



Preview – Information



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Google Slides Lessons Preview





Manitoba Math Curriculum Statistics– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

GRAPHS

Learning Goal

We are learning to **choose, make, and read** different graphs using data, so we can show information clearly, compare results, and explain patterns we notice.



PICTOGRAPHS



Answer the questions about the pictograph.

1 2 3 4 5 6 7 8 9 0

Ways Students Get to School	
Walk	  
Bus	     
Car	   
Bike	  
 = 1 Student	

- How many students walk or bike to school altogether?
- How many more students take the bus than walk to school?
- If 3 more students started walking, what would the new total for walking be?
- How many fewer students walk than take the bus?
- What is the difference between the number of students who walk and those who go by car?

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	Popsicles	Crackers	Granola Bar	Yoghurt
Tally				
Frequency				

- Which snack was the most popular?
- How many more students chose the most popular snack than the least popular snack?
- Which two snacks had the closest number of votes?
- How many students participated in the survey?

1 2 3 4 5 6 7 8 9 0

Y-axis Title

X-axis Title

Legend



Manitoba Math Curriculum Statistics– Grade 4

PICTOGRAPH

Five students counted the sea animals they saw at an aquarium. The results are shown below.

# of Sea Animals Spotted				
Nick	Mel	Dustin	Jay	Jose

= 4 sea animals = 2 sea animals

1 2 3 4 5 6 7 8 9 0

Answer the questions about the pictograph.

1) How many sea animals is one goldfish symbol worth?	
2) How many sea animals is half a goldfish worth?	
3) Who saw the most sea animals?	
4) How many sea animals did all 5 students see altogether?	
5) Did Nick and Mel see more or fewer sea animals than Jay and Jose combined?	

PICTOGRAPH

4.38 Students in a class were asked what their favourite sport activity is.

Type of Sport	# of Students
Soccer	60
Basketball	40
Hockey	45
Volleyball	35
Skating	20

= 10 Stickers
 = 5 Stickers

1 2 3 4 5 6 7 8 9 0

Soccer Hockey

Questions

1) Which sport is the most popular?	
2) How many students chose basketball?	

PICTOGRAPH

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

Survey Question: Which snack do you like best?

Options	Popcorn	Crackers	Granola Bar	Yoghurt
Tally				
Frequency				

1 2 3 4 5 6 7 8 9 0

Y-axis Title

X-axis Title

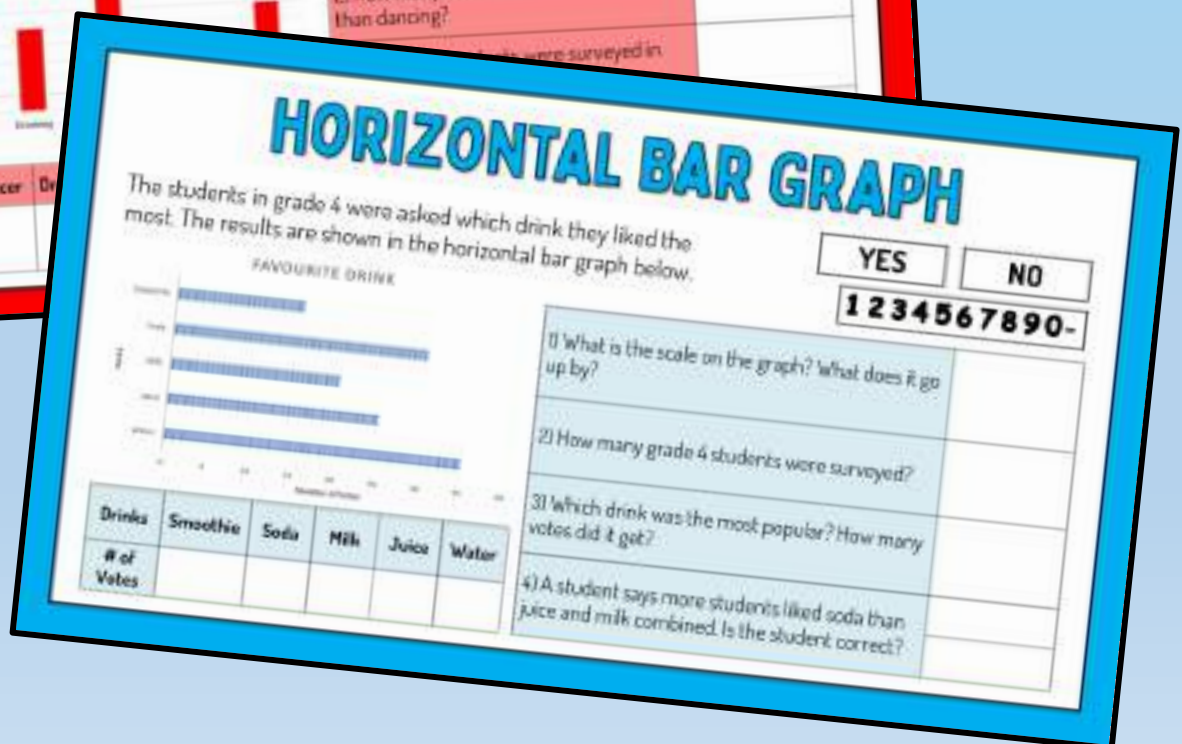
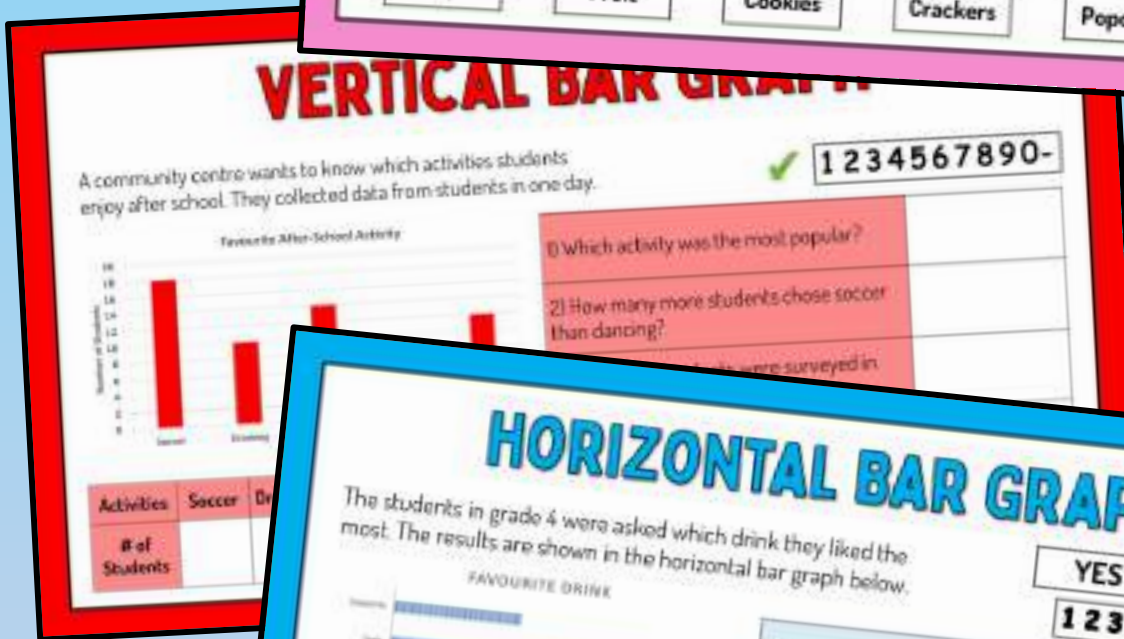
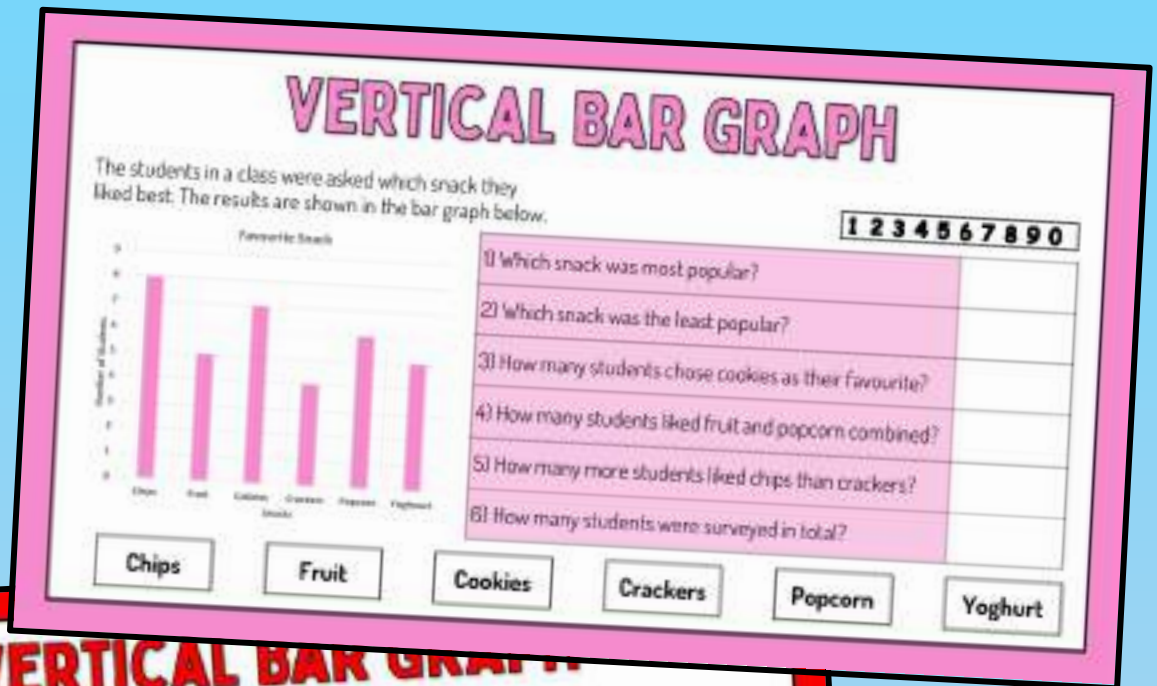
Legend

Questions

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?	

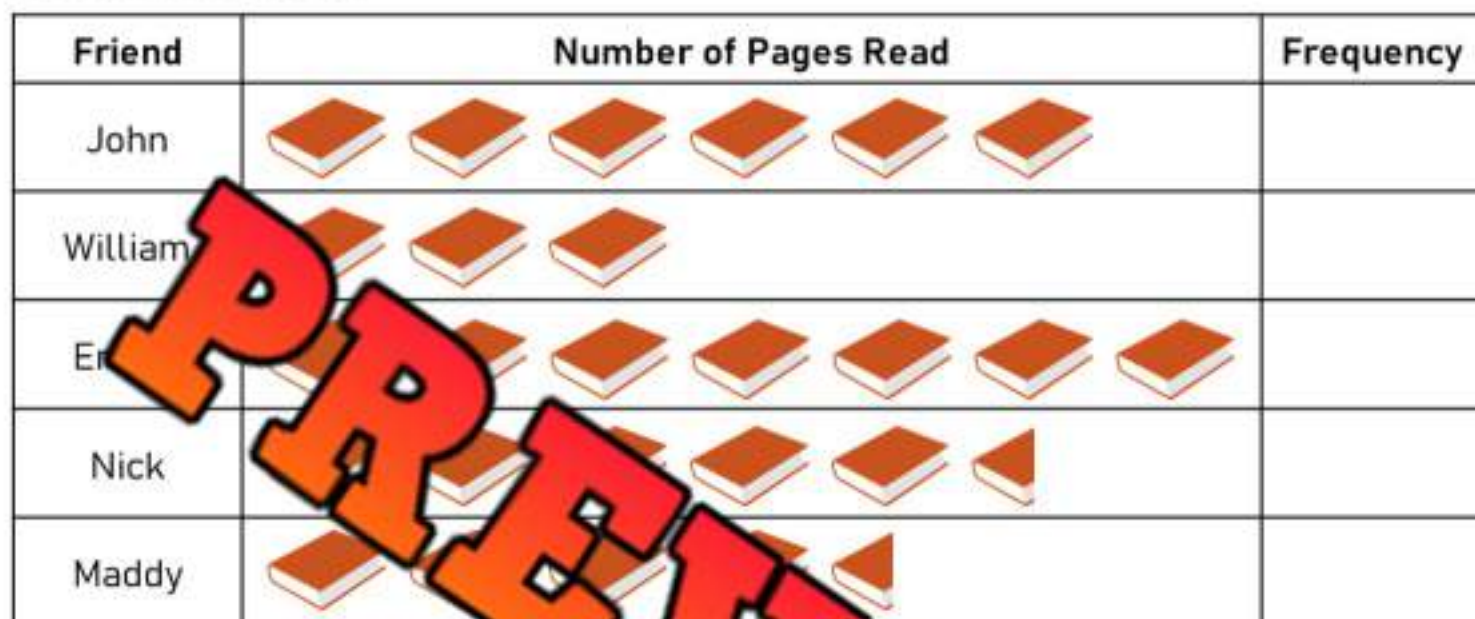


Manitoba Math Curriculum Statistics– Grade 4



Horizontal Pictograph - Books

Mr. Wilson's class had a competition to see who could read the most pages in their books in a week. The results have been displayed in the pictograph below for the top 5 readers in the class.



 pages

- How many pages is one book worth?
- How many pages is half a book worth?
- Who read the most amount of pages?
- How many total pages were read by these 5 students?
- Who got third place in the competition?
- How many more pages did Emma read than William?
- Did Nick and William read more or less books than Maddy and John? Explain.

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.



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

Name: _____

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Curriculum Connection
SP.1, SP.2

Creating a Vertical Pictogram

James participated in a reading challenge last week. He read each day and wrote down how many minutes he read for each day of the week.



Sunday	15
Monday	30
Tuesday	20
Wednesday	15
Thursday	35
Friday	40
Saturday	20



PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



= 5 minutes

1) What day did he read the most?

2) How many more minutes did he read on Friday than Wednesday?

3) Did James read more or less on Monday and Tuesday than he did on Friday and Saturday?

Creating a Horizontal Pictogram

Kevin and his friends went to an arcade on Saturday. They had a contest to see who could win the most tickets from the arcade games. The results are displayed in the table below.



Kevin	110
Neil	50
Steve	75
Dane	100
Chris	80



Question: Create a pictograph that displays the data above

Kevin	
Neill	
Steve	
Dane	
Chris	



= 10 tickets

1) Who won the most tickets?

2) How many more tickets did Dane win then Neil?

3) How many more tickets did Kevin get than Steve?

4) Neil and Chris think they have more tickets than Chris and Dane. Are they right?

5) How many total tickets did the 5 kids win?

Creating a Vertical Pictogram

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

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



Game 1	Game 2	Game 3	Game 4	Game 5



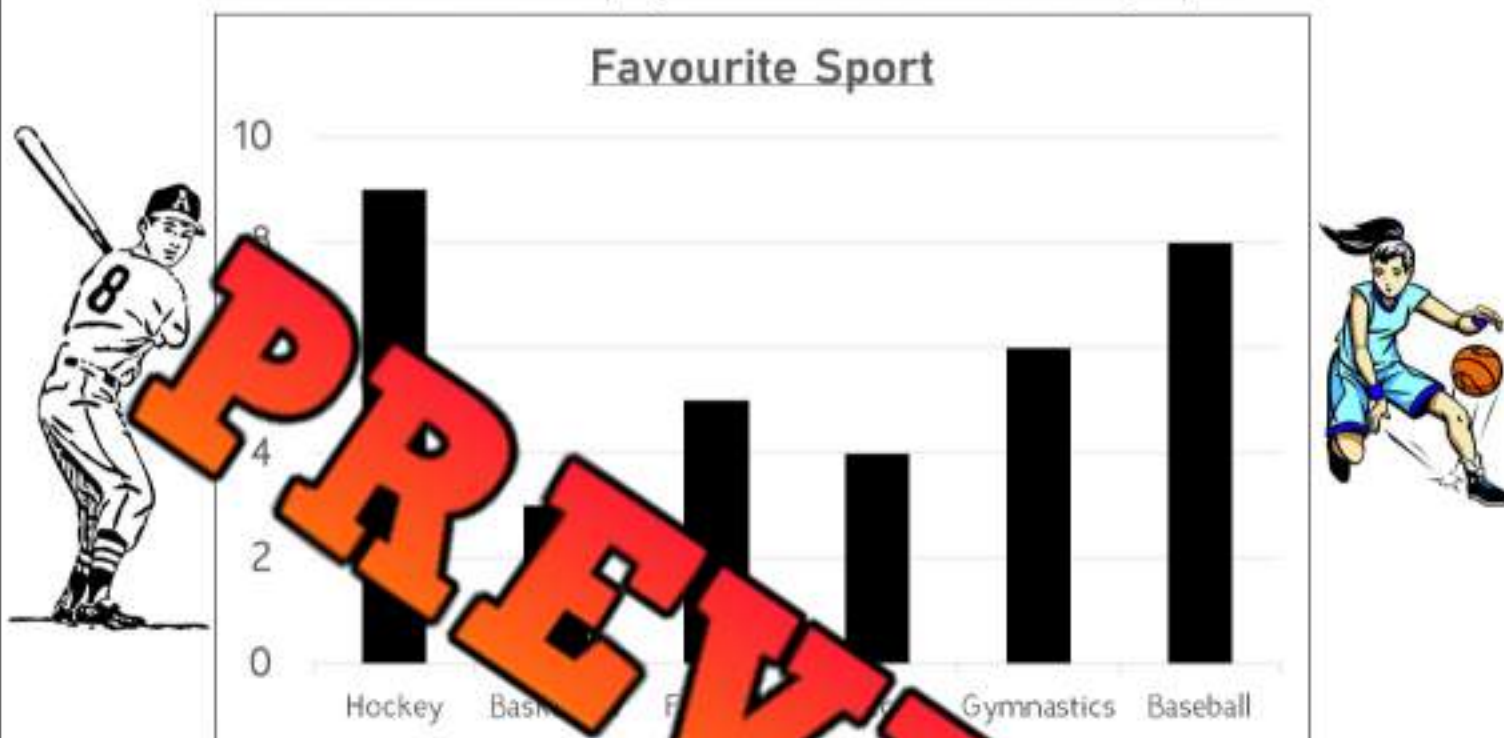
1) Which game did he score the most points? _____ Least points? _____

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? _____

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 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?

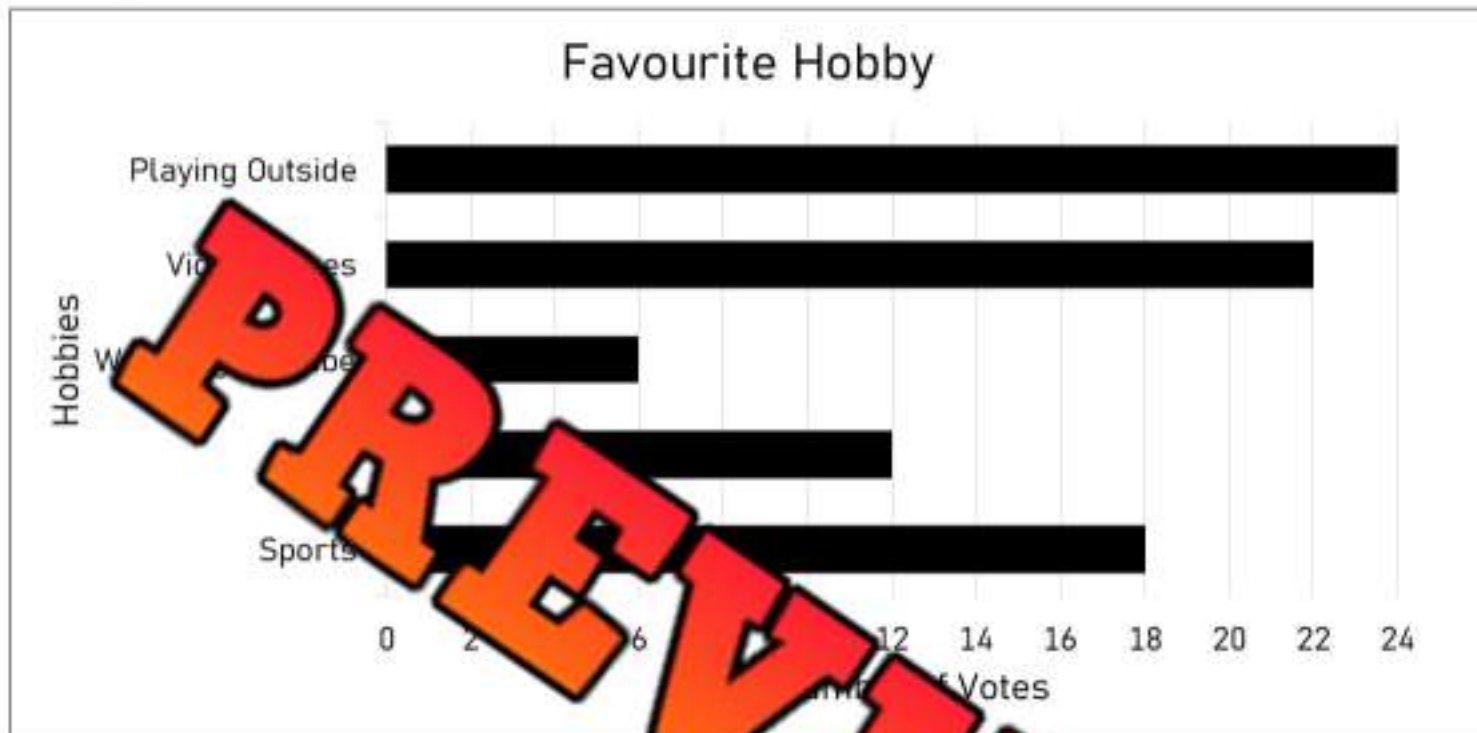
e) How many kids liked hockey more than football?

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 circle 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? _____

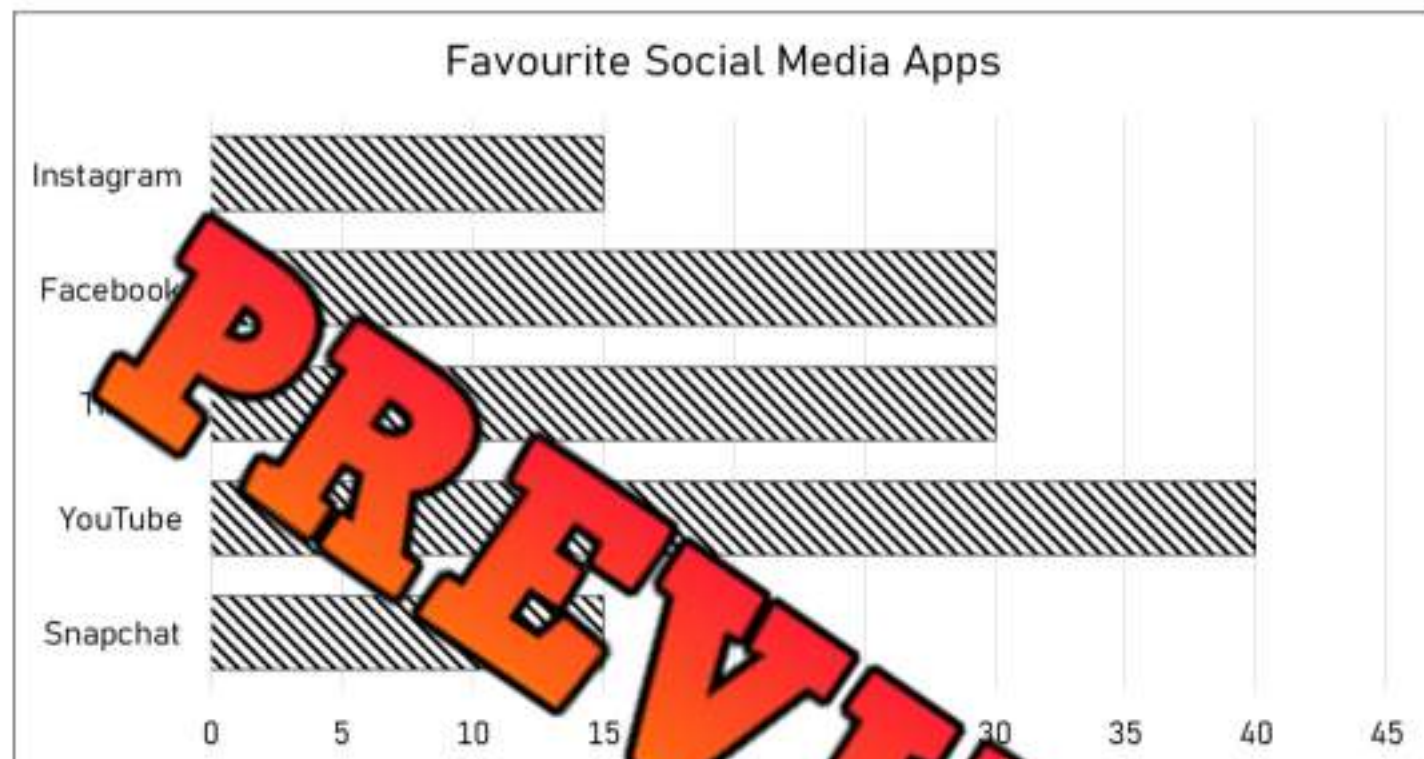
e) How many people liked sports more than watching YouTube? _____

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

g) How many people were surveyed? _____

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 reading the graph above

Snapchat	YouTube	Tik Tok	Facebook	Instagram

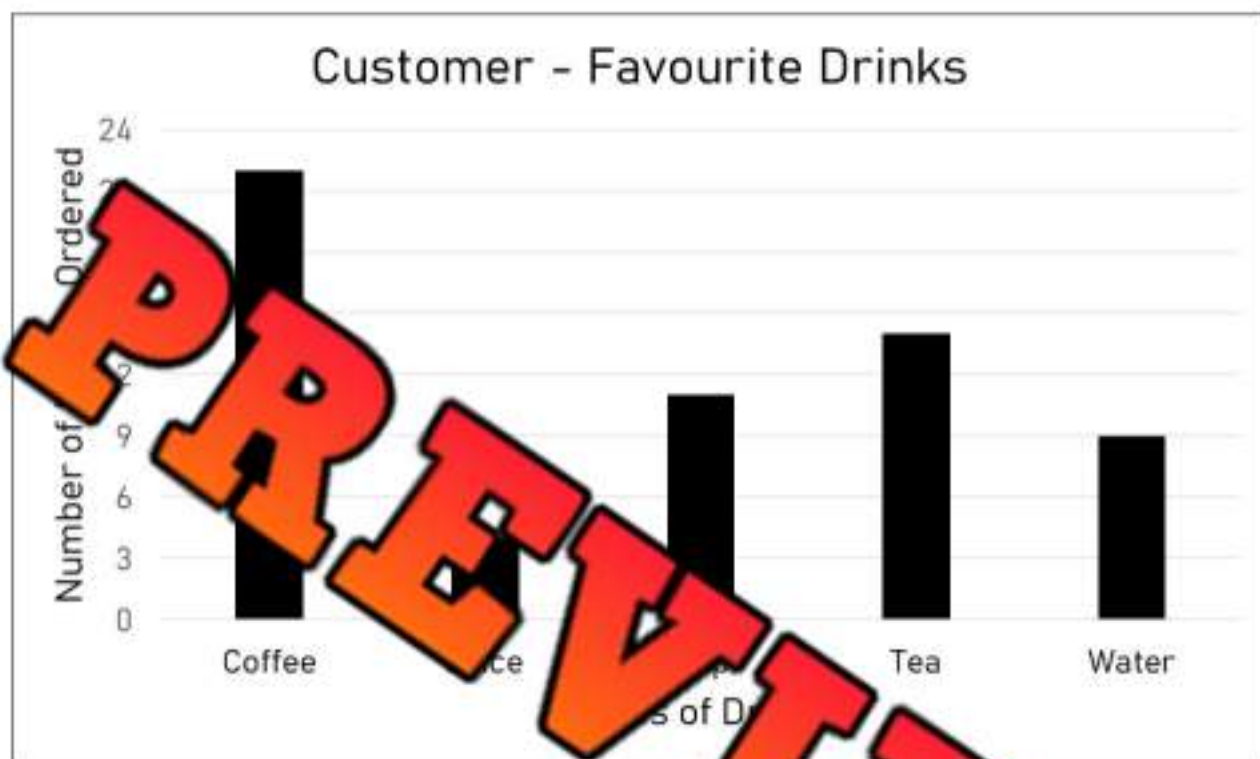
Part 2

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?	

Reading a Vertical Bar Graph - Favourite Beverage

A restaurant wants to know which drinks to keep in stock. They decide to keep track of what types of drinks customers are ordering in their restaurant for one day.



Part 1 Fill in the frequency table by reading the bar graph above

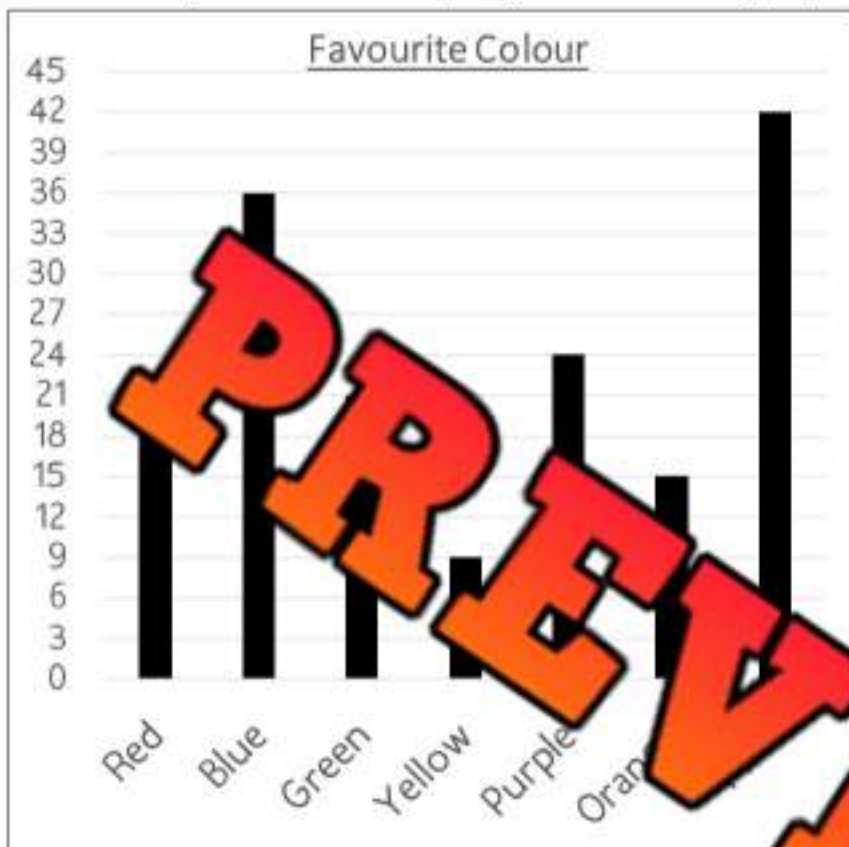
Coffee	Juice	Pop	Water

Part 2 Answer the questions below

1) Which drink should the restaurant keep in stock?	
2) How many more coffees were ordered than juice?	
3) How many drinks were ordered for the day?	
4) How many customers ordered coffee and tea?	
5) Did more customers order pop and water than coffee?	

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	

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?

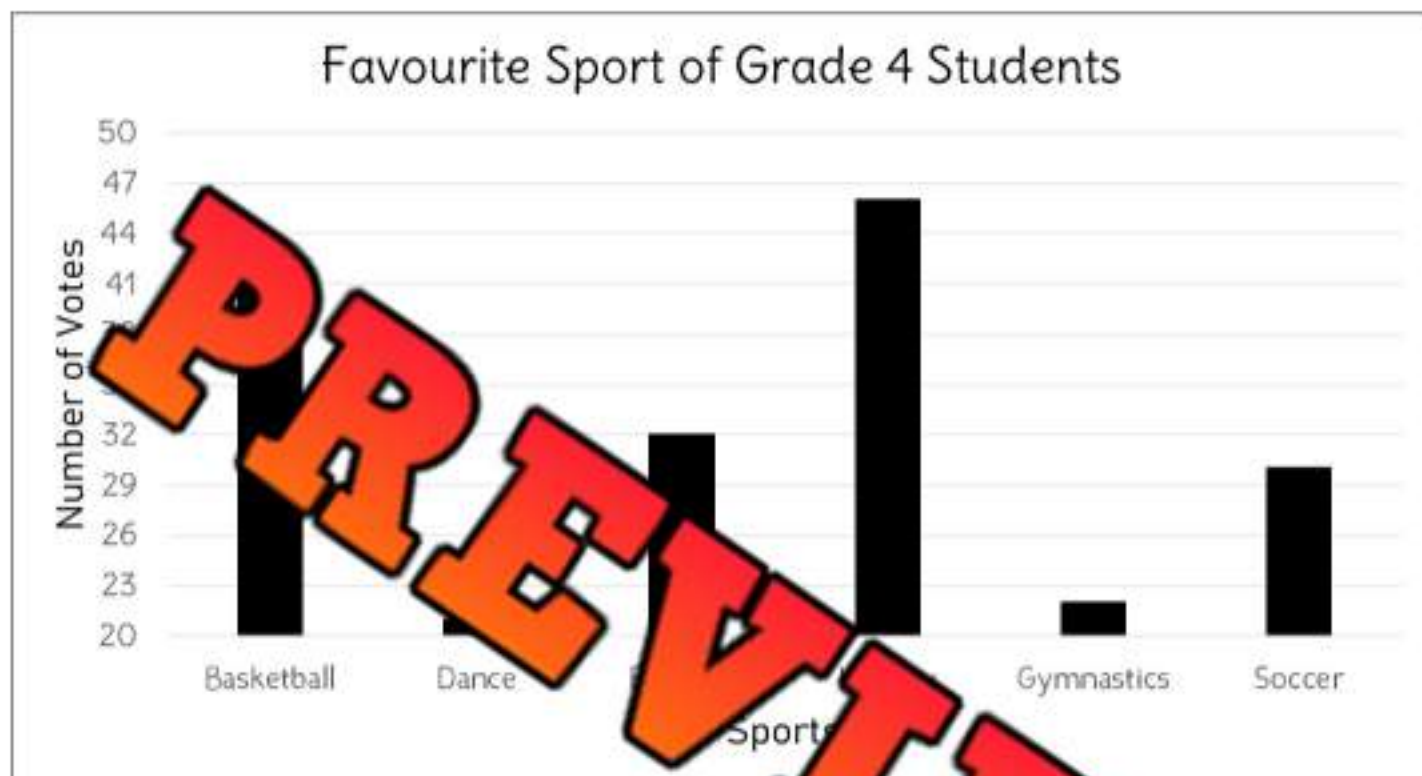
d) Was pink more popular than yellow and orange together?

e) Which two colours add up to pink?

h) 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) _____

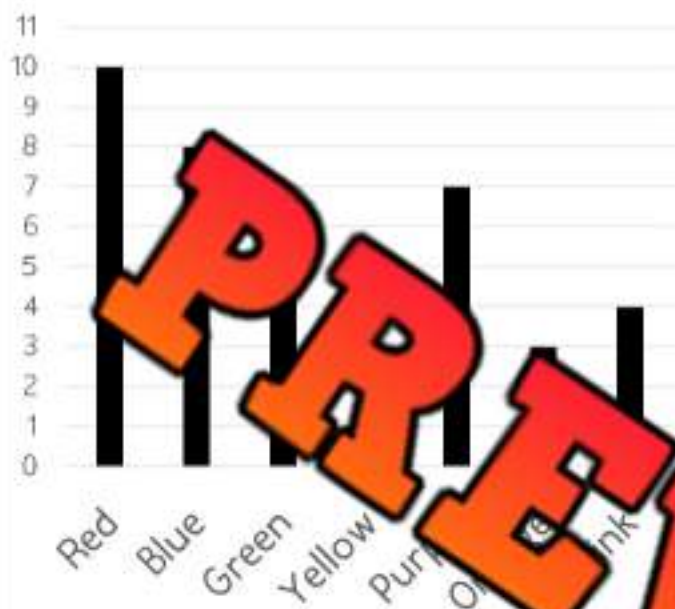
e) How many more votes did hockey get over dance?

f) How many students participated in the survey?

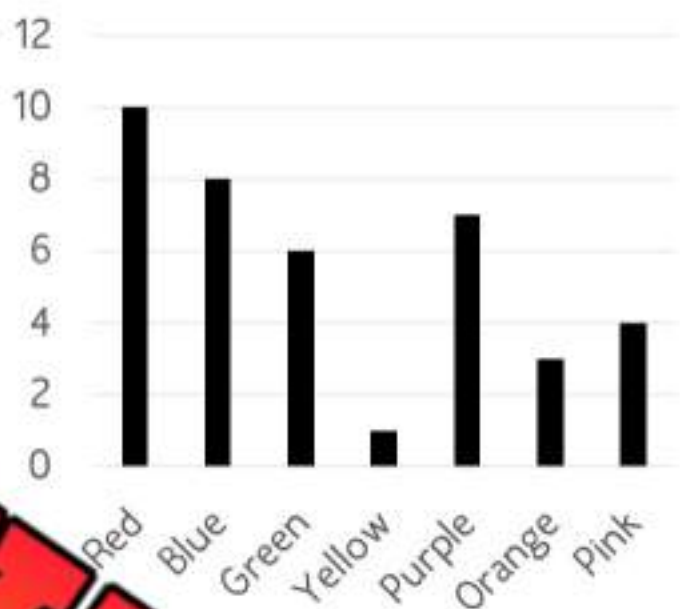
One-to-One vs Many-to-One

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



a) Which colour was most popular?

b) Which colour was the least popular?

c) How many more people liked red than orange?

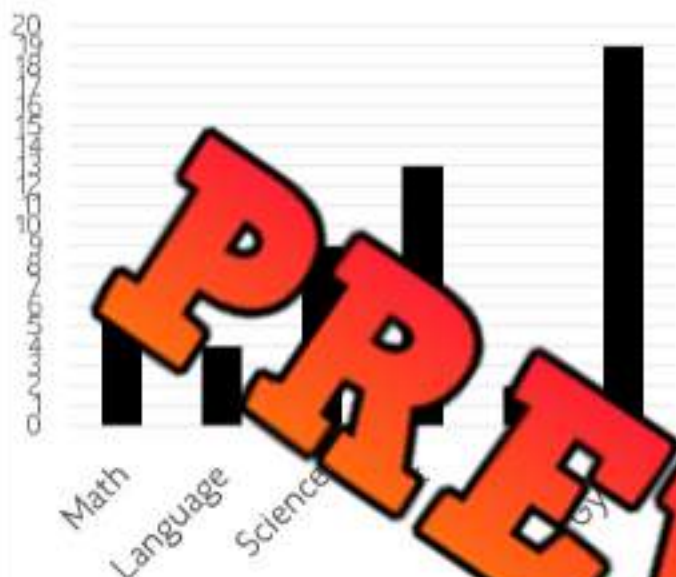
d) How many people were surveyed?

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

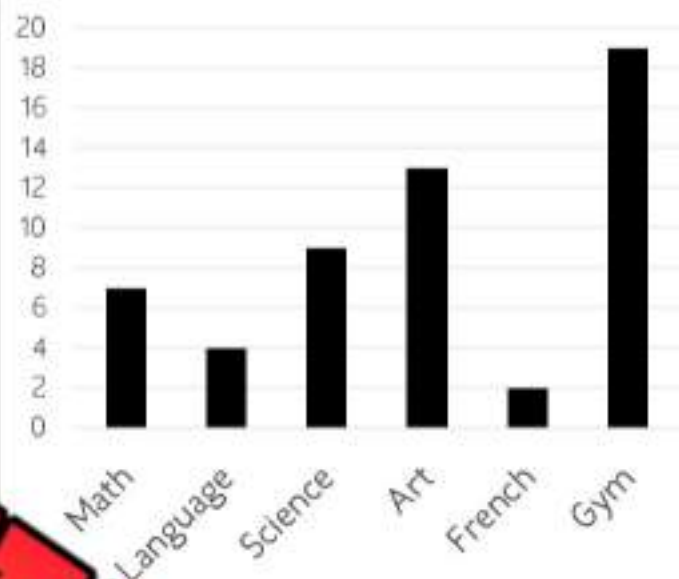
One-to-One vs Many-to-One

The grade 4's from Wellington Elementary School were asked which subject was their favourite. The results have been displayed in two different bar graphs.

Favourite Subject – Scale = 1



Favourite Subject – Scale = 2



a) Which subject was most popular?

b) Which subject was the least popular?

c) How many more students liked gym than French?

d) How many students were surveyed?

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

f) When is it better to use larger numbers for your scale? When should you use smaller numbers, like one-to-one?

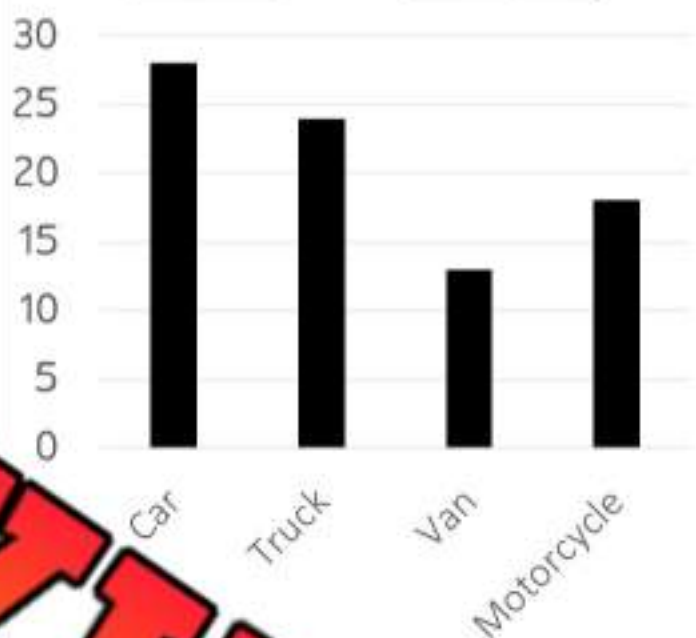
Favourite Vehicle - Examining Scale

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

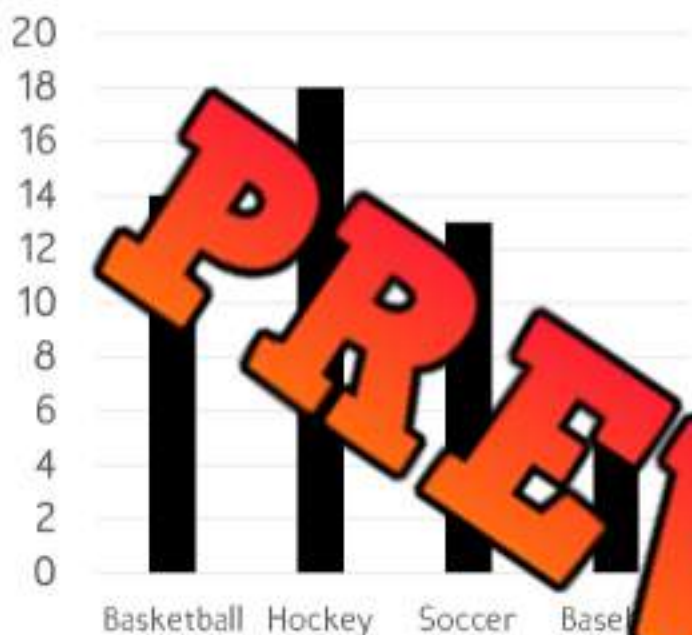
What do you notice about the two graphs?

- What is the scale in Graph A?
- What is the scale in Graph B?
- Which graph uses more of the space?
- Which graph is better? Why?
- What other scales could you use for the data?
 - Go up by _____
 - Go up by _____

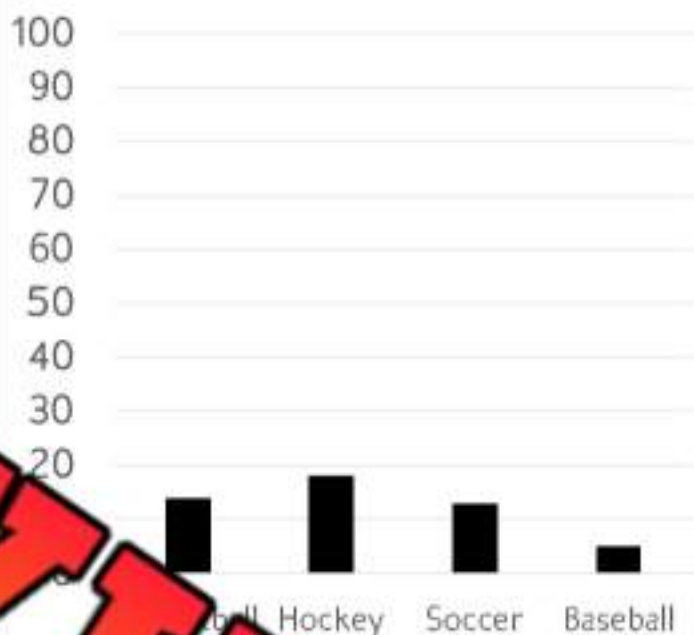
Favourite Sport - Examining Scale

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

Favourite Sport – Graph A



Favourite Sport – Graph B



Questions

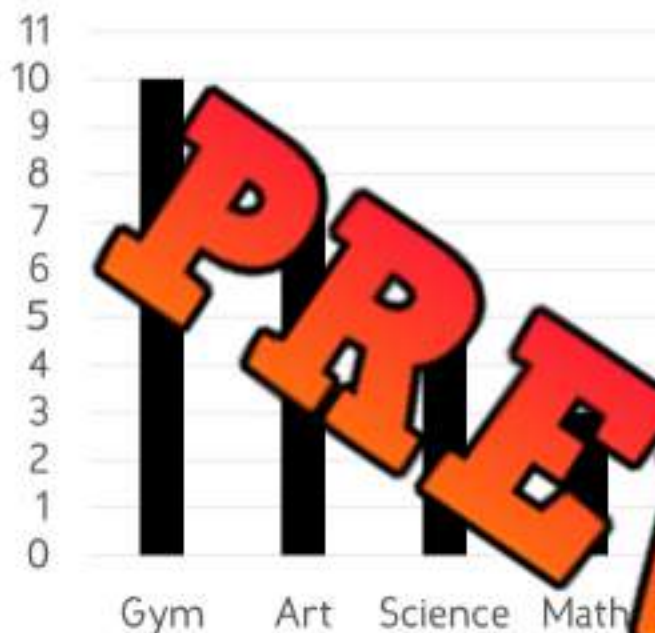
What do you notice about the two graphs?

- What is the scale in Graph A?
- What is the scale in Graph B?
- Which graph uses more of the space?
- Which graph is easier to read and interpret? Why is that graph better?
- Why is it important to choose an appropriate scale?

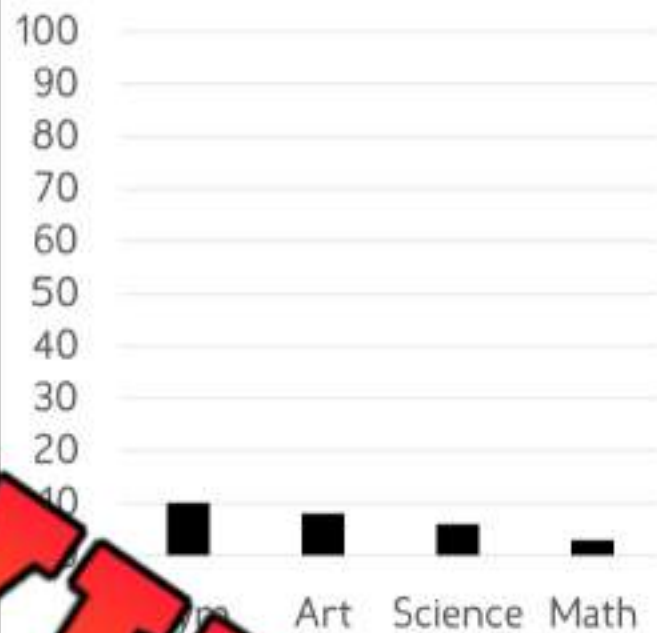
Favourite Subject - Examining Scale

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

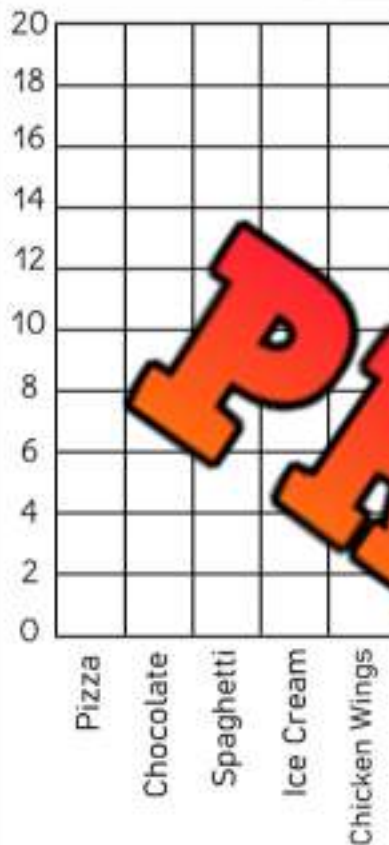
What do you notice about the two graphs?

- What is the scale in Graph A? _____ What is the scale in Graph B? _____
- Did more students like math and gym than art and science?
- How many students were surveyed?
- Which graph is easier to read and interpret? Why is that graph better?
- Why is it better to go up by the smallest increments that allow you to fit all the data on the graph?

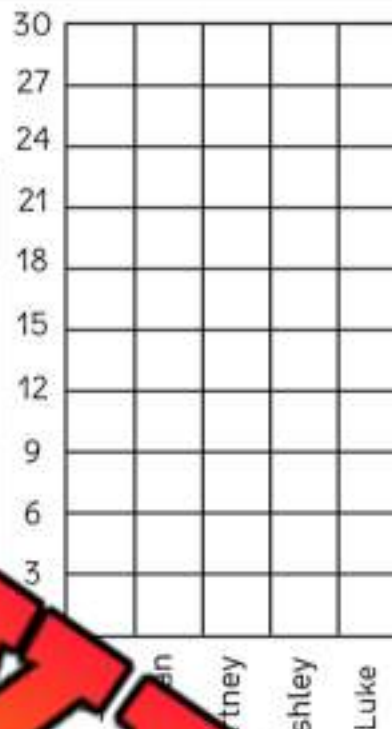
Drawing Bar Graphs

Questions

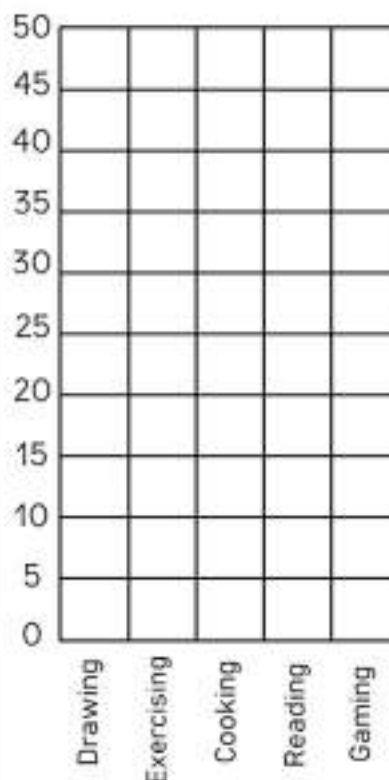
Draw the bars for each of the bar graphs below



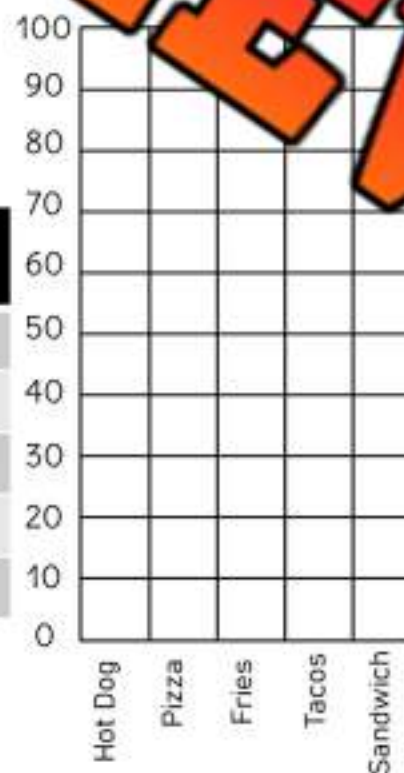
Favourite Food	# of votes
Pizza	16
Chocolate	14
Spaghetti	8
Ice Cream	12
Chicken Wings	10



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

Name: _____

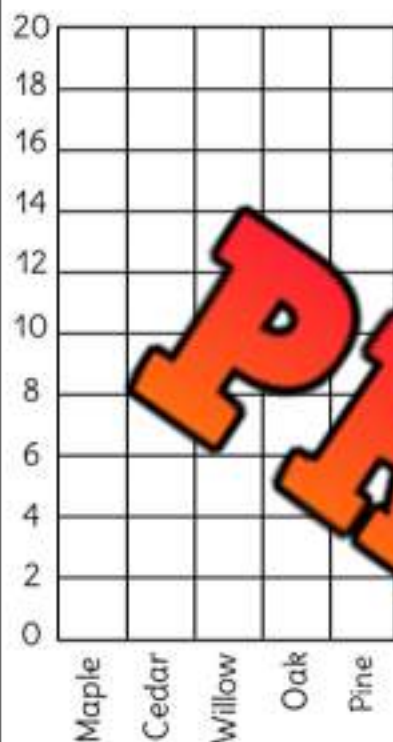
24

Curriculum Connection
SP.1

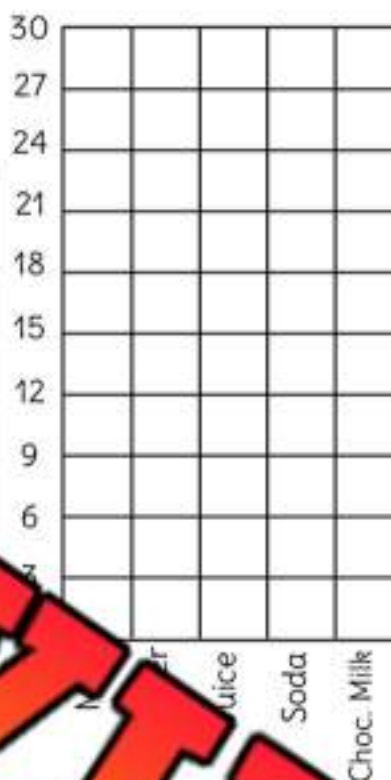
Drawing Bar Graphs

Questions

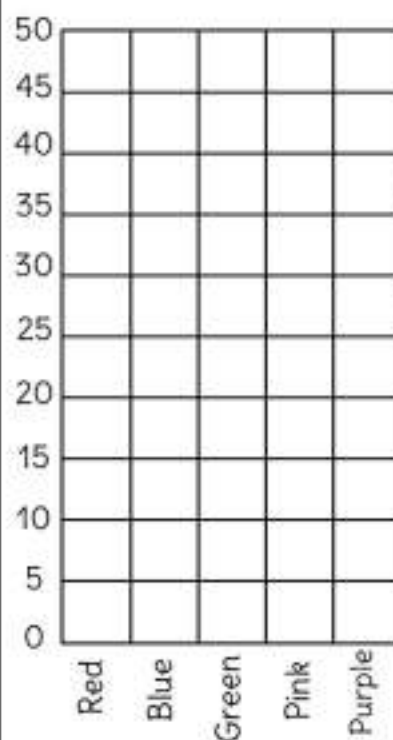
Draw the bars for each of the bar graphs below



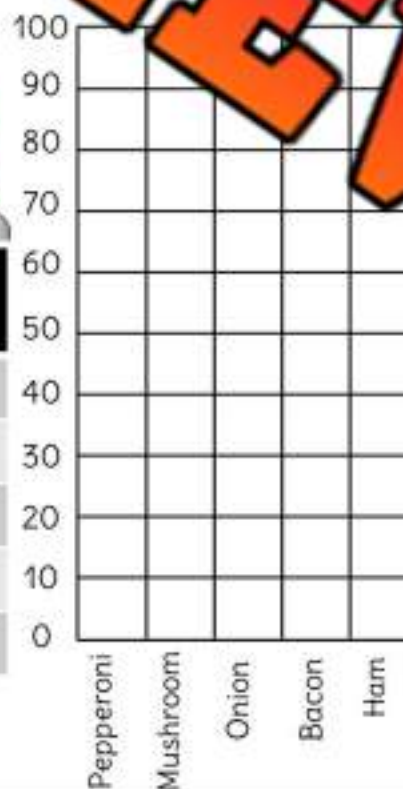
Favourite Tree	# of votes
Maple	11
Cedar	18
Willow	15
Oak	10
Pine	7



Favourite Drink	# of points
Milk	15
Water	19
Juice	10
Soda	25
Choc. Milk	20



Favourite Colour	# of votes
Red	32
Blue	41
Green	16
Pink	44
Purple	21



Favourite Pizza Topping	# of votes
Pepperoni	70
Mushroom	25
Onion	45
Bacon	85
Ham	40

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.

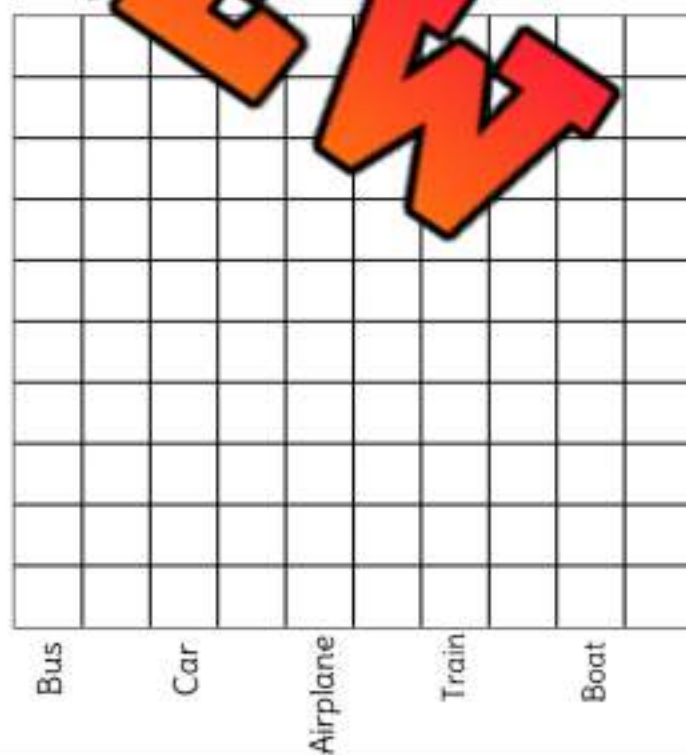
Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.



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

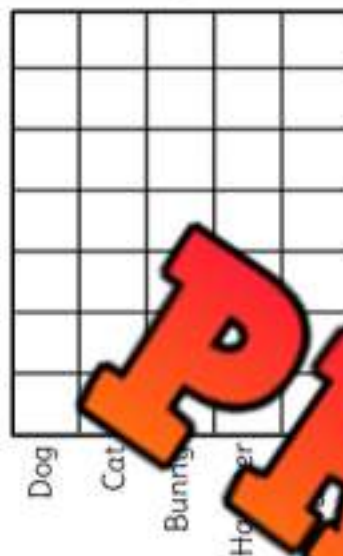


Favourite Transportation Method	# of votes
Bus	10
Car	50
Airplane	90
Train	70
Boat	80

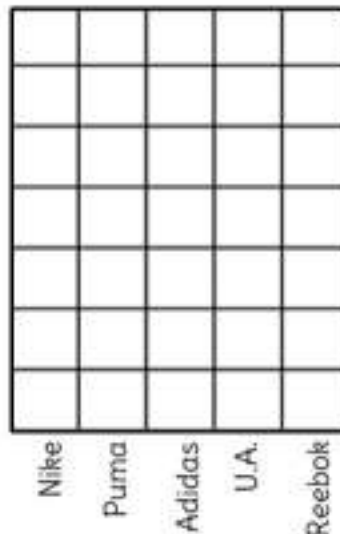


Creating Scale

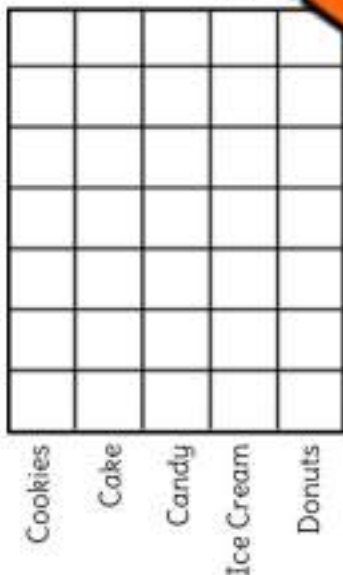
Questions 1) Read the numbers and decide which scale to use. 2) Draw your bar graphs



Pets	Votes
Dog	3
Cat	12
Bunny	18
Hamster	15
Turtle	9



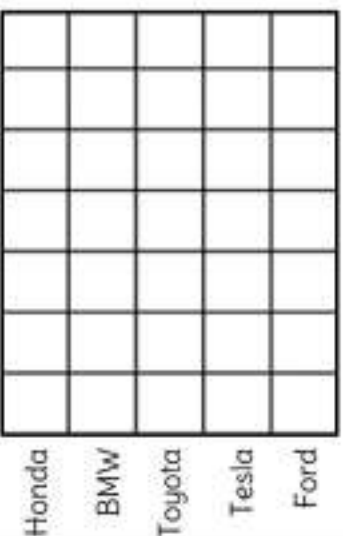
Brand	Votes
Nike	10
Puma	6
Adidas	3
Under Armour	8
Reebok	12



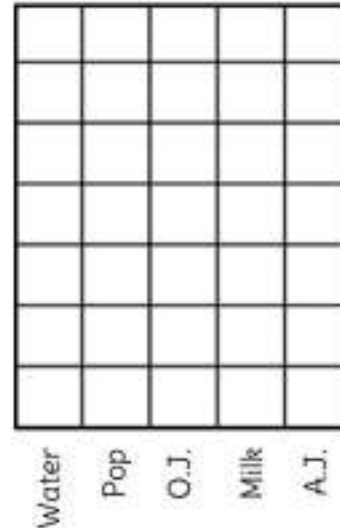
Food	Votes
Cookies	15
Cake	18
Candy	35
Ice Cream	25
Donuts	10



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

Creating an Infographic

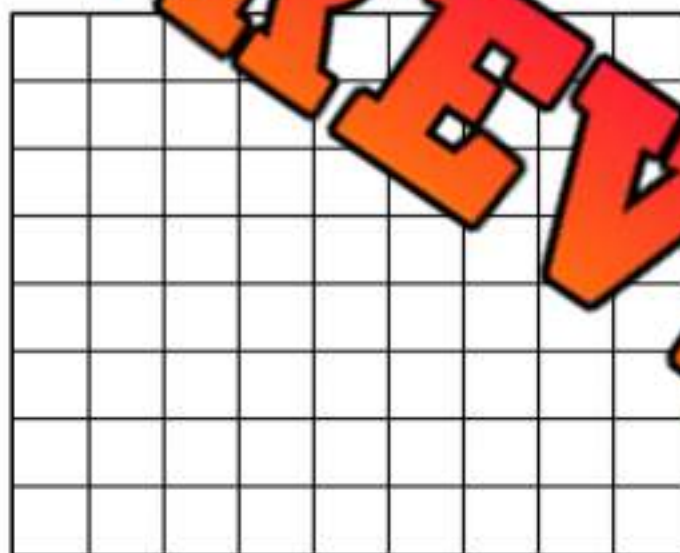
An **infographic** shares information about a topic in multiple ways. Infographics are great for displaying data that can teach an audience about a topic.

Directions

Display the data set in different ways below

50 grade 4s from across Alberta were surveyed, asking what their favourite sport is. The results are in!

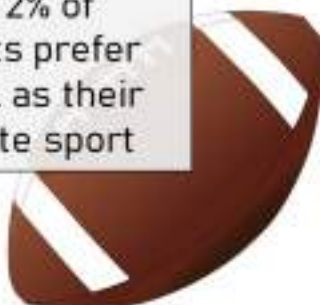
Hockey	Basketball	Baseball	Soccer	Football
		7	7	4



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		
Le...		

 = 10 minutes

a) How many minutes did Dan exercise for?

b) Who exercised the most minutes?

c) How many total minutes did all 4 friends exercise for?

Part 2

Write the scale and draw the bars for each of the bar graphs below

Pizza

Chocolate

Spaghetti

Ice Cream

Chicken Wings



Favourite Food	# of votes
Pizza	12
Chocolate	6
Spaghetti	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?	



Google Slides Lessons Preview





Manitoba Math Curriculum Shape & Space – 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.





Manitoba Math Curriculum Shape & Space – Grade 4

24 – Hour Clock

Drag the numbers and labels to answer the questions below.

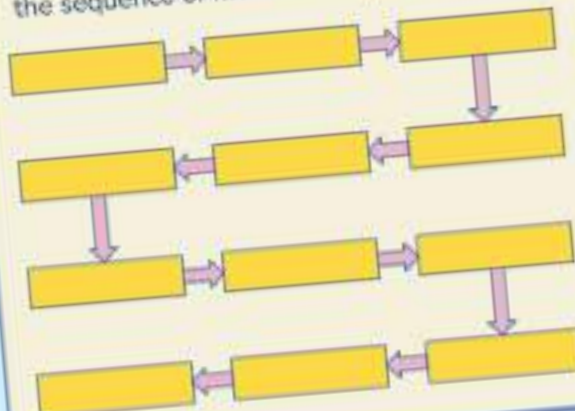
1 2 3 4 5 6 7 8 9 0 AM PM :

#	Questions	Answer
1)	Amira's flight is at 21:10. What time is her flight in 12-hour time (AM/PM)?	
2)	Jasper eats lunch at 12:30 PM. What is that time in 24-hour clock time?	
3)	A concert starts at 18:45. What time is that on the 12-hour clock?	
4)	Sophie's birthday party begins at 2:00 PM. What is that time in 24-hour time?	
5)	The train leaves at 07:20. What time is the train leaving in 12-hour time with AM or PM?	

Drag the numbers to fill in the tables below.

Days	Weeks	Weeks	Months	Months	Years
7	1	4	1	12	1
	2	12			2
28			5	36	3
	6		7		6
63		32		108	9
70			10		10

Drag the words from the box to complete the sequence of months in a year.



July	October
September	February
May	December
November	April
June	August
March	January



Manitoba Math Curriculum Shape & Space – Grade 4

Calendar Investigation - June

Answer the questions below by looking at the calendar.

June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1		3		5
6	7			10	11	
	14	15			18	19
20		22	23			26
	28		30			

- 1) Which season is it in June?
- 2) What date is circled?
- 3) What will the date be:
 - a) 2 days after June 4?
 - b) 7 days before June 14?
 - c) 20 days after June 6?
 - d) 2 weeks before June 21?

1 2 3 4 5

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

Read the rulers below to find the distance between the arrows. Drag numbers to answer.

	_____ cm
	_____ cm
	_____ cm
	_____ cm
	_____ cm
	_____ cm

- a) 30 cm
- b) 7 km



- a) 15 km
- b) 4 cm
- c) 12 m



3) Length of a computer keyboard

- a) 10 m
- b) 40 cm
- c) 3 km



4) Height of a door

- a) 1 mm
- b) 5 km
- c) 2 m



5) Width of a crayon

- a) 5 cm
- b) 1 cm
- c) 1 m



6) Distance from Toronto to Montreal

- a) 1500 m
- b) 550 km
- c) 2000 mm





Workbook Preview



Grade 4 Shape and Space

	Curriculum Expectations	Pages That Cover the Expectations
SS.1	Read and record time, using digital and analog clocks, including 24-hour clocks.	3 - 35
SS.2	Read and record calendar dates in a variety of formats	36 - 52
	Demonstrate an understanding of area of regular and irregular 2-D shapes by:	
Preview of 50 pages from this product that contains 114 pages total.		
SS.4	Solve problems involving 2-D shapes and 3-D objects.	74 - 83
SS.5	Describe and construct rectangular and triangular prisms.	84 - 97
SS.6	Demonstrate an understanding of line symmetry by: • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape	97 - 109

Name: _____

3

Curriculum Connection
SS.1

Telling Time - Digital Clocks

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

Examples**7:20**

Hour = 7 Minutes = 20

2:47

Hour = 2 Minutes = 47

Part 1 Fill in the answers below – Hours and Minutes

1)

Hour = _____ Minutes = _____

2)

1:58

Hour = _____ Minutes = _____

3)

9:28

Hour = _____ Minutes = _____

4:37

Hour = _____ Minutes = _____

5)

11:42

Hour = _____ Minutes = _____

6)

1:12

Hour = _____ Minutes = _____

Part 2 Fill in the answers below – Hours, Minutes and Seconds**Example****10:24:18**Hour = 10 Minutes = 24 Seconds = 18

1)

3:17:12

Hour = _____ Minutes = _____ Seconds = _____

2)

12:43:35

Hour = _____ Minutes = _____ Seconds = _____

3)

9:12:38

Hour = _____ Minutes = _____ Seconds = _____

4)

5:23:02

Hour = _____ Minutes = _____ Seconds = _____

Digital Clocks - How Much Time Has Elapsed?**Questions**

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

Start Time	End Time	How Much Time Has Passed?
4:00	7:15	3 hours and 15 minutes
5:00	5:27	____ hours and ____ minutes
3:00		____ hours and ____ minutes
5:02	10:1	____ hours and ____ minutes
7:24	11:31	____ and ____ minutes
4:00	9:59	____ hours and ____ minutes
6:35	11:48	____ hours and ____ minutes

Name: _____

6

Curriculum Connection
SS.1

How Many Seconds Have Passed?

Questions

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

Start Time	End Time	How Much Time Has Passed?
3 : 17 : 12	3 : 17 : 20	8 seconds
5 : 00 : 00	5 : 00 : 31	_____ seconds
2 : 10 : 08	2 : 10 : 37	_____ seconds
5 : 17 : 19	5 : 17 : 26	_____ seconds
4 : 35 : 22	4 : 35 : 53	_____ seconds
7 : 29 : 36	7 : 29 : 57	_____ seconds
9 : 38 : 14	9 : 38 : 57	_____ seconds

Name: _____

8

Curriculum Connection
SS.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 Hour

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

Part 1

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

1)



6:30

2)



9:30

3)



1:30

4)



7:30

Part 2

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

1)



2:30

2)



12:30

3)



11:30

4)



6:30

Telling Time - Quarter To, Quarter After

Quarter To



Quarter After

Questions

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

1)



Quarter To

Quarter After

2)



Quarter After

3)



Quarter To

Quarter After

4)



Quarter To

Quarter After

6)



Quarter To

Quarter After

7)



Quarter To

Quarter After

8)



Quarter To

Quarter After

9)



Quarter To

Quarter After

10)



Quarter To

Quarter After

11)



Quarter To

Quarter After

12)



Quarter To

Quarter After

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

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

1)



9:45

2)



4:15

3)



3:15

4)



7:45

Part 2

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

1)



9:15

2)



10:15

3)



8:45

4)



2:45

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)



Name: _____

22

Curriculum Connection
SS.1

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.



15:00

Question Assuming it is the afternoon, what time does the clock read?



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____



____ : ____

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	Minutes	Hours	Hours	Days
60	1	60	1	24	1
120	2		2	48	2
		180		72	
					4
300			5		5
360			6	144	
420				168	
	8	480			8
	9	540			9
600			10		

Part 2

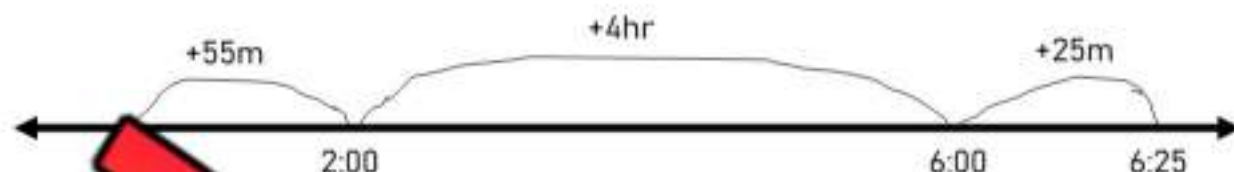
Convert the units of measurement below

1) 1 hr	_____ min	5) 240 mins	_____ hr	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

Elapsed Time Using Time Lines - Word Problems**Questions**

Use the time line to solve the problems below. The first one is done for you

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



Answer

55m + 25m = 1h 20m

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



- 3) Becca drove from Calgary to Lethbridge. She left at 9:00am and arrived at 10:10am. How long was the drive?



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



Work Shift - Elapsed Time Challenge Problem**Questions**

Follow the problem-solving steps below

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

Pat works a 10-hour shift at the campground today. He starts work at 7:30am.

a) What time is it now?



b) Pat looks at his watch at 3:15pm. How much longer does he need to work?

c) Yay, Pat is off work in 45 minutes! What time is it?

Biking Adventure - Elapsed Time Challenge Problem**Questions**

Follow the problem-solving steps below

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

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

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



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

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

Calendar Investigation - October

October 2021

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
		5		7	8	9
	11	12		14		16
17	18	19	20		22	
	25			28		30
31						

Questions

Answer the questions below by looking at the calendar

1) Which season is it in **October**?

2) What day is circled?

3) What will the date be...

a) 2 days before October 6

b) 5 days after October 22

c) 10 days after October 11

d) 2 weeks after October 7?

Elapsed Time - Days - Word Problems

Questions

Read the problems and solve them below

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



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



- 3) You are leaving on vacation on March 1st. You return on March 21st. How many days are you away on vacation?



- 4) You sent in your video game system to be fixed on July 1st. You got it back on July 19th. How many days did it take to fix the video game system?



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



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



Dates in Different Formats

Part 1

Translate the dates below into the different format

Date in Words	Short Form (yyyy/mm/dd)
1) March 8, 2017	2017 / 03 / 08
2) April 1, 2001	____ / ____ / ____
3) Jan 19, 1999	____ / ____ / ____
4) February 14, 2000	____ / ____ / ____
5) May 25, 2014	____ / ____ / ____
6) September 29, 2020	____ / ____ / ____

Part 2

Translate the dates below into the different format

Date in Words	Short Form (dd/mm/yy)
1) October 3, 2015	03 / 10 / 15
2) July 13, 2006	____ / ____ / ____
3) September 15, 2012	____ / ____ / ____
4) January 12, 2018	____ / ____ / ____
5) June 22, 2016	____ / ____ / ____
6) August 21, 2021	____ / ____ / ____

Metres and Centimetres

In Canada, we use the metric system. Two common units of measurement are metres and centimetres.



BENCHMARKS

$$100\text{cm} = 1\text{m}$$

$$1\text{m} = 100\text{cm}$$



Part 1 Fill in the tables below

cm	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____ cm
2) 5m	_____ cm
3) 200cm	_____ m
4) _____ m	_____ m
5) _____ m	_____ cm
6) 80 _____ m	
7) 4m	

Part 3

Which unit would you use to measure the things below



CM

M



CM

M



CM

M



CM

M



CM

M



CM

M



CM

M



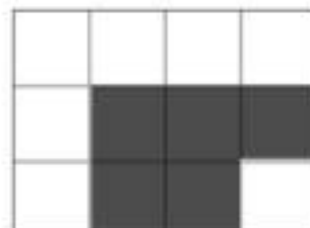
CM

M

Introduction to Area

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

Example - The area of the shape is 5 squares.



Questions

What is the area of the shape in squares?

1)



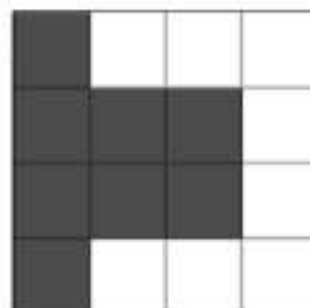
_____ squares

2)



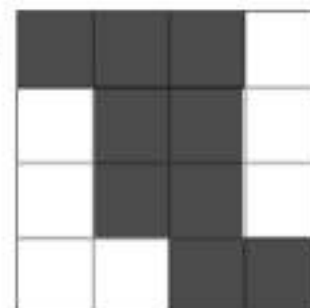
_____ squares

3)



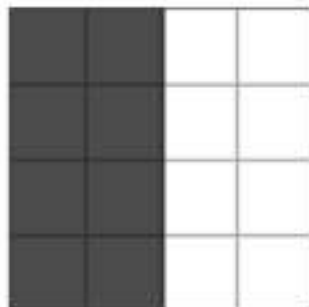
_____ squares

4)



_____ squares

5)



_____ squares

6)



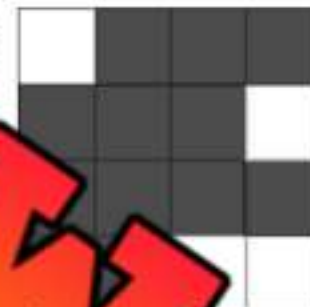
_____ squares

7)



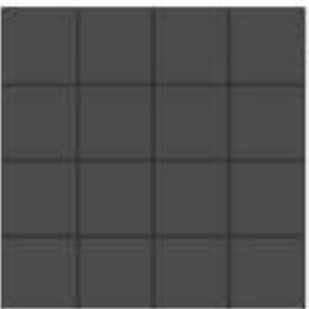
_____ squares

8)



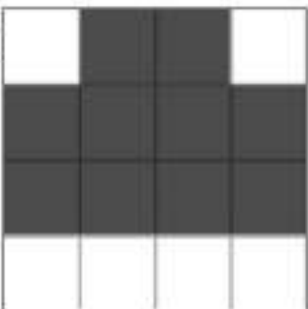
_____ squares

9)



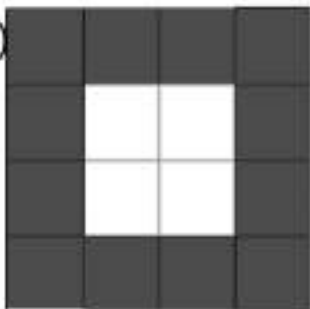
_____ squares

10)



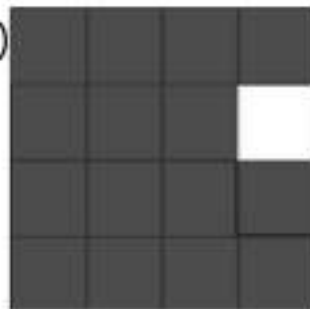
_____ squares

11)



_____ squares

12)

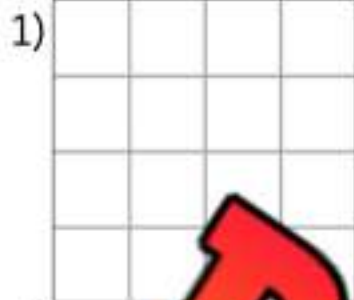


_____ squares

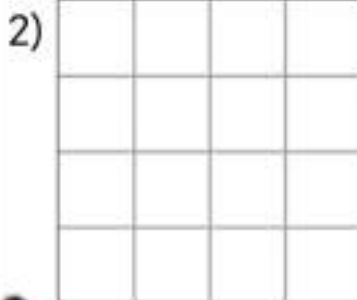
Introduction to Area

Questions

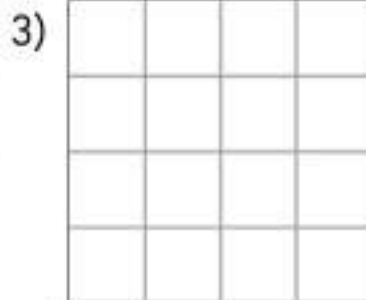
Shade in the area



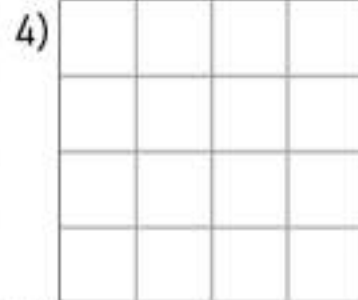
5



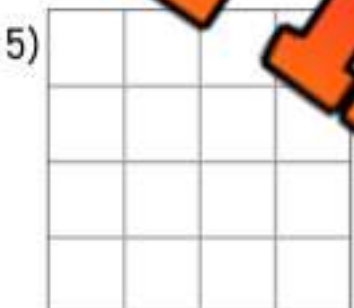
9 squares



11 squares



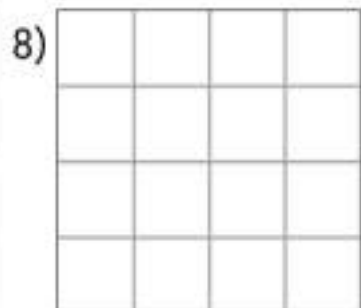
10 squares



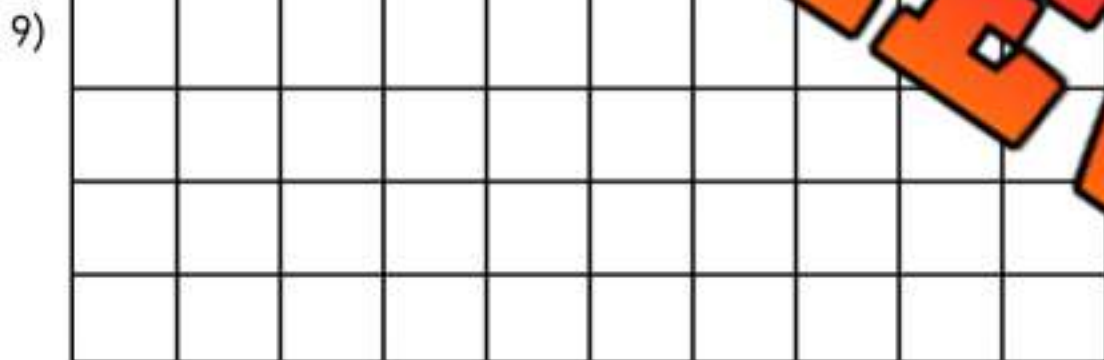
16 squares



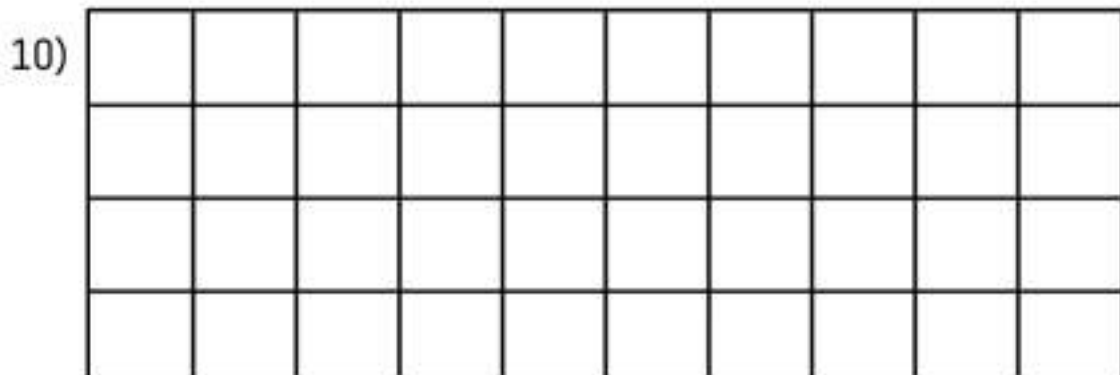
13 squares



15 squares



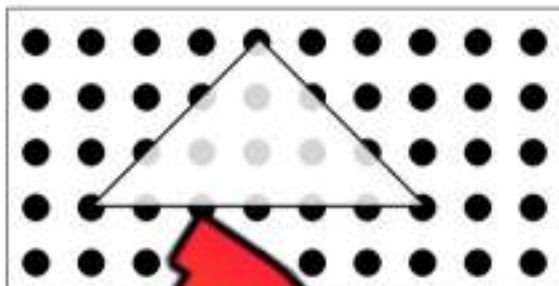
squares



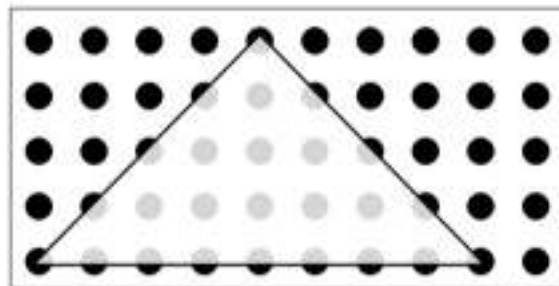
33 squares

Area of Triangles - Using Grid

Questions

What is the area of the triangles? $\cdot \cdot = 1$ square

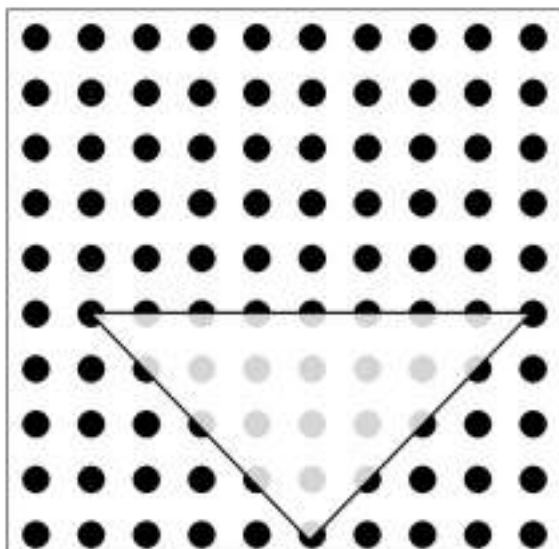
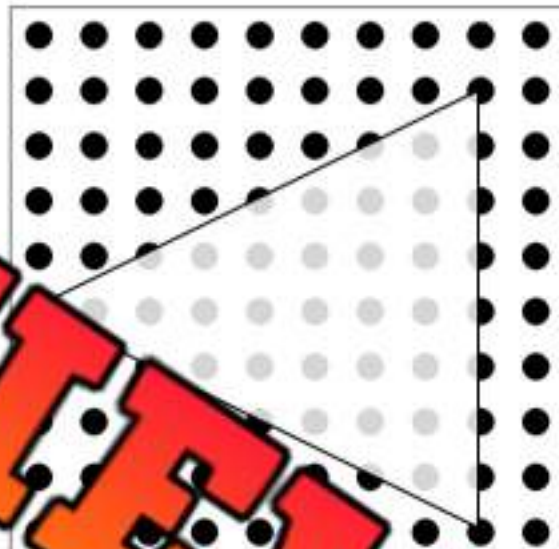
1) _____ squares



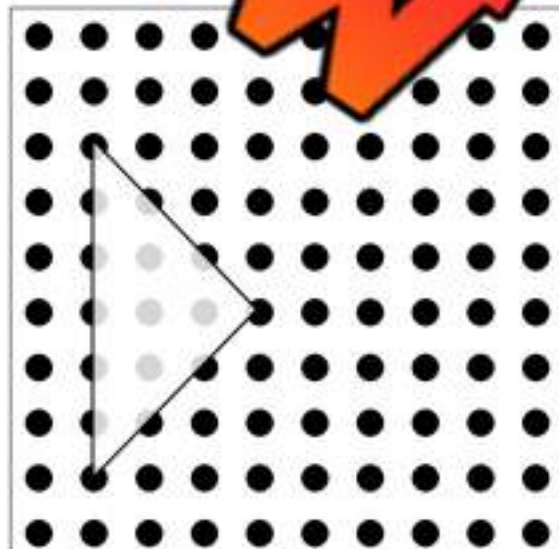
2) _____ squares



3) _____ squares



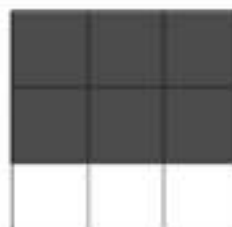
5) _____ squares



6) _____ squares

Comparing Areas

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



Area = 6 Squares



Area = 6 Squares

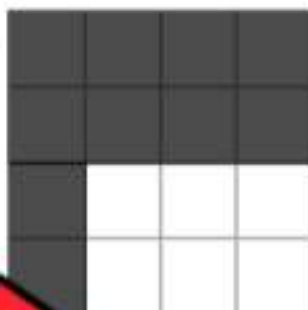
Question Draw a shape that has the same area but looks different

1)

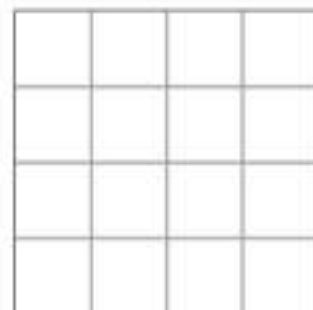


_____ squares

2)

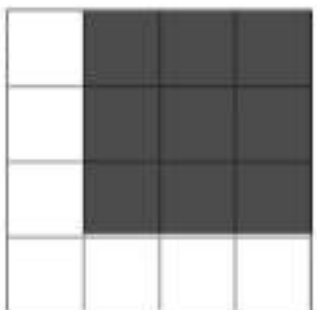


_____ squares



_____ squares

3)



_____ squares



_____ squares

4)

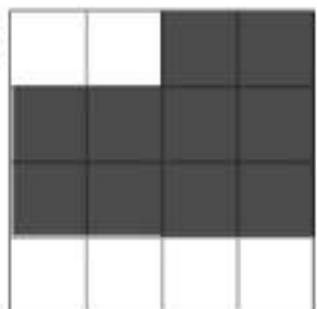


_____ squares

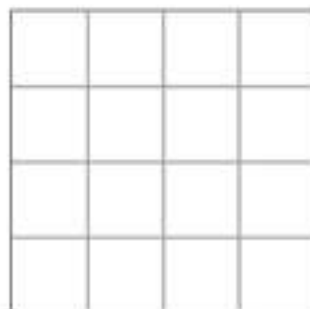


_____ squares

5)

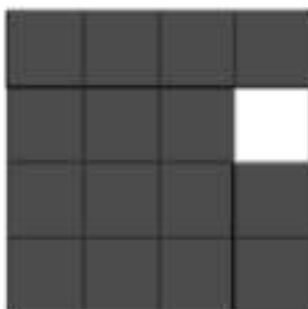


_____ squares

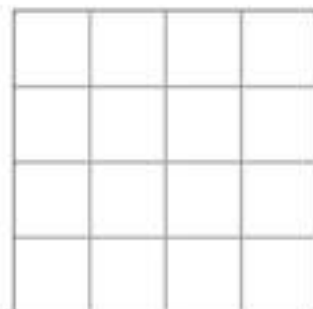


_____ squares

6)



_____ squares

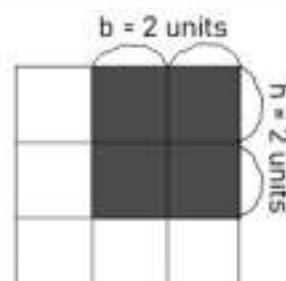
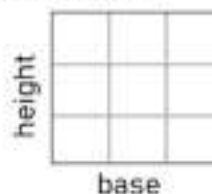


_____ squares

Area - Units Squared

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

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



$$\begin{aligned} A &= l \times w \\ A &= 2 \times 2 \\ A &= 4 \text{ units}^2 \end{aligned}$$

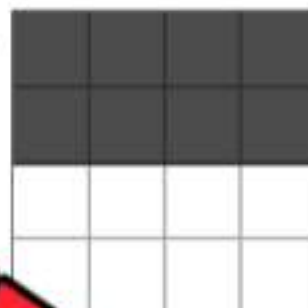
Question

Find the area of the shapes below

1)



2)

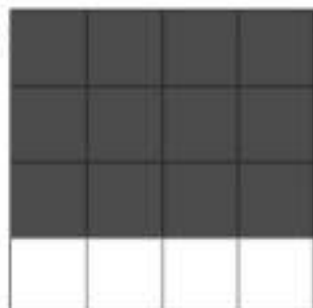


$$A = b \times h$$

$$A = _ \times _$$

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

3)



$$A = b \times h$$

$$A = _ \times _$$

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

6)

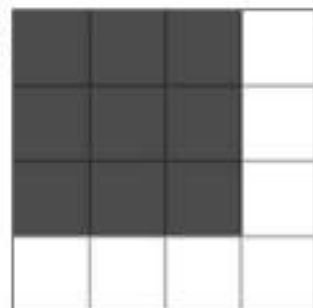


$$A = b \times h$$

$$A = _ \times _$$

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

5)



$$A = b \times h$$

$$A = _ \times _$$

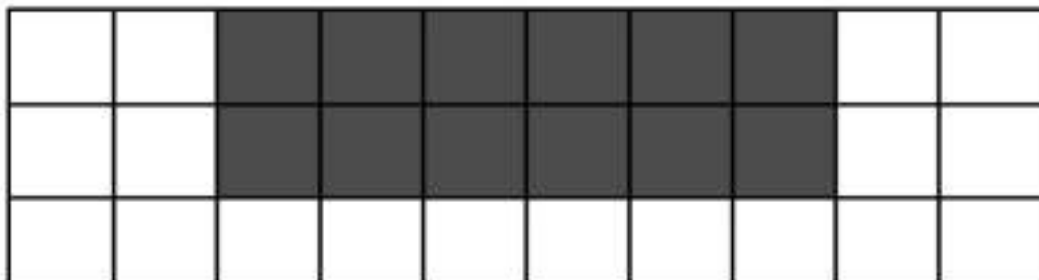
$$A = _ \text{ units}^2$$

$$A = b \times h$$

$$A = _ \times _$$

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

7)



$$A = b \times h$$

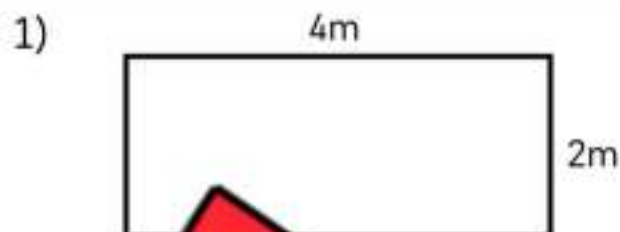
$$A = _ \times _$$

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

Perimeter and Area

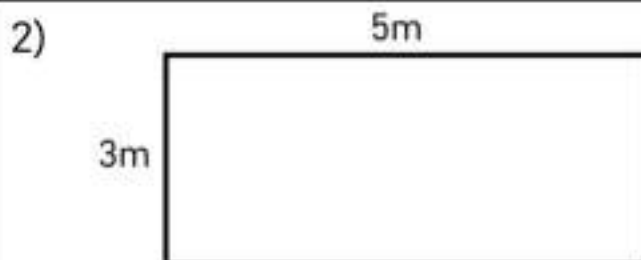
Questions

Step 1 - Find the perimeter (add up all the sides)

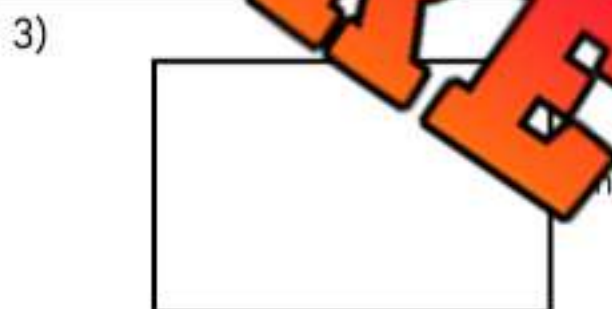
Step 2 - Find the area ($A = b \times h$)

Perimeter: _____

Area: _____

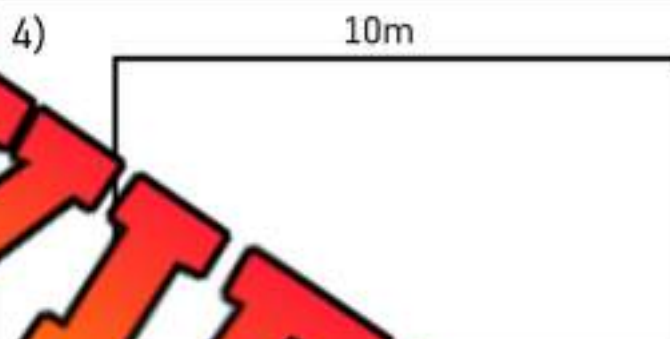


Perimeter: _____ m

Area: _____ m²

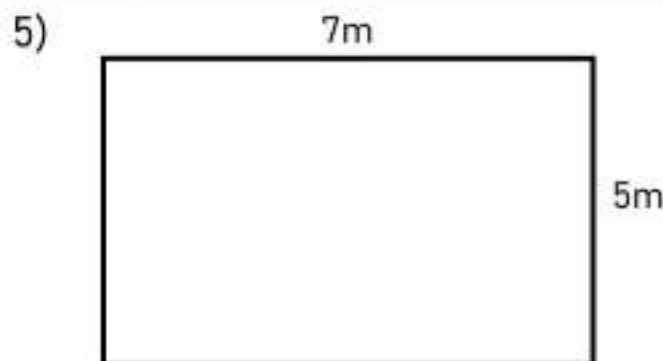
Perimeter: _____

Area: _____



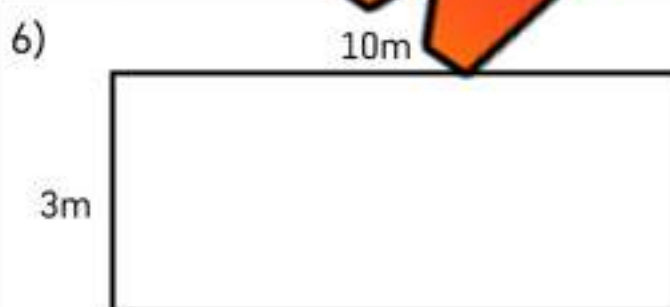
Perimeter: _____

Area: _____



Perimeter: _____

Area: _____



Perimeter: _____

Area: _____

Area Word Problems

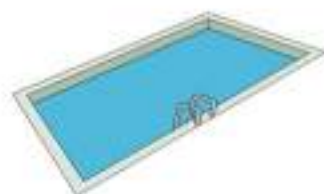
Questions

Draw a picture of the problem and then find the area

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



2) A pool is 10m by 5m. What is the area of the pool?



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



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



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

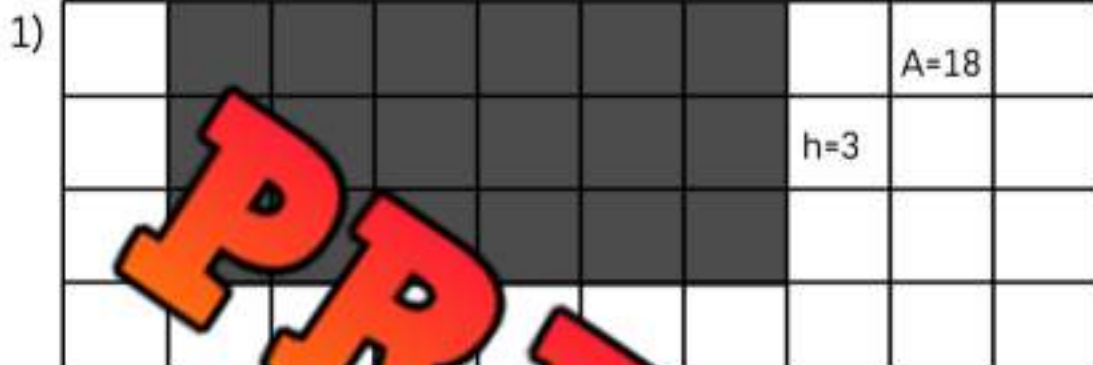


Finding the Missing Information - Visuals

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

Questions

Find the missing piece of information



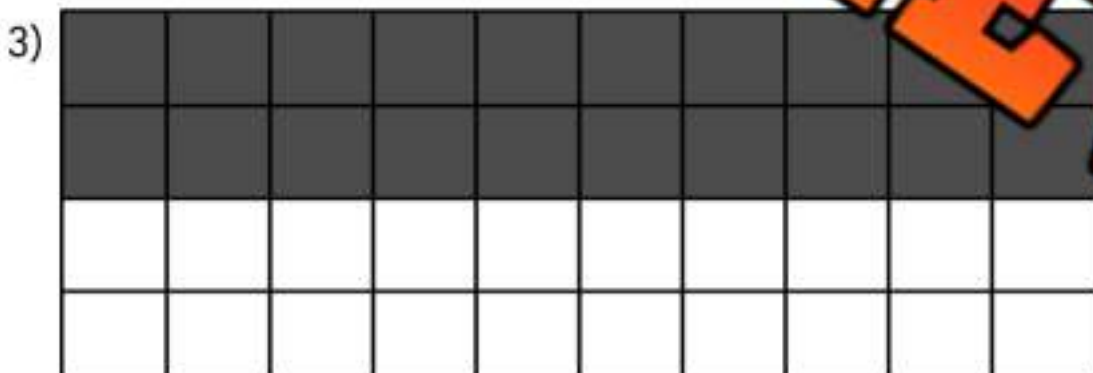
$$A = b \times h$$

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

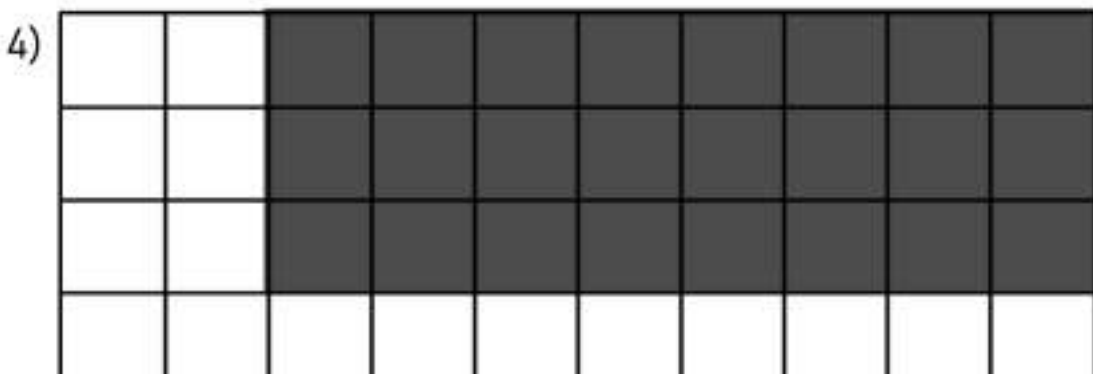


$$A = b \times h$$

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



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



$$A = b \times h$$

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

Finding the Missing Information

Questions

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

1)

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

5cm

Base = _____

Height = _____

Area = _____

2)

3cm

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

Base = _____

Height = _____

Area = _____

3)

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

8cm

Base = _____

Height = _____

Area = _____

4)

10m

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

Base = _____

Height = _____

Area = _____

5)

3m

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

Base = _____

Height = _____

Area = _____

6)

10m

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

Base = _____

Height = _____

Area = _____

7)

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

8cm

Base = _____

Height = _____

Area = _____

8)

1m

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

Base = _____

Height = _____

Area = _____

9)

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

10cm

Base = _____

Height = _____

Area = _____

10)

6cm

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

Base = _____

Height = _____

Area = _____

Tangram Puzzles - Birds

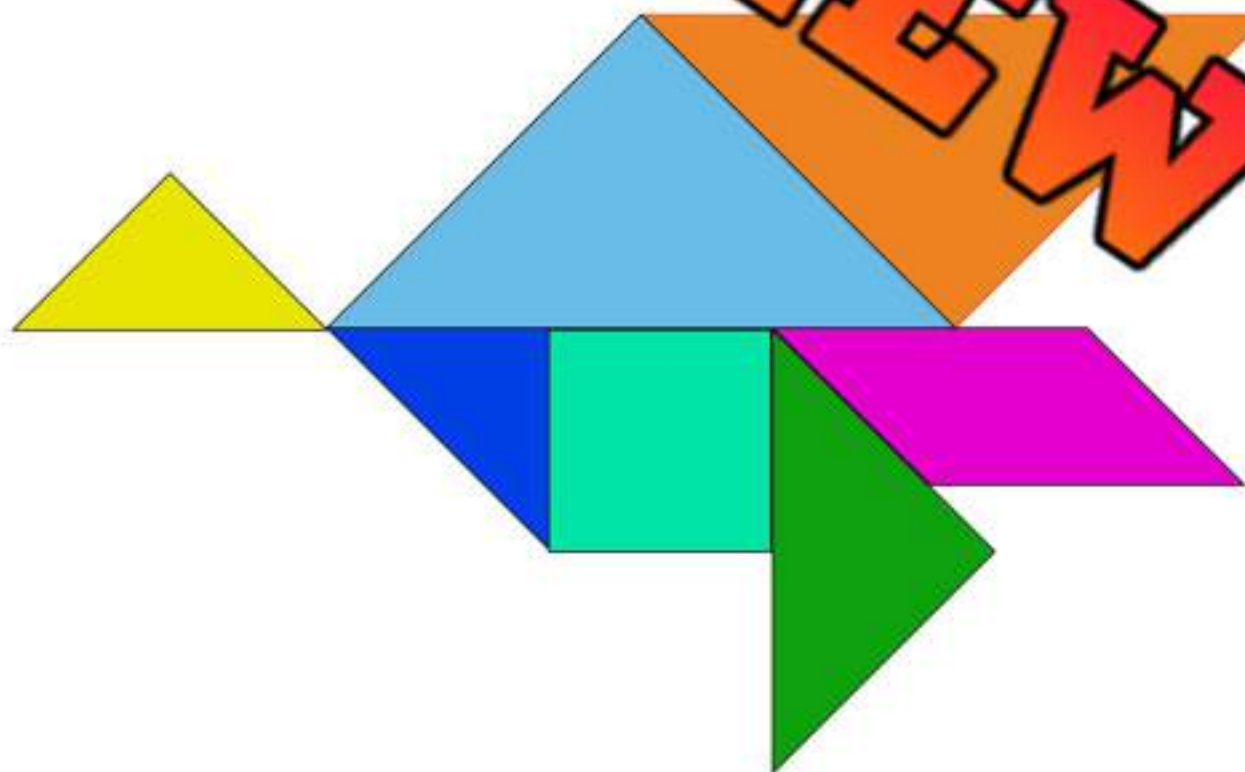
Part 1

Use a set of tangrams to recreate the bird below



Part 2

Use a set of tangrams to recreate the bird below



Tangram Puzzles

Part 1

Use a set of tangrams to recreate the house below



Part 2

Use a set of tangram to recreate people below



Name: _____

76

Curriculum Connection
SS.4

Tangram Puzzles

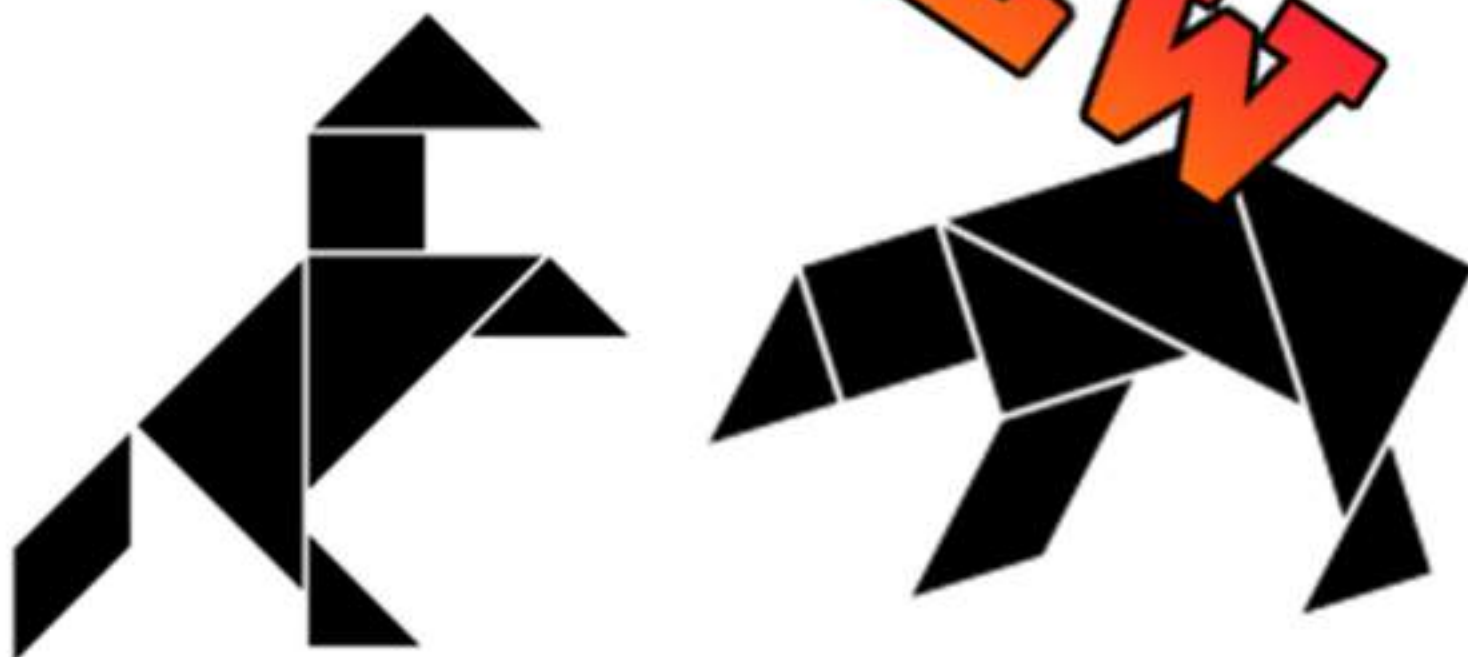
Part 1

Use a set of tangrams to recreate the rockets below



Part 2

Use a set of tangrams to recreate the animals below



Name: _____

77

Curriculum Connection
SS.4

Tangram Puzzles

Directions

Use a set of tangrams to fill in the sailboat below



Name: _____

78

Curriculum Connection
SS.4

Tangram Puzzles

Directions

Use a set of tangrams to fill in the house below



Which 2D shapes did you use to create the house?

Tangram Puzzles

Directions

Use a set of tangrams to fill in the turtle below



1) Which 2D shapes did you use to create the turtle?

2) Could other shapes be used to fit the puzzle? Explain.

3D Objects - Real-Life Structures**Directions** Use blocks to recreate the structures below. Draw your blocks belowThe Letter LRocket

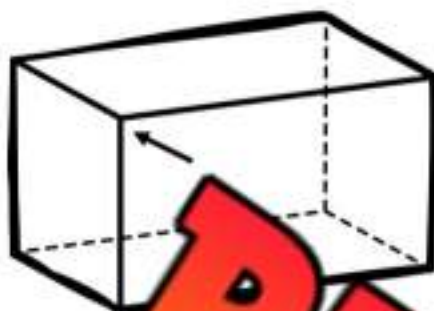
PREVIEW

The Letter T

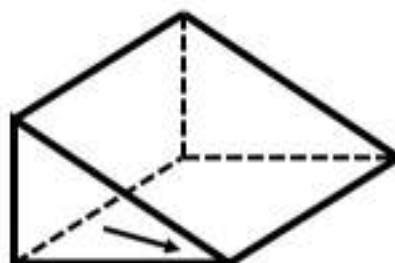
Angles in Right Prisms

Questions

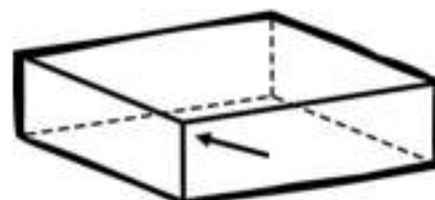
Fill in the tables below on the rectangular and right triangular prisms



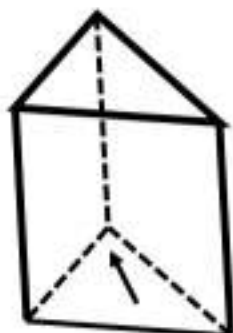
Right Smaller Larger



Right Smaller Larger



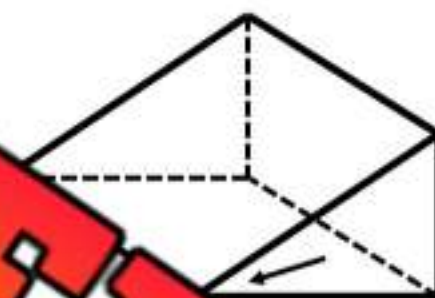
Right Smaller Larger



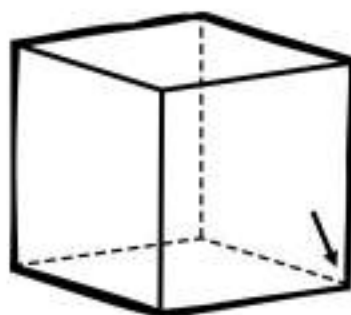
Right Smaller Larger



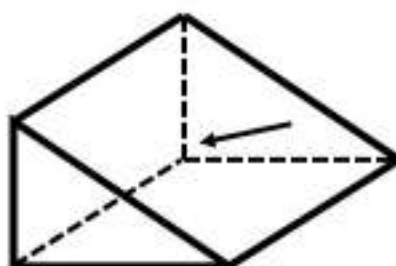
Right Smaller Larger



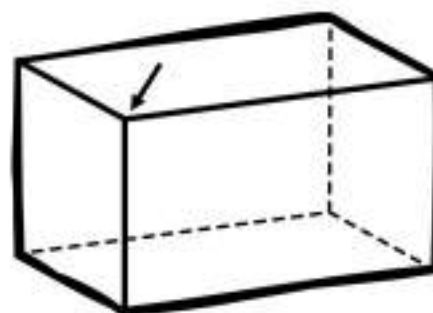
Right Smaller Larger



Right Smaller Larger



Right Smaller Larger



Right Smaller Larger

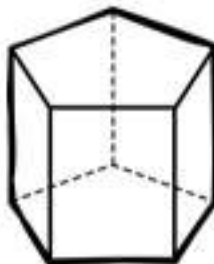
Prism or Pyramid

Questions

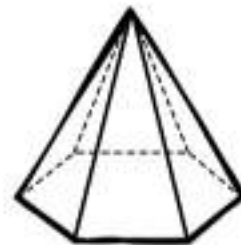
Is the shape a prism or pyramid



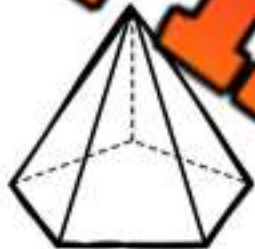
Prism Pyramid



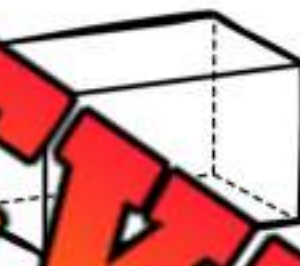
Prism Pyramid



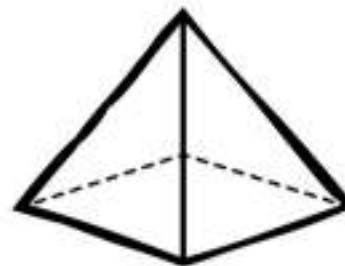
Prism Pyramid



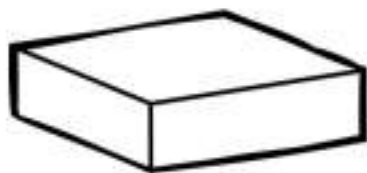
Prism Pyramid



Prism Pyramid



Prism Pyramid



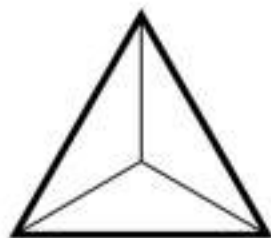
Prism Pyramid



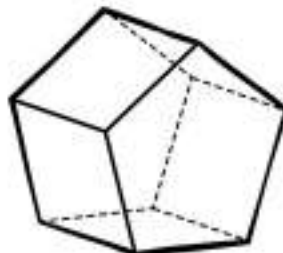
Prism Pyramid



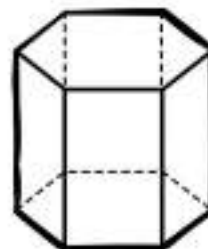
Prism Pyramid



Prism Pyramid



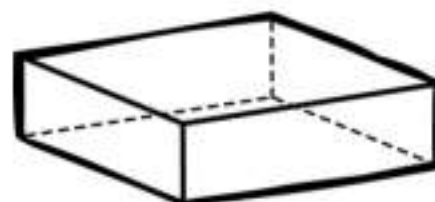
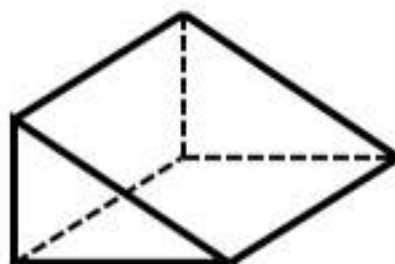
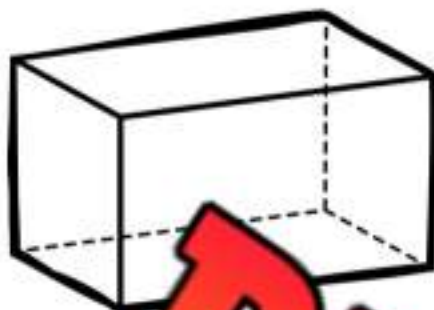
Prism Pyramid



Prism Pyramid

Prisms - Faces, Edges, Vertices

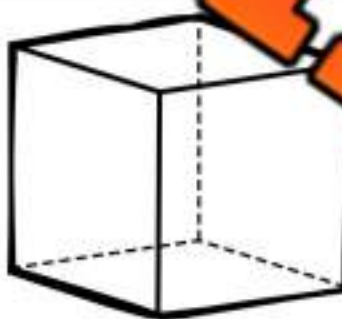
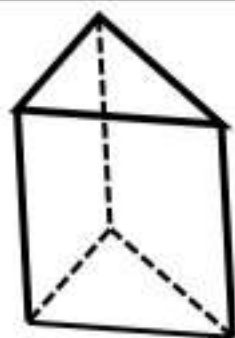
Questions Fill in the tables below on the rectangular and right triangular prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

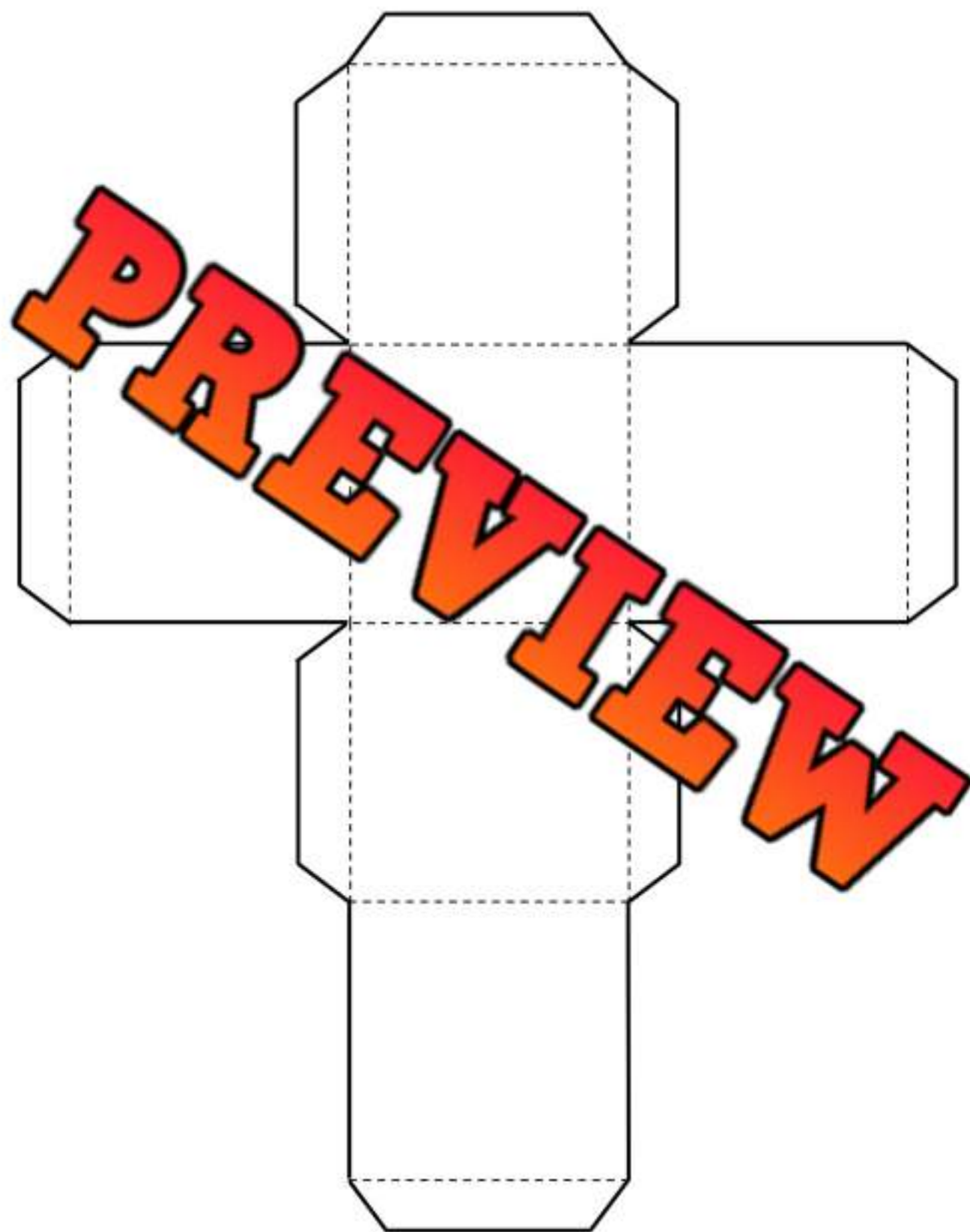
Faces	
Edges	
Vertices	
Name	

Name: _____

92

Curriculum Connection
SS.5

Net - Cube

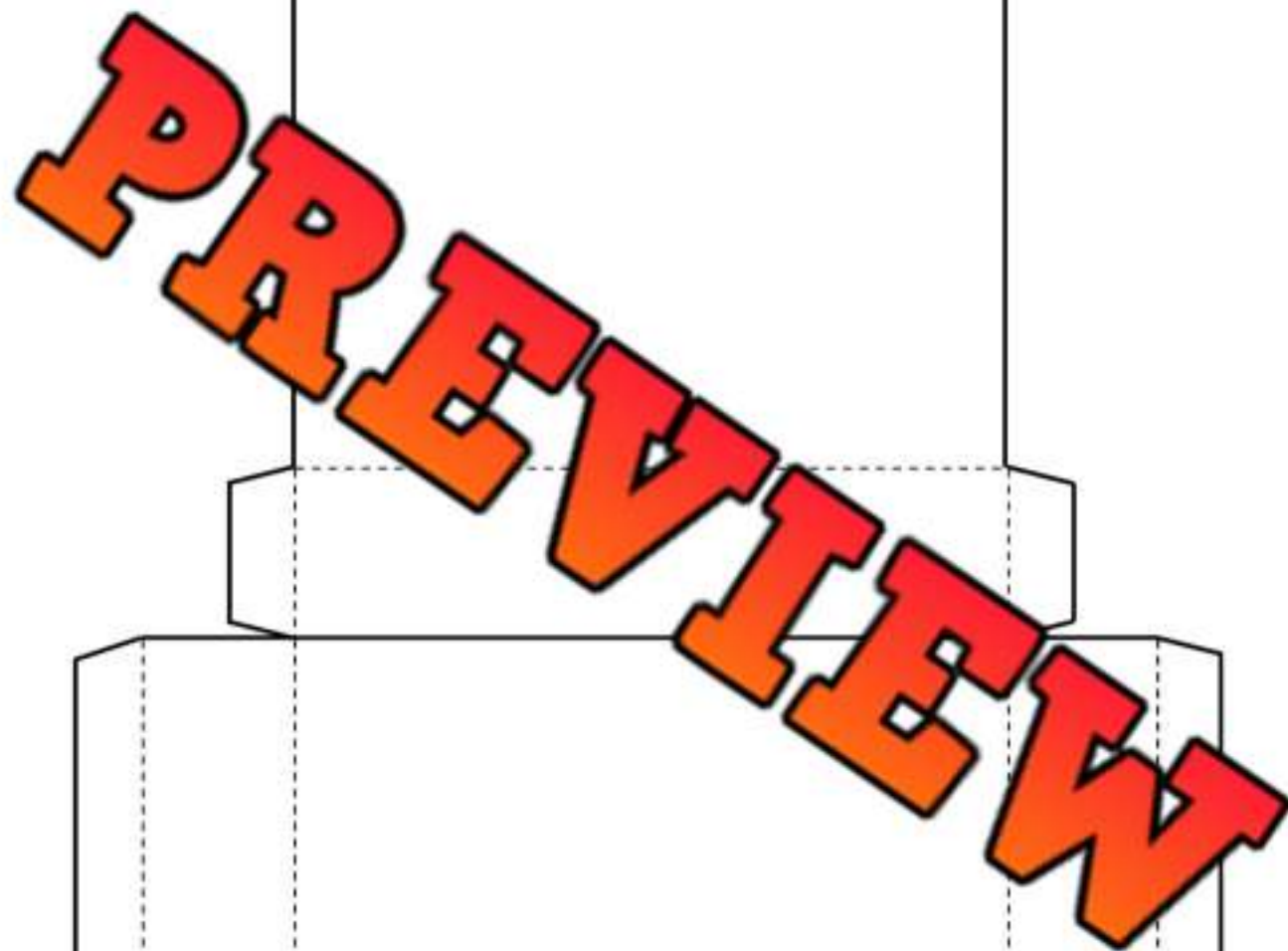


Name: _____

93

Curriculum Connection
SS.5

Net - Rectangular Prism

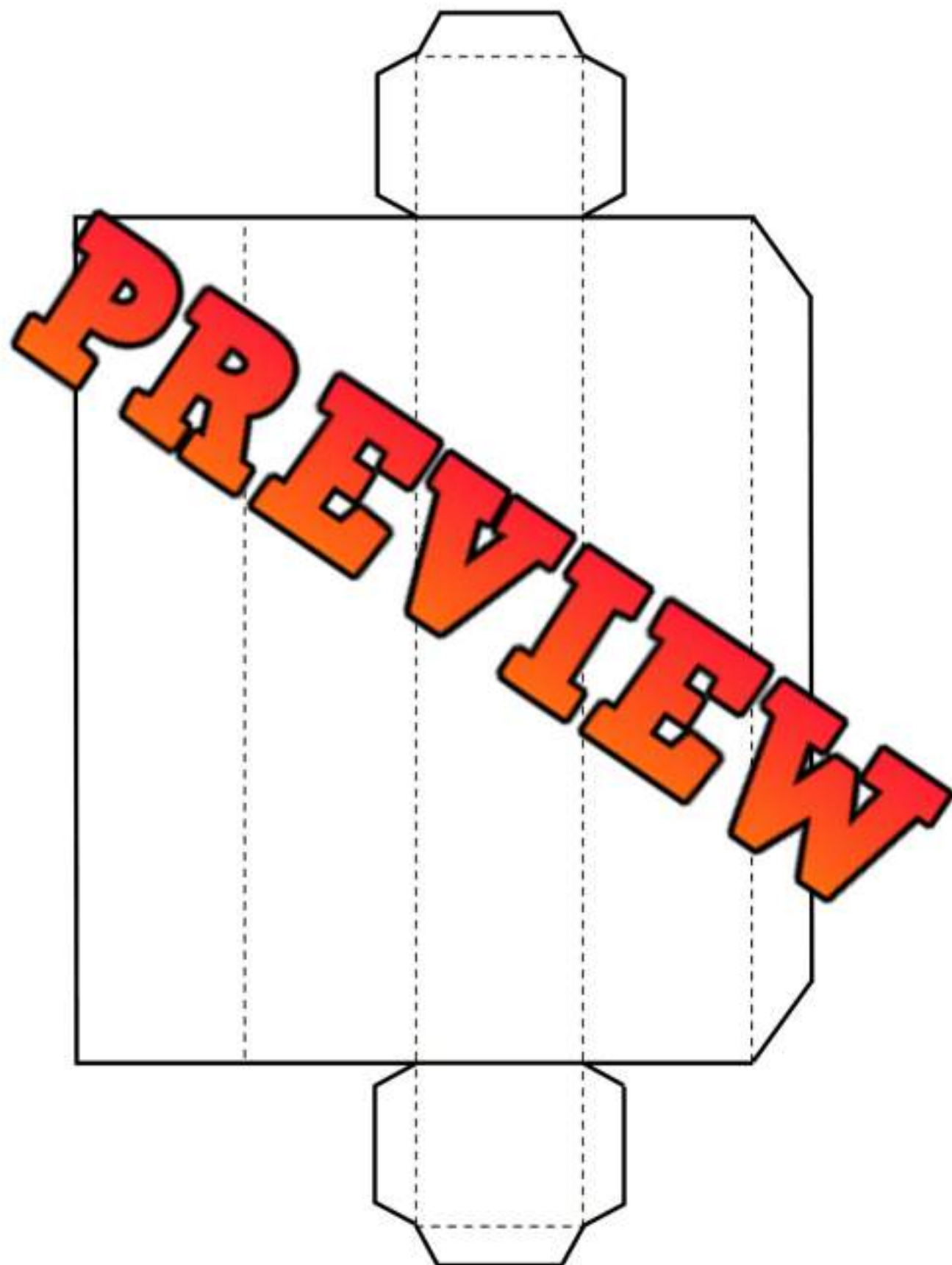


Name: _____

94

Curriculum Connection
SS.5

Net - Rectangular Prism

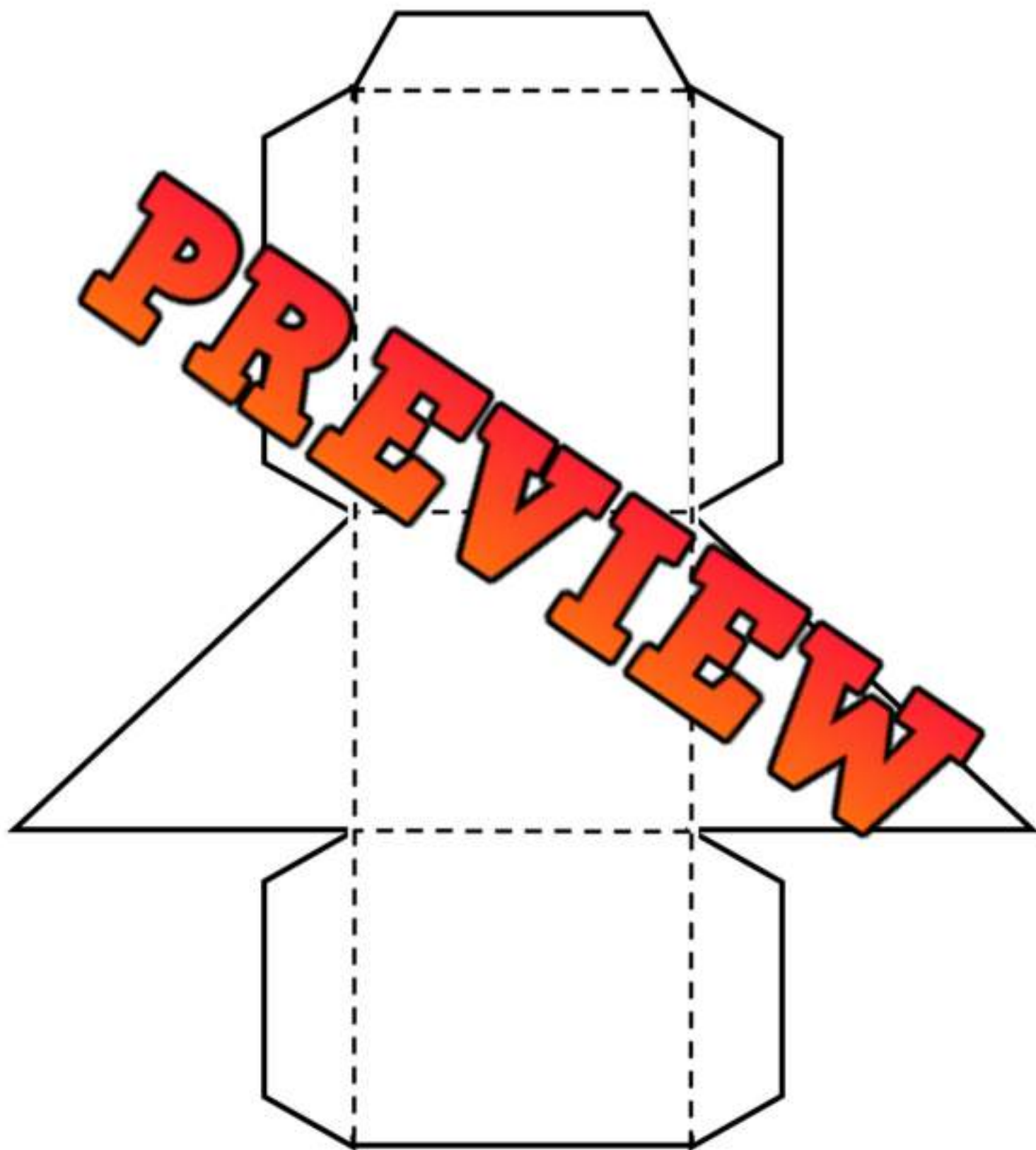


Name: _____

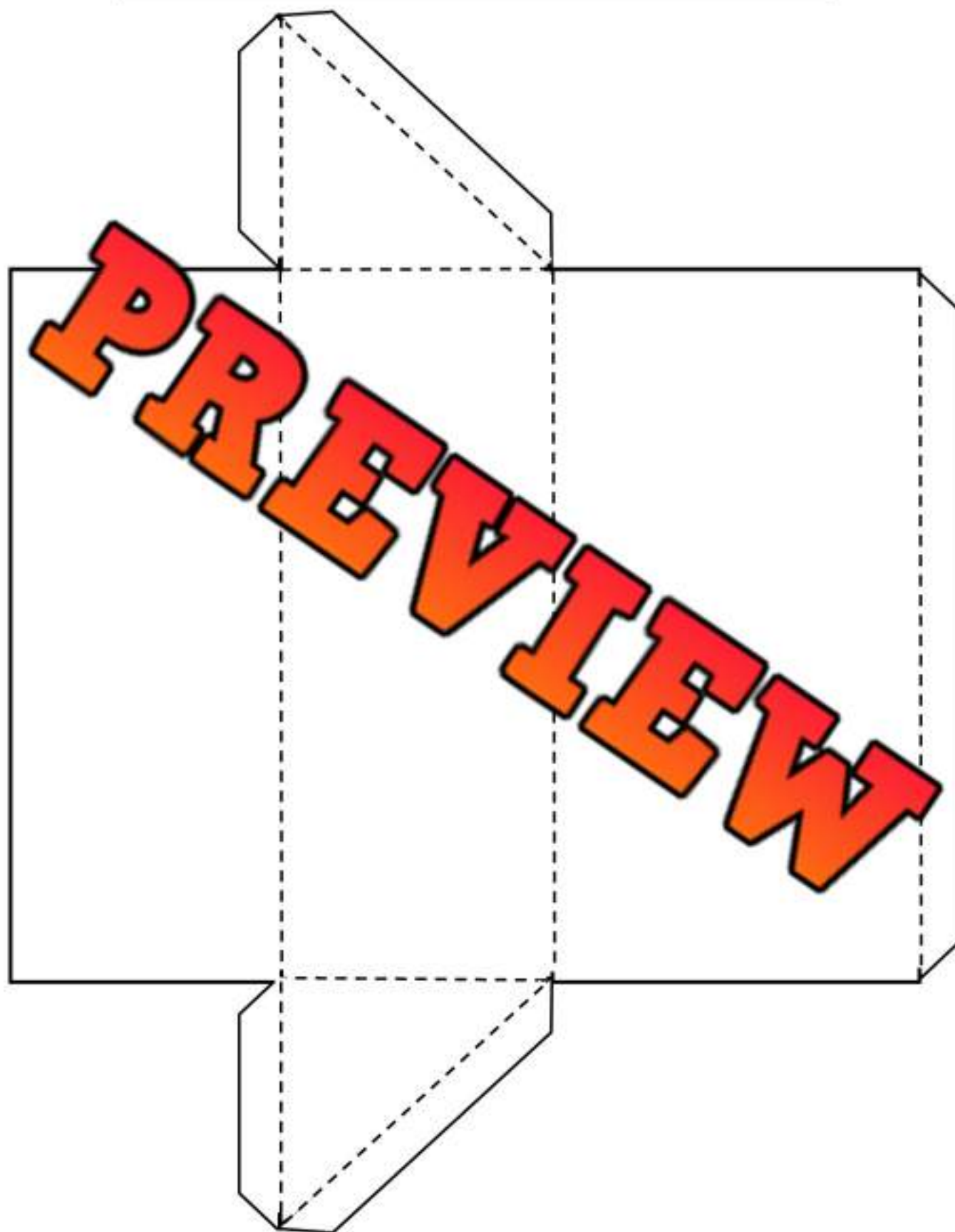
95

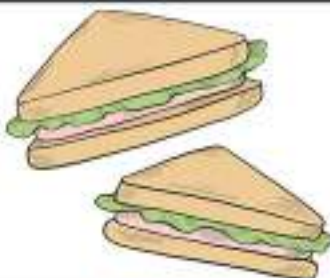
Curriculum Connection
SS.5

Net - Triangular Prism



Net - Triangular Prism

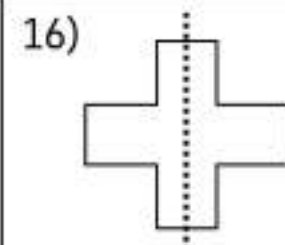
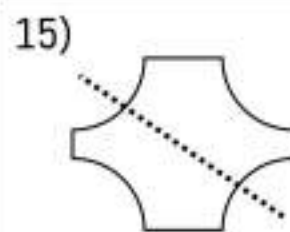
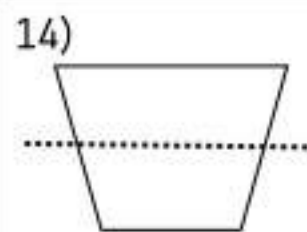
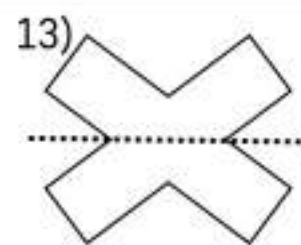
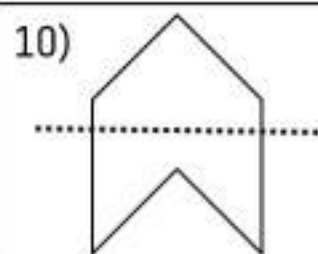
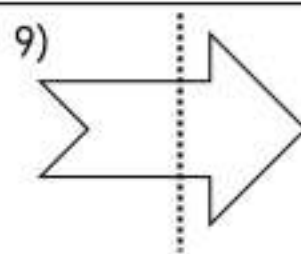
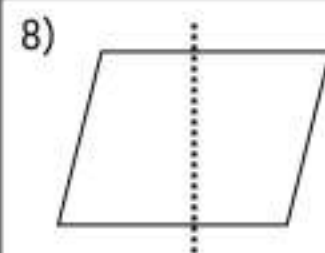
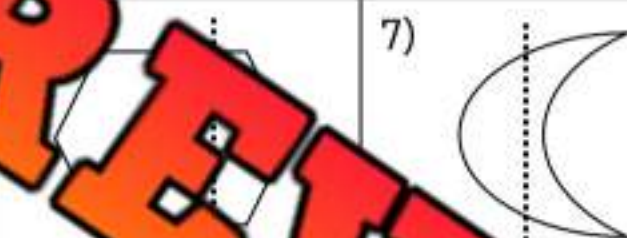
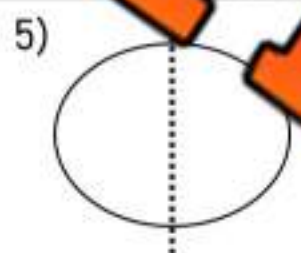
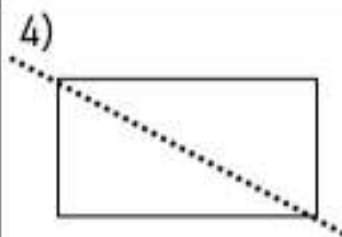
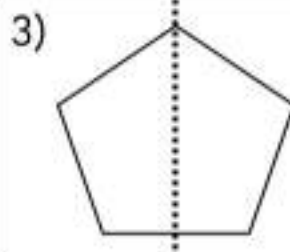
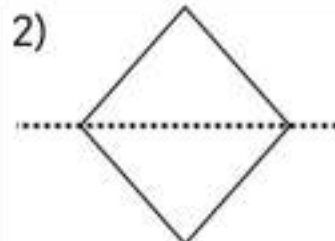
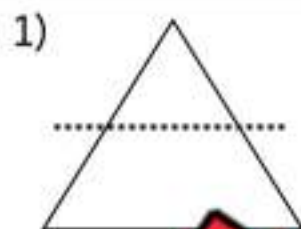


Triangular and Rectangular Prisms in our Environment**Questions** Circle whether the objects are rectangular or right-triangular prismsRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular PrismRectangular Prism
Triangular Prism

Line of Symmetry

**Practice**

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



Drawing Lines of Symmetry

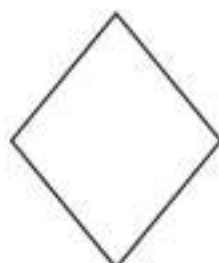
Questions

Draw at least one line of symmetry on the shapes below

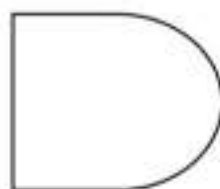
1)



2)



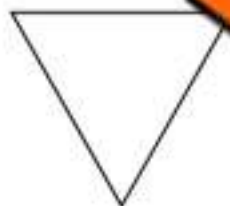
3)



4)



5)



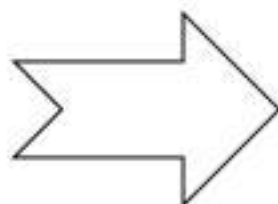
7)



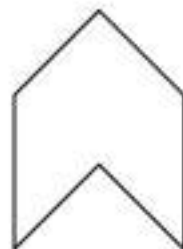
8)



9)



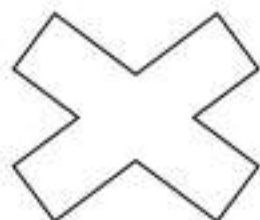
10)



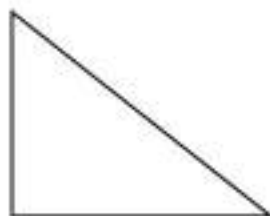
11)



13)



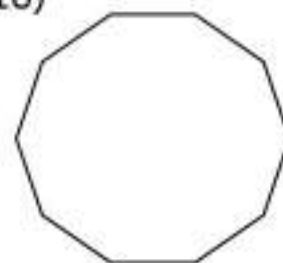
14)



15)



16)



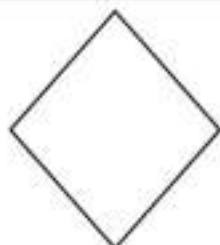
How Many Lines of Symmetry?**Questions**

How many lines of symmetry does each shape have?

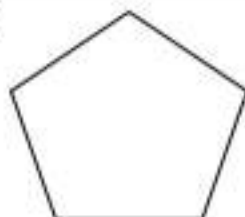
1)



2)



3)



4)



5)



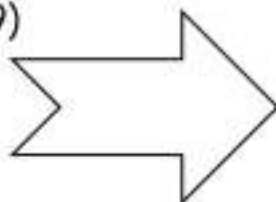
7)



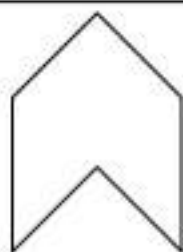
8)



9)



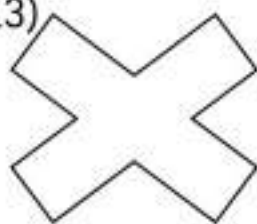
10)



11)



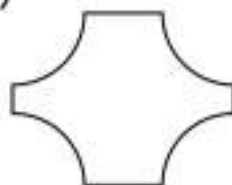
13)



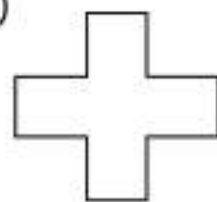
14)



15)



16)

**PREVIEW**

Drawing Lines of Symmetry on Real-Life Objects**Questions**

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

1)



2)



3)



4)



5)



6)



8)



9)



10)



11)



12)



Draw 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)





Google Slides Lessons Preview





Manitoba Math Curriculum Number Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

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

Why Are We Learning This?

Imagine you're saving up for a new toy that costs \$460. If you don't understand place value, you might think it's only \$46 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

Place Value - How Many...

#	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1	657				
2	483				
3	540				
4	814				
5	372				
6	1,000				

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 9 hundreds, 7 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:



Manitoba Math Curriculum Number Unit – Grade 4

Expanded Form

What is the standard form of the numbers below?

Expanded Form	Standard Form
$6\,000 + 800 + 00 + 4$	
$7\,000 + 000 + 30 + 8$	
$4\,000 + 600 + 20$	
$5\,000 + 900 + 90 + 3$	
$1\,000 + 300 + 20 + 3$	
$2\,000 + 500 + 80 + 1$	

1 2 3 4 5
6 7 8 9 0



Four thousand two hundred eighty-three

One thousand four hundred fifteen

Six thousand forty-eight

Seven thousand one hundred fifty-nine

6 048

2 356

7 159

4 283

1 415

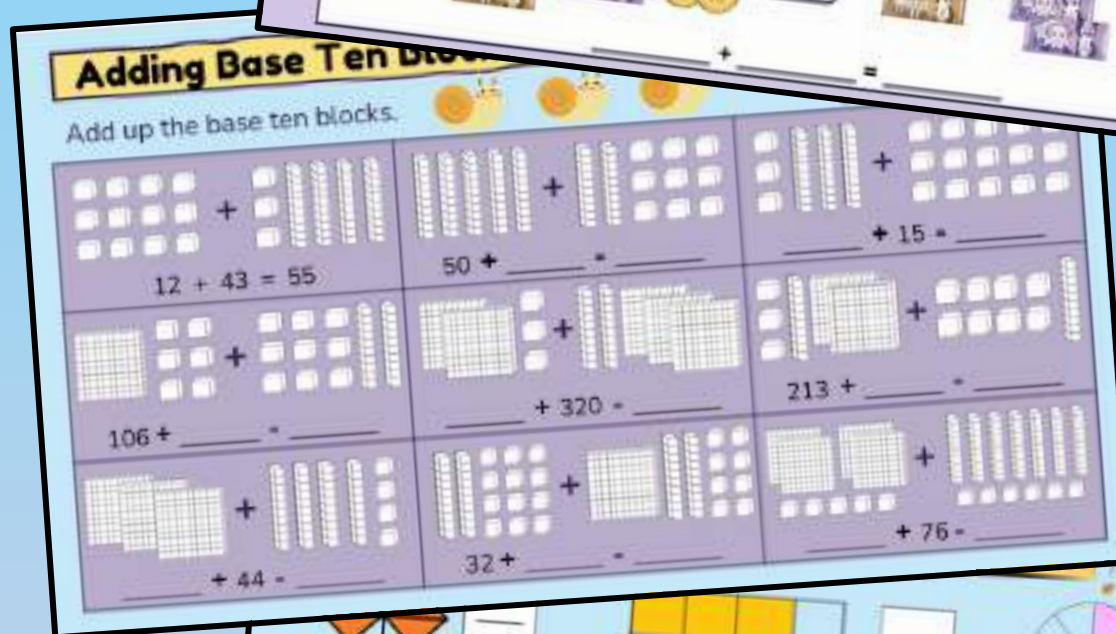
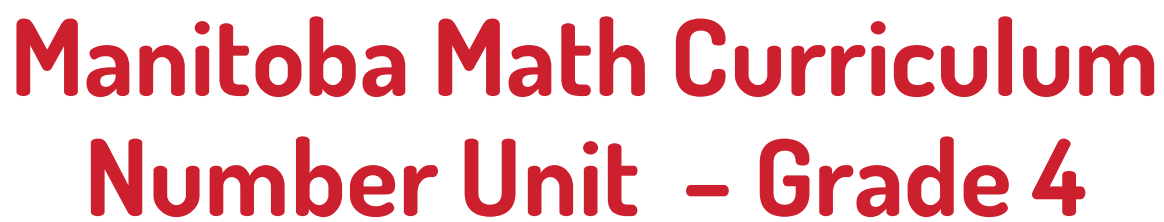
Breaking into place value means separating numbers into hundreds, tens, and ones, then adding the parts separately before combining them.

How to do it:
Write each digit's place value. Example: $135 = 100 + 30 + 5$.
Add the same place values together.
Example: Add hundreds to hundreds, tens to tens, and ones to ones.
Combine all your totals at the end.

Add the following numbers using the "Breaking Into Place Value" mental math strategy.

$367 + 926$	$138 + 617$	$677 + 244$
$300 + 900 = 1200$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$60 + 20 = 80$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$7 + 6 = 13$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
$1200 + 80 + 13 = 1293$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$







Workbook Preview



Grade 4 Number

	Curriculum Expectations	Pages
N.1	Represent and describe whole numbers to 10 000, pictorially and symbolically.	6 – 33
N.2	Compare and order numbers to 10 000.	34 – 41
N.3	Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by: • using personal strategies for adding and subtracting • estimating sums and differences	42 – 59, 75 – 92
N.4		57
N.5	• skip-counting from a known fact • using halving/doubling • using doubling and adding one more group • using patterns in the 9s facts • using repeated doubling to develop an understanding of basic multiplication facts to 9×9 and related division facts.	143 – 154, 158 – 187, 198 – 216
N.6	Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products • applying the distributive property.	188 – 197

Preview of 100 pages from
this product that contains
438 pages total.

N.7	Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication.	217 - 226
N.8	Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used.	108 - 122
N.9	Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically	123 - 142
N.10	Relate decimals to fractions (to hundredths).	125 - 129
N.11	Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by • using compatible numbers • estimating sums and differences • using mental math strategies to solve problems	60 - 74, 93 - 107

Name: _____

6

Curriculum Connection
N.1

Place Value Chart

3937

Thousands	Hundreds	Tens	Ones
3	9	3	7

Part 1

Fill in the place value charts below

1) 4 287

Thousands	Hundreds	Tens	Ones

2) 2 142

Thousands	Hundreds	Tens	Ones

3) 6

Thousands	Hundreds	Tens	Ones

4) 7 483

Thousands	Hundreds	Tens	Ones

5) 3 659

Thousands	Hundreds	Tens	Ones

6) 84

Thousands	Hundreds	Tens	Ones

Part 2

Which place value is the underlined number?

1) 3 5 <u>7</u> 5 Tens	2) 5 18 <u>4</u>	3) <u>2</u> 138
4) <u>8</u> 321	5) 2 <u>8</u> 39	6) 9 562
7) 2 <u>9</u> 62	8) 5 3 <u>5</u> 4	9) 9 30 <u>3</u>

Name: _____

7

Place Value – How Many...

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

Part 1

Fill in the table below

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

Part 2

Answer the riddles below

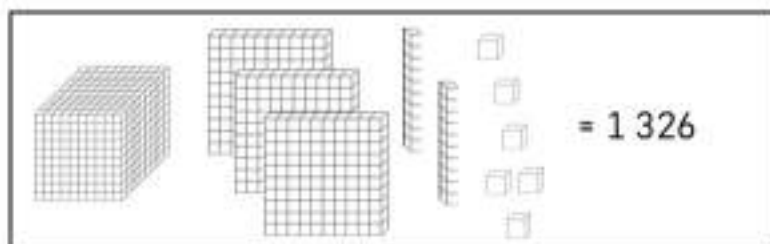
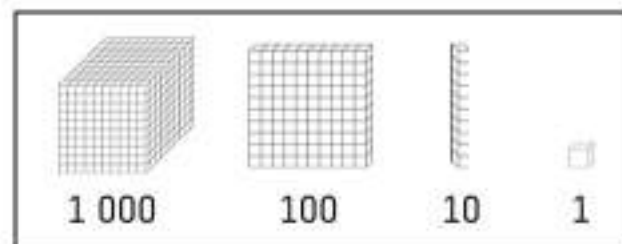
Questions	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

Name: _____

8

Curriculum Connection
N.1

Base Ten Blocks



Part 1

How many blocks do you count?

1.

2.

3.

Part 2

Draw the base ten blocks to represent the number.

1) 2 375

2) 1 184

3) 4 542

4) 4 263

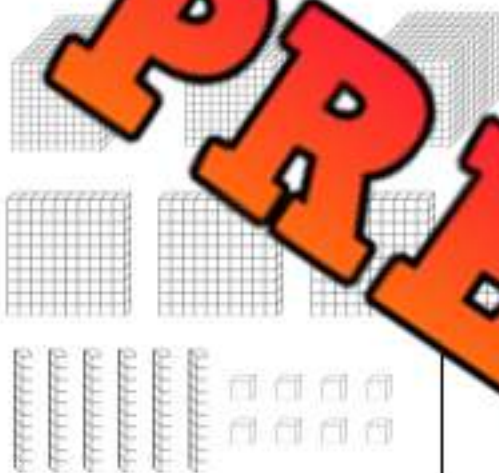
Exit Cards

Cut Out

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

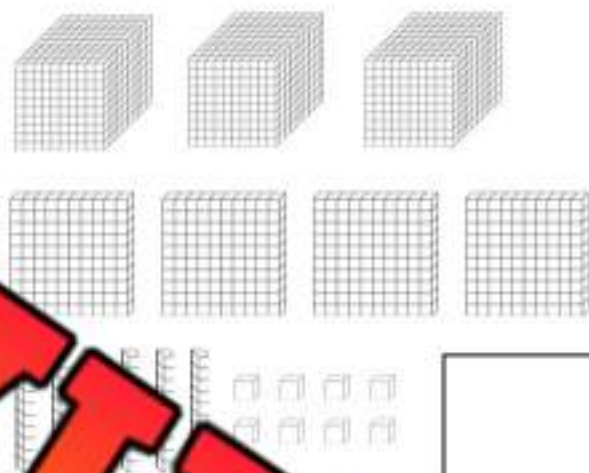
Name: _____

What is the value represented by the base ten blocks?



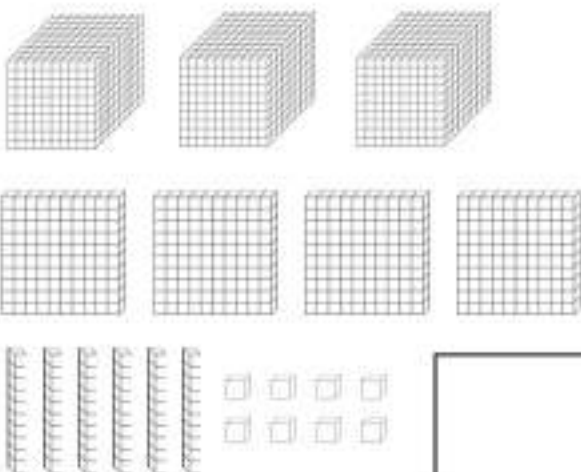
Name: _____

What is the value represented by the base ten blocks?



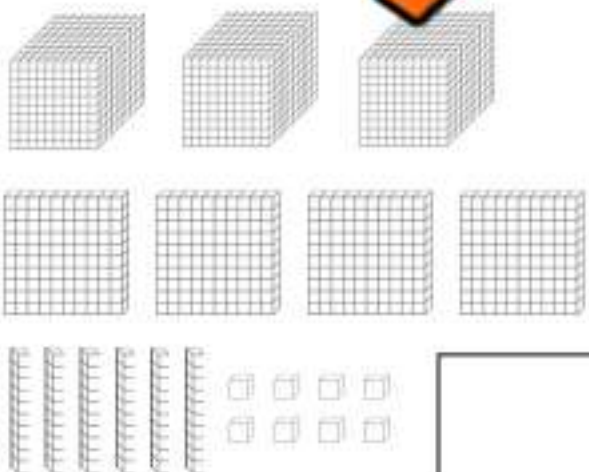
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Skip Counting – Base Ten Blocks

Questions

How many blocks do you count?

1)



2)



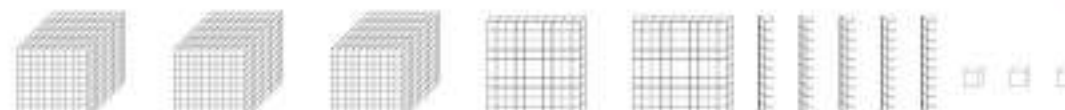
3)



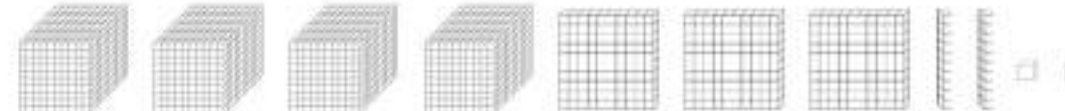
4)



5)



6)



Name: _____

12

Curriculum Connection
N.1

Expanded Form

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



Part 1

What is the standard form of the numbers below?

1) 4 000 + 10 + 4	2) 2 000 + 700 + 90 + 6	3) 1 000 + 500 + 20 + 9
4) 8 000 + 300 + 50 + 1	5) 7 000 + 200 + 40 + 5	6) 6 000 + 400 + 30 + 6
7) 8 000 + 0 + 0 + 0 + 0	8) 1 000 + 90 + 70 + 0	9) 3 000 + 500 + 70 + 2

Part 2

What is the expanded form of the numbers below?

1) 5 445	2) 2 344
3) 8 064	4) 7 309
5) 9 286	6) 3 246

Part 3

Fill in the blanks with the missing number

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

Name: _____

14

Curriculum Connection
N.1

Written Form

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

Part 1 Write the standard form of the written words below

1) Three thousand two hundred thirty-six	2) Four thousand two hundred sixty-three
3) Seven thousand three hundred fifty	4) Six thousand twenty-eight
5) Three thousand four hundred forty-three	6) Five thousand one hundred thirty-nine

Part 2 Write the written form of the numbers

1) 1 234
2) 3 362
3) 6 431
4) 9 523
5) 2 206

Standard Form

Words

Expanded Form

Place Value Chart

Thousands	Hundreds	Tens	Ones

Pictures

Task Cards: Place Value

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 24 task cards
- Answer sheet for answers
- Pencils

1 2 3 4 5
6 7 8 9 0

Instructions

How you will run the activity

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

Task Cards

Cut out the task cards below

Card 1:

Four Thousand One Hundred Twenty-Nine

- a) 1 425
- b) 4 129
- c) 4 125

Card 5:

What is the expanded form of the number below?

9 134

- a) $9,000 + 100 + 30 + 4$
- b) $90,000 + 1,000 + 300 + 40$
- c) $900 + 10 + 30 + 4$

Card 6:

Two Thousand, Nine Hundred Thirty-Five

- a) 2 934
- b) 2 045
- c) 2 935

Card 3:

3,730

- a) $3000 + 700 + 30$
- b) $3000 + 200 + 70 + 3$
- c) $3000 + 700 + 300$

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

- a) 1 201
- b) 10 241
- c) 1 241

Card 8:

Eight thousand, ninety

- a) 8 009
- b) 8 900
- c) 8 090

Task Cards

Cut out the task cards below

Card 9:

$$(2 \times 1\,000) + (4 \times 100) + (8 \times 10)$$

- a) 2 480
- b) 3 480
- c) 2 408

Card 13:

Two thousand, six hundred twenty-nine

- a) 1 629
- b) 2 629
- c) 2 269

Card 14:

$$(1 \times 1\,000) + (8 \times 100) + (7 \times 10)$$

- a) 3 000 + 400 + 50 + 1
- b) 3 000 + 40 + 50 + 6
- c) 3 000 + 4000 + 50 + 6

- a) 1 870
- b) 6 870
- c) 1 780

Card 11:

5 291

- a) 5 000 + 200 + 90 + 1
- b) 2 000 + 90 + 1
- c) 5 000 + 200 + 9 + 1

Card 15:

5 421

- a) 4 000 + 20 + 1
- b) 5 000 + 400 + 1
- c) 5 000 + 400 + 20 + 1

Card 12:

My number has 7 ones, 2 more hundreds than ones, 2 tens, and 5 thousands.

What is my number?

- a) 5 321
- b) 5 227
- c) 5 927

Card 16:

$$6\,000 + 300 + 70 + 2$$

- a) 6 307
- b) 5 372
- c) 6 372

Task Cards

Cut out the task cards below

Card 17:

What is the expanded form of the number below?

5 210

- a) $5\ 000 + 200 + 10$
b) $50\ 000 + 200 + 10$
c) $5\ 000 + 20 + 10$

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

- a) 5 290
b) 4 920
c) 5 920

Card 22:

4 321

- a) $4\ 000 + 30 + 20 + 1$
b) $4\ 000 + 300 + 20 + 1$
c) $4\ 000 + 300 + 20 + 1$

Card 19:

Nine thousand, eight hundred twenty-three

- a) 9 823
b) 9 283
c) 9 023

Card 23:

7 432

- a) $7\ 000 + 40 + 30 + 2$
b) $70\ 000 + 400 + 30 + 2$
c) $7\ 000 + 400 + 30 + 2$

Card 20:

Four thousand, three hundred twelve

- a) 4 132
b) 4 312
c) 4 231

Card 24:

My number has 4 ones, 3 more hundreds than ones, 1 ten, and 6 thousands.
What is my number?

- a) 6 714 b) 6 314 c) 6 474

Name: _____

21

Curriculum Connection
N1

Task Cards: Place Value

Answers

Record your answers below

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

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

Name: _____

24

Curriculum Connection
N.1

Decomposing Numbers

Directions Write as many addition sentences as you can that equal the numbers below

354

Examples: $300 + 54$, $350 + 4$, $342 + 12$

PREVIEW

921

Skip Counting – Money – Base Ten

Questions

Count the money below

Questions	Answers
1) 	
2) 	
3) 	
4) 	
5) 	
6) 	

Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

6 853

Th	T	O

Write the value of the underlined digit

1) 6 8 53 = _____

2) 6 8 5 3 = _____

3) 6 853 = _____

4) 6 8 5 3 = _____

Fill in the blanks using the number form below

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Fill in the pattern below

6 853 , _____ , 6 855 , _____ , 6 858

Fill in the pattern below

6 853 , 6 863 , _____ , 6 883 , _____

Fill in the pattern below

6 853 , 6 953 , 7 053 , _____ , _____

Compare using <, >, or =

6 853 6 795

5 455 6 853

6 853 7 246

6 457 6 853

6 853 6 482

6 853	+ 10	
6 853	+ 100	
6 853	+ 1000	
6 853	- 1000	
6 853	- 100	

Name: _____

32

Place Value Quiz

Part 1

Fill in the Place Value Charts below

1) 2 236

Thou	Hun	Tens	Ones

2) 4 363

Thou	Hun	Tens	Ones

3) 4 392

Thou	Hun	Tens	Ones

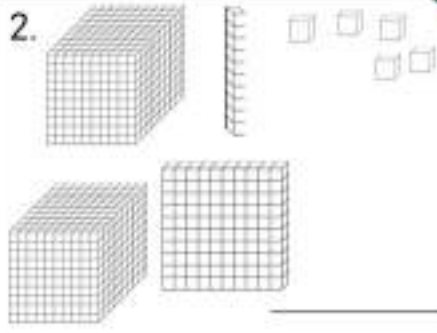
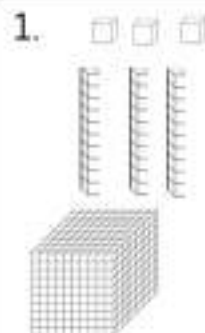
Part 2

What place value is the underlined number?

1) 1 3 553) 4 1 354) 5 3316) 9 7 34

Part 3

How many blocks do you count?



Part 4

What is the standard form of the numbers below?

1) 2 000 + 200 + 20 + 1

2) 5 000 + 300 + 60 + 8

3) 9 000 + 200 + 4

Part 5

What is the expanded form of the numbers below?

1) 3 775

2) 2 593

3) 5 421

4) 6 309

Part 6

What is the standard form of the written words below

1) Three thousand three hundred thirty-six

2) Four thousand one hundred four

Part 7

Write the written form of the numbers below

1) 3 234

2) 5 617

Part 8

Solve the riddles

- 1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?
- 2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

Name: _____

34

Curriculum Connection
N.2

Comparing Numbers

6 235



9 233

7 384



6 299

1 248



1 248

Part 1

Compare the following numbers

1)

685

7 299

2)

2 685

3 510

3)

6 112

6 094

4)

1 325

3 565

5)

2 685

4 257

6)

3 199

4 606

7)

3 382

3 312

8)

7 583

7 583

9)

5 874

5 874

Part 2

Write - Greater than, Equal to, Less than

1)

725 is _____ 442

Greater than

2)

1 556 is _____

3)

4 814 is _____ 4 122

4)

3 572 is _____ 3 572

5)

7 235 is _____ 7 432

6)

4 514 is _____ 4 415

Exit Cards

Cut Out

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

Name: _____

Compare the following numbers.

a) 673 599

b) 6 232

c) 9 847

d) 3 915 3 472

Name: _____

Compare the following numbers.

a) 673 599

b) 6 232 6 185

c) 9 847 7 561

d) 3 915 3 472

Name: _____

Compare the following numbers.

a) 673 599

b) 6 232 6 185

c) 9 847 7 561

d) 3 915 3 472

Name: _____

Compare the following numbers.

a) 673 599

b) 6 232 6 185

c) 9 847 7 561

d) 3 915 3 472

Name: _____

40

Curriculum Connection
N.2

Ordering Numbers

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



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

Part 1

Order the numbers below from least to greatest

5, 31, 41

118, 19, 125, 153

2 121, 5, 65, 42

2 581, 2 131, 1 243, 2 148

165, 161, 267, 253

3 5 175, 2 533, 3 856

Part 2

Order the numbers below from greatest to least

11, 6, 3, 17, 15

140, 243, 14

185, 199, 293, 285, 191

1 923, 1 120, 1 723, 1 674

2 367, 4 723, 1 228, 2 631

7 645, 3 523, 2 478, 3 158

Name: _____

41

Curriculum Connection
N.2

Comparing Numbers

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

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

Part 2 Write a number between 1 and 10 000 that will make sense

1) $2\,205 > \underline{\hspace{2cm}}$	2) $6\,244 > \underline{\hspace{2cm}}$	3) $\underline{\hspace{2cm}} < 91$
4) $8\,365 = \underline{\hspace{2cm}}$	5) $\underline{\hspace{2cm}} < 4\,327$	6) $2\,310 > \underline{\hspace{2cm}}$
7) $\underline{\hspace{2cm}} > 8\,195$	8) $9\,937 < \underline{\hspace{2cm}}$	9) $\underline{\hspace{2cm}} = 3\,902$
10) $8\,153 = \underline{\hspace{2cm}}$	11) $\underline{\hspace{2cm}} < 2\,357$	12) $4\,220 > \underline{\hspace{2cm}}$

Mental Math Strategy – Counting On

Directions:

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

$13 + 5 = \underline{\hspace{2cm}}$

Hundreds Chart

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

$17 + 4 = \underline{\hspace{2cm}}$

Hundreds Chart

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

$23 + 7 = \underline{\hspace{2cm}}$

Hundreds Chart

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

$34 + 7 = \underline{\hspace{2cm}}$

Hundreds Chart

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

$64 + 7 = \underline{\hspace{2cm}}$

Hundreds Chart

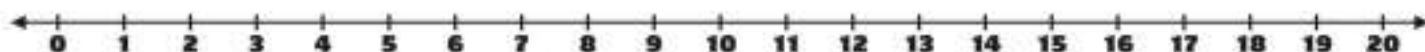
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$83 + 8 = \underline{\hspace{2cm}}$

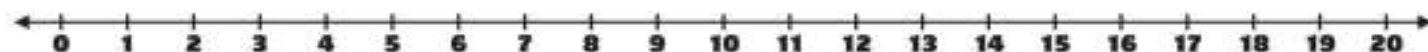
Hundreds Chart

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

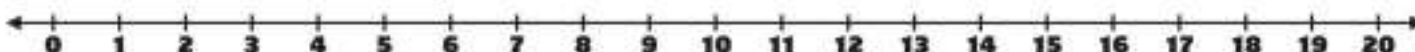
$7 + 9 = \underline{\hspace{2cm}}$



$11 + 6 = \underline{\hspace{2cm}}$



$7 + 13 = \underline{\hspace{2cm}}$



Mental Math Strategy – Making Tens

Directions

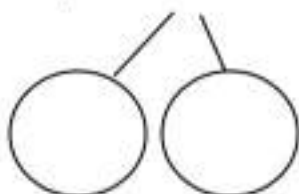
1. Create a ten by taking some from the other number.
2. Add the remaining amount.



1. $10 + 5 =$

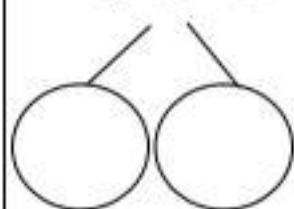
$10 + 2 = 12$

2) $18 + 6 =$



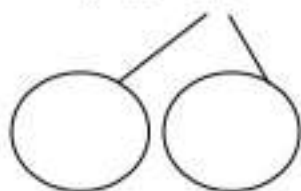
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3) $25 + 17 =$



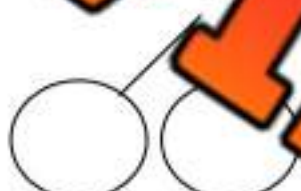
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4) $78 + 14 =$



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

5) $18 + 17 =$



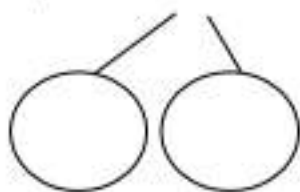
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6) $99 + 14 =$



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

7) $128 + 53 =$



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

8) $167 + 27 =$



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

9) $238 + 144 =$



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

Mental Math Strategy – Making Doubles

Directions

1. Decide which number you will double and add those numbers together.
 2. Subtract or add the remaining amount
- *** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.

PREVIEW

$$\begin{array}{r} 2 \\ 46 \\ + 45 \\ \hline 91 \end{array}$$

$$\begin{array}{l} 46 + 45 \\ 45 + 45 = 90 \\ 90 + 1 = 91 \end{array}$$

$$50 + 51$$

$$76 + 75$$

$$99 + 101$$

$$149 + 152$$

$$123 + 123$$

$$248 + 253$$

$$499 + 502$$

$$749 + 748$$

Mental Math – Break Into Place Value

Directions

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

$135 + 219$

$200 = 300$

$10 = 40$

300

54

$124 + 56$

$146 + 27$

$216 + 188$

$168 + 254$

92

$167 + 173$

$355 + 262$

Mental Math – Adding in Chunks

Directions:

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

$124 + 125$

$100 = 224$

$25 = 244$

$25 = 244$

$134 + 145$

$243 + 23$

$264 + 228$

$334 + 358$

252

$357 + 553$

$664 + 267$

Name: _____

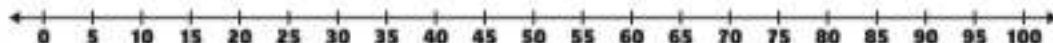
48

Curriculum Connection
N.3

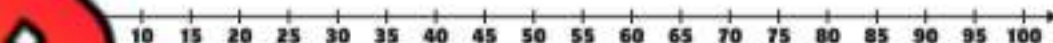
Number Line Addition

QuestionsUse the number line to add the numbers below

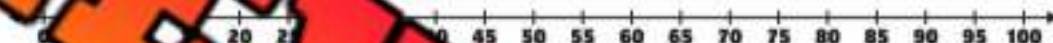
1) $15 + 25 = 40$



2) $35 + 25 =$ _____



3) $70 + 25 =$ _____



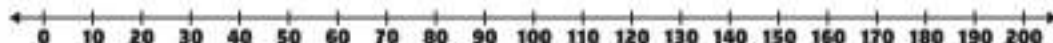
4) $60 + 35 =$ _____



5) $110 + 85 =$ _____



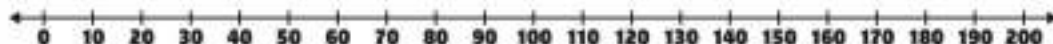
6) $70 + 85 =$ _____



7) $95 + 65 =$ _____



8) $135 + 45 =$ _____



Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Ones	Tens	Hun.
	3		
+	5		

	Ones	Tens	Hun.
	1	3	1
+	5	6	3

	Ones	Tens	Hun.
	7	4	2
+	2	3	5

	Ones	Tens	Hun.
	2	4	3
+	2	4	3

	Ones	Tens	Hun.
	0	9	6
+	0	9	3

	Ones	Tens	Hun.
	1	4	3
+	6	7	4

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

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

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

Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 52 \\ + 11 \\ \hline \end{array}$	2) $\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$	3) $\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$	4) $\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$	5) $\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$
6) $\begin{array}{r} 258 \\ + 241 \\ \hline \end{array}$	7) $\begin{array}{r} 267 \\ + 217 \\ \hline \end{array}$	8) $\begin{array}{r} 736 \\ + 243 \\ \hline \end{array}$	9) $\begin{array}{r} 525 \\ + 212 \\ \hline \end{array}$	10) $\begin{array}{r} 332 \\ + 351 \\ \hline \end{array}$
11) $\begin{array}{r} 3122 \\ + 1615 \\ \hline \end{array}$	12) $\begin{array}{r} 5136 \\ + 3650 \\ \hline \end{array}$	13) $\begin{array}{r} 762 \\ + 1252 \\ \hline \end{array}$	14) $\begin{array}{r} 252 \\ + 5362 \\ \hline \end{array}$	15) $\begin{array}{r} 4614 \\ + 5362 \\ \hline \end{array}$

Word Problems

Answer the questions below.

1) Lily and her two friends went to the aquarium. Lily saw 123 colorful fish, her first friend saw 234 fish, and her second friend saw 341 fish. How many fish did they see in total?

2) During a charity run, three runners fundraised and were able to donate \$1207, \$2532, and \$5110, respectively. How much money will be donated in total by these three runners?

Addition Word Problems – No Regrouping

Questions

Solve the problems below

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



2) Spencer had \$4 123 in his bank account. He won \$1 247 in a raffle. How much does he have now?



3) Rob loves to drink juice. Today he drank 1 645mL of orange juice and 3 358mL of apple juice. How much total juice did Rob drink?



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



Regrouping – Which is Equal?

Questions

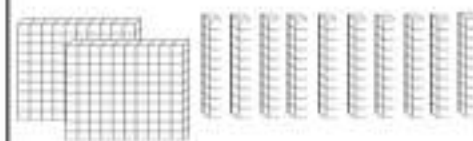
Which is equal to the picture? There may be more than one answer!



- a) 1 ten
- b) 1 ten
- c) 12 tens



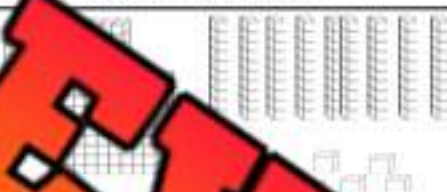
- a) 2 tens, 3 ones
- b) 3 tens, 3 ones
- c) 2 tens, 13 ones



- a) 2 hundreds, 10 tens
- b) 3 hundreds
- c) 12 tens



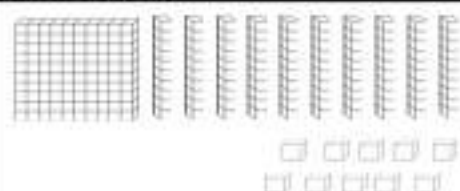
- a) 20 ones
- b) 1 ten, 10 ones
- c) 20 tens



- a) 2 hundreds, 11 tens
- b) 2 hundreds, 11 tens
- c) 3 hundreds



- a) 12 tens
- b) 20 ones
- c) 12 tens



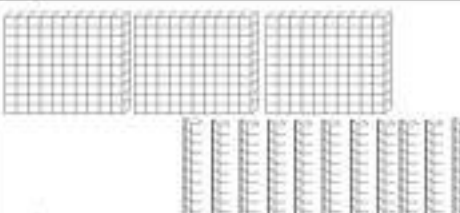
- a) 1 hundred, 11 tens
- b) 2 hundreds, 11 tens
- c) 30 tens



- a) 9 tens, 10 ones
- b) 1 hundred
- c) 10 tens



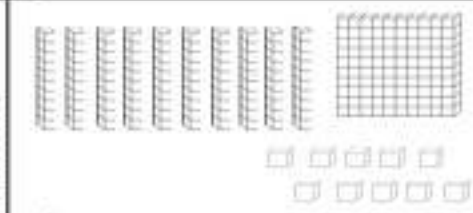
- a) 14 tens
- b) 1 ten, 4 ones
- c) 14 ones



- a) 41 tens
- b) 41 hundreds
- c) 4 hundreds, 1 ten



- a) 10 tens
- b) 1 hundred, 1 tens
- c) 11 tens



- a) 20 tens
- b) 1 hundred, 11 tens
- c) 210 ones

Adding Base Ten Blocks – Regrouping

Questions

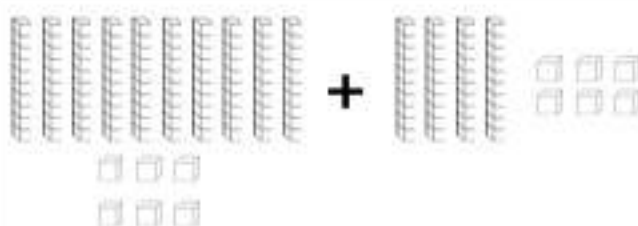
Add up the base ten blocks



+



$$20 + 17 = 37$$



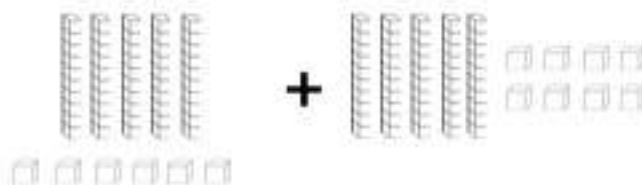
+

$$80 + 17 = \underline{\hspace{2cm}}$$



+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

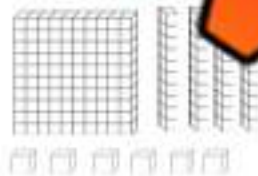


+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



+



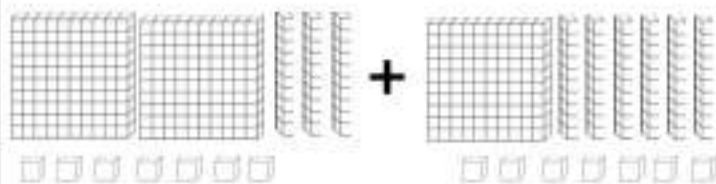
+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

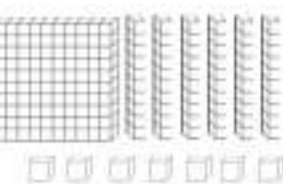


+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

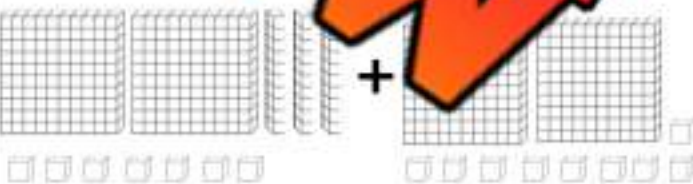


+



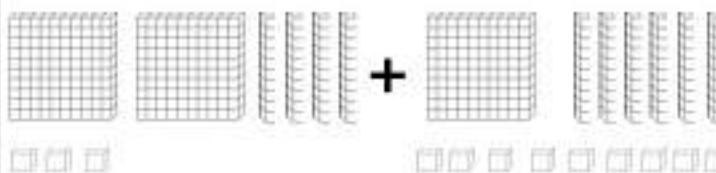
+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

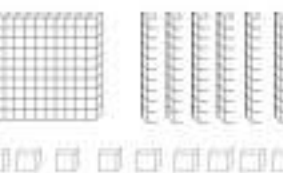


+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

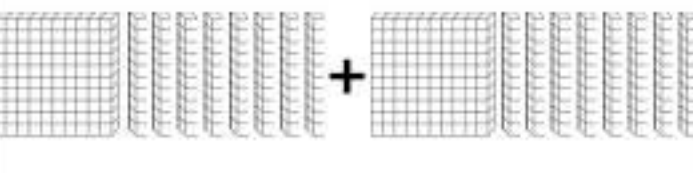


+



+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



+

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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



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

$$\begin{array}{r} 2.3 + 1.4 \\ 0.4 = 0.7 \\ 2 + 1 = 3 \\ 3 + 0.7 = 3.7 \end{array}$$

$$2.3 + 4.1$$

$$5.8 + 6.1$$

$$12.4 + 6.5$$

$$13.4 + 4.2$$

$$16.51$$

$$27.3 + 6.7$$

$$24.25 + 11.63$$

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



$$\begin{aligned}5.5 + 3.7 \\5.5 + 3 = 8.5 \\8.5 + 0.7 = 9.2\end{aligned}$$

$$3.3 + 2.4$$

$$3.3 + 2 = 5.3$$

$$5.3 + 0.4 = 5.7$$

$$1.5 + 3.3$$

$$4.5 +$$

$$14.4 + 5.5$$

$$18.5 + 10.7$$

$$23$$

$$24.52 + 10.23$$

$$25.44 + 3.53$$

Name: _____

62

Curriculum Connection
N.11

Adding Decimals – Tenths

Questions

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

36

$0.3 + 0.1 = \underline{\quad}$

$0.6 + 0.1 = \underline{\quad}$

$0.7 + 0.2 = \underline{\quad}$

$0.3 + 0.3 = \underline{\quad}$

$0.6 + 0.2 = \underline{\quad}$

$0.8 + 0.1 = \underline{\quad}$

$0.3 + 0.1 = \underline{\quad}$

$0.6 + 0.3 = \underline{\quad}$

$0.4 + 0.4 = \underline{\quad}$

$0.5 + 0.2 = \underline{\quad}$

$0.3 + 0.2 = \underline{\quad}$

$0.7 + 0.2 = \underline{\quad}$

$0.5 + 0.5 = \underline{\quad}$

$0.7 + 0.3 = \underline{\quad}$

$0.8 + 0.1 = \underline{\quad}$

$0.4 + 0.6 = \underline{\quad}$

$0.9 + 0.1 = \underline{\quad}$

$0.6 + 0.5 = \underline{\quad}$

$0.7 + 0.2 = \underline{\quad}$

$0.5 + 0.4 = \underline{\quad}$

$0.8 + 0.3 = \underline{\quad}$

$0.9 + 0.2 = \underline{\quad}$

$0.6 + 0.7 = \underline{\quad}$

$0.5 + 0.9 = \underline{\quad}$

$0.8 + 0.4 = \underline{\quad}$

$0.9 + 0.4 = \underline{\quad}$

$0.7 + 0.7 = \underline{\quad}$

$0.8 + 0.7 = \underline{\quad}$

$0.6 + 0.8 = \underline{\quad}$

$0.9 + 0.5 = \underline{\quad}$

$0.8 + 0.8 = \underline{\quad}$

$0.9 + 0.9 = \underline{\quad}$

Name: _____

63

Curriculum Connection
N.11

Adding Decimals – Hundredths

Questions

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

36

$0.33 + 0.31 = \underline{\quad}$

$0.26 + 0.31 = \underline{\quad}$

$0.73 + 0.42 = \underline{\quad}$

$0.45 + 0.31 = \underline{\quad}$

$0.83 + 0.11 = \underline{\quad}$

$0.33 + 0.14 = \underline{\quad}$

$0.44 + 0.42 = \underline{\quad}$

$0.67 + 0.41 = \underline{\quad}$

$0.34 + 0.25 = \underline{\quad}$

$0.57 + 0.31 = \underline{\quad}$

$0.17 + 0.32 = \underline{\quad}$

$0.81 + 0.01 = \underline{\quad}$

$0.91 + 0.10 = \underline{\quad}$

$0.63 + 0.53 = \underline{\quad}$

$0.74 + 0.24 = \underline{\quad}$

$0.85 + 0.35 = \underline{\quad}$

$0.93 + 0.26 = \underline{\quad}$

$0.65 + 0.77 = \underline{\quad}$

$0.81 + 0.45 = \underline{\quad}$

$0.94 + 0.34 = \underline{\quad}$

$0.74 + 0.57 = \underline{\quad}$

$0.68 + 0.82 = \underline{\quad}$

$0.49 + 0.75 = \underline{\quad}$

$0.82 + 0.84 = \underline{\quad}$

Adding Decimals – Hundredths – No Regrouping**Questions**

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 51.32 \\ + 12.25 \\ \hline \end{array}$	2) $\begin{array}{r} 25.63 \\ + 31.14 \\ \hline \end{array}$	3) $\begin{array}{r} 14.32 \\ + 21.67 \\ \hline \end{array}$	4) $\begin{array}{r} 41.22 \\ + 43.13 \\ \hline \end{array}$	5) $\begin{array}{r} 35.75 \\ + 54.20 \\ \hline \end{array}$
6) $\begin{array}{r} 32.71 \\ + 24.22 \\ \hline \end{array}$	7) $\begin{array}{r} 22.47 \\ + 22.47 \\ \hline \end{array}$	8) $\begin{array}{r} 72.52 \\ + 23.33 \\ \hline \end{array}$	9) $\begin{array}{r} 31.25 \\ + 21.12 \\ \hline \end{array}$	10) $\begin{array}{r} 23.62 \\ + 23.24 \\ \hline \end{array}$
11) $\begin{array}{r} 62.62 \\ + 22.33 \\ \hline \end{array}$	12) $\begin{array}{r} 44.29 \\ + 12.60 \\ \hline \end{array}$	13) $\begin{array}{r} 23.62 \\ + 14.36 \\ \hline \end{array}$	14) $\begin{array}{r} 4.36 \\ + 14.36 \\ \hline \end{array}$	15) $\begin{array}{r} 31.25 \\ + 11.53 \\ \hline \end{array}$

Word Problems

Answer the questions below.

1) Sara made 12.75 litres of lemonade on Monday and 13.20 litres on Tuesday. How much lemonade did she make in total?

2) In his first race, Jake finished with a time of 37.56 seconds. His second race was even faster, at 31.33 seconds. What was his total time for both races?

Adding Measurements – Decimals – No Regrouping**Questions**

Add the measurements below

1) Jayden jumped 2.5 metres in his first jump and 2.3 metres in his second jump. How many total metres did he jump?



2) Luca drove 8.4 km to a gas station and got gas. Then he drove 25.6 more kilometres to home. How many total kilometres did he drive?



3) Dan has one pencil that is 9.3 cm and another pencil that is 6.2 cm. How long are both pencils together?



4) Nova bought 2 brownies. One brownie was 12.6 grams. The other brownie was 10.3 grams. How many total grams did the brownies weigh?



Adding Decimals – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tenths	Ones	Tens	Hun.
	3		5	
+				

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

	Tenths	Ones	Tens	Hun.
	4	6	3	7
+	2	7	2	2

	Tenths	Ones	Tens	Hun.
	0	4	4	3
+	0	1	7	1

	Tenths	Ones	Tens	Hun.
	7	5	2	4
+	6	3	5	9

	Tenths	Ones	Tens	Hun.
	6	8	2	
+	4	0	6	6

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

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

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

Adding Decimals – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

1) $\begin{array}{r} 73.72 \\ + 15.53 \\ \hline \end{array}$	2) $\begin{array}{r} 35.46 \\ + 43.73 \\ \hline \end{array}$	3) $\begin{array}{r} 34.94 \\ + 22.33 \\ \hline \end{array}$	4) $\begin{array}{r} 52.53 \\ + 14.52 \\ \hline \end{array}$	5) $\begin{array}{r} 24.57 \\ + 52.72 \\ \hline \end{array}$
6) $\begin{array}{r} 26.44 \\ + 17.34 \\ \hline \end{array}$	7) $\begin{array}{r} 52.14 \\ + 26.31 \\ \hline \end{array}$	8) $\begin{array}{r} 48.26 \\ + 27.63 \\ \hline \end{array}$	9) $\begin{array}{r} 56.57 \\ + 49.22 \\ \hline \end{array}$	10) $\begin{array}{r} 38.34 \\ + 58.52 \\ \hline \end{array}$
11) $\begin{array}{r} 292.67 \\ + 125.33 \\ \hline \end{array}$	12) $\begin{array}{r} 474.21 \\ + 353.52 \\ \hline \end{array}$	13) $\begin{array}{r} 583.37 \\ + 491.14 \\ \hline \end{array}$	14) $\begin{array}{r} 12.52 \\ + 742.41 \\ \hline \end{array}$	15) $\begin{array}{r} 742.41 \\ + 721.32 \\ \hline \end{array}$

Word Problems

Answer the questions below.

1) A bag of apples weighs 325.85 grams, and a bag of oranges weighs 587.95 grams. What is the total weight of both bags together?

2) A classroom was being painted in sections. The first section took 312.30 millilitres of paint and the second section took 291.89 millilitres. How much paint was used in total?

Adding Measurements – Decimals – Regrouping**Questions**

Add the measurements below

1) Stacy has two bottles of juice. One bottle is 1.8 L and the other bottle is 4.7 L. How many total litres of juice does she have?



2) A box of cookies is 150 g. How many total grams are in two boxes of cookies?



3) Nora ran 12.8 km yesterday and 14.9 km today. How many kilometres did she run?



4) Rowan ran two 400 m races. She ran 58.8 seconds in her first race and 56.5 seconds in her second race. How long did it take her to run both races?



Exit Cards

Cut Out

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

Name: _____

Solve the problems below:

a)

b) Noah ran for 42.6 seconds in one race and 39.7 seconds in another race. How long did both races take in total?

Name: _____

Solve the problems below:

a)

$$\begin{array}{r} 742.41 \\ + 821.74 \\ \hline \end{array}$$

b) Noah ran for 42.6 seconds in one race and 39.7 seconds in another race. How long did both races take in total?

Name: _____

Solve the problems below:

a)

$$\begin{array}{r} 742.41 \\ + 821.74 \\ \hline \end{array}$$

b) Noah ran for 42.6 seconds in one race and 39.7 seconds in another race. How long did both races take in total?

Name: _____

Solve the problems below:

a)

$$\begin{array}{r} 742.41 \\ + 821.74 \\ \hline \end{array}$$

b) Noah ran for 42.6 seconds in one race and 39.7 seconds in another race. How long did both races take in total?

Subtraction Mental Math – Counting Back

Directions:

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



$18 - 5 = \underline{\hspace{2cm}}$

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

$22 - 4 = \underline{\hspace{2cm}}$

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

$27 - 7 = \underline{\hspace{2cm}}$

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

$43 - 9 = \underline{\hspace{2cm}}$

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

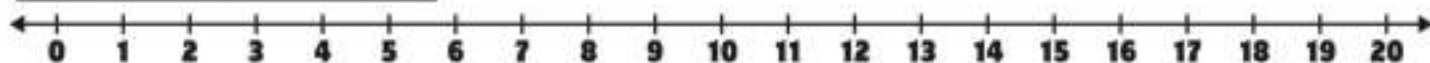
$72 - 4 = \underline{\hspace{2cm}}$

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

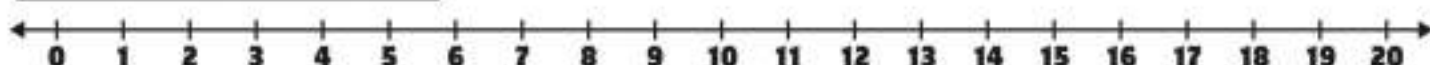
$93 - 6 = \underline{\hspace{2cm}}$

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

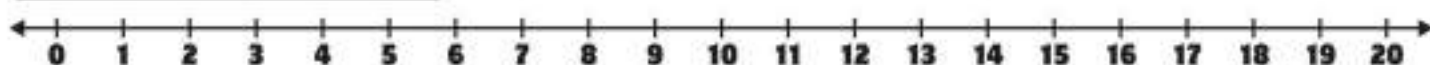
$17 - 6 = \underline{\hspace{2cm}}$



$15 - 4 = \underline{\hspace{2cm}}$



$20 - 8 = \underline{\hspace{2cm}}$



Subtraction Mental Math – Counting Up

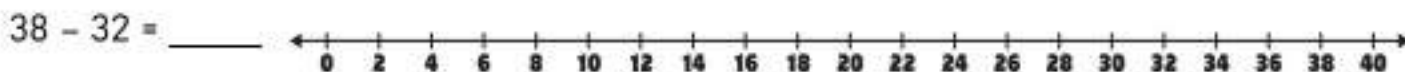
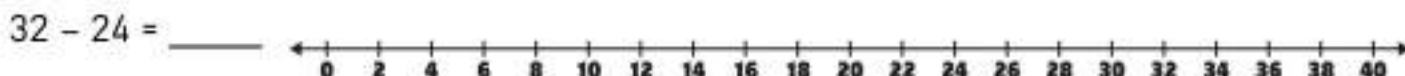
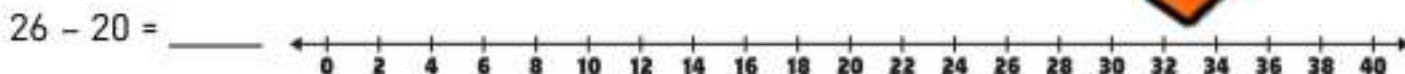
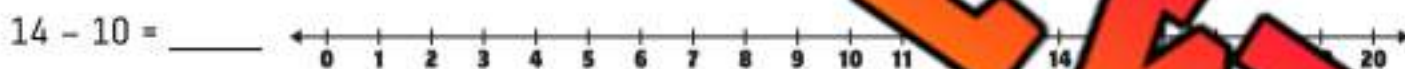
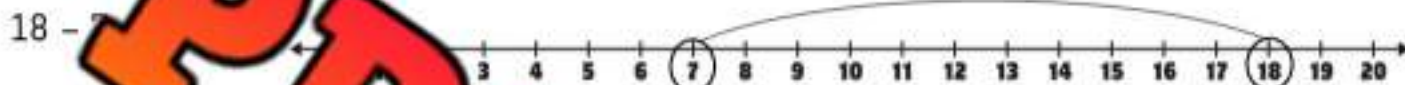
Background – Subtraction is simply finding the difference between two numbers

Directions

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



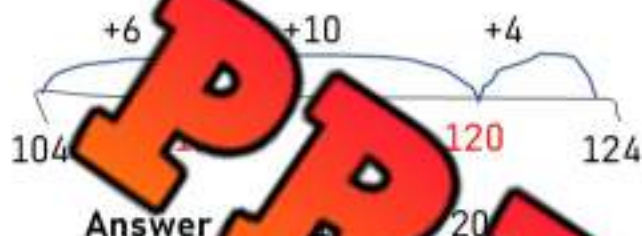
Difference = 11



Subtraction Mental Math – Counting Up**Directions:**

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

$124 - 104$



$256 - 235$

$243 - 215$

$254 - 240$

$377 - 354$

$382 - 360$

$783 - 713$

$852 - 822$

Mental Math Strategy – Subtracting in Chunks

Directions

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



$$124 - 115$$

$$124 - 100 = 24$$

$$24 - 10 = 14$$

$$14$$

$$256 - 145$$

$$243 - 138$$

$$264 - 142$$

$$357 - 234$$

$$2$$

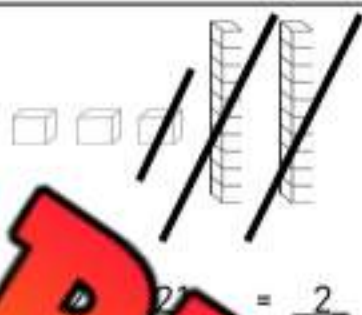
$$753 - 323$$

$$873 - 562$$

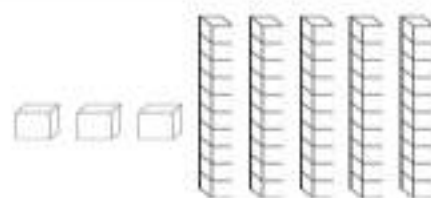
Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



$$27 - 25 = 2$$



$$53 - 12 = \underline{\quad}$$



$$35 - 15 = \underline{\quad}$$



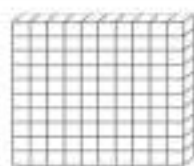
$$46 - 12 = \underline{\quad}$$



$$63 - 11 = \underline{\quad}$$



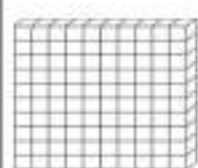
$$86 - 12 = \underline{\quad}$$



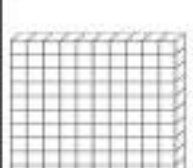
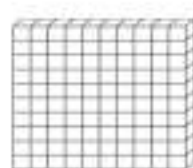
$$178 - 110 = \underline{\quad}$$



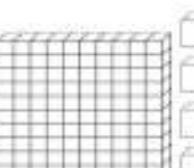
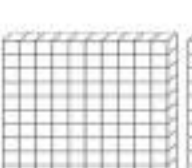
$$134 - 120 = \underline{\quad}$$



$$223 - 103 = \underline{\quad}$$



$$325 - 215 = \underline{\quad}$$



Subtraction – No Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below

1)
$$\begin{array}{r} 53 \\ - 12 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 35 \\ - 14 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 45 \\ - 23 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 39 \\ - 15 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 64 \\ - 40 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 274 \\ - 234 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 788 \\ - 224 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 558 \\ - 223 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 275 \\ - 121 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 6632 \\ - 6422 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 5436 \\ - 3320 \\ \hline \end{array}$$

13)
$$\begin{array}{r} 52737 \\ - 3321 \\ \hline \end{array}$$

15)
$$\begin{array}{r} 4344 \\ - 3231 \\ \hline \end{array}$$

Word Problems

Answer the questions below.

1) Jade had \$5,578 saved up for a new car. She spent \$2,456 on a down payment. How much money does Jade have left?

2) A farmer harvested 8,888 apples from his orchard. He sold 3,333 apples at the local market. How many apples does he have left?

Subtraction Word Problems – No Borrowing

Questions

Solve the problems below

1) Rachel needs 8 350 points to get to the next level of her video game. As of now, she has 5 240 points. How many more points does she need to reach the next level?



2) Sam had \$_____ for necessity. In her first year, she spent \$6 245. How much does she have left?

3) A transport driver is 2 483 km away from home. They have 42 km towards home. How far are they from home now?



4) Lucas took 9 789 steps yesterday and 7 452 steps today. How many more steps did he take yesterday?

Subtraction – Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1)
$$\begin{array}{r} 26 \\ - 17 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 35 \\ - 17 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 51 \\ - 18 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 571 \\ - 438 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 615 \\ - 334 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 837 \\ - 128 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 1\ 318 \\ - 1\ 226 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 4\ 556 \\ - 3\ 438 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 44 \\ - 37 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 5\ 135 \\ - 3\ 556 \\ \hline \end{array}$$

Word Problems

Answer the questions below.

1) Lisa ran 9 000 meters in a marathon. After a while, she had only 5 678 meters left to run. How many meters had she run already?

2) A candy shop had 8,560 pieces of candy. After a big sale, there were 3,286 pieces left. How many pieces of candy were sold?

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

$$7.6 - 2.4$$

$$+ 4$$

$$0.6$$

2.4

7

7.6

Answer = 0.2

$$5.5 - 2.3$$

$$9.4 - 7.5$$

$$12.5 - 10.9$$

$$.6$$

$$24.3 - 12.9$$

$$35.4 - 30.3$$

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

$$\begin{aligned}6.3 - 3.5 \\6.3 - 3 &= 3.3 \\3.3 - 0.5 &= 2.8\end{aligned}$$

$$\begin{aligned}4.6 - 2.4 \\4.6 - 2 &= 2.6 \\0.6 &= 2.2\end{aligned}$$

$$4.5 - 3.3$$

$$9.5 -$$

$$14.4 - 7.5$$

$$15.5 - 10.9$$

$$2.6$$

$$48.3 - 11.8$$

$$52.6 - 30.3$$

Subtracting Decimals – Hundredths – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

Hun.	Tenths	Ones	Tens
5	5	6	
	3		

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

Hun.	Tenths	Ones	Tens
9	7	8	7
	4	6	1

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

Hun.	Tenths	Ones	Tens	Hun.
9	2	4	4	4
	3	2	3	3

Hun.	Tenths	Ones	Tens	Hun.
7	7	9	4	7
	5	8	2	2

Hun.	Tenths	Ones	Tens	Hun.
4	0	4	6	8
	0	2	2	1

Hun.	Tenths	Ones	Tens	Hun.
7	3	5	2	6
	2	0	2	3

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

Subtracting Decimals – Hundredths – No Borrowing**Questions**

Use the standard algorithm to solve the subtraction problems below

1)
$$\begin{array}{r} 55.75 \\ - 12.52 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 45.68 \\ - 32.44 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 34.98 \\ - 23.73 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 45.47 \\ - 43.33 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 65.56 \\ - 54.01 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 36.79 \\ - 24.24 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 56.66 \\ - 22.37 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 76.85 \\ - 23.32 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 337.35 \\ - 114.33 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 448.84 \\ - 336.02 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 762.66 \\ - 422.35 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 434.98 \\ - 122.63 \\ \hline \end{array}$$

13)
$$\begin{array}{r} 27.66 \\ - 134.38 \\ \hline \end{array}$$

15)
$$\begin{array}{r} 351.96 \\ - 121.52 \\ \hline \end{array}$$

Word Problems

Answer the questions below.

1) At the aquarium, Noah observed 47.85 litres in the first tank and 29.36 litres in the second tank. How much less water does the second tank have compared to the first?

2) In science class, a student needs 250.75 milliliters of water for an experiment. If there are only 189.30 milliliters in the beaker, how much more water is needed?

Subtracting Measurements – Decimals – No Regrouping**Questions**

Subtract the measurements below

1) Liam has a piece of wood that is 15.7 cm long. He cuts 12.3 cm of the wood and screws it to his fence. How much of the piece of wood is left?



2) Molly ran 4.2 km. She ran 1.8 km. How much further did Molly run?



3) Atlas made a loaf of bread that weighed 78.5 grams. He ate 46.0 grams of it. How many grams did the bread weigh now?



4) Logan had a drink that was 187.5 mL. He drank 82.3 mL. How much of his drink is left?



Exit Cards

Cut Out

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

Name: _____

Solve the problems below:

a)

b) A bag of sugar weighs 65.9 grams. Emma used 23.4 grams. How many grams are left?

Name: _____

Solve the problems below:

a)

$$\begin{array}{r} 742.97 \\ - 521.74 \\ \hline \end{array}$$

b) A bag of sugar weighs 65.9 grams. Emma used 23.4 grams. How many grams are left?

Name: _____

Solve the problems below:

a)

$$\begin{array}{r} 742.97 \\ - 521.74 \\ \hline \end{array}$$

b) A bag of sugar weighs 65.9 grams. Emma used 23.4 grams. How many grams are left?

Name: _____

Solve the problem

a)

$$\begin{array}{r} 742.97 \\ - 521.74 \\ \hline \end{array}$$

b) A bag of sugar weighs 65.9 grams. Emma used 23.4 grams. How many grams are left?

Subtracting Decimals – Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

1) $\begin{array}{r} 73.7 \\ - 15.5 \\ \hline \end{array}$	2) $\begin{array}{r} 75.47 \\ - 43.74 \\ \hline \end{array}$	3) $\begin{array}{r} 34.46 \\ - 22.63 \\ \hline \end{array}$	4) $\begin{array}{r} 52.54 \\ - 14.53 \\ \hline \end{array}$	5) $\begin{array}{r} 24.54 \\ - 12.72 \\ \hline \end{array}$
---	---	---	---	---

6) $\begin{array}{r} 26.27 \\ - 17.33 \\ \hline \end{array}$	7) $\begin{array}{r} 54.83 \\ - 18.34 \\ \hline \end{array}$	8) $\begin{array}{r} 48.25 \\ - 27.63 \\ \hline \end{array}$	9) $\begin{array}{r} 582.85 \\ - 556.24 \\ \hline \end{array}$	10) $\begin{array}{r} 797.28 \\ - 544.46 \\ \hline \end{array}$
---	---	---	---	--

11) $\begin{array}{r} 952.64 \\ - 245.37 \\ \hline \end{array}$	12) $\begin{array}{r} 757.23 \\ - 553.52 \\ \hline \end{array}$	13) $\begin{array}{r} 665.36 \\ - 323.54 \\ \hline \end{array}$	14) $\begin{array}{r} 568.45 \\ - 245.68 \\ \hline \end{array}$	15) $\begin{array}{r} 714.85 \\ - 321.31 \\ \hline \end{array}$
--	--	--	--	--

Word Problems

Answer the questions below.

1) The class collected \$695.99 for their field trip. After spending \$422.58 on bus rental, how much money is left for activities?

2) A theatre group had 173.75 meters of fabric. They used 139.58 meters for costumes. How much fabric remains?

Subtracting Measurements – Decimals – Regrouping**Questions**

Subtract the measurements below

1) A marathon is 42.2 km. Remi is running a marathon. He is done running 25.8 km. How much further does he need to run?



2) Steven bought a bag of chips that weighs 350.8 grams. He eats 187.4 grams. How many grams of chips are left?



3) A bathtub has 538.6 litres of water. If 147.8 litres are drained, how many litres are left in the bathtub?



4) Elliot is driving to a friend's who lives 249.4 km away. He has driven 195.8 km. How much further does he need to drive?



Naming Fractions

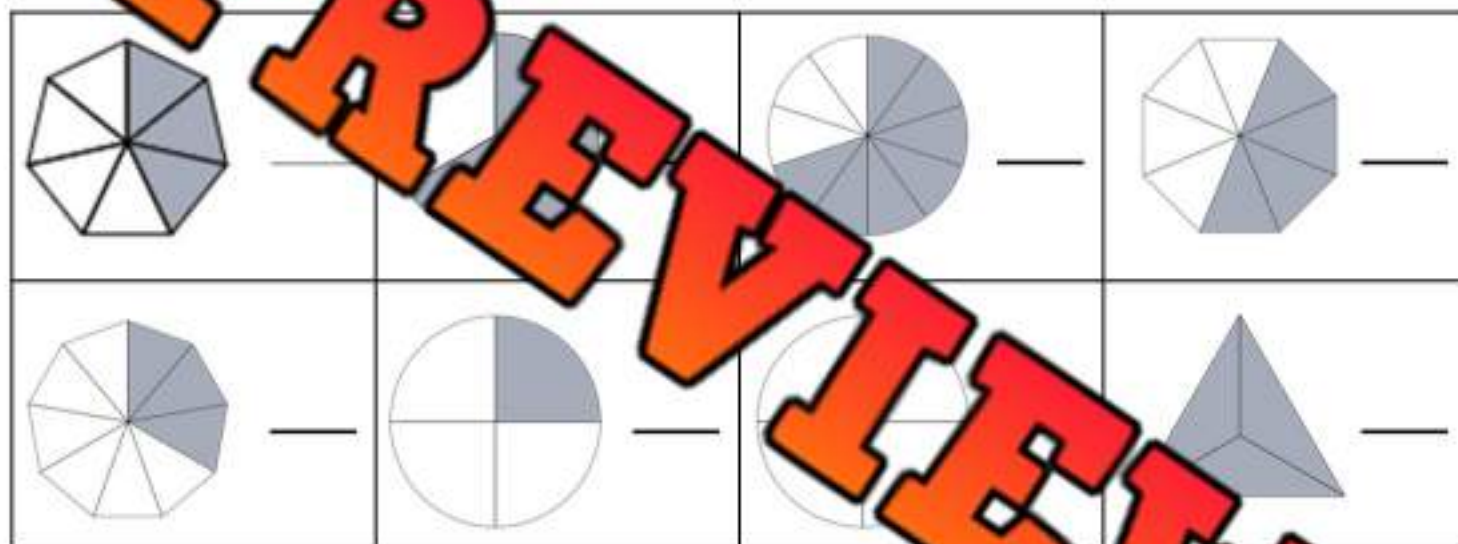
Fractions can also represent a part of a whole. It shows the relationship between the number of parts selected (numerator on top) and the total number of parts in one whole (denominator on the bottom).



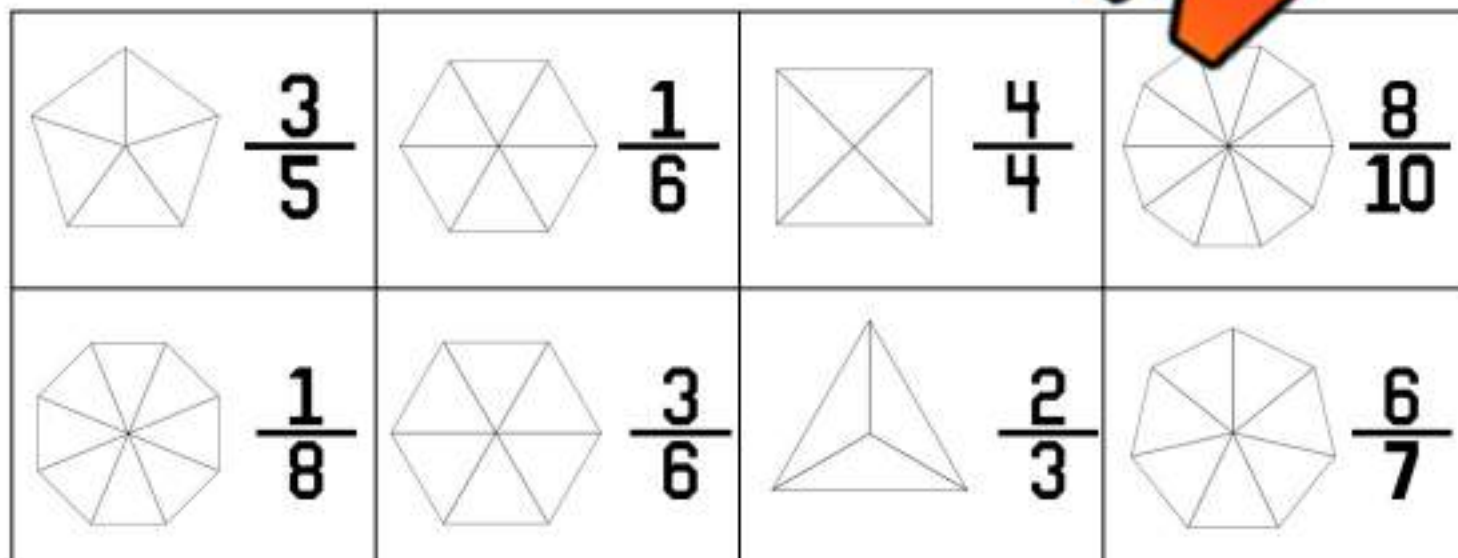
Example:

This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received $\frac{3}{5}$ of the pizza. You do not get the whole pizza, you are only getting part of the whole pizza.

Part 1 What fraction is shaded in on the images below?



Part 2 Read the fraction and draw the shaded in value on the shape below.



Equivalent Fractions

Equivalent fractions are fractions that have the same value. Visualize this... Your family orders large 2 pizzas. The first one is cut into only 4 pieces. The second is cut into 8 pieces. There are only 4 people in your family and everyone gets an equal amount of pizza. How many slices of each pizza will you get?



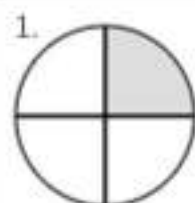
Pizza 1



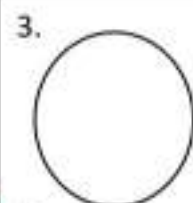
Pizza 2

For pizza 1, you would get $\frac{4}{8}$ slices of pizza. In pizza 2, you would get $\frac{2}{4}$ slices of pizza. In both cases, you are getting the **same** amount of pizza. That is because $\frac{4}{8}$ is an equivalent fraction to $\frac{2}{4}$.

Part 1: Draw a circle and indicate if the fractions are equivalent or not.

 $\frac{1}{4}$  $\frac{3}{6}$

Not Equivalent

 $\frac{2}{6}$

3

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

Part 2: Write equivalent fractions for the following fractions

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

2. $\frac{1}{3}$

3. $\frac{1}{4}$

Comparing Common Denominators

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

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

**Part 1**Compare the fractions using $<$ $>$ $=$

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

Part 2

Put the fractions in order from least to greatest

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

Part 3

Answer the word problem below

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

Comparing Benchmark Fractions - Halves

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

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

Part 1

Circle the fractions that are a half

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

Part 2

Circle the fractions that are larger than a half

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

Part 3

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

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

Part 4

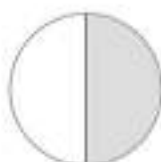
Answer the word problem below

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

Ordering and Comparing Fractions

We know that fractions are numbers, which means we can compare and order fractions. Just like 5 is larger than 1, we can figure out if $\frac{1}{4}$ is larger than $\frac{1}{2}$. The easiest way is to draw both fractions using the same size whole.

Example:


 $\frac{1}{4}$


Remember, the shark > eats the bigger number.

Part 1: Draw a circle and then indicate which fraction is larger or if they are equal < = >. The number is drawn in the circle.

1.



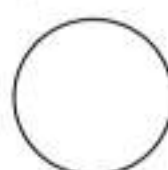
<


 $\frac{1}{4}$

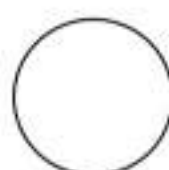
<

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

3.



—


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

4.

 $\frac{5}{7}$

 $\frac{4}{6}$
 $\frac{5}{7}$

—

 $\frac{4}{6}$

5.

 $\frac{1}{3}$

 $\frac{7}{8}$
 $\frac{1}{3}$

—

 $\frac{7}{8}$
 $\frac{1}{2}$
 $\frac{3}{6}$
 $\frac{1}{2}$

—

Part 2: Use your illustrations above to put the following fractions in order from **least** to **greatest**. If two fractions are equal, it doesn't matter which one you put first.

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

Place Value Using Decimals

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

PLACE VALUE

3	3	6	.	5	8	
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths

Part 1

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

1) 5 <u>2</u> 00.32	2) <u>3</u> 56.44	3) 3 542. <u>4</u> 7	4) 2 314.68
5) 4 326. <u>4</u> 3	6) 8 264. <u>7</u> 3	7) <u>7</u> 45.2	8) 7 356. <u>4</u> 7
9) 3 102. <u>5</u> 2	10) 6 113. <u>7</u> 1	11) <u>1</u> 23.5	12) 3 374. <u>4</u> 4

Part 2

Fill in the place value table for the numbers below

1) 7 862.55

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

2) 2 383.39

				.		
Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredth

Converting Fractions and Decimals

**Part 1**

Fill in the table with the converted decimal and fraction

Fraction	Decimal
$\frac{1}{10}$	
$\frac{2}{10}$	.2
$\frac{5}{10}$	
$\frac{6}{10}$	
$\frac{7}{10}$	
$\frac{8}{10}$	
$\frac{9}{10}$	
$\frac{10}{10}$	
$\frac{1}{100}$	

Fraction	Decimal
$\frac{1}{10}$	0.1
	0.2
	0.3
	0.4
	0.5
	0.6
	0.7
	0.8
	0.9
	1.0

Part 2

Convert the following fractions and decimals

0.5 = /10	0.1 = /10	0.2 = /10	0.8 = /10
$\frac{6}{10}$ =	$\frac{4}{10}$ =	$\frac{3}{10}$ =	$\frac{9}{10}$ =
$\frac{37}{100}$ =	$\frac{52}{100}$ =	0.80 =	0.70 =

Exit Cards

Cut Out

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100 78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

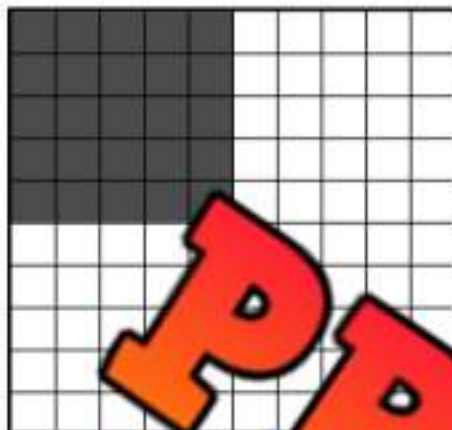
Convert the following fractions and decimals.

0.42 = /100 78/100 =

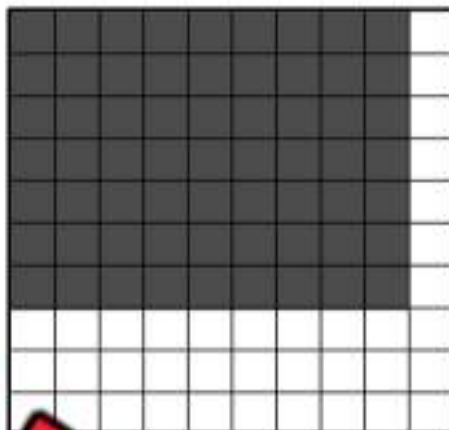
Fractions and Decimals

Part 1

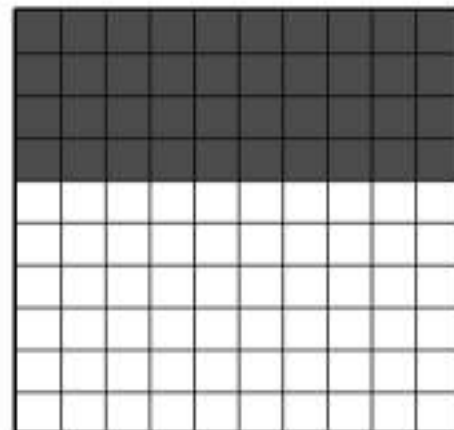
What fraction and decimal of the array is shaded in?



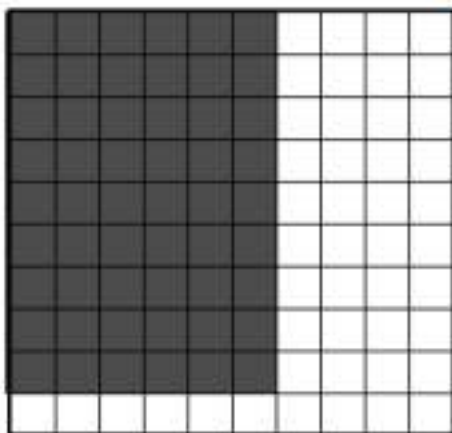
Fraction	Decimal



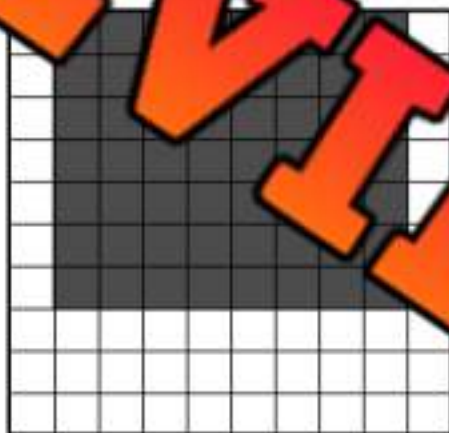
Fraction	Decimal



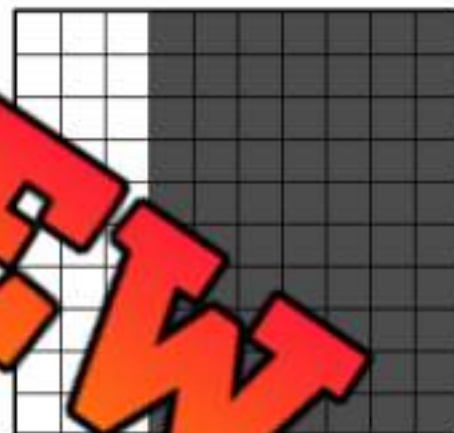
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

Part 2

Answer the word problems below

- 1) Daniel got 79 out of 100 on his math test. What is the fraction and decimal for his test mark?
- 2) Beth scored 20 out of 50 of her three-point shots. What was her three-point fraction and decimal for her three-point shots?

Comparing Decimals

Part 1

Compare the following numbers

1) 0.5 0.2	2) 0.3 0.4	3) 0.8 0.6
4) 1.0 0.9	5) 1.3 0.8	6) 0.8 0.5
7) 1.9 2.1	8) 15.3 20.1	9) 30.3 25.9
10) 47.12 33.53	11) 75.3 75.3	12) 77.99 77.92
13) 132.22 132.65	14) 155.36 155.36	15) 454.71 454.71

Part 2

Compare the following numbers

- 1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?
- 2) LeBron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?
- 3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?



Ordering Decimals

0.2, 0.1, 0.5, 0.4, 0.9

Least to Greatest

0.1, 0.2, 0.4, 0.5, 0.9

15.2, 10.3, 7.9, 18.5

Greatest to Least

18.5, 15.2, 10.3, 7.9

Part 1Order the numbers below from least to greatest

0.9, 0.5, 0.2

0.8, 0.9, 0.2, 0.4

0.8, 0.1

1.34, 2.29, 1.55, 2.42

10.43, 10.93, 21.45, 22.62

24, 53.24, 34.18, 48.42

Part 2Order the numbers below from greatest to least

0.2, 0.6, 0.3, 0.1

0.5, 0

1.3, 1.9, 1.5, 1.1

2.14, 2.92, 1.35, 1.42

13.54, 12.69, 10.45, 15.33

20.26, 17.63, 19.45, 18.61

Skip Counting Decimals Using Cents

Questions

Count the money and write down the total in dollars - decimals

1)



\$ 0. ____

2)



\$ 0. ____

3)



\$. ____

4)



\$. ____

5)



\$. ____

6)



\$. ____

7)



\$. ____

Multiplication – Repeated Addition

Part 1

Fill in the blanks below

1) $2 + 2 + 2 + 2 = 8$

$4 \times 2 = 8$

4 groups of 2

2) $5 + 5 + 5 = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$

3) $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$

4) $8 + 8 + 8 = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$

5) $3 + 3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$

6) $1 + 1 + 1 + 1 + 1 + 1 + 1 = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$

7) $6 + 6 + 6 + 6 = \underline{\hspace{2cm}}$

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

 $\underline{\hspace{2cm}}$ groups of $\underline{\hspace{2cm}}$ **Part 2**

Answer the question below

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

Addition Sentence - $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Multiplication Equation - $\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Therefore, Billy $\underline{\hspace{2cm}}$

Number Line Multiplication – Repeated Addition

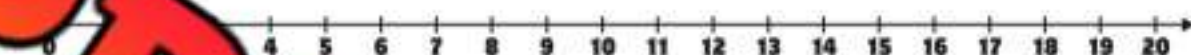
Questions

Fill in the blanks below

1) $3 \times 3 = 9$



2) $5 \times 4 =$



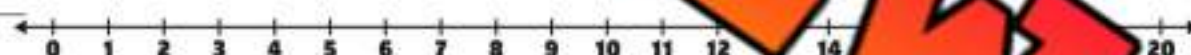
3) $4 \times 4 =$



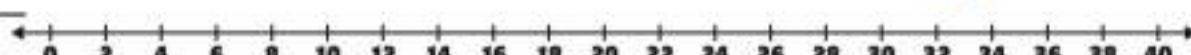
4) $6 \times 3 =$



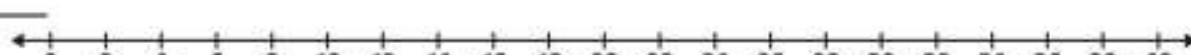
5) $2 \times 9 =$



6) $4 \times 8 =$



7) $10 \times 4 =$



8) $4 \times 6 =$



Word Problem: Repeated Addition

Questions

Solve the word problems below



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

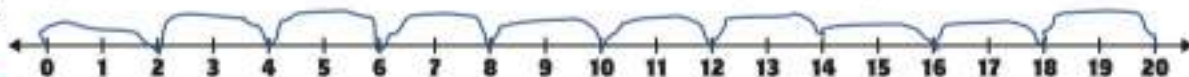
Number Line Division – Repeated Subtraction

Questions

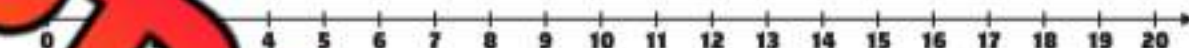
Use repeated subtraction to find the answer

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

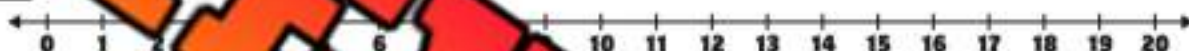
1) $20 \div 2 = 10$



2) $15 \div 5 =$ _____



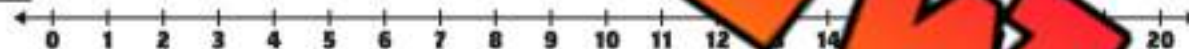
3) $10 \div 5 =$ _____



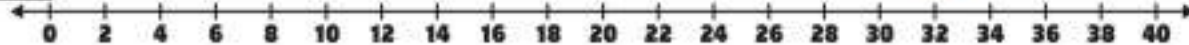
4) $18 \div 6 =$ _____



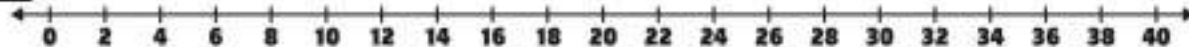
5) $12 \div 3 =$ _____



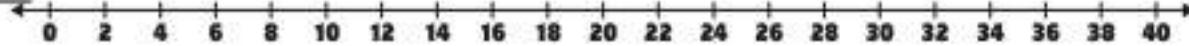
6) $30 \div 10 =$ _____



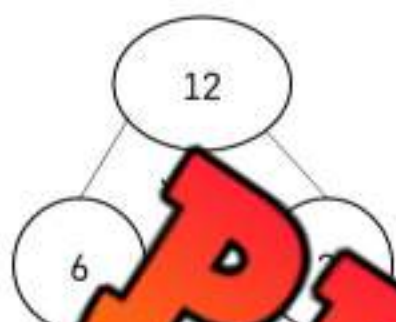
7) $32 \div 4 =$ _____



8) $36 \div 6 =$ _____



Multiplication and Division

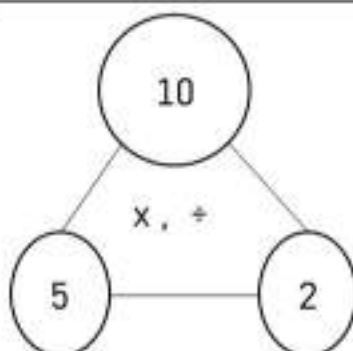
QuestionsInvestigate the relationship between multiplication and division

$6 \times 2 = 12$

$2 \times 6 = 12$

$12 \div 6 = 2$

$12 \div 2 = 6$

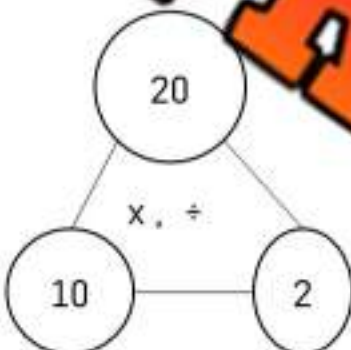


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

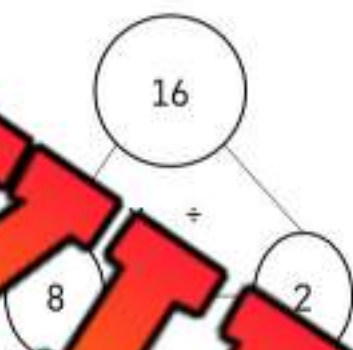


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

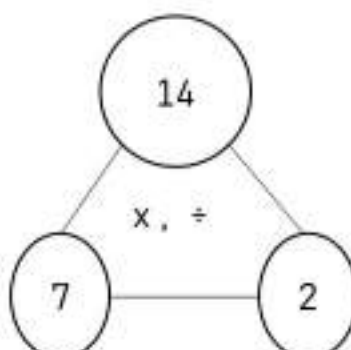


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

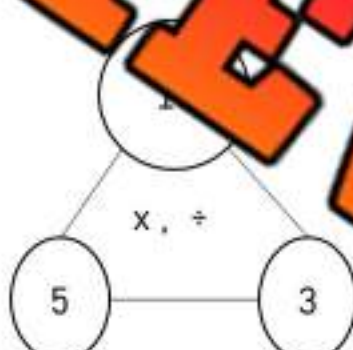


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

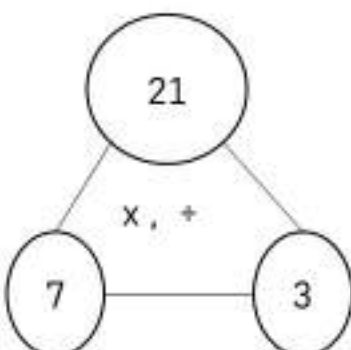


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

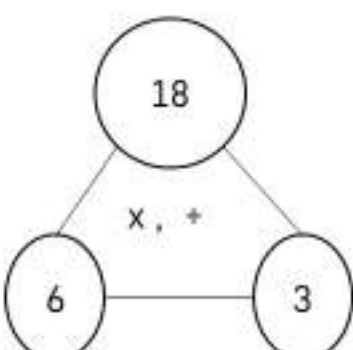


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$



$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

Word Problems: Multiplication Using Arrays

Questions

Solve the word problems below

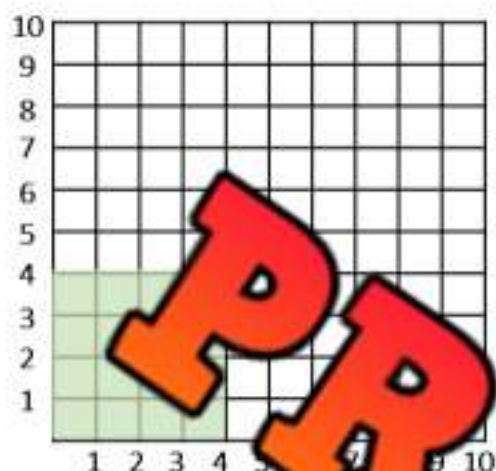


	Word Problems for Arrays in Multiplication	Array
1	Alice is arranging her toy cars in rows. She places 5 cars in each row and makes 3 rows. How many toy cars does Alice have in total? Try drawing this using an array.	
2	Ben needs to display his rock collection. He has 24 rocks and wants to arrange them in 4 rows with 6 rocks in each row. How many rocks does he have? Draw an array to show how many rocks he has by drawing an array.	
3	In the school cafeteria, there are 12 trays on each shelf, and there are 2 shelves. How many trays are there altogether? Draw an array to show how many trays are on the shelves.	
4	Daisy is planting flowers in her garden in a pattern. She plants 4 flowers in each row and makes 5 rows. Draw an array to find out how many flowers Daisy plants in her garden.	
5	Evan is organizing his books on shelves. If he puts 8 books on each shelf and has 3 shelves, how many books does Evan have? Make an array to solve this.	
6	For a bake sale, Fiona prepares cookies and places them in boxes. Each box holds 5 cookies and she prepares 6 boxes. How many cookies did Fiona prepare? Draw an array to represent the cookies in boxes.	

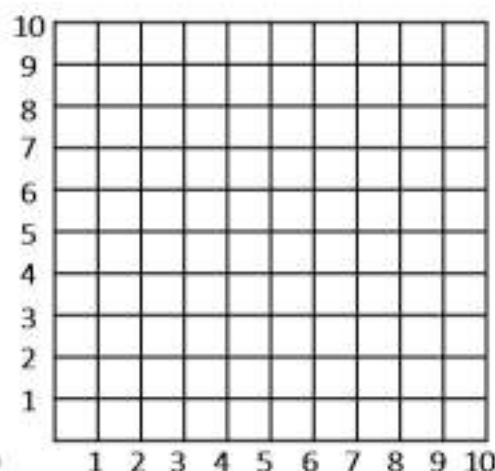
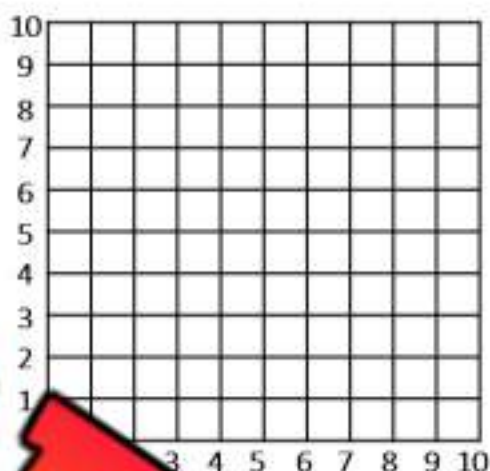
Multiplication - Arrays

Instructions

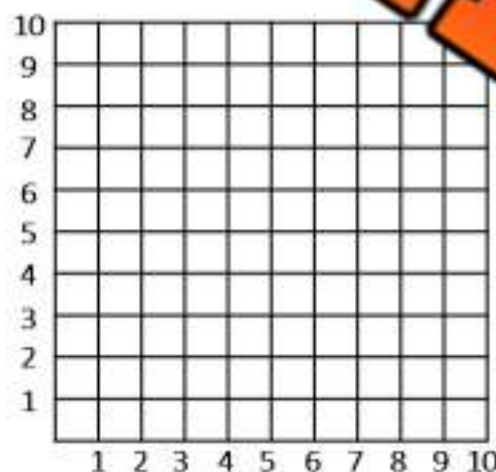
Shade in the arrays using the table. Answer the questions below



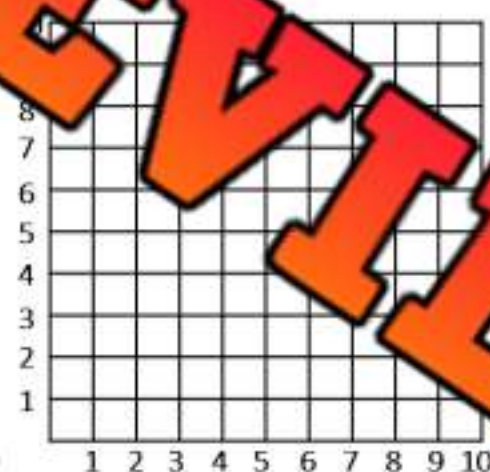
$4 \times 4 = \underline{\hspace{2cm}}$



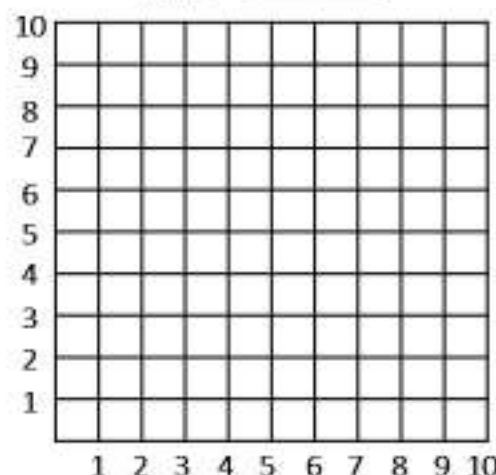
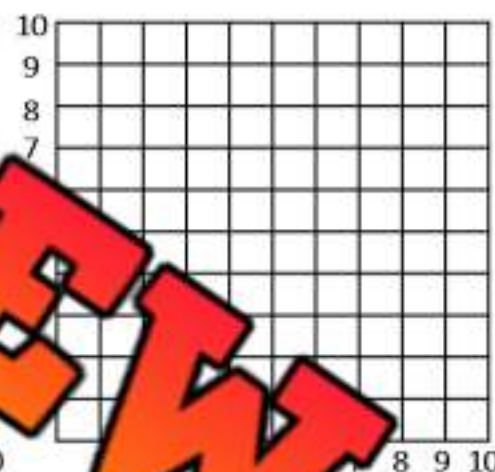
$7 \times 7 = \underline{\hspace{2cm}}$



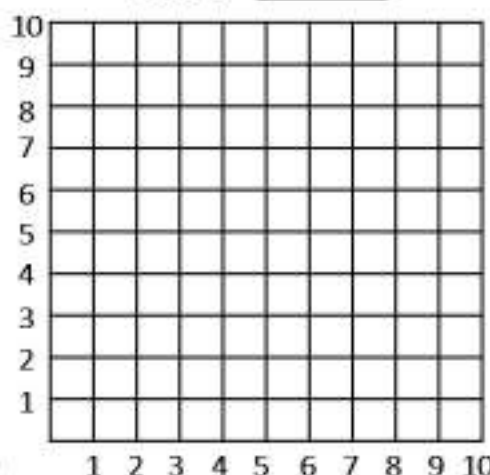
$9 \times 6 = \underline{\hspace{2cm}}$



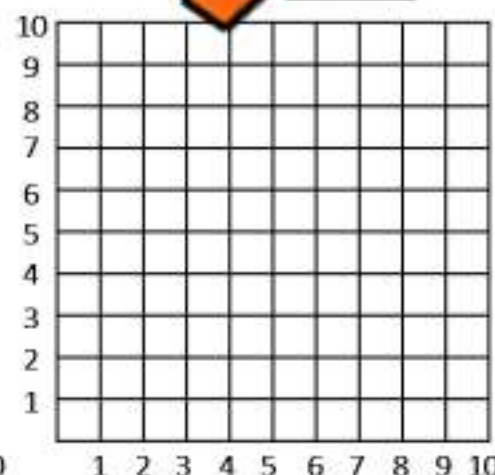
$8 \times 5 = \underline{\hspace{2cm}}$



$4 \times 5 = \underline{\hspace{2cm}}$



$8 \times 6 = \underline{\hspace{2cm}}$



$6 \times 3 = \underline{\hspace{2cm}}$

Mental Math - Multiplication – Skip Counting

Directions:

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



PREVIEW

8

$$9 \times 3$$

$$6 \times 5$$

$$7 \times 6$$

$$9 \times 5$$

$$4 \times 9$$

$$8 \times 9$$

Mental Math - Multiplication – Breaking Up Numbers**Directions**

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

Example

$$\begin{array}{r} 16 \times 4 \\ 10 \times 4 \text{ and } 6 \times 4 \\ \downarrow \qquad \qquad \downarrow \\ 40 \qquad \qquad 24 \\ \swarrow \qquad \searrow \\ 64 \end{array}$$



PREVIEW

16×7

15×4

18×7

15×9

14×6

16×6

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

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

Example

$$\begin{array}{ccc} & 14 \times 4 & \\ \text{Option 1: } 28 \times 2 & \text{or Option 2: } 7 \times 8 & \\ \downarrow & & \downarrow \\ 56 & & 56 \end{array}$$



PREVIEW

16×8

14×6

18×6

18×4

15×4

16×6

16×10

19×4

17×4

Multiplying by Multiples of Ten

Directions:

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

	x 20	x 50
	$1 \times 20 = \underline{\quad}$	$1 \times 50 = \underline{\quad}$
$2 \times 10 = \underline{\quad}$	$2 \times 20 = \underline{\quad}$	$2 \times 50 = \underline{\quad}$
$3 \times 10 = \underline{\quad}$	$3 \times 20 = \underline{\quad}$	$3 \times 50 = \underline{\quad}$
$4 \times 10 = \underline{\quad}$	$4 \times 20 = \underline{\quad}$	$4 \times 50 = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$5 \times 20 = \underline{\quad}$	$5 \times 50 = \underline{\quad}$
$6 \times 10 = \underline{\quad}$	$6 \times 20 = \underline{\quad}$	$6 \times 50 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$7 \times 20 = \underline{\quad}$	$7 \times 50 = \underline{\quad}$
$8 \times 10 = \underline{\quad}$	$8 \times 20 = \underline{\quad}$	$8 \times 50 = \underline{\quad}$
$9 \times 10 = \underline{\quad}$	$9 \times 20 = \underline{\quad}$	$9 \times 50 = \underline{\quad}$
$10 \times 10 = \underline{\quad}$	$10 \times 20 = \underline{\quad}$	$10 \times 50 = \underline{\quad}$

Multiplying by Multiples of Ten

Key Concept

Multiply the first numbers together and add a zero when multiplying by a multiple of 10

Examples - $10 \times 9 = 90$ $30 \times 6 = 180$ $60 \times 8 = 480$ $800 \times 4 = 3\,200$

Questions Answer the questions below using the key concept above

	x 30	x 50
2		
5		
7		
3		
4		
6		
8		

	x 700	x 400	
2			2
5			6
7			3
3			7
4			4
6			5
8			9

Multiplication – 3 x 1 Digits**Questions**

Use the standard algorithm to solve the multiplication problems below

1)
$$\begin{array}{r} 533 \\ \times 2 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 535 \\ \times 6 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 462 \\ \times 3 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 749 \\ \times 4 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 621 \\ \times 0 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 326 \\ \times 7 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 138 \\ \times 2 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 534 \\ \times 3 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 177 \\ \times 1 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 726 \\ \times 5 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 642 \\ \times 1 \\ \hline \end{array}$$

13)
$$\begin{array}{r} 356 \\ \times 3 \\ \hline \end{array}$$

15)
$$\begin{array}{r} 817 \\ \times 5 \\ \hline \end{array}$$

16)
$$\begin{array}{r} 132 \\ \times 7 \\ \hline \end{array}$$

17)
$$\begin{array}{r} 526 \\ \times 0 \\ \hline \end{array}$$

18)
$$\begin{array}{r} 152 \\ \times 9 \\ \hline \end{array}$$

19)
$$\begin{array}{r} 137 \\ \times 4 \\ \hline \end{array}$$

24)
$$\begin{array}{r} 244 \\ \times 1 \\ \hline \end{array}$$

21)
$$\begin{array}{r} 435 \\ \times 2 \\ \hline \end{array}$$

22)
$$\begin{array}{r} 554 \\ \times 3 \\ \hline \end{array}$$

23)
$$\begin{array}{r} 277 \\ \times 4 \\ \hline \end{array}$$

24)
$$\begin{array}{r} 986 \\ \times 5 \\ \hline \end{array}$$

25)
$$\begin{array}{r} 795 \\ \times 0 \\ \hline \end{array}$$

Multiplication – Word Problems

Questions

Solve the problems below

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



2) Carter works at a bakery. He is to fill bags with bagels. He put 6 bagels into 264 bags today. How many bagels did he put in bags today?



3) Nora drove for 9 hours today at 118km per hour. How many kilometres did she drive?



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



Multiplication – 3-Digits by 1-Digit

Step 1: Setup up the Area Model

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5
3			

Step 2: Multiply

$$235 \times 3 = \underline{\hspace{2cm}}$$

	200	30	5						
3	<table><tr><td>200×3</td><td>30×3</td><td>5×3</td></tr><tr><td>600</td><td>90</td><td>15</td></tr></table>	200×3	30×3	5×3	600	90	15		
200×3	30×3	5×3							
600	90	15							

Step 3: Add

$$235 \times 03 = \underline{705}$$

	200	30	5
3	600	90	15

$$600 + 90 + 15 = 705$$

Question Use the area model to solve the multiplication problems below

1) $452 \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

--	--	--

2) $626 \times 2 = \underline{\hspace{2cm}}$

--	--	--

3) $347 \times 4 = \underline{\hspace{2cm}}$

--	--	--

4) $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

--	--	--

5) $312 \times 7 = \underline{\hspace{2cm}}$

--	--	--

6) $682 \times 8 = \underline{\hspace{2cm}}$

--	--	--

Multiplication Word Problems

Questions

Solve the problems below

1) Ivy sold 262 lemonades from her lemonade stand last month. She sells her lemonade for \$3 each. How much money did she make last month?



2) Kelly works at a call center where she asks people to try to sell a product. Each phone call she makes is an average of 3 minutes long. If she makes 375 calls a shift, how long is she on the phone?



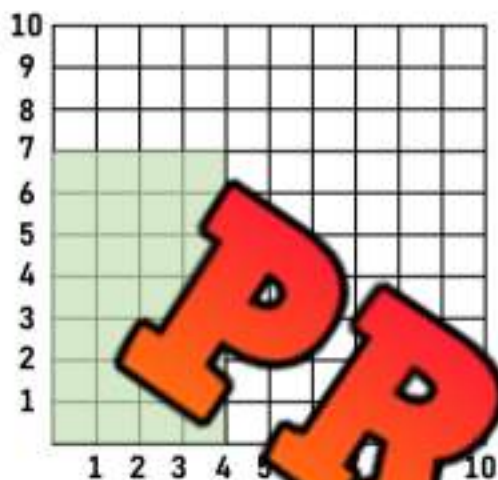
3) A bag of candy has 213 candies in it. Each candy is 6 grams. How many grams is the bag of candy?



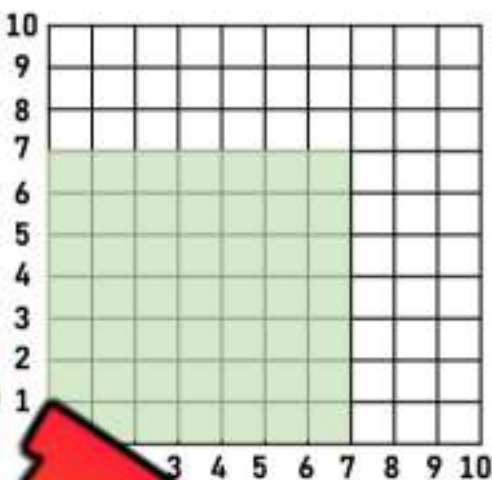
Division - Arrays

Questions

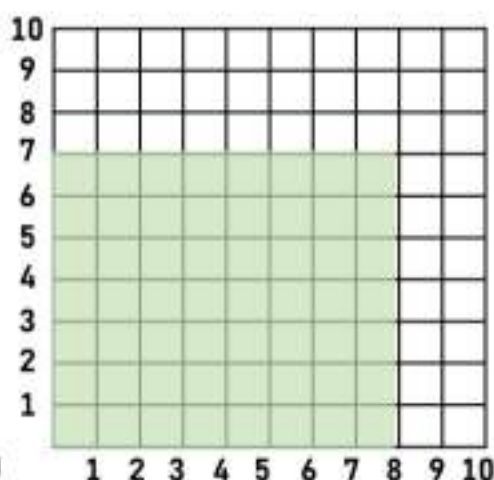
How is the shaded in area divided?



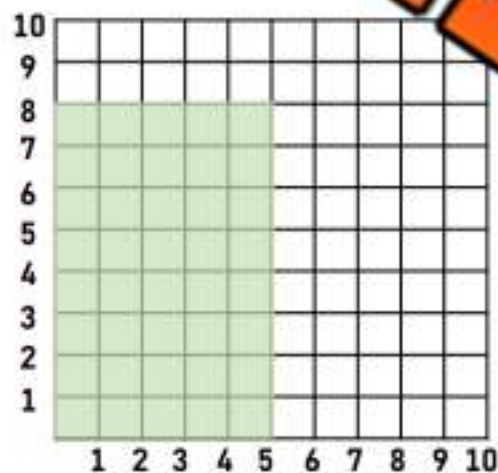
$28 \div 4 = \underline{\hspace{2cm}}$



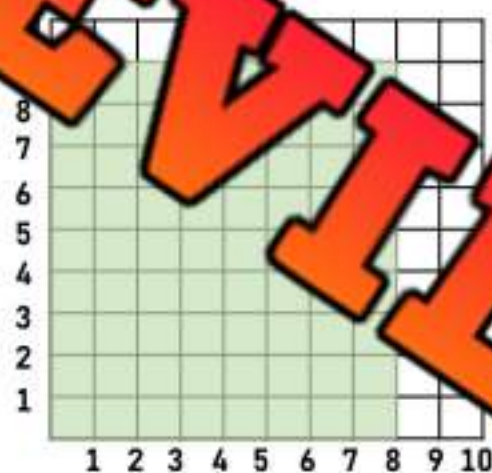
$28 \div 7 = \underline{\hspace{2cm}}$



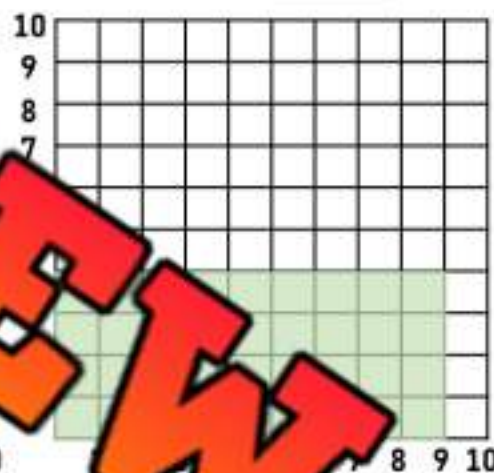
$56 \div 7 = \underline{\hspace{2cm}}$



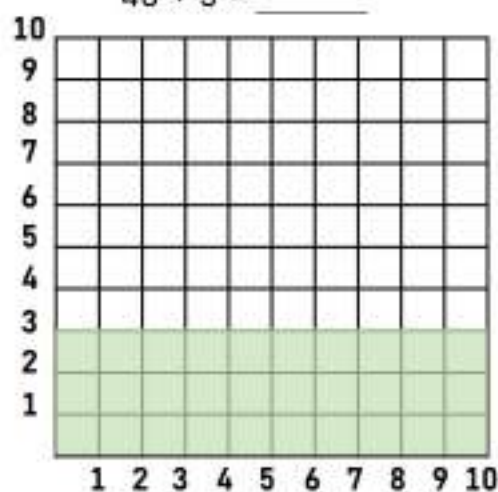
$40 \div 5 = \underline{\hspace{2cm}}$



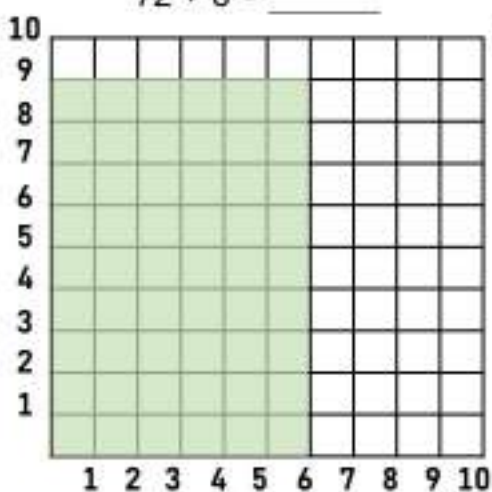
$72 \div 8 = \underline{\hspace{2cm}}$



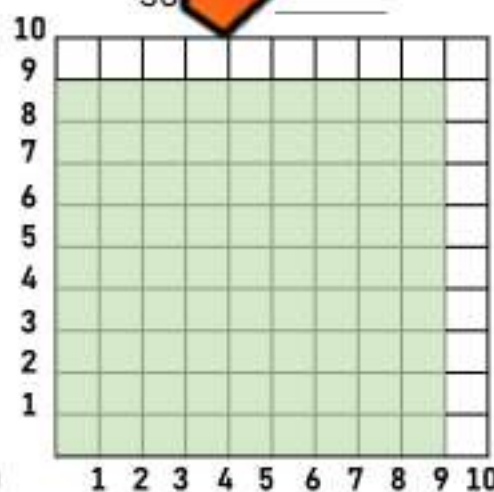
$36 \div 4 = \underline{\hspace{2cm}}$



$30 \div 3 = \underline{\hspace{2cm}}$



$54 \div 6 = \underline{\hspace{2cm}}$



$81 \div 9 = \underline{\hspace{2cm}}$

Mental Math – Division – Skip Counting

Directions

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

$$91 \div 7 = ?$$

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

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

Answer = 13



$$70 \div 5$$

$$64 \div 4$$

$$72 \div 6$$

$$95 \div 5$$

$$98 \div 7$$

$$96 \div 8$$

$$84 \div 6$$

Mental Math – Division – Splitting Up The Dividend**Directions**

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

Example

friendly numbers

$$\begin{array}{r} 144 \div 6 = 24 \\ 60 \div 6 = 10 \\ 60 \div 6 = 10 \\ 24 \div 6 = 4 \end{array}$$



$52 \div 4$

$138 \div 6$

5

$96 \div 4$

$161 \div 7$

$184 \div 8$

$162 \div 6$

Division – Word Problems

Questions

Solve the problems below

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



2) Willow studied for an hour each day for a test she has tomorrow. She has studied the same amount for the last 3 days. How much did she study for each day?



3) Owen collected 146 candies on Halloween night. He divided the candies into 4 groups so he could share them with his 2 brothers and his sister. How many candies did each sibling get?



b) How many extra candies were left over?

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



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

Fill in the blanks below

$4 \times 2 = 8$

Number of Groups = 4Size of Each Group = 2

Total = 8

$5 \times 9 = 45$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$15 \div 3 = 5$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$7 \times 6 = 42$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$10 \times 9 = 90$

Number of Groups = _____

Size of Each Group = _____

Total = _____

$4 \times 5 = 20$

Number of Groups = _____

Size of Each Group = _____

Total = _____

Part 2

Answer the questions below

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

Number of Groups = _____ Size of Each Group = _____ Total = _____

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

Number of Groups = _____ Size of Each Group = _____ Total = _____

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

Number of Groups = _____ Size of Each Group = _____ Total = _____

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

Determine the missing group size/number of groups/total

$\underline{\quad 4 \quad} \times 5 = 20$	$2 \times 3 = \underline{\quad}$	$2 \times \underline{\quad} = 10$
$5 \times \underline{\quad} = 25$	$\underline{\quad} \times 10 = 30$	$10 \times 5 = \underline{\quad}$
$\underline{\quad} \times 4 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$5 \times \underline{\quad} = 25$
$7 \times 2 = \underline{\quad}$	$\underline{\quad} \times 2 = 20$	$\underline{\quad} \times 9 = 45$
$7 \times \underline{\quad} = 70$	$2 \times \underline{\quad} = \underline{\quad}$	$2 \times \underline{\quad} = 18$

Part 2

Determine the missing group size/number of groups/total

$\underline{\quad 12 \quad} \div 2 = 6$	$10 \div 2 = \underline{\quad}$	
$10 \div \underline{\quad} = 5$	$\underline{\quad} \div 2 = 6$	$10 \div 5 = \underline{\quad}$
$\underline{\quad} \div 10 = 4$	$50 \div 5 = \underline{\quad}$	$30 \div \underline{\quad} = 3$
$15 \div 5 = \underline{\quad}$	$\underline{\quad} \div 2 = 5$	$\underline{\quad} \div 10 = 6$
$90 \div \underline{\quad} = 10$	$40 \div 10 = \underline{\quad}$	$15 \div \underline{\quad} = 5$

Number and Operations Unit Test

Part 1

Compare the following numbers - < > =

1)

685

1000

2)

2685

3510

3)

6112

6094

4)

1325

5)

7312

4257

6)

3199

4606

7)

0.5

0.2

9)

0.8

0.6

10)

12.31

11.93

11)

23.32

4.4

12)

35.41

154.30

Part 2

Put the fractions in order from least to greatest

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

Part 3

Adding

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

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

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

	Thou.	Hun.	Tens	Ones
	4	3	8	5
+	2	3	4	7

	Thou.	Hun.	Tens	Ones
	4	3	8	5
+	2	3	4	7

	Tens	Ones	Tenths
	7	2	8
+	1	6	4

Part 4

Subtracting

	Thou.	Hun.	Tens	Ones
	6	5	5	2
-	1	3	4	2

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

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

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

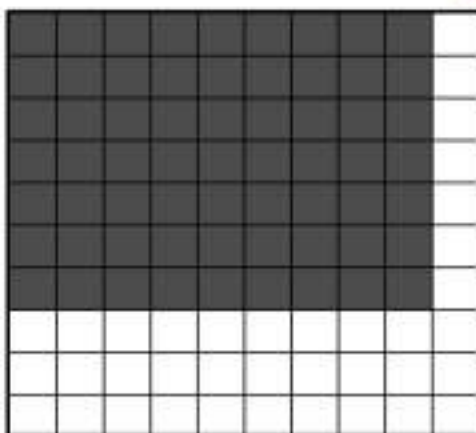
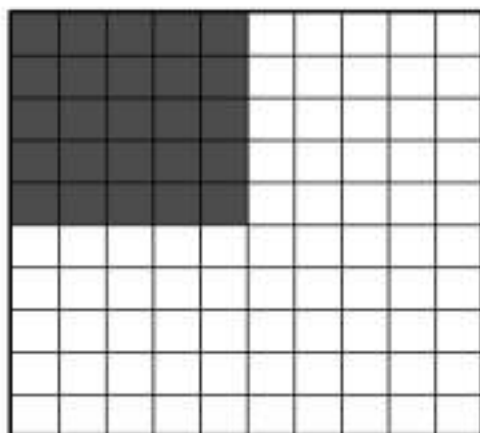
	Hun.	Tens	Ones	.	Tenths
	3	5	4	.	4
-	1	8	1	.	0

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

Part 5 Write the following fractions and decimals

0.5 = /10	0.4 = /10	0.2 = /10	0.8 = /10
6/10 =	4/10 =	3/10 =	9/10 =

Part 6 What fraction and decimal of the area is shaded in



Fraction	Decimal

Fraction	Decimal

Fraction	Decimal

Part 3

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



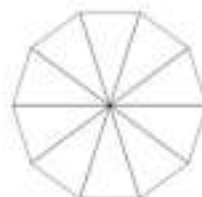
$$\frac{3}{5}$$



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



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



$$\frac{8}{10}$$

Part 4

Multiplication and Division

$$16 \times 8$$

$$108 \div 6$$

$$161 \div 7$$

	7	5
x		7

	7	8
x		3

	6	7	3
x			5

		4	2
x			2

$$6 \overline{) 24}$$

$$2 \overline{) 120}$$

$$3 \overline{) 16}$$

$$5 \overline{) 62}$$