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Google Slides Lessons Preview





BC Math Curriculum Financial Literacy– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Financial Literacy

Learning Goal

We are learning to understand what financial literacy means and how it helps us make smart decisions about earning, saving, spending, and sharing money, so we can use money wisely and plan for the things we need and want in the future.

Financial Literacy

Circle the words in the word search.

Interest	Debit
Invest	Loan
Credit	Profit
Loss	Finance
Asset	Earning
Liability	Cash

Word search grid:

P G U B F C X G X M E G M O I L
L J K Q K I X M B K P K K D N I
W M O T H E N D S M Q B L A T A
K P F G U E Y P E K O P D B E B
Z P T E Y R A T T B T M W A R I
A T Z R N Y J R T Y I K E Y E L
F I N A N C E A N L F T P W S I
M L O S S I O A E I N H R A T T
B O Y W I G L E C T N J O S P Y
C A S H A X O H D U N G F S L J
I N V E S T A X K Z U B I E F Q
C L F H H N N C R E D I T T E N

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Put the mark on the correct answer.

Question	A	B
1) Which is a smart financial choice?	Spending all your allowance	Saving part of your allowance
2) Which of these shows using money wisely?	Buying the first thing you see	Comparing prices before buying
3) Why is financial literacy important?	It helps us make smart money choices	It helps us earn free money
4) What should you do before spending your money?	Spend it on things you want to have	Think about needs and goals
5) What does financial literacy help us understand?	How money works	How to play games
6) What happens when we learn to manage money wisely?	We make better financial decisions	We never need to save again



BC Math Curriculum Financial Literacy– Grade 5

Converting Dollars To Cents

Drag the correct cent amount to its matching dollar amount

\$2.20		\$2.06		\$5.40	
\$0.75		\$6.65		\$0.84	
\$1.45		\$5.93		\$7.03	
\$7.62		\$1.88		\$1.90	
\$3.45		\$9.75		\$2.25	

Available cent amounts:

540¢	593¢	225¢	190¢	762¢	725¢
145¢	84¢	220¢	185¢	206¢	188¢
665¢	35¢	975¢	75¢	703¢	345¢

Count the coins in each box.

		435¢	\$4.60
		\$6.40	\$2.50
		460¢	635¢
		465¢	640¢

Adding Up Canadian Bills

Miley has bills in her purse. Help her count them by completing these steps.

- 1) Sort the bills into piles.
- 2) Start by skip counting the bills that are worth the most.
- 3) Now count the next largest bill amount by adding on to your total. **Change the way you count by skip counting by that amount!**
- 4) Continue until all piles are counted.

Answer Bank

- \$455
- \$415
- \$445

Answer Bank



BC Math Curriculum Financial Literacy– Grade 5

Calculating Change Using \$1

Calculate the change for each purchase.

Money Used	Item Bought	Change Due
	 89¢	
	 35¢	
	 70¢	
	 25¢	



Adding Decimals

Read each word problem carefully. Solve it mentally, then write your answer.

Word problems	Answers
1) During recess, Emma buys a banana for \$2.30 and a bottle of water for \$1.40 from the school snack shop. How much does Emma spend altogether?	
2) Noah needs a few supplies for school. He buys a notebook for \$2.50 and a 30 cm ruler for \$4.10. What is the total cost of the two school supplies?	
3) Sophia stops at a small cafe after soccer practice. She buys a sandwich for \$6.70 and a juice box for \$3.10. How much does Sophia spend altogether?	
4) Liam goes to the movies with his family. His movie ticket costs \$11.40, and he buys a bag of popcorn for \$7.50. How much does Liam spend in total?	

Money Bank



		
\$15.90	\$5	\$16.80
		
\$14.40	\$20.50	\$2
		
\$2	\$4	\$0

1) Drag 3 foods you would like to have for lunch?

2) If you paid with a \$100 bill, how much change would you get?

3) If you buy the three most expensive foods and pay with \$100, how much change will you get?



Workbook Preview



Grade 5

Financial Literacy

	Curriculum Expectations	Pages
FL.1		

Preview of 60 pages from
this product that contains
146 pages total.

What is Financial Literacy?

Why Financial Literacy Matters

Financial literacy means knowing how to manage your money. This knowledge helps you make informed decisions about earning, spending, saving, investing, and donating, impacting your well-being and community health.

Key Aspects of Financial Literacy

1. Earning Money: Finding ways to earn, like jobs.
2. Spending Wisely: Distinguishing needs over wants, such as buying essential school supplies.
3. Saving for the Future: Storing money aside for big goals or emergencies.
4. Investing to Grow Money: Putting money to work for more, like saving accounts that gain interest.
5. Donating to Help Others: Supporting charities or community projects.



Impacts of Financial Decisions

When you make good financial decisions, you not only improve your own life but also help make the community stronger. For instance, by saving, you ensure you have enough for emergencies, and by donating, you support community projects. These actions help create a stable economy where everyone can thrive.

Examples for Understanding

- Budgeting: Create a plan for how to spend your allowance. If you have \$10, decide how much you want to save, spend, and share.
- Comparison Shopping: When buying something, compare prices at different stores to find the best deal, showing how wise spending works.

Name: _____

6

Curriculum Connection
FL.1

True or False

Is the statement true or false?

1) Financial literacy only involves saving money.	True	False
2) Everyone has the same financial goals.	True	False
3) Budgeting involves planning how to spend your allowance.	True	False
4) Saving money is only for adults.	True	False
5) Financial decisions have no impact on the community.	True	False

Question

Answer the questions below

1) Why do you need money for the future?

2) How can investing help to grow money?

Draw

Draw three goals you might save money for.

--	--	--

Exit Cards

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

Name: _____

Mark

Fill in the blank space.

- 1) Financial literacy means knowing how to manage your _____.
- 2) It is important to save money in case of an _____.
- 3) When you use money to earn more money, it is called _____.
- 4) When you compare prices before buying, it's called _____ shopping.

Name: _____

Mark

Fill in the blank space.

- 1) Financial literacy means knowing how to manage your _____.
- 2) It is important to save money in case of an _____.
- 3) When you use money to earn more money, it is called _____.
- 4) When you compare prices before buying, it's called _____ shopping.

Name: _____

Mark

Fill in the blank space.

- 1) Financial literacy means knowing how to manage your _____.
- 2) It is important to save money in case of an _____.
- 3) When you use money to earn more money, it is called _____.
- 4) When you compare prices before buying, it's called _____ shopping.

Name: _____

Mark

Fill in the blank space.

- 1) Financial literacy means knowing how to manage your _____.
- 2) It is important to save money in case of an _____.
- 3) When you use money to earn more money, it is called _____.
- 4) When you compare prices before buying, it's called _____ shopping.

Memory Game: Financial Literacy Terms

Objective

What are we learning about?

To help students understand and remember key financial terms such as "assets", "expenses", and "savings" through an engaging memory card game.

Material

What you will need for the activity.

- Memory game cards (provided) with the terms on one set and definitions on the other set.
- A flat surface like a table for the students to lay out the cards.



Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a flat surface.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss each term and definition after the game to reinforce learning.

Cards

List of financial literacy terms

Financial Literacy Terms	Definition
Earning	Getting money by working jobs or selling things.
Saving	Keeping money for the future or for emergencies.
Budgeting	Planning how to spend money
Expenses	Money spent on things you need or want, like food or toys.
Income	Money that you receive, often from a job or allowance.

Cards

List of financial literacy terms

Financial Literacy Terms	Definition
Invest	Using money to make more money, like buying stocks or saving in accounts that earn interest.
	Money that you owe to others, like when you borrow money to buy something.
Credit	The ability to borrow money and the money that you borrow to pay it back.
Interest	The extra money paid for borrowing money or earned by saving money in a bank.
Loan	Money borrowed that must be paid back with interest.

Cards

List of financial literacy terms

Financial Literacy Terms	Definition
Profit	The money you keep after all your costs are paid off from selling something.
Loss	When you spend more money than you make from a sale or investment.
Assets	Things or properties you own that have value, like a house or a car.
Liabilities	Debts or financial obligations, like a loan you need to repay.
Financial Plan	A strategy for managing your money, including earning, spending, saving, and investing.

Counting Cents



= 25¢



= 10¢



= 5¢



= 25¢

Questions

Count the money in each column to make a benchmark cent amount



1) _____



3) _____



4) _____



5) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Converting Cents to Dollars

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

Examples - $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

Part 1 Convert the cents into dollars

¢	\$
100	\$1.00
200	
300	
400	
	\$5.00
600	
700	
	\$8.00
	\$9.00
1000	

¢	\$
150	\$1.50
250	
325	
450	
	\$5.25
	\$7.20

Part 2 Circle the biggest amount of money

1)	100¢	\$1.00	350¢	\$2.30
2)	200¢	\$3.00	750¢	\$3.50
3)	300¢	\$2.00	220¢	\$1.60
4)	400¢	\$4.00	575¢	\$5.25
5)	500¢	\$7.00	250¢	\$6.40
6)	600¢	\$3.00	450¢	\$8.00

Exit Cards

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

Name: _____

a) Convert the cents into dollars

¢	\$
	\$3.60
	\$7.15
889¢	

b) Circle the biggest amount of money

1)	250¢	\$2.40	255¢
2)	90¢	\$0.95	85¢
3)	728¢	\$7.25	775¢
4)	520¢	\$5.25	510¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$3.60
445¢	
	\$7.15
889¢	

b) Circle the biggest amount of money

1)	250¢	\$2.40	255¢
2)	90¢	\$0.95	85¢
3)	728¢	\$7.25	775¢
4)	520¢	\$5.25	510¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$3.60
445¢	
	\$7.15
889¢	

b) Circle the biggest amount of money

1)	250¢	\$2.40	255¢
2)	90¢	\$0.95	85¢
3)	728¢	\$7.25	775¢
4)	520¢	\$5.25	510¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$3.60
445¢	
	\$7.15
889¢	

b) Circle the biggest amount of money

1)	250¢	\$2.40	255¢
2)	90¢	\$0.95	85¢
3)	728¢	\$7.25	775¢
4)	520¢	\$5.25	510¢

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢ or \$0.10



5¢ or \$0.05



= 200¢ or \$2.00



= 25¢ or \$0.25



25¢ or \$0.25

Questions

Count the coins below



1) _____ ¢ or \$ _____

3) _____ ¢ or \$ _____



4) _____ ¢ or \$ _____

5) _____ ¢ or \$ _____

6) _____ ¢ or \$ _____



7) _____ ¢ or \$ _____

8) _____ ¢ or \$ _____

9) _____ ¢ or \$ _____



10) _____ ¢ or \$ _____

11) _____ ¢ or \$ _____

12) _____ ¢ or \$ _____

Counting Canadian Coins

				Total
\$2.00	\$1.00	\$0.50	\$0.20	\$3.70

Questions Count the money in each column and then add up the total

1) 

Total

2) 

Total

3) 

Total

4) 

Total

Counting Money

Questions

Count the money and write down the total

1)



\$ _____

2)



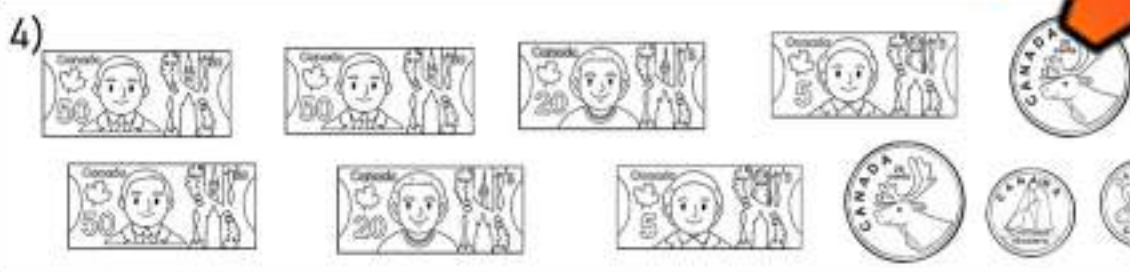
\$ _____

3)



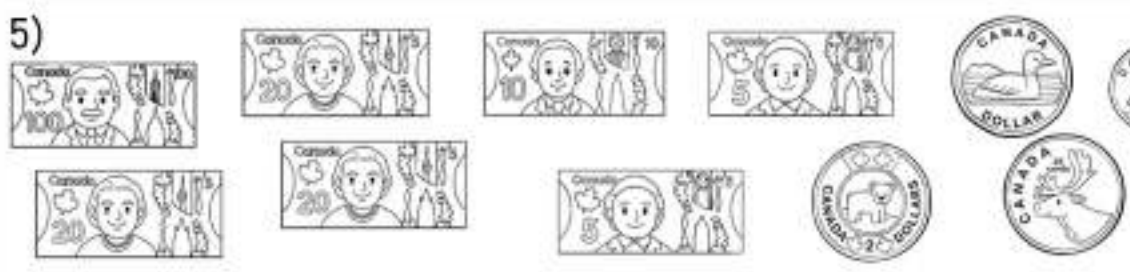
\$ _____

4)



\$ _____

5)



\$ _____

Calculating Change Using \$2

Questions

Calculate how much change you will get

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

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

Calculating Change Using \$5

Questions

Calculate how much change you will get

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

Exit Cards

Cut Out

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

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.95	= _____
2)   \$3.15	= _____
3)   \$4.10	= _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.95	= _____
2)   \$3.15	= _____
3)   \$4.10	= _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.95	= _____
2)   \$3.15	= _____
3)   \$4.10	= _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.95	= _____
2)   \$3.15	= _____
3)   \$4.10	= _____

Calculating Change Using \$10

Questions

Calculate how much change you will get

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

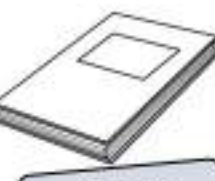
Money Used and Item	Change Due
6) 	= _____
7) 	= _____
8) 	= _____
9) 	= _____
10) 	= _____

Calculating Change Using \$20

Questions

Calculate how much change you will get

Money Used and Item	Change Due
1)  	= _____
2)   \$17.00	= _____
3)   \$19.00	= _____
4)   \$18.00	= _____
5)   \$15.00	= _____

Money Used and Item	Change Due
6)   \$10.00	= _____
7)   \$16.50	= _____
8)   \$ _____	= _____
9)   \$12.50	= _____
10)   \$7.75	= _____

Calculating Change Using \$50 and \$100

Questions

Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= _____	6)  \$45.00	= _____
2)  \$85.00	= _____	7)  \$70.00	= _____
3)  \$30.00	= _____	8)  \$85.00	= _____
4)  \$92.00	= _____	9)  \$35.00	= _____
5)  \$28.00	= _____	10)  \$88.00	= _____

Mental Math – Adding Decimals – Place Value**Directions:**

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



$5.54 + 3.72$

$0.04 + 0.02 = 0.06$

$0.5 + 0.7 = 1.20$

$5.00 + 3.00 = 8.00$

$0.06 + 1.20 + 8 = 9.26$

$34 + 1.45$

$0.05 = 0.09$

$0.00 = 0.70$

$2.00 + 0.00 = 2.00$

$0.09 + 0.00 = 0.09$

$2.47 + 5.22$

$6.35 + 4.42$

$14.45 + 3.25$

$26.25 + 3.58$

21.47

$36.62 + 12.54$

$48.52 + 10.50$

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

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



$$5.53 + 3.74$$

$$5.53 + 3 = 8.53$$

$$8.53 + 0.7 = 9.23$$

$$9.23 + 0.04 = 9.27$$

$$3.32 + 2.45$$

$$2.57 + 4.42$$

$$6.64 + 5.36$$

$$16.53 + 5.34$$

$$23.43 + 4.24$$

$$17.34 + 5.25$$

$$28.56 + 12.36$$

$$41.53 + 15.62$$

Adding Decimals – Hundredths – No Regrouping

Part 1

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 53.11 \\ + 32.47 \\ \hline \end{array}$	2) $\begin{array}{r} 44.53 \\ + 21.25 \\ \hline \end{array}$	3) $\begin{array}{r} 31.52 \\ + 12.27 \\ \hline \end{array}$	4) $\begin{array}{r} 56.32 \\ + 1.13 \\ \hline \end{array}$	5) $\begin{array}{r} 32.16 \\ + 54.13 \\ \hline \end{array}$
6) $\begin{array}{r} 42.33 \\ + 4.25 \\ \hline \end{array}$	7) $\begin{array}{r} 75.37 \\ + 5.12 \\ \hline \end{array}$	8) $\begin{array}{r} 72.23 \\ + 26.56 \\ \hline \end{array}$	9) $\begin{array}{r} 31.55 \\ + 41.03 \\ \hline \end{array}$	10) $\begin{array}{r} 23.21 \\ + 23.38 \\ \hline \end{array}$
11) $\begin{array}{r} 60.84 \\ + 22.02 \\ \hline \end{array}$	12) $\begin{array}{r} 44.97 \\ + 2.02 \\ \hline \end{array}$	13) $\begin{array}{r} 72.24 \\ + 12.58 \\ \hline \end{array}$	14) $\begin{array}{r} 84.68 \\ + 12.41 \\ \hline \end{array}$	15) $\begin{array}{r} 31.54 \\ + 7.32 \\ \hline \end{array}$

Part 2

Answer the questions below

1) $52.08 + 21.81$	2) $46.43 + 32.51$
3) $65.83 + 52.15$	4) $78.42 + 11.53$

Exit Cards

Cut Out

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

Name: _____

Solve the addition problems below.

1)
$$\begin{array}{r} 63.45 \\ + 32.52 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 49.77 \\ + 50.21 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 12.47 \\ + 37.12 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

1)
$$\begin{array}{r} 63.45 \\ + 32.52 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 49.77 \\ + 50.21 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 12.47 \\ + 37.12 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 85.36 \\ + 12.51 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

1)
$$\begin{array}{r} 63.45 \\ + 32.52 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 49.77 \\ + 50.21 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 12.47 \\ + 37.12 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 85.36 \\ + 12.51 \\ \hline \end{array}$$

Name: _____

Solve the addition problems below.

1)
$$\begin{array}{r} 63.45 \\ + 32.52 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 49.77 \\ + 50.21 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 12.47 \\ + 37.12 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 85.36 \\ + 12.51 \\ \hline \end{array}$$

Adding Decimals – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

1)						
	3	6	.	3	2	
+						

2)						
	5	7	8	.	5	3
+	1	2	2	.	3	6

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

4)						
	5	5	4	.	0	2
+	3	8	1	.	0	9

	3	1	4	.		6
+	8	5	2	.	5	

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

7)						
	7	8	3	.	6	5
+	3	0	8	.	7	3

8)						
	5	5	5	.	5	1
+	2	7	2	.	5	2

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

Adding Decimals – Regrouping

Part 1

Use the standard algorithm to solve the addition problems below

1)

$$\begin{array}{r} 63.72 \\ + 25.54 \\ \hline \end{array}$$

2)

$$\begin{array}{r} 65.45 \\ + 23.32 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 38.34 \\ + 26.53 \\ \hline \end{array}$$

4)

$$\begin{array}{r} 35.25 \\ + 41.63 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 28.45 \\ + 17.33 \\ \hline \end{array}$$

6)

$$\begin{array}{r} 51.52 \\ + 17.33 \\ \hline \end{array}$$

7)

$$\begin{array}{r} 28.26 \\ + 17.63 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 66.57 \\ + 29.21 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 192.67 \\ + 325.23 \\ \hline \end{array}$$

10)

$$\begin{array}{r} 374.21 \\ + 653.52 \\ \hline \end{array}$$

11)

$$\begin{array}{r} 33.1 \\ + 593.1 \\ \hline \end{array}$$

12)

$$\begin{array}{r} 652.51 \\ + 295.33 \\ \hline \end{array}$$

Part 2

Answer the questions below

1) $757.18 + 125.25$

2) $356.33 + 346.79$

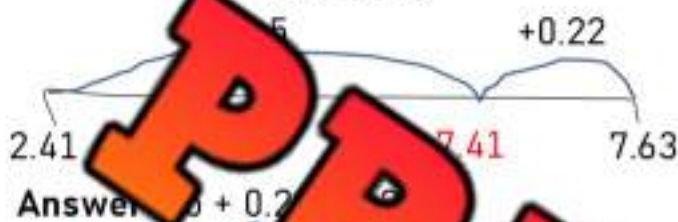
3) $575.93 + 352.48$

4) $688.46 + 215.85$

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

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

$7.63 - 2.41$



$5.62 - 3.31$

$9.56 - 4.25$

$8.62 - 6.15$

$15.74 - 12.84$

$8.55 - 7.25$

$26.37 - 23.83$

$38.82 - 31.95$

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

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.68 - 2.42$$

$$4.68 - 2 = 2.68$$

$$2.68 - 0.4 = 2.28$$

$$2.28 - 0.02 = 2.26$$

$$5.72 - 3.25$$

$$8.25 - 2.25$$

$$14.57 - 12.76$$

$$24.55 - 8.42$$

$$3 -$$

$$43.68 - 22.72$$

$$67.35 - 42.75$$

Subtracting Decimals – No Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 55.75 \\ - 12.52 \\ \hline \end{array}$	2) $\begin{array}{r} 25.36 \\ - 13.21 \\ \hline \end{array}$	3) $\begin{array}{r} 94.96 \\ - 20.73 \\ \hline \end{array}$	4) $\begin{array}{r} 75.47 \\ - 52.33 \\ \hline \end{array}$	5) $\begin{array}{r} 65.76 \\ - 31.01 \\ \hline \end{array}$
---	---	---	---	---

6) $\begin{array}{r} 98.79 \\ - 52.24 \\ \hline \end{array}$	7) $\begin{array}{r} 78.66 \\ - 40.37 \\ \hline \end{array}$	8) $\begin{array}{r} 86.85 \\ - 31.32 \\ \hline \end{array}$	9) $\begin{array}{r} 81.57 \\ - 60.12 \\ \hline \end{array}$	10) $\begin{array}{r} 63.78 \\ - 21.44 \\ \hline \end{array}$
---	---	---	---	--

11) $\begin{array}{r} 862.66 \\ - 230.35 \\ \hline \end{array}$	12) $\begin{array}{r} 634.98 \\ - 102.63 \\ \hline \end{array}$	13) $\begin{array}{r} 788.42 \\ - 204.18 \\ \hline \end{array}$	14) $\begin{array}{r} 428.15 \\ - 156.89 \\ \hline \end{array}$	15) $\begin{array}{r} 751.96 \\ - 520.54 \\ \hline \end{array}$
--	--	--	--	--

Part 2

Answer the questions below

1) $147.38 - 45.25$

2) $273.67 - 150.32$

3) $485.62 - 351.50$

4) $985.35 - 353.04$

Exit Cards

Cut Out

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

Name: _____

Solve the subtraction problems below.

$$\begin{array}{r} 1) \quad 63.45 \\ - 32.52 \\ \hline \end{array} \quad \begin{array}{r} 2) \quad 79.77 \\ + 20.21 \\ \hline \end{array}$$

$$3) \quad 144.38 - 35.25$$

$$4) \quad 887.38 - 545.25$$

Name: _____

Solve the subtraction problems below.

$$\begin{array}{r} 1) \quad 63.45 \\ - 32.52 \\ \hline \end{array} \quad \begin{array}{r} 2) \quad 79.77 \\ + 20.21 \\ \hline \end{array}$$

$$3) \quad 144.38 - 35.25$$

$$4) \quad 887.38 - 545.25$$

Name: _____

Solve the subtraction problems below.

$$\begin{array}{r} 1) \quad 63.45 \\ - 32.52 \\ \hline \end{array} \quad \begin{array}{r} 2) \quad 79.77 \\ + 20.21 \\ \hline \end{array}$$

$$3) \quad 144.38 - 35.25$$

$$4) \quad 887.38 - 545.25$$

Name: _____

Solve the subtraction problems below.

$$\begin{array}{r} 1) \quad 63.45 \\ - 32.52 \\ \hline \end{array} \quad \begin{array}{r} 2) \quad 79.77 \\ + 20.21 \\ \hline \end{array}$$

$$3) \quad 144.38 - 35.25$$

$$4) \quad 887.38 - 545.25$$

Subtracting Decimals – Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below

1)

$$\begin{array}{r} 46.64 \\ - 25.58 \\ \hline \end{array}$$

2)

$$\begin{array}{r} 75.47 \\ - 28.74 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 54.46 \\ - 32.73 \\ \hline \end{array}$$

4)

$$\begin{array}{r} 92.53 \\ - 53.63 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 15.27 \\ - 42.65 \\ \hline \end{array}$$

6)

$$\begin{array}{r} 81.10 \\ - 71.10 \\ \hline \end{array}$$

7)

$$\begin{array}{r} 29.25 \\ - 27.83 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 82.54 \\ - 59.31 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 752.64 \\ - 205.35 \\ \hline \end{array}$$

10)

$$\begin{array}{r} 757.21 \\ - 343.13 \\ \hline \end{array}$$

11)

$$\begin{array}{r} 303.44 \\ - 303.44 \\ \hline \end{array}$$

12)

$$\begin{array}{r} 673.58 \\ - 405.32 \\ \hline \end{array}$$

Part 2

Answer the questions below

1) $207.45 - 125.14$

2) $352.68 - 134.59$

3) $651.62 - 203.42$

4) $924.47 - 635.36$

Providing Change to Customers

Money Used	Item	Item	Change Due
			$7.00 + 1.50 = 8.50$ $10.00 - 8.50 = 1.50$

Questions: Use the items and provide change based on what the customer paid with

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

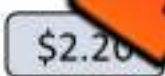
Money Used	Item	Item	Change Due
			_____

Providing Change to Customers

Money Used	Item	Item	Change Due
			$9.50 + 4.50 = 14.00$ $20.00 - \$14.00 = \6.00

Questions: Use the items and provide change based on what the customer paid with

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Providing Change to Customers

Questions

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

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Money Used	Item	Item	Change Due
			

Providing Change to Customers

Questions

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

Money Used	Item	Item	Change Due
	 \$1.25	 \$12.65	

Money Used	Item	Item	Change Due
	 \$26.42	 \$21.55	

Money Used	Item	Item	Change Due
	 \$44.57	 \$47.36	

Money Used	Item	Item	Change Due
	 \$34.63	 \$27.18	

Challenge – Restaurant Menu

Questions

Answer the word problems below

You are just sitting down to a meal at a restaurant with your friends. The waiter hands you a menu. You plan to choose 1 appetizer, 1 main, and 1 dessert.

1) Write down 3 items you choose?

2) How much will these 3 items cost?

3) If you paid with a \$50 bill, how much change would you receive?

4) Your friend enjoys expensive things. He orders the most expensive dinner, picking the most expensive appetizer, main, and dessert. If he paid with a \$100 bill, how much change would he receive?

Menu

Appetizer

Soup -----	\$4.50
Salad -----	\$8.25
Chicken Wings ----	\$9.75
Poutine -----	\$8.99

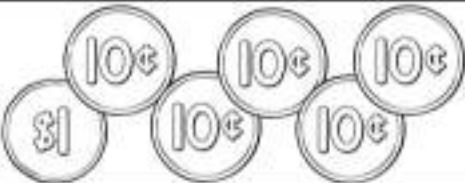
Mains

Pasta -----	14.99
Steak -----	\$25.99
Hamburger -----	\$8.99
Pizza -----	\$22.50

Dessert

Ice Cream -----	\$4.99
Apple Pie Sundae -----	\$6.99
Chocolate Cake -----	\$5.25
Chocolate -----	\$3.00

Representing Money in Different Ways

		
\$1.50	\$1.50	\$1.50

Questions Represent the money amounts using different combinations of bills/coins

1)		
\$1.20	\$1.20	
2)		
\$1.35	\$1.35	\$1.35
3)		
\$1.60	\$1.60	\$1.60
4)		
\$1.85	\$1.85	\$1.85

Represent Money Up To \$200

		
\$105.40	\$131.60	\$172.25

Question _____ represent the money amounts up to \$200

1) \$101.50	2) \$124.40	3) \$155.60
4) \$111.25	5) \$130.35	6) \$145.75
7) \$140.85	8) \$180.95	9) \$146.50
10) \$165.30	11) \$175.40	12) \$191.55

Providing Change – Value To \$500

Questions

Answer the word problems below

- 1) Levi bought a new video game system for \$410.50 and a controller for \$55.75. He paid with five \$100 bills. How much change will he get back?



- 2) Avery has \$500 in her bank account. She bought 3 pairs of new shoes. Each pair of shoes cost \$149.75. How much money will she have left in her bank account?



- 3) Oliver has \$485.75 in his bank account. He bought a hockey stick for \$135.75 and new skates for \$322.85. How much money will he have left in his bank account?



Providing Change – Value To \$1000

Questions

Answer the word problems below

- 1) Charlotte has \$750.75 in her bank account. She bought a new computer for \$690.90. She also bought a new keyboard for \$35.50 and a new mouse for \$18.75. How much money does she have left in her bank account?



- 2) Aiden has \$925.00 in his bank account. He bought a new TV for \$750.90 and a TV stand for \$92.25. How much money does he have left in his bank account?

- 3) Jeremy paid cash for a new basketball net that cost him \$899.50. He also bought a new ball for \$42.75. He gave the cashier nine \$100 bills and one \$50 bill. How much change will he get back?



Four Corners Activity: "Make the Change!"

Objective

What are we learning about?

Students will practise calculating totals, subtracting amounts, and determining correct change when paying with different bill values up to \$1000.

Materials

What you will need for the activity.

- Printed questions (display on a projector)
- Labels for the four corners of the room (A, B, C, D)
- Space in the classroom for students to move to the corners



Instructions

How you will complete the activity

1. Label each corner of the room with a letter: A, B, C, D.
2. Ensure there is enough space for students to move to the corners.
3. Explain the activity and how it works to the students.
4. Have students sit at their desks.
5. Read a question aloud, along with the four answer options.
6. Give students a moment to decide on their answer and move to the corresponding corner.
7. Reveal the correct answer and discuss the solution. Repeat the process with the remaining questions.
8. Another option if you find all students just go to the same corner, is to have them use a whiteboard, or create slips 4 slips of paper with A, B, C, D written on them. Then they can hold up their answer after giving them some time to think. Alternatively, they could hold up 1 finger for A, 2 fingers for B, etc.

Questions

Read the questions to the students

Question	A	B	C	D
1) Liam buys a jacket for \$89.75 and shoes for \$124.50. He pays with \$250. How much change does he get?	\$35.75	\$45.75	\$55.75	\$65.75
2) Sofia buys a tablet for \$375.90. She pays with \$500. How much change does she receive?	\$114.10	\$124.10	\$134.10	\$144.10
3) Mason buys a pair of jeans for \$199.99. He pays with \$250. How much change does he get?	\$40.01	\$50.01	\$60.01	\$49.01
4) Ava buys a book for \$14.50 and a game for \$42.55. She pays with \$200. How much change does she get?	\$69.00	\$79.00	\$89.00	\$81.00
5) Noah buys a helmet for \$29.95 and knee pads for \$34.25. He pays with \$70. How much change does he get?	\$6.00	\$8.00	\$5.00	
6) Chloe has \$1000. She buys a laptop for \$689.95 and headphones for \$129.90. How much money is left?	\$190.15	\$160.15		
7) Ethan buys a coat for \$149.50. He pays with two \$100 bills. How much change does he receive?	\$40.50	\$50.50	\$60.50	\$49.50
8) Olivia buys 3 shirts at \$24.99 each. She pays with \$100. How much change does she get?	\$25.03	\$24.03	\$23.03	
9) Lucas buys a gaming chair for \$245.75. He pays with \$300. What is his change?	\$44.25	\$54.25	\$64.25	\$45.25
10) Emma buys art supplies for \$312.40 and a desk lamp for \$87.60. She pays with \$500. How much change does she get?	\$90.00	\$100.00	\$110.00	\$95.00
11) Aiden buys skates for \$322.85 and a stick for \$135.75. He pays with \$500. How much change does he receive?	\$31.40	\$41.40	\$51.40	\$21.40

Izzy's Budget

Izzy is going to college this year and has created a budget to help her understand how much she can spend on her different needs and wants. Izzy has saved \$20,000.

Part 1

Calculate Izzy's total expenses and emergency fund

Categories	Expenses
Tuition	\$5500
Books	\$600
Food	\$3000
Rent/Mortgage	\$4800
Entertainment	\$3000
Transportation	\$1000
Phone/Internet	\$800
Total	
Emergency Fund	

**Part 2**

Answer the questions below

1) Why is it important to have an emergency fund? What unexpected expenses could arise?

2) The school year is 8 months long. How much did Izzy budget per month?

Food	Rent	Entertainment

3) Oh no, Izzy spent \$900 in her first month on entertainment. How much does she have left to spend on entertainment for the 7 more months? How much is it per month?

Budgets – Financial Plans

A **budget** is a plan that lists the money you earn and the money you spend over a particular length of time. Budgets help people plan how their money is used so they can avoid wasting money on things they don't need.

Part 1

Calculate your earnings

If your job pays you \$20 per hour, how many hours would you want to work? Fill in the table below.

Hours	Earnings (\$)
Hours per day	
Hours per week	
Hours per month	

Part 2

Brainstorm the amount of money you want to spend on each per month

Categories	Money Spent on Each Category Per Month
Food	
Rent/Mortgage	
Entertainment	
Cars	
Clothing	
Phone/TV/Internet	
Other:	
Total	

What did you learn after doing your budget for the month?

Class Party Budgeting

Objective

What are we learning about?

Plan a fun class party without spending more than your budget. You need to choose decorations, food, drinks, and activities. Think carefully about what will make the party enjoyable for everyone while also being cost-effective!

Materials

What you will need for the activity.

- Class Party Budgeting Menu handout
- My Party Plan sheet
- Pencils or pens
- Calculators (or a calculator app)
- Scratch paper (for rough math calculations)
- A copy of the menu, one for each group



Instructions

How you will complete the activity

1. Form groups of three students each.
2. Each group will use the "Class Party Budgeting" menu to plan a party.
3. Review the menu items and their costs together.
4. Discuss with your group which items you want to include in your plan.
5. Make sure the total cost of the items you choose does not exceed \$100.
6. In the "My Party Plan" sheet, fill in the decorations, food, drinks, and activities your group has chosen, including their quantities and prices.
7. Calculate the total cost of your selected items to ensure it stays within budget.
8. Each group member should participate in selecting items and calculating costs.
9. After completing your plan, each group will present their party plan to the class and explain their choices.

Class Party Budgeting Menu

Welcome, Party Planners! You have \$100 to create the most unforgettable class party. Below is a fun menu of decorations, snacks, and activities. Can you plan the perfect party without going over budget? Let's see what you can do!

Decorations	Price
• Balloon Punch	\$10
• Streamers (pack of 3)	\$5
• Paper Plates (10 pack)	\$3
• Tablecloth (1 pack)	\$4
• Banner (1 pack)	\$6
• Confetti (1 pack)	\$2
• Hanging Lanterns (5 pack)	\$8

Food and Drink	Price
• Pizza Slices	\$2
• Fruit Platter	\$15
• Veggie Tray	\$12
• Cupcakes (12 count)	\$8
• Juice Boxes (10 count)	\$10
• Ice Cream Cups (10 count)	\$10
• Water Bottles (10 counts)	\$3

Activities	Price
• Pin the Tail on the Donkey	\$10
• Face Painting Kit	\$15
• Craft Corner Supplies	\$20
• Magician for an Hour	\$40
• Movie Rental	\$5
• Dance-Off Contest: No cost, just need a music player!	0

Name: _____

62

Curriculum Connection
FL.1

My Party Plan

Decorations Selected	Quantity	Price	Total

Food and Drinks Selected	Quantity	Price	Total

Activities Selected	Price

TOTAL COST OF PARTY	\$
----------------------------	----

Reflection

Answer the questions below.

1) Why did you choose the decorations you did?

2) How did you decide on the food and drinks?

3) Did you have to leave anything out to stay in budget? What and why?

4) What was the most challenging part of staying within the budget?

Budget – Creating a Business Plans

A budget can also be used to make a business plan. For example, a business will use a budget to determine how much they will spend on materials and packaging. They will factor in how much they can sell their product for and how many products they think they can sell. Having a budget is important for a business so they know if they will be successful in earning a profit.

Questions

Fill out the information below to complete your budget

Your class is selling bracelets to the rest of the school. How much will you spend on the bracelets? How much will you sell the bracelets for? Answer the questions below.

	Cost per Bracelet	Appeal /10
Striped	\$0.30	3
Leather	\$0.65	8
Black & White Beads	\$0.40	4
Colourful Beads	\$0.60	7
Personalized Name Beads	\$1.20	9
Plastic Gems	\$	6

1) Which materials would you choose?

2) How much does 1 bracelet cost? _____ 100 Bracelets? _____

3) What will you charge for your bracelet? Explain your decision.

4) How much profit will you make per bracelet? _____

5) How many bracelets do you expect to sell? Why do you expect to sell that many?

6) How much profit (money) do you expect to earn after you sell all your bracelets?



Exit Cards

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

Name: _____

Mark

Is the statement true about budgets? Yes or No?

A budget helps you track both the money you earn and the money you spend.	Y	N
If you don't make a budget, you will always earn more money.	Y	N
If your total monthly expenses are higher than your earnings, your budget is balanced.	Y	N
Profit is the money left over after subtracting costs from sales.	Y	N
A business can still make a profit even if it spends more than it earns.	Y	N

Name: _____

Mark

Is the statement true about budgets? Yes or No?

A budget helps you track both the money you earn and the money you spend.	Y	N
If you don't make a budget, you will always earn more money.	Y	N
If your total monthly expenses are higher than your earnings, your budget is balanced.	Y	N
Profit is the money left over after subtracting costs from sales.	Y	N
A business can still make a profit even if it spends more than it earns.	Y	N

Name: _____

Mark

Is the statement true about budgets? Yes or No?

A budget helps you track both the money you earn and the money you spend.	Y	N
If you don't make a budget, you will always earn more money.	Y	N
If your total monthly expenses are higher than your earnings, your budget is balanced.	Y	N
Profit is the money left over after subtracting costs from sales.	Y	N
A business can still make a profit even if it spends more than it earns.	Y	N

Name: _____

Mark

Is the statement true about budgets? Yes or No?

A budget helps you track both the money you earn and the money you spend.	Y	N
If you don't make a budget, you will always earn more money.	Y	N
If your total monthly expenses are higher than your earnings, your budget is balanced.	Y	N
Profit is the money left over after subtracting costs from sales.	Y	N
A business can still make a profit even if it spends more than it earns.	Y	N

Financial Goals

Financial goals can be long-term or short-term plans to change spending and/or earning habits. Check out the examples of different spending goals below.



Short-Term Spending Goals

- Spend less this week to save for pizza on Friday
- Don't buy _____ this month to save for _____ video game



Long-Term Spending Goals

- Stop buying pop at vending machines to save for college
- Cancel video game subscription to save for hockey registration next year



Part 1 Short-Term Spending Goals

How much money would you save by changing your spending habits in these examples.

- | | |
|--|--|
| 1) Stop buying a \$2.50 pop _____ from _____ machines for 1 week | |
| 2) Stop buying \$5 dollar video game add-ons _____ for 1 month (4 weeks) | |
| 3) Stop spending \$15 a week on take-out _____ for 2 _____ (9 weeks) | |
| 4) Stop buying a \$1.25 chocolate bar each day for a month (30 _____) | |
| 5) Stop buying a \$1.75 bag of candy each day for _____ weeks. | |

What would you do with these savings in the short term? What types of things could you use these savings for?

Part 2 Long-Term Spending Goals

How much money would you save by changing your spending habits in these examples.

- | | |
|---|--|
| 1) Stop paying for a video game subscription for 5 years that costs \$129 each year | |
| 2) Stop buying a \$2.50 pop each day for a year (non-leap year) | |
| 3) Stop buying a \$5.00 lunch twice a week for one year | |
| 4) Stop buying video game add-ons for 5 years that cost \$30 a month | |
| 5) Stop paying for a \$2.25 bag of candy each day for 10 years. | |

What would you do with these savings in the long term? What types of things could you use these savings for?

Financial Goals

When we want to have more money, we should create financial goals. We can create spending goals or earning goals. **Earning goals** are plans we make to earn more income.

Short-Term Earning Goals

- Cut my neighbours grass to earn \$500 this summer
- Finish chocolate to earn \$10 this week
- Sell homemade lemonade to earn \$25



Long-Term Earning Goals

- Learn how to design websites so I can earn \$10,000 for college
- Learn how to make animated videos to upload to YouTube to make enough money to retire



Part 1 Short-Term Earnings

How much money would you earn by starting these new earning habits?

- | | |
|--|--|
| 1) Selling 5 homemade water bottles at \$5 each for 20 days. | |
| 2) Selling 10 cups of lemonade at \$20 a cup for 5 days. | |
| 3) Cutting the grass for your neighbour for 16 times a summer for \$20 each time | |
| 4) Performing yard work for 4 hours a day for 1 month (30 days) at \$5 an hour | |
| 5) Selling 5 homemade cookies a day at \$1.50 each for 2 weeks | |

What would you do with the extra money in the short term?

Part 2 Long-Term Earnings

How much money would you earn by starting these new earning habits?

- | | |
|---|--|
| 1) Post 100 videos on YouTube where each video earns you \$3 a day. How much would you earn a year? | |
| 2) Create 30 websites a year for 5 years where you charge a fee of \$200 a website | |
| 3) Sell 90 bags of homemade kettle chips a month for \$8 a bag for 5 years. | |
| 4) Cut your neighbours grass for the next 5 years, 16 times a summer for \$20 each time | |

What would you do with the extra money in the long term?

Exit Cards

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

Name: _____

Circle the correct answer. (S-T) represents short term and (L-T) represents long term.

Mark

/5

1) You decide to design and sell greeting cards online. You plan to sell them for the next two years while improving your digital art skills.

S-T

L-T

2) You want to buy a new video game in two weeks. To earn money, you start doing chores and dog-walking for neighbours.

S-T

L-T

3) You plan to save money for your first car by working part-time through high school.

S-T

L-T

4) You set a goal to raise \$200 in two weekends by running a bake sale.

S-T

L-T

5) You decide to start a YouTube channel to post weekly videos and earn ad money for college over the next five years.

S-T

L-T

Name: _____

Circle the correct answer. (S-T) represents short term and (L-T) represents long term.

Mark

1) You decide to design and sell greeting cards online. You plan to sell them for the next two years while improving your digital art skills.

L-T

2) You want to buy a new video game in two weeks. To earn money, you start doing chores and dog-walking for neighbours.

S-T

L-T

3) You plan to save money for your first car by working part-time through high school.

S-T

L-T

4) You set a goal to raise \$200 in two weekends by running a bake sale.

S-T

L-T

5) You decide to start a YouTube channel to post weekly videos and earn ad money for college over the next five years.

S-T

L-T

My Financial Spending Goals



So you want to have more money? The best way to achieve this goal is to make a plan. Fill in the action plan below to identify your spending goals in the short and long term.

Part 1

Short-Term Spending Goals – What can you change today?

1) What is your short-term financial goal? (Example: saving for new shoes, video game, etc.)
How much do you want to save?

2) What can you stop spending money on to help you achieve your short-term financial goal?

3) Describe the details of you achieving your financial goal. (Example: I am trying to save \$70 for a video game. I will stop spending the \$5 on pop each day. It will take me 35 days to achieve my goal)

Part 2

Long-Term Spending Goals – What can you change that will help your future?

1) What is your long-term financial goal? (Example: saving for college, retirement)
How much do you want to save?

2) What can you stop spending money on to help you achieve your long-term financial goal?

3) Describe the details of you achieving your financial goal?

My Financial Earning Goals



The best way to have more money is to earn more money. Fill in the activity below to make a plan to earn more income.

Part 1**Short-Term Earning Goals – What can you do today to earn more?**

1) What is your short-term earning goal? (Example: earn \$100 for new shoes)

2) What can you do to earn money? List at least 3 things.

3) Describe the details of your short-term financial goal? What exactly will you do to make money and how much money will you make per item sold?

Part 2**Long-Term Spending Goals – What can you do to earn money in the future?**

1) What is your long-term earning goal? (Example: saving for \$10,000 for a car)

2) What long term ideas can you do to earn money in the future? (Example – get a job with a family member or taking lessons online on how to design a phone app)

3) Describe the details of you achieving your financial goal?

Show and Tell – Savings Goal

Objective

What are we learning about?

Students will demonstrate their understanding of setting and working towards financial goals by sharing a personal savings goal and explaining their plan to achieve it.

Material

What you will need for the activity.

- Item or drawing representing savings goals (brought home from home)
- Paper and pen/pencil for notes and reflections.

**Instructions**

How you will complete the activity.

1. Ask each student to bring an item or a drawing that represents something they are saving for. This could be a toy, a trip, a book, or any item they want to purchase in the future.
2. Each student will take turns presenting their item or drawing to the class. They will explain why they chose this item and how it represents their savings goal.
3. Students will describe their plan to save money to achieve their goal. This should include:
 - The total amount of money needed.
 - The time frame in which they hope to save the money.
 - The methods they will use to save money (e.g., setting aside allowance, doing chores, saving birthday money).
4. Each student will take turns presenting their item or drawing to the class. They will explain why they chose this item and how it represents their savings goal.
5. Discuss the importance of setting financial goals and how having a plan can make it easier to achieve these goals.

Reaching Financial Goals

Questions

Read the profiles below and calculate if they met their financial goals

1) Ellie is trying to save \$7,000 for college next year. She has 12 months to achieve her goal. Here are the details of her year long journey to achieve her financial goal.

- She earns \$900 a month
- She is on a budget, spending \$30 a week
- Her car broke down, and she needs to spend \$2000 to fix it

Did she reach her financial goal of \$7,000?



2) Kevin has a financial goal of saving \$700 for a new gaming system. He wants to buy it on Black Friday because it is on sale for \$700. Black Friday is in 20 weeks. The details of his plan are as follows:

- He cuts two of his neighbor's lawns for \$50 each week
- He buys lunch out twice a week for \$5 each
- After 10 weeks, Kevin decides to go to a concert with his friends. The ticket cost \$75.

Did he reach his financial goal of \$600 in the 20 weeks?

3) Ryan wants to retire in 10 years. He has calculated that he needs \$500,000 to retire. His journey of retiring is detailed below:

- He earns \$40,000 a year with his current job.
- His family is on a budget where they spend \$1,500 a month
- He decides to get a second job, doing his passion of selling artwork. He earns \$10,000 a year extra
- Ryan has an unexpected health issue, causing him to pay an extra \$500 a month

Did he reach his financial goal?



Financial Literacy – Unit Test

Part 1

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

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Part 3

Make the change by drawing the correct bills and coins

1) \$13.50	2) \$55.80	3) \$93.60
4) \$121.25	5) \$183.35	6) \$226.45

Part 4

Answer the word problems

- 1) Anthony bought a new pair of shoes for \$125.00 and a pair of socks for \$19.50. He paid with one \$100 bill and one \$50 bill. How much change will he get back?

- 2) Joel has \$950.40 in his bank account. He bought a new computer for \$655.75 and new computer speakers for \$149.80. How much money does he have left in his bank account?





Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

SAMPLING METHODS

Learning Goal

We are learning to explain and compare different sampling methods, so we can collect data that fairly represents a population and understand why the way we choose a sample is important.

DRAWING A DOUBLE BAR GRAPH

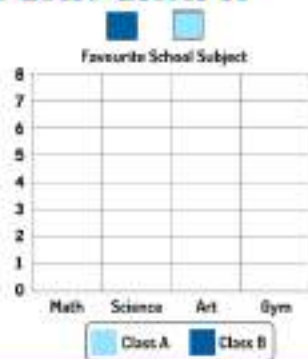
Two Grade 5 classes were asked which school subject they find most interesting. The result is listed below.

Class A: Math, Science, Math, Art, Science, Math, Gym, Science, Math, Art, Science, Math

Class B: Science, Gym, Math, Gym, Science, Art, Gym, Science, Math, Gym, Science, Art

Fill in the frequency table below. Then draw a double bar graph.

Subject	Class A	Class B	Total
Math			
Science			
Art			
Gym			



Part 2 – Action!

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

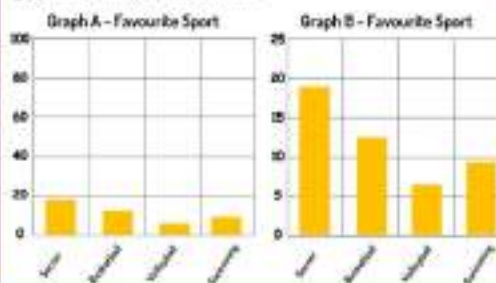
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

FAVOURITE SPORT – EXAMINING SCALE

The two graphs below display the same data. Examine both graphs and answer the questions.

1 2 3 4 5 6 7 8 9 0



Questions	
1) What is the scale in Graph A?	
2) What is the scale in Graph B?	
3) Which graph uses more of the graph space?	Graph A Graph B
4) What is the largest value shown in the graphs?	
5) What scale would you use for this data?	



BC Math Curriculum Statistics Unit – Grade 5

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

Fill in the table by drawing the tally marks based on the frequency

A teacher asked students what type of transportation they use to get to school. The tally marks were not recorded, but the frequencies are shown below. Help complete the table by drawing the tally marks.

Category	Bus	Car	Walk	Bike
Tally				
Frequency	22	22	13	18

Questions	Answer
1) How many students participated in the survey?	
2) Which type of transportation is the most common?	
3) How many more students travel by bus than walk?	
4) How many students travel by car and bike combined?	

What is the likelihood of the events happening?

Impossible

Certain

A basketball will hatch into a chick.	A week will have seven days.	You will sleep tonight.
A rock will suddenly turn into popcorn by itself.	Your dog will represent Canada at the next Olympics.	Snow will fall in the winter.

Mark half part of the shapes. Then write the fraction.

Write half of the numbers below in fraction.

Number	Half	Fraction
18		
24		
36		

Number	Half	Fraction
50		
64		
90		

Number	Half	Fraction
120		
144		
108		

1 2 3 4 5 6 7 8 9 0 /



BC Math Curriculum Statistics Unit – Grade 5

 **FINDING PROBABILITY**
Represent the probability of hitting the target.

1 2 3 4 5 6 7 8 9 0 / . %

Fraction Decimal Percent

Fraction Decimal Percent

Fraction Decimal Percent

FINDING PROBABILITY
Represent the probability of hitting the target.

1 2 3 4 5 6 7 8 9 0 / . %

Fraction Decimal Percent

Fraction Decimal Percent

Fraction Decimal Percent

Fraction Decimal Percent

 What is the probability of...

a) Spinning black

b) Spinning green or red

c) Spinning blue or orange or red

Fraction Decimal Percent

 What is the probability of...

a) Spinning red

b) Spinning red or blue

c) Spinning blue or green or black

Fraction Decimal Percent



Workbook Preview



Grade 5

Graphing

	Curriculum Expectations	Pages
GP.1	one-to-one correspondence and many-to-one correspondence, using double bar graphs	5 - 68

**Preview of 65 pages from
this product that contains
147 pages total.**

Sampling a Population

What is a Population

A **population** is the total set of subjects that fit a particular description. For example, students in British Columbia is a population that would include all the students in British Columbia.



Sampling a Population

When we want to know something about a population, it is easier to ask a sample of the population than asking everyone within that population. For example, if we wanted to know if the students in British Columbia preferred Math to Science, we could ask 10% of the population instead of every student in British Columbia. We can assume that the remainder of the population would have voted in the same way.

Sampling a population saves us a lot of time and money. It works well if we sample the population correctly. If we went to a Science and Technology school in British Columbia and asked them if they liked Music or Science better, they would likely all say Science. This would not be a good sample of the population.

Instruction

Write a sample of the population that would **not** be a good representation of the population.

Population	Survey Question	Bad Sample
Pet Owners in BC	What is the best pet?	Pet Owners in BC
Parents of BC	Which sport is best for kids?	
Students in BC	Which city is the best?	
University Students in BC	Which university is the best?	
Kids who own a PS5	Which PS5 game is the best?	
Hockey players in BC	Which sports store is the best?	
Teachers in BC	Which school is the best in BC?	

Sampling Techniques

Random Sampling

When we select people in a population randomly. Each person in the population has an equal chance to be selected. For example, using a computer generator to randomly choose people from a list.



Stratified Random Sampling

Taking a population and splitting them into groups and then random sampling the groups separately. For example, a school population could be divided into two groups: (1) students who take a bus and (2) those who don't take a bus. A survey could be given to both groups by randomly selecting 10% of the people in both groups. We can learn more information about the groups by using stratified random sampling.

Systematic Random Sampling

Systematic random sampling is when you choose a random sampling strategy before beginning a survey. For example, a sample could be chosen from an alphabetized list of names, using a strategy to choose every fourth name to be randomly chosen.

Part 1

Write which sampling technique is being used in the examples below

Example of a Sampling Technique	Sampling Technique
1) Deciding randomly to choose every 5 th person in a list	
2) Having a computer call 10% of BC's teachers	
3) Splitting the elementary student population into primary and junior high	
4) Using a computer to randomly email 20% of the customers on a business list	
5) Deciding to hand out surveys to every 10 th customer who enters a store	

Part 2

Which sampling technique would you use in the situations below?

Situation	Sampling Technique
1) You want to know if more men or women prefer your pizza	
2) You have a mailing list on your computer and want to sample 10% of them	
3) You work at a store and want to survey every 10 people that come in	
4) You are trying to sample 20% of everyone in BC by calling them	
5) You want to sample the grade 5s and grade 6s in the schools in Vancouver	

First-Hand vs Second-Hand Data

First-Hand Data

Data that you have collected yourself

Example

- asking your classmates their favourite food

Second-Hand Data

Data that has been collected by someone else

Example

- How much rainfall landed in Saskatoon in May

Part 1

Read the description and circle if it is first-hand or second-hand data

1) You look up how many goals per game in the playoffs last year and graph the data	First-Hand Second-Hand
2) You measure the heights of all the students in your class	First-Hand Second-Hand
3) You measure the snow in your yard each day for a week	First-Hand Second-Hand
4) You look up how much snow fell each day in December	First-Hand Second-Hand
5) You record how many minutes you play video games each day	First-Hand Second-Hand
6) You look up the distances from your house to different countries around the world	First-Hand Second-Hand

Part 2

Write your own first-hand and second-hand data description below

1) First-Hand	
2) Second-Hand	
3) First-Hand	
4) Second-Hand	

Exit Cards

Cut Out

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

Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand
	Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand
	Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand
	Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand
	Second-Hand

Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand
	Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand
	Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand
	Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand
	Second-Hand

Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand
	Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand
	Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand
	Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand
	Second-Hand

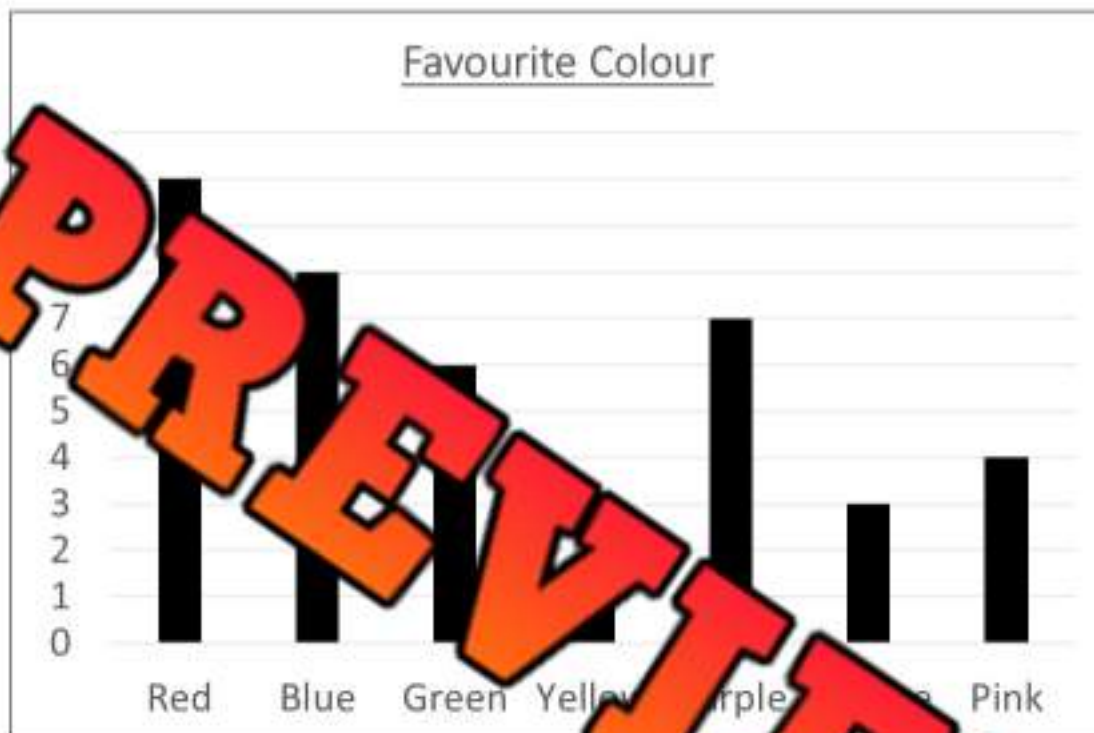
Name: _____

Read the description and circle if it is first-hand or second-hand data.

1) You interview your classmates to find out their favourite movies.	First-Hand
	Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand
	Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand
	Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand
	Second-Hand

Vertical Bar Graph – Favourite Colour

The students in grade 5 were asked which colour was their favourite. The results of the survey have been displayed in the one-to-one bar graph below.



a) Which colour was most popular?

b) Which colour was the least popular?

c) How many people chose yellow as their favourite?

d) How many people liked red and blue the best?

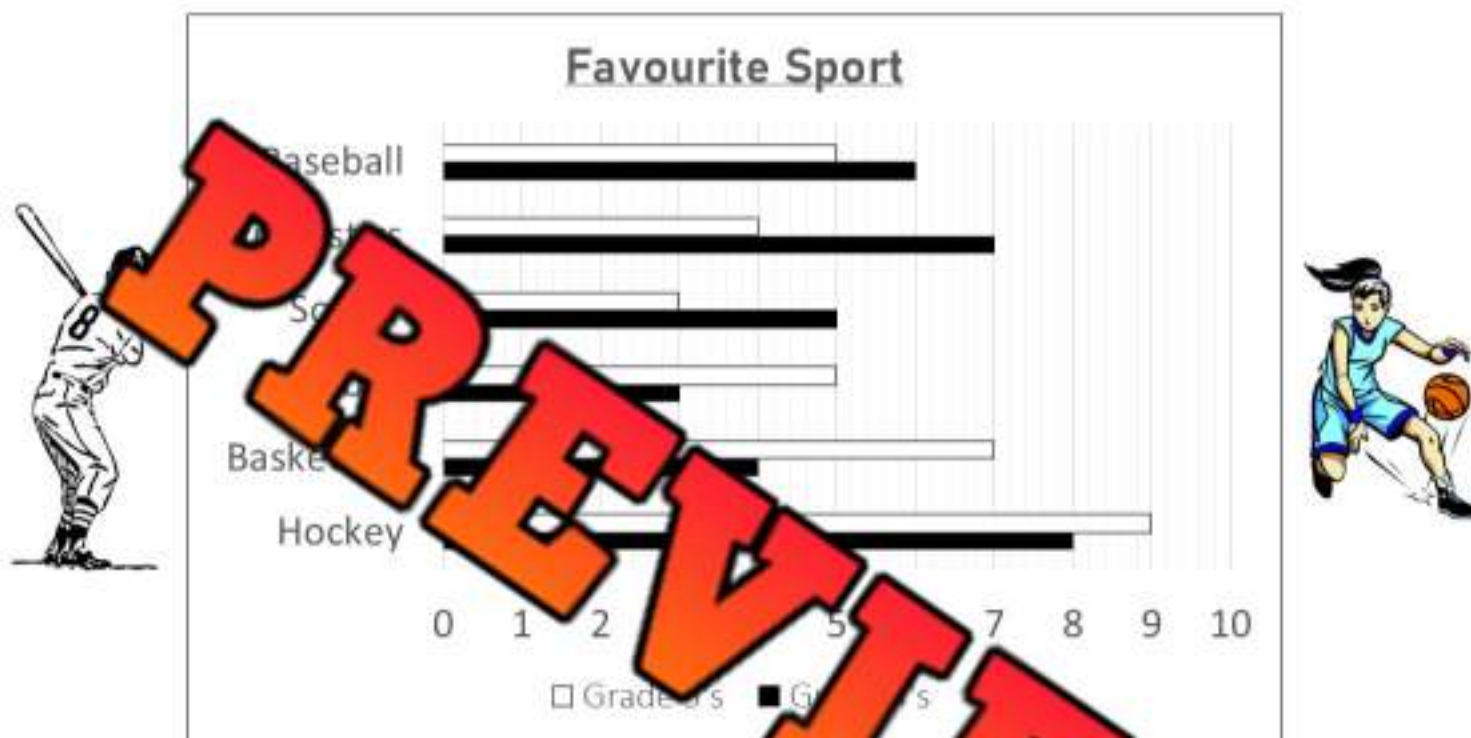
e) How many more people liked red then orange?

f) What two colours add up to the amount of red?

g) How many people were surveyed?

Horizontal Double-Bar Graph

The grade 4s and 5s were asked which sport they liked the best. The results have been displayed below in the one-to-one horizontal double bar graph.



Sport	Baseball	Gymnastics	Soccer	Football	Basketball	Hockey
Grade 4						
Grade 5						

a) Which sport was most popular?	
b) Which sport was the least popular?	
c) How many grade 4's and 5's chose gymnastics as their favourite?	
d) How many kids liked basketball and soccer the best?	
e) How many kids liked hockey more than football?	
f) How many grade 5's were surveyed?	
g) How many total kids were surveyed?	

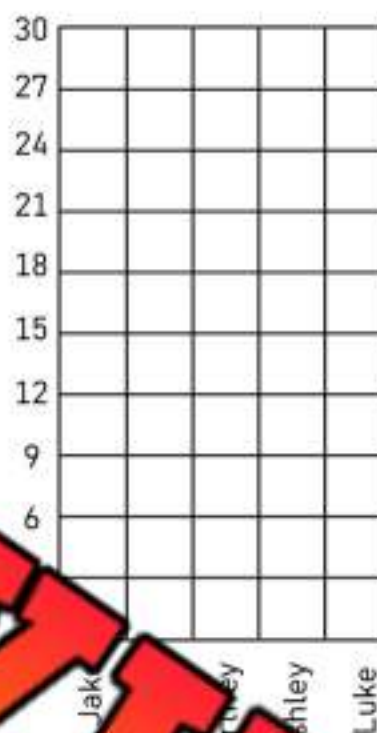
Drawing Bar Graphs

Questions

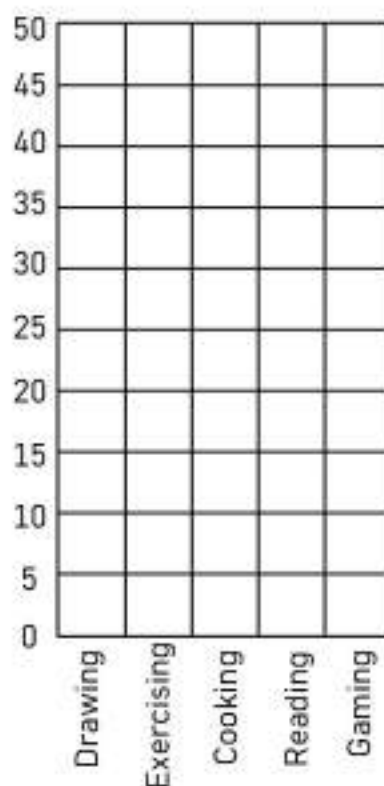
Draw the bars for each of the bar graphs below



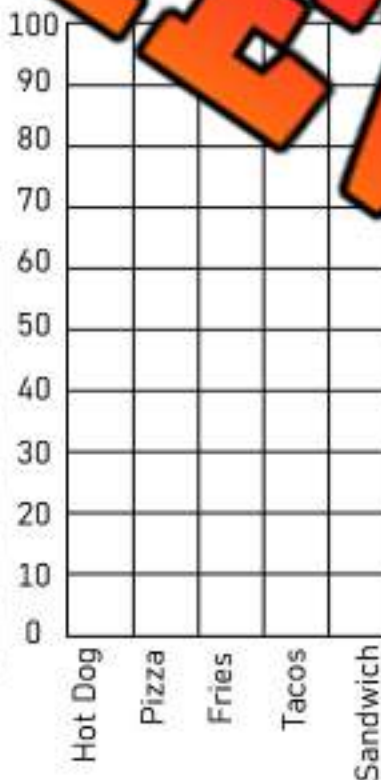
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	1
Chicken Wings	6



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Hobby	# of votes
Drawing	10
Exercising	20
Cooking	35
Reading	25
Gaming	40



Favourite Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

Exit Cards

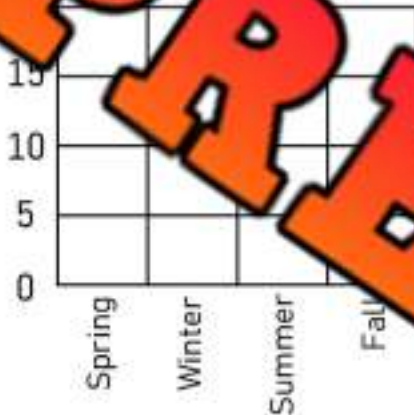
Cut Out

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

Name: _____

Draw the bars for the bar graphs below.

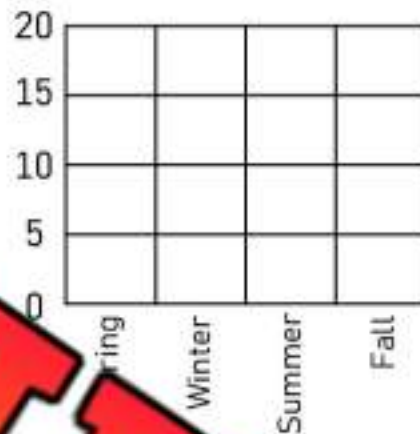
Season	Spring	Winter	Summer	Fall
Votes	10	10	5	15



Name: _____

Draw the bars for the bar graphs below.

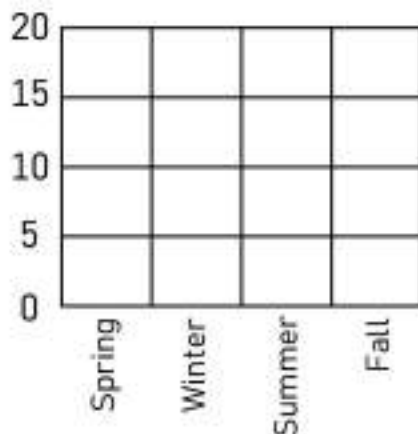
Season	Spring	Winter	Summer	Fall
Votes	20	10	5	15



Name: _____

Draw the bars for the bar graphs below.

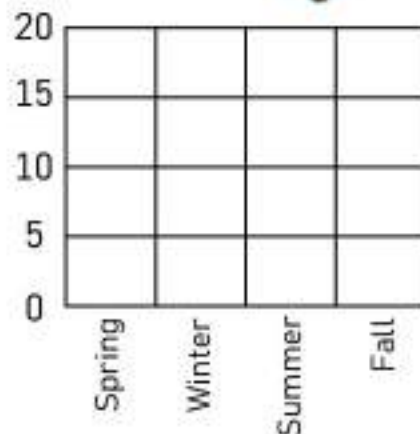
Season	Spring	Winter	Summer	Fall
Votes	20	10	5	15



Name: _____

Draw the bars for the bar graphs below.

Season	Spring	Winter	Summer	Fall
Votes	20	10	5	15



Favourite Subject – Examining Scale

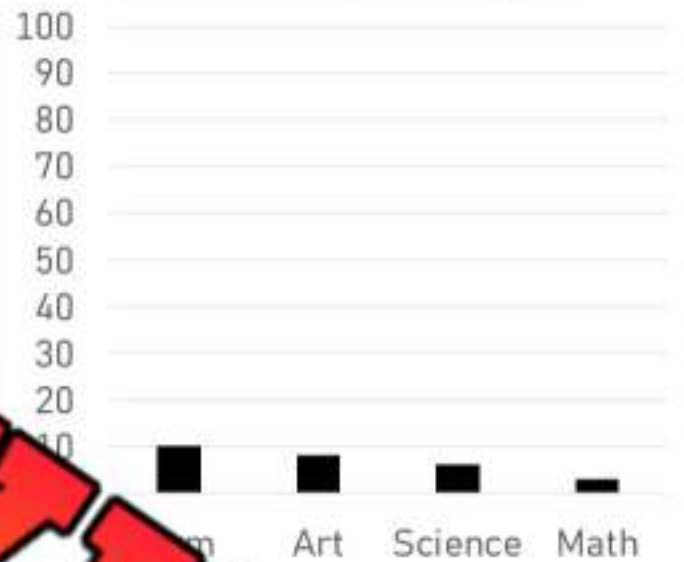
The two graphs below display the same data. Examine both graphs and answer the questions below.



Favourite Subject – Graph A



Favourite Subject – Graph B



Questions

What do you notice about the two graphs?

a) What is the scale in Graph A?

b) What is the scale in Graph B?

c) Which graph uses more of the space?

d) Which graph is easier to read and interpret? Why is that graph better?

e) Why is it important to choose an appropriate scale?

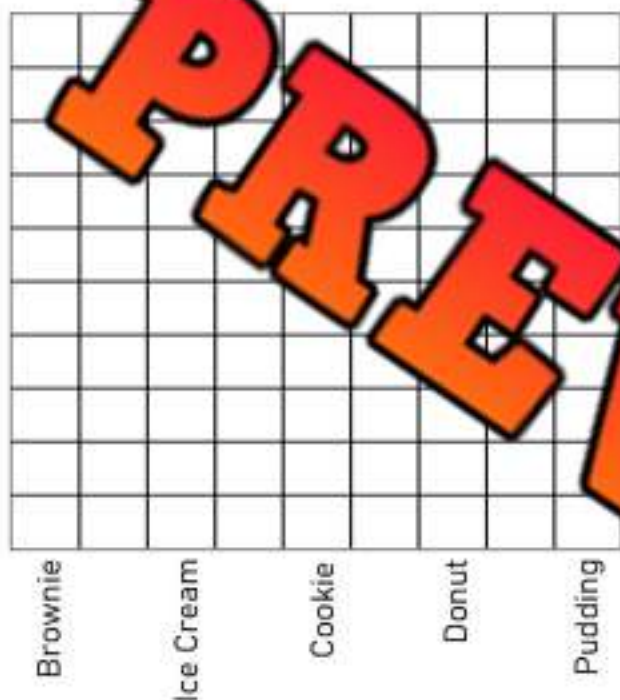
Creating Scale

When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

Step 1: Look at the data. Find the lowest and highest numbers.

Step 2: Count how many lines you have to plot your data.

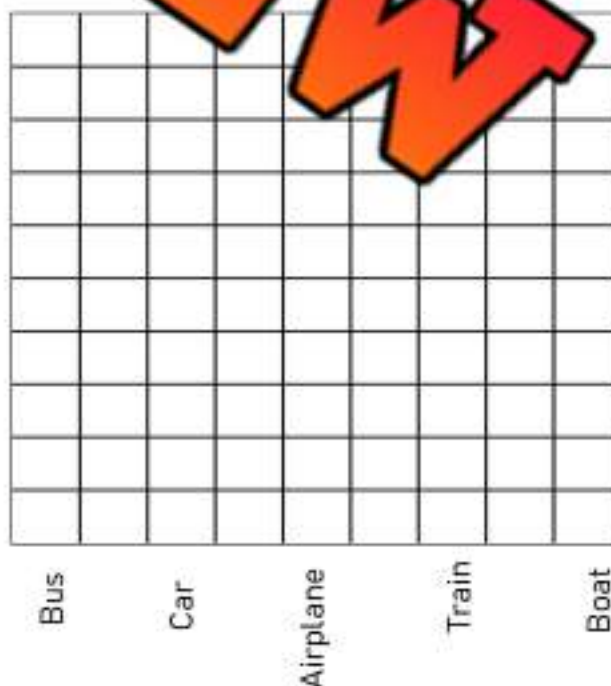
Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.



Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6



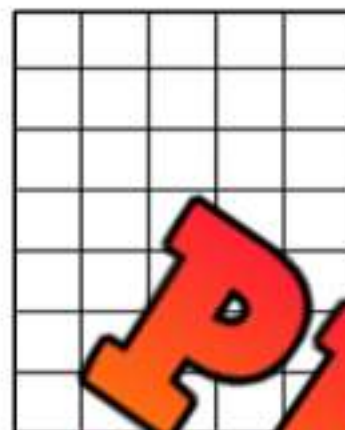
Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40



Creating Scale

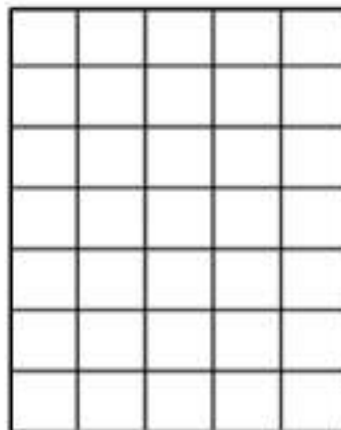
Instruction

Read the numbers and decide which scale to use. Next, draw your bar graphs



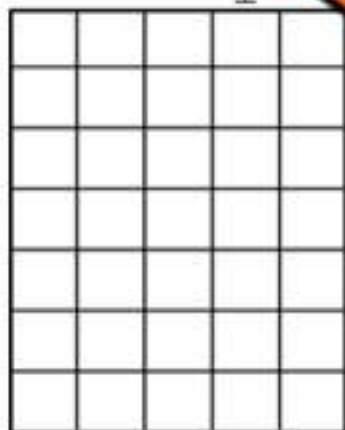
Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
Guinea Pig	10

Dog
Cat
Bunny
Hamster
Guinea Pig



Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3

Nike
Puma
Adidas
U.A.
Reebok



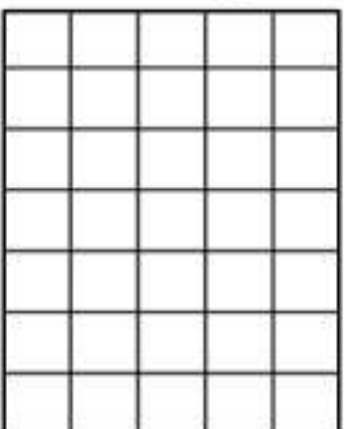
Food	Votes
Cookies	12
Cake	8
Candy	21
Ice Cream	15
Donuts	18

Cookies
Cake
Candy
Ice Cream
Donuts



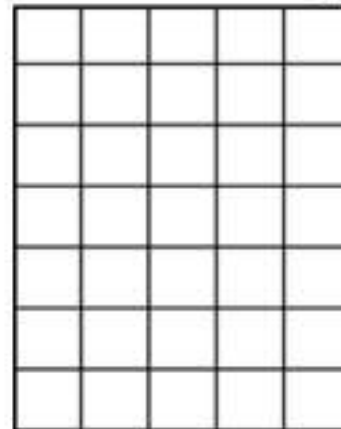
Subject	Votes
Math	20
Science	30
Gym	70
Art	50
Language	40

Math
Science
Gym
Art
Language



Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	120
Ford	30

Honda
BMW
Toyota
Tesla
Ford

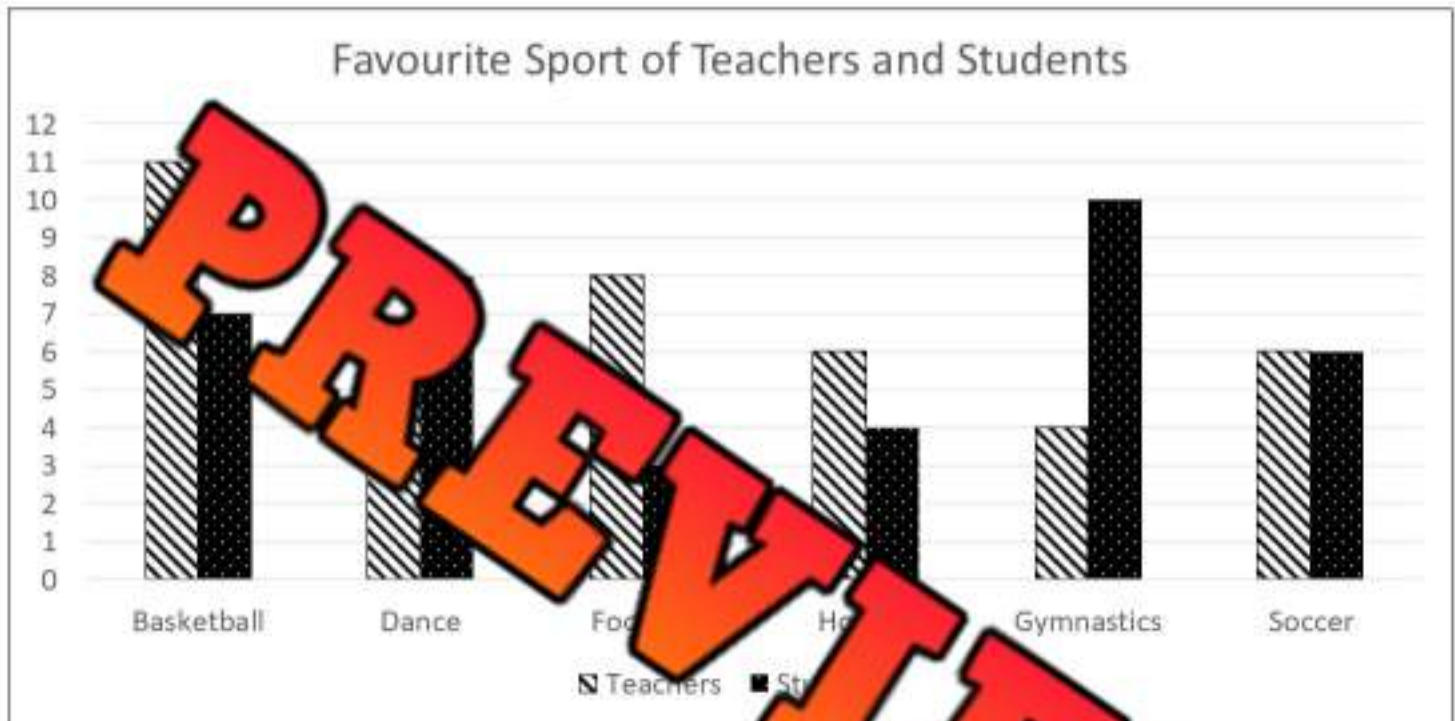


Drinks	Votes
Water	200
Pop	500
Orange Juice	400
Milk	300
Apple Juice	600

Water
Pop
O.J.
Milk
A.J.

Interpreting a Double Bar Graph

The teachers at Pineview Public School and students in grade 5 were asked which sport is their favourite. The results are displayed in the double bar graph below.



a) Which sport did the teachers like the most?

b) Which sport did the students like the most?

c) Which sport got the most votes combined?

d) Which sport did the teachers and students like the same?

e) Did more teachers or students participate in the survey?

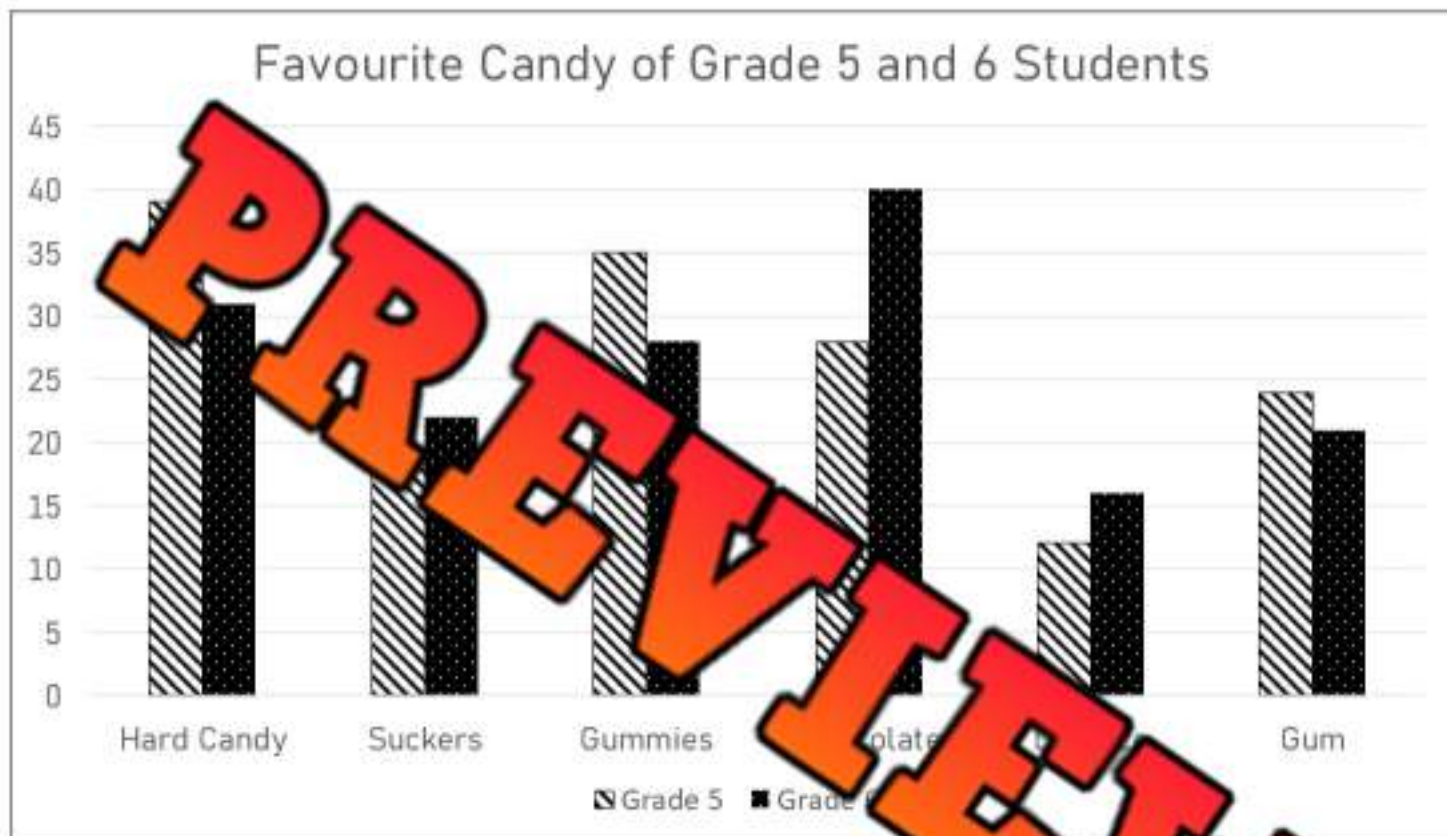
f) How many people participated in the survey?

g) What could the title be for the x-axis → ?

h) What could the title be for the y-axis ↑ ?

Interpreting a Double Bar Graph

The students in grades 5 and 6 were asked which candy was their favourite. The results have been sorted by grade in the double bar graph below.



a) Which candy did the grade 5's like the most?

b) Which candy did the grade 6's like the most?

c) Which candy got the most votes combined?

d) How many more votes did chocolate get in total over licorice?

e) Did more grade 5s or grade 6s participate in the survey?

f) Approximately how many students participated in the survey?

Exit Cards

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

Name: _____

Number of Students Who Walk or Bike to School

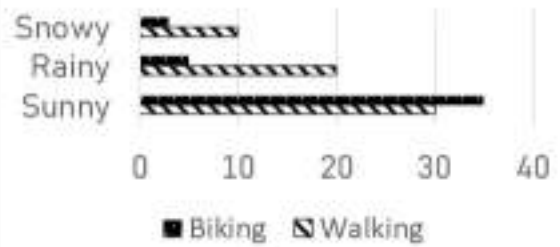


1) Which condition has the highest number of students walking to school?

2) In which weather condition is the number of students who bike to school the lowest?

Name: _____

Number of Students Who Walk or Bike to School

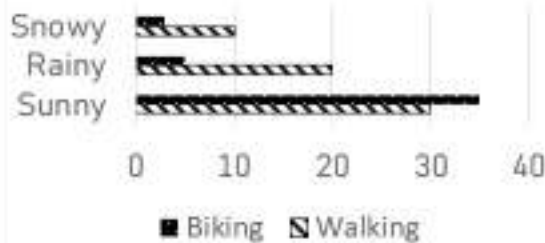


1) Which condition has the highest number of students walking to school?

2) In which weather condition is the number of students who bike to school the lowest?

Name: _____

Number of Students Who Walk or Bike to School



1) Which condition has the highest number of students walking to school?

2) In which weather condition is the number of students who bike to school the lowest?

Name: _____

Number of Students Who Walk or Bike to School



1) Which condition has the highest number of students walking to school?

2) In which weather condition is the number of students who bike to school the lowest?

Activity Title: Flip the Data

Objective

What are we learning about?

Students will engage in a fun and active game where they read data from a bar graph and answer questions to earn the opportunity to flip a bottle or cup. This activity combines data interpretation skills with a physical challenge, adding excitement and a competitive element to learning.

Materials

What you will need for the activity.

- Bottle or cups for flipping
- A smartboard or projector to display bar graphs
- Timer (stopwatch or smartboard app)
- Question cards based on the data in the graph
- Scoreboard to keep track of team scores



Instructions

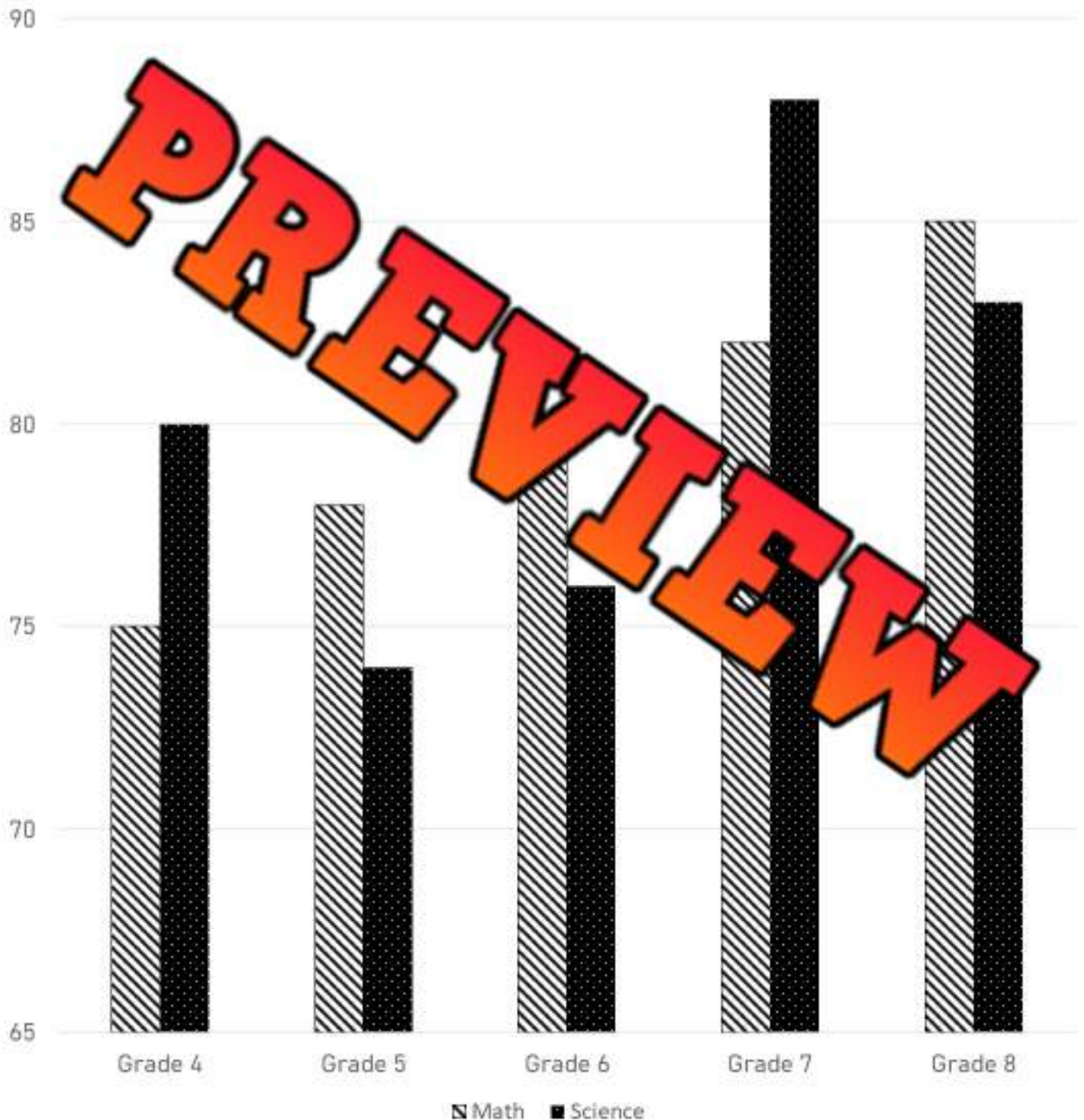
How you will implement the activity.

1. Divide the class into small teams, ideally of 5 students each.
2. Prepare a series of bar graphs to display on the smartboard, each with corresponding question cards that ask about the data in the graph.
3. One team at a time comes to the front where the graph is displayed.
4. Display the first bar graph on the smartboard.
5. The first student from the active team reads the graph and selects a question card. Start the timer when the question is first shown.
6. The student answers the question based on the data presented in the graph. The teacher checks the answer.
7. If the student answers correctly, they flip their bottle or cup repeatedly until they land it upright. When they do, the next teammate can take their turn.
8. If the student's answer is incorrect, they must try another question card before they can attempt to flip.
9. The team's turn ends either when all members have successfully flipped their bottle/cup or when the timer reaches a set limit (e.g., 3 minutes).
10. Record the team's time or number of successful flips on the scoreboard.
11. Repeat steps 4-10 for each team. The team with the fastest time wins.

Graph 1

Analyze the graph below

Average Test Scores in Math and Science by Grade



Graph 5

Analyze the graph below

Daily Screen Time on Weekdays vs.
Weekends

Questions

Choose a question to ask the student who is about to flip their bottle

What is the title of the graph?

What is the title of the Y-axis?

What is the title of the X-axis?

What does each bar on the graph represent?

Which category shows the highest values for both bars?

Which category shows the lowest values for both bars?

How many categories are displayed on the graph?

What is the range of values on the Y-axis?

What is the total number of units represented by all bars?

What is the difference in value between the highest and lowest categories for both bars?

Are there any categories that have similar values for both bars?

How does the value of one specific category compare to the others?

What could be a possible reason for the highest value?

What could be a possible reason for the lowest value?

What trends can you observe from the graph?

How might this data be useful?

If you could add another category to this graph, what would it be?

How would you describe the overall distribution of data?

What insights or conclusions can you draw from this graph?

How might the information on the graph impact decisions or opinions?

Double Bar Graph – Favourite Social Media

You surveyed the students in grade 5 and 6 asking which social media app was their favourite. The results have been sorted by grade in the double-bar graph below.



Part 1

Fill in the frequency table by reading the double bar graph.

Grades	Snapchat	YouTube	Tik Tok	Facebook	Instagram
5					
6					

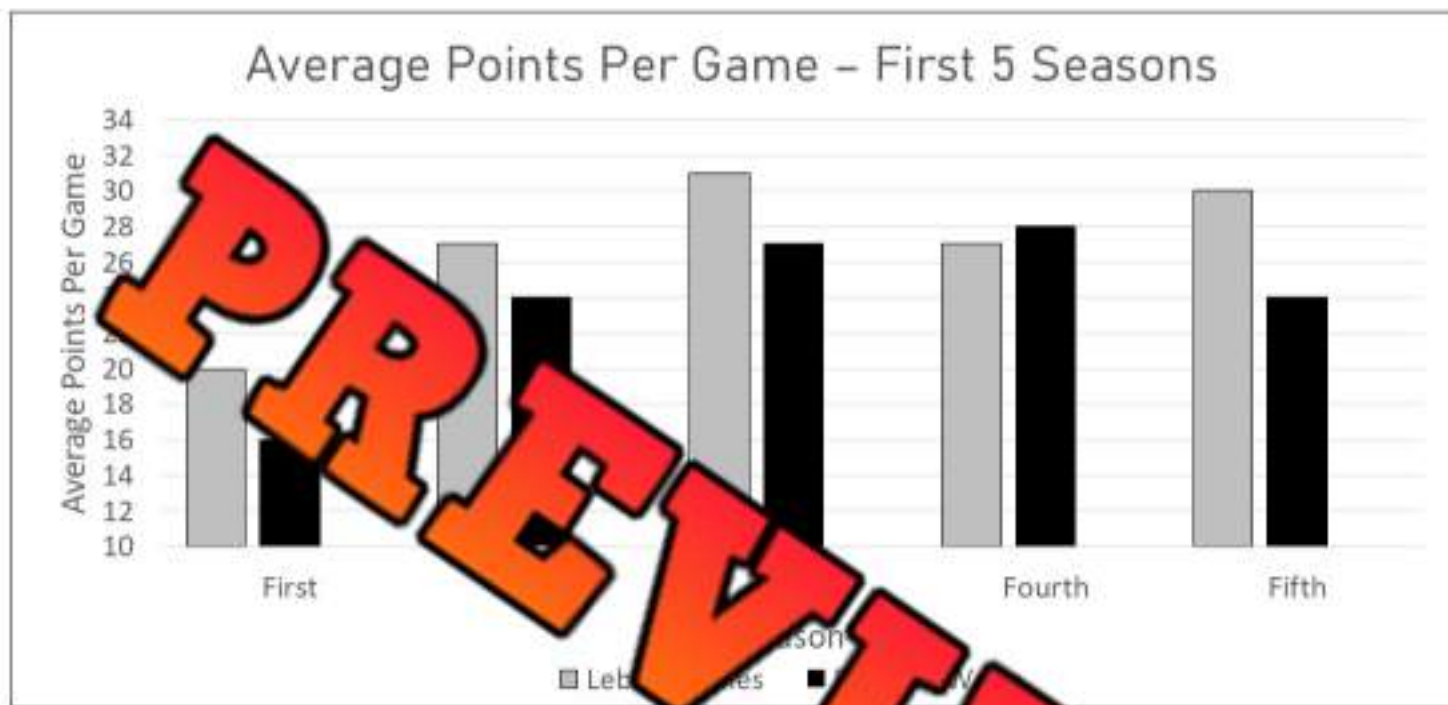
Part 2

Answer the questions below

a) How many students in each grade were surveyed?	Gr. 5	Gr. 6
b) Which social media was the most popular? How many votes did it get?		
c) How many more grade 6's liked Tik Tok than grade 5's?		
d) Which type of data is this – first-hand or second-hand?		

Interpreting a Double Bar Graph – James vs Wade

Lebron James and Dwyane Wade started their NBA careers in the same year. Their points per game have been displayed in the double bar graph below.



Part 1

Fill in the frequency table by reading the double bar graph above

Season	First	Second	Third	Fourth	Fifth
Lebron James					
Dwyane Wade					

Part 2

Answer the questions below

a) What number does the graph start with on the y-axis ↑ ?	
b) What is the title of the x-axis → ?	
c) Which type of data is this: first-hand or second-hand?	
d) Which season did Wade score more points than James?	
e) How many more points per game did James score in the first 5 seasons together?	

Tally Marks and Frequency Tables

Part 1

Fill in the table by writing in the frequency of the tally marks

1. The students in a class were asked what their favourite sport is. The results are listed below. Fill in the frequency of the tally marks in each category below.

Category	Football	Hockey	Basketball	Soccer
Tally				
Frequency				

- a) How many people were in the class? _____
- b) Which sport is the most popular in the class? _____
- c) Which sport was the least popular in the class? _____
- d) How many more people liked hockey than basketball? _____



Part 2

Fill in the table by drawing the tally marks based on the frequency

2. Henry asked his friends what food they liked the best. He forgot to write down the categories, but he wrote down the frequency. Help him fill in the table by drawing the tally marks.

Category	Pizza	Sandwich	Hot Dogs	French Fries
Tally				
Frequency	13	5	12	9

- a) How many friends participated in the survey? _____
- b) Which food is the most popular? _____
- c) How many more friends liked French fries than sandwiches? _____

Exit Cards

Cut Out

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

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Sport		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Sport		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Sport		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Sport		
Music		24

Survey – Double Bar Graph – Favourite Food

Directions

- 1) Create two groups that you will ask the survey question, "what is your favourite food?"
- 2) Record the results in the table below. Make sure to keep the data from the two groups separate.

Survey Question		What is your favourite food?					
Group 1	Group 2						
Tally	Tally						

Interpreting Your Survey Results

- 1) Did any of the survey results surprise you?

- 2) Was there a big difference between the two groups? Explain why you think this was the case.

- 3) Why do you think we use a double-bar graph?

Name: _____

43

Curriculum Connection
GP.1

Creating a Double-Bar Graph – Favourite Food

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐



Double Bar Graph – First-Hand Data

Directions

- 1) Create your own survey question that you will ask two different groups
- 2) Decide on two groups to ask the survey question to
- 3) Fill in the organizer below

Survey Question		_____					
Options		_____		_____		_____	
Group 1	Group 2	_____	_____	_____	_____	_____	_____
Tally	Tally	_____	_____	_____	_____	_____	_____

Interpreting Your Survey Results

- 1) Did any of the survey results surprise you?

- 2) Was there a big difference between the two groups? Explain why you think this was the case.

- 3) Which other groups could you ask this survey question to? List 3 more groups.

Name: _____

45

Curriculum Connection
GP.1

My Double Bar Graph – First Hand Data

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐



Creating an Infographic

An **infographic** shares information about a topic in multiple ways. Infographics are great for displaying data that can teach an audience about a topic.

Directions Display the data set in different ways below. Write in the boxes and draw pictures

The Power of the Pro Hockey Clinic is advertising how popular hockey is to parents in their city. They asked boys and girls which sport was their favourite. They took a sample of 100 local kids and only asking 1 out of 5 kids they saw at a park. The results are in!

Hockey		Baseball		Soccer		Baseball		Gymnastics	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
20	14	10	10	6	4	4	14		

Legend



Only 10% of kids prefer baseball as their favourite sport



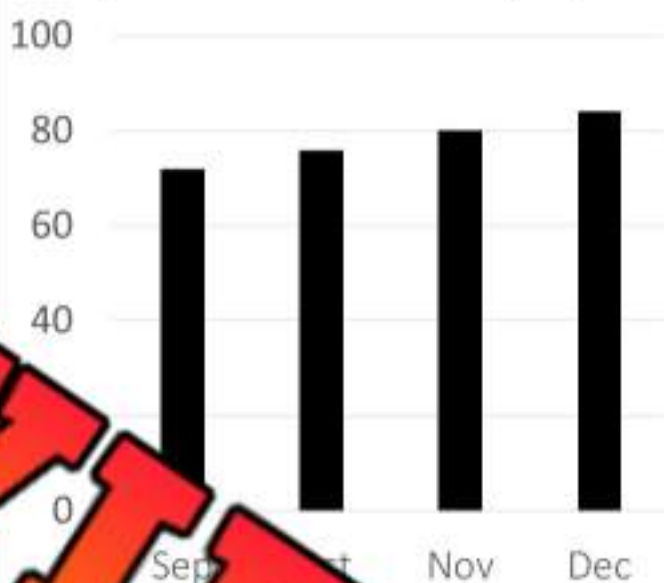
Misleading Graphs

Pretend you just started a necklace making business. You want to show your customers that business is growing like crazy, and they need a necklace to fit in. Which graph would you choose for an infographic?

Necklace Sales – Graph A



Necklace Sales – Graph B



Questions

What do you notice about the two graphs?

a) Which graph would you use to show customers that your sales are growing massively? Why?

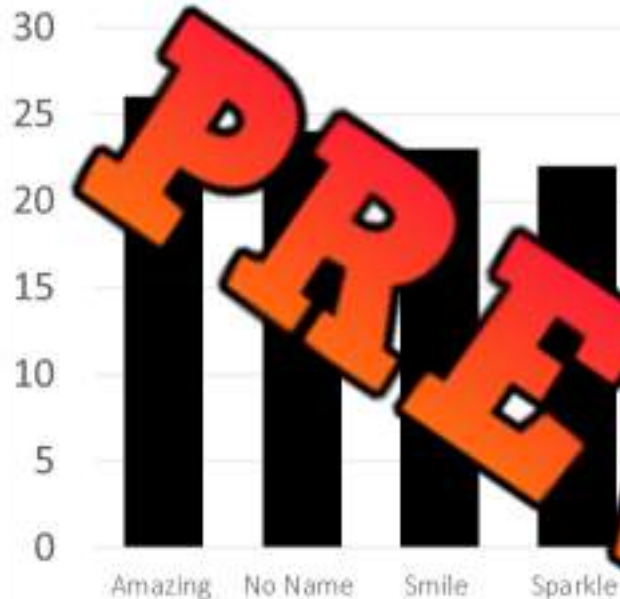
b) How are the graphs different? Do they have the same data?

c) Why is it important to read a graph carefully?

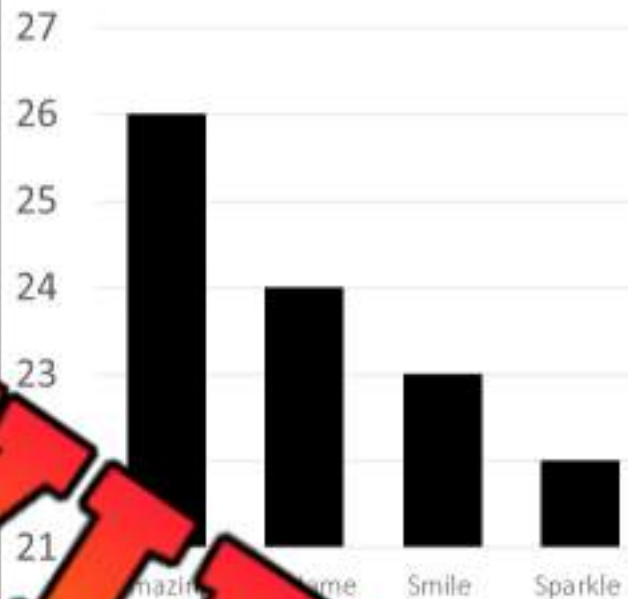
Misleading Graphs

Amazing Toothpaste is advertising that their toothpaste is the most popular brand on the market. Check out the two graphs below and decide which graph they should use.

Best Toothpaste Votes – Graph A



Best Toothpaste Votes – Graph B



Questions

What do you notice about the two graphs?

a) Which graph would you use if you were Amazing Toothpaste?

b) How are the graphs different? Do they have the same data?

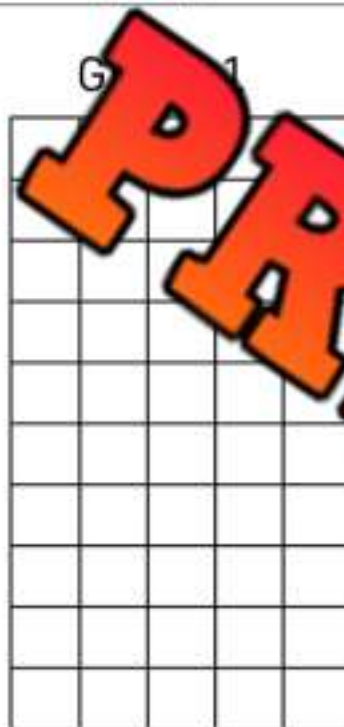
c) Why would advertisers use charts like this to sell their products?

Misleading Graphs

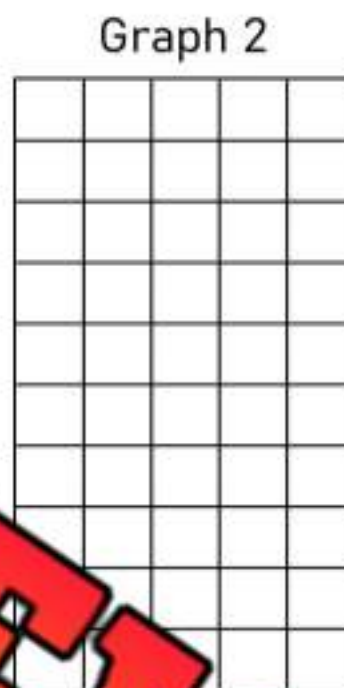
Part 1

Draw two graphs – one that is misleading and one that is honest

If you were selling cola as a business, how would you graph the data to make it look like your product is much more popular than the other products?



Favourite Pop	# of votes
Cola	10
Soft B	20
Energy	7
Ginger Ale	3

**Part 2**

What do you notice about the two graphs?

a) Which graph would the cola business use? Explain why.

b) How did you make the graphs different?

Truth or Lie? Graph Edition

Objective

What are we learning about?

Students will learn to identify and explain misleading elements in graphs, developing critical thinking skills and understanding how data can be manipulated in visual representations.

Materials

What you will need for the activity.

- A set of prepared graphs (some accurate, some misleading)
- Smartboard or projector to display the graphs
- Classroom space for students to stand and view the graphs



Instructions

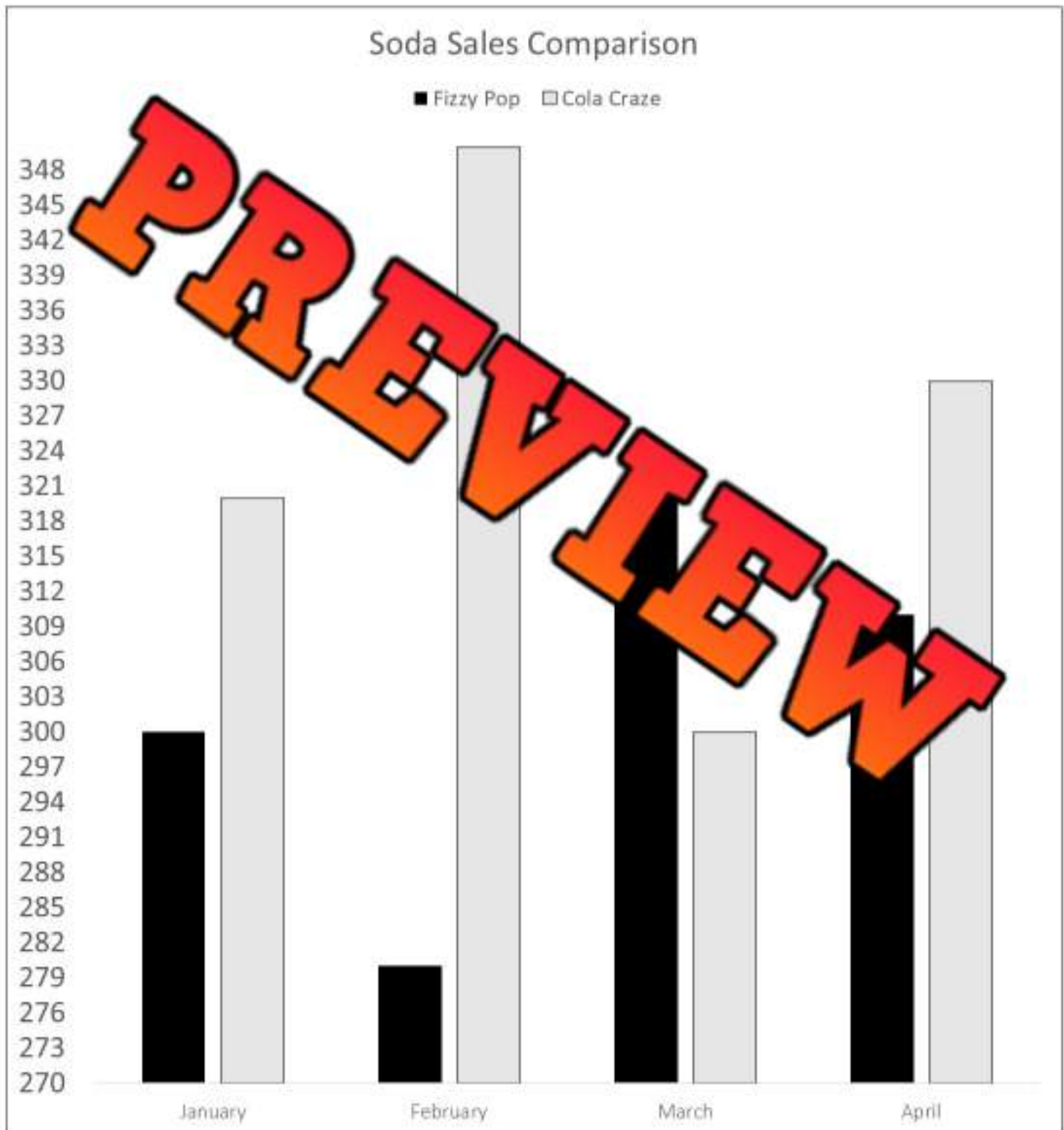
How to complete the activity

1. Begin by explaining the concept of misleading graphs to the students, highlighting common ways graphs can be manipulated (e.g., misleading scales, omitting data, exaggerating differences).
2. Divide the class into small groups or pairs to encourage discussion among students.
3. Show each graph one at a time on the smartboard or projector. Make sure all students can see the graph clearly.
4. After showing each graph, ask the students to use finger signals to make a decision. They show one finger if they believe the graph is true (not misleading) and they show two fingers if they believe the graph is a lie (misleading in some way).
5. Once all students have made their decisions, invite a few students or groups to explain their reasoning. Ask them to point out specific elements of the graph that make it true or misleading, such as the use of a misleading scale or omitted data.
6. Facilitate a class discussion to reinforce key concepts, summarizing the points made by the students and providing additional examples if necessary.
7. Repeat steps 3-6 for each graph in the set. Encourage students to look for new elements that might be misleading as they view different graphs.
8. After all graphs have been discussed, ask the students to reflect on what they have learned. Provide them with questions to think about or answer in their math journals or as a group.

Graph

What do you notice about the graph?

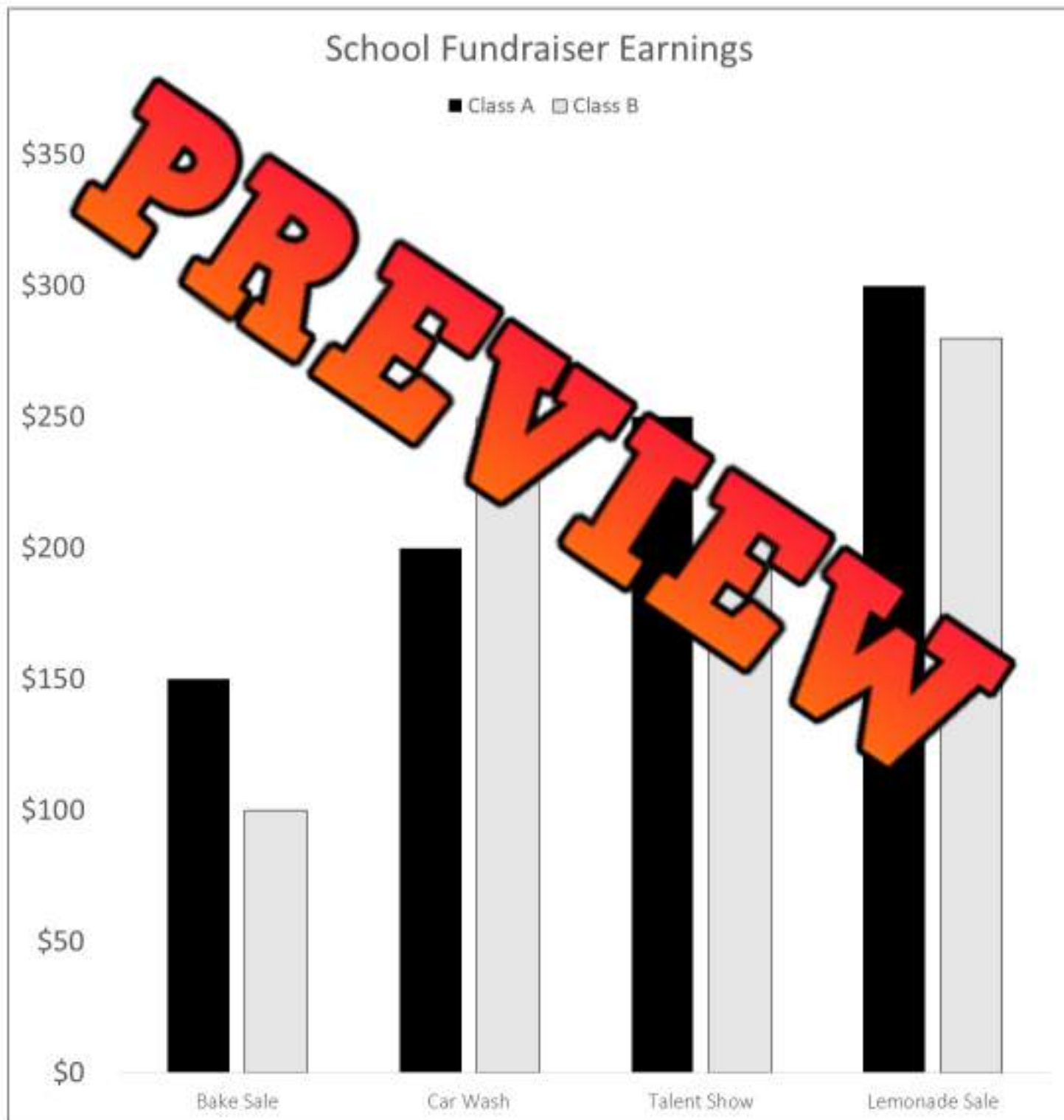
Cola Craze is showing their sales compared to Fizzy Pop over four months (January to April) to show how successful they have been.



Graph

What do you notice about the graph?

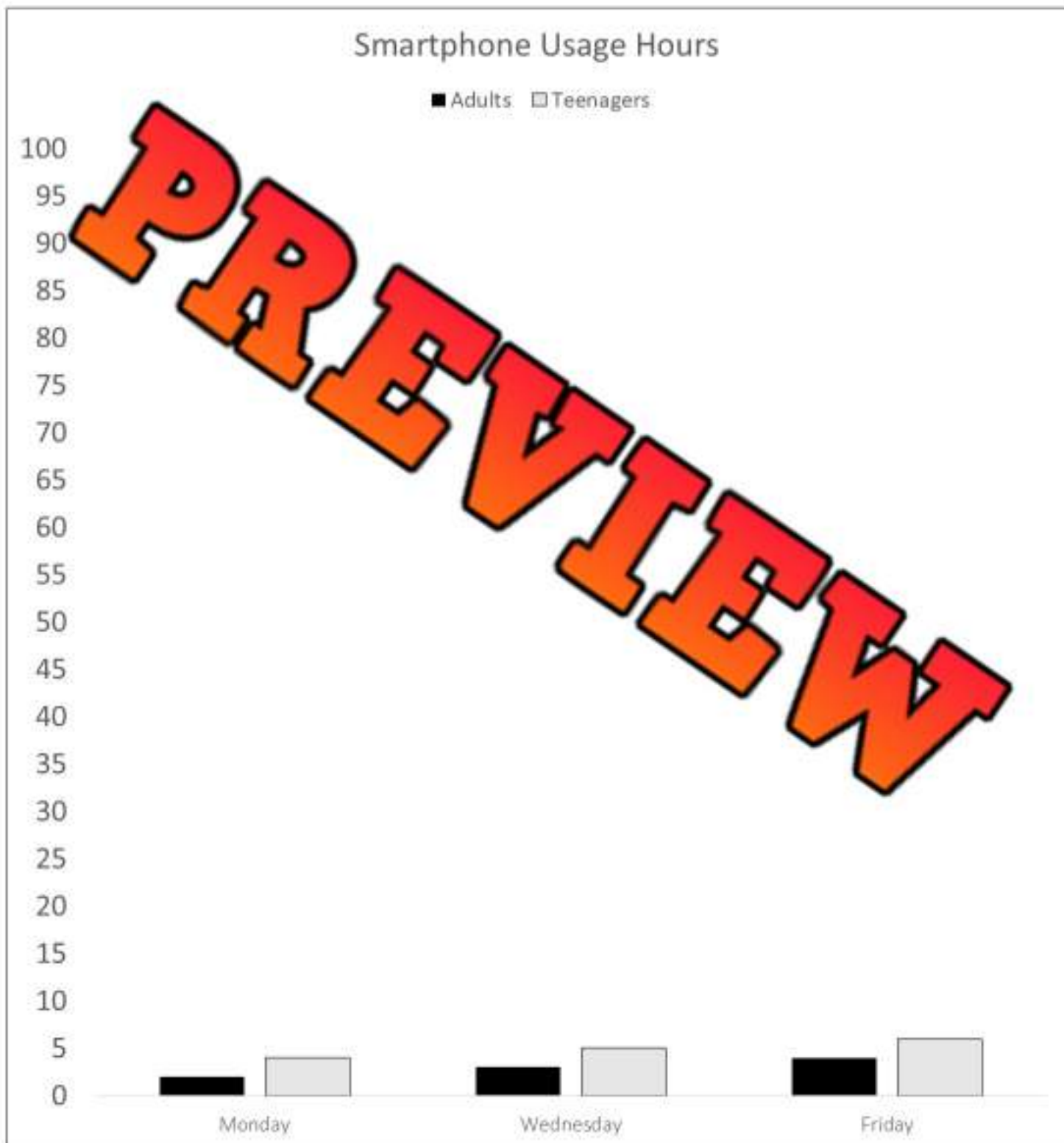
Money was raised by two classes (Class A and Class B) during a school fundraiser over three events (Bake Sale, Car Wash, Talent Show). Class A made this graph to show the results.



Graph

What do you notice about the graph?

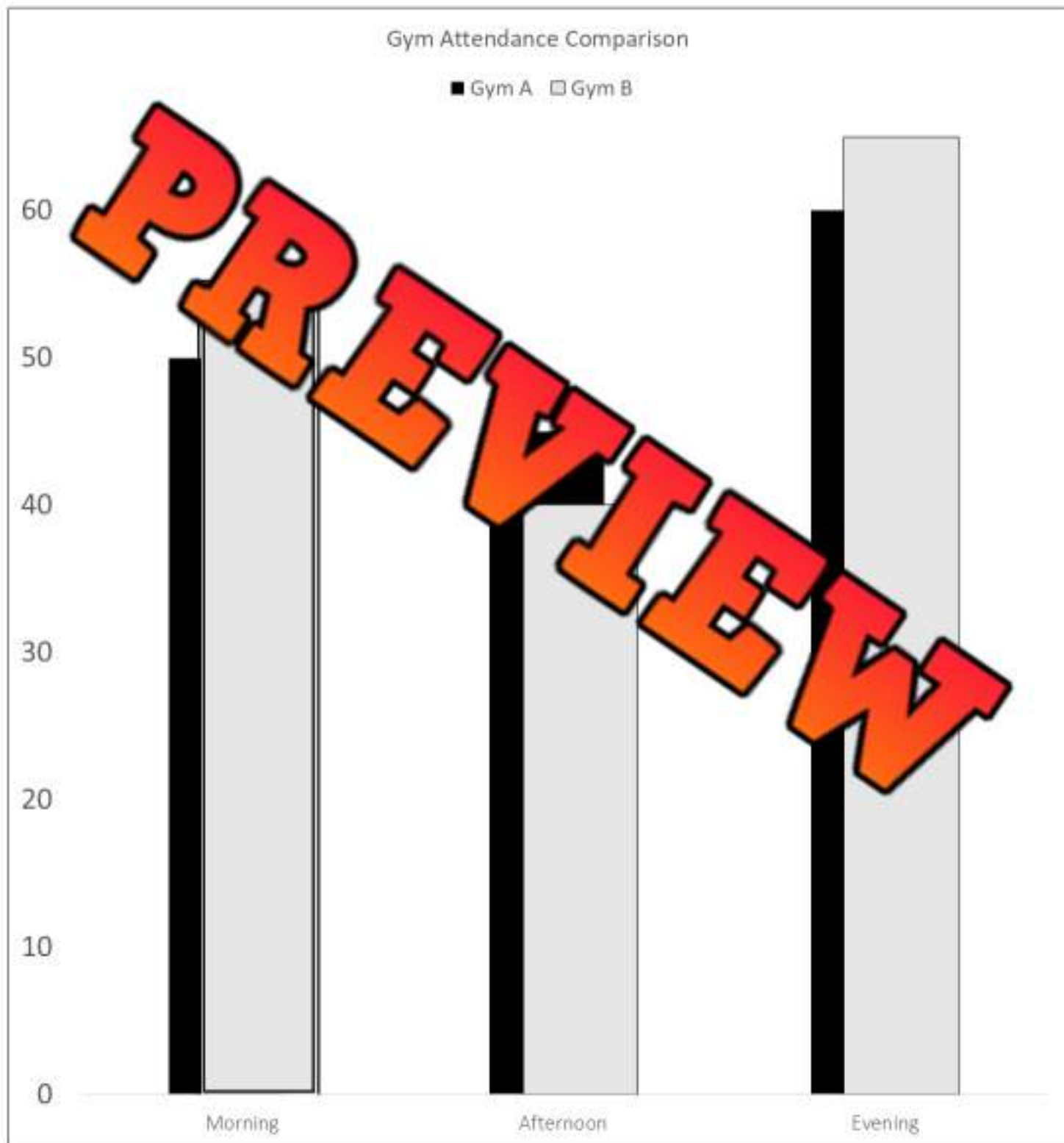
We will compare the daily average hours spent on smartphones by adults and teenagers over a week (7 days). This graph was made by teenagers.



Graph

What do you notice about the graph?

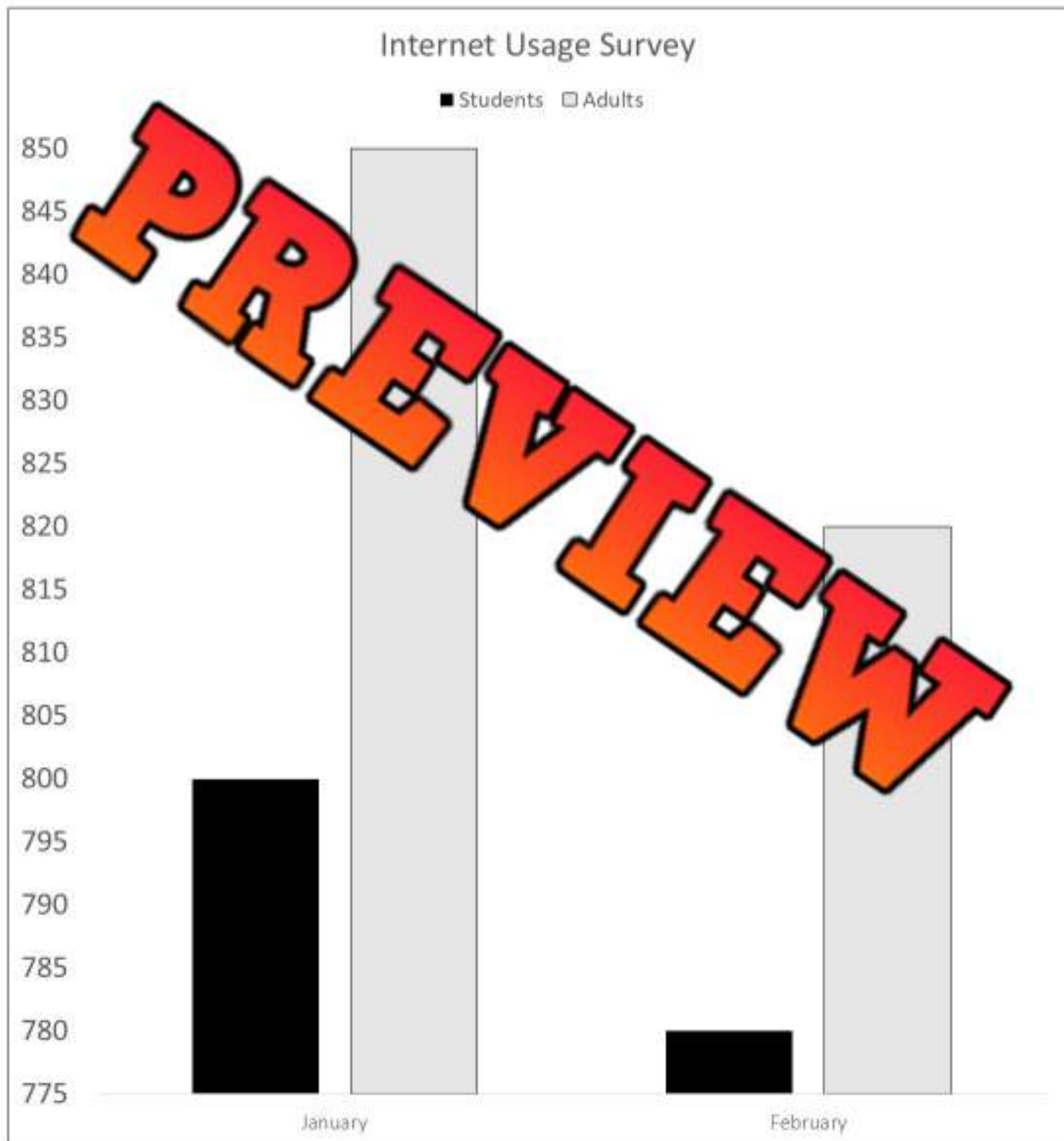
A coach is comparing gym attendance between two locations (Gym A and Gym B) across three time periods (Morning, Afternoon, Evening).



Graph

What do you notice about the graph?

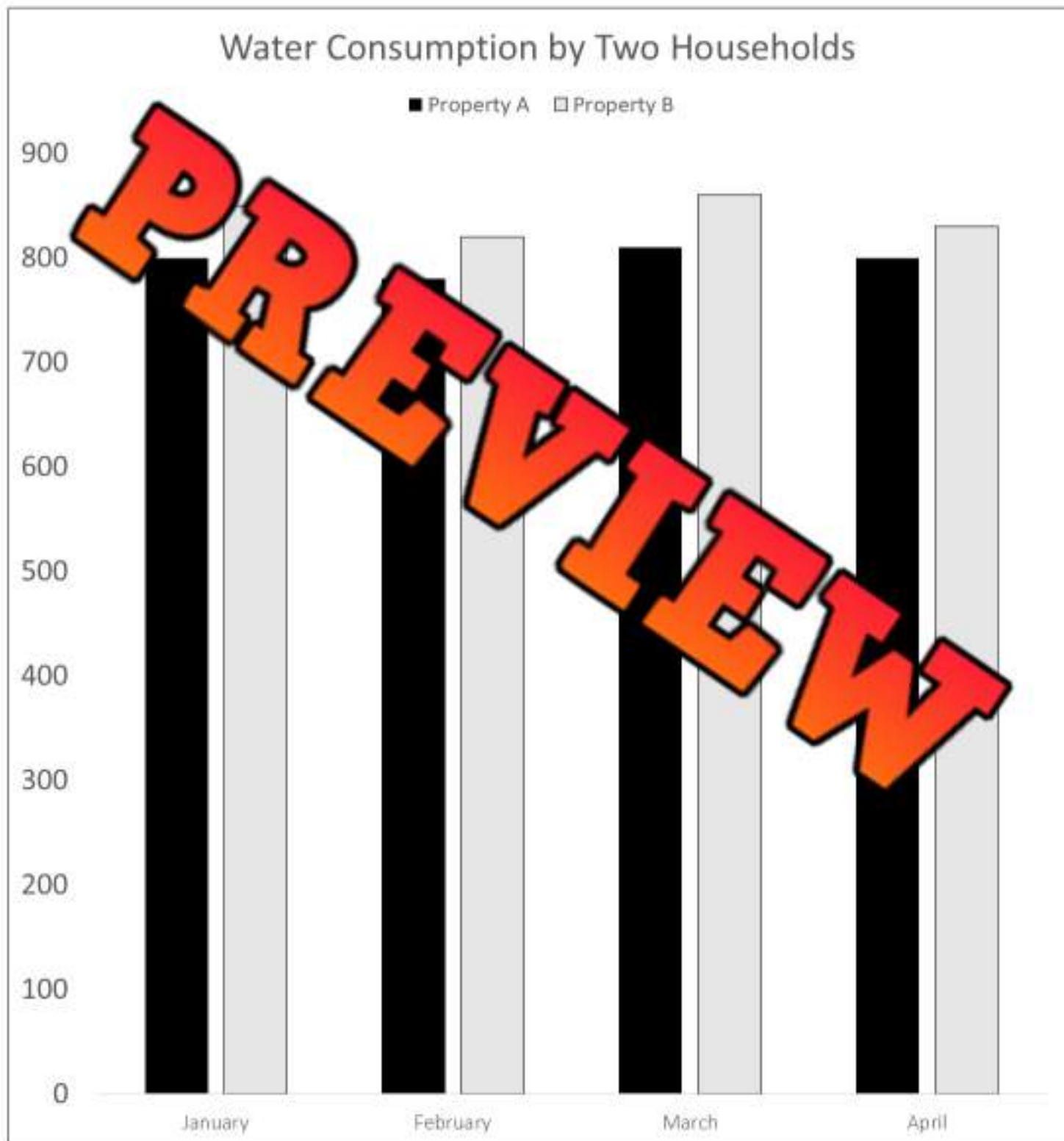
A survey graph comparing the number of hours spent online by students and adults during weekdays and weekends. An adult made the graph.



Graph

What do you notice about the graph?

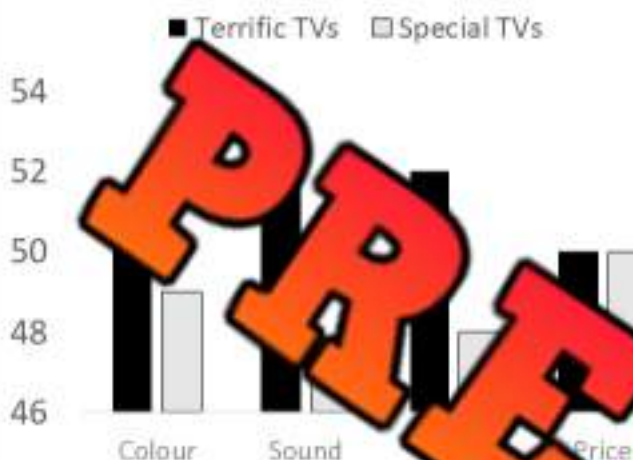
A landlord is reviewing the monthly water consumption (in gallons) of his two properties, Property A and Property B over four months (January to April).



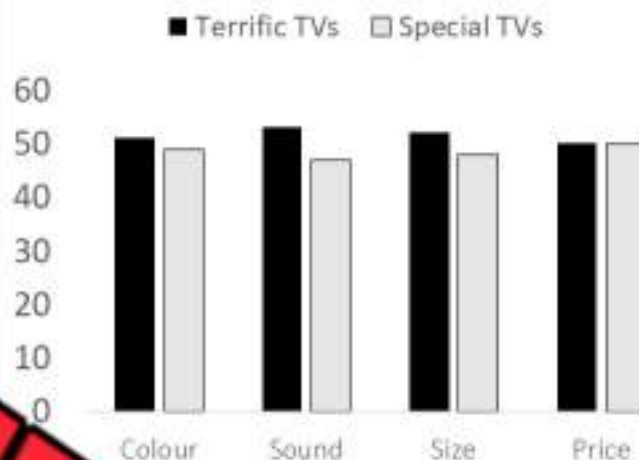
Misleading Graph – Multiple-Bar Graph

Terrific TVs sells televisions. Their biggest competition is a company named, Special TVs. Terrific TVs completed a study that compared the two brands. The results are below.

Best TV – Customer Votes – Graph A



Best TV – Customer Votes – Graph B



Questions

What do you notice about the two graphs?

a) Which graph would you use if you were Terrific TVs? Why?

b) How many more votes in total did Terrific TVs get over Special TVs?

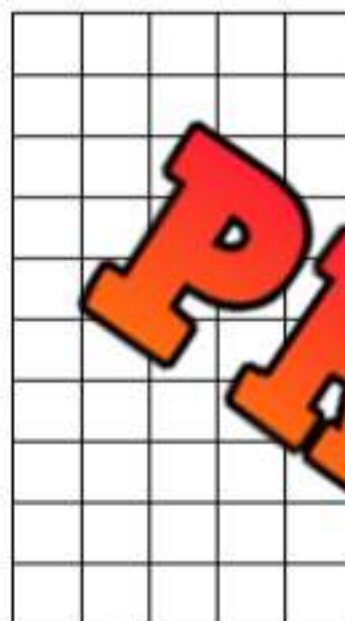
c) Is Terrific TVs a lot better than Special TVs? Explain.

d) Do you think it is fair that businesses create misleading graphs like this one? Explain.

Unit Quiz – Data Literacy

Part 1

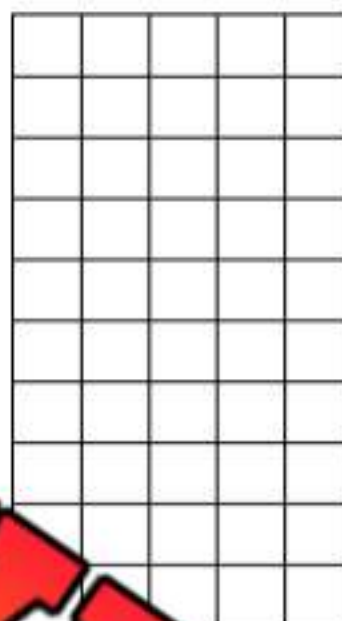
Draw the bars for each of the bar graphs below



Pizza
Chocolate
Spaghetti
Ice Cream
Chicken Wings



Favourite Food	# of votes
Pizza	12
Chocolate	6
Spaghetti	4
Ice Cream	3
Chicken Wings	2



Jake
Nathan
Courtney
Ashley
Luke



Player	# of points
Jake	15
Nathan	30
Courtney	15
Ashley	21
Luke	9

Part 2

Read the description of the data and circle if it is First-Hand or Second-Hand

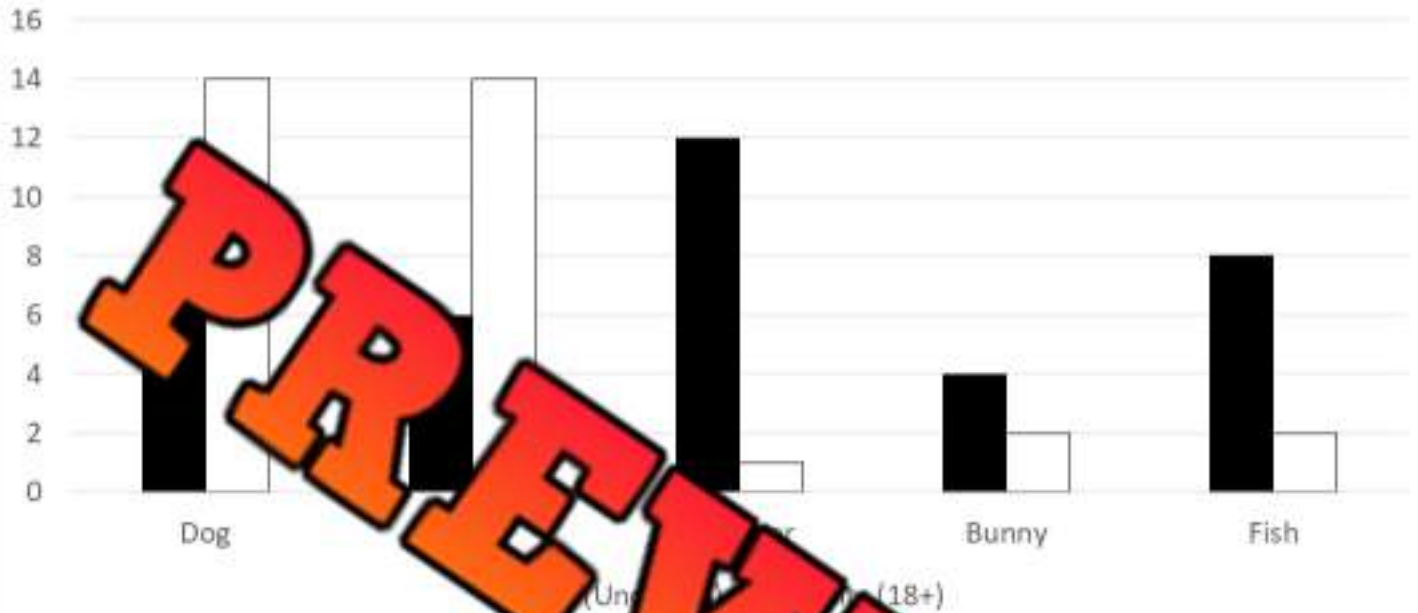
1) You count how many cars drive by each hour in front of your house	First-Hand Second-Hand
2) You measure the shoe sizes of the students in your class	First-Hand Second-Hand
3) You look up which YouTubers had the most views last year	First-Hand Second-Hand
4) You research how much snowfall each province had last year	First-Hand Second-Hand
5) You ask your classmates how many siblings they have	First-Hand Second-Hand

Part 3

Read the graph and answer the questions below

Customers at a pet store were surveyed to see which pet was their favourite.

Favourite Pet



Answer the following questions about the graph above

1. Fill in the frequency table

	Dog	Cat	Hamster	Bunny	Fish
Under 18					
Adults					
Totals					

2. How many customers were surveyed? _____

3. What is the scale of the graph? _____

4. Which pet do kids like the most? _____ Adults? _____

5. How much more popular are dogs than bunnies? _____

Part 4

Graph the data below in a double bar graph

You surveyed the grade 4s and 5s by asking which sport they liked the best. The results are below.

Hockey		Basketball		Soccer		Baseball		Gymnastics	
Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5
8	7	6	10	6	3	7	5	8	5



Legend



- Which sport is the most popular? _____
- Which sport is the least popular? _____
- How many grade 4s were surveyed? _____ Grade 5s: _____
- Is this first-hand or second-hand data? _____
- How would you sample the grade 4 and 5 students in your school for this survey?

Grade 5
Probability

	Curriculum Expectations	Pages
GP.2	probability experiments, single events or outcomes	70 - 93

Certain or Impossible ?

Questions

Circle if the likelihood is certain or impossible.

a) Tuesday will come after Monday.



Certain

Impossible

b) You will drive home from school.



Certain

Impossible

c) You will walk today.



Certain

Impossible

d) You will breathe today.



Certain

Impossible

e) You will drive an airplane today.



Certain

Impossible

f) You will fly today.



Certain

Impossible

g) You will see a bird today.



Certain

Impossible

h) It will rain cats and dogs today.



Certain

Impossible

i) School will end forever today.



Certain

Impossible

j) You will teleport to France.



Certain

Impossible

Name: _____

Describing Probability – Certain, Impossible?**Questions**

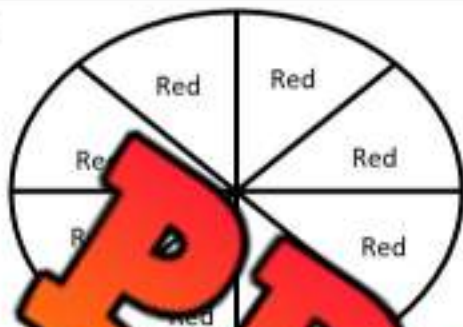
Write 4 examples of events that are certain and impossible.

Certain**Impossible**

PREVIEW

Describing Probability – Certain or Impossible?**Instruction**Read the spinner and describe if the event is certain or impossible

1)

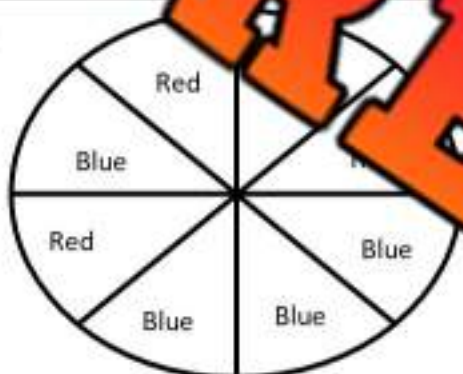


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

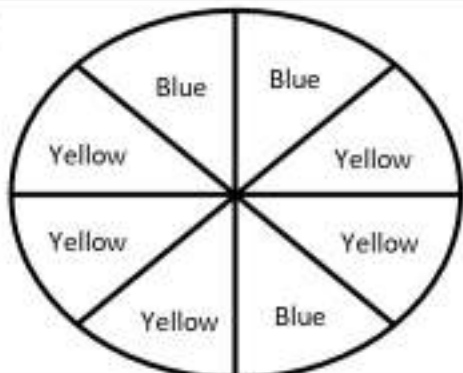


a) Spinning a purple is _____

b) Spinning a red or red is _____

c) Spinning a yellow is _____

3)

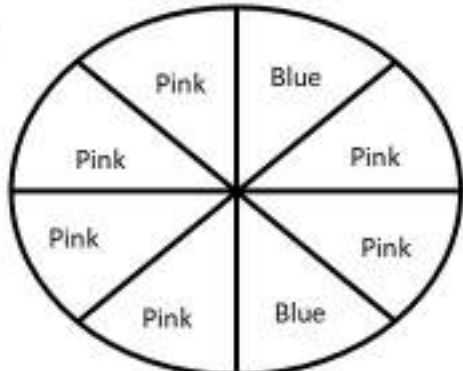


a) Spinning a yellow or blue is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

Describing the Likelihood of Events

Instruction

Circle the likelihood of the event happening.

a) You have a guest speaker today.



Certain
Possible
Impossible

b) You will read a book today.



Certain
Possible
Impossible

c) You will see a dinosaur today.



Certain
Possible
Impossible

d) You play in the NHL this year.



Certain
Possible
Impossible

e) You will drink pop today.



Certain
Possible
Impossible

f) You will drink something today.



Certain
Possible
Impossible

g) It will be dark tonight.



Certain
Possible
Impossible

h) You will fly a space ship home.



Certain
Possible
Impossible

i) You will remember your dream tonight.



Certain
Possible
Impossible

j) You will speak to a friend today.



Certain
Possible
Impossible

Activity: Probability Charades

Objective

What are we learning about?

Students will learn to identify and classify events as certain, possible, or impossible by acting out various scenarios and engaging in critical thinking.

Materials

What will you need for the activity?

- A set of cards with different events written on them (e.g., "It will rain tomorrow," "You will grow wings and fly," "You will rise tomorrow").
- A timer (optional, to keep the game moving).
- A classroom where students can easily act out their scenarios.
- Whiteboard and markers.



Instructions

How will you complete the activity?

1. Begin by explaining the concepts of certain, possible, and impossible events. Give examples to ensure students understand the probability concepts.
2. Divide the class into two teams. If you prefer, you can have students take turns individually instead of dividing into teams.
3. Provide each team or individual student with a scenario card. The student acting out the scenario must not speak but can use gestures and movements to convey the event or they can draw it on the chalkboard/whiteboard.
4. The remaining students or the opposite team will try to guess the event being acted out and decide whether it is a certain, possible, or impossible event.
5. The student or team correctly identifying the event and its probability classification earns a point (or have this student have the choice to go next). Continue the game until all scenario cards have been acted out.
6. At the end of the game, discuss some of the scenarios with the class to reinforce understanding and clarify any misconceptions.

Scenario Cards

A set of scenario cards with different events

Flying by flapping your arms

Your bike disappearing

A paper wad flying to your

Rolling a snowball and it gets
bigger

Breathing underwater

Waiting to get through a locked door

Growing ten centimetres
overnightFinding a treasure chest at
recessHearing someone sneeze at
schoolStepping into a puddle and
getting your shoe wet

Exit Cards

Cut Out

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

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will grow wings and fly to school tomorrow.

Certain | Possible | Impossible

2. You will see a clock or watch today.

Certain | Possible | Impossible

3. You will forget your homework at least once this year.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will grow wings and fly to school tomorrow.

Certain | Possible | Impossible

2. You will see a clock or watch today.

Certain | Possible | Impossible

3. You will forget your homework at least once this year.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will grow wings and fly to school tomorrow.

Certain | Possible | Impossible

2. You will see a clock or watch today.

Certain | Possible | Impossible

3. You will forget your homework at least once this year.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will grow wings and fly to school tomorrow.

Certain | Possible | Impossible

2. You will see a clock or watch today.

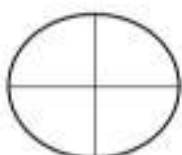
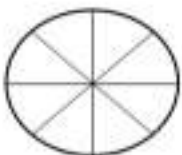
Certain | Possible | Impossible

3. You will forget your homework at least once this year.

Certain | Possible | Impossible

Probability – Finding Halves

Part 1 Shade in half of the shapes. Write the fraction of shaded shapes to total shapes

a) 		b) 		c) 	
d) 		e) 		f) 	

Part 2 What is half of _____ numbers _____ Write the fraction _____

#	Number	Half	Fraction	#	Number	Half	Fraction
1	20	10	$\frac{10}{20}$	5	50		
2	18			9	90		
3	24			10	88		
4	42			11	94		
5	48			12	76		
6	64			13	62		
7	82			14	98		

Probability - Quarters

Part 1 Shade in one quarter of the shapes. Write the fraction of shaded shapes to total shapes

a)  	b)  	c)  
d)  	e)  	f)  

Part 2 Shade in one quarter of the shapes. Write the fraction of shaded in shapes

a)  	b)  	c)  
--	--	--

Part 3 Fill in the tables below

	#	One Quarter	Fraction
1	20	5	$\frac{5}{20}$
2	40		
3	80		
4	16		
5	8		
6	12		
7	44		

	#	One Quarter	Fraction
1	60	15	$\frac{15}{60}$
2	88		
3	52		
4	68		
5	100		
6	36		
7	76		

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:

impossible, less likely, equally likely, more likely, certain

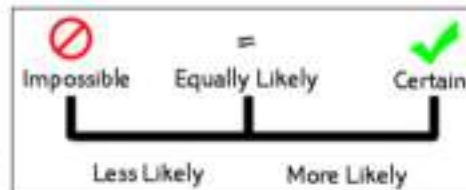
Impossible = Cannot happen

Less Likely = Will probably not happen

Equally likely = There is an equal chance it could happen
and that it won't happen

More Likely = Will probably happen

Certain = Will definitely happen

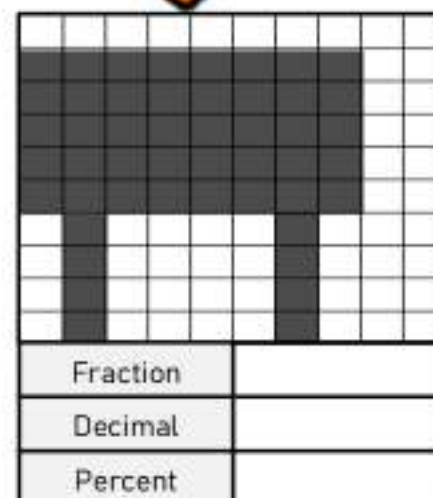
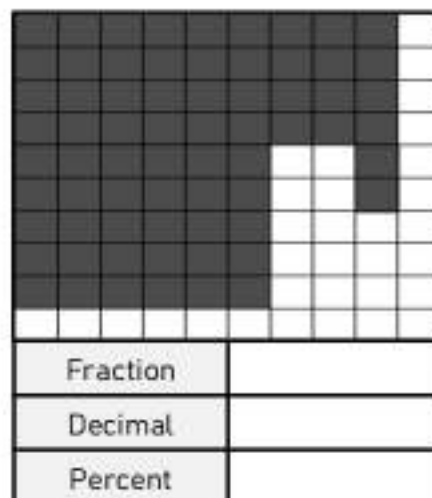
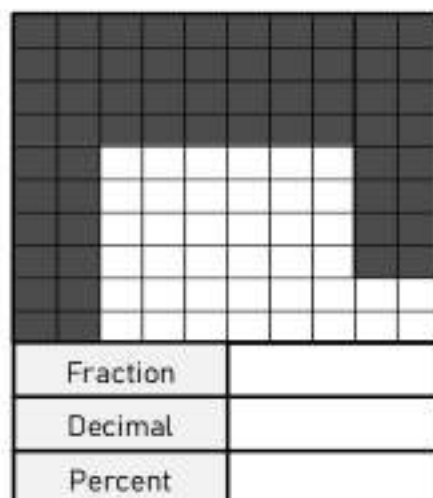
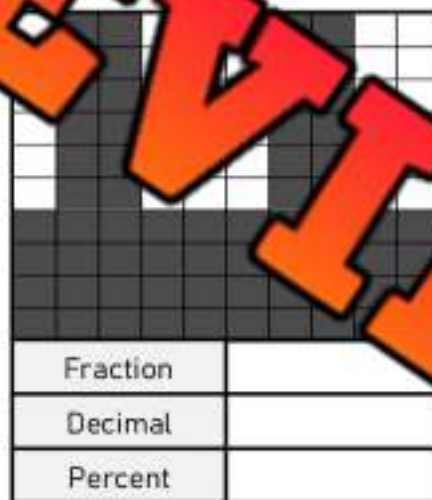
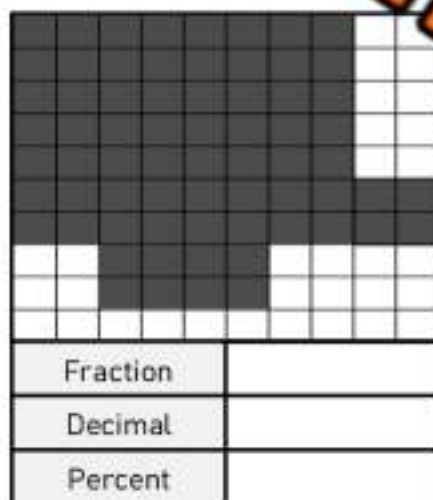
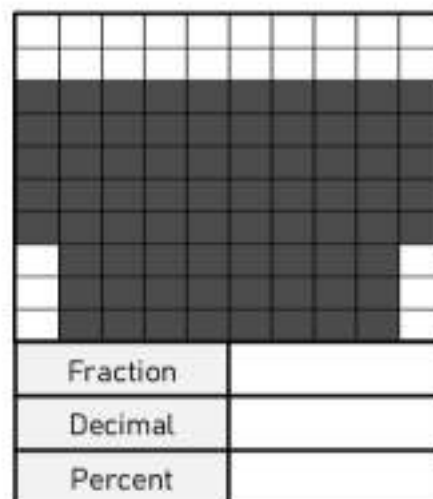
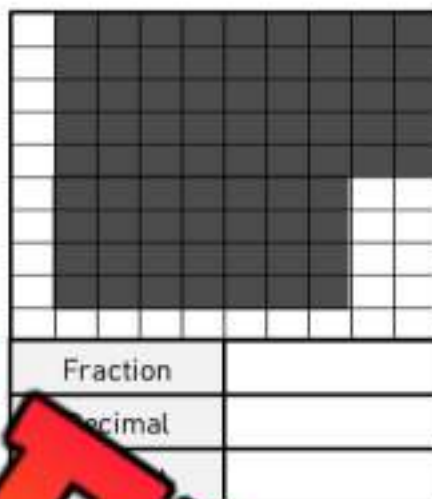
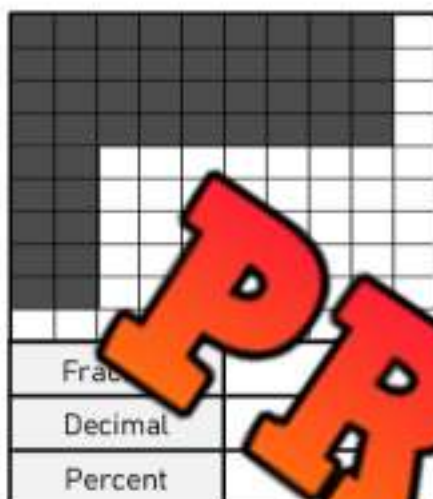


Question: Use the terms to describe the likelihood of the events below

1) You will have ice cream today 	
2) You will drink water today	
3) You will play on an electronic today 	
4) You will win the lottery today	
5) You will see an alien today 	
6) You will ride in a vehicle today	
7) You will sleep tonight 	
8) You will eat chips today	
9) You will go swimming today 	
10) You will play a sport today	

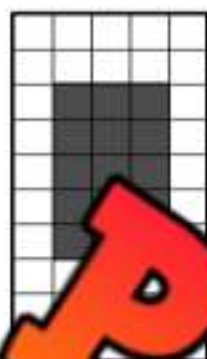
Finding Probability Using Fractions, Decimals, and Percents**Questions**

Represent the probability of hitting the target using a fraction, decimal and percent



Finding Probability Using Fractions, Decimals, and Percents**Questions**

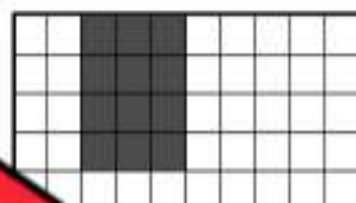
Represent the probability of hitting the target using a fraction, decimal and percent



Fraction	
Decimal	
Percent	

Fraction	
Decimal	
Percent	

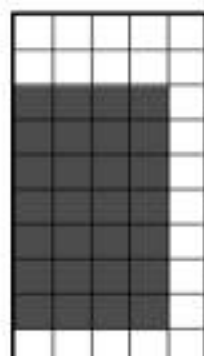
Fraction	
Decimal	
Percent	



Fraction	
Decimal	
Percent	

Fraction	
Decimal	
Percent	

Fraction	
Decimal	
Percent	



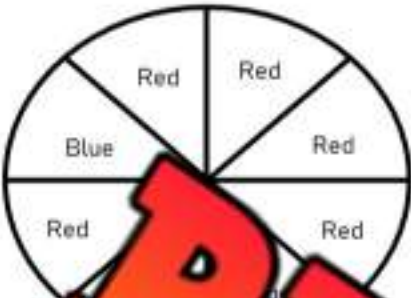
Fraction	
Decimal	
Percent	

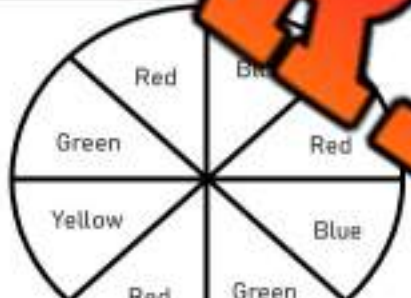
Fraction	
Decimal	
Percent	

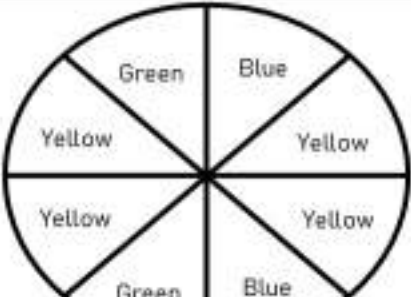
Fraction	
Decimal	
Percent	

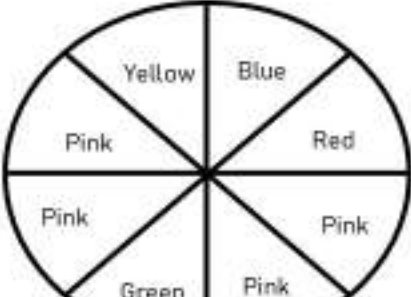
Theoretical Probability - Spinner

Directions Read the spinner and represent the probability using a fraction/decimal/percent

	Fraction	Decimal	Percent
	a) Spinning a red	_____	
	b) Spinning a blue	_____	
	c) Spinning a blue or red	_____	

	Fraction	Decimal	Percent
	a) Spinning a red	_____	
	b) Spinning a blue	_____	
	c) Spinning a yellow	_____	

	Fraction	Decimal	Percent
	a) Spinning a green or blue	_____	
	b) Spinning a yellow	_____	
	c) Spinning a yellow, green or blue	_____	

	Fraction	Decimal	Percent
	a) Spinning a blue or green	_____	
	b) Spinning a blue or yellow	_____	
	c) Spinning a pink	_____	

Theoretical Probability – Rolling a Dice

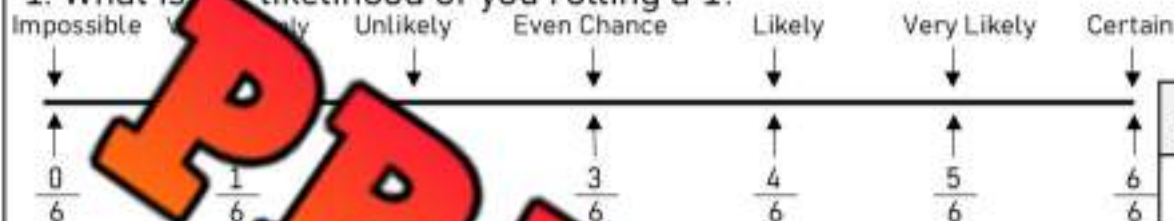
Rolling a Dice: A dice has 6 sides. Each side has a number of dots between 1 and 6. When you roll a dice, you have an unlikely chance of rolling a certain number.



Questions

Circle the fraction that represents the probability of the event

1. What is the likelihood of you rolling a 1?



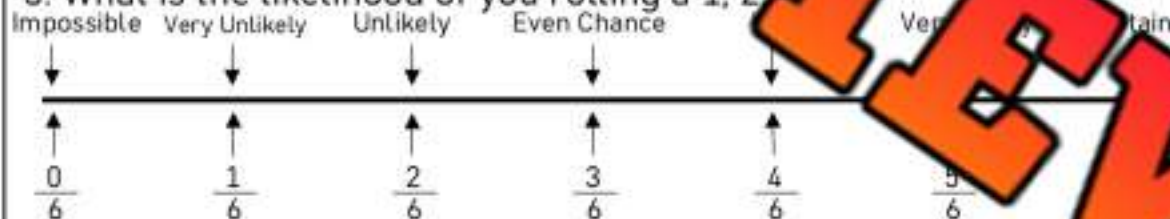
Decimal	Percent

2. What is the likelihood of you rolling a 5?



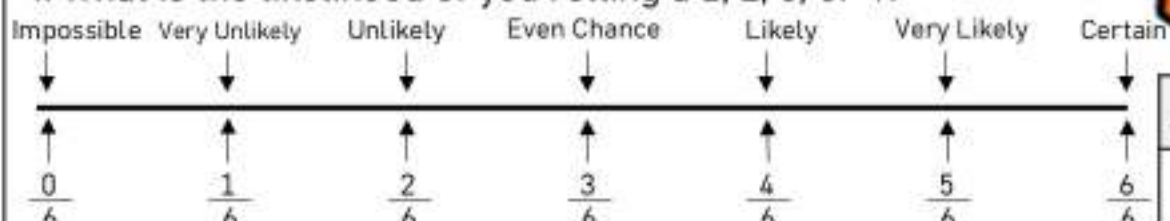
Decimal	Percent

3. What is the likelihood of you rolling a 1, 2, or 3?



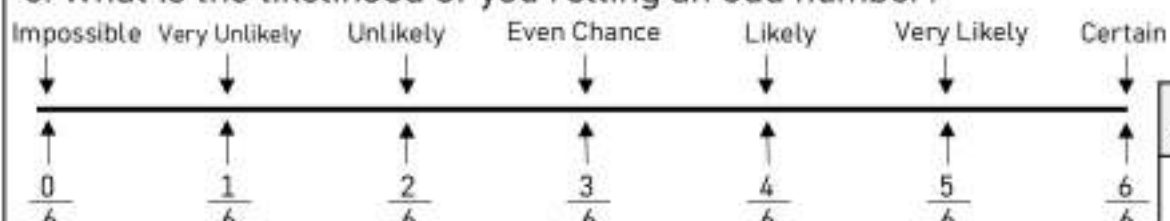
Decimal	Percent

4. What is the likelihood of you rolling a 1, 2, 3, or 4?



Decimal	Percent

5. What is the likelihood of you rolling an odd number?



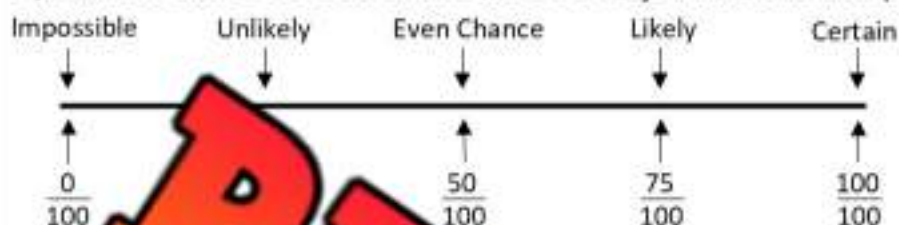
Decimal	Percent

Describing the Likelihood of Events – Probability Line

Questions

Circle the probability of each event happening on the probability line and then write the fraction, decimal, and percent.

1) It has rained 13 out of the last 50 days. What is the probability it will rain tomorrow?



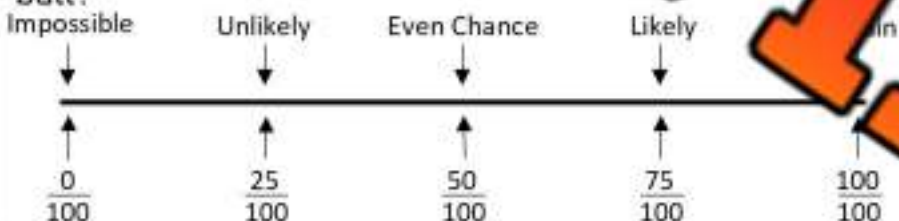
Fraction	Decimal	Percent

2) Steve made 14 out of 25. What is the probability he will make his next shot?



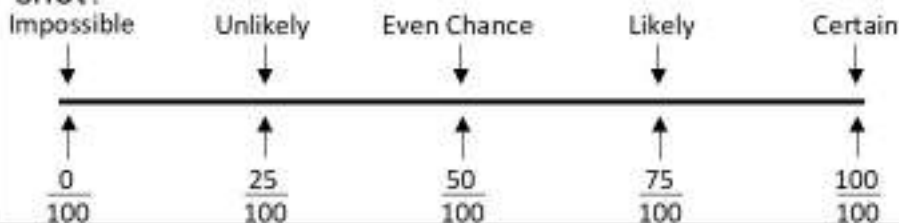
Fraction	Decimal	Percent

3) Heather hits 4 out of 10 balls in basketball. What is the probability she will hit the next ball?



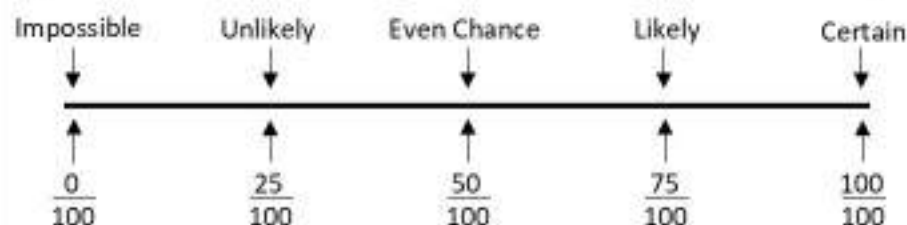
Fraction	Decimal	Percent

4) Caleb has a 0.421 three-point average. What is the chance he will make his next shot?



Fraction	Decimal	Percent

5) In a box of 12 chocolates, 3 are caramel. What is the probability you will get a caramel?



Fraction	Decimal	Percent

Exit Cards

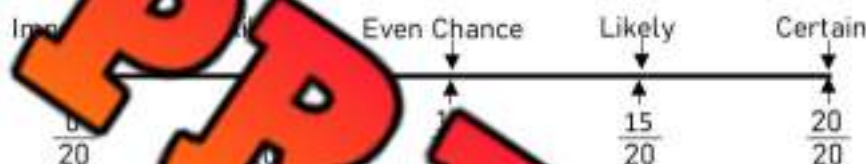
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

A bookshelf contains 20 books: 10 are fiction, 5 are non-fiction, and 5 are graphic novels.

Circle the probability term and write the fraction, decimal, and percent.

1. What is the likelihood of picking a fiction book?



Fraction	Decimal	Percent

2. What is the likelihood of picking a fiction or non-fiction book?



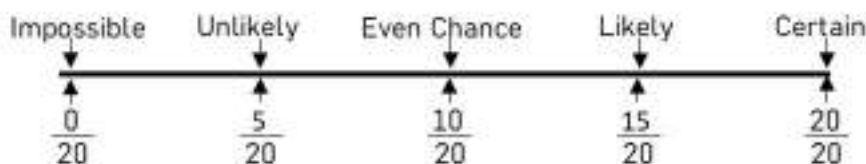
Fraction	Decimal	Percent

Name: _____

A bookshelf contains 20 books: 10 are fiction, 5 are non-fiction, and 5 are graphic novels.

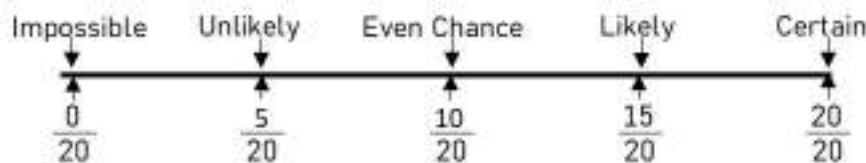
Circle the probability term and write the fraction, decimal, and percent.

1. What is the likelihood of picking a fiction book?



Fraction	Decimal	Percent

2. What is the likelihood of picking a fiction or non-fiction book?



Fraction	Decimal	Percent

Describing the Likelihood of Events

Marbles

There are 20 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Frequency

Fill in the frequency table below

Color	Frequency

Questions

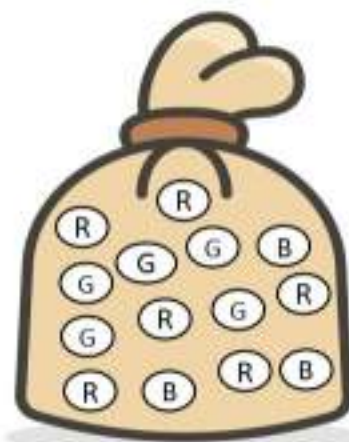
- 1) Describe the probability of pulling out a marble as impossible, equally likely, more likely or certain
- 2) Represent the probability of pulling out a marble as a fraction/decimal/percent

Event	Decimal	Percent
1. What is the probability of pulling out a black marble? Probability:		
2. What is the probability of pulling out a grey marble? Probability:		
3. What is the probability of pulling out a white marble? Probability:		
4. What is the probability of pulling out a black, white, or grey marble? Probability:		
5. What is the probability of pulling out a black or white marble? Probability:		
6. What is the probability of pulling out a green marble? Probability:		

Describing the Likelihood of Events

Candies

There are 14 candies in a bag. 6 are red, 3 are blue, and 5 are green.



Frequency Table

Fill in the frequency table below

Colour	Frequency

Questions

- 1) Describe the probability of pulling a candy as likely, equally likely, more likely or certain
- 2) Represent the probability of pulling a candy as a fraction/decimal/percent

Event	Decimal	Percent
1. What is the probability of pulling out a red candy? Probability:		
2. What is the probability of pulling out a blue candy? Probability:		
3. What is the probability of pulling out a green candy? Probability:		
4. What is the probability of pulling out a red, blue, or green candy? Probability:		
5. What is the probability of pulling out a blue or green candy? Probability:		
6. What is the probability of pulling out a purple candy? Probability:		

Describing the Likelihood of Events

Gumball Machine

There are 20 gumballs in a machine. What is the likelihood of you pulling out a red (R), yellow (Y), green (G), or blue (B) gumball?

Frequency Table

Fill in the frequency table below

Colour	Frequency
Green	



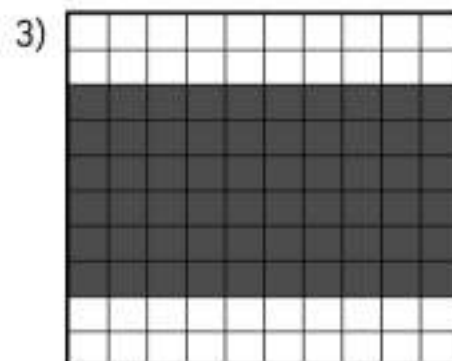
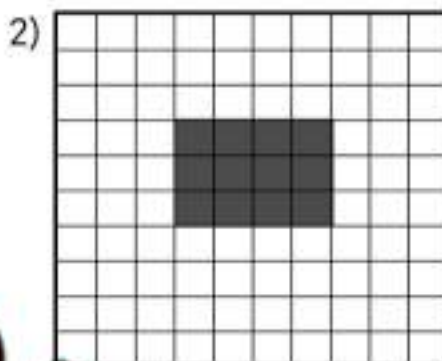
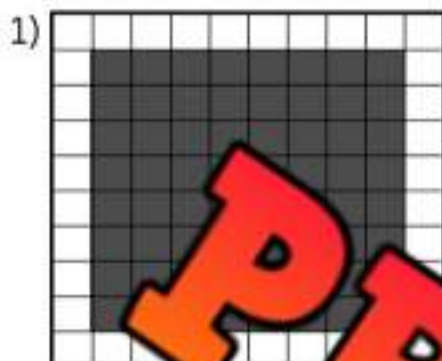
Questions

- 1) Describe the probability of pulling out a gumball as equally likely, more likely or certain
- 2) Represent the probability of pulling out a green gumball as a fraction/decimal/percent

Event	Decimal	Percent
1. What is the probability of pulling out a green gumball? Probability:		
2. What is the probability of pulling out a pink gumball? Probability:		
3. What is the probability of pulling out a blue or green gumball? Probability:		
4. What is the probability of pulling out a red or yellow gumball? Probability:		
5. What is the probability of pulling out a blue, red, yellow, or green gumball? Probability:		
6. What is the probability of pulling out a red gumball? Probability:		

Unit Quiz - Probability

Part 1 Represent the probability of hitting the target using a fraction, decimal and percent

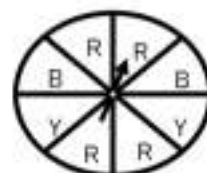


Fraction	Decimal	Percent

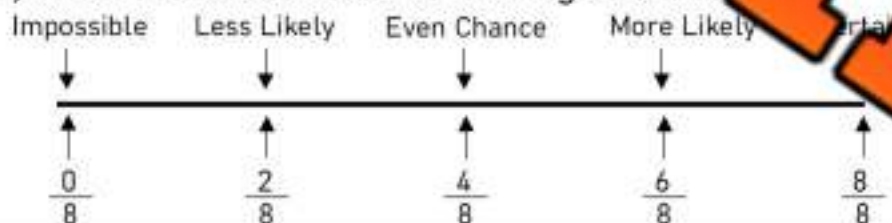
Fraction	Decimal	Percent

Part 2

Read the spinner and write the fraction of each scenario. Then write the fraction.

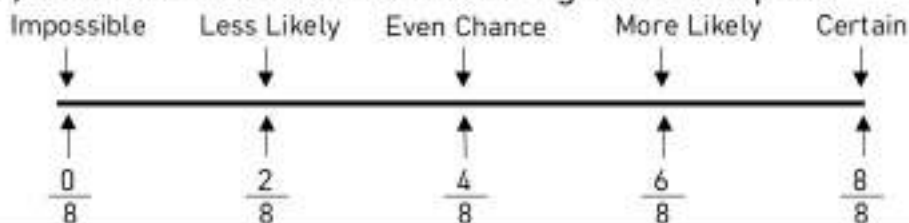


1) What is the likelihood of landing on a red part?



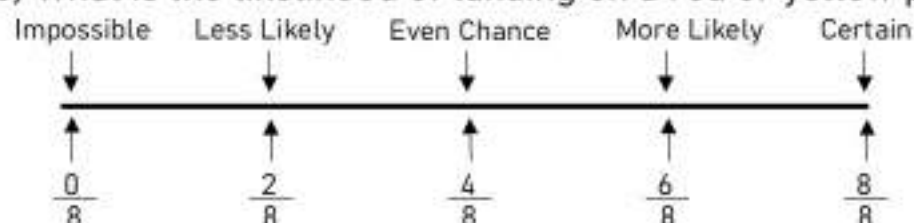
Fraction

2) What is the likelihood of landing on a blue part?



Fraction

3) What is the likelihood of landing on a red or yellow part?



Fraction

Marbles

There are 24 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Part 3 Fill in the frequency table below

Marble Colour	Frequency
White	

Part 4

- Describe the probability of pulling out a marble, less likely, equally likely, more likely or certain
- Represent the probability of pulling out a marble as a fraction/decimal/percent

Even	Fraction	Decimal	Percent
1. What is the probability of pulling out a black marble?			
Probability:			
2. What is the probability of pulling out a grey marble?			
Probability:			
3. What is the probability of pulling out a white marble?			
Probability:			
4. What is the probability of pulling out a black, white, or grey marble?			
Probability:			
5. What is the probability of pulling out a black or white marble?			
Probability:			
6. What is the probability of pulling out a green marble?			
Probability:			



Google Slides Lessons Preview





BC Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

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

Why Are We Learning This?

Imagine you're saving up for a new bike that costs \$1,499. If you don't understand place value, you might think it's only \$149 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

Tlingit Counting Using Hands and People

Drag the numbers to determine what the symbols represent in Tlingit counting.

#	Symbols	Number
1		
2		
3		
4		
5		
6		

1 2 3 4 5
6 7 8 9 0



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Writing Numbers

Write the following numbers on a piece of paper after they are read aloud.

1. Ten-thousand eight hundred thirty-three.
2. Thirty-three thousand, eight hundred twenty-one.
3. Three hundred seventeen thousand, seven hundred sixty-four.
4. Six hundred forty-one thousand, two hundred fifty-nine.
5. Nine hundred sixty-eight thousand, three hundred fifteen.
6. Seven hundred seventy-two thousand, six hundred eleven.
7. Eight hundred thirty-seven thousand, five hundred thirty-nine.
8. Four hundred eighty thousand, one hundred ninety-nine.



BC Math Curriculum Number Unit – Grade 5

Base Ten Blocks

Count the groups of blocks and write the total.

1 2 3 4 5
6 7 8 9 0

1000 100 10 1

16 723

21 52 324

3) 39 456

4) 88 479

greater than

equal to

lessor than



26 876	is	54 436
54 634	is	57 509
75 300	is	31 456
13 456	is	56 076
56 908	is	102 354
102 345	is	204 678
204 678	is	556 678
555 876	is	



BC Math Curriculum Number Unit – Grade 5

Comparing Base Ten Blocks

Drag the correct sign between the number of base ten blocks.

Examples of comparisons shown:

- $\times 65$ vs $\times 44$
- $\times 170$ vs $\times 100$
- $\times 56$ vs $\times 270$
- $\times 3$ vs $\times 10$ vs $\times 3$
- $\times 6$ vs $\times 11$ vs $\times 70$
- $\times 6$ vs $\times 54$

Writing

Match the decimal numbers with their word names.

123.05	One hundred sixty-seven and eight thousandths
14.9	One thousand eight hundred ninety and four tenths
167.008	One hundred twenty-three and five hundredths
56.222	One hundred seventy-nine and one hundred eight thousandths
1 890.4	Nine thousand nine hundred ninety-nine and one thousandth
6701.56	Ninety-three and forty-two hundredths
179.108	Fifty-six and two hundred twenty-two thousandths
9999.001	Six hundred and twenty-one thousandths
600.021	Fourteen and nine tenths
93.42	Six thousand seven hundred one and fifty-six hundredths

#	Number 1	Sign	Number 2
1	0.5		0.57
2	2.34		4.2
3	0.932		0.88
4	4.587		4.58
5	45.758		54.758
6	35.300		35.3
7	115.89		114.989
8	345.562		543.26
9	848.08		848.80
10	962.105		962.105
11	5 403.456		5 304.654
12	8 769.894		8 769.489



Workbook Preview



Grade 5 Stand Number

	Curriculum Expectations	Pages
N.1	number concepts to 1 000 000	5 - 42
N.2	decimals to thousandths	43 - 75
N.3	equivalent fractions	76 - 95
N.4		96 - 118
N.5		119 - 173
N.6	multiplication and division to three digits, including division with remainders	203 - 237, 256 - 274
N.7	addition and subtraction of decimals to thousandths	109 - 113, 119 - 125
N.8	addition and subtraction facts to 20 (extending computational fluency)	158 - 173
N.9	multiplication and division facts to 100 (emerging computational fluency)	176 - 202, 238 - 255

Preview of 120 pages from
this product that contains
532 pages total.

Tlingit Counting Using Hands and People

Tlingit counting groups numbers by the body: 5 = "hand" (keijín), 10 = "two hands" (jinkaát), and 20 = "one person" (tleikáa; ten fingers + ten toes). In practice, people bundled and tallied goods in 20s, 5s, and 1s, and said the number words that show those groups.

For example, 58 salmon strips could be tracked as two "persons" (20) + three "hands" (15) + three singles (tléix' each).



= 5



= 20

#	Symbols	Number
1		
2		
3		
4		
5		
6		
7		
8		
9		

Name: _____

6

Curriculum Connection
N.1

Tlingit Counting Using Hands and People

Instructions

Draw the symbols to represent the numbers in Tlingit



= 20



= 5

#	Numbers	Symbols
1		
2	15	
3	25	
4	40	
5	65	
6	90	
7	115	
8	135	

Tsimshian Counting: Three Systems

In **Sm'algayax** (Tsimshian), the word for a number changes depending on what you count. For class we talk about three sets:

- one for people,
- one for animals or flat things (like skins or mats),
- and a general set for other things.

For example, the word for "two" is gu'pl for things, t'apxaat for animals/flat things, and t'apxool for people.

Refer to the reference table to answer the questions on the next page.

#	General Objects	Animals, Flat Objects	Humans
1	k'ool	k'yaak	k'ool
2	gu'pl	t'apxaat	t'apxadool
3	k'wili	gwülon	gwüloon
4	txaalpx	txaalpx	txaalpxdool
5	kwstuuns	kwstuuns	kwstuunsdool
6	k'oolt	k'oolt	k'ooldool
7	t'apxoolt	t'apxoolt	t'apxaldool
8	yukwdeelt	k'andoolt	yukwla'adool
9	kstimoos	kstimoos	kstamasool
10	kpiil	k'yap	kpool

Tsimshian Counting: Three Systems**Instructions**

Fill in the blanks by figuring out if the sentence is talking about people, animals/flat objects, or general things.

#	Sentence	Answer
1	There are _____ (5) fish on the drying rack.	kstimoos (animal)
2	There are _____ (3) books to return.	
3	There are _____ (7) drummers on stage.	
4	There are _____ (2) _____ on shelf.	
5	There are _____ (1) _____	
6	There are _____ (9) singers _____.	
7	There is _____ (1) dog by the pond.	
8	There are _____ (3) dogs running in the field.	
9	There are _____ (4) blankets folded on the bench.	
10	There are _____ (8) mats stacked by the wall.	
11	There are _____ (5) pencils on the desk.	
12	There is _____ (1) basket on the floor.	
13	There are _____ (10) dancers in the gym.	
14	There are _____ (4) stones in the bucket.	

Name: _____

9

Curriculum Connection
N.1

Place Value Chart

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

Part 1

Fill in the place value charts below

1) 347 284

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

3) 247

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Part 2

Which place value is the underlined number?

1) 724 <u>8</u> 32 Tens	2) 727 5 <u>3</u> 4	3) 326 291
4) <u>8</u> 32 467	5) 232 85 <u>2</u>	6) 93 <u>5</u> 284
7) 2 <u>9</u> 2 423	8) 17 <u>3</u> 344	9) <u>9</u> 03 032

Name: _____

10

Curriculum Connection
N.1**Place Value – How Many ...**

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

Part 1

Fill in the table below

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

Part 2

Fill in the blanks with the missing number

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

Place Value – World Problems

Questions

Answer the word problems below



- 1) Ben has 147 thousands blocks, 3 hundreds blocks, 2 tens blocks and 3 ones blocks. Chris has 145 thousands blocks, 6 hundreds blocks, 7 tens blocks and 9 ones blocks. Chris thinks he has more because he has more blocks. Is he right?

- 2) My number has 2 thousands, 7 ones, 2 more hundreds than ones, half as many tens as thousands and 1 thousand, 2 tens, and 5 thousands. What is my number?

- 3) My number has 5 ones, 3 thousands, twice as many hundreds as thousands, 4 ten thousands, half as many hundreds as ten thousands, and 9 tens. What is my number?

- 4) My number has 8 hundred thousands, 3 tens, 5 more ten thousands as tens, 2 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

Name: _____

12

Curriculum Connection
N.1

Expanded Form

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

Part 1

What is the standard form of the numbers below?

1) $500000 + 1000 + 400 + 80 + 3$

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

3) $200000 + 60000 + 4000 + 70 + 5$

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

5) $300000 + 50000 + 2000 + 90 + 5$

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

Part 2

What is the expanded form of the numbers below?

1) 351 347

2) 298 447

3) 978 482

4) 758 318

5) 647 207

Exit Cards

Cut Out

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

Name: _____

a) What is the standard form of the number below?

$$700000 + 1000 + 200 + 40 + 1$$

b) What is the expanded form of the number below?

591 349

Name: _____

a) What is the standard form of the number below?

$$700000 + 60000 + 1000 + 200 + 40 + 1$$

b) What is the expanded form of the number below?

591 349

Name: _____

a) What is the standard form of the number below?

$$700000 + 60000 + 1000 + 200 + 40 + 1$$

b) What is the expanded form of the number below?

591 349

Name: _____

a) What is the standard form of the number below?

$$700000 + 60000 + 1000 + 200 + 40 + 1$$

b) What is the expanded form of the number below?

591 349

Written Form

1 - One	5 - Five	9 - Nine	13 - Thirteen	17 - Seventeen	30 - Thirty	70 - Seventy
2 - Two	6 - Six	10 - Ten	14 - Fourteen	18 - Eighteen	40 - Forty	80 - Eighty
3 - Three	7 - Seven	11 - Eleven	15 - Fifteen	19 - Nineteen	50 - Fifty	90 - Ninety
4 - Four	8 - Eight	12 - Twelve	16 - Sixteen	20 - Twenty	60 - Sixty	100 - Hundred
						1000 - Thousand

Part 1 Write the standard form of the written words below

1) Six hundred thirty-nine thousand, two hundred	2) Nine hundred sixty-eight thousand, three hundred fifteen.
3) Seven hundred twenty-two thousand, six hundred	4) Eight hundred thirty-seven thousand, five hundred thirty-nine.
5) Four hundred eighty thousand, one hundred ninety-nine.	Three hundred seventeen thousand, seven hundred sixty-four.

Part 2 Write the written form of the number

1) 135 142
2) 467 999
3) 633 237
4) 294 375
5) 253 032

Task Cards: Place Value

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 24 task cards
- Answer sheet for answers
- Pencils

1 2 3 4 5
6 7 8 9 0

Instructions

How you will run the activity

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

Task Cards

Cut out the task cards below

Card 1:

Six hundred forty-one thousand, two hundred fifty-nine

- a) 614,259
- b) 641,295
- c) 641,259

Card 5:

What is the expanded form of the number below?

591,349

- a) $500,000 + 90,000 + 10,000 + 300 + 40 + 9$
- b) $500,000 + 90,000 + 1,000 + 300 + 40 + 9$
- c) $500,000 + 90,000 + 1,000 + 3,000 + 40 + 9$

Card 6:

Two hundred nine thousand, three hundred forty-five

- a) 425,705
- b) 425,750
- c) 452,705

- a) 209,345
- b) 290,453
- c) 209,354

Card 3:

432,730

- a) $400,000 + 30,000 + 2,000 + 700 + 30$
- b) $400,000 + 30,000 + 20,000 + 700 + 30$
- c) $400,000 + 30,000 + 2,000 + 700 + 300$

Seven hundred seven thousand, seven hundred thirty-five

- a) 707,350
- b) 772,265
- c) 772,650

Card 4: $700,000 + 60,000 + 1,000 + 200 + 40 + 1$

- a) 761,241
- b) 760,241
- c) 761,201

Card 8:

Fifty-eight thousand, ninety

- a) 58,009
- b) 58,900
- c) 58,090

Task Cards

Cut out the task cards below

Card 17:

What is the expanded form of the number below?

745,210

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

Card 21: $(7 \times 100\,000) + (4 \times 10\,000) + (5 \times 1\,000) + (9 \times 100) + (2 \times 10)$

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

Eight hundred thousand, four hundred twenty-six

- a) 820,345
b) 820,456
c) 802,456

Card 22:

654,321

 $600,000 + 50,000 + 4,000 + 30 + 20 + 1$
 $600,000 + 50,000 + 4,000 + 300 + 20 + 1$
 $600,000 + 50,000 + 40,000 + 300 + 20 + 1$ **Card 19:**

Six hundred ninety thousand, eight hundred twenty-three

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

Card 23:

567,432

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

Card 20:

Forty-seven thousand, three hundred twelve

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

Card 24:

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

What is my number?

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

Name: _____

22

Curriculum Connection
N.1

Task Cards: Place Value

Answers

Record your answers below

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

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

Standard Form

Words

nded Form

Place Value Chart

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Pictures

Place Value - Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

548 782

Write the value of the underlined digit

1) 548 782 = _____

2) 548 782 = _____

3) 548 782 = _____

4) 548 782 = _____

H Th	Ten Th	H	T	O

Fill in the blanks using the completed form below

_____ + _____ + _____ + _____

Fill in the pattern below

_____ 548 782 _____, _____ 548 784 _____, _____ 548 787

Fill in the pattern below

_____ 548 782 _____, _____ 548 802 _____, _____ 548 812

Fill in the pattern below

_____ 548 782 _____, _____ 548 882 _____, _____ 549 082 _____, _____

Compare using <, >, or =

548 782 548 795

515 315 548 782

548 782 523 346

588 325 548 782

508 237 548 782

548 782	+10	
548 782	+100	
548 782	+10 000	
548 782	- 1 000	
548 782	- 10 000	

Place Value - Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

1 000 000

M	H	Th	Th	H	T	O

Write the value of the underlined digit

1) 1 000 000 = _____

2) 1 000 000 = _____

3) 1 000 000 = _____

4) 1 000 000 = _____

Fill in the blanks using the expanded form below

_____ + _____ + _____ + _____ + _____ + _____

Fill in the pattern below

990 000 , 992 000 , _____ , 994 000 , _____

Fill in the pattern below

999 000 , _____ , _____ , 999 600 , 999 900

Fill in the pattern below

1 000 000 , _____ , 1 010 000 , _____ , 1 020 000 , _____

Compare using <, >, or =

1 000 000 999 999

955 309 1 000 000

199 900 1 000 000

1 000 000 911 099

1 000 000 674 351

1 000 000

+ 10

1 000 000

+ 100

1 000 000

+ 10 000

1 000 000

- 1 000

1 000 000

- 10 000

Name: _____

32

Curriculum Connection
N.1

Place Value Quiz

Part 1

Fill in the place value charts below

1) 143 638

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Part 2

Which place is the underlined number?

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

Part 3

Fill in the table below

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

Part 4

What is the standard form of the numbers below?

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

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

Part 5

What is the expanded form of the numbers below?

1) 372 285

2) 512 383

3) 784 178

Part 6

Write the standard form of the written words below

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

Part 7

Write the word form of the numbers below

1) 337 284

2) 716 517

Part 8

Solve the riddles

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

Name: _____

34

Curriculum Connection
N.1

Counting to 100 000 by 5 000

Part 1

Count by 5 000



5 000	50 000		70 000
	35 000		
20 000			90 000

**Part 2**

Fill in the blanks counting by 5000 starting with the number

1) 12000, 17000, 22000, _____, _____, _____

2) 26000, _____, _____, 41000, _____, _____

3) _____, 63000, _____, _____, 78000, _____

4) 57000, _____, _____, _____, _____

Name: _____

37

Curriculum Connection
N.1

Comparing Numbers

626 335



923 615

834 351



236 289

132 683



132 683

Part 1

Compare the following numbers

1)

663 189 901 010

2)

263 447 313 350

3)

631 203 631 294

4)

135 437

5)

212 742 753

6)

362 149 365 000

7)

532 842 532 312

8)

283 50 393

9)

544 879 544 879

10)

235 441 237 391

11)

923 383 9 384

12)

74 371 274 371

Part 2

Write - Greater than, Equal to, Less than

1)

173 365 is _____ 141 537

Greater than

2)

162 116 is _____ 12

3)

438 406 is _____ 453 293

4)

754 361 is _____ 754 361

5)

874 335 is _____ 874 432

6)

435 114 is _____ 445 115

Exit Cards

Cut Out

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

Name: _____

Compare the following numbers.

a) 765 673 599 120b) 406 232 346 185c) 269 847 457 561d) 853 915 851 472

Name: _____

Compare the following numbers.

a) 765 673 599 120b) 406 232 346 185c) 269 847 457 561d) 853 915 851 472

Name: _____

Compare the following numbers.

a) 765 673 599 120b) 406 232 346 185c) 269 847 457 561d) 853 915 851 472

Name: _____

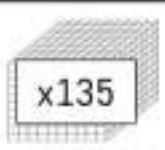
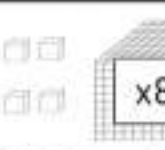
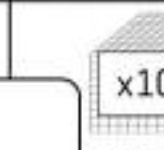
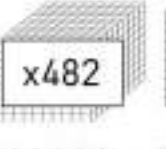
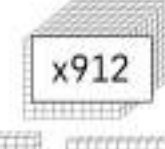
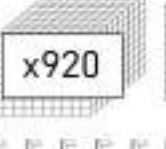
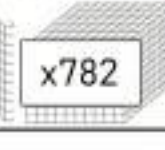
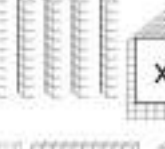
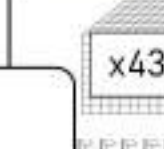
Compare the following numbers.

a) 765 673 599 120b) 406 232 346 185c) 269 847 457 561d) 853 915 851 472

Comparing Base Ten Blocks

Questions

Compare the number of base ten blocks below

 x135	 x202
 x85	 x100
 x249	 x315
 x482	 x482
 x912	 x920
 x782	 x777
 x431	 x431

Name: _____

40

Curriculum Connection
N.1

Comparing Numbers

18 625, 35 251, 18 323, 34 482

Least to Greatest

18 323, 18 625, 34 482, 35 251

245 871, 189 784, 324 845, 189 218

Greatest to Least

324 845, 245 871, 189 784, 189 218

Part 1

Order the numbers below from least to greatest

148 875, 151 785, 148 982, 151 658

_____, _____, _____, _____

94 152, 712, 613 258, 451 874

_____, _____, _____, _____

945 254, 955 728 7, 86 445

_____, _____, _____, _____

Part 2

Order the numbers below from greatest to least

314 854, 341 785, 341 235, 314 824

_____, _____, _____, _____

264 872, 298 412, 299 452, 278 258

_____, _____, _____, _____

581 775, 538 785, 581 655, 538 999

_____, _____, _____, _____

Place Value Using Decimals

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

PLACE VALUE

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

Part 1 Write the name of the place value for the underlined number?

1) 7 72 <u>8</u> .122	2) 4 352.4 <u>2</u> 7	3) 4 352.427	4) 1 713.68 <u>8</u>
5) 6 412. <u>4</u> 33	6) 2 45 <u>4</u> .727	7) 2 57.32 <u>6</u>	8) 4 357.92 <u>6</u>
9) 2 364.52 <u>1</u>	10) 7 247.71 <u>1</u>	11) 2 57.326	12) 2 479.542

Part 2 Fill in the place value table for the numbers below

1) 5 731.538							
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

2) 3 272.319							
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Rounding Decimal Numbers - Nearest Hundredths

Round Down

Round Up

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

Part 1

Round the decimal number to the nearest hundredths. Circle the answer

**Part 2**

Answer the word problems below

- 1) Joel ran the 100m race in 12.743 seconds. What was his time to the nearest hundredth?
- 2) Sam's pencil is 10.359cm long. How long is his pencil to the nearest hundredth?



Rounding Decimal Numbers - Nearest Hundredths

Round Down

Round Up

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

Rounding to the nearest hundredth

 $0.753 \rightarrow 0.75$ $22.745 \rightarrow 22.75$ **Part 1** Round the following decimal number to the nearest hundredth

1) $0.825 \rightarrow$ _____	2) $0.914 \rightarrow$ _____	3) $0.227 \rightarrow$ _____
4) $0.346 \rightarrow$ _____	5) $0.452 \rightarrow$ _____	6) $0.103 \rightarrow$ _____
7) $0.182 \rightarrow$ _____	8) $0.189 \rightarrow$ _____	9) $0.338 \rightarrow$ _____

Part 2 Round the following decimal numbers to the nearest hundredth

1) $2.843 \rightarrow$ _____	2) $2.346 \rightarrow$ _____	3) $5.371 \rightarrow$ _____
4) $4.426 \rightarrow$ _____	5) $3.244 \rightarrow$ _____	6) $7.755 \rightarrow$ _____
7) $13.271 \rightarrow$ _____	8) $15.844 \rightarrow$ _____	9) $19.945 \rightarrow$ _____
10) $25.841 \rightarrow$ _____	11) $34.911 \rightarrow$ _____	12) $23.217 \rightarrow$ _____
13) $41.439 \rightarrow$ _____	14) $52.278 \rightarrow$ _____	15) $77.213 \rightarrow$ _____

Converting Fractions and Decimals

Part 1

Fill in the table with the converted decimal and fraction.

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

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

Part 2

Convert the following fractions and decimals.

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

Exit Cards

Cut Out

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Fraction/Decimal Bottle Flip Challenge

Objective

What are we learning about?

To practice and reinforce understanding of converting fractions to decimals and vice versa through the engaging and physically active bottle flip game.



Materials

What you will need for the activity.

- Plastic bottles (or cups) for each pair/group filled to approximately one-third with water (or use cups with water)
- Set of fraction to decimal and decimal to fraction question cards
- Answer sheet for each group

Instructions

How you will complete the activity.

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

Questions

Cut out the questions below and use for the game

1. $95/100 =$ _____	2. $45/100 =$ _____	3. $32/100 =$ _____	4. $87/100 =$ _____
5. $23/100 =$ _____	6. $56/100 =$ _____	7. $91/100 =$ _____	8. $78/100 =$ _____
9. $12/100 =$ _____	10. $99/100 =$ _____	11. $48/100 =$ _____	12. $33/100 =$ _____
13. $71/100 =$ _____	14. $84/100 =$ _____	15. $50/100 =$ _____	16. $27/100 =$ _____
17. _____	18. _____	19. $75/100 =$ _____	20. $53/100 =$ _____
21. Out of 100 cars, 60 were driven on the highway. What is the fraction and decimal for the miles driven on the highway?	22. A box of 100 pencils, 41 were used. What is the fraction and decimal for the pencils used? Illustrate on a hundred grid.	23. Out of 100 contestants, 29 finished the race. What is the fraction and decimal for the contestants who finished?	24. A pie was cut into 100 slices, and 93 were eaten. What is the fraction and decimal for the slices eaten?
25. Out of 100 days, 72 were sunny. What is the fraction and decimal for the sunny days?	26. A task was completed 38 out of 100 times. What is the fraction and decimal for the tasks completed?	27. A tank was filled with 55 out of 100 gallons. What is the fraction and decimal for the gallons filled?	28. Out of 100 students, 90 attended the class. What is the fraction and decimal for the students who attended?
29. Out of 100 attempts, 81 were successful. What is the fraction and decimal for the successful attempts?	30. A field was planted with 46 out of 100 seeds. What is the fraction and decimal for the seeds planted?	31. A lake has 30 out of 100 fish of a certain species. What is the fraction and decimal for this species of fish?	32. Out of 100 photos taken, 22 were selected. What is the fraction and decimal for the selected photos?
33. A shipment contained 49 out of 100 packages. What is the fraction and decimal for the packages shipped?	34. A score of 77 out of 100 was achieved in a game. What is the fraction and decimal for the score?	35. A garden has 62 out of 100 flowers blooming. What is the fraction and decimal for the blooming flowers?	36. Out of 100 balloons, 95 were inflated. What is the fraction and decimal for the balloons inflated?

Name: _____

55

Curriculum Connection
N.2

Fraction and Decimal Bottle Flip Challenge

Answers

Record your answers below

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

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

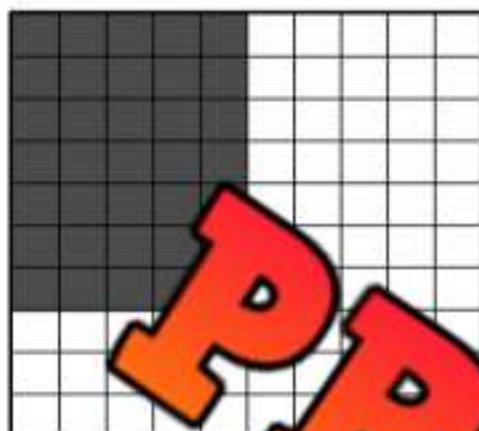
25	
26	
27	
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29	
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31	
32	
33	
34	
35	
36	

**Successful
Flips**

Fractions and Decimals

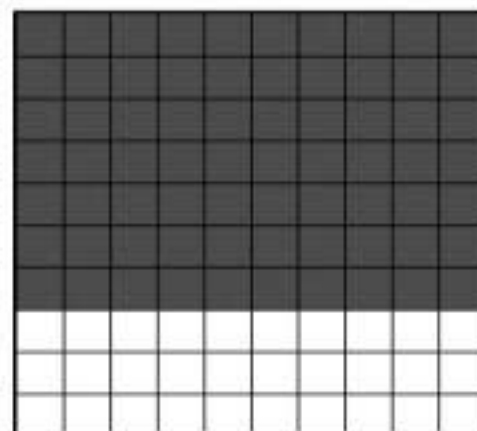
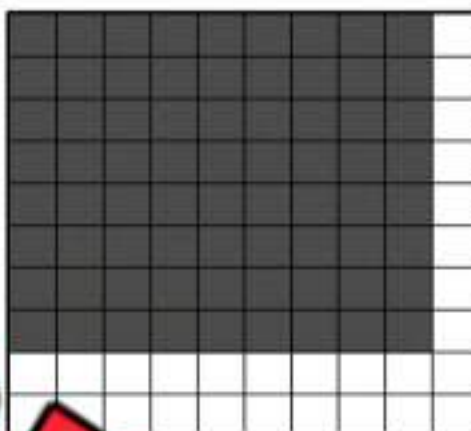
Part 1

What fraction and decimal of the array is shaded in?



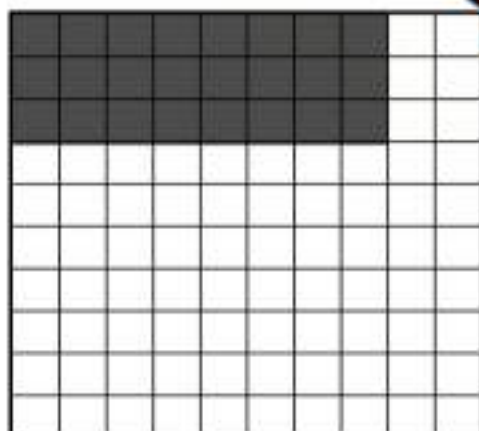
Fraction

Decimal



Fraction

Decimal



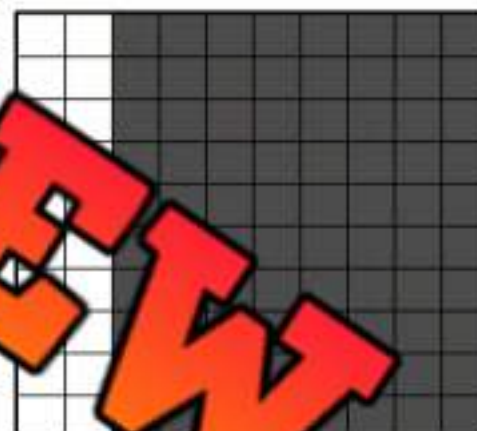
Fraction

Decimal



Fraction

Decimal



Fraction

Decimal

Part 2

Answer the word problems below

- 1) Steve got 89 out of 100 on his math test. What fraction did he get on his test?
- 2) Gerry scored 11 out of 40 of his three-point shots. What decimal of three points shots did he make?

Converting Fractions and Decimals

Part 1

Fill in the table with the converted decimal and fraction

Fraction	Decimal
$100/1000$	
$200/1000$	
	0.300
$\quad\quad\quad/1000$	
$500/1000$	
	0.700
$900/1000$	
	1.000

Part 2

Convert the following fractions and decimals

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

Comparing Decimals

Part 1

Compare the following numbers

1) 0.157 0.232	2) 0.372 0.921	3) 0.347 0.338
4) 0.257 0.253	5) 0.264 0.812	6) 0.567 0.521
7) 0.157 0.156	8) 0.386 0.462	9) 0.328 0.724
10) 0.157 0.152	11) 0.624 0.647	12) 0.349 0.812
13) 0.157 0.159	14) 0.927 0.932	15) 0.559 0.532

Part 2

Compare the following numbers

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



Ordering Decimals

0.2721, 0.1215, 0.5487, 0.9232

Least to Greatest

0.1215, 0.2721, 0.5487, 0.9232

5.2242, 0.3263, 6.9317, 8.5229

Greatest to Least

8.5229, 6.9317, 5.2242, 0.3263

Part 1

Order the numbers below from least to greatest

1) 0.453, 0.357, 0.113

_____, _____, _____

2) 0.478, 0.139, 0.428, 0.404

_____, _____, _____, _____

3) 0.621, 0.512, 0.215

_____, _____, _____

4) 1.434, 2.416, 1.447, 2.412

_____, _____, _____, _____

5) 11.463, 11.493, 24.565, 24.682

_____, _____, _____, _____

6) 51.215, 54.128, 51.412

_____, _____, _____

Part 2

Order the numbers below from greatest to least

1) 0.225, 0.641, 0.703, 0.622

_____, _____, _____, _____

2) 0.371, 0.383, 0.350, 0.398

_____, _____, _____, _____

3) 1.413, 1.629, 1.723, 1.532

_____, _____, _____, _____

4) 2.182, 2.181, 1.715, 1.762

_____, _____, _____, _____

5) 14.851, 14.729, 14.349, 15.238

_____, _____, _____, _____

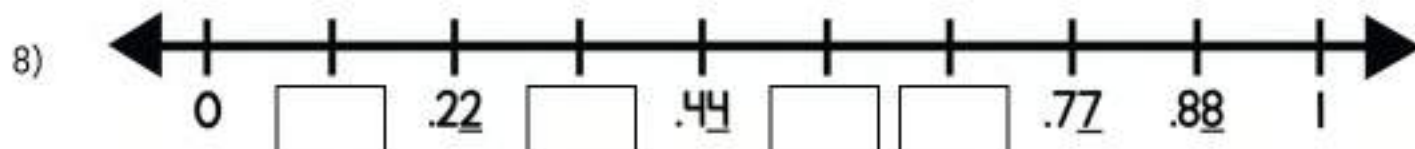
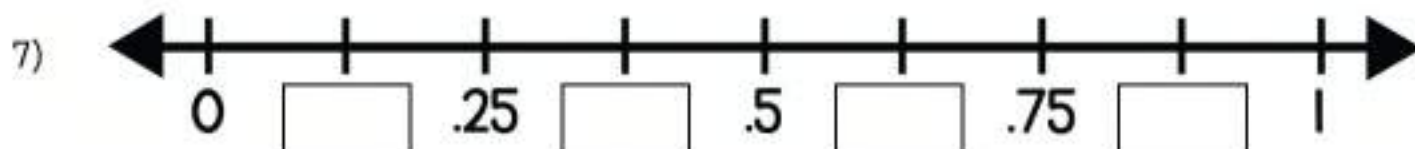
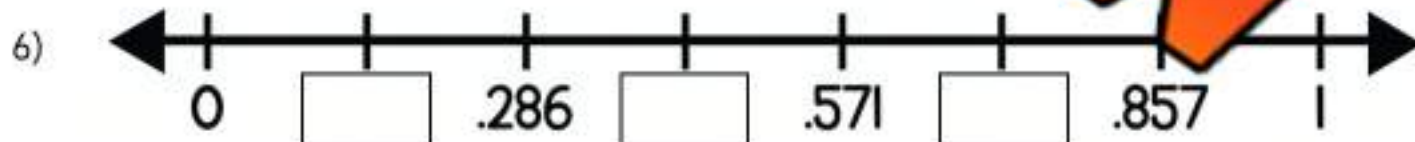
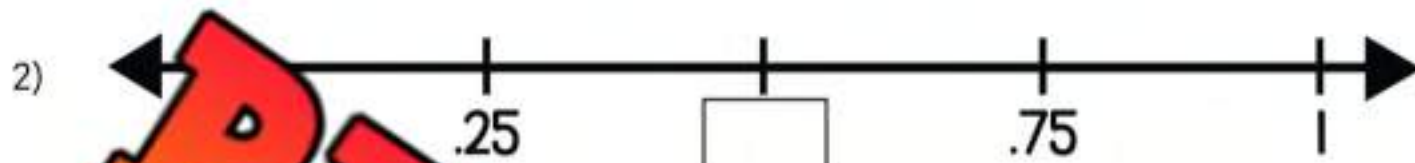
6) 22.728, 19.625, 19.415, 19.371

_____, _____, _____, _____

Decimals on a Number Line

Questions

Fill in the number lines below



Generating Decimals Between Whole Numbers**Practice**

List at least three decimals between the numbers

1)

1

2

Decimals

2)

2

3

Decimals

3)

4

Decimals

Word Problems

Solve the riddles below

- | | |
|---|--|
| 1) Write at least 3 decimals that are larger than 9 but less than 10. | |
| 2) Write at least 3 decimals that are larger than 49 but less than 50. | |
| 3) Write at least 3 decimals that are larger than 99 but less than 100. | |
| 4) Write at least 3 decimals that are larger than 999 but less than 1000. | |

Exit Cards

Cut Out

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

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Name: _____

List three decimals between the numbers.

0.2

0.5

Decimals

0.65

0.67

Decimals

Fractions – Equal Parts

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

3 → Numerator – How many parts you have

4 → Denominator – The total number of parts in the whole

The denominator must be split into equal parts in order for a fraction to be accurate. Imagine getting a pizza with a friend and splitting it into 2 huge pieces. You get one, they get the other. If the pizza is not split evenly, you are not splitting it equally.

Part 1 – Drawing Fractions

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

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

Part 2

Answer the word problems below

- 1) You are splitting a chocolate bar with 2 other friends. How much of the chocolate bar do you get?

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

Comparing Common Denominators

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

For example:

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

Part 1

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

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

Part 2

Put the fractions in order from least to greatest

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

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

Part 3

Answer the word problem below

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

Ordering Fractions with Common Denominators

Directions

Put the fractions in order from least to greatest

1)

$\frac{2}{5}$

$\frac{1}{5}$

$\frac{0}{5}$

$\frac{4}{5}$

$\frac{3}{5}$

$\frac{5}{5}$

2)

$\frac{7}{8}$

$\frac{4}{8}$

$\frac{5}{8}$

$\frac{2}{8}$

$\frac{1}{8}$

3)

$\frac{4}{6}$

$\frac{3}{6}$

$\frac{2}{6}$

$\frac{6}{6}$

$\frac{5}{6}$

4)

$\frac{9}{9}$

$\frac{6}{9}$

$\frac{3}{9}$

$\frac{2}{9}$

$\frac{1}{9}$

5)

$\frac{3}{10}$

$\frac{8}{10}$

$\frac{10}{10}$

$\frac{7}{10}$

$\frac{4}{10}$

$\frac{1}{10}$

6)

$\frac{6}{12}$

$\frac{9}{12}$

$\frac{10}{12}$

$\frac{7}{12}$

$\frac{4}{12}$

$\frac{2}{12}$

7)

$\frac{1}{15}$

$\frac{9}{15}$

$\frac{10}{15}$

$\frac{4}{15}$

$\frac{5}{15}$

$\frac{8}{15}$

Comparing Benchmark Fractions - Halves

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

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

Part 1

Circle the fractions that are a half

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

Part 2

Circle the fractions that are larger than a half

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

Part 3

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

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

Part 4

Answer the word problem below

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

Equivalent Fractions

Equivalent fractions are fractions that have the same value. Visualize this...



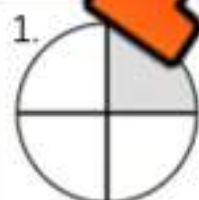
Pizza 1



Pizza 2

Your family orders large 2 pizzas. The first one is cut into only 4 slices. The second is cut into 8 slices. You could have 2 slices from pizza 1 and 4 slices from 2 and still have the same amount of pizza.

Question Shade in the fraction and decide if they are equivalent



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

Yes



$$\frac{3}{6}$$

☒ No

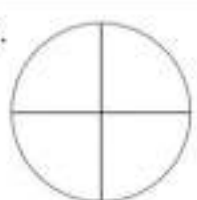
$$\frac{2}{6}$$

Yes



$$\frac{1}{3}$$

No



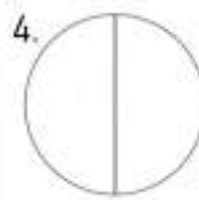
$$\frac{3}{4}$$

Yes



$$\frac{5}{8}$$

No



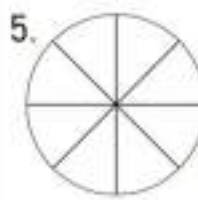
$$\frac{1}{2}$$

Yes



$$\frac{4}{8}$$

No



$$\frac{2}{8}$$

Yes



$$\frac{2}{4}$$

No



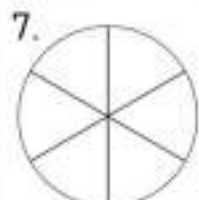
$$\frac{3}{3}$$

Yes



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

No



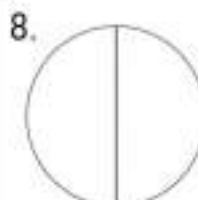
$$\frac{3}{6}$$

Yes



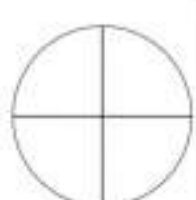
$$\frac{1}{3}$$

No



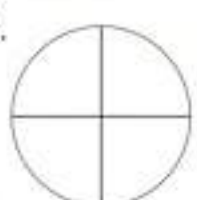
$$\frac{1}{2}$$

Yes



$$\frac{2}{4}$$

No



$$\frac{3}{4}$$

Yes



$$\frac{6}{8}$$

No

Equivalent Fractions

Questions

Shade in the fraction and decide if they are equivalent

1.



$\frac{1}{3}$

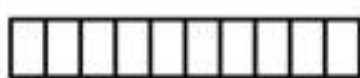


$\frac{2}{6}$

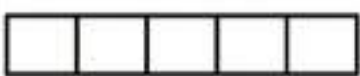
Yes

No

2.



$\frac{2}{10}$

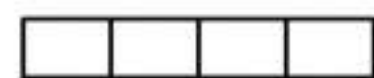


$\frac{1}{5}$

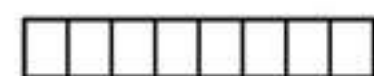
Yes

No

3.

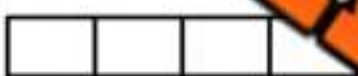


$\frac{3}{4}$

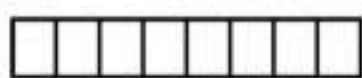


$\frac{7}{8}$

4.



$\frac{2}{4}$



$\frac{4}{8}$

Yes

No

5.



$\frac{1}{6}$

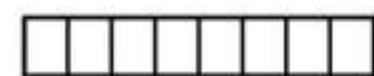


$\frac{3}{3}$

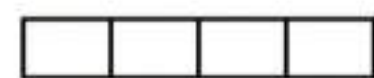
Yes

No

6.



$\frac{3}{8}$



$\frac{2}{4}$

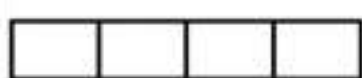
Yes

No

7.



$\frac{3}{12}$

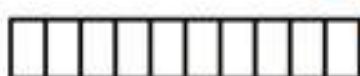


$\frac{1}{4}$

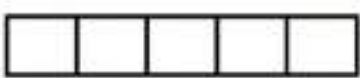
Yes

No

8.



$\frac{1}{10}$



$\frac{2}{5}$

Yes

No

9.



$\frac{1}{7}$

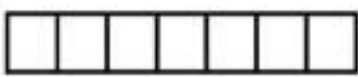


$\frac{2}{14}$

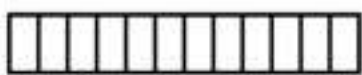
Yes

No

10.



$\frac{5}{7}$

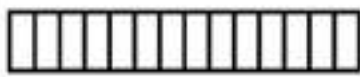


$\frac{10}{12}$

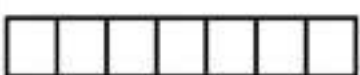
Yes

No

11.



$\frac{10}{14}$

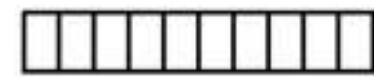


$\frac{5}{7}$

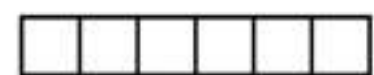
Yes

No

12.



$\frac{8}{10}$



$\frac{4}{6}$

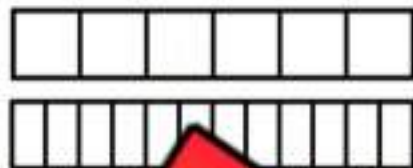
Yes

No

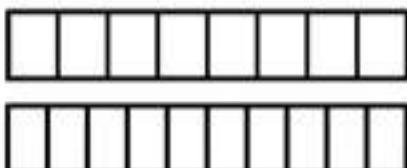
Equivalent Fractions

QuestionsCompare the fractions using $< > =$

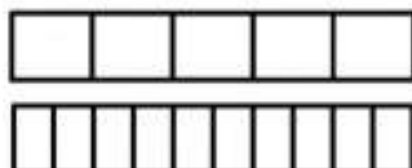
1.

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

2.

 $\frac{4}{8}$  $\frac{6}{10}$

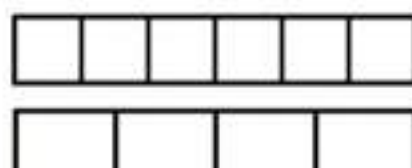
3.

 $\frac{1}{5}$  $\frac{2}{10}$

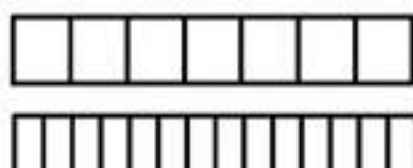
4.

 $\frac{2}{3}$  $\frac{3}{4}$ $\frac{3}{12}$  $\frac{2}{4}$

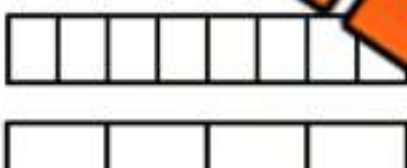
6.

 $\frac{4}{6}$  $\frac{2}{4}$

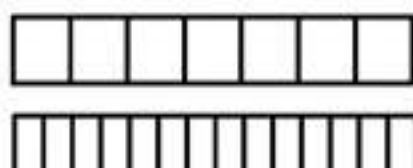
7.

 $\frac{5}{7}$  $\frac{8}{14}$

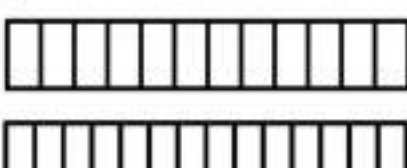
8.

 $\frac{7}{8}$  $\frac{3}{4}$

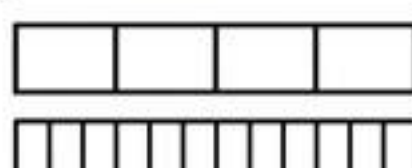
10.

 $\frac{3}{5}$  $\frac{6}{10}$

11.

 $\frac{6}{12}$  $\frac{7}{14}$

12.

 $\frac{3}{4}$  $\frac{8}{12}$

Equivalent Fractions

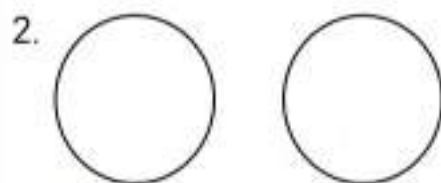
Questions

Divide the shapes into equal parts and shade in the fraction. Are they equivalent?



1

Yes

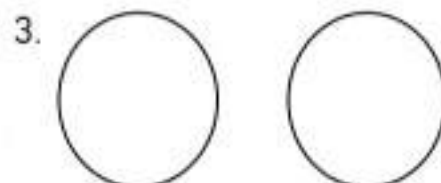


$$\frac{3}{6}$$

Yes

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

No



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

Yes

$$\frac{2}{8}$$

No



$$\frac{3}{4}$$

Yes

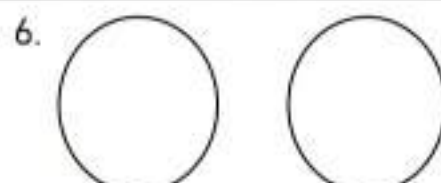
$$\frac{5}{8}$$

No



$$\frac{2}{8}$$

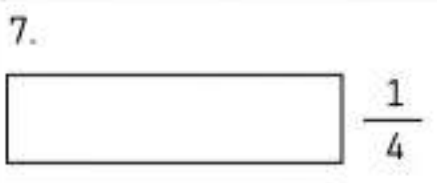
Yes



$$\frac{1}{3}$$

No

$$\frac{2}{6}$$



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

Yes

No



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

Yes

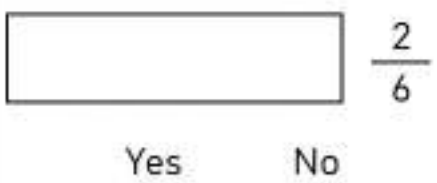
No



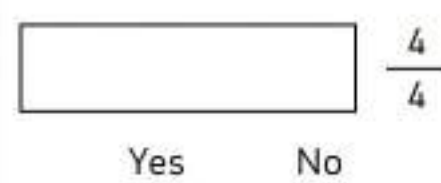
$$\frac{1}{3}$$

Yes

No



$$\frac{2}{6}$$



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



$$\frac{2}{6}$$



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

Yes

No



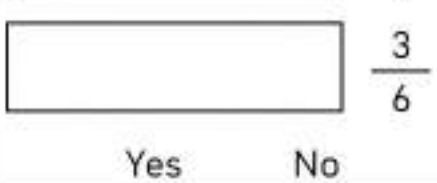
$$\frac{2}{5}$$

Yes

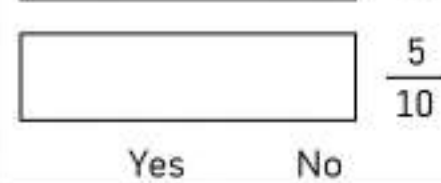
No



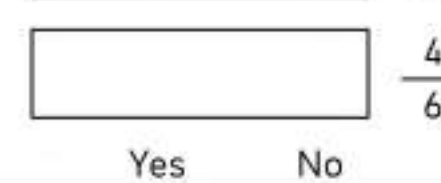
$$\frac{2}{3}$$



$$\frac{3}{6}$$



$$\frac{5}{10}$$



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

Yes

No

Equivalent Fractions

Questions

Write your own equivalent fractions



1) $\frac{2}{3} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

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

3) $\frac{5}{7} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

4) $\frac{2}{9} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

5) $\frac{5}{6} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

6) $\frac{4}{9} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

7) $\frac{3}{5} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

8) $\frac{7}{10} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad} = \underline{\quad}$

Memory Game: Matching Equivalent Fractions

Objective

What are we learning about?

Students will learn to identify and match equivalent fractions through a fun and interactive game.

Materials

What you will need for the activity.

- Memory game cards. Each card will have a different fraction that can be matched to another fraction.
- A small table or clear floor space.

**Instructions**

How you will complete the activity.

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on a table or clear floor space.
3. The students take turns flipping over two cards at a time, trying to find a matching equivalent fraction.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the equivalent fractions with the class.

Name: _____

94

Curriculum Connection
N.3

Cards

Memory Game Cards

$\frac{1}{8}$

$\frac{3}{24}$

$\frac{9}{24}$

$\frac{5}{8}$

$\frac{15}{24}$

$\frac{7}{8}$

$\frac{14}{16}$

$\frac{1}{10}$

$\frac{4}{40}$

PREVIEW

Name: _____

95

Curriculum Connection
N.3

Cards

Memory Game Cards

$3/10$

$9/30$

$14/20$

$9/10$

$18/20$

$2/7$

$6/21$

$3/7$

$9/21$

PREVIEW

Ordering Decimals and Fractions**Instruction**

Put the decimals and fractions in order from least to greatest

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

2) $\frac{2}{5}$, 0.13, $\frac{7}{8}$

3) $\frac{4}{5}$, 0.99, 0.10

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

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

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

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

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

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

10) $\frac{3}{4}$, 0.321, 0.9, $\frac{7}{8}$

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

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

Decimals and Fractions Quiz

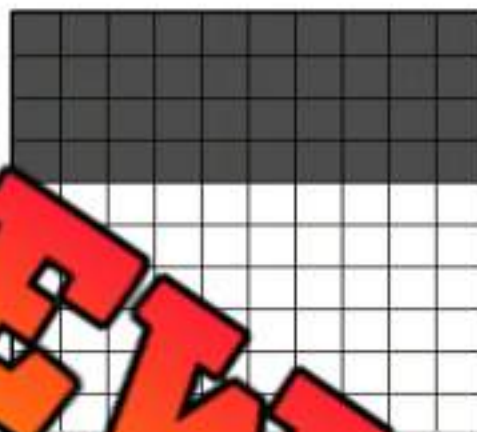
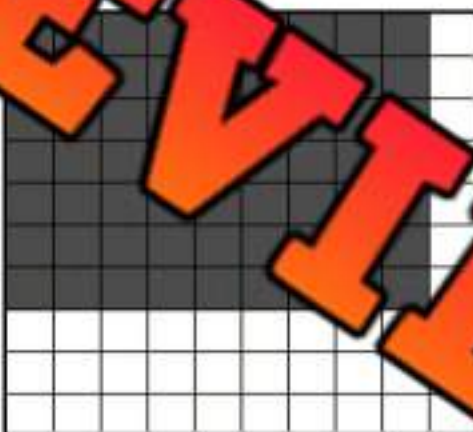
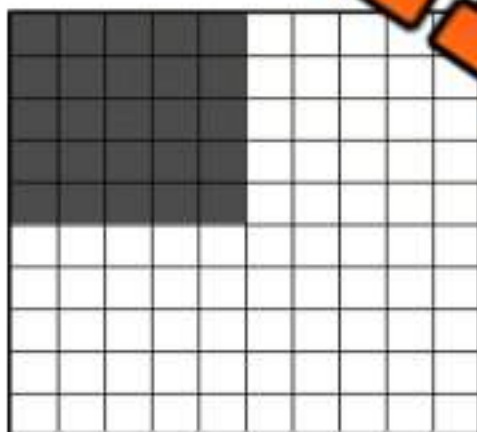
Part 1

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

1) 7 728.1222) 1 563.4223) 4 352.4274) 1 713.6885) 6 4126) 2 454.7237) 8 214.3268) 4 357.926

Part 2

What fraction and decimal of the array is shaded in?



Fraction

Decimal

Fraction

Decimal

Fraction

Decimal

Part 3

Circle the larger value

1) 0.450

 $\frac{5}{6}$ 2) $\frac{2}{8}$ $\frac{3}{5}$

3) 0.20

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

0.201

5) 0.60

 $\frac{1}{4}$

6) 0.25

 $\frac{6}{8}$ 7) $\frac{2}{5}$

0.750

8) $\frac{1}{8}$

0.481

Part 4

Write 3 equivalent fractions for the following fractions

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

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

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

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

Part 5

Round the decimal number to the nearest hundredth

1) $0.425 \rightarrow$ _____

2) $0.859 \rightarrow$ _____

4) $0.568 \rightarrow$ _____

5) $0.237 \rightarrow$ _____

6) $0.789 \rightarrow$ _____

7) $4.291 \rightarrow$ _____

8) $7.124 \rightarrow$ _____

9) $12.313 \rightarrow$ _____

Part 6

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

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

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

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

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

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

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

Counting Coins – Adding Decimals

= \$0.25



= \$0.10



= \$0.05



= \$0.25

Questions

Count the money in each box



1) _____



3) _____



4) _____



5) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢ or \$0.10



5¢ or \$0.05



= 200¢ or \$2.00



= 25¢ or \$0.25



25¢ or \$0.25

Questions

Count the coins below



1) _____ ¢ or \$ _____



3) _____ ¢ or \$ _____



4) _____ ¢ or \$ _____



5) _____ ¢ or \$ _____



6) _____ ¢ or \$ _____



7) _____ ¢ or \$ _____



8) _____ ¢ or \$ _____



9) _____ ¢ or \$ _____



10) _____ ¢ or \$ _____



11) _____ ¢ or \$ _____



12) _____ ¢ or \$ _____

Exit Cards

Cut Out

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

Name: _____

Count the coins below



1) _____ ¢ or \$ _____

Name: _____

Count the coins below



_____ ¢ or \$ _____

Name: _____

Count the coins below



1) _____ ¢ or \$ _____

Name: _____

Count the coins below



1) _____ ¢ or \$ _____

Mental Math – Adding Decimals – Place Value**Directions:**

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



$5.54 + 3.72$

$0.04 + 0.02 = 0.06$

$0.5 + 0.7 = 1.20$

$5.00 + 3.00 = 8.00$

$0.06 + 1.20 + 8 = 9.26$

$34 + 1.45$

$0.05 = 0.09$

$0.00 = 0.70$

$2.00 + 0.00 = 2.00$

$0.09 + 0.00 = 0.09$

$3.67 + 4.22$

$5.25 + 4.63$

$16.46 + 5.23$

$25.46 + 12.32$

26.37

$28.56 + 13.26$

$36.34 + 23.26$

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

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



$5.53 + 3.74$

$5.53 + 3 = 8.53$

$8.53 + 0.7 = 9.23$

$9.23 + 0.04 = 9.27$

$3.32 + 2.45$

$3.32 + 2 = 5.32$

$5.32 + 0.4 = 5.72$

$5.72 + 0.05 = 5.77$

$1.57 + 4.42$

$5.64 + 3.36$

$14.53 + 6.34$

$18.43 + 14.24$

$34.56 + 12.36$

$42.53 + 35.42$

Adding Decimals – Thousandths – No Regrouping**Instruction**

Use the standard algorithm to solve the addition problems below.

1)

$$\begin{array}{r} 53.131 \\ + 32.27 \\ \hline \end{array}$$

2)

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

3)

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

4)

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

5)

$$\begin{array}{r} 42.867 \\ + 24.12 \\ \hline \end{array}$$

7)

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

8)

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

9)

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

10)

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

11)

$$\begin{array}{r} 31.255 \\ + 26.556 \\ \hline \end{array}$$

12)

$$\begin{array}{r} 24.368 \\ + 24.431 \\ \hline \end{array}$$

13)

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

14)

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

15)

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

16)

$$\begin{array}{r} 63.7 \\ + 34.352 \\ \hline \end{array}$$

17)

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

18)

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

19)

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

20)

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

Adding Decimals - Regrouping

Part 1

Use the standard algorithm to solve the addition problems below.

1)

$$\begin{array}{r} 63.722 \\ + 25.43 \\ \hline \end{array}$$

2)

$$\begin{array}{r} 65.458 \\ + 23.323 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 38.345 \\ + 26.537 \\ \hline \end{array}$$

4)

$$\begin{array}{r} 35.256 \\ + 41.632 \\ \hline \end{array}$$

5)

$$\begin{array}{r} 26.45628 \\ + 17.33 \\ \hline \end{array}$$

7)

$$\begin{array}{r} 28.265 \\ + 17.632 \\ \hline \end{array}$$

8)

$$\begin{array}{r} 66.574 \\ + 29.213 \\ \hline \end{array}$$

9)

$$\begin{array}{r} 192.673 \\ + 325.235 \\ \hline \end{array}$$

10)

$$\begin{array}{r} 374.214 \\ + 53.523 \\ \hline \end{array}$$

11)

$$\begin{array}{r} 2.5 \\ + 3. \\ \hline \end{array}$$

12)

$$\begin{array}{r} 652.514 \\ + 95.337 \\ \hline \end{array}$$

Part 2

Answer the word problems below.

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



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



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

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

$$7.63 - 2.41$$

+0.5 +4 +0.63

2.41 7 7.63

Answer = 0.5 + 4 + 0.63 = 5.22

$$4.62 - 3.31$$

$$8.56 - 5.14$$

$$9.67 - 7.15$$

$$13.64 - 11.84$$

$$5.12 - 1.98$$

$$27.37 - 22.83$$

$$37.62 - 32.91$$

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

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.68 - 2.42$$

$$4.68 - 2 = 2.68$$

$$2.68 - 0.4 = 2.28$$

$$2.28 - 0.02 = 2.26$$

$$4.72 - 3.15$$

$$9.25 - 7.1$$

$$16.57 - 11.76$$

$$21.55 - 6.42$$

$$77.35 - 45.75$$

$$53.68 - 12.72$$

Subtracting Decimals - Borrowing

Instruction

Use the standard algorithm to solve the subtraction problems below.

1)						
	7	4	5	7	3	
-						

2)						
	7	3	.	9	8	1
-	4	5	.	3	6	3

3)						
	8	3	.	8	1	6
-	3	7	.	5	5	3

4)						
	6	7	8	.	3	7
-	2	1	4	.	6	5

5)						
	4	8	6	.	5	7
-	1	3	2	.	4	0

6)						
	8	7	3	.	6	8
-				.	5	5

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

8)						
	6	2	5	.	4	6
-		6	3	.	6	7

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

Subtracting Decimals - Borrowing

Part 1

Use the standard algorithm to solve the subtraction problems below.

1) $\begin{array}{r} 63.743 \\ - 25.61 \\ \hline \end{array}$	2) $\begin{array}{r} 75.475 \\ - 53.743 \\ \hline \end{array}$	3) $\begin{array}{r} 34.463 \\ - 22.632 \\ \hline \end{array}$	4) $\begin{array}{r} 82.542 \\ - 43.535 \\ \hline \end{array}$
5) $\begin{array}{r} 86.216 \\ - 37.33 \\ \hline \end{array}$	6) $\begin{array}{r} 16.46 \\ - 5.7 \\ \hline \end{array}$	7) $\begin{array}{r} 38.254 \\ - 27.631 \\ \hline \end{array}$	8) $\begin{array}{r} 76.548 \\ - 59.284 \\ \hline \end{array}$
9) $\begin{array}{r} 652.644 \\ - 345.373 \\ \hline \end{array}$	10) $\begin{array}{r} 557.236 \\ - 353.534 \\ \hline \end{array}$	11) $\begin{array}{r} 6.1 \\ - 3.4 \\ \hline \end{array}$	12) $\begin{array}{r} 572.589 \\ - 265.323 \\ \hline \end{array}$

Part 2

Answer the word problems below.

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



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



Name: _____

129

Curriculum Connection
N.5**Rounding Numbers To The Nearest 10 and 100**

Round Down

Round Up

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

Rounding to the nearest 10

42 → 40

155 → 160

Rounding to the nearest 100

242 → 200

389 → 400

Part 1 Round the numbers to the nearest 10

1) 27 → _____	3) 48 → _____
4) 75 → _____	5) 50 → _____
7) 157 → _____	8) 184 → _____
10) 623 → _____	11) 231 → _____
	12) _____

Part 2

Round the numbers to the nearest 100

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

Name: _____

132

Curriculum Connection
N.5

Rounding Numbers 3 Different Ways

Round Down

Round Up

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

10 1864 → 1860	100 1864 → 1900	1000 1864 → 2000
-------------------	--------------------	---------------------

Question Round the numbers three different ways

#	10	100	1000
1)	2137 → 2100	2137 → 2100	2137 → 2000
2)	4236 → _____	4236 → _____	4236 → _____
3)	6841 → _____	6841 → _____	6841 → _____
4)	5615 → _____	5615 → _____	5615 → _____
5)	7519 → _____	7519 → _____	7519 → _____
6)	3782 → _____	3782 → _____	3782 → _____
7)	8559 → _____	8559 → _____	8559 → _____
8)	9463 → _____	9463 → _____	9463 → _____

Mental Math Strategy – Making Tens

Directions

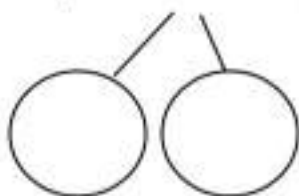
1. Create a ten by taking some from the other number.
2. Add the remaining amount.



1. $10 + 5$

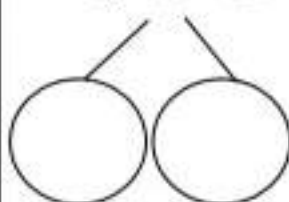
$10 + 2 = 12$

2) $18 + 6$



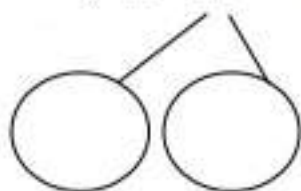
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3) $25 + 17$



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

4) $78 + 14$



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

5) $18 + 17$



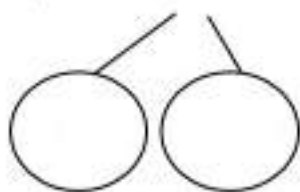
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6) $99 + 14$



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

7) $128 + 53$



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

8) $167 + 27$



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

9) $238 + 144$



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

Mental Math Strategy – Making Doubles

Directions

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

PREVIEW

$$\begin{array}{r} 2 \\ 46 \\ + 45 \\ \hline 91 \end{array}$$

$$\begin{array}{l} 46 + 45 \\ 45 + 45 = 90 \\ 90 + 1 = 91 \end{array}$$

$$50 + 51$$

$$76 + 75$$

$$99 + 101$$

$$149 + 152$$

$$123 + 123$$

$$248 + 253$$

$$499 + 502$$

$$749 + 748$$

Mental Math – Break Into Place Value

Directions

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

$135 + 219$

$200 = 300$

$10 = 40$

300

54

$135 + 42$

$124 + 23$

$223 + 216$

$348 + 231$

47

$437 + 363$

$635 + 318$

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

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

$124 + 125$

$100 = 224$

$20 = 244$

$4 = 248$

$145 + 125$

$252 + 232$

$346 + 232$

$451 + 336$

322

$536 + 547$

$634 + 358$

Adding – Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

	2	6	8	1		
+	3			2		

	6	3	8	5	7	
+	2	6	4	3	4	

	1	5	8	2	6	
+	6	3	5	4	4	

	3	6	6	4	9	5
+	6	1	8	1	6	2

	2	1	7			
+	7	3	3	6		

	5	0	6	3	1	8
+				2	6	4

	5	4	5	4	5	7
+	3	7	3	9	3	7

	5	4	6	2	8	2
+	2	7	2	3	2	1

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

Adding – Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

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

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

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

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

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

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

$$\begin{array}{r} 7) \quad 25364 \\ + 1253 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 13) \quad 2924 \\ + 327 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 124549 \\ + 124549 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 19) \quad 485232 \\ + 252826 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 14640 \\ + 182372 \\ \hline \end{array}$$

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

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

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

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

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

Addition Word Problems

Questions

Answer the word problems below

1) A professional hockey player earned \$552 492 last year and \$416 298 this year. How much have they made in the last two years?



2) The population of Burnaby is 197 people. The population of Maple Ridge is 82 256 people. How many people live in both Burnaby and Maple Ridge?



3) A fast-food restaurant sold 323 593 burgers last year and 456 789 this year. How many burgers have they sold in the last two years?



4) The distance from the Earth to the moon is 384 139km. How far would you travel to get from the Earth to the Moon and back to the Earth?



Subtraction Mental Math – Counting Up

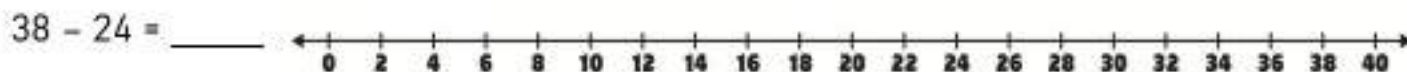
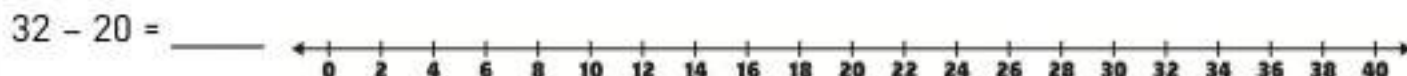
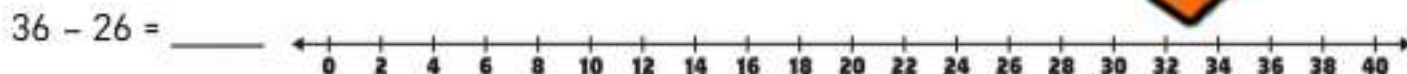
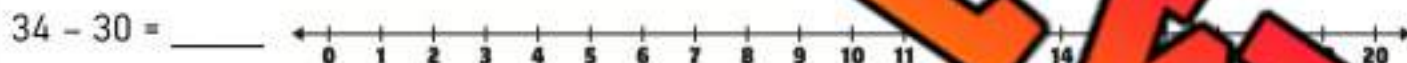
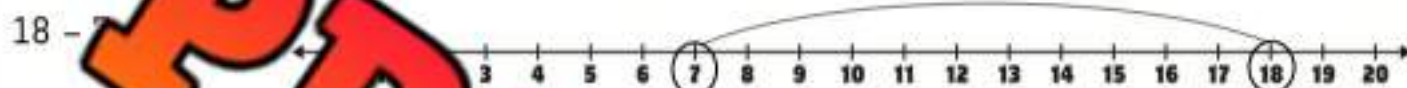
Background – Subtraction is simply finding the difference between two numbers

Directions

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



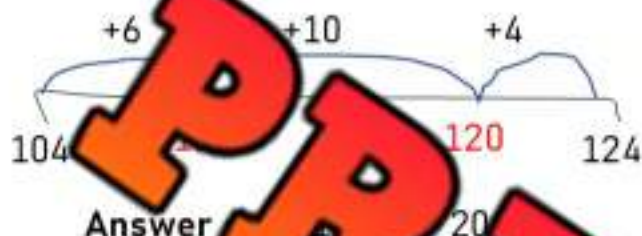
Difference = 11



Subtraction Mental Math – Counting Up**Directions:**

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

$124 - 104$



$156 - 135$

$263 - 206$

$314 - 302$

$387 - 344$

$843 - 805$

$912 - 875$

Mental Math Strategy – Subtracting in Chunks**Directions**

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



$$124 - 115$$

$$124 - 100 = 24$$

$$24 - 10 = 14$$

$$14$$

$$156 - 45$$

$$255 - 13$$

$$362 - 112$$

$$564 - 234$$

$$4$$

$$842 - 335$$

$$915 - 423$$

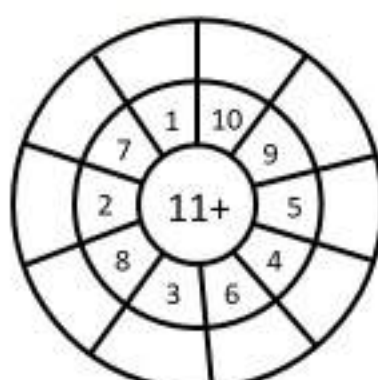
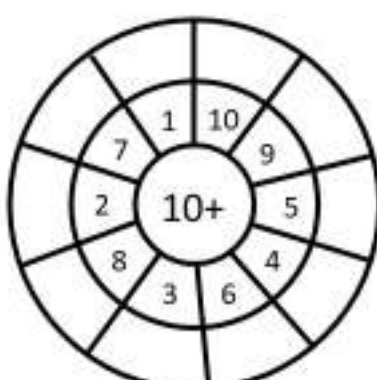
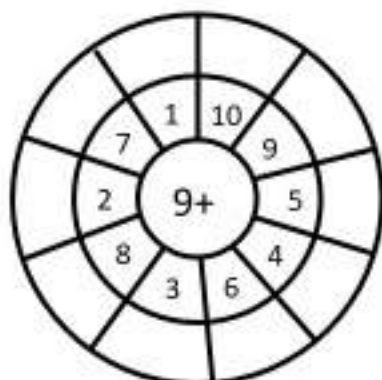
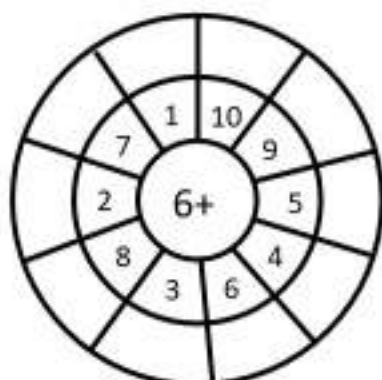
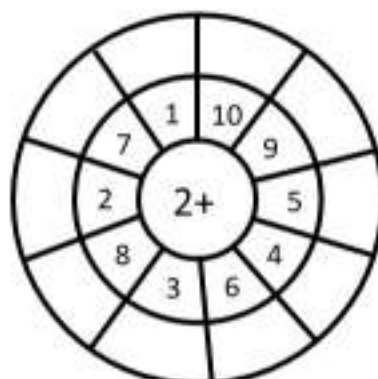
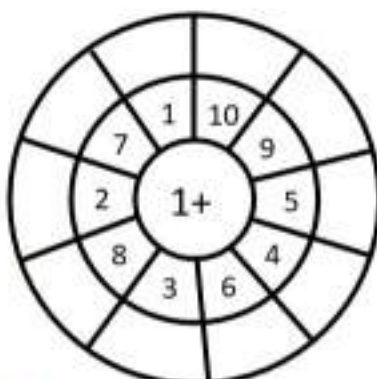
Math Facts – Adding 2 and 7**Questions**

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

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

Bullseye Math Facts**Questions**

Fill in the outer layer of the bullseye



Name: _____

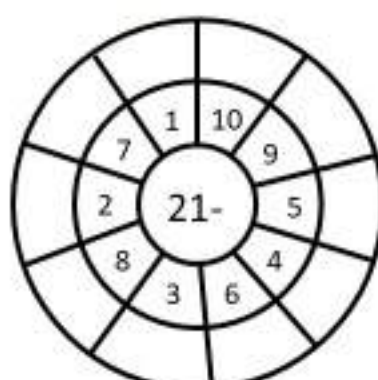
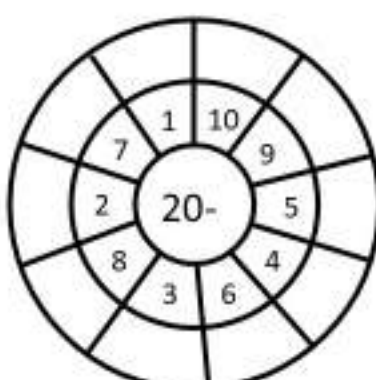
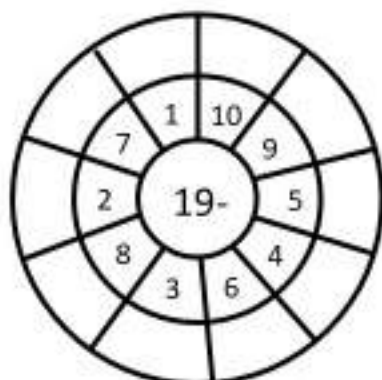
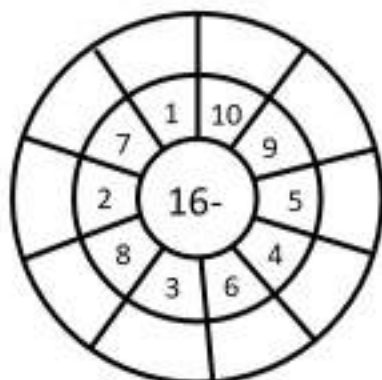
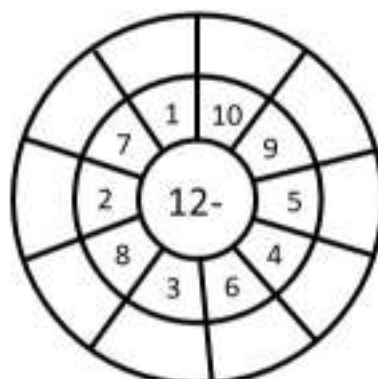
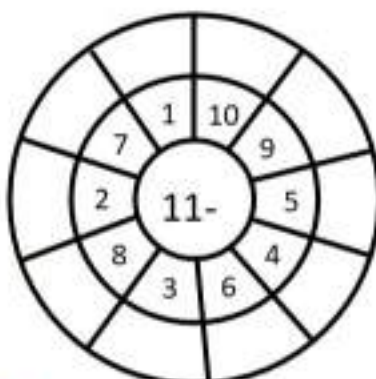
173

Curriculum Connection
N.8

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



Adding and Subtracting Quiz

Part 1

Add and subtract the numbers below

1)

	3	4	4	0	6	8
+	6	3	0	2	0	

2)

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

3)

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

4)

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

5)

	8	5		5	1	9
+	2				6	

6)

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

7)

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

8)

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

9)

						3
-	8			6	7	0

10)

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

11)

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

12)

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

Part 2

Solve the word problems below

1) Hilary has \$838 356 to spend on a house. She found a house for \$418 463. How much money does she have left?



2) A football player earned \$302 592 last year and \$458 368 this year. How much money did he have in the last two years?



3) A raspberry farm picked 287 583 raspberries last summer. They sold 241 483 raspberries. How many raspberries were not sold?



4) Troy scored 646 582 points in a video game he is playing. Later on, he scored another 312 983 points. How many total points does he have now?

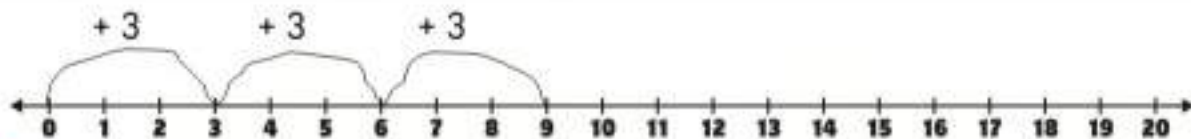


Number Line Multiplication – Repeated Addition

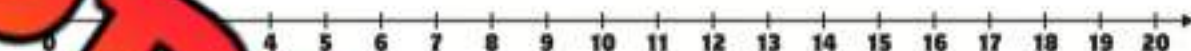
Questions

Fill in the blanks below

$3 \times 3 = 9$



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



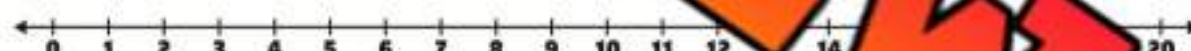
$5 \times 4 = \underline{\quad}$



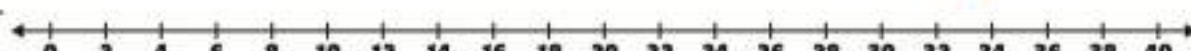
$6 \times 2 = \underline{\quad}$



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



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



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



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



Number Line Division – Repeated Subtraction

Questions

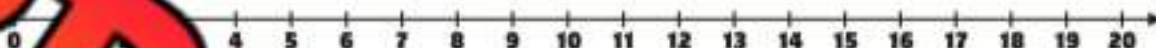
Use repeated subtraction to find the answer

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

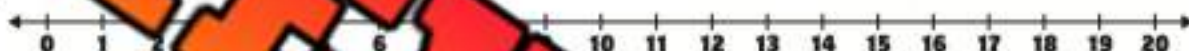
$20 \div 2 = 10$



$20 \div 5 =$



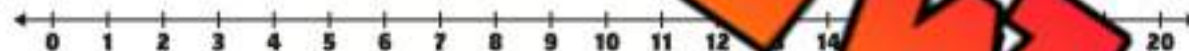
$15 \div 5 =$



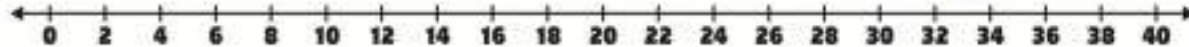
$18 \div 2 =$



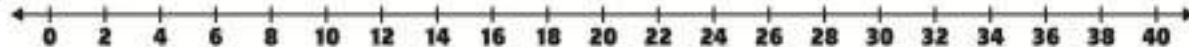
$12 \div 6 =$



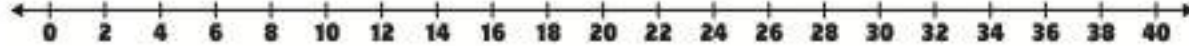
$40 \div 4 =$



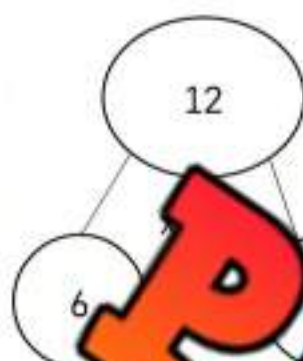
$32 \div 4 =$



$36 \div 6 =$



Multiplication and Division

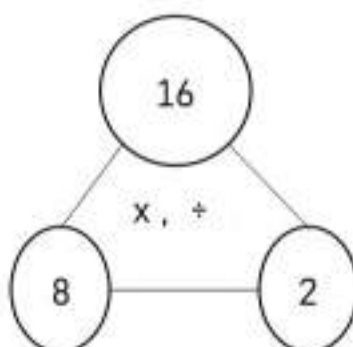
QuestionsInvestigate the relationship between multiplication and division

$6 \times 2 = 12$

$2 \times 6 = 12$

$12 \div 6 = 2$

$12 \div 2 = 6$

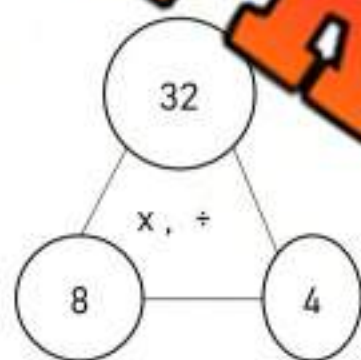


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

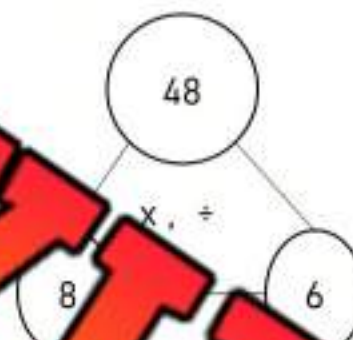


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

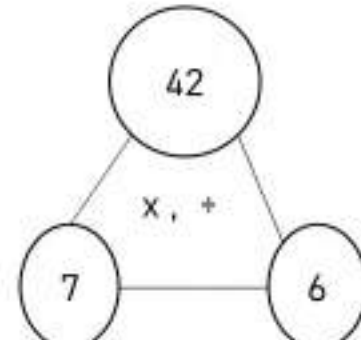


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

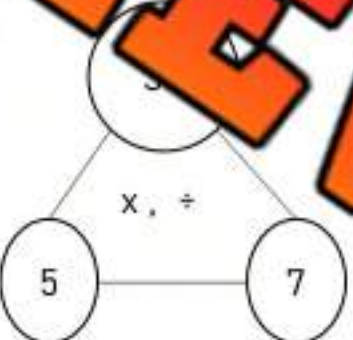


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

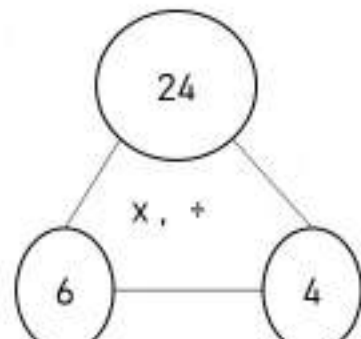


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

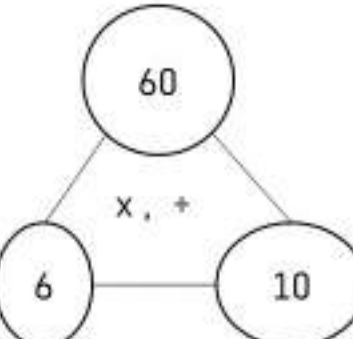


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$



$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

Multiplication and Division – Fact Families

Questions

Investigate the relationship between multiplication and division

$$3 \times 2 = 6$$

$$2 \times 3 = 6$$

$$6 \div 3 = 2$$

$$6 \div 2 = 3$$



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

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

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

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



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

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

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

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



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

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

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

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



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

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

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

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



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

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

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

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

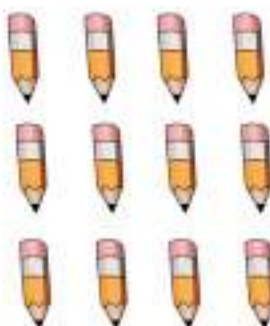


$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

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

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



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

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

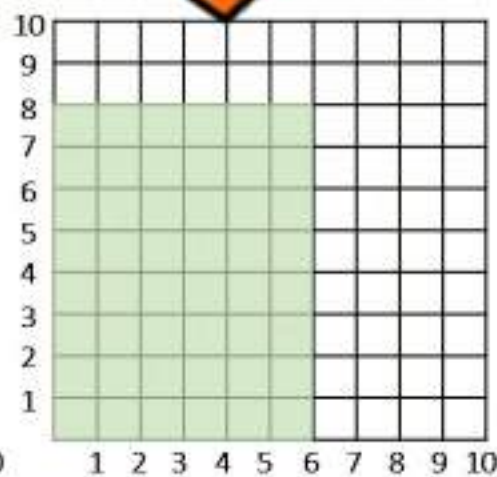
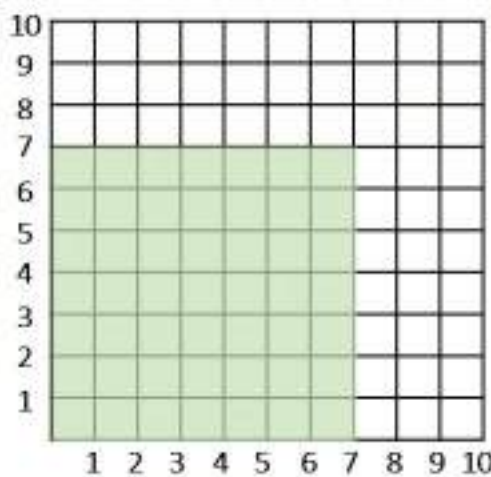
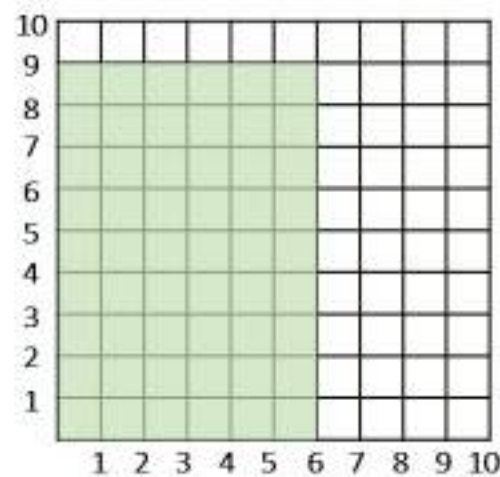
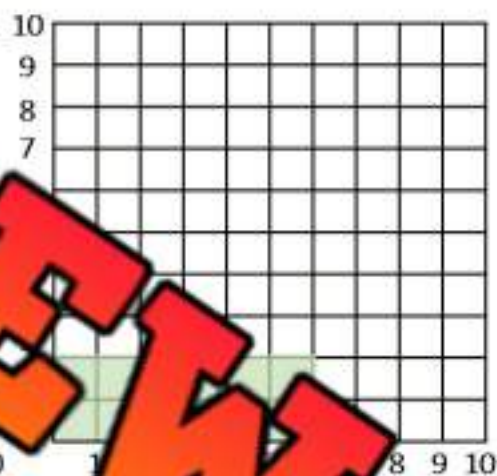
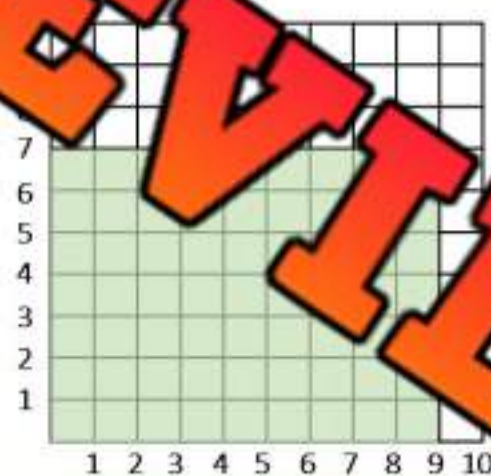
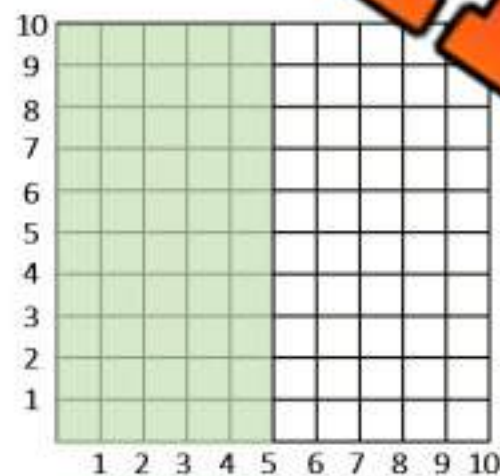
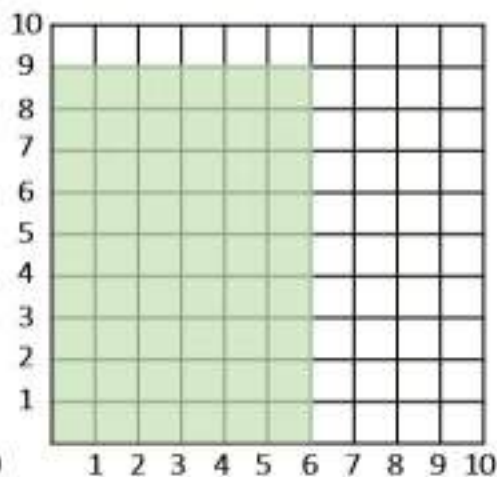
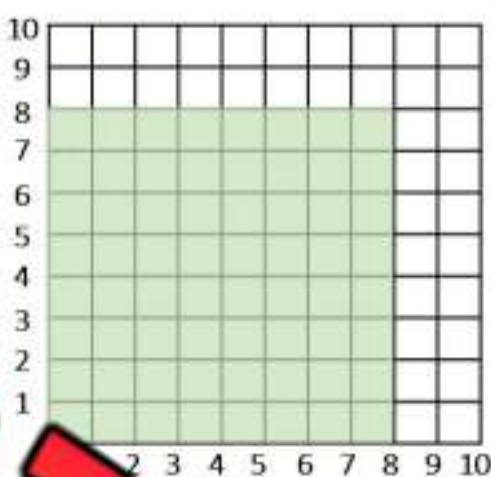
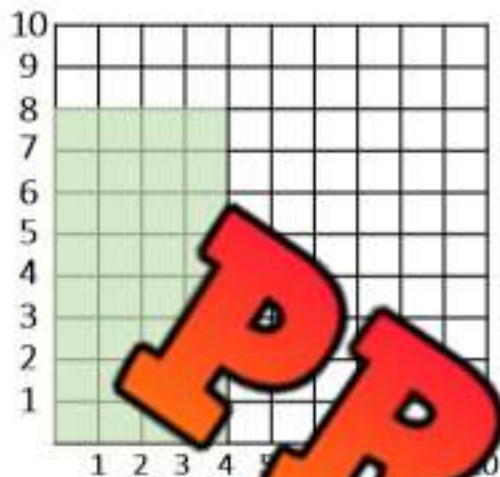
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

Multiplication - Arrays

Questions

How much is shaded in? Answer the questions below



Mental Math - Multiplication - Skip Counting

Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7
5, 10, 15, 20, 25, 30, 35



$$10 \times 6$$

$$13 \times 4$$

$$16 \times 4$$

$$18 \times 3$$

$$10 \times 8$$

$$14 \times 4$$

$$15 \times 8$$

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

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

Example

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



$15 \times$

18×6

16×7

19×6

15×8

16×6

17×9

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

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

Example

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



PREVIEW

14×4
 18×6

16×6

18×4

20×8

16×4

14×8

18×5

19×3

17×4

Multiplication Drills – 3s and 4s**Questions**

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

36

PREVIEW

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

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

Multiplication - 2 x 1 Digits**Questions**

Use the standard algorithm to solve the multiplication problems below

1)		
	1	3
x		

2)		
	7	4
x		3

3)		
	2	5
x		8

4)		
	3	7
x		2

5)		
	9	4
x		7

6)		
	5	8
x		2

	9	
x		

8)		
	8	3
x		6

9)		
	2	8
x		4

10)		
	6	3
x		6

11)		
	7	7
x		5

12)		
	9	3
x		2

Exit Cards

Cut Out

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

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
				7	2
x		2			6

3) 45×2

4)

45×2

 $\times 7$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

27

 $\times 7$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

27

 $\times 7$

Name: _____

Use the standard algorithm to solve the multiplication problems below.

1)			2)		
	4	7		7	2
x		3	x		6

3) 45×2

4)

27

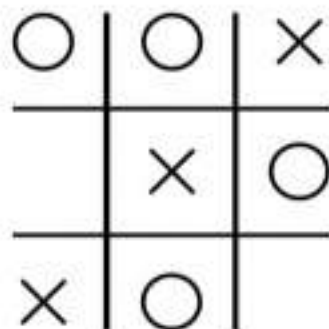
 $\times 7$

Math Tic-Tac-Toe: 2 x 1 Digit Multiplication

Objective

What are we learning about?

To help students practice solving 2 x 1-digit multiplication problems in a fun and interactive way through a Tic-Tac-Toe game.



Material

What you will need for the activity.

- Whiteboard or paper
- Markers or pens
- Math Tic-Tac-Toe grid template (to be drawn on the whiteboard or printed on paper)

Instructions

How you will complete the activity.

1. Find a partner to play the game with.
2. The goal is to solve 2 x 1 digit multiplication problems. When a player solves a problem, they are to place their marker (X or O).
3. One player will be "X" and the other will be "O".
4. Take turns choosing a square and solving the problem in that square.
5. Write down the solution below the equation and place your marker (X or O) in the square.
6. If a player chooses a square and solves the equation incorrectly, they do not get to place their marker in that square. The other player gets a chance to solve it correctly and place their marker.
7. The first player to get three markers in a row (horizontally, vertically, and diagonally) wins the game. Continue playing with different tic-tac-toe grids on the sheet.

Tic-Tac-Toe

Use the following tic-tac-toe grids for the game.

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

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

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

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

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

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

Multiplication – 3 by 1 Digit**Part 1**

Use the standard algorithm to solve the multiplication problems below

1)				
	3	5	3	
x				

2)				
	8	7	4	
x			8	

3)				
	4	7	2	
x			7	

4)				
	8	4	0	
x			2	

5)				
	8	2	1	
x			4	

6)				
	8	7	5	
x			6	

7)				
	8	7	5	
x			6	

8)				
	9	4	3	
x			7	

Part 2

Use the standard algorithm to solve the multiplication problems below

1) 435 x 2	2) 714 x 3	3) 652 x 6	4) 827 x 5	909 x 0
6) 327 x 4	7) 513 x 7	8) 753 x 5	9) 578 x 8	10) 326 x 6

Multiplication – 3 by 1 Digit**Part 1****Evaluate**

1) 426×6

2) 238×7

3) 2

4) 6×302

5) 522×9

6) 872

Part 2**Answer the word problems below**

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



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



Exit Cards

Cut Out

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

Name: _____

Solve the multiplication problems below.

1) $256 \times 7 =$ _____

2) $930 \times 4 =$ _____

3) $572 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $256 \times 7 =$ _____

2) $930 \times 4 =$ _____

3) $572 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $256 \times 7 =$ _____

2) $930 \times 4 =$ _____

3) $572 \times 6 =$ _____

Name: _____

Solve the multiplication problems below.

1) $256 \times 7 =$ _____

2) $930 \times 4 =$ _____

3) $572 \times 6 =$ _____

Multiplication Word Problems

Questions

Solve the word problems below

1) A bakery makes 326 loaves of bread each day. If the bakery is open 4 days in a week, how many loaves do they bake in total?



2) A teacher prints 4 worksheets for each class. If she has 3 classes, how many worksheets does she print all together?



3) A candy shop sells 127 candies each hour. How many candies do they sell in 8 hours?



4) A stadium has 435 seats in each section. If there are 4 sections, how many seats are there in the stadium?



Multiplying by Multiples of Ten

Key Concept

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

Examples - $10 \times 9 = 90$

$30 \times 6 = 180$

$60 \times 8 = 480$

$80 \times 4 = 320$

Questions Answer the questions below using the key concept above

	x 30
2	
5	
7	
3	
4	
6	
8	

	x 50
2	
6	
3	
7	
4	
3	
5	
9	

	x 70
2	
5	
7	
3	
4	
6	
8	

	x 40
5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

Multiplication – 3-Digit by 1-Digit**Step 1: Setup up the Area Model**

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

	200	30	5
3			

Step 2: Multiply

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

	200	30	5						
3	<table><tr><td>200×3</td><td>30×3</td><td>5×3</td></tr><tr><td>600</td><td>90</td><td>15</td></tr></table>	200×3	30×3	5×3	600	90	15		
200×3	30×3	5×3							
600	90	15							

Step 3: Add

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

	200	30	5
3	600	90	15

$600 + 90 + 15 = 705$

Question Use the area model to solve the multiplication problems below

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

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

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

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

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

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

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

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

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

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

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

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

Multiplication – 2 x 2 Digits**Part 1**

Use the standard algorithm to solve the multiplication problems below

1)				
		6	3	
	x			

2)				
		8	8	
	x	5	4	

3)				
		4	6	
	x	8	3	

4)				
		4	8	
	x	3	7	

5)				
		8	5	
	x	7	8	

6)				
		8	3	
	x	6		

7)				
		8	3	
	x		9	

8)				
		3	9	
	x	6	3	

Part 2

Solve the word problems below

1) Joseph is planning a group trip to a sporting event. He has 31 people going to the event and each person is paying \$64. How much money is Joseph collecting from everyone?



2) Aria hands out a lot of candy on Halloween. She decided to buy 23 boxes of candy. Each box has 95 candies in it. How many candies did she buy in total?



Multiplication – 2 x 2 Digits**Part 1**

Use the standard algorithm to solve the multiplication problems below

1) $\begin{array}{r} 67 \\ \times 53 \\ \hline \end{array}$	2) $\begin{array}{r} 55 \\ \times 33 \\ \hline \end{array}$	3) $\begin{array}{r} 85 \\ \times 62 \\ \hline \end{array}$	4) $\begin{array}{r} 24 \\ \times 15 \\ \hline \end{array}$	5) $\begin{array}{r} 78 \\ \times 44 \\ \hline \end{array}$
6) $\begin{array}{r} 84 \\ \times 54 \\ \hline \end{array}$	7) $\begin{array}{r} 65 \\ \times 45 \\ \hline \end{array}$	8) $\begin{array}{r} 76 \\ \times 95 \\ \hline \end{array}$	9) $\begin{array}{r} 38 \\ \times 22 \\ \hline \end{array}$	10) $\begin{array}{r} 78 \\ \times 25 \\ \hline \end{array}$
11) $\begin{array}{r} 48 \\ \times 67 \\ \hline \end{array}$	12) $\begin{array}{r} 52 \\ \times 41 \\ \hline \end{array}$	13) $\begin{array}{r} 64 \\ \times 37 \\ \hline \end{array}$	14) $\begin{array}{r} 54 \\ \times 25 \\ \hline \end{array}$	15) $\begin{array}{r} 68 \\ \times 53 \\ \hline \end{array}$

Part 2

Solve the word problems below

- 1) Harper played 42 games of basketball last season. She scored 17 points per game. How many points did she score in total for the season?



- 2) Brianna blinks 18 times a minute. How many times does she blink in one hour?



Reasonableness – Estimating Products (2 x 2)

When we solve a multiplication question, we should check our product so we know if our answer is reasonable. We can do this by estimating the product. If our answer isn't close to our estimate, we know we've made an error.

Questions

Round the numbers to the nearest ten and then solve

#	Estimate	Calculate	Reasonable?	
1)	50×30	58×34	Yes	No
2)	70×20	72×23	Yes	No
3)	60×70	62×74	Yes	No
4)	50×60	47×56	Yes	No

Multiplication – 2 x 2 Digits**Step 1: Setup up the Area Model**

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

	30	2
10		
7		

Step 2: Multiply

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

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

Step 3: Add

$32 \times 17 = 544$

	30	2
10	300	20
7	210	14

$300 + 210 + 20 + 14 = 544$

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

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

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

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

4) $17 \times 3 \underline{\hspace{1cm}}$

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

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

Multiplication Word Problems

Questions

Solve the word problems below

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



2) Steven is playing a pin the tail on the donkey game. Every time he finds a treasure chest, he gets 29 points. How many points would he have if he found 15 treasure chests?



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



Math Jeopardy – Multiplication 2 x 2 Digits

Objective

What are we learning about?

Students will practice multiplication of two-digit numbers and solve word problems involving multiplication in a fun and engaging way.

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell

**Instructions**

How you will complete the activity

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$12 \times 14 = \underline{\hspace{2cm}}$	$23 \times 19 = \underline{\hspace{2cm}}$	$35 \times 16 = \underline{\hspace{2cm}}$	$47 \times 28 = \underline{\hspace{2cm}}$	$59 \times 32 = \underline{\hspace{2cm}}$
$21 \times 15 = \underline{\hspace{2cm}}$	$34 \times 25 = \underline{\hspace{2cm}}$	$46 \times 39 = \underline{\hspace{2cm}}$	$53 \times 47 = \underline{\hspace{2cm}}$	$67 \times 54 = \underline{\hspace{2cm}}$
$14 \times 22 = \underline{\hspace{2cm}}$	$25 \times 18 = \underline{\hspace{2cm}}$	$38 \times 27 = \underline{\hspace{2cm}}$	$52 \times 24 = \underline{\hspace{2cm}}$	$48 \times 36 = \underline{\hspace{2cm}}$
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 18 toy cars. Each car costs \$18. How much was spent in total on the toy cars?	Olivia is reading a book. She reads 2 pages every day. How many pages will she have read after 10 days?	Noah is organizing his comic collection. He has 65 comics. Each of his 19 comics has 10 pages. How many pages does he have in total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

Mental Math – Division – Skip Counting**Directions:**

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



$$91 \div 7 = ?$$

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

Answer = 13

PREVIEW

$$38 \div 2$$

$$85 \div 5$$

$$72 \div 4$$

$$84 \div 6$$

$$105 \div 5$$

$$114 \div 6$$

$$112 \div 8$$

$$114 \div 6$$

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

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

Example

144 ÷ 6 = 24

60 ÷ 6 = 10

60 ÷ 6 = 10

24 ÷ 6 = 4



72

68 ÷ 4

150 ÷ 6

120 ÷ 4

208 ÷ 8

189 ÷ 7

198 ÷ 6

Name: _____

247

Curriculum Connection
N.9

Division Practice – 1 and 2

Questions

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

36

PREVIEW

$$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \div 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \div 1 \\ \hline \end{array}$$

Division – Bar Model

Questions

Use the bar model to answer the division questions below

1) $64 \div 8$

64							

2) $28 \div 4$

28			

3) $48 \div 6$

4) $100 \div 10$

100									

5) $32 \div 4$

32			

6) $35 \div 5$

7) $21 \div 7$

21						

8) $81 \div 9$

81								

9) $63 \div 7$

63						

10) $44 \div 4$

44			

Name: _____

258

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N.6

Division – Area Model

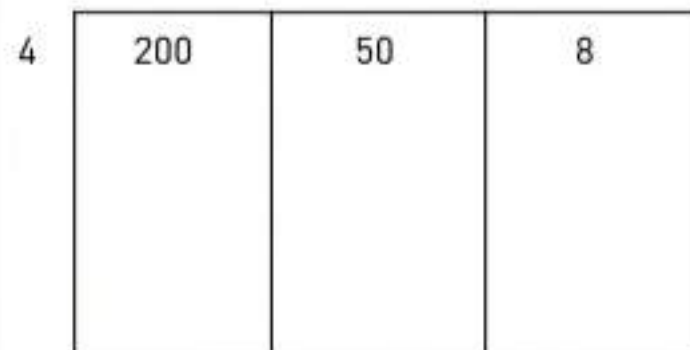
Questions

Use the area model to answer the division questions below

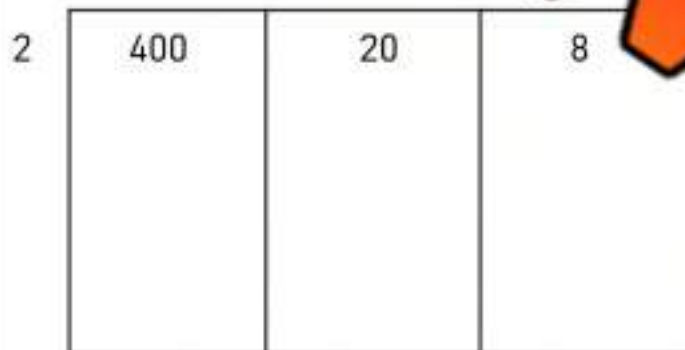
1) $243 \div 6 = 40 \text{ r}3$



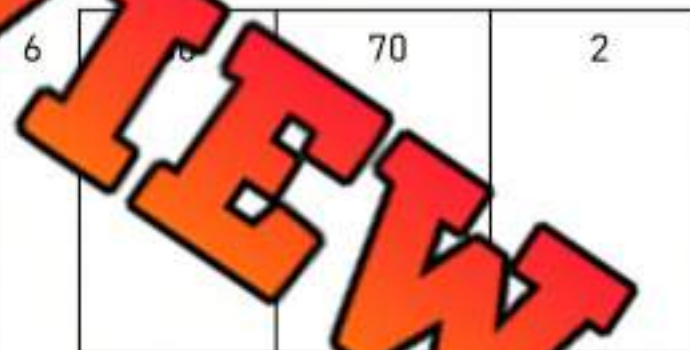
2) $258 \div 4$



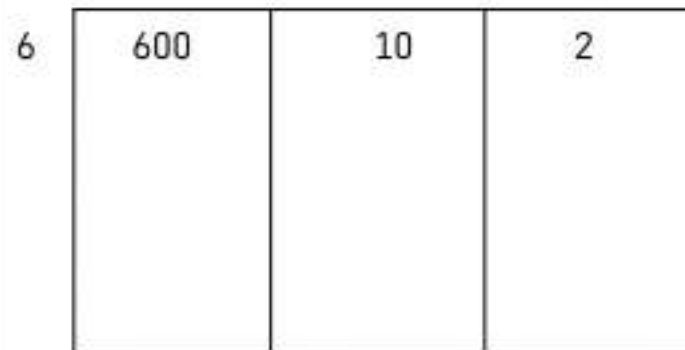
3) $428 \div 2$



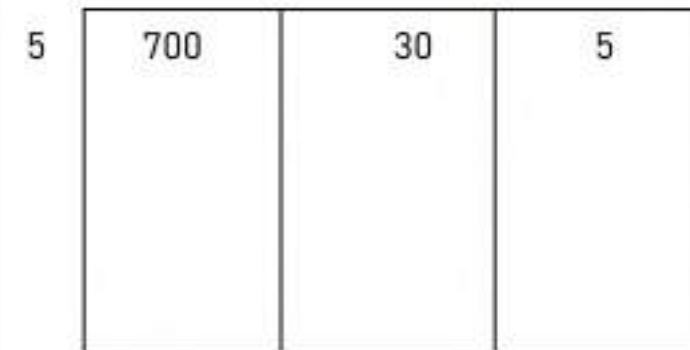
3) $372 \div 6$



5) $612 \div 6$



6) $735 \div 5$



Division – 3 by 1 – With Remainders**Questions** Solve the division problems below. Use r = to represent the remainders

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exit Cards

Cut Out

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

Name: _____

Solve the division problems below.

1)

4

 $\overline{)$

68

2)

 $\overline{)$

3)

5

 $\overline{)$

125

4)

 $\overline{)$

Name: _____

Solve the division problems below.

1)

4

 $\overline{)$

32

2)

3

 $\overline{)$

68

3)

5

 $\overline{)$

125

4)

9

 $\overline{)$

194

Name: _____

Solve the division problems below.

1)

4

 $\overline{)$

32

2)

 $\overline{)$

68

3)

5

 $\overline{)$

125

4)

 $\overline{)$

194

Name: _____

Solve the division problems below.

1)

4

 $\overline{)$

32

2)

3

 $\overline{)$

68

3)

5

 $\overline{)$

125

4)

9

 $\overline{)$

194

Multiplication and Division Quiz**Part 1****Evaluate**

1)		
	4	5
x		

2)		
	8	3
x		5

3)		
	2	7
x		4

4)		
	7	4
x		8

5) 422×5

243×3

7)		
	4	3
x	1	2

8)		
	6	3
x	1	5

9)		
	2	7
x	2	3

10)		
	5	3
x	1	4

11)			
		5	1
x		1	3

12)			
		2	4
x		3	8

13)			
		5	2
x		6	7

14)	15) 53×38
-----	--------------------

$108 \div 6$

161

$6 \overline{) 24}$	$2 \overline{) 120}$	$3 \overline{) 16}$	$5 \overline{) 62}$
---------------------	----------------------	---------------------	---------------------

Part 2

Solve the multiplication and division word problems below

- 1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?
- 2) Rebecca has 138 beads to make 7 bracelets with. She wants each bracelet to have the same number of beads. How many beads should each bracelet have?
- 3) A business has earned \$434 in a month. There are 6 people that work for the business. How much money should each person get at the end of the month? Will there be any money remaining?
- 4) Carl earns \$85 a day at his job. In January, he worked everyday (31 days). How much money did he earn?