	3 789		
3)	8 136		
4)	10 046		
5)	7 815		
6)	18 029		

Name: _____

Is the number divisible by 2 or 3?

	Number	Divisible by 2?	Divisible by 3?
1)	5 002		
2)	3 789		
3)	8 136		
4)	10 046		
5)	7 815		
6)	18 029		

Name: _____

Is the number divisible by 2 or 3?

	Number	Divisible by 2?	Divisible by 3?
1)	5 002		
2)	3 789		
3)	8 136		
4)	10 046		
5)	7 815		
6)	18 029		

Divisibility Rules – Challenge

Part 1

The number is divisible by...

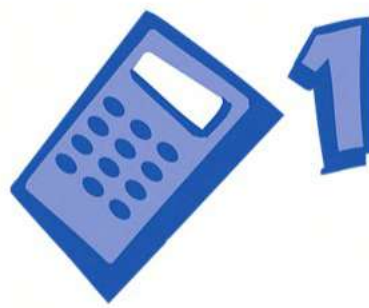
9 Is divisible by... 2 3 4 5 6 7 8 9 10	27 Is divisible by... 2 3 4 5 6 7 8 9 10	18 Is divisible by... 2 3 4 5 6 7 8 9 10	36 Is divisible by... 2 3 4 5 6 7 8 9 10
135 Is divisible by... 2 3 4 5 6 7 8 9 10	286 Is divisible by... 2 3 4 5 6 7 8 9 10	448 Is divisible by... 2 3 4 5 6 7 8 9 10	
605 Is divisible by... 2 3 4 5 6 7 8 9 10	2854 Is divisible by... 2 3 4 5 6 7 8 9 10	5971 Is divisible by... 2 3 4 5 6 7 8 9 10	
15912 Is divisible by... 2 3 4 5 6 7 8 9 10	22785 Is divisible by... 2 3 4 5 6 7 8 9 10	79568 Is divisible by... 2 3 4 5 6 7 8 9 10	

Part 2

Answer the word problems below.

1)	Why can a number not be divided by 0?
2)	Ben says all odd numbers are divisible by 3. Is he correct? Explain.
3)	Sarah has 193 treats to hand out to her party guests. She wants to put 9 treats in each bag. Will she have any treats left over? Explain.

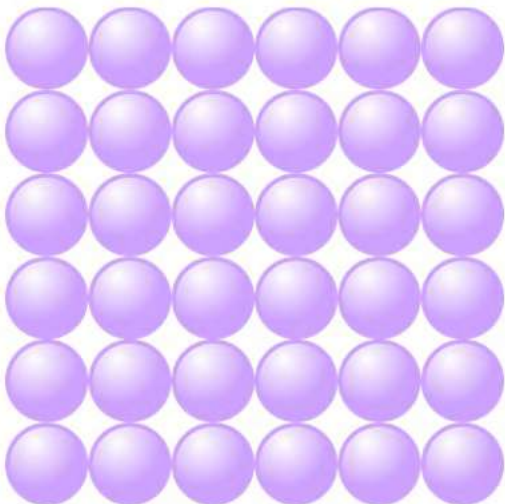




$0 \cdot 7 =$	0
$1 \cdot 7 =$	7
$2 \cdot 7 =$	14
$3 \cdot 7 =$	21
$4 \cdot 7 =$	28
$5 \cdot 7 =$	35
$6 \cdot 7 =$	42
$7 \cdot 7 =$	49
$8 \cdot 7 =$	56
$9 \cdot 7 =$	63
$10 \cdot 7 =$	70
$11 \cdot 7 =$	77

N.4

Students multiply and divide natural numbers within 100 000, including with standard algorithms

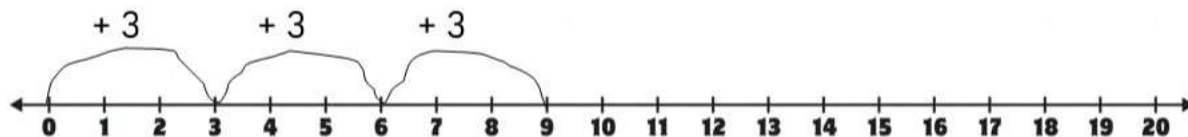


Number Line Multiplication – Repeated Addition

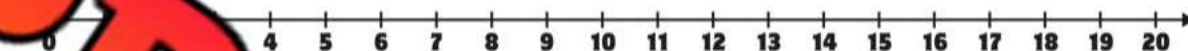
Questions

Fill in the blanks below

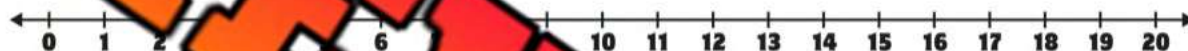
$3 \times 3 = \underline{9}$



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



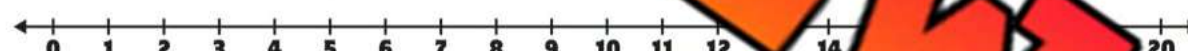
$5 \times 4 = \underline{\quad}$



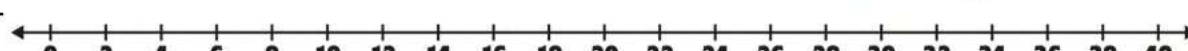
$6 \times 2 = \underline{\quad}$



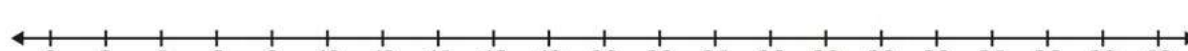
$9 \times 2 = \underline{\quad}$



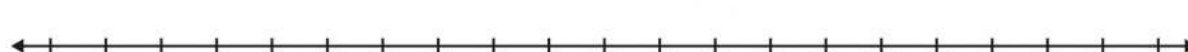
$14 \times 2 = \underline{\quad}$



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



$9 \times 4 = \underline{\quad}$



Multiplication and Division

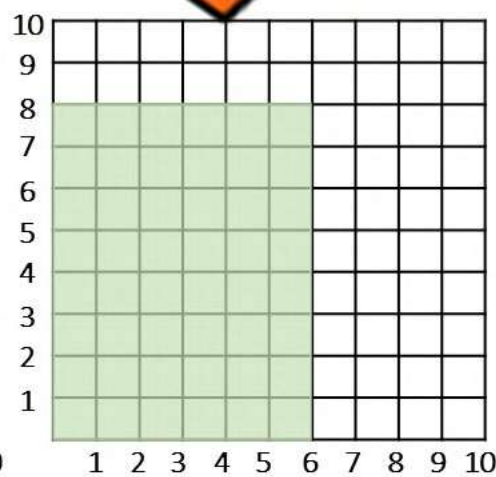
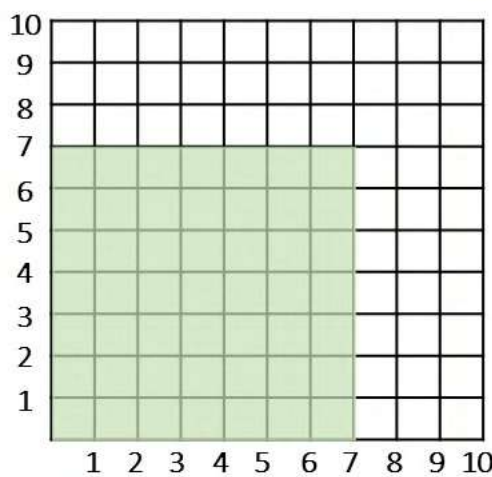
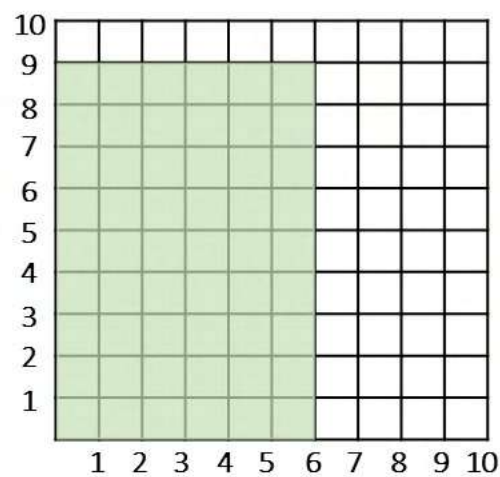
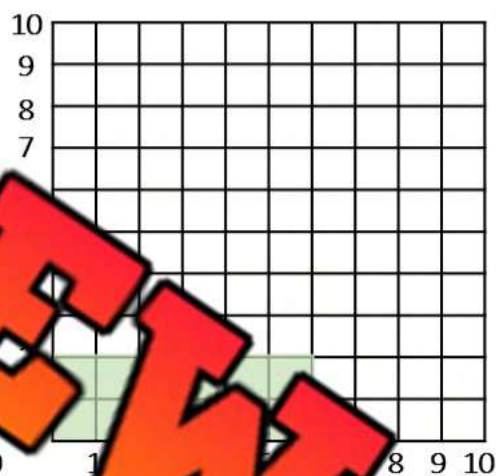
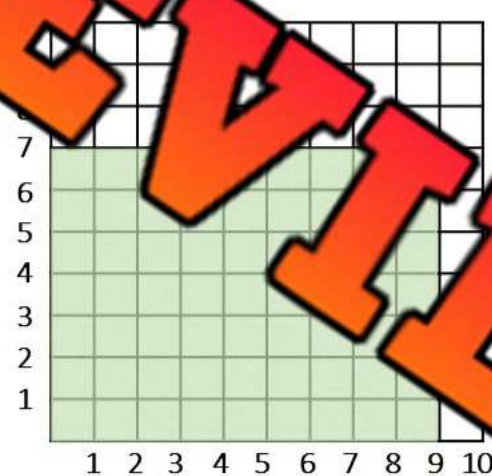
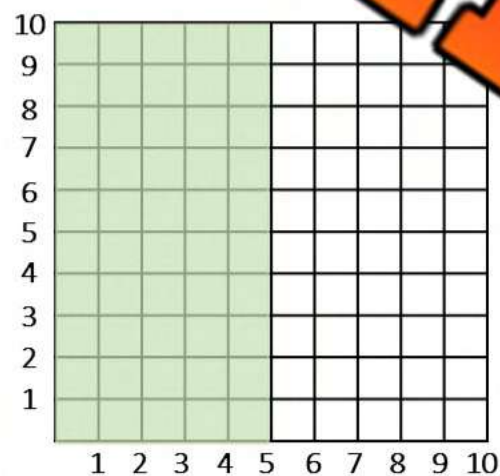
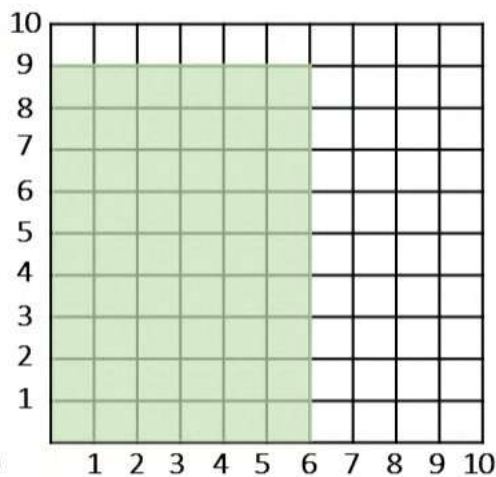
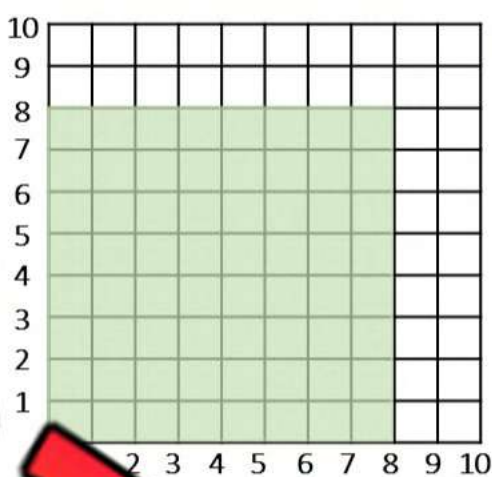
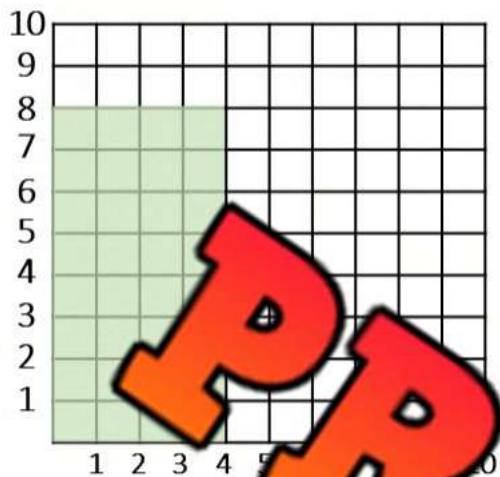
QuestionsInvestigate the relationship between multiplication and division

12 6 $6 \times 2 = 12$ $2 \times 6 = 12$ $12 \div 6 = 2$ $12 \div 2 = 6$	16 8 2 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$
32 8 4 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$	48 8 6 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$
42 7 6 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$	35 5 7 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$
24 6 4 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$	60 6 10 $__ \times __ = __$ $__ \times __ = __$ $__ \div __ = __$ $__ \div __ = __$

Multiplication - Arrays

Questions

How much is shaded in? Answer the questions below



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



$$6 \times 4$$

$$7 \times 5$$

$$4 \times 3$$

$$9 \times 6$$

$$8$$

$$8 \times 7$$

$$9 \times 9$$

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

15 x

18 x 6

16 x 7

19 x 6

15 x 8

16 x 6

17 x 9

Menta Math - Multiplication - Doubling and Halving**Directions**

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

Example

$$\begin{array}{ccc} & 14 \times 4 & \\ \text{Option 1: } 28 \times 2 & \text{or Option 2: } 7 \times 8 & \\ \downarrow & & \downarrow \\ 56 & & 56 \end{array}$$



PREVIEW

14×4

16×6

18×6

18×4

20×8

16×8

14×8

18×5

19×3

17×4

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 will complete the activity

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

Name: _____

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Curriculum Connection
N.4

Math Cards

Cut out the math cards below

$$3 \times 8$$

$$7 \times 50$$

$$9 \times 7$$

$$11 \times 10$$

$$10 \times 12$$

$$4 \times$$

$$8 \times 30$$

$$4 \times 3$$

PREVIEW

Name: _____

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Curriculum Connection
N.4

Math Cards

Cut out the math cards below

$$5 \times 120$$

$$90 \times 4$$

$$5 \times 8$$

$$7 \times 40$$

$$2 \times 6$$

$$2 \times$$

$$8 \times 11$$

$$70 \times 5$$

PREVIEW

Reasonableness – Estimating Products (2 x 1)

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

Questions

Round the larger number to the nearest ten and then solve

#	Estimating	Calculate	Reasonable?	
1)	18×4	18×4	Yes	No
2)	32×3	32×3	Yes	No
3)	84×7	84×7	Yes	No
4)	47×6	47×6	Yes	No

Name: _____

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Curriculum Connection
N.4

Multiplication - 2 x 1 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1)		
	3	5
x		

2)		
	8	7
x		4

3)		
	4	7
x		6

4)		
	8	4
x		9

5)		
	6	2
x		4

6)		
	7	3
x		6

7)		
	2	3
x		6

8)		
	9	3
x		7

Part 2

Use the standard algorithm to solve the multiplication problems below

1)	45
	<u>x 2</u>

2)	74
	<u>x 3</u>

3)	62
	<u>x 6</u>

4)	87
	<u>x 5</u>

	99
	<u>x 0</u>

6)	37
	<u>x 4</u>

7)	53
	<u>x 7</u>

8)	73
	<u>x 5</u>

9)	58
	<u>x 8</u>

10)	36
	<u>x 6</u>

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)			2)		
				7	2
x		2			6

3) 45×2

4)

$$\begin{array}{r} 45 \\ \times 2 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

$$\begin{array}{r} 27 \\ \times 7 \\ \hline \end{array}$$

Name: _____

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Curriculum Connection
N.4

Multiplication – 3-Digit by 1-Digit

Step 1: Setup up the Area Model

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5
3			

Step 2: Multiply

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5
3	200×3 600	30×3 90	5×3 15

Step 3: Add

$$235 \times 3 = \underline{705}$$

	200	30	5
3	600	90	15

$$600 + 90 + 15 = 705$$

Question 1 Use the area model to solve the multiplication problems below

1) $452 \times 3 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

2) $626 \times 2 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

3) $347 \times 4 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

4) $518 \times 6 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

5) $312 \times 7 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

6) $682 \times 8 = \underline{\hspace{2cm}}$

-------------	-------------	-------------

Multiplication Word Problems

Questions

Solve the word problems below

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



2) Kelly works at a call center where she asks people to try to sell a product. Each phone call she makes is an average of 3 minutes long. If she makes 375 calls a shift, how long is she on the phone?



3) A bag of candy has 213 candies in it. Each candy is 6 grams. How many grams is the bag of candy?



Multiplication – 2 x 2 Digits**Part 1**

Use the standard algorithm to solve the multiplication problems below

1) $\begin{array}{r} 67 \\ \times 53 \\ \hline \end{array}$	2) $\begin{array}{r} 55 \\ \times 33 \\ \hline \end{array}$	3) $\begin{array}{r} 85 \\ \times 62 \\ \hline \end{array}$	4) $\begin{array}{r} 24 \\ \times 15 \\ \hline \end{array}$	5) $\begin{array}{r} 78 \\ \times 44 \\ \hline \end{array}$
6) $\begin{array}{r} 84 \\ \times 54 \\ \hline \end{array}$	7) $\begin{array}{r} 65 \\ \times 45 \\ \hline \end{array}$	8) $\begin{array}{r} 76 \\ \times 95 \\ \hline \end{array}$	9) $\begin{array}{r} 38 \\ \times 22 \\ \hline \end{array}$	10) $\begin{array}{r} 78 \\ \times 25 \\ \hline \end{array}$
11) $\begin{array}{r} 48 \\ \times 67 \\ \hline \end{array}$	12) $\begin{array}{r} 52 \\ \times 41 \\ \hline \end{array}$	13) $\begin{array}{r} 64 \\ \times 37 \\ \hline \end{array}$	14) $\begin{array}{r} 54 \\ \times 26 \\ \hline \end{array}$	15) $\begin{array}{r} 68 \\ \times 53 \\ \hline \end{array}$

Part 2

Solve the word problems below

- 1) Harper played 42 games of basketball last season. She scored 17 points per game. How many points did she score in total for the season?



- 2) Brianna blinks 18 times a minute. How many times does she blink in one hour?



Math Jeopardy – Multiplication 2 x 2 Digits

Objective

What are we learning about?

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

Materials: What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$12 \times 14 = \underline{\hspace{2cm}}$	$23 \times 19 = \underline{\hspace{2cm}}$	$35 \times 16 = \underline{\hspace{2cm}}$	$47 \times 28 = \underline{\hspace{2cm}}$	$59 \times 32 = \underline{\hspace{2cm}}$
$21 \times 15 = \underline{\hspace{2cm}}$	$34 \times 25 = \underline{\hspace{2cm}}$	$46 \times 39 = \underline{\hspace{2cm}}$	$53 \times 47 = \underline{\hspace{2cm}}$	$67 \times 54 = \underline{\hspace{2cm}}$
$14 \times 22 = \underline{\hspace{2cm}}$	$25 \times 18 = \underline{\hspace{2cm}}$	$38 \times 27 = \underline{\hspace{2cm}}$	$52 \times 24 = \underline{\hspace{2cm}}$	$48 \times 36 = \underline{\hspace{2cm}}$
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 17 toy cars. Each car costs \$18. How much was spent in total on the toy cars?	David is reading a book that has 48 pages. He reads every day for 12 days. How many pages has he read after 12 days?	Noah is organizing his comic collection. He has 65 comics. Each of his 19 comics has 15 pages. How many pages does he have in total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

Name: _____

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Curriculum Connection
N.4

Multiplication – 3 by 2 Digit

Part 1

Evaluate



1) 516×12

2) 153×38

3) 12

4) 84×630

5) 485×91

6) 632

Part 2

Answer the word problems below

1) George earns \$738 every week. After 52 weeks (one year), how much has he earned?



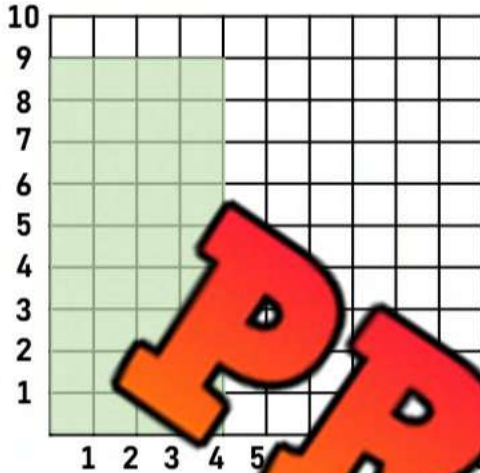
2) Bella bought a 12 pack of juice boxes. Each juice box contains 355 mL. How many total mL of juice did she buy?



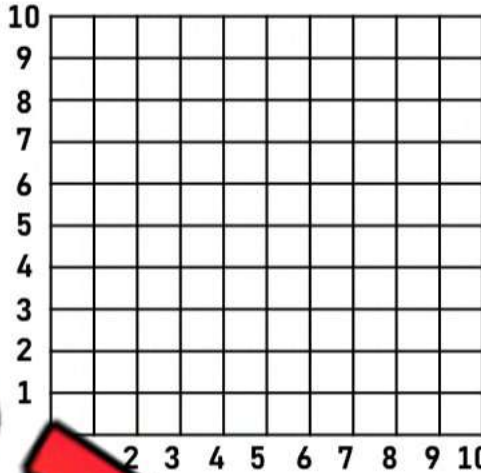
Division - Arrays

Questions

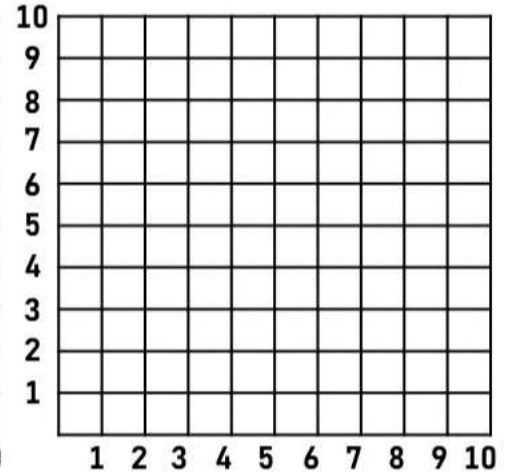
Shade in the arrays using the table. Answer the questions below



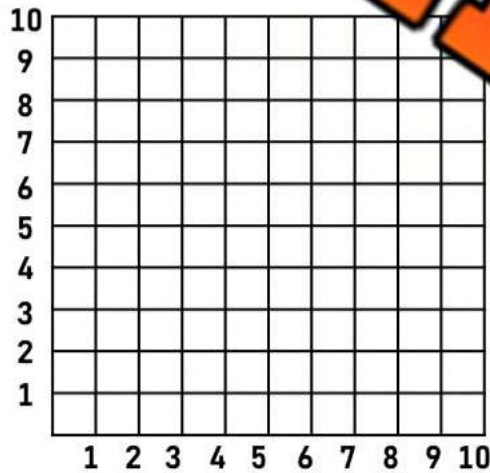
$36 \div 4 = \underline{\hspace{2cm}}$



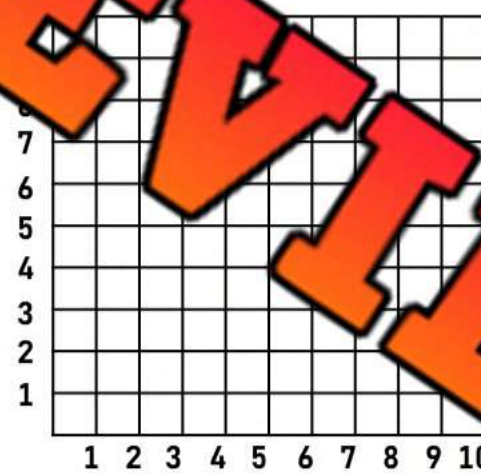
$\div 7 = \underline{\hspace{2cm}}$



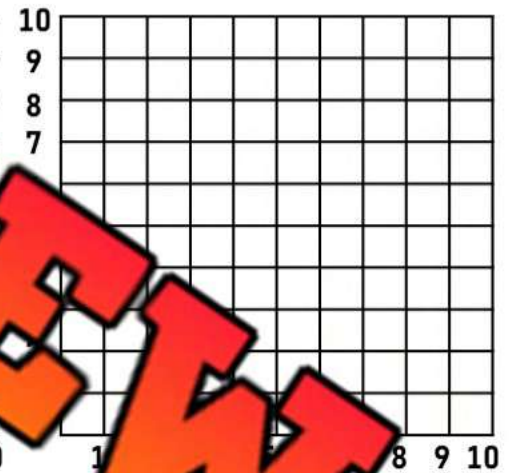
$54 \div 6 = \underline{\hspace{2cm}}$



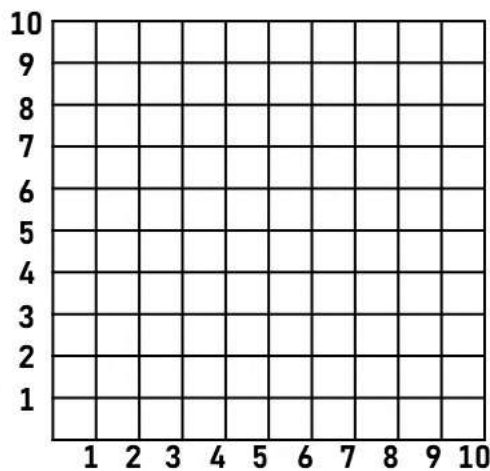
$48 \div 8 = \underline{\hspace{2cm}}$



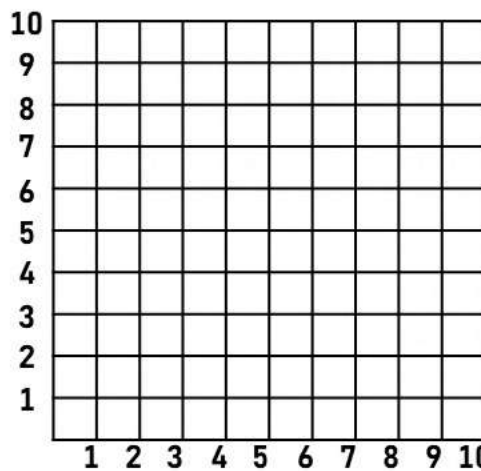
$90 \div 10 = \underline{\hspace{2cm}}$



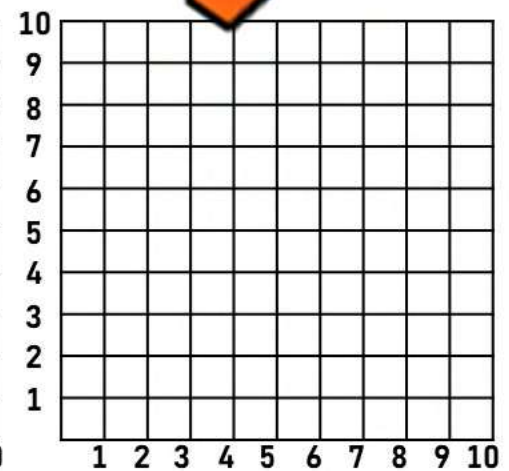
$28 \div 7 = \underline{\hspace{2cm}}$



$18 \div 3 = \underline{\hspace{2cm}}$



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



$40 \div 5 = \underline{\hspace{2cm}}$

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.



$$91 \times 7 = ?$$

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

$$39 \div 3 = ?$$

$$85 \div 5$$

$$72 \div 4$$

$$84 \div 6$$

$$105 \div 5$$

$$117 \div 9$$

$$112 \div 8$$

$$114 \div 6$$

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

er ers

$144 \div 6 = 24$
 $60 \div 6 = 10$
 $60 \div 6 = 10$
 $24 \div 6 = 4$



$72 \div 6 =$

$68 \div 4 =$

$150 \div 6 =$

$5 \div 5 =$

$120 \div 4 =$

$189 \div 7 =$

$208 \div 8 =$

$198 \div 6 =$

Name: _____

217

Curriculum Connection
N.4

Division – Bar Model

Questions

Use the bar model to answer the division questions below

1) $64 \div 8$

64							

2) $28 \div 4$

28			

3) $48 \div 6$

48					

4) $100 \div 10$

100									

5) $32 \div 4$

32			

6) $35 \div 5$

35				

7) $21 \div 7$

21						

8) $81 \div 9$

81								

9) $63 \div 7$

63						

10) $44 \div 4$

44			

Activity: Division Race

Objective

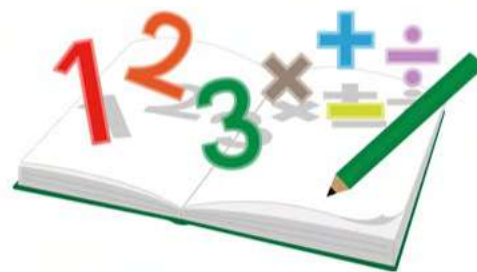
What are we learning about?

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

Material

What you will need for the activity.

- 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 sit at their desk).
3. Call the first two students in line to the front. Explain 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: _____

229

Curriculum Connection
N.4

Math Cards

Cut out the math cards below

$$21 \div 3$$

$$84 \div 12$$

$$132 \div 11$$

$$90 \div 3$$

$$36 \div 6$$

$$48 \div 6$$

$$66 \div 6$$

$$21 \div 7$$

PREVIEW

Name: _____

233

Curriculum Connection
N.4

Math Cards

Cut out the math cards below

$$24 \div 12$$

$$30 \div 5$$

$$40 \div 8$$

$$56 \div 8$$

$$72 \div 6$$

$$50 \div 5$$

$$30 \div 6$$

$$99 \div 9$$

PREVIEW

Multiplication and Division Quiz

Part 1**Evaluate**

1)		
	4	5
x		

2)		
	8	3
x		5

3)		
	2	7
x		4

4)		
	7	4
x		8

5) 422×5

243×3

7)		
	4	3
x	1	2

8)		
	6	3
x	1	5

9)		
	2	7
x	2	3

10)		
	5	3
x	1	4

235

11)				
		2	5	1
x			1	3

12)				
		6	2	4
x			3	8

13)				
		3	5	2
x			6	7

14) 512

15) 153 x 38

Part 2

Divided

1) 196 ÷ 14

2) 380 ÷ 2

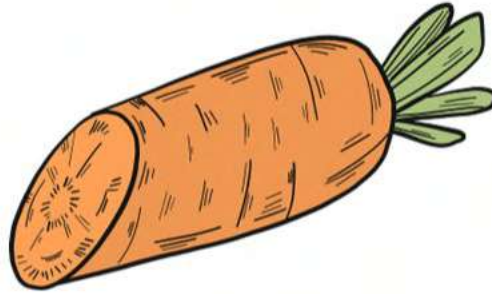
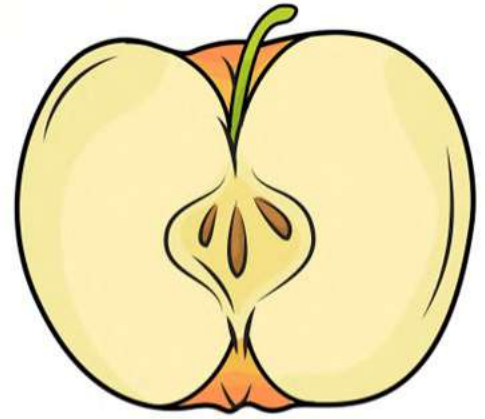
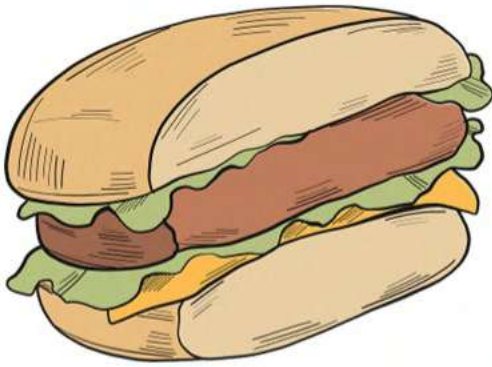
3) 284 ÷ 14

4) 230 ÷ 20

Part 3

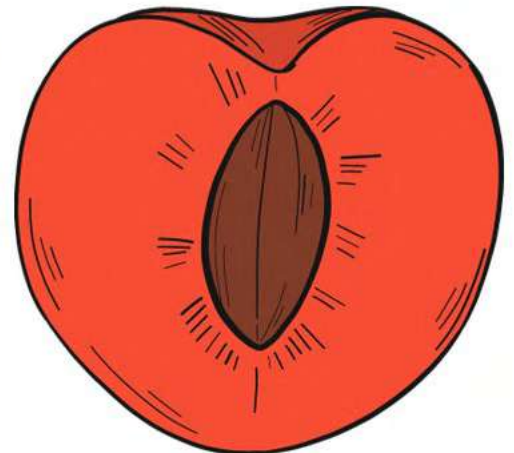
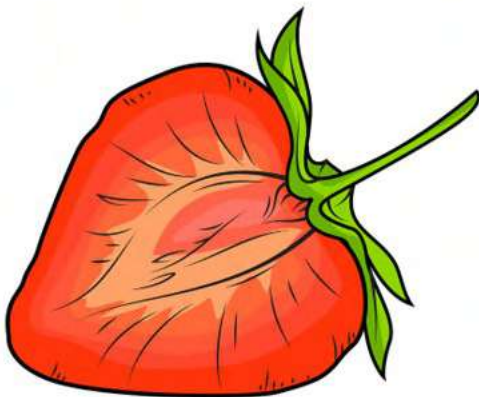
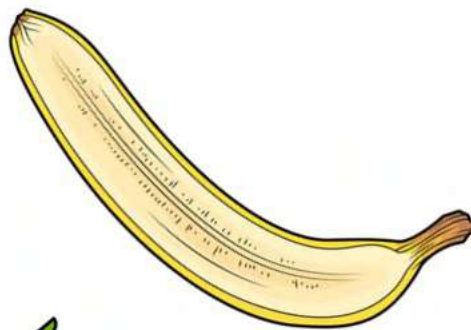
Solve the multiplication and division word problems below

- 1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?
- 2) Rebecca has 108 beads to make 7 bracelets with. She wants each bracelet to have the same number of beads. How many beads should each bracelet have?
- 3) A business has earned \$434 in a month. There are 6 people that work for the business. How much money should each person get at the end of the month? Will there be any money remaining?
- 4) Carl earns \$85 a day at his job. In January, he worked everyday (31 days). How much money did he earn?



N.5

Students interpret improper fractions.

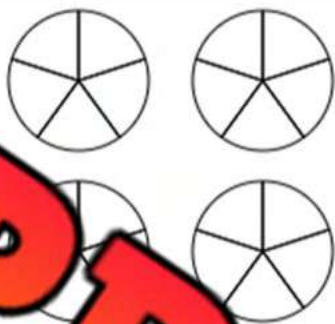


Mixed Numbers

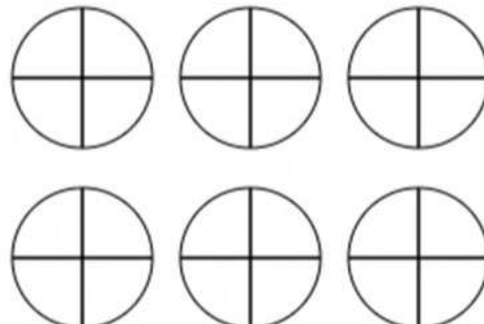
Instructions

Shade in the images to represent the mixed numbers

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



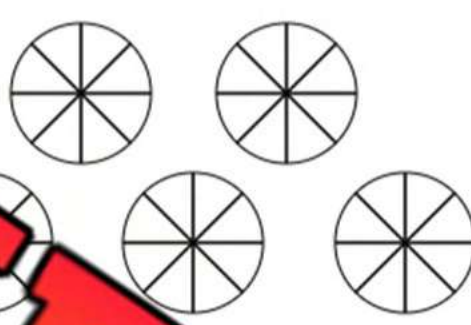
2) $5\frac{3}{4}$



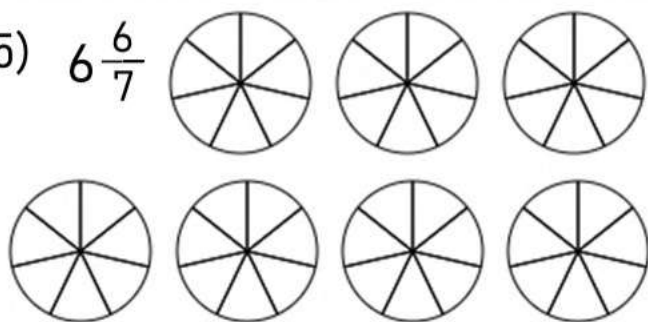
3) $2\frac{2}{6}$



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



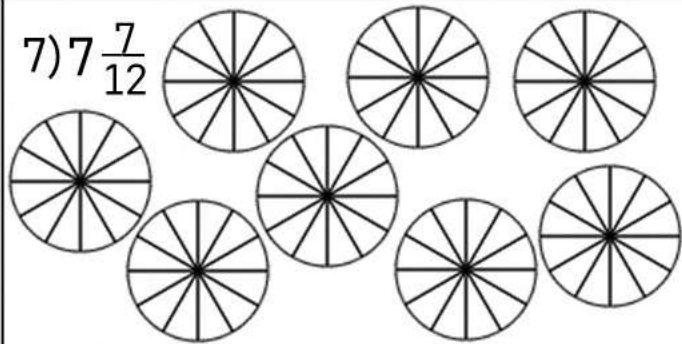
5) $6\frac{6}{7}$



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



7) $7\frac{7}{12}$



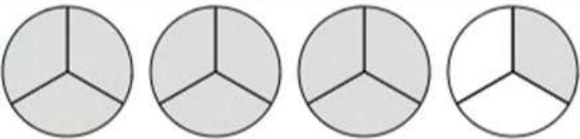
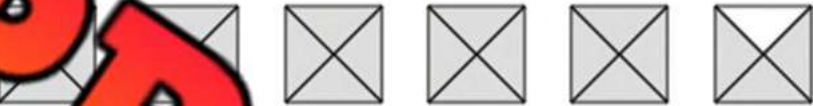
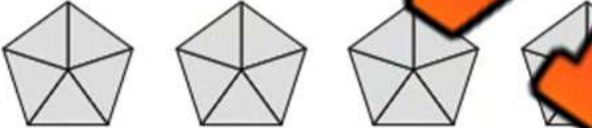
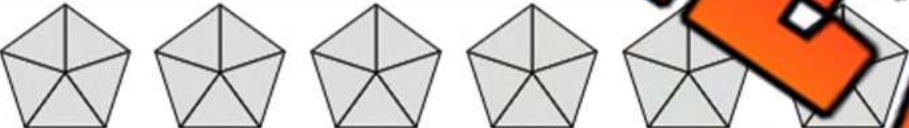
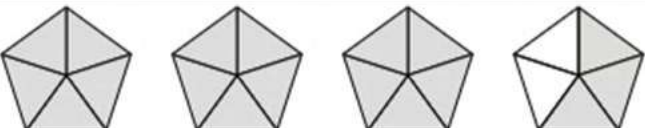
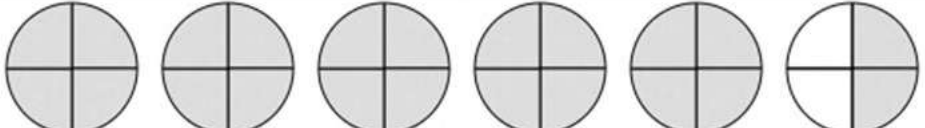
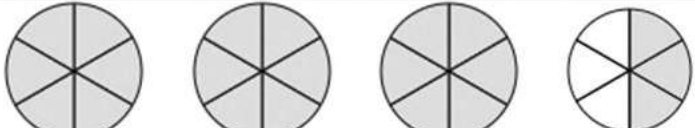
8) $1\frac{2}{3}$



Matching The Mixed Numbers With Improper Fractions

Instructions

Match the visual fractions with the improper fractions and mixed numbers

Visual Fractions		Mixed Numbers and Improper Fractions
1) _____ 		a) $5\frac{3}{4}$
2) _____ 		b) $\frac{18}{5}$
3) _____ 		c) $\frac{10}{3}$
4) _____ 		d) $4\frac{1}{5}$
5) _____ 		e) $6\frac{2}{4}$
6) _____ 		f) $\frac{21}{9}$
7) _____ 		g) $3\frac{4}{7}$
8) _____ 		h) $\frac{22}{4}$
9) _____ 		i) $5\frac{4}{5}$
10) _____ 		j) $\frac{23}{5}$

Converting Mixed Numbers to Improper Fractions

Instructions

Convert the mixed numbers to improper fractions

1) $5\frac{3}{4} =$

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

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

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

5) $3\frac{4}{7} =$

6) $6\frac{2}{4} =$

7) $4\frac{2}{4} =$

8) $5\frac{1}{2} =$

9) $2\frac{3}{7} =$

10) $5\frac{2}{3} =$

11) $3\frac{4}{8} =$

12) $2\frac{1}{2} =$

13) $4\frac{1}{5} =$

14) $2\frac{2}{7} =$

15) $4\frac{1}{4} =$

16) $7\frac{1}{2} =$

17) $6\frac{2}{4} =$

18) $8\frac{3}{4} =$

19) $4\frac{1}{2} =$

20) $3\frac{4}{5} =$

21) $5\frac{4}{5} =$

Exit Cards

Cut Out

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

Name: _____

Convert the improper fractions to mixed numbers.

1)

$\frac{34}{9} =$

2)

$\frac{41}{10} =$

3)

$\frac{50}{9} =$

Name: _____

Convert the improper fractions to mixed numbers.

1)

$\frac{34}{9} =$

2)

$\frac{41}{10} =$

3)

$\frac{50}{9} =$

Name: _____

Convert the improper fractions to mixed numbers.

1)

$\frac{34}{9} =$

2)

$\frac{41}{10} =$

3)

$\frac{50}{9} =$

Name: _____

Convert the improper fractions to mixed numbers.

1)

$\frac{34}{9} =$

2)

$\frac{41}{10} =$

3)

$\frac{50}{9} =$

Ordering Mixed Numbers

Instructions

Put the mixed numbers in order from least to greatest

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

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

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

4) $8\frac{2}{6}$ $1\frac{3}{4}$ $4\frac{3}{4}$ $8\frac{3}{6}$

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

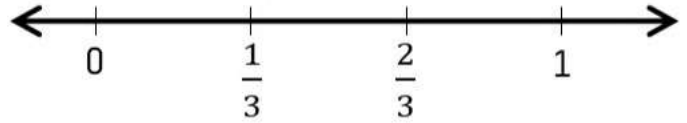
6) $4\frac{2}{5}$ $1\frac{2}{7}$ $1\frac{3}{7}$ $3\frac{3}{7}$ $4\frac{2}{5}$

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

8) $8\frac{4}{6}$ $3\frac{1}{4}$ $3\frac{2}{4}$ $8\frac{3}{6}$ $1\frac{3}{4}$

Proper Fractions – Number Line

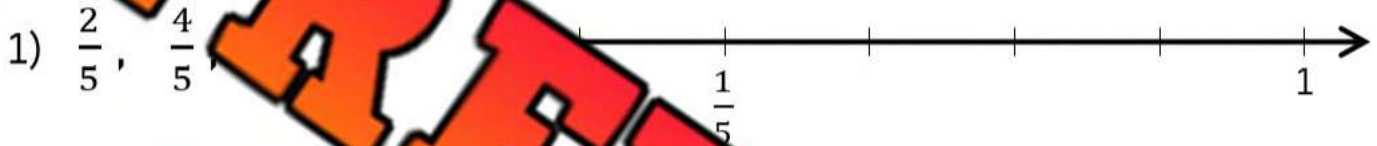
A **proper fraction** has a numerator (top number) smaller than the denominator (bottom number). When we place a proper fraction on a number line, it will always fall between 0 and 1.



Example

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

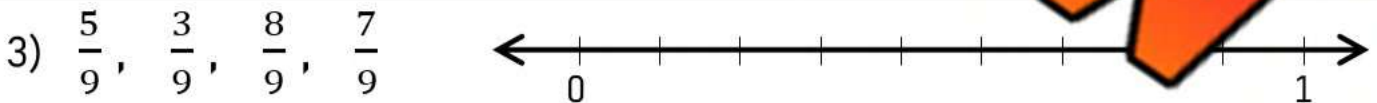
Practice: Put proper fractions on the number lines below



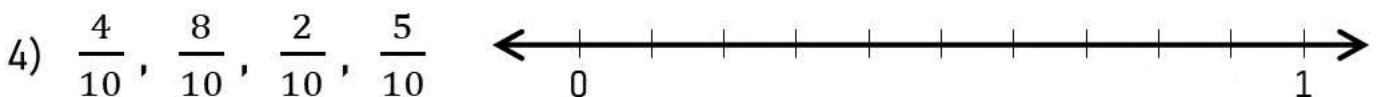
Put in order from least to greatest: _____



Put in order from least to greatest: _____



Put in order from least to greatest: _____



Put in order from least to greatest: _____

Equivalent Fractions

Instructions

Fill in the blanks to find equivalent fractions



1) $\frac{1}{2} = \frac{2}{6} = \frac{4}{10} = \frac{6}{14}$

2) $\frac{1}{3} = \frac{2}{9} = \frac{4}{15} = \frac{6}{21}$

3) $\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{6}{24}$

4) $\frac{1}{5} = \frac{2}{10} = \frac{3}{15} = \frac{4}{20} = \frac{6}{30} = \frac{7}{35}$

5) $\frac{1}{6} = \frac{2}{12} = \frac{3}{18} = \frac{4}{24} = \frac{5}{30} = \frac{6}{36} = \frac{7}{42}$

6) $\frac{1}{7} = \frac{2}{14} = \frac{3}{21} = \frac{4}{28} = \frac{5}{35} = \frac{6}{42} = \frac{7}{49}$

7) $\frac{1}{8} = \frac{2}{16} = \frac{3}{24} = \frac{4}{32} = \frac{5}{40} = \frac{6}{48} = \frac{7}{56}$

8) $\frac{1}{9} = \frac{2}{18} = \frac{3}{27} = \frac{4}{36} = \frac{5}{45} = \frac{6}{54} = \frac{7}{63}$

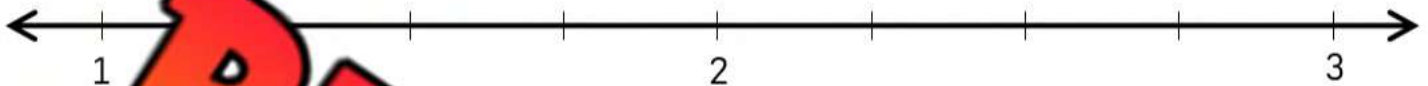
Mixed Numbers on a Number Line

Practice

Plot the mixed fractions on the number line



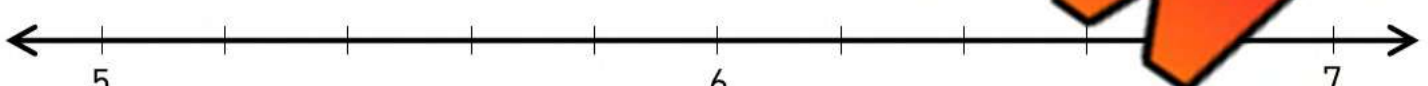
1) $1\frac{1}{4}$, $2\frac{2}{4}$, $2\frac{1}{4}$, $1\frac{3}{4}$



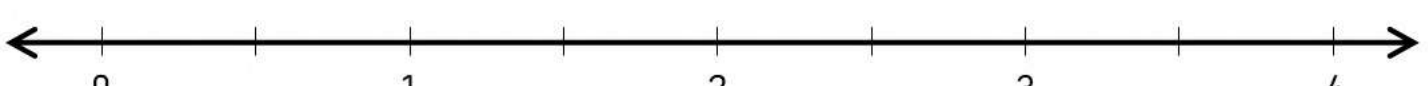
2) $2\frac{3}{6}$, $1\frac{2}{6}$, $1\frac{1}{6}$



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



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



Fractions on a Number Line

Practice

Plot the fractions on the number line



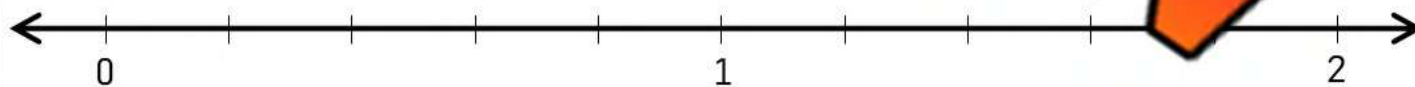
1) $\frac{16}{8}$, $\frac{1}{2}$, $\frac{7}{2}$, $1\frac{1}{2}$



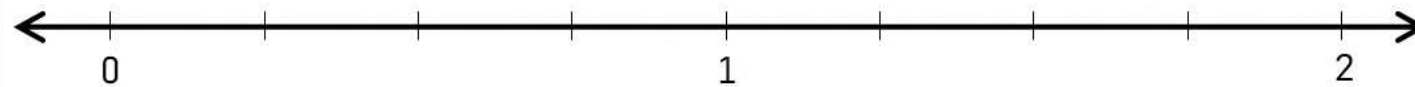
2) $\frac{4}{6}$, $\frac{10}{6}$, $1\frac{1}{2}$, $\frac{1}{6}$



3) $\frac{3}{5}$, $\frac{7}{5}$, $1\frac{3}{5}$, $\frac{9}{5}$, $\frac{4}{10}$, $\frac{3}{15}$



4) $\frac{1}{4}$, $\frac{6}{4}$, $\frac{10}{8}$, $\frac{6}{8}$, $1\frac{3}{4}$



Comparing and Ordering Fractions

Part 1Use the $<$, $>$, $=$ to compare the fractions below

1) $\frac{6}{8}$ $\frac{5}{4}$	4) $\frac{3}{6}$ $\frac{5}{10}$	7) $\frac{6}{2}$ $\frac{9}{4}$
2) $\frac{3}{4}$ $\frac{5}{6}$	5) $\frac{9}{1}$ $\frac{8}{1}$	8) $\frac{2}{10}$ $\frac{10}{2}$
3) $\frac{5}{9}$ $\frac{5}{18}$	6) $\frac{5}{6}$ $\frac{5}{4}$	9) $\frac{6}{1}$ $\frac{5}{1}$

Part 2

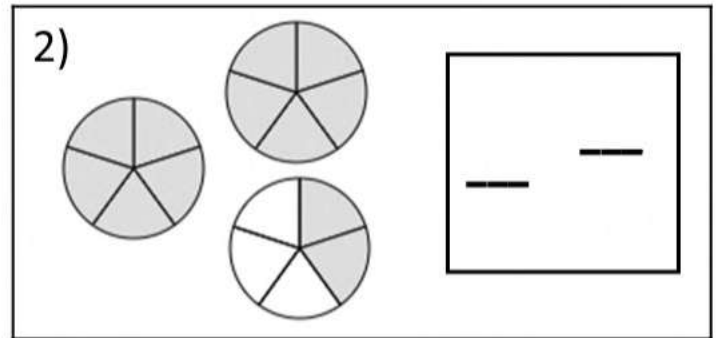
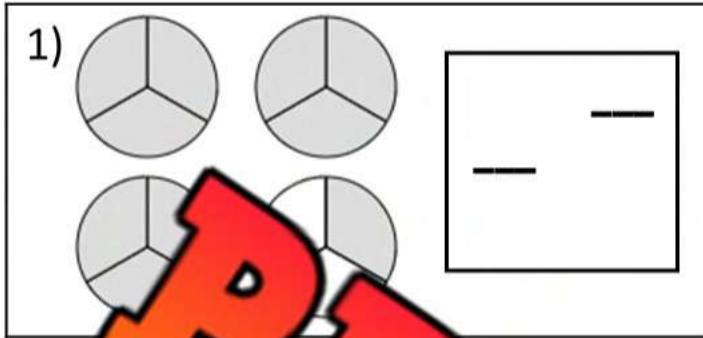
Arrange the fractions from least to greatest

1) $\frac{6}{2}$, 5, $\frac{12}{2}$, $\frac{16}{4}$, 2, 7
2) $\frac{9}{2}$, 4, $\frac{11}{2}$, $\frac{15}{5}$, $\frac{5}{1}$, 6
3) $\frac{14}{3}$, 4, $\frac{15}{4}$, $\frac{20}{4}$, 3, $\frac{20}{10}$, 8

Quiz - Fractions

Part 1

Write the fraction beside the visual fractions



Part 2

Convert the improper fractions to mixed numbers

1) $\frac{13}{5} =$

3) $\frac{11}{3} =$

Part 3

Convert the mixed numbers to improper fractions

1) $5\frac{3}{4} =$

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

Part 4

Put the mixed numbers in order from least to greatest

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

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

Part 5

Put the improper fractions in order from least to greatest

$$\frac{16}{5}$$

$$\frac{13}{5}$$

$$\frac{9}{5}$$

$$\frac{21}{4}$$

$$\frac{16}{4}$$

$$\frac{21}{5}$$

Part 6

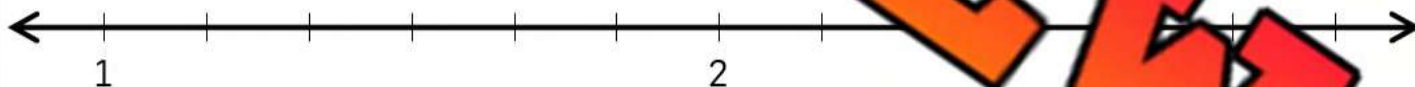
Put the fractions on the number line

1)

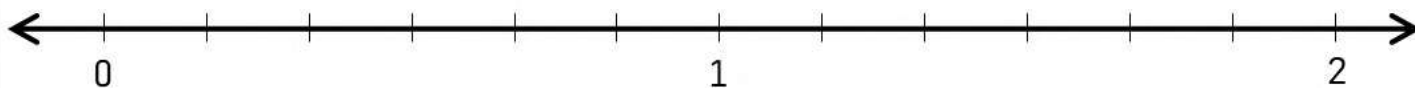
$$\frac{1}{8}, \frac{5}{8}, \frac{7}{8}, \frac{6}{8}$$

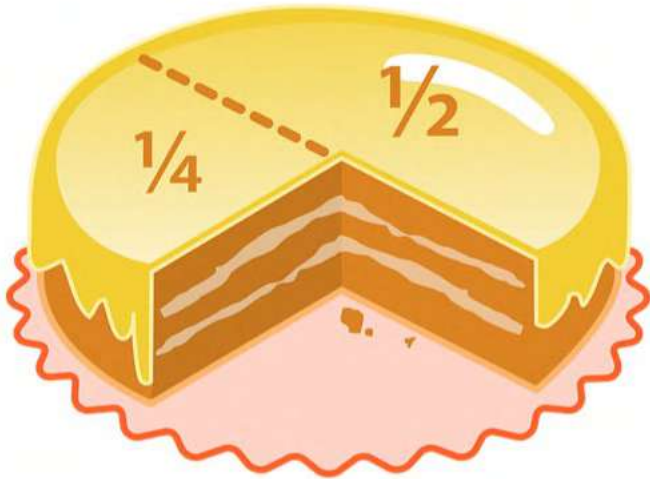


2) $2\frac{3}{6}, 1\frac{2}{6}, 2\frac{5}{6}, 1\frac{4}{6}, 2\frac{1}{6}$

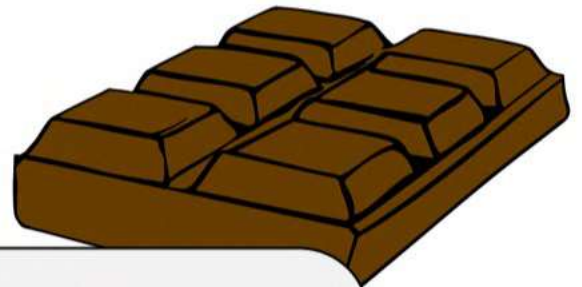


3) $\frac{4}{6}, \frac{10}{6}, \frac{10}{12}, 1\frac{3}{6}, \frac{8}{6}, 1\frac{1}{6}$



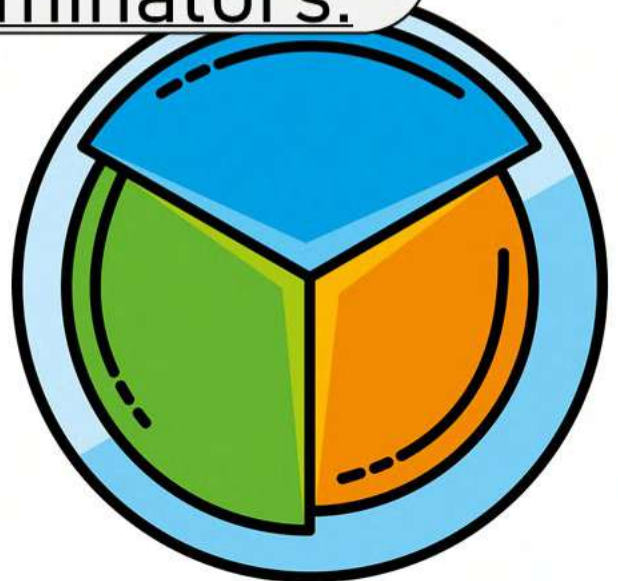
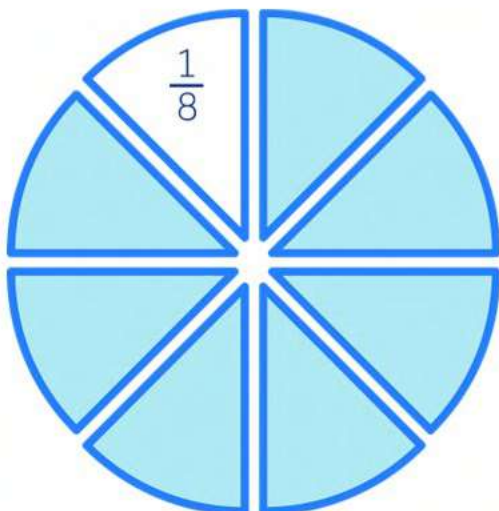


$$\frac{3}{8} + \frac{6}{4}$$



N.6

Students add and subtract fractions with common denominators.



Adding Fractions With Common Denominators

Instruction

Add the fractions below using the models and represent the fractions as mixed numbers and improper fractions.

1) $\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$

$1 \frac{2}{5}$

2) $\frac{5}{6} + \frac{3}{6} = \underline{\hspace{2cm}}$

3) $\frac{6}{7} + \frac{3}{7} = \underline{\hspace{2cm}}$

4) $\frac{8}{6} + \frac{4}{6} = \underline{\hspace{2cm}}$

5) $\frac{5}{6} + \frac{5}{6} = \underline{\hspace{2cm}}$

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

7) $\frac{4}{9} + \frac{7}{9} = \underline{\hspace{2cm}}$

8) $\frac{6}{9} + \frac{4}{9} = \underline{\hspace{2cm}}$

Adding Fractions With Common Denominators

Instruction

Add the fractions below and write the answer as an improper fraction and mixed number.

1) $\frac{3}{4} + \frac{5}{4} = \frac{8}{4}$ or $2 \frac{0}{4}$

2) $\frac{5}{6} + \frac{2}{6} = \text{---} \text{---}$

3) $\frac{4}{5} + \frac{1}{5} = \text{---} \text{---}$

4) $\frac{6}{9} + \frac{5}{9} = \text{---} \text{---}$

5) $\frac{3}{2} + \frac{2}{2} = \text{---} \text{---}$

6) $\frac{3}{4} + \frac{1}{4} = \text{---} \text{---}$

7) $\frac{6}{3} + \frac{2}{3} = \text{---} \text{---}$

8) $\frac{5}{8} + \frac{7}{8} = \text{---} \text{---}$

9) $\frac{6}{6} + \frac{4}{6} = \text{---} \text{---}$

10) $\frac{4}{6} + \frac{3}{6} = \text{---} \text{---}$

11) $\frac{4}{4} + \frac{2}{4} = \text{---} \text{---}$

12) $\frac{9}{4} + \frac{5}{4} = \text{---} \text{---}$

13) $\frac{5}{8} + \frac{5}{8} = \text{---} \text{---}$

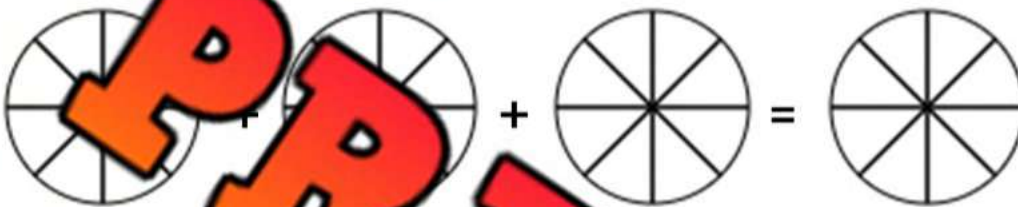
14) $\frac{9}{7} + \frac{6}{7} = \text{---} \text{---}$

Adding Fractions With Common Denominators

Instruction

Solve the word problems.

1) At the end of the birthday party, there were 3 pizza boxes left. The first box has $\frac{3}{8}$ slices left. The second box had $\frac{2}{8}$ slices left and the third box had $\frac{1}{8}$ slices remaining. How much pizza is left in total?



2) Rachel and her sister went on an egg hunt. There were 30 eggs in total. Rachel found $\frac{17}{30}$ eggs and her sister found $\frac{7}{30}$ eggs. What fraction of the total eggs were found?



3) In a bag of 20 jelly beans, $\frac{5}{20}$ are green and $\frac{8}{20}$ are red. How many out of the 20 jelly beans are green and red?



Adding Mixed Fractions

When adding a mixed fraction, we have two options we can use to solve.

- 1) We can keep the wholes and add them together first and then add the fractional parts after.
- 2) We can convert the mixed fractions to improper fractions and then add them

Part 1

Add the mixed fractions together using option 1

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

Part 2

Add the mixed fractions together using option 2

Ex) $3\frac{2}{8} + 7\frac{4}{8} = \frac{26}{8} + \frac{60}{8} = \frac{86}{8} \text{ or } 10\frac{6}{8}$	1) $3\frac{4}{8} + 4\frac{2}{8} =$
2) $6\frac{1}{4} + 8\frac{2}{4} =$	3) $11\frac{7}{9} + 7\frac{5}{9} =$
4) $10\frac{8}{11} + 9\frac{5}{11} =$	5) $12\frac{6}{14} + 6\frac{10}{14} =$

Adding Improper Fractions and Mixed Numbers**Part 1**

Add the improper fractions and mixed numbers

1) $\frac{7}{4} + 2\frac{2}{4} = \frac{17}{4}$ or $4\frac{1}{4}$

2) $\frac{10}{6} + 5\frac{2}{6} = \text{---}$

3) $\frac{5}{3} + 2\frac{2}{3} = \text{---}$

4) $3\frac{5}{9} + \frac{12}{9} = \text{---}$

5) $2\frac{1}{2} + \frac{7}{2} = \text{---}$

6) $\frac{1}{2} + \frac{8}{3} = \text{---}$

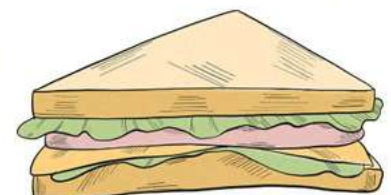
7) $3\frac{2}{3} + \frac{6}{3} = \text{---}$

8) $\frac{10}{8} + \frac{7}{8} = \text{---}$

Part 2

Solve the word problem

Sam is at a party that has sandwiches on a platter. Each sandwich is cut into 4 pieces. His mom gives him $1\frac{2}{4}$ sandwiches to eat. He then goes and takes $\frac{8}{4}$ sandwiches. How many total sandwiches did he have?



Adding Mixed Fractions

Instruction

Solve the word problems.

1) Arabella made a birthday cake for her mom. She used $2\frac{1}{4}$ cups of white sugar, $1\frac{3}{4}$ cups of brown sugar, and $3\frac{2}{4}$ cups of icing sugar. How many cups of sugar did she use?



2) The Miller family went on vacation to the beach. The drive to the airport took them $3\frac{2}{6}$ hours. The flight took $5\frac{4}{6}$ hours, and the drive from the airport to the hotel took $2\frac{5}{6}$ hours. How many hours did it take them to get to the hotel?



3) The grade 8 classes collected garbage on Earth Day. Class one collected $3\frac{1}{5}$ kg of garbage. Class two collected $2\frac{3}{5}$ kg and class three collected $4\frac{4}{5}$. How much garbage did the grade 8 classes collect in total?



Exit Cards

Cut Out

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

Name: _____

Subtract the fractions below using the models.

Three vertical bars representing fraction models. The first bar is divided into 9 equal segments. The second bar is divided into 9 equal segments. The third bar is divided into 9 equal segments.

Name: _____

Subtract the fractions below using the models.

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

Three vertical bars representing fraction models. The first bar is divided into 9 equal segments. The second bar is divided into 9 equal segments. The third bar is divided into 9 equal segments.

Name: _____

Subtract the fractions below using the models.

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

Three vertical bars representing fraction models. The first bar is divided into 9 equal segments. The second bar is divided into 9 equal segments. The third bar is divided into 9 equal segments.

Name: _____

Subtract the fractions below using the models.

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

Three vertical bars representing fraction models. The first bar is divided into 9 equal segments. The second bar is divided into 9 equal segments. The third bar is divided into 9 equal segments.

Subtracting Fractions With Common Denominators**Instruction**

Subtract the improper fractions and convert them to a mixed number.

1) $\frac{7}{5} - \frac{1}{5} = \frac{6}{5}$ or $1\frac{1}{5}$

2) $\frac{11}{5} - \frac{2}{5} = \text{---} \text{---}$

3) $\frac{7}{4} - \frac{2}{4} = \text{---} \text{---}$

4) $\frac{15}{9} - \frac{2}{9} = \text{---} \text{---}$

5) $\frac{13}{7} - \frac{1}{7} = \text{---} \text{---}$

$\frac{13}{6} - \frac{4}{6} = \text{---} \text{---}$

7) $\frac{15}{9} - \frac{3}{9} = \text{---} \text{---}$

8) $\frac{12}{8} - \frac{5}{8} = \text{---} \text{---}$

9) $\frac{11}{6} - \frac{2}{6} = \text{---} \text{---}$

10) $\frac{17}{6} - \frac{5}{6} = \text{---} \text{---}$

11) $\frac{9}{4} - \frac{2}{4} = \text{---} \text{---}$

12) $\frac{21}{10} - \frac{5}{10} = \text{---} \text{---}$

13) $\frac{18}{8} - \frac{4}{8} = \text{---} \text{---}$

14) $\frac{16}{7} - \frac{5}{7} = \text{---} \text{---}$

Subtracting Fractions With Common Denominators**Instruction**

Solve the word problems.

1) Steven is having a birthday party. He cuts his cake into 10 slices. He hands out $\frac{6}{10}$ slices of cake. Write the subtraction equation using fractions below. Then solve the equation.



2) Brian took 40 dollars from his account. He spent $\frac{15}{40}$ on a new book. How many dollars out of the 40 dollars does he have left?



3) Kate got 70 candies when she went Trick-or-Treating on Halloween. She ate $\frac{13}{70}$ candies when she got home. How many does she have now out of 70?



Subtracting Mixed Fractions

When subtracting a mixed fraction, we have two options we can use to solve.

- 1) We can keep the wholes and subtract them first and then subtract the fractional parts after.
- 2) We can convert the mixed fractions to improper fractions and then subtract.

Part 1

Add the mixed fractions together using option 1

Ex) $8\frac{3}{8} - 2\frac{3}{8} =$	1) $8\frac{4}{6} - 5\frac{1}{6} =$	2) $3\frac{7}{9} - 1\frac{5}{9} =$
3) $7\frac{5}{7} - 3\frac{3}{7} =$	4) $6\frac{5}{6} - 8\frac{1}{6} =$	5) $4\frac{6}{8} - 1\frac{3}{8} =$
6) $12\frac{9}{11} - 10\frac{8}{11} =$	7) $13\frac{12}{15} - 5\frac{6}{15} =$	8) $15\frac{9}{10} - 8\frac{4}{10} =$

Part 2

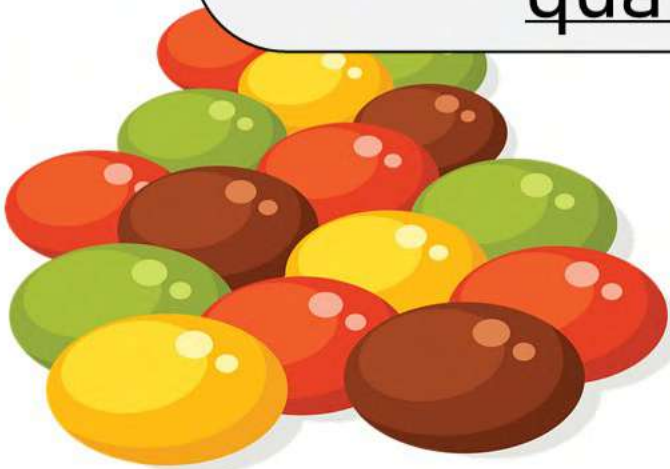
Add the mixed fractions together using option 2

Ex) $6\frac{7}{8} - 2\frac{3}{8} = \frac{55}{8} - \frac{19}{8} = \frac{36}{8}$ or $4\frac{4}{8}$	1) $8\frac{7}{9} - 4\frac{3}{9} =$
2) $7\frac{4}{5} - 3\frac{2}{5} =$	3) $13\frac{8}{11} - 6\frac{3}{11} =$
4) $10\frac{11}{13} - 8\frac{6}{13} =$	5) $15\frac{12}{14} - 9\frac{9}{14} =$



N.7

Students employ ratios
to represent
relationships between
quantities.



Ratio In 3 Ways

A **ratio** shows the relationship between two amounts.

Example



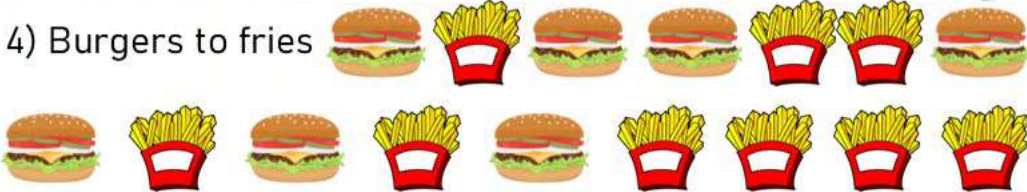
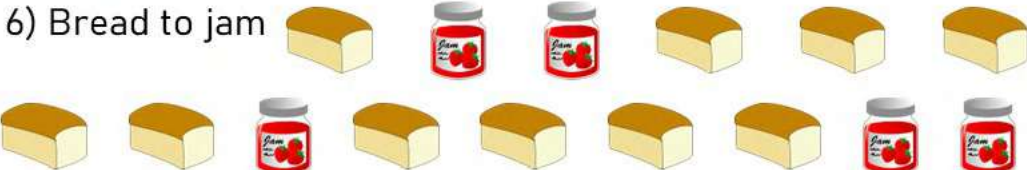
The ratio of apples to bananas can be written in 3 ways:

Words: 1 to 7

Ratio: 1:7

Fraction: $\frac{1}{7}$

Instructions Write the ratios for the questions below

1) Cookies to cupcakes 	Words: _____ Ratio: _____ Fraction: _____
2) Tomatoes to onions 	Words: _____ Ratio: _____ Fraction: _____
3) Pizzas to drinks 	Words: _____ Ratio: _____ Fraction: _____
4) Burgers to fries 	Words: _____ Ratio: _____ Fraction: _____
5) Pineapples to strawberries 	Words: _____ Ratio: _____ Fraction: _____
6) Bread to jam 	Words: _____ Ratio: _____ Fraction: _____

Ratio In 3 Ways

Part 1

Write the ratios for the questions below

1) Ratio of 35 balls to 78 strikes.	Words: _____ Ratio: _____ Fraction: _____	5) Ratio of sitting for 30 minutes to standing for 60	Words: _____ Ratio: _____ Fraction: _____
2) Ratio of 2 dunks to three pointers	Words: _____ Ratio: _____ Fraction: _____	6) Ratio of 1 grade 8 to 1 grade 7	Words: _____ Ratio: _____ Fraction: _____
3) Ratio of 10 cars to 3 trucks	Words: _____ Ratio: _____ Fraction: _____	7) Ratio of 3 passes to 1 shot	Words: _____ Ratio: _____ Fraction: _____
4) Ratio of 2 coffees to 6 waters	Words: _____ Ratio: _____ Fraction: _____	8) Ratio of 1 treat to healthy snacks	Words: _____ Ratio: _____ Fraction: _____

Part 2

Answer the word problems below

- 1) A baseball pitcher threw a ratio of 1 ball to 3 strikes. The pitcher threw 75 strikes. How many balls did they throw?
- 2) A hockey player has a ratio of 1 goal for every 8 shots they took. The player scored 5 goals today. How many shots did they take?

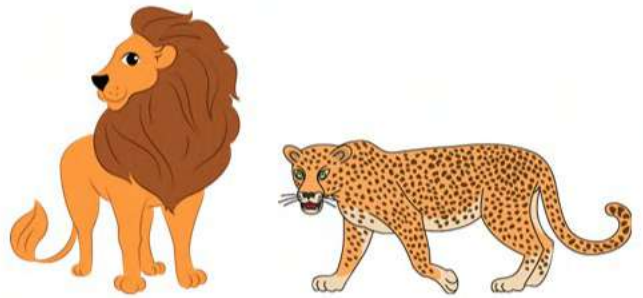


Ratios Word Problems – At The Zoo

Questions

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

1) At the zoo, the ratio of lions to leopards is 4:1. There are 6 leopards. How many lions are there?



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



3) At the zoo, the ratio of alligators to crocodiles must be 3:7. There are 9 alligators and 25 crocodiles. How many crocodiles do they need to release?



b) How many alligators could they have gotten if they didn't want to give any crocodiles away?



Ratio Tables

Instructions

Fill in the ratio tables below to help answer the questions

1) A store sells candy by the kilogram. If a 4kg bag costs \$6.60, how much would a 1kg bag cost? Use the ratio table to help find the answer.



Candy (kg)	Cost \$
1	
2	
3	
4	6.60

2) Lamelo Ball scored 96 points in 6 games. He scored the same amount of points in each game. How many points does he score per game?



Games	Points
1	
2	
3	
4	
5	
6	96

3) David pays \$4,800 per year for rent. How much does he pay for 6 months of rent? How much does he pay each month for rent?



Months	Rent \$
1	
2	
3	
4	
5	
6	

Months	Rent \$
7	
8	
9	
10	
11	
12	

Name: _____

286

Curriculum Connection
N.7

Comparing Ratios, Fractions, and Percent

Instructions

Fill in the table below

Fraction	Ratio	Percent
$\frac{3}{4}$		75%
	4:5	80%
$\frac{8}{10}$		
$\frac{3}{6}$		
		90%
$\frac{3}{5}$		
	5:20	
$\frac{15}{100}$		15%
		28%
$\frac{32}{50}$		

Ratios and Percentages – Word Problems

Questions

Answer the word problems below

1) The ratio of cars to total vehicles is 4:16. What percentage of vehicles are cars?



2) The ratio of oranges to fruit is 3:12. What percentage of fruits are oranges?

3) The ratio of goals to shots in a hockey game was 3:30. What percentage of shots went in the net?



4) The ratio of red candies to total candies is 4:20. What percentage of candies are red?



5) The ratio of recess minutes to total minutes at school is 10:30. What percentage of the day is recess?

6) The ratio of pretzels to total chips in the party mix is 12:60. What percentage of chips are pretzels?

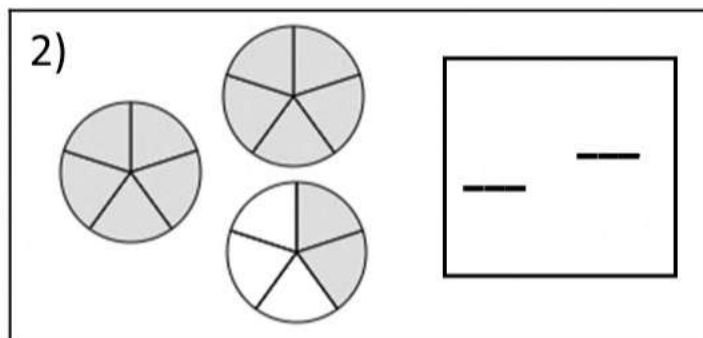
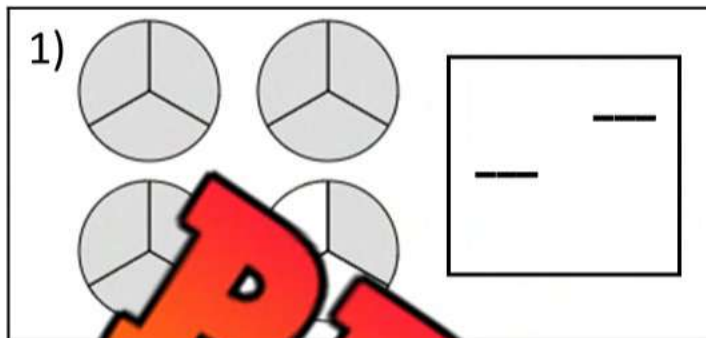


7) The ratio of blue crayons to total crayons is 3:30. What percentage of crayons are blue?

Quiz – Fractions and Ratios

Part 1

Write the fraction beside the visual fractions



Part 2

Convert the improper fractions to mixed numbers

1) $\frac{13}{5} =$

3) $\frac{11}{3} =$

Part 3

Convert the mixed numbers to improper fractions

1) $5\frac{3}{4} =$

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

Part 4

Put the mixed numbers in order from least to greatest

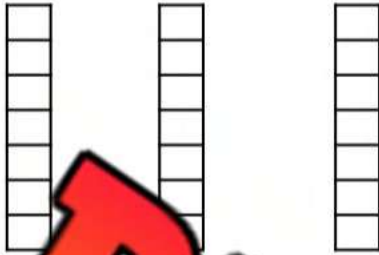
1) $4\frac{2}{4}$ $2\frac{3}{7}$ $5\frac{3}{5}$ $2\frac{1}{7}$ $2\frac{6}{7}$

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

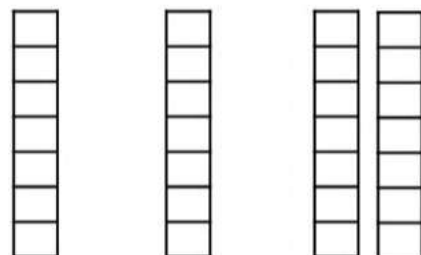
Part 7

Add the fractions below

1) $\frac{2}{7} + \frac{4}{7} = \underline{\quad}$



2) $\frac{6}{7} + \frac{4}{7} = \underline{\quad}$



3) $\frac{3}{6} + \frac{6}{12} = \underline{\quad}$

4) $\frac{1}{4} + \frac{4}{8} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

5) $\frac{7}{6} + \frac{8}{6} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

6) $\frac{10}{6} + 2\frac{1}{6} = \underline{\quad} + \underline{\quad} = \underline{\quad}$

Part 8

Subtract the fractions below

1) $\frac{5}{5} - \frac{4}{5} = \underline{\quad}$

2) $\frac{5}{5} - \frac{1}{5} = \underline{\quad}$

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

4) $\frac{6}{9} - \frac{3}{9} = \underline{\quad}$

5) $2\frac{5}{8} - \frac{12}{8} = \underline{\quad}$

6) $\frac{15}{4} - 2\frac{2}{4} = \underline{\quad}$

7) $4\frac{3}{5} - \frac{18}{5} = \underline{\quad}$

8) $\frac{19}{6} - 2\frac{4}{6} = \underline{\quad}$

Part 9

Solve the word problems

1) A cake recipe calls for $\frac{6}{8}$ of a cup of white sugar and $\frac{3}{4}$ of a cup of brown sugar. How much sugar in total does the cookie recipe use?



2) Brian had $\frac{3}{4}$ of a kg of pasta. His guests ate $\frac{2}{4}$ of a kg. How much pasta is left?



Part 10

Write the ratio for the following

1) Ratio of 41 balls to 67 strikes.

Words: _____

Ratio: _____

Fraction: _____

2) Ratio of 10 green apples to 15 red apples.

Words: _____

Ratio: _____

Fraction: _____

3) Ratio of 10 cars to 15 trucks.

Words: _____

Ratio: _____

Fraction: _____

4) Ratio of 25 students to 1 teacher.

Ratio: _____

Fraction: _____

Part 11

Solve the ratio question below

At the zoo, the ratio of lions to leopards is 5:1. There are 3 leopards. How many lions are there?