Preview - Information

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

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

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

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Google Slides Lessons Preview

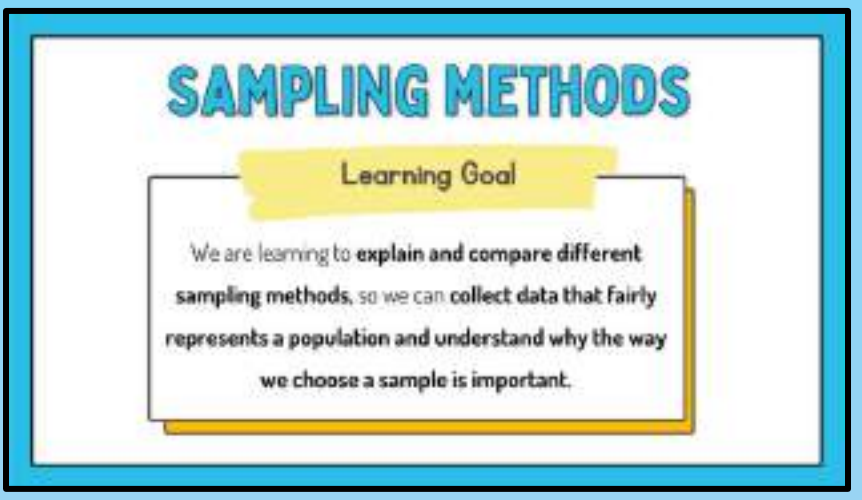
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Manitoba Math Curriculum
Statistics– Grade 5

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!

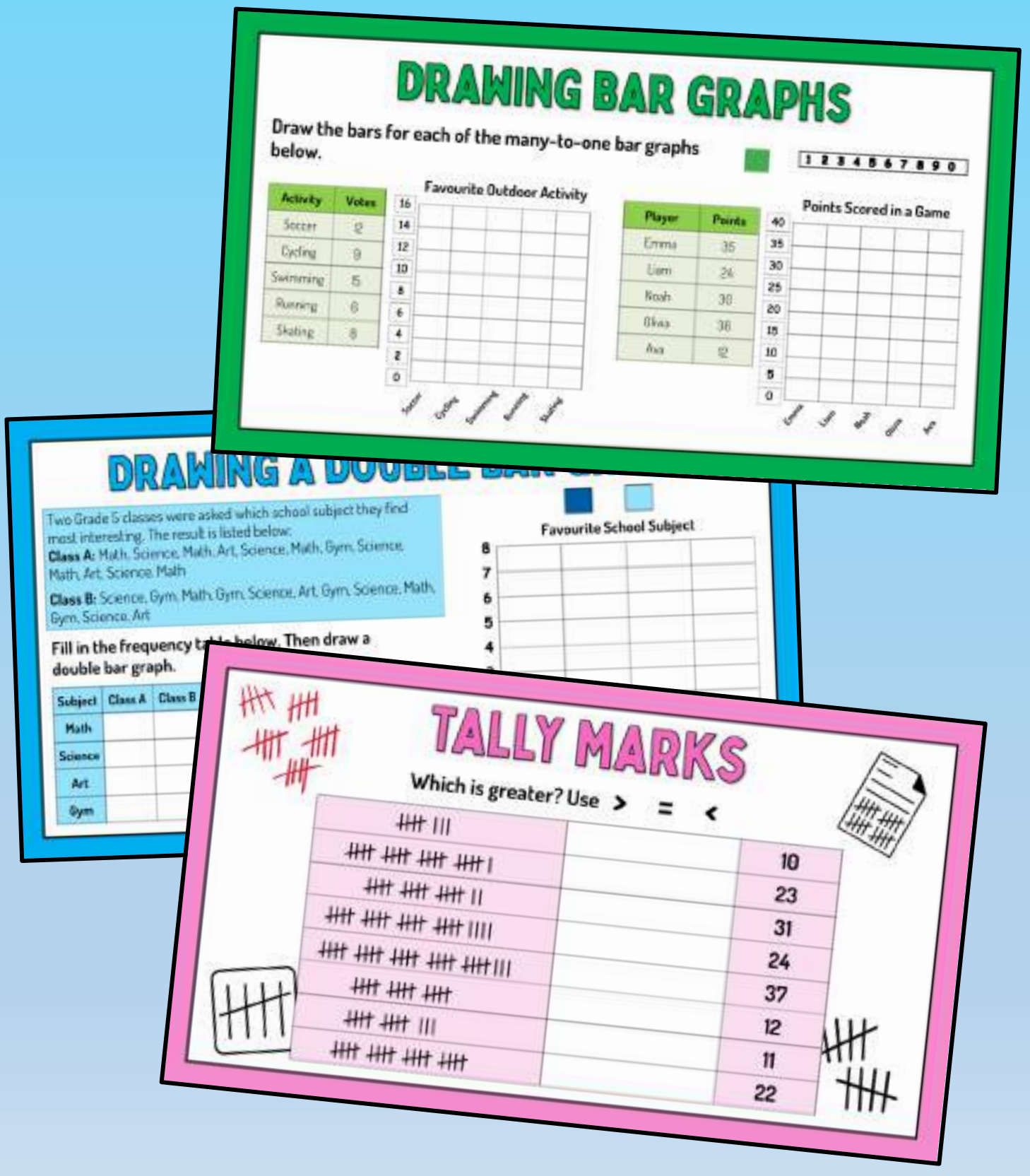
- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum Statistics– Grade 5



Manitoba Math Curriculum Statistics– Grade 5



Name: _____ 5

Curriculum Connection
D1.1

First-Hand vs Second-Hand Data

First-Hand Data	**Second-Hand Data**
Data that you have collected yourself	Data that has been collected by someone else
Example	**Example**
- asking your classmates their favourite food	- How much rainfall landed in Calgary in May

Questions

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

1) You find Sydney Crosby's goals per game in the playoffs last year and graph the data	First-Hand Second-Hand
2) You measure the heights of the kids in your class	First-Hand Second-Hand
3) Y	d nd
4) Y	d nd
5) Y	d Second-Hand
6) You look up the distances from your house to different countries around the world	First-Hand Second-Hand

Preview of 40 pages from this product that contains 99 pages total.

Part 2

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

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

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Curriculum Connection
D1.1

First-Hand Data Survey Questions

When we collect first-hand data, we often use survey questions to ask people to gather the data. We can also create research questions for experiments we plan to perform so that we can collect first-hand data.

Example of First-Hand Survey Questions
- What is your favourite hobby?
- What is your favourite food?

Example of First-Hand Research Questions
- How much snow will fall this month in my backyard?
- How many pushups can I do every day for 10 days?



PREVIEW

Part 1 Write 5 survey questions you could ask to gather first-hand data

1)

2)

3)

4)

5)

Part 2 Write 5 research questions for experiments you could do to gather first-hand data

1)

2)

3)

4)

5)

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Curriculum Connection
D1.1

Second-Hand Data - Generating Questions

When we collect second-hand data, we are finding data from another source. This means someone else has collected the data for others to use as second-hand data.

Using second-hand data allows us to answer questions we may have. With so much data available to us, we can write research questions about almost anything and find the data online.

Examples:

1) Whi Tubers had the most views last year?
2) Whi layers scored the most points last year?
3) W rage temperatures in Canada, the USA, Jamaica, and

PREVIEW

Practice W estio ou could look up to gather second-hand data

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

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Name: _____ 8

Curriculum Connection
D1.1

Finding Second-Hand Data

Choose a research question that you are most interested in. Find data that answers your research question. Organize your data by using the table below.

Organizer | Fill in the table below

1) What is your research question?

2) How [illegible] your data? You will need 4 or 5 categories so you can use your [illegible] to make [illegible]sons.
For example: Sy[illegible]y's [illegible]al totals for his first 5 seasons.

Categories					
Data					

3) What did you learn about your second-ha[illegible]a?

4) Why is this data considered second-hand data?

PREVIEW

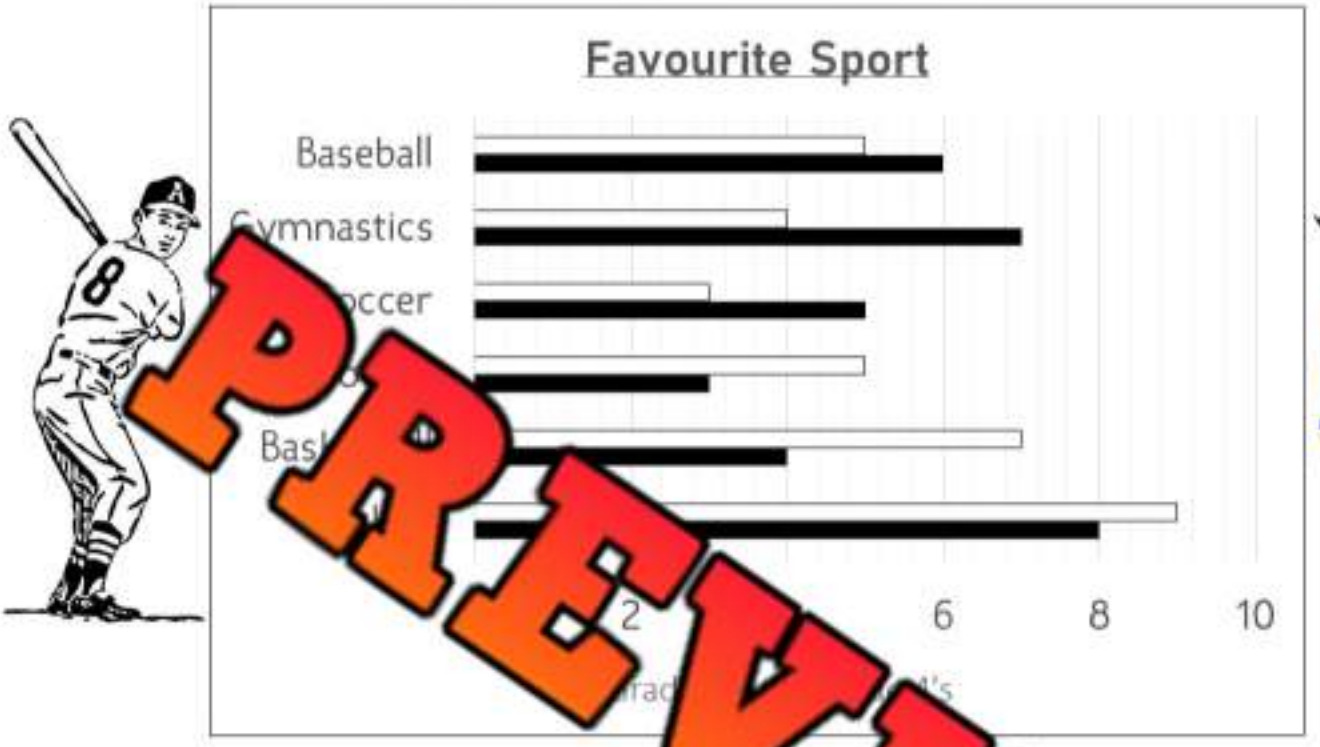
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Name: _____ 10

Curriculum Connection
D1.2

Horizontal Double-Bar Graph

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



PREVIEW

Sport	Baseball	Gymnastics	Soccer	Basketball	Hockey
Grade 4					
Grade 5					

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

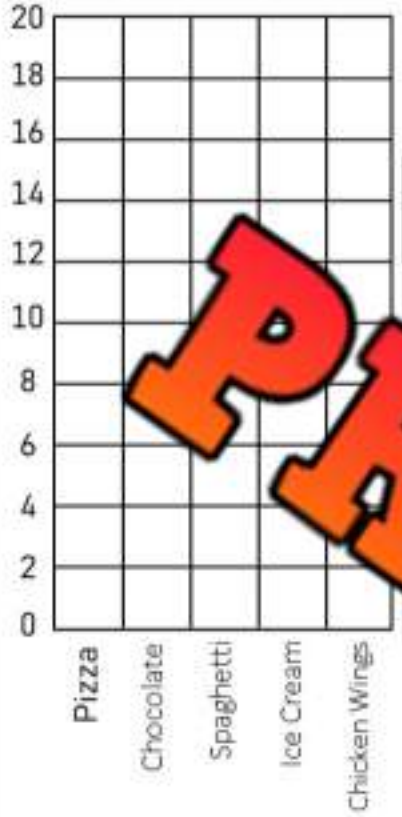
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Curriculum Connection
D1.2

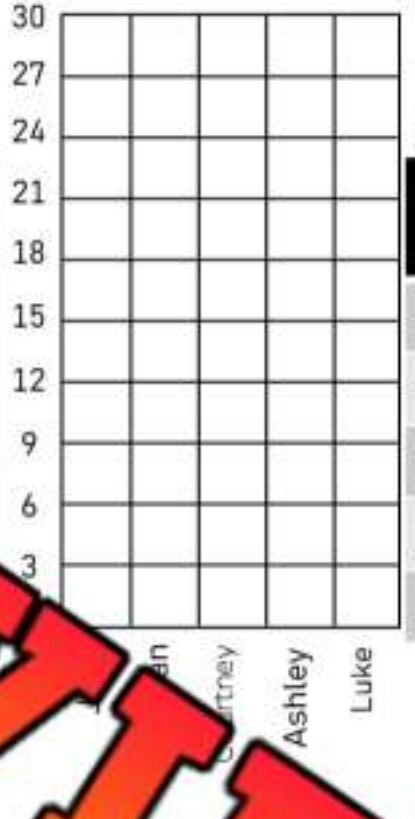
Drawing Bar Graphs

Questions Draw the bars for each of the bar graphs below





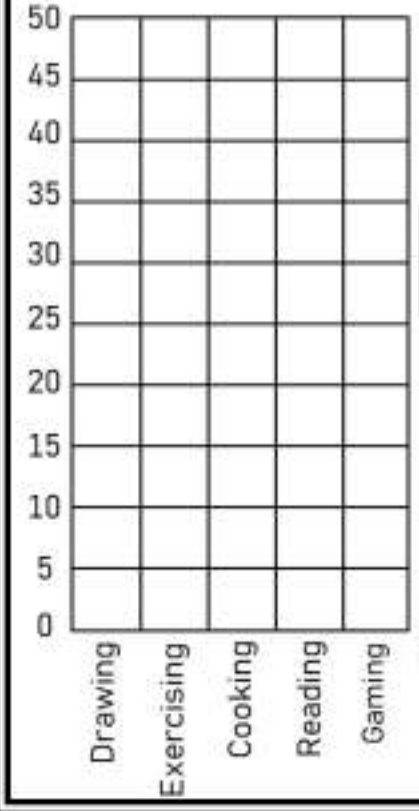
Favourite Food	# of votes
Pizza	14
[illegible]colate	10
[illegible]hetti	4
[illegible] Crea[illegible]	[illegible]6
[illegible]	[illegible]





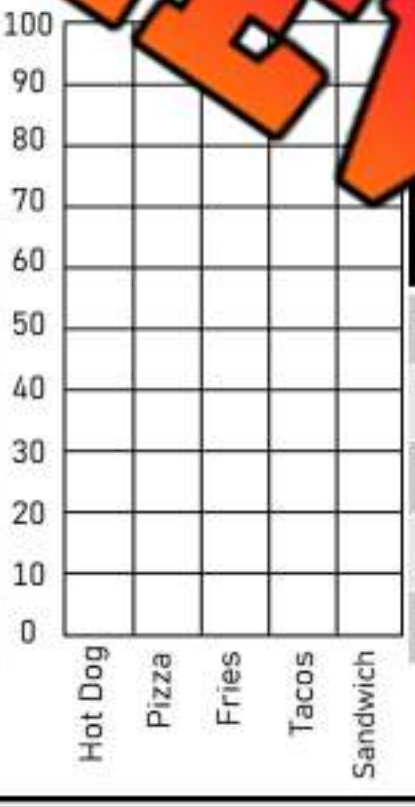
Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6

PREVIEW





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





[illegible]ood	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

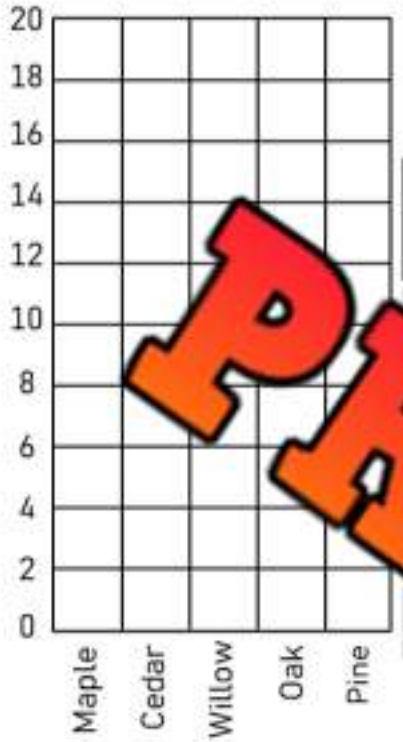
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Curriculum Connection
D1.2

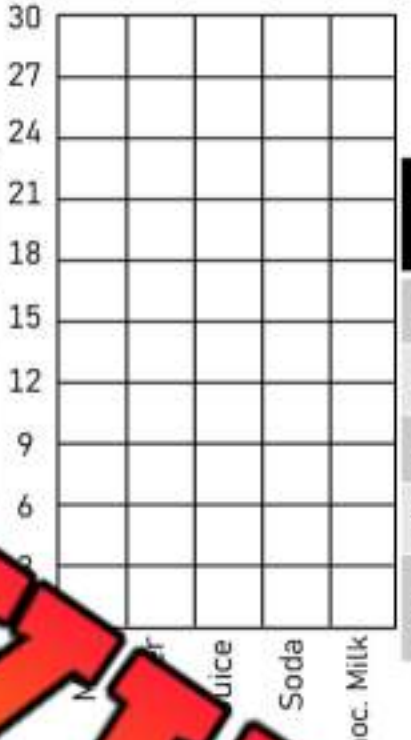
Drawing Bar Graphs

Questions Draw the bars for each of the bar graphs below





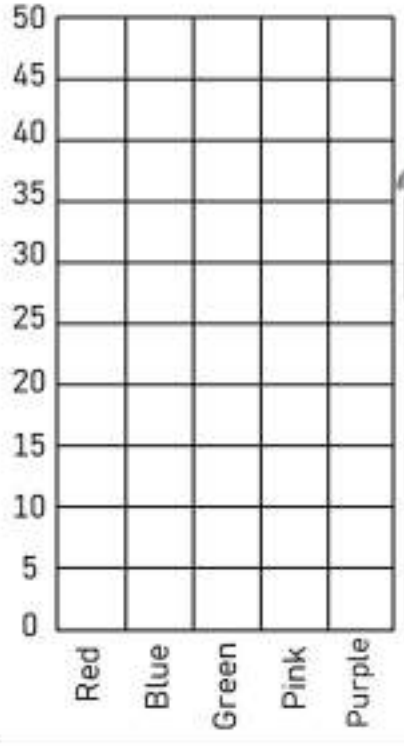
Favourite Tree	# of votes
Maple	8
[illegible]	11
[illegible]low	14
[illegible]ak	[illegible]
Pin[illegible]	17





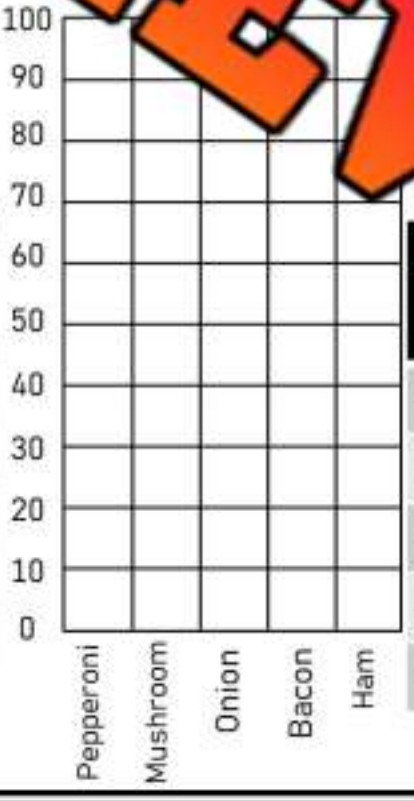
Favourite Drink	# of points
Milk	9
Water	3
Juice	16
Soda	21
Choc. Milk	25

PREVIEW





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





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

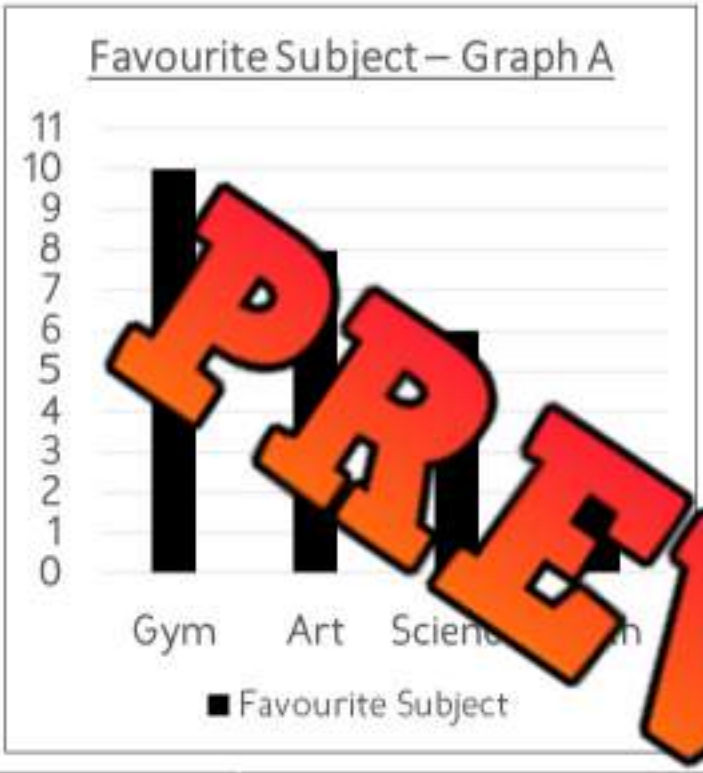
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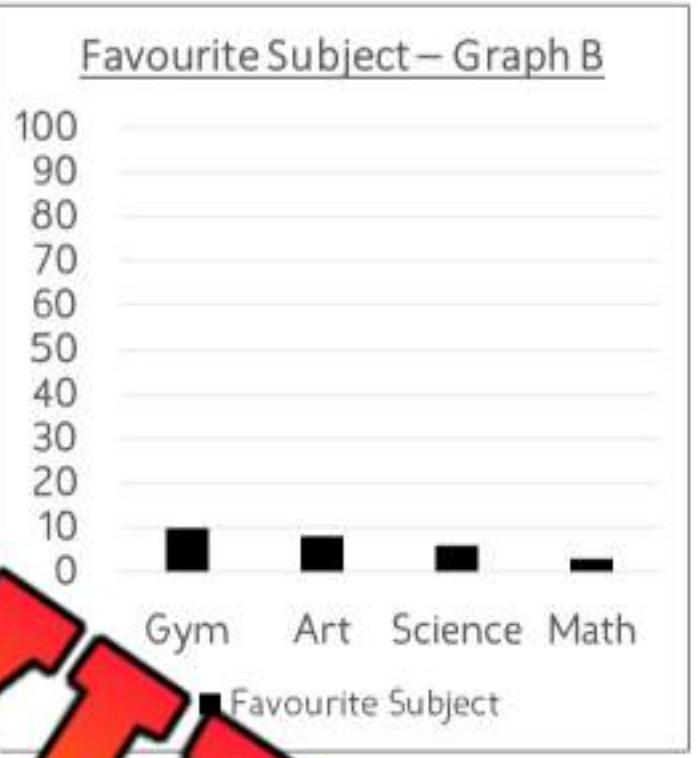
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Curriculum Connection
D1.2

Favourite Subject - Examining Scale

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





PREVIEW

Questions What do you notice about t gra

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?

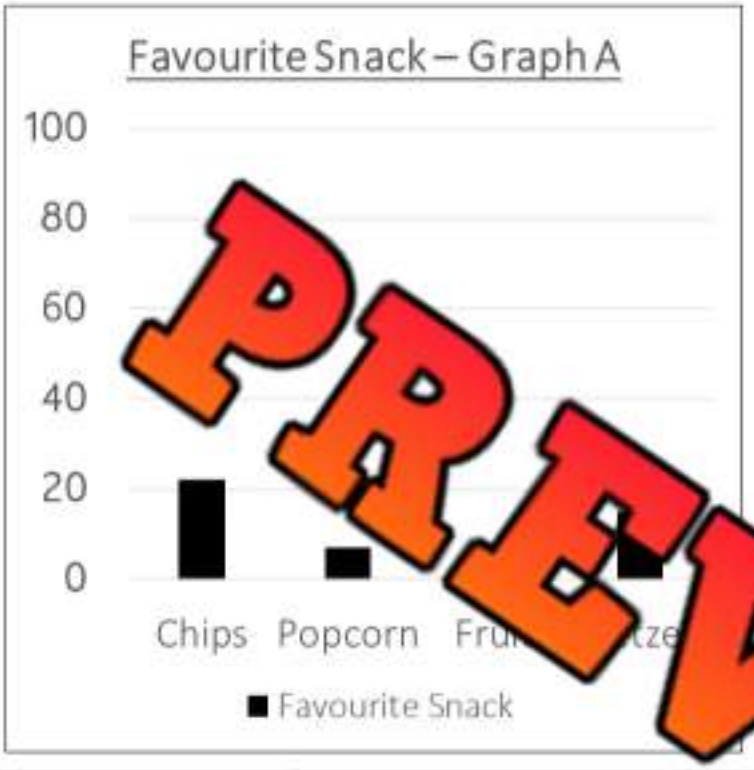
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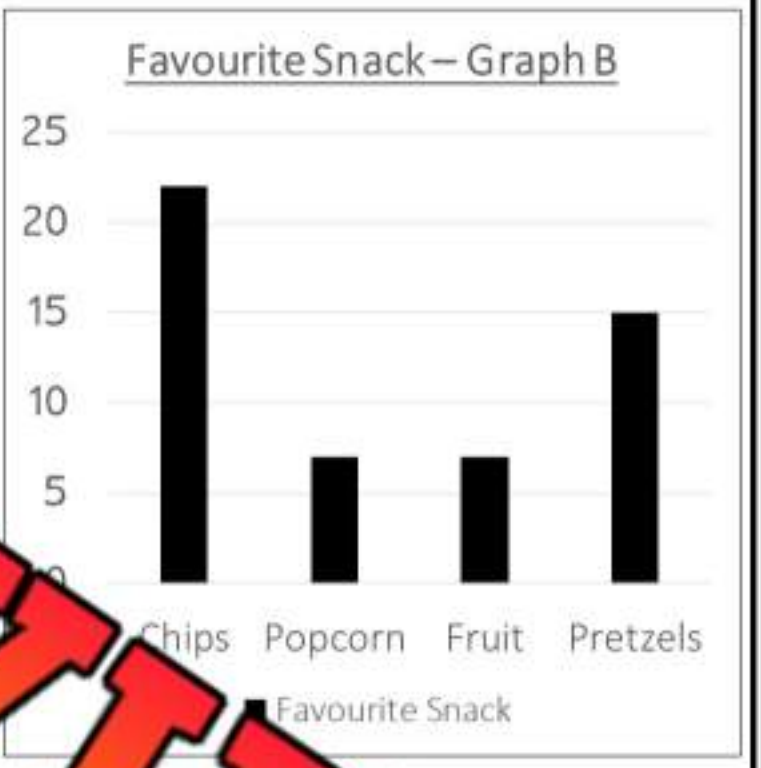
Name: _____ 14

Curriculum Connection
D1.2

Favourite Snack - Examining Scale

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





PREVIEW

Questions

What do you notice abou two

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 _____

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Curriculum Connection
D1.2

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.

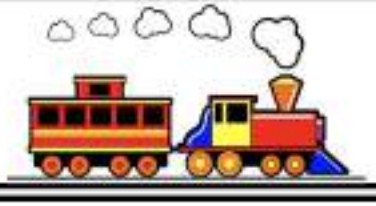
PREVIEW

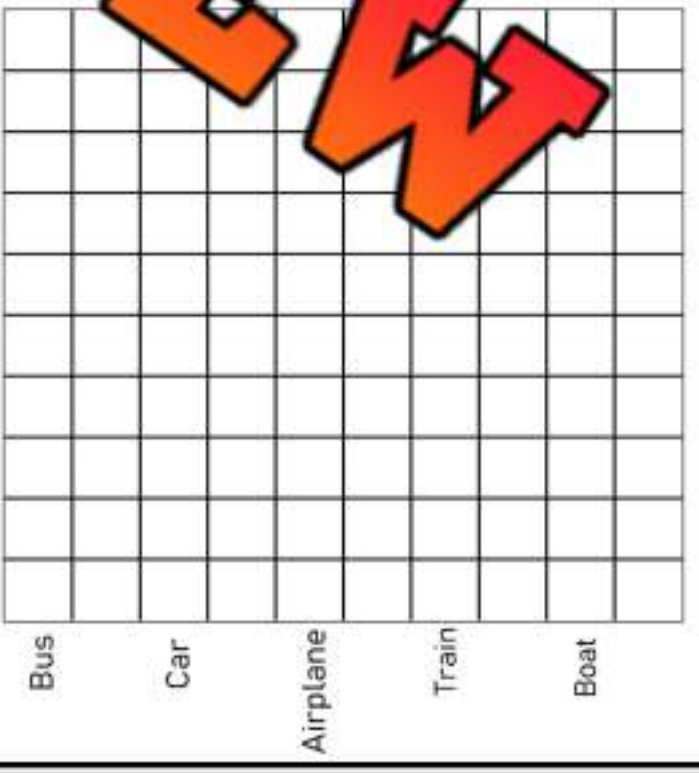


Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6



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





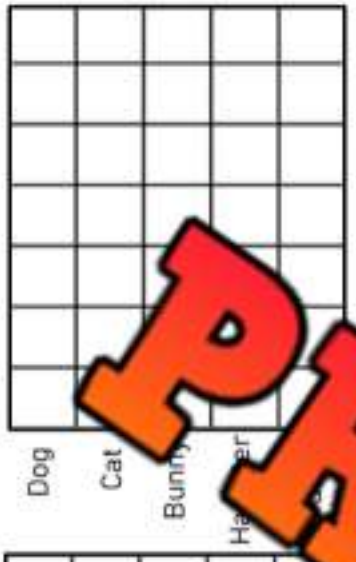
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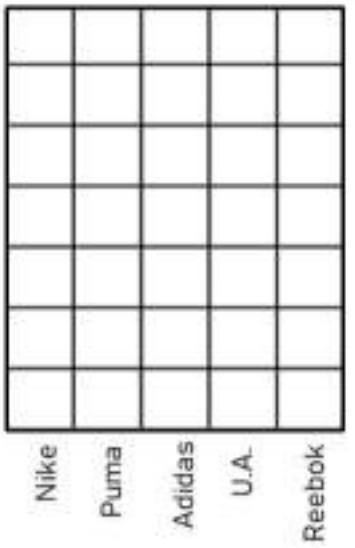
Curriculum Connection
D1.2

Creating Scale

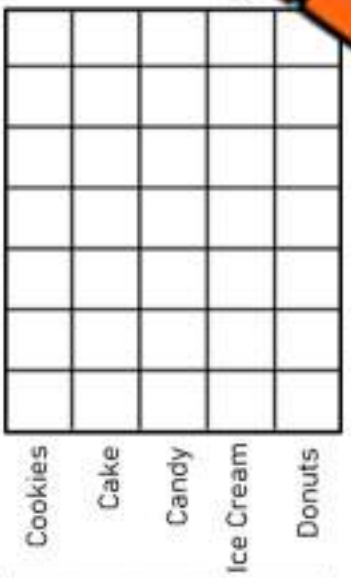
Questions Read the numbers and decide which scale to use. Next, draw your bar graphs



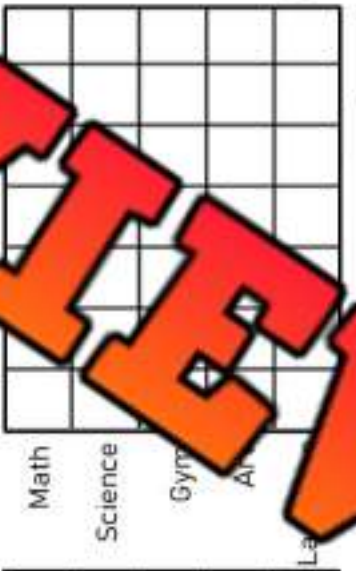
Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
[illegible]tle	10



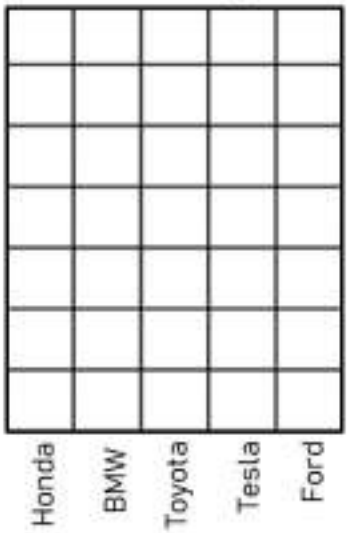
Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3



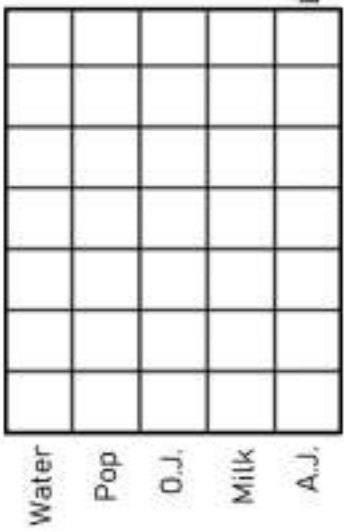
[illegible]	Votes
Cookies	[illegible]
Cake	[illegible]
Candy	21
Ice Cream	15
Donuts	18



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



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



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

PREVIEW

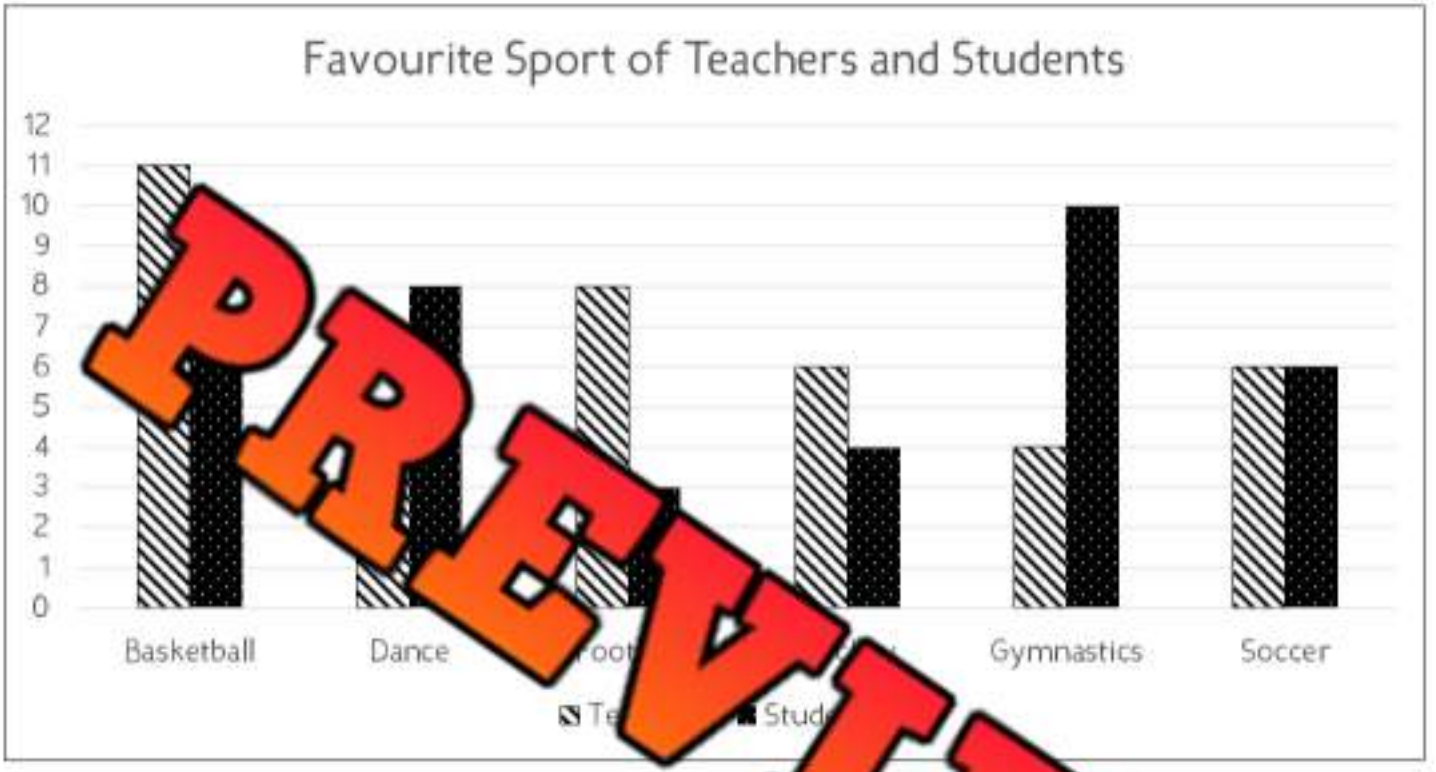
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Curriculum Connection
D1.2

Interpreting a Double Bar Graph

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



PREVIEW

a) Which sport did the teachers like the most?	
b) Which sport did the students like the most?	
c) Which sport got the most votes combined?	
d) Which sport did the teachers and students like the same?	
e) Did more teachers or students participate in the survey?	
f) How many people participated in the survey?	
g) What could the title be for the x-axis → ?	
h) What could the title be for the y-axis ↑ ?	

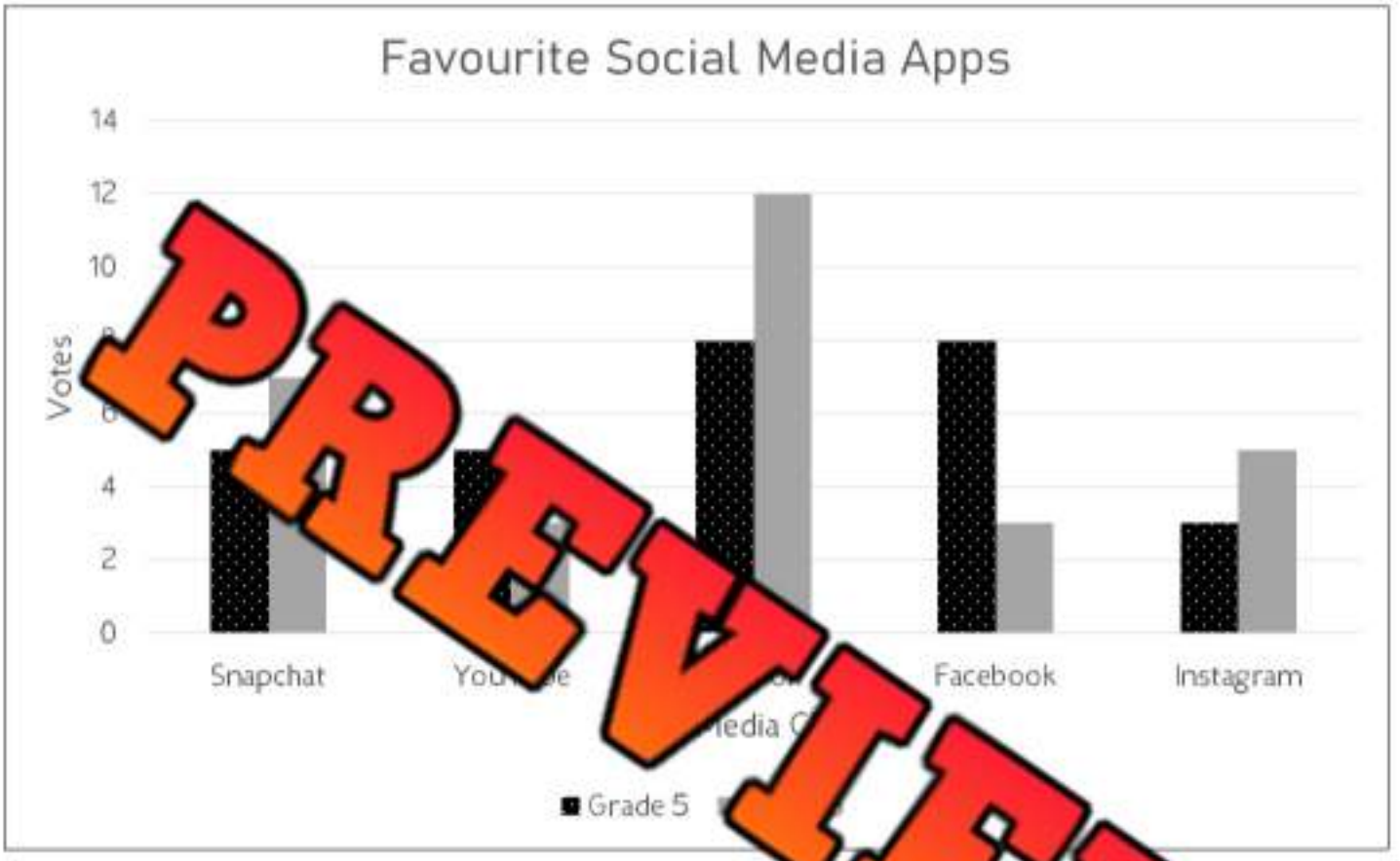
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Name: _____ 18

Curriculum Connection
D1.1, D1.2

Double Bar Graph - Favourite Social Media

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



PREVIEW

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

Grades	Snapchat	YouTube	Tik Tok	Fac	gram
5					
6					

Part 2 Answer the questions below

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

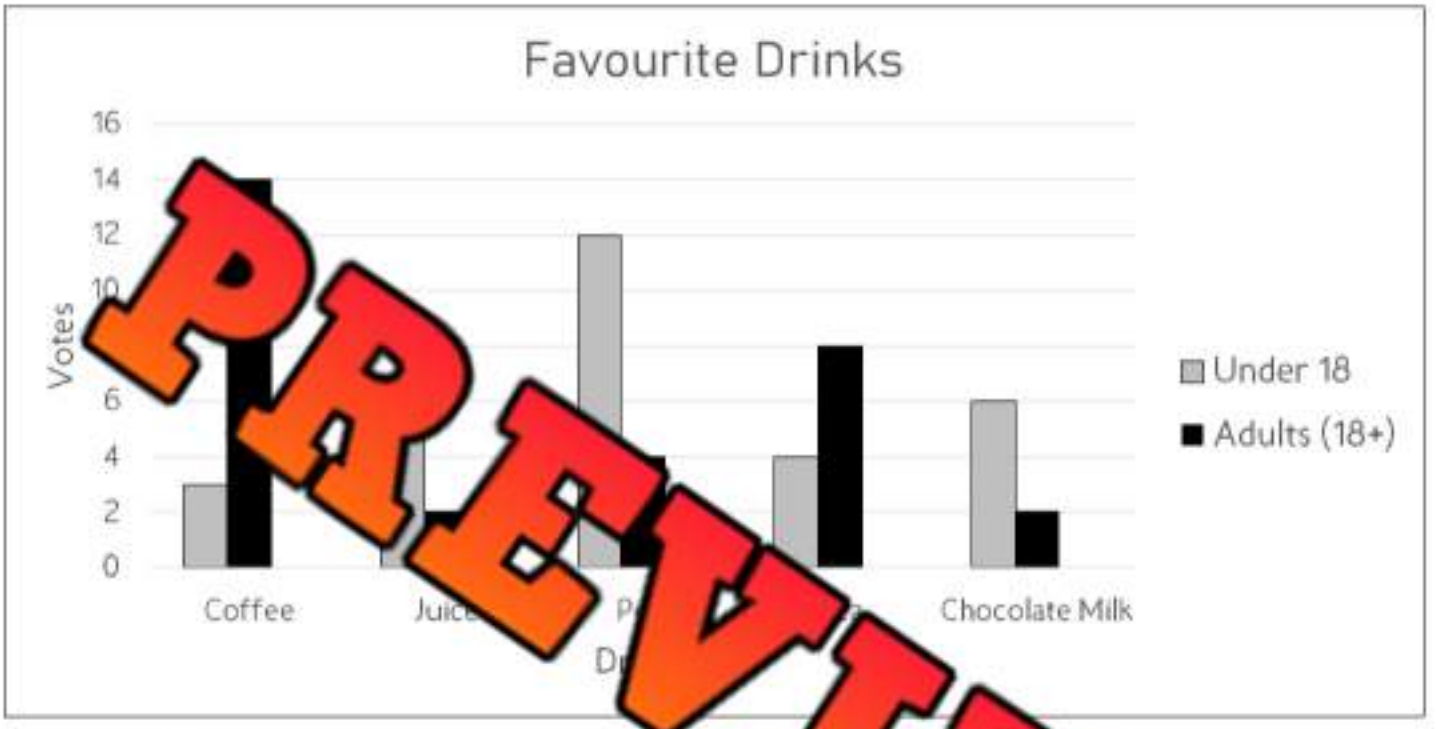
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Name: _____ 19

Curriculum Connection
D1.1, D1.2

Interpreting a Double Bar Graph - Favourite Beverage

A restaurant wants to know which drinks to keep in stock. They decide to sample two different age groups – adults (18+) and people under 18. They randomly select 30 individuals from each group.



PREVIEW

Part 1 Fill in the frequency table by re… the d… …raph above

Age Group	Coffee	Juice	Po…	Te…	Chocolate Milk
Under 18					
Adults (18+)					

Part 2 Answer the questions below

a) How many people in each age group were surveyed?	
b) Which drinks would you keep in stock?	
c) Which type of data is this: first-hand or second-hand?	
d) How many more adults preferred coffee than people under 18?	
e) How many more people under 18 preferred pop than adults?	

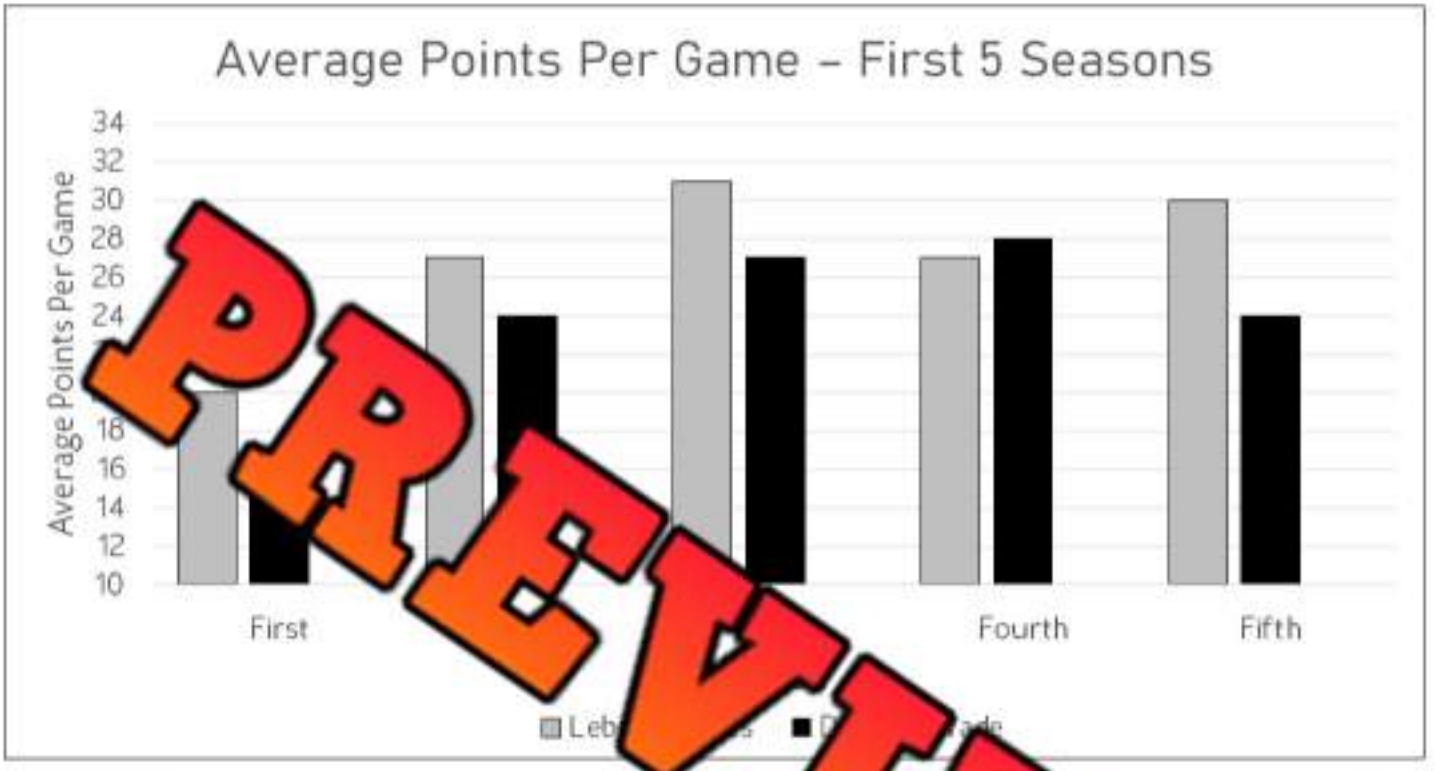
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Name: _____ 20

Curriculum Connection
D1.1, D1.2

Interpreting a Double Bar Graph - James vs Wade

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



PREVIEW

Part 1 Fill in the frequency table by re[illegible]he d[illegible]graph above

Season	First	Second	Th[illegible]	Fou[illegible]	Fifth
Lebron James					
Dwyane Wade					

Part 2 Answer the questions below

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

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Curriculum Connection
D1.2

Tally Marks

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

Part 1 Count the tally marks

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PREVIEW

Part 2 Draw a tally marks that m[illegible]he nu

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

Part 3 Which is greater? Use the < > or =

8 _____	13 _____	14 _____

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Name: _____ 22

Curriculum Connection
D1.2

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 ||
Fre				

PREVIEW

a) How man[illegible] in the class? _____

b) Which sport is t[illegible] class? _____

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

d) How many more people liked ho[illegible] than ba[illegible]? _____



Part 2 Fill in the table by drawing the tal[illegible]ks b[illegible]e frequency

2. Henry asked his friends what food they liked th[illegible] forg[illegible]se tally marks, but he wrote down the frequency. Help him fi[illegible]ab[illegible]ray[illegible]g the tally marks.

Category	Pizza	Sandwich	Hot Dog	[illegible]ch Fries
Tally				
Frequency	13	5	12	9

a) How many friends participated in the survey? _____

b) Which food is the most popular? _____

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

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Name: _____ 23

Curriculum Connection
D1.2

Survey - Double Bar Graph - Eye Colour

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

Survey Question	What is your eye colour?					
Q						
Group 1	Group 2					
Tally	Tally					

PREVIEW

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

2) Was there a big difference between the two groups? Explain why or why not.

3) Is this first-hand data or second-hand data? Explain why.

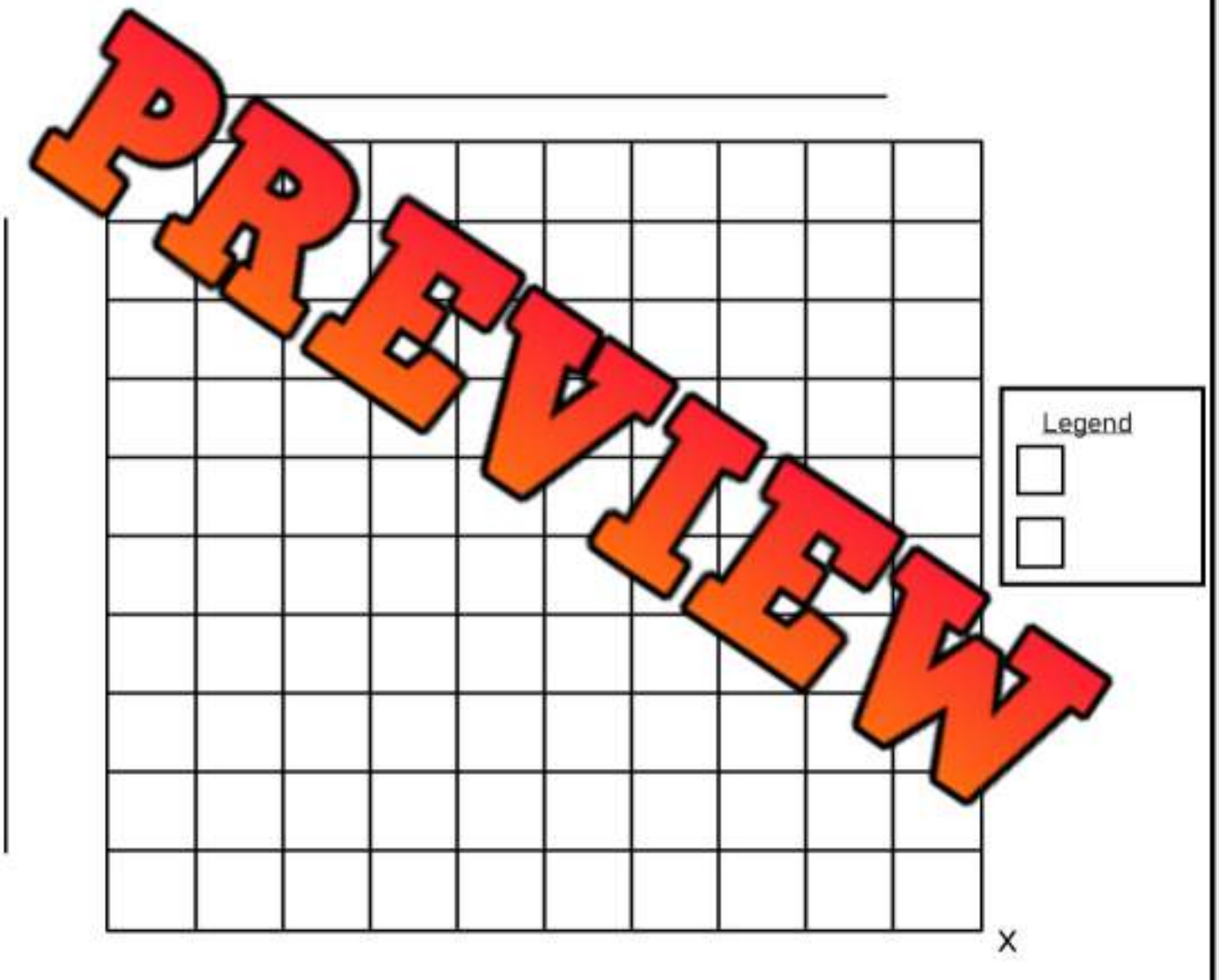
Name: _____ 24

Curriculum Connection
D1.2

Creating a Double-Bar Graph - Eye Colour

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

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



PREVIEW

Name: _____ 27

Curriculum Connection
D1.1, D1.2

Double Bar Graph - First-Hand Data

Directions

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

Survey Question							
Options							
Group 1	Group 2						
Tally	Tally						

PREVIEW

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

_____

_____

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

_____

_____

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

_____

_____

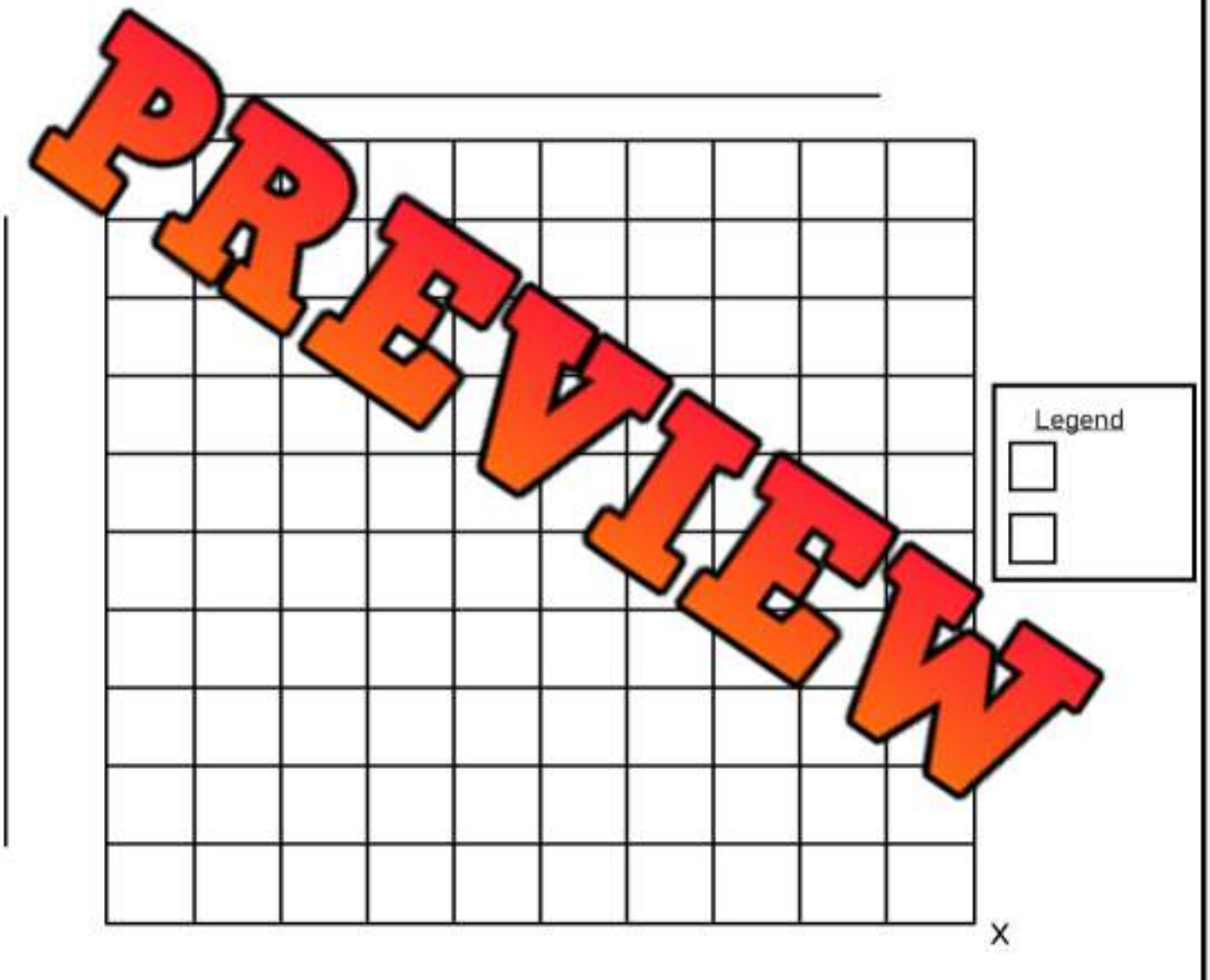
Name: _____ 28

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - First Hand Data

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

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



PREVIEW

Name: _____ 29

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - Second Hand Data

Directions

1) Think of 2 different populations that you can compare (countries, athletes, YouTubers)
2) Think of a research question that allows you to compare two different populations
   Examples: How many views did Two YouTubers have in each of the last 5 years?
3) Make sure you have 4 or 5 data points so you can compare the two groups
   Examples: year (2015, 2016, etc.), season, athlete's season (first year, second year)

Survey Question							
Data							
Group 1	Group 2						

PREVIEW

Interpreting Your Survey Results

1) What did you learn about the two groups? Write at least ... you learned.

2) Why do we use second-hand data? What does it allow us to do?

3) Why is it helpful to graph the data we collect?

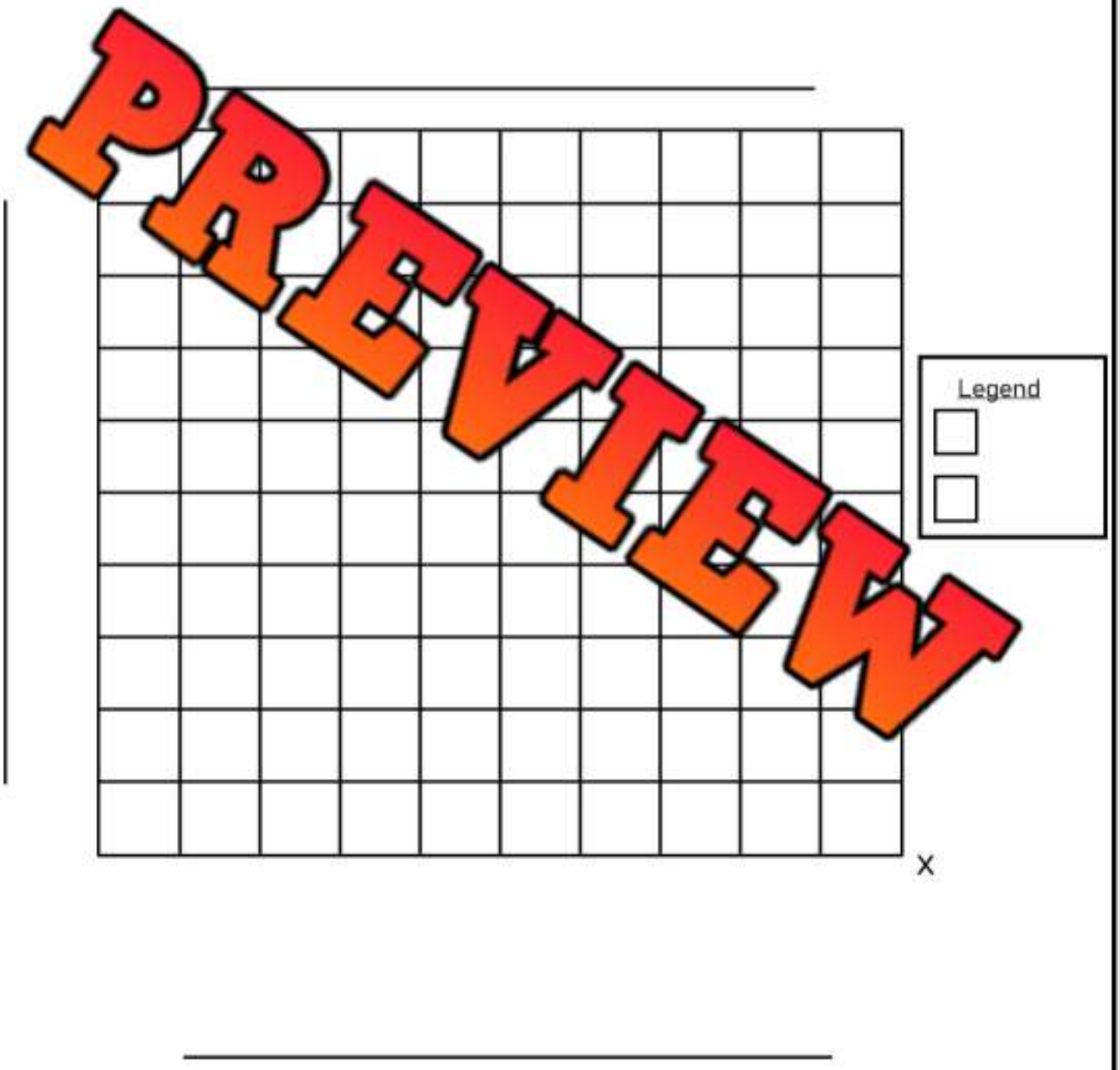
Name: _____ 30

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - Second Hand Data

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

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



PREVIEW

Name: _____ 33

Curriculum Connection
D1.2

My Infographic

Title: _____



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Name: _____ 37

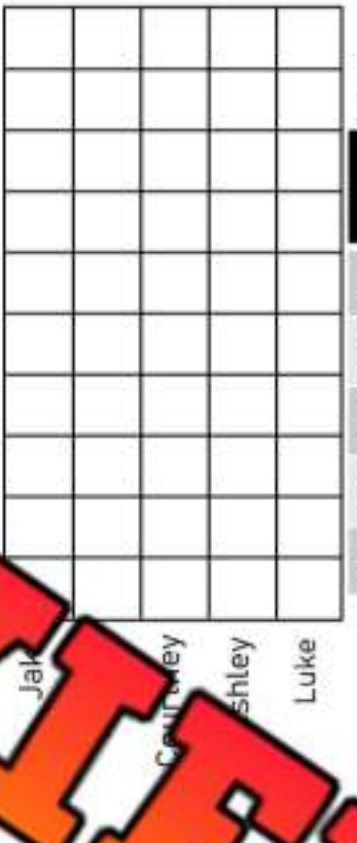
Unit Quiz - Data Literacy

Part 1 — Draw the bars for each of the bar graphs below





Favourite Food	# of votes
Pizza	12
[illegible]colate	6
[illegible]hetti	8
[illegible] Crea	16
[illegible]	[illegible]





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

PREVIEW

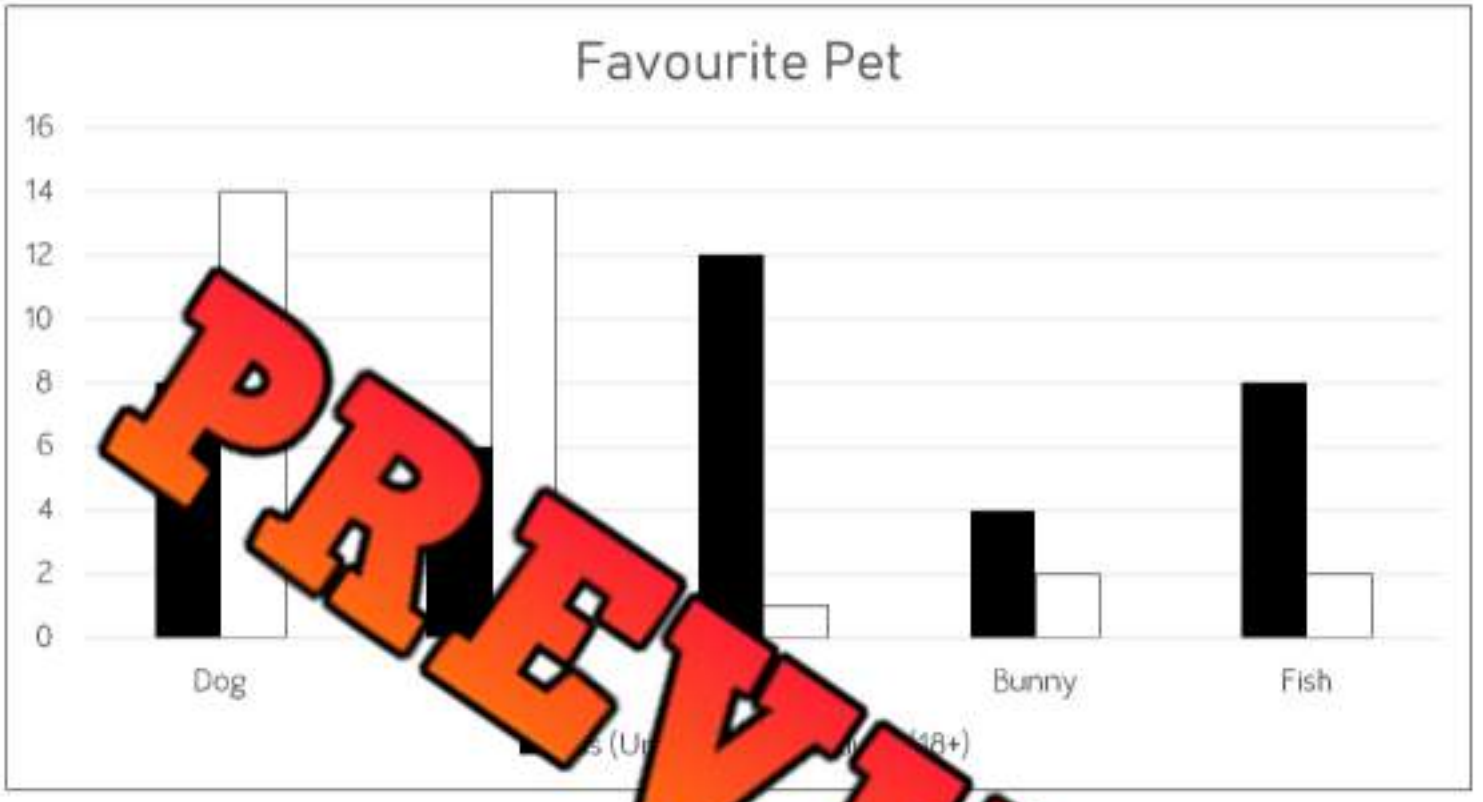
Part 2 — Read the description of the data and circle [illegible]t-[illegible]d-hand

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

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Part 3 Read the graph and answer the questions below

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



PREVIEW

Answer the following questions about the graph above

1. Fill in the frequency table

	Dog	Cat	Hamst	Bun	Fish
Under 18					
Adults					
Totals					

2. How many customers were surveyed? _____

3. What is the scale of the graph? _____

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

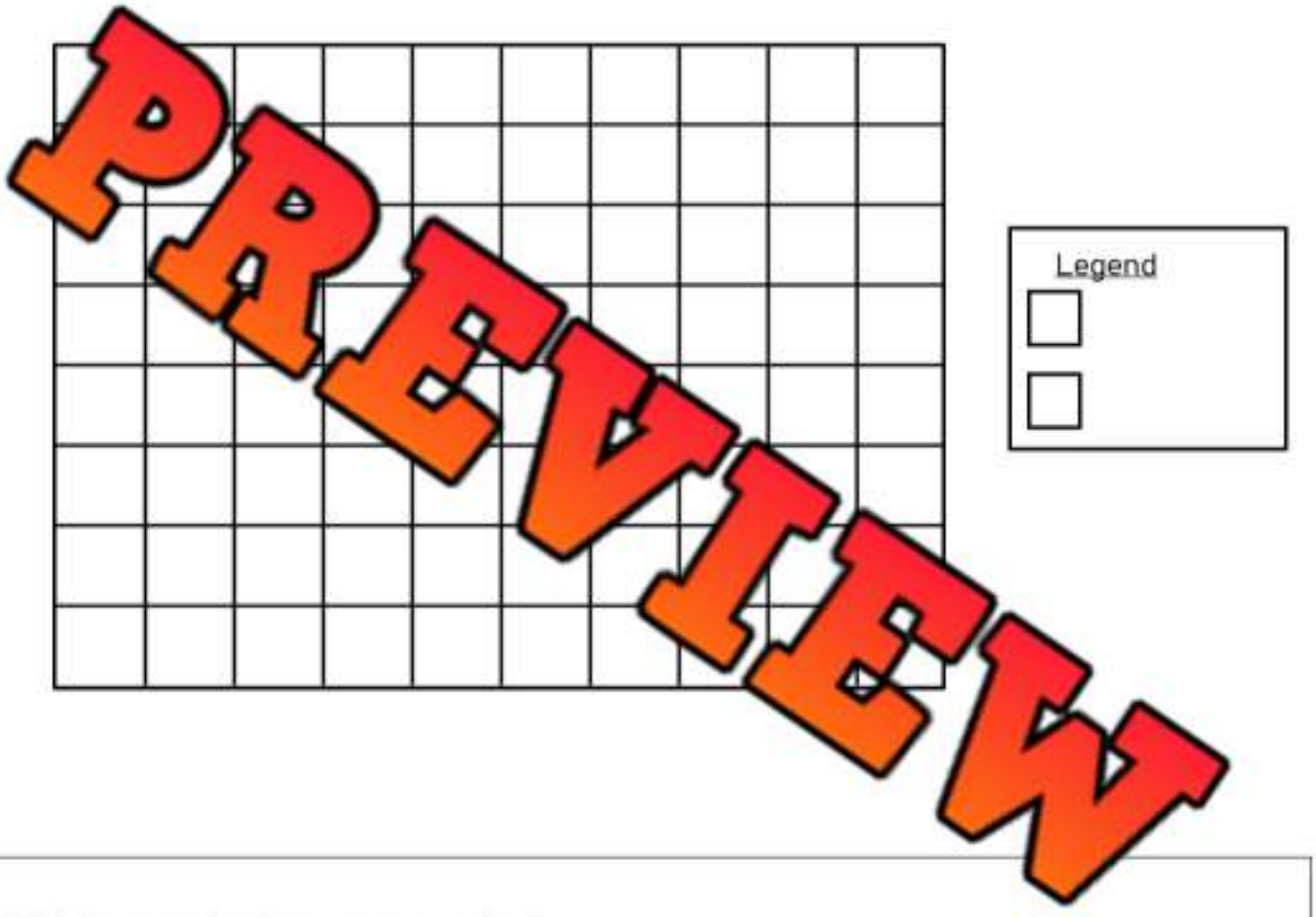
5. How much more popular are dogs than bunnies? _____

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Part 4 Graph the data below in a double bar graph

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

Hockey		Basketball		Soccer		Baseball		Gymnastics	
Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5
8	12	6	10	6	3	7	5	8	5



PREVIEW

1) Which sport is the most popular? _____

2) Which sport is the least popular? _____

3) How many grade 4s were surveyed? _____ Grade 5s: _____

4) Is this a first-hand or second-hand data? _____

5) How would you sample the grade 4 and 5 students in your school for this survey?

_____

_____

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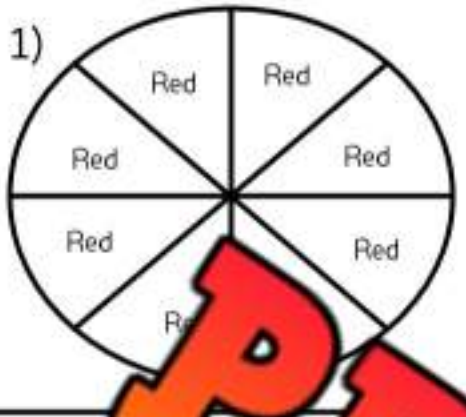
Name: _____ 41

Curriculum Connection
D1.3

Desrcribing Probaility - Certain or Impossible?

Questions Read the spinner and describe if the event is certain or impossible

1)

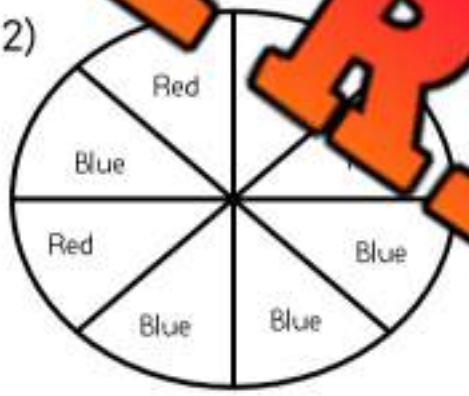


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

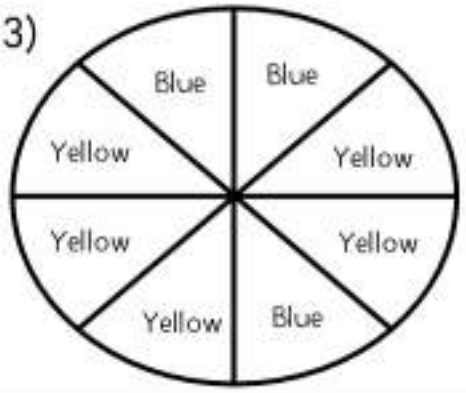


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

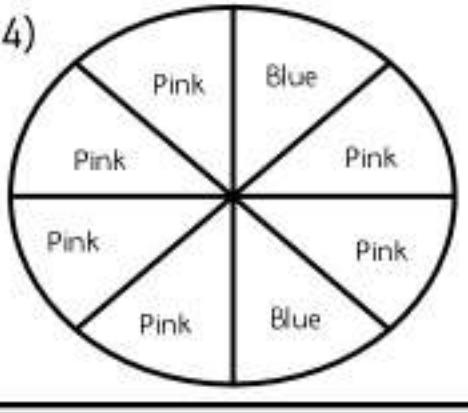


a) Spinning a yellow is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

PREVIEW

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Name: _____ 42

Curriculum Connection
D1.3

Certain or Impossible?

Questions Circle if the likelihood is possible or impossible

a) Tuesday will come after Monday



Certain
Impossible

b) You will drive home from school



Certain
Impossible

c) Yo[illegible] cm today



Certa[illegible]

d) You will breathe today.



Certain
Impossible

e) You will drive an airplane today



Certain
Impossible

f) Y[illegible] fly today.

Certain
[illegible]possible

g) You will see an animal today



Certain
Impossible

h) It will rain ca[illegible]s



Certain
Impossible

i) School will end forever today



Certain
Impossible

j) You will teleport to France



Certain
Impossible

PREVIEW

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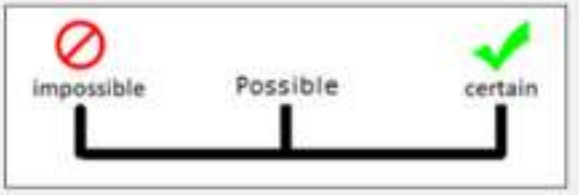
Name: _____ 43

Curriculum Connection
D1.3

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, possible, certain

Impossible = Cannot happen (seeing a dinosaur)
Possible = It could happen (eating a treat today)
Certain = Will definitely happen (breathing today)



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

PREVIEW

1. You [illegible] today.
2. You will ha[illegible]ss to[illegible]
3. You will sleep tonig[illegible]
4. You will find money on the gr[illegible] toda[illegible]
5. You will buy a lottery ticket and win.
6. It will rain or snow today.
7. You will teleport to Africa today.
8. You will roll a 2 when you roll a dice.
9. You will watch TV today.
10. Your teacher will give you free time today.

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Name: _____ 44

Curriculum Connection
D1.3

Describing the Likelihood of Events

Questions Circle the likelihood of the event happening

a) You have a guest speaker today



Certain
Possible
Impossible

b) You will read a book today



Certain
Possible
Impossible

c) Y… …ur today



Certain
Pos…
…le

d) You play in the NHL this year.



Certain
Possible
Impossible

e) You will drink pop today



Certain
Possible
Impossible

f) Y… …ll drink something today.



Certain
Possible
…possible

g) It will be dark tonight



Certain
Possible
Impossible

h) You will fly … …home



Certain
Possible
Impossible

i) You will remember your dream tonight



Certain
Possible
Impossible

j) You will speak to a friend today



Certain
Possible
Impossible

PREVIEW

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Name: _____ 45

Curriculum Connection
D1.3

Likelihood of Events - Rolling a Dice

Rolling a Dice

A dice has 6 sides. Each side has a number of dots between 1 and 6. When you roll a dice, it is possible you could get any of the numbers from 1-6.





PREVIEW

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

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

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

3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?

4. What is the likelihood of you rolling a 7?

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

6. What is the likelihood of you rolling a 0?

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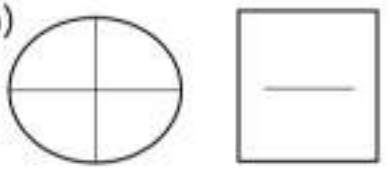
Name: _____ 48

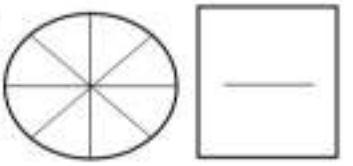
Curriculum Connection
D1.4

Describing the Likelihood - Equally Likely

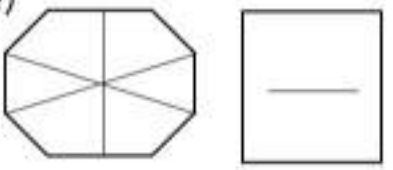
Part 1 Shade in half of the shapes. Write the fraction of shaded in shapes to total shapes

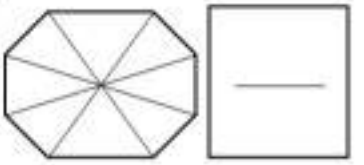
a)  Favourable outcomes / Possible outcomes

b) 

c) 

d) 

e) 

f) 

PREVIEW

Part 2 [illegible] half [illegible] numbers below? Write the fraction

Number	[illegible]	Fraction
20		$\frac{10}{20}$
8		
12		
26		
40		
32		
70		

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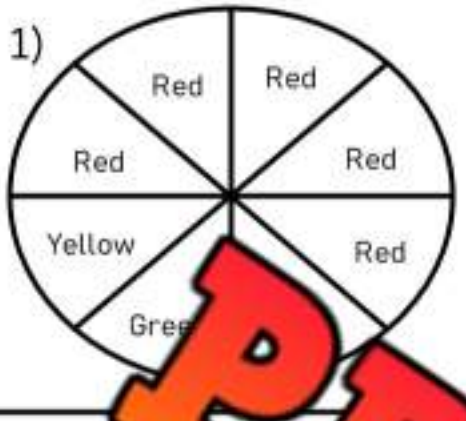
Name: _____ 49

Curriculum Connection
D1.4

Describing Likelihood - Less Likely, More Likely

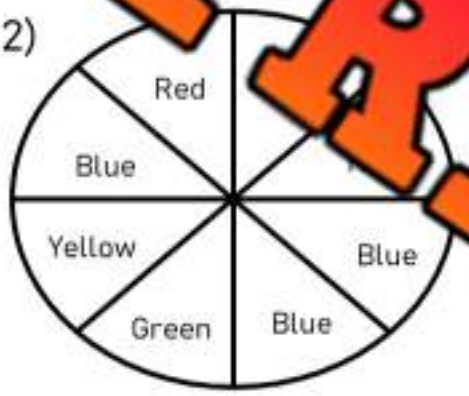
Questions Read the spinner and describe the probability as Less Likely or More Likely. Then write the fraction

1)



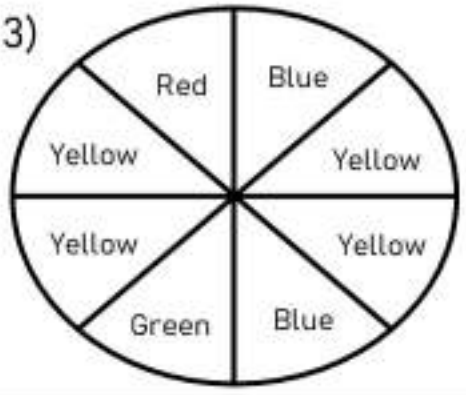
a) Spinning a red is _____	_____
b) Spinning a blue is _____	_____
c) Spinning a blue or red is _____	_____

2)



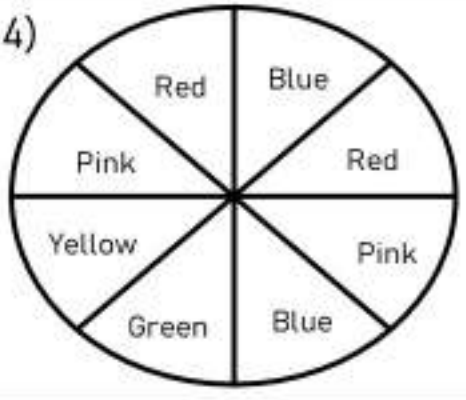
ng a red is _____	_____
innin _____	_____
c) Spinn yello _____	_____

3)



a) Spinning a red or blu	_____
b) Spinning a green is _____	_____
c) Spinning a yellow or red is _____	_____

4)



a) Spinning a red or green is _____	_____
b) Spinning a blue, pink, or red is _____	_____
c) Spinning a green or pink is _____	_____

PREVIEW

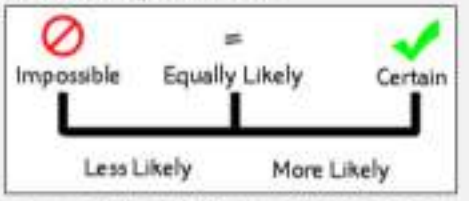
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Name: _____ 50

Curriculum Connection
D1.4

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, unlikely, equally likely, likely, certain



Impossible = Cannot happen
Less Likely = Will probably not happen
Equally likely = There is an equal chance it could happen and that it won't happen
More Likely = Will probably happen
Certain = Will definitely happen

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

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

PREVIEW

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Name: _____ 51

Curriculum Connection
D1.4

Describing the Likelihood of Events

Cookie Jar

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



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

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

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

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

Impossible | Less Likely | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{12}{12}$

Fraction: _____

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

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$

Fraction: _____

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

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

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

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

PREVIEW

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Name: _____ 52

Curriculum Connection
D1.4

Describing the Likelihood of Events - Probability Line

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

1) It has rained 6 out of the last 8 days. What is the probability it will rain tomorrow?

Impossible — Less Likely — Even Chance — More Likely — Certain

$\frac{0}{100}$ — $\frac{50}{100}$ — $\frac{75}{100}$ — $\frac{100}{100}$

Fraction: ____



2) Ste… out of 16. What is the probability he will make his next shot?

Impossible — … — More Likely — Certain

$\frac{0}{100}$ — $\frac{25}{100}$ — $\frac{100}{100}$

Fraction: ____



3) Heather hits 5 out of 10 balls in …ability she will hit the next ball?

Impossible — Less Likely — Even Chance — … — …

$\frac{0}{100}$ — $\frac{25}{100}$ — $\frac{50}{100}$ — $\frac{75}{100}$ — $\frac{100}{100}$

…ction: ____



4) Ryan is flipping a coin. What is the probability she gets a tails on…

Impossible — Less Likely — Even Chance — More Likely — Certain

$\frac{0}{100}$ — $\frac{25}{100}$ — $\frac{50}{100}$ — $\frac{75}{100}$ — $\frac{100}{100}$

Fraction: ____



5) In a box of 4 chocolates, 3 are caramel. What is the probability you will get a caramel?

Impossible — Less Likely — Even Chance — More Likely — Certain

$\frac{0}{100}$ — $\frac{25}{100}$ — $\frac{50}{100}$ — $\frac{75}{100}$ — $\frac{100}{100}$

Fraction: ____



PREVIEW

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Name: _____ 54

Curriculum Connection
D1.4

Describing the Likelihood of Events

Marbles

There are 14 marbles in a bag.
What is the likelihood of you pulling out a white, grey, or black marble?



Frequency table Fill in the frequency table below

Marble	Frequency
Black	
Grey	
White	

Questions Describe the likelihood and write the fraction (impossible, less likely, equally likely, more likely, certain)

1. What is the likelihood of pulling out a black marble? ____
2. What is the likelihood of pulling out a grey marble? ____
3. What is the likelihood of pulling out a white marble? ____
4. What is the likelihood of pulling out a black, white, or grey marble? ____
5. What is the likelihood of pulling out a black or white marble? ____
6. What is the likelihood of pulling out a green marble? ____

PREVIEW

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Name: _____ 55

Unit Quiz - Probability

Questions — Circle the likelihood of the event happening

a) You will eat today.



Certain
Possible
Impossible

b) The sun will rise tomorrow morning.



Certain
Possible
Impossible

c) You [illegible]day.



Certain
Pos[illegible]
Im[illegible]

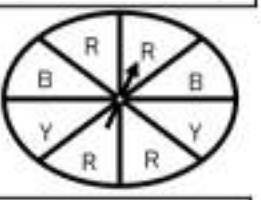
d) You will sleep today.



Certain
Possible
Impossible

PREVIEW

Part 2 — Read the spinner and circl[illegible] of each scenario. Then write the f[illegible]



1) What is the likelihood of landing on a red[illegible]

Impossible — Less Likely — Even Chance — [illegible] — [illegible]ertain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$

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

Impossible — Less Likely — Even Chance — More Likely — Certain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{8}{8}$

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

Impossible — Less Likely — Even Chance — More Likely — Certain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{8}{8}$

Marbles

There are 12 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Frequency Table Fill in the frequency table below

Marble Colour	Frequency
B	
hite	

PREVIEW

Questions De probability and write the fraction
oos ly, equally likely, more likely, certain)

1. What is the likelihood o out rble? ____
2. What is the likelihood of pulling out a gre le? ____
3. What is the likelihood of pulling out a white marble? ____
4. What is the likelihood of pulling out a black, white, or grey marble? ____
5. What is the likelihood of pulling out a black or white marble? ____
6. What is the likelihood of pulling out a green marble? ____

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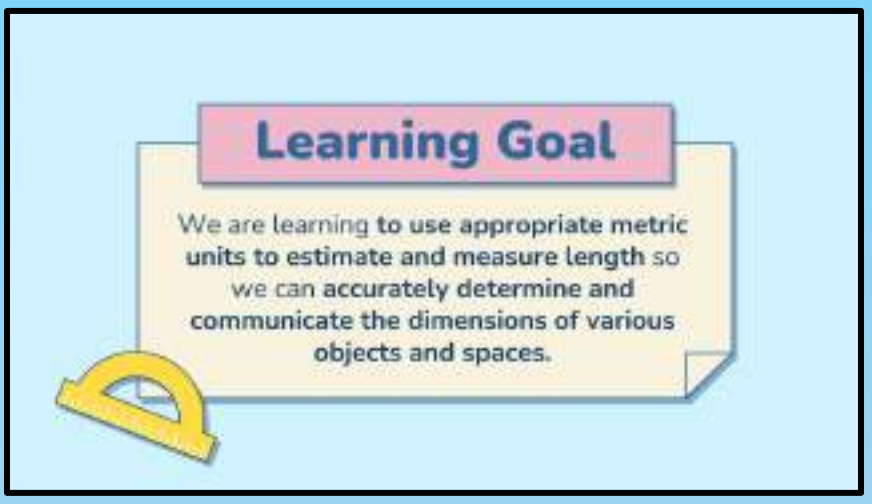
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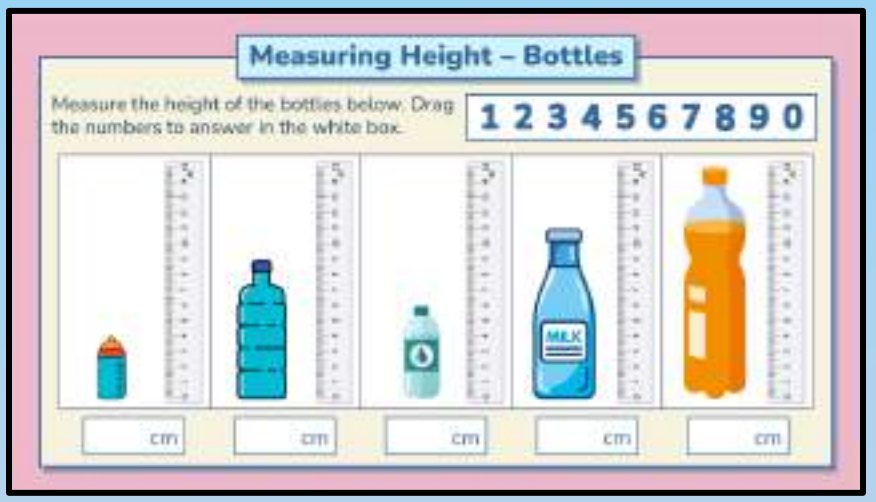
Manitoba Math Curriculum
Shape & Space – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



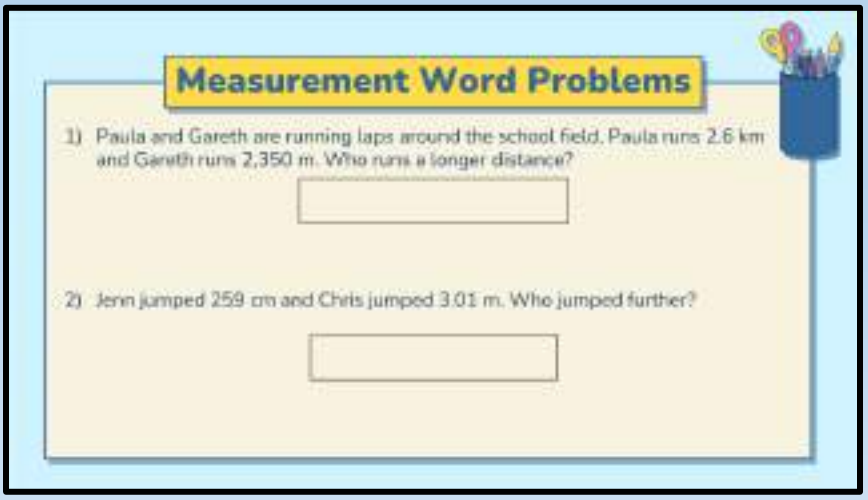


Part 2 – Action!

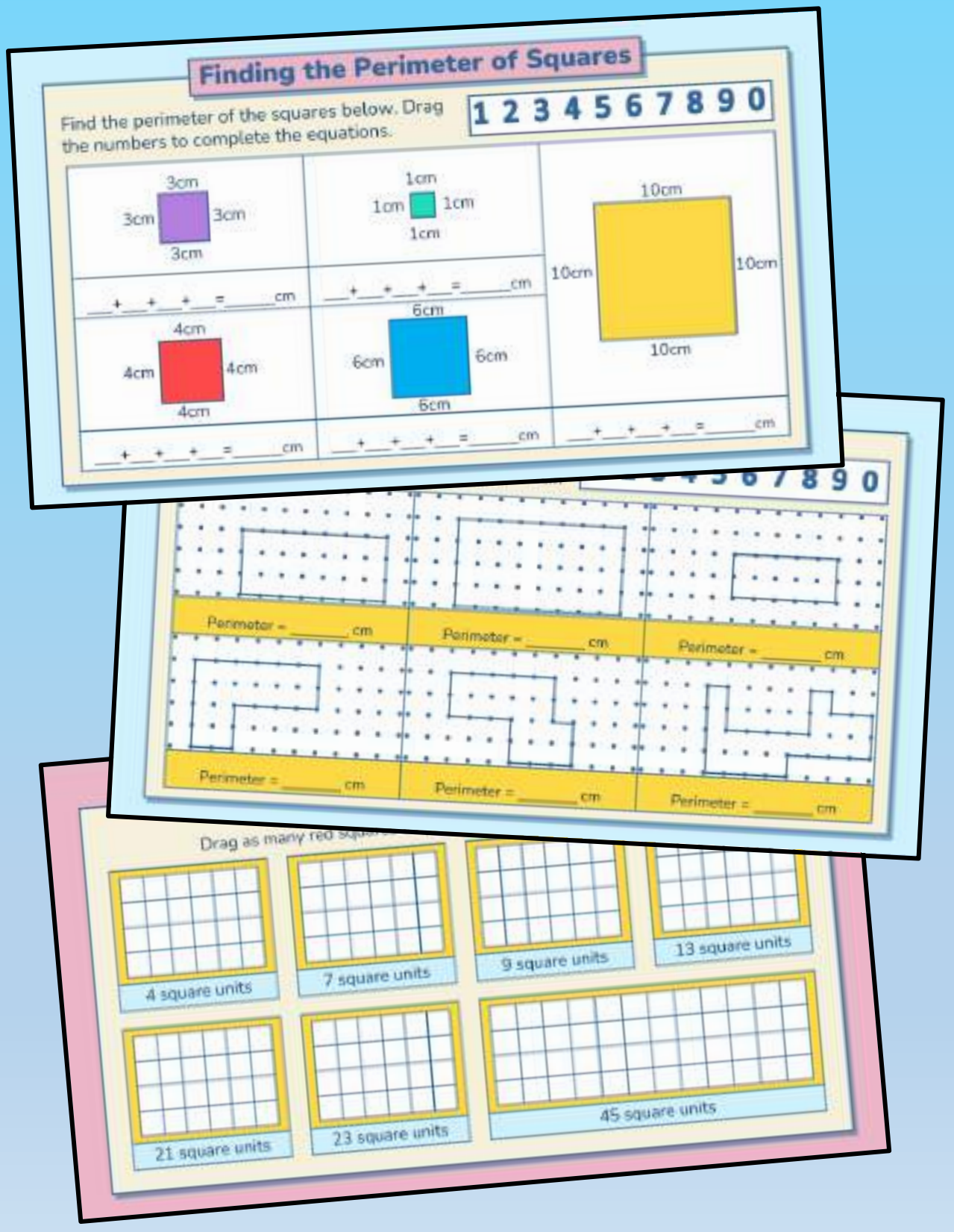
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

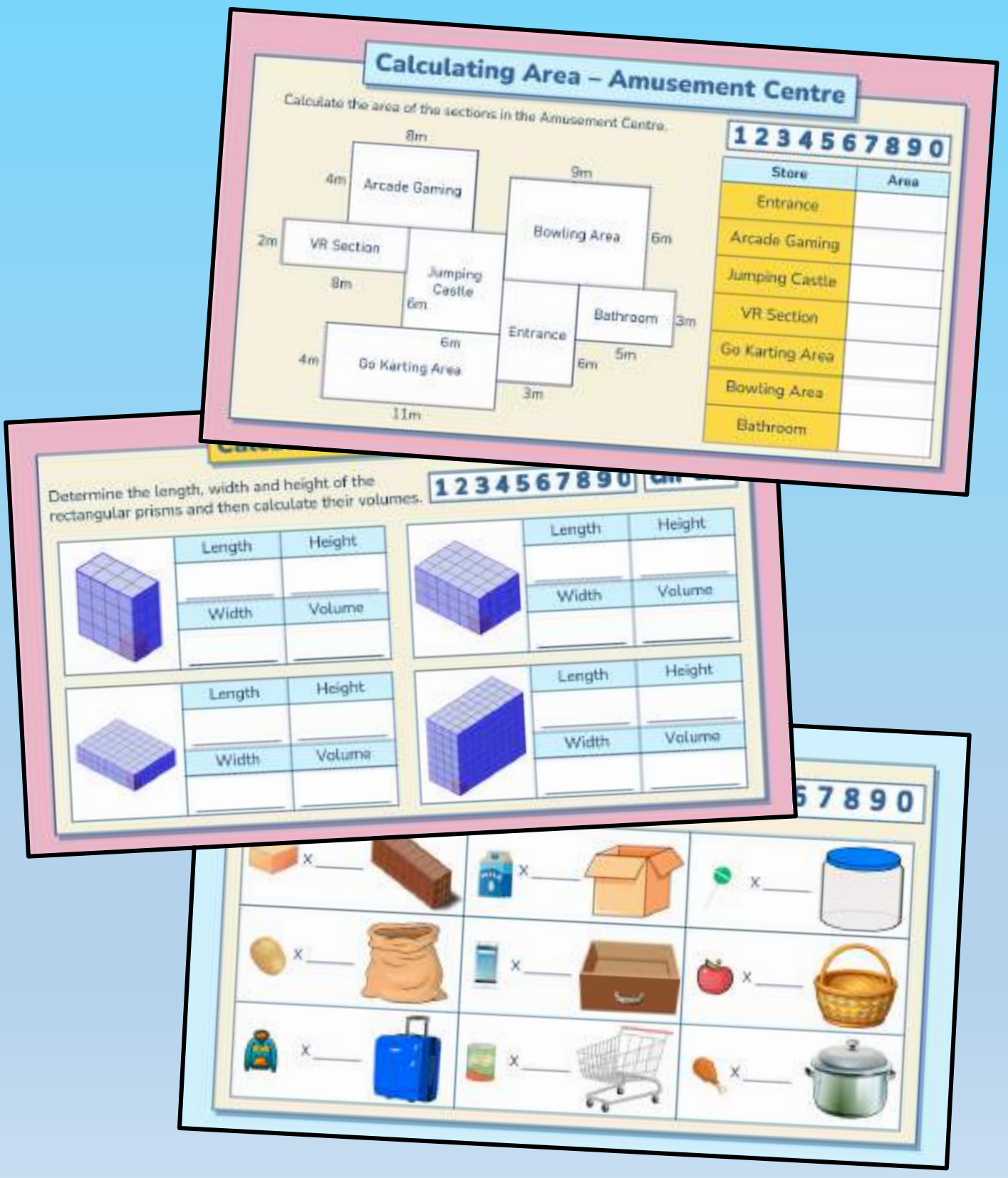
- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum
Shape & Space – Grade 5



Manitoba Math Curriculum
Shape & Space – Grade 5



Workbook Preview

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Grade 5
Shape and Space - Measurement

	Curriculum Expectations	Pages That Cover the Expectations
SS.1	Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions	14 - 43
SS		
SS.3	Demonstrate an understanding of volume by: · selecting and justifying referents for cm3 or m3 units · estimating volume, using referents for cm3 or m3 · measuring and recording volume (cm3 or m3) · constructing right rectangular prisms for a given volume.	44 - 53
SS.4	Demonstrate an understanding of capacity by: · describing the relationship between mL and L · selecting and justifying referents for mL or L units · estimating capacity, using referents for mL or L · measuring and recording capacity (mL or L)	54 - 60

Preview of 50 pages from this product that contains 220 pages total.

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Curriculum Connection
SS.2

Measuring in Centimetres and Millimetres

Part 1

Use a ruler to measure the lines below

1)  _____ cm _____ mm	2)  _____ cm _____ mm
3)  _____ mm	4)  _____ cm _____ mm
5)  _____ cm	6)  _____ cm _____ mm
7)  _____ cm _____ mm	_____ mm

PREVIEW

Part 2

Draw a line that is the correct [illegible]

1) 70 mm	2) 4 cm
3) 60 mm	4) 2 cm
5) 3 cm	6) 50 mm

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Curriculum Connection
SS.2

Measuring Real-Life Objects

Questions Measure the length of the objects below



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm



_____ mm

PREVIEW

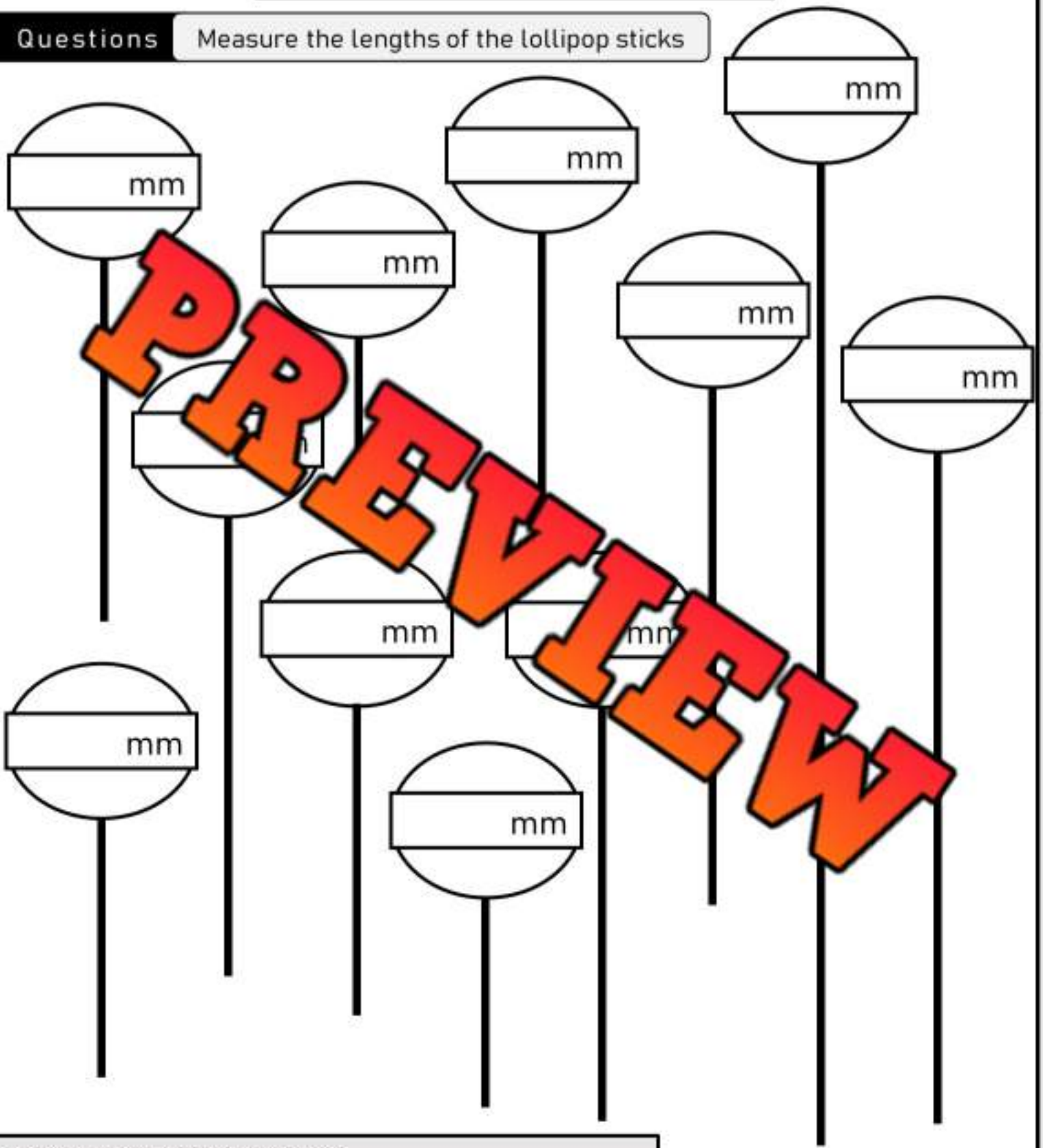
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Name: _____ 6

Curriculum Connection
SS.2

Measuring Lollipops

Questions Measure the lengths of the lollipop sticks



PREVIEW

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

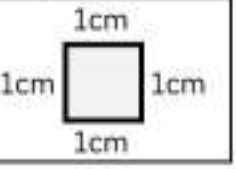
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Name: _____ 7

Curriculum Connection
SS.2

Measuring Square Side Lengths

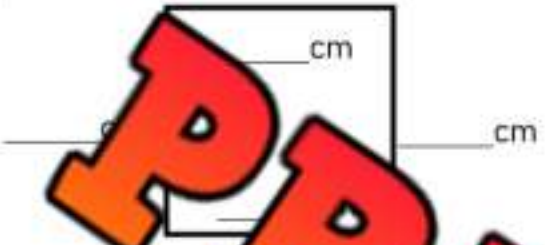
A square has 4 sides that are all the same length. We can find out if a shape is a square by measuring the side lengths.



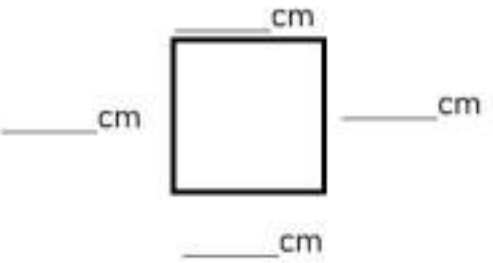
Part 1

Use a ruler to measure the squares below

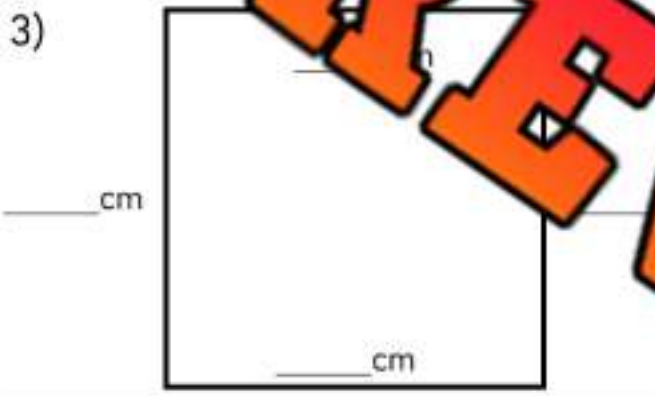
1)



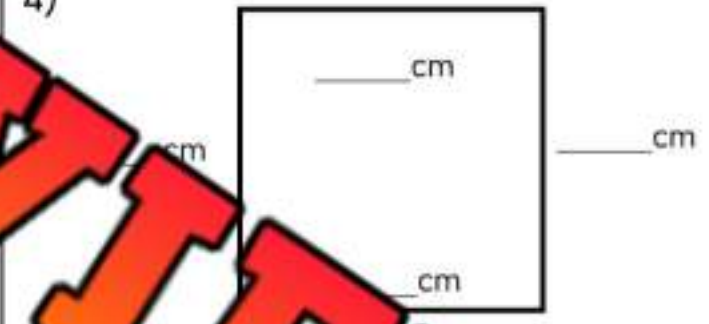
2)



3)



4)



PREVIEW

Part 2

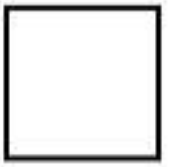
Are the shapes squares or rectangl

1)



Square Rectangle

2)



Square Rectangle

2)



Square Rectangle

3)



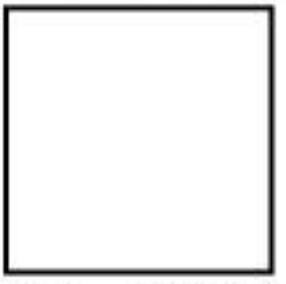
Square Rectangle

4)



Square Rectangle

4)



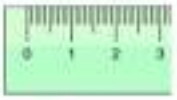
Square Rectangle

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Curriculum Connection
SS.2

Metric System Units - mm, cm, m

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

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

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

PREVIEW

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Name: _____ 9

Curriculum Connection
SS.2

Metric System Units - mm, cm, m

Millimetre (mm)	Centimetre (cm)	Metre (m)
10mm = 1cm 1000mm = 1m	1cm = 10mm 100cm = 1m	1m = 100cm 1m = 1000mm





Part 1 Fill in the tables below





	cm
10	1
20	
40	
50	
	6
	7
	8
90	
100	

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

PREVIEW

Part 2 Convert the units of measurement below

1) 1m	_____cm	5) 5m	_____cm	9) 500cm	_____m
2) 20mm	_____cm	6) 50mm	_____cm	10) 500mm	_____cm
3) 2cm	_____mm	7) 100mm	_____cm	11) 8m	_____cm
4) 50cm	_____mm	8) 30cm	_____mm	12) 300cm	_____m

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Curriculum Connection
SS.2

Which is Longer?

Part 1 Which distance is farther? Circle the longest distance.

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

PREVIEW

Part 2 Read the ... and ... them below

1. Nick and Ryan both compe... in ... track meet. Nick jumped 3.45m and Ryan jumped 329cm. ... mped ...?



2. Max and Rudy are arguing over whose pencil is longe... Ma... long and Rudy's is 95mm long. Whose pencil is longer?



3. Fred and Norm both walk to school. Fred walks 5400cm and Norm walks 53m. Who walks further to school?



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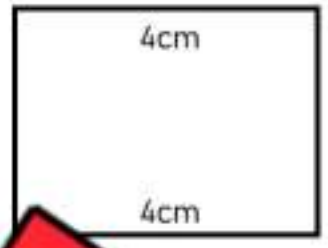
Curriculum Connection
SS.1

Finding the Perimeter of Rectangles

Part 1

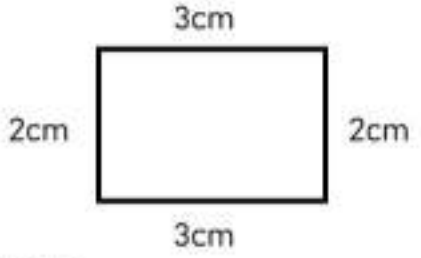
Find the perimeter of the rectangles below

1)



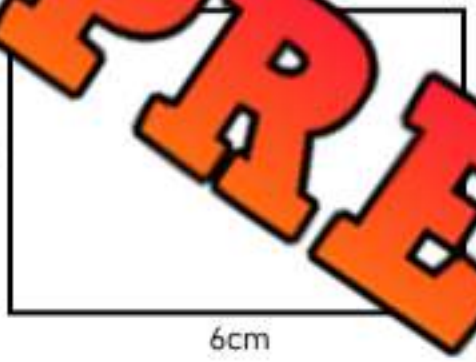
Perimeter= _____

2)



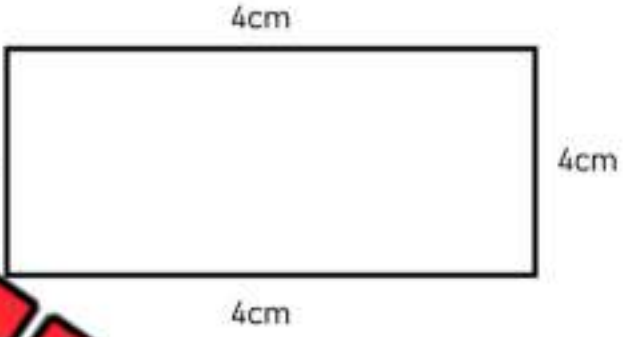
Perimeter= _____

3)



Perimeter= _____

4)



Perimeter= _____

PREVIEW

Part 2

Answer the word problems below

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



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



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



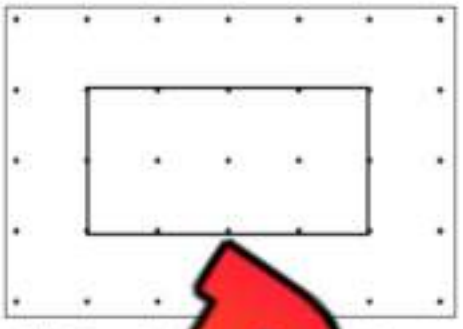
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Name: _____ 16

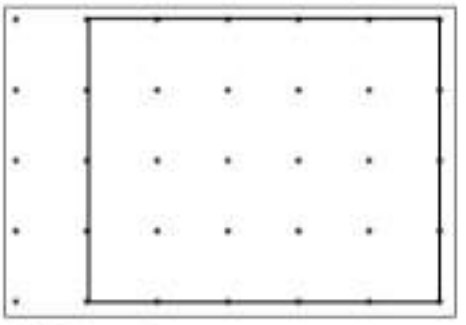
Curriculum Connection
SS.1

Finding the Perimeter of Irregular Shapes

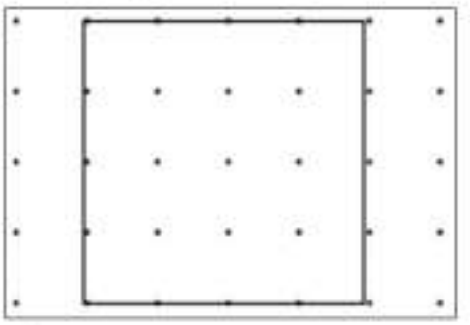
Part 1 Find the perimeter of the rectangles below



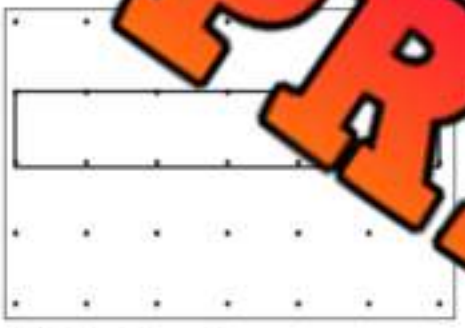
1) Perim



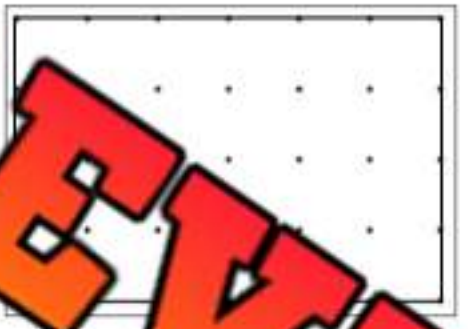
2) Perimeter=_____



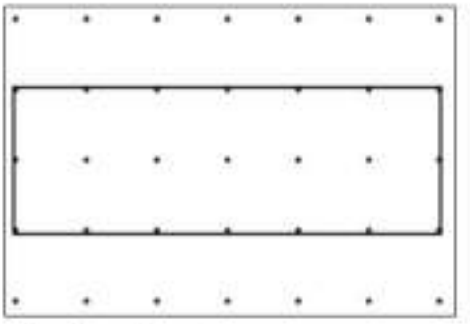
3) Perimeter=_____



4) Perimeter=_____

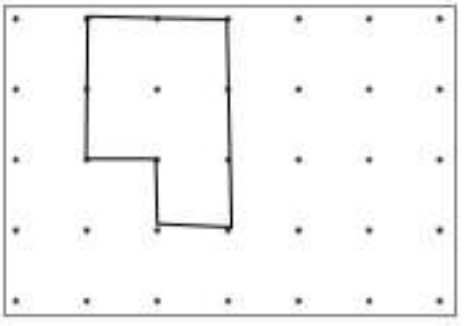


5) Per

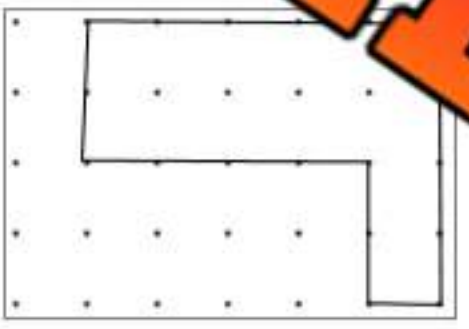


6) Perimeter=_____

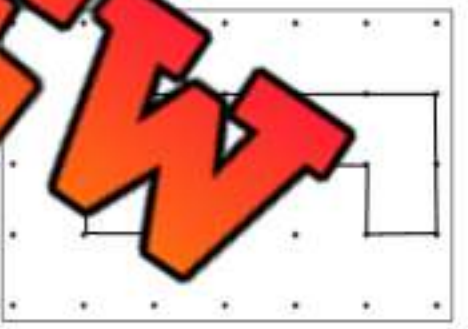
Part 2 Find the perimeter of



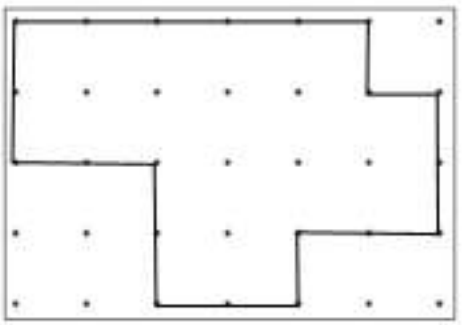
1) Perimeter=_____



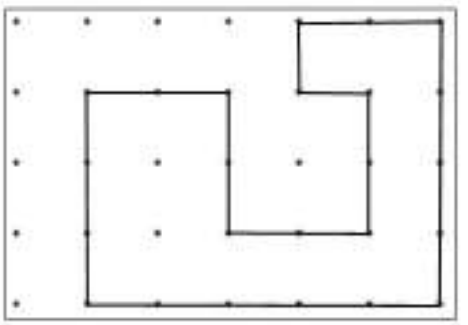
2) Perimeter=_____



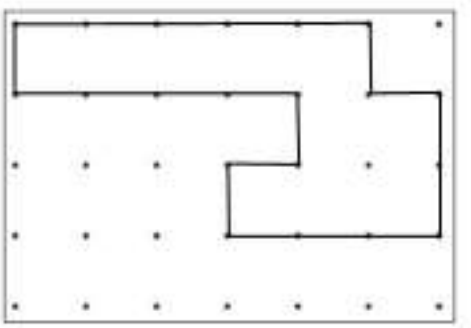
3) Perimeter=_____



4) Perimeter=_____



5) Perimeter=_____



6) Perimeter=_____

PREVIEW

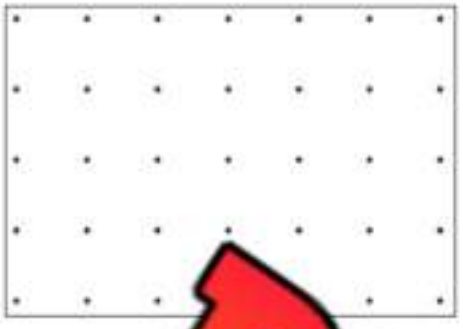
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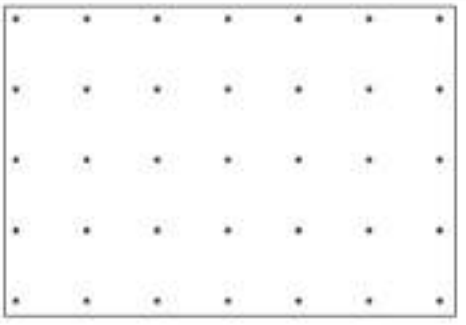
Curriculum Connection
SS.1

Drawing Shapes Using Perimeter

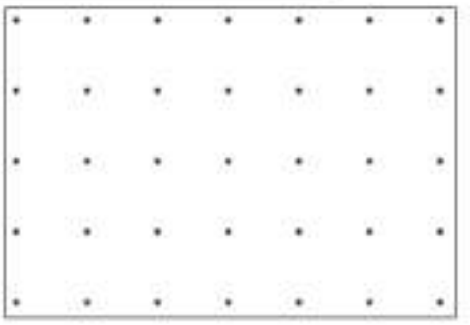
Part 1 Draw a **square** with the perimeter that is given to you



1) Pe[illegible]8

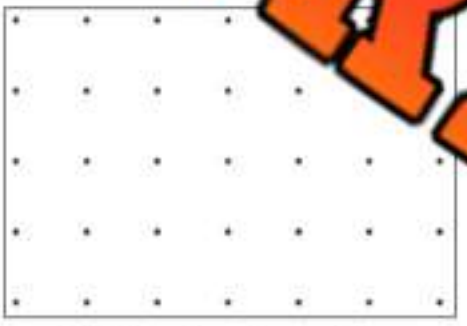


2) Perimeter= 4



3) Perimeter= 12

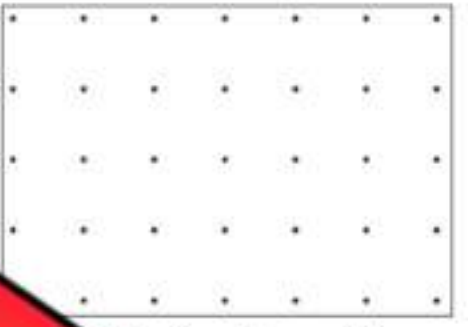
Part [illegible] [illegible]tangle with the perimeter that is given to you



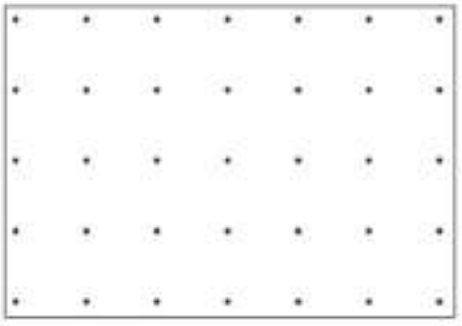
4) Perimeter= 6



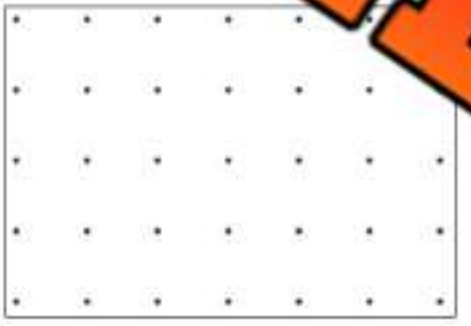
5) Perimet[illegible]0



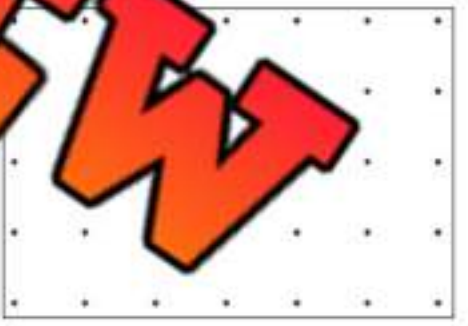
Perimeter= 16



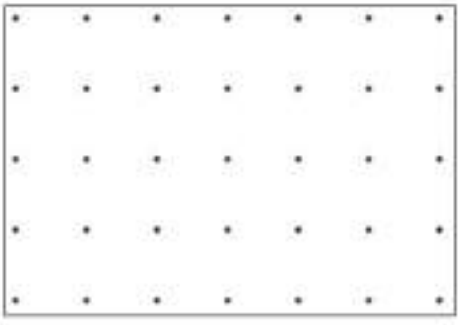
7) Perimeter= 8



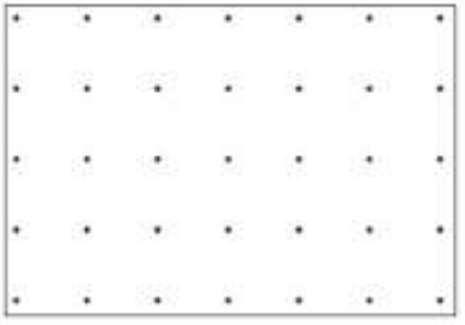
8) Perimeter= 14



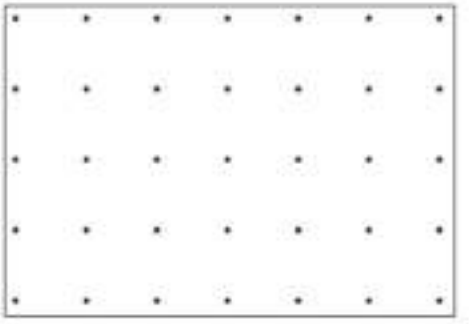
9) Perimeter= 18



10) Perimeter= 20



11) Perimeter= 12



12) Perimeter= 22

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Curriculum Connection
SS.1

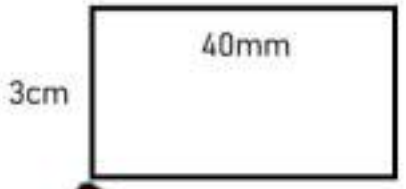
Finding Perimeter - Converting cm and mm

Questions

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

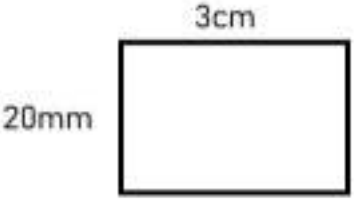
*** not to scale

1)



Perimeter = _____cm _____mm

2)



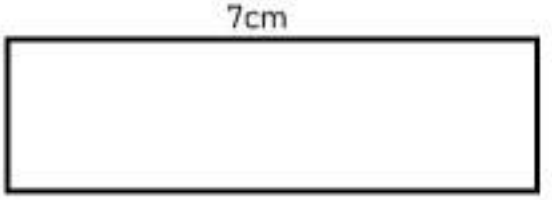
Perimeter = _____cm _____mm

3)



Perimeter = _____cm _____mm

4)



Perimeter = _____cm _____mm

5)

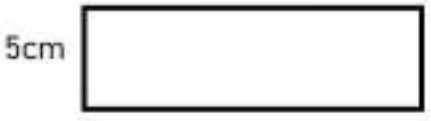


Perimeter = _____cm _____mm



Perimeter = _____cm _____mm

7)



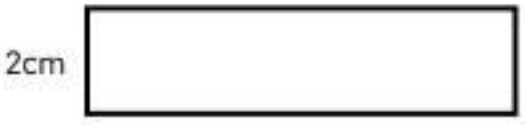
Perimeter = _____cm _____mm

8)



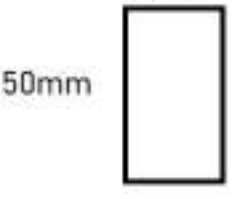
Perimeter = _____cm _____mm

9)



Perimeter = _____cm _____mm

10)



Perimeter = _____cm _____mm

PREVIEW

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Name: _____ 21

Curriculum Connection
SS.1

Perimeter Word Problems

Questions Draw a picture of the problem and then find the perimeter

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

2) Pa[illegible]nce around his yard. His yard is 25m by 12m. What is the p[illegible]meter [illegible]ard?



3) The school yard is a rectangle [illegible] 32m. What is the perimeter of the yard?

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



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



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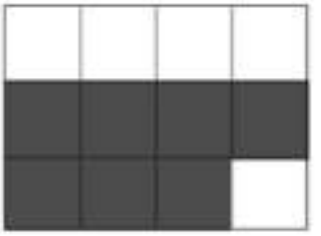
Name: _____ 22

Curriculum Connection
SS.1

Introduction to Area

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

Example – The area of the shape is 7 squares.



Questions What is the area of the shape in squares?

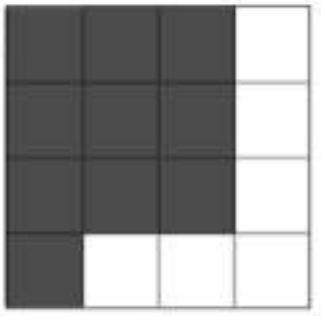
PREVIEW

1) 

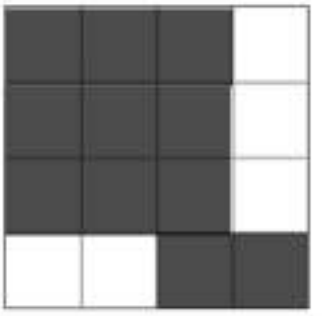
_____ squares

2) 

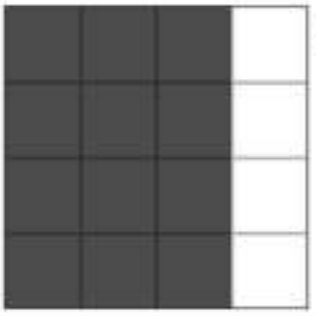
_____ squares

3) 

_____ squares

4) 

_____ squares

5) 

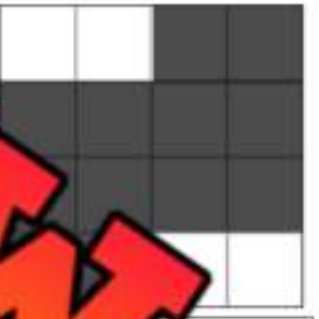
_____ squares

6) 

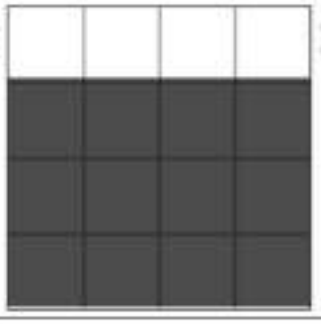
_____ squares

7) 

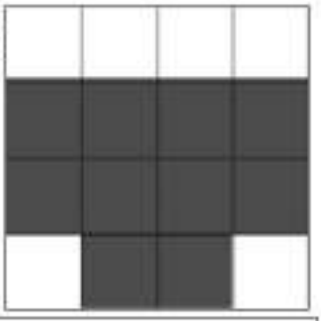
_____ squares

8) 

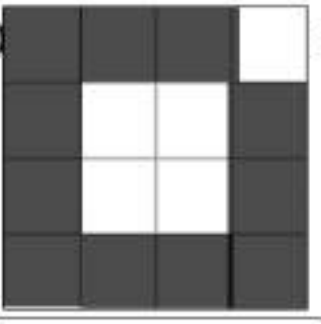
_____ squares

9) 

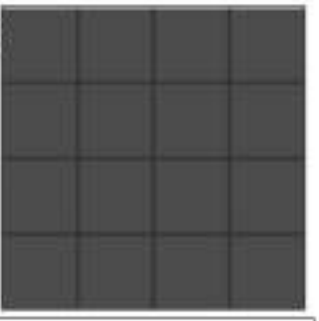
_____ squares

10) 

_____ squares

11) 

_____ squares

12) 

_____ squares

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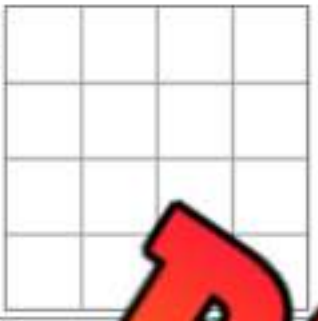
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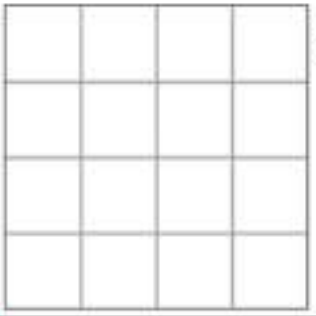
Introduction to Area

Questions | Shade in the area

1)

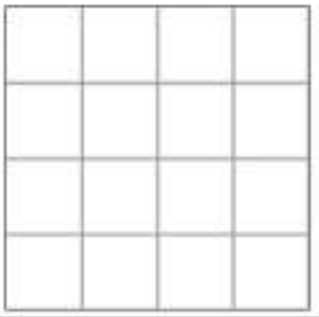


2)



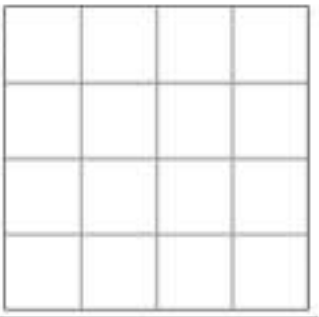
10 squares

3)



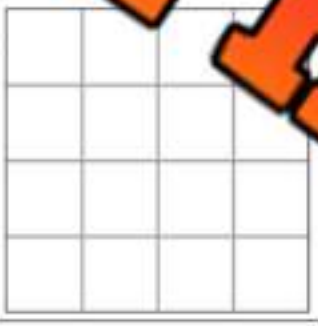
7 squares

4)



9 squares

5)



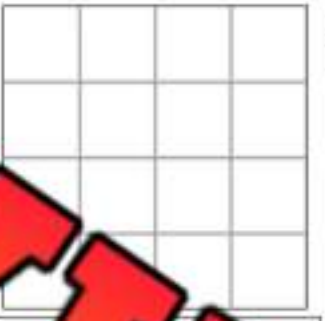
14 squares

7)



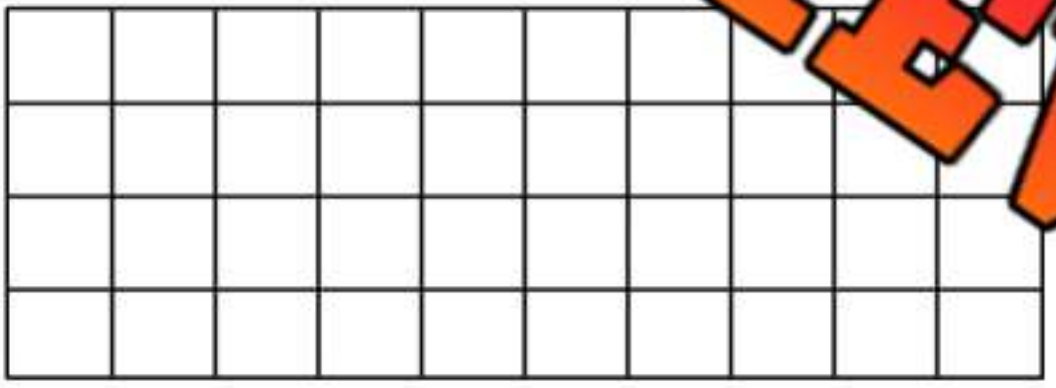
12 squares

8)

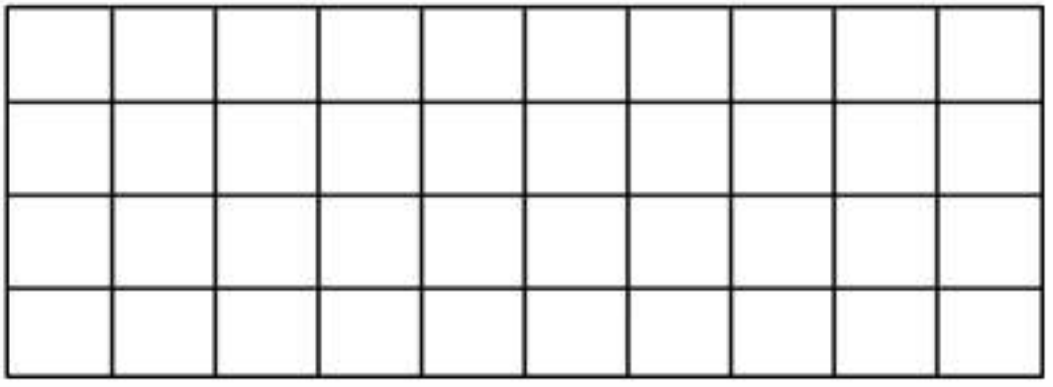


16 squares

9)



10)



36 squares

PREVIEW

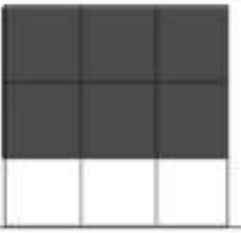
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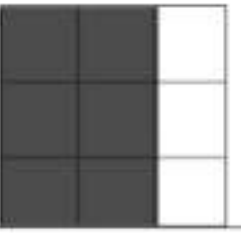
Curriculum Connection
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Comparing Areas

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



Area = 6 Squares



Area = 6 Squares

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

PREVIEW

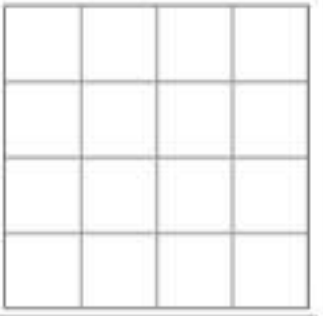
1) 

_____ squares

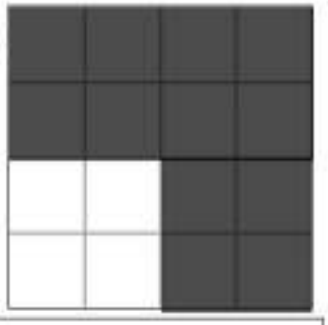
_____ squares

2) 

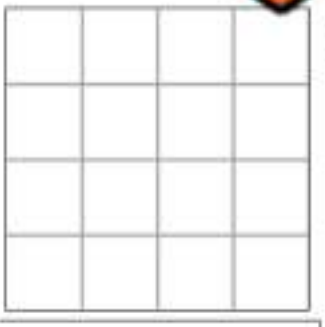
_____ squares



_____ squares

3) 

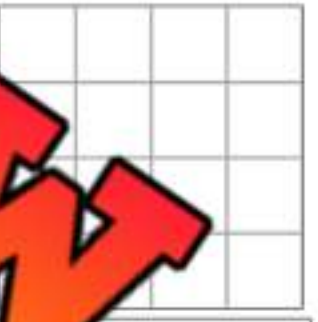
_____ squares



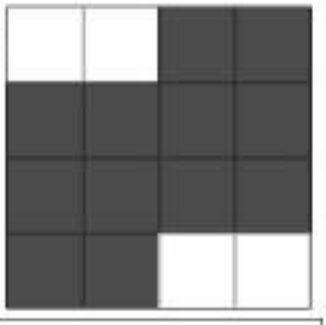
_____ squares

4) 

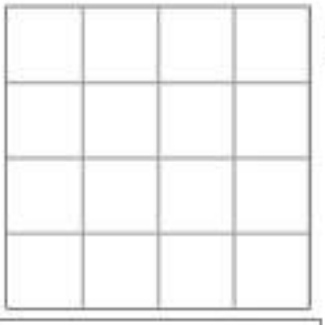
_____ squares



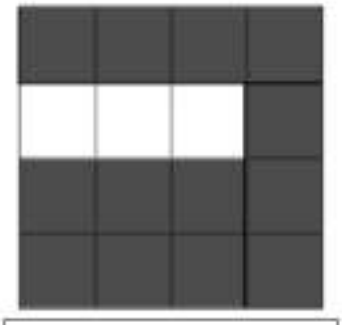
_____ squares

5) 

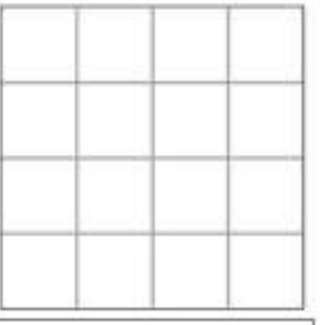
_____ squares



_____ squares

6) 

_____ squares



_____ squares

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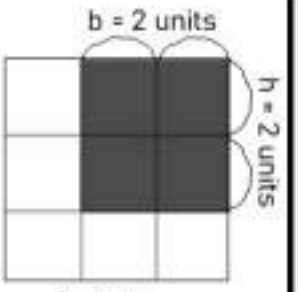
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Area - Units Squared

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

A = base (b) x height (h)



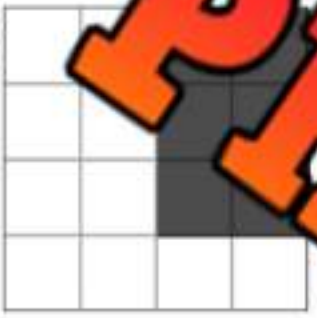


A= l x w
A = 2 x 2
A = 4 units²

Question Find the area of the shapes below

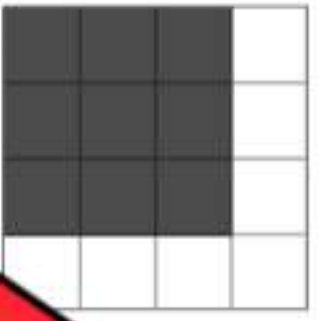
PREVIEW

1)



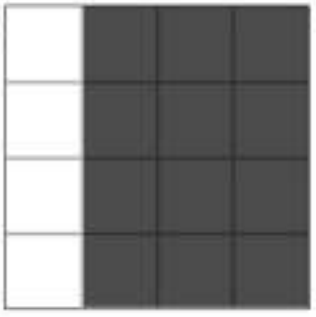
A= b x h
A = __ x __
A = __ units²

2)



A= b x h
A = __ x __
A = __ units²

3)

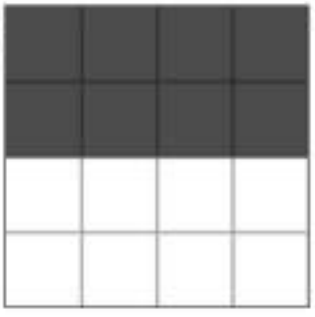


A= b x h
A = __ x __
A = __ units²



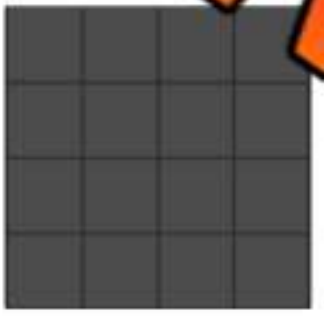
A= b x h
A = __ x __
__ units²

5)



A= b x h
A = __ x __
A = __ units²

6)



A= b x h
A = __ x __
A = __ units²

7)



A= b x h
A = __ x __
A = __ units²

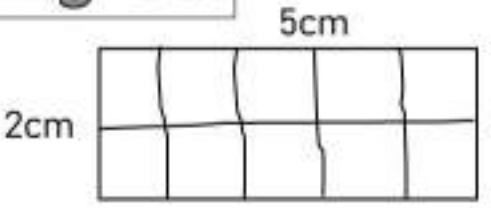
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Calculating Area Using CM

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



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

1) 5cm

3cm

Area = _____ cm²

2) 6cm

2cm

Area = _____ cm²

3) 5cm

4cm

Area = _____

7cm

4cm

Area = _____

5) 10cm

5cm

Area = _____

6)

6cm

Area = _____

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Finding the Area of Rectangles

Questions | Find the area (A= b x h) | *Not to Scale

1)



Area = _____

2)



Area = _____

3)



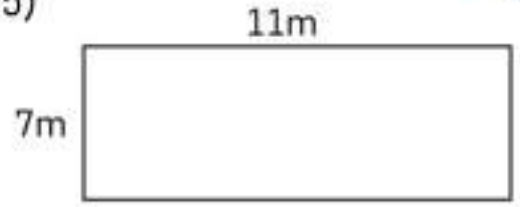
Area = _____

4)



Area = _____

5)



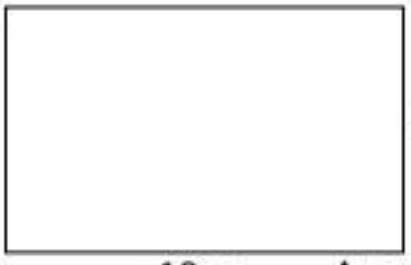
Area = _____

6)



Area = _____

7)



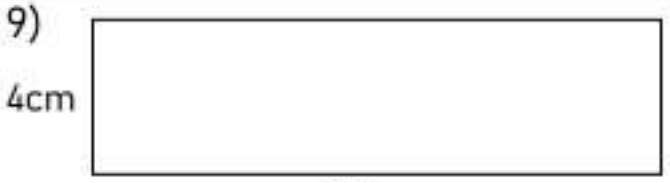
Area = _____

8)



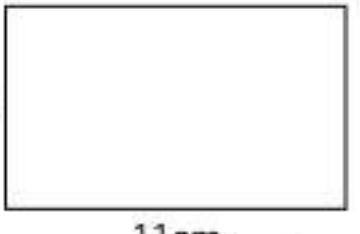
Area = _____

9)



Area = _____

10)



Area = _____

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Area Word Problems

Questions | Draw a picture of the problem and then find the area

1) A phone is 12cm by 6cm. What is the area of the phone?



2) A [illegible] What is the area of the pool?



4) A candy wrapper is 4cm [illegible] What is the area of the wrapper?



4) The front of a square box is 12cm wide. What is the a[illegible]nt of the box?



5) A door is 2m by 100cm. What is the area of the door?



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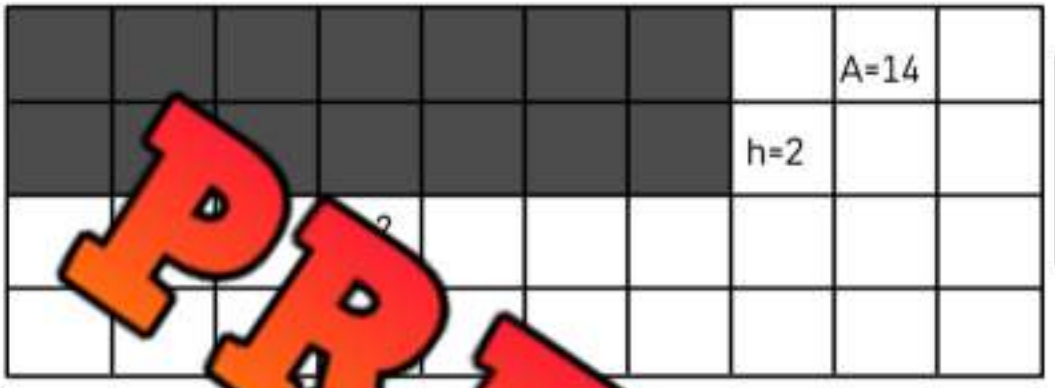
Curriculum Connection
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Finding the Missing Information - Visuals

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

Questions Find the missing piece of information

1)



A= b x h

14 = ___ x 2

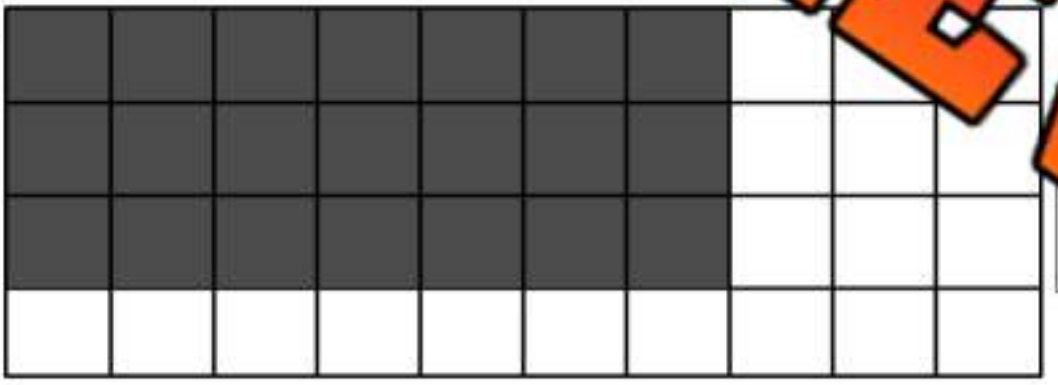
2)



A= b x h

36 = 9 x ____

3)



21 = ___ x 3

4)



A= b x h

32 = 8 x ____

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Perimeter and Area

Questions

Step 1 – Find the perimeter (add up all the sides)
Step 2 – Find the area (A= b x h)

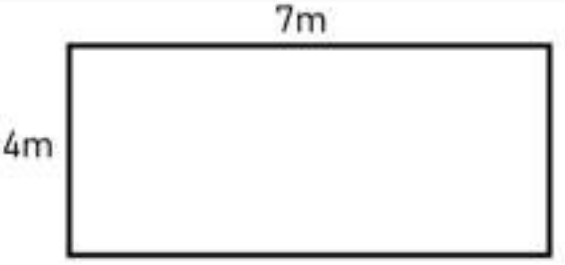
1)



Perimeter: _____

Area: _____

2)



Perimeter: _____m

Area: _____ m²

3)



Perimeter: _____

Area: _____

4)



Perimeter: _____

Area: _____

5)



Perimeter: _____

Area: _____

6)



Perimeter: _____

Area: _____

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Calculating Area and Perimeter - House



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Questions Calculate the area and perimeter [illegible] house

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

Room	P[illegible]	[illegible]rea
Back Deck		
Bathroom 1		
Bathroom 2		
Bathroom 3		
Bedroom 1		
Bedroom 2		
Bedroom 3		

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Same Area - Different Perimeter

Questions Is it possible for a shape to have the same area and a different perimeter?

1)



Perimeter: _____m

Area: _____ m²

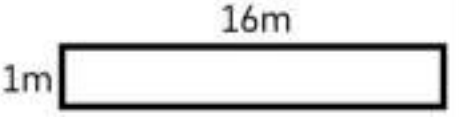
2)



Perimeter: _____m

Area: _____ m²

3)



Perimeter: _____m

Area: _____ m²

4)



Perimeter: _____cm

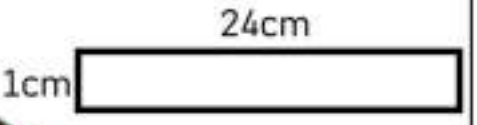
Area: _____ cm²



Perimeter: _____cm

Area: _____ cm²

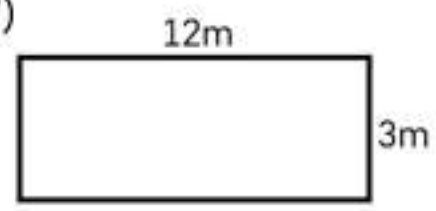
6)



Perimeter: _____cm

Area: _____ cm²

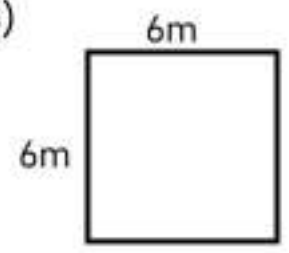
7)



Perimeter: _____m

Area: _____ m²

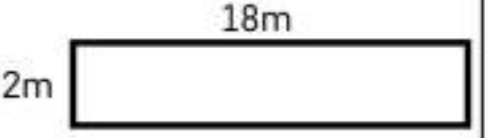
8)



Perimeter: _____m

Area: _____ m²

9)



Perimeter: _____m

Area: _____ m²

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Perimeter and Area - Room Size



Questions Answer the word problems below

Ben and Brayden are arguing over who's room is larger. Both of their rooms are rectangular. Ben's room has a perimeter of 14 metres and Brayden's room has a perimeter of 18 metres.

1) Whose room is larger? Explain why you think that?

2) D[illegible]s room and Brayden's room below. Label them with the di[illegible]ions ([illegible]ents in metres).

[illegible]om	Brayden's Room

3) a) What is the area of Ben's room? _____

b) What is the area of Brayden's room? _____

4) Could Brayden and Ben have different shaped rooms? Dr[illegible]s again.

Ben's Room	Brayden's R[illegible]m

5) a) What is the area of this version of Ben's room? _____

b) What is the area of this version of Brayden's room? _____

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Calculating Area and Perimeter - Gym



Questions Answer the word problems below

Roger is building a gym. His walls can have a perimeter of 44 metres. He wants the largest area possible for his gym.

1) Draw the gym below. Label the walls with the dimensions (measurements in metres).

2) What is the area of the gym?

3) What is the perimeter of the gym?

4) What shape is the gym? Why does this shape give the largest area?

5) What perimeter of the gym would provide the smallest area? Draw the gym and label the walls with the new dimensions.

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Measuring Volume - CM Cubed and M Cubed

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Used to measure the volume of smaller objects	Used to measure volume of larger objects
	

PREVIEW

Part 1 Use the information above to decide which unit you would use to measure

1) House		6) Juice box	
2) Pool		7) Recycling bin	
3) Lunch box		8) Disposable container	
4) Living room		9) Books	
5) Classroom		10) Clothing Drawer	

Part 2 Write something that you would measure using the unit of measurement

1) cm^3		5) cm^3	
2) m^3		6) m^3	
3) cm^3		7) cm^3	
4) m^3		8) m^3	

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Curriculum Connection
SS.3

Estimating Volume Using Referents

Centimetre Cubed (cm^3)	Metre Cubed (m^3)
Rubik's Cube = 216cm^3 	3 Story Building = 2000m^3 

Question Circle which volume matches the description

PREVIEW

1) Ju…
a) 3…
b) 10cm^3
c) 300m^3

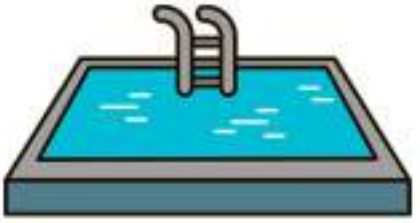
2) Train car 
a) 20cm^3
b) 1000m^3
c) 20m^3

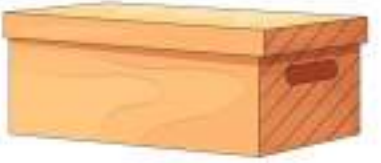
3) Recycling bin 
a) 42000cm^3
b) 200cm^3
c) 750m^3

…chool 
…cm^3
b) 2…
c) …m^3

5) Skyscraper 
a) 2500cm^3
b) 250,000m^3
c) 1000m^3

6) Pe… 
a) 750c…
b) 50cm^3
c) 1000m^3

7) Pool 
a) 80cm^3
b) 80m^3
c) 1000m^3

8) Shoe box 
a) 3000m^3
b) 3000cm^3
c) 1000m^3

9) House 
a) 750m^3
b) 750cm^3
c) 2000m^3

10) Candy Box 
a) 320cm^3
b) 2000cm^3
c) 300m^3

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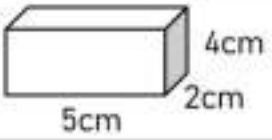
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Curriculum Connection
SS.3

Calculating Volume - Blocks

Rectangular Prism - Calculating Volume

To find the volume of a rectangular prism, multiply the length by the width by the height.



v = l x w x h
v = 5cm x 2cm x 4cm
v = 40cm³

Questions Label the rectangular prisms and then calculate the volume

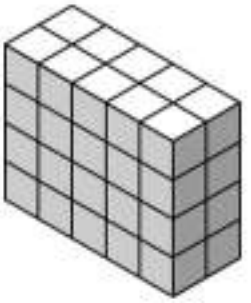
PREVIEW

1)



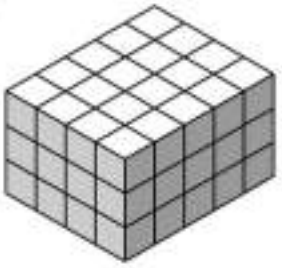
l = _____
_____
_____
v = _____

2)



l = _____
w = _____
h = _____
v = _____

3)

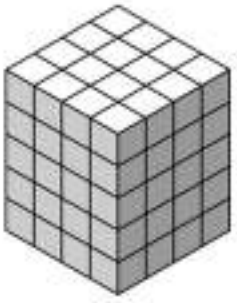


l = _____
w = _____
h = _____
v = _____



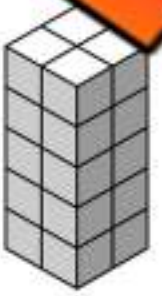
l = _____
w = _____
h = _____
_____

5)



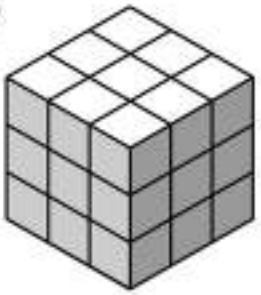
l = _____
w = _____
h = _____
v = _____

6)



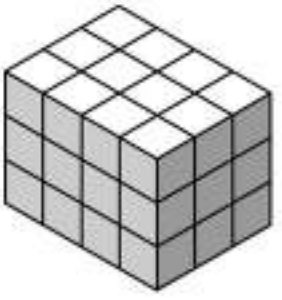
_____
_____
h = _____
v = _____

7)



l = _____
w = _____
h = _____
v = _____

8)



l = _____
w = _____
h = _____
v = _____

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Curriculum Connection
SS.3

Calculating Volume of Rectangular Prisms

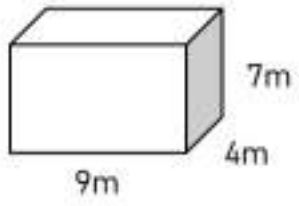
Part 1 A variety of small boxes are used for packaging. Find the volume of each box

Box Type	Length	Width	Height	Volume
Box 1	10cm	8cm	2cm	
Box 2	6cm	7cm	10cm	
Box	7cm	9cm	2cm	
B		8cm	5cm	
Box 5	m	9cm	7cm	
Box 6			7cm	
Box 7	9cm		3cm	

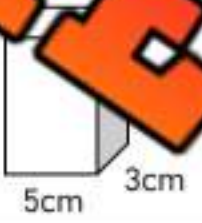
PREVIEW

Part 2 Calculate the vol e of the ang prisms

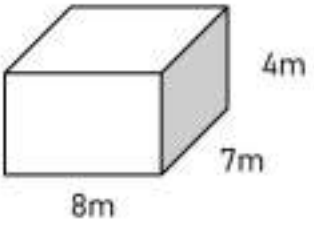
1)



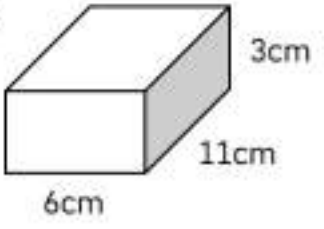
2)



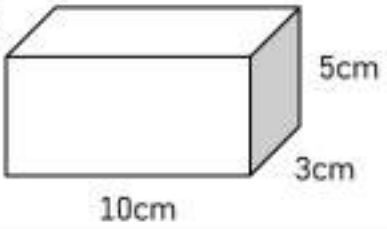
3)



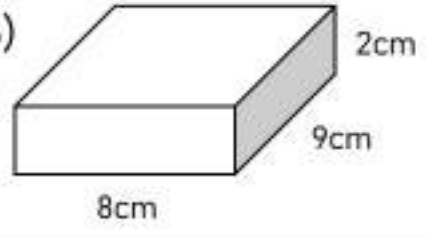
4)



5)



6)



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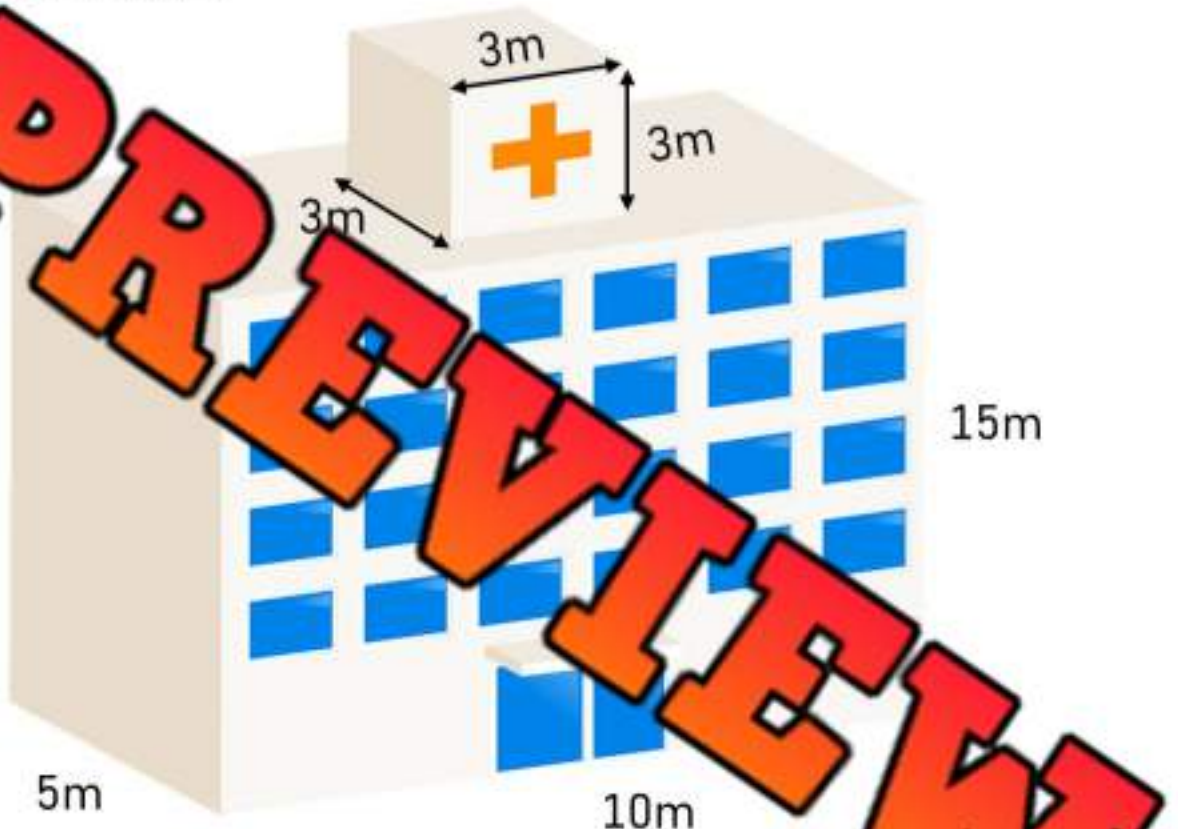
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Curriculum Connection
SS.3

Volume - Word Problem

Questions | Solve the word problem below

The hospital below is made of 2 rectangular prisms. Calculate the volume of both rectangular prisms and add your answers together to find the total volume.



PREVIEW

Volume of large part of the hospital = _____ x _____ x _____ = _____

Volume of structure on top of the hospital = _____ x _____ x _____ = _____

Total volume of the hospital = _____ + _____ = _____

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Curriculum Connection
SS.3

Volume - Word Problems

Questions Solve the word problems below

1) Howard can build a box that has a volume of 36m³. Draw the box and label the dimensions of the box.



2) N[illegible] needs [illegible] at has a volume of 400cm³. Draw the box and label th[illegible]ns [illegible] box below.



3) Kennedy has started building a box. T[illegible]leng[illegible] 10cm and the height is 7cm. The volume of the b[illegible]eds [illegible]e [illegible]cm³. What does the width need to be?



4) Alexa is measuring the volume of a cereal box. She's figured out that the height is 40cm and the width is 8cm. The volume is 4,800cm³. What is the length of the cereal box?



PREVIEW

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Curriculum Connection
SS.4

Measuring Capacity - Millilitre (mL) and Litre (L)

Millilitre (mL)	Litre (L)
Used to measure capacity of small containers 	Used to measure capacity of mid to large sized containers 

PREVIEW

Part 1 Use the information above to decide which unit you would use to measure

1) Cup of apple[illegible]		6) Wheelbarrow of liquid	
2) Dump truck of ceme[illegible]		[illegible]ice box	
3) Can of pop		8) W[illegible] hot tub	
4) Spoonful of medicine		[illegible]oun[illegible] [illegible]o[illegible] me[illegible]	
5) Bucket of water		10) Bathtub[illegible]all [illegible]	

Part 2 Write something that you would measure using the unit [illegible]easurement

1) Millilitre		5) Millilitre	
2) Litre		6) Litre	
3) Millilitre		7) Millilitre	
4) Litre		8) Litre	

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Curriculum Connection
SS.4

Metric System Units - Capacity - Decimal Conversions

Millilitre (mL)	Litre (L)
1000 mL = 1L 1800 mL = 1.8L 	1.5L = 1500mL 3.3L = 3300mL 

Part 1 Fill in the tables below

	L
1000	1
2000	
3000	
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
4500	
5000	
6500	
	7.5
10500	

PREVIEW

Part 2 Convert the units of measurement below

1) 1.7L	_____mL	5) 2100mL	_____L	9) 4.5L	_____mL
2) 5.4L	_____mL	6) 4700mL	_____L	10) 5500mL	_____L
3) 8400mL	_____L	7) 8400mL	_____L	11) 4500mL	_____L
4) 3L	_____mL	8) 7200mL	_____L	12) 2500mL	_____L

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Curriculum Connection
SS.4

Which has the Largest Capacity?

Part 1

Which measurement has the largest capacity?

1)	5.2L	510mL	2300mL	1.9L
2)	10.3L	3500mL	2.1L	1600L
3)	67[illegible]	608L	2300L	3.5L
4)	[illegible]	4500mL	6500L	1.6L
5)	3600mL	[illegible]	2200mL	3.1L

PREVIEW

Part 2

Read [illegible]ems a[illegible]ve them below

1) Henry and Ruby both have [illegible]ice b[illegible]uice box is 231ml and Ruby's is 0.5L. Who's juice box has a large[illegible]ity?



2) Jesse is ordering soup from a restaurant. She can c[illegible]ose [illegible] the 1100mL soup. Which option should she choose if she wan[illegible]oup?



3) Traci and Emma are arguing over who's water bottle has the larger capacity. Traci's bottle has a capacity of 2.2L and Emma's bottle holds 1955mL.

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Curriculum Connection
SS.4

Which Capacity is the Largest?

Questions Circle which capacity is the largest

1) A pool

a) 30,000L

b) 1000ml

c) 50L



2) A cup

a) 300L

b) 250mL

c) 3L



3) A b

a) 1L

b) 100mL

c) 5000mL



4) A spoon

a) 10kL

b) 1L

c) 500mL

10mL



5) A wheelbarrow

a) 100L

b) 10L

c) 500mL



6) A b

a)

b)

c) 300



7) A hot tub

a) 20L

b) 2000L

c) 500mL



8) A juice box

a) 250mL

b) 1L

c) 20L



9) A bath tub

a) 5L

b) 300L

c) 500mL



10) A gas tank

a) 50L

b) 500mL

c) 1000mL



PREVIEW

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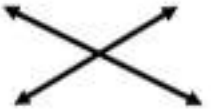
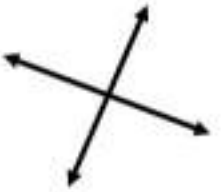
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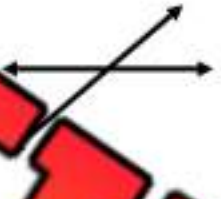
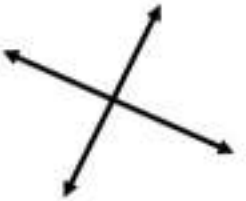
Curriculum Connection
SS.5

Parallel, Perpendicular and Intersecting Lines

= Parallel Lines = Perpendicular Lines = Intersecting Lines

Part 1 Label the lines parallel, perpendicular, or intersecting

1) 	2) 	3) 	4) 

5) 	7) 	8) 

Part 2 Draw a second line that is intersecting, perpendicular or parallel to the other line

1) 	2) 	3) 	
Perpendicular	Parallel	Intersecting	Parallel

5) 	6) 	7) 	8)
Intersecting	Perpendicular	Intersecting	Parallel

PREVIEW

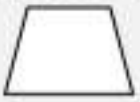
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SS.6

Quadilaterals - Trapezoids

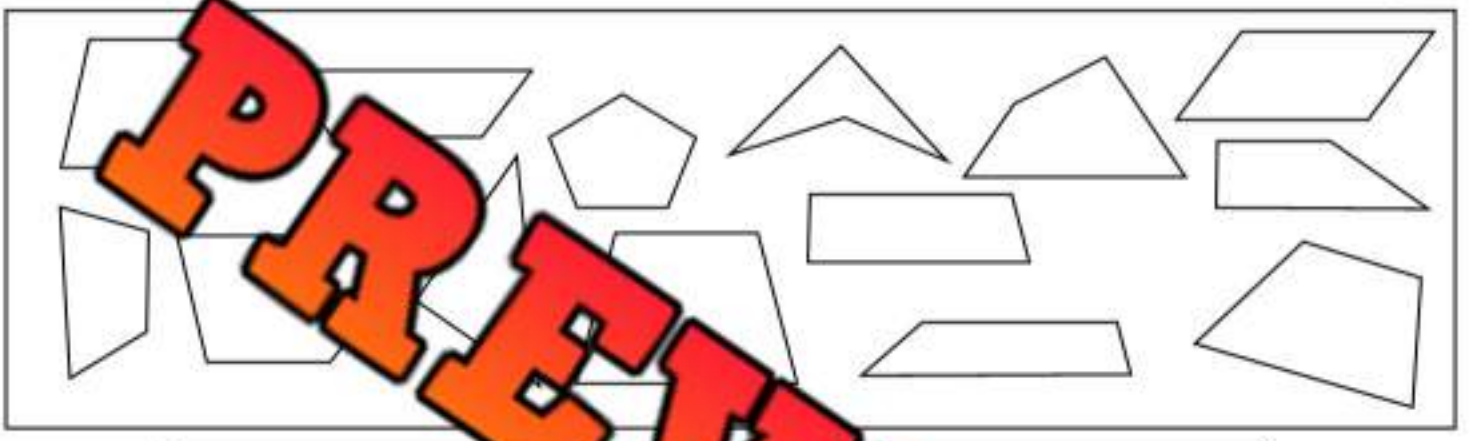
A trapezoid has at least one pair of parallel sides

 2 pairs of parallel lines

 1 pair of parallel lines

This means parallelograms, rectangles, and squares are all considered trapezoids.

Part 1 Colour or circle the trapezoids in the collection of quadrilaterals below



Part 2 Describe the trapezoids bel[illegible]metric properties

1) 	2) 
# of Lines of Symmetry:	# of Lines of Symmetry:
Order of Rotational Symmetry:	Order of Rotational Symmetry:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
# of Perpendicular Lines:	# of Perpendicular Lines:
# of Parallel Lines:	# of Parallel Lines:
# of Intersecting Lines:	# of Intersecting Lines:

PREVIEW

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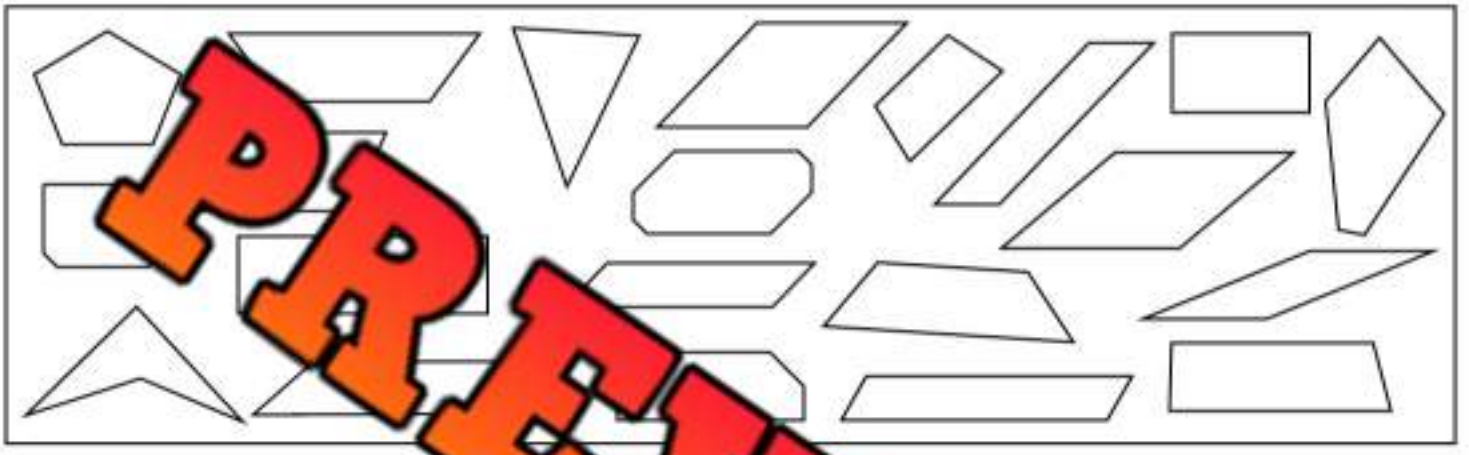
Curriculum Connection
SS.6

Quadrilaterals - Parallelogram

A parallelogram is a trapezoid with <u>two pairs of parallel sides</u> and <u>congruent opposite sides</u>.

Parallelogram  Rectangle  Rhombus  Square 

Part 1 Colour or circle the parallelograms in the collection of quadrilaterals below



PREVIEW

Part 2 Describe the para[illegible]ogra[illegible] their geometric properties

1) 	2) 
# of Lines of Symmetry:	# of Lines of Symme[illegible]
Order of Rotational Symmetry:	Order of Rotational Symmet[illegible]y:
Intersect at Midpoint? Y N	Intersect at Midpoint? Y N
Intersect at Right Angle? Y N	Intersect at Right Angle? Y N
Diagonals Same Length? Y N	Diagonals Same Length? Y N
# of Perpendicular Lines:	# of Perpendicular Lines:
# of Parallel Lines:	# of Parallel Lines:
# of Intersecting Lines:	# of Intersecting Lines:

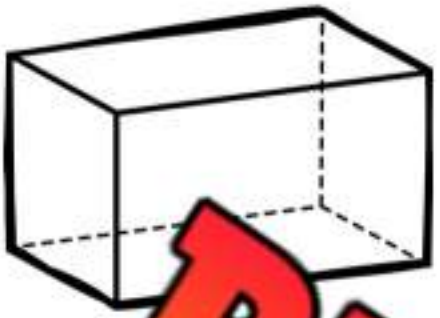
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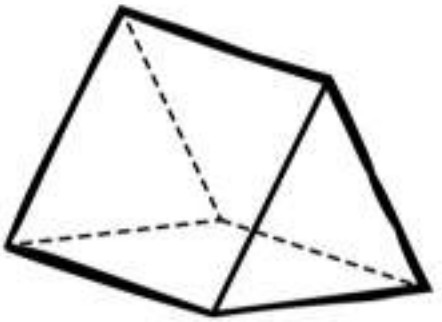
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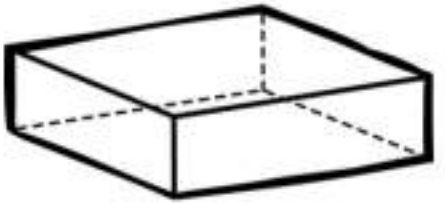
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SS.5

Prisms - Faces, Edges, Vertices

Questions Fill in the tables below based on the prisms





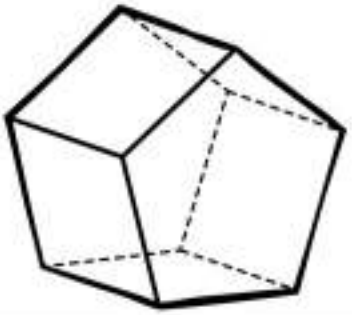


Face	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW





Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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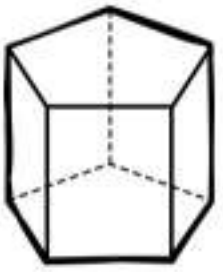
Curriculum Connection
SS.5

Prism or Pyramid

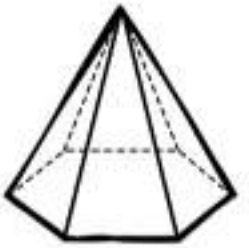
Questions Is the shape a prism or pyramid



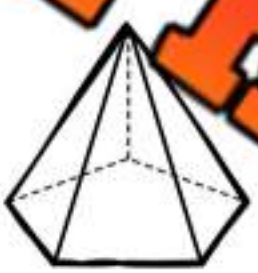
Prism Pyramid



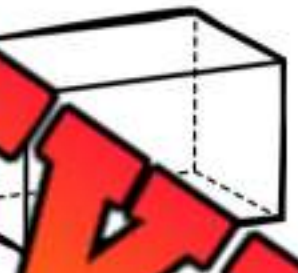
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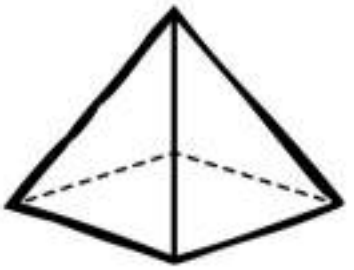
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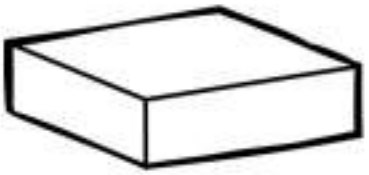
Prism Pyramid



Prism Pyramid



Prism Pyramid



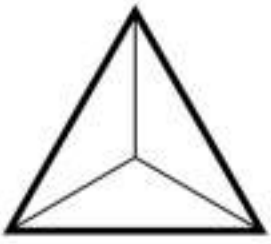
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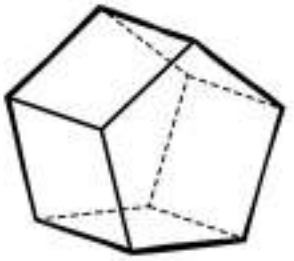
Prism Pyramid



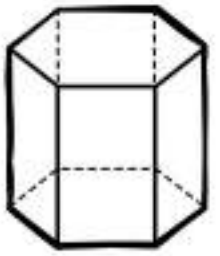
Prism Pyramid



Prism Pyramid



Prism Pyramid



Prism Pyramid

PREVIEW

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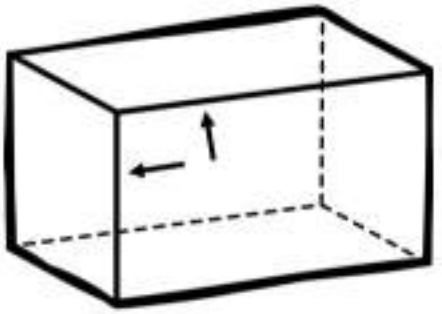
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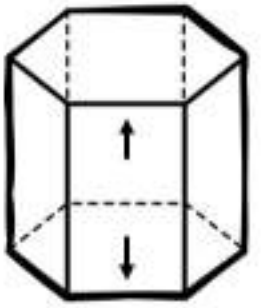
Curriculum Connection
SS.5

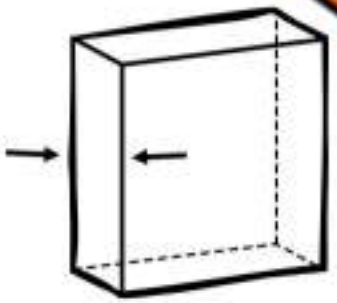
Lines in 3D Objects - Prisms

Questions Are the lines parallel, intersecting, or perpendicular?

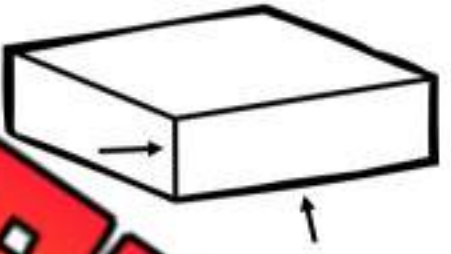


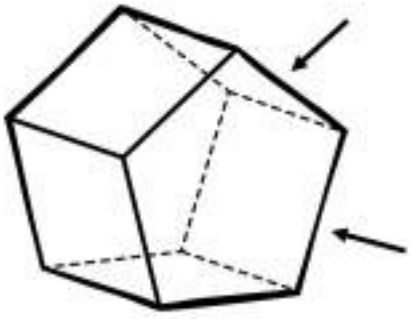


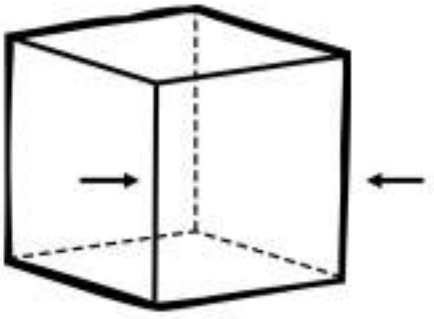


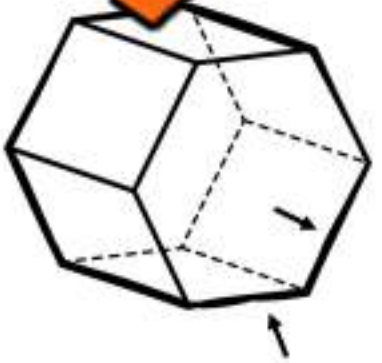












PREVIEW

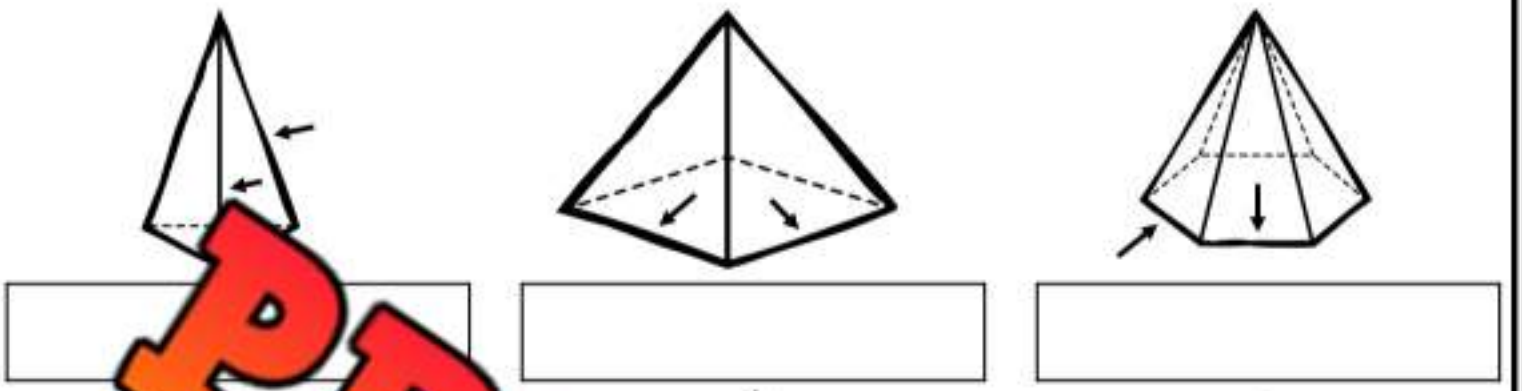
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Name: _____ 87

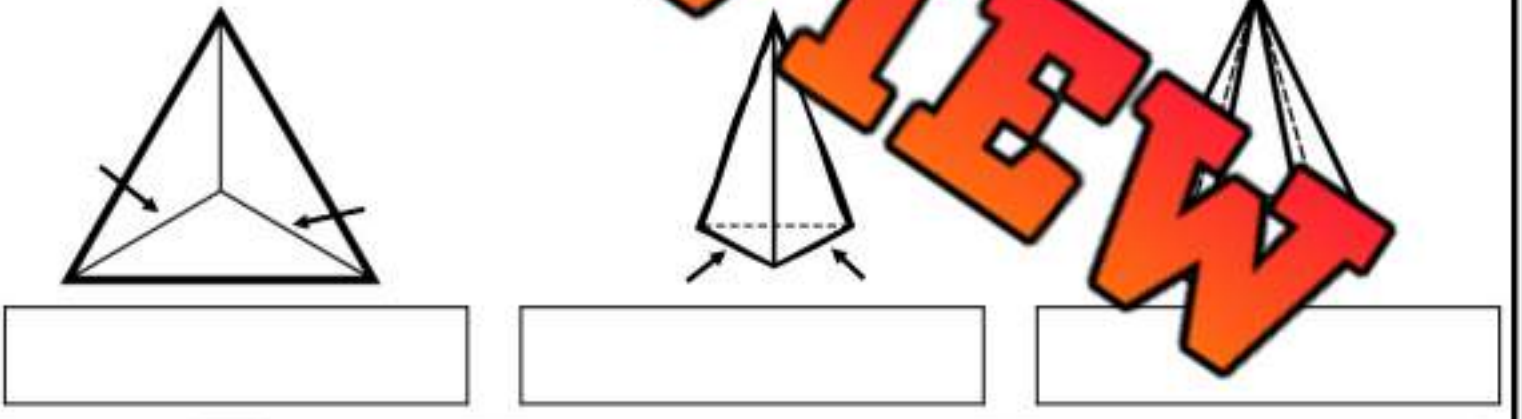
Curriculum Connection
SS.5

Lines in 3D Objects - Pyramids

Part 1 Are the lines parallel, intersecting, or perpendicular?

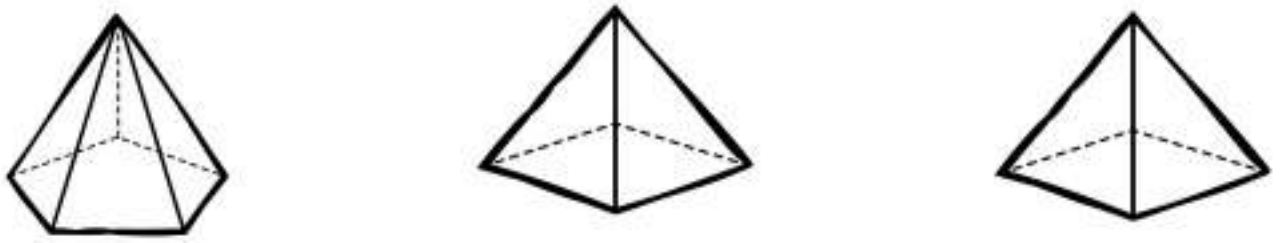






PREVIEW

Part 2 Draw arrows that point to intersecting, parallel, and perpendicular lines



Intersecting	Parallel	Perpendicular

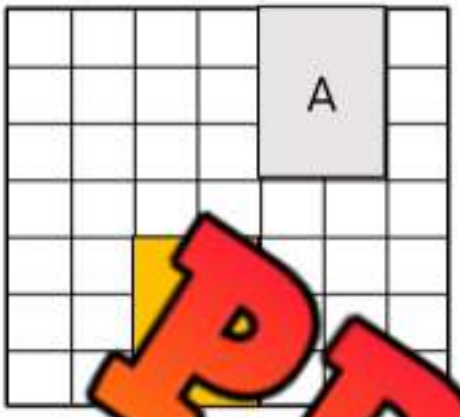
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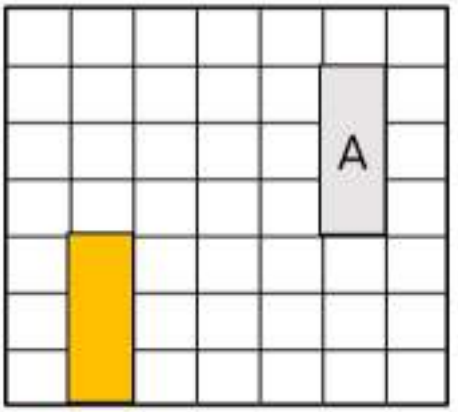
Name: _____ 94

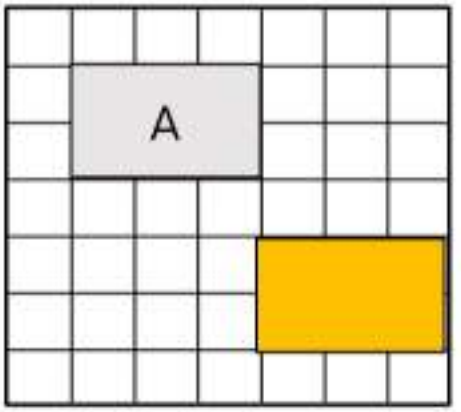
Curriculum Connection
SS.8

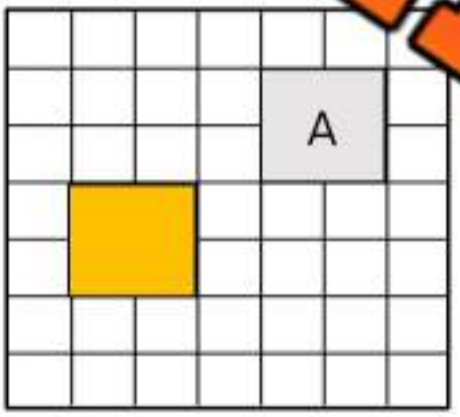
Describing Translations

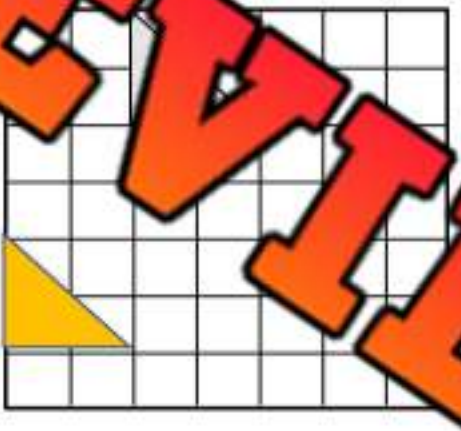
Questions Describe the translations below using arrows. Shape A is the original object

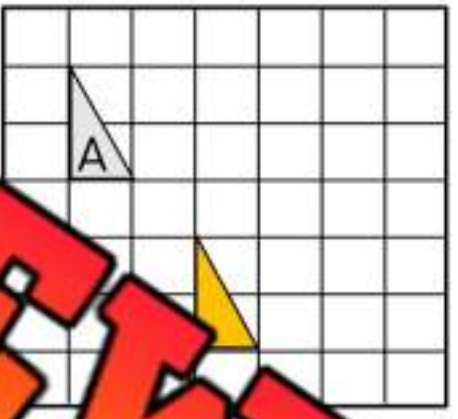


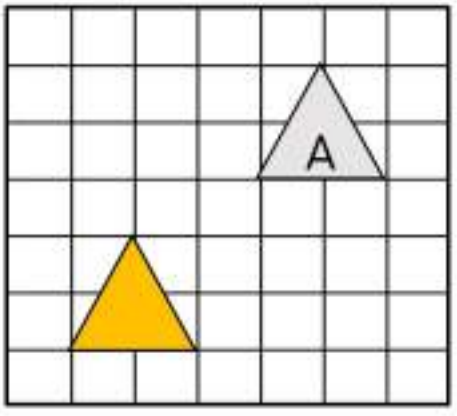


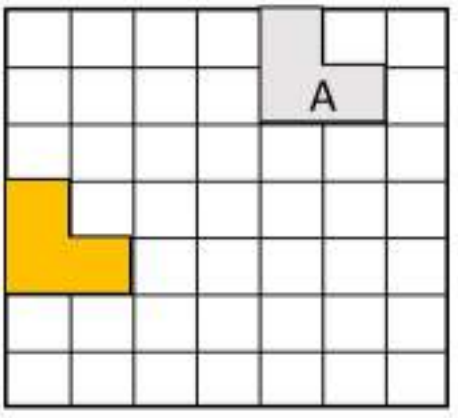


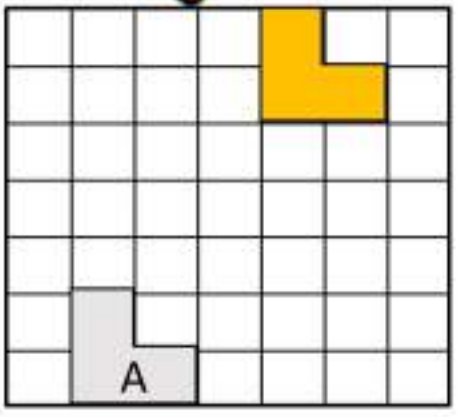












PREVIEW

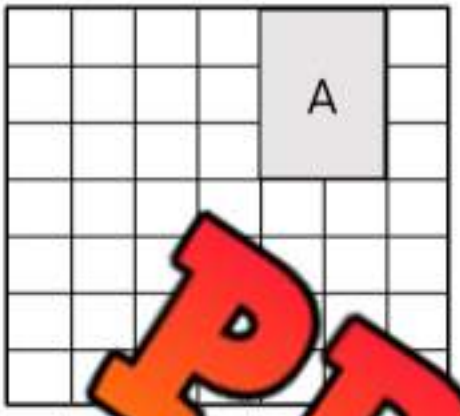
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Name: _____ 96

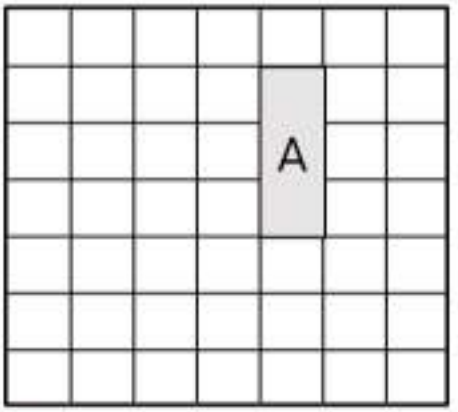
Curriculum Connection
SS.7

Performing Translations

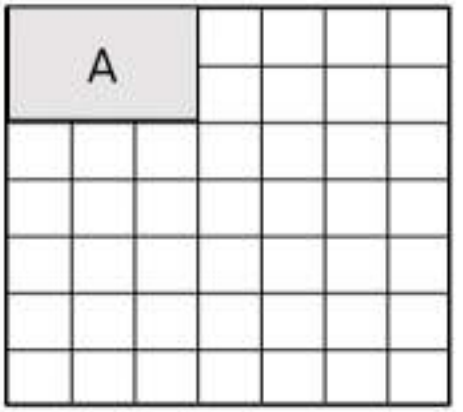
Questions Draw the translations below. Shape A is the original object



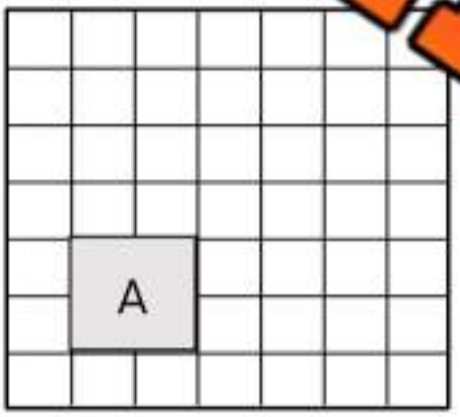
4↓



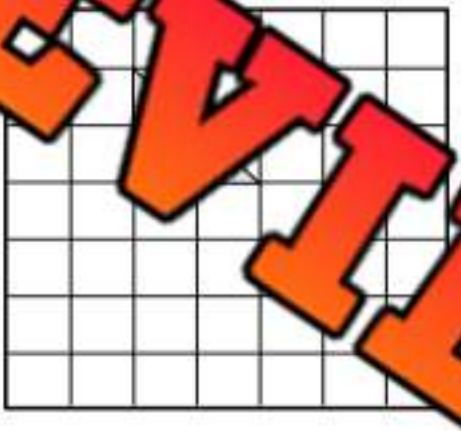
2↓, 3←



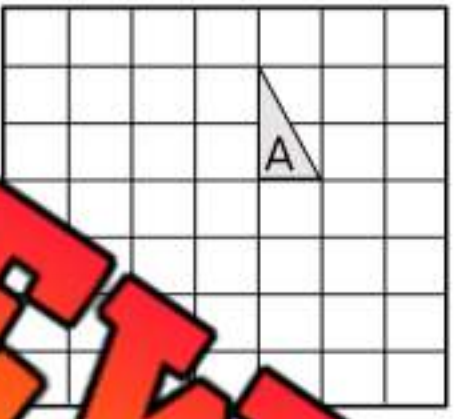
3↓, 2→

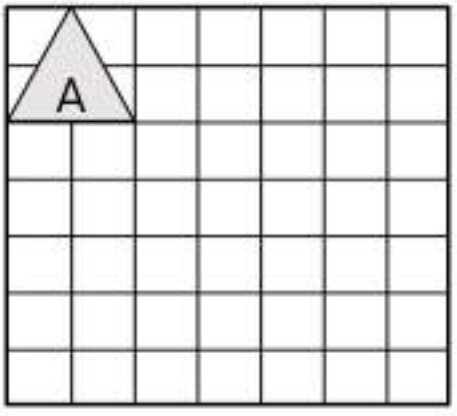


2↑, 4→

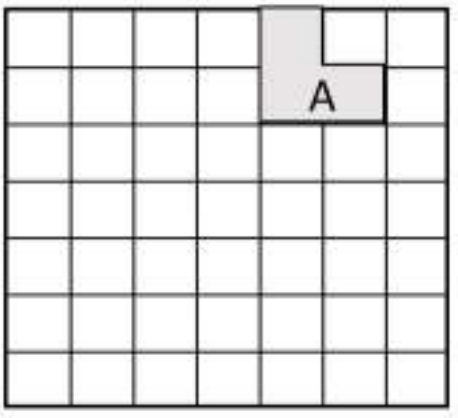


3↓, 2→

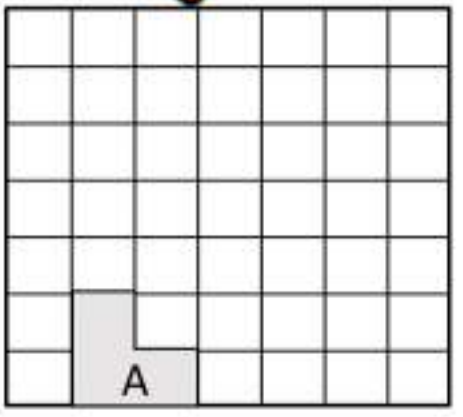




3↓, 4→



3↓, 4←



5↑, 4→

PREVIEW

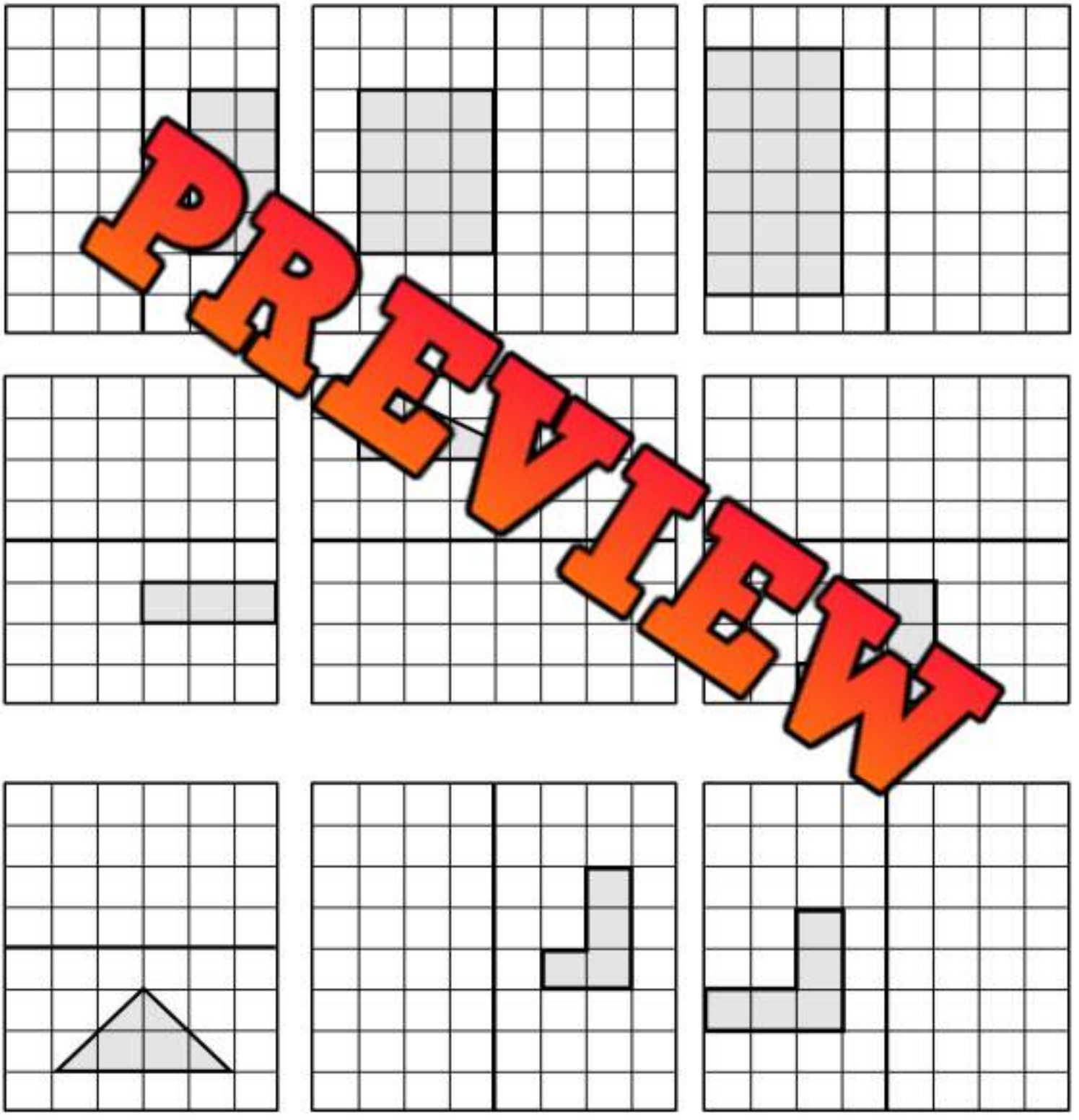
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Curriculum Connection
SS.7

Drawing Reflections

Questions Reflect the shapes across the mirror line



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Curriculum Connection
SS.8

Clockwise and Counterclockwise Rotations

Rotations can either be clockwise or counterclockwise.

A **clockwise** rotation moves the same way the minute, second, and hour hands move on a clock.

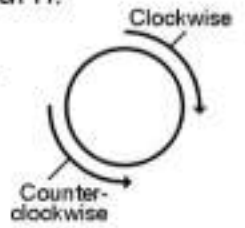
A **counterclockwise** rotation moves the opposite way of a clockwise turn.

We can rotate things a lot or a little. Check out the three turns below.

360° rotation

180° rotation

90° rotation



PREVIEW

Ques H e object move? Circle the correct answer

1)		Clockwise 90° rotation Clockwise 180° rotation terclockwise 90° rotation
2)		Clo rotation wise tion ise tation
3)		Clockwise rot Clockwise 180° ro tio Counterclockwise 360° tation
4)		Clockwise 90° rotation Clockwise 180° rotation Counterclockwise 90° rotation
5)		Clockwise 90° rotation Counterclockwise 90° rotation Counterclockwise 180° rotation

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Name: _____ 106

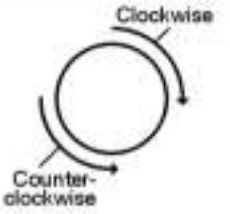
Curriculum Connection
SS.7

Clockwise and Counterclockwise Rotations

360° rotation

180° rotation

90° rotation



Questions Describe how the car rotated. Example – Clockwise 180° rotation

PREVIEW

1)

2)

3)

4)

5)

6)

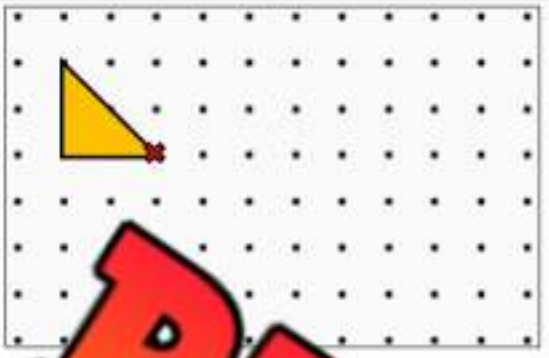
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Name: _____ 109

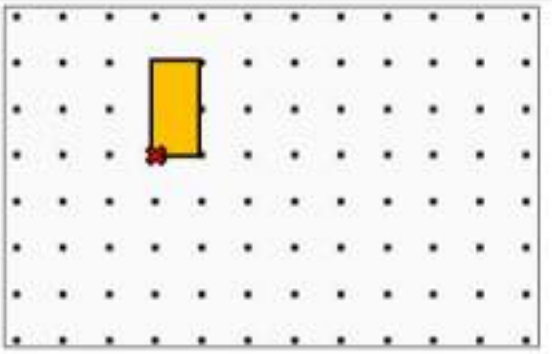
Curriculum Connection
SS.7

Drawing Rotations

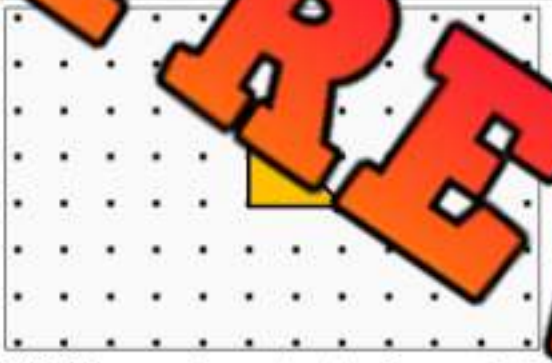
Questions Rotate the shapes around the point marked ✖



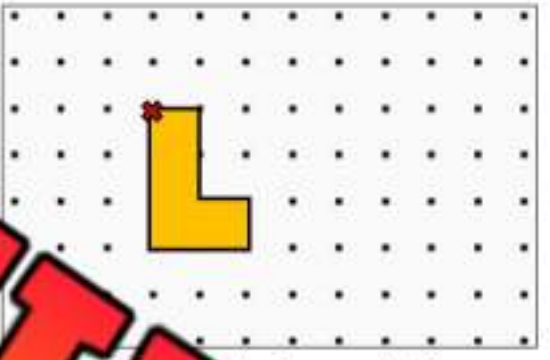
rotation



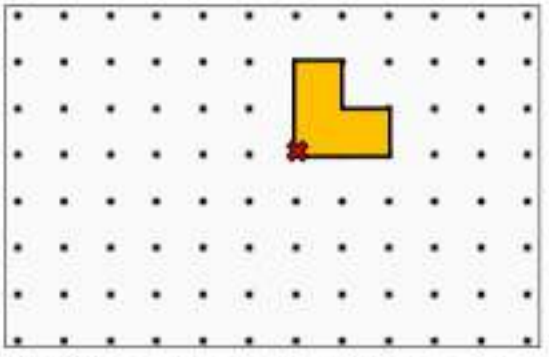
2) 180° clockwise rotation



3) 90° counter-clockwise rotation



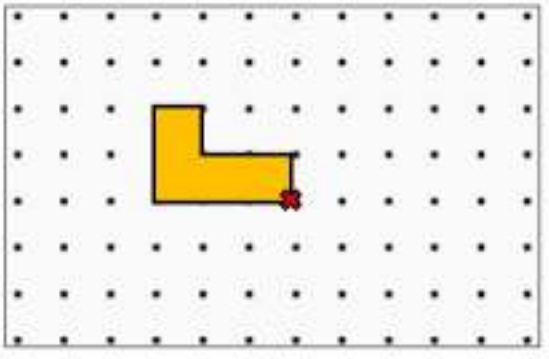
360 kwise rotation



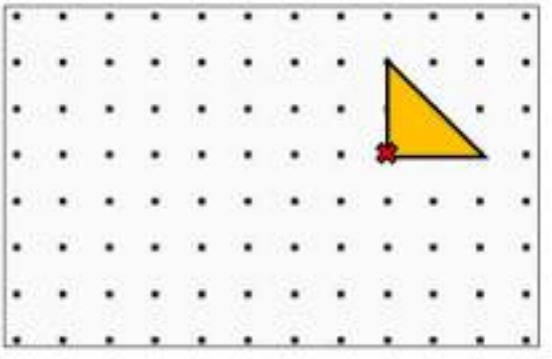
5) 90° counter-clockwise rotation



6) 180° counter-clockwise rotation



7) 90° clockwise rotation



8) 180° counter-clockwise rotation

PREVIEW

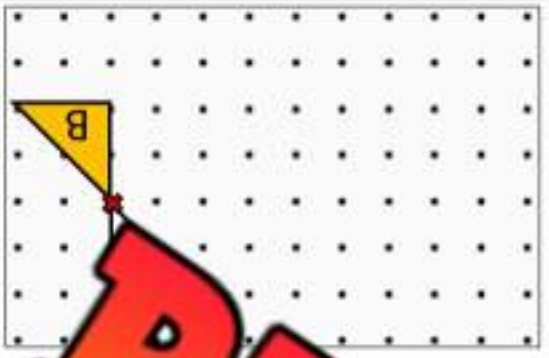
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Name: _____ 111

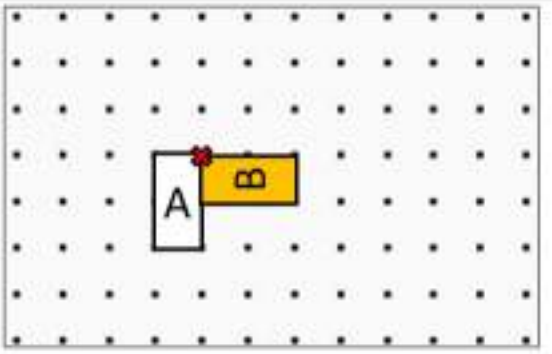
Curriculum Connection
SS.8

Describing Rotations

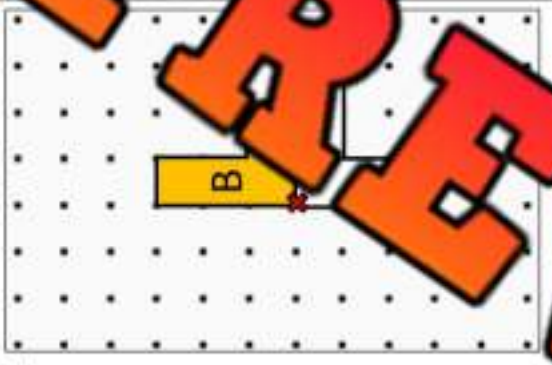
Questions Describe the rotations. Shape A is the original shape



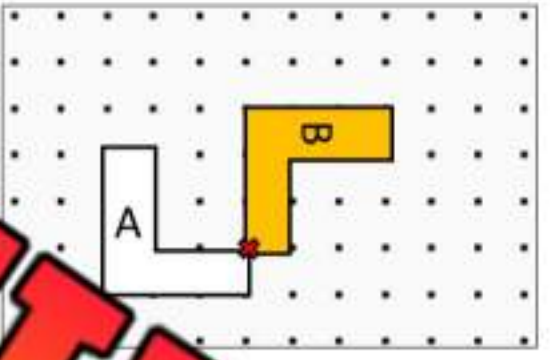
1) _____



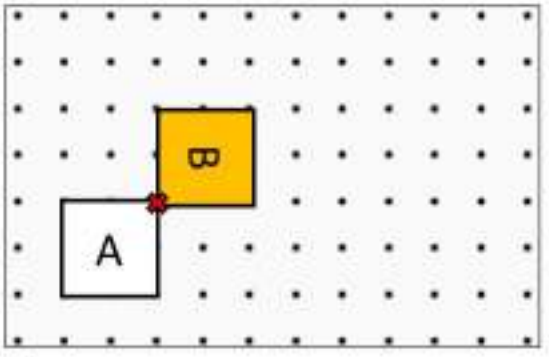
2) _____



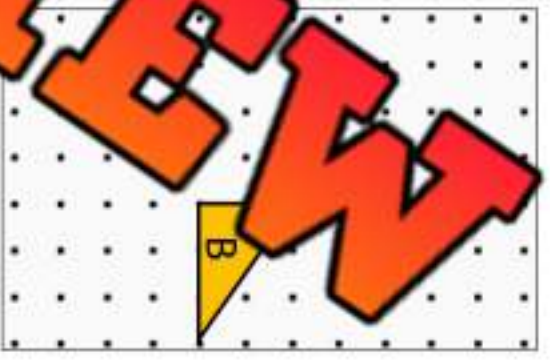
3) _____



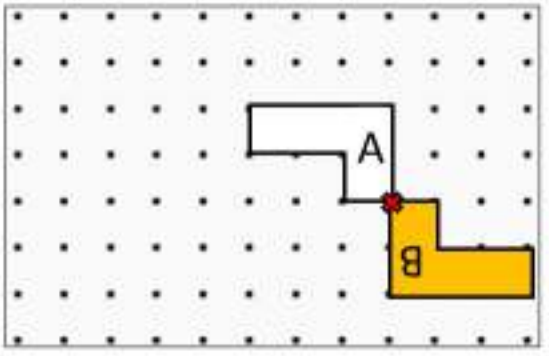
4) _____



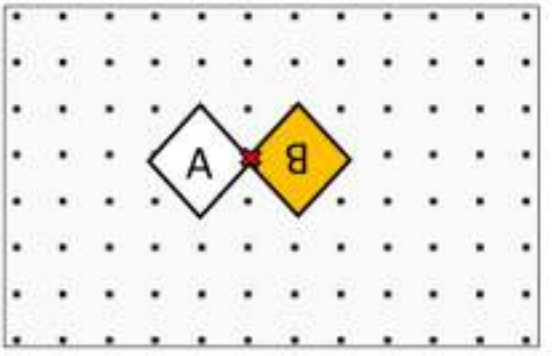
5) _____



6) _____



7) _____



8) _____

PREVIEW

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