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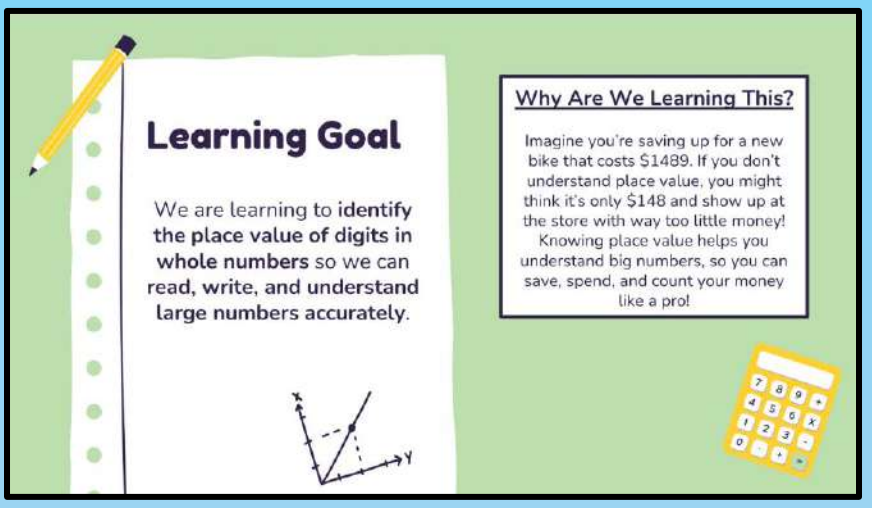
Google Slides Lessons Preview

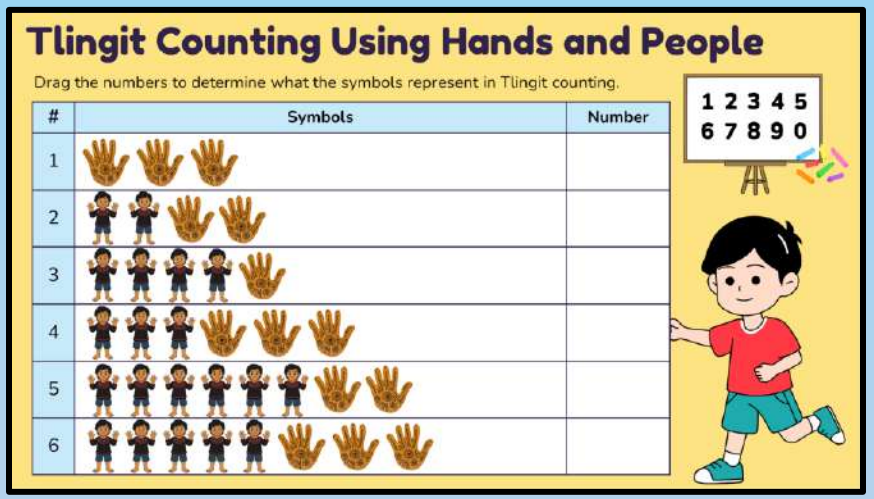
BC Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



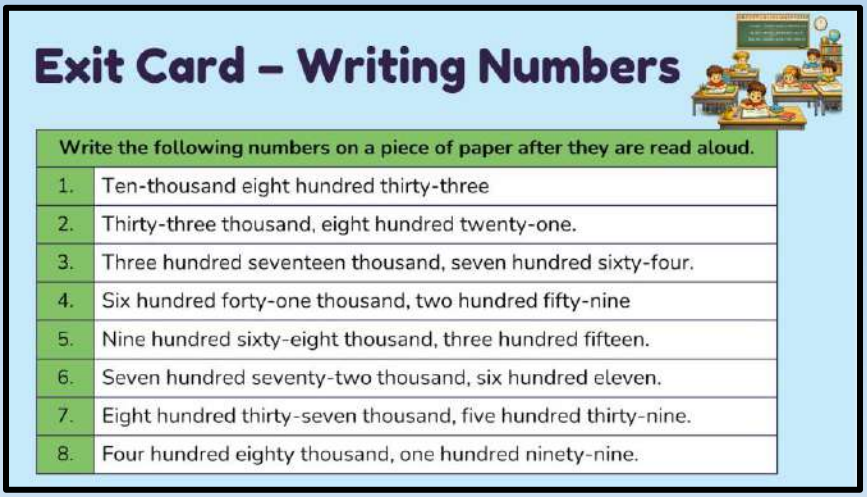


Part 2 – Action!

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

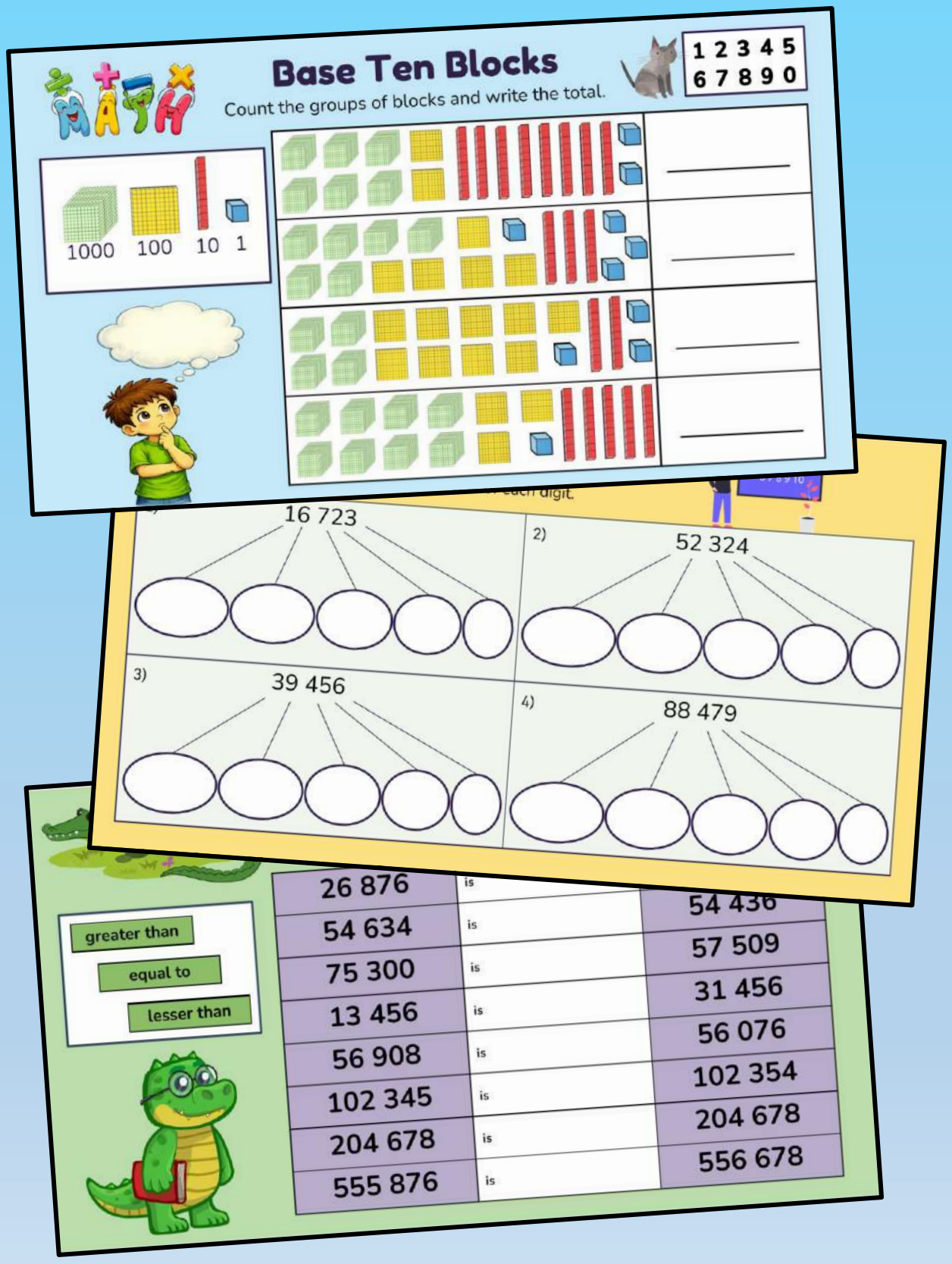
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



SUPER Simple SHEETS

BC Math Curriculum Number Unit – Grade 5



BC Math Curriculum
Number Unit – Grade 5

Workbook Preview

Grade 5
Stand Number

	Curriculum Expectations	Pages
N.1	number concepts to 1 000 000	5 - 42
N.2	decimals to thousandths	43 - 75
N.3	equivalent fractions	74 - 95
N.4		- 118
N.5		7
N.6	multiplication and division to three digits, including division with remainders	203 – 237, 256 - 274
N.7	addition and subtraction of decimals to thousandths	109 – 113, 119 - 125
N.8	addition and subtraction facts to 20 (extending computational fluency)	158 - 173
N.9	multiplication and division facts to 100 (emerging computational fluency)	176 – 202, 238 - 255

Name: _____ 5

Curriculum Connection
N.1

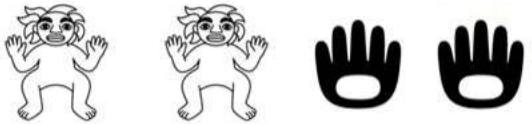
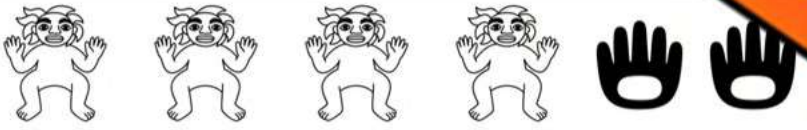
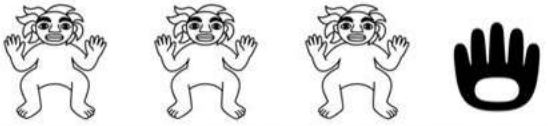
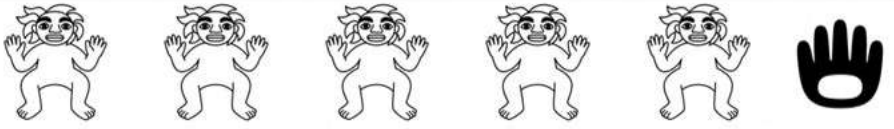
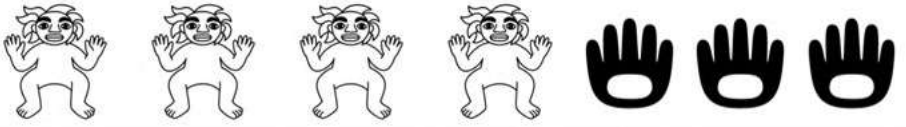
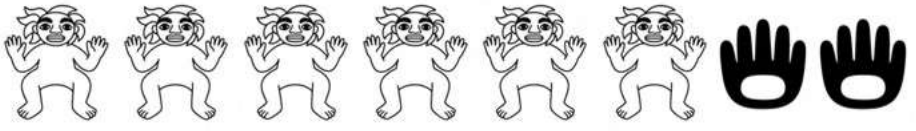
Tlingit Counting Using Hands and People

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

For example, 58 salmon strips could be tracked as two "persons" (40) + three "hands" (15) + three singles (tléix' each).

 = 5

 = 20

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

Name: _____ 6

Curriculum Connection
N.1

Tlingit Counting Using Hands and People

Instructions Draw the symbols to represent the numbers in Tlingit

 = 20

 = 5

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

Name: _____ 7

Curriculum Connection
N.1

Tsimshian Counting: Three Systems

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

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

For example, the word for "two" is gu'pl for things, t'a̱pxaat for animals/flat things, and t'apx[illegible] for people.

Refere[illegible]he reference table to answer the questions on the next page.

#	Ge[illegible]rs	Animals, Flat Objects	Humans
1	k'u[illegible]	k'yaak	k'ool
2	gu'pl	[illegible]	t'apxaduul
3	k'wili	gwü[illegible]	gwüloon
4	txaalpx	txaalpx[illegible]	[illegible]xdool
5	kwstuuns	kwstuuns	[illegible]
6	k̲'oolt	k̲'oolt	k̲[illegible]dool
7	t'a̱pxoolt	t'a̱pxoolt	t'a̱pxaldool
8	yukwdeelt	k̲'andoolt	yukwła'adool
9	kstimoos	kstimoos	ksta̱masool
10	kpiil	k'yap	kpool

Name: _____ 8

Curriculum Connection
N.1

Tsimshian Counting: Three Systems

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

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

Name: _____ 9

Curriculum Connection
N.1

Place Value Chart

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

Part 1 Fill in the place value charts below

1) 347 284

Hundr	Ten Thousands	Thousands	Hundreds	Tens	Ones

2) 684 139

Hundred Thousand	T	Thousands	Hundreds	Tens	Ones

247

Hundred Thousands	Ten Thousands	Th nds	eds	Tens	Ones

4) 405 729

Hundred Thousands	Ten Thousands	Thousands	Hund	Ones

Part 2 Which place value is the underlined number?

1) 724 8<u>3</u>2 Tens	2) 727 53<u>4</u>	3) 3<u>2</u>6 291
4) <u>8</u>32 467	5) 232 <u>8</u>52	6) 93<u>5</u> 284
7) 2<u>9</u>2 423	8) 17<u>3</u> 344	9) <u>9</u>03 032

Name: _____ 10

Curriculum Connection
N.1

Place Value – How Many ...

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

Part 1 Fill in the table below

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

Part 2 Fill in the blanks with the missing number

1) 242 323 = 200 000 + 40 000 + _____ + 300 + 20 + 3
2) 843 781 = 800 000 + _____ + 3 000 + 700 + 80 + 1
3) 729 458 = _____ + 20 000 + 9 000 + 400 + 50 + 8
4) 417 383 = 400 000 + 10 000 + 7 000 + 300 + _____ + 3
5) 306 739 = 300 000 + 0 + 6 000 + _____ + 30 + 9

Name: _____ 11

Curriculum Connection
N.1

Place Value – World Problems

Questions | Answer the word problems below

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

2) My numb[illegible]re[illegible]usands, 7 ones, 2 more hundreds than ones, half as many te[illegible]nds a[illegible]d thousands, 2 tens, and 5 thousands. What is my number?

3) My number has 5 ones, 3 thousands, twice [illegible]nan[illegible]f[illegible]usands as thousands, 4 ten thousands, half as many hun[illegible]s[illegible]en tho[illegible]s, and 9 tens. What is my number?

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

Name: _____ 12

Curriculum Connection
N.1

Expanded Form

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

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

1) 500000 + 30000 + 1000 + 400 + 80 + 3	2) 200000 + 10000 + 2000 + 600 + 50 + 2
3) 200000 + 60000 + 4000 + 70 + 5	4) 400000 + 10000 + 4000 + 800 + 50 + 7
5) 300000 + 50000 + 2000 + 90 +	6) 900000 + 20000 + 4000 + 600 + 20 + 5

Part 2 What is the expanded form of the numbers b

1) 351 347
2) 298 447
3) 978 482
4) 758 318
5) 647 207

Exit Cards

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

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____

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

700000 + 60000 + 1000 + 200 + 40 + 1

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

591 349

Name: _____ 17

Curriculum Connection
N.1

Written Form

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

Part 1

Write the standard form of the written words below

1) Six h… thousand, two hund…	2) Nine hundred sixty-eight thousand, three hundred fifteen.
3) Seven hundre… thousand, six hundr…	4) Eight hundred thirty-seven thousand, five hundred thirty-nine.
5) Four hundred eighty thousand, on… hundred ninety-nine.	Thr… ndred seventeen thousand, seven… sixty-four.

Part 2

Write the written form of the numbe…

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

Name: _____ 18

Curriculum Connection
N.1

Task Cards: Place Value

Objective

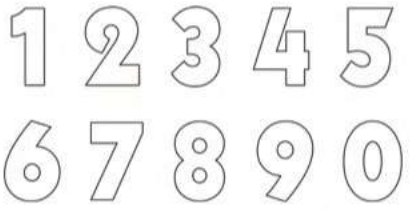
What are we learning about?

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

Materials

What you will need for the activity.

- 2(t
- S te sheet for answers
- Pen



Instructions

f ou w n the activity

1. Begin by explaining the c of p d the importance of understanding how numbers are constructe in st m.
2. Organize the students into pairs and provide e air t eir sets of task cards.
3. Give each pair an answer recording sheet to do p es.
4. Encourage teamwork by having students collaborat ir p on finding solutions.
5. Allow students to select any task card to begin with, emphasizing tha an complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging patterns and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Name: ______________________

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

Card 1:
Six hundred forty-one thousand, two hundred fifty-nine

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

Card 5:
What is the expanded form of the number below?

591,349

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

Card 2: [illegible]
(4 x 100 000) [illegible] 0) + [illegible] 000) +
(7 x 1[illegible] 5 x 1[illegible]

a) 425,[illegible]
b) 425,750
c) 452,705

Card 6:
Two hundred nine thousand, three hundred forty-five

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

Card 3:
432,730

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

Card 7:
Seven [illegible] seven[illegible] thousand, s[illegible]d t[illegible]fiv[illegible]

a) 7[illegible]
b) 772,26[illegible]
c) 772,65[illegible]

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

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

Card 8:
Fifty-eight thousand, ninety

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

Name: _____ 21

Curriculum Connection
N.1

Task Cards | Cut out the task cards below

Card 17:
What is the expanded form of the number below?

745,210

a) 700,00 40,000 + 5,000 + 200 + 10
b) 700,00 00 + 50,000 + 200 + 10
c) 700, 5,000 + 2,000 + 10

Card 21:
(7 x 100 000) + (4 x 10 000) + (5 x 1 000) + (9 x 100) + (2 x 10)

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

Eight hund four hun ty-si

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

Card 22:
654,321

600,000 + 50,000 + 4,000 + 30 + 20 + 1
00,000 + 50,000 + 4,000 + 300 + 20 + 1
00 + 50,000 + 40,000 + 300 + 20 + 1

Card 19:
Six hundred ninety thousand, eight hundred twenty-three

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

Card 2
67,4

a) 500,000 + 60,000 2
b) 500,000 + 60,000 + 30 + 2
c) 500,000 + 60,000 + 7,00 00 + 30 + 2

Card 20:
Forty-seven thousand, three hundred twelve

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

Card 24:
My number has 2 hundred thousands, 4 ones, 3 more hundreds than ones, twice as many ten thousands as hundred thousands, 1 ten, and 6 thousands. What is my number?

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

Name: _____ 22

Curriculum Connection
N.1

Task Cards: Place Value

Answers | Record your answers below

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

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

Standard Form

Words

nded Form

Place Valu ha

Hundred Thousands	Ten Thousands	Thousand	dred	ns	Ones

Pictures

Name: _____ 29

Curriculum Connection
N.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

548 782

H Th	Te	Th	H	T	O

Write the value of the underlined digit

1) 5<u>4</u>8 782 = _____

2) 548 7<u>8</u>2 = _____

3) <u>5</u>48 782 = _____

4) 54<u>8</u> 782 = _____

Fill in the blank[illegible]ing th[illegible]ed form below

_____ + _____ + _____ + _____ + _____

Fill in the pattern below

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

Fill in the pattern below

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

Fill in the pattern below

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

Compare using <, >, or =

548 782	548 795
515 315	548 782
548 782	523 346
588 325	548 782
508 237	548 782

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

Name: _____ 31

Curriculum Connection
N.1

Place Value - Number Breakdown

Questions | Fill in the blanks below

Number Breakdown

1 000 000

M	H	Th	Th	H	T	O

Write the value of the underlined digit

1) 1 0<u>0</u>0 000 = _____

2) <u>1</u> 000 000 = _____

3) 1 000 0<u>0</u>0 = _____

4) 1 <u>0</u>00 000 = _____

Fill in the blanks ing th d form below

_____ + _____ + _____ + _____ + _____ + _____

Fill in the pattern below

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

Fill in the pattern below

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

Fill in the pattern below

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

Compare using <, >, or =

1 000 000	999 999
955 309	1 000 000
199 900	1 000 000
1 000 000	911 099
1 000 000	674 351

1 000 000	+ 10	
1 000 000	+ 100	
1 000 000	+ 10 000	
1 000 000	- 1 000	
1 000 000	- 10 000	

Name: _____ 32

Curriculum Connection
N.1

Place Value Quiz

Part 1 — Fill in the place value charts below

1) 143 638

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

2) 346 195

Hun Thou	Ten Thou	Thou	Hun	Tens	Ones

Part 2 — Which [illegible]e is the underlined number?

1) 2<u>3</u>2 632	[illegible]	3) <u>4</u>95 595
4) <u>5</u>18 317	[illegible]	6) 934 2<u>3</u>4

Part 3 — Fill in the table below

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

Part 4 — What is the standard form of the numbers below?

1) 300 000 + 20 000 + 7 000 + 100 + 40 + 7	2) 900 000 + 80 000 + 4 000 + 500 + 30 + 8

Curriculum Connection
N.1

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

1) 372 285

2) 512 383

3) 784 178

Part 6 the standard form of the written words below

1) Fou dred x thousand, two hund ed tw

2) Seven hundred eighty-nine thousand, two hundred seventy-four

Part 7 Write the w rm bers below

1) 337 284

2) 716 517

Part 8 Solve the riddles

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

2) My number has 2 hundred thousands, 6 tens, 2 more ten thousands as tens, 5 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

Name: _____ 34

Curriculum Connection
N.1

Counting to 100 000 by 5 000

Part 1 Count by 5 000

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

Part 2 Fill in the blanks counting by 5000 starting with different numbers

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

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

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

4) 57000, _____, _____, _____, _____, _____

Name: _____ 37

Curriculum Connection
N.1

Comparing Numbers

626 335  923 615	834 351  236 289	132 683  132 683

Part 1 Compare the following numbers

1) 663 189 [ ] 010	2) 263 447 [ ] 313 350	3) 631 203 [ ] 631 294
4) 135 437 [ ]	5) [ ] 742 753	6) 362 149 [ ] 365 000
7) 532 842 [ ] 532 312	9) [ ] 50 393	9) 544 879 [ ] 544 879
10) 235 441 [ ] 237 391	11) 923 383 [ ]	12) [ ] 274 371

Part 2 Write - Greater than, Equal to, Less t

1) 173 365 is _____ 141 537 Greater than	2) 162 116 is _____ 12 _____
3) 438 406 is _____ 453 293 _____	4) 754 361 is _____ 754 361 _____
5) 874 335 is _____ 874 432 _____	6) 435 114 is _____ 445 115 _____

Exit Cards

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

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

d) 853 915 ☐ 851 472

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

d) 853 915 ☐ 851 472

Name: _____

Compare the following numbers.

a) 765 673 ☐ 599 120

b) 406 232 ☐ 346 185

c) 269 847 ☐ 457 561

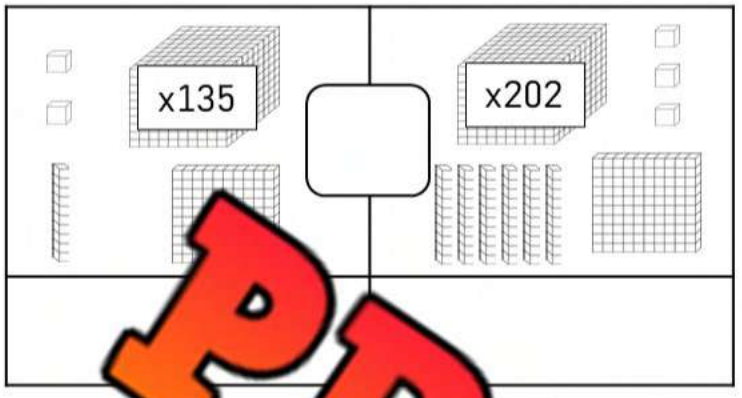
d) 853 915 ☐ 851 472

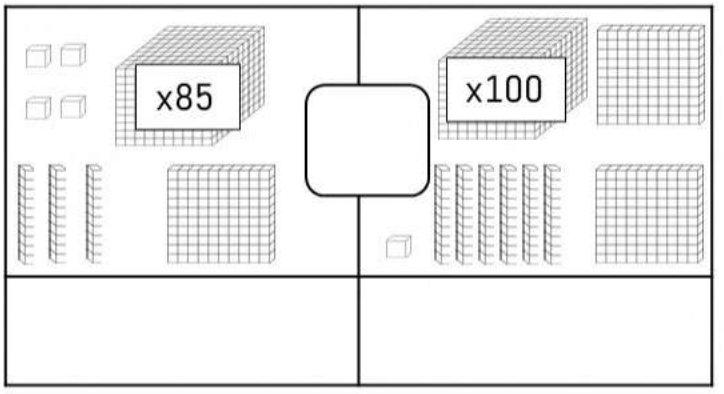
Name: _____ 39

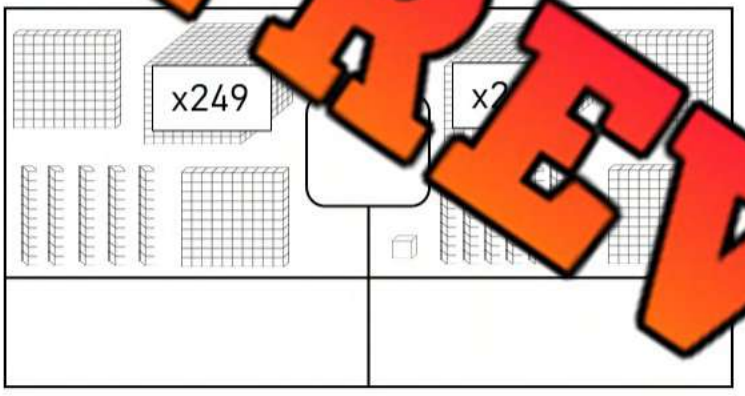
Curriculum Connection
N.1

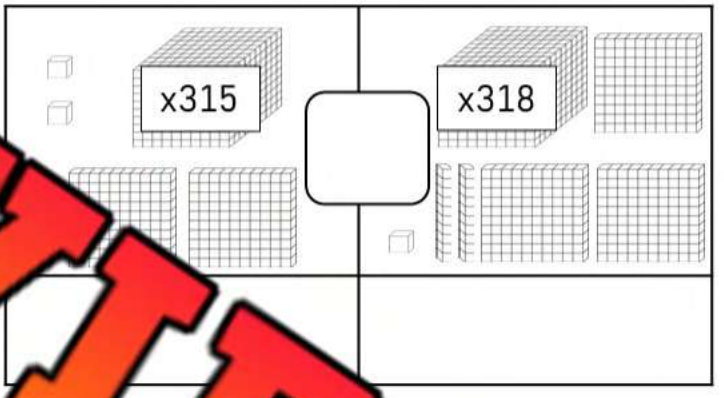
Comparing Base Ten Blocks

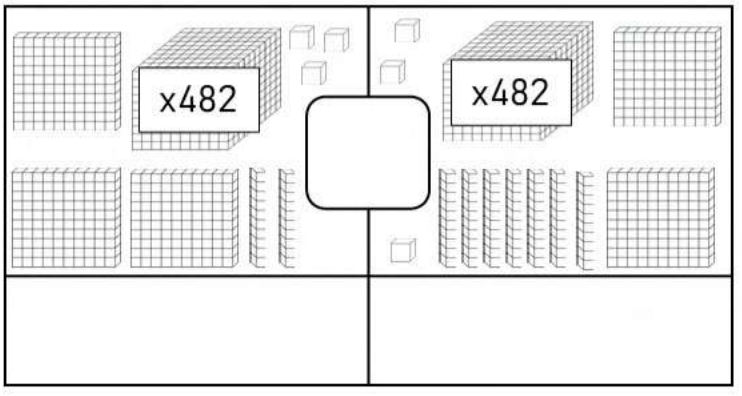
Questions Compare the number of base ten blocks below

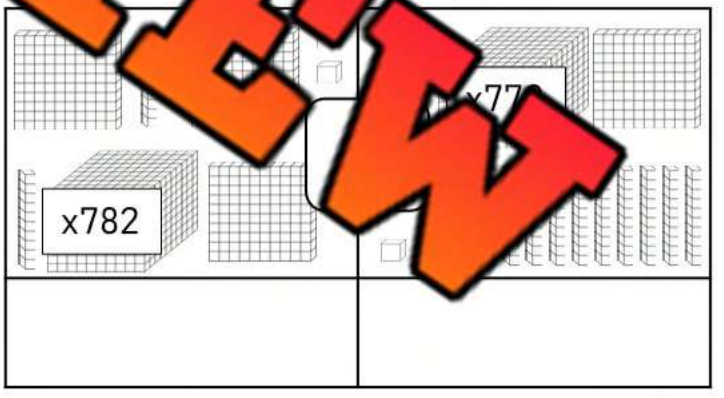


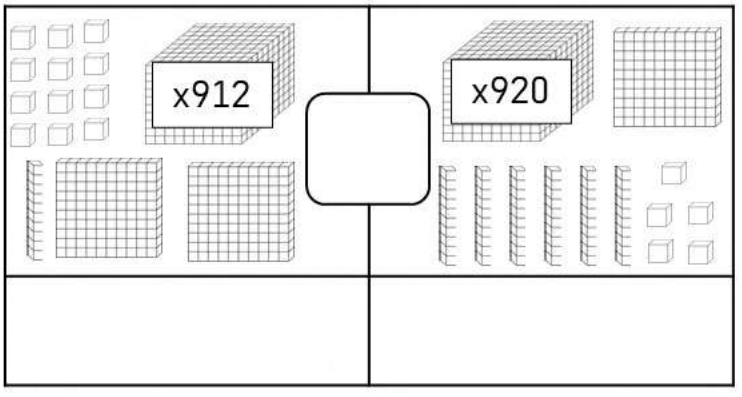


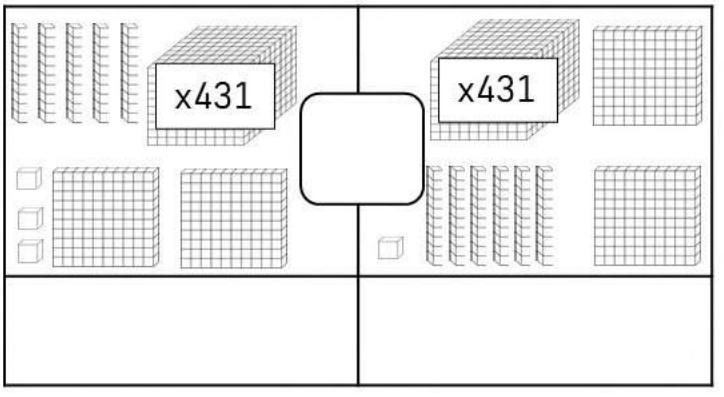












Name: _____ 40

Curriculum Connection
N.1

Comparing Numbers

18 625, 35 251, 18 323, 34 482 Least to Greatest 18 323, 18 625, 34 482, 35 251	245 871, 189 784, 324 845, 189 218 Greatest to Least 324 845, 245 871, 189 784, 189 218

Part 1 Order the numbers below from least to greatest

148 875, 151 785, 148 982, 151 658

_____, _____, _____, _____

94 15 712, 613 258, 451 874

_____, _____

945 254, 955 728 7 36 445

_____, _____, _____

Part 2 Order the numbers below from greatest t

314 854, 341 785, 341 235, 314 824

_____, _____, _____, _____

264 872, 298 412, 299 452, 278 258

_____, _____, _____, _____

581 775, 538 785, 581 655, 538 999

_____, _____, _____, _____

Name: _____ 43

Curriculum Connection
N.2

Place Value Using Decimals

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

PLACE VALUE							
9		3	1	.	6	4	2
Thou	re	ens	Ones	Decimal	Tenths	Hundredths	Thousandths

Part 1

...f the place value for the underlined number?

1) 7 72**8**.122		3) 4 35**2**.427	4) 1 713.68**8**
5) 6 412.**4**33	6) 2 45**4**.72	7) ...**2**6	8) 4 **3**57.926
9) 2 364.52**1**	10) 7 247.71**1**	...2.5...	...2) 2 4**7**9.542

Part 2

Fill in the place value table for the numbers below

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

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

Name: _____ 49

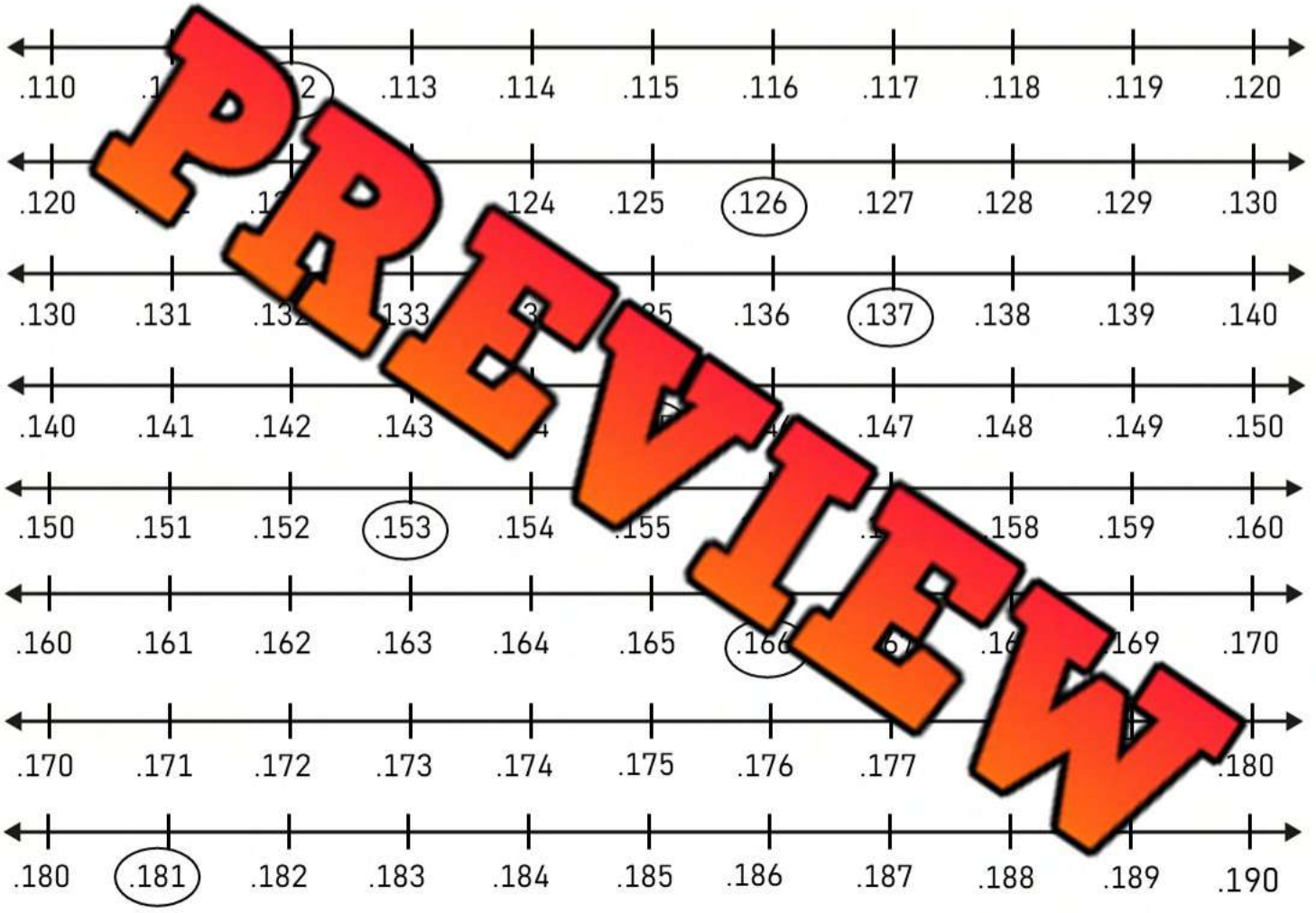
Curriculum Connection
N.2

Rounding Decimal Numbers - Nearest Hundredths

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Part 1 Round the decimal number to the nearest hundredths. Circle the answer



Part 2 Answer the word problems below

1) Joel ran the 100m race in 12.743 seconds. What was his time to the nearest hundredth?

2) Sam's pencil is 10.359cm long. How long is his pencil to the nearest hundredth?

Name: _____ 50

Curriculum Connection
N.2

Rounding Decimal Numbers - Nearest Hundredths

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest hundredth
0.753 → 0.75
22.745 → 22.75

Part 1 Round the decimal number to the nearest hundredth

1) 0.825 → _____	2) 0.[illegible] → _____	3) 0.227 → _____
4) 0.346 → _____	5) 0.[illegible]	6) 0.103 → _____
7) 0.182 → _____	8) 0.189 → _____	9) 0.338 → _____

Part 2 Round the following decimal numbers to the nearest hundredth

1) 2.843 → _____	2) 2.346 → _____	3) 5.31[illegible] → _____
4) 4.426 → _____	5) 3.244 → _____	6) 7.755 → _____
7) 13.271 → _____	8) 15.844 → _____	9) 19.945 → _____
10) 25.841 → _____	11) 34.911→ _____	12) 23.217 → _____
13) 41.439 → _____	14) 52.278 → _____	15) 77.213 → _____

Name: _____ 51

Curriculum Connection
N.2

Converting Fractions and Decimals

Part 1 Fill in the table with the converted decimal and fraction.

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

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

Part 2 Convert the following fractions and decimals.

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

Exit Cards

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

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
/100	
	0.3

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____

Fill in the table with the converted decimal and fraction.

Fraction	Decimal
5/100	
28/100	
	0.37
	0.79

Convert the following fractions and decimals.

0.42 = /100	78/100 =

Name: _____ 53

Curriculum Connection
N.2

Fraction/Decimal Bottle Flip Challenge

Objective What are we learning about?

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

Materials What you will need for the activity.

- Pla bottles ir/group) filled to approximately one-third with water (or use cups w
- Set of fract cimal on question cards
- Answer sheet h gr

Instructions How you w ple

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

Name: _____ 54

Curriculum Connection
N.2

Questions | Cut out the questions below and use for the game

1. 95/100 = _____	2. 45/100 = _____	3. 32/100 = _____	4. 87/100 = _____
5. 23/100 = _____	6. 56/100 = _____	7. 91/100 = _____	8. 78/100 = _____
9. 12/100 = _____	10. 99/100 = _____	11. 48/100 = _____	12. 33/100 = _____
13. 71/100	14. 84/100 = _____	15. 50/100 = _____	16. 27/100 = _____
17. [illegible]	[illegible]/100 = _____	19. 75/100 = _____	20. 53/100 = _____
21. Out of 100 [illegible] 60 were driven [illegible] the highway. What [illegible] the fraction and decimal for the miles driven on the highway?	[illegible]. A bo[illegible]41 [illegible]ut of [illegible] [illegible] th[illegible]io[illegible] and decim[illegible]e illustrated pages?	23. Out of 100 contestants, 29 finished the race. [illegible]hat is the fraction [illegible]ecimal for the [illegible]ts who [illegible]nishe[illegible]	24. A pie was cut into 100 slices, and 93 were eaten. What is the fraction and decimal for the slices eaten?
25. Out of 100 days, 72 were sunny. What is the fraction and decimal for the sunny days?	26. A task was completed 38 out of 100 times. What is the fraction and decimal for the tasks completed?	27. [illegible]l was [illegible]f 100 gall[illegible]. W[illegible]e fraction[illegible] decimal for [illegible] gallons filled?	28. Out of 100 [illegible]tudents, 90 [illegible]nded the class. W[illegible] the fraction [illegible]ecimal for the [illegible]
29. Out of 100 attempts, 81 were successful. What is the fraction and decimal for the successful attempts?	30. A field was planted with 46 out of 100 seeds. What is the fraction and decimal for the seeds planted?	31. A lake has 30 out of 100 fish of a certain species. What is the fraction and decimal for this species of fish?	32. [illegible] 100 photos taken, 22 were selected. What is the fraction and decimal for the selected photos?
33. A shipment contained 49 out of 100 packages. What is the fraction and decimal for the packages shipped?	34. A score of 77 out of 100 was achieved in a game. What is the fraction and decimal for the score?	35. A garden has 62 out of 100 flowers blooming. What is the fraction and decimal for the blooming flowers?	36. Out of 100 balloons, 95 were inflated. What is the fraction and decimal for the balloons inflated?

Name: _____ 55

Curriculum Connection
N.2

Fraction and Decimal Bottle Flip Challenge

Answers | Record your answers below

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

13	
14	
15	
18	
19	
20	
21	
22	
23	
24	

25	
26	
27	
28	
29	
30	
2	
33	
34	
35	
36	

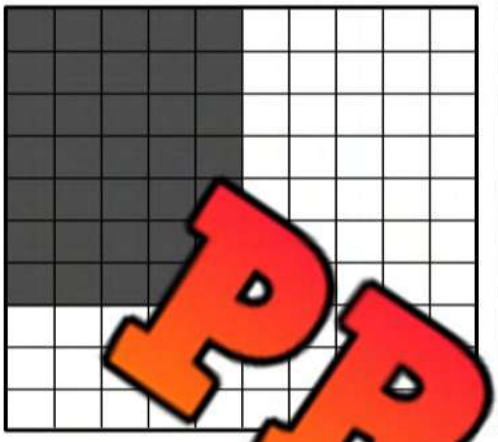
Successful Flips	

Name: _____ 56

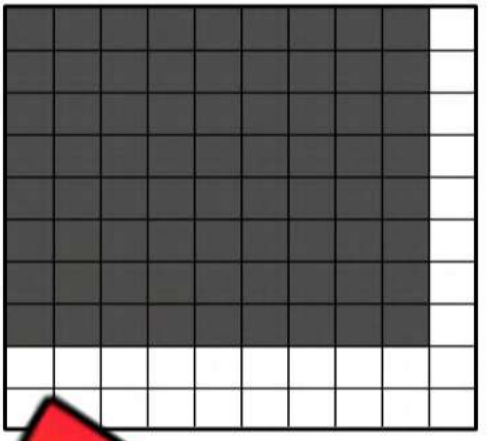
Curriculum Connection
N.2

Fractions and Decimals

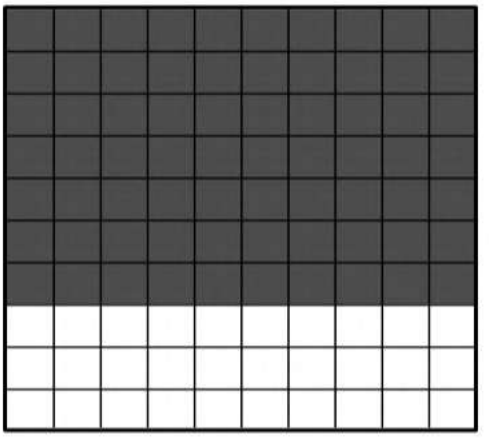
Part 1 What fraction and decimal of the array is shaded in?



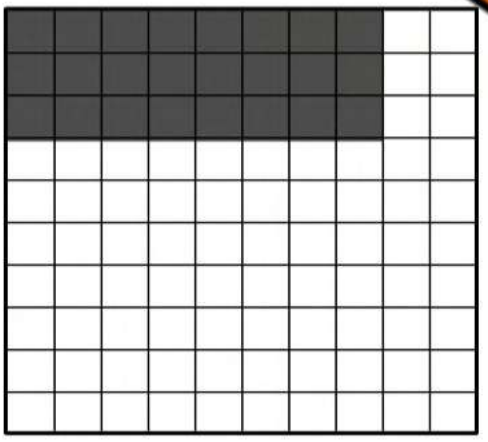
Fraction	Decimal



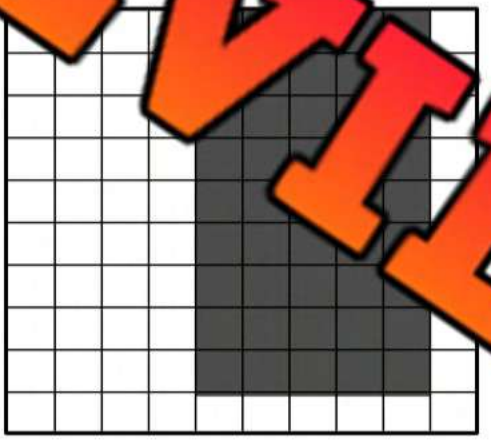
Fraction	Decimal



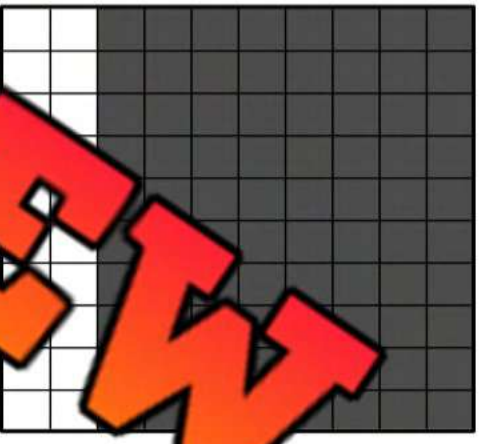
Fraction	Decimal



Fraction	Decimal



Fraction	Decimal



Fraction	Decimal

Part 2 Answer the word problems below

1) Steve got 89 out of 100 on his math test. What fraction did he get on his test?

2) Gerry scored 11 out of 40 of his three-point shots. What decimal of three points shots did he make?

Name: _____ 58

Curriculum Connection
N.2

Converting Fractions and Decimals

Part 1 Fill in the table with the converted decimal and fraction

Fraction	Decimal
100/1000	
200/1000	
	0.300
/10	
00/	
	.700
	0
900/1000	
	1.000

Part 2 Convert the following fractions and decimals

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

Name: _____ 59

Curriculum Connection
N.2

Comparing Decimals

Part 1 — Compare the following numbers

1) 0.157 < 0.232	2) 0.372 ☐ 0.921	3) 0.347 ☐ 0.338
4) 0.257 ☐ 0.253	5) 0.264 ☐ 0.812	6) 0.567 ☐ 0.521
7) 0.157 ☐ [illegible]	[illegible] ☐ 0.462	9) 0.328 ☐ 0.724
10) 0.157 ☐ 0.152	[illegible]	12) 0.349 ☐ 0.812
13) 0.157 ☐ 0.159	14) 0.927 ☐ [illegible]	[illegible] ☐ 0.532

Part 2 — Compare the following numbers

1) Nick and Ryan both ran in the 200-metre race last week. Nick ra[illegible] 34.413 seconds and Ryan ran it in 34.903 seconds. Who ran it faster?

2) Lamelo Ball scores 18.721 points a game while his brother Lonzo Ball scores 18.217 points a game. Who scores more points a game?

3) Jacob jumped 3.783m in long jump. Owen jumped 3.859m. Who jumped further?

Name: _____ 60

Curriculum Connection
N.2

Ordering Decimals

0.2721, 0.1215, 0.5487, 0.9232 Least to Greatest 0.1215, 0.2721, 0.5487, 0.9232	5.2242, 0.3263, 6.9317, 8.5229 Greatest to Least 8.5229, 6.9317, 5.2242 0.3263

Part 1

Order the numbers below from least to greatest

1) 0.453, 0.357, 0.113

_____, _____, _____, _____

2) 0.478, 0.139, 0.428, 0.404

_____, _____, _____, _____

3) 0.621, 0.6 2, 0

_____, _____, _____, _____

4) 1.434, 2.416, 1.447, 2.412

_____, _____, _____, _____

5) 11.463, 11.493, 24.565, 24.682

_____, _____, _____, _____

6) 5 51.215, 54.128, 51.412

_____, _____, _____, _____

Part 2

Order the numbers below from great eas

1) 0.225, 0.641, 0.703, 0.622

_____, _____, _____, _____

2) 0.371, 0.383, 98

_____, _____, _____, _____

3) 1.413, 1.629, 1.723, 1.532

_____, _____, _____, _____

4) 2.182, 2.181, 1.715, 1.762

_____, _____, _____, _____

5) 14.851, 14.729, 14.349, 15.238

_____, _____, _____, _____

6) 22.728, 19.625, 19.415, 19.371

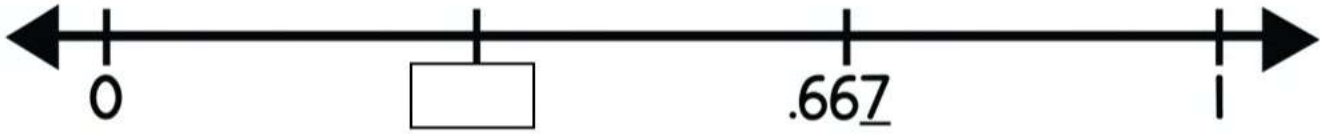
_____, _____, _____, _____

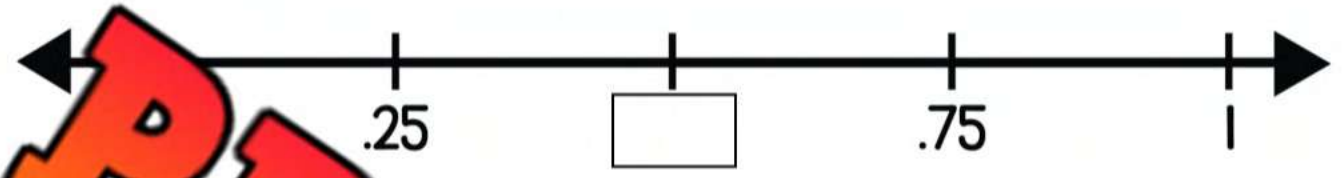
Name: _____ 66

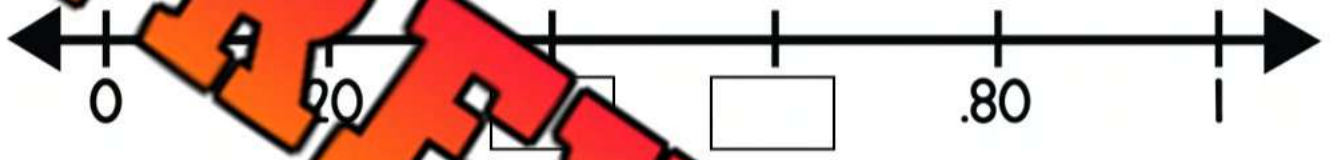
Curriculum Connection
N.2

Decimals on a Number Line

Questions Fill in the number lines below

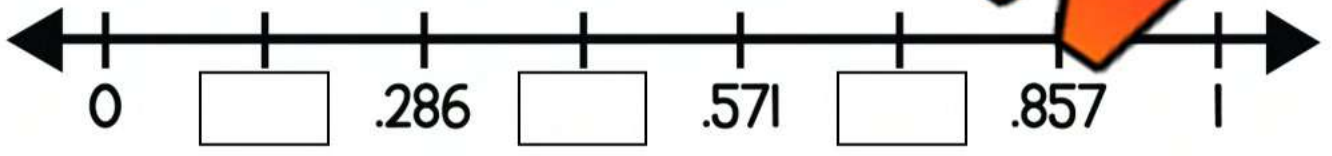
1) 

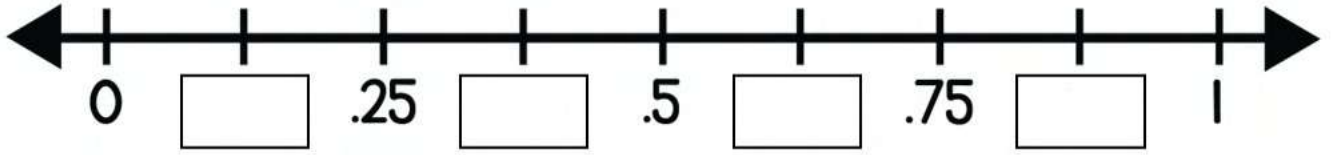
2) 

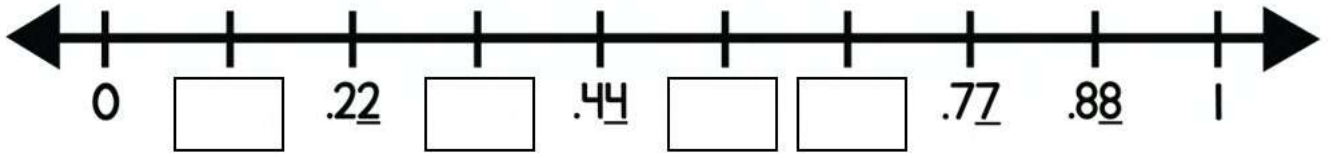
3) 

4) 

5) 

6) 

7) 

8) 

Name: _____ 67

Curriculum Connection
N.2

Generating Decimals Between Whole Numbers

Practice List at least three decimals between the numbers

1)

Decimals

2)

Decimals

3)

Decimals

Word Problems Solve the riddles below

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

Curriculum Connection
N.2

Exit Cards

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

Name: ____________________

List three decimals between the numbers.

0.2 ⟷ 0.5

Decimals

0.65 ⟷ 0.67

Decimals

Name: ____________________

List three decimals between the numbers.

0.2 ⟷ 0.5

Decimals

0.65 ⟷ 0.67

Decimals

Name: ____________________

List three decimals between the numbers.

0.2 ⟷ 0.5

Decimals

0.65 ⟷ 0.67

Decimals

Name: ____________________

List three decimals between the numbers.

0.2 ⟷ 0.5

Decimals

0.65 ⟷ 0.67

Decimals

Name: _____ 77

Curriculum Connection
N.3

Fractions – Equal Parts

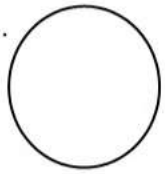
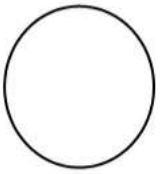
Fractions have two numbers that are important to remember. The **numerator** is the number on top and the **denominator** is the number on the bottom.

$\frac{3}{4}$ → Numerator – How many parts you have

$\frac{3}{4}$ → Denominator – The total number of parts in the whole

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

Part 1 – Drawing fractions
- First draw the denominator. Remember to split the denominator equally!
- Then shade in the value of the numerator – How many parts you're getting.

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

Part 2 — Answer the word problems below

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

_____

2) What do you notice about ½ and ²⁄₄ from the questions above? Which amount of chocolate bar would you prefer - ½ or ²⁄₄?

_____

Name: _____ 79

Curriculum Connection
N.3

Comparing Common Denominators

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

For example:

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

Part 1 Compare the fractions using < > =

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

Part 2 Put the fractions in orde least atest

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

_____

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

_____

Part 3 Answer the word problem below

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

_____

Name: _____ 80

Curriculum Connection
N.3

Ordering Fractions with Common Denominators

Directions Put the fractions in order from least to greatest

1) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{0}{5}$ $\frac{4}{5}$ $\frac{3}{5}$ $\frac{5}{5}$

2) $\frac{7}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{2}{8}$ $\frac{1}{8}$

3) $\frac{4}{6}$ $\frac{3}{6}$ $\frac{2}{6}$ $\frac{6}{6}$ $\frac{5}{6}$

4) $\frac{9}{9}$ $\frac{6}{9}$ $\frac{3}{9}$ $\frac{1}{9}$

5) $\frac{3}{10}$ $\frac{8}{10}$ $\frac{10}{10}$ $\frac{7}{10}$

6) $\frac{6}{12}$ $\frac{9}{12}$ $\frac{10}{12}$ $\frac{7}{12}$ $\frac{4}{12}$ $\frac{2}{12}$

7) $\frac{1}{15}$ $\frac{9}{15}$ $\frac{10}{15}$ $\frac{4}{15}$ $\frac{5}{15}$ $\frac{8}{15}$

Name: _____ 82

Curriculum Connection
N.3

Comparing Benchmark Fractions - Halves

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

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

Part 1 Circle the fractions that are a half

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

Part 2 Circ... fracti... larger than a half

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

Part 3 Compare the fractions using...

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

Part 4 Answer the word problem below

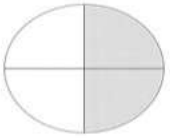
Sherry walked $\frac{6}{8}$ of a kilometre to school. Sara walked $\frac{2}{5}$ of a kilometre to school. Who walks further to school each day? How do you know?

Name: _____ 84

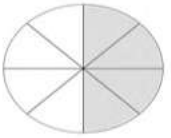
Curriculum Connection
N.3

Equivalent Fractions

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



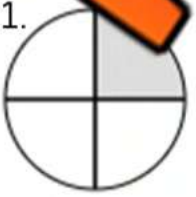
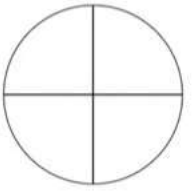
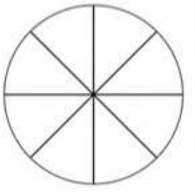
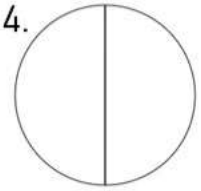
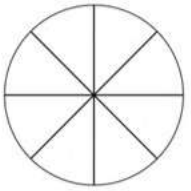
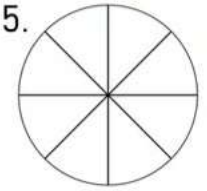
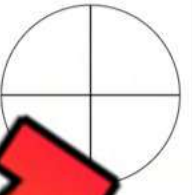
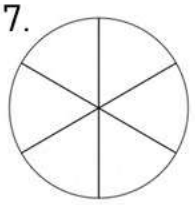
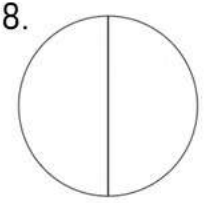
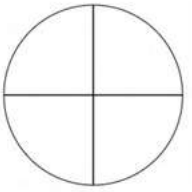
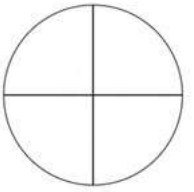
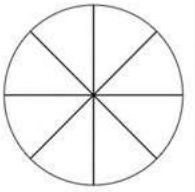
Pizza 1



Pizza 2

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

Question: Shade in the fraction and decide if they are equivalent

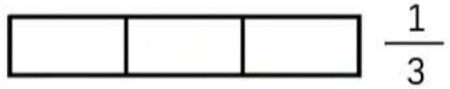
1.  $\frac{1}{4}$ Yes  $\frac{3}{6}$ (No)	2.  $\frac{2}{6}$ Ye  $\frac{1}{}$ N	3.  $\frac{3}{4}$ Yes  $\frac{5}{8}$ No
4.  $\frac{1}{2}$ Yes  $\frac{4}{8}$ No	5.  $\frac{2}{8}$ Yes  $\frac{2}{4}$ No	$\frac{}{3}$  $\frac{}{4}$ Yes No
7.  $\frac{3}{6}$ Yes  $\frac{1}{3}$ No	8.  $\frac{1}{2}$ Yes  $\frac{2}{4}$ No	9.  $\frac{3}{4}$ Yes  $\frac{6}{8}$ No

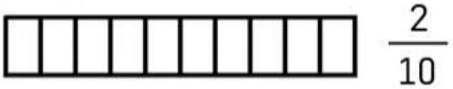
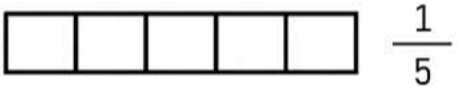
Name: _____ 85

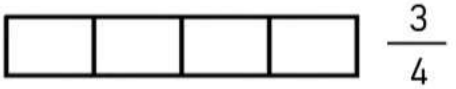
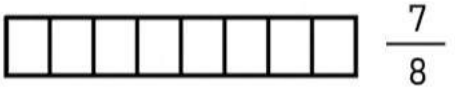
Curriculum Connection
N.3

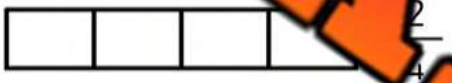
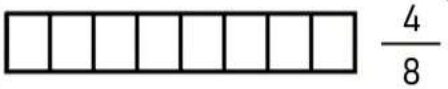
Equivalent Fractions

Questions Shade in the fraction and decide if they are equivalent

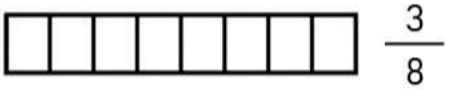
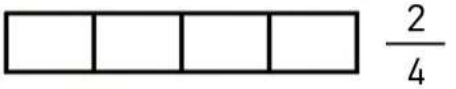
1.  $\frac{1}{3}$
 $\frac{2}{6}$
N

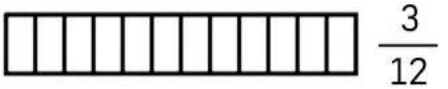
2.  $\frac{2}{10}$
 $\frac{1}{5}$
Yes No

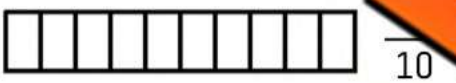
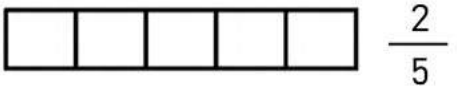
3.  $\frac{3}{4}$
 $\frac{7}{8}$
Yes No

4.  $\frac{2}{4}$
 $\frac{4}{8}$
Yes No

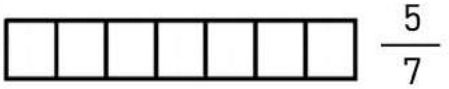
5.  $\frac{1}{6}$
 $\frac{3}{6}$
Yes N

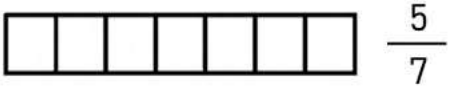
6.  $\frac{3}{8}$
 $\frac{2}{4}$
Yes No

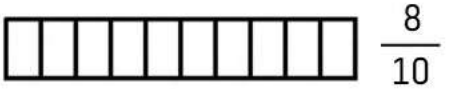
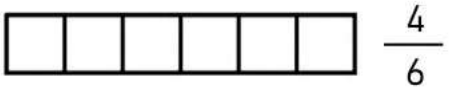
7.  $\frac{3}{12}$
 $\frac{1}{4}$
Yes No

8.  $\frac{}{10}$
 $\frac{2}{5}$
Yes No

 $\frac{1}{7}$
 $\frac{2}{14}$
Yes No

10.  $\frac{5}{7}$
 $\frac{10}{12}$
Yes No

11.  $\frac{10}{14}$
 $\frac{5}{7}$
Yes No

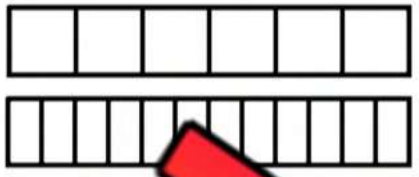
12.  $\frac{8}{10}$
 $\frac{4}{6}$
Yes No

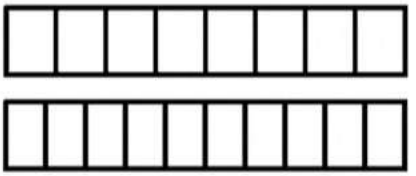
Name: _____ 86

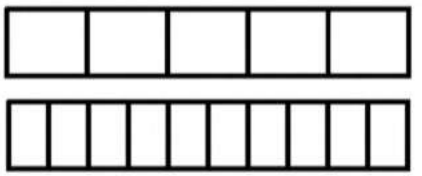
Curriculum Connection
N.3

Equivalent Fractions

Questions Compare the fractions using < > =

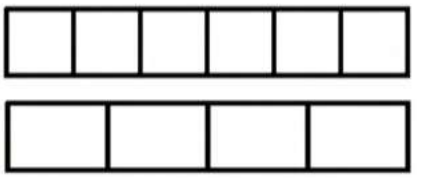
1. 
$\frac{2}{\square}$

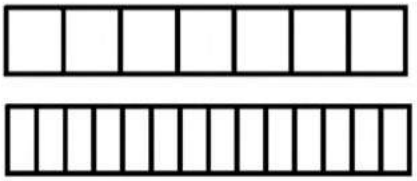
2. 
$\frac{4}{8} \square \frac{6}{10}$

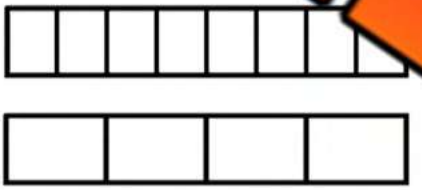
3. 
$\frac{1}{5} \square \frac{2}{10}$

4. 
$\frac{2}{3} \square \frac{3}{4}$

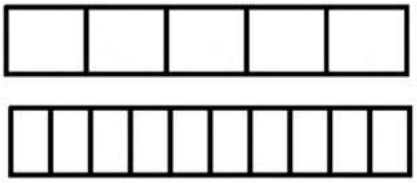
5. 
$\frac{3}{12} \square$

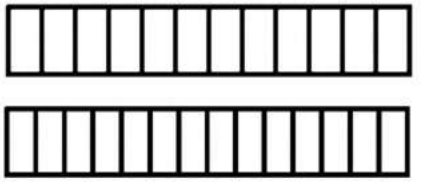
6. 
$\frac{4}{6} \square \frac{2}{4}$

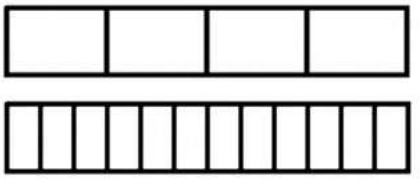
7. 
$\frac{5}{7} \square \frac{8}{14}$

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

9. 
$\frac{6}{8} \square \frac{4}{6}$

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

11. 
$\frac{6}{12} \square \frac{7}{14}$

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

Name: _____ 87

Curriculum Connection
N.3

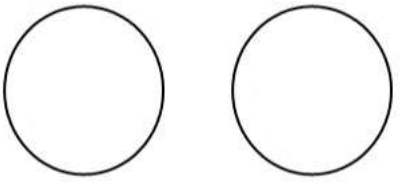
Equivalent Fractions

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

1. 

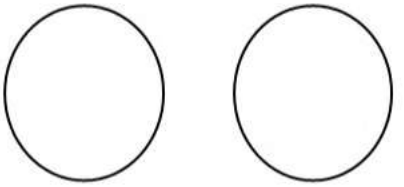
$\frac{1}{4}$ $\frac{2}{6}$

Yes No

2. 

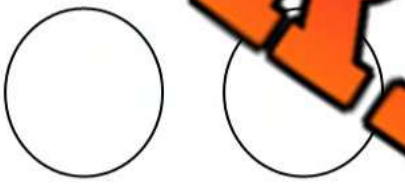
$\frac{3}{6}$ $\frac{2}{3}$

Yes No

3. 

$\frac{1}{4}$ $\frac{2}{8}$

Yes No

4. 

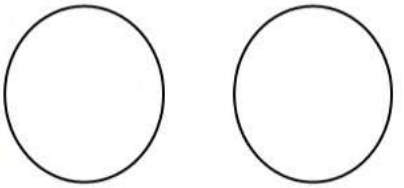
$\frac{3}{4}$ $\frac{5}{8}$

Yes No

5. 

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

Yes

6. 

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

No

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

$\frac{2}{6}$

Yes No

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

$\frac{4}{4}$

Yes No

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

$\frac{2}{6}$

Yes No

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

$\frac{3}{6}$

Yes No

11. $\frac{2}{5}$

$\frac{5}{10}$

Yes No

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

$\frac{4}{6}$

Yes No

Name: _____ 90

Curriculum Connection
N.3

Equivalent Fractions

Questions | Write your own equivalent fractions

1) $\frac{2}{3}$ = ___ = ___ = ___ = ___ = ___ = ___

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

3) $\frac{5}{7}$ = ___ = ___ = ___ = ___ = ___ = ___

4) $\frac{2}{9}$ = ___ = ___ = ___ = ___ = ___ = ___

5) $\frac{5}{6}$ = ___ = ___ = ___ = ___ = ___ = ___

6) $\frac{4}{9}$ = ___ = ___ = ___ = ___ = ___ = ___

7) $\frac{3}{5}$ = ___ = ___ = ___ = ___ = ___ = ___

8) $\frac{7}{10}$ = ___ = ___ = ___ = ___ = ___ = ___

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Curriculum Connection
N.3

Memory Game: Matching Equivalent Fractions

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Mem y gam ach card will have a different fr at can hed to another fraction
- A small table or clear the

Instructions

How you will compl e activ

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

Name: _____ 94

Curriculum Connection
N.3

Cards | Memory Game Cards

1/8	3/24
2/8	9/24
5/8	15/24
7/8	14/16
1/10	4/40

Name: _____ 95

Curriculum Connection
N.3

Cards | Memory Game Cards

3/10	9/30
7/10	14/20
9/10	18/20
2/7	6/21
3/7	9/21

Name: _____ 98

Curriculum Connection
N.4

Ordering Decimals and Fractions

Instruction Put the decimals and fractions in order from least to greatest

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

2) [illegible], $\frac{7}{8}$

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

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

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

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

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

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

[illegible] $\frac{1}{[illegible]}$, 0.713, 0.05, $\frac{3}{4}$

10) [illegible], $\frac{7}{8}$

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

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

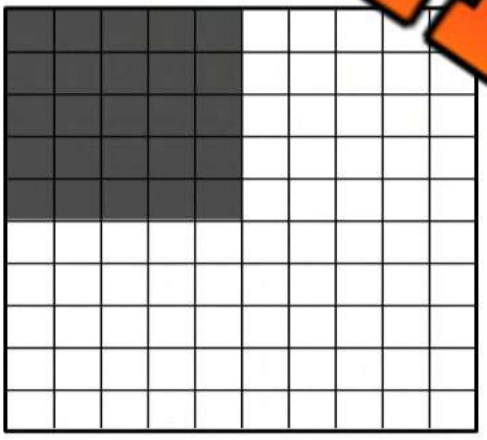
Name: _____ 99

Decimals and Fractions Quiz

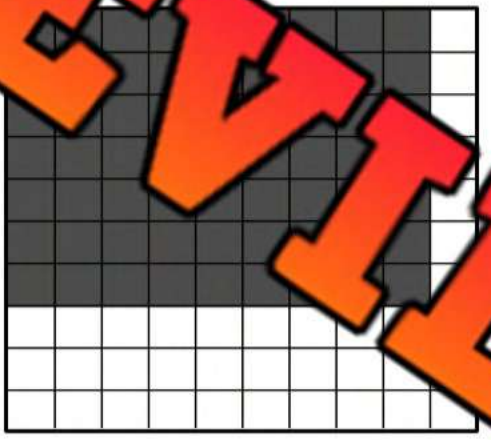
Part 1 What is the name of the place value for the underlined number?

1) 7 728.122	2) 1 563.422	3) 4 352.427	4) 1 713.688
5) 6 412	6) 2 454.723	7) 8 214.326	8) 4 357.926

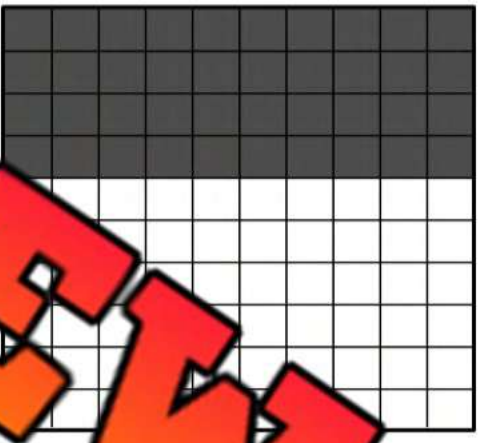
Part 2 Wr[illegible]on an[illegible]l of the array is shaded in?



Fraction	Decimal



Fraction	Decimal



F[illegible]ion	Decimal

Part 3 Circle the larger value

1) 0.450 $\frac{5}{6}$	2) $\frac{2}{8}$ $\frac{3}{5}$	3) 0.20 $\frac{4}{8}$	4) $\frac{4}{6}$ 0.201
5) 0.60 $\frac{1}{4}$	6) 0.25 $\frac{6}{8}$	7) $\frac{2}{5}$ 0.750	8) $\frac{1}{8}$ 0.481

Part 4 Write 3 equivalent fractions for the following fractions

$\frac{1}{2}$
$\frac{1}{4}$
$\frac{1}{5}$
$\frac{1}{6}$

Part 5 Round the decimal nu[illegible]est hundredth

1) 0.425 → _____	2) 0.859 → _____	[illegible] → _____
4) 0.568 → _____	5) 0.237 → _____	6) 0.[illegible]
7) 4.291 → _____	8) 7.124 → _____	9) 12.313 → _____

Part 6 Write the decimals below – use a line to show repeating decimals

1) $\frac{1}{3}$ =	2) $\frac{6}{10}$ =	3) $\frac{4}{8}$ =
4) $\frac{2}{3}$ =	5) $\frac{8}{11}$ =	6) $\frac{3}{9}$ =

Name: _____ 102

Curriculum Connection
N.4

Counting Coins – Adding Decimals

 = $0.25  = $0.10  = $0.05

= $0.25

Questions

Count the money in each box

1) _____ 3) _____

4) _____ 5) _____

7) _____ 8) _____ 9) _____

10) _____ 11) _____ 12) _____

Name: _____ 104

Curriculum Connection
N.4

Counting Canadian Coins


= 100¢ or $1.00


= 10¢ or $0.10


5¢ or $0.05


= 200¢ or $2.00


= 25¢ or $0.25


25¢ or $0.25

Questions: Count the coins below


1) _____¢ or $ _____


2) _____¢ or $ _____


3) _____¢ or $ _____


4) _____¢ or $ _____


5) _____¢ or $ _____


6) _____¢ or $ _____


7) _____¢ or $ _____


8) _____¢ or $ _____


9) _____¢ or $ _____


10) _____¢ or $ _____


11) _____¢ or $ _____


12) _____¢ or $ _____

Exit Cards

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

Name: _____

Count the coins below

1) _____¢ or $ _____

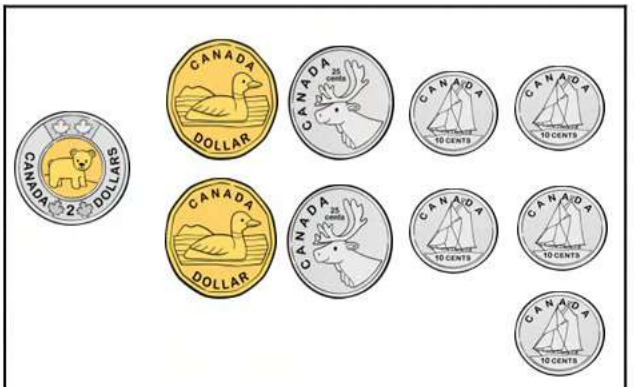
Name: _____

Count the coins below

_____¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

Count the coins b

1) _____¢ or $ _____

Name: _____ 106

Curriculum Connection
N.4

Mental Math – Adding Decimals – Place Value

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

5.54 + 3.72
0.04 + 0.02 = 0.06
0.5 + 0.7 = 1.20
5.00 + 3.00 = 8.00
0.06 + 1.20 + 8 = 9.26

34 + 1.45
0.05 = 0.09
0.70
2.00 +
0.09 +
3.7

3.67 + 4.22

5.25 + 4.63

16.46 + 5.23

25.46 + 12.32

26.37

28.56 + 13.26

36.34 + 23.26

Name: _____ 107

Curriculum Connection
N.4

Mental Math – Adding Decimals – Adding Chunks

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

5.53 + 3.74
5.53 + 3 = 8.53
8.53 + 0.7 = 9.23
9.23 + 0.04 = 9.27

3.32 + 2.45
[illegible] + 2 = 5.32
[illegible] 0.4 = 5.72
[illegible] 5.77

1.57 + 4.42

5.64 + [illegible]

14.53 + 6.34

18.43 + 14.24

[illegible]

34.56 + 12.36

42.53 + 35.42

Name: _____ 110

Curriculum Connection
N.7

Adding Decimals – Thousandths – No Regrouping

Instruction Use the standard algorithm to solve the addition problems below.

1) 53.131 + 32.[illegible]27	2) 44.553 + 21.225	3) 31.452 + 12.427	4) 56.132 + 31.313
5) 42.8[illegible] + 24.12	6) 43.[illegible]67 + 2[illegible]	7) 72.323 + 26.556	8) 31.255 + 41.103
9) 60.684 + 22.302	10) 44.297 + 32.602	11) [illegible].3 + 2[illegible]	12) 24.368 + 24.431
13) 32.384 + 15.314	14) 46.846 + 41.012	15) 38.348 + 41.641	[illegible].637 + 34.352
17) 63.246 + 4.413	18) 14.54 + 24.32	19) 63.672 + 36.124	20) 42.365 + 53.432

Name: _____ 112

Curriculum Connection
N.7

Adding Decimals - Regrouping

Part 1 Use the standard algorithm to solve the addition problems below.

1) 63.722 + 25.[illegible]43	2) 65.458 + 23.323	3) 38.345 + 26.537	4) 35.256 + 41.632
5) 26.[illegible] + 17.33[illegible]	6) [illegible]56[illegible]28 + 3[illegible]	7) 28.265 + 17.632	8) 66.574 + 29.213
9) 192.673 + 325.235	10) 374.214 + 53.523	11) 2[illegible].[illegible] + [illegible]3[illegible]	12) 652.514 + 95.337

Part 2 Answer the word problems below.

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

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

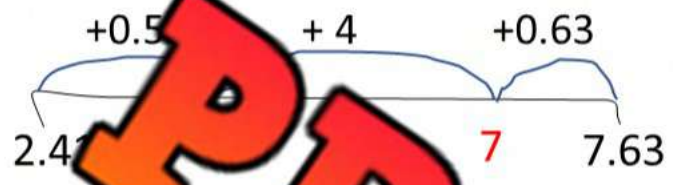
Name: _____ 114

Curriculum Connection
N.4

Mental Math – Subtracting Decimals – Counting Up

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

7.63 - 2.41



Answe = 0.5 .63 = 5.22

4.62 - 3.31

8.56 -

9.67 - 7.15

13.64 - 11.84

27.37 - 22.83

37.62 - 32.91

Name: _____ 115

Curriculum Connection
N.4

Mental Math – Subtracting Decimals – Subtracting Chunks

Directions:

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

6.36 - 3.51
6.36 - 3 = 3.36
3.36 - 0.50 = 2.86
2.86 – 0.01 = 2.85

4.68 - 2.42
– 2 = 2.68
= 2.28
2.26

4.72 - 3.15

9.25 –

16.57 - 11.76

21.55 - 6.42

53.68 – 12.72

77.35 - 45.75

Name: _____ 121

Curriculum Connection
N.7

Subtracting Decimals - Borrowing

Instruction Use the standard algorithm to solve the subtraction problems below.

1)

	7	4			7	3
-				4		

2)

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

3)

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

4)

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

5)

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

6)

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

7)

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

8)

	6	2	5	.	4	6	5
-		6	3	.	6	7	3
				.			

9)

	8	2	8	.	6	3	5
-		5	9	.	4	5	3
				.			

Name: _____ 122

Curriculum Connection
N.7

Subtracting Decimals - Borrowing

Part 1 Use the standard algorithm to solve the subtraction problems below.

1) 63.743 − 25.[illegible]61	2) 75.475 − 53.743	3) 34.463 − 22.632	4) 82.542 − 43.535
5) 86.2[illegible] − 37.33[illegible]	6) [illegible]	7) 38.254 − 27.631	8) 76.548 − 59.284
9) 652.644 − 345.373	10) 557.236 − 353.534	11) 6[illegible] − [illegible]3[illegible]	12) 572.589 − [illegible]265.323

Part 2 Answer the word problems below.

1) Wyatt weighed a Blue Jay feather, and it was 2.035 grams. He also weighed a feather from an owl, and it weighed 4.39 grams. How much more did the owl's feather weigh?

2) A 5-dollar bill weighs 1.0243 grams. A Toonie weighs 6.929 grams. How much more does a Toonie weigh?

Name: _____ 129

Curriculum Connection
N.5

Rounding Numbers To The Nearest 10 and 100

Round Down ← | → Round Up

0	1	2	3	4	5	6	7	8	9

Rounding to the nearest 10
42 → 40
[illegible]5 → 160

Rounding to the nearest 100
242 → 200
389 → 400

Part [illegible] Round the numbers to the nearest 10

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

Part 2 Round the numbers to the nearest 100

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

Name: _____ 132

Curriculum Connection
N.5

Rounding Numbers 3 Different Ways

Round Down ← → Round Up

0	1	2	3	4	5	6	7	8	9

10	100	1000
1864 → 1860	1864 → 1900	1864 → 2000

Question: Round the numbers three different ways

#		100	1000
1)	2137 →	2137 → 2100	2137 → 2000
2)	4236 → _____		4236 → _____
3)	6841 → _____	6841 → _____	6841 → _____
4)	5615 → _____	5615 → _____	
5)	7519 → _____	7519 → _____	7519 → _____
6)	3782 → _____	3782 → _____	3782 → _____
7)	8559 → _____	8559 → _____	8559 → _____
8)	9463 → _____	9463 → _____	9463 → _____

Name: _____ 138

Curriculum Connection
N.5

Mental Math Strategy – Making Tens

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

1. [illegible] + 5

10 + 2 = 12

2) 18 + 6

____ + ____ = ____

3) 25 + 17

____ + ____ = ____

4) 78 + 14

____ + ____ = ____

[illegible] + 17

____ + ____ = ____

6) 99 + 14

____ + ____ = ____

7) 128 + 53

____ + ____ = ____

8) 167 + 27

____ + ____ = ____

9) 238 + 144

____ + ____ = ____

Name: _____ 139

Curriculum Connection
N.5

Mental Math Strategy – Making Doubles

Directions

1. Decide which number you will double and add those numbers together.
2. Subtract or add the remaining amount

*** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.

	46 + 45 45 + 45 = 90 90 + 1 = 91	**50 + 51**
76 + 75		**99 + 101**
149 + 152	**123 + 123**	
248 + 253	**499 + 502**	**749 + 748**

Name: _____ 140

Curriculum Connection
N.5

Mental Math – Break Into Place Value

Directions

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

135 + 219

200 = 300

= 40

+

300 54

135 + 42

124 + 23

223 + 216

348 + 231

47

437 + 363

635 + 318

Name: _____ 141

Curriculum Connection
N.5

Mental Math – Adding in Chunks

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

124 + 125

100 = 224

244

145 + 125

252 + 23

346 + 232

451 + 336

22

536 + 547

634 + 358

Name: _____ 144

Curriculum Connection
N.5

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	2		6	8	1
+	3				3

	6	3	8	5	7
+	2	6	4	3	4

	1	5	8	2	6
+	6	3	5	4	4

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

	2			1	7	
+	7	3	3	6		

	5	0	6	3	1	8
+				2	6	4	9

	5	4	5	4	5	7
+	3	7	3	9	3	7

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

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

Name: _____ 145

Curriculum Connection
N.5

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

1) 4326 + 3414	2) 2479 + 1354	3) 3415 + 3637	4) 3228 + 5326	5) 3554 + 5371
6) 1[illegible]8 + 32435	7) [illegible]64 + [illegible]253	8) 63476 + 30143	9) 83485 + 16254	10) 61367 + 21372
11) 46393 + 23642	12) 43537 + 16826	13) [illegible]924 + 327[illegible]	[illegible]4549 + [illegible]	15) 372942 + 144237
16) 623212 + 752395	17) 356224 + 127532	18) 234642 + 128250	19) 485[illegible] + 252826	[illegible]4640 + 182372
21) 236456 +129574	22) 246574 + 360428	23) 382773 + 614565	24) 747295 + 216837	25) 264933 + 412748

Name: _____ 146

Curriculum Connection
N.5

Addition Word Problems

Questions | Answer the word problems below

1) A professional hockey player earned $552 492 last year and $416 298 this year. How much have they made in the last two years?

2) The popula[illegible]aby [illegible]197 people. The population of Maple Ridge is 82 256 people. H[illegible]ny pe[illegible] both Burnaby and Maple Ridge?

3) A fast-food restaurant sold 323 593 burgers [illegible] this year. How many burgers have they sold in the last two years?

4) The distance from the Earth to the moon is 384 139km. How far would you travel to get from the Earth to the Moon and back to the Earth?

Name: _____ 150

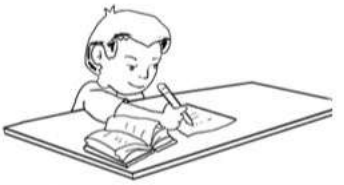
Curriculum Connection
N.5

Subtraction Mental Math – Counting Up

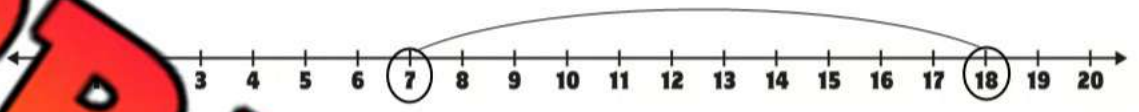
Background – Subtraction is simply finding the difference between two numbers

Directions

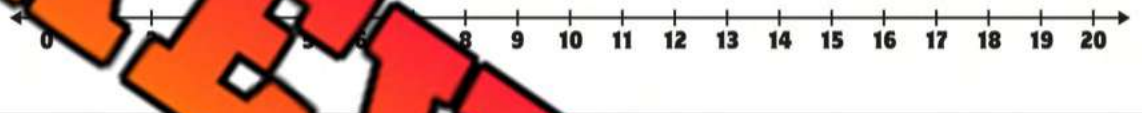
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up



18 – 7 = _____ Difference = 11

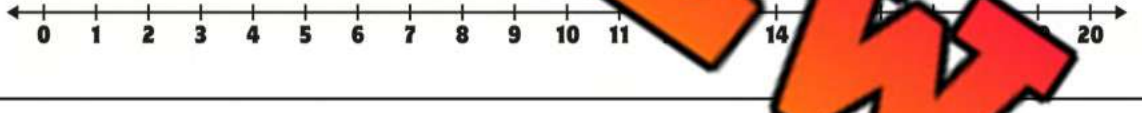


18 – 4 = _____

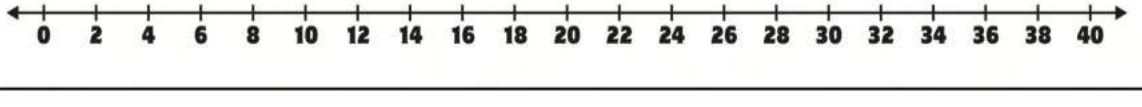


17 – 6 = _____

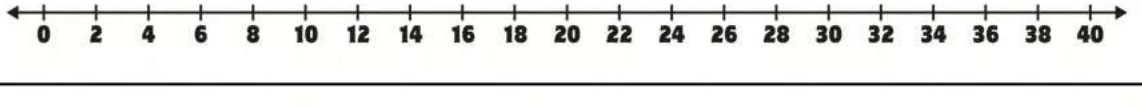
34 – 30 = _____



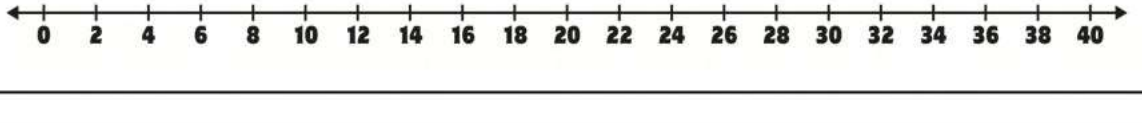
36 – 26 = _____



32 – 20 = _____



38 – 24 = _____



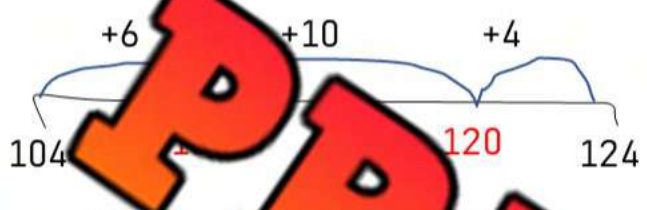
Name: _____ 151

Curriculum Connection
N.5

Subtraction Mental Math – Counting Up

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

124 – 104



Answer: 20

156 – 135

263 – [illegible]

314 – 302

387 – 344

[illegible]

843 – 805

912 – 875

Name: ____________________ 152

Mental Math Strategy – Subtracting in Chunks

Directions

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

124 - 115 [illegible] - 100 = 24 [illegible] = 14 14 [illegible]	**156 - 45**
255 - [illegible]3	**362 - 112**
564 - 234	**[illegible]4 - [illegible]**
842 - 335	**915 - 423**

Name: _____ 160

Curriculum Connection
N.8

Math Facts – Adding 2 and 7

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

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

Name: _____ 165

Curriculum Connection
N.8

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 173

Curriculum Connection
N.8

Bullseye Subtraction Facts

Questions	Fill in the outer layer of the bullseye

Name: _____ 174

Adding and Subtracting Quiz

Part 1 Add and subtract the numbers below

1)

	3	4	4	0	6	8
+	6	3		2	0	

2)

	5	7	3	3	7	5
+	3	2	0	5	2	1

3)

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

4)

	6	1	4	.	1		
+	2	5	2	.	6	0	3
				.			

5)

						5	1	9
+							6
				.			

6)

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

7)

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

8)

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

9)

						3
-	8			6	7	0

10)

	6	6	4	.	0	4	7
-	4	2	0	.	0	2	3
				.			

11)

	6	2	5	.	4	6	5
-	3	6	3	.	6	7	3
				.			

12)

	8	2	8	.	6	3	5
-	5	5	9	.	4	5	3
				.			

Part 2 | Solve the word problems below

1) Hilary has $838 356 to spend on a house. She found a house for $418 463. How much money does she have left?

2) A [illegible] player earned $302 592 last year and $458 368 this year. How m[illegible] have t[illegible] in the last two years?

3) A raspberry farm picked 287 583 raspberr[illegible] t sum[illegible]ey sold 241 483 raspberries. How many raspberries were not[illegible]?

4) Troy scored 646 582 points in a video game he is playing. Later on, he scored another 312 983 points. How many total points does he have now?

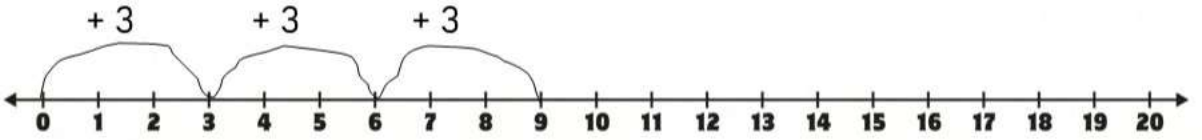
Name: _____ 179

Curriculum Connection
N.9

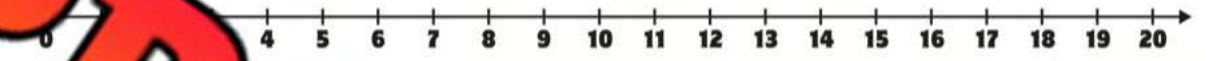
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



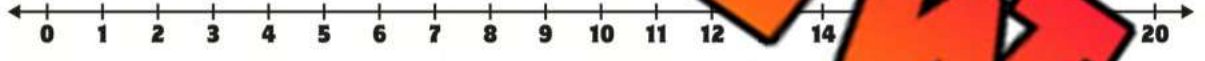
5 x 2 = _____



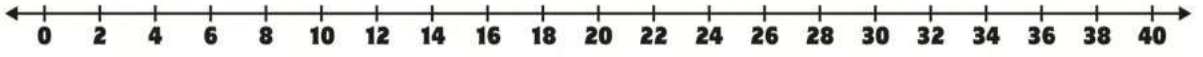
5 x 4 = _____

6 x 2 = _____

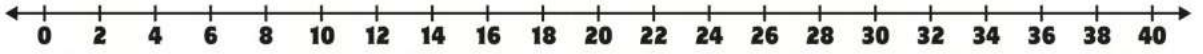
9 x 2 = _____



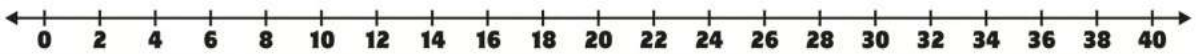
14 x 2 = _____



8 x 4 = _____



9 x 4 = _____



Name: _____ 180

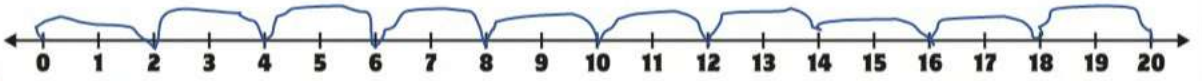
Curriculum Connection
N.9

Number Line Division – Repeated Subtraction

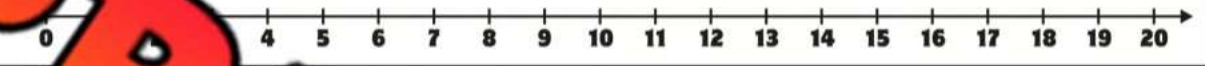
Questions | Use repeated subtraction to find the answer

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

20 ÷ 2 = 10



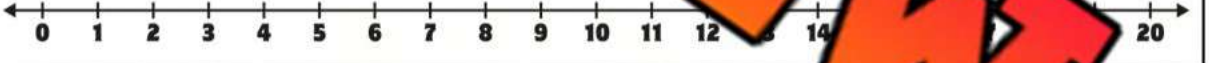
20 ÷ 5 = ____



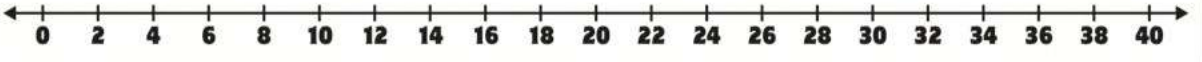
15 ÷ 5 = ____

18 ÷ 2 = ____

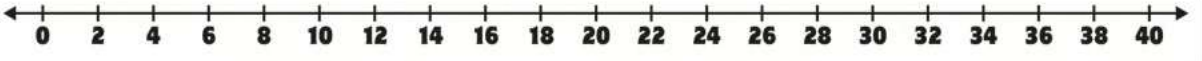
12 ÷ 6 = ____



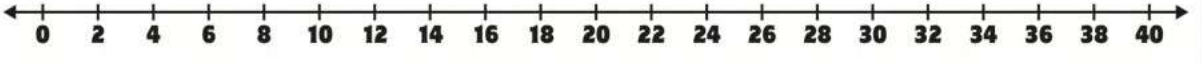
40 ÷ 4 = ____



32 ÷ 4 = ____



36 ÷ 6 = ____

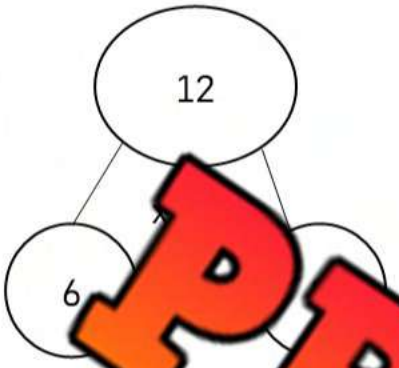


Name: _____ 181

Curriculum Connection
N.9

Multiplication and Division

Questions | Investigate the relationship between multiplication and division

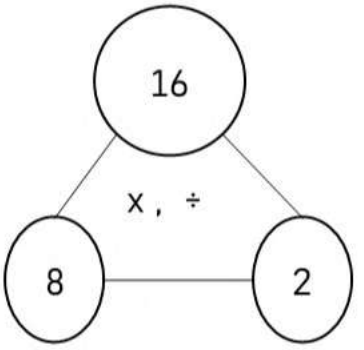


6 x 2 = 12

2 x 6 = 12

12 ÷ 6 = 2

12 ÷ 2 = 6

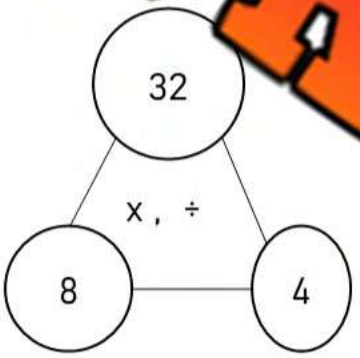


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

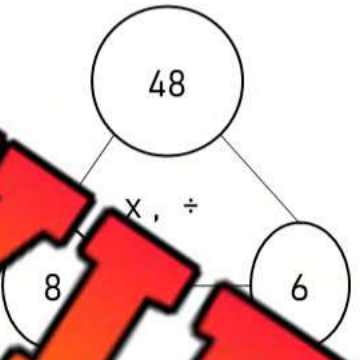


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

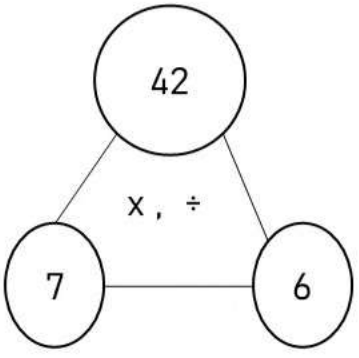


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

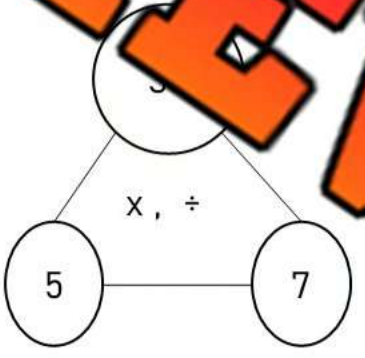


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

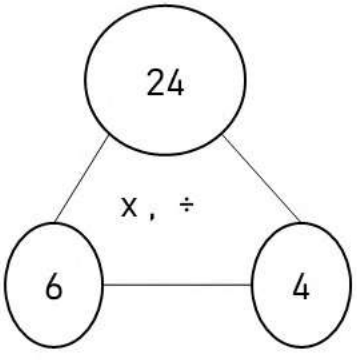


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

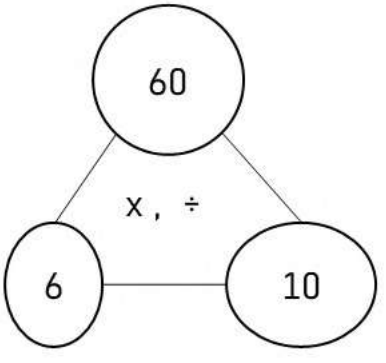


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___



___ x ___ = ___

___ x ___ = ___

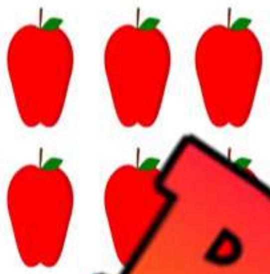
___ ÷ ___ = ___

___ ÷ ___ = ___

Name: ____________________ Curriculum Connection N.9

Multiplication and Division – Fact Families

Questions | Investigate the relationship between multiplication and division



3 x 2 = 6

2 x 3 = 6

6 ÷ 3 = 2

6 ÷ 2 = 3

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

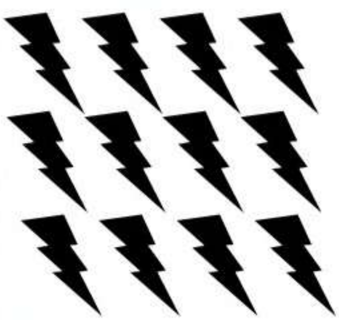
___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___



___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

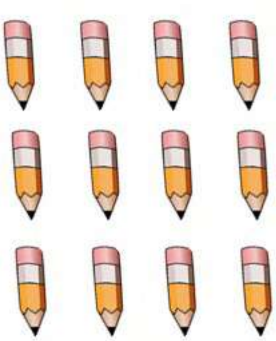
___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___



___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

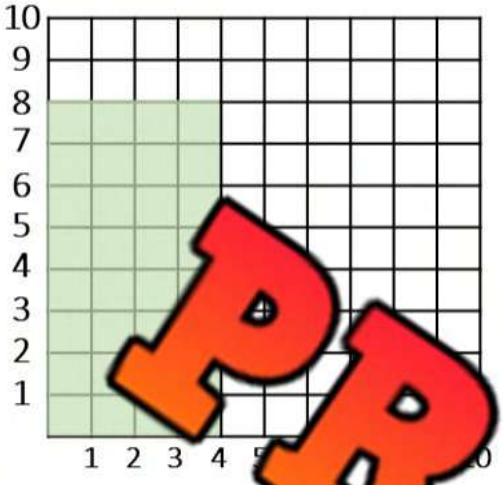
___ ÷ ___ = ___

Name: _____ 184

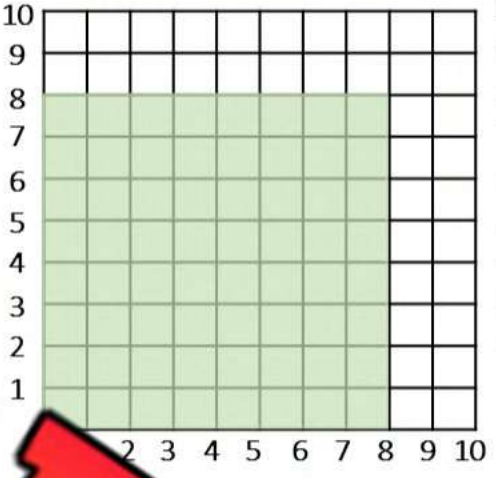
Curriculum Connection
N.9

Multiplication - Arrays

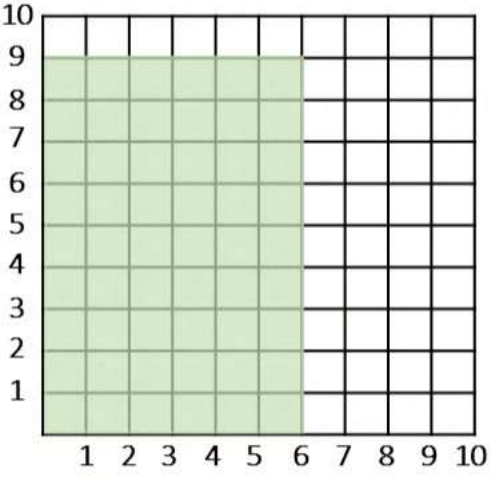
Questions How much is shaded in? Answer the questions below



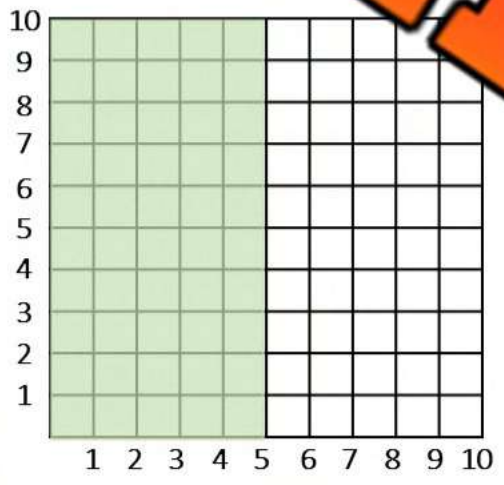
8 x 4 = _____



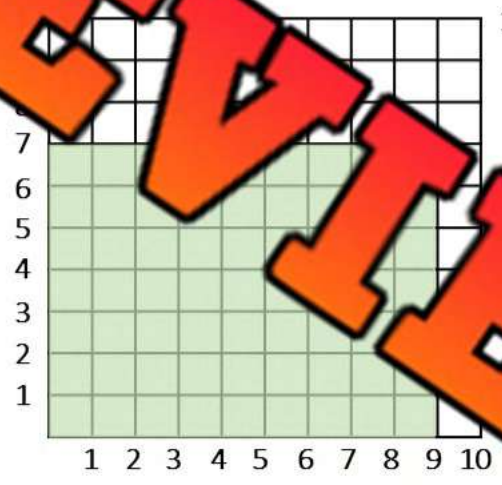
8 = _____



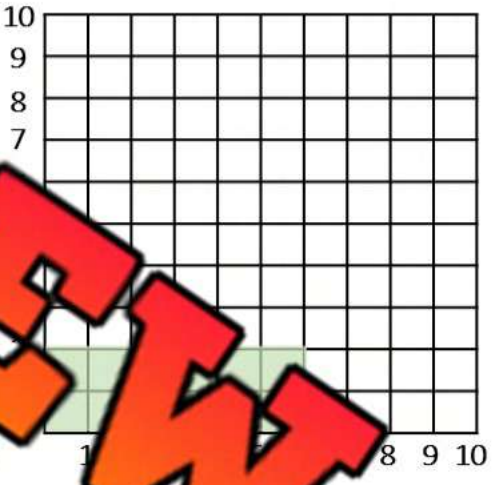
9 x 6 = _____



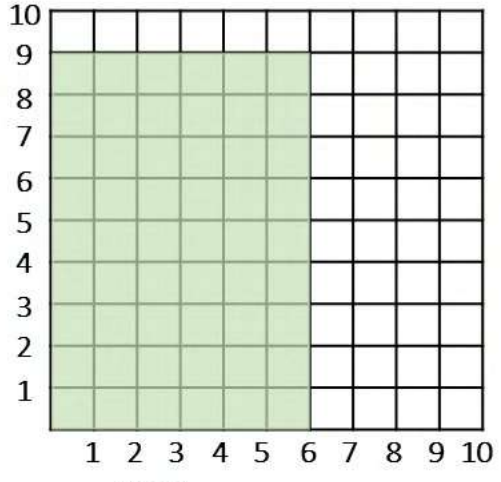
10 x 5 = _____



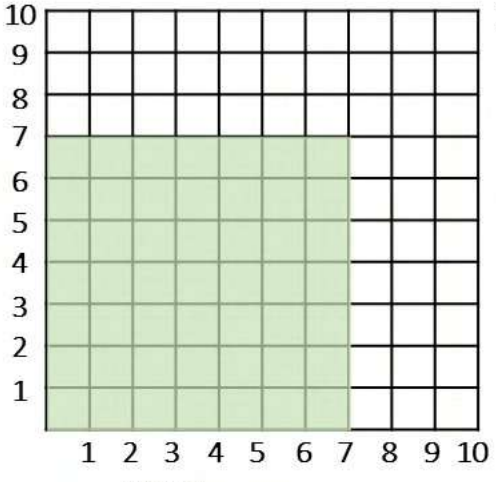
7 x 9 = _____



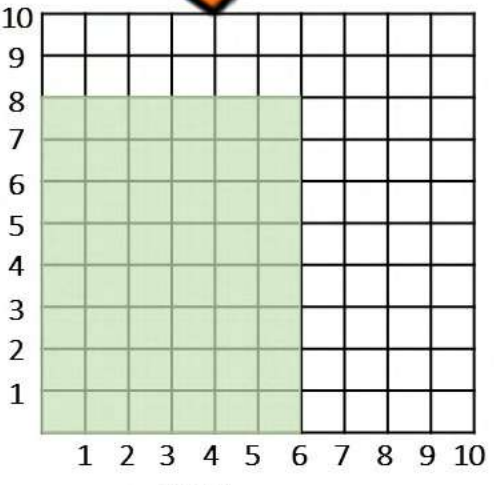
2 _____



9 x 6 = _____



7 x 7 = _____



8 x 6 = _____

Name: _____ 187

Curriculum Connection
N.9

Mental Math - Multiplication - Skip Counting

Directions:

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

7 x 5 = ?

1 2 3 4 5 6 7

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

[illegible]	10 x 6
13 x 4	16 x 4
18 x 3	1[illegible]
14 x 4	15 x 8

Name: _____ 188

Curriculum Connection
N.9

Mental Math - Multiplication - Breaking Up Numbers

Directions

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

Example

16 x 4
10 x 4 and 6 x 4
40 24
64

15 x

18 x 6

16 x 7

19 x 6

15 x 8

16 x 6

17 x 9

Name: _____ 189

Curriculum Connection
N.9

Menta Math - Multiplication - Doubling and Halving

Directions

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

Example

14 x 4

Option 1: 28 x 2 or Option 2: 7 x 8

↓ ↓

56 56

1[illegible]	**16 x 6**
18 x 6	**18 x 4**
20 x 8	**16 x**
14 x 8	**18 x 5**
19 x 3	**17 x 4**

Name: _____ 195

Curriculum Connection
N.9

Multiplication Drills – 3s and 4s

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

___
36

3 x 4	4 x 1	2 x 4	3 x 2	3 x 6	4 x 4
x		3 x 7	4 x 5	5 x 4	9 x 3
8 x 3	3 x 6	4 x 7	3 x	10 x 4	4 x 0
3 x 0	3 x 3	4 x 8	x 4	x	5 x 3
8 x 3	6 x 4	3 x 5	7 x 4	4 x 5	0 x 4
10 x 3	9 x 3	3 x 3	4 x 2	2 x 3	10 x 4

Name: _____ 203

Curriculum Connection
N.6

Multiplication - 2 x 1 Digits

Questions Use the standard algorithm to solve the multiplication problems below

1)		
	1	3
x		

2)		
	7	4
x		3

3)		
	2	5
x		8

4)		
	3	7
x		2

5)		
	9	4
x		7

6)		
	5	
x		2

8)		
	8	3
x		6

9)		
	2	8
x		4

10)		
	6	3
x		6

11)		
	7	7
x		5

12)		
	9	3
x		2

Curriculum Connection
N.6

Exit Cards

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

Name: ______________________

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

Name: ______________________

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

Name: ______________________

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

Name: ______________________

Use the standard algorithm to solve the multiplication problems below.

1)		
	4	7
x		3

2)		
	7	2
x		6

3) 45 x 2

4) 27
x 7

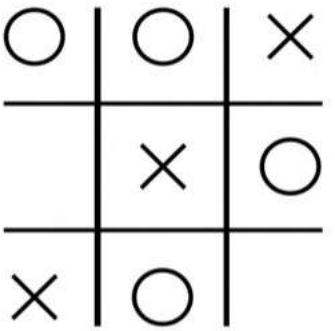
Name: _____ 206

Curriculum Connection
N.6

Math Tic-Tac-Toe: 2 x 1 Digit Multiplication

Objective What are we learning about?

To help students practice solving 2 x 1-digit multiplication problems in a fun and interactive way through a Tic-Tac-Toe game.



Materials What you will need for the activity.

- Whiteboard or paper
- Markers or pencils
- Math Tic-Tac-Toe grid template (can be drawn on the whiteboard or printed on paper)

Instructions How you will complete the activity

1. Find a partner to play the game with.
2. The goal is to solve 2 x 1 digit multiplication problems in each square to place your marker (X or O).
3. One player will be "X" and the other will be "O".
4. Take turns choosing a square and solving the problem in that square.
5. Write down the solution below the equation and place your marker (X or O) in the square.
6. If a player chooses a square and solves the equation incorrectly, they do not get to place their marker in that square. The other player gets a chance to solve it correctly and place their marker.
7. The first player to get three markers in a row (horizontally, vertically, and diagonally) wins the game. Continue playing with different tic-tac-toe grids on the sheet.

Name: _____ 208

Curriculum Connection
N.6

Tic-Tac-Toe

Use the following tic-tac-toe grids for the game.

19 x 9	48 x 9	37 x 9
27 x 8	56 x 7	48 x 9
37 x [illegible]	[illegible] x [illegible]	27 x 6

17 x 8	49 x 9	39 x 9
28 x 9	57 x 8	49 x 9
27 x 8	48 x 7	59 x 8

15 x 6	[illegible] x [illegible]	[illegible] x 9
27 x 8	46 x 7	1 x 9
39 x 9	30 x 9	28 x 7

23 x 4	45 x 6	27 x 8
[illegible] x [illegible]	67 x 8	39 x 8
[illegible] x 7	[illegible] x [illegible]	47 x 8

16 x 7	38 x 9	29 x 9
47 x 8	10 x 7	48 x 9
39 x 9	87 x 8	19 x 3

14 x 5	36 x 7	57 x 9
49 x 8	27 x 5	28 x 9
61 x 0	61 x 9	27 x 6

Name: _____ 209

Curriculum Connection
N.6

Multiplication – 3 by 1 Digit

Part 1 Use the standard algorithm to solve the multiplication problems below

1)			
	3	5	3
x			

2)			
	8	7	4
x			8

3)			
	4	7	2
x			7

4)			
	8	4	0
x			2

5)			
	8	2	1
x			4

6)			
			3
x			

7)			
	8	7	5
x			6

8)			
	9	4	3
x			7

Part 2 Use the standard algorithm to solve the m tio problems below

1) 435 x 2	2) 714 x 3	3) 652 x 6	4) 827 x 5	909 x 0
6) 327 x 4	7) 513 x 7	8) 753 x 5	9) 578 x 8	10) 326 x 6

Name: _____ 210

Curriculum Connection
N.6

Multiplication – 3 by 1 Digit

Part 1 Evaluate

1) 426 x 6	2) 238 x 7
3) 2	4) 6 x 302
5) 522 x 9	6) 872

Part 2 Answer the word problems below

1) Courtney bought 7 boxes of cookies. Each box has 450 grams in it. How many grams of cookies did she buy?	2) Stella ran around her neighbourhood 6 times today. Each lap around her neighbourhood is 752 metres. How many metres did she run?

Exit Cards

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

Name: _____

Solve the multiplication problems below.

1) 25[illegible]

2) 930 x 4 = _____

3) 572 x 6 = _____

Name: _____

Solve the multiplication problems below.

1) 256 x 7 = _____

2) 930 x 4 = _____

3) [illegible] x 6 = _____

Name: _____

Solve the multiplication problems below.

1) 256 x 7 = _____

2) 930 x 4 = _____

3) 572 x 6 = _____

Name: _____

Solve the multipli[illegible] below.

1) 256 x 7 = _____

2) 930 x 4 = _____

3) 572 x 6 = _____

Name: _____ 212

Curriculum Connection
N.6

Multiplication Word Problems

Questions | Solve the word problems below

1) A bakery makes 326 loaves of bread each day. If the bakery is open 4 days in a week, how many loaves do they bake in total?

2) A teacher p[illegible] worksheets for each class. If she has 3 classes, how many worksheets doe[illegible]int al[illegible]

3) A candy shop sells 127 candies each hour. H[illegible]ey sell in 8 hours?

4) A stadium has 435 seats in each section. If there are 4 sections, how many seats are there in the stadium?

Name: _____ 214

Curriculum Connection
N.6

Multiplying by Multiples of Ten

Key Concept
- multiply the first numbers together and add a zero when multiplying by a multiple of 10

Examples – 10 x 9 = 90 | 30 x 6 – 180 | 60 x 8 = 480 | 80 x 4 = 320

Questions Answer the questions below using the key concept above

x 30	
2	
7	
4	
3	
5	
9	

x 50	
2	
6	
3	
7	
4	

x 70	
2	
5	
7	
3	
4	
6	
8	

x 40	
5	
2	
4	
6	
7	
3	
8	

2	
5	
7	
3	
4	
6	
8	

Name: _____ 221

Curriculum Connection
N.6

Multiplication – 3-Digit by 1-Digit

Step 1: Setup up the Area Model

235 x 3 = _____

	200	30	5
3			

Step 2: Multiply

235 x 3 = _____

	200	30	5
3	200 x 3 600	30 x 3 90	5 x 3 15

Step 3: Add

235 x 3 = 705

	200	30	5
3	600	90	15

600 + 90 + 15 = 705

Question ...e area model to solve the multiplication problems below

1) 452 x ...

2) 626 x 2 = _____

3) 347 x 4 = _____

4) ... = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

Name: _____ 228

Curriculum Connection
N.6

Multiplication – 2 x 2 Digits

Part 1 Use the standard algorithm to solve the multiplication problems below

1)

		6	3
	x		

2)

		8	8
	x	5	4

3)

		4	6
	x	8	3

4)

		4	8
	x	3	7

5)

		8	5
	x	7	8

7)

		8	3
			9

8)

		3	9
	x	6	3

Part 2 Solve the word problems below

1) Joseph is planning a group trip to a sporting event. He has 31 people going to the event and each person is paying $64. How much money is Joseph collecting from everyone?

2) Aria hands out a lot of candy on Halloween. She decided to buy 23 boxes of candy. Each box has 95 candies in it. How many candies did she buy in total?

Name: _____ 229

Curriculum Connection
N.6

Multiplication – 2 x 2 Digits

Part 1 Use the standard algorithm to solve the multiplication problems below

1) 67 x 53	2) 55 x 33	3) 85 x 62	4) 24 x 15	5) 78 x 44
6) 84 x 54	7) 65 x [illegible]	8) 76 x 95	9) 38 x 22	10) 78 x 25
11) 48 x 67	12) 52 x 41	13) 6[illegible] x 37	14) [illegible]	15) 68 x 53

Part 2 Solve the word problems below

1) Harper played 42 games of basketball last season. She scored 17 points per game. How many points did she score in total for the season?

2) Brianna blinks 18 times a minute. How many times does she blink in one hour?

Name: _____ 230

Curriculum Connection
N.6

Reasonableness – Estimating Products (2 x 2)

When we solve a multiplication question, we should check our product so we know if our answer is reasonable. We can do this by estimating the product. If our answer isn't close to our estimate, we know we've made an error.

Questions Round the numbers to the nearest ten and then solve

#	Rounding	Calculate	Reasonable?	
1)		58 x 34	Yes	No
2)	72 x 23		Yes	No
3)	62 x 74	62 x 74	Yes	No
4)	47 x 56	47 x 56	Yes	No

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Multiplication – 2 x 2 Digits

Step 1: Setup up the Area Model

32 x 17= _____

	30	2
10		
7		

Step 2: Multiply

32 x 17= _____

	30	2
10	30 x 10 300	10 x 2 20
7	30 x 7 210	7 x 2 14

Step 3: Add

32 x 17= 544

	30	2
10	300	20
7	210	14

300 + 210 + 20 + 14 = 544

Questi… …ea model to solve the multiplication problems below

1) 32 x …

2) 27 x 23 = _____

3) 45 x 24 = _____

4) 47 x 3…

5) 82 x 44 = _____

6) 94 x 72 = _____

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Multiplication Word Problems

Questions | Solve the word problems below

1) Joel is watching the snow fall outside his window. He measures the snow every hour. He notices that every hour, 13cm of snow falls. If it snowed this hard for 24 hours, how many cm of snow would there be?

2) Steven is playing a pi... dro gam... time he finds a treasure chest, he get 29 points. How many points ... ha... ...s 15 treasure chests?

3) The average person blinks 15 times a minute. If you blinked 15 times a minute, how many times would you blink in 45 minutes?

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Math Jeopardy – Multiplication 2 x 2 Digits

Objective What are we learning about?

Students will practice multiplication of two-digit numbers and solve word problems involving multiplication in a fun and engaging way.

Materials What you will need for the activity.

- Jeopardy board and the ne
- Buzzer or bell

Instructions How you will comp activ

1. Print the Jeopardy board on the next pa
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

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Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
12 x 14 = _____	23 x 19 = _____	35 x 16 = _____	47 x 28 = _____	59 x 32 = _____
21 x 15 [illegible]	3[illegible] x 25 = _____	46 x 39 = _____	53 x 47 = _____	67 x 54 = _____
14 x 22 = _____	2[illegible]5 = [illegible]	[illegible] = _____	52 x 24 = _____	48 x 36 = _____
Steven has 5 boxes of pencils. Each box contains 12 pencils. How many pencils does he have in total?	Emma buys 8 packs of stickers. Each pack has 15 stickers. How many stickers does she buy in total?	Liam has 1[illegible] cars. Eac[illegible] costs $18. Ho[illegible] much was spent in total on the toy cars?	[illegible]va i[illegible]ding a boo[illegible] pag[illegible] ev[illegible]ry [illegible] man[illegible] pag[illegible] sh[illegible] have re[illegible] aft[illegible] days?	Noah is organizing his comic collection. [illegible] has 65 comics [illegible]each of his 19 [illegible] many [illegible] he [illegible] total?
A farmer has 8 baskets of apples. Each basket contains 24 apples. How many apples are there in total?	Olivia buys 9 packets of crayons. Each packet has 25 crayons. How many crayons does she buy in total?	Mason plants 15 rows of trees. Each row has 14 trees. How many trees does he plant in total?	Sophia is baking cookies. She bakes 25 trays of cookies. Each tray has 32 cookies. How many cookies does she bake in total?	Isabella collects stamps. She has 75 pages of stamps. Each page has 27 stamps. How many stamps does she have in total?

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Mental Math – Division – Skip Counting

Directions:

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

91 x 7 = ?

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

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

Answer = 13

3[illegible]	85 ÷ 5
72 ÷ 4	84 ÷ 6
105 ÷ 5	1[illegible]
112 ÷ 8	114 ÷ 6

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Mental Math – Division – Splitting Up The Dividend

Directions

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

Example

144 ÷ 6 = 24

60 ÷ 6 = 10

60 ÷ 6 = 10

24 ÷ 6 = 4

72

68 ÷ 4

150 ÷ 6

120 ÷ 4

189 ÷ 7

208 ÷ 8

198 ÷ 6

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Division Practice – 1 and 2

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

___
36

2 ÷ 1	4 ÷ 2	8 ÷ 2	5 ÷ 1	2 ÷ 2	2 ÷ 1
÷ 2		12 ÷ 2	14 ÷ 2	8 ÷ 1	2 ÷ 1
9 ÷ 1	16 ÷ 2	4 ÷ 1	8 ÷	10 ÷ 1	2 ÷ 2
2 ÷ 1	1 ÷ 1	18 ÷ 2	0 ÷ 2	4 ÷	6 ÷ 1
6 ÷ 2	2 ÷ 1	8 ÷ 2	4 ÷ 2	12 ÷ 2	16 ÷ 2
2 ÷ 2	14 ÷ 2	3 ÷ 1	6 ÷ 2	5 ÷ 1	1 ÷ 1

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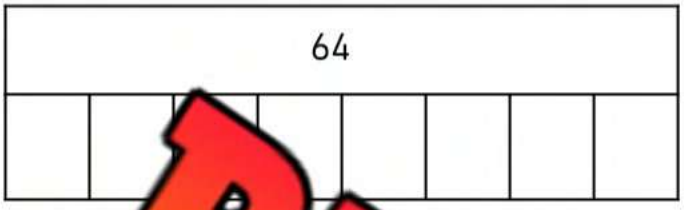
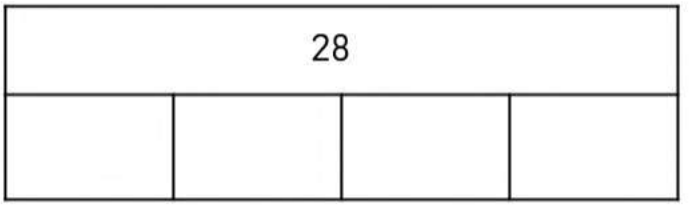
Division – Bar Model

Questions Use the bar model to answer the division questions below

1) 64 ÷ 8

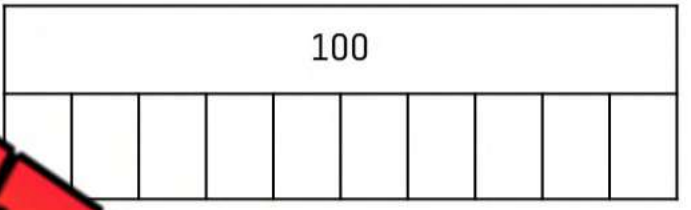


2) 28 ÷ 4

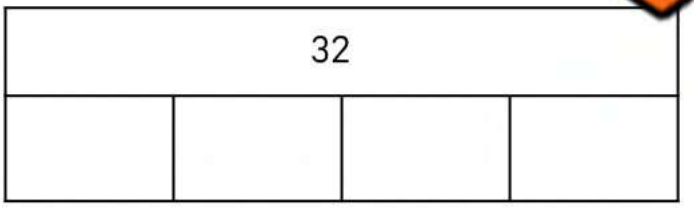


3) 48 ÷

4) 100 ÷ 10

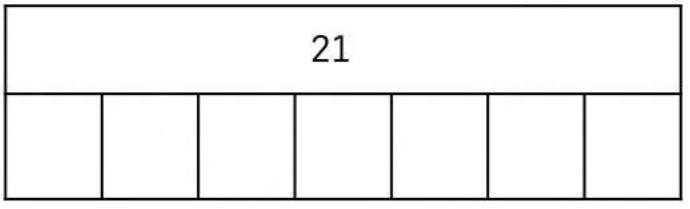


5) 32 ÷ 4

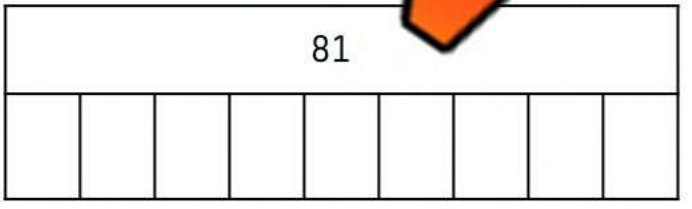


6) 35 ÷ 5

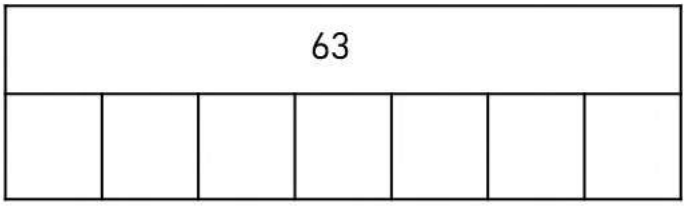
7) 21 ÷ 7



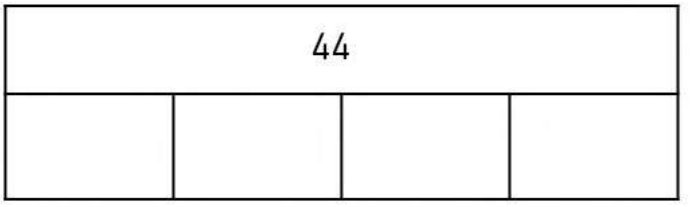
8) 81 ÷ 9



9) 63 ÷ 7



10) 44 ÷ 4



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Division – Area Model

Questions | Use the area model to answer the division questions below

1) 243 ÷ 6 = 40 r3

33 7 0

6	200	40	3
	198	42	r3
	2		

2) 258 ÷ 4

4	200	50	8

3) 428 ÷ 2

2	400	20	8

372 ÷ 6

6	[illegible]	70	2

5) 612 ÷ 6

6	600	10	2

6) 735 ÷ 5

5	700	30	5

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Division – 3 by 1 – With Remainders

Questions Solve the division problems below. Use r = to represent the remainders

1) 20 r2 6) 122	2) 3) 94	3) 2) 43	4) 5) 84
5) 4) 146	6) [illegible]	7) [illegible]) 107	8) 6) 118
9) 9) 112	10) 5) 142	11) 3) 115	12) [illegible]
13) 7) 156	14) 4) 134	15) 8) 107	16) 6) 122

Exit Cards

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

Name: _____

Solve the division problems below.

1) 4) 32

2) 3) 68

3) 5) 125

4) 9) 194

Name: _____

Solve the division problems below.

1) 4) 32

2) 3) 68

3) 5) 125

4) 9) 194

Name: _____

Solve the division problems below.

1) 4) 32

2) 3) 68

3) 5) 125

4) 9) 194

Name: _____

Solve the division problems below.

1) 4) 32

2) 3) 68

3) 5) 125

4) 9) 194

Name: _____ 275

Multiplication and Division Quiz

Part 1 Evaluate

1)		
	4	5
x		

2)		
	8	3
x		5

3)		
	2	7
x		4

4)		
	7	4
x		8

5) 422 x 5

) 243 x 3

7)		
	4	3
x	1	2

8)		
	6	3
x	1	5

9)		
	2	7
x	2	3

10)		
	5	3
x	1	4

11)			
		5	1
x		1	3

12)			
		2	4
x		3	8

13)			
		5	2
x		6	7

14)

15) 53 x 38

108 ÷ 6

161

6 ⟌ 24	2 ⟌ 120	3 ⟌ 16	5 ⟌ 62

Part 2	Solve the multiplication and division word problems below

1) Rebecca is filling her pool with water from a hose. Each hour the hose fills the pool with 17 litres. She fills it for 19 hours. How many litres of water is in the pool now?

2) [illegible] make 7 bracelets with. She wants each bracelet to have the [illegible]me nu[illegible]ads. How many beads should each bracelet have?

3) A business has earned $434 in a month. Th[illegible]re 6[illegible]e that work for the business. How much money should each [illegible]on ge[illegible]d of the month? Will there be any money remaining?

4) Carl earns $85 a day at his job. In January, he worked everyday (31 days). How much money did he earn?