



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Math Curriculum

Shape & Space – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

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



Telling Time – Digital Clocks

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

1 2 3 4 5
6 7 8 9 0

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

Part 2 – Action!

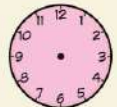
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Telling Time – Word Problems

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



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





Saskatchewan Math Curriculum

Shape & Space – Grade 5

Telling Time – Multiple Choice

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

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

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

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

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

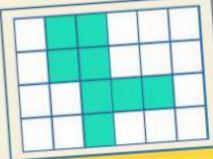
5)  a) 01 : 00
b) 12 : 30
c) 04 : 45
d) 03 : 15

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

	Start Time	End Time	How Much Time Has Passed?
1)	12:47	16:59	Hours Minutes
2)	05:26	23:48	Hours Minutes
3)	09:14	18:52	Hours Minutes
4)	15:32	20:46	Hours Minutes

#	Start Time	End Time	How Much Time Has Passed?
5)	03:21	17:53	Hours Minutes
6)	14:10	22:46	Hours Minutes
7)	21:33	23:59	Hours Minutes
8)	07:14	19:38	Hours Minutes

What is the area of the shape in squares? Drag the



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Saskatchewan Math Curriculum

Shape & Space – Grade 4

Area – Units Squared

Use the formula to find the area of the shapes below. Drag the numbers to complete the equations.

1 2 3 4 5
6 7 8 9 0

	$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$
	$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$ $A = \underline{\hspace{1cm}} \text{ units}^2$

Angles

Drag and label the angles in comparison to a right angle – larger, smaller, right angle.

Right Angle
Smaller
Larger

2 3 4 5
7 8 9 0



Workbook Preview





Grade 4

Shape and Space



	Curriculum Expectations	Pages
SS4.1	Demonstrate an understanding of time by: • reading and recording time using digital and analog clocks (including 24 hour clocks) • reading and recording calendar dates in a variety of formats.	5 - 68
SS4.2	Demonstrate an understanding of area of regular and	69 - 108
Preview of 125 pages from this product that contains 297 pages total.		
SS4.3	Demonstrate an understanding of rectangular and triangular prisms by: • identifying common attributes • comparing • constructing models.	111 - 136
SS4.4	Demonstrate an understanding of line symmetry by: • identifying symmetrical 2- D shapes • creating symmetrical 2- D shapes • drawing one or more lines of symmetry in a 2-D shape.	137 - 164
Unit Tests	Quizzes and Assessments	69 - 71, 109 - 110, 165 - 166

Name: _____

5

Curriculum Connection
SS4.1

Telling Time – Digital Clocks

A **digital clock** tells us what time it is using numbers. The first number before the colon tells us what hour it is. The second set of numbers tells us how many minutes have passed the hour.

Examples

7:20

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

Part 1

Fill in the answers below – Hours and Minutes

1)

Hour = _____ Minutes = _____

2)

1:58

Hour = _____ Minutes = _____

3)

9:28

Hour = _____ Minutes = _____

4)

4:37

Hour = _____ Minutes = _____

5)

11:42

Hour = _____ Minutes = _____

6)

Hour = _____ Minutes = _____

Part 2

Fill in the answers below – Hours, Minutes and Seconds

Example

10:24:18Hour = 10 Minutes = 24 Seconds = 18

1)

3:17:12

Hour = _____ Minutes = _____ Seconds = _____

2)

12:43:35

Hour = _____ Minutes = _____ Seconds = _____

3)

9:12:38

Hour = _____ Minutes = _____ Seconds = _____

4)

5:23:02

Hour = _____ Minutes = _____ Seconds = _____

Name: _____

6

Curriculum Connection
SS4.1

Digital Clocks – How Much Time Has Elapsed

Questions

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

Start Time	End Time	How Much Time Has Passed?	
5:00	8:15	Hours	3
		Minutes	15
2:30	5:47	Hours	
		Minutes	
5:00		Hours	
		Minutes	
4:02	10:12	Hours	
		Minutes	
6:28	10:45	Hours	
		Minutes	
2:00	9:59	Hours	
		Minutes	
6:35	11:48	Hours	
		Minutes	

Name: _____

8

Curriculum Connection
SS4.1

Digital Clocks – How Much Time Has Elapsed

Questions

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

Start Time	End Time	How Much Time Has Passed?	
4 : 11 : 16	4 : 24 : 45	Minutes	13
		Seconds	29
5 : 01 : 14	5 : 08 : 28	Minutes	
		Seconds	
8 : 21 : 08	8 : 29 : 29	Minutes	
		Seconds	
6 : 34 : 36	6 : 59 : 51	Minutes	
		Seconds	
7 : 14 : 32	7 : 22 : 55	Minutes	
		Seconds	
1 : 37 : 35	1 : 52 : 53	Minutes	
		Seconds	
3 : 27 : 14	3 : 39 : 35	Minutes	
		Seconds	

Name: _____

9

Curriculum Connection
SS4.1

Making a Clock

Directions

Cut out the parts of the clock and paste them in the right spots



1

2

3

4

5

6

7

8

9

10

11

12

Name: _____

10

Curriculum Connection
SS4.1

Analog Clock

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

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



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











Telling Time – Nearest Hour**Questions**

What time is it? Write the times on the digital clocks below

1)



:00

2)



:00

3)



:00

4)



:00

5)



:00

6)



:00

7)



:00

8)

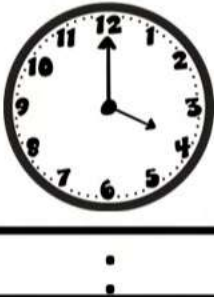
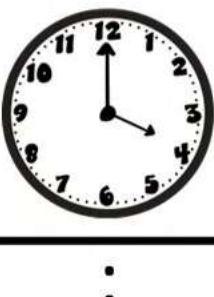
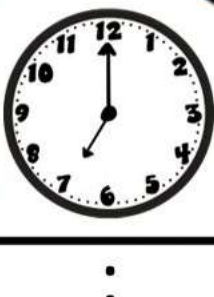
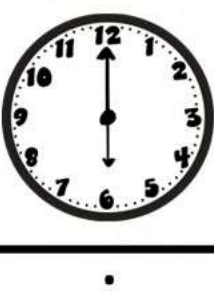


:00

How Many Hours Have Passed ?

Questions

Label the clocks and determine how many hours have gone by?

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

Telling Time – Half Past

Questions

What time is it? Write the times on the digital clocks below

1)



2)



3)



4)



5)



6)



7)



8)



Drawing Clocks – Half Past

Part 1

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

1)



2)



9:30

3)



1:30

4)



7:30

Part 2

Draw the minute hand on the clocks below to show the correct time

1)



2:30

2)



12:30

3)



11:30

4)



6:30

Drawing Clocks – Half Past

Questions

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

1)



2)



2:30

3)



5:30

4)



10:30

5)



1:30

6)



4:30

7)



8:30

8)



7:30

Math Activity: Time Travelers

Objective

What are we learning about?

To help students learn to read analog clocks and calculate elapsed time between two events.

Materials

What you will need for the activity.

- Paper plates
- Markers
- Scissors
- Brass paper fasteners
- Worksheets with clock face activities



Instructions

How you will complete the activity.

1. Distribute one paper plate to each student to use as a clock face.
2. Instruct students to write the numbers 1 through 12 in the appropriate places around the edge of the plate.
3. Have students cut out two arrows from paper — a longer one for the minute hand and a shorter one for the hour hand.
4. Show the students how to attach the clock hands to the center of the plate using a brass paper fastener, making sure the hands can move freely.
5. Demonstrate how to set the clock to a specific time, then show changing the time to demonstrate elapsed time.
6. Provide each student with a worksheet that contains various times and ask them to set their paper clock to start at the first time and then move the hands to the second time.
7. Discuss as a class how to figure out how many hours and minutes have passed between the two times.

Math Activity: Time Travelers**Questions**

Answer the questions below



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

Telling Time – Quarter To, Quarter After



Quarter To



Quarter After

Questions

Is the time – Quarter To or Quarter After? Circle the answer

1)



Quarter To

Quarter After

2)



Quarter To

Quarter After

3)



Quarter To

Quarter After

4)



Quarter To

Quarter After

6)



Quarter To

Quarter After

7)



Quarter To

Quarter After

8)



Quarter To

Quarter After

10)



Quarter To

Quarter After

11)



Quarter To

Quarter After

12)



Quarter To

Quarter After

Drawing Clocks – Quarter To, Quarter After**Part 1**

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

1)



2:15

2)



4:15

3)



3:15

4)



7:45

Part 2

Draw the minute hand on the clocks below to show the correct time

1)



9:15

2)



10:15

3)



8:45

4)



2:45

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

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

1)



2)



2:15

3)



4:15

4)



6:15

5)



5:45

6)



3:15

7)



8:45

8)



7:45

Telling Time – Every 5 Minutes

Questions

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Multiple Choice**Questions**

Circle the time showing on the clock

1)

☐ 09:50☐ 11:50☐ 09:55

2)

☐ 02:30☐ 06:10☐ 01:30

3)

☐ 01:15☐ 01:40☐ 01:40

4)

☐ 11:25☐ 11:50☐ 05:55

5)

☐ 07:45☐ 09:35☐ 06:45

6)

☐ 05:25☐ 05:35☐ 05:35

7)

☐ 03:45☐ 02:40☐ 08:15

8)

☐ 10:30☐ 03:45☐ 10:15

Telling Time – Multiple Choice**Questions**

Write the letter from below under each clock

1)



2)



3)



4)



5)



6)



7)



8)



(A)

10 : 55

(B)

4 : 40

(C)

9 : 45

(D)

12 : 25

(E)

10 : 15

(F)

8 : 55

(G)

9 : 10

(H)

4 : 00

(I)

11 : 20

Exit Cards

Cut Out

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

Name: _____

1) What time is it?



2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?

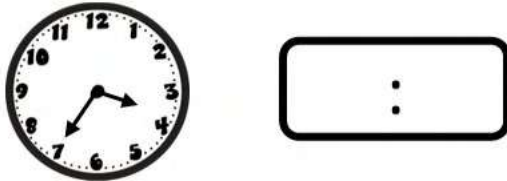


2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?



2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?



2) Draw the time on the clock: 5:15



Elapsed Time – Nearest Hour

Part 1

How much time has gone by from the first clock to the second clock?

1)



2:00



4:00

2
hours

2)



2:00



6:00

3)



12:00



3:00

4)



3:00



6:00

5)



11:00



5:00



1:00



3:00

Part 2

What time is it? How much time has gone by from the first clock to the next?

1)



:



:

2)



:



:

3)



:



:

4)



:



:

Elapsed Time – Half Past

Part 1

How much time has gone by from the first clock to the second clock?

1)



4:00



8:30

4hrs
30 mins

2)



12:00



6:30

3)



7:00



5:00

4)



6:00



8:00

Part 2

What time is it? How much time has gone by from the first clock to the next

1)


:

:

2)


:

:

3)


:

:

4)


:

:

5)


:

:

6)


:

:

Telling Time – Every Minute

Questions

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Every Minute

Questions

Draw the hour and minute hands on the clocks below

1)



2)



6:37

3)



1:21

4)



9:08

5)



9:59

6)



10:42

7)



7:14

8)



12:39

Matching Game: Telling Time To The Nearest Minute

Objective

What are we learning about?

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

Materials: What you will need for the activity.

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



Instructions

How you will complete the activity

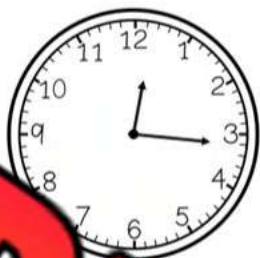
1. Before the class, the teacher will cut out the prepared matching game cards.
2. Divide the students into small groups and give each group a small envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a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

Cards

Matching Game Cards

Analog Clock

Digital Clock



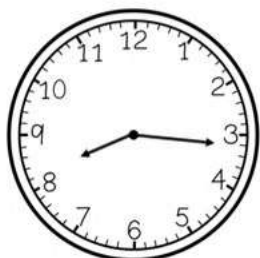
12:16



1:50



2:16



8:16



9:38

Cards

Matching Game Cards

Analog Clock

Digital Clock



12:21



3:44



9:17



5:52



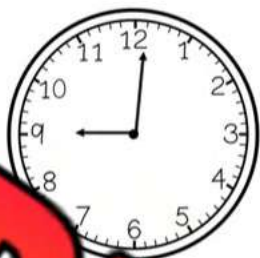
12:53

Cards

Matching Game Cards

Analog Clock

Digital Clock



9:01



4:50



9:47



2:27



10:58

Telling Time – Seconds**Questions**

What time is showing on the clock?

1)



2)



: :

3)



: :

6)



: :

5)



: :

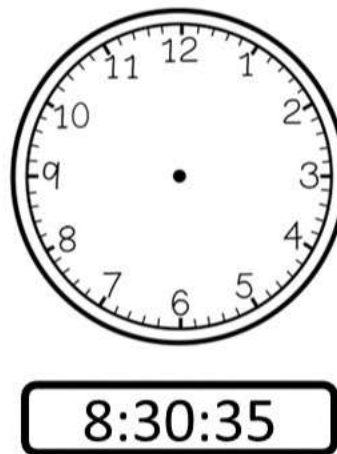
Telling Time – Seconds**Questions**

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

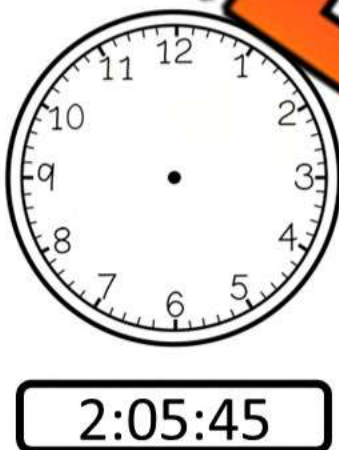
1)



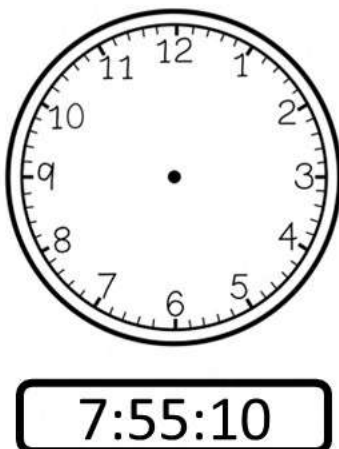
2)



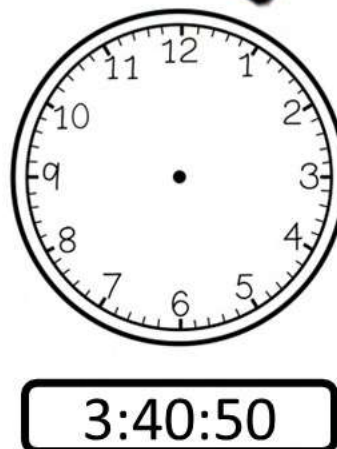
3)



5)



6)



Exit Cards

Cut Out

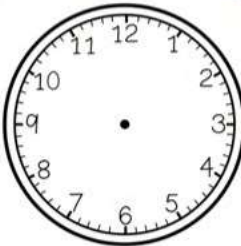
Cut out the exit cards below and have students complete them at the end of class

Name: _____

1) What time is it?



2) Draw the time on the clock.



4:28:35

Name: _____

1) What time is it?



2) Draw the time on the clock.



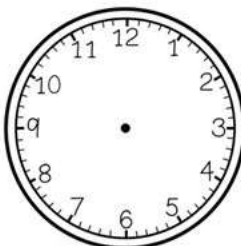
4:28:35

Name: _____

1) What time is it?



2) Draw the time on the clock.



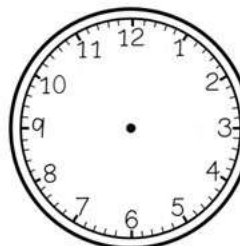
4:28:35

Name: _____

1) What time is it?



2) Draw the time on the clock.

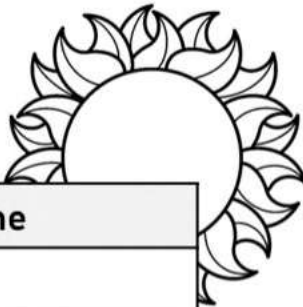


4:28:35

24 – Hour Clock

Part 1

Convert the time by filling in the table



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

Part 2

Answer the questions below

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

Time – AM and PM

AM

- An abbreviation of the Latin phrase ante merīdiem (a.m.)
- Means before midday (before noon)

PM

- An abbreviation of the Latin phrase post merīdiem (p.m.)
- Means after midday (after noon)

Part 1

Circle the correct option

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

Part 2

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

1)



: am / pm

2)



: am / pm



: am / pm

4)



: am / pm

5)



: am / pm

6)



: am / pm

Name: _____

47

Curriculum Connection
SS4.1

24 – Hour Clock

Questions

How much time has gone by from the start to end time?

	Start Time	End Time	How Much Time Has Passed?	
			Hours	Minutes
1)	6 : 17	18 : 20	12	3
2)	16 : 1	22 : 45		
3)	10 : 32	1 : 1		
4)	5 : 26	11 : 55		
5)	9 : 15	17 : 33		
6)	2 : 22	21 : 49		
7)	15 : 18	23 : 41		

Math Activity: 24-Hour Time Challenge

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will play the activity

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

Name: _____

Flashcards

Cut out the times below to use for the activity.

12:00 AM

9:00 AM

1:00

10:00

3:00 AM

12:00 PM

04:00

3:00 PM

6:00 AM

3:00 PM

07:00

16:00

PREVIEW

Name: _____

50

Curriculum Connection
SS4.1

Flashcards

Cut out the times below to use for the activity.

6:00 PM

2:45 AM

12:00

05:25

9:00 PM

7:05 AM

22:00

10:15

11:15 PM

10:35 AM

23:30

12:50

PREVIEW

Name: _____

51

Curriculum Connection
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Flashcards

Cut out the times below to use for the activity.

1:20 PM

9:30 PM

24:45

21:55

4:55 PM

11:00 PM

18:10

7:40 PM

2:15 AM

20:05

03:30

PREVIEW

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1

Fill in the tables below



Seconds	Minutes
60	1
120	2
180	
240	
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
120	2
180	
240	
300	5
360	
420	
480	
540	
	10

Hours	Days
24	1
48	2
72	
	4
	5
144	
168	
	8
	9
240	

Part 2

Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hrs

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480 mins _____ hrs

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1 Fill in the tables below

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

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

Months	Years
12	1
	2
36	
48	
	5
	6
84	
	9

Part 2 Convert the units of measurement below

1) 1 w _____ d

5) 28 w _____ m

9) 5 y _____ m

2) 70 d _____ w

6) 36 m _____ y

10) 4 w _____ d

3) 42 d _____ w

7) 9 y _____ m

11) 28 w _____ m

4) 12 w _____ m

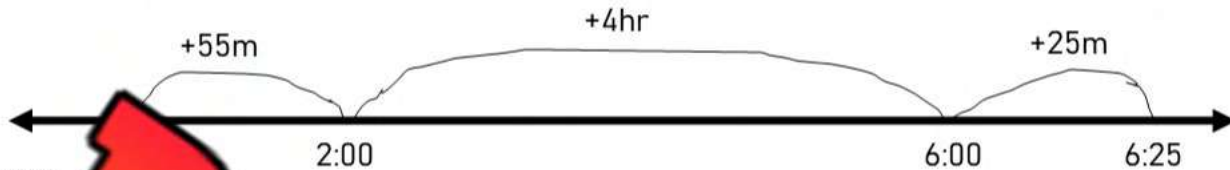
8) 84 m _____ y

12) 120 m _____ y

Elapsed Time Using Timelines – Word Problems

Questions Use the timeline to solve the problems below. The first one is done for you

- 1) Chris went skiing at 1:05pm. He went home at 6:25pm. How long did he ski for?



Answer

55m + 2hr 20m + 25m
1h 20m + 4hr 25m = 5hr 45m

- 2) Kevin ran a marathon on Saturday. He started at 8:10am and finished at 2:30pm. How long did it take him to run the marathon?



- 3) Becca drove from Regina to Saskatoon. She started at 5:00am and arrived at 10:10am. How long was the drive?



- 4) One of the longest movies ever made is 5 hours and 25 minutes. If you started the movie at 1:15pm, what time would it finish?



Elapsed Time Using Timelines

Questions

How much time has gone by from the first clock to the second clock?

1)



4:15



5:55



Answer

2)



2:15



11:25



Answer

3)



3:50



7:00



Answer

4)



1:30



10:25



Answer

5)



12:00



7:55



Answer

6)



2:55



8:50



Answer

Elapsed Time – Hours/Minutes – Word Problems

Questions

Read the problems and solve them below

1. David played in a basketball game that started at 7:15pm. The game ended at 8:50pm. How long was the game?



2. _____ started _____ at 3:10pm. He finished studying at 4:47pm. How long did he study for?

3. James started his test at 12:45pm. _____ has an _____ and 25 minutes to finish the test. What time does he need to be done by?



4. Stephanie put her brownies in the oven at 4:07pm. They need to bake for 45 minutes. What time should she take them out?

5. Emma's flight took off at 2:20pm. It landed at 6:15pm. How long was the flight?



Biking Adventure Elapsed Time Challenge Problems

Questions

Follow the problem-solving steps below

- | | | |
|---|--|--|
| ☐ Read the problem carefully | ☐ Underline important information | ☐ Draw pictures |
| ☐ Use a timeline | ☐ Solve the problem | ☐ Check your answer |

Sara went on a bike ride to a far away park today. She left her house at 9:25am.

- a) Sara had lunch after biking for 2 hours and 25 minutes. What time did she have lunch?

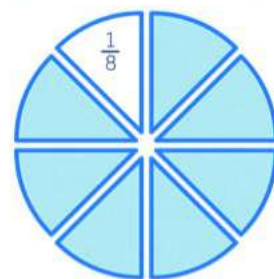


- b) She arrived at the park at 2:30pm. How long did it take her to get to the park?

- c) After staying at the park for an hour, she headed home. It took her the same amount of time to get home as it did to get to the park. What time did she arrive home?

Elapsed Time Using Fractions

We can use fractions to explain how much time has elapsed. When using fractions, we use one hour as the whole. For example, if an event took 3 hours and 30 minutes, we could say it took $3\frac{1}{2}$ hours. If it took 2 hours and 20 minutes, we could say it took $2\frac{1}{3}$ hours.



Part 1 Write the fraction for the elapsed time

Elapsed Time	Fraction
30 minutes	_____ hour
15 minutes	_____ hour
45 minutes	_____ hour

Elapsed Time	Fraction
20 minutes	_____ hour
40 minutes	_____ hour
60 minutes	_____ hour

Part 2 Write the fraction for the elapsed time

Elapsed Time	Fraction
1 hour 30 minutes	$1\frac{1}{2}$ hours
2 hours 15 minutes	_____ hours
5 hours 45 minutes	_____ hours

Elapsed Time	Fraction
4 hours 30 minutes	_____ hours
6 hours 20 minutes	_____ hours
120 minutes	_____ hours

Part 3 Write the fraction for the elapsed time



Ellie studied from 5:15 pm to 7:30 pm for a test. How many hours did she study?

Elapsed Time - Using Fractions

Questions

Write the fraction for the elapsed time

	Word Problems	Answers
1	Library Time: Mason went to the library at 2:10 PM and left at 4:30 PM. How long did Mason spend at the library?	
2	Morning Walk: Ava started her morning walk at 7:45 AM and returned at 9:15 AM. How many hours was her walk?	
3	Basketball Practice: Leo's basketball practice started at 3:40 PM and ended at 6:00 PM. How long did he practice?	
4	Movie Length: Noah watched a movie that started at 1:20 PM and ended at 3:50 PM. For how many hours did he watch the movie?	
5	Cooking Session: Sophia started cooking at 5:30 PM and finished at 7:45 PM. How much time did she spend cooking?	
6	Homework Time: Olivia began her homework at 4:15 PM and finished at 6:00 PM. How long did she spend on her homework?	

Task Cards: Elapsed Time

Objective

What are we learning about?

To enhance students' ability to calculate exact elapsed times to the minute and reinforce their understanding of time management and clock reading skills.

Materials

What you will need for the activity.

- 24 task cards
- Separate sheet of paper for answers
- Pen or pencil

8-11h
16-18h

Instructions

What you will do for the activity

1. Start by explaining the concept of elapsed time calculation in daily activities and how it relates to real-life situations.
2. Distribute a set of 24 task cards to each pair of students.
3. Provide each pair with a separate sheet of paper for recording their answers.
4. Instruct students to work in pairs to encourage collaboration and discussion, which can help them learn from each other's reasoning.
5. Explain that they are not required to work through the task cards in order. They can choose any card to start with and proceed at their own pace.
6. Students should write down just the letter of their answer (A, B, or C) on the answer sheet next to the corresponding task card number.
7. If you're using a timer, set a time limit to add a level of challenge and help manage the activity period. This could be the length of the class or a shorter interval, depending on your goals.
8. Once the time is up, or all pairs have completed as many cards as they can, go over the answers as a class. This review helps solidify learning and address any common mistakes or misunderstandings.
9. Encourage pairs to discuss strategies they used and any difficulties they encountered during the activity.

Task Cards

Cut out the task cards below

Card 1:

Start: 8:00 AM, End: 11:00 AM -
How much time has elapsed?

- A) 2.5 hours
- B) 3 hours
- C) 3.5 hours

Card 5:

Start: 7:00 AM, End: 10:30 AM -
Calculate the elapsed time.

- A) 3 hours
- B) 3.5 hours
- C) 4 hours

Start: 1:00 PM, End: 4:30 PM -
How much time has elapsed?

- A) 3 hours
- B) 3.5 hours
- C) 4 hours

Card 6:

Start: 6:00 PM, End: 8:30 PM - How
much time has elapsed?

- A) 2 hours
- B) 2.5 hours
- C) 3 hours

Card 3:

Start: 9:15 AM, End: 12:45 PM -
What is the elapsed time?

- A) 3 hours
- B) 3.5 hours
- C) 4 hours

Card 7:

Start: 1:00 PM, End: 1:30 PM -
What is the duration of this
interval?

- A) 2 hours
- B) 2.5 hours
- C) 3 hours

Card 4:

Start: 2:30 PM, End: 5:00 PM - How
long was the duration?

- A) 2 hours
- B) 2.5 hours
- C) 3 hours

Card 8:

Start: 3:00 PM, End: 5:00 PM - How
long is the period?

- A) 1.5 hours
- B) 2 hours
- C) 2.5 hours

Task Cards

Cut out the task cards below

Card 9:

Start: 10:00 AM, End: 12:30 PM -
What is the elapsed time?

- A) 2 hours
- B) 2.5 hours
- C) 3 hours

Card 13:

Start: 9:09 AM, End: 11:54 AM -
What is the elapsed time?

- A) 2 hours 45 minutes
- B) 2 hours 55 minutes
- C) 2 hours 35 minutes

Card 14:

Start: 4:15 PM, End: 6:45 PM - How
much time has passed?

- A) 2 hours
- B) 2.5 hours
- C) 3 hours

- A) 1 hour 42 minutes
- B) 1 hour 52 minutes
- C) 1 hour 32 minutes

Card 11:

Start: 8:22 AM, End: 10:47 AM -
How much time has elapsed?

- A) 2 hours 25 minutes
- B) 2 hours 15 minutes
- C) 2 hours 35 minutes

Start: 1:06 AM, End: 4:06 AM -
Calculate the elapsed time.

- A) 3 hours
- B) 3 hours 51 minutes
- C) 3 hours 31 minutes

Card 12:

Start: 1:13 PM, End: 3:38 PM - How
much time has passed?

- A) 2 hours 15 minutes
- B) 2 hours 25 minutes
- C) 2 hours 35 minutes

Card 16:

Start: 5:50 PM, End: 7:20 PM - How
much time has elapsed?

- A) 1 hour 30 minutes
- B) 1 hour 40 minutes
- C) 1 hour 20 minutes

Task Cards

Cut out the task cards below

Card 17:

Start: 11:11 AM, End: 12:46 PM -
What is the duration of this
interval?

- A) 1 hour 25 minutes
- B) 1 hour 35 minutes
- C) 1 hour 45 minutes

Card 21:

Start: 7:42 AM, End: 9:17 AM - How
much time has elapsed?

- A) 1 hour 35 minutes
- B) 1 hour 25 minutes
- C) 1 hour 30 minutes

Card 22:

Start: 3:03 PM, End: 5:08 PM - How
long is the period?

- A) 1 hour 55 minutes
 - B) 1 hour 45 minutes
 - C) 1 hour 35 minutes
- A) 2 hours 5 minutes
 - B) 2 hours 15 minutes
 - C) 2 hours 10 minutes

Card 19:

Start: 10:30 AM, End: 12:05 PM -
What is the elapsed time?

- A) 1 hour 35 minutes
- B) 1 hour 25 minutes
- C) 1 hour 45 minutes

Card 23:

Start: 1:29 AM, End: 3:58 AM -
What is the elapsed time?

- A) 2 hours 29 minutes
- B) 2 hours 48 minutes
- C) 2 hours 55 minutes

Card 20:

Start: 4:40 PM, End: 7:15 PM - How
much time has passed?

- A) 2 hours 35 minutes
- B) 2 hours 25 minutes
- C) 2 hours 45 minutes

Card 24:

Start: 12:14 PM, End: 3:46 PM -
How long is the period?

- A) 3 hours 32 minutes
- B) 3 hours 22 minutes
- C) 3 hours 28 minutes

Name: _____

65

Curriculum Connection
SS4.1

Task Cards: Elapsed Time

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	

Elapsed Time – Days - Word Problems**Questions**

Read the problems and solve them below

- 1) The winter break begins on December 22nd. It is December 3rd. How many days until the winter break?



- 2) The school basketball tournament starts on March 2nd. It ends on March 10th. How many days long is the tournament?

- 3) You are leaving on a vacation on March 10th. You return on March 21st. How many days are you away on vacation?



- 4) You sent in your video game system to be fixed on June 4th. You got it back on July 19th. How many days did it take to fix the video game system?

- 5) How many months long is the school year – September to June?



- 6) You will be done your babysitting course in 3 weeks and 6 days. How many days in total until you are finished?

Unit Test – Telling Time

Part 1

Read the clock and write the time below

1)


 :

2)


 :

3)


 :

4)


 :

6)


 :

Part 2

Convert the units of measurement below

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

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

Part 3

Convert the units of measurement below

1) 2 hrs

_____ min

3) 300 mins

_____ hrs

5) 4 d

_____ hrs

2) 360 sec

_____ min

4) 48hrs

_____ d

6) 240 min

_____ hrs

Part 4

Draw the hour and minute hands on the clocks below

1)



1:17

2)



5:39

3)



3:28

4)



11

Part 5

Convert the time by filling in the table

	24-Hour Time	12-Hour Time
1)	13:00	
2)	15:30	
3)	5:10	
4)		3:00pm
5)		9:25pm

Part 4

Follow the problem-solving steps below

- | | | |
|---|--|--|
| ☐ Read the problem carefully | ☐ Underline important information | ☐ Draw pictures |
| ☐ Use a timeline | ☐ Solve the problem | ☐ Check your answer |

Devin played video games a lot today. He started playing at 7:35am when he woke up. He took a break at noon (12:00pm) for lunch.

- a) How long did Devin play video games this morning?



- b) Devin joined some of his friends at 2:15pm for more video games. They played together until 5:50pm. How long did he play video games with his friends?

- c) Devin ended up playing 9 hours of video games today. He started playing again after dinner at 7:10pm. What time did he finish playing?

Name: _____

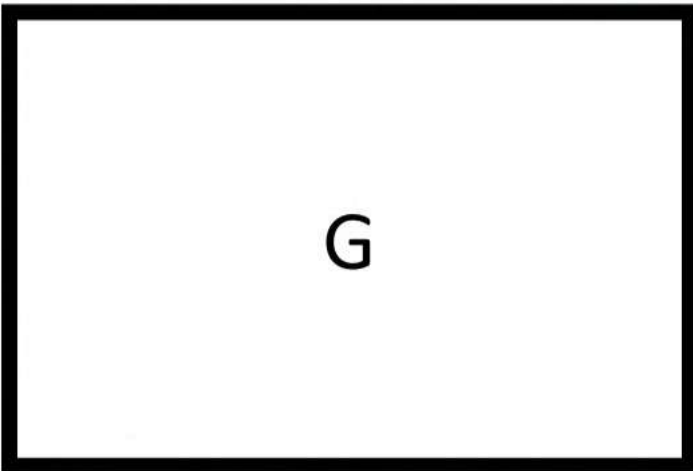
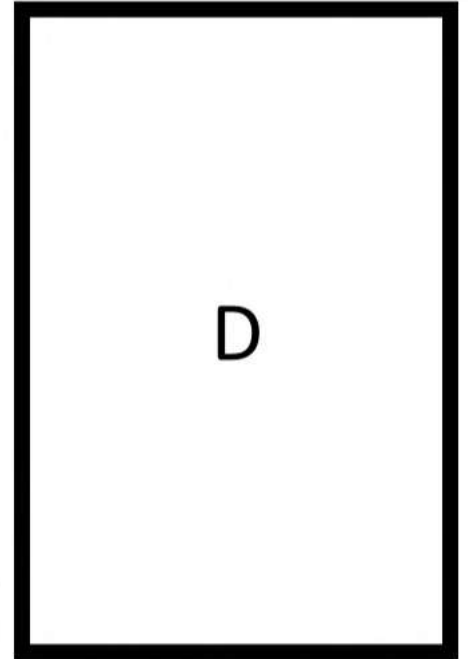
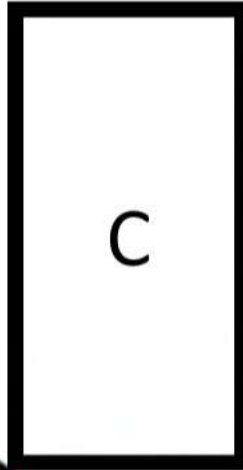
73

Curriculum Connection
SS4.2

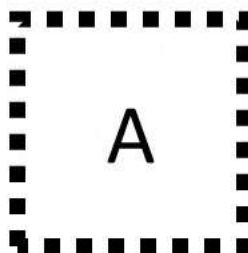
Area

Questions

Cut A out and find out how many times it fits into the other shapes



Shape	# of Times
B	
C	
D	
E	
F	
G	
H	



Name: _____

75

Curriculum Connection
SS4.2

Area

Questions

Cut A out and find out how many times it fits into the other shapes

B

C

D

E

F

G

H

Shape

of Times

B

C

D

E

F

G

H

A

Estimating Area Using Non – Standard Units**Questions**

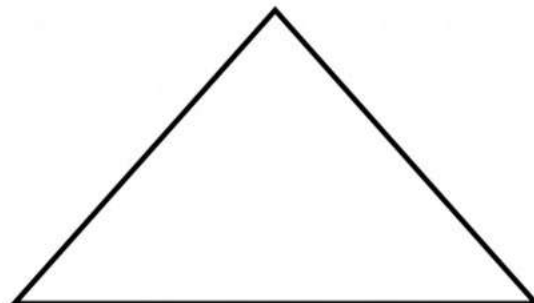
Use a shape from your classroom to estimate the area. How many times does your shape fit?

1)



Area = _____ unit

2)



Area = _____

3)



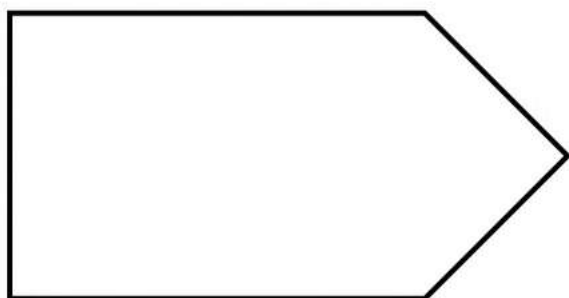
Area = _____

4)



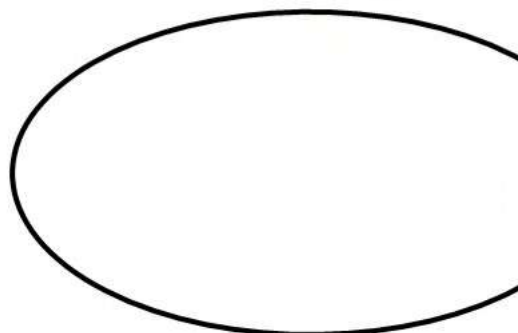
Area = _____

5)



Area = _____

6)

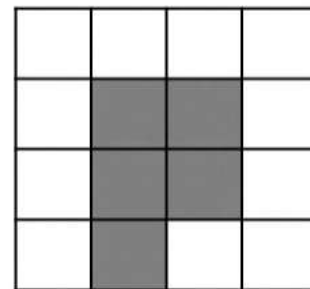


Area = _____

Introduction to Area

Area is the amount of surface or space inside a two-dimensional region.

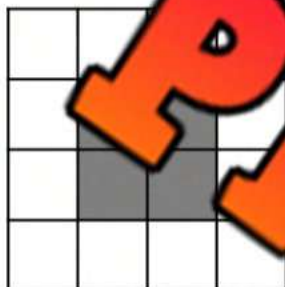
Example – The area of the shape is 5 square units.



Questions

What is the area of the shape in square units?

1)



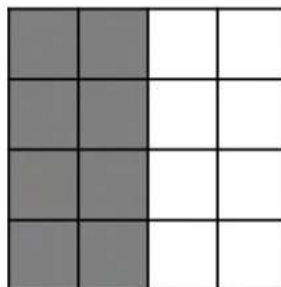
___ square units

2)



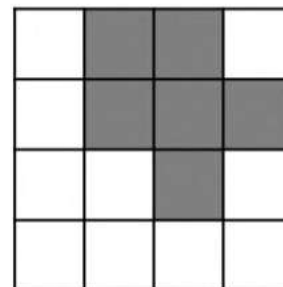
___ square units

3)



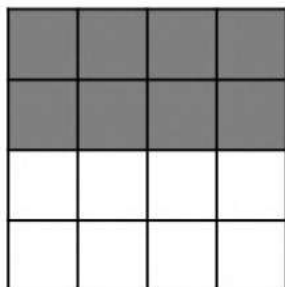
___ square units

4)



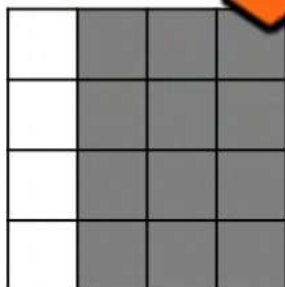
___ square units

5)



___ square units

6)



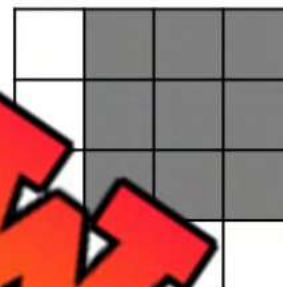
___ square units

7)



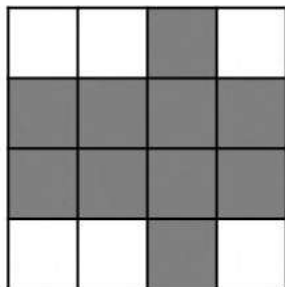
___ square units

8)



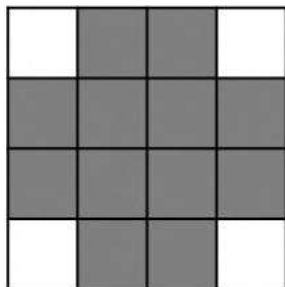
___ square units

9)



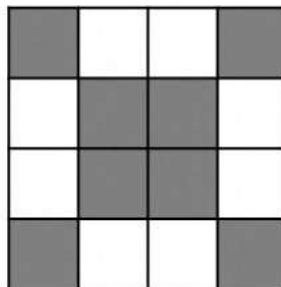
___ square units

10)



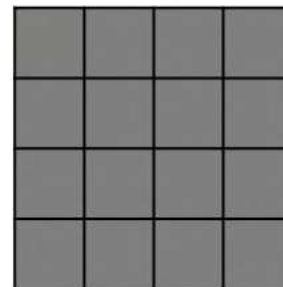
___ square units

11)



___ square units

12)

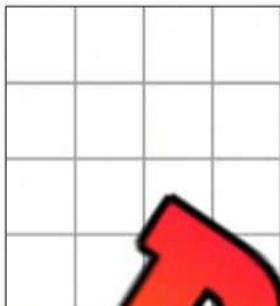


___ square units

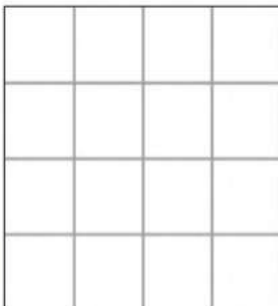
Introduction to Area**Questions**

Shade in the area

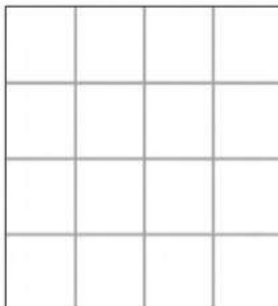
1)



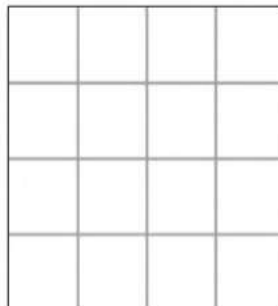
2)



3)



4)



5)

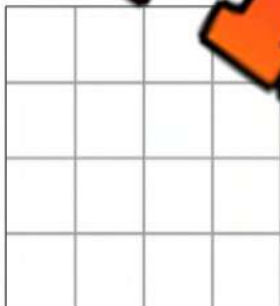
square units

square units

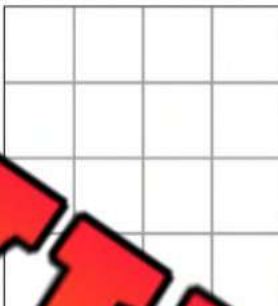
11 square units

10 square units

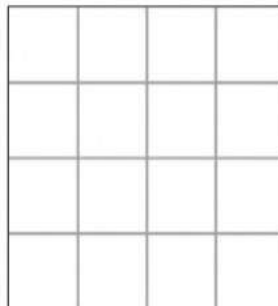
5)



7)



8)



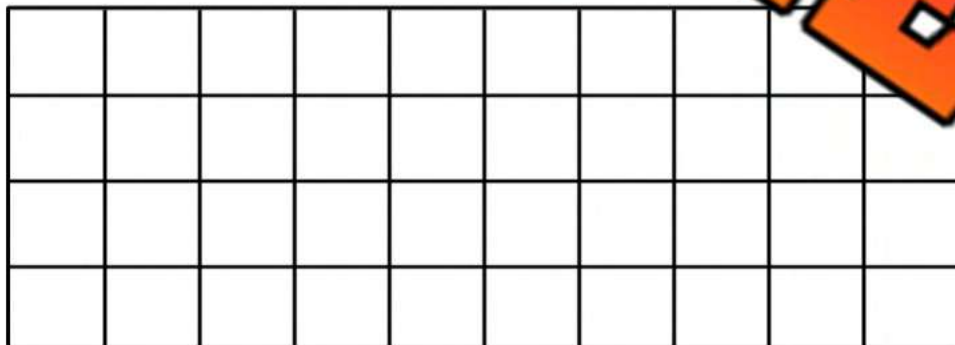
16 square units

13 square units

square units

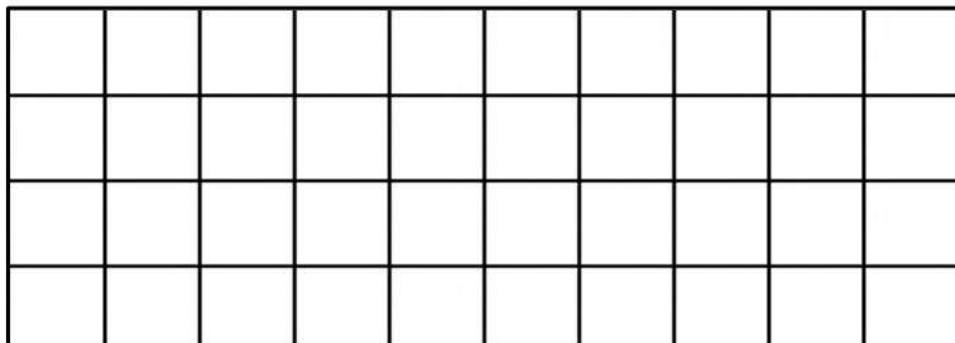
15 square units

9)



27 square units

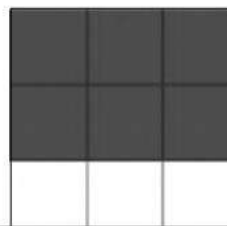
10)



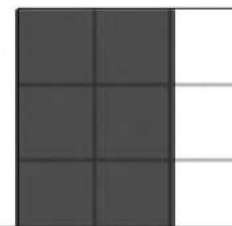
33 square units

Comparing Areas

The area of two shapes can be the same, but they may look different. The two shapes just need to take up the same amount of space.



Area = 6 square units



Area = 6 square units

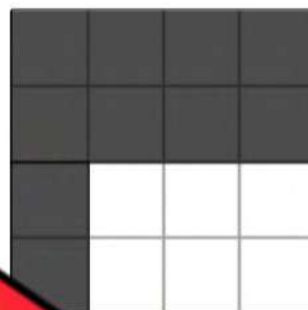
Questions: Draw a shape that has the same area but looks different

1)

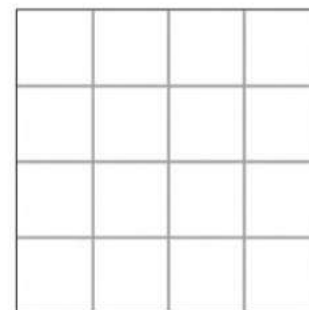


___ square units

2)

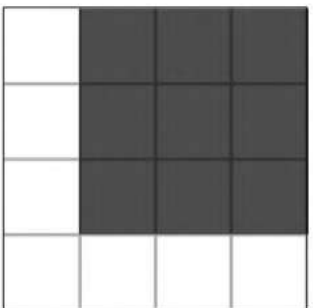


___ square units

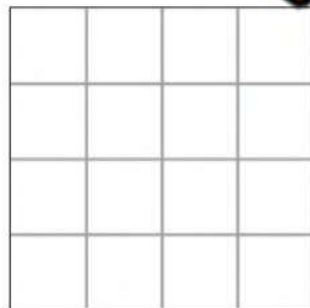


___ square units

3)

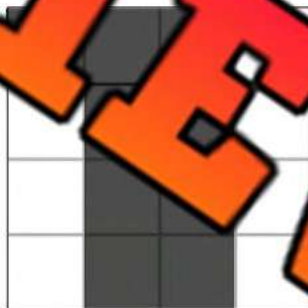


___ square units

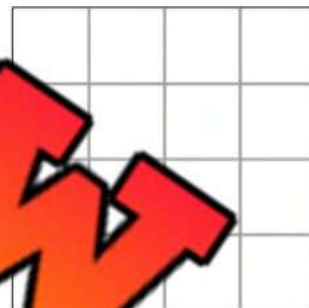


___ square units

4)

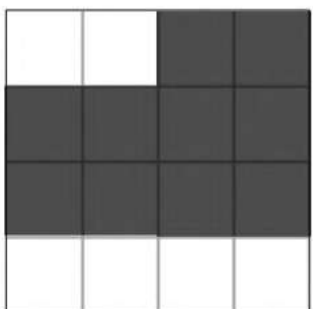


___ square units

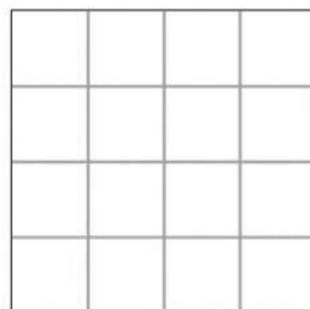


___ square units

5)

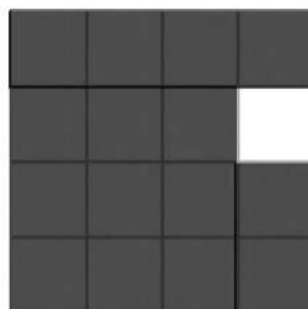


___ square units

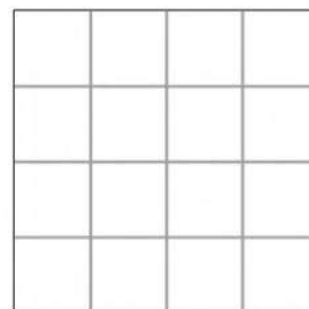


___ square units

6)



___ square units

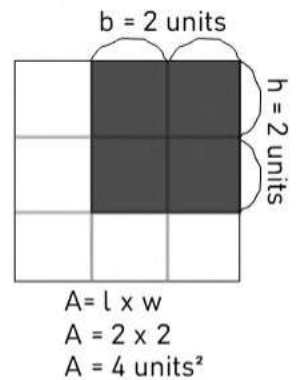
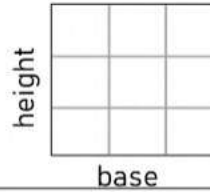


___ square units

Area – Units Squared

When we calculate the area of a shape, we can use the following formula

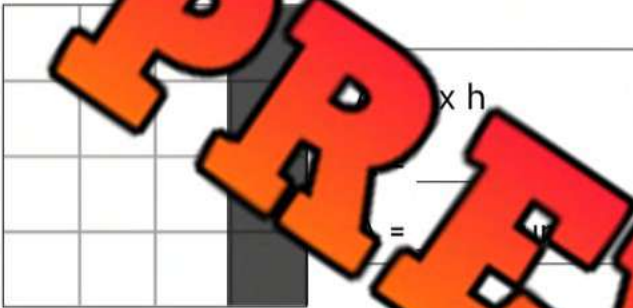
$$A = \text{base (b)} \times \text{height (h)}$$



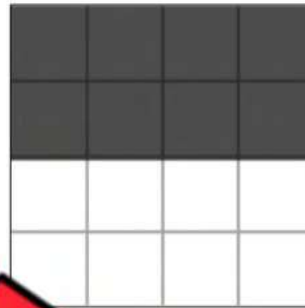
Question

Find the area of the shapes below

1)



2)

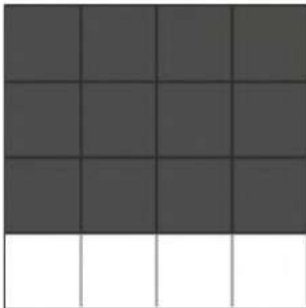


$$A = b \times h$$

$$A = ___ \times ___$$

$$A = ___ \text{ units}^2$$

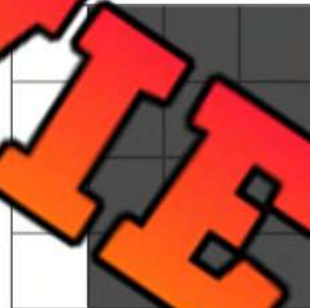
3)



$$A = b \times h$$

$$A = ___ \times ___$$

$$A = ___ \text{ units}^2$$

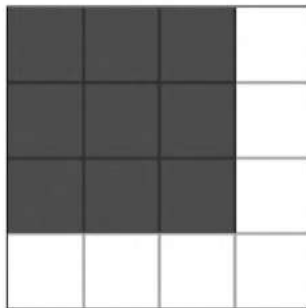


$$A = b \times h$$

$$A = ___ \times ___$$

$$A = ___ \text{ units}^2$$

5)



$$A = b \times h$$

$$A = ___ \times ___$$

$$A = ___ \text{ units}^2$$

6)



$$A = b \times h$$

$$A = ___ \times ___$$

$$A = ___ \text{ units}^2$$

7)



$$A = b \times h$$

$$A = ___ \times ___$$

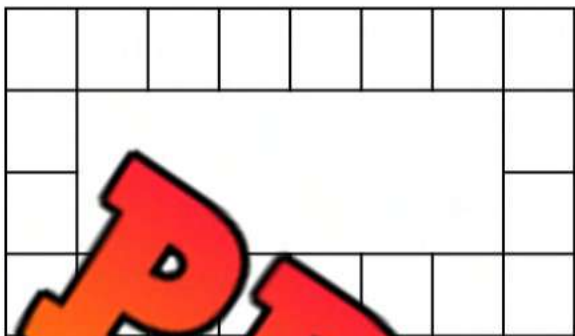
$$A = ___ \text{ units}^2$$

Calculating Area Using CM

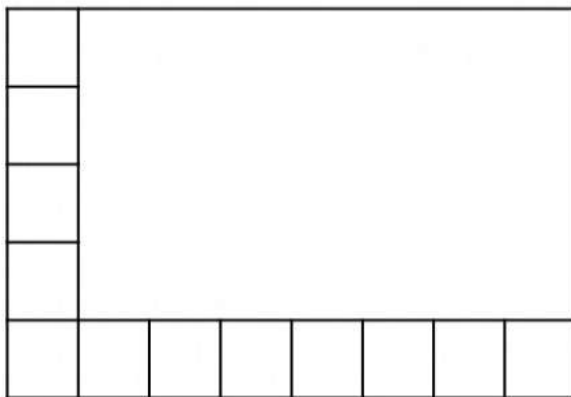
Questions

Predict the area of rectangles below

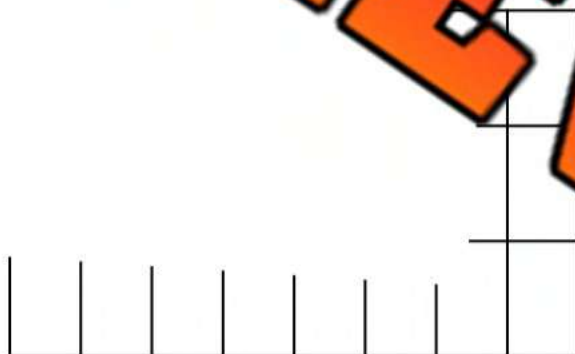
1)



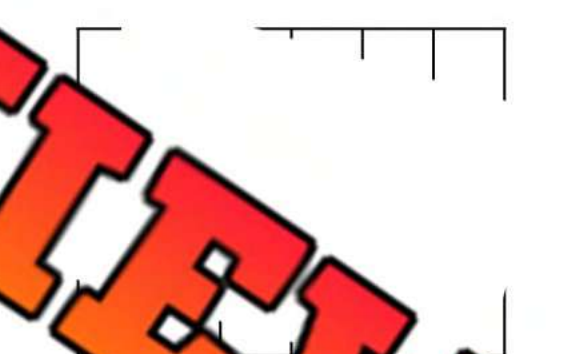
2)



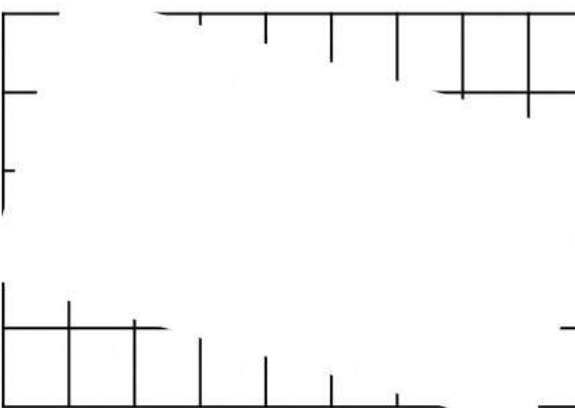
3)



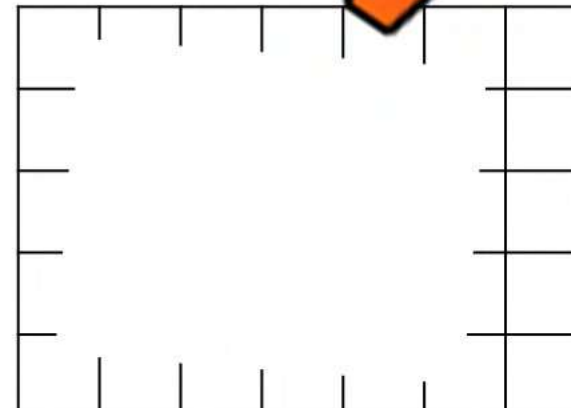
4)



5)



6)



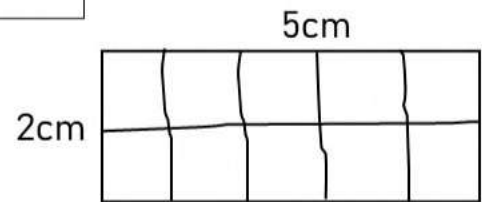
Name: _____

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Curriculum Connection
SS4.2

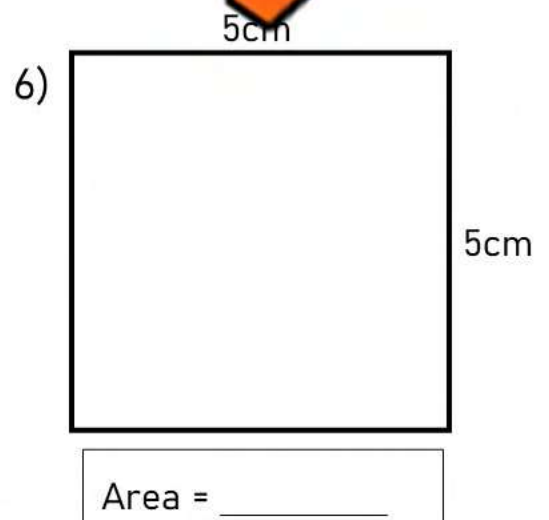
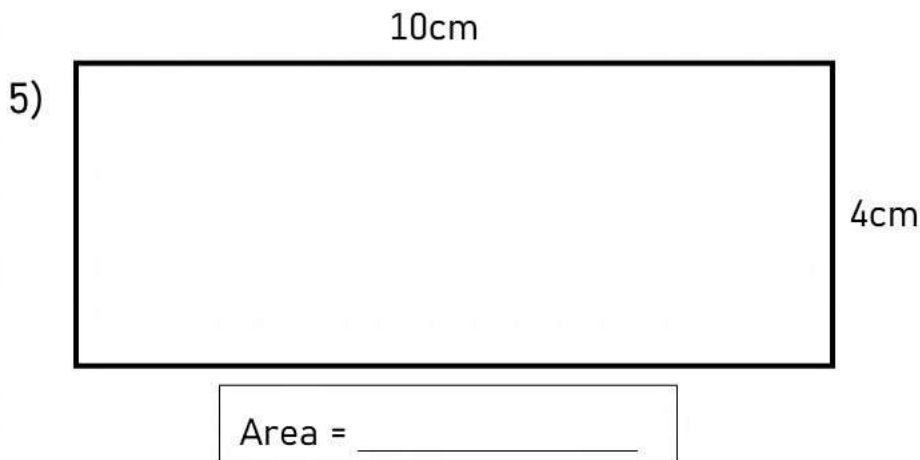
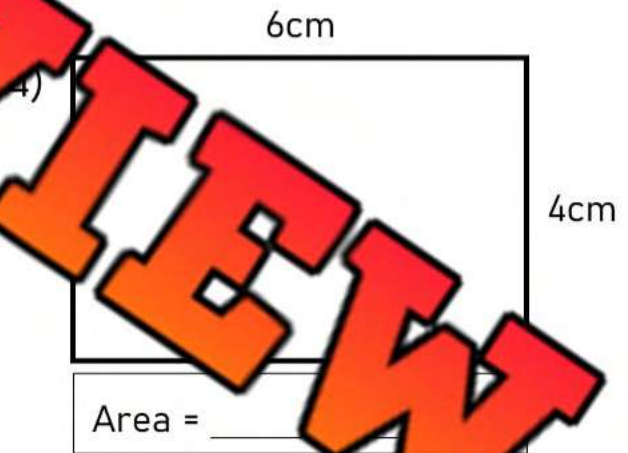
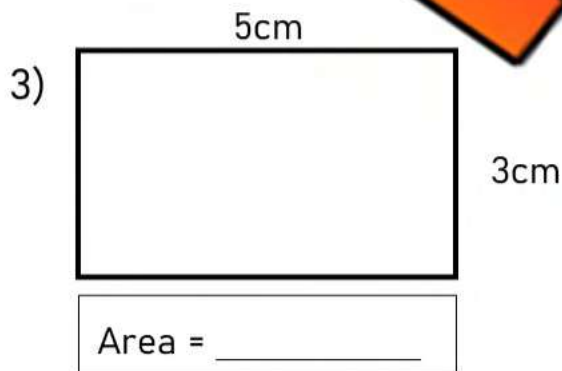
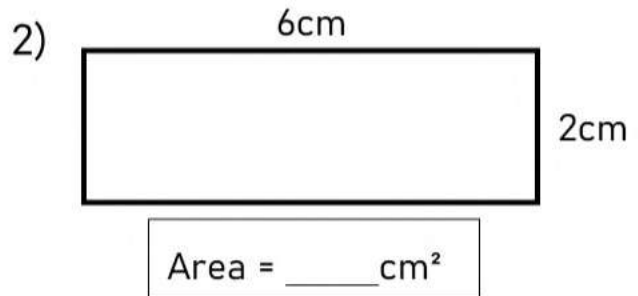
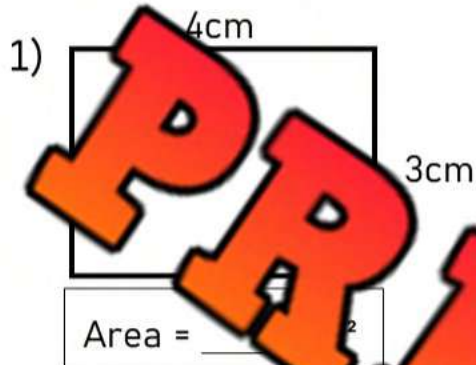
Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal.



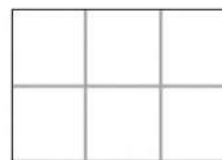
Questions

Draw lines in the shapes below to create cm squares. Then count the squares



Area – CM Squared**Questions**Solve using the formula: $A = b \times h$

height



base

1)

4cm



3cm

$$A = b \times h$$

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

$$A = \underline{\quad} \text{ cm}^2$$

2)

6cm



4cm

$$A = b \times h$$

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

$$A = \underline{\quad} \text{ cm}^2$$

3)

5cm



4cm

$$A = b \times h$$

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

$$A = \underline{\quad}$$

4)

6cm



4cm

$$A = b \times h$$

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

$$A = \underline{\quad}$$

5)

10cm



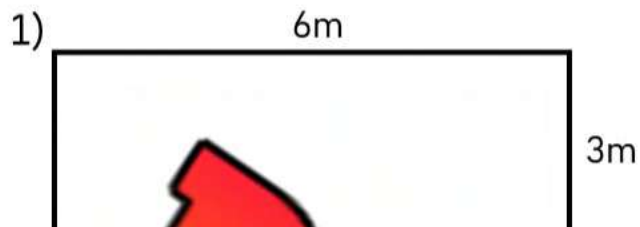
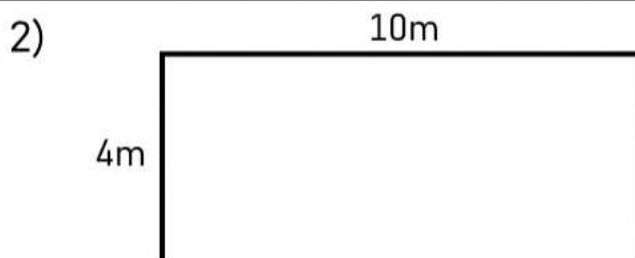
3cm

$$A = b \times h$$

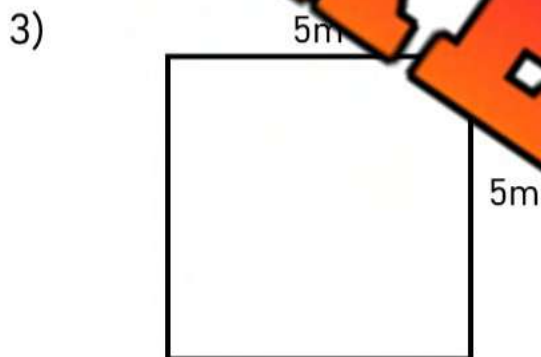
$$A = \underline{\quad} \times \underline{\quad}$$

$$A = \underline{\quad}$$

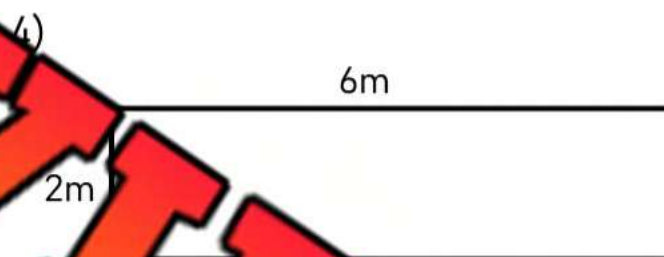
Finding the Area of Rectangles

QuestionsFind the area ($A = b \times h$)Area = _____ m^2 

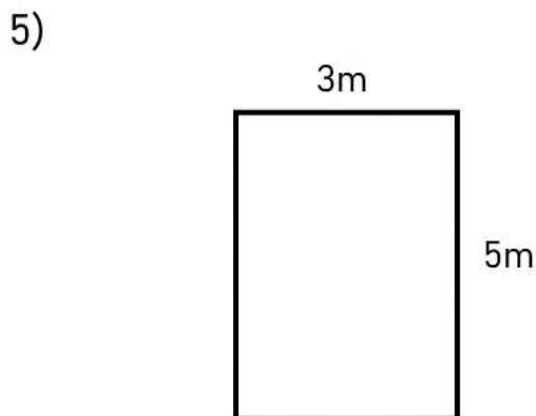
Area = _____



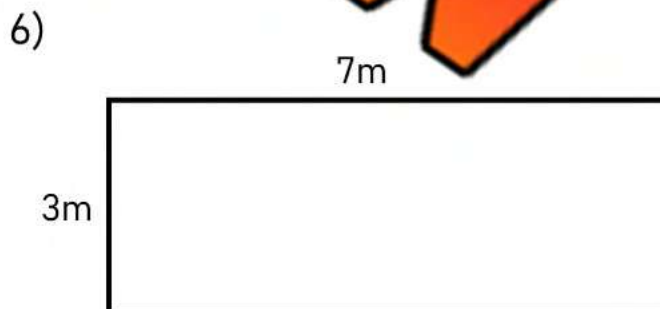
Area = _____



Area = _____



Area = _____

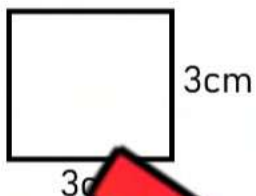


Area = _____

Finding the Area of Rectangles

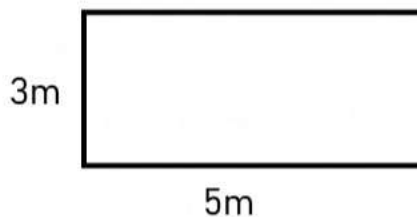
QuestionsFind the area ($A = b \times h$)

1)



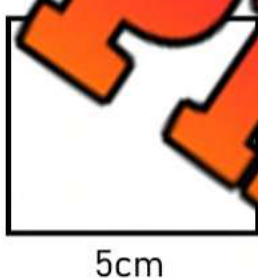
Area = _____

2)



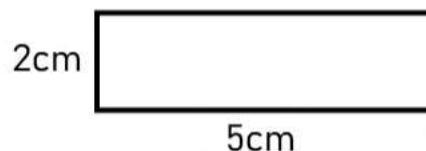
Area = _____

3)



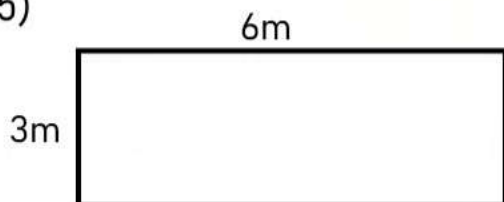
Area = _____

4)



Area = _____

5)



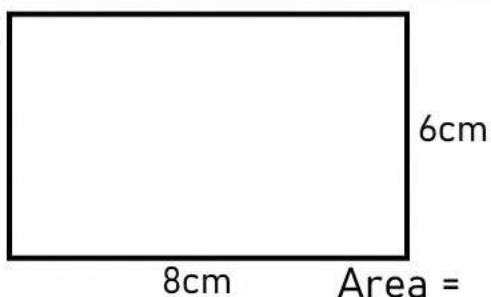
Area = _____

6)



Area = _____

7)



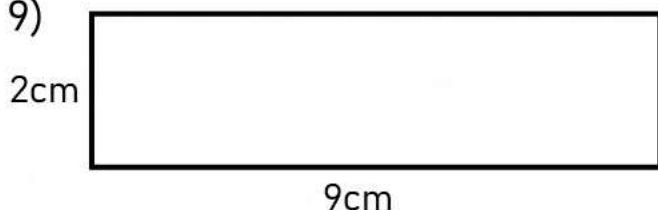
Area = _____

8)



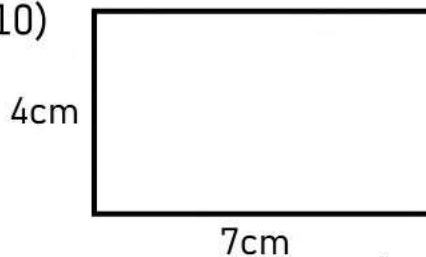
Area = _____

9)



Area = _____

10)



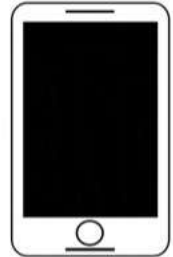
Area = _____

Area Word Problems

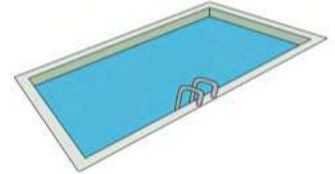
Questions

Draw a picture of the problem and then find the area

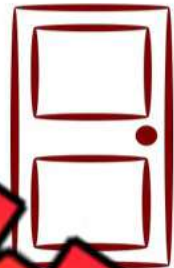
1) A phone is 10cm by 5cm. What is the area of the phone?



2) A pool is 5m by 3m. What is the area of the pool?



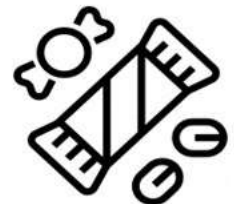
3) A door is 2m by 1m. What is the area of the door?



4) A square box is 10cm wide. What is the area of the box?



5) A candy wrapper is 2cm wide and 8cm long. What is the area of the wrapper?



Area Word Problems

Questions

Answer the questions below

	Word Problems	Answers
1	A rectangular room is 9 metres long and 6 metres wide. If a square tile covers an area of 2 square metre, how many tiles will you need to cover the entire floor?	
2	Mike wants to lay a rectangular yard that measures 12 metres long and 4 metres wide. A roll of sod covers an area of 4 square metres. How many rolls does he need to buy?	
3	A rectangular billboard measures 5 metres in height and 10 metres in length. An advertiser wants to rent half of the billboard's space for a month. If the cost is \$20 per square metre per month, how much will the advertiser pay?	



Exit Cards

Cut Out

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

Name: _____

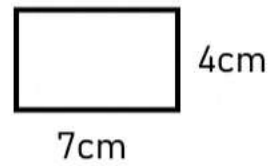
1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

Name: _____

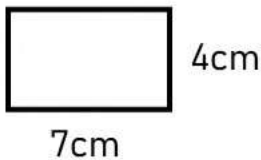
1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

Name: _____

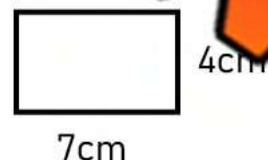
1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

Name: _____

1) Calculate the area. _____



2) A paper is 9cm tall and 6cm wide.
What is the area of the paper?

Referents For Square Centimeter

A **referent** is something that represents something else. When we measure, we don't always have measuring tools. Without tools, we can use a referent to estimate area. A good referent for a centimetre squared could be your pinky fingernail.

Questions

Find a referent for a centimeter squared



1) What is the referent you chose?

2) Draw the referent

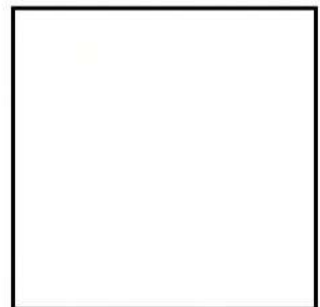
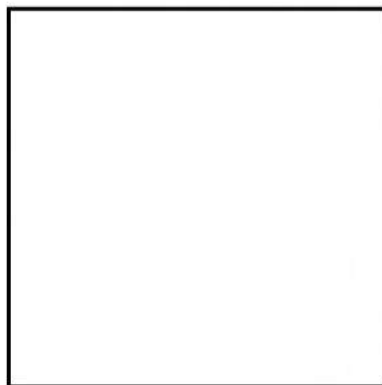
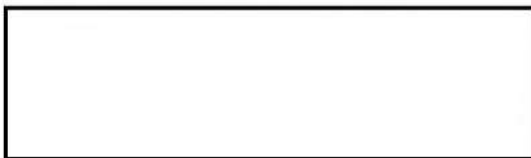
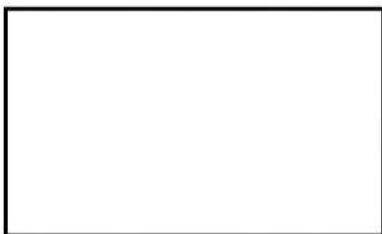
3) Measure the lengths of each side of the referent. What is the base and height?

Base

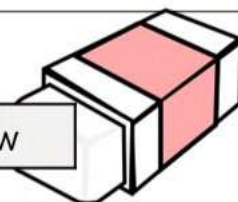
Height

4) Is this a good referent? Explain why or why not.

5) Use your pinky fingernail as a referent for a cm^2 . How many fingernails will fit in the rectangles below? Write your answer inside the rectangles.



Referents For Square Centimeter



Questions

Use your referent to estimate the area of the spaces below

Objects/Spaces	Estimated Area
1) Your desk/tabletop	
2) The	
3) A book in yo	
4) The door to the classroom	
5) A whiteboard/chalkboard in your room	
6) A window in your room	
7) The front of a pencil case	
8) A computer screen	
9) The bottom of your chair (part you sit on)	
10) An eraser	

Choosing An Appropriate Unit



Directions

Which unit would you use to describe the areas below

#	Areas	Unit (cm ² m ²)
1)	The area of a classroom	
2)	The area of a tennis court	
3)	The area of a piece of paper	
4)	The area of a mat	
5)	The area of a handshake	
6)	The area of a computer screen	
7)	The area of a dinner plate	
8)	The area of an amusement park	
9)	The area of phone screen	
10)	The area of your gym at school	

Directions

Josh told a friend the area of things. Did he use an appropriate unit?

#	Area	Yes	No	Better Unit
1)	The area of my tablet is 0.98 m ²	Yes	No	
2)	The area of my pencil case is 0.052 m ²	Yes	No	
3)	The area of my driveway is 75 000 cm ²	Yes	No	
4)	The area of my closet is 2.5 m ²	Yes	No	
5)	The area of my pool is 300 000 cm ²	Yes	No	

Finding the Missing Information - Visuals

To find the area of a rectangle, we need 2 of 3 pieces of information – base, height, and area. With the base and the height, we can find the area. With the area and the base, we can find the height and with the area and height, we can find the base.

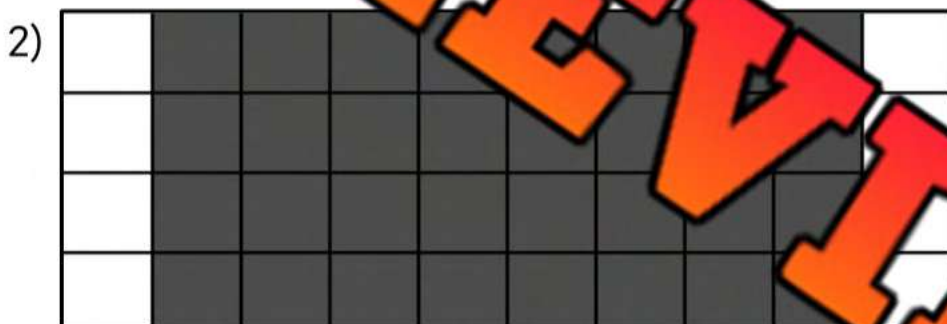
Questions

Find the missing piece of information



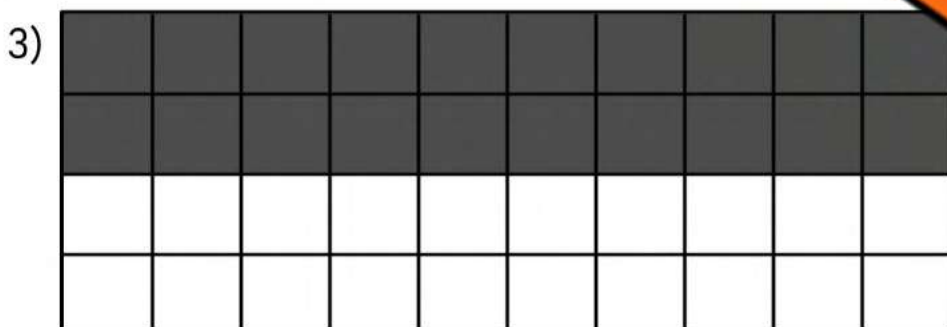
$$A = b \times h$$

$$18 = \underline{\quad} \times 3$$

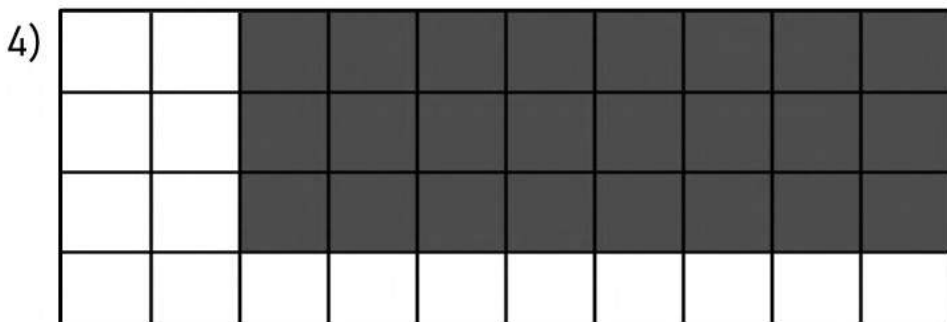


$$A = b \times h$$

$$32 = 8 \times \underline{\quad}$$



$$20 = \underline{\quad} \times 2$$



$$A = b \times h$$

$$24 = 8 \times \underline{\quad}$$

Finding the Missing Information**Questions**Find the area ($A = b \times h$)

1)

$A = 25\text{cm}^2$

Base = _____

Height = _____

Area = _____

2)

3cm

$A = 15\text{cm}^2$

Base = _____

Height = _____

Area = _____

3)

$A = 32\text{cm}^2$

Base = _____

Height = _____

8cm

4)

10m

$A = 30\text{m}^2$

Base = _____

Height = _____

Area = _____

5)

3m

$A = 18\text{m}^2$

Base = _____

Height = _____

Area = _____

6)

$A = 27\text{m}^2$

Base = _____

Height = _____

Area = _____

7)

$A = 40\text{cm}^2$

Base = _____

Height = _____

Area = _____

8cm

8)

1m

$A = 8\text{m}^2$

Base = _____

Height = _____

Area = _____

9)

$A = 50\text{cm}^2$

Base = _____

Height = _____

Area = _____

10cm

10)

6cm

$A = 42\text{cm}^2$

Base = _____

Height = _____

Area = _____

Finding the Missing Information – Word Problems**Questions**

Use the information you have to find the missing height or base

1) A piece of paper has an area of 80cm^2 . The base of the paper is 8cm . What is the height of the paper?



2) Jack's yard has an area of 72m^2 . The height of the yard is 8m . What is the base?

3) A bus has an area of 21m^2 . The height of the bus is 3m . What is the base?



4) A square poster has an area of 25cm^2 . What is the base and height?

5) A cookie sheet has an area of 48cm^2 . The base of the sheet is 6cm . What is the height of the cookie sheet?



Math Activity: Rectangle Rally

Objective

What are we learning about?

To help students understand and calculate the area of a rectangle through interactive and hands-on learning activities.

Materials

What you will need for the activity.

- Grid paper
- Rulers
- Colored pencils
- Scissors
- Rectangular objects from the classroom (e.g., books, tablets, small boxes)



Instructions

How you will complete the activity

1. Begin the activity by explaining the formula for the area of a rectangle ($\text{Area} = \text{length} \times \text{width}$).
2. Hand out sheets of grid paper and rulers to each student.
3. Instruct students to draw rectangles of various sizes on the grid using the rulers. Make sure each student draws at least three different rectangles.
4. Have students write down the dimensions (length and width) of each rectangle next to their drawings.
5. Ask the students to calculate the area of each rectangle by counting the grid squares inside each rectangle and using the formula.
6. Once the grid calculations are done, distribute the rectangular objects around the classroom.
7. Allow students to measure the length and width of each object with their rulers, calculate the area, and record their findings.
8. Have students compare the areas they calculated for their drawings with the real objects' areas.
9. Discuss any differences or surprises in the measurements and calculations.

Reflection

Answer the questions below.

1) What did you find interesting about measuring the area of rectangles?

2) How did grid paper help you understand the concept of area?

3) What challenges did you face while measuring the areas?

4) How can knowing how to calculate the area of a rectangle help in real life?

5) What would you like to try next to extend what you've learned about area?

Name: _____

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Curriculum Connection
SS4.2**Calculating Area - House****Questions**

Calculate the area of the rooms in the house.

Room	Area
Garage	
Front Porch	
Living Room	
Entrance	
Hallway	
Dining Room	
Kitchen	
Balcony	

Room	Area
Back Deck	
Bathroom 1	
Bathroom 2	
Bathroom 3	
Bedroom 1	
Bedroom 2	
Bedroom 3	

Name: _____

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Curriculum Connection
SS4.2

Same Area – Different Rectangle

Think

Is it possible for a rectangle to have the same area with different dimensions?

1)

8m



2m

Area: _____

PREVIEW

2)

4m



4m

Area: _____ m²

3)

16m

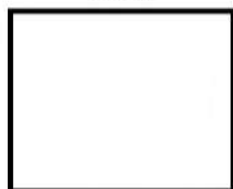


1m

Area: _____ m²

4)

6cm



4cm

Area: _____ cm²

5)

8cm



3cm

Area: _____ cm²

6)

24cm



2cm

Area: _____ cm²

7)

12m

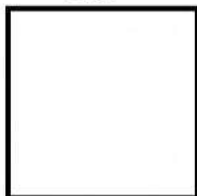


3m

Area: _____ m²

8)

6m

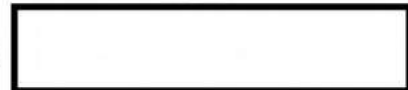


6m

Area: _____ m²

9)

18m



2m

Area: _____ m²

Same Area – Different Rectangle**Draw**

Draw two other rectangles with the same area with different dimensions

3m



4m

Area: _____

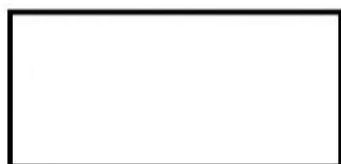
1)

m²

2)

Area: _____ m²

8cm



3cm

Area: _____ cm²

2)

Area: _____ cm²Area: _____ cm²

5m



4m

Area: _____ m²

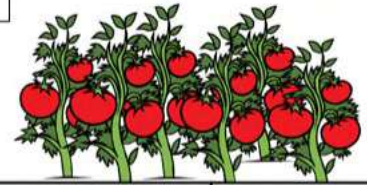
1)

Area: _____ m²

2)

Area: _____ m²

Area Word Problems



Questions

Answer the questions below

	Word Problems	Answers
1	A garden bed is 8 metres in length and 2 metres in width. Tom is planning to build a new garden bed that is 4 metres in length. What would the width of his new garden bed be so that it has the same area as the old one?	
2	John has two rectangular rugs. One rug is 4 metres long and 3 metres wide. He has another rug that is 6 metres long. How wide is the second rug if it has the same area as the first?	
3	A photograph has an area of 200 square centimetres. It is 4 centimetres wide. How long is it? If another photograph is twice as long, what must its width be to have the same area?	
4	A rectangular dining room is 5 metres long and 4 metres wide. A new apartment has a dining space that is 10 metres long. What would the width of this space need to be to have the same area as the rectangular dining room?	
5	A piece of fabric is 10 metres long and 6 metres wide. A tailor wants to cut it into a different shape that is 15 metres long. How wide will the new piece of fabric be if it has the same area?	

Indigenous Art – Finding Area**Questions**

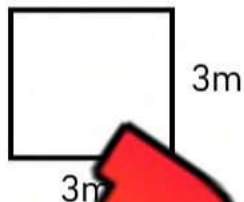
Measure the side lengths and calculate the area of the Indigenous paintings

**Calculate**
Show Your Work**Answer****Calculate**
Show Your Work**Answer****Answer**

Unit Test – Area**Part 1**

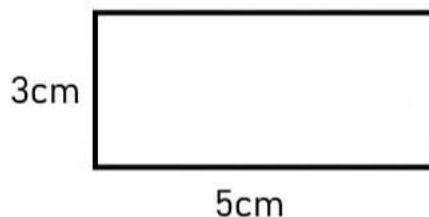
Find the area

1)



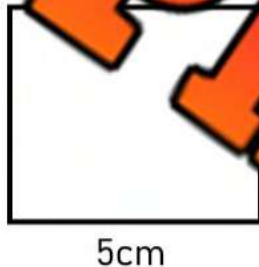
Area = _____

2)



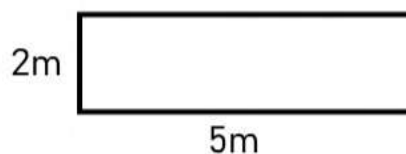
Area = _____

3)



Area = _____

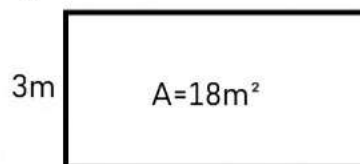
4)



Area = _____

Part 2Find the area ($A = b \times h$)

1)



Base = _____

Height = _____

Area = _____

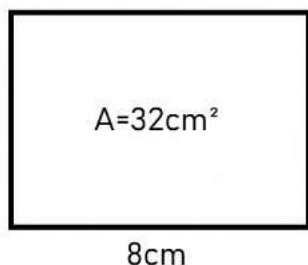
2)



Height = _____

Area = _____

3)

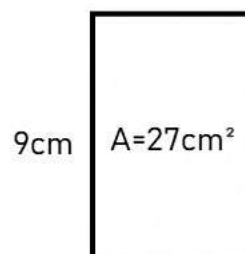


Base = _____

Height = _____

Area = _____

4)



Base = _____

Height = _____

Area = _____

Part 3 Solve the word problems below. Make sure to show your work

1) A piece of paper is 8cm wide and 10cm tall. What is the area of the paper?

2) Henry's picture frame has an area of 56cm^2 . The frame has a base of 7cm. What is the height of the frame?

3) A bus has an area of 200m^2 . The height of the bus is 4m. What is the base?

Part 4 Answer the questions about centimeter squares and referents

1) What is a good referent for a cm^2 ?

2) Using the referent above, how many centimetres squared is this paper?

3) Using the referent above, how many cm^2 is your desk/tabletop?

4) Using the referent above, how many cm^2 is the average phone?

Name: _____

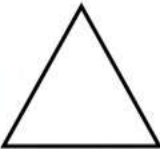
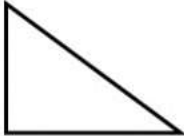
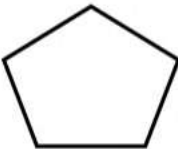
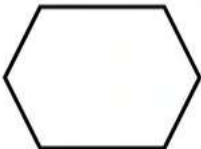
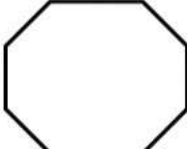
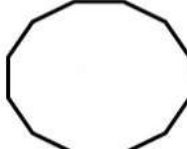
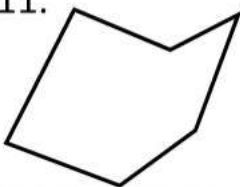
111

Curriculum Connection
SS4.3

Sides of a Shape

Part 1

How many sides does the shape have?

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

Part 2

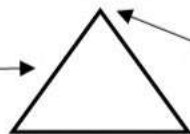
Draw a shape with the correct number of sides

1)	2)	3)	4)	5)
4	3	6	8	10

Sides and Vertices

Reminder:

Side



Vertices

Part 1

How many sides and vertices does the shape have?

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

Part 2

Draw a shape with the correct number of vertices and sides

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

Exit Cards

Cut Out

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

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Sides and Vertices Word Problems

Questions

Answer the questions below



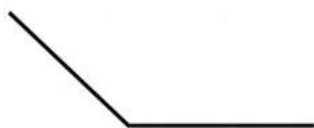
	Word Problems	Answers
1	A shape has 3 sides and 3 vertices. What is it?	
2	Sally has a figure with 4 sides of equal length. How many vertices does it have?	
3	A shape has 5 vertices and 5 sides. What shape is it?	
4	A classroom door is shaped like a rectangle. How many sides and vertices does it have?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

Name: _____

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Curriculum Connection
SS4.3

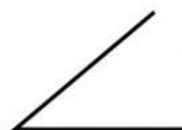
Naming Angles



= larger than
a right angle



= right angle



= smaller than
a right angle

Questions

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

1)

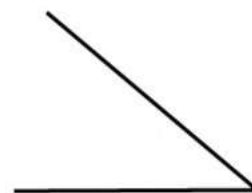


2)

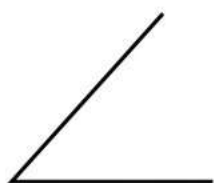


3)

4)



5)



6)



7)



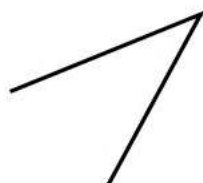
8)



9)



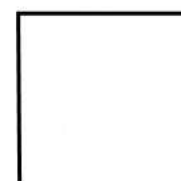
10)



11)



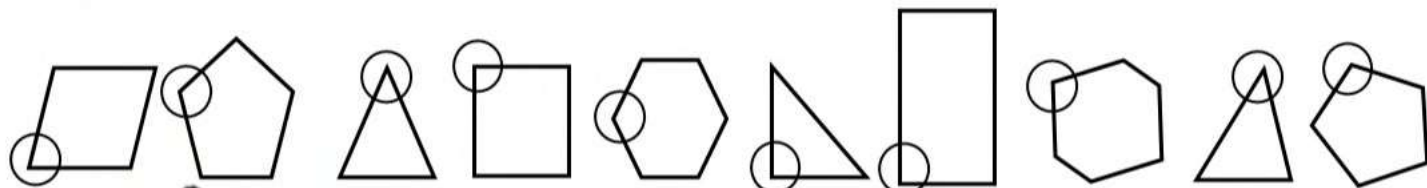
12)



Sorting Angles

Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angles

Right Angle

Larger than a right angle

Smaller than a right angle

Letters

Part 2

Sort the angles into the categories below



A

B

C

D

E

F

H

Angles

Right Angle

Larger than a right angle

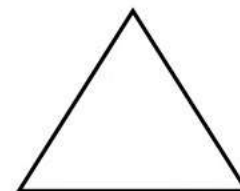
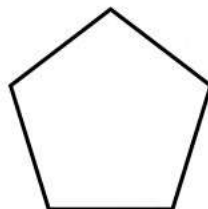
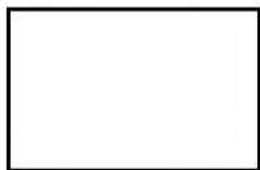
Smaller than a right angle

Letters

Part 3

Circle the angles below

Drawings



Angles

Right Angle

Larger than a right angle

Smaller than a right angle

Math Activity: Right Angle Architects

Objective

What are we learning about?

To engage students in identifying right angles through the construction of paper structures, enhancing their understanding of right angles in a practical and creative context.

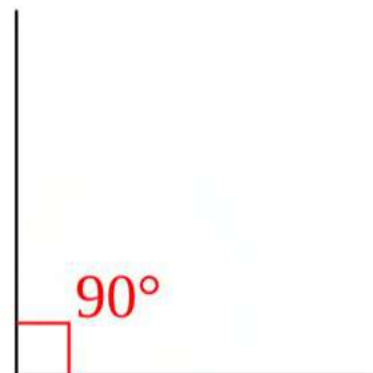
Materials

What you will need for the activity.

- Construction paper or cardstock
- Scissors
- Glue or tape
- Coloured markers or crayons

Instructions

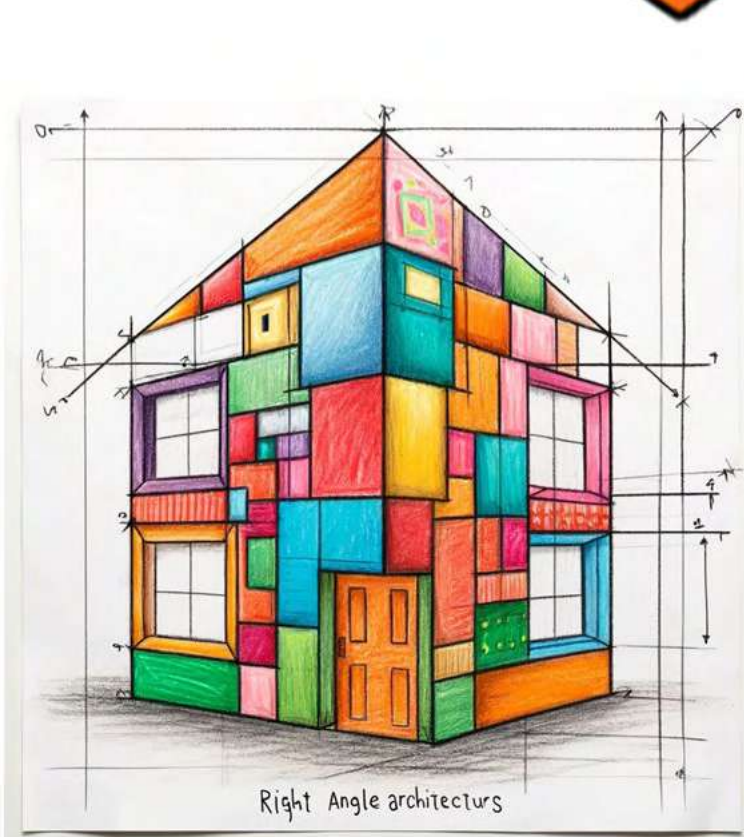
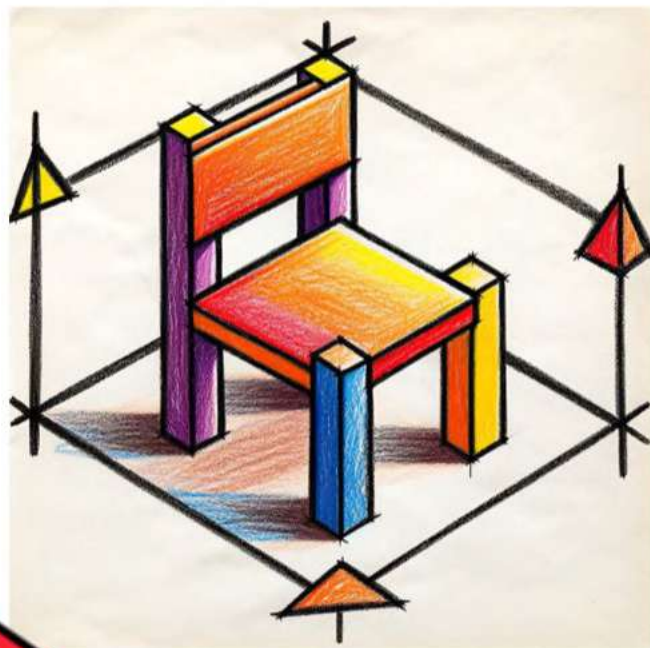
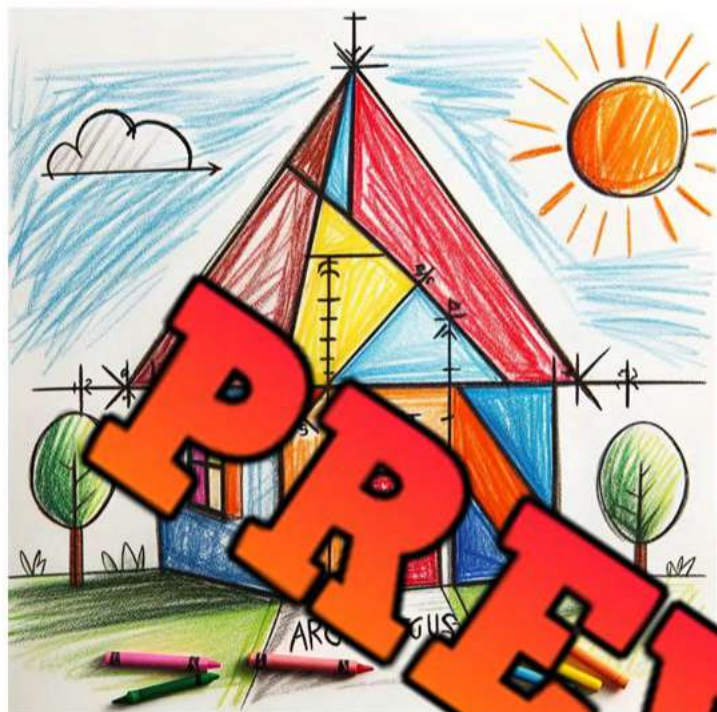
How you will complete the activity



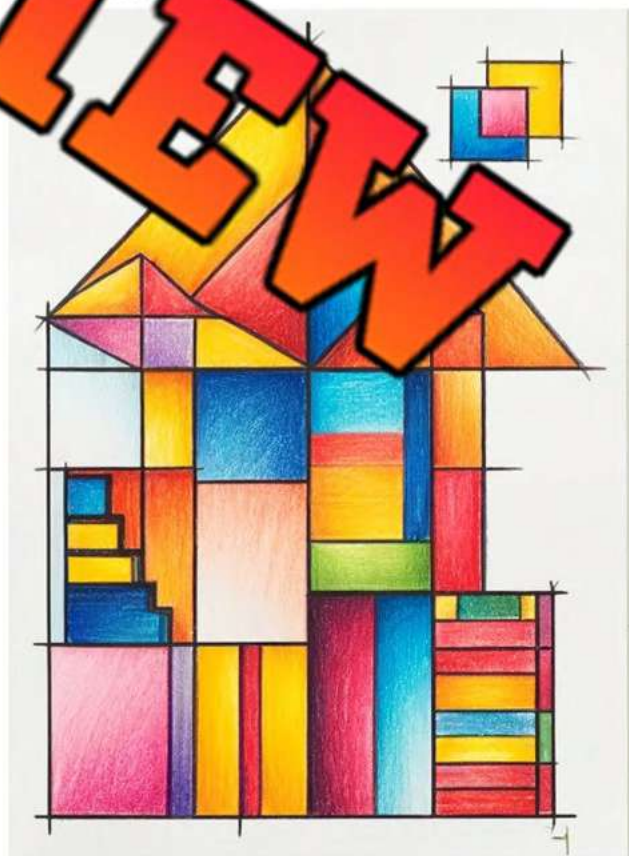
1. Begin by explaining what a right angle is, using examples like the corners of a book or a door frame to illustrate.
2. Distribute construction paper or cardstock, scissors, and glue to each student.
3. Challenge students to create a structure or sculpture that uses as many right angles as possible. They can build houses, furniture, or abstract shapes.
4. Encourage students to use their rulers to help fold and cut straight lines, which can help form right angles more accurately.
5. As students work, circulate and discuss their projects, asking them to point out where they have used right angles.
6. Once the structures are complete, allow students to use markers or crayons to decorate their creations, highlighting the corners and edges where right angles are present.
7. Arrange all the structures on a table or along a classroom shelf and conduct a gallery walk where students explain their structures and the right angles within them to the class.
8. Discuss how these angles contribute to the stability and aesthetics of their designs.

Example

Check out the example below



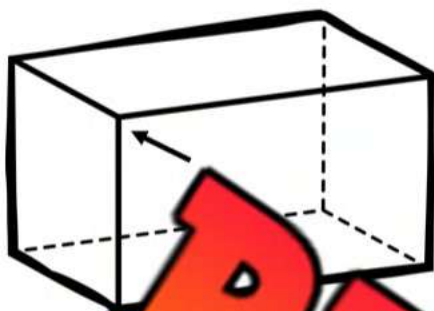
Right Angle architecturs



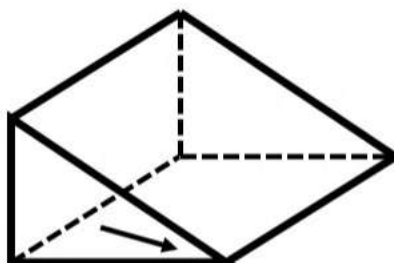
Angles in Right Prisms

Questions

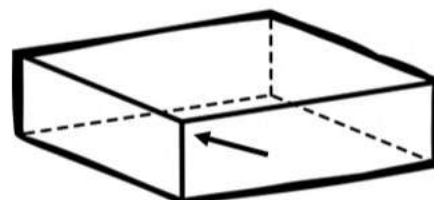
Circle the indicated angle on each of the prisms below



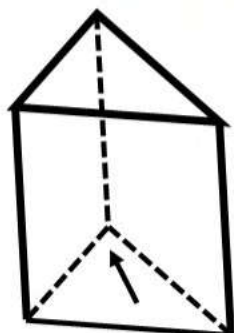
Right Smaller



Right Smaller Larger



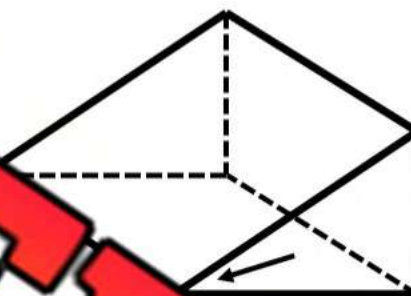
Right Smaller Larger



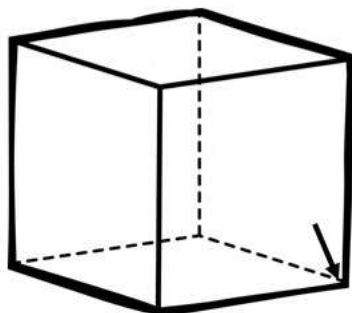
Right Smaller Larger



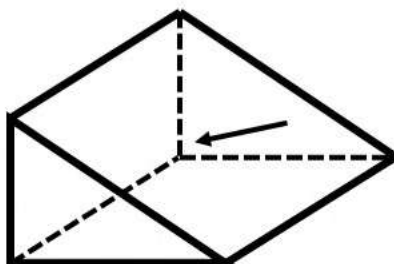
Right Smaller Larger



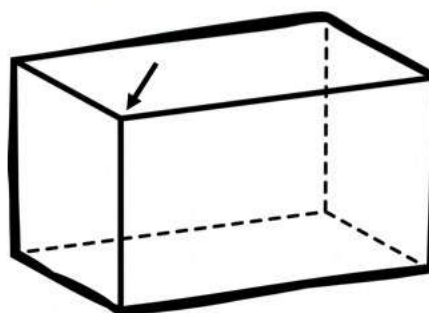
Right Smaller Larger



Right Smaller Larger



Right Smaller Larger



Right Smaller Larger

Name: _____

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Curriculum Connection
SS4.3

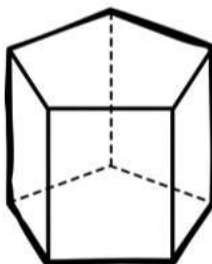
Prisms or Pyramids

Questions

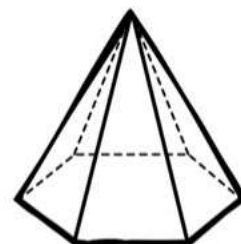
Is the shape a prism or pyramid?



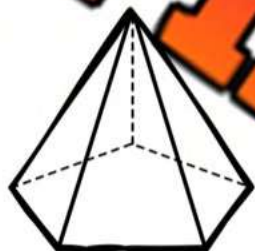
Prism Pyramid



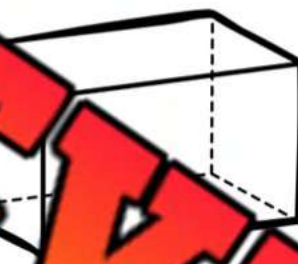
Prism Pyramid



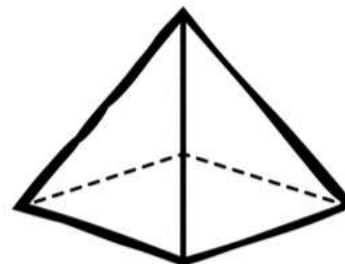
Prism Pyramid



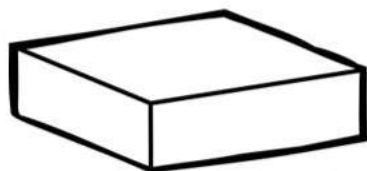
Prism Pyramid



Prism Pyramid



Prism Pyramid



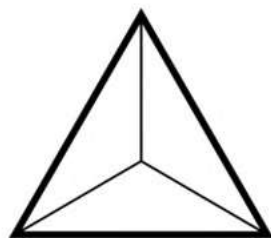
Prism Pyramid



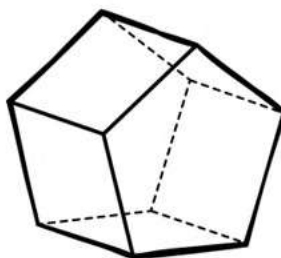
Prism Pyramid



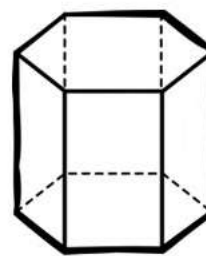
Prism Pyramid



Prism Pyramid



Prism Pyramid

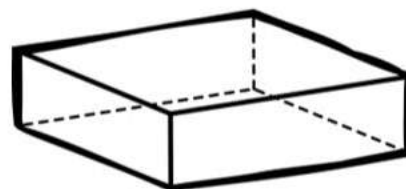
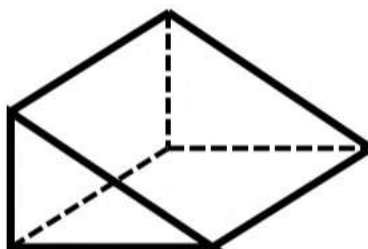


Prism Pyramid

Prisms – Faces, Edges, Vertices

Questions

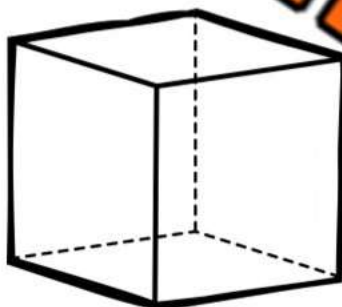
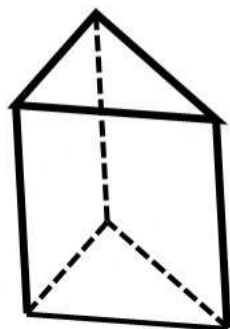
Fill in the tables below on the rectangular and right triangular prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

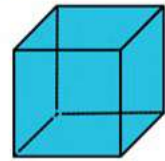


Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

3D Objects Word Problems

**Questions**

Answer the questions below

	Word Problems	Answers
1	Mia has a rectangular prism with 6 faces. If each face has 4 edges, how many edges does the prism have in total?	
2	_____ has a cube with 8 vertices. How many edges does the cube have?	
3	Emily's pyramid has 4 faces. If each face has 3 edges, how many edges does the pyramid have?	
4	Liam's triangular prism has 5 faces. How many edges does it have?	
5	Olivia's sphere has 0 edges and 0 vertices. How many faces does it have?	
6	Jake's cone has 1 circular face and 1 curved edge. How many vertices does it have?	

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 about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

127

Curriculum Connection
SS4.3

Net – Rectangular Prism

PREVIEW

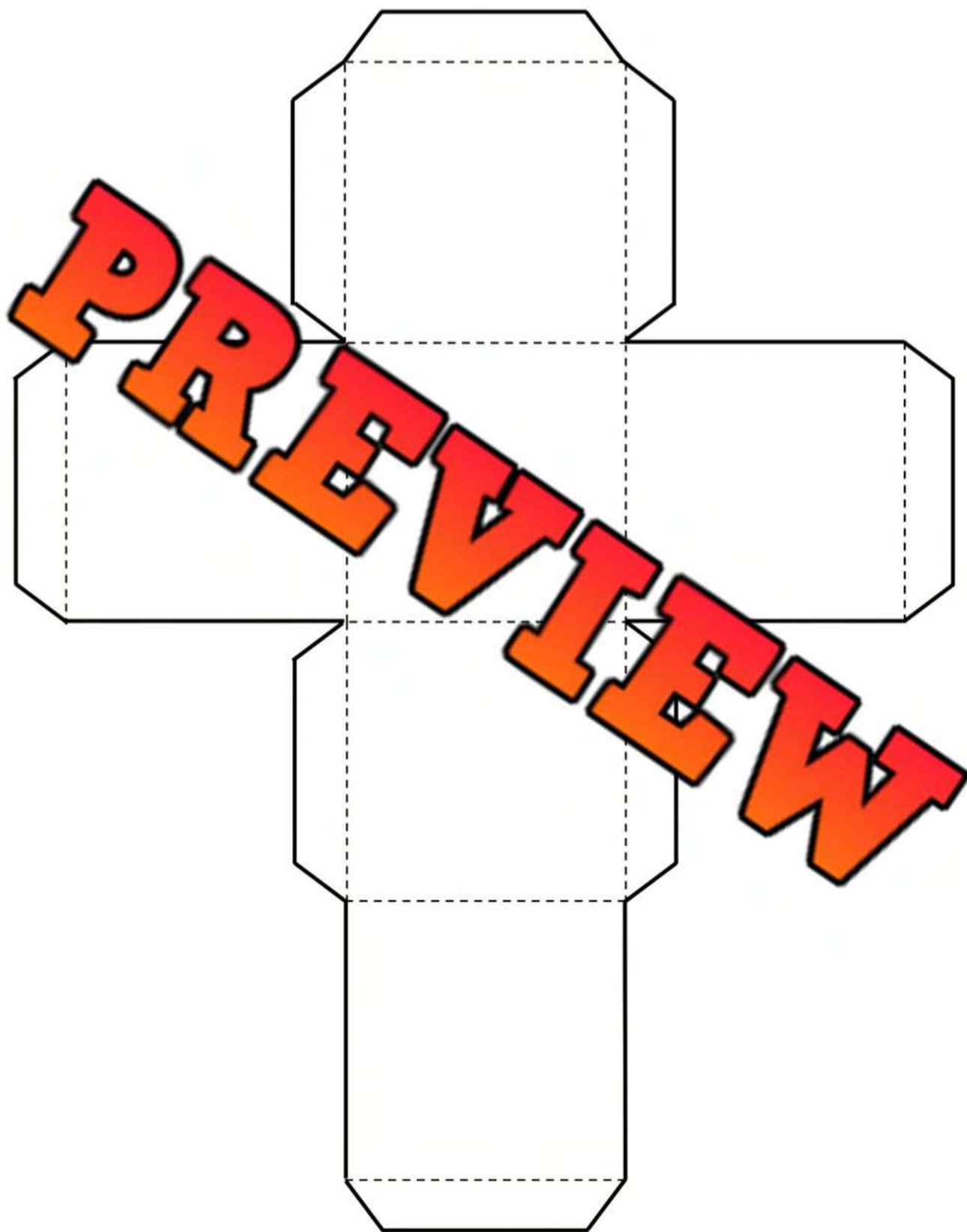


Name: _____

128

Curriculum Connection
SS4.3

Net – Cube

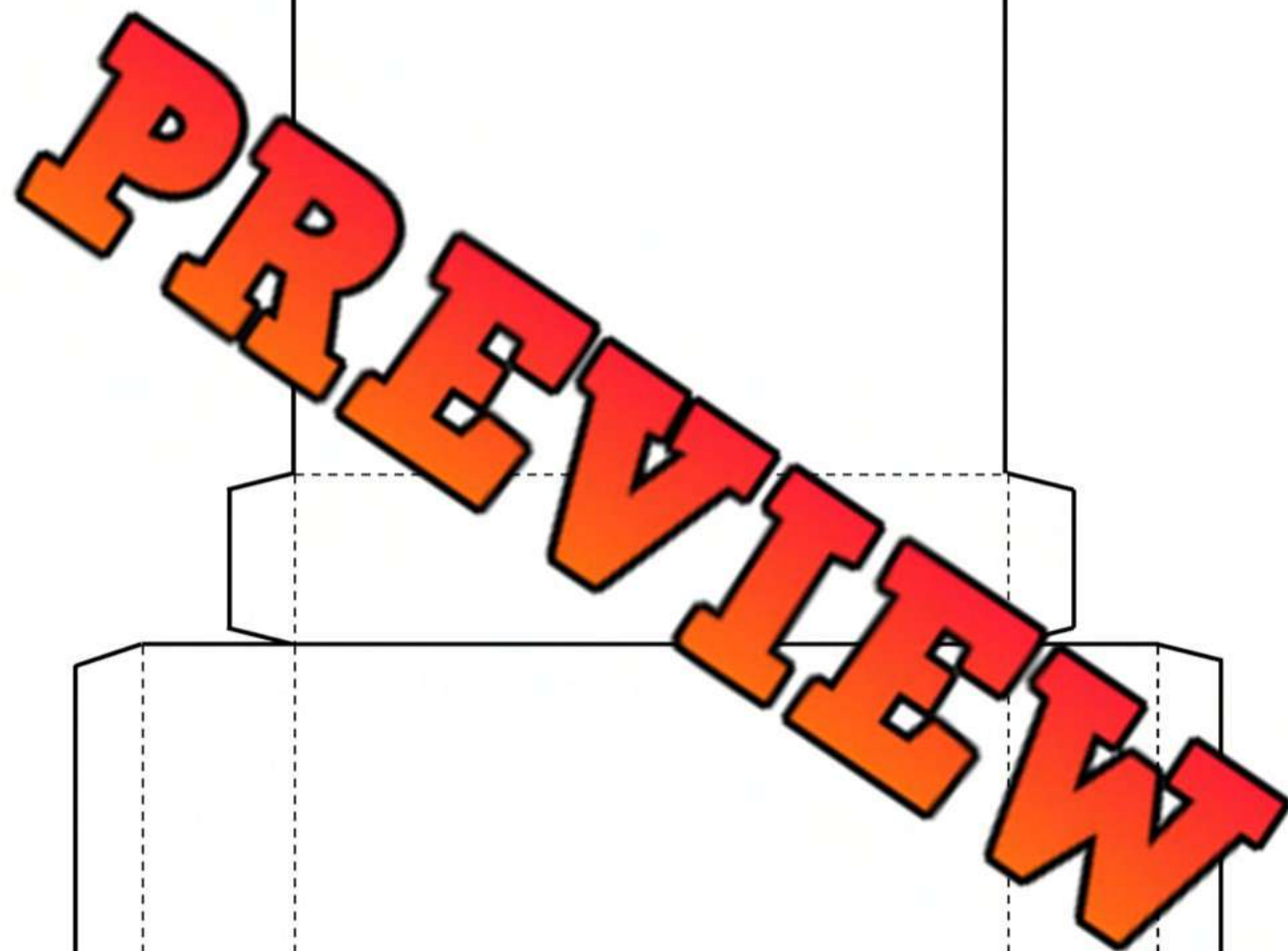


Name: _____

129

Curriculum Connection
SS4.3

Net – Rectangular Prism

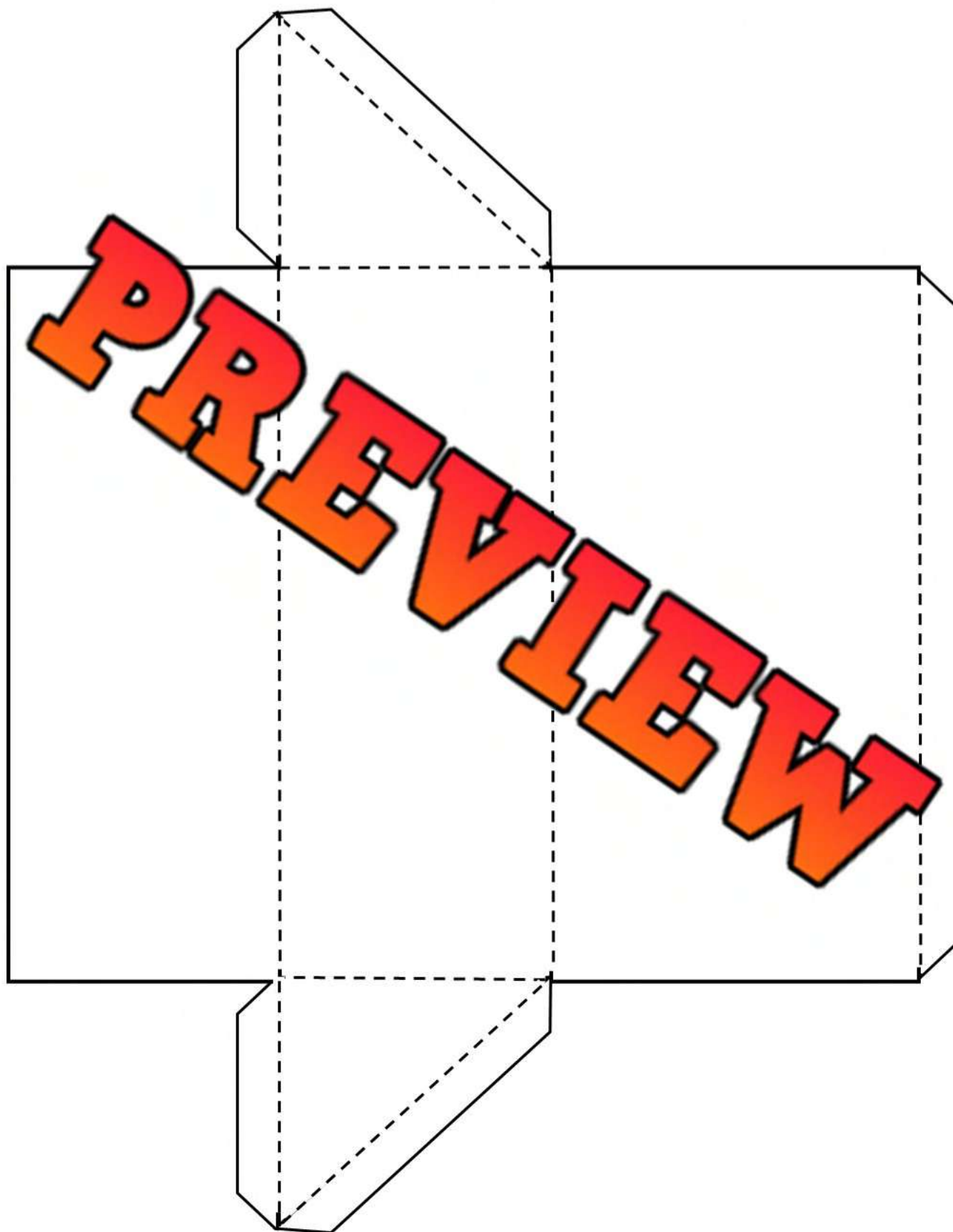


Name: _____

132

Curriculum Connection
SS4.3

Net – Triangular Prism



Math Activity: 3D Shape Builders**Objective**

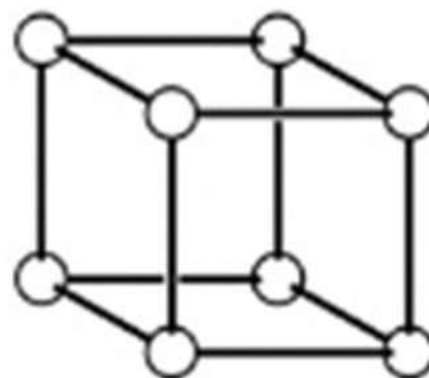
What are we learning about?

To help students recognize and understand the properties of three-dimensional shapes, specifically focusing on cubes, rectangular prisms, and triangular prisms.

Materials

What you will need for the activity.

- Playdough or marshmallows
- Toothpicks
- Construction paper
- Scissors
- Glue

**Instructions**

How you will complete the activity

1. Start the lesson by explaining what 3D shapes are and discussing the specific shapes you'll focus on: cubes, rectangular prisms, and triangular prisms.
2. Show examples of each shape, either as physical models or drawings, and discuss their properties such as vertices, edges, and faces.
3. Distribute playdough or clay and toothpicks to each student.
4. Instruct students to use the playdough or clay to make vertices and toothpicks to connect them as edges to form each of the three shapes.
5. After constructing the shapes with playdough and toothpicks, provide students with construction paper, scissors, and glue to make paper models of each shape.
6. Have students measure and cut the construction paper into the correct number of faces for each shape and then glue them together to form the 3D shapes.
7. Once all models are completed, students should label each part of their shapes (vertices, edges, and faces) on the paper models.
8. Display all shapes on a class table and discuss how the shapes are used in real-life contexts.

Reflection

Answer the questions below.

1) Which shape was the easiest to construct and why?

2) What challenges did you face while making the 3D shapes and how did you overcome them?

3) How are the shapes similar and how are they different?

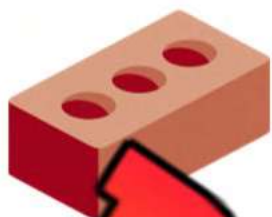
4) Can you find any objects in the classroom that match any of the shapes you built?

5) Why do you think it is important to learn about 3D shapes?

Triangular and Rectangular Prisms in our Environment

Questions

Circle whether the objects are rectangular or right-triangular prisms



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



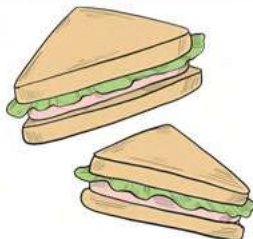
Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



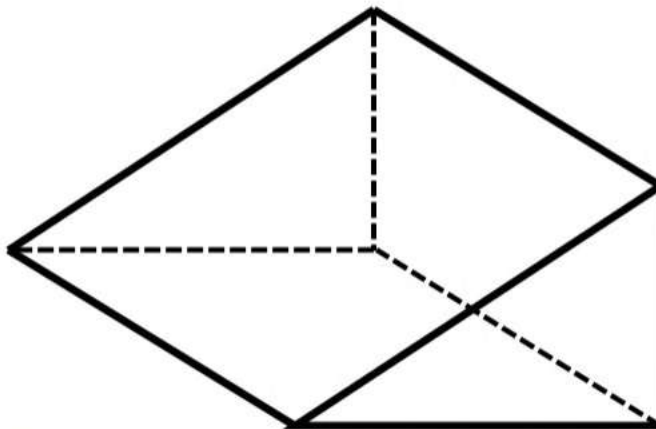
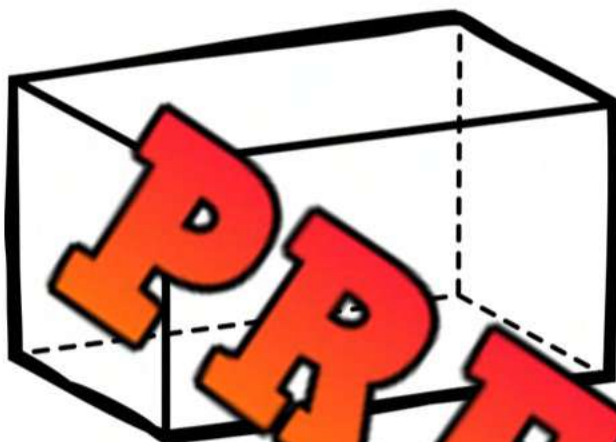
Rectangular Prism

Triangular Prism

Comparing 3D Objects

Questions

How is a rectangular prism similar and different from a triangular prism?



Ideas	Facets, Faces, 2D Shapes
Similarities	
Differences	

Congruent Shapes

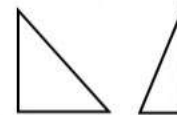
Questions

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

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



Congruent

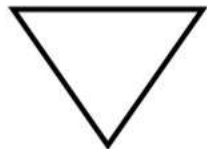


Not congruent

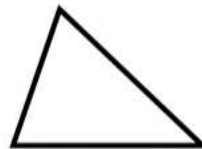
1)



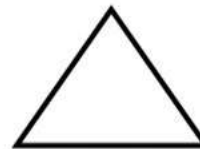
a)



b)



c)



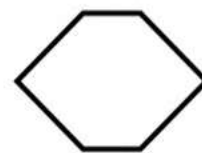
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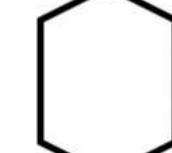
a)



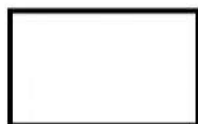
b)



c)



3)



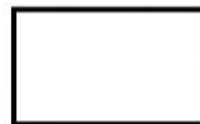
a)



b)



c)



4)



a)



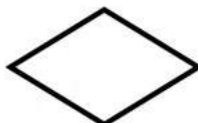
b)



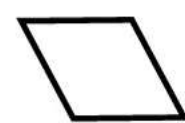
c)



5)



a)



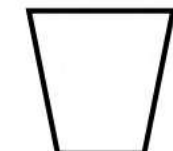
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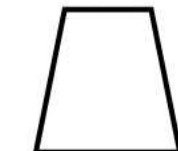
c)



6)



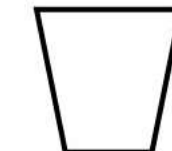
a)



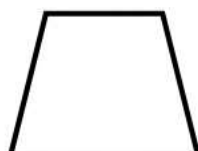
b)



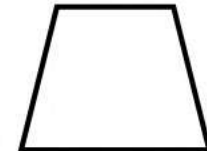
c)



7)



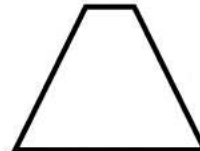
a)



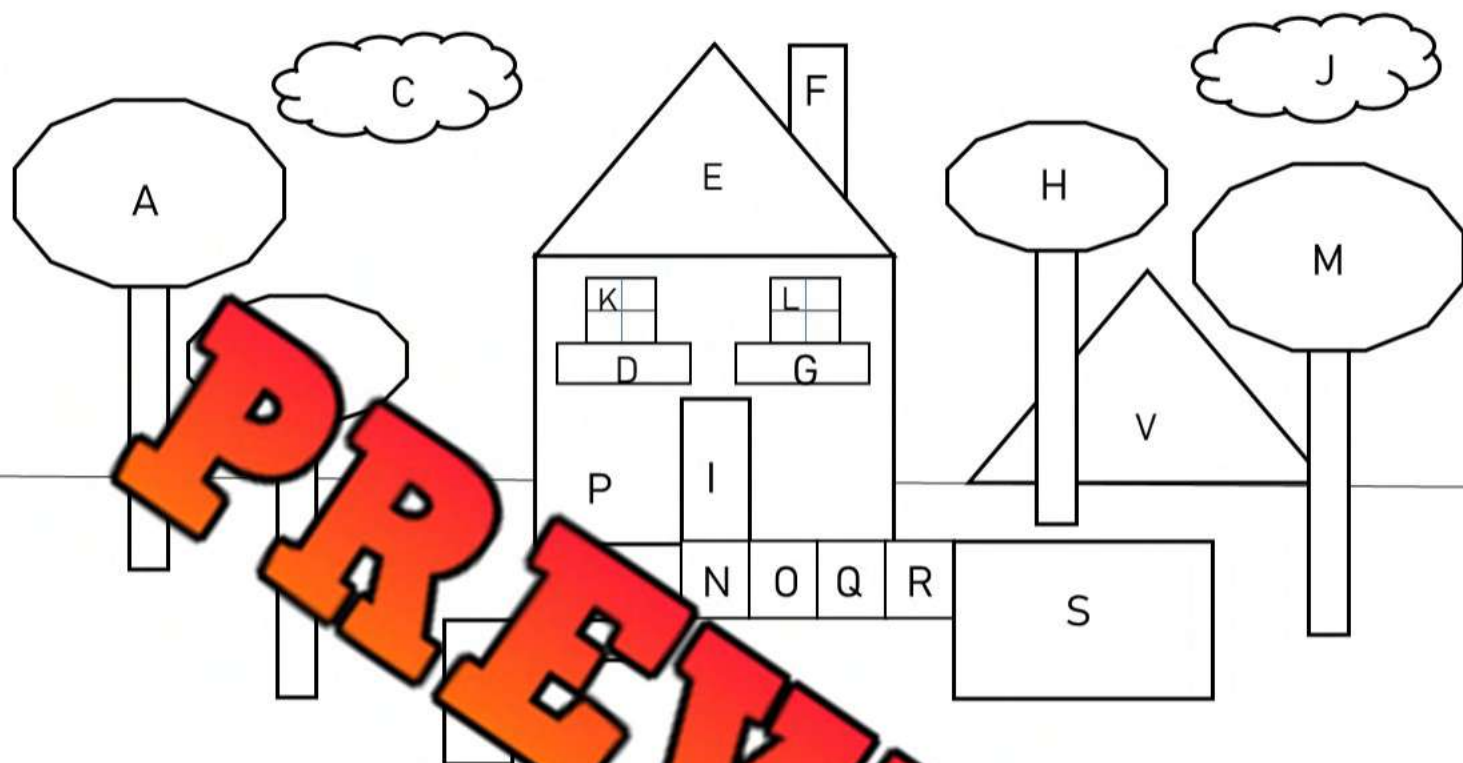
b)



c)



The Congruent House



Questions

Answer the questions below by looking at the house above

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

Name: _____

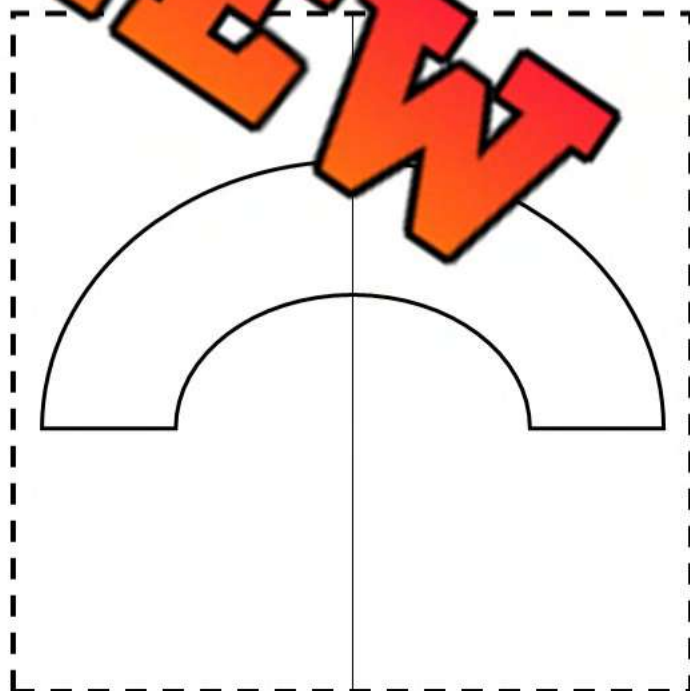
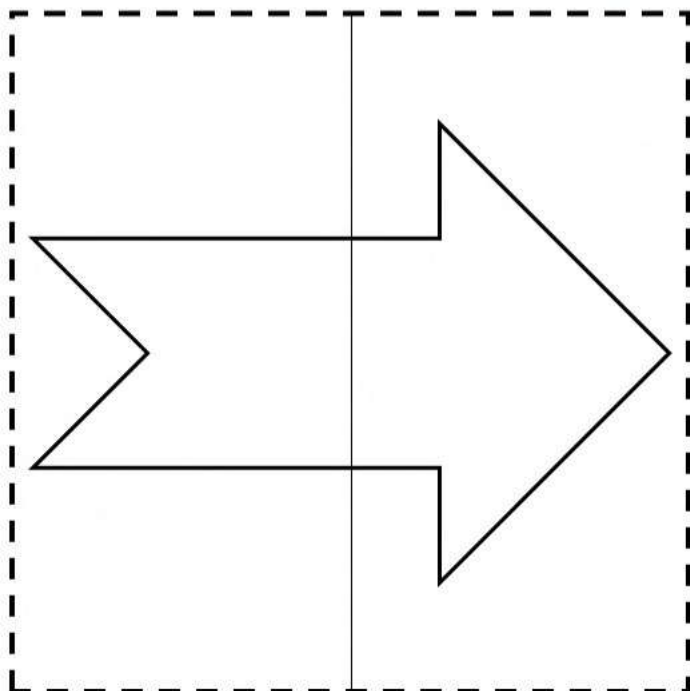
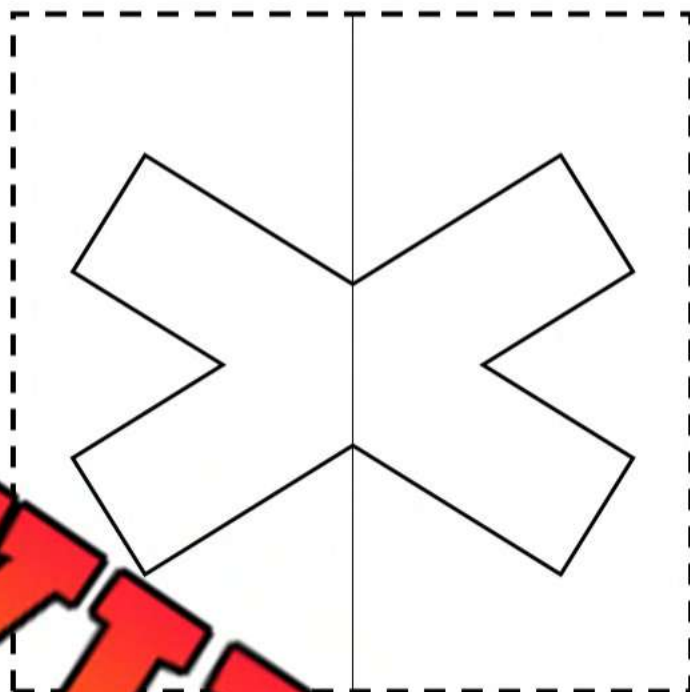
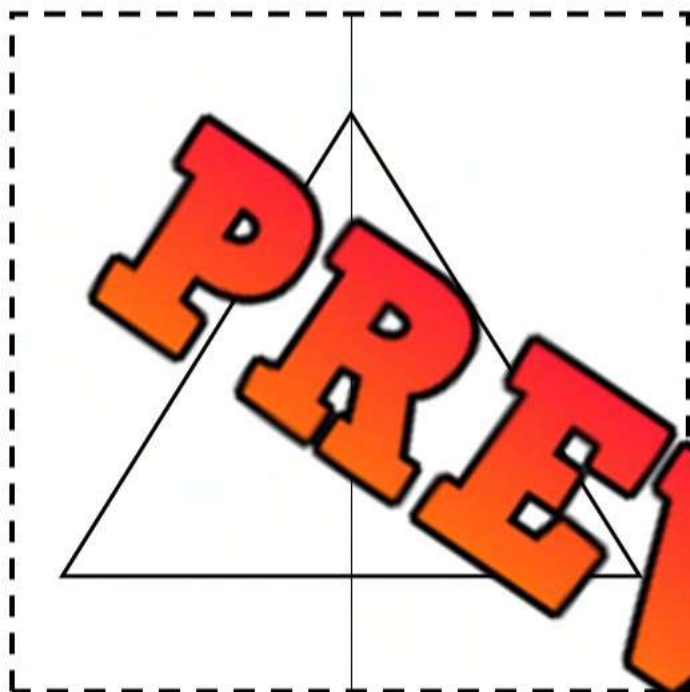
142

Curriculum Connection
SS4.4

Line of Symmetry - Folding

Directions

Cut out the box. Then fold it to see if the shape is symmetrical

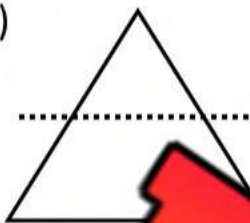


Line of Symmetry

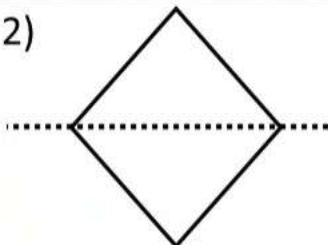
**Questions**

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

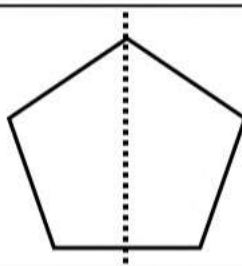
1)



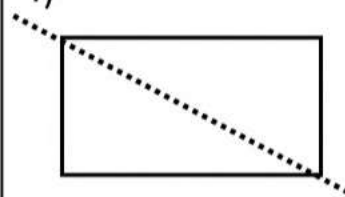
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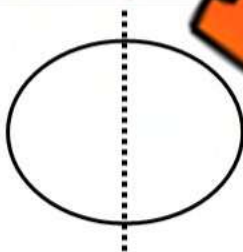
3)



4)



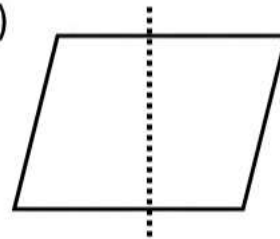
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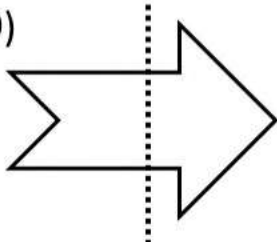
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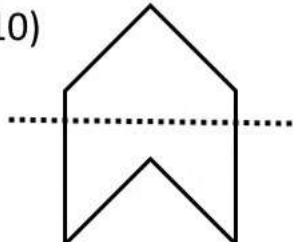
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9)



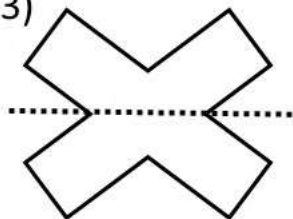
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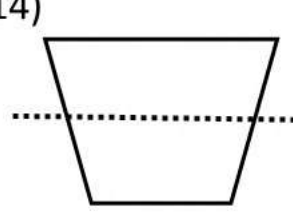
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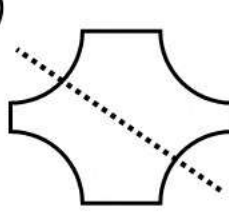
13)



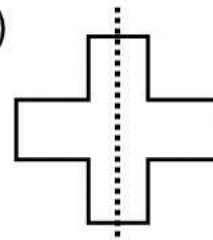
14)



15)



16)



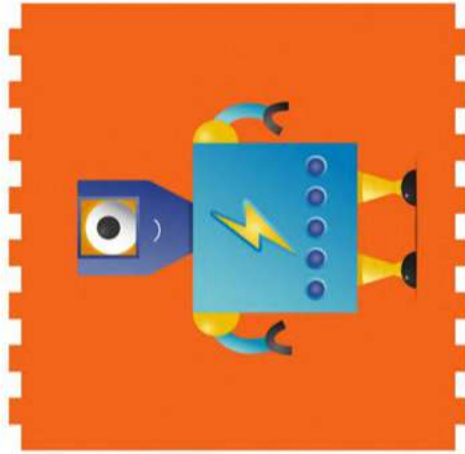
Name: _____

Line of Symmetry – Finishing the Picture

Directions Use the grid to help you finish the picture. Draw the robot's other half.

KIDS
games

FINISH THE PICTURE

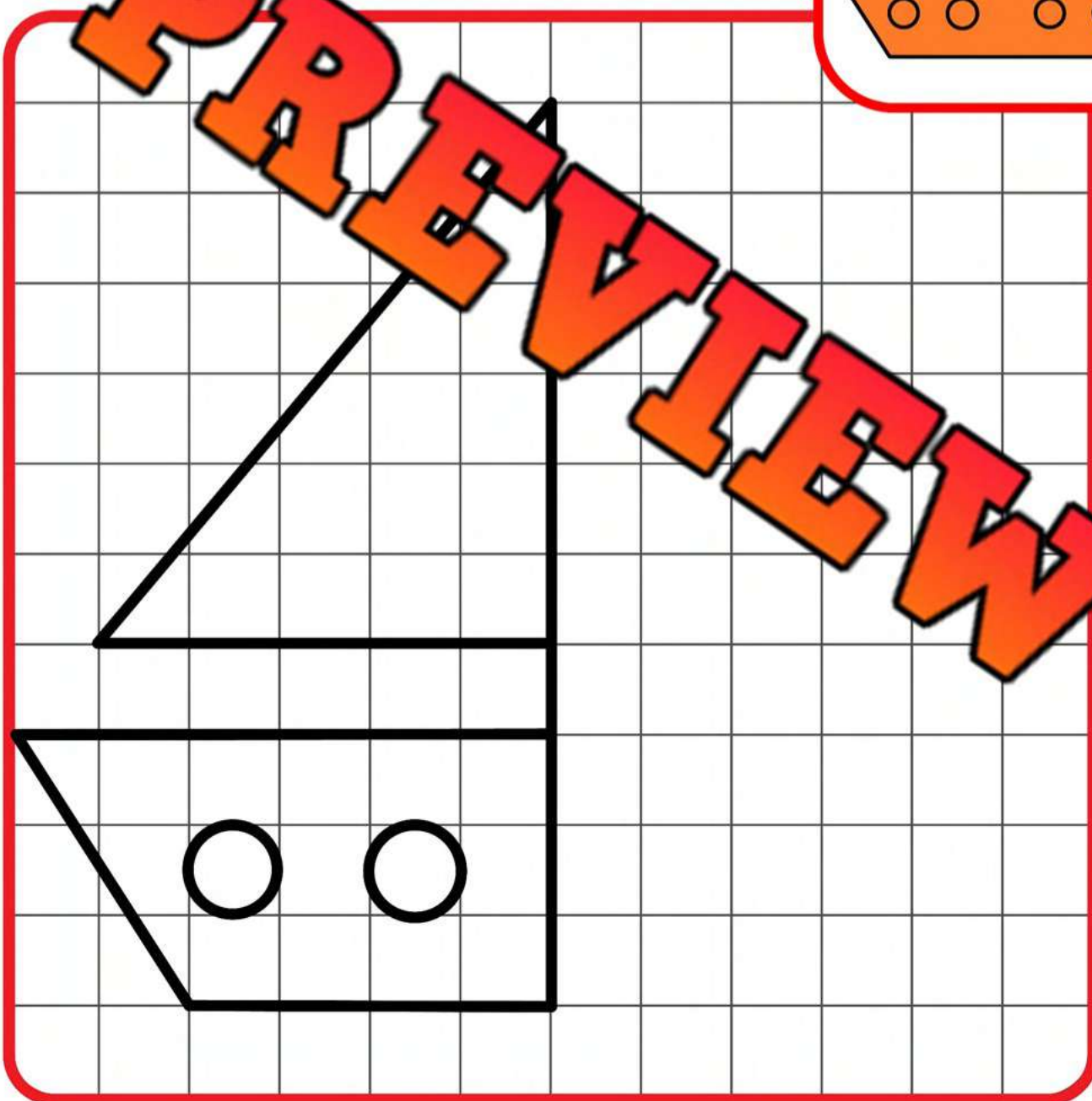
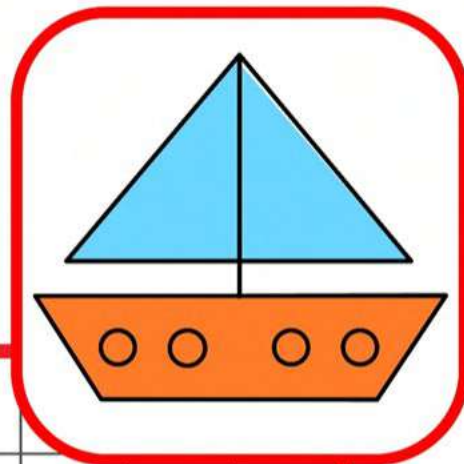


Line of Symmetry – Finishing a Picture

Directions

Use the grid to help you finish the picture. Draw the boat symmetrical

*Complete the picture
using grid lines!*

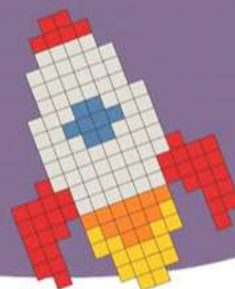
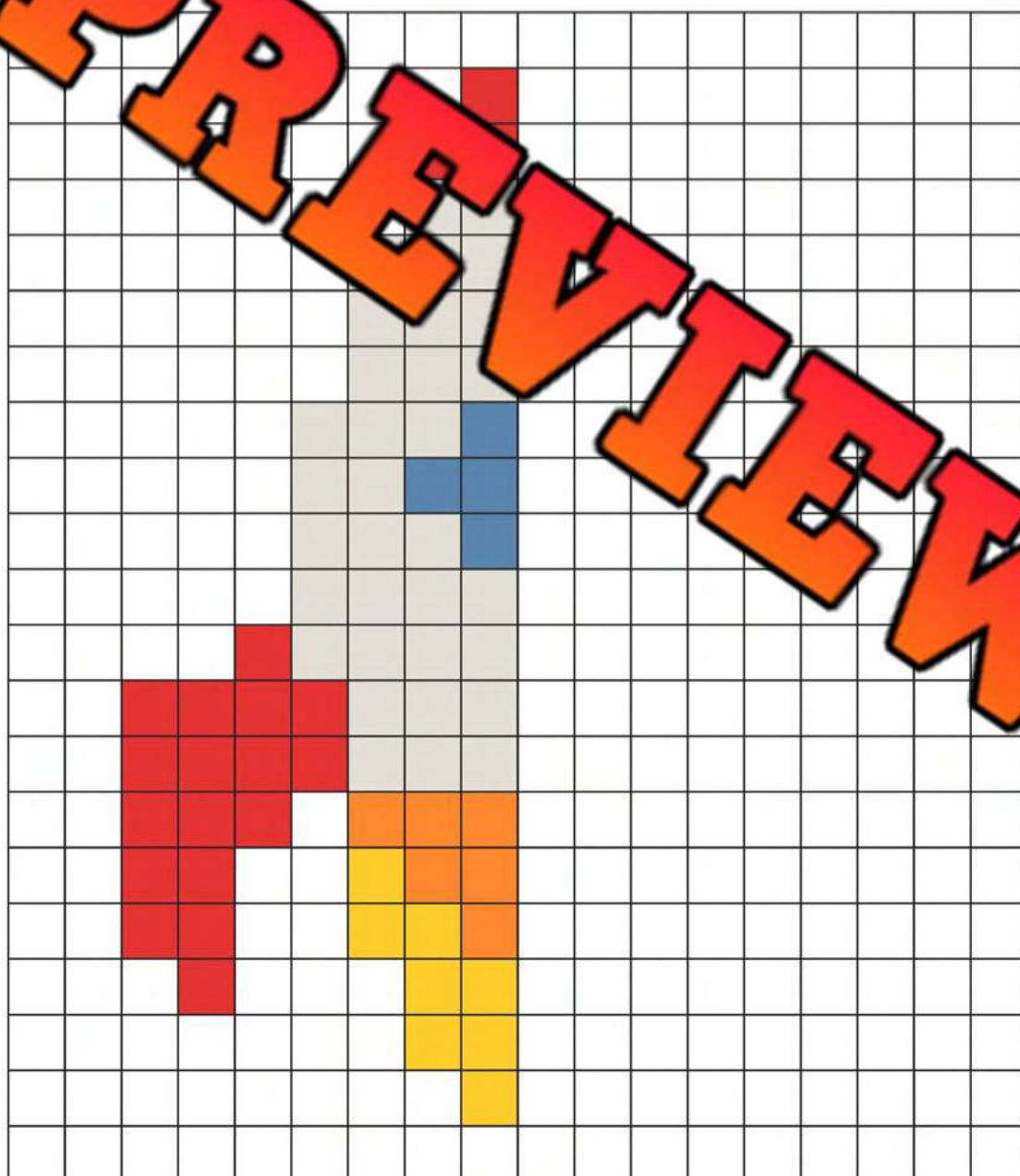


PREVIEW

Line of Symmetry – Finishing a Picture**Directions**

Use the grid to help you finish the picture. Draw the rocket symmetrical

COMPLETE THE PICTURE

**PREVIEW**

Symmetry in Indigenous Designs

Questions

Draw the mirror image of the wolf drawn by an Indigenous artist



Symmetry in Indigenous Designs

Questions

Draw the mirror image of the totem pole below



Name: _____

Symmetry in Indigenous Designs



Directions

Draw the mirror image of the wampum belt.

**SENECA
NATION**Keepers of the
Western Door**CAYUGA
NATION**Keepers of the Central Fire
and the heart of the Five
Nations loyal to the Great
Law of Peace**ONEIDA
NATION****MOHAWK
NATION**Keepers of the
Eastern Door

Drawing Lines of Symmetry

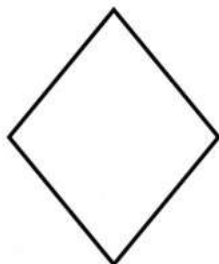
Questions

Draw a line of symmetry on the shapes below

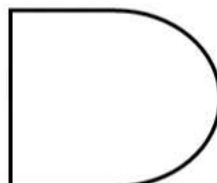
1)



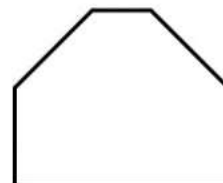
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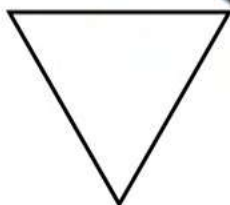
3)



4)



5)



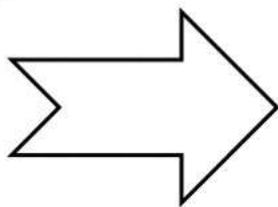
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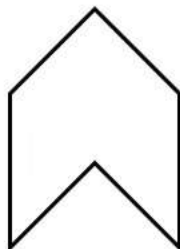
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9)



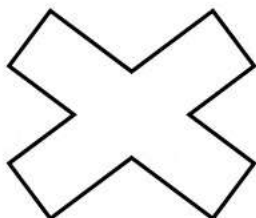
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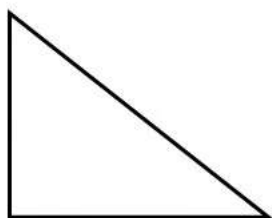
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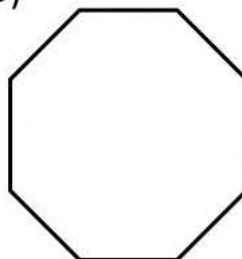
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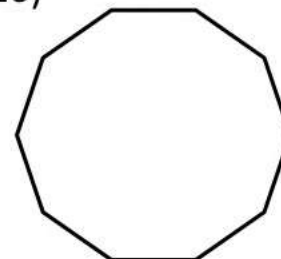
14)



15)



16)

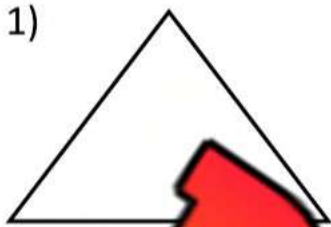


How Many Lines of Symmetry ?

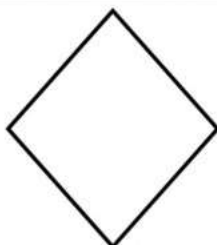
Questions

How many lines of symmetry does each shape have?

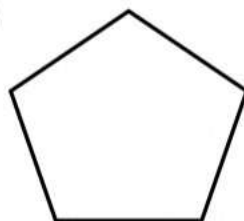
1)



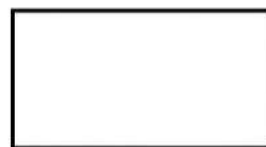
2)



3)



4)



5)



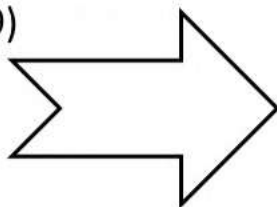
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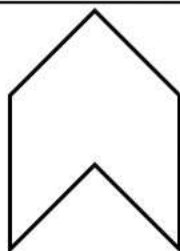
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9)



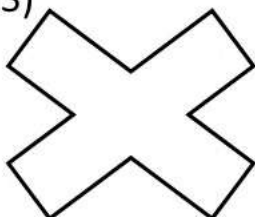
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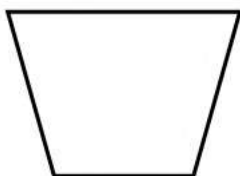
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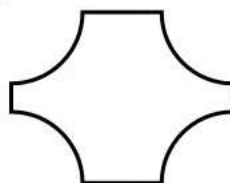
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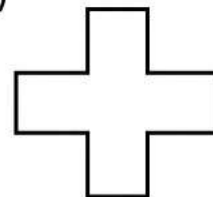
14)



15)



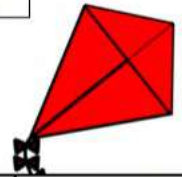
16)



Lines of Symmetry Word Problems

Questions

Answer the questions below



	Word Problems	Answers
1	In art class, Sarah draws a square. How many lines of symmetry does her square have?	
2	_____ as a triangle flag. If the flag is equilateral, how many lines of symmetry does it have?	
3	Aisha cuts out a heart shape for a project. How many lines of symmetry does the heart have?	
4	Jason draws a rectangle and then cuts it in half vertically. How many lines of symmetry does the original rectangle have, and how many does each half have now?	
5	Jade examines an oval-shaped track. Determine the number of lines of symmetry the oval has.	
6	Liam folds a piece of paper into a kite shape. How many lines of symmetry are in Liam's kite?	

Exit Cards

Cut Out

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

Name: _____

1) How many lines of symmetry does the shape have?

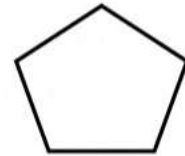
2) Draw the lines of symmetry on the shape below.



Name: _____

1) How many lines of symmetry does the shape have?

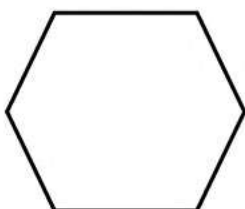
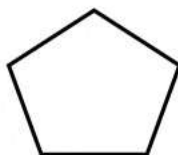
2) Draw the lines of symmetry on the shape below.



Name: _____

1) How many lines of symmetry does the shape have?

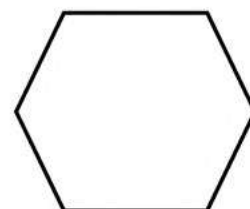
2) Draw the lines of symmetry on the shape below.



Name: _____

1) How many lines of symmetry does the shape have?

2) Draw the lines of symmetry on the shape below.



Drawing Lines of Symmetry on Real – Life Objects

Questions

Draw a line of symmetry on the real-life images below

1)



2)



3)



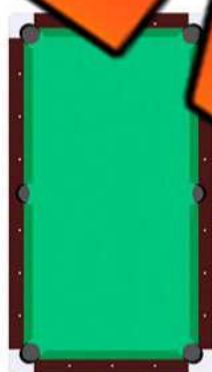
4)



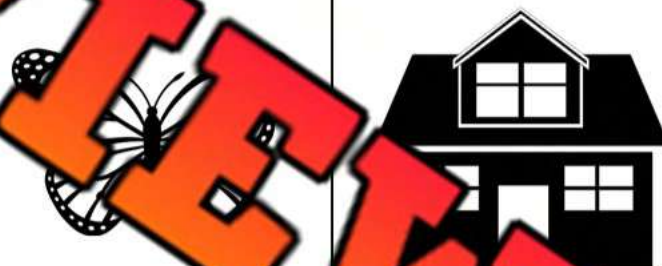
5)



6)



8)



9)



10)



11)



12)



Drawing Mirror Image Using Line of Symmetry

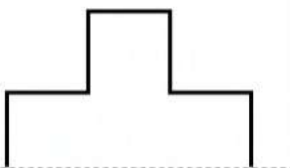
Questions

Draw the mirror image of the shapes below

1)



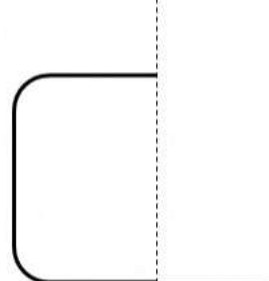
2)



3)



4)



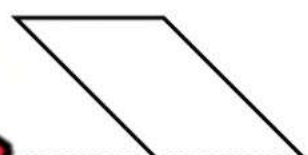
5)



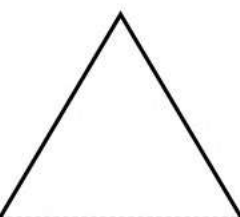
6)



8)



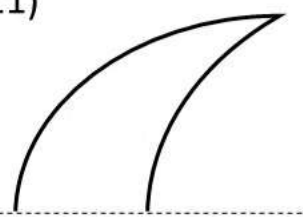
9)



10)



11)



12)



Name: _____

164

Curriculum Connection
SS4.4

Drawing Symmetrical Shapes

Questions

Draw symmetrical shapes below

Circle

Rectangle

Square

Pentagon

Hexagon

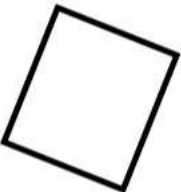
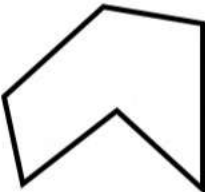
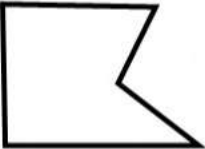
Octagon

PREVIEW

Geometry Test

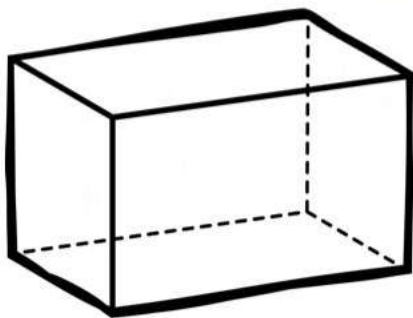
Part 1

How many sides and vertices does the shape have?

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

Part 2

Fill in the tables for the regular and right triangular prisms



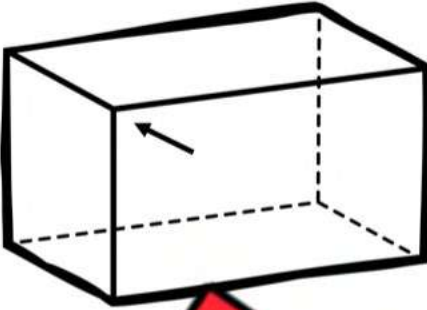
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

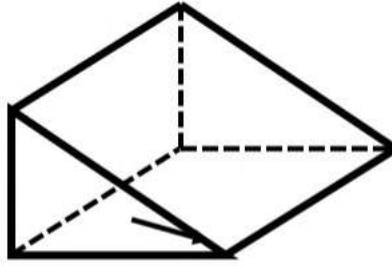
Faces	
Edges	
Vertices	
Name	

Part 3

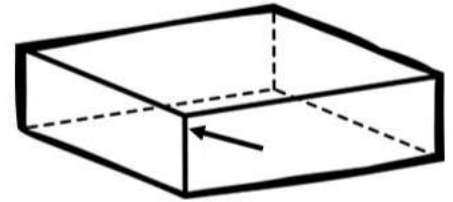
Are the angles below right, smaller, or larger?



Right Smaller Larger



Right Smaller Larger

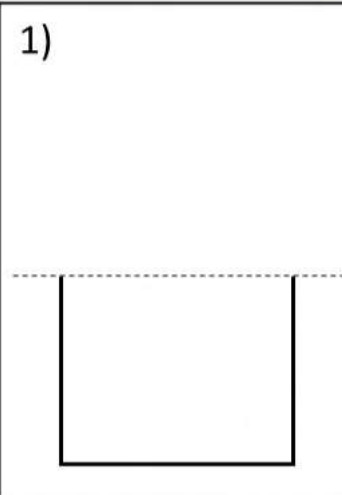


Right Smaller Larger

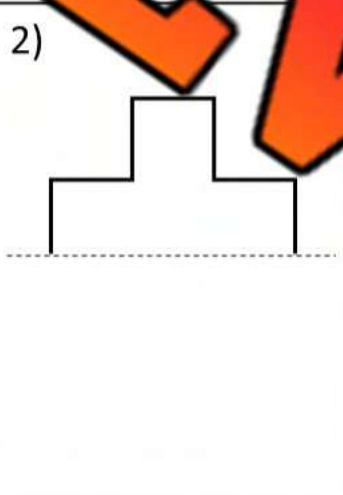
Part 4

Draw a line for each shape below

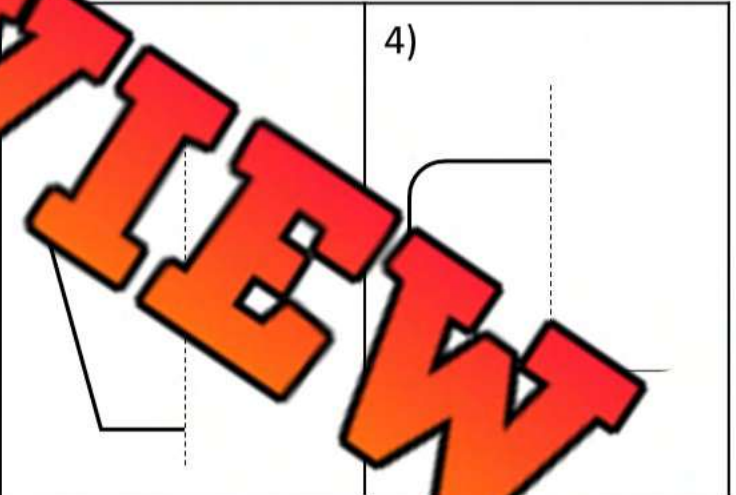
1)



2)



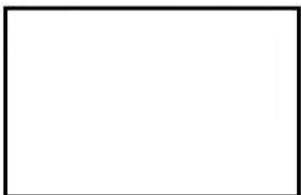
4)



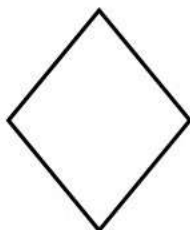
Part 5

Draw 2 or more lines of symmetry on the shapes below

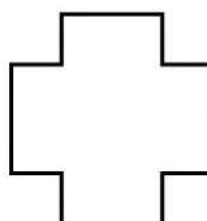
1)



2)



3)



4)

