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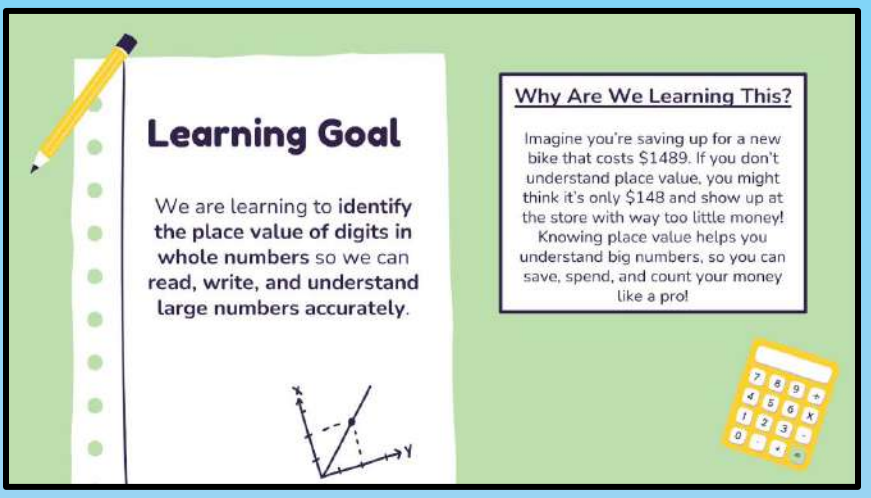
Google Slides Lessons Preview

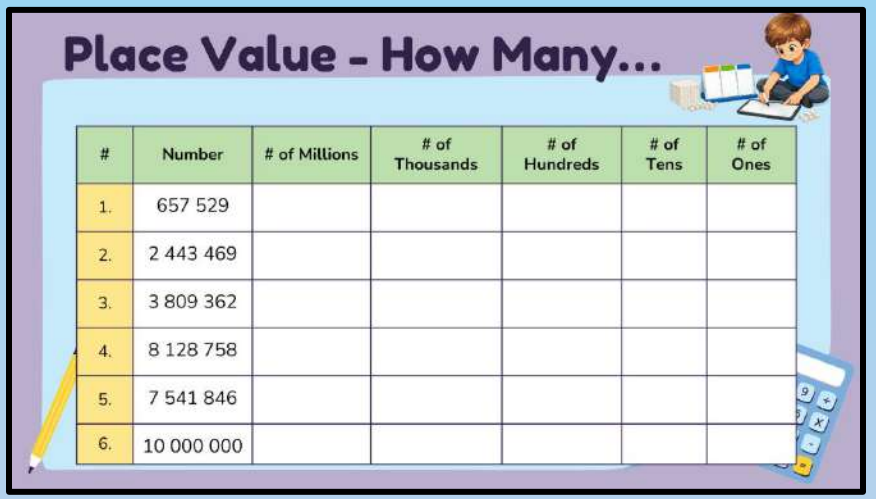
BC Math Curriculum Number Unit – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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



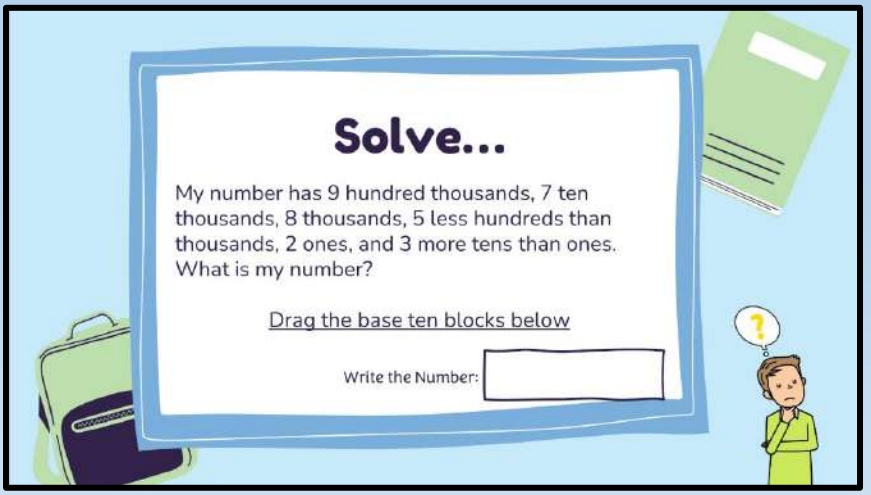


Part 2 – Action!

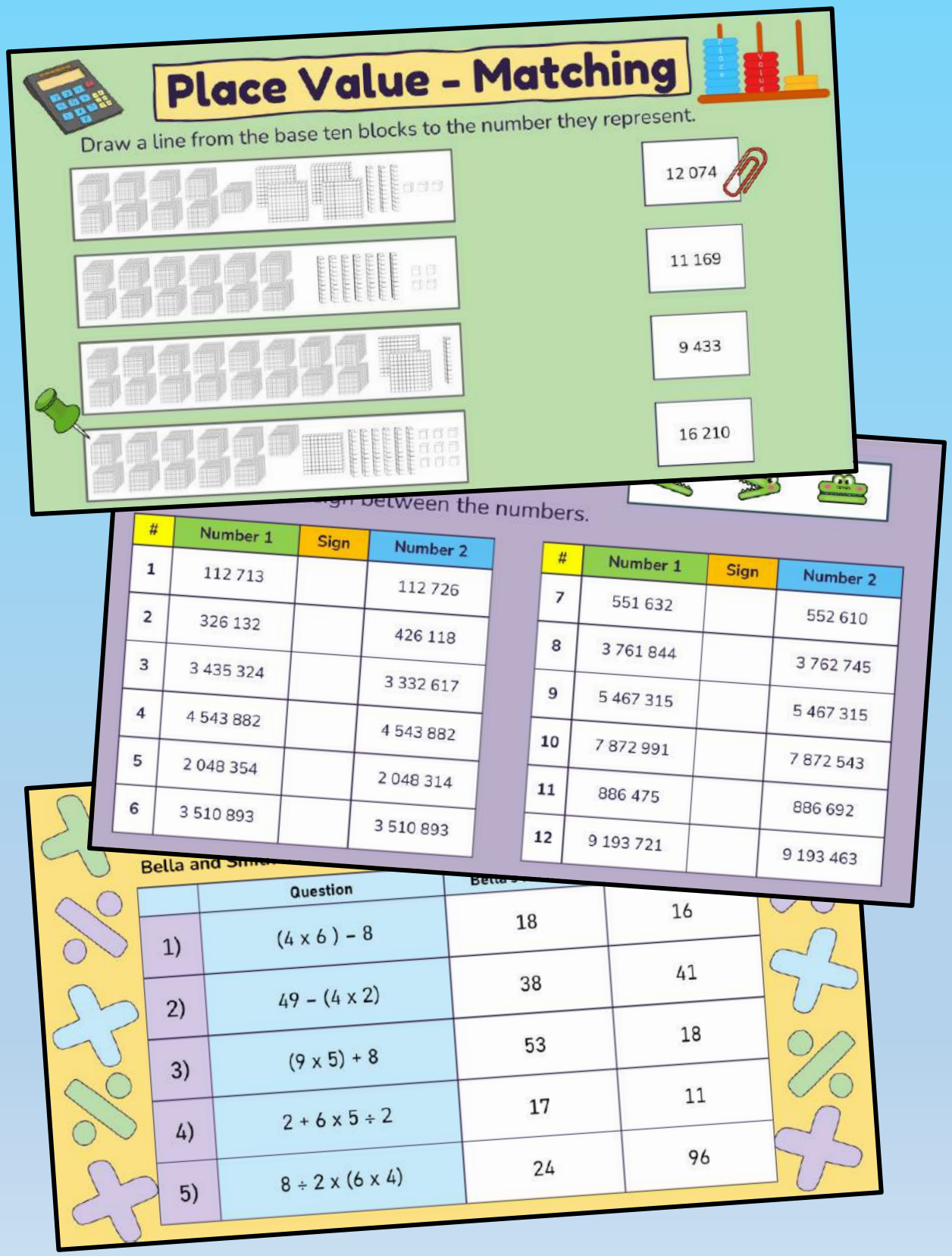
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

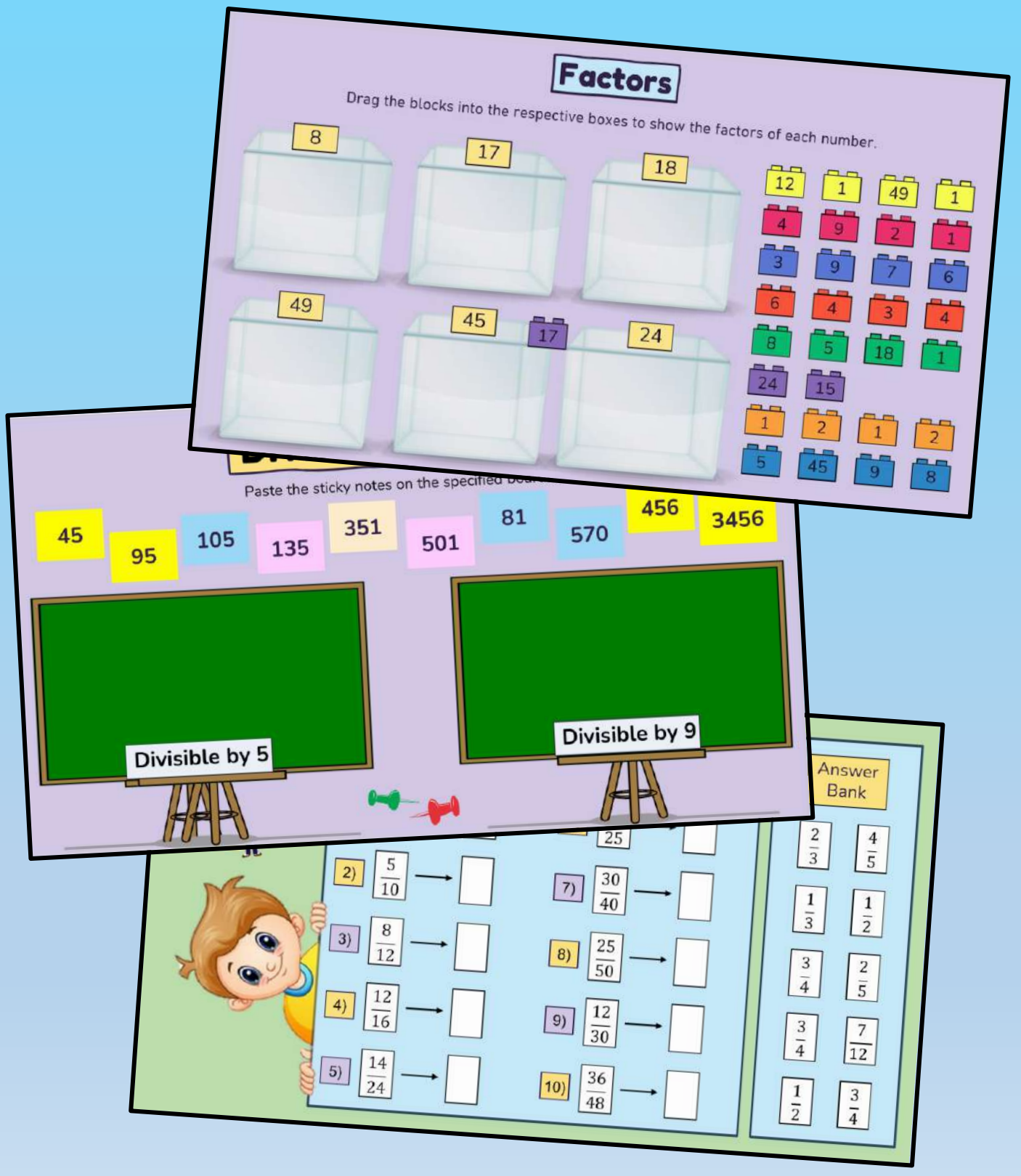
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Math Curriculum
Number Unit – Grade 6



BC Math Curriculum
Number Unit – Grade 6



Workbook Preview

Grade 6

Number Elaborations

	Curriculum Elaborations	Pages
N.1	small to large numbers (thousandths to billions)	5 – 58
N.2	multiplication and division facts to 100 (developing computational fluency)	61 – 105
N.3		3
N.4		9
N.5	improper fractions and mixed numbers	140 – 154
N.6	introduction to ratios	155 – 169
N.7	whole-number percents and percentage discounts	174 - 197
N.8	multiplication and division of decimals	198 - 250

Name: _____ 6

Curriculum Connection
N.1

Place Value – How Many ...

Number	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
3 322 457	3	322	4	5	7

Part 1

Fill in the table below

	Nu	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
1	2					
2	8 20					
3	7 584 251					
4	1 945 328					
5	3 854 198					
6	2 050 187					
7	8 756 054					
8	7 681 362					
9	4 685 114					
10	6 820 047					

Part 2

Fill in the blanks with the missing number

1) 4 624 323 = 4 000 000 + 600 000 + 20 000 + _____ + 300 + 20 + 3
2) 3 641 781 = _____ + 600 000 + _____ + 1 000 + 700 + 80 + 1
3) 2 379 458 = _____ + 300 000 + _____ + 9 000 + 400 + 50 + 8
4) 6 217 523 = 6 000 000 + 200 000 + 10 000 + _____ + 500 + _____ + 3
5) 8 602 489 = _____ + 600 000 + 0 + 2 000 + _____ + 80 + 9

Name: _____ 8

Curriculum Connection
N.1

Expanded Form

2 328 372 ← Standard Form

2 000 000 + 300000 + 20000 + 8000 + 300 + 70 + 2 ← Expanded Form

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

1) 7 000 [illegible] 000 + 30 000 + 1 000 + 400 + 80 + 2	
2) 2 [illegible] 30 + 70[illegible] [illegible] 000 + 6 000 + 300 + 70 + 6	
3) 8 000 000 + [illegible] 50 0[illegible] 00 + 400 + 80 + 9	
4) 4 000 000 + 300 00[illegible] + [illegible] 1 0[illegible] 0 + 70 + 5	
5) 6 000 000 + 400 000 + 10 0[illegible] 3 0[illegible] [illegible] 1	

Part 2 What is the expanded form of the n[illegible]bers b[illegible]

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

Curriculum Connection
N.1

Exit Cards

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

Name: ____________________

a) What is the standard form of the number [illegible]w?

3 000 00[illegible]000 + 60 000 + 1 000 + 20[illegible]

b) What is the [illegible]ed fo[illegible] number below?

7 591 30[illegible]

Name: ____________________

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

3 000 000 + 700 000 + 60 000 + 1 000 + 200 + 40 + 1

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

7 591 309

Name: ____________________

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

3 000 000 + 700 000 + 60 000 + 1 000 + 200 + 40 + 1

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

7 591 309

Name[illegible]

a) What is [illegible]stan[illegible] number below?

3 000 000 + 700 000 + [illegible] + 1 000 + 200 + 40 + 1

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

7 591 309

Name: _____ 10

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
						1000000 - Million

Part 1 Write the standard form of the written words below

1) One [illegible]undred thirty-two [illegible]d fifty-eight	2) Five million, seven hundred sixty-three thousand, three hundred twelve
3) Two millio[illegible]red se[illegible]two thousand, ni[illegible]ndre[illegible]ve	4) Nine million, eight hundred thirty-two thousand, one hundred thirty-nine
5) Seven million, five hund[illegible]ight thousand, one hundred ninety-nin[illegible]	[illegible] million, three hundred twelve th[illegible]d, one hundred sixty-two

Part 2 Write the written form of the nu[illegible]r

1) 1 345 142
2) 4 527 351
3) 6 512 257
4) 2 464 495
5) 7 450 246

Standard Form

Words

nded Form

Place Valu ha

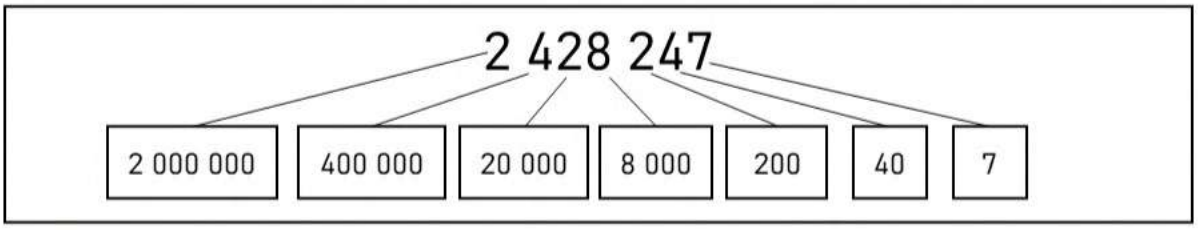
Millions	H. Thousands	T. Thousands	Thousand	red	ns	Ones

Pictures

Name: _____ 13

Curriculum Connection
N.1

Decomposing Numbers



Questions Decompose the numbers below

1) 2 8

2) 3 247 521

3) 4 734 419

4) 4 138 243

5) 6 821 757

6) 95

7) 8 947 446

8) 6 325 891

9) 9 743 589

10) 3 294 215

Name: _____ 17

Curriculum Connection
N.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

3 846 853

M	H	T	Th	H	T	O

Write the value of the underlined digit

1) 3 8<u>4</u>6 853 = _____

2) 3 846 85<u>3</u> = _____

3) <u>3</u> 846 853 = _____

4) 3 84<u>6</u> 853 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____ + _____ + _____ + _____

Fill in the pattern below

3 846 853 + _____ + 3 846 855 + _____ + 3 846 858

Fill in the pattern below

3 846 853 + 3 856 853 + _____ + 3 876 853 + _____

Fill in the pattern below

3 846 853, 4 846 853, _____, _____, 7 846 853, _____

Compare using <, >, or =

3 846 853	3 846 795
3 825 455	3 846 853
3 846 853	3 837 246
3 836 457	3 846 853
3 846 853	3 846 482

3 846 853	+ 1000	
3 846 853	+ 10 000	
3 846 853	+ 1 000 000	
3 846 853	- 100 000	
3 846 853	- 1 000 000	

Name: _____ 20

Curriculum Connection
N.1

Comparing Numbers

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

Least to Greatest

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

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

Greatest to Least

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

Part 1

e numbers below from least to greatest

75, 785, 1 148 982, 1 151 658

_____, _____, _____, _____

2 694 152, 2 48 7 18 8 2 451 874

_____, _____, _____, _____

4 945 254, 3 955 452, 3 75 7

_____, _____, _____, _____

Part 2

Order the numbers below from greatest to

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

_____, _____, _____, _____

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

_____, _____, _____, _____

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

_____, _____, _____, _____

Name: _____ 21

Curriculum Connection
N.1

Place Value Chart

5 213 572 483											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
		5	2	1	3	5	7	2	4	8	3

Instruction Fill in the place value charts below

1) 3 521 785 246											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

2) [illegible]											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

3) 9 237 031 357											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

4) 2 125 284 275											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

5) 8 368 547 941											
Billions			**Millions**			**Thousands**			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

Name: _____ 27

Curriculum Connection
N.1

Task Cards: Place Value

Objective

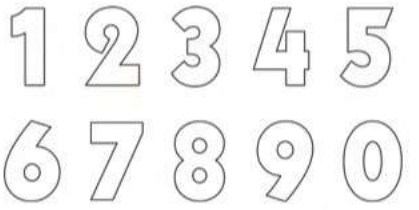
What are we learning about?

Students will practice converting numbers from different representations, including expanded form, written form, and standard form.

Materials

What you will need for the activity.

- 2/
- S te sheet for answers
- Pen



Instructions

the activity

1. Begin by explaining the of and the importance of understanding how numbers are constructe in st m.
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: _____ 29

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

Card 9:
My number has 5 billion, 6 hundred million, 7 hundred forty thousand, 3 tens, and 5 ones.

a) 5,600,704,305
5,600,740,035
600,740,305

Card 13:
My number has 4 billion, 5 hundred million, 3 hundred twenty-one thousands, 9 hundreds, 1 tens, and 8 ones.

a) 4,000,500,321,918
b) 4,500,321,918
c) 4,000,500,321,908

C
Four b on, ei d sixty-seven million, fi wen ee thousand, n dred

a) 4,867,5
b) 4,867,523,4
c) 4,876,523,914

Card 14:
Nine billion, four hundred seventy-six million, two hundred thirty-one thousand, eight hundred seventy-four

a) 9,476,231,874
b) 9,476,231,784
c) 9,467,231,874

Card 11:
6,209,314,875

a) 6,000,000,000 + 200,000,000 + 9,000,000 + 300,000 + 10,000 + 4,000 + 800 + 70 + 5
b) 6,000,000,000 + 200,000,000 + 9,000,000 + 300,000 + 10,000 + 4,000 + 80 + 70 + 5
c) 6,000,000,000 + 200,000,000 + 9,000,000 + 300,000 + 14,000 + 8,000 + 75 + 5

rd 15:
7,946

a) 3,0 + 400 0 + 2,000,000 + 100,0 00 0 + 40 + 6
b) 3,000,000,000 + 4 ,000 + 100,000 + 50,000 + 7, + 6
c) 3,000,000,000 + 400,00 + 2,000,000 + 100,000 + 50,000 + 7,000 + 900 + 40 + 6

Card 12:
Three billion, two hundred eighteen million, four hundred fifty-nine thousand, seven hundred sixty-eight

a) 3,218,459,768
b) 3,218,459,876
c) 3,218,495,768

Card 16:
Five billion, six hundred thirty-two million, one hundred four thousand, two hundred fifty-six

a) 5,632,014,256
b) 5,632,104,256
c) 5,623,104,256

Name: _____ 30

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

Card 17:
My number has 7 billion, 8 hundred fifty million, 2 hundred ten thousand, 4 tens, and 9 ones.

a) 7,850,210,409
7,800,210,409
,850,210,049

Card 21:
Three billion, nine hundred seventy-two million, one hundred fifty-four thousand, six hundred eighty-one in standard form

a) 3,972,154,618
b) 3,972,514,681
c) 3,972,154,681

Ca
Six , four wenty-eight million, th ifty even thousand, red s

a) 6,428,
b) 6,428,357,
c) 6,482,357,962

Card 22:
6,000,000,000 + 800,000,000 + 90,000,000 + 4,000,000 + 500,000 + 30,000 + 7,000 + 600 + 40 + 8

a) 6,849,537,648
b) 6,894,537,684
c) 6,894,537,648

Card 19:
4,706,289,154

a) 4,000,000,000 + 700,000,000 + 6,000,000 + 200,000 + 80,000 + 9,000 + 100 + 50 + 4
b) 4,000,000,000 + 700,000,000 + 6,000,000 + 200,000 + 80,000 + 9,000 + 1,000 + 50 + 4
c) 4,000,000,000 + 700,000,000 + 6,000,000 + 200,000 + 80,000 + 9,000 + 10 + 50 + 4

Card 23:
893,201

a) 000 +
60,0 000,000 +
90,000 20
b) 4,000,000, + 5
60,000,000 + 7,00
90,000 + 30,000 + 200 +
c) 4,000,000,000 + 500,000 +
60,000,000 + 7,000,000 + 800,000 +
90,000 + 3,000 + 20 + 1

Card 20:
Eight billion, one hundred thirty-two million, six hundred seventy-four thousand, one hundred eighty-five

a) 8,132,674,158
b) 8,132,674,185
c) 8,132,764,185

Card 24:
My number has 4 billion, 9 hundred sixty million, 2 hundred thousand, 1 hundred, 4 tens, and 7 ones

a) 4,960,200,174
b) 4,960,200,147
c) 4,960,020,147

Name: _____ 31

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: _____ 37

Curriculum Connection
N.1

Place Value Quiz

Part 1 Fill in the place value charts below

1) 1 363 635

M	H Th	T Th	Th	H	T	O

2) 3 352 399

M	H Th	T Th	Th	H	T	O

Part 2 [illegible] lue is the underlined number?

1) 2 1<u>3</u>2 516	2 [illegible] 2 66<u>8</u>	3) <u>4</u> 342 658
4) 3 <u>5</u>14 248	[illegible]	6) 4 762 1<u>3</u>4

Part 3 Fill in the table below

	Number	# of Millions	# of Thousands	# of Hu[illegible]	[illegible]	[illegible]f Ones
1	3 194 325					
2	6 418 474					
3	9 873 126					

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

1) 4 000 000 + 300 000 + 20 000 + 7 000 + 100 + 40 + 7	
2) 8 000 000 + 900 000 + 80 000 + 4 000 + 500 + 30 + 8	

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

1) 3 372 285

2) 7 512 383

3) 8 784 178

Part 6 standard form of the written words below

1) Four ion, th seventy-six thousand, two ty-

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

Part 7 Write the wri orm rs below

1) 2 337 284

2) 5 716 517

3) 8 347 628

Part 8 Solve the riddles

Amanda's number has:

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

Answer

Name: _____ 39

Curriculum Connection
N.1

Place Value Using Decimals

Decimal numbers are any numbers that represent a value less than one. We use a decimal point to represent that a number can be less than one. We would represent a single cookie with the number 1, but we can still represent a quarter of a cookie by writing 0.25. The 0 is the whole number, while the numbers to the right of the decimal show how large the part of the whole is.

PLACE VALUE							
9		3	1	.	6	4	2
Thou	re	ens	Ones	Decimal	Tenths	Hundredths	Thousandths

Part 1

the place value for the underlined number?

1) 7 72**8**.122		3) 4 35**2**.427	4) 1 713.68**8**
5) 6 412.**4**33	6) 2 45**4**.72	7) 3**2**6	8) 4 **3**57.926
9) 2 364.52**1**	10) 7 247.71**1**	2 52	2) 2 4**7**9.542

Part 2

Fill in the place value table for the numbers below

1) 5 731.538

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 272.319

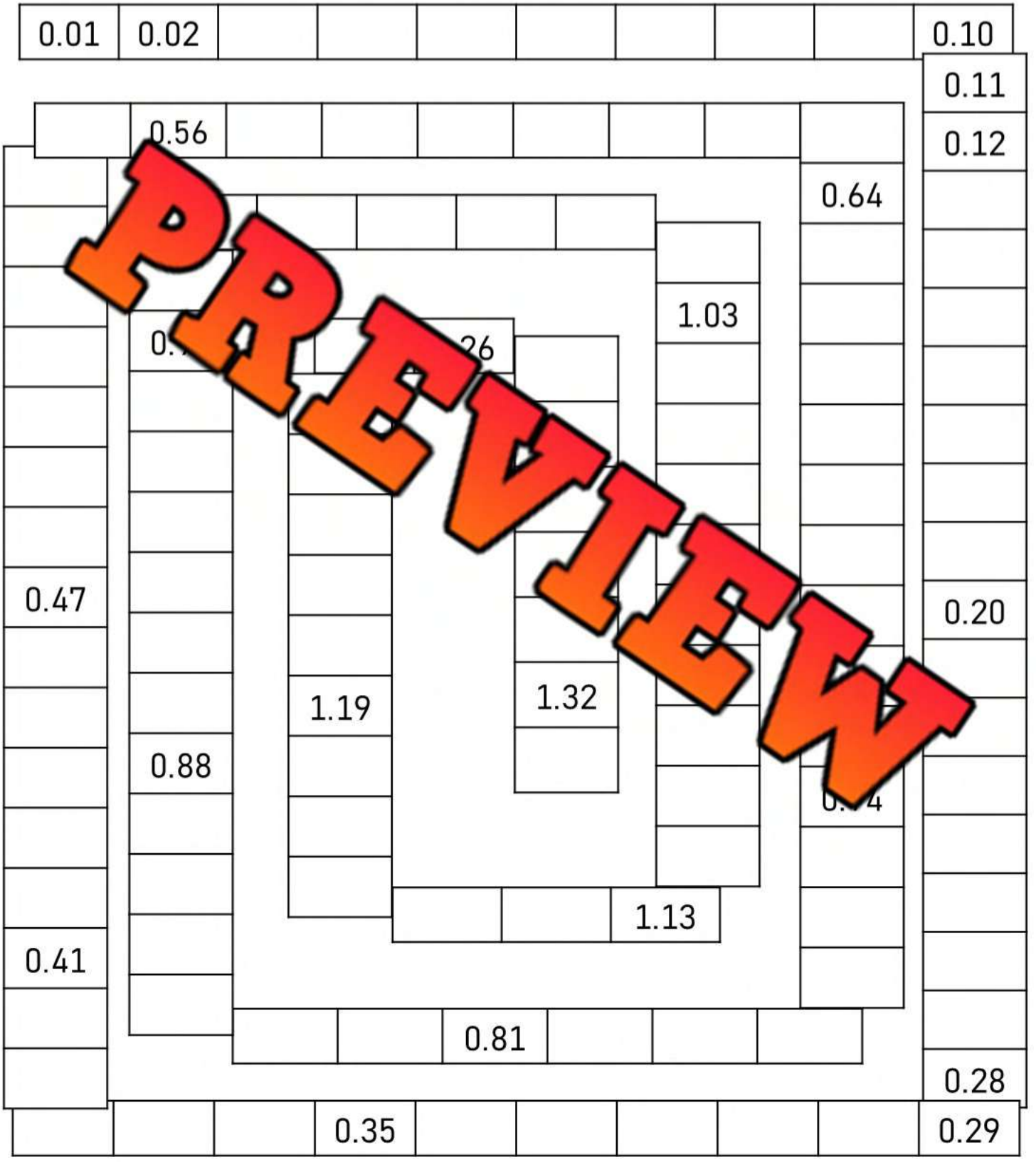
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Name: _____ 41

Curriculum Connection
N.1

Counting by Hundredths – Decimals Pattern

Instruction Continue counting by hundredths by filling in the missing boxes.



Name: _____ 45

Curriculum Connection
N.1

Rounding Decimal Numbers - Nearest Tenth

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Part 1 Round the decimal number to the nearest tenth. Circle the answer.

0.10 0.11 0.12 0.13 0.14 0.15 0.16 **0.17** 0.18 0.19 0.20

0.10 **0.11** 0.12 0.13 0.14 0.15 0.16 0.17 0.18 0.19 0.20

0.10 0.11 0.12 0.13 0.14 0.15 0.16 0.17 **0.18** 0.19 0.20

0.10 0.11 0.12 0.13 0.14 0.15 0.16 0.17 0.18 **0.19** 0.20

0.10 0.12 0.14 0.16 0.18 **0.20** 0.22 0.24 0.26 0.28 0.30

0.10 0.12 **0.14** 0.16 0.18 0.20 0.22 0.24 0.26 0.28 0.30

0.10 0.12 0.14 0.16 0.18 0.20 0.22 0.24 **0.26** 0.28 0.30

0.10 0.12 0.14 **0.16** 0.18 0.20 0.22 0.24 0.26 0.28 0.30

Part 2 Answer the word problems below

1) Jordan threw a javelin 27.93m. Round his throw to the nearest tenth.

2) A candy bar weighs 84.54 grams. Round how heavy the bar is to the nearest tenth.

Name: _____ 46

Curriculum Connection
N.1

Rounding Decimal Numbers to the Nearest Tenth

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest tenth
0.73 → 0.7
24.45 → 24.5

Part 1 ... decimal number to the nearest tenth

1) 0.41 → _____	... → _____	3) 0.32 → _____
4) 0.68 → _____	6) 0...	6) 0.94 → _____
7) 0.86 → _____	8) 0.63 → _____	) 0.76 → _____

Part 2 Round the following decimal numbers ... nearest ...

1) 3.61 → _____	2) 4.18 → _____	3) 8.3... → _____
4) 5.24 → _____	5) 3.42 → _____	6) 11.59 → _____
7) 14.37 → _____	8) 12.73 → _____	9) 15.95 → _____
10) 22.43 → _____	11) 41.58 → _____	12) 36.39 → _____
13) 48.41 → _____	14) 51.84 → _____	15) 82.27 → _____

Name: _____ 48

Curriculum Connection
N.1

Rounding Decimal Numbers - Nearest Hundredths

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest hundredth
0.753 → 0.75
22.745 → 22.75

Part 1 Round the decimal number to the nearest hundredth

1) 0.615 → _____	2) 0.[illegible] → _____	3) 0.238 → _____
4) 0.393 → _____	5) 0.[illegible]	6) 0.296 → _____
7) 0.248 → _____	8) 0.939 → _____	9) 0.997 → _____

Part 2 Round the following decimal numbers to the nearest hundredth

1) 3.604 → _____	2) 4.538 → _____	3) 2.71[illegible] → _____
4) 7.407 → _____	5) 6.148 → _____	6) 9.626 → _____
7) 11.284 → _____	8) 16.932 → _____	9) 21.263 → _____
10) 27.968 → _____	11) 33.820→ _____	12) 47.427 → _____
13) 58.749 → _____	14) 64.289 → _____	15) 89.599 → _____

Name: _____ 55

Curriculum Connection
N.1

Comparing Decimals – Different Place Values

Part 1 Compare the following numbers:

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

Part 2 Answer the word problems below:

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

2) Willow and Stella measure the length of their pencils. Willow's pencil is 12.531cm long and Stella's pencil is 12.54cm long. Whose pencil is longer?

3) It took Jayden 14.386 seconds to run 100m. Luke ran the 100m race in 14.39 seconds. Who ran it faster?

Curriculum Connection
N.1

Exit Cards

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

Name: ______________________

Compare the following numbers

1)	[illegible]	☐	0.212
2)	0.452	[illegible]	0.421
3)	0.6[illegible]	☐	[illegible]
4)	0.451	☐	[illegible]
5)	0.871	☐	0.901

Name: ______________________

Compare the following numbers

1)	0.25	☐	0.212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: ______________________

Compare the following numbers

1)	0.25	☐	0.212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: ______________________

Compare th[illegible] follo[illegible]

1)	0.25	[illegible]	[illegible].212
2)	0.452	☐	0.421
3)	0.602	☐	0.61
4)	0.451	☐	0.45
5)	0.871	☐	0.901

Name: _____ 57

Curriculum Connection
N.1

Ordering Decimals

0.2721, 0.1215, 0.5487, 0.9232 Least to Greatest 0.1215, 0.2721, 0.5487, 0.9232	5.2242, 0.3263, 6.9317, 8.5229 Greatest to Least 8.5229, 6.9317, 5.2242 0.3263

Part 1

Order the numbers below from least to greatest

1) 0.553, [illegible] 0.357, 0.113

_____, _____, _____, _____

2) 0.427, 0.159, 0.428, 0.406

_____, _____, _____, _____

3) 0.641, 0.[illegible]12, 0[illegible]

_____, _____, _____, _____

4) 1.454, 2.426, 1.408, 2.616

_____, _____, _____, _____

5) 11.464, 11.483, 24.265, 24.612

_____, _____, _____, _____

6) 5[illegible]51.114, 51.128, 51.113

_____, _____, _____, _____

Part 2

Order the numbers below from grea[illegible]lea[illegible]

1) 0.625, 0.661, 0.673, 0.612

_____, _____, _____, _____

2) 0.332, 0.338, 0.3[illegible]238

_____, _____, _____, _____

3) 1.413, 1.659, 1.873, 1.942

_____, _____, _____, _____

4) 2.122, 2.181, 1.115, 1.362

_____, _____, _____, _____

5) 14.251, 14.229, 14.396, 14.238

_____, _____, _____, _____

6) 19.722, 19.662, 19.641, 19.637

_____, _____, _____, _____

Name: _____ 59

Quiz - Decimals

Part 1 Fill in the place value table for the numbers below

1) 7 235.426

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 814.678

Thousands	H	ens		Decimal	Tenths	Hundredths	Thousandths

Part 2 What is t me of the alue for the underlined number?

1) 7 728.122	2) 1 563.42	3) 427	4) 1 713.688
5) 6 412.433	6) 2 454.723	7) 8 2	4 357.926

Part 3 Round the decimal number to the nearest hundredth

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

Part 4 Order the numbers below from least to greatest

1) 0.223, 0.29, 0.45, 0.413

_____, _____, _____, _____

2) 0.427, 0.42, 0.288, 0.36

_____, _____, _____, _____

3) 0.24, 0.44, 0.47

_____, _____, _____, _____

4) 1.554, 1.41, 1.56, 1.596

_____, _____, _____, _____

Part 5 Answer the problem below

1) Reilly makes 0.425 three-pointers. [illegible] makes 0.42 three pointers he shoots. Who is the better three point shooter?

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

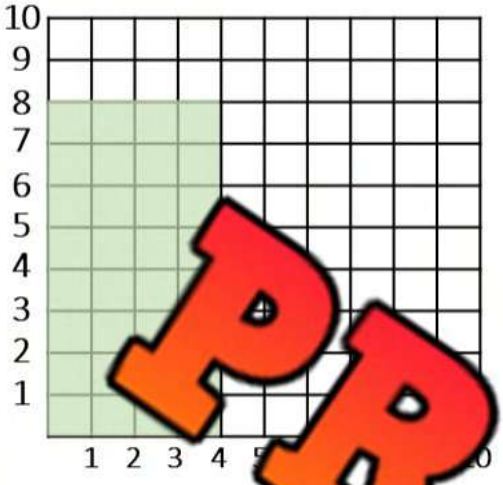
3) Megan threw the shot put 7.302 metres and Jill threw it 7.099 metres. Who threw the shot put further?

Name: _____ 61

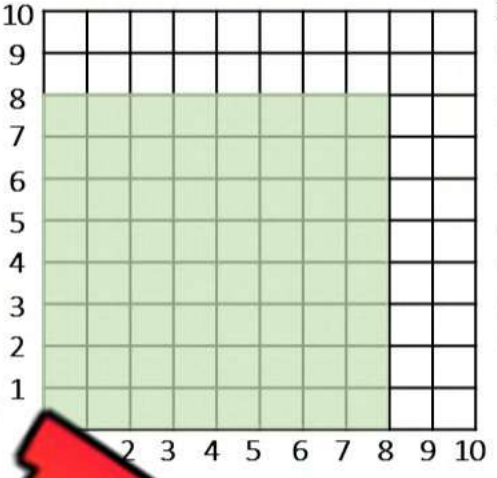
Curriculum Connection
N.2

Multiplication - Arrays

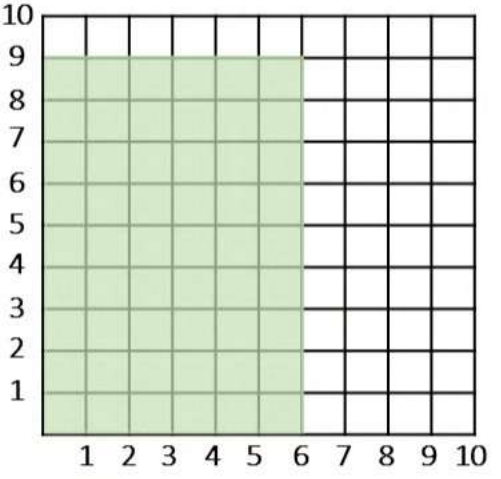
Questions How much is shaded in? Answer the questions below



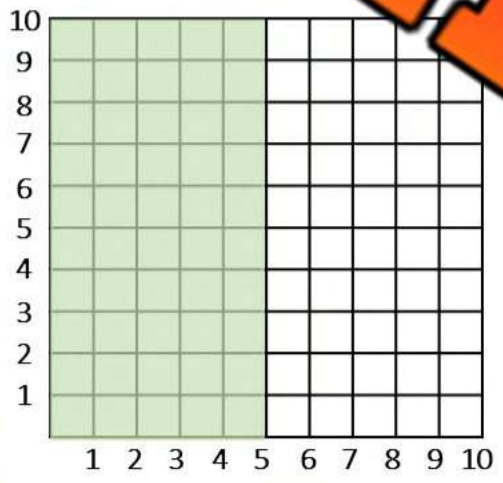
8 x 4 = _____



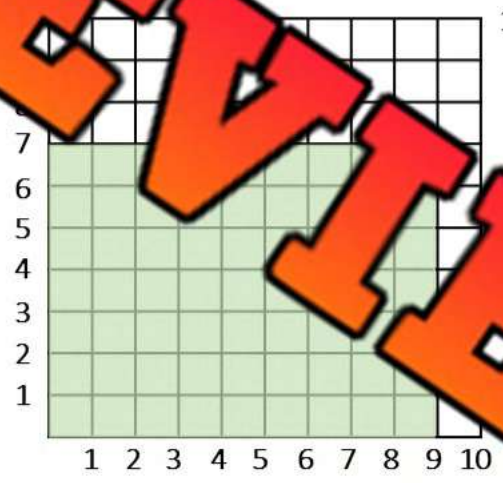
8 = _____



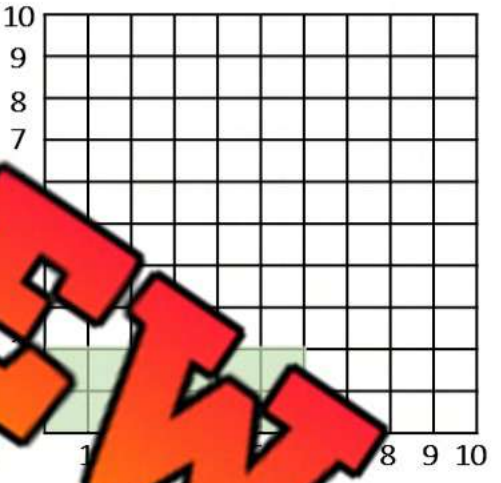
9 x 6 = _____



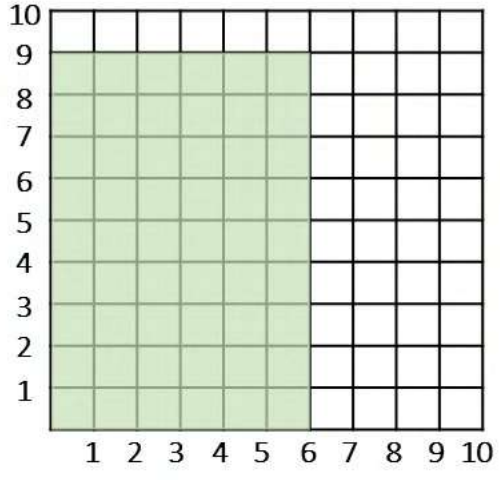
10 x 5 = _____



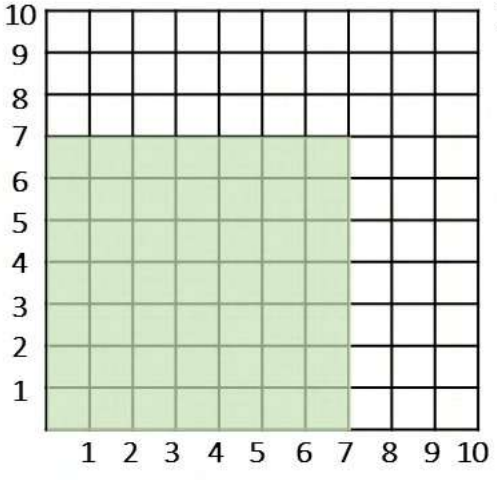
7 x 9 = _____



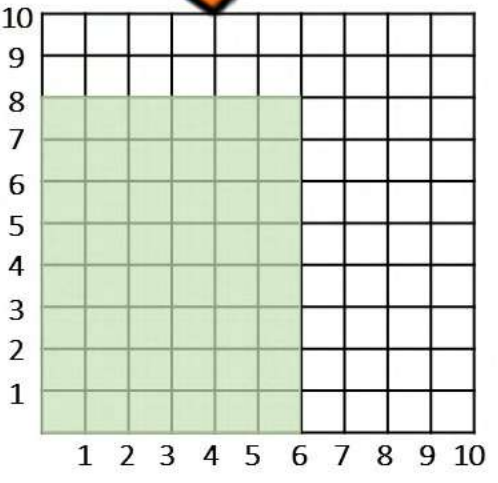
2 _____



9 x 6 = _____



7 x 7 = _____



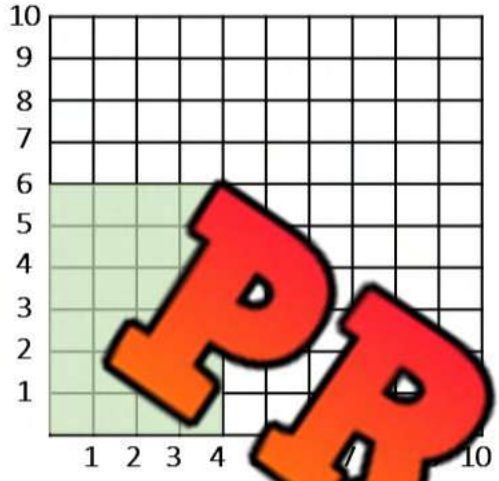
8 x 6 = _____

Name: _____ 62

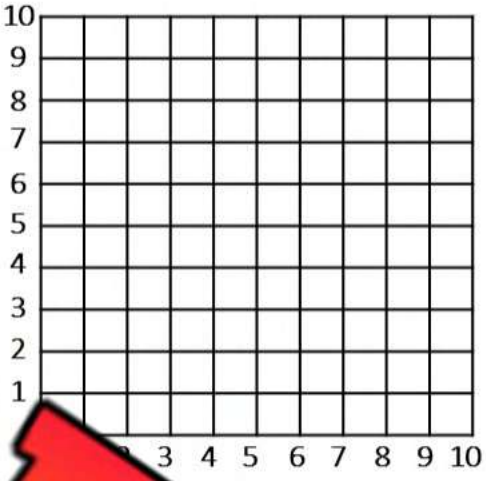
Curriculum Connection
N.2

Multiplication - Arrays

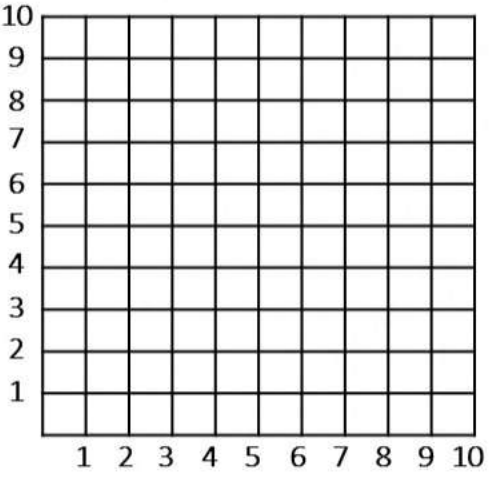
Questions | Shade in the arrays using the table. Answer the questions below



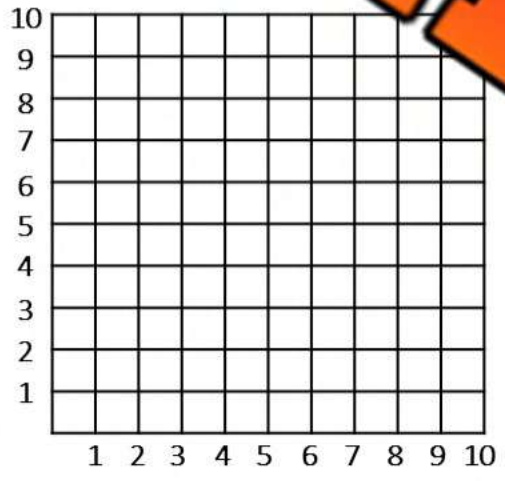
6 x 4 = _____



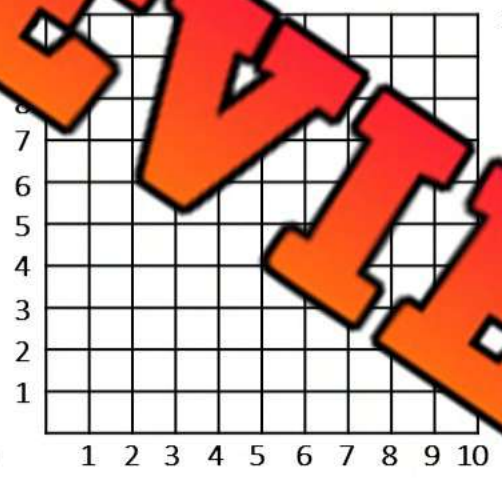
_____ = _____



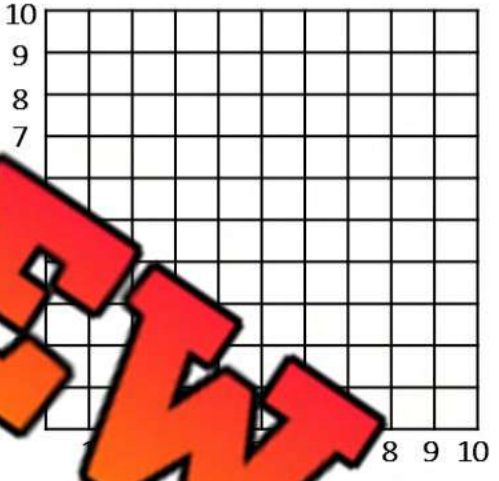
7 x 8 = _____



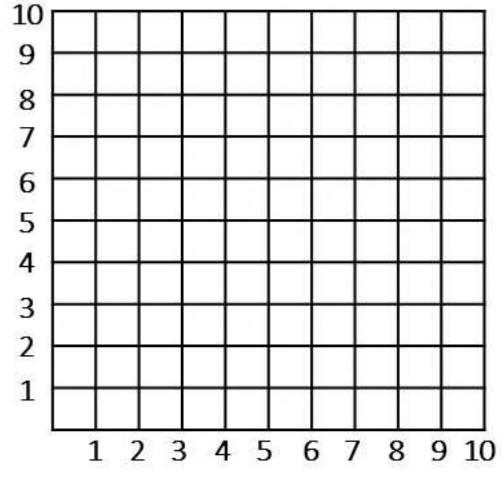
4 x 7 = _____



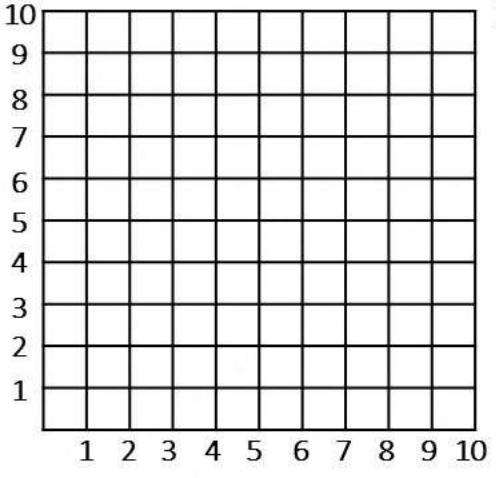
9 x 3 = _____



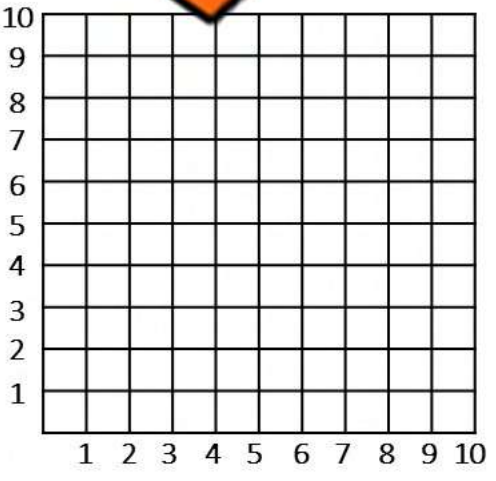
7 _____



6 x 5 = _____



6 x 6 = _____



9 x 5 = _____

Name: _____ 63

Curriculum Connection
N.2

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

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

Name: _____ 65

Curriculum Connection
N.2

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

	18 x 6
16 x 7	**3**
19 x 6	**15 x 8**
16 x 6	**17 x 9**

Name: _____ 66

Curriculum Connection
N.2

Mental Math - Multiplication – Doubling and Halving

Directions

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

Example

14 x 4

Option 1: 28 x 2 or Option 2: 7 x 8

↓ ↓

56 56

14	**16 x 6**
18 x 6	**18 x 4**
20 x 8	**16 x**
14 x 8	**18 x 5**
19 x 3	**17 x 4**

Exit Cards

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

Name: _____

Multiplication – Doubling and Halving

1) 13 x 10

2) 18 x 6

Name: _____

Multiplication – Doubling and Halving

1) 13 x 10

2) 18 x 6

Name: _____

Multiplication – Doubling and Halving

1) 13 x 10

2) 18 x 6

Name: _____

Multiplication – Doubling and Halving

1) 13 x 10

2) 18 x 6

Name: _____ 74

Curriculum Connection
N.2

Multiplication Drills – 5s and 6s

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

___
36

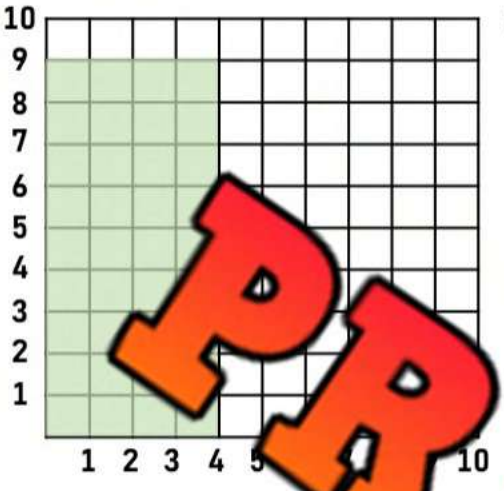
3 x 5	4 x 6	2 x 6	3 x 6	3 x 5	6 x 4
9 x 6	5 x 7	8 x 5	7 x 6	10 x 6
10 x 5	5 x 0	6 x 2	5 x	10 x 5	2 x 5
5 x 3	6 x 3	4 x 5	6 x 4	5 x	8 x 6
9 x 5	10 x 6	5 x 5	6 x 5	5 x 10	0 x 6
10 x 5	9 x 5	6 x 6	4 x 6	2 x 5	10 x 5

Name: _____ 81

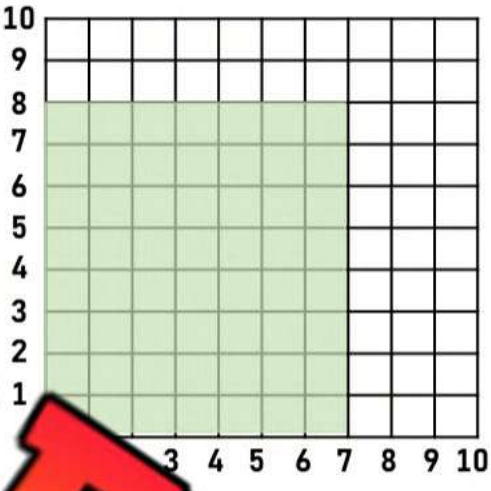
Curriculum Connection
N.2

Division - Arrays

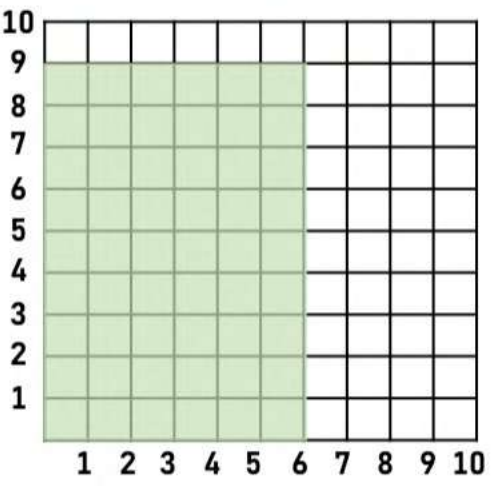
Questions	How is the shaded in area divided?



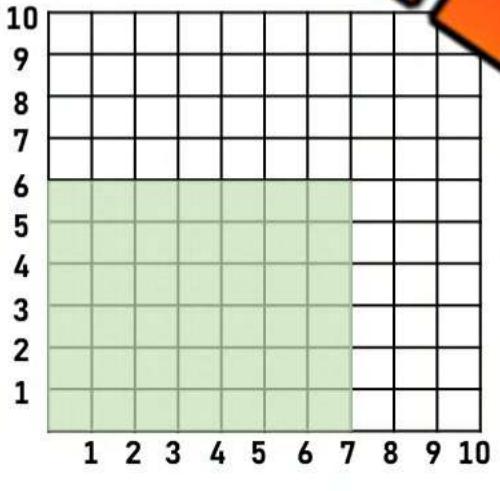
36 ÷ 4 = _____



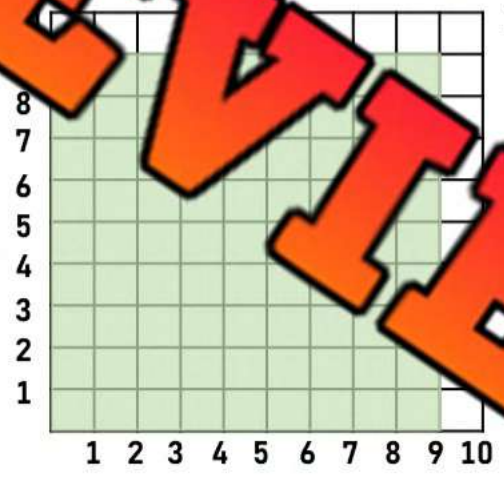
= _____



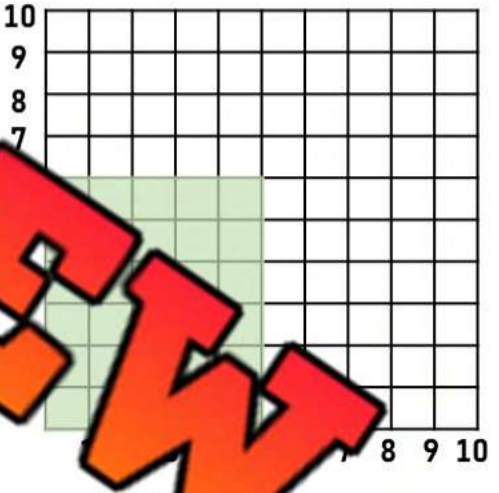
54 ÷ 6 = _____



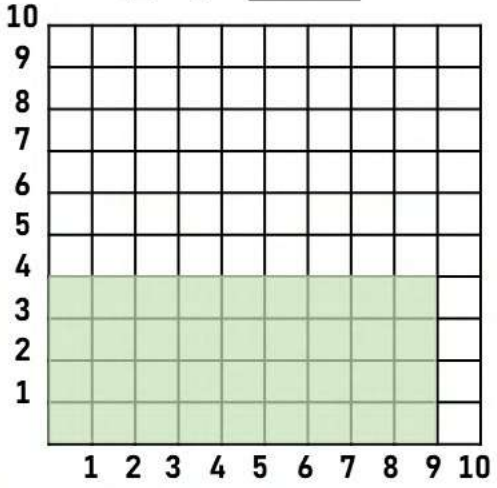
42 ÷ 7 = _____



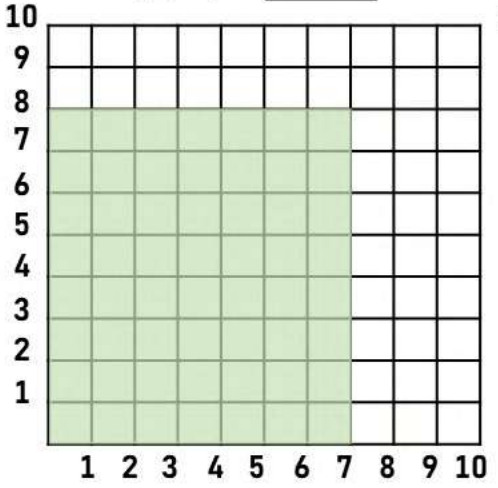
81 ÷ 9 = _____



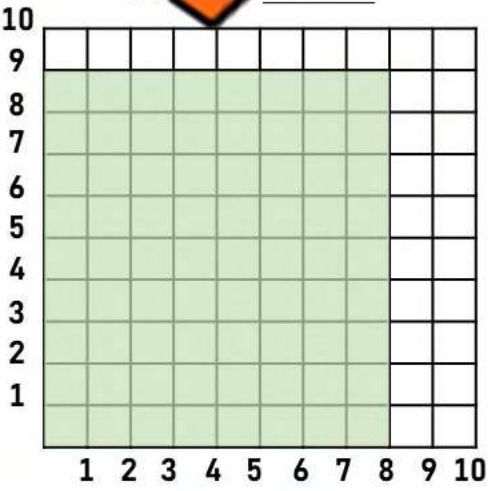
30 _____



36 ÷ 4 = _____



56 ÷ 7 = _____



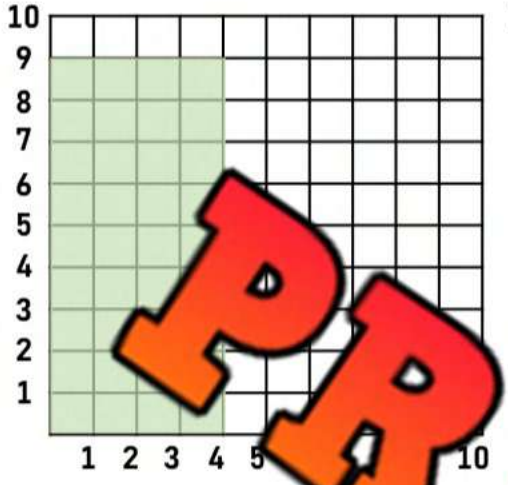
72 ÷ 9 = _____

Name: _____ 82

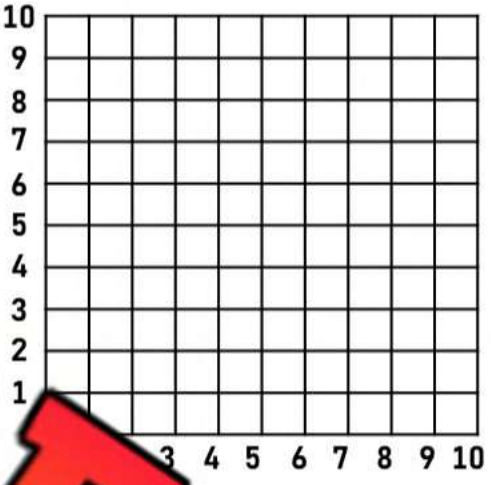
Curriculum Connection
N.2

Division - Arrays

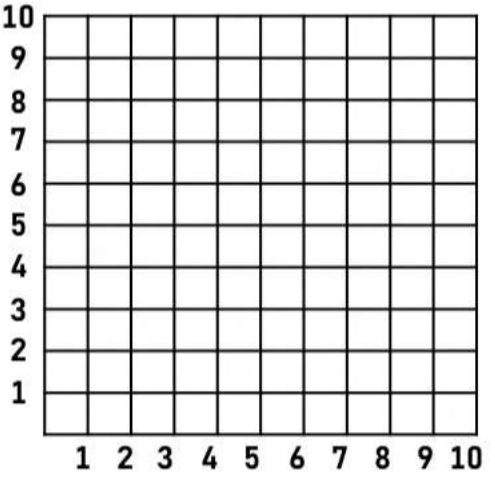
Instructions Shade in the arrays using the table. Answer the questions below



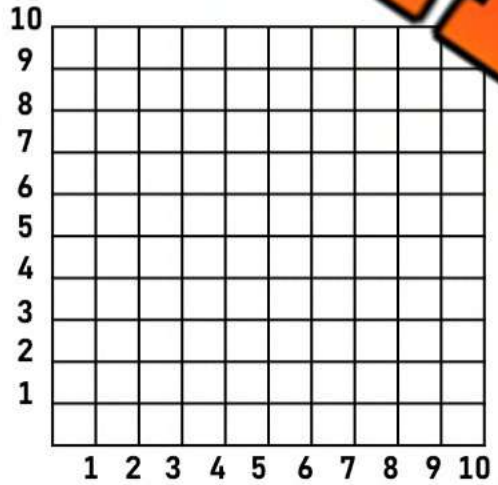
36 ÷ 4 = _____



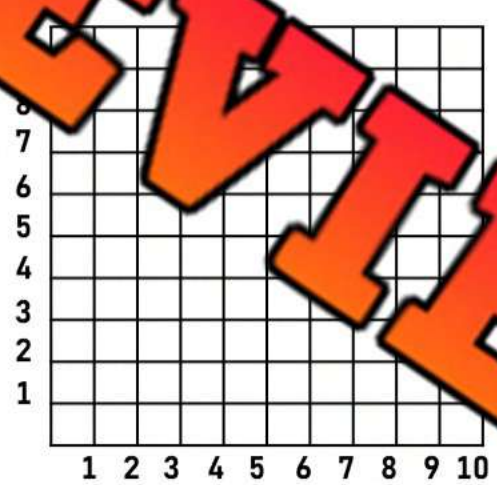
= _____



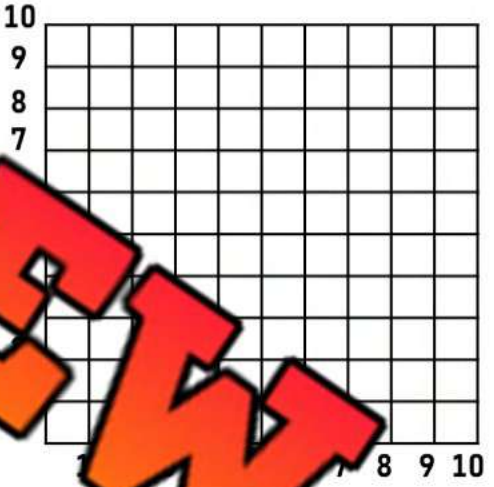
54 ÷ 6 = _____



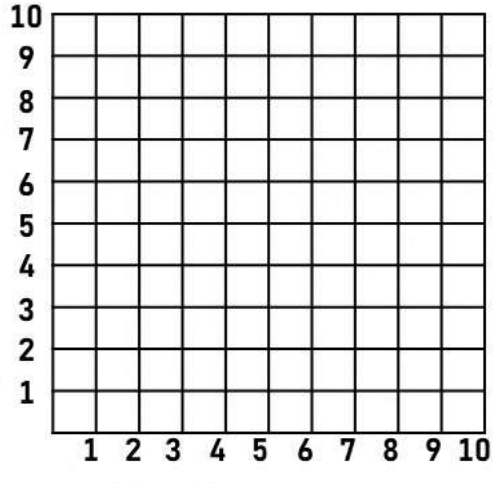
48 ÷ 8 = _____



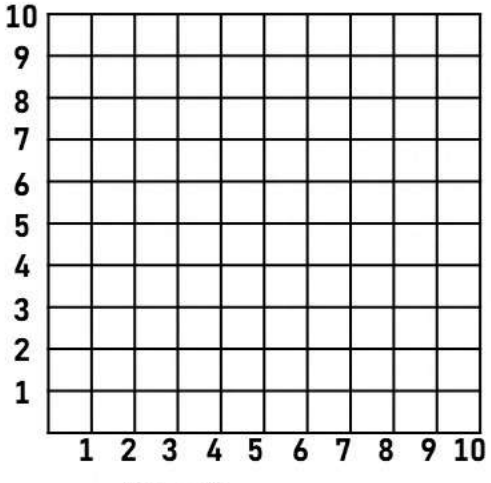
90 ÷ 10 = _____



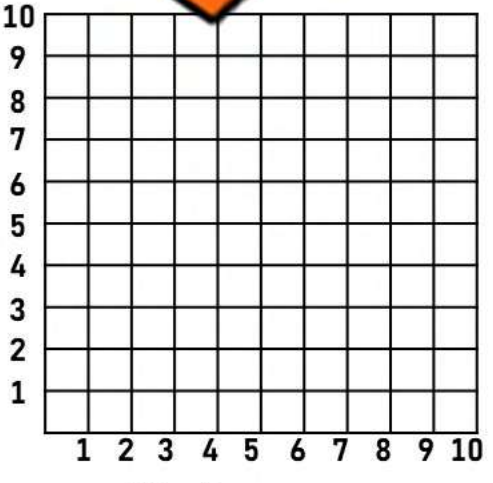
28 _____



18 ÷ 3 = _____



81 ÷ 9 = _____



40 ÷ 5 = _____

Name: _____ 87

Curriculum Connection
N.2

Division Facts – 7, 8, and 9

Instructions Solve the division equations below

÷ 7	÷ 8	÷ 9
7 ÷ 7	8 ÷ 8 =	9 ÷ 9 =
	16 ÷ 8 =	18 ÷ 9 =
21 ÷ 7 =	8 =	27 ÷ 9 =
28 ÷7 =	32	36 ÷ 9 =
35 ÷ 7 =	40 ÷ 8 =	÷ 9 =
42 ÷ 7 =	48 ÷ 8 =	5
49 ÷ 7 =	56 ÷ 8 =	63 ÷
56 ÷ 7 =	64 ÷ 8 =	72 ÷ 9 =
63 ÷ 7 =	72 ÷ 8 =	81 ÷ 9 =
70 ÷ 7 =	80 ÷ 8 =	90 ÷ 9 =

Name: _____ 88

Curriculum Connection
N.2

Activity: Multiplication and Division Race

Objective What are we learning about?

Students will solve multiplication and division questions quickly and accurately in a race with their classmates.

Materia you will need for the activity.

- Index card
- Markers or p
- Timer (optional)

Instructions How you will compl activi

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

Name: _____ 92

Curriculum Connection
N.2

Math Cards | Cut out the math cards below

10 x 220	700 ÷ 10
3 x 100	300 ÷ 3
5 x 300	1500 ÷ 5
10 x 240	900 ÷ 10
2 x 500	800 ÷ 2

Name: _____ 93

Curriculum Connection
N.2

Math Cards | Cut out the math cards below

5 x 320	100 ÷ 5
10 x 60	420 ÷ 10
2 x 550	1100 ÷ 2
5 x 350	600 ÷ 6
10 x 280	850 ÷ 10

Name: _____ 94

Curriculum Connection
N.2

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

3[illegible]	**85 ÷ 5**
72 ÷ 4	**84 ÷ 6**
105 ÷ 5	**1[illegible]**
112 ÷ 8	**114 ÷ 6**

Name: _____ 95

Curriculum Connection
N.2

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

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

72

68 ÷ 4

150 ÷ 6

120 ÷ 4

189 ÷ 7

208 ÷ 8

198 ÷ 6

Exit Cards

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

Name: _____

Division – Splitting Up The Dividend

1) 105 ÷ 5

2) 225 ÷ 9

Name: _____

Division – Splitting Up The Dividend

1) 105 ÷ 5

2) 225 ÷ 9

Name: _____

Division – Splitting Up The Dividend

1) 105 ÷ 5

2) 225 ÷ 9

Name: _____

Division – Splitting Up The Dividend

1) 105 ÷ 5

2) 225 ÷ 9

Name: _____ 97

Curriculum Connection
N.2

Division Practice – 1 and 2

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

___
36

2 ÷ 1	4 ÷ 2	8 ÷ 2	5 ÷ 1	2 ÷ 2	2 ÷ 1
2 ÷ 2	18 ÷ 2	12 ÷ 2	14 ÷ 2	8 ÷ 1	2 ÷ 1
9 ÷ 1	16 ÷ 2	4 ÷ 1	8 ÷ 2	10 ÷ 1	2 ÷ 2
2 ÷ 1	1 ÷ 1	18 ÷ 2	10 ÷ 2	4 ÷ 1	6 ÷ 1
6 ÷ 2	2 ÷ 1	8 ÷ 2	4 ÷ 2	12 ÷ 2	16 ÷ 2
2 ÷ 2	14 ÷ 2	3 ÷ 1	6 ÷ 2	5 ÷ 1	1 ÷ 1

Name: _____ 106

Curriculum Connection
N.3

Mixed Operations - BEDMAS

When solving an equation, you need to follow the order of operations. This means you have to solve the equation in the correct order, not just from left to right. Using BEDMAS helps us remember the order to solve.

1. Brackets 2. Exponents 3. Division or Multiplication (whichever is first)
4. Addition or Subtraction (whichever is first)

Example 2

$9 - 3 \div (3 \times 1) = ?$

$9 - 3 \div 3 =$

$9 - 1 = 8$

Instructions Ca... ans... the equations using BEDMAS

1) $3 + (4 \times 5) =$	2) $21 -$	3) $(8 \times 4) + (4 \div 2) =$
4) $(12 \div 6) \times 3 =$	5) $12 + (2 + 10) =$	8 ÷ + 3) =
7) $24 \div 6 + (4 + 10) =$	8) $17 - 2 \times 5 =$	9) $25 + (5 \times 5) =$
10) $25 - 15 \div 5 =$	11) $22 - 6 + 5 =$	12) $18 - 5 + (6 \times 8) =$

Name: _____ 110

Curriculum Connection
N.3

Mixed Operations - BEDMAS

Instructions Find out the value of the variables using BEDMAS

1) 1 x (2 + 8) =	2) 3 x (6 – 4) =	3) 8 x 4 + (13 + 8) =
4) (7 +	5) 9 – 4 + (4 x 9) =	6) 5 x (4 + 5) =
7) 36 ÷ (3 + 3) =	8) – 8 =	9) 28 + (9 ÷ 3) =
10) 2 x (28 ÷ 7) =	11) 42 + (3 x 4 x 2	45 ÷ 9 x (2 + 1) =

Word Problems Answer the word problems below

1) Lindsay ordered two slices of pizza and soda for lunch. A slice of pizza is $2.50, and a soda is $2.00. Lindsay did the math below. What did she do wrong?

$2.50 + $2.00 x 2 = ?
$4.50 x 2 = $9.00

2) John bought 2 pieces of bubble gum for 20 cents each and 3 chocolate bars for 70 cents each. How many cents did he spend? Write the equation.

Name: _____ 111

Curriculum Connection
N.3

Order of Operations – Who's Right?

Questions Sophia and Aiden both answered the questions below. Circle who's right

	Question	Sophia's Answer	Aiden's Answer
1	2 + 6 x 4 + 12	44	38
2	x 3	4	24
3	x (2	0	18
4	5 x 3 + 8 ÷ 2	19	11
5	12 ÷ 3 x (5 + 5)	25	40
6	20 + (8 – 3) x 2	30	
7	10 x 3 – (2 x 5) – 2	22	18
8	25 ÷ 5 + 6 x 3	23	33
9	48 ÷ 6 – (2 + 3)	48	3
10	3 + 6 x 7 + 11 – 6 ÷ 2	53	34

Name: _____ 112

Curriculum Connection
N.3

Order of Operations – Candy Shop

Word Problems Write the equation for the situations below and answer the question

A candy shops sells gum, gummies, and candies. The prices are displayed in the table below.

Candy	Price in Cents
Gum	25
Gummies	5
Candies	10

Example

Miranda bought 2 pieces of gum, 4 gummies, and 5 candies. How many cents did she spend?

Answer: 2 x 25 + 4 (5 x 10) =

50 + 20 + 50 = 120

1) Ava bought 3 pieces of gum, 8 gummies and 4 candies. How many cents did she spend?

2) Neil had 100 cents. He bought 5 gummies and 6 candies. How much does he have left?

3) Dan purchased 4 pieces of gum, 9 gummies, and 3 candies. How many cents did he spend?

4) Claire had 150 cents. She bought 3 pieces of gum, 3 candies, and 6 gummies. How much does she have left?

Name: _____ 114

Curriculum Connection
N.4

Introduction to Factors

Instructions List all of the factors for the numbers below

1) 12 _____, _____, _____, _____, _____, _____

2) _____, _____, _____

3) 21 _____, _____, _____

4) 16 _____, _____, _____, _____

5) 43 _____, _____

6) 29 _____, _____

7) 6 _____, _____, _____, _____

8) 10 _____, _____, _____, _____

9) 15 _____, _____, _____, _____

10) 20 _____, _____, _____, _____, _____, _____

Name: ______________________ 117 Curriculum Connection N.4

Finding Prime and Composite Numbers

Part 1 Follow the directions below

1) Circle the prime numbers below

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

2) Circle the composite numbers below

6	12	20	13	19	25
50	43	41	[illegible]	55	21
47	54	62	[illegible]	[illegible]	63

Part 2 Write the numbers from the pair under their correct heading

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

Name: _____ 118

Curriculum Connection
N.4

Prime vs Composite Numbers

Instructions Colour prime numbers one colour and composite numbers a different colour

Type of Number	Colour
Composite Number	
Prime Number	

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

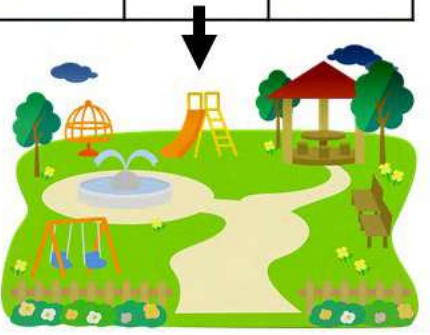
Name: _____ 119

Curriculum Connection
N.4

Prime Number Maze

Instructions Help Brayden get to the park by colouring a prime number path

	57	28	91	81	6	39	12	55
	12	75	18	91	48	28	42	62
44	11	9	4	46	60	21	32	95
75	43	51	6	5	78	24	51	86
96	53	29	17	20	88	90	25	44	90
91	92	74	31	60	91	46	48	50
65	95	46	61	38	97	53	61	66
52	34	68	7	57	79	57	55	97	75
82	38	62	5	3	19	68	
93	50	60	86	99	90	60	



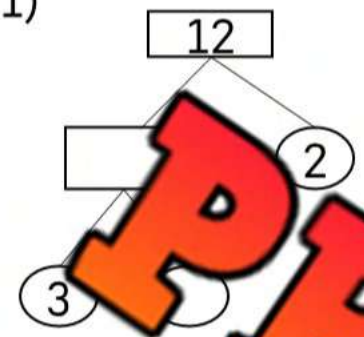
Name: _____ 121

Curriculum Connection
N.4

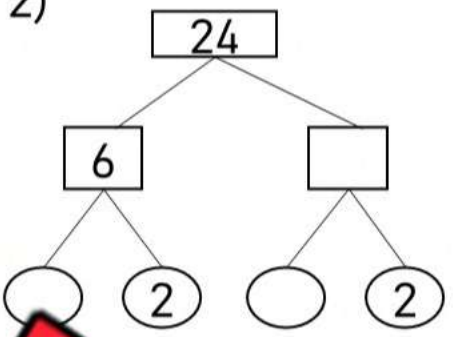
Prime Factor Trees

Instructions Fill in the factor trees below

1)



2)



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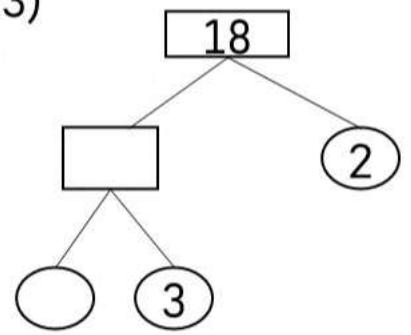
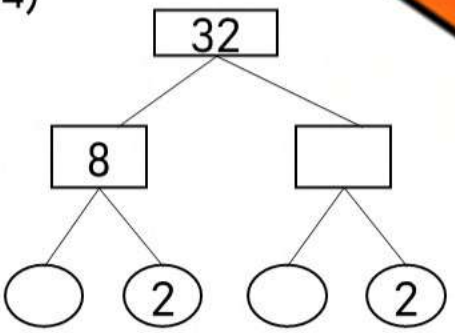
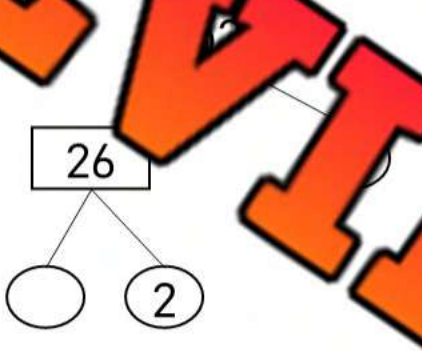


4)





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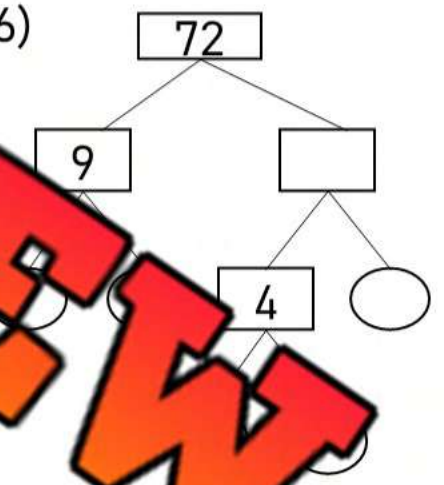

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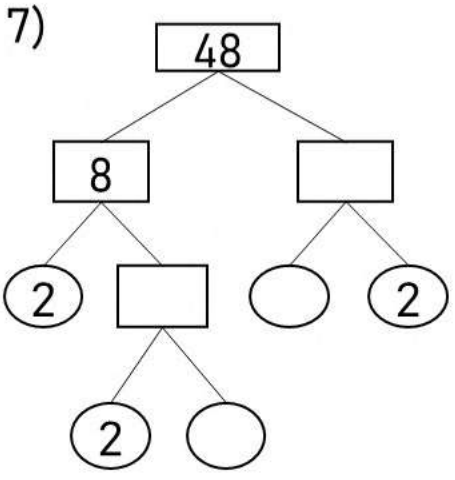

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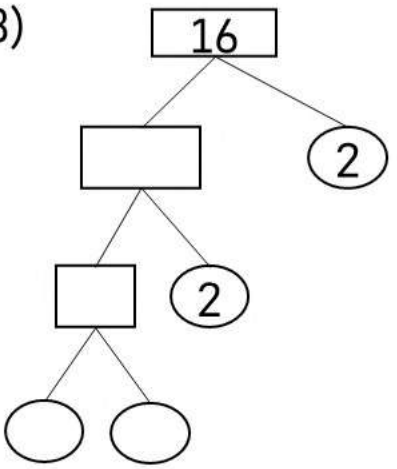
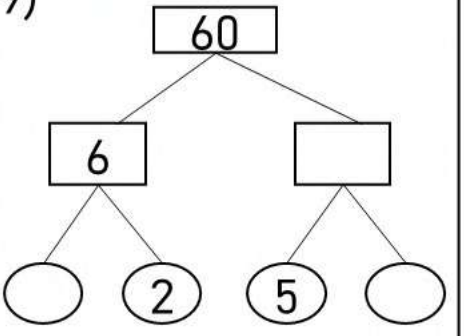


9)



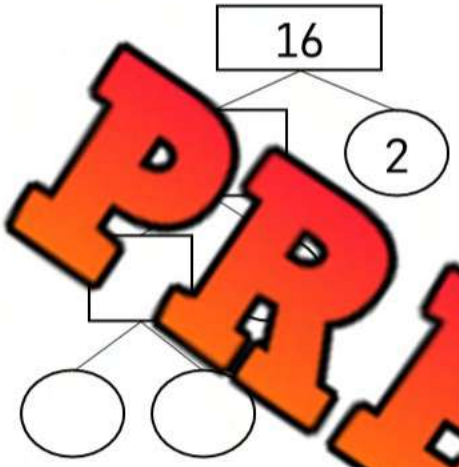
Name: _____ 123

Curriculum Connection
N.4

Prime Factor Trees

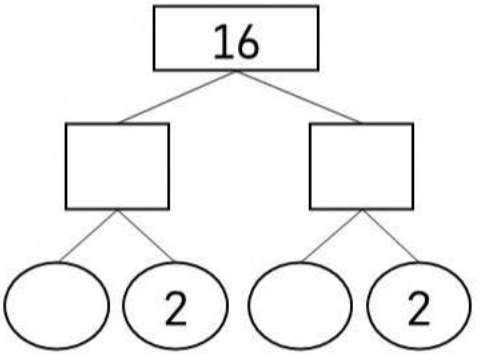
Instructions Fill in the factor trees differently for the same number

1)



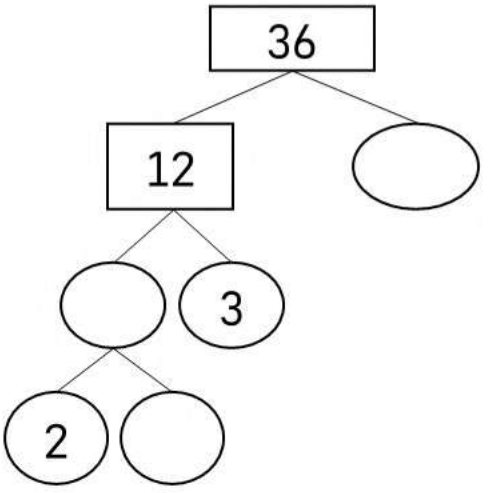
Equation

2)



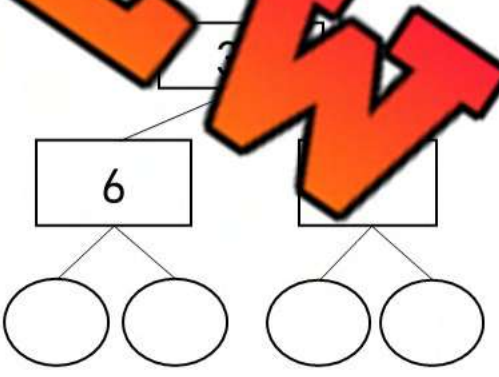
Eq

3)



Equation

4)



Equation

Name: _____ 124

Curriculum Connection
N.4

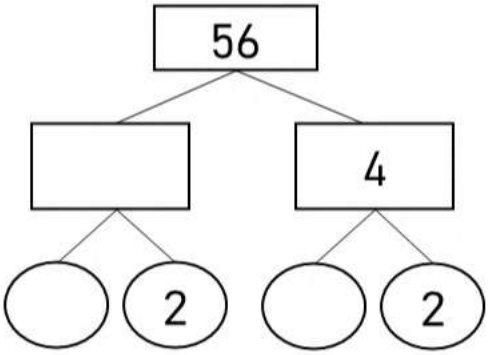
Prime Factor Trees

Instructions Fill in the factor trees differently for the same number

1)

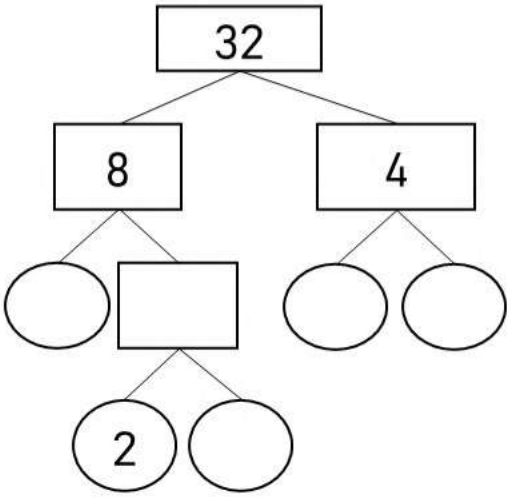
Equation

2)



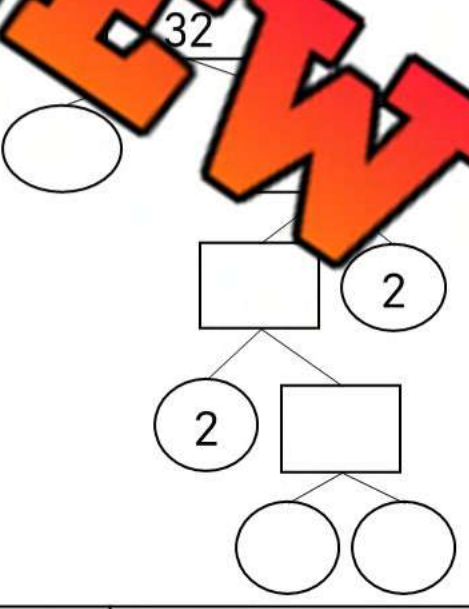
Eq

3)



Equation

4)



Equation

Name: _____ 125

Curriculum Connection
N.4

Prime Factor Trees

Instructions Draw your own factor trees below

1) 42

2) 16

3) 78

68

5) 50

6) 72

Curriculum Connection
N.4

Exit Cards

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

Name: _____

Draw your own factor trees below.

84

Name: _____

Draw your own factor trees below.

84

Name: _____

Draw your own factor trees below.

84

Name: _____

Draw your own factor trees below.

84

Name: _____ 127

Curriculum Connection
N.4

Greatest Common Factor

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

1)
12 _____
18 _____
GCF = ☐

2)
15 _____
25 _____
GCF = ☐

3)
35 _____
28 _____
GCF = ☐

4)
16 _____
4 _____
GCF = ☐

5)
32 _____
48 _____
GCF = ☐

6)
24 _____
16 _____
GCF = ☐

7)
16 _____
48 _____
GCF = ☐

8)
27 _____
9 _____
GCF = ☐

9)
54 _____
36 _____
GCF = ☐

10)
64 _____
56 _____
GCF = ☐

Name: _____ 129

Curriculum Connection
N.4

Greatest Common Factor - Riddle

Questions Find the GCF and match the letter to the numbers above. Notice there are 2 0's, T's and S's! You'll need to decide where to place the letter.

The more you take, the more you leave behind. What am I?								
4			12	24	3	15	25	5

S (15, 2	(48, 56)	P (50, 75)
T (48, 36)	F (16, 28)	O 14)
S (48, 72)	T (9, 15)	E (60, 45)

Name: _____ 130

Curriculum Connection
N.4

Lowest Common Multiple (LCM)

The lowest common multiple (LCM) is simply the smallest of the common multiples.

Steps:

1) List all the multiples of the set of numbers until you get a match
2) The LCM is the lowest number that fits into all numbers in the set

Exampl
(3, 10) –
3 – 3, … 21, 24, 27, 30, …
10 … **Answer - The LCM is 30**

Instructions …e low…mon multiple (LCM) of the numbers below

1) (4, 10)	(3, 8	3) (2, 5)
4) (6, 8)	5) (5, 6)	(8
7) (9, 4)	8) (9, 6)	9) (10, 6)

Name: _____ 131

Curriculum Connection
N.4

Lowest Common Multiple - Riddle

Instructions Write the letters above the answers at the bottom to solve the riddle

U LCM of 3 and 4	R LCM of 9 and 21
M LCM of 3	Y LCM of 7 and 6
O LCM of 4 and 10	LCM of 4 and 14
N LCM of 6 and 8	A LCM of

What belongs to you but is used more by your friends

____	____	____	____		____	____	____	____
42	20	12	63		24	18	21	28

Name: _____ 132

Curriculum Connection
N.4

LCM and GCF - Ridddle

Instructions Find the lowest common multiple (LCM) of the numbers below

E GCF of 15 and 60	R LCM of 4 and 6
[illegible] LCM [illegible] 14	A GCF of 77 and 33
P GCF of 18 and 45	[illegible] CM of 9 and 15
I GCF of 14 and 77	M LCM of [illegible]

If you don't keep me, I'll break. What am I?

____	____	____	____	____	____	____	____
11	9	12	45	44	7	14	15

Name: _____ 133

Curriculum Connection
N.4

Divisibility Rules

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

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

Instruction For each number to the left, place a checkmark under the numbers it is divisible by:

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

Name: _____ 134

Curriculum Connection
N.4

Divisibility Rules – 2 and 3

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

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

Part 1 Is the number divisible by 2?

1) _____ 2) 953 _____

3) 2 682 _____ 4) 8 694 _____

Part 2 [illegible] by 3?

1) 268 _____ _____

3) 1 458 _____ 4) [illegible]428 _____

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

41	58	162	247	358	[illegible]	583
685	714	805	901	1 025	1 714	2 058

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

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

Curriculum Connection
N.4

Exit Cards

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

Name: ______________________

Is the number divisible by 2 or 3?

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

Name: ______________________

Is the number divisible by 2 or 3?

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

Name: ______________________

Is the number divisible by 2 or 3?

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

Name: ______________________

Is the number divisible by 2 or 3?

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

Name: _____ 138

Curriculum Connection
N.4

Divisibility Rules – Challenge

Part 1 The number is divisible by...

9 Is divisible by... 2 3 4 5 6 7 8 9 10	27 Is divisible by... 2 3 4 5 6 7 8 9 10	18 Is divisible by... 2 3 4 5 6 7 8 9 10	36 Is divisible by... 2 3 4 5 6 7 8 9 10
1 Is divisible by... 2 3 4 5 6 7 8 9 10	135 Is divisible by... 2 3 4 5 6 7 8 9 10	286 Is divisible by... 2 3 4 5 6 7 8 9 10	448 Is divisible by... 2 3 4 5 6 7 8 9 10
605 Is divisible by... 2 3 4 5 6 7 8 9 10	1260 Is divisible by... 2 3 4 5 6 7 8 9 10	2854 Is divisible by... 2 3 4 5 6 7 8 9 10	5971 Is divisible by... 2 3 4 5 6 7 8 9 10
15912 Is divisible by... 2 3 4 5 6 7 8 9 10	22785 Is divisible by... 2 3 4 5 6 7 8 9 10	57960 Is divisible by... 2 3 4 5 6 7 8 9 10	79568 Is divisible by... 2 3 4 5 6 7 8 9 10

Part 2 Answer the word problems below.

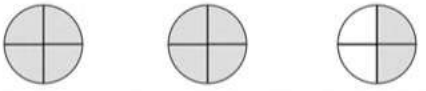
1)	Why can a number not be divided by 0?
2)	Ben says all odd numbers are divisible by 3. Is he correct? Explain.
3)	Sarah has 193 treats to hand out to her party guests. She wants to put 9 treats in each bag. Will she have any treats left over? Explain.

Name: _____ 140

Curriculum Connection
N.5

Mixed Numbers

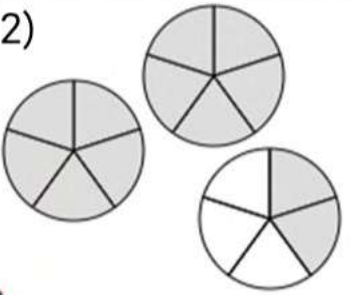
A **mixed fraction** displays a whole number and a fraction to represent a value.
For example, if you have 2 full pizzas and $\frac{2}{4}$ of a pizza, the mixed fraction would be: $2\frac{2}{4}$



Questions Write the fraction beside the visual fractions

1)

2)



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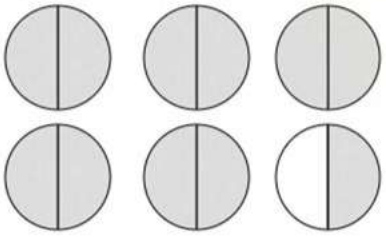

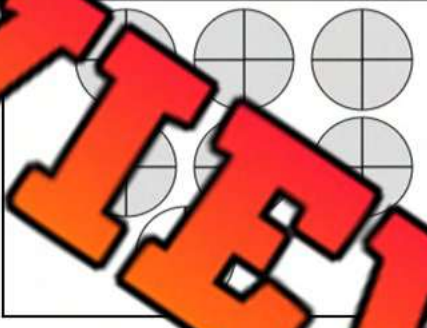

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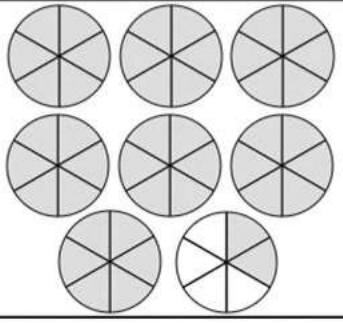
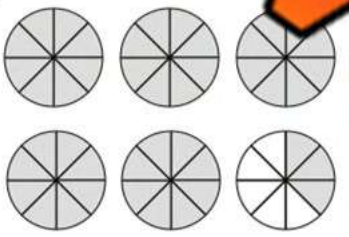
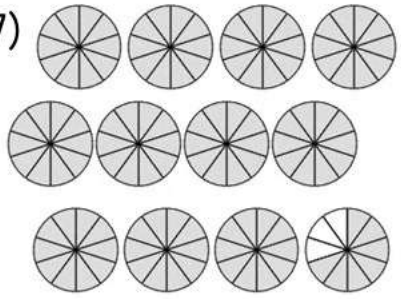


6)



7)



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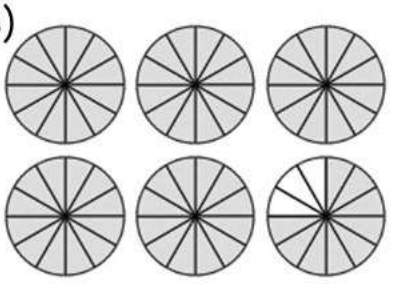


Name: _____ 143

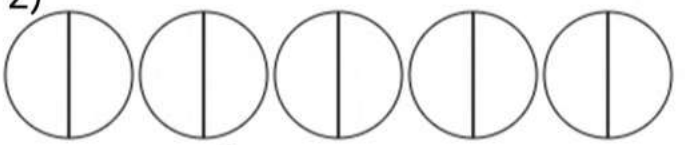
Curriculum Connection
N.5

Mixed Numbers and Improper Fractions

Instructions Shade in the fractions and write the mixed number

1) 

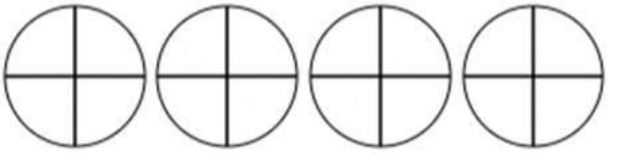
= $2\frac{1}{3}$

2) 

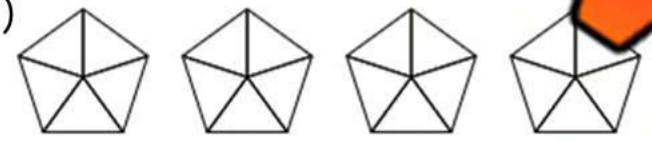
$\frac{9}{2}$ =

3) 

$\frac{6}{4}$ =

4) 

$\frac{14}{4}$ =

5) 

$\frac{17}{5}$ =

6) 

=

7) 

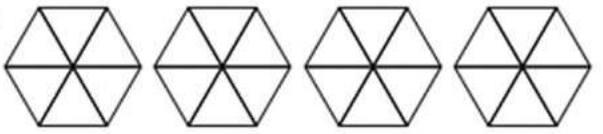
$\frac{13}{3}$ =

8) 

$\frac{15}{4}$ =

9) 

$\frac{8}{3}$ =

10) 

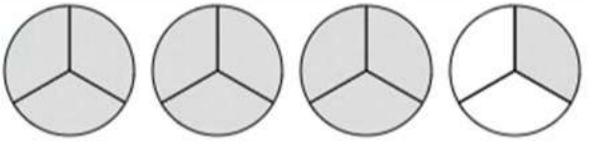
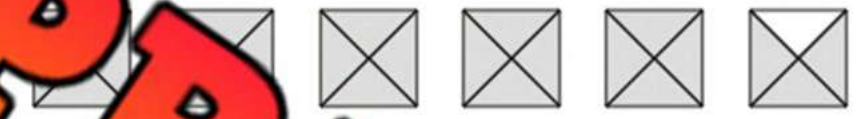
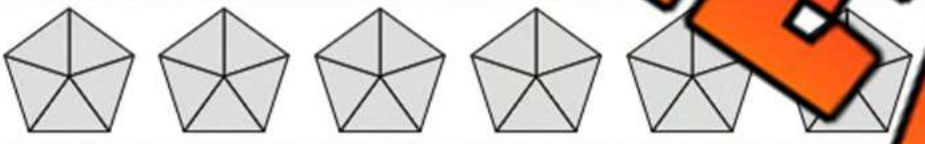
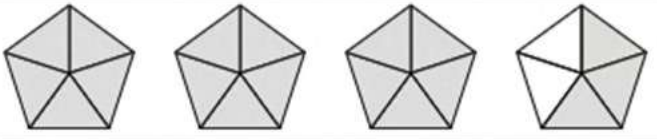
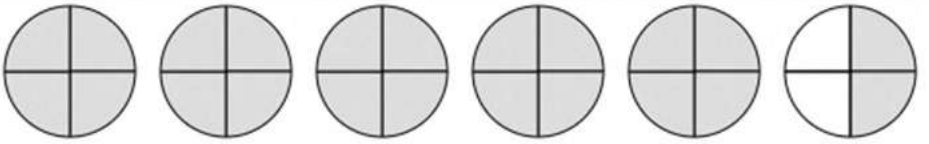
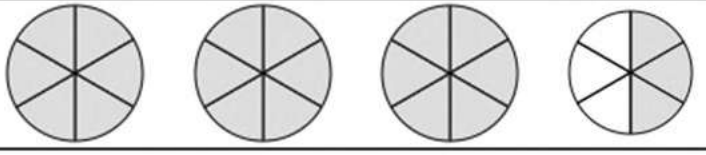
$\frac{19}{6}$ =

Name: _____ 144

Curriculum Connection
N.5

Matching The Mixed Numbers With Improper Fractions

Instructions Match the visual fractions with the improper fractions and mixed numbers

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

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Curriculum Connection
N.5

Converting Improper Fractions to Mixed Numbers

Instructions Convert the improper fractions to mixed numbers

1) $\frac{13}{5}$ =	2) $\frac{17}{4}$ =	3) $\frac{11}{3}$ =
4) $\frac{9}{}$ =	5) $\frac{11}{2}$ =	6) $\frac{14}{3}$ =
7) $\frac{22}{4}$ =	8) $\frac{17}{6}$ =	9) $\frac{21}{5}$ =
10) $\frac{16}{3}$ =	11) $\frac{23}{4}$ =	12) $\frac{20}{}$ =
13) $\frac{25}{4}$ =	14) $\frac{24}{7}$ =	15) $\frac{}{6}$ =
16) $\frac{29}{5}$ =	17) $\frac{19}{8}$ =	18) $\frac{15}{4}$ =
19) $\frac{21}{4}$ =	20) $\frac{23}{6}$ =	21) $\frac{17}{2}$ =

Name: _____ 148

Curriculum Connection
N.5

Ordering Mixed Numbers

Instructions Put the mixed numbers in order from least to greatest

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

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

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

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

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

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

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

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

Name: _____ 150

Curriculum Connection
N.5

Simplifying Fractions

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

How To Do It:

1. Write down the factors for both numbers.

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

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

3. Divide [illegible] by the GCF

Exam[illegible]

$\frac{25}{100}$ - Factors: [illegible], 10, 2[illegible], 100

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

Questions

Simp[illegible]c fract[illegible]

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

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

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

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

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

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

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

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

Name: _____ 151

Curriculum Connection
N.5

Simplifying Fractions - Matching

Questions Draw a line from the fraction to its simplest form

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

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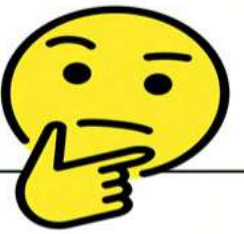
Curriculum Connection
N.5

Simplifying Fractions



Questions | Select the simplest terms of the fraction

1) $\frac{10}{30}$

a) $\frac{2}{}$ c) $\frac{1}{3}$

2) $\frac{8}{16}$

a) $\frac{1}{3}$ b) $\frac{1}{2}$ c) $\frac{2}{4}$

3) $\frac{}{28}$

a) $\frac{3}{4}$ b) $\frac{4}{5}$ c) $\frac{7}{9}$

4) $\frac{15}{25}$

a) $\frac{}{7}$ c) $\frac{3}{5}$

5) $\frac{18}{24}$

a) $\frac{4}{5}$ b) $\frac{3}{4}$ c) $\frac{2}{3}$

$\frac{9}{15}$

a) $\frac{4}{6}$ b) $\frac{3}{5}$ c) $\frac{2}{4}$

7) $\frac{18}{32}$

a) $\frac{9}{16}$ b) $\frac{3}{7}$ c) $\frac{2}{5}$

8) $\frac{12}{36}$

a) $\frac{2}{6}$ b) $\frac{3}{9}$ c) $\frac{1}{3}$

Name: _____ 153

Curriculum Connection
N.5

Simplifying Fractions – Alex's Homework

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

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

Name: _____ 155

Curriculum Connection
N.6

Ratio

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

Example 

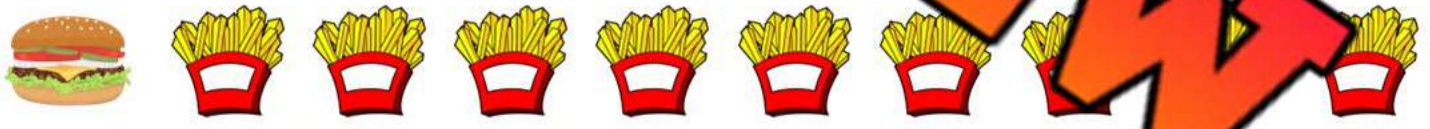
The ratio of apples to bananas is 1:7. For every apple you have, you have 7 bananas.

Questions Write the ratios for the questions below

The ratio of c[illegible]ak[illegible] _____ : _____

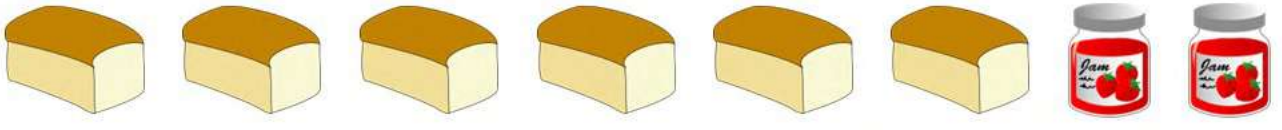
The ratio of tomato to onion is _____ : _____

The ratio of pizza to drink is _____ : _____



The ratio of burger to fries is _____ : _____

The ratio of pineapple to strawberries is _____ : _____



The ratio of bread to jam is _____ : _____

Name: _____ 157

Curriculum Connection
N.6

Equivalent Ratios – Scaling Up and Down

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

Example 

The ratio of cars to bikes is 2:8. There are four times as many bikes as cars. You could also say there are four times less cars than bikes. We can scale down the ratio and say the ratio of cars to bikes is 1:4. We can also scale up by saying the ratio of cars to bikes is 4:16. These are equivalent ratios.

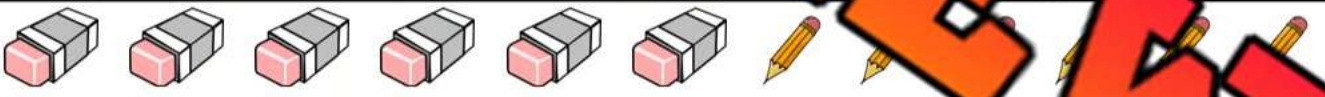
Instruction ...tio of the images. Then write a scaled up and down equivalent ratio

Scaled Up	Scaled Down

The ratio of skates to pu__:__

...led Up	Scaled Down

The ratio of laptops to televisions is: _____:_____.



Sc...	...ed Down

The ratio of erasers to pencils is: _____:_____.

Scaled Up	Scaled Down

The ratio of juice to chips is: _____:_____.

Scaled Up	Scaled Down

The ratio of basketballs to soccer balls is: _____:_____.

Name: _____ 158

Curriculum Connection
N.6

Equivalent Ratios – Scaling Up and Down

Instructions Circle two equivalent ratios for each of the questions below

1) 2:8	2:6	4:8	4:16	1:4	1:2
2) 2:12	1:8	4:22	1:6	1:4	4:24
3) 6:8	9	:14	12:18	12:16	3:8
4) 2:4	4:6	:7	:8	1:4	1:2
5) 10:12	20:24	5:16		:24	5:6
6) 5:10	1:2	5:20	10:10	:2	:30
7) 4:14	2:10	8:28	2:7	7:2	8:24
8) 10:30	10:60	20:15	5:15	20:60	20:10
9) 2:20	6:60	6:80	1:20	1:30	1:10
10) 4:8	8:12	8:16	8:14	2:4	2:6

Name: _____ 159

Curriculum Connection
N.6

Memory Game: Matching Equivalent Ratios

Objective What are we learning about?

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

Materials What you will need for the activity.

- Mem y gam ach card will have a different ra an be d to another equivalent ratio
- A small table or clear the

Instructions How you will compl e activ

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

Name: _____ 162

Curriculum Connection
N.6

Cards | Memory Game Cards

72:108	6:9
80:100	4:5
75:100	8:4
90:100	9:10
70:100	7:10

Name: _____ 163

Curriculum Connection
N.6

Cards | Memory Game Cards

45:90	5:10
4:24	6:12
48:96	:12
54:108	9:18
60:90	4:6

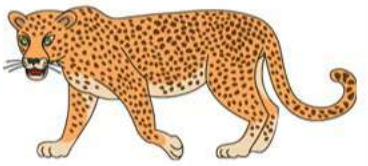
Name: _____ 164

Curriculum Connection
N.6

Ratios Word Problems – At The Zoo

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

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



2) At the zoo, the ratio of [illegible] goats. There are 4 eagles. How many goats are there?

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

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

Name: _____ 165

Curriculum Connection
N.6

Rates

A **rate** is a **comparison** between two numbers that are in **different** units. We use a colon for ratios, but we commonly use per when we describe a unit rate.

For example – John drove 200 km in 2 hours. His speed is a rate between km and hours. His unit rate is 100km per hour.

Questions Write the rates for the questions below

1) 8 doll… …ers

Rate

Unit Rate = 4 do… …burg…

2) 5 dollars for 10 pencils

Rate =

Unit Rate = _____

3) 10 dollars for 10 batt…

Rate =

Unit Rate = _____

) 6 dollars for 3 coffees

Unit… = _____

5) 6 dollars for 12 chocolate bars

Rate =

Unit Rate = _____

6) 2… …of…

Rate =

Unit Rate = _____

7) Driving 600km in 4 hours

Rate =

Unit Rate = _____

8) Running 15km in 3 hours

Rate =

Unit Rate = _____

9) 300km on 20 litres of gas

Rate =

Unit Rate = _____

10) Growing 52cm every 4 years

Rate =

Unit Rate = _____

Name: _____ 166

Curriculum Connection
N.6

Rate Word Problems – Scaling Up/Down

Questions | Write the rates for the questions below

1) Cory bought 20 drinks for $10.

a) What is the unit rate?

b) If Cory bought 50 drinks, how much would it cost him?

2) Jacob drove [illegible] 4 hours.

a) What is the unit rate?

b) If Jacob drove 8 hours, how many [illegible] he have driven?

3) On a rainy April day, it rained 27mm in 3 hours.

a) What is the unit rate?

b) If it continued to rain that hard for 9 hours, how many mm of rain would fall?

4) Brianna drove 640km and used 80 litres of gas.

a) What is the unit rate?

b) If she kept driving and used 240 litres of gas total, how many km did she drive?

Name: _____ 167

Curriculum Connection
N.6

Equivalent Rates

Multiple Choice Circle the equivalent rates below

1) 3 burgers per person	2) 5 pencils per 5 people
a) 4 burgers for 10 people	a) 5 pencils for 8 people
b) 8 burgers for 12 people	b) 8 pencils for 8 people
c) 15 burg[illegible]r 5 people	c) 6 pencils for 12 people
d) 6 bur[illegible]ople	d) 10 pencils for 15 people
3) $1[illegible]erson	4) 30 minutes per show
a) $30 for 5 pe[illegible]	a) 40 minutes for 3 shows
b) $25 for 3 pe[illegible]	b) 90 minutes for 3 shows
c) $20 for 2 people	c) 60 minutes for 3 shows
d) $50 for 10 people	d) [illegible]inutes for 2 shows
5) 3 games per day	6) 4 ic[illegible]s per drink
a) 12 games in 3 days	a) 12 cub[illegible] 2 drinks
b) 15 games in 5 days	b) [illegible] cub[illegible]nks
c) 10 games in 2 days	c) 16 ic[illegible]s for 5 d[illegible]
d) 6 games in 3 days	d) 6 ice cube[illegible]3 d[illegible]
7) 8 minutes per book	8) 2 pillows per per[illegible]
a) 30 minutes for 3 books	a) 4 pillows for 4 people
b) 50 minutes for 4 books	b) 8 pillows for 8 people
c) 20 minutes for 3 books	c) 16 pillows for 8 people
d) 32 minutes for 4 books	d) 20 pillows for 5 people
9) 7 basketballs per team	10) 5 snacks per student
a) 21 basketballs for 3 teams	a) 9 snacks for 3 students
b) 25 basketballs for 5 teams	b) 13 snacks for 3 students
c) 10 basketballs for 3 teams	c) 25 snacks for 5 students
d) 16 basketballs for 2 teams	d) 16 snacks for 4 students

Name: _____ 170

Factors, Fractions, and Ratios Quiz

Part 1 — Follow the directions below

1) Circle the prime numbers below

90	55	49	18	81	5
74	19	33	7	52	45
15	59	67	11	3	13

2) Circle the prime numbers below

		54	13	62	75
48			51	55	21
12			25	51	43

Part 2 — List all the fact[illegible] th[illegible] below

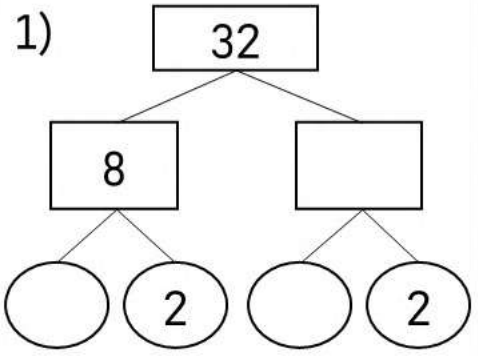
1) 12 _____, _____, _____, _____, _____, _____

2) 25 _____, _____, _____

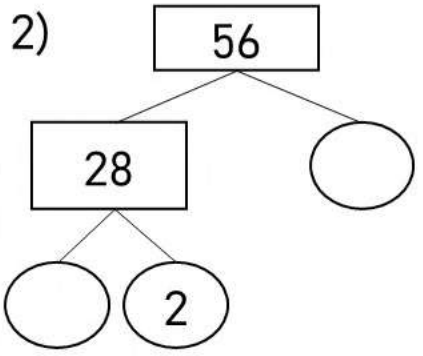
3) 21 _____, _____, _____, _____

Part 3 — Fill in the factor trees below

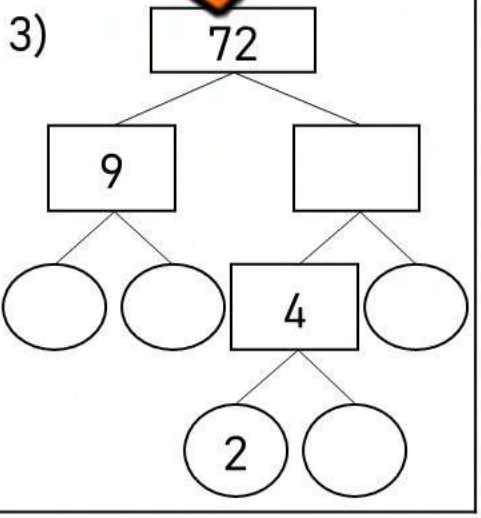
1)



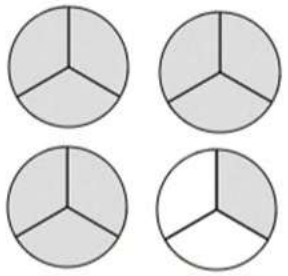
2)

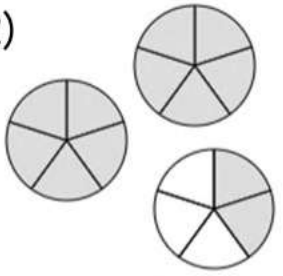


3)



Part 4 Write the fraction beside the visual fractions

1)  ___

2)  ___

Part 5 Convert the improper fractions to mixed numbers

1) $\frac{}{5}$ =	2) $\frac{17}{4}$ =	3) $\frac{11}{3}$ =

Part 6 Convert the mixed numbers to improper fractions

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

Part 7 Put the mixed numbers in order from least to greatest

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

___

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

___

Part 8 Put the improper fractions in order from least to greatest

$\frac{16}{5}$ $\frac{13}{5}$ $\frac{9}{5}$ $\frac{21}{4}$ $\frac{16}{4}$ $\frac{21}{5}$

___

Part 9 Circle the equivalent rates below

1) 2 burgers per person	2) 12 pencils per 4 people
a) 4 burgers for 10 people	a) 4 pencils for 8 people
b) 5 burgers for 10 people	b) 8 pencils for 4 people
c) 15 burgers for 5 people	c) 4 pencils for 16 people
d) 8 burgers for 2 people	d) 15 pencils for 5 people
3) $15 per [illegible]on	4) 20 minutes per show
a) $30 for [illegible]	a) 40 minutes for 2 shows
b) $25[illegible]	b) 90 minutes for 3 shows
c) $20 [illegible] people	c) 60 minutes for 2 shows
d) $100 for 5 p[illegible]	d) 80 minutes for 2 shows
5) 5 games per day	6) 6 ice cubes per 2 drinks
a) 12 games in 3 days	[illegible]12 ice cubes for 6 drinks
b) 15 games in 5 days	[illegible]cubes for 2 drinks
c) 15 games in 3 days	[illegible]15 ic[illegible]s for 5 drinks
d) 6 games in 2 days	d) 6 [illegible]ubes [illegible]rinks

Part 10 Solve the ratio/rate questions [illegible]

1) At the zoo, the ratio of lions to leopards is 5:1. There a[illegible]leo[illegible]ny lions are there?

2) At the zoo, the ratio of eagles to goats is 3:5. There are 6 eagles. How many goats are there?

3) The ratio of red candies to total candies is 4:24. What percentage of candies are red?

Part 11 Use BEDMAS to solve the questions below

1) 2 x (2 + 4) =	2) 5 + (6 – 4) =	3) 3 x 4 + (12 + 8) =
4) (7 + [illegible] 4 =	5) 9 – 4 + 4 x 9 =	6) 5 + 4 ÷ 2 x 5 =

Part 12 List the factors and wr[illegible]eat[illegible]mmon factor (GCF)

1) 12 _____ 18 _____ GCF =	2 15 _____ 25 _____ GCF =

Part 13 Find the least common multiple (LCM) of the numbers below

1) (4, 10)	2) (3, 8)	3) (2, 5)

Name: _____ 174

Curriculum Connection
N.7

Converting Fractions and Decimals

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

Fraction	Decimal
	.10
	.20
50/100	
	.70
80/100	
	.90
100/100	

Fraction	Decimal
15/100	
	.28
36/100	
	.48
	.62
68/100	
	.82

Part 2 Convert the following fractions and decimals.

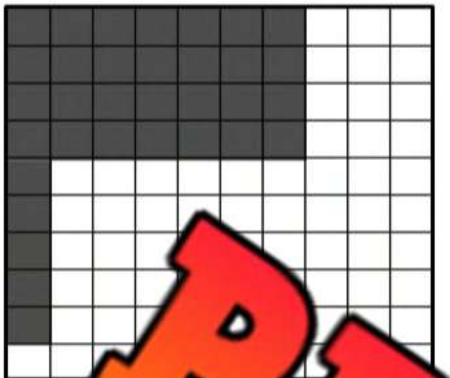
0.22 = /100	0.51 = /100	0.44 = /100	0.88 = /100
42/100 =	66/100 =	39/100 =	97/100 =
31/100 =	72/100 =	0.81 = /100	0.91 = /100

Name: ____________________ 176

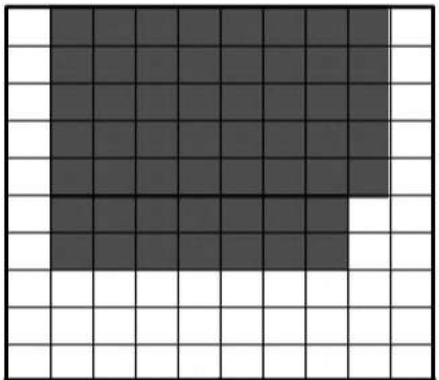
Curriculum Connection
N.7

Fractions, Decimals, and Percents

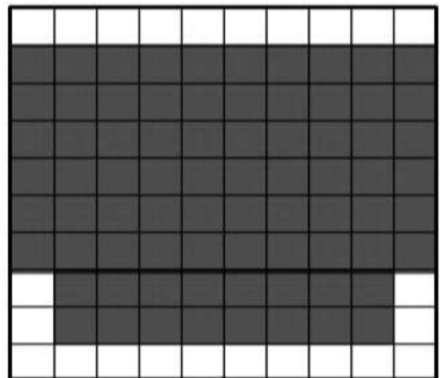
Questions What fraction, decimal and percent of the array is shaded in?



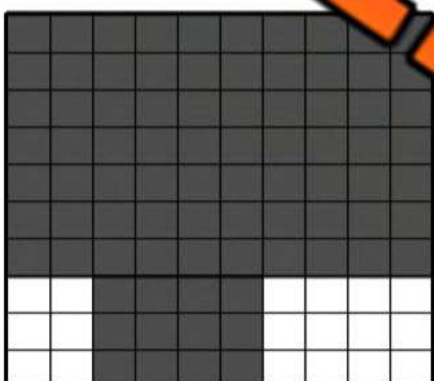
Fraction	
Decimal	
Percent	



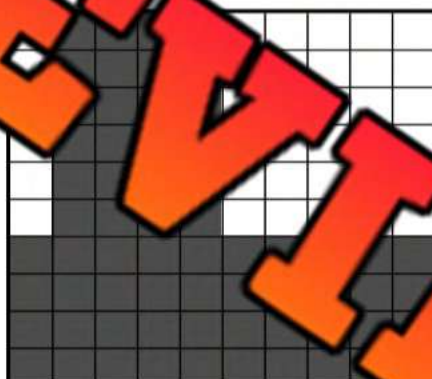
Fraction	
Decimal	
Percent	



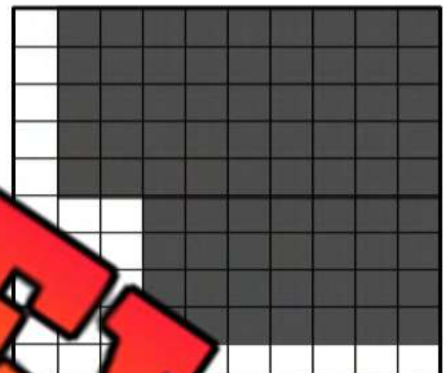
Fraction	
Decimal	
Percent	



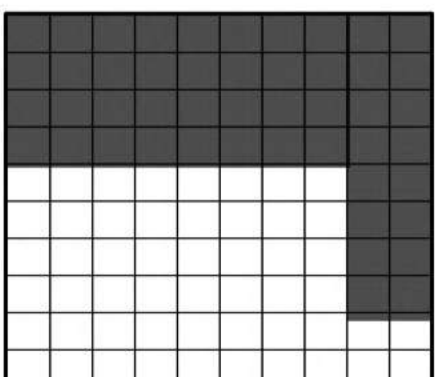
Fraction	
Decimal	
Percent	



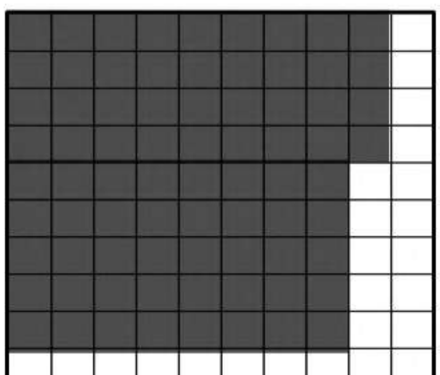
Fraction	
Decimal	
Percent	



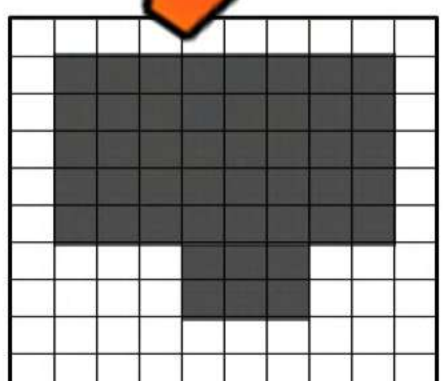
Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	

Name: _____ 177

Curriculum Connection
N.7

Fractions, Decimals, and Percents

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

Fraction	Decimal	Percent
100/1000		10.0%
2 0		20.0%
	0.300	%
400/		40.0%
500/1000		%
		60.0%
	00	%
	0.80	%
900/1000		%
	1.000	%

Part 2 Convert the following fractions, decimals and percent

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

Curriculum Connection
N.7

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, fraction, and percent

Fraction	Decimal	Percent
151/1000		
363/1000		
	0.427	
	0.675	
		78.0%
		92.8%

Name: ______________________

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

Fraction	Decimal	Percent
151/1000		
363/1000		
	0.427	
	0.675	
		78.0%
		92.8%

Name: ______________________

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

Fraction	Decimal	Percent
151/1000		
363/1000		
	0.427	
	0.675	
		78.0%
		92.8%

Name: ______________________

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

Fraction	Decimal	Percent
151/1000		
363/1000		
	0.427	
	0.675	
		78.0%
		92.8%

Name: _____ 183

Curriculum Connection
N.7

Sport Statistics – Fractions, Decimals, and Percents

Part 1 Baseball statistics – What are these player's percentages from the 2000 season

1) Mike Trout had 200 at bats in 2020. He had 56/200 hits, 41/200 runs, and 17/200 home runs. This means for every 200 at bats, he would have 56 hits, 41 runs, and 17 home runs.

	Hits	Runs	Home Runs
Total - Fraction	56/200	41/200	17/200
Decimal to thousandths			

If Trout had 100 at bats, how many home runs would he have? _____

2) Mookie Betts had 300 at bats in 2020. He had 98/300 hits, 58/300 runs, and 27/300 home runs. This means for every 300 at bats, he would have 98 hits, 58 runs, and 27 home runs.

	Hits	Runs	Home Runs
Totals - Fraction	98/300	58/300	27/300
Decimal to thousandths			
Percent			

If Betts had 100 at bats, how many hits would he have?

Part 2 Basketball statistics – Lebron James shooting percentages

Lebron James and the LA Lakers won a Championship title in 2020. Find Lebron James shooting percentages by filling in the table below.

	2 pointers	3 pointers
Fraction	214/382	44/119
Decimal to thousandths		
Percent		

a) If James had taken only 100 3 pointers, how many would he have made? _____

b) If James had taken 300 3 pointers, how many would he have made? _____

c) The average NBA player shoots 46% from 2 pointers. How much better is Lebron? ___%

Name: _____ 186

Curriculum Connection
N.7

Mental Math – Calculating Percentages – 10%, 15%

Percentages represent a rate out of 100 in relation to a whole. Therefore, we can represent 10% as 0.10 and 15% as 0.15.

Hint – To mentally calculate 15%...

1. Determine 10% of the number
2. Find half of answer (5%)
3. Add the 5% to the 10%

Example

1. 210
2.
3. 10.5 =
4. Therefore, = 3

Instructions

	Number		0.05 (Half)	15%
1)	100		5	15
2)	200			
3)	400			
4)	500			
5)	120			
6)	180			
7)	240			
8)	310			
9)	450			
10)	680			

Name: _____ 187

Curriculum Connection
N.7

Mental Math – Calculating Percentages – 25%, 50%

Percentages represent a rate out of 100 in relation to a whole. 50% represents half of a number and 25% is a quarter of a number.

Steps – Calculating 50%

1. Find half of the number

Example – 50% of 148

1. Divid… number 148 in half (148…
2. 50%…

Steps – Calculating 25%

1. Find out what 50% of the number is by halving the number
2. Halve the number one more time

Example – 25% of 188

1. 188 ÷ 2 = 94
2. 94 ÷ 2 = 47

Part 1

…half … numbers below?

1)	24	_____	2)	3…	_____	3)	76	_____
4)	128	_____	5)	1…	_____	6)	212	_____
7)	264	_____	8)	…	_____	…	410	_____
10)	550	_____	11)	636	_____	…	…4	_____

Part 2

Fill in the table below

	Number	50%	25%
1)	100		
2)	200		
3)	240		
4)	164		
5)	188		
6)	264		

	Number	5…	25%
7)	348		
8)	414		
9)	560		
10)	644		
11)	828		
12)	940		

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 below

		50%	25%
1)			
2)	492		
3)	720		
4)	960		
5)	1004		
6)	1280		

Name: _____

Fill in the table below

	Number	50%	25%
1)	356		
2)	492		
3)	720		
4)	960		
5)	1004		
6)			

Name: _____

Fill in the table below

	Number	50%	25%
1)	356		
2)	492		
3)	720		
4)	960		
5)	1004		
6)	1280		

Name: _____

Fill in the table below

	Number	50%	25%
1)	356		
2)	492		
3)	720		
4)	960		
5)	1004		
6)	1280		

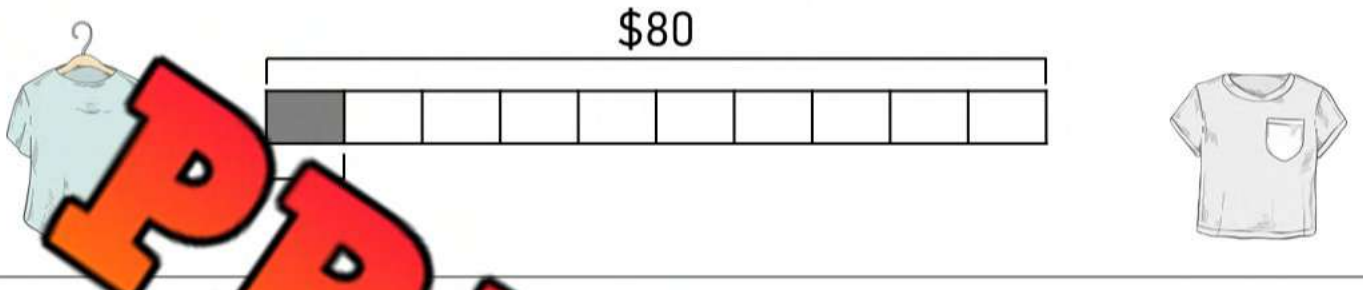
Name: _____ 189

Curriculum Connection
N.7

Mental Math – Calculating Percentages – Visuals

When we want to find the percent of a number, scaling up and down is a great strategy.

For example, a shirt costs $80 at regular price. To calculate a sale price, we can scale 10% up and down. First, 10% of 80 is 8 which means 20% is 16 and 30% is 24.



Practice Solve the problems below

1) Tom is shopping for [illegible]. He finds a pair he likes for $70.00 that are on sale for 15% off. How much will the shoes cost before tax?

2) Lindsay is out shopping for a new winter coat. She sees one for $90.00 plus an additional 20% off. How much will the coat cost before tax?

3) Joe brings $100 to the mall to buy some new speakers. He finds some for $78.00 with an additional 35% off.

a) How much will the speakers cost before tax?

b) With tax costing 15%, how much will the speakers cost?

c) How much of the $100 will Joe have when he leaves the mall?

Name: _____ 191

Curriculum Connection
N.7

Determining Sales Tax

To determine a 12% sales tax, we can use our knowledge of calculating 1% and 10%.

For example:

Product Price	1%	2%	10%	13%	Total Price
$10.00	$0.10	$0.20	$1.00	$1.20	$11.20

1% of 10.00 is 0.10, which is 10 cents. We can multiply this by 2 to get 2%, which gives us 0.20 [illegible]% of 10.00 is 1.00 or 1 dollar. This gives us a total of $11.20.

Questions [illegible] steps above to calculate the sales tax and total price

#	Product Price	1%	2%	10%	12%	Total Price
1	$24.00	0.24	0.2[illegible]	[illegible]0	2.40 + 0.48 $2.88	$26.88
2	$17.00					
3	$27.00					
4	$44.00					
5	$74.00					
6	$68.00					

Name: _____ 192

Curriculum Connection
N.7

Determining Sales Tax – Word Problems

Questions	Answer the word problems below

1) Kayden has a $10 bill and wants to know if he can afford a burger and fry meal that costs $8.00 before taxes. Calculate the total cost of the meal after adding 12% tax. Can he afford the meal?

Bonus: How much money does he have left?

2) Dexter wants to buy a new video game. He has $100 and the game costs $65.00 before tax. How much will the game cost after 12% tax?

Bonus: How much money will he have left if he buys the game?

3) Mya is thinking of purchasing a new pair of headphones that cost $59.00. She only has $65.00. Does she have enough money to buy them after a 12% tax is added? Explain.

Name: _____ 193

Curriculum Connection
N.7

Word Problems – Missing Percentages

Questions	What percentage is missing?

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

2) In a [illegible] students, 23% thought math was fun and 42% thought math was [illegible]. What percentage of students disliked math?

3) A shop sells 3 [illegible] tracked their sales last week and found out that 38% of the donuts sold were chocolate, and 21% were vanilla. What percentage of the donuts were [illegible]?

4) In a candy survey, respondents were asked what candy is their favourite. They could choose from 4 different options – gum, hard candy, lollipops, or gummies. 18% chose gum, 27% chose hard candy, 29% chose lollipops. What percentage chose gummies?

5) The Saskatchewan Ministry of Transportation studied which fuels are most in Saskatchewan. There were 3 options – gas, diesel, or electricity. 29% used diesel and 4% used electricity. What percentage of vehicles use gas?

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

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

Name: _____ 197

Curriculum Connection
N.7

Class List – Decimal, Fraction, Percent

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

Grades
A = 80% and up
B = 70%-79%
C = 60% – 69%
D = 50% – 59%
F = 49% or less

Questions Fill in the class list

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

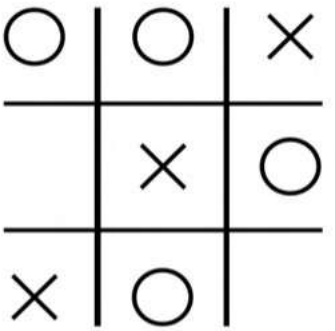
Name: _____ 207

Curriculum Connection
N.8

Math Tic-Tac-Toe: 2 x 1 Digit Multiplication

Objective What are we learning about?

To help students practice solving 2 x 1-digit multiplication problems in a fun and interactive way through a Tic-Tac-Toe game.



Materials What you will need for the activity.

- Whiteboard or paper
- Markers or pencils
- Math Tic-Tac-Toe grid template (can be drawn on the whiteboard or printed on paper)

Instructions How you will complete the activity

1. Find a partner to play the game with.
2. The goal is to solve 2 x 1 digit multiplication problems in each square to place your marker (X or O).
3. One player will be "X" and the other will be "O".
4. Take turns choosing a square and solving the problem in that square.
5. Write down the solution below the equation and place your marker (X or O) in the square.
6. If a player chooses a square and solves the equation incorrectly, they do not get to place their marker in that square. The other player gets a chance to solve it correctly and place their marker.
7. The first player to get three markers in a row (horizontally, vertically, and diagonally) wins the game. Continue playing with different tic-tac-toe grids on the sheet.

Name: _____ 208

Curriculum Connection
N.8

Tic-Tac-Toe Use the following tic-tac-toe grids for the game.

12 x 4	45 x 7	23 x 6
78 x 2	34 x 5	56 x 3
67 x	89 x	45 x 4

24 x 5	36 x 7	29 x 8
49 x 7	57 x 8	68 x 9
78 x 9	35 x 6	47 x 7

15 x 6	7 x 8	x 9
39 x 8	48 x 9	6 x 9
27 x 8	58 x 9	37 x 6

18 x 9	49 x 8	39 x 9
x 9	56 7	48 x 9
x 8	3	57 9

21 x 2	43 x 4	25 x 6
47 x 8	59 x 5	68 x 7
36 x 9	47 x 6	58 x 7

13 x 4	25 x 6	37 x 8
49 x 6	57 x 5	68 x 9
28 x 9	35 x 7	46 x 8

Name: _____ 210

Curriculum Connection
N.8

Multiplication – 2 x 2 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)

			1
	x		

2)

		7	2
	x	1	4

3)

		4	3
	x	7	1

4)

		2	6
	x	2	8

5)

		6	1
	x	3	7

6)

		6	
	x	2	3

8)

		9	8
	x	6	2

9)

		8	3
	x	4	6

10)

		2	9
	x	3	7

11)

		3	5
	x	8	2

12)

		3	3
	x	7	2

Name: _____ 211

Curriculum Connection
N.8

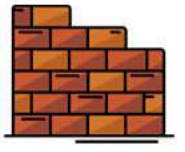
Multiplication – 2 x 2 Digits

Part 1 Use the standard algorithm to solve the multiplication problems below

1) 63 x 42	2) 35 x 73	3) 55 x 10	4) 29 x 65	5) 68 x 40
6) 38 x 74	7) 86 x 57	8) 26 x 64	9) 88 x 23	10) 25 x 41
11) 66 x 22	12) 92 x 81	13) 2[illegible] x 3[illegible]	14) [illegible]	15) 78 x 53

Part 2 Solve the word problems below

1) A brick layer is building a brick retaining wall. They are using 34 rows of bricks that are 42 bricks tall. How many bricks do they need?



2) A football arena has 58 rows and 74 columns of seating. How many seats does the arena have in total?

Name: ______________________ 212

Curriculum Connection
N.8

Multiplication – 2 x 2 Digits

Step 1: Setup up the Area Model

32 x 17 = ______

	30	2
10		
7		

Step 2: Multiply

32 x 17 = ______

	30	2
10	30 x 10 300	10 x 2 20
7	30 x 7 210	7 x 2 14

Step 3: Add

32 x 17= 544

	30	2
10	300	20
7	210	14

300 + 210 + 20 + 14 = 544

Questions: Use the area model to solve the multiplication problems below

1) 32 x [illegible] = ______

2) 27 x 23 = ______

3) 45 x 24 = ______

4) [illegible] 37 = ______

5) 82 x 44 = ______

6) 94 x 72 = ______

Name: _____ 214

Curriculum Connection
N.8

Multiplying 3-Digit by Tenths

Part 1 Use the standard algorithm to solve the multiplication problems below

1)			
	4	5	1
x			4

2)			
	7	3	4
x		.	2

3)			
	6	0	2
x		.	7

4)			
	4	3	8
x		.	6

5)			
	2	7	9
x		.	1

6)			
	9	[illegible]	
x		.	[illegible]

7)			
		8	2
x			[illegible]

8)			
	3	7	4
x		.	9

Part 2 Solve the word problems below

1) Joe bought 124 candies for his party. Each candy cost him $0.2. How much did he spend on candy?

2) A fountain has 247 dimes in it. How much money is in the fountain?

Name: _____ 215

Curriculum Connection
N.8

Multiplying 3-Digit by Tenths

Part 1 Use the standard algorithm to solve the multiplication problems below

413 x .2	757 x .5	217 x .3	341 x .6	583 x .4
4 x .5	.8	636 x .6	378 x .1	743 x .7
978 x .2	856 x .1	39 x .	40	715 x .4

Part 2 Solve the word problems below

1) Ashley made 162 cookies for her school. Each cookie weighs 0.3kg. How much do all 162 cookies weigh in total?

2) Steve can read a page of his book in 0.7 minutes. He read 284 pages and finished his book. How many minutes did it take him to read his book?

Name: ____________________ 216

Curriculum Connection
N.8

Multiplying 3-Digit by Tenths

Step 1: Setup up the Area Model

235 x 0.3 = ______

	200	30	5
0.3			

Step 2: Multiply

235 x 0.3 = ______

	200	30	5
0.3	200 x 0.3 60.0	30 x 0.3 9.0	5 x 0.3 1.5

Step 3: Add

235 x 0.3 = 70.5

	200	30	5
0.3	60.0	9.0	1.5

60.0 + 9.0 + 1.5 = 70.5

Questions: Use the area model to solve the multiplication problems below

1) 452 ______

2) 626 x .2 = ______

3) 347 x .4 = ______

4) .6 = ______

5) 312 x .7 = ______

6) 682 x .8 = ______

Name: _____ 219

Curriculum Connection
N.8

Multiplication – 1-Digit Multiplier

Questions Use the standard algorithm to solve the multiplication problems below

1)					
	1			2	5
x					

2)					
		7	.	3	7
x					3

3)					
	2	1	.	4	8
x					5

4)					
	1	8	.	3	8
x					4

	2	2			6
x					

6)					
	3	4	.	8	4
x					6

7)					
	2	7	.	4	8
x					3

8)					
	4	2	.	6	8
x					8

9)					
	5	2	.	5	1
x					9

Name: _____ 220

Curriculum Connection
N.8

Multiplication – 1-Digit Multiplier

Questions Use the standard algorithm to solve the multiplication problems below

1) 4. 1 3 x	2) 7. 5 7 x 5	3) 2. 1 7 x 3	4) 3. 4 1 x 6	5) 5. 8 3 x 4
6) 4. 7 8 x 5	7) 3. x	8) 6 x	9) 3. 7 8 x 1	10) 7. 4 3 x 7
11) 9 7. 8 x 2	12) 8 5. 6 x 1	13) 7 3. 9 x 9	14) 6 x	15) 4
16) 5. 2 3 x 2	17) 6 3. 6 x 1	18) 9 1. 4 x 9	19) 7. 2 4 x 3	20) 8 0. 5 x 4

Name: _____ 221

Curriculum Connection
N.8

Multiplication – 1-Digit Multiplier - Wages

Questions | Solve the word problems below

Four friends work at a farm in the summer. They each earn different wages because they have difference job experience. The wages they earn and the hours they worked y[illegible]day are listed below.

Fr[illegible]	Ava	Mia	Charlotte	Emma
[illegible]es	[illegible].35	15.75	13.40	17.65
Hours	[illegible]9	7	8	6
Earnings				

a) Who made the most m[illegible] ste[illegible] much did each friend earn? Fill in the table above

b) How much did all 4 friends earn combined?

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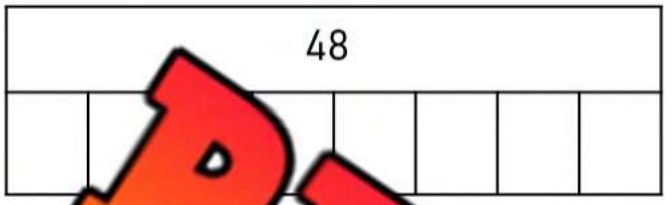
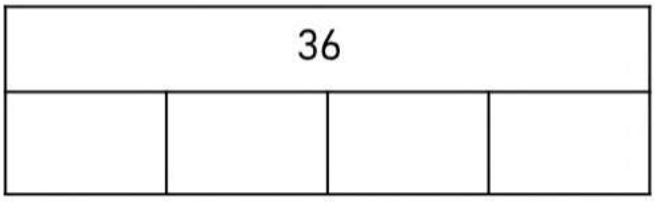
Division – Bar Model

Questions Use the bar model to answer the division questions below

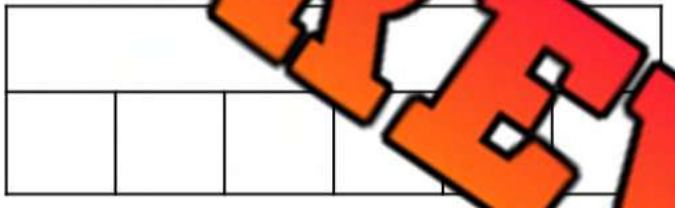
1) 48 ÷ 8



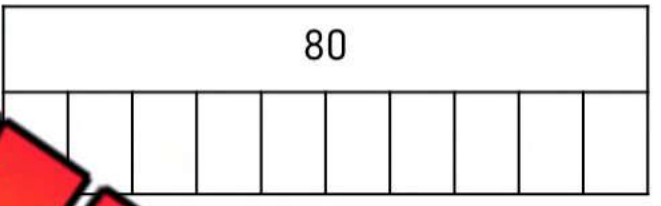
2) 36 ÷ 4



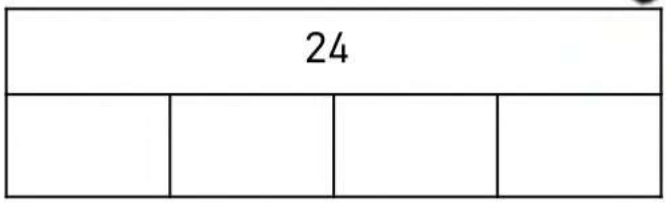
3)



4) 80 ÷ 10

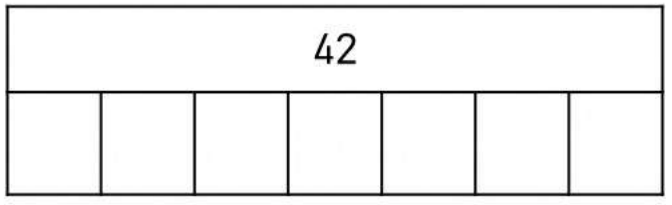


5) 24 ÷ 4

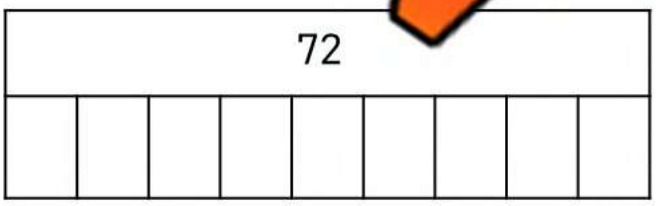


6) 30 ÷ 5

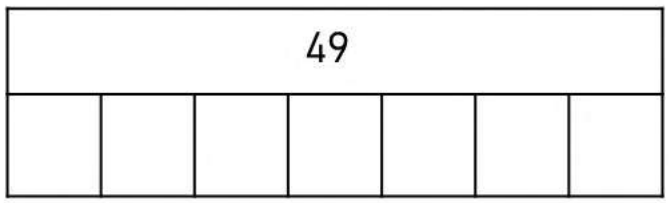
7) 42 ÷ 7



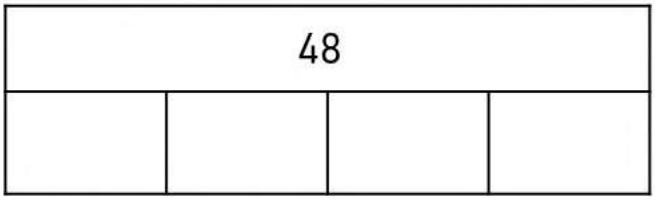
8) 72



9) 49 ÷ 7



10) 48 ÷ 4



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Division – Area Model

Questions Use the area model to answer the division questions below

1) 243 ÷ 6 = 40r3 (16+4)

6	200	40	3
	33	7	0
	198	42	r3

2) 284 ÷ 4

4	200	80	4

3) 513 ÷ 2

2	500	10	3

4) 428 ÷ 6

6	200	20	8

5) 636 ÷ 6

6	600	30	6

6) 778 ÷ 5

5	700	70	8

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Division – 2 by 1 – No Remainders

Questions How many times can you divide the bigger number by the smaller number?

1) 6) 36	2) 3) 24	3) 2) 28	4) 5) 75
5) 4) 28	6) 8) 24	7) 7) 63	8) 6) 60
9) 9) 99	10) 5) 60	11) 3) 3	12) 2) 50
13) 7) 98	14) 1) 28	15) 4) 56	16) 6) 90
17) 9) 99	18) 5) 85	19) 3) 57	20) 2) 64

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Division – 3 by 1 – With Remainders

Questions How many times can you divide the bigger number by the smaller number?

1) 20 r2 6) 1[illegible]	2) 3) 110	3) 2) 111	4) 5) 129
5) 4) 154	6) [illegible]	7) [illegible]) 121	8) 6) 136
9) 9) 139	10) 5) 173	11) 3) 130	12) [illegible]
13) 7) 177	14) 4) 174	15) 8) 187	16) 6) 182

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Dividing Decimals – Removing Decimal

When dividing a decimal, we can remove the decimal and treat it as a whole number. We can do this as long as we add the decimal at the end.

Steps:

1) Remove the decimal
2) Calculate how many times the smaller number (divisor) fits into the dividend
3) Use front-end estimation to determine an estimated answer and add the decimal back for final answer

Instr ow the steps above to calculate the answer

Q	3.30 ÷ 2 = ?
Ste d 2	330 ÷ 2 = 165
Step 3	3.00 ÷ 2 = 1.5 so therefore, put the decimal between the 1 and 6
Answer	1.65

2) Question	2 = ?
Step 1 and 2	
Step 3	
Answer	

3) Question	4.24 ÷ 4 =
Step 1 and 2	
Step 3	
Answer	

4) Question	3.39 ÷ 3 = ?
Step 1 and 2	
Step 3	
Answer	

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Dividing Decimals – Removing Decimal

Instructions	Follow the steps to calculate the answer

1) Question	4.24 ÷ 2 = ?
Step 1 and 2	
Step 3	
Answer	

2) Question	5.25 ÷ 5 = ?
Step 1 and 2	
Step 3	
Answer	

3) Question	4.40 ÷ 4 = ?
Step 1 and 2	
Step 3	
Answer	

4) Question	3.63 ÷ 3 =
Step 1 and 2	
Step 3	
Answer	

5) Question	6.05 ÷ 5 = ?
Step 1 and 2	
Step 3	
Answer	

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Front-End Estimation – Multiple Choice

Questions Which estimate is the best? Use front-end estimation to make your choice

1) 21.25 ÷ 7	2) 25.32 ÷ 5
a) 4	a) 5
b) 3	b) 4
c) 6	c) 6
d) 5	d) 7
3) 64.7[illegible]	4) 27.55 ÷ 3
a) 7	a) 7
b) 9	b) 8
c) 8	[illegible]
d) 6	[illegible]
5) 49.64 ÷ 7	6) 32.[illegible]
a) 8	a) [illegible]
b) 6	b) [illegible]
c) 7	c) 5
d) 9	d) 4
7) 44.85 ÷ 4	8) 50.92 ÷ 5
a) 10	a) 10
b) 11	b) 9
c) 12	c) 11
d) 9	d) 12
9) 26.42 ÷ 2	10) 24.73 ÷ 3
a) 11	a) 8
b) 12	b) 6
c) 13	c) 7
d) 14	d) 9

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Multiplying Decimals – Placing The Decimal

Questions Which estimate is the best? Use front-end estimation to make your choice

1) 35.34 ÷ 7	2) 30.152 ÷ 5
a) 5.048	a) 603.04
b) 504.8	b) 60.304
c) 5048.0	c) 6030.4
d) 50	d) 6.0304
3) 48.51 8	4) 21.531 ÷ 3
a) 60.64	a) 0.7177
b) 6.064	b) 717.7
c) 606.4	177
d) 6064.0	
5) 42.422 ÷ 7	6) 72.
a) 6060.0	a) 9
b) 606.0	b) 5
c) 6.060	c) 90.90
d) 60.60	d) 9.0905
7) 32.825 ÷ 4	8) 36.627 ÷ 6
a) 8206.0	a) 6104.5
b) 8.206	b) 610.45
c) 820.6	c) 6.1045
d) 82.06	d) 61.045
9) 14.124 ÷ 2	10) 24.844 ÷ 3
a) 7.062	a) 8281.3
b) 70.62	b) 8.2813
c) 706.2	c) 828.13
d) 7062.0	d) 82.813

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Dividing Decimals by Whole Numbers

Part 1 Fill in the table by dividing the decimals by whole numbers.

	Number	÷ 2	÷ 4	÷ 10
1)	0.8	0.4	0.2	0.08
2)				
3)				
4)				
5)	0.8			

Part 2 Fill in the table by dividing the decimals by whole numbers.

	Number			÷ 10
1)	0.28	0.14		0.028
2)	0.44			
3)	0.68			
4)	0.84			
5)	0.92			

Part 3 Fill in the table by dividing the decimals by whole numbers.

	Number	÷ 2	÷ 4	÷ 10
1)	.116	0.058	0.029	.012 or .0116
2)	.160			
3)	.220			
4)	.348			
5)	.524			

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Unit Test – Factors, Multiplication and Division

Part 1 Which estimate is the best? Use front-end estimation to make your choice

1) 6.34 x 7	2) 7.26 x 5
a) 42	a) 40
b) 49	b) 30
c) 50	c) 35
d) 4	d) 38
3) 9.44 x	4) 27.21 ÷ 3
a) 50	a) 7
b) 62	b) 8
c) 54	
d) 64	) 10
5) 24.25 ÷ 3	6) 3 ÷ 5
a) 5	
b) 7	b) 4
c) 8	c) 6
d) 4	d) 7

Part 2 Use the standard algorithm to solve the multiplication problems below

1)					
		7	.	2	5
x					2

2)					
	1	5	.	6	3
x					5

3)					
	3	5	.	4	6
x				2	8

Part 3 Solve the division problems below

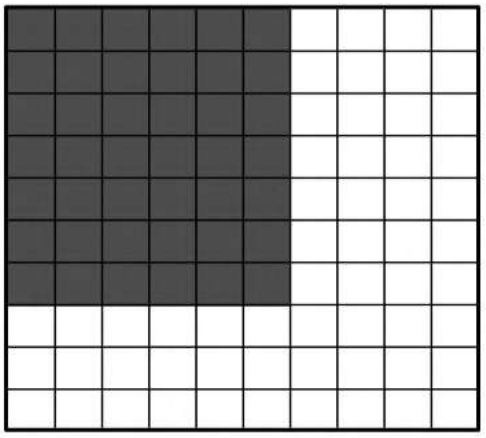
1)	2)	3)	4)
$2 \overline{)\ 4.22}$	$3 \overline{)\ 9.63}$	$2 \overline{)\ 8.48}$	$4 \overline{)\ 8.60}$

Part 4 Solve the word problems below

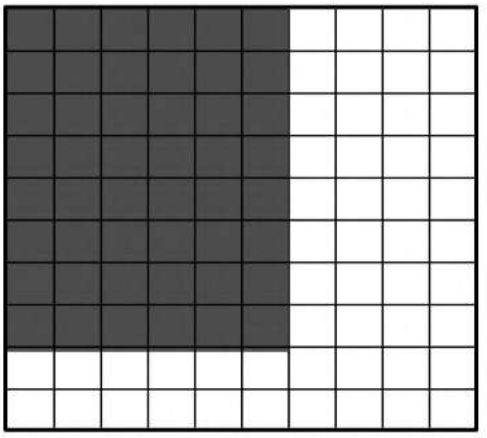
1) Carl bought [illegible] chips for a camping trip. Each bag cost him $3.39. How much did he spend on chips?

2) Lily spent $9.60 on 3 drinks for her [illegible]. How much did each drink cost?

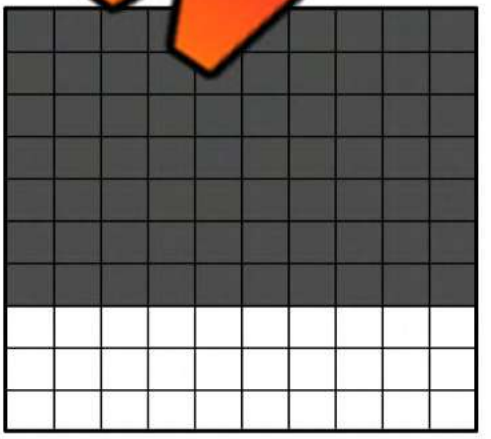
Part 5 What fraction, decimal and percent of the arra[illegible]



Fraction	Decimal	Percent



Fraction	Decimal	Percent



Fraction	Decimal	Percent

Part 6 Solve the problem below

4 friends competed in a 3-point shooting contest in basketball. They each took 50 shots. Their results are below.

Valentina	Claire	Dylan	Xavier
12/25	0.439	0.44	43%

a) Who [illegible] the best shooter?

b) Ran[illegible] the fr[illegible]rder of best shooter to worst shooter.

Part 7 Answer the wo[illegible] pro[illegible]

1) The grade 6's voted for their favourite food. T[illegible] wer[illegible]tions and students had to vote for one option. The results are b[illegible]

[illegible]	15%
Ha[illegible]rs	21%
C[illegible]	18%
[illegible]	
Other	22%

a) What percentage chose pizza?

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

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

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

a) What percentage of students received an F?

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