Preview - Information

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

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

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

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Google Slides Lessons Preview

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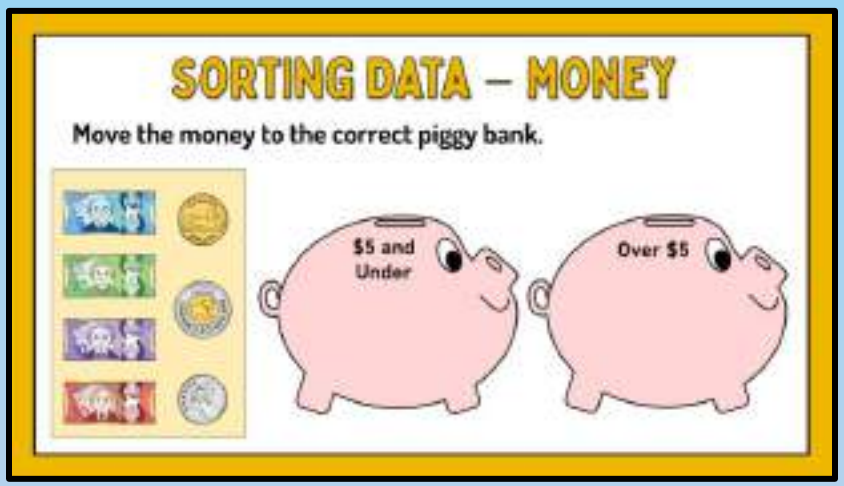
Saskatchewan Math Statistics– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

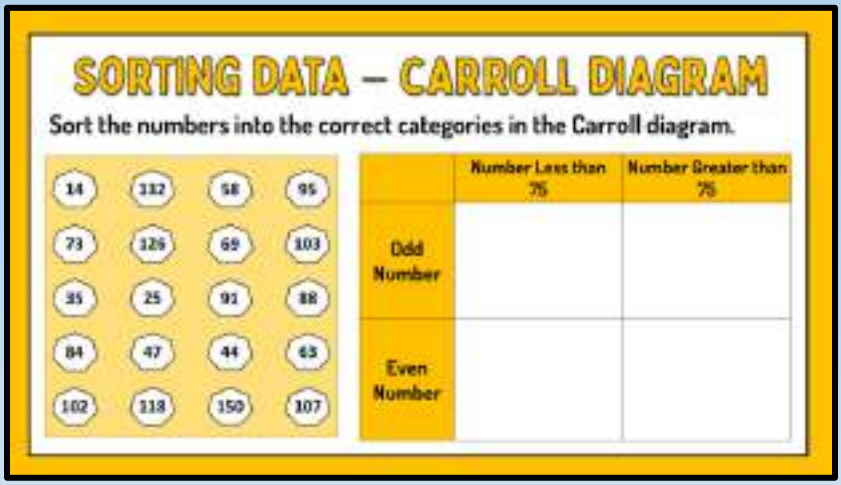


Part 2 – Action!

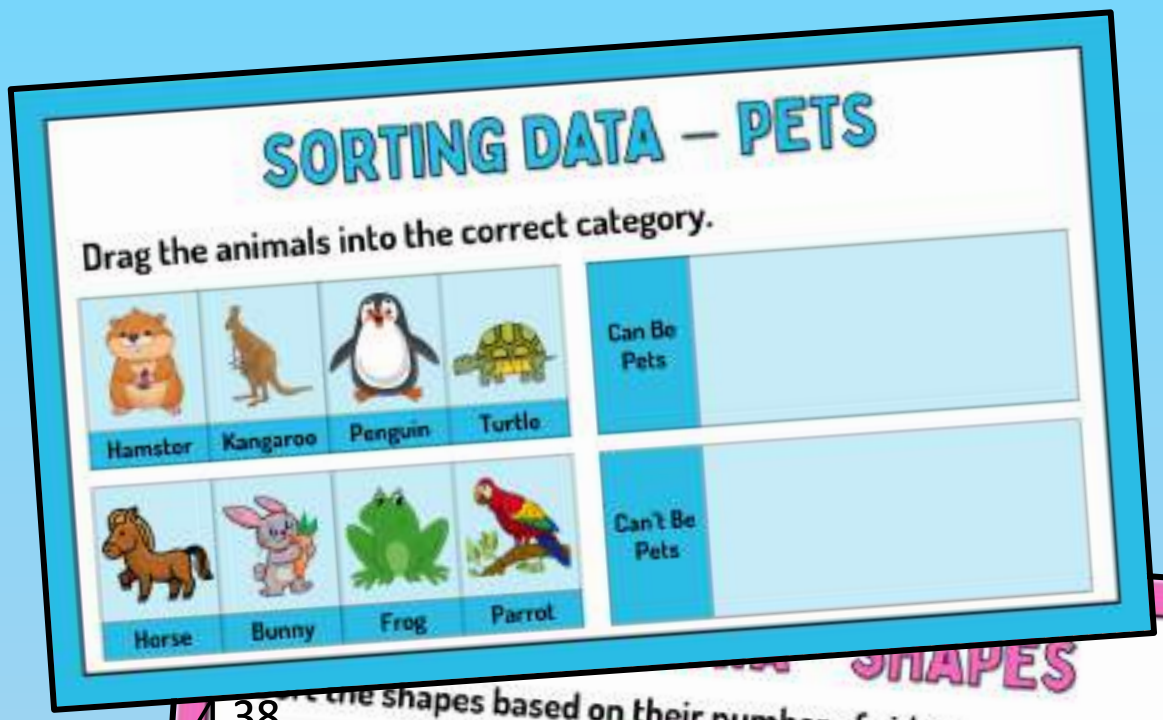
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

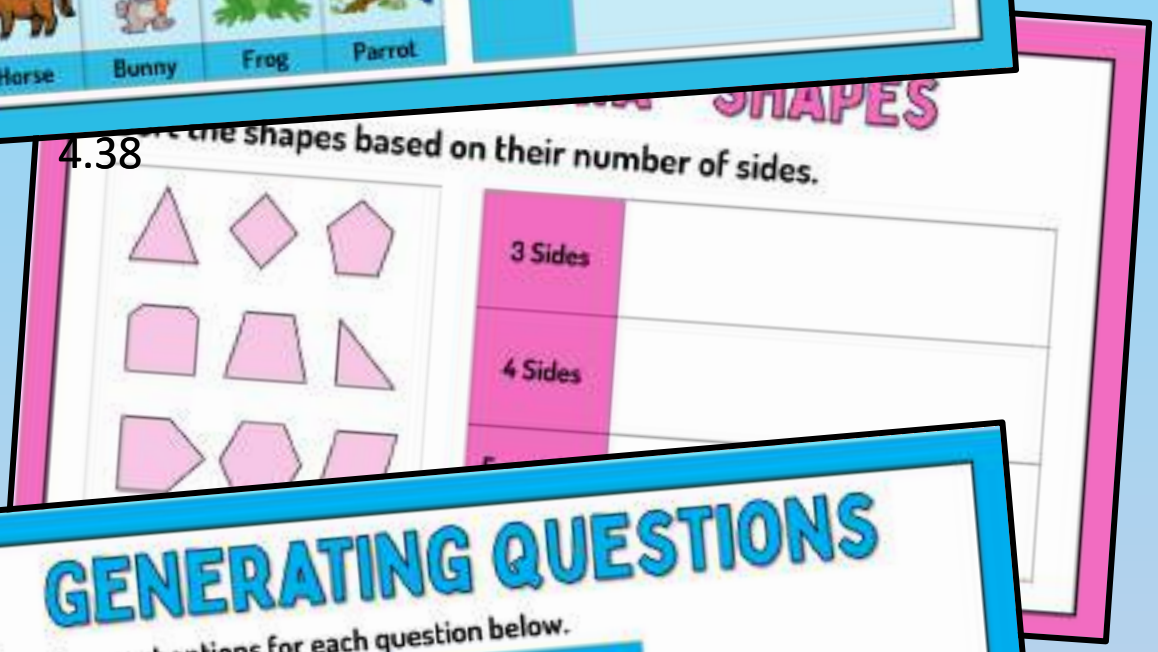
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Math Statistics– Grade 3





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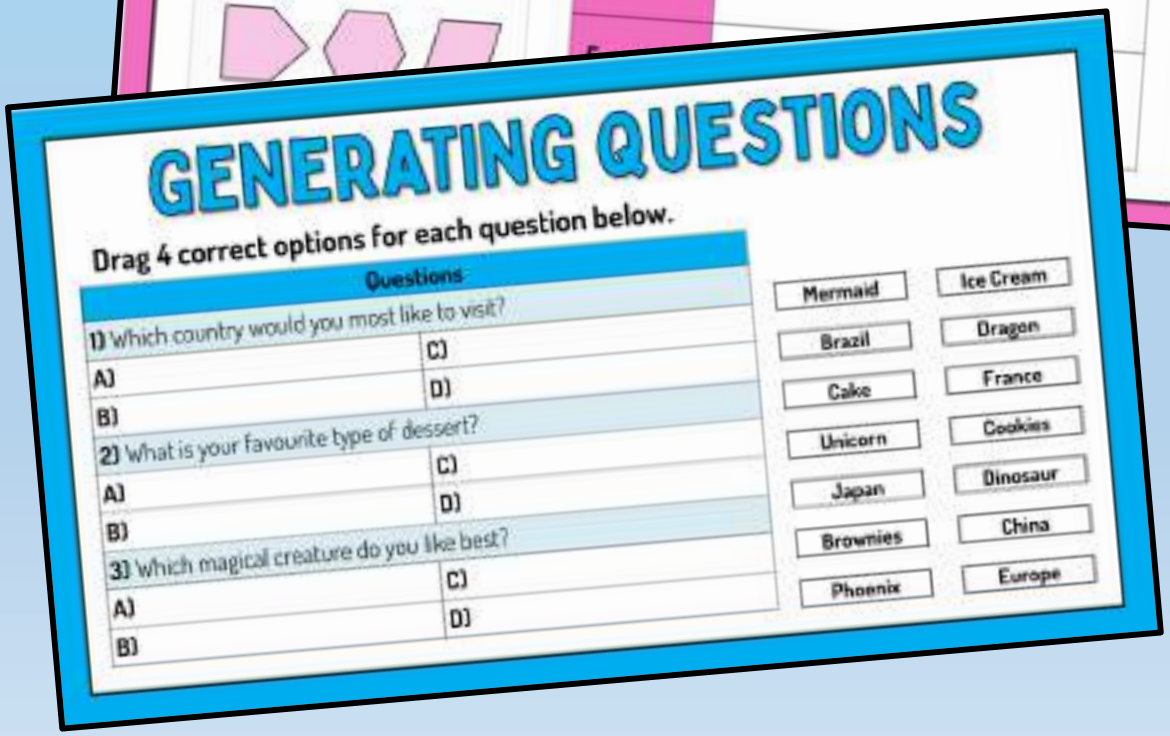

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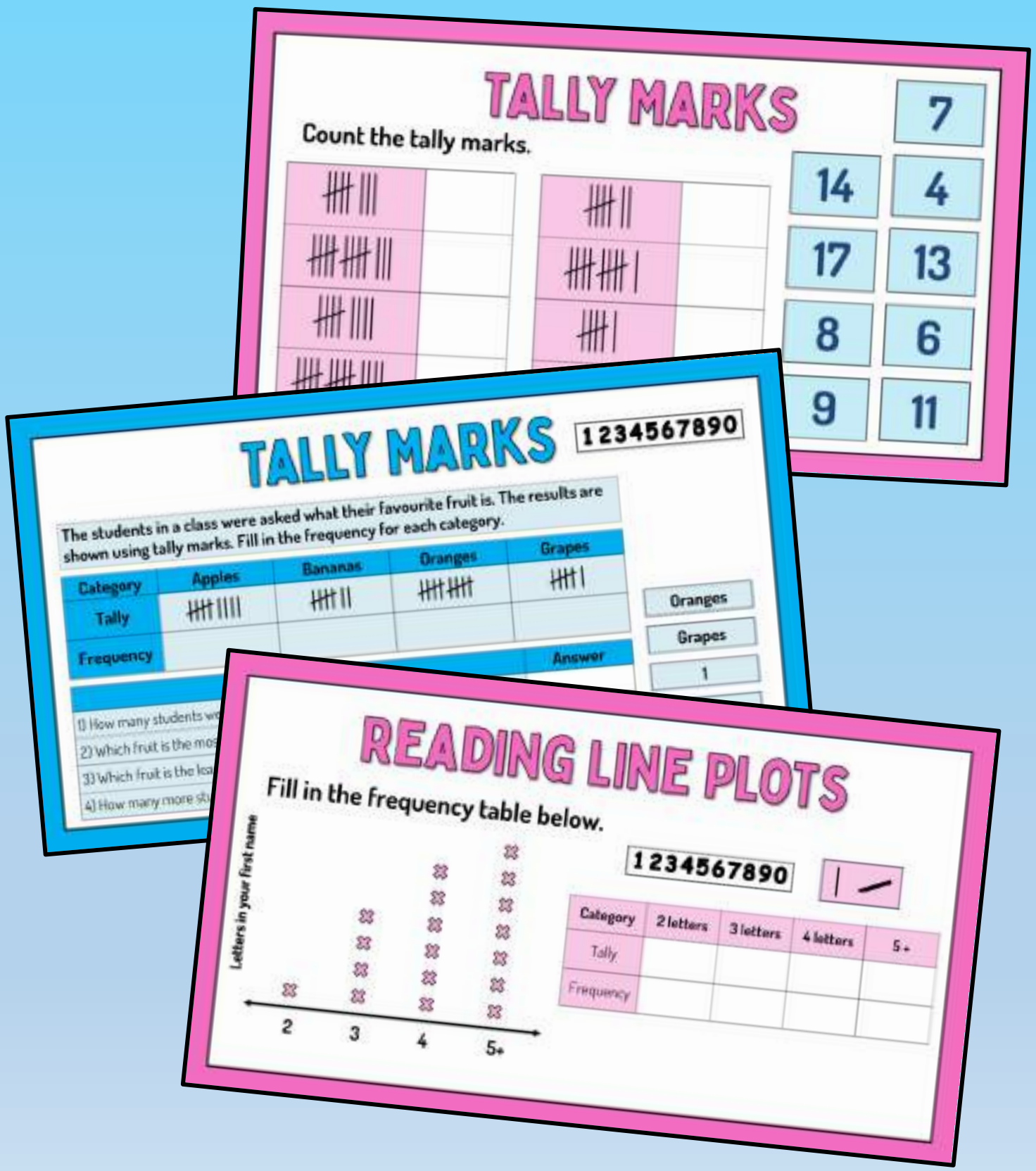

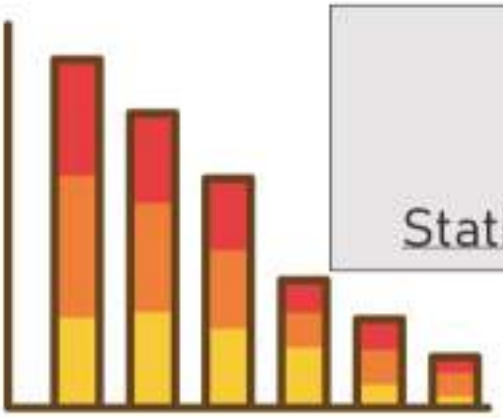

Grade 3

Statistics and Probability

	Curriculum Outcomes	Pages
	Demonstrate understanding of first-hand data	

Preview of 50 pages from this product that contains 113 pages total.

Name: _____ 5

Curriculum Connection
SP3.1

Sorting Data

Part 1 Sort the sports by writing the letter in the correct category

Ball/Puck Sport	Gymnastics	Exercise	Running

PREVIEW

Part 2 Read the list of data and match them wit co

a) t-shirt, sweater, jeans, socks	_____	er wear
b) coat, gloves, boots, snow pants	_____	clothing
c) tv, phone, video games, computer	_____	tools
d) saw, hammer, screwdriver, wrench	_____	electronics
a) mom, dad, brother, sister	_____	vehicles
b) car, truck, motorcycle, van	_____	family
c) crackers, bread, cereal, chips	_____	desserts
d) brownie, cookie, cake, ice cream	_____	food

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Name: _____ 6

Curriculum Connection
SP3.1

Sorting Data

Part 1 Sort the shapes based on two attributes

A B C D E F

Triangles (Letters)	Circles (Letters)	Stars (Letters)	White Shapes (Letters)	Striped Shapes (Letters)
Number of Triangles	Number of Circles	Number of Stars	Number of White Shapes	Number of Striped Shapes
2				

Part 2 Sort the shapes based on two attributes

A B C D E F G H I J

White Lightning (Letters)	Dark Lightning (Letters)	Patterned Lightning (Letters)

Number of White Lightning	Number of Dark Lightning	Number of Patterned Lightning	Total Number of Lightning

1) How many lightnings are both white AND have a pattern?	
2) Which group is the largest?	
3) When sorting data, can something/someone belong to two groups?	

PREVIEW

Exit Cards

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

Name: _____

Sort the shapes based on two attributes

Rectangles (Letters)		Arrows (Letters)
White Shapes (Letters)	**Striped Shapes** (Letters)	

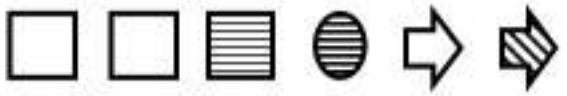
Name: _____

Sort the shapes based on two attributes

Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	**Striped Shapes** (Letters)	

Name: _____

Sort the shapes based on two attributes



Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	**Striped Shapes** (Letters)	

Name: _____

Sort the shapes based on two attributes

Rectangles (Letters)	Circles (Letters)	Arrows (Letters)
White Shapes (Letters)	**Striped Shapes** (Letters)	

PREVIEW

Name: _____ 7

Curriculum Connection
SP3.1

Sorting Data – Carroll Diagram

Part 1 Sort the animals into the correct categories

Cow	[illegible]	Dog	Cat	Goldfish	Gorilla	Human

	[illegible] 4 legs	Has 0-2 legs
Can be a pet		
Not a pet		

Part 2 Give examples of animals that fit the following categories

Can you think of another animal that...	
1. Is a pet with 4 legs?	
2. Has 4 legs and is not a pet?	
3. Has 0-2 legs and is a pet?	
4. Has 0-2 legs and is not a pet?	

PREVIEW

Name: _____ 57

Curriculum Connection
DR2.1

Activity Title: Fun with Sorting: Animal Attributes

Objective What are we learning about?

Students will learn to sort data by using two different attributes, such as colour and size, to understand the concept of categorization and data organization.

Materials What you will need for the activity.

- Ani[illegible] (can be printed from the internet [illegible]) - provided
- Col[illegible]d mar[illegible]
- Paper
- Rulers

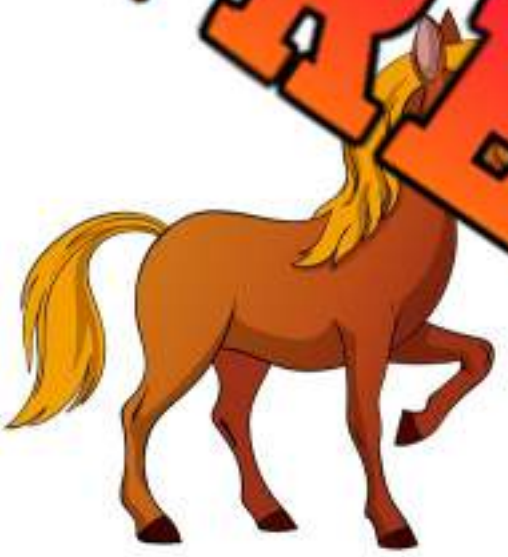
Instructions How y[illegible]mple[illegible]tivity

1. Begin by discussing with students [illegible]ribute[illegible]d give examples, such as colour, size, shape, and type.
2. Hand out the animal picture cards to the st[illegible] and [illegible]olour the animals using the markers. Ensure that there are multip[illegible]nd a m[illegible]izes (e.g., small, medium, large) among the animals.
3. Ask the students to cut out the animal pictures if they aren't al[illegible]
4. Divide the class into small groups and give each group a piece of pa[illegible]d a ruler.
5. Have the students draw a large grid on their paper with two columns and two rows, creating four boxes in total.
6. Label the columns with one attribute (e.g., "Small" and "Large") and the rows with another attribute (e.g., "Red" and "Blue").
7. Instruct the groups to sort their animal cards into the appropriate boxes based on the two attributes.
8. Once the sorting is complete, each group should discuss how they decided where each animal card should go and ensure everyone agrees.

PREVIEW

Name: _____

Curriculum Connection
DR2.1



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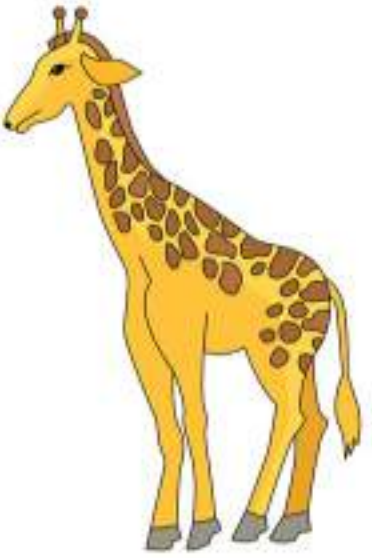
Name: _____

Curriculum Connection
DR2.1



PREVIEW

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Name: _____

Curriculum Connection
DR2.1

PREVIEW

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Name: _____ 8

Curriculum Connection
SP3.1

Sorting Data – Carroll Diagram

Part 1 Sort the numbers into the correct categories

	Number Greater Than 100	Number Less Than 100
Odd Number		
Even Number		

Part 2 Give examples of numbers that fit the following categories

Can you think of another number that...	
1. Is odd and greater than 100?	
2. Is odd and less than 100?	
3. Is even and greater than 100?	
4. Is even and less than 100?	
5. Is even and between 50 and 100?	
6. Is odd and between 300 and 1000?	

PREVIEW

Exit Cards

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

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elepha		Cat	Lion
Al	gle		Shark

	Big	Small
Can Fly		
Can't Fly		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog	Cat	Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can		
Can		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog	Cat	Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

Name: _____

Carrol Diagram: Sort the animals into the correct categories.

Elephant	Dog		Lion
Albatross	Eagle	Snake	Shark

	Bigger Than You	Smaller Than You
Can Fly		
Can't Fly		

PREVIEW

Name: _____ 9

Curriculum Connection
SP3.1

Collecting Data – Carrol Diagram

Directions	Survey your classmates using the survey question and fill in the Carrol Diagram

Survey Question: Do you prefer chocolate or vanilla ice cream? Do you prefer your ice cream in a cone or in a bowl?

	Chocolate	Vanilla
Bow		

Questions	Fill in the two-way frequency ta elow

	Chocolate		Total
Cone			
Bowl			
Total			

1) How many friends participated in the survey?	
2) Which type of ice cream is the most popular?	
3) Which type of ice cream is the least popular?	
4) What did you learn about the data?	

PREVIEW

Name: _____ 10

Curriculum Connection
SP3.1

Creating Questions

Practice	Create questions you could ask your class

Word Bank – Ideas				
TV Sh	Sport	Movie	Food	Drink
Co	n	Video Game	Subject	YouTube Channel

	stion
1)	What is your favourite _____
2)	What is your favourite _____
3)	What is your favourite _____
4)	What is your favourite _____
5)	What is your favourite _____

PREVIEW

Name: _____ 11

Curriculum Connection
SP3.1

Creating Questions

Practice	Write 4 options for the survey questions below

1) How did you get to school today?
a)
c)
d)

2) What is y urit
a)
b)
c)
d)

3) What is your favourite food?
a)
b)
c)
d)

PREVIEW

Name: _____ 13

Curriculum Connection
SP3.1

Creating Questions

Practice | Write 4 options for the survey questions below

1) What is the best subject in school?

a) Math
b) Scien
c) Gym
d) A

2) How did you get to school today?

a) _____
b) _____
c) _____
d) _____

3) What is you e sp

a) _____
b) _____
c) _____
d) _____

4) What is your favourite fast food?

a) _____
b) _____
c) _____
d) _____

5) What is your favourite pizza topping?

a) _____
b) _____
c) _____
d) _____

6) Wh best f music?

a) _____
b) _____
c) _____
d) _____

7) What time do you go to bed at?

a) _____
b) _____
c) _____
d) _____

8) What kind of ice cream is the best?

a) _____
b) _____
c) _____
d) _____

PREVIEW

Name: ____________________ 16

Curriculum Connection
SP3.1

Tally Marks

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

PREVIEW

Part 1 Count the tally marks

______	______	______	______	______
______	______	______	______	______

Part 2 Draw tally marks that match the number

4 =	8 =	
13 =	17 =	20 =
27 =	32 =	

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

9 ______	11 ______	16 ______

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Name: _____ 57

Curriculum Connection
DR2.1

Activity Title: Tally Mark Nature Walk

Objective

What are we learning about?

Students will learn to use tally marks to count and record data by observing and tallying specific natural objects they find outdoors.

Materials

What you will need for the activity.

- Clipboards or sturdy surfaces for writing
- Paper with the recording table printed on it
- Pencils
- Optional: magnifying glasses, small bags for collecting items

Instructions

How you will complete the activity.

1. Start by explaining what tally marks are and how they can be used to count objects efficiently.
2. Take the class outside for a nature walk around the school grounds or nearby park.
3. Give each student a clipboard with the recording table printed on it. Optionally, provide magnifying glasses and small bags for collecting items.
4. Instruct students to look for specific items such as red flowers, round rocks, pine cones, feathers, acorns, and four-leaf clovers. They should use tally marks to record how many of each item they find in the table.
5. Allow students to explore and tally their findings for a set amount of time, like 15-20 minutes.
6. After the exploration, gather the class and have students share their findings. Record the results on a large sheet of paper or a whiteboard using tally marks.
7. Discuss the different quantities of items found and compare results among the students.

PREVIEW

Name: _____ 57

Curriculum Connection
DR2.1

Observations Fill in the table below while walking around your natural environment

Item	Tally Marks	Total Count
Red Flowers		
Round		
Pine Cones		
Feathers		
Acorns		
Four-leaf Clovers		
Spider Webs		
Ant Hills		
Animal Tracks		

PREVIEW

Name: _____ 17

Curriculum Connection
SP3.1

Tally Marks – Favourite Music

Part 1 Fill in the tally table below

Favourite Music of Grade 3 Students		
Music Genres	**Tallies**	**Frequency**
[illegible]	𝍸 𝍸 𝍸 ||	
Jazz		6
Country	[illegible]	
Rap/Hip-Hop	𝍸 𝍸	
Rock		20

PREVIEW

Part 2 Answer the questions below

1) Which music genre is the most popular?	
2) Which music genre is the least popular?	
3) How many more students voted for pop than jazz?	
4) How many grade 3 students were surveyed?	

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Name: _____ 18

Curriculum Connection
SP3.1

Tally Marks – Favourite Treat

Part 1 Fill in the tally table below

Favourite Treat		
Treat	**Tallies**	**Frequency**
Donut	𝍸 𝍸 |||	
Brownie		11
Ice Cream	𝍸 𝍸 |||	
Cake		9
Chocolate	𝍸 𝍸 𝍸 |	

PREVIEW

Part 2 Answer the questions below

1) Which treat is the most popular?	
2) Which treat is the least popular?	
3) How many more people like ice cream than cake?	
4) Put the treats in order from least popular to most popular.	
_____	
_____	

Exit Cards

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

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	𝍸 𝍸	
Tacos		
Hot Dog		7
Sandwich	𝍸 IIII	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	𝍸 𝍸 I	
Tacos		17
Hot Dog		7
Sandwich	𝍸 IIII	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	𝍸 𝍸 I	
Tacos		17
Hot Dog		7
Sandwich	𝍸 IIII	
Burgers		14

Name: _____

Fill in the tally table below

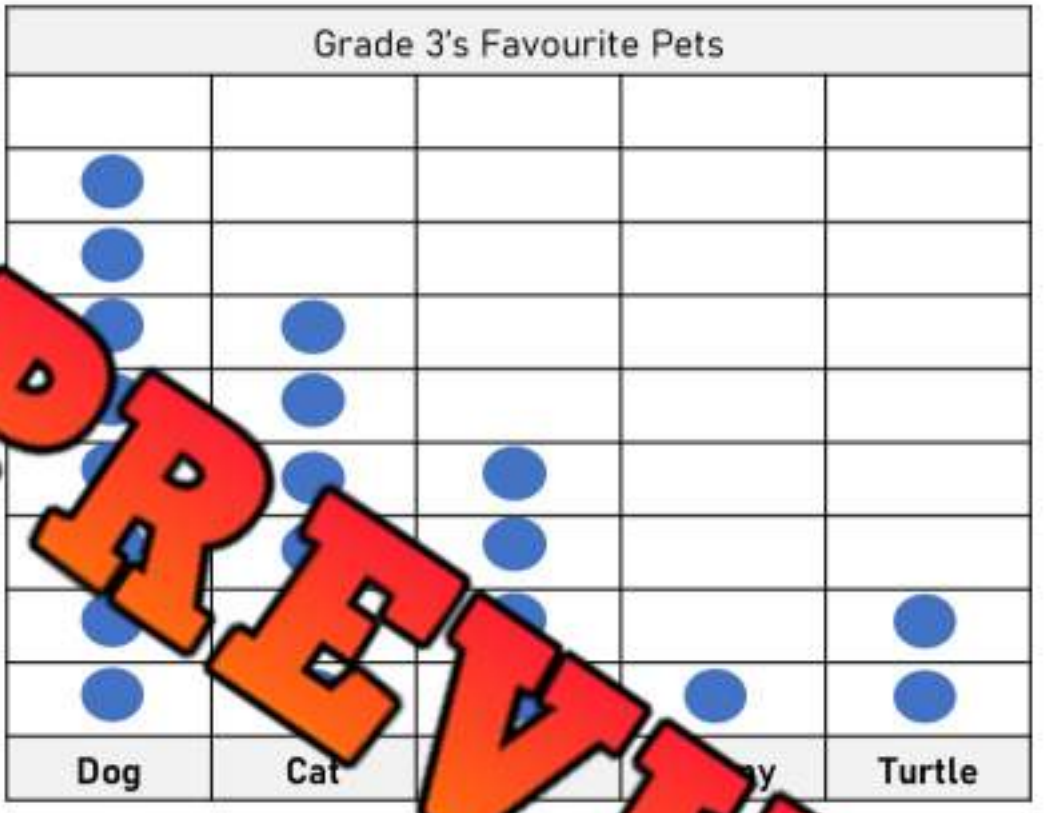
Favourite Food		
Food	Tallies	Frequency
Pizza	𝍸 𝍸 I	
Tacos		17
Hot Dog		7
Sandwich	𝍸 IIII	
Burgers		14

PREVIEW

Name: _____ 19

Curriculum Connection
SP3.1

Reading a Line Plot - Pets



Pet	Dog	Cat	[illegible]	[illegible]	Turtle
Frequency					

Questions	Read the line plot and answer the questions

a) Which pet was the most popular?	
b) Which pet was the least popular?	
c) How many total people were asked the survey question?	
d) How many more people like dogs than bunnies?	
e) Put the pets in order of most popular to least popular.	
_____	
_____	

PREVIEW

Name: _____ 21

Curriculum Connection
SP3.1

Reading a Line Plot – Favourite Dinner

Dinner	Pasta	Hot Dog	[illegible]	[illegible]	[illegible]	Salad
Frequency						

Questions	Read the line plot and answer the questions

a) Which dinner was the most popular?	
b) Which dinner was the least popular?	
c) How many total people were asked the survey question?	
d) How many more people like hot dogs than salad?	
e) Put the dinner options in order of least popular to most popular.	
_____	
_____	

PREVIEW

Exit Cards

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

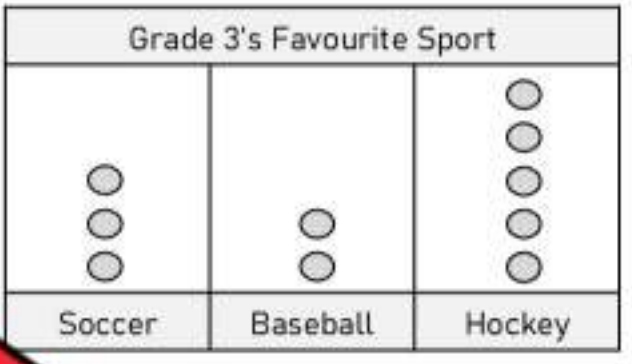
Name: _____

Read the line plot and answer the questions

Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

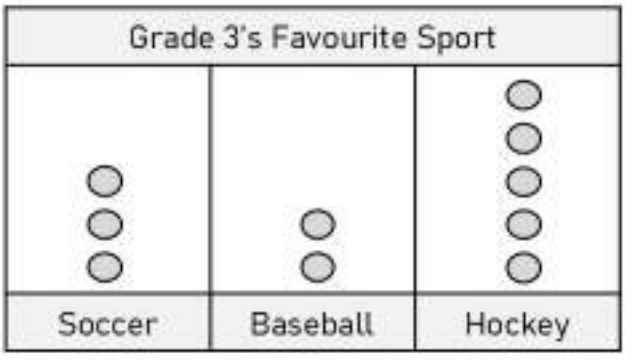
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

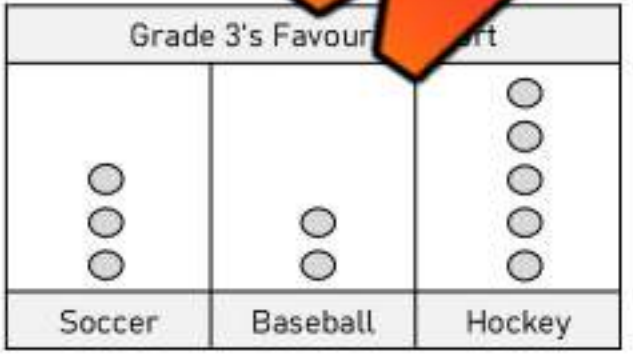
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

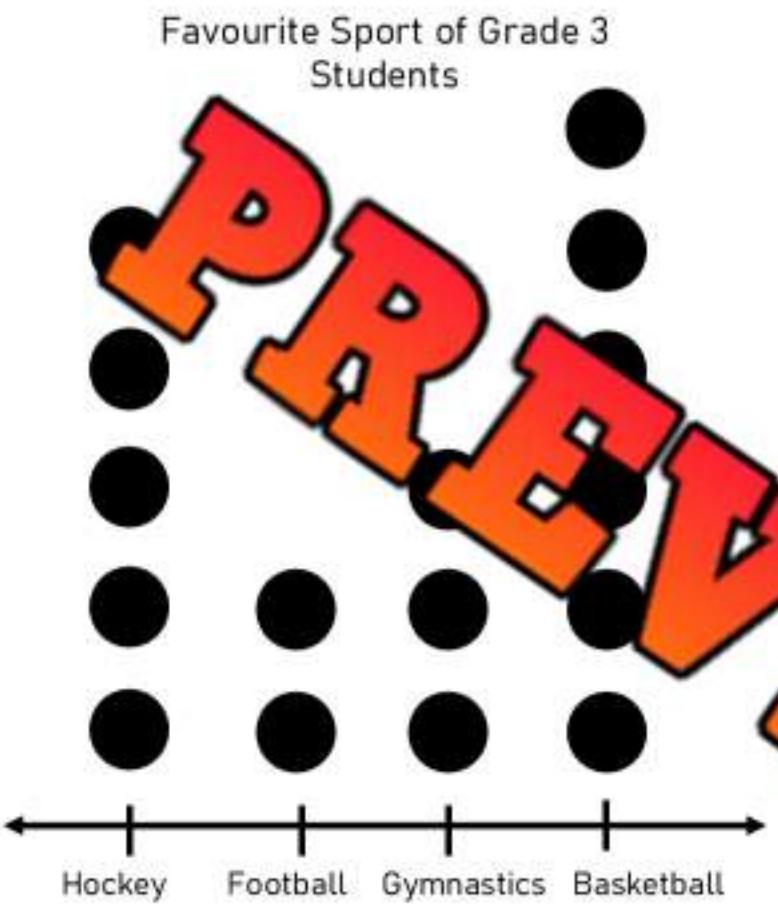
PREVIEW

Name: _____ 22

Curriculum Connection
SP3.1

Reading a Line Plot – Favourite Sport

Part 1 Read the line plot below and answer the questions



1) Which sport was the most popular?

2. Which sport was the least popular?

_____

_____

3) How many people were surveyed?

_____

[illegible] learn about the [illegible]ple [illegible]eted the survey?

_____

_____

_____

PREVIEW

Part 2 Fill in the frequency table below

Category	Hockey	Football	Gymnastics	Basketball
Tally				
Frequency				

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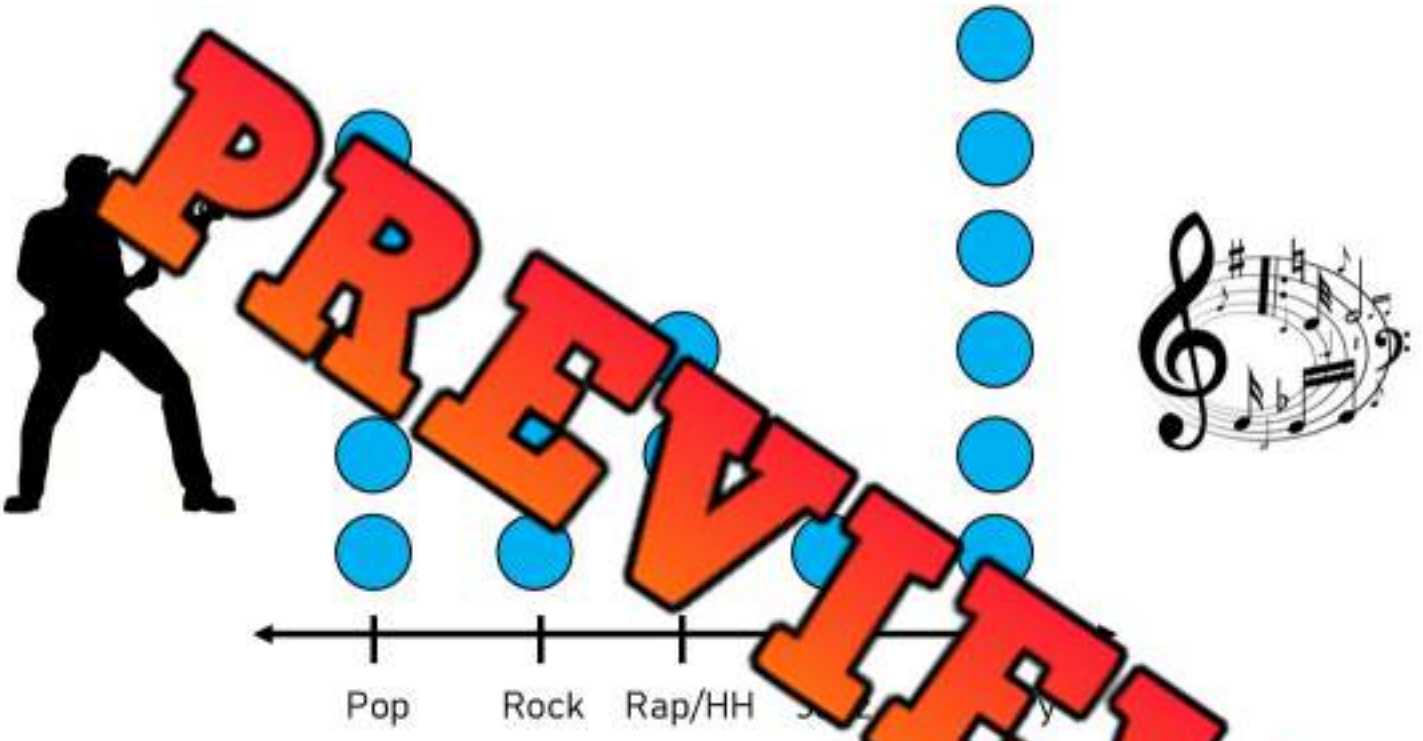
Name: _____ 23

Curriculum Connection
SP3.1

Reading a Line Plot – Music Genres

Part 1 Read the line plot below and answer the questions

An online survey asked people what their favour music genre is. The results have been displayed below in a line plot.



PREVIEW

Part 2 Fill in the frequency table below

Category	Pop	Rock	Rap/Hip Hop	Jazz	Country
Tally					
Frequency					

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

2) How much more popular is country than rock? _____

3) How many people were surveyed? _____

Name: _____ 24

Curriculum Connection
SP3.1

Creating a Line Plot – Favourite Colour

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

Survey Question: What is your favourite colour?
Instructions – When a classmate tells you their favourite colour, put a dot in the box above the colour

PREVIEW

Grade 3's Favourite Colour					
Red	**Blue**	**Green**	**Pink**	**Purple**	**Orange**

1) Which colour is the most popular?	
2) Which colour is the least popular?	

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Name: _____ 25

Curriculum Connection
SP3.1

Creating a Line Plot - Hobby

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

Survey Question: What is your favourite hobby?

Instructions – Use tally marks to record the answer to the survey question.

Catego	Reading	Computer	Gaming	Playing Outside
Ta				
Frequency				

Title:

Reading	Computer	Gaming	Playing Outside

PREVIEW

Name: _____ 27

Curriculum Connection
SP3.1

Horizontal Pictograph - Candy

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

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

Friend	Number of Candies Collected	Frequency
S		
Steve		
Tony		
Jill		
Stacy		

= 3 Candies

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

PREVIEW

Name: _____ 28

Curriculum Connection
SP3.1

Horizontal Pictograph - Books

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

Friend	Number of Pages Read	Frequency
John		
William		
Emma		
Nick		
Maddy		

= 10 pages

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

PREVIEW

Exit Cards

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

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

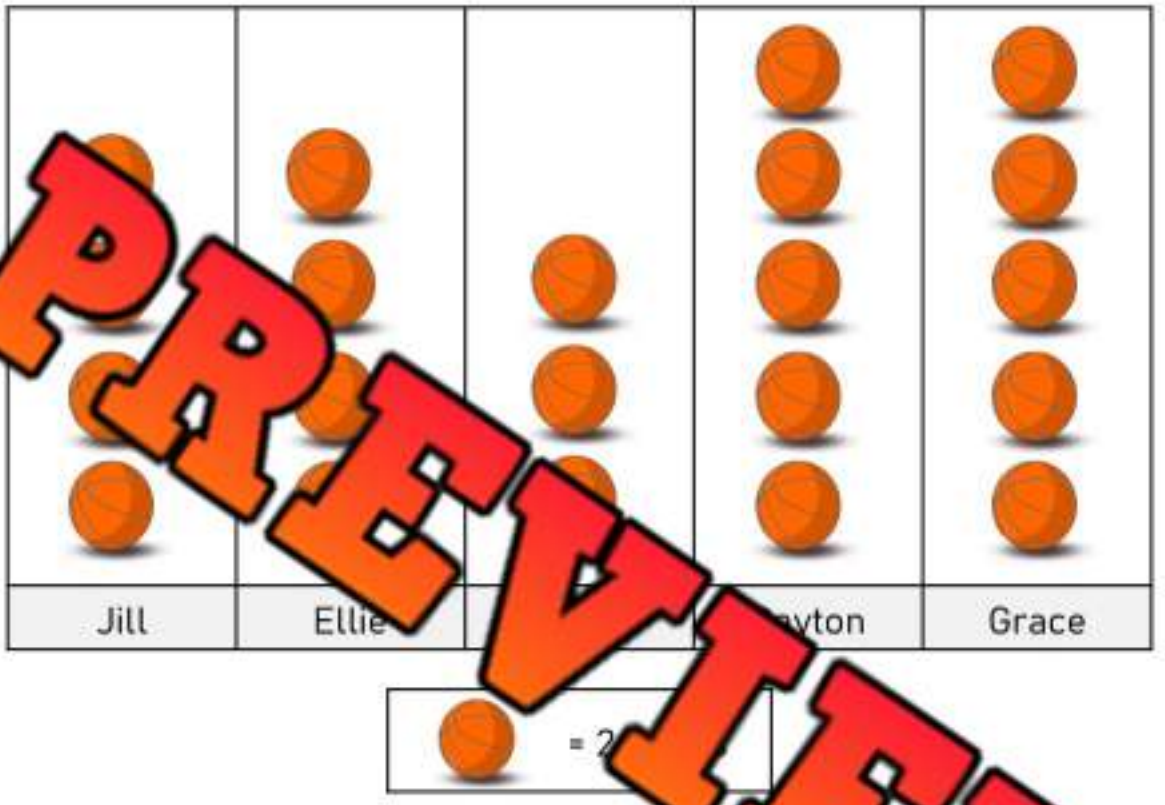
PREVIEW

Name: _____ 29

Curriculum Connection
SP3.1

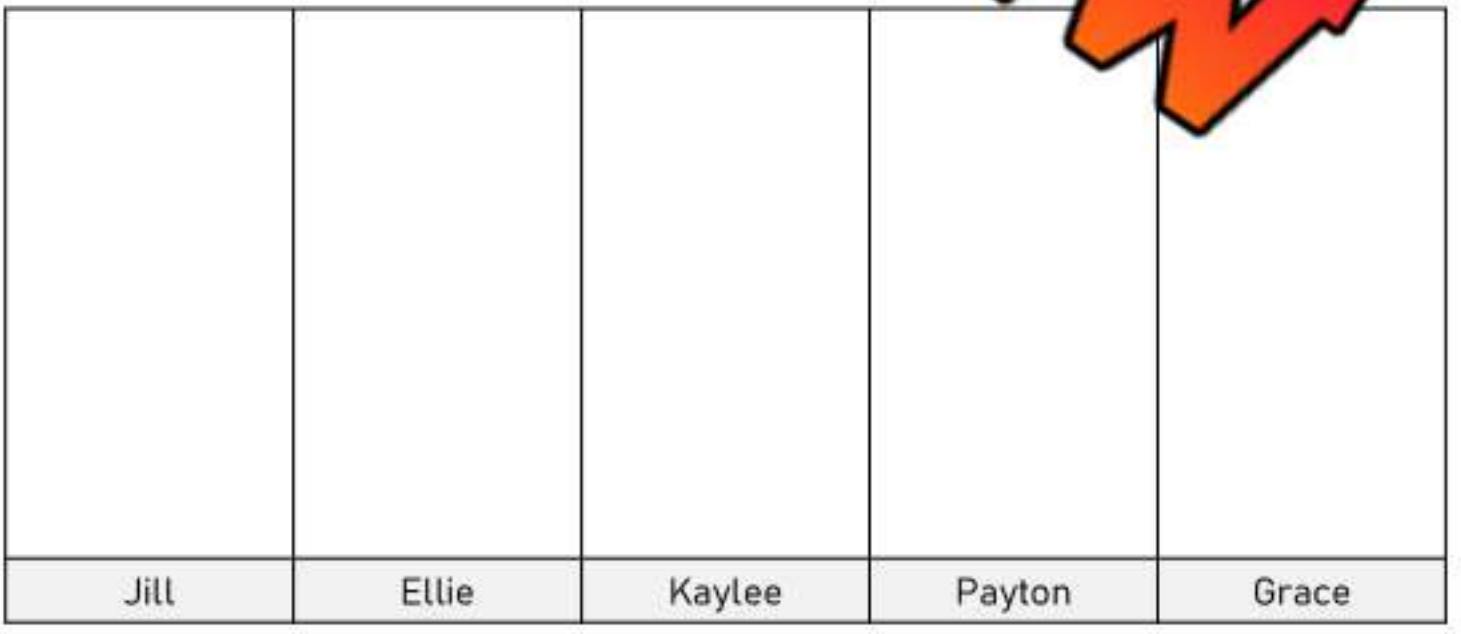
Pictograph to Line Plot

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



PREVIEW

Directions Take the data from the pictograph and



Name: _____ 30

Curriculum Connection
SP3.1

Creating a Vertical Pictograph

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

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

PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

= 5 minutes

1) What day did he read the most?	
2) How many more minutes did he read on Friday than Wednesday?	
3) Did James read <u>more</u> or <u>less</u> on Monday and Tuesday than he did on Friday and Saturday?	

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Name: _____ 32

Curriculum Connection
SP3.1

Creating a Vertical Pictograph

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

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

Game 1	Game 2	Game 3	Game 4	Game 5

PREVIEW

=

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

2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____

3) How many total points did he score in all 5 games? _____

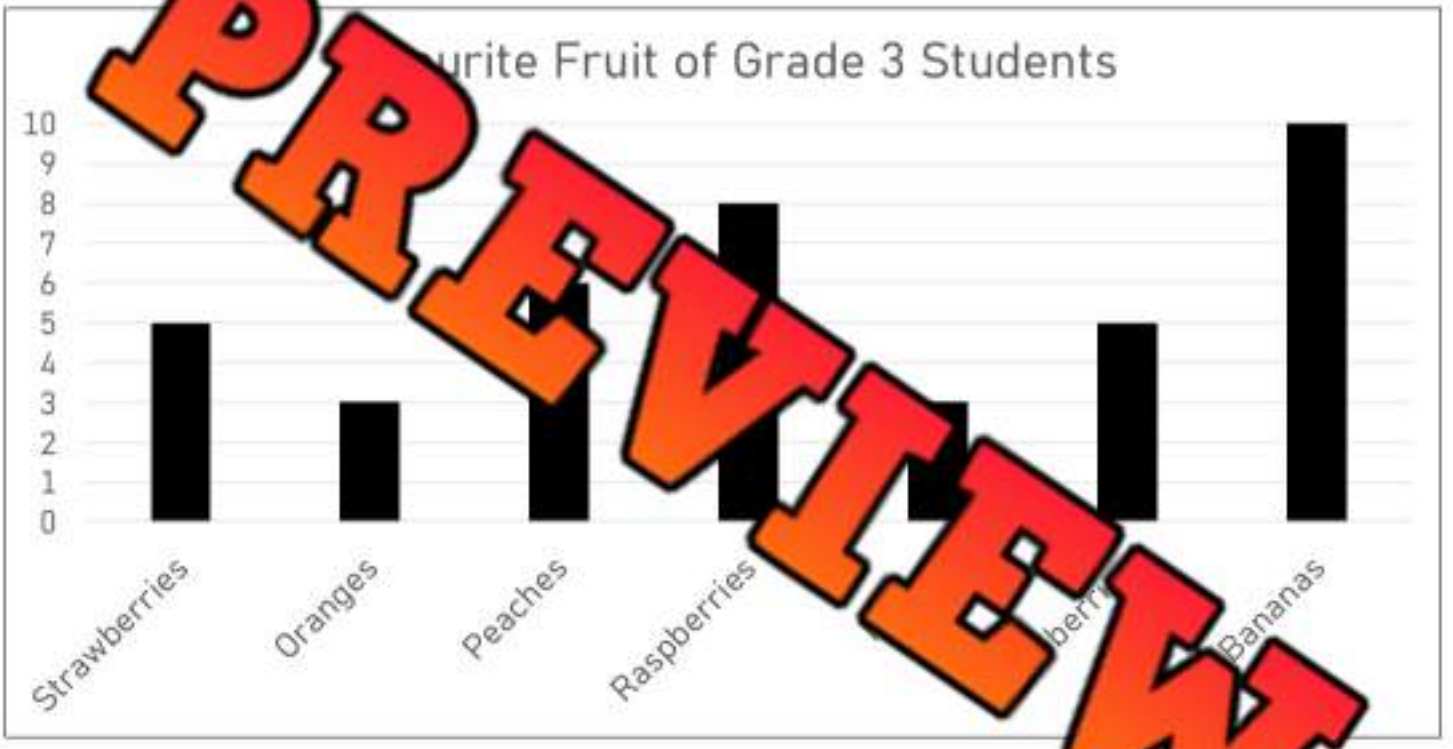
Name: _____ 34

Curriculum Connection
D1.5

Why We Use Graphs

Luca wanted to know which fruit was most popular in his class. He collected data and displayed it in the bar graph below.

Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas
𝍸	𝍷	𝍸 𝍷	𝍸 𝍷	𝍷	𝍸	𝍸 𝍸



PREVIEW

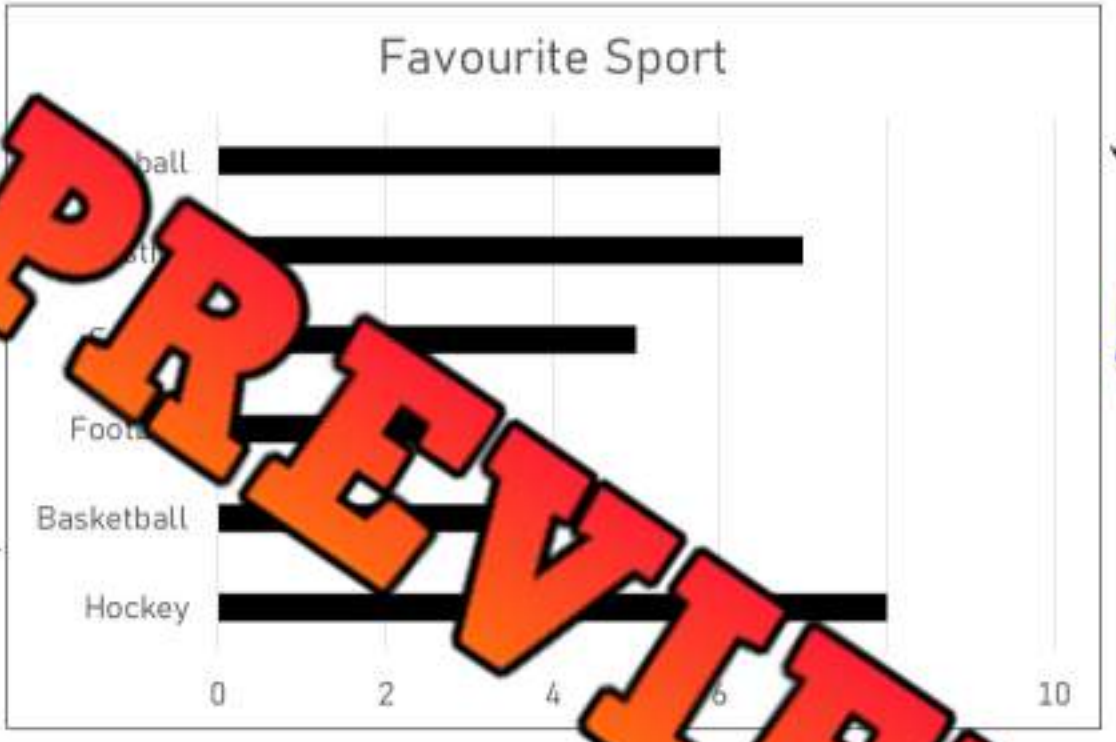
a) Which fruit was the most popular?		
b) How many students liked bananas more than oranges?		
c) Does the graph and table show the same data?	Yes	No
d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?	Graph	Table
e) What are the benefits of using a graph?		
_____		
_____		

Name: _____ 36

Curriculum Connection
SP3.1

Horizontal Bar Graph – Favourite Sport

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



PREVIEW

a) Which sport was most popular?	
b) Which sport was the least popular?	
c) How many people chose gymnastics as their favourite?	
d) How many kids liked basketball and soccer the best?	
e) How many kids liked hockey more than football?	
f) What two sports add up to the total for hockey?	
g) How many kids were surveyed?	

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Exit Cards

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

Name: _____

1) Which category of drink is most popular?

_____

2) How many people were surveyed?

_____

Name: _____

1) Which category of drink is most popular?

_____

2) How many people were surveyed?

_____

Name: _____

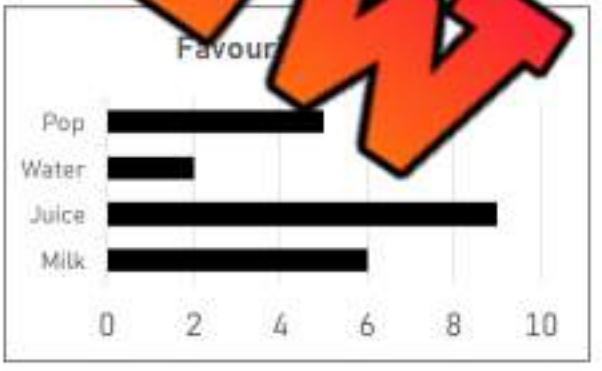
1) Which category of drink is most popular?

_____

2) How many people were surveyed?

_____

Name: _____



1) Which category of drink is most popular?

_____

2) How many people were surveyed?

_____

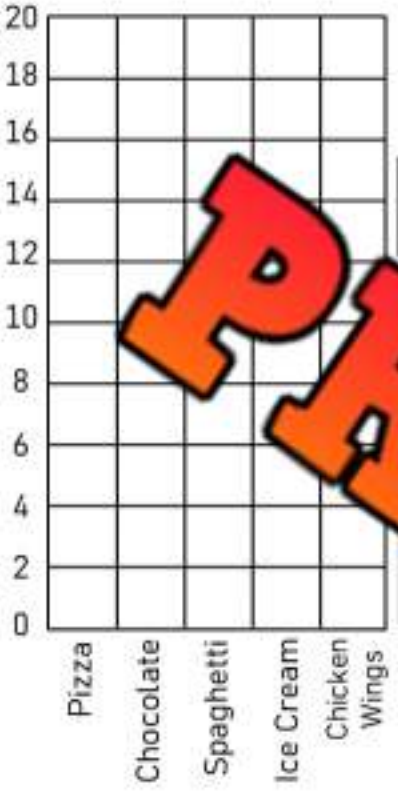
PREVIEW

Name: _____ 37

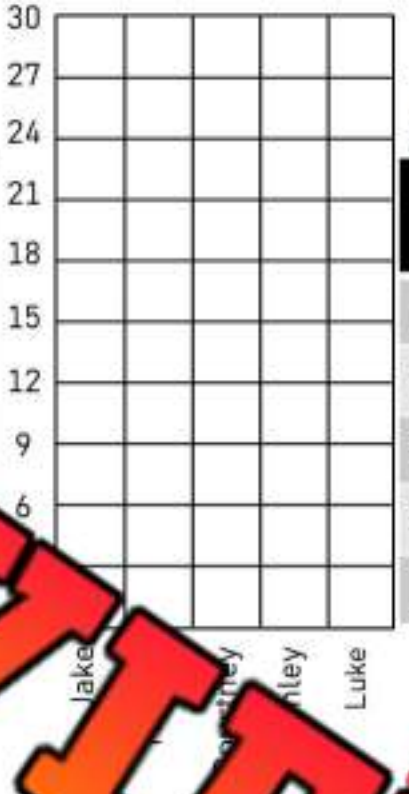
Curriculum Connection
SP3.1

Drawing Bar Graphs

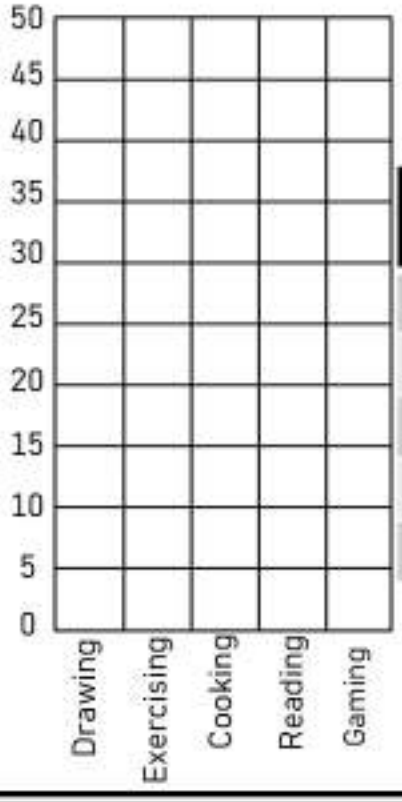
Questions | Draw the bars for each of the bar graphs below



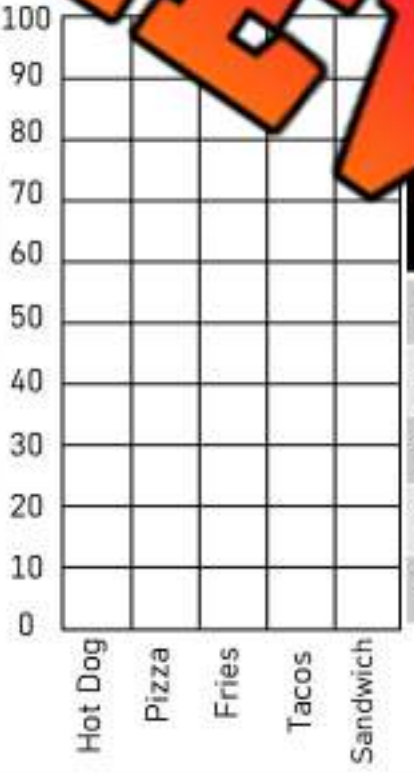
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	[illegible]
Chicken Wings	6



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



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



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

PREVIEW

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Name: _____ 39

Curriculum Connection
SP3.1

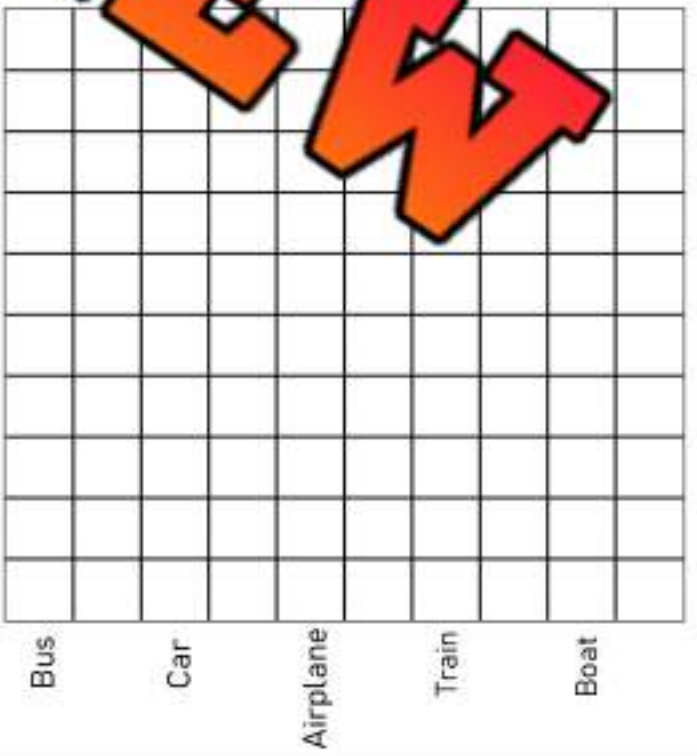
Creating Scale

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

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

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

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



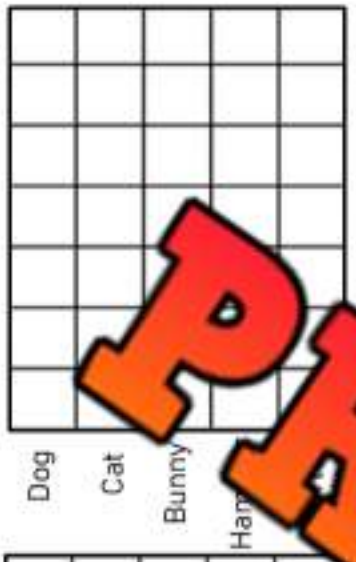
PREVIEW

Name: _____ 40

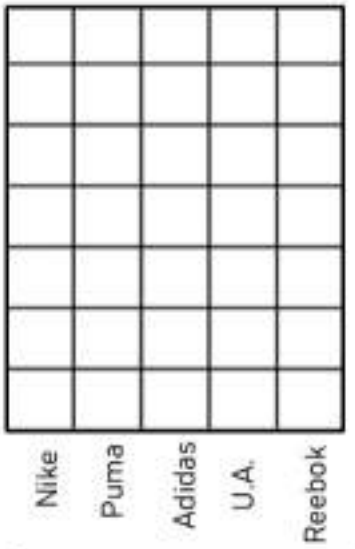
Curriculum Connection
SP3.1

Creating Scale

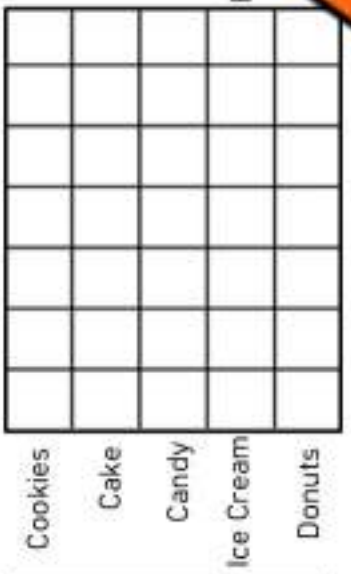
Questions Read the numbers and decide which scale to use. After that, draw your bar graphs



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

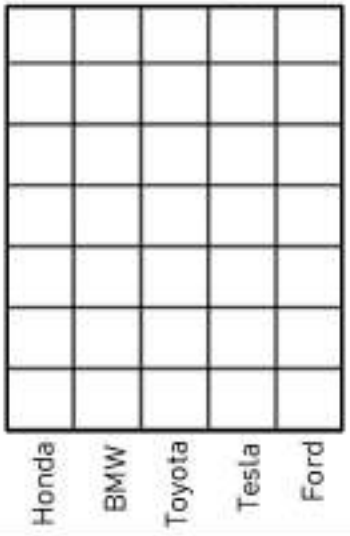


Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3

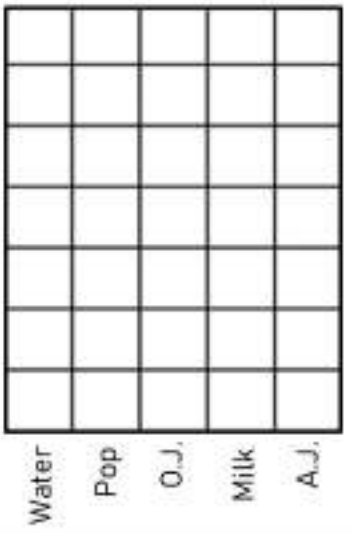


[illegible]	Votes
Cook[illegible]	[illegible]
Cake	[illegible]
Candy	21
Ice Cream	15
Donuts	18

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



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



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

PREVIEW

Activity Title: 4-Corners Scaling Game

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Data table p[illegible] the teacher
- Four signs la[illegible] A, B, [illegible] for each corner of the ro[illegible]

Instructions

How you will comp[illegible]

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

PREVIEW

Name: _____

Curriculum Connection
DR2.1

Table 1 Analyze the data and then move to one of the corners of the room

Fruits	Votes
Grape	40
Apple	10
[illegible]	50
Banana	30
Orange	20

Table 1

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

PREVIEW

Table 5 Analyze the data and then move to one of the corners of the room

Subjects	Votes
Art	125
Math	25
English	75
Science	50
History	100

PREVIEW

Table 5

Scale Options:

- A: 15
- B: 20
- C: 25
- D: 50

Name: _____ 57

Curriculum Connection
DR2.1

Table 8 Analyze the data and then move to one of the corners of the room

Seasons	Votes
Summer	33
Fall	18
Winter	15
May	12
Spring	22

PREVIEW

Table 8

Scale Options:

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

Name: _____ 57

Curriculum Connection
DR2.1

Table 9 Analyze the data and then move to one of the corners of the room

Animals	Votes
Giraffe	50
Lion	10
[illegible]	30
Elephant	40
Tiger	20

PREVIEW

Table 9

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

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

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

PREVIEW

Table 10

Scale Options:

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

Name: _____ 41

Curriculum Connection
SP3.1

Collecting Data

Survey Question	Collect data by asking your classmates your survey question

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

Survey Question _____

Example: What is your favourite colour? _____

Categories					
Tally					
Frequency					

Interpreting Your Survey Results

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

_____

5. Did any of the survey results surprise you?

I'm surprised that _____

_____

PREVIEW

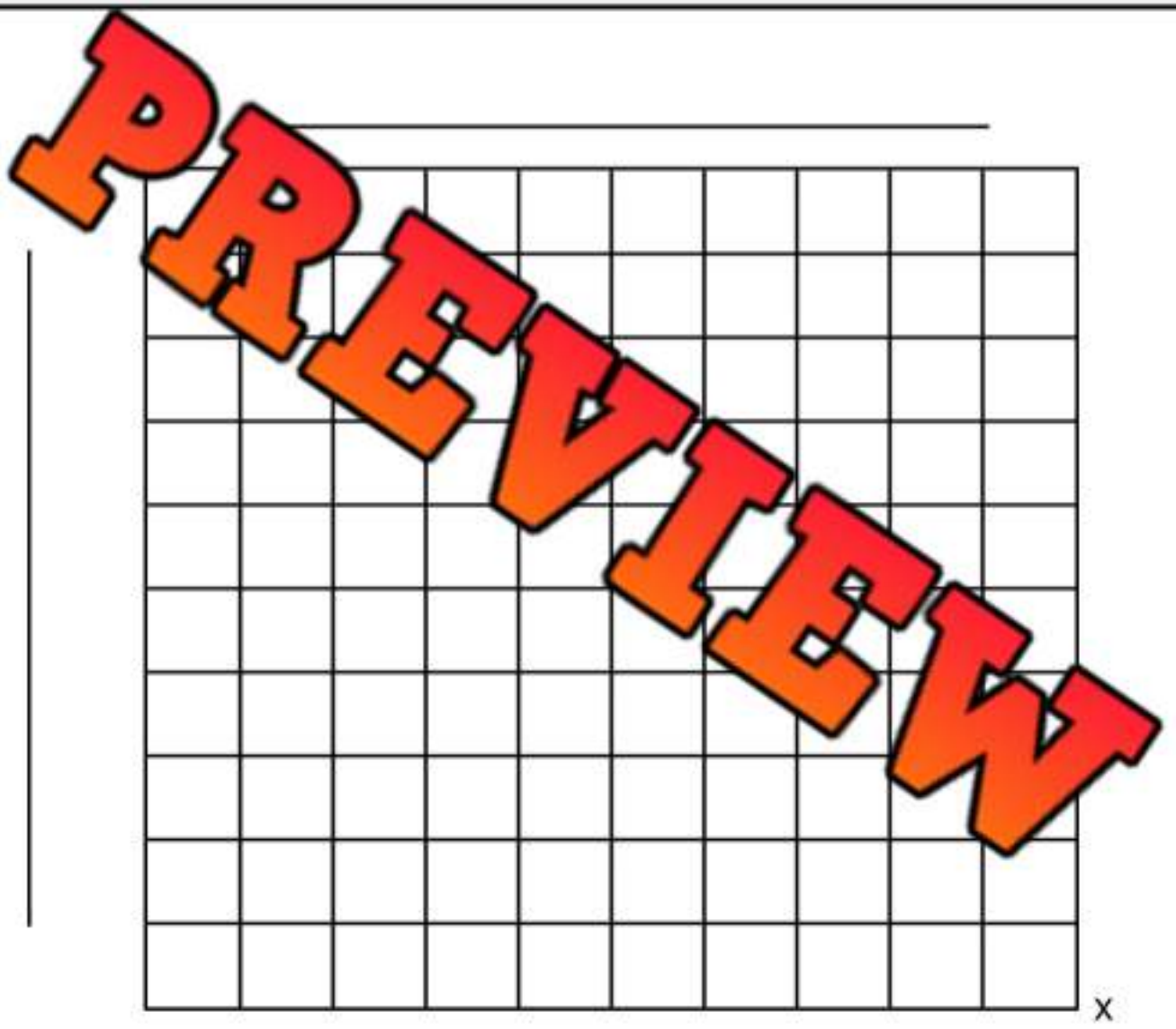
Name: _____ 42

Curriculum Connection
SP3.1

Creating a Bar Graph

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

- [ ] X axis label
- [ ] Y axis label
- [ ] Title
- [ ] Scale
- [ ] Categories



PREVIEW

Name: _____

Unit Test – Statistics and Probability

Part 1 Count the tally marks

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

Part 2 Draw tally marks that match the number

3 =	10 =	17 =
15 =		20 =

Part 3 Create a li[illegible] and answ[illegible] questions

Colton played 5 games of hock[illegible]y las[illegible] [illegible]ber of goals he scored in each game is displayed below. Create a li[illegible] to sh[illegible] goals.

Game 1	1
Game 2	7
Game 3	3
Game 4	5
Game 5	2

Game 1	Game 2	Game 3	Game 4	Game 5

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

2) How many more goals did he score in game 2 than game 1? _____

3) How many total goals did he score in all 5 games? _____

PREVIEW

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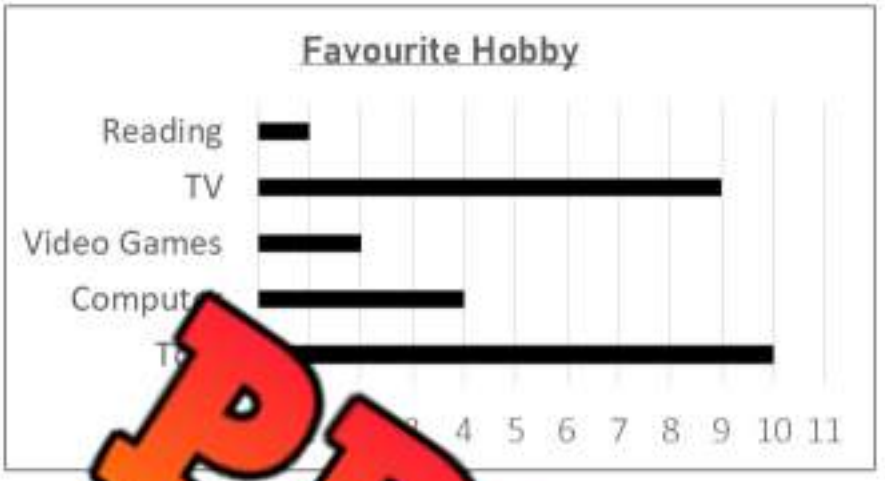
The grade 3s were asked which hobby was their favourite. The results have been graphed below.



a) Which hobby was the most popular?

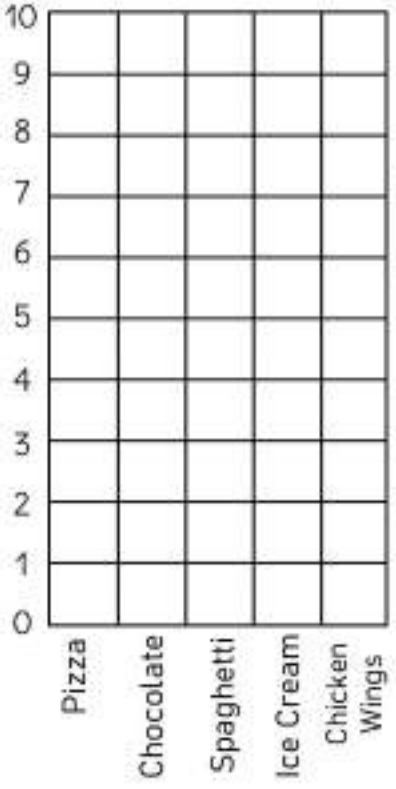
b) Which hobby was the least popular?

c) How many [illegible] toys than reading?

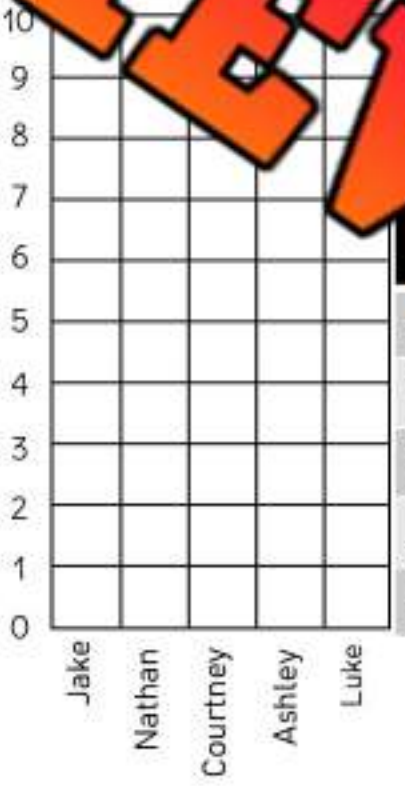
d) How many students [illegible] eyed?

PREVIEW

Part 5 Draw the bars for each of the bar [illegible] phs b[illegible]



Favourite Food	# of votes
Pizza	4
Chocolate	6
Spaghetti	2
Ice Cream	7
Chicken Wings	10



[illegible]	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9

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Google Slides Lessons Preview

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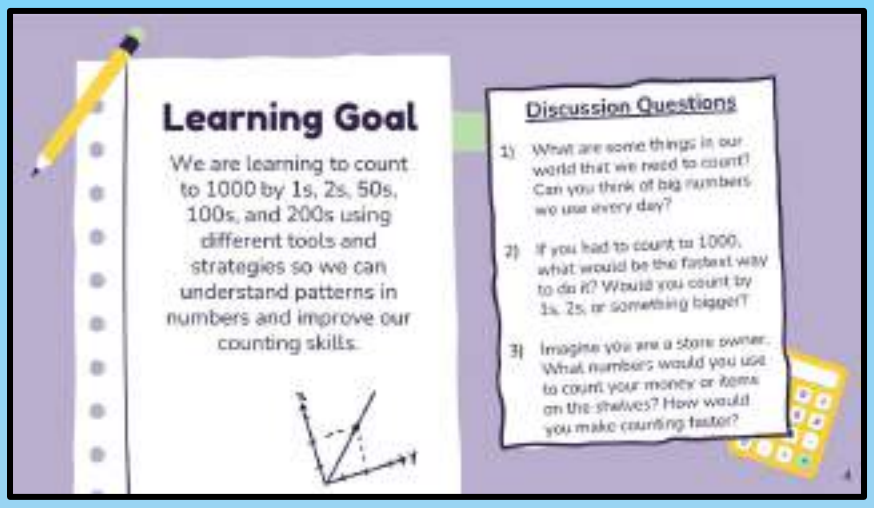
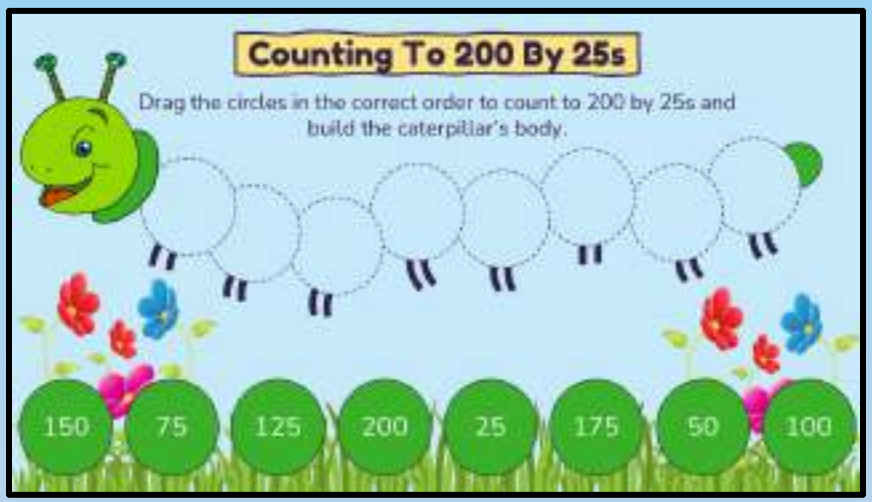
Saskatchewan Math Curriculum
Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



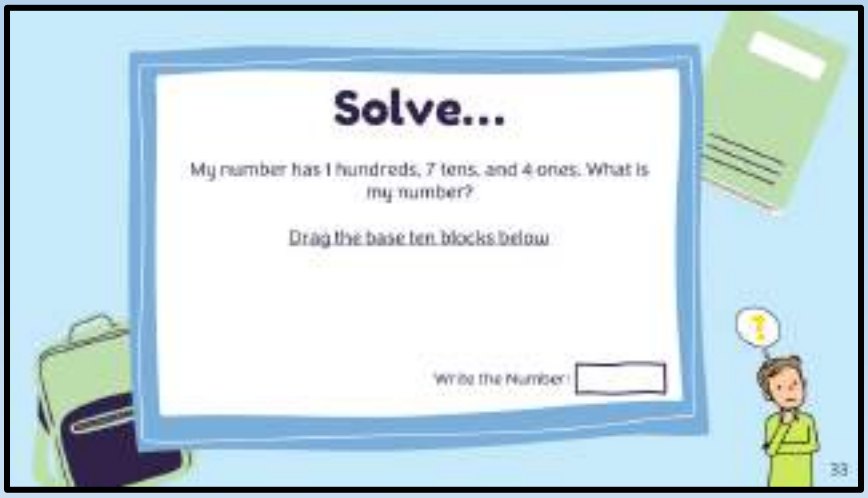


Part 2 – Action!

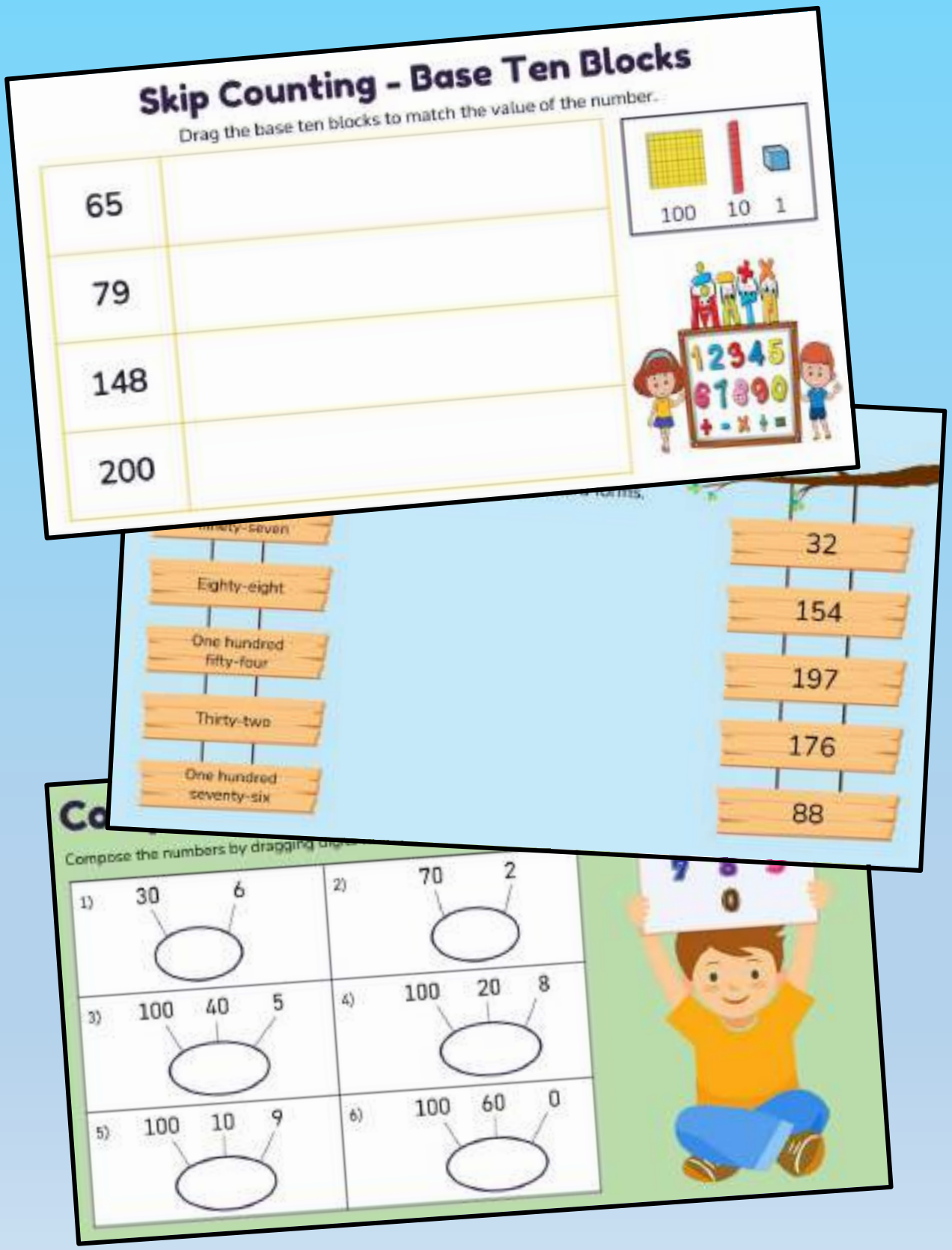
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

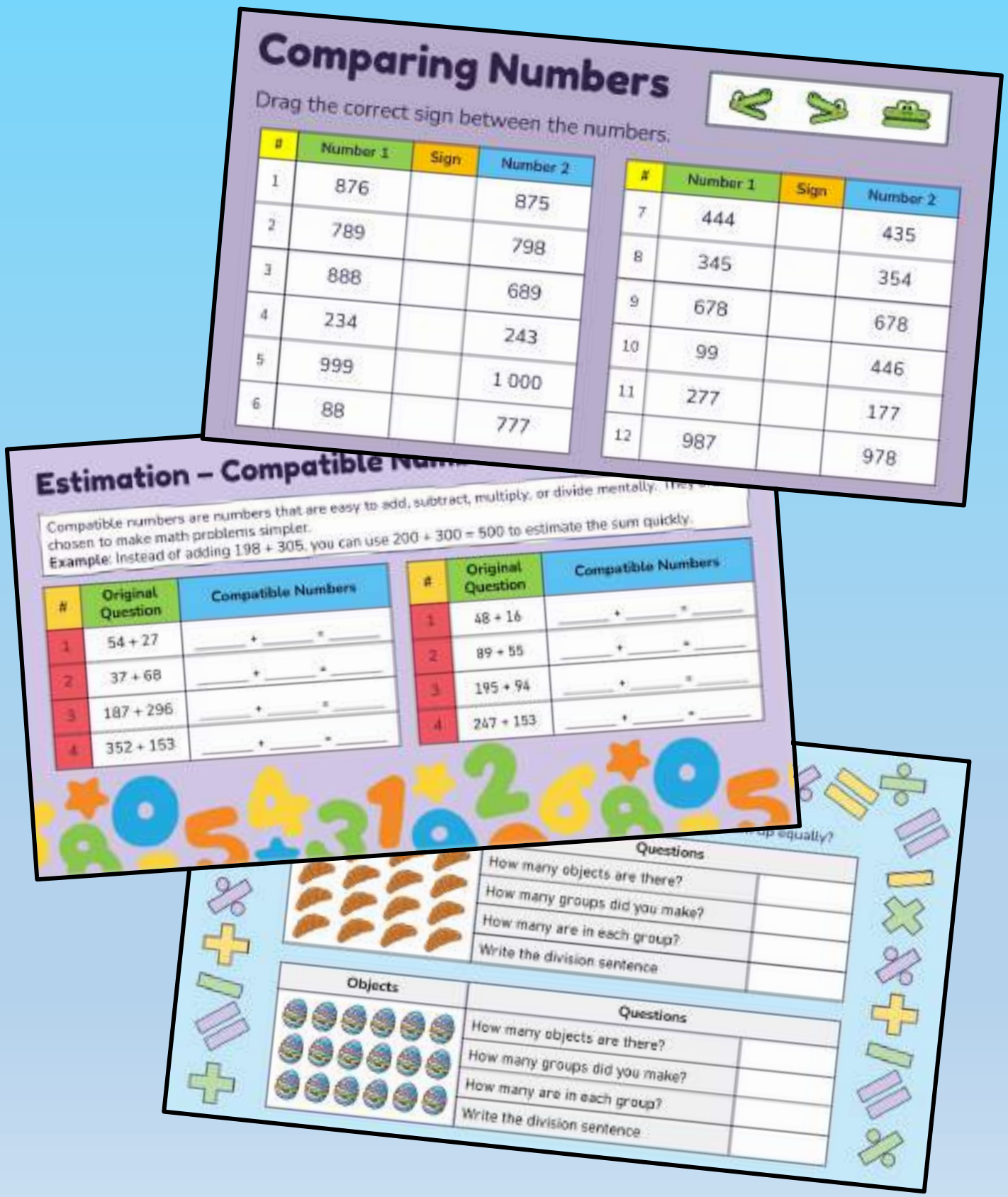
- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Math Curriculum
Number Unit – Grade 3



Saskatchewan Math Curriculum
Number Unit – Grade 3



Comparing Numbers

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	876		875
2	789		798
3	888		689
4	234		243
5	999		1 000
6	88		777

#	Number 1	Sign	Number 2
7	444		435
8	345		354
9	678		678
10	99		446
11	277		177
12	987		978

Estimation – Compatible Num

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide mentally. They
chosen to make math problems simpler.
Example: Instead of adding 198 + 305, you can use 200 + 300 = 500 to estimate the sum quickly.

#	Original Question	Compatible Numbers
1	54 + 27	_____ + _____ = _____
2	37 + 68	_____ + _____ = _____
3	187 + 296	_____ + _____ = _____
4	352 + 153	_____ + _____ = _____

#	Original Question	Compatible Numbers
1	48 + 16	_____ + _____ = _____
2	89 + 55	_____ + _____ = _____
3	195 + 94	_____ + _____ = _____
4	247 + 153	_____ + _____ = _____

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Workbook Preview

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Grade 3
Strand: Number

	Curriculum Outcomes	Pages
N3.1	Understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: · representing (including place value) · describing · estimating with referents · comparing two numbers · ordering three or more numbers.	5 – 54
N3.2	Demonstrate understanding of addition of whole	1
N3.3	Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: · representing and explaining using repeated addition or subtraction, equal grouping, and arrays · creating and solving situational questions · modelling processes using concrete, physical, and visual representations, and recording the process symbolically · relating multiplication and division.	142 – 206
N3.4	Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: · representing · observing and describing situations · comparing · relating to quantity.	207 – 237

Preview of 130 pages from this product that contains 449 pages total.

Name: _____ 6

Curriculum Connection
N3.1

Counting Within 1000, By 1s

Part 1 — Count forward by 1s within 1000

1)	15	16			19			22		
2)	18			185				189		
3)	33	3			342		344			
4)	791		9			796			799	
5)	925	926				93			933	

Part 2 — Count backward by 1s with 3 digits

1)	15	14			11					
2)	225		223			220			217	
3)	362	361			358			355		
4)	605			602		600		598		
5)	938				934			931	930	

PREVIEW

Exit Cards

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

Name: _____

Count by 1s forwards.			
877			

Count by 1s backwards.			
992			

Count by 2s forwards.			
76	78		

Count by 2s backwards.			
96	94		

Name: _____

Count by 1s forwards.			
877	878		

Count by 1s backwards.			
992	991		

Count by 2s forwards.			
76	78		

Count by 2s backwards.			

Name: _____

Count by 1s forwards.			
877	878		

Count by 1s backwards.			
992	991		

Count by 2s forwards.			
76	78		

Count by 2s backwards.			
96	94		

Name: _____

Count by 1s forwards.			
877	878		

Count by 1s backwards.			
992	991		

Count by 2s forwards.			
76	78		

Count by 2s backwards.			
96	94		

PREVIEW

Name: _____ 9

Curriculum Connection
N3.1

Counting by 20s

Part 1 — Count by 20s

		180		220		END
20				260		380
60		100		300		340

PREVIEW

Part 2 — Fill in the blanks counting by 20

1)	0	20		60		
2)	100		140			
3)	500				580	
4)	900					

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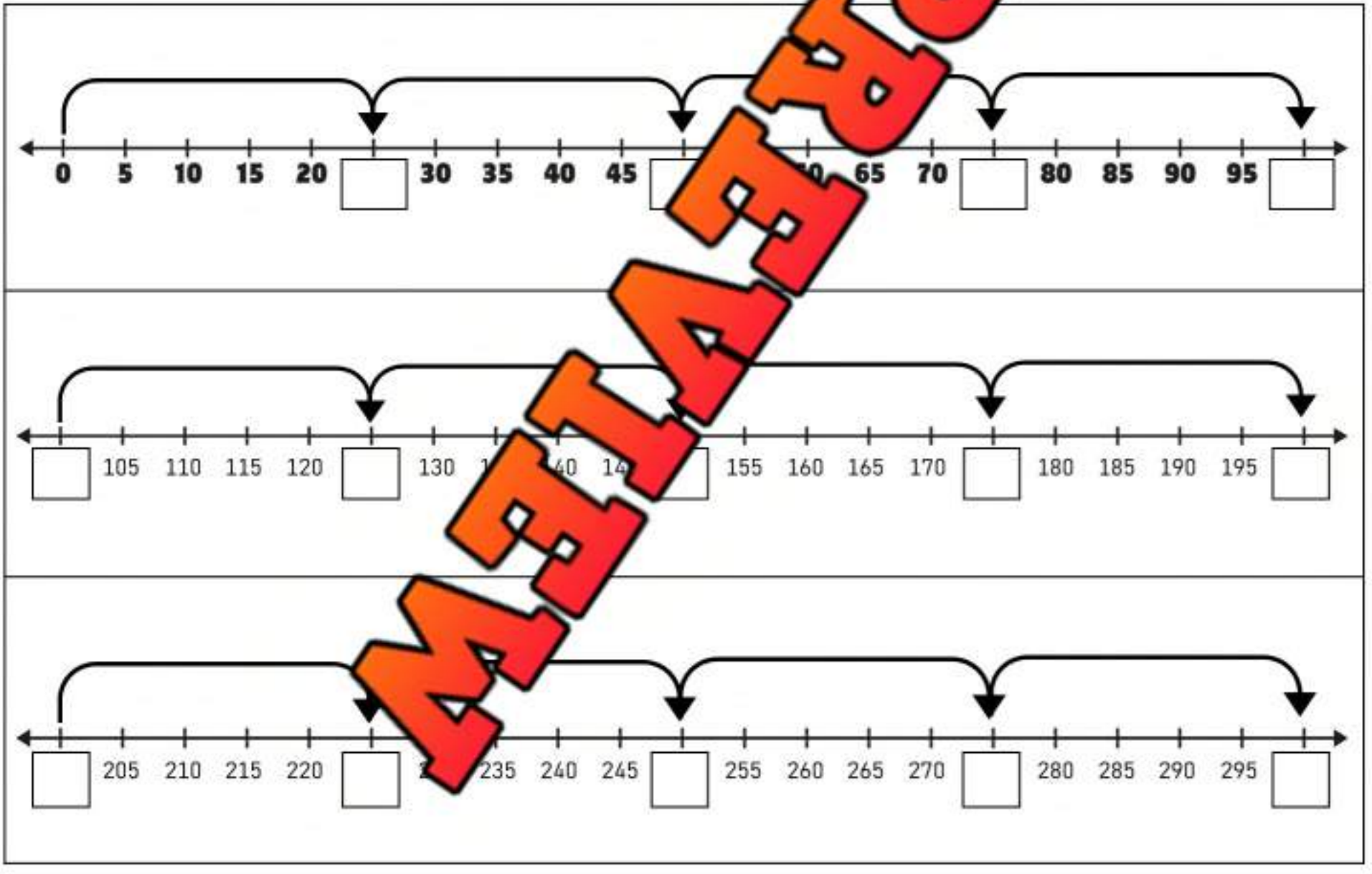
Name: _____

Curriculum Connection
N3.1

Counting By 25s



PREVIEW

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Name: _____ 12

Curriculum Connection
N3.1

Counting By 50s

Part 1 Count by 50's to 200

GO

50		150	

END

Part 2 Count by 50's to 200 using the number line

Part 3 Fill the blank by 50's

1)	50	100		
2)	50			200
3)		100		
4)				

Part 4 How many fifty-dollar bills do you need to make $200? Draw them in the box

PREVIEW

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Name: _____ 14

Curriculum Connection
N3.1

Counting By 25, 50, & 100

Part 1 Count by 25 starting at different numbers

1)	0	25	50					175
2)	[illegible]	225	250					375
3)	[illegible]	[illegible]	600					725

Part 2 Count by [illegible] starting at different numbers

1)	5	55			[illegible]
2)	10	60			[illegible]
3)	7	57			207

Part 3 Count by 100 starting at different numbers

1)	100	200	300	400					900	
2)	50	150	250	350					850	
3)	77	177	277	377					877	

PREVIEW

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Exit Cards

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

Name: _____

Count by 20s forwards.			
820			

Count by 25s forwards.			
450			

Count by 50s forwards.			
750			

Count by 100s forwards.			
600			

Name: _____

Count by 20s forwards.			
820			

Count by 25s forwards.			
450			

Count by 50s forwards.			
750			

Count by 100s forwards.			

Name: _____

Count by 20s forwards.			
820			

Count by 25s forwards.			
450			

Count by 50s forwards.			
750			

Count by 100s forwards.			
600			

Name: _____

Count by 20s forwards.			
820			

Count by 25s forwards.			
450			

Count by 50s forwards.			
750			

Count by 100s forwards.			
600			

PREVIEW

Name: _____ 23

Curriculum Connection
N3.1

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7

Part 1 Fill in the place value charts below

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

PREVIEW

Part 2 Which place value is the underlined number

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

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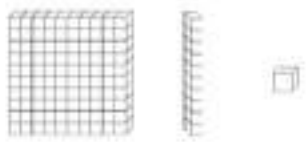
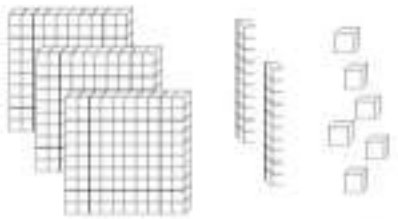
Name: _____ 25

Curriculum Connection
N3.1

Base Ten Blocks

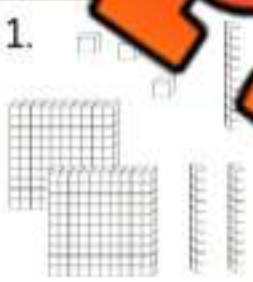


100 10 1

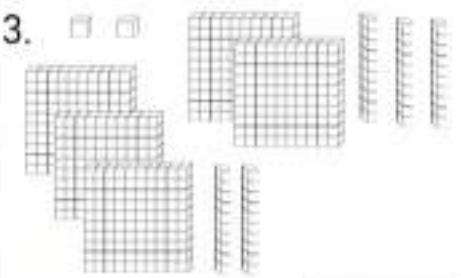


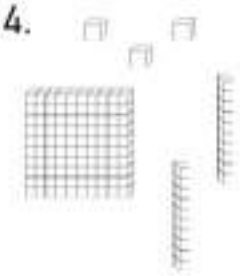
= 326

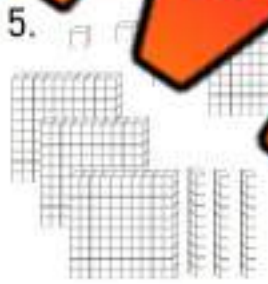
Part 1 w many blocks do you count?

1.  _____

2. _____

3.  _____

4.  _____

5.  _____

6. _____

PREVIEW

Part 2 Draw the base ten blocks to represent the numbers be

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

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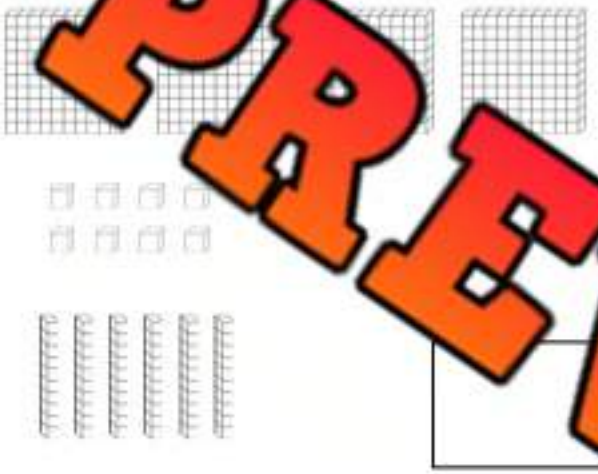
Curriculum Connection
N4.1

Exit Cards

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

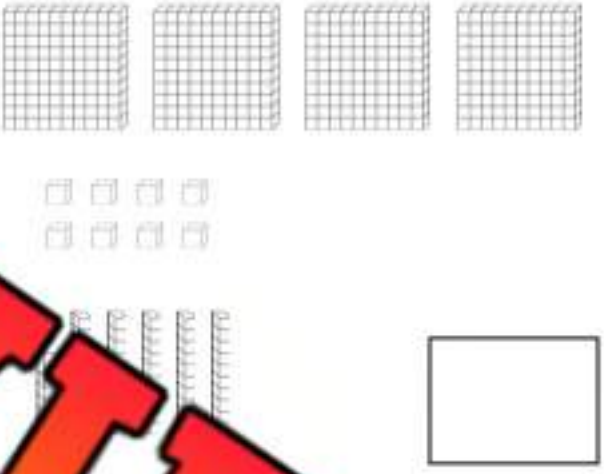
Name: _____

What is the value represented by the base ten blocks?



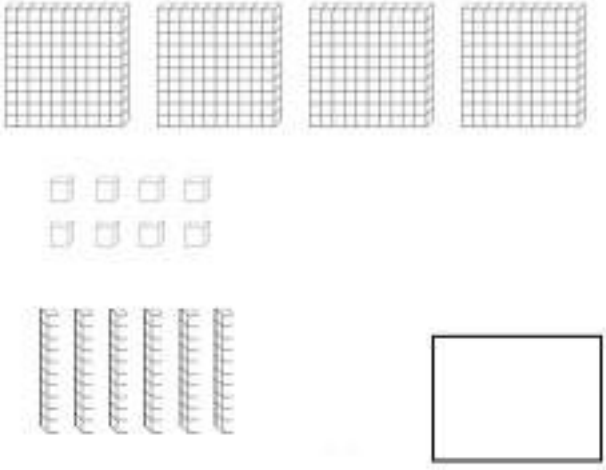
Name: _____

What is the value represented by the base ten blocks?



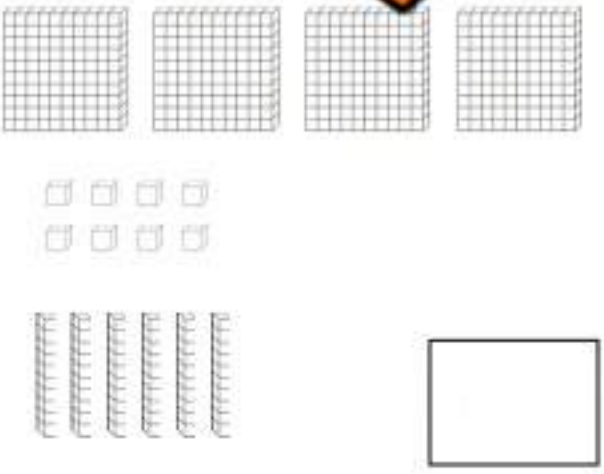
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



PREVIEW

Name: _____ 28

Curriculum Connection
N3.1

Title: "Artistic Numbers Parking Lot"

Objective — What are we learning about?

To deepen students' understanding of place values and the base ten system, students will creatively draw and organize a parking lot on paper that visually represents a number between 1 and 1000, using vehicles as symbols for different place values.

Materials — [illegible] you will need for the activity.

- Whit[illegible]aper [illegible]per [illegible]udent)
- Crayons, [illegible]lou[illegible]cils
- Rulers for d[illegible]raight[illegible]
- Reference chart [illegible]se [illegible]eir values (units = cars, rods = b[illegible] = truc[illegible]

Instructions — How you will compl[illegible] activi[illegible]

1. Provide each student with a sheet of white [illegible] ma[illegible] and a ruler.
2. Allow students to pick their own number between 1[illegible] En[illegible]e them to choose a number that they find interesting or meaning[illegible]
3. Explain the correlation between place values and vehicles: uni[illegible]ted as cars, rods as buses, and flats as trucks. If a student chooses a numb[illegible]234, they would draw 2 trucks, 3 buses, and 4 cars.
4. Instruct students to use their rulers to draw the layout of their parking lot on the paper, dividing it into sections for cars, buses, and trucks.
5. Students then draw the appropriate number of each vehicle in the respective sections, creatively designing their parking lot while ensuring the number of vehicles matches their chosen number's place values.
6. After the drawings are completed, students label each section of their parking lot with the number of vehicles it contains, reinforcing their understanding of place values.

PREVIEW

Name: _____

Curriculum Connection
N3.1

PREVIEW

Name: _____ 30

Curriculum Connection
N3.1

Expanded Form

18 ←	Standard Form
10 + 8 ←	Expanded Form

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

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

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

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

Part 3 Fill in the blanks with the missing number

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

PREVIEW

Curriculum Connection
N3.1

Exit Cards

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

Name: _____

a) Write the standard form: _____

500 + 20 + 4

b) Write the expanded form: 337

_____

_____

Name: _____

a) Write the standard form: _____

500 + 20 + 4

b) Write the expanded form: 337

_____

_____

Name: _____

a) Write the standard form: _____

500 + 20 + 4

b) Write the expanded form: 337

_____

_____

Name: _____

a) Write the standard form: _____

500 + 20 + 4

b) Write the expanded form: 337

_____

_____

PREVIEW

Standard Form

Words

nded Form

Place Valu na

Hundreds	Tens	

Pictures

PREVIEW

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Name: _____ 35

Curriculum Connection
N3.1

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown	Write the value of the underlined digit (Hundreds, Tens, or Ones)
853	1) 8<u>5</u>3 = _____
	2) 85<u>3</u> = _____
	3) 8<u>5</u>3 = _____

0		

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

853 , _____ , 855 , _____

Fill in the pattern below

853 , 863 , _____ , 883 , _____ , _____

Fill in the pattern below

353 , _____ , 553 , _____ , 753 , _____

Compare using <, >, or =

853	795	853	+ 10	
455	853	853	+ 100	
853	246	853	+ 1	
853	853	853	- 100	
853	482	853	- 10	

PREVIEW

Name: _____ 39

Curriculum Connection
N3.1

Help Roger Decompose Numbers

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

Part 1 Fill in the missing number

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

PREVIEW

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

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

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Name: _____ 41

Curriculum Connection
N3.1

Comparing Numbers

276 312	576 218	176 176

Part 1

Compare the following numbers using

1)	[illegible]	[illegible]	2)	36	36	3)	135	93
4)	213	[illegible]99	[illegible]	[illegible]62	393	6)	565	293
7)	634	64[illegible]	[illegible]	6[illegible]	605	9)	765	753

Part 2

Greater than, Equal to, Less than

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

PREVIEW

Name: _____ 44

Curriculum Connection
N3.1

Comparing Numbers

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

Part 1 Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, [illegible] 46	
8[illegible] 53, 75	
221, 326, 23[illegible]	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

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

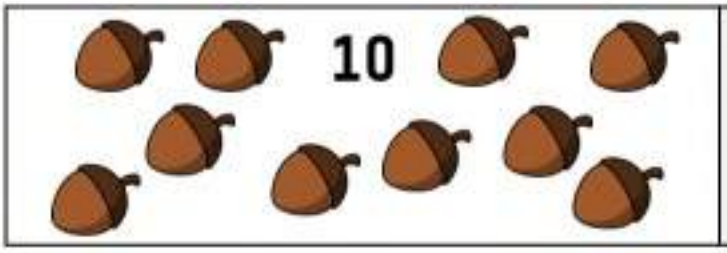
Unordered Numbers	Ordered (greates[illegible]st)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

PREVIEW

Name: _____ 45

Curriculum Connection
N3.1

Estimating How Many…

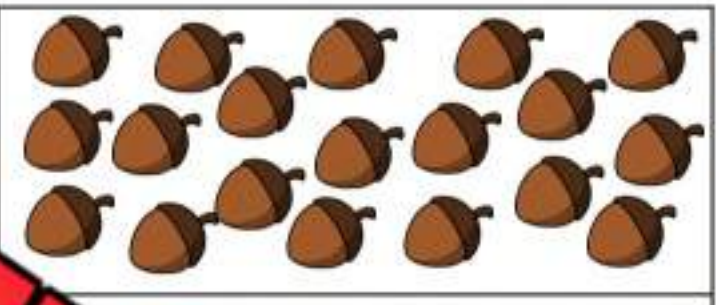


Use this example of 10 to help you with your estimates

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

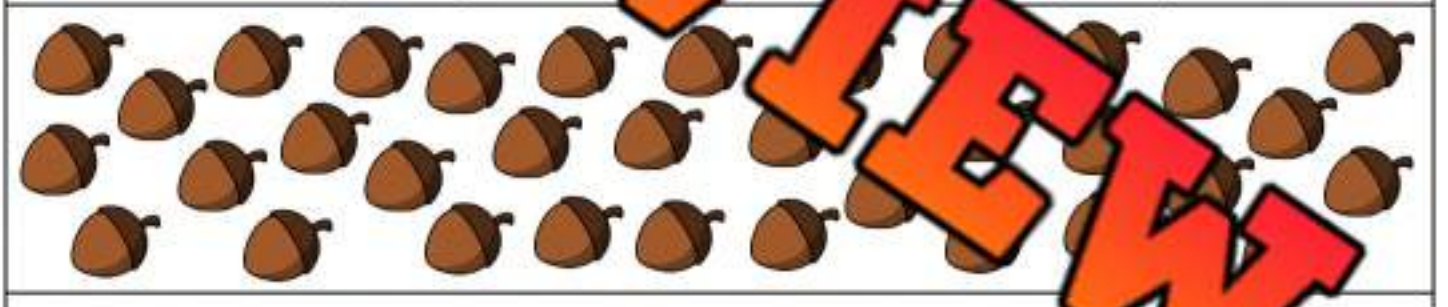
Estimate: About _____ a

Actual: There are _____ acorns



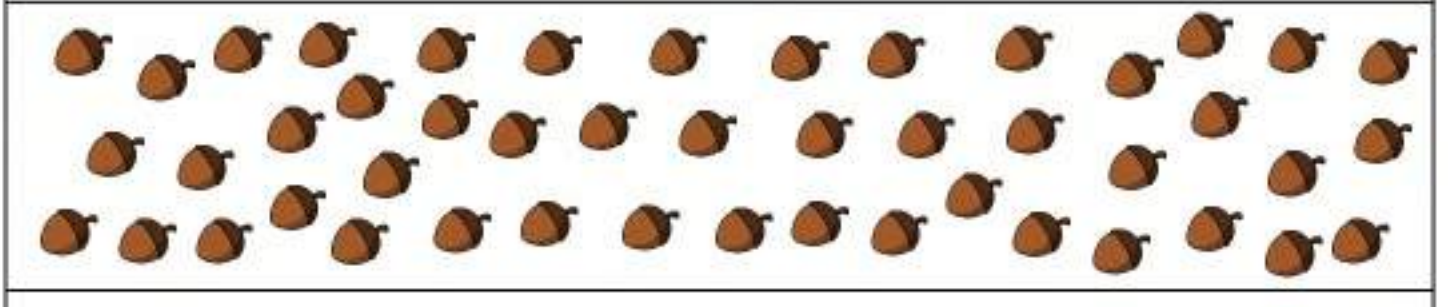
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns

PREVIEW

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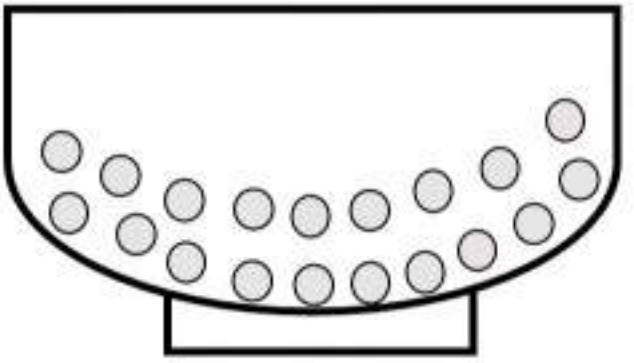
Name: _____ 46

Curriculum Connection
N3.1

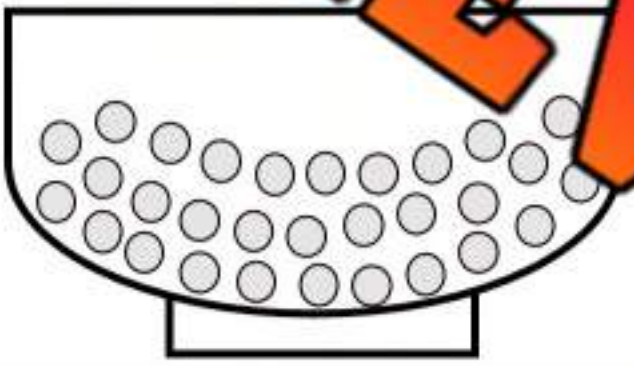
Estimating How Many...

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

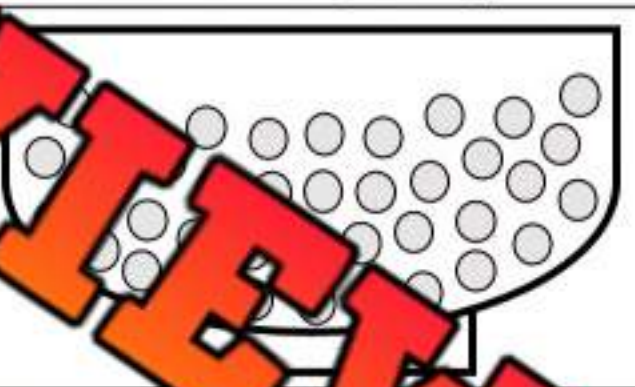
Estimate: About _____ pieces
Actual: There are _____ pieces



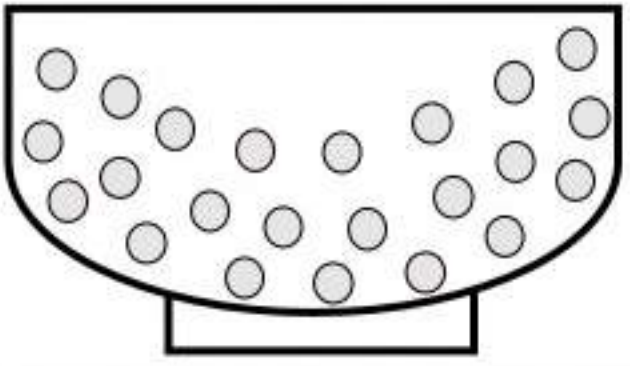
Estimate: About _____ pieces
Actual: There are _____ pieces



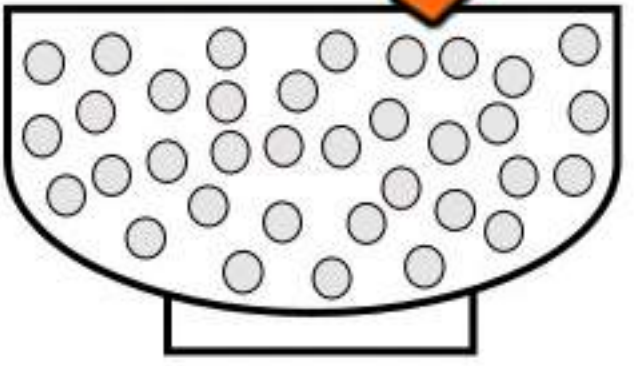
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

PREVIEW

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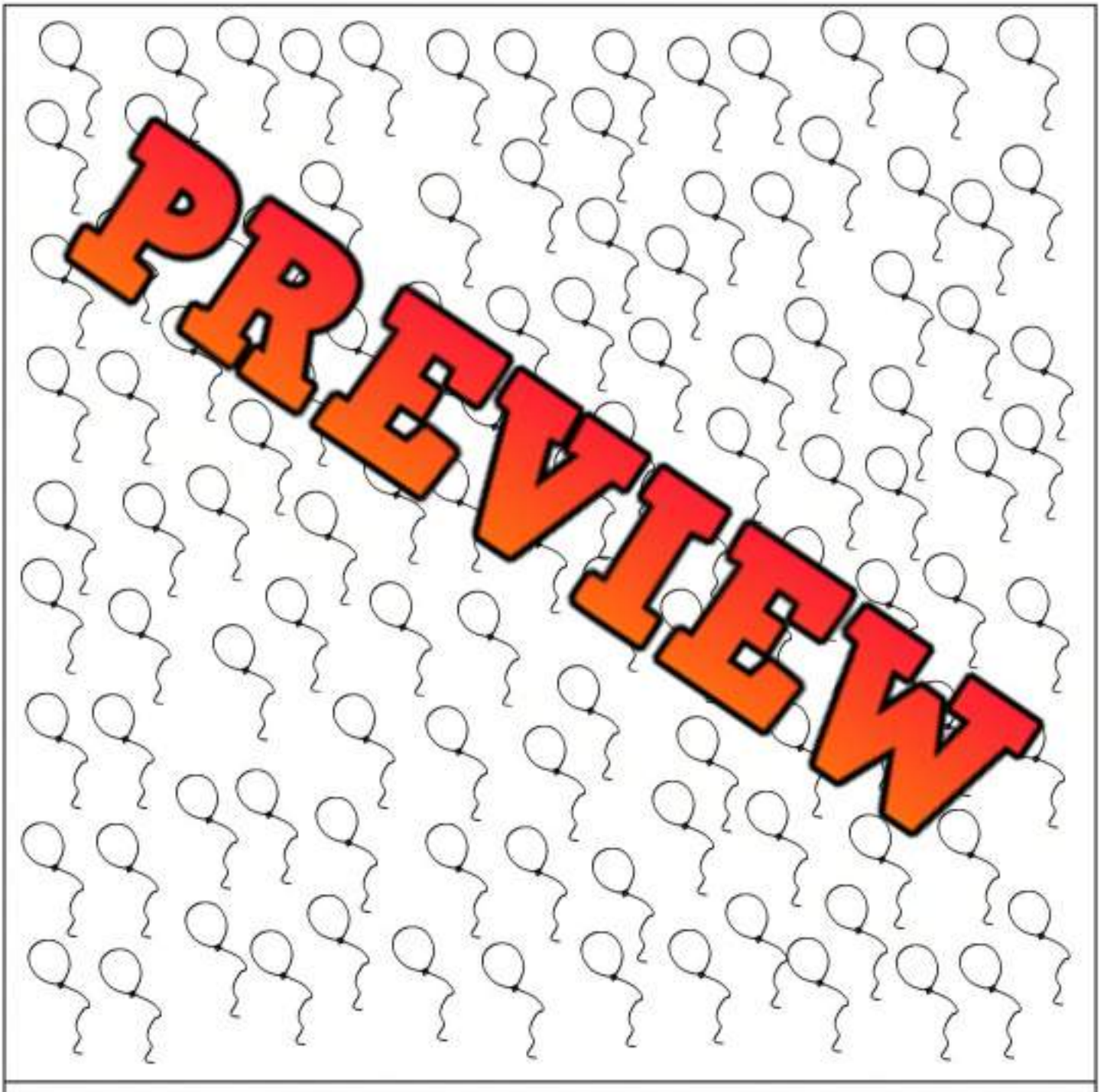
Name: _____ 48

Curriculum Connection
N3.1

Estimating Larger Amounts

Questions	How many balloons do you think are in the box?



Estimate: About _____ balloons

Actual: There are _____ balloons

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Name: _____ 49

Curriculum Connection
N3.1

Title: "Estimation Station: Count & Confirm"

Objective What are we learning about?

To enhance students' ability to estimate and verify quantities up to 1000 by comparing their estimates with actual counts they perform themselves.

Materials What you will need for the activity.

- S[illegible]s or containers filled with different q[illegible]es of ite[illegible]marbles, beans, small blocks)
- Pape[illegible]nd pe[illegible]ordi[illegible]g estimates
- Workspac[illegible]r tr[illegible] counting

Instructions H[illegible] comp[illegible]e activity

1. Arrange the jars on differen[illegible]ables [illegible]oom, each filled with a distinct quantity of items, ensuring none c[illegible]ore th[illegible]0 items.
2. Divide the students into small groups, assi[illegible]ach g[illegible]tarting station.
3. Provide each group with a paper and pencil. Inst[illegible]o estin[illegible]e number of items in their jar without counting them individually [illegible]d th[illegible]ess.
4. Rotate the groups through each station, allowing about three m[illegible] make their estimates.
5. After each group has estimated the contents of every jar, assign each group to one jar for the counting phase.
6. Provide mats or trays for groups to carefully empty their jars and count the items. Encourage them to use strategic counting methods, such as making groups of ten or one hundred, to count the items efficiently.
7. Once counted, each group reports the actual number to the class, and compare these numbers with the estimates previously made.
8. Discuss the results, focusing on the accuracy of the estimates and the strategies used for both estimating and counting.

PREVIEW

Name: _____ 50

Curriculum Connection
N3.1

Think After discussing with your group, write how many objects are in each jar.

Jar Number	Estimate	Actual Count
1		
2		
6		

Questions Answer the questi ow

1) How accurate were your estimates comp o the ts?

2) What strategy did you find most effective for counting large m items?

3) Which jar's contents were the most challenging to estimate? Why?

PREVIEW

Curriculum Connection
N3.1

Exit Cards

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

Name: _____

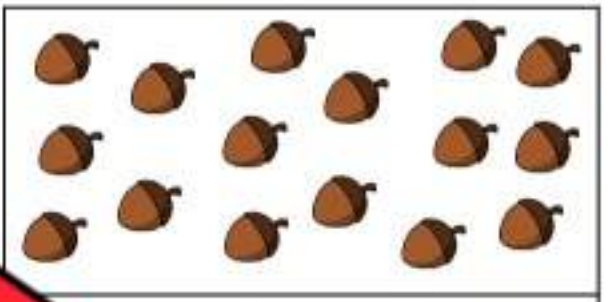
Estimate how many acorns are in the box. Then count them to check.

Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

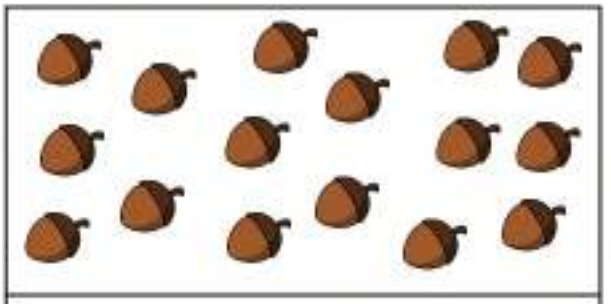


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

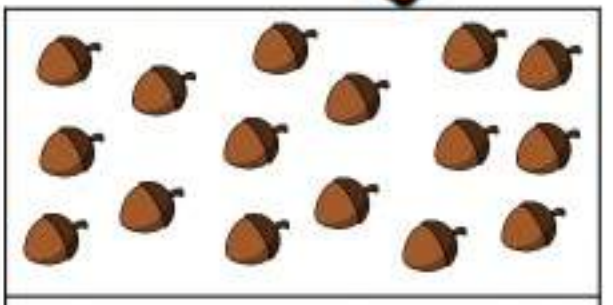


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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



Estimate: About _____ acorns

Actual: There are _____ acorns

PREVIEW

Name: _____ 53

Place Value

Part 1 Fill in the place value charts below.

236		
Hundreds	Tens	Ones

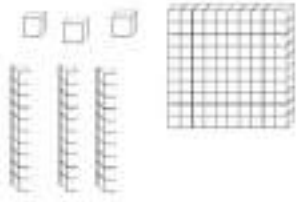
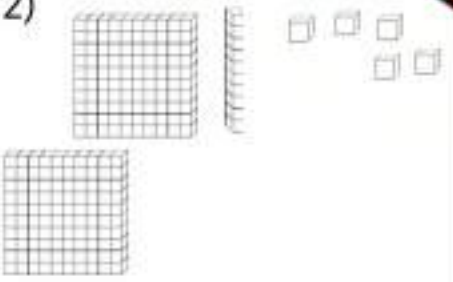
463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Pa lace value is the underlined number?

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

Part 3 How many blocks do

1) 	2) 	

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

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

PREVIEW

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

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

Part 6	standard form of the written words below

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

Part 7	Write the written form of the numbers below

Question	Answer
1) 324	
2) 507	

Part 8	Solve the riddles

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

PREVIEW

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Name: _____ 57

Curriculum Connection
N3.2

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

PREVIEW

Par[illegible] [illegible]e numbers to the nearest 10

1) 27 → _____	[illegible] _____	3) 48 → _____
4) 75 → _____	[illegible]) 5[illegible]	6) 44 → _____
7) 157 → _____	8) 184 → [illegible]	[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 → _____

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Name: _____ 60

Curriculum Connection
N3.2

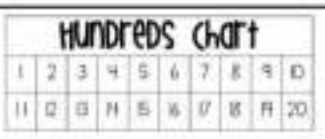
Mental Math – Counting On (Up to 20)

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

Part 1 — Use the chart to answer the question

1) 4 + 5 = _____

2) 8 + 6 = _____

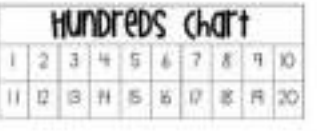


3) 8 + 3 = _____

4) 7 + 4 = _____

5) 3 + 6 = _____

6) 2 + 5 = _____



7) 8 + 8 = _____

7 [illegible]

9) 9 + 4 = _____

10) 9 + 9 = _____

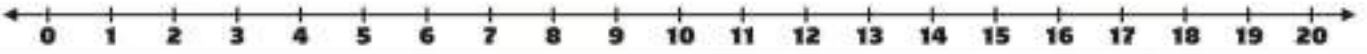
11) 5 + 6 = _____

[illegible] 8 = _____

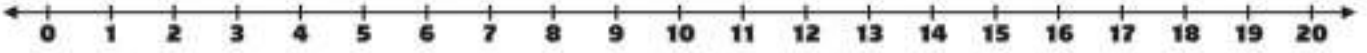
PREVIEW

Part 2 — Use the number line to find the answer

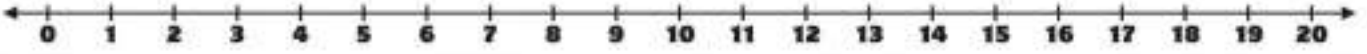
1) 3 + 9 = _____



2) 6 + 4 = _____



3) 5 + 9 = _____



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Name: _____ 61

Curriculum Connection
N3.2

Mental Math Strategy – Counting On

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

Part 1 Use the chart to answer the question

1) 13 + 5 = _____

2) 17 + 4 = _____

3) 23 + 7 = _____

4) 34 + 7 = _____

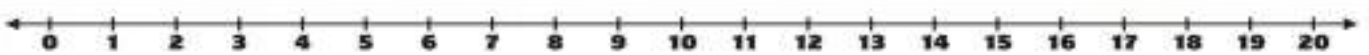
5) 64 + 8 = _____

6) 83 + 8 = _____

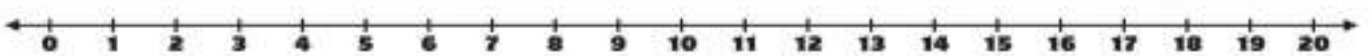
PREVIEW

Part 2 Use the number line to find the answer

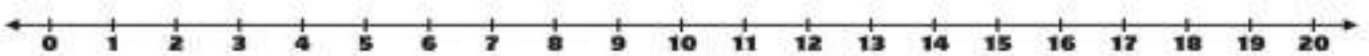
1) 7 + 9 = _____



2) 11 + 6 = _____



3) 7 + 13 = _____



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Name: _____ 62

Curriculum Connection
N3.2

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 8 10 + 2 = 12	2) 9 + 6 ___ + ___ = ___	3) 8 + 9 ___ + ___ = ___
4) 8 + 8 ___ + ___ = ___	[illegible] + 7 ___ + ___ = ___	6) 9+ 8 ___ + ___ = ___
7) 8 + 12 ___ + ___ = ___	8) 9 + 8 ___ + ___ = ___	9) 8 + 7 ___ + ___ = ___

PREVIEW

Name: _____ 65

Curriculum Connection
N3.2

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.

25 = 50 –	46 + 45 45 + 45= 90 90 + 1 = 91	50 + 51
76 + 75		99 + 101
149 + 152	123 + 123	
248 + 253	399 + 402	497 + 501

PREVIEW

Name: _____ 67

Curriculum Connection
N3.2

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

5 + 219 = 300 30 0 300 + 40	124 + 56
146 + 277	216 + 188
168 + 254	292
167 + 173	355 + 262

PREVIEW

Name: _____ 69

Curriculum Connection
N3.2

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

4 + 125 = 225 225 45 2 49	134 + 145
243 + 236	264 + 228
334 + 358	252
357 + 553	664 + 267

PREVIEW

Name: _____ 75

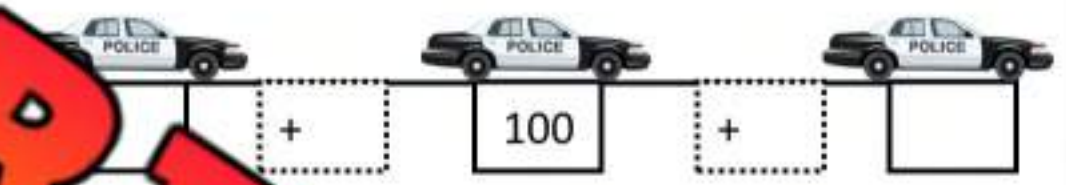
Curriculum Connection
N3.2

Count – Bridging Over 100

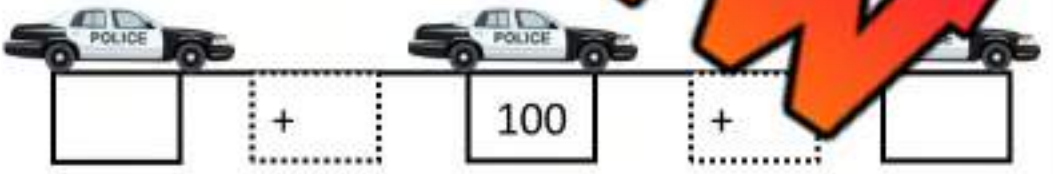
87 + 18

87	+13	100	+5	105

Questions Fill in the blanks by bridging over 100



1) [illegible] 17		+	100	+	
2) 89 + 14			100	+	
3) 93 + 19		+	[illegible]	+	
4) 92 + 21		+	100	+	
5) 86 + 15		+	100	+	
6) 88 + 20		+	100	+	



PREVIEW

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Name: _____ 79

Curriculum Connection
N3.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones
	5	
+		5

	Tens	Ones
	2	8
	1	1

	Tens	Ones
	4	2
+	4	5

	Tens	Ones
	6	3
+	2	5

	Hun.	Tens	Ones
	5	2	3
+	2	5	1

			On
	1		1
+	3	6	5

	Hun.	Tens	Ones
	2	4	7
+			2

	Hun.	Tens	Ones
	3	4	2
+	3	4	2

	Hun.	Tens	Ones
	6	0	9
+	3	9	0

	Hun.	Tens	Ones
	3	4	1
+	6	3	6

PREVIEW

Name: _____ 80

Curriculum Connection
N3.2

Adding – No Regrouping

Questions Use the standard algorithm to solve the addition problems below

5 2 + 1 1	2 3 + 1 4	4 2 + 1 7	1 2 + 3 3	5 5 + 4 0
2 8 + 2 1	[illegible]	7 6 2 3	5 5 + 2 2	3 2 + 3 1
6 6 + 2 3	4 2 + 1 6	[illegible]	[illegible]	3 8 2 + 1 1 5
3 1 2 + 1 6 1	5 1 6 + 3 6 0	8 7 2 + 1 2 1	4 5 2 + 3 1 7	[illegible] 1 4 + 3 6 2
9 1 5 + 4 4	7 7 4 + 2 2 4	2 3 6 + 4 4 0	6 6 2 + 3 3 5	7 3 3 + 4 0

PREVIEW

Name: _____ 81

Curriculum Connection
N3.2

Addition Word Problem – No Regrouping

Questions	Solve the problems below

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

2) Spencer h[illegible] 4[illegible] his ba[illegible]ount. He won $247 in a raffle. How much does he have now?

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

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

PREVIEW

Name: _____ 82

Curriculum Connection
N3.2

Regrouping – Which is Equal?

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

a) 1 ten b) 1 [illegible] c) 12 [illegible]	a) 2 tens, 3 ones b) 3 tens, 3 ones c) 2 tens, 13 ones	a) 2 hundreds, 10 tens b) 3 hundreds c) 12 tens
a) 20 ones b) 1 ten, 10 ones c) 20 tens	[illegible] 0 te[illegible] b) 2 hu[illegible]s, 11 t[illegible] c) 3 hundreds	a) 12 tens [illegible] 20 ones [illegible]ns
a) 1 hundred, 11 tens b) 2 hundreds, 11 tens c) 30 tens	a) 9 tens, 10 ones b) 1 hundred c) 10 tens	a) 14 tens b) 1 ten, 4 ones c) 14 ones
a) 41 tens b) 41 hundreds c) 4 hundreds, 1 ten	a) 10 tens b) 1 hundred, 1 tens c) 11 tens	a) 20 tens b) 1 hundred, 11 tens c) 210 ones

PREVIEW

Name: _____ 84

Curriculum Connection
N3.2

Adding – Regrouping

Questions Use the standard algorithm to solve the addition problems below

	Tens	Ones
+		5

	Tens	Ones
	4	8
+	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

			Ones
	5		6
+	3	6	6

	Hun.	Tens	Ones
	1	4	2
+		7	9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

PREVIEW

Name: _____ 87

Curriculum Connection
N3.2

Addition Word Problems - Regrouping

Questions	Solve the problems below

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

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

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

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

PREVIEW

Exit Cards

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

Name: _____

Solve the problems below

a)

b) James score[illegible] points basketball last yea[illegible] this season. How many [illegible]nts has he scored in the last tw[illegible]s?

Name: _____

Solve the problems below

a) 527
+ 234

b) James scored 213 points in basketball last year. He scored 291 [illegible]is season. How many total points [illegible]e scored in the last two years?

Name: _____

Solve the problems below

a) 527
+ 234

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

Name: _____

Solve the problem[illegible]

a) 527
+ 234

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

PREVIEW

Name: _____ 94

Curriculum Connection
N3.2

Math Facts – Adding 0 and 5

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

6 + 0	2 + 5	8 + 0	7 + 5	5 + 3	0 + 3
+ 5	[illegible]	5 4	0 + 3	5 + 4	5 + 6
6 + 0	8 + 0	5 + [illegible]	5 + [illegible]	5 + 8	2 + 0
5 + 9	2 + 5	5 + 7	+ 6	+ [illegible]	7 0
5 + 3	2 + 0	0 + 6	5 + 2	5 + 1	5 + 7
4 + 0	9 + 5	2 + 5	1 + 0	5 + 1	5 + 3

PREVIEW

Name: _____ 99

Curriculum Connection
N3.2

Math Facts – Adding 10

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

4 + 10	10 + 1	10 + 7	10 + 7	1 + 10	2 + 10
+ 9		6 + 10	10 + 10	8 + 10	10 + 7
10 + 0	4 + 10	[illegible] + [illegible]	[illegible] + [illegible]	4 + 10	4 + 10
10 + 9	10 + 6	10 + 1	[illegible] + 10	[illegible]	1 0
10 + 4	2 + 10	10 + 9	9 + 10	10 + 4	10 + 7
4 + 10	10 + 5	10 + 4	10 + 5	10 + 10	3 + 10

PREVIEW

Name: _____ 101

Curriculum Connection
N3.2

Bullseye Math Facts

Questions Fill in the outer layer of the bullseye

PREVIEW

Name: _____ 102

Curriculum Connection
N3.2

Estimate and Subtract

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

32 → 30 - 9 → - 10 20	42 → - 21 → - _____
4[illegible] → - 8 → + _____	68 → - 22 → - _____

Part 2 Round these numbers to the nearest hundred. Then subtract the numbers

163 → 200 - 113 → - 200 300	3[illegible]3 → - 3[illegible] → - _____
798 → + 308 → - _____	55[illegible] + 292 → _____

Part 3 Estimate the numbers to determine approximately how much is left

Steve makes $310 this week at work. He buys a new guitar for $105. About how much money does Steve have now?

_____

_____

_____

PREVIEW

Name: _____ 103

Curriculum Connection
N3.2

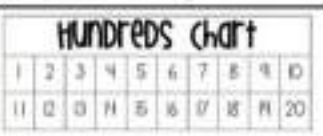
Mental Math – Counting Back (Up To 20)

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

Part 1 — Use the chart to answer the question

1) 13 - 5 = _____

2) 18 - 6 = _____



3) 15 - 3 = _____

4) 4 = _____

5) 13 - 6 = _____

6) 12 - 5 = _____

7) 18 - 8 = _____

17 _____

9) 19 - 4 = _____

10) 19 - 9 = _____

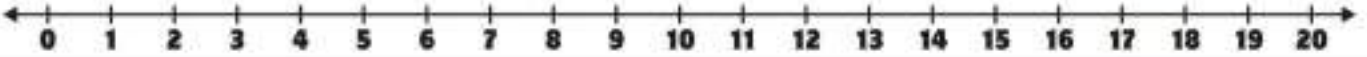
11) 15 - 6 = _____

2 - 8 = _____

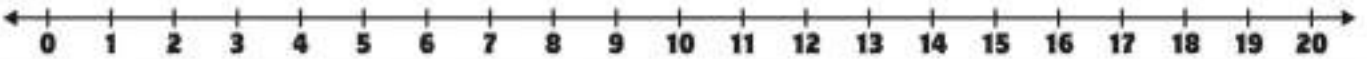
PREVIEW

Part 2 — Use the number line to find the answer

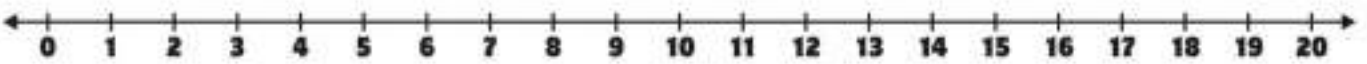
1) 13 – 9 = _____



2) 16 – 4 = _____



3) 15 – 9 = _____



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Name: _____ 105

Curriculum Connection
N3.2

Subtraction Mental Math – Counting Up

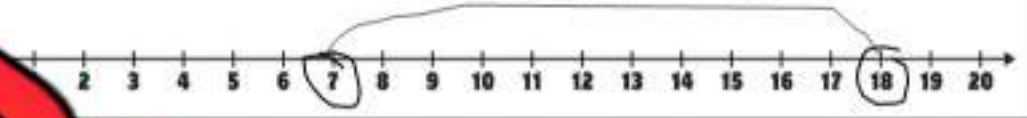
Background – Subtraction is simply finding the difference between two numbers

Directions

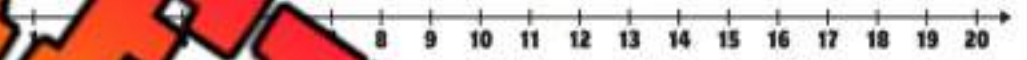
1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up

18 – 7

Difference = 11



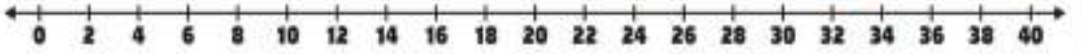
10 – 7 = _____



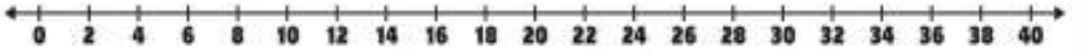
15 – 12 = _____

14 – 10 = _____

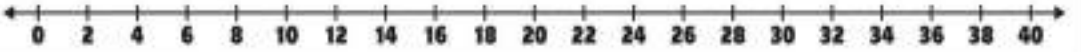
26 – 20 = _____



32 – 24 = _____



38 – 32 = _____



PREVIEW

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Name: _____ 106

Curriculum Connection
N3.2

Subtraction Mental Math – Counting Up

Directions:

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

24 – 10 +4 10 24 **Answer** + 4 = 14	27 - 15
33 - 21	38 - 26
49 - 31	36 -
68 - 55	87 - 73

PREVIEW

Name: _____ 109

Curriculum Connection
N3.2

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 - 115 100 = 24 14	256 - 145
243 - 1	264 - 142
357 - 234	2 -
753 - 323	873 - 562

PREVIEW

Name: _____ 110

Curriculum Connection
N3.2

Subtracting – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
-		1

2)	Tens	Ones
	3	8
	1	1

3)	Tens	Ones
	4	6
-	2	3

4)	Tens	Ones
	7	4
-	2	2

5)	Hun.	Tens	Ones
	7	4	3
-	3	2	1

	7		3
-	4	6	2

7)	Hun.	Tens	Ones
	6	6	7
			2

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

9)	Hun.	Tens	Ones
	6	5	6
-	3	3	0

10)	Hun.	Tens	Ones
	4	5	5
-	3	3	3

PREVIEW

Name: _____ 111

Curriculum Connection
N3.2

Subtracting – No Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

5 3 + 1 [illegible]	3 5 + 1 4	4 5 + 2 3	3 9 + 1 5	6 4 + 4 0
3 8 + 2 4	[illegible] 8 [illegible] 3	7 8 2 4	5 8 + 2 3	2 5 + 1 1
7 6 + 3 5	6 2 + 2 1	[illegible] 5 6 + 1 [illegible]	[illegible] 5 [illegible]	5 8 7 + 2 4 2
6 3 2 + 1 1 1	5 3 6 + 3 2 0	8 5 2 + 3 2 1	6 3 [illegible] + 3 1 4	[illegible] 4 4 + 3 3 1
6 4 5 + 3 4 4	3 5 4 + 2 2 4	4 6 7 + 4 4 0	3 6 6 + 3 3 5	5 3 5 + 3 2 0

PREVIEW

Name: _____ 112

Curriculum Connection
N3.2

Subtracting Word Problems – No Borrowing

Questions	Solve the problems below

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

2) Sam has $[illegible] for a [illegible]deo game system. He bought the system for $224. How much [illegible] he ha[illegible]

3) A transport driver is 483km away from hom[illegible] [illegible]23k[illegible]wards home. How far are they from home now?

4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?

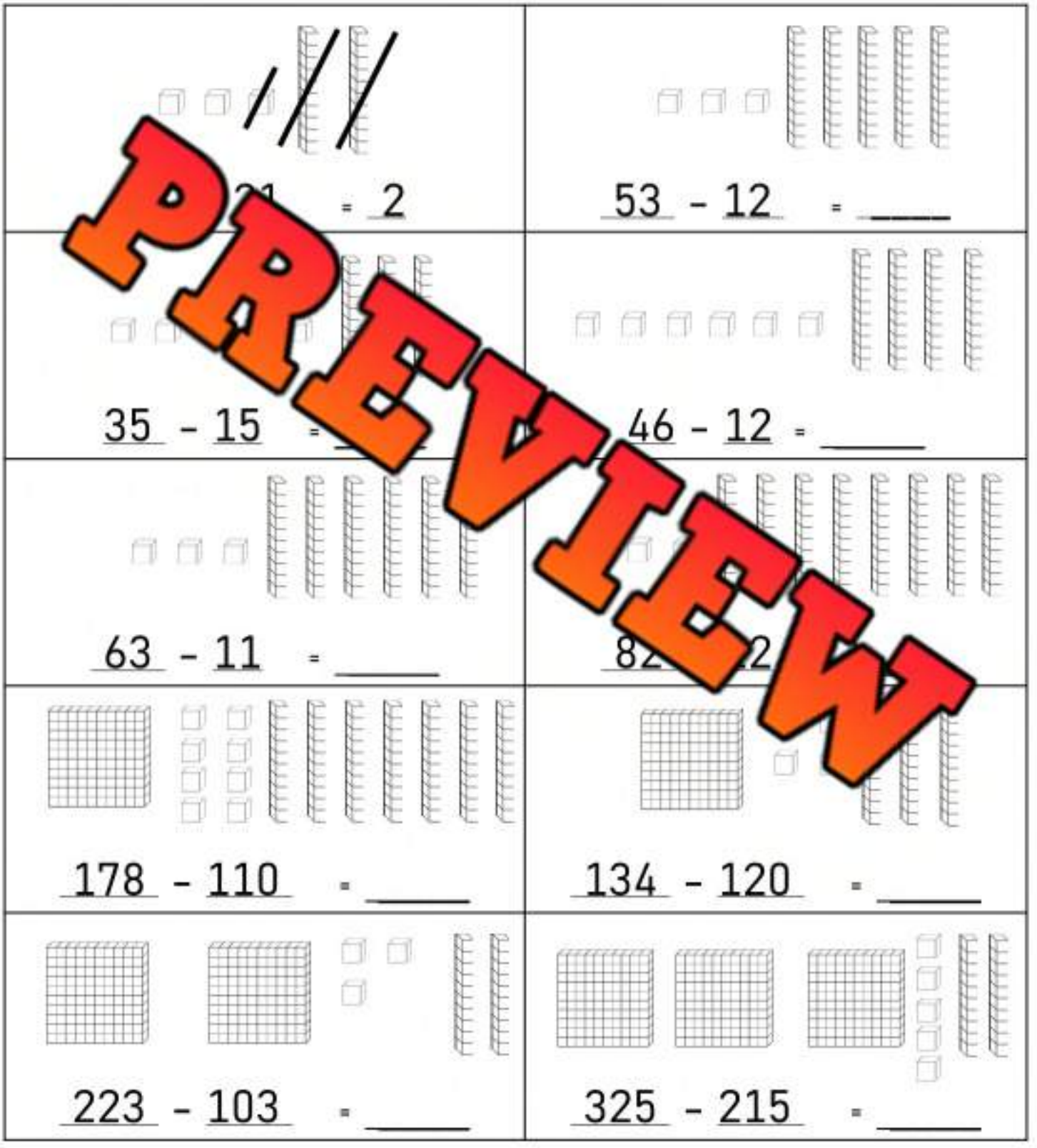
PREVIEW

Name: _____ 113

Curriculum Connection
N3.2

Subtracting Using Base Ten Blocks

Questions | Subtract from the base ten blocks



21 - 2 = 2

53 - 12 = ____

35 - 15 = ____

46 - 12 = ____

63 - 11 = ____

82 - 2

178 - 110 = ____

134 - 120 = ____

223 - 103 = ____

325 - 215 = ____

PREVIEW

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Name: _____ 114

Curriculum Connection
N3.2

Subtracting - Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
	4	4
-		

2)	Tens	Ones
	4	1
-	1	4

3)	Tens	Ones
	5	5
-	2	6

4)	Tens	Ones
	7	6
-	3	8

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

		5	
-	2	2	

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

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

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

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

PREVIEW

Name: _____ 115

Curriculum Connection
N3.2

Subtraction - Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

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

PREVIEW

Exit Cards

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

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

Name: _____

1) 536 – 362

2) John has $815 in life savings. He spent $565 on a new bike. How much does he have left?

PREVIEW

Name: _____ 119

Curriculum Connection
N3.2

Title: "Subtraction Showdown"

Objective

What are we learning about?

To enhance students' subtraction skills by engaging the whole class in simultaneous problem-solving, promoting accuracy and speed under pressure.

Materials

What you will need for the activity.

- A [illegible] cards ranging from 1 to 999
- Sm[illegible]hitebo[illegible] a[illegible]arkers for each pair of students
- A stopwatch
- A bell or b[illegible]onal, f[illegible]ling)

Instructions

How [illegible] comp[illegible] activity

1. Shuffle the deck of number cards a[illegible]e it at [illegible]nt of the classroom.
2. Pair up the students and distribute a whitebo[illegible]d ma[illegible] each pair.
3. One student from a selected pair draws two [illegible] fr[illegible]nt of the class.
4. The student displays the numbers to the class, ensu[illegible]irs [illegible] nu[illegible]bers clearly.
5. All pairs then work together to determine which number is larg[illegible]t the smaller number from the larger to avoid negative results.
6. Start the timer, giving students one minute to solve the problem and write their answer on the whiteboard.
7. At the end of the minute, signal with a bell or say "three, two, one, show!" to have all pairs flip their whiteboards simultaneously.
8. Check the answers quickly, and award points to pairs who got the correct answer.
9. Rotate the role of drawing cards so each student gets a turn to pick the numbers.
10. Repeat the process, keeping the activity lively and engaging by maintaining a brisk pace.

PREVIEW

Name: _____ 120

Curriculum Connection
N3.2

Cards | Cut out the cards below

783	276	498	642	157	833
32	706	105	514	889	462
[illegible]	[illegible]	943	356	691	875
623	[illegible]	[illegible]	768	403	95
471	15	[illegible]	[illegible]	600	209
826	411	537	[illegible]	[illegible]	111
36	732	20	388	[illegible]	[illegible]
259	640	301	915	507	280
754	160	488	911	812	610
48	719	846	104	161	379

PREVIEW

Name: _____ 121

Curriculum Connection
N3.2

Subtracting Money

Questions	Subtract from the money below

$ [illegible] 22 = $21

$53 - $11 = _____

$41 - $24 = [illegible]

$82 - $51 = _____

$113 - $12 = _____

$153 - $22 = [illegible]

$223 - $113 = _____

$317 - $304 = _____

$413 - $312 = _____

$403 - $400 = _____

PREVIEW

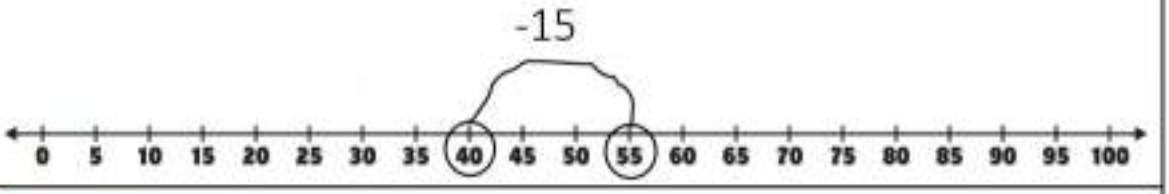
Name: _____ 122

Curriculum Connection
N3.2

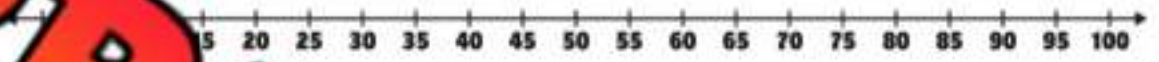
Number Line Subtraction

Questions	Use the number line to subtract the numbers below

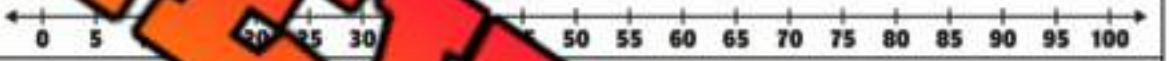
55 - 15 = 40



60 - 10 = _____

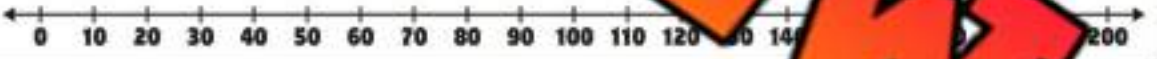


70 - 30 = _____

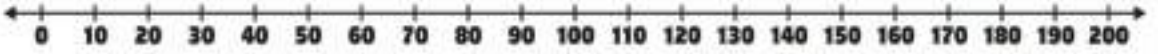


50 - 35 = _____

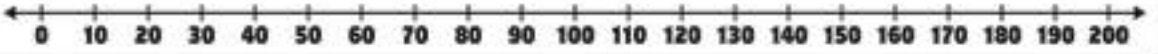
100 - 20 = _____



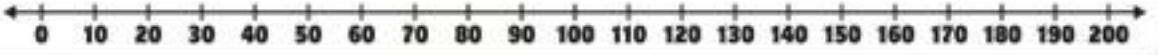
125 - 25 = _____



145 - 55 = _____



160 - 45 = _____



PREVIEW

Name: _____ 123

Curriculum Connection
N3.2

Math Facts – Subtract By 0 and 1

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

6 - 0 =	9 - 1 =	8 - 0 =	7 - 1 =	5 - 0 =	0 - 0 =
- 0 =	[illegible]	5 - 1 =	3 - 0 =	4 - 1 =	5 - 1 =
6 - 0 =	8 - 0 =	7 - [illegible] =	[illegible]	8 - 0 =	2 - 1 =
8 - 1 =	7 - 0 =	9 - 1 =	[illegible] - 6 =	[illegible]	1 - [illegible] =
1 - 0 =	2 - 0 =	3 - 1 =	5 - 1 =	4 - 1 =	5 - 0 =
4 - 0 =	9 - 1 =	2 - 1 =	1 - 0 =	8 - 1 =	7 - 1 =

PREVIEW

Name: _____ 126

Curriculum Connection
N3.2

Math Facts – Subtract By 6 and 7

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

12 - 6	9 - 6	8 - 7	7 - 7	13 - 6	10 - 6
- 6	[illegible]	14 7	10 - 6	10 - 7	13 - 7
11 - 7	8 - 6	7 - [illegible]	14 - [illegible]	8 - 7	7 - 7
8 - 7	7 - 7	9 - 7	[illegible] - 6	[illegible] - [illegible]	10 [illegible]
12 - 7	13 - 7	15 - 6	14 - 6	12 - 7	11 - 6
12 - 6	10 - 6	11 - 7	13 - 7	8 - 6	7 - 4

PREVIEW

Name: _____ 130

Curriculum Connection
N3.2

Bullseye Subtraction Facts

Questions	Fill in the outer layer of the bullseye

PREVIEW

Name: _____ 131

Curriculum Connection
N3.2

Subtracting Multiples of 10

Part 1 Answer the questions below

1)	70	-	20	=	
2)	50	-	30	=	
3)	80	-	40	=	
4)	30	-	10	=	
5)	[illegible]	-	[illegible]	=	
6)	90	-	50	=	
7)	50	-	[illegible]	=	
8)	100	-	90	=	
9)	60	-	40	=	
10)	[illegible]70	-	60	=	

Part 2 Answer the questions bel[illegible]

1) Ava has $80 in her purse. She spent $50 on [illegible] sw[illegible] [illegible] much money does she have left?

2) Hayden needed to drive 90 km to get to his friend's house. He has driven 30 km already. How much further does he need to drive?

PREVIEW

Name: _____ 132

Curriculum Connection
N3.2

Subtracting Multiples of 10

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

PREVIEW

Questions Answer the q[illegible] bel[illegible]

1)	62	-	20	=		[illegible]	31	[illegible]	[illegible]	=	
3)	58	-	40	=		4)	99	-	[illegible]	[illegible]	
5)	71	-	50	=		6)	83	-	10	=	
7)	88	-	30	=		8)	94	-	40	=	
9)	57	-	40	=		10)	77	-	20	=	

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Name: _____ 134

Curriculum Connection
N3.2

Adding/Subtracting – Inverse Operations

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

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

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

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

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

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

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

PREVIEW

Name: _____ 135

Curriculum Connection
N3.2

Adding/Subtracting – Inverse Operations

Questions Fill in the blanks using the information given to you

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

PREVIEW

Name: _____ 138

Curriculum Connection
N3.2

Adding and Subtracting Word Problems

Questions Solve the following questions using both addition and subtraction

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

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

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

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

PREVIEW

Name: _____ 139

Adding and Subtracting Quiz

Part 1 Use the standard algorithm to solve the problems below

1)	Hun.	Tens	Ones
			3
+		7	

2)	Hun.	Tens	Ones
	4	5	2
+	2	3	5

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

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

	Hun.	Tens	Ones
	5		2
+	2	5	6

6)	Hun.	Tens	Ones
	4	5	0
+			9

7)	Hun.	Tens	Ones
	6	5	4
-	5	1	3

8)	Hun.	Tens	Ones
	8	5	3
-	4	4	1

9)	Hun.	Tens	Ones
	7	6	8
-	5	0	2

PREVIEW

	Hun.	Tens	Ones
	8	4	8
-	1	5	7

	Hun.	Tens	Ones
	4	7	3
-	1	2	6

	Hun.	Tens	Ones
	5	3	8
-	3	4	5

P[illegible]lve the following questions

1) Mason ha[illegible] spe[illegible]61 on new skates. How much money does he have left?

2) Steve has collected 436 hockey [illegible]rds. He [illegible]s 1[illegible]rds to his younger brother. How many cards does he have l[illegible]

3) Claire has 432 points in a video game. She got 139 mor[illegible]eating the next level. How many points does she have now?

4) Hudson played video games for 125 minutes on Monday, 104 minutes on Tuesday, and 138 minutes on Wednesday. How many total minutes did he play video games?

PREVIEW

Part 3 — Fill in the blank using the information give to you

1)	2 + _____ = 9	**2)**	5 + _____ = 12
	9 - 7 = _____		12 - 7 = _____
3)	7 + _____ = 11	**4)**	8 + _____ = 12
	11 - 4 = _____		12 - 4 = _____

Part 4 — [illegible] addition and 2 subtraction equations using the numbers [illegible] first one is done for you.

1)		11	[illegible]	**2)**	15	7	8
Equation 1 (+):				**[illegible]uation 1 (+):**			
Equation 2 (+):				**[illegible]qua[illegible] (+):**			
Equation 3 (-):				**[illegible]on 3**			
Equation 4 (-):				**Equati[illegible]**			

PREVIEW

Part 5 — Round the numbers and then solve

1) 3 3 2 → + 2 2 9 →	2) 4 5 2 → + 2 2 1 →
3) 6 4 3 → - 3 2 7 →	4) 8 3 8 → - 3 4 7 →

Name: _____ 143

Curriculum Connection
N3.3

Multiplication – Communitive Property

Questions	Write the multiplication equations below

2 Groups
4 in each group

4 x 2 = 8

__ x __ = __ or __ x __ = __

__ x __ = __

____x_____ = _____

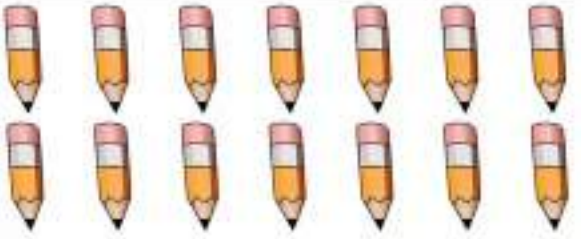
__ x __ = __ or __ x __ = __

__ x __ = __ or __ x __ = __

__ x __ = __ or __ x __ = __

__ x __ = __ or __ x __ = __

__ x __ = __ or __ x __ = __



__ x __ = __ or __ x __ = __

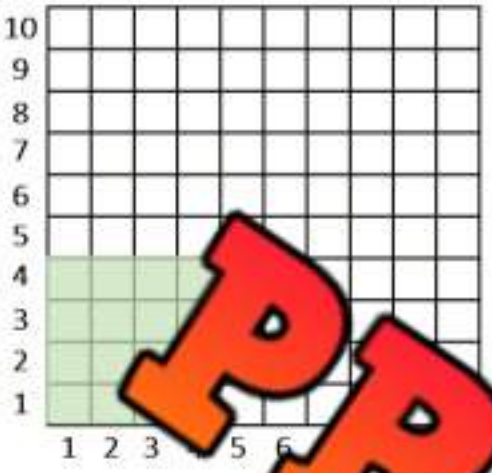
PREVIEW

Name: _____ 144

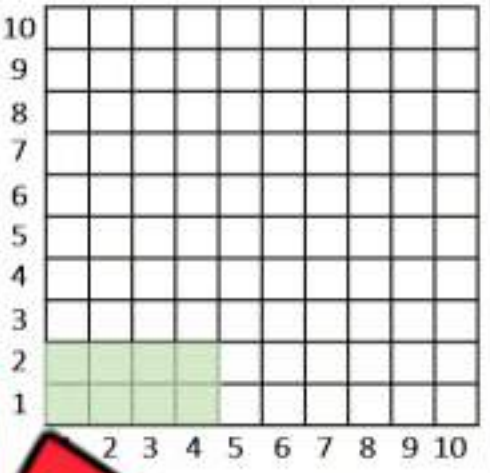
Curriculum Connection
N3.3

Multiplication – Arrays

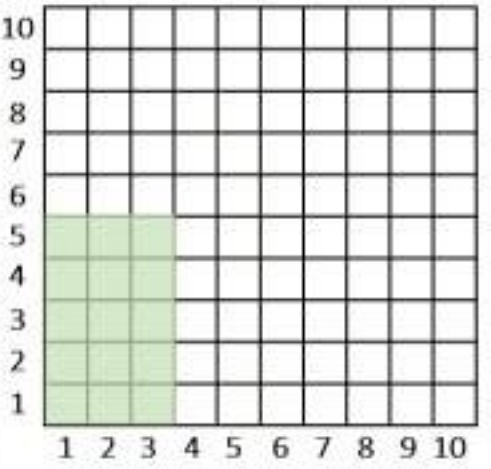
Questions How much is shaded in? Answer the questions below.



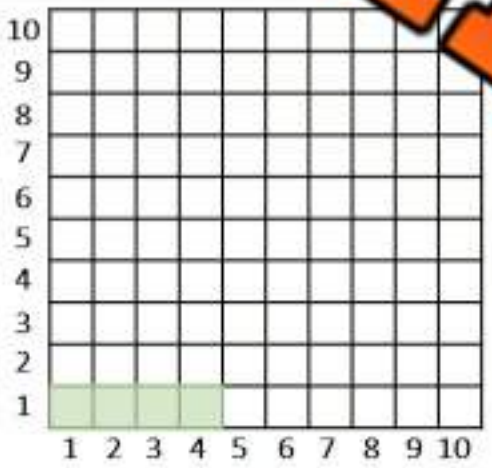
4 x 4 = _____



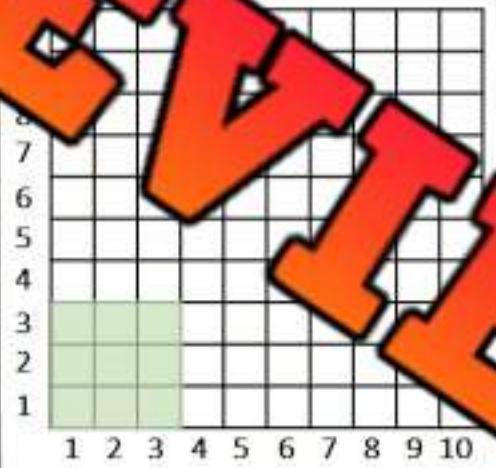
2 = _____



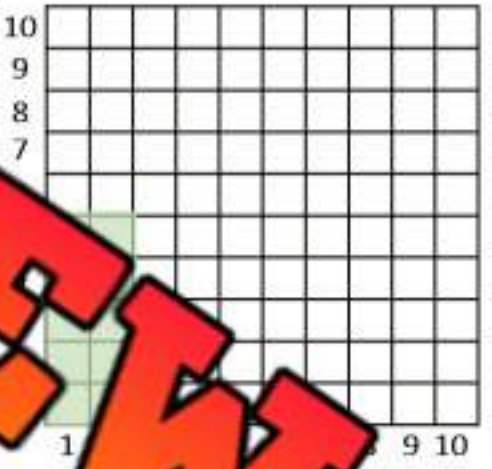
3 x 5 = _____



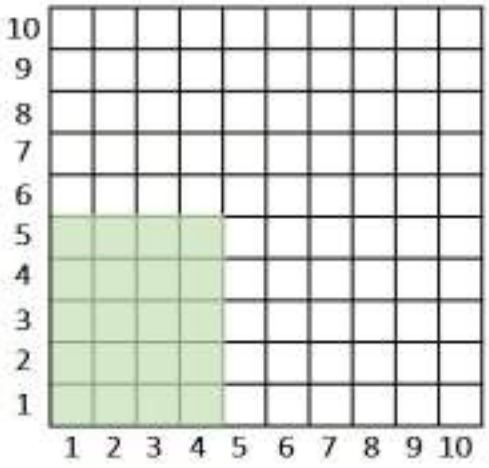
1 x 4 = _____



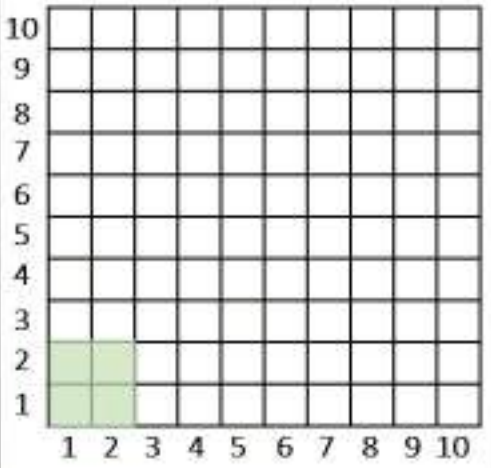
3 x 3 = _____



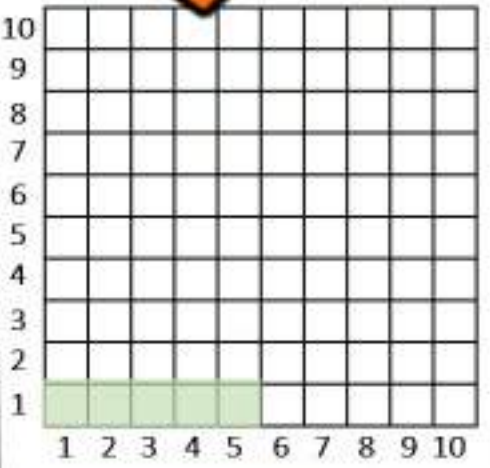
2 x _____



4 x 5 = _____



2 x 2 = _____



1 x 5 = _____

PREVIEW

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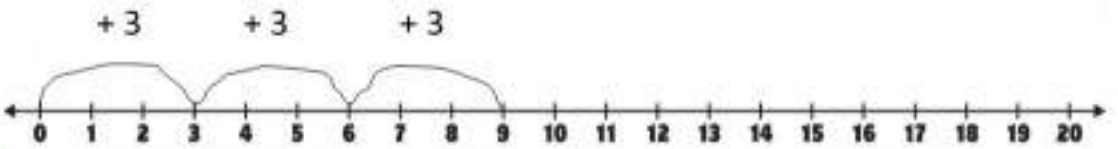
Name: _____ 147

Curriculum Connection
N3.3

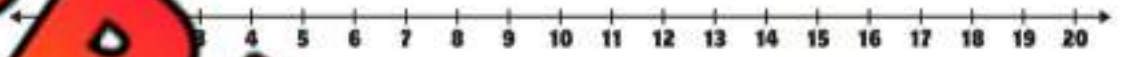
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



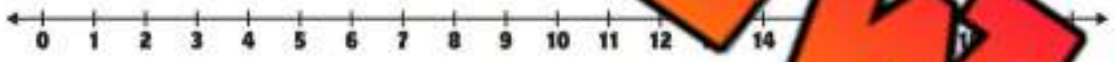
5 x



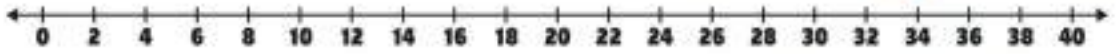
4 x 4 = _____

4 x 3 = _____

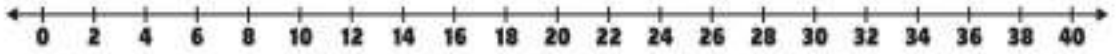
2 x 4 = _____



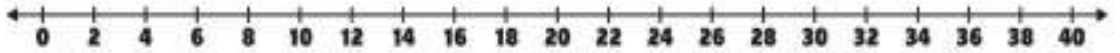
5 x 5 = _____



5 x 0 = _____



1 x 4 = _____



PREVIEW

Name: _____ 149

Curriculum Connection
N3.3

Mental Math – Multiplication – Skip Counting

Directions:

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

5 x 5 = ?

1 2 3 4 5

5, 10, 15, 20, 25

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

PREVIEW

Name: _____ 150

Curriculum Connection
N3.3

Mental Math – Multiplication – Doubling and Halving

Directions

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

Example

6 x 4

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

↓ 24 ↓ 24

4	10 x 4
8 x 4	5 x 6
3 x 8	7 x
10 x 6	6 x 8
5 x 4	20 x 4

PREVIEW

Exit Cards

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

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

Name: _____

Use a mental math strategy to solve these questions.

a) 14 x 6

b) 15 x 4

PREVIEW

Name: _____ 156

Curriculum Connection
N3.3

Multiplication Practice – 2s

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

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

PREVIEW

Name: _____ 157

Curriculum Connection
N3.3

Multiplication Practice – 5s

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

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

PREVIEW

Name: _____ 162

Curriculum Connection
N3.3

Multiplication – Number/Size of Group

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

4 x 2 = 8 Number of Groups = 4 Size of Each Group = 2 Total = 8	2 x 3 = 6 Number of Groups = _____ Size of Each Group = _____ Total = _____
3 x 5 = 15 Number of Groups = _____ Size of Each Group = _____ Total = _____	5 x 4 = 20 Number of Groups = _____ Size of Each Group = _____ Total = _____
5 x 5 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____	4 x 4 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____

PREVIEW

Name: _____ 163

Curriculum Connection
N3.3

Multiplication and Division – Total/Groups/Size of Group

Questions	Answer the questions below. Use drawings to help you solve the problems

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

Number of Groups = _____

Size of Each Group = _____

Total = _____

2) Ryan buys a $2 drink each da[illegible] on [illegible]tion. She spends $10 on drinks during her vacation. How [illegible]ny day[illegible] on vacation?

Number of Grou[illegible]

Size of Each Group [illegible]

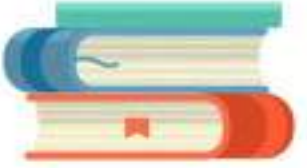
Total = _____

3) Jenna bought 15 books from the 3-day book fair. She bought the same number of books each day of the fair. How many did she buy each day?

Number of Groups = _____

Size of Each Group = _____

Total = _____



PREVIEW

Name: _____ 164

Curriculum Connection
N3.3

Multiplication Chart - Patterns

Questions Fill in the multiplication table below

x	1	2	3	4	5
1					
2					
3					
4					
5					

PREVIEW

Questions Answer the questions and colour the chart base on answers

3 x 3	5 x 5	4 x 2	3 x 2
1 x 4	2 x 1	1 x 5	3 x 1
2 x 5	5 x 4	3 x 4	4 x 4

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Name: _____ 166

Curriculum Connection
N3.3

Multiplication Chart - Patterns

Questions Fill in the multiplication table below

x	1	2	3	4	5	6	7	8	9	10
1			3		5		7		9	10
2	2			8		12		16		
3		6	9			18			27	30
4	4	8		16			28		36	
5		10	15			30		40		
6	6		18		30					60
7		14		28	35	42			63	
8	8	16		32			56	64		80
9			27			54			81	90
10	10	20		40			70		90	

PREVIEW

Name: _____ 167

Curriculum Connection
N3.3

Multiplication Chart - Patterns

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	2	6	8	10	12	14	16	18	20
3	[illegible]	6	9	12	15	18	21	24	27	30
4	4	[illegible]	2	16	20	24	28	32	36	40
5	5	[illegible]	15	[illegible]	25	30	35	40	45	50
6	6	12	[illegible]	24	[illegible]	36	42	48	54	60
7	7	14	21	28	[illegible]	[illegible]	49	56	63	70
8	8	16	24	32	40	[illegible]	[illegible]	64	72	80
9	9	18	27	36	45	[illegible]	[illegible]	[illegible]	81	90
10	10	20	30	40	50	60	[illegible]	[illegible]	[illegible]	100

PREVIEW

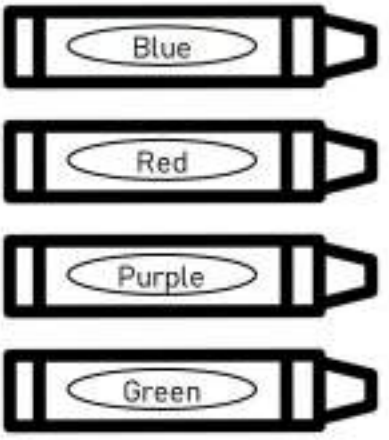
Questions	Follow the instructions below

1) Count by 2's and colour the numbers

2) Count by 3's and colour the numbers

3) Count by 4's and colour the numbers

4) Count by 5's and colour the numbers



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Name: _____ 169

Curriculum Connection
N3.3

Task Cards: Multiplication Facts

Objective	What are we learning about?

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

Materials	What you will need for the activity.

- [illegible] task cards
- Separate sheet [illegible] for answers
- Pencils

Instructions	How you will complete the activity

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

PREVIEW

Name: _____ 170

Curriculum Connection
N3.3

Task Cards | Cut out the task cards below

Task Card 1:

Calculate:
1 x 1 = ___

Task Card 2:

How man[illegible]e th[illegible] in 4 g[illegible]f 2?

Task Card 3:

Solve:
5 x 5 = ___

Task Card 4:

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

Task Card 5:

Find the product:
3 x 3 = ___

Task Card 6:

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

Task Card 7:

Calculate:
2 x 2 = ___

Task Card 8:

Th[illegible]are[illegible]ws of 4 chairs in a [illegible] How[illegible]airs are there in [illegible]

Task [illegible]

Solve:
4 x 5 = ___

Task Card 10:

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

PREVIEW

Name: _____ 171

Curriculum Connection
N3.3

Task Cards | Cut out the task cards below

Task Card 11:

Find the product:
1 x 5 = ___

Task Card 16:

Solve:
2 x ___ = 4

Task Card 12:

[illegible] = 9

Task Card 17:

Calculate:
4 x 1 = ___

Task Card 13:

Calculate:
3 x 1 = ___

Task Card 18:

You [illegible] 5 [illegible]ts of stickers with 5 [illegible]ers e[illegible] many stickers [illegible]?

Task Card 14:

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

Task C[illegible]

Solve:
5 x 2 = ___

Task Card 15:

Solve:
2 x 3 = ___

Task Card 20:

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

PREVIEW

Name: _____ 172

Curriculum Connection
N3.3

Task Cards	Cut out the task cards below

Task Card 21:

Calculate:
2 x 1 = ___

Task Card 22:

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

Task Card 23:

Solve:
1 x 3 = ___

Task Card 24:

Solve:
1 x ___ = 3

Task Card 25:

Calculate:
5 x 1 = ___

Task Card 26:

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

Task Card 27:

Solve:
3 x 2 = ___

Task Card 28:

[illegible]ve:
[illegible]20

Task C[illegible]

Calculate:
1 x 4 = ___

Task Card 30:

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

PREVIEW

Name: _____ 173

Curriculum Connection
N3.3

Task Cards: Multiplication

Answers Record your answers below

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

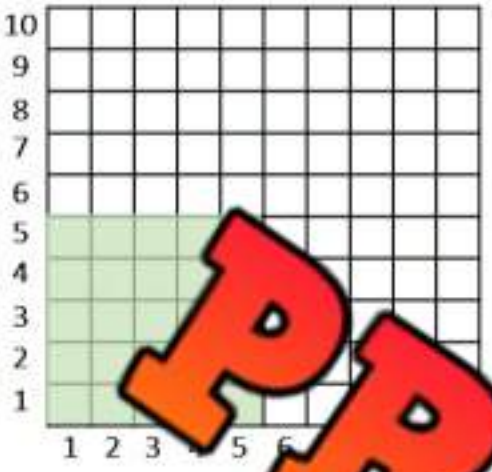
PREVIEW

Name: _____ 174

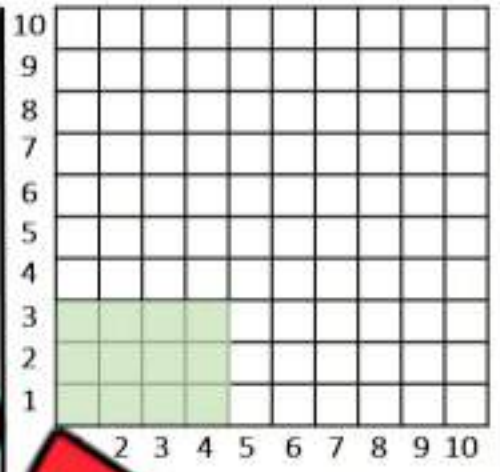
Curriculum Connection
N3.3

Division – Arrays

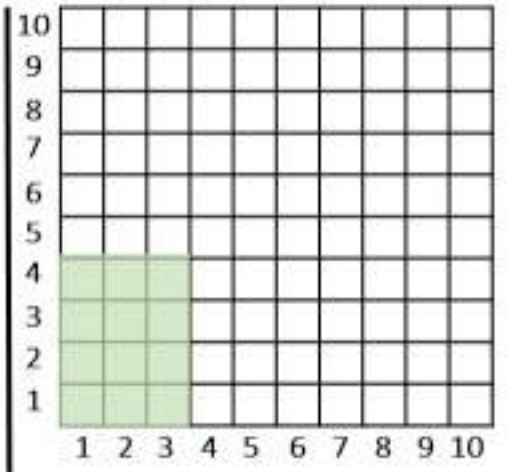
Questions	How is the shaded in area divided?



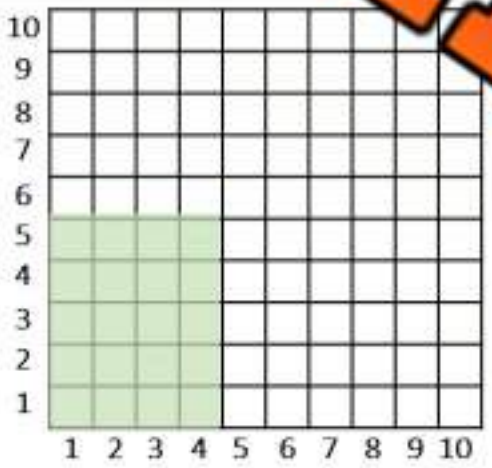
25 ÷ 5 = _____



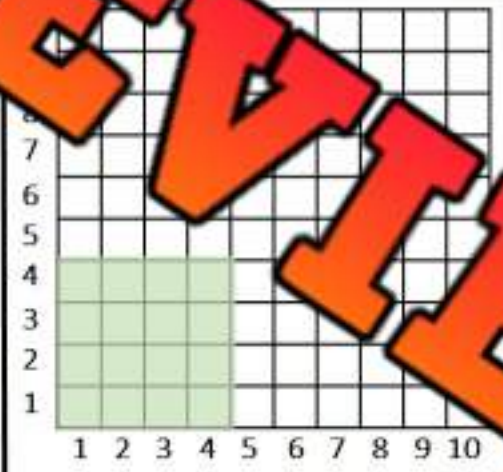
4 = _____



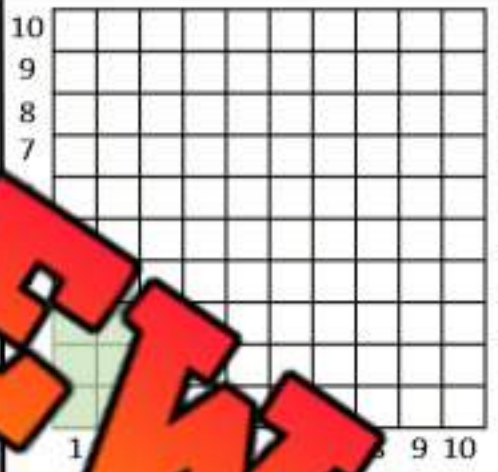
12 ÷ 3 = _____



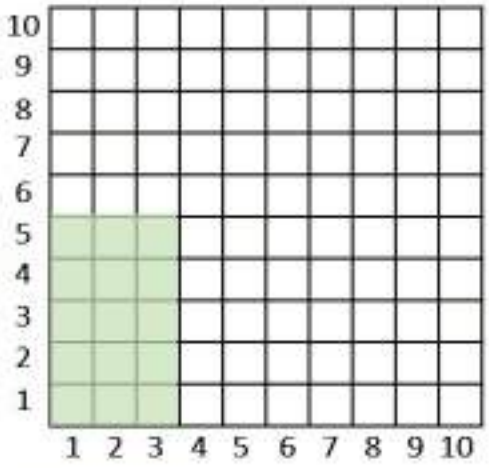
20 ÷ 4 = _____



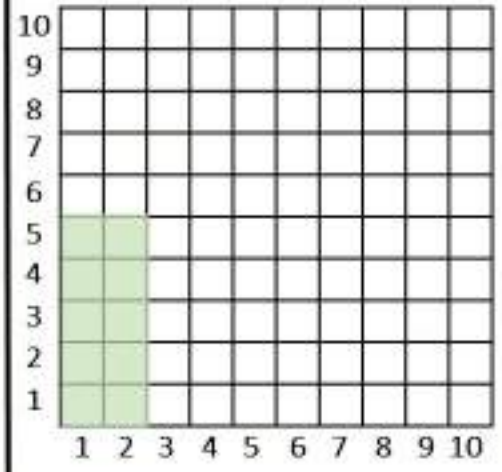
16 ÷ 4 = _____



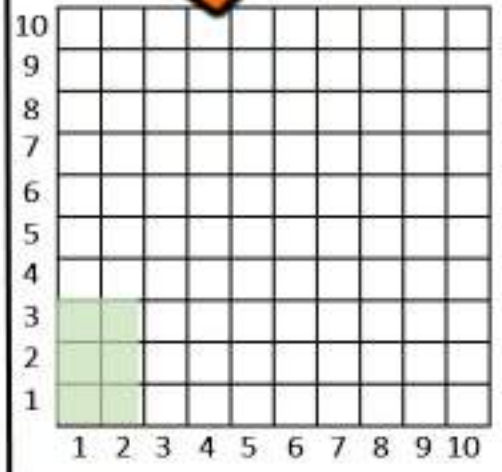
÷ _____



15 ÷ 3 = _____



10 ÷ 2 = _____



6 ÷ 2 = _____

PREVIEW

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Name: _____ 176

Curriculum Connection
N3.3

Division – Equal Sharing

Questions	If you were sharing the objects below, how would you split them up equally? Answer the questions below.

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

PREVIEW

Name: _____ 178

Curriculum Connection
N3.3

Division – Equal Sharing

Questions	Friends are sharing the treats below. Answer the questions

How many donuts a	
How many groups do you	sh ts?
How many donuts will be in each g	
Write the division sentence	
How many donuts will each person get?	

How many cupcakes are there?	
How many groups do you have to share the cupcakes?	
How many cupcakes will be in each group?	
Write the division sentence	
How many cupcakes will each person get?	

PREVIEW

Name: _____ 180

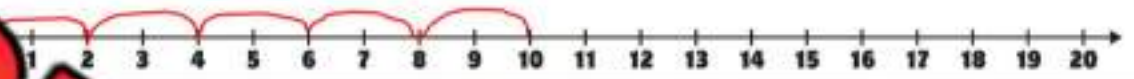
Curriculum Connection
N3.3

Number Line Division – Repeated Subtraction

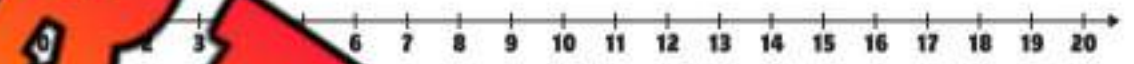
Questions	Use repeated subtraction to find the answer

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

10 ÷ 2 = _____



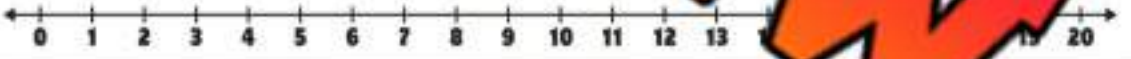
15 ÷ 3 = _____



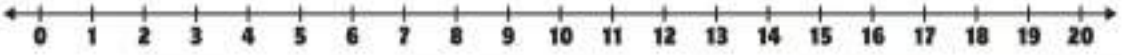
10 ÷ 5 = _____

12 ÷ 4 = _____

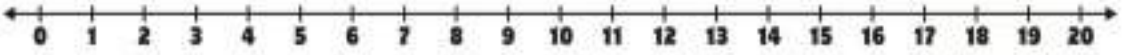
12 ÷ 3 = _____



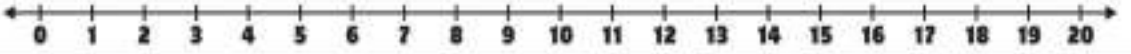
16 ÷ 4 = _____



20 ÷ 5 = _____



20 ÷ 4 = _____



PREVIEW

Name: _____ 181

Curriculum Connection
N3.3

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

	20 ÷ 5
16 ÷ 4	8 ÷ 2
25 ÷ 5	12
12 ÷ 3	10 ÷ 2

PREVIEW

Name: _____ 183

Curriculum Connection
N3.3

Multiplication and Division

Questions	Investigate the relationship between multiplication and division

12

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

10
x , ÷
5 2

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

8
x , ÷
4 2

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

12
÷
4 3

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

6
x , ÷
3 2

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

x , ÷
5 3

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

20
x , ÷
5 4

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

14
x , ÷
2 7

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

PREVIEW

Name: _____ 184

Curriculum Connection
N3.3

Multiplication and Division – Fact Families

Questions	Investigate the relationship between multiplication and division

3 x 2 = 6

2 x 3 = 6

6 ÷ 3 = 2

2 = 3

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

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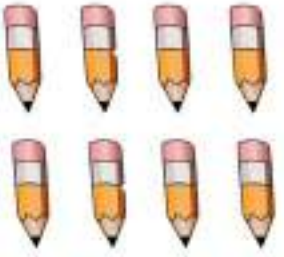
___ ÷ ___ = ___

___ ÷ ___ = ___



___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

PREVIEW

Name: _____ 189

Curriculum Connection
N3.3

Multiplication and Division – Total/Groups/Size of Group

Part 1 Fill in the blanks below

4 x 2 = 8 Number of Groups = 4 Size of Each Group = 2 Total = 8	5 x 9 = 45 Number of Groups = _____ Size of Each Group = _____ Total = _____
[illegible] x 5 = 15 [illegible] _____ [illegible] of Ea[illegible] _____ [illegible] _____	7 x 6 = 42 Number of Groups = _____ Size of Each Group = _____ Total = _____
10 [illegible] ? Number of Group[illegible] Size of Each Group = _____ Total = _____	4 x 5 = ? Number of Groups = _____ [illegible] of Each Group = _____ [illegible] Total = _____

Part 2 Answer the question bel[illegible]

1) John saved 5 dollars a day for 7 days. How mu[illegible] did h[illegible] in total?

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

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

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

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

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

PREVIEW

Name: _____ 187

Curriculum Connection
N3.3

Division Practice – 1 and 2

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

2 ÷ 1	4 ÷ 2	8 ÷ 2	5 ÷ 1	2 ÷ 2	2 ÷ 1
2 ÷ 2	[illegible]	12 ÷ 2	14 ÷ 2	8 ÷ 1	2 ÷ 1
9 ÷ 1	16 ÷ 2	[illegible] ÷ [illegible]	8 ÷ [illegible]	10 ÷ 1	2 ÷ 2
2 ÷ 1	1 ÷ 1	18 ÷ 2	2 ÷ 2	[illegible]	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

PREVIEW

Name: _____ 192

Curriculum Connection
N3.3

Division Practice – 2s, 5s, 10s

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

5 ÷ 5	10 ÷ 10	12 ÷ 2	20 ÷ 10	25 ÷ 5	10 ÷ 2
2 ÷ 2	[illegible]	40 ÷ 10	70 ÷ 10	10 ÷ 5	18 ÷ 2
10 ÷ 2	20 ÷ 5	[illegible] ÷ 1[illegible]	[illegible]0 ÷ [illegible]	40 ÷ 5	50 ÷ 10
20 ÷ 10	8 ÷ 2	6 ÷ 2	[illegible] ÷ 5	[illegible] ÷ [illegible]	10 ÷ [illegible]2
16 ÷ 2	20 ÷ 5	30 ÷ 5	60 ÷ 10	100 ÷ 10	20 ÷ 2
50 ÷ 10	25 ÷ 5	18 ÷ 2	12 ÷ 2	10 ÷ 10	40 ÷ 5

PREVIEW

Exit Cards

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

Name: _____

Fill in the blanks below.

a) 2 x _____ = 10

b) _____ x 4 = 40

c) _____ ÷ 2 = 6

d) 15 ÷ _____ = 3

Name: _____

Fill in the blanks below.

a) 2 x _____ = 10

b) _____ x 4 = 40

c) _____ ÷ 2 = 6

d) 15 ÷ _____ = 3

Name: _____

Fill in the blanks below.

a) 2 x _____ = 10

b) _____ x 4 = 40

c) _____ ÷ 2 = 6

d) 15 ÷ _____ = 3

Name: _____

Fill in the blanks below.

a) 2 x _____ = 10

b) _____ x 4 = 40

c) _____ ÷ 2 = 6

d) 15 ÷ _____ = 3

PREVIEW

Name: _____ 196

Curriculum Connection
N3.3

Partitioning Even Quantities

Instructions	Circle the objects to put them into two groups. How many are in each group? Are there any left over?

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

PREVIEW

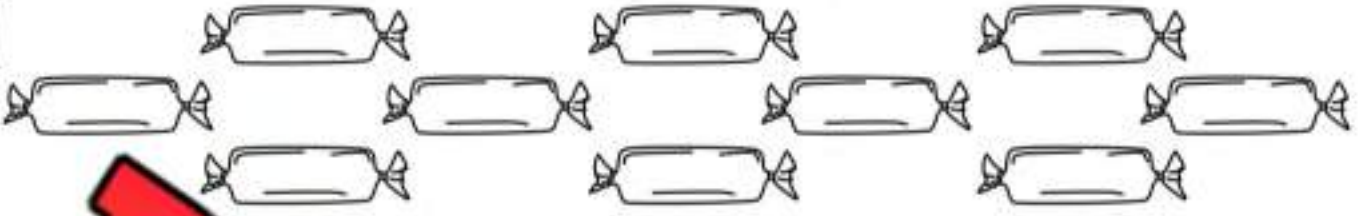
Name: _____ 200

Curriculum Connection
N3.3

Sharing

Sharing	Answer the questions below

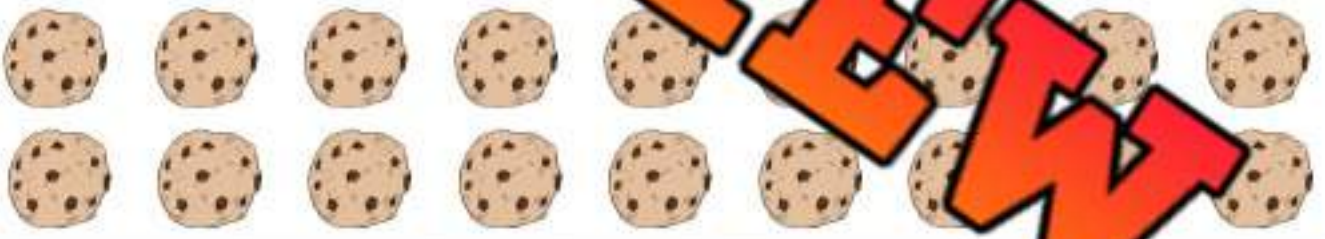
1)



a) H[illegible] ar[illegible]re there?	
b) Sam and Jo[illegible] sh[illegible]e the candies equally. How many [illegible] the[illegible] get?	
c) Oh no, now m[illegible]sien[illegible] are the candies. If there are 5 friends total, how many cand[illegible] each f[illegible]et?	

Sam	Joel	[illegible]	Jack	Nick

2)



a) How many cookies are there?	
b) Clara and Ivy baked the cookies. Now they want to share them equally. How many cookies will they each get?	
c) Julia just knocked on the door. Now she wants to share the cookies with Clara and Ivy. How many will they each get now?	

Clara	Ivy	Julia

PREVIEW

Name: _____ 201

Curriculum Connection
N3.3

Sharing – Remainders

Sharing	Answer the questions below

a) How [illegible] are there?	
b) Levi and Tom [illegible] cupcakes. Now they need to share them equally. How many will [illegible] get?	

[illegible]	Tom

c) How many will be leftover (remaining/remainder)?	
d) Dane has also asked to share the cupcakes. How many will each get now?	

Levi	Tom	Dane

e) How many will be leftover?	

PREVIEW

Name: _____ 202

Curriculum Connection
N3.3

Sharing – Remainders

Sharing	Answer the questions below

a) How many dollars are there?	

b) Ryan and Jordan earned the money above. If they split it equally, how many dollars will they each get?

Ryan	Jordan

c) How many will be leftover (remaining/remainder)?	

d) Ryan and Jordan have to split the money with Will as well. How many dollars will they each get?

Ryan	Jordan	Will

e) How many dollars will be leftover (remaining/remainder)?	

PREVIEW

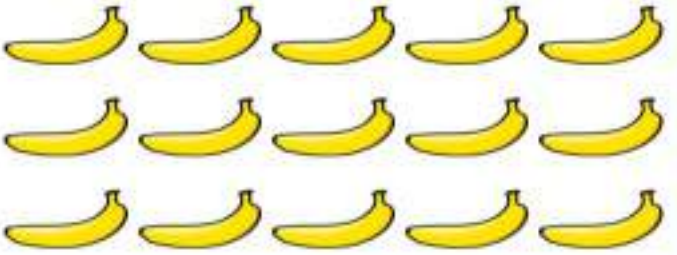
Name: _____ 205

Multiplication and Division Quiz

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

_____ + _____ = _____

_____ x _____ = _____



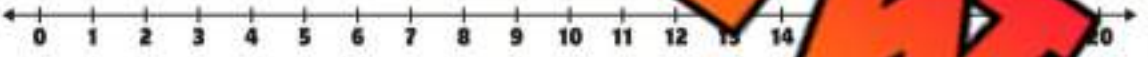
_____ + _____ + _____ = _____

_____ x _____ = _____

Part 2 Use repeated addition to answer the questions

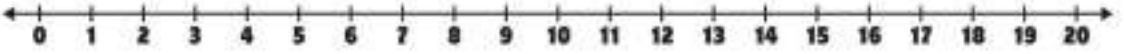
3 x 5 = _____

4 x 2 = _____

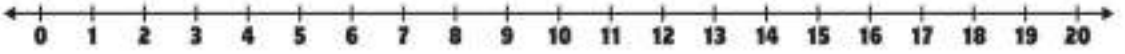


Part 3 Use repeated subtraction to find the answer

12 ÷ 3 = _____

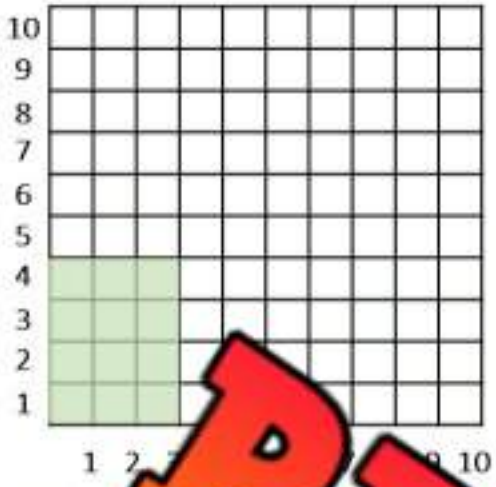


15 ÷ 5 = _____

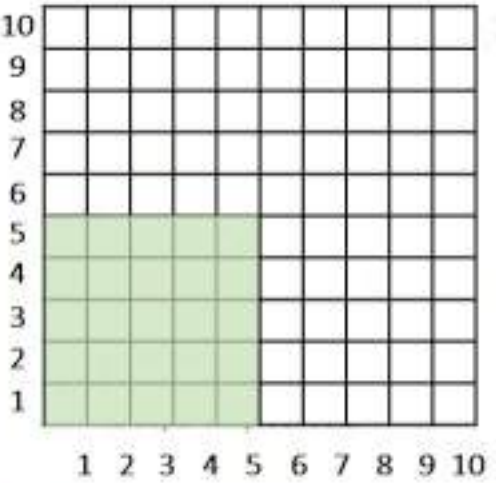


PREVIEW

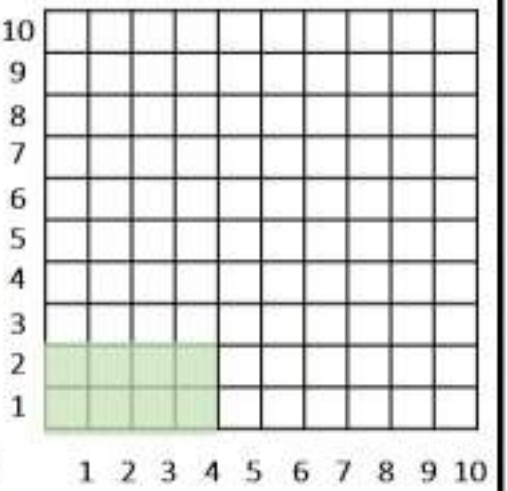
Part 4 How much is shaded in? Answer the questions below.



4 _____

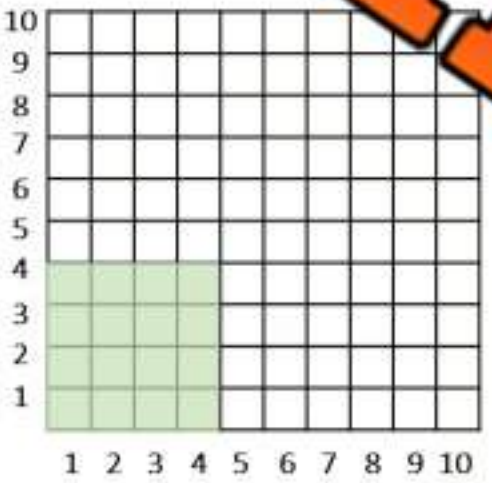


5 x 5 = _____

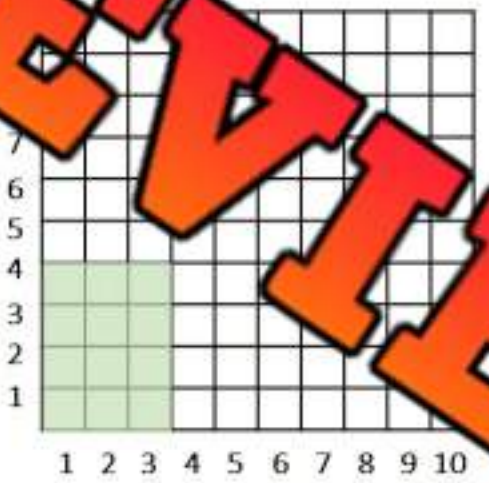


4 x 2 = _____

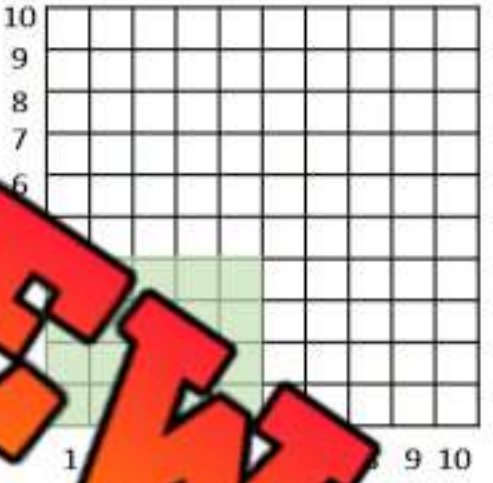
Part 5 How is the shaded in area divided?



16 ÷ 4 = _____



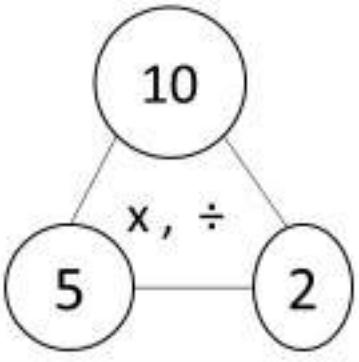
12 ÷ 3 = _____



20 ÷ _____

PREVIEW

Part 6 Investigate the relationship between multiplication and division

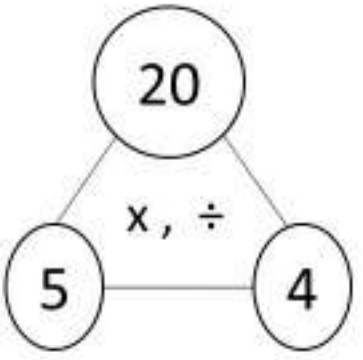


___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___



___ x ___ = ___

___ x ___ = ___

___ ÷ ___ = ___

___ ÷ ___ = ___

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Name: _____ 207

Curriculum Connection
N3.4

Fair Sharing - Cookies

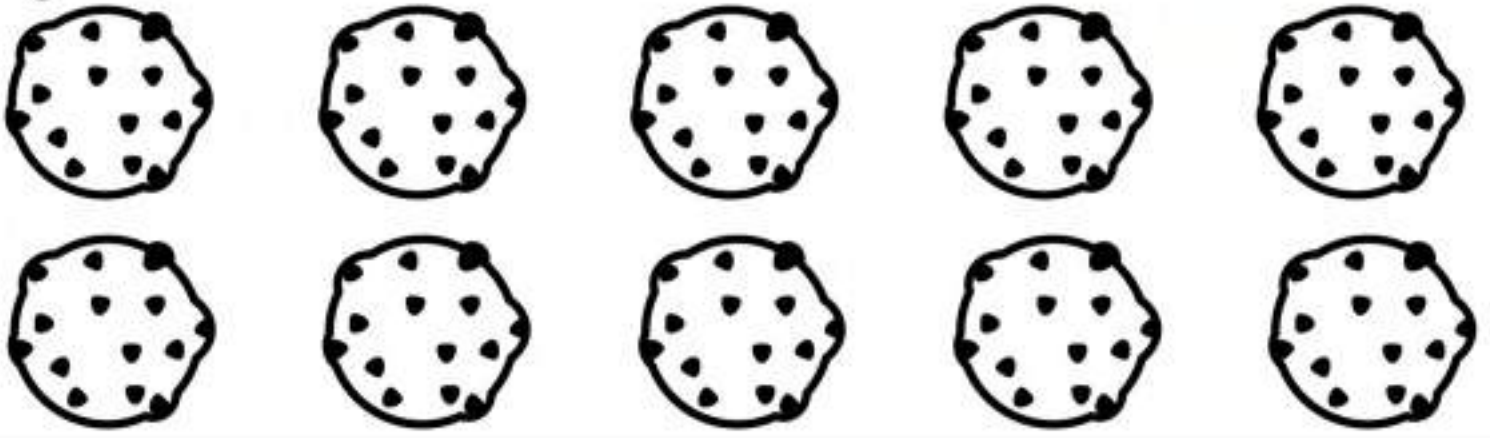
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's P

10

PREVIEW



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Name: _____ 209

Curriculum Connection
N3.4

Fair Sharing - Pizza

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

Alex's Plate

Julia's Plate

PREVIEW

_____ # of total pizzas

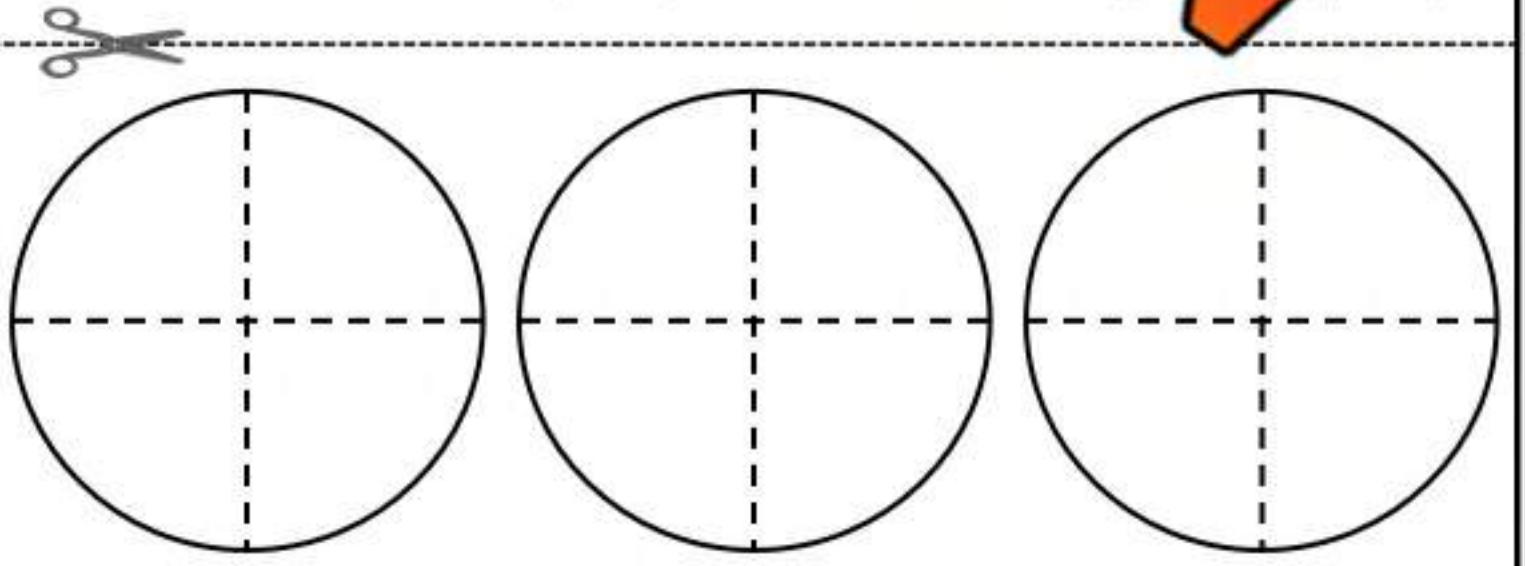
4 Slices in one pizza (whole)

Alex's Slices

_____ # of total pizzas

4 Slices in one pizza (whole)

Julia's Slices

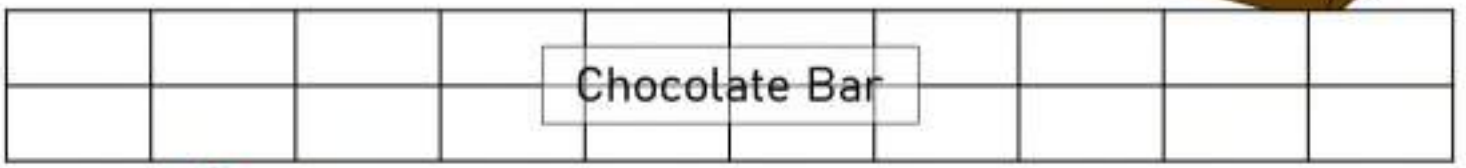


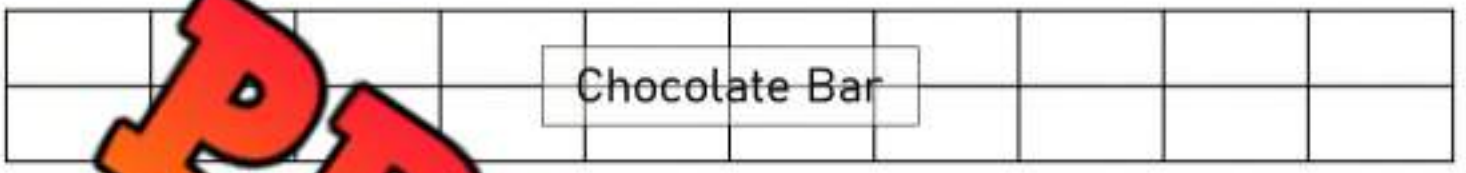
Name: _____ 210

Curriculum Connection
N3.4

Fair Sharing – Chocolate Bars

Sharing	Share the chocolate bars below





PREVIEW

1) a) Zach ha[illegible] ba[illegible] he wants to share with 10 people. How many pieces will each [illegible] get?	
b) Ryan is one of the people that is g[illegible] late. What fraction of the chocolate bar is [illegible] getti[illegible]	

2) a) Zach has two more chocolate bars that he [illegible] are w[illegible] eople. How many pieces will each person get?	
b) Chris is one of the people that is getting some chocolate. What fraction of the chocolate bar is Chris getting?	

3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?	
b) Sam is one of the people that is getting some chocolate. What fraction of the chocolate bar is Sam getting?	

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Name: _____ 211

Curriculum Connection
N3.4

Fractions

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

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

Examples

Read the examples below and fill in the table

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

PREVIEW

Think

Write your own example of a fraction below

Words	Fraction

Name: _____ 212

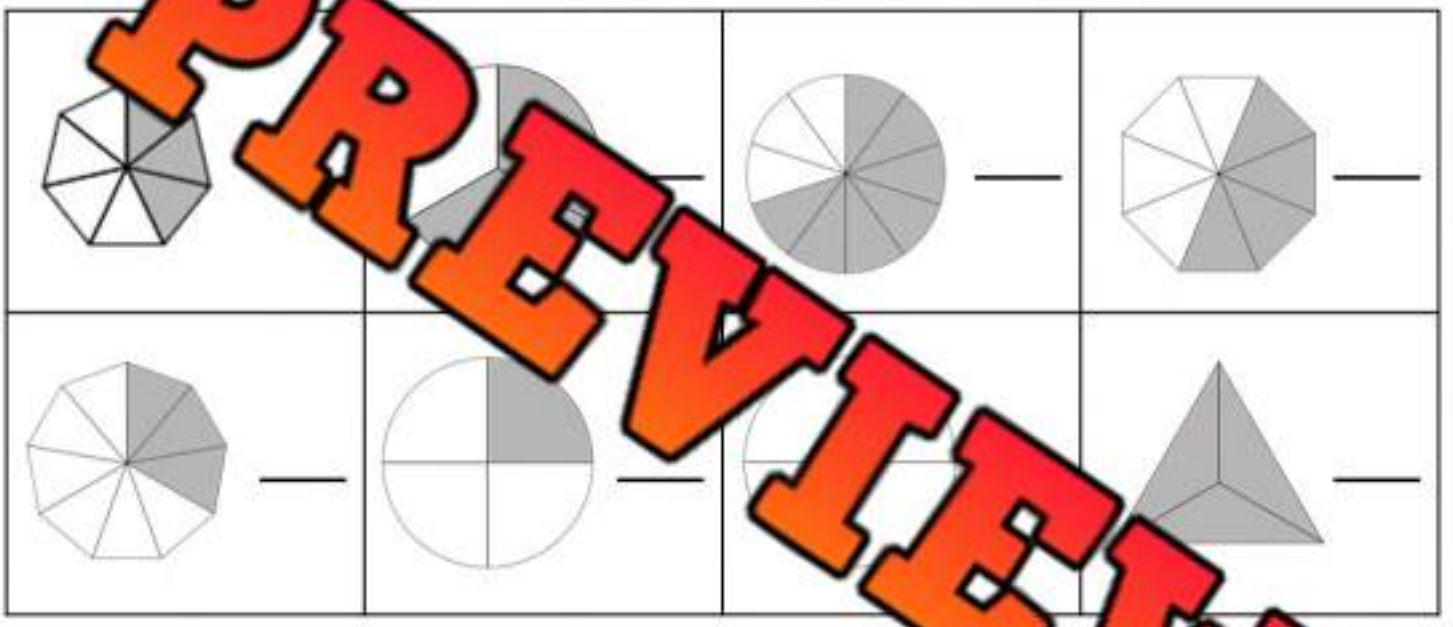
Curriculum Connection
N3.4

Naming Fractions

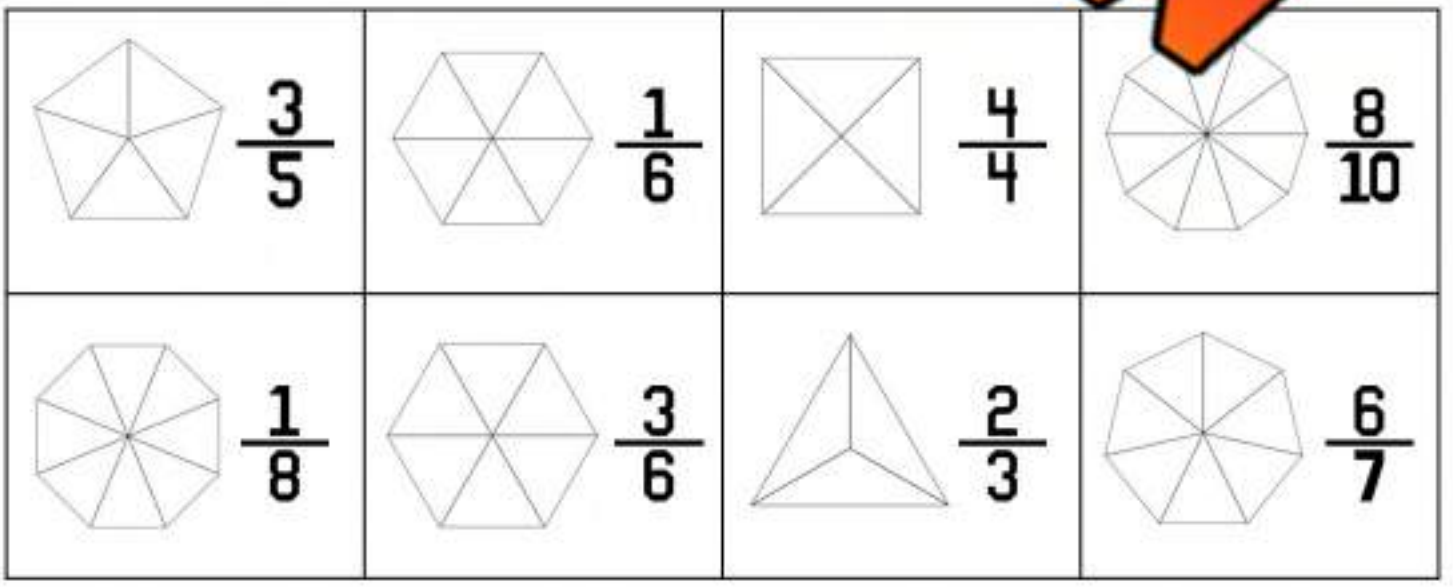
Fractions are numbers that represent an amount or quantity. Fractions are usually not whole numbers, but only fractions or parts of a whole number.

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

Part 1 What fraction is shaded in on the images below



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



PREVIEW

Name: _____ 214

Curriculum Connection
N3.4

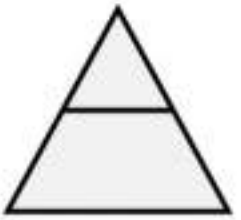
Fractions – Equal Parts

Part 1 Are the shapes below split into equal parts?

1)

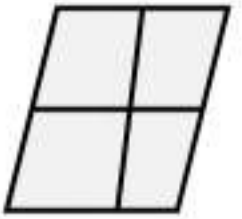
Yes No

2)



Yes No

3)



Yes No

4)

Yes No

5)

Yes No

6)

Yes No

Part 2 Are the statements true or false?

1) The square is cut into fourths.

True False

2) The circle is cut into sixths.

True False

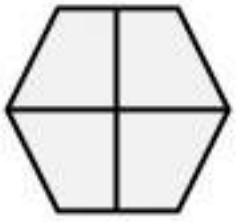
3) The triangle is cut into fourths.

True False

4) The pentagon is cut into halves.

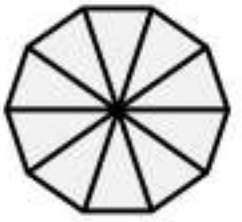
True False

5) The hexagon is cut into fourths.



True False

6) The octagon is cut into eights.



True False

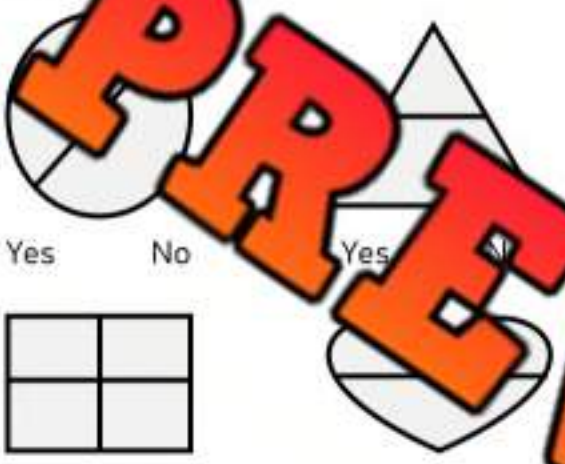
PREVIEW

Exit Cards

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

Name: _____

Are the shapes below split into equal parts?

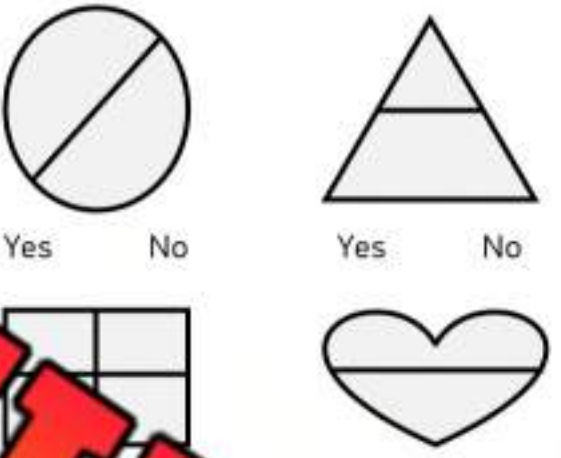


Yes No Yes No

Yes No Yes No

Name: _____

Are the shapes below split into equal parts?

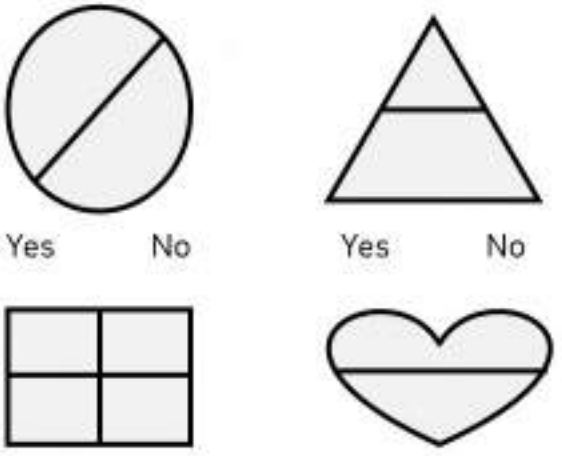


Yes No Yes No

Yes No

Name: _____

Are the shapes below split into equal parts?

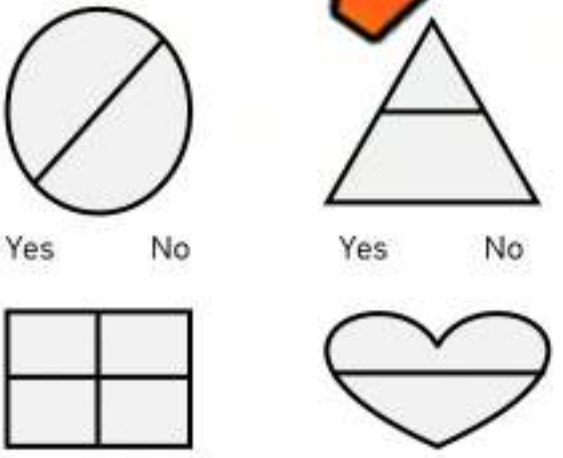


Yes No Yes No

Yes No Yes No

Name: _____

Are the shapes below split into equal parts?



Yes No Yes No

Yes No Yes No

PREVIEW

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Name: _____ 217

Curriculum Connection
N3.4

Representing Fractions

Represent | Colour the shapes to represent the fraction

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Name: _____ 219

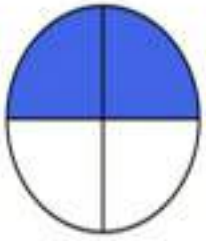
Curriculum Connection
N3.4

Representing Fractions

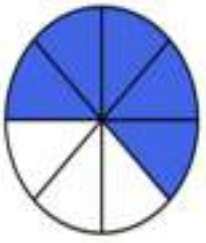
Instructions Circle the fraction that represents the pie

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

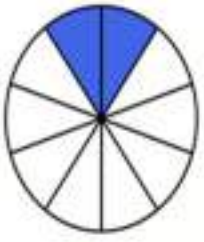
[illegible] $\frac{5}{[illegible]}$ $\frac{2}{4}$ $\frac{2}{1}$ $\frac{1}{4}$ $\frac{3}{9}$



$\frac{6}{1}$ $\frac{2}{4}$ $\frac{[illegible]}{6}$ $\frac{2}{[illegible]}$ $\frac{4}{2}$ $\frac{2}{4}$



$\frac{5}{8}$ $\frac{4}{2}$ $\frac{5}{4}$ $\frac{[illegible]}{5}$ $\frac{[illegible]}{[illegible]}$ $\frac{4}{4}$



$\frac{8}{10}$ $\frac{2}{7}$ $\frac{5}{7}$ $\frac{8}{9}$ $\frac{2}{10}$ $\frac{7}{9}$

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

PREVIEW

Name: _____ 220

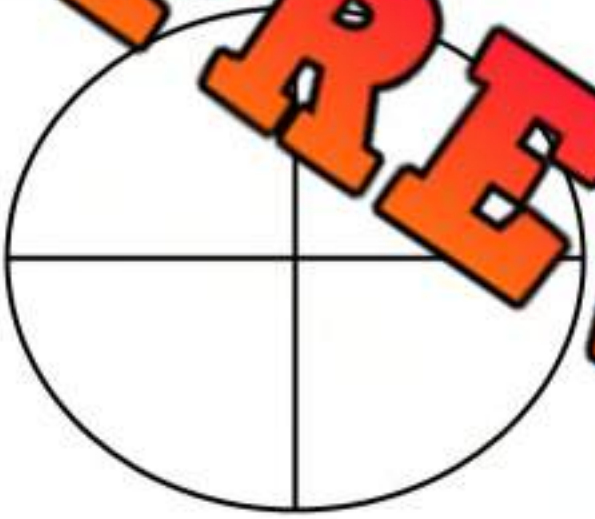
Curriculum Connection
N3.4

Pizza Fractions

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

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom

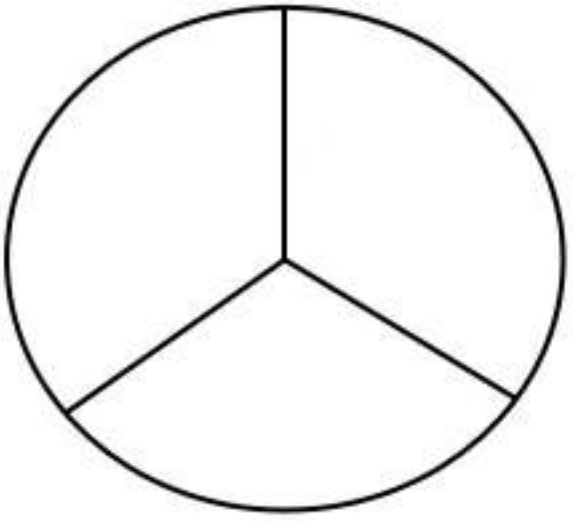
1) One-[illegible] pizza has bacon, and three-fourths has onion



_____ **Bacon**

_____ **Onion**

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



_____ **Olives**

_____ **Bacon**

_____ **Mushrooms**

PREVIEW

Name: _____ 221

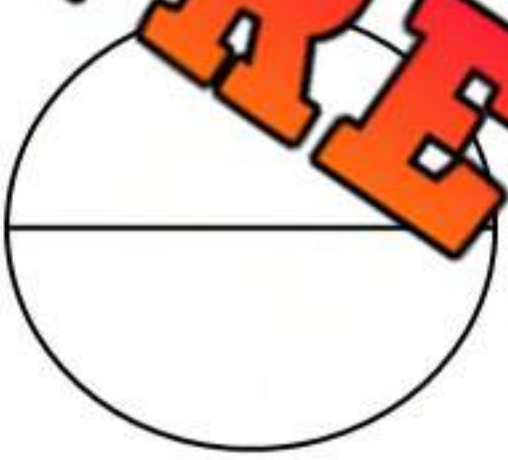
Curriculum Connection
N3.4

Pizza Fractions

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

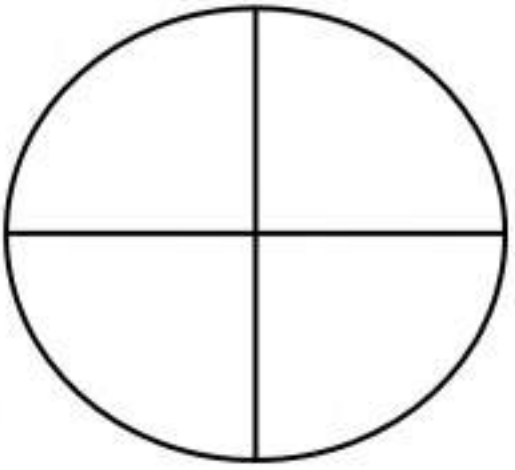
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom

1) O[illegible]nd bacon and one[illegible]ineapp[illegible]



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

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



4) One-third [illegible]ush[illegible] one-third onion a[illegible] pineapple and pepper[illegible]

PREVIEW

Name: _____ 223

Curriculum Connection
N3.4

Pizza Fractions – My Favourite (Half)

Directions	Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom

What's on the pizza?

PREVIEW

_____ _____ Topping

_____ _____ Topping

_____ _____ Topping

_____ _____ Topping

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Name: _____ 224

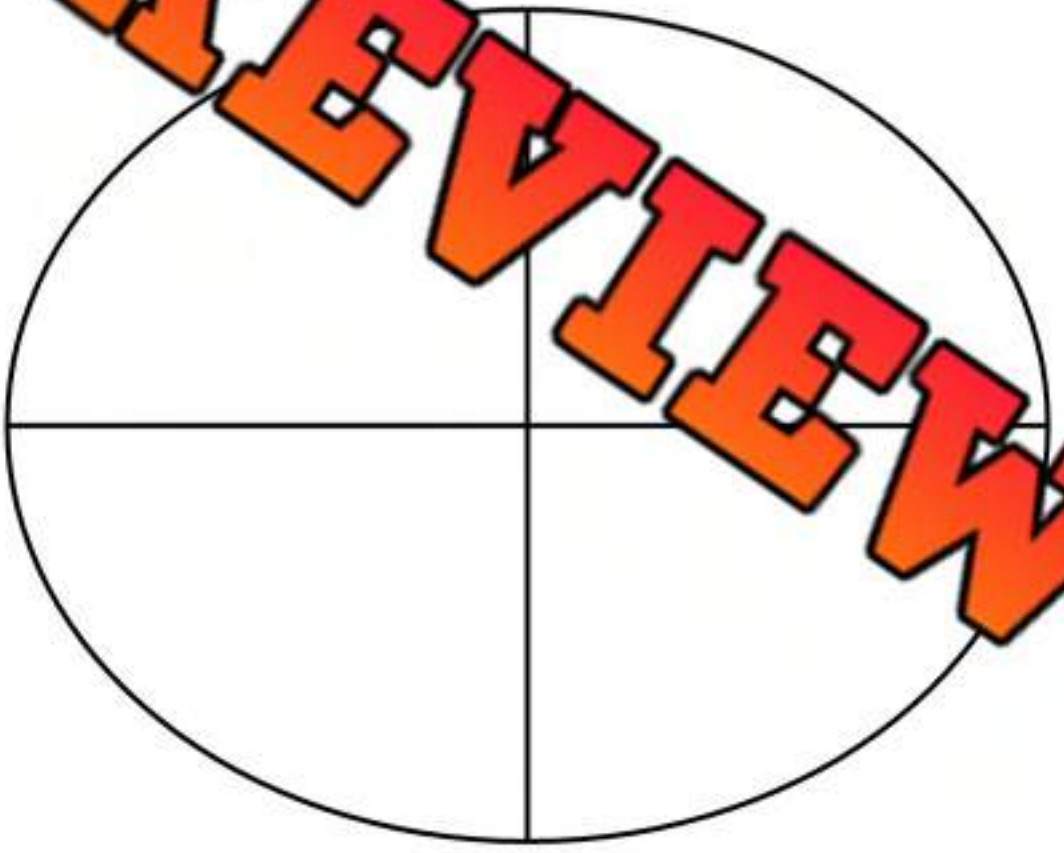
Curriculum Connection
N3.4

Pizza Fractions – My Favourite (Fourths)

Directions	Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom

What's on the pizza?



PREVIEW

_____ _____ **Topping**

_____ _____ **Topping**

_____ _____ **Topping**

_____ _____ **Topping**

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Name: _____ 226

Curriculum Connection
N3.4

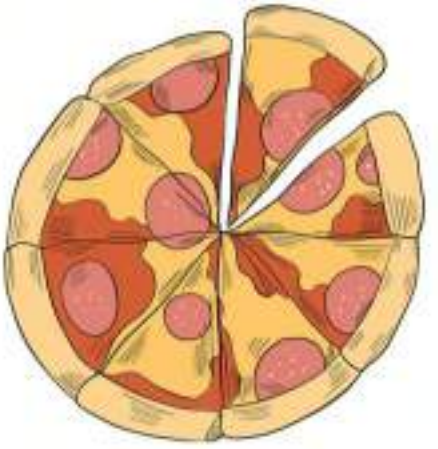
Math Activity: Fraction Pizza Party

Objective	What are we learning about?

To help students understand the concept of fractions as equal parts of a whole through a creative and engaging activity.

Materials	What you will need for the activity.

- L[illegible] of [illegible]ruction paper
- Sc[illegible]s
- Colour m[illegible] yo[illegible]
- Rulers
- Fraction temp[illegible] (opt[illegible]



Instructions	How you w[illegible]mp[illegible]

1. Provide each student with a large sheet of [illegible]struc[illegible]per and ask them to draw a large circle, like a pizza, using a [illegible] or a [illegible]ct to trace around.
2. Have each student fold their circle in half, then in [illegible]rs, [illegible] eighths, pressing down to make the creases visible.
3. Using scissors, students should cut along the creases to create [illegible] slices that represent fractions.
4. Using markers or crayons, instruct students to decorate each "slice" of their pizza with different toppings.
5. Once the pizzas are decorated, students should reassemble their pizzas on a new sheet of construction paper, ensuring all pieces fit together to form a perfect circle again.
6. Encourage students to mix and match slices with their classmates to see how different pizzas can still be whole with various combinations of eighths.

PREVIEW

Name: _____

Curriculum Connection
N3.4

PREVIEW

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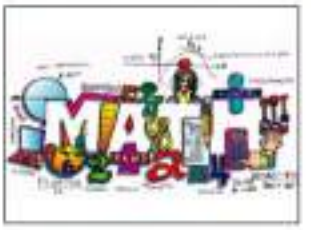
Curriculum Connection
N3.4

Comparing Common Denominators

If fractions have the same denominator, the larger fraction will have the larger numerator. $\frac{3}{8} < \frac{4}{8}$



Part 1 — Compare the fractions using < > =

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

Part 2 — Put the fractions in order from lea[illegible] gre[illegible]

$\frac{2}{10}$	$\frac{3}{10}$	$\frac{5}{10}$	$\frac{4}{10}$	$\frac{[illegible]}{10}$	[illegible]	[illegible]	$\frac{10}{10}$
$\frac{2}{9}$	$\frac{3}{9}$	$\frac{5}{9}$	$\frac{1}{9}$	$\frac{9}{9}$	$\frac{8}{9}$	$\frac{7}{9}$	$\frac{4}{9}$

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.

_____

_____

PREVIEW

Exit Cards

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

Name: _____

Put the fractions in order from least to greatest

$\frac{2}{7}$ $\frac{4}{7}$ $\frac{3}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{2}{7}$ $\frac{4}{7}$ $\frac{3}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{2}{7}$ $\frac{4}{7}$ $\frac{3}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{2}{7}$ $\frac{4}{7}$ $\frac{3}{7}$ $\frac{0}{7}$

_____

PREVIEW

Name: _____ 232

Curriculum Connection
N3.4

Same Numerator / Different Denominator

If fractions have the same numerator, they have the same number of equal parts. If the denominator is different, the fractions have a different number of total parts. Check out the pizzas below that have the same numerators but different denominators.

The whole pizza is cut into 8 pieces. 4 slices [illegible]ve been shaded in.

$\frac{4}{6}$ The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you [illegible] hung[illegible] [illegible]uld rather have 4/6 slices of pizza, than 4/8. Therefore, 4/6 is bigger th[illegible] [illegible]s [illegible]mple, the whole is the same size. This means the pizza is the sa[illegible] [illegible]ve ca[illegible] [illegible]re fractions that have the same numerator.

PREVIEW

Questions [illegible] fracti[illegible] circle which one is bigger

1)

3)

4)

5)

6)

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Name: _____ 233

Curriculum Connection
N3.4

Same Numerator / Different Denominator

When comparing fractions with the same numerator, we can look at the denominator to know which is bigger. The fraction with the bigger denominator is smaller. This is because the whole has less equal parts.

Part 1

Compare the fractions using < > =

1) $\frac{2}{4}$ ☐ [illegible]	2) $\frac{5}{}$ ☐ $\frac{5}{5}$	3) $\frac{3}{5}$ ☐ $\frac{3}{7}$	4) $\frac{6}{10}$ ☐ $\frac{6}{12}$
5) $\frac{3}{8}$ ☐ $\frac{3}{5}$	[illegible] $\frac{}{9}$ ☐ $\frac{4}{}$	7) $\frac{5}{}$ ☐ $\frac{5}{7}$	8) $\frac{7}{8}$ ☐ $\frac{7}{9}$
9) $\frac{8}{10}$ ☐ $\frac{8}{12}$	10) $\frac{5}{8}$ ☐ $\frac{5}{10}$	11) $\frac{}{12}$ ☐ [illegible]	12) [illegible] ☐ $\frac{2}{5}$

PREVIEW

Part 2

Put the fractions in order from least to great[illegible]

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$ $\frac{4}{6}$ $\frac{4}{7}$ $\frac{4}{11}$

_____

$\frac{5}{7}$ $\frac{5}{8}$ $\frac{5}{6}$ $\frac{5}{9}$ $\frac{5}{10}$ $\frac{5}{11}$ $\frac{5}{5}$ $\frac{5}{12}$

_____

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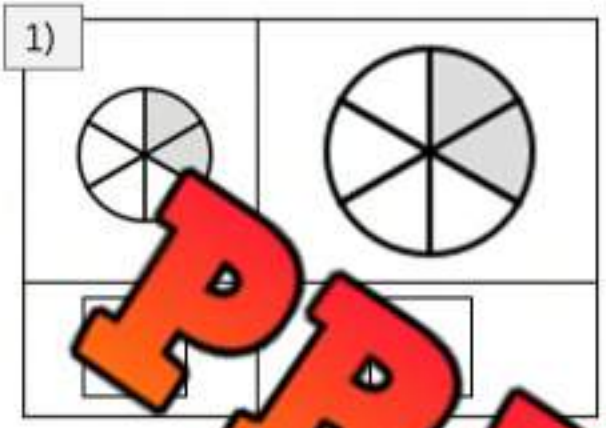
Name: _____ 235

Curriculum Connection
N3.4

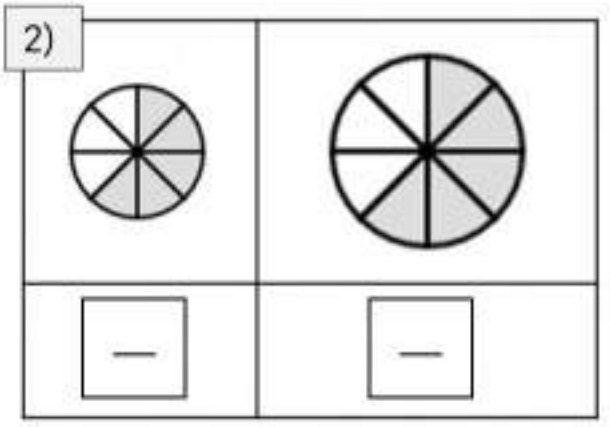
Comparing Fractions

Part 1 Write the fraction and circle which one is bigger

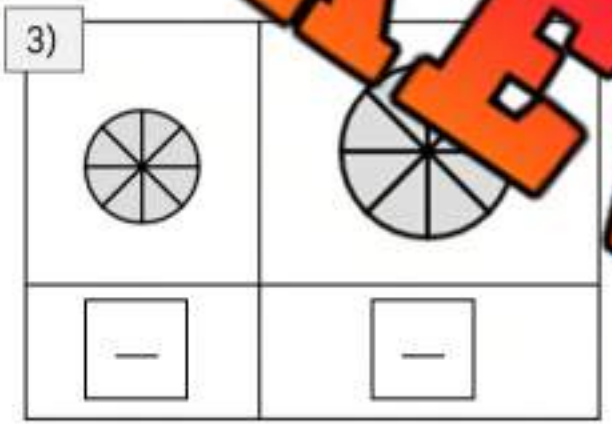
1)



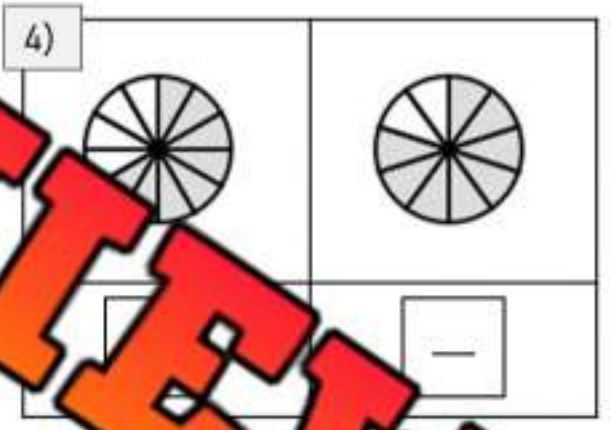
2)



3)



4)



PREVIEW

Part 2 Compare the fractions using < > =

1) $\frac{2}{5}$ ☐ $\frac{2}{5}$	2) $\frac{3}{6}$ ☐ $\frac{5}{6}$	3) $\frac{3}{4}$ ☐ $\frac{3}{7}$	4) $\frac{2}{10}$ ☐ $\frac{2}{12}$
5) $\frac{3}{8}$ ☐ $\frac{3}{8}$	6) $\frac{4}{9}$ ☐ $\frac{4}{5}$	7) $\frac{5}{7}$ ☐ $\frac{4}{7}$	8) $\frac{2}{8}$ ☐ $\frac{7}{8}$

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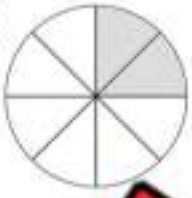
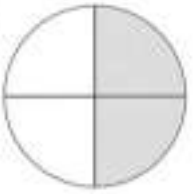
Name: _____ 236

Fractions - Quiz

Part 1 Write the fraction and circle which one is bigger

1) 

2) 

3)

4)

Part 2 F[illegible]hare the cookies below

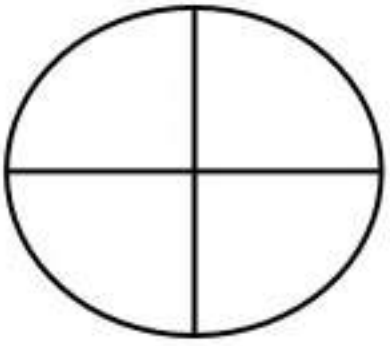
Four friends are si[illegible]g t[illegible]. Draw lines from the cookies to each person's plate.

Jane | Sa[illegible]y | [illegible]a | Rachel

How many cookies does each friend get? _____

Part 3 Draw the pizzas below using the legend and custom[illegible] requests

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



_____ **Bacon**

_____ **Mushroom**

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Name: _____ 237

Part 4 Compare the fractions using < > =

1) $\frac{2}{4}$ ☐ $\frac{2}{6}$	2) $\frac{5}{8}$ ☐ $\frac{5}{5}$	3) $\frac{3}{5}$ ☐ $\frac{3}{7}$	4) $\frac{6}{10}$ ☐ $\frac{6}{12}$
5) $\frac{8}{10}$ ☐ $\frac{}{12}$	6) $\frac{}{}$ ☐ $\frac{5}{10}$	7) $\frac{3}{12}$ ☐ $\frac{3}{11}$	8) $\frac{2}{4}$ ☐ $\frac{2}{5}$

PREVIEW

Part 5 Put the fractions in [illegible] to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{}{10}$ [illegible] $\frac{4}{11}$

_____

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

_____

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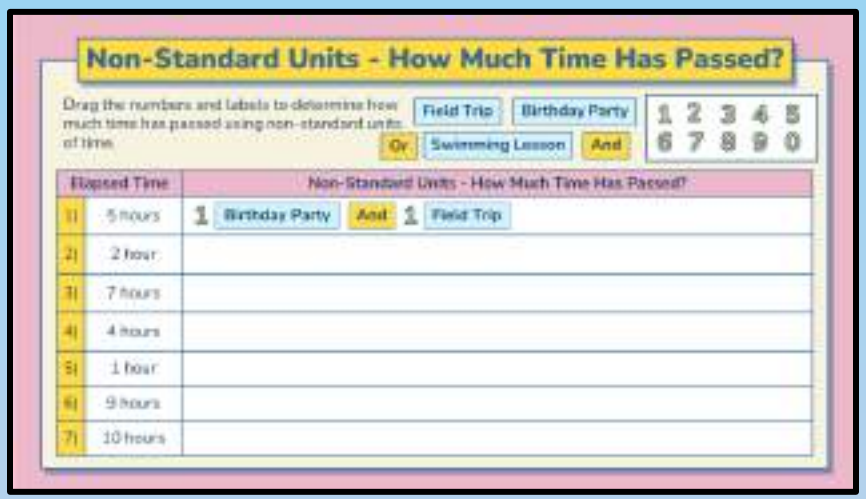
Saskatchewan Math Curriculum
Shape & Space – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

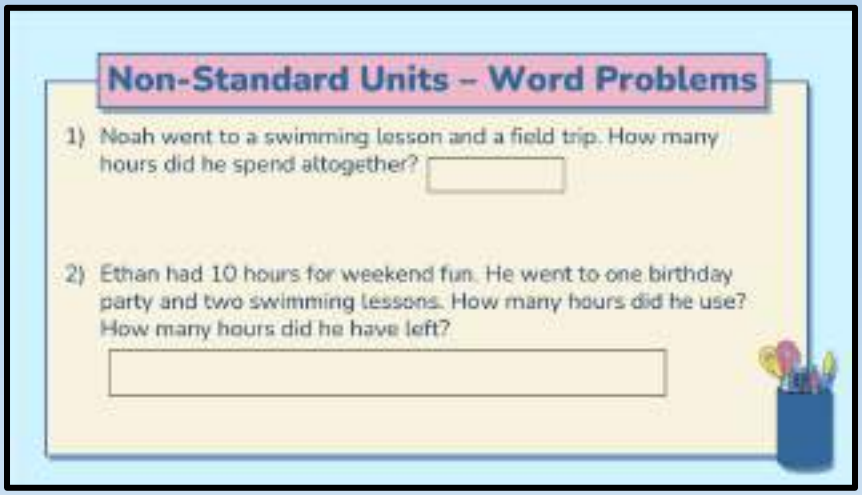


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Math Curriculum
Shape & Space – Grade 3

Saskatchewan Math Curriculum
Shape & Space – Grade 3

Workbook Preview

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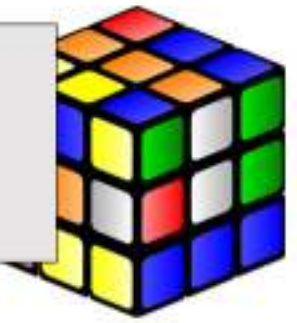
Grade 3

Shape and Space



	Curriculum Expectations	Pages
SS3.1	Demonstrate understanding of the passage of time including: • relating common activities to standard and nonstandard units • describing relationships between units • solving situational questions.	5-69
SS3	Demonstrate understanding of measuring mass in g	
SS3.3	• selecting and justifying referents • generalizing the relationship between cm and m • estimating length and perimeter using referents • measuring and recording length, width, height, and perimeter.	88-126
SS3.4	Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices.	148-182
SS3.5	Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including: • describing • comparing • sorting.	129-145
TQ	Tests and Quizzes	70-71, 127-128, 146-147, 183-184

Preview of 80 pages from this product that contains 323 pages total.

Name: _____ 5

Curriculum Connection
SS3.1

Non – Standard Units of Time - Seconds

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

Blinking [illegible]nd

Usain Bolt runs 100m = 10 seconds

Washing Hands = 20 seconds

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

PREVIEW

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Curriculum Connection
SS3.1

Non – Standard Units of Time - Seconds

Questions	Think of 3 non-standard units for each of the times below

Time		Your Own Non-Standard Units
1 S	1	
	2	
	3	
10 Seconds	1	
	2	
	3	
30 Seconds	1	
	2	
	3	

PREVIEW

Name: _____ 9

Curriculum Connection
SS3.1

Non – Standard Units of Time - Minutes

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

Event	How Much Time Would Pass
Having dinner	1 lunch time and 1 bathroom break
Playing a sport	
Eating dessert	
Reading a book	
Cleaning your room	
Shoveling the driveway	
Making breakfast	
Exercising or Yoga	
Driving to the grocery store	

PREVIEW

Name: _____ 12

Curriculum Connection
SS3.1

Non – Standard Units of Time - Hours

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

Event	How Much Time Would Pass
Driving Across Saskatchewan	2 hockey games
Dr[illegible]na	
Playing a round of golf	
Playing with a friend after school	
Going to a restaurant	
Going shopping	
Going swimming	
Going fishing	
Playing on the computer	

PREVIEW

Name: _____ 14

Curriculum Connection
SS3.1

Do You Have Time ?

Part 1 Circle the times you could do the things below in

1) Write your name	Minutes	Hours	Days
2) Run home from school	Minutes	Hours	Days
3) Eat a sandwich	Minutes	Hours	Days
4) Watch	Minutes	Hours	Days
5) G	Minutes	Hours	Days
6) Read a cha	Minutes	Hours	Days
7) Have a full nig leep	Minutes	Hours	Days
8) Have recess	Minutes	Hours	Days
9) Beat a video game from sta to fi	Minutes	Hours	Days
10) Colour a picture	M s	Hours	Days

Part 2 Circle the times you could do th

1) Learn how to play a new instrument	Weeks		ars
2) Save enough money to buy a new bike	Weeks	M	Years
3) Learn a new language	Weeks	Months	Years
4) Finish a season of hockey	Weeks	Months	Years
5) Watch all episodes of a TV show	Weeks	Months	Years
6) Learn how to skateboard	Weeks	Months	Years
7) Memorize all multiplication facts up to 10x10	Weeks	Months	Years
8) Write a story with pictures	Weeks	Months	Years

PREVIEW

Name: _____ 15

Curriculum Connection
SS3.1

Activity Title: Time Tracker

Objective

What are we learning about?

Students will understand the concept of the passage of time by relating everyday activities to both standard (minutes, hours) and nonstandard units of time (number of songs, episodes of a TV show).

Materials

What you will need for the activity.

- S[illegible]tch or t[illegible]
- Blank[illegible]heets
- Pencils
- A list of activi[illegible]e tim[illegible]

Instructions

How you [illegible]pl[illegible]vity

1) Introduce the concept of time to th[illegible]ents, e[illegible]andard units (seconds, minutes, hours) and nonstandard units (like th[illegible]e it t[illegible]sing a song).

2) Distribute the pre-made tables to each stude[illegible]ach [illegible] columns: Activity, Standard Time, and Nonstandard Time.

3) As a demonstration, use the stopwatch to time a comm[illegible]ass[illegible]m the provided list, such as reading a page from a book.

4) Ask each student to select 3 activities from the provided list of activi[illegible]hich includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.

5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table.

6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.

7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

PREVIEW

Name: _____ 16

Curriculum Connection
SS3.1

Options Select three activities from the table below

Option 1: **Reading a page from a book :** Time how long it takes to read a single paragraph aloud.	**Option 2:** **Drawing a simple picture :** Draw a house or a tree.
Option 3: **Shoelace Speed Race :** See b[illegible]uickly you can tie your [illegible]oelaces.	**Option 4:** **Copywriting Exercise:** Copy a short text from the board as quickly as you can.
[illegible]p[illegible]5: **[illegible]riting [illegible]** Write a few sentences [illegible]s p[illegible]ible.	**Option 6:** **Vocabulary Speed Test :** List as many words as you can about the weather

[illegible]x[illegible]	[illegible]dard Units of Time
Ten Deep Bre[illegible]	One Teeth Brushing Session
One Page Read	[illegible]ree Microwave Beeps
Twenty Jumping Jacks	[illegible]g[illegible] Happy Birthday

Answers Record your answers below

Activity	Standard Time		[illegible]sta[illegible]	
	Prediction	Actual Time	Prediction	[illegible]me
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time

PREVIEW

Name: _____ 18

Curriculum Connection
SS3.1

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1 Fill in the tables below

Seconds	Minutes
60	1
	2
	4
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
	7
480	
540	
	10

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

PREVIEW

Part 2 Convert the units of measurement below

1) 1 hr	_____min	5) 240 mins	_____ hr	9) 5 d	_____hrs
2) 240 sec	_____min	6) 72 hrs	_____ d	10) 360 min	_____ hrs
3) 180 sec	_____ min	7) 540 mins	_____hr	11) 240 hrs	_____ d
4) 2 d	_____hr	8) 168 hrs	_____d	12) 480mins	_____hrs

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Name: _____ 19

Curriculum Connection
SS3.1

Time – Word Problems

Questions | Read the problems and solve them below

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

2. [illegible] in 5 minutes 37 seconds. How many seconds did it take [illegible] run?

3. Jeremy and Jackson play [illegible] for 96 days in a row. How many months did they play vide[illegible] for?

4. Sam and Bruce played a round of golf for 240 minutes. Ho[illegible] they play golf for?

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

PREVIEW

Curriculum Connection
SS3.1

Exit Cards

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

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

b) Lily watched a movie that lasted 2 hours and 35 minutes. How many minutes long was the movie?

_____

PREVIEW

Name: _____ 21

Curriculum Connection
SS3.1

Activity Title: Time Treasure Hunt

Objective

What are we learning about?

To help students understand and practice converting time between seconds, minutes, and hours through a fun and engaging treasure hunt.

Materials

What you will need for the activity.

- St[illegible] uld use a smartphone)
- I[illegible]ards
- Mar[illegible]s
- Small priz[illegible] (or t[illegible]e)
- Tape

Instructions

How yo[illegible]pl[illegible]ivity

1) Prepare before class by writing di[illegible]ime c[illegible]on challenges on index cards. For example, "Convert 300 seconds [illegible] minutes[illegible] How[illegible] seconds are in 2 hours?"

2) Hide these cards around the classroom or in a de[illegible]afe ou[illegible]rea, taping them under chairs, desks, or tucked into non-obvio[illegible]

3) Divide the class into small teams and give each team a stopwa[illegible]

4) Explain the game: each team will hunt for a card, solve the problem [illegible]s quickly as they can, and return to you for verification.

5) Start the timer when you say "Go!" Each team rushes to find their first card.

6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize and move on to find the next card.

7) The game continues until all cards are found or you call time. The team with the most correct answers wins.

8) Discuss the game, focusing on the time conversion problems and solutions each team encountered.

PREVIEW

Name: _____ 22

Curriculum Connection
SS3.1

Instructions	Cut out the cards below

Convert 120 seconds to minutes.	How many seconds are there in 3 minutes?
How many [illegible] 180 seco[illegible]	Convert 2 hours to minutes.
If a cartoon lasts 300 seconds, how many minutes is that?	How [illegible] in half a[illegible]
Change 600 seconds into minutes.	Convert 480 seconds to minutes.

PREVIEW

Name: _____ 23

Curriculum Connection
SS3.1

Instructions Cut out the cards below

If you play for 900 seconds, how long is that in minutes?	How many seconds are in 5 minutes of a game?
Change 18[illegible] seco[illegible] minut[illegible]	Convert 3 hours into minutes.
If a movie is 7200 seconds long, how many hours is that?	How lo[illegible] 2[illegible]s in ho[illegible]
Convert 15 minutes to seconds.	How many seconds are there in 1 hour?

PREVIEW

Name: _____ 24

Curriculum Connection
SS3.1

Instructions	Cut out the cards below

How many hours are there in 360 minutes?	If a train travels for 3 hours, how many minutes is that?
Convert [illegible] minu[illegible] secon[illegible]	If you read for 15 minutes, how many seconds is that?
How many seconds are in 10 minutes?	Con[illegible] 2 [illegible] sec[illegible]
Sally bakes cookies for 1800 seconds. How long is that in minutes?	If a soccer match lasts 2 hours, how many minutes is that?

PREVIEW

Name: _____ 25

Curriculum Connection
SS3.1

Instructions	Cut out the cards below

Convert 20 minutes to seconds.	How many minutes are there in 5 hours?
How many [illegible] minute[illegible]	If you sleep for 8 hours, how many minutes is that?
Convert 5 days into hours.	Change [illegible]0 [illegible] into ho[illegible]
If a TV show lasts 2700 seconds, how many minutes is that?	Convert 4 hours into seconds.

PREVIEW

Name: _____ 26

Curriculum Connection
SS3.1

Introduction – Days of the Week

Questions | Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
[illegible]day	Friday	Saturday	

1) Wha[illegible]y is af[illegible]y?	
2) What day is afte[illegible]day?	
3) What day is after Saturday?	
4) What day is before Friday?	
5) What day is before Thursday?	
6) What day is two days after Monday?	
7) What day is before Monday?	
8) What is the first day of school in a week?	
9) What day does the weekend start on?	
10) What day is the middle of the school week?	

PREVIEW

Name: _____ 27

Curriculum Connection
SS3.1

Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Questions | Fill in the Blanks

1)	2)	3) Tuesday
4)	5) Thursday	6)

Questions | Fill in the Blanks

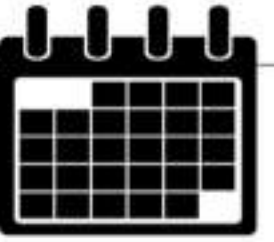
Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

PREVIEW

Name: _____ 28

Curriculum Connection
SS3.1

Days of the Week- Questions



Questions | Answer the questions below

1) What two days start with the letter S?

_____

_____

2) How many days in a w

_____

3) What 5 days make up the school week?

_____

_____

_____

_____

_____

4) What is your least favourite day of the week?

_____

5) What two days are on the weekend?

_____

_____

6) W r favo day of the week?

_____

PREVIEW

Name: _____ 32

Curriculum Connection
SS3.1

Introduction – Months of the Year

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

Questions Write the months of the year below from January to December

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

March

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
[illegible]	17	18	19	20	21	22
[illegible]	[illegible]	25	26	27	28	29
30						

Mon	Tue	Wed	Thu	Fri	Sat	Sun
[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	5
6	7	8	[illegible]	[illegible]	[illegible]	12
13	14	15	16	[illegible]	18	19
20	21	22	23	[illegible]	25	26
27	28	29	30			

May

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PREVIEW

Name: _____ 34

Curriculum Connection
SS3.1

Months Word Scramble

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

Questions: Unscramble the words to reveal the month of the year

Scrambled Month	Month
[illegible]	
ROM[illegible]	
MEDCEERB	
RALPI	
UENJ	
JYLU	
RCTBOEO	
UTSGAU	
AMY	
YUNAJAR	
RPEEBTSME	
FRUBYERA	

PREVIEW

Name: _____ 36

Curriculum Connection
SS3.1

Months of the Year – Questions

Questions | Answer the questions below

1) What month is your birthday?

_____

2) How [illegible] a year?

_____

3) What 2 months do [illegible] in the summer?

_____

_____

[illegible] month does school end?

_____

4) Which months end in –er?

_____

_____

_____

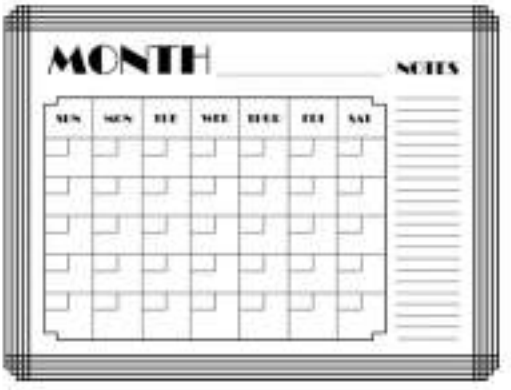
_____

7) Which [illegible] is [illegible] e?

_____

5) Which month do you start school?

_____



PREVIEW

Name: _____ 37

Curriculum Connection
SS3.1

Months of the Year – Calendar

Part 1 How many days are in the following months?

Month	Days in the Month
January	
February	
May	
June	
July	
August	
September	
October	
November	
December	

PREVIEW

Part 2 Answer the questions below

1) Which months have 30 days?

2) Which month has the least number of days?

3) Which day is the first day of the year?

Name: _____ 38

Curriculum Connection
SS3.1

Months / Years – Problem Solving

Part 1 Fill in the table below

Years	Months
1	12
	24
	36
4	
6	
	8
8	

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

Part 2 Answer the questions below

1) How many months are there from March to October?	
2) Sam was born 36 months ago. How many years old is Sam?	
3) Rebecca started a business 4 years ago. How many months ago did she start her business?	
4) Haley has been playing baseball for 72 months. How many years has she been playing baseball?	
5) Pat can retire in 5 years. How many months of work does he have left?	

PREVIEW

Curriculum Connection
SS3.1

Exit Cards

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

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

_____

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

_____

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

_____

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

_____

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

_____

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

_____

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

_____

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

_____

PREVIEW

Name: _____ 41

Curriculum Connection
SS3.1

Days in a Week – Problem Solving

Questions | Fill in the table below

Weeks	Number of Days
1	7
2	14
3	
4	28
5	
6	42
7	
8	
9	63
10	

1) How many days are in 3 weeks?	
2) How many weeks are 49 days?	
3) Your birthday is in 5 weeks. How many days is it until your birthday?	
4) School is over in 14 days. How many weeks until school is over?	
5) A guest presenter is joining you in 12 weeks. How many days do you have to wait?	

PREVIEW

Name: _____ 42

Curriculum Connection
SS3.1

Days in a Week – Problem Solving

Questions | Answer the questions below

1) Jasper has a birthday in 21 days. How many weeks until his birthday?

2) Ellie [illegible] concert in 4 weeks. How many days until the concert?

3) Daniel starts hockey [illegible] days. How [illegible] weeks until he starts hockey?

4) Erica graduates from school in 35 days. How [illegible] she graduates?

5) Payton starts a new job in 8 weeks. How many days until he starts his new job?

6) Nolan starts swimming lessons in 6 weeks. How many days does he have to wait?

PREVIEW

Name: _____ 43

Curriculum Connection
SS3.1

Days in a Week – Problem Solving

Questions	Answer the questions below

1) Ruby turns 8 years old in 3 weeks and 5 days. How many days until Ruby's birthday?

2) Kaylee is going camp[illegible] weeks [illegible]ys. How many days until Kaylee goes camping?

3) Jackson gets a new puppy in 4 weeks and 4 days. How many days until Jackson gets his new puppy?

PREVIEW

Name: _____ 44

Curriculum Connection
SS3.1

Days / Week – Problem Solving Calendar

Questions | Use the calendar to answer the questions

1) How many weeks are there between Sunday, September 5th and Sunday, September 26th?

September 2024						
Sun	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Sat**
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2) The date is Monday, [illegible] 6th. [illegible]'s birthday is Monday, September 20th. How many weeks until St[illegible] birthda[illegible]

3) The date is Friday, September 3rd. Rory st[illegible] basket[illegible] [illegible]eeks. Which date does Rory start basketball?

4) The date is Wednesday, September 1st. Olivia has a test on Wedne[illegible] [illegible]eptember 22nd. How many weeks until Olivia's test?

5) Emma's birthday is Thursday, September 23rd. Gracie's birthday is Thursday, September 9th. How many weeks older is Gracie than Emma?

b) How many days older is Gracie?

PREVIEW

Exit Cards

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

Name: _____

a) Joshu[illegible] a dentist appointment in 3 wee[illegible] many days until his appoin[illegible]

_____

b) Liam is getting a [illegible] days. How many weeks/[illegible] Liam gets his bicycle?

_____

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

_____

b) Liam is getting a new bicycle in 38 [illegible]ys. How many weeks/days until [illegible] gets his bicycle?

_____

Name: _____

a) Joshua has a dentist appointment in 3 weeks. How many days until his appointment?

_____

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

_____

Name: _____

a) Joshua has a [illegible]ment in 3 weeks. How many [illegible]until his appointment?

_____

b) Liam is getting a new bicycle in 38 days. How many weeks/days until Liam gets his bicycle?

_____

PREVIEW

Name: _____ 47

Curriculum Connection
SS3.1

Measuring Time – Days, Weeks, Months, Years

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

Part 1 Fill in the table below

Days	Weeks
14	
	4
35	
42	
	7
	8
63	
70	

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

Months	Years
12	1
	2
36	
48	
	5
	6
84	
	9

PREVIEW

Part 2 Convert the units of measurement below

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

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Name: _____ 50

Curriculum Connection
SS3.1

Seasons - Questions

Questions | Answer the questions below

1) What season is the coldest?

_____

2) W[illegible] is [illegible]rmest?

_____

3) What are the 4 seasons[illegible]

_____

_____

_____

_____

4) Which season comes after summer?

_____

5) Which season comes after winter?

_____

6) Which season comes after fall?

_____

[illegible]hich season comes after spring?

_____

8) W[illegible] [illegible]r leas[illegible]rite season?

_____

9) What is your favourite season?

_____

PREVIEW

Curriculum Connection
SS3.1

Exit Cards

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

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

Name: _____

Convert the unit of measurement below

12 years = _____ months

96 months = _____ years

350 days = _____ weeks

PREVIEW

Name: _____ 52

Curriculum Connection
SS3.1

Seasons

Questions	Draw pictures of what the seasons remind you of

Summer

Fall

Winter

Spr

PREVIEW

Name: _____ 53

Curriculum Connection
SS3.1

Calendar Investigation - January

January 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		4
		7	8		10	
1[illegible]		14		16	17	
19				23		25
	2[illegible]			30	31	

Questions	Answer the qu[illegible]ns [illegible]g at the calendar

1) Which season is it in **January**?	2) W[illegible] date [illegible]ed?
3) What will the date be...	
a) 2 days before January 12	
b) 5 days after January 16	
c) 10 days after January 7	
d) 1 week after January 14?	

PREVIEW

Name: _____ 64

Curriculum Connection
SS3.1

Calendar Investigation - December

December 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	
3	4		6			9
10	11		13	14		16
	18		20	21		23
		27			29	30
31						

PREVIEW

Questions Answer the questions by looking at the calendar

1) Which season is it in **December**?	2) What date is sled?
3) What will the date be...	
a) 2 days before December 7	
b) 5 days after December 14	
c) 10 days after December 20	
d) 3 weeks after December 1?	

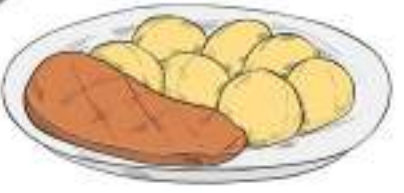
Name: _____ 66

Curriculum Connection
SS3.1

Cycles In Your Life - Eating

Eating Cycle Use the word bank to fill in your meal cycle. Draw pictures of the food you eat at each meal

Dinner	Lunch	Breakfast
Snack	Snack	Snack



PREVIEW

Name: _____ 69

Curriculum Connection
SS3.1

Cycles In Your Life

Can you think of 6 important things you do everyday? Put them in the cycle below.

Cycle [illegible] cle of events in your life

PREVIEW

Name: _____ 70

Curriculum Connection
TQ

Time – Unit Quiz

Part 1 Fill in the tables below

Seconds	Minutes
	1
120	
	3
3	

Minutes	Hours
60	
	2
180	
240	
	5

Hours	Days
24	
	2
72	
	4
	5

Part 2 Which u[illegible] easu[illegible]ys, weeks, months, years) would you use?

D[illegible]n	Unit of Measurement
a) Playing in a basketball tournamen[illegible] week[illegible]	
b) Length of time we go to school – Septemb[illegible] June	
c) How long it takes to graduate from high sch[illegible]	
d) How long the summer season is.	
e) How long winter break is.	

Part 3 Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years

PREVIEW

Name: _____ 71

Curriculum Connection
TQ

Part 4 Answer the questions below

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

			cember			
Sun			W	hurs	Fri	Sat
5	6			9		
	13	14				18
	20		22		24	
26		28		30		

4) What will the date be...

a) 2 days before December 6?

b) 5 days after December 22?

s after December 7?

Part 5 Answer the questions below

1) Courtney is 2 years old. How many months old is she?

2) Thomas is 3 years and 3 months old. How many months old is Thomas?

3) Nick starts school in 3 weeks. How many days until he starts school?

PREVIEW

Name: _____ 73

Curriculum Connection
SS3.2

Balancing Scales – Measuring Mass

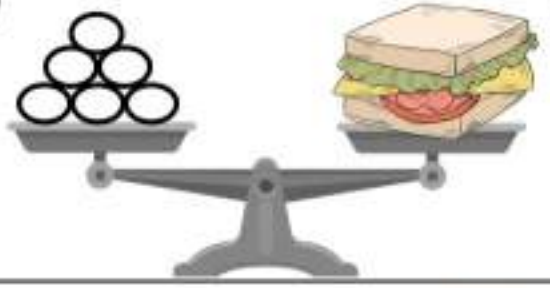
Questions How many ◯ do the objects weigh?

1)

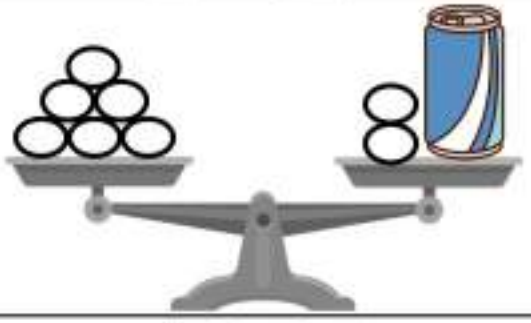
The banana weighs _____ ◯.

2)

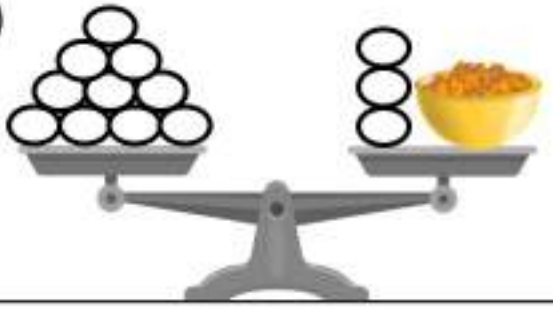
The cake weighs _____ ◯.

3) 

The sandwich weighs _____ ◯.

4) 

The can weighs _____ ◯.

5) 

The bowl weighs _____ ◯.

PREVIEW

Name: _____ 75

Curriculum Connection
SS3.2

Two – Pan Balance – Comparing Mass

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

3 books = 1 laptop

2 laptops= 1 brick

2 bricks = 1 TV

PREVIEW

Questions Use the information above to answer the questions

1) 3 books = _____ laptops	2) 6 books = _____ laptops
3) 1 TV = _____ bricks	4) 2 TVs = _____ bricks
5) 6 brick = _____ TVs	6) 2 bricks = _____ laptops
7) 3 laptops = _____ books	8) 6 laptops = _____ bricks
9) 9 books = _____ laptops	10) 3 TVs = _____ bricks

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Name: _____ 76

Curriculum Connection
SS3.2

Using Referents to Measure Mass

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

Brick – approximately 1 kg

Book – approximately 500g

Lollipop – approximately 100g

Paperclip – approximately 1g

Ques. Circle the estimate you think makes the most sense

1) Soccer ball a) 5g c) 10kg b) 1kg d) 10g	2) Water bottle a) 5g c) 10kg b) 1kg d) 500g
3) Pencil a) 1g c) 10kg b) 1kg d) 10g	4) Car a) 50kg b) 1000kg
5) Laptop a) 5g c) 10kg b) 2kg d) 100g	6) Chair a) 10g c) 20kg b) 5kg d) 1kg
7) Chocolate bar a) 50g c) 3kg b) 9kg d) 1g	8) Toothpick a) 1g c) 1kg b) 5kg d) 10g
9) Shoe a) 50g c) 10kg b) 1kg d) 100g	10) Pillow a) 500g c) 5kg b) 10kg d) 5g
11) Desk a) 30g c) 10kg b) 1kg d) 100g	12) Candy a) 500g c) 10kg b) 1kg d) 1g

PREVIEW

Name: _____ 77

Curriculum Connection
SS3.2

Estimating Mass

Questions	Circle which mass fits the description

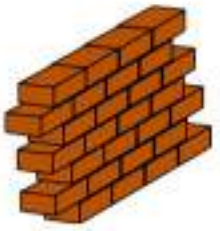
1) A pencil
a) 500g
b) 1kg
c) 5g

2) A computer
a) 200g
b) 2kg
c) 50g

3) A car
a) 900kg
b) 100kg
c) 500g

4) A cup
a) 500kg
b) 5kg
c) 50g

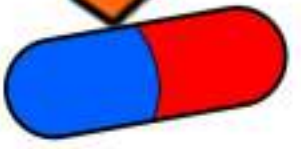
5) A brick
a) 100g
b) 2kg
c) 100kg



6) A remote control
a) [illegible]
b) [illegible]
c) 50kg

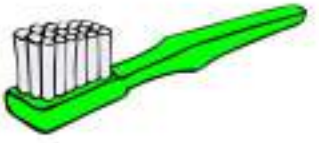
7) An apple
a) 20kg
b) 1kg
c) 100g

8) A pill of medicine
a) 2kg
b) 100g
c) 1g



9) A book
a) 500g
b) 1g
c) 5kg

10) A toothbrush
a) 900g
b) 20g
c) 3kg



PREVIEW

Name: _____ 78

Curriculum Connection
SS3.2

Measuring Mass - Grams

In Canada, we use the metric system. The metric system has 2 main units that we use to measure the mass of objects.

Gram (g)	Kilogram (kg)
[illegible]sure average things	Measure heavy things

PREVIEW

Part 1 [illegible] the in[illegible] above to decide which unit you would use to measure...

1) A basketball		6) A candy	
2) A book		[illegible] A pencil	
3) A chocolate bar		8) A[illegible]	
4) A car		[illegible] chair	
5) A TV		10) A [illegible] of po[illegible]	

Part 2 Write things that you would measure in grams and [illegible]elow

Grams	
Kilograms	

Name: _____ 79

Curriculum Connection
SS3.2

Measuring Mass - Grams

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

Part 1 in the tables below

g	kg
1000	1
	2
3000	
4000	
	5
6000	
	7
8000	
	9
10000	

g	kg
1500	1.5
2500	
3500	
	4.5
	5.5
6500	
75	
	8.5
10500	

PREVIEW

Part 2 Convert the units of measurement below

1) 1kg	_____ g	4) 5kg	_____ g	7) 4kg	_____ g
2) 2000g	_____ kg	5) 3kg	_____ g	8) 5000g	_____ kg
3) 1.1kg	_____ g	6) 1200g	_____ kg	9) 8.5kg	_____ g

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Name: _____ 80

Curriculum Connection
SS3.2

Which Has The Most Mass ?

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

1)	10g	200g	100g	1kg
2)	20g	200g	1kg	2000g
3)	5	500g	1000g	10kg
4)	g	5000g	2000g	3kg
5)	5000g		2000g	6kg

Part 2 Read the p s an m below

1. Kyle and Matt weighed their pe a sca e's pencil is 120g and Matt's pencil is 1kg. Whose pencil weig ore?

2. John is deciding which backpack to buy. The blue backpac d the green backpack can hold 9000g. Which backpack should he e wants the stronger backpack?

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

PREVIEW

Exit Cards

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

Name: _____

a) Conve[illegible]e unit of measurement below

- [illegible]
- 2400g = [illegible]

b) A box of apples [illegible] box of oranges weighs [illegible]ms. Which is heavier?

_____

Name: _____

a) Convert the unit of measurement below

- 8.5kg = _____ g.
- 2400g = _____ kg.

b) A box of apples weighs 2kg, and a [illegible]x of oranges weighs 1,800 grams. [illegible]h is heavier?

_____

Name: _____

a) Convert the unit of measurement below

- 8.5kg = _____ g.
- 2400g = _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

_____

Name: _____

a) Convert the un[illegible]nt below

- 8.5kg = _____ g.
- 2400g = _____ kg.

b) A box of apples weighs 2kg, and a box of oranges weighs 1,800 grams. Which is heavier?

_____

PREVIEW

Name: _____ 84

Curriculum Connection
SS3.2

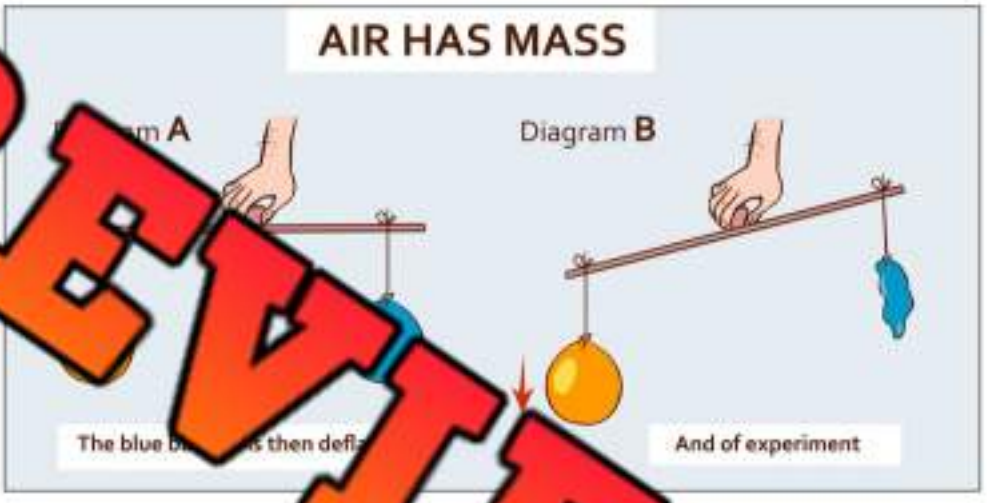
Does Air Have Mass?

Research Question | What are we testing?

Does air have any mass?

Materials | What do we need for our experiment?

- 2 balloons
- A metre stick
- String that is about 1 metre long



Procedure | How do we do the experiment?

1) Blow up the 2 balloons to the same size.
2) Cut two 15-centimeter-long pieces of string
3) Attach a balloon to opposite ends of the metre stick using the 15 cm string pieces
4) Tie the left-over string around the centre point of the metre stick
5) Hold the string up and observe the balloons
6) Make a hole in one of the balloons letting the air out
7) Observe what happens

PREVIEW

Name: _____ 85

Curriculum Connection
SS3.2

Does Air Have Mass?

Hypothesis | What do you think will happen?

Results | Answer the questions below

1) Which balloon has more mass?

The Popped Balloon | The Blown-Up Balloon

2) How do you know one balloon has more mass?

3) Draw a diagram of the experiment. Label the popped balloon and the blown-up balloon.

PREVIEW

Name: _____ 86

Curriculum Connection
SS3.2

Experiment – Mass Of Solid vs Liquid

Research Question Liquid or solid? Which weighs more?

If we take an ice cube that was made from 25ml of water, does it have the same/more/less mass than 25ml of water?

Hypothesis Will the ice have the same or a different mass than the water?

_____

_____

_____

PREVIEW

Materials Wh[illegible] need [illegible] experiment

1. 25ml of water (or other liqu[illegible]s an[illegible]rm
2. 25ml of other liquid (juice, pop, etc[illegible]ptional
3. Measuring cup
4. Jug of water
5. Weight scale

Procedure Instructions – How to complete the experime[illegible]

1. Make ice by pouring 25ml of water into ice cube trays. Put tray in [illegible]reezer. You could also make ice from other liquids to compare different substances.

2. Once the ice is made, measure it before it melts. Record the mass on the sheet

3. Measure the 25ml of water by putting it in a cup. If you are using a digital scale, use the "tear" button to minus the mass of the cup. If not, you will need to find the mass of the cup separately and subtract it from your total mass. Record your results.

4. Check your hypothesis. Which has more mass? Fill in the questions on the next page.

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Name: _____ 87

Curriculum Connection
SS3.2

Experiment - Weight Of Solid vs Liquid

Observations | What is the mass of the ice and water?

State of Matter	Mass - Grams
Solid – Ice Cube	
Water	

Results | Answer questions

1. Was your hypothesis correct? Explain.

_____

_____

2. Why do you think the solid and the liquid had the same mass?

_____

_____

_____

3. Would other liquids have the same mass if they were in solid form? Explain.

_____

_____

_____

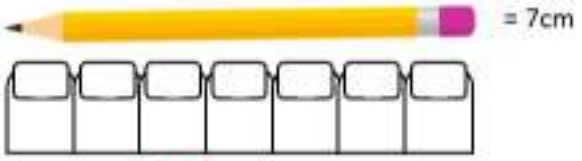
PREVIEW

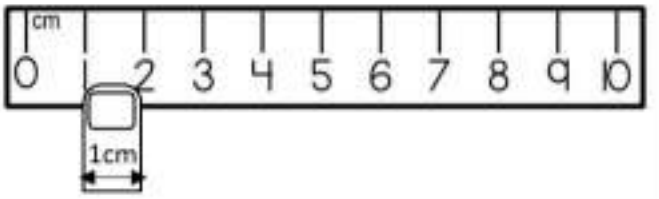
Name: _____ 89

Curriculum Connection
SS3.3

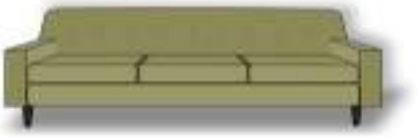
Estimating Lengths – Finger Benchmark

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





Part 1 ure the objects below using your fingertip

1) Approximately _____	2)  Approximately _____ cm
3) Approximately _____ cm	A mate cm
5) Approximately _____ cm	6) Approximately _____

PREVIEW

Part 2 Find objects in your class that you can measure

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

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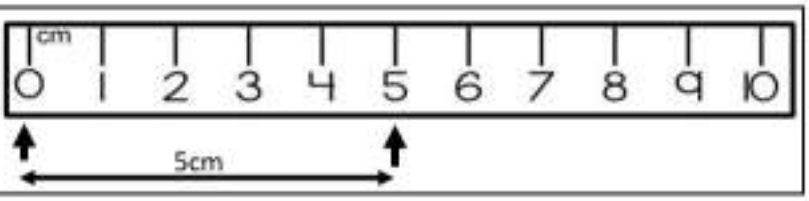
Name: _____ 91

Curriculum Connection
SS3.3

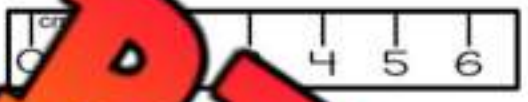
Measuring in Centimeters

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

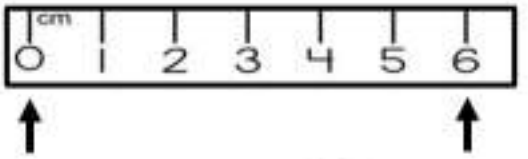


Questions Read the rulers below to find the distance between the arrows

1)



2)

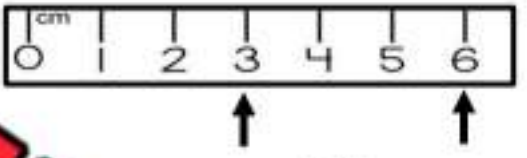


_____ cm

3)

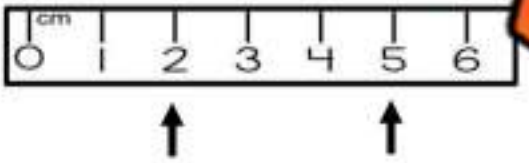
_____ cm

4)



_____ cm

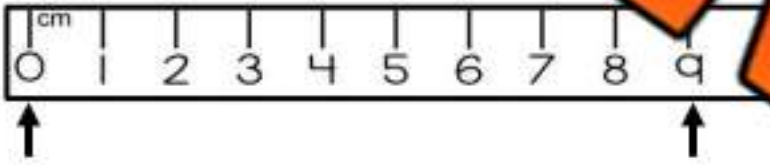
5)



_____ cm

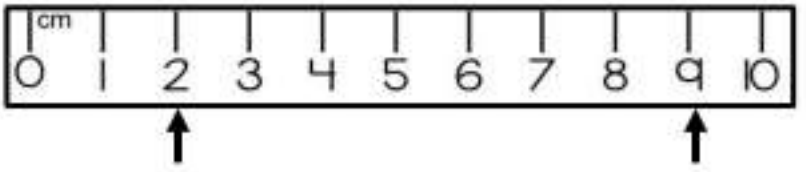
6)

7)



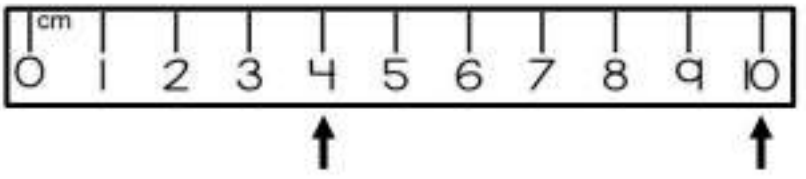
_____ cm

8)



_____ cm

9)



_____ cm

PREVIEW

Name: _____ 92

Curriculum Connection
SS3.3

Measuring in Centimeters

Questions Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

4) _____ cm

5) _____ cm

6) _____ cm

7) _____ cm

8) _____ cm

9) _____ cm

10) _____ cm

11) _____ cm

12) _____ cm

PREVIEW

Name: _____ 93

Curriculum Connection
SS3.3

Drawing Lengths Using a Ruler

Questions	Draw lines that are the lengths below

1) 5 cm	2) 6 cm
3) 4 cm	4) 9 cm
5) 4 cm	7 cm
7) 1 cm	8) 8 cm
9) 2 cm	10) 10 cm
11) 14 cm	
12) 17 cm	

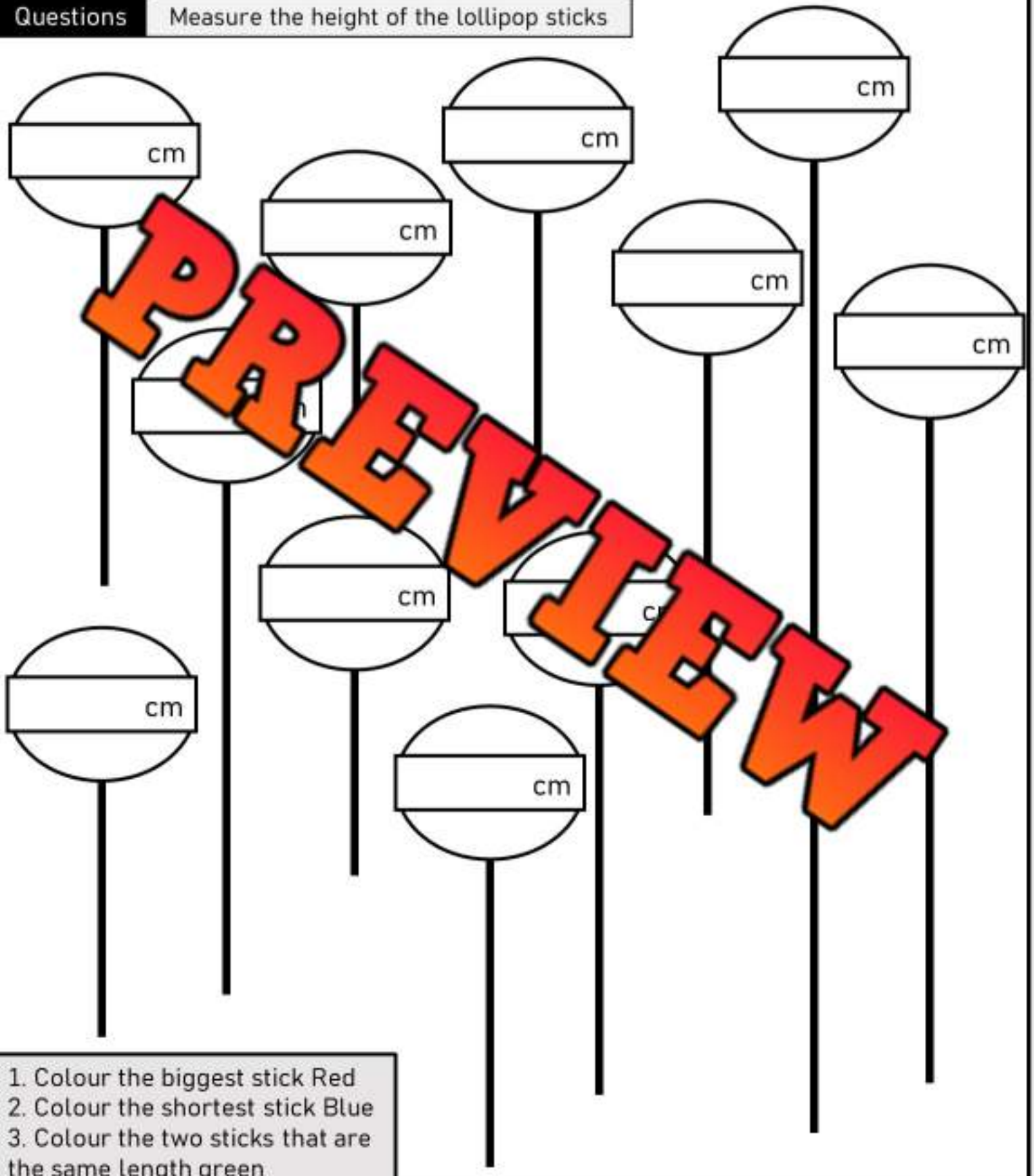
PREVIEW

Name: _____ 95

Curriculum Connection
SS3.3

Measuring Height – Lollipops

Questions Measure the height of the lollipop sticks



PREVIEW

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

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Name: _____ 97

Curriculum Connection
SS3.3

Estimating Length in CM

Questions | Circle which length fits the description

1) A pencil
a) 5cm
b) 15cm
c) 50cm
d) 100cm

2) A computer
a) 5cm
b) 10cm
c) 40cm
d) 100cm

3) A [illegible]
a) 50cm
b) 100cm
c) 500cm
d) 900cm

4) A cup
a) 3cm
b) 10cm
c) 50cm
d) [illegible]00cm

5) A bottle
a) 3cm
b) 30cm
c) 100cm
d) 300cm

6) A r[illegible] control
a) [illegible]
b) [illegible]cm
c) 1[illegible]
d) 500cm

7) An apple
a) 1cm
b) 30cm
c) 10cm
d) 100cm

8) A paper clip
a) 5cm
b) 50cm
c) 100cm
d) 200cm

9) Piece of paper
a) 5cm
b) 15cm
c) 30cm
d) 100cm

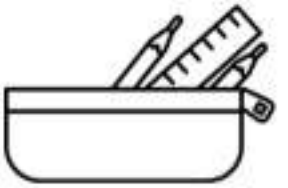
10) A shoe
a) 5cm
b) 15cm
c) 50cm
d) 200cm

PREVIEW

Name: _____ 98

Curriculum Connection
SS3.3

Measuring Length in CM



Directions Use a ruler to measure the following things

Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (from thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

PREVIEW

Name: _____ 99

Curriculum Connection
SS3.3

Metric System – Meters and Centimeters

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

Centimetre (cm)
Approximately the width of your finger

Metre (m)
Approximately the width of a door

Question [illegible] of measure would you use to measure the following distances?

1) The distan[illegible] the [illegible]oom	
2) The length of your h[illegible]	
3) The length of your eraser	
4) The length of your classroom	
5) The distance around a track	
6) The distance of a 10 second race	
7) The length of your shoe	
8) The width your fingernail	
9) The height of the classroom door	
10) The length of your school	

PREVIEW

Name: _____ 103

Curriculum Connection
SS3.3

Meters and Centimeters

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

BENCHMARKS

100cm = 1m

1m = 100cm

Part 1 Fill in the table below

100	
300	
400	
	5
600	
	7
800	
	9
1000	

Part 2 Convert the units of measurement below

1) 1m	_____cm
2) 5m	_____cm
3) 200cm	_____m
4) [illegible]	_____m
5) [illegible]2m	_____cm
6) 800[illegible]	_____m
7) 4m	[illegible]

Part 3 Which unit would you use to measure the things below

CM M	CM M	CM M	CM M
CM M	CM M	CM M	CM M

PREVIEW

Name: _____ 104

Curriculum Connection
SS3.3

Estimating Length in Meters

Questions	Circle which length fits the description

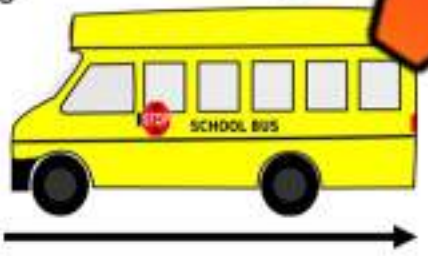
1) A pool
a) 1m
b) 2m
c) 10m
d) 100m

2) A basketball player
a) 1m
b) 2m
c) 10m
d) 100m

3) A
a) 1m
b) 2m
c) 5m
d) 100m

4) A school
a) 1m
b) 10m
c) 100m
d) 500m

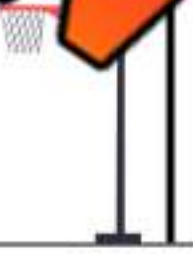
5) A school bus
a) 1m
b) 2m
c) 10m
d) 100m



A h
a)
b) m
c)
d) 500m

7) A soccer field
a) 5m
b) 10m
c) 20m
d) 100m

8) A basketball net
a) 1m
b) 4m
c) 50m
d) 100m



9) A hot tub
a) 2m
b) 10m
c) 50m
d) 100m

10) A stop sign
a) 1m
b) 2m
c) 10m
d) 100m

PREVIEW

Name: _____ 105

Curriculum Connection
SS3.3

Which is Longer

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

1)	10m	200cm	500cm	7m
2)	20cm	200cm	5m	500m
3)	5[illegible]	500cm	10m	50cm
4)	[illegible]	2m	300cm	1m
5)	500cm	[illegible]	200cm	3m

Part 2 Read the pr[illegible]d sol[illegible]n below

1. Steve is trying to buy a lo[illegible] bas[illegible] [illegible] One bat is 98cm long and the other is 1m long. Which bat is l[illegible]

2. Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Ex[illegible]

3. Kyle and Simon are arguing over whose wingspan is longer. Kyle's wingspan is 525cm wide. Simon's wingspan is 6m wide. Whose wingspan is wider?

PREVIEW

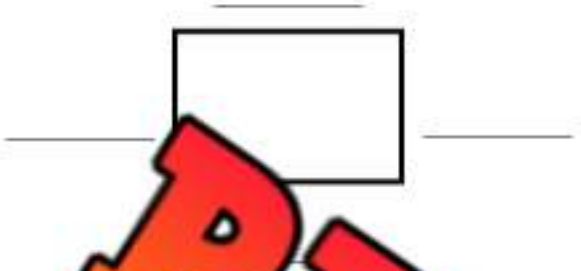
Name: _____ 107

Curriculum Connection
SS3.3

Measuring Rectangles - Side Lengths

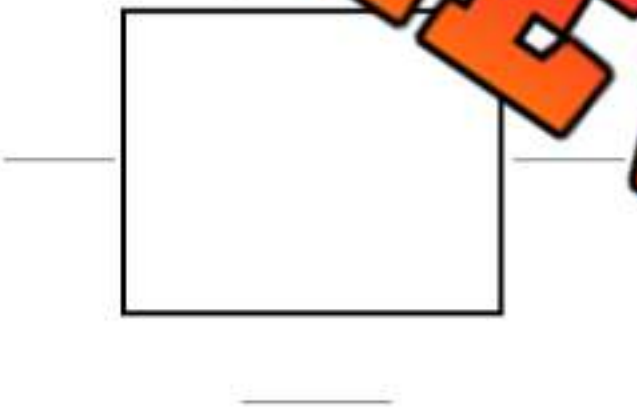
Questions	Label the side lengths in centimeters (cm)

1)

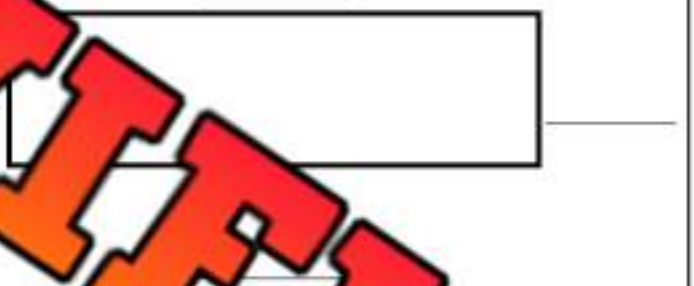


2)

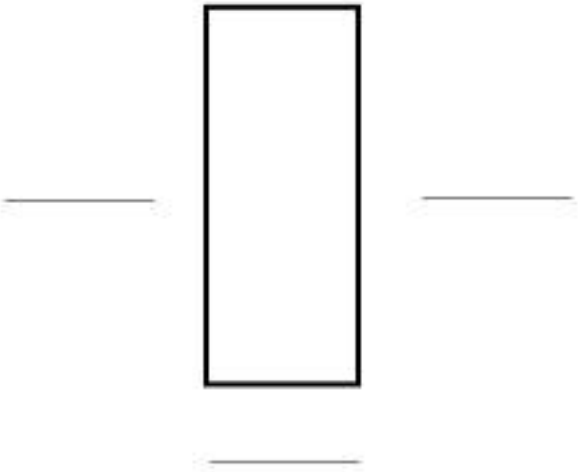
3)



4)



5)



6)

PREVIEW

Exit Cards

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

Name: _____

a) Convert the unit of measurement below

- [illegible]
- 900cm = [illegible]

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

Name: _____

a) Convert the unit of measurement below

- 7 m = _____ cm
- 900cm = _____ m

b) Paul is comparing two desks; one is 120cm long and the other is 1.1 meters long. Which desk is longer?

_____

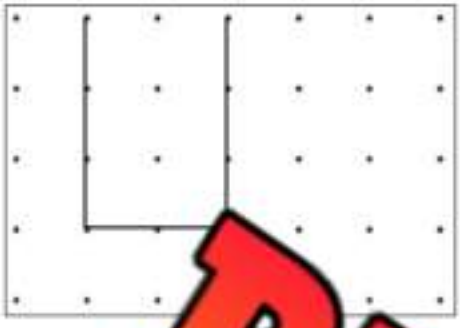
PREVIEW

Name: _____ 111

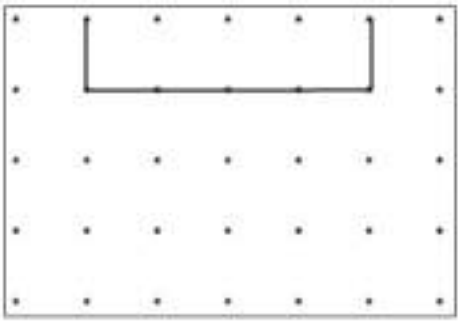
Curriculum Connection
SS3.3

Finding the Perimeter of Irregular Shapes

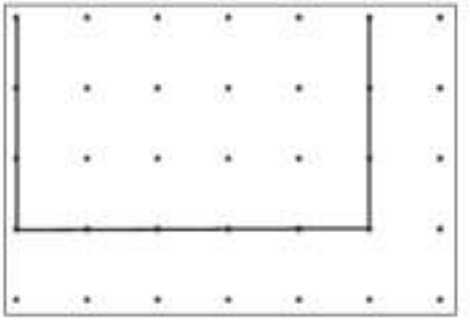
Part 1 Find the perimeter of the rectangles below



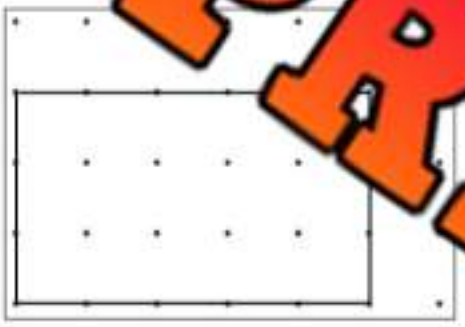
1) Peri



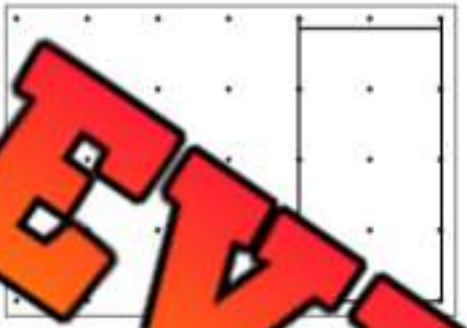
2) Perimeter = _____



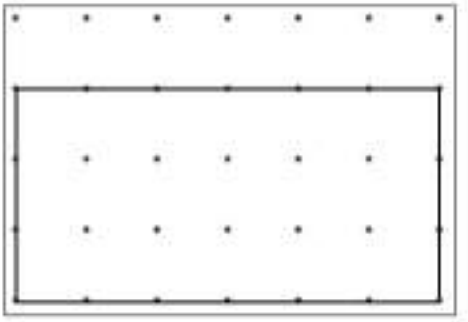
3) Perimeter = _____



4) Perimeter = _____

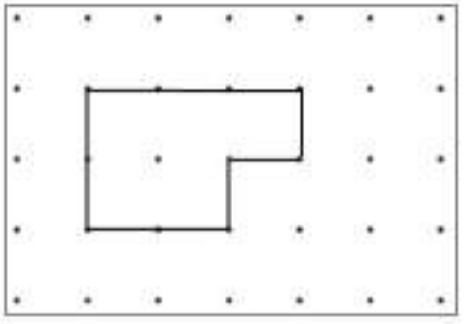


5) Peri

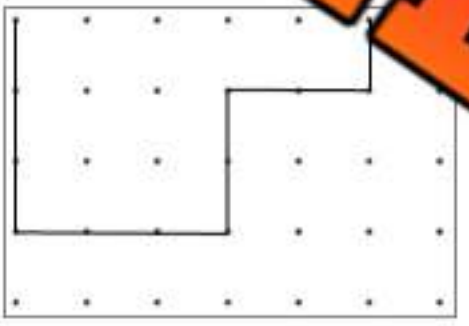


6) Perimeter = _____

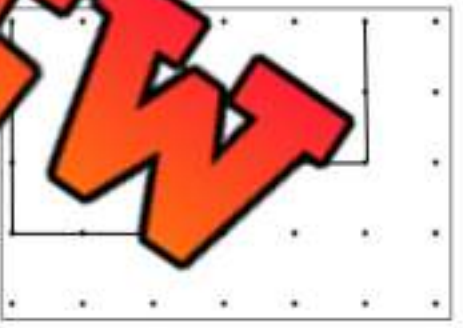
Part 2 Find the perimeter of the polyg ow



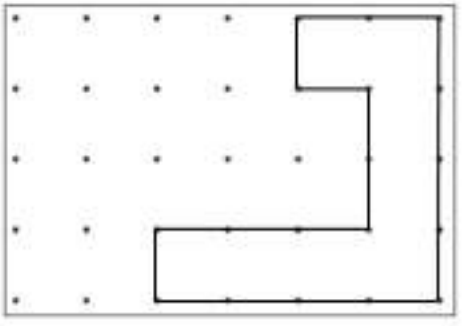
1) Perimeter = _____



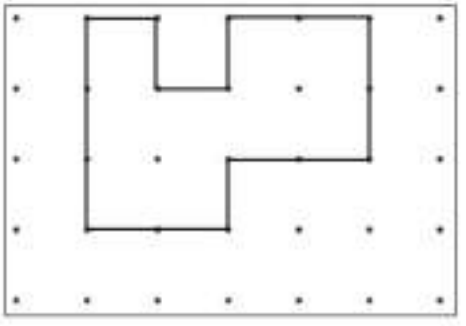
2) Perimeter = _____



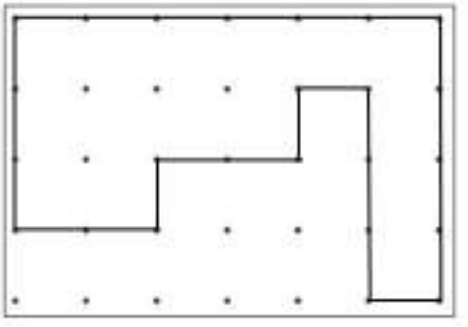
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____



6) Perimeter = _____

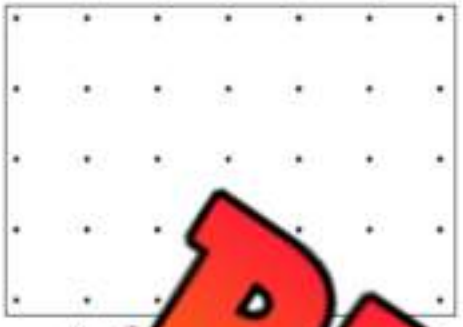
PREVIEW

Name: _____ 112

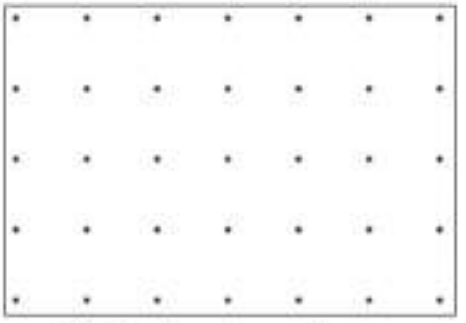
Curriculum Connection
SS3.3

Drawing Shapes Using Perimeter

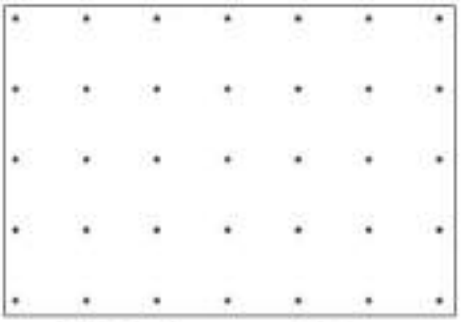
Part 1 Draw a square with the perimeter that is given to you



1) [illegible]

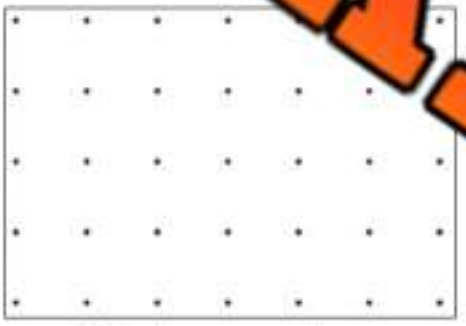


2) Perimeter= 4



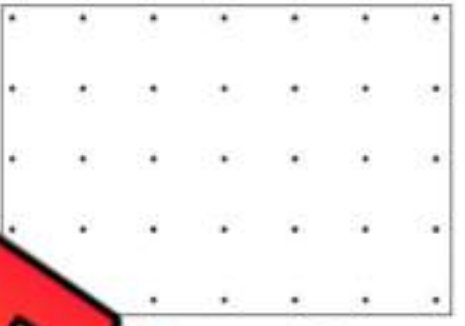
3) Perimeter= 12

Part 2 [illegible] with the perimeter that is given to you

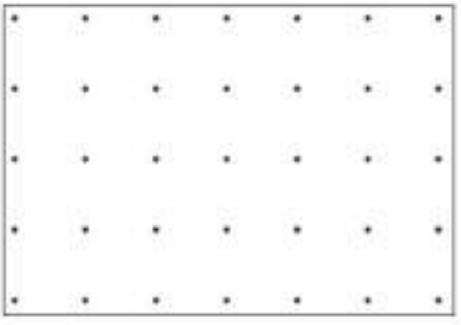


4) Perimeter= 6

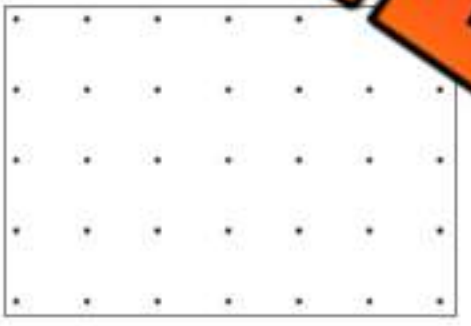
5) Perimeter [illegible]



[illegible]imeter= 16

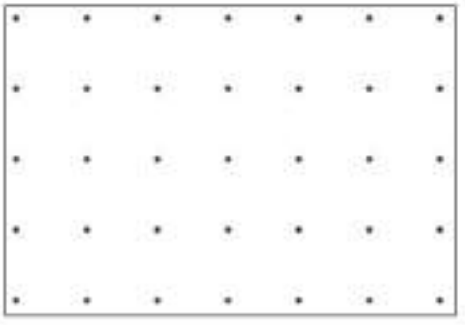


7) Perimeter= 8

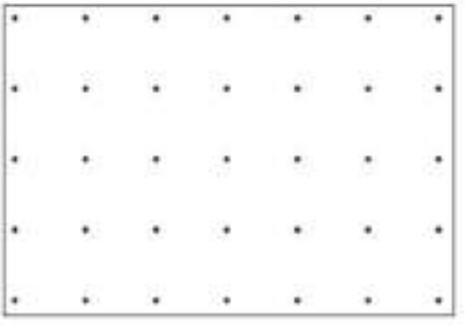


8) Perimeter= 14

9) Perimeter= 18



10) Perimeter= 20



11) Perimeter= 12

PREVIEW

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Curriculum Connection
SS3.3

Calculating Perimeter

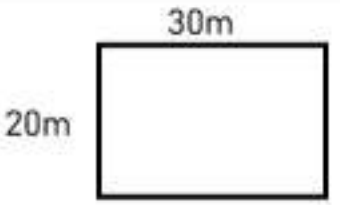
Questions Find the perimeter of the shapes below

*** not to scale

1)

Perimeter = _____cm

2)

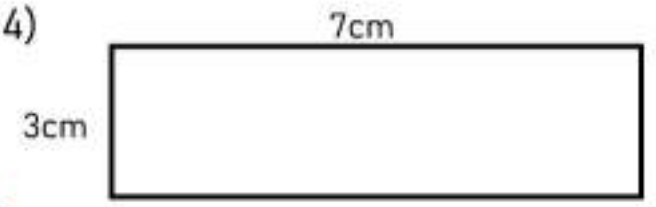


Perimeter = _____m

3)

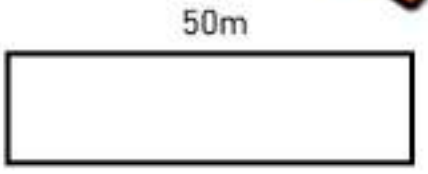
Perimeter = _____

4)

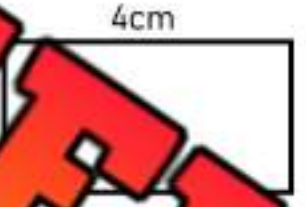


Perimeter = _____cm

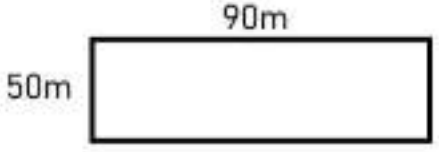
5)



Perimeter = _____m



7)

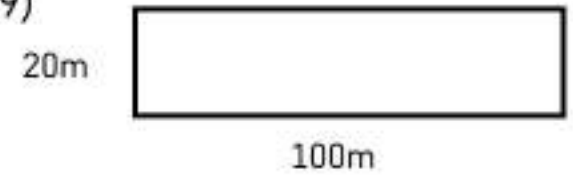


Perimeter = _____m

8)

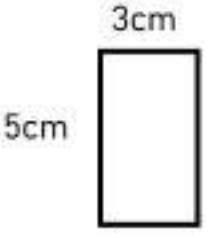
Perimeter = _____cm

9)



Perimeter = _____m

10)



Perimeter = _____cm

PREVIEW

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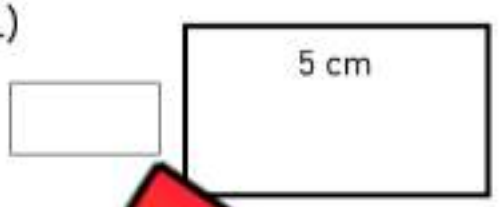
Curriculum Connection
SS3.3

Calculating Perimeter of Unknown Side

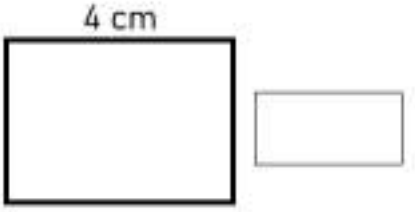
Questions Use the perimeter and given lengths to find the unknown side

1)



Perimeter = 16 cm

2)

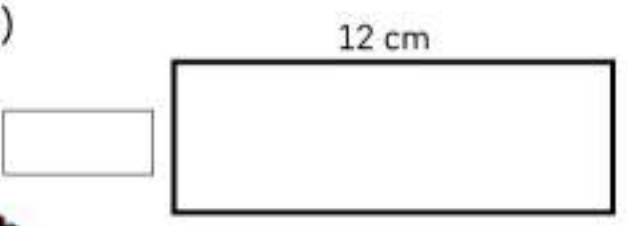


Perimeter = 12 cm

3)

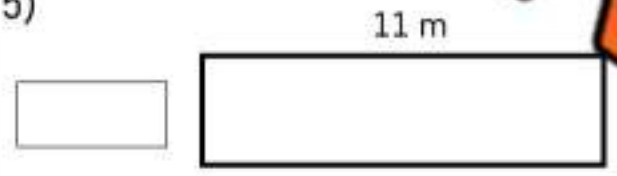
Perimeter = 22

4)



Perimeter = 32 cm

5)

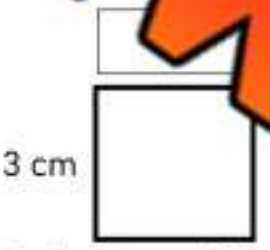


Perimeter = 26 m

7)

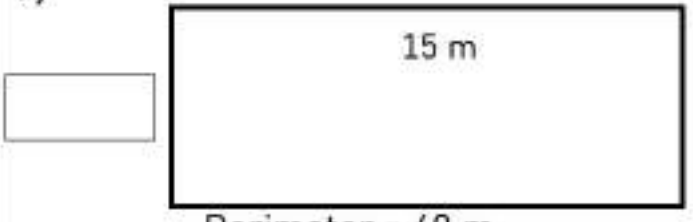
Perimeter = 22 m

8)



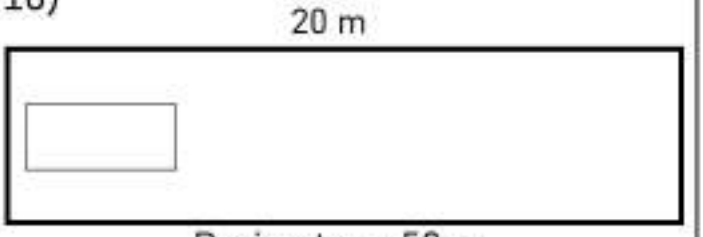
Perimeter = 12 cm

9)



Perimeter = 40 m

10)



Perimeter = 50 m

PREVIEW

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Curriculum Connection
SS3.3

Drawing Shapes Using Perimeter

Questions Draw a shape (square, rectangle, or triangle) using the perimeter given

1) Perimeter= 8 cm	2) Perimeter= 12 cm
3) Perimeter= 16 cm	4) Perimeter= 20 cm
5) Perimeter= 10 cm	6) Perimeter= 6 cm
7) Perimeter= 22 cm	8) Perimeter= 18 cm

PREVIEW

Curriculum Connection
SS3.3

Exit Cards

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

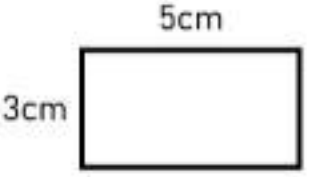
Name: _____

Find the perimeter of the shapes below.

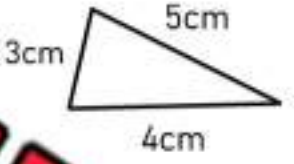
Perimeter = _____cm

Name: _____

Find the perimeter of the shapes below.



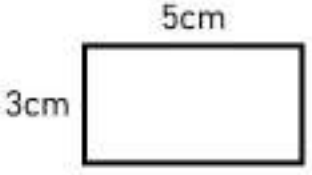
Perimeter = _____cm



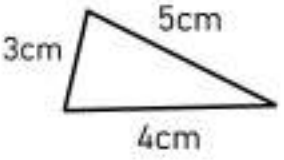
Perimeter = _____cm

Name: _____

Find the perimeter of the shapes below.



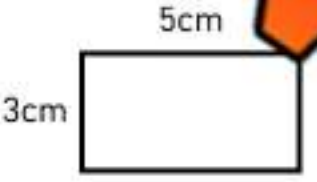
Perimeter = _____cm



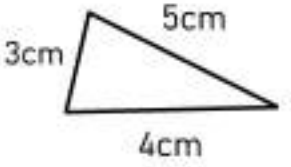
Perimeter = _____cm

Name: _____

Find the perimeter of the shapes below.



Perimeter = _____cm



Perimeter = _____cm

PREVIEW

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Curriculum Connection
TQ

Measurement Unit Test

Part 1 Use a ruler to measure the lines below

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

Part 2 a line that is the correct length

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

Part 3 Fill in the below

cm	m
100	
300	3
400	
	5
600	
	7
800	
	9
1000	

Part 4 Convert the units below

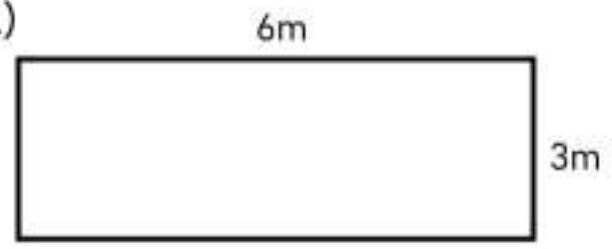
1) 1m	_____cm	2) 5m	_____cm	3) 500cm	_____m

PREVIEW

Curriculum Connection
TQ

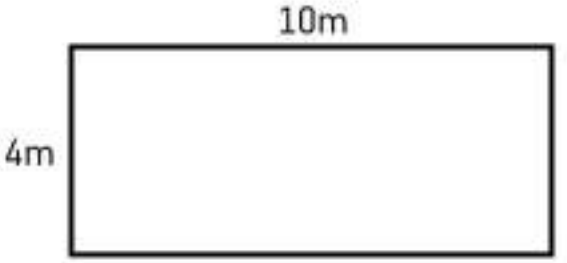
Part 5 Find the perimeter

1)



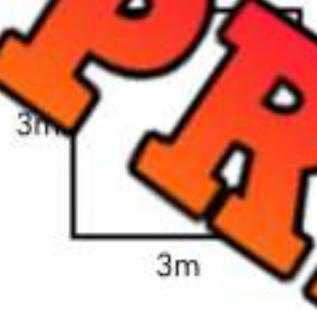
Perimeter: _____

2)



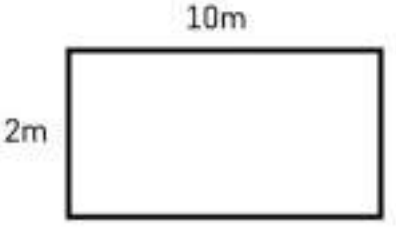
Perimeter: _____

3)



Perimeter: _____

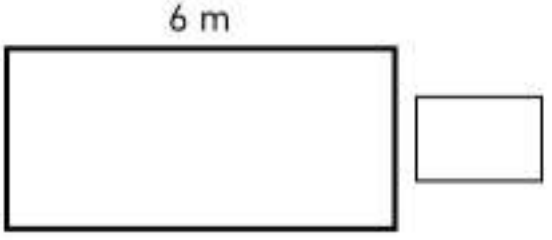
4)



Perimeter: _____

Part 6 Use the perimeter to find the unknown side length

1)

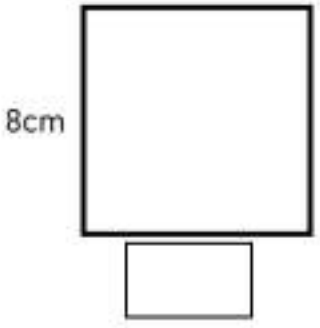


Perimeter: 16 m

2)

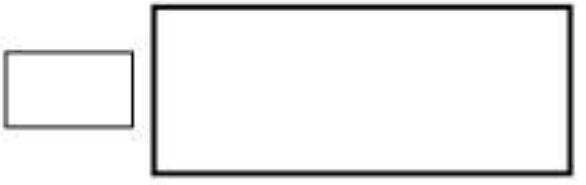
Perimeter: 30 m

3)



Perimeter: 32 cm

4)



Perimeter: 40 cm

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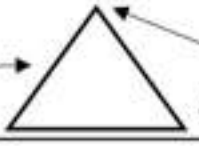
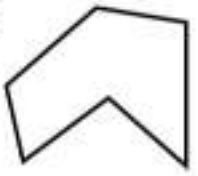
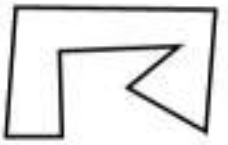
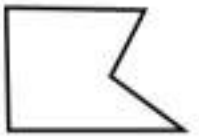
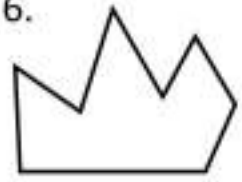
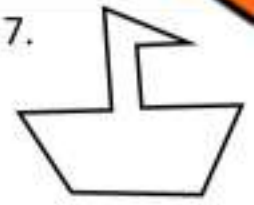
Curriculum Connection
SS3.5

Sides and Vertices

Reminder: Side →  Vertices

Part 1 How many sides and vertices does the shape have?

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

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

Part 2 Draw a shape with the correct number of vertices and sides

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

PREVIEW

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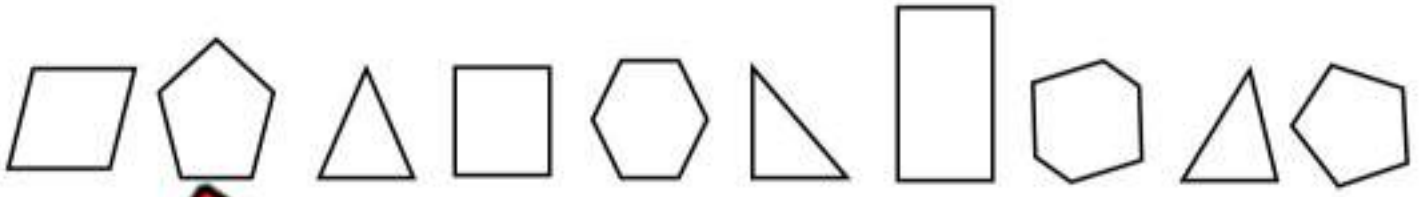
Curriculum Connection
SS3.5

Sorting Sides and Vertices

Part 1 Sort the shapes into the categories below



A C D E F G H I J

Shapes	[illegible]	Quadrilaterals	Pentagons	Hexagons
Letters				

Part 2 Short the irregular shapes [illegible] following categories

A B C D E F G H

Sides	7	8	[illegible]	[illegible]
Letters				

Part 3 Draw irregular shapes below with the correct number of sides

Drawings				
Sides	7	8	9	10

PREVIEW

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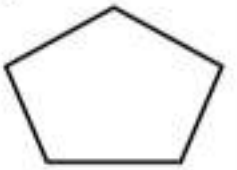
Curriculum Connection
SS3.5

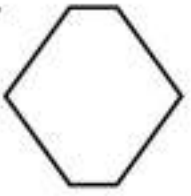
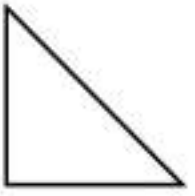
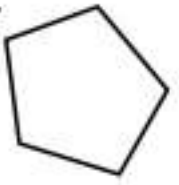
Naming Shapes

Questions | Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

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

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

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

PREVIEW

Name: _____ 140

Curriculum Connection
SS3.5

Drawing Using Shapes

Directions How many of each shape can you find? Then colour the diamond.

PREVIEW

Directions Draw your own diamond that uses each of the shapes

Diamond	Shapes	
	Triangles	
	Quadrilateral	
	Pentagon	
	Hexagon	
	Octagon	

Name: _____ 141

Curriculum Connection
SS3.5

Drawing Using Shapes

Directions Colour the shapes below

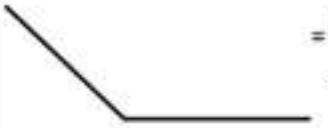
Colour the shapes the colours below			
Circles	Yellow	**Pentagons**	Green
Triangles	Orange	**Hexagons**	Blue
Quadrilaterals	Purple	**Octagons**	Red

PREVIEW

Name: _____ 142

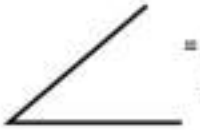
Curriculum Connection
SS3.5

Naming Angles



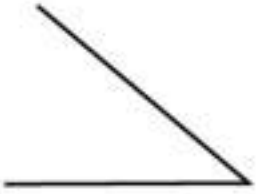
= larger than a right angle

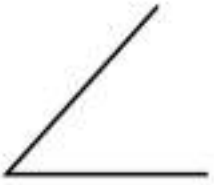
= right angle



= smaller than a right angle

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

1)	2)	3)	4) 

5) 	6)	7)	8)

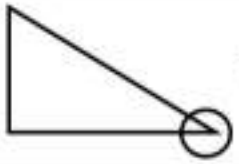
9)	10)	11)	12)

PREVIEW

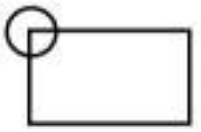
Name: _____ 143

Curriculum Connection
SS3.5

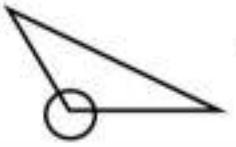
Naming Angles in Shapes



= smaller than a right angle



= right angle



= larger than a right angle

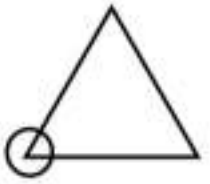
Part 1 Draw the angle that is circled. Then label it larger, smaller, or a right angle

1)

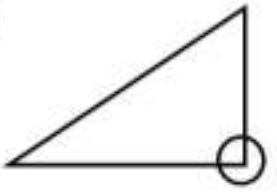
Right Angle

2)

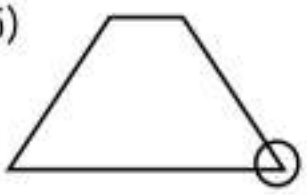
_____

3) 

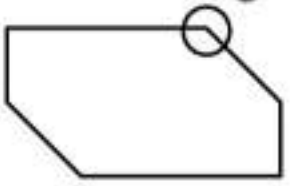
_____

4) 

_____

5) 

_____

6) 

_____

7)

_____

8)

_____

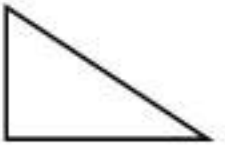
Part 2 Circle the angles below on the shapes

9)

Smaller than a right angle

10)

Larger than a right angle

11) 

A right angle

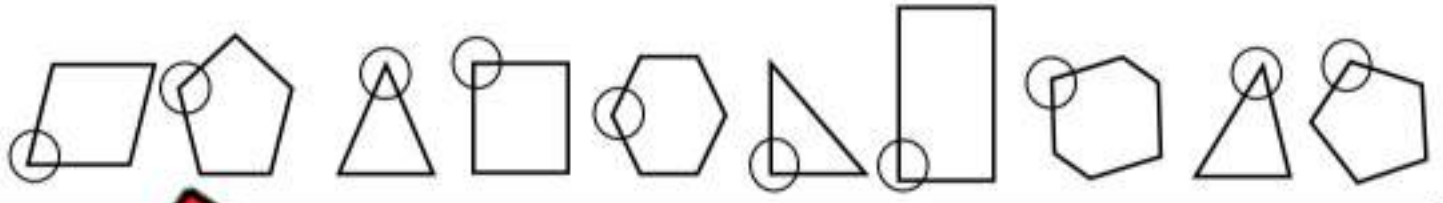
PREVIEW

Name: _____ 144

Curriculum Connection
SS3.5

Sorting Angles

Part 1 Sort the angles into the categories below



A C D E F G H I J

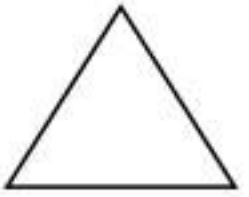
Angl		Larger Than A Right Angle	Smaller Than A Right Angle
Letters			

Part 2 Sort the a es below

A B C D H

Angles	Right Angle	Larger Than A Right Ang	Angle
Letters			

Part 3 Circle the angles below

Drawings			
Angles	Right Angle	Larger than a right angle	Smaller than a right angle

PREVIEW

Name: _____ 146

Curriculum Connection
TQ

Geometry Test

Part 1 How many sides does the shape have? What is the name of the shape?

	1.	2.	3.	4.
Sides				
Name				

	5.			8.
Sides				
Name				

PREVIEW

Part 2 Circle the vertices and write how many vertices the shape has.

1.	2.	3.	4.	5.

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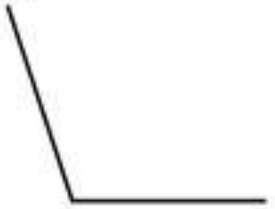
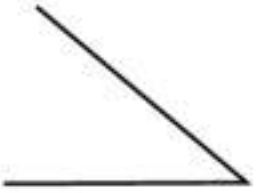
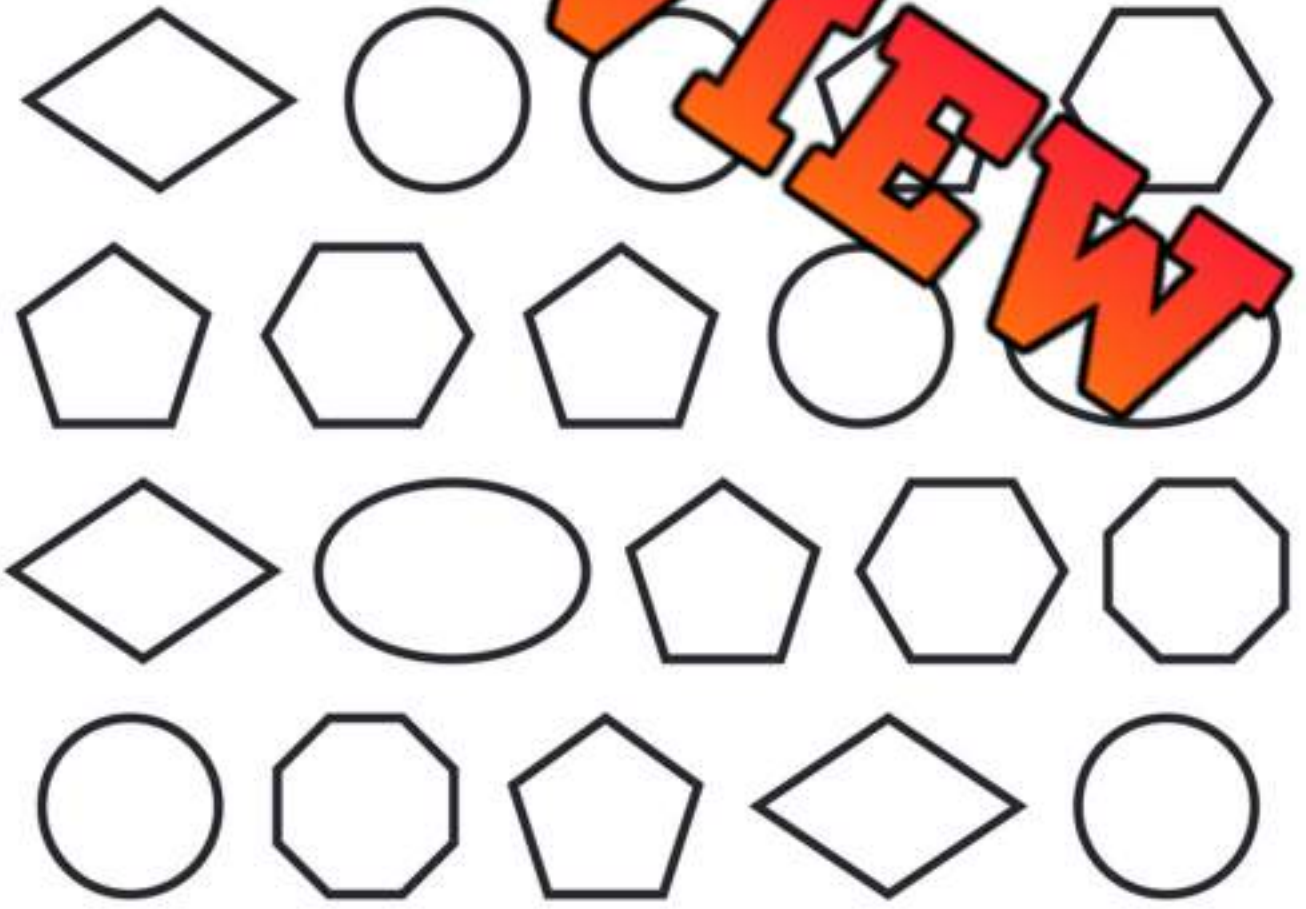
Curriculum Connection
TQ

Part 3 Label the angles in comparison to a right angle – larger, smaller, right angle

1)	2)	3)	4)
			

Part 4 [illegible] f each shapes can you find? Then colour the diamond.

Colour the [illegible] olo[illegible] elow			
Circles	[illegible]	**Pentagons**	Green
Triangles	[illegible] ange[illegible]	**Hexagons**	Blue
Quadrilaterals	[illegible] ple[illegible]	**Octagons**	Red



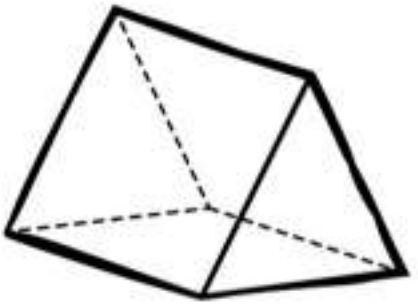
PREVIEW

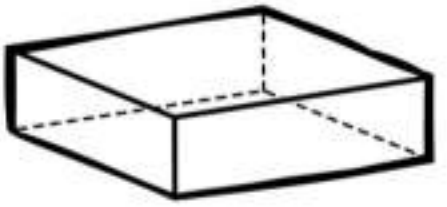
Name: _____ 148

Curriculum Connection
SS3.4

Prisms – Faces, Edges, Vertices

Questions Fill in the tables below based on the prisms



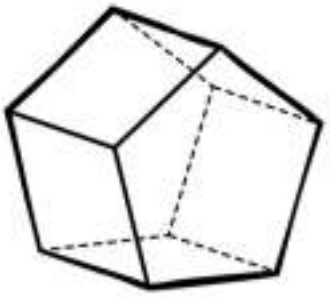


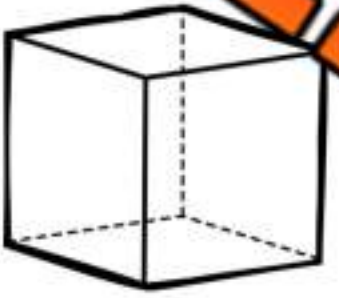
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW





Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

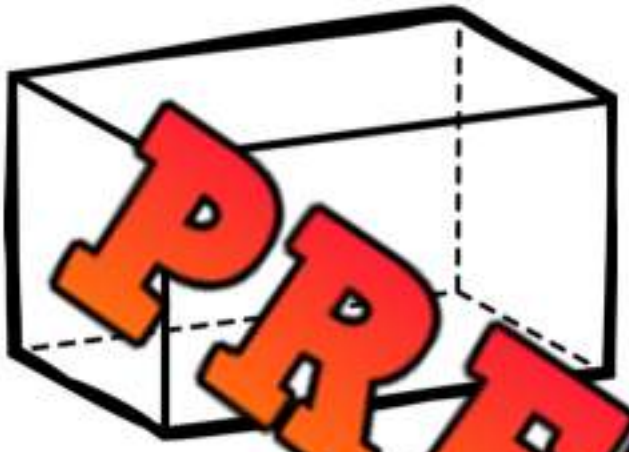
Faces	
Edges	
Vertices	
Name	

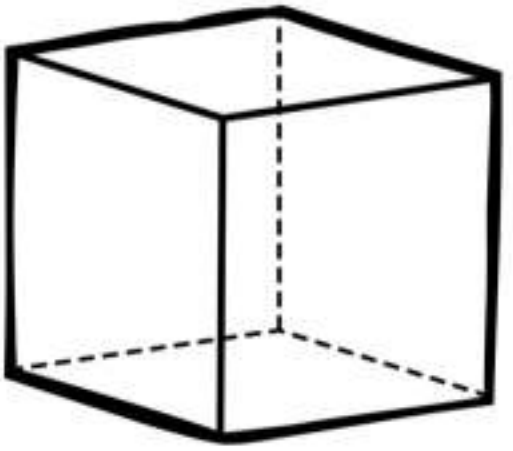
Name: _____ 150

Curriculum Connection
SS3.4

3D Objects – Cube vs Rectangular Prism

Questions	How is a cube similar and different from a rectangular prism?





PREVIEW

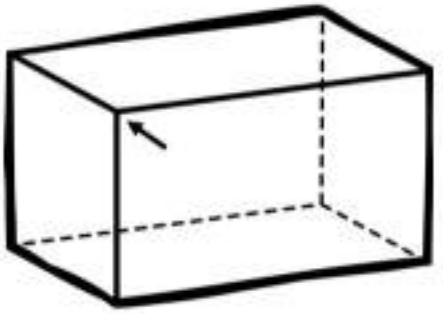
Ideas	Edges, Vertices, 2D Shapes
Similarities	_____ _____ _____ _____ _____
Differences	_____ _____ _____ _____ _____

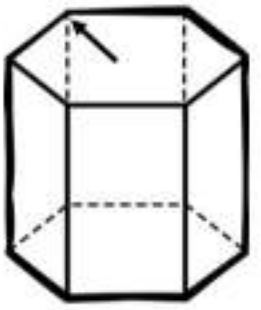
Name: _____ 152

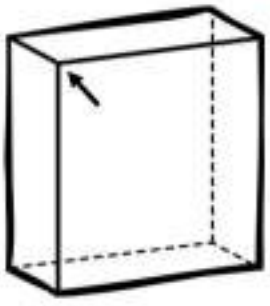
Curriculum Connection
SS3.4

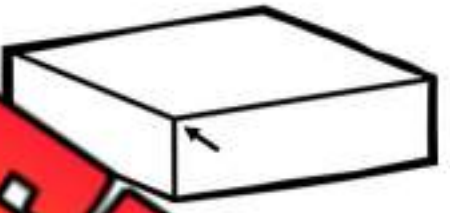
Angles in 3D Objects - Prisms

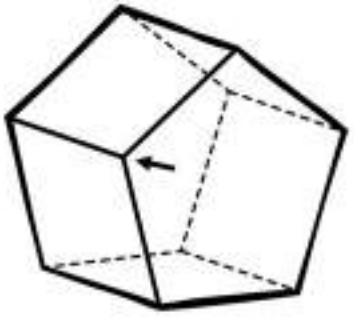
Questions Are the angles right angles, or larger or smaller than right angles?

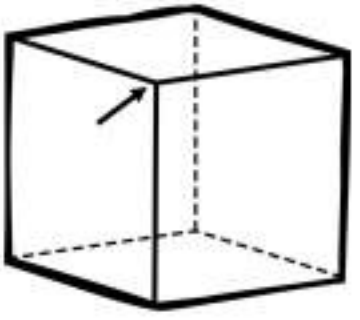


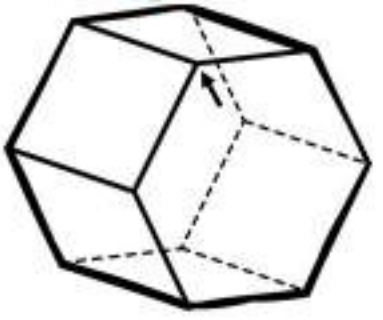












PREVIEW

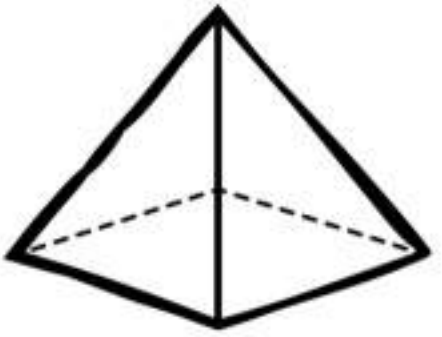
Name: _____ 153

Curriculum Connection
SS3.4

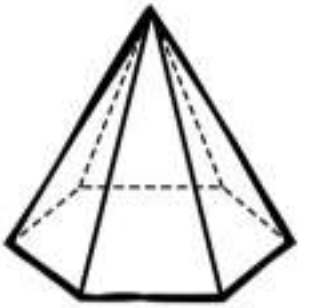
Faces, Edges, and Vertices

Questions	Fill in the tables below based on the 3D shapes below

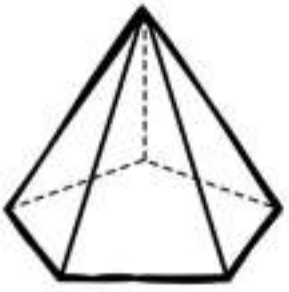
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW

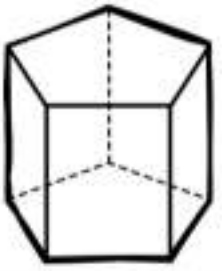
Name: _____ 154

Curriculum Connection
SS3.4

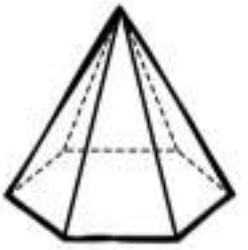
Prism, Cone, or Pyramid ?

Questions	Is the shape a prism, cone or pyramid?

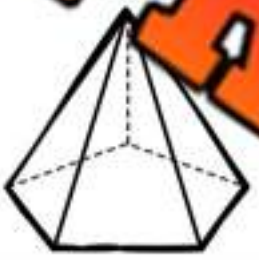
Prism Cone Pyramid



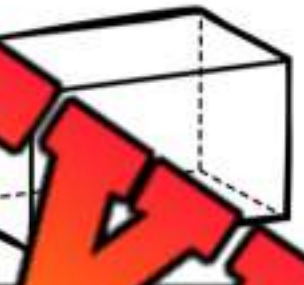
Prism Cone Pyramid



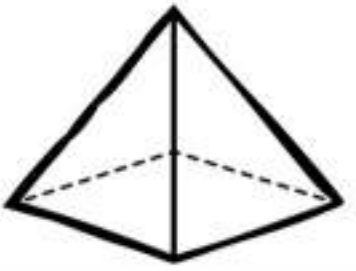
Prism Cone Pyramid



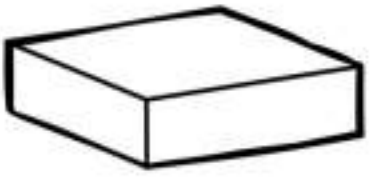
Prism Cone Pyramid



Prism Cone Pyramid



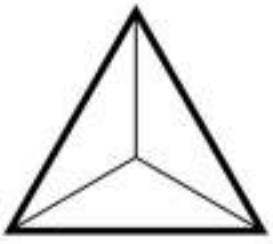
Prism Cone Pyramid



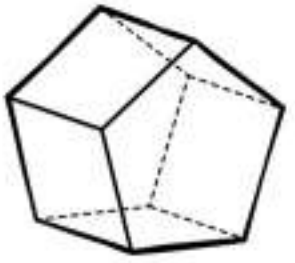
Prism Cone Pyramid

Prism Cone Pyramid

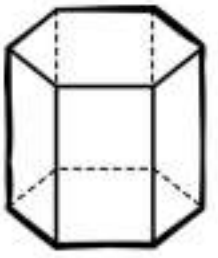
Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid



Prism Cone Pyramid

PREVIEW

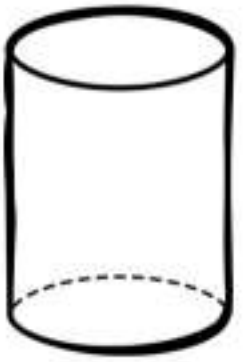
Name: _____ 155

Curriculum Connection
SS3.4

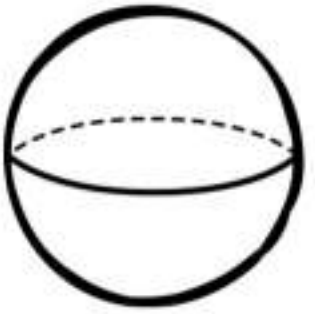
Cone, Cylinder or Sphere

Questions	Is the 3D object a Cone, Cylinder, or Sphere?

Cone Cylinder Sphere



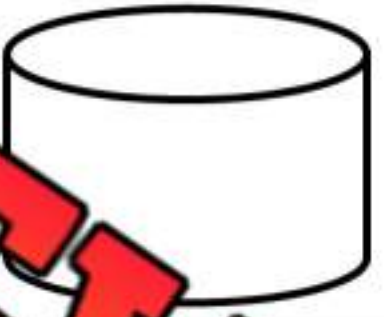
Cylinder Sphere



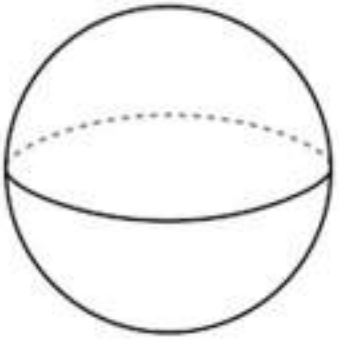
Cone Cylinder Sphere

Cone Cylinder Sphere

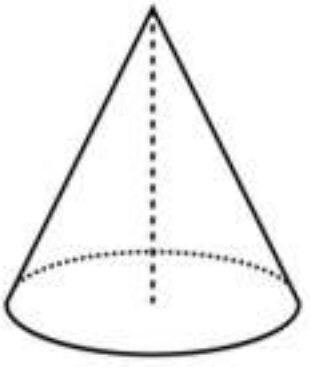
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

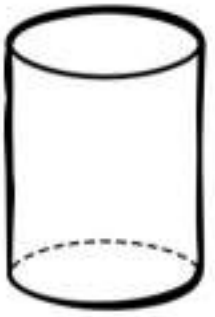
PREVIEW

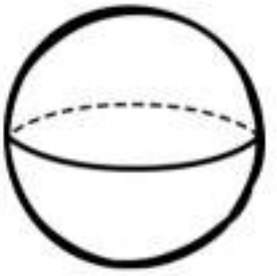
Name: _____ 157

Curriculum Connection
SS3.4

3D Objects – Faces, Edges, Vertices

Questions | Fill in the tables below

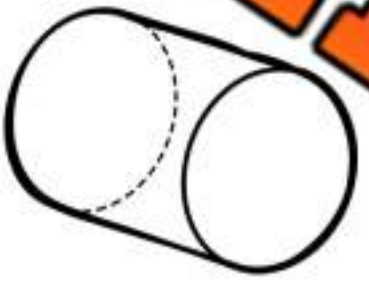




Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

PREVIEW

Name: _____ 161

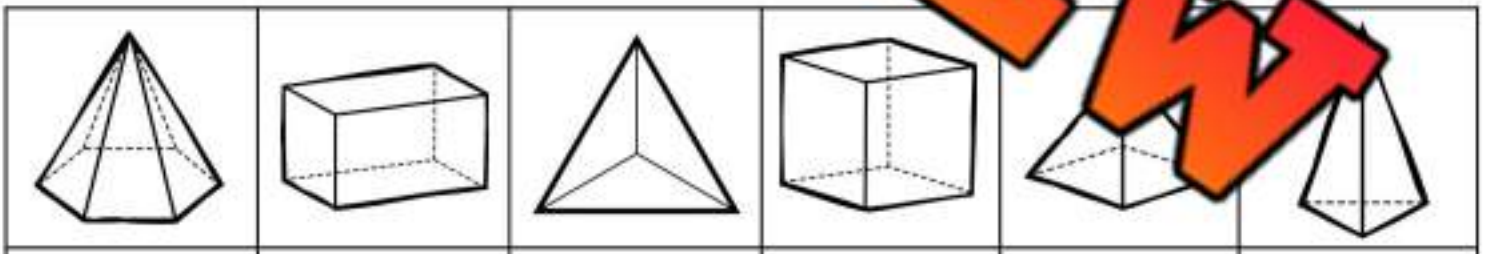
Curriculum Connection
SS3.4

Sorting 3D Objects - Prisms and Pyramids

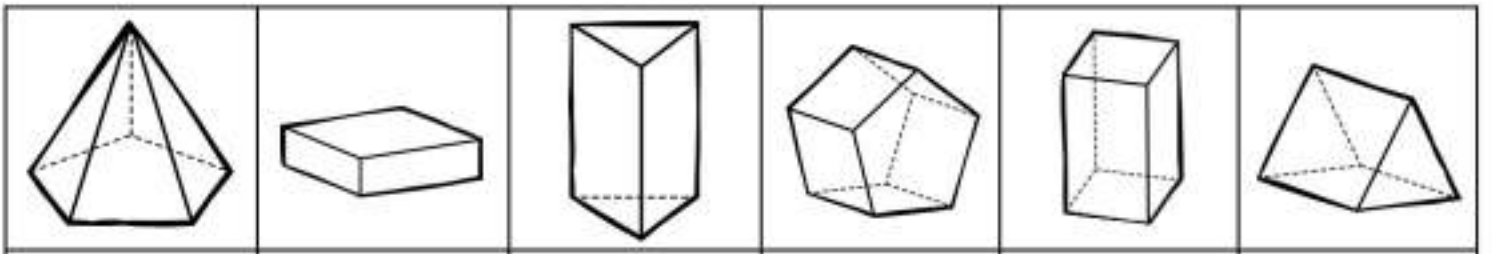
Prism	Pyramid

PREVIEW

Questions Write the letter below each shape in the correct category



A	B	C	D	E	F



G	H	I	J	K	L

Name: _____ 162

Curriculum Connection
SS3.4

Activity Title: Geometric Builders

Objective

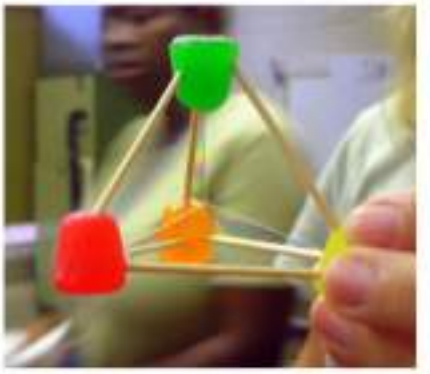
What are we learning about?

To help students understand the structure and properties of different 3D geometric shapes by creating them using toothpicks and marshmallows.

Materials

What you will need for the activity.

- T[illegible]cks
- Marshmall[illegible]e)
- Worksheet w[illegible]ams [illegible]D shapes
- Colored markers
- Paper for sketching.



Instructions

How you will complete the a[illegible]

1) Explain the basic elements of 3D shapes: edges, v[illegible]d face[illegible]
2) Show the students examples of 3D shapes like cubes, te[illegible]edr[illegible]rons on the worksheet.
3) Distribute toothpicks and marshmallows to the students.
4) Guide the students to connect the toothpicks with marshmallows to form vertices and edges of the shapes illustrated on their worksheets.
5) Encourage them to use the colored markers to color the marshmallows according to the number of edges each vertex joins (e.g., blue for 3 edges, red for 4 edges).
6) Allow students to experiment with creating their own 3D shapes once they have completed the examples.
7) Assist the students in comparing their shapes with the diagrams to check for accuracy.

PREVIEW

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Curriculum Connection
SS3.4

Reflection	Answer the questions below.

1) Which 3D object was the hardest to make? Explain.

2) Name [illegible] world object that resembles one of the shapes you built.

3) What would happen if you used d[illegible]e nu[illegible] toothpicks for one of your shapes?

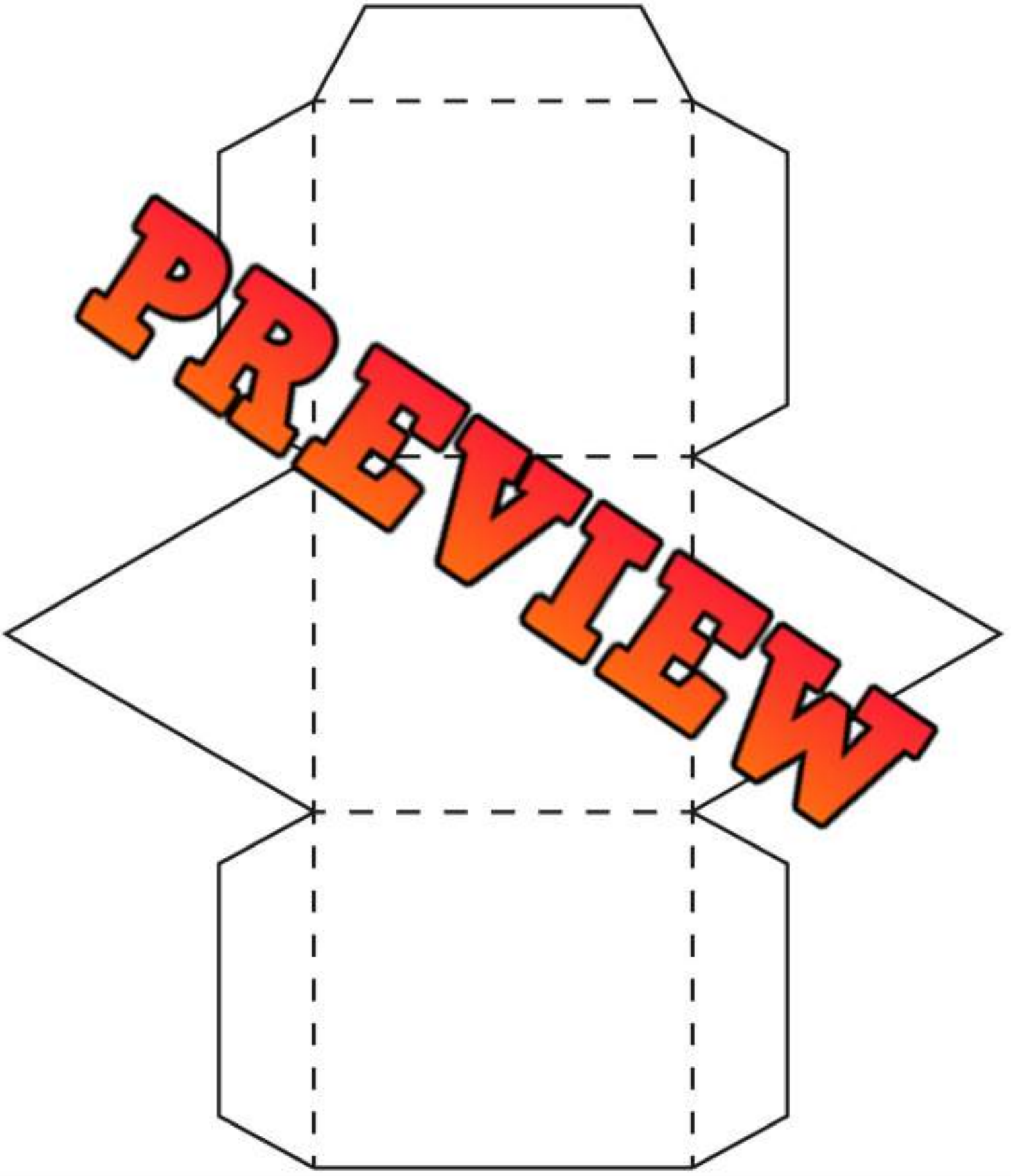
4) Draw the shape you built and label the number of faces, vertices, and edges.

PREVIEW

Name: _____ 169

Curriculum Connection
SS3.4

3D Model - Triangle Based Prism Net

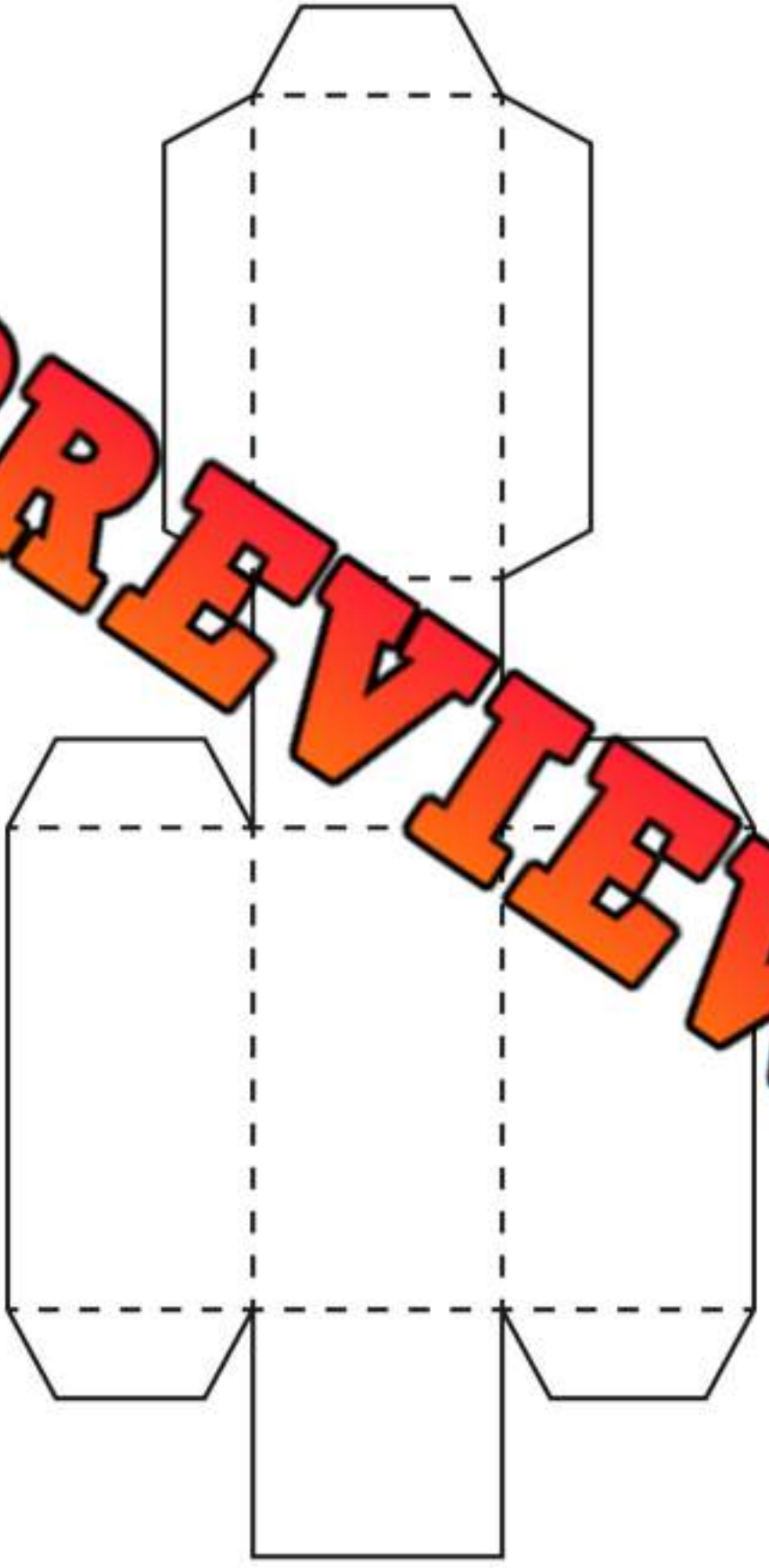


PREVIEW

Name: _____ 170

Curriculum Connection
SS3.4

3D Model - Rectangle Based Prism Net

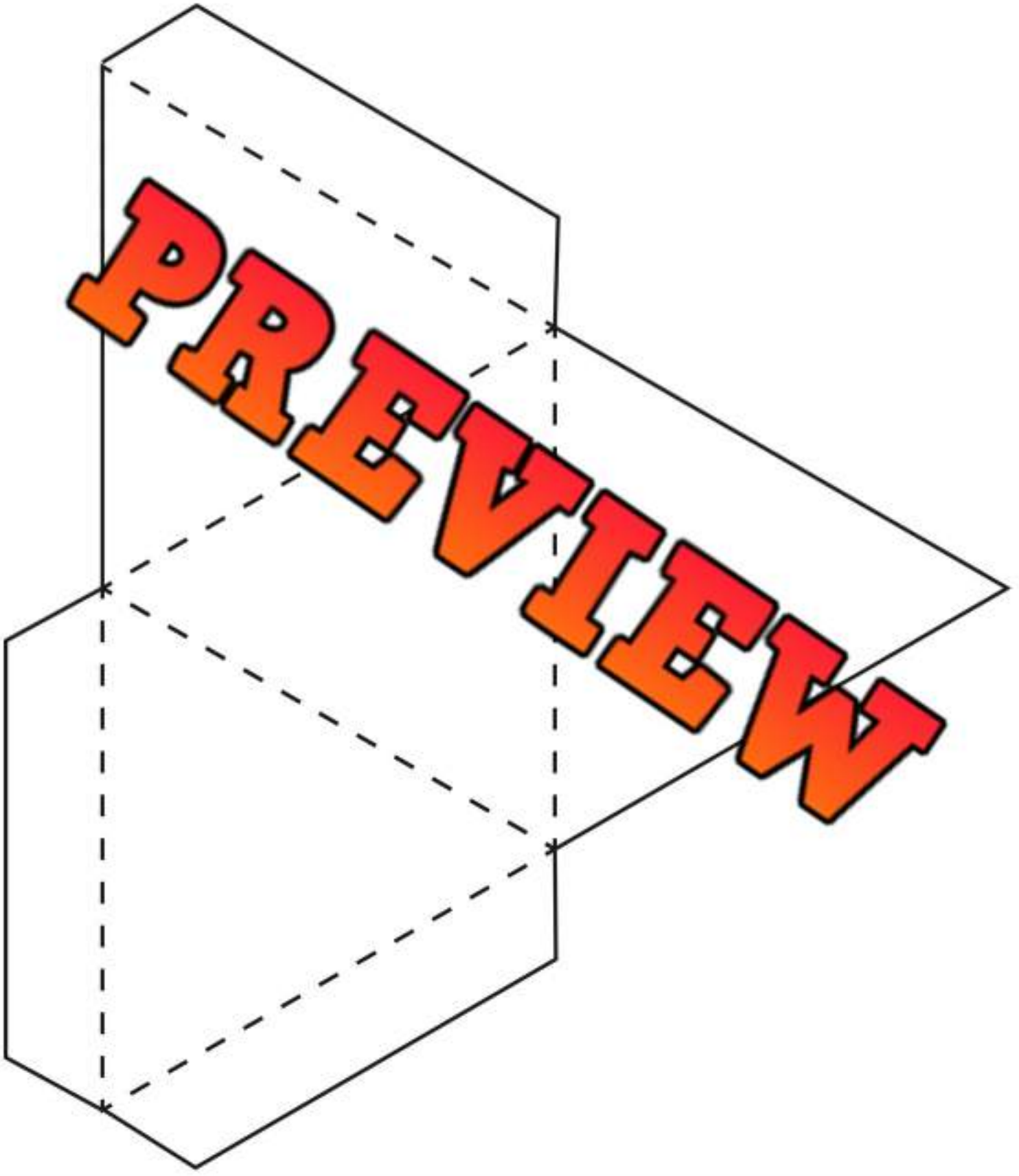


PREVIEW

Name: _____ 176

Curriculum Connection
SS3.4

3D Model - Triangle Based Pyramid Net



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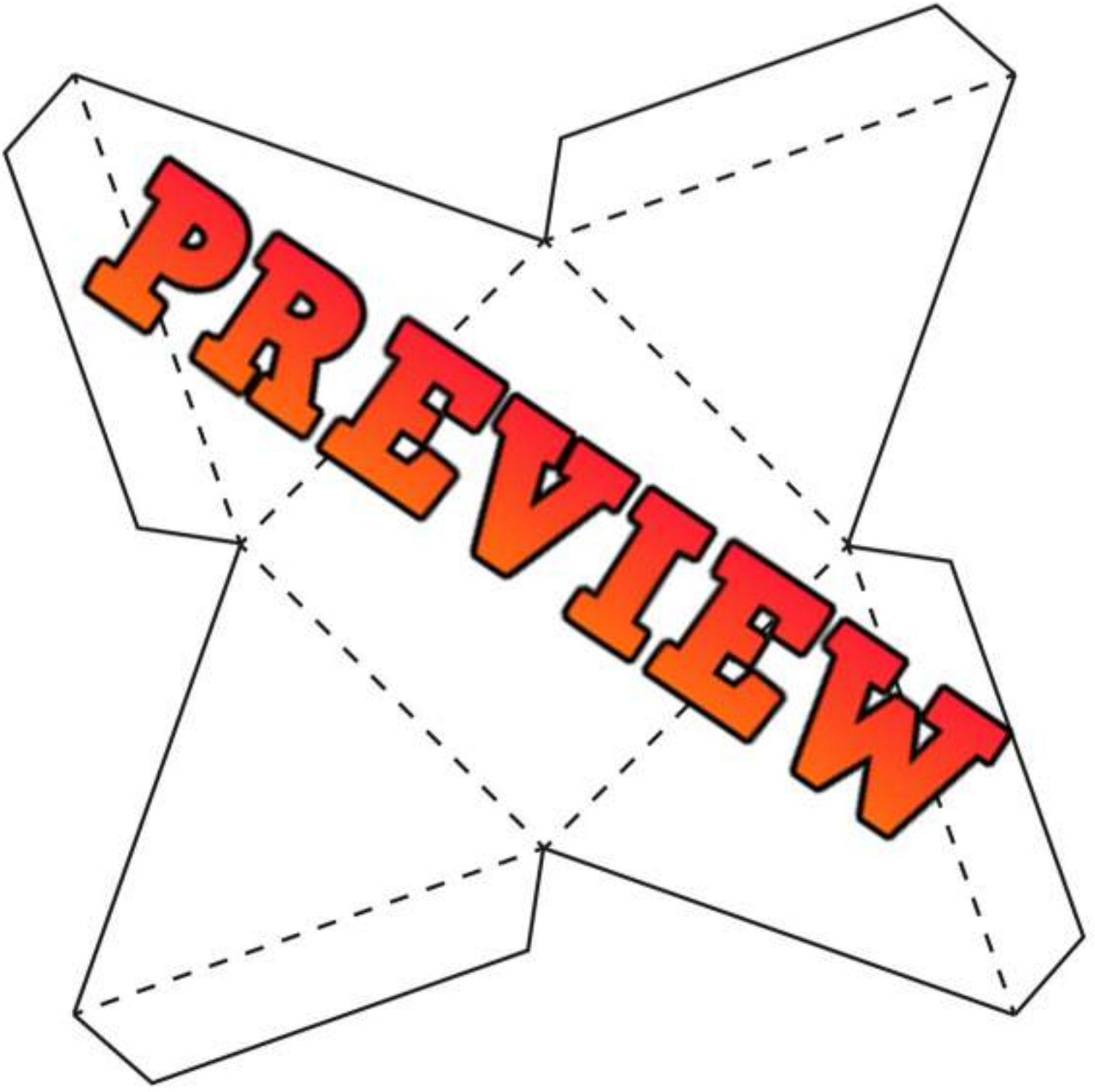
Curriculum Connection
SS3.4

3D Model - Square Based Pyramid Net



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Name: _____ 182

Curriculum Connection
SS3.4

3D Model - Investigating Net

Name of 3D Shape	Faces	Edges	Vertices

PREVIEW

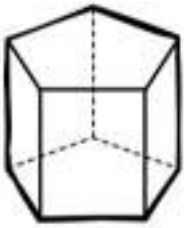
Name: _____ 183

Curriculum Connection
TQ

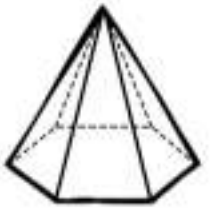
Geometry Test

Part 1 Is the shape a prism or pyramid?

Prism [illegible]mid

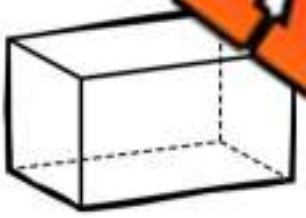


Prism Pyramid



Prism Pyramid

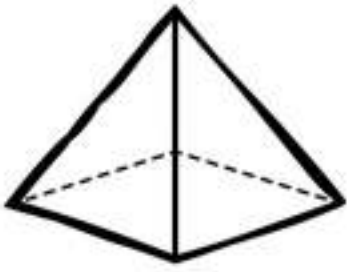
Part 2 [illegible]ill in t[illegible] below based on the prisms

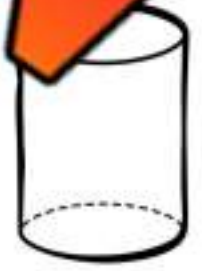


Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
[illegible]s	
Vertic[illegible]	
Na[illegible]	





Faces	
Edges	
Vertices	
Name	

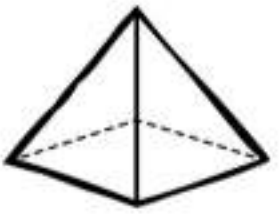
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

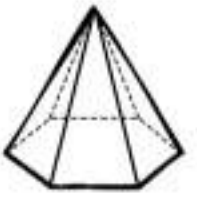
PREVIEW

Part 3 Circle the name of the 3D objects

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



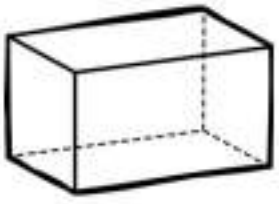
Square-Based Pyramid
Triangular-Based Pyramid
Pentagon-Based Pyramid



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

Cone Cylinder Sphere

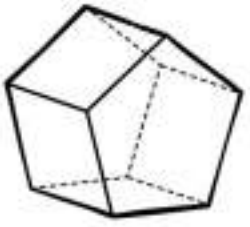
Cone Cylinder Sphere



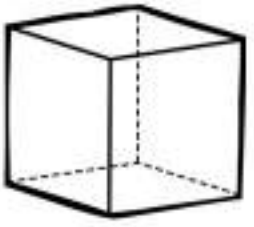
Rectangular Prism
Triangular Prism

Rectangular Prism
Triangular Prism

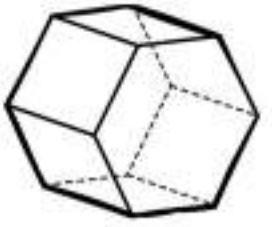
Triangular Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism



Cube
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

PREVIEW

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