



Preview – Information



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Google Slides Lessons Preview





Manitoba Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to **identify the place value of digits in whole numbers** so we can read, write, and understand large numbers accurately.

Why Are We Learning This?

Imagine you're saving up for a new toy that costs \$460. If you don't understand place value, you might think it's only \$46 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

4

Written Form

Draw A Line Matching The Standard Form To The Written Form	Standard Form
One hundred eighty-nine thousand thirty-six	323 479
Two hundred ninety-seven thousand two hundred forty-one	745 333
Seven hundred forty-five thousand three hundred thirty-three	631 760
Three hundred Twenty-three thousand four hundred seventy-nine	562 552
Six hundred thirty-one thousand seven hundred sixty	189 036
Five hundred sixty-two thousand five hundred fifty-two	297 241

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Composing/Decomposing Numbers

Jim and Jenny finished their homework. In each question, one of them got it wrong. Find their error and correct it.

Number	Jim's Composition	Jenny's Composition
14 325	$10\ 000 + 2\ 000 + 1\ 300 + 1\ 000 + 22 + 4$	$9\ 000 + 4\ 000 + 1\ 300 + 20 + 5$
27,608	$20\ 000 + 6\ 000 + 1\ 000 + 500 + 50 + 50 + 8$	$20\ 000 + 5\ 000 + 2\ 000 + 600 + 60 + 8$
39,042	$20\ 000 + 10\ 000 + 5\ 000 + 4\ 000 + 40 + 2$	$30\ 000 + 5\ 000 + 3\ 000 + 2\ 000 + 40 + 2$
642,715	$600\ 000 + 40\ 000 + 1\ 500 + 1\ 500 + 700 + 10 + 5$	$600\ 000 + 40\ 000 + 1\ 000 + 1\ 000 + 700 + 10 + 5$
378,093	$300\ 000 + 70\ 000 + 8\ 000 + 30 + 3$	$200\ 000 + 170\ 000 + 8\ 000 + 90 + 3$
596,481	$500\ 000 + 90\ 000 + 4\ 000 + 2\ 400 + 70 + 11$	$500\ 000 + 90\ 000 + 5\ 100 + 1\ 200 + 80 + 1$



Manitoba Math Curriculum Number Unit – Grade 5

Comparing Numbers



Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	529 876		829 875
2	436 789		236 798
3	618 888		518 889
4	241 234		941 243
5	999 999		1 000 000
6	357 777		357 777

#	Number 1	Sign	Number 2
7	724 444		424 445
8	182 345		282 354
9	375 678		975 678
10	646 000		446 001
11	277 654		177 653
12	562 987		762 978

Round to the nearest 10

#	Rounded to Nearest 10
18	
72	

#	Rounded to Nearest 10
55	
3	

#	Rounded to Nearest 10
99	
65	

Match the numbers after rounding numbers.

#		
1)	4 546	4 540
2)	7 487	3 420
3)	8 932	4 550
4)	7 553	3 430
5)	3 421	8 940
		7 490
		7 480
		7 550
		8 930



Manitoba Math Curriculum

Number Unit – Grade 5

Estimate and Add

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

$$\begin{array}{r} 43\,434 \\ + 57\,945 \\ \hline \end{array} \rightarrow \begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \end{array}$$

$$\begin{array}{r} 87\,356 \\ + 90\,784 \\ \hline \end{array} \rightarrow \begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \end{array}$$

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

$$\begin{array}{r} 271\,742 \\ + 306\,523 \\ \hline \end{array} \rightarrow \begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \end{array}$$

$$\begin{array}{r} 368\,047 \\ + 458\,796 \\ \hline \end{array} \rightarrow \begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \end{array}$$

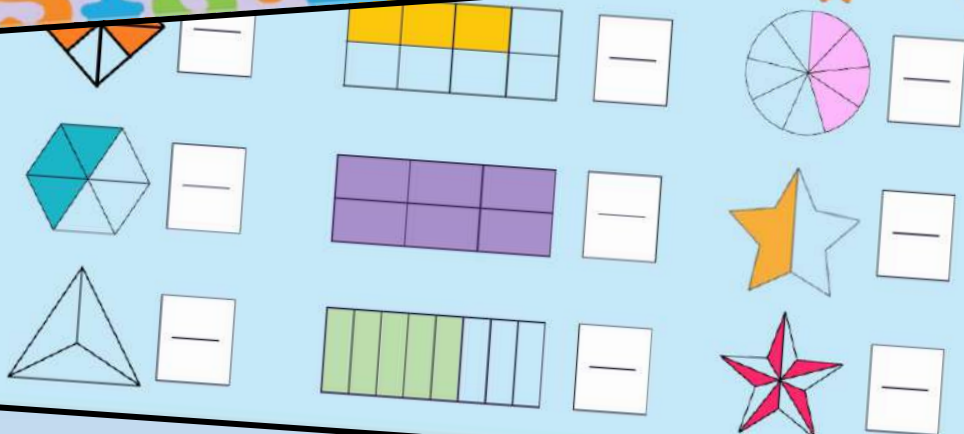
Estimation – Compatible Numbers

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide. They are chosen to make math problems simpler.

Example: Instead of subtracting $424 - 281$, you can use $400 - 300 = 100$ to estimate the sum quickly.

#	Original Question	Compatible Numbers
1	$62 - 38$	$\boxed{} - \boxed{} = \boxed{}$
2	$95 - 69$	$\boxed{} - \boxed{} = \boxed{}$
3	$501 - 296$	$\boxed{} - \boxed{} = \boxed{}$
4	$992 - 453$	$\boxed{} - \boxed{} = \boxed{}$

#	Original Question	Compatible Numbers
1	$51 - 26$	$\boxed{} - \boxed{} = \boxed{}$
2	$46 - 19$	$\boxed{} - \boxed{} = \boxed{}$
3	$495 - 94$	$\boxed{} - \boxed{} = \boxed{}$
4	$647 - 553$	$\boxed{} - \boxed{} = \boxed{}$





Workbook Preview



Grade 5

Strand: Number

	Curriculum Expectations	Pages
N.1	Represent and describe whole numbers to 1 000 000.	5 - 31
N.2	Use estimation strategies in problem-solving contexts	32 - 50
N.3	Apply mental math strategies to determine multiplication and related division facts to 81 (9×9)	51 - 60, 66 - 77, 112 - 119, 122 - 130
N.4	Apply mental mathematics strategies for multiplication.	61 - 65, 120 - 121
N.5	Demonstrate an understanding of multiplication (1- and 2-digit multipliers and up to 4-digit multiplicands), concretely, pictorially, and symbolically, by • using personal strategies	78 - 111, 131 - 132
N.6	Preview of 110 pages from this product that contains 474 pages total.	
	to solve problems	
N.7	Demonstrate an understanding of fractions by using concrete and pictorial representations to • create sets of equivalent fractions • compare fractions with like and unlike denominators	153 - 160
N.8	Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically.	161 - 173, 179 - 180
N.9	Relate decimals to fractions (tenths, hundredths, thousandths).	179 - 183
N.10	Compare and order decimals (tenths, hundredths, thousandths) by using • benchmarks • place value • equivalent decimals.	174 - 178, 184 - 192
N.11	Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)	195 - 244

Name: _____

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Curriculum Connection
N.1

Place Value Chart

258 341					
Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2	5	8	3	4	1

Part 1

Fill in the place value charts below

1) 347 284

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

3) 124 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Part 2

Which place value is the underlined number?

1) 724 <u>8</u> 32 Tens	2) 727 5 <u>3</u> 4	3) 3 <u>2</u> 6 291
4) <u>8</u> 32 467	5) 232 <u>8</u> 52	6) 93 <u>5</u> 284
7) 2 <u>9</u> 2 423	8) 17 <u>3</u> 344	9) <u>9</u> 03 032

Name: _____

6

Curriculum Connection
N.1

Place Value – How Many ...

Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
32 457	32	4	5	7

Part 1

Fill in the table below

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	48 41				
3.	87				
4.	351 478				
5.	428 927				
6.	274 349				
7.	681 872				
8.	382 978				
9.	973 648				
10.	846 239				

Part 2

Fill in the blanks with the missing number

- 1) $242\,323 = 200\,000 + 40\,000 + \underline{\hspace{2cm}} + 300 + 20 + 3$
- 2) $843\,781 = 800\,000 + \underline{\hspace{2cm}} + 3\,000 + 700 + 80 + 1$
- 3) $729\,458 = \underline{\hspace{2cm}} + 20\,000 + 9\,000 + 400 + 50 + 8$
- 4) $417\,383 = 400\,000 + 10\,000 + 7\,000 + 300 + \underline{\hspace{2cm}} + 3$
- 5) $306\,739 = 300\,000 + 0 + 6\,000 + \underline{\hspace{2cm}} + 30 + 9$

Name: _____

8

Curriculum Connection
N.1

Expanded Form

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

Part 1

What is the standard form of the numbers below?

1) 500000 + 1000 + 400 + 80 + 3

2) 200000 + 10000 + 2000 + 600 + 50 + 2

3) 200000 + 60000 + 4000 + 70 + 5

4) 400000 + 10000 + 4000 + 800 + 50 + 7

5) 300000 + 50000 + 2000 + 90 + 5

6) 900000 + 20000 + 4000 + 600 + 20 + 5

Part 2

What is the expanded form of the numbers below?

1) 351 347

2) 298 447

3) 978 482

4) 758 318

5) 647 207

Name: _____

10

Curriculum Connection
N.1

Expanded Notation

Questions

What is the expanded notation of the numbers below?

1) 501 308

$(5 \times 100\,000) + (1 \times 1000) + (3 \times 100) + (8 \times 1)$

2) 432 730

3) 128 000

5) 407 205

6) 20 507

7) 412 600

8) 607 805

9) 750 080

PREVIEW

Name: _____

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Curriculum Connection
N.1

Expanded Notation

Questions

What is the standard notation of the numbers below?

1) $(6 \times 100\,000) + (3 \times 10\,000) + (2 \times 1\,000) + (9 \times 100) + (8 \times 1)$

632 908

2) $(4 \times 100\,000) + (2 \times 10\,000) + (5 \times 1\,000) + (7 \times 100) + (5 \times 10)$

3) $(3 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (8 \times 10)$

4) $(8 \times 100\,000) + (5 \times 10\,000) + (3 \times 1\,000) + (2 \times 100) + (5 \times 10) + (6 \times 1)$

5) $(6 \times 100\,000) + (4 \times 10\,000) + (1 \times 1\,000) + (7 \times 100) + (9 \times 10)$

6) $(5 \times 100\,000) + (3 \times 1\,000) + (6 \times 100) + (7 \times 1)$

7) $(9 \times 100\,000) + (9 \times 10\,000) + (9 \times 1\,000) + (9 \times 100) + (9 \times 10) + (9 \times 1)$

8) $(5 \times 100\,000) + (1 \times 10\,000) + (2 \times 1\,000) + (4 \times 100) + (7 \times 10) + (7 \times 1)$

9) $(7 \times 100\,000) + (2 \times 10\,000) + (4 \times 100) + (6 \times 10) + (5 \times 1)$

Exit Cards

Cut Out

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

Name: _____

1) What is the standard notation of the number below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Name: _____

1) What is the standard notation of the numbers below?

$$(6 \times 100\,000) + (1 \times 10\,000) + (4 \times 1\,000) + (5 \times 100) + (5 \times 1)$$

2) What is the expanded notation of the number below?

514 050

Task Cards: Place Value

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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

1 2 3 4 5
6 7 8 9 0

Instructions

How you will run the activity

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

Task Cards

Cut out the task cards below

Card 17:

What is the expanded form of the number below?

745,210

- a) $700,000 + 40,000 + 5,000 + 200 + 10$
 b) $700,000 + 4,000 + 50,000 + 200 + 10$
 c) $700,000 + 40,000 + 5,000 + 2,000 + 10$

Card 21:

$(7 \times 100\,000) + (4 \times 10\,000) + (5 \times 1\,000) + (9 \times 100) + (2 \times 10)$

- a) 745,290
 b) 754,920
 c) 745,920

Eight hundred twenty-four thousand
 hundred twenty-six

- a) 820,567
 b) 820,456
 c) 802,456

Card 22:

654,321

$600,000 + 50,000 + 4,000 + 30 + 20 + 1$
 $600,000 + 50,000 + 4,000 + 300 + 20 + 1$
 $600,000 + 50,000 + 40,000 + 300 + 20 + 1$

Card 19:

Six hundred ninety thousand, eight hundred twenty-three

- a) 690,823
 b) 690,283
 c) 609,823

Card 23:

567,432

- a) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$
 b) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$
 c) $500,000 + 60,000 + 7,000 + 400 + 30 + 2$

Card 20:

Forty-seven thousand, three hundred twelve

- a) 47,132
 b) 47,312
 c) 47,231

Card 24:

My number has 2 hundred thousands, 4 ones, 3 more hundreds than ones, twice as many ten thousands as hundred thousands, 1 ten, and 6 thousands.

What is my number?

- a) 216,714 b) 246,714 c) 246,471

Name: _____

20

Task Cards: Place Value

Answers

Record your answers below

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

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

Place Value - Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

846 853

Write the value of the underlined digit

1) 846 853 = _____

2) 846 853 = _____

3) 846 853 = _____

4) 846 853 = _____

H	Th	T	Th	H	T	O

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____

Fill in the pattern below

846 853 , _____ , 846 855 , _____ , 846 858

Fill in the pattern below

846 853 , 856 853 , _____ , 876 853 , _____

Fill in the pattern below

846 853 , 846 953 , _____ , 847 153 , _____

Compare using <, >, or =

846 853 846 795

825 455 846 853

846 853 837 246

836 457 846 853

846 853 846 482

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

Name: _____

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Curriculum Connection
N.1

Place Value Quiz

Part 1

Fill in the place value charts below

1) 143 638

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Part 2

Which place is the underlined number?

1) 232 6323) 495 5954) 518 3176) 934 234

Part 3

Fill in the table below

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

Part 4

What is the standard form of the numbers below?

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

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

Part 5

What is the expanded form of the numbers below?

1) 372 285

2) 512 383

3) 784 178

Part 6

Write the standard form of the written words below

1) Four hundred and six thousand,
two hundred twenty2) Seven hundred eighty-nine thousand,
two hundred seventy-four

Part 7

Write the word form of the numbers below

1) 337 284

2) 716 517

Part 8

Solve the riddles

- 1) My number has 3 ones, 4 thousands, twice as many hundred thousands as thousands, 4 ten thousands, half as many hundreds as ten thousands, and 4 tens. What is my number?
- 2) My number has 2 hundred thousands, 6 tens, 2 more ten thousands as tens, 5 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

Name: _____

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Curriculum Connection
N.1

Comparing Numbers

626 335



923 615

834 351



236 289

132 683



132 683

Part 1

Compare the following numbers

1)

663 189 10 010

2)

263 447 313 350

3)

631 203 631 294

4)

135 437 3 000

5)

12 012 742 753

6)

362 149 365 000

7)

532 842 532 312 883 50 393

9)

544 879 544 879

10)

235 441 237 391

11)

923 383 9 384

12)

74 371 274 371

Part 2

Write - Greater than, Equal to, Less than

1)

173 365 is _____ 141 537

Greater than

2)

162 116 is _____ 12

3)

438 406 is _____ 453 293

4)

754 361 is _____ 754 361

5)

874 335 is _____ 874 432

6)

435 114 is _____ 445 115

Exit Cards

Cut Out

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

Name: _____

Compare the following numbers.

a) 765 673 599 120

b) 406 232 346 185

c) 269 847 457 561

d) 853 915 851 472

Name: _____

Compare the following numbers.

a) 765 673 599 120

b) 406 232 346 185

c) 269 847 457 561

d) 853 915 851 472

Name: _____

Compare the following numbers.

a) 765 673 599 120

b) 406 232 346 185

c) 269 847 457 561

d) 853 915 851 472

Name: _____

Compare the following numbers.

a) 765 673 599 120

b) 406 232 346 185

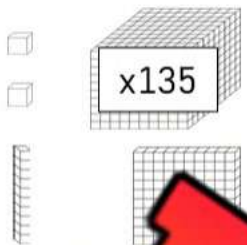
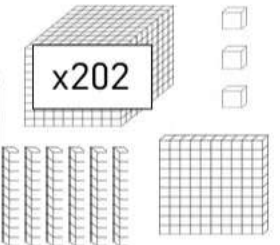
c) 269 847 457 561

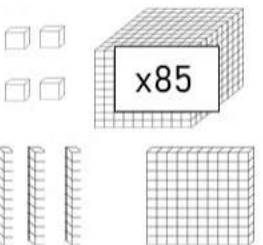
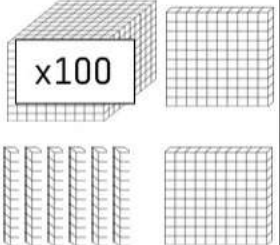
d) 853 915 851 472

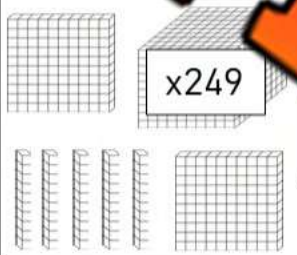
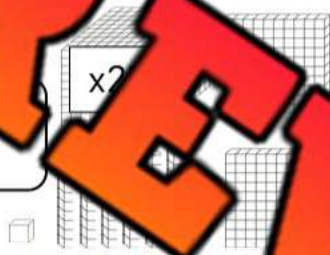
Comparing Base Ten Blocks

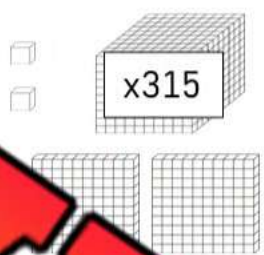
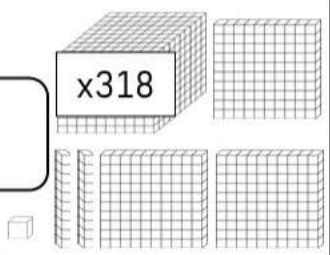
Questions

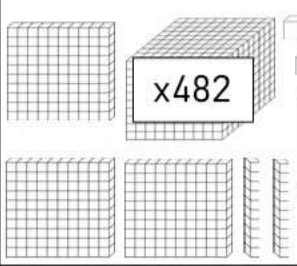
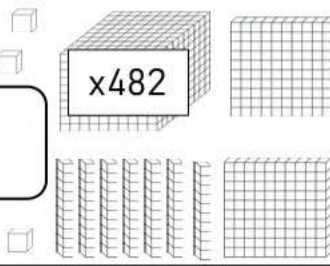
Compare the number of base ten blocks below

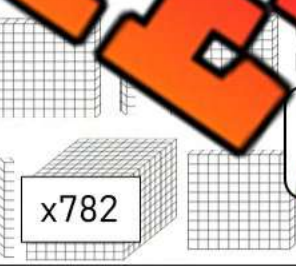
 x135	 x202

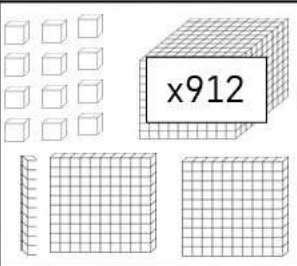
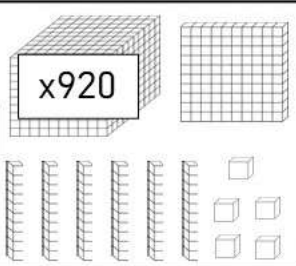
 x85	 x100

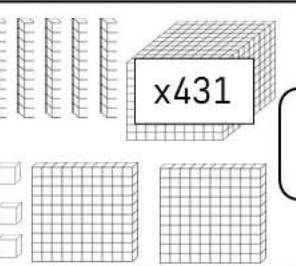
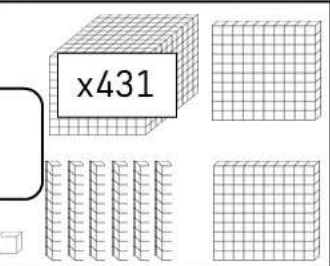
 x249	 x202

 x315	 x318

 x482	 x482

 x782	 x770

 x912	 x920

 x431	 x431

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 → _____	2) 36 → _____	3) 48 → _____
4) 75 → _____	5) 12 → _____	6) 44 → _____
7) 157 → _____	8) 184 → _____	9) 278 → _____
10) 623 → _____	11) 231 → _____	12) 56 → _____

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 → _____

Name: _____

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Curriculum Connection
N.2

Rounding Numbers 3 Different Ways

Round Down

Round Up

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

10 1864 → <u>1860</u>	100 1864 → <u>1900</u>	1000 1864 → <u>2000</u>
--------------------------	---------------------------	----------------------------

Question Round the numbers three different ways

#		100	1000
1)	2137 →	2137 → <u>2100</u>	2137 → <u>2000</u>
2)	4236 → _____		4236 → _____
3)	6841 → _____	6841 → _____	6841 → _____
4)	5615 → _____	5615 → _____	
5)	7519 → _____	7519 → _____	7519 → _____
6)	3782 → _____	3782 → _____	3782 → _____
7)	8559 → _____	8559 → _____	8559 → _____
8)	9463 → _____	9463 → _____	9463 → _____

Word Problems: Rounding Numbers

Questions

Round the numbers below appropriately.

	Word Problems for Rounding	Answers
1	Lily counted 157 birds in the park. About how many birds did she see?	
2	During the first day of camp, 3 456 children were present on the first day. Approximately how many children were at the camp?	
3	A library has 289 books. Roughly how many books are in the library?	
4	A marathon runner ran 4237 meters in a race. Round and how many meters did the runner complete?	
5	There were 492 people at a concert. About how many people attended the concert?	
6	In a survey, 1 987 people said they prefer reading books over e-books. Roughly how many people prefer books?	
7	A tree was measured to be 523 inches tall. About how tall is the tree?	

Subtraction – Exact or Estimate?

When we need to subtract numbers, we sometimes need an exact answer. When we don't need an exact answer, we can estimate to make our subtracting easier.

Questions

Decide if you will find the exact answer or estimate

1) Lily has \$414 and goes shopping. She buys a new jacket for \$172. She needs to have \$250 in her bank account so she can go on a trip tomorrow. Should she estimate or find the exact amount? Do the math below.



2) Michelle has made 312 cookies for her class. She needs 263 cookies for the 263 students at her school. Her mom wants her to work with her. Does she have enough? Should she do the math exact or estimate? Do the math below.



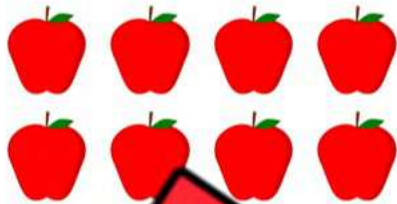
3) The Nichol's family is going on a day trip to Toronto. They have about 5 hours before they have to go home. They want to visit the zoo for 125 minutes, a restaurant for 55 minutes, and a mall for 110 minutes. Do they have enough time? Should they estimate or do the exact math? Do the math below.



Multiplication – Repeated Addition

Questions

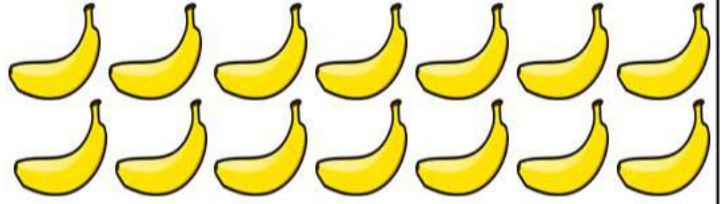
Write the multiplication equation below



2 Groups

4 in each group

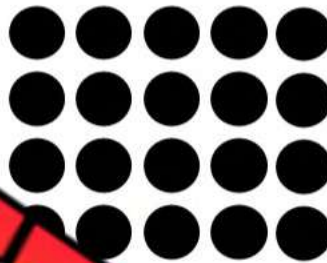
$$\underline{\quad} \times \underline{\quad} = 8$$



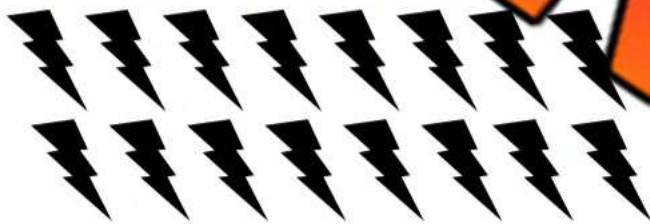
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



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



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



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



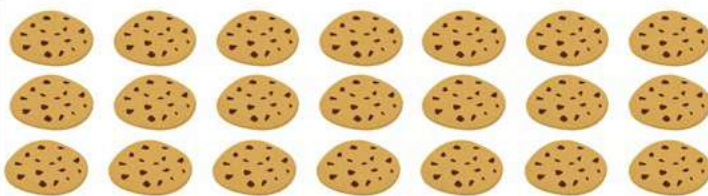
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



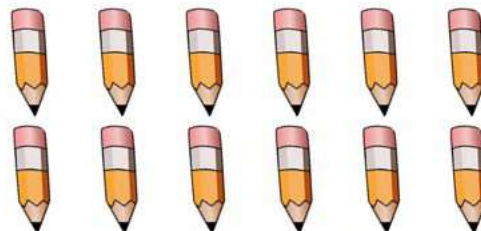
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



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



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



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

Multiplication – Repeated Addition

Part 1

Fill in the blanks below

$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 \times 2 = 10$$

_____ groups of 2

$$5 + 5 + 5 + 5 + 5 = \underline{\hspace{2cm}}$$

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

_____ groups of _____

$$3 + 3 + 3 + 3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

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

_____ of _____

$$8 + 8 + 8 + 8 + 8 + 8 + 8 = \underline{\hspace{2cm}}$$

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

_____ groups of _____

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

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

_____ groups of _____

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

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

_____ groups of _____

$$6 + 6 + 6 = \underline{\hspace{2cm}}$$

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

_____ groups of _____

$$9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 + 9 = \underline{\hspace{2cm}}$$

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

_____ groups of _____

Part 2

Fill in the blanks below to write the addition and subtraction sentences

Kerry picks 7 strawberries from 8 different strawberry plants. How many strawberries did she pick?

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

Multiplication Equation - _____ X _____ = _____

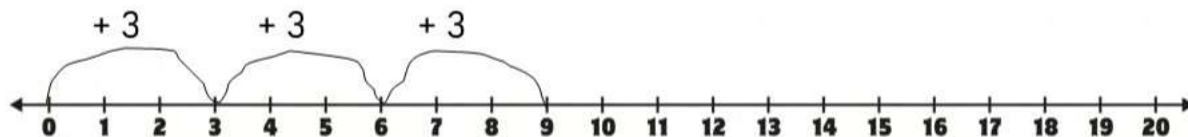
Therefore, Kerry _____

Number Line Multiplication – Repeated Addition

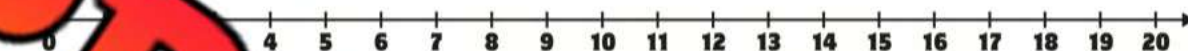
Questions

Fill in the blanks below

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



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



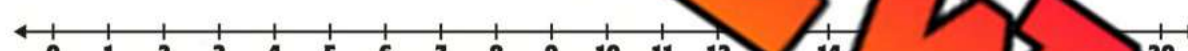
$5 \times 4 = \underline{\quad}$



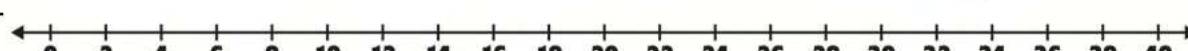
$6 \times 2 = \underline{\quad}$



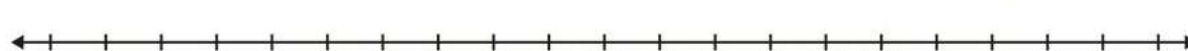
$9 \times 2 = \underline{\quad}$



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



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



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



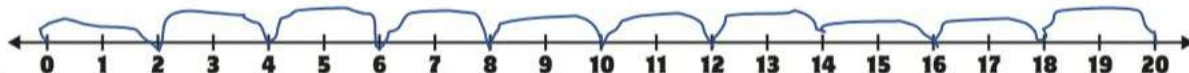
Number Line Division – Repeated Subtraction

Questions

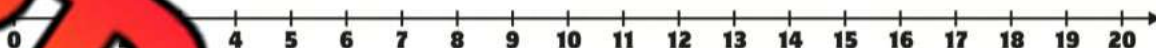
Use repeated subtraction to find the answer

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

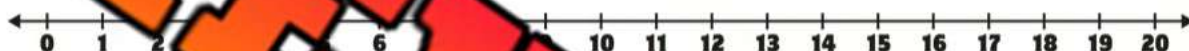
$20 \div 2 = \underline{10}$



$20 \div 5 = \underline{\quad}$



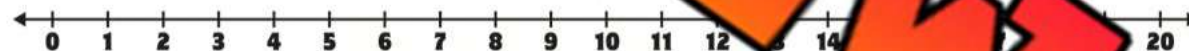
$15 \div 5 = \underline{\quad}$



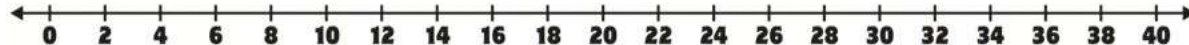
$18 \div 2 = \underline{\quad}$



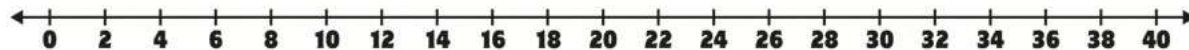
$12 \div 6 = \underline{\quad}$



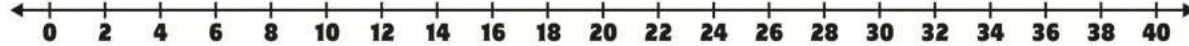
$40 \div 4 = \underline{\quad}$



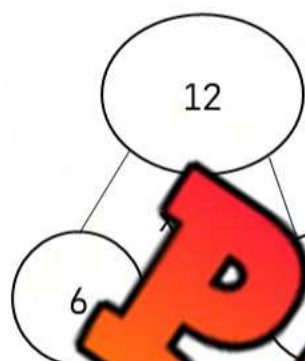
$32 \div 4 = \underline{\quad}$



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



Multiplication and Division

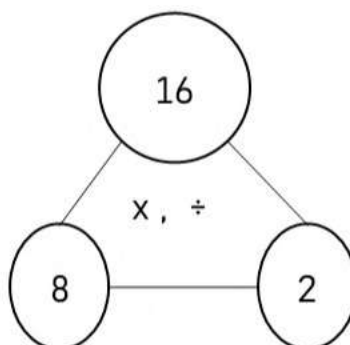
QuestionsInvestigate the relationship between multiplication and division

$$6 \times 2 = 12$$

$$2 \times 6 = 12$$

$$12 \div 6 = 2$$

$$12 \div 2 = 6$$

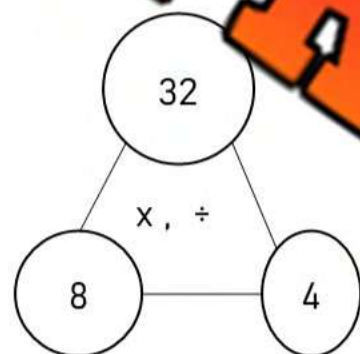


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

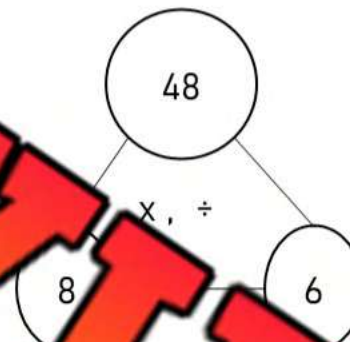


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

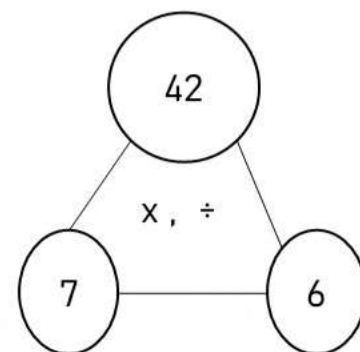


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

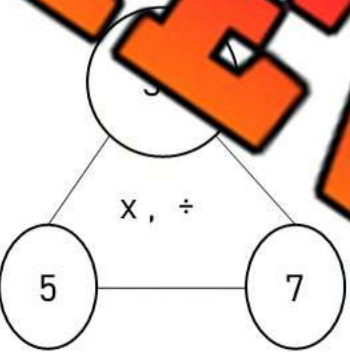


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

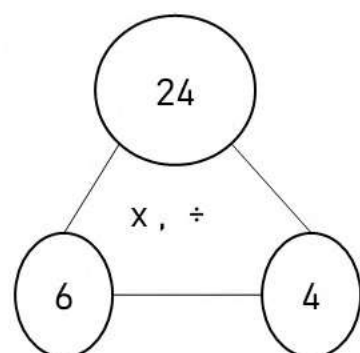


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

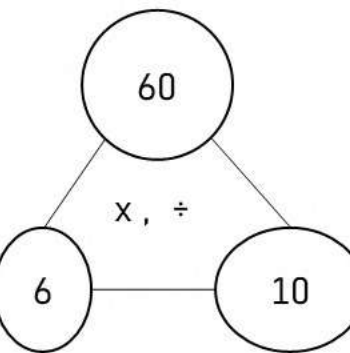


$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$



$$___ \times ___ = ___$$

$$___ \times ___ = ___$$

$$___ \div ___ = ___$$

$$___ \div ___ = ___$$

Name: _____

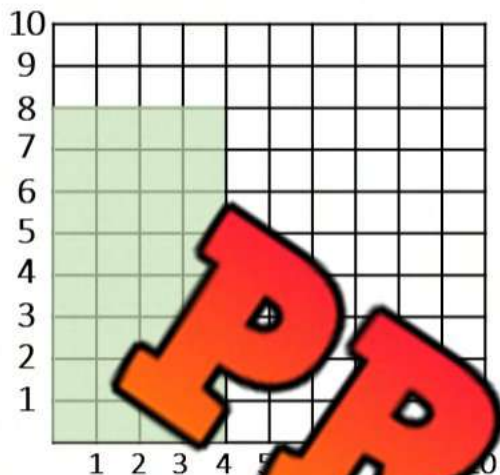
59

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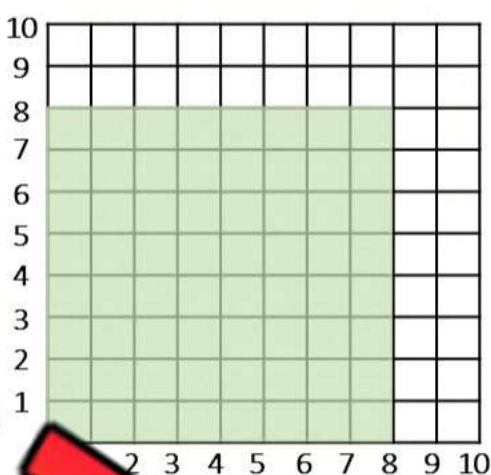
Multiplication - Arrays

Questions

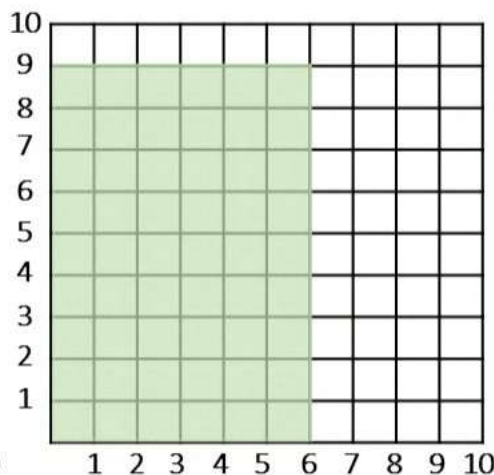
How much is shaded in? Answer the questions below



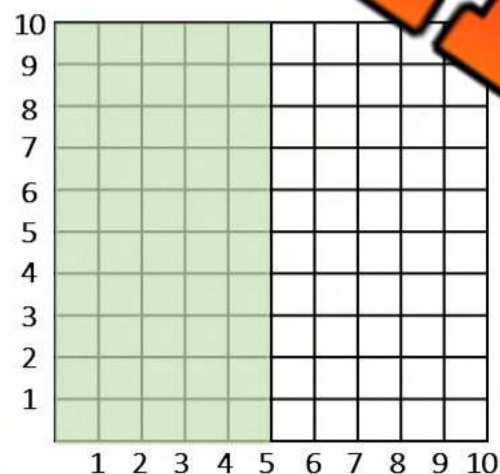
$8 \times 4 = \underline{\hspace{2cm}}$



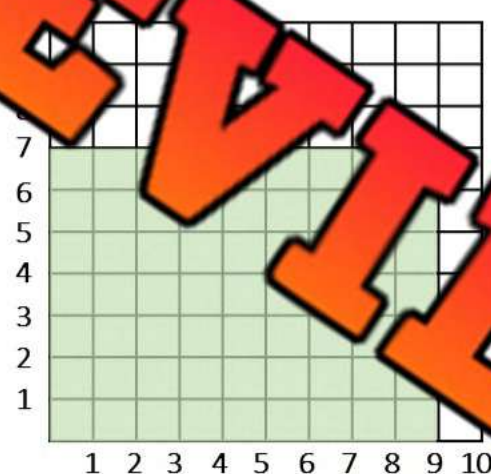
$8 = \underline{\hspace{2cm}}$



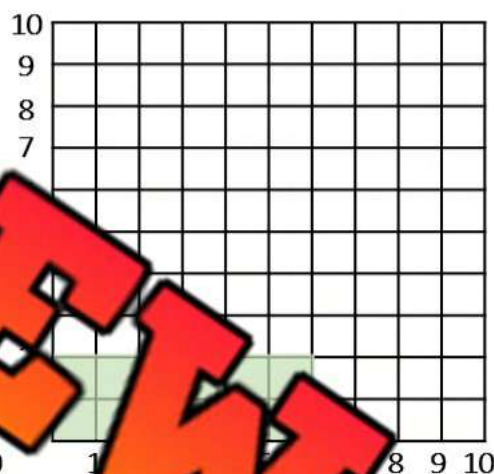
$9 \times 6 = \underline{\hspace{2cm}}$



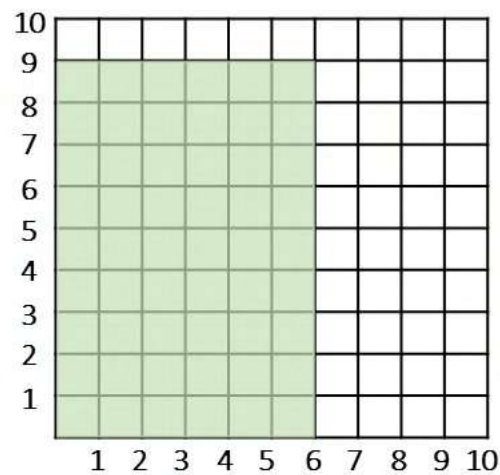
$10 \times 5 = \underline{\hspace{2cm}}$



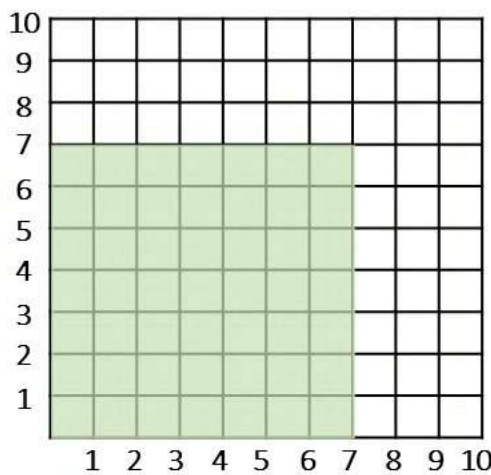
$7 \times 9 = \underline{\hspace{2cm}}$



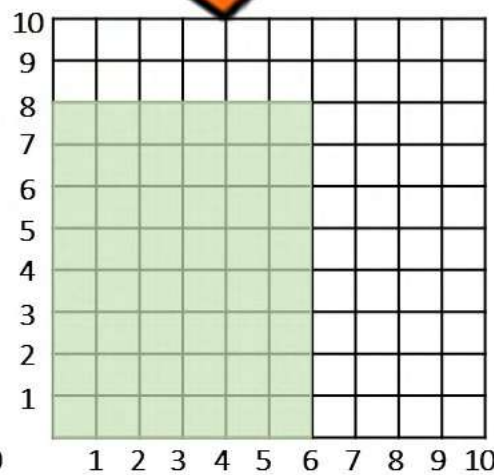
$2 = \underline{\hspace{2cm}}$



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



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



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

Mental Math - Multiplication - Skip Counting

Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



$$6 \times 4$$

$$7 \times 5$$

$$4 \times 3$$

$$9 \times 6$$

$$8$$

$$8 \times 7$$

$$9 \times 9$$

Mental Math - Multiplication - Skip Counting

Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



PREVIEW

$$2 \times 5$$

$$10 \times 6$$

$$13 \times 4$$

$$16 \times 4$$

$$18 \times 3$$

$$15 \times 3$$

$$14 \times 4$$

$$15 \times 8$$

Mental Math - Multiplication - Breaking Up Numbers**Directions**

- 1) Break up one of the numbers into friendlier numbers (two-digit number into one)
- 2) Multiply the other number by the two friendlier numbers
- 3) Add the two answers together

Example

$$\begin{array}{r} 16 \times 4 \\ \downarrow \quad \downarrow \\ 10 \times 4 \text{ and } 6 \times 4 \\ \downarrow \quad \downarrow \\ 40 \quad 24 \\ \swarrow \quad \searrow \\ 64 \end{array}$$



$15 \times$

18×6

16×7

19×6

15×8

16×6

17×9

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

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

Example

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



PREVIEW

14×4

16×6

18×6

18×4

20×8

16×8

14×8

18×5

19×3

17×4

Multiplying by Multiples of Ten

Key Concept

- multiply the first numbers together and add a zero when multiplying by a multiple of 10

Examples - $10 \times 9 = 90$

$30 \times 6 = 180$

$60 \times 8 = 480$

$80 \times 4 = 320$

Questions Answer the questions below using the key concept above

	x 30
2	
5	
7	
3	
4	
6	
8	

	x 50
2	
6	
3	
7	
4	
3	
5	
9	

	x 70
2	
5	
7	
3	
4	
6	
8	

	x 40
2	
5	
7	
3	
4	
6	
8	

5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

Multiplication – 3 x 1 Digits

Questions

Use the standard algorithm to solve the multiplication problems below

1)			
	1	7	
x			3

2)			
	5	2	1
x			3

3)			
	4	2	5
x			8

4)			
	4	3	1
x			7

5)			
	4	6	7
x			3

6)			
	3	1	6
x			4

7)			
	3	1	4
x			3

8)			
	8	4	9
x			3

9)			
	4	6	3
x			2

10)			
	9	5	3
x			2

11)			
	4	6	5
x			3

12)			
	6	3	1
x			5

Multiplication – 3 x 1 Digits

Questions

Use the standard algorithm to solve the multiplication problems below

1) $\begin{array}{r} 513 \\ \times 3 \\ \hline \end{array}$	2) $\begin{array}{r} 255 \\ \times 7 \\ \hline \end{array}$	3) $\begin{array}{r} 432 \\ \times 2 \\ \hline \end{array}$	4) $\begin{array}{r} 543 \\ \times 3 \\ \hline \end{array}$	5) $\begin{array}{r} 431 \\ \times 6 \\ \hline \end{array}$
6) $\begin{array}{r} 420 \\ \times 0 \\ \hline \end{array}$	7) $\begin{array}{r} 300 \\ \times 1 \\ \hline \end{array}$	8) $\begin{array}{r} 163 \\ \times 3 \\ \hline \end{array}$	9) $\begin{array}{r} 235 \\ \times 6 \\ \hline \end{array}$	10) $\begin{array}{r} 124 \\ \times 0 \\ \hline \end{array}$
11) $\begin{array}{r} 523 \\ \times 7 \\ \hline \end{array}$	12) $\begin{array}{r} 412 \\ \times 3 \\ \hline \end{array}$	13) $\begin{array}{r} 583 \\ \times 0 \\ \hline \end{array}$	14) $\begin{array}{r} 300 \\ \times 0 \\ \hline \end{array}$	15) $\begin{array}{r} 937 \\ \times 3 \\ \hline \end{array}$
16) $\begin{array}{r} 336 \\ \times 5 \\ \hline \end{array}$	17) $\begin{array}{r} 591 \\ \times 0 \\ \hline \end{array}$	18) $\begin{array}{r} 952 \\ \times 4 \\ \hline \end{array}$	19) $\begin{array}{r} 238 \\ \times 2 \\ \hline \end{array}$	20) $\begin{array}{r} 444 \\ \times 6 \\ \hline \end{array}$
21) $\begin{array}{r} 338 \\ \times 2 \\ \hline \end{array}$	22) $\begin{array}{r} 457 \\ \times 4 \\ \hline \end{array}$	23) $\begin{array}{r} 317 \\ \times 6 \\ \hline \end{array}$	24) $\begin{array}{r} 906 \\ \times 5 \\ \hline \end{array}$	25) $\begin{array}{r} 730 \\ \times 7 \\ \hline \end{array}$

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Multiplication – 3 by 1 Digit

Part 1

Evaluate



1) 426×6

2) 238×7

3) 2

4) 6×302

5) 522×9

6) 872

Part 2

Answer the word problems below

1) Courtney bought 7 boxes of cookies. Each box has 450 grams in it. How many grams of cookies did she buy?



2) Stella ran around her neighbourhood 6 times today. Each lap around her neighbourhood is 752 metres. How many metres did she run?



Multiplication – 3-Digit by 1-Digit

Step 1: Setup up the Area Model

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

	200	30	5
3			

Step 2: Multiply

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

	200	30	5
3	200×3 600	30×3 90	5×3 15

Step 3: Add

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

	200	30	5
3	600	90	15

$$600 + 90 + 15 = 705$$

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

1) $452 \times \underline{\hspace{1cm}}$

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

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

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

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

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

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

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

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

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

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

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Multiplication Word Problems

Questions

Solve the word problems below

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



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



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



Math Activity Title: Multiplication Bottle Flip Challenge

Objective

What are we learning about?

To practice and reinforce understanding of multiplication with 3-digit by 1-digit numbers and multiplication word problems through the engaging and physically active bottle flip game.



Material

What you will need for the activity.

- Plastic bottles (one per pair/group) filled to approximately one-third with water (use 16.9 oz bottles)
- Set of multiplication question cards
- Answer sheet for each group

Instructions

How you will conduct the activity

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

Questions

Cut out the questions below and use for the game

1. 213×6	2. 325×4	3. 587×2	4. 412×5
5. 634×3	6. 759×8	7. 276×7	8. 481×9
9. 394×3	10. 542×6	11. 638×4	12. 792×5
13. 253×2	14. 674×7	15. 811×3	16. 951×6
17. 138×9	18. 497×8	19. 782×4	20. 635×2
21. A shop has 27 rows with 7 shelves, and each shelf holds 9 seats in each row. How many seats are there in total?	22. A park has 47 benches. Each bench can seat 7 people. How many people can be seated in the park?	23. A library has 52 shelves. Each shelf holds 12 books. How many books are there in total?	
25. A school has 154 students. Each student brings 5 pencils. How many pencils are there in total?	26. A car dealer sells 123 cars each month. How many cars are sold in 4 months?	27. A farmer harvests 240 fruit each hour. How many fruit are harvested in 4 hours?	28. A gardener plants 30 trees each week. How many trees are planted in 4 weeks?
29. A factory produces 240 gadgets every hour. How many gadgets are produced in 5 hours?	30. A theatre has 32 rows with 5 seats in each row. How many seats are there in total?	31. Jeremy earns \$125 an hour. How much does he earn in an 8-hour day?	32. A baker makes 45 cupcakes each hour. How many cupcakes are made in 7 hours?
33. A farmer plants 48 trees in each field. How many trees are in 9 fields?	34. A plane flies 860 km/h. How far will it go after 6 hours?	35. A store sells 56 products each day. How many products are sold in 9 days?	36. A factory produces 150 parts every hour. How many parts are produced in 6 hours?

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Multiplication Bottle Flip Challenge

Answers

Record your answers below

1	
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32	
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34	
35	
36	

**Successful
Flips**

Multiplication – 4 by 1 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1)					
	8	5	2	0	
x					

2)					
	5	3	0	9	
x				2	

3)					
	4	7	1	8	
x				3	

4)					
	3	5	1	3	
x				6	

5)					
	2	1	6	9	
x				4	

6)					
	6	5	8	5	3
x				5	

7)					
	6	5	8	5	3
x				5	

8)					
	2	6	6	7	
x				9	

Part 2

Solve the word problems below

- 1) Adam worked for 6 months and earned \$1422 each month. How much money did he earn in total?
- 2) Patrick took 7352 steps each day on average this week. How many total steps did he take in the week?

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Multiplication – 4 by 1 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1)
$$\begin{array}{r} 7215 \\ \times 3 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 3541 \\ \times 7 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 2274 \\ \times 2 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 4853 \\ \times 3 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 2274 \\ \times 6 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 5411 \\ \times 2 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 1533 \\ \times 6 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 1215 \\ \times 8 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 3324 \\ \times 9 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 4323 \\ \times 7 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 5357 \\ \times 3 \\ \hline \end{array}$$

13)
$$\begin{array}{r} 67 \\ \times 7 \\ \hline \end{array}$$

14)
$$\begin{array}{r} 25 \\ \times 5 \\ \hline \end{array}$$

15)
$$\begin{array}{r} 4499 \\ \times 2 \\ \hline \end{array}$$

Part 2

Solve the word problem below

A grocery store sells 3278 items a day. How many items do they sell in a week?



Multiplication – 2 x 2 Digits

Part 1

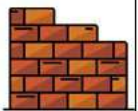
Use the standard algorithm to solve the multiplication problems below

1) $\begin{array}{r} 63 \\ \times 42 \\ \hline \end{array}$	2) $\begin{array}{r} 35 \\ \times 73 \\ \hline \end{array}$	3) $\begin{array}{r} 55 \\ \times 10 \\ \hline \end{array}$	4) $\begin{array}{r} 29 \\ \times 65 \\ \hline \end{array}$	5) $\begin{array}{r} 68 \\ \times 40 \\ \hline \end{array}$
6) $\begin{array}{r} 38 \\ \times 74 \\ \hline \end{array}$	7) $\begin{array}{r} 58 \\ \times 79 \\ \hline \end{array}$	8) $\begin{array}{r} 26 \\ \times 64 \\ \hline \end{array}$	9) $\begin{array}{r} 88 \\ \times 23 \\ \hline \end{array}$	10) $\begin{array}{r} 25 \\ \times 41 \\ \hline \end{array}$
11) $\begin{array}{r} 66 \\ \times 22 \\ \hline \end{array}$	12) $\begin{array}{r} 92 \\ \times 81 \\ \hline \end{array}$	13) $\begin{array}{r} 25 \\ \times 35 \\ \hline \end{array}$	14) $\begin{array}{r} 54 \\ \times 54 \\ \hline \end{array}$	15) $\begin{array}{r} 78 \\ \times 53 \\ \hline \end{array}$

Part 2

Solve the word problems below

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



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



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Multiplication – 2 x 2 Digits

Step 1: Setup up the Area Model

$32 \times 17 = \underline{\hspace{2cm}}$

	30	2
10		
7		

Step 2: Multiply

$32 \times 17 = \underline{\hspace{2cm}}$

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

Step 3: Add

$32 \times 17 = 544$

	30	2
10	300	20
7	210	14

$300 + 210 + 20 + 14 = 544$

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

1) $32 \times \underline{\hspace{2cm}}$

2) $27 \times 23 = \underline{\hspace{2cm}}$

3) $45 \times 24 = \underline{\hspace{2cm}}$

4) $17 \times 3 \underline{\hspace{2cm}}$

5) $82 \times 44 = \underline{\hspace{2cm}}$

6) $94 \times 72 = \underline{\hspace{2cm}}$

Multiplication Word Problems

Questions

Solve the word problems below

1) Joel is watching the snow fall outside his window. He measures the snow every hour. He notices that every hour, 13cm of snow falls. If it snowed this hard for 24 hours, how many cm of snow would there be?



2) Steven is playing a pick-up game. Every time he finds a treasure chest, he gets 29 points. How many points would he have if he found 15 treasure chests?



3) The average person blinks 15 times a minute. If you blinked 15 times a minute, how many times would you blink in 45 minutes?



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Multiplication – 2 x 3 and 2 x 4 Digits

Part 1

Use the standard algorithm to solve the multiplication problems below

1) $\begin{array}{r} 633 \\ \times 42 \\ \hline \end{array}$	2) $\begin{array}{r} 324 \\ \times 51 \\ \hline \end{array}$	3) $\begin{array}{r} 4085 \\ \times 16 \\ \hline \end{array}$	4) $\begin{array}{r} 2293 \\ \times 29 \\ \hline \end{array}$	5) $\begin{array}{r} 4678 \\ \times 34 \\ \hline \end{array}$
6) $\begin{array}{r} 586 \\ \times 42 \\ \hline \end{array}$	7) $\begin{array}{r} 38 \\ \times 49 \\ \hline \end{array}$	8) $\begin{array}{r} 268 \\ \times 31 \\ \hline \end{array}$	9) $\begin{array}{r} 468 \\ \times 17 \\ \hline \end{array}$	10) $\begin{array}{r} 320 \\ \times 43 \\ \hline \end{array}$
11) $\begin{array}{r} 6563 \\ \times 27 \\ \hline \end{array}$	12) $\begin{array}{r} 3926 \\ \times 87 \\ \hline \end{array}$	13) $\begin{array}{r} 47 \\ \times 23 \\ \hline \end{array}$	14) $\begin{array}{r} 67 \\ \times 67 \\ \hline \end{array}$	15) $\begin{array}{r} 7483 \\ \times 39 \\ \hline \end{array}$

Part 2

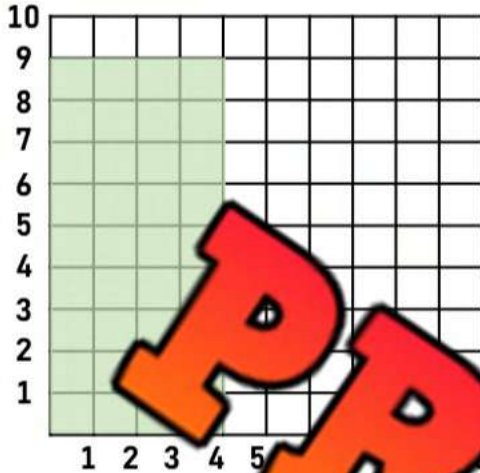
Solve the word problems below

The average person's heart beats 4800 times per hour. How many heart beats is that in a day?

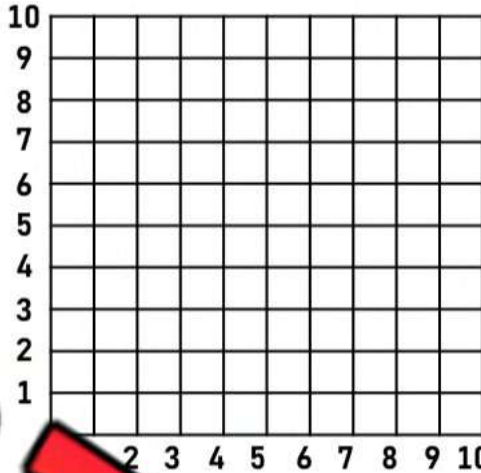
Division - Arrays

Questions

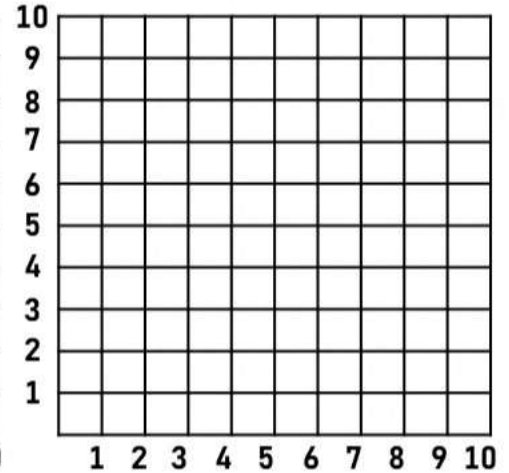
Shade in the arrays using the table. Answer the questions below



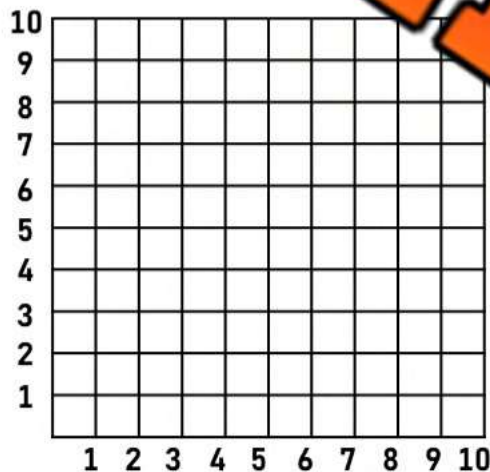
$36 \div 4 = \underline{\hspace{2cm}}$



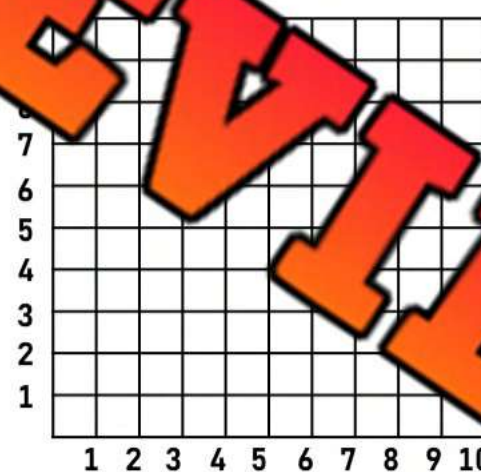
$\div 7 = \underline{\hspace{2cm}}$



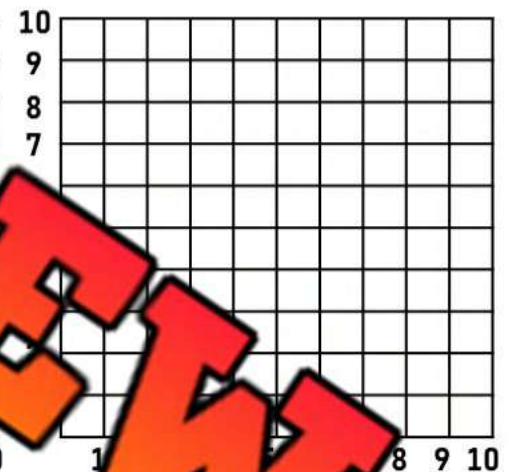
$54 \div 6 = \underline{\hspace{2cm}}$



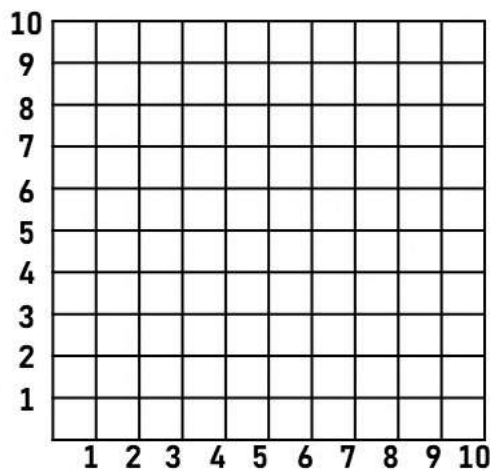
$48 \div 8 = \underline{\hspace{2cm}}$



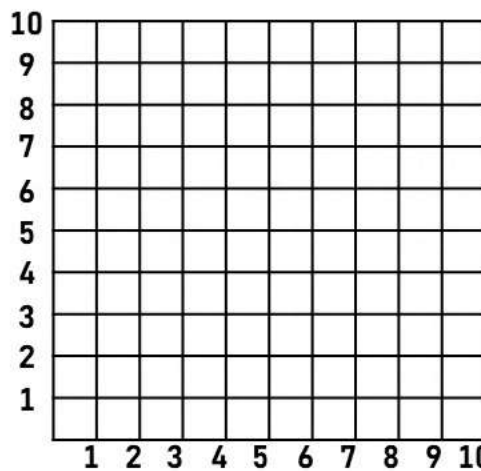
$90 \div 10 = \underline{\hspace{2cm}}$



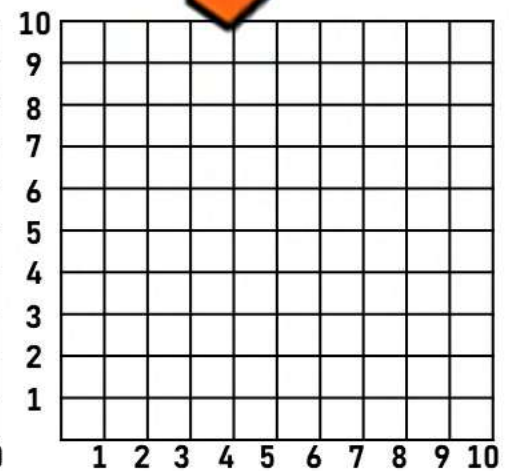
$28 \div 7 = \underline{\hspace{2cm}}$



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



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



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

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Mental Math – Division – Skip Counting

Directions:

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



$$91 \times 7 = ?$$

1 2 3 4 5 6 7 8 9 10 11 12 13
7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91

Answer = 13

PREVIEW

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$$85 \div 5$$

$$72 \div 4$$

$$84 \div 6$$

$$105 \div 5$$

$$114 \div 6$$

$$112 \div 8$$

$$114 \div 6$$

Mental Math – Division – Splitting Up The Dividend**Directions**

1. Break up the larger number (dividend) into friendlier numbers
2. Find out how many times your smaller number (divisor) fits into the new dividends
3. Add up how many times your smaller number fits into your larger numbers

Example

er ers

$144 \div 6 = 24$

$60 \div 6 = 10$

$60 \div 6 = 10$

$24 \div 6 = 4$



$72 \div 6 =$

$68 \div 4 =$

$150 \div 6 =$

$5 \div 5 =$

$120 \div 4 =$

$189 \div 7 =$

$208 \div 8 =$

$198 \div 6 =$

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Division – Bar Model

Questions

Use the bar model to answer the division questions below

1) $64 \div 8$

64							

2) $28 \div 4$

28			

3) $48 \div 6$

48					

4) $100 \div 10$

100									

5) $32 \div 4$

32			

6) $35 \div 5$

35				

7) $21 \div 7$

21						

8) $81 \div 9$

81								

9) $63 \div 7$

63						

10) $44 \div 4$

44			

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Division – Area Model

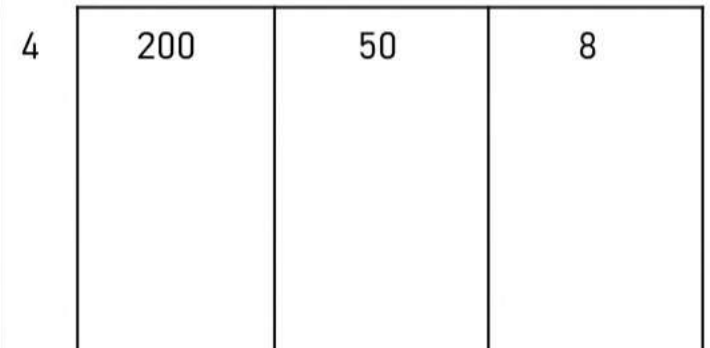
Questions

Use the area model to answer the division questions below

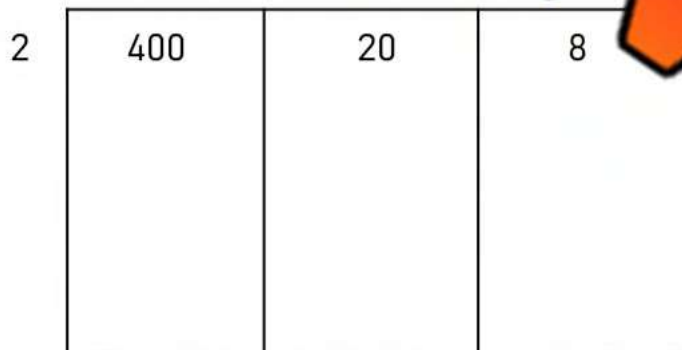
1) $243 \div 6 = 40 \text{ r}3$



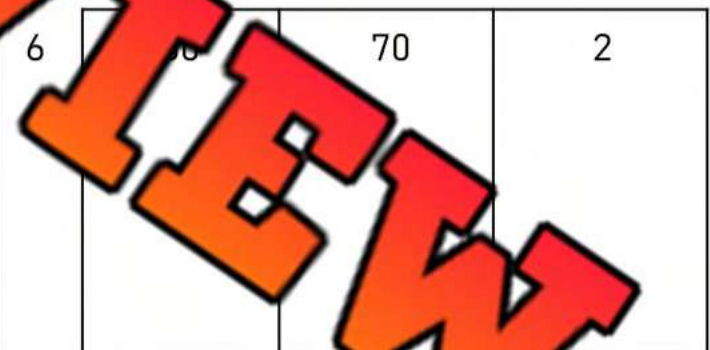
2) $258 \div 4$



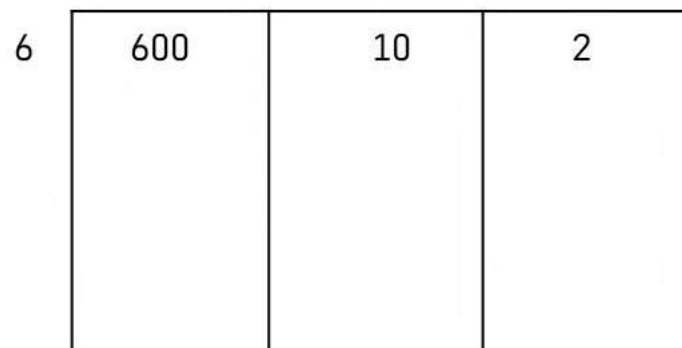
3) $428 \div 2$



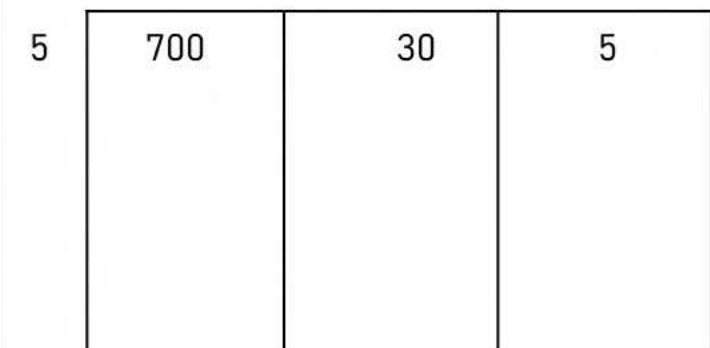
372 ÷ 6



5) $612 \div 6$



6) $735 \div 5$



Division – 2 by 1 – No Remainders**Questions**

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

1)
$$\begin{array}{r} \\ 6 \overline{) 24} \end{array}$$

2)
$$\begin{array}{r} \\ 3 \overline{) 18} \end{array}$$

3)
$$\begin{array}{r} \\ 2 \overline{) 20} \end{array}$$

4)
$$\begin{array}{r} \\ 5 \overline{) 40} \end{array}$$

5)
$$\begin{array}{r} \\ 4 \overline{) 28} \end{array}$$

6)
$$\begin{array}{r} \\ 8 \overline{) 64} \end{array}$$

7)
$$\begin{array}{r} \\ 7 \overline{) 63} \end{array}$$

8)
$$\begin{array}{r} \\ 6 \overline{) 60} \end{array}$$

9)
$$\begin{array}{r} \\ 9 \overline{) 81} \end{array}$$

10)
$$\begin{array}{r} \\ 5 \overline{) 60} \end{array}$$

11)
$$\begin{array}{r} \\ 36 \overline{) 36} \end{array}$$

12)
$$\begin{array}{r} \\ 2 \overline{) 24} \end{array}$$

13)
$$\begin{array}{r} \\ 7 \overline{) 84} \end{array}$$

14)
$$\begin{array}{r} \\ 1 \overline{) 15} \end{array}$$

15)
$$\begin{array}{r} \\ 4 \overline{) 52} \end{array}$$

16)
$$\begin{array}{r} \\ 8 \overline{) 84} \end{array}$$

17)
$$\begin{array}{r} \\ 9 \overline{) 99} \end{array}$$

18)
$$\begin{array}{r} \\ 5 \overline{) 90} \end{array}$$

19)
$$\begin{array}{r} \\ 3 \overline{) 57} \end{array}$$

20)
$$\begin{array}{r} \\ 2 \overline{) 60} \end{array}$$

Division – 2 by 1 – With Remainders**Questions**

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

1)
$$\begin{array}{r} 4 \text{ r} 2 \\ 6 \overline{) 26} \end{array}$$

2)
$$\begin{array}{r} \\ 3 \overline{) 20} \end{array}$$

3)
$$\begin{array}{r} \\ 2 \overline{) 11} \end{array}$$

4)
$$\begin{array}{r} \\ 5 \overline{) 32} \end{array}$$

5)
$$\begin{array}{r} \\ 4 \overline{) 25} \end{array}$$

7)
$$\begin{array}{r} \\ 7 \overline{) 30} \end{array}$$

8)
$$\begin{array}{r} \\ 6 \overline{) 55} \end{array}$$

9)
$$\begin{array}{r} \\ 9 \overline{) 30} \end{array}$$

10)
$$\begin{array}{r} \\ 5 \overline{) 27} \end{array}$$

11)
$$\begin{array}{r} \\ 4 \overline{) 40} \end{array}$$

12)
$$\begin{array}{r} \\ 2 \overline{) 25} \end{array}$$

13)
$$\begin{array}{r} \\ 7 \overline{) 88} \end{array}$$

14)
$$\begin{array}{r} \\ 3 \overline{) 35} \end{array}$$

15)
$$\begin{array}{r} \\ 4 \overline{) 55} \end{array}$$

16)
$$\begin{array}{r} \\ 8 \overline{) 88} \end{array}$$

17)
$$\begin{array}{r} \\ 9 \overline{) 97} \end{array}$$

18)
$$\begin{array}{r} \\ 5 \overline{) 96} \end{array}$$

19)
$$\begin{array}{r} \\ 3 \overline{) 65} \end{array}$$

20)
$$\begin{array}{r} \\ 2 \overline{) 61} \end{array}$$

Division – 3 by 1 – With Remainders

Questions

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

1)
$$\begin{array}{r} 20 \text{ r}2 \\ 6 \overline{) 122} \end{array}$$

2)
$$\begin{array}{r} \\ 3 \overline{) 94} \end{array}$$

3)
$$\begin{array}{r} \\ 2 \overline{) 43} \end{array}$$

4)
$$\begin{array}{r} \\ 5 \overline{) 84} \end{array}$$

5)
$$\begin{array}{r} \\ 4 \overline{) 146} \end{array}$$

7)
$$\begin{array}{r} \\ 7 \overline{) 107} \end{array}$$

8)
$$\begin{array}{r} \\ 6 \overline{) 118} \end{array}$$

9)
$$\begin{array}{r} \\ 9 \overline{) 112} \end{array}$$

10)
$$\begin{array}{r} \\ 5 \overline{) 142} \end{array}$$

11)
$$\begin{array}{r} \\ 3 \overline{) 115} \end{array}$$

13)
$$\begin{array}{r} \\ 7 \overline{) 156} \end{array}$$

14)
$$\begin{array}{r} \\ 4 \overline{) 134} \end{array}$$

15)
$$\begin{array}{r} \\ 8 \overline{) 107} \end{array}$$

16)
$$\begin{array}{r} \\ 6 \overline{) 122} \end{array}$$

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Division – 2-Digit Divisors - Remainders

Questions

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

1)

$$21 \overline{) 234}$$

2)

$$18 \overline{) 436}$$

3)

$$24 \overline{) 723}$$

4)

$$41 \overline{) 620}$$

6)

$$77 \overline{) 954}$$

7)

$$84 \overline{) 2025}$$

8)

$$97 \overline{) 3410}$$

9)

$$47 \overline{) 2210}$$

PREVIEW

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Estimating Quotients

**Directions**

Jake made some mistakes with his estimates. Write a better estimate

	Jake's Estimate	Your Estimate
1)	$86 \div 8$ $= 80 \div 5$ $= 16$	
2)	$20 \div 10$ $= 20$	
3)	$93 \div 9$ $= 100 \div 10$ $= 10$	
4)	$148 \div 9$ $= 150 \div 5$ $= 30$	
5)	$410 \div 4$ $= 500 \div 4$ $= 125$	
6)	$495 \div 9$ $= 400 \div 10$ $= 40$	

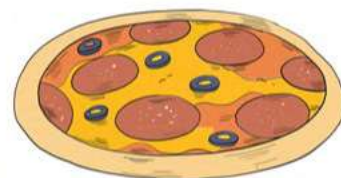
Estimating Quotients

Directions

Answer the word problems below by estimating

1)

A school cafeteria has 409 slices of pizza to hand out. If each student gets two slices, approximately how many students will be able to get pizza?



2)

In a school there are 290 students who need to be divided into 9 classes. Approximately how many students will be in each class?



3)

A farmer harvested 597 oranges. He wants to put them in bags of 6. Approximately how many bags will he need?



4)

A librarian has 694 books to arrange on shelves. If each shelf can hold about 9 books, approximately how many shelves will they need?



Part 2

Solve the multiplication and division word problems below

- 1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?
- 2) Rebecca has 138 beads to make 7 bracelets with. She wants each bracelet to have the same number of beads. How many beads should each bracelet have?
- 3) A business has earned \$434 in a month. There are 6 people that work for the business. How much money should each person get at the end of the month? Will there be any money remaining?
- 4) Carl earns \$17 an hour at his new job. He worked 38 hours last week. How much money did he earn?

Fraction – Equal Parts

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

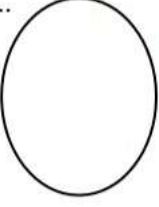
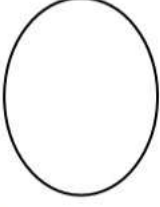
$\frac{3}{4}$ → **Numerator** – How many parts you have

$\frac{3}{4}$ → **Denominator** – The total number of parts in the whole

The denominator must be split into equal parts in order for a fraction to be accurate. Imagine getting a pizza with a friend and splitting it into 2 huge pieces. You get one and they get the other. If the pizza is not split evenly, you are not splitting it in half ($\frac{1}{2}$)!

Part 1 Drawing fractions

- First draw the denominator. Remember to split the denominator equally!
- Then shade in the numerator – How many parts you're getting.

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

Part 2

Answer the word problems below

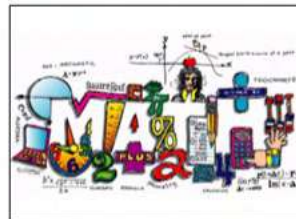
1) You are splitting a candy bar with one other friend. How much of the candy bar do you get?

2) What do you notice about $\frac{1}{2}$ and $\frac{3}{4}$ from the questions above? Which amount of a candy bar would you prefer – $\frac{1}{2}$ or $\frac{3}{4}$?

Comparing Common Denominators

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

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



Part 1

Compare the fractions using $<$ $>$ $=$

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

Part 2

Put the fractions in order from least to greatest

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

Part 3

Answer the word problem below

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

Comparing Benchmark Fractions - Halves

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

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

Part 1

Circle the fractions that are a half

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

Part 2

Circle the fractions that are larger than a half

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

Part 3

Compare the fractions using $>$, $<$, or $=$

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

Part 4

Answer the word problem below

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

Equivalent Fractions

Equivalent fractions are fractions that have the same value. Visualize this... Your family orders large 2 pizzas. The first one is cut into only 4 pieces. The second is cut into 8 pieces. There are only 4 people in your family and everyone gets an equal amount of pizza. How many slices of each pizza will you get?



Pizza 1

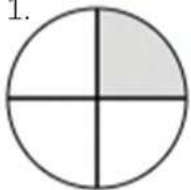


Pizza 2

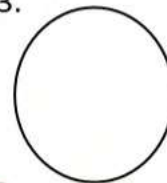
For pizza 1, you would get $\frac{4}{8}$ slices of pizza. In pizza 2, you would get $\frac{2}{4}$ slices of pizza. In both cases, you are getting the **same** amount of pizza. That is because $\frac{4}{8}$ is an equivalent fraction to $\frac{2}{4}$.

Part 1: Draw a circle and indicate if the fractions are equivalent or not.

1.

 $\frac{1}{4}$  $\frac{3}{6}$ Not Equivalent

3.

 $\frac{2}{6}$

3

 $\frac{6}{10}$

4.

 $\frac{2}{5}$

 $\frac{4}{8}$

5.

 $\frac{2}{3}$

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

Part 2: Write equivalent fractions for the following fractions

1.

 $\frac{1}{2}$

2.

 $\frac{1}{3}$

3.

 $\frac{1}{4}$

Equivalent Fractions

We can write the same fraction in many different ways. We call these fractions, equivalent.

How To Do It:

1. Remember this one important rule!

WHAT YOU DO TO THE TOP, YOU MUST DO THE SAME TO THE BOTTOM!

2. To find an equivalent fraction, multiply or divide both the top and bottom of a fraction by the same number.

Example

$$\left(\frac{5}{10} \times 2 = \frac{10}{20}\right) \quad \text{or} \quad \left(\frac{5}{10} \div 5 = \frac{1}{2}\right)$$

Questions

Write an equivalent fraction for the following fractions

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{5}$$

$$\frac{1}{6}$$

$$\frac{1}{10}$$

Place Value Using Decimals

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

PLACE VALUE

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

Part 1

Write the place value for the underlined number?

1) 7 728. <u>1</u> 22	2) 4 352. <u>4</u> 27	3) 1 713. <u>6</u> 88
4) 6 412. <u>4</u> 33	5) 2 454. <u>7</u> 23	6) 4 357. <u>9</u> 26
7) 2 364. <u>5</u> 21	8) 7 247. <u>7</u> 11	9) 2 479. <u>5</u> 42

Part 2

Fill in the place value table for the numbers below

1) 5 731.538

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 272.319

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Exit Cards

Cut Out

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

Name: _____

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

1) 8 941.362

2) 3 715.512

3) 9 478.131

Name: _____

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

1) 8 941.362

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

1) 8 941.362

2) 3 715.512

3) 9 478.131

Writing Decimal Numbers Using Words

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

Examples

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

Part 1

Match the number with the correct words

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

Part 2

Write the written form of the numbers below

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

Name: _____

165

Curriculum Connection
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Rounding Decimal Numbers

Round Down

Round Up

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

Rounding to the nearest whole number $0.7 \rightarrow 1$ $24.3 \rightarrow 24$

Part 1 Round the following numbers up to 1 or down to 0

1) $0.6 \rightarrow$ _____	2) $0.8 \rightarrow$ _____	3) $0.7 \rightarrow$ _____
4) $0.1 \rightarrow$ _____	5) $0.4 \rightarrow$ _____	6) $0.3 \rightarrow$ _____
7) $0.2 \rightarrow$ _____	8) $0.9 \rightarrow$ _____	9) $0.5 \rightarrow$ _____

Part 2

Round the following numbers to the nearest whole number

1) $5.6 \rightarrow$ _____	2) $4.2 \rightarrow$ _____	3) $7.1 \rightarrow$ _____
4) $8.2 \rightarrow$ _____	5) $2.4 \rightarrow$ _____	6) $5.5 \rightarrow$ _____
7) $12.1 \rightarrow$ _____	8) $10.7 \rightarrow$ _____	9) $14.9 \rightarrow$ _____
10) $22.2 \rightarrow$ _____	11) $29.6 \rightarrow$ _____	12) $27.3 \rightarrow$ _____
13) $47.5 \rightarrow$ _____	14) $53.8 \rightarrow$ _____	15) $71.2 \rightarrow$ _____

Rounding Decimal Numbers to the Nearest Tenth

Round Down

Round Up

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

Rounding to the nearest tenth $0.73 \rightarrow 0.7$ $24.45 \rightarrow 24.5$

Part 1 Round the decimal numbers to the nearest tenth

1) $0.65 \rightarrow$ _____	2) $0.82 \rightarrow$ _____	3) $0.27 \rightarrow$ _____
4) $0.16 \rightarrow$ _____	5) $0.51 \rightarrow$ _____	6) $0.33 \rightarrow$ _____
7) $0.52 \rightarrow$ _____	8) $0.66 \rightarrow$ _____	9) $0.75 \rightarrow$ _____

Part 2

Round the following decimal numbers to the nearest tenth

1) $5.62 \rightarrow$ _____	2) $3.12 \rightarrow$ _____	3) $6.31 \rightarrow$ _____
4) $3.22 \rightarrow$ _____	5) $4.44 \rightarrow$ _____	6) $8.54 \rightarrow$ _____
7) $15.31 \rightarrow$ _____	8) $13.76 \rightarrow$ _____	9) $16.97 \rightarrow$ _____
10) $27.42 \rightarrow$ _____	11) $31.56 \rightarrow$ _____	12) $22.31 \rightarrow$ _____
13) $44.45 \rightarrow$ _____	14) $55.89 \rightarrow$ _____	15) $74.24 \rightarrow$ _____

Rounding Decimal Numbers – Nearest Hundredths

Round Down

Round Up

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

Rounding to the nearest hundredth

 $0.753 \rightarrow 0.75$ $22.745 \rightarrow 22.75$

Part 1 Round the decimal number to the nearest hundredth

1) $0.825 \rightarrow$ _____	2) $0.47 \rightarrow$ _____	3) $0.227 \rightarrow$ _____
4) $0.346 \rightarrow$ _____	5) $0.1 \rightarrow$ _____	6) $0.103 \rightarrow$ _____
7) $0.182 \rightarrow$ _____	8) $0.169 \rightarrow$ _____	9) $0.338 \rightarrow$ _____

Part 2 Round the decimal number to the nearest hundredth

1) $2.843 \rightarrow$ _____	2) $2.346 \rightarrow$ _____	3) $5.33 \rightarrow$ _____
4) $4.426 \rightarrow$ _____	5) $3.244 \rightarrow$ _____	6) $7.755 \rightarrow$ _____
7) $13.271 \rightarrow$ _____	8) $15.844 \rightarrow$ _____	9) $19.945 \rightarrow$ _____
10) $25.841 \rightarrow$ _____	11) $34.911 \rightarrow$ _____	12) $23.217 \rightarrow$ _____
13) $41.439 \rightarrow$ _____	14) $52.278 \rightarrow$ _____	15) $77.213 \rightarrow$ _____

Converting Fractions and Decimals

Part 1

Fill in the table with the converted decimal and fraction.

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

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

Part 2

Convert the following fractions and decimals.

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

Exit Cards

Cut Out

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 =	/100	78/100 =
--------	------	----------

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 =	/100	78/100 =
--------	------	----------

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 =	/100	78/100 =
--------	------	----------

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

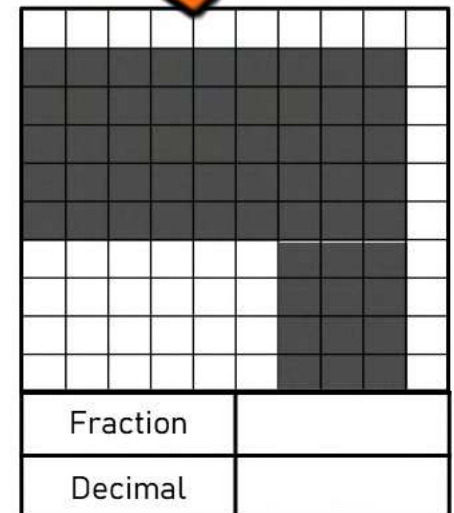
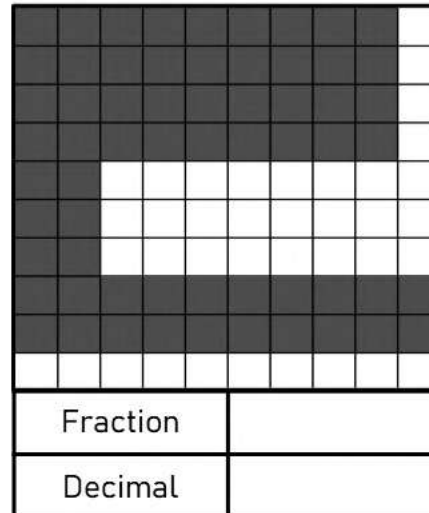
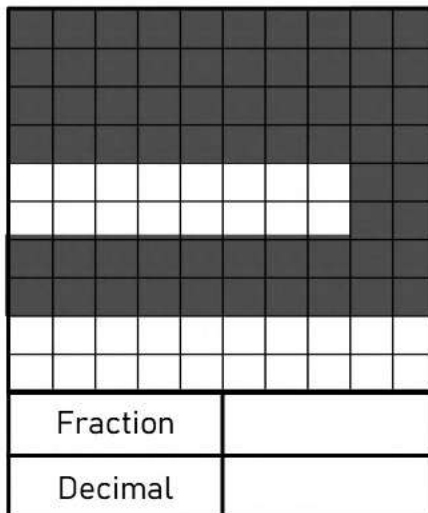
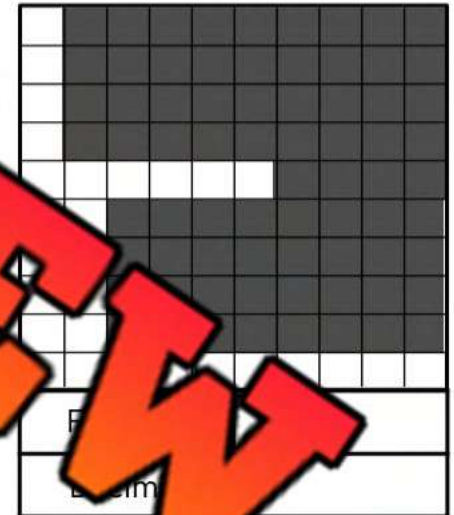
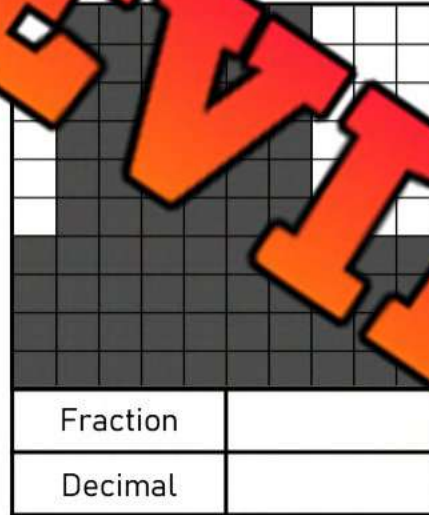
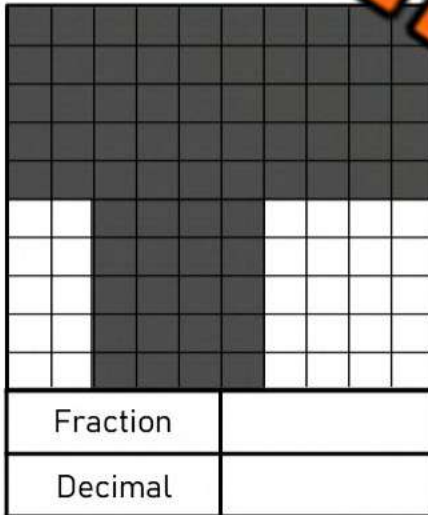
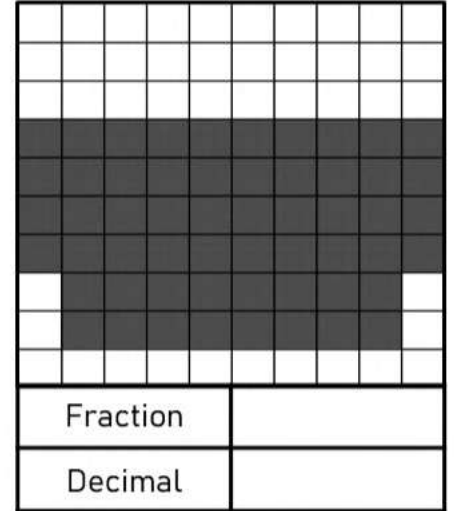
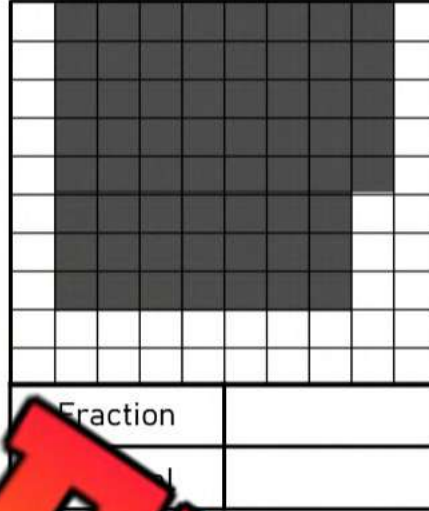
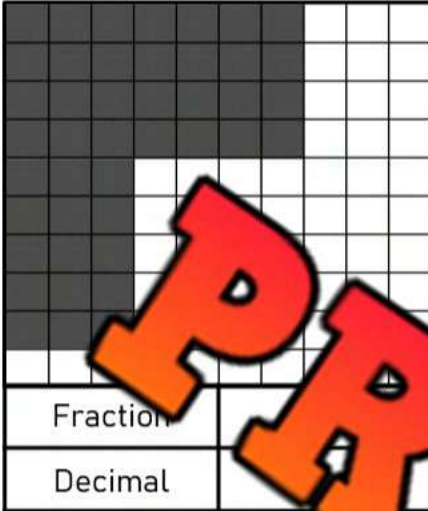
Convert the following fractions and decimals.

0.42 =	/100	78/100 =
--------	------	----------

Fractions and Decimals

Questions

What fraction and decimal of the array is shaded in?



Converting Fractions and Decimals

Part 1

Fill in the table with the converted decimals and fractions

Fraction	Decimal
100/1000	
200/1000	
	0.300
/1000	
00/1000	
	0.700
	0.400
900/1000	
	1.000

Part 2

Convert the following fractions and decimals

$138/1000 = 0.$	$536/1000 = 0.$	$0.424 = \quad /1000$	$798/1000 = 0.$
$0.562 = \quad /1000$	$161/1000 = 0.$	$871/1000 = 0.$	$0.938 = \quad /1000$
$0.356 = \quad /1000$	$0.682 = \quad /1000$	$0.714 = \quad /1000$	$782/1000 = 0.$

Comparing Decimals

Part 1

Compare the following numbers

1) 0.157 0.232	2) 0.372 0.921	3) 0.347 0.338
4) 0.257 0.253	5) 0.264 0.812	6) 0.567 0.521
7) 0.157 0.156	8) 0.324 0.462	9) 0.328 0.724
10) 0.157 0.152	11) 0.324 0.347	12) 0.349 0.812
13) 0.157 0.159	14) 0.927 0.82	15) 0.529 0.532

Part 2

Compare the following numbers

- 1) Nick and Ryan both ran in the 200 metre race last week. Nick ran it in 34.413 seconds and Ryan ran it in 34.903 seconds. Who ran it faster?
- 2) Lamelo Ball scores 18.721 points a game while his brother Lonzo Ball scores 18.217 points a game. Who scores more points a game?
- 3) Jacob jumped 3.783m in long jump. Owen jumped 3.859m. Who jumped further?



Ordering Decimals

0.2721, 0.1215, 0.5487, 0.9232

Least to Greatest

0.1215, 0.2721, 0.5487, 0.9232

5.2242, 0.3263, 6.9317, 8.5229

Greatest to Least

8.5229, 6.9317, 5.2242, 0.3263

Part 1Order the numbers below from least to greatest

1) 0.453, 0.357, 0.113

_____, _____, _____

2) 0.478, 0.139, 0.428, 0.404

_____, _____, _____, _____

3) 0.621, 0.62, 0.621

_____, _____, _____

4) 1.434, 2.416, 1.447, 2.412

_____, _____, _____, _____

5) 11.463, 11.493, 24.565, 24.682

_____, _____, _____, _____

6) 51.215, 54.128, 51.412

_____, _____, _____

Part 2Order the numbers below from greatest to least

1) 0.225, 0.641, 0.703, 0.622

_____, _____, _____, _____

2) 0.371, 0.383, 0.350, 0.398

_____, _____, _____, _____

3) 1.413, 1.629, 1.723, 1.532

_____, _____, _____, _____

4) 2.182, 2.181, 1.715, 1.762

_____, _____, _____, _____

5) 14.851, 14.729, 14.349, 15.238

_____, _____, _____, _____

6) 22.728, 19.625, 19.415, 19.371

_____, _____, _____, _____

Comparing Decimals, and Fractions

Part 1

Circle the larger value:

1) 0.250 $\frac{4}{6}$	2) $\frac{2}{8}$ $\frac{3}{5}$	3) 0.50 $\frac{3}{8}$	4) $\frac{2}{6}$ 0.101
5) 0.50 $\frac{1}{4}$	6) 0.49 $\frac{3}{8}$	7) $\frac{1}{5}$ 0.750	8) $\frac{2}{8}$ 0.681
9) $\frac{1}{5}$ 0.25	$\frac{5}{8}$	11) $\frac{3}{5}$ 0.41	12) 0.25 $\frac{2}{5}$
13) $\frac{5}{8}$	14) 0.5 $\frac{1}{2}$	15) 0.681 $\frac{1}{2}$	16) $\frac{4}{6}$ 0.5

Part 2

Compare the values by using <, >, =

1) 0.150 $\frac{1}{4}$	2) 0.372 $\frac{1}{5}$	3) 0.9 $\frac{3}{6}$
4) $\frac{2}{3}$ 0.214	5) 0.285 $\frac{4}{5}$	6) 0.5 $\frac{1}{4}$
7) 0.500 $\frac{2}{4}$	8) 0.750 $\frac{2}{3}$	9) 0.250 $\frac{5}{8}$
10) $\frac{4}{5}$ 0.115	11) $\frac{1}{3}$ 0.618	12) 0.729 $\frac{2}{4}$
13) 0.850 $\frac{2}{3}$	14) 0.468 $\frac{2}{3}$	15) 0.600 $\frac{1}{5}$

Ordering Decimals and Fractions**Instruction**

Put the decimals and fractions in order from least to greatest

1) $\frac{2}{3}$, 0.23, 0.105, $\frac{2}{7}$

2) $\frac{2}{3}$, 0.13, $\frac{7}{8}$

3) $\frac{4}{5}$, 0.99, 0.105, $\frac{2}{7}$

4) $\frac{1}{5}$, 0.602, 0.1, $\frac{6}{8}$

5) $\frac{5}{8}$, 0.30, 0.02, $\frac{4}{10}$

6) $\frac{4}{5}$, 0.723, 0.85, $\frac{2}{4}$

7) $\frac{2}{4}$, 0.83, 0.15, $\frac{9}{10}$

8) $\frac{3}{10}$, 0.67, 0.57, $\frac{3}{6}$

9) $\frac{1}{5}$, 0.713, 0.05, $\frac{3}{4}$

10) 0.321, $\frac{7}{8}$

11) $\frac{8}{8}$, 0.413, 0.5, $\frac{4}{10}$

12) $\frac{2}{5}$, 0.43, 0.305, $\frac{6}{7}$

Exit Cards

Cut Out

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

Name: _____

Circle the larger value.

1) $\frac{6}{9}$ 0.766

2) 0.529

3) 0.813 $\frac{8}{10}$

Name: _____

Circle the larger value.

1) $\frac{6}{9}$ 0.766

2) 0.529 $\frac{3}{5}$

3) 0.813 $\frac{8}{10}$

Name: _____

Circle the larger value.

1) $\frac{6}{9}$ 0.766

2) 0.529 $\frac{3}{5}$

3) 0.813 $\frac{8}{10}$

Name: _____

Circle the larger value.

1) $\frac{6}{9}$ 0.766

2) 0.529 $\frac{3}{5}$

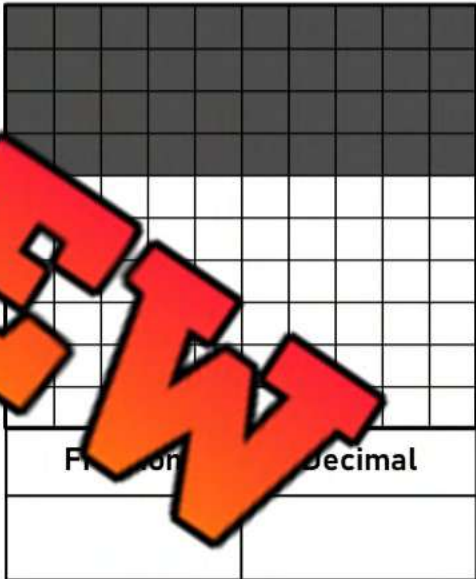
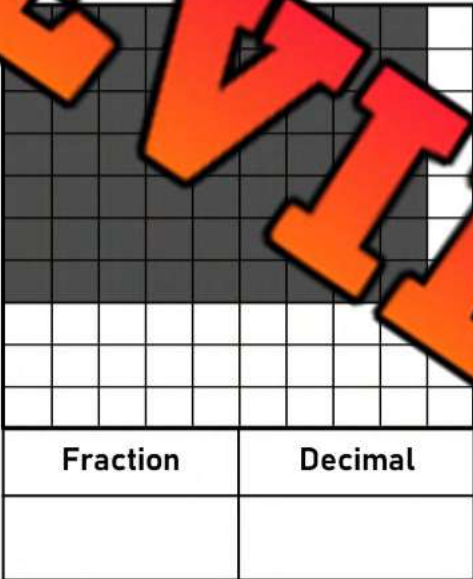
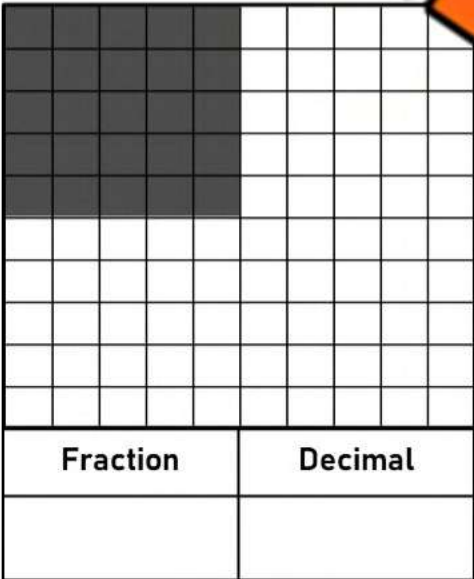
3) 0.813 $\frac{8}{10}$

Decimals and Fractions Quiz

Part 1 What is the name of the place value for the underlined number?

1) 7 72 <u>8</u> .122	2) 1 563.422	3) 4 352.427	4) 1 713.688
5) 6 4 <u>2</u>	6) 2 454.723	7) 8 214.326	8) 4 357.926

Part 2 What fraction and decimal of the array is shaded in?



Part 3 Circle the larger value

1) 0.450 $\frac{5}{6}$	2) $\frac{2}{8}$ $\frac{3}{5}$	3) 0.20 $\frac{4}{8}$	4) $\frac{4}{6}$ 0.201
5) 0.60 $\frac{1}{4}$	6) 0.25 $\frac{6}{8}$	7) $\frac{2}{5}$ 0.750	8) $\frac{1}{8}$ 0.481

Part 4

Write 3 equivalent fractions for the following fractions

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{5}$$

$$\frac{1}{6}$$

Part 5

Round the decimal number to the nearest hundredth

1) $0.425 \rightarrow$ _____

2) $0.859 \rightarrow$ _____

4) $0.568 \rightarrow$ _____

5) $0.237 \rightarrow$ _____

6) _____

7) $4.291 \rightarrow$ _____

8) $7.124 \rightarrow$ _____

9) $12.315 \rightarrow$ _____

Part 6

Write the decimals below – use a line to show repeating decimals

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

2) $\frac{6}{10} =$

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

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

5) $\frac{8}{11} =$

6) $\frac{3}{9} =$

Mental Math – Break Into Place Value

Directions

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

$135 + 219$

$200 = 300$

$10 = 40$

+

300

54

$135 + 42$

$124 + 23$

$223 + 216$

$348 + 231$

47

$437 + 363$

$635 + 318$

Mental Math – Adding in Chunks

Directions:

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

$124 + 125$

$100 = 224$

$20 = 244$

$4 = 248$

$145 + 125$

$252 + 236$

$346 + 232$

$451 + 336$

322

$536 + 547$

$634 + 358$

Name: _____

200

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Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 1) \quad 4326 \\ + 3414 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2479 \\ + 1354 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 3415 \\ + 3637 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 3228 \\ + 5326 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 3554 \\ + 5371 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 1518 \\ + 32435 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 25364 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 63476 \\ + 30143 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 83485 \\ + 16254 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 61367 \\ + 21372 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 46393 \\ + 23642 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 43537 \\ + 16826 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 1924 \\ + 327 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 14549 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 372942 \\ + 144237 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 623212 \\ + 752395 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 356224 \\ + 127532 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 234642 \\ + 128250 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 485252 \\ + 252826 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 374640 \\ + 182372 \\ \hline \end{array}$$

$$\begin{array}{r} 21) \quad 236456 \\ + 129574 \\ \hline \end{array}$$

$$\begin{array}{r} 22) \quad 246574 \\ + 360428 \\ \hline \end{array}$$

$$\begin{array}{r} 23) \quad 382773 \\ + 614565 \\ \hline \end{array}$$

$$\begin{array}{r} 24) \quad 747295 \\ + 216837 \\ \hline \end{array}$$

$$\begin{array}{r} 25) \quad 264933 \\ + 412748 \\ \hline \end{array}$$

Skip Counting Decimals Using Cents

Questions

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

1)



\$ 0. ____

2)



\$ 0. ____

3)



\$. ____

4)



\$. ____

5)



\$. ____

6)



\$. ____

7)



\$. ____

Counting Coins – Adding Decimals



= \$0.25



= \$0.10



= \$0.05



= \$0.25

Questions

Count the money in each box



1) _____



3) _____



4) _____



5) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Mental Math – Adding Decimals – Place Value

Directions:

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



$$5.54 + 3.72$$

$$0.04 + 0.02 = 0.06$$

$$0.5 + 0.7 = 1.20$$

$$5.00 + 3.00 = 8.00$$

$$0.06 + 1.20 + 8 = 9.26$$

$$34 + 1.45$$

$$0.05 = 0.09$$

$$0.70$$

$$2.00 + 0.09 = 2.09$$

$$0.09 + 0.70 = 0.79$$

$$3.67 + 4.22$$

$$5.25 + 4.63$$

$$16.46 + 5.23$$

$$25.46 + 12.32$$

$$26.37$$

$$28.56 + 13.26$$

$$36.34 + 23.26$$

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

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



$5.53 + 3.74$

$5.53 + 3 = 8.53$

$8.53 + 0.7 = 9.23$

$9.23 + 0.04 = 9.27$

$3.32 + 2.45$

$3.32 + 2 = 5.32$

$5.32 + 0.4 = 5.72$

$5.72 + 0.05 = 5.77$

$1.57 + 4.42$

$5.64 + 3.56$

$14.53 + 6.34$

$18.43 + 14.24$

$34.56 + 12.36$

$34.56 + 12.36$

$42.53 + 35.42$

Adding Decimals – Thousandths – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 1) \ 53.131 \\ + 32.427 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \ 44.553 \\ + 21.225 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \ 31.452 \\ + 12.427 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \ 56.132 \\ + 31.313 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \ 32.716 \\ + 54.213 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \ 42.53 \\ + 24.125 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \ 42.67 \\ + 5.21 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \ 72.323 \\ + 26.556 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \ 31.255 \\ + 41.103 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \ 23.521 \\ + 23.238 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \ 60.684 \\ + 22.302 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \ 44.297 \\ + 32.602 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \ 72.324 \\ + 12.5 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \ 74.368 \\ + 21.4 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \ 31.254 \\ + 17.632 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \ 32.384 \\ + 15.314 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \ 46.846 \\ + 41.012 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \ 38.348 \\ + 41.641 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \ 44.637 \\ + 34.352 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \ 71.572 \\ + 28.226 \\ \hline \end{array}$$

$$\begin{array}{r} 21) \ 63.246 \\ + 4.413 \\ \hline \end{array}$$

$$\begin{array}{r} 22) \ 14.54 \\ + 24.32 \\ \hline \end{array}$$

$$\begin{array}{r} 23) \ 63.672 \\ + 36.124 \\ \hline \end{array}$$

$$\begin{array}{r} 24) \ 42.365 \\ + 53.432 \\ \hline \end{array}$$

$$\begin{array}{r} 25) \ 73.826 \\ + 14.013 \\ \hline \end{array}$$

Exit Cards

Cut Out

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

Name: _____

Solve the addition problems below.

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

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

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

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

Name: _____

Solve the addition problems below.

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

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

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

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

Name: _____

Solve the addition problems below.

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

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

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

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

Name: _____

Solve the addition problems below.

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

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

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

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

Adding Decimals - Regrouping

Part 1

Use the standard algorithm to solve the addition problems below.

1) $\begin{array}{r} 63.722 \\ + 25.43 \\ \hline \end{array}$	2) $\begin{array}{r} 65.458 \\ + 23.323 \\ \hline \end{array}$	3) $\begin{array}{r} 38.345 \\ + 26.537 \\ \hline \end{array}$	4) $\begin{array}{r} 35.256 \\ + 41.632 \\ \hline \end{array}$
5) $\begin{array}{r} 26.456 \\ + 17.33 \\ \hline \end{array}$	6) $\begin{array}{r} 56.28 \\ + 3.5 \\ \hline \end{array}$	7) $\begin{array}{r} 28.265 \\ + 17.632 \\ \hline \end{array}$	8) $\begin{array}{r} 66.574 \\ + 29.213 \\ \hline \end{array}$
9) $\begin{array}{r} 192.673 \\ + 325.235 \\ \hline \end{array}$	10) $\begin{array}{r} 374.214 \\ + 53.523 \\ \hline \end{array}$	11) $\begin{array}{r} 2.5 \\ + 3 \\ \hline \end{array}$	12) $\begin{array}{r} 652.514 \\ + 95.337 \\ \hline \end{array}$

Part 2

Answer the word problems below.

1) Neill just ran a 200m race. He ran the first 100m in 12.326 seconds and the second 100m in 13.63 seconds. How long did it take him to finish the race?



2) Erica's pet snake was 17.425cm long when she got it. The snake grew 4.39cm in the last year. How long is the snake now?

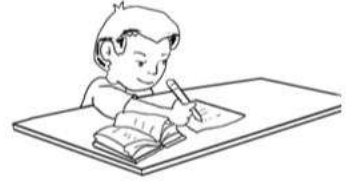


Subtraction Mental Math – Counting Up

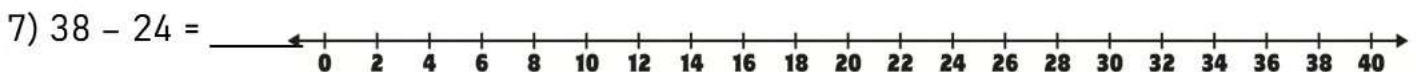
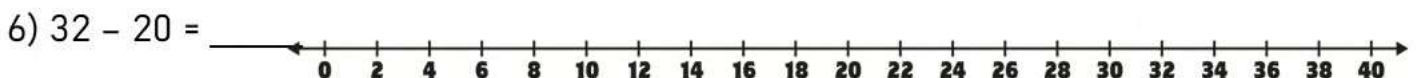
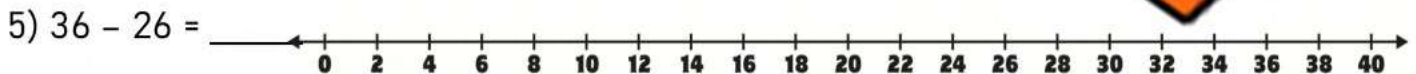
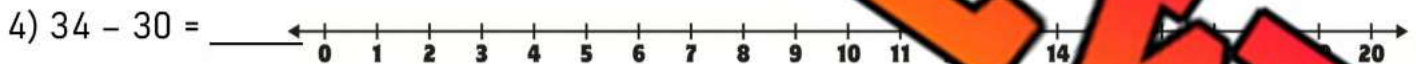
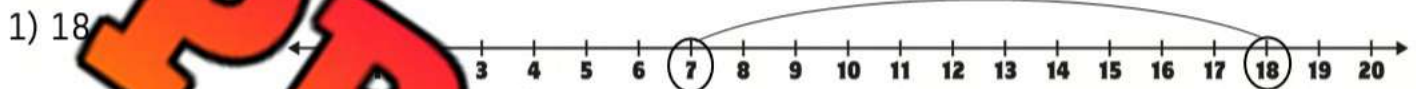
Background – Subtraction is simply finding the difference between two numbers

Directions

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



Difference = 11



Subtraction Mental Math – Counting Up

Directions:

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

$124 - 104$



$156 - 135$

$263 - 206$

$314 - 302$

$387 - 344$

$843 - 805$

$912 - 875$

Mental Math Strategy – Subtracting in Chunks

Directions

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



$$124 - 115$$

$$124 - 100 = 24$$

$$24 - 10 = 14$$

$$14$$

$$156 - 45$$

$$255 - 3$$

$$362 - 112$$

$$564 - 234$$

$$34 - 4$$

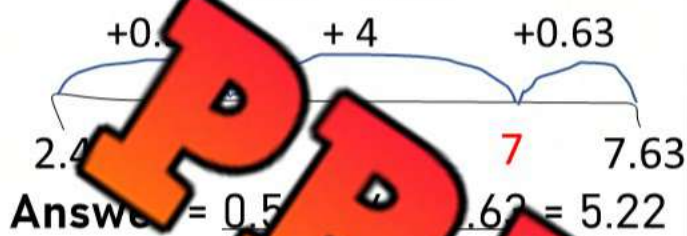
$$842 - 335$$

$$915 - 423$$

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

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

$$7.63 - 2.41$$



$$4.62 - 3.31$$

$$8.56 - 7.15$$

$$9.67 - 7.15$$

$$13.64 - 11.84$$

$$5.12 - 3.98$$

$$27.37 - 22.83$$

$$37.62 - 32.91$$

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

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.68 - 2.42$$

$$4.68 - 2 = 2.68$$

$$2.68 - 0.4 = 2.28$$

$$2.28 - 0.02 = 2.26$$

$$4.72 - 3.15$$

$$9.25 - 7.7$$

$$16.57 - 11.76$$

$$21.55 - 6.42$$

$$9 - 7$$

$$53.68 - 12.72$$

$$77.35 - 45.75$$

Subtracting Decimals - Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below.

1) $\begin{array}{r} 63.743 \\ - 25.61 \\ \hline \end{array}$	2) $\begin{array}{r} 75.475 \\ - 53.743 \\ \hline \end{array}$	3) $\begin{array}{r} 34.463 \\ - 22.632 \\ \hline \end{array}$	4) $\begin{array}{r} 82.542 \\ - 43.535 \\ \hline \end{array}$
5) $\begin{array}{r} 86.276 \\ - 37.33 \\ \hline \end{array}$	6) $\begin{array}{r} 76.46 \\ - 5.7 \\ \hline \end{array}$	7) $\begin{array}{r} 38.254 \\ - 27.631 \\ \hline \end{array}$	8) $\begin{array}{r} 76.548 \\ - 59.284 \\ \hline \end{array}$
9) $\begin{array}{r} 652.644 \\ - 345.373 \\ \hline \end{array}$	10) $\begin{array}{r} 557.236 \\ - 353.534 \\ \hline \end{array}$	11) $\begin{array}{r} 6.1 \\ - 3.4 \\ \hline \end{array}$	12) $\begin{array}{r} 572.589 \\ - 265.323 \\ \hline \end{array}$

Part 2

Answer the word problems below.

1) Wyatt weighed a Blue Jay feather, and it was 2.035 grams. He also weighed a feather from an owl, and it weighed 4.39 grams. How much more did the owl's feather weigh?



2) A 5-dollar bill weighs 1.0243 grams. A Toonie weighs 6.929 grams. How much more does a Toonie weigh?



Task Cards: Adding and Subtracting Decimals

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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

1 2 3 4 5
6 7 8 9 0

Instructions

How to run the activity

1. Begin by explaining the steps to adding and subtracting decimal numbers, emphasizing the importance of aligning the decimal points.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate on their problem-solving solutions.
5. Allow students to select any task card to begin with, emphasizing that they can complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging patterns and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Task Cards

Cut out the task cards below

Card 17:

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

- a) 1.566 b) 1.566 c) 1.576

Card 21:

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

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

Card 22:

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

- a) 233.333 b) 233.343 c) 233.333

Card 19:

$$89.123 + 78.456$$

- a) 167.569
b) 167.589
c) 167.579

Card 20:

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

- a) 3.555 b) 3.545 c) 3.565

Card 24:

$$67.890 + 78.123$$

- a) 146.003
b) 146.023
c) 146.013

Name: _____

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Curriculum Connection
N.11

Task Cards: Adding and Subtracting Decimals

Answers

Record your answers below

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

13	
14	
15	
16	
19	
20	
21	
22	
23	
24	

Calculating Change Using \$2

Questions

Calculate how much change you will get.

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

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

Calculating Change Using \$5

Questions

Calculate how much change you will get.

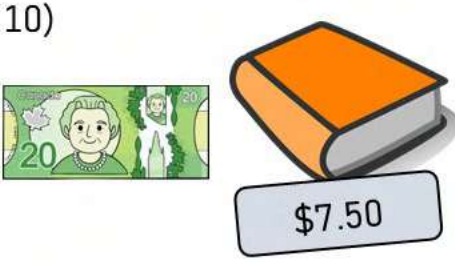
Money Used and Item	Change Due
1) 	= _____
2) 	= _____
3) 	= _____
4) 	= _____
5) 	= _____

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

Calculating Change Using \$20

Questions

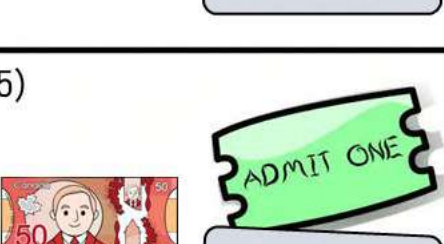
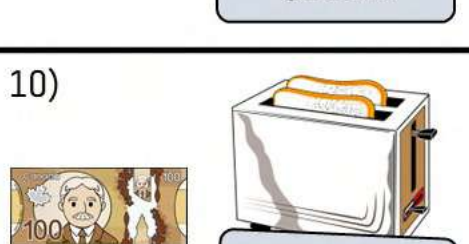
Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____	6) 	= _____
2) 	= _____	7) 	= _____
3) 	= _____	8) 	= _____
4) 	= _____	9) 	= _____
5) 	= _____	10) 	= _____

Calculating Change Using \$50 and \$100

Questions

Calculate how much change you will get

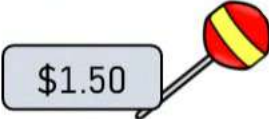
Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____	6) 	= _____
2) 	= _____	7) 	= _____
3) 	= _____	8) 	= _____
4) 	= _____	9) 	= _____
5) 	= _____	10) 	= _____

Name: _____

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Curriculum Connection
N.11

Providing Change to Customers

Money Used	Item	Item	Change Due
			<u>\$1.50</u>

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

Money	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Word Problems – Adding 2 Items

Questions

Answer the word problems below

1) Finnegan is shopping at a sports store. He puts a skateboard and a water bottle in his cart. The skateboard is \$22.50, and the bottle is \$4.75. He hands the cashier \$30. How much change will he get back?



2) Courtney is at a sandwich shop. She orders a turkey sub for \$6.70 and a vegetable sub for \$4.40. She hands the cashier \$20. How much change will she get back?



3) Kalin works at a restaurant. A customer orders a burger for \$6.40 and fries for \$4.50. The customer gives Kalin \$20. How much change does Kalin owe the customer?



Name: _____

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Curriculum Connection
N.11

Providing Change to Customers

Questions

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

Money Used	Item	Item	Change Due
	 \$2.25	 \$2.50	

Money Used	Item	Item	Change Due
	 \$4.15	 \$0.75	

Money Used	Item	Item	Change Due
	 \$13.65	 \$6.15	

Money Used	Item	Item	Change Due
	 \$26.25	 \$21.55	

Name: _____

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Curriculum Connection
N.11

Providing Change to Customers

Questions

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

Money Used	Item	Item	Change Due
	 \$2.15	 \$2.75	

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
	 \$15.65	 \$12.55	_____

Money Used	Item	Item	Change Due
	 \$36.35	 \$53.75	_____

Name: _____

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Adding and Subtracting Quiz

Part 1

Add and subtract the numbers below

	3	4	4	0	6	8
+	6	3		2	0	

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

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

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

	3	5		5	1	9
+	2					6
				.		

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

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

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

						3
-	8			6	7	0

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

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

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

Part 2

Add up the items and subtract to find how much change is due

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			