



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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Google Slides Lessons Preview





BC Math Curriculum Financial Literacy– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Needs Vs Wants

Learning Goal

We are learning to identify and explain the difference between needs and wants, so we can understand how people make smart choices about what to buy and what to save for.

Needs Vs Wants

Needs vs Wants

- **Needs** are things we must have to live and stay healthy. Examples: food, water, clothes, and a place to live.
- **Wants** are things we would like to have, but we can live without them. Examples: toys, video games, and new shoes when old ones still fit.
- We should always spend money on our **needs** first.
- Learning to tell the difference helps us make **smart choices** when buying things.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Need Vs Want

Determine each item as "Need" or "Want".

Item Description	Need	Want
1. Clean drinking water	Need	
2. Fast food burger and fries		Want
3. A warm winter jacket	Need	
4. Newest video game		Want
5. Basic school supplies	Need	
6. Expensive brand-name sneakers		Want
7. Headphones for music		Want
8. Trip to an amusement park		Want
9. Fruits and vegetables	Need	
10. Clean clothes to wear	Need	
11. Toothbrush and toothpaste	Need	
12. Shoes for school	Need	
13. Safe place to live	Need	
14. Movie theatre popcorn		Want
15. Ice cream sundae		Want
16. Medicine when you're sick	Need	
17. Warm blanket for sleeping	Need	
18. Designer phone case		Want
19. Fancy jewelry		Want
20. Toy robot		Want



BC Math Curriculum Financial Literacy– Grade 4

Spending and Saving

A bank pays you an extra (interest) \$10 for every \$100 you save.

Savings	Saving + Interest
1) \$400	\$440
2) \$600	\$660
3) \$800	\$880
4) \$1100	\$1210
5) \$2000	\$2200
6) \$2400	\$2640

Drag and drop the correct amount into the boxes:

\$480	\$840
\$2100	
	\$630
\$2440	\$1310

Safe

Risky

Putting money in a savings account to earn a little extra interest.

Buying lemonade ingredients to start a lemonade stand.

Buying trading cards hoping to sell them later for more money.

Buying garden seeds to grow and sell vegetables.

Buying a company's stock because you saw it in a social media ad.

Starting a pet-sitting business without any customers.

Buying craft supplies to make and sell bracelets.

Buying a shovel to dig a hole.

Investing

An investment pays you 3x the amount of money you invested (Principal)

Investment	Principal + Profit
1) \$450	
2) \$670	
3) \$300	
4) \$1220	
5) \$1500	
6) \$430	

Drag and drop the correct amount into the boxes:

\$3660	\$1290
\$480	\$640
\$1350	\$900
\$2150	\$4500
\$1440	\$2010



BC Math Curriculum Financial Literacy– Grade 4

Donating Wordsearch

Circle the words in the wordsearch

Donating	Charity
Help	Organization
Food	Money
Clothing	Goods
Services	Free
Volunteer	Recipient

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

Adding Up Canadian

Hank has bills in his wallet. Help him 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

\$445
\$435
\$425

Answer Bank

\$18.35	\$36.20
\$93.25	\$126.55
\$18.55	\$35.20
\$92.25	\$127.25



Workbook Preview



Table of Contents

Updated in 2026 - Grade 4 - Financial Literacy Unit: Money and Finances - British Columbia Math Curriculum - This resource covers all elaborations in the Grade 4 - BC Math Curriculum - Financial Literacy: Money and Finances.

There are 145 activity sheets for your students to learn and practice the outcomes in the curriculum. Using this resource will ensure that your students will be learning the redesigned BC math curriculum.

Within this updated resource, we have added more hands-on activities to this already BEST-SELLING workbook. Check out a preview of this resource to see how it will benefit you and your students.

Some

Needs

Spend

Introd

Invest

Donat

Consu

Count

Converting Cents to Dollars

Counting Canadian Coins

Making Change

Counting Money (Adding Money Totals)

Calculating Change Using \$1, \$5, \$10, \$20, \$50, and \$100

Giving Change Using Coins

Adding Money Amounts

Adding Multiple Items

Providing Change to Customers

Money Word Problems

Determining a Good Purchase

Hands-on Activities: The Needs vs. Wants Game, Role-Play: Spending and Saving,

Budgeting Game: Making Thoughtful Purchases, The Price Detective.

Exit Cards x 5

Financial Literacy Unit Test

Answer pages

**Preview of 60 pages from
this product that contains
136 pages total.**



Need Vs Want

Needs

We need goods and services to survive. We pay for food, water, shelter, and heat so we can live comfortably. These are **needs** that we spend our money on.

Our needs have changed over the years. Centuries ago, the needs of people were more basic, as people didn't need technological advancements we have now. Some of these needs are important because they allow us to do our jobs. For example, gas for cars was not a need in the 1800s because cars did not exist. Gas is considered a need now because many people need gas to get to work. Other examples of needs are medicine for us to stay healthy and internet for us to work or learn at home.



Wants

We also spend money on things that are **wants**. Wants are things that we do not need. Examples of wants are video games, and televisions. Wants are important because they make us feel good. Having entertaining goods like toys and video games make us happy, which is important. However, if we spend too much on our wants, we may not have enough money for our needs.



Part 1

Is the description a need or a want?

1. You buy tickets to watch your favourite hockey team play	Need	Want
2. Your parents pay the internet bill	Need	Want
3. You pay for Netflix so you can watch TV and movies	Need	Want
4. You buy a basketball hoop so you can practice basketball	Need	Want
5. Your parents pay the electricity bill	Need	Want

Part 2

Write examples of needs and wants below

Needs	Wants

Activity: The Needs vs. Wants Game

Directions

For each item listed, place a checkmark under 'Need' if it's essential, or 'Want' if it's an additional comfort. Some items may fit both categories.

	Item Description	Need	Want
1	Fresh vegetables and fruit		
2	Brand-name sneakers		
3	Winter coat		
4	The latest video game console		
5	Basic toiletries		
6	Water for drinking		
7	A cell phone with a plan		
8	Books for pleasure reading		
9	Medications for health		
10	Movie or concert tickets		
11	School supplies		
12	Jewelry and accessories		
13	Amusement park trip		
14	Public transportation pass		
15	Cable TV subscription		
16	Internet service at home		
17	A bicycle for transportation		
18	Fast food meals		
19	A pet		
20	A family vacation		

Consumerism – Need vs Want

Consumerism – What is it?

Needing to have the new “it” thing, or the latest fashion or technology trends is called **consumerism**. When you go to a store, or go online to purchase an item, you are a **consumer**. Being a consumer is buying goods, products, or services. The feeling that you always need to have new things is a result of the marketing campaigns companies use.

Need vs Want

Whether you have a **need**, or a **want** determines whether the purchaser is participating in consumerism. If you only buy what you need, you are not participating in consumerism. The problem many people have is buying the things they do not need, which are called wants. A study in 2019 found that the average 10-year-old has 100 toys! That is too many toys to play with everyday, which means many of the toys are not needed.

Another study found that people in the USA spend 1.2 trillion dollars on things they do not need. The problem is that many people are affected by consumerism because they have this feeling that they need new things constantly.



What Causes Consumerism

Companies want us to participate in consumerism so they can sell their products. They pay marketing teams to turn us into consumers. They develop campaigns designed around getting us to spend our hard-earned money on their products. They use strategic forms of advertising to appeal to children, teenagers, young adults, and many more categories of people.

When you go online, you will see targeted advertisements based on your search history, profiles, and online identity. They will make you feel like you can't live without their products, and that you have a limited time to purchase. Marketers have named this strategy, “a call to action”, which means that you need to respond quickly. Some people also participate in consumerism to one-up their friends!

**SPECIAL
OFFER**

Avoiding Consumerism

Before making purchases, think about the following questions: How will this product change your life? Is it worth the money you are spending? Will you use this daily? How have the marketers sold you on this product? Am I a sucker for giving them my money?

Part 1

What are some examples of needs and wants?

Needs	
Wants	

Part 2

What are some questions you can ask yourself to avoid consumerism?

PREVIEW

Part 3

Are the statements about consumerism true or false?

1. Consumerism is when you buy anything in a store	True	False
2. You are a consumer when you buy something in a store	True	False
3. Consumerism is when you spend money on wants, not needs	True	False
4. Marketers and businesses want us to spend our money on their products	True	False
5. Marketers will target individuals based on their interests	True	False
6. Kids need 238 toys to stay happy	True	False
7. You can end consumerism by stopping and thinking before purchasing	True	False
8. You need the latest gadgets and toys to impress your friends	True	False
9. Marketers use information from your search history and profiles	True	False
10. Consumerism is the feeling you need the latest gadget, toy, or clothing	True	False

Exit Cards

Cut Out

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

Name: _____

Define the terms below.

1) Consumer

2) Marketer

Name: _____

Define the terms below.

1) Consumerism

2) Marketer

Name: _____

Define the terms below.

1) Consumerism

2) Marketer

Name: _____

Define the terms below.

1) Consumerism

2) Marketer

Spending and Saving

What is Spending?

We all need to spend money to get the things we need in life. For example, our families spend money on electricity, heat, and water so that we can be comfortable.  **Spending** money means we send our money to a business or another person in exchange for a good or service.

Spending money on needs is something every family must do. When we spend too much money on wants, it can be difficult to save.

What is Saving?

Saving money is putting money in a different bank account so that we don't spend it. Having savings can help in the event of a family member losing their job. Savings can also help pay for unexpected expenses, like a new roof.

When we put money in a savings bank account, the money will make us more money. This is known as being paid interest. The bank will pay us interest because we use them to hold our money.

When we have extra money, we should consider saving it instead of spending it on wants we don't need. Even when you are a child, you could keep saving it to the point where it can help you afford a house when you are older. How cool would that be?



Part 1 Answer the questions below

1. What would you do with extra money you had? Would you spend it or save it? Explain.

2. Why is it good to save money?

Part 2 A bank pays \$5 for every \$100 you have in your savings account

Savings	Savings + Interest
1) \$300	\$315
2) \$500	
3) \$800	

Savings	Savings + Interest
4) \$1000	
5) \$1500	
6) \$2200	

Role-Play: Spending and Saving

Objective

What are we learning about?

Students will act out real-life situations to understand the relationship between spending and saving. They will explore how money can be used for needs, wants, or savings, and how different people may make different financial choices. They will learn about the factors that influence decisions about money, such as income, expenses, family values, lifestyle, and circumstances. This activity will help students see how saving and spending behaviours can be different from one person to another.

Materials

What do we need for our activity?

- Scenario cards (one for each group)
- Props or costumes (optional)
- Timer or stopwatch

Instructions

How will we complete this activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a specific situation about spending or saving money.
3. Give out roles to each student in the group, assigning them a character or position within the scenario (e.g., child deciding whether to buy or save, parent giving advice, friend suggesting another option).
4. If available, distribute props or costumes that may help students act out their roles more effectively.
5. Set the timer to allow groups a set amount of time to prepare their role-play.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, lead a class discussion on what students noticed about the different saving and spending decisions and the factors that influenced them.
8. Distribute reflection sheets for students to write about what they learned and how people's saving and spending behaviours can differ.



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character would say or do in a real spending or saving situation. Use ideas that make the role-play fun and realistic.
Voice	Speak clearly and loud enough so everyone can hear. Use your voice to show how your character feels.
Actions	Use body movements and expressions to act out your role (e.g., handing over money, putting coins in a piggy bank, talking about choices).
Stay in Role	Stay in character from start to finish. Don't slip out until the role-play is over.
Teamwork	Work as a group. Take turns, listen to each other, and make sure everyone has a part to play.
Knowledge of Spending and Saving	Show that you know about spending and saving. Make sure your role-play shows how choices and how those choices can be different.

Scenario Cards

Cut out the topic

	Description
1. Family Job Loss	A parent just lost their job. The family is at the bank talking about money. One child asks if they can still go to the movies this weekend. The parent explains that with less income , they need to cut extra spending and focus on rent and food first. Another family member suggests saving money by borrowing books from the library instead of buying them.
2. Culture and Traditions	A child gets \$20 for their birthday. One friend says, "Let's go buy a new toy!" but the child explains that in their family, it's important to give some money to their place of worship or to help with a cultural festival. They decide to spend part on themselves and part on their tradition. The skit shows how culture or family traditions affect money choices.

Scenario Cards

Cut out the topics below.

	Description
3. Healthy vs. Cheap Food	A parent and child are shopping. The child wants chips and cookies because they are cheaper. The parent explains that fruit and vegetables cost more but are healthier. They decide to buy a mix—some fruit and one treat. The skit shows how health can change how families spend money.
4. Saving for Education	Grade 8 students want to save for college or a laptop for school. Their sibling wants to buy a lot of stuff now. The older student explains they are choosing to save instead. The skit shows how stage of life and priorities affect spending—older students may think more about the future.
5. Environmental Impact	A family is choosing between buying bottled water every week or buying reusable bottles. The reusable ones cost more at first. A child says, "It saves money in the long run and is better for the planet." The skit shows how environmental impact can affect spending.
6. Lifestyle Choices	Two families are planning summer break. One spends money on a vacation trip (airplane, hotel, tickets). The other spends less and stays home, using money for backyard improvements like a small pool. Both families are happy, but their lifestyle choices are different.
7. Inequality in the Community	Two students talk about signing up for hockey. One can afford the gear and fees, but the other cannot because their family has high rent and bills. They discuss how family circumstances and income affect whether they can spend or save for activities.

Name: _____

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My Role

Draw a picture of what your character did during the role-play.

PREVIEW

Name: _____

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Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to act out the scene.	Tried a little but added few ideas.	Showed imagination and made the scene clear.	Used great ideas that made the role-play fun and realistic.
Voice	Too quiet to hear.	Sometimes clear but not strong.	Clear voice that matched the character.	Loud and clear voice that kept interest.
Action	A few actions, not always connected.	A few actions, not always connected.	Used actions that fit the role.	Many actions that made the role believable.
Stay in Role	Stayed in role the whole time.	Stayed in role the whole time.	Stayed in role most of the time.	Stayed in role the whole time.
Teamwork	Did not help or listen.	Did not help or listen.	Helped others and worked with them.	Shared, listened, and worked well the whole time.
Knowledge of Spending and Saving	Did not show knowledge of saving or spending.	Showed a little knowledge but missing details.	Showed knowledge about saving and spending.	Clearly showed how people make choices about saving and spending.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Introduction to Investing

What is Investing?

Investing means we are spending money in hopes to make more money. If you have put money into a savings account, you have already invested your money. This is because your money is making you interest, which means it is making you more money.

We can invest in many different ways. You could invest in a shovel so that you could shovel your neighbours driveway and earn money. In this example, you are investing money in the shovel so that you can make more money. You are making more money because you are buying the shovel once and you are using it multiple times to make money.

You could also invest money on stocks in the stock market. When you buy a stock, you are putting your money to a business. If the business does well and makes more money, then you will be paid more money. If the business loses money and loses money, you will not get as much money back and you could lose money.

Investing can be risky. Some investments are safer than others. Buying a shovel when your neighbours have already agreed to pay you is a safe investment. But, if the shovel breaks, your investment is not worth anything. Investing in a stock can also be risky if the business loses money.



Part 1

Answer the questions below

1) What is an investment? What are two ways you can invest your money?

2. Name an investment you would like to invest in. Explain the investment.

Part 2

An investment pays you 2x the amount of money you pay

Investment	Investment Profit
1) \$250	\$500
2) \$420	
4) \$510	

Investment	Investment Profit
4) \$850	
5) \$1230	
6) \$3420	

Part 1**Business Plan – What business would you start?**

1. What goods or services will you provide?

2. How much money will you charge for your goods or services?

3. How many customers do you think you will have a year?

Part 2**What do you need to buy?**

Items to Buy	Costs

Part 3**Financial Statements**

Year	Customers	Earnings
1		
2		
3		
4		
5		

**Part 4****Final Earnings After Investment Costs**

How much total earnings did you make after 5 years? (Earnings – Total Costs)

Counting Dollars

				Total
\$100	\$50	\$20	\$20	\$190

Questions Count the money in each column. Then add up the total

1)

				Total

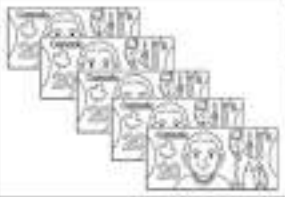
2)

			Total

3)

				Total

4)

				Total

Counting Dollars

Questions

Count the money and write down the total

1)			\$ _____
2)			\$ _____
3)			\$ _____
4)			\$ _____
5)			\$ _____
6)			\$ _____
7)			\$ _____

Counting Cents



= 25¢



= 10¢



= 5¢



= 25¢

Questions

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



1) _____



5) _____



3) _____



4) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions

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

1)				Total
2)				Total
3)				Total
4)				Total

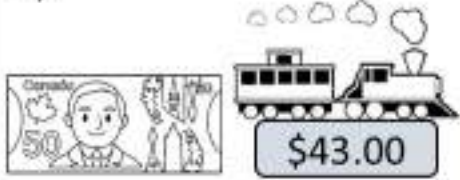
Calculating Change



Change
= \$8

Questions

Calculate how much change you will get

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

Calculating Change Using Coins

Money Used	Item	Change Due	Coins
		\$3	 

Questions

Fill in the table to provide change to your customer

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Name: _____

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Adding Money

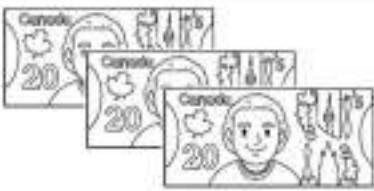
		Total
\$30	\$15	\$45

Questions Add the money below

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

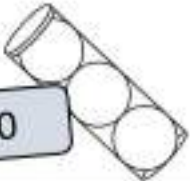
		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

Adding Multiple Items

Questions

Add up the total price of the items

 \$6.00	 \$3.00	Total
\$ _____	\$ _____	\$ _____
 \$22.00	 \$16.00	Total
\$ _____	\$ _____	\$ _____
 \$38.00	 \$16.00	Total
\$ _____	\$ _____	\$ _____
 \$8.00	 \$16.00	Total
\$ _____	\$ _____	\$ _____
 \$17.00	 \$18.00	Total
\$ _____	\$ _____	\$ _____

Converting Cents to Dollars

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

Examples - 100¢ = \$1.00

50¢ = \$0.50

142¢ = \$1.42

Part 1 Convert the cents into dollars

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

¢	\$
150¢	\$1.50
250¢	
325¢	
450¢	
525¢	
600¢	
720¢	\$7.20
800¢	
999¢	

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

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



= 200¢ or \$2.00



= 25¢



= 5¢



= 25¢

Questions

Count the coins below



1) _____



2) _____

3) _____



4) _____



5) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Counting Canadian Coins

		 	 	Total
200¢	100¢	50¢	20¢	370¢

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

1) 		 	 	Total
2)  	 	 	 	Total
3)  		  	 	Total
4)  	 		 	Total

Name: _____

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Making Change

		
\$6	\$23	\$37

Questions: Make the change by drawing the correct bills and coins

1) \$4

3) \$12

4) \$15

5) \$18

6) \$24

7) \$28

8) \$35

9) \$41

10) \$32

11) \$39

12) \$47

Counting Money

Questions

Count the money and write down the total

1)



\$ _____

2)



\$ _____

3)



\$ _____

4)



\$ _____

5)



\$ _____

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

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



$$\begin{array}{r} 5.5 + 3.7 \\ 0.5 + 0.7 = 1.2 \\ 5 + 3 = 8 \\ 1.2 + 8 = 9.2 \end{array}$$

$$\begin{array}{r} + 1.43 \\ 0.3 + \\ 0.01 + \end{array}$$

$$3.44 + 4.12$$

$$6.52 + 7.33$$

$$+ 6.15$$

$$18.44 + 5.96$$

$$21.68 + 12.33$$

Adding Money – Dollars and Cents

Questions

Use the place value adding strategy to add the money below

Ex)



1.55

$$3.10 + 1.55$$

$$3 + 1 = 4$$

$$0.1 + 0.5 = 0.6$$

$$0.00 + 0.05 = 0.05$$

\$4.65

1)



2)



3)



4)



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

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

$$5.5 + 3.7$$

$$5.5 + 3 = 8.5$$

$$8.5 + 0.7 = 9.2$$

$$3.35 + 2.42$$

$$3.35 + 2 = 5.35$$

$$5.35 + 0.42 = 5.75$$

$$5.75 + 0.00 = 5.75$$

$$1.82 + 2.44$$

$$5.14 + 6.45$$

$$12.73 + 5.35$$

$$19.58 + 12.66$$

$$25.25 + 22.48$$

Adding Money – Dollars and Cents

Questions

Use the adding in chunks strategy to add the money below

Ex)



2.65

$$3.25 + 2.65$$

$$3.25 + 2 = 5.25$$

$$5.25 + 0.6 = 5.85$$

$$5.85 + 0.05 = 5.90$$

1)



2)



3)



4)



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) 	= ____ ¢

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

$$7.00 - 2.41$$



$$5.00 - 3.31$$

$$8.00 - 5.11$$

$$9.00 - 7.15$$

$$13.00 - 11.84$$

$$37.50 - 32.91$$

$$27.00 - 22.83$$

Subtracting Money – Dollars and Cents

Questions

Use the counting up subtraction strategy to answer the questions

Question	Change/Answer
1) A board game costs \$18.75. You pay with \$20.00. How much change will you receive?	
2) A video game costs \$35.00. You pay with \$50.00. How much change will you receive?	
3) A book costs \$14.25. You pay with \$20.00. How much change will you receive?	
4) A lunch costs \$9.80. You pay with \$10.00. How much change will you receive?	
5) A water bottle costs \$9.35. You pay with \$10.00. How much change will you receive?	
6) A puzzle costs \$18.50. You pay with \$25.00. How much change will you receive?	
7) A toy costs \$14.50. You pay with \$20.50. How much change will you receive?	

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

$$6.36 - 3.51$$

$$6.36 - 3 = 3.36$$

$$3.36 - 0.50 = 2.86$$

$$2.86 - 0.01 = 2.85$$

$$4.00 - 2.42$$

$$- 2 = 2.00$$

$$- 0.42 = 1.58$$

$$4.00 - 3.15$$

$$9.00 - 3.25$$

$$6.00 - 1.76$$

$$11.00 - 6.42$$

$$23.00 - 4.72$$

$$37.00 - 5.75$$

Subtracting Money – Dollars and Cents

Questions

Use the subtracting chunks strategy to answer the questions

Question	Change/Answer
1) A backpack costs \$28.40. You pay with \$35.00. How much change will you receive?	
2) A pair of shoes costs \$25.00. You pay with \$50.00. How much change will you receive?	
3) A lunch for two costs \$15.00. You pay with \$20.00. How much change will you receive?	
4) A pair of headphones costs \$22.95. You pay with \$30.25. How much change will you receive?	
5) A toy costs \$16.35. You pay with \$20.00. How much change will you receive?	
6) A video game costs \$42.60. You pay with \$50.00. How much change will you receive?	
7) A pair of shoes costs \$41.25. You pay with \$46.25. How much change will you receive?	

Subtracting Money – Challenge Word Problems

Questions

Answer the questions below

1) Chloe has \$100.00 to spend at the mall. She buys shoes for \$42.75, a sweater for \$18.40, and lunch for \$12.65. She then returns the sweater and gets her money back. How much money does Chloe have left?

2) Noah has \$75.00. He buys a video game for \$39.99 and a snack for \$4.75. Later, his grandmother gives him \$20.00 for mowing the yard. Noah then buys another game for \$24.50. How much money does Noah have left?

3) A teacher has \$90.00 to buy supplies for the classroom. She buys markers for \$14.35, notebooks for \$27.60, and art supplies for \$18.45. One notebook pack was damaged, so she gets a refund of \$6.50. How much money does the teacher have left?

Calculating Change Using \$5

Questions

Calculate how much change you will get

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

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

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)   \$2.00	= \$ _____
2)   \$4.00	= \$ _____
3)   \$4.50	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.00	= \$ _____
2)   \$4.00	= \$ _____
3)   \$4.50	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.00	= \$ _____
2)   \$4.00	= \$ _____
3)   \$4.50	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)   \$2.00	= \$ _____
2)   \$4.00	= \$ _____
3)   \$4.50	= \$ _____

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)   \$10.50	= \$ _____
7)   \$16.75	= \$ _____
8)   \$ _____	= \$ _____
9)   \$12.99	= \$ _____
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)  \$45.50	= \$ _____
2)  \$85.00	= \$ _____	7)  \$70.05	= \$ _____
3)  \$60.00	= \$ _____	8)  \$80.00	= \$ _____
4)  \$92.00	= \$ _____	9)  \$35.90	= \$ _____
5)  \$28.00	= \$ _____	10)  \$88.65	= \$ _____

Adding Multiple Items

Questions

Add up the total price of the items

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

Providing Change to Customers

Money Used	Item	Item	Change Due
			\$1.00

Questions _____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Word Problems

Questions

Answer the word problems below

1) Jim was shopping for a basketball and a pump. The pump is \$6, and the basketball is \$16. He hands the cashier \$25. How much change will he get?



2) Paul works at an ice cream shop. A customer orders 2 ice cream cones for \$4. They hand him a 10 bill. How much change does he need to give back?

3) Ally went to the movies tonight with her mom. She paid \$8 for her movie ticket, \$6 for her popcorn, and \$4 for her drink. How much money did she spend?



4) Lexi has saved enough money to buy a game for her computer. It costs \$44 and she hands the cashier a \$50 bill. Will she have enough money left to buy a \$5 ice cream?

Money Word Problems – Adding 2 Items

Questions

Answer the word problems below

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



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



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



Exit Cards

Cut Out

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

Name: _____

Answer the question below.

Zara wants to buy a T-shirt for \$12 and a hat for \$11. She has \$25. Does Zara have enough money? If yes, how much change will she get?

Name: _____

Answer the question below.

Zara wants to buy a T-shirt for \$12 and a hat for \$11. She has \$25. Does Zara have enough money? If yes, how much change will she get?

Name: _____

Answer the question below.

Zara wants to buy a T-shirt for \$12 and a hat for \$11. She has \$25. Does Zara have enough money? If yes, how much change will she get?

Name: _____

Answer the question below.

Zara wants to buy a T-shirt for \$12 and a hat for \$11. She has \$25. Does Zara have enough money? If yes, how much change will she get?

Determining a Good Purchase

Making Good Purchases

Before we make a purchase, we should check the reviews, price, and ratings of the good or service.

- **Reviews** – are customer judgements of goods or services. Reviews can only be written by people who have purchased the service or good. Reading reviews before we purchase something is important because it gives us an unbiased (true) understanding of the good/service.
- **Price** – We can compare the same good/service on different websites or at different stores. This can help us get an understanding if it is well priced or over-priced.
- **Ratings** – Customers who have purchased a good/service can leave a rating of 1 through 5 stars. Ratings are usually in the form of stars. When we research something we want to purchase we can see how many stars the good/service gets. If it gets 1 star we know it's not something we want to buy.



Questions

Check out the ratings and prices.

Then explain if you'd buy it or not



\$29.50



5 ratings

Review: "This hat is well-made, but the beak is a bit shorter than I thought."

Would you purchase? Explain.



\$79.99



1 rating

Review: "This controller is terrible. I bought it before I threw it against the wall. Now it's broken! Cheap!!!"

Would you purchase? Explain.



\$249.99



187 ratings

Review: "This bike is amazing dude! I can do some gnarly tricks on it. Stop looking at it, you already!"

Would you purchase? Explain.



\$49.99



84 ratings

Review: "These headphones are okay when they work. The Bluetooth keeps disconnecting 😞"

Would you purchase? Explain.



\$120.00



36 ratings

Review: "This speaker has some serious sound. I am loving it, but it is a tad big."

Would you purchase? Explain.



\$7.99



18

Review: "This soccer ball is decent, especially if you're on a budget. It has worn down fast, but it still works."

Would you purchase? Explain.

Newspaper Article: The Cost of Impulse Buying

Think Before You Buy: The Price of Impulse Shopping

Publish Date: April 9, 2024

Impulse buying means buying things you didn't plan to buy just because you see them and want them right away. This can be fun, but it can hurt your wallet and save

Sarah, a fourth-grader, spent \$40 for a new book series she wanted. One day she saw a cool toy and bought it for \$20 without thinking. Later, she didn't have enough for the books.

Dr. Martin Hayes, a financial expert, explains, "Impulse buying can use up money meant for important things. It's like eating a big cake before dinner; it seems good at the moment but may not be the best decision."

A survey showed that kids spend \$20 extra each month on toys they didn't plan to buy. That's \$240 a year!

Planning helps avoid this. If Sarah had waited a day or two, she might have decided the books were more important than the toy.

John, another fourth-grader, had a similar experience. He used to spend his allowance right away on snacks and toys. After learning about budgeting, John started asking himself, "Do I really need this?" before buying anything. Six weeks later, he had saved enough to buy the video game console he really wanted. His experience shows that waiting and making smart decisions can help save money for better things.

Learning to resist impulse buying can also teach valuable lessons in patience and self-control, which are important skills for financial health in the long run.



True or False

Is the statement true or false?

1) Impulse buying is always planned.	True	False
2) Kids spend \$240 on unplanned toys yearly.	True	False
3) If you want something, you need to buy it.	True	False
4) Budgeting doesn't change one's spending.	True	False
5) Patience is unrelated to financial health.	True	False

Questions

Answer the questions below

1) What is impulse buying?

2) How can impulse buying affect financial goals?

Identify

Draw a ☺ if the statement is smart buying and ☹ if it is not smart buying.

	1) Maya instantly buys a shiny toy and soon ignores it.
	2) Liam grabs a game everyone has but doesn't like.
	3) Aiden buys a sale-priced skateboard he wanted.
	4) Ella saves up for a book she's eager to read.
	5) Zoe picks a new pencil case she doesn't need.

Budgeting Game: Making Thoughtful Purchases

Objective

What are we learning about?

Understand the impact of impulse buying on personal finances and emphasize the importance of self-control and planning in maintaining a budget.

Materials

What you will need for the activity.

- Items with prices (e.g., toys, snacks, books)
- Goal cards (e.g., saving for a toy, saving for a school trip)
- Worksheets for listing items and their prices



Instructions

How you will implement the activity.

1. Discuss the concept of impulse buying and the importance of mindful spending.
2. Distribute the list of items with prices and goals to each student.
3. Provide worksheets for students to list what they want to purchase along with the prices.
4. Game Round 1 - Unrestricted Purchasing: Instruct students to review their items list and write down anything they want to "purchase," regardless of price or necessity.
5. Game Round 2 - Need-Based Purchasing: Now, students must review their initial list and revise it, this time only writing down what they truly need, including the prices.
6. Encourage critical thinking about each item's importance and how it aligns with their financial goals.
7. Have students compare their want-based list from Round 1 with their need-based list from Round 2.
8. Discuss the differences and introduce basic budgeting skills to help prioritize spending according to their goals.
9. Stress the benefits of self-control and budget planning, encouraging students to employ these strategies in their daily lives.

Items**List of items to choose from**

	Item	Price
1)	Pencil	\$1.00
2)	Water Bottle	\$3.00
3)	Lunchbox	\$5.00
4)	Headset	\$20.00
5)	Winter Hat	\$1.00
6)	School Bag	\$10.00
7)	Calculator	\$10.00
8)	Notebook	\$2.50
9)	Sandwich	\$2.00
10)	Apple	\$0.50
11)	Eraser	\$0.75
12)	Glue Stick	\$1.20
13)	Scissors	\$2.00
14)	Lined Paper Pack	\$1.50
15)	Markers Set	\$4.50

	Item	Price
16)	Story Book	\$6.00
17)	Video Game	\$30.00
18)	Movie Ticket	\$12.00
19)	Board Game	\$20.00
20)	Action Figure	\$15.00
21)	Candy	\$1.00
22)	Bicycle	\$100.00
	Baseball	\$12.00
24)	Book	\$4.00
25)	Toy Car	\$1.00
26)	Chocolate	\$2.00
27)	Stuffed Animal	\$10.00
28)	Skateboard	\$40.00
29)	Art Supplies	\$15.00
30)	Music Album	\$14.00

Name: _____

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Round 1: List any item you want.		
	Item	Price
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		
TOTAL:		\$

Round 2: List only items you need.		
	Item	Price
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		
TOTAL:		\$

Activity - The Price Detective

Objective

What are we learning about?

To learn how to make smart buying by comparing the unit prices of items.

Materials

What you will need for the activity.

- List of 10 common grocery items with different brands and sizes (provided by the teacher)
- Pencil and paper
- Calculator (optional)



Instructions

How you will complete the activity

1. Hand out the list of grocery items to the students. Each item has at least two different sizes or brands with prices.
2. Discuss the concept of unit price and why it's important for smart shopping choices.
3. Show the students how to calculate the unit price by dividing the price by the number of units (e.g., price per liter, per kilogram, per item).
4. Assign the task of calculating the unit price for each item on the list and writing it in the table.
5. Have students circle or highlight which item for each is the smartest buy based on the unit price.
6. Students will summarize their findings on which brand or size offers the best value for money.
7. Facilitate a class discussion on the results and share smart shopping strategies.

Instructions

Calculate the unit price and determine which option is the smarter buy. Circle your choice.

Remember: To calculate the unit price, divide the Price by the Size/Quantity.

Item	Size/ Quantity	Price (CAD)	Unit Price (CAD)	Smarter Buy	
1) Milk	A) 2L	\$3.80	\$1.90/L	A	B
	B) 1L	\$2.00	\$2.00/L		
2) Bread	A) 1 loaf	\$2.50	\$2.50/loaf	A	B
	B) 1/2 loaf	\$1.125	\$2.25/loaf		
3) Apples	A) 10 count	\$1.50	\$0.15/apple	A	B
	B) 5 count	\$0.75	\$0.15/apple		
4) Peanut Butter	A) 250g	\$3.25	\$12.50/kg	A	B
	B) 500g	\$5.50	\$11.00/kg		
5) Toothpaste	A) 100ml	\$2.00	\$20.00/L	A	B
	B) 200ml	\$3.50	\$17.50/L		
6) Eggs	A) 12 count	\$4.00	\$0.333/egg	A	B
	B) 6 count	\$2.25	\$0.375/egg		
7) Cereal	A) 500g	\$5.00	\$10.00/kg	A	B
	B) 1kg (1000g)	\$8.50	\$8.50/kg		

Reflection

Answer the questions below.

1) Which item had the greatest difference in unit price?

2) How would a unit price change how you looked at the prices?

3) Can you think of a scenario where you might choose an item with the lowest unit price?

4) How can this exercise help you when shopping in real life?

Financial Literacy Test

Part 1

Count the money in each column. Then add up the total

1)					Total
2)					Total

Part 2

An investment pays you _____ of money you pay

Investment	Investment Profit	Investment	Investment Profit
1) \$150		4) \$20	
2) \$320		5) \$1	
3) \$440		6) \$2420	

Part 3

Is the description a need or want?

1) A new hockey stick	Need	Want
2) Food from the store	Need	Want
3) Paying the water bill	Need	Want

Part 4

Circle whether the description is a donation – yes or no

1. Paul gives his empty bottles to a youth hockey team	Yes	No
2. Doug gives ten dollars to the Heart and Stroke Foundation	Yes	No
3. Olivia trades her brownie to Justin for his chips	Yes	No

Part 5

Fill in the table to provide change to your customer

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Money Used	Item	Item	Change Due
			_____

Part 6

Check out the ratings, prices, and reviews. Explain if you'd buy it or not



42 ratings

Review: "This scooter works pretty well. I like the look of it, but I wish it was a bit faster"

Would you purchase? Explain.



18 ratings

Review: "This is a cool system gaming unit, but it was expensive."

Would you purchase? Explain.

Part 7

Answer the word problems below

1. Lucas goes to an ice cream shop and buys two cones for \$3.75 each. He hands the cashier a \$10 bill. How much change will he get back?

2. Scott works at a movie theater. A customer buys a drink and some popcorn. The drink is \$4.25, and the popcorn is \$4.50. The customer gives Scott \$10. How much change does Scott need to give the customer?

3. Danny orders a slice of pizza for \$3.25 and a drink for \$1.55. He hands the cashier a \$10.00 bill. How much change will Danny get back?



Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

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



Telling Time – Digital Clocks

1 2 3 4 5
6 7 8 9 0

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

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Telling Time – Word Problems

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



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





BC Math Curriculum

Measuring Unit – Grade 4

Telling Time – Multiple Choice

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

1)



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

2)



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

3)



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

4)



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

5)



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

6)



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

Seasonal Cycle

Drag the season that matches with what the Métis did.



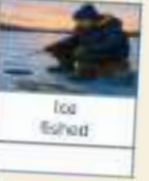
Stayed close to home



Gathered berries



Collected bark



Ice fished



Tapped trees for sap



Stored food for winter



Harvested wheat



Sheared sheep

SPRING

SUMMER

AUTUMN

WINTER

Is the shape a polygon?

Polygons

- Two-dimensional
- Closed shape
- Straight sides


☐☐☐☐


☐☐☐☐☐



BC Math Curriculum

Measuring Unit – Grade 4

Vertices

How many sides and vertices does the shape have?
Drag the numbers to answer.

1 2 3 4 5
6 7 8 9 0

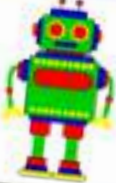
				
Sides	Sides	Sides	Sides	Sides
Vertices	Vertices	Vertices	Vertices	Vertices
				
Sides	Sides	Sides	Sides	Sides
Vertices	Vertices	Vertices	Vertices	Vertices

Sorting

Drag and sort the angles into the categories below.

Right Angle	Smaller Than A Right Angle	Larger Than A Right Angle
        		

shapes

			
WORD BANK			
Circle			
Rectangle			
Triangle			
Square			
Trapezoid			



Workbook Preview



Grade 4 Measurement and Geometry

Telling time, polygons, perimeter, and
line symmetry

	Curriculum Expectations	Pages That Cover the Expectations
MG.1	How to tell time with analog and digital clocks, using 12- and 24-hour clocks	5 - 67
MG.2		
MG.3		
MG.4		

Preview of 80 pages from
this product that contains
284 pages total.



Name: _____

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Curriculum Connection
MG.1

How Many Hours Have Passed?

Questions

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

Start Time	End Time	How Much Time Has Passed?
1:00	8:00	_____ Hours
4:00	11:00	_____ Hours
2:00	1:00	_____ Hours
3:00	9:00	_____ Hours
5:00	7:00	_____ Hours
1:00	12:00	_____ Hours
1:00	11:00	_____ Hours

Name: _____

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Digital Clocks – How Much Time Has Elapsed**Questions**

Read the digital clocks. How much time has gone by?

Start Time	End Time	How Much Time Has Passed?	
		Hours	Minutes
4:00	7:15	3	15
1:00	5:27		
3:00	5:00		
5:02	10:12		
7:24	11:31		
4:00	9:59		
6:35	11:48		

Digital Clocks – How Much Time Has Elapsed

Questions

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

Start Time	End Time	How Much Time Has Passed?	
3 : 17 : 12	3 : 17 : 20	Minutes	0
		Seconds	8
7 : 02 : 15	7 : 05 : 22	Minutes	
		Seconds	
3 : 10 : 08	3 : 10 : 11	Minutes	
		Seconds	
5 : 48 : 36	5 : 59 : 11	Minutes	
		Seconds	
8 : 17 : 38	8 : 22 : 55	Minutes	
		Seconds	
7 : 44 : 22	7 : 52 : 53	Minutes	
		Seconds	
1 : 21 : 14	1 : 39 : 48	Minutes	
		Seconds	

Name: _____

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Curriculum Connection
MG.1

Analog Clock

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

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



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



Drawing Clocks – Nearest Hours**Questions**

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

1)



2)



1:00

3)



5:00

4)



11:00

5)



3:00

6)



10:00

7)



8:00

8)



7:00

How Many Hours Have Passed ?

Questions

How many hours have gone by?

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

Drawing Clocks – Half Past**Questions**

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

1)



2)



2:30

3)



5:30

4)



10:30

5)



1:30

6)



4:30

7)



8:30

8)



7:30

Math Activity: Time Travelers**Questions**

Answer the questions below



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

Telling Time Word Problems

**Questions**

Answer the questions below

	Word Problems
1	Emily's soccer practice starts at quarter to 4. What time is that?
2	_____ at quarter after 7. What time is that?
3	John's piano lesson begins at _____ after 5. What time is that?
4	Bella went to bed at quarter after 8. What time is that?
5	The school bus leaves at quarter after 7 in the morning. What time is that?
6	Sarah's favourite TV show begins at quarter to 8 in the evening. What time is that?
7	Dinner is scheduled for quarter to 6. What time is that?

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

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

1)



2)



2:15

3)



4:15

4)



6:15

5)



5:45

6)



3:15

7)



8:45

8)



7:45

Telling Time – Every 5 Minutes**Questions**

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Every 5 Minutes**Questions**

Draw the hour and minute hands on the clocks below

1)



2)



4:35

3)



6:20

4)



7:05

5)



9:55

6)



11:25

7)



8:10

8)



10:40

Telling Time – Multiple Choice**Questions**

Circle the time showing on the clock

1)

☐ 09:50☐ 11:50☐ 09:55

2)

☐ 02:30☐ 06:10☐ 01:30

3)

☐ 08:10☐ 08:15☐ 01:40

4)

☐ 11:25☐ 11:50☐ 05:55

5)

☐ 07:45☐ 09:35☐ 06:45

6)

☐ 09:25☐ 05:25☐ 05:35

7)

☐ 03:45☐ 02:40☐ 08:15

8)

☐ 10:30☐ 03:45☐ 10:15

Telling Time – Multiple Choice**Questions**

Write the letter from below under each clock

1)



2)



3)



4)



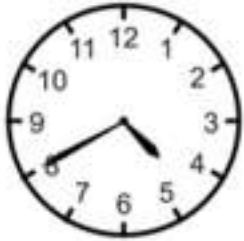
5)



6)



7)



8)



(A)

10 : 55

(B)

4 : 40

(C)

9 : 45

(D)

12 : 25

(E)

10 : 15

(F)

8 : 55

(G)

9 : 10

(H)

4 : 00

(I)

11 : 20

Exit Cards

Cut Out

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

Name: _____

1) What time is it?



A

12:20



B

4:55



3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Name: _____

1) What time is it?



A

12:20



B

4:55



C

3:35

Telling Time – Every Minute

Questions

Read the clock and write the time below

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Telling Time – Every Minute**Questions**

Draw the hour and minute hands on the clocks below

1)



2)



6:37

3)



1:21

4)



9:08

5)



9:59

6)



10:42

7)



7:14

8)



12:39

Matching Game: Telling Time To The Nearest Minute

Objective

What are we learning about?

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

Materials: _____ you will need for the activity.

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



Instructions

How you will complete the

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

Cards

Matching Game Cards

Analog Clock

Digital Clock



12:19



1:50



2:36



8:16



9:38

PREVIEW

Cards

Matching Game Cards

Analog Clock

Digital Clock



9:01



4:50



9:47



2:27



10:58

PREVIEW

Telling Time – Seconds**Questions**

What time is showing on the clock?

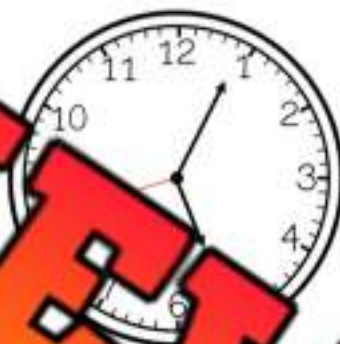
1)



2)



3)



5)



6)



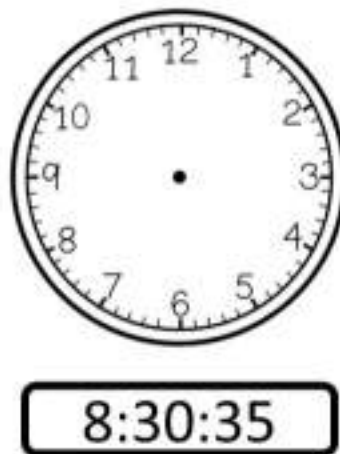
Telling Time – Seconds**Questions**

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

1)



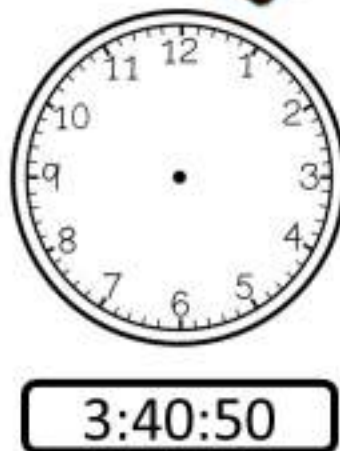
2)



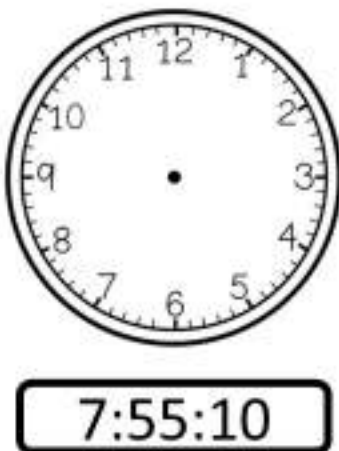
3)



6)



5)



Time – AM and PM

AM	PM
- An abbreviation of the Latin phrase ante meridiem (a.m.) - Means before midday (before noon)	- An abbreviation of the Latin phrase post meridiem (p.m.) - Means after midday (after noon)

Part 1

Circle the correct option

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

Part 2

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

1)



: am / pm

2)



: am / pm



: am / pm

4)



: am / pm

5)



: am / pm

6)



: am / pm

24 – Hour Clock

The 24-hour clock can also be used to tell time. The clock is divided into 24 hours, which means we don't need to repeat the 12-hour A.M. and P.M. cycle. When it is 3:00pm, it is 15:00 on a 24-hour clock. Many people refer to the 24-hour clock as military time. The 24-hour clock is often used in airports and when tracking time between countries.



Questions Assuming it is the afternoon, what time does the clock read in 24hr time?



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



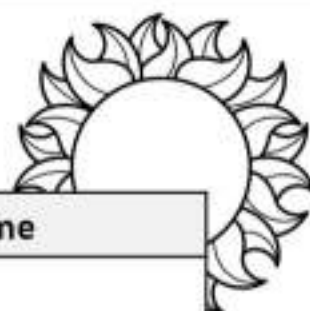
____ : ____



____ : ____

24 – Hour Clock**Part 1**

Convert the time by filling in the table



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

Part 2

Answer the questions below

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

Math Activity: 24-Hour Time Challenge**Objective**

What are we learning about?

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

Materials

What you will need for the activity.

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

**Instructions**

How you will play the activity

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

Name: _____

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Curriculum Connection
MG.1

Flashcards

Cut out the times below to use for the activity.

6:00 PM

2:45 AM

2:00

05:25

9:00 PM

7:05 AM

22:00

11:15 PM

10:35 AM

23:30

12:50

PREVIEW

Flashcards

Cut out the times below to use for the activity.

1:20 PM

9:30 PM

2:45

21:55

4:55 PM

11:00 PM

18:10

7:40 PM

2:15 AM

20:05

03:30

PREVIEW

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1 Fill in the tables below



Seconds	Minutes
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10

Minutes	Hours
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10

Hours	Days
24	1
48	2
72	3
96	4
120	5
144	6
168	7
192	8
216	9
240	10

Part 2 Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hrs

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480 mins _____ hrs

Time – Word Problems**Questions**

Read the problems and solve them below

1. Kennedy played in a baseball game that lasted 1 hour and 48 minutes. How many minutes total was the baseball game?



2. Kennedy ran in 5 minutes 37 seconds. How many seconds did it take him to run?

3. Jeremy and Jackson played video games for 96 days in a row. How many months did they play video games for?



4. Sam and Bruce played a round of golf for 240 minutes. How long did they play golf for?

5. Zachary played in a hockey game yesterday for 10 minutes. How many seconds did he play hockey?



Measuring Time – Days, Weeks, Months, Years

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

Part 1 Fill in the tables below

Days	Weeks
	1
14	
	4
35	
42	
	7
	8
63	
70	

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

Months	Years
12	1
	2
36	
48	
	5
	6
84	
	9

Part 2 Convert the units of measurement below

1) 1 w _____ d

5) 28 w _____ m

9) 5 y _____ m

2) 70 d _____ w

6) 36 m _____ y

10) 4 w _____ d

3) 42 d _____ w

7) 9 y _____ m

11) 28 w _____ m

4) 12 w _____ m

8) 84 m _____ y

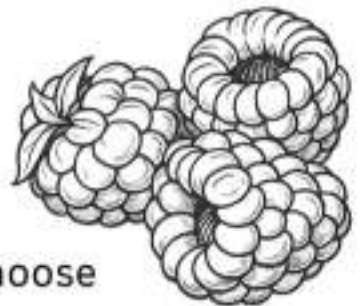
12) 120 m _____ y

Métis Seasonal Rounds

Living on a seasonal cycle means you live differently in different seasons. The Métis traditionally did the following in each season.

Spring

- Hunt buffalo, ducks, geese, swans, moose, deer, and elk
- Trap otters, beavers, rabbits, and wolves
- Collect driftwood for canoes and household items
- Trim and plant trees
- Plant wheat and other grains



Summer

- Hunt buffalo, wolves, coyotes, rabbits, and moose
- Trap bears
- Gather Seneca root, blueberries, raspberries, and currants
- Fish with nets
- Plant and harvest barley
- Shear sheep for their wool



Fall

- Hunt buffalo to save food for the winter
- Hunt moose, deer, chickens, ducks, geese, and swans
- Fish for whitefish and salmon
- Trap and hunt bears, wolves, coyotes, mink, otters and beavers
- Harvest wheat
- Slaughter livestock

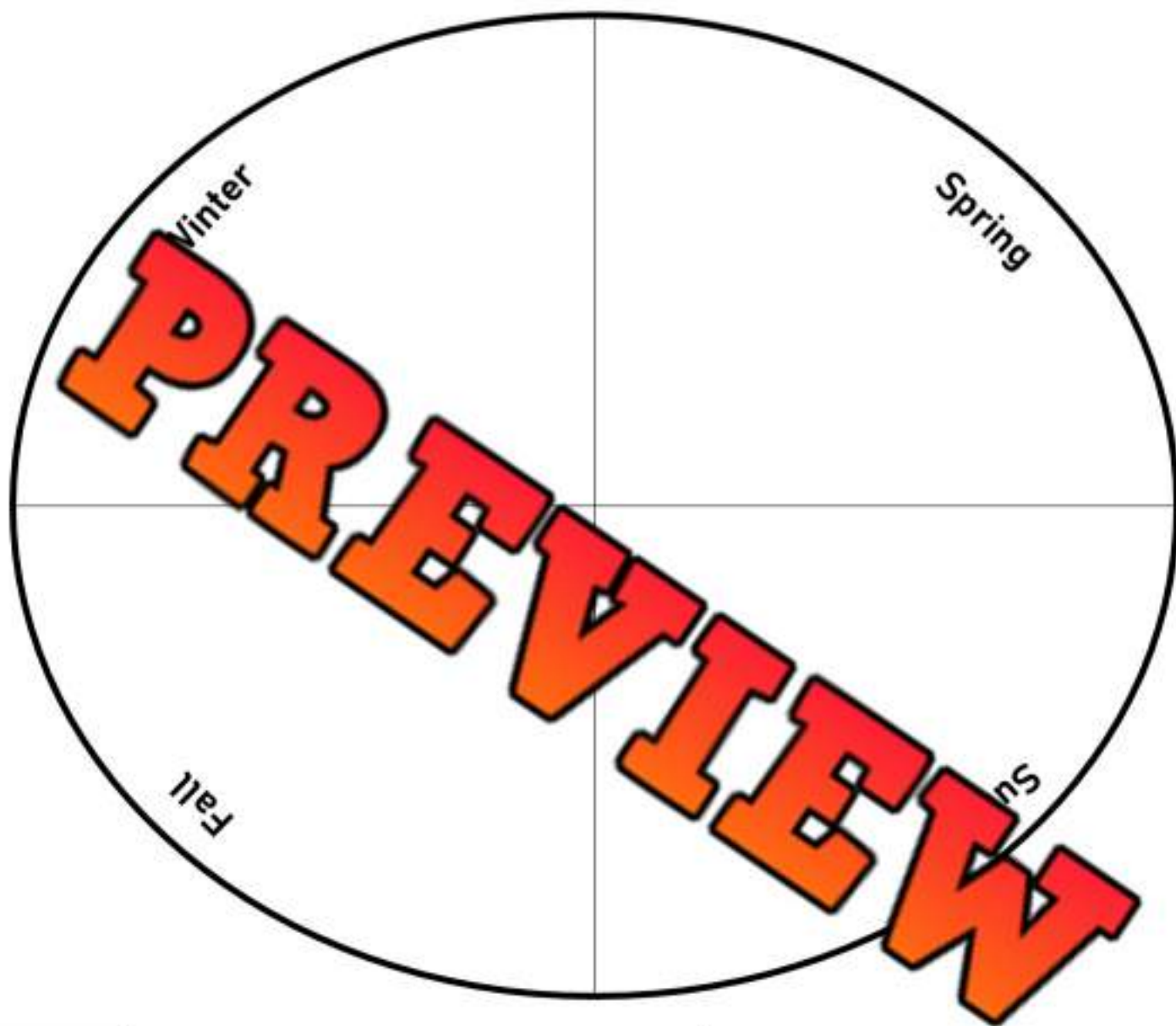


Winter

- Trap skunks, weasels, mink, otters, beavers, muskrats, and bears
- Hunt buffalo, bears, wolves, coyotes, chickens, rabbits, and moose
- Ice fish with nets

Part 1

Use the information from the previous page to fill in the seasonal round below for the Métis Indigenous group

**Part 2**

Answer the questions below

1) What fraction of the year does each season represent?	
2) What fraction of the year are buffalo hunted?	
3) What fraction of the year is one season?	
4) What fraction of the year are berries gathered?	

First Peoples, Time, and Natural Cycles in BC

Understanding Time Through Nature

First Peoples in British Columbia have used the sun, moon, and stars to measure time for thousands of years. By observing patterns in nature, they could count days, track seasons, and plan important activities.

The Sun and Daily Cycles

The sun helps us know the day and seasonal time.

- The sun rises and sets each day, marking daytime and nighttime.
- The length of the day changes throughout the year.
- Longer days show summer and shorter days show winter.

By observing these changes, First Peoples knew when seasons were changing and when to fish, hunt, or gather food.

The Moon and Monthly Time

The moon follows a repeating cycle that lasts about one month.

- One full moon cycle represents part of a year.
- About twelve moon cycles make one year.
- Different moons helped mark times for specific activities.

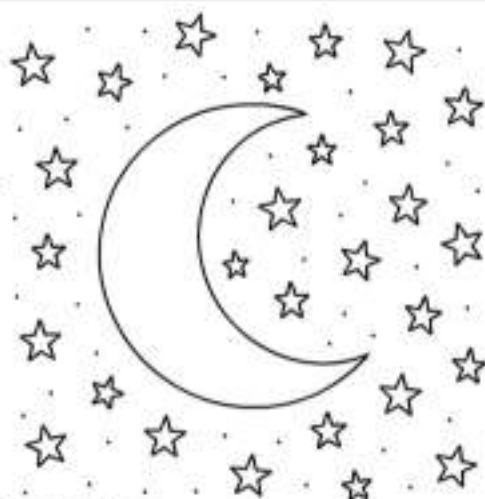
This shows an understanding of fractions, such as one moon being about one twelfth of a year.

The Stars and Navigation

Stars change position across seasons.

- Certain stars appear at the same time each year.
- Star patterns helped tell time and guide travel.

By using these natural cycles, BC First Peoples used math to organize time, seasons, and daily life.



Questions

Answer the questions below

1) If one moon cycle is about 30 days, how many moon cycles fit into 90 days?

2) What fraction of a year is one moon cycle?

3) If there are 12 moon cycles in 365 days, about how many days long is one moon cycle?

4) How many moon cycles happen in half a year?

5) If summer has about 12 hours of daylight, how many hours are nighttime?

6) If winter has about 8 hours of daylight, how many more daylight hours does summer have than winter?

7) If the sun rises at 6 a.m. and sets at 8 p.m., how many hours of daylight is that?

8) If a star appears in the sky every year during the same season, how many times will it appear in 4 years?

9) If a star pattern is seen for 2 months each year, what fraction of the year is that?

10) If people use stars to travel for 5 nights in a row, how many total hours of star navigation is that if each night is 10 hours long?

Unit Test – Telling Time

Part 1

Read the clock and write the time below

1)



2)



3)



4)



6)



Part 2

Convert the units of measurement below

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

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

Part 3

Draw the hour and minute hands on the clocks below

1)



1:17

2)



5:39

3)



3:28

4)



11:03

Part 4

Convert the time writing in 24-hour time

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

Part 5

Answer the questions below

1)	Jane's plane leaves at 17:52. What time in AM/PM does Jane's plane leave?	
2)	Larry is taking a train at 11:17pm. What time in 24-hour time is the train leaving?	

Introduction to Polygons

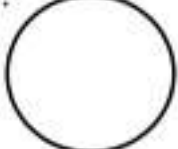
YES

Polygons

- Two-dimensional
- Closed shape
- Straight sides

NO

Part 1 Is the shape a polygon? Write yes or no below the shapes

1. 	3. 	4. 	5. 
6. 	7. 	8. 	10. 

Part 2 Draw polygons and non-polygons

1)	2)	3)	4)	
Polygon	Polygon	Polygon	Polygon	Polygon
6)	7)	8)	9)	10)
Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon

Yup'ik Patterns

The Yup'ik are an Inuit people from the Yukon and Alaska. Although they generally live and work in modern ways, their traditional clothing included parkas with patterns using regular polygons.

The use of regular polygons in repeated patterns is called a tessellation. The Yup'ik used regular polygons without overlapping them or having gaps between shapes.

The diagrams on the right showcase simple tessellations using only 1 regular polygon.



Pretend boxes on top of each other and connected
(Qutiqelrit yassaliguat)



Pretend windows (Egaleruat)



Pretend teeth or pretend mountains (Keggunguat or Ingruat)



Pretend mountains with reflections (Ingruat tarenarluteng)



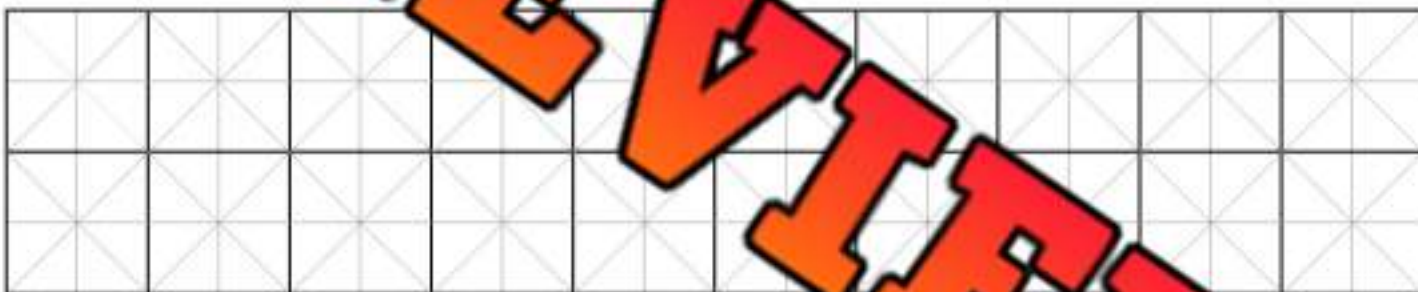
Pretend braids (Taguat)



Pretend river (Kuiguag)

Directions

Create 2 of your own Yup'ik patterns by repeating 1 regular polygon



Which regular polygon did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?



Which regular polygon did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?

Yup'ik Parka Patterns

Directions

Create 2 of your own Yup'ik parka patterns by repeating 1 or more regular polygons.

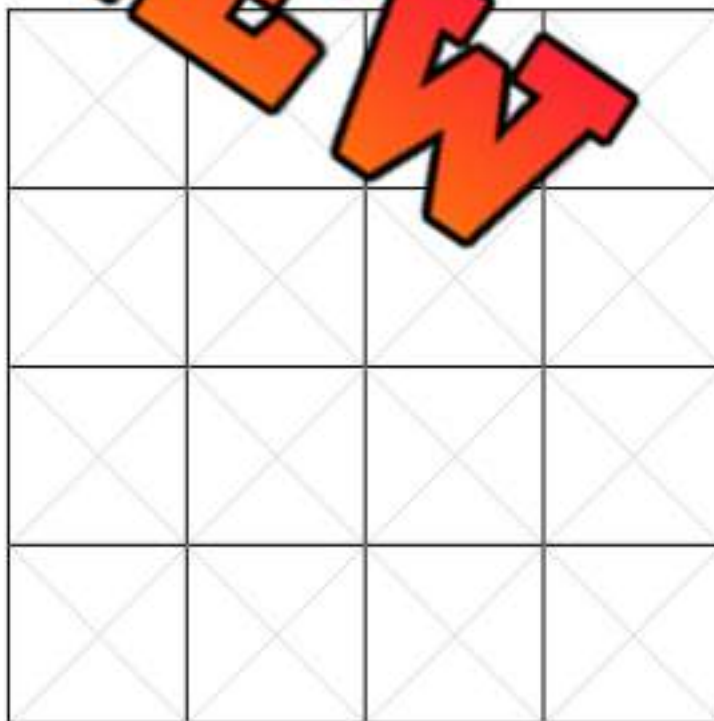


Which regular polygons did you use to create your Yup'ik pattern?

Are there any other irregular polygons in your pattern?

Which regular polygons did you use to create your Yup'ik pattern?

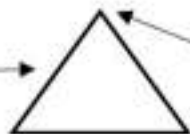
Are there any other irregular polygons in your pattern?



Sides and Vertices

Reminder:

Side →



Vertices

Part 1

How many sides and vertices does the shape have?

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

Part 2

Draw a shape with the correct number of vertices and sides

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

Sides and Vertices Word Problems**Questions**

Answer the questions below



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

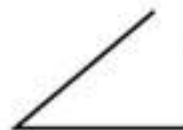
Naming Angles



= larger than
a right angle



= right angle



= smaller than
a right angle

Questions

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

1)



2)



3)

4)



5)



6)



7)



8)



9)



10)



11)



12)



Sorting Angles

Part 1

Sort the angles into the categories below



A

C

D

E

F

G

H

I

J

Angles

Right Angle

Larger than a right angle

Smaller than a right angle

Letters

Part 2

Sort the angles into the categories below



A

B

C

D

E

F

Angles

Right Angle

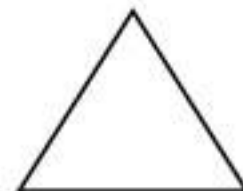
Larger than a right angle

Letters

Part 3

Circle the angles below

Drawings



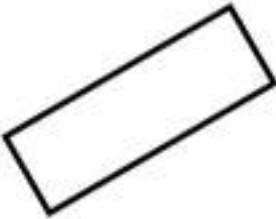
Angles

Right Angle

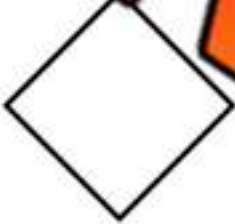
Larger than a right angle

Smaller than a right angle

Right Angles in Rectangles & Other Shapes**Part 1** Label the right angles with a small square and write how many right angles there are

1) 	2) 	3) 	4) 

Part 2 Find right angles in the shapes below and label them with a square. How many are there?

5) 	6) 	8) 

Part 3 Draw a picture of a shape with the number of right angles it shows below

9)	10)	11)	12)
3	4	1	2

Name: _____

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MG.2

Naming Shapes

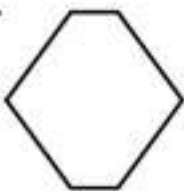
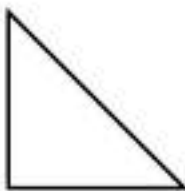
Questions

Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides
Name of Shape			

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Name: _____

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Curriculum Connection
MG.2

Drawing Shapes

Part 1

Draw two different versions of the shapes below

Regular Triangle	Regular Quadrilateral	Regular Pentagon	Regular Hexagon	Regular Octagon
Irregular Triangle	Irregular Quadrilateral	Irregular Pentagon	Irregular Hexagon	Irregular Octagon

Part 2

Draw a bridge using triangles, quadrilaterals, pentagons, hexagons or octagons



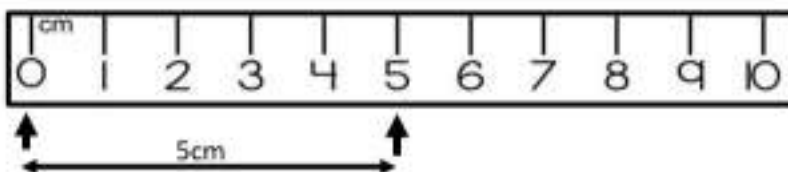
Bridge #1



Bridge #2

Measuring in Centimeters

We can accurately measure the length of something by using a ruler.



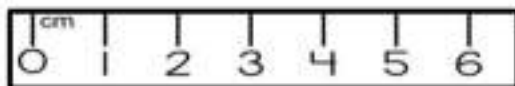
Questions

Read the rulers below to find the distance between the arrows

1)



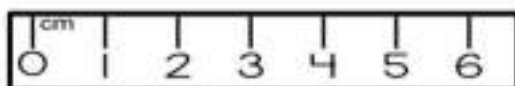
2)



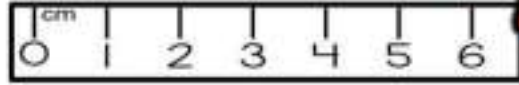
3)



4)



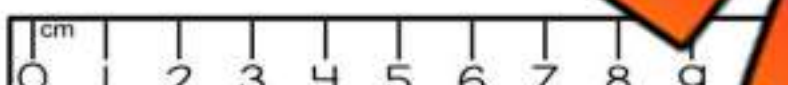
5)



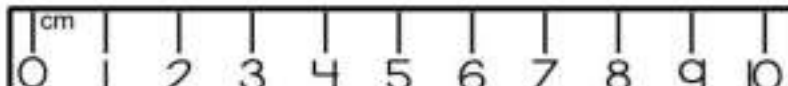
6)



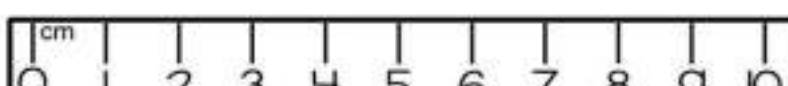
7)



8)



9)



Measuring in Centimetres and Millimetres

Part 1

Use a ruler to measure the lines below

1)



_____ cm

_____ mm

2)



_____ cm

_____ mm

3)

_____ cm

_____ mm

4)



_____ cm

_____ mm

5)



_____ cm

_____ mm

6)



_____ cm

_____ mm

7)



_____ cm

_____ mm

_____ mm

Part 2

Draw a line that is the correct length

1)

70 mm

2)

4 cm

3)

60 mm

4)

2 cm

5)

3 cm

6)

50 mm

Exit Cards

Cut Out

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

Name: _____

1) Use a ruler to measure the lines below



2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Name: _____

1) Use a ruler to measure the lines below



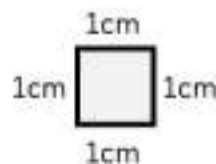
_____ cm _____ mm

2) Draw a line that is the correct length

70 mm

Measuring Square Side Lengths

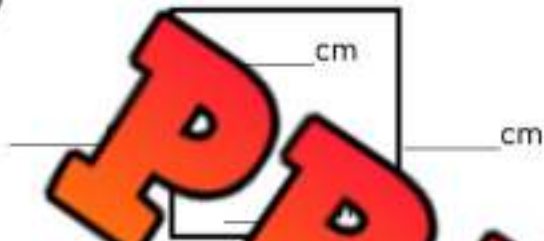
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



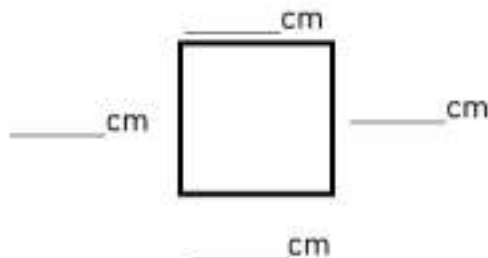
Part 1

Use a ruler to measure the squares below

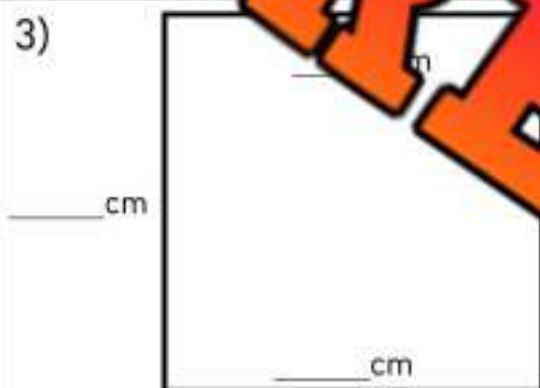
1)



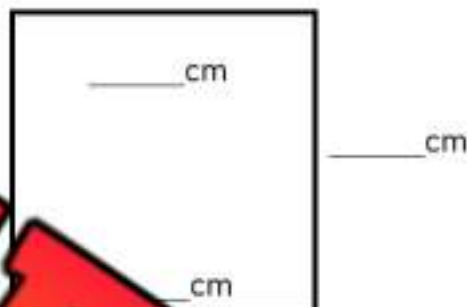
2)



3)



4)



Part 2

Are the shapes squares or rectangles?

1)



Square Rectangle

2)



Square Rectangle

3)



Square Rectangle

4)



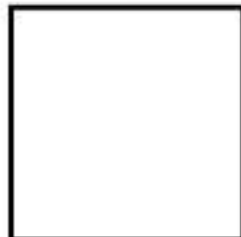
Square Rectangle

5)



Square Rectangle

6)



Square Rectangle

Metric System Units – mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
Used to measure short distances 	Used to measure short to medium distances 	Used to measure medium to long distances 

Questions: Which unit of measure would you use to measure the following distances?

1) The length of a piece of paper 	
2) The length of your arm 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The width of a worm 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
$10\text{mm} = 1\text{cm}$ $1000\text{mm} = 1\text{m}$ 	$1\text{cm} = 10\text{mm}$ $100\text{cm} = 1\text{m}$ 	$1\text{m} = 100\text{cm}$ $1\text{m} = 1000\text{mm}$ 

Part 1 Fill in the tables below

	cm
10	
20	
40	
50	
	6
	7
	8
90	
100	

cm	m
100	1
	2
300	3
400	
	5
600	
	7
1000	

Part 2 Convert the units of measurement below

1) 1m _____ cm

5) 5m _____ cm

9) 500cm _____ m

2) 20mm _____ cm

6) 50mm _____ cm

10) 500mm _____ cm

3) 2cm _____ mm

7) 100mm _____ cm

11) 8m _____ cm

4) 50cm _____ mm

8) 30cm _____ mm

12) 300cm _____ m

Which is Longer?

Part 1

Which distance is farther? Circle the longest distance.

1)	10.5m	200.2cm	10.5mm	2.5m
2)	32.5cm	380mm	0.5m	1000m
3)	50m	535cm	5.5m	1.5m
4)	5m	3.3m	1000mm	156cm
5)	712cm	8m	3000mm	4.5m

Part 2

Read the problem and solve below

- Nick and Ryan both competed in a jump at track meet. Nick jumped 3.45m and Ryan jumped 329cm. Who jumped farther?
- Max and Rudy are arguing over whose pencil is longer. Max's pencil is 10cm long and Rudy's is 95mm long. Whose pencil is longer?
- Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?



Exit Cards

Cut Out

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

Name: _____

1) Convert the units of measurement below.

a) 4 _____ cm

b) 9.57 m = _____ cm

c) 640 _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Name: _____

1) Convert the units of measurement below.

a) 69 mm = _____ cm

b) 9.57 m = _____ cm

c) 640 cm = _____ m

2) Solve the problem below

Ben and Tom are measuring toy cars. Ben's car is 8.3 cm long. Tom's car is 85 mm long. Whose car is longer?

Memory Game: Matching Equivalent Units

Objective

What are we learning about?

Students will practice converting and matching equivalent units of measurement, such as centimeters to millimeters and meters to centimeters, to enhance their understanding of metric conversions.

Materials

What you will need for the activity.

- Sets of Memory Game cards with units of measurement (provided)
- Tables or clear floor space for each group to lay out their cards



Instructions

How you will complete the activity.

1. Divide the class into groups of 3 or 4 students each.
2. Give each group a set of Memory Game cards.
3. Have each group lay all the cards face down in a grid on a table or floor.
4. Students take turns flipping over two cards at a time, trying to find a match with equivalent units of measurement.
5. If a student finds a match (e.g., 1 meter and 100 centimeters), they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the equivalent units of measurement with the class, ensuring students understand the conversions.

Cards

Memory Game Cards

12.5 centimeters

125 millimeters

2.5 meters

250 centimeters

67.5 centimeters

675 millimeters

7.25 meters

725 centimeters

8.5 centimeters

85 millimeters

PREVIEW

Cards

Memory Game Cards

2.25 meters

225 centimeters

9.5 meters

950 centimeters

5.5 meters

550 centimeters

0.5 centimeters

5 millimeters

0.75 meters

75 centimeters

Estimating Distance

Questions

Which distance makes the most sense?

1) Length of a pencil

- a) 30cm
- b) 10mm
- c) 10cm



2) Length of a soccer field

- a) 100m
- b) 500m
- c) 500cm



3) Distance of a 200m race

- a) 100 metres
- b) 50mm
- c) 2000m

4) Length of a gym

- a) 15m
- b) 3m
- c) 300cm
- d) 20mm



5) Width of a computer monitor

- a) 2m
- b) 40cm
- c) 20mm



6) Length of your shoe

- a) 15cm
- b) 15m
- c) 2m



7) Height of a desk

- a) 2m
- b) 90cm
- c) 200mm



8) Height of an NBA player (person)

- a) 2m
- b) 100cm
- c) 200mm



9) Length of a bus

- a) 13m
- b) 200cm
- c) 2000mm



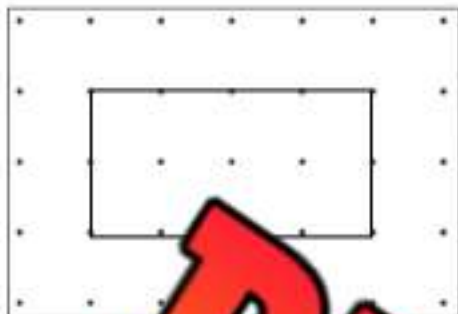
10) Width of an eraser on the end of a pencil

- a) 2m
- b) 10cm
- c) 10mm

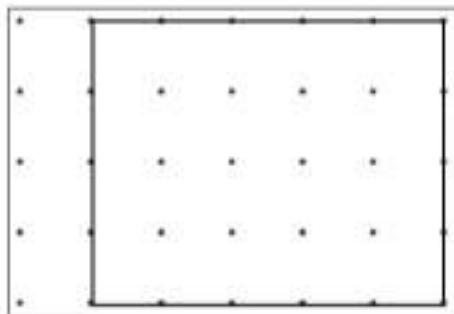


Finding the Perimeter of Irregular Shapes**Part 1**

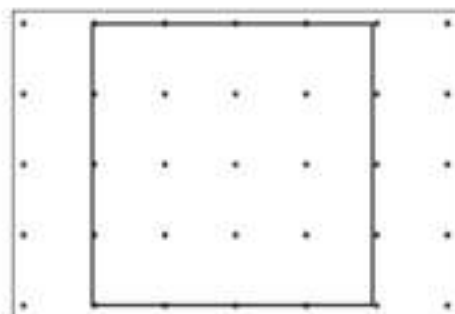
Find the perimeter of the rectangles below



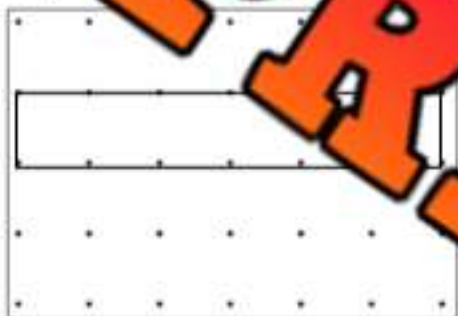
1) Perimeter=_____



2) Perimeter=_____



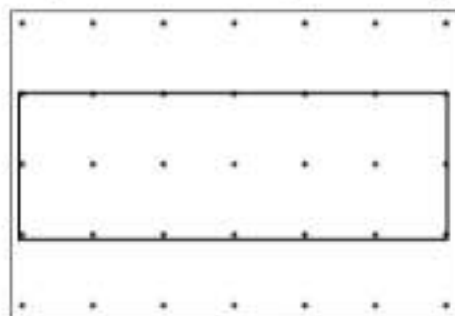
3) Perimeter=_____



4) Perimeter=_____



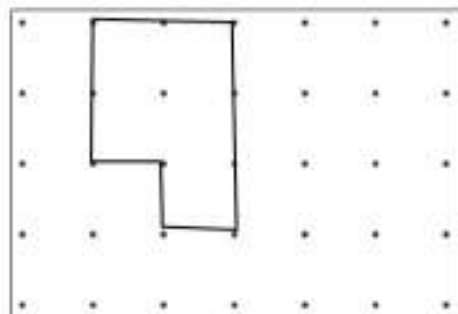
5) Perimeter=_____



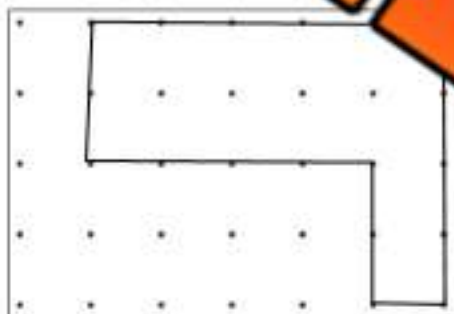
6) Perimeter=_____

Part 2

Find the perimeter of the polygons below



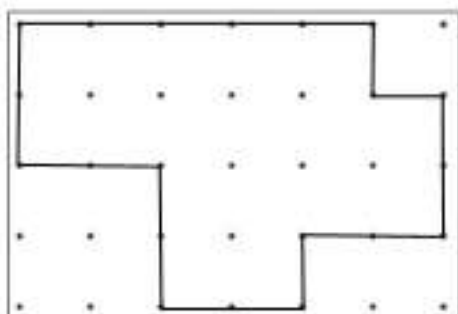
1) Perimeter=_____



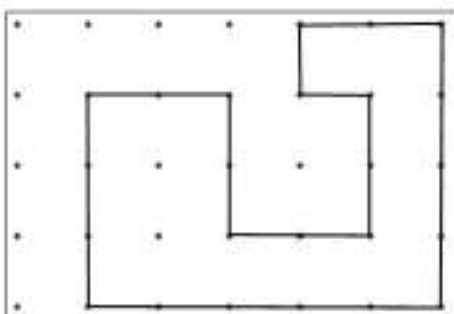
2) Perimeter=_____



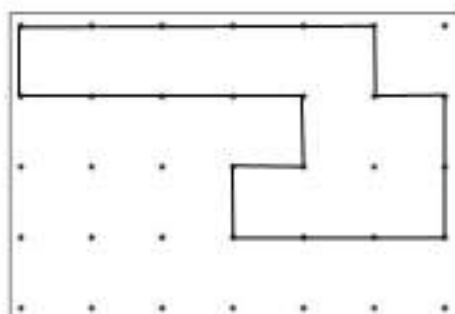
3) Perimeter=_____



4) Perimeter=_____

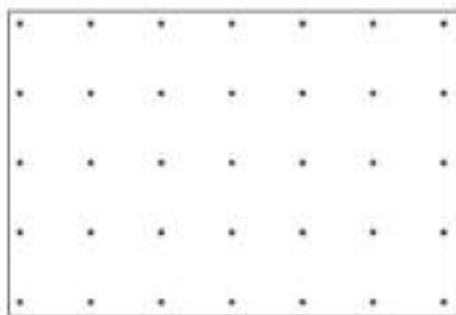
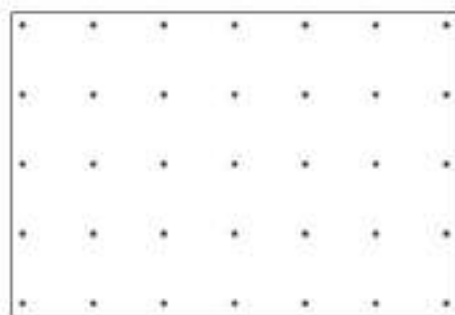
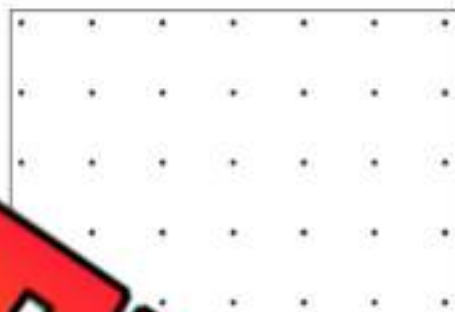
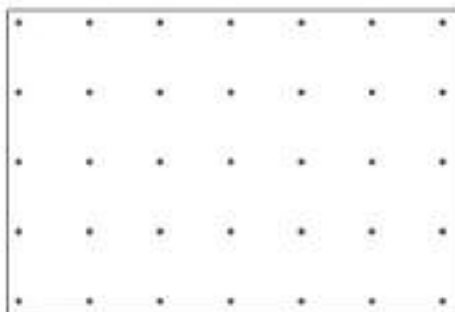


5) Perimeter=_____



6) Perimeter=_____

Drawing Shapes Using Perimeter

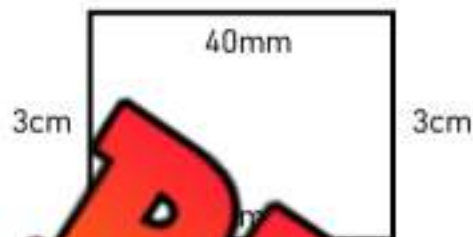
Part 1Draw a **square** with the perimeter that is given to you1) Perimeter = 82) Perimeter = 43) Perimeter = 12**Part 2**Draw a **rectangle** with the perimeter that is given to you4) Perimeter = 65) Perimeter = 106) Perimeter = 167) Perimeter = 88) Perimeter = 149) Perimeter = 1810) Perimeter = 2011) Perimeter = 12

Perimeter of Irregular Polygons

Part 1

Step 1 - Convert the units so they are all the same
Step 2 - Use a formula to calculate the perimeter

1)



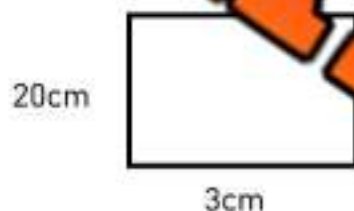
Perimeter = _____

2)



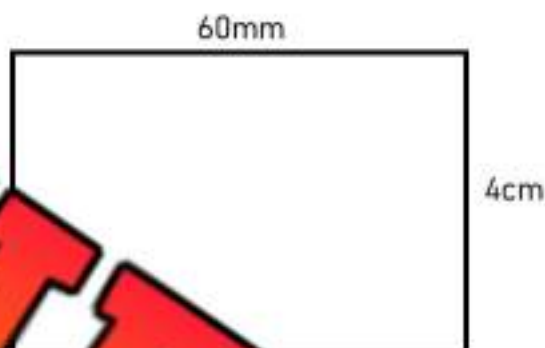
Perimeter = _____

3)



Perimeter = _____

4)

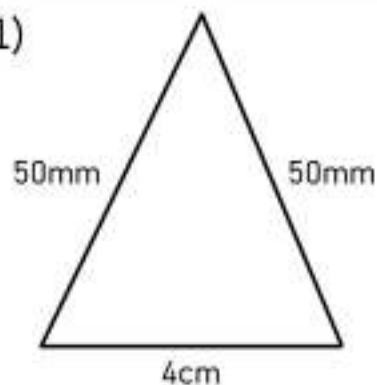


Perimeter = _____

Part 2

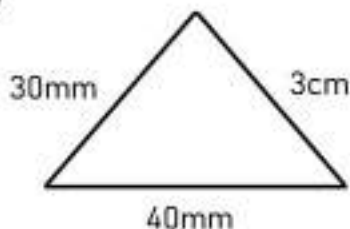
Find the perimeter of the triangles below

1)



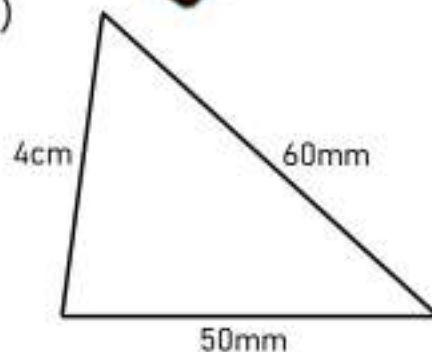
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Exit Cards

Cut Out

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

Name: _____

Convert the units so they are all the same and calculate the perimeter.

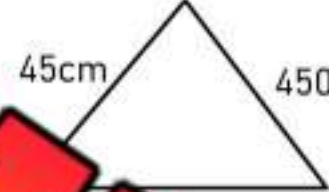
a)  30mm

b)  45cm 45cm 50cm
P = _____

Name: _____

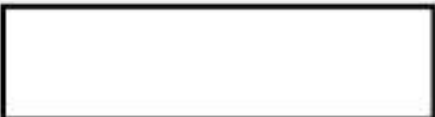
Convert the units so they are all the same and calculate the perimeter.

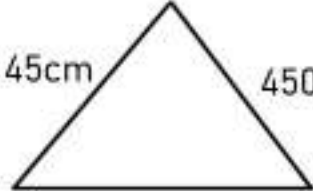
a)  30mm

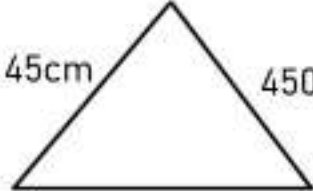
 45cm 450mm 7cm
P = _____

Name: _____

Convert the units so they are all the same and calculate the perimeter.

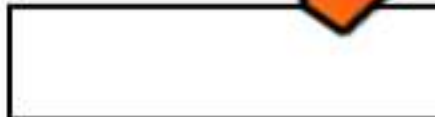
a)  30mm

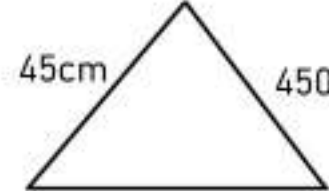
 45cm 45cm 7cm
P = _____

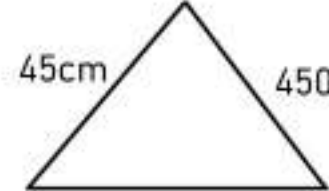
b)  45cm 450mm 50cm
P = _____

Name: _____

Convert the units so they are all the same and calculate the perimeter.

a)  30mm

 45cm 45cm 7cm
P = _____

b)  45cm 450mm 50cm
P = _____

Name: _____

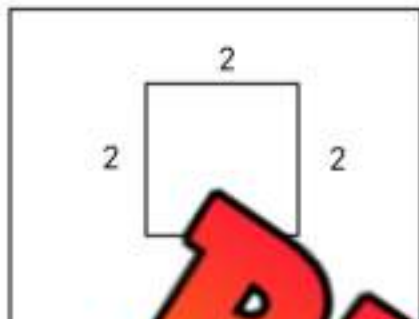
123

Curriculum Connection
MG.3

Drawing Shapes Using Perimeter

Part 1

Draw a **regular polygon** in the box with the perimeter that is given to you



1) Perimeter = 8



2) Perimeter = 12



3) Perimeter = 16



4) Perimeter = 18



5) Perimeter = 24



6) Perimeter = 32

Part 2

Draw an **irregular polygon** in the box with the perimeter that is given to you



7) Perimeter = 15



8) Perimeter = 23



9) Perimeter = 29



10) Perimeter = 45



11) Perimeter = 37



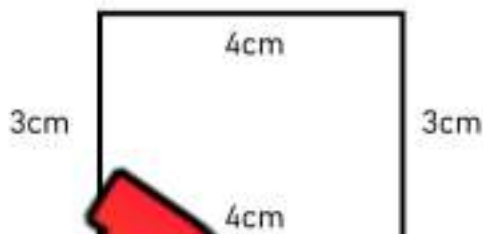
12) Perimeter = 51

Finding the Perimeter of Rectangles

Part 1

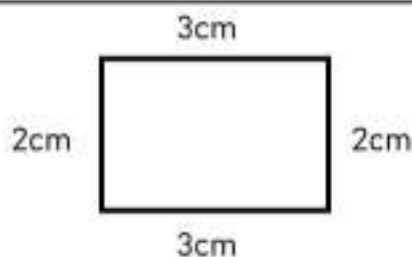
Find the perimeter of the rectangles below

1)



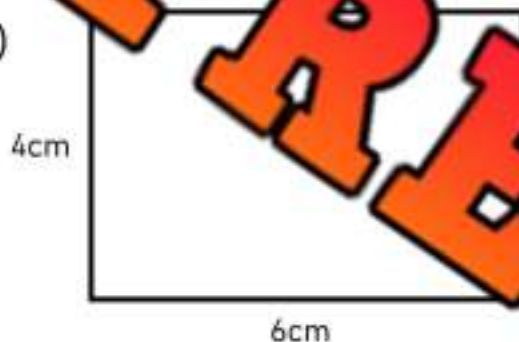
Perimeter = _____

2)



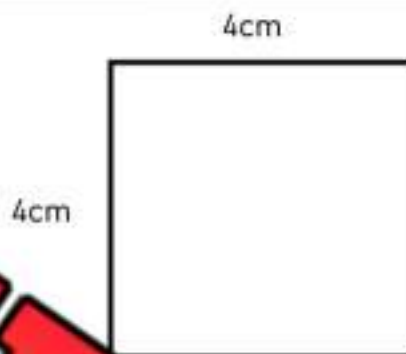
Perimeter = _____

3)



Perimeter = _____

4)



Perimeter = _____

Part 2

Answer the word problems below

- 1) A rectangular basement has a length of 15m and a width of 7m. What is the perimeter of the basement?



- 2) The perimeter of a rectangular playground is 40m. If the length of the playground is 15m, what is the width?



- 3) The basketball court has a width of 12 metres and a perimeter of 72 metres. What is the length of the basketball court?



Finding Perimeter – Converting cm and mm**Instructions**

Step 1 - Convert the units so they are all the same
Step 2 - Add up all the units

*** not to scale

1)

3cm

40mm

Perimeter = _____ cm _____ mm

2)

3cm

20mm

Perimeter = _____ cm _____ mm

3)

Perimeter = _____ cm _____ mm

4)

7cm

30mm

Perimeter = _____ cm _____ mm

5)

50mm

2cm

Perimeter = _____ cm _____ mm

6)

40mm

2cm

Perimeter = _____ cm _____ mm

7)

90mm

5cm

Perimeter = _____ cm _____ mm

8)

40mm

Perimeter = _____ cm _____ mm

9)

2cm

100mm

Perimeter = _____ cm _____ mm

10)

3cm

50mm

Perimeter = _____ cm _____ mm

Perimeter Word Problems**Instructions**

Draw a picture of the problem and then find the perimeter

1) A computer screen is 22cm by 12cm. What is the perimeter of the screen?

2) Pat is running around his yard. His yard is 25m by 12m. What is the perimeter of his yard?



3) The school yard is a rectangle that is 30m by 20m. What is the perimeter of the yard?

4) A poster is 1.2m by 160cm. What is the perimeter of the poster?



5) Mrs. Wilson is putting a border around her bulletin board. The board is 320cm by 1.6m. What is the perimeter of the bulletin board?



Perimeter Formulas

Mathematicians use formulas to help them solve questions faster and easier. When finding the perimeter of a quadrilateral, we can use the following formulas.

Formula 1

$$a + b + a + b$$

$$9 + 3 + 9 + 3 = 24\text{cm}$$



3cm

9cm

Formula 2

$$a + b \times 2$$

$$9 + 3 \times 2 = 24\text{cm}$$

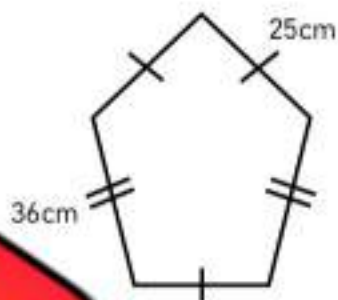
Instruction Use both formulas to calculate the perimeter of the quadrilaterals

		Formula 1	Formula 2
1)	 5cm		
2)	 11cm 5cm		
3)	 15m 7m		
4)	 22mm 14mm		
5)	 17cm 4cm		
6)	 7cm		

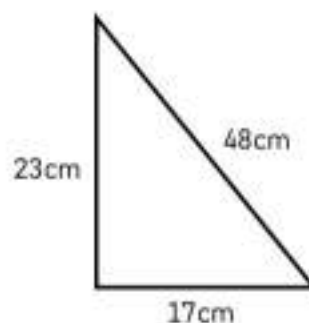
Perimeter – Compound Shapes**Instructions**

Convert the units and calculate the perimeter of the shapes

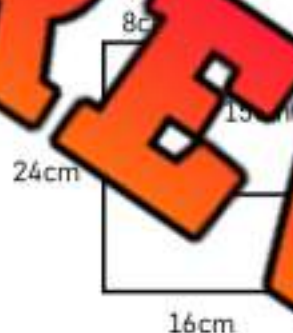
1)



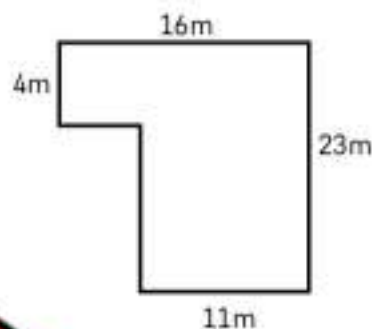
2)



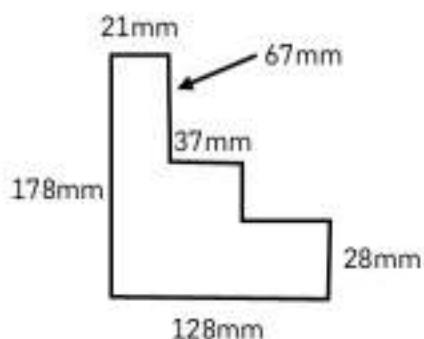
3)



4)



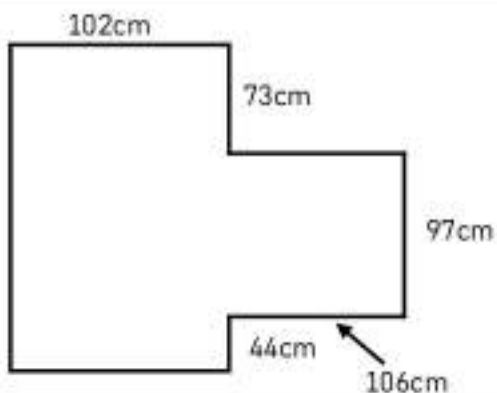
5)



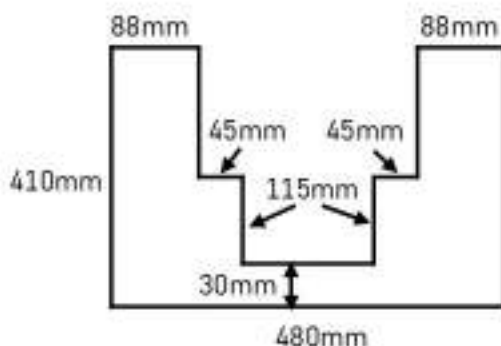
6)



7)



8)



Congruent Shapes

Questions

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

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



Congruent

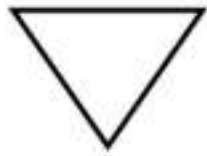


Not congruent

1)



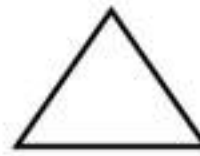
a)



b)



c)



2)



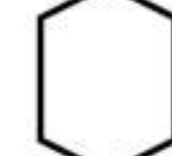
a)



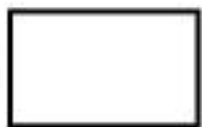
b)



c)



3)



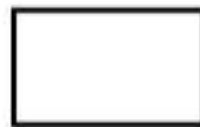
a)



b)



c)



4)



a)



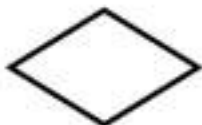
b)



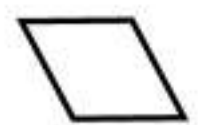
c)



5)



a)



b)



c)



6)



a)



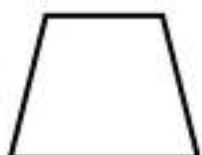
b)



c)



7)



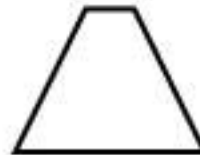
a)



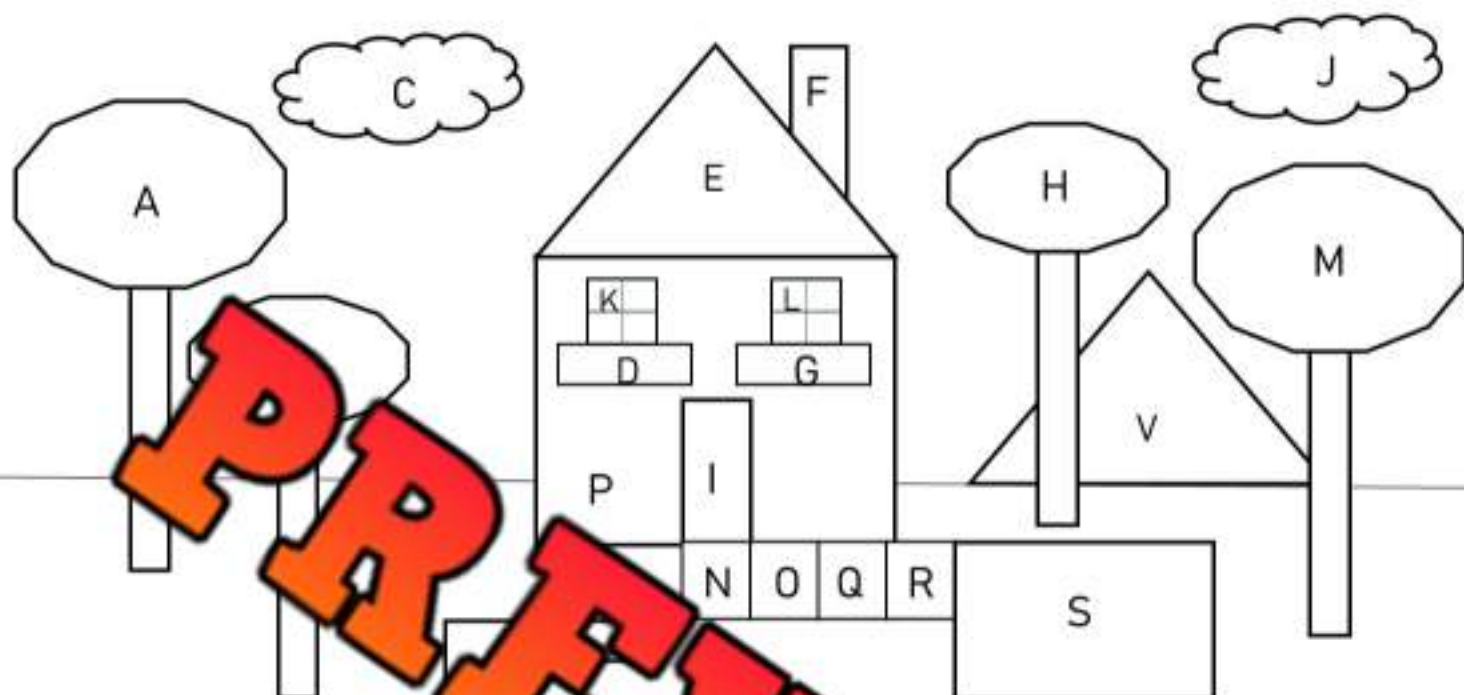
b)



c)



The Congruent House



Questions

Answer the questions below by labeling the house above

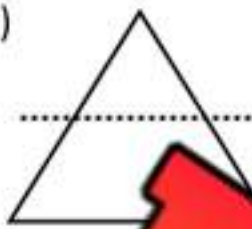
- 1) Which shape is congruent to shape A?
- 2) Which shape is congruent to shape C?
- 3) Which shapes are congruent to shape N?
- 4) Which shape is congruent to shape B?
- 5) Which shape is congruent to shape E?
- 6) Which shapes are congruent to shape D?
- 7) Which shape is congruent to shape T?
- 8)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

Line of Symmetry

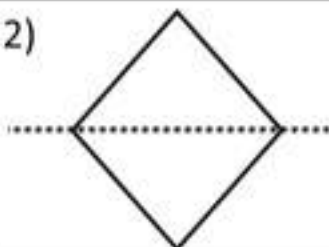
**Questions**

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

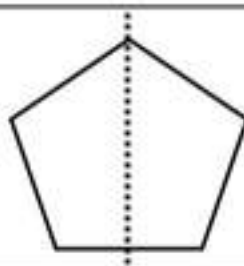
1)



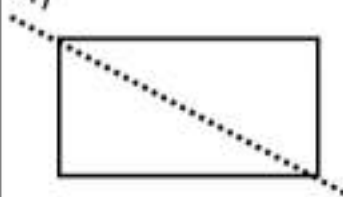
2)



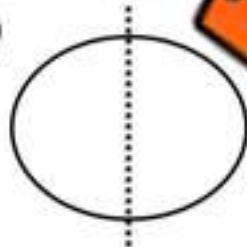
3)



4)



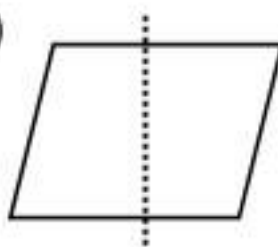
5)



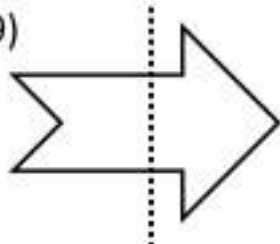
7)



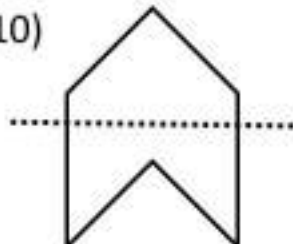
8)



9)



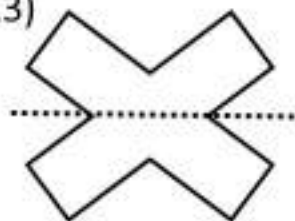
10)



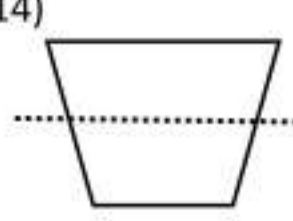
11)



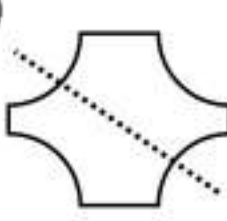
13)



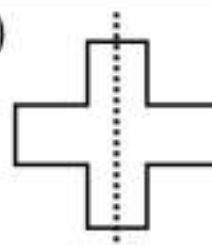
14)



15)



16)



Drawing Lines of Symmetry

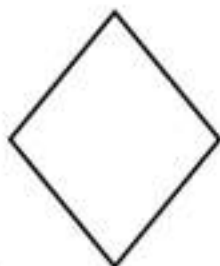
Questions

Draw a line of symmetry on the shapes below

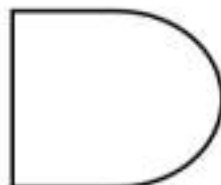
1)



2)



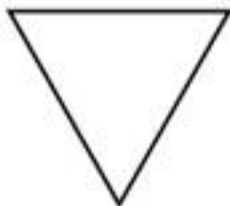
3)



4)



5)



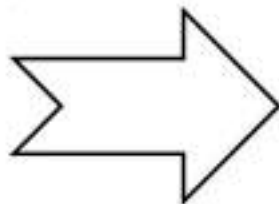
7)



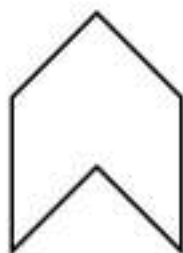
8)



9)



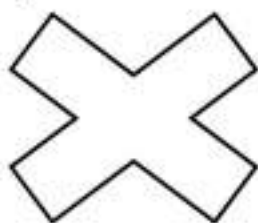
10)



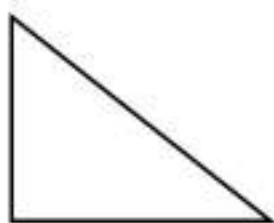
11)



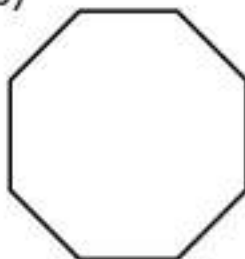
13)



14)



15)



16)



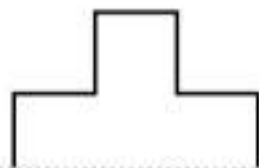
Drawing Mirror Image Using Line of Symmetry**Questions**

Draw the mirror image of the shapes below

1)



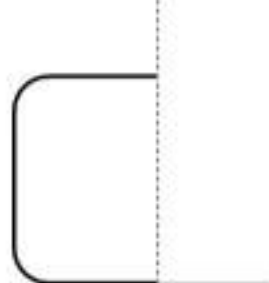
2)



3)



4)



5)



6)



8)



9)



10)



11)



12)



Drawing Mirror Objects Using Real – Life Objects**Questions**

Draw the mirror image of the real-life objects below

1)



2)



3)



4)



5)



6)



8)



9)



10)



11)



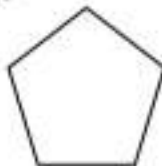
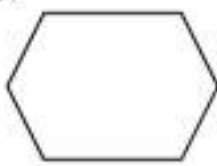
12)



Measurement Unit Test

Part 1

How many sides does the shape have? What is the name of the shape?

	1. 	2. 	3. 	4. 	5. 
Sides					
Name					

Part 2

Draw a line of symmetry on the shapes below

**Part 3**

Is the shape a polygon? Write yes or no in the space

1. 	2. 	3. 	4. 

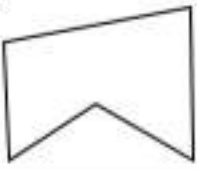
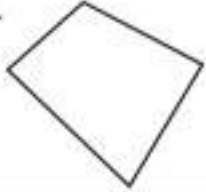
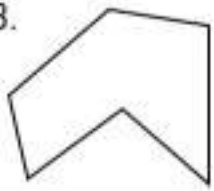
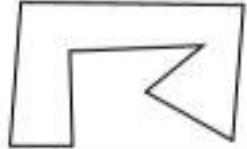
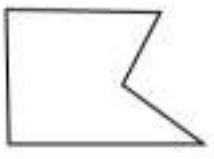
Part 4

Circle the vertices and write how many vertices the shape has

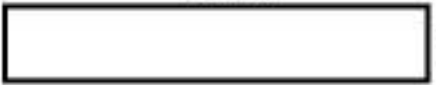
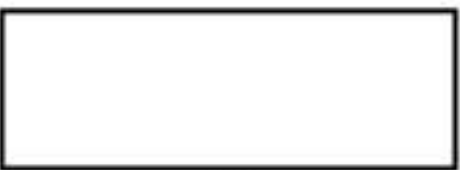
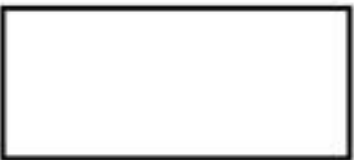
1. 	2. 	3. 	4. 	5. 

Part 5

How many sides and vertices does the shape have?

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

Part 6 Find the perimeter of the rectangles below. You may need to convert units

1)  Perimeter = _____	2)  Perimeter = _____
3)  Perimeter = _____	4)  Perimeter = _____
5)  Perimeter = _____	6)  Perimeter = _____

Part 7

Answer the word problems below

1) A rectangular basement has a length of 18m and a width of 12m. What is the perimeter of the basement?



2) The perimeter of a rectangular playground is 52m. If the length of the playground is 17m, what is the width?

**Part 8**

Draw a mirror image of the shapes below

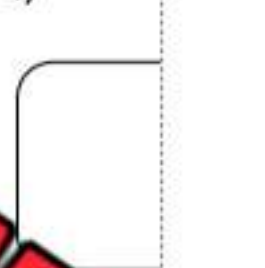
1)



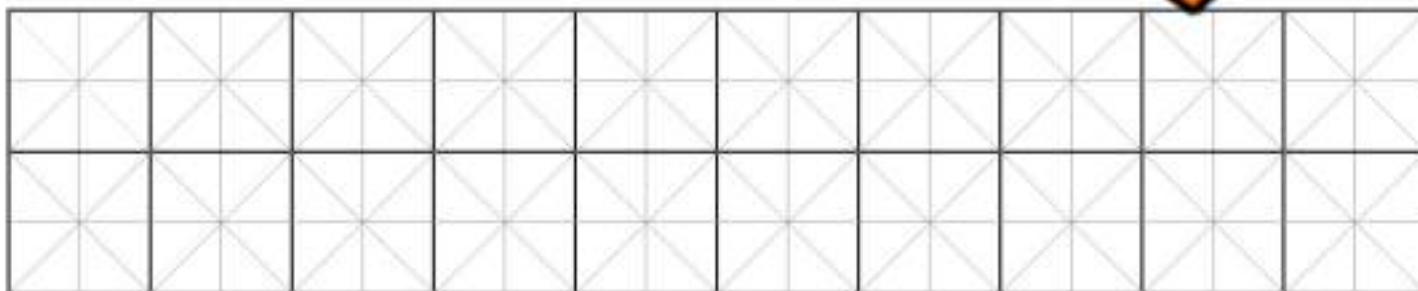
2)



4)

**Part 9**

Create your own Yup'ik pattern by repeating 1 or 2 regular polygons



Which regular polygon(s) did you use to create your Yup'ik pattern? Are there any other irregular polygons in your pattern?



Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

TALLY MARKS

Learning Goal

We are learning to record and organize data using tally marks and frequency tables, so we can analyze data, compare results, and draw conclusions from the information we collect.

TALLY MARKS

Count the tally marks.

				19
				14
				4
				17
				10
				8
				18
				12
				9

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

PICTOGRAPH

Survey your classmates and use the data to create a pictograph.

Survey Question: Which snack do you like best?

Options	Popsicle	Crackers	Granola Bar	Yoghurt
Tally				
Frequency				

1) Which snack was the most popular?

2) How many more students chose the most popular snack than the least popular snack?

3) Which two snacks had the closest number of votes?

4) How many students participated in the survey?

1 2 3 4 5 6 7 8 9 0

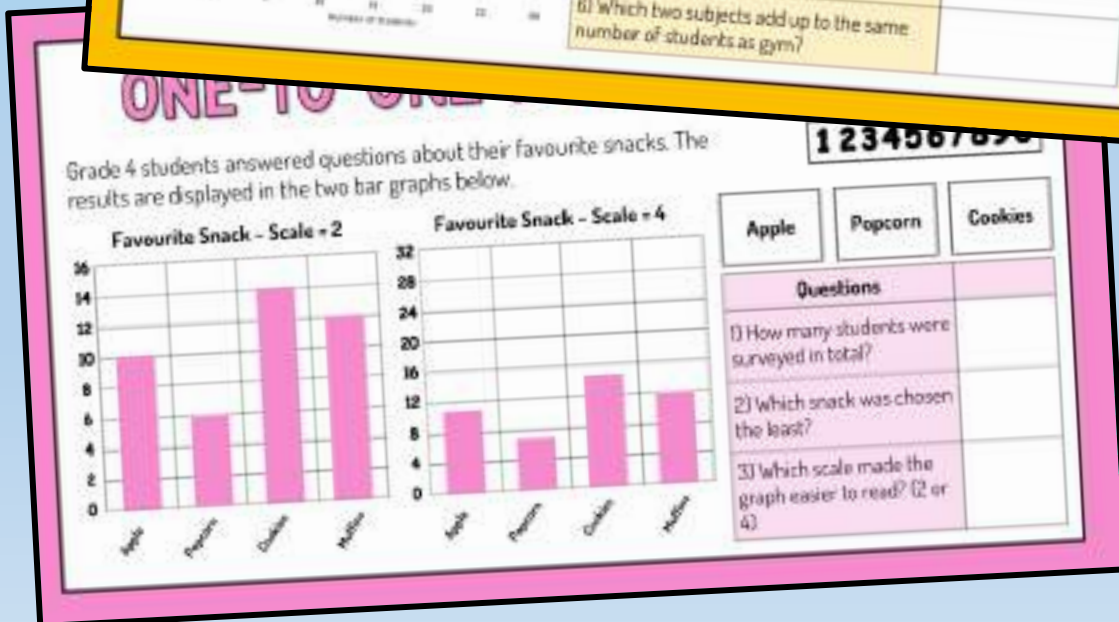
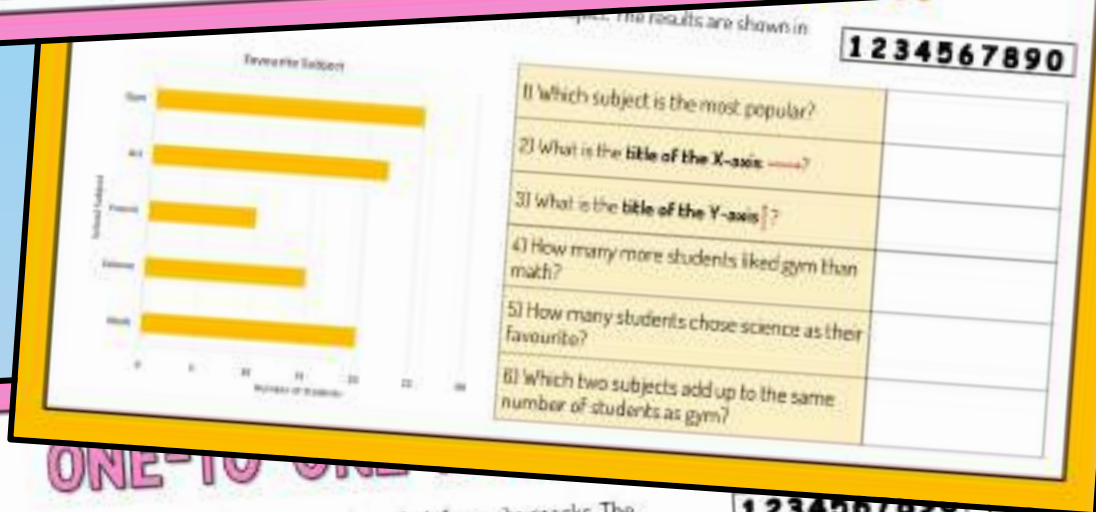
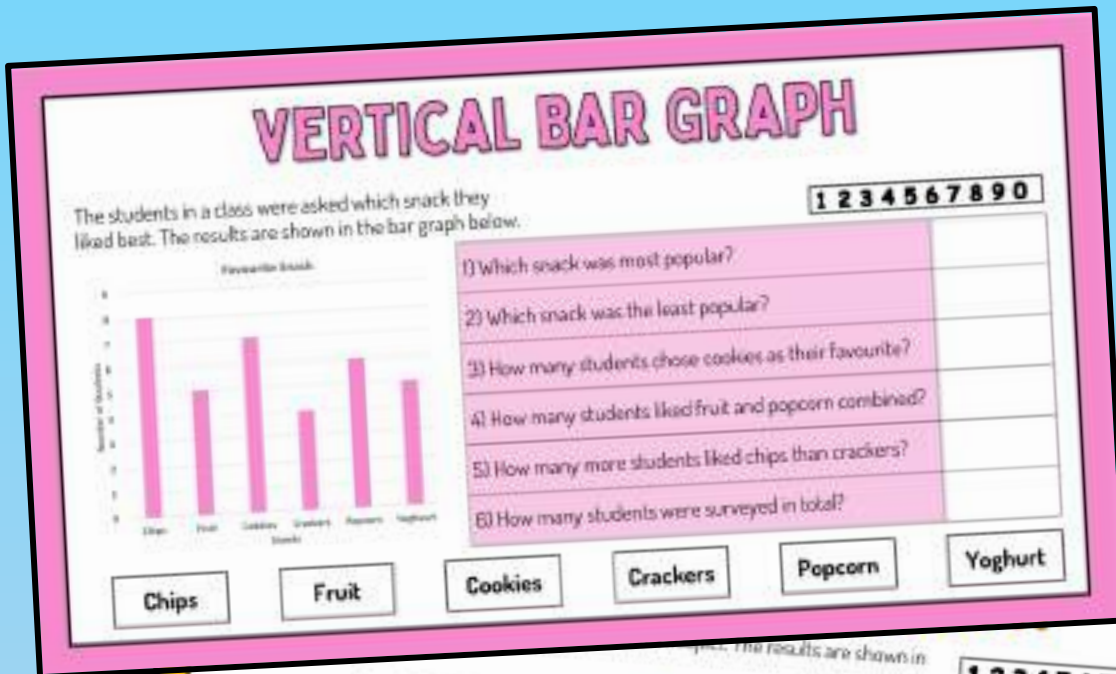
Y-axis Title

X-axis Title

Legend

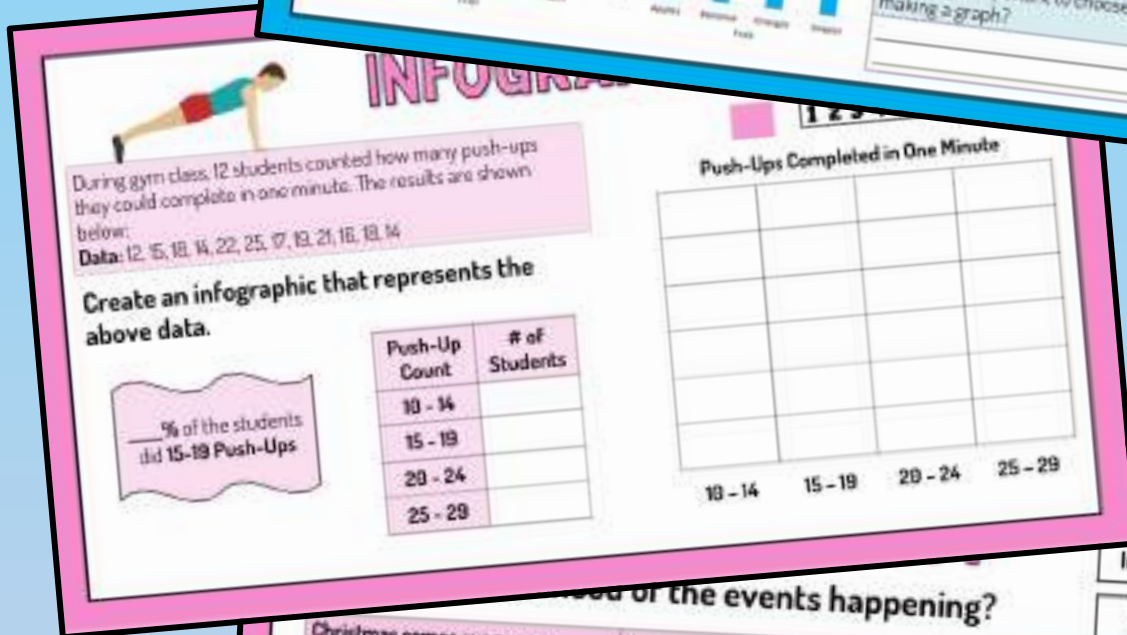
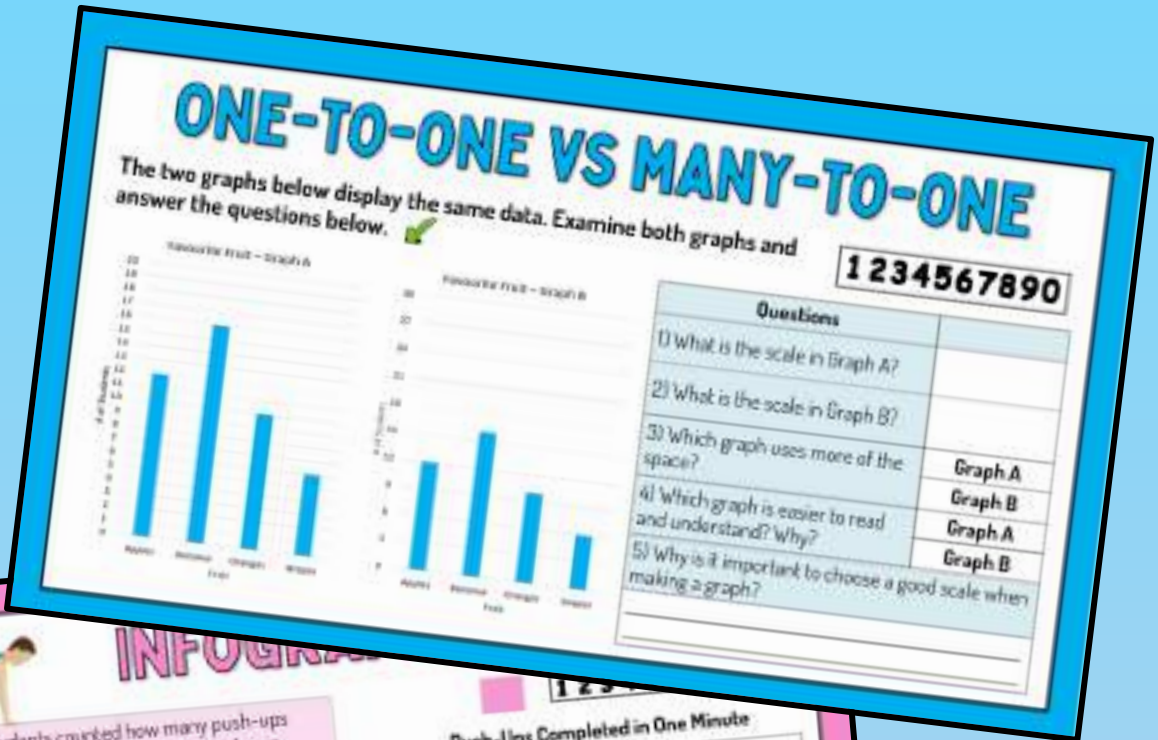


BC Math Curriculum Statistics Unit – Grade 4





BC Math Curriculum Statistics Unit – Grade 4



How likely are the events happening?

Christmas comes every year.

You brush your teeth every morning.

You will grow 10 cm overnight.

There is a maple leaf on the Canada flag.

A snowman will eat pizza for lunch.

There are 24 hours in a single day.

Impossible

Certain



Workbook Preview



Grade 4

Graphing

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

**Preview of 70 pages from
this product that contains
167 pages total.**

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
Gym		
Music		24

Name: _____

Fill in the tally table below

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

Name: _____

Fill in the tally table below

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

Name: _____

Fill in the tally table below

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

Name: _____

9

Curriculum Connection
GP.1

Survey Using Tally Marks

Directions

Create your own statistical question and tally the results

Statistical Question:

Category					
Frequency					

a) How many friends participated in _____

b) What did you learn about the data _____

c) Would an "other" category have helped you get better data? Explain _____

d) If you asked the rest of your school, which category do you think would be most popular? Explain. _____

Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. Read the pictograph below and answer the questions.

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.

Friend	Number of Candies Collected	Frequency
Sam	    	
Steve	  	
Tony	   	
Jill	      	
Stacy	   	



= 3 Candies

a) How much is one candy worth?	
b) Who collected the most candy?	
c) How much more candy did Jill collect than Tony?	
d) Did Sam and Steve collect <u>more</u> or <u>less</u> candy than Stacy and Jill?	
e) How much total candy was collected?	

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 and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella	 	
Craig	  	

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted	  	
Anne	 	
Bella	   	
Craig	  	

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted	  	
Anne	 	
Bella	   	
Craig	  	

 = 3 kilometers

How many total kilometers did all 4 friends run?

Name: _____

Fill in the table and answer the question.

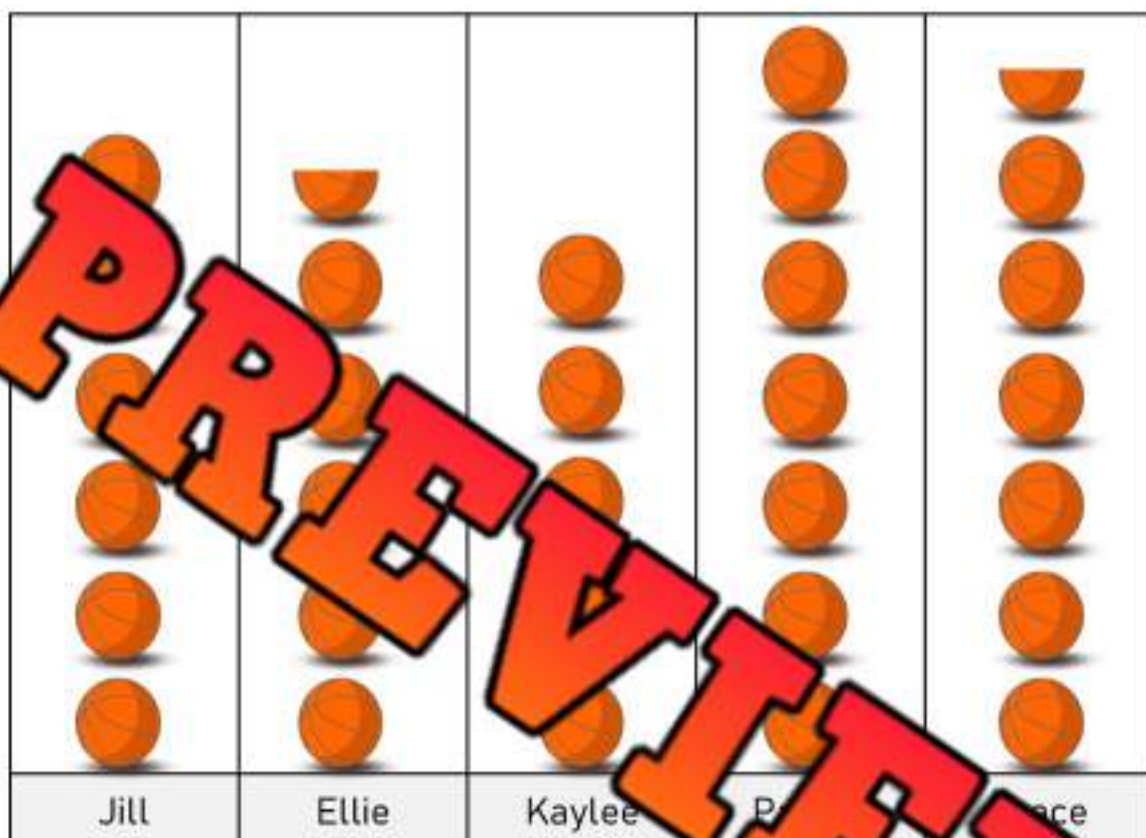
Friend	Kilometers Run	Frequency
Ted	  	
Anne	 	
Bella	   	
Craig	  	

 = 3 kilometers

How many total kilometers did all 4 friends run?

Vertical Pictograph – Basketball Points

Grace's basketball team counted how many points each of the players scored in a tournament. The point totals for the starting 5 are displayed below in a pictograph.



= 2 points

a) How many points is one basketball worth?	
b) How many points is half a basketball worth?	
c) Who scored the most points in the tournament?	
d) How many total points did all 5 girls score?	
e) How many more points did Jill score than Ellie?	
f) Did Payton and Kaylee score more or less than Grace and Ellie?	
g) Did Jill and Ellie score more or less points than Grace and Kaylee?	

Creating a Vertical Pictograph

Colton played 5 games of basketball last week. The number of points he scored in each game is displayed below. Create a pictograph to show his points.

Game 1	Game 2	Game 3	Game 4	Game 5
20	16	18	14	24



PREVIEW				
Game 1	Game 2	Game 3	Game 4	Game 5

=

- 1) Which game did he score the most points? _____ Least points? _____
- 2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____
- 3) How many total points did he score in all 5 games? _____

Name: _____

18

Curriculum Connection
GP.1

Creating a Pictograph

Questions

Survey your class and use the data to draw a pictograph

Statistical Question: _____

Option				
Tall				
Fr				

LEGEND

= _____

Questions

1. Which option was the most popular?

2. How many people liked the most popular option? the least popular?

3. What did you learn about your class?

Vertical Bar Graph – Favourite Sport

The kids at camp were asked which sport they liked the best. They surveyed each kid and the results have been displayed below in a vertical bar graph.



a) Which sport was the most popular?

b) Which sport was the least popular?

c) How many people chose gymnastics as their favourite?

d) How many kids liked basketball and soccer the best?

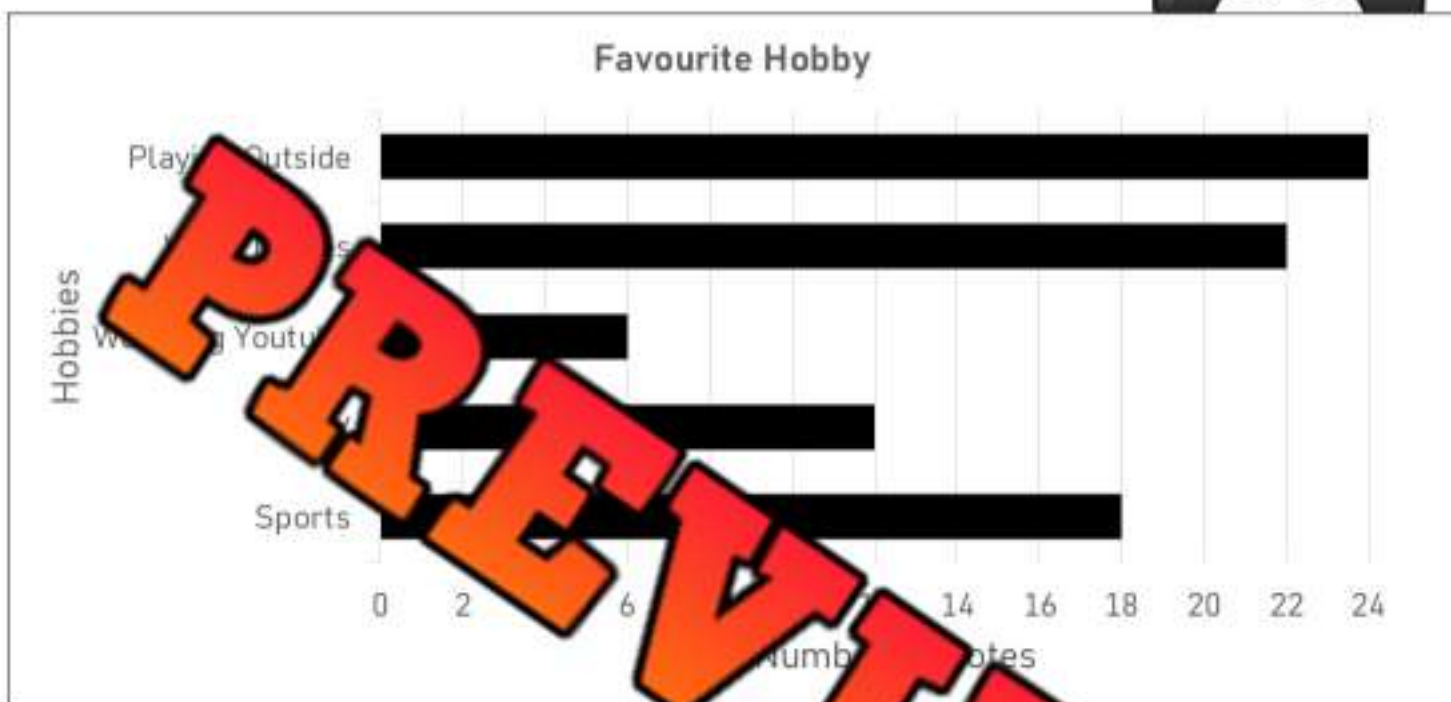
e) How many kids liked hockey more than football?

f) What two sports add up to the total votes that hockey received?

g) How many kids were surveyed?

Horizontal Bar Graph – Favourite Hobby

100 people were surveyed about their favourite hobby.
The results have been displayed in the graph below.



a) Which hobby is the most popular?

b) What are the 2 labels (titles) for the x and y axis?

(y) _____

c) How many people chose video games as their favourite?

d) How many people liked playing outside and TV the best?

e) How many people liked sports more than watching YouTube?

f) What two hobbies add up to the amount of people who chose playing outside?

g) How many people were surveyed?

Exit Cards

Cut Out

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

Name: _____

Favourite Ice Cream Flavours

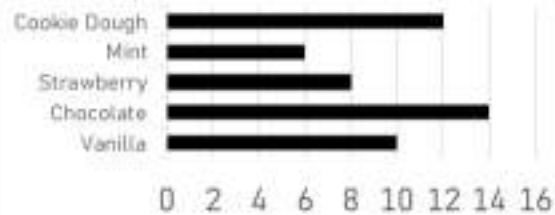


1) Which category of ice cream is most popular?

2) How many people were surveyed?

Name: _____

Favourite Ice Cream Flavours

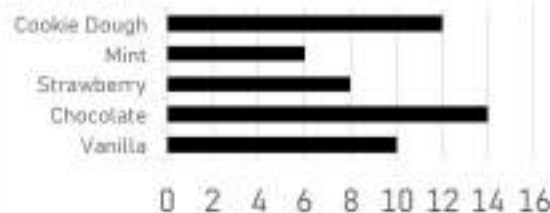


1) Which category of ice cream is most popular?

2) How many people were surveyed?

Name: _____

Favourite Ice Cream Flavours

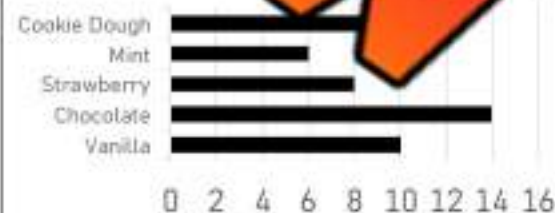


1) Which category of ice cream is most popular?

2) How many people were surveyed?

Name: _____

Favourite Ice Cream Flavours

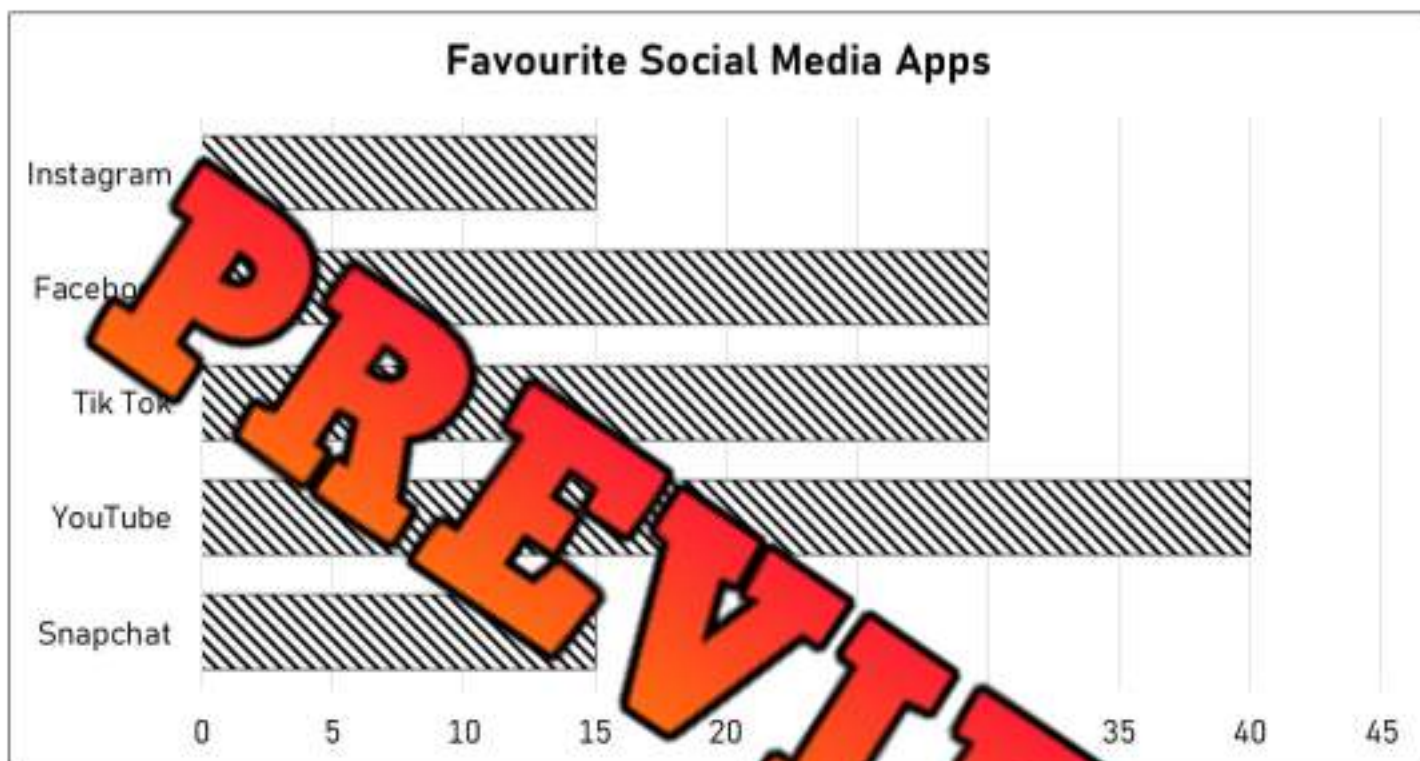


1) Which category of ice cream is most popular?

2) How many people were surveyed?

Reading a Horizontal Bar Graph – Social Media

The students in grade 4 were asked which social media app was their favourite. The results have been displayed in the horizontal bar graph below.

**Part 1**

Fill in the frequency table by reading the graph above.

Snapchat	YouTube	Tik Tok	Facebook	Instagram

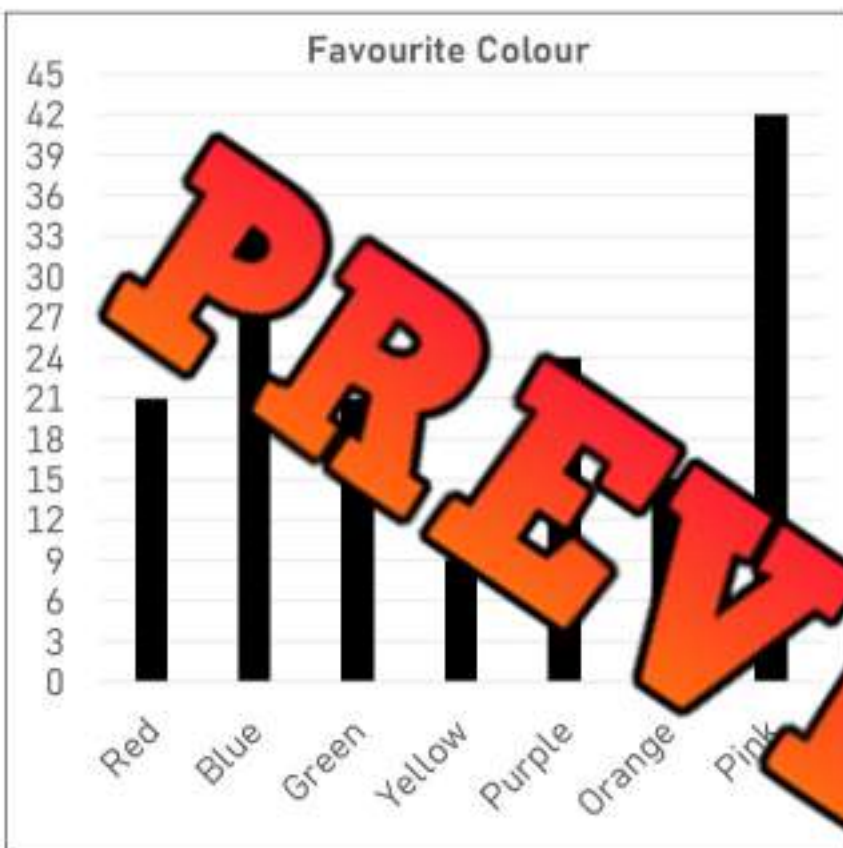
Part 2

Answer the questions below

a) What is the scale on the graph? What does it go up by?	
b) How many grade 4 students were surveyed?	
c) Which social media was the most popular? How many votes did it get?	
d) Henry thinks more students liked YouTube than Snapchat and Instagram combined. Is he correct – Yes/No?	

Vertical Bar Graph – Favourite Colour

The students in grade 4 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.



Frequency Table

Red	
Blue	
Green	
Yellow	
Purple	
Orange	
Pink	

a) Which colour was most popular?

b) The title of the graph is not specific enough. What would you change it to?

c) What is the scale of the graph?

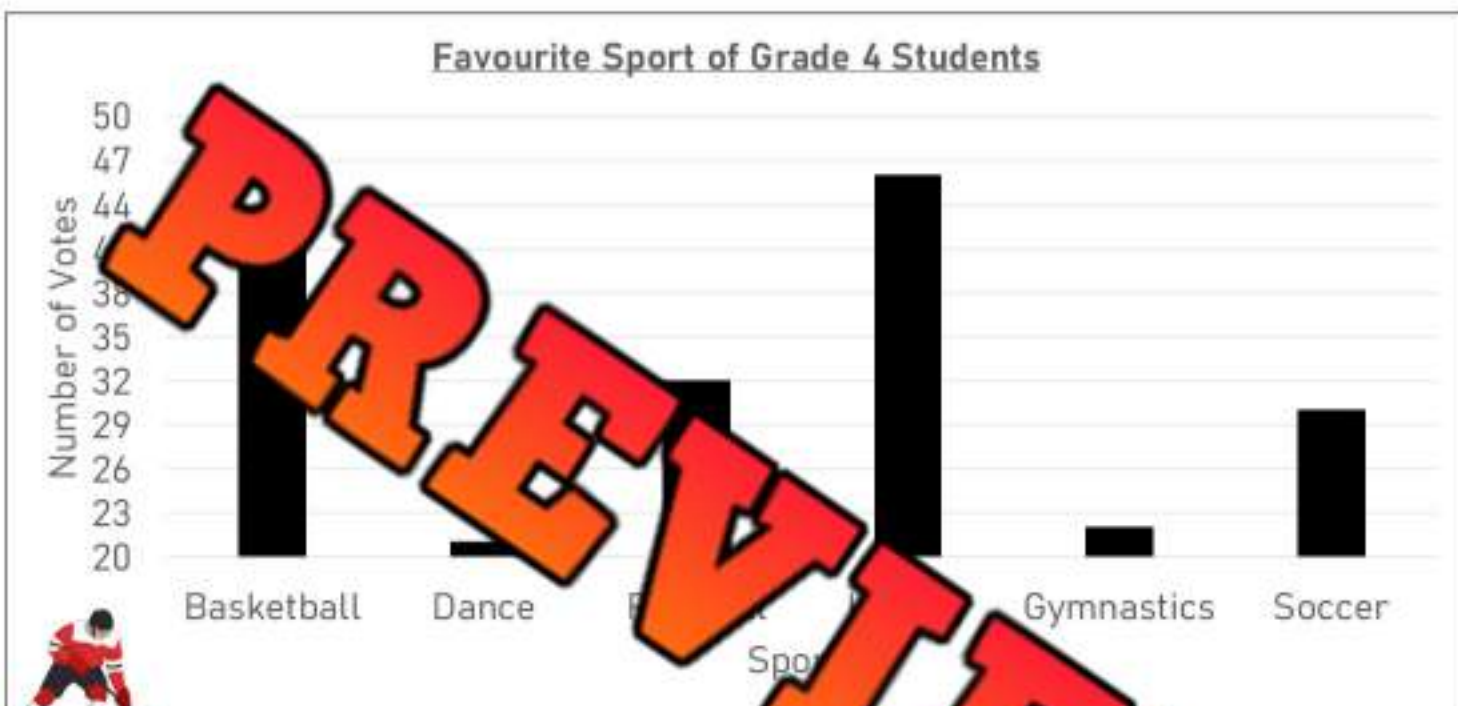
d) Was pink more popular than yellow and orange together?

e) Which two colours add up to pink?

f) How many people were surveyed?

Reading a Bar Graph – Line Break

The students in grade 4 were asked which sport was their favourite. The results have been displayed in the bar graph below. Notice the scale on the x-axis uses a line break.



a) What number does the scale on the y-axis start with?

b) What is the scale on this graph? What does it go up by?

c) What is the title of the bar graph?

d) What are the 2 labels (titles) for the x and y axis?

(x) _____

(y) _____

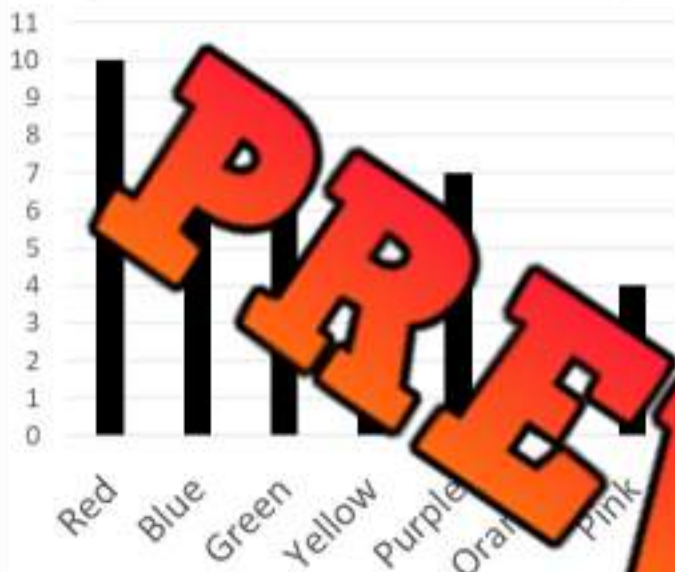
e) How many more votes did hockey get over dance?

f) How many students participated in the survey?

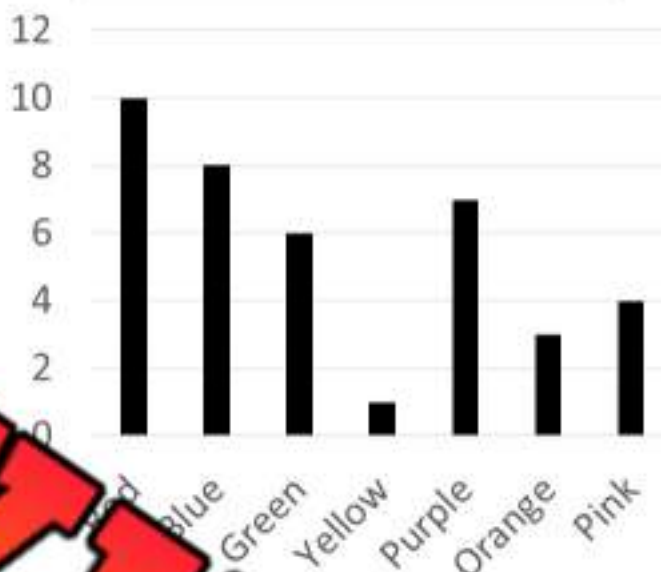
One-to-One vs Many-to-One

The students in grade 4 were asked which colour was their favourite. The results of the survey have been displayed in the bar graphs below.

Favourite Colour – Scale = 1



Favourite Colour – Scale = 2



- Which colour was the most popular?
- Which colour was the least popular?
- How many more people liked red than orange?
- How many people were surveyed?

e) What is different about the two graphs? Which graph is easier to read?

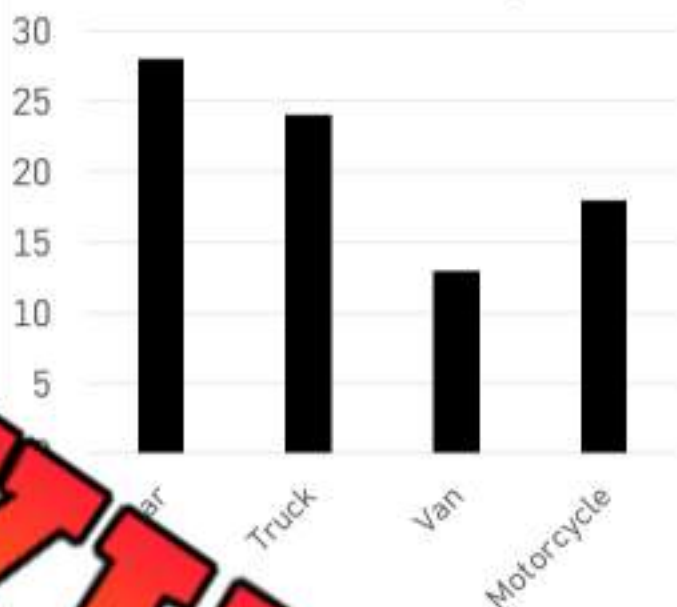
Favourite Vehicle – Examining Scale

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

Favourite Vehicle – Graph A



Favourite Vehicle – 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 better? Why?

e) What other scales could you use for the data?

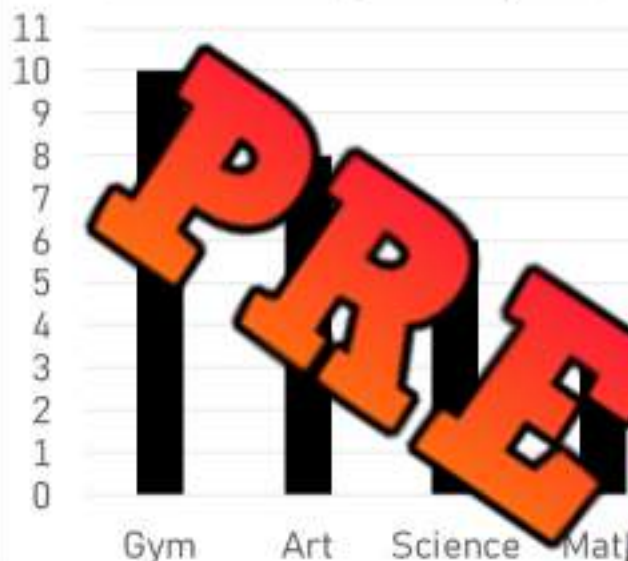
- Go up by _____
- Go up by _____

Favourite Subject – Examining Scale

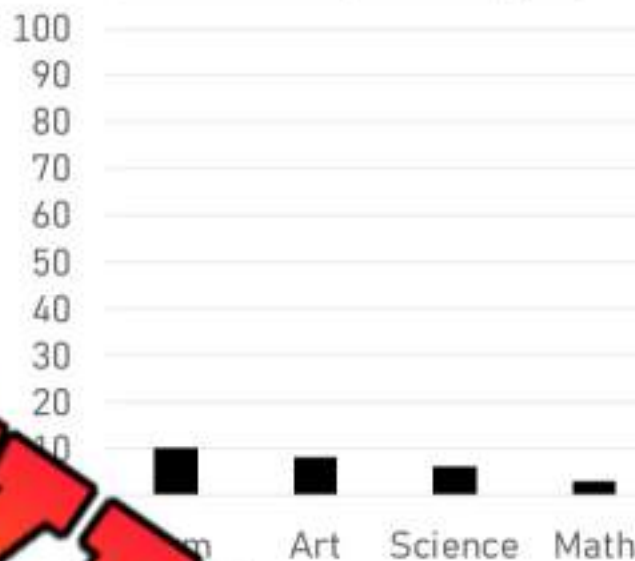
The two graphs below display the same data. Examine both graphs and answer the questions below.



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) Did more students like math and gym than art and science?

d) How many students were surveyed?

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

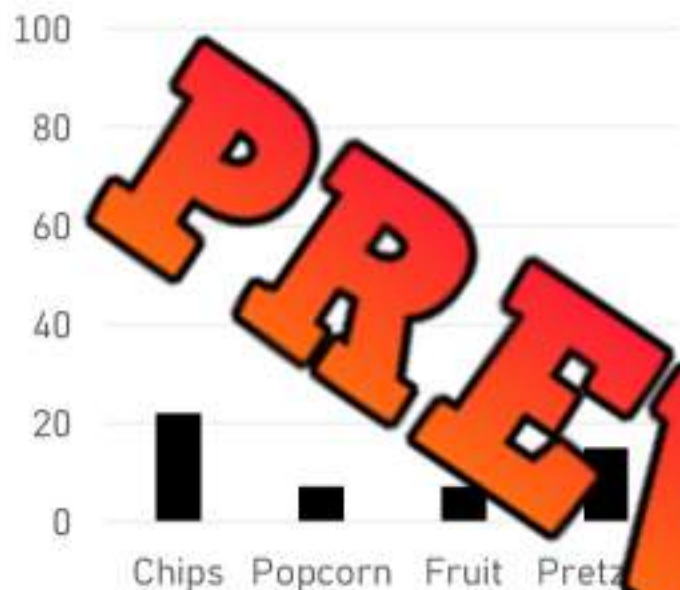
f) Why is it better to go up by the smallest increments that allow you to fit all the data on the graph?

Favourite Snack – Examining Scale

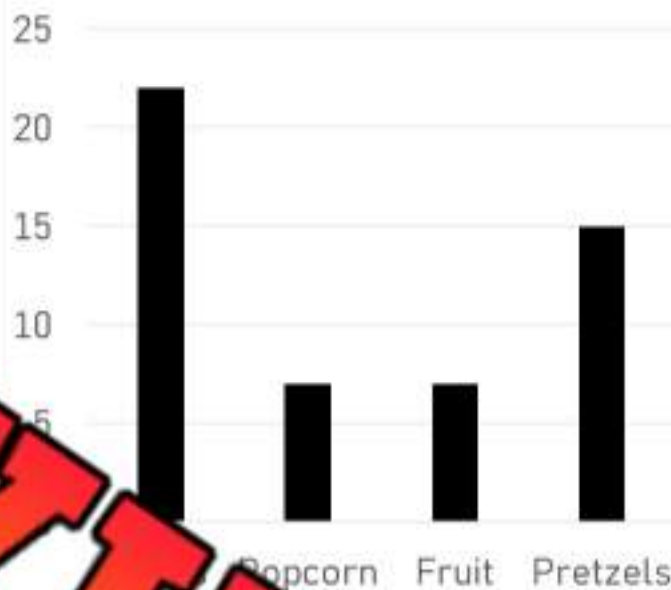
The two graphs below display the same data. Examine both graphs and answer the questions below.



Favourite Snack – Graph A



Favourite Snack – 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) Did more students like pretzels and fruit than chips and popcorn?

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

e) If you had 25 gridlines, what scale would you use? _____

If you had 10 gridlines, what number would you go up by? _____

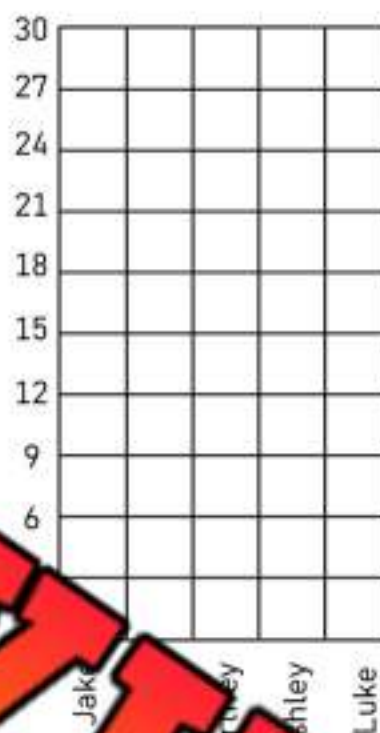
Drawing Bar Graphs

Questions

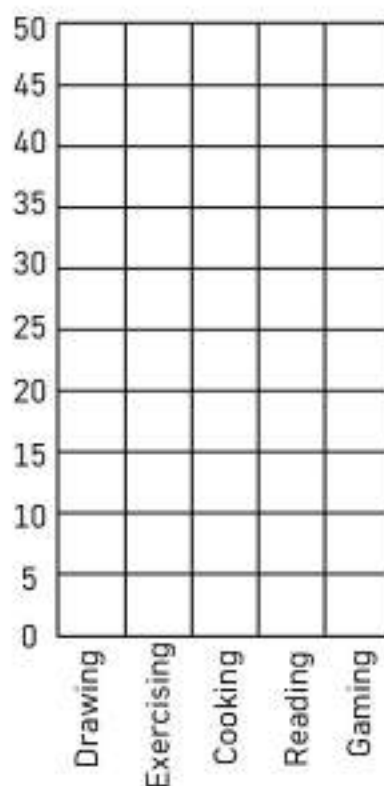
Draw the bars for each of the bar graphs below



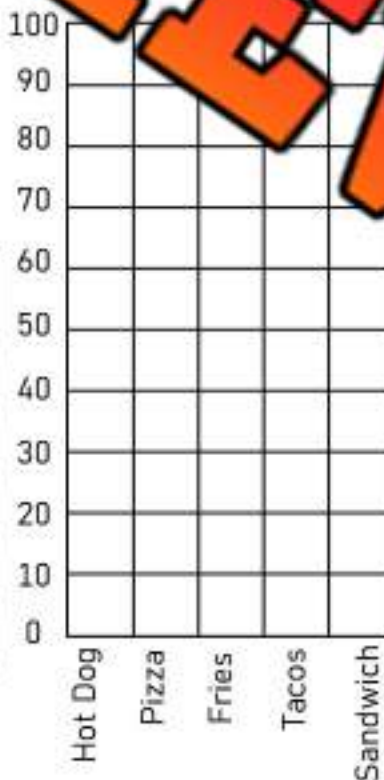
Favourite Food	# of votes
Pizza	16
Chocolate	14
Spaghetti	9
Ice Cream	12
Chicken	10
Wings	11



Player	# of points
Jake	21
Nathan	12
Courtney	18
Ashley	28
Luke	8



Favourite Hobby	# of votes
Drawing	30
Exercising	11
Cooking	29
Reading	13
Gaming	45

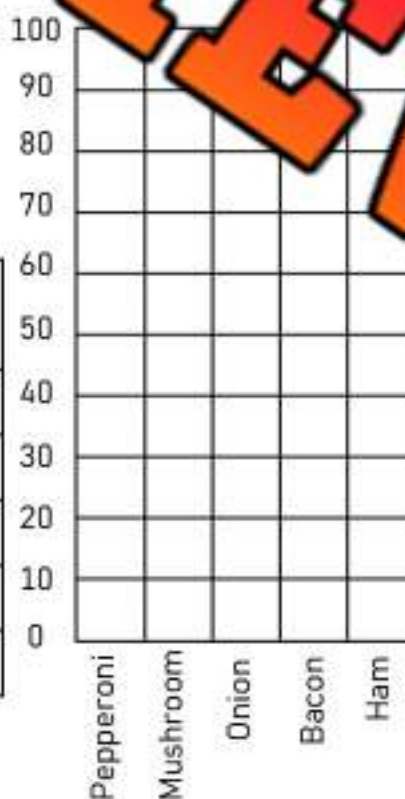
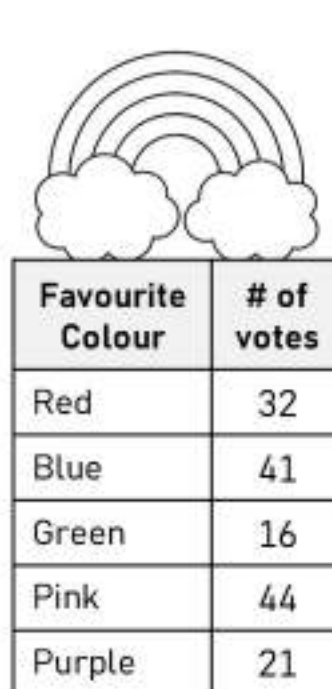
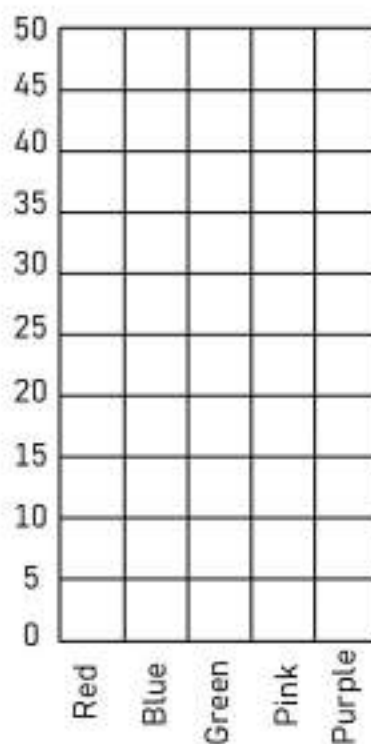
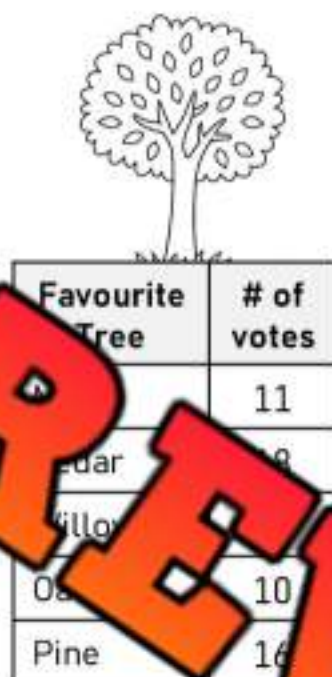
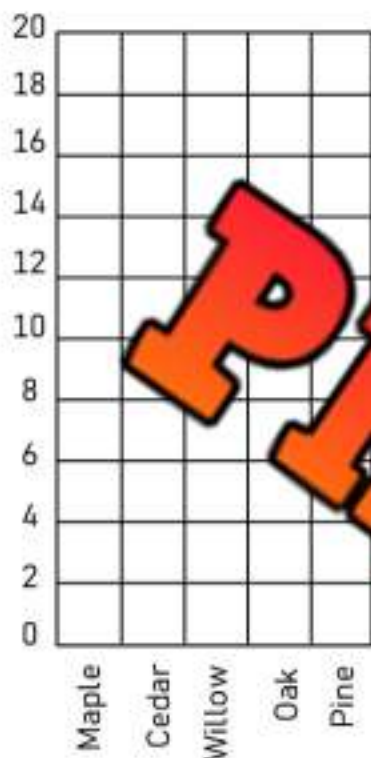


Favourite Food	# of votes
Hot Dog	40
Pizza	80
Fries	75
Tacos	35
Sandwich	25

Drawing Bar Graphs

Questions

Draw the bars for each of the bar graphs below



Exit Cards

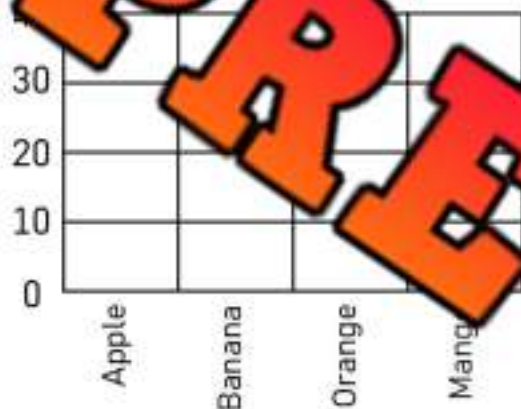
Cut Out

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.

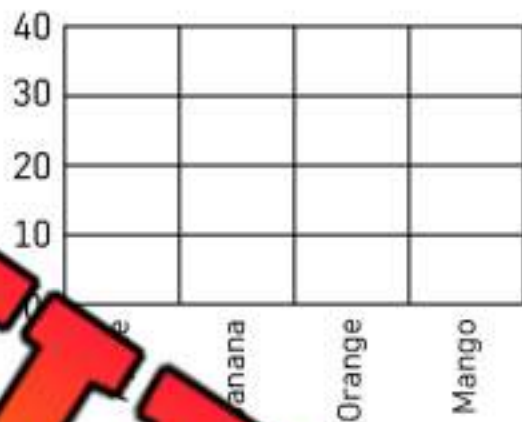
Fruit	Apple	Banana	Orange	Mango
Votes	30	10	35	20



Name: _____

Draw the bars for the bar graphs below.

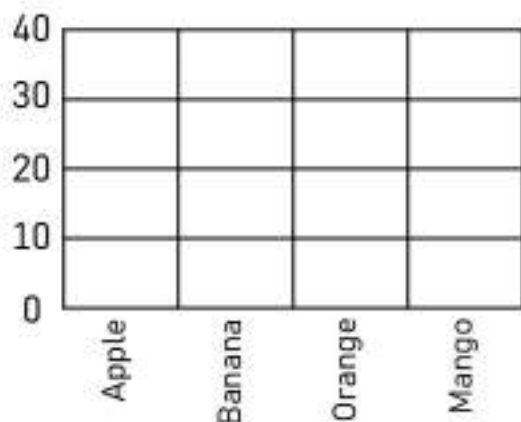
Fruit	Apple	Banana	Orange	Mango
Votes	30	10	35	20



Name: _____

Draw the bars for the bar graphs below.

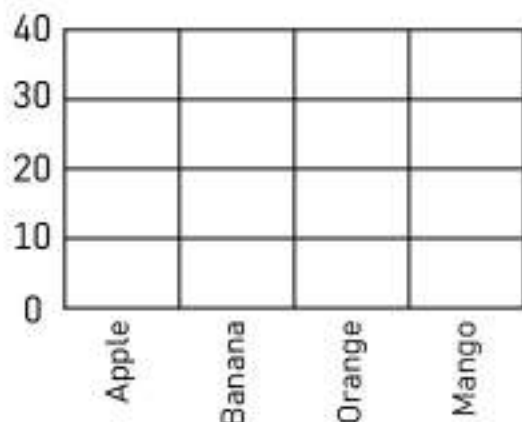
Fruit	Apple	Banana	Orange	Mango
Votes	30	10	35	20



Name: _____

Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	30	10	35	20



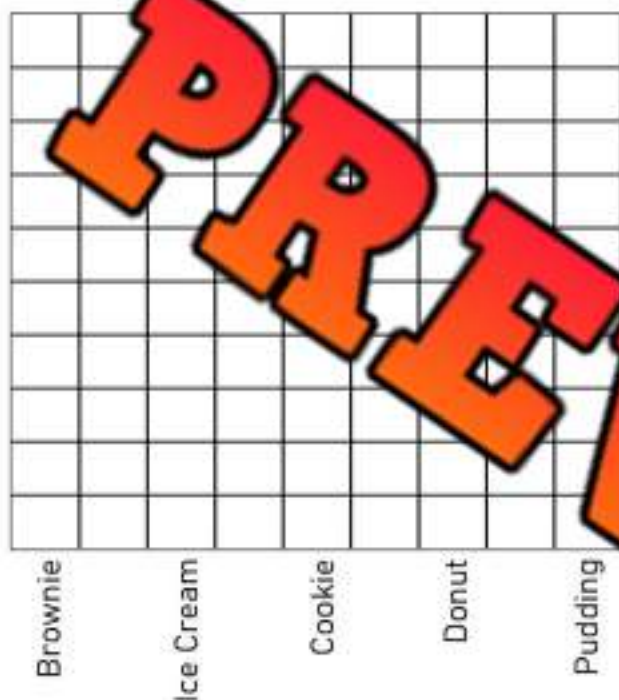
Creating Scale

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.

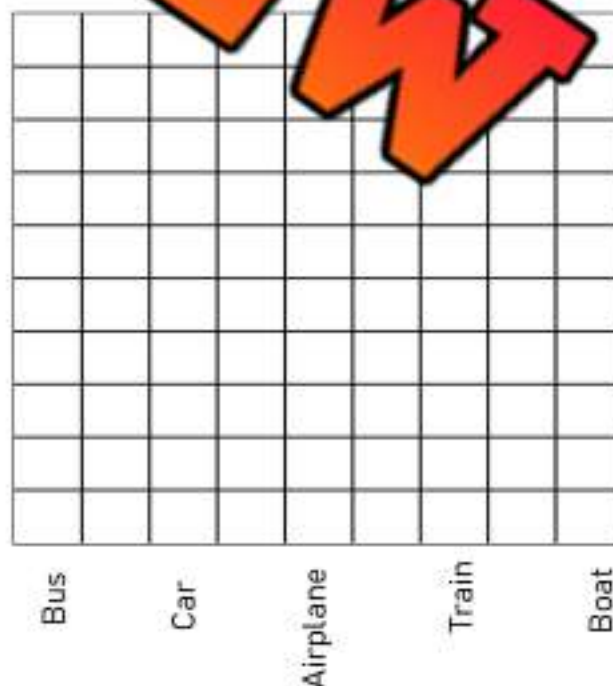
Step 3: Decide what to go up by to ensure you have enough space to plot all the data.



Favourite Dessert	# of votes
Brownie	21
Ice Cream	27
Cookie	15
Donut	12
Pudding	9



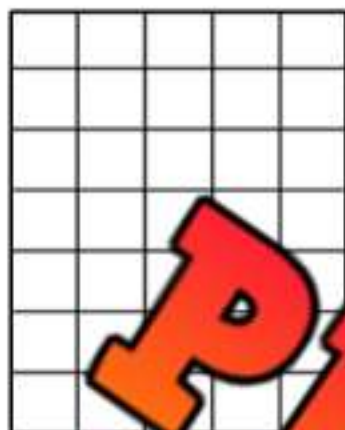
Transportation Method	# of votes
Bus	10
Car	50
Airplane	90
Train	70
Boat	80



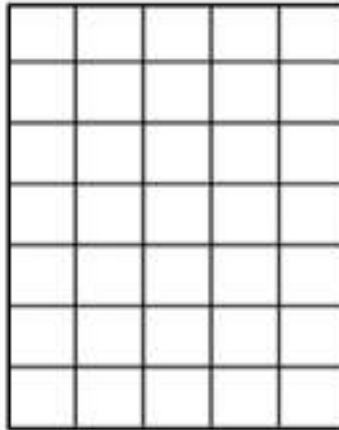
Creating Scale

Questions

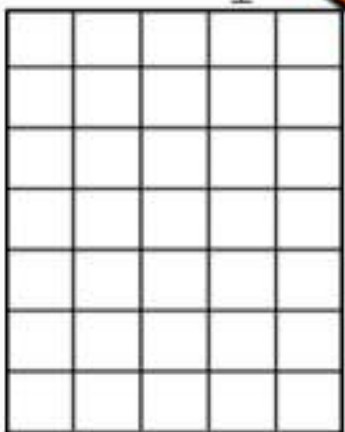
1) Read the numbers and decide which scale to use. 2) Draw your bar graphs



Pets	Votes
Dog	3
Cat	12
Bunny	18
Hamster	15
Guinea Pig	9



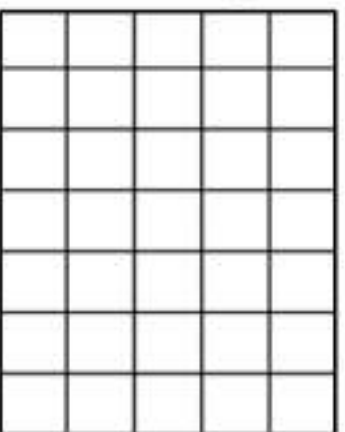
Brand	Votes
Nike	10
Puma	6
Adidas	3
Under Armour	8
Reebok	12



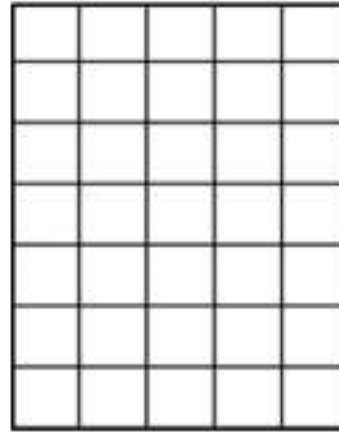
Food	Votes
Cookies	15
Cake	20
Candy	35
Ice Cream	25
Donuts	10



Subject	Votes
Math	8
Science	22
Gym	65
Art	41
Language	30



Cars	Votes
Honda	200
BMW	450
Toyota	225
Tesla	675
Ford	350



Drinks	Votes
Water	700
Pop	1300
Orange Juice	550
Milk	150
Apple Juice	825

Honda BMW Toyota Tesla Ford

Water Pop O.J. Milk A.J.

Activity Title: 4-Corners Scaling Game

Objective

What are we learning about?

Students will learn to read data presented in a table and decide on the appropriate scale to use for creating various types of graphs.

Materials

What you will need for the activity.

- Data table provided by the teacher
- Four signs labeled A, B, C, and D for each corner of the room



Instructions

How you will complete the activity.

1. Explain to the students the importance of choosing the right scale for graphing data and how different scales can affect the appearance and readability of the data.
2. Show the students one of the data tables provided below. You may want to project the table to the class.
3. Present multiple-choice options for the scale that could be used to graph the data. Each corner of the room will represent one of the multiple-choice answers.
4. Read out the scale options and ask the students to move to the corner that they believe represents the best scale for the data.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Repeat the process with different data tables and scale options.

Table 2 Analyze the data and then move to one of the corners of the room

Sports	Votes
Baseball	20
Soccer	5
Tennis	15
Swimming	25
Basketball	10

Table 2**Scale Options:**

- A: 1
- B: 2
- C: 5
- D: 10

Table 4 Analyze the data and then move to one of the corners of the room

Vegetables	Votes
Peas	25
Broccoli	10
Spinach	15
Tomato	20
Carrot	5

Table 4**Scale Options:**

- A: 1
- B: 2
- C: 3
- D: 5

Table 7

Analyze the data and then move to one of the corners of the room

Drinks	Votes
Tea	100
Water	20
Soda	80
Juice	60
	40

Table 7**Scale Options:**

- A: 20
- B: 30
- C: 15
- D: 50

Table 10 Analyze the data and then move to one of the corners of the room

Books	Votes
Fantasy	75
Mystery	25
History	20
Adventure	50
Science	100

Table 10**Scale Options:**

- A: 25
- B: 5
- C: 10
- D: 20

Collecting Data

Survey Question

Collect data by asking your classmates your survey question

Examples of survey questions	Categories
1) What is your favourite animal?	Dog, cat, bunny, horse, lion
2) What is your favourite sport?	Basketball, hockey, baseball, soccer, football
3) What colours do you have?	Blue, brown, green, turquoise, other

Survey Question

Example: What is your favourite colour?

Categories				
Tally				
Frequency				

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. If you asked your entire school, which category do you think would win? Explain.

5. Did any of the survey results surprise you?

I'm surprised that _____

Name: _____

52

Curriculum Connection
GP.1

Creating a Bar Graph

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

☐

X axis label

☐

Y axis label

☐

Title

☐

Scale

☐

Categories



Collecting Data - Quantitative

Survey Question Solving a Problem

Collect data by asking your classmates your survey question

Solve a problem in your life by asking your classmates for their opinion. For a quantitative question, the answers should be a number, or a number range.

For example: "How many books should I read a week?" -

Answer options: 0-3, 4-7, 7-10, 11+

Example

1 - "How many times a week should I practice my favourite sport?"

2 - "How many hours of sleep should I get a night?"

3 - "How many servings of vegetables should I eat a day?"



Survey Question

Example: How many pencils do I need for school?

Categories

Tally

Frequency

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. Was your problem solved? Will you follow the data and listen to your classmates?



Name: _____

56

Curriculum Connection
GP.1

Creating a Bar Graph

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

☐

X axis label

☐

Y axis label

☐

Title

☐

Scale

☐

Categories

Title:

PREVIEW

Creating an Infographic

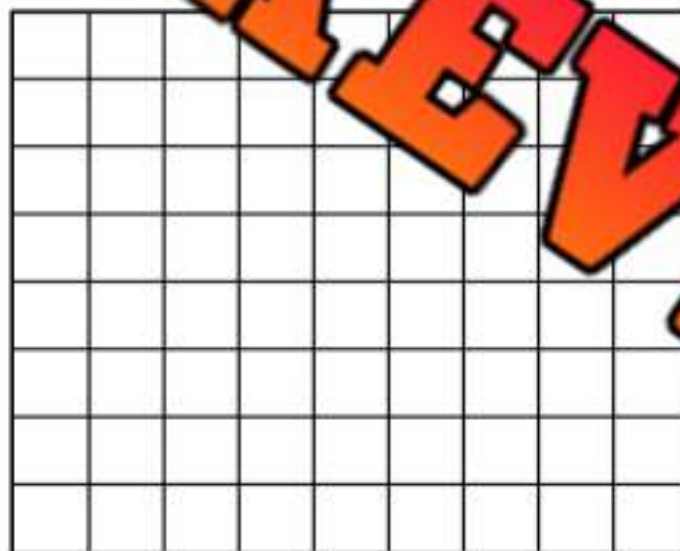
An **infographic** shares information about a topic in multiple ways. Infographics are great for displaying data that can teach an audience about a topic.

Directions

Display the data set in different ways below

50 grade 4 students from across Alberta were surveyed, asking what their favourite sport is. The results are shown below.

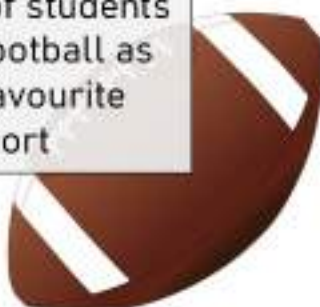
Hockey	Basketball	Baseball	Soccer	Football
20	10	7	7	4



40% of students prefer hockey as their favourite sport



Only 2% of students prefer football as their favourite sport



Hockey	
Basketball	
Baseball	
Soccer	
Football	

Legend



= 2 votes

Unit Quiz – Statistics and Probability

Part 1

Four friends tracked their exercise minutes for one day and displayed it in the pictograph below. Fill in the frequency by reading the pictograph.

Name	Number of Exercise Minutes	Frequency
Dan		
Troy		
Bella		
Leo		

= 10 minutes

a) How many minutes is Troy's exercise time?

b) Who exercised the most?

c) How many total minutes did the 4 friends exercise?

Part 2

Write the scale and draw the bar graphs below.

Pizza
Chocolate
Spaghetti
Ice Cream



Favourite Food	# of votes
Pizza	12
Chocolate	6
Spaghetti	8
Ice Cream	16
Chicken Wings	6

Jake
Nathan
Courtney
Ashley
Luke

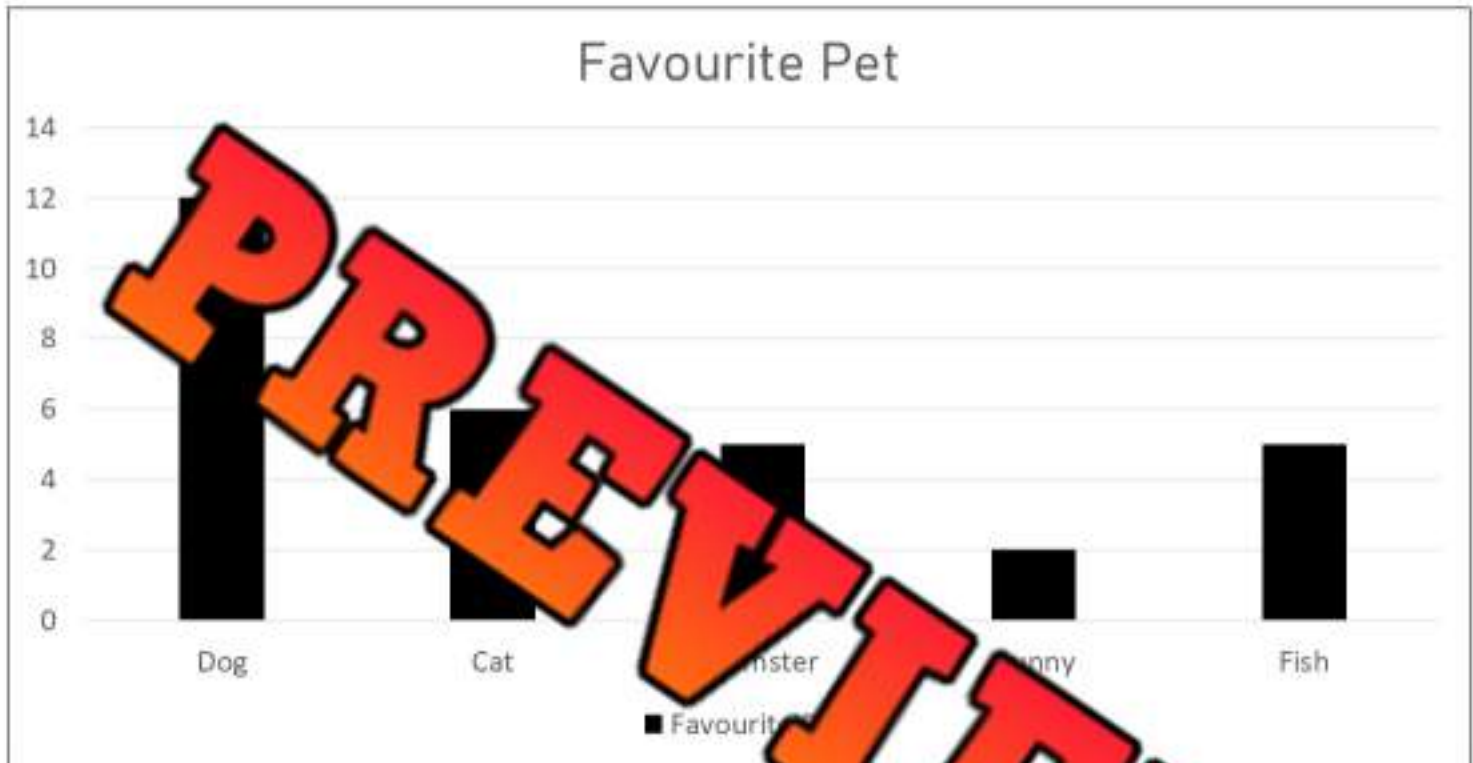


Player	# of points
Jake	15
Nathan	30
Courtney	15
Ashley	21
Luke	9

Part 3

Read the graph and answer the questions below

Mr. Wilson's class was asked what their favourite pet is. The results are graphed below.



a) Which pet was most popular?

b) How many more votes did dog get than bunny?

c) What is the scale of the graph?

d) Was dog more popular than hamster and fish together?

e) Which three pets together add up to the total number of votes dog received?

f) How many people were surveyed?

Part 4

Graph the data below in a bar graph

The grade 4s were asked which entertainment they liked the best. The results are below.

Movies	TV Shows	YouTube	Video Games	Music
9	12	21	27	15



a) Which form of entertainment was most popular?

b) How many more votes did video games get than music?

c) What scale did you choose for the graph?

d) How many students were surveyed?

Grade 4
Probability

	Curriculum Expectations	Pages
GP.2	Probability experiments: • predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour) • using spinners, rolling dice, pulling objects out of a bag • recording results using tallies	63 - 96

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 breathe 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: _____

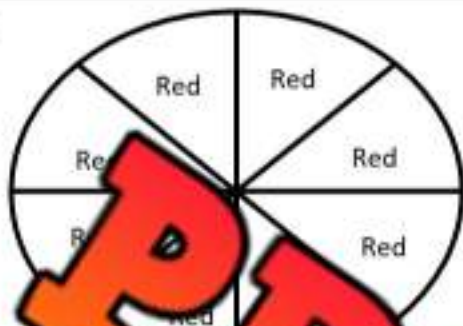
Describing Probability – Certain, Impossible?**Questions**

Write 4 examples of events that are certain and impossible.

Certain**Impossible**

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

1)

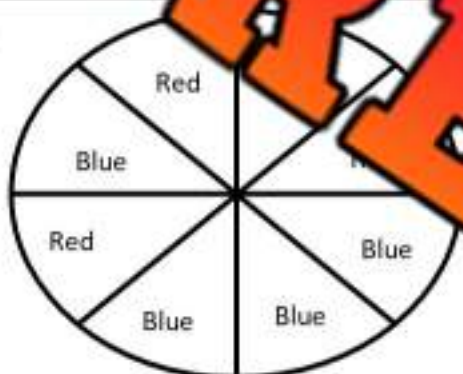


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

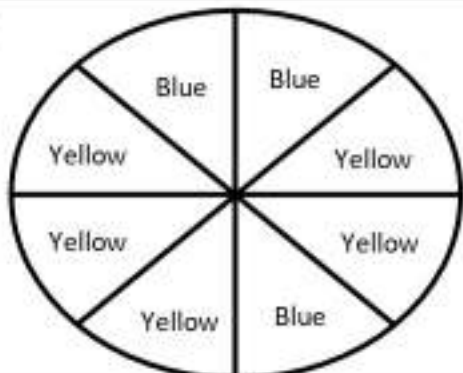


a) Spinning a purple is _____

b) Spinning a red or red is _____

c) Spinning a yellow is _____

3)

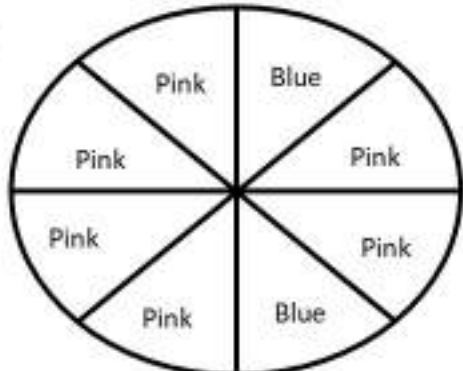


a) Spinning a yellow or blue is _____

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

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

impossible, possible, certain

Impossible = Cannot happen (seeing a dinosaur)

Possible = It could happen (eating a treat today)

Certain = Will definitely happen (breathing today)



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

1. You will grow up.

2. You will have recess today.



3. You will sleep tonight.

4. You will find money on the ground today.



5. You will buy a lottery ticket and win.

6. It will rain or snow today.



7. You will teleport to Africa today.

8. You will roll a 2 when you roll a dice.



9. You will watch TV today.

10. Your teacher will give you free time today.



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

Running for a long time and
getting tired

Throwing a basketball and it
going into the net

Running against
a wall

Staying up very late and feeling
tired the next day

Jumping into a swimming pool
and getting wet

Throwing a ball and having it
roll away

Tossing a paper ball into a
garbage can

Catching a ball thrown from far
away

Turning invisible

Scoring a goal in soccer

Scenario Cards

A set of scenario cards with different events

Ice cream melting on your hands

Wearing wet socks and feeling uncomfortable

Breaking up an object without

Standing outside during a rainstorm and getting soaked

Throwing a ball and having it stay in the air

Making an object move by itself

Jumping into a puddle and getting splashed

Playing the drums in a library and annoying others.

Eating spicy food and needing a drink

Eating too much and getting a sore stomach

Likelihood of Events – 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, it is possible you could get any of the numbers from 1-6.



Questions

Use these terms to describe the likelihood: Certain, Possible, Impossible

- | | |
|---|--|
| 1) What is the likelihood of you rolling a 1? | |
| 2) What is the likelihood of you rolling a 5? | |
| 3) What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6? | |
| 4) What is the likelihood of you rolling a 7? | |
| 5) What is the likelihood of you rolling an odd number? | |
| 6) What is the likelihood of you rolling a 0? | |

Describing the Likelihood of Events

Cookie Jar

There were 12 cookies in a cookie jar. 7 of the cookies were chocolate chip (cc), 2 were oatmeal raisin (or), and 3 were double chocolate (dc).



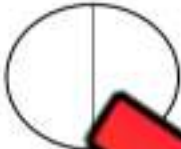
Questions

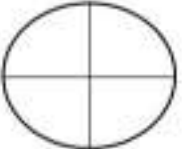
Use these terms to describe the likelihood: Certain, Possible, Impossible

- 1) What is the likelihood of you picking out a double chocolate cookie?
- 2) What is the likelihood of you picking out a cookie?
- 3) What is the likelihood of you picking out an oatmeal raisin cookie?
- 4) What is the likelihood of you picking out a chocolate chip, oatmeal raisin, or a double chocolate cookie?
- 5) What is the likelihood of you picking out a brownie?
- 6) What is the likelihood of you picking out a peanut butter cookie?

Describing the Likelihood – Equally Likely**Part 1**

Shade in half of the shapes so you have two equal parts

a) 

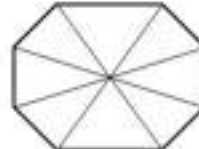
b) 

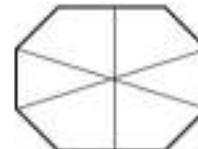
c) 

d) 

e) 

f) 

g) 

h) 

Part 2

What is half of the number

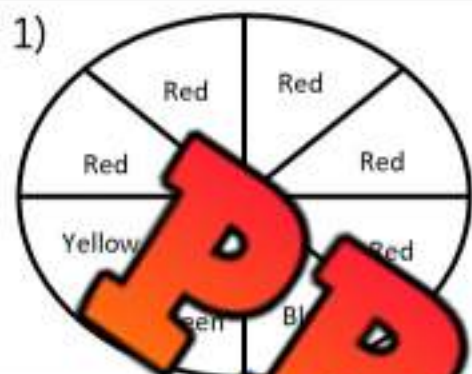
	Number	Half
1)	20	10
2)	6	
3)	14	
4)	24	
5)	36	
6)	48	
7)	66	

	Number	Half
8)	50	
9)	92	
10)	76	
11)	88	
12)	60	
13)	96	
14)	90	

Describing the Likelihood – Less likely, More likely

Instruction

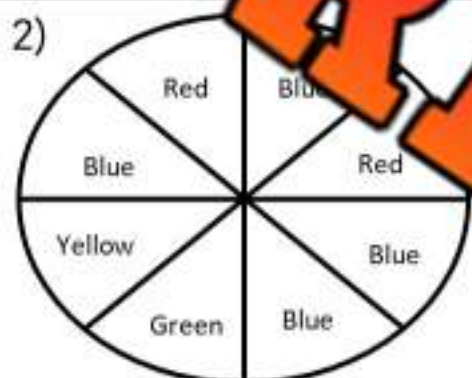
Read the spinner and describe the probability as Less Likely, Equally Likely or More Likely. Then write the fraction.



a) Spinning a red is _____

b) Spinning a blue is _____

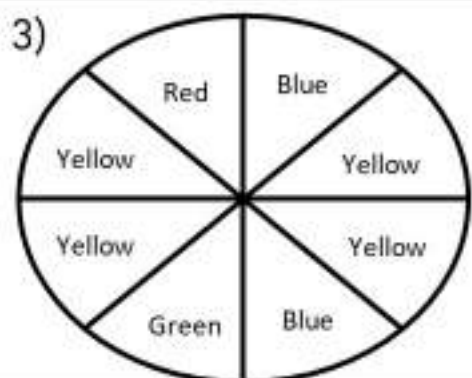
c) Spinning a blue or red is _____



a) Spinning a red is _____

b) Spinning a blue is _____

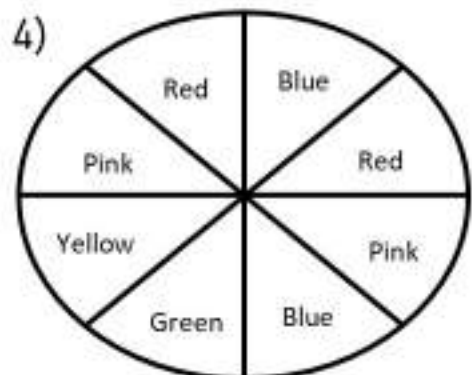
c) Spinning a red or blue is _____



a) Spinning a red or blue is _____

b) Spinning a green is _____

c) Spinning a yellow or red is _____



a) Spinning a red or green is _____

b) Spinning a blue, pink or red is _____

c) Spinning a green or pink is _____

Describing the Likelihood of Events

Questions

Circle the likelihood of the event happening

1) You will have a substitute teacher tomorrow.



Certain
More Likely
Equally Likely
Less Likely
Impossible

2) You will go to the bathroom today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

3) You will see a bird today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

4) You will eat some chocolate today?



Certain
More Likely
Equally Likely
Less Likely
Impossible

5) It will snow on a warm day.



Certain
More Likely
Equally Likely
Less Likely
Impossible

6) You will get heads when flipping a coin.



Certain
More Likely
Equally Likely
Less Likely
Impossible

7) You will see a motorcycle today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

8) You will slam dunk a basketball today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

Exit Cards

Cut Out

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

Name: _____

Circle the likelihood of the event happening

- 1) You will see a teacher at school this week.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 2) It will snow in the middle of summer.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 3) You will drink juice after school.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

- 1) You will see a teacher at school this week.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 2) It will snow in the middle of summer.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 3) You will drink juice after school.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

- 1) You will see a teacher at school this week.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 2) It will snow in the middle of summer.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 3) You will drink juice after school.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

- 1) You will see a teacher at school this week.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 2) It will snow in the middle of summer.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

- 3) You will drink juice after school.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Activity: Probability Card Sort and Rank

Objective

What are we learning about?

Students will learn to identify and classify events as certain, More likely, Equally likely, Less likely, or impossible by sorting and ranking scenarios based on their probability.

Materials

What you will need for the activity.

- 30 scenario cards with different events (e.g., "The sun will rise tomorrow").
- A board divided into the categories: Certain, More likely, Equally likely, Less likely, and Impossible.
- Glue sticks or glue.



Instructions

How you will complete the activity

1. Begin by explaining the concepts of certain, More likely, Equally likely, Less likely, and impossible events. Give examples to ensure students understand these probability terms.
2. Have all students stand in a single line in front of the categorization board.
3. Provide each individual student with a scenario card. Each student has one card.
4. Display the large categorization board at the front of the classroom so that all students can easily see and access it.
5. Instruct the students to take turns, one by one, reading their scenario card aloud and then discussing where they think the event should be classified on the categorization board.
6. After the student has decided on the classification, have them use glue to attach the card in the corresponding category on the board.
7. Encourage the students to explain their reasoning and engage in discussion with the class if they disagree with the placement of a card.
8. Continue until all 30 cards have been placed on the board.
9. Once all cards have been placed, review the classifications as a class, addressing any misconceptions or disagreements.

Scenario Cards

A set of scenario cards with different events

You will breathe air today.

Jumping into a swimming pool and getting wet

You will go to work

It will snow tomorrow in July.

A coin flip will land on heads.

You will raise your hand during lesson today.

Your teacher will wear a hat to school tomorrow.

A dice roll will show a number greater than 3.

A chair will start talking in class.

A dice roll will show a 3.

Scenario Cards

A set of scenario cards with different events

You will hear someone
laugh today.

Your school will close
because of a snowstorm
tomorrow.

You will witness a crime today.

You will eat a meal today.

You will see a car on the
road today.

You will forget your name
today.

Catching a ball thrown from
a short distance

Rolling an even or odd
number on a dice

You will choose a red card
from a deck with half red
and half black cards.

Winning a race against much
faster runners

Scenario Cards

A set of scenario cards with different events

Guessing the correct answer
on a very hard test

Throwing a ball into a
basket from far away

Running on the
ground

Winning a prize in a large
draw

Scoring three goals in a
soccer game

Throwing a ball and having
it go into the air

Shrinking to the size of a
pencil

Turning invisible

Stopping time

Turning into an animal

Board Divide each scenario into the following categories

Certain	More Likely	Equally Likely	Unlikely	Impossible

PREVIEW

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

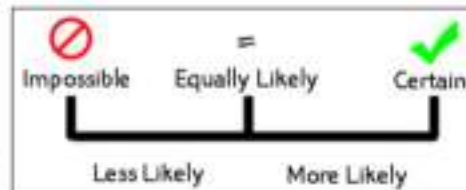
Impossible = Cannot happen

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



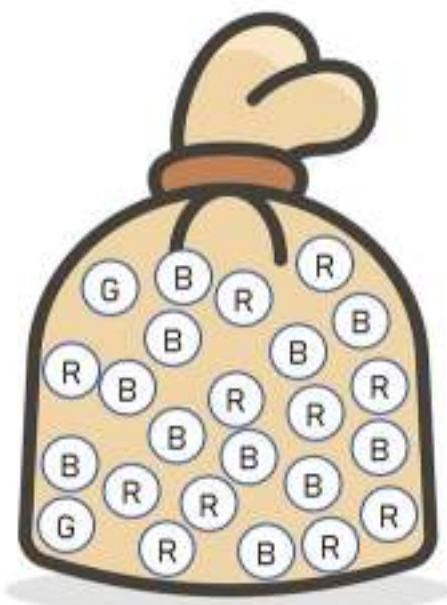
Question: Use the terms to describe the likelihood of the events below

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	

Describing the Likelihood of Events

Candies

There are 24 candies in a bag.
Describe the likelihood of the
events below.



Frequency

Fill in the frequency table below

Candy Color	Frequency
Red	
Blue	
Green	

Questions

Use these terms to describe the likelihood of an event: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a red candy?
2. What is the likelihood of pulling out a blue candy?
3. What is the likelihood of pulling out a green candy?
4. What is the likelihood of pulling out a red, blue, or green candy?
5. What is the likelihood of pulling out a blue or green candy?
6. What is the likelihood of pulling out a purple candy?

Describing the Likelihood of Events

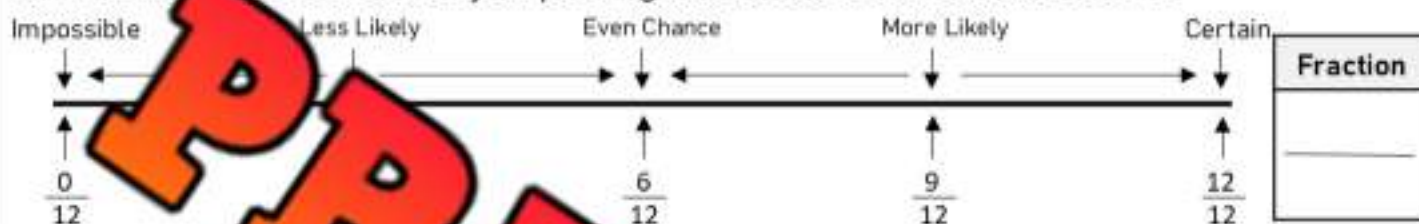
Cookie Jar: There were 12 cookies in a cookie jar. 7 of the cookies were chocolate chip (cc), 2 were oatmeal raisin (or), and 3 were double chocolate (dc).



Questions

Write the fraction for each of the situations below. Then circle the probability

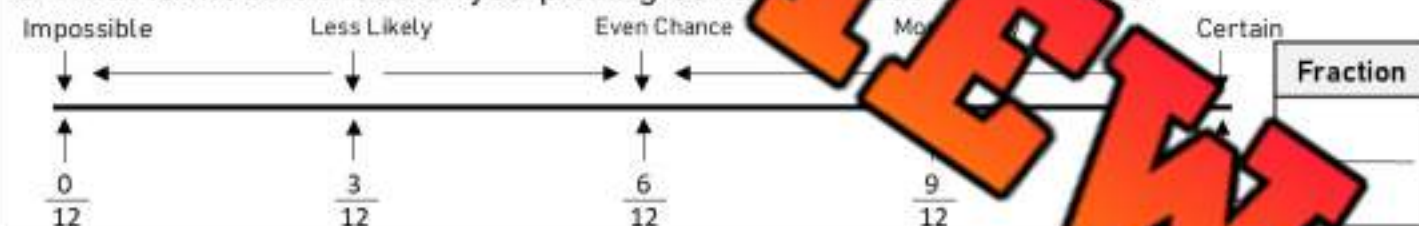
1. What is the likelihood of you picking out a double chocolate cookie?



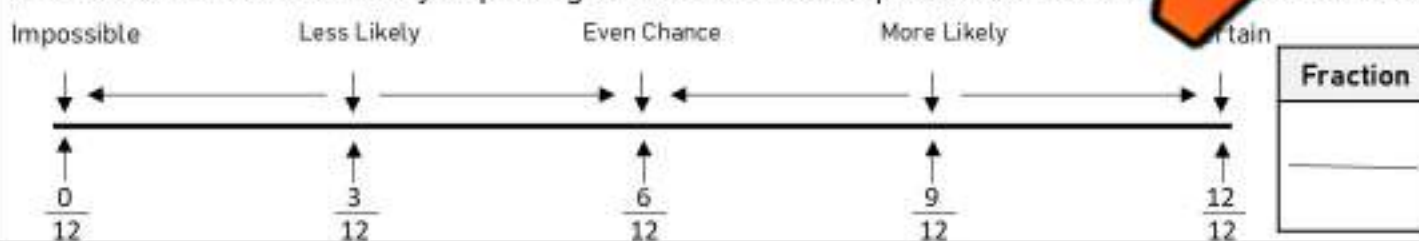
2. What is the likelihood of you picking out a chocolate chip cookie?



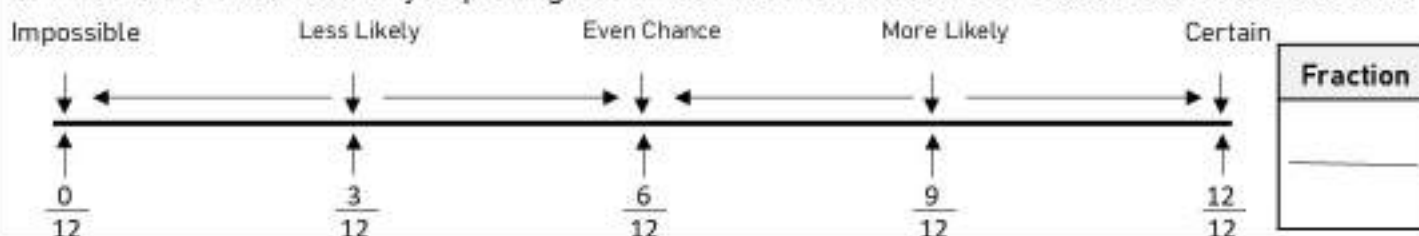
3. What is the likelihood of you picking out an oatmeal raisin cookie?



4. What is the likelihood of you picking out a chocolate chip cookie or an oatmeal raisin cookie?

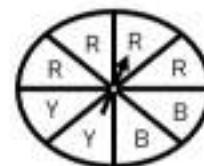


5. What is the likelihood of you picking out an oatmeal raisin cookie or a double chocolate cookie?



Describing the Likelihood of Events

Spinner: The spinner has different coloured parts on it. When you spin the arrow, it will land on one of the colours. The likelihood of landing on a yellow part is unlikely.



Questions Write the fraction for each of the situations below. Then circle the probability

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

Impossible	Less Likely	Even Chance	More Likely	Certain	Fraction
↓		↓	↓	↓	
↑		↑	↑	↑	
$\frac{0}{8}$		$\frac{4}{8}$	$\frac{6}{8}$	$\frac{8}{8}$	

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

Impossible	Less Likely	Even Chance	More Likely	Certain	Fraction
↓	↓	↓	↓	↓	
↑	↑	↑	↑	↑	
$\frac{0}{8}$	$\frac{2}{8}$			$\frac{8}{8}$	

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

Impossible	Less Likely	Even Chance	More Likely	Certain	Fraction
↓	↓	↓	↓	↓	
↑	↑	↑	↑	↑	
$\frac{0}{8}$	$\frac{2}{8}$	$\frac{4}{8}$	$\frac{6}{8}$		

4. What is the likelihood of landing on a red, blue, green, or yellow part?

Impossible	Less Likely	Even Chance	More Likely	Certain	Fraction
↓	↓	↓	↓	↓	
↑	↑	↑	↑	↑	
$\frac{0}{8}$	$\frac{2}{8}$	$\frac{4}{8}$	$\frac{6}{8}$	$\frac{8}{8}$	

5. What is the likelihood of landing on a purple part?

Impossible	Less Likely	Even Chance	More Likely	Certain	Fraction
↓	↓	↓	↓	↓	
↑	↑	↑	↑	↑	
$\frac{0}{8}$	$\frac{2}{8}$	$\frac{4}{8}$	$\frac{6}{8}$	$\frac{8}{8}$	

Exit Cards

Cut Out

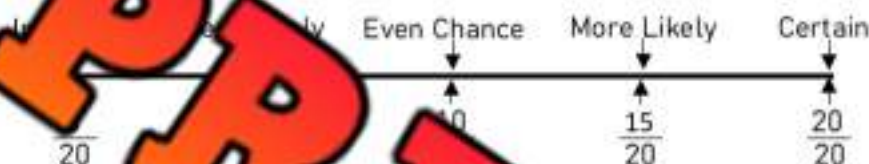
Cut out the exit cards below and have students complete them at the end of class

Name: _____

A bookshelf contains 20 books: 8 are fiction, 7 are non-fiction, and 5 are graphic novels.

Circle the probability term and write the fraction.

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



Fraction

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



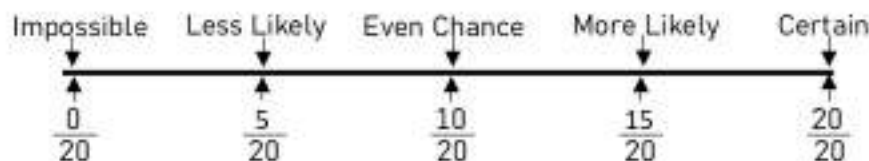
Fraction

Name: _____

A bookshelf contains 20 books: 8 are fiction, 7 are non-fiction, and 5 are graphic novels.

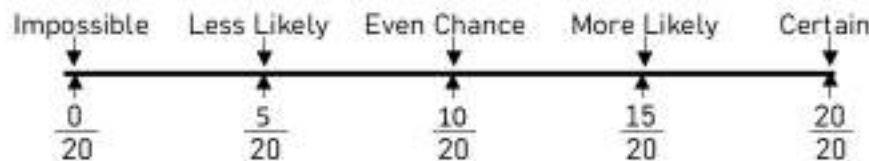
Circle the probability term and fraction.

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



Fraction

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



Fraction

Describing the Likelihood of Events

Marbles

There are 14 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
Black	
Grey	
White	

Questions

Describe the probability (more likely, less likely, equally likely, more likely, certain) and write the fraction.

Event	Fraction
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:	

Flipping a Coin - Experiment

When we flip a coin, we have an equal chance at getting a heads or a tails. Our chances are half and half. If we flip a coin 2 times, we should get 1 heads and 1 tails. Fill in the table with how many heads and tails you should get.

# of Flips	2	4	6	8	10	12	14	16	18	20
Heads	2									
Tails	1			4						

Directions

1) Flip a coin 20 times and record your results

1) How many heads and tails do you think you will flip out of 20?



Heads

20

Tails



2) Perform the experiment by flipping a coin 20 times. How many heads and tails you get.

	Tallies	Total
Heads		
Tails		

3) Did you get as many heads and tails as you were supposed to? Why not?

Rolling a Dice - Experiment

When we roll a dice, there are 6 outcomes we could get – 1, 2, 3, 4, 5, or 6. This means it is less likely we will roll a specific number.

Directions

Follow the instructions below



1) If you roll a dice 30 times, how many times will you roll each number on a dice? Write your predictions in the table below. Make sure your totals add up to 30!

	3	4	5	6

2) Perform the experiment by rolling the dice 30 times. Record your results as follows in the table below.



1	2	3	4	5	6

3) Was your prediction accurate? Explain what you guessed right and what you guessed wrong.

4) Is it easy to guess what will happen in the future? Why or why not?

Dene Hand Games – Probability Experiment

Objective

What are we learning about?

Students will predict the chance of an event happening and then compare their prediction to what actually happens after playing a game many times.

Materials

What you will need for the activity.

- One object to hide (coin, marker, or counter)
- Hiding sheet
- Pencils

Instructions

How you will do the activity

1. Begin by teaching students what to do with hiding games and explaining that these games involve guessing and probability.
2. Set up the game by dividing the class into two teams of five. One team will be the hiding team and will have the item. The hiding team may huddle together and use their bodies or quick hand movements to pass the item around in the group, making it difficult for the other team to see who has it.
3. Explain that before playing, students will make a prediction about how likely it is to choose the correct person when there are five people in the group and have them record how many correct guesses they think there will be in 25 rounds.
4. Have the guessing team watch carefully while the hiding team chooses who will hold the item. The guessing team must then choose one person they think has the item.
5. Play the game for 25 rounds, recording each correct guess using tally marks on the worksheet.
6. After 25 rounds, have students count the total number of correct guesses and compare this number to their original prediction.
7. Switch roles so the other team becomes the hiding team, and repeat the game if time allows.
8. End with a class discussion about whether students got more, fewer, or about the same number of correct guesses as they predicted, and why results may not match predictions exactly.



Directions

Follow the instructions below

1) If you do 25 rounds of this game, how many times do you think you will choose the right person holding the item?

2) Setup the game by having 2 teams of 5. One team will have an item and will give it to one person in their group. The other team is allowed to watch, so the hiding group should not use or use slight of hand while choosing someone else to hold the item. After the rounds are over, they should switch roles, so the other team gets a chance to choose. How many times were you able to correctly choose the person that was holding the item?

3) Were you able to guess it correctly more or less than your prediction? Why do you think this happened?

4) Was there any skill to this game? Were some teams better than others at finding the item? Explain.

5) How does adding skill to a probability game affect the probability? Do you need to factor in skill when determining the probability of an event before the event happens? Explain with an example.

Unit Quiz - Probability

Part 1

Circle the likelihood of the event happening

a) You will eat today.



Certain
Possible
Impossible

b) The sun will rise tomorrow morning.



Certain
Possible
Impossible

c) You will drink juice today.



Certain
Possible
Impossible

d) You will sleep today.



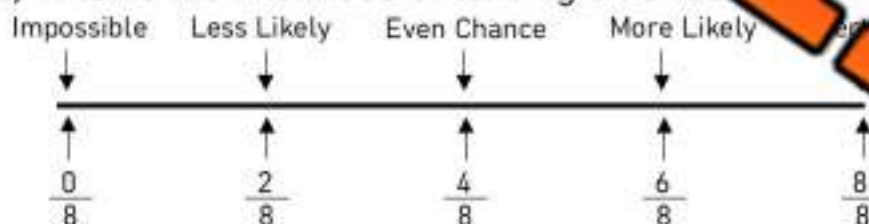
Certain
Possible
Impossible

Part 2

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

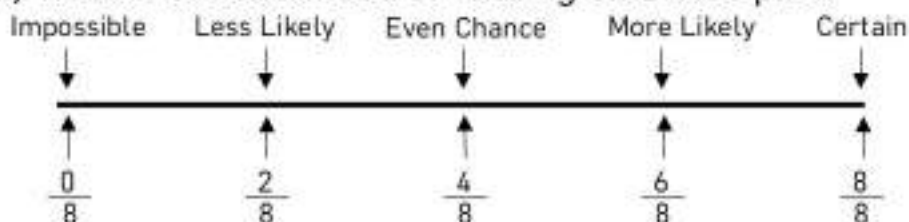


1) What is the likelihood of landing on a red part?



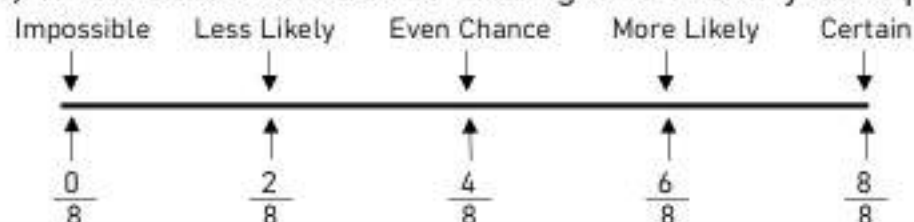
Fraction

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 12 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

- 1) Describe the probability as impossible, less likely, equally likely, more likely or certain
2) Then write the exact probability as a fraction

	Fraction
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:	