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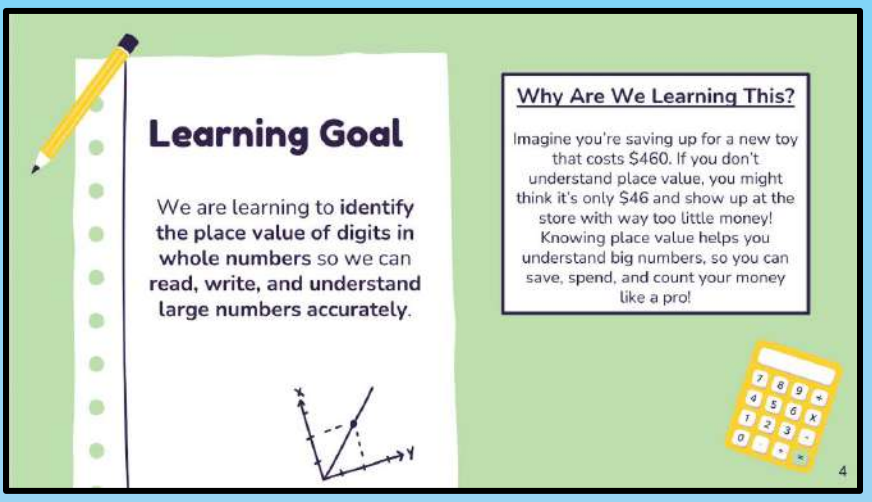
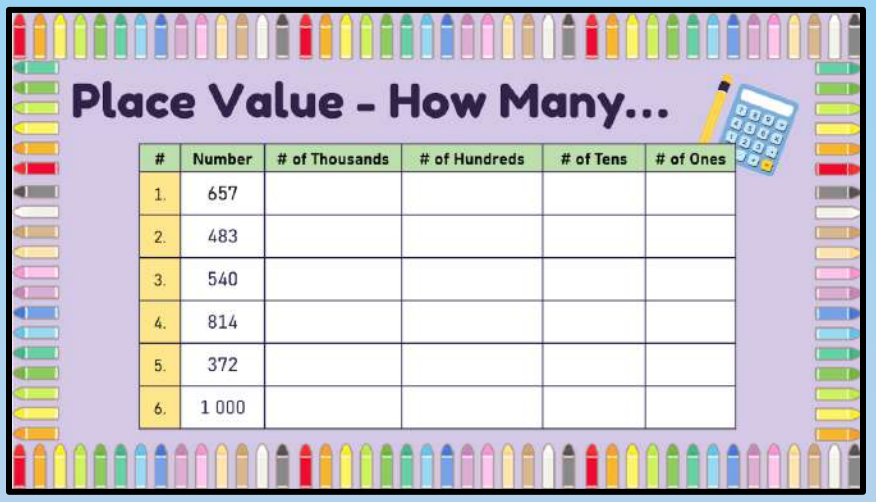
Google Slides Lessons Preview

Saskatchewan Math Curriculum
Number Unit – Grade 4

3-Part Lesson Format

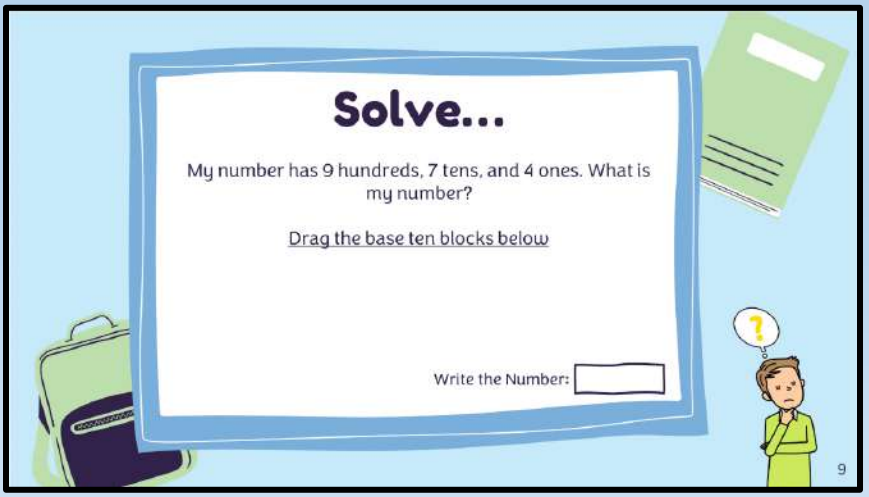
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



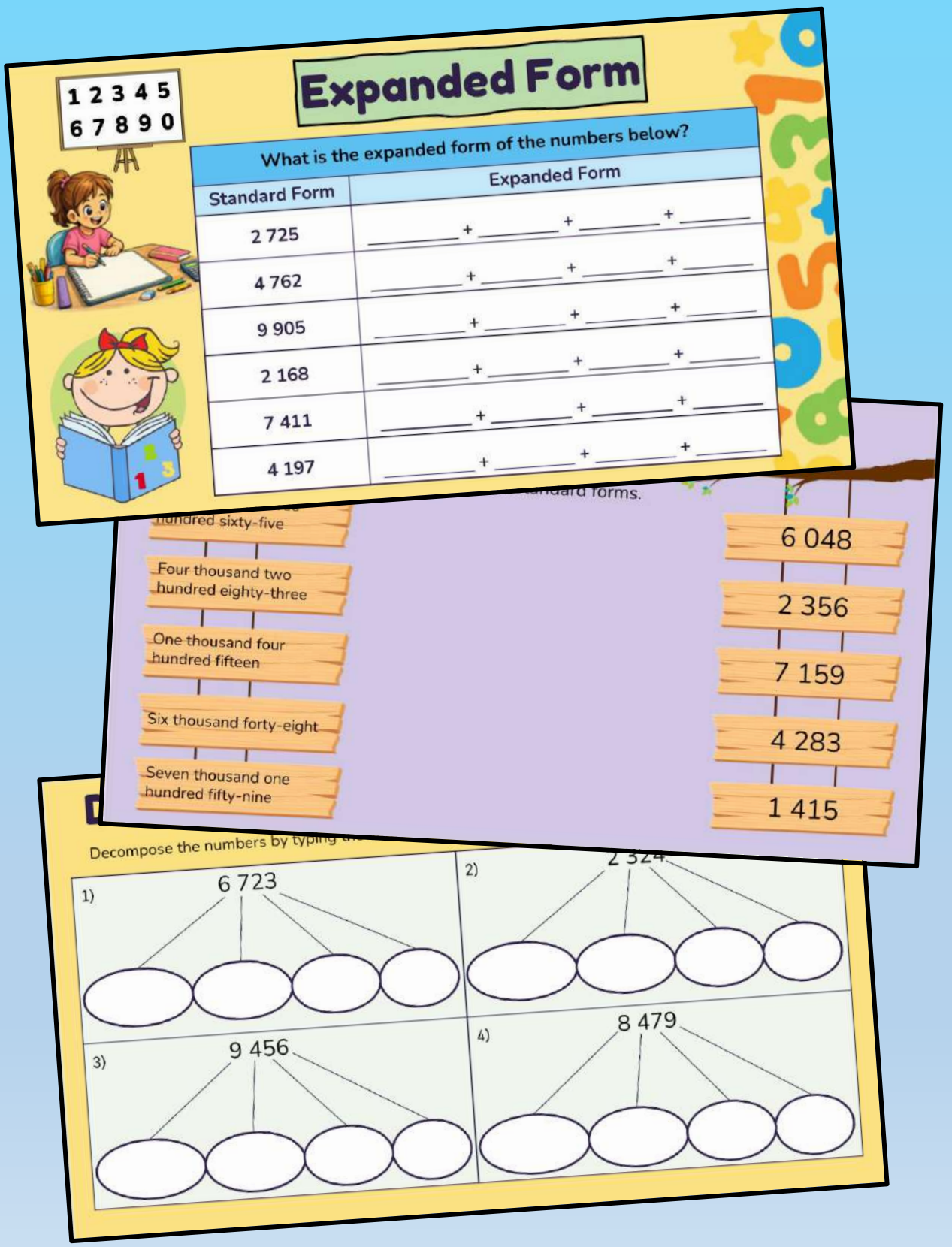


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

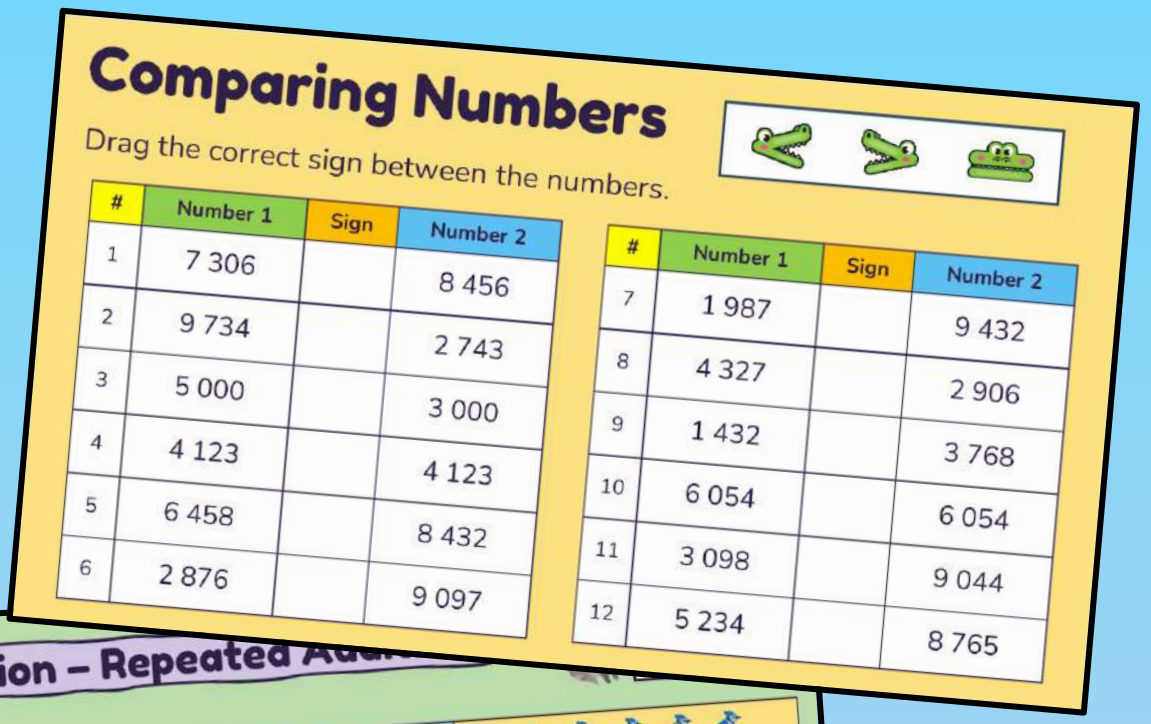
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!

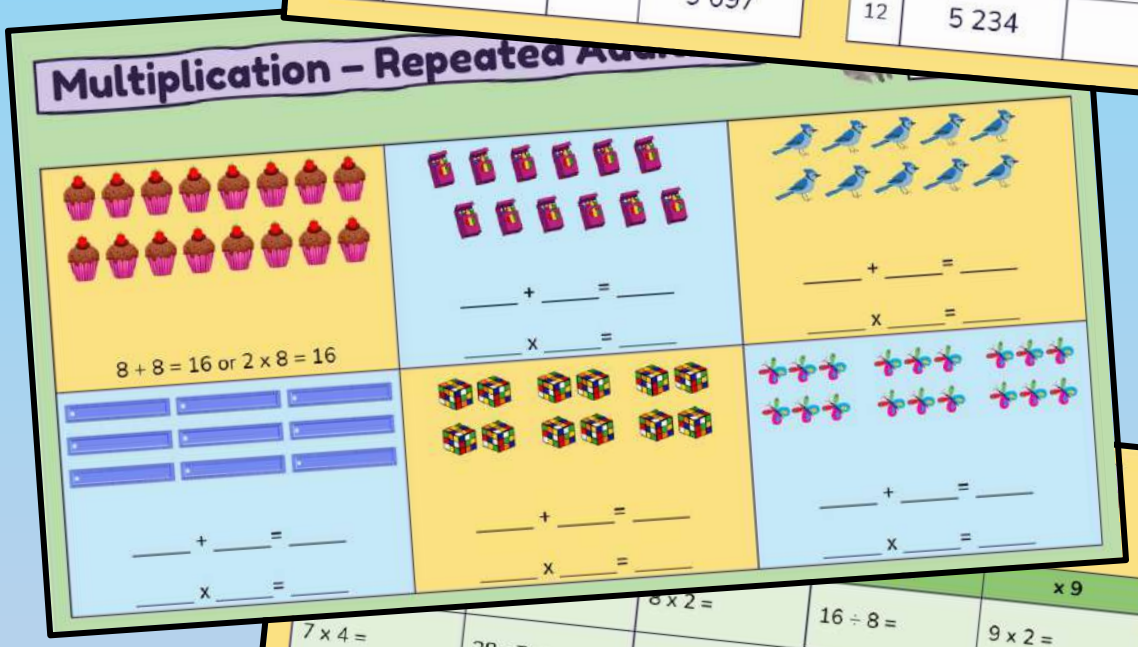


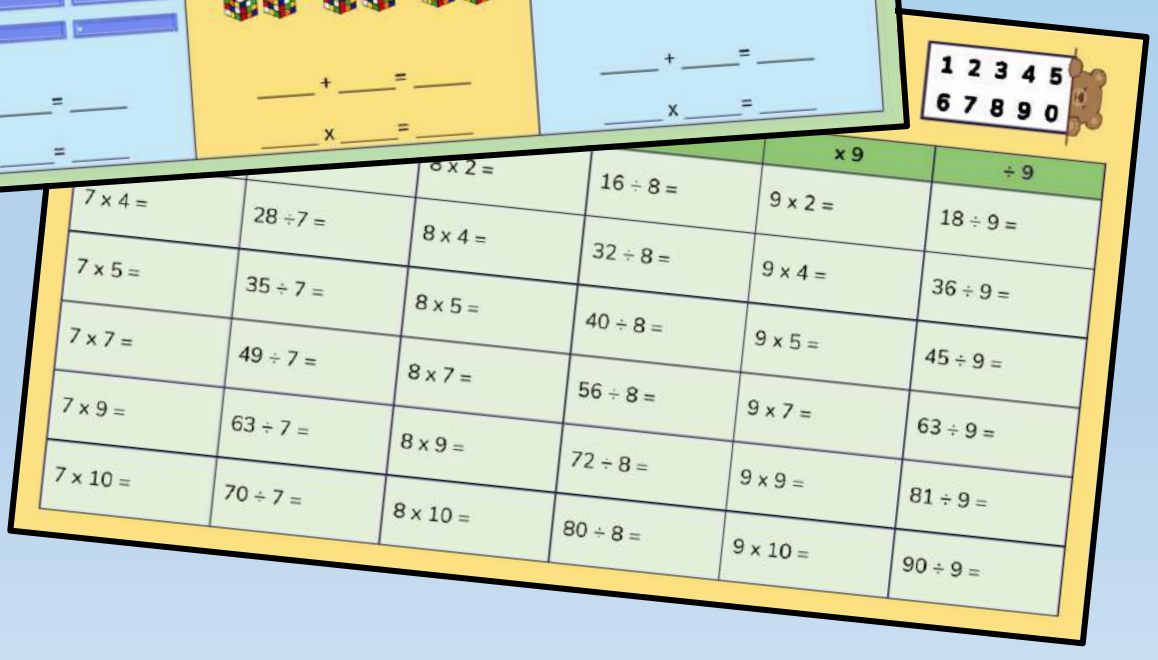
Saskatchewan Math Curriculum
Number Unit – Grade 4



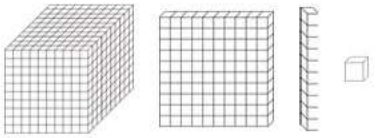
Saskatchewan Math Curriculum
Number Unit – Grade 4







Workbook Preview



Grade 4
Strand: Number

	Curriculum Expectations	Pages
N4.1	Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by: · representing · describing · comparing two numbers · ordering three or more numbers.	5-34
N4.2	Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4- digit numerals) by: · using personal strategies for adding and subtracting · estimating sums and differences · solving problems involving addition and subtraction	37-88
N4.3	Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by: · applying mental mathematics strategies · explaining the results of multiplying by 0 and 1	92-130
N4.4	Demonstrate an understanding of multiplication (2- or 3-digit by 1- digit) by: · u · u · c · e · s	89
N4.5	De di · u · e · e · s · relating division to multiplication.	75
N4.6	Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: · name and record fractions for the parts of a whole or a set · compare and order fractions · model and explain that for different wholes, two identical fractions may not represent the same quantity · provide examples of where fractions are used.	178-209
N4.7	Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by: · describing · representing · relating to fractions.	212-234
N4.8	Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by: · using compatible numbers · estimating sums and differences · using mental math strategies · solving problems.	237-273
TQ4	Assessment - Tests and Quizzes	26 – 27, 89 – 91, 176 – 177, 235 – 236, 273 - 275

Name: _____ 5

Curriculum Connection
N4.1

Place Value Chart

3937

Thousands	Hundreds	Tens	Ones
3	9	3	7

Part 1 Fill in the place value charts below

1) 4 287

Thou	[illegible]	Tens	Ones

2) 2 142

Thousands	Hundreds	Tens	Ones

3) [illegible]

Thousands	Hundreds	[illegible]	Ones

4) 7 483

[illegible]ousands	Hundreds	Tens	Ones

5) 3 659

Thousands	Hundreds	Tens	Ones

6) [illegible]684

Thou[illegible]	[illegible]undre	[illegible]ens	Ones

Part 2 Which place value is the underlined number?

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

Name: _____ 6

Curriculum Connection
N4.1

Place Value – How Many...

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

Part 1 Fill in the table below

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

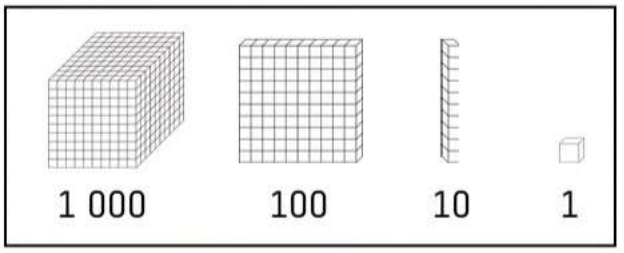
Part 2 Answer the riddles below

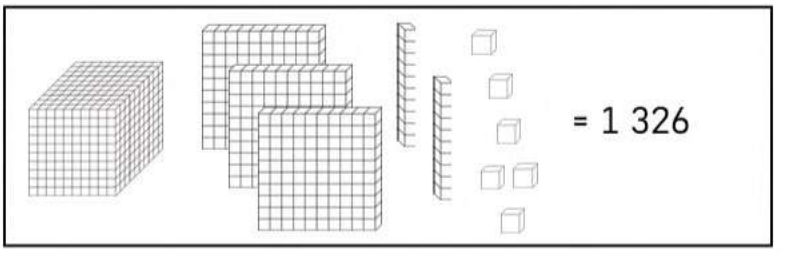
Questions	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

Name: _____ 7

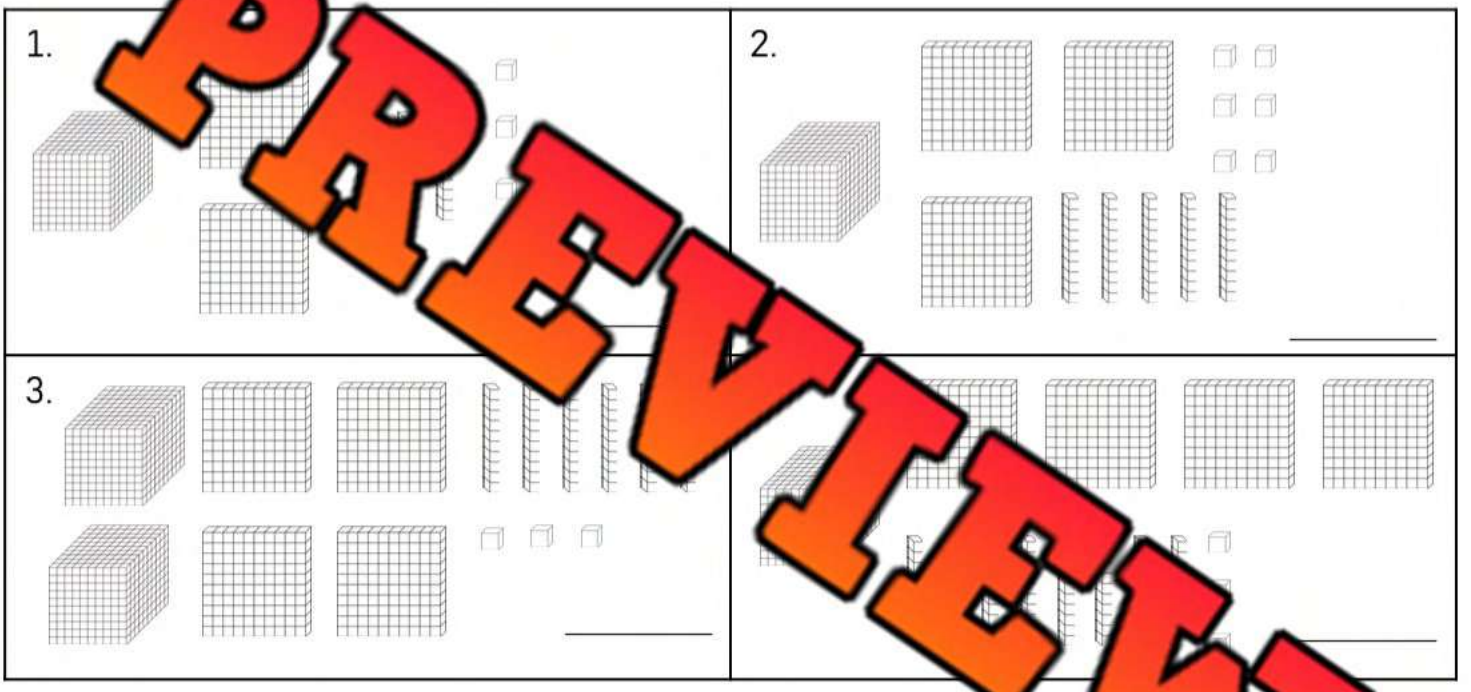
Curriculum Connection
N4.1

Base Ten Blocks





Part 1 How many blocks do you count?



Part 2 Draw the base ten blocks to represent the numbe

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

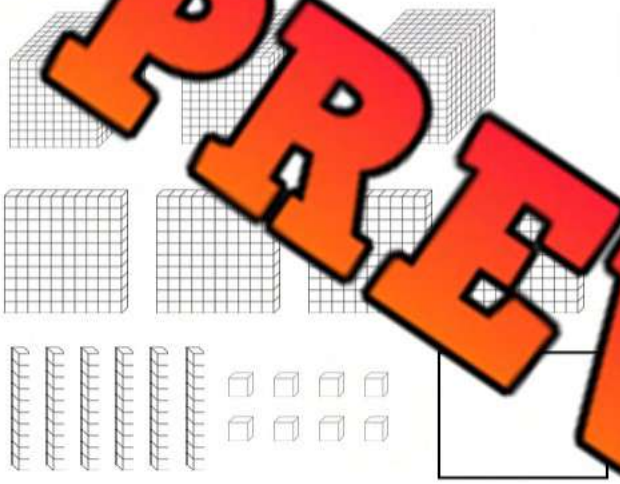
Curriculum Connection
N4.1

Exit Cards

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

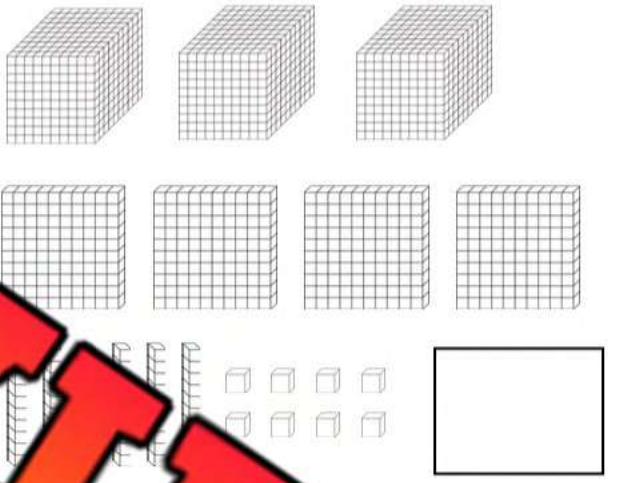
Name: _____

What is the value represented by the base ten blocks?



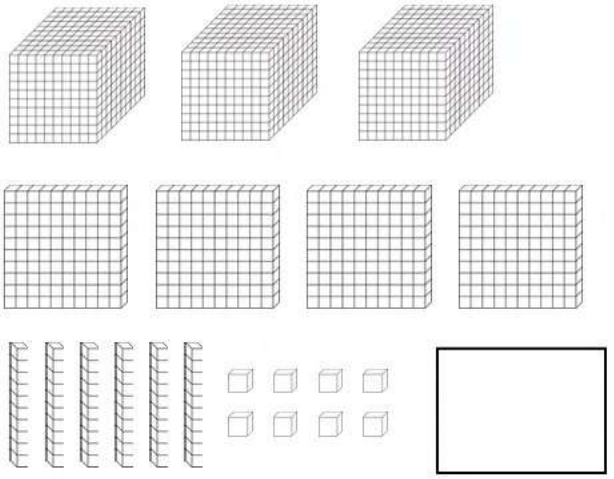
Name: _____

What is the value represented by the base ten blocks?



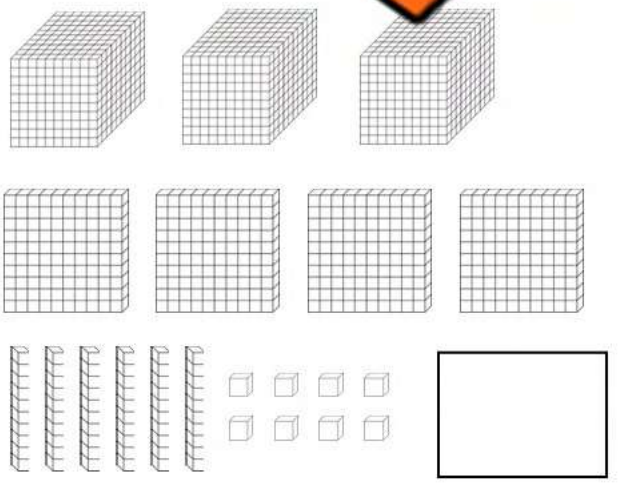
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____ 11

Curriculum Connection
N4.1

Expanded Form

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

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

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

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

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

Part 3 Fill in the blanks with the missing number

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

Exit Cards

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

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Standard Form

Words

nded Form

Place Valu ha

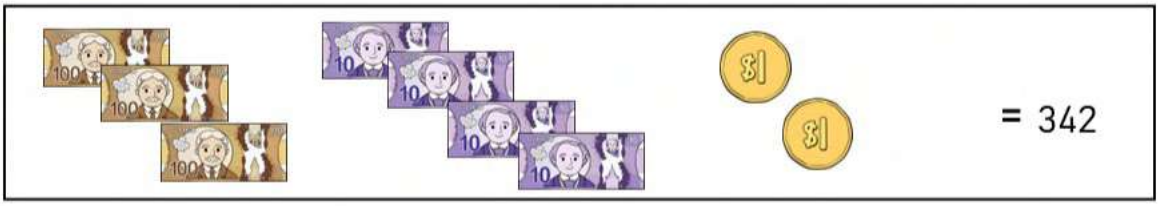
Thousands	Hundreds	Ten	s

Pictures

Name: _____ 21

Curriculum Connection
N4.1

Counting Money – Base Ten



Question Count the money below

1)

2)

3)

4)

5)

Name: _____ 22

Curriculum Connection
N4.1

Place Value Riddles

Questions | Solve the riddles below

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

Name: _____ 23

Curriculum Connection
N4.1

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

8 782

Th		T	O

Write the value of the underlined digit

1) 8 7̲82 = _____

2) 8 78̲2 = _____

3) 8 782̲ = _____

4) 8̲ 782 = _____

Fill in the blanks [illegible] form below

_____ + _____ + _____ + _____

Fill in the pattern below

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

Fill in the pattern below

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

Fill in the pattern below

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

Compare using <, >, or =

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

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

Name: _____ 26

Place Value Quiz

Part 1 — Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

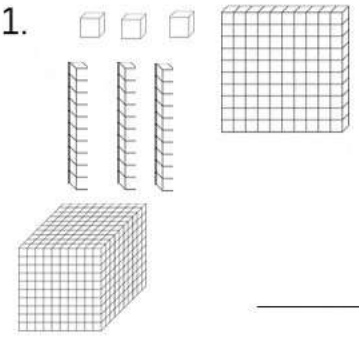
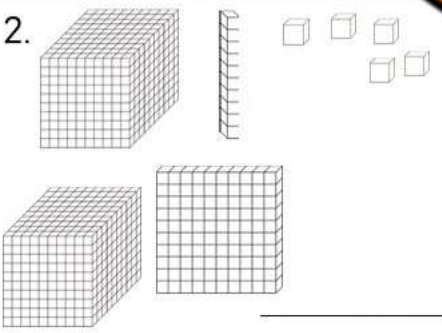
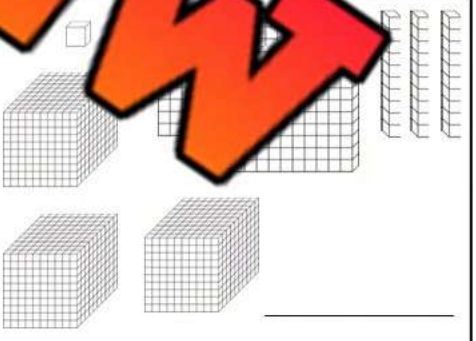
3) 4 392

Thou	Hun	Tens	Ones

Part 2 — What place value is the underlined number?

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

Part 3 — How many blocks do you count?

1.  _____	2.  _____	 _____

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

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

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

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

Part 6 ndard form of the written words below

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

Part 7 Write the written n of below

1) 3 234
2) 5 617

Part 8 Solve the riddles

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

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

Name: _____ 28

Curriculum Connection
N4.1

Comparing Numbers

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

Part 1 Compare the following numbers

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

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

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

Name: _____ 30

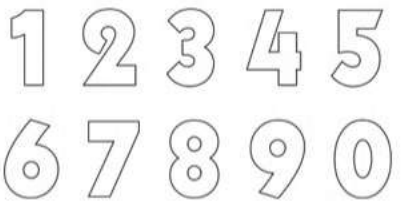
Curriculum Connection
N4.1

Activity – Number Line Leap Frog

Objective

What are we learning about?

To help students understand and practice ordering whole numbers up to 10,000 by placing them correctly on a number line.



Materials

What you will need for the activity.

- A [illegible] paper to create a number line
- Ma[illegible] or cr[illegible]
- Small stick[illegible]
- Index cards [illegible]bus nu[illegible] to 10,000 written on them

Instructions

How you [illegible]ple[illegible]vity

1. Lay out the roll of paper on the flo[illegible]e clas[illegible] and draw a long number line across it. Mark the number line at ev[illegible] interva[illegible]h m[illegible]s of 1,000 up to 10,000 to provide a reference for students.
2. Give each student an index card with a numbe[illegible] it[illegible]h[illegible] their number on a sticky note as well.
3. Have students come up one at a time to the number line[illegible] th[illegible]
4. The student must decide where on the number line their numb[illegible] and place their sticky note on the line accordingly.
5. Once a student places their sticky note, the rest of the class can agree or disagree. If there is a disagreement, the student must justify their placement to their peers.
6. After all the students have placed their numbers, review the sequence as a class and make any necessary adjustments together.
7. For the final challenge, shuffle the sticky notes and have the students place them in the correct order as quickly as possible.
8. Ask students to answer these questions: "Which number did you have? Why did you place it where you did? What did you notice about the numbers to your left and right?".

Name: _____ 31

Curriculum Connection
N4.1

Numbers to 10 000 | Cut out the numbers below. Give one to each student.

666	4256	8600
5567	8025	164
[illegible]	7993	3613
548[illegible]	[illegible]439	5947
3213	[illegible]	1691
1293	7352	[illegible]150
9253	5346	[illegible]
1019	4867	2930
9451	4096	9149
8278	4909	5606

Name: _____ 32

Curriculum Connection
N4.1

Comparing Numbers

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

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

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

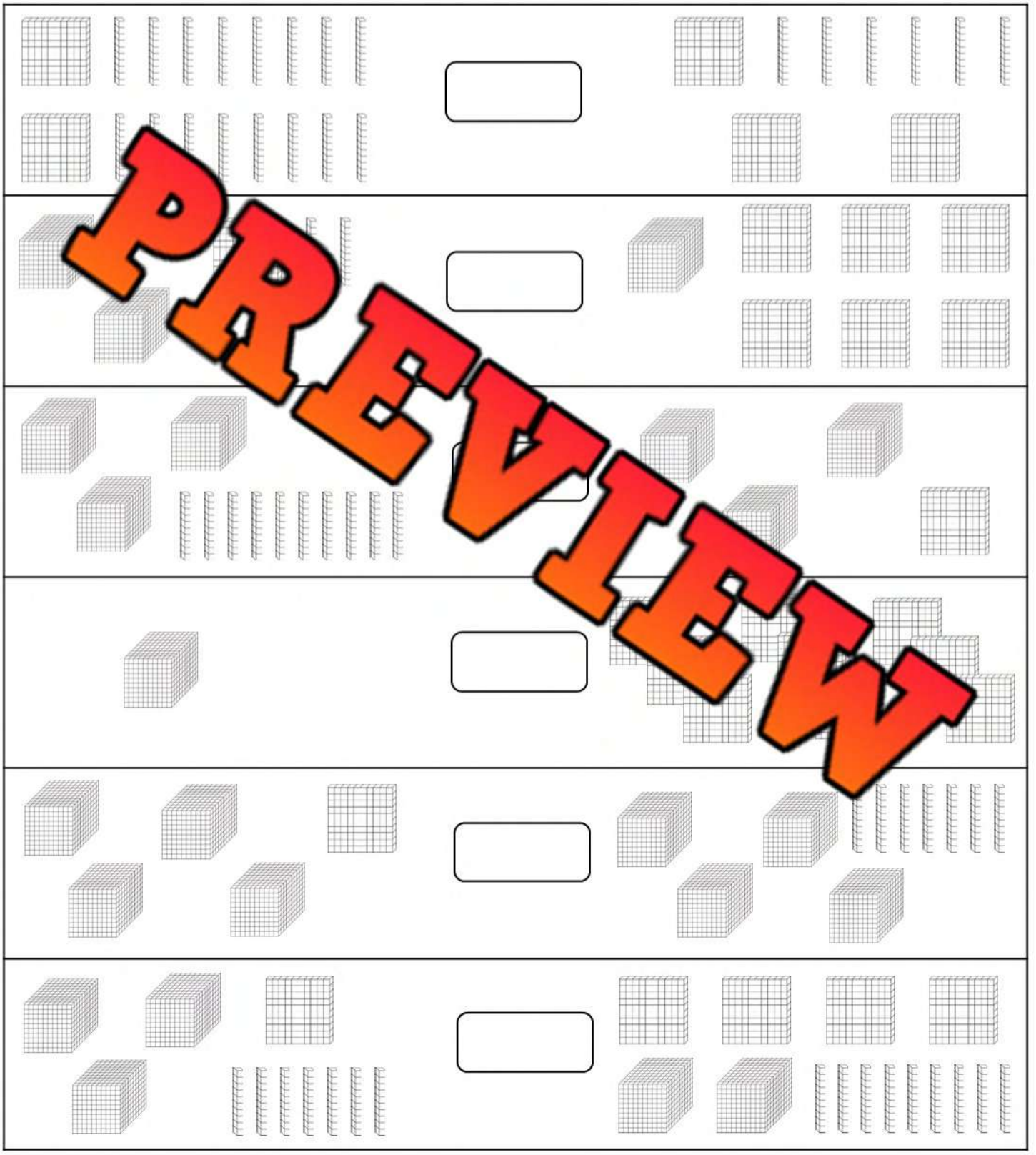
1) 2 205 > _____	2) 6 244 > _____	_____ 21
4) 8 365 = _____	5) _____ < 4 327	6) 2 310 > _____
7) _____ > 8 195	8) 9 937 < _____	9) _____ = 3 902
10) 8 153 = _____	11) _____ < 2 357	12) 4 220 > _____

Name: _____ 33

Curriculum Connection
N4.1

Comparing Base Ten Blocks

Questions | Compare the number of base ten blocks below



Name: _____ 35

Ordering and Comparing Numbers Quiz

Part 1 — Compare the following numbers

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

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

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

Part 3 — Order the numbers below from least to greatest

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

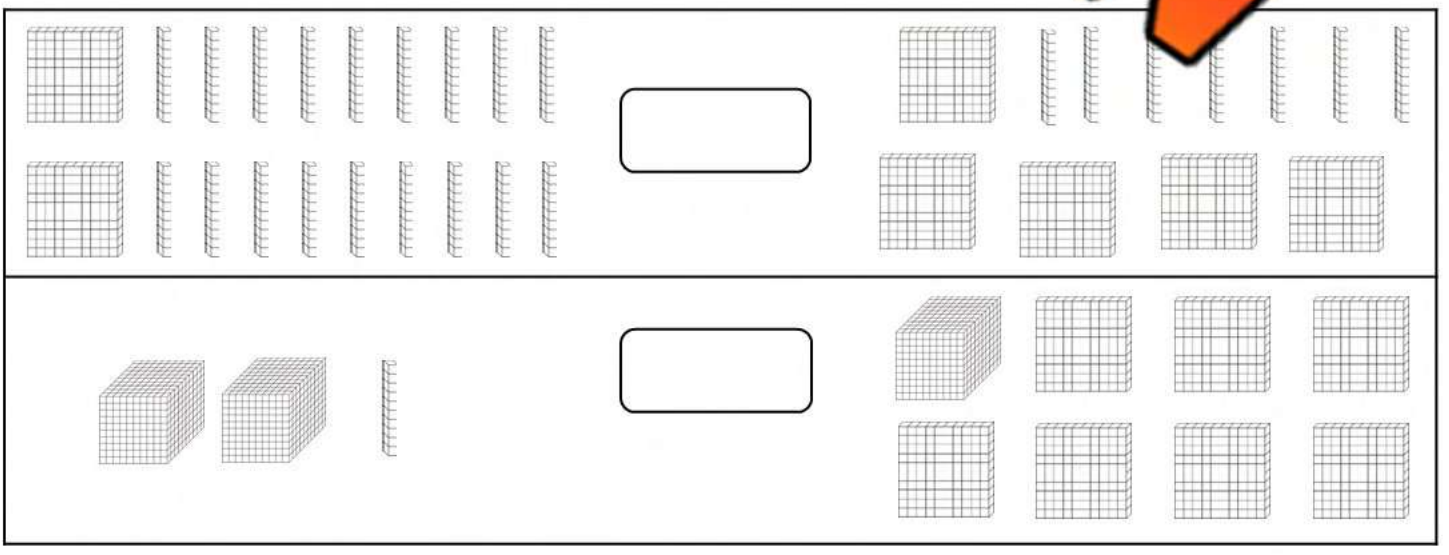
Part 4 Order the numbers below from greatest to least

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

Part Wri ber between 1 and 1 000 that fits the description

1) Number grea n 62	2) Number less than 989
3) Number less than 410	4) Nu qual to 765

Part 6 Compare the number of base ten blocks be w



Name: _____ 37

Curriculum Connection
N4.2

Mental Math Strategy – Counting On

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

13 + 5 = _____

17 + 4 = _____

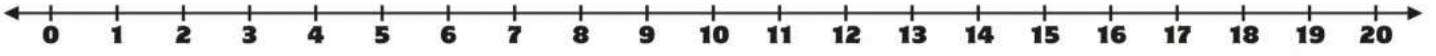
23 + 7 = _____

34 + 7 = _____

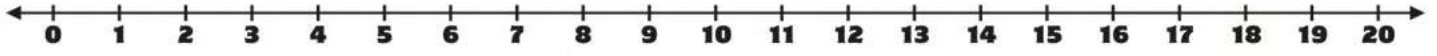
64 + _____

83 + 8 = _____

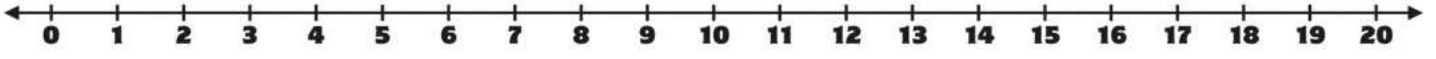
7 + 9 = _____



11 + 6 = _____



7 + 13 = _____



Name: _____ 38

Curriculum Connection
N4.2

Mental Math Strategy – Making Tens

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

1. [illegible] + 5

10 + 2 = 12

2) 18 + 6

____ + ____ = ____

3) 25 + 17

____ + ____ = ____

4) 78 + 14

____ + ____ = ____

[illegible] + 17

____ + ____ = ____

6) 99 + 14

____ + ____ = ____

7) 128 + 53

____ + ____ = ____

8) 167 + 27

____ + ____ = ____

9) 238 + 144

____ + ____ = ____

Name: _____ 39

Curriculum Connection
N4.2

Mental Math Strategy – Making Doubles

Directions

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

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

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

Name: _____ 40

Curriculum Connection
N4.2

Mental Math – Break Into Place Value

Directions

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

135 + 219

200 = 300

= 40

+

300 54

124 + 56

146 + 27

216 + 188

168 + 254

92

167 + 173

355 + 262

Name: _____ 41

Curriculum Connection
N4.2

Mental Math – Adding in Chunks

Directions:
1. Keep the bigger number the same
2. Add "chunks" of the smaller number to the bigger number
3. The chunks need to add up to the smaller number

124 + 125

100 = 224

244

134 + 145

243 + 23

264 + 228

334 + 358

252

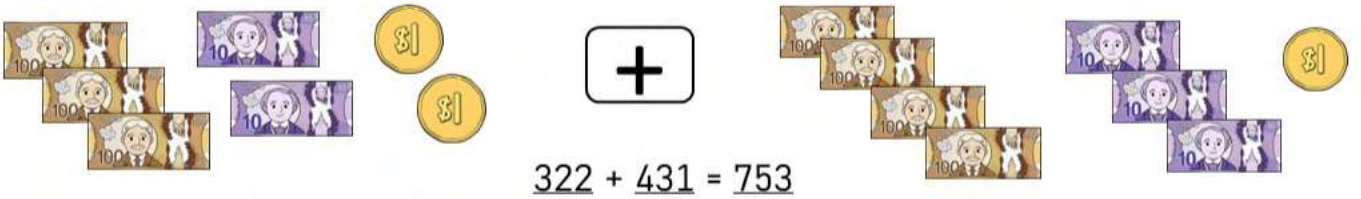
357 + 553

664 + 267

Name: _____ 42

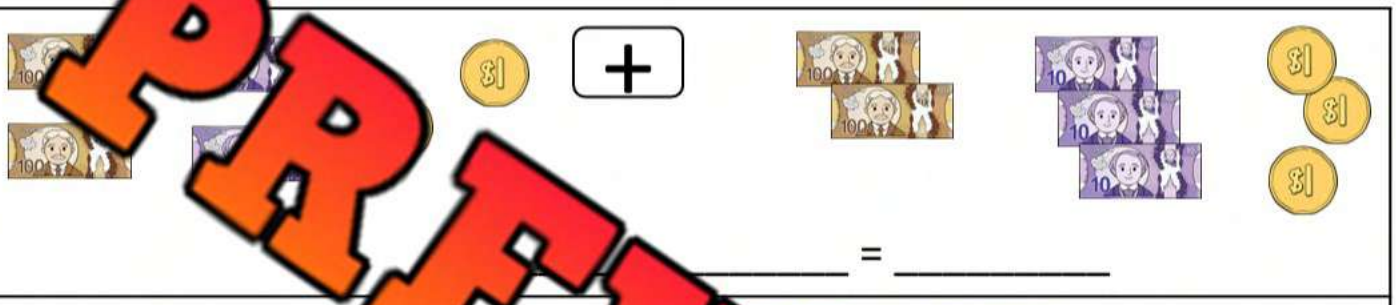
Curriculum Connection
N4.2

Adding Money



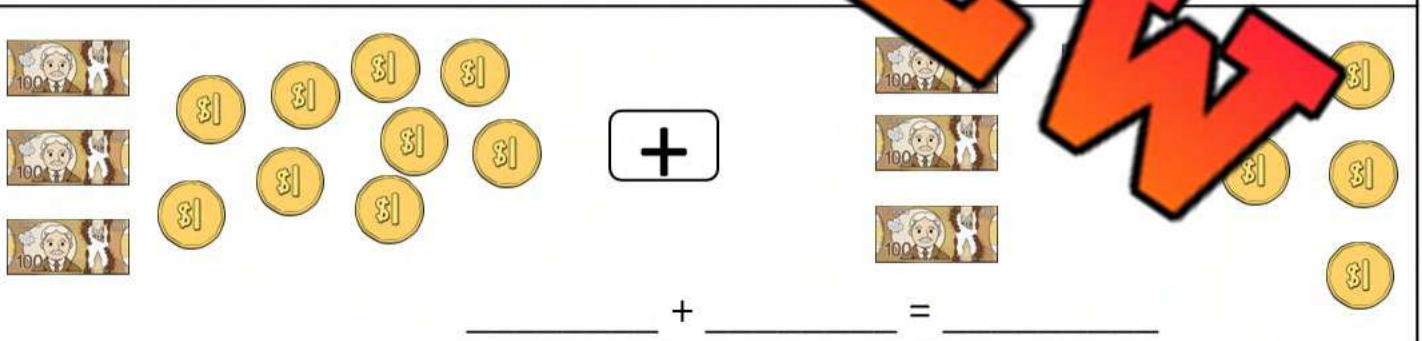
322 + 431 = 753

Questions Count the money below and decide which amount is larger

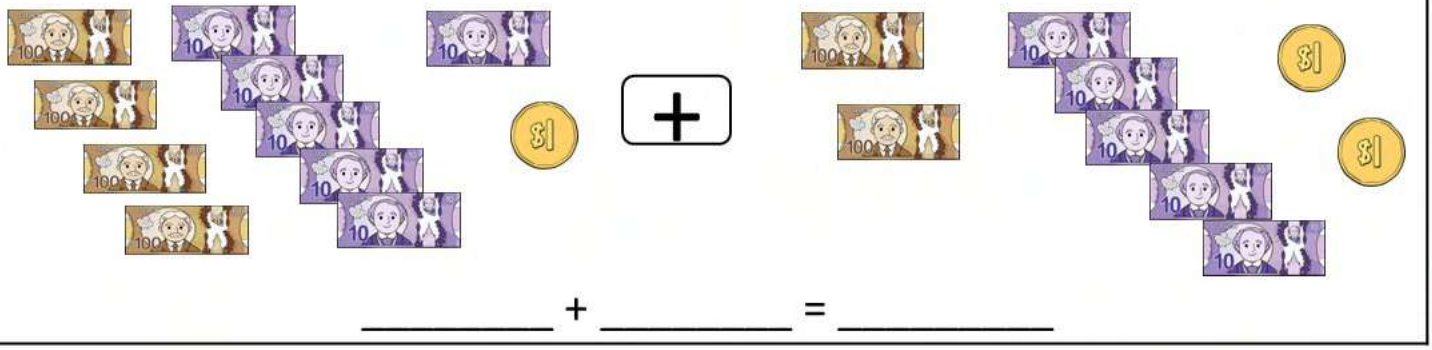


_____ = _____

_____ + _____



_____ + _____ = _____



_____ + _____ = _____

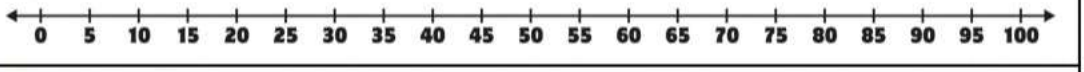
Name: _____ 43

Curriculum Connection
N4.2

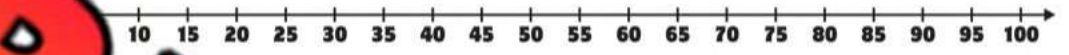
Number Line Addition

Questions Use the number line to add the numbers below

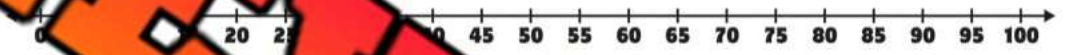
1) 15 + 25 = 40



2) 35 + 45 = ____

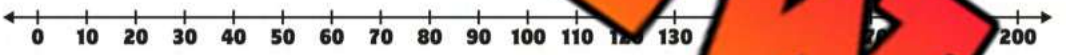


3) 70 + 25 = ____

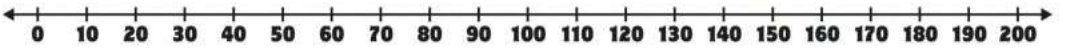


4) 60 + 35 = ____

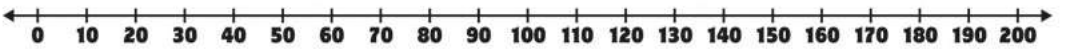
5) 110 + 85 = ____



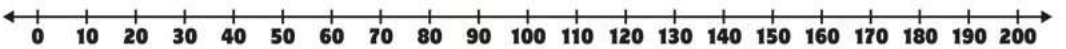
6) 70 + 85 = ____



7) 95 + 65 = ____



8) 135 + 45 = ____



Name: _____ 44

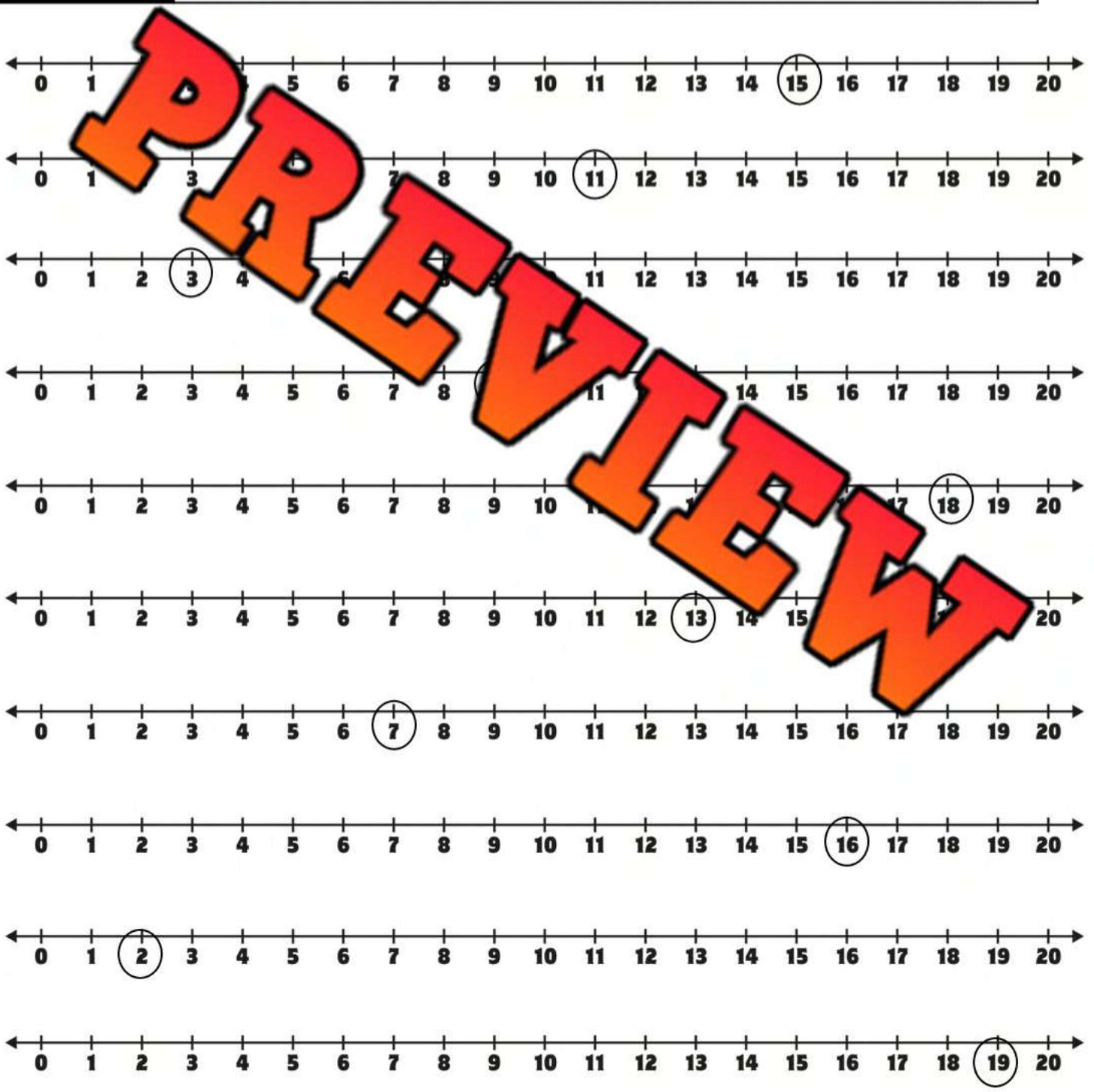
Curriculum Connection
N4.2

Rounding Numbers to the Nearest 10 – Number Line

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

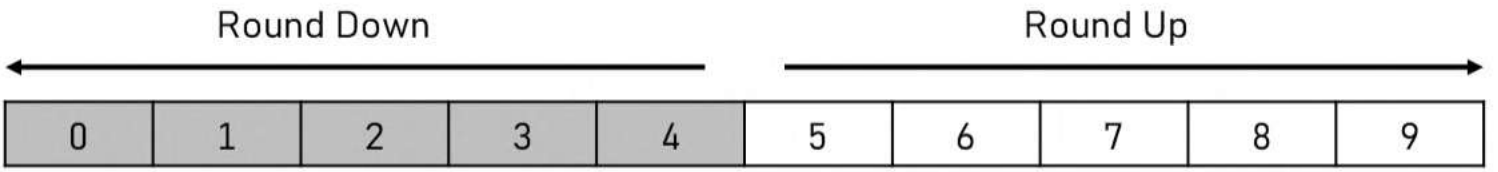
Questions Round the number to the nearest ten (circle the new number)



Name: _____ 47

Curriculum Connection
N4.2

Rounding Numbers to the Nearest 10 and 100



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) 42 → _____	2) [illegible] → _____	3) 31 → _____
4) 85 → _____	5) [illegible]	6) 74 → _____
7) 257 → _____	8) 144 → [illegible]	9) 378 → _____
10) 873 → _____	11) 923 → _____	12) [illegible] → _____

Part 2 Round the numbers to the nearest 100

1) 272 → _____	2) 145 → _____	3) 307 → _____
4) 257 → _____	5) 363 → _____	6) 737 → _____
7) 901 → _____	8) 862 → _____	9) 751 → _____
10) 350 → _____	11) 402 → _____	12) 953 → _____

Name: _____ 49

Curriculum Connection
N4.2

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Ten	Hundred	Thousand
1 86 → 1 860	1 864 → 1 900	1 864 → 2 000

Question n e numbers three different ways

#		Hundred	Thousand
1	2 137 → 2	7 → 2 100	2 137 → 2 000
2	6 136 → _____	_____	6 136 → _____
3	2 041 → _____	2 041 → _____	041 → _____
4	8 355 → _____	8 355 → _____	_____
5	6 279 → _____	6 279 → _____	6 27 _____
6	1 059 → _____	1 059 → _____	1 059 → _____
7	7 502 → _____	7 502 → _____	7 502 → _____
8	9 921 → _____	9 921 → _____	9 921 → _____

Name: _____ 56

Curriculum Connection
N4.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Hun.	Tens	Ones
			3
+			

	Hun.	Tens	Ones
	1	3	1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+	5	3	2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

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

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

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

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

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

Name: _____ 57

Curriculum Connection
N4.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 52 + 11	2) 23 + 14	3) 42 + 17	4) 12 + 33	5) 55 + 40
6) 2?8 + 241	7) ?26 + 21?	8) 736 + 243	9) 525 + 212	10) 332 + 351
11) 3 122 + 1 615	12) 5 136 + 3 650	13) ?762 + 1 2?	14) ?252	15) 4 614 + 5 362

Word Problems Answer the questions below.

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

Name: _____ 58

Curriculum Connection
N4.2

Addition Word Problems – No Regrouping

Questions | Solve the problems below

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

2) Spencer h… his … account. He won $1 247 in a raffle. How much does he have n…

3) Rob loves to drink juice. Today he drank 1 6… …d 3 358mL of apple juice. How much total juice did Rob drink?

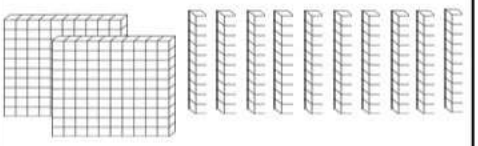
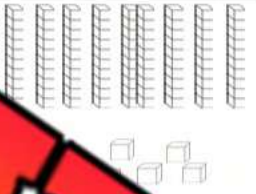
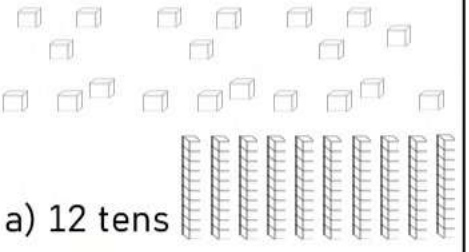
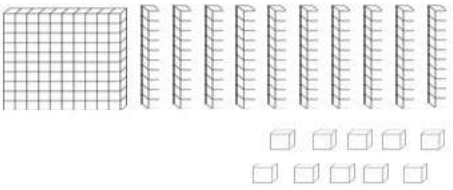
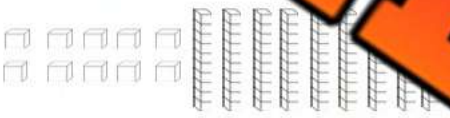
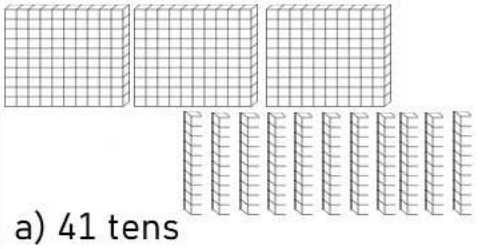
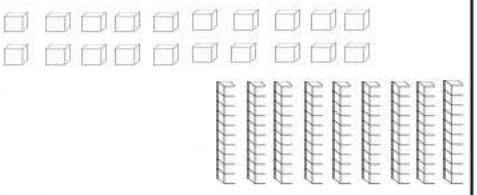
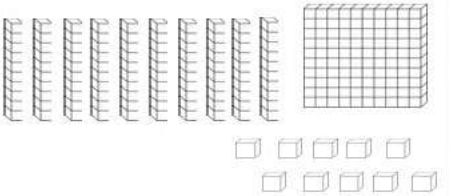
4) Sofia knitted a blanket with 4 452cm of blue yarn and 3 514cm of purple yarn. How many centimetres of total yarn did Sofia use to make the blanket?

Name: _____ 59

Curriculum Connection
N4.2

Regrouping – Which is Equal?

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

 a) 1 ten b) 1 t c) 12 o	 a) 2 tens, 3 ones b) 3 tens, 3 ones c) 2 tens, 13 ones	 a) 2 hundreds, 10 tens b) 3 hundreds c) 12 tens
 a) 20 ones b) 1 ten, 10 ones c) 20 tens	 a) 0 te b) 2 hu s, 11 t c) 3 hundreds	 a) 12 tens) 20 ones ns
 a) 1 hundred, 11 tens b) 2 hundreds, 11 tens c) 30 tens	 a) 9 tens, 10 ones b) 1 hundred c) 10 tens	 a) 14 tens b) 1 ten, 4 ones c) 14 ones
 a) 41 tens b) 41 hundreds c) 4 hundreds, 1 ten	 a) 10 tens b) 1 hundred, 1 tens c) 11 tens	 a) 20 tens b) 1 hundred, 11 tens c) 210 ones

Name: _____ 62

Curriculum Connection
N4.2

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

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

Word Problems Answer the questions below.

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

Name: _____ 63

Curriculum Connection
N4.2

Addition Word Problems – Regrouping

Questions | Solve the problems below

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

2) A delivery t[illegible] dro[illegible]88km last week. This week, the driver has driven 3 871km. How fa[illegible]e dri[illegible]ince last week?

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

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

Exit Cards

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

Name: _____

Solve the problems below

a)

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

Name: _____

Solve the problems below

a) 4 327
+ 5 574

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

Name: _____

Solve the problems below

a) 4 327
+ 5 574

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

Name: _____

Solve the problem

a) 4 327
+ 5 574

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

Name: _____ 68

Curriculum Connection
N4.2

Subtraction Mental Math – Counting Back

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

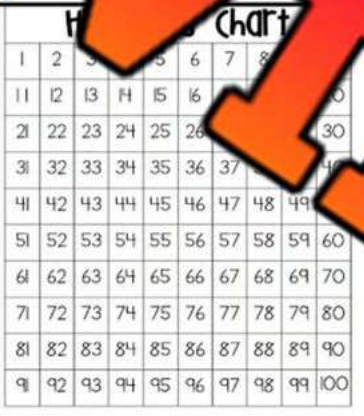
18 - 5 = _____

22 - 4 = _____

27 - 7 = _____

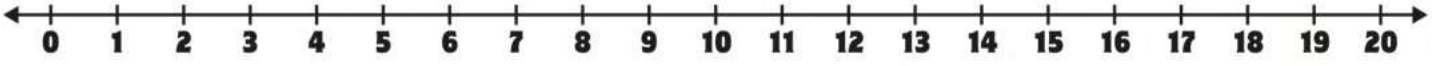
43 - 9 = _____

72 - _____

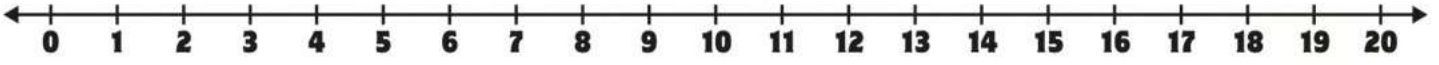


93 - 6 = _____

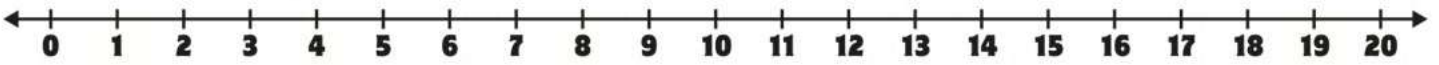
17 - 6 = _____



15 - 4 = _____



20 - 8 = _____



Name: _____ 69

Curriculum Connection
N4.2

Mental Math – Counting Up (Up to 20)

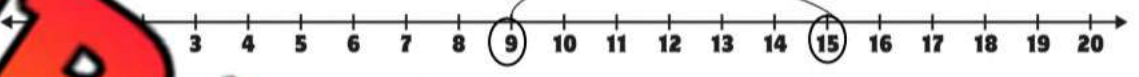
Lesson – Subtraction is simply finding the difference between two numbers

Directions

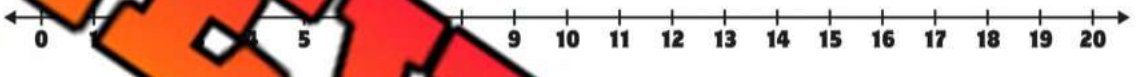
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up

15 – 9 = 6

Difference = 6

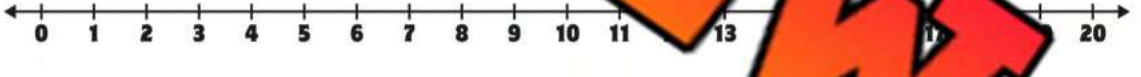


10 – 3 = _____

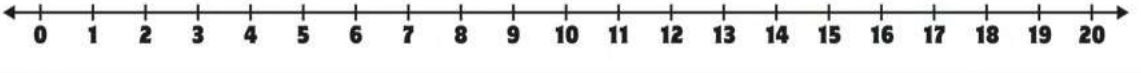


15 – 7 = _____

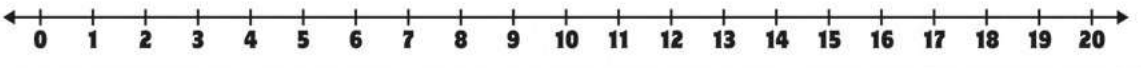
14 – 8 = _____



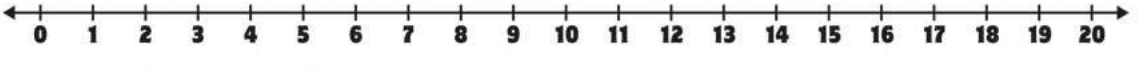
17 – 8 = _____



18 – 6 = _____



16 – 6 = _____



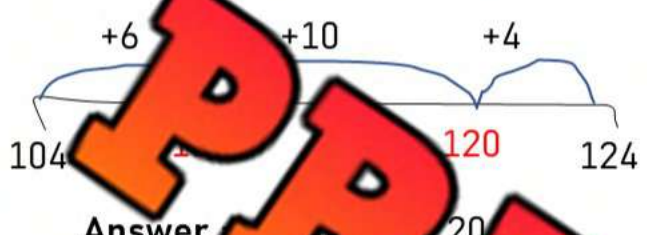
Name: _____ 71

Curriculum Connection
N4.2

Subtraction Mental Math – Counting Up

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

124 – 104



Answer 20

256 – 235

243 – 215

254 – 240

377 – 354

782 –

783 – 713

852 – 822

Name: _____ 72

Curriculum Connection
N4.2

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

4 – 100 = 24

1 – 14 = 14

14

256 - 145

243 - 8

264 - 142

357 - 234

2

753 - 323

873 - 562

Name: _____ 81

Curriculum Connection
N4.2

Subtracting – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

	Tens	Ones
	4	4
-		

	Tens	Ones
	4	1
-	1	4

	Tens	Ones
	5	5
-	2	6

	Tens	Ones
	7	6
-	3	8

	Hun.	Tens	Ones
	6	8	3
-	1	5	6

	Hun.	Tens	Ones
			5
-		2	2

	Hun.	Tens	Ones
	4	4	2
-		3	5

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

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

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

Name: _____ 82

Curriculum Connection
N4.2

Subtraction – Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1) 26 − 17	2) 35 − 17	3) 43 − 28	4) 51 − 18
5) 571 − 438	6) [illegible]	7) 615 − 334	8) 837 − 128
9) 1 318 − 1 226	10) 4 556 − 3 438	11) [illegible]	12) 5 135 − 3 556

Word Problems Answer the questions below.

1) Lisa ran 9 000 meters in a marathon. After a while, she had only 5 678 meters left to run. How many meters had she run already?	
2) A candy shop had 8,560 pieces of candy. After a big sale, there were 3,286 pieces left. How many pieces of candy were sold?	

Name: _____ 83

Curriculum Connection
N4.2

Subtraction Word Problems – Borrowing

Questions Solve the problems below

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

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

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

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

Name: _____ 84

Curriculum Connection
N4.2

Subtraction Questions

Questions	Solve the problems below

1) 3 156 – 2 142	2) 5 378 – 3 185
3) 7 364 – 3 54[illegible]	4) 6 872 – 3 295
5) 7 348 – 2 564	6) [illegible]
7) 9 682 – 7 759	8) 9 006 – 7 536

Exit Cards

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

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____ 88

Curriculum Connection
N4.2

Adding and Subtracting Word Problems

Questions | Solve the following questions using both addition and subtraction

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

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

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

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

Name: _____ 89

Unit Quiz - Adding and Subtracting

Part 1 Adding

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

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

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

432 + 726	815	3224 + 2530

Part 2 Solve

2 143 + 3 424	1 653 + 4 845

Part 3 Subtracting

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

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

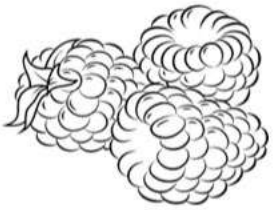
	Thou.	Hun.	Tens	Ones
	5	4	5	5
-	4	3	3	3

393 - 176		4 758 - 3 355

Part 4 Solve

7 685 – 2 142	8 376 – 5 184

1) Suzanne is a raspberry picker at a farm. She picked 2 653 raspberries last week and 4 765 raspberries this week. How many raspberries did she pick in total in the last 2 weeks?



2) There minutes in a day. How many minutes are there in 2 days?

3) Lindsay had $7 493 to spend on a boat. S buying a boat for $6 357. How much money does she have left?

4) Skyler is driving 2 538 kilometres across the country. She has driven 1 341 kilometres already. How many more kilometres does she need to drive?

Name: _____ 94

Curriculum Connection
N4.3

Multiplication – Repeated Addition

Part 1 — Fill in the blanks below

1) 2 + 2 + 2 + 2 = 8 4 x 2 = 8 4 groups of 2	2) 5 + 5 + 5 = ____ ____ x ____ = ____ ____ groups of ____
3) [illegible]	4) 8 + 8 + 8 = ____ ____ x ____ = ____ ____ groups of ____
5) 3 + 3 + 3 + 3 + 3 ____ x ____ = ____ ____ groups of ____	6) 1 + 1 + 1 + 1 + 1 + 1 + 1 = ____ ____ x ____ = ____ ____ groups of ____
7) 6 + 6 + 6 + 6 = ____ ____ x ____ = ____ ____ groups of ____	8) [illegible]

Part 2 — Answer the question below

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

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

Multiplication Equation - _____ x _____ = _____

Therefore, Billy _____

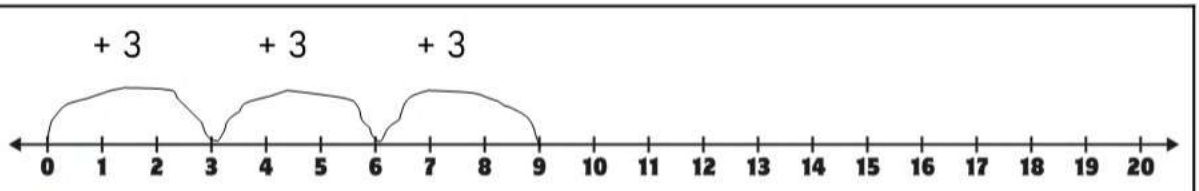
Name: _____ 95

Curriculum Connection
N4.3

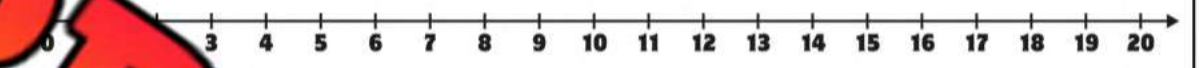
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

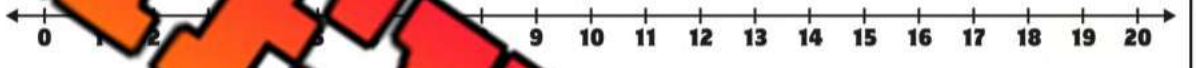
1) 3 x 3 = 9



2) 6 x 3 = _____

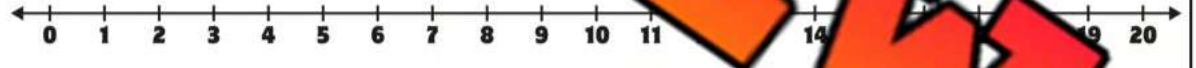


3) 5 x 4 = _____

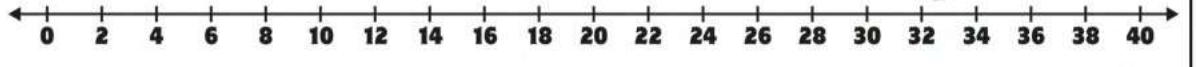


4) 7 x 2 = _____

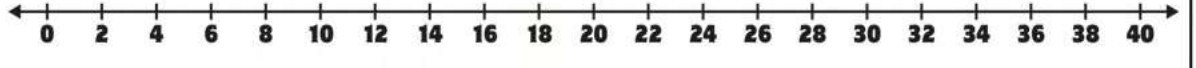
5) 2 x 9 = _____



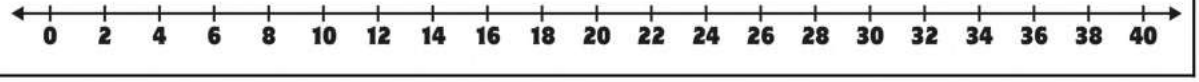
6) 5 x 7 = _____



7) 9 x 4 = _____



8) 6 x 6 = _____



Name: _____ 96

Curriculum Connection
N4.3

Word Problem: Repeated Addition

Questions Solve the word problems below

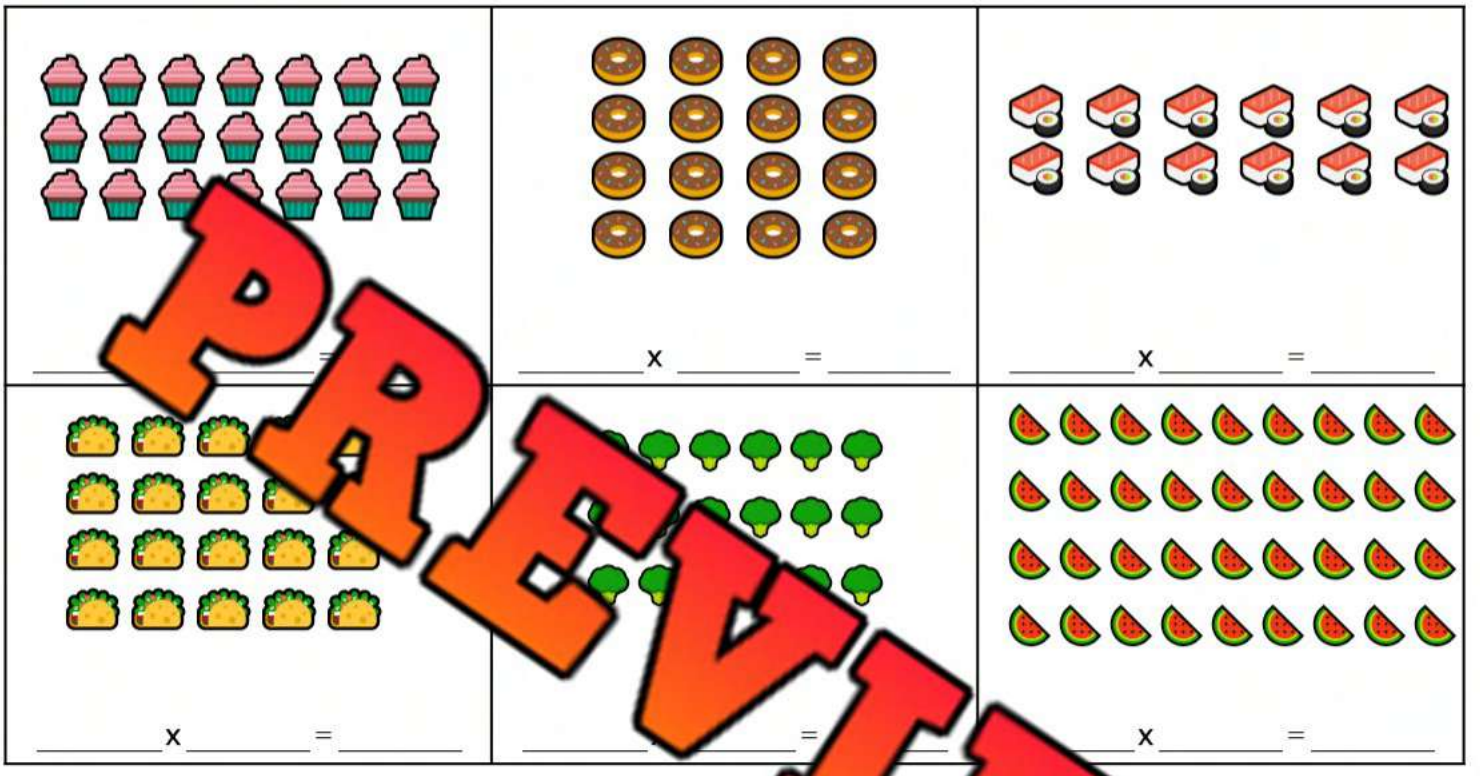
Questions	Answers
1) Flower Pots: Ava is planting flowers. She plants 3 flowers in pot one, 3 flowers in pot two, 3 flowers in pot three, 3 flowers in pot four, and 3 flowers in pot five. How many flowers does she plant in total?	
2) Pencil Packs: Liam is buying pencils for his classmates. He buys one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

Name: _____ 97

Curriculum Connection
N4.3

Multiplication – Arrays

Part 1 — Write the equations for the arrays below



_____ x _____ = _____ | _____ x _____ = _____ | _____ x _____ = _____

_____ x _____ = _____ | _____ x _____ = _____ | _____ x _____ = _____

Part 2 — Draw an array based on the equation

5 x 4 = _____	8 x 3 = _____	2 x 7 = _____
5 x 7 = _____	9 x 3 = _____	8 x 4 = _____

Name: _____ 99

Curriculum Connection
N4.3

Multiplication Chart – Patterns

Questions Fill in the multiplication table below

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

Name: _____ 100

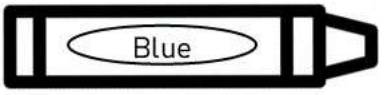
Curriculum Connection
N4.3

Multiplication Chart – Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	2	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

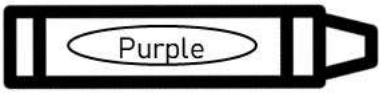
Questions | Follow the instructions below

1) Count by 1's and colour the numbers

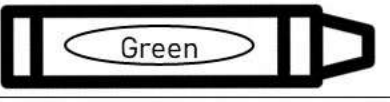


2) Count by 3's and colour the numbers

3) Count by 5's and colour the numbers



4) Count by 7's and colour the numbers

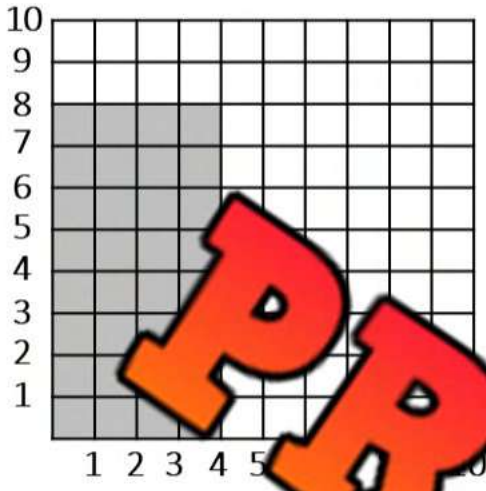


Name: _____ 102

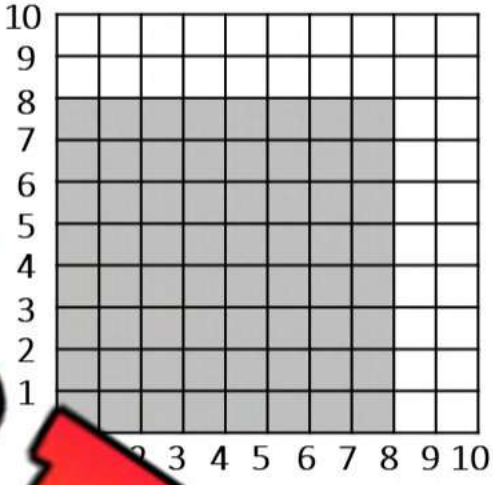
Curriculum Connection
N4.3

Multiplication - Arrays

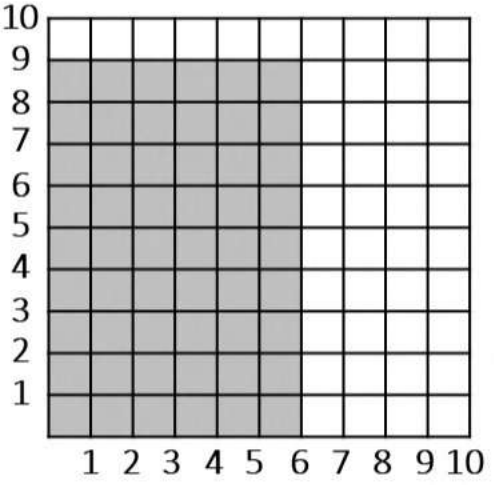
Questions How much is shaded in? Answer the questions below



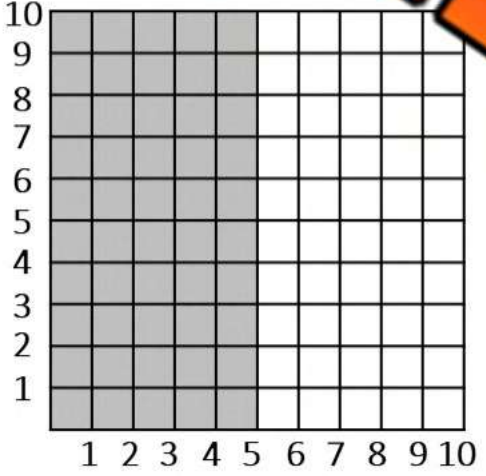
8 x 4 = _____



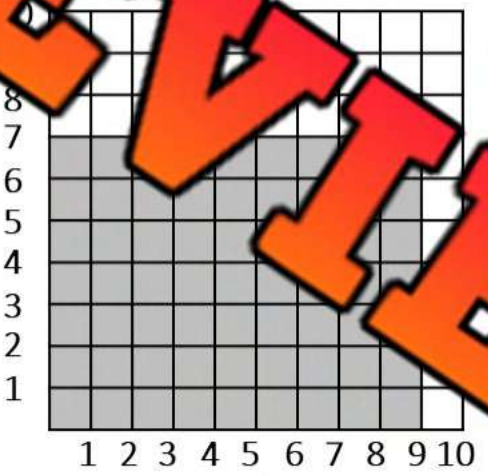
_____



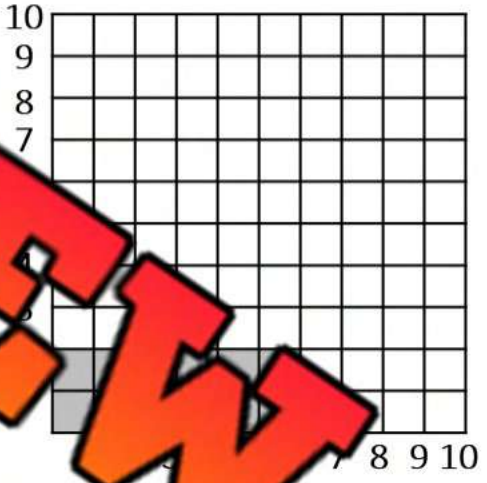
9 x 6 = _____



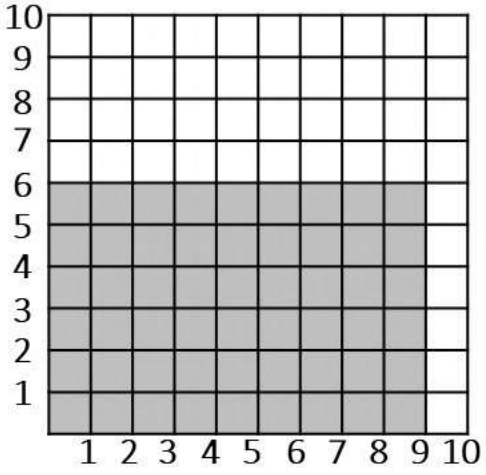
10 x 5 = _____



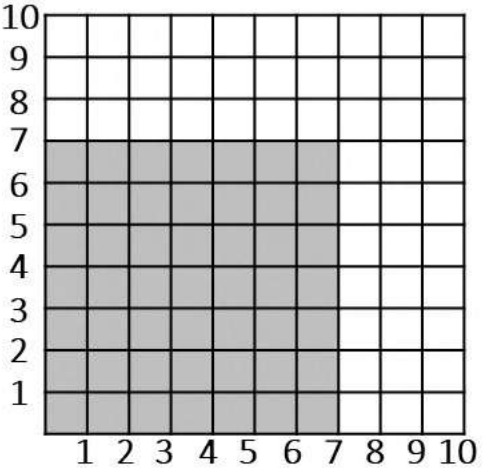
7 x 9 = _____



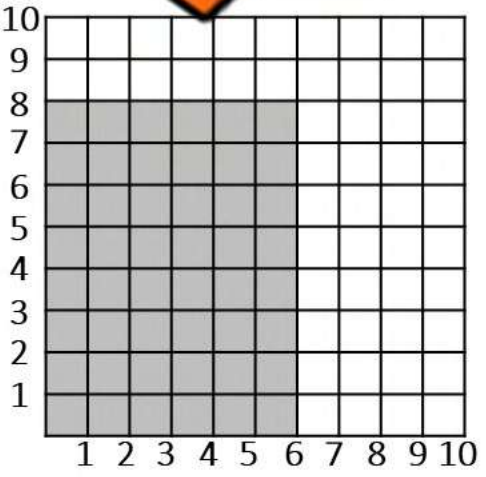
_____



6 x 9 = _____



7 x 7 = _____



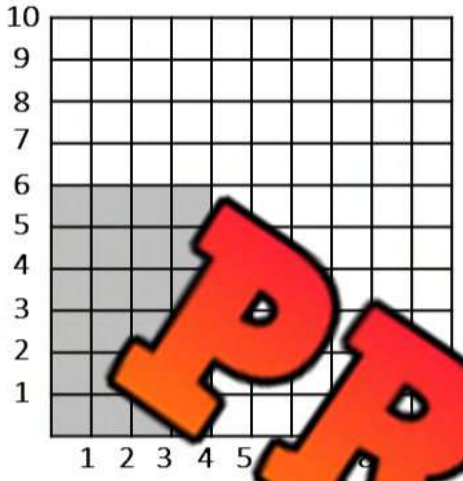
8 x 6 = _____

Name: _____ 103

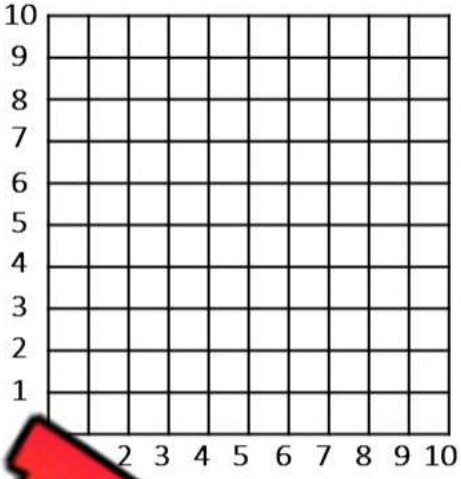
Curriculum Connection
N4.3

Multiplication - Arrays

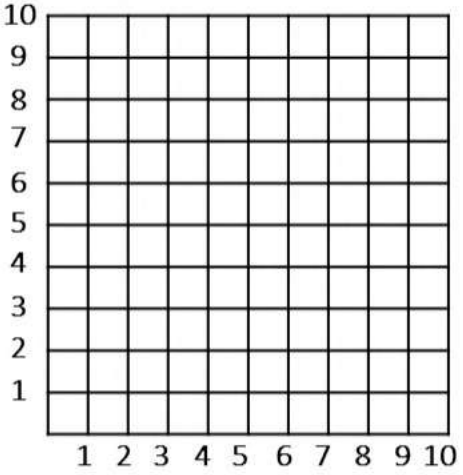
Questions | Shade in the arrays using the table. Answer the questions below



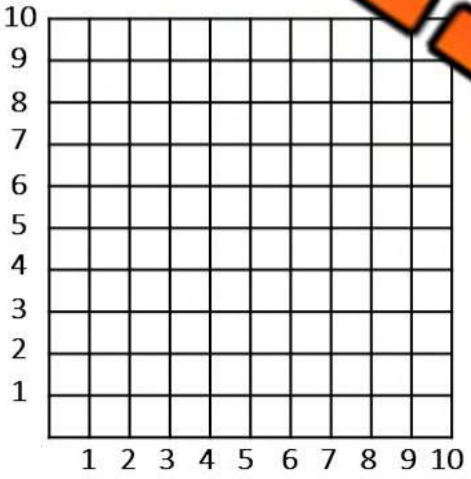
6 x 4 = _____



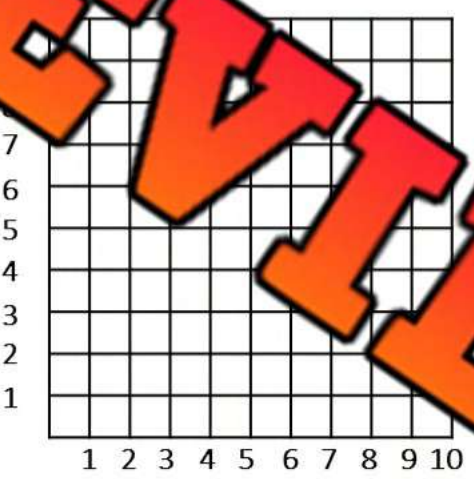
_____



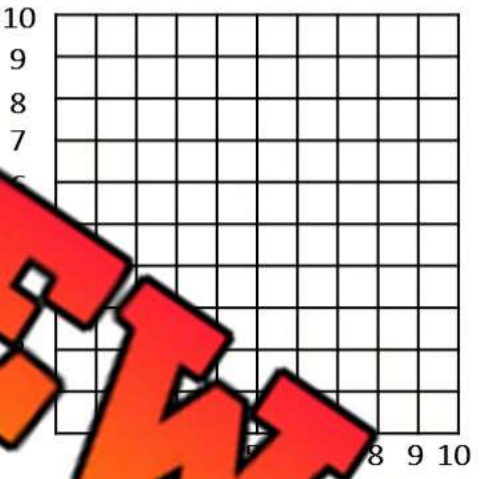
7 x 8 = _____



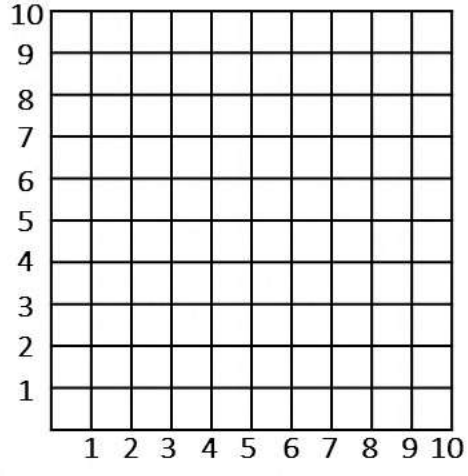
4 x 7 = _____



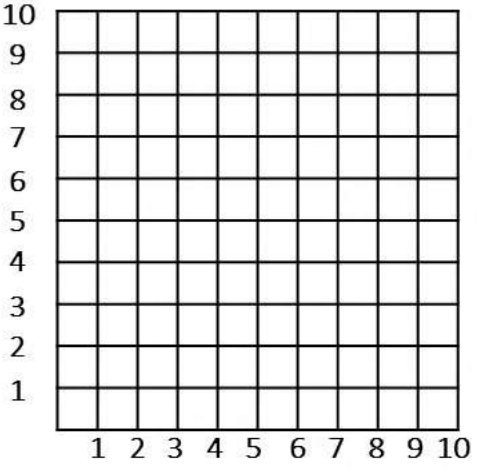
9 x 3 = _____



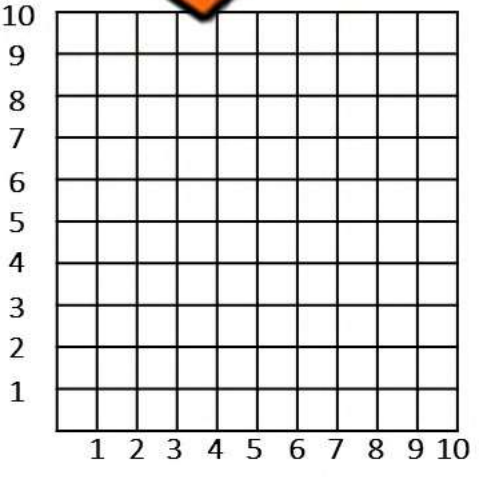
7 x _____



6 x 5 = _____



6 x 6 = _____



9 x 5 = _____

Name: _____ 105

Curriculum Connection
N4.3

Activity – The Multiplication Magic Show

Objective

What are we learning about?

To deepen students' understanding of the concepts behind multiplying by 0 and 1 through an engaging and interactive 'magic' show. where students not only learn but also pe rm 'magic tricks'.

Materia

ou will need for the activity.

- Magic wand ple ks or even pencils).
- Multiplicat as rds fea roblems that result in multiplying by 0 and 1.
- A 'magic' hat t flash s
- A large whiteboa r e o down and explain the multiplication problems.
- Small rewards or stickers de who successfully perform their 'magic'.

Instructions

How you will compl acti

1. Begin the show by explaining that today's magic is a he s powers of multiplying by 0 and 1.
2. Each student takes turns being the magician. They draw a flash magic hat and present the multiplication problem to the class.
3. Before revealing the answer, the student magician explains the 'magic' behind multiplying by 0 or 1 (e.g., "Anything multiplied by 1 remains the same! It's like magic!").
4. The magician then reveals the answer, demonstrating the 'magic' of multiplication.
5. The class can then discuss why this 'magic' happens, reinforcing the concept with examples.
6. Every student magician gets a small reward or sticker for their performance.
7. Conclude the magic show with a discussion and recap of what was learned about multiplying by 0 and 1.

Name: _____ 106

Curriculum Connection
N4.3

Numbers Cut out the numbers below. Put them in a hat for students to draw.

7 x 1	0 x 8	1 x 9
4 x 1	0 x 5	1 x 3
0	1 x 7	0 x 2
1	5 x 1	0 x 6
9 x 1		1 x 2
3 x 0	1 x 6	0 x 7
1 x 5	2 x 1	9
8 x 0	1 x 4	0
1 x 10	7 x 0	0 x 1
2 x 0	1 x 11	0 x 12
1 x 12	3 x 1	0 x 10

Name: _____ 107

Curriculum Connection
N4.3

Mental Math - Multiplication – Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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

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

Name: _____ 109

Curriculum Connection
N4.3

Mental Math - Multiplication – Breaking Up Numbers

Directions

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

Example

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

16 x 7

15 x 4

18 x 7

15 x 9

14 x 6

16 x 6

Name: _____ 110

Curriculum Connection
N4.3

Mental Math - Multiplication – Doubling and Halving

Directions

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

Example

14 x 4

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

↓ 56 ↓ 56

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

Curriculum Connection
N4.3

Exit Cards

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

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____ 116

Curriculum Connection
N4.3

Multiplying by Multiples of Ten

Directions:

1. When multiplying by 10, move the decimal place one place to the right (add a zero)
2. When multiplying by another multiple of ten, multiply the number with the first number of the multiple of ten and then add a zero.
   - For example: 6 x 40 = 240 (6 x 4 and then add a 0)

	x 20	x 50
1 x 10 = ____	1 x 20 = ____	1 x 50 = ____
2 x 10 = ____	2 x 20 = ____	2 x 50 = ____
3 x 10 = ____	3 x 20 = ____	3 x 50 = ____
4 x 10 = ____	4 x 20 = ____	4 x 50 = ____
5 x 10 = ____	5 x 20 = ____	5 x 50 = ____
6 x 10 = ____	6 x 20 = ____	6 x 50 = ____
7 x 10 = ____	7 x 20 = ____	7 x 50 = ____
8 x 10 = ____	8 x 20 = ____	8 x 50 = ____
9 x 10 = ____	9 x 20 = ____	9 x 50 = ____
10 x 10 = ____	10 x 20 = ____	10 x 50 = ____

Name: _____ 117

Curriculum Connection
N4.3

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 x 9 = 90 | 30 x 6 = 180 | 60 x 8 = 480 | 800 x 4 = 3 200

Questions Answer the questions below using the key concept above

2	
5	
7	
3	
4	
6	
8	

x 30	
2	
5	
7	
4	
3	
5	
9	

x 50	
2	
6	
3	
7	
4	

x 700	
2	
5	
7	
3	
4	
6	
8	

x 400	
2	
6	
7	
4	
3	
5	
9	

2	
6	
3	
7	
4	
5	
9	

Name: _____ 123

Curriculum Connection
N4.3

Multiplication Drills – 3s and 4s

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

___
36

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

Name: _____ 133

Curriculum Connection
N4.4

Multiplication – 3 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)

	2	3	
x			

2)

	6	3	1
			3

3)

	2	4	7
x			6

4)

	3	7	2
x			8

5)

	7	3	6
x			3

6)

	5	5	6
x			2

7)

		4	
x			6

8)

	7	5	4
			7

9)

	6	7	3
x			5

10)

	8	4	2
x			2

11)

	6	7	9
x			3

12)

	7	1	3
x			6

Name: _____ 134

Curriculum Connection
N4.4

Multiplication – 3 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1) 533 x 2	2) 535 x 6	3) 462 x 3	4) 749 x 4	5) 621 x 0
6) 320 x 7	[illegible] x 6	8) 138 x 2	9) 534 x 3	10) 177 x 1
11) 726 x 5	12) 642 x 1	13) [illegible] x [illegible]	[illegible]	15) 817 x 5
16) 132 x 7	17) 526 x 0	18) 152 x 9	19) 137 x 4	244 x 1
21) 435 x 2	22) 554 x 3	23) 277 x 4	24) 986 x 5	25) 795 x 0

Name: _____ 135

Curriculum Connection
N4.4

Multiplication – Word Problems

Questions	Solve the problems below

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

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

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

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

Name: _____ 136

Curriculum Connection
N4.4

Multiplication – 3-Digits by 1-Digit

Step 1: Setup up the Area Model

235 x 3 = _____

	200	30	5
3			

Step 2: Multiply

235 x 3 = _____

	200	30	5
3	200 x 3 600	30 x 3 90	5 x 3 15

Step 3: Add

235 x 03 = 705

	200	30	5
3	600	90	15

600 + 90 + 15 = 705

Ques… …area model to solve the multiplication problems below

1) 452 x … = _____

2) 626 x 2 = _____

3) 347 x 4 = _____

4) … = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

Name: _____ 138

Curriculum Connection
N4.4

Multiplication Word Problems

Questions | Solve the 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 [illegible] where [illegible] people to try to sell a product. Each phone call she makes is an [illegible] 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?

Curriculum Connection
N4.4

Exit Cards

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

Name: ______________________

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: ______________________

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: ______________________

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: ______________________

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

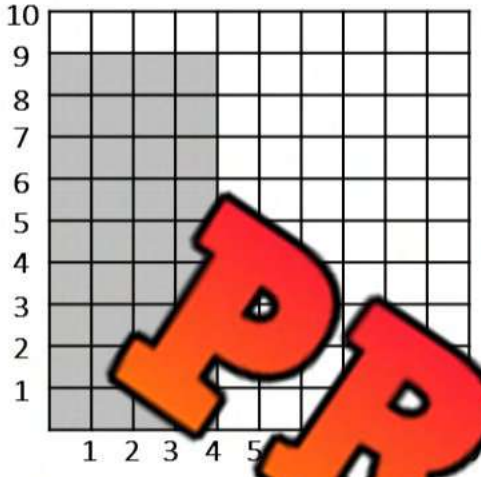
b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____ 140

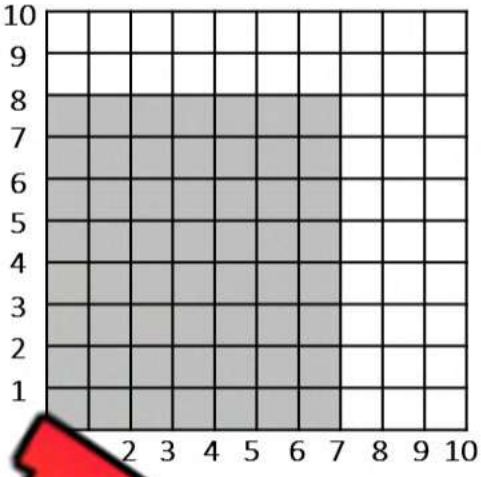
Curriculum Connection
N4.5

Division - Arrays

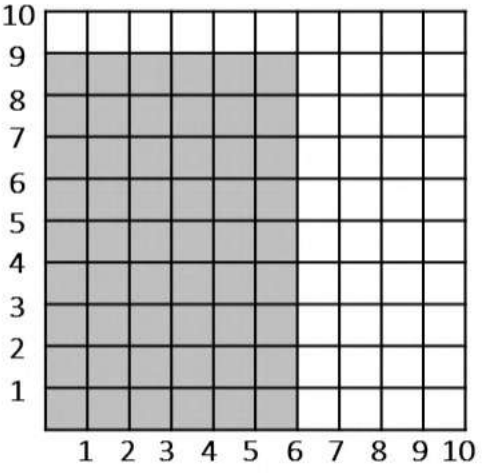
Questions	How is the shaded in area divided?



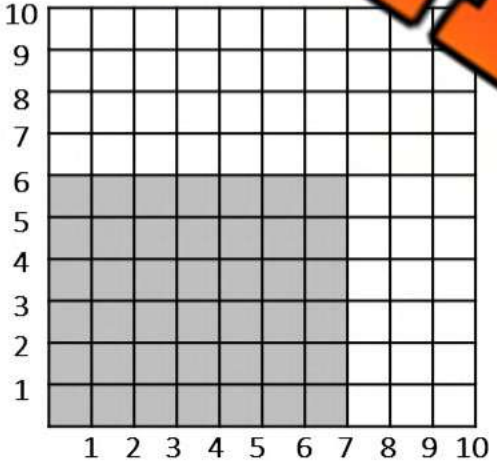
36 ÷ 4 = _____



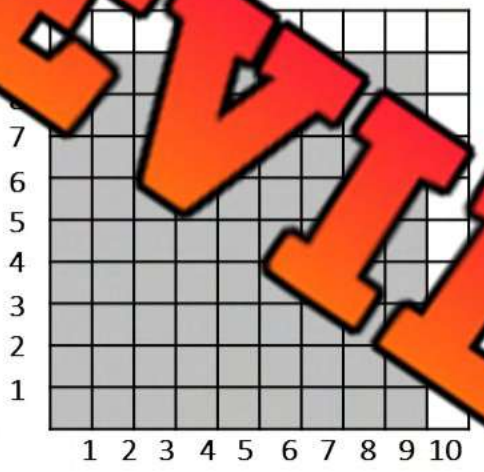
= _____



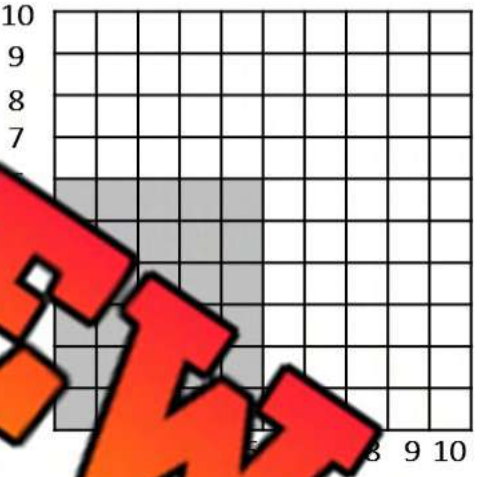
54 ÷ 6 = _____



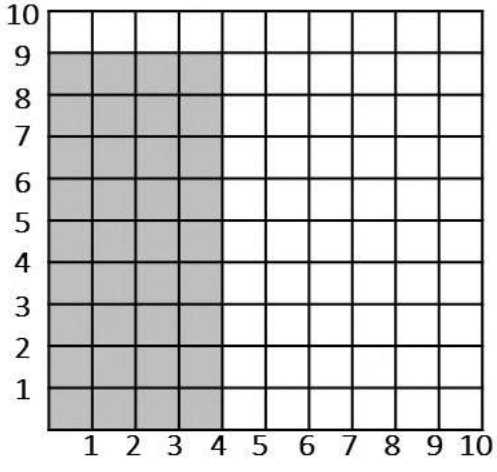
42 ÷ 7 = _____



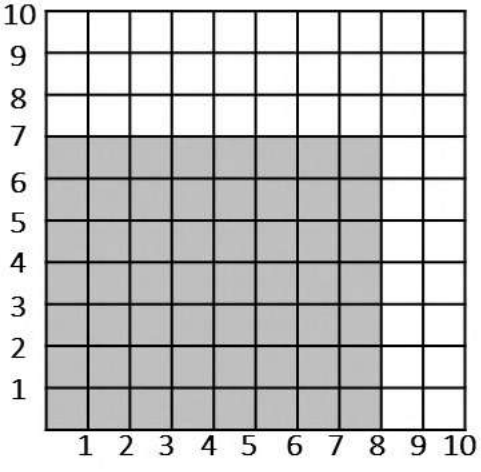
81 ÷ 9 = _____



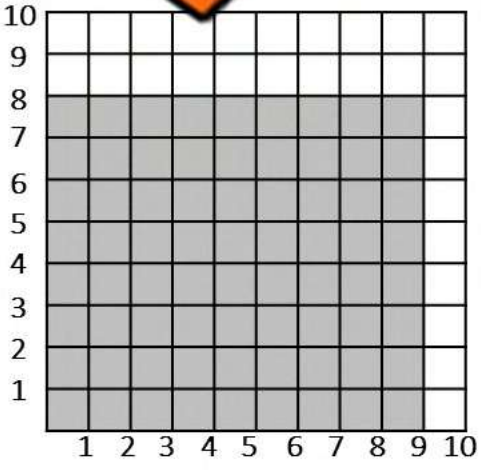
= _____



36 ÷ 4 = _____



56 ÷ 8 = _____



72 ÷ 9 = _____

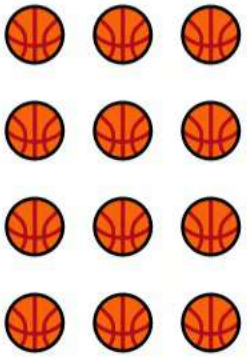
Name: _____ 142

Curriculum Connection
N4.5

Division – Equal Sharing

Questions	If you were sharing the objects below, how would you split them up equally? Answer the questions below.

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence.	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence.	

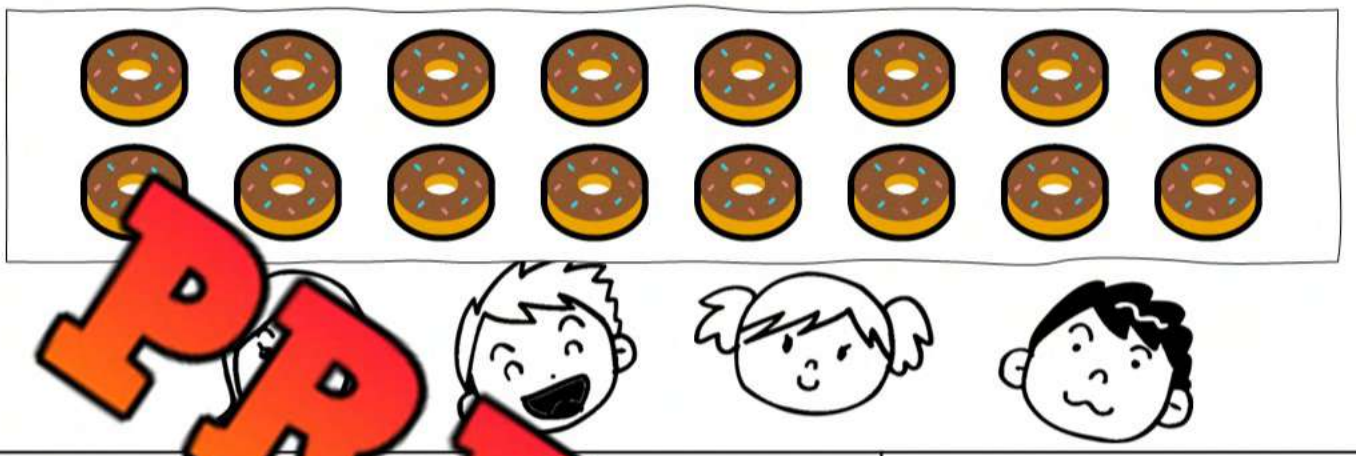
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence.	

Name: _____ 144

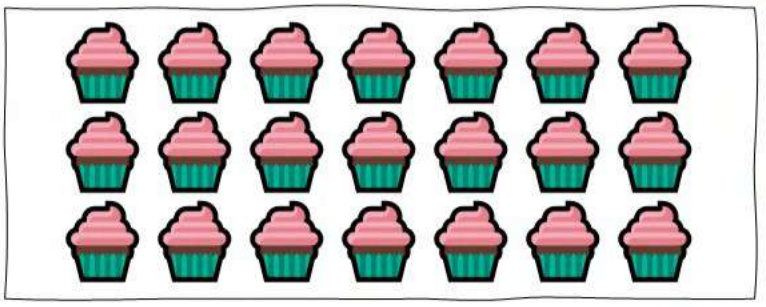
Curriculum Connection
N4.5

Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.



How many donuts are there?	
How many groups do you need to share the donuts?	
How many donuts will be in each group?	
Write the division sentence.	
How many donuts will each person get?	



How many cupcakes are there?	
How many groups do you need to share the cupcakes?	
How many cupcakes will be in each group?	
Write the division sentence.	
How many cupcakes will each person get?	

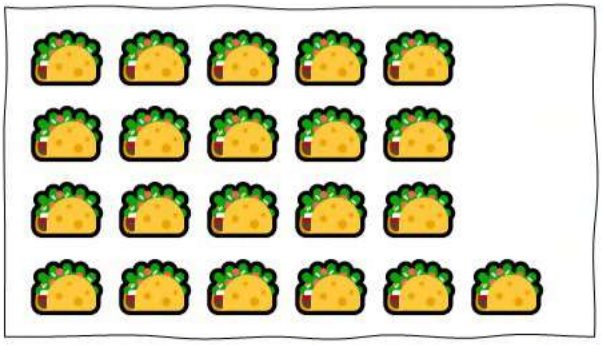
Name: _____ 145

Curriculum Connection
N4.5

Division – Equal Sharing

Questions Friends are sharing the treats below. Answer the questions.

How many pi… ar…re?	
How many group… ou n… …e the sushi?	
How many pieces will … grou…	
Write the division sentence.	
How many pieces of sushi will each … get?	
Are there any pieces of sushi left?	



How many tacos are there?	
How many groups do you need to share the tacos?	
How many tacos will be in each group?	
Write the division sentence.	
How many tacos will each person get?	
Are there any tacos left over?	

Name: _____ 146

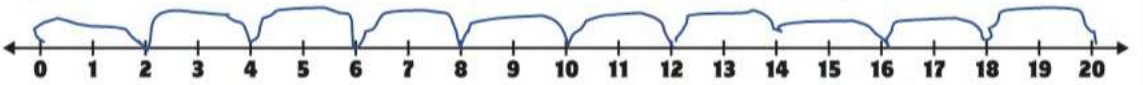
Curriculum Connection
N4.5

Number Line Division – Repeated Subtraction

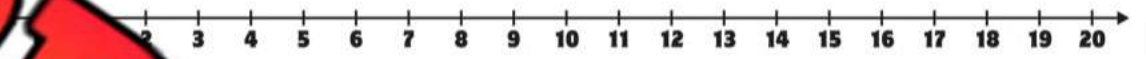
Questions | Use repeated subtraction to find the answer

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

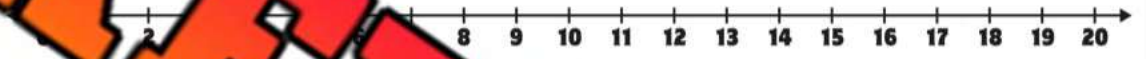
1) 20 ÷ 2 = 10



2) 15 ÷ _____



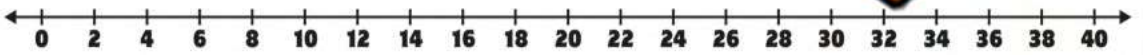
3) 10 ÷ 5 = _____



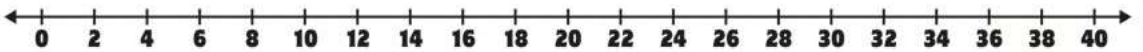
4) 18 ÷ 6 = _____

5) 12 ÷ 3 = _____

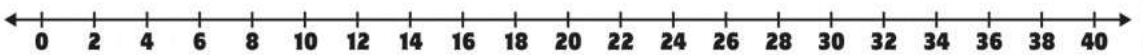
6) 30 ÷ 10 = _____



7) 32 ÷ 4 = _____



8) 36 ÷ 6 = _____



Name: _____ 154

Curriculum Connection
N4.5

Mental Math – Division – Skip Counting

Directions

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

91 ÷ 7 = ?

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

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

Answer = 13

70 ÷ 5

64 ÷ 4

72 ÷ 6

95 ÷ 5

98 ÷ 7

96 ÷ 8

84 ÷ 6

Name: _____ 155

Curriculum Connection
N4.5

Mental Math – Division – Splitting Up The Dividend

Directions

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

Example

f… numbers

2… 44

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

	52 ÷ 4
138 ÷ 6	**… 5**
96 ÷ 4	**161 ÷ 7**
184 ÷ 8	**162 ÷ 6**

Name: _____ 158

Curriculum Connection
N4.5

Division Practice – 5 and 6

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

___
36

25 ÷ 5	12 ÷ 6	6 ÷ 6	18 ÷ 6	10 ÷ 5	15 ÷ 5
[illegible] ÷ [illegible]	[illegible]	30 ÷ 6	50 ÷ 5	42 ÷ 6	60 ÷ 6
50 ÷ 5	36 ÷ 6	30 ÷ 6	24 ÷ [illegible]	10 ÷ 5	20 ÷ 5
24 ÷ 6	15 ÷ 5	5 ÷ 5	[illegible] ÷ 6	[illegible] ÷ [illegible]	12 ÷ 6
10 ÷ 5	18 ÷ 6	25 ÷ 5	30 ÷ 5	36 ÷ 6	42 ÷ 6
35 ÷ 5	45 ÷ 5	48 ÷ 6	54 ÷ 6	50 ÷ 5	30 ÷ 5

Exit Cards

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

Name: _____

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

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

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

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

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

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

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

a) $7\overline{)40}$

b) $9\overline{)77}$

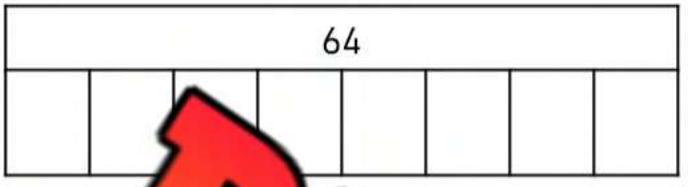
Name: _____ 168

Curriculum Connection
N4.5

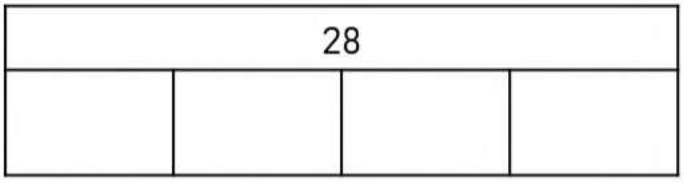
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8

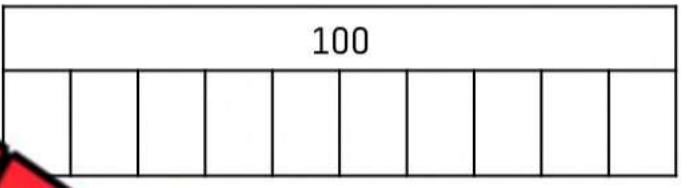


2) 28 ÷ 4

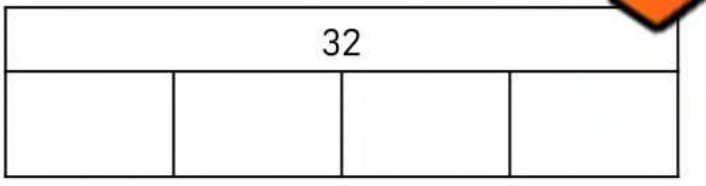


3) 48 ÷ 4

4) 100 ÷ 10

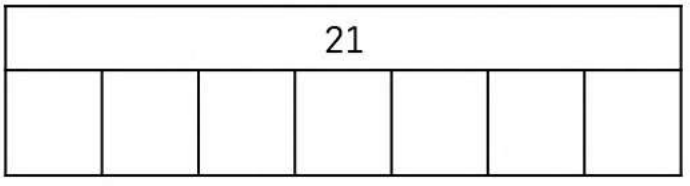


5) 32 ÷ 4

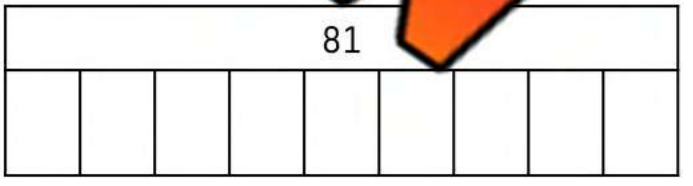


6) 35 ÷ 5

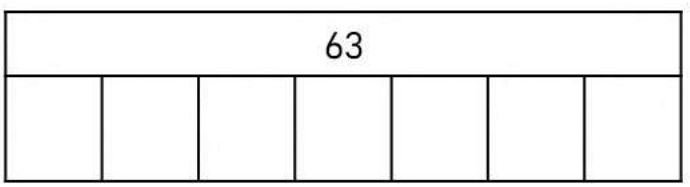
7) 21 ÷ 7



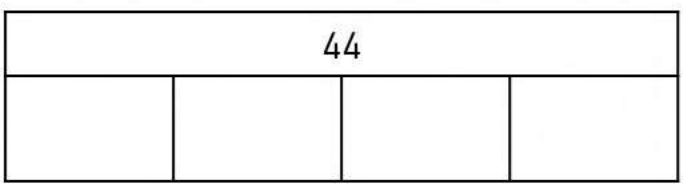
8) 81 ÷ 9



9) 63 ÷ 7



10) 44 ÷ 4



Name: _____ 169

Curriculum Connection
N4.5

Division – Word Problems

Questions | Solve the problems below

1) Daniel earned $96 today working 8 hours. How much did he earn per hour?

2) Willow stud[illegible] a test she has tomorrow. She has studied the same amount fo[illegible]st 3 d[illegible]much did she study for each day?

3) Owen collected 146 candies on Halloween ni[illegible] He [illegible]dies into 4 groups so he could share them with his 2 brothers [illegible]e sister. [illegible]many candies did each sibling get?

b) How many extra candies were left over?

4) Zoey did 231 pushups last week. She did the same amount each day. How many pushups did she do each day?

Name: _____ 176

Unit Quiz - Multiplication and Division

Part 1 Solve

13 x 6

16 x 8

95 ÷ 7

	7	5
x		7

	7	8
x		3

		8	4
x			2

$6\overline{)24}$

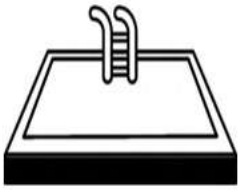
$2\overline{)38}$

$3\overline{)63}$

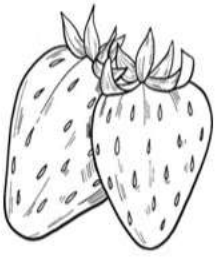
$5\overline{)97}$

Part 2 Answer the word problems below

1) Brian put 96 L of water into his pool. He had the hose running for 8 hours. How many L were put into the pool each hour?



2) Everyd ear (365 days), Joey ate 7 pieces of fruit. How many pieces of fruit did Joe e



3) Mrs. Wilson made 84 coo he d e divided the cookies up to give an equal amount to 6 different cla es. H s did each class get?

4) a) Tyler spent $274 each time he filled his boat with g e fi 7 times last summer. How much did he spend on gas?

Bonus) If he split the cost of gas with two other friends, how much would each friend owe? (leave the answer in dollars and include any remainder).

Name: _____ 181

Curriculum Connection
N4.6

Fair Sharing – Pizza

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

Alex's Slices

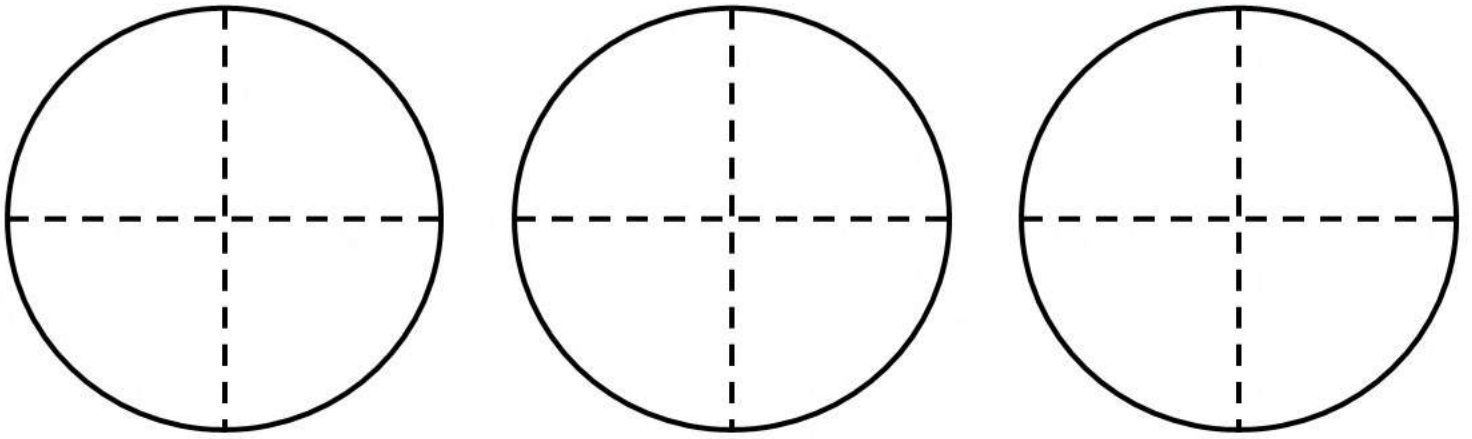
_____ # whole pizzas

_____ Slices in one pizza (whole)

Julia's Slices

_____ # whole pizzas

_____ pizza

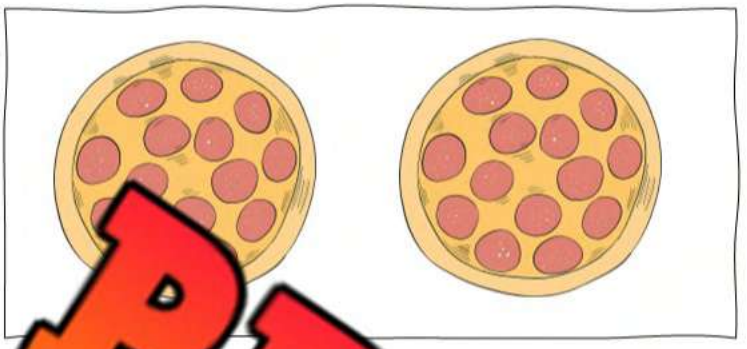


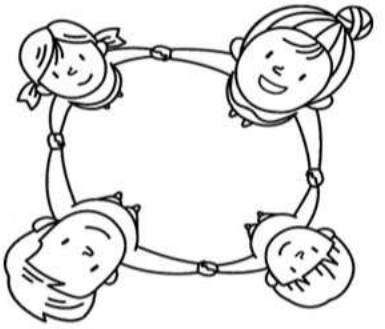
Name: _____ 182

Curriculum Connection
N4.6

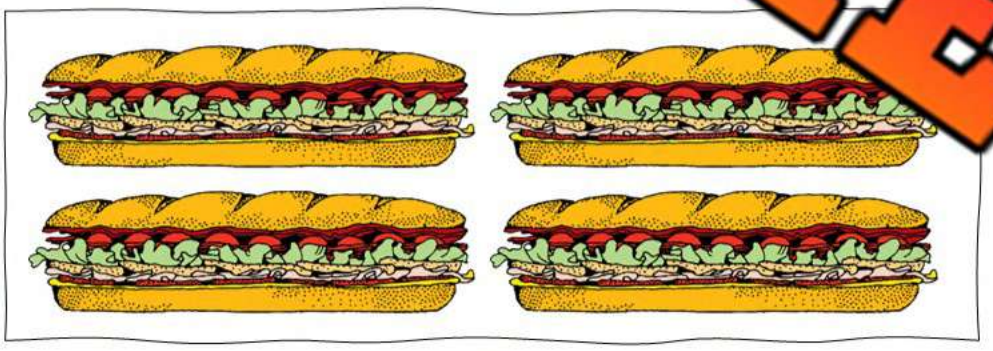
Fractions Representing Quotients

Questions Friends are sharing the food below. Answer the questions.





How many wh e t e?	
How many peopl shari e izzas?	
Write the fraction that r s the entence.	
Write the division sentence.	
How much pizza will each person get?	



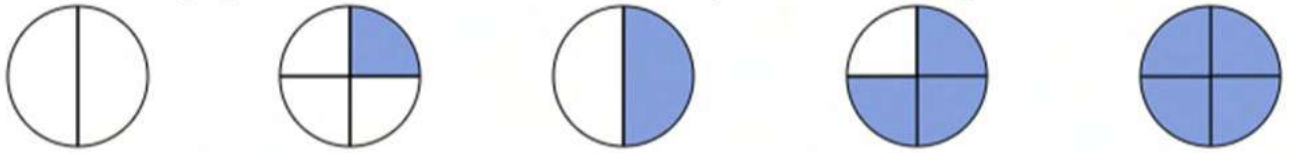
How many whole subs are there?	
How many people are sharing the two subs?	
Write the fraction that represents the division sentence.	
Write the division sentence.	
How much sub will each person get?	

Name: _____ 185

Curriculum Connection
N4.6

Benchmark Fractions

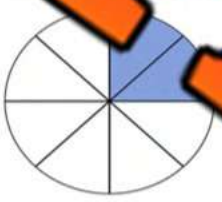
We use benchmark fractions to estimate parts of a whole. The benchmark fractions that are most popular are: zero, half, whole, quarter, three-quarters.



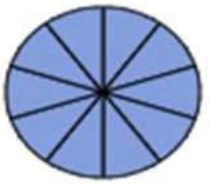
Zero | One-Quarter | Half | Three-Quarter | Whole

Part 1

Write the fraction and then label it using the benchmarks above

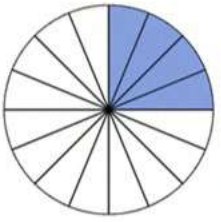
1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Part 2

Write as many fractions of each benchmark as you can

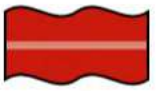
Zero	One-Quarter	Half	Three-Quarters	Whole
$\frac{0}{1}$	$\frac{3}{12}$	$\frac{8}{16}$	$\frac{9}{12}$	$\frac{1}{1}$

Name: _____ 186

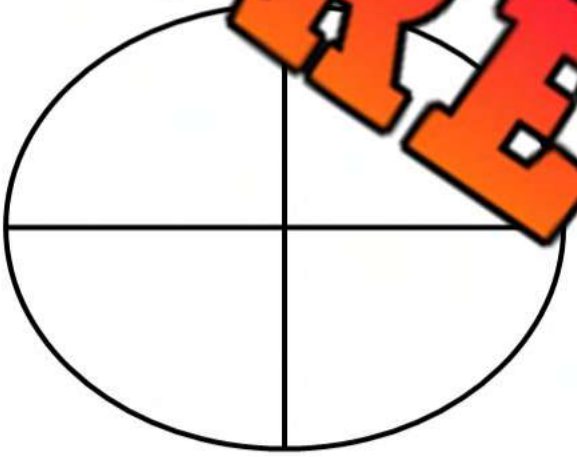
Curriculum Connection
N4.6

Pizza Fractions

Questions Draw the pizzas below based on the customer's requests

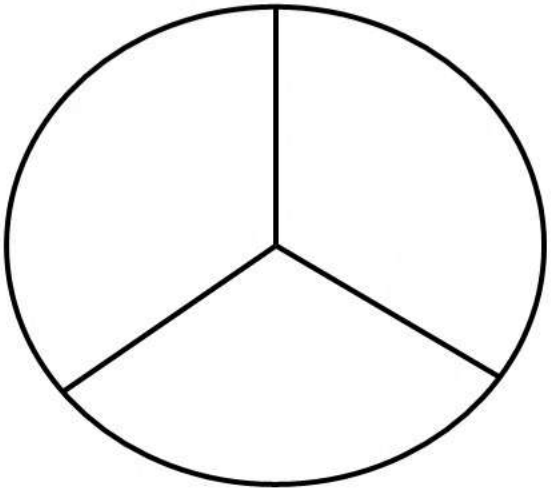
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) Th… …zza has pepperoni, and one-fourth has pineapple



…peroni _____ Pineapple

2) Two-thirds of the pizza has bacon and one-third has olives



_____ Olives

_____ Bacon

Name: _____ 187

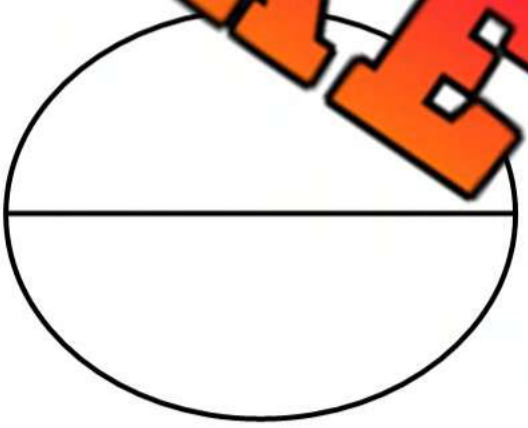
Curriculum Connection
N4.6

Pizza Fractions

Questions Draw the pizzas below based on the customer's requests

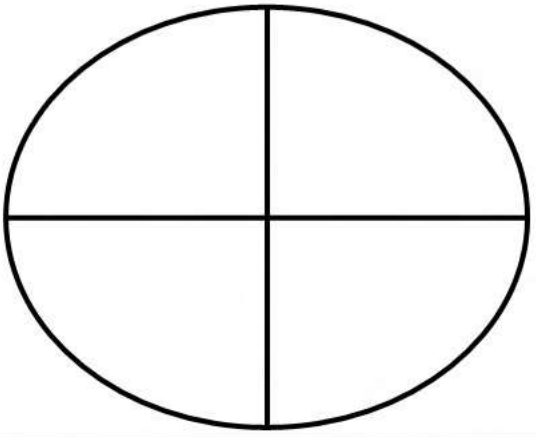
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) O… …bacon and one-ha… …ushro…

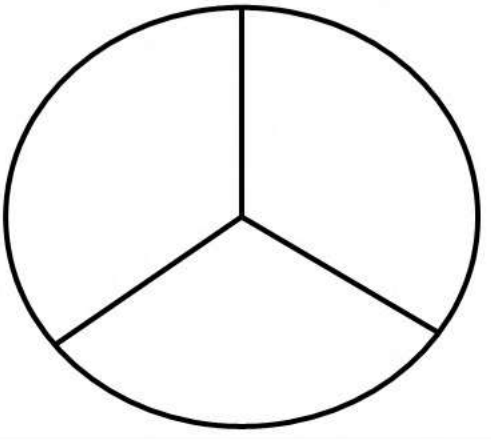


2) One-fourth bacon and pepperoni and three-fourths olives and onions.

3) One-half olives and onion, one-fourth bacon and one-fourth mushroom.



4) One-third pine… one-third olives and o… pepperoni and mushro…

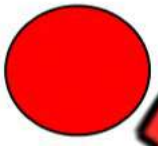
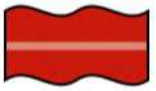


Name: _____ 191

Curriculum Connection
N4.6

Pizza Fractions – My Favourite (Thirds)

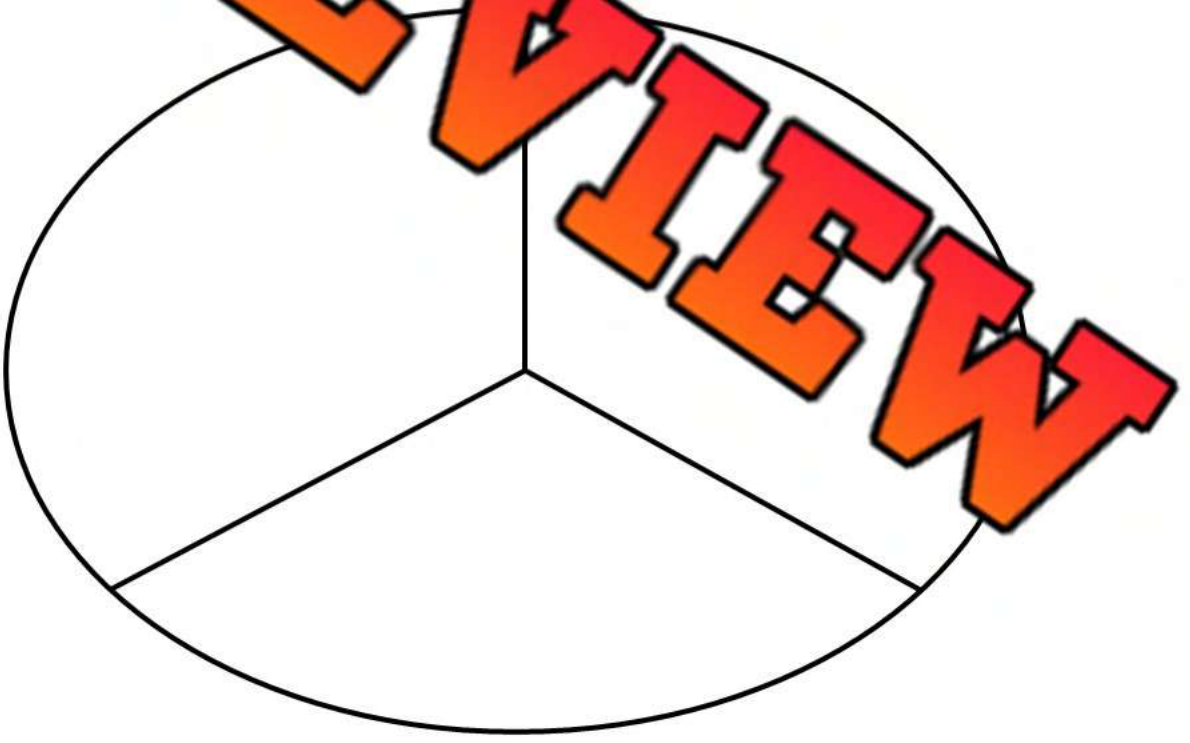
Questions | Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

_____

_____



_____ _____ Topping

_____ _____ Topping

_____ _____ Topping

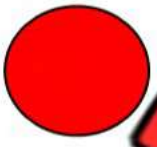
_____ _____ Topping

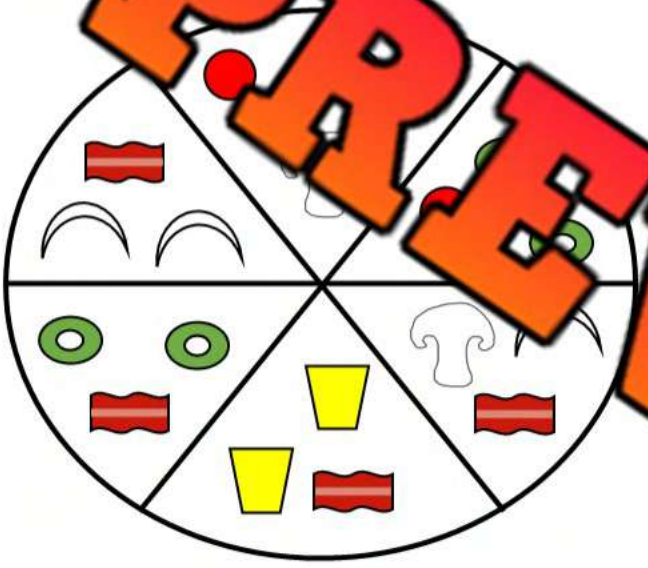
Name: _____ 194

Curriculum Connection
N4.6

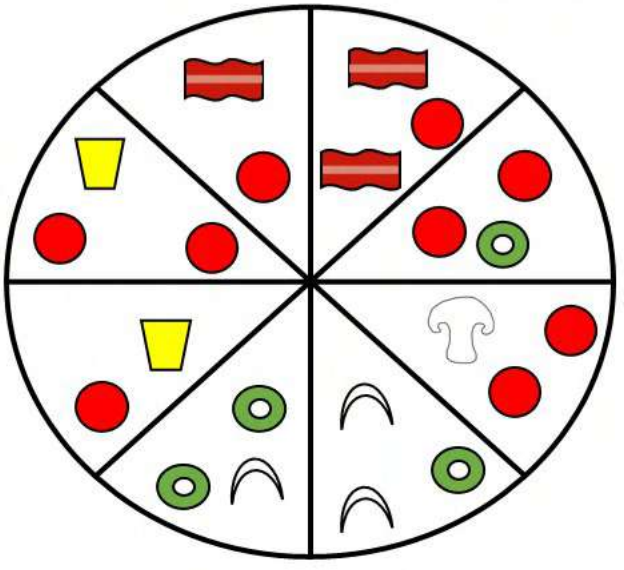
Pizza Fractions

Directions Write the fractions for the pizzas below

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					



What fraction of the pizza has...	Fraction
Pepperoni	
Olives	
Onion	
Pineapple	
Bacon	
Mushroom	



What fraction of the pizza has...	Fraction
Pepperoni	
Olives	
Onion	
Pineapple	
Bacon	
Mushroom	

Name: _____ 195

Curriculum Connection
N4.6

Comparing Common Denominators

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

For example – $\frac{3}{8} < \frac{4}{8}$

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in ord om lea gre t

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{5}{10}$ $\frac{4}{10}$ $\frac{}{10}$ $\frac{}{0}$ $\frac{10}{10}$

_____

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

_____

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.

_____

Curriculum Connection
N4.6

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

_____

Name: _____

Put the fractions in order from least to greatest

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

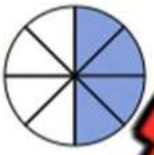
_____

Name: _____ 198

Curriculum Connection
N4.6

Same Numerator/Different Denominator

If fractions have the same numerator, they have the same number of equal parts. If the denominator is different, the fractions have a different number of total parts. Check out the pizzas below that have the same numerators but different denominators.



$\frac{4}{8}$

The whole pizza is cut into 8 pieces. 4 slices have been shaded in.

$\frac{4}{6}$

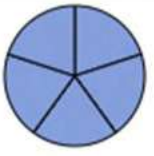
The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you w[illegible] would rather have 4/6 slices of pizza, than 4/8. Therefore, 4/6 is bigge[illegible] 4/8. In t[illegible]ple, the whole is the same size. This means the pizza is the same siz[illegible] We can[illegible]ractions that have the same numerator if the whole is the same size.

Question	Write [illegible] which one is bigger

1)

3)



4)

5)

6)

Name: _____ 199

Curriculum Connection
N4.6

Same Numerator/Different Denominator

When comparing fractions with the same numerator, we can look at the denominator to know which is bigger. The fraction with the bigger denominator is smaller. This is because the whole has less equal parts.

Part 1

Compare the fractions using < > =

1) $\frac{2}{4}$ ☐	2) $\frac{5}{}$ ☐ $\frac{5}{5}$	3) $\frac{3}{5}$ ☐ $\frac{3}{7}$	4) $\frac{6}{10}$ ☐ $\frac{6}{12}$
5) $\frac{3}{8}$ ☐ $\frac{3}{5}$	$\frac{4}{9}$ ☐ $\frac{4}{6}$	7) $\frac{5}{}$ ☐ $\frac{5}{7}$	8) $\frac{7}{8}$ ☐ $\frac{7}{9}$
9) $\frac{8}{10}$ ☐ $\frac{8}{12}$	10) $\frac{5}{8}$ ☐ $\frac{5}{10}$	11) $\frac{}{12}$ ☐ $\frac{}{}$	12) $\frac{}{}$ ☐ $\frac{2}{5}$

Part 2

Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$ $\frac{4}{6}$ $\frac{4}{7}$ $\frac{4}{11}$

_____

$\frac{5}{7}$ $\frac{5}{8}$ $\frac{5}{6}$ $\frac{5}{9}$ $\frac{5}{10}$ $\frac{5}{11}$ $\frac{5}{5}$ $\frac{5}{12}$

_____

Name: _____ 202

Curriculum Connection
N4.6

Activity – Fraction Race to the Finish

Objective What are we learning about?

To help students visually compare and order fractions through a creative and interactive game.

$\frac{1}{16}$

Materials What you will need for the activity.

1) A l… …er paper or a whiteboard.
2) …s (… …ent colours).
3) Fra…n card… …h fractions written on them such as 2/4, 1/4, 3/4, etc.).
4) A ruler or … …ge.

Instructions How … …activity

1) Print off the number line on… …ne…

2) Divide into Groups: Organize the cl… …into sma… …oups… …h consisting of eight students.

3) Distribute Fraction Cards: Give each group a se… …of… …cards… …clude fractions between 0 and 1.

4) Individual Fraction Selection: Each student in the group selects… …from their set.

5) Place Fractions on Number Line: All students simultaneously place their chosen fraction card at the appropriate spot on their group's number line between 0 and 1. Encourage discussion within groups to reach a consensus on the placement.

6) Group Review: Once all cards are placed, each group takes turns presenting their number line to the class, explaining their reasoning for the placement of each fraction.

7) Class Consolidation: After each group has presented, conduct a whole-class activity. Draw a new, large number line and have each group place their fraction cards on this communal line in the same order as in their group activity. This allows for comparison and further discussion of the different fractions and their relative sizes.

Name: _____ 203

Curriculum Connection
N4.6

Fraction Cards | Cut out the fraction cards and hand them to each group

1/4	1/2
3/10	3/5
1/10	1/1
1/5	3/4

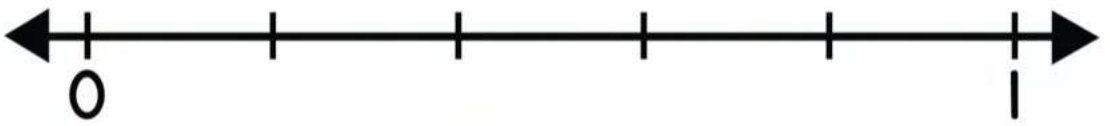
Name: _____ 209

Curriculum Connection
N4.6

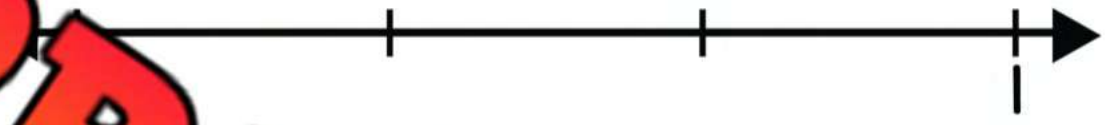
Writing Fractions on a Number Line

Questions | Write the fraction on the number line

1) $\frac{2}{5}$



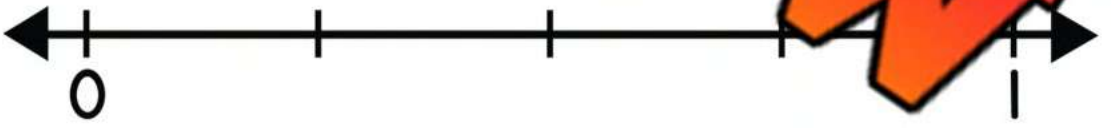
2)



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

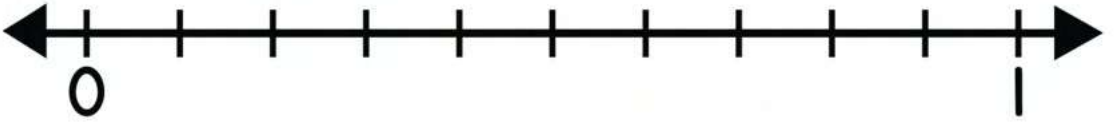
4) $\frac{4}{6}$

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



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

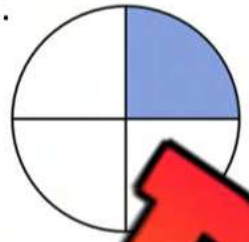
7) $\frac{5}{10}$

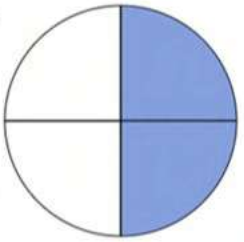


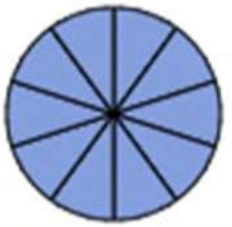
Name: _____ 210

Fractions Quiz

Part 1 Write the fraction and then label it – half, quarter, third, whole

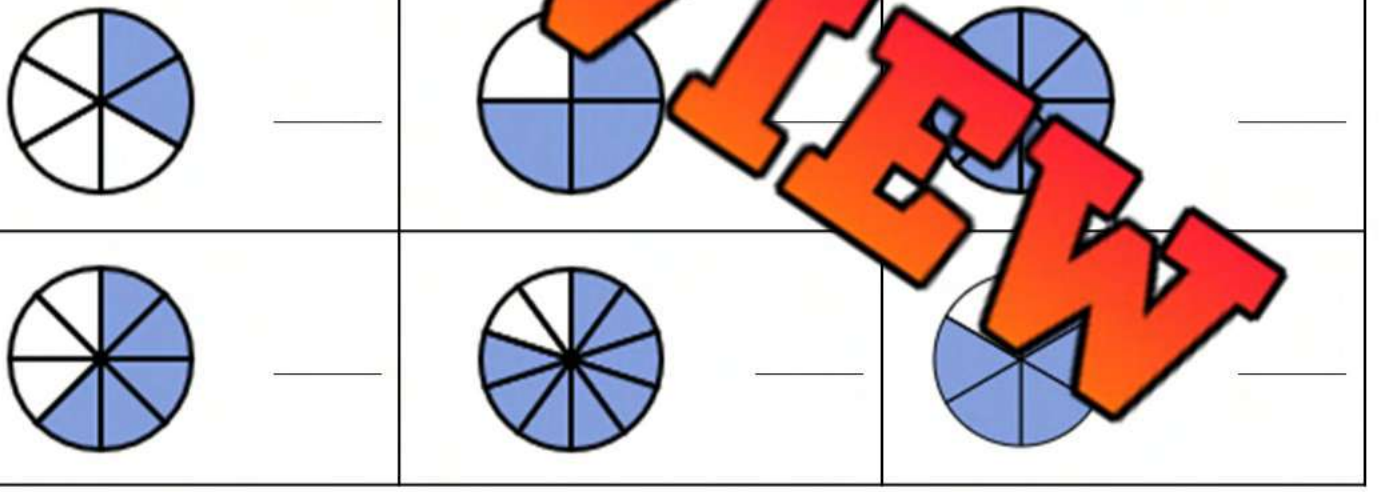
1. 

2. 

3. 

4. 

Part 2 What fracti[illegible]led [illegible]mages below?



Part 3 Put the fractions in order from least to greatest

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

Part 4 Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$

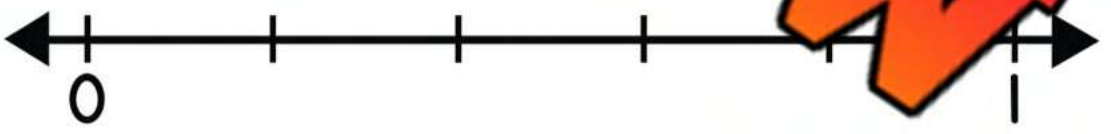
_____

Part 5 Compare the fractions using < > =

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

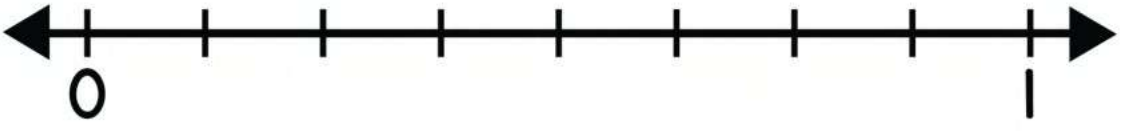
Part 6 Write the fraction on the number

1) $\frac{3}{5}$



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

3) $\frac{5}{8}$

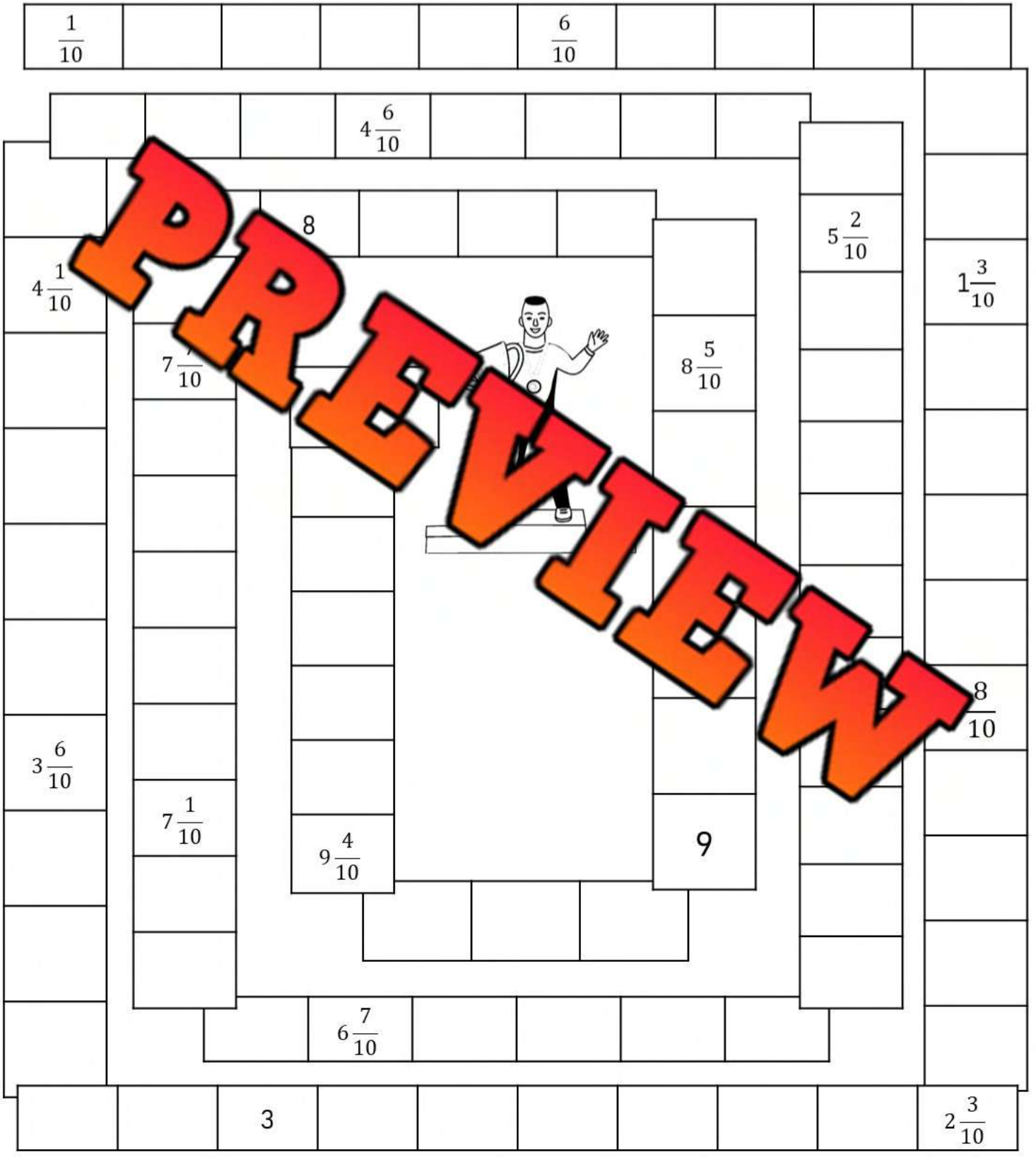


Name: _____ 212

Curriculum Connection
N4.7

Counting To 10 By Tenths

Questions Continue counting by tenths by filling in the missing boxes



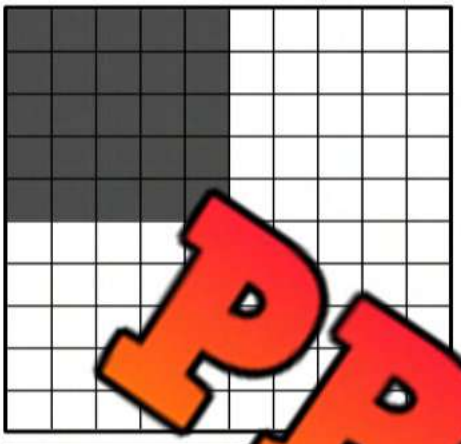
Name: _____ 215

Curriculum Connection
N4.7

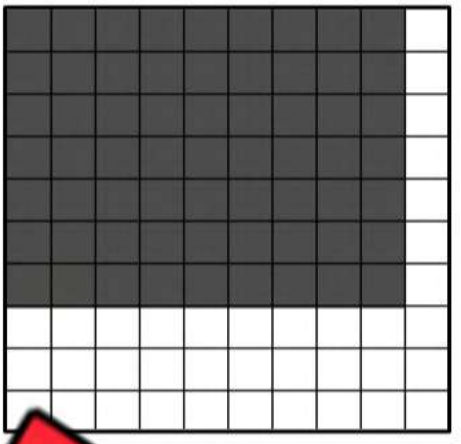
Fractions and Decimals

Part 1

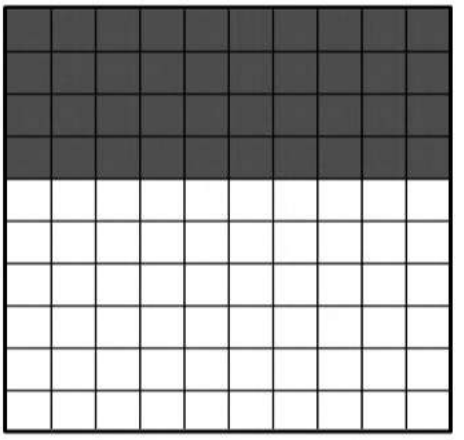
What fraction and decimal of the array is shaded in?



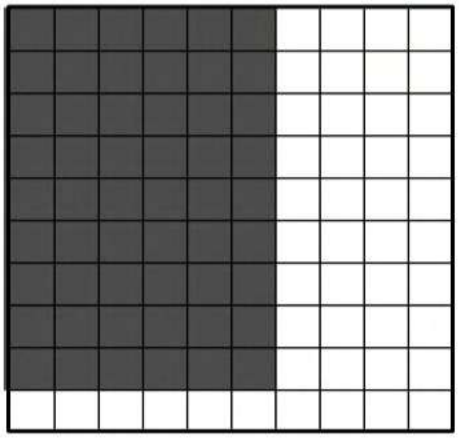
Fraction	Decimal



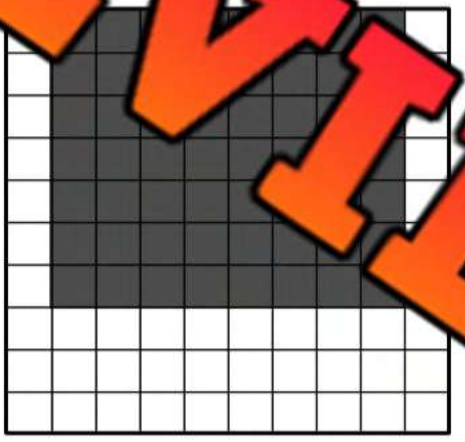
Fraction	Decimal



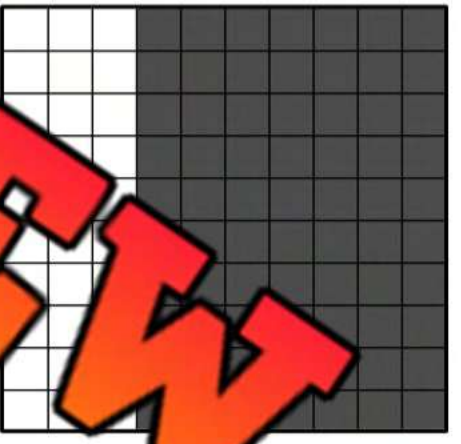
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

Part 2

Answer the word problems below

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

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

Name: _____ 218

Curriculum Connection
N4.7

Place Value Using Decimals

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

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

Part 1

the na the place value for the underlined number?

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

Part 2

Fill in the place value table for the numbers below

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

Name: ______________________ 219

Curriculum Connection
N4.7

Comparing Decimals

Part 1 — Compare the following numbers

1) 0.5 [>] 0.2	2) 0.3 [ ] 0.4	3) 0.8 [ ] 0.6
4) 1.0 [ ] [illegible]	5) 1.3 [ ] 0.8	6) 0.8 [ ] 0.5
7) 1.9 [ ] [illegible]	8) [illegible] [ ] 20.1	9) 30.3 [ ] 25.9
10) 47.12 [ ] 33.53	11) [illegible]5.3[illegible] [ ] [illegible]	12) 77.99 [ ] 77.92
13) 132.22 [ ] 132.65	14) 155.36 [ ] [illegible]	15) [illegible] [ ] 454.71

Part 2 — Compare the following numbers

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

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

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

Exit Cards

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

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____ 221

Curriculum Connection
N4.7

Ordering Decimals

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

Part 1

Order the numbers below from least to greatest

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

Part 2

Order the numbers below from greatest to least

0.2, 0.6, 0.3, 0.1 _____, _____, _____, _____	0.5, 0.4 _____, _____, _____, _____
1.3, 1.9, 1.5, 1.1 _____, _____, _____, _____	2.14, 2.92, 1.35, 1.42 _____, _____, _____, _____
13.54, 12.69, 10.45, 15.33 _____, _____, _____, _____	20.26, 17.63, 19.45, 18.61 _____, _____, _____, _____

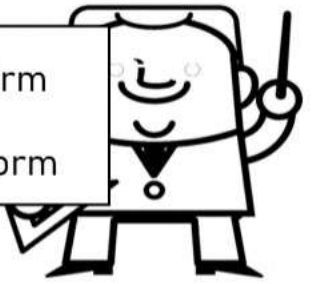
Name: _____ 223

Curriculum Connection
N4.7

Expanded Form

238.17 ← Standard Form

200 + 30 + 8 + 0.1 + 0.07 ← Expanded Form



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

1)		
2)	53.9	
3)	391.5	
4)	408.48	
5)	3 157.87	
6)	58 190.08	

Part 2 What is the standard form of the numbers

1)	80 + 6 + 0.3	
2)	200 + 90 + 4 + 0.7	
3)	400 + 8 + 0.2 + 0.06	
4)	800 + 70 + 0.5 + 0.04	
5)	3 000 + 700 + 60 + 0.7 + 0.01	
6)	50 000 + 3 000 + 800 + 20 + 3 + 0.9 + 0.01	

Name: _____ 224

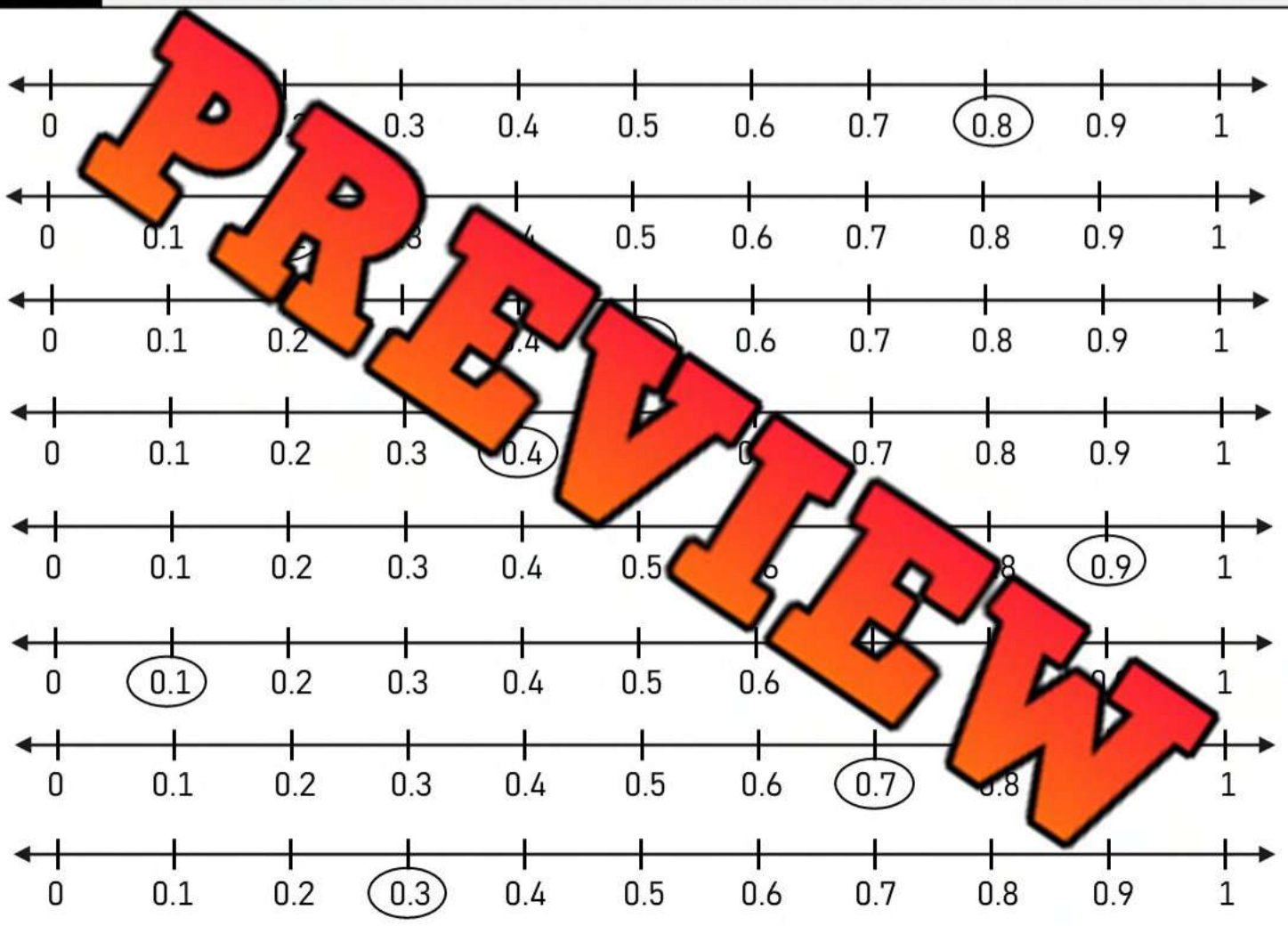
Curriculum Connection
N4.7

Rounding Decimal Numbers – Nearest Whole Number

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

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



Part 2 Answer the word problems below

1) James threw 10.3 metres in shot put. Round his score to the nearest whole number. _____

2) Harry ran a 200 metre race in 26.6 seconds. Round his time to the nearest whole number. _____

Name: _____ 225

Curriculum Connection
N4.7

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 → 1
24.3 → 24

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

1) 0.6 → _____	2) [illegible] → _____	3) 0.7 → _____
4) 0.1 → _____	5) [illegible]	6) 0.3 → _____
7) 0.2 → _____	8) 0.9 → _____	9) 0.5 → _____

Part 2 Round the following numbers to the nearest whole number

1) 5.6 → _____	2) 4.2 → _____	3) 7.[illegible] → _____
4) 8.2 → _____	5) 2.4 → _____	6) 5.5 → _____
7) 12.1 → _____	8) 10.7 → _____	9) 14.9 → _____
10) 22.2 → _____	11) 29.6 → _____	12) 27.3 → _____
13) 47.5 → _____	14) 53.8 → _____	15) 71.2 → _____

Name: _____ 229

Curriculum Connection
N4.7

Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples - 100¢ = $1.00 50¢ = $0.50 142¢ = $1.42

Part 1

Convert the cents into dollars

¢	$
100¢	$1.00
200¢	
300¢	
400¢	
500¢	$5.00
600¢	
700¢	
800¢	
900¢	$9.00
1000¢	

¢	$
150¢	$1.50
250¢	
325¢	
450¢	
525¢	
650¢	
675¢	
720¢	$7.20
800¢	
999¢	

Part 2

Circle the greatest amount of money

1)	100¢	$1.00	350¢	$2.30
2)	200¢	$3.00	750¢	$3.50
3)	300¢	$2.00	220¢	$1.60
4)	400¢	$4.00	575¢	$5.25
5)	500¢	$7.00	250¢	$6.40

Curriculum Connection
N4.7

Exit Cards

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

Name: _____

Count the coins below

1) _____¢ or $ _____

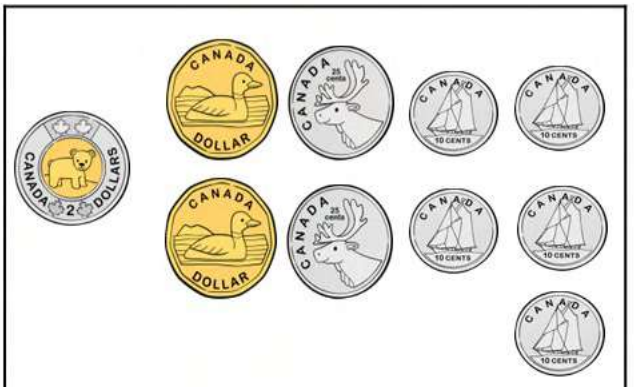
Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

Count the coins b

1) _____¢ or $ _____

Name: _____ 237

Curriculum Connection
N4.8

Mental Math – Adding Decimals – Place Value

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

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

2.3 + 1.4
0.4 = 0.7

2.3 + 4.1

5.8 + 6.1

12.4 + 6.5

13.4 + 4.2

6.51

27.3 + 6.7

24.25 + 11.63

Name: _____ 238

Curriculum Connection
N4.8

Mental Math – Adding Decimals – Adding Chunks

Directions:

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

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

3.3 + 2.4
3.3 + 2 = 5.3
5.3 + 0.4 = 5.7

1.5 + 3.3

4.5 +

14.4 + 5.5

18.5 + 10.7

23

24.52 + 10.23

25.44 + 3.53

Name: _____ 242

Curriculum Connection
N4.8

Adding Decimals – Hundredths – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones	.	Tenths	Hun.
	1		.	5	3
+			.		
			.		

	Tens	Ones	.	Tenths	Hun.
	3	7	.	4	2
+	5	1	.	4	7
			.		

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

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

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

	Tens	Ones	.	Tenths	Hun.
	8	3	.	6	3
+			.	2	4

	Hun.	Tens	Ones	.	Tenths	Hun.
	1	3	2	.	1	0
+	2	2	7	.	8	5
				.		

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

	Hun.	Tens	Ones	.	Tenths	Hun.
	8	1	6	.	5	4
+	1	7	3	.	3	2
				.		

Name: _____ 244

Curriculum Connection
N4.8

Adding Decimals – Hundredths – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 51.32 + 12.25	2) 25.63 + 31.14	3) 14.32 + 21.67	4) 41.22 + 43.13	5) 35.75 + 54.20
6) 32.71 + 24.22	7) 36 + 22.4	8) 72.52 + 23.33	9) 31.25 + 21.12	10) 23.62 + 23.24
11) 62.62 + 22.33	12) 44.29 + 12.60	13) 23.62 + 14	14) 4.36	15) 31.25 + 11.53

Word Problems Answer the questions below.

1) Sara made 12.75 litres of lemonade on Monday and 13.20 litres on Tuesday. How much lemonade did she make in total?	
2) In his first race, Jake finished with a time of 37.56 seconds. His second race was even faster, at 31.33 seconds. What was his total time for both races?	

Name: _____ 250

Curriculum Connection
N4.8

Mental Math - Subtracting Decimals – Subtracting Chunks

Directions:

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

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

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

4.5 - 3.3

9.5 -

14.4 - 7.5

15.5 - 10.9

.6

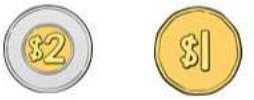
48.3 - 11.8

52.6 - 30.3

Name: _____ 264

Curriculum Connection
N4.8

Giving Change Using Coins

Money Used	Item	Change Due	Coins
		$3	

Questions Fill in the table to provide change to your customer.

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Name: _____ 265

Curriculum Connection
N4.8

Adding Money

		Total
$ _____	$ _____	$45

Questions

in the table to provide change to your customer.

		Total
$ _____	$ _____	$ _____

		Total
$ _____	$ _____	$ _____

		Total
$ _____	$ _____	$ _____

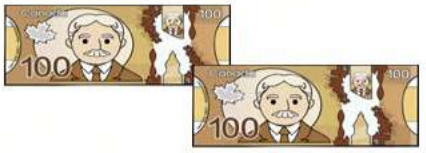
		Total
$ _____	$ _____	$ _____

Name: _____ 266

Curriculum Connection
N4.8

Adding Money

Questions Fill in the table to provide change to your customer.

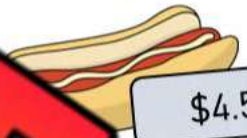
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____
		Total
$ _____	$ _____	$ _____

Name: _____ 268

Curriculum Connection
N4.8

Adding Multiple Items

Questions	Add up the total price of the items

 $1.50	 $2.00	Total
$ _____	$ _____	$ _____
	 $4.50	Total
$ _____	$ _____	$ _____
 $5.75	 $3.50	Total
$ _____	$ _____	$ _____
 $16.50	 $12.25	Total
$ _____	$ _____	$ _____
 $43.15	 $55.65	Total
$ _____	$ _____	$ _____

Name: _____ 273

Curriculum Connection
N4.8

Unit Quiz – Adding and Subtracting Decimals

Part 1 Adding

	Tens	Ones	.	Tenths
	1	[illegible]		5
+		4		[illegible]

	Tens	Ones	.	Tenths
	7	2	.	8
+	1	6	.	4
			.	

	Tens	Ones	.	Tenths	Hund.
	8	1	.	8	5
+	3	5	.	1	2
			.		

77.7 + 15.5	[illegible].23	24.54 + 12.72

Part 2 Solve

1) 214.24 + 202.71	2) 353.68 + 203.48

Part 3 Subtracting

	Hun.	Tens	Ones	.	Tenths
	5	8	4	.	4
−	2			.	0

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

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

	Hun.	Tens	Ones	.	Tenths	Hund.
	4	7	2	.	5	8
−	3	5	4	.	2	4
				.		

	Hun.	Tens	Ones	.	Tenths	Hund.
	8	9	2			9
−	2	5	5	.	5	
				.		

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

Part 4 Solve

1) 468.74 − 252.41	2) 174.78 − 143.95

3) Lamar bought a burger and drink for dinner. The burger was $6.50 and the drink was $2.25. How much did Lamar spend on his dinner?


4) Hanna[illegible]an ice cream cone for $4.75. She gave the cashier $10.00. How much c[illegible]et back?

Part 5 Add up the items and provide change[illegible]d on [illegible]customer paid with

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due