



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Math Curriculum

Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to count to 1000 by 1s, 2s, 50s, 100s, and 200s using different tools and strategies so we can understand patterns in numbers and improve our counting skills.

Discussion Questions

- 1) What are some things in our world that we need to count? Can you think of big numbers we use every day?
- 2) If you had to count to 1000, what would be the fastest way to do it? Would you count by 1s, 2s, or something bigger?
- 3) Imagine you are a store owner. What numbers would you use to count your money or items on the shelves? How would you make counting faster?

Counting To 200 By 25s

Drag the circles in the correct order to count to 200 by 25s and build the caterpillar's body.

150 75 125 200 25 175 50 100

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 1 hundreds, 7 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:



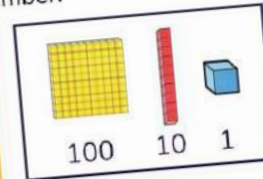
Saskatchewan Math Curriculum

Number Unit – Grade 3

Skip Counting - Base Ten Blocks

Drag the base ten blocks to match the value of the number.

65	
79	
148	
200	



...nety-seven
Eighty-eight
One hundred
fifty-four
Thirty-two
One hundred
seventy-six

32
154
197
176
88

Co

Compose the numbers by dragging digits

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





Saskatchewan Math Curriculum

Number Unit – Grade 3

Comparing Numbers

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2
1	876		875
2	789		798
3	888		689
4	234		243
5	999		1 000
6	88		777

#	Number 1	Sign	Number 2
7	444		435
8	345		354
9	678		678
10	99		446
11	277		177
12	987		978

Estimation – Compatible Numbers

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

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

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

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



Workbook Preview





Grade 3

Strand: Number



	Curriculum Outcomes	Pages
N3.1	Understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: • representing (including place value) • describing • estimating with referents • comparing two numbers • ordering three or more numbers.	5 – 54
N3.2	Demonstrate understanding of addition of whole numbers to 1000 and subtraction of whole numbers from 1000.	55 – 110
Preview of 130 pages from this product that contains 449 pages total.		
N3.3	Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: • representing and explaining using repeated addition or subtraction, equal grouping, and arrays • creating and solving situational questions • modelling processes using concrete, physical, and visual representations, and recording the process symbolically • relating multiplication and division.	142 – 206
N3.4	Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: • representing • observing and describing situations • comparing • relating to quantity.	207 – 237

Name: _____

6

Curriculum Connection
N3.1

Counting Within 1000, By 1s



Part 1

Count forward by 1s within 1000

1)	15	16			19			22		
2)	18			185				189		
3)	333	33			342		344			
4)	791		92			796			799	
5)	925	926				93			933	

Part 2

Count backward by 1s within 1000

1)	15	14			11					
2)	225		223			220			217	
3)	362	361			358			355		
4)	605			602		600		598		
5)	938				934			931	930	

Exit Cards

Cut Out

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

Name: _____

Count by 1s forwards.

877

Count by 1s backwards.

992

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Name: _____

Count by 1s forwards.

877

878

Count by 1s backwards.

992

991

Count by 2s forwards.

76

78

Count by 2s backwards.

96

94

Counting by 20s

Count by 20s

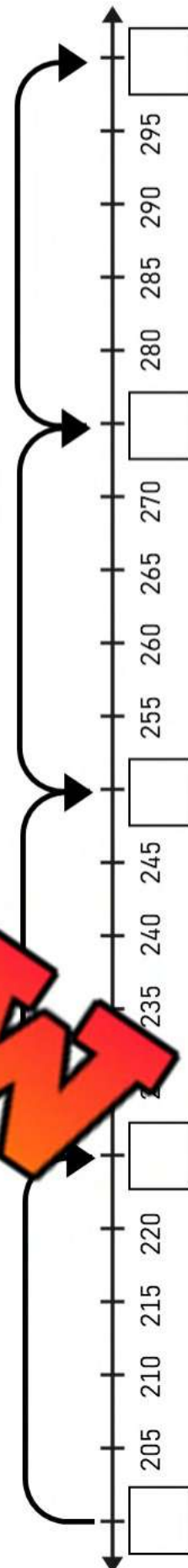
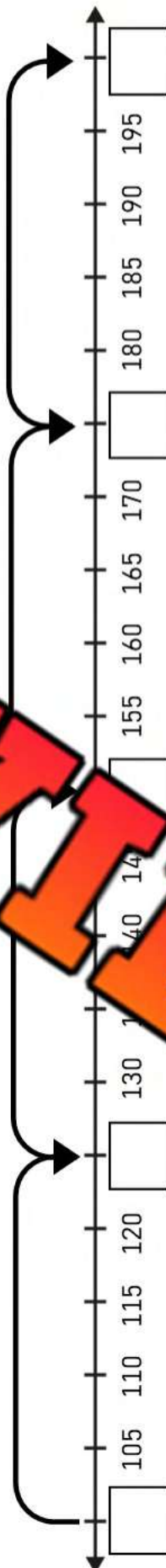
		180		220		★ END
20	1			260		380
60		100		300		340

Fill in the blanks counting by 20

1)	0	20		60		
2)	100		140			
3)	500				580	
4)	900					

Name: _____

Counting By 25s



Name: _____

12

Curriculum Connection
N3.1

Counting By 50s



Part 1

Count by 50's to 200



50

150



Part 2

Count by 50's to 200 using the number line

50

Part 3

Fill in the blank by counting by 50's

1)	50	100	
2)	50		200
3)		100	
4)			

Part 4

How many fifty-dollar bills do you need to make \$200?
Draw them in the box

Name: _____

14

Curriculum Connection
N3.1

Counting By 25, 50, & 100

Part 1

Count by 25 starting at different numbers

1)	0	25	50					175
2)	2	225	250					375
3)	50	600						725

Part 2

Count by 50 starting at different numbers

1)	5	55			2
2)	10	60			40
3)	7	57			207



Part 3

Count by 100 starting at different numbers

1)	100	200	300	400					900	
2)	50	150	250	350					850	
3)	77	177	277	377					877	

Exit Cards

Cut Out

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

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 20s forwards.

820

Count by 25s forwards.

450

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

23

Curriculum Connection
N3.1

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7



Part 1

Fill in the place value charts below

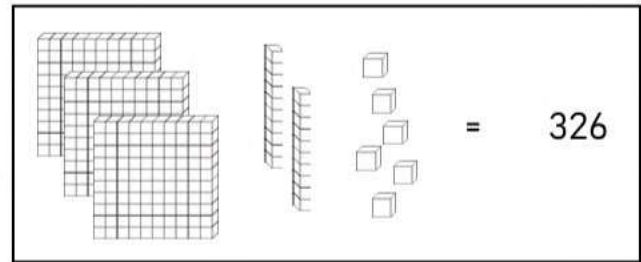
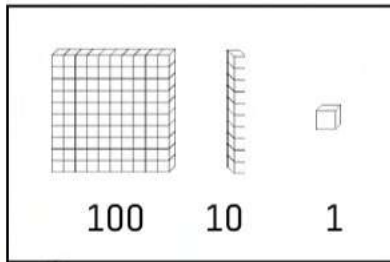
	Hundreds	Tens	Ones
1) 2			
2) 341			
3) 517			
4) 823			
5) 659			
6) 142			

Part 2

Which place value is the underlined number?

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

Base Ten Blocks



Part 1 How many blocks do you count?

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

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

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

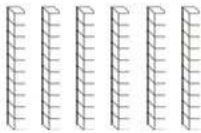
Exit Cards

Cut Out

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

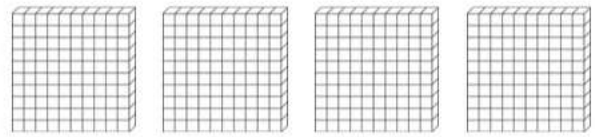
Name: _____

What is the value represented by the base ten blocks?



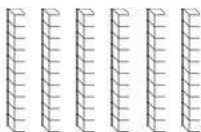
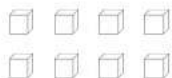
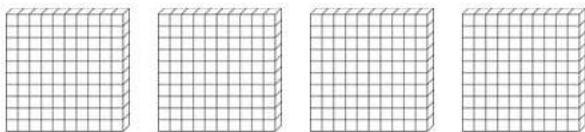
Name: _____

What is the value represented by the base ten blocks?



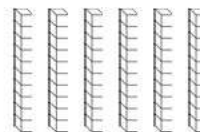
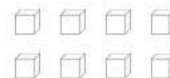
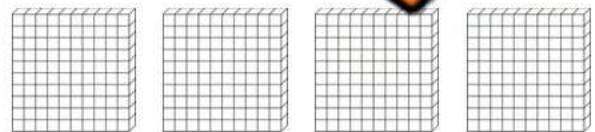
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Title: "Artistic Numbers Parking Lot"

Objective

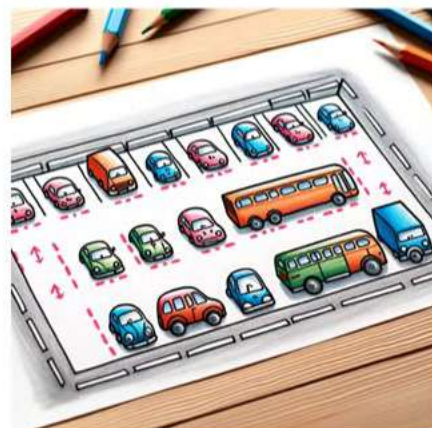
What are we learning about?

To deepen students' understanding of place values and the base ten system, students will creatively draw and organize a parking lot on paper that visually represents a number between 1 and 1000, using vehicles as symbols for different place values.

Materials

What you will need for the activity.

- White paper (one per student)
- Crayons, markers, or coloured pencils
- Rulers for drawing straight lines
- Reference chart to use for their values (units = cars, rods = buses, flats = trucks)



Instructions

How you will complete the activity

1. Provide each student with a sheet of white paper, markers or crayons, and a ruler.
2. Allow students to pick their own number between 1 and 1000. Encourage them to choose a number that they find interesting or meaningful.
3. Explain the correlation between place values and vehicles: units are represented as cars, rods as buses, and flats as trucks. If a student chooses a number like 234, they would draw 2 trucks, 3 buses, and 4 cars.
4. Instruct students to use their rulers to draw the layout of their parking lot on the paper, dividing it into sections for cars, buses, and trucks.
5. Students then draw the appropriate number of each vehicle in the respective sections, creatively designing their parking lot while ensuring the number of vehicles matches their chosen number's place values.
6. After the drawings are completed, students label each section of their parking lot with the number of vehicles it contains, reinforcing their understanding of place values.

Name: _____

PREVIEW

Name: _____

30

Curriculum Connection
N3.1

Expanded Form

18 ← Standard Form
10 + 8 ← Expanded Form



Part 1

What is the standard form of the numbers below?

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

Part 2

What is the expanded form of the number below?

1) 545 _____	2) 3000 + 500 + 70 + 2 _____
3) 804 _____	4) 739 _____
5) 926 _____	6) 3 246 _____

Part 3

Fill in the blanks with the missing number

1) 453 = 400 + _____ + 3	2) 309 = _____ + 0 + 9
3) 563 = 500 + 60 + _____	4) 2460 = _____ + 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: _____

b) Write the expanded form: _____

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Name: _____

a) Write the standard form: _____

$$500 + 20 + 4$$

b) Write the expanded form: 337

Standard Form

Words

Expanded Form

Place Value Chart

Hundreds	Tens	Ones

Pictures

Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

853

		0

Write the value of the underlined digit
(Hundreds, Tens, or Ones)

1) 853 = _____

2) 853 = _____3) 853 = _____

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

853 , _____ , 855 , _____

Fill in the pattern below

853 , 863 , _____ , 883 , _____

Fill in the pattern below

353 , _____ , 553 , _____ , 753 , _____

Compare using <, >, or =

853 795

455 853

853 246

853 853

853 482

853 + 10 _____

853 + 100 _____

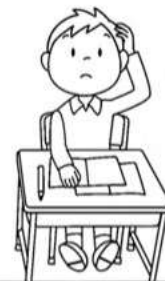
853 + 1 _____

853 - 100 _____

853 - 10 _____

Help Roger Decompose Numbers

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



Part 1

Fill in the missing number

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

Part 2

Can you decompose the number a different way than Roger

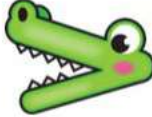
Number	Roger's Answer	Your Turn
435	$410 + 25$	
650	$350 + 300$	
263	$198 + 65$	

Name: _____

41

Curriculum Connection
N3.1

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

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

Part 2

Greater than, Equal to, Less than

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

Name: _____

44

Curriculum Connection
N3.1

Comparing Numbers

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

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

Part 1

Order the numbers below from least to greatest

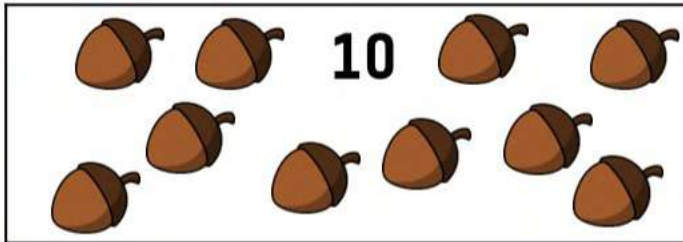
Unordered Numbers	Ordered (least to greatest)
43, 41, 46	
85, 53, 75	
221, 326, 250	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

Order the numbers below from greatest to least

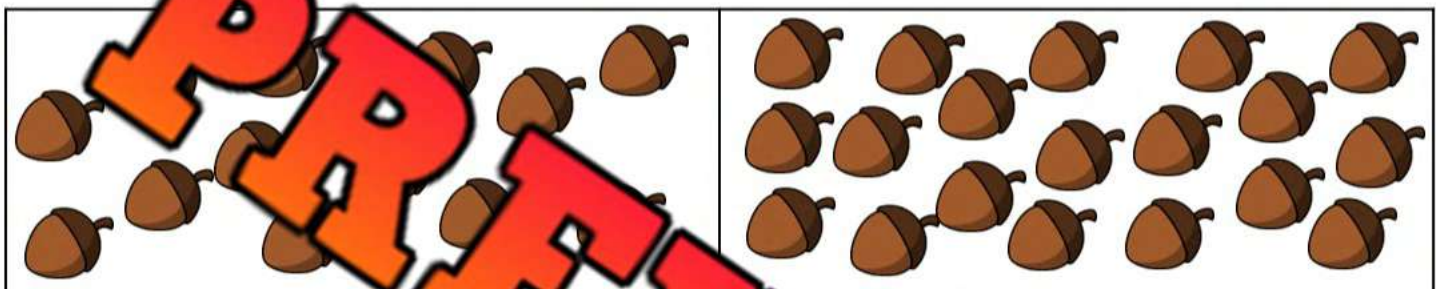
Unordered Numbers	Ordered (greatest to least)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

Estimating How Many...



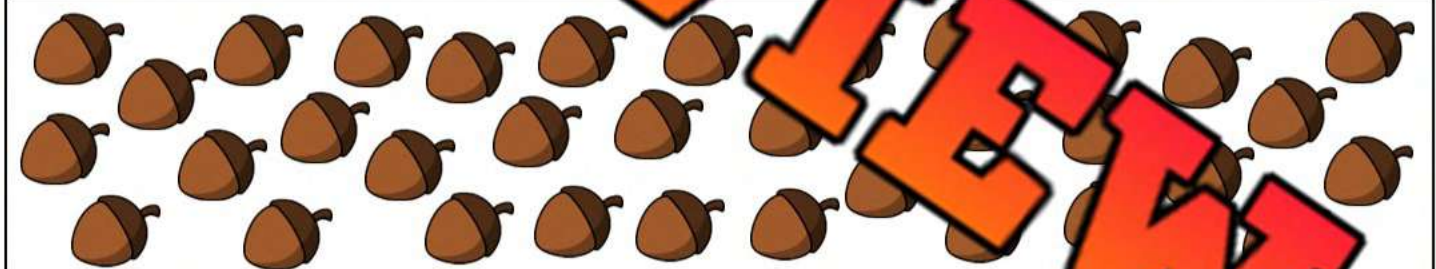
Use this example of 10 to help you
with your estimates

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



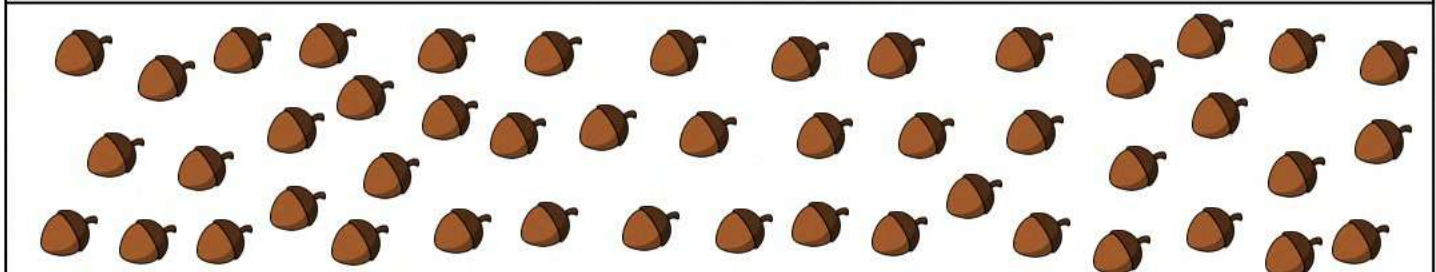
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



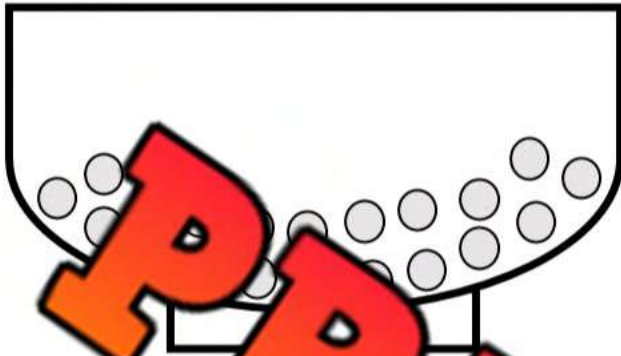
Estimate: About _____ acorns

Actual: There are _____ acorns

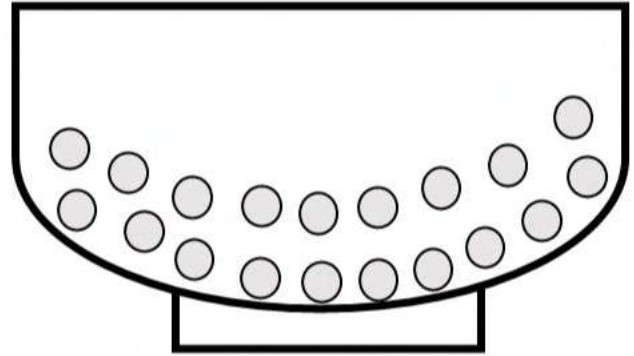
Estimating How Many...

Instructions

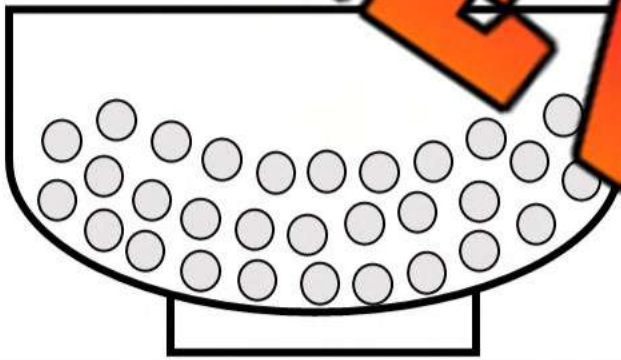
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



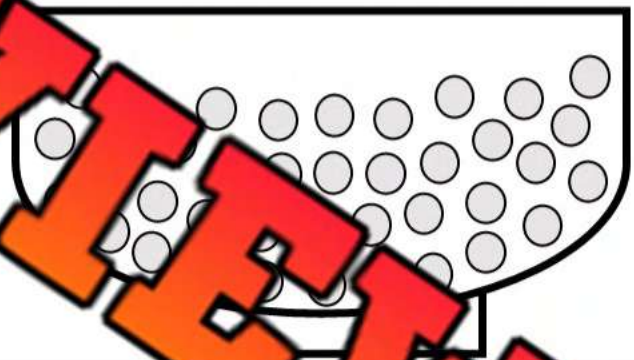
Estimate: About _____ pieces
Actual: There are _____ pieces



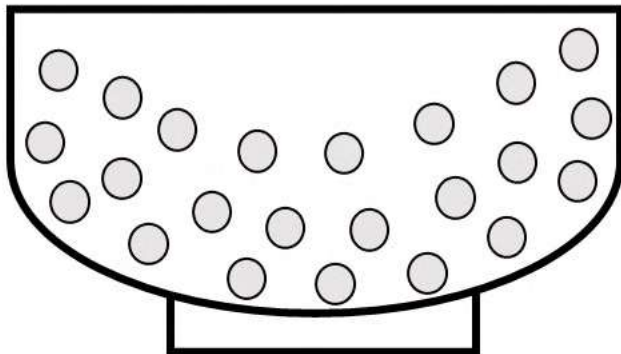
Estimate: About _____ pieces
Actual: There are _____ pieces



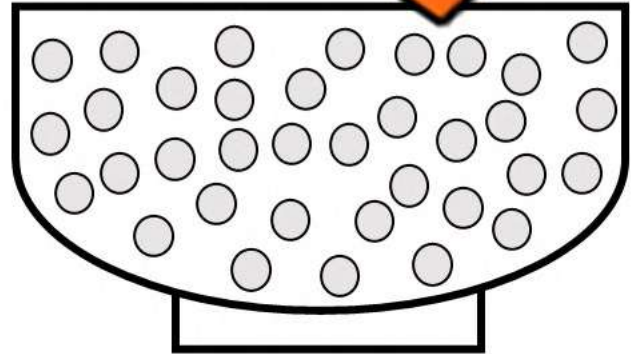
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

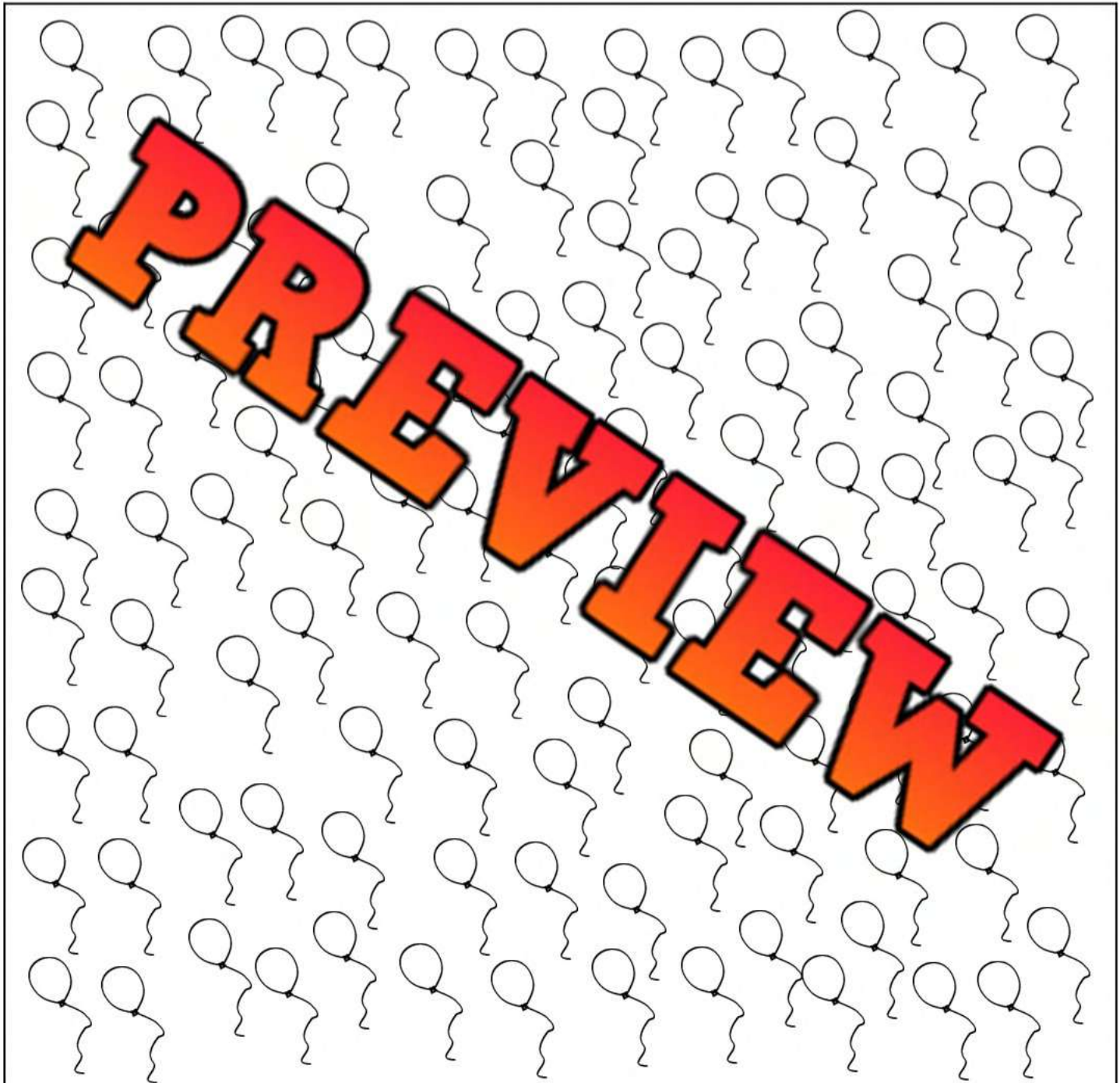


Estimate: About _____ pieces
Actual: There are _____ pieces

Estimating Larger Amounts

Questions

How many balloons do you think are in the box?

**Estimate:** About _____ balloons**Actual:** There are _____ balloons

Title: "Estimation Station: Count & Confirm"

Objective

What are we learning about?

To enhance students' ability to estimate and verify quantities up to 1000 by comparing their estimates with actual counts they perform themselves.

Materials

What you will need for the activity.

- Several jars or containers filled with different quantities of items (marbles, beans, small blocks)
- Paper and pencil for recording estimates
- Workspace for the counting



Instructions

How to complete the activity

1. Arrange the jars on different tables in the room, each filled with a distinct quantity of items, ensuring none contain more than 100 items.
2. Divide the students into small groups, assigning each group a starting station.
3. Provide each group with a paper and pencil. Instruct them to estimate the number of items in their jar without counting them individually and then guess.
4. Rotate the groups through each station, allowing about three minutes to make their estimates.
5. After each group has estimated the contents of every jar, assign each group to one jar for the counting phase.
6. Provide mats or trays for groups to carefully empty their jars and count the items. Encourage them to use strategic counting methods, such as making groups of ten or one hundred, to count the items efficiently.
7. Once counted, each group reports the actual number to the class, and compare these numbers with the estimates previously made.
8. Discuss the results, focusing on the accuracy of the estimates and the strategies used for both estimating and counting.

Think

After discussing with your group, write how many objects are in each jar.

Jar Number	Estimate	Actual Count
1		
2		
6		

Questions

Answer the questions below

1) How accurate were your estimates compared to the actual counts?

2) What strategy did you find most effective for counting large numbers of items?

3) Which jar's contents were the most challenging to estimate? Why?

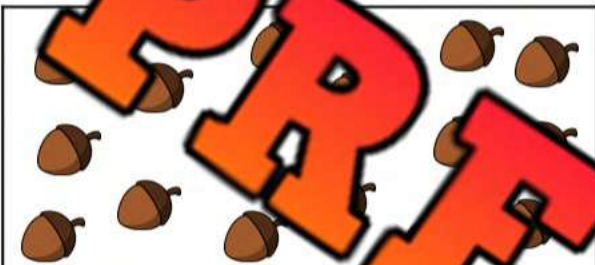
Exit Cards

Cut Out

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

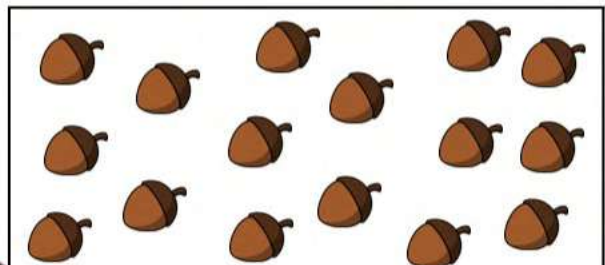
Name: _____

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

**Estimate:** About _____ acorns**Actual:** There are _____ acorns

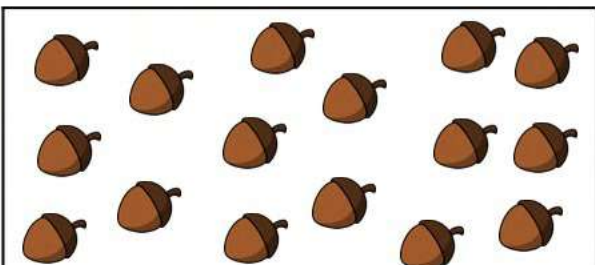
Name: _____

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

**Estimate:** About _____ acorns**Actual:** There are _____ acorns

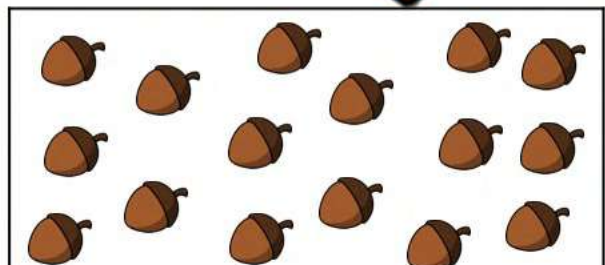
Name: _____

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

**Estimate:** About _____ acorns**Actual:** There are _____ acorns

Name: _____

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

**Estimate:** About _____ acorns**Actual:** There are _____ acorns

Name: _____

53

Place Value

Part 1

Fill in the place value charts below.

236		
Hundreds	Tens	Ones

463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Part 2

Place value is the underlined number?

1) 135

3) 415

4) 531

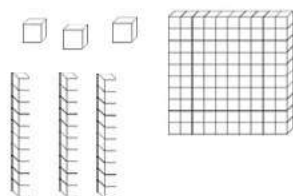
5) 26

6) 934

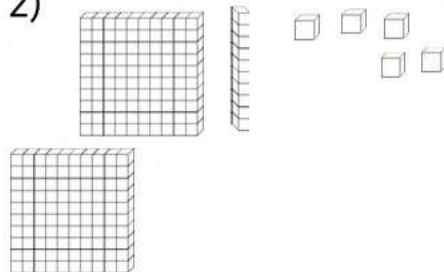
Part 3

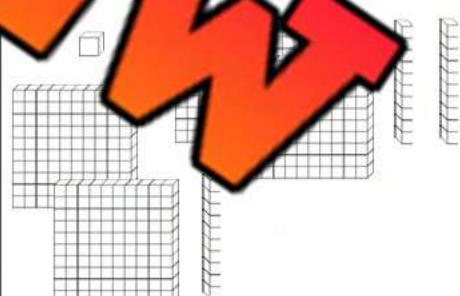
How many blocks do you see?

1)



2)





Part 4

What is the standard form of the numbers below?

1) $200 + 20 + 2$

2) $500 + 30 + 6$

3) $900 + 2$

Part 5

What is the expanded form of the numbers below?

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

Part 6

Write the standard form of the written words below

	Answer
1) Three hundred thirty	
2) Four hundred	

Part 7

Write the written form of the numbers below

Question	Answer
1) 324	
2) 507	

Part 8

Solve the riddles

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

Rounding Numbers To The Nearest 10 and 100

Round Down

Round Up

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

Rounding to the nearest 10

42 → 40

155 → 160

Rounding to the nearest 100

242 → 200

389 → 400

Part 1 Round the numbers to the nearest 10

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

Part 2

Round the numbers to the nearest 100

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

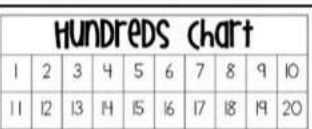
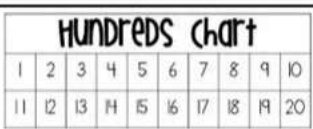
Mental Math – Counting On (Up to 20)

Directions:

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

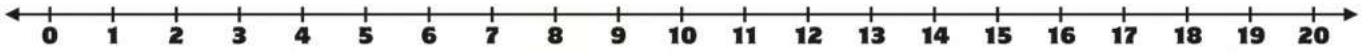
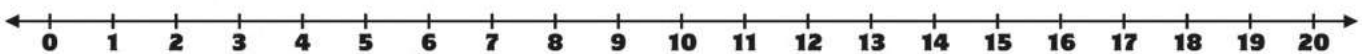
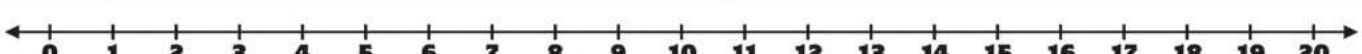
Part 1

Use the chart to answer the question

1) $4 + 5 =$ _____ 	2) $8 + 6 =$ _____ 	3) $8 + 3 =$ _____ 
4) $7 + 4 =$ _____ 	5) $3 + 6 =$ _____ 	6) $2 + 5 =$ _____ 
7) $8 + 8 =$ _____ 	8) $7 + 7 =$ _____ 	9) $9 + 4 =$ _____ 
10) $9 + 9 =$ _____ 	11) $5 + 6 =$ _____ 	12) $6 + 8 =$ _____ 

Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____ 
2) $6 + 4 =$ _____ 
3) $5 + 9 =$ _____ 

Mental Math Strategy – Counting On

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

Part 1

Use the chart to answer the question

1) $13 + 5 =$ _____

HUNDREDS chart

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

2) $17 + 4 =$ _____

HUNDREDS chart

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

3) $23 + 7 =$ _____

HUNDREDS chart

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

4) $34 + 7 =$ _____

HUNDREDS chart

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

5) $64 + 3 =$ _____

HUNDREDS chart

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

6) $83 + 8 =$ _____

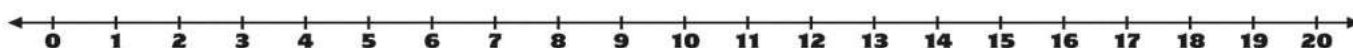
HUNDREDS chart

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

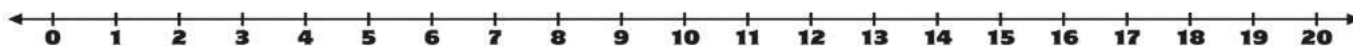
Part 2

Use the number line to find the answer

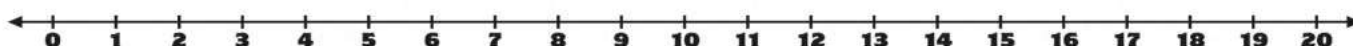
1) $7 + 9 =$ _____



2) $11 + 6 =$ _____



3) $7 + 13 =$ _____



Mental Math Strategy – Making Tens

Directions:

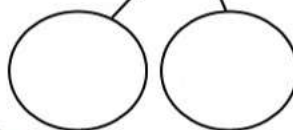
1. Create a ten by taking some from the other number.
2. Add the remaining amount.



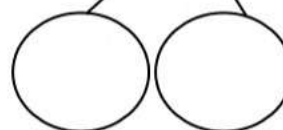
1) 15

3

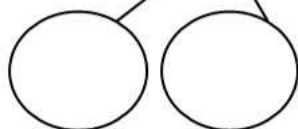
$$10 + 2 = 12$$

2) $9 + 6$ 

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

3) $8 + 9$ 

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

4) $8 + 8$ 

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

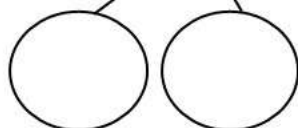
+ 7



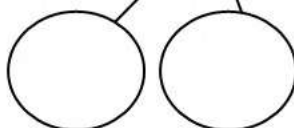
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6) $9 + 8$ 

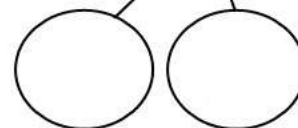
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7) $8 + 12$ 

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

8) $9 + 8$ 

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

9) $8 + 7$ 

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

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.



$46 + 45$ $45 + 45 = 90$ $90 + 1 = 91$	$50 + 51$
$76 + 75$	$99 + 101$
$149 + 152$	$123 + 123$
$248 + 253$	$399 + 402$
	$497 + 501$

Name: _____

67

Curriculum Connection
N3.2

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

$15 + 219$ $300 + 40 + 10$	$124 + 56$
$146 + 277$	$216 + 188$
$168 + 254$	$292 + 108$
$167 + 173$	$355 + 262$

Mental Math – Adding In Chunks

Directions:

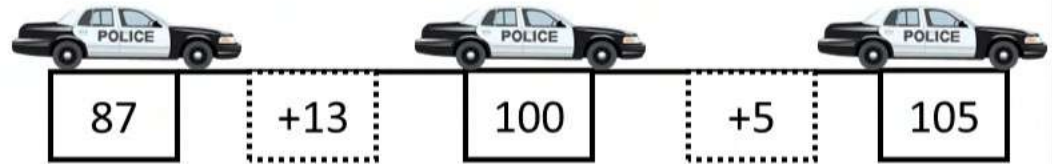
1. Keep the bigger number the same
2. Add “chunks” of the smaller number to the bigger number
3. The chunks need to add up to the smaller number



$134 + 125$ $= 225$ $225 + 45$ $= 269$	$134 + 145$
$243 + 236$	$264 + 228$
$334 + 358$	$252 + 252$
$357 + 553$	$664 + 267$

Count – Bridging Over 100

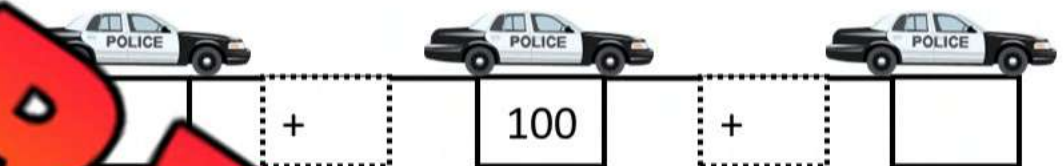
$87 + 18$



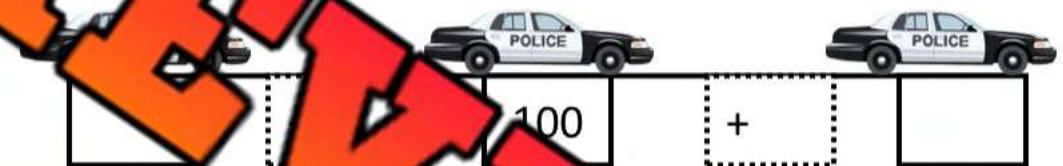
Questions

Fill in the blanks by bridging over 100

1) $91 + 17$



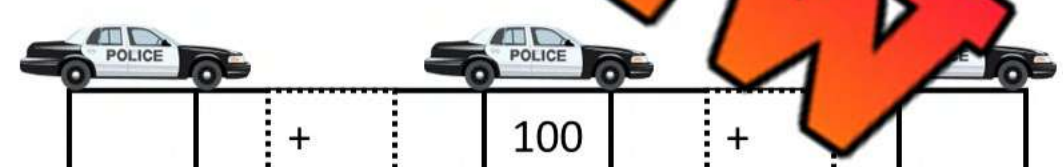
2) $89 + 14$



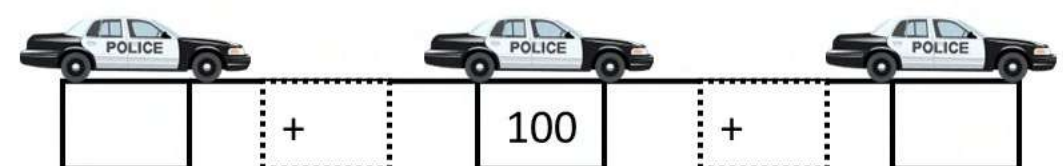
3) $93 + 19$



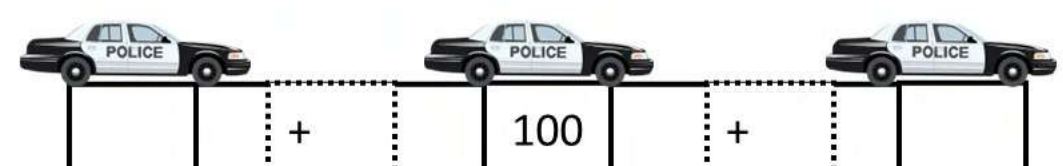
4) $92 + 21$



5) $86 + 15$



6) $88 + 20$



Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
	5	3
+	1	1

	Tens	Ones
	2	8
	1	1

	Tens	Ones
	4	2
+	4	5

	Tens	Ones
	6	3
+	2	5

	Hun.	Tens	Ones
	5	2	3
+	2	5	1

			Ones
	1		1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+			2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	0	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	6	3	6

Name: _____

80

Curriculum Connection
N3.2

Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Addition Word Problem – No Regrouping

Questions

Solve the problems below

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



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



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



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



Regrouping – Which is Equal?

Questions

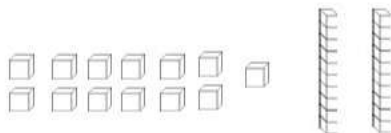
Which is equal to the picture? There may be more than one answer!



a) 1 ten

b) 1 hundred

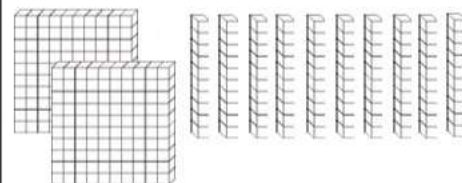
c) 12 ones



a) 2 tens, 3 ones

b) 3 tens, 3 ones

c) 2 tens, 13 ones



a) 2 hundreds, 10 tens

b) 3 hundreds

c) 12 tens



a) 20 ones

b) 1 ten, 10 ones

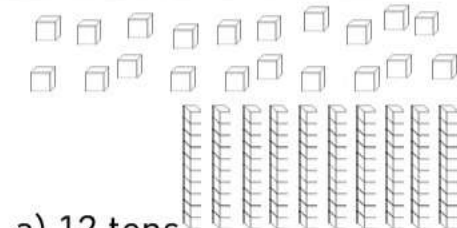
c) 20 tens



a) 20 tens

b) 2 hundreds, 11 tens

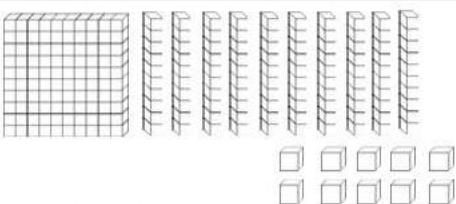
c) 3 hundreds



a) 12 tens

b) 20 ones

c) 12 ones



a) 1 hundred, 11 tens

b) 2 hundreds, 11 tens

c) 30 tens



a) 9 tens, 10 ones

b) 1 hundred

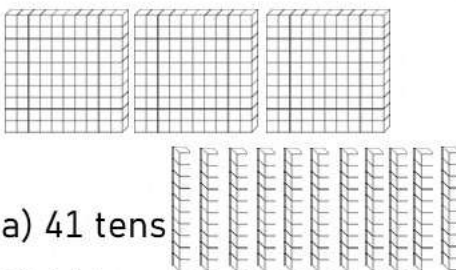
c) 10 tens



a) 14 tens

b) 1 ten, 4 ones

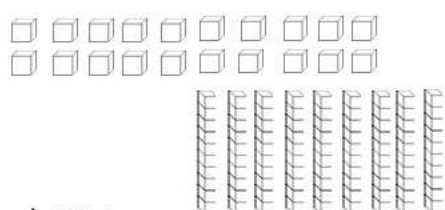
c) 14 ones



a) 41 tens

b) 41 hundreds

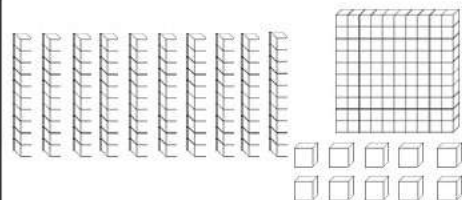
c) 4 hundreds, 1 ten



a) 10 tens

b) 1 hundred, 1 tens

c) 11 tens



a) 20 tens

b) 1 hundred, 11 tens

c) 210 ones

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
+	5	4

	Tens	Ones
	4	8
	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

			Ones
	5	6	
+	3	6	6

	Hun.	Tens	Ones
	1	4	2
+	7		9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

Addition Word Problems - Regrouping

Questions

Solve the problems below

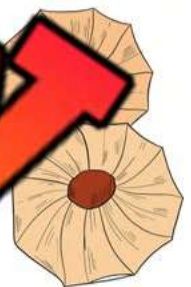
1) Isaac donated \$468 last year to charity. This year, he has donated \$429. How much has Isaac donated in the last two years?



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



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



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



Exit Cards

Cut Out

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

Name: _____

Solve the problems below

- a) _____
- b) James scored _____ points in basketball last year. He scored _____ this season. How many _____ points has he scored in the last two years?

Name: _____

Solve the problems below

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problem

- a)
$$\begin{array}{r} 527 \\ + 234 \\ \hline \end{array}$$
- b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Math Facts – Adding 0 and 5**Questions**

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

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$		$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$

Name: _____

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Curriculum Connection
N3.2**Math Facts – Adding 10****Questions**

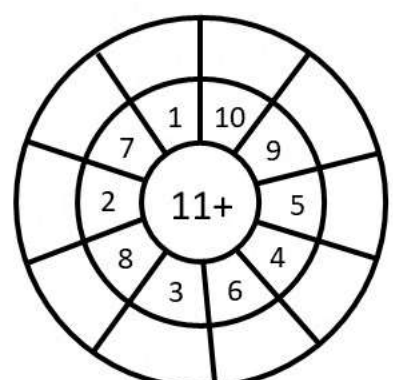
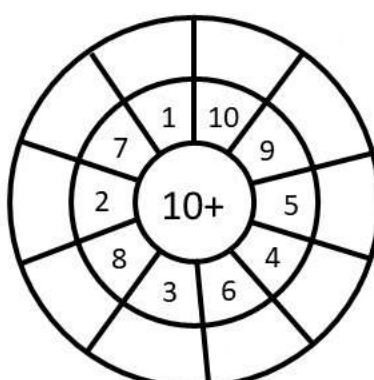
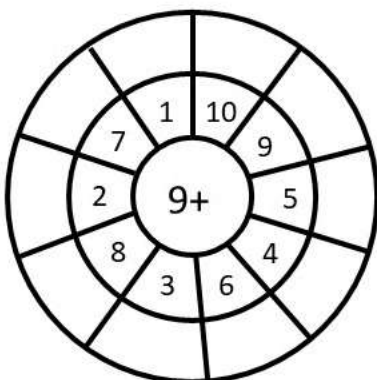
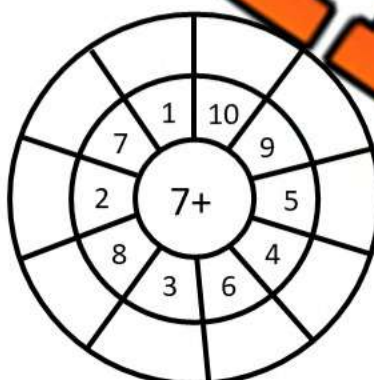
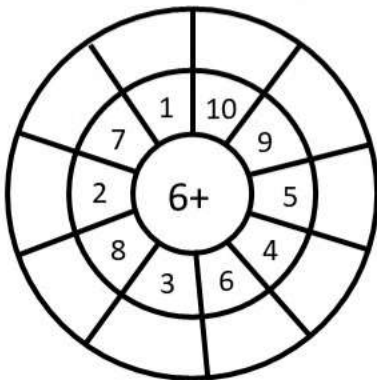
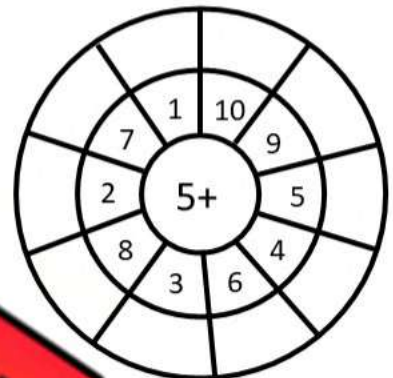
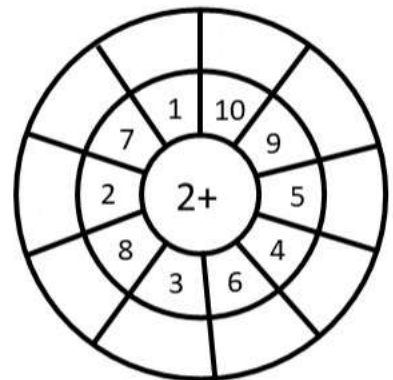
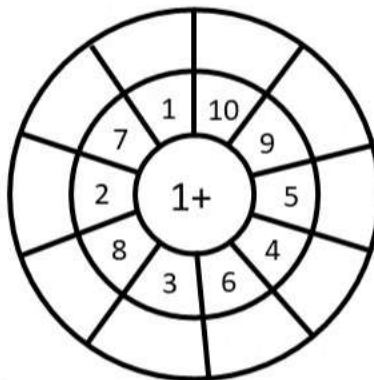
Solve as many problems as you can before the time runs out!

$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$

Bullseye Math Facts

Questions

Fill in the outer layer of the bullseye



Estimate and Subtract

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

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

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

$$\begin{array}{r} 48 \longrightarrow \\ - 8 \longrightarrow + \end{array}$$

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

Part 2Round these numbers to the nearest hundred. Then subtract the numbers

$$\begin{array}{r} 163 \longrightarrow 200 \\ - 113 \longrightarrow - 100 \\ \hline 300 \end{array}$$

$$\begin{array}{r} 323 \longrightarrow \\ - 3 \longrightarrow - \end{array}$$

$$\begin{array}{r} 798 \longrightarrow \\ + 308 \longrightarrow - \end{array}$$

$$\begin{array}{r} 55 \longrightarrow \\ + 292 \longrightarrow - \end{array}$$

Part 3

Estimate the numbers to determine approximately how much is left

Steve makes \$310 this week at work. He buys a new guitar for \$105. About how much money does Steve have now?

Mental Math – Counting Back (Up To 20)

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

Part 1

Use the chart to answer the question

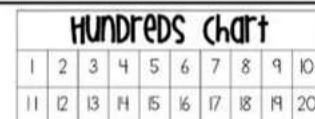
1) $13 - 5 =$ _____



2) $18 - 6 =$ _____



3) $15 - 3 =$ _____



4) $14 - 4 =$ _____



5) $13 - 6 =$ _____



6) $12 - 5 =$ _____



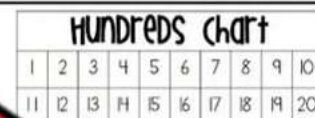
7) $18 - 8 =$ _____



8) $17 - 7 =$ _____



9) $19 - 4 =$ _____



10) $19 - 9 =$ _____



11) $15 - 6 =$ _____



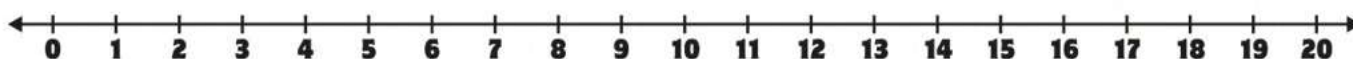
12) $12 - 8 =$ _____



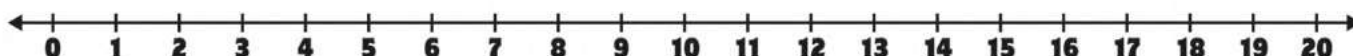
Part 2

Use the number line to find the answer

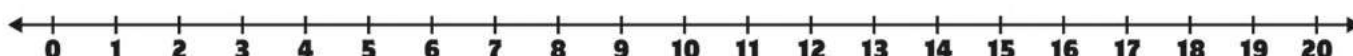
1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



3) $15 - 9 =$ _____



Subtraction Mental Math – Counting Up

Background – Subtraction is simply finding the difference between two numbers

Directions

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

PREVIEW

$18 - 7$

Difference = 11

$10 - 7 =$ _____

$15 - 12 =$ _____

$14 - 10 =$ _____

$26 - 20 =$ _____

$32 - 24 =$ _____

$38 - 32 =$ _____

Subtraction Mental Math – Counting Up

Directions:

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

$24 - 10$



$27 - 15$

$33 - 21$

$38 - 26$

$49 - 31$

$56 - 44$

$68 - 55$

$87 - 73$

Mental Math Strategy – Subtracting in Chunks

Directions:

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



$$124 - 115$$

$$100 = 24$$

$$- 14$$

$$10$$

$$256 - 145$$

$$243 - 15$$

$$264 - 142$$

$$357 - 234$$

$$2 - 5$$

$$753 - 323$$

$$873 - 562$$

Subtracting – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
-		1

2)	Tens	Ones
	3	8
-	1	1

3)	Tens	Ones
	4	6
-	2	3

4)	Tens	Ones
	7	4
-	2	2

5)	Hun.	Tens	Ones
	7	4	3
-	3	2	1

6)	Hun.	Tens	Ones
	7	3	6
-	4	6	2

7)	Hun.	Tens	Ones
	6	6	7
-	2	7	2

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

9)	Hun.	Tens	Ones
	6	5	6
-	3	3	0

10)	Hun.	Tens	Ones
	4	5	5
-	3	3	3

Name: _____

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Curriculum Connection
N3.2

Subtracting – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 53 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ + 242 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ + 111 \\ \hline \end{array}$$

$$\begin{array}{r} 536 \\ + 320 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 637 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 444 \\ + 331 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ + 344 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 467 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 366 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ + 320 \\ \hline \end{array}$$

Subtracting Word Problems – No Borrowing

Questions

Solve the problems below

1) Rachel needs 350 points to get to the next level of her video game. As of now, she has 240 points. How many more points does she need to reach the next level?



2) Sam has \$_____ for a video game system. He bought the system for \$224. How much _____ he has left?



3) A transport driver is 483km away from home. He drives 235km towards home. How far are they from home now?



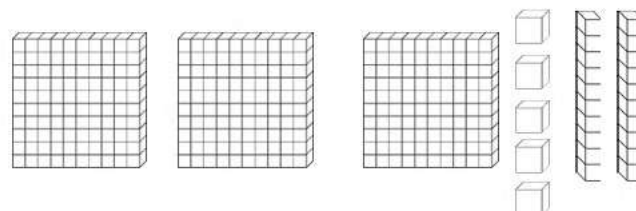
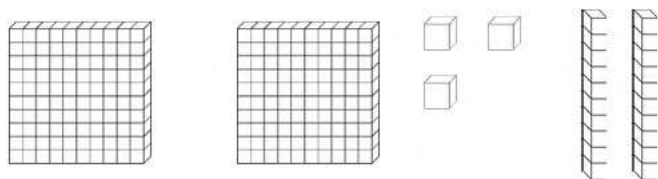
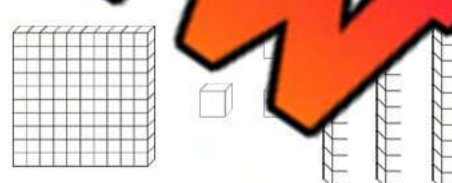
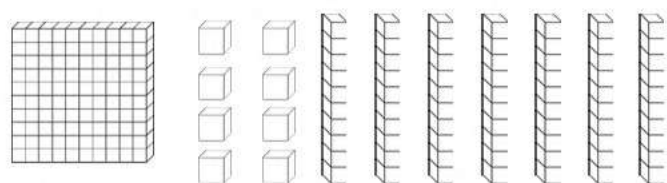
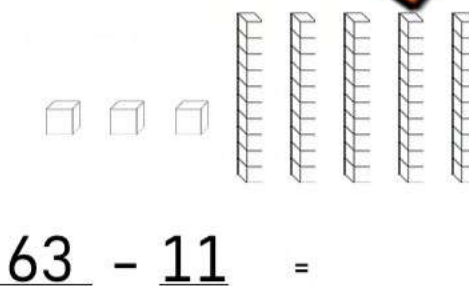
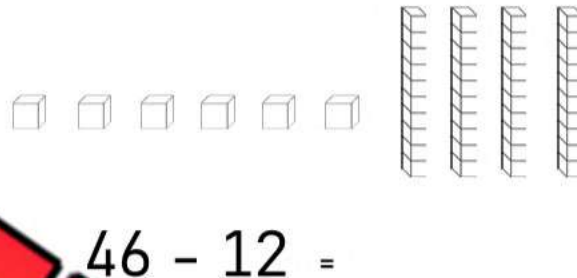
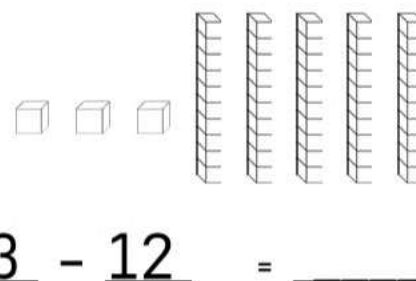
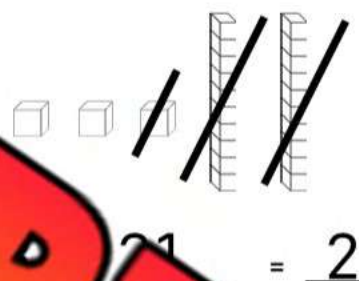
4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?



Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



Subtracting - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
	4	4
-		

2)	Tens	Ones
	4	1
-	1	4

3)	Tens	Ones
	5	5
-	2	6

4)	Tens	Ones
	7	6
-	3	8

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

	Hun.	Tens	Ones
		5	
-		2	2

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

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

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

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

Name: _____

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Curriculum Connection
N3.2

Subtraction - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exit Cards

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

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Name: _____

1) $536 - 362$

- 2) John has \$815 in life savings. He spent \$565 on a new bike. How much does he have left?

Title: "Subtraction Showdown"

Objective

What are we learning about?

To enhance students' subtraction skills by engaging the whole class in simultaneous problem-solving, promoting accuracy and speed under pressure.

Materials

What you will need for the activity.

- A deck of number cards ranging from 1 to 999
- Small whiteboards and markers for each pair of students
- A stopwatch
- A bell or buzzer (optional, for signaling)



Instructions

How to complete the activity

1. Shuffle the deck of number cards and place it at the front of the classroom.
2. Pair up the students and distribute a whiteboard and marker to each pair.
3. One student from a selected pair draws two cards from the deck at the front of the class.
4. The student displays the numbers to the class, ensuring the numbers are clearly visible.
5. All pairs then work together to determine which number is larger and subtract the smaller number from the larger to avoid negative results.
6. Start the timer, giving students one minute to solve the problem and write their answer on the whiteboard.
7. At the end of the minute, signal with a bell or say "three, two, one, show!" to have all pairs flip their whiteboards simultaneously.
8. Check the answers quickly, and award points to pairs who got the correct answer.
9. Rotate the role of drawing cards so each student gets a turn to pick the numbers.
10. Repeat the process, keeping the activity lively and engaging by maintaining a brisk pace.

Name: _____

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Curriculum Connection
N3.2

Cards

Cut out the cards below

783	276	498	642	157	833
32	706	105	514	889	462
16	528	943	356	691	875
623	210	768	403	95	
471	15	791	247	600	209
826	411	537	714	509	111
36	732	20	388	415	16
259	640	301	915	507	280
754	160	488	911	812	610
48	719	846	104	161	379

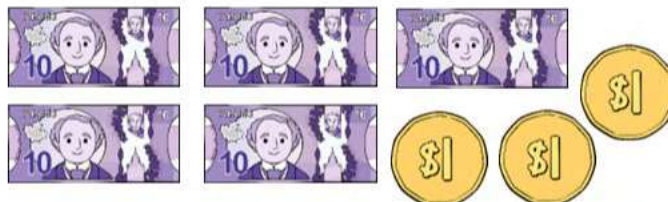
Subtracting Money

Questions

Subtract from the money below



$$\underline{\$22} - \underline{\$1} = \underline{\$21}$$



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



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



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



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



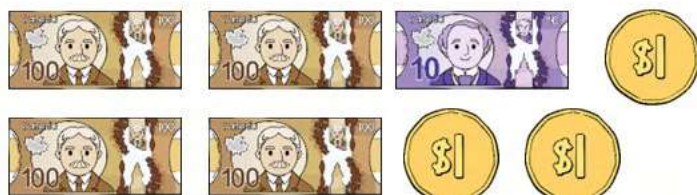
$$\underline{\$153} - \underline{\$22} = \underline{\hspace{2cm}}$$



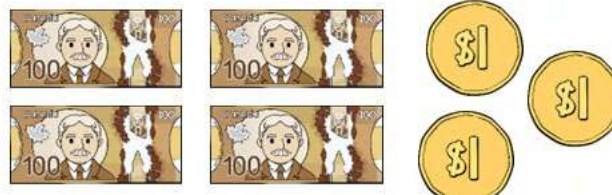
$$\underline{\$223} - \underline{\$113} = \underline{\hspace{2cm}}$$



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



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



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

Name: _____

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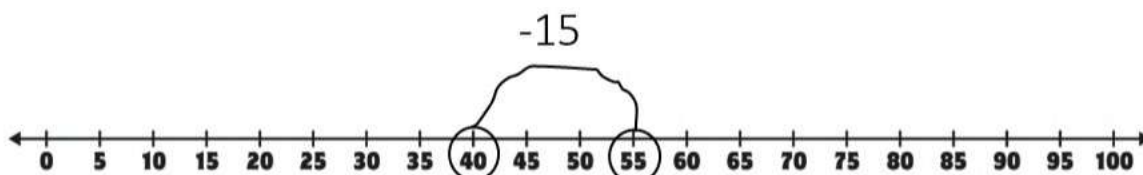
Curriculum Connection
N3.2

Number Line Subtraction

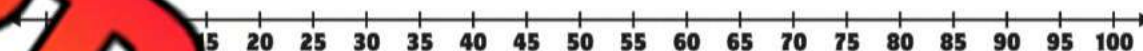
Questions

Use the number line to subtract the numbers below

$55 - 15 = \underline{40}$



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



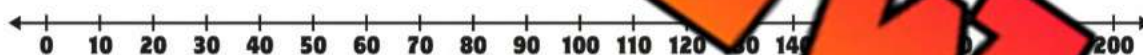
$70 - 30 = \underline{\quad}$



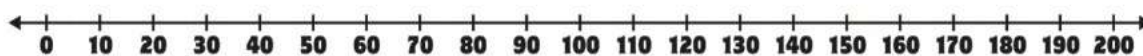
$50 - 35 = \underline{\quad}$



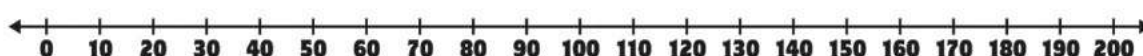
$100 - 20 = \underline{\quad}$



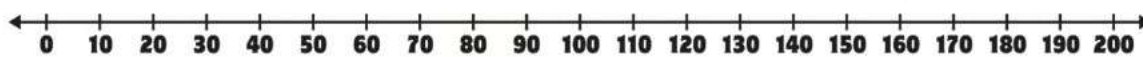
$125 - 25 = \underline{\quad}$



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



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



Math Facts – Subtract By 0 and 1**Questions**

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

$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	
$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$

Math Facts – Subtract By 6 and 7**Questions**

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

$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$		$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$

Name: _____

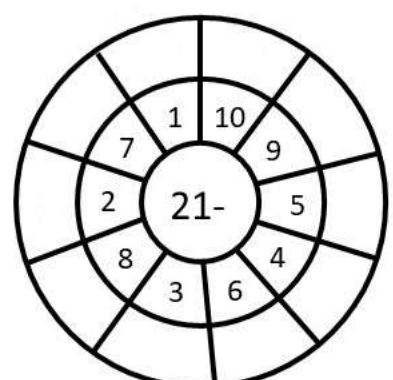
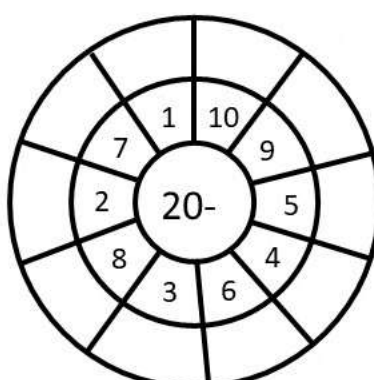
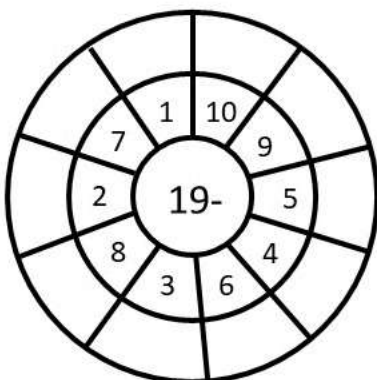
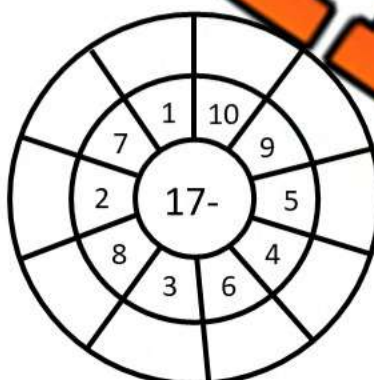
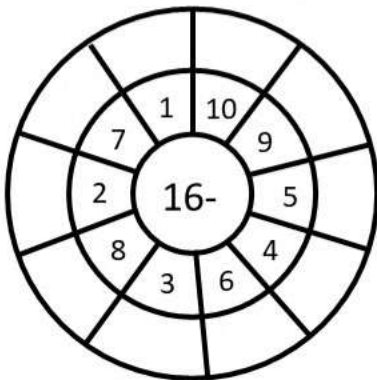
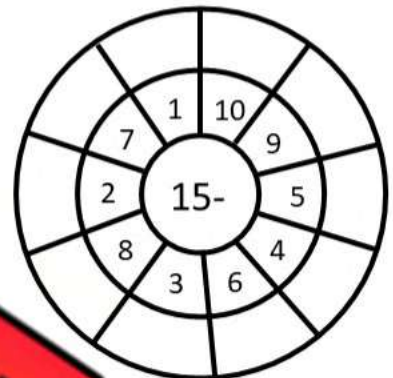
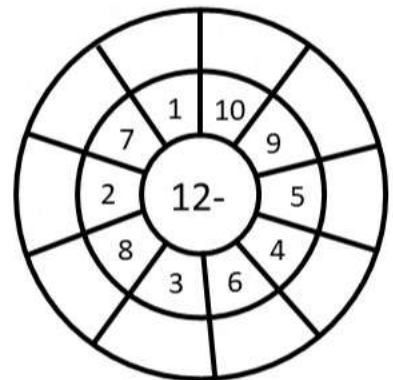
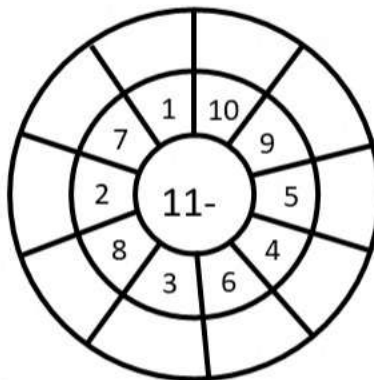
130

Curriculum Connection
N3.2

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



Subtracting Multiples of 10

Part 1

Answer the questions below

1) 70 - 20 =

2) 50 - 30 =

3) 80 - 40 =

4) 30 - 10 =

5) 60 - 20 =

6) 90 - 50 =

7) 50 - 10 =

8) 100 - 90 =

9) 60 - 40 =

10) 70 - 60 =

Part 2

Answer the questions below

1) Ava has \$80 in her purse. She spent \$50 on a new dress. How much money does she have left?



2) Hayden needed to drive 90 km to get to his friend's house. He has driven 30 km already. How much further does he need to drive?



Subtracting Multiples of 10

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

Questions

Answer the questions below

1) 62 - 20 =

2) 31 - 20 =

3) 58 - 40 =

4) 99 - 10 =

5) 71 - 50 =

6) 83 - 10 =

7) 88 - 30 =

8) 94 - 40 =

9) 57 - 40 =

10) 77 - 20 =

Adding/Subtracting – Inverse Operations

Questions

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

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

Adding/Subtracting – Inverse Operations

Questions

Fill in the blanks using the information given to you

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

Adding and Subtracting Word Problems

Questions

Solve the following questions using both addition and subtraction

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



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

2) Adam and Lindsay went to the mall to buy a new gaming system. Adam brought \$128 and Lindsay brought \$141. The gaming system cost \$269. How much money do they have left?



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



Adding and Subtracting Quiz

Part 1

Use the standard algorithm to solve the problems below

1)	Hun.	Tens	Ones
			3
+			

2)	Hun.	Tens	Ones
	4	5	2
+	2	3	5

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

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

			One
	5		2
+	2	5	6

6)	Hun.	Tens	Ones
		4	5
+			9

7)	Hun.	Tens	Ones
	6	5	4
-	5	1	3

8)	Hun.	Tens	Ones
	8	5	3
-	4	4	1

9)	Hun.	Tens	Ones
	7	6	8
-	5	0	2

	Hun.	Tens	Ones
	8	4	8
-	1	5	7

	Hun.	Tens	Ones
	4	7	3
-	1	2	6

	Hun.	Tens	Ones
	5	3	8
-	3	4	5

Problems 1-4 Solve the following questions

1) Mason had \$500. He spent \$161 on new skates. How much money does he have left?



2) Steve has collected 436 hockey cards. He gives 100 cards to his younger brother. How many cards does he have left?



3) Claire has 432 points in a video game. She got 139 more points by beating the next level. How many points does she have now?



4) Hudson played video games for 125 minutes on Monday, 104 minutes on Tuesday, and 138 minutes on Wednesday. How many total minutes did he play video games?



Part 3

Fill in the blank using the information give to you

1)	$2 + \underline{\hspace{2cm}} = 9$	2)	$5 + \underline{\hspace{2cm}} = 12$
	$9 - 7 = \underline{\hspace{2cm}}$		$12 - 7 = \underline{\hspace{2cm}}$
3)	$7 + \underline{\hspace{2cm}} = 11$	4)	$8 + \underline{\hspace{2cm}} = 12$
	$11 - 4 = \underline{\hspace{2cm}}$		$12 - 4 = \underline{\hspace{2cm}}$

Part 4

Use 1 addition and 2 subtraction equations using the numbers
 and the first one is done for you.

1)	11	2)	15	7	8
Equation 1 (+):		Equation 1 (+):			
Equation 2 (+):		Equation 2 (+):			
Equation 3 (-):		Equation 3 (-):			
Equation 4 (-):		Equation 4 (-):			

Part 5

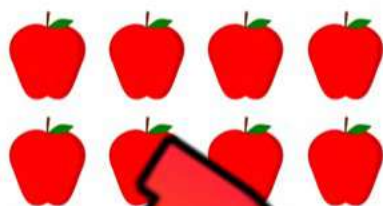
Round the numbers and then solve

1)	$\begin{array}{r} 332 \\ + 229 \\ \hline \end{array} \longrightarrow$	2)	$\begin{array}{r} 452 \\ + 221 \\ \hline \end{array} \longrightarrow$
3)	$\begin{array}{r} 643 \\ - 327 \\ \hline \end{array} \longrightarrow$	4)	$\begin{array}{r} 838 \\ - 347 \\ \hline \end{array} \longrightarrow$

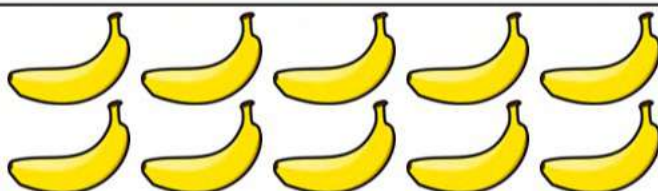
Multiplication – Commutative Property

Questions

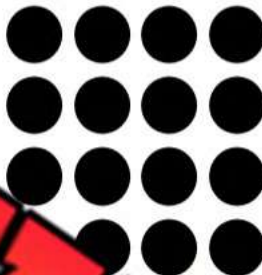
Write the multiplication equations below

2 Groups
4 in each group

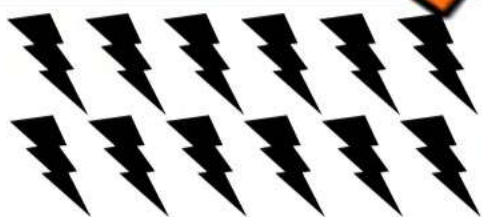
$$4 \times 2 = 8$$



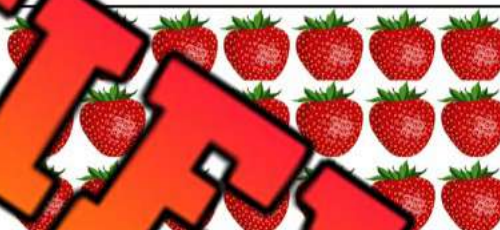
$$__ \times __ = __ \text{ or } __ \times __ = __$$



$$__ \times __ = __$$



$$__ \times __ = __ \text{ or } __ \times __ = __$$



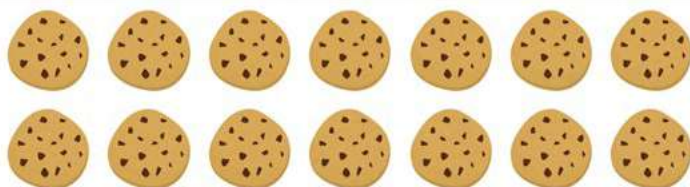
$$__ \times __ = __ \text{ or } __ \times __ = __$$



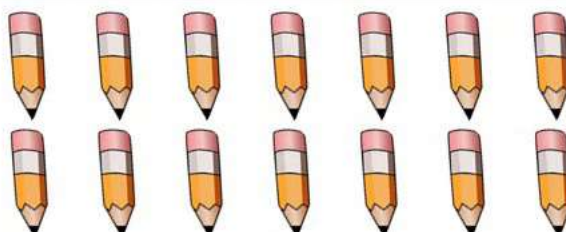
$$__ \times __ = __ \text{ or } __ \times __ = __$$



$$__ \times __ = __ \text{ or } __ \times __ = __$$



$$__ \times __ = __ \text{ or } __ \times __ = __$$



$$__ \times __ = __ \text{ or } __ \times __ = __$$

Name: _____

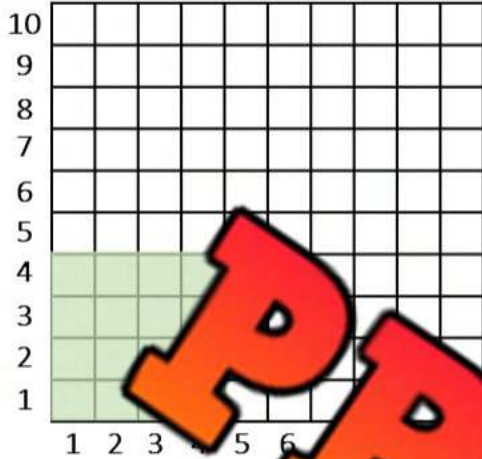
144

Curriculum Connection
N3.3

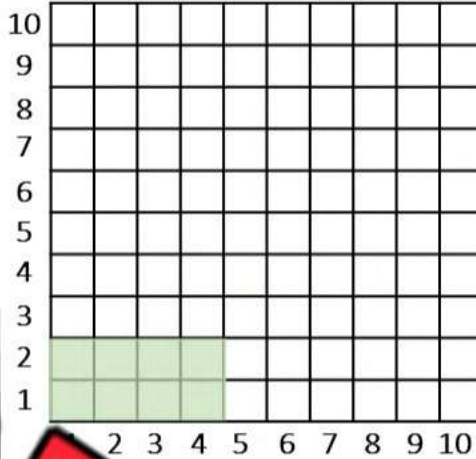
Multiplication – Arrays

Questions

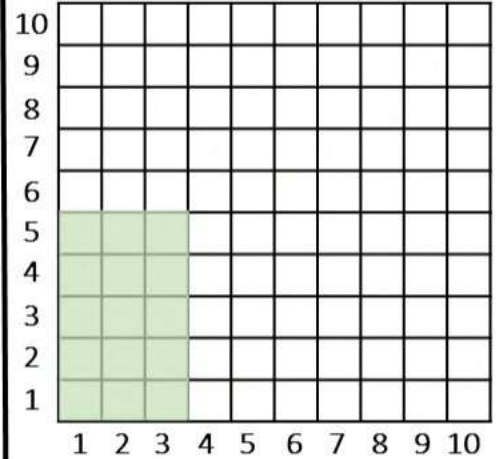
How much is shaded in? Answer the questions below.



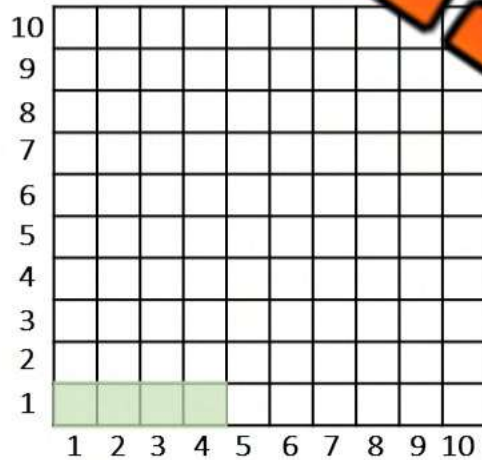
$4 \times 4 =$ _____



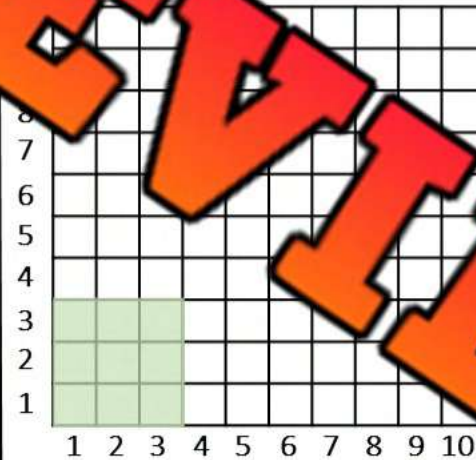
$2 \times$ _____



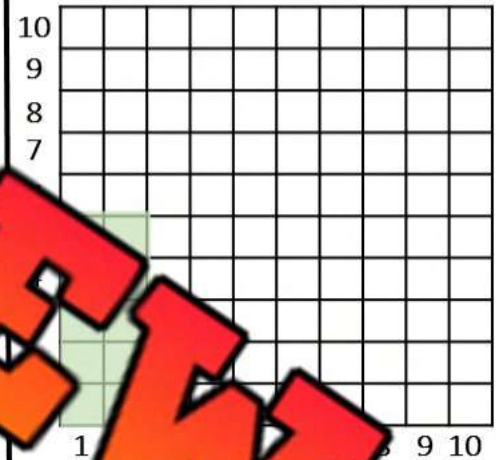
$3 \times 5 =$ _____



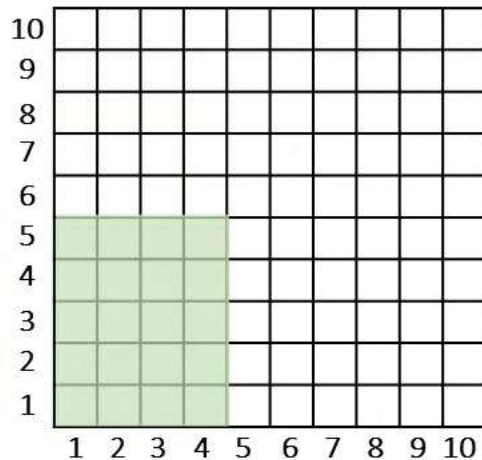
$1 \times 4 =$ _____



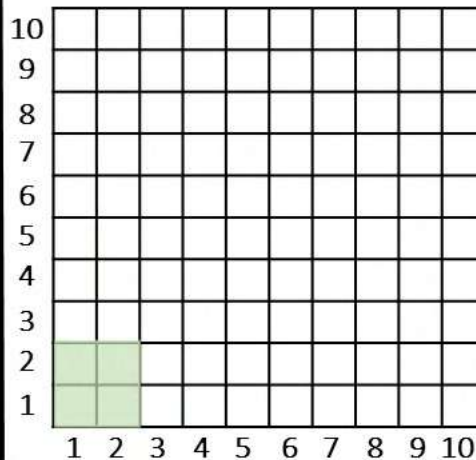
$3 \times 3 =$ _____



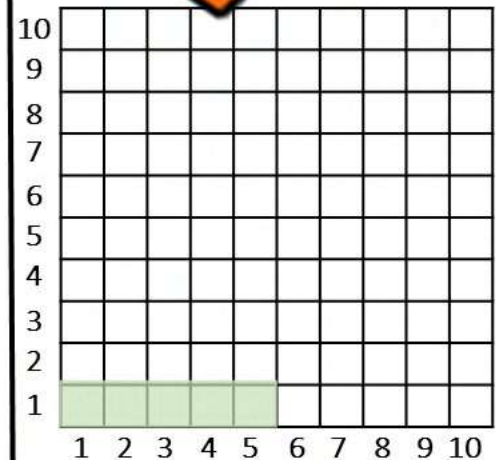
$2 \times$ _____



$4 \times 5 =$ _____



$2 \times 2 =$ _____



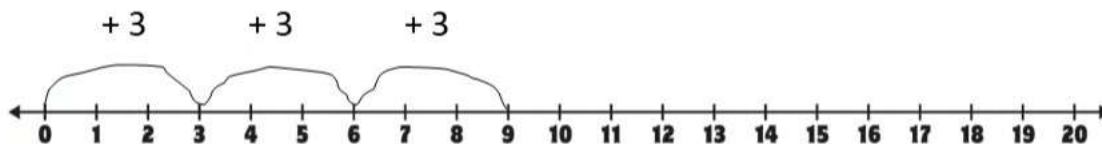
$1 \times 5 =$ _____

Number Line Multiplication – Repeated Addition

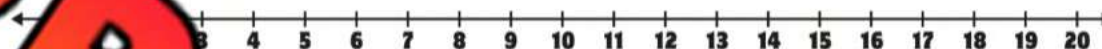
Questions

Fill in the blanks below

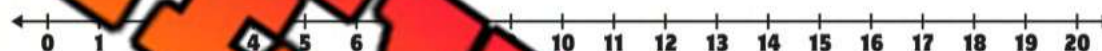
$3 \times 3 = \underline{9}$



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



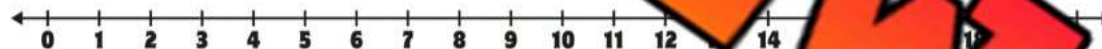
$4 \times 4 = \underline{\quad}$



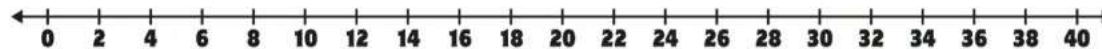
$4 \times 3 = \underline{\quad}$



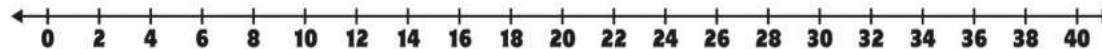
$2 \times 4 = \underline{\quad}$



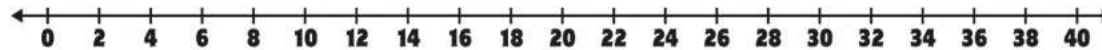
$5 \times 5 = \underline{\quad}$



$5 \times 0 = \underline{\quad}$



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



Mental Math – Multiplication – Skip Counting

Directions:

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

$$5 \times 5 = ?$$

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



PREVIEW

5×3

4×5

3×4

2×5

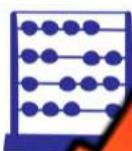
3

4×2

3×3

Mental Math – Multiplication – Doubling and Halving**Directions**

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

Example

$$\begin{array}{ccc} & 6 \times 4 & \\ \text{Option 1: } 12 \times 2 & \text{or Option 2: } 3 \times 8 & \\ \downarrow & & \downarrow \\ 24 & & 24 \end{array}$$



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

Exit Cards

Cut Out

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

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Multiplication Practice – 2s

Questions

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

$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$	
$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$

Multiplication Practice – 5s

Questions

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

$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$

Multiplication – Number/Size of Group

Questions

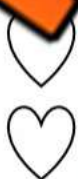
Draw pictures of the size and number of groups. The first one is done for you

$$4 \times 2 = 8$$

Number of Groups = 4

Size of Each Group = 2

Total =



$$2 \times 3 = 6$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$3 \times 5 = 15$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$5 \times 4 = 20$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$5 \times 5 = ?$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$$4 \times 4 = ?$$

Number of Groups = _____

Size of Each Group = _____

Total = _____

Multiplication and Division – Total/Groups/Size of Group**Questions**

Answer the questions below. Use drawings to help you solve the problems

- 1) John saved 5 dollars a day for 5 days. How much money did he save in total?

Number of Groups = _____

Size of Each Group = _____

Total = _____



- 2) Ryan buys a \$2 drink each day on vacation. She spends \$10 on drinks during her vacation. How many days did she spend on vacation?

Number of Groups = _____

Size of Each Group = _____

Total = _____



- 3) Jenna bought 15 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?



Number of Groups = _____

Size of Each Group = _____

Total = _____



Name: _____

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Curriculum Connection
N3.3

Multiplication Chart - Patterns



Questions

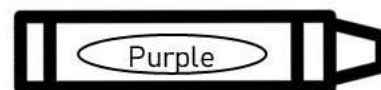
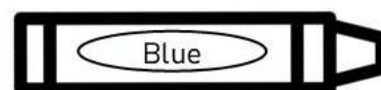
Fill in the multiplication table below

x	1	2	3	4	5
1					
2					
3					
4					
5					

Questions

Answer the questions and colour the chart based on answers

3×3	5×5	4×2	3×2
1×4	2×1	1×5	3×1
2×5	5×4	3×4	4×4



Name: _____

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Curriculum Connection
N3.3

Multiplication Chart - Patterns

**Questions**

Fill in the multiplication table below

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

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	4	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

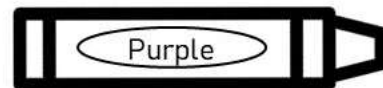
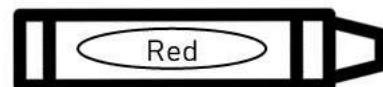
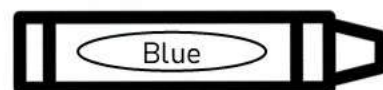
Follow the instructions below

1) Count by 2's and colour the numbers

2) Count by 3's and colour the numbers

3) Count by 4's and colour the numbers

4) Count by 5's and colour the numbers



Task Cards: Multiplication Facts

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity

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

Task Cards

Cut out the task cards below

Task Card 1:

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

Task Card 6:

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

Task Card 2:

How many groups of 2 are there in 4?

Task Card 7:

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

Task Card 3:

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

Task Card 8:

There are 2 rows of 4 chairs in a room. How many chairs are there in total?

Task Card 4:

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

Task Card 9:

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

Task Card 5:

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

Task Card 10:

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

Task Cards

Cut out the task cards below

Task Card 11:

Find the product:

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

Task Card 16:

Solve:

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

Task Card 12:

$9 \div 3 = \underline{\quad}$

Task Card 17:

Calculate:

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

Task Card 13:

Calculate:

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

Task Card 18:

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

Task Card 14:

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

Task Card 19:

Solve:

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

Task Card 15:

Solve:

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

Task Card 20:

Solve for y:

$5 \times y = 15$

Task Cards

Cut out the task cards below

Task Card 21:

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

Task Card 26:

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

Task Card 22:

A gardener plants 5 trees each. How many trees does he plant?

Task Card 27:

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

Task Card 23:

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

Task Card 28:

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

Task Card 24:

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

Task Card 29:

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

Task Card 25:

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

Task Card 30:

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

Name: _____

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Curriculum Connection
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Task Cards: Multiplication

Answers

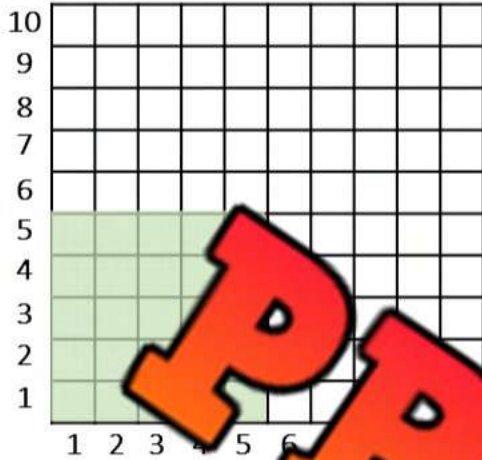
Record your answers below

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

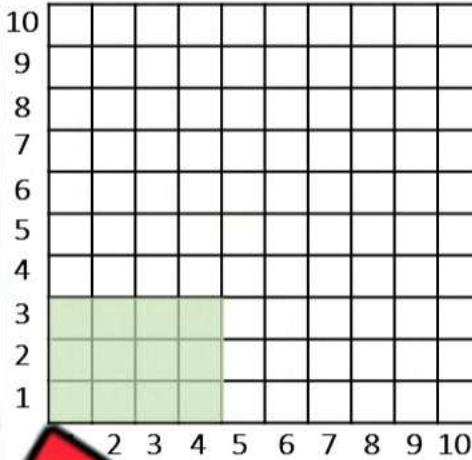
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Division – Arrays**Questions**

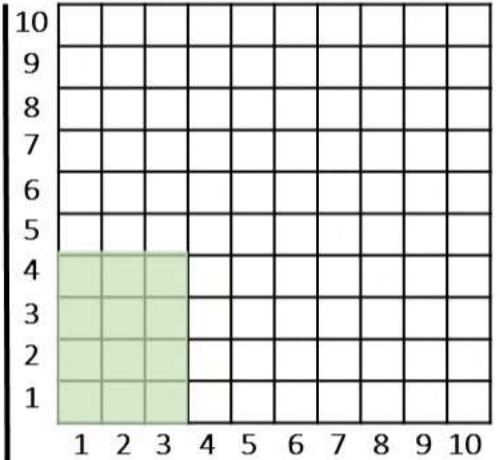
How is the shaded in area divided?



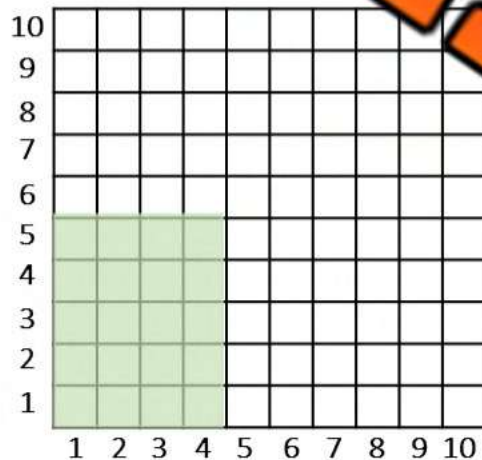
$25 \div 5 = \underline{\hspace{2cm}}$



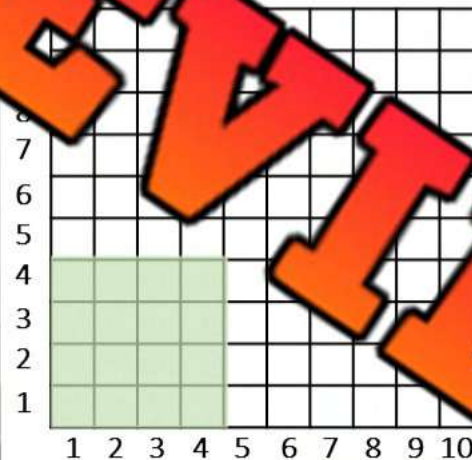
$12 \div 4 = \underline{\hspace{2cm}}$



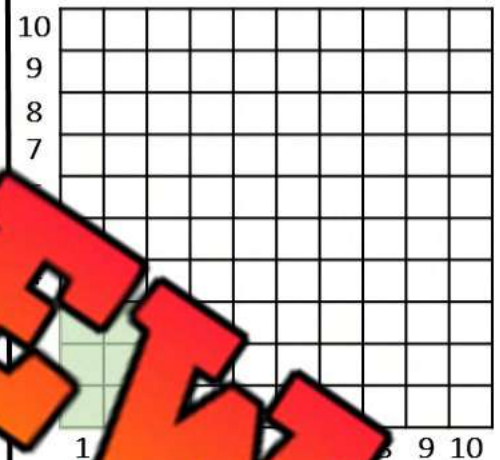
$12 \div 3 = \underline{\hspace{2cm}}$



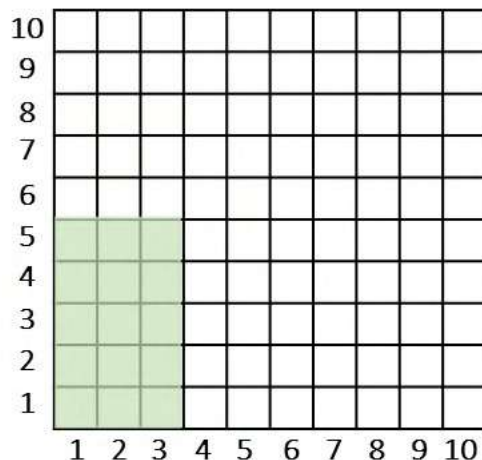
$20 \div 4 = \underline{\hspace{2cm}}$



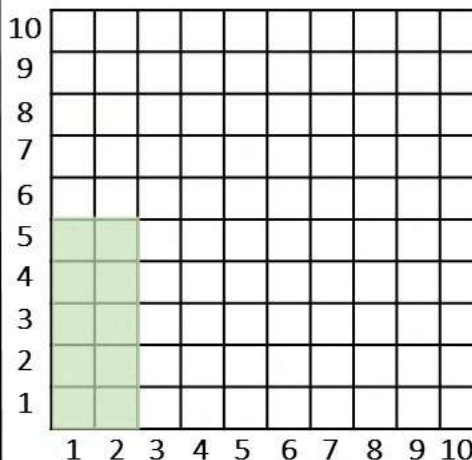
$16 \div 4 = \underline{\hspace{2cm}}$



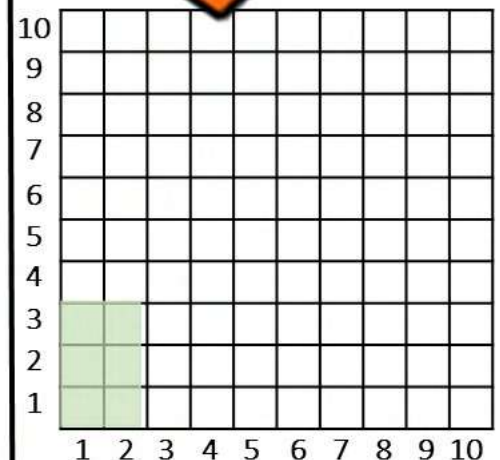
$1 \div 1 = \underline{\hspace{2cm}}$



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



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

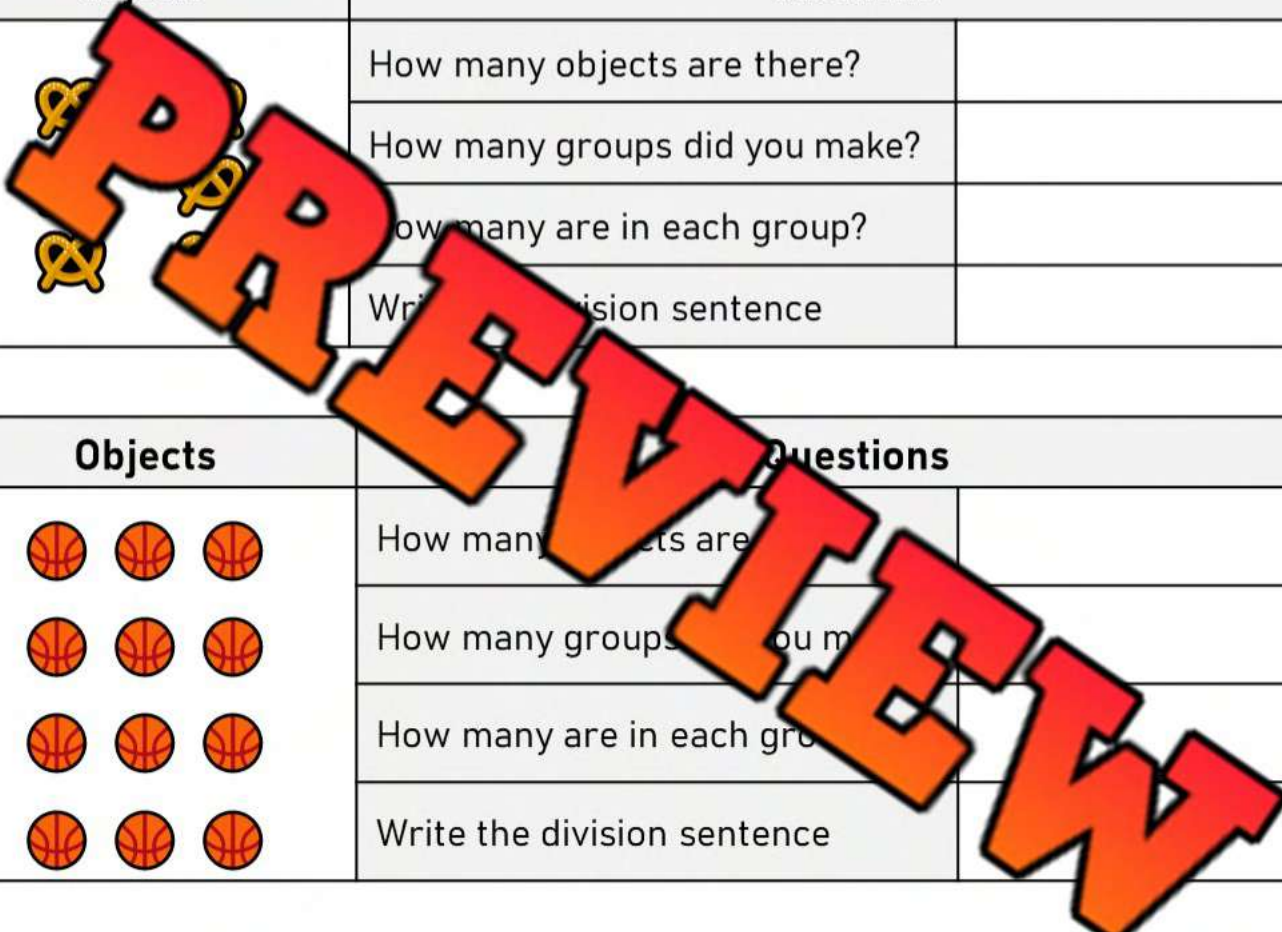


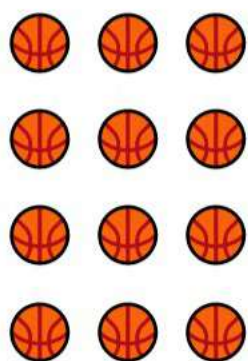
$6 \div 2 = \underline{\hspace{2cm}}$

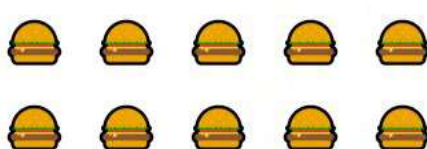
Division – Equal Sharing

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	

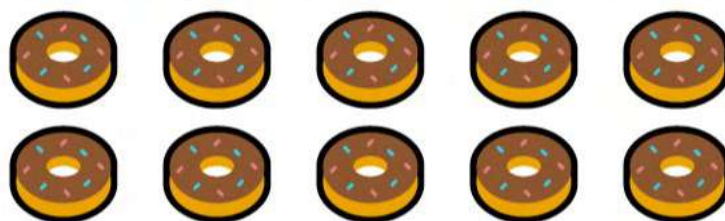
Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

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

Division – Equal Sharing

Questions

Friends are sharing the treats below. Answer the questions



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

Number Line Division – Repeated Subtraction

Questions

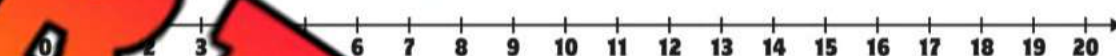
Use repeated subtraction to find the answer

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

$10 \div 2 =$



$15 \div 3 =$



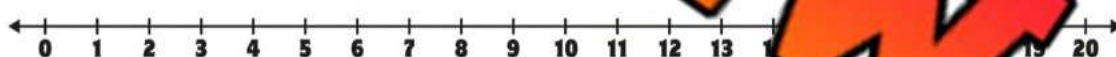
$10 \div 5 =$



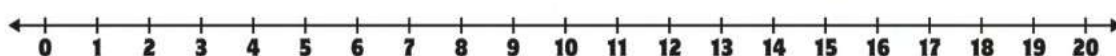
$12 \div 4 =$



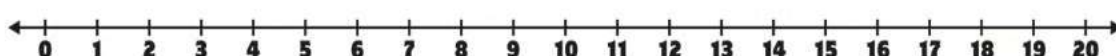
$12 \div 3 =$



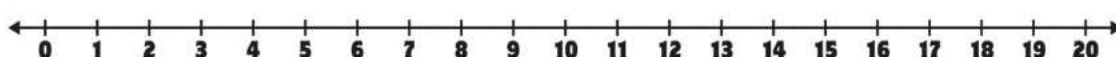
$16 \div 4 =$



$20 \div 5 =$



$20 \div 4 =$



Mental Math – Division – Skip Counting

Directions:

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

$$91 \times 7 = ?$$

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

Answer = 13



$$20 \div 5$$

$$16 \div 4$$

$$8 \div 2$$

$$25 \div 5$$

$$12 \div 3$$

$$12 \div 3$$

$$10 \div 2$$

Multiplication and Division

Questions

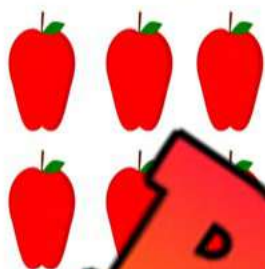
Investigate the relationship between multiplication and division

12 6 x 2 = 12 2 x 6 = 12 12 ÷ 6 = 2 12 ÷ 2 = 6	10 5 x 2 = 10 2 x 5 = 10 10 ÷ 5 = 2 10 ÷ 2 = 5
8 4 x 2 = 8 2 x 4 = 8 8 ÷ 4 = 2 8 ÷ 2 = 4	12 4 x 3 = 12 3 x 4 = 12 12 ÷ 4 = 3 12 ÷ 3 = 4
6 3 x 2 = 6 2 x 3 = 6 6 ÷ 3 = 2 6 ÷ 2 = 3	15 5 x 3 = 15 3 x 5 = 15 15 ÷ 5 = 3 15 ÷ 3 = 5
20 5 x 4 = 20 4 x 5 = 20 20 ÷ 5 = 4 20 ÷ 4 = 5	14 2 x 7 = 14 7 x 2 = 14 14 ÷ 2 = 7 14 ÷ 7 = 2

Multiplication and Division – Fact Families

Questions

Investigate the relationship between multiplication and division



$$3 \times 2 = 6$$

$$2 \times 3 = 6$$

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$



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

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

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

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

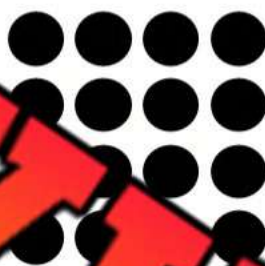


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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

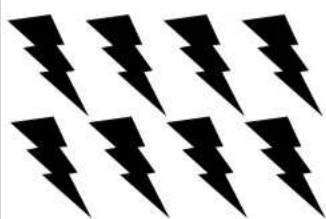


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

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

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

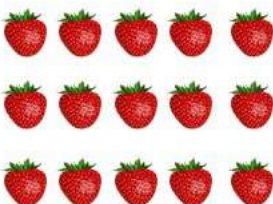


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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

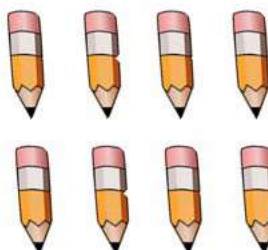


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

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

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

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

Fill in the blanks below

$4 \times 2 = 8$

Number of Groups = 4Size of Each Group = 2Total = 8

$5 \times 9 = 45$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$3 \times 5 = 15$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$7 \times 6 = 42$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$10 \times ? = ?$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$4 \times 5 = ?$

Number of Groups = _____

Size of Each Group = _____

Total = _____

Part 2

Answer the question below

1) John saved 5 dollars a day for 7 days. How much money did he have in total?

Number of Groups = _____

Size of Each Group = _____

Total = _____

2) Ryan buys a \$2 drink each day she is on vacation. She spends \$14 on drinks during her vacation. How many days was she on vacation?

Number of Groups = _____

Size of Each Group = _____

Total = _____

3) Jenna bought 18 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?

Number of Groups = _____

Size of Each Group = _____

Total = _____

Name: _____

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Division Practice – 1 and 2

Questions

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

$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 1 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$

Division Practice – 2s, 5s, 10s**Questions**

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

$\begin{array}{r} 5 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	
$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 50 \\ \div 10 \\ \hline \end{array}$	
$\begin{array}{r} 20 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$	
$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 100 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \div 2 \\ \hline \end{array}$
$\begin{array}{r} 50 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \div 10 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$

Exit Cards

Cut Out

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\hspace{2cm}} = 10$

b) $\underline{\hspace{2cm}} \times 4 = 40$

c) $\underline{\hspace{2cm}} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\hspace{2cm}} = 10$

b) $\underline{\hspace{2cm}} \times 4 = 40$

c) $\underline{\hspace{2cm}} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\hspace{2cm}} = 10$

b) $\underline{\hspace{2cm}} \times 4 = 40$

c) $\underline{\hspace{2cm}} \div 2 = 6$

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

Name: _____

Fill in the blanks below.

a) $2 \times \underline{\hspace{2cm}} = 10$

b) $\underline{\hspace{2cm}} \times 4 = 40$

c) $\underline{\hspace{2cm}} \div 2 = 6$

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

Partitioning Even Quantities

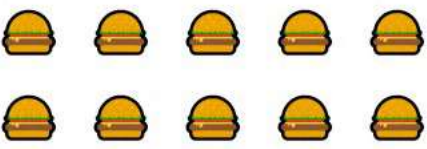
Instructions

Circle the objects to put them into two groups.
How many are in each group? Are there any left over?

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

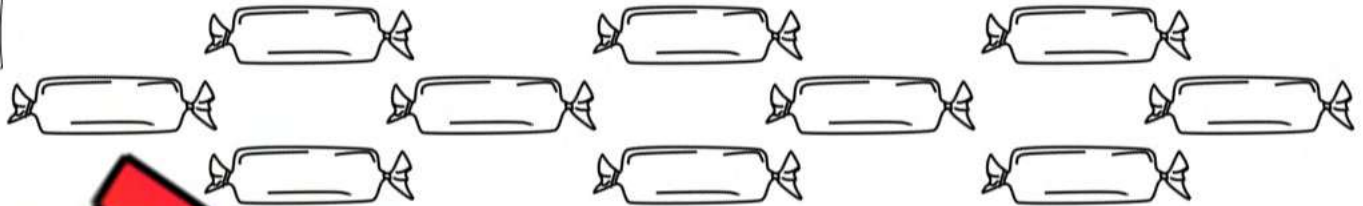
Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Sharing

Sharing

Answer the questions below

1)



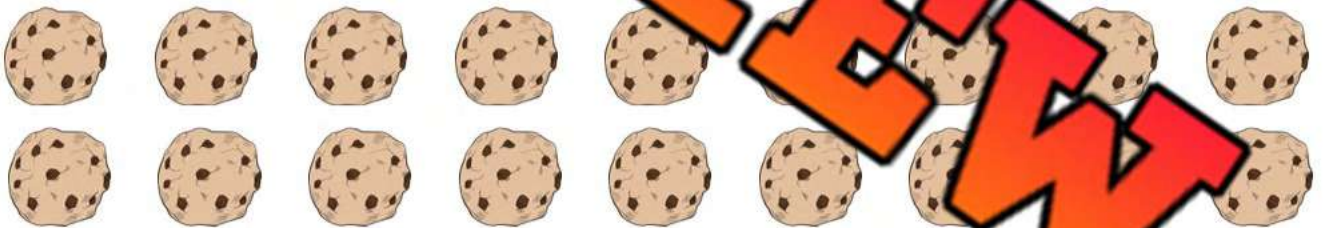
a) How many candies are there?

b) Sam and Joel share the candies equally. How many candies will each of them get?

c) Oh no, now me, Clara, Ivy, Jack, and Nick share the candies. If there are 5 friends total, how many candies will each friend get?

Sam**Joel****Jack****Nick**

2)



a) How many cookies are there?

b) Clara and Ivy baked the cookies. Now they want to share them equally. How many cookies will they each get?

c) Julia just knocked on the door. Now she wants to share the cookies with Clara and Ivy. How many will they each get now?

Clara**Ivy****Julia**

Sharing – Remainders

Sharing

Answer the questions below



a) How many cupcakes are there?

b) Levi and Tom have the cupcakes. Now they need to share them equally. How many will each get?

Tom

c) How many will be leftover (remaining/remainder)?

d) Dane has also asked to share the cupcakes. How many will each get now?

Levi

Tom

Dane

e) How many will be leftover?

Sharing – Remainders

Sharing Answer the questions below

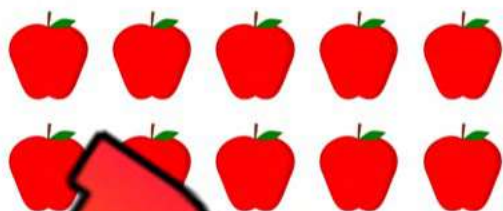


a) How many dollars are there?		
b) Ryan and Jordan earned the money above. If they split it equally, how many dollars will they each get?		
Ryan	Jordan	
c) How many dollars will be leftover (remaining/remainder)?		
d) Ryan and Jordan have to split the money with Will as well. How many dollars will they each get?		
Ryan	Jordan	Will
e) How many dollars will be leftover (remaining/remainder)?		

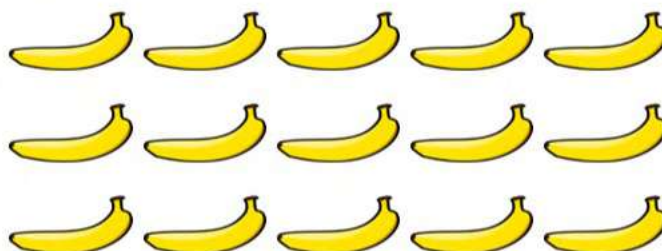
Multiplication and Division Quiz

Part 1

Fill in the blanks with the addition and multiplication equations



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



$$\begin{array}{r} \text{ } + \text{ } + \text{ } = \text{ } \\ \times \text{ } = \text{ } \end{array}$$

Part 2

Use repeated addition to answer the questions

$3 \times 5 = \text{ } \quad \leftarrow 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20$

$4 \times 2 = \text{ } \quad \leftarrow 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20$

Part 3

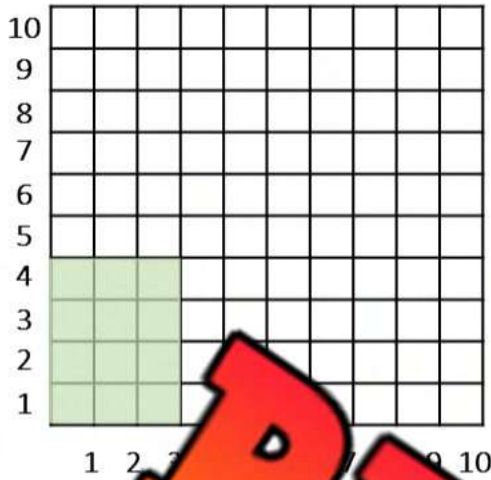
Use repeated subtraction to find the answer

$12 \div 3 = \text{ } \quad \leftarrow 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20$

$15 \div 5 = \text{ } \quad \leftarrow 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14 \quad 15 \quad 16 \quad 17 \quad 18 \quad 19 \quad 20$

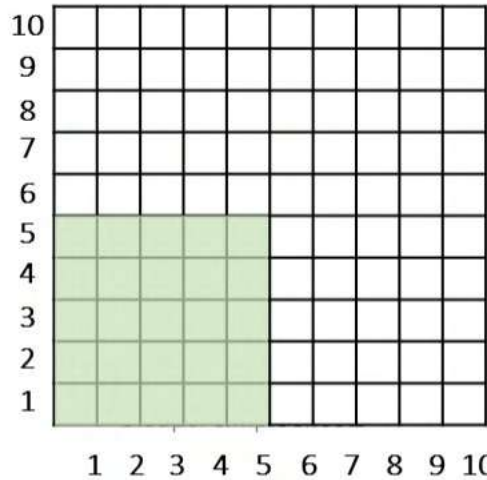
Part 4

How much is shaded in? Answer the questions below.

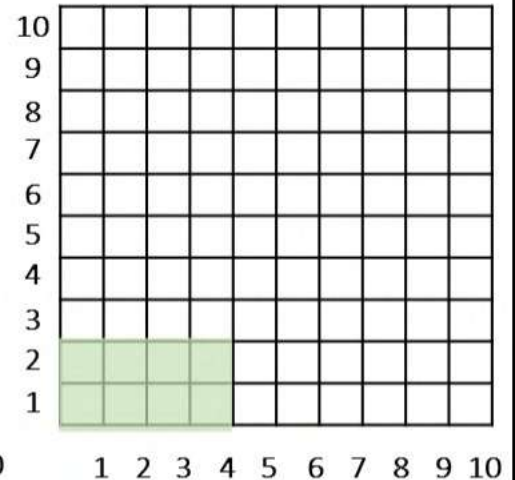


1 2 3 4 5 6 7 8 9 10

4



1 2 3 4 5 6 7 8 9 10

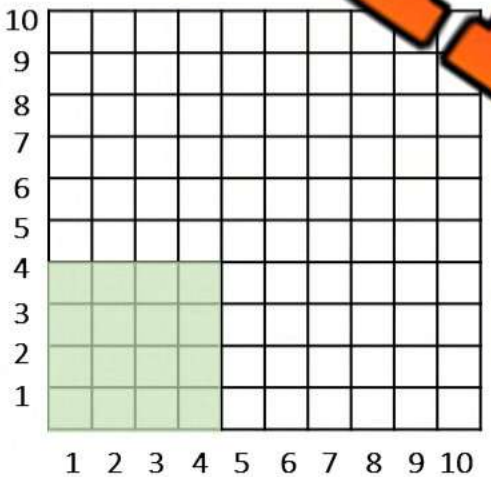
 $5 \times 5 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

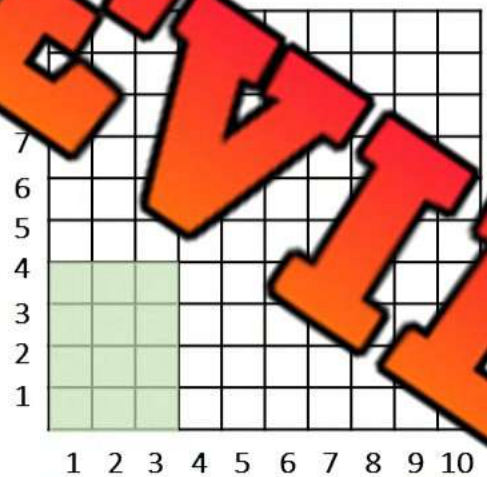
 $4 \times 2 = \underline{\hspace{2cm}}$

Part 5

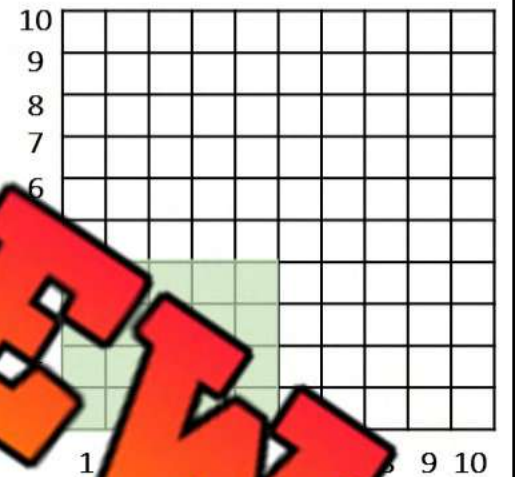
How is the shaded area divided?



1 2 3 4 5 6 7 8 9 10

 $16 \div 4 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

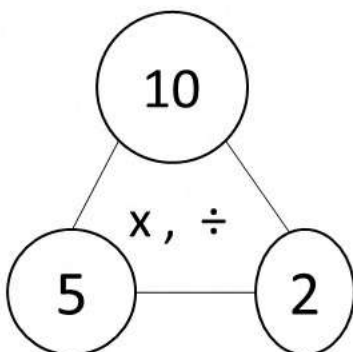
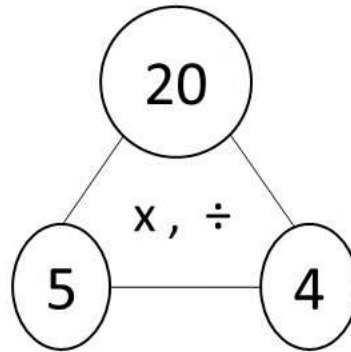
 $12 \div 3 = \underline{\hspace{2cm}}$ 

1 2 3 4 5 6 7 8 9 10

 $20 \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Part 6

Investigate the relationship between multiplication and division

 $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$  $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Name: _____

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Curriculum Connection
N3.4

Fair Sharing - Cookies

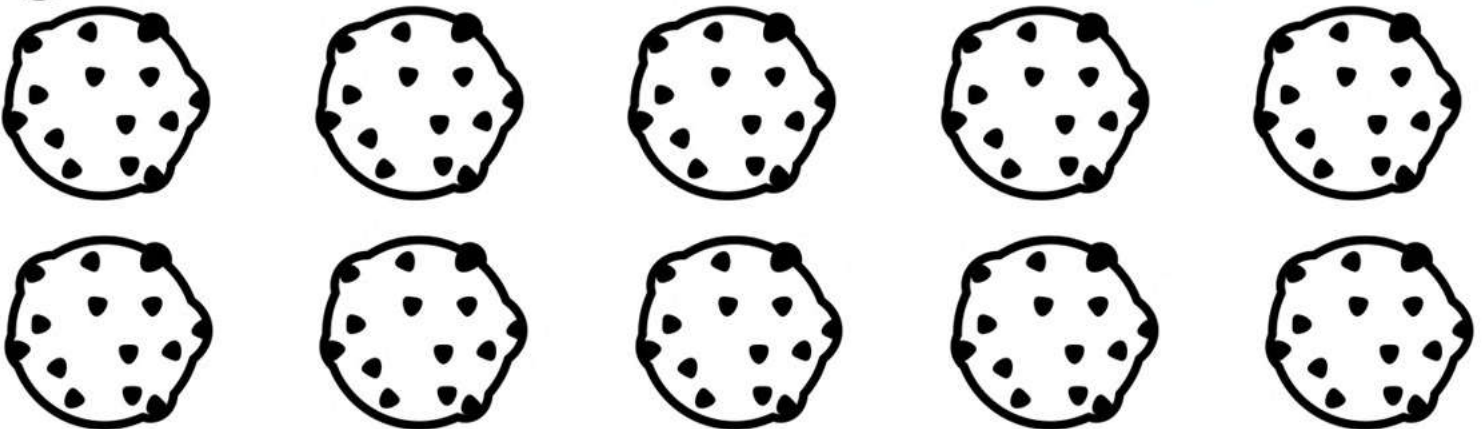
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

PREVIEW



Fair Sharing - Pizza

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

Alex's Plate

Julia's Plate

PREVIEW

of total pizzas

4

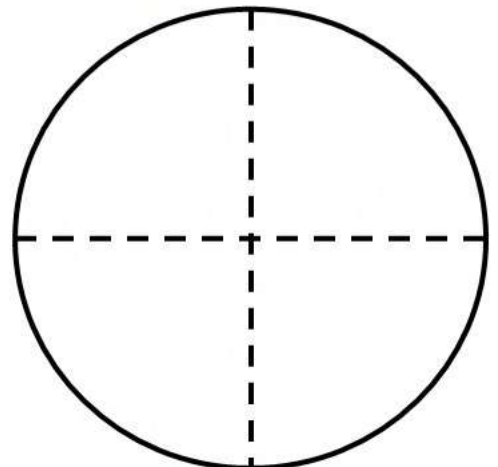
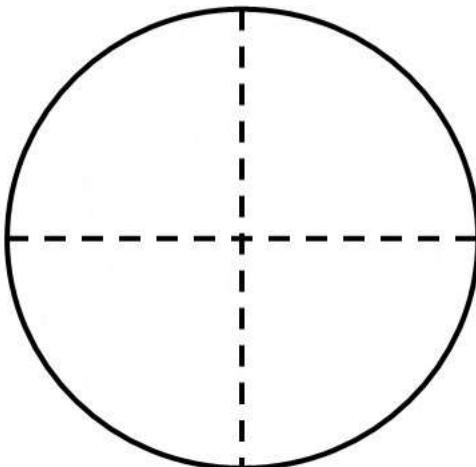
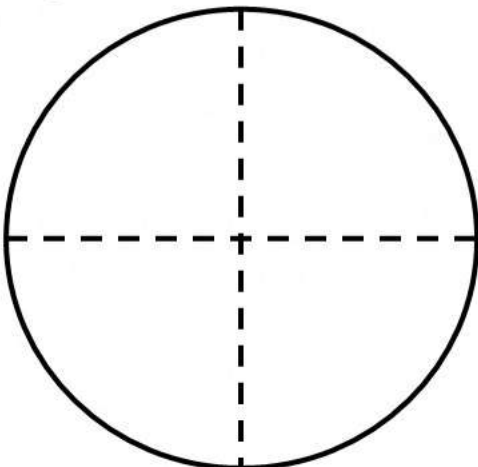
Alex's Slices

Slices in one
pizza
(whole)

of total pizzas

4

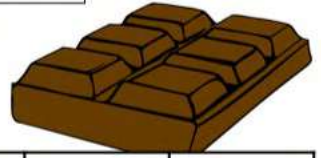
Julia's Slices

Slices in one
pizza
(whole)

Fair Sharing – Chocolate Bars

Sharing

Share the chocolate bars below



Chocolate Bar

Chocolate Bar

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

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

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

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

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

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

Fractions

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

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

Examples

Read the examples below and fill in the table

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

Think

Write your own example of a fraction below

Words	Fraction

Naming Fractions

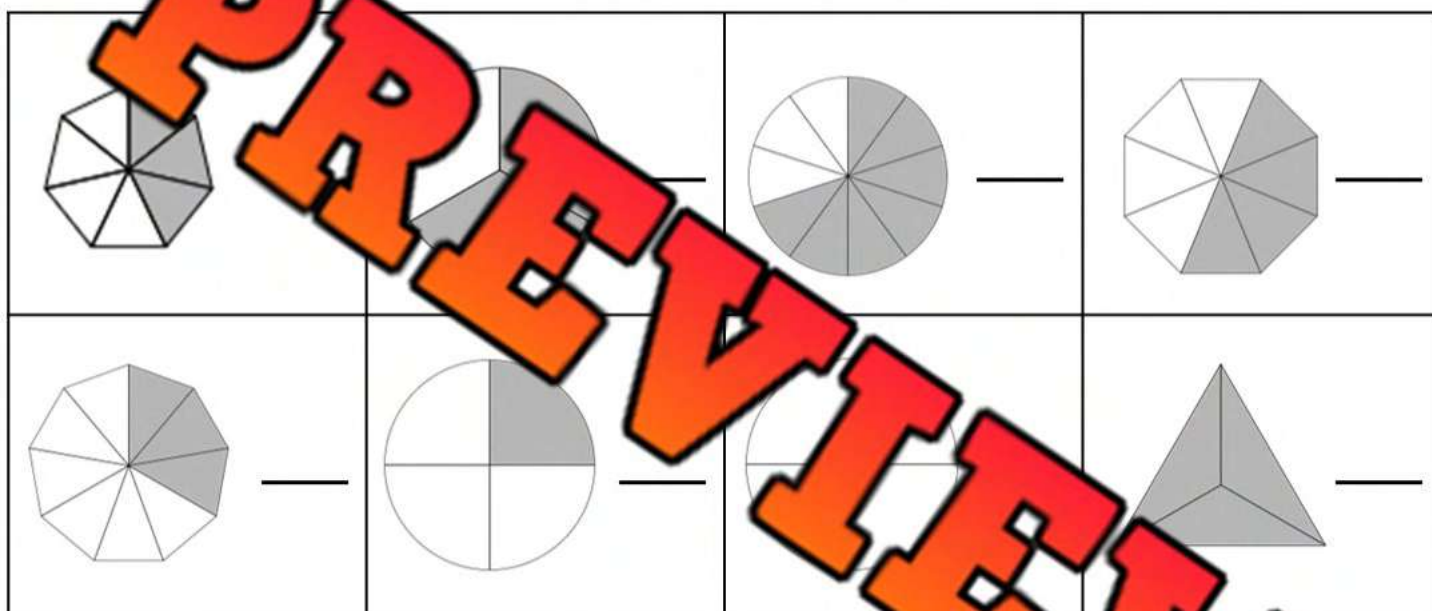
Fractions are numbers that represent an amount or quantity. Fractions are usually not whole numbers, but only fractions or parts of a whole number.


Example:

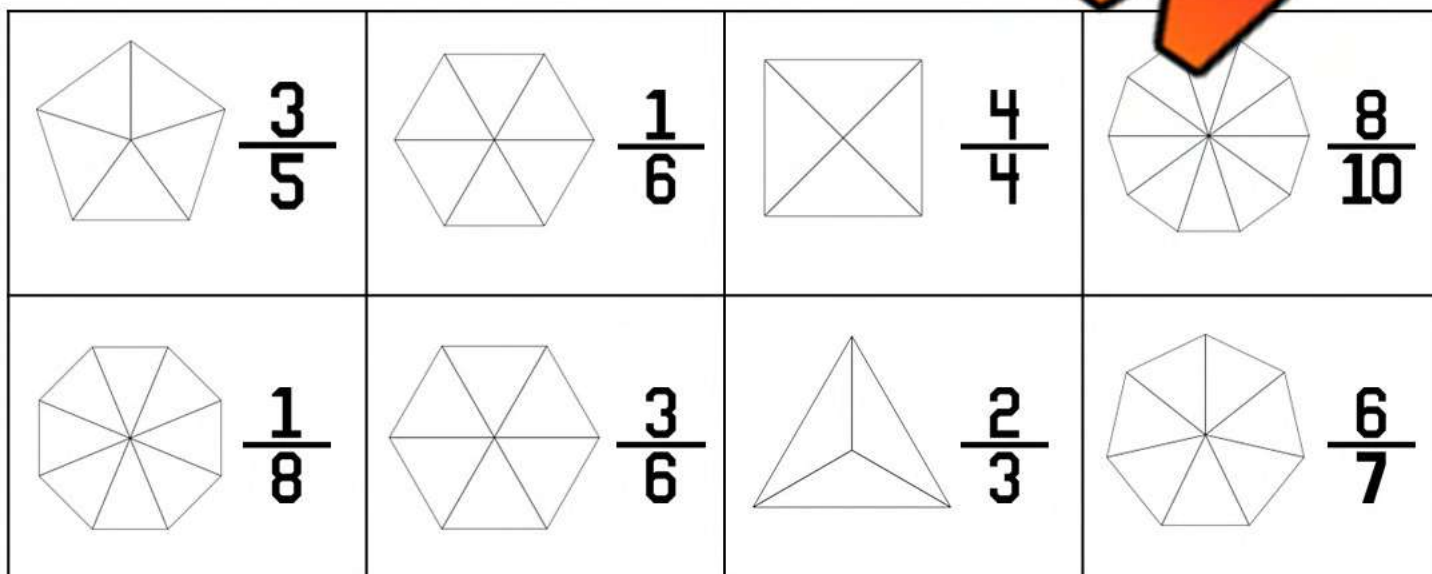
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received $\frac{2}{5}$ of the pizza. You do not get the whole pizza, so you are only getting part or a fraction of the 1 pizza.

Part 1

What fraction is shaded in on the images below


Part 2

Read the fraction and draw the shaded in value on the shape below



Fractions – Equal Parts

Part 1

Are the shapes below split into equal parts?

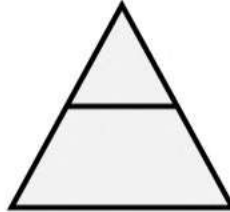
1)



Yes

No

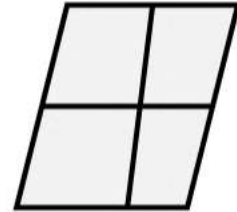
2)



Yes

No

3)



Yes

No

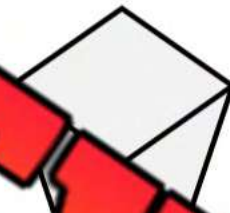
4)



Yes

No

5)



Yes

No

6)



Yes

No

Part 2

Are the statements true or false?

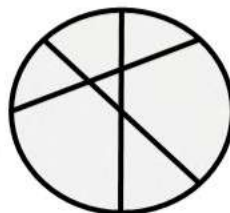
1) The square is cut into fourths.



True

False

2) The circle is cut into sixths.



True

False

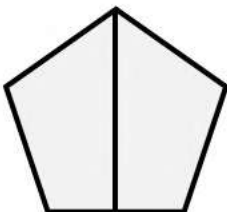
3) The triangle is cut into fourths.



True

False

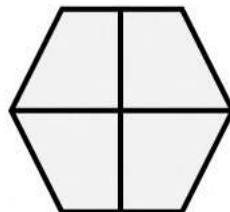
4) The pentagon is cut into halves.



True

False

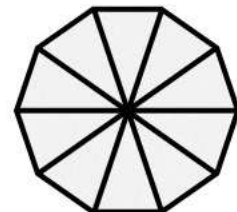
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

Exit Cards

Cut Out

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

Name: _____

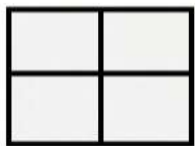
Are the shapes below split into equal parts?



Yes No



Yes No



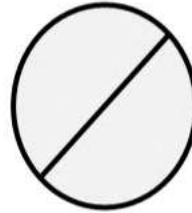
Yes No



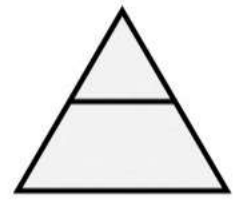
Yes No

Name: _____

Are the shapes below split into equal parts?



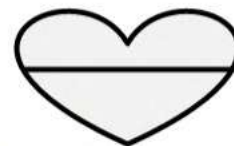
Yes No



Yes No



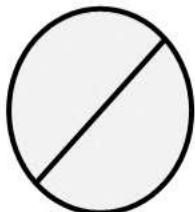
Yes No



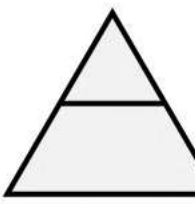
Yes No

Name: _____

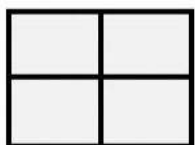
Are the shapes below split into equal parts?



Yes No



Yes No



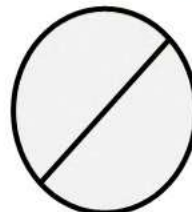
Yes No



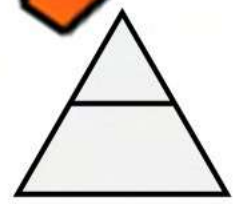
Yes No

Name: _____

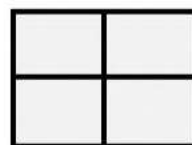
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No

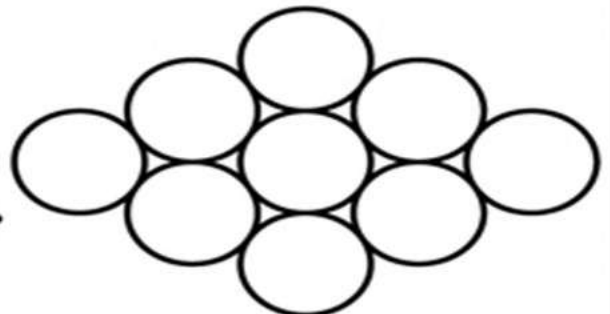
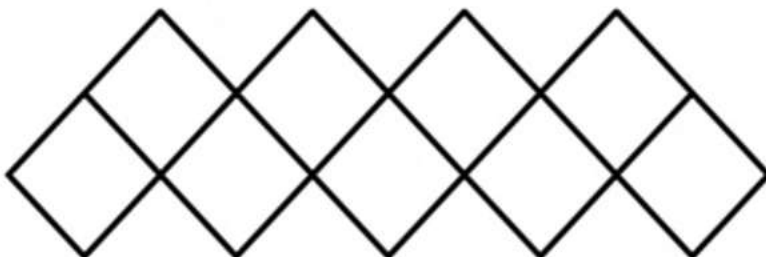
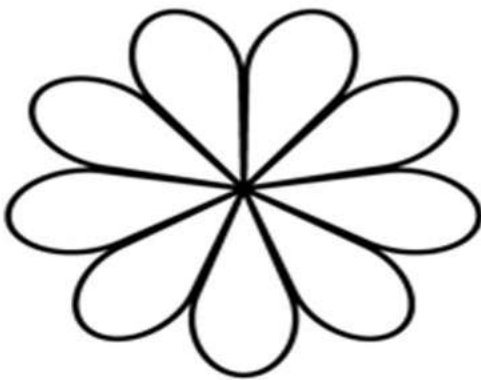
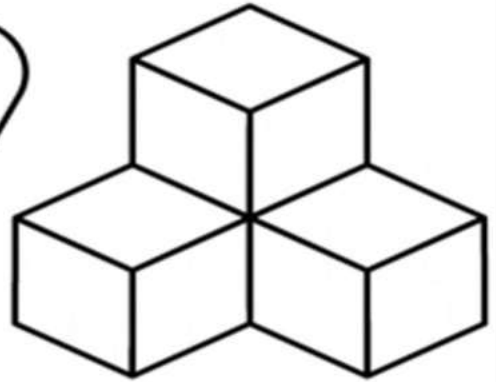


Yes No

Representing Fractions

Represent

Colour the shapes to represent the fraction



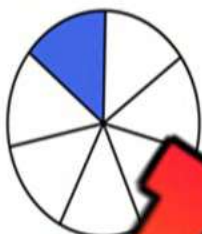
PREVIEW

$\frac{5}{9}$

Representing Fractions

Instructions

Circle the fraction that represents the pie



$\frac{1}{6}$

$\frac{2}{8}$

$\frac{1}{7}$

$\frac{2}{3}$

$\frac{3}{4}$

$\frac{2}{3}$



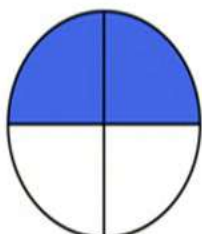
$\frac{5}{8}$

$\frac{2}{4}$

$\frac{2}{1}$

$\frac{1}{4}$

$\frac{3}{9}$



$\frac{6}{1}$

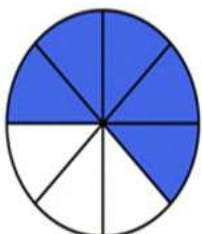
$\frac{1}{4}$

$\frac{6}{6}$

$\frac{2}{6}$

$\frac{4}{2}$

$\frac{2}{4}$



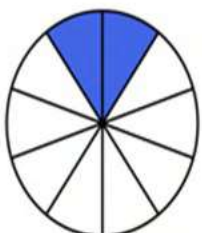
$\frac{5}{8}$

$\frac{4}{2}$

$\frac{5}{4}$

$\frac{5}{5}$

$\frac{4}{4}$



$\frac{8}{10}$

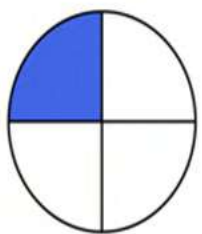
$\frac{2}{7}$

$\frac{5}{7}$

$\frac{8}{9}$

$\frac{2}{10}$

$\frac{7}{9}$



$\frac{6}{4}$

$\frac{1}{4}$

$\frac{1}{3}$

$\frac{4}{9}$

$\frac{2}{5}$

$\frac{4}{2}$

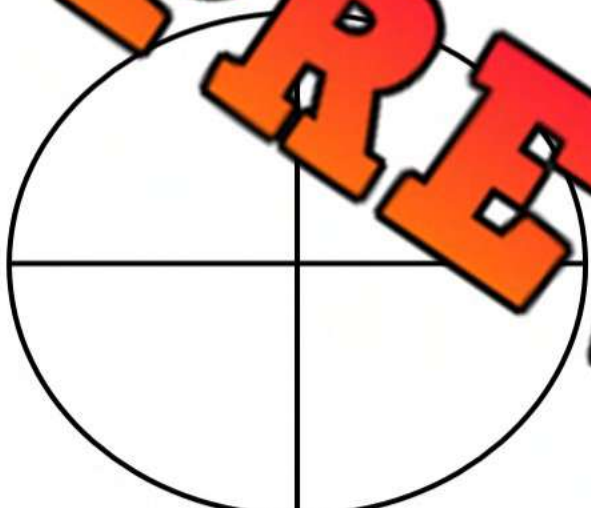
Pizza Fractions

Directions

Draw the pizzas below based on the customer's requests

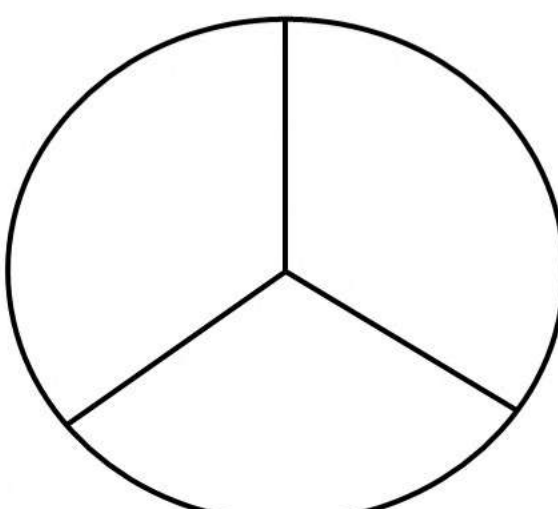
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

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



Bacon Onion

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



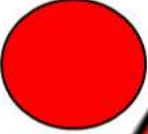
Olives Bacon

Mushrooms

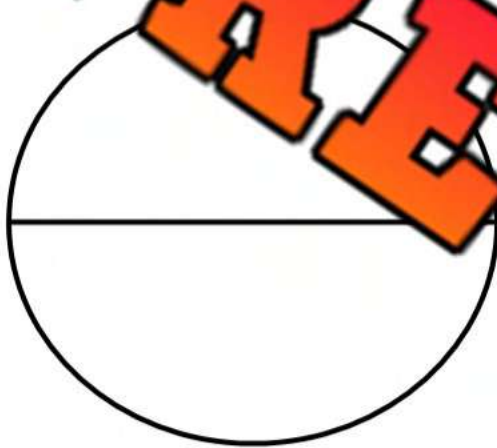
Pizza Fractions

Directions

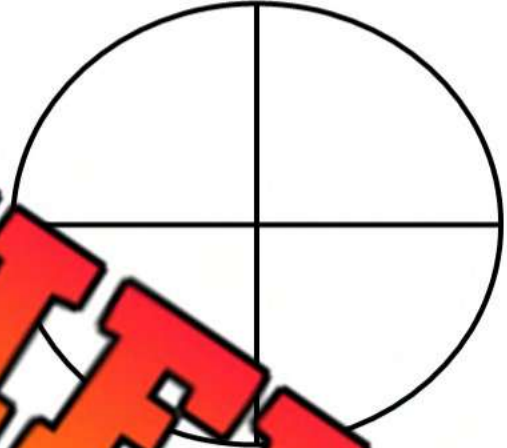
Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

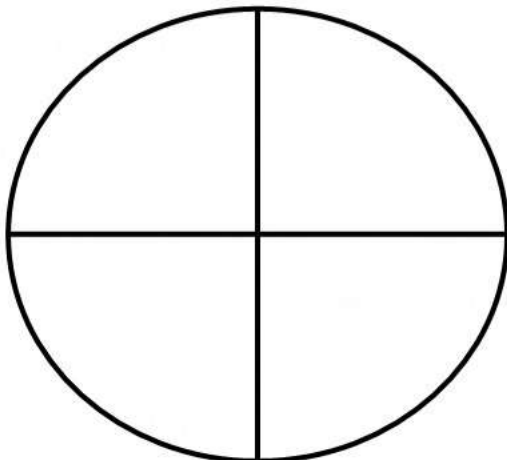
1) One-half pepperoni and bacon and one-fourth pineapple



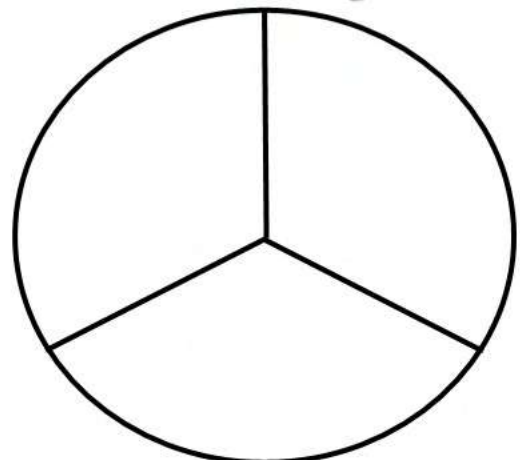
2) One-fourth olives and onion and three-fourths bacon and mushrooms.



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



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



Name: _____

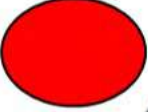
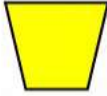
223

Curriculum Connection
N3.4

Pizza Fractions – My Favourite (Half)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW

Topping

Topping

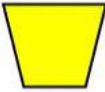
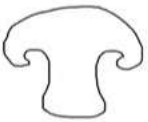
Topping

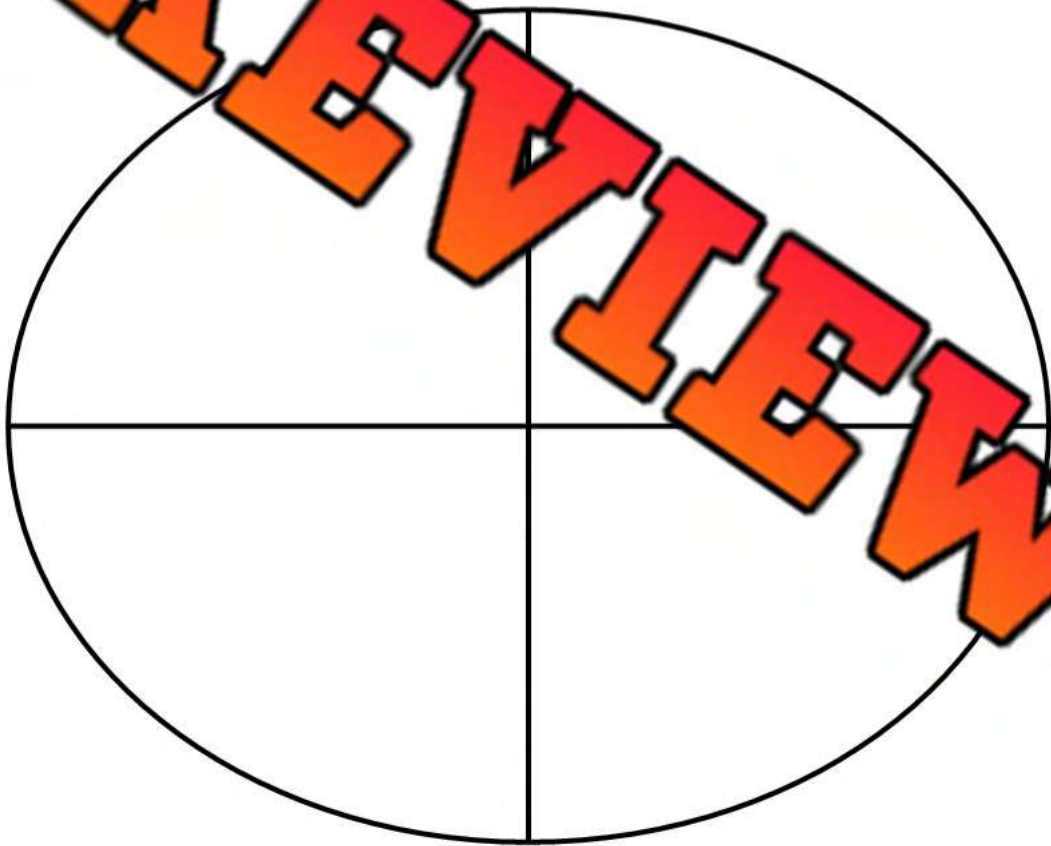
Topping

Pizza Fractions – My Favourite (Fourths)

Directions

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

Math Activity: Fraction Pizza Party

Objective

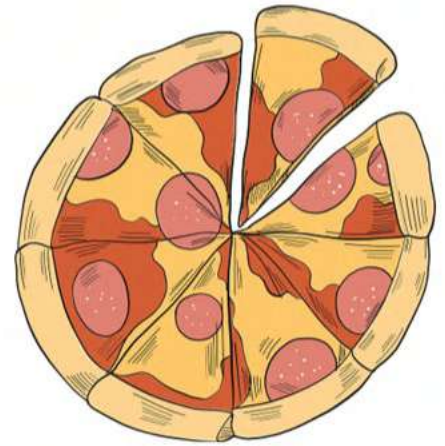
What are we learning about?

To help students understand the concept of fractions as equal parts of a whole through a creative and engaging activity.

Materials

What you will need for the activity.

- Large sheet of construction paper
- Scissors
- Colour markers or crayons
- Rulers
- Fraction templates (optional)



Instructions

How you will complete the activity.

1. Provide each student with a large sheet of construction paper and ask them to draw a large circle, like a pizza, using a ruler or a compass to trace around.
2. Have each student fold their circle in half, then in quarters, then into eighths, pressing down to make the creases visible.
3. Using scissors, students should cut along the creases to create eight slices that represent fractions.
4. Using markers or crayons, instruct students to decorate each "slice" of their pizza with different toppings.
5. Once the pizzas are decorated, students should reassemble their pizzas on a new sheet of construction paper, ensuring all pieces fit together to form a perfect circle again.
6. Encourage students to mix and match slices with their classmates to see how different pizzas can still be whole with various combinations of eighths.

Name: _____

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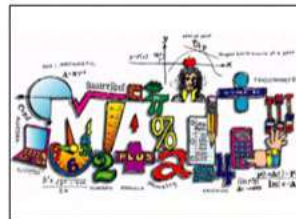
Curriculum Connection
N3.4

PREVIEW

Comparing Common Denominators

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

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



Part 1

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

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

Part 2

Put the fractions in order from least to greatest

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

Part 3

Answer the word problem below

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

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

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

Name: _____

Put the fractions in order from least to greatest

$$\frac{2}{7} \quad \frac{4}{7} \quad \frac{3}{7} \quad \frac{0}{7}$$

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.



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

 $\frac{4}{6}$

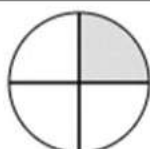
The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you are hungry, you would rather have $\frac{4}{6}$ slices of pizza, than $\frac{4}{8}$. Therefore, $\frac{4}{6}$ is bigger than $\frac{4}{8}$. In this example, the whole is the same size. This means the pizza is the same size. We can compare fractions that have the same numerator.

Questions

For each fraction pair, circle which one is bigger

1)



3)



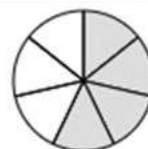
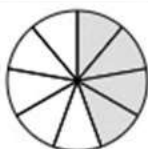
4)



5)



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

Part 2

Put the fractions in order from least to greatest

$\frac{4}{4}$

$\frac{4}{8}$

$\frac{4}{9}$

$\frac{4}{5}$

$\frac{4}{10}$

$\frac{4}{6}$

$\frac{4}{7}$

$\frac{4}{11}$

$\frac{5}{7}$

$\frac{5}{8}$

$\frac{5}{6}$

$\frac{5}{9}$

$\frac{5}{10}$

$\frac{5}{11}$

$\frac{5}{5}$

$\frac{5}{12}$

Comparing Fractions

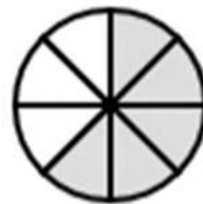
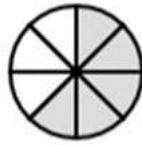
Part 1

Write the fraction and circle which one is bigger

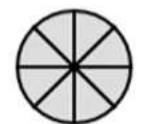
1)



2)



3)



4)



Part 2

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

1)

$$\frac{2}{5} \quad \square \quad \frac{2}{5}$$

2)

$$\frac{3}{6} \quad \square \quad \frac{5}{6}$$

3)

$$\frac{3}{4} \quad \square \quad \frac{3}{7}$$

4)

$$\frac{2}{10} \quad \square \quad \frac{2}{12}$$

5)

$$\frac{3}{8} \quad \square \quad \frac{3}{8}$$

6)

$$\frac{4}{9} \quad \square \quad \frac{4}{5}$$

7)

$$\frac{5}{7} \quad \square \quad \frac{4}{7}$$

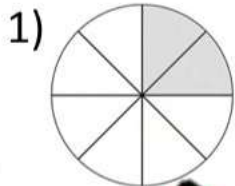
8)

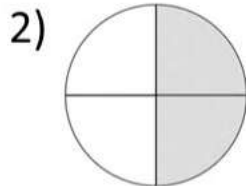
$$\frac{2}{8} \quad \square \quad \frac{7}{8}$$

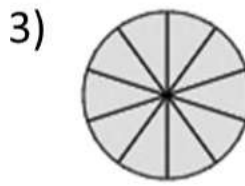
Fractions - Quiz

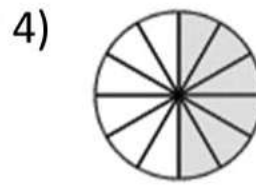
Part 1

Write the fraction and circle which one is bigger



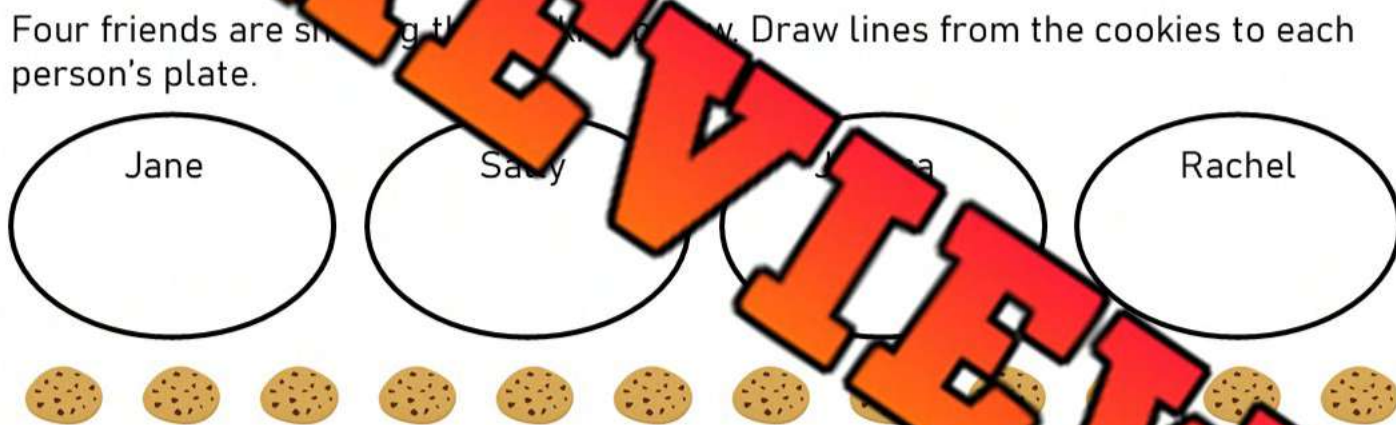






Part 2

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

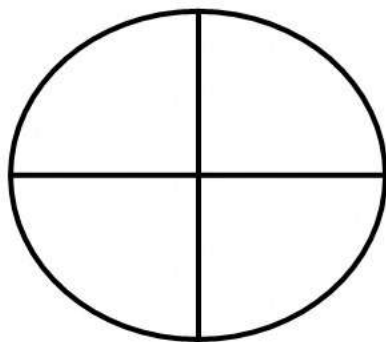


How many cookies does each friend get? _____

Part 3

Draw the pizzas below using the legend and customer requests

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



Bacon

Mushroom

Name: _____

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Part 4

Compare the fractions using < > =

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

Part 5

Put the fractions in order from least to greatest

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

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