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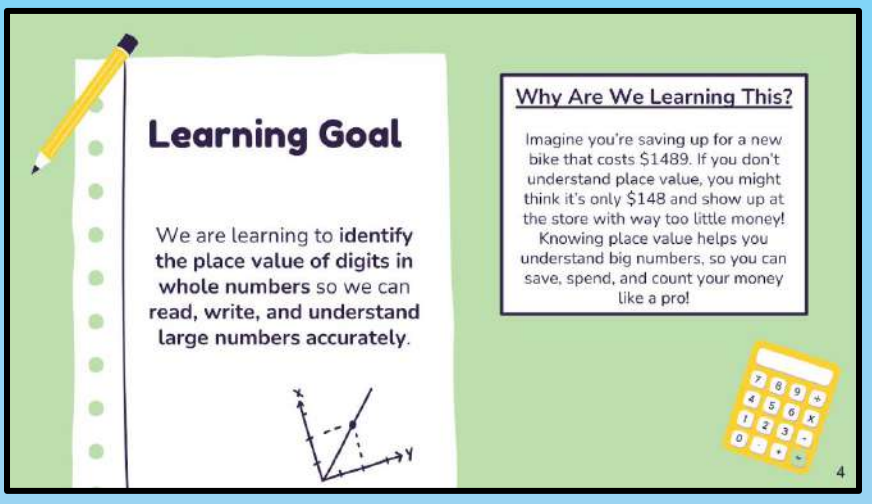
Google Slides Lessons Preview

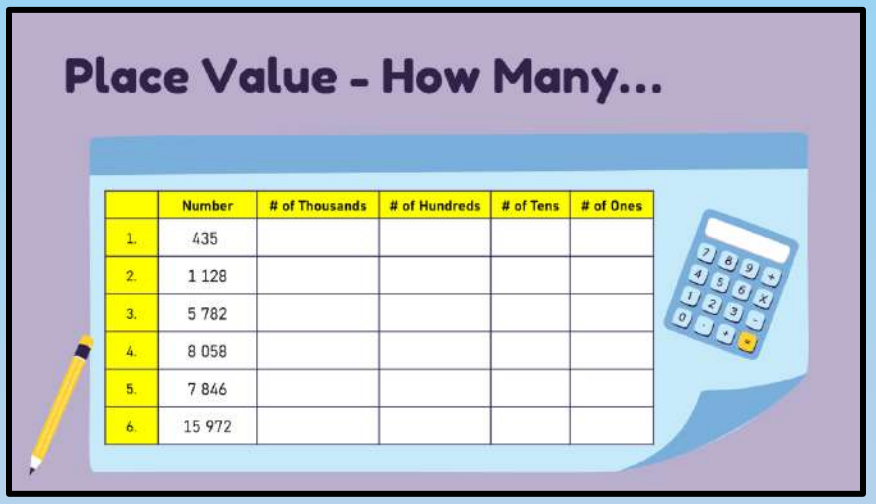
BC Math Curriculum Number Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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



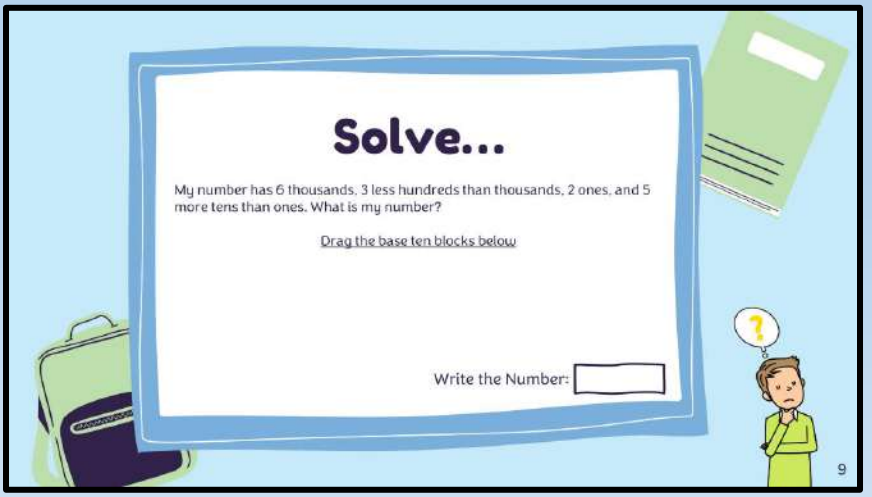


Part 2 – Action!

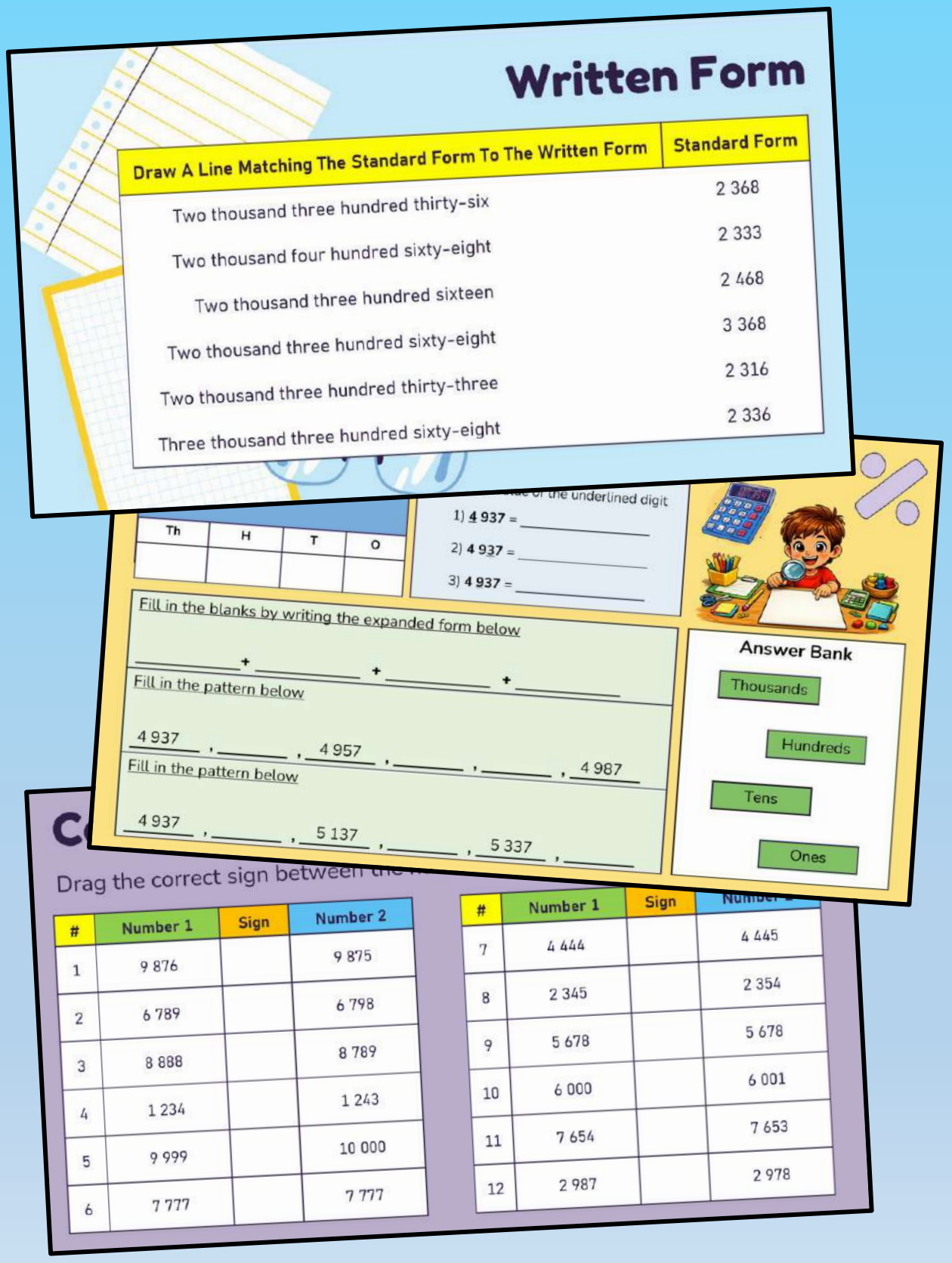
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



BC Math Curriculum Number Unit – Grade 4



BC Math Curriculum
Number Unit – Grade 4

Workbook Preview

Grade 4

Number

	Curriculum Elaborations	Pages
N.1	Number concepts to 10 000	5 – 43
N.2	Decimals to hundredths	62 – 78
N.3		
N.4		, 1
N.5	Multiplication and division of two- or three-digit numbers by one-digit numbers	161 – 163, 167 – 169, 193 – 198, 218 - 235
N.6	Addition and subtraction of decimals to hundredths	132 - 160
N.7	Addition and subtraction facts to 20 (developing computational fluency	81 – 94, 114 - 115
N.8	Multiplication and division facts	164 – 166, 170 – 192, 199 - 217

Name: _____ 5

Curriculum Connection
N.1

Place Value Chart

3937

Thousands	Hundreds	Tens	Ones
3	9	3	7

Part 1 Fill in the place value charts below

1) 4 287

Thou	[illegible]	Tens	Ones

2) 2 142

Thousands	Hundreds	Tens	Ones

3) [illegible]

Thousands	Hundreds	[illegible]	Ones

4) 7 483

[illegible]ousands	Hundreds	Tens	Ones

5) 3 659

Thousands	Hundreds	Tens	Ones

6) [illegible]684

Thou[illegible]	[illegible]undre	[illegible]Tens	Ones

Part 2 Which place value is the underlined number?

1) 3 5<u>7</u>5 Tens	2) 5 18<u>4</u>	3) <u>2</u> 138
4) <u>8</u> 321	5) 2 <u>8</u>39	6) 9 56<u>2</u>
7) 2 <u>9</u>62	8) 5 3<u>5</u>4	9) 9 30<u>3</u>

Name: _____ 6

Curriculum Connection
N.1

Place Value – How Many...

Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
4 248	4	2	4	8

Part 1 Fill in the table below

	ber	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	2 364				
3.	2				
4.	8 937				
5.	3 489				
6.	4 218				
7.	7 452				
8.	7 217				
9.	9 679				
10.	6 631				

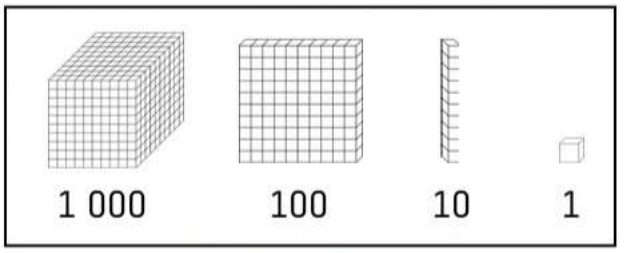
Part 2 Answer the riddles below

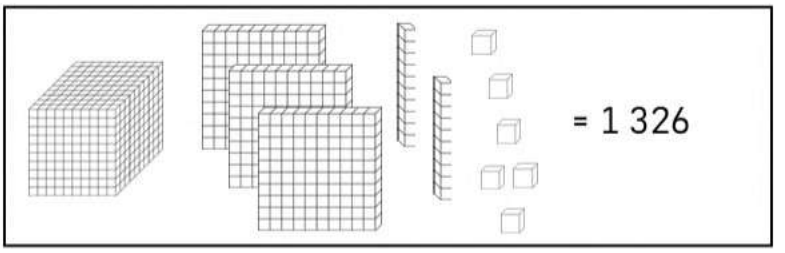
Questions	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

Name: _____ 7

Curriculum Connection
N.1

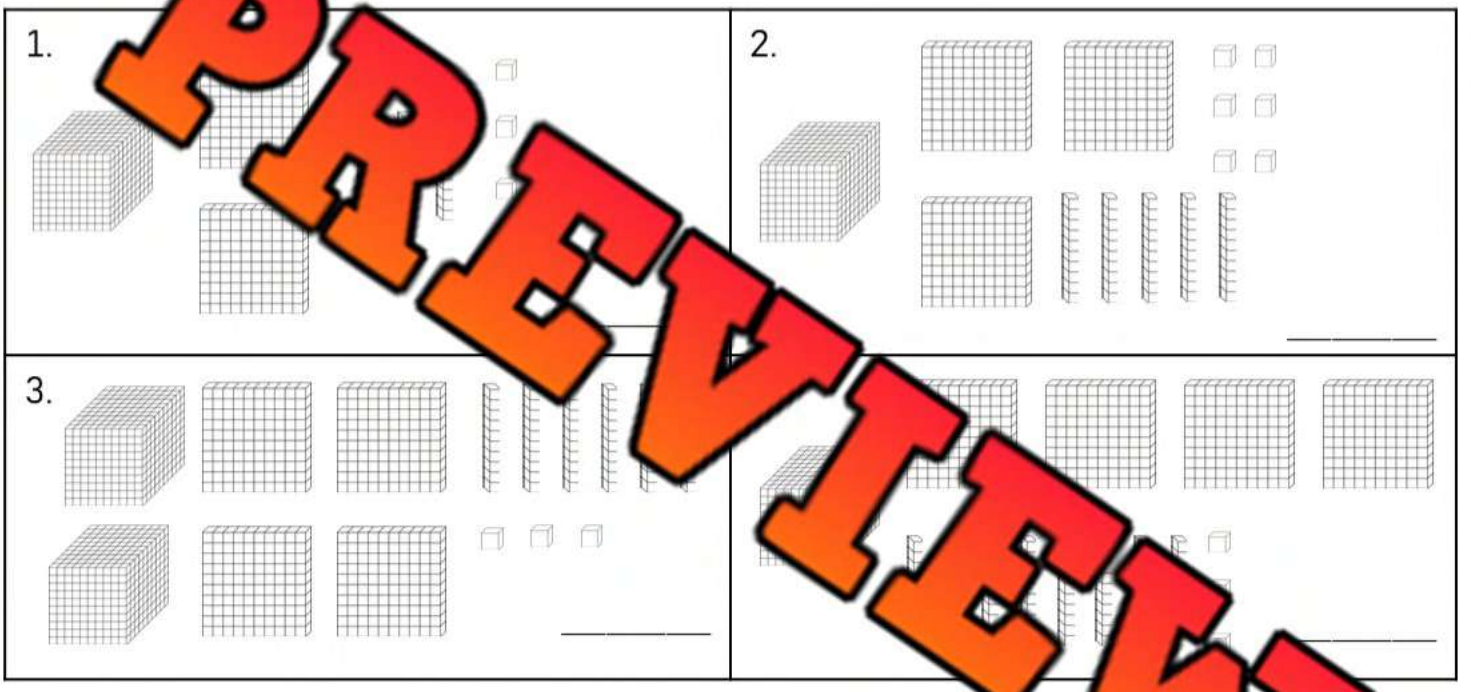
Base Ten Blocks





Part 1

How many blocks do you count?



Part 2

Draw the base ten blocks to represent the numbe

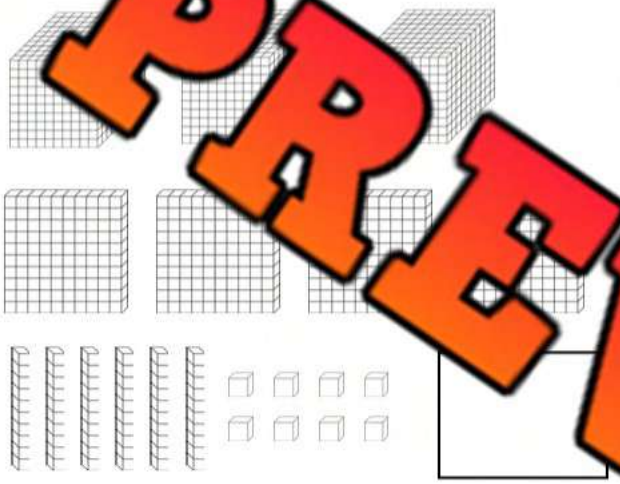
1) 2 375	2) 1 184
3) 4 542	4) 4 263

Exit Cards

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

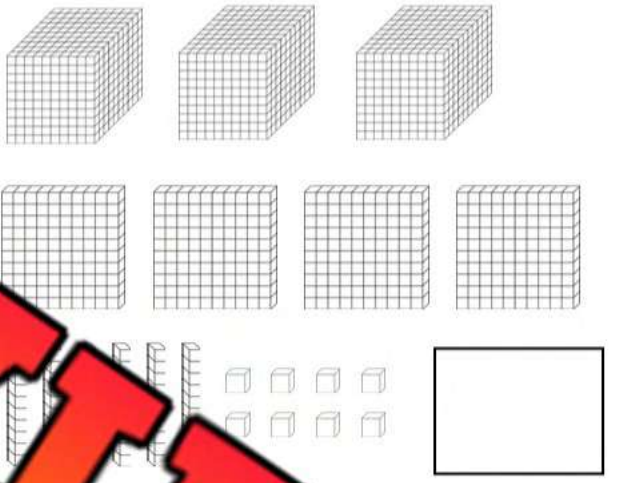
Name: _____

What is the value represented by the base ten blocks?



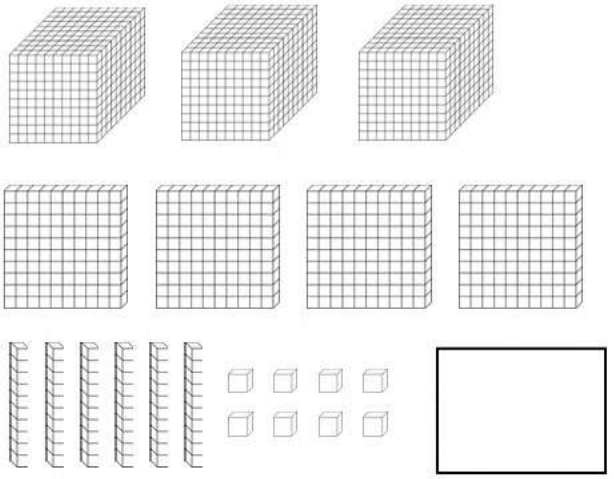
Name: _____

What is the value represented by the base ten blocks?



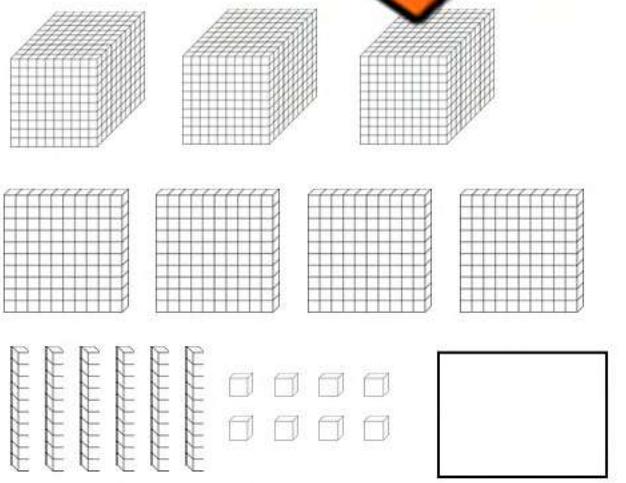
Name: _____

What is the value represented by the base ten blocks?



Name: _____

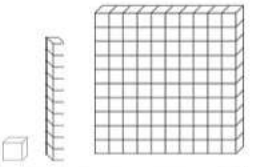
What is the value represented by the base ten blocks?



Name: _____ 10

Curriculum Connection
N.1

Base Ten Block - Challenge



Challenge Solve the problem

Sam and Dan are arguing over who has more blocks. Sam has 3 thousands blocks, 5 hundreds blocks, 5 tens blocks, and 2 ones blocks. Dan has 2 thousands blocks, 14 hundreds blocks, 3 tens blocks, and 6 ones blocks.

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

Who h... Show your work below.

Sam's Blocks: _____ Dan's Blocks: _____

Who has more blocks? _____

Bonus:
How many more blocks will Sam/Dan need to have the same number of blocks? Draw the blocks below.

Answer: _____

Name: _____ 11

Curriculum Connection
N.1

Expanded Form

2 372 ← Standard Form
2 000 + 300 + 70 + 2 ← Expanded Form

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

1) 4 000 + [illegible] 10 + 4	2) 2 000 + 700 + 90 + 6	3) 1 000 + 500 + 20 + 9
4) 8 0[illegible] 300 + [illegible] 8	5) 7 000 + 200 + 40 + 5	6) 6 000 + 400 + 30 + 6
7) 8 000 + 0 + 0 + [illegible]	[illegible] 0 + 70 + 0	9) 3 000 + 500 + 70 + 2

Part 2 What is the expanded f[illegible] the nu[illegible] below?

1) 5 445	2[illegible] 4
3) 8 064	4) 7 309
5) 9 286	6) 3 246

Part 3 Fill in the blanks with the missing number

1) 4 523 = 4 000 + _____ + 20 + 3	2) 3 029 = _____ + 0 + 20 + 9
3) 5 163 = 5 000 + 100 + 60 + _____	4) 2 460 = _____ + 400 + _____ + 0

Name: _____ 12

Curriculum Connection
N.1

Written Form

1 – One	5 – Five	9 - Nine	13 – Thirteen	17 – Seventeen	30 – Thirty	70 – Seventy
2 – Two	6 - Six	10 – Ten	14 – Fourteen	18 - Eighteen	40 – Forty	80 – Eighty
3 - Three	7 – Seven	11 – Eleven	15 - Fifteen	19 - Nineteen	50 – Fifty	90 – Ninety
4 – Four	8 – Eight	12 - Twelve	16 – Sixteen	20 - Twenty	60 - Sixty	100 – Hundred
						1000 - Thousand

Part 1

Write the standard form of the written words below

1) Two thousand three hundred thirty-six	2) Four thousand two hundred sixty-three
3) Seven thousand [illegible] hundred [illegible]	4) Six thousand twenty-eight
5) Three thousand four hundred forty-nine	6) Two thousand one hundred thirty-three

Part 2

Write the written form of the number

1) 1 234
2) 3 362
3) 6 431
4) 9 523
5) 2 206

Example

Standard Form

3284

Words

Thousand Two Hundred Eighty-Four

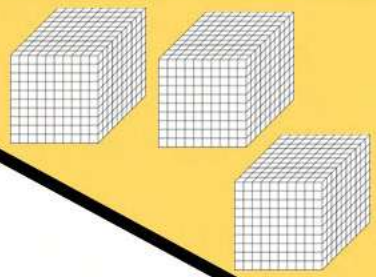
Expanded Form

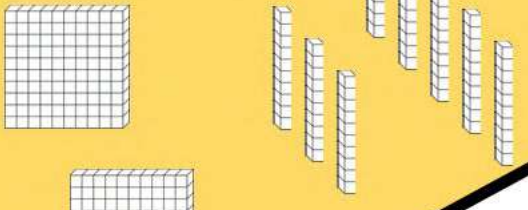
3000 + 200 + 80 + 4

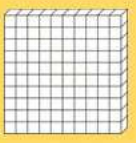
Place Value Chart

Thousands	Hundreds	Tens	Ones
3	2	8	

Pictures







Cut out and post in your class

Standard Form

Words

nded Form

Place Valu ha

Thousands	Hundreds	Ten	s

Pictures

Name: _____ 16

Curriculum Connection
N.1

Task Cards: Place Value

Objective

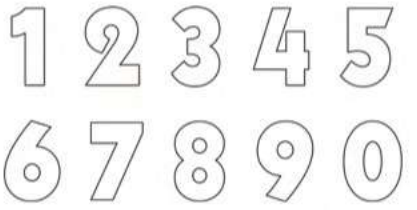
What are we learning about?

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

Materials

What you will need for the activity.

- 2/
- for answers
- Pen



Instructions

the activity

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

Name: _____ 17

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

Card 1:
Four Thousand One Hundred Twenty-Nine

a) 1 425
b) 4 129
c) 4 125

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

9 134

a) 9,000 + 100 + 30 + 4
b) 90,000 + 1,000 + 300 + 40
c) 900 + 10 + 30 + 4

Card 2:
5[illegible] + 50

a) 2 [illegible]
b) 5 750
c) 5 075

Card 6:
Two Thousand, Nine Hundred Thirty-Five

a) 2 934
b) 2 045
c) 2 935

Card 3:
3,730

a) 3000 + 700 + 30
b) 3000 + 200 + 70 + 3
c) 3000 + 700 + 300

Card 7:
Seven th[illegible] six h[illegible]d twenty-five

a) [illegible]
b) [illegible]
c) 7 652

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

a) 1 201
b) 10 241
c) 1 241

Card 8:
Eight thousand, ninety

a) 8 009
b) 8 900
c) 8 090

Name: _____ 19

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

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

5 210

a) 5 0 200 + 10
b) 50 00 + 10
c) 5 0 10

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

a) 5 290
b) 4 920
c) 5 920

Four fifty-

a)
b) 456
c) 465

Card 22:
4 321

a) 4 000 + 30 + 20 + 1
4 000 + 300 + 20 + 1
000 + 300 + 20 + 1

Card 19:
Nine thousand, eight hundred twenty-three

a) 9 823
b) 9 283
c) 9 023

Card 2
7 43

a) 7 000 + 40 + 3
b) 70 000 + 400 +
c) 7 000 + 400 + 30 + 2

Card 20:
Four thousand, three hundred twelve

a) 4 132
b) 4 312
c) 4 231

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

a) 6 714 b) 6 314 c) 6 474

Name: _____ 20

Curriculum Connection
N.1

Task Cards: Place Value

Answers | Record your answers below

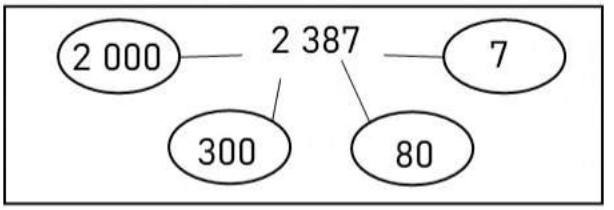
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

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

Name: _____ 21

Curriculum Connection
N.1

Decomposing Numbers



Questions Decompose the numbers below

1) 1 847

2) 3 583

3) 4 7

4) 2 186

5) 7 452

6) 4 8

7) 8 479

8) 6 134

9) 9 052

10) 3 255

Name: _____ 24

Curriculum Connection
N.1

Decomposing Numbers

Directions Write as many addition sentences as you can that equal the numbers below

1367

Examples: 1 000 + 367, 1 300 + 67, 1 365 + 2

7946

Name: _____ 27

Curriculum Connection
N.1

Place Value Riddles

Questions Solve the riddles below

Questions	Answers
1) Which number has: 6 thousands, 3 hundreds, 3 less tens than hundreds, and 5 more ones than tens? ___ ____ ____ ____ hun tens ones	
2) Which number has one [illegible] half as many thousands as hundreds and twice [illegible] as [illegible]?	
3) Which number has 6 thousands, half as many [illegible] as thousands, 8 tens and half as many ones as tens.	
4) Which number has 9 thousands, 5 tens, 4 less hundreds than thousands and 2 less ones than hundreds.	

Name: _____ 28

Curriculum Connection
N.1

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

8 782

Th		T	O

Write the value of the underlined digit

1) 8 7̲82 = _____

2) 8 78̲2 = _____

3) 8 782 = _____

4) 8̲ 782 = _____

Fill in the blanks [illegible] form below

_____ + _____ + _____ + _____

Fill in the pattern below

8 782, _____, 8 784, _____, 8 787

Fill in the pattern below

8 782, 8 792, 8 802, _____, _____

Fill in the pattern below

8 782, 8 882, _____, _____, 9 182, _____

Compare using <, >, or =

8 782	8 795
5 315	8 782
8 782	3 346
8 325	8 782
8 237	8 782

8 782	+ 10	
8 782	+ 100	
8 782	+ 1000	
8 782	- 1000	
8 782	- 100	

Name: _____ 32

Place Value Quiz

Part 1 — Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

3) 4 392

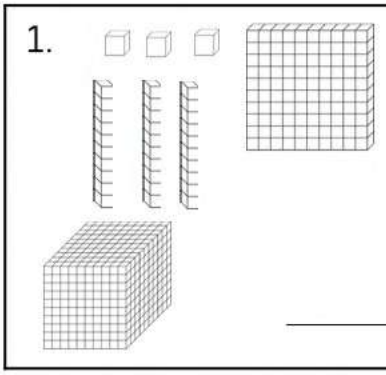
Thou	Hun	Tens	Ones

Part 2 — What place value is the underlined number?

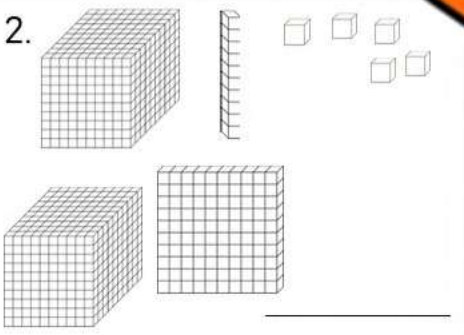
1) 1 <u>3</u>55	2) [illegible]	3) <u>4</u> 135
4) <u>5</u> 331	5) [illegible]86	6) 9 7<u>3</u>4

Part 3 — How many blocks do you count?

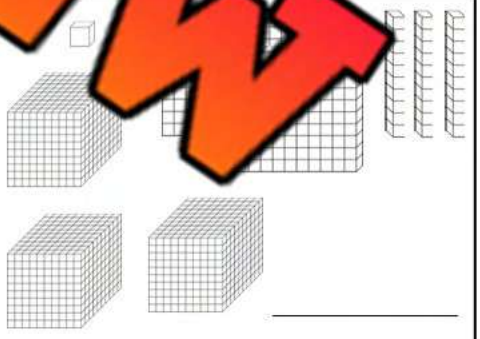
1. _____



2. _____



_____



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

1) 2 000 + 200 + 20 + 1	2) 5 000 + 300 + 60 + 8	3) 9 000 + 200 + 4

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

1) 3 775	2) 2 593
3) 5 421	4) 6 309

Part 6 ndard form of the written words below

1) Three thousa dr thirty-six	2) Four thousand one hundred four

Part 7 Write the written n of below

1) 3 234
2) 5 617

Part 8 Solve the riddles

1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?

2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

Name: _____ 36

Curriculum Connection
N.1

Counting to 10 000 by 250

Part 1 Count by 250s

				4250		8250		
								9000
250								
				5000		7500		
750								
1250		2250						

Part 2 Fill in the blanks counting by 250

1)	750	1000	1250				
2)	4500			5250			
3)		6500			7250		
4)						8750	

Name: _____ 37

Curriculum Connection
N.1

Comparing Numbers

6 235  9 233	7 384  6 299	1 248  1 248

Part 1 Compare the following numbers

1) 685 [ ] [illegible]	2) 2 685 [ ] 3 510	3) 6 112 [ ] 6 094
4) 1 325 [ ] [illegible]	[illegible] [ ] 4 257	6) 3 199 [ ] 4 606
7) 3 382 [ ] 3 312	7 583 [illegible]	9) 5 874 [ ] 5 874

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

1) 725 is _____ 442 Greater than	2) 1 556 is _____ _____
3) 4 814 is _____ 4 122 _____	4) 3 572 is _____ 3 572 _____
5) 7 235 is _____ 7 432 _____	6) 4 514 is _____ 4 415 _____

Name: _____ 38

Curriculum Connection
N.1

Comparing Numbers

Part 1 Write a number between 1 and 1000 that fits the description

1) Number greater than 415	2) Number less than 627
3) Numbe s than 294	4) Number equal to 84
5) Nu greate 7	6) Number less than 412
7) Number equal to	8) Number greater than 965

Part 2 Write a number between and 10 0 at w make sense

1) 2 205 > _____	2) 6 244 > _____	21
4) 8 365 = _____	5) _____ < 4 327	6) 2 310 > _____
7) _____ > 8 195	8) 9 937 < _____	9) _____ = 3 902
10) 8 153 = _____	11) _____ < 2 357	12) 4 220 > _____

Name: _____ 41

Curriculum Connection
N.1

Ordering Numbers

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

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

Part 1

Order the numbers below from least to greatest

5, 31, 41
_____, _____, _____

118, 19, 125, 153
_____, _____, _____, _____

2 121, 3 [illegible] 65, 4 2[illegible]
_____, _____, _____

2 581, 2 131, 1 243, 2 148
_____, _____, _____, _____

165, 161, 267, 253
_____, _____, _____, _____

23, 5 175, 2 533, 3 856
_____, _____, _____, _____

Part 2

Order the numbers below from greates[illegible]t

11, 6, 3, 17, 15
_____, _____, _____, _____, _____

140, 243, [illegible], 2
_____, _____, _____, _____, _____

185, 199, 293, 285, 191
_____, _____, _____, _____, _____

1 923, 1 120, 1 723, 1 674
_____, _____, _____, _____

2 367, 4 723, 1 228, 2 631
_____, _____, _____, _____

7 645, 3 523, 2 478, 3 158
_____, _____, _____, _____

Name: _____ 44

Ordering and Comparing Numbers Quiz

Part 1 Compare the following numbers

1) 325 ☐ 3 000	2) 5 182 ☐ 2 570	3) 7 125 ☐ 7 394
4) 3 52[illegible]	5) 2 362 ☐ 2 365	6) 8 367 ☐ 8 371

Part 2 Write [illegible]ater [illegible]to, Less than

1) 615 is _____ 362 <u>Greater than</u>	[illegible]6 is _____ 4 852 _____
3) 8 123 is _____ 9 432 _____	4) [illegible] _____ 841 _____

Part 3 Order the numbers below from least to greatest

33, 45, 35, 18 _____, _____, _____, _____	425, 236, 235, 342 _____, _____, _____, _____
1 763, 6 753, 2 569, 3 104 _____, _____, _____, _____	1 237, 2 653, 1 342, 2 873 _____, _____, _____, _____

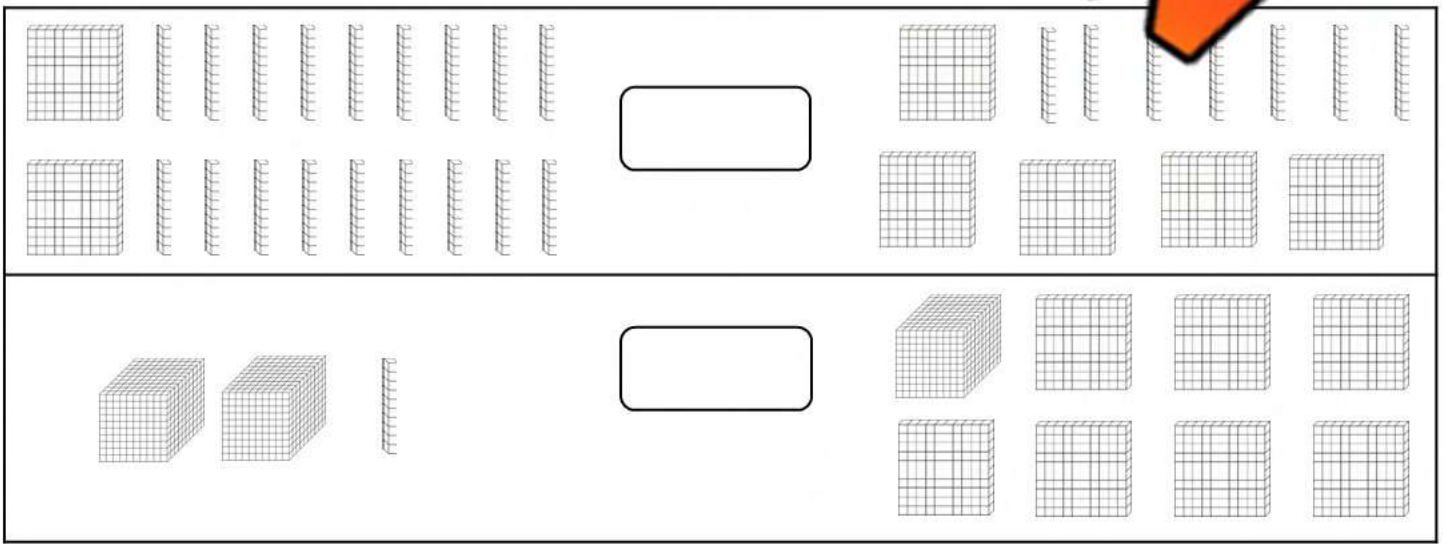
Part 4 Order the numbers below from greatest to least

23, 3, 9, 14, 20 _____, _____, _____, _____, _____	120, 341, 146, 189, 211 _____, _____, _____, _____, _____
134, 145, 110, 256, 230 _____, _____, _____, _____, _____	2 945, 1 240, 1 543, 1 654 _____, _____, _____, _____

Part 5 Write a number between 1 and 1 000 that fits the description

1) Number greater than 622	2) Number less than 989
3) Number less than 410	4) Number equal to 765

Part 6 Compare the number of base ten blocks below



Name: _____ 47

Curriculum Connection
N.3

Fractions – Equal Parts

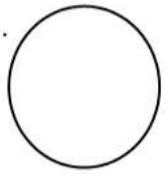
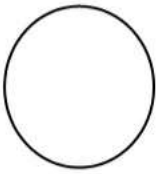
Fractions have two numbers that are important to remember. The **numerator** is the number on top and the **denominator** is the number on the bottom.

$\frac{3}{4}$ → Numerator – How many parts you have

→ Denominator – The total number of parts in the whole

The denominator must be split into equal parts in order for a fraction to be accurate. Imagine getting a pizza with a friend and splitting it into 2 huge pieces. You get one, they get the other. If the pizza is not split evenly, you are not splitting

Part 1 – Drawing fractions
- First draw the denominator. Remember to split the denominator equally!
- Then shade in the value of the numerator – How many parts you're getting.

1.  $\frac{1}{2}$	2. 	 $\frac{5}{6}$	4.  $\frac{2}{8}$
5. $\frac{4}{4}$	6. $\frac{1}{5}$		$\frac{2}{3}$

Part 2

Answer the word problems below

1) You are splitting a chocolate bar with 2 other friends. How much of the chocolate bar do you get?

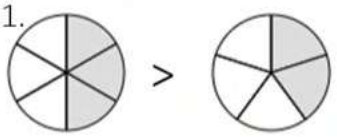
2) What do you notice about ½ and ²⁄₄ from the questions above? Which amount of chocolate bar would you prefer - ½ or ²⁄₄?

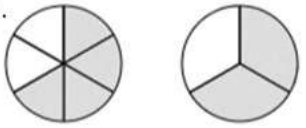
Name: _____ 48

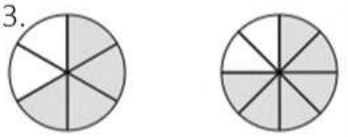
Curriculum Connection
N.3

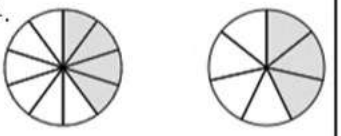
Ordering and Comparing Fractions

Part 1: Which fraction is larger? Use < > = to compare the fractions.
Remember: The shark eats the larger number ☐ 3 < 5

1.  ___

2.  ___

3.  ___

4.  ___

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

5. $\frac{6}{10}$ [illegible] ___

7. $\frac{7}{7}$ $\frac{2}{7}$ ___

8. $\frac{7}{12}$ $\frac{10}{12}$ ___

Part 2: Order the following fracti[illegible] fro[illegible]

1. $\frac{1}{8}$ $\frac{6}{8}$ $\frac{4}{8}$ $\frac{2}{8}$ [illegible] $\frac{7}{8}$

2. $\frac{10}{10}$ $\frac{0}{10}$ $\frac{3}{10}$ $\frac{8}{10}$ [illegible]

3. $\frac{12}{15}$ $\frac{1}{15}$ $\frac{11}{15}$ $\frac{6}{15}$ $\frac{3}{15}$ [illegible]

4. $\frac{15}{100}$ $\frac{0}{100}$ $\frac{23}{100}$ $\frac{88}{100}$ $\frac{58}{100}$ $\frac{83}{100}$

Part 3: Write 6 fractions of your own and put them in order from least to greatest.

1. _____

2. _____

Name: _____ 52

Curriculum Connection
N.3

Comparing Common Denominators

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

For example

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

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in ord[illegible] leas[illegible]eatest

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ [illegible] $\frac{10}{10}$

_____

$\frac{2}{9}$ $\frac{3}{9}$ $\frac{5}{9}$ $\frac{1}{9}$ $\frac{9}{9}$ $\frac{8}{9}$ [illegible] $\frac{4}{9}$

_____

Part 3 Answer the word problem below

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

_____

Name: _____ 53

Curriculum Connection
N.3

Ordering Fractions with Common Denominators

Directions Put the fractions in order from least to greatest

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

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

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

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

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

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

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

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____ 55

Curriculum Connection
N.3

Comparing Benchmark Fractions - Halves

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

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

Part 1 Circle the fractions that are a half

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

Part 2 Circle the fractions that are larger than a half

$\frac{2}{5}$	$\frac{3}{7}$	$\frac{5}{7}$	$\frac{3}{5}$	$\frac{4}{10}$	$\frac{7}{9}$	$\frac{4}{10}$	$\frac{3}{8}$	$\frac{5}{6}$	$\frac{8}{13}$

Part 3 Compare the fractions using < > =

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

Part 4 Answer the word problem below

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

Name: _____ 62

Curriculum Connection
N.2

Place Value Using Decimals

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

PLACE VALUE						
3		3	6	.	5	8
Thou	and	Tens	Ones	Decimal	Tenths	Hundredths

Part 1

the n the place value for the underlined number?

1) 5 200.32	2) 5.44	3) 3 542.47	4) 2 314.68
5) 4 326.43	6) 8 264.73	7)	8) 7 356.47
9) 3 102.52	10) 6 113.71	11)	3 374.44

Part 2

Fill in the place value table for the numbers below

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

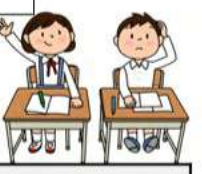
2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

Name: _____ 64

Curriculum Connection
N.2

Converting Fractions and Decimals



Part 1 Fill in the table with the converted decimal and fraction

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

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

Part 2 Convert the following fractions and decimals

0.5 = /10	0.1 = /10	0.2 = /10	0.8 = /10
6/10 =	4/10 =	3/10 =	9/10 =
37/100 =	52/100 =	0.80 =	0.70 =

Exit Cards

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
/100	
	0.3

Convert the following fra d decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

vert the following fractions and

00	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the t wit d decimal and fract

Fraction	mal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____ 67

Curriculum Connection
N.2

Fraction/Decimal Bottle Flip Challenge

Objective What are we learning about?

To practice and reinforce understanding of converting fractions to decimals and vice versa through the engaging and physically active bottle flip game.

Materials What you will need for the activity.

- Pla bottles ir/group) filled to approximately one-third with water (or use cups w
- Set of fract cimal on question cards
- Answer sheet h gr

Instructions How you w ple

1. Start with a short lesson on conver fractio deci and decimals to fractions.
2. Arrange the students into pairs or small grou nd and a set of question cards to each.
3. Each pair or group receives an answer sheet to record ans
4. Explain the rules: One student draws a question card and tries on or decimal conversion problem.
5. Once they believe they have the correct answer, they write it down o eir answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they get a point; an unsuccessful flip means they need to try to solve another question card before flipping again.
7. Alternate turns within each group or pair until they have completed all the question cards.
8. Groups or pairs tally their successful flips and compare with the rest of the class to determine the winning team.
9. Go through the answer sheet with the class to ensure understanding and correct any misconceptions.

Name: _____ 68

Curriculum Connection
N.2

Questions | Cut out the questions below and use for the game

1. 95/100 = _____	2. 45/100 = _____	3. 32/100 = _____	4. 87/100 = _____
5. 23/10 = _____	6. 56/10 = _____	7. 91/10 = _____	8. 78/10 = _____
9. 12/100 = _____	10. 99/10 = _____	11. 48/100 = _____	12. 33/10 = _____
13. 71/100 = _____	14. 84/100 = _____	15. 50/10 = _____	16. 27/10 = _____
17. 6 = _____	9/100 = _____	19. 75/10 = _____	20. 53/10 = _____
21. Out of 100 60 were driven the highway. What the fraction and decimal for the miles driven on the highway?	A bo 41 ut of and decim illustrated pages	23. Out of 100 contestants, 29 finished the race. hat is the fraction ecimal for the ts who nishe	24. A pie was cut into 100 slices, and 93 were eaten. What is the fraction and decimal for the slices eaten?
25. Out of 100 days, 72 were sunny. What is the fraction and decimal for the sunny days?	26. A task was completed 38 out of 100 times. What is the fraction and decimal for the tasks completed?	27 l was of 100 gall fraction decimal for gallons filled?	28. Out of 100 tudents, 90 nded the class. the fraction for the
29. Out of 100 attempts, 81 were successful. What is the fraction and decimal for the successful attempts?	30. A field was planted with 46 out of 100 seeds. What is the fraction and decimal for the seeds planted?	31. A lake has 30 out of 100 fish of a certain species. What is the fraction and decimal for this species of fish?	32. 100 photos taken, 22 were selected. What is the fraction and decimal for the selected photos?
33. A shipment contained 49 out of 100 packages. What is the fraction and decimal for the packages shipped?	34. A score of 77 out of 100 was achieved in a game. What is the fraction and decimal for the score?	35. A garden has 62 out of 100 flowers blooming. What is the fraction and decimal for the blooming flowers?	36. Out of 100 balloons, 95 were inflated. What is the fraction and decimal for the balloons inflated?

Name: _____ 69

Curriculum Connection
N.2

Fraction and Decimal Bottle Flip Challenge

Answers | Record your answers below

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

13	
14	
15	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
2	
33	
34	
35	
36	

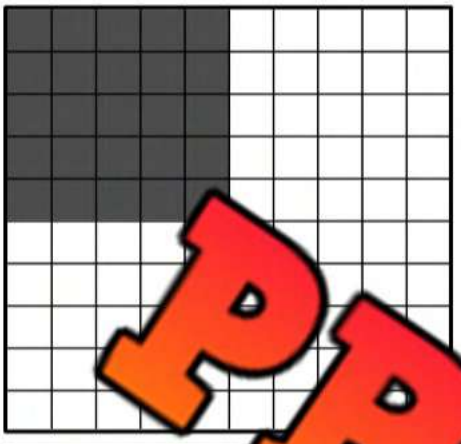
Successful Flips	

Name: _____ 70

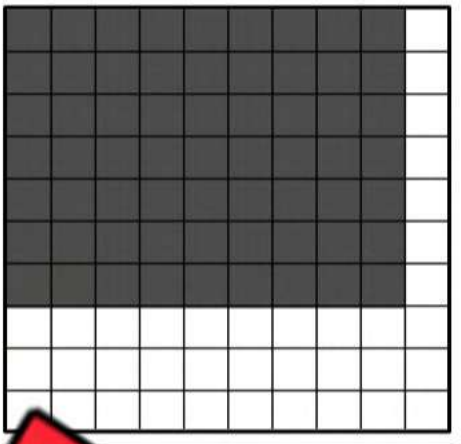
Curriculum Connection
N.2

Fractions and Decimals

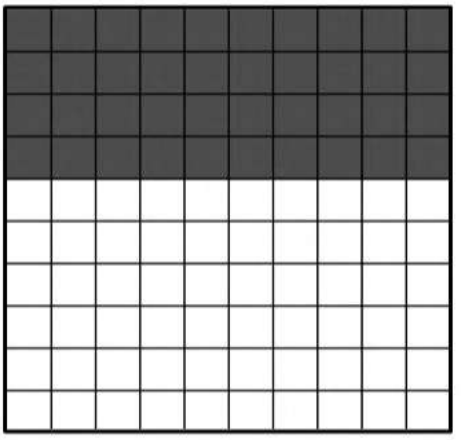
Part 1 What fraction and decimal of the array is shaded in?



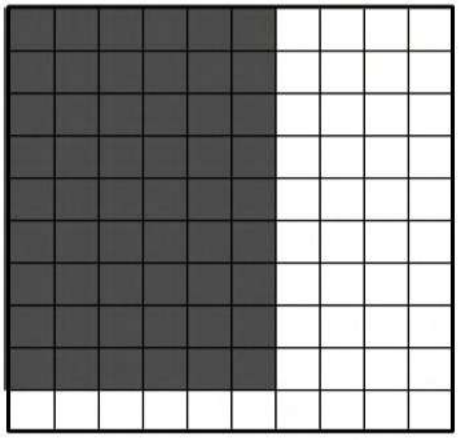
Fraction	Decimal



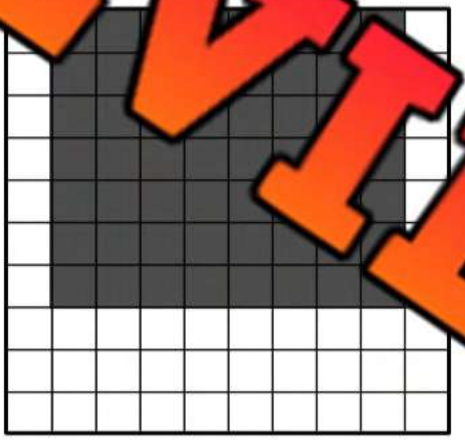
Fraction	Decimal



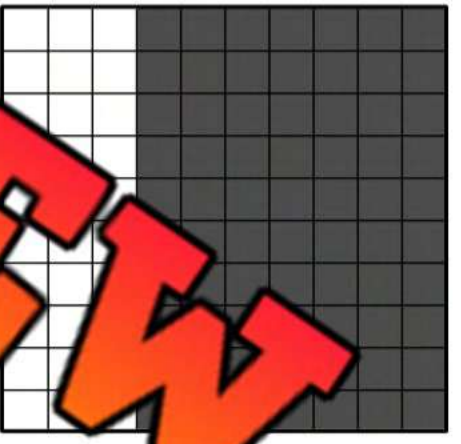
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

Part 2 Answer the word problems below

1) Daniel got 79 out of 100 on his math test. What is the fraction and decimal for his test mark?

2) Beth scored 20 out of 50 of her three-point shots. What was her three-point fraction and decimal for her three-point shots?

Name: _____ 72

Curriculum Connection
N.2

Comparing Decimals

Part 1 — Compare the following numbers

1) 0.5 [>] 0.2	2) 0.3 [ ] 0.4	3) 0.8 [ ] 0.6
4) 1.0 [ ] 0.8	5) 1.3 [ ] 0.8	6) 0.8 [ ] 0.5
7) 1.9 [ ] 2	8) [ ] 20.1	9) 30.3 [ ] 25.9
10) 47.12 [ ] 33.53	11) 75.3 [ ] 8	12) 77.99 [ ] 77.92
13) 132.22 [ ] 132.65	14) 155.36 [ ] 2[illegible].14	[illegible] [ ] 454.71

Part 2 — Compare the following numbers

1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?

2) Lebron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?

3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

Exit Cards

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

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____ 74

Curriculum Connection
N.2

Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9 Least to Greatest 0.1, 0.2, 0.4, 0.5, 0.9	15.2, 10.3, 7.9, 18.5 Greatest to Least 18.5, 15.2, 10.3, 7.9

Part 1 Order the numbers below from least to greatest

0.9, 0.5, 0.2 _____, _____, _____, _____	0.8, 0.9, 0.2, 0.4 _____, _____, _____, _____
0.1 _____, _____, _____, _____	1.34, 2.29, 1.55, 2.42 _____, _____, _____, _____
10.43, 10.93, 21.45, 22.62 _____, _____, _____, _____	53.24, 34.18, 48.42 _____, _____, _____

Part 2 Order the numbers below from greatest to least

0.2, 0.6, 0.3, 0.1 _____, _____, _____, _____	0.5, 0. _____, _____, _____, _____
1.3, 1.9, 1.5, 1.1 _____, _____, _____, _____	2.14, 2.92, 1.35, 1.42 _____, _____, _____, _____
13.54, 12.69, 10.45, 15.33 _____, _____, _____, _____	20.26, 17.63, 19.45, 18.61 _____, _____, _____, _____

Name: _____ 75

Curriculum Connection
N.2

Activity: Decimal Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 1[illegible] cards [illegible] pieces of paper
- Mark[illegible]s or p[illegible]
- Tape
- Timer (optio[illegible])
- Small prizes (op[illegible])

Instructions

How you will [illegible]mple[illegible]

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

Name: _____ 76

Curriculum Connection
N.2

Index Cards | Cut out the index cards below

1.5	1.2
22.7	2.4
43.6	47.3

Name: _____ 77

Curriculum Connection
N.2

Index Cards | Cut out the index cards below

43.1	47.3
119.1	19.4
332.4	332.3

Name: _____ 78

Curriculum Connection
N.2

Recording Sheet | Follow the instructions below

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

2) Once you'v 2 n bers, write them in order from least to greatest.			
1)		7)	
2)			
3)			
4)		10)	
5)		1	
6)		12)	

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

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

Name: _____ 79

Unit Quiz – Comparing Numbers, Decimals & Fractions

Part 1 — Compare the following numbers – < > =

1) 685 ☐ 1000	2) 2685 ☐ 3510	3) 6112 ☐ 6094
4) 132 ☐	5) 7312 ☐ 4257	6) 3199 ☐ 4606
7) 0.5 ☐ 0.2	.3 0.4	9) 0.8 ☐ 0.6
10) 12.31 ☐ 11.93	11) 23.32 ☐ .11	☐ 154.30

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

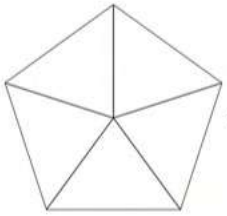
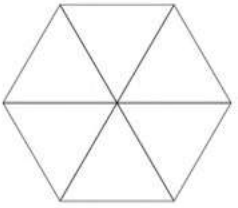
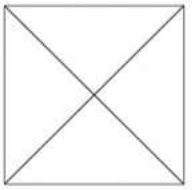
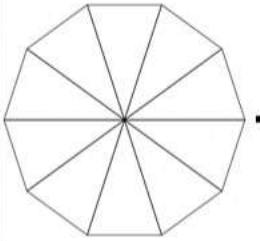
$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ $\frac{8}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{10}{10}$

_____

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

_____

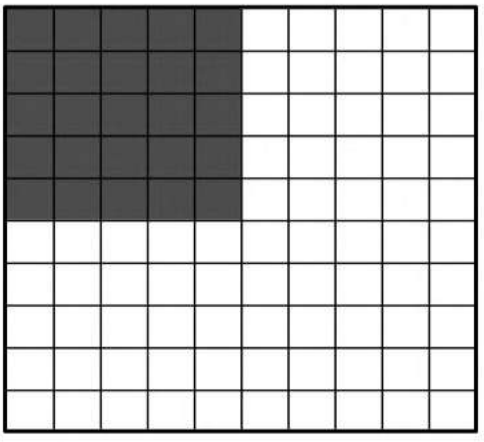
Part 3 Read the fraction and draw the shaded in value on the images below

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

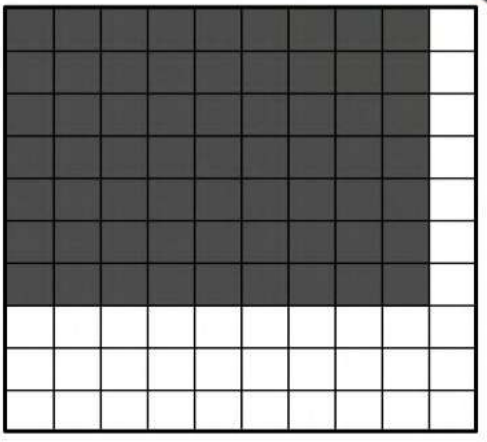
Part 4 [illegible] the following fractions and decimals

0.5 = /10	[illegible] 1 =	0.2 = /10	0.8 = /10
6/10 =	4/10 =	[illegible]/10 =	9/10 =

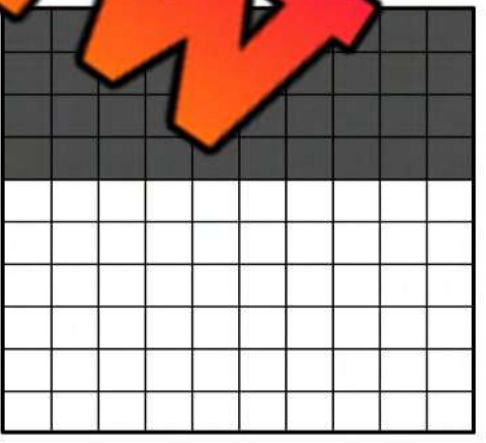
Part 5 What fraction and decimal of the ar[illegible]h[illegible]ded in



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

Name: _____ 82

Curriculum Connection
N.7

Mental Math Strategy – Counting On

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

Part 1 — Use the chart to answer the question

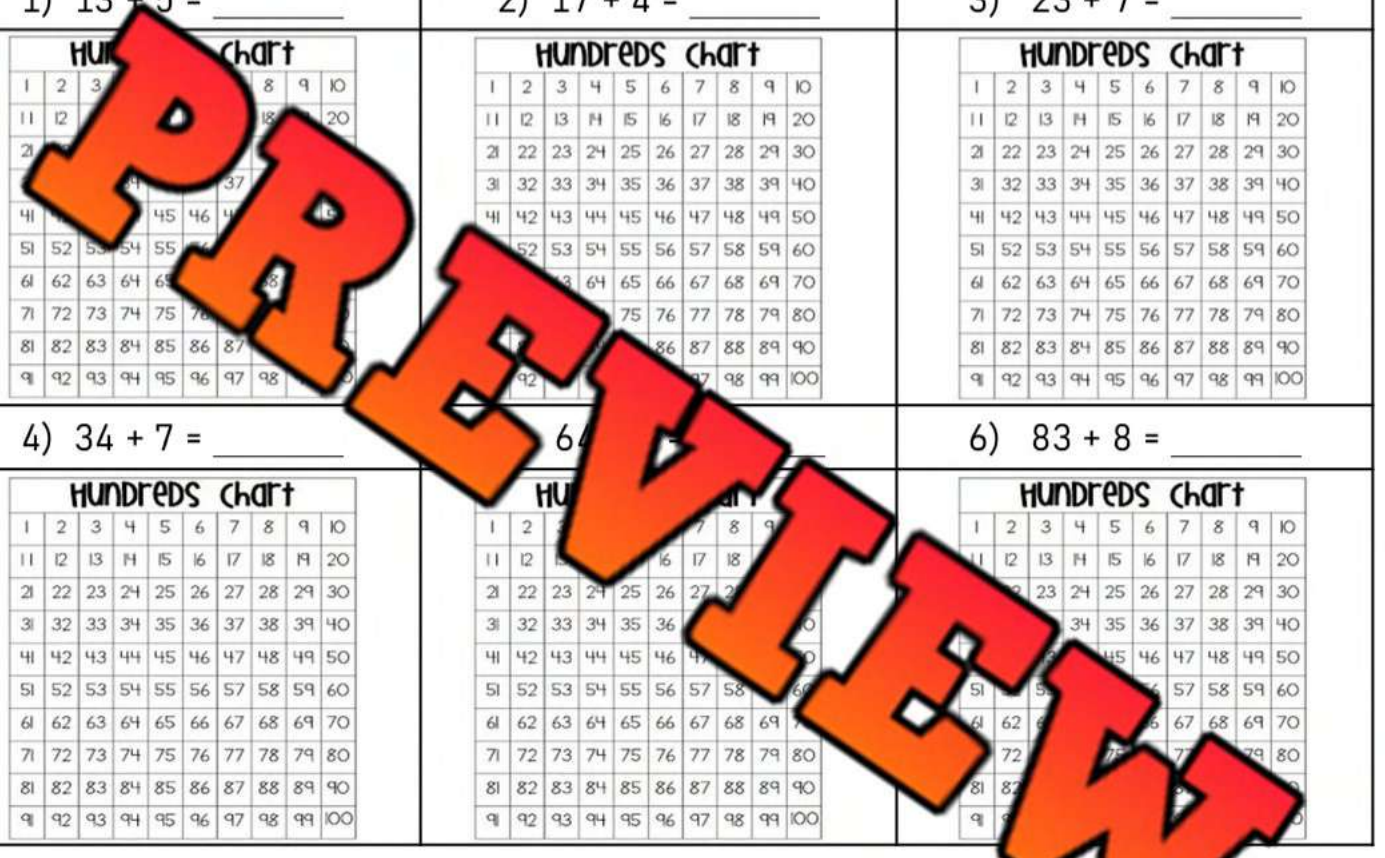
1) 13 + 5 = _____

2) 17 + 4 = _____

3) 23 + 7 = _____

4) 34 + 7 = _____

6) 83 + 8 = _____

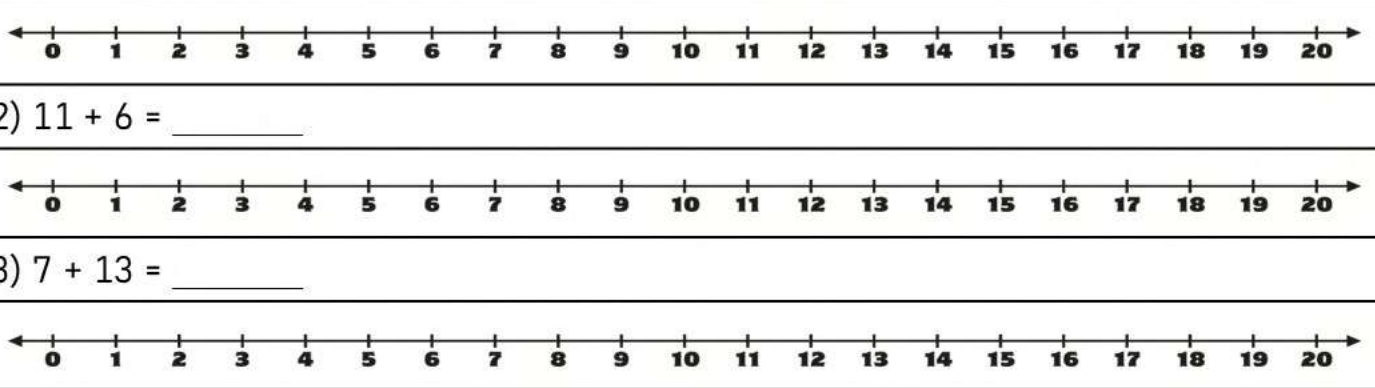


Part 2 — Use the number line to find the answer

1) 7 + 9 = _____

2) 11 + 6 = _____

3) 7 + 13 = _____



Name: _____ 83

Curriculum Connection
N.7

Mental Math Strategy – Making Tens

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

1) [illegible] 10 + 2 = 12	2) 9 + 6 ____ + ____ = ____	3) 8 + 9 ____ + ____ = ____
4) 8 + 8 ____ + ____ = ____	[illegible] + 7 ____ + ____ = ____	6) 9+ 8 ____ + ____ = ____
7) 8 + 12 ____ + ____ = ____	8) 9 + 8 ____ + ____ = ____	9) 8 + 7 ____ + ____ = ____

Name: _____ 84

Curriculum Connection
N.7

Mental Math Strategy – Making Doubles

Directions:

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

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

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

Name: _____ 85

Curriculum Connection
N.7

Mental Math – Break Into Place Value

Directions:

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

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

Name: _____ 86

Curriculum Connection
N.7

Math Facts – Adding 0 and 5

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

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

Name: _____ 93

Curriculum Connection
N.7

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 94

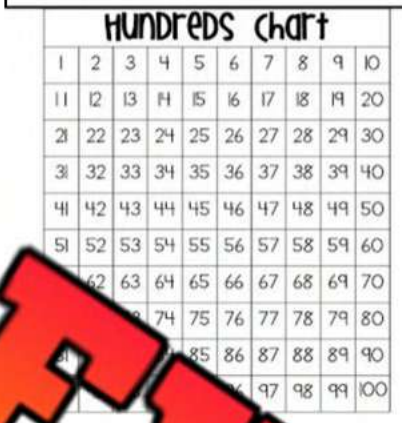
Curriculum Connection
N.7

Mental Math Strategy – Counting On

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

13 + 5 = _____

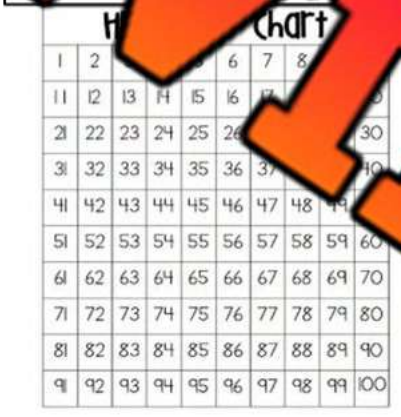
17 + 4 = _____



23 + 7 = _____

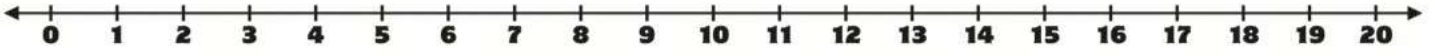
34 + 7 = _____

64 + _____

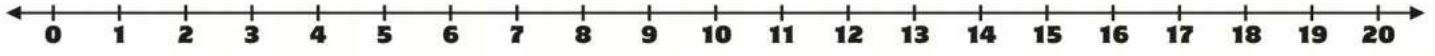


83 + 8 = _____

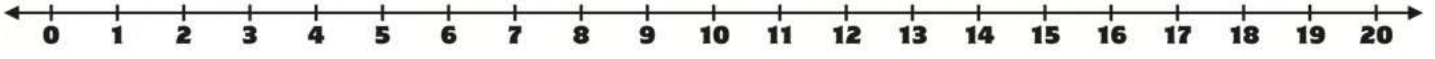
7 + 9 = _____



11 + 6 = _____



7 + 13 = _____



Name: _____ 95

Curriculum Connection
N.4

Mental Math Strategy – Making Tens

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

1. [illegible] + 5

10 + 2 = 12

2) 18 + 6

____ + ____ = ____

3) 25 + 17

____ + ____ = ____

4) 78 + 14

____ + ____ = ____

[illegible] + 17

____ + ____ = ____

6) 99 + 14

____ + ____ = ____

7) 128 + 53

____ + ____ = ____

8) 167 + 27

____ + ____ = ____

9) 238 + 144

____ + ____ = ____

Name: _____ 96

Curriculum Connection
N.4

Mental Math Strategy – Making Doubles

Directions

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

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

	46 + 45 45 + 45 = 90 90 + 1 = 91	**50 + 51**
76 + 75		**99 + 101**
149 + 152	**123 + 123**	
248 + 253	**499 + 502**	**749 + 748**

Name: _____ 97

Curriculum Connection
N.4

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

= 40

300

54

124 + 56

146 + 27

216 + 188

168 + 254

92

167 + 173

355 + 262

Name: _____ 98

Curriculum Connection
N.4

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

244

134 + 145

243 + 23

264 + 228

334 + 358

252

357 + 553

664 + 267

Name: _____ 101

Curriculum Connection
N.4

Estimate and Add

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

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

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

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

Part 3 Solve the word problem below using estimation

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

Name: _____ 102

Curriculum Connection
N.4

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones
			3
+		5	

	Hun.	Tens	Ones
	1	3	1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+	5	3	2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	[illegible]	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	[illegible]		6

	Thou	Hun	Tens	Ones
	5	2	3	5
+	3	5	3	3

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

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

Name: _____ 103

Curriculum Connection
N.4

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 52 + 11	2) 23 + 14	3) 42 + 17	4) 12 + 33	5) 55 + 40
6) 238 + 241	7) 126 + 213	8) 736 + 243	9) 525 + 212	10) 332 + 351
11) 3 122 + 1 615	12) 5 136 + 3 650	13) 762 + 1 2[illegible]	14) [illegible]252	15) 4 614 + 5 362

Word Problems Answer the questions below.

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

Name: _____ 104

Curriculum Connection
N.4

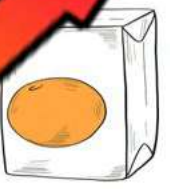
Addition Word Problems – No Regrouping

Questions | Solve the problems below

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

2) Spencer h… his … account. He won $1 247 in a raffle. How much does he have no…

3) Rob loves to drink juice. Today he drank 1 64… …d 3 358mL of apple juice. How much total juice did Rob drink?



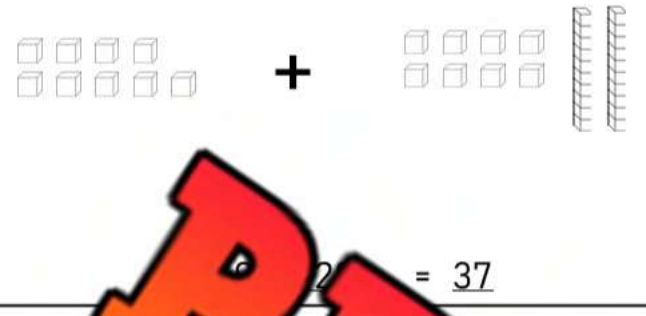
4) Sofia knitted a blanket with 4 452cm of blue yarn and 3 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?

Name: _____ 106

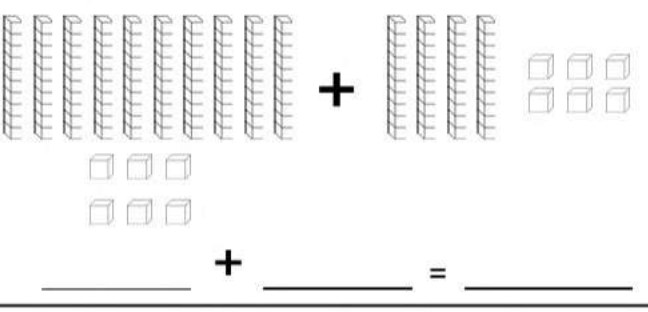
Curriculum Connection
N.4

Adding Base Ten Blocks – Regrouping

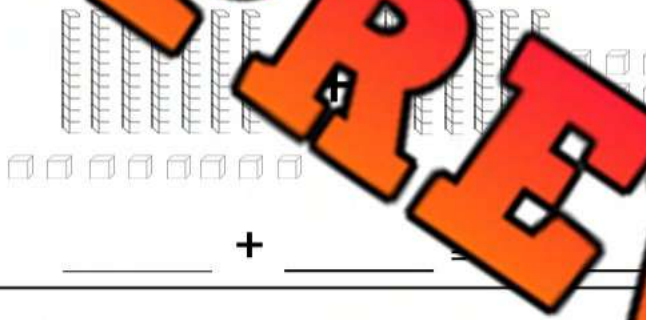
Questions | Add up the base ten blocks



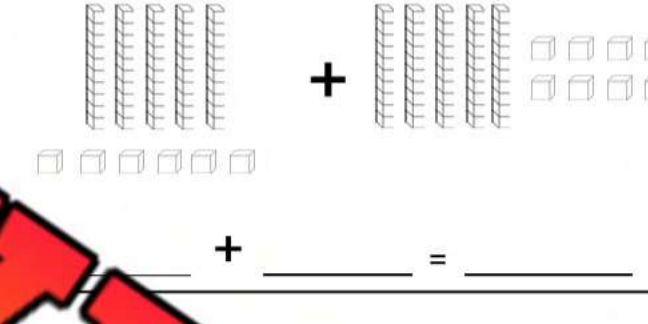
2 = 37



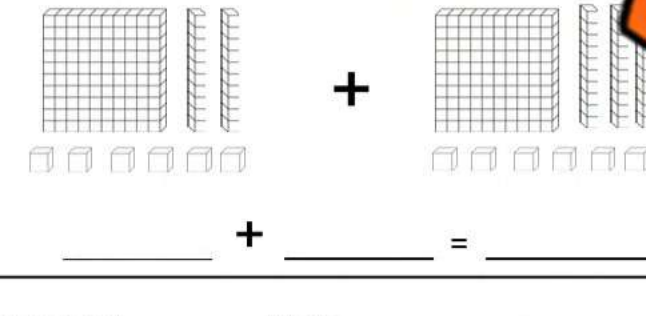
_____ + _____ = _____



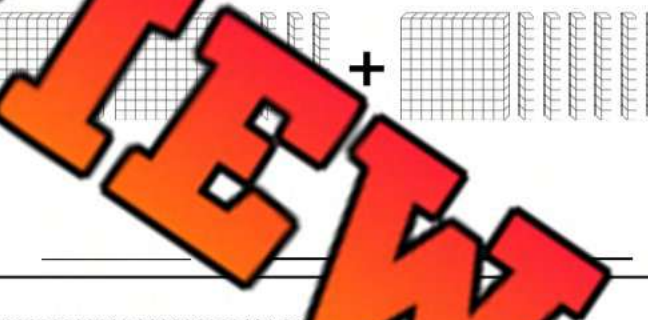
_____ + _____ = _____



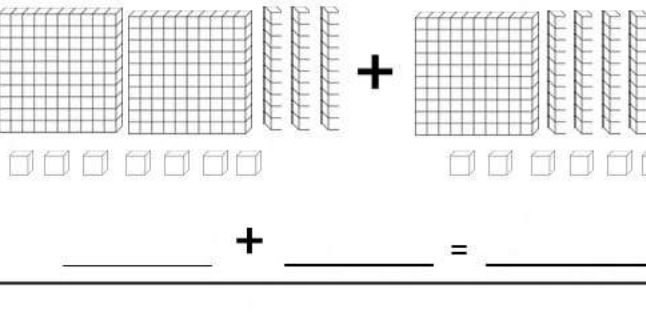
_____ + _____ = _____



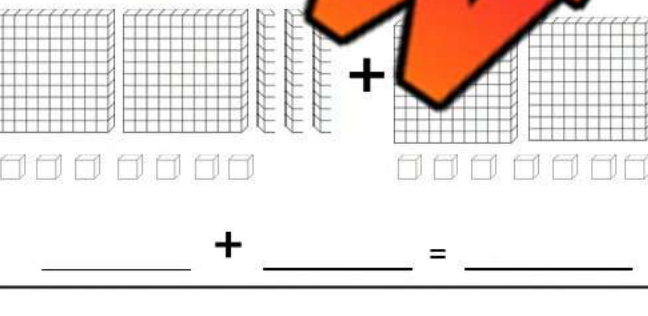
_____ + _____ = _____



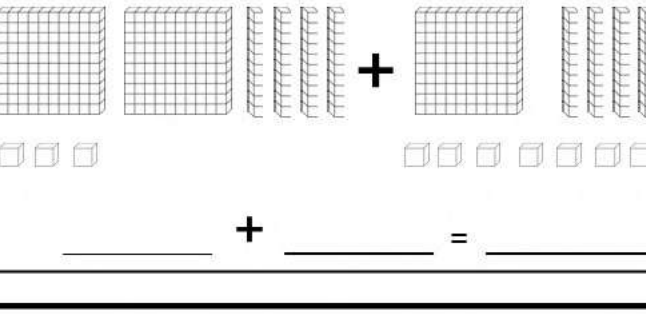
_____ + _____ = _____



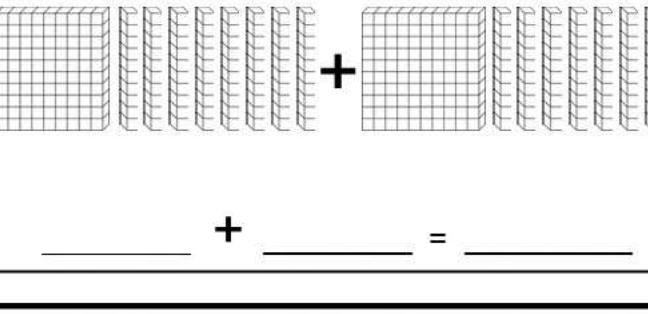
_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

Name: _____ 107

Curriculum Connection
N.4

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones
			2
+		5	

	Hun.	Tens	Ones
	5	5	3
+	3	6	5

	Hun.	Tens	Ones
	4	7	4
+	5	5	4

	Hun.	Tens	Ones
	7	4	5
+	2	8	2

	Hun.	Tens	Ones
	4		9
+	3	3	4

	Hun.	Tens	Ones
	6	4	6
+			7

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

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

	Thou	Hun.	Tens	Ones
	1	5	8	2
+	4	7	5	4

Name: _____ 108

Curriculum Connection
N.4

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 46 + 14	2) 29 + 14	3) 35 + 17	4) 17 + 24	5) 55 + 35
6) + 253	7) 6 3	8) 376 + 253	9) 485 + 232	10) 366 + 361
11) 6 212 + 7 315	12) 5 224 + 6 530	13) 42 + 7 232	14) 8 252 + 7	15) 7 654 + 8 362

Word Problems Answer the questions below.

1) Tim has been saving money to buy a bike. In January, he saved $2,845. In February, he saved another $1,566. How much money has Tim saved in total for the bike?	
2) In Miss Garcia's class, the book club read 1,694 pages in the first month and 2,565 pages in the second month. How many pages did the book club read altogether?	

Name: _____ 109

Curriculum Connection
N.4

Addition Word Problems – Regrouping

Questions | Solve the problems below

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

2) A delivery t[illegible] drov[illegible]8km last week. This week, the driver has driven 3 871km. How fa[illegible]e dri[illegible]ince last week?

3) Charlotte ate 2 793 calories yesterday. Toda[illegible] basketball tournament, so she expended a lot of energy. So, s[illegible]48 ca[illegible] today. How many calories did Charlotte eat in the last two days?

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

Exit Cards

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

Name: _____

Solve the problems below

a)

b) Riley read 45[illegible]s in [illegible] month. This month, [illegible] pages. How many page[illegible] Riley read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 [illegible]ges. How many pages has Riley [illegible]in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problem[illegible]

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: ____________________

Curriculum Connection
N.4

Subtraction Mental Math – Counting Back

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

18 - 5 = ________

Hund[illegible] Chart

1	2	3	[illegible]	[illegible]	[illegible]	[illegible]	8	9	10
11	12	13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	19	20
21	22	23	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	38	[illegible]	[illegible]
41	[illegible]	[illegible]	[illegible]	45	[illegible]	47	[illegible]	[illegible]	[illegible]
51	52	[illegible]	[illegible]	55	56	57	[illegible]	[illegible]	[illegible]
61	62	63	64	65	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
71	72	73	74	75	76	[illegible]	[illegible]	[illegible]	[illegible]
81	82	83	84	85	86	87	[illegible]	[illegible]	[illegible]
91	92	93	94	95	96	97	98	[illegible]	[illegible]

22 - 4 = ________

Hundreds Chart

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

27 - 7 = ________

Hundreds Chart

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

43 - 9 = ________

Hundreds Chart

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

72 [illegible]

H[illegible] Chart

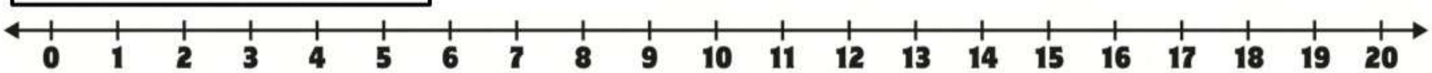
1	2	[illegible]	[illegible]	[illegible]	6	7	[illegible]	[illegible]	[illegible]
11	12	13	14	15	16	[illegible]	[illegible]	[illegible]	[illegible]
21	22	23	24	25	26	[illegible]	[illegible]	[illegible]	30
31	32	33	34	35	36	37	[illegible]	[illegible]	[illegible]
41	42	43	44	45	46	47	48	49	[illegible]
51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

93 - 6 = ________

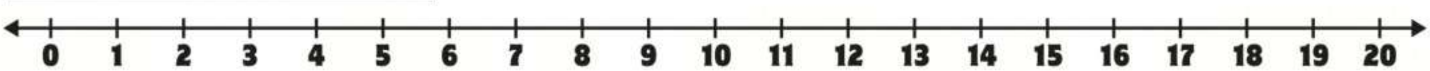
Hundreds Chart

[illegible]	2	3	4	5	6	7	8	9	10
[illegible]	[illegible]	13	14	15	16	17	18	19	20
[illegible]	[illegible]	[illegible]	[illegible]	25	26	27	28	29	30
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	36	37	38	39	40
41	42	[illegible]	[illegible]	[illegible]	[illegible]	47	48	49	50
[illegible]	52	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	59	60
61	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
71	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
81	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	89	90
91	92	93	[illegible]	[illegible]	[illegible]	[illegible]	98	99	100

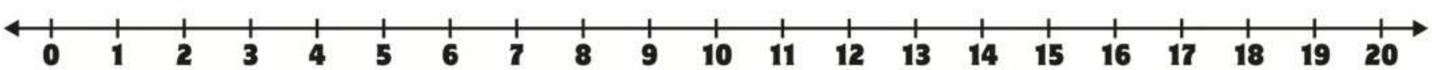
17 - 6 = ________



15 - 4 = ________



20 - 8 = ________



Name: _____ 115

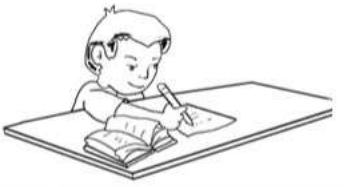
Curriculum Connection
N.7

Subtraction Mental Math – Counting Up

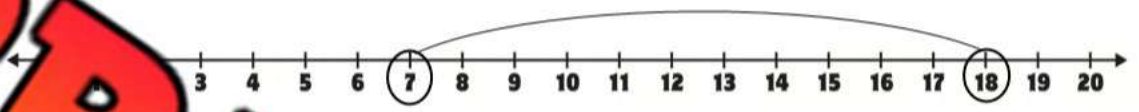
Background – Subtraction is simply finding the difference between two numbers

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



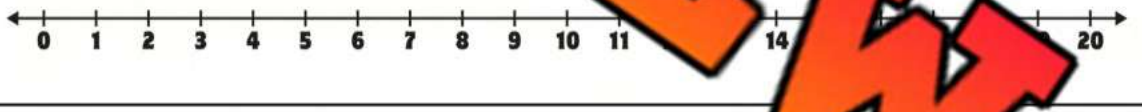
18 – 7 = _____ Difference = 11



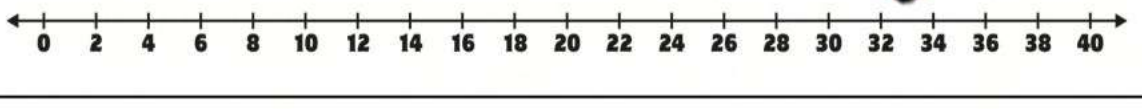
10 – 7 = _____

15 – 12 = _____

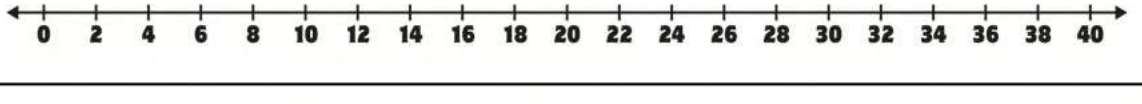
14 – 10 = _____



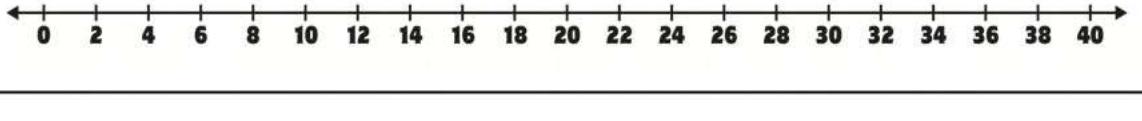
26 – 20 = _____



32 – 24 = _____



38 – 32 = _____



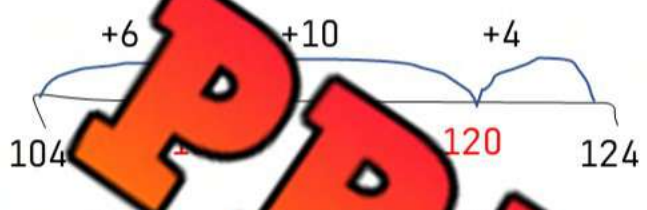
Name: _____ 116

Curriculum Connection
N.4

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



Answer: 20

256 – 235

243 – 215

254 – 240

377 – 354

782 –

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

[illegible] – 100 = 24

[illegible] = 14

14 [illegible]

256 - 145

243 - [illegible]3

264 - 142

357 - 234

[illegible]2 - [illegible]

753 - 323

873 - 562

Name: _____ 121

Curriculum Connection
N.4

Subtraction – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 53 - 12	2) 35 - 14	3) 45 - 23	4) 39 - 15	5) 64 - 40
6) - 234	[illegible]	8) 788 - 224	9) 558 - 223	10) 275 - 121
11) 6 632 - 6 422	12) 5 436 - 3 320	13) [illegible] - 3 32[illegible]	[illegible] 737 - [illegible]	15) 4 344 - 3 231

Word Problems Answer the questions below.

1) Jade had $5,578 saved up for a new car. She spent $2,456 on a down payment. How much money does Jade have left?	
2) A farmer harvested 8,888 apples from his orchard. He sold 3,333 apples at the local market. How many apples does he have left?	

Name: _____ 122

Curriculum Connection
N.4

Subtraction Word Problems – No Borrowing

Questions | Solve the problems below

1) Rachel needs 8 350 points to get to the next level of her video game. As of now, she has 5 240 points. How many more points does she need to reach the next level?

2) Sam had $[illegible] for [illegible]rsity. In her first year, she spent $6 245. How much does she [illegible]t?

3) A transport driver is 2 483 km away from h[illegible] Th[illegible] [illegible]m towards home. How far are they from home now?

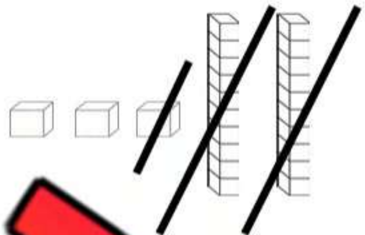
4) Lucas took 9 789 steps yesterday and 7 452 steps today. How many more steps did he take yesterday?

Name: ______________________

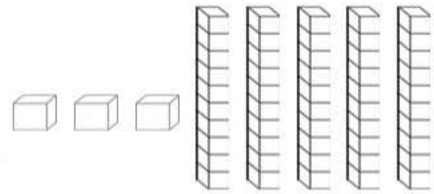
Curriculum Connection
N.4

Subtracting Using Base Ten Blocks

Questions Subtract from the base ten blocks

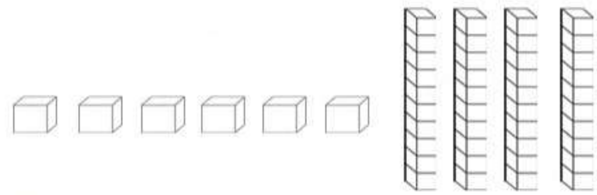


[illegible] - 21 = 2

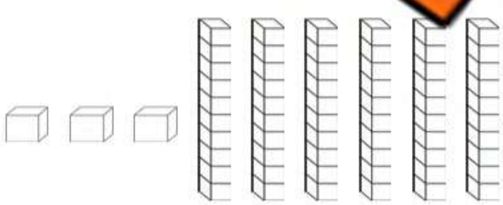


53 - 12 = ________

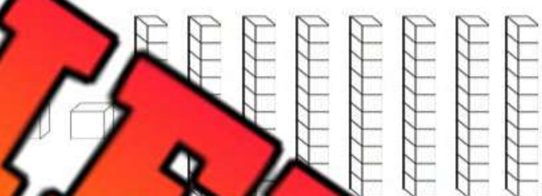
35 - 15 = ________



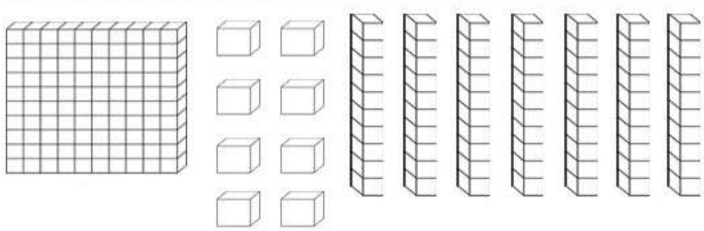
46 - 12 = ________



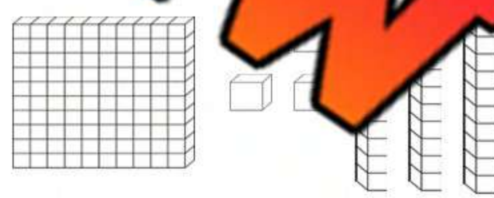
63 - 11 = ________



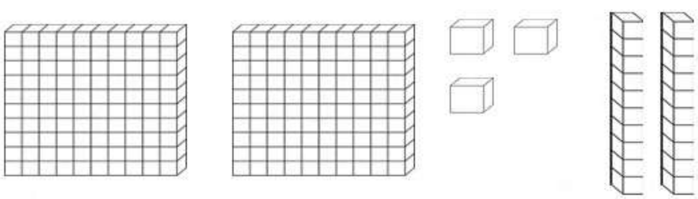
8[illegible] - [illegible] = ________



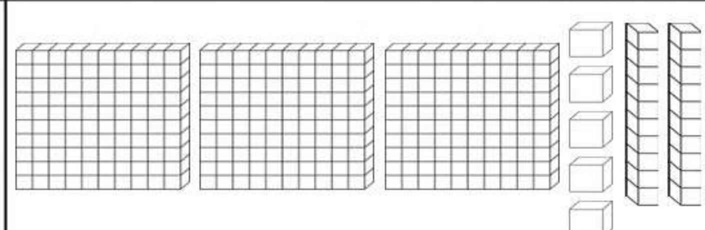
178 - 110 = ________



134 - 120 = ________



223 - 103 = ________



325 - 215 = ________

Name: _____ 124

Curriculum Connection
N.4

Subtracting – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

	Tens	Ones
	4	4
-		

	Tens	Ones
	4	1
-	1	4

	Tens	Ones
	5	5
-	2	6

	Tens	Ones
	7	6
-	3	8

	Hun.	Tens	Ones
	6	8	3
-	1	5	6

			Ones
		5	
-	2	2	

	Hun.	Tens	Ones
	4	4	2
		3	5

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

	Thou.	Hun.	Tens	Ones
	3	7	4	9
-	2	3	8	9

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

Name: _____ 126

Curriculum Connection
N.4

Subtraction Word Problems – Borrowing

Questions Solve the problems below

1) Nicole had $8 485 to spend on a car. She picked one that cost her $7 296. How much money does she have leftover?

2) Mike is rowing in a race today. After 20 minutes of the race, Mike had gone 4 265m. How many more meters does he need to row?

3) Travis and Kerry had a contest to see who could run the most in an hour. Kerry ran 9 642m and Travis ran 7 259m. How much further did Kerry run?

4) Jen is filling up her pool with water. The pool can hold 8 530 liters of water. She has poured 3 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?

Name: _____ 129

Curriculum Connection
N.4

Estimate and Subtract

Part 1 Round these numbers to the nearest hundred. Then subtract the numbers

332 → 300 - 229 → - 200 100	492 → _____ - 221 → - _____
_____ → _____ - 368 → - _____	638 → _____ - 597 → - _____

Part 2 Round these numbers to the nearest thousand. Then subtract the numbers

1 863 → 2 000 -1 233 → - 1 000 1 000	233 → _____ - 93 → - _____
7 938 → _____ - 3 018 → - _____	5 523 → _____ - 2 392 → - _____

Part 3 Estimate the numbers to the nearest thousand to answer the question

Patty scored 7 235 points in a video game. Heather scored 1 893 points in the same game. Approximately how many more points did Patty score than Heather?

Name: _____ 131

Curriculum Connection
N.4

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

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

Bon[illegible] got ri[illegible]cks that were not valuable. How many rocks were valuable[illegible]

2) Adam and Lindsay w[illegible] th[illegible] mall[illegible] new gaming system. Adam brought $128 and Lindsay brought $[illegible]e s[illegible]p[illegible] $185. How much money do they have left?

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

Name: _____ 132

Curriculum Connection
N.6

Skip Counting Decimals Using Cents

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

1) 

$ 0.___

2) 

$ 0.___

3) 

$.___

4) 

$.___

5) 

$.___

6) 

$.___

7) 

$.___

Name: _____ 133

Curriculum Connection
N.6

Counting Coins – Adding Decimals

 = $0.25  = $0.10  = $0.05

= $0.25

Questions Count the money in each box

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

Name: _____ 134

Curriculum Connection
N.6

Counting Coins – Adding Decimals

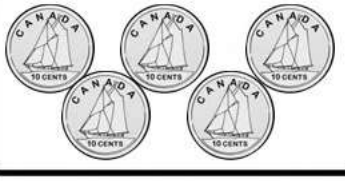
			Total
$0.50	$0.20	$0.10	$0.80

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

1) 			Total

2) 			Total

3) 			Total

4) 			Total

Name: _____ 135

Curriculum Connection
N.6

Counting Canadian Coins


= 100¢ or $1.00


= 10¢ or $0.10


5¢ or $0.05


= 200¢ or $2.00


= 25¢ or $0.25


25¢ or $0.25

Questions: Count the coins below


1) _____¢ or $ _____


2) _____¢ or $ _____


3) _____¢ or $ _____


4) _____¢ or $ _____


5) _____¢ or $ _____


6) _____¢ or $ _____


7) _____¢ or $ _____


8) _____¢ or $ _____


9) _____¢ or $ _____


10) _____¢ or $ _____


11) _____¢ or $ _____


12) _____¢ or $ _____

Exit Cards

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

Name: _____

Count the coins below

1) _____¢ or $ _____

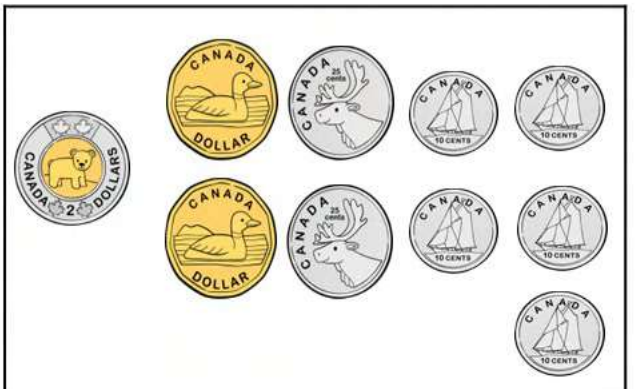
Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

Count the coins b

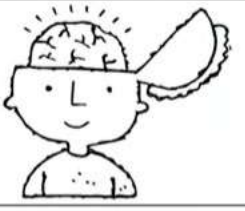
1) _____¢ or $ _____

Name: _____ 137

Curriculum Connection
N.6

Mental Math – Adding Decimals – Place Value

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



5.5 + 3.7
0.5 + 0.7 = 1.2
5 + 3 = 8
1.2 + 8 = 9.2

2.3 + 1.4
0.4 = 0.7

2.3 + 4.1

5.8 + 6.1

12.4 + 6.5

13.4 + 4.2

6.51

27.3 + 6.7

24.25 + 11.63

Name: _____ 138

Curriculum Connection
N.6

Mental Math – Adding Decimals – Adding Chunks

Directions:

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

5.5 + 3.7
5.5 + 3 = 8.5
8.5 + 0.7 = 9.2

3.3 + 2.4
3 + 2 = 5.3
0.4 = 5.7

1.5 + 3.3

4.5 +

14.4 + 5.5

18.5 + 10.7

23

24.52 + 10.23

25.44 + 3.53

Name: _____ 146

Curriculum Connection
N.6

Adding Decimals – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones	.	Tenths
	5			.	3
+					

	Hun.	Tens	Ones	.	Tenths
	4	5	8	.	5
+	1	2	3	.	3

	Hun.	Tens	Ones	.	Tenths
	7	3	6	.	4
+	2	2	7	.	2

	Hun.	Tens	Ones	.	Tenths	Hun.
	3	4	4	.	0	2
+	1	7	1	.	0	8

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	2	5			7
+	9	5	3	.	6	

	Hun.	Tens	Ones	.	Tenths	Hun.
		2	8	.	6	4
+	6		0	.	4	2

	Hun.	Tens	Ones	.	Tenths	Hun.
	6	6	3	.	6	4
+	2	1	5	.	6	2

	Hun.	Tens	Ones	.	Tenths	Hun.
	1	5	3	.	5	1
+	6	7	3	.	5	2

	Hun.	Tens	Ones	.	Tenths	Hun.
	4	7	5	.	6	8
+	4	1	3	.	4	6

Name: _____ 148

Curriculum Connection
N.6

Adding Decimals – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 73.72 + 15.53	2) 35.46 + 43.73	3) 34.94 + 22.33	4) 52.53 + 14.52	5) 24.57 + 52.72
6) 26.44 + 17.34	7) [illegible]	8) 48.26 + 27.63	9) 56.57 + 49.22	10) 38.34 + 58.52
11) 292.67 + 125.33	12) 474.21 + 353.52	13) [illegible]	[illegible]	15) 742.41 + 721.32

Word Problems Answer the questions below.

1) A bag of apples weighs 325.85 grams, and a bag of oranges weighs 587.95 grams. What is the total weight of both bags together?	
2) A classroom was being painted in sections. The first section took 312.30 millilitres of paint and the second section took 291.89 millilitres. How much paint was used in total?	

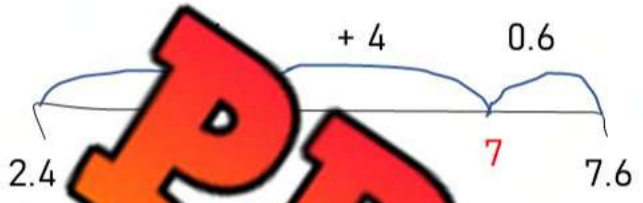
Name: _____ 149

Curriculum Connection
N.6

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

7.6 - 2.4



Answer = 0.4 + 0.2

5.5 - 2.3

7.4 -

9.4 - 7.5

12.5 - 10.9

.6

24.3 - 12.9

35.4 - 30.3

Name: _____ 150

Curriculum Connection
N.6

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

6.3 - 3.5
6.3 - 3 = 3.3
3.3 - 0.5 = 2.8

4.6 - 2.4
4.6 - 2 = 2.6
2.6 - 0.4 = 2.2

4.5 - 3.3

9.5 -

14.4 - 7.5

15.5 - 10.9

.6

48.3 - 11.8

52.6 - 30.3

Name: _____ 156

Curriculum Connection
N.6

Subtracting Decimals – Hundredths – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 55.75 − 12.52	2) 45.68 − 32.44	3) 34.98 − 23.73	4) 45.47 − 43.33	5) 65.56 − 54.01
6) 38.79 − 24.24	7) 66 − 22.3	8) 76.85 − 23.32	9) 337.35 − 114.33	10) 448.84 − 336.02
11) 762.66 − 422.35	12) 434.98 − 122.63	13) 7.66 − 134	14) 4.38 − 5	15) 351.96 − 121.52

Word Problems Answer the questions below.

1) At the aquarium, Noah observed 47.85 litres in the first tank and 29.36 litres in the second tank. How much less water does the second tank have compared to the first?	
2) In science class, a student needs 250.75 milliliters of water for an experiment. If there are only 189.30 milliliters in the beaker, how much more water is needed?	

Name: _____ 157

Curriculum Connection
N.6

Subtracting Decimals – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

	Tens	Ones	.	Tenths
	5		.	5
−			.	
			.	

	Tens	Ones	.	Tenths
	7	6	.	9
−	4	7	.	3
			.	

	Tens	Ones	.	Tenths
	6	3	.	8
−	2	7	.	4
			.	

	Hun.	Tens	Ones	.	Tenths
	4	7	8	.	3
−	3	1	4	.	5
				.	

	Hun.	Tens	Ones	.	Tenths
	3	4			5
−	2	3	2	.	
				.	

	Hun.	Tens	Ones	.	Tenths
	5	4	8	.	4
−			3	.	9

	Hun.	Tens	Ones	.	Tenths
	3	5	4	.	4
−	1	8	1	.	0
				.	

	Hun.	Tens	Ones	.	Tenths
	4	2	5	.	3
−	1	5	3	.	6
				.	

	Hun.	Tens	Ones	.	Tenths
	6	2	8	.	6
−	4	5	9	.	4
				.	

Name: _____ 165

Curriculum Connection
N.8

Word Problem: Repeated Addition

Questions | Solve the word problems below

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

Name: _____ 166

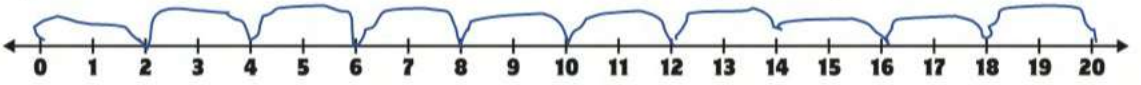
Curriculum Connection
N.8

Number Line Division – Repeated Subtraction

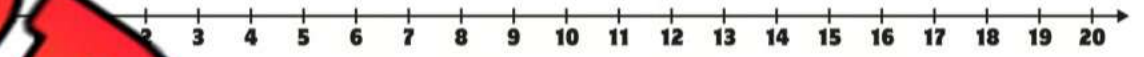
Questions | Use repeated subtraction to find the answer

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

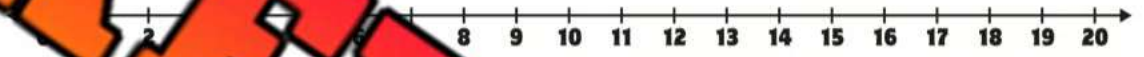
1) 20 ÷ 2 = 10



2) 15 ÷ 3 = ____



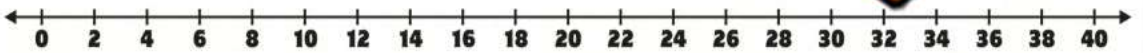
3) 10 ÷ 5 = ____



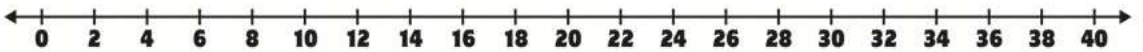
4) 18 ÷ 6 = ____

5) 12 ÷ 3 = ____

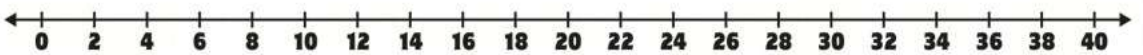
6) 30 ÷ 10 = ____



7) 32 ÷ 4 = ____



8) 36 ÷ 6 = ____

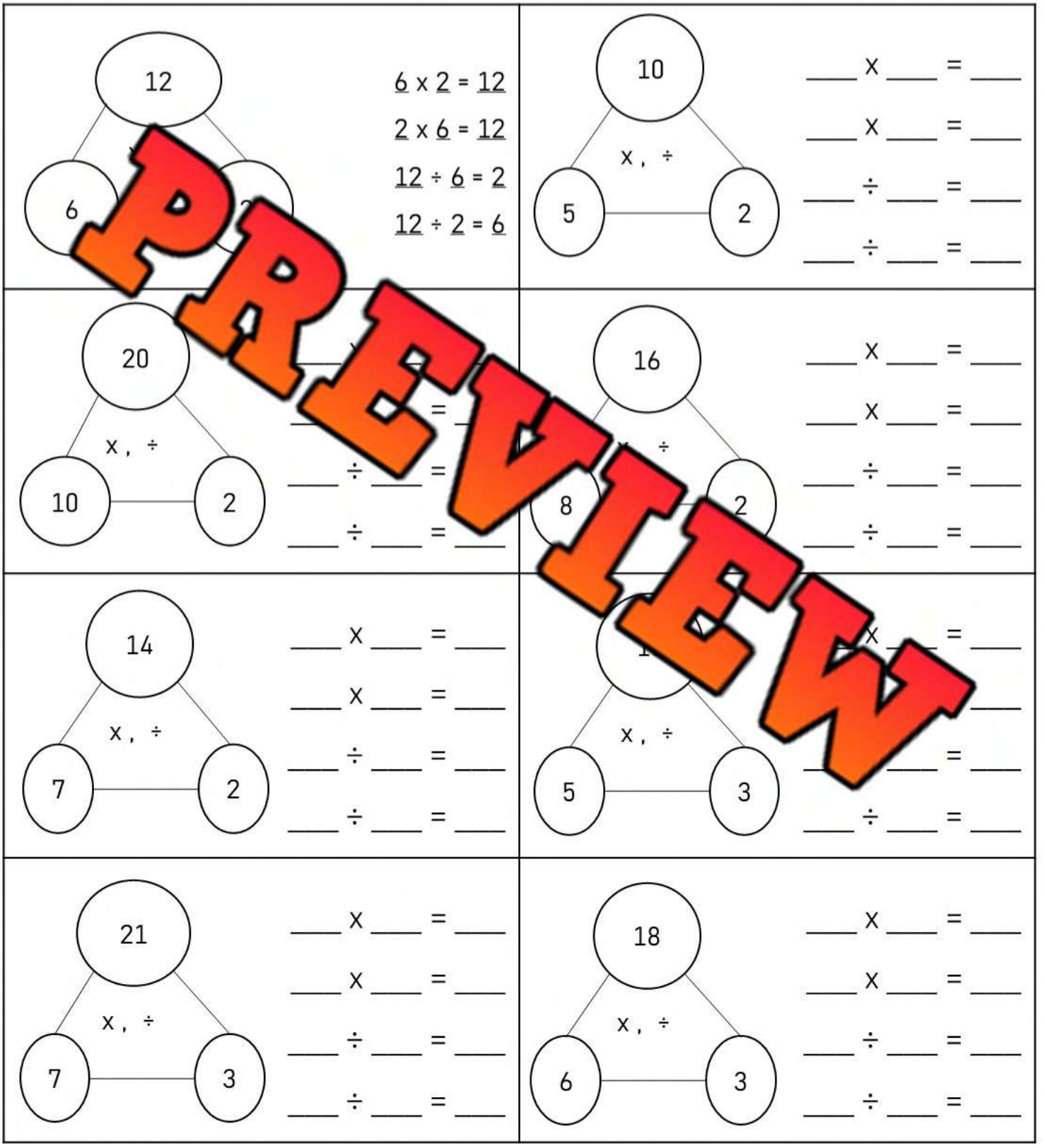


Name: _____ 167

Curriculum Connection
N.5

Multiplication and Division

Questions | Investigate the relationship between multiplication and division

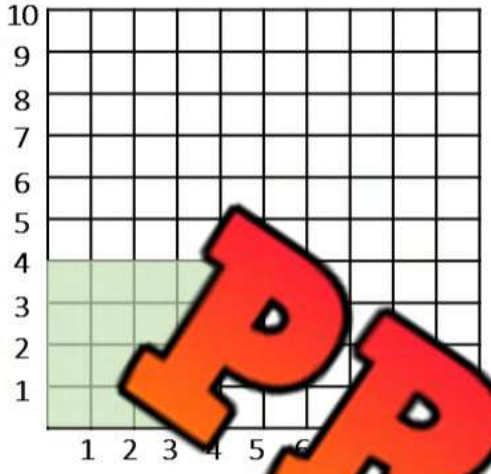


Name: _____ 171

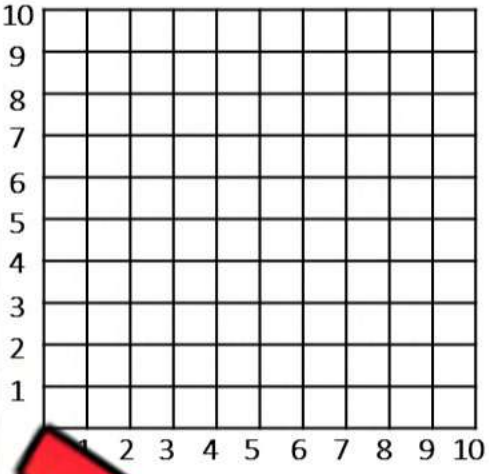
Curriculum Connection
N.8

Multiplication – Arrays

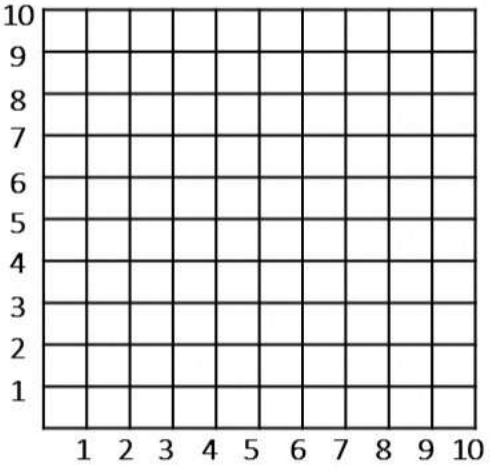
Questions Shade in the arrays using the table. Answer the questions below.



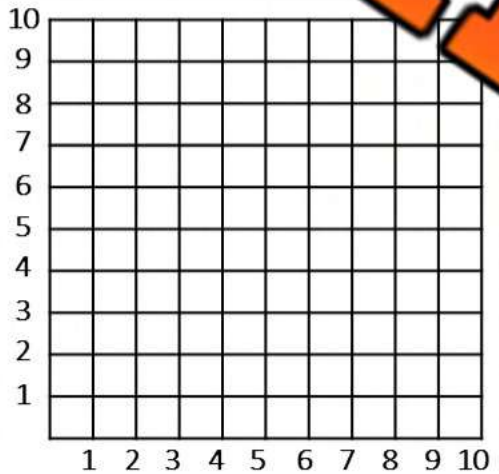
4 x 4 = _____



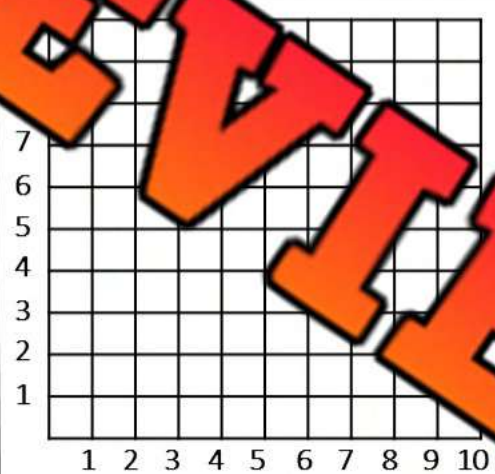
7 = _____



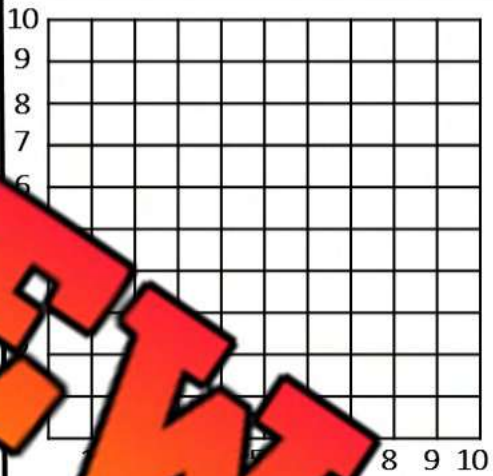
7 x 7 = _____



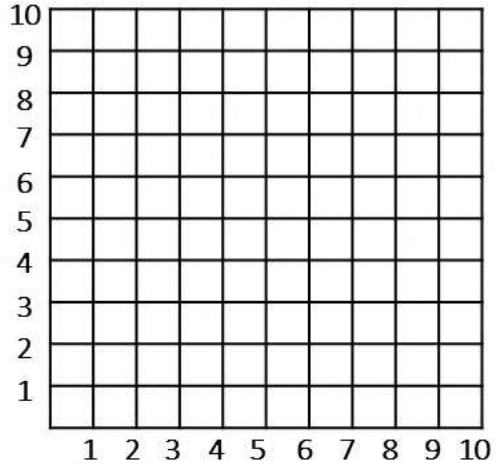
9 x 6 = _____



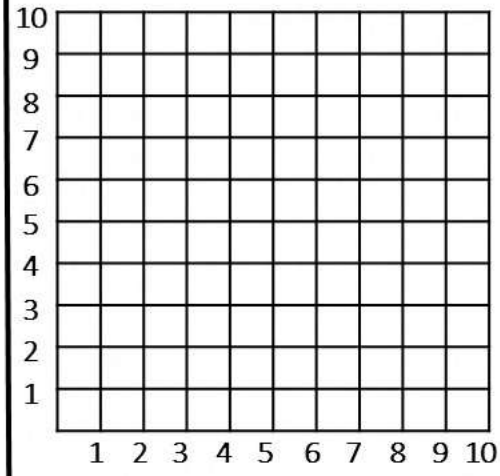
8 x 5 = _____



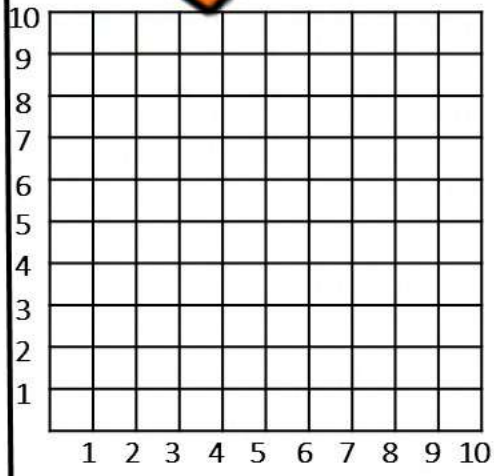
9 x _____



4 x 5 = _____



8 x 6 = _____



6 x 3 = _____

Name: _____ 175

Curriculum Connection
N.8

Mental Math - Multiplication – Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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

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

Name: _____ 177

Curriculum Connection
N.8

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

16 x 4
10 x 4 and 6 x 4
40 24
64

1	**16 x 7**
15 x 4	6
18 x 7	**15 x 9**
14 x 6	**16 x 6**

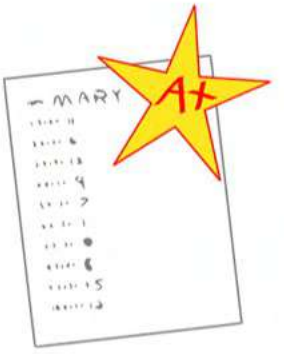
Name: _____ 179

Curriculum Connection
N.8

Mental Math - Multiplication – Doubling and Halving

Directions

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



Example

18 x 7
9 x 7 = 63
63 x 2 = 126

1	16 x 8
14 x 6	18 x 6
18 x 4	15
16 x 6	16 x 10
19 x 4	17 x 4

Name: _____ 185

Curriculum Connection
N.8

Multiplication Drills – 3s and 4s

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

___
36

3 x 4	4 x 1	2 x 4	3 x 2	3 x 6	4 x 4
x 6		3 x 7	4 x 5	5 x 4	9 x 3
8 x 3	3 x 6	4 x 7	3 x	10 x 4	4 x 0
3 x 0	3 x 3	4 x 8	4 x 4	x	5 x 3
8 x 3	6 x 4	3 x 5	7 x 4	4 x 5	0 x 4
10 x 3	9 x 3	3 x 3	4 x 2	2 x 3	10 x 4

Name: _____ 193

Curriculum Connection
N.5

Multiplication – 2 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)		
	2	3
x		

2)		
	5	2
x		5

3)		
	4	5
x		3

4)		
	6	4
x		4

5)		
	7	5
x		7

6)		
	7	8
x		3

8)		
	6	3
		4

9)		
	3	3
x		4

10)		
	8	4
x		6

11)		
	6	7
x		5

12)		
	8	3
x		2

Name: _____ 194

Curriculum Connection
N.5

Multiplication – 2 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1) 53 x 2	2) 35 x 4	3) 45 x 3	4) 39 x 5	5) 64 x 0
6) [illegible] x 4	[illegible] x 4	8) 88 x 4	9) 58 x 3	10) 275 x 1
11) 76 x 5	12) 62 x 1	13) [illegible]	[illegible]	15) 87 x 3
16) 32 x 2	17) 56 x 0	18) 52 x 1	19) 37 x 4	44 x 1
21) 45 x 4	22) 54 x 3	23) 77 x 4	24) 86 x 5	25) 95 x 0

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)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

Name: _____ 197

Curriculum Connection
N.5

Multiplication – 3 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1) 533 x 2	2) 535 x 6	3) 462 x 3	4) 749 x 4	5) 621 x 0
6) 32[illegible] x 7	[illegible] x 6	8) 138 x 2	9) 534 x 3	10) 177 x 1
11) 726 x 5	12) 642 x 1	13) [illegible]56 x [illegible]	[illegible]35	15) 817 x 5
16) 132 x 7	17) 526 x 0	18) 152 x 9	19) 137 x 4	244 x 1
21) 435 x 2	22) 554 x 3	23) 277 x 4	24) 986 x 5	25) 795 x 0

Name: _____ 198

Curriculum Connection
N.5

Multiplication – Word Problems

Questions	Solve the problems below

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

2) Carter wor[illegible]a[illegible]ery. H[illegible]is to fill bags with bagels. He put 6 bagels into 264 bags today. [illegible]any b[illegible]e put in bags today?

3) Nora drove for 9 hours today at 118km per h[illegible]. H[illegible]y k[illegible]tres did she drive?

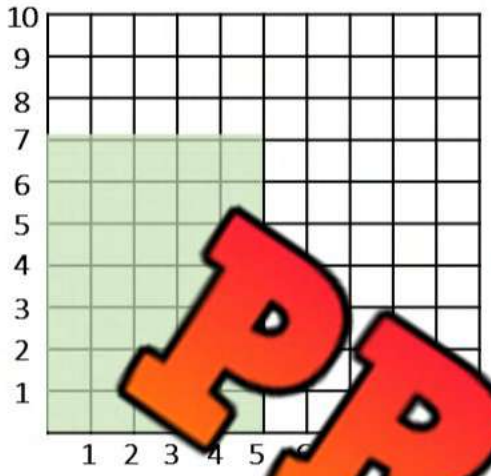
4) Jacob blinks 932 times per hour. How many times did he blink in the last 5 hours?

Name: _____ 200

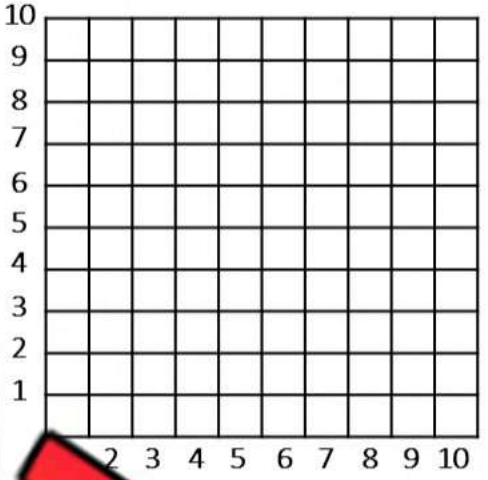
Curriculum Connection
N.8

Division – Arrays

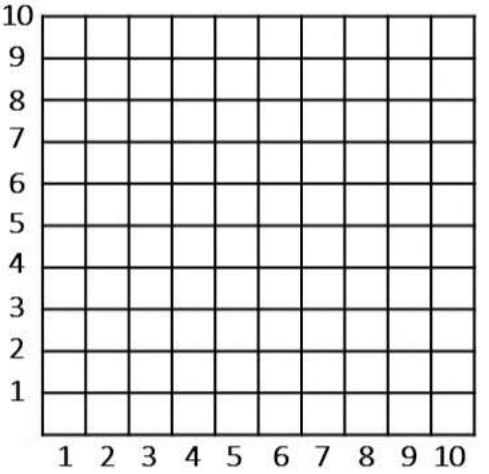
Questions Shade in the arrays using the table. Answer the questions below



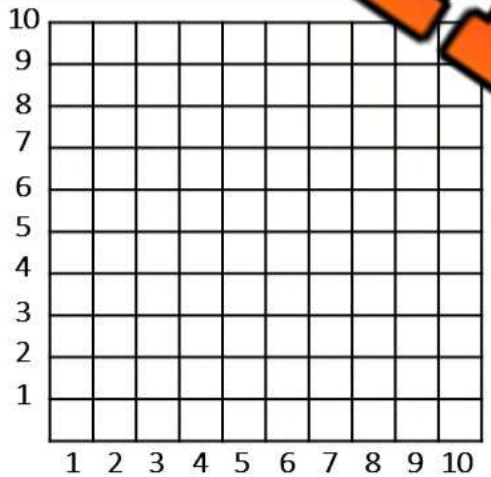
35 ÷ 7 = _____



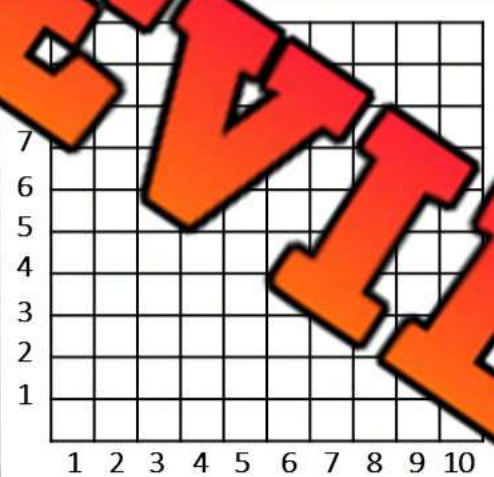
7 = _____



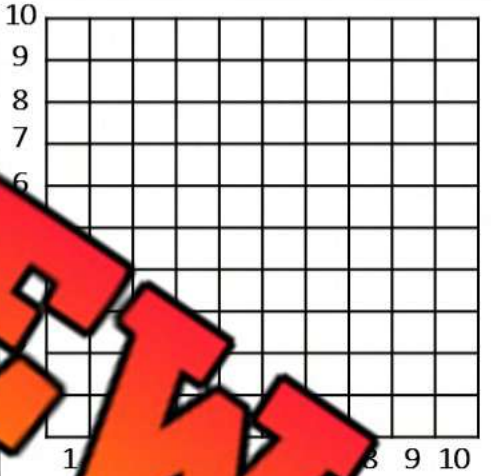
18 ÷ 6 = _____



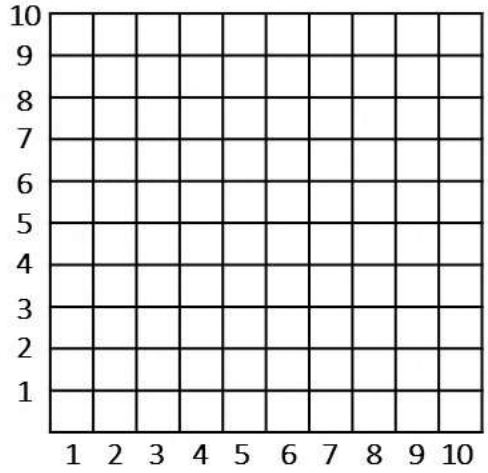
45 ÷ 5 = _____



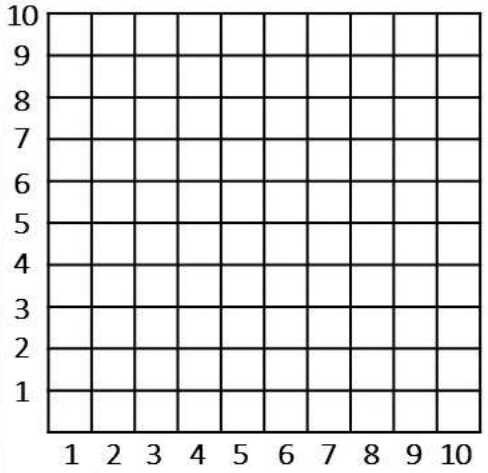
80 ÷ 10 = _____



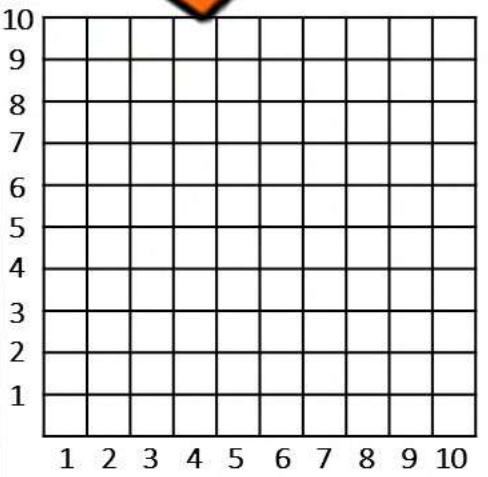
24 ÷ _____



15 ÷ 3 = _____



32 ÷ 4 = _____



50 ÷ 5 = _____

Name: _____ 202

Curriculum Connection
N.8

Multiplication and Division – 2s, 5s, 10s

Questions Investigate the relationship between multiplication and division.

x 2	÷ 2	x 5	÷ 5	x 10	÷ 10
2 x 1 =	2 ÷ 2 =	5 x 1 =	5 ÷ 5 =	10 x 1 =	10 ÷ 10 =
2 x 2 =	4 ÷ 2 =	5 x 2 =	10 ÷ 5 =	10 x 2 =	20 ÷ 10 =
2 x 3 =	6 ÷ 2 =	5 x 3 =	15 ÷ 5 =	10 x 3 =	30 ÷ 10 =
2 x 4 =	8 ÷ 2 =	5 x 4 =	20 ÷ 5 =	10 x 4 =	40 ÷ 10 =
2 x 5 =	10 ÷ 2 =	5 x 5 =	25 ÷ 5 =	10 x 5 =	50 ÷ 10 =
2 x 6 =	12 ÷ 2 =	5 x 6 =	30 ÷ 5 =	10 x 6 =	60 ÷ 10 =
2 x 7 =	14 ÷ 2 =	5 x 7 =	35 ÷ 5 =	10 x 7 =	70 ÷ 10 =
2 x 8 =	16 ÷ 2 =	5 x 8 =	40 ÷ 5 =	10 x 8 =	80 ÷ 10 =
2 x 9 =	18 ÷ 2 =	5 x 9 =	45 ÷ 5 =	10 x 9 =	90 ÷ 10 =
2 x 10 =	20 ÷ 2 =	5 x 10 =	50 ÷ 5 =	10 x 10 =	100 ÷ 10 =

Name: _____ 207

Curriculum Connection
N.8

Mental Math – Division – Skip Counting

Directions

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

91 ÷ 7 = ?

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

7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91

Answer = 13

	70 ÷ 5
64 ÷ 4	**72 ÷ 6**
95 ÷ 5	**98 ÷ 7**
96 ÷ 8	**84 ÷ 6**

Name: _____ 208

Curriculum Connection
N.8

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

f… numbers

2… 44

144 ÷ 6 = 24
60 ÷ 6 = 10
60 ÷ 6 = 10
24 ÷ 6 = 4

52 ÷ 4

138 ÷ 6

… 5

96 ÷ 4

161 ÷ 7

184 ÷ 8

162 ÷ 6

Name: _____ 212

Curriculum Connection
N.8

Division Practice – 7 and 8

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

___
36

14 ÷ 7	16 ÷ 8	21 ÷ 7	24 ÷ 8	35 ÷ 7	40 ÷ 8
[illegible] ÷ 7	[illegible]	32 ÷ 8	42 ÷ 7	7 ÷ 7	80 ÷ 8
70 ÷ 7	8 ÷ 8	7 ÷ 7	49 ÷ 7	56 ÷ 8	14 ÷ 7
32 ÷ 8	42 ÷ 7	24 ÷ 8	[illegible] ÷ 7	[illegible] ÷ 8	40 ÷ 8
28 ÷ 7	70 ÷ 7	7 ÷ 7	80 ÷ 8	72 ÷ 8	70 ÷ 7
63 ÷ 7	56 ÷ 7	49 ÷ 7	32 ÷ 8	14 ÷ 7	80 ÷ 8

Name: _____ 218

Curriculum Connection
N.5

Division – 2 by 1 – No Remainders

Questions Find out how many times you can divide the bigger number by the smaller number

1) 6) 24	2) 3) 18	3) 2) 20	4) 5) 40
5) 4) 28	6) 8) [illegible]	7) 7) 63	8) 6) 60
9) 9) 81	10) 5) 60	11) [illegible] 36	12) 2) 24
13) 7) 84	14) 1) 15	15) 4) 52	[illegible] 6) 84
17) 9) 99	18) 5) 90	19) 3) 57	20) 2) 60

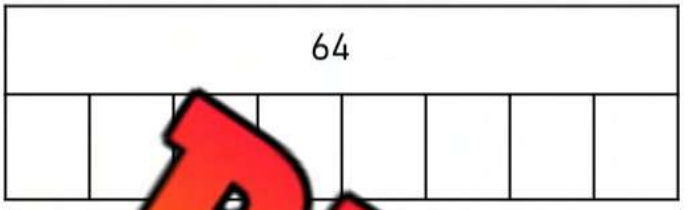
Name: _____ 221

Curriculum Connection
N.5

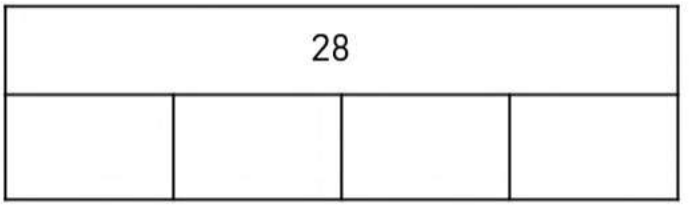
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8

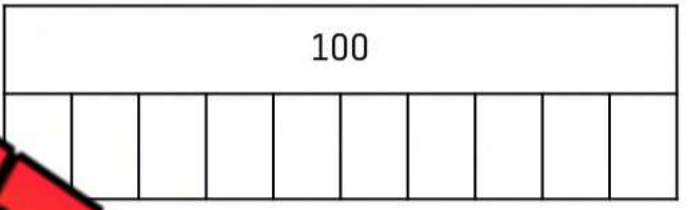


2) 28 ÷ 4

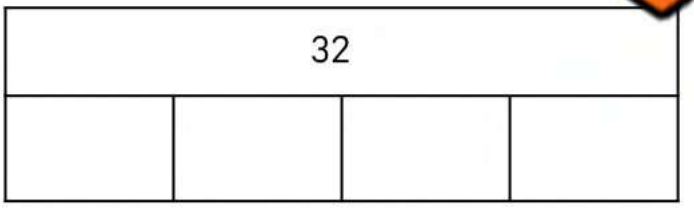


3) 48

4) 100 ÷ 10

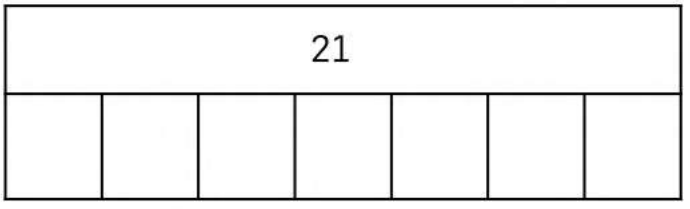


5) 32 ÷ 4

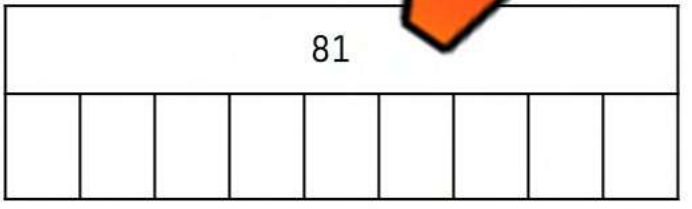


6) 35 ÷ 5

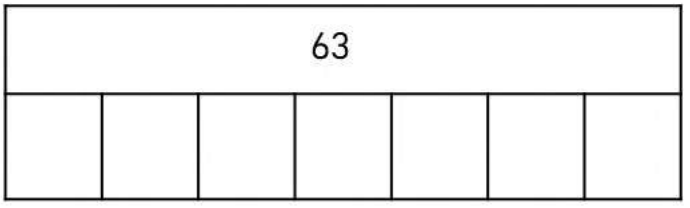
7) 21 ÷ 7



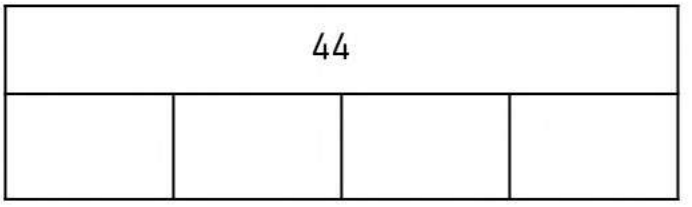
8) 81



9) 63 ÷ 7



10) 44 ÷ 4



Name: _____ 225

Curriculum Connection
N.5

Division – 3 by 1 – With Remainders

Questions Solve the division problems below. Use r = to represent the remainders

1) 20 r2 6) 122	2) 3) 94	3) 2) 43	4) 5) 84
5) 4) 146	6) [illegible]	7) [illegible]) 107	8) 6) 118
9) 9) 112	10) 5) 142	11) 3) 115	12) [illegible]
13) 7) 156	14) 4) 134	15) 8) 107	16) 6) 122

Name: _____ 233

Curriculum Connection
N.5

Multiplication and Division Challenge

Learning Goal: We are learning that division and multiplication are both useful for describing repeated groups of equal size.

- Multiplication is used when we do not know the total, but we know the number of groups and the size of each group instead.
- Division is used when we do know the total, but we do not know the number of groups or the size of groups. We need to know the total and one of those options.

Challen

Write the multiplication or division equations below

1) Mat s 3 pie on t a day. How many pieces of fruit does he eat in a week?

_____ x _____ = _____

2) Lindsay collects 2 n he be uring her holiday. She collects the same amount of shells each da ys. shells did she collect each day?

_____ ÷ _____ = _____

3) Steve scored 10 points in each of the games bask tournament. He played 5 games in the tournament. How ma t poi core?

_____ x _____ = _____

4) Michelle ran 100km over the course of several days to epa ing marathon. She ran 10km each day she trained. How many days

_____ ÷ _____ = _____

5) Tim reads for 10 minutes a night for 7 nights. How many total minutes did he read?

_____ ◯ _____ = _____

x or ÷

6) Megan slept 40 hours the last 5 days. How many hours did she sleep a day?

_____ ◯ _____ = _____

x or ÷

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Multiplication and Division – Total/Groups/Size of Group

Part 1 Fill in the blanks below

4 x 2 = 8 Number of Groups = 4 Size of Each Group = 2 Total = 8	5 x 9 = 45 Number of Groups = _____ Size of Each Group = _____ Total = _____
x 15 ber of _____ Size of _____ Total _____	7 x 6 = 42 Number of Groups = _____ Size of Each Group = _____ Total = _____
10 x 9 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____	4 x 5 = ? ber of Groups = _____ h Group = _____ _____

Part 2 Answer the questions below

1) John saved 5 dollars a day for 7 days. How much money did ?

Number of Groups = _____ Size of Each Group = _____ Tota _____

2) Ryan buys a $2 drink each day she is on vacation. She spends $14 on drinks during her vacation. How many days was she on vacation?

Number of Groups = _____ Size of Each Group = _____ Total = _____

3) Jenna bought 18 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?

Number of Groups = _____ Size of Each Group = _____ Total = _____

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Multiplication and Division – Total/Groups/Size of Group

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

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

Part 2 Determine the missing gr ize/n e groups/total

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

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Unit Quiz – Adding, Subtracting, Multiplying & Dividing

Part 1 Adding

	Thou.	Hun.	Tens	Ones
	5		3	5
+			3	

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

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

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

				Tenths
	1	3	6	
+	4	4	3	

	Tens	Ones	.	Tenths
	7	2	.	8
+		6	.	4

Part 2 Subtracting

	Thou.	Hun.	Tens	Ones
	6	5	5	2
-	1	3	4	2

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

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

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

	Hun.	Tens	Ones	.	Tenths
	3	5	4	.	4
-	1	8	1	.	0
				.	

	Hun.	Tens	Ones	.	Tenths
	4	2	5	.	3
-	1	5	3	.	6
				.	

Part ... ...ion and Division

16 x 8

108 ÷ 6

161 ÷ 7

	7	5
x		7

	7	8
x		3

	6	7	3
x			5

	8	4	2
x			2

$6\overline{)24}$ $2\overline{)120}$ $3\overline{)162}$ $5\overline{)118}$

Part 4 Answer the word problems below

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

2) Ev[illegible] ye[illegible] days), Joey ate 7 pieces of fruit. How many pieces of fruit did Joe[illegible] last [illegible]

3) Lindsay had $7493 to spend on a new boat. She ended [illegible]ng a boat for $6357. How much money does she have left?

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