Preview - Information

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

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

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

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com

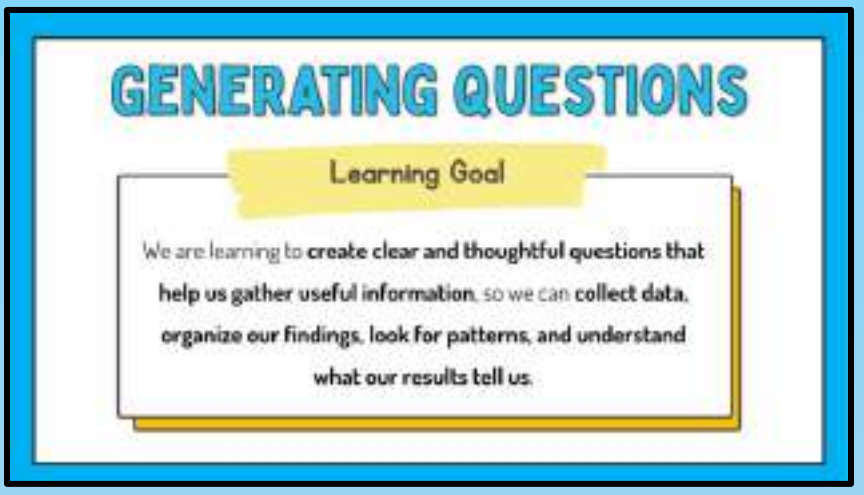
Google Slides Lessons Preview

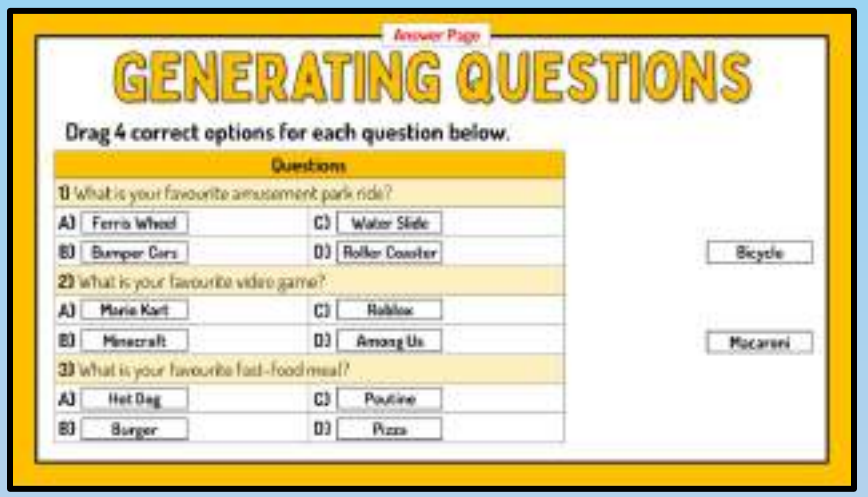
Manitoba Math Curriculum
Statistics– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

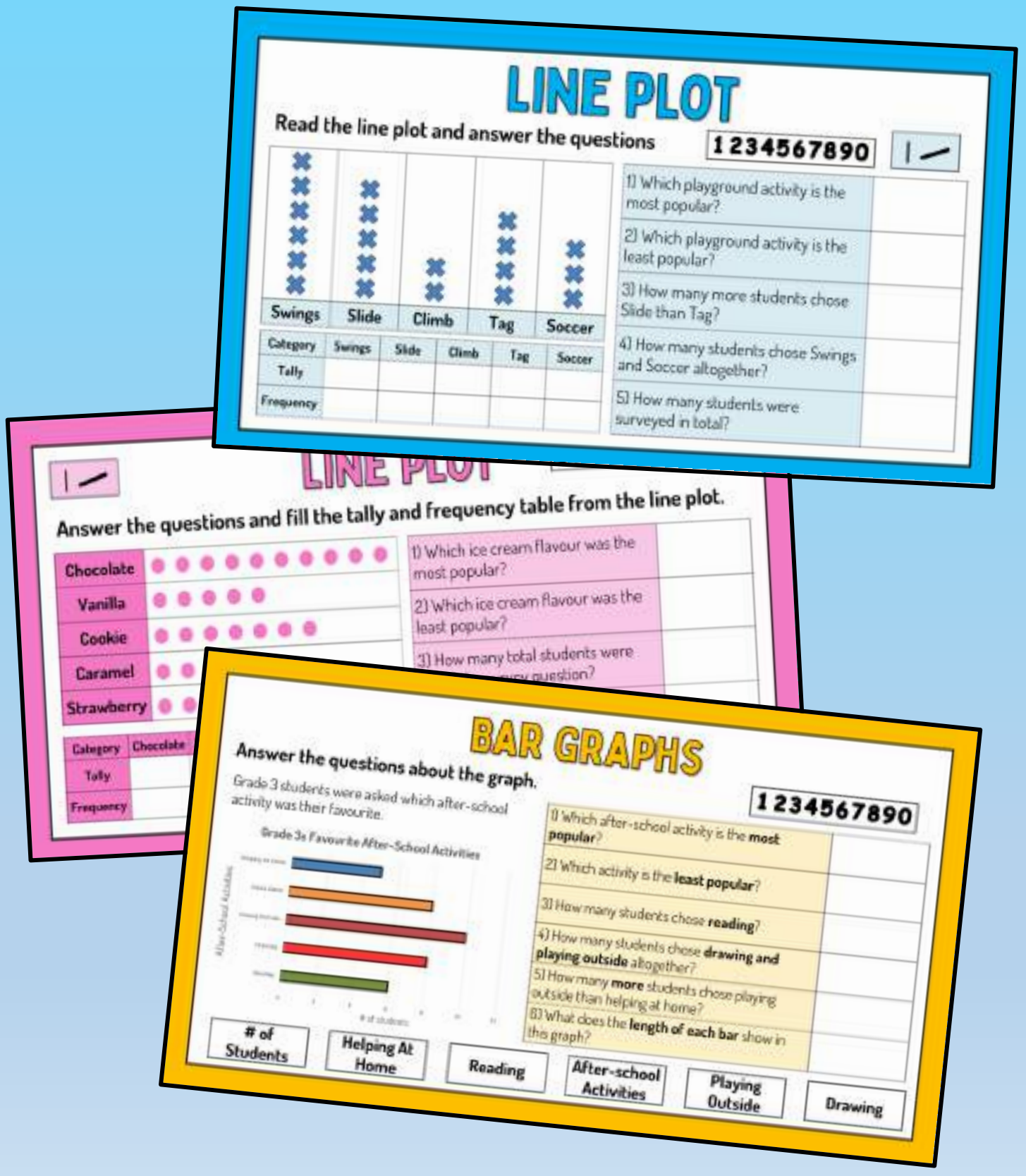
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Manitoba Math Curriculum Statistics– Grade 3

Manitoba Math Curriculum Statistics– Grade 3



Name: _____ 3

Curriculum Connection
1

Tally Marks

	= 1	|| = 2	||| = 3	|||| = 4	𝍸 = 5
𝍸	= 6	𝍸 || = 7	𝍸 ||| = 8	𝍸 |||| = 9	𝍸𝍸 = 10

Part 1 Count the tally marks

||	𝍸	𝍸	𝍸 |||	||||
_____	_____	_____	_____	_____

Part

3 =	7 =	5 =
12 =	15 =	18 =
26 =	31 =	

Part 3 Which is greater? Use the ‹ › or =

8 _____ 𝍸 |||	13 _____ 𝍸𝍸		14 _____ 𝍸𝍸𝍸	

Name: _____ 4

Curriculum Connection
1

Tally Marks and Frequency Tables

Part 1 — Fill in the table by writing in the frequency of the tally marks

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

Category	Football	Hockey	Basketball	Soccer
Tally	𝍸 |	𝍸 𝍸 |	𝍸	𝍸 ||
Frequency				

a) How many [illegible] the class? _____

b) Which sport is the [illegible]? _____

c) Which sport was the least [illegible]? _____

d) How many more people liked hocke[illegible] basket[illegible]? _____

Part 2 — Fill in the table by drawing the [illegible] mark[illegible] the frequency

2. Henry asked his friends what food they liked the best [illegible] to use [illegible] marks, but he wrote down the frequency. Help him fill in the table by dra[illegible]ally [illegible].

Category	Pizza	Sandwich	Hot Do[illegible]	[illegible]ries
Tally				
Frequency	13	5	12	9

a) How many friends participated in the survey? _____

b) Which food is the most popular? _____

c) How many more friends liked French fries than sandwiches? _____

Name: _____ 5

Curriculum Connection

Survey Using Tally Marks

Part 1 Survey your classmates using the survey question below using tally marks

Survey Question: What is your favourite subject in school?

Category	Math	Science	Gym	Art	Social Studies
Tally					
Frequency					

a) How many fri[illegible] the survey? _____

b) Which subject [illegible] Least popular: _____

c) What did you learn ab[illegible]?

_____

_____

Part 2 Create your own survey qu[illegible] and [illegible]esults

Survey Question: _____

Category					
Tally					
Frequency					

a) How many friends participated in the survey? _____

b) What did you learn about the data?

_____

_____

Name: _____ 6

Curriculum Connection
1

Collecting Data - Quantitative

When we survey people, we don't always use categories. Sometimes we ask an open-ended question that could lead to many different answers. When we are looking for quantitative data, we are asking a question that has a numbered answer.

For example: How many points did you score in your last 5 games of the season?

Athlete 1	Athlete 2	Athlete 3	Athlete 4	Athlete 5
5	8	6	2	4

Data set: 5, 8, 6, 2, 4

Part 1 Ask a tion to 6 classmates that could have different numbered answers

Survey Questi	
Example: How many books did you read this week?	_____ _____
Data Set	_____, _____, _____, _____, _____, _____

Part 2 What did you learn from your survey data?

1. How many people did you survey? _____
2. Were there any answers that were the same? _____
3. What did you learn from the survey data?

I learned that _____

_____

_____

Name: _____ 8

Curriculum Connection
1

Creating Lists

Part 1 Ask your classmates what their favourite chocolate/candy is? Write them below

Part 2 Sort th… nto … ocolate and Candy

Chocolate	Candy

Name: _____ 9

Curriculum Connection
1

Interpreting a Line Plot

Part 1

Read the line plot below and answer the questions

An online survey asked people what their favour music genre is. The results have been displayed below in a line plot. Each X represents one person's vote.

Part 2

Fill in the frequency table below

Category	Pop	Rock	Rap/Hip Hop	Jazz	Country
Tally					
Frequency					

1) Which genre of music is the most popular? _____ Least popular: _____

2) How much more popular is Country than Rock? _____

3) How many people were surveyed? _____

Name: _____ 10

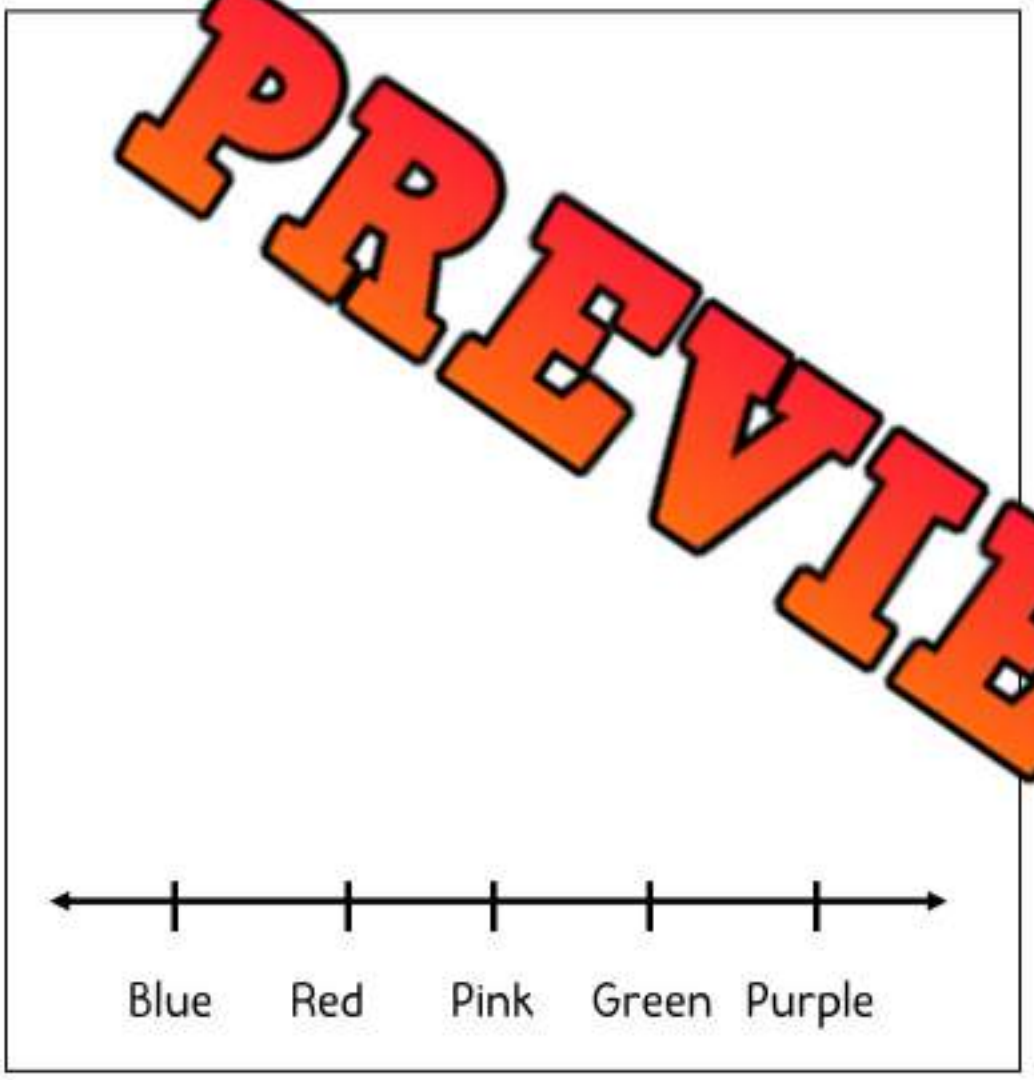
Curriculum Connection
1

Creating a Line Plot - Colours

Questions Survey your class and use the data in a line plot

Survey Question: What is your favourite colour?

Instructions – When a classmate tells you their favourite colour, put a dot on the line in the right spot (for fun, try to use the same colour they told you).



LEGEND

Blue =

Red =

=

Gr

Purple =

Questions

1) Which colour is the most popular? _____ Least popular: _____

2) How does a line plot make it easy to understand the data quickly?

_____

_____

Name: _____ 13

Curriculum Connection
1

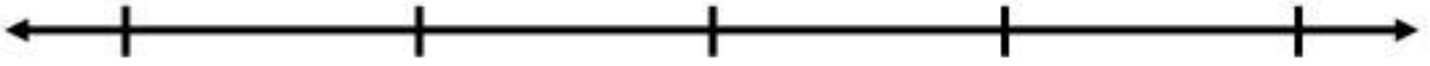
Horizontal Line Plot - Food

Questions Survey your class and use the data in a line plot

Survey Question: What is your favourite food?

Instructions – When a classmate tells you their favourite food, put a tally in the frequency table below. After you've completed the survey, graph the results on the line plot.

Category					
Tally					
Frequen					



_____ _____ _____ _____ _____

Questions

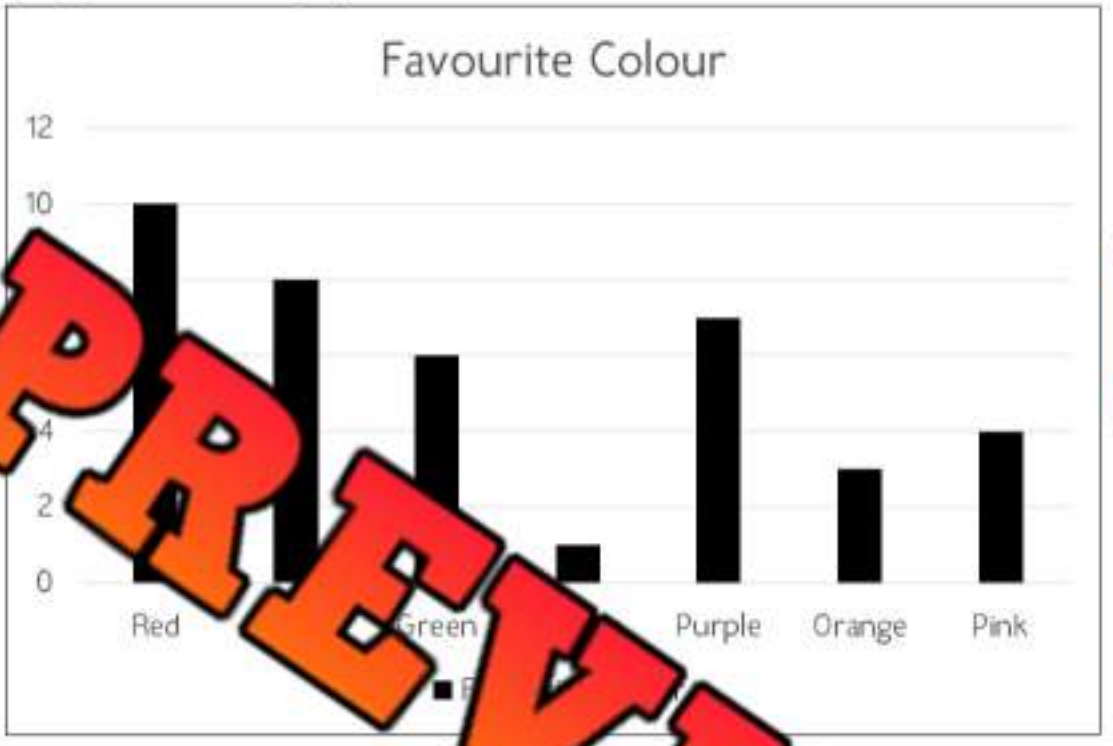
1. What is the most popular food? _____ Least popular? _____
2. What did you learn about your class? _____

Name: _____ 14

Curriculum Connection 2

Vertical Bar Graph - Favourite Colour

The students in grade 3 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.



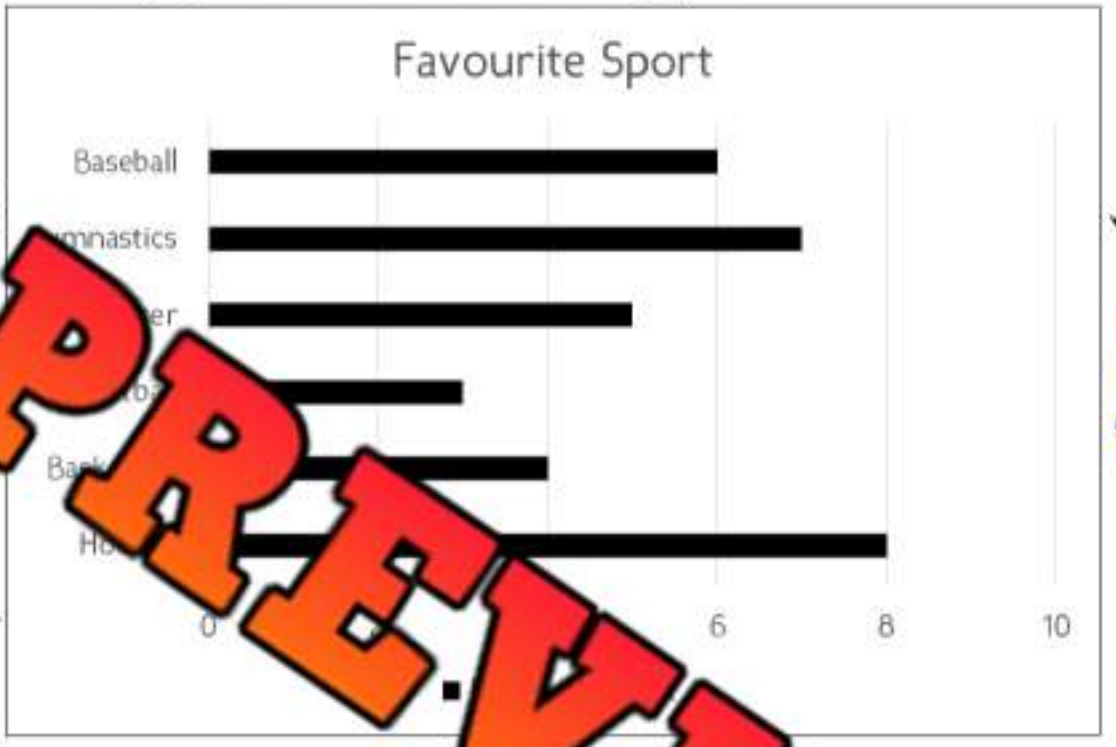
a) Which colour was most popular?	_____
b) Which colour was the least popular?	_____
c) How many people chose yellow as their favourite?	_____
d) How many people liked red and blue the best?	_____
e) How many more people liked red then orange?	_____
f) What two colours add up to the amount of red?	_____
g) How many people were surveyed?	_____

Name: _____ 15

Curriculum Connection 2

Horizontal Bar Graph - Favourite Sport

The kids at camp were asked which sport their liked the best. They surveyed each kid and the results have been displayed below in a horizontal 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 for hockey?	_____
g) How many kids were surveyed?	_____

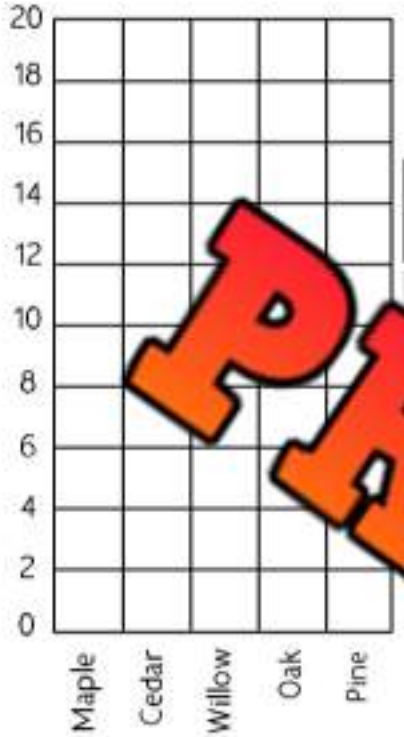
Name: _____ 17

Curriculum Connection
2

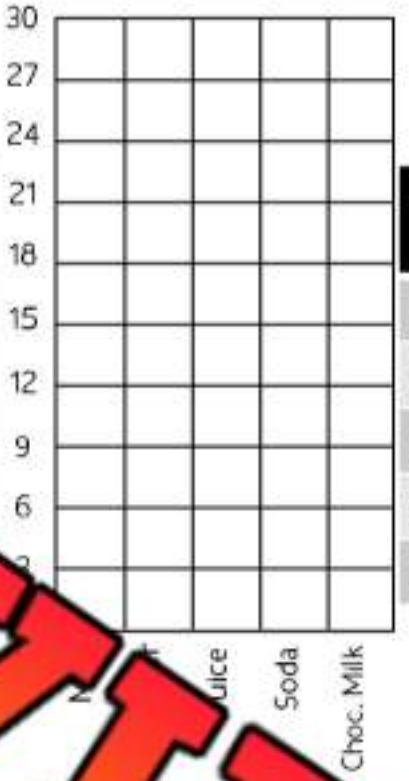
Drawing Bar Graphs

Questions

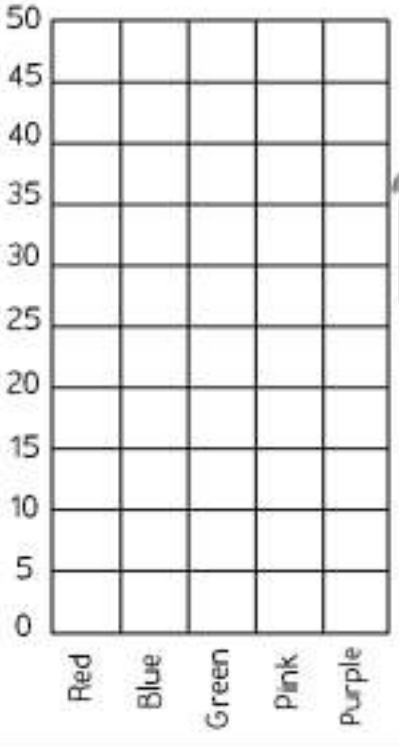
Draw the bars for each of the bar graphs below



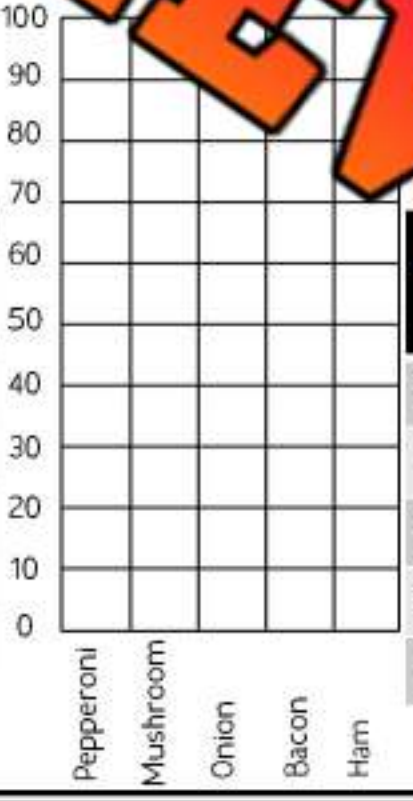
Favourite Tree	# of votes
Maple	8
[illegible]	11
[illegible]	14
[illegible]	[illegible]
[illegible]	[illegible]



Favourite Drink	# of points
Milk	9
Water	3
Juice	16
Soda	21
Choc. Milk	25



Favourite Colour	# of votes
Red	40
Blue	30
Green	15
Pink	8
Purple	20



[illegible] Pizza Topping	# of votes
Pepperoni	80
Mushroom	40
Onion	30
Bacon	60
Ham	25

Name: _____ 18

Curriculum Connection 2

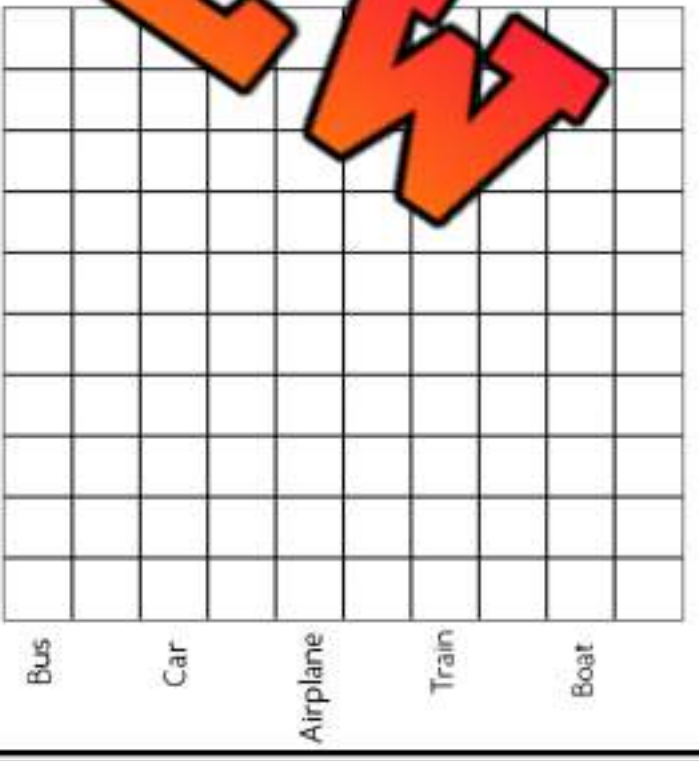
Creating Scale

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

Step 1: Look at the data. Find the lowest and highest numbers.
Step 2: Count how many lines you have to plot your data.
Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.

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

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

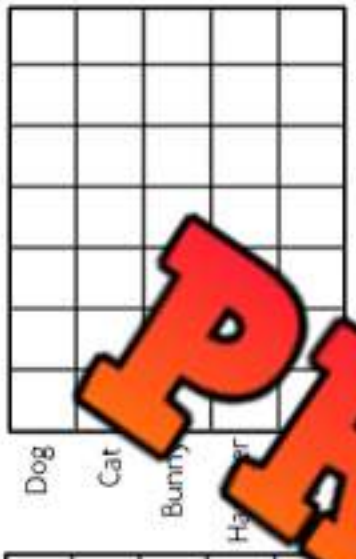


Name: _____ 19

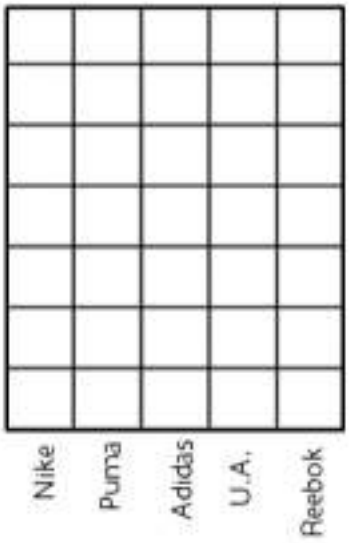
Curriculum Connection 2

Creating Scale

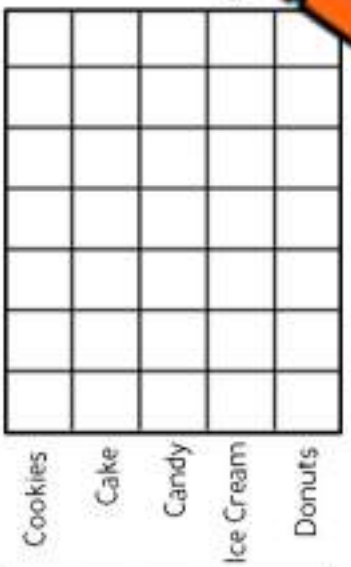
Questions Read the numbers and decide which scale to use. After that, draw your bar graphs.



Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
Turtle	10

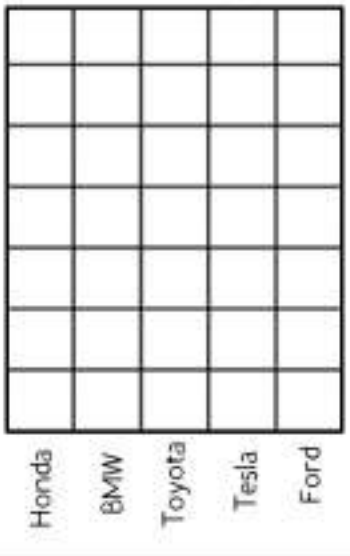


Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3

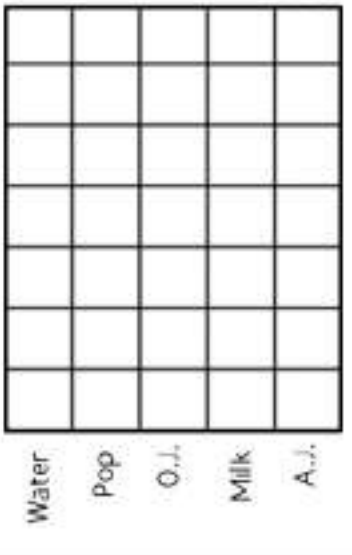


	Votes
Cake	
Candy	
Ice Cream	15
Donuts	18

Subject	Votes
Math	20
Science	30
Gym	70
Art	50
[illegible]nguage	40



Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	80
Ford	20



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

Name: ______________________ 20

Collecting Data - Qualitative

Survey Question Collect data by asking your classmates your survey question

When we collect qualitative data, we are asking a survey question that results in a category being chosen. Qualitative data uses words as the categories, and quantitative data uses numbers.

Examples of survey questions		**Categories**
- What is your favourite animal?	-----→	Dog, cat, bunny, horse, lion
- What is your favourite sport?	-----→	Basketball, hockey, baseball, soccer, football
- What [illegible] eyes do you have?	-----→	Blue, brown, green, turquoise, other

Surv[illegible]: ____

Examp[illegible] What is [illegible] favourite c[illegible] ____

Categories					
Tally					
Frequency					

Interpreting Your Survey Results

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

____

5. Did any of the survey results surprise you?

I'm surprised that ____

____

Name: _____ 21

Curriculum Connection
2-

Creating a Bar Graph

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

☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

Name: _____ 22

Curriculum Connection

Collecting Data - Quantitative

When we collect quantitative data, we are asking a survey question that results in a numbered answer. For example: "How many pets do you have?"

Example:
"How many hours do you watch TV a day?"

Survey Question Collect data by asking your classmates your survey question

Survey Question					
Example: How many books did you read this week?					
Categories					
Tally					
Frequency					

Interpreting Your Survey Results

1. How many people did you survey? _____

2. Which number/number range was the most popular? _____

3. Which number/number range was the least popular? _____

4. If you asked your entire school, which number/number range do you think would win? Explain.

_____

5. Did any of the survey results surprise you?

I'm surprised that _____

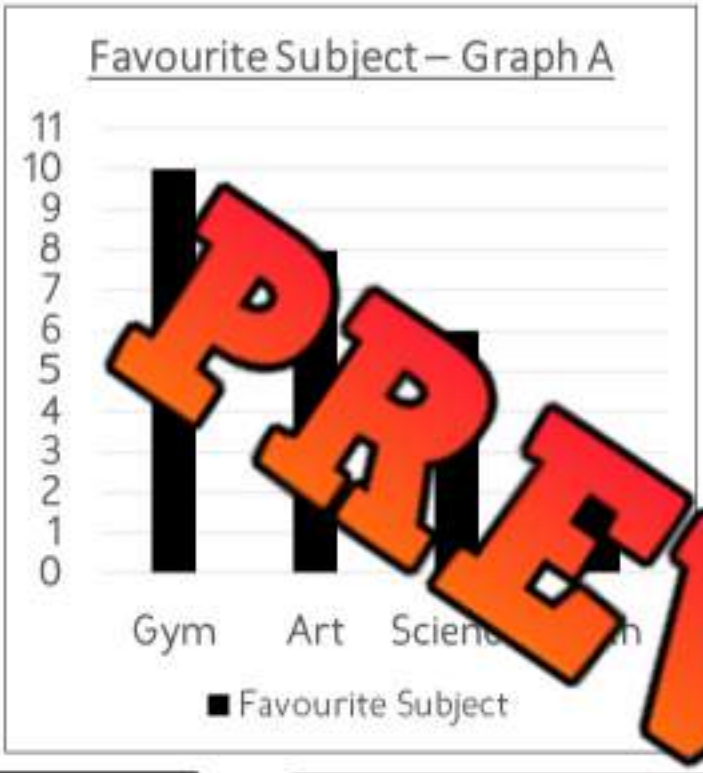
_____

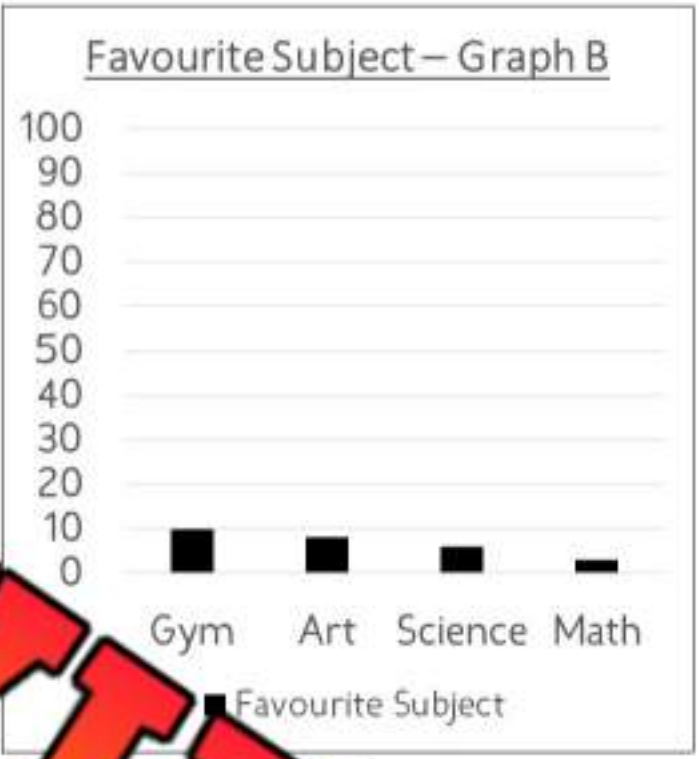
Name: _____ 24

Curriculum Connection 2

Favourite Subject - Examining Scale

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





Questions What do you notice abou wo gr

a) What is the scale in Graph A?

b) What is the scale in Graph B?

c) Which graph uses more of the space?

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

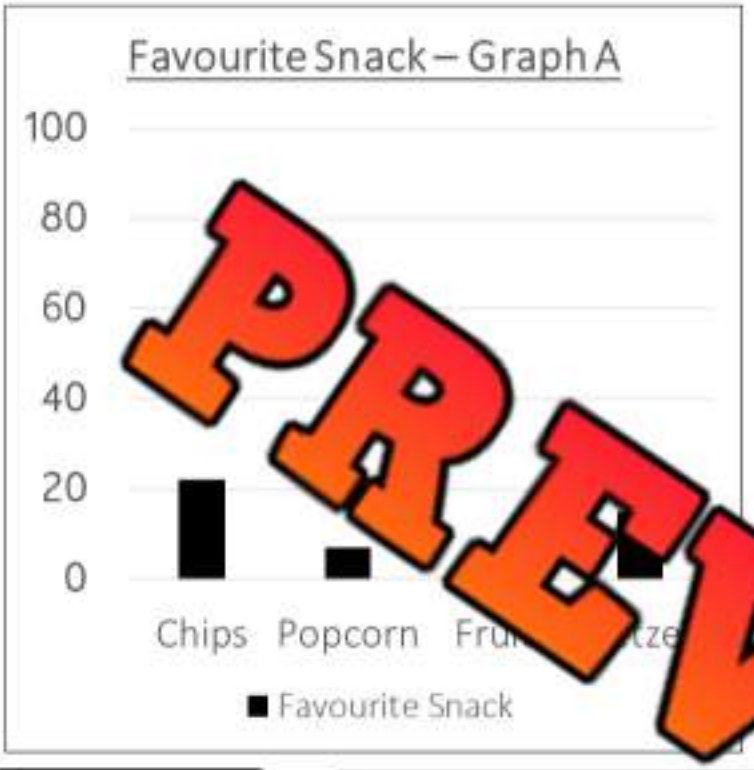
e) Why is it important to choose an appropriate scale?

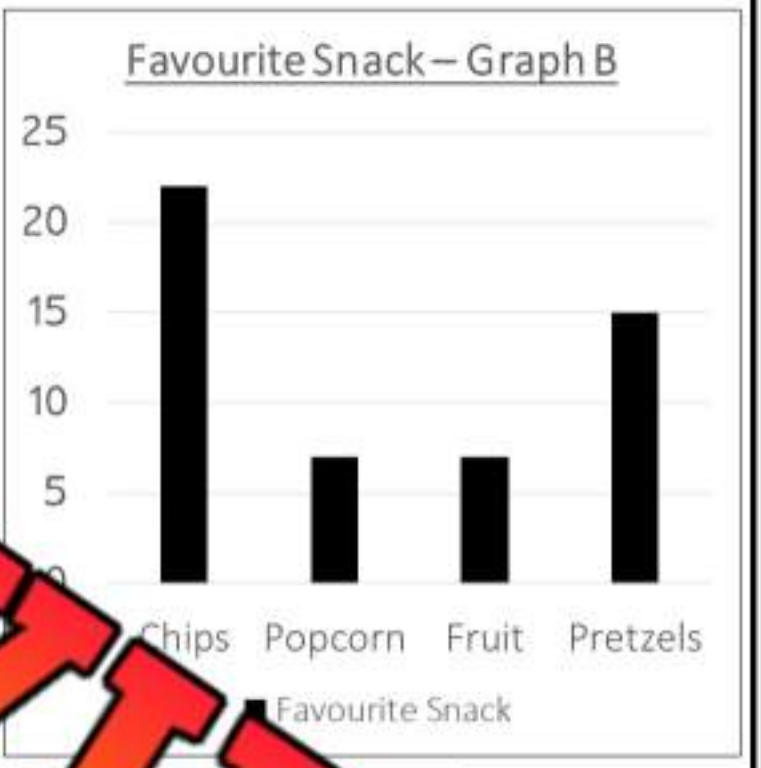
Name: _____ 25

Curriculum Connection 2

Favourite Snack - Examining Scale

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





Questions

What do you notice a[illegible]he t[illegible]

a) What is the scale in Graph A?

b) What is the scale in Graph B?

c) Which graph uses more of the space?

d) Which graph is better? Why?

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

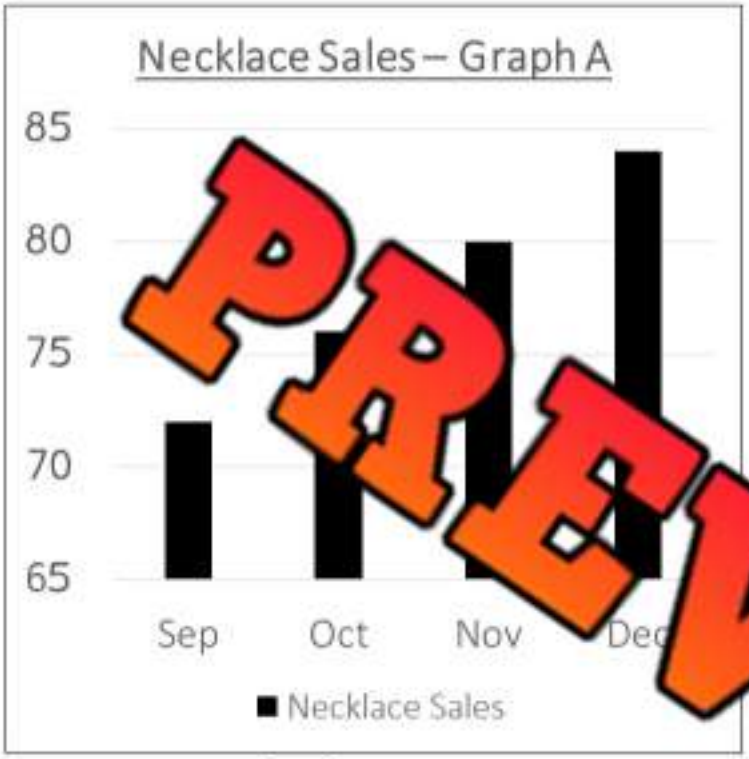
- Go up by _____
- Go up by _____

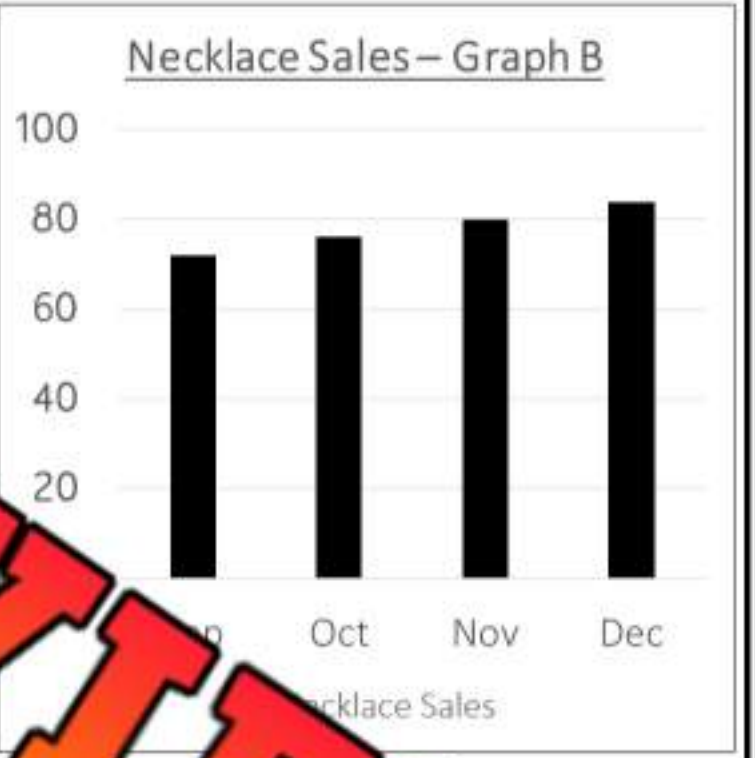
Name: _____ 26

Curriculum Connection 2

Misleading Graphs

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





Questions

What do you notice abou[illegible]

a) Which graph would you use to show customers that your [illegible]ave massively? Why?

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

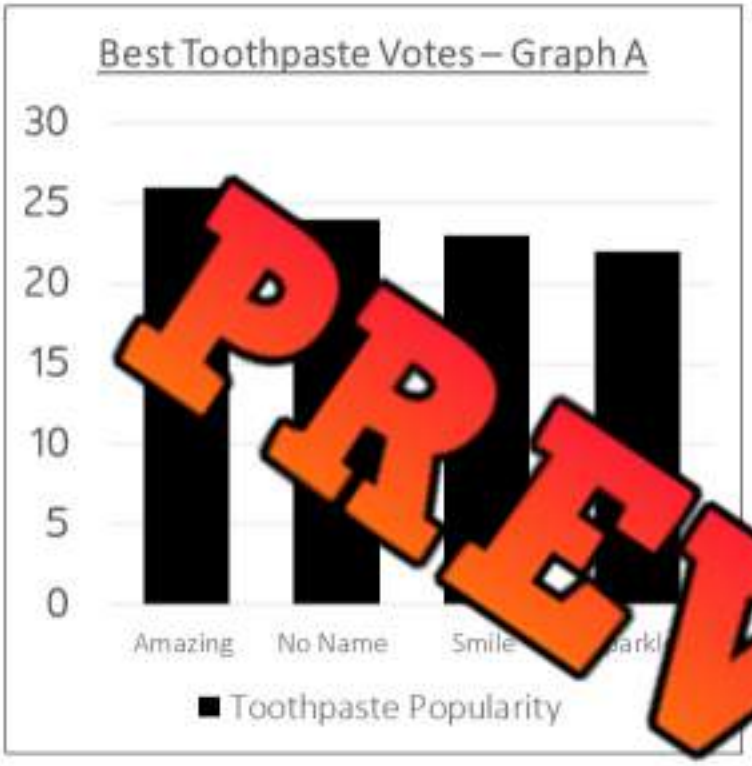
c) Why is it important to read a graph carefully?

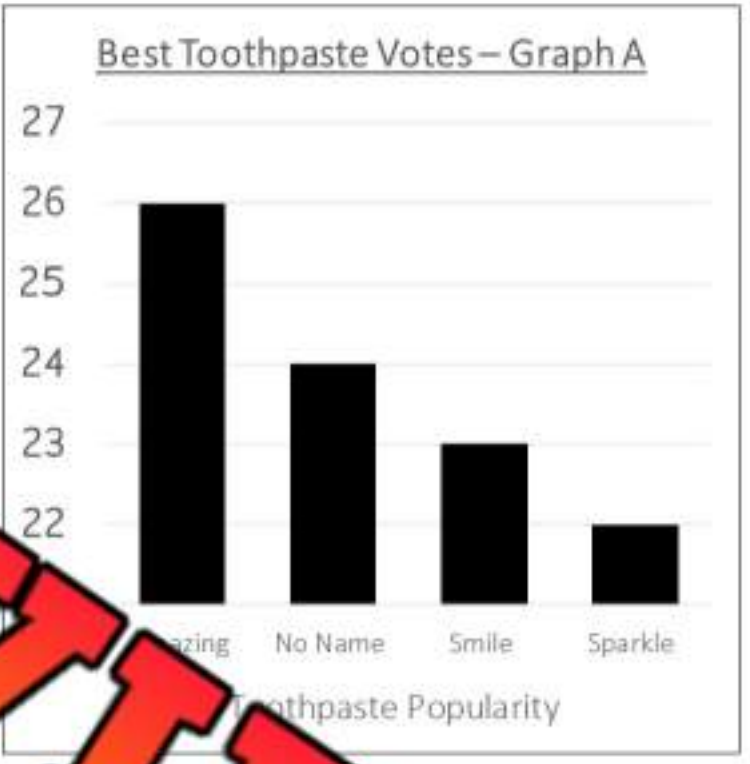
Name: _____ 2-7

Curriculum Connection
2-

Misleading Graphs

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





Questions

What do you notice ab… the t…

a) Which graph would you use if you were Amazing Tooth… y?

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

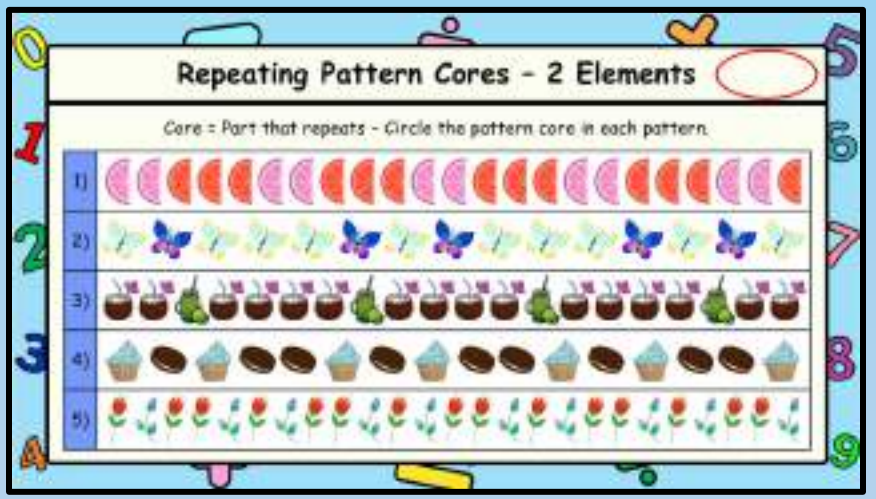
c) Why would advertisements use charts like this to sell their products?

Google Slides Lessons Preview

Manitoba Math Curriculum
Patterns & Relations – Grade 3

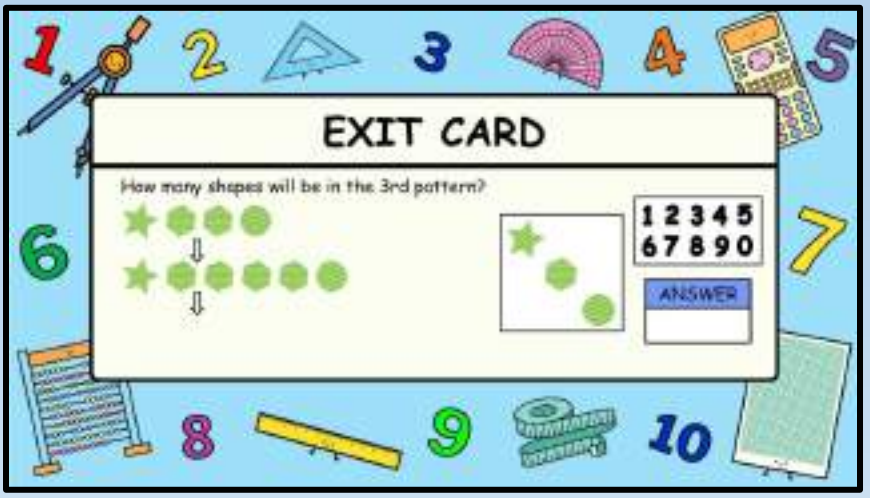
3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!

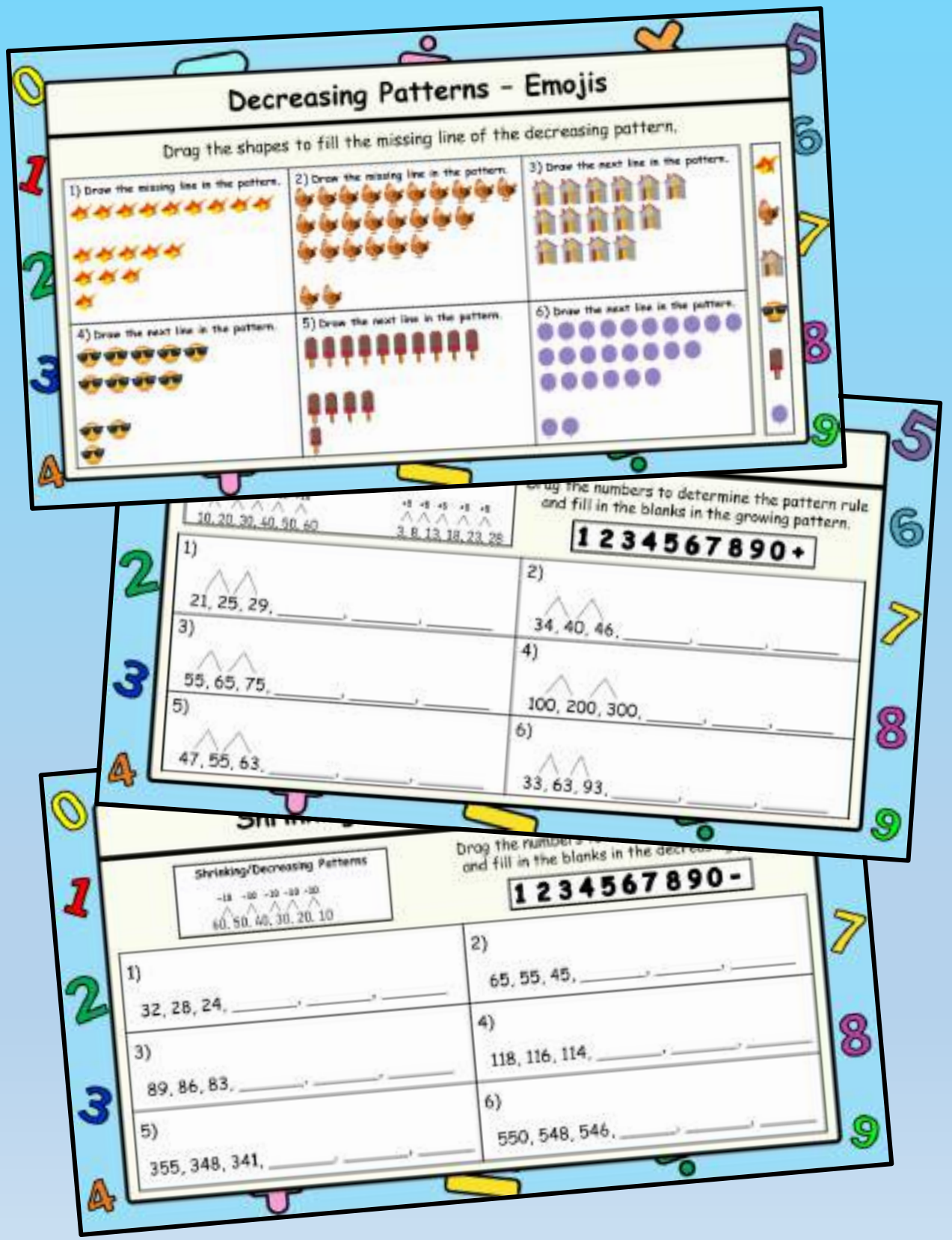


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum
Patterns & Relations – Grade 3



Manitoba Math Curriculum
Patterns & Relations – Grade 3

5.58"

Workbook Preview

Grade 3
Patterns and Relations (Patterns)

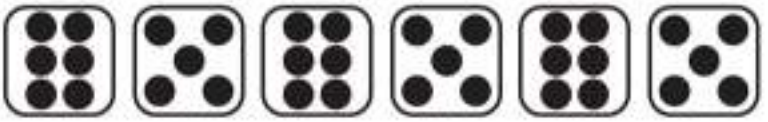
#	General Outcome: Use patterns to describe the world and to solve problems	Pages That Cover the Expectations
P1	Specific Outcomes	15, 2, 9,
P2	Demonstrate an understanding of decreasing patterns by: • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions	3 – 10, 16 – 17, 19 – 22, 24, 25, 30 – 33, 37

Name: _____ 6

Curriculum Connection
P1 P2

Repeating A/B Patterns

Questions Label the A/B/C patterns below and then continue the pattern

1) 

A B A B A B

2) 

3) 

4) 

5) 

6) 

7) 

Name: _____ 7

Curriculum Connection
P1, P2

Repeating A/B Patterns

Part 1

Label the A/B/C patterns below and then continue the pattern

1) 

2) 

3) 

4) 

Part 2

Create patterns that use the g[illegible] A[illegible]

1) A B B A B B A B B

2) A A B C A A B C A

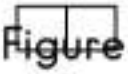
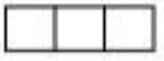
3) A B C A A B C A A

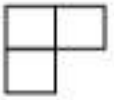
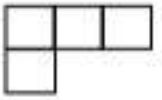
Name: _____ 12

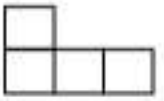
Curriculum Connection
P1

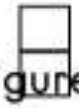
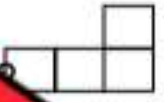
Creating Patterns with Squares

Part 1 Draw the next figure in the pattern by adding one block

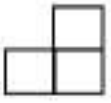
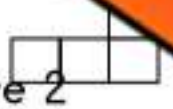
1) Figure 1  Figure 2  Figure 3  Figure 4

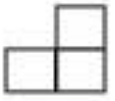
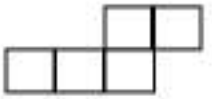
2) Figure 1  Figure 2  Figure 3  Figure 4

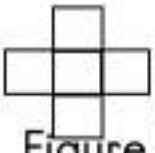
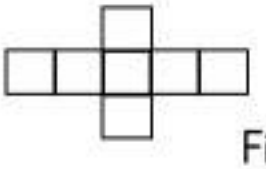
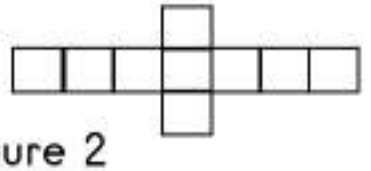
3) Figure 1  Figure 2  Figure 3 Figure 4

4) Figure 1  Figure 2  Figure 3 Figure 4

Part 2 Draw the next figure by adding two blocks. Shade in the added blocks

1) Figure 1  Figure 2   Figure 3 Figure 4

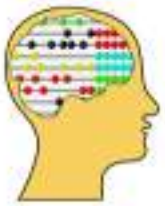
2) Figure 1  Figure 2   Figure 3 Figure 4

3) Figure 1  Figure 2   Figure 3 Figure 4

Name: _____ 14

Curriculum Connection
P1

Growing Patterns - Addition



Growing/Increasing Patterns

+10 +10 +10 +10 +10

10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5

3, 8, 13, 18, 23, 28

Part 1 Growing Patterns - Addition

1) 2, ___, ___, ___, ___	2) 6, 10, 14, ___, ___, ___
3) 10, 15, 20, ___, ___, ___	252, 255, 258, ___, ___, ___
5) 702, 708, 714, ___, ___, ___	6) , 84, ___, ___, ___

Part 2 Follow the rule by adding the next ___ in ___ttern

1) (Add 2) 7, 9, 11, _____, _____, _____	2) (Add 3) 22, 25, 28, _____, _____, _____
3) (Add 6) 32, 38, 44, _____, _____, _____	4) (Add 5) 115,120, 125, _____, _____, _____
5) (Add 10) 604, 614, 624, _____, _____, _____	6) (Add 4) 942, 946, 950, _____, _____, _____

Name: _____ 16

Curriculum Connection P2

Shrinking Patterns - Subtraction

Shrinking/Decreasing Patterns

-10 -10 -10 -10 -10

60, 50, 40, 30, 20, 10

-5 -5 -5 -5 -5

45, 40, 35, 30, 25, 20

Part 1 Fill in the missing numbers in the pattern

1) 12, 8, _____, _____, _____	2) 23, 19, 15, _____, _____, _____
3) 32, 26, 20, _____, _____, _____	4) 175, 165, 155, _____, _____, _____
5) 156, 148, 140, _____, _____, _____	6) 100, 96, _____, _____, _____, _____

Part 2 Follow the rule by adding the next number in the pattern

1) (Subtract 2) 18, 16, 14, _____, _____, _____	2) (Subtract 3) 30, 27, 24, _____, _____, _____
3) (Subtract 5) 38, 33, 28, _____, _____, _____	4) (Subtract 100) 600, 500, 400, _____, _____, _____
5) (Subtract 6) 862, 856, 850, _____, _____, _____	6) (Subtract 4) 378, 374, 370, _____, _____, _____

Name: _____ 18

Curriculum Connection
P1

Pattern Rule - Addition

Part 1 Continue the growing/increasing patterns below

1) 10, 20, 30, _____, _____, _____

Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

3) 35, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

4) 150, 160, 170, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

5) 673, 677, 681, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

Part 2 Write your own pattern using a pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 20, add 5 each time

2) _____, _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 110, add 7 each time

3) _____, _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 27, add 5 each time

4) _____, _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 546, add 4 each time

Name: _____ 19

Curriculum Connection P2

Pattern Rule - Subtraction

Part 1 Continue the shrinking/decreasing patterns below

1) 12, 10, 8, _____, _____, _____

Pattern Rule: Start at 12, subtract _____ each time

2) 22, 19, 16, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

3) 145, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

4) 74, 68, 62, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

5) 133, 123, 113, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ each time

Part 2 Write your own pattern using the pattern rule

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 50, subtract 0 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 236, subtract 6 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 794, subtract 5 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 142, subtract 4 each time

Name: _____ 2.0

Curriculum Connection
P1, P2

Patterns Within Number Strings (10s)

10

Part 1 Continue the growing patterns below

1) 1, 11, 21, _____, _____, _____, _____, _____, _____, _____

2) 6, 16, _____, _____, _____, _____, _____, _____, _____

3) 9, 1[illegible]9, _____, _____, _____, _____, _____, _____

4) 3, 13, 23, _____, _____, _____, _____, _____, _____

5) 202, 212, 222, _____, _____, _____, _____, _____, _____

Part 2 Continue the shrinking [illegible]ns b[illegible]

1) 94, 84, 74, _____, _____, _____, _____, _____, _____

2) 97, 87, 77, _____, _____, _____, _____, _____, _____, _____

3) 92, 82, 72, _____, _____, _____, _____, _____, _____, _____

4) 999, 989, 979, _____, _____, _____, _____, _____, _____, _____

5) 791, 781, 771, _____, _____, _____, _____, _____, _____, _____

Name: _____ 23

Curriculum Connection
P1

Input/Output Table - Addition

Rule: add 5

In	Out
25	30
45	50
65	70
85	90

Question: Fill in the input/output tables below

Rule: add 4

In	Out
5	
11	
22	
8	

Rule: add 2

In	Out
220	
240	
254	
268	

Rule: add 5

In	Out
325	
350	
375	
400	

Rule: add 6

In	Out
300	
322	
356	
372	

Rule: add 8

In	Out
612	
626	
650	
681	

Name: _____ 24

Curriculum Connection P2

Input/Output Table - Subtraction

Rule: subtract 5

In	Out
35	30
50	45
65	60
80	75

Quest[illegible] Fill in the input/output tables below

Rule: [illegible]5

In	Out
10	
35	
55	
100	

Rule: subtract 3

In	Out
5	
25	
67	
8[illegible]	

Rule: subtract 2

In	Out
4	
28	
45	
77	

[illegible]ct 5

In	Out
14[illegible]	
162	
185	
197	

Rule: subtract 6

In	Out
365	
342	
328	
312	

Rule: subtract 4

In	Out
646	
628	
614	
608	

Name: _____ 25

Curriculum Connection
P1 P2

Pattern Rule - Input/Output Tables

Rule: add 10

In	Out
20	30
30	40
50	60
90	100

Quest[illegible] Fill in the input/output tables below

R[illegible]

In	Out
10	
30	
50	
70	

Rule: add 3

In	Out
3	
12	
27	
7[illegible]	

Rule: subtract 6

In	Out
148	
132	
115	
109	

[illegible]ct 4

In	Out
22[illegible]	
214	
208	
204	

Rule: subtract 2

In	Out
878	
862	
	825
	815

Rule: add 6

In	Out
722	
748	
	766
	792

Name: _____ 26

Curriculum Connection P.2

Increasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

22, 24, 26, 28, 30, 32, 34, 36

Start at _____, then add _____ each time

48, 51, 54, 57, 60

Start at _____, then add _____ each time

58, 63, 68, 73, 78, 83, 88, 93

Start at _____, then add _____ each time

23, 33, 43, 53, 63, 73, 83, 93

Start at _____, then add _____ each time

46, 50, 54, 58, 62, 66, 70, 74

Start at _____, then add _____ each time

71, 74, 77, 80, 83, 86, 89, 92

Start at _____, then add _____ each time

Name: _____ 2-7

Curriculum Connection P.2

Increasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

104, 108, 112, 116, 120, 124

Start at _____, then add _____ each time

170, 175, 180, 185

Start at _____, then add _____ each time

240, 250, 260, 270, 280, 290

Start at _____, then add _____ each time

312, 315, 318, 321, 324, 327

Start at _____, then add _____ each time

525, 535, 545, 555, 565, 575

Start at _____, then add _____ each time

804, 810, 816, 822, 828, 834

Start at _____, then add _____ each time

Name: _____
29

Curriculum Connection
P.2

Creating Rules

Questions Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

ern Rule: Start at 143, add 2 each time

2) _____, _____, _____, _____

Pattern R tart 6, add 4 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 462, a ach e

4) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 615, add 10 each time

5) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 804, add 3 each time

Name: _____ 30

Curriculum Connection P.2

Decreasing Number Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

34, 32, 30, 28, 26, 24, 22, 20

Start at _____, then subtract _____ each time

39, 36, 33, 30, 27, 24

Start at _____, then subtract _____ each time

77, 73, 69, 65, 61, 57, 53, 49

Start at _____, then subtract _____ each time

88, 78, 68, 58, 48, 38, 28, 18

Start at _____, then subtract _____ each time

95, 90, 85, 80, 75, 70, 65, 60

Start at _____, then subtract _____ each time

92, 85, 78, 71, 64, 57, 50, 43

Start at _____, then subtract _____ each time

Name: _____ 31

Curriculum Connection P.2

Decreasing Number Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

147, 145, 143, 141, 139, 137

Start at _____, then subtract _____ each time

[illegible], 164, 160, 156, 152

Start at _____, then subtract _____ each time

228, 225, [illegible], 216, 213

Start at _____, then subtract _____ each time

437, 432, 427, 422, [illegible]

Start at _____, then subtract _____ each time

636, 630, 624, 618, 612, 606

Start at _____, then subtract _____ each time

987, 977, 967, 957, 947, 937

Start at _____, then subtract _____ each time

Name: _____ 33

Curriculum Connection P.2

Creating Rules

Questions Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 145, subtract 2 each time

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at [illegible], subtract 3 each time

3) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 375, subtract [illegible] each time

4) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 477, subtract 4 each time

5) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 787, subtract 10 each time

Name: _____ 34

Curriculum Connection
P1

T-Tables - Finding Patterns

Questions Fill in the T-Tables by counting the blocks

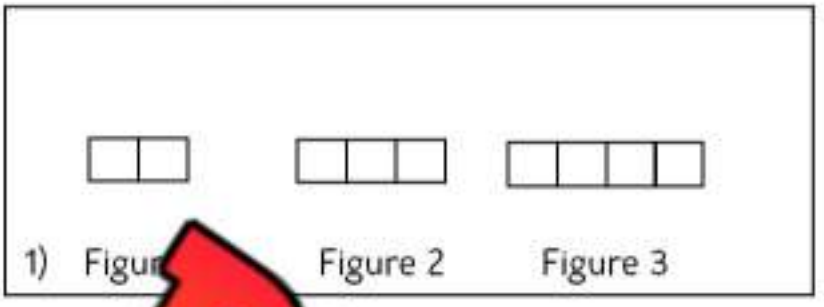


Figure	Term Value
1	
2	
3	
4	

Figure	Term Value
1	
2	
3	
4	

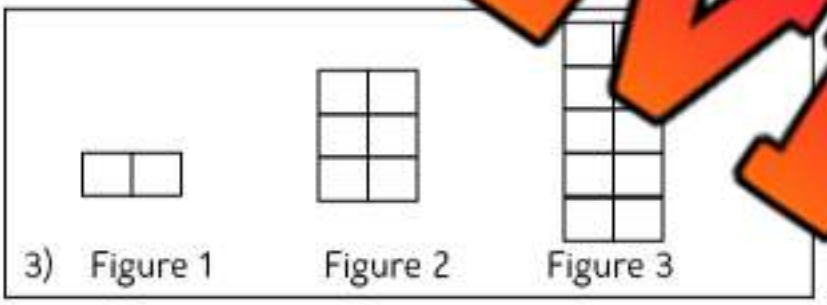


Figure	Term Value
1	
2	
3	
4	

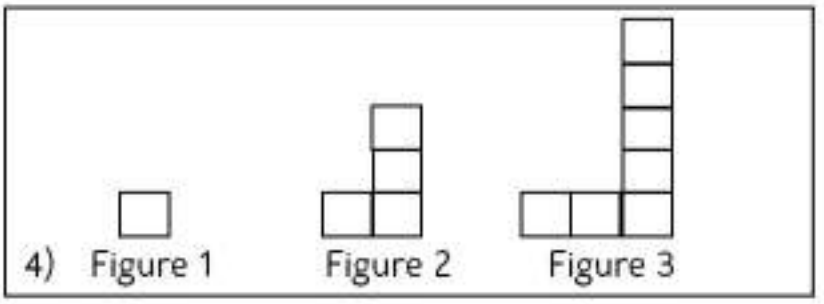


Figure	Term Value
1	
2	
3	
4	

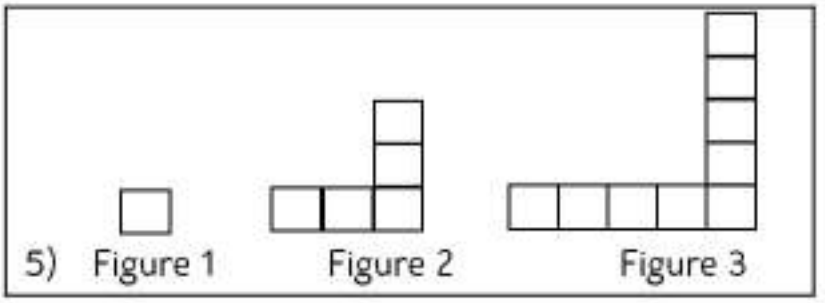


Figure	Term Value
1	
2	
3	
4	

Name: _____ 35

Curriculum Connection P1

T-Tables - Drawing Blocks

Questions Fill in the T-Tables and draw figure 4

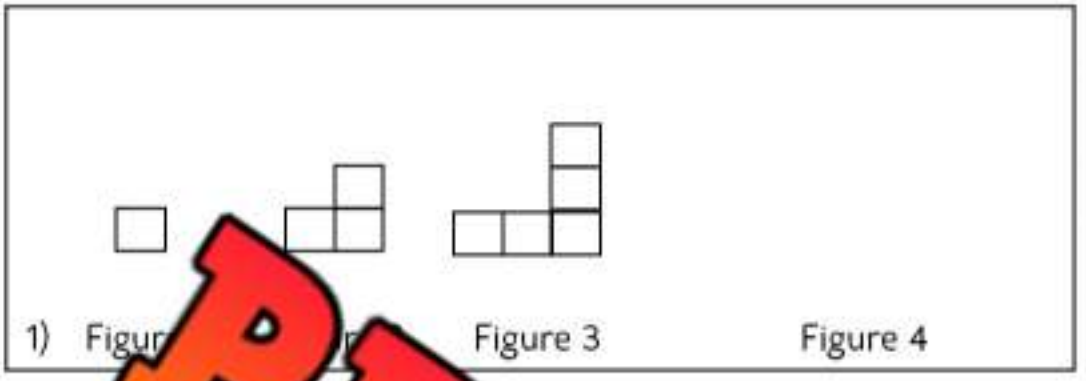


Figure	Term Value
1	
2	
3	
4	

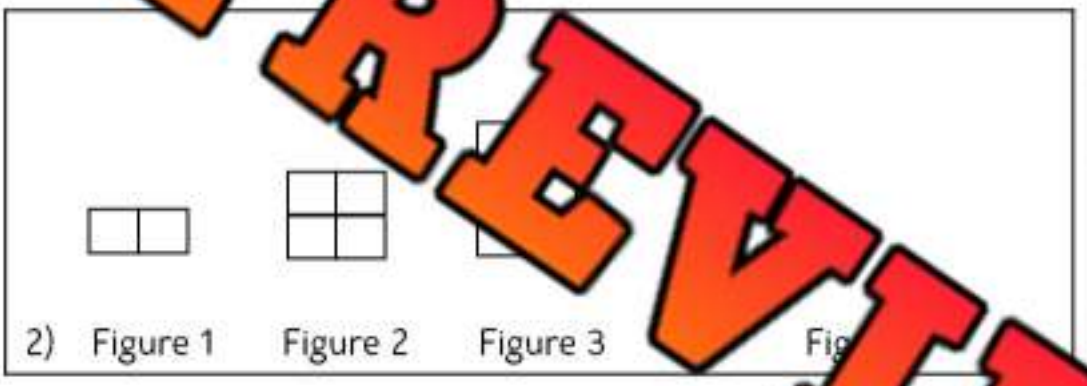


Figure	Term Value
1	
2	
3	
4	

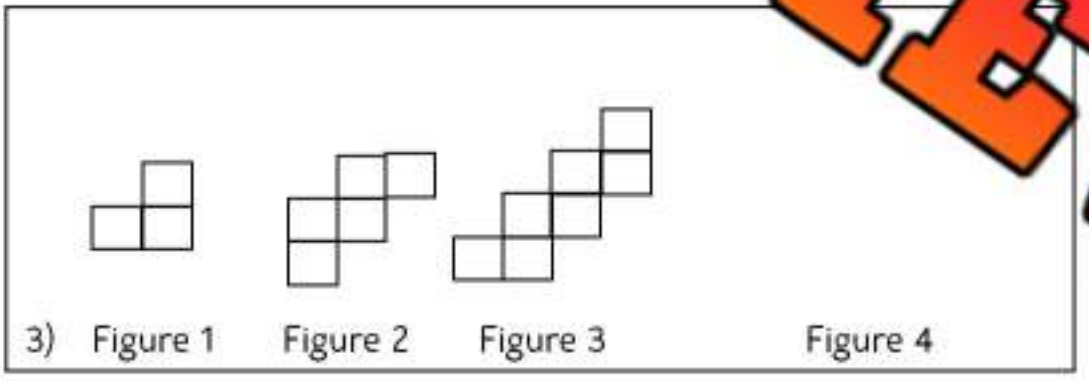


Figure	Term Value
4	

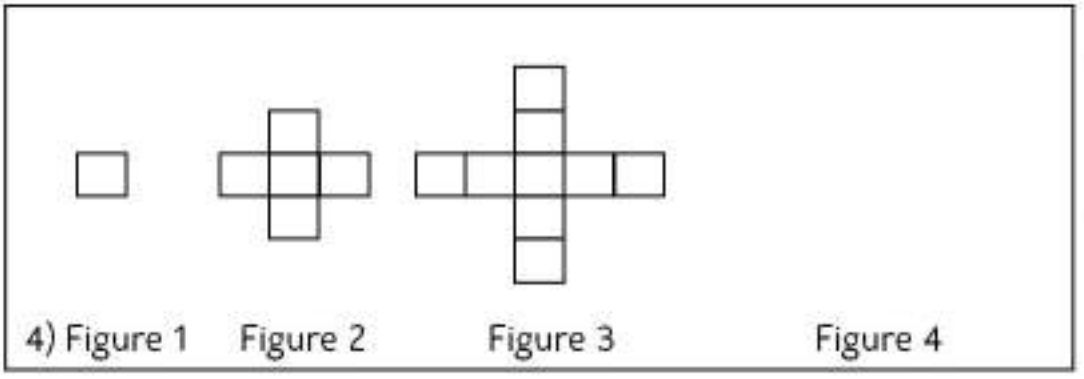


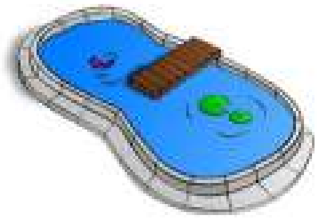
Figure	Term Value
1	
2	
3	
4	

Name: ______________________ 37

Patterning - Word Problems

Questions Answer the questions below

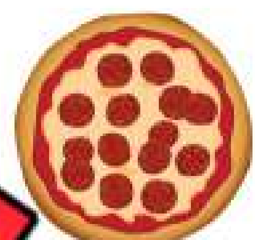
1) Jill's pool uses 2 chlorine pucks in May, 5 pucks in June, and 8 pucks in July. If the pattern continued, how many pucks would Jill use in August and November?



August: ______________________

November: ______________________

2) Henry's pizza sto[illegible] the [illegible] of pizza each week. He sells 8 pizzas on Monday, 15 pizzas on Tuesday, 22 p[illegible] Wednes[illegible]d 29 pizzas on Thursday. If the pattern continues, how many pizzas [illegible] on [illegible]



Bonus: How many pizzas will he sell for the week?

3) Sam starts with 150 dollars at the start of the week. He spends 5 dollars on Monday, 10 dollars on Tuesday, 15 dollars on Wednesday, and 20 dollars on Thursday. How much money did he spend on Friday?

Bonus: How much money did he have left on Sunday?

Name: _____

Algebra Quiz - Patterning

Part 1 Continue the repeating patterns below by drawing 3 more pictures

Part he pattern core and continue the pattern

A B C C A C _____, _____, _____

A B B C D A B B D _____, _____, _____

A B C B A B C B _____, _____, _____

Part 3 Circle the pattern core and lab ures

Part 4

Follow the rule by adding or subtracting to find the next number

1) (Add 5) 3, 8, 13, _____, _____, _____	2) (Add 3) 123, 126, 129, _____, _____, _____
3) (Add 6) 302, 308, 314, _____, _____, _____	4) (subtract 2) 18, 16, 14, _____, _____, _____
5) (subtr 660, 6 40, _____, _____, _____	6) (subtract 4) 546, 542, 538, _____, _____, _____

7) Figure 1 Figure 2 Figure 3 Figu re 5 Figure 6

Word Problem

Solve the word proble k!

If you read 1 book on Monday, 2 books on Tuesday, s how many books would you read on Sunday if the pattern contin

How many days would it take you to read 45 books?

Name: _____ 41

Curriculum Connection
PR.9

Pre-Algebra - Balancing Addition Equations

Balance the scales by putting the same amount of circles on each scale

Answer: Add 6 circles to the scale to make them equal.

3	+	6	=	9

Question How many balls do you need to add to balance the scales?

8	+		=	11

	+		=	

8	+		=	14

5	+		=	9

7	+		=	12

2			=	13

6	+		=	10

3	+		=	14

1	+		=	12

Name: _____ 42

Curriculum Connection
PR.3

Addition - Are They Equal?

Are the equations equal? Put an X through the equal sign for any equations that are not equal

5 + 3 = 8 21 + 10 ≠ 30 17 + 11 = 28

Questions Put a slash (≠) through the equal sign if it is not balanced

1) 1[illegible]	2) 20 + 10 = 30	3) 56 + 5 = 71
4) 23 + 6[illegible]	[illegible] + 13 = 40	6) 50 + 50 = 100
7) 62 + 9 = 70	8) [illegible] = 4	9) 58 + 7 = 65
10) 88 + 10 = 98	11) 44 + 11 = 54	12) [illegible] 5 = 115
13) 153 + 4 = 157	14) 128 + 4 = 133	15) 15[illegible] 8 = 164
16) 182 + 0 = 182	17) 110 + 10 = 120	18) 56 + 100 = 156
19) 120 + 5 = 125	20) 140 + 8 = 147	21) 2 + 168 = 170

Name: _____ 43

Curriculum Connection
PR.3

Pre-Algebra - Balancing Addition Equations

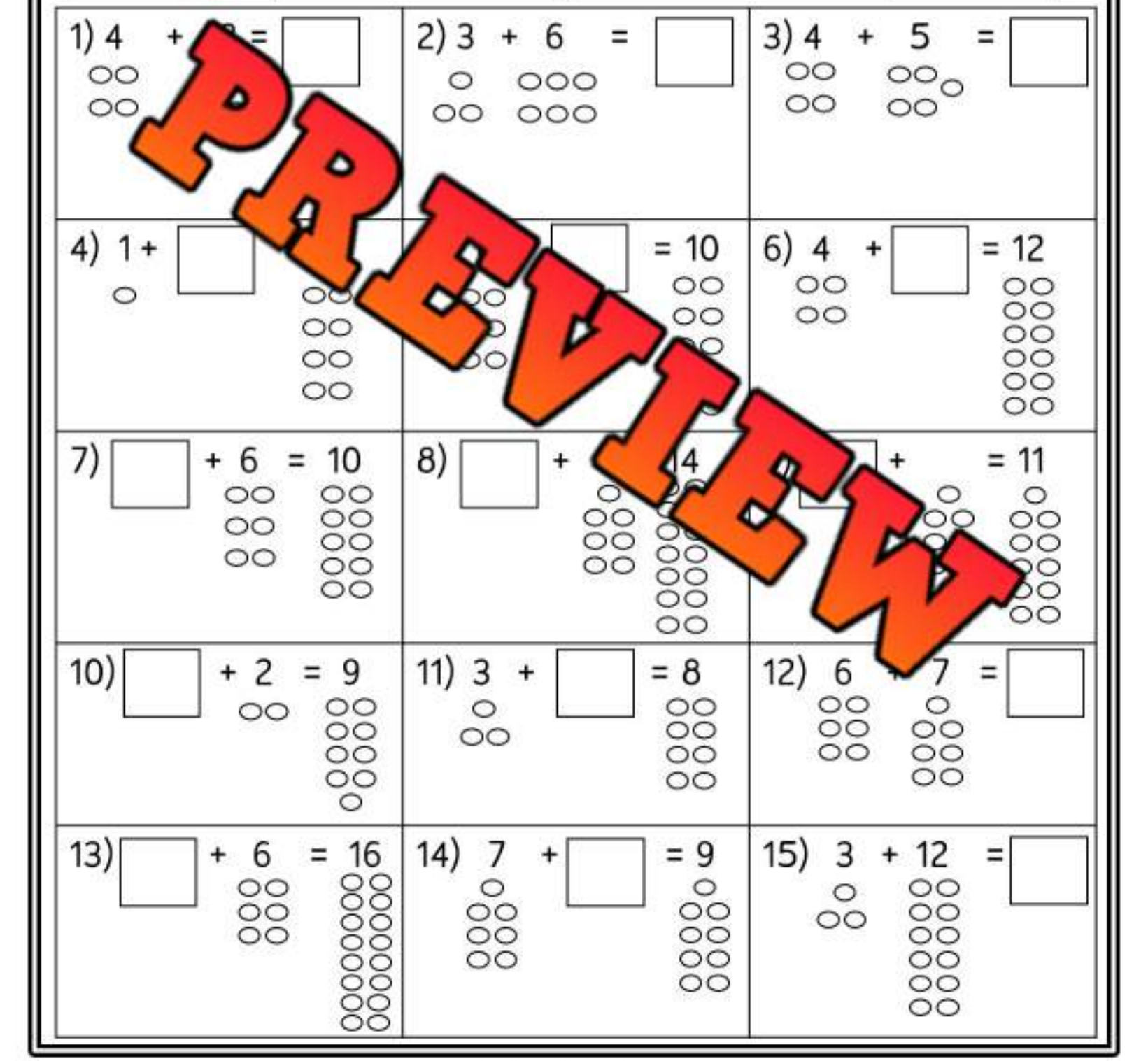
Balancing equations means both sides of the equal sign must be the same.

Examples:

$3 + 7 = \boxed{10}$ (10)

$24 + \boxed{6} = 30$ (30)

Questions Fill in the missing number to balance the equation



Name: _____ 44

Curriculum Connection
PR.9

Pre-Algebra - Balancing Addition Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

$3 + 7 = \boxed{10}$ (10)

$24 + \boxed{6} = 30$ (30)

Questions Fill in the missing number to balance the equation

1) 15 + 8 =	2) 23 + 6 =	3) 54 + 5 =
4) 1 + =	= 15	6) 26 + = 32
7) + 6 = 10	8) = 21	9) + 33 = 42
10) 35 + 13 =	11) 52 + = 61	78 = 81
13) 124 + = 131	14) 96 + 5 =	15) 184 + = 197
16) 152 + = 162	17) 135 + 15 =	18) 113 + = 125
19) 144 + = 152	20) 118 + 12 =	21) 151 + = 165

Name: _____

45

Curriculum Connection
PR.3

Addition Expressions - Equal?

Are the expressions equal? Put a slash through the equal sign for any equations that are not equal

Examples: 5 + 3 = 2 + 6 4 + 5 ≠ 7 + 1

Questions Put a slash (≠) through the equal sign if it is not balanced

1) [illegible] = 11 + 17	7) 16 + 7 = 11 + 11
2) 27 + 3 [illegible] 24	8) 26 + 5 = 24 + 7
3) 38 + 10 = 42 + 7	[illegible] 15 = 62 + 8
4) 67 + 7 = 65 + 9	10) 40 + [illegible] 17
5) 51 + 5 = 11 + 45	11) 66 + 13 = 4 + 75
6) 83 + 4 = 70 + 16	12) 60 + 23 = 53 + 30

Name: _____ 46

Curriculum Connection
PR.3

Addition - Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

4 + 7	(9 + 2)	5 + 5

Questions Circle the equation that matches the shaded in equation

1)		16 + 12	24 + 5
2)	46 + 8	12	44 + 3
3)	52 + 14	5 18	61 + 5
4)	63 + 12	45 + 35	
5)	82 + 12	70 + 24	55 + 40
6)	68 + 13	75 + 7	61 + 20
7)	53 + 22	40 + 35	55 + 21

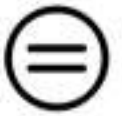
Name: _____

4-7

Curriculum Connection
PR.3

Addition - Find the Variable

A variable is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.



Example: 8 + n = 15

We can figure out the unknown number by balancing the equation. In this equation, n = 7.

Questio

Find out the value of the variable

n	n + 5 = 12 n =	22 + n = 30 n =
12 + 12 = p p =	15 p =	p + 13 = 25 p =
15 + y = 30 y =	y + 14 = y =	13 + 35 = y y =
78 + t = 92 t =	14 + t = 28 t =	t =
114 + a = 117 a =	135 + a = 150 a =	150 + a = 172 a =
22 + 165 = s s =	121 + s = 143 s =	133 + s = 141 s =

Name: _____ 50

Curriculum Connection
PR.3

Word Problems - Solving Addition Equations

Questions

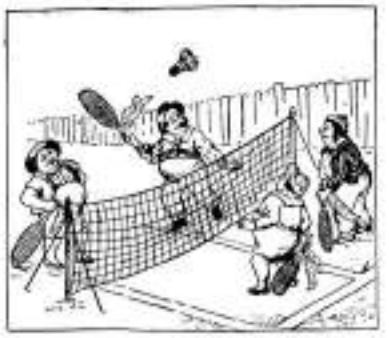
Answer the questions below

1) Tim drove 31km to get to work. Then he drove to the store. When he got to the store, he had driven 58 km in total. How many km did he drive to the store?

2) Steve got 25 poin beat video game. He got 33 more points for beating level 2. How many total have vel 2?

Bonus - He had 78 total points after beating level m get in level 3?

3. In badminton, Jessica and Erin won their game. They scored 21 points an opponents only scored 16. Jessica scored 13 of the 21 points. How many points did Erin score?



Name: _____ 51

Curriculum Connection
PR.9

Pre-Algebra - Balancing Subtraction Equations

Balance the scales by taking away circles from the scale

Answer: take 4 circles from the scale to make them equal.

7	-	4	=	3

Questions

How many balls do you need to take away to balance the scales?

11	-		=	8

	-		=	

10	-		=	4

8	-		=	1

11	-		=	3

13	-		=	2

10	-		=	4

14	-		=	1

4	-		=	0

Name: _____ 52

Curriculum Connection
PR.3

Subtraction - Are They Equal?

Are the equations equal? Put an X through the equal sign for any equations that are not equal

7 - 2 = 5 25 - 6 ≠ 18 15 - 11 = 4

Questions Put an x through the equal sign if it is not balanced

1) 1 [illegible]	2) 10 - 4 = 6	3) 16 - 5 = 12
4) 23 - 6 [illegible]	[illegible] - 5 = 16	6) 19 - 3 = 16
7) 32 - 4 = 28	8) [illegible] = 2	9) 28 - 4 = 24
10) 43 - 10 = 33	11) 45 - 4 = 42	12) [illegible] - 3 = 62
13) 53 - 4 = 49	14) 68 - 4 = 65	15) [illegible] - 6 = 51
16) 75 - 0 = 75	17) 100 - 1 = 99	18) 116 - 5 = 111
19) 109 - 4 = 104	20) 127 - 6 = 121	21) 175 - 6 = 159

Name: _____ 53

Curriculum Connection
PR.3

Pre-Algebra - Balancing Addition Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

$7 - 4 = \boxed{3}$ (3)

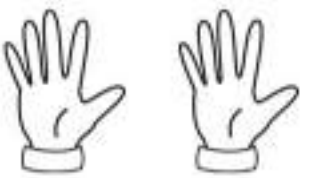
$14 - \boxed{6} = 8$ (8)

Questions Fill in the missing number to balance the equation

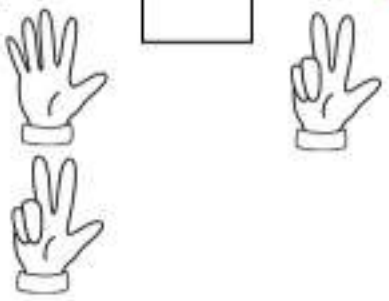
1) 4 - [ ] = [ ]

2) 3 - 2 = [ ]

3) 5 - 5 = [ ]

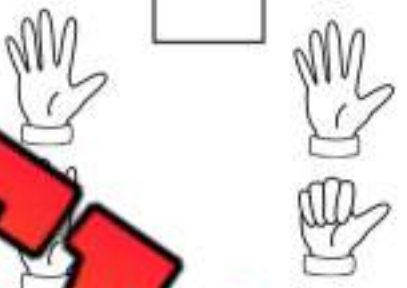


4) 8 - [ ] = 3

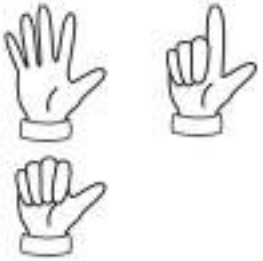


5) 6 - [ ] = 2

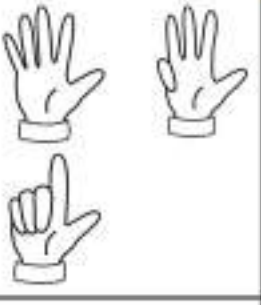
6) 10 - [ ] = 6



7) [ ] - 6 = 2



8) [ ] - 7 = 4



9) [ ] - 5 = 10

10) [ ] - 2 = 9

11) 9 - [ ] = 8

12) 6 - 2 = [ ]

Name: _____ 54

Curriculum Connection
PR3

Pre-Algebra - Balancing Subtraction Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

$15 - 6 = \boxed{9}$ (9)

$20 - \boxed{5} = 15$ (15)

Questions Fill in the missing number to balance the equation

1) 15 - 8 =	2) 11 - 6 = ☐	3) 10 - 5 = ☐
4) 10 - ☐ =	= 6	6) 14 - ☐ = 10
7) ☐ - 6 = 10	8) ☐ = 12	9) ☐ - 8 = 12
10) 55 - 10 = ☐	11) 72 - ☐ = 65	12) ☐ = 50
13) 74 - ☐ = 67	14) 112 - 6 = ☐	15) 180 - ☐ = 160
16) 143 - ☐ = 135	17) 115 - 15 = ☐	18) 125 - ☐ = 110
19) 106 - ☐ = 99	20) 125 - 21 = ☐	21) 145 - ☐ = 100

Name: _____ 55

Curriculum Connection
PR.3

Subtraction Expressions - Equal?

Are the expressions equal? Put a slash through the equal sign for any equations that are not equal

Examples: 8 - 5 = 9 - 6 10 - 5 ≠ 7 - 1

Questions Put a slash (≠) through the equal sign if it is not balanced

1) [illegible] 17 - 17	7) 25 - 3 = 26 - 3
2) 37 - [illegible]	8) 27 - 5 = 28 - 6
3) 58 - 11 = 55 - 7	[illegible] 13 = 54 - 4
4) 70 - 7 = 80 - 17	10) 39 - [illegible] 15
5) 78 - 5 = 82 - 8	11) 86 - 5 = 94 - 13
6) 95 - 15 = 100 - 18	12) 100 - 12 = 95 - 7

Name: _____ 56

Curriculum Connection
PR.9

Subtraction - Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation

Example

9 - 4 | (8 - 3) | 10 - 6

Questions Circle the equation that matches the shaded in equation

1)	[illegible]	24 - 13	27 – 15
2)	28 [illegible]	25 - 12	27 – 13
3)	30 - 12	[illegible]	39 - 21
4)	47 - 12	46 - 11	[illegible]
5)	62 – 13	61 - 12	63 - 15
6)	85 - 15	90 - 15	90 – 20
7)	99 - 15	98 - 13	90 - 6

Name: _____ 60

Curriculum Connection
PR.3

Word Problems - Solving Subtraction Equations

Questions Answer the questions below

1) Mrs. Wilson had 48 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 28 pencils. How many students are in Mrs. Wilson's class?

2) Hudson saved 8 [illegible]lars [illegible] new toy for 35 dollars. How many dollars does he have le[illegible]

Bonus: He saved 15 more dollars. Can he buy a [illegible] game [illegible]0 dollars?

3) The grade 3 class planted 79 tomato seeds but only 57 tomato [illegible]s grew. How many plants did not grow?

Name: _____

Algebra Quiz - Equations

Part 1 Put an x through the equal sign if it is not balanced

1) 25 + 15 = 45	2) 42 + 6 = 48	3) 87 + 15 = 103
4) 12[illegible] = 111	5) 274 - 24 = 249	6) 326 - 14 = 318

Pa[illegible] [illegible] in the missing number to balance the equation

1) 13 + 8 = ☐	[illegible] 42	3) 9 + ☐ = 65
4) 137 + 8 = ☐	5) ☐ + 18 = [illegible]	[illegible] 25 ☐ = 60
7) 9 − 6 = ☐	8) ☐ - 12 = 8	9) 47 - 8 = ☐
10) 109 - 5 = ☐	11) ☐ - 7 = 132	12) 170 - 6 = ☐

Part 3

Find out the value of the variable

7 + n = 10 n =	n - 5 = 15 n =	10 + n = 30 n =	n - 5 = 28 n =
n + 16 = 42 n =	n - 3 = 48 n =	n + 10 = 76 n =	n - 12 = 10 n =

Part 4

Find out the value of the variable

a + b + c = b = 2 ____ + ____ + ____ = ____	n + y + t = n = 5 y = 10 t = 5 ____ + ____ + ____ = ____
a - b = c a = 13 b = 8 ____ + ____ = ____ c =	e = f 26 n = 6 ____ + ____ = ____ f =

Part 5

Solve the word problem below. Make sure to write an equation

Alexa saved 47 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 80 dollars. How much did her grandmother give her?

Google Slides Lessons Preview

Manitoba Math Curriculum
Shape & Space – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

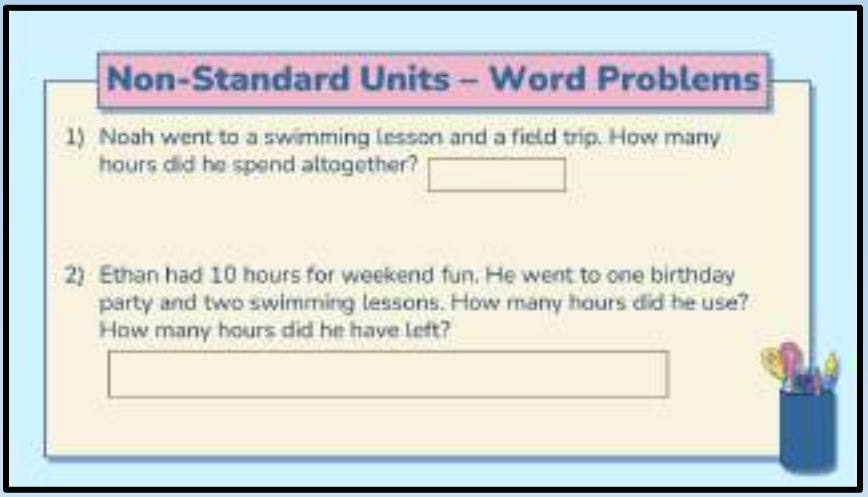
- Learning Goals
- Discussion Questions
- Quotes
- And More!

Part 2 – Action!

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

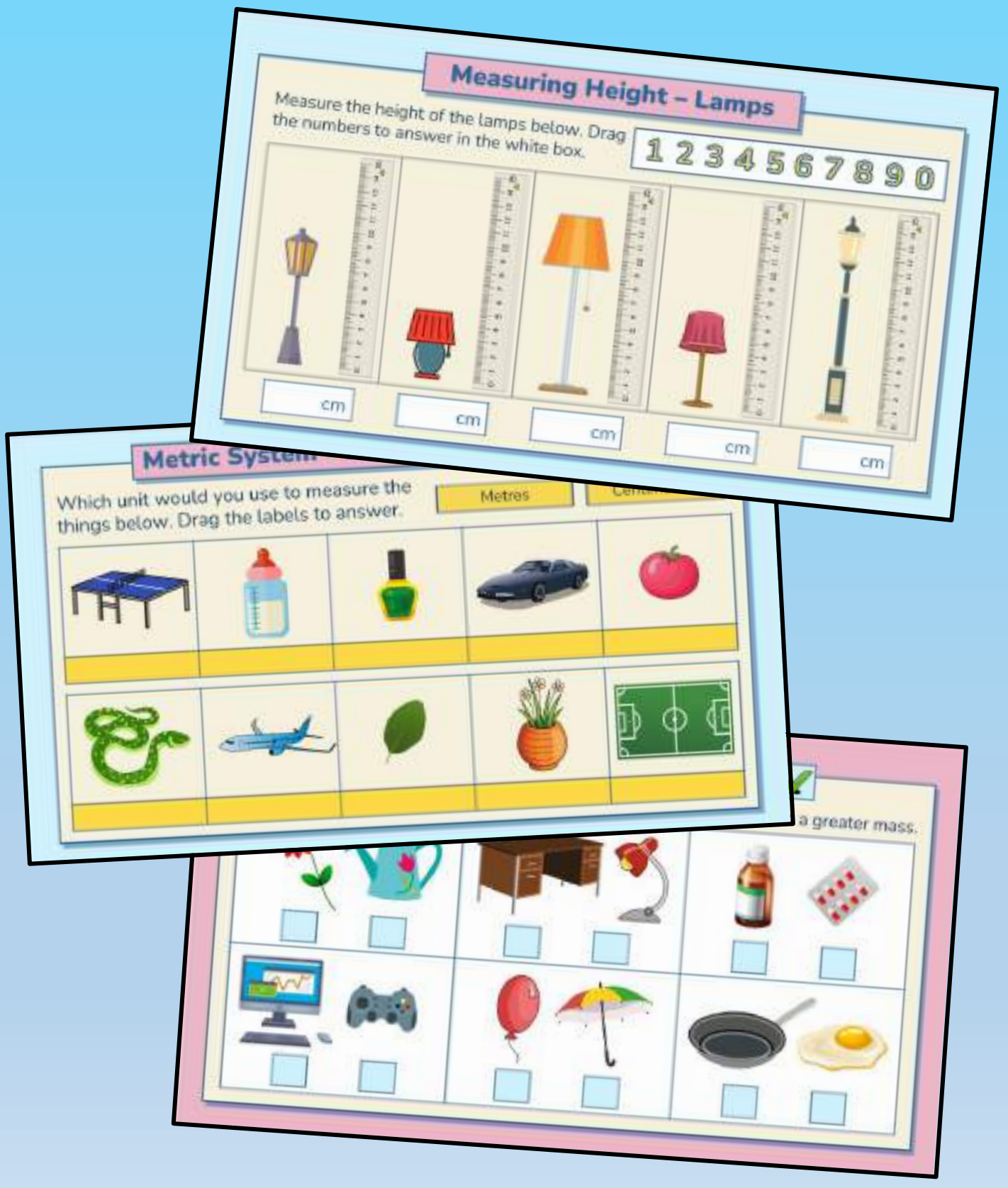
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum
Shape & Space – Grade 3

Manitoba Math Curriculum
Shape & Space – Grade 3



Workbook Preview

Grade 3
SHAPE AND SPACE (Measurement)

	Curriculum Expectations	Pages that Cover the Outcome
SS.1	Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).	3,4,5,6,7,8,12,13
SS.2	Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.	9,10,11,12,13
SS.	• measuring and recording length, width and height.	0,21
SS.4	. Demonstrate an understanding of measuring mass (g, kg) by: • selecting and justifying referents for the units g and kg • modelling and describing the relationship between the units g and kg • estimating mass, using referents • measuring and recording mass	26,27,28,29,30,31,32, 33,34
SS.5	. Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter, using referents for cm or m • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.	35,36,37,38,39,40,41, 42,43,44,45,46,47

Name: _____ 3

Curriculum Connection
SS1

Non-Standard Units of Time - Seconds

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.

Blinking = [illegible]

Usain Bolt runs 100m = 10 seconds

Washing Hands = 20 seconds

[illegible]	How Much Time Has Passed?
1) 10 seco[illegible]	[illegible]sain Bolt 100m race or 10 blinks
2) 30 seconds	
3) 15 seconds	
4) 45 seconds	
5) 55 seconds	
6) 20 seconds	
7) 40 seconds	

Name: _____ 4

Curriculum Connection
SS1

Non-Standard Units of Time - Seconds

Questions Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having a sip of water	3 blinks
10 ju	
Walking t bathroom	
Writing your name	
Reading a page of a book	
Singing Happy Birthday	
Logging on to a school computer	
Making a sandwich	
Saying your name 5 times fast	

Name: _____ 9

Curriculum Connection
SS2

Measuring Time - Seconds, Days, Hours, Minutes

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

Part 1 Fill in the tables below

Seconds	Minutes
60	1
120	
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
480	
540	
	10

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

Part 2 Convert the units of measurement below

1) 1 hr	_____ min
2) 240 **sec**	_____ min
3) 180 **sec**	_____ min
4) 2 d	_____ hr

5) 240 mins	_____ hr
6) 72 hrs	_____ d
7) 540 mins	_____ hr
8) 168 hrs	_____ d

9) 5 d	_____ hrs
10) 360 min	_____ hrs
11) 240 hrs	_____ d
12) 480 mins	_____ hrs

Name: _____ 10

Curriculum Connection
SS2

Time - Word Problems

Questions

Read the problems and solve them below

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

2. Aust[illegible] in 5 minutes 37 seconds. How many seconds did it take him to r[illegible]

3. Jeremy and Jackson played vid[illegible] ga[illegible] [illegible]96 days in a row. How many months did they play video games f[illegible]

4. Sam and Bruce played a round of golf for 240 minutes. How ma[illegible] [illegible]ey play golf for?

5. Zachary played in a hockey game yesterday for 85 minutes. How many seconds did he play hockey?

Name: _____

Curriculum Connection
SS2

Measuring Time - Days, Weeks, Months, Years

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

Part 1 Fill in the tables below

Days	Weeks
7	1
14	
	3
	4
35	
42	
	7
	8
63	
70	

Weeks	Months
4	1
8	2
	3
	4
	5
	6
28	7
	8
36	9
	10

Months	Years
12	1
	2
36	3
48	4
	5
	6
84	7
	8
	9
	10

Part 2 Convert the units of measurement below

1) 1 w	_____ d	5) 28 w	_____ m	9) 5 y	_____ m
2) 70 **d**	_____ w	6) 36 m	_____ y	10) 4 w	_____ d
3) 42 **d**	_____ w	7) 9 y	_____ m	11) 28 w	_____ m
4) 12 w	_____ m	8) 84 m	_____ y	12) 120 m	_____ y

Name: _____ 12

Curriculum Connection
SS1, SS2

Days, Weeks, Months, Years

Part 1 Which unit of measurement (days, weeks, months, years) would you use?

Description	Unit of Measurement
a) Playing in a hockey tournament for a weekend	
b) Length of time we go to school – September to June	
c) How lo[illegible]t will last in the fridge before it goes bad	
d) Ho[illegible]ason is	
e) How lo[illegible]g brea[illegible]efo[illegible]it gets moldy	
f) How old you a[illegible]	
g) How long ago your s[illegible]a[illegible]built	
h) How long the NHL season is	
i) How long your Christmas break is	

Part 2 Which unit of measurement [illegible]

1)	42 days	6 weeks	2 month[illegible]	
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years
5)	100 days	200 weeks	10 months	2 years
6)	300 days	30 weeks	15 months	5 years

Name: _____ 13

Curriculum Connection
SS1, SS2

Elapsed Time - Days - Word Problems

Questions

Read the problems and solve them below

1. It is June 12 and the school year ends on June 28th. How many days until the school year ends?

2. You g[illegible]tion in 3 weeks and 4 days. How many days until you will be on vacation?

3. Your basketball t[illegible] 18th. Today is January 25th. How many days until your basketball t[illegible]t?

4. It is January 1st, Happy New Year! How many m[illegible]s [illegible] June?

5. How many months are there of school – September to June?

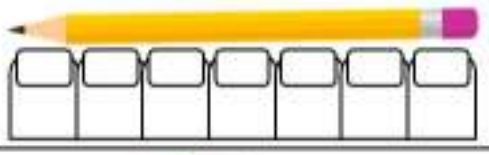
6. It is Monday, January 11th and you have a test on Friday, January 16th. How many days until your test?

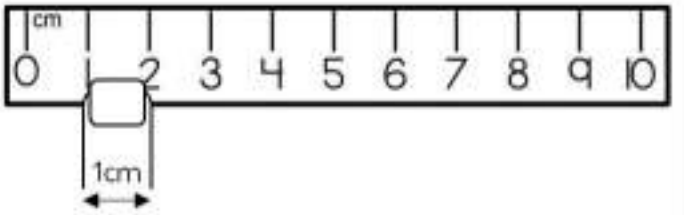
Name: _____ 15

Curriculum Connection
SS3

Estimating Lengths - Finger Benchmark

We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.



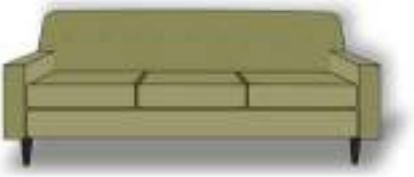


Part 1

Measure the objects below using your fingertip

1) 

Approximately _____ cm

2) 

Approximately _____ cm

3) 

Approximately _____ cm

Approximately _____ cm

5) 

Approximately _____ cm

6) 

Approximately _____ cm

Part 2

Find objects in your class that you can measure

1) The pencil is approximately _____ cm	2) The _____ is approximately _____ cm
3) The _____ is approximately _____ cm	4) The _____ is approximately _____ cm
5) The _____ is approximately _____ cm	6) The _____ is approximately _____ cm

Name: _____ 16

Curriculum Connection
SS3

Comparing Lengths - Finger Benchmark

Part 1 Estimate which object is longer by using your fingertip. Circle the longer object

1)

2)

3)

4)

5)

6)

Part 2 Measure the lengths with your finger a[illegible] it b[illegible] circle the larger image

1)

_____cm

_____cm

2)

_____cm

_____cm

3)

_____cm

_____cm

4)

_____cm

_____cm

5)

_____cm

_____cm

6)

_____cm

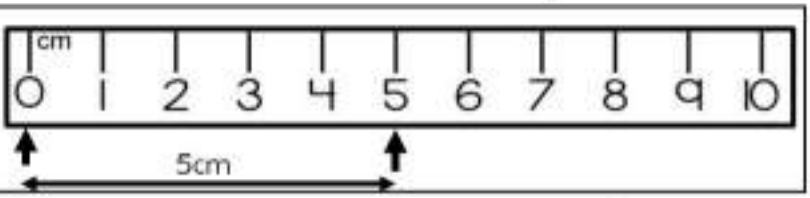
_____cm

Name: _____ 17

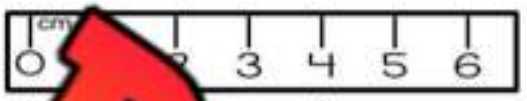
Curriculum Connection
SS3

Measuring in Centimetres

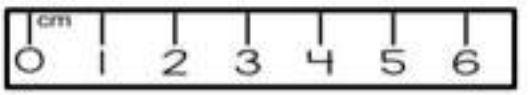
We can accurately measure the length of something by using a ruler.



Questions Read the rulers below to find the distance between the arrows

1) 

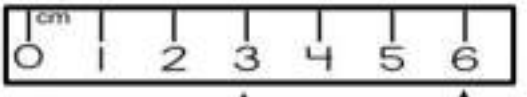
_____ cm

2) 

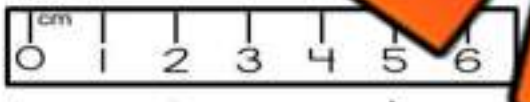
_____ cm

3) 

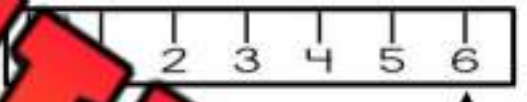
_____ cm

4) 

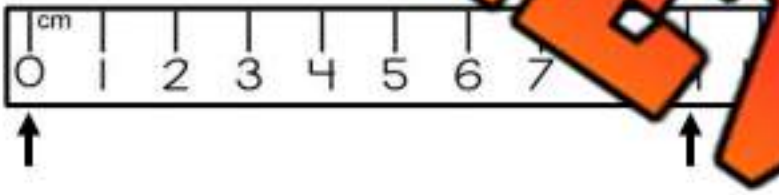
_____ cm

5) 

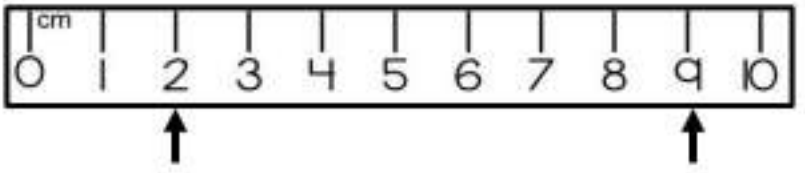
_____ cm



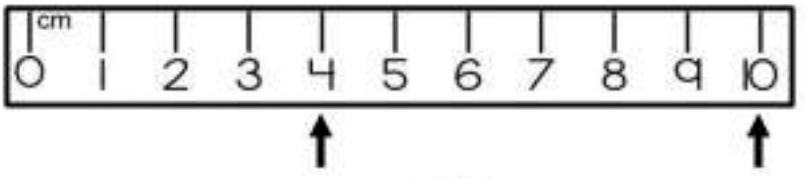
_____ cm

7) 

_____ cm

8) 

_____ cm

9) 

_____ cm

Name: _____ 18

Curriculum Connection
SS3

Measuring in Centimetres

Questions Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

4) _____ cm

5) _____ cm

6) _____ cm

7) _____ cm

8) _____ cm

9) _____ cm

10) _____ cm

11) _____ cm

12) _____ cm

Name: _____ 20

Curriculum Connection
SS3

Measuring Real-Life Objects

Questions Measure the length of the objects below

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

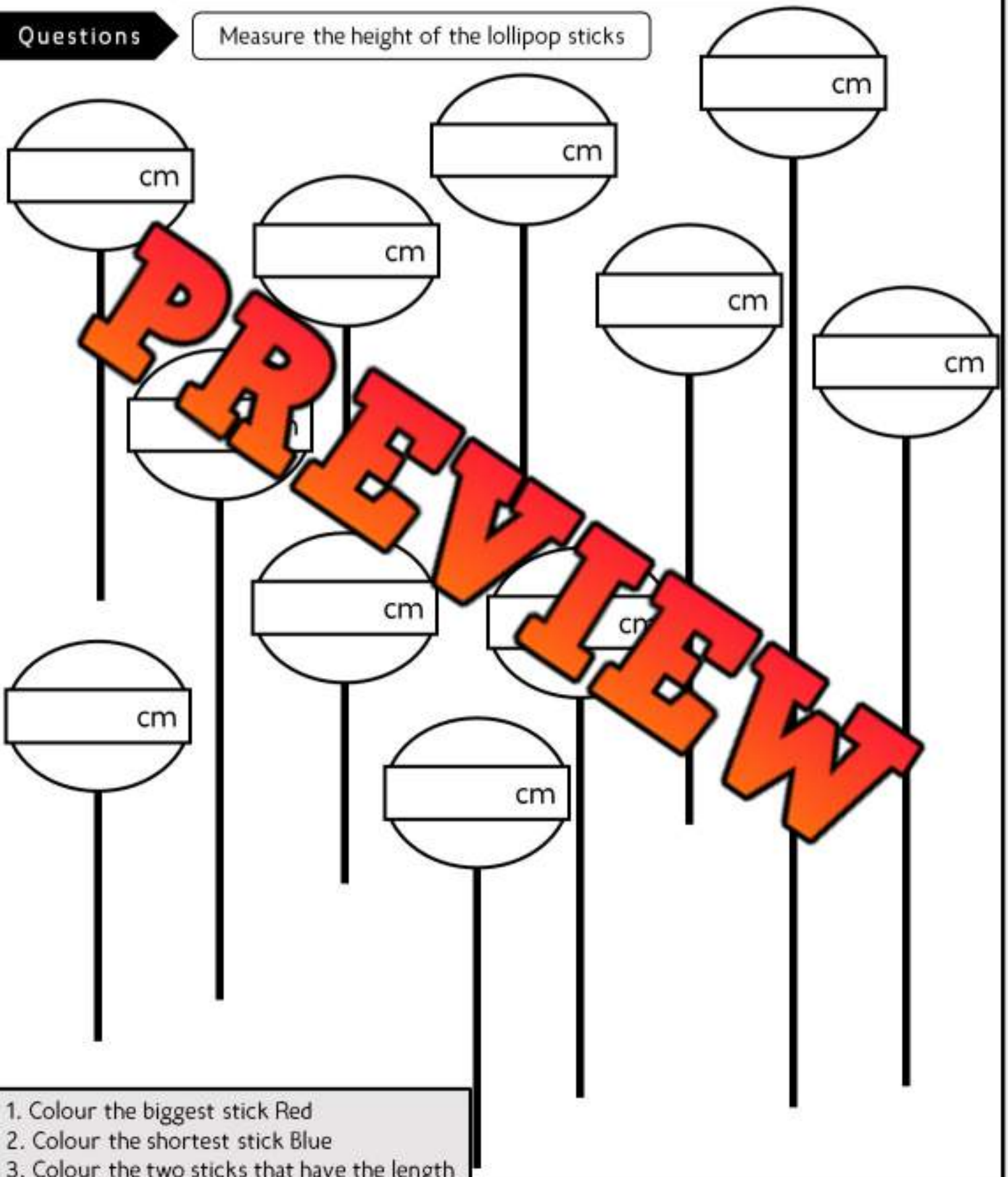
_____ cm

Name: _____ 21

Curriculum Connection
SS3

Measuring Height - Lollipops

Questions Measure the height of the lollipop sticks



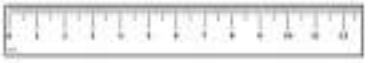
1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that have the length

Name: _____ 22

Curriculum Connection
SS3

Metric System - Metres and Centimetres

In Canada, we use the metric system. We use centimetres for smaller measurements and metres for larger measurements.



Centimetre (cm)
Approximately the width of your finger

Metre (m)
Approximately the width of a door

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

1) The distance w… bathroom 	
2) The length of you… d 	
3) The length of your eraser 	
4) The length of your classroom 	
5) The distance around a track 	
6) The distance of a 10 second race 	
7) The length of your shoe 	
8) The width your fingernail 	
9) The height of the classroom door 	
10) The length of your school 	

Name: _____ 23

Curriculum Connection
SS3

Metres and Centimetres

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

BENCHMARKS

100cm = 1m
1m = 100cm

Part 1 Complete the tables below

cm	m
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) [illegible]m	_____m
5) [illegible]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

Name: _____ 26

Curriculum Connection
SS4

Which Object Has More Mass?

Mass is the amount of matter in an object. Objects with more mass have more weight. But, weight depends on where the object is and mass is always the same.

Example - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

Part 1

Circle which object you think has more mass

1) 

2) 

3) 

4) 

5) 

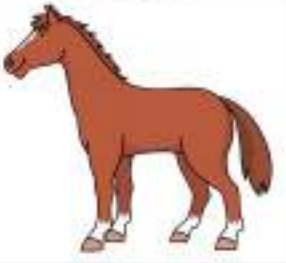
6) 

7) 

8) 

9) 

10) 



Name: _____ 2-7

Curriculum Connection
SS.4

Two-Pan Balance - Referents - Comparing Mass

A **two-pan balance** is a tool we can use to find the mass of different objects. When we use a two-pan balance, we can use multiple objects to equal the mass of one object on the other side.

3 b = 1 lap

2 laptops = 1 brick

2 bricks = 1 TV

Questions

Use the info above to answer the questions

1) 

6 books = _____ lapt

6 books = _____ bricks

3) 

1 TV = _____ laptops

4) 

1 TV = _____ books

5) 

4 brick = _____ TVs

6) 

1 brick = _____ books

7) 

1 laptop = _____ books

8) 

4 laptops = _____ bricks

9) 

9 books = _____ laptops

10) 

2 TVs = _____ bricks

Name: _____ 28

Curriculum Connection
SS4

Using Reference to Measure Mass

Use the referents to help you estimate how much mass the objects below have.

Brick – approximately 1 kg (2.2lbs)

Book – approximately 500g (1 lb)

Lollipop – approximately 100g

Paperclip – approximately 1g

Ques cle the estimate you think makes the most sense

1) Soccer ball a) 5g c) 10kg b) 1kg d) 10g	2) Water bottle a) 5g c) 10kg kg d) 500g
3) Pencil a) 1g c) 10kg b) 1kg d) 10g	a) 50 000kg b)
5) Laptop a) 5g c) 10kg b) 2kg d) 100g	6) a) 10g kg b) 5kg 100
7) Chocolate bar a) 50g c) 3kg b) 9kg d) 1g	8) Toothpick a) 1g c) 1kg b) 5kg d) 10g
9) Shoe a) 50g c) 10kg b) 1kg d) 100g	10) Pillow a) 500g c) 5kg b) 10kg d) 5g
11) Desk a) 30g c) 10kg b) 1kg d) 100g	12) Candy a) 500g c) 10kg b) 1kg d) 1g

Name: _____ 31

Curriculum Connection
SS4

Measuring Mass - Grams

Milligram (mg)	Gram (g)	Kilogram (kg)
1000 mg = 1g	1000g = 1kg	1kg = 1000g
		

Part 1 Fill in the tables below

mg	g
1000	1
2000	2
	3
4000	
5000	
	6
	7
	8
9000	
10000	

mg	g
	1.5
2500	
45[illegible]0	
5500	
	6.5
	7.5
	8.5
9500	
10500	

g	kg
1000	1
	2
3000	
[illegible]0	
	5
6[illegible]	
8000	
10000	

g	kg
1500	1.5
2500	
3500	
	4.5
	5.5
6500	
7500	
	8.5
	[illegible]9.5

Part 2 Convert the units of measurement below

1) 1g	_____mg	5) 5kg	_____g	9) 5.5g	_____mg
2) 3g	_____mg	6) 3000mg	_____g	10) 7500mg	_____g
3) 5000mg	_____g	7) 10 000mg	_____g	11) 8.5kg	_____g
4) 2000g	_____kg	8) 3kg	_____g	12) 3500g	_____kg

Name: _____ 32

Curriculum Connection
SS.4

Which Has The Most Mass?

Part 1 Which measurement has the most mass? Circle it.

1)	10g	200mg	100mg	1kg
2)	20g	200mg	5kg	1000g
3)	5r	500g	1000g	10kg
4)		5000mg	2000g	1kg
5)	5000mg		2000mg	1g

Part 2 Read the ... and ... em below

1. Kyle and Matt weighed their p...ils o... ...encil is 120g and Matt's pencil is 1500mg. Whose pencil weighs more...

2. John is deciding which backpack to buy. The blue backpack can h... ...een backpack can hold 9000g. Which backpack should he buy if he wants th... ...ger backpack?

3. Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000mg and Kate's held 9g. Who won the contest?

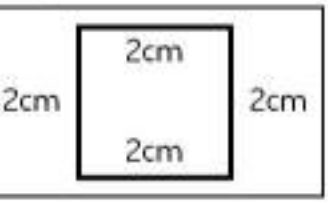
Name: _____ 35

Curriculum Connection
SS.5

Perimeter of Regular Shapes

The perimeter is the distance around a shape. We can find the perimeter by adding up all of the side lengths.

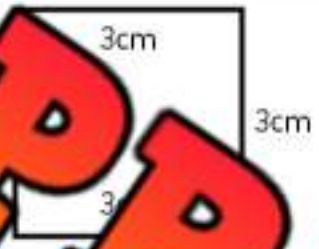
Example: 2 + 2 + 2 + 2 = 8cm



Part 1

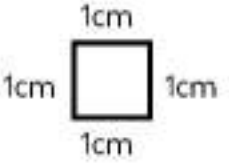
Find the perimeter of the squares below

1)



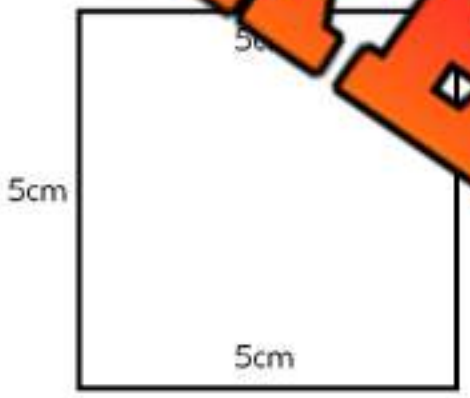
Perimeter = _____

2)



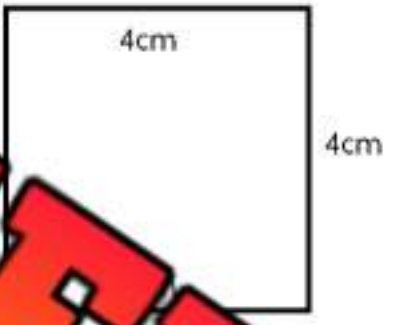
Perimeter = _____

3)



Perimeter = _____

4)

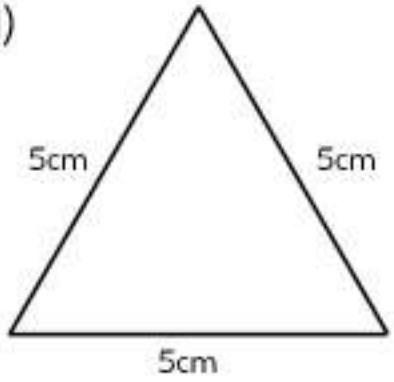


Perimeter = _____

Part 2

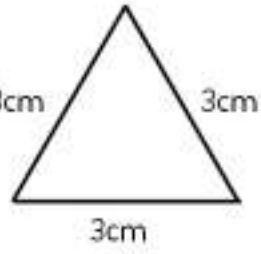
Find the perimeter of the triangles below

1)



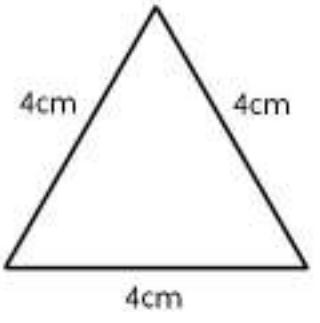
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Name: _____ 36

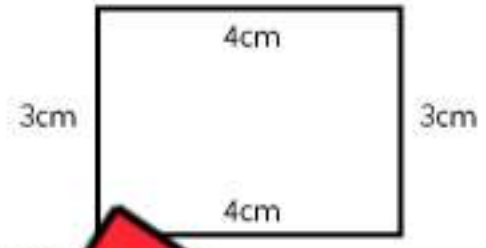
Curriculum Connection
SS.5

Finding the Perimeter of Irregular Shapes

Part 1

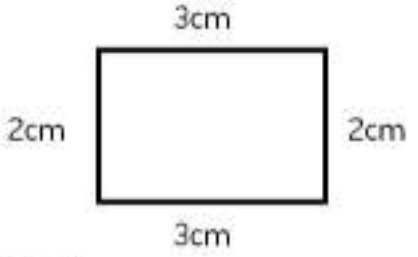
Find the perimeter of the rectangles below

1)



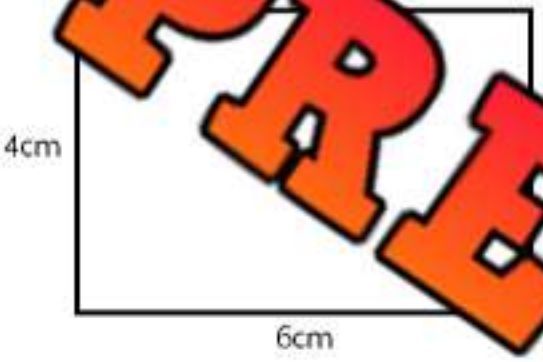
Perimeter = _____

2)



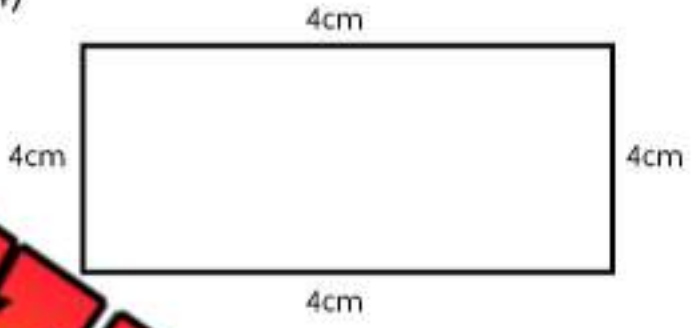
Perimeter = _____

3)



Perimeter = _____

4)

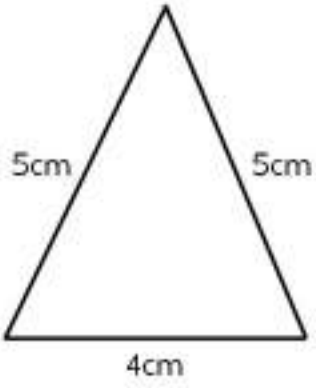


Perimeter = _____

Part 2

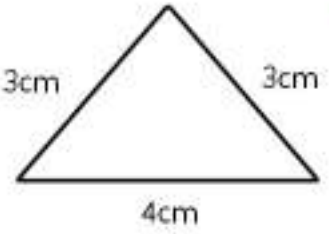
Find the perimeter of the t... s be...

1)

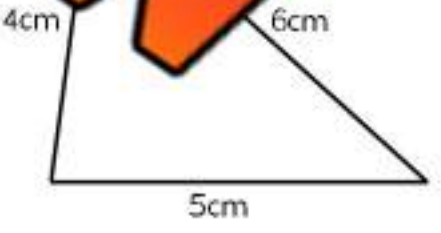


Perimeter = _____

2)



Perimeter = _____



Perimeter = _____

4) Draw two triangles with the same perimeter with different side lengths

1)

2)

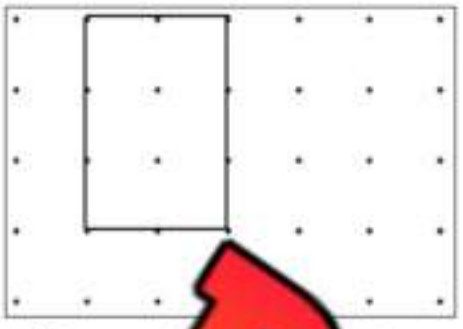
Name: _____ 37

Curriculum Connection
SS5

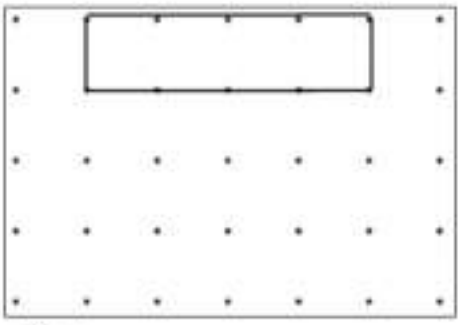
Finding the Perimeter of Irregular Shapes

Part 1

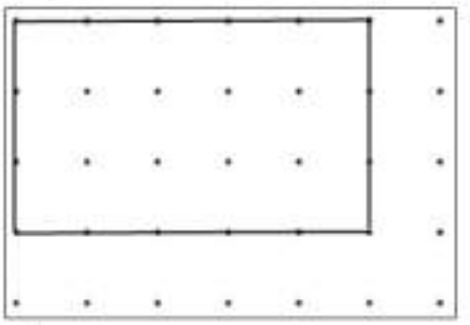
Find the perimeter of the rectangles below



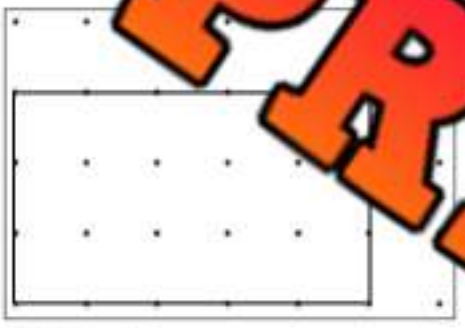
1) Perime



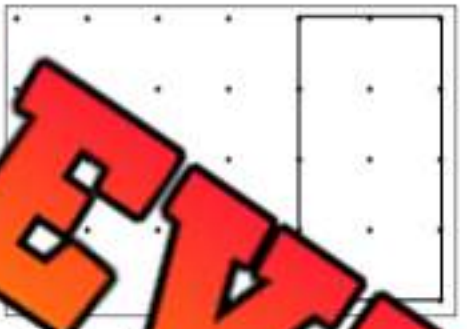
2) Perimeter = _____



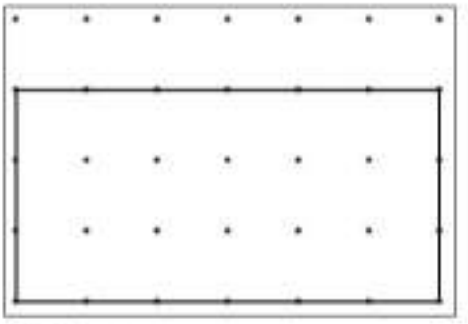
3) Perimeter = _____



4) Perimeter = _____



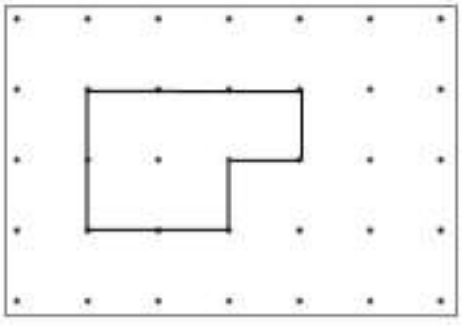
5) Peri



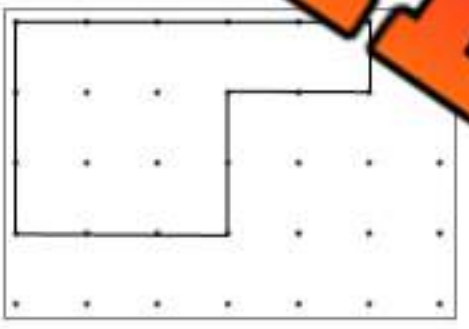
6) Perimeter = _____

Part 2

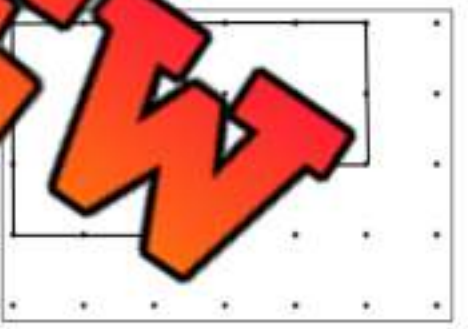
Find the perimeter of the



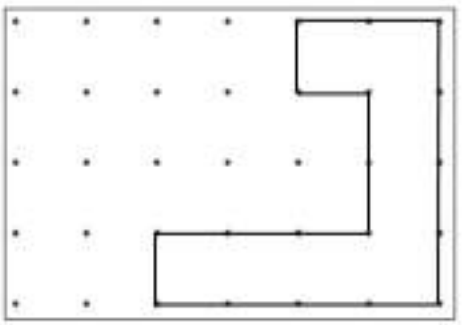
1) Perimeter = _____



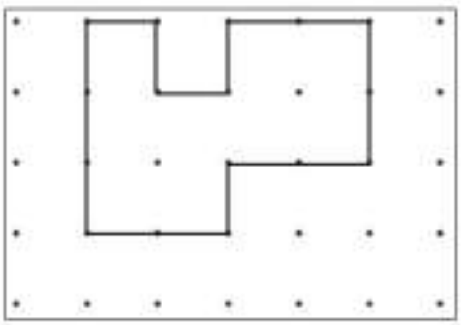
2) Perimeter = _____



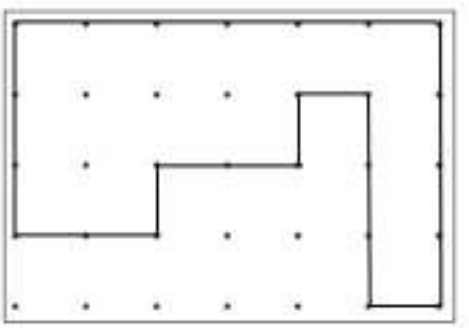
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____



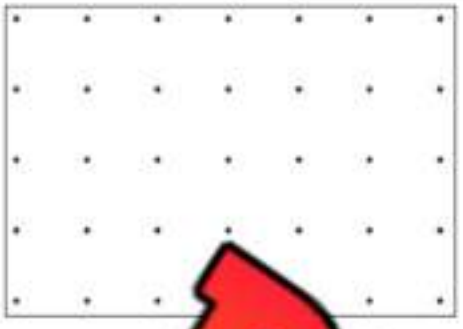
6) Perimeter = _____

Name: _____ 38

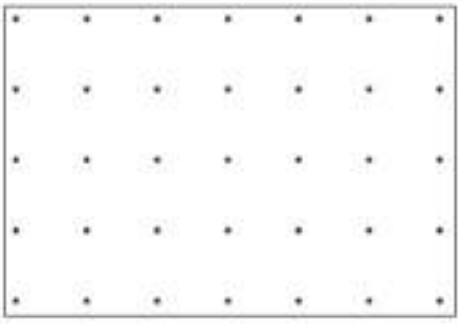
Curriculum Connection
SS.5

Drawing Shapes Using Perimeter

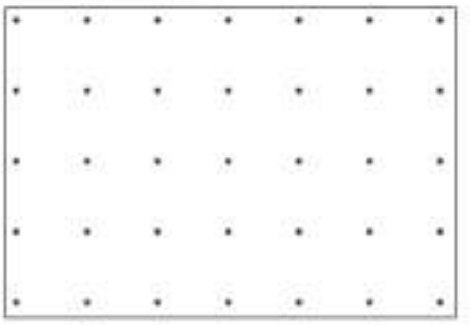
Part 1 Draw a **square** with the perimeter that is given to you



1) Peri

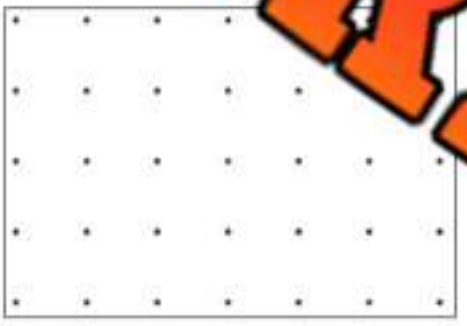


2) Perimeter = 4



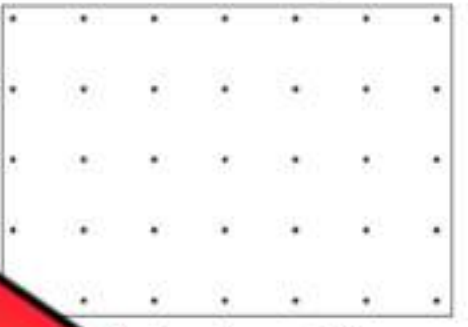
3) Perimeter = 12

Part rectangle with the perimeter that is given to you

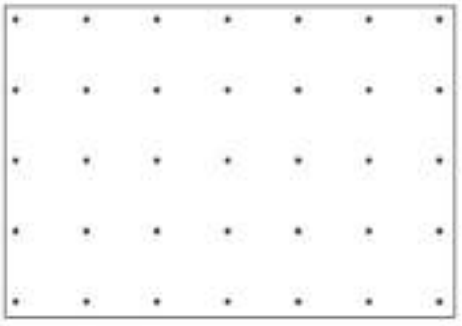


4) Perimeter = 6

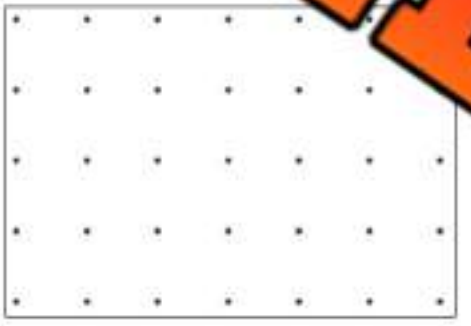
5) Perimete



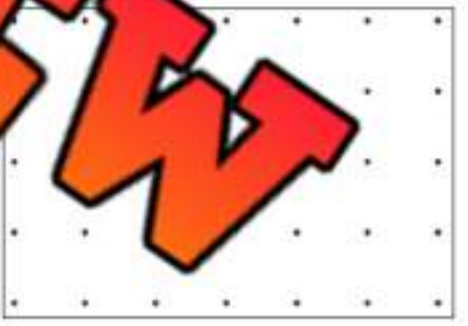
Perimeter = 16



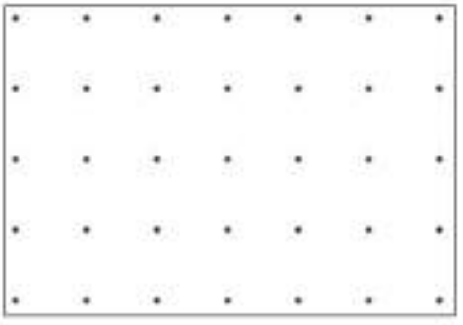
7) Perimeter = 8



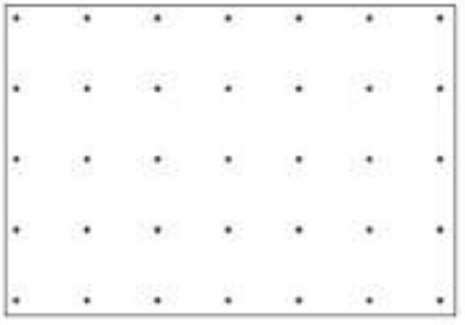
8) Perimeter = 14



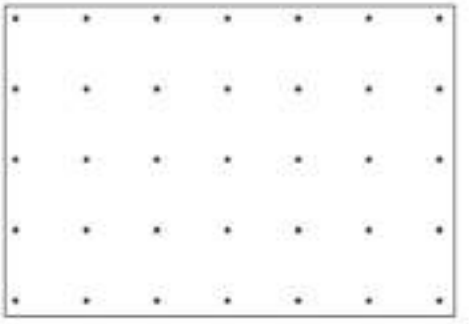
9) Perimeter = 18



10) Perimeter = 20



11) Perimeter = 12



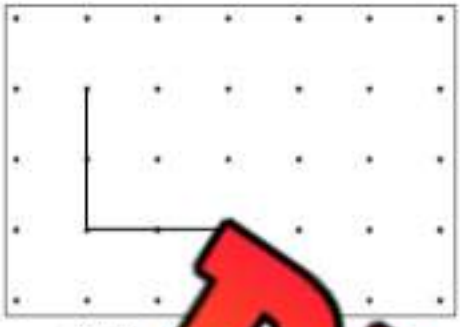
12) Perimeter = 22

Name: _____ 39

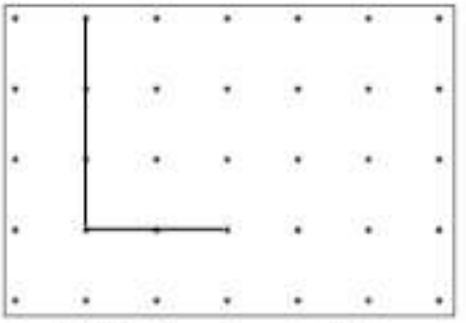
Curriculum Connection
SS5

Drawing Shapes Using Perimeter

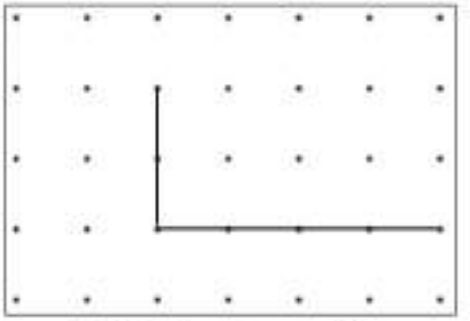
Part 1 Complete the shapes to match the perimeter



1) Perimeter= 8

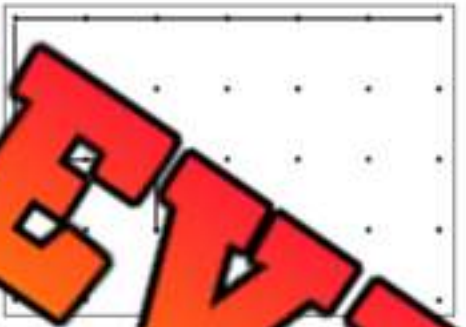


2) Perimeter= 10

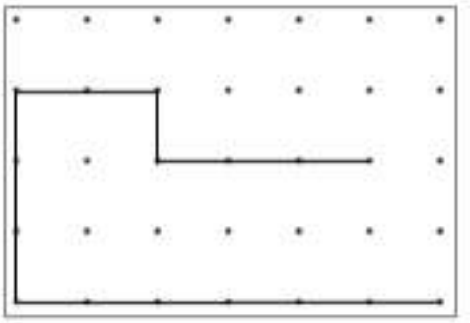


3) Perimeter= 12

4) Perimeter= 16

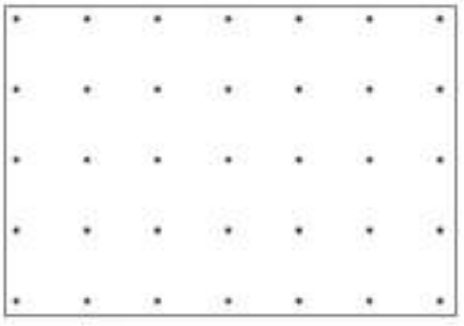


5) Perimeter= 1

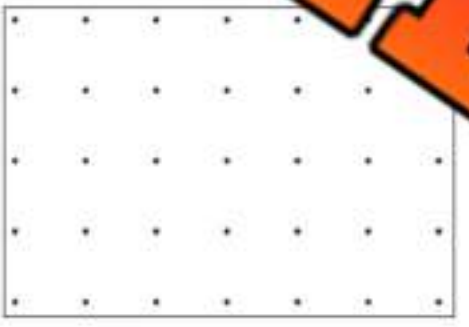


6) Perimeter= 22

Part 1 Draw any shape with the p ers gi

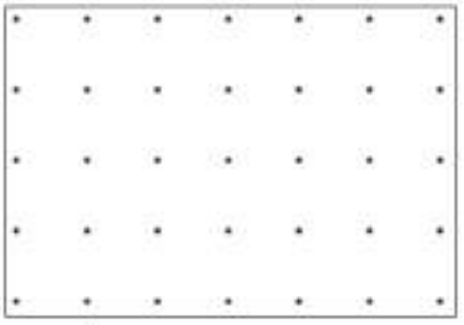


1) Perimeter= 12

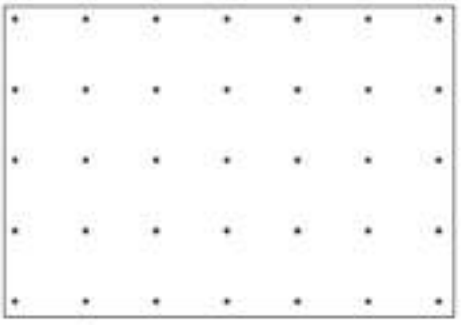


2) Perimeter= 8

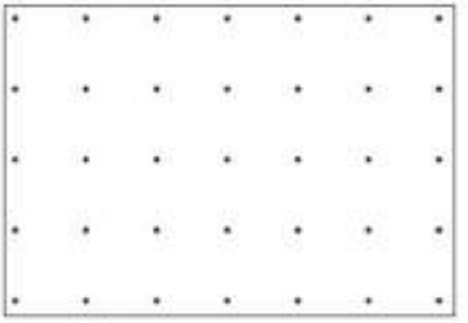
3) Perimeter= 16



4) Perimeter= 20



5) Perimeter= 14



6) Perimeter= 24

Name: _____ 47

Curriculum Connection
SS5

Perimeter Word Problems

Questions

Draw a picture of the problem and then find the perimeter

1) A computer screen is 15cm by 10cm. What is the perimeter of the screen?

2) Pau around his yard. His yard is 20m by 10m. What is the perime f his

3) The school yard is a rectang that by . What is the perimeter of the yard?

4) A piece of paper is 15cm by 10cm. What is the perimeter o

5) Mrs. Wilson is putting a border around her bulletin board. The board is 200cm by 1m. What is the perimeter of the bulletin board?

Name: _____ 48

Measurement Unit Test

Part 1 Use a ruler to measure the lines below

1)	2)	3)
 _____ cm	 _____ cm	 _____ cm

Part 2 Draw a line that is the correct length

1)	2)	3)
5 cm	3 cm	4 cm

Part 3 Fill in the table below

mm	cm
10	1
20	2
	3
40	
50	
	6
	7
	8
90	
100	

cm	
100	1
300	
400	
	5
600	
	7
800	
	9
1000	

m	km
1000	1
2000	2
	3
4000	
	6
7000	
	8
	9
10000	

Part 4 Write the same number for the different units of measurement

1) 1m	_____cm	5) 5m	_____cm	9) 500cm	_____m
2) 20mm	_____cm	6) 50mm	_____cm	10) 500mm	_____cm

Part 5

Circle which mass fits the description

1) A pencil a) 500g b) 1kg c) 5mg d) 5g 	2) A computer a) 200g b) 2kg c) 50mg d) 1000mg 
3) A car a) 900k b) 1 c) 500 d) 1000mg 	4) A cup a) 500kg b) 5kg c) 50g d) 1000mg 

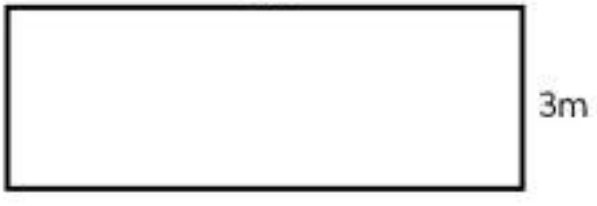
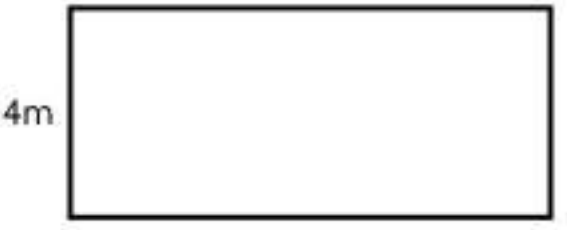
Part 6

W of me nt is larger?

42 days	6 weeks		1 year
500 days	10 weeks	mo	1 year
60 days	6 weeks	3 month	

Part 7

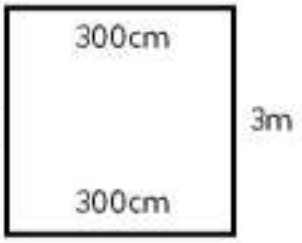
Find the perimeter

1)  Perimeter: _____	2)  Perimeter: _____

Part 8

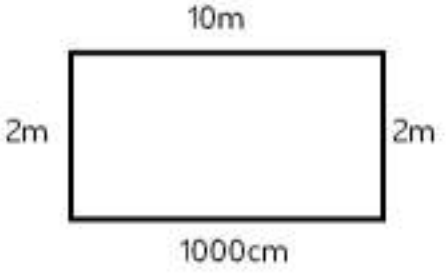
Step 1 - Convert the units so they are all the same
Step 2 – Add up all the units

1)



Perimeter = _____

2)



Perimeter = _____

Part

the word problems below

1) A phone is m. the perimeter of the phone?

2) Paul is building a fence around his yard. His y by What is the perimeter of his yard?

3) The school yard is a rectangle that is 100m by 50m. What is the perimeter of the yard?

Name: _____ 52

Curriculum Connection
SS.7

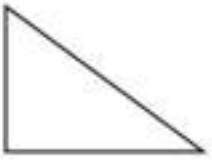
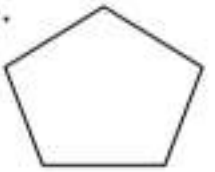
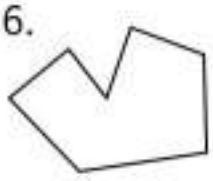
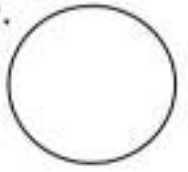
Introduction to Polygons

YES

Polygons
- Two-dimensional
- Closed shape
- Straight sides

NO

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

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____

Part 2 Draw polygons and non-polygons

1)	2)	3)	4)	
Polygon	Polygon	Polygon	Polygon	Polygon

6)	7)	8)	9)	10)
Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon	Non-Polygon

Name: _____ 53

Curriculum Connection
SS7

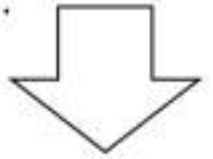
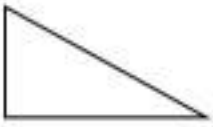
Regular vs Irregular Polygons

Regular

Regular Polygons
- All sides are the same length
- All angles are the same

Irregular

Part 1 Label the polygons regular or irregular

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____

Part 2 Draw regular and irregular polygons

1)	2)	3)	4)	
Regular	Regular	Regular	Regular	Regular
6)	7)	8)	9)	10)
Irregular	Irregular	Irregular	Irregular	Irregular

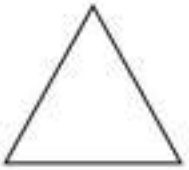
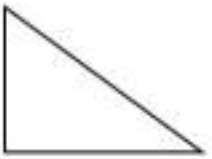
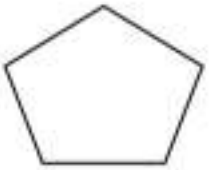
Name: _____ 54

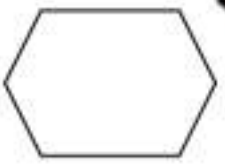
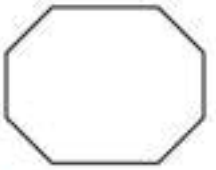
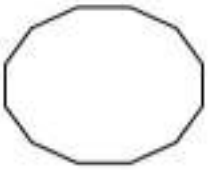
Curriculum Connection
SS.7

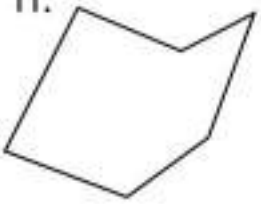
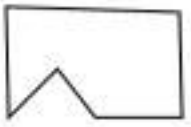
Sides of a Shape

Part 1

How many sides does the shape have?

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

6.	8.	9.	10.
			
_____	_____	_____	_____

11.	12.	13.	14.	15.
				
_____	_____	_____	_____	_____

Part 2

Draw a shape with the correct number of sides

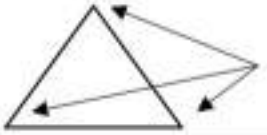
1)	2)	3)	4)	5)
4	3	6	8	10

Name: _____ 55

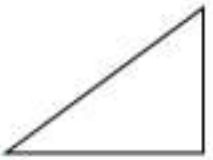
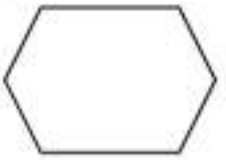
Curriculum Connection
SS.7

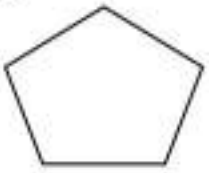
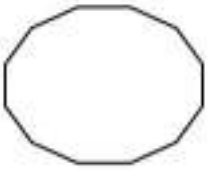
Vertices

Vertices are where two sides meet. The vertices of a shape are the corners.



Part 1 Circle the vertices and write how many vertices the shape has

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

6.	7.	8.	9.	10.
				
_____	_____	_____	_____	_____

Part 2 Draw a shape with the correct number

1)	2)	3)	4)	
3	4	5	6	7

What do you notice about the number of vertices and sides that a shape has?

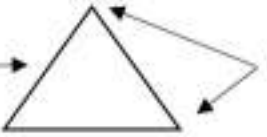
_____

Name: _____ 56

Curriculum Connection
SS.7

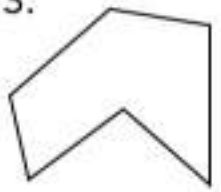
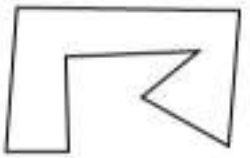
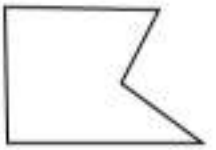
Sides and Vertices

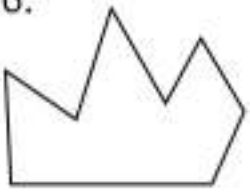
Reminder: Side → Vertices



Part 1

How many sides and vertices does the shape have?

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

6.	7.	8.	9.	10.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 2

Draw a shape with the correct number of vertices and sides

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

Name: _____ 57

Curriculum Connection
SS7

Sorting Sides and Vertices

Part 1 Sort the shapes into the categories below

A B C D E F G H I J

Shapes	Triangles	Quadrilaterals	Pentagons	Hexagons
Letters				

Part 2 Sort the shapes into the following categories

A B C D G H

Sides	7	8		
Letters				

Part 2 Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

Name: _____ 58

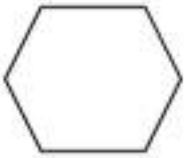
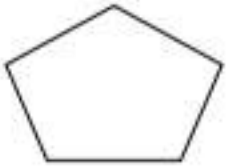
Curriculum Connection
SS.7

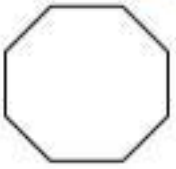
Naming Shapes

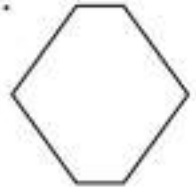
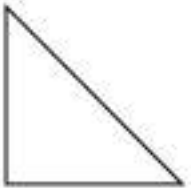
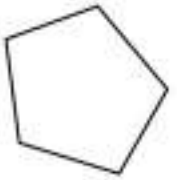
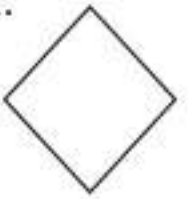
Questions

Fill in the blanks below

Word Bank – Triangle Quadrilateral Pentagon Hexagon Octagon

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

	5. 	6.	7. 	8. 
# of Sides	_____ sides	_____ sides	des	sides
Name of Shape				

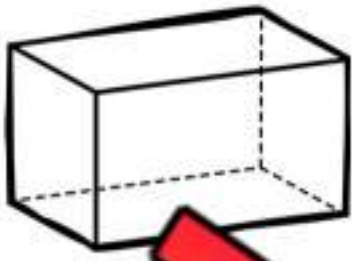
	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Name: _____ 62

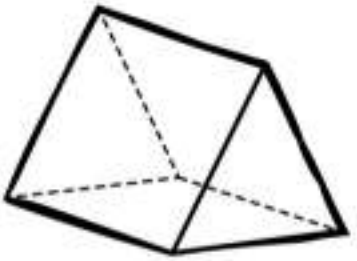
Curriculum Connection
SS6

Naming Prisms

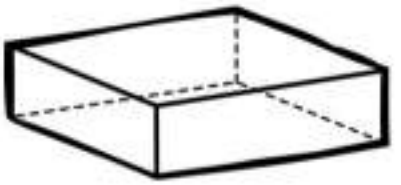
Questions Circle the name of the prism



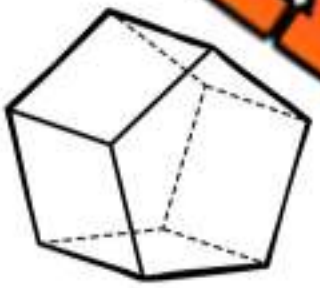
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism

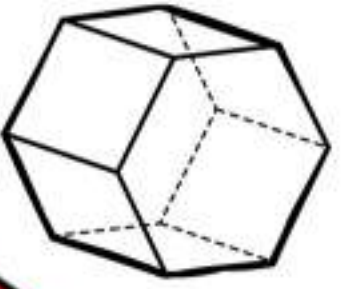


Rectangular Prism
Triangular Prism

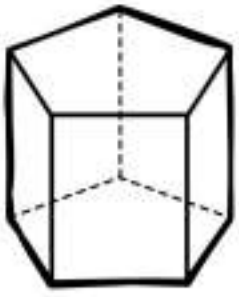


Rectangular Prism
Triangular Prism
Pentagonal Prism

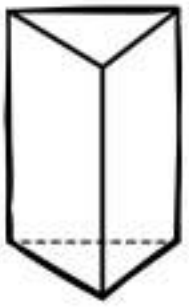
Rectangular Prism
Hexagonal Prism
Pentagonal Prism



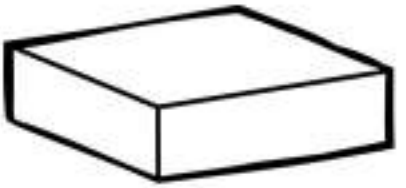
Rectangular Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism



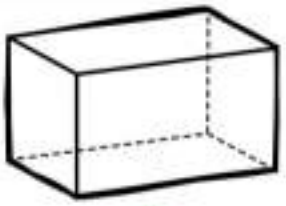
Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Name: _____ 63

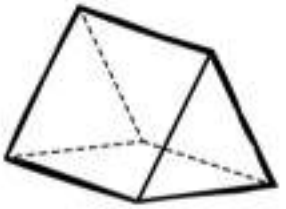
Curriculum Connection
SS6

Naming Prisms

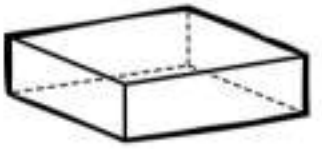
Questions Write the name of the prism



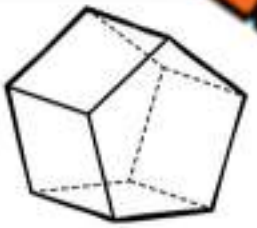
Name	
# of faces on the base	



Name	
# of faces base	

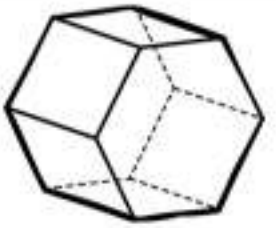


Name	
# of faces on the base	

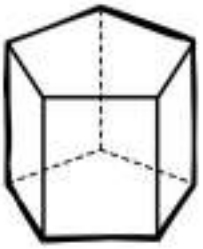


Name	
# of faces on the base	

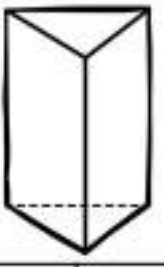
Name	
# of faces on the base	



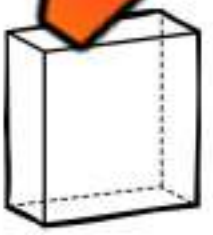
Name	
# of faces on the base	



Name	
# of faces on the base	



Name	
# of faces on the base	



Name	
# of faces on the base	

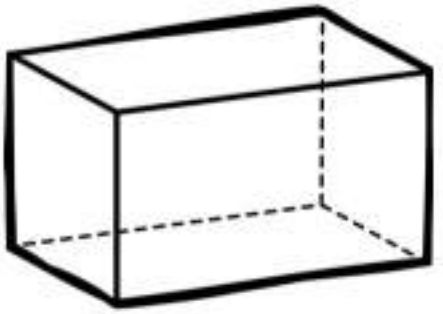
Name: _____ 65

Curriculum Connection
SS6

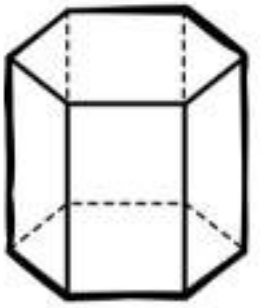
3D Shapes - Prisms

Questions Fill in the tables below based on the prisms

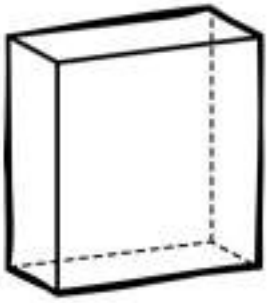
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Name: _____ 66

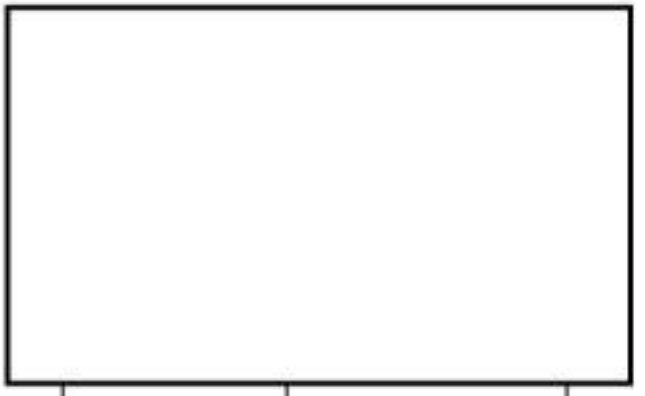
Curriculum Connection
SS6

3D Shapes - Prisms

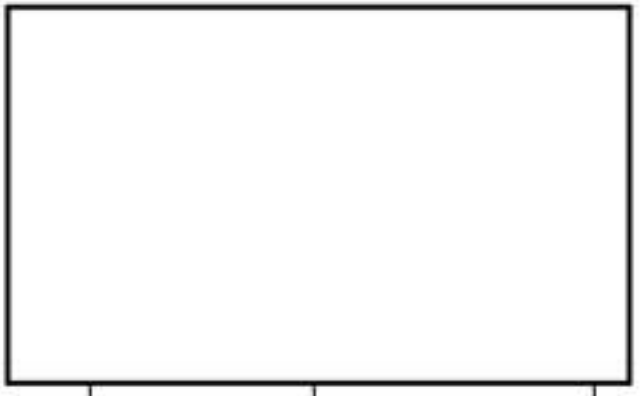
Questions

Draw the following prisms

Faces	6
Edges	12
Vertices	8
Name	Rectangular Prism (Cuboid)



Faces	5
Edges	9
Vertices	6
Name	Triangular Prism



Faces	7
Edges	15
Vertices	10
Name	Pentagonal Prism

Faces	8
Edges	18
Vertices	12
Name	Hexagonal Prism

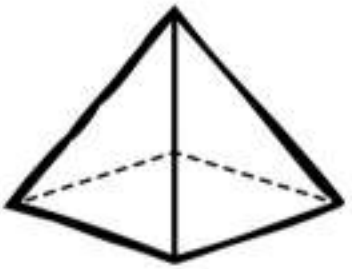
Name: _____ 68

Curriculum Connection
SS6

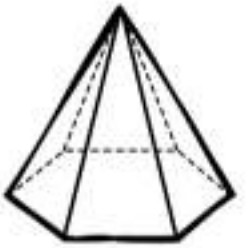
Naming Pyramids and Cones

Questions Circle the name of the cone or pyramid

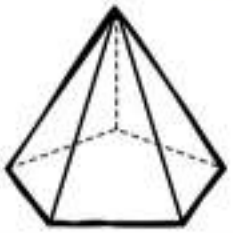
Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid



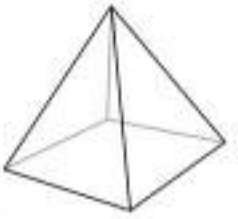
Square-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid



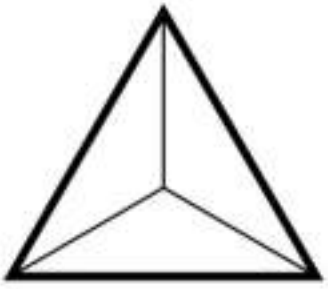
Rectangular-Based Pyramid
Pentagon-Based Pyramid
Hexagon-Based Pyramid



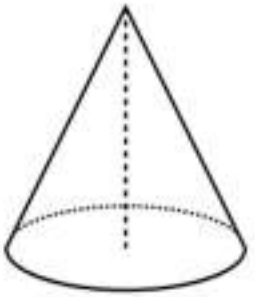
Rectangular-Based Pyramid
Cone
Pentagon-Based Pyramid



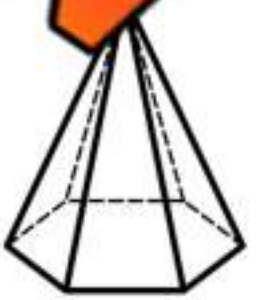
Rectangular-Based Pyramid
Cone
Triangular-Based Pyramid



Rectangular-Based Pyramid
Triangular-Based Pyramid
Cone



Cone
Triangular-Based Pyramid
Pentagon-Based Pyramid



Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

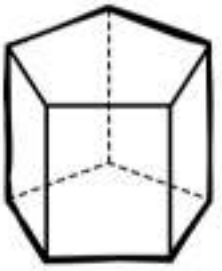
Name: _____ 69

Curriculum Connection
SS6

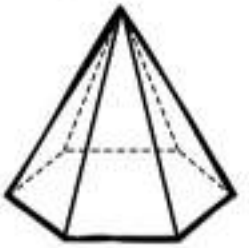
Prism, Cone, or Pyramid?

Questions Is the shape a prism, cone or pyramid

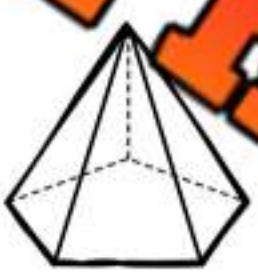
Prism Cone Pyramid



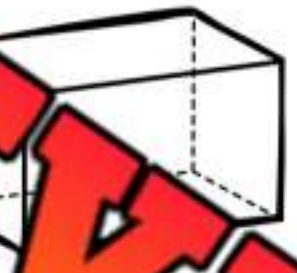
Prism Cone Pyramid



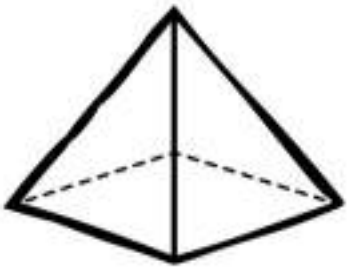
Prism Cone Pyramid



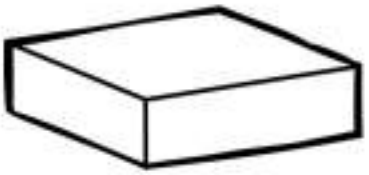
Prism Cone Pyramid



Prism Cone Pyramid



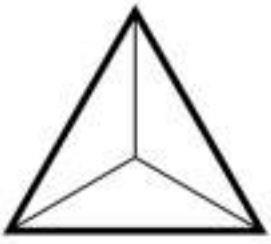
Prism Cone Pyramid



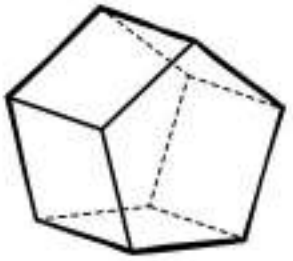
Prism Cone Pyramid

Prism Cone Pyramid

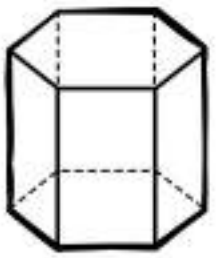
Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid

Name: _____ 70

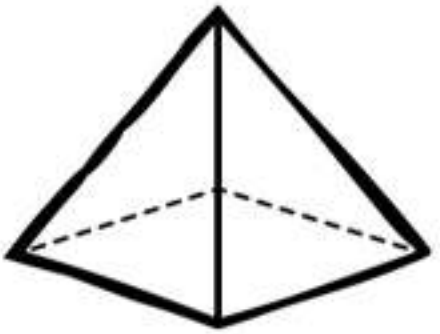
Curriculum Connection
SS6

Faces, Edges, and Vertices

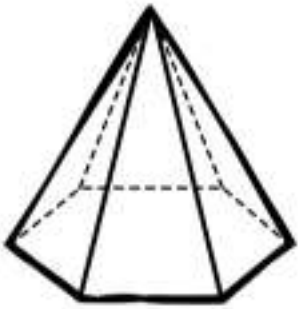
Questions

Fill in the tables below based on the pyramids

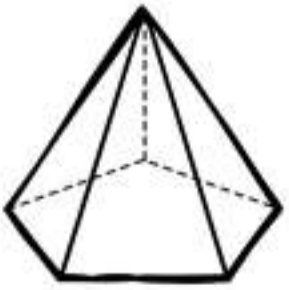
Face	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

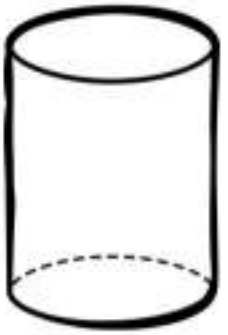
Name: _____ 73

Curriculum Connection
SS6

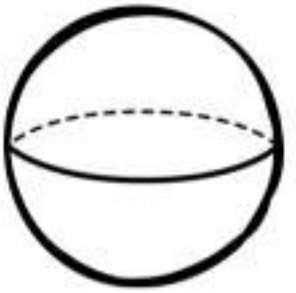
3D Shape - Faces, Edges, Vertices

Questions Fill in the tables below

Face	
Edges	
Vertices	
Name	

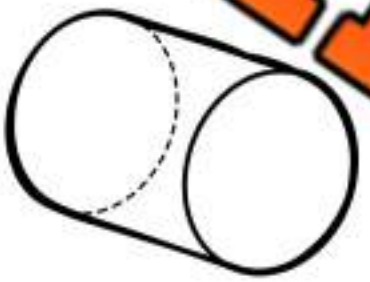


Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

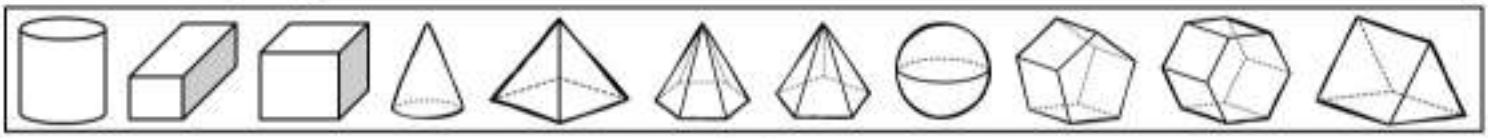
Name: _____ 75

Curriculum Connection
SS6

Drawing Using Shapes

Questions

Draw the objects using cones, spheres, cylinders, prisms, and pyramids



House

tle

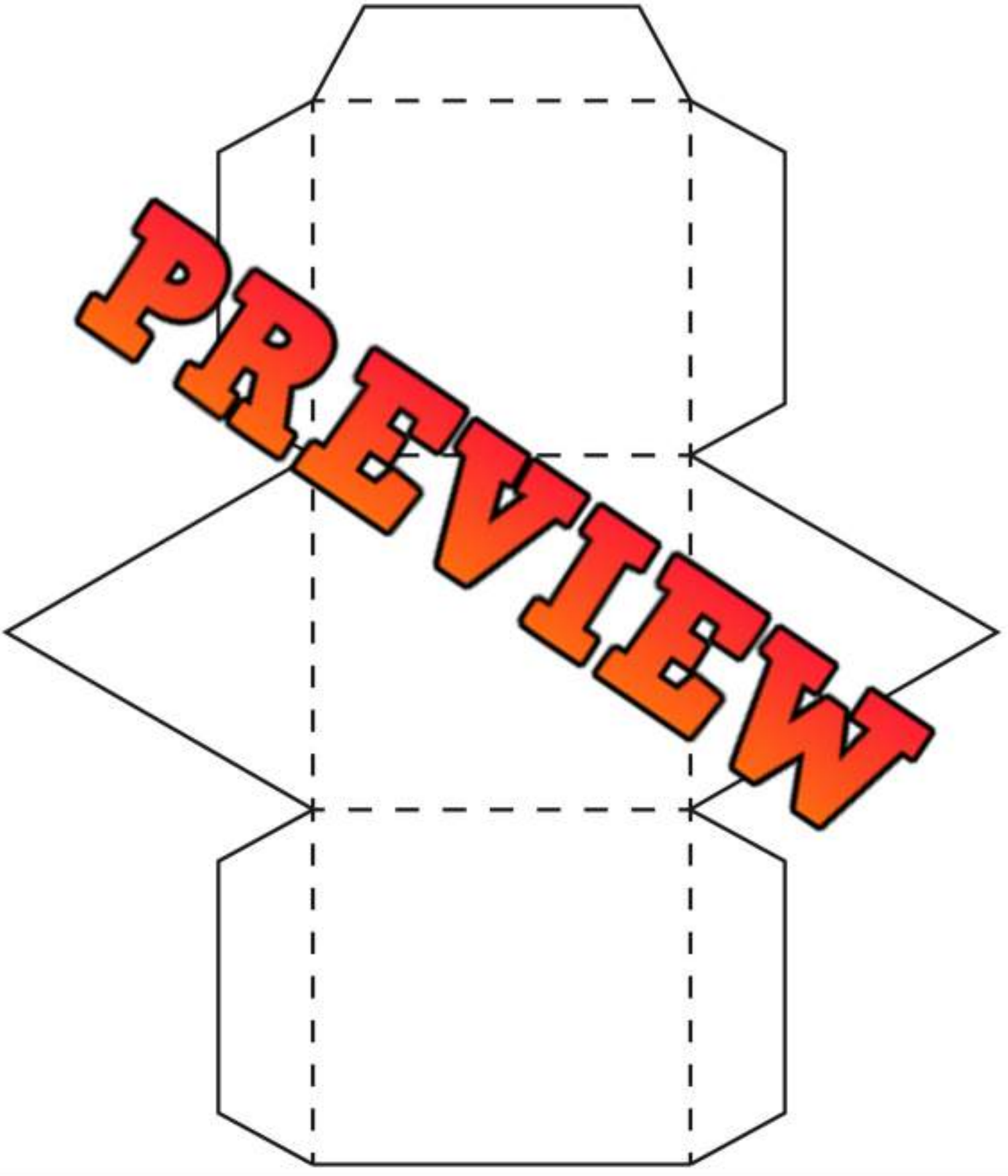
Bridge

Barn

Name: _____ 76

Curriculum Connection
SS6

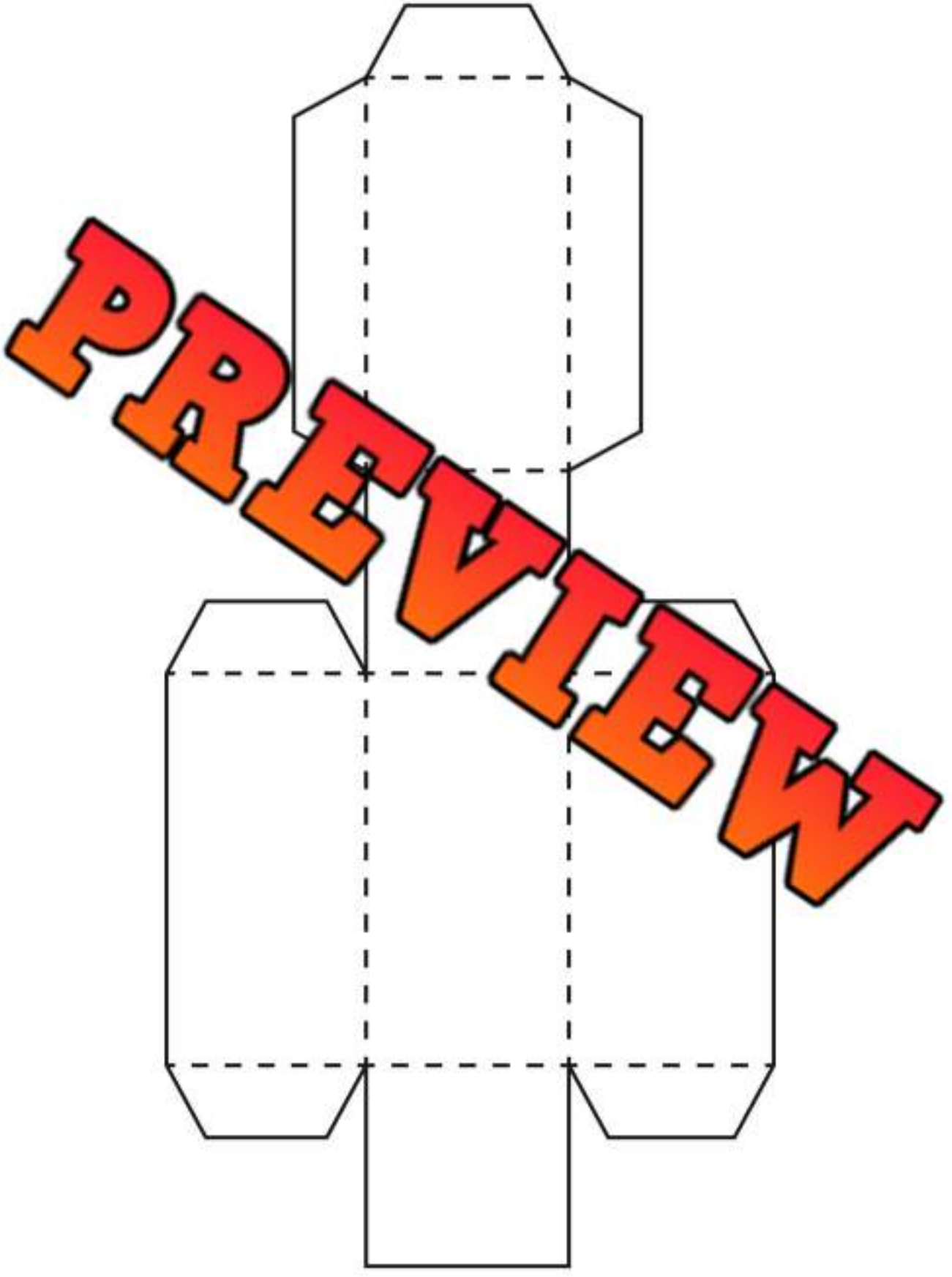
3D Model - Triangle Based Prism Net



Name: _____ 77

Curriculum Connection
SS6

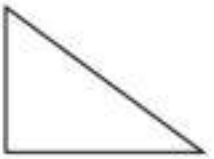
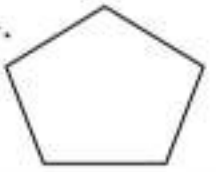
3D Model - Rectangle Based Prism Net



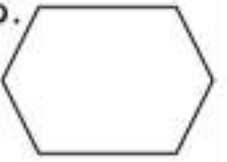
Name: _____ 91

Geometry Test

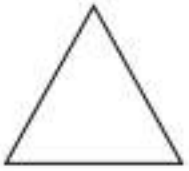
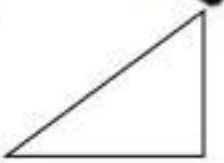
Part 1 Is the shape a polygon? Write yes or no below the shapes

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

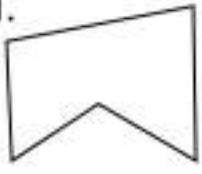
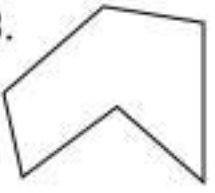
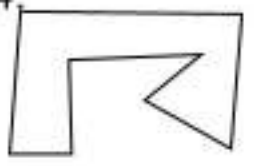
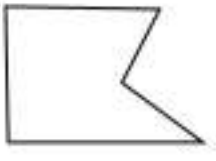
Part 2 ...ny sides does the shape have? What is the name of the shape?

		3.	4.	5.
				
Sides	_____	_____	_____	_____
Name				

Part 3 Circle the vertices and writ... man...s the shape has

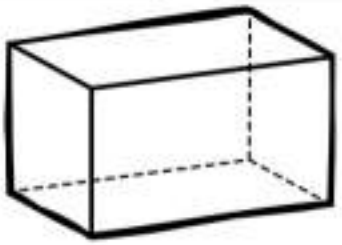
1.	2.	3.		
				
_____	_____	_____	_____	_____

Part 4 How many sides and vertices does the shape have?

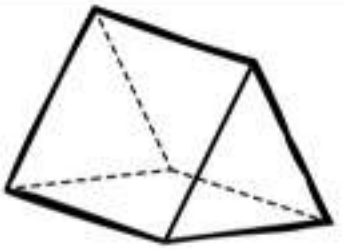
1.	2.	3.	4.	5.
				
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices

Part 5

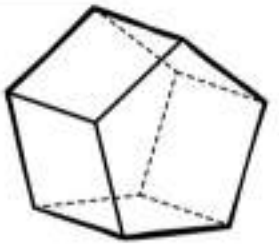
Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	



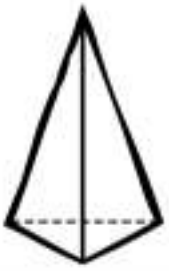
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

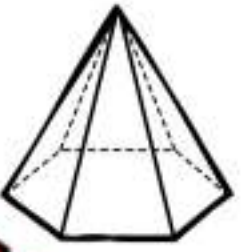
Part 6

the name of the 3D shape

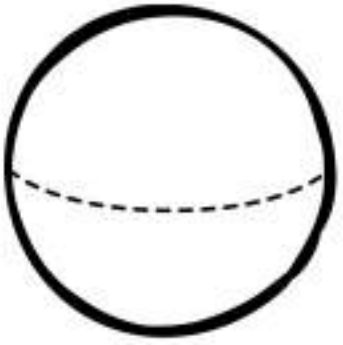


Rectangular-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid

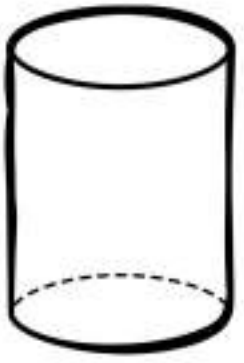
Square-Based Pyram
Triangular-Based Pyramid
Pentagon-Based Pyramid



Recta Based Pyramid
Pe ramid
H yramid



Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

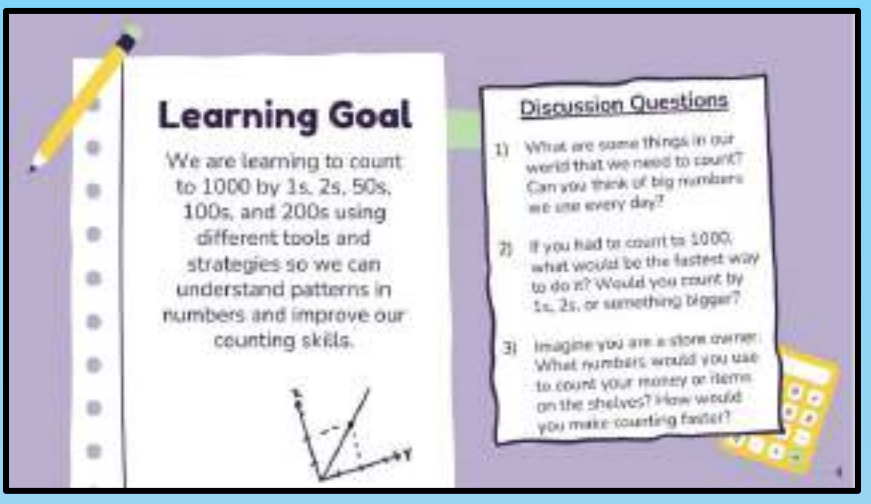
Google Slides Lessons Preview

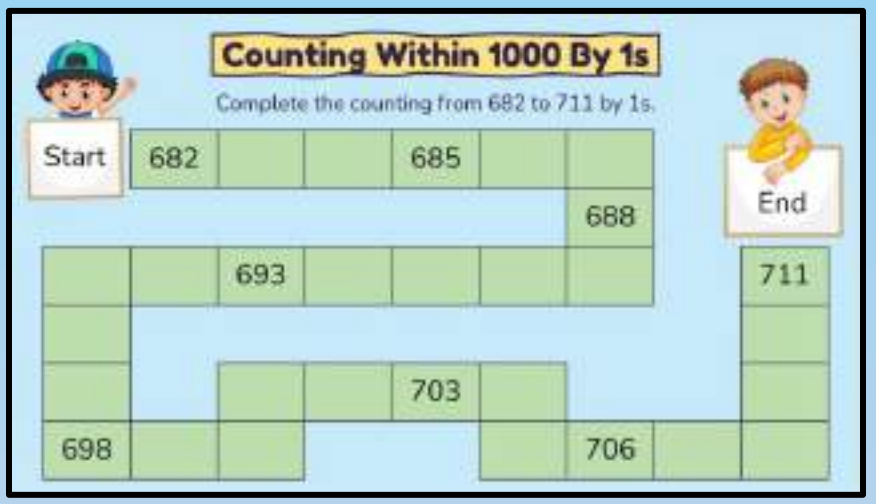
Manitoba Math Curriculum Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



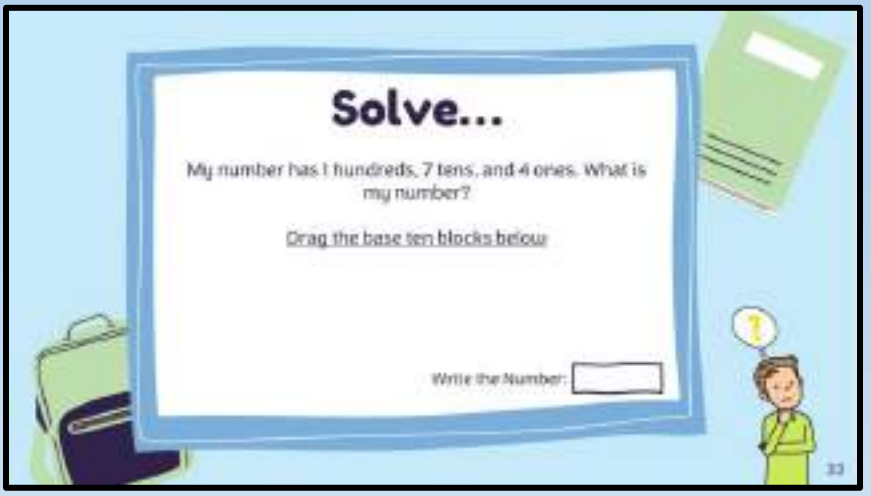


Part 2 – Action!

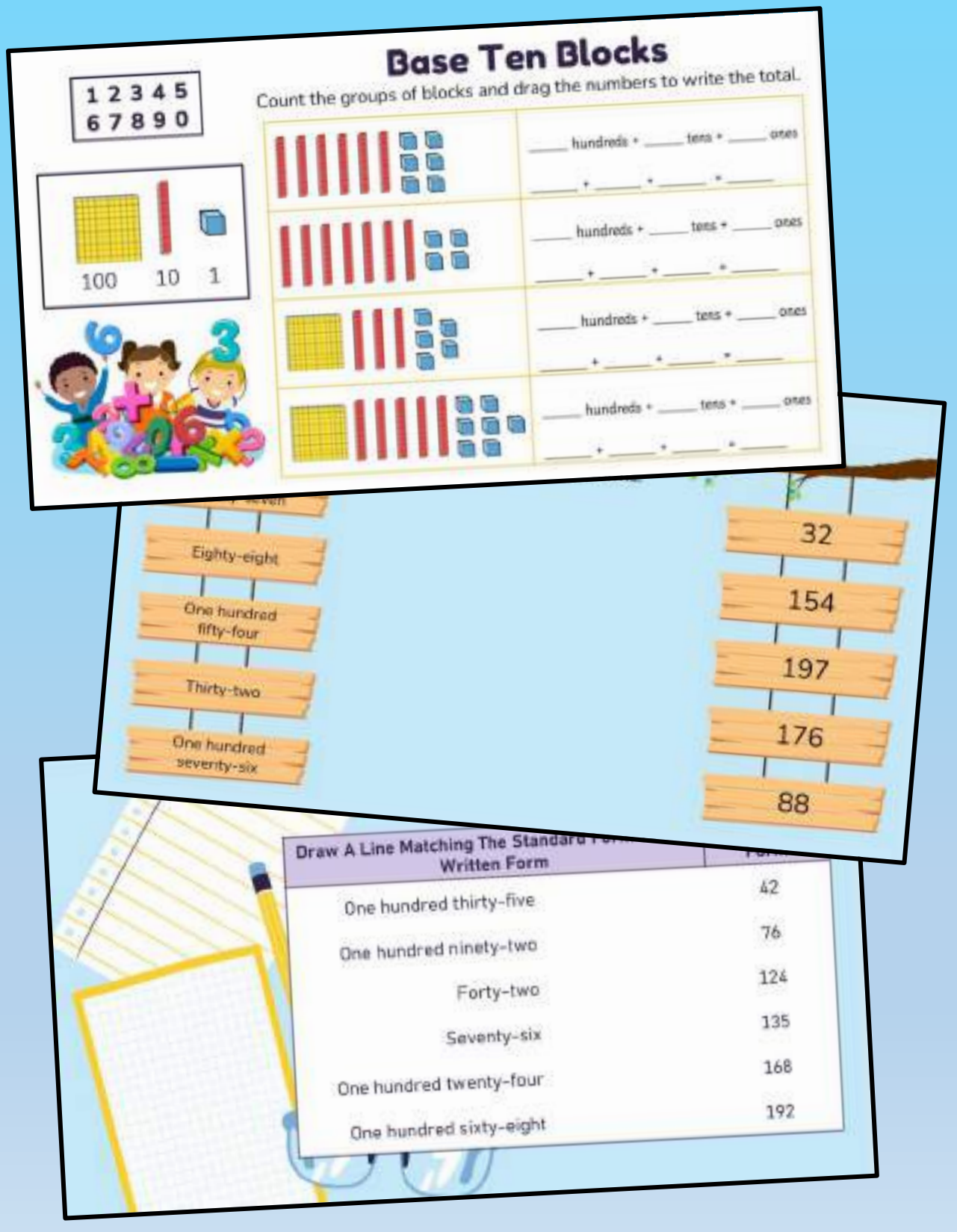
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

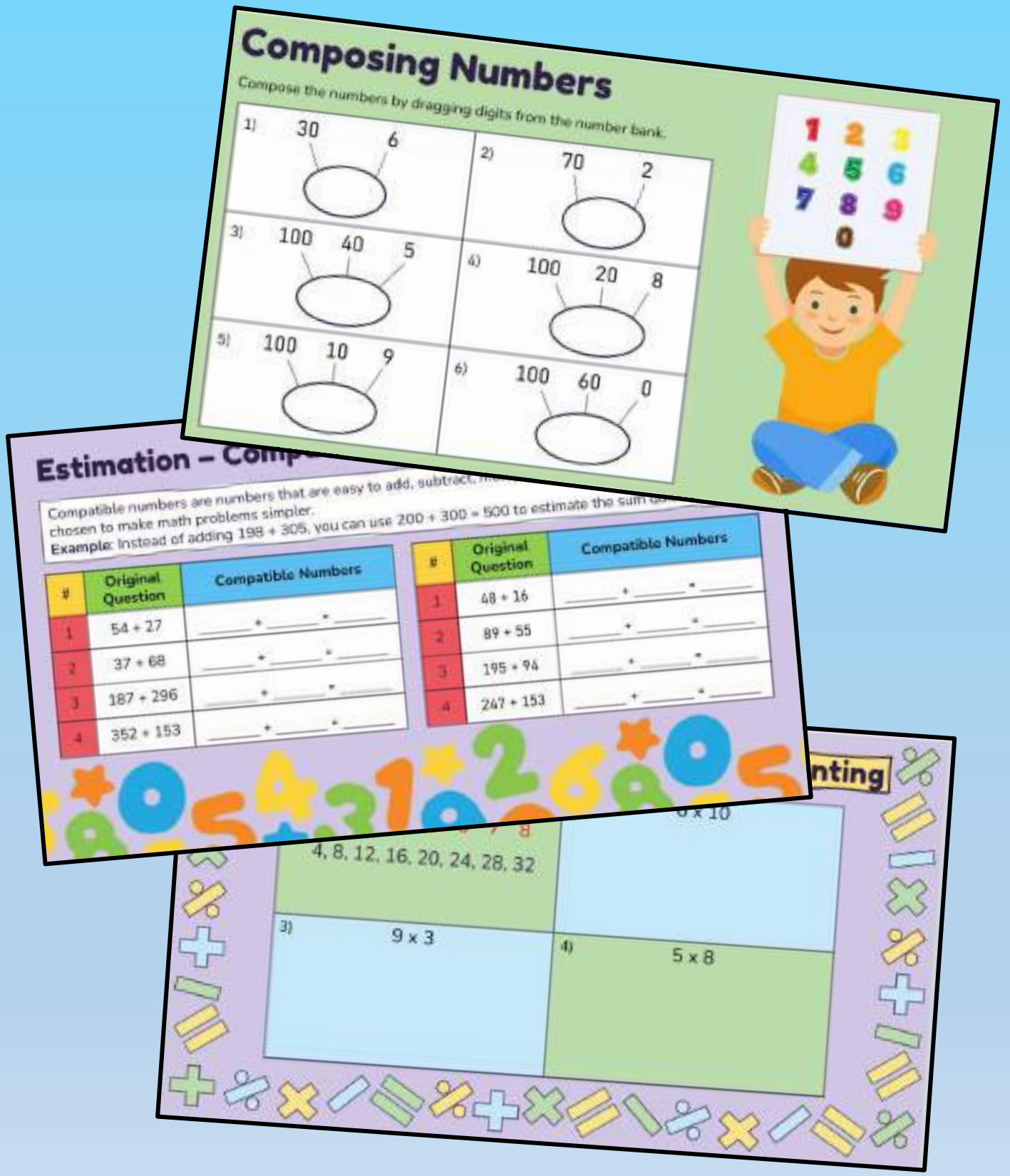
- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum Number Unit – Grade 3



Manitoba Math Curriculum Number Unit – Grade 3



Workbook Preview

Grade 3
Strand: NUMBER

	Curriculum Expectations	Pages

N.1	Say the number sequence between any two given numbers forward and backward
	• from 0 to 1000 by
	  • 10s or 100s, using any starting point
	  • 5s, using starting points that are multiples of 5
	  • 25s, using starting points that are multiples of 25
	• from 0 to 100 by
	  • 3s, using starting points that are multiples of 3
	  • 4s, using starting points that are multiples of 4
		6 - 23

N.2		- 42
N.3		- 58
N.4		- 54
N.5	Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	24 - 42
N.6	Describe and apply mental mathematics strategies for adding two 2-digit numerals.	61 - 65
N.7	Describe and apply mental mathematics strategies for subtracting two 2-digit numerals	91 - 94
N.8	Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.	68, 116

N.9	Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 - concretely, pictorially and symbolically, by: · using personal strategies for adding and subtracting with and without the support of manipulatives · creating and solving problems in context that involve addition and subtraction of numbers.	66 – 67, 69 – 82, 95 – 107
N.10	Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.	83 – 90, 108 – 115, 117 – 122
N.11	Demonstrate an understanding of multiplication to 5 × 5 by: · representing and explaining multiplication using equal grouping and arrays · creating and solving problems in context that involve multiplication · modelling multiplication using concrete and visual representations, and recording the process symbolically · relating multiplication to repeated addition · relating multiplication to division.	123 – 147, 154 – 157
N.12	Demonstrate an understanding of division by: n representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication	148 – 157
N.13	Demonstrate an understanding of fractions by: • explaining that a fraction represents a portion of a whole divided into equal parts • describing situations in which fractions are used • comparing fractions of the same whole with like denominators	160 - 178

Name: _____ 8

Curriculum Connection
N.1

Counting by 4s

Part 1 — Fill in the blanks counting by 4's to 100

0	4		56	
16				96
		3	76	

Part 2 — Fill in the blanks counting by 4's

1) 16, 20, 24, _____, _____, _____, _____

2) 36, _____, _____, 48, _____, _____, _____

3) 64, _____, _____, _____, 80, _____, _____

4) _____, 80, _____, _____, 92, _____, _____

Name: _____ 9

Curriculum Connection
N.1

Counting Backwards by 4s

Questions | Count backwards by 4s

88					
			72		
					60
			44		
		16			28

Name: _____ 10

Curriculum Connection
N.1

Count by 5s

Part 1 Count by 5s

Part 2 Fill in the blanks counting by 5

1) 5, 10, 15, _____, _____, _____, _____

2) 115, _____, _____, 130, _____, _____, _____

3) _____, 550, _____, _____, 565, _____, _____

4) 750, _____, _____, _____, _____, _____

Exit Cards

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

Name: _____

Count by 5s forwards.			
820			

Count by 4s forwards.			
32			

Count by 3s forwards.			
12			

Count by 3s backwards.			
30			

Name: _____

Count by 5s forwards.			
820			

Count by 4s forwards.			
32			

Count by 3s forwards.			
12			

by 3s backwards.			

Name: _____

Count by 5s forwards.			
820			

Count by 4s forwards.			
32			

Count by 3s forwards.			
12			

Count by 3s backwards.			
30			

Name: _____

Count by 5s for			
820			

Count by 4s forwards.			
32			

Count by 3s forwards.			
12			

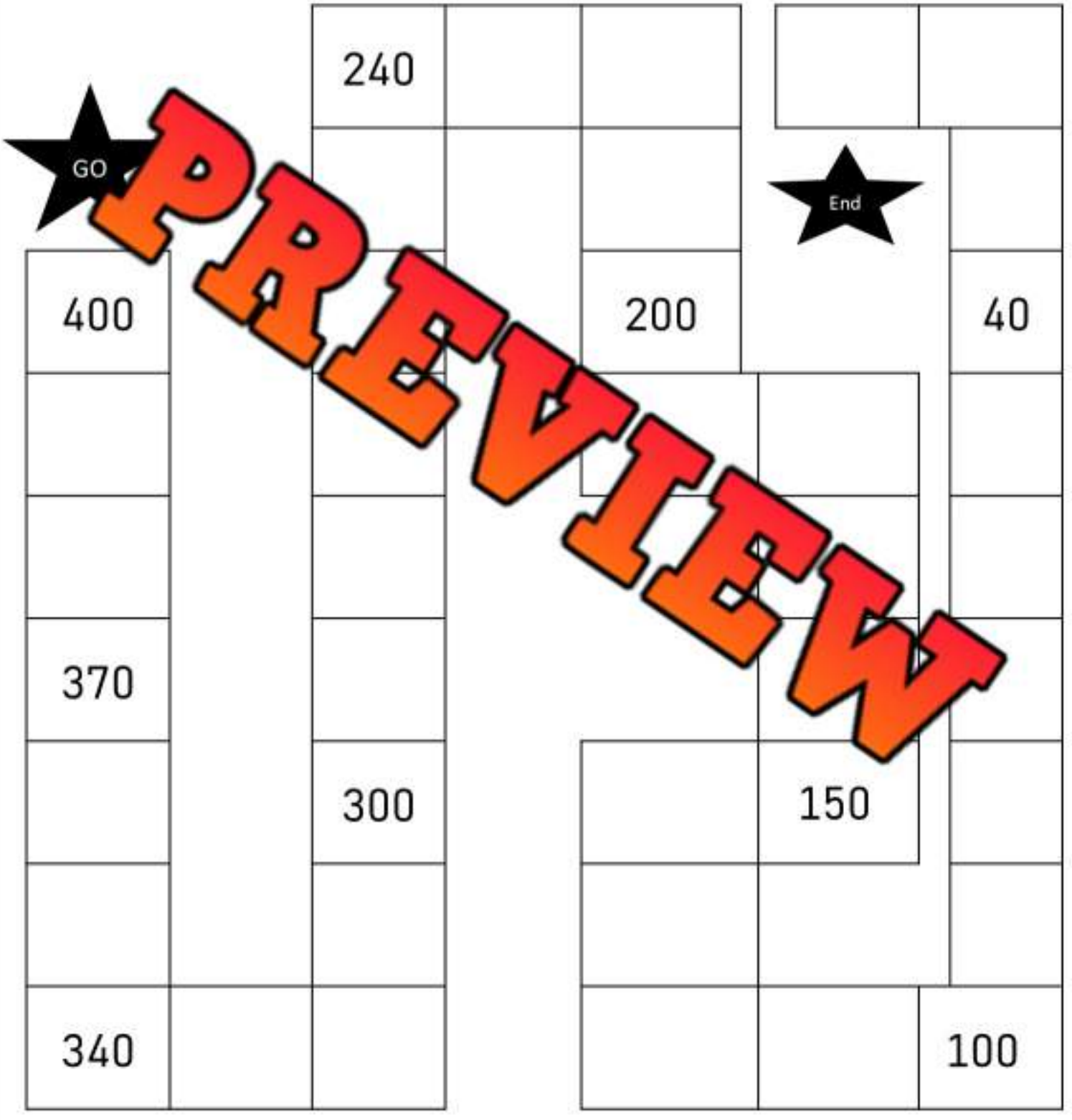
Count by 3s backwards.			
30			

Name: _____ 14

Curriculum Connection
N.1

Counting Backwards by 10s

Questions	Count backwards by 10s



Name: _____ 15

Curriculum Connection
N.1

Count by 25s

Part 1 Count by 25s

Part 2 Fill in the blanks counting by 25

1) 25, 50, 75, _____, _____, _____, _____

2) 125, _____, _____, 200, _____, _____, _____

3) _____, 100, _____, _____, 175, _____, _____

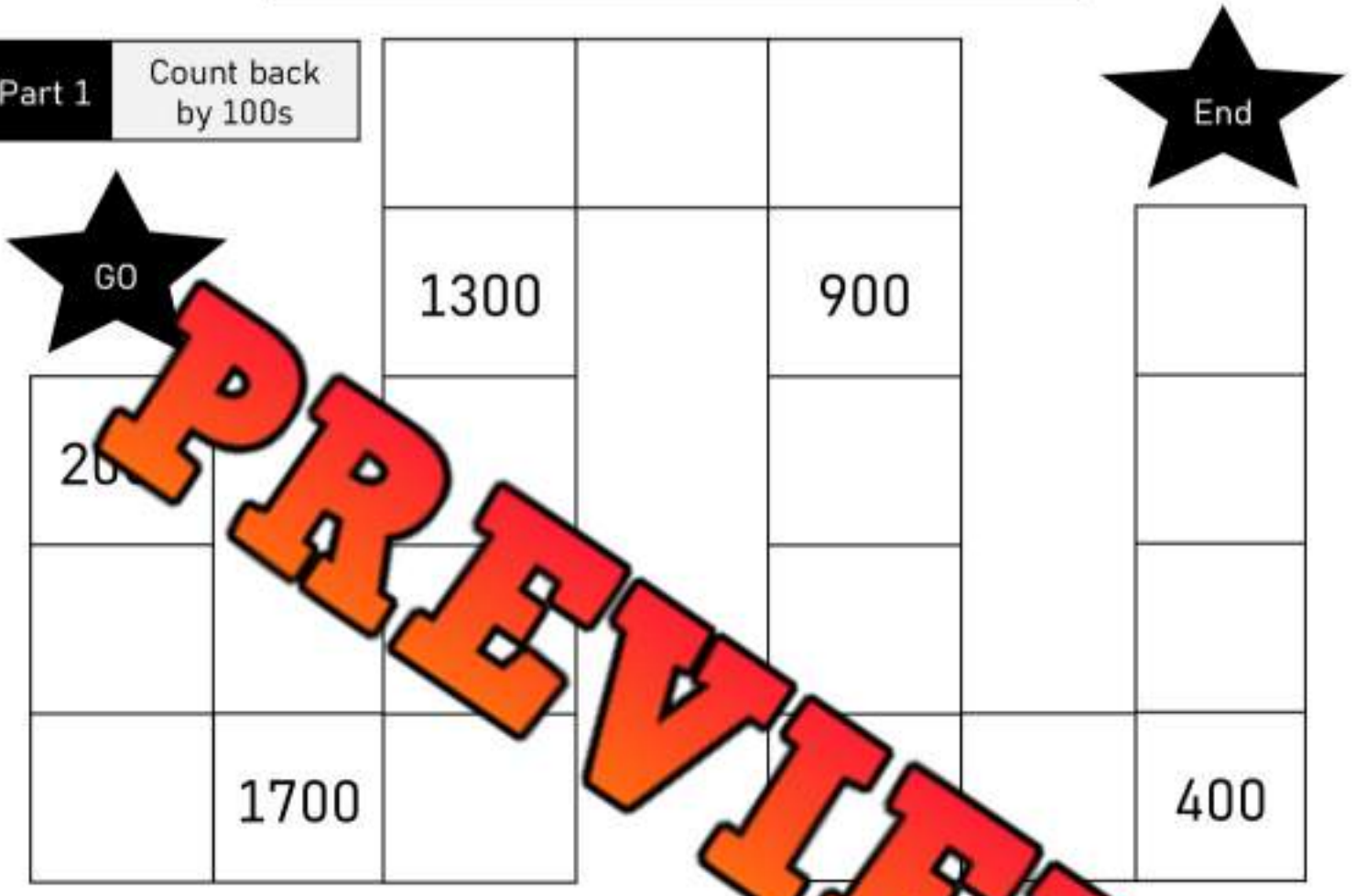
4) 725, _____, _____, _____, _____, _____

Name: _____ 18

Curriculum Connection
N.1

Counting Backwards by 100s

Part 1 Count back by 100s



Part 2 Fill in the blanks counting backwards by 1

1) 700, 600, 500, _____, _____, _____, _____

2) 1000, _____, _____, 700, _____, _____, _____

3) _____, 800, _____, _____, 500, _____, _____

4) 1700, 1600, _____, _____, _____, _____, _____

Name: _____ 19

Curriculum Connection
N.1

Counting By 5s, 10s, and 100s

Part 1 — Count by 5 starting at different numbers

1)	60	65	70	75					100
2)	2	28	33	38					63
3)		8	30	885					910

Part 2 — Count by [illegible] different numbers

1)	110	120	130					180
2)	333	343	353					403
3)	497	507	517					7

Part 3 — Count by 100 starting at different numbers

1)	50	150	250					750
2)	146	246	346					846
3)	572	672	772					1272

Name: _____ 24

Curriculum Connection
N.5

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7

Part 1 Fill in the place value charts below

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

Part 2 Which place value is the underlined number?

1) 3<u>7</u>5 Tens	2) 18<u>4</u> _____	3) <u>2</u>18 _____
4) <u>8</u>32 _____	5) 2<u>8</u>9 _____	6) 96<u>2</u> _____
7) <u>9</u>2 _____	8) 5<u>5</u>4 _____	9) 90<u>3</u> _____

Name: _____ 25

Curriculum Connection
N.5

Place Value – How Many...

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

Part 1 Fill in the table below.

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.					
2.	364				
3.	8				
4.	937				
5.	489				
6.	218				
7.	452				
8.	1000				
9.	3679				
10.	5652				

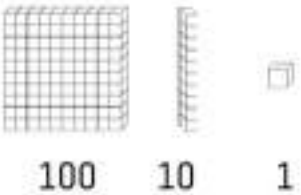
Part 2 Answer the riddles below

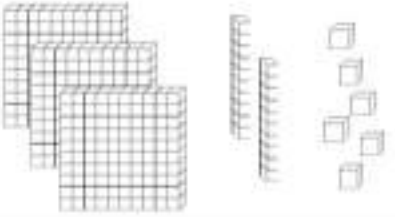
Riddles	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

Name: _____ 26

Curriculum Connection
N.2, N.5

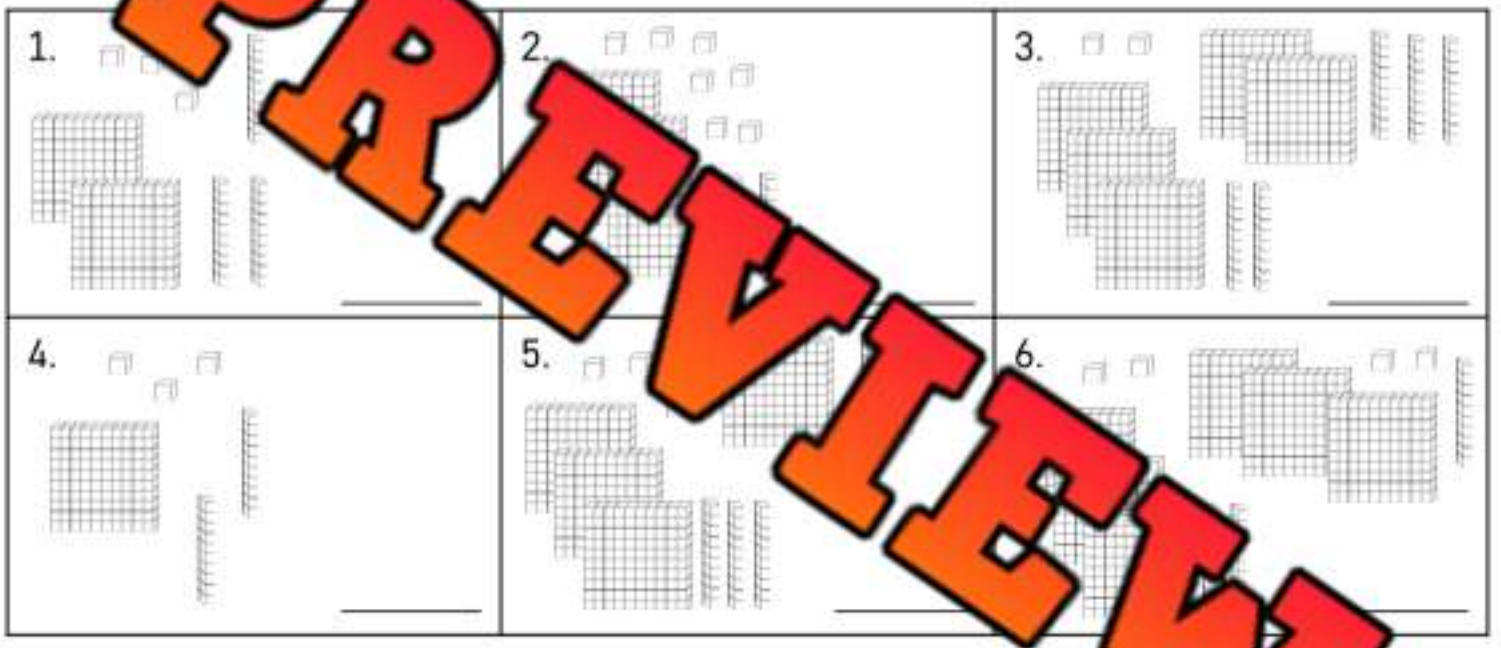
Base Ten Blocks





Part 1

w many blocks do you count?



Part 2

Draw the base ten blocks to represent the numbers be

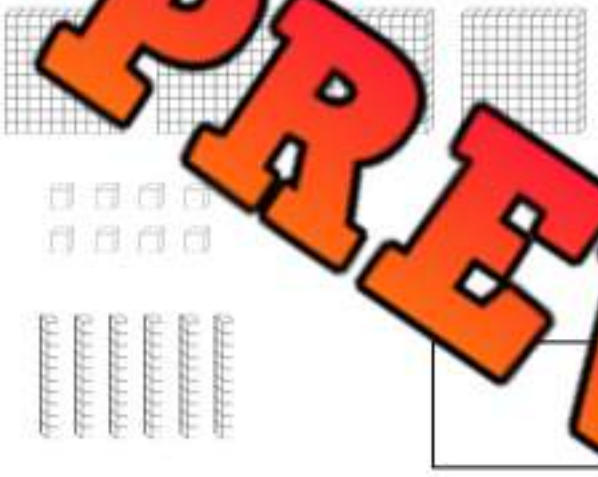
1) 375	2) 184	3) 218
4) 542	5) 463	6) 624

Exit Cards

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

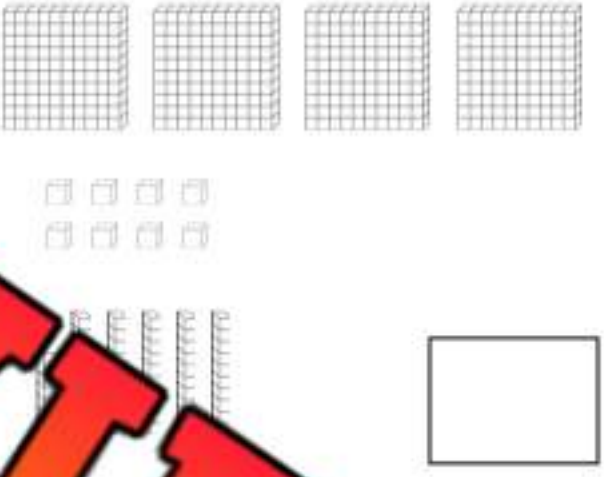
Name: _____

What is the value represented by the base ten blocks?



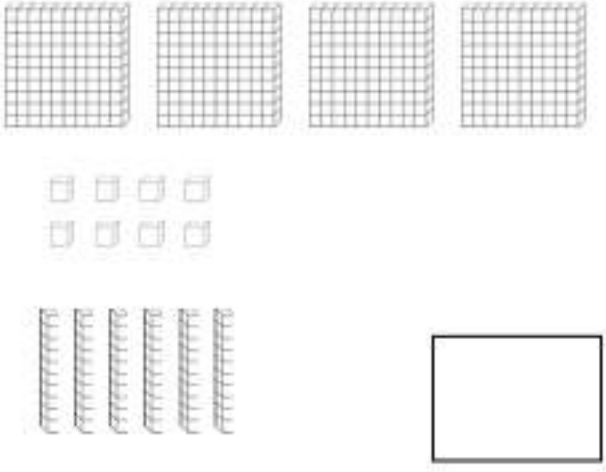
Name: _____

What is the value represented by the base ten blocks?



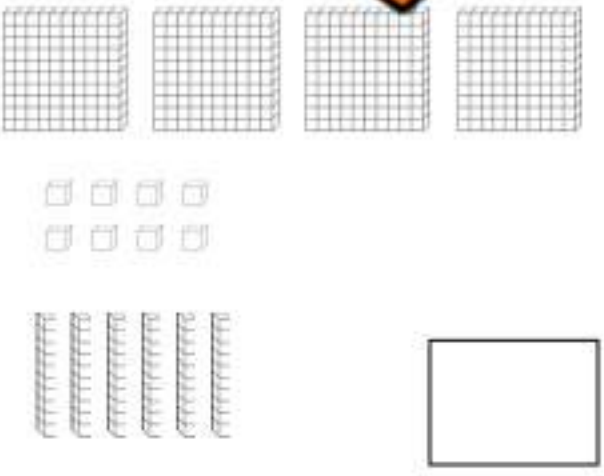
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____ 31

Curriculum Connection
N.2, N.5

Expanded Form

18 ← Standard Form

10 + 8 ← Expanded Form

Part 1 What is the standard form of the numbers below?

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

Part 2 What is the expanded form of the number below?

1) 545	2)
3) 804	4) 739
5) 926	6) 3 246

Part 3 Fill in the blanks with the missing number

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

Name: _____ 33

Curriculum Connection
N.2, N.5

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 [illegible]ven	11 Eleven	15 Fifteen	19 Nineteen	50 Fifty	90 Ninety
4 Four	[illegible]	12 [illegible]welve	16 Sixteen	20 Twenty	60 Sixty	100 Hundred

Part 1 [illegible] forms of the written words below

1) Two hundred, th[illegible]six	2) Four hundred, sixty-three
3) Seven hundred, fifteen	4) Six[illegible]ed, twenty-eight
5) Three hundred, forty-nine	6) [illegible]

Part 2 Write the written form of the numbers below

134	
362	
631	
923	
206	

Name: _____ 39

Curriculum Connection
N.2, N.5

Help Roger Decompose Numbers

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

Part 1 — Fill in the missing number

First Number	Roger's Number	Missing Number
	14	110
237	7	230
108	8	
253		
186		
290	250	
272	12	
350	330	

Part 2 — Can you decompose the number a different way than Roger

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

Name: _____ 40

Curriculum Connection
N.2, N.5

Counting Money

Questions	Count the money below

1)

2)

3)

4)

5)

Name: _____ 41

Curriculum Connection
N.2, N.5

Place Value

Part 1

Fill in the place value charts below.

236		
Hundreds	Tens	Ones

463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Part 2

lace value is the underlined number?

1) 135		3) 415
4) 531	6	6) 934

Part 3

How many blocks do

1)	2)	

Part 4

What is the standard form of the numbers below?

1) 200 + 20 + 2	2) 500 + 30 + 6	3) 900 + 2

Part 5 What is the expanded form of the numbers below?

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

Part 6 Write the standard form of the written words below

	Answer
1) Three hundred thirty-six	
2) Four hundred	

Part 7 Write the written form of the numbers below

Question	Answer
1) 324	
2) 507	

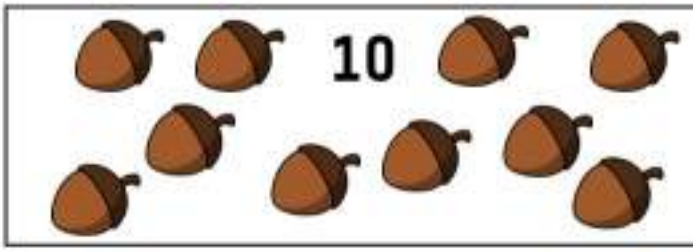
Part 8 Solve the riddles

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

Name: _____ 43

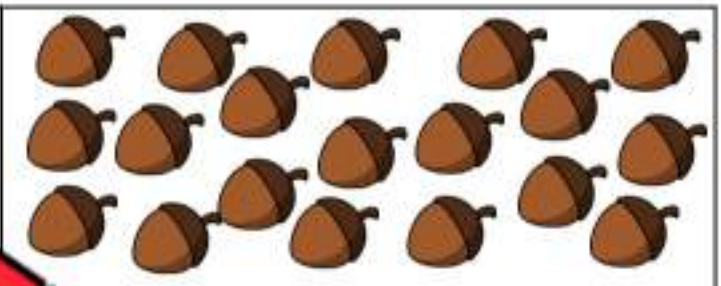
Curriculum Connection
N.4

Estimating How Many...



Use this example of 10 to help you with your estimates

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



Estimate: About _____ acorns

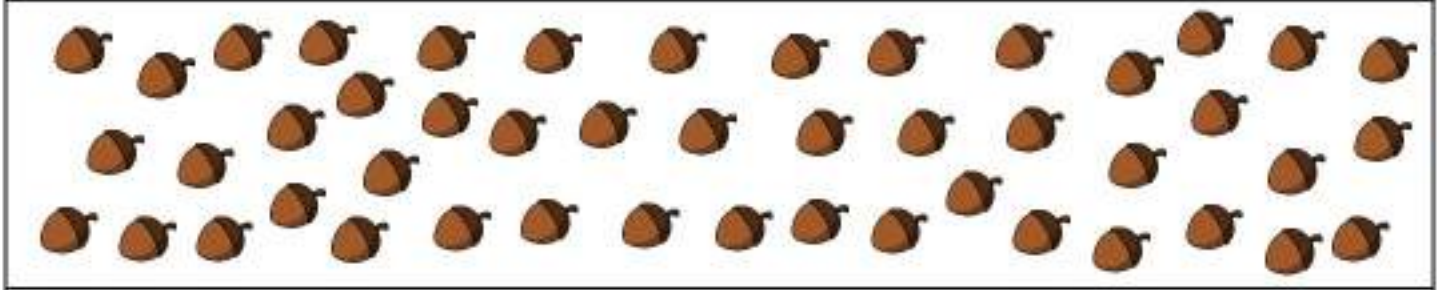
Actual: There are _____ acorns

Estimate: About _____ acorns

Actual: There are _____ acorns

Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

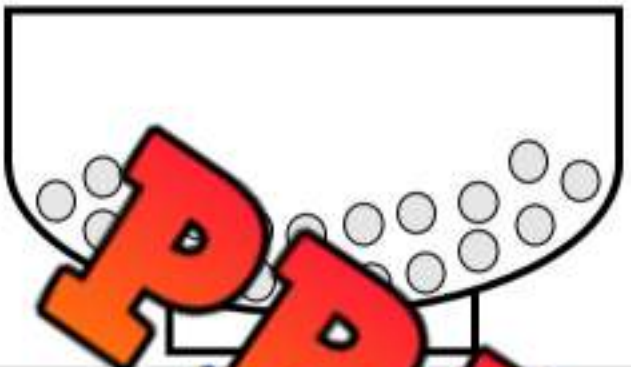
Actual: There are _____ acorns

Name: _____ 44

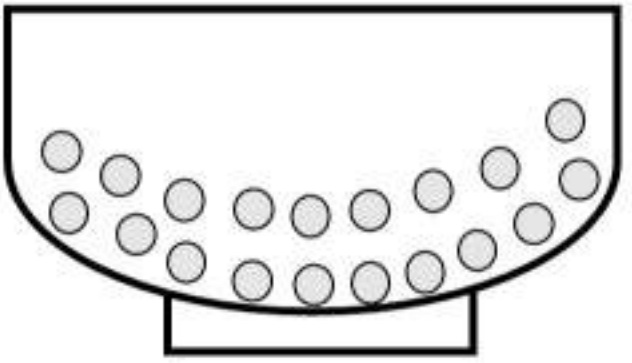
Curriculum Connection
N.4

Estimating How Many...

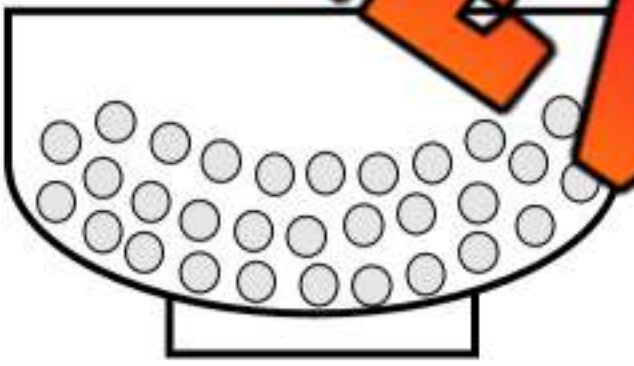
Instructions Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



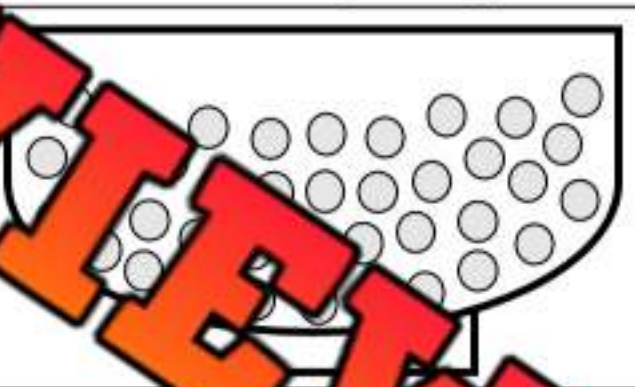
Estimate: About _____ pieces
Actual: There are _____ pieces



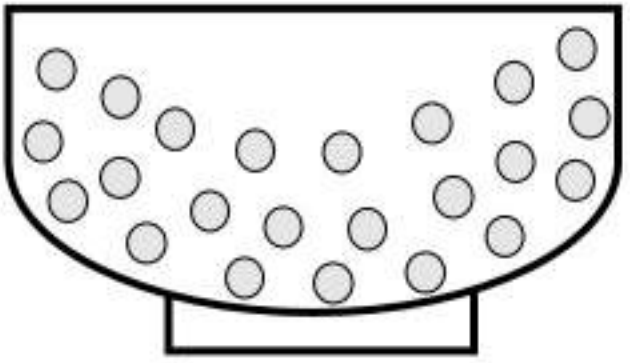
Estimate: About _____ pieces
Actual: There are _____ pieces



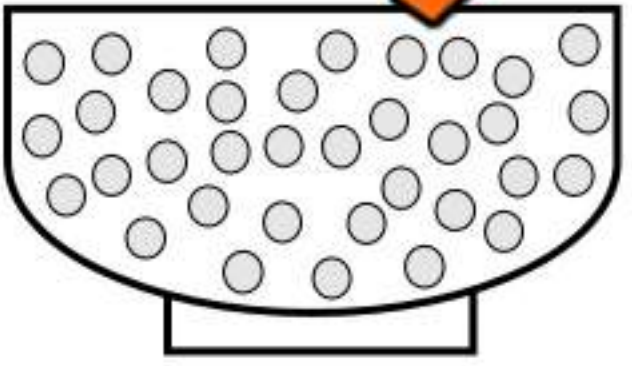
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

Exit Cards

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

Name: _____

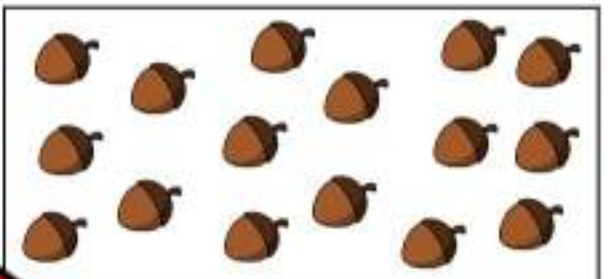
Estimate how many acorns are in the box. Then count them to check.

Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

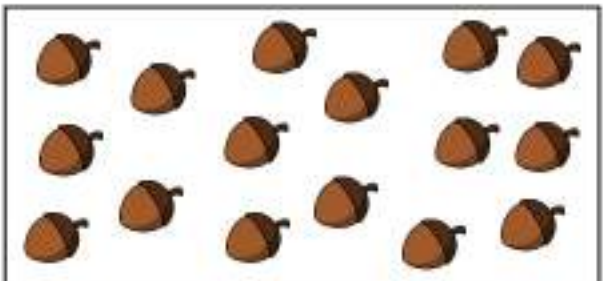


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

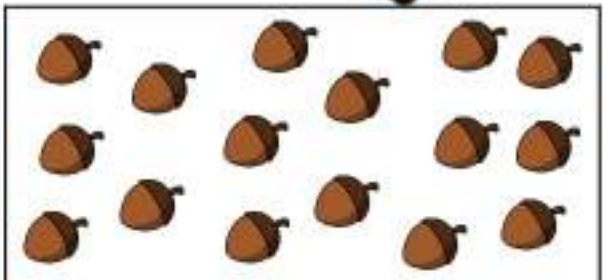


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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



Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____ 53

Curriculum Connection
N.4

Rounding Numbers To The Nearest 10 and 100

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest 10
42 → 40
[illegible] → 160

Rounding to the nearest 100
242 → 200
389 → 400

Part [illegible] numbers to the nearest 10

1) 27 → _____	[illegible] _____	3) 48 → _____
4) 75 → _____	[illegible] 5	6) 44 → _____
7) 157 → _____	8) 184 → _____	[illegible]278 → _____
10) 623 → _____	11) 231 → _____	12) _____

Part 2 Round the numbers to the nearest 100

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

Exit Cards

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

Name: _____

Round the numbers to the nearest 10 and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10 and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10 and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____

Round the numbers to the nearest 10 and 100.

#	Ten	One-Hundred
155	160	200
122		
236		
475		
849		

Name: _____ 55

Curriculum Connection
N.3

Comparing Numbers

276  312	576  218	176  176

Part 1

Compare the following numbers using

1)		2)	36 36	3)	135 93
4)	213 99		362 393	6)	565 293
7)	634 64		6 605	9)	765 753

Part 2

Greater than, Equal to, Less than

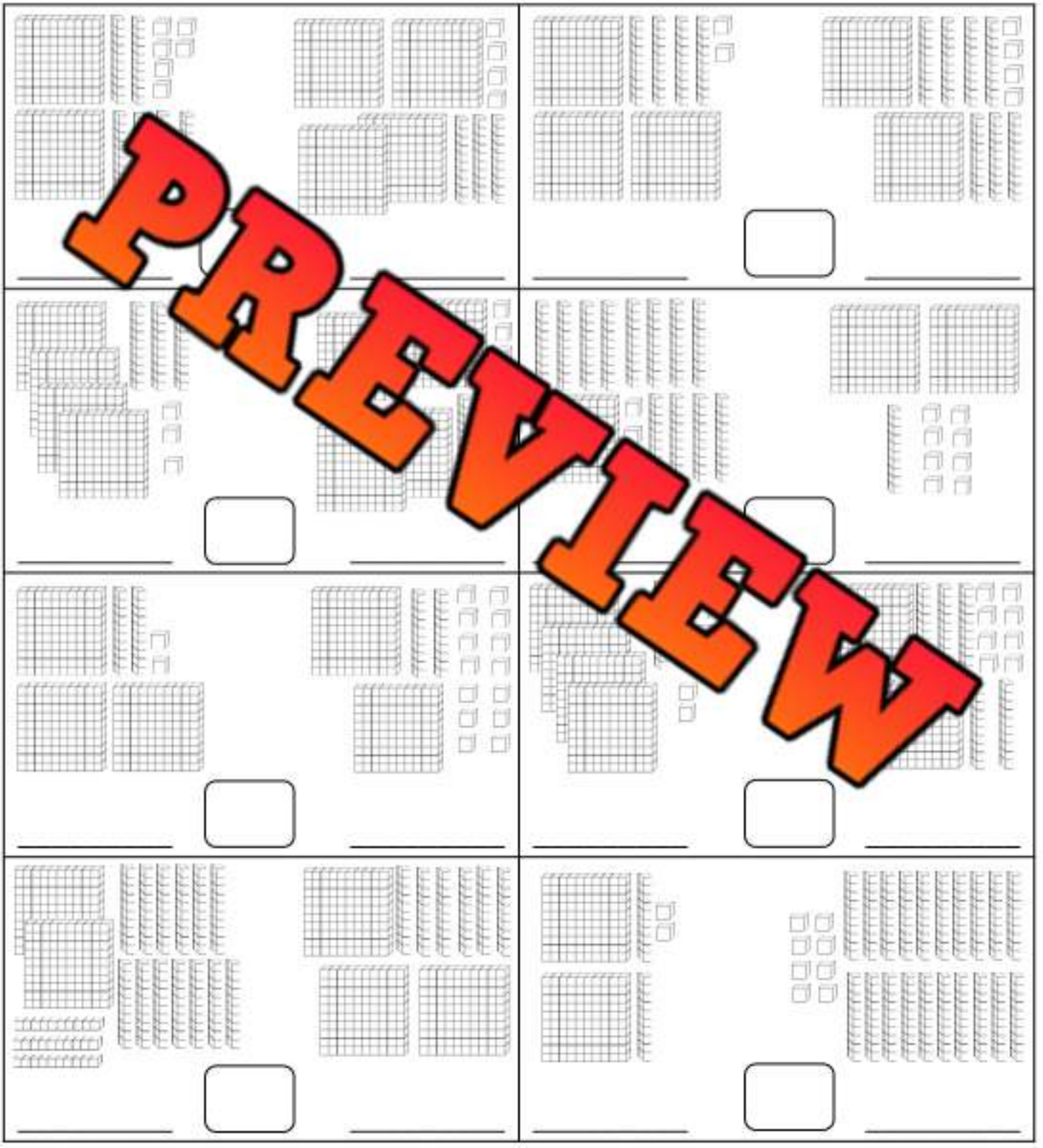
No	Question	Answer
1)	75 is ___ 42	
2)	156 is ___ 322	
3)	125 is ___ 125	
4)	484 is ___ 412	
5)	372 is ___ 136	
6)	271 is ___ 242	
7)	725 is ___ 742	
8)	454 is ___ 445	
9)	345 is ___ 345	

Name: _____ 56

Curriculum Connection
N.3

Comparing Base Ten Blocks

Instructions Compare the number of base ten blocks below



Name: _____ 58

Curriculum Connection
N.3

Comparing Numbers

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

Part 1 Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, [illegible] 46	
8[illegible] 53, 75	
221, 326, 2[illegible]	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

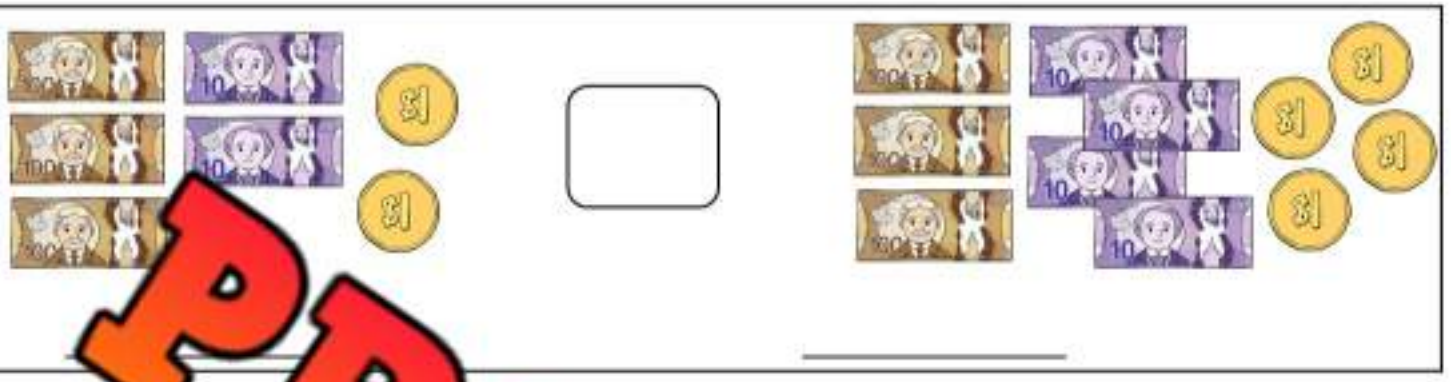
Part 2 Order the numbers below from grea[illegible] le[illegible]

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

Name: _____ 59

Number Sense Quiz

Part 1 Count the money below and decide which amount is larger: < > =



_____

Part 2 Compare the following numbers: < > =

1) 84 ☐ 89	2) 207 ☐ 197	3) 318 ☐ 381
4) 584 ☐ 499	5) 847 ☐ 847	6) 118 ☐ 953

Part 3 Order the numbers below from least to greatest

43, 65, 31, 41, 46

_____, _____, _____, _____, _____

18, 9, 2[illegible]3

_____, _____, _____, _____, _____

Part 4 Order the numbers below from greatest to least

11, 6, 3, 17, 15

_____, _____, _____, _____, _____

40, 43, 29, 33, 46

_____, _____, _____, _____, _____

Part 5 Fill in the Blanks by counting by 5s, 10s, and 100s

1) 5, 10, 15, _____, _____, _____, _____

2) 10, 20, 30 _____, _____, _____, _____

3) 200, [illegible] 400 _____, _____, _____, _____

Part [illegible] [illegible] Blanks by counting backwards

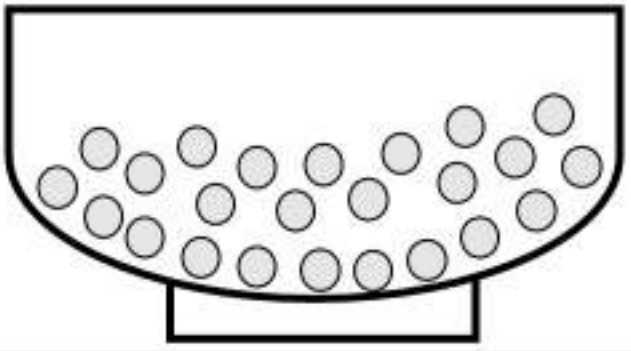
1) By 3s

30, 27, 24, _____, _____, _____

2) By 4s

40, 36, 32, _____, _____, _____

Part 7 Estimate how many cereal piec[illegible]n the[illegible]hen count them.



Estimate: About _____ pieces

Actual: There are _____ pieces

Estimate: About _____ pieces

Actual: There are _____ pieces

Part 8 Answer the word problem using estimation

If you are 1m tall, how tall is your school? Explain.

Name: _____ 61

Curriculum Connection
N.6

Mental Math Strategy – Counting On

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

Part 1 — Use the chart to answer the question

1) 13 + 5 = _____

2) 17 + 4 = _____

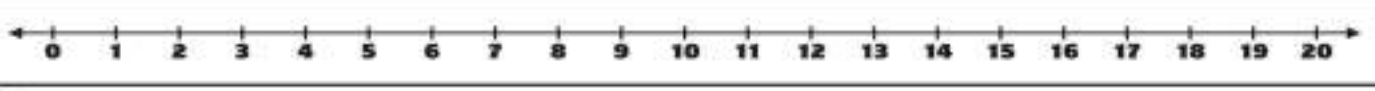
3) 23 + 7 = _____

4) 34 + 7 = _____

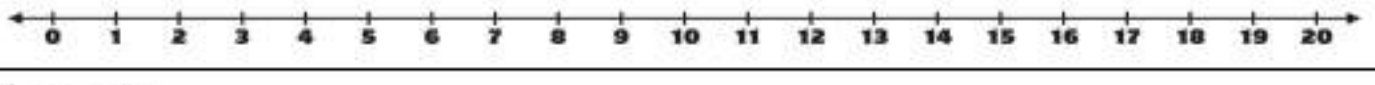
6) 83 + 8 = _____

Part 2 — Use the number line to find the answer

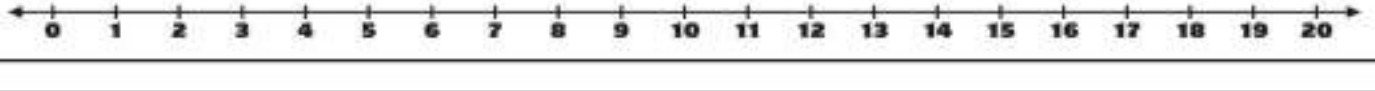
1) 7 + 9 = _____



2) 11 + 6 = _____



3) 7 + 13 = _____



Name: _____ 62

Curriculum Connection
N.6

Mental Math Strategy – Making Tens

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

1) [illegible] + 7

4

20 + 3 = 23

2) 19 + 6

____ + ____ = ____

3) 8 + 18

____ + ____ = ____

4) 8 + 14

____ + ____ = ____

[illegible] + 7

____ + ____ = ____

6) 18 + 13

____ + ____ = ____

7) 28 + 13

____ + ____ = ____

8) 39 + 17

____ + ____ = ____

9) 48 + 24

____ + ____ = ____

Name: _____ 63

Curriculum Connection
N.6

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.

10 = 20 –	5 + 6 5 + 5 10 + 1 = 11	3 + 4
4 + 5		11 + 10
20 + 21	15 + 16	
29 + 30	31 + 30	50 + 51

Name: _____ 64

Curriculum Connection
N.6

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

13	13 + 12
14 + 17	22 + 23
24 + 13	36 +
45 + 41	52 + 44

Name: _____ 65

Curriculum Connection
N.6

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

25	34 + 15
43 + 36	64 + 28
34 + 58	62 +
57 + 53	64 + 67

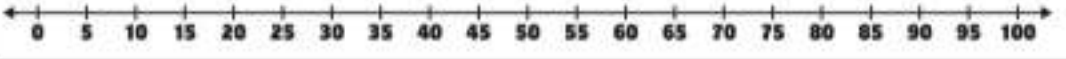
Name: _____ 67

Curriculum Connection
N.9

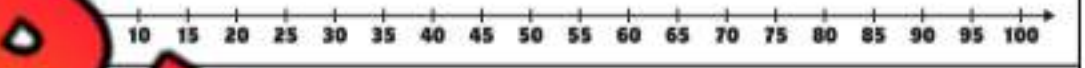
Number Line Addition

Questions | Use the number line to add the numbers below

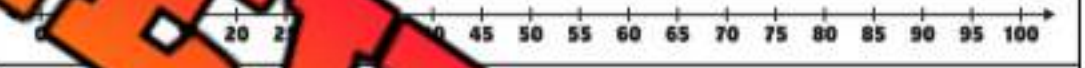
1) 15 + 25 = 40



2) 35

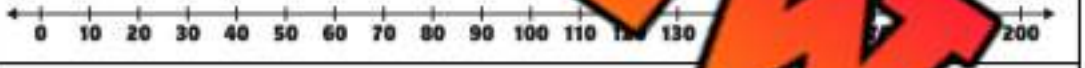


3) 70 + 25 = ____

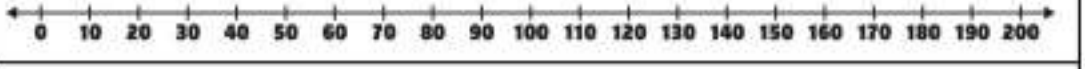


4) 60 + 35 = ____

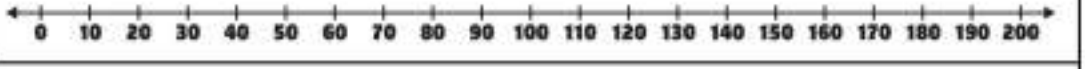
5) 110 + 85 = ____



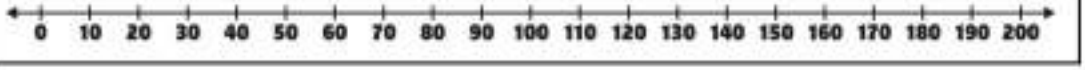
6) 70 + 85 = ____



7) 95 + 65 = ____



8) 135 + 45 = ____



Name: _____ 68

Curriculum Connection
N.8

Estimate and Add

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

2 2 → 2 0 + 1 1 → + 1 0 3 0	3 8 → + 3 2 → + _____
+ 2 8	6 1 → + 4 3 → + _____
8 3 → + 1 8 → + _____	+ 7 → + _____

Part 2 Estimate the numbers to determine approximately how m[illegible] p[illegible] scored.

1. Tom scores 18 points in his first basketball game. He scores 29 in his second game. Approximately how many points did Tom score in both games combined?

2. Jessica spends $18 on snacks and $32 on video games this weekend. Approximately how much money did she spend this weekend?

Name: _____ 69

Curriculum Connection
N.9

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones
	5	
+		3

	Tens	Ones
	2	8
+	1	1

	Tens	Ones
	4	2
+	4	5

	Tens	Ones
	6	3
+	2	5

	Hun.	Tens	Ones
	5	2	3
+	2	5	1

	Hun.	Tens	Ones
	1		1
+	3	6	5

	Hun.	Tens	Ones
		4	7
+			2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	0	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	6	3	6

Name: _____ 70

Curriculum Connection
N.9

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

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

Name: _____ 71

Curriculum Connection
N.9

Addition Word Problem – No Regrouping

Questions	Solve the problems below

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

2) Spencer h[illegible] his ba[illegible]ount. He won $247 in a raffle. How much does he have now?

3) Rob loves to drink juice. Today he drank 54[illegible] 358mL of apple juice. How much total juice did Rob drink?

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

Name: _____ 72

Curriculum Connection
N.9

Regrouping – Which is Equal?

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

a) 1 ten

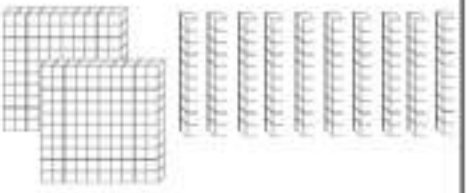
b) 1

c) 12

a) 2 tens, 3 ones

b) 3 tens, 3 ones

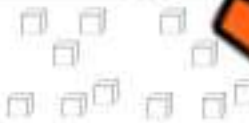
c) 2 tens, 13 ones



a) 2 hundreds, 10 tens

b) 3 hundreds

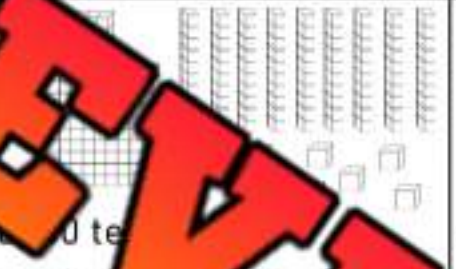
c) 12 tens



a) 20 ones

b) 1 ten, 10 ones

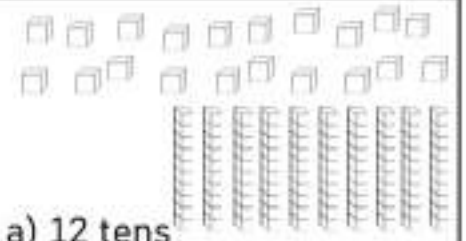
c) 20 tens



a) 0 te

b) 2 hu s, 11 t

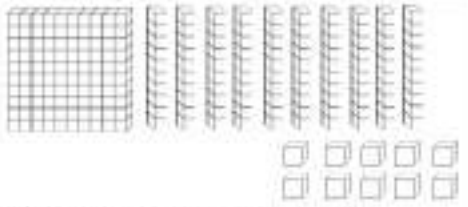
c) 3 hundreds



a) 12 tens

) 20 ones

os



a) 1 hundred, 11 tens

b) 2 hundreds, 11 tens

c) 30 tens

a) 9 tens, 10 ones

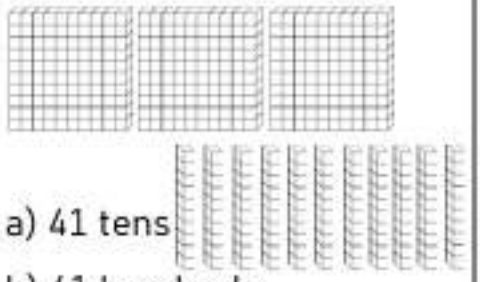
b) 1 hundred

c) 10 tens

a) 14 tens

b) 1 ten, 4 ones

c) 14 ones



a) 41 tens

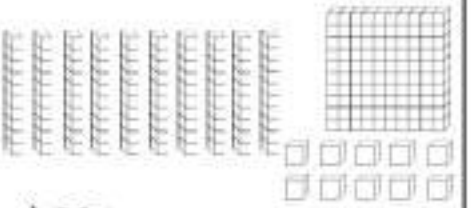
b) 41 hundreds

c) 4 hundreds, 1 ten

a) 10 tens

b) 1 hundred, 1 tens

c) 11 tens



a) 20 tens

b) 1 hundred, 11 tens

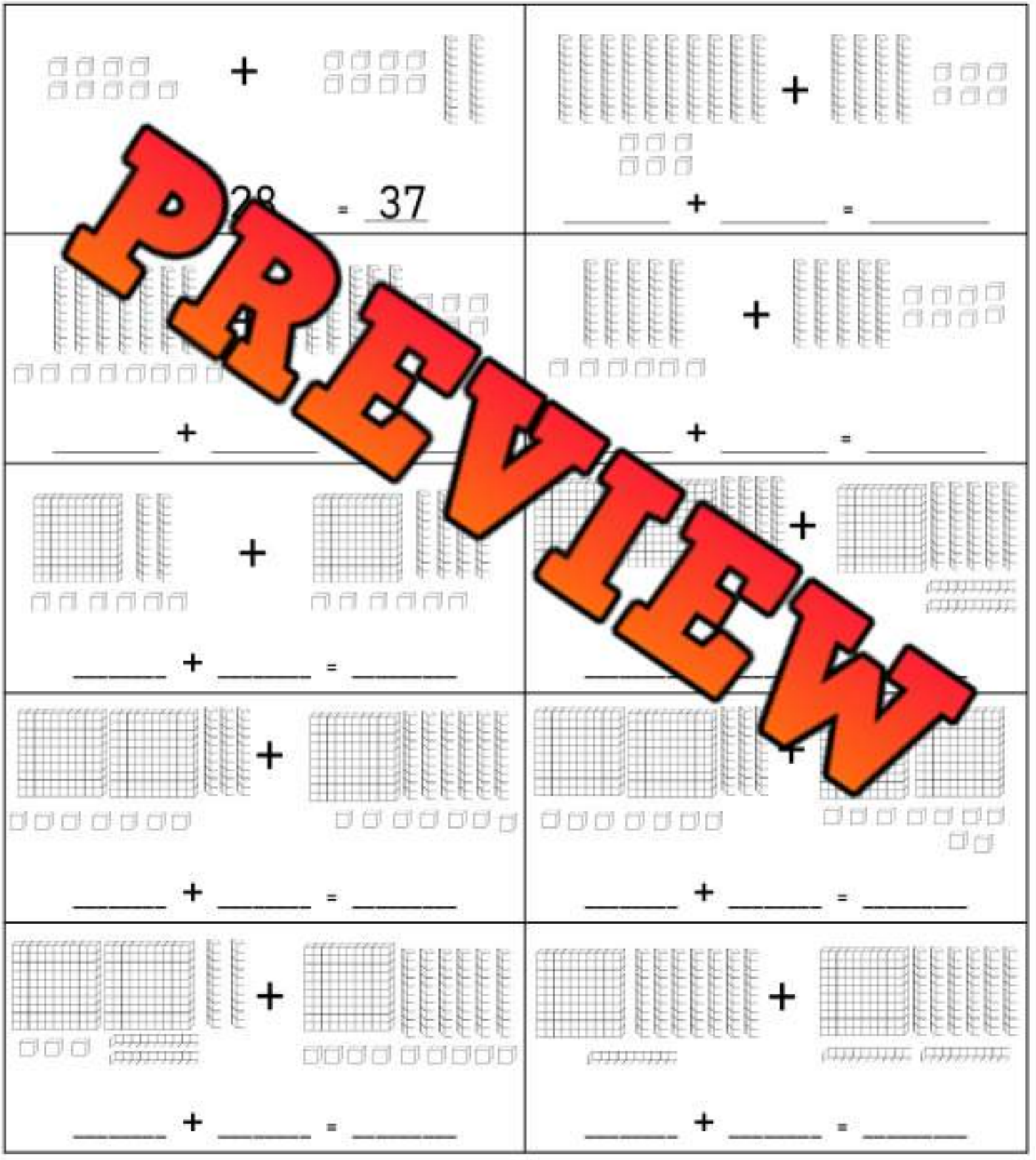
c) 210 ones

Name: _____ 73

Curriculum Connection
N.9

Adding Base Ten Blocks – Regrouping

Questions	Add up the base ten blocks



Name: _____ 74

Curriculum Connection
N.9

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones
+		5

	Tens	Ones
	4	8
+	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

	Hun.	Tens	Ones
	5	6	
+	3	6	6

	Hun.	Tens	Ones
		1	4
+			9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

Name: _____ 75

Curriculum Connection
N.9

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1 6 + 1 5	2 5 + 3 5	4 3 + 4 8	5 6 + 2 7
3 [illegible] + 4 2	[illegible] [illegible]	6 6 + 2 9	3 7 + 3 6
5 5 + 6 2	6 3 + 6 5	[illegible] 3	9 7 + 2 5
1 2 9 + 1 6 2	2 3 5 + 3 5 5	4 4 6 + 3 2 5	[illegible] 3 + 3 5 6
4 7 3 + 1 5 2	2 6 8 + 3 6 5	4 5 8 + 3 5 5	5 7 8 + 3 3 9

Name: _____ 76

Curriculum Connection
N.9

Addition Word Problems - Regrouping

Questions	Solve the problems below

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

2) A delivery [illegible] dro[illegible]km last week. This week, the driver has driven 371km. How far [illegible] dri[illegible]ce last week?

3) Charlotte ate two cookies today. Each cooki[illegible] [illegible]low many grams of cookies did she eat?

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

Exit Cards

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

Name: _____

Solve the problems below

a)

b) James scored [illegible] points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 this season. How many total points has he scored in the last two years?

Name: _____ 90

Curriculum Connection
N.10

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 91

Curriculum Connection
N.7

Subtracting Mental Math – Counting Back

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

Part 1 — Use the charts to answer the questions

1) 18 - 5 = _____

2) 22 - 4 = _____

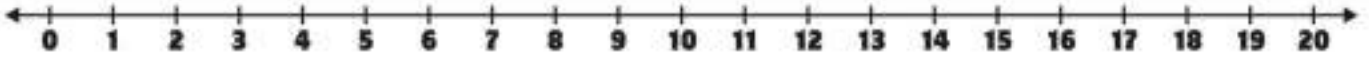
3) 27 - 7 = _____

4) 43 - 9 = _____

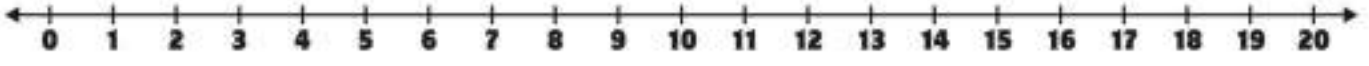
6) 93 - 6 = _____

Part 2 — Use the number line to find the answer

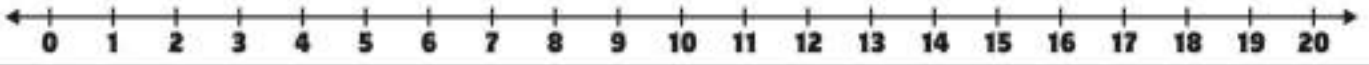
1) 17 - 6 = _____



2) 15 - 4 = _____



3) 20 - 8 = _____



Name: _____ 92

Curriculum Connection
N.7

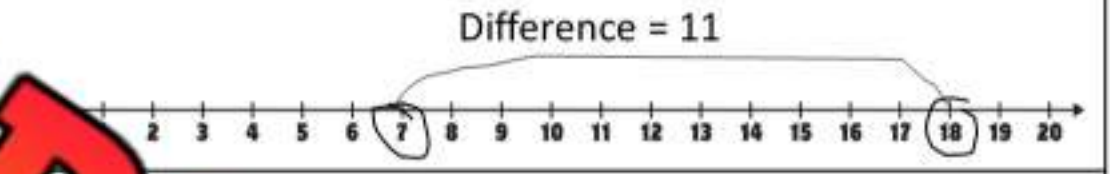
Subtraction Mental Math – Counting Up

Background – Subtraction is simply finding the difference between two numbers

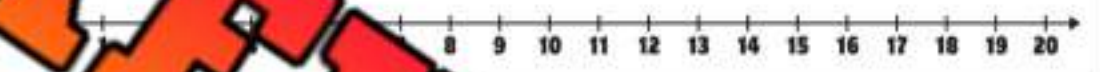
Directions

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

18 – 7 = _____



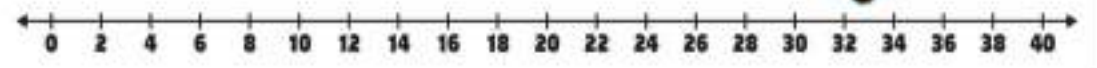
10 – 7 = _____



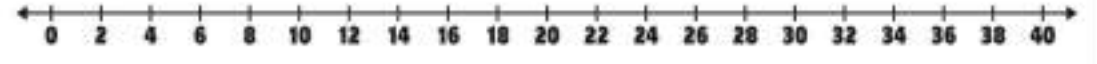
15 – 12 = _____

14 – 10 = _____

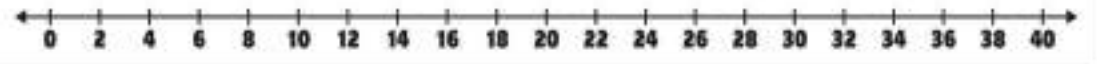
26 – 20 = _____



32 – 24 = _____



38 – 32 = _____



Name: _____ 93

Curriculum Connection
N.7

Subtraction Mental Math – Counting Up

Directions:

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

24 – 10 +4 10 Answer + 4 = 14	27 - 15
33 - 21	38 - 26
49 - 31	56 -
68 - 55	87 - 73

Name: _____ 94

Curriculum Connection
N.7

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

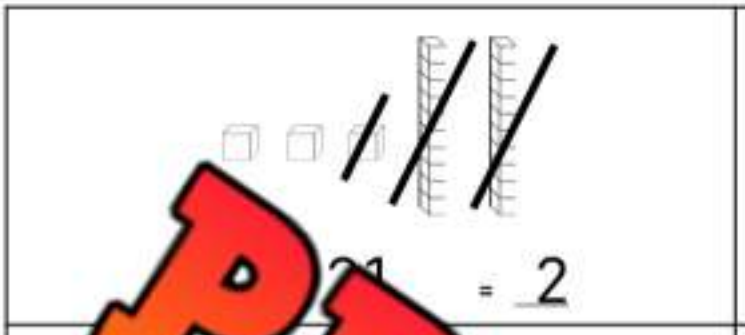
64 - 15 10 = 54 49	56 - 45
43 - 3	64 - 42
57 - 34	2 -
53 - 23	73 - 52

Name: _____ 98

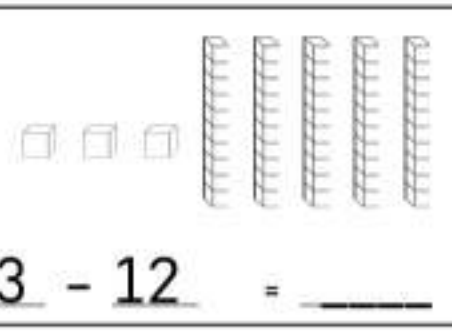
Curriculum Connection
N.9

Subtracting Using Base Ten Blocks

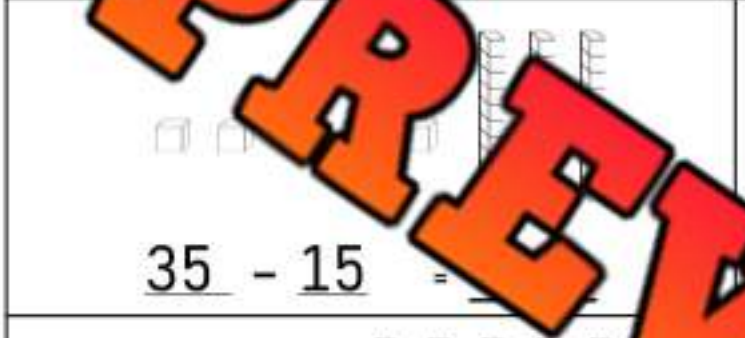
Questions | Subtract from the base ten blocks



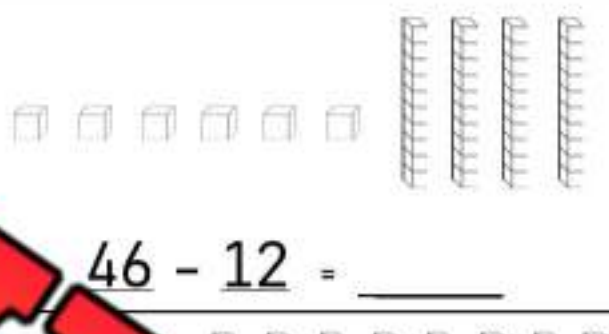
21 - 2 = ____



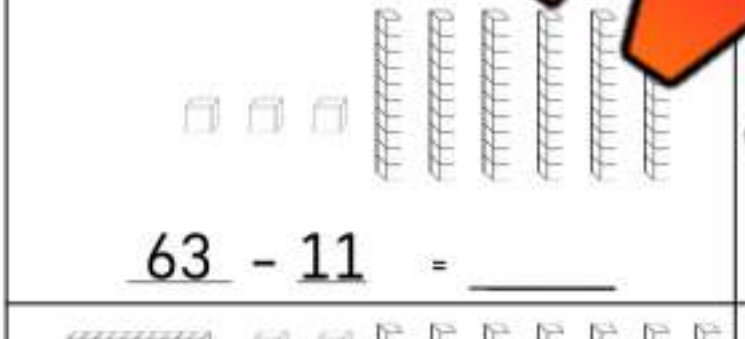
53 - 12 = ____



35 - 15 = ____

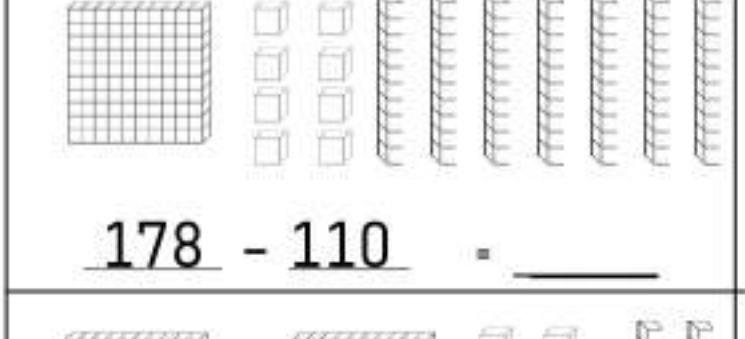


46 - 12 = ____

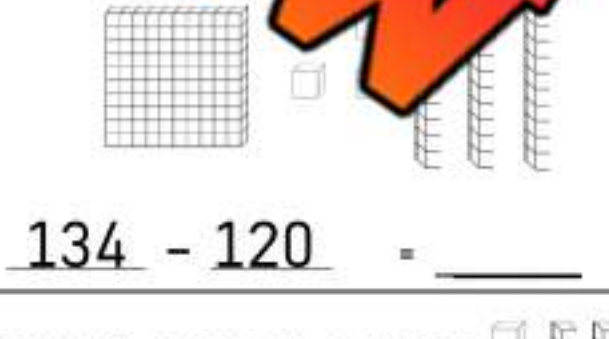


63 - 11 = ____

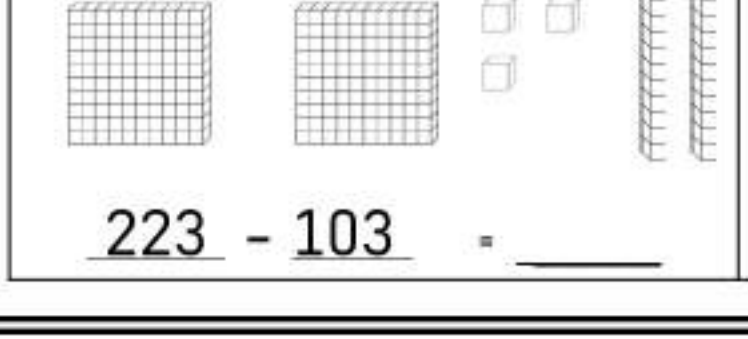
82 - 2 = ____



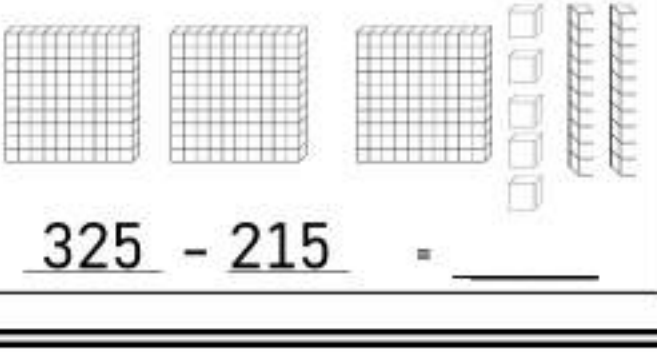
178 - 110 = ____



134 - 120 = ____



223 - 103 = ____



325 - 215 = ____

Name: _____ 99

Curriculum Connection
N.9

Subtracting - Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
	4	4
-		

2)	Tens	Ones
	4	1
-	1	4

3)	Tens	Ones
	5	5
-	2	6

4)	Tens	Ones
	7	6
-	3	8

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

	Hun.	Tens	Ones
			5
-	2	2	

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

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

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

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

Name: ______________________ 100

Curriculum Connection
N.9

Subtraction - Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

26 - 17	35 - 17	43 - 28	51 - 18
53 - 45	[illegible]5 - [illegible]	86 - 19	37 - 28
51 - 48	93 - 65	[illegible]5 - [illegible]3[illegible]	87 - 18
125 - 116	456 - 348	346 - 318	[illegible]65 - 356
433 - 156	244 - 165	458 - 355	338 - 159

Name: _____ 101

Curriculum Connection
N.9

Subtraction Word Problems – Borrowing

Questions | Solve the problems below

1) Nicole had $485 to spend on a bike. She picked one that cost her $396. How much money does she have leftover?

2) Mike is ro[illegible] ra[illegible]day. After 1 minute of the race, Mike had gone 265m. How ma[illegible] met[illegible] need to row?

3) Travis and Kerry had a contest to see who [illegible] minutes. Kerry ran 942m and Travis ran 759m. How much f[illegible] Kerr[illegible]

4) Jen is filling up her pool with water. The pool can hold 830 litres of water. She has poured 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?

Name: _____ 106

Curriculum Connection
N.9

Subtracting Money

Questions	Subtract from the money below

$ - $22 = $21

$53 - $11 = _____

$41 - $24 = _____

$82 - $51 = _____

$113 - $12 = _____

$153 - $22 = _____

$223 - $113 = _____

$317 - $304 = _____

$413 - $312 = _____

$403 - $400 = _____

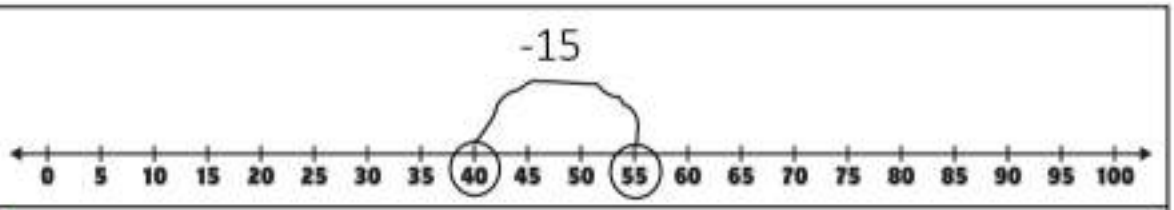
Name: _____ 107

Curriculum Connection
N.9

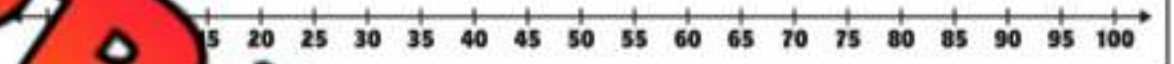
Number Line Subtraction

Questions | Use the number line to subtract the numbers below

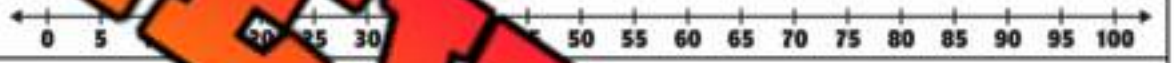
55 - 15 = 40



60 - 10 = _____

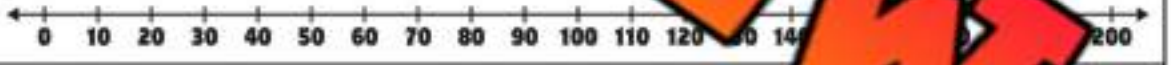


70 - 30 = _____

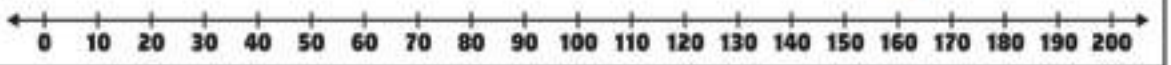


50 - 35 = _____

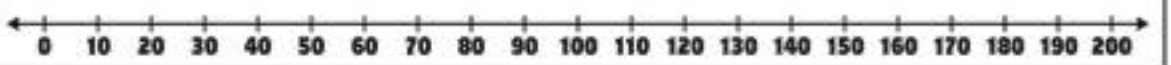
100 - 20 = _____



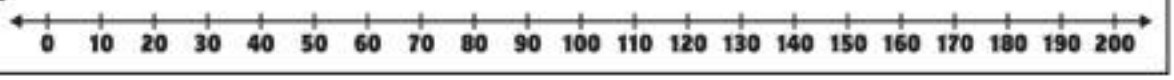
125 - 25 = _____



145 - 55 = _____



160 - 45 = _____



Name: _____ 115

Curriculum Connection
N.10

Bullseye Subtraction Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 116

Curriculum Connection
N.8

Estimate and Subtract

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

32 → 30 - 9 → - 10 20	42 → - 21 → -
- 18	68 → - 22 → -
63 → - 13 → -	3 → - -
98 → - 18 → -	7 - 52

Part 2 Estimate the numbers to determine approximately the difference

1) Steve makes $94 this week at work. He buy a new guitar for $77. About how much money does Steve have now?

2) The Toronto Raptors scored 89 points in their last game. Their opponent scored 72 points. Approximately how many more points did the Raptors score?

Name: _____ 117

Curriculum Connection
N.10

Adding/Subtracting – Inverse Operations

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

1)	2	6	4
Equation 1 (+):		2 + 4 = 6	
Equation 2 (+):		4 + 2 = 6	
Equation 3 (-):		6 - 4 = 2	
Equation 4 (-):		6 - 2 = 4	

2)	3	5	8
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (-):			
Equation 4 (-):			

3)	6	10	4
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (-):			
Equation 4 (-):			

	13	7	6
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (-):			
Equation 4 (-):			

5)	15	20	5
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (-):			
Equation 4 (-):			

6)	11	20	9
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (-):			
Equation 4 (-):			

Name: _____ 118

Curriculum Connection
N.10

Adding/Subtracting – Inverse Operations

Questions Fill in the blanks using the information given to you

1)	If 2 + 4 = 6 Then 6 – 2 = 4	**2)**	If 5 + 3 = 8 Then 8 – 3 = _____
3)	If [illegible] Then [illegible]	**4)**	If 10 + 4 = 14 Then 14 – 10 = _____
5)	If 12 + [illegible] Then 20 – 12 = _____		If 13 + 6 = 19 19 – 13 = _____
7)	If 17 + 6 = 23 Then 23 – 6 = _____		[illegible] = 22 [illegible] – 8
9)	If 11 + 13 = 24 Then 24 – 11 = _____	**10)**	If 15 + [illegible] Then 27 – 12 = _____
11)	If 17 + 9 = 26 Then 26 – 17 = _____	**12)**	If 12 + 18 = 30 Then 30 – 18 = _____
13)	If 24 + 11 = 35 Then 35 – 24 = _____	**14)**	If 40 + 15 = 55 Then 55 – 15 = _____

Name: _____ 120

Curriculum Connection
N.10

Inverse Operations – Checking Answers

Questions	Check your answer by using the inverse operation

1)	5 + 2 = 7	_____ – _____ = _____
2)	9	_____ – _____ = _____
3)	4 + 7	_____ – _____ = _____
4)	8 – 3 = 5	+ _____ = _____
5)	10 – 4 = ____	_____ + _____ = _____
6)	10 + 8 = ____	_____ + _____ = _____
7)	13 – 4 = ____	_____ + _____ = _____
8)	17 – 5 = ____	_____ + _____ = _____
9)	12 + 7 = ____	_____ – _____ = _____
10)	20 – 8 = ____	_____ + _____ = _____

Exit Cards

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

Name: _____

Answer the following questions using inverse operations.

a) 9 + _____ = 15

15 - 6 = _____

b) 18 + _____ = 34

34 - 16 = _____

c) 23 + 5 = _____

_____ - _____ = _____

Name: _____

Answer the following questions using inverse operations.

a) 9 + _____ = 15

15 - 6 = _____

b) 18 + _____ = 34

34 - 16 = _____

c) 23 + 5 = _____

_____ - _____ = _____

Name: _____

Answer the following questions using inverse operations.

a) 9 + _____ = 15

15 - 6 = _____

b) 18 + _____ = 34

34 - 16 = _____

c) 23 + 5 = _____

_____ - _____ = _____

Name: _____ 122

Curriculum Connection
N.10

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

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

Bonus: they [illegible] were not valuable. How many rocks were valuable?

2) Adam and Lindsay went to the m[illegible] a n[illegible]ming system. Adam brought $128 and Lindsay brought $141. The [illegible]tem co[illegible]. [illegible] much money do they have left?

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

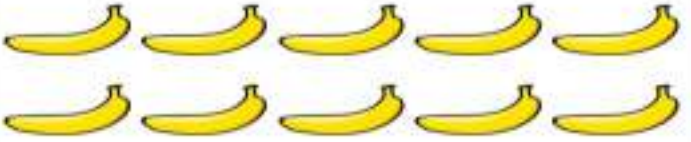
Name: _____ 123

Curriculum Connection
N.11

Multiplication – Repeated Addition

Questions | Fill in the blanks below

6 2 or 6 x 2 = 12



_____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ = _____

_____ x _____ = _____

_____ + _____ + _____ = _____

_____ x _____ = _____

Name: _____ 125

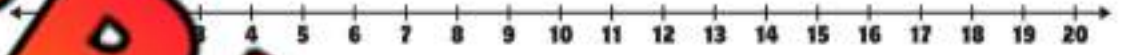
Curriculum Connection
N.11

Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

1) 3 x 3 = 9

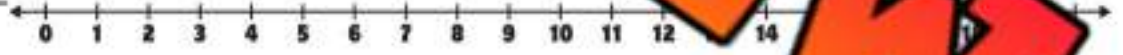
2) 5



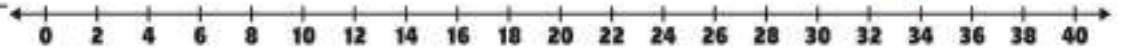
3) 4 x 4 = _____

4) 6 x 3 = _____

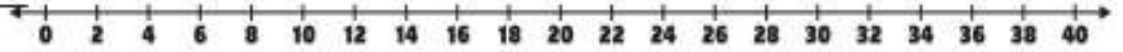
5) 2 x 9 = _____



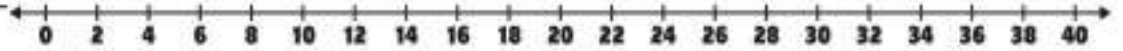
6) 4 x 8 = _____



7) 10 x 4 = _____



8) 4 x 6 = _____

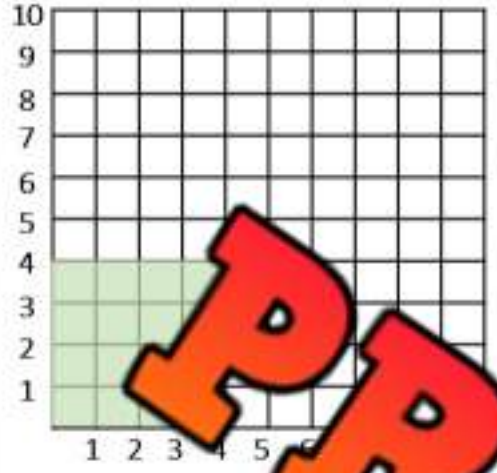


Name: _____ 127

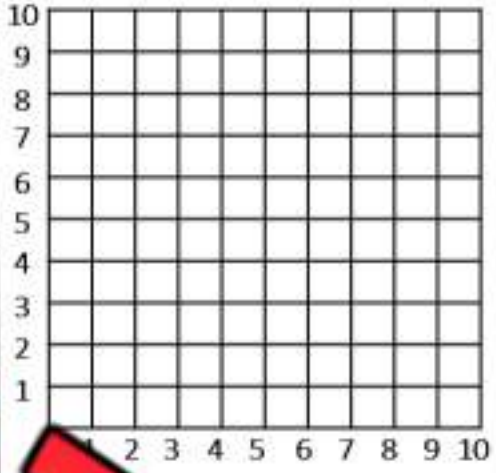
Curriculum Connection
N.11

Multiplication – Arrays

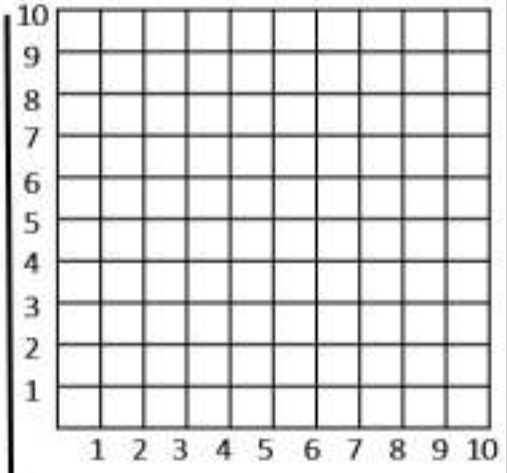
Questions Shade in the arrays using the table. Answer the questions below.



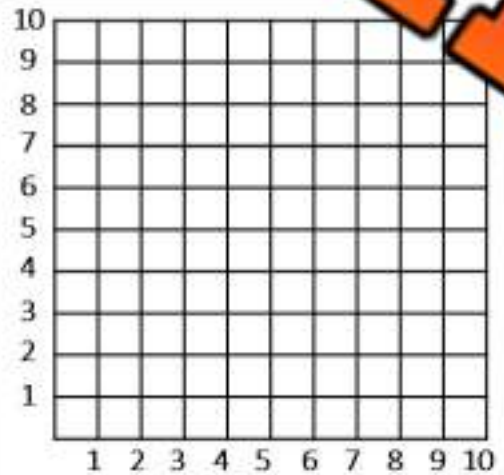
4 x 4 = _____



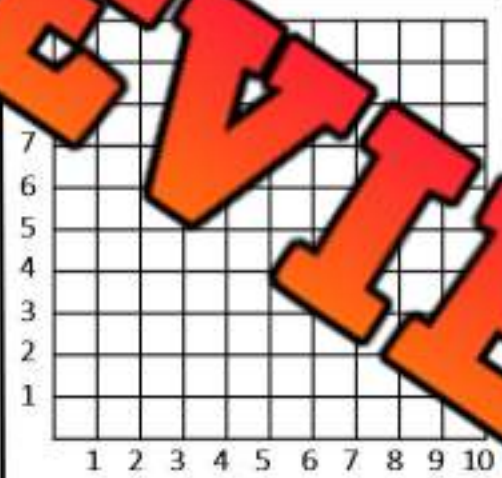
7 = _____



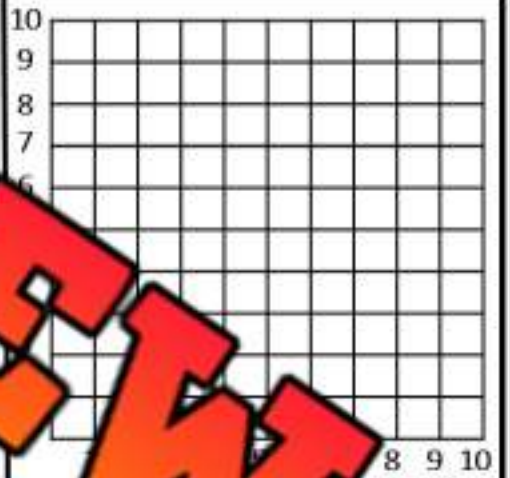
7 x 7 = _____



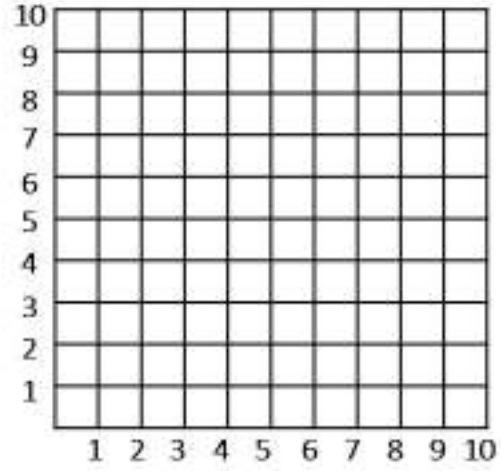
9 x 6 = _____



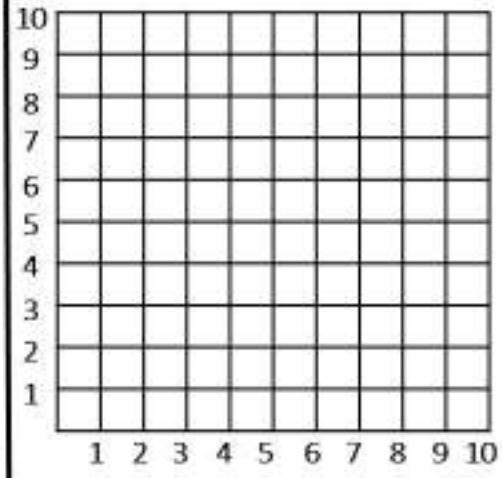
8 x 5 = _____



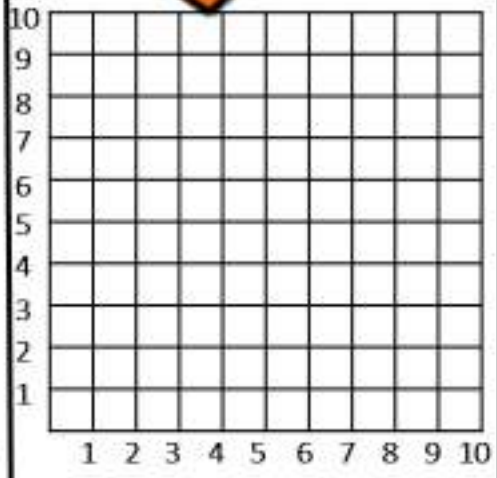
9 x _____



4 x 5 = _____



8 x 6 = _____



6 x 3 = _____

Name: _____ 129

Curriculum Connection
N.11

Multiplication By 0 and 1

Questions Solve the multiplication equations below

Multiplication x 0	Multiplication x 1
0 x 0 =	0 x 1 =
1 x 0 =	1 x 1 =
2 x 0 =	2 x 1 =
3 x 0 =	3 x 1 =
4 x 0 =	4 x 1 =
5 x 0 =	5 x 1 =
6 x 0 =	6 x 1 =
7 x 0 =	7 x 1 =
8 x 0 =	8 x 1 =
9 x 0 =	9 x 1 =
10 x 0 =	10 x 1 =
100 x 0 =	100 x 1 =
1000 x 0 =	1000 x 1 =

Name: _____ 130

Curriculum Connection
N.11

Mental Math – Multiplication – Skip Counting

Directions:

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

5 x 5 = ?

1 2 3 4 5

5, 10, 15, 20, 25

	5 x 3
4 x 5	3 x 4
2 x 5	3
4 x 2	3 x 3

Name: _____ 131

Curriculum Connection
N.11

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

6 x 4

Option 1: 12 x 2 or Option 2: 3 x 8

24 24

	10 x 4
8 x 4	5 x 6
3 x 8	x
10 x 6	6 x 8
5 x 4	20 x 4

Name: _____ 134

Curriculum Connection
N.11

Multiplication – 2s, 3s, 4s, 5s

Questions | Solve the multiplication equations below

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

Name: _____ 140

Curriculum Connection
N.11

Multiplication – Repeated Addition

Part 1 — Fill in the blanks below

2 + 2 + 2 + 2 = 8 4 x 2 = 8 groups of 2	5 + 5 + 5 = ____ ____ x ____ = ____ ____ groups of ____
= ____ ____ ____ of ____	8 + 8 + 8 = ____ ____ x ____ = ____ ____ groups of ____
3 + 3 + 3 + 3 + 3 ____ x ____ = ____ ____ groups of ____	1 + 1 + 1 + 1 + 1 + 1 + 1 = ____ ____ x ____ = ____ ____ groups of ____
6 + 6 + 6 + 6 = ____ ____ x ____ = ____ ____ groups of ____	____ ____ ____ grou

Part 2 — Answer the question below

Billy cuts his neighbors 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 - _____ + _____ + _____ + _____ + _____ = _____

Multiplication Equation - _____ x _____ = _____

Therefore, Billy _____

Name: _____ 141

Curriculum Connection
N.11

Multiplication – Number/Size of Group

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

4 x 2 = 8 Number of Groups = 4 Size of Each Group = 2 Total = 8 	4 x 6 = 24 Number of Groups = _____ Size of Each Group = _____ Total = _____
3 x 5 = 15 Number of Groups = _____ Size of Each Group = _____ Total = _____	5 x 6 = 30 Number of Groups = _____ Size of Each Group = _____ Total = _____
5 x 5 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____	4 x 4 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____

Name: _____ 143

Curriculum Connection
N.11

Task Cards: Multiplication Facts

Objective — What are we learning about?

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

Materials — What you will need for the activity.

- [illegible]
- Separate sheet of paper for answers
- Pencils

Instructions — How to complete the activity

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

Name: _____ 144

Curriculum Connection
N.11

Task Cards | Cut out the task cards below

Task Card 1:

Calculate:
1 x 1 = ___

Task Card 6:

Solve for *y*:
4 x *y* = 12

Task Card 2:

How many ... in 4 ... of 2?

Task Card 7:

Calculate:
2 x 2 = ___

Task Card 3:

Solve:
5 x 5 = ___

Task Card 8:

... ...ws of 4 chairs in a ... How ...airs are there in ...

Task Card 4:

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

Task ...

Solve:
4 x 5 = ___

Task Card 5:

Find the product:
3 x 3 = ___

Task Card 10:

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

Name: _____ 145

Curriculum Connection
N.11

Task Cards | Cut out the task cards below

Task Card 11:

Find the product:
1 x 5 = ___

Task Card 16:

Solve:
2 x ___ = 4

Task Card 12:

= 9

Task Card 17:

Calculate:
4 x 1 = ___

Task Card 13:

Calculate:
3 x 1 = ___

Task Card 18:

s of stickers with 5
many stickers

Task Card 14:

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

Task C

Solve:
5 x 2 = ___

Task Card 15:

Solve:
2 x 3 = ___

Task Card 20:

Solve for *y*:
5 x *y* = 15

Curriculum Connection
N.11

Task Cards | Cut out the task cards below

Task Card 21:

Calculate:
2 x 1 = ___

Task Card 22:

A gard[illegible] pl[illegible]ws of 5 trees each. Ho[illegible]ees [illegible]e [illegible]?

Task Card 23:

Solve:
1 x 3 = ___

Task Card 24:

Solve:
1 x ___ = 3

Task Card 25:

Calculate:
5 x 1 = ___

Task Card 26:

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

Task Card 27:

Solve:
3 x 2 = ___

Task Card 28:

[illegible]ve:
[illegible]20

Task C[illegible]

Calculate:
1 x 4 = ___

Task Card 30:

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

Name: _____ 147

Curriculum Connection
N.11

Task Cards: Multiplication

Answers Record your answers below

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

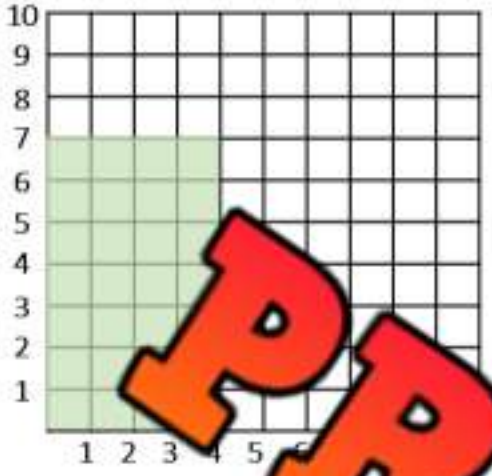
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Name: _____ 148

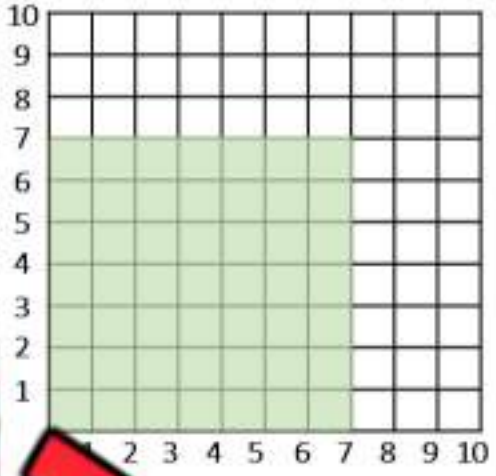
Curriculum Connection
N.12

Division – Arrays

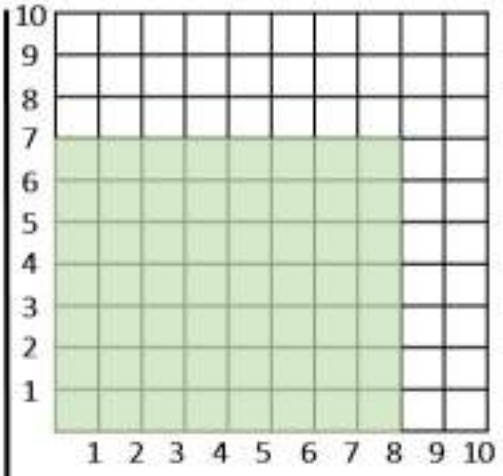
Questions	How is the shaded in area divided?



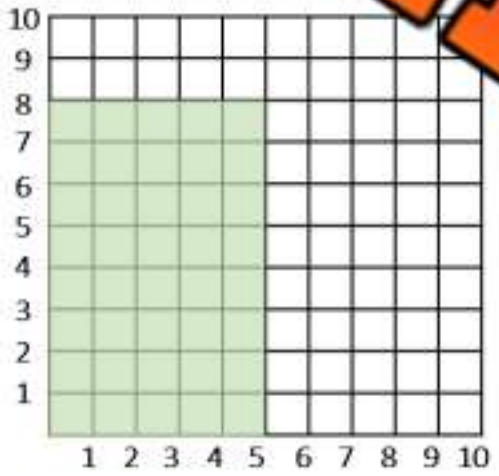
28 ÷ 4 = _____



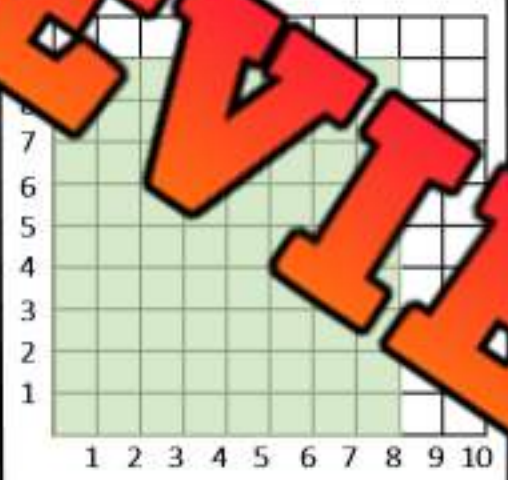
7 = _____



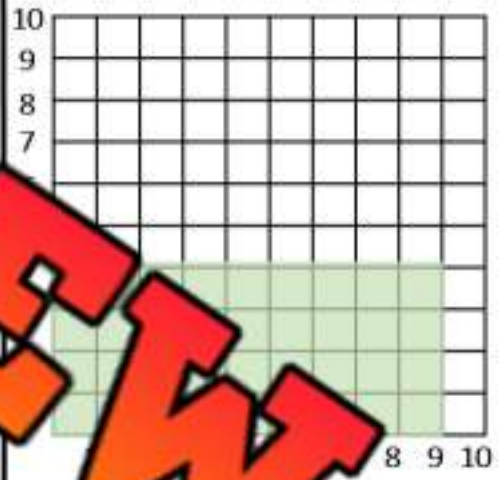
56 ÷ 7 = _____



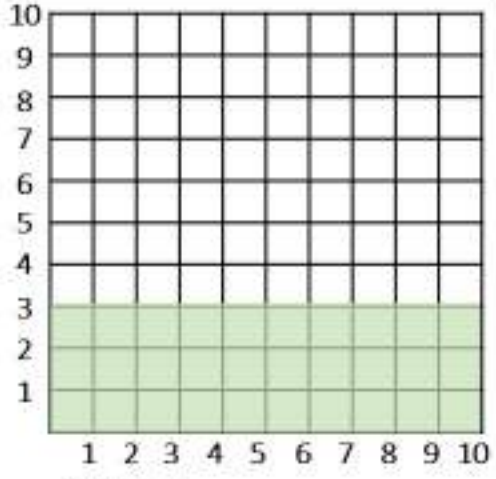
40 ÷ 5 = _____



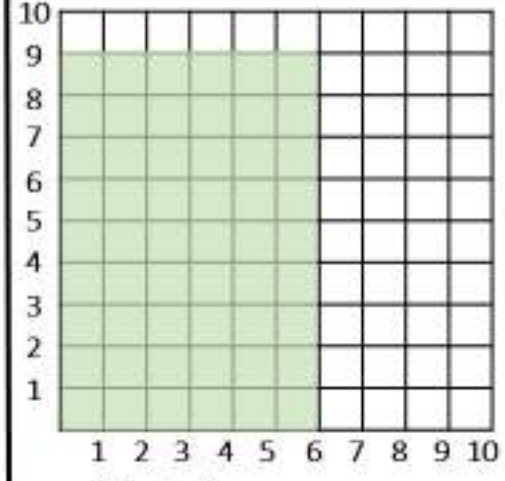
72 ÷ 8 = _____



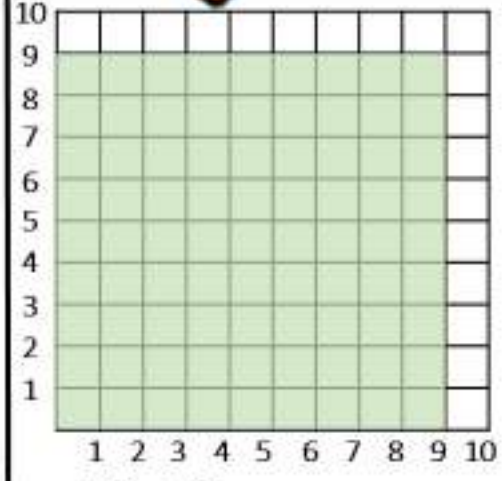
36 ÷ _____



30 ÷ 3 = _____



54 ÷ 6 = _____



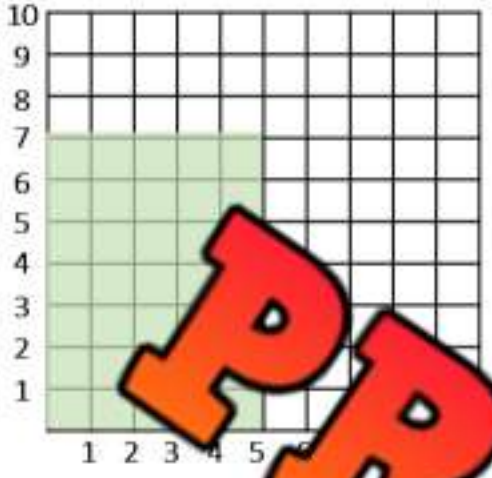
81 ÷ 9 = _____

Name: _____ 149

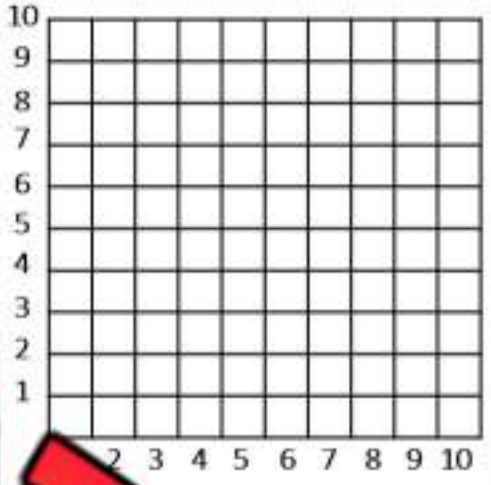
Curriculum Connection
N.12

Division – Arrays

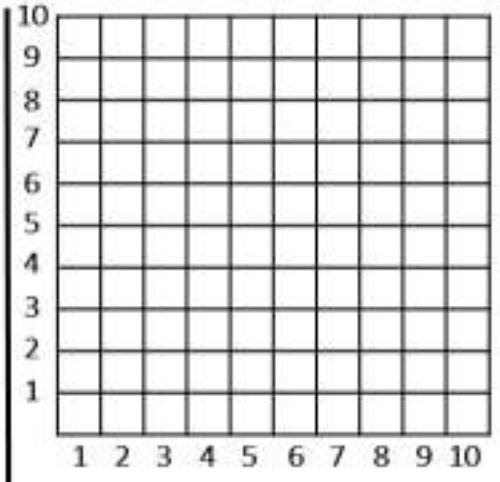
Questions Shade in the arrays using the table. Answer the questions below



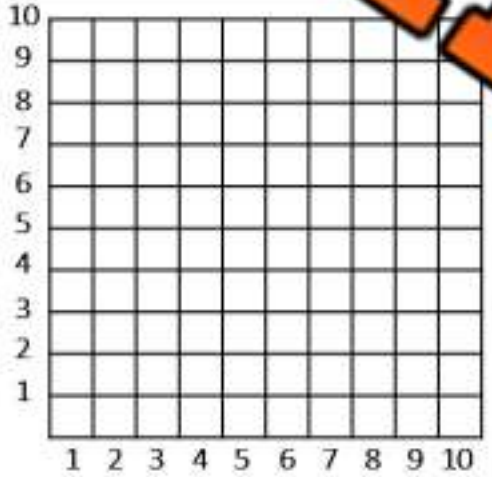
35 ÷ 7 = _____



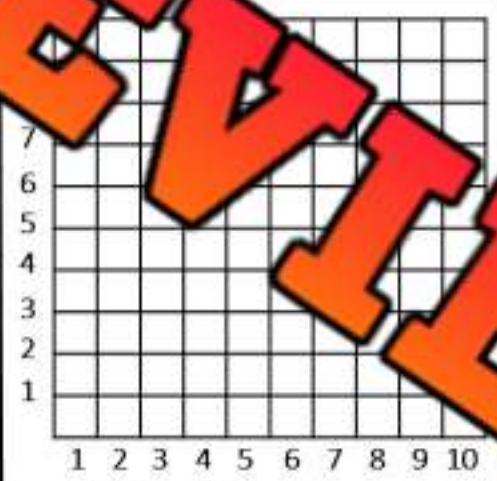
7 = _____



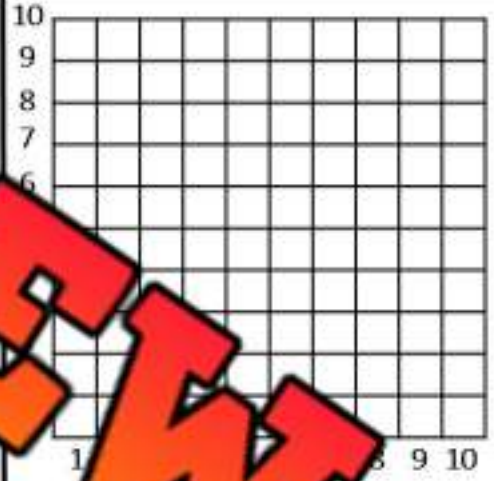
18 ÷ 6 = _____



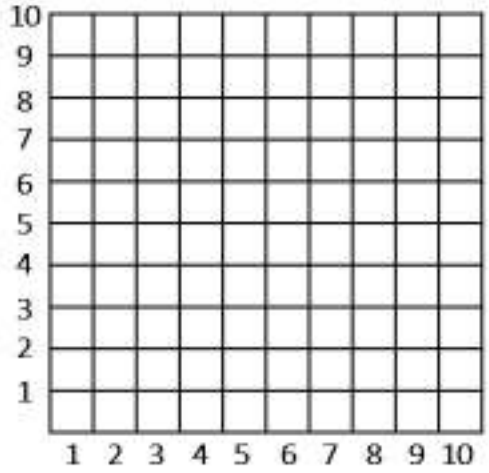
45 ÷ 5 = _____



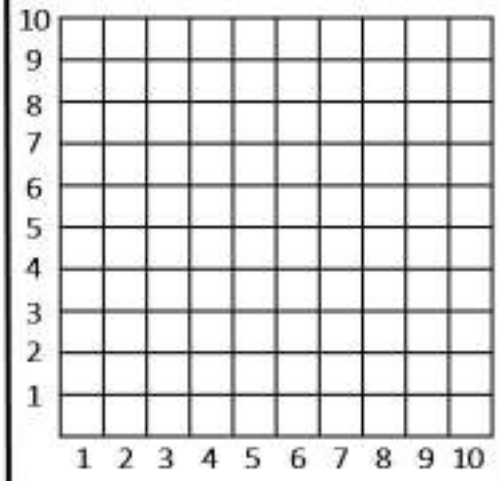
80 ÷ 10 = _____



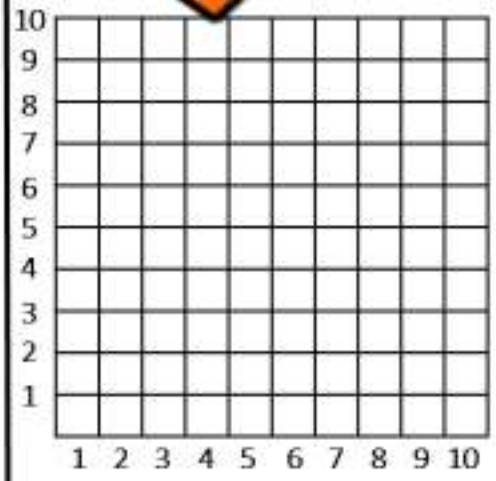
24 ÷ _____



15 ÷ 3 = _____



32 ÷ 4 = _____



50 ÷ 5 = _____

Name: _____ 150

Curriculum Connection
N.12

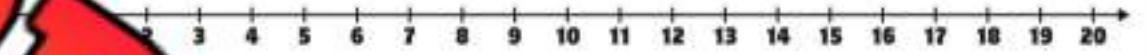
Number Line Division – Repeated Subtraction

Questions | Use repeated subtraction to find the answer

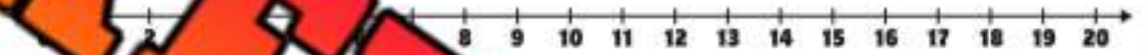
Start at the larger number and subtract the smaller number until you reach zero. Your answer is how many times you subtracted.

1) 20 ÷ 2 = 10

2) 15 ÷ 3 = ____

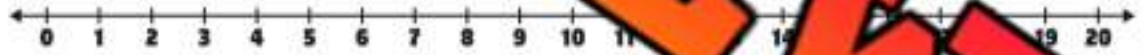


3) 10 ÷ 5 = ____

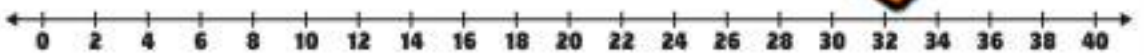


4) 18 ÷ 6 = ____

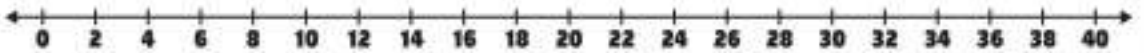
5) 12 ÷ 3 = ____



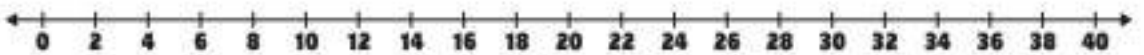
6) 30 ÷ 10 = ____



7) 32 ÷ 4 = ____



8) 36 ÷ 6 = ____



Name: _____ 151

Curriculum Connection
N.12

Division – 2s, 5s, 10s

Questions Solve the division equations below

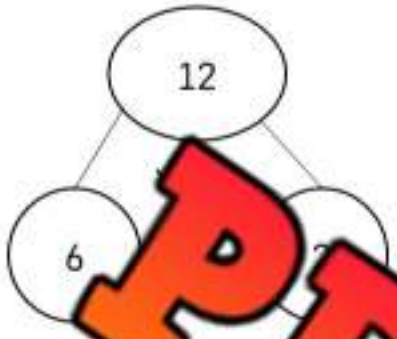
÷ 2	÷ 5	÷ 10
2 ÷ 2 =	5 ÷ 5 =	10 ÷ 10 =
4 ÷ 2 =	10 ÷ 5 =	20 ÷ 10 =
6 ÷ 2 =	15 ÷ 5 =	30 ÷ 10 =
8 ÷ 2 =	20 ÷ 5 =	40 ÷ 10 =
10 ÷ 2 =	25 ÷ 5 =	50 ÷ 10 =
12 ÷ 2 =	30 ÷ 5 =	60 ÷ 10 =
14 ÷ 2 =	35 ÷ 5 =	70 ÷ 10 =
16 ÷ 2 =	40 ÷ 5 =	80 ÷ 10 =
18 ÷ 2 =	45 ÷ 5 =	90 ÷ 10 =
20 ÷ 2 =	50 ÷ 5 =	100 ÷ 10 =

Name: _____ 152

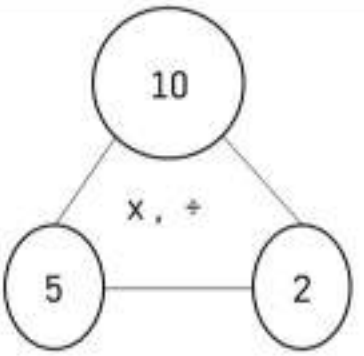
Curriculum Connection
N.12

Multiplication and Division

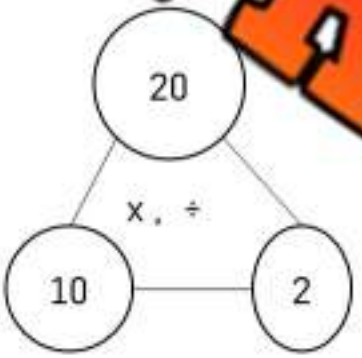
Questions | Investigate the relationship between multiplication and division



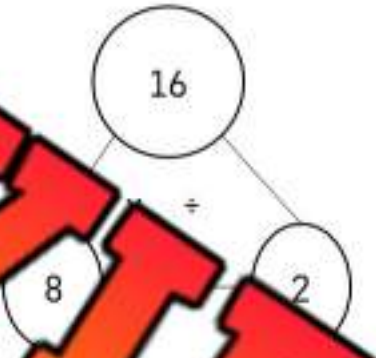
6 x 2 = 12
2 x 6 = 12
12 ÷ 6 = 2
12 ÷ 2 = 6



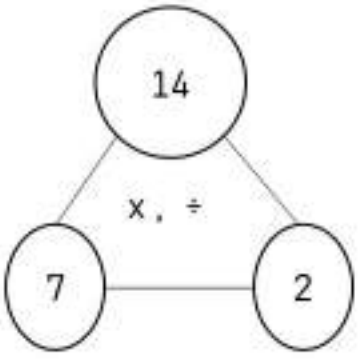
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



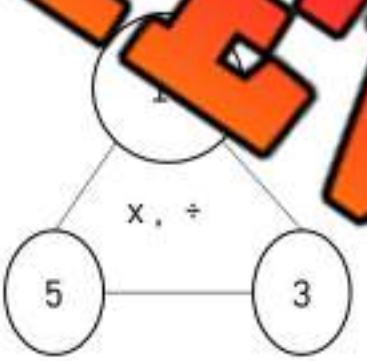
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



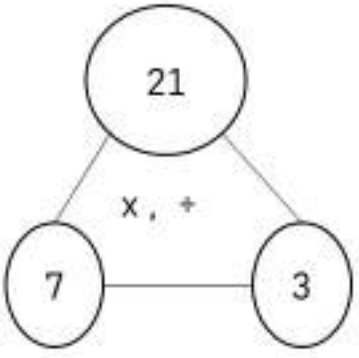
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



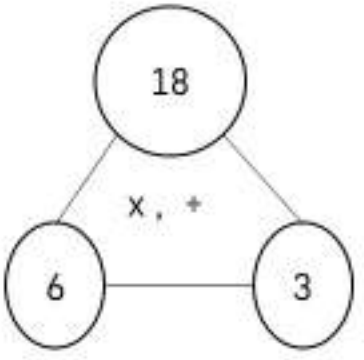
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



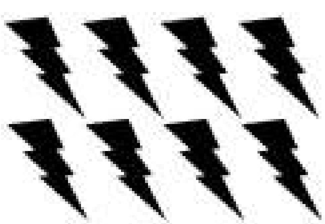
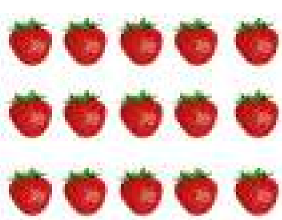
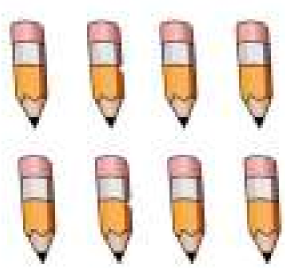
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___

Name: ______________________ 153

Curriculum Connection N.12

Multiplication and Division – Fact Families

Questions Investigate the relationship between multiplication and division

 3 x 2 = 6 2 x 3 = 6 6 ÷ 3 = 2 6 ÷ 2 = 3	 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___
 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___	 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___
 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___	 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___
 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___	 ___ x ___ = ___ ___ x ___ = ___ ___ ÷ ___ = ___ ___ ÷ ___ = ___

Name: _____ 156

Curriculum Connection
N.11, N.12

Multiplication and Division – Total/Groups/Size of Group

Part 1 — Determine the missing group size/number of groups/total

4 x 5 = 20	2 x 3 = _____	2 x _____ = 10
5 x _____ = 25	_____ x 10 = 30	10 x 5 = _____
_____ x 4	4 x 10 = _____	5 x _____ = 25
7 x 2 = _____	_____ x 2 = 20	_____ x 9 = 45
7 x _____ = 70	2 _____	2 x _____ = 18

Part 2 — Determine the missing gr ze/n e roups/total

12 ÷ 2 = 6	10 ÷ 2 = _____	
10 ÷ _____ = 5	_____ ÷ 2 = 6	10 ÷ 5 = _____
_____ ÷ 10 = 4	50 ÷ 5 = _____	30 ÷ _____ = 3
15 ÷ 5 = _____	_____ ÷ 2 = 5	_____ ÷ 10 = 6
90 ÷ _____ = 10	40 ÷ 10 = _____	15 ÷ _____ = 5

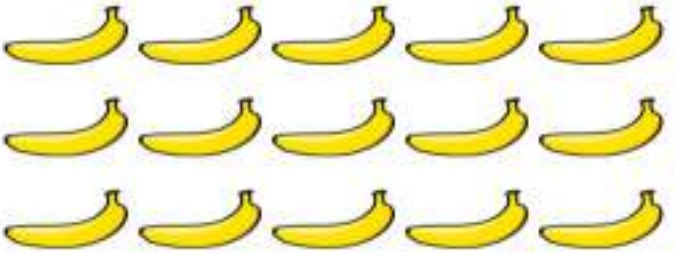
Name: _____ 158

Operations Quiz

Part 1 Fill in the blanks with the addition and multiplication equations

_____ + _____ = _____

_____ x _____ = _____



_____ + _____ + _____ = _____

_____ x _____ = _____

Part 2 Create and answer the questions

3 x 5 = _____

9 x 2 = _____

Part 3 Round these numbers to the nearest ten and then add/s ers

2 9 →

+ 1 1 → + _____

4 2 →

+ 2 9 → + _____

7 9 →

- 2 1 → - _____

6 2 →

- 4 3 → - _____

Part 4 Use the algorithm to solve the addition/subtraction problems below

	Tens	Ones
	4	2
+	5	3

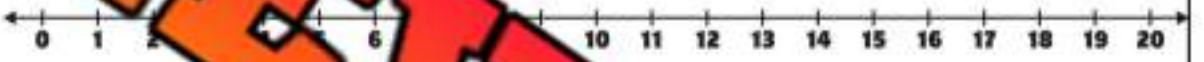
	Tens	Ones
	5	6
+	3	6

	Tens	Ones
	6	3
-	4	2

	Tens	Ones
	7	3
-	2	5

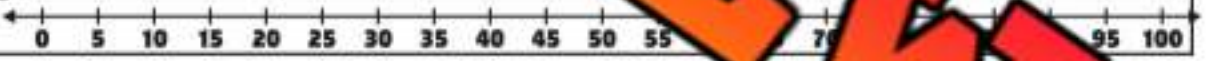
Part 5 Use the number line to add and subtract the numbers below

10 + 8 = _____

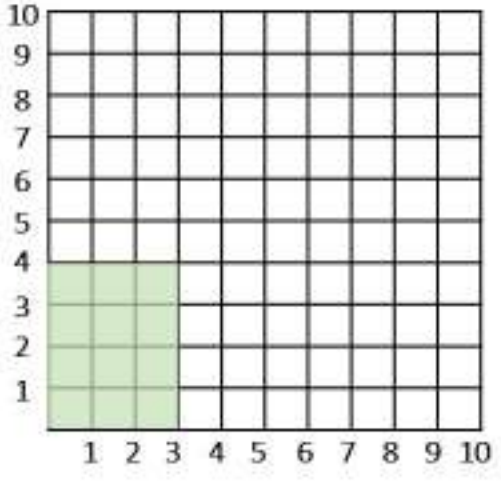


20 + 10 = _____

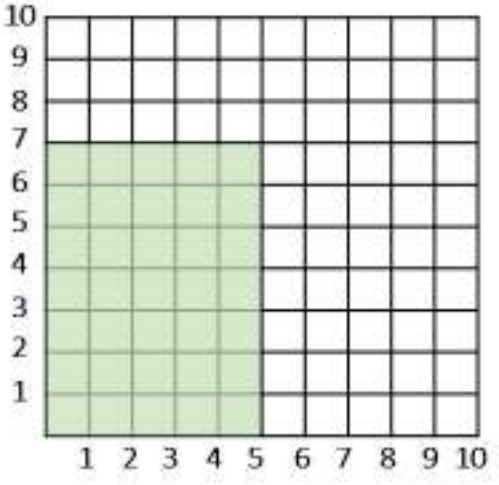
50 - 30 = _____



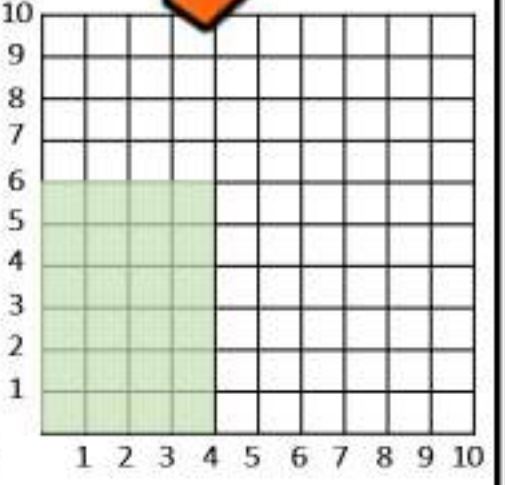
Part 6 How much is shaded in? Answer the questions below



4 x 3 = _____



7 x 5 = _____



4 x 6 = _____

Name: _____ 160

Curriculum Connection
N.13

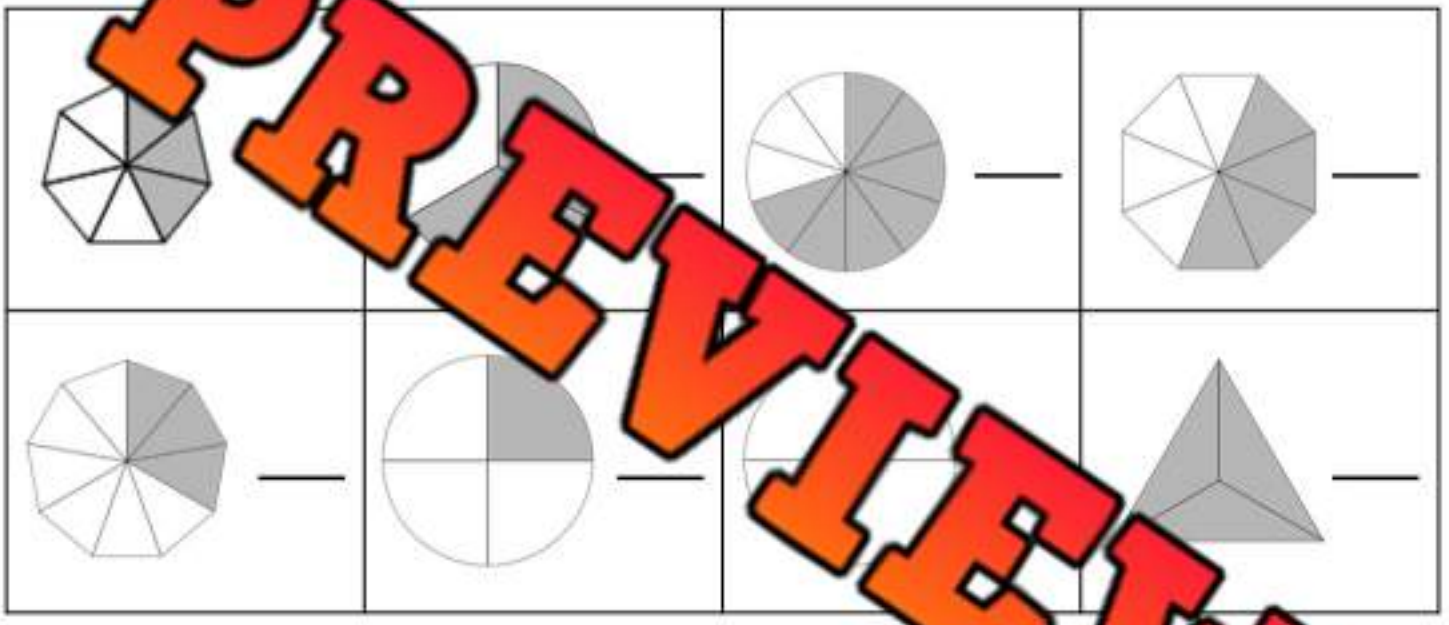
Naming Fractions

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

Example:
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received ⅖ of the pizza. You do not get the whole pizza, so you are only getting part or a fraction of the 1 pizza.

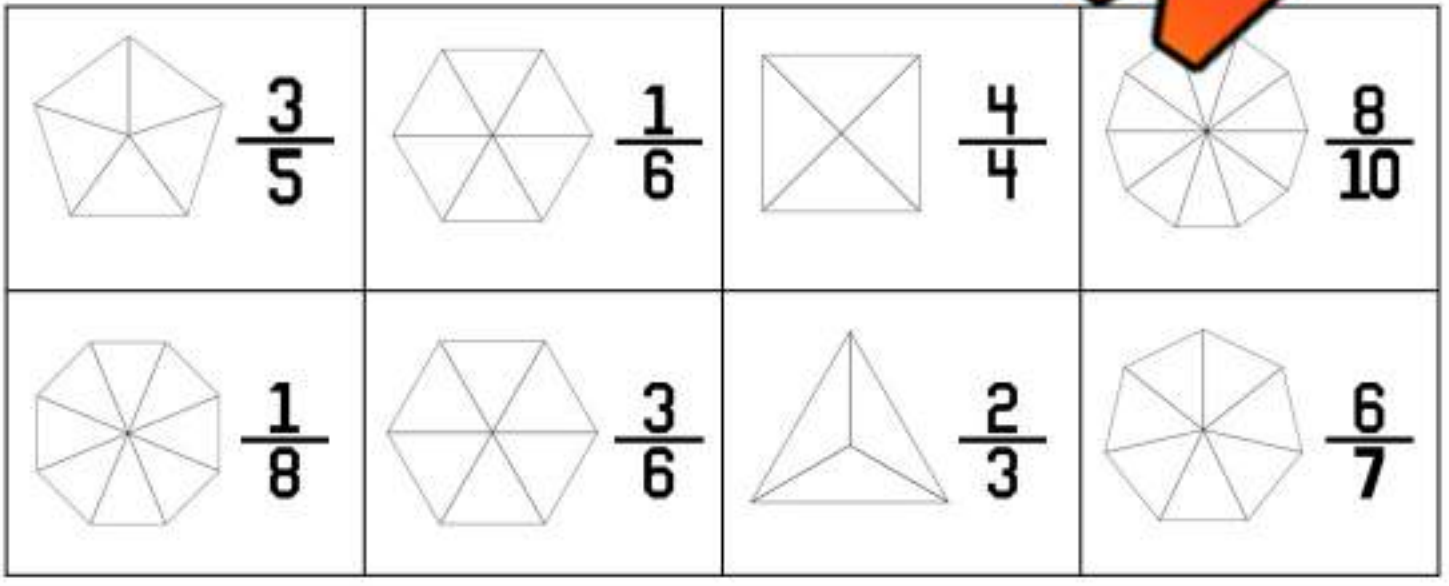
Part 1

What fraction is shaded in on the images below



Part 2

Read the fraction and draw the shaded in value o w



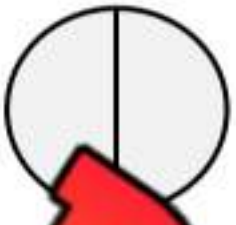
Name: _____ 162

Curriculum Connection
N.13

Fractions – Equal Parts

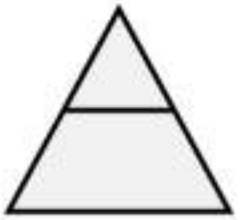
Part 1 Are the shapes below split into equal parts?

1)



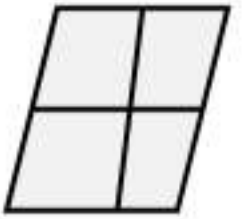
Yes No

2)



Yes No

3)

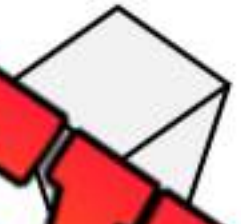


Yes No

4)

Yes No

5)



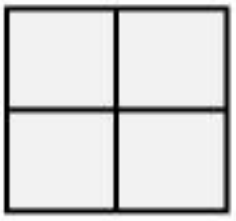
Yes No

6)

Yes No

Part 2 Are the statements true or false?

1) The square is cut into fourths.



True False

2) The circle is cut into sixths.

True False

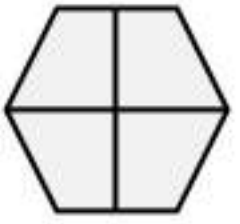
3) The triangle is cut into fourths.

True False

4) The pentagon is cut into halves.

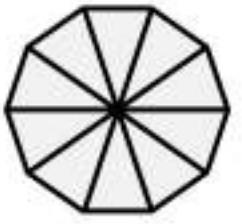
True False

5) The hexagon is cut into fourths.



True False

6) The octagon is cut into eights.



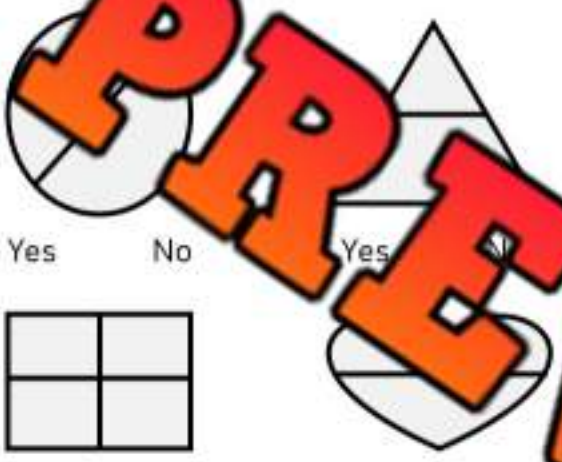
True False

Exit Cards

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

Name: _____

Are the shapes below split into equal parts?



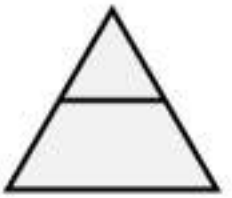
Yes No Yes No

Yes No Yes No

Name: _____

Are the shapes below split into equal parts?

Yes No



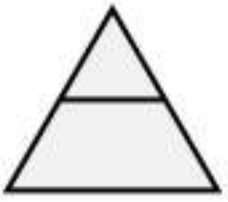
Yes No

Yes No

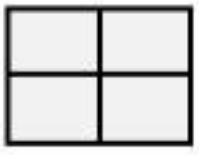
Name: _____

Are the shapes below split into equal parts?

Yes No



Yes No

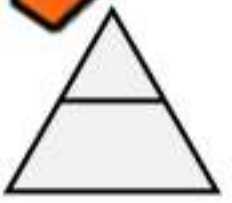


Yes No Yes No

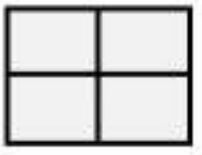
Name: _____

Are the shapes below split into equal parts?

Yes No



Yes No



Yes No Yes No

Name: _____ 164

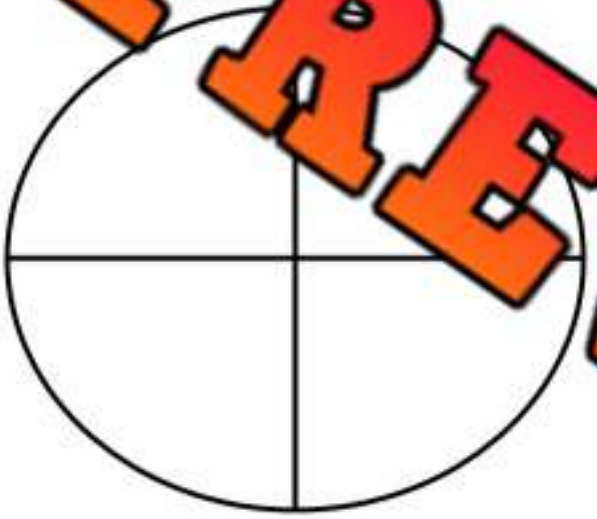
Curriculum Connection
N.13

Pizza Fractions

Directions Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

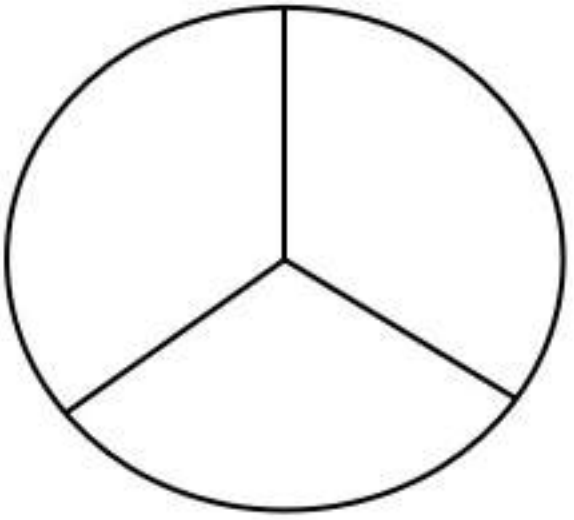
1) One-[illegible] pizza has bacon, and three-fourths has onion



_____ **Bacon**

_____ **Onion**

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



_____ **Olives**

_____ **Bacon**

_____ **Mushrooms**

Name: _____ 165

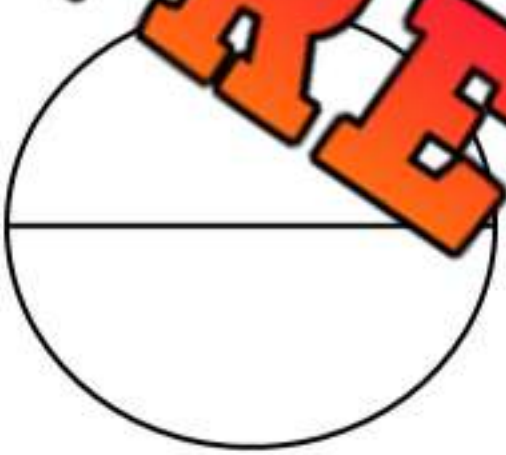
Curriculum Connection
N.13

Pizza Fractions

Directions Draw the pizzas below based on the customer's requests

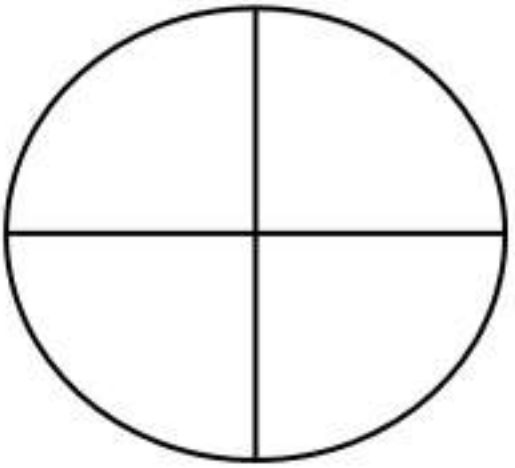
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) O… …nd bacon and one … …ineapp…

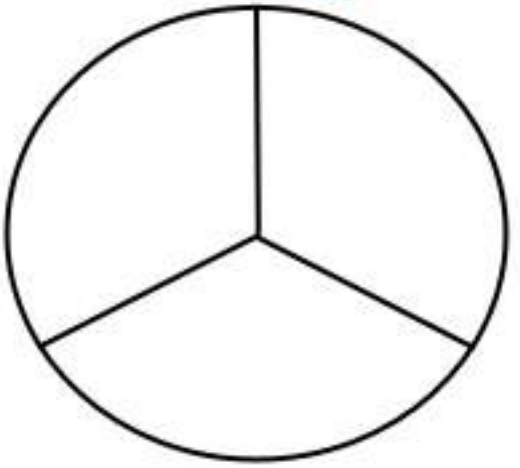


2) One-fourth olives and onion and three-fourths bacon and mushrooms.

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



4) One-third …ush… one-third onion a… …n pineapple and peppero…



Name: _____ 167

Curriculum Connection
N.13

Pizza Fractions – My Favourite (Half)

Directions	Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

_____	_____	_____	_____
Topping	Topping	Topping	Topping

Name: _____ 173

Curriculum Connection
N.13

Fractions

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

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

Examples Read the examples below and fill in the table

1) A pi[illegible]s cut i[illegible]s. If you eat 3 slices, how much of the pizza will [illegible]t?	$\frac{\quad}{8}$
2) A split class of 30 [illegible] 14 grade 3s. How many grade 3s mak[illegible]lass	$\frac{\quad}{30}$
3) A soccer game is 90 minutes long [illegible] have [illegible] minutes of the game. How much of the game h[illegible]ssed	$\frac{\quad}{90}$
4) Shelly has 10 blocks. 6 of the blocks are green. [illegible]ly of the total blocks are green?	
5) On a plate is 12 cookies. You eat 4 of them. What fraction of the plate of cookies did you eat?	

Think Write your own example of a fraction below

Words	Fraction

Name: _____ 174

Curriculum Connection
N.13

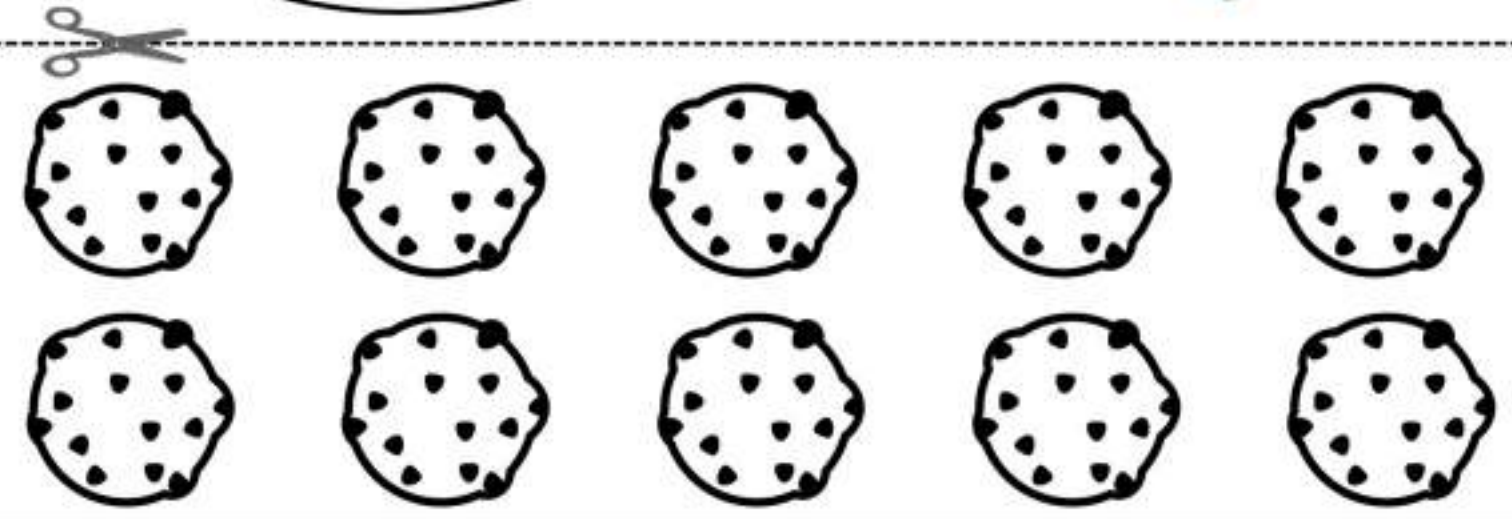
Fair Sharing - Cookies

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

Mark's Plate

10

Sam's P



Name: _____ 175

Curriculum Connection
N.13

Fair Sharing – Apple Pie

Jeff and Sara baked a large apple pie to share. How many slices of pie will Jeff and Sara get?

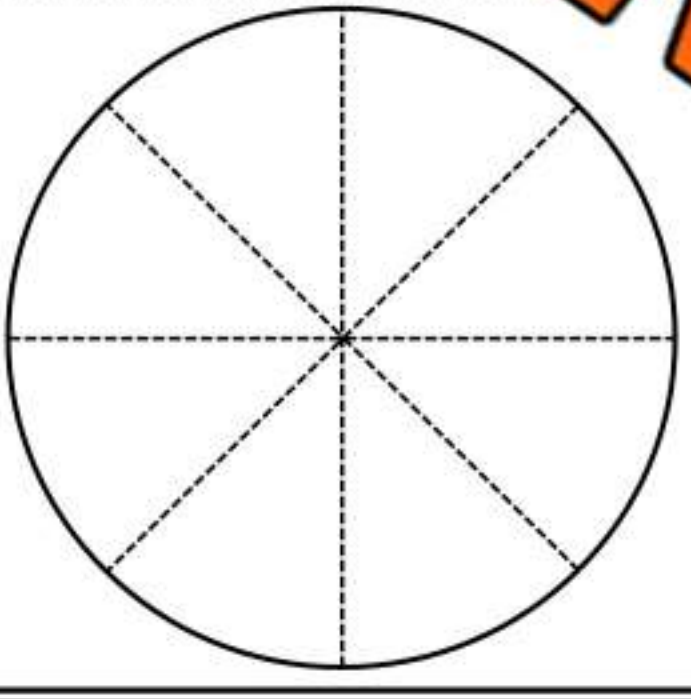
Jeff's Plate

Sara's Plate

Jeff's Slices

Total slices

Sara's Slices



Name: _____ 176

Curriculum Connection
N.13

Fair Sharing - Pizza

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

Alex's Plate

Julia's Plate

Alex's Slices

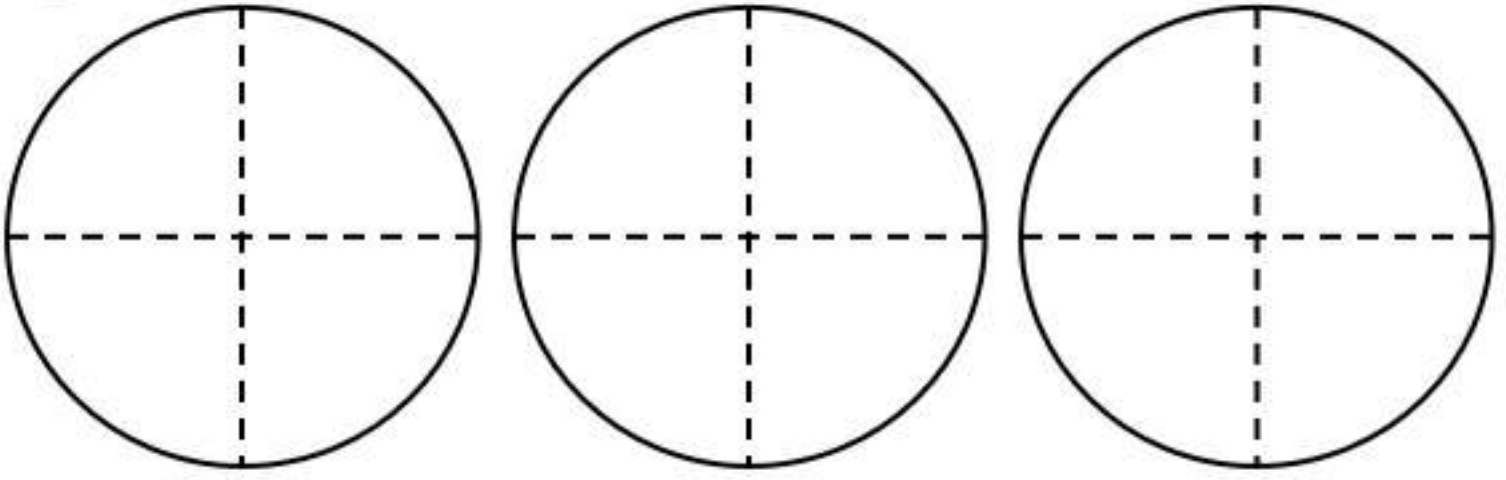
_____ # of total pizzas

4 Slices in one pizza (whole)

Julia's Slices

_____ # of total pizzas

4 Slices in one pizza (whole)



Name: _____ 177

Curriculum Connection
N.13

Fair Sharing – Chocolate Bars

Sharing | Share the chocolate bars below

Chocolate Bar

Chocolate Bar

1) a) Zach ha[illegible] ba[illegible] he wants to share with 10 people. How many pieces will each [illegible] get?

b) Ryan is one of the people that is g[illegible]late. What fraction of the chocolate bar is [illegible] getti[illegible]

2) a) Zach has two more chocolate bars that he [illegible] are w[illegible] eople. How many pieces will each person get?

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

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

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

Name: _____ 178

Curriculum Connection
N.13

Fractions - Quiz

Part 1 — Write the fraction and circle which one is bigger

1) 

2) 

3) 

4) 

Part 2 — Fair share the cookies below

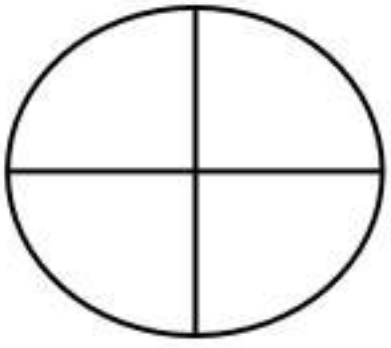
Four friends are sharing these cookies. Draw lines from the cookies to each person's plate.

Jane | Sally | Jessica | Rachel

How many cookies does each friend get? _____

Part 3 — Draw the pizzas below using the legend and custom requests

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



_____ **Bacon**

_____ **Mushroom**