



Preview – Information



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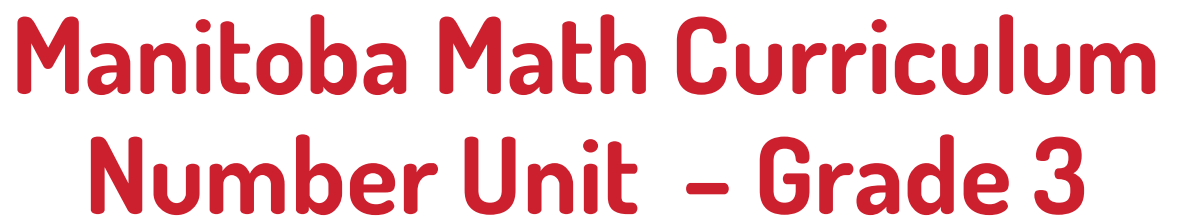
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Google Slides Lessons Preview







Manitoba Math Curriculum Number Unit – Grade 3

Base Ten Blocks

Count the groups of blocks and drag the numbers to write the total.

1 2 3 4 5	6 7 8 9 0

100 10 1

Eighty-eight

One hundred fifty-four

Thirty-two

One hundred seventy-six

32

154

197

176

88

Draw A Line Matching The Standard Form To The Written Form

One hundred thirty-five	42
One hundred ninety-two	76
Forty-two	124
Seventy-six	135
One hundred twenty-four	168
One hundred sixty-eight	192



Manitoba Math Curriculum Number Unit – Grade 3

Composing Numbers

Compose the numbers by dragging digits from the number bank.

1) 30 6 	2) 70 2
3) 100 40 5 	4) 100 20 8
5) 100 10 9 	6) 100 60 0



Estimation – Compatible Numbers

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

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

#	Original Question	Compatible Numbers
1	$48 + 16$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
2	$89 + 55$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
3	$195 + 94$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
4	$247 + 153$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Counting

4, 8, 12, 16, 20, 24, 28, 32

3) 9×3

4) 5×8

6×10



Workbook Preview



Grade 3

Strand: NUMBER

	Curriculum Expectations	Pages
N.1	Say the number sequence between any two given numbers forward and backward - from 0 to 1000 by 10s or 100s, using any starting point 5s, using starting points that are multiples of 5 25s, using starting points that are multiples of 25 - from 0 to 100 by 3s, using starting points that are multiples of 3 4s, using starting points that are multiples of 4	6 - 23
N.2	Preview of 100 pages from this product that contains 332 pages total.	- 42
N.3		- 58
N.4		- 54
N.5	Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	24 - 42
N.6	Describe and apply mental mathematics strategies for adding two 2-digit numerals.	61 - 65
N.7	Describe and apply mental mathematics strategies for subtracting two 2-digit numerals	91 - 94
N.8	Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.	68, 116

N.9	Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 – concretely, pictorially and symbolically, by: • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers.	66 – 67, 69 – 82, 95 – 107
N.10	Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.	83 – 90, 108 – 115, 117 – 122
N.11	Demonstrate an understanding of multiplication to 5×5 by: • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division.	123 – 147, 154 – 157
N.12	Demonstrate an understanding of division by: • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication	148 – 157
N.13	Demonstrate an understanding of fractions by: • explaining that a fraction represents a portion of a whole divided into equal parts • describing situations in which fractions are used • comparing fractions of the same whole with like denominators	160 – 178

Counting by 4s

Part 1

Fill in the blanks counting by 4's to 100

							
0	4			56			
							
16							96
			3		76		

Part 2

Fill in the blanks counting by 4's

- 1) 16, 20, 24, _____, _____, _____, _____
-
- 2) 36, _____, _____, 48, _____, _____, _____
-
- 3) 64, _____, _____, _____, 80, _____, _____
-
- 4) _____, 80, _____, _____, 92, _____, _____

Name: _____

9

Curriculum Connection
N.1

Counting Backwards by 4s

Questions

Count backwards by 4s

88



72

16

60

44

16

28



Name: _____

10

Curriculum Connection
N.1

Count by 5s

Part 1 Count by 5s



	45		55	
	35		65	95
15	25	75		85

Part 2 Fill in the blanks counting by 5

1)

5, 10, 15, _____, _____, _____, _____

2)

115, _____, _____, 130, _____, _____, _____

3)

_____, 550, _____, _____, 565, _____, _____

4)

750, _____, _____, _____, _____, _____

Exit Cards

Cut Out

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

Name: _____

Count by 5s forwards.

820

Count by 4s forwards.

32

Count by 3s forwards.

12

Count by 3s backwards.

30

Name: _____

Count by 5s forwards.

820

Count by 4s forwards.

32

Count by 3s forwards.

12

Count by 3s backwards.

Name: _____

Count by 5s forwards.

820

Count by 4s forwards.

32

Count by 3s forwards.

12

Count by 3s backwards.

30

Name: _____

Count by 5s forwards.

820

Count by 4s forwards.

32

Count by 3s forwards.

12

Count by 3s backwards.

30

Name: _____

14

Curriculum Connection
N.1

Counting Backwards by 10s

Questions

Count backwards by 10s

240

GO

End

400

200

40

370

300

150

340

100

Name: _____

15

Curriculum Connection
N.1

Count by 25s

Part 1

Count by
25s

225

275

End

GO

PREVIEW

225

175

325

475

75

125

375

425

Part 2

Fill in the blanks counting by 25

1)

25, 50, 75, _____, _____, _____, _____

2)

125, _____, _____, 200, _____, _____, _____

3)

_____, 100, _____, _____, 175, _____, _____

4)

725, _____, _____, _____, _____, _____

Name: _____

18

Curriculum Connection
N.1

Counting Backwards by 100s

Part 1

Count back
by 100s

GO

1300

900

End

200

1700

400

Part 2

Fill in the blanks counting backwards by 100s

- 1)
700, 600, 500, _____, _____, _____, _____
- 2)
1000, _____, _____, 700, _____, _____, _____
- 3)
_____, 800, _____, _____, 500, _____, _____
- 4)
1700, 1600, _____, _____, _____, _____, _____

Counting By 5s, 10s, and 100s

Part 1

Count by 5 starting at different numbers

1)	60	65	70	75					100
2)	2	28	33	38					63
3)	9	8	30	885					910

Part 2

Count by 10 starting at different numbers

1)	110	120	130					180
2)	333	343	353					403
3)	497	507	517					567

Part 3

Count by 100 starting at different numbers

1)	50	150	250					750
2)	146	246	346					846
3)	572	672	772					1272

Name: _____

24

Curriculum Connection
N.5

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7

**Part 1**

Fill in the place value charts below

	Hundreds	Tens	Ones
1) 2			
2) 341			
3) 517			
4) 823			
5) 659			
6) 142			

Part 2

Which place value is the underlined number?

1) 3 <u>7</u> 5 Tens	2) 18 <u>4</u> _____	3) 2 <u>1</u> 8 _____
4) 8 <u>3</u> 2 _____	5) 2 <u>8</u> 9 _____	6) 9 <u>6</u> 2 _____
7) <u>9</u> 2 _____	8) 5 <u>5</u> 4 _____	9) 90 <u>3</u> _____

Place Value – How Many...

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

Part 1

Fill in the table below.

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	364				
3.	82				
4.	937				
5.	489				
6.	218				
7.	452				
8.	1000				
9.	3679				
10.	5652				

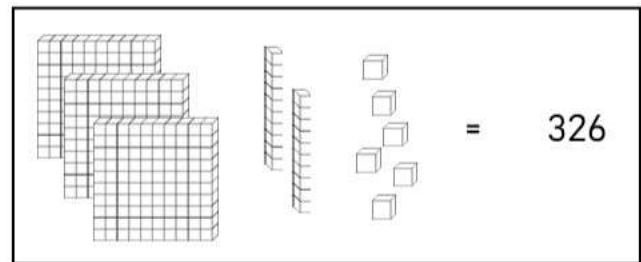
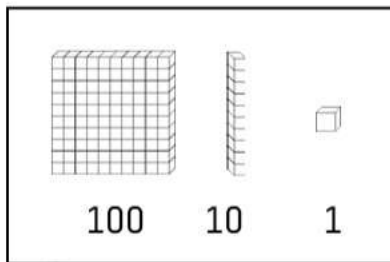
Part 2

Answer the riddles below



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

Base Ten Blocks



Part 1 How many blocks do you count?

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

Part 2 Draw the base ten blocks to represent the numbers below

1) 375	2) 184	3) 218
4) 542	5) 463	6) 624

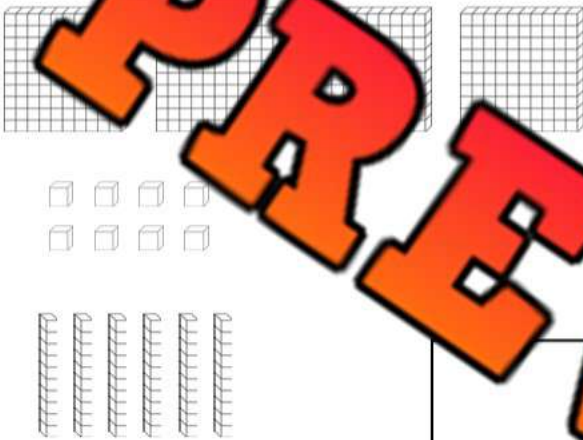
Exit Cards

Cut Out

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

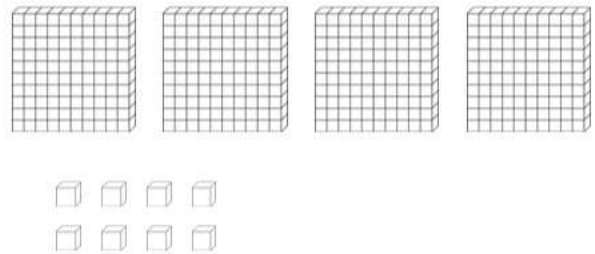
Name: _____

What is the value represented by the base ten blocks?



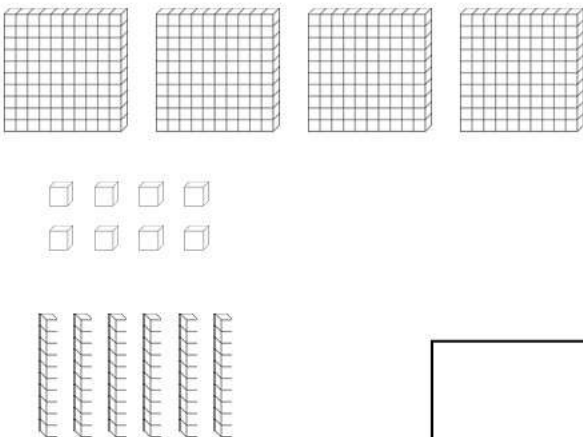
Name: _____

What is the value represented by the base ten blocks?



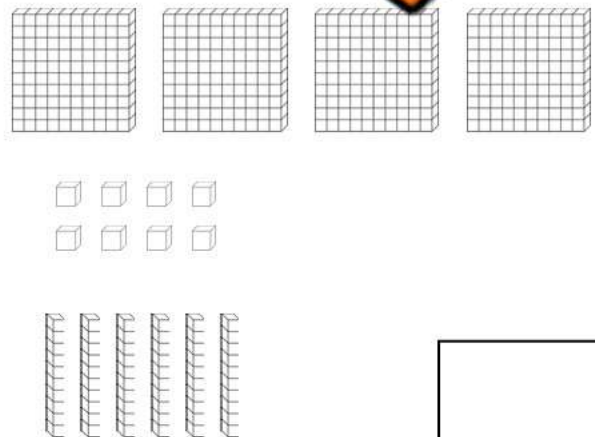
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____

31

Curriculum Connection
N.2, N.5

Expanded Form

18 ← Standard Form
 $10 + 8$ ← Expanded Form



Part 1

What is the standard form of the numbers below?

1) $400 + 3$ _____	2) $200 + 70 + 9$ _____	3) $100 + 50 + 2$ _____
4) $800 + 10 + 5$ _____	5) $700 + 20 + 4$ _____	6) $600 + 40 + 3$ _____
7) $80 + 2$ _____	8) $500 + 30 + 1$ _____	9) $3000 + 500 + 70 + 2$ _____

Part 2

What is the expanded form of the number below?

1) 545 _____	2) 309 _____
3) 804 _____	4) 739 _____
5) 926 _____	6) 3 246 _____

Part 3

Fill in the blanks with the missing number

1) $453 = 400 + \underline{\hspace{2cm}} + 3$	2) $309 = \underline{\hspace{2cm}} + 0 + 9$
3) $563 = 500 + 60 + \underline{\hspace{2cm}}$	4) $2460 = \underline{\hspace{2cm}} + 400 + \underline{\hspace{2cm}} + 0$

Name: _____

33

Curriculum Connection
N.2, N.5

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	12 Twelve	16 Sixteen	20 Twenty	60 Sixty	100 Hundred	

Part 1 Write the written form of the numbers below

1) Two hundred, thirty-six	2) Four hundred, sixty-three
3) Seven hundred, fifteen	4) Six hundred, twenty-eight
5) Three hundred, forty-nine	6) One hundred, twenty

Part 2 Write the written form of the numbers below

134	
362	
631	
923	
206	

Help Roger Decompose Numbers

Roger tried to decompose the first number. He isn't sure what number goes with the number he used. Help him out.



Part 1

Fill in the missing number

First Number	Roger's Number	Missing Number
	14	110
237	7	230
100	8	
253		
186		
290	250	
272	12	
350	330	

Part 2

Can you decompose the number a different way than Roger

Number	Roger's Answer	Your Turn
435	$410 + 25$	
650	$350 + 300$	
263	$198 + 65$	

Name: _____

40

Curriculum Connection
N.2, N.5

Counting Money

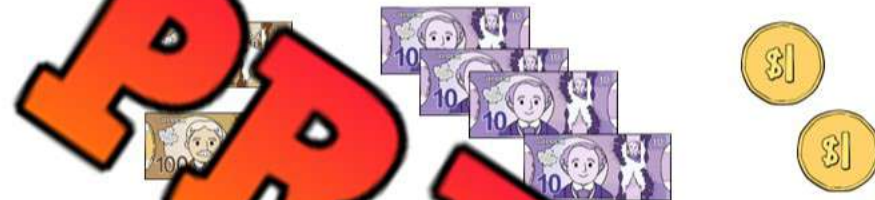


= 342

Questions

Count the money below

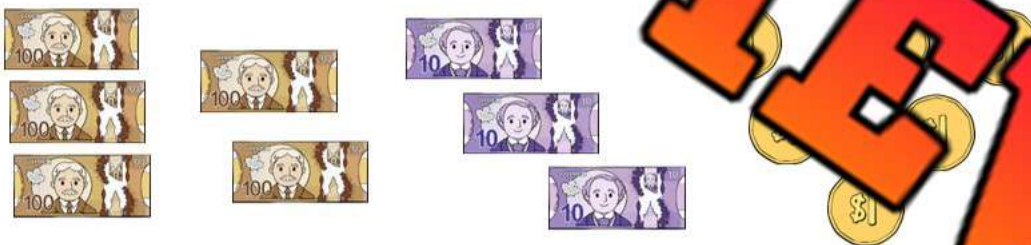
1)



2)



3)



4)



5)



Name: _____

41

Curriculum Connection
N.2, N.5

Place Value

Part 1

Fill in the place value charts below.

236		
Hundreds	Tens	Ones

463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Part 2

Place value is the underlined number?

1) 135

3) 415

4) 531

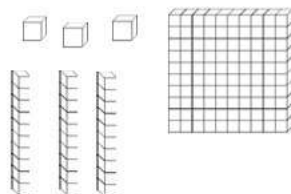
5) 26

6) 934

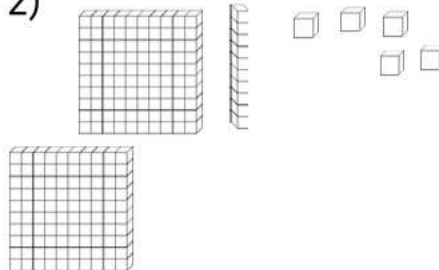
Part 3

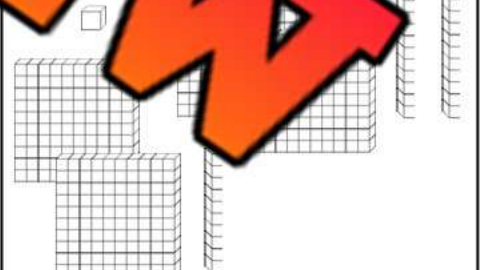
How many blocks do you see?

1)



2)





Part 4

What is the standard form of the numbers below?

1) $200 + 20 + 2$

2) $500 + 30 + 6$

3) $900 + 2$

Part 5

What is the expanded form of the numbers below?

Question	Answer
1) 375	
2) 253	
3) 541	
4) 609	

Part 6

Write the standard form of the written words below

	Answer
1) Three hundred thirty	
2) Four hundred	

Part 7

Write the written form of the numbers below

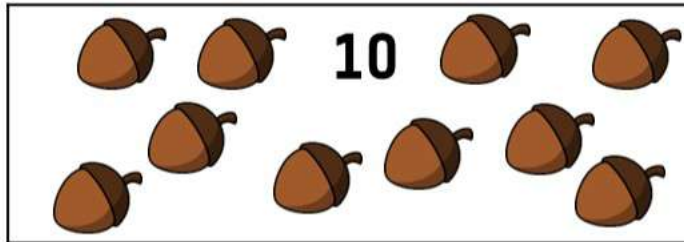
Question	Answer
1) 324	
2) 507	

Part 8

Solve the riddles

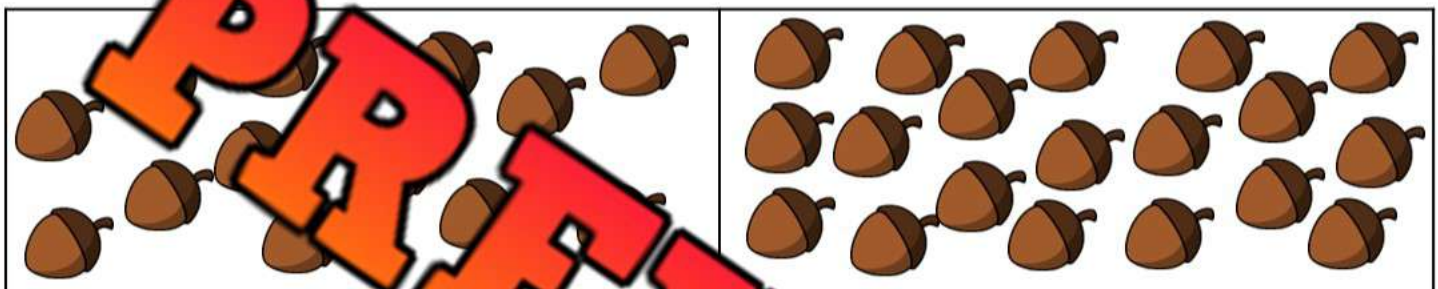
Question	Answer
1) Which number has: 4 hundreds, 3 less tens than hundreds, and 7 more ones than tens?	
2) Which number has 6 ones, and 2 hundreds and twice as many tens as hundreds?	

Estimating How Many...



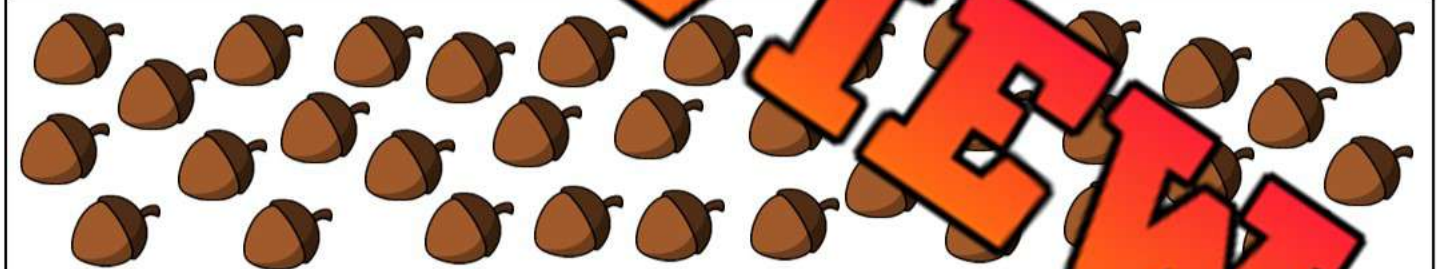
Use this example of 10 to help you
with your estimates

Questions Estimate how many acorns are in the box. Then count them to check.



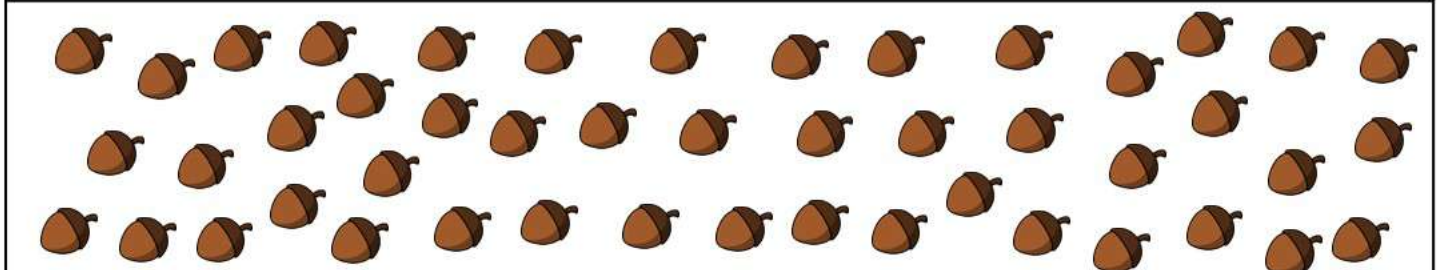
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

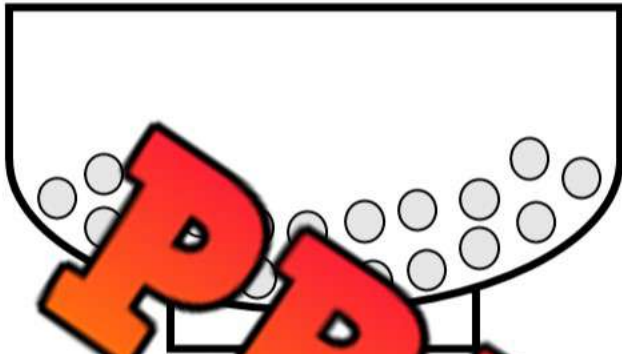
Actual: There are _____ acorns

Name: _____

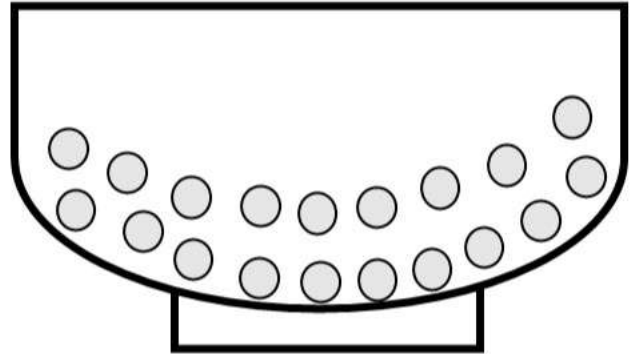
Estimating How Many...

Instructions

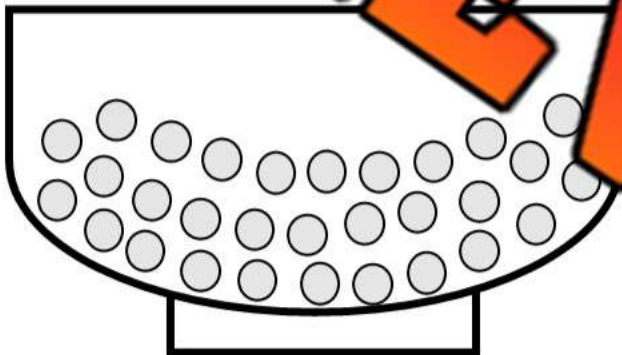
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



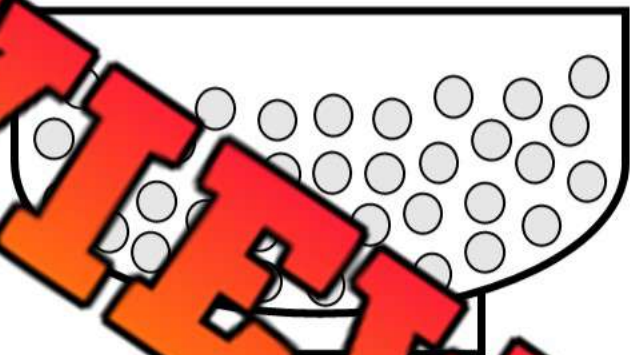
Estimate: About _____ pieces
Actual: There are _____ pieces



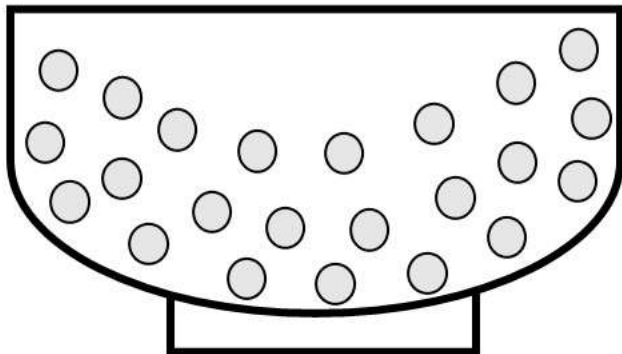
Estimate: About _____ pieces
Actual: There are _____ pieces



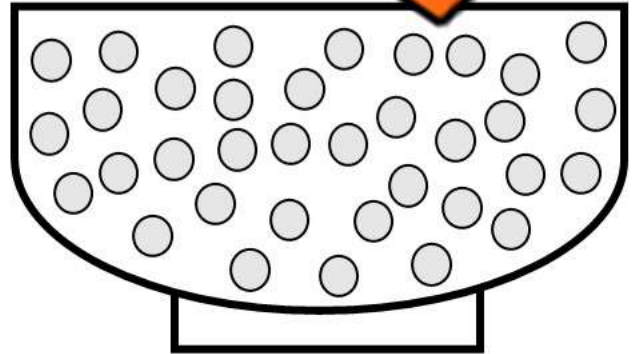
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

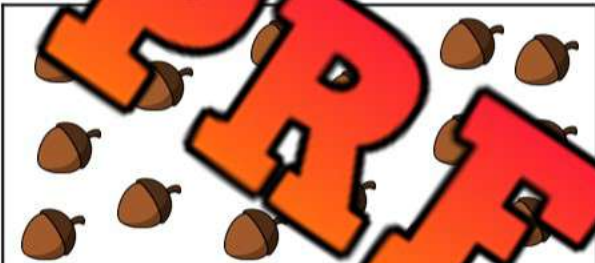
Exit Cards

Cut Out

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

Name: _____

Estimate how many acorns are in the box. Then count them to check.

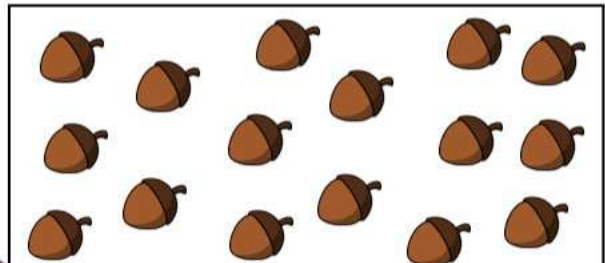


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

Estimate how many acorns are in the box. Then count them to check.

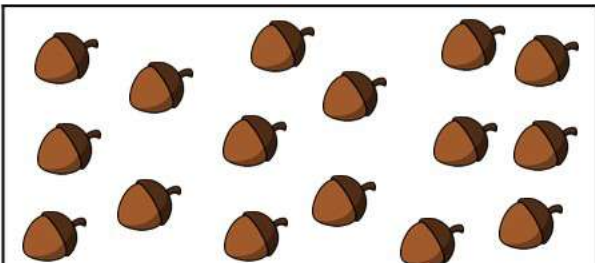


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

Estimate how many acorns are in the box. Then count them to check.

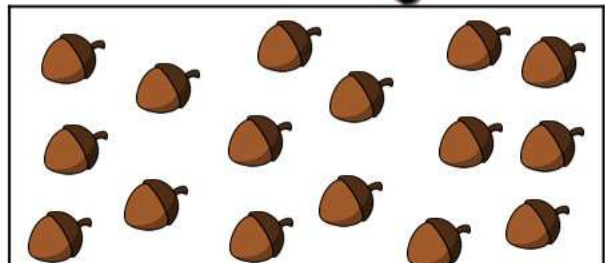


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

Estimate how many acorns are in the box. Then count them to check.



Estimate: About _____ acorns

Actual: There are _____ acorns

Rounding Numbers To The Nearest 10 and 100

Round Down

Round Up

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

Rounding to the nearest 10

42 → 40

155 → 160

Rounding to the nearest 100

242 → 200

389 → 400

Part 1 Round the numbers to the nearest 10

1) 27 → _____	3) 48 → _____
4) 75 → _____	6) 44 → _____
7) 157 → _____	8) 184 → _____
10) 623 → _____	11) 231 → _____

Part 2

Round the numbers to the nearest 100

1) 172 → _____	2) 235 → _____	3) 477 → _____
4) 217 → _____	5) 243 → _____	6) 587 → _____
7) 850 → _____	8) 912 → _____	9) 397 → _____
10) 363 → _____	11) 422 → _____	12) 550 → _____

Exit Cards

Cut Out

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

Name: _____

Round the numbers to the nearest 10
and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10
and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10
and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10
and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

1)	23	2)	36	36	3)	135	93
4)	213	99	262	393	6)	565	293
7)	634	64	6	605	9)	765	753

Part 2

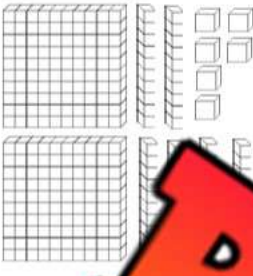
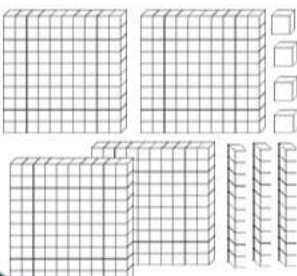
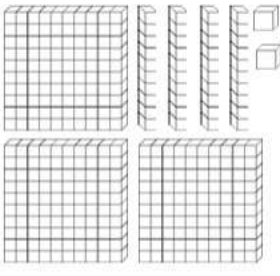
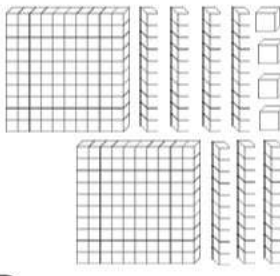
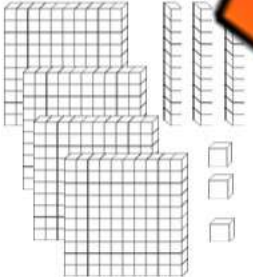
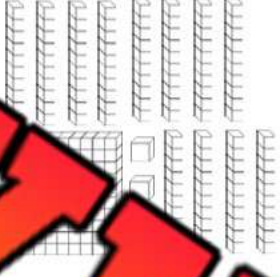
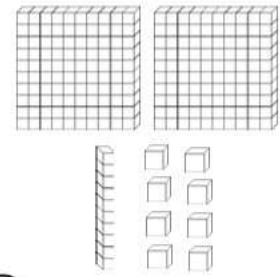
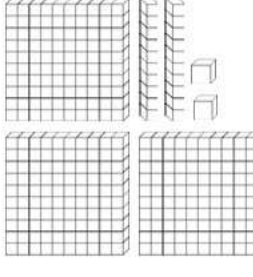
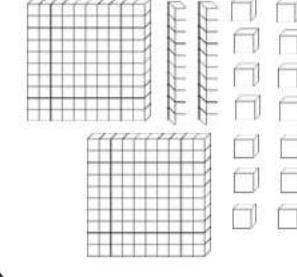
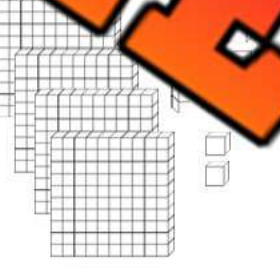
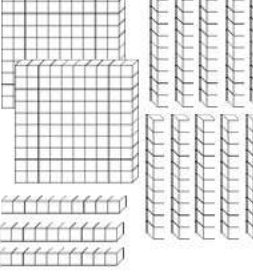
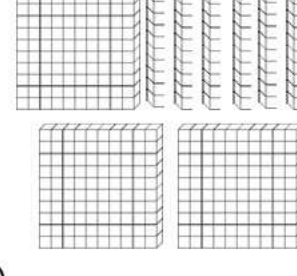
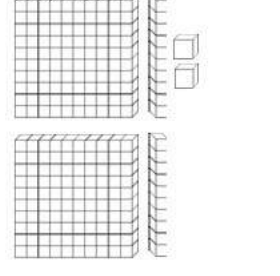
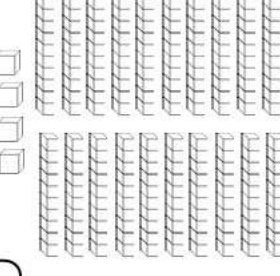
Greater than, Equal to, Less than

No	Question	Answer
1)	75 is ___ 42	
2)	156 is ___ 322	
3)	125 is ___ 125	
4)	484 is ___ 412	
5)	372 is ___ 136	
6)	271 is ___ 242	
7)	725 is ___ 742	
8)	454 is ___ 445	
9)	345 is ___ 345	

Comparing Base Ten Blocks

Instructions

Compare the number of base ten blocks below

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Comparing Numbers

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

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

Part 1

Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, 41, 46	
85, 53, 75	
221, 326, 250	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

Order the numbers below from greatest to least

Unordered Numbers	Ordered (greatest to least)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

Name: _____

59

Number Sense Quiz

Part 1

Count the money below and decide which amount is larger: $<$ $>$ $=$

Left side: 3 x \$100 bills, 2 x \$10 bills, 2 x \$1 coins.

Right side: 3 x \$100 bills, 4 x \$10 bills, 4 x \$1 coins.

Part 2

Compare the following numbers: $<$ $>$ $=$

1) 84 89	2) 207 207	3) 318 381
4) 584 499	5) 847 747	6) 518 953

Part 3

Order the numbers below from least to greatest

43, 65, 31, 41, 46

_____, _____, _____, _____, _____

18, 9, 21, 5

_____, _____, _____, _____, _____

Part 4

Order the numbers below from greatest to least

11, 6, 3, 17, 15

_____, _____, _____, _____, _____

40, 43, 29, 33, 46

_____, _____, _____, _____, _____

Part 5

Fill in the Blanks by counting by 5s, 10s, and 100s

1)

5, 10, 15, _____, _____, _____, _____

2)

10, 20, 30 _____, _____, _____, _____

3)

200, _____, 400 _____, _____, _____, _____

Part 6

Fill in the Blanks by counting backwards

1) By 3s

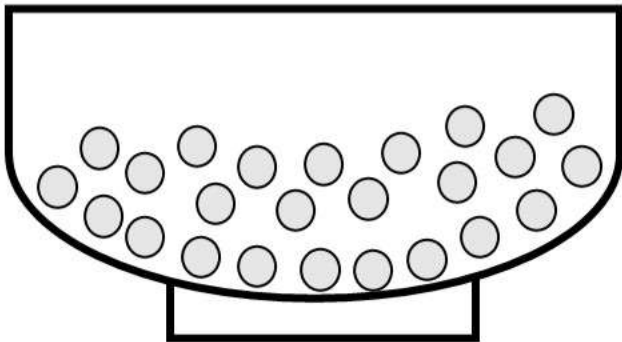
30, 27, 24, _____, _____

2) By 4s

40, 36, 32, _____, _____

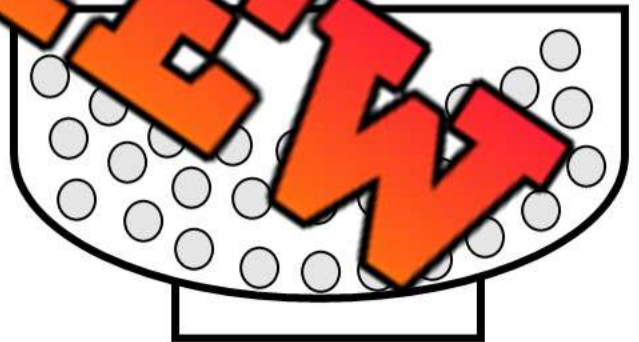
Part 7

Estimate how many cereal pieces are in the bowl. Then count them.



Estimate: About _____ pieces

Actual: There are _____ pieces



Estimate: About _____ pieces

Actual: There are _____ pieces

Part 8

Answer the word problem using estimation

If you are 1m tall, how tall is your school? Explain.

Mental Math Strategy – Counting On

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

Part 1

Use the chart to answer the question

1) $13 + 5 =$ _____

HUNDREDS chart

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

2) $17 + 4 =$ _____

HUNDREDS chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
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

3) $23 + 7 =$ _____

HUNDREDS chart

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

4) $34 + 7 =$ _____

HUNDREDS chart

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

5) $64 + 3 =$ _____

HUNDREDS chart

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

6) $83 + 8 =$ _____

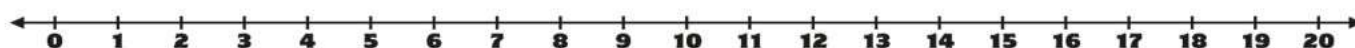
HUNDREDS chart

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

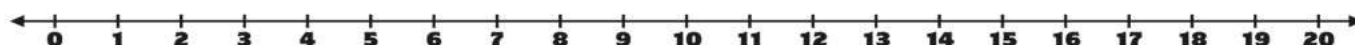
Part 2

Use the number line to find the answer

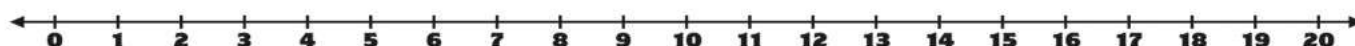
1) $7 + 9 =$ _____



2) $11 + 6 =$ _____



3) $7 + 13 =$ _____



Mental Math Strategy – Making Tens

Directions:

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

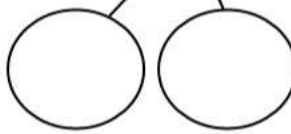


1) $19 + 7$

4

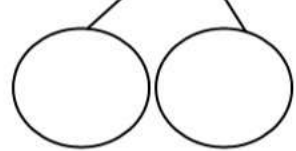
$20 + 3 = 23$

2) $19 + 6$



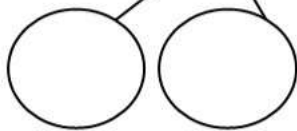
$_____ + _____ = _____$

3) $8 + 18$



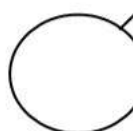
$_____ + _____ = _____$

4) $8 + 14$



$_____ + _____ = _____$

+ 7



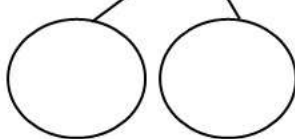
$_____ + _____ = _____$

6) $18 + 13$



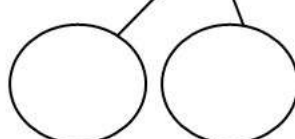
$_____ + _____ = _____$

7) $28 + 13$



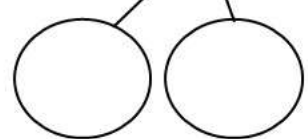
$_____ + _____ = _____$

8) $39 + 17$



$_____ + _____ = _____$

9) $48 + 24$



$_____ + _____ = _____$

Mental Math Strategy – Making Doubles

Directions:

1. Decide which number you will double and add those numbers together.
 2. Subtract or add the remaining amount
- *** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.



$10 + 10 = 20$ $20 - 1 = 19$	$5 + 6$ $5 + 5$ $10 + 1 = 11$	$3 + 4$
$4 + 5$		$11 + 10$
$20 + 21$	$15 + 16$	
$29 + 30$	$31 + 30$	$50 + 51$

Mental Math – Break Into Place Value

Directions:

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



$55 + 13$ $20 + 10$ $5 + 3$ $20 + 28$	$13 + 12$
$14 + 17$	$22 + 23$
$24 + 13$	$36 + 14$
$45 + 41$	$52 + 44$

Mental Math – Adding In Chunks

Directions:

1. Keep the bigger number the same
2. Add “chunks” of the smaller number to the bigger number
3. The chunks need to add up to the smaller number



$34 + 15$

$43 + 36$

$64 + 28$

$34 + 58$

$52 +$

$57 + 53$

$64 + 67$

Name: _____

67

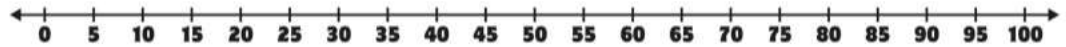
Curriculum Connection
N.9

Number Line Addition

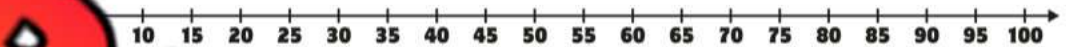
Questions

Use the number line to add the numbers below

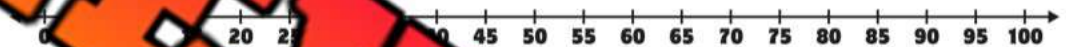
1) $15 + 25 = \underline{40}$



2) $35 + \quad = \quad$



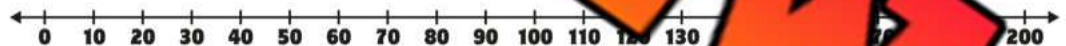
3) $70 + 25 = \underline{\quad}$



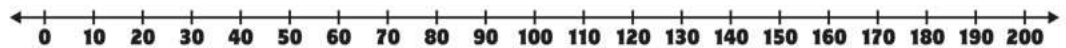
4) $60 + 35 = \underline{\quad}$



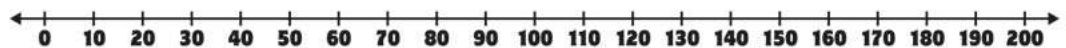
5) $110 + 85 = \underline{\quad}$



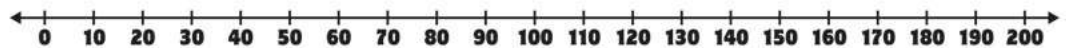
6) $70 + 85 = \underline{\quad}$



7) $95 + 65 = \underline{\quad}$



8) $135 + 45 = \underline{\quad}$



Estimate and Add

Part 1

Round these numbers to the nearest ten. Then add the numbers

$$\begin{array}{r} 22 \longrightarrow \\ + 11 \longrightarrow \\ \hline \end{array} \quad \begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 38 \longrightarrow \\ + 32 \longrightarrow \end{array} \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 28 \\ + \quad \quad \\ \hline \end{array}$$

$$\begin{array}{r} 61 \longrightarrow \\ + 43 \longrightarrow \end{array} \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 83 \longrightarrow \\ + 18 \longrightarrow \end{array} \quad + \underline{\hspace{2cm}}$$

$$\begin{array}{r} 7 \longrightarrow \\ + \quad \quad \longrightarrow \end{array} \quad + \underline{\hspace{2cm}}$$

Part 2

Estimate the numbers to determine approximately how many points scored.

1. Tom scores 18 points in his first basketball game. He scores 29 in his second game. Approximately how many points did Tom score in both games combined?

2. Jessica spends \$18 on snacks and \$32 on video games this weekend. Approximately how much money did she spend this weekend?

Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
	5	3
+	1	1

	Tens	Ones
	2	8
	1	1

	Tens	Ones
	4	2
+	4	5

	Tens	Ones
	6	3
+	2	5

	Hun.	Tens	Ones
	5	2	3
+	2	5	1

			Ones
	1		1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+	1	5	2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	0	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	6	3	6

Name: _____

70

Curriculum Connection
N.9

Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 52 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 136 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ + 115 \\ \hline \end{array}$$

$$\begin{array}{r} 312 \\ + 161 \\ \hline \end{array}$$

$$\begin{array}{r} 516 \\ + 360 \\ \hline \end{array}$$

$$\begin{array}{r} 872 \\ + 121 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ + 317 \\ \hline \end{array}$$

$$\begin{array}{r} 614 \\ + 362 \\ \hline \end{array}$$

$$\begin{array}{r} 915 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 774 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 733 \\ + 40 \\ \hline \end{array}$$

Addition Word Problem – No Regrouping

Questions

Solve the problems below

1) William walked 403 steps last hour and 245 steps this hour. How many steps did he walk in the last two hours?



2) Spencer had \$400 in his bank account. He won \$247 in a raffle. How much does he have now?



3) Rob loves to drink juice. Today he drank 540mL of orange juice and 358mL of apple juice. How much total juice did Rob drink?



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



Regrouping – Which is Equal?

Questions

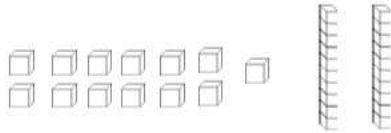
Which is equal to the picture? There may be more than one answer!



a) 1 ten

b) 1 ten

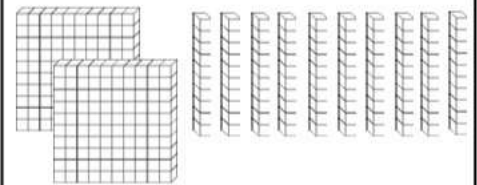
c) 12 tens



a) 2 tens, 3 ones

b) 3 tens, 3 ones

c) 2 tens, 13 ones



a) 2 hundreds, 10 tens

b) 3 hundreds

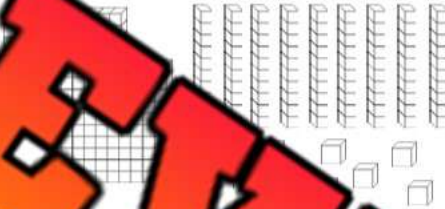
c) 12 tens



a) 20 ones

b) 1 ten, 10 ones

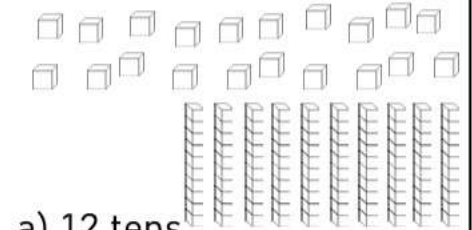
c) 20 tens



a) 20 tens

b) 2 hundreds, 11 tens

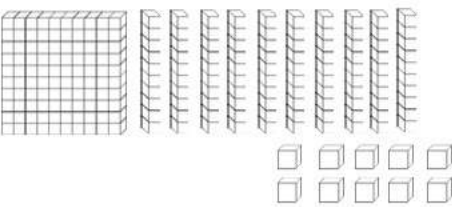
c) 3 hundreds



a) 12 tens

b) 20 ones

c) 12 tens



a) 1 hundred, 11 tens

b) 2 hundreds, 11 tens

c) 30 tens



a) 9 tens, 10 ones

b) 1 hundred

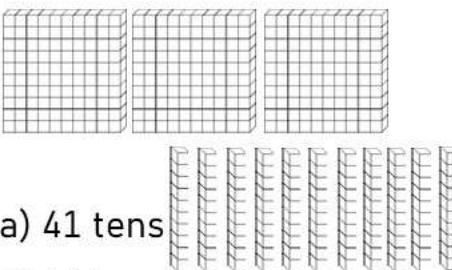
c) 10 tens



a) 14 tens

b) 1 ten, 4 ones

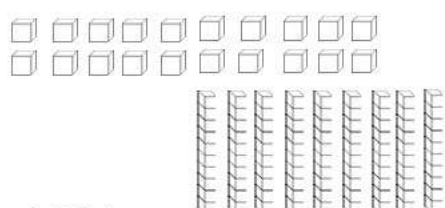
c) 14 ones



a) 41 tens

b) 41 hundreds

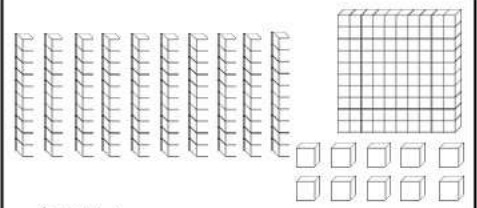
c) 4 hundreds, 1 ten



a) 10 tens

b) 1 hundred, 1 tens

c) 11 tens



a) 20 tens

b) 1 hundred, 11 tens

c) 210 ones

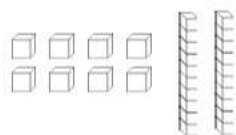
Adding Base Ten Blocks – Regrouping

Questions

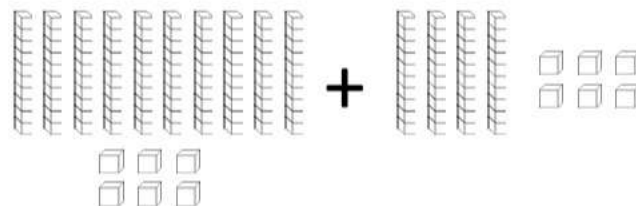
Add up the base ten blocks



+



$$28 + 37 = \underline{\quad}$$



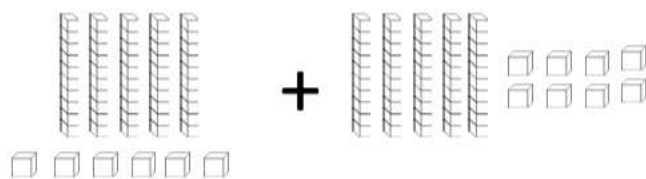
+



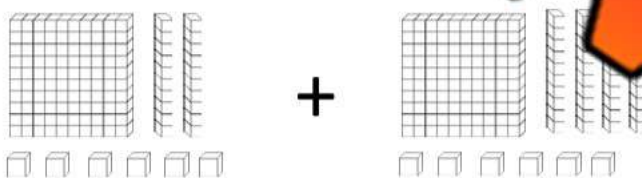
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



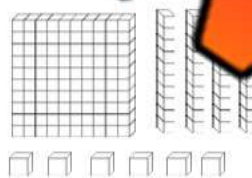
+



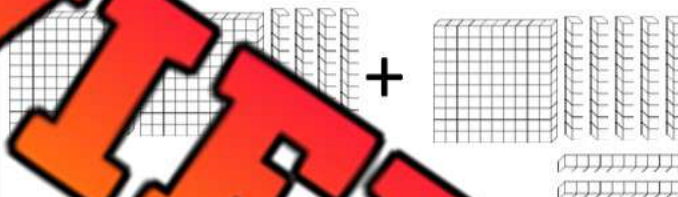
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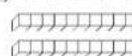
+



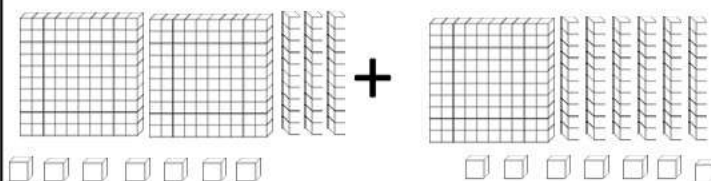
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



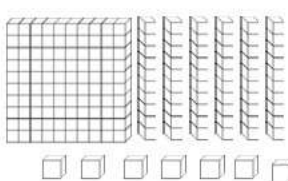
+



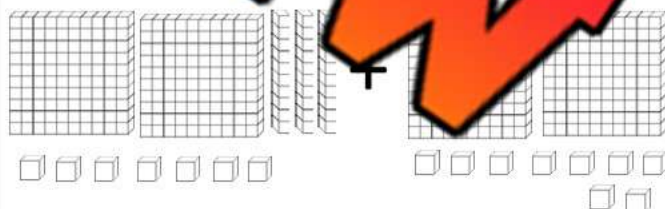
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



+



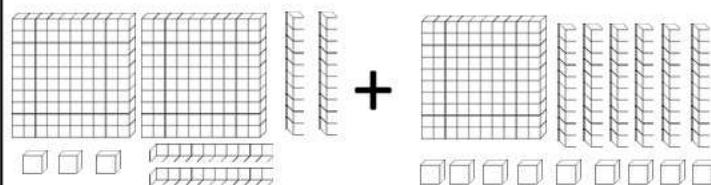
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



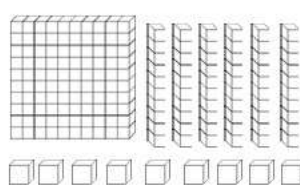
+



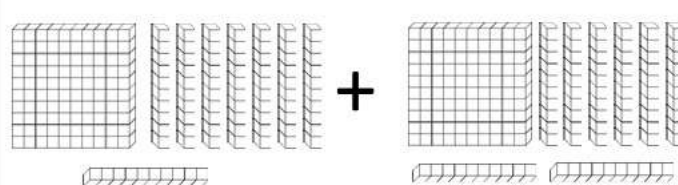
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



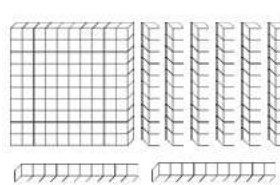
+



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



+



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
+	3	4

	Tens	Ones
	4	8
	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

			Ones
	5	6	6
+	3	6	6

	Hun.	Tens	Ones
	1	4	2
+	7	9	9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

Name: _____

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Curriculum Connection
N.9

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 16 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ + 162 \\ \hline \end{array}$$

$$\begin{array}{r} 235 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 446 \\ + 325 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 356 \\ \hline \end{array}$$

$$\begin{array}{r} 473 \\ + 152 \\ \hline \end{array}$$

$$\begin{array}{r} 268 \\ + 365 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 578 \\ + 339 \\ \hline \end{array}$$

Addition Word Problems - Regrouping

Questions

Solve the problems below

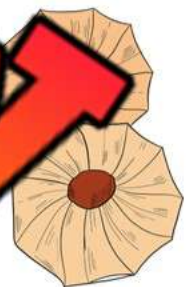
1) Isaac donated \$468 last year to charity. This year, he has donated \$429. How much has Isaac donated in the last two years?



2) A delivery driver drove 489km last week. This week, the driver has driven 371km. How far has the driver driven in total last week?



3) Charlotte ate two cookies today. Each cookie had 12g of chocolate. How many grams of cookies did she eat?



4) Ken ran 354m this morning according to his GPS. He ran 568m after school today. How many total metres did Ken run today?



Exit Cards

Cut Out

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

Name: _____

Solve the problems below

a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problem

a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

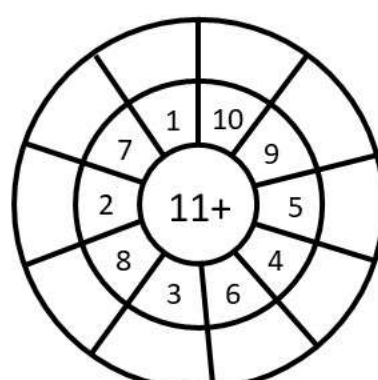
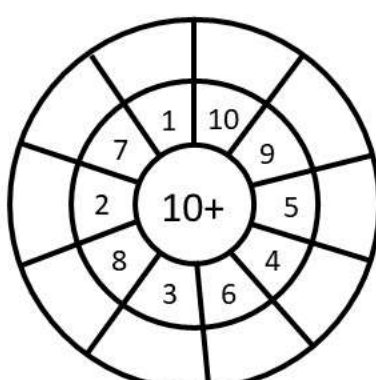
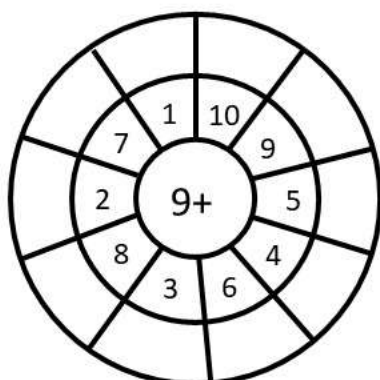
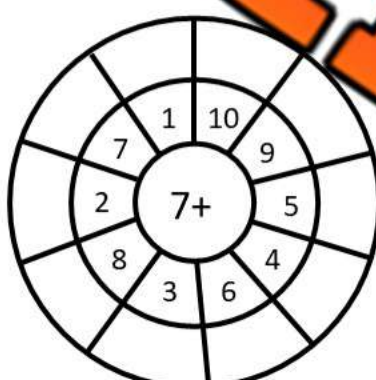
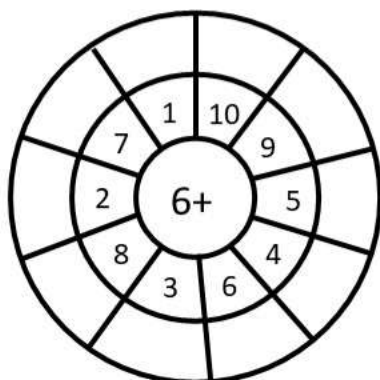
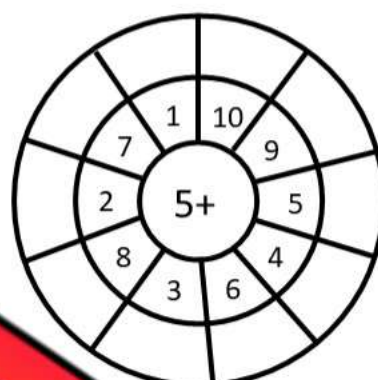
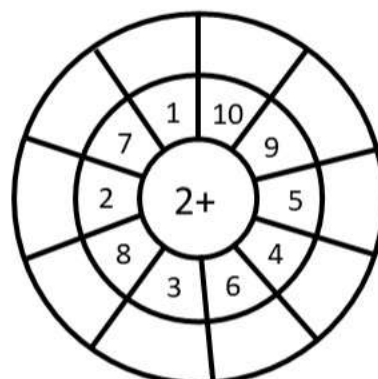
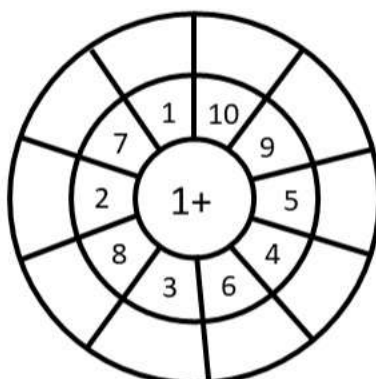
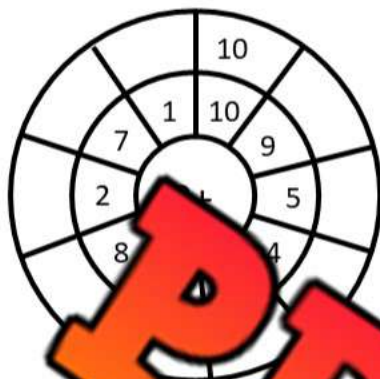
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Curriculum Connection
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Bullseye Math Facts

Questions

Fill in the outer layer of the bullseye



Subtracting Mental Math – Counting Back

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



Part 1

Use the charts to answer the questions

1) $18 - 5 =$ _____

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

2) $22 - 4 =$ _____

Hundreds chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
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

3) $27 - 7 =$ _____

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

4) $43 - 9 =$ _____

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

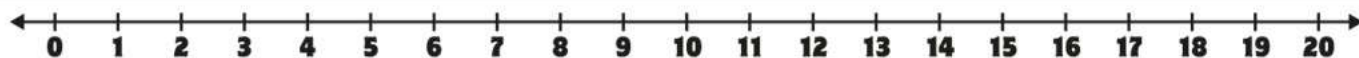
6) $93 - 6 =$ _____

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

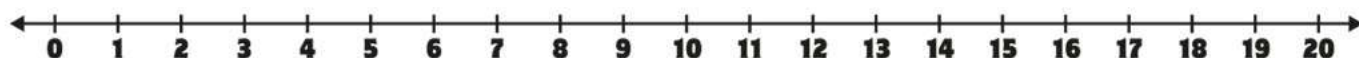
Part 2

Use the number line to find the answer

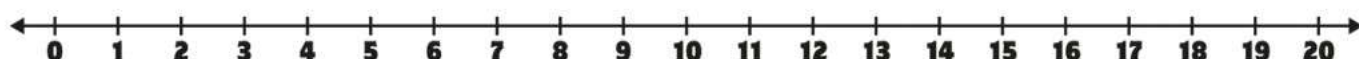
1) $17 - 6 =$ _____



2) $15 - 4 =$ _____



3) $20 - 8 =$ _____

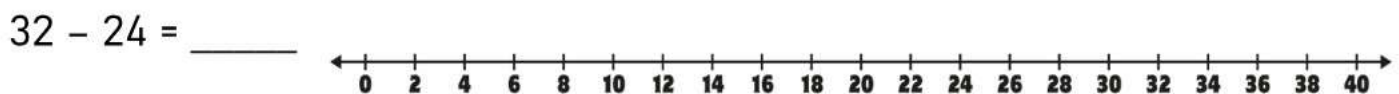
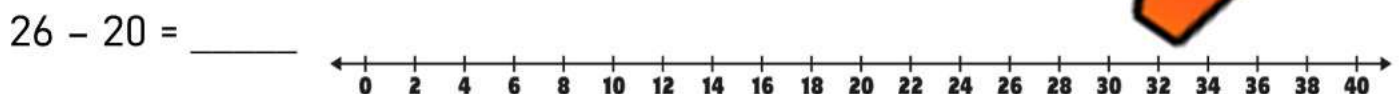
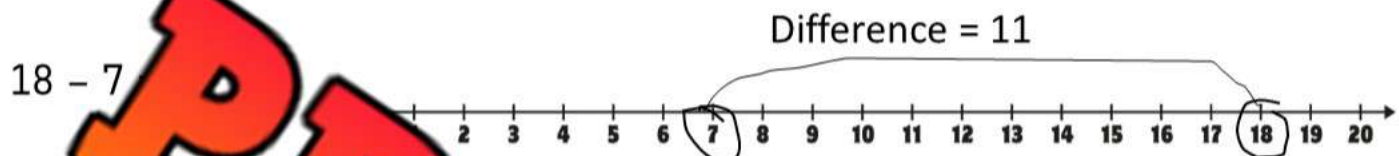


Subtraction Mental Math – Counting Up

Background – Subtraction is simply finding the difference between two numbers

Directions

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



Name: _____

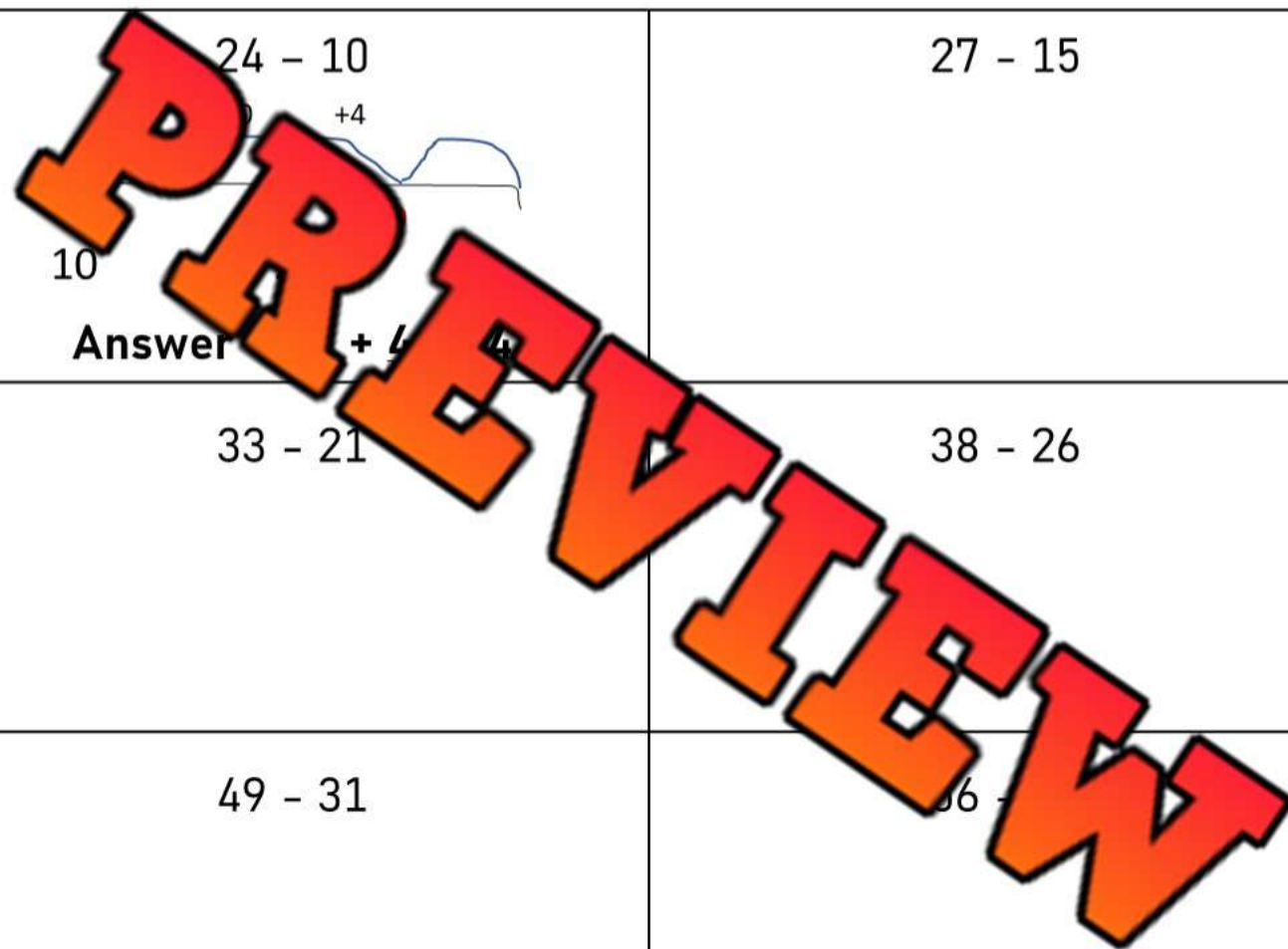
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Curriculum Connection
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Subtraction Mental Math – Counting Up

Directions:

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



$24 - 10$

+4

10

Answer

+4

$27 - 15$

$33 - 21$

$38 - 26$

$49 - 31$

$56 -$

$68 - 55$

$87 - 73$

Mental Math Strategy – Subtracting in Chunks

Directions:

1. Keep the bigger number the same
2. Subtract “chunks” of the smaller number from the bigger number
3. The chunks need to add up to the smaller number



$$64 - 15$$

$$- 10 = 54$$
$$- 5 = 49$$

$$56 - 45$$

$$43 - 35$$

$$64 - 42$$

$$57 - 34$$

$$72 - 50$$

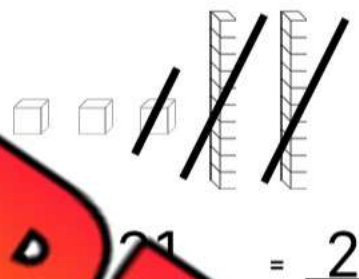
$$53 - 23$$

$$73 - 52$$

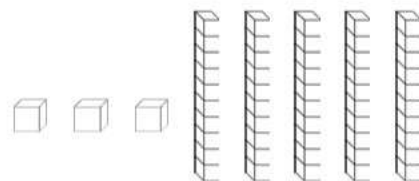
Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



$$21 - 19 = 2$$



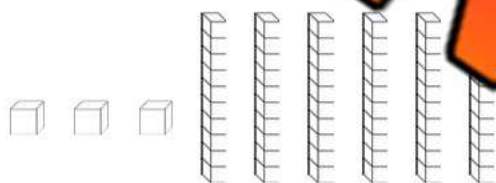
$$53 - 12 = \underline{\quad}$$



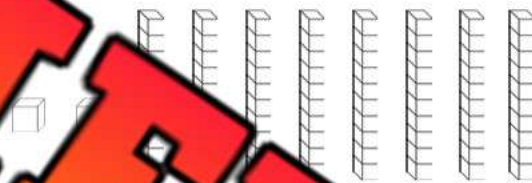
$$35 - 15 = \underline{\quad}$$



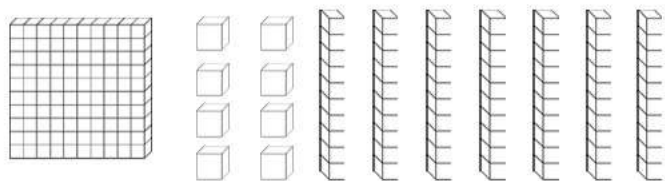
$$46 - 12 = \underline{\quad}$$



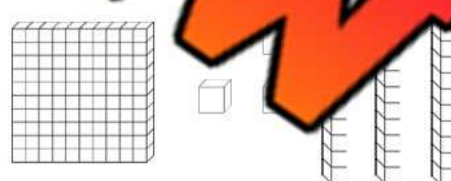
$$63 - 11 = \underline{\quad}$$



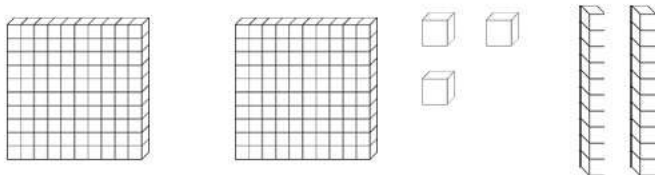
$$82 - 12 = \underline{\quad}$$



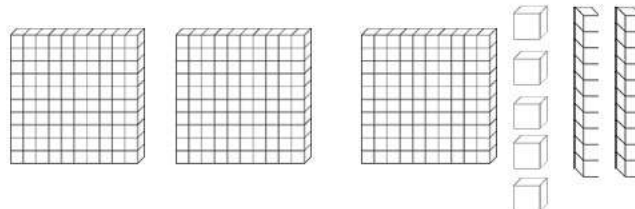
$$178 - 110 = \underline{\quad}$$



$$134 - 120 = \underline{\quad}$$



$$223 - 103 = \underline{\quad}$$



$$325 - 215 = \underline{\quad}$$

Subtracting - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
	4	4
-	1	4

2)	Tens	Ones
	4	1
-	1	4

3)	Tens	Ones
	5	5
-	2	6

4)	Tens	Ones
	7	6
-	3	8

5)	Hun.	Tens	Ones
	6	8	3
-	1	5	6

6)	Hun.	Tens	Ones
	5	2	2
-	2	2	

7)	Hun.	Tens	Ones
	4	4	2
-		3	5

8)	Hun.	Tens	Ones
	4	4	5
-	2	6	7

9)	Hun.	Tens	Ones
	7	4	9
-	3	8	9

10)	Hun.	Tens	Ones
	9	3	4
-	7	6	9

Name: _____

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Subtraction - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 26 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ - 116 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ - 348 \\ \hline \end{array}$$

$$\begin{array}{r} 346 \\ - 318 \\ \hline \end{array}$$

$$\begin{array}{r} 656 \\ - 356 \\ \hline \end{array}$$

$$\begin{array}{r} 433 \\ - 156 \\ \hline \end{array}$$

$$\begin{array}{r} 244 \\ - 165 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ - 355 \\ \hline \end{array}$$

$$\begin{array}{r} 338 \\ - 159 \\ \hline \end{array}$$

Subtraction Word Problems – Borrowing

Questions

Solve the problems below

1) Nicole had \$485 to spend on a bike. She picked one that cost her \$396. How much money does she have leftover?



2) Mike is rowing a boat in a race. After 1 minute of the race, Mike had gone 265m. How many more metres does he need to row?



3) Travis and Kerry had a contest to see who could run the farthest in 5 minutes. Kerry ran 942m and Travis ran 759m. How much farther did Kerry run?



4) Jen is filling up her pool with water. The pool can hold 830 litres of water. She has poured 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?



Subtracting Money

Questions

Subtract from the money below



$$\$22 - \$1 = \$21$$



$$\$53 - \$11 = \underline{\hspace{2cm}}$$



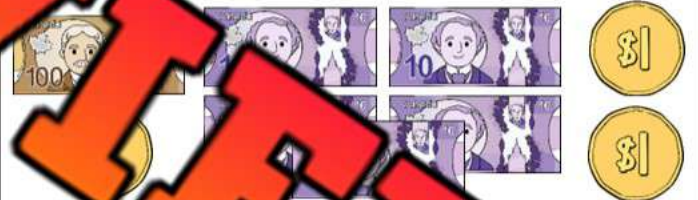
$$\$41 - \$24 = \underline{\hspace{2cm}}$$



$$\$82 - \$51 = \underline{\hspace{2cm}}$$



$$\$113 - \$12 = \underline{\hspace{2cm}}$$



$$\$153 - \$22 = \underline{\hspace{2cm}}$$



$$\$223 - \$113 = \underline{\hspace{2cm}}$$



$$\$317 - \$304 = \underline{\hspace{2cm}}$$



$$\$413 - \$312 = \underline{\hspace{2cm}}$$



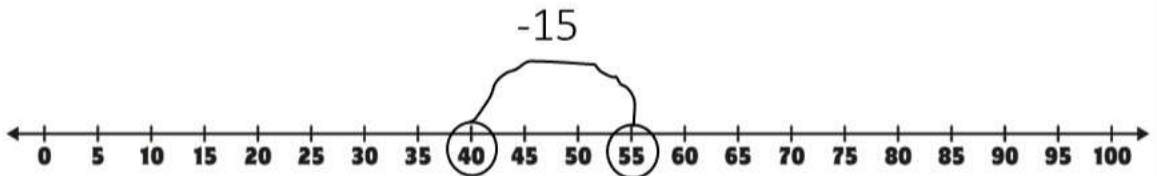
$$\$403 - \$400 = \underline{\hspace{2cm}}$$

Number Line Subtraction

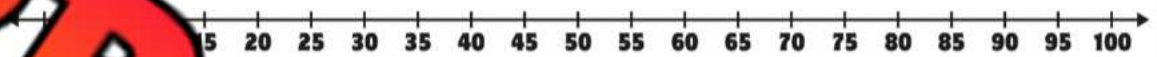
Questions

Use the number line to subtract the numbers below

$55 - 15 = \underline{40}$



$60 - 10 = \underline{\quad}$



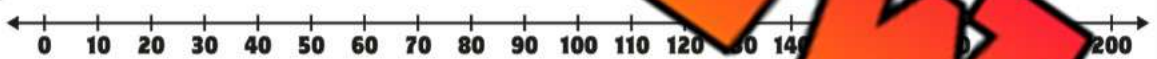
$70 - 30 = \underline{\quad}$



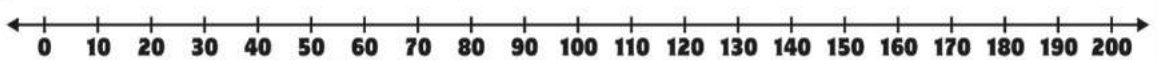
$50 - 35 = \underline{\quad}$



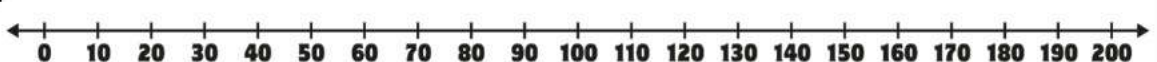
$100 - 20 = \underline{\quad}$



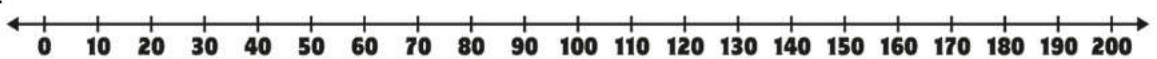
$125 - 25 = \underline{\quad}$



$145 - 55 = \underline{\quad}$



$160 - 45 = \underline{\quad}$



Estimate and Subtract

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

$$\begin{array}{r} 32 \longrightarrow 30 \\ - 9 \longrightarrow - 10 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 42 \longrightarrow \\ - 21 \longrightarrow - \end{array}$$

$$\begin{array}{r} 68 \longrightarrow \\ - 18 \longrightarrow - \end{array}$$

$$\begin{array}{r} 68 \longrightarrow \\ - 22 \longrightarrow - \end{array}$$

$$\begin{array}{r} 63 \longrightarrow \\ - 13 \longrightarrow - \end{array}$$

$$\begin{array}{r} 63 \longrightarrow \\ - \longrightarrow - \end{array}$$

$$\begin{array}{r} 98 \longrightarrow \\ - 18 \longrightarrow - \end{array}$$

$$\begin{array}{r} 75 \longrightarrow \\ - 52 \longrightarrow - \end{array}$$

Part 2

Estimate the numbers to determine approximately the difference

1) Steve makes \$94 this week at work. He buy a new guitar for \$77. About how much money does Steve have now?

2) The Toronto Raptors scored 89 points in their last game. Their opponent scored 72 points. Approximately how many more points did the Raptors score?

Adding/Subtracting – Inverse Operations

Questions

Create 2 addition and 2 subtraction equations using the numbers provided. The first one is done for you.

1)	2	6	4	2)	3	5	8
Equation 1 (+):	$2 + 4 = 6$			Equation 1 (+):			
Equation 2 (+):	$4 + 2 = 6$			Equation 2 (+):			
Equation 3 (-):	$6 - 2 = 4$			Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
3)	6	10	4	4)	13	7	6
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
5)	15	20	5	6)	11	20	9
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			

Adding/Subtracting – Inverse Operations

Questions

Fill in the blanks using the information given to you

1)	If $2 + 4 = 6$	2)	If $5 + 3 = 8$
	Then $6 - 2 = 4$		Then $8 - 3 = \underline{\hspace{2cm}}$
3)	If $7 + 1 = 8$	4)	If $10 + 4 = 14$
	Then $8 - 1 = \underline{\hspace{2cm}}$		Then $14 - 10 = \underline{\hspace{2cm}}$
5)	If $12 + 8 = 20$	6)	If $13 + 6 = 19$
	Then $20 - 12 = \underline{\hspace{2cm}}$		Then $19 - 13 = \underline{\hspace{2cm}}$
7)	If $17 + 6 = 23$	8)	If $14 + 8 = 22$
	Then $23 - 6 = \underline{\hspace{2cm}}$		Then $22 - 8 = \underline{\hspace{2cm}}$
9)	If $11 + 13 = 24$	10)	If $15 + 12 = 27$
	Then $24 - 11 = \underline{\hspace{2cm}}$		Then $27 - 12 = \underline{\hspace{2cm}}$
11)	If $17 + 9 = 26$	12)	If $12 + 18 = 30$
	Then $26 - 17 = \underline{\hspace{2cm}}$		Then $30 - 18 = \underline{\hspace{2cm}}$
13)	If $24 + 11 = 35$	14)	If $40 + 15 = 55$
	Then $35 - 24 = \underline{\hspace{2cm}}$		Then $55 - 15 = \underline{\hspace{2cm}}$

Inverse Operations – Checking Answers

Questions

Check your answer by using the inverse operation

1)	$5 + 2 = 7$	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
2)	9	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
3)	$4 + 7$	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
4)	$8 - 3 = 5$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
5)	$10 - 4 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
6)	$10 + 8 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
7)	$13 - 4 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
8)	$17 - 5 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
9)	$12 + 7 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
10)	$20 - 8 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Exit Cards

Cut Out

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

Name: _____

Answer the following questions using inverse operations.

a) $9 + \underline{\hspace{2cm}} = 15$

$15 - 6 = \underline{\hspace{2cm}}$

b) $18 + \underline{\hspace{2cm}} = 34$

$34 - 16 = \underline{\hspace{2cm}}$

c) $23 + 5 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Name: _____

Answer the following questions using inverse operations.

a) $9 + \underline{\hspace{2cm}} = 15$

$15 - 6 = \underline{\hspace{2cm}}$

b) $18 + \underline{\hspace{2cm}} = 34$

$34 - 16 = \underline{\hspace{2cm}}$

c) $23 + 5 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Name: _____

Answer the following questions using inverse operations.

a) $9 + \underline{\hspace{2cm}} = 15$

$15 - 6 = \underline{\hspace{2cm}}$

b) $18 + \underline{\hspace{2cm}} = 34$

$34 - 16 = \underline{\hspace{2cm}}$

c) $23 + 5 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Name: _____

Answer the following questions using inverse operations.

a) $9 + \underline{\hspace{2cm}} = 15$

$15 - 6 = \underline{\hspace{2cm}}$

b) $18 + \underline{\hspace{2cm}} = 34$

$34 - 16 = \underline{\hspace{2cm}}$

c) $23 + 5 = \underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Adding and Subtracting Word Problems

Questions

Solve the following questions using both addition and subtraction

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



Bonus: they also found 50 rocks that were not valuable. How many rocks were valuable?

2) Adam and Lindsay went to the mall to buy a new gaming system. Adam brought \$128 and Lindsay brought \$141. The gaming system cost \$265. How much money do they have left?



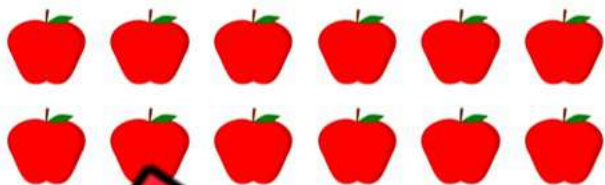
3) Becky's car is full of gas and can drive 500km on a full tank. She drove 230km to Ottawa on one weekend and then 240km to Toronto the next weekend. How many more km can she drive?



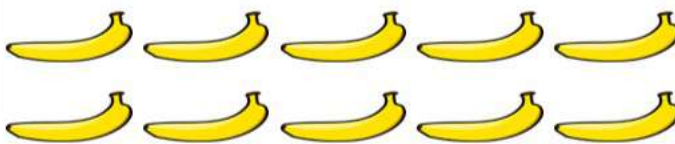
Multiplication – Repeated Addition

Questions

Fill in the blanks below



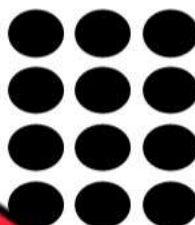
6 + 6 or $6 \times 2 = 12$



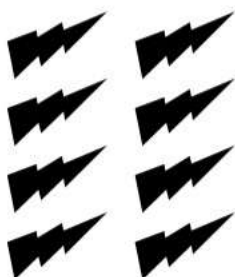
_____ + _____ = _____
 _____ $\times$ _____ = _____



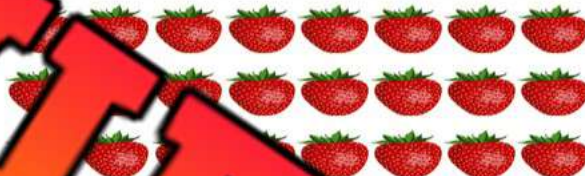
_____ = _____
 _____ $\times$ _____ = _____



_____ + _____ + _____ = _____
 _____ $\times$ _____ = _____



_____ + _____ = _____
 _____ $\times$ _____ = _____



_____ + _____ = _____
 _____ $\times$ _____ = _____



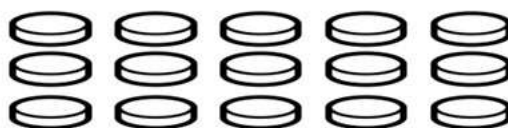
_____ + _____ = _____
 _____ $\times$ _____ = _____



_____ + _____ = _____
 _____ $\times$ _____ = _____



_____ + _____ = _____
 _____ $\times$ _____ = _____



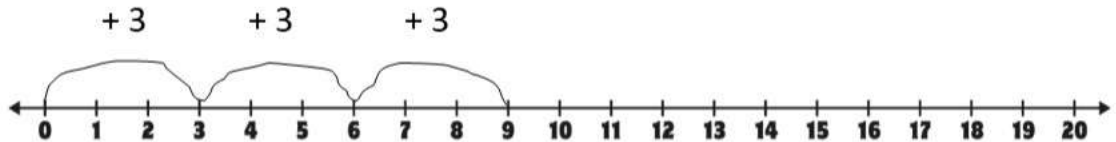
_____ + _____ + _____ = _____
 _____ $\times$ _____ = _____

Number Line Multiplication – Repeated Addition

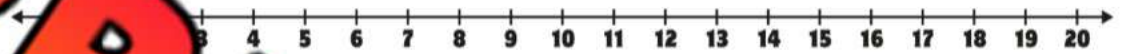
Questions

Fill in the blanks below

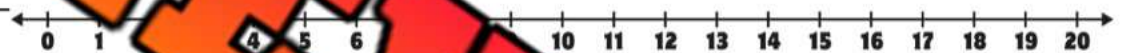
1) $3 \times 3 = 9$



2) $5 \times 3 =$ _____



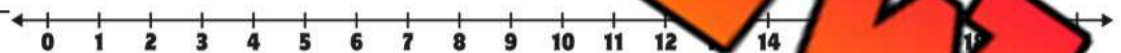
3) $4 \times 4 =$ _____



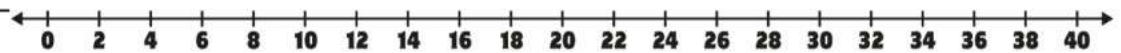
4) $6 \times 3 =$ _____



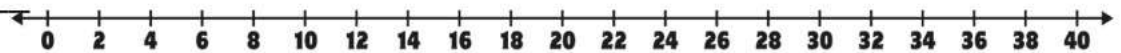
5) $2 \times 9 =$ _____



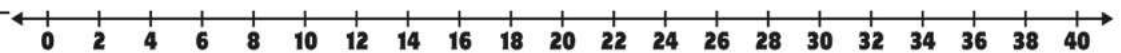
6) $4 \times 8 =$ _____



7) $10 \times 4 =$ _____



8) $4 \times 6 =$ _____



Name: _____

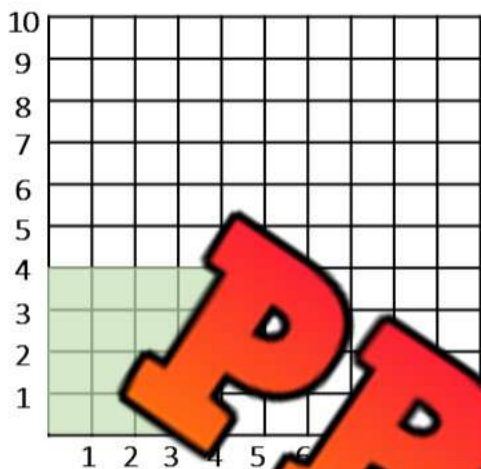
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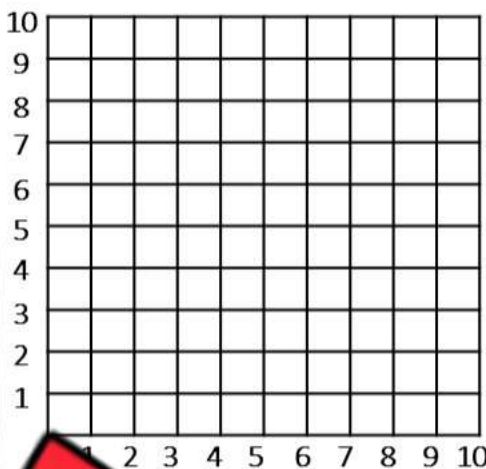
Multiplication – Arrays

Questions

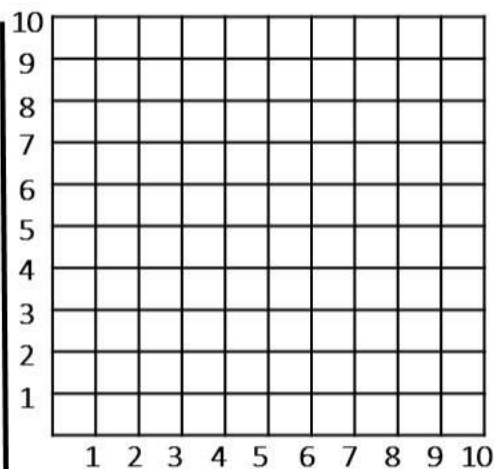
Shade in the arrays using the table. Answer the questions below.



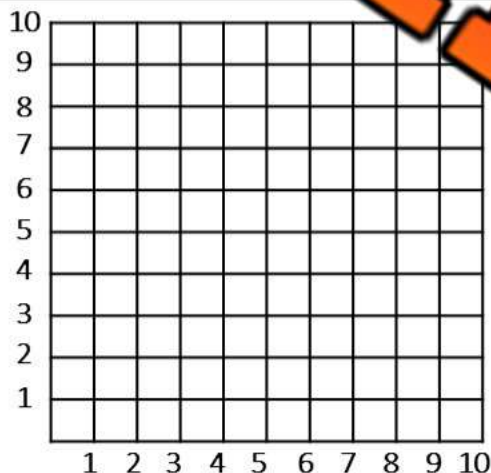
$4 \times 4 = \underline{\hspace{2cm}}$



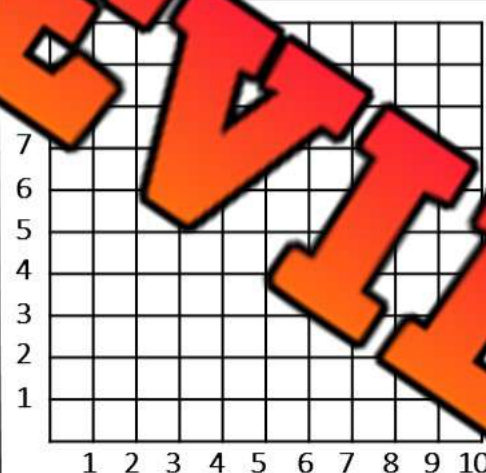
$7 = \underline{\hspace{2cm}}$



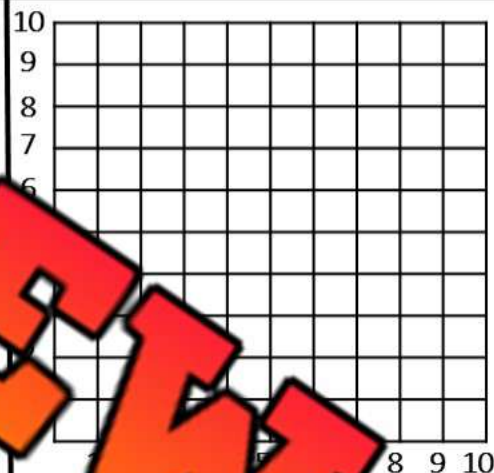
$7 \times 7 = \underline{\hspace{2cm}}$



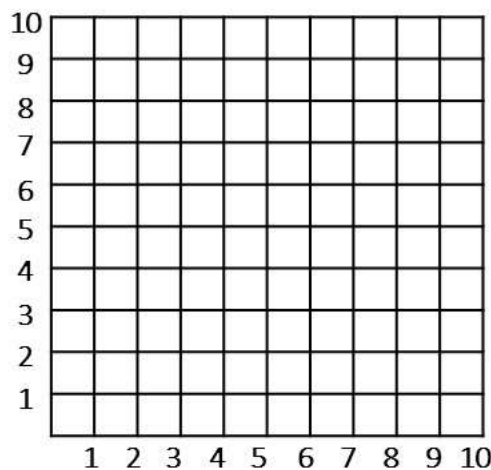
$9 \times 6 = \underline{\hspace{2cm}}$



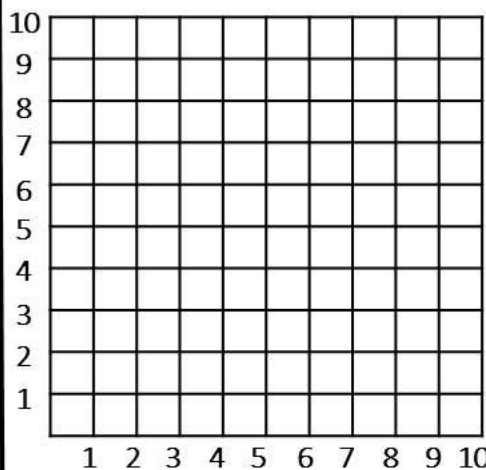
$8 \times 5 = \underline{\hspace{2cm}}$



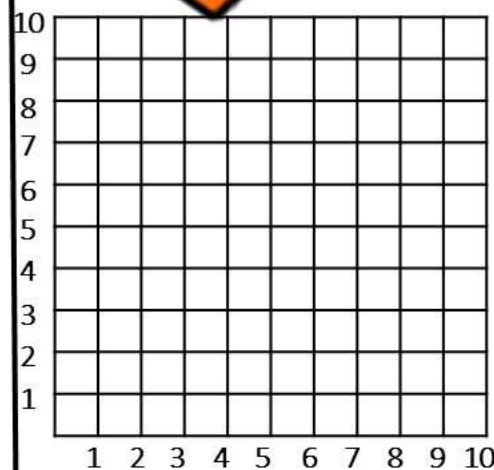
$9 \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$



$4 \times 5 = \underline{\hspace{2cm}}$



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



$6 \times 3 = \underline{\hspace{2cm}}$

Multiplication By 0 and 1

Questions

Solve the multiplication equations below

Multiplication x 0	Multiplication x 1
$0 \times 0 =$	$0 \times 1 =$
$1 \times 0 =$	$1 \times 1 =$
$2 \times 0 =$	$2 \times 1 =$
$3 \times 0 =$	$3 \times 1 =$
$4 \times 0 =$	$4 \times 1 =$
$5 \times 0 =$	$5 \times 1 =$
$6 \times 0 =$	$6 \times 1 =$
$7 \times 0 =$	$7 \times 1 =$
$8 \times 0 =$	$8 \times 1 =$
$9 \times 0 =$	$9 \times 1 =$
$10 \times 0 =$	$10 \times 1 =$
$100 \times 0 =$	$100 \times 1 =$
$1000 \times 0 =$	$1000 \times 1 =$

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

$$5 \times 5 = ?$$

1 2 3 4 5
5, 10, 15, 20, 25



PREVIEW

5×3

4×5

3×4

2×5

3

4×2

3×3

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



6×4
 Option 1: 12×2 or Option 2: 3×8
 $\downarrow$ $\downarrow$
 24 24



4	10 x 4
8 x 4	5 x 6
3 x 8	7 x 4
10 x 6	6 x 8
5 x 4	20 x 4

Multiplication – 2s, 3s, 4s, 5s



Questions

Solve the multiplication equations below

Multiplication x 2	Multiplication x 3	Multiplication x 4	Multiplication x 5
$2 \times 1 =$	$3 \times 1 =$	$4 \times 1 =$	$5 \times 1 =$
$2 \times 2 =$	$3 \times 2 =$	$4 \times 2 =$	$5 \times 2 =$
$2 \times 3 =$	$3 \times 3 =$	$4 \times 3 =$	$5 \times 3 =$
$2 \times 4 =$	$3 \times 4 =$	$4 \times 4 =$	$5 \times 4 =$
$2 \times 5 =$	$3 \times 5 =$	$4 \times 5 =$	$5 \times 5 =$
$2 \times 6 =$	$3 \times 6 =$	$4 \times 6 =$	$5 \times 6 =$
$2 \times 7 =$	$3 \times 7 =$	$4 \times 7 =$	$5 \times 7 =$
$2 \times 8 =$	$3 \times 8 =$	$4 \times 8 =$	$5 \times 8 =$
$2 \times 9 =$	$3 \times 9 =$	$4 \times 9 =$	$5 \times 9 =$
$2 \times 10 =$	$3 \times 10 =$	$4 \times 10 =$	$5 \times 10 =$

Multiplication – Repeated Addition

Part 1

Fill in the blanks below

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

4 groups of 2

$$5 + 5 + 5 = \underline{\quad}$$

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

_____ groups of _____

$$4 + 4 + 4 = \underline{\quad}$$

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

_____ groups of _____

$$8 + 8 + 8 = \underline{\quad}$$

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

_____ groups of _____

$$3 + 3 + 3 + 3 + 3 = \underline{\quad}$$

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

_____ groups of _____

$$1 + 1 + 1 + 1 + 1 + 1 + 1 = \underline{\quad}$$

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

_____ groups of _____

$$6 + 6 + 6 + 6 = \underline{\quad}$$

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

_____ groups of _____

$$4 + 4 + 4 + 4 = \underline{\quad}$$

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

_____ groups of _____

Part 2

Answer the question below

Billy cuts his neighbors grass each week for 6 weeks. He makes 10 dollars each time he cuts the grass. How much money does he make in the 6 weeks?

Addition Sentence - _____ + _____ + _____ + _____ + _____ = _____

Multiplication Equation - _____ $\times$ _____ = _____

Therefore, Billy _____

Multiplication – Number/Size of Group

Questions

Draw pictures of the size and number of groups. The first one is done for you

$$4 \times 2 = 8$$

Number of Groups = 4

Size of Each Group = 2

Total =



$$4 \times 6 = 24$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$3 \times 5 = 15$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$5 \times 6 = 30$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$5 \times 5 = ?$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$4 \times 4 = ?$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

Task Cards: Multiplication Facts

Objective

What are we learning about?

To solidify understanding and recall of multiplication facts between 1 and 5 through solving word problems and equations, working collaboratively with a partner in a structured task card format.

Materials

What you will need for the activity.

- 30 Task cards
- Separate sheet of paper for answers
- Pencils



Instructions

How you will complete the activity

1. Cut out the 30 task cards.
2. Distribute a set of all 30 task cards to each pair of students. Ensure each pair has their cards shuffled to start.
3. Provide each pair with a recording sheet. The recording sheet should have numbers 1 to 30 where students can write their answers.
4. Explain to students that they will work with their partner to solve each task card. They can discuss and agree on answers before writing them down.
5. Allow the pairs to begin working through the task cards. They can solve them in any order they prefer.
6. If using a timer, set it for 30 minutes to encourage focus and manage classroom time effectively.
7. Once the time is up or all pairs have completed their task cards, review the answers together as a class. Discuss any discrepancies and provide correct solutions.
8. Collect the recording sheets to assess understanding and give individual feedback.

Task Cards

Cut out the task cards below

Task Card 1:

Calculate:
 $1 \times 1 = \underline{\quad}$

Task Card 6:

Solve for y:
 $4 \times y = 12$

Task Card 2:

How many groups of 2 are there in 4?

Task Card 7:

Calculate:
 $2 \times 2 = \underline{\quad}$

Task Card 3:

Solve:
 $5 \times 5 = \underline{\quad}$

Task Card 8:

There are 5 rows of 4 chairs in a room. How many chairs are there in total?

Task Card 4:

If you have 5 bags with 3 marbles each, how many marbles do you have in total?

Task Card 9:

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

Task Card 5:

Find the product:
 $3 \times 3 = \underline{\quad}$

Task Card 10:

A baker bakes 5 trays of cookies with 2 cookies on each tray. How many cookies does he bake?

Task Cards

Cut out the task cards below

Task Card 11:

Find the product:

$1 \times 5 = \underline{\quad}$

Task Card 16:

Solve:

$2 \times \underline{\quad} = 4$

Task Card 12:

$3 \times 3 = 9$

Task Card 17:

Calculate:

$4 \times 1 = \underline{\quad}$

Task Card 13:

Calculate:

$3 \times 1 = \underline{\quad}$

Task Card 18:

You have 5 boxes of stickers with 5
stickers in each box. How many stickers
do you have?

Task Card 14:

If each box holds 4 apples and you
have 3 boxes, how many apples do
you have?

Task Card 19:

Solve:

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

Task Card 15:

Solve:

$2 \times 3 = \underline{\quad}$

Task Card 20:

Solve for y:

$5 \times y = 15$

Task Cards

Cut out the task cards below

Task Card 21:

Calculate:
 $2 \times 1 = \underline{\quad}$

Task Card 26:

There are 2 teams of 4 players each. How many players are there in total?

Task Card 22:

A gardener plants 5 trees each. How many trees are there in total?

Task Card 27:

Solve:
 $3 \times 2 = \underline{\quad}$

Task Card 23:

Solve:
 $1 \times 3 = \underline{\quad}$

Task Card 28:

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

Task Card 24:

Solve:
 $1 \times \underline{\quad} = 3$

Task Card 29:

Calculate:
 $1 \times 4 = \underline{\quad}$

Task Card 25:

Calculate:
 $5 \times 1 = \underline{\quad}$

Task Card 30:

A classroom has 5 groups of 3 students each. How many students are there altogether?

Name: _____

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N.11

Task Cards: Multiplication

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	
25	
26	
27	
28	
29	
30	

Name: _____

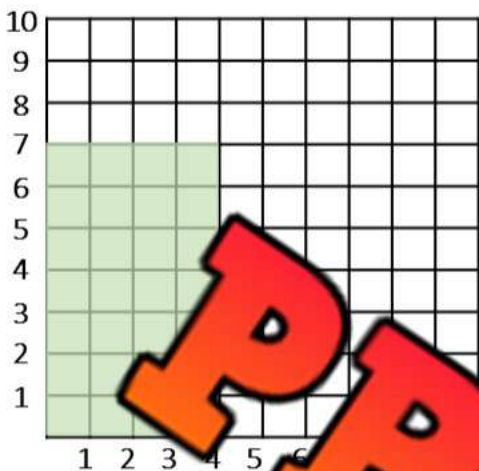
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N.12

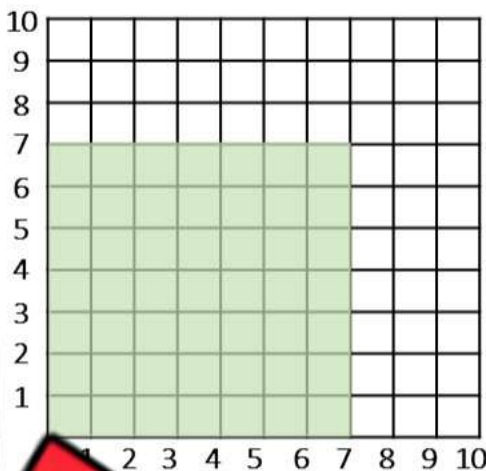
Division – Arrays

Questions

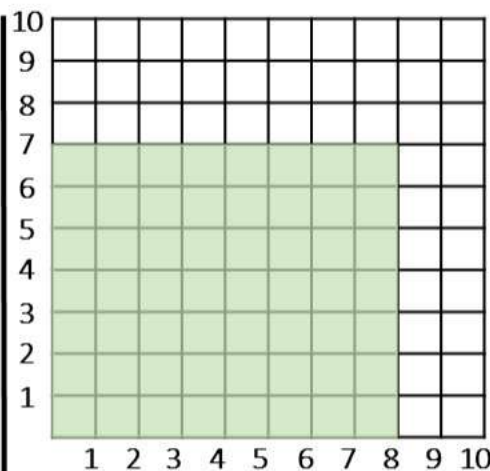
How is the shaded in area divided?



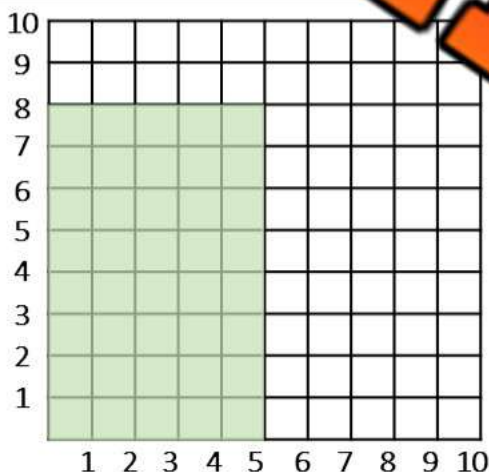
$$28 \div 4 = \underline{\hspace{2cm}}$$



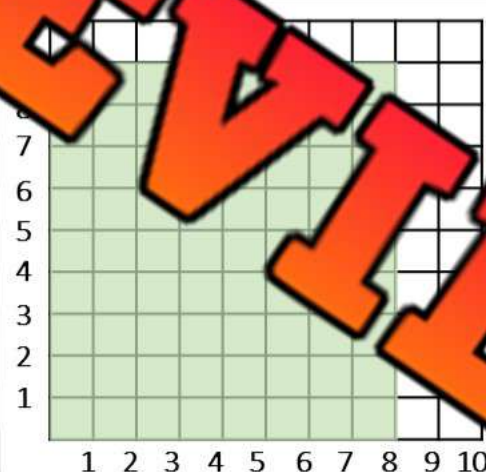
$$49 \div 7 = \underline{\hspace{2cm}}$$



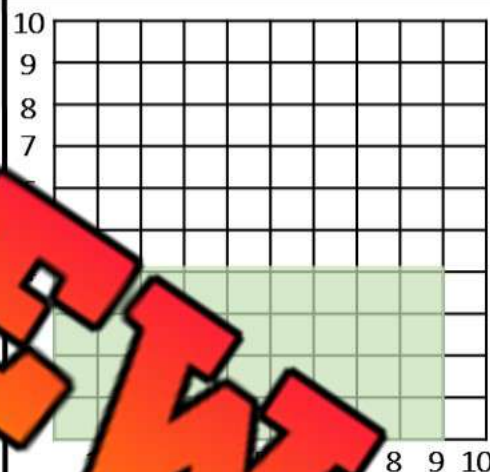
$$56 \div 7 = \underline{\hspace{2cm}}$$



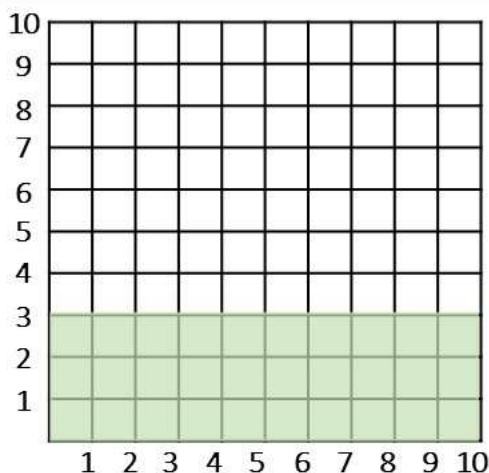
$$40 \div 5 = \underline{\hspace{2cm}}$$



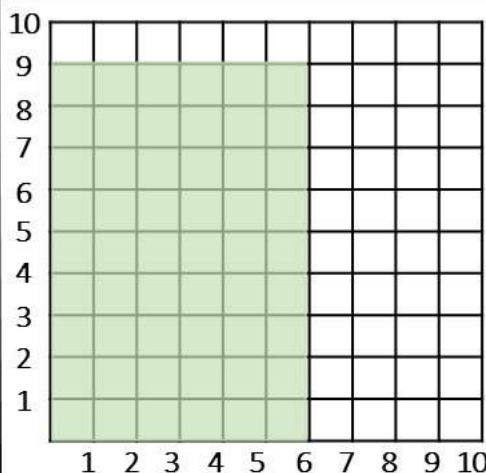
$$72 \div 8 = \underline{\hspace{2cm}}$$



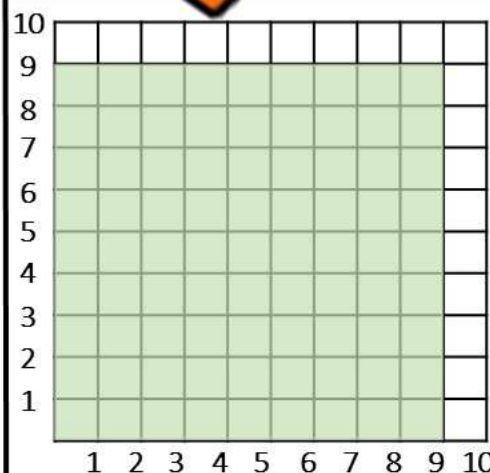
$$12 \div 3 = \underline{\hspace{2cm}}$$



$$30 \div 3 = \underline{\hspace{2cm}}$$



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



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

Name: _____

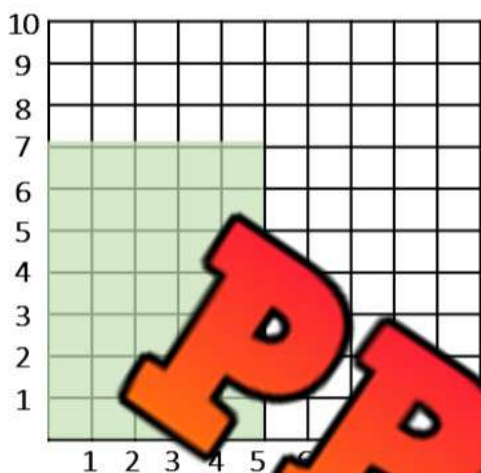
149

Curriculum Connection
N.12

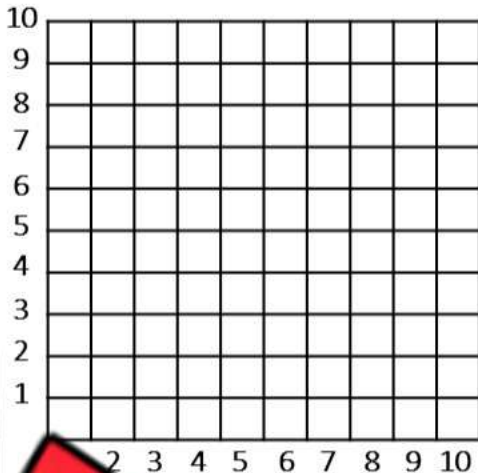
Division – Arrays

Questions

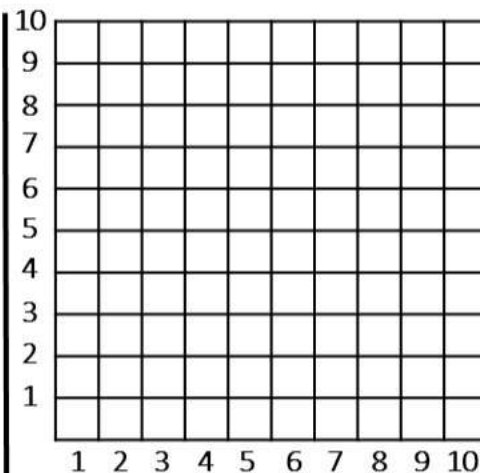
Shade in the arrays using the table. Answer the questions below



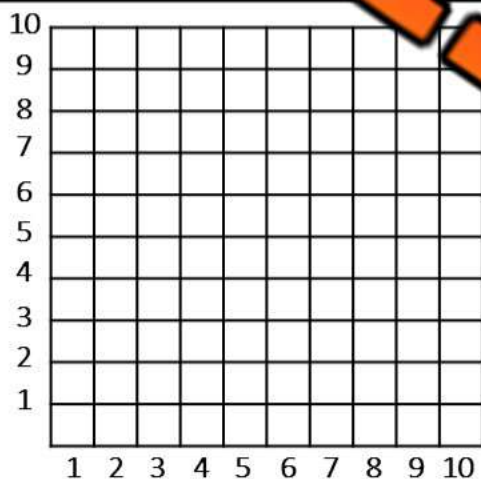
$$35 \div 7 = \underline{\hspace{2cm}}$$



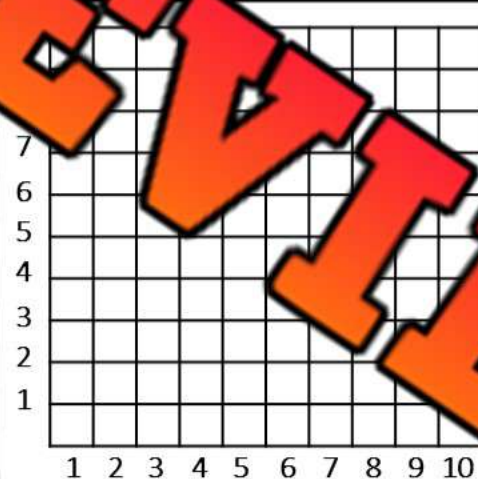
$$7 = \underline{\hspace{2cm}}$$



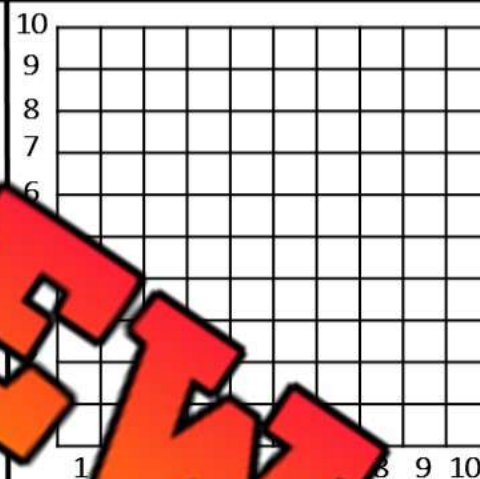
$$18 \div 6 = \underline{\hspace{2cm}}$$



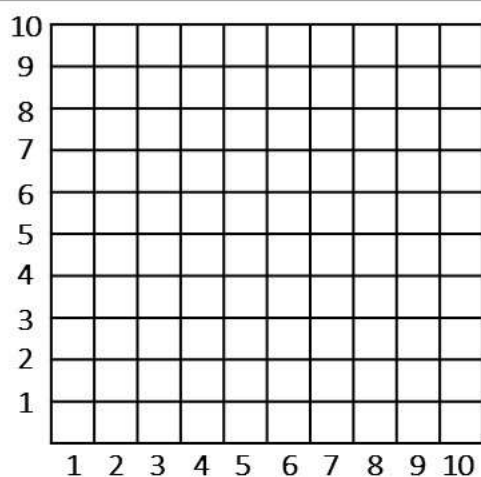
$$45 \div 5 = \underline{\hspace{2cm}}$$



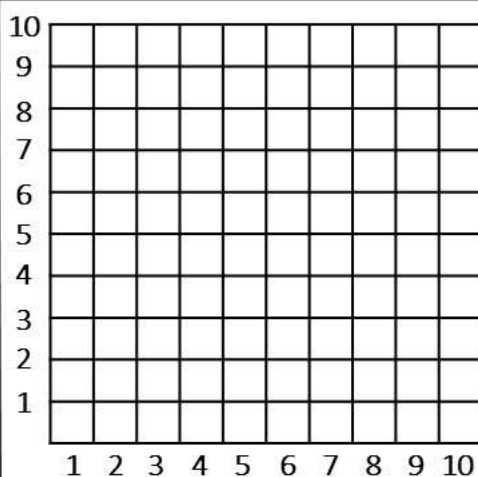
$$80 \div 10 = \underline{\hspace{2cm}}$$



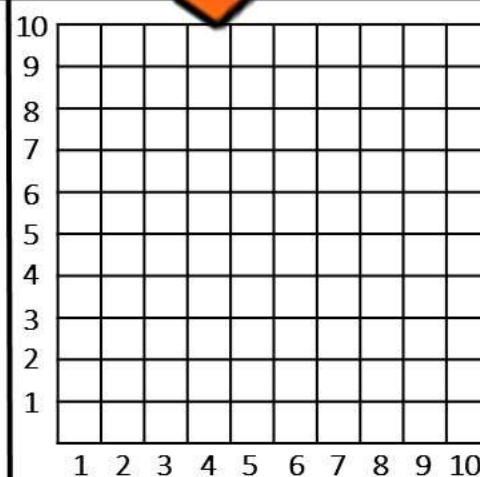
$$24 \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$



$$15 \div 3 = \underline{\hspace{2cm}}$$



$$32 \div 4 = \underline{\hspace{2cm}}$$



$$50 \div 5 = \underline{\hspace{2cm}}$$

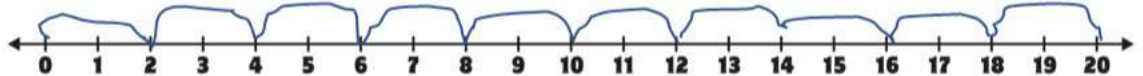
Number Line Division – Repeated Subtraction

Questions

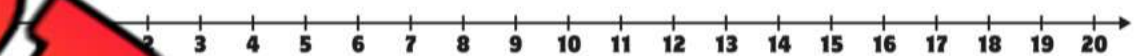
Use repeated subtraction to find the answer

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

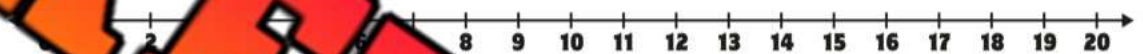
1) $20 \div 2 = 10$



2) $15 \div 3 = \underline{\quad}$



3) $10 \div 5 = \underline{\quad}$



4) $18 \div 6 = \underline{\quad}$



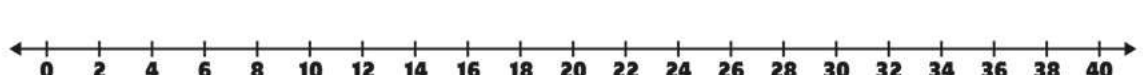
5) $12 \div 3 = \underline{\quad}$



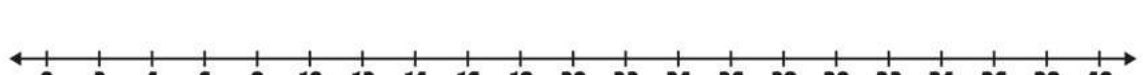
6) $30 \div 10 = \underline{\quad}$



7) $32 \div 4 = \underline{\quad}$



8) $36 \div 6 = \underline{\quad}$



Name: _____

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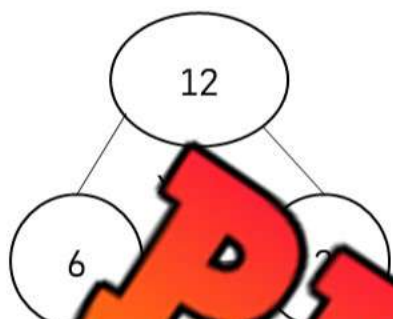
Curriculum Connection
N.12**Division – 2s, 5s, 10s****Questions**Solve the division equations below

÷ 2	÷ 5	÷ 10
$2 \div 2 =$	$5 \div 5 =$	$10 \div 10 =$
$4 \div 2 =$	$10 \div 5 =$	$20 \div 10 =$
$6 \div 2 =$	$15 \div 5 =$	$30 \div 10 =$
$8 \div 2 =$	$20 \div 5 =$	$40 \div 10 =$
$10 \div 2 =$	$25 \div 5 =$	$50 \div 10 =$
$12 \div 2 =$	$30 \div 5 =$	$60 \div 10 =$
$14 \div 2 =$	$35 \div 5 =$	$70 \div 10 =$
$16 \div 2 =$	$40 \div 5 =$	$80 \div 10 =$
$18 \div 2 =$	$45 \div 5 =$	$90 \div 10 =$
$20 \div 2 =$	$50 \div 5 =$	$100 \div 10 =$

Multiplication and Division

Questions

Investigate the relationship between multiplication and division

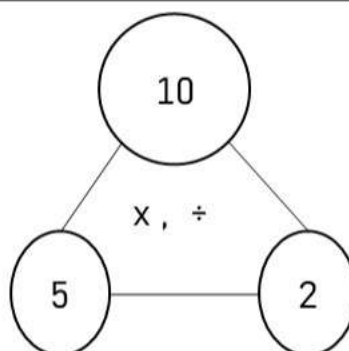


$$6 \times 2 = 12$$

$$2 \times 6 = 12$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$



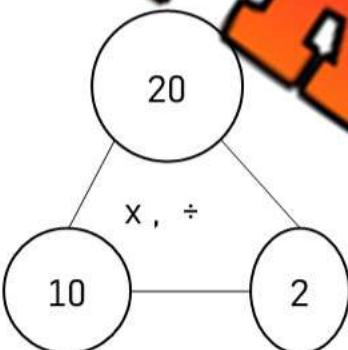
x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



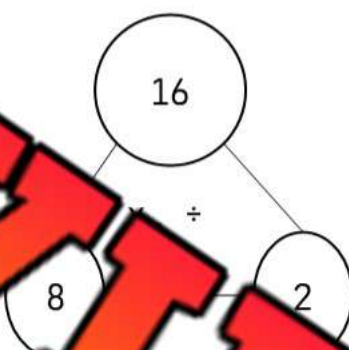
x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



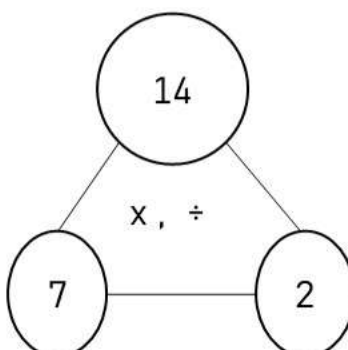
÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



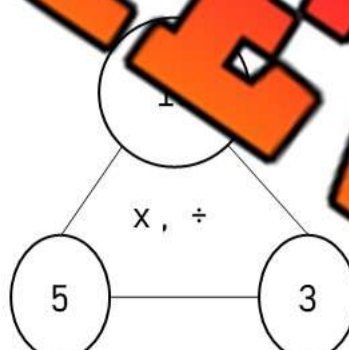
x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



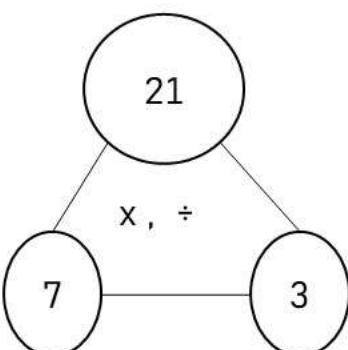
x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



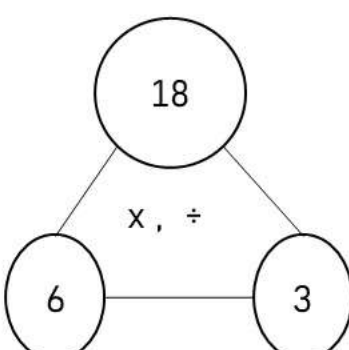
x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



x, ÷

$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

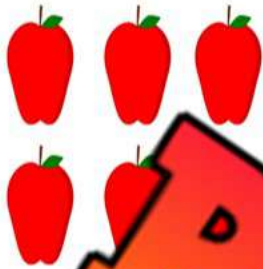
$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

Multiplication and Division – Fact Families

Questions

Investigate the relationship between multiplication and division



$$3 \times 2 = 6$$

$$2 \times 3 = 6$$

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

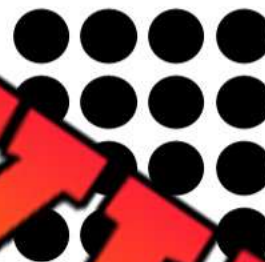


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

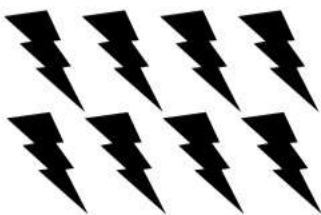


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

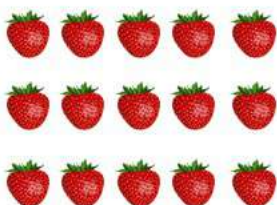


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

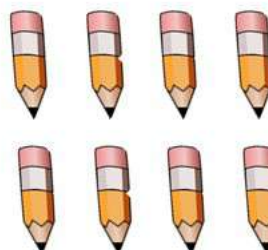


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



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

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

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Multiplication and Division – Total/Groups/Size of Group**Part 1**

Determine the missing group size/number of groups/total

$\underline{\quad 4 \quad} \times 5 = 20$	$2 \times 3 = \underline{\quad}$	$2 \times \underline{\quad} = 10$
$5 \times \underline{\quad} = 25$	$\underline{\quad} \times 10 = 30$	$10 \times 5 = \underline{\quad}$
$\underline{\quad} \times 4 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$5 \times \underline{\quad} = 25$
$7 \times 2 = \underline{\quad}$	$\underline{\quad} \times 2 = 20$	$\underline{\quad} \times 9 = 45$
$7 \times \underline{\quad} = 70$	$2 \times \underline{\quad} = \underline{\quad}$	$2 \times \underline{\quad} = 18$

Part 2

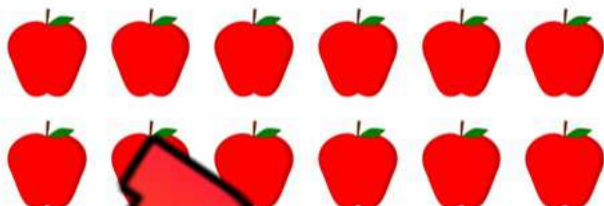
Determine the missing group size/number of groups/total

$\underline{\quad 12 \quad} \div 2 = 6$	$10 \div 2 = \underline{\quad}$	
$10 \div \underline{\quad} = 5$	$\underline{\quad} \div 2 = 6$	$10 \div 5 = \underline{\quad}$
$\underline{\quad} \div 10 = 4$	$50 \div 5 = \underline{\quad}$	$30 \div \underline{\quad} = 3$
$15 \div 5 = \underline{\quad}$	$\underline{\quad} \div 2 = 5$	$\underline{\quad} \div 10 = 6$
$90 \div \underline{\quad} = 10$	$40 \div 10 = \underline{\quad}$	$15 \div \underline{\quad} = 5$

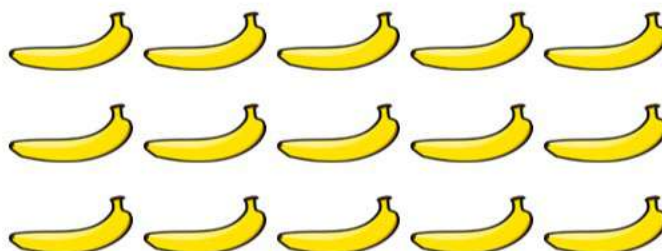
Operations Quiz

Part 1

Fill in the blanks with the addition and multiplication equations



$$\begin{array}{r} \text{_____} \\ \times \text{_____} \\ \hline \end{array} = \text{_____}$$



$$\begin{array}{r} \text{_____} + \text{_____} + \text{_____} \\ \hline \end{array} = \text{_____}$$

$$\begin{array}{r} \text{_____} \\ \times \text{_____} \\ \hline \end{array} = \text{_____}$$

Part 2

Use the number lines to answer the questions

$3 \times 5 = \text{_____}$



$9 \times 2 = \text{_____}$



Part 3

Round these numbers to the nearest ten and then add/subtract

$$\begin{array}{r} 29 \longrightarrow \\ + 11 \longrightarrow \end{array} + \text{_____}$$

$$\begin{array}{r} 42 \longrightarrow \\ + 29 \longrightarrow \end{array} + \text{_____}$$

$$\begin{array}{r} 79 \longrightarrow \\ - 21 \longrightarrow \end{array} - \text{_____}$$

$$\begin{array}{r} 62 \longrightarrow \\ - 43 \longrightarrow \end{array} - \text{_____}$$

Part 4

Use the algorithm to solve the addition/subtraction problems below

	Tens	Ones
	4	2
+	5	3

	Tens	Ones
	5	6
+	3	6

	Tens	Ones
	6	3
-	4	2

	Tens	Ones
	7	3
-	2	5

Part 5

Use the number line to add and subtract the numbers below

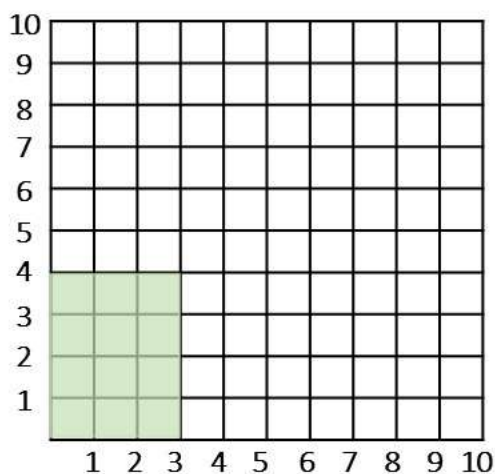
$10 + 8 = \underline{\quad}$

$20 + 10 = \underline{\quad}$

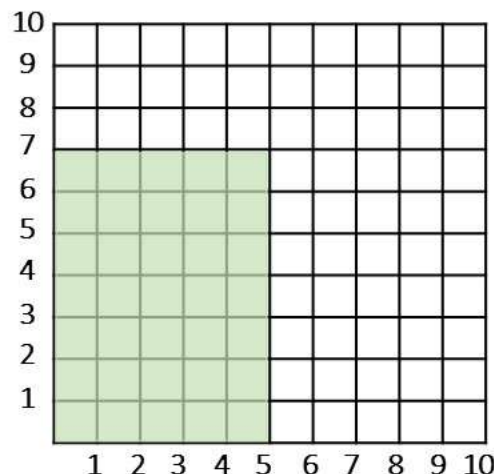
$50 - 30 = \underline{\quad}$

Part 6

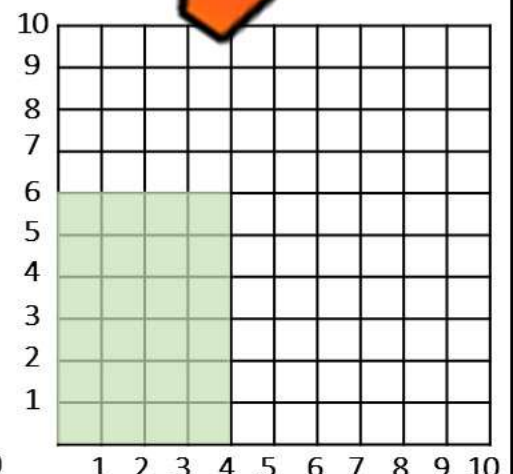
How much is shaded in? Answer the questions below



$4 \times 3 = \underline{\quad}$



$7 \times 5 = \underline{\quad}$



$4 \times 6 = \underline{\quad}$

Naming Fractions

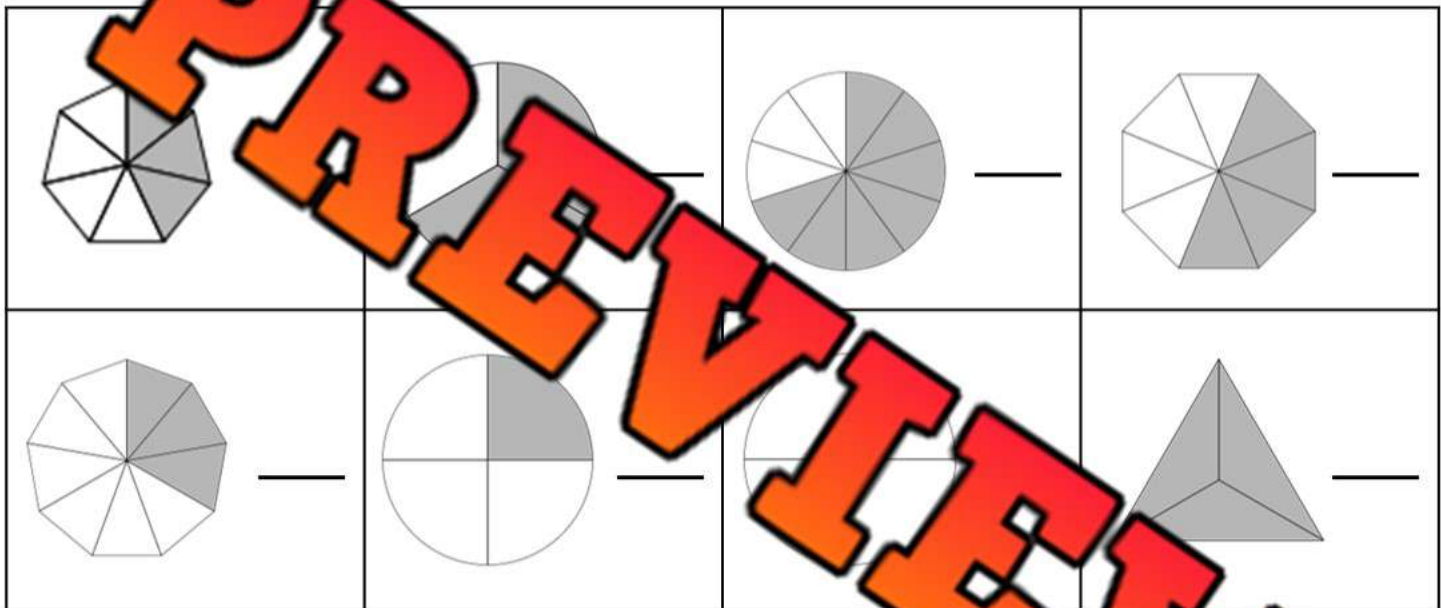
Fractions are numbers that represent an amount or quantity. Fractions are usually not whole numbers, but only fractions or parts of a whole number.


Example:

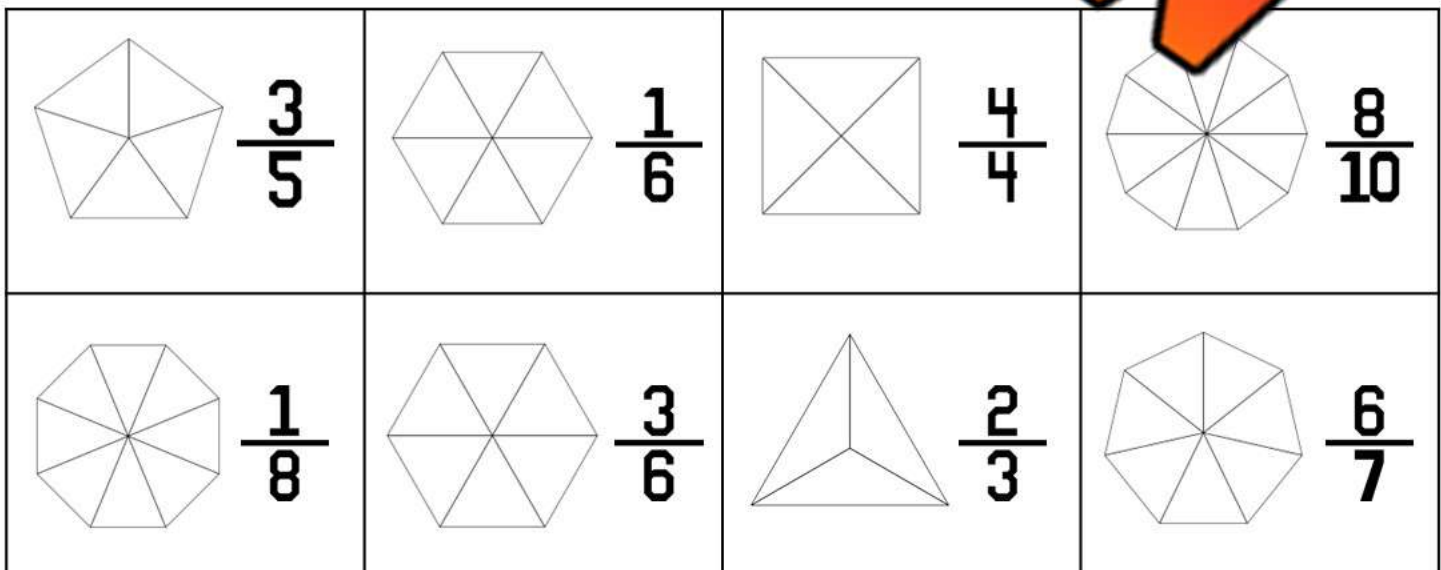
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received $\frac{2}{5}$ of the pizza. You do not get the whole pizza, so you are only getting part or a fraction of the 1 pizza.

Part 1

What fraction is shaded in on the images below


Part 2

Read the fraction and draw the shaded in value or

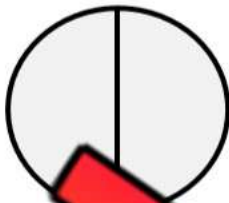


Fractions – Equal Parts

Part 1

Are the shapes below split into equal parts?

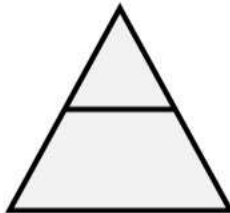
1)



Yes

No

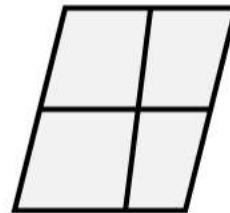
2)



Yes

No

3)



Yes

No

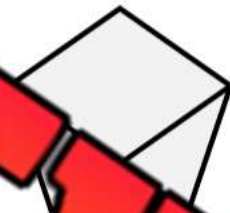
4)



Yes

No

5)



Yes

No

6)



Yes

No

Part 2

Are the statements true or false?

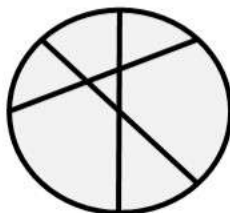
1) The square is cut into fourths.



True

False

2) The circle is cut into sixths.



True

False

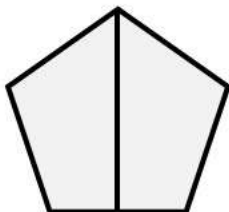
3) The triangle is cut into fourths.



True

False

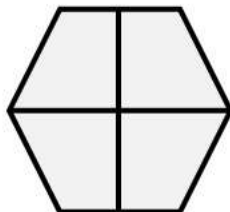
4) The pentagon is cut into halves.



True

False

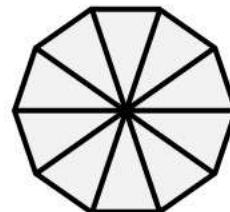
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

Exit Cards

Cut Out

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

Name: _____

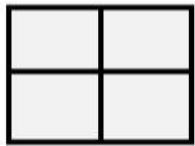
Are the shapes below split into equal parts?



Yes No



Yes No



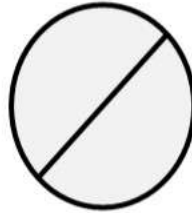
Yes No



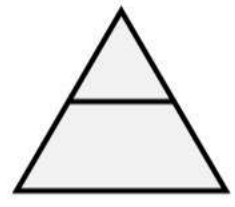
Yes No

Name: _____

Are the shapes below split into equal parts?



Yes No



Yes No



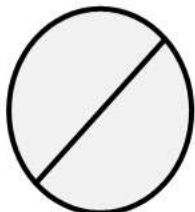
Yes No



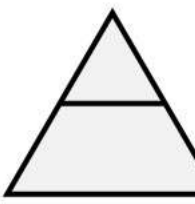
Yes No

Name: _____

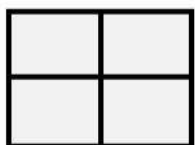
Are the shapes below split into equal parts?



Yes No



Yes No



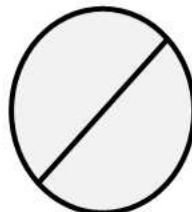
Yes No



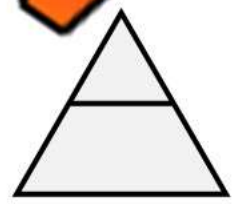
Yes No

Name: _____

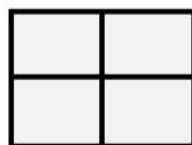
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No

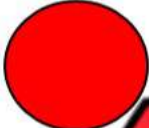


Yes No

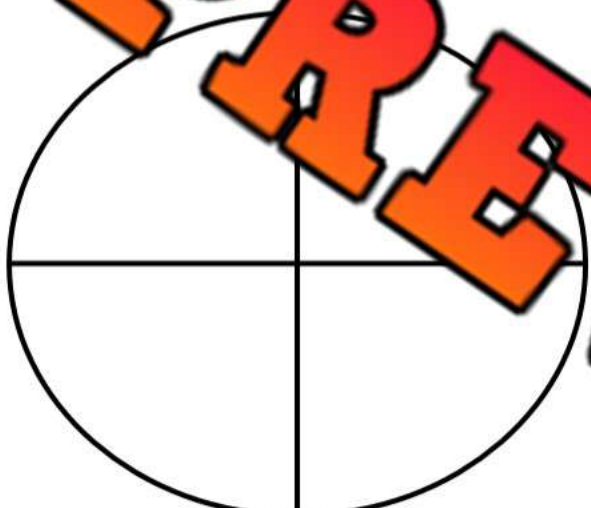
Pizza Fractions

Directions

Draw the pizzas below based on the customer's requests

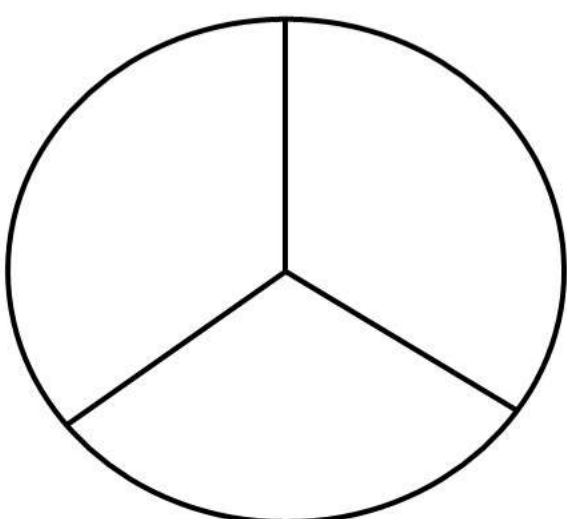
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) One-third of the pizza has bacon, and three-fourths has onion



Bacon Onion

2) One-third of the pizza has olives, one-third has bacon, and one-third has mushrooms.



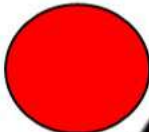
Olives Bacon

Mushrooms

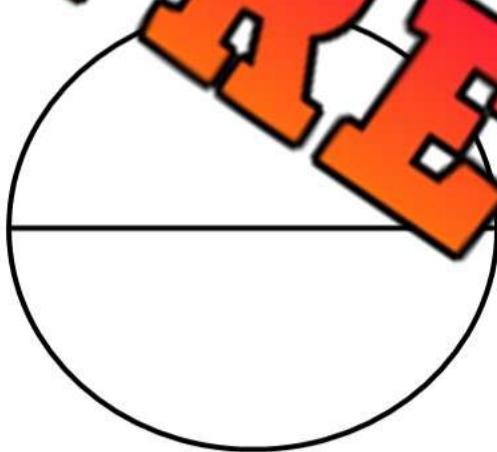
Pizza Fractions

Directions

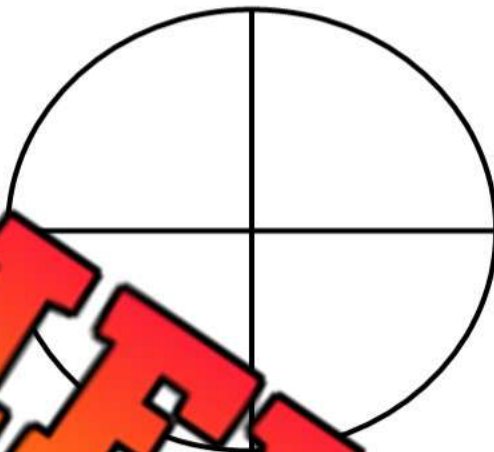
Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

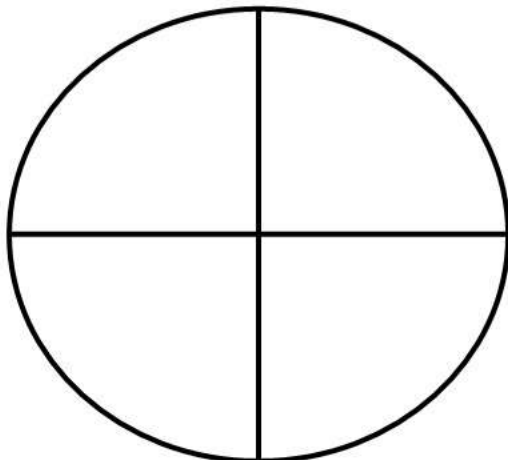
1) One-half pepperoni and bacon and one-fourth pineapple.



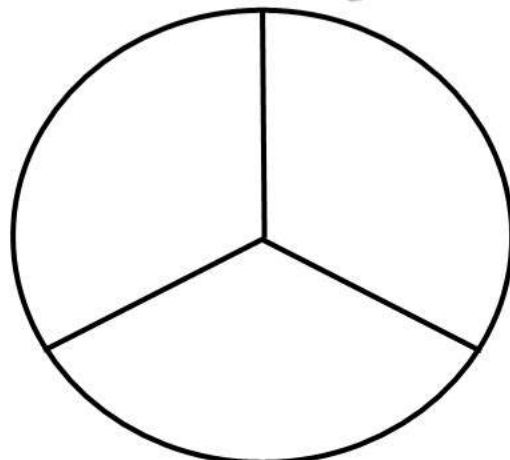
2) One-fourth olives and onion and three-fourths bacon and mushrooms.



3) One-half pineapple and bacon, one-fourth pepperoni and one-fourth onion.



4) One-third mushrooms, one-third onion and one-third pineapple and pepperoni.



Name: _____

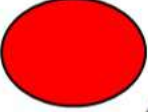
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N.13

Pizza Fractions – My Favourite (Half)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW

Topping

Topping

Topping

Topping

Fractions

A **fraction** is a way of representing a part of a whole. It tells us how many equal parts something is divided into, and how many of those parts we have.

The top number, called the **numerator**, represents the part of the whole that we have. The bottom number, called the **denominator**, represents the total number of equal parts that make up the whole.

Examples

Read the examples below and fill in the table

1) A pizza is cut into 8 slices. If you eat 3 slices, how much of the pizza will you have left?	$\frac{3}{8}$
2) A split class of 30 grade 3s and 14 grade 3s. How many grade 3s make up the class?	$\frac{14}{30}$
3) A soccer game is 90 minutes long. You have missed 30 minutes of the game. How much of the game have you missed?	$\frac{30}{90}$
4) Shelly has 10 blocks. 6 of the blocks are green. What fraction of the total blocks are green?	
5) On a plate is 12 cookies. You eat 4 of them. What fraction of the plate of cookies did you eat?	

Think

Write your own example of a fraction below

Words	Fraction

Name: _____

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N.13

Fair Sharing - Cookies

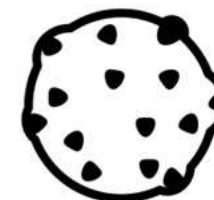
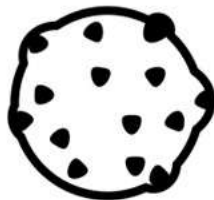
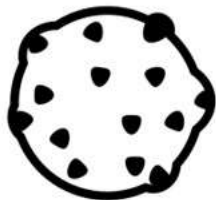
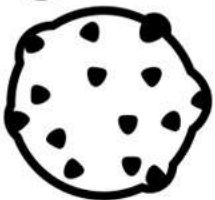
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

PREVIEW



Name: _____

175

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N.13

Fair Sharing – Apple Pie

Jeff and Sara baked a large apple pie to share. How many slices of pie will Jeff and Sara get?

Jeff's Plate

Sara's Plate

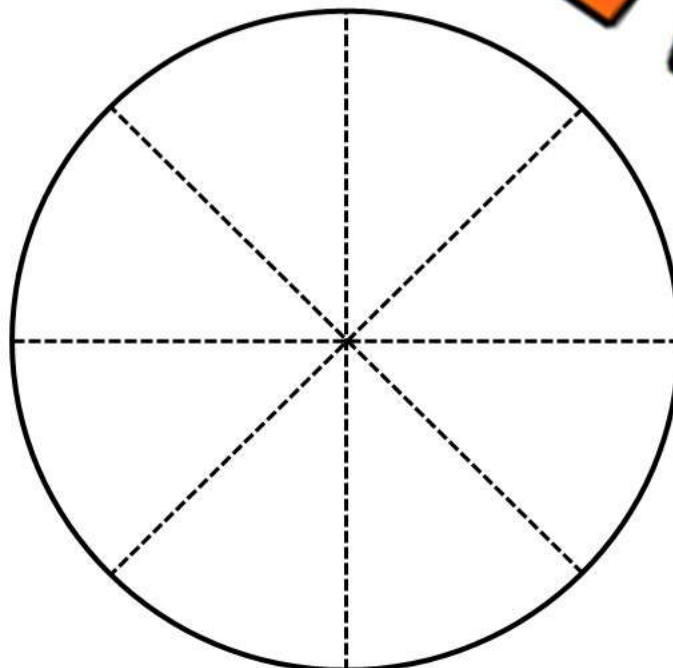
PREVIEW

Jeff's Slices

Sara's Slices

Total slices

Total slices



Name: _____

176

Curriculum Connection
N.13

Fair Sharing - Pizza

Alex and Julia are really hungry tonight. They ordered 3 pizzas to share. Each pizza is cut up into 4 slices. How much pizza will Alex and Julia get?

Alex's Plate

Julia's Plate

PREVIEW

_____ # of total pizzas

4

Alex's Slices

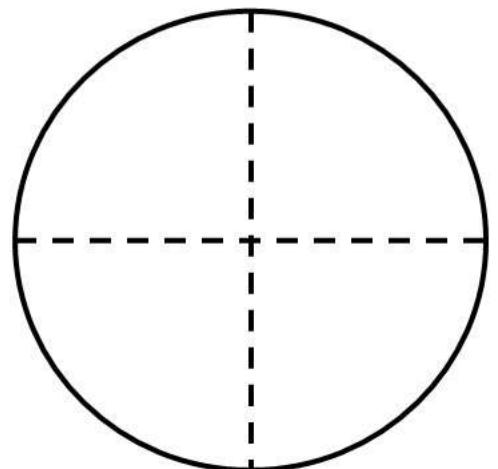
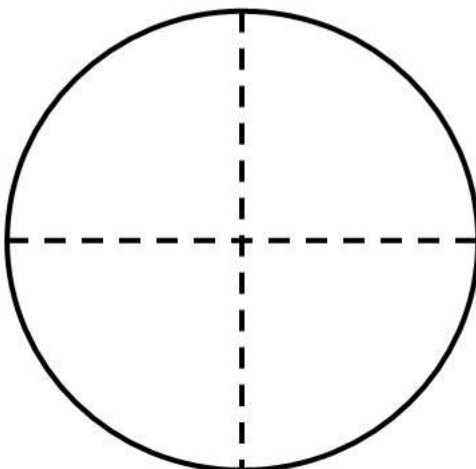
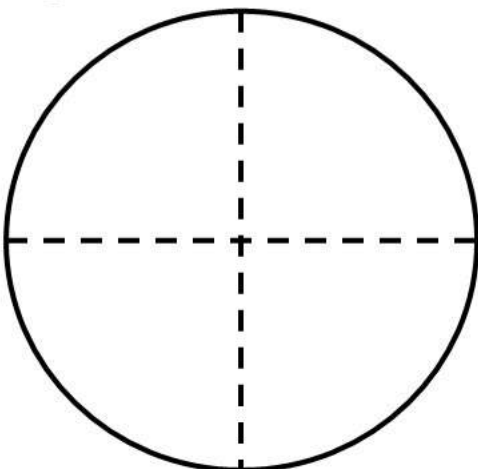
Slices in one
pizza
(whole)

_____ # of total pizzas

4

Julia's Slices

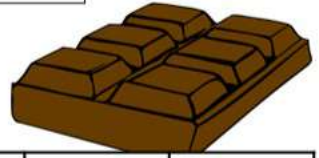
Slices in one
pizza
(whole)



Fair Sharing – Chocolate Bars

Sharing

Share the chocolate bars below



Chocolate Bar

Chocolate Bar

1) a) Zach has 1 chocolate bar that he wants to share with 10 people. How many pieces will each person get?

b) Ryan is one of the people that is getting some chocolate. What fraction of the chocolate bar is Ryan getting?

2) a) Zach has two more chocolate bars that he will now share with 10 people. How many pieces will each person get?

b) Chris is one of the people that is getting some chocolate. What fraction of the chocolate bar is Chris getting?

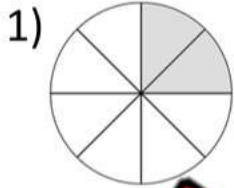
3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?

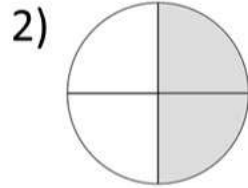
b) Sam is one of the people that is getting some chocolate. What fraction of the chocolate bar is Sam getting?

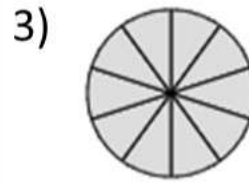
Fractions - Quiz

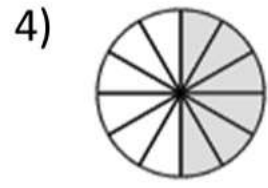
Part 1

Write the fraction and circle which one is bigger





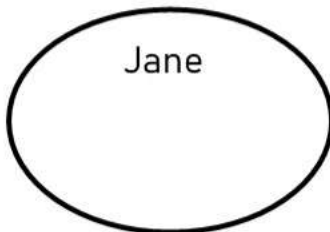




Part 2

Four friends are sharing the cookies below. Draw lines from the cookies to each person's plate.

Four friends are sharing the cookies below. Draw lines from the cookies to each person's plate.



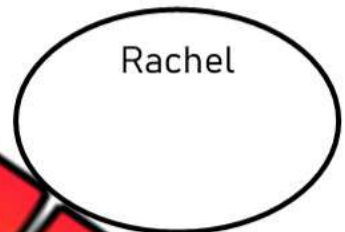
Jane



Sally



Lisa



Rachel

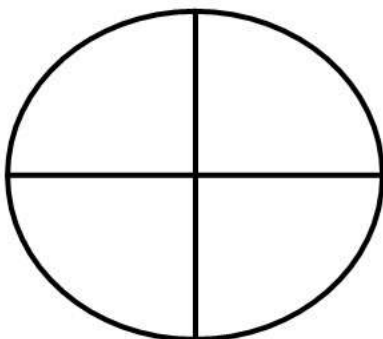


How many cookies does each friend get? _____

Part 3

Draw the pizzas below using the legend and customer requests

One-fourth of the pizza has bacon, and three-fourths has mushroom



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Bacon

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Mushroom