



Preview – Information



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Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use analog and digital clocks and timers to tell time in hours, minutes, and seconds so we can measure and understand time accurately in our daily activities.



Telling Time – Digital Clocks

1 2 3 4 5
6 7 8 9 0

Drag the numbers to fill in the answers below – Hours, Minutes and Seconds.

1)		4)	
	Hours Minutes		Hours Minutes Seconds
2)		5)	
	Hours Minutes		Hours Minutes Seconds
3)		6)	
	Hours Minutes		Hours Minutes Seconds

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Telling Time – Word Problems

1) Jonah's swimming lesson starts at quarter after 2. What time is that? Draw it on the clock.



2) Dinner at Mateo's house starts at quarter to 7. What time is that? Draw it on the clock.





BC Math Curriculum

Measuring Unit – Grade 4

Telling Time – Multiple Choice

Drag the circle to the correct time shown on the clock.

1)



a) 02 : 15
b) 06 : 05
c) 10 : 25
d) 08 : 30

2)



a) 11 : 50
b) 03 : 20
c) 12 : 35
d) 07 : 55

3)



a) 10 : 55
b) 06 : 30
c) 11 : 10
d) 08 : 45

4)



a) 12 : 55
b) 07 : 15
c) 02 : 00
d) 04 : 20

5)



a) 01 : 00
b) 12 : 30
c) 04 : 45
d) 03 : 15

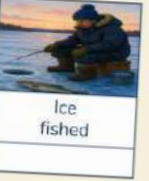
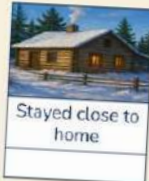
6)



a) 10 : 15
b) 02 : 30
c) 06 : 10
d) 05 : 20

Seasonal Cycle

Drag the season that matches with what the Métis did.



SPRING



SUMMER

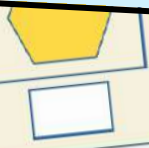
AUTUMN

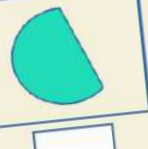
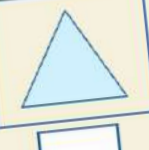
WINTER

Is the shape a polygon?

Polygons

- Two-dimensional
- Closed shape
- Straight sides







BC Math Curriculum

Measuring Unit – Grade 4

Vertices

How many sides and vertices does the shape have?
Drag the numbers to answer.

1 2 3 4 5
6 7 8 9 0

Shape	Sides	Vertices

Sorting

Drag and sort the angles into the categories below.

Right Angle	Smaller Than A Right Angle	Larger Than A Right Angle

shapes

WORD BANK

- Circle
- Rectangle
- Triangle
- Square
- Trapezoid



Workbook Preview



Grade 4 Measurement and Geometry

Telling time, polygons, perimeter, and
line symmetry

	Curriculum Expectations	Pages That Cover the Expectations
MG.1	How to tell time with analog and digital clocks, using 12- and 24-hour clocks	5 – 67
MG.2	Preview of 80 pages from this product that contains 284 pages total.	
MG.3		
MG.4		



Name: _____

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Curriculum Connection
MG.1

How Many Hours Have Passed?

Questions

Read the digital clocks. How many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1:00	8:00	_____ Hours
4:00	11:00	_____ Hours
2:00	1:00	_____ Hours
3:00	9:00	_____ Hours
5:00	7:00	_____ Hours
1:00	12:00	_____ Hours
1:00	11:00	_____ Hours

Name: _____

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Digital Clocks – How Much Time Has Elapsed

Questions

Read the digital clocks. How much time has gone by?

Start Time	End Time	How Much Time Has Passed?	
		Hours	Minutes
4:00	7:15	3	15
1:00	5:27		
3:00			
5:02	10:12		
7:24	11:31		
4:00	9:59		
6:35	11:48		

Name: _____

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Digital Clocks – How Much Time Has Elapsed

Questions

Read the digital clocks. How many minutes/seconds have gone by?

Start Time	End Time	How Much Time Has Passed?	
3 : 17 : 12	3 : 17 : 20	Minutes	0
		Seconds	8
7 : 02 : 15	7 : 05 : 22	Minutes	
		Seconds	
3 : 10 : 08	3 : 10 : 11	Minutes	
		Seconds	
5 : 48 : 36	5 : 59 : 11	Minutes	
		Seconds	
8 : 17 : 38	8 : 22 : 55	Minutes	
		Seconds	
7 : 44 : 22	7 : 52 : 53	Minutes	
		Seconds	
1 : 21 : 14	1 : 39 : 48	Minutes	
		Seconds	

Name: _____

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Curriculum Connection
MG.1

Analog Clock

An **analog clock** tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

Part 1 Fill in the minutes around the clock. Then label the hour and minute hand



Part 2 How many minutes have gone by in the hour?



Drawing Clocks – Nearest Hours

Questions

Draw the hour hand on the clock below to show the correct time

1)



2)



1:00

3)



5:00

4)



11:00

5)



3:00

6)



10:00

7)



8:00

8)



7:00

How Many Hours Have Passed ?

Questions

How many hours have gone by?

Start Time	End Time	How Much Time Has Passed?
1)  :	 :	_____ Hours
2)  :	 :	_____ Hours
3)  :	 :	_____ Hours
4)  :	 :	_____ Hours
5)  :	 :	_____ Hours

Drawing Clocks – Half Past

Questions

Draw the hour and minute hand to show what time it is

1)



2)



2:30

3)



5:30

4)



10:30

5)



1:30

6)



4:30

7)



8:30

8)



7:30

Math Activity: Time Travelers**Questions**

Answer the questions below



	Word Problems	Answers
1	Set your paper clock to 3:00 PM. Move the hands to show 5:45 PM. How many hours and minutes have passed?	
2	If you start your homework at 4:30 PM and finish at 6:15 PM, how long did you spend on homework?	
3	Your soccer practice starts at 7:00 AM and ends at 9:30 AM. What is the duration of your soccer practice?	
4	If a movie begins at 7:00 PM and ends at 9:30 PM, how long is the movie?	
5	Suppose you go to bed at 8:00 PM and wake up at 6:00 AM the next day. How many hours did you sleep?	

Telling Time Word Problems

**Questions**

Answer the questions below

	Word Problems
1	Emily's soccer practice starts at quarter to 4. What time is that?
2	_____ at quarter after 7. What time is that?
3	John's piano lesson begins at _____ after 5. What time is that?
4	Bella went to bed at quarter after 8. What time is that?
5	The school bus leaves at quarter after 7 in the morning. What time is that?
6	Sarah's favourite TV show begins at quarter to 8 in the evening. What time is that?
7	Dinner is scheduled for quarter to 6. What time is that?

Drawing Clocks – Quarter To, Quarter After**Questions**

Draw the hour and minute hand to show what time it is

1)



1:15

2)



2:15

3)



4:15

4)



6:15

5)



5:45

6)



3:15

7)



8:45

8)



7:45

Telling Time – Every 5 Minutes

Questions

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Every 5 Minutes**Questions**

Draw the hour and minute hands on the clocks below

1)

**PREVIEW**
2:15

2)



4:35

3)



6:20

4)



7:05

5)



9:55

6)



11:25

7)



8:10

8)



10:40

Telling Time – Multiple Choice**Questions**

Circle the time showing on the clock

1)

☐ 09:50☐ 11:50☐ 09:55

2)

☐ 02:30☐ 06:10☐ 01:30

3)

☐ 01:50☐ 01:40☐ 01:40

4)

☐ 11:25☐ 11:50☐ 05:55

5)

☐ 07:45☐ 09:35☐ 06:45

6)

☐ 05:25☐ 05:35☐ 05:35

7)

☐ 03:45☐ 02:40☐ 08:15

8)

☐ 10:30☐ 03:45☐ 10:15

Telling Time – Multiple Choice**Questions**

Write the letter from below under each clock

1)



2)



3)



4)



5)



6)



7)



8)



(A)

10 : 55

(B)

4 : 40

(C)

9 : 45

(D)

12 : 25

(E)

10 : 15

(F)

8 : 55

(G)

9 : 10

(H)

4 : 00

(I)

11 : 20

Exit Cards

Cut Out

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

Name: _____

1) What time is it?



A

12:20



B

4:55



3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Telling Time – Every Minute

Questions

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Every Minute

Questions

Draw the hour and minute hands on the clocks below

1)



2)



6:37

3)



1:21

4)



9:08

5)



9:59

6)



10:42

7)



7:14

8)



12:39

Matching Game: Telling Time To The Nearest Minute

Objective

What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

Materials

What you will need for the activity.

- Pre-prepared matching game cards with digital and analog clocks.
- Small bags or envelopes to hold the card sets for each group



Instructions

How you will complete the

1. Before the class, the teacher will cut out the prepared matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one digital time with its matching analog clock.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

Cards

Matching Game Cards

Analog Clock

Digital Clock



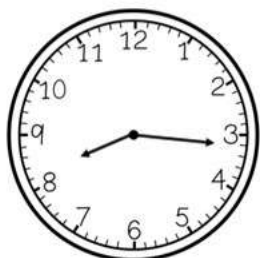
12:19



1:50



2:36



8:16



9:38

Cards

Matching Game Cards

Analog Clock

Digital Clock



9:01



4:50



9:47



2:27



10:58

Telling Time – Seconds

Questions

What time is showing on the clock?

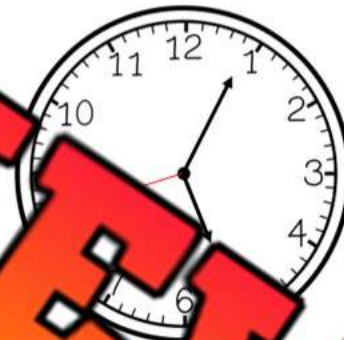
1)



2)



3)



5)



6)



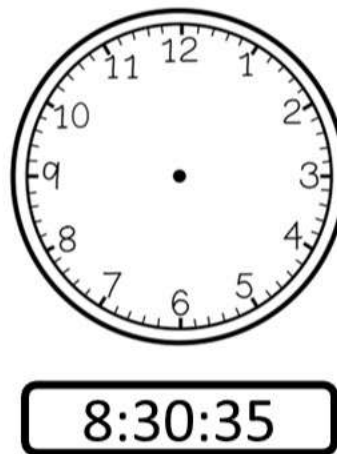
Telling Time – Seconds**Questions**

Draw the hour, minute, and second hands to represent the time

1)

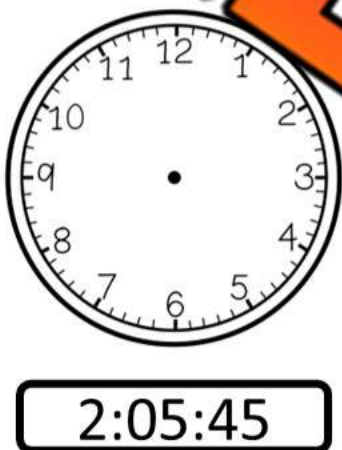


2)



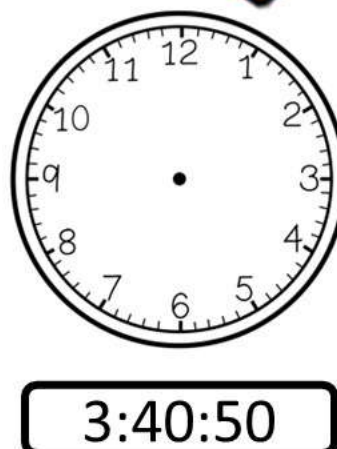
8:30:35

3)



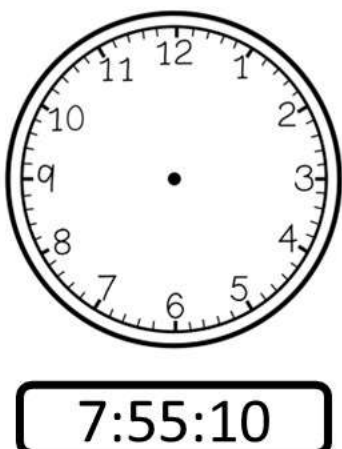
2:05:45

6)



3:40:50

5)



7:55:10

Time – AM and PM

AM	PM
- An abbreviation of the Latin phrase ante merīdiem (a.m.) - Means before midday (before noon)	- An abbreviation of the Latin phrase post merīdiem (p.m.) - Means after midday (after noon)

Part 1 Circle the correct option

	Description	AM	PM
1)	We wake up at the...	AM	PM
2)	We eat breakfast at...	AM	PM
3)	Steven goes to bed at...	AM	PM
4)	Dennis works tomorrow at 8:30...	AM	PM
5)	Erica saw the stars at...	AM	PM
6)	Charlie goes to school at...	AM	PM
7)	Ryan has basketball practice after school at...	AM	PM

Part 2 Fill in the time using a.m. or p.m.



: am / pm



: am / pm



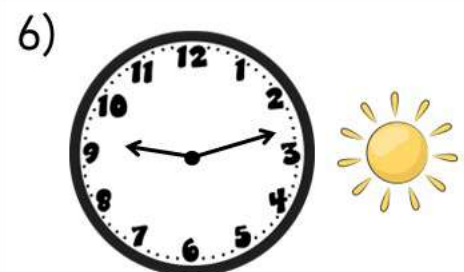
: am / pm



: am / pm



: am / pm



: am / pm

24 – Hour Clock

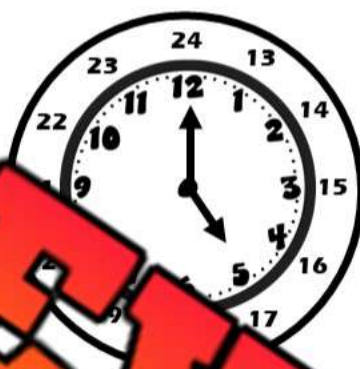
The 24-hour clock can also be used to tell time. The clock is divided into 24 hours, which means we don't need to repeat the 12-hour A.M. and P.M. cycle. When it is 3:00pm, it is 15:00 on a 24-hour clock. Many people refer to the 24-hour clock as military time. The 24-hour clock is often used in airports and when tracking time between countries.



Questions Assuming it is the afternoon, what time does the clock read in 24hr time?



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



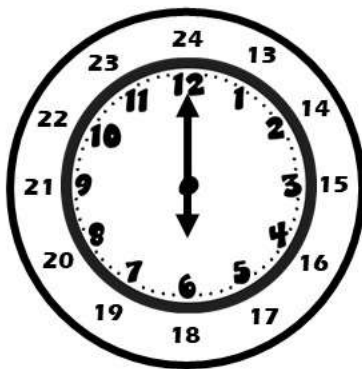
____ : ____



____ : ____



____ : ____

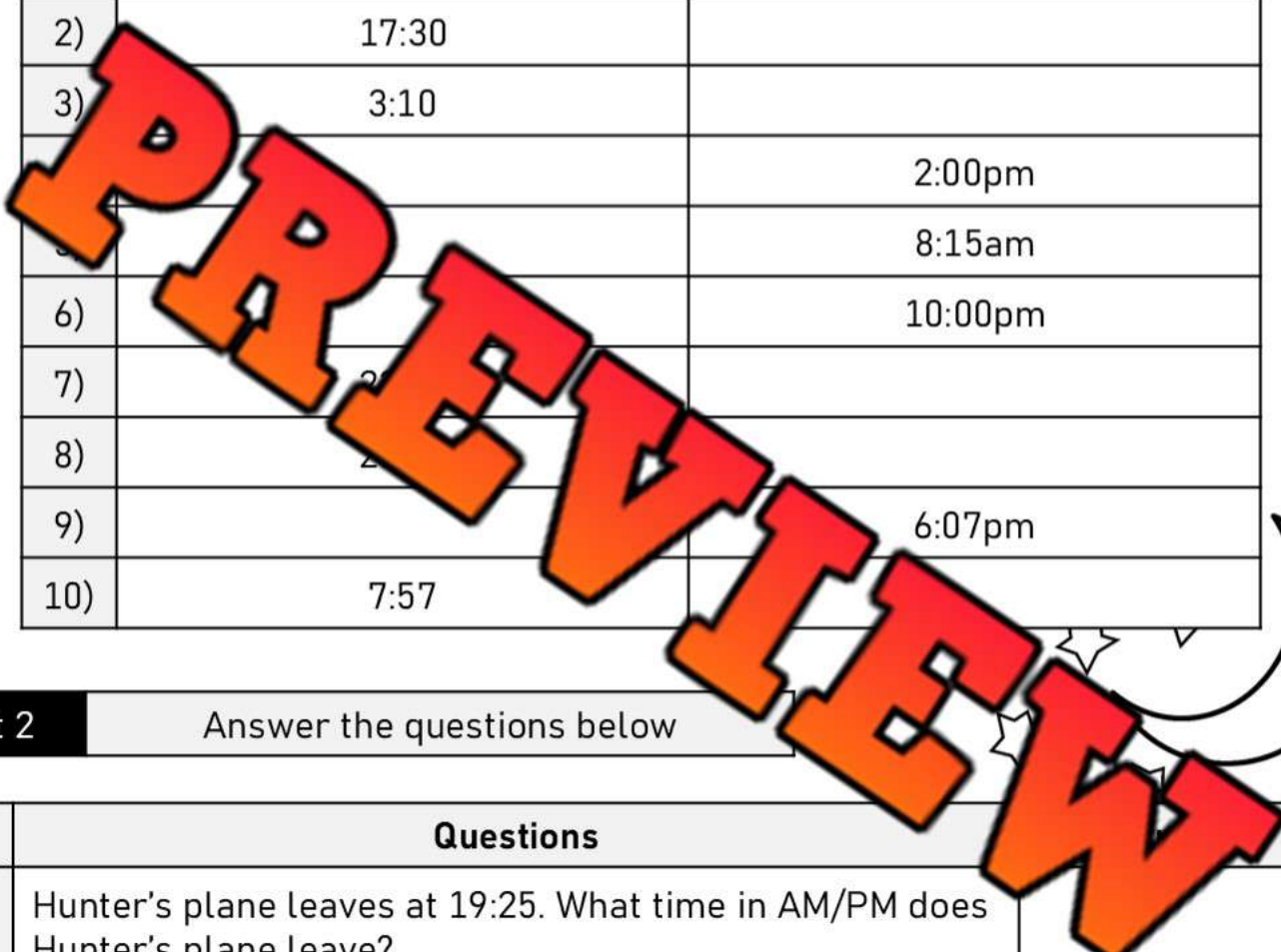
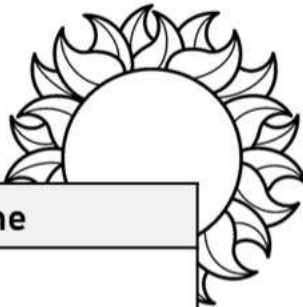


____ : ____

24 – Hour Clock

Part 1

Convert the time by filling in the table



	24-Hour Time	12-Hour Time
1)	15:00	
2)	17:30	
3)	3:10	
4)		2:00pm
5)		8:15am
6)		10:00pm
7)		
8)		
9)		6:07pm
10)	7:57	

**Part 2**

Answer the questions below

	Questions	
1)	Hunter's plane leaves at 19:25. What time in AM/PM does Hunter's plane leave?	
2)	Stacey is taking a train at 4:45pm. What time in 24-hour time is the train leaving?	
3)	The baseball game is on at 10:15pm tonight. What time in 24-hour time is the game on at?	
4)	The surgery is planned for 15:27. What time is the surgery in 12-hour time?	
5)	The movie starts at 7:15pm. What time in 24-hour time is the movie starting?	

Math Activity: 24-Hour Time Challenge

Objective

What are we learning about?

To help students understand and practice converting times between 12-hour and 24-hour clock formats.

Materials

What you will need for the activity.

- A 24-hour conversion chart
- Flashcards with times written in 12-hour format
- Flashcards with times written in 24-hour format
- A buzzer or bell for signaling correct answers
- A clock face (optional, for visual aid)



Instructions

How you will play the activity

1. Start by explaining the 24-hour clock format, using the clock face as a visual guide to show how times after noon are calculated (e.g., 1:00 PM is 13:00).
2. Introduce the flashcards, each showing a time in 12-hour or 24-hour format.
3. Divide the class into two teams and explain that they will compete to convert the times correctly.
4. Place the flashcards face down on a table. A student from one team turns over a card and has to convert the time to the opposite format.
5. Use the buzzer or bell to signal when they believe they have the correct answer.
6. Award points for correct answers and provide the correct answer for incorrect or missed attempts.
7. Alternate turns between the teams, ensuring each student has at least one chance to participate.
8. Keep score and discuss any tricky conversions after each round.
9. Summarize key points at the end of the game, reinforcing the method to convert times, especially those crossing noon and midnight.

Name: _____

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Curriculum Connection
MG.1

Flashcards

Cut out the times below to use for the activity.

6:00 PM

2:45 AM

12:00

05:25

9:00 PM

7:05 AM

22:00

10:15

11:15 PM

10:35 AM

23:30

12:50

PREVIEW

Name: _____

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Curriculum Connection
MG.1

Flashcards

Cut out the times below to use for the activity.

1:20 PM

9:30 PM

2:45

21:55

4:55 PM

11:00 PM

18:10

7:40 PM

2:15 AM

20:05

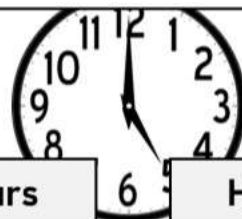
03:30

PREVIEW

Measuring Time – Seconds, Days, Hours, Minutes

Seconds (sec)	Minutes (min)	Hours (hr)	Days (d)
60 seconds = 1 minute	60 minutes = 1 hour	24 hours = 1 day	1 day = 24 hours

Part 1 Fill in the tables below



Seconds	Minutes
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10

Minutes	Hours
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10

Hours	Days
24	1
48	2
72	3
96	4
120	5
144	6
168	7
192	8
216	9
240	10

Part 2 Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hrs

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480 mins _____ hrs

Time – Word Problems

Questions

Read the problems and solve them below

1. Kennedy played in a baseball game that lasted 1 hour and 48 minutes. How many minutes total was the baseball game?



2. Kennedy ran in 5 minutes 37 seconds. How many seconds did it take him to run?

3. Jeremy and Jackson played video games for 96 days in a row. How many months did they play video games for?



4. Sam and Bruce played a round of golf for 240 minutes. How long did they play golf for?

5. Zachary played in a hockey game yesterday for 10 minutes. How many seconds did he play hockey?



Measuring Time – Days, Weeks, Months, Years

Days (d)	Weeks (w)	Months (m)	Years (yr)
7 = 1 week 365 days = 1 year ~30 days = 1 month	52 weeks = 1 year ~ 4 weeks = 1 month	12 months = 1 year	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Part 1 Fill in the tables below

Days	Weeks
7	1
14	
	4
35	
42	
	7
	8
63	
70	

Weeks	Months
4	1
8	2
	4
20	
	6
28	
36	
	10

Months	Years
12	1
	2
36	
48	
	5
	6
84	
6	
	9

Part 2 Convert the units of measurement below

1) 1 w _____ d

5) 28 w _____ m

9) 5 y _____ m

2) 70 d _____ w

6) 36 m _____ y

10) 4 w _____ d

3) 42 d _____ w

7) 9 y _____ m

11) 28 w _____ m

4) 12 w _____ m

8) 84 m _____ y

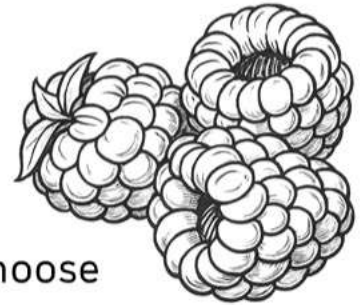
12) 120 m _____ y

Métis Seasonal Rounds

Living on a seasonal cycle means you live differently in different seasons. The Métis traditionally did the following in each season.

Spring

- Hunt buffalo, ducks, geese, swans, moose, deer, and elk
- Trap otters, beavers, rabbits, and wolves
- Collect bark for canoes and household items
- Trim and cut trees
- Plant wheat and other grains



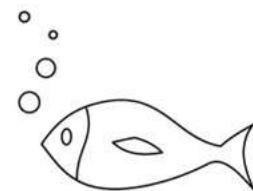
Summer

- Hunt buffalo, wolves, coyotes, rabbits, and moose
- Trap bears
- Gather Seneca root, blueberries, raspberries, and currants
- Fish with nets
- Plant and harvest barley
- Shear sheep for their wool



Fall

- Hunt buffalo to save food for the winter
- Hunt moose, deer, chickens, ducks, geese, and swans
- Fish for whitefish and salmon
- Trap and hunt bears, wolves, coyotes, mink, otters and beavers
- Harvest wheat
- Slaughter livestock

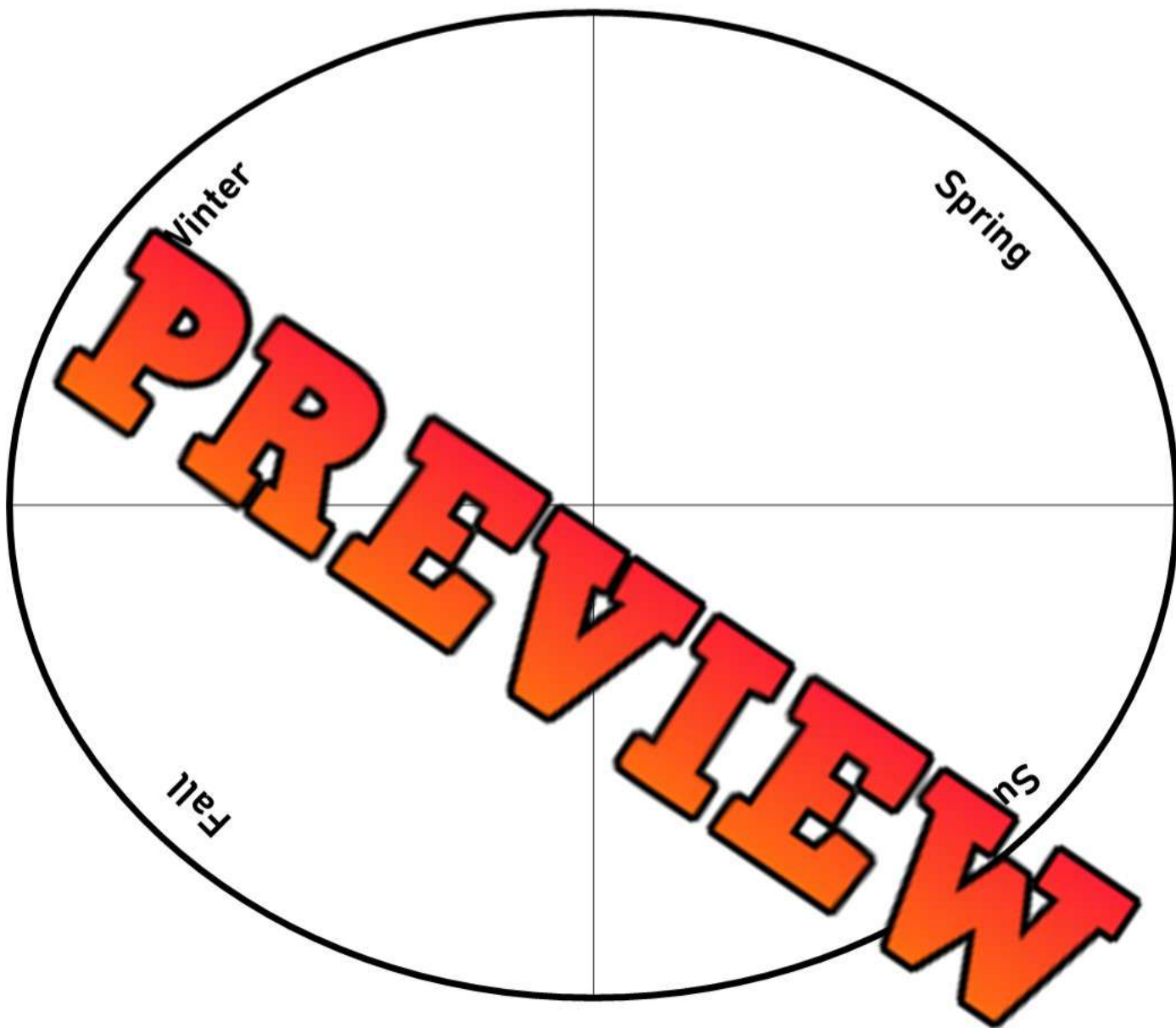


Winter

- Trap skunks, weasels, mink, otters, beavers, muskrats, and bears
- Hunt buffalo, bears, wolves, coyotes, chickens, rabbits, and moose
- Ice fish with nets

Part 1

Use the information from the previous page to fill in the seasonal round below for the Métis Indigenous group

**Part 2**

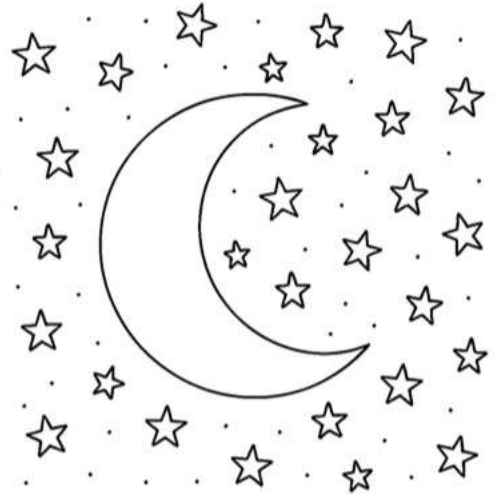
Answer the questions below

1) What fraction of the year does each season represent?	
2) What fraction of the year are buffalo hunted?	
3) What fraction of the year is one season?	
4) What fraction of the year are berries gathered?	

First Peoples, Time, and Natural Cycles in BC

Understanding Time Through Nature

First Peoples in British Columbia have used the sun, moon, and stars to measure time for thousands of years. By observing patterns in nature, they could count days, track seasons, and plan important activities.



The Sun and Daily Cycles

The sun helps show daily and seasonal time.

- The sun rises and sets each day, marking daytime and nighttime.
- The length of the day changes throughout the year.
- Longer days show summer and shorter days show winter.

By observing these changes, people knew when seasons were changing and when to fish, hunt, or gather food.

The Moon and Monthly Time

The moon follows a repeating cycle that lasts about one month.

- One full moon cycle represents part of a year.
- About twelve moon cycles make one year.
- Different moons helped mark times for specific activities.

This shows an understanding of fractions, such as one moon being about one twelfth of a year.

The Stars and Navigation

Stars change position across seasons.

- Certain stars appear at the same time each year.
- Star patterns helped tell time and guide travel.

By using these natural cycles, BC First Peoples used math to organize time, seasons, and daily life.

Questions

Answer the questions below

1) If one moon cycle is about 30 days, how many moon cycles fit into 90 days?

2) What fraction of a year is one moon cycle?

3) If there are 12 moon cycles in 365 days, about how many days long is one moon cycle?

4) How many moon phases happen in half a year?

5) If summer has about 14 hours of daylight, how many hours are nighttime?

6) If winter has about 8 hours of daylight, how many more daylight hours does summer have than winter?

7) If the sun rises at 6 a.m. and sets at 8 p.m., how many hours of daylight is that?

8) If a star appears in the sky every year during the same season, how many times will it appear in 4 years?

9) If a star pattern is seen for 2 months each year, what fraction of the year is that?

10) If people use stars to travel for 5 nights in a row, how many total hours of star navigation is that if each night is 10 hours long?

Unit Test – Telling Time

Part 1

Read the clock and write the time below

1)


 :

2)


 :

3)


 :

4)


 :

6)


 :

Part 2

Convert the units of measurement below

	Minutes	Hours
1)	60	
2)		2
3)	180	
4)	240	
5)		5

	Minutes	Hours
6)	150	____ hours ____ mins
7)	195	____ hours ____ mins
8)	262	____ hours ____ mins
9)	345	____ hours ____ mins
10)	400	____ hours ____ mins

Part 3

Draw the hour and minute hands on the clocks below

1)



1:17

2)



5:39

3)



3:28

4)



11:03

Part 4

Convert the time in 12-hour time to 24-hour time

	24-Hour Time	
1)	13:00	
2)	15:30	
3)	5:10	
4)		3:00pm
5)		9:25pm

Part 5

Answer the questions below

1)	Jane's plane leaves at 17:52. What time in AM/PM does Jane's plane leave?	
2)	Larry is taking a train at 11:17pm. What time in 24-hour time is the train leaving?	

Introduction to Polygons

YES

Polygons

- Two-dimensional
- Closed shape
- Straight sides

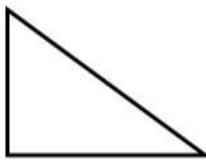
NO

Part 1 Is the shape a polygon? Write yes or no below the shapes

1.



3.



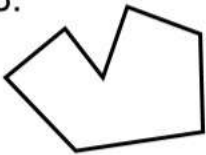
4.



5.



6.



7.



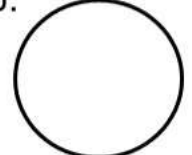
8.



9.



10.



Part 2 Draw polygons and non-polygons

1)

2)

3)

4)

Polygon

Polygon

Polygon

Polygon

Polygon

6)

7)

8)

9)

10)

Non-Polygon

Non-Polygon

Non-Polygon

Non-Polygon

Non-Polygon

Yup'ik Patterns

The Yup'ik are an Inuit people from the Yukon and Alaska. Although they generally live and work in modern ways, their traditional clothing included parkas with patterns using regular polygons.

The use of regular polygons in repeated patterns is called a tessellation. The Yup'ik used regular polygons without overlapping them or having gaps between shapes.

The diagrams on the right showcase simple tessellations using only 1 regular polygon repeated.



Pretend boxes on top of each other and connected
(*Qulliqellriit yaassiguat*)



Pretend windows (*Egaleruat*)



Pretend teeth or pretend mountains (*Keggutnguat or Ingriruat*)



Pretend mountains with reflections (*Ingriruat tarenrariuteng*)



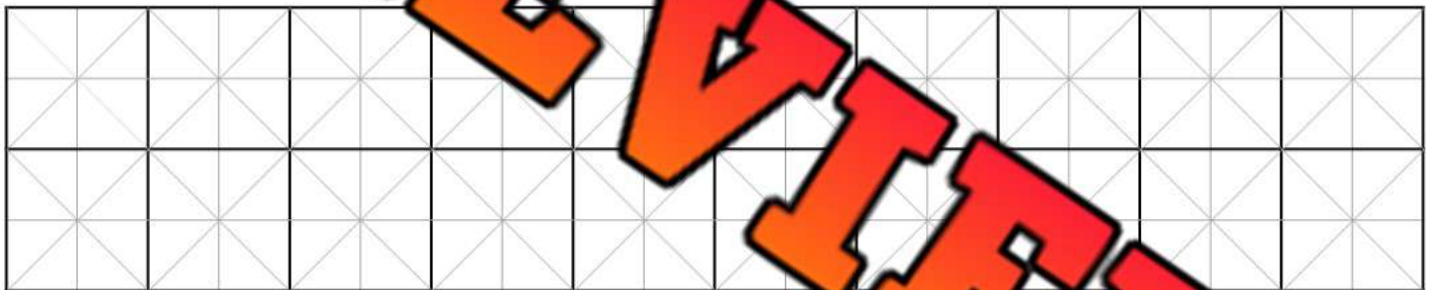
Pretend braids (*Taquruat*)



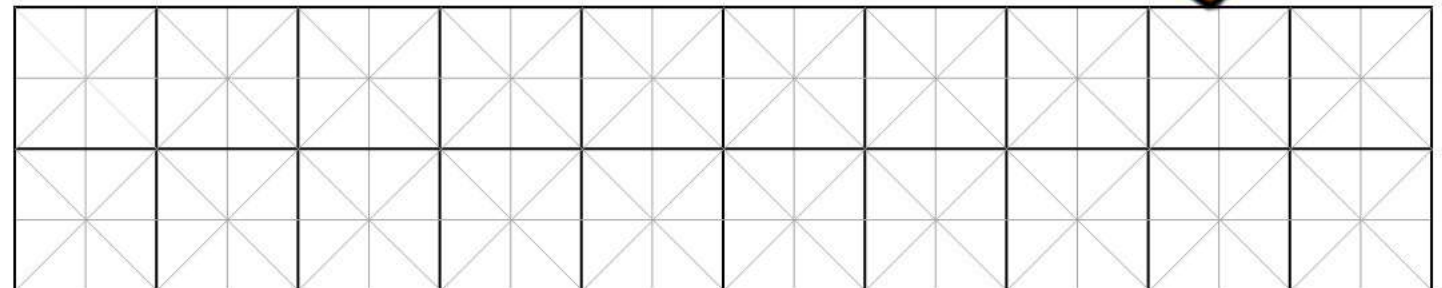
Pretend river (*Kuiguat*)

Directions

Circle 2 of the Yup'ik patterns by repeating 1 regular polygon



Which regular polygon did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?



Which regular polygon did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?

Yup'ik Parka Patterns

Directions

Create 2 of your own Yup'ik parka patterns by repeating 1 or more regular polygons.

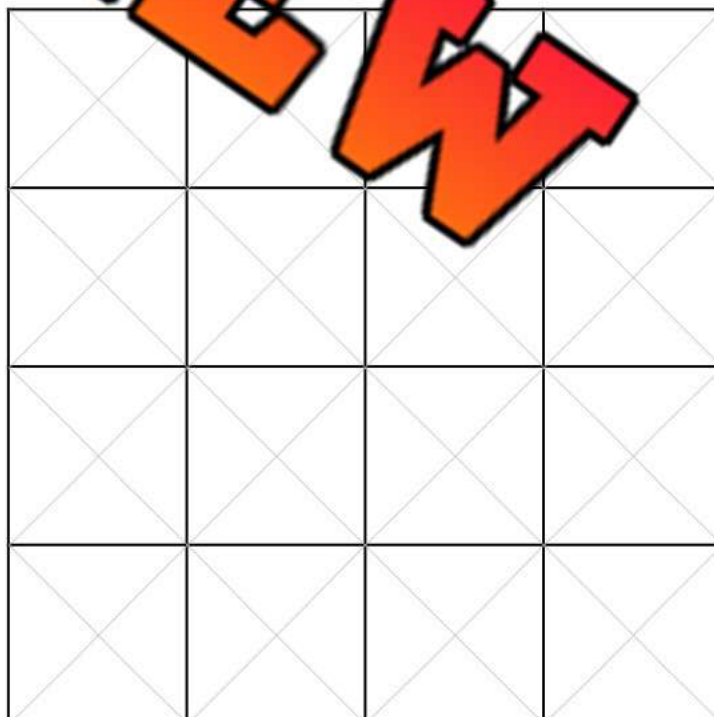


Which regular polygons did you use to create your Yup'ik pattern?

Are there any other irregular polygons in your pattern?

Which regular polygons did you use to create your Yup'ik pattern?

Are there any other irregular polygons in your pattern?



Name: _____

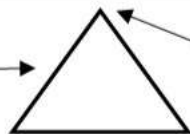
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Curriculum Connection
MG.2

Sides and Vertices

Reminder:

Side



Vertices

Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices
6.	7.	8.	10.	
_____ sides	_____ sides	_____ sides	_____ sides	
_____ vertices	_____ vertices	_____ vertices	_____ vertices	

Part 2

Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Sides and Vertices Word Problems

Questions

Answer the questions below



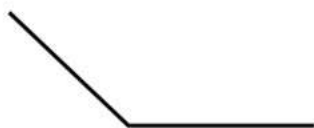
	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sally has a figure with 4 sides of equal length. How many vertices does it have?	
3	A shape has 4 vertices and 4 sides. What shape is it?	
4	A classroom door is shaped like a rectangle. How many sides and vertices does it have?	
5	A piece of fabric is 10 metres long and 6 metres wide. A tailor wants to cut it into a different shape that is 15 metres long. How wide will the new piece of fabric be if it has the same area?	
6	An octagon is featured on a sign. Count the sides and vertices.	
7	A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have?	
8	If a shape has 6 sides, and all sides are equal, what is the number of vertices?	

Name: _____

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Curriculum Connection
MG.2

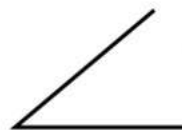
Naming Angles



= larger than
a right angle



= right angle



= smaller than
a right angle

Questions

Label the angles in comparison to a right angle – larger, smaller, right angle

1)

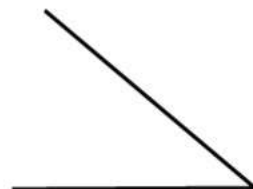


2)

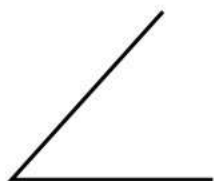


3)

4)



5)



6)



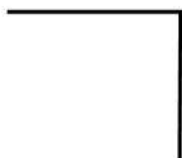
7)



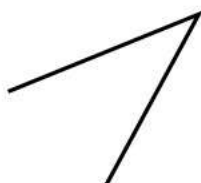
8)



9)



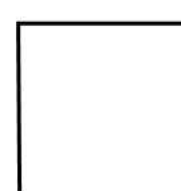
10)



11)



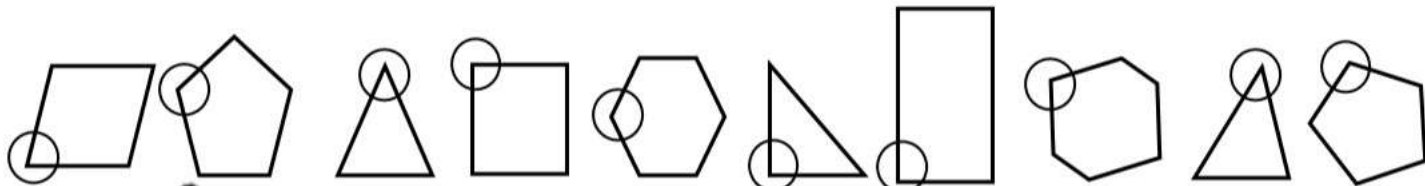
12)



Sorting Angles

Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angles

Right Angle

Larger than a right angle

Smaller than a right angle

Letters

Part 2

Sort the angles into the categories below



A

B

C

D

E

F

H

Angles

Right Angle

Larger than a right angle

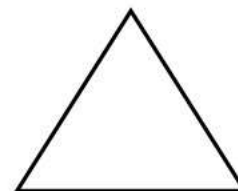
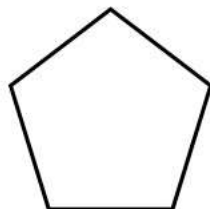
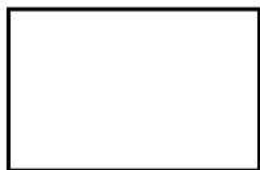
Smaller than a right angle

Letters

Part 3

Circle the angles below

Drawings



Angles

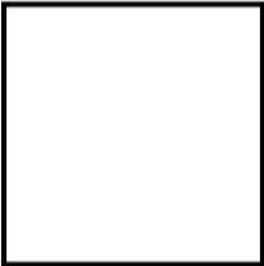
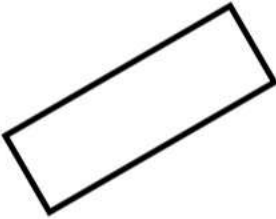
Right Angle

Larger than a right angle

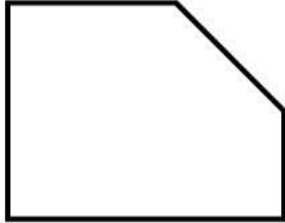
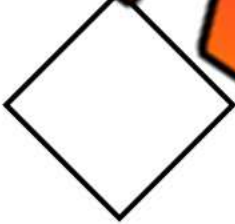
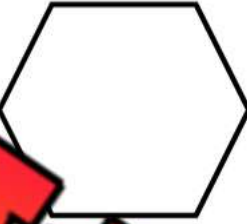
Smaller than a right angle

Right Angles in Rectangles & Other Shapes

Part 1 Label the right angles with a small square and write how many right angles there are

1) 	2) 	3) 	4) 

Part 2 Find right angles in the shapes below and label them with a square. How many are there?

5) 	6) 	8) 

Part 3 Draw a picture of a shape with the number of right angles it shows below

9)	10)	11)	12)
3	4	1	2

Name: _____

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Curriculum Connection
MG.2

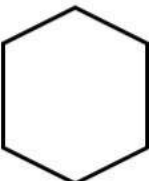
Naming Shapes

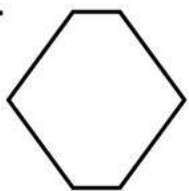
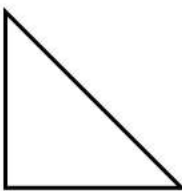
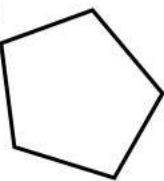
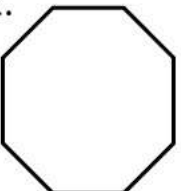
Questions

Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides
Name of Shape			

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Name: _____

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MG.2

Drawing Shapes

Part 1

Draw two different versions of the shapes below

Regular Triangle	Regular Quadrilateral	Regular Pentagon	Regular Hexagon	Regular Octagon
Irregular Triangle	Irregular Quadrilateral	Irregular Pentagon	Irregular Hexagon	Irregular Octagon

Part 2

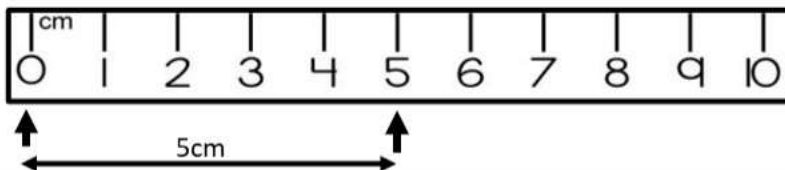
Draw a bridge using triangles, quadrilaterals, pentagons, hexagons or octagons

Bridge #1

Bridge #2

Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



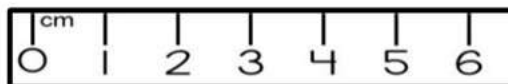
Questions

Read the rulers below to find the distance between the arrows

1)



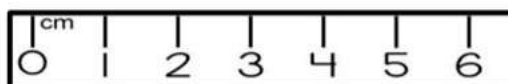
2)



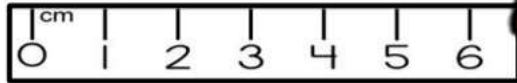
3)



4)



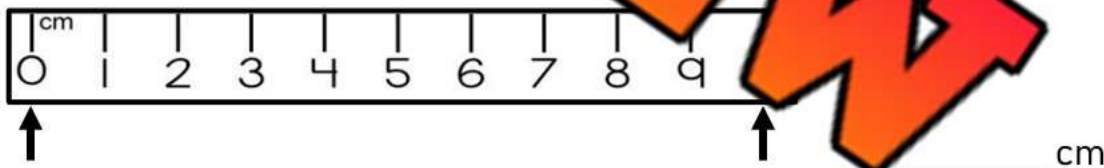
5)



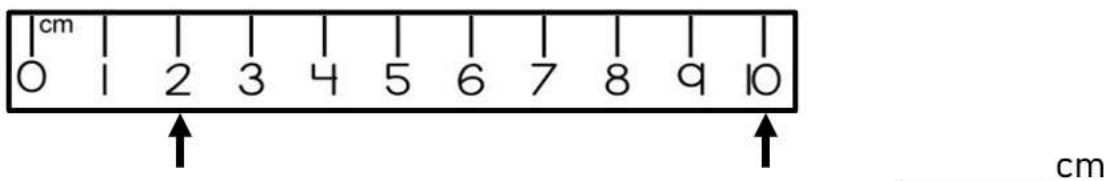
6)



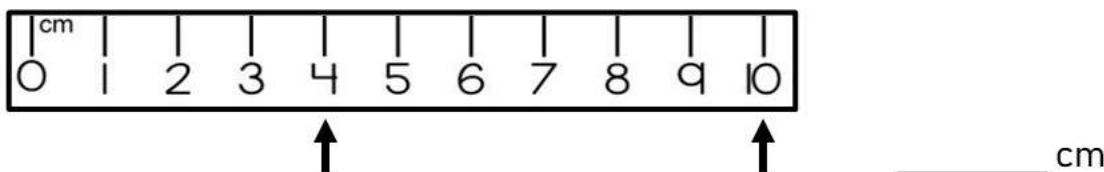
7)



8)



9)



Measuring in Centimetres and Millimetres

Part 1

Use a ruler to measure the lines below

1)



_____ cm _____ mm

2)



_____ cm _____ mm

3)



_____ cm _____ mm

4)



_____ cm _____ mm

5)



_____ cm _____ mm

6)



_____ cm _____ mm

7)



_____ cm _____ mm

Part 2

Draw a line that is the correct length

1)

70 mm

2)

4 cm

3)

60 mm

4)

2 cm

5)

3 cm

6)

50 mm

Exit Cards

Cut Out

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

Name: _____

1) Use a ruler to measure the lines below



2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



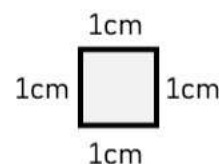
_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Measuring Square Side Lengths

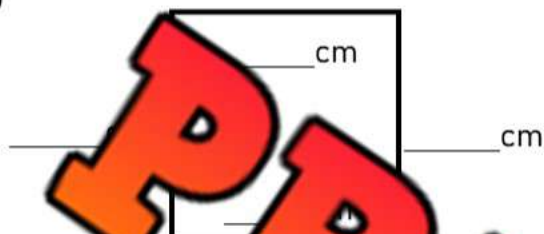
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



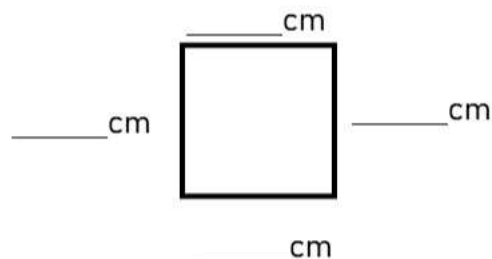
Part 1

Use a ruler to measure the squares below

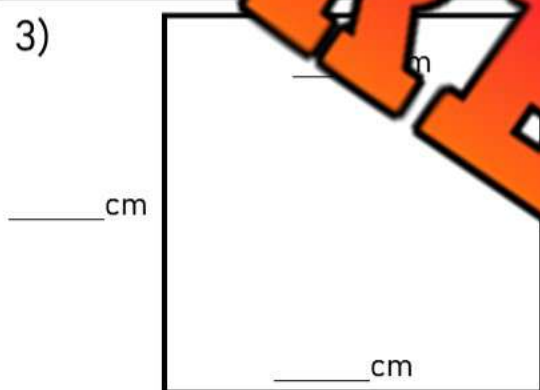
1)



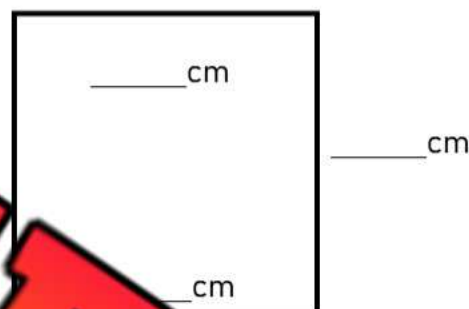
2)



3)



4)



Part 2

Are the shapes squares or rectangles?

1)



Square Rectangle

2)



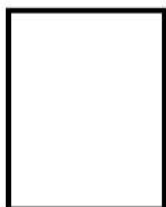
Square Rectangle

3)



Square Rectangle

4)



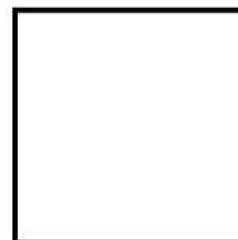
Square Rectangle

5)



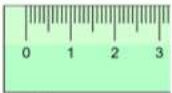
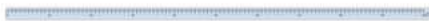
Square Rectangle

6)



Square Rectangle

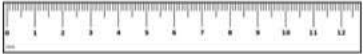
Metric System Units – mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
Used to measure short distances 	Used to measure short to medium distances 	Used to measure medium to long distances 

Questions: In what unit of measure would you use to measure the following distances?

1) The length of 	
2) The length of your hand 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
$10\text{mm} = 1\text{cm}$ $1000\text{mm} = 1\text{m}$	$1\text{cm} = 10\text{mm}$ $100\text{cm} = 1\text{m}$	$1\text{m} = 100\text{cm}$ $1\text{m} = 1000\text{mm}$
		

Part 1 Fill in the tables below

	cm
10	
20	
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	3
400	
	5
600	
	7
1000	

Part 2 Convert the units of measurement below

1) 1m _____ cm

5) 5m _____ cm

9) 500cm _____ m

2) 20mm _____ cm

6) 50mm _____ cm

10) 500mm _____ cm

3) 2cm _____ mm

7) 100mm _____ cm

11) 8m _____ cm

4) 50cm _____ mm

8) 30cm _____ mm

12) 300cm _____ m

Which is Longer?

Part 1

Which distance is farther? Circle the longest distance.

1)	10.5m	200.2cm	10.5mm	2.5m
2)	32.5cm	380mm	0.5m	1000m
3)	50m	535cm	5.5m	1.5m
4)	5m	3.3m	1000mm	156cm
5)	712cm	8m	3000mm	4.5m

Part 2

Read the problem and solve below

1. Nick and Ryan both competed in a jump at track meet. Nick jumped 3.45m and Ryan jumped 329cm. Who jumped farther?
2. Max and Rudy are arguing over whose pencil is longer. Max's pencil is 10cm long and Rudy's is 95mm long. Whose pencil is longer?
3. Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?



Exit Cards

Cut Out

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

Name: _____

1) Convert the units of measurement below.

a) 1 m = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

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Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Memory Game: Matching Equivalent Units

Objective

What are we learning about?

Students will practice converting and matching equivalent units of measurement, such as centimeters to millimeters and meters to centimeters, to enhance their understanding of metric conversions.

Materials

What you will need for the activity.

- Sets of Memory Game cards with units of measurement (provided)
- Tables or clear floor space for each group to lay out their cards



Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4 students each.
2. Give each group a set of Memory Game cards.
3. Have each group lay all the cards face down in a grid on a table or floor.
4. Students take turns flipping over two cards at a time, trying to find a match with equivalent units of measurement.
5. If a student finds a match (e.g., 1 meter and 100 centimeters), they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the equivalent units of measurement with the class, ensuring students understand the conversions.

Cards

Memory Game Cards

12.5 centimeters

125 millimeters

2.5 meters

250 centimeters

67.5 centimeters

675 millimeters

7.25 meters

725 centimeters

8.5 centimeters

85 millimeters

Name: _____

110

Cards

Memory Game Cards

2.25 meters

225 centimeters

9.5 meters

950 centimeters

5.5 meters

550 centimeters

0.5 centimeters

5 millimeters

0.75 meters

75 centimeters

PREVIEW

Estimating Distance

Questions

Which distance makes the most sense?

1) Length of a pencil

- a) 30cm
- b) 10mm
- c) 10cm



2) Length of a soccer field

- a) 100m
- b) 500m
- c) 500cm



3) Distance of a 200m race

- a) 100 metres
- b) 50mm
- c) 2000m

4) Length of a gym

- a) 15m
- b) 3m
- c) 300cm
- d) 20mm



5) Width of a computer monitor

- a) 2m
- b) 40cm
- c) 20mm



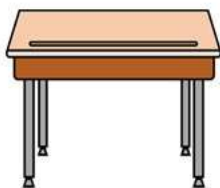
6) Length of your shoe

- a) 15cm
- b) 15cm
- c) 2m



7) Height of a desk

- a) 2m
- b) 90cm
- c) 200mm



8) Height of an NBA player (person)

- a) 2m
- b) 100cm
- c) 200mm



9) Length of a bus

- a) 13m
- b) 200cm
- c) 2000mm



10) Width of an eraser on the end of a pencil

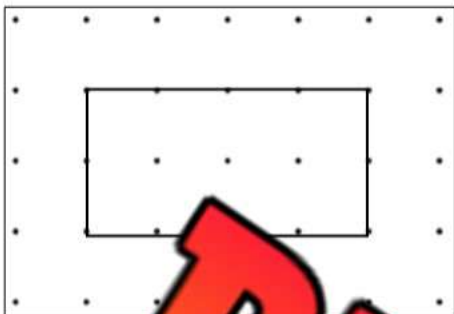
- a) 2m
- b) 10cm
- c) 10mm



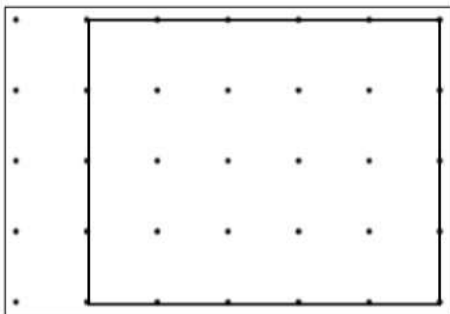
Finding the Perimeter of Irregular Shapes

Part 1

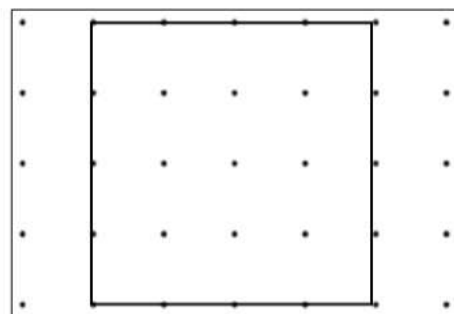
Find the perimeter of the rectangles below



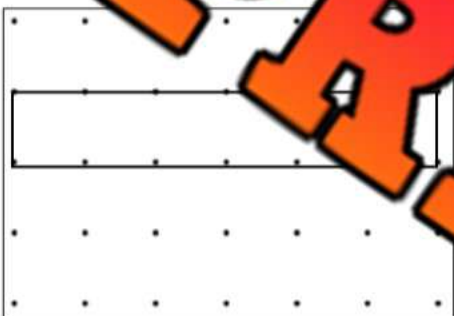
1) Perimeter=_____



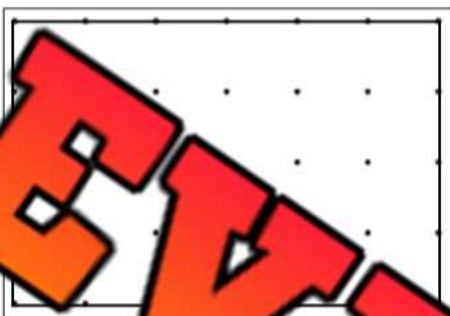
2) Perimeter=_____



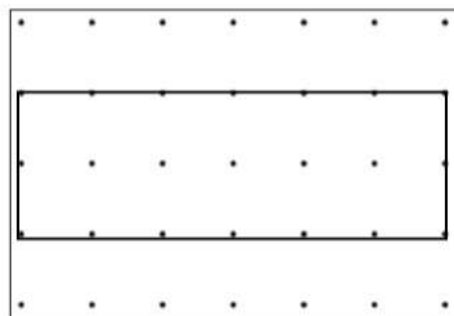
3) Perimeter=_____



4) Perimeter=_____



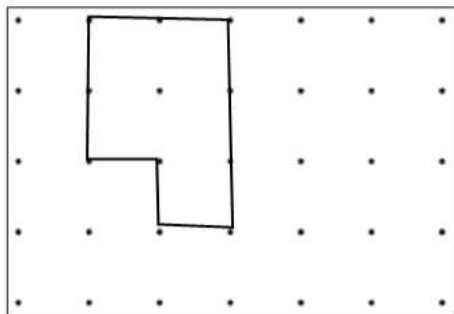
5) Perimeter=_____



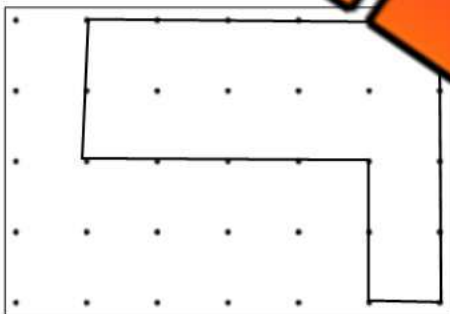
6) Perimeter=_____

Part 2

Find the perimeter of the polygons below



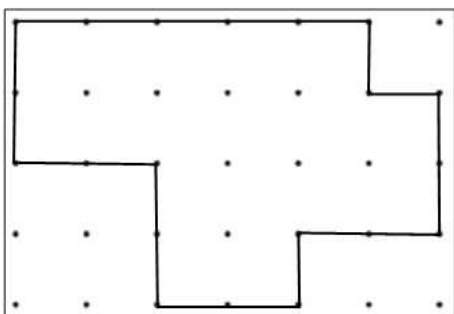
1) Perimeter=_____



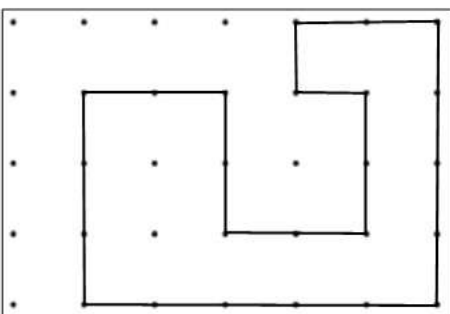
2) Perimeter=_____



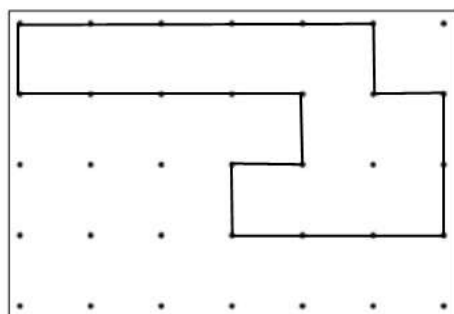
3) Perimeter=_____



4) Perimeter=_____



5) Perimeter=_____



6) Perimeter=_____

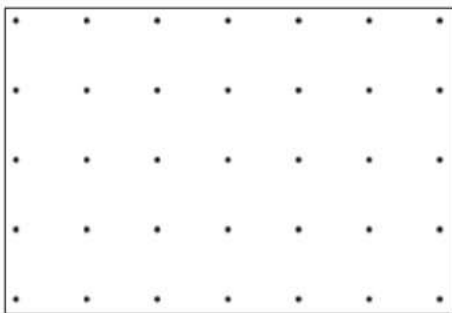
Drawing Shapes Using Perimeter

Part 1

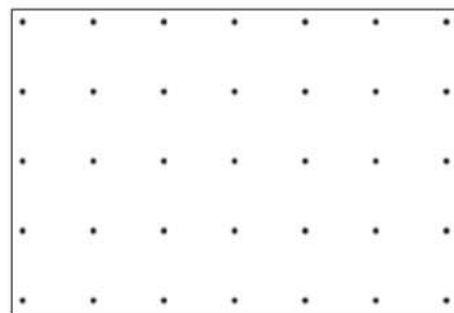
Draw a **square** with the perimeter that is given to you



1) Perimeter = 8



2) Perimeter = 4



3) Perimeter = 12

Part 2

Draw a **rectangle** with the perimeter that is given to you



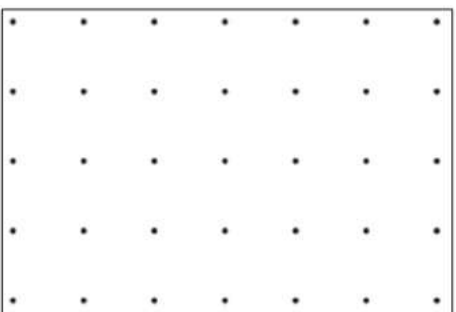
4) Perimeter = 6



5) Perimeter = 10



6) Perimeter = 16



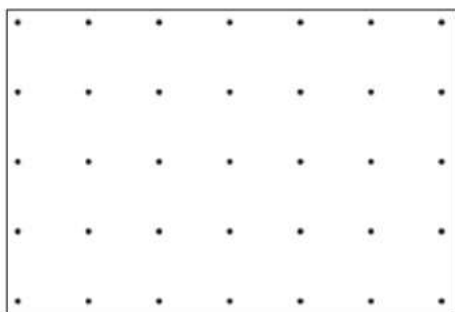
7) Perimeter = 8



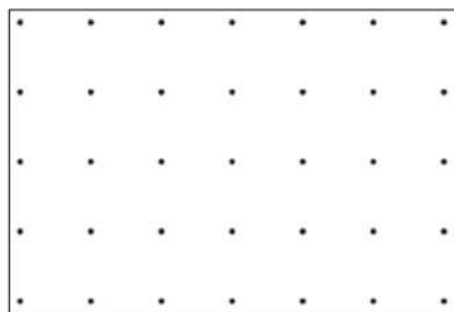
8) Perimeter = 14



9) Perimeter = 18



10) Perimeter = 20



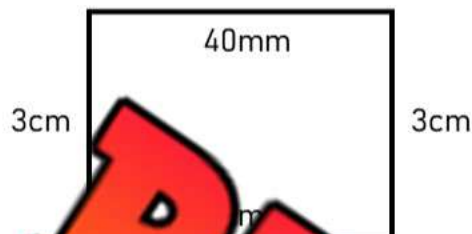
11) Perimeter = 12

Perimeter of Irregular Polygons

Part 1

Step 1 - Convert the units so they are all the same
Step 2 - Use a formula to calculate the perimeter

1)



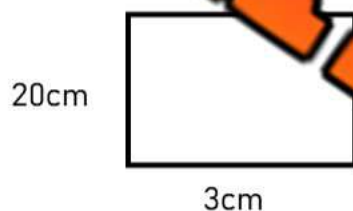
Perimeter = _____

2)



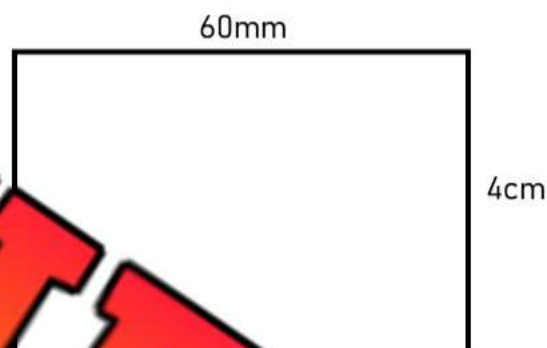
Perimeter = _____

3)



Perimeter = _____

4)

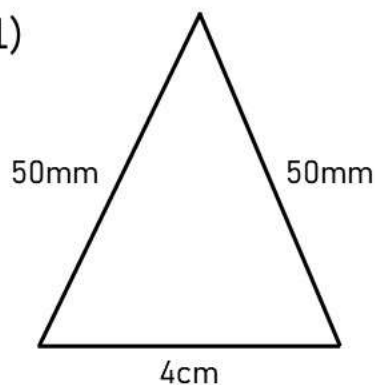


Perimeter = _____

Part 2

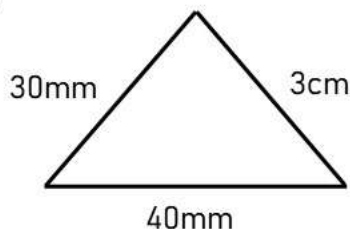
Find the perimeter of the triangles below

1)



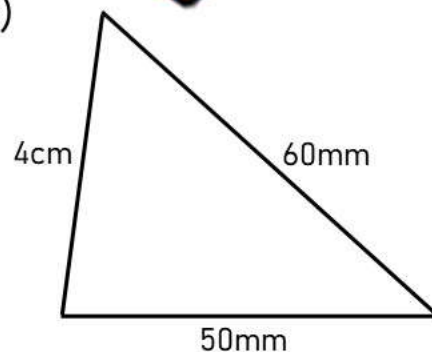
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Exit Cards

Cut Out

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

Name: _____

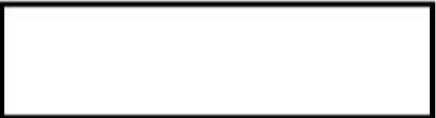
Convert the units so they are all the same and calculate the perimeter.

a)  30mm

b)  P = _____

Name: _____

Convert the units so they are all the same and calculate the perimeter.

a)  30mm

7cm P = _____

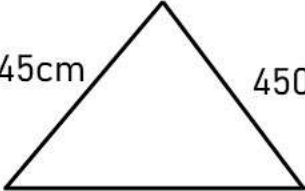
b)  P = _____

Name: _____

Convert the units so they are all the same and calculate the perimeter.

a)  30mm

7cm P = _____

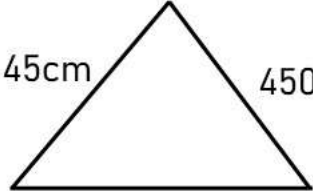
b)  P = _____

Name: _____

Convert the units so they are all the same and calculate the perimeter.

a)  30mm

7cm P = _____

b)  P = _____

Name: _____

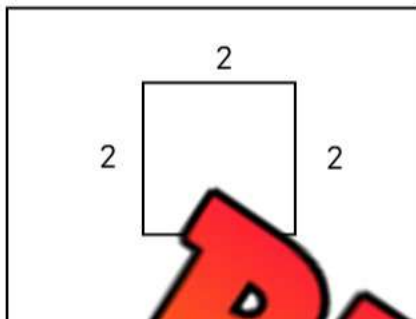
123

Curriculum Connection
MG.3

Drawing Shapes Using Perimeter

Part 1

Draw a **regular polygon** in the box with the perimeter that is given to you



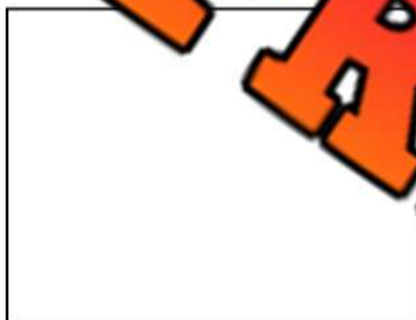
1) Perimeter = 8



2) Perimeter = 12



3) Perimeter = 16



4) Perimeter = 18



5) Perimeter = 24



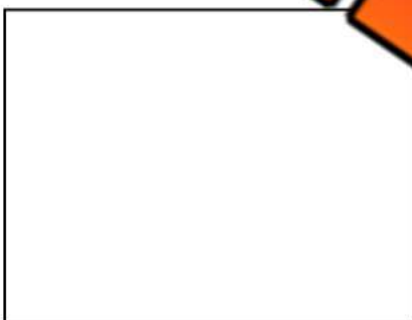
6) Perimeter = 32

Part 2

Draw an **irregular polygon** in the box with the perimeter that is given to you



7) Perimeter = 15



8) Perimeter = 23



9) Perimeter = 29



10) Perimeter = 45



11) Perimeter = 37



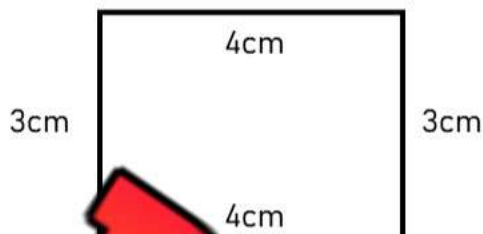
12) Perimeter = 51

Finding the Perimeter of Rectangles

Part 1

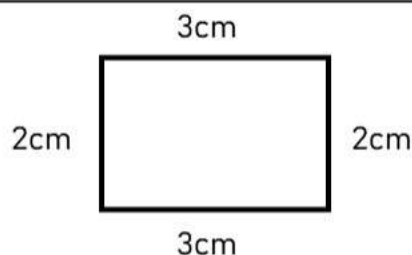
Find the perimeter of the rectangles below

1)



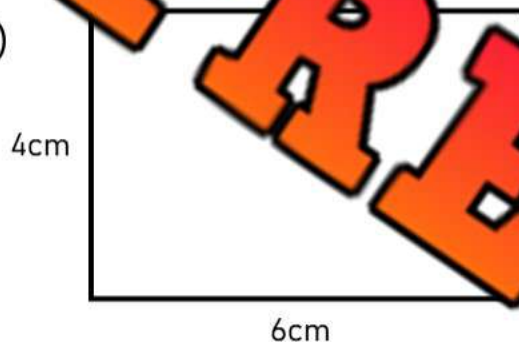
Perimeter = _____

2)



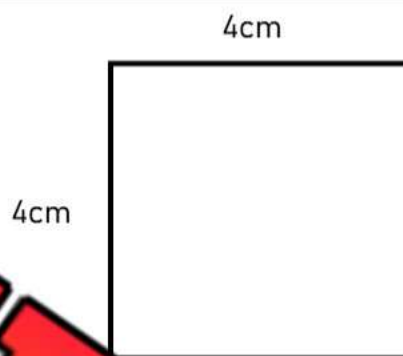
Perimeter = _____

3)



Perimeter = _____

4)



Perimeter = _____

Part 2

Answer the word problems below

- 1) A rectangular basement has a length of 15m and a width of 7m. What is the perimeter of the basement?



- 2) The perimeter of a rectangular playground is 40m. If the length of the playground is 15m, what is the width?



- 3) The basketball court has a width of 12 metres and a perimeter of 72 metres. What is the length of the basketball court?



Finding Perimeter – Converting cm and mm

Instructions

Step 1 - Convert the units so they are all the same
Step 2 - Add up all the units

*** not to scale

1)

3cm

40mm

Perimeter = _____ cm _____ mm

2)

3cm

20mm

Perimeter = _____ cm _____ mm

3)

Perimeter = _____ cm _____ mm

4)

7cm

30mm

Perimeter = _____ cm _____ mm

5)

50mm

2cm

Perimeter = _____ cm _____ mm

6)

40mm

2cm

Perimeter = _____ cm _____ mm

7)

90mm

5cm

Perimeter = _____ cm _____ mm

8)

40mm

Perimeter = _____ cm _____ mm

9)

2cm

100mm

Perimeter = _____ cm _____ mm

10)

3cm

50mm

Perimeter = _____ cm _____ mm

Perimeter Word Problems

Instructions

Draw a picture of the problem and then find the perimeter

1) A computer screen is 22cm by 12cm. What is the perimeter of the screen?

2) Pat is running around his yard. His yard is 25m by 12m. What is the perimeter of his yard?



3) The school yard is a rectangle that is 30m by 20m. What is the perimeter of the yard?

4) A poster is 1.2m by 160cm. What is the perimeter of the poster?



5) Mrs. Wilson is putting a border around her bulletin board. The board is 320cm by 1.6m. What is the perimeter of the bulletin board?



Perimeter Formulas

Mathematicians use formulas to help them solve questions faster and easier. When finding the perimeter of a quadrilateral, we can use the following formulas.

Formula 1

$$a + b + a + b$$

$$9 + 3 + 9 + 3 = 24\text{cm}$$



9cm

3cm

Formula 2

$$a + b \times 2$$

$$9 + 3 \times 2 = 24\text{cm}$$

Instruction Use both formulas to calculate the perimeter of the quadrilaterals

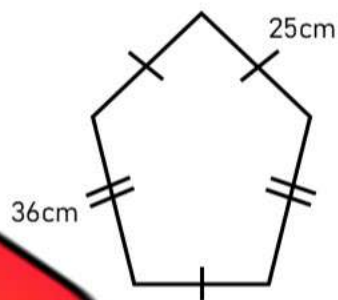
	Formula 1	Formula 2
1) 5cm		
2) 11cm 5cm		
3) 15m 7m		
4) 22mm 14mm		
5) 17cm 4cm		
6) 7cm		

Perimeter – Compound Shapes

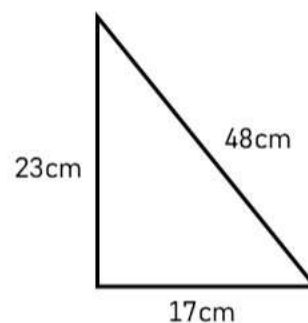
Instructions

Convert the units and calculate the perimeter of the shapes

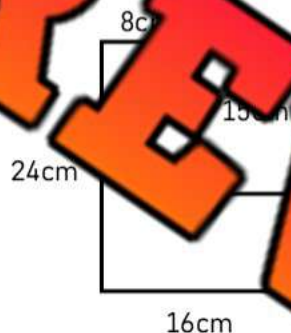
1)



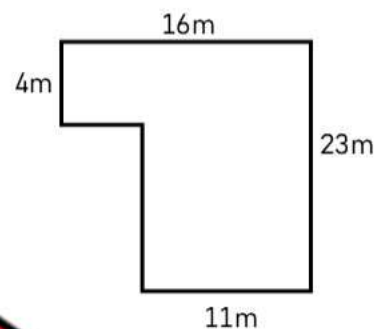
2)



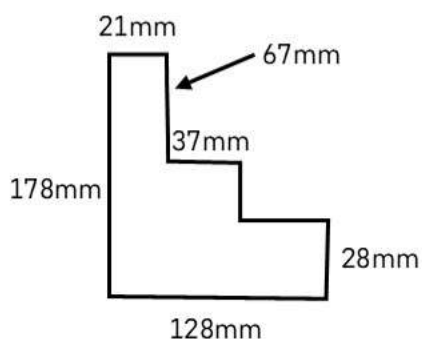
3)



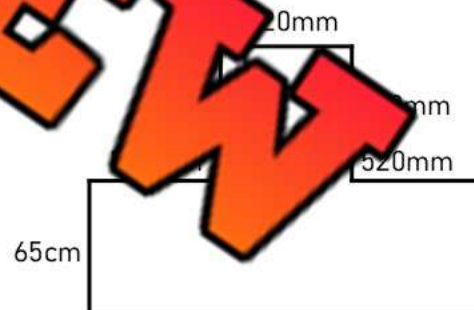
4)



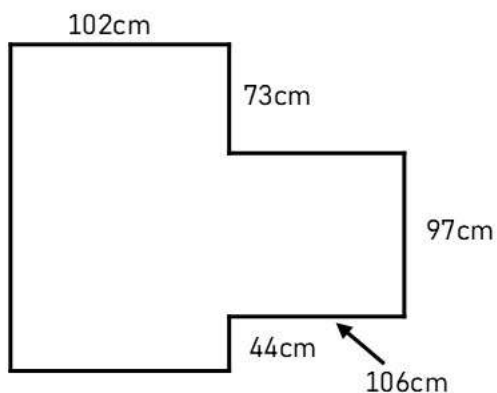
5)



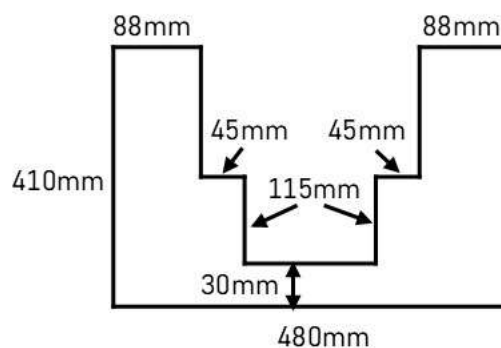
6)



7)



8)



Congruent Shapes

Questions

Colour the congruent shapes. There may be more than one answer

Congruent shapes have the same size and shape. This means that the sides lengths and angles are the same. Congruent Shapes can be in different positions.



Congruent

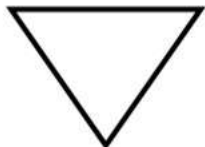


Not congruent

1)



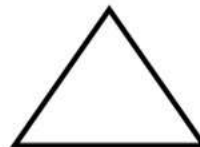
a)



b)



c)



2)



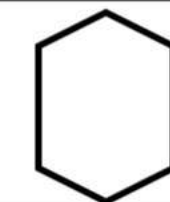
a)



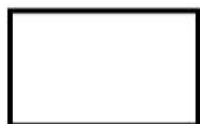
b)



c)



3)



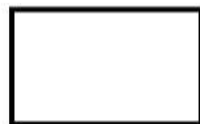
a)



b)



c)



4)



a)



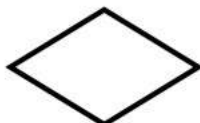
b)



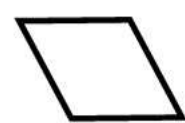
c)



5)



a)



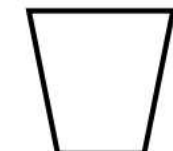
b)



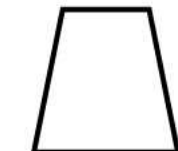
c)



6)



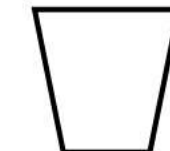
a)



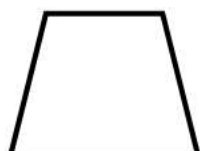
b)



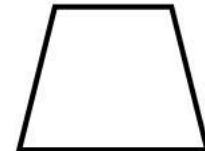
c)



7)



a)



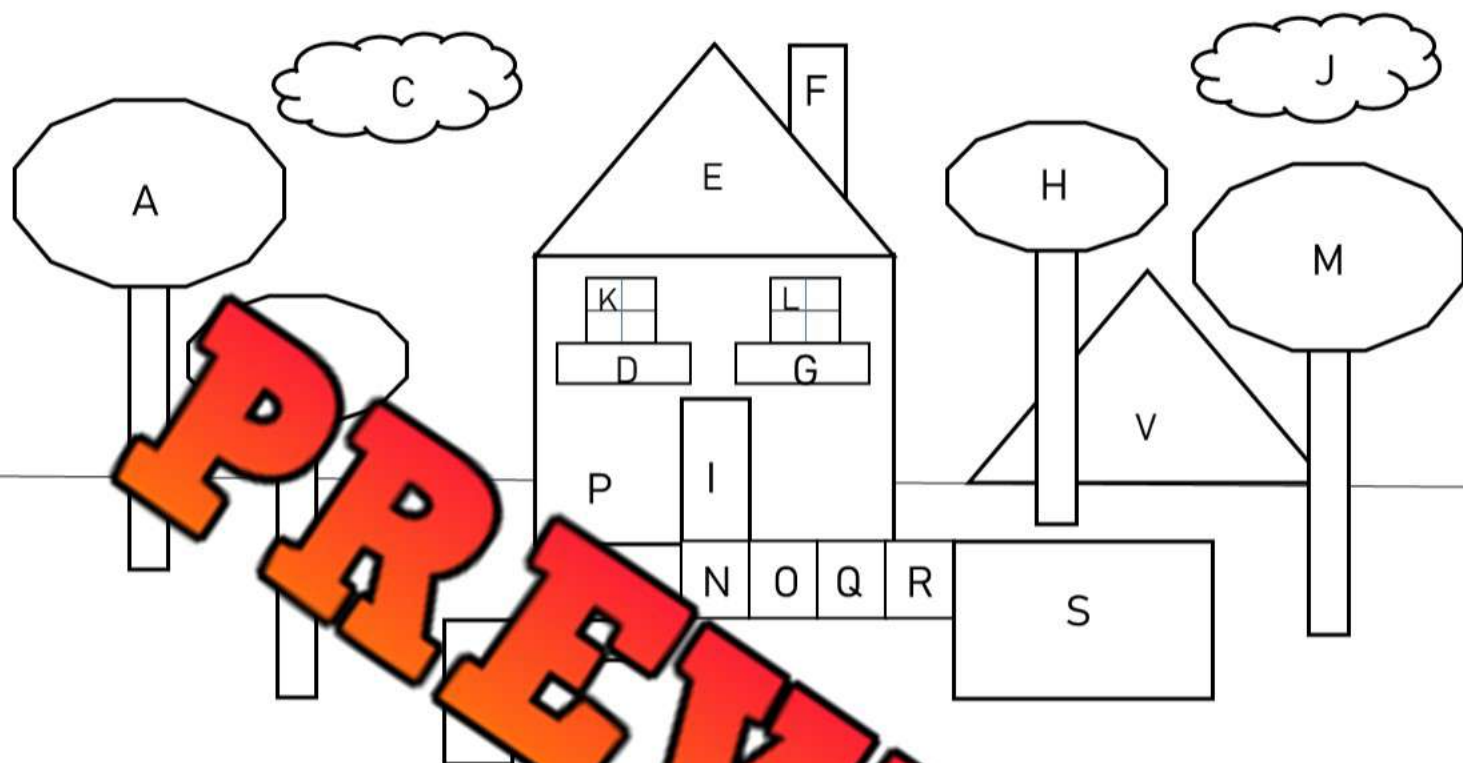
b)



c)



The Congruent House



Questions

Answer the questions below by looking at the house above

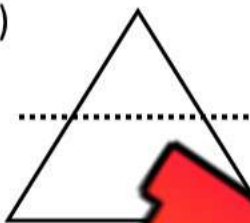
- 1) Which shape is congruent to shape A?
- 2) Which shape is congruent to shape C?
- 3) Which shapes are congruent to shape N?
- 4) Which shape is congruent to shape B?
- 5) Which shape is congruent to shape E?
- 6) Which shapes are congruent to shape D?
- 7) Which shape is congruent to shape T?
- 8) Which shape is congruent to shape L?

Line of Symmetry

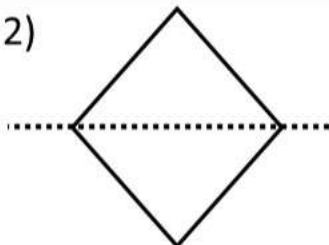
**Questions**

Is the dotted line a line of symmetry? Write yes or no.

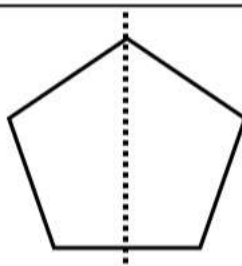
1)



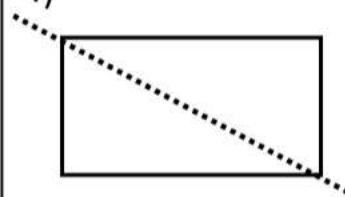
2)



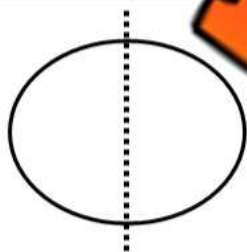
3)



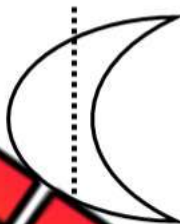
4)



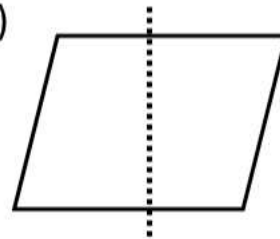
5)



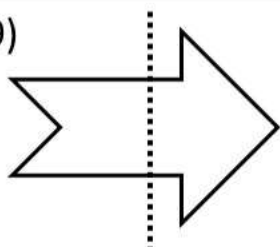
7)



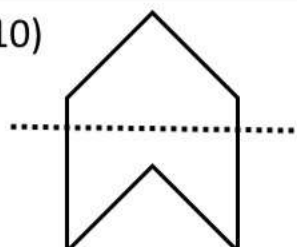
8)



9)



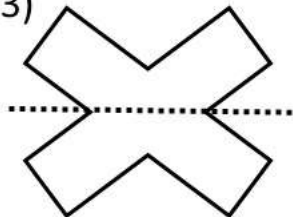
10)



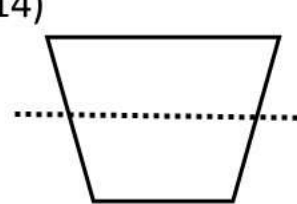
11)



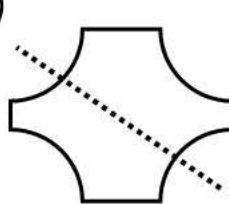
13)



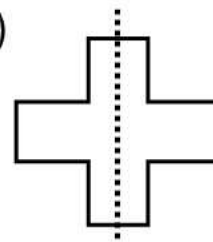
14)



15)



16)



Drawing Lines of Symmetry

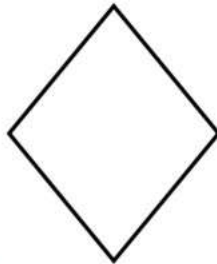
Questions

Draw a line of symmetry on the shapes below

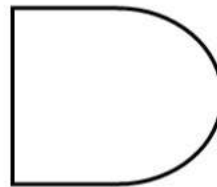
1)



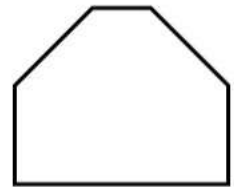
2)



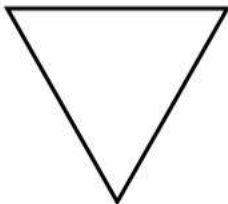
3)



4)



5)



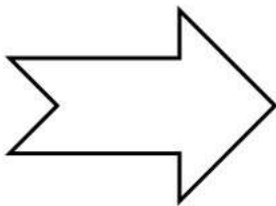
7)



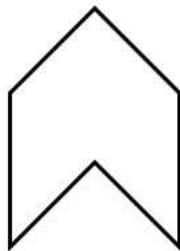
8)



9)



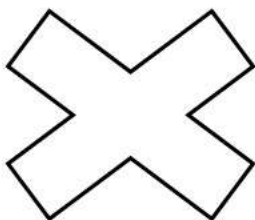
10)



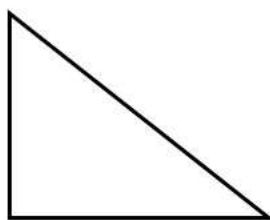
11)



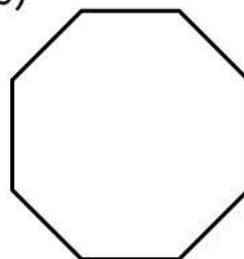
13)



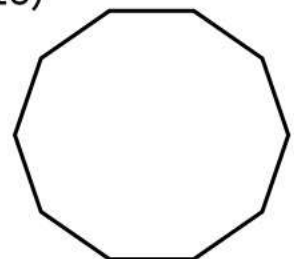
14)



15)



16)

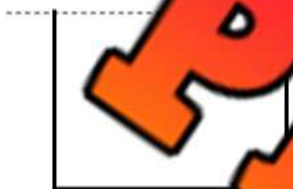


Drawing Mirror Image Using Line of Symmetry

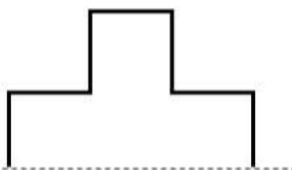
Questions

Draw the mirror image of the shapes below

1)



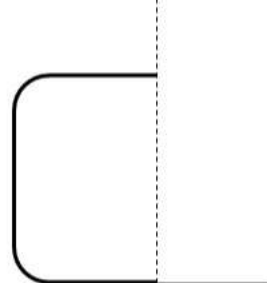
2)



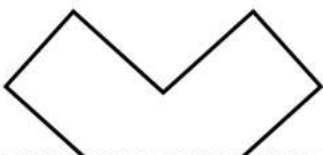
3)



4)



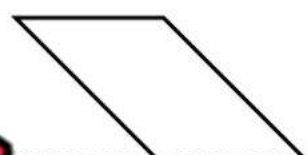
5)



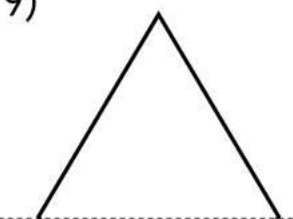
6)



8)



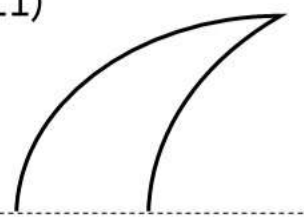
9)



10)



11)



12)



Drawing Mirror Objects Using Real – Life Objects

Questions

Draw the mirror image of the real-life objects below

1)



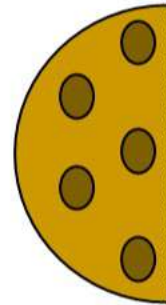
2)



3)



4)



5)



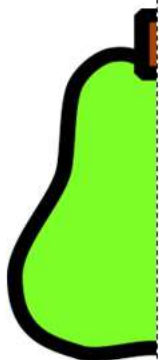
6)



8)



9)



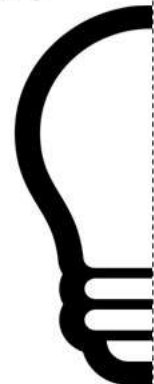
10)



11)



12)



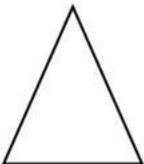
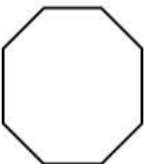
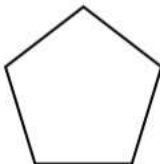
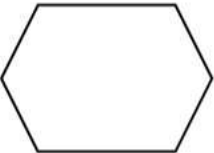
Name: _____

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Measurement Unit Test

Part 1

How many sides does the shape have? What is the name of the shape?

	1.	2.	3.	4.	5.
					
Sides					
Name					

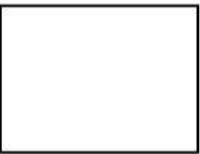
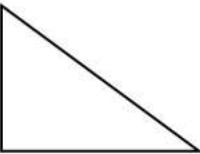
Part 2

Draw a line of symmetry on the shapes below



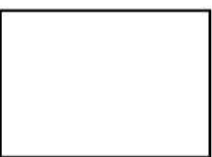
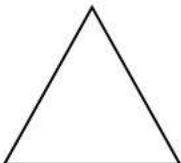
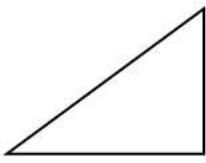
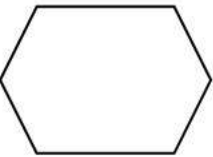
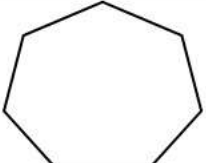
Part 3

Is the shape a polygon? Write yes or no in the space

1.	2.	3.	4.
			

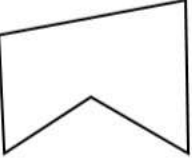
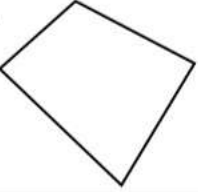
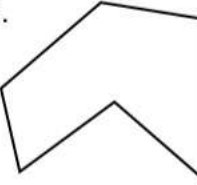
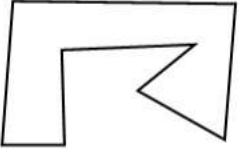
Part 4

Circle the vertices and write how many vertices the shape has

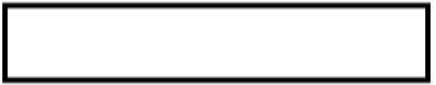
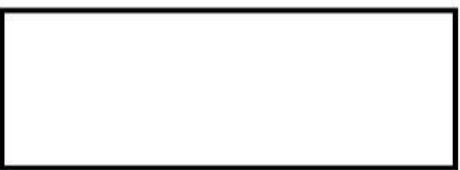
1.	2.	3.	4.	5.
				

Part 5

How many sides and vertices does the shape have?

1. 	2. 	3. 	4. 	5. 
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 6 Find the perimeter of the rectangles below. You may need to convert units

1)  4cm Perimeter = _____	2)  15mm 4mm Perimeter = _____
3)  9m 27m Perimeter = _____	4)  24cm 12cm Perimeter = _____
5)  700cm 3m Perimeter = _____	6)  90cm 300mm Perimeter = _____

Part 7

Answer the word problems below

1) A rectangular basement has a length of 18m and a width of 12m. What is the perimeter of the basement?

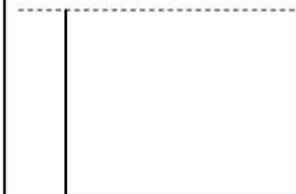


2) The perimeter of a rectangular playground is 52m. If the length of the playground is 17m, what is the width?

**Part 8**

Draw a mirror image of the shapes below

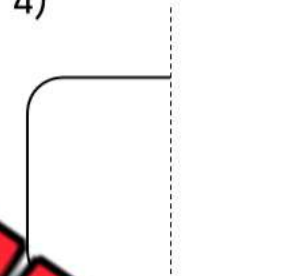
1)



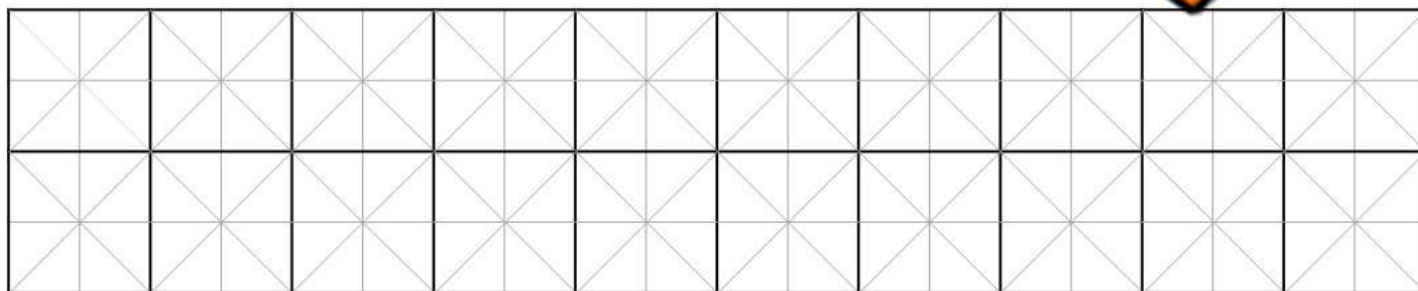
3)



4)

**Part 9**

Create your own Yup'ik pattern by repeating 1 or 2 regular polygons



Which regular polygon(s) did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?
