# Preview - Information

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

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

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

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

rob@supersimplesheets.com

# Google Slides Lessons Preview

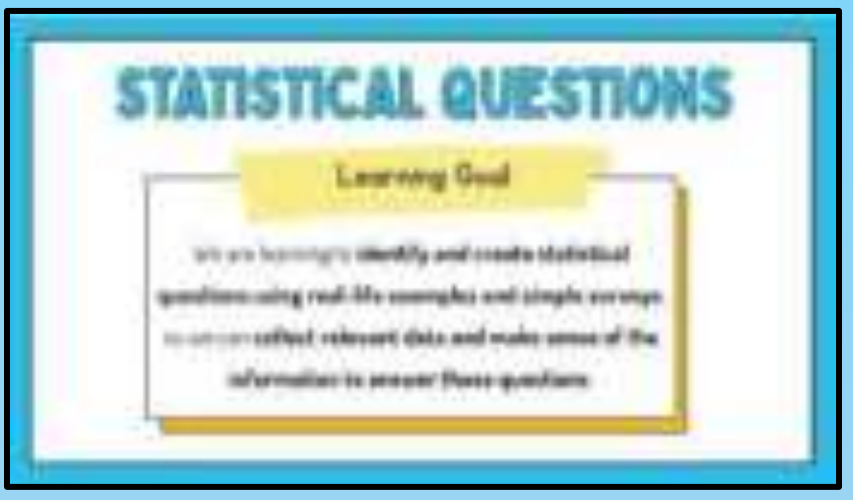
© Super Simple Sheets

# Saskatchewan Math Statistics– Grade 4

## 3-Part Lesson Format

### Part 1 – Minds On!

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





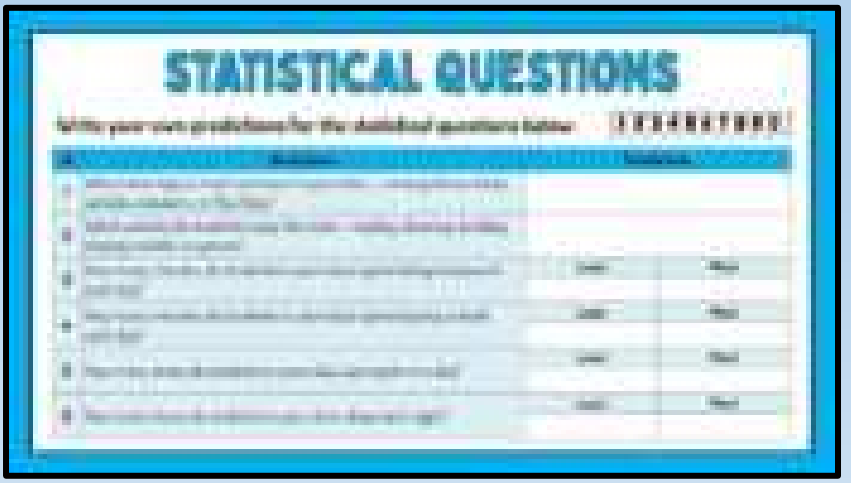


### Part 2 – Action!

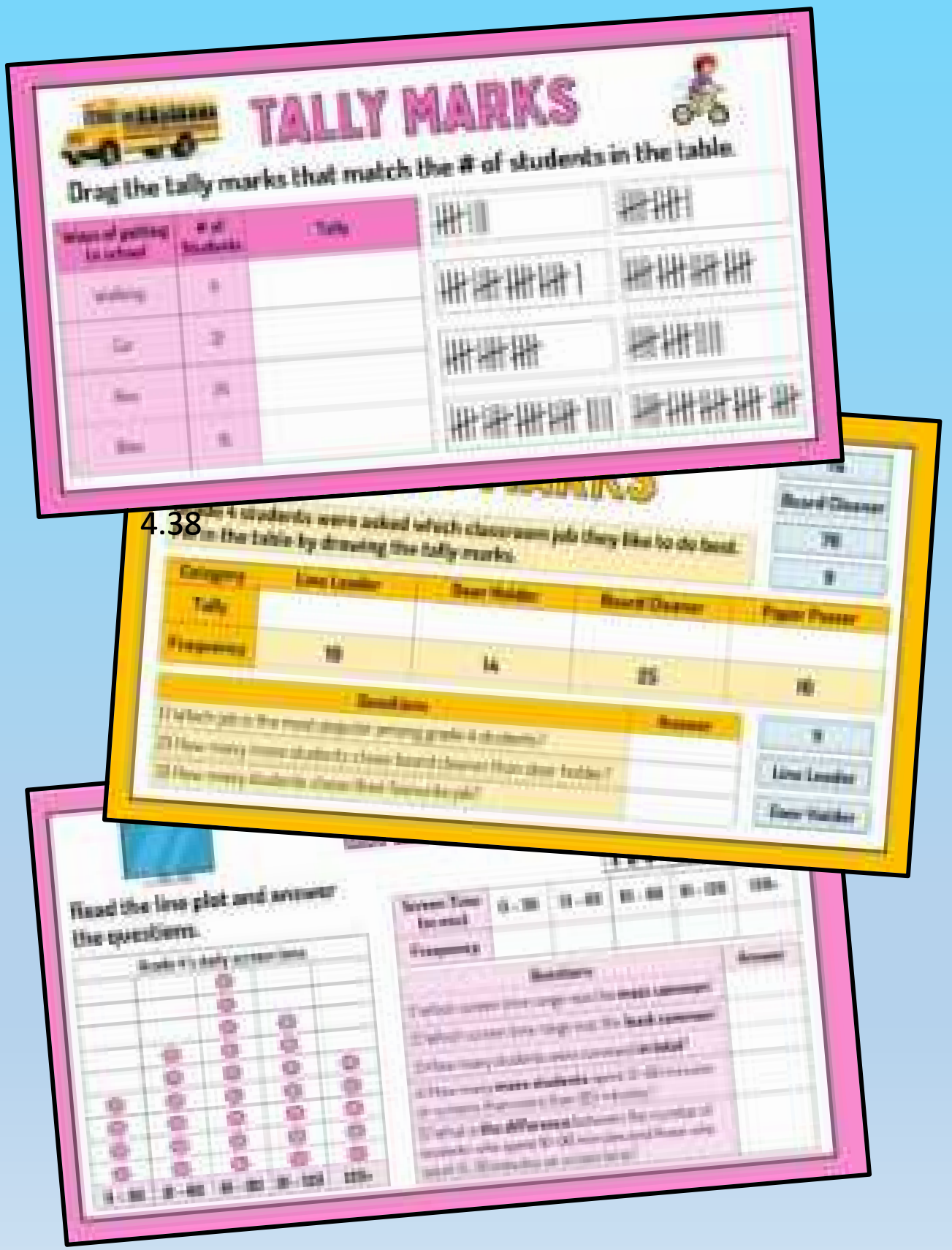
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



# Saskatchewan Math Statistics– Grade 4




4.38

# Saskatchewan Math Statistics– Grade 4

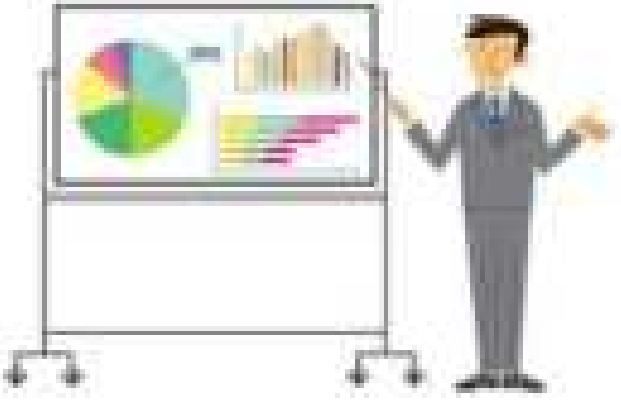


# Grade 4

## Statistics and Probability Strand

| | Curriculum Expectations | Pages |
|---|---|---|
| SP4 | Demonstrate an understanding of many-to-one correspondence by:<br><br>› comparing correspondences on graphs | |

Preview of 50 pages from this product that contains 103 pages total.





© Super Simple Sheets
super simplesheets.com

Name: _____ 5

# What is a Statistical Question?

When we ask a statistical question, we can collect data that answers that question.
A **statistical question** is a question that could have more than one answer.
A statistical question **is not** a question that has only one answer.
Statistical questions can have numbered answers or worded answers.

| Not a Statistical Question | Statistical Questions |
|---|---|
| 1) How m[illegible]dogs do you have? (o[illegible]nswer) | 1) How many dogs do the students in grade 4 have? (could have many different answers) |
| 2) Wh[illegible] colour? | 2) What is the favourite colour of 4th graders? (could have many different answers) |

**Practice** que[illegible]tistical question – yes or no?

| [illegible]stic | Yes | No |
|---|---|---|
| 1) How long does Henry use a [illegible] | Yes | No |
| 2) How many minutes do the students in grad[illegible] a d[illegible]s a day? | Yes | No |
| 3) How many vegetables do the students in gra[illegible] | Yes | No |
| 4) How many vegetables do the parents of the students [illegible]ad a day? | Yes | No |
| 5) How many treats does Ross eat each day? | Yes | No |
| 6) How many video games does Aaron have? | Yes | No |
| 7) How many video games do the students in grade 4 have? | Yes | No |
| 8) Do the students in grade 4 have a phone? | Yes | No |
| 9) Does Ben have a phone? | Yes | No |
| 10) Did Jordan get perfect on the last science quiz? | Yes | No |

PREVIEW

Name: _____ 6

# Writing Statistical Questions



When we write a statistical question, we need to think about what we want to learn and who we want to learn about. Who we ask our statistical question is our population.

| Subject | Population | Question |
|---|---|---|
| Hockey | The Saskatoon Wolves Atom Team | How many goals have each player on the Saskatoon Wolves Atom hockey team scored? |
| Video Games | The students in my class | Which video game system do the grade 4's like the best – PlayStation, Nintendo, or Xbox? |

**Practice** Write your own statistical questions about the subjects below

| Subject | Who will you ask? | Question |
|---|---|---|
| 1) School | | |
| 2) Sports | | |
| 3) Food | | |
| 4) Movies | | |
| 5) Computers | | |

PREVIEW

Name: _____ 7

# Statistical Questions - Predictions



When we create our own statistical questions, we should have a prediction or guess as to what the results will be. This prediction will either verify our understanding or teach us something new about our population.

| Question | Prediction |
|---|---|
| How long does it take the students in grade 4 to get to school? | Least – 5 minutes<br>Most – 30 minutes |

**Practice** – Create your own predictions for the statistical questions below

PREVIEW

| | Prediction | |
|---|---|---|
| 1) Which drink is the [illegible] class – milk, juice, water, pop [illegible]ate | | |
| 2) Which subject does your class like the best – math, science, language, art or gym? | | |
| 3) How many minutes do students in my class watch shows/movies each day? | Least | Most |
| 4) How many minutes do the teachers at my school watch shows/movies each day? | Least | Most |
| 5) How many fruits or vegetables do students in my class eat each day? | Least | Most |
| 6) How many fruits or vegetables do teachers in my school eat each day? | Least | Most |

© Super Simple Resources

# Exit Cards

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

Name: _____

1) Write a statistical question related to school.

2) Predict the most and least popular answers you would expect if you asked your class.

Name: _____

1) Write a statistical question related to school.

2) Predict the most and least popular answers you would expect if you asked your class.

Name: _____

1) Write a statistical question related to school.

2) Predict the most and least popular answers you would expect if you asked your class.

Name: _____

1) Write a statistical question related to school.

2) Predict the most and least popular answers you would expect if you asked your class.

PREVIEW

Name: _____ 9

# Survey Using Tally Marks

**Directions** Survey your classmates using the statistical question below using tally marks

Statistical Question: What is the most popular pet in our class?

| Category | Cat | Dog | Fish | Bunny | Other |
|---|---|---|---|---|---|
| Tally | | | | | |
| Frequency | | | | | |

PREVIEW

a) How many classmates participated in the survey? _____

b) Which pet is the most popular? _____ Least popular: _____

c) What did you learn about the data?

_____

_____

_____

d) What other pet could you include?

_____

e) If you asked the rest of your school, which category do you think would be most popular? Explain.

_____

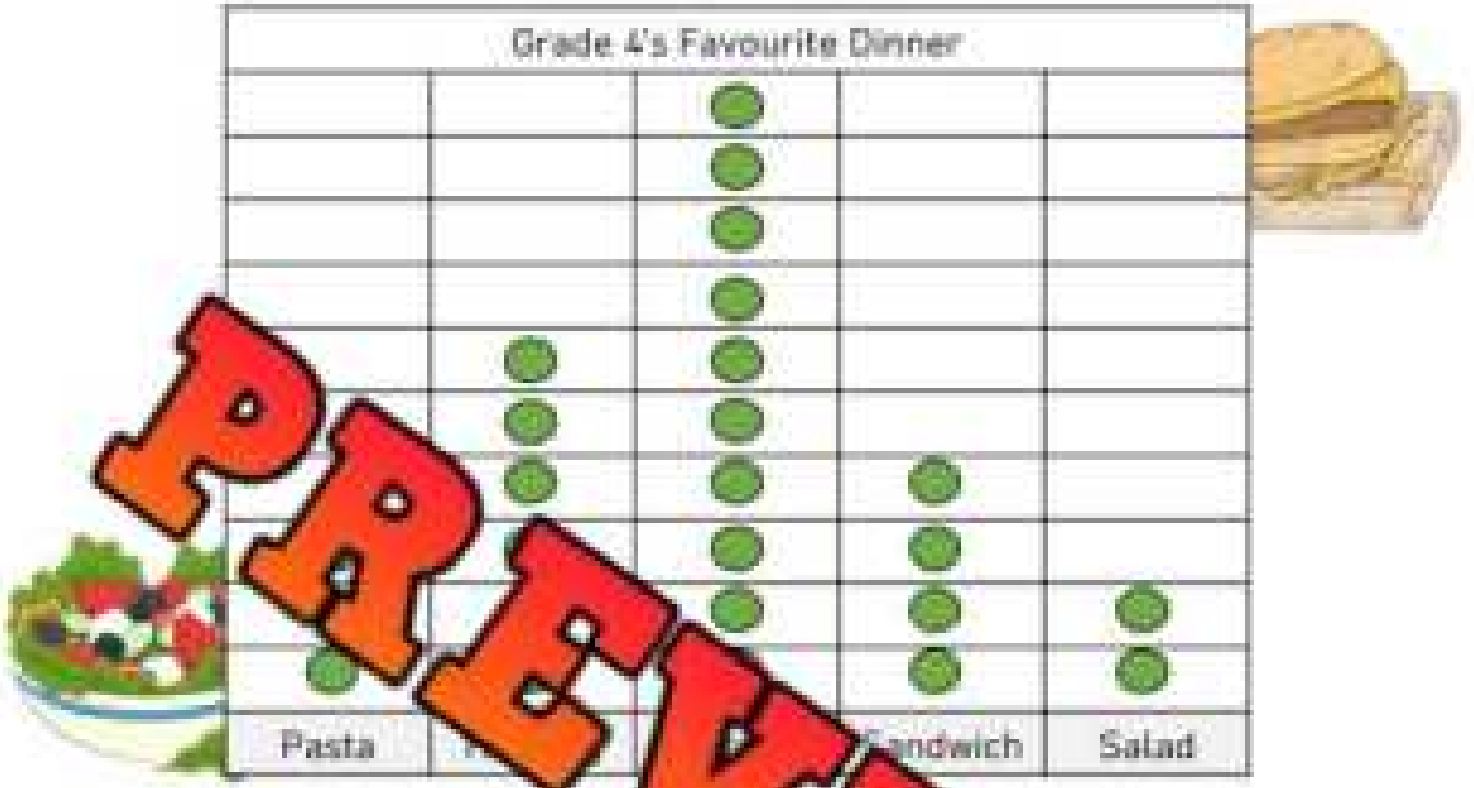
_____

_____

© Super Simple Sheets
supersimplesheets.com

Name: _____ L1

# Reading a Line Plot – Favourite Dinner




PREVIEW

| Dinner | Pasta | Hot D | B | andwich | Salad |
|---|---|---|---|---|---|
| Frequency | | | | | |

**Questions** Read the line plot and answer the q

| |
|---|
| a) Write the statistical question for the graph. |
| |

| | |
|---|---|
| b) Which dinner was the most popular? | |
| c) Which dinner was the least popular? | |
| d) How many total people were asked the survey question? | |
| e) How many more people like burgers than salad? | |

f) Would a line plot be a good graph if you had a lot of data - over 100 responses? Explain

© Super Simple Resources

Name: _____ L2

# Creating a Line Plot – Favourite Colour

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

**Statistical Question**: What is the favourite colour of the grade 4s?
Instructions - When a classmate tells you their favourite colour, put a dot in the box above the colour.




| Grade 4's Favourite Colour | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Red | Blue | Green | Pink | Purple | Orange |

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

© Super Simple Resources
supersimpleteens.com

Name: _____ 13

# Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. They often use many-to-one versus one-to-one correspondence.

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

| Friend | Number of Candies Collected | Frequency |
|---|---|---|
| Sam |  | |
| Steve |  | |
| Tony |  | |
| Jill |  | |
| Stacy |  | |

 = 4 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: _____ 14

# Vertical Pictograph – Canned Food

Maplewood Public School had a canned food drive last month. The students in each class brought in cans of food. The totals for each grade are displayed below in the pictograph.




PREVIEW

| | |
|---|---|
| a) How many cans is one picture worth? | |
| b) How many cans is half a picture worth? | |
| c) Which class brought the greatest number of cans? | |
| d) How many total cans were brought in at Maplewood Public school? | |
| e) How many more cans did the grade 3's bring in than the grade 6's? | |
| f) How many more cans did the grade 4's need to win? | |

© Super Simple Resources

# Exit Cards

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

Name: _____

Write down the number of shoes each student has.

| Friend | Number of Shoes Students Have | Total |
|---|---|---|
| Liam | | |
| Olivia | | |
| Ethan | | |
| Ava | | |

= 7 Shoes

Name: _____

Write down the number of shoes each student has.

| Friend | Number of Shoes Students Have | Total |
|---|---|---|
| Liam | | |
| Olivia | | |
| Ethan | | |
| Ava | | |

= 7 Shoes

Name: _____

Write down the number of shoes each student has.

| Friend | Number of Shoes Students Have | Total |
|---|---|---|
| Liam | | |
| Olivia | | |
| Ethan | | |
| Ava | | |

= 7 Shoes

Name: _____

Write down the number of shoes each student has.

| Friend | Number of Shoes Students Have | Total |
|---|---|---|
| Liam | | |
| Olivia | | |
| Ethan | | |
| Ava | | |

= 7 Shoes

PREVIEW

Name: _____ 16

# Creating a Vertical Pictogram

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



| | |
|---|---|
| Sunday | 15 |
| Monday | 30 |
| Tuesday | 20 |
| Wednesday | 15 |
| Thursday | 35 |
| Friday | 40 |
| S | 20 |



PREVIEW

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |

▰ = 10 minutes

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

© Super Simple Resources

Name: _____ 17

# Creating a Vertical Pictogram

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

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




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? _____

© Super Simple Resources

Name: _____ 18

# Creating a Pictograph

**Questions** | Survey your class and use the data to draw a pictograph

Statistical Question: _____

| Options | | | | |
|---|---|---|---|---|
| Tall | | | | |
| Fr | | | | |

PREVIEW

_____

**LEGEND**

* _____

| | | | |
|---|---|---|---|
| | | | |
| | | | |

Wh[illegible] was the most
pop[illegible]

_____

2. H[illegible]y [illegible]ked
the most po[illegible] the
least popul[illegible]

_____

3. What did you learn about your class?

_____

_____

_____

_____

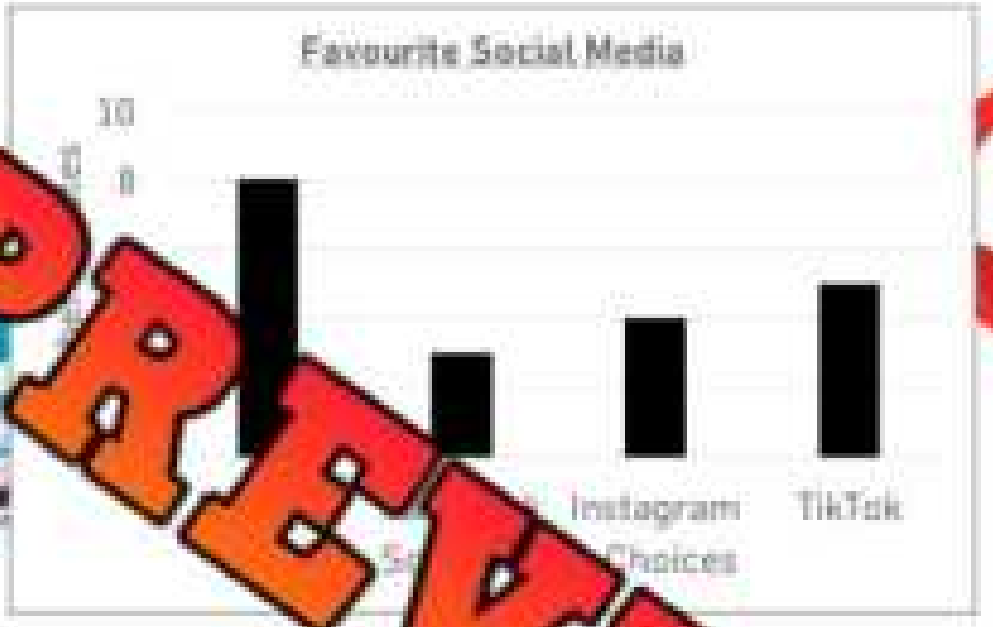
© Super Simple Sheets

supersimplesheets.com

Name: _____ 19

# Surveying a Suitable Representation

Bella wants to know what the most popular social media app is at her school. She decides to ask 20 students from her grade 4 class.




a) Which social media was the most popular?

b) Did Bella find out which social media was the most popular in the school? Explain.

c) Who should she have asked if she wanted to know what the most popular social media app was in her entire school?

d) If she only wanted to survey around 20 kids in total, how could she do it so that she still found out what the most popular app was in the whole school?

PREVIEW

Name: _____ 21

# Surveying a Suitable Representation

Liam is a restaurant owner who wants to find out which dessert is the most popular so he can know what to serve at his restaurant. His restaurant serves mostly seniors who are 65 years old or older.
To collect his data, Liam goes to a skatepark and asks 60 people there. His data has been displayed in a bar graph below.




PREVIEW

| Options | Brownie | Cheesecake | [illegible] | Pie |
|---|---|---|---|---|
| Frequency | | | | |

a) Which dessert should Liam serve at this restaurant acc[illegible]

b) Did Liam find out which dessert seniors preferred? Explain why or why not.

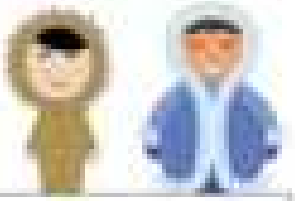
c) Where could Liam have gone to complete his survey? Why would your choice of location be better?

© Super Simple Resources

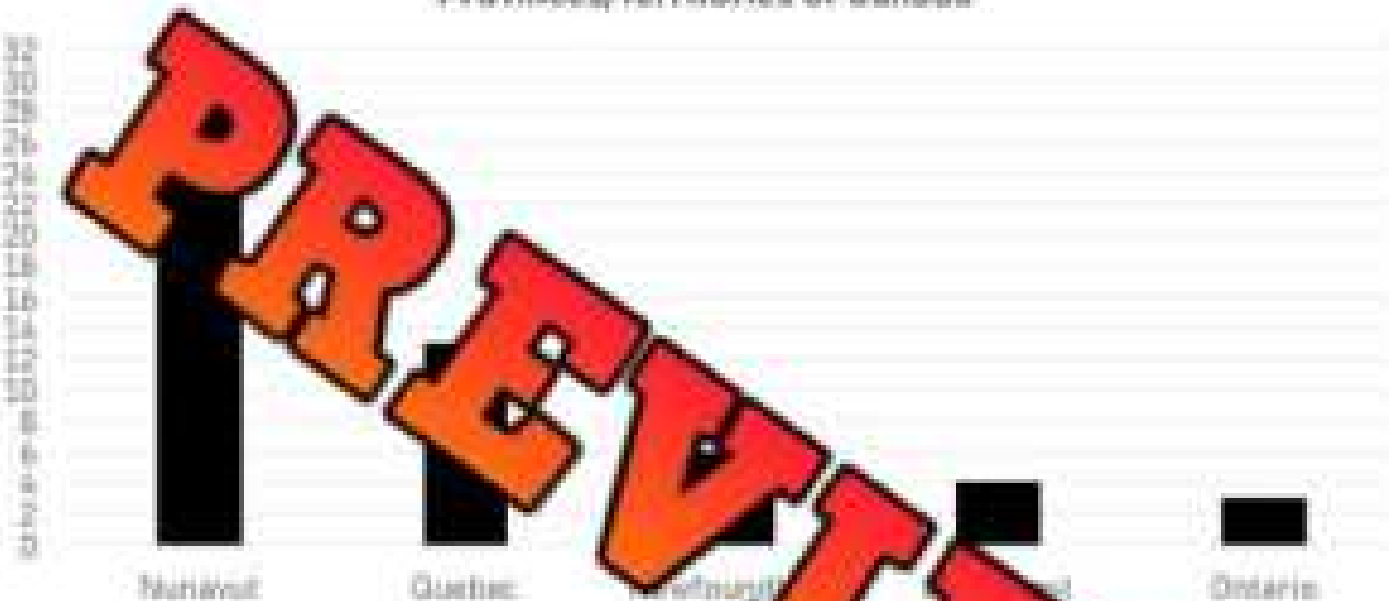
Name: _____ 22

# Inuit Living in Canada

**Statistical Question**
Which 5 provinces/territories do most Inuit people live in?



Number of Thousands of Inuit People Living in the Provinces/Territories of Canada




PREVIEW

tics Canada

**Interpret** What did you learn from the graph?

1) Where do most Inuit people live in Canada?

2) What surprised you about the data?

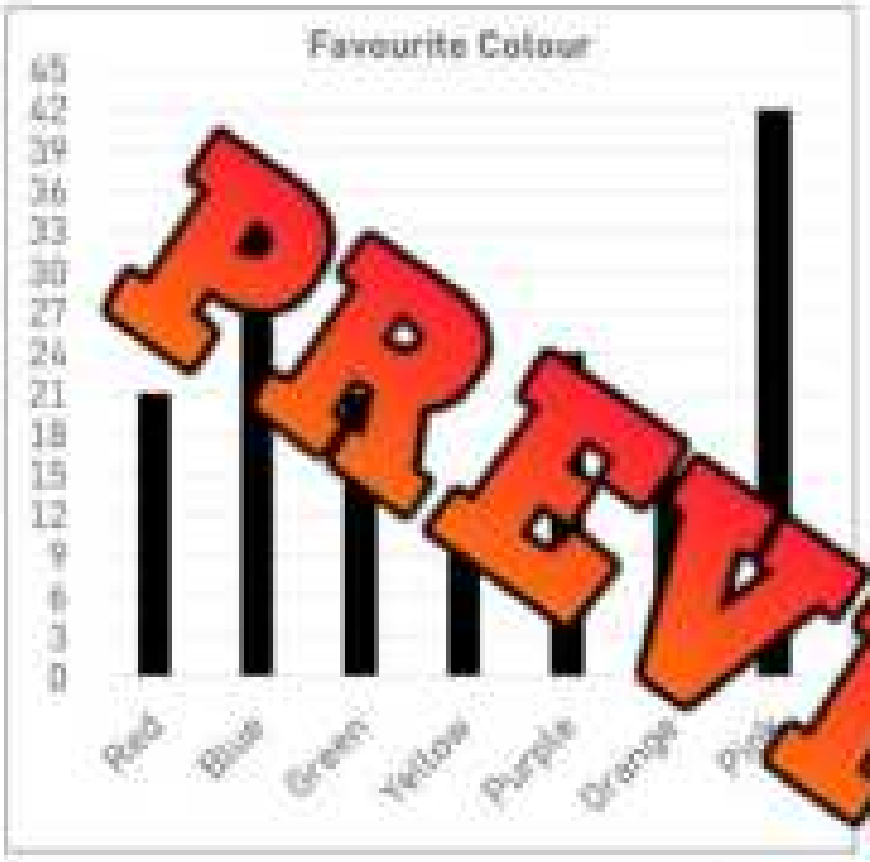
3) Where in Canada do most Inuit people live – in the north or south? Where do you think they live in provinces – the northern or southern regions?

© Super Simple Reports

Name: _____ 23

# Vertical Bar Graph – Favourite Colour

The students in grade 4 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.








| Frequency Table | |
|---|---|
| Red | |
| Blue | |
| Green | |
| Yellow | |
| Purple | |
| | |
| | |

| | |
|---|---|
| a) Which colour was most popular? | |
| b) The title of the graph is not specific enough. What would you change it to? | |
| c) What is the scale of the graph? | |
| d) Was pink more popular than yellow and orange together? | |
| e) Which two colours add up to pink? | |
| f) How many people were surveyed? | |

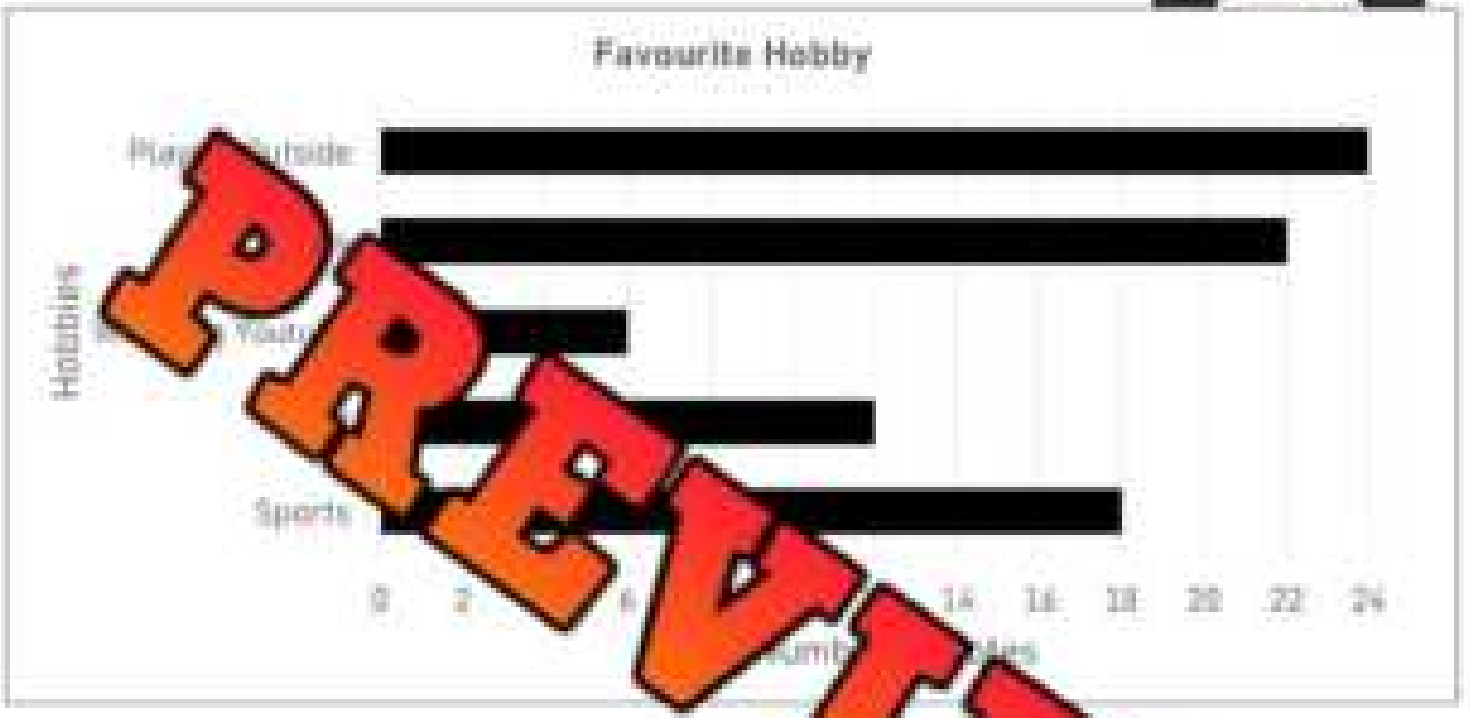
PREVIEW

Name: _____ 24

# Horizontal Bar Graph – Favourite Hobby

100 people were surveyed about their favourite hobby. The results have been displayed in the graph below.






PREVIEW

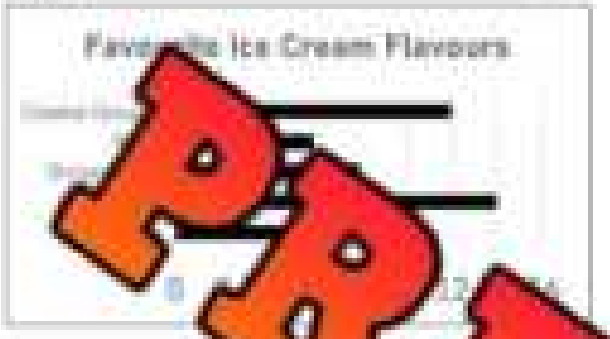
| | |
|---|---|
| a) Which hobby is the most popular? | |
| b) What are the 2 labels (titles) for the x and y axis? | |
| c) How many people chose video games as their favourite? | |
| d) How many people liked playing outside and TV the best? | |
| e) How many people liked sports more than watching YouTube? | |
| f) What two hobbies add up to the amount of people who chose playing outside? | |
| g) How many people were surveyed? | |

© Super Simple Sheets
supersimplesheets.com

# 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 ice cream is most popular?

2) How many people were surveyed?

Name: _____




1) Which category of ice cream is most popular?

2) How many people were surveyed?

Name: _____




1) Which category of ice cream is most popular?

2) How many people were surveyed?

Name: _____




1) Which category of ice cream is most popular?

2) How many people were surveyed?

PREVIEW

Name: _____ 26

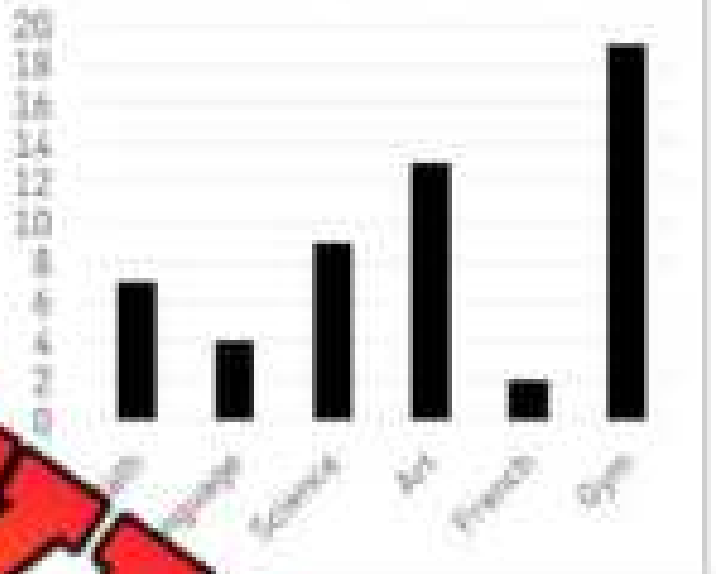
# One-to-One vs Many-to-One

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

Favourite Subject – Scale = 1



Favourite Subject – Scale = 2




PREVIEW

| | |
|---|---|
| a) Which subject was most popular? | |
| b) Which subject was the least popular? | |
| c) How many more students liked gym than French? | |
| d) How many students were surveyed? | |
| e) What is different about the two graphs? Which graph is easier to read? | |
| f) When is it better to use larger numbers for your scale? When should you use smaller numbers, like one-to-one? | |

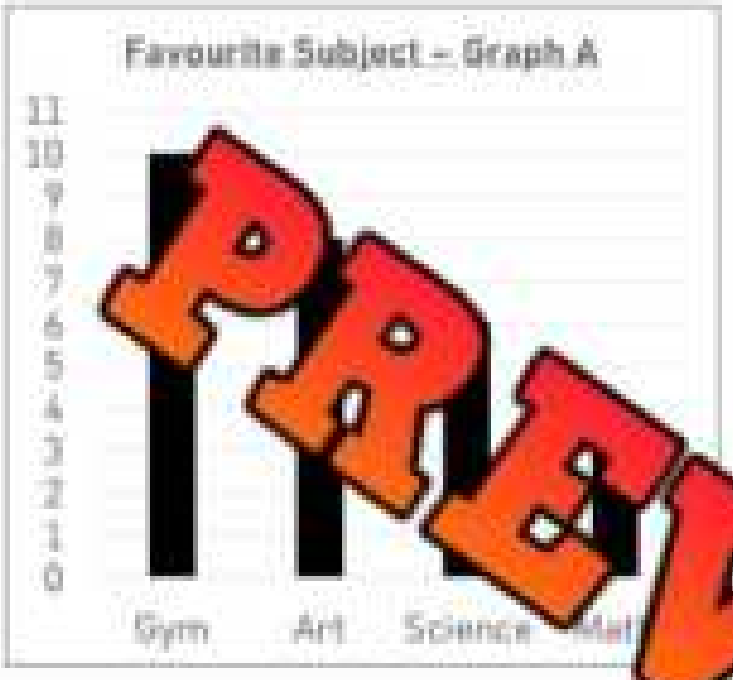
© Super Simple Resources

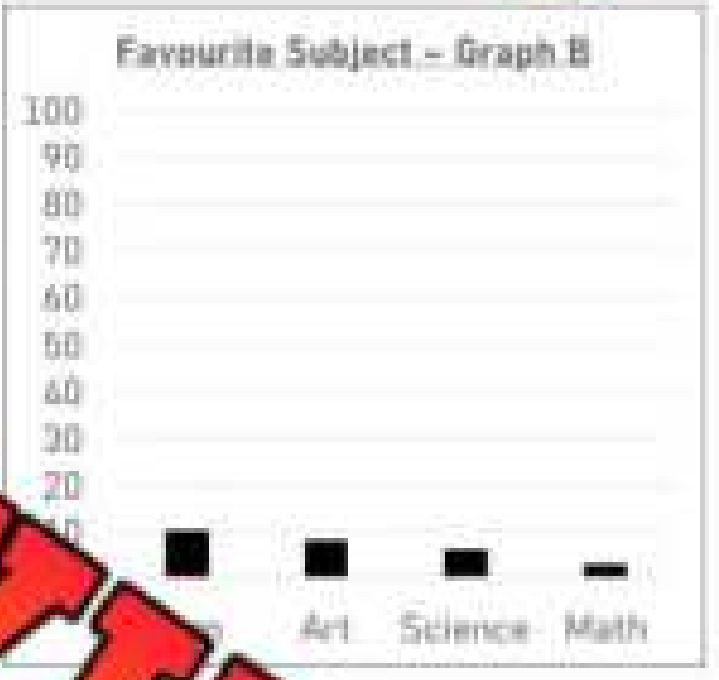
Name: _____ 27

# Favourite Subject – Examining Scale

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






PREVIEW

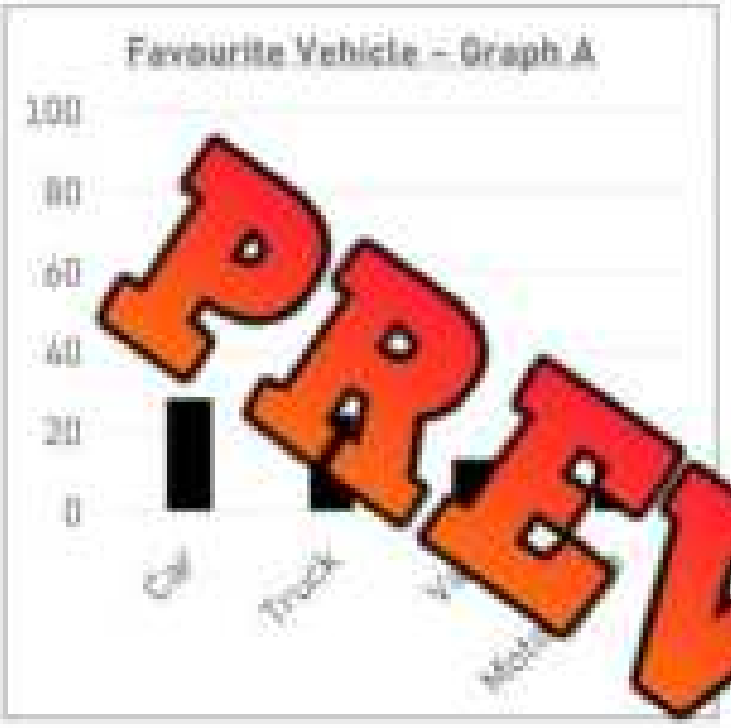
| Questions | What do you not[illegible]ut th[illegible]s? |
|---|---|
| a) What is the scale in Graph A? | |
| b) What is the scale in Graph B? | |
| c) Which graph uses more of the space? | |
| d) Which graph is easier to read and interpret? Why is that graph better? | |
| | |
| e) Why is it important to choose an appropriate scale? | |
| | |

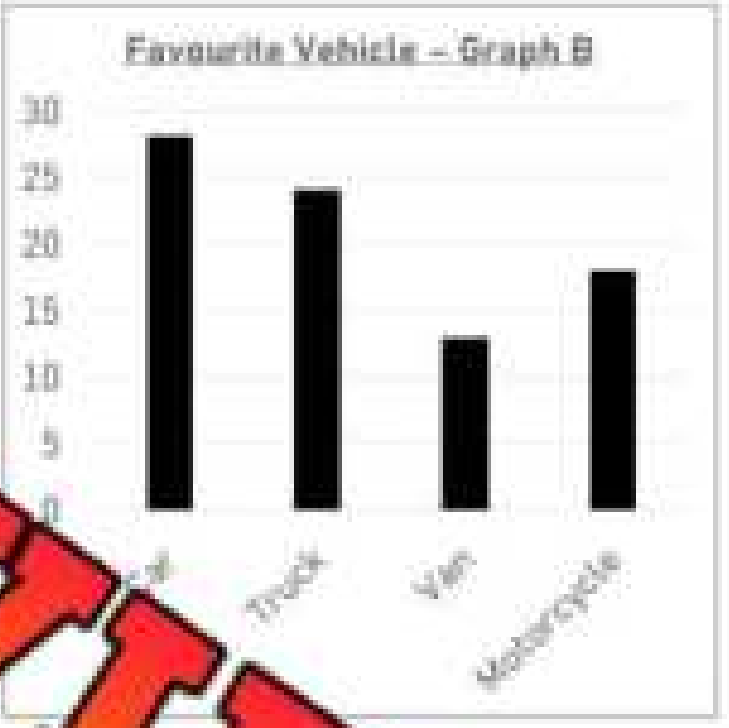
© Super Simple Sheets

Name: _____ 29

# Favourite Vehicle – Examining Scale

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




PREVIEW

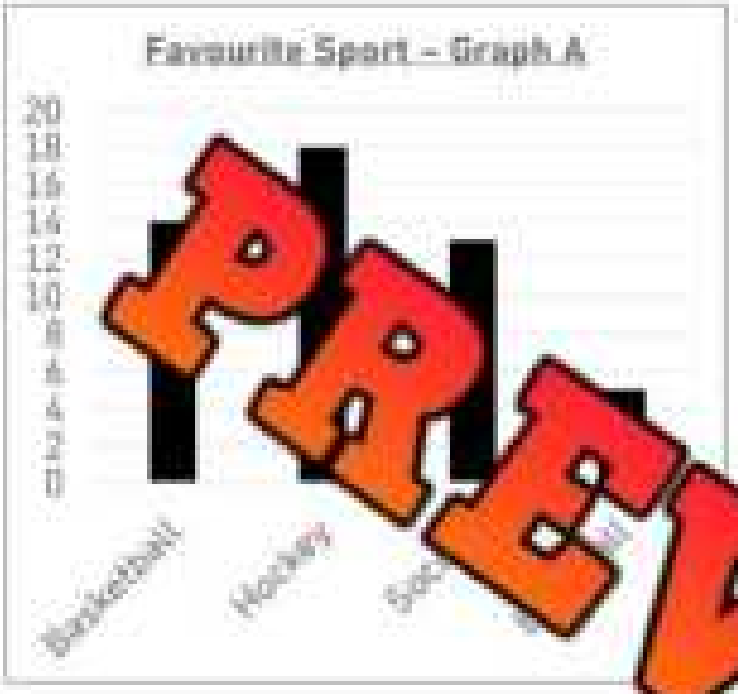
| Questions | What do you notice? |
|---|---|
| a) What is the scale in Graph A? | |
| b) What is the scale in Graph B? | |
| c) Which graph uses more of the space? | |
| d) Which graph is better? Why? | |
| e) What other scales could you use for the data?<br>- Go up by _____<br>- Go up by _____ | |

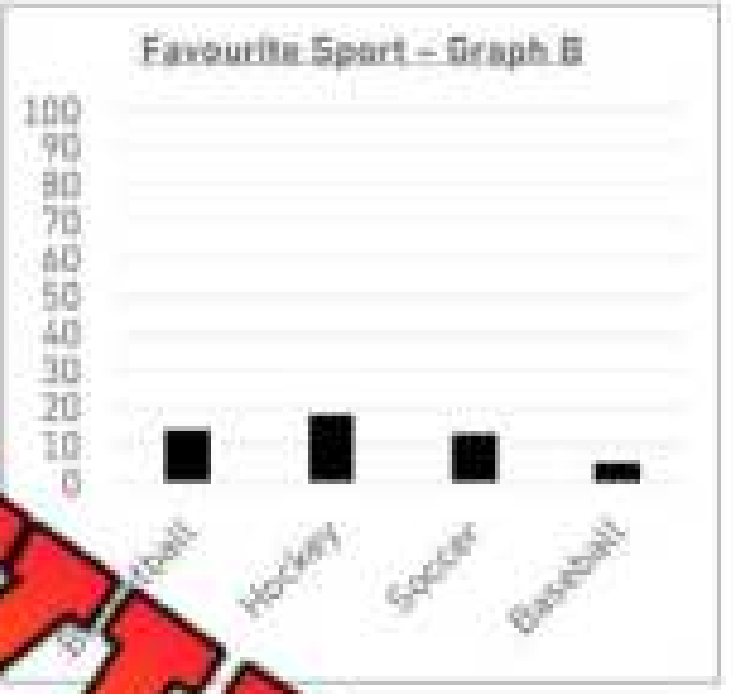
© Super Simple Sheets
supersimplesheets.com

Name: _____ 38

# Favourite Sport – Examining Scale

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




PREVIEW

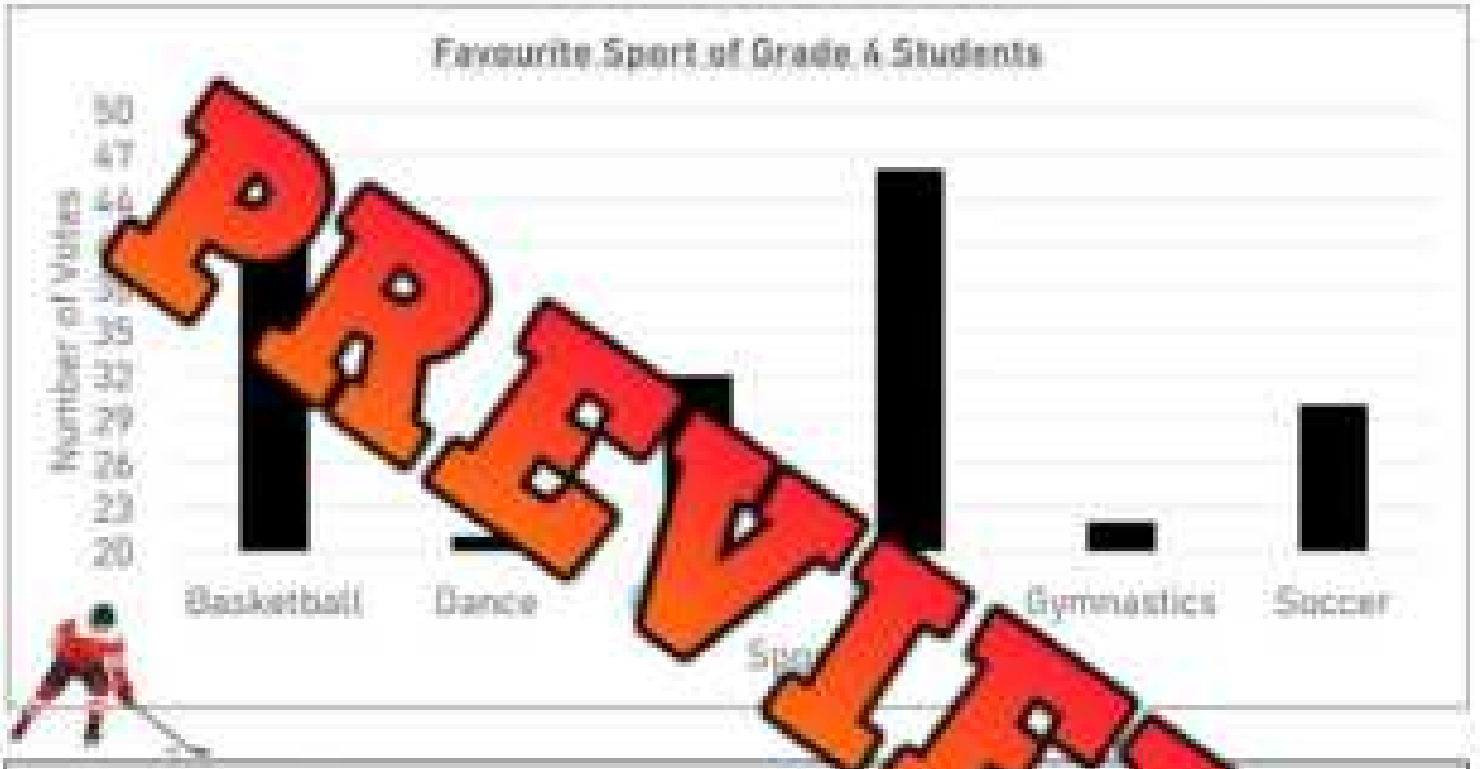
| Questions | What do you notice about the two |
|---|---|
| a) What is the scale in Graph A? | |
| b) What is the scale in Graph B? | |
| c) Which graph uses more of the space? | |
| d) Which graph is easier to read and interpret? Why is that graph better? | |
| e) Why is it important to choose an appropriate scale? | |

© Super Simple Resources

Name: _____ 31

# Reading a Bar Graph – Line Break

The students in grade 4 were asked which sport was their favourite. The results have been displayed in the bar graph below. Notice the scale on the x-axis uses a line break.




PREVIEW

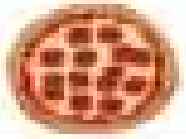
| | |
|---|---|
| a) What number does the scale on the y-axis start with? | |
| b) What is the scale on this graph? What does it go up by? | |
| c) What is the title of the bar graph? | |
| d) What are the 2 labels (titles) for the x and y axis? | (x)_____ (y)_____ |
| e) How many more votes did hockey get over dance? | |
| f) How many students participated in the survey? | |

© Super Simple Resources

Name: _____ 35

# Drawing Bar Graphs

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



| Favourite Food | # of votes |
|---|---|
| Pizza | 16 |
| Chocolate | 14 |
| Spaghetti | 8 |
| Ice Cream | 4 |
| Chicken Wings | 2 |



| Player | # of points |
|---|---|
| Jake | 21 |
| Nathan | 12 |
| Courtney | 18 |
| Ashley | 28 |
| Luke | 8 |



| Favourite Hobby | # of votes |
|---|---|
| Drawing | 30 |
| Exercising | 11 |
| Cooking | 29 |
| Reading | 13 |
| Gaming | 45 |

| Favourite Food | # of votes |
|---|---|
| Hot Dog | 40 |
| Pizza | 80 |
| Fries | 75 |
| Tacos | 35 |
| Sandwich | 25 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

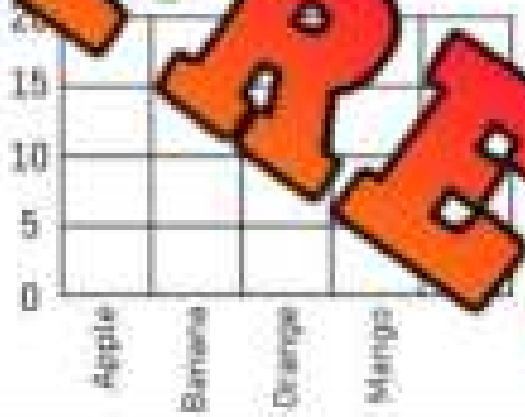
# Exit Cards

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

Name: _____

Draw the bars for the bar graphs below.

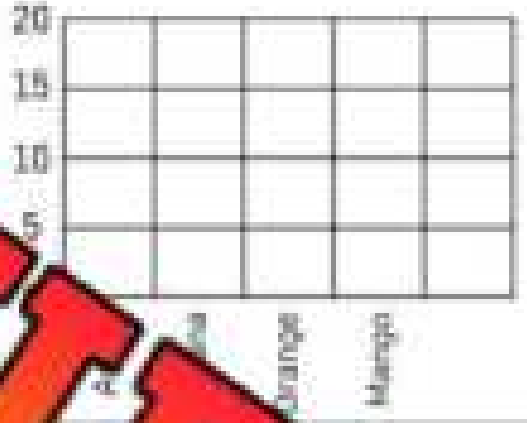
| Fruit | Apple | Banana | Orange | Mango |
|---|---|---|---|---|
| Votes | 20 | 18 | 15 | 5 |




Name: _____

Draw the bars for the bar graphs below.

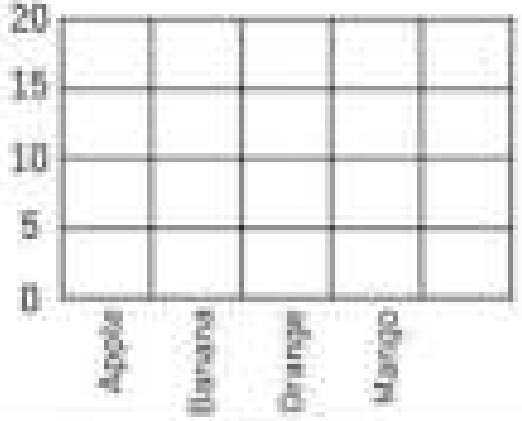
| Fruit | Apple | Banana | Orange | Mango |
|---|---|---|---|---|
| Votes | 20 | 18 | 15 | 5 |




Name: _____

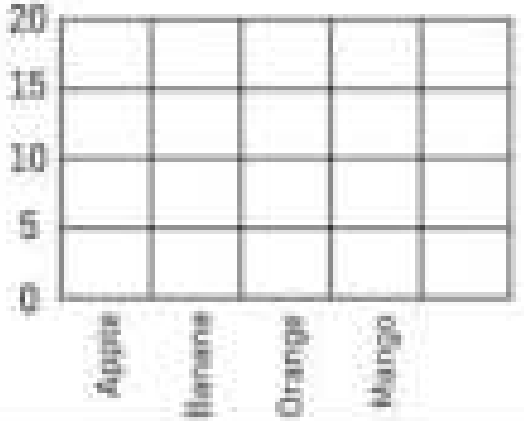
Draw the bars for the bar graphs below.

| Fruit | Apple | Banana | Orange | Mango |
|---|---|---|---|---|
| Votes | 20 | 18 | 15 | 5 |




Draw the bars for the bar graphs below.

| Fruit | Apple | Banana | Orange | Mango |
|---|---|---|---|---|
| Votes | 20 | 18 | 15 | 5 |




PREVIEW

© Super Simple Sheets

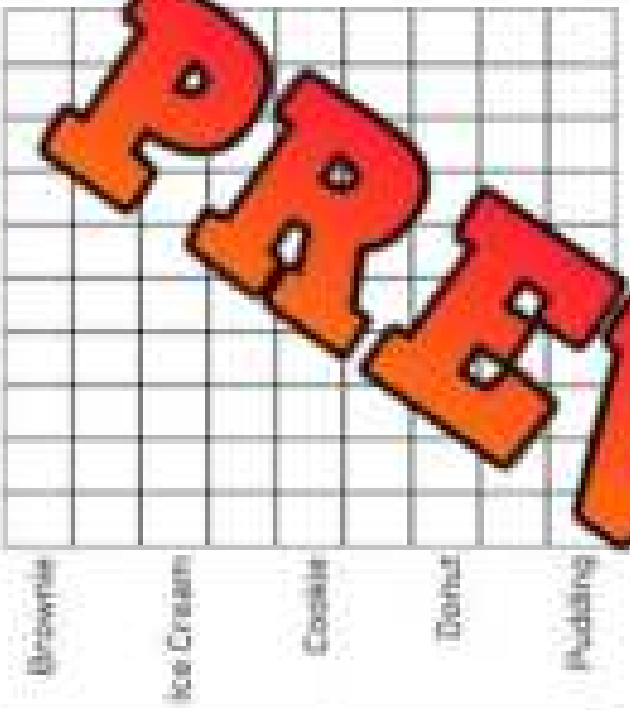
supersimplesheets.com

Name: _____ 38

# Creating Scale

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

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

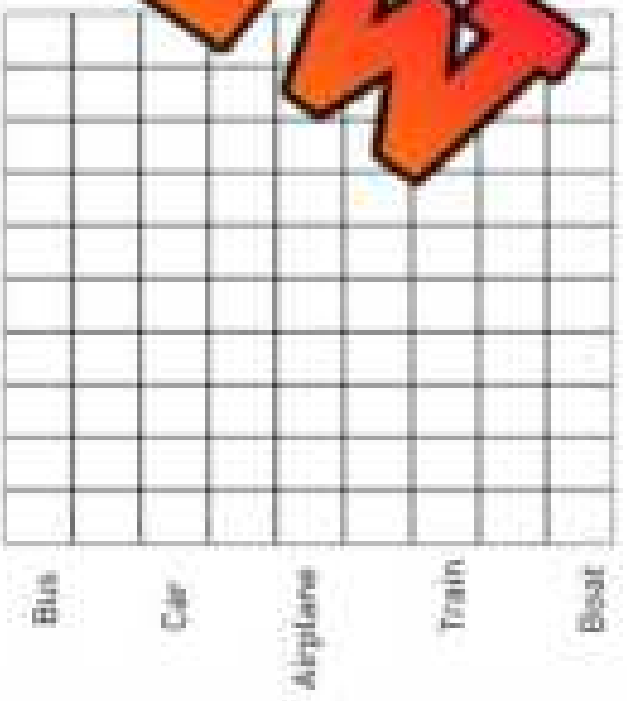



| Favourite Dessert | # of votes |
|---|---|
| Brownie | 21 |
| Ice Cream | 27 |
| Cookie | 15 |
| Donut | 12 |
| Pudding | 9 |

PREVIEW

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



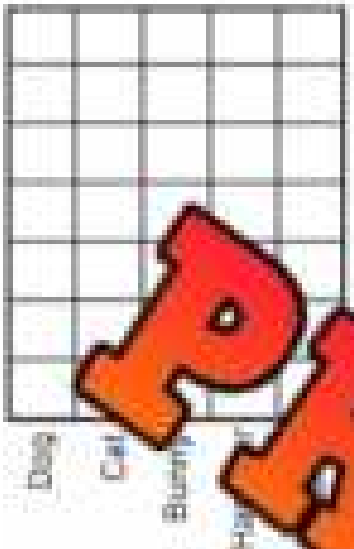



© Super Simple Resources

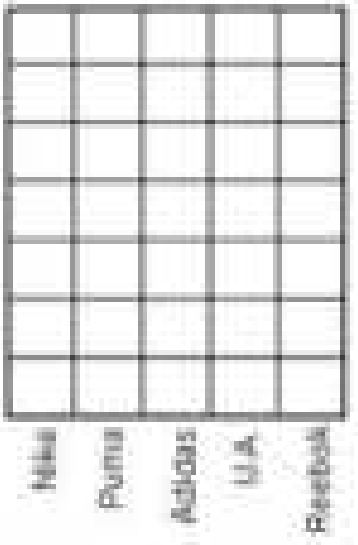
Name: _____ 39

# Creating Scale

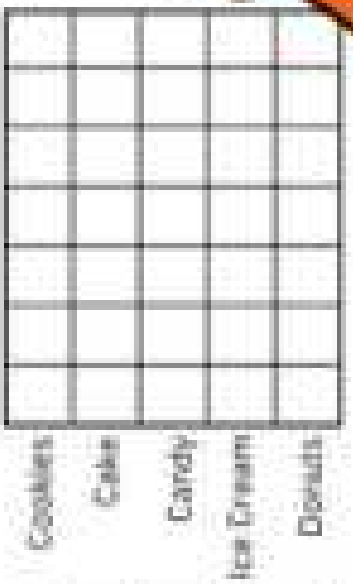
**Questions** 1) Read the numbers and decide which scale to use. 2) Draw your bar graphs.



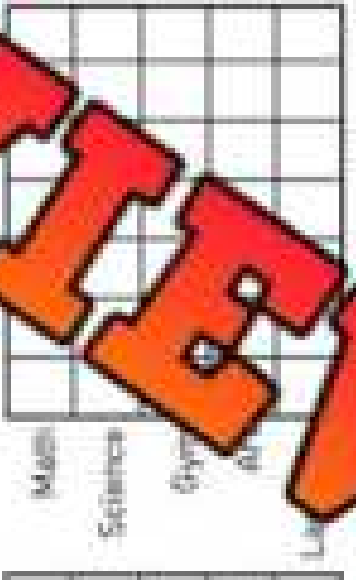

| Pets | Votes |
|---|---|
| Dog | 3 |
| Cat | 12 |
| Bunny | 18 |
| Hamster | 15 |
| Turtle | 9 |



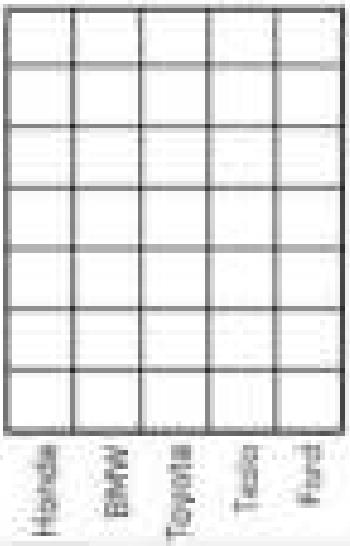

| Brand | Votes |
|---|---|
| Nike | 10 |
| Puma | 6 |
| Adidas | 3 |
| Under Armour | 8 |
| Reebok | 12 |



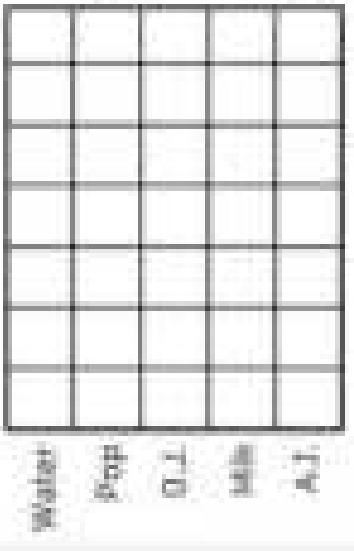

| Votes | |
|---|---|
| Cookies | 10 |
| Cake | 15 |
| Candy | 20 |
| Ice Cream | 25 |
| Donuts | 10 |




| Subject | Votes |
|---|---|
| Math | 8 |
| Science | 22 |
| Gym | 65 |
| Art | 41 |
| [illegible] | 30 |




| Cars | Votes |
|---|---|
| Honda | 200 |
| BMW | 450 |
| Toyota | 225 |
| Tesla | 675 |
| Ford | 350 |




| Drinks | Votes |
|---|---|
| Water | 700 |
| Pop | 1300 |
| Orange Juice | 550 |
| Milk | 150 |
| Apple Juice | 825 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ /0

# Frequency Table and Bar Graph

Cody asked 19 of his friends what their favourite meal of the day was. The results are below.

Friends: breakfast, breakfast, lunch, dinner, dinner, breakfast, breakfast, dinner, breakfast, breakfast, breakfast, dinner, lunch, breakfast, breakfast, dinner, dinner, breakfast, lunch

**Direction** Create a frequency table and then graph it in a bar graph

| | Breakfast | Lunch | Dinner |
|---|---|---|---|
| Friends | | | |



Title:

PREVIEW

Name: _____ A1

# Frequency Table and Bar Graph

Alex asked his classmates which music genre they liked the best. His results are below:

Rock, rap, pop, rock, pop, country, country, rock, pop, pop, rap, jazz, country, country, rock, pop, pop, pop, country, rap, pop, rap, country, rock, rock, pop, country, country, rap

**Direction** eate a frequency table by interpreting the data and then graph it

| | | | | | |
|---|---|---|---|---|---|
| Frequency | | | | | |



Title:

PREVIEW

Name: _____ 42

# Collecting Data

**Directions** Create your own statistical question and survey your classmates

| Statistical Question<br><br>Example: Which flavour of ice cream is most popular in grade 4s? | |
|---|---|
| Category | |
| Tally | |
| Frequency | |

PREVIEW

**Interpret** What did you learn from your [illegible]

**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 _____

_____

© Super Simple Resources

Name: _____ 43

# 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

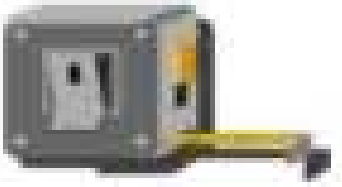
Name: _____ 44

# Quantitative vs Qualitative Observations

**Qualitative Observations**
use your senses to observe the results



**Quantitative Observations**
use measurement tools to make observations



PREVIEW

**Part 1** Observe the picture below with your senses. Write as many qualitative observations as you can (imagine the smell/noise/taste/feel)



Smell: _____

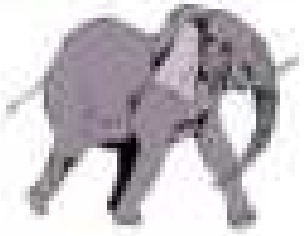
Feel: _____

_____

_____

_____

**Part 2** Pretend you can measure the weight, speed, and height of the animals below. Provide a quantitative observation (estimation of these



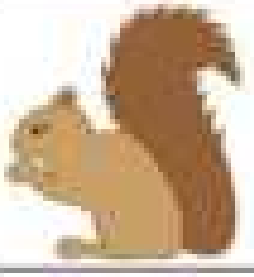
Height: _____cm
Weight: _____kg
Speed: _____km/h



Height: _____cm
Weight: _____kg
Speed: _____km/h



Height: _____cm
Weight: _____kg
Speed: _____km/h



Height: _____cm
Weight: _____kg
Speed: _____km/h

© Super Simple Sheets

Name: _____ 45

# Qualitative vs Quantitative Data

**Quantitative data**
Data that uses numbers (measured, counted)
– length, height, area, weight, time, etc.

**Qualitative data**
data that uses words (categories)
– choices, favourites, foods, colours, etc.

**Part 1** Read the description of the data and circle if it is quantitative or qualitative

| | | |
|---|---|---|
| 1) Leng[illegible] feet | Quantitative | Qualitative |
| 2) P[illegible] n North and South America | Quantitative | Qualitative |
| 3) Animals th[illegible] | Quantitative | Qualitative |
| 4) Number of m[illegible] n b[illegible] the Olympics | Quantitative | Qualitative |
| 5) How many movies [illegible] last | Quantitative | Qualitative |
| 6) Brand of shoes you're w[illegible] | Quantitative | Qualitative |
| 7) Favourite drink at a café | Quantitative | Qualitative |
| 8) How many steps you get a day | [illegible]itative | Qualitative |
| 9) Favourite type of exercise | | Qualitative |
| 10) How many hours of sleep you get a night | [illegible]nt | [illegible]litative |

PREVIEW

**Part 2** Write a quantitative and qualitative description fo[illegible]low

| 1) Topic – Sports | |
|---|---|
| Quantitative | |
| Qualitative | |

| 2) Topic – School | |
|---|---|
| Quantitative | |
| Qualitative | |

# Exit Cards

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

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Number of siblings
   Quantitative / Qualitative
2. Preferred social media platform
   Quantitative / Qualitative
3. Number of pets owned
   Quantitative / Qualitative
4. Type of transportation used
   Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Number of siblings
   Quantitative / Qualitative
2. Preferred social media platform
   Quantitative / Qualitative
3. Number of pets owned
   Quantitative / Qualitative
4. Type of transportation used
   Quantitative / Qualitative

PREVIEW

Name: _____ 47

# Collecting Data - Qualitative

We collect data so that we can learn more about something we are interested in. We also collect data to solve a problem.



**Examples:**
Area of Interest: "What is your favourite animal?"
Solving a Problem: "Are you coming to the party on Saturday?" (this solves the problem of how many will be attending the party).

**Survey Q**
**Area of**

Collect data by asking your classmates your survey question

**Survey Question:**
**Example: Wh**
**favourite colou** _____

| Categories | | | | |
|---|---|---|---|---|
| Tally | | | | |
| Frequency | | | | |

PREVIEW

**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 _____

_____

© Super Simple Sheets

Name: _____ 48

# Creating a Bar Graph

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

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



Name: _____ 51

# Collecting Data - Quantitative

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



**Example:**
Area of Interest: "How many hours do you watch TV a day?"
Solving a Problem: "How many hot dogs will you eat at the party this weekend?" (this solves the problem of how many hot dogs you'll need to buy for your party)

**Survey Q**
**Area o**

...llect data by asking your classmates your survey question

**Survey Quest**

**Example: How m... ks did you read this w...**

| Categories | | | | |
|---|---|---|---|---|
| Tally | | | | |
| Frequency | | | | |

PREVIEW

**Interpreting Your Survey Results**

1. How many people did you survey? _____
2. Which number/number range was the most popular? _____
3. Which number/number range was the least popular? _____
4. If you asked your entire school, which number/number range do you think would win? Explain. _____
5. Did any of the survey results surprise you?

I'm surprised that _____

_____

© Super Simple Sheets

Name: _____ 52

# 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

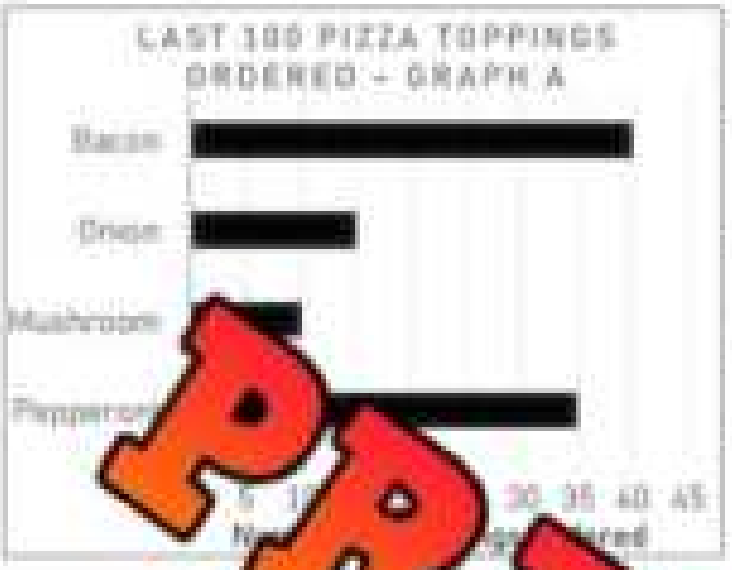
_____

© Super Simple Reports

superstimplereports.com

Name: _____ 55

# Displaying Data Using Different Graphs




| | Last 100 Pizza Toppings Ordered – Graph B |
|---|---|
| Bacon | |
| Onion | |
| Mushroom | |
| Pepperoni | |

= 5 toppings

**Questions** ns below

a) Which graph displays th ly? Explain your choice.

b) If you were reading this data quickly, which graph f Explain.

c) When do you think a bar graph is better than a pictograph?

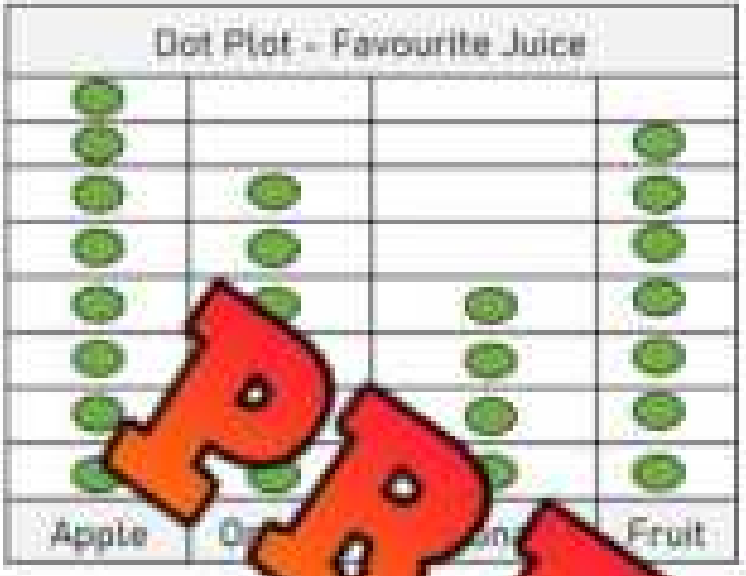
d) When do you think a pictograph is better than a bar graph?

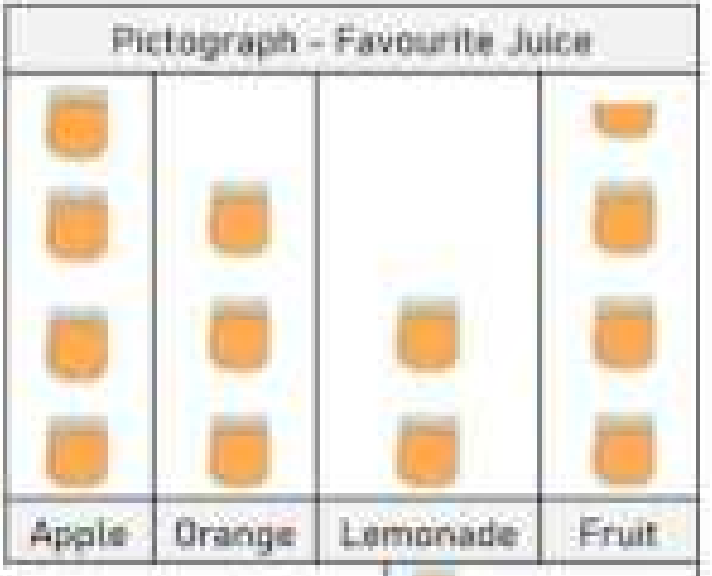
PREVIEW

© Super Simple Sheets

Name: _____ 56

# Displaying Data Using Different Graphs




PREVIEW

**Questions**

a) What is the difference between a dot plot and a pictograph? Which graph always uses one-to-one correspondence?

b) If you were reading this data quickly, which graph would be faster to read? Explain.

c) When do you think a dot plot is better than a pictograph?

d) When do you think a pictograph is better than a dot plot?

Name: _____ 67

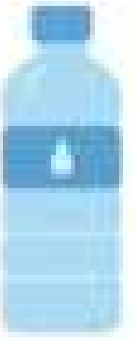
# Activity Title: Flip the Data

**Objective** What are we learning about?

Students will engage in a fun and active game where they read data from a bar graph and answer questions to earn the opportunity to flip a bottle or cup. This activity combines data interpretation skills with a physical challenge, adding excitement and a competitive element to learning.

**Materials** What you will need for the activity

- [illegible] cup [illegible]g
- A sm[illegible]board [illegible]splay bar graphs
- Timer (sto[illegible]artp[illegible])
- Question car[illegible] on [illegible] data
- Scoreboard to [illegible]





PREVIEW

**Instructions** How you will [illegible]

1. Divide the class into small teams, ideally of 3 [illegible]de[illegible]h.
2. Prepare a series of bar graphs to display [illegible]mar[illegible]with corresponding question cards that ask about [illegible].
3. One team at a time comes to the front where the g[illegible]pla[illegible].
4. Display the first bar graph on the smartboard.
5. The first student from the active team reads the graph and sel[illegible]card. Start the timer when the question is first shown.
6. The student answers the question based on the data presented in the graph. The teacher checks the answer.
7. If the student answers correctly, they flip their bottle or cup repeatedly until they land it upright. When they do, the next teammate can take their turn.
8. If the student's answer is incorrect, they must try another question card before they can attempt to flip.
9. The team's turn ends either when all members have successfully flipped their bottle/cup or when the timer reaches a set limit (e.g., 3 minutes).
10. Record the team's time or number of successful flips on the scoreboard.
11. Repeat steps 4-10 for each team. The team with the fastest time wins.

© Super Simple Sheets

Name: _____ SB

Graph 1 | What did you learn from the graph?




PREVIEW

© Super Simple Resources
supersimpleteachers.com

Name: _____ S9

Graph 2 | What did you learn from the graph?




PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 61

Graph 4 | What did you learn from the graph?




PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 63

**Questions** | Choose a question to ask the student who is about to flip their bottle

| |
|---|
| What is the title of the graph? |
| What is the title of the Y-axis? |
| What is the title of the X-axis? |
| What does each bar on the graph represent? |
| Which category has the highest value? |
| Which category has the lowest value? |
| How many categories are displayed on the graph? |
| What is the range of values on the Y-axis? |
| What is the total number of units represented by all bars? |
| What is the difference in value between the highest and lowest categories? |
| Are there any categories that have similar values? |
| How does the value of one specific category compare to others? |
| What could be a possible reason for the highest value? |
| What could be a possible reason for the lowest value? |
| What trends can you observe from the graph? |
| How might this data be useful? |
| If you could add another category to this graph, what would it be? |
| How would you describe the overall distribution of data? |
| What insights or conclusions can you draw from this graph? |
| How might the information on the graph impact decisions or opinions? |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 64

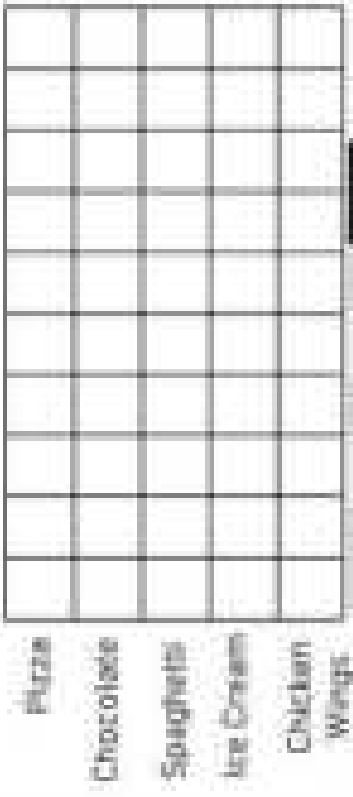
# Unit Test – Statistics and Probability

**Part 1** Read the description of the data and circle if it is quantitative or qualitative

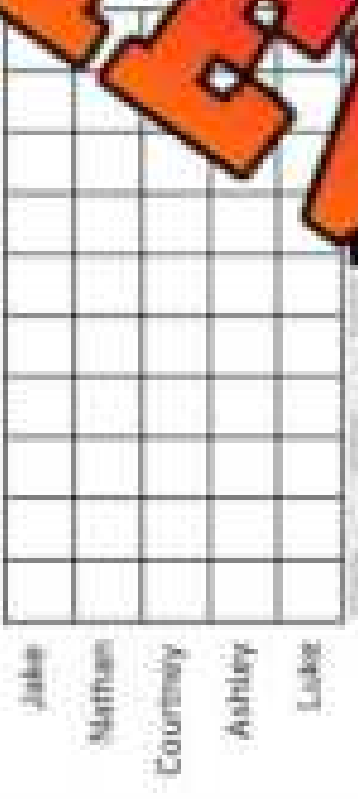
| | |
|---|---|
| 1) Number of cans collected for the food drive | Quantitative Qualitative |
| 2) Height of the animals in a zoo | Quantitative Qualitative |
| 3) Favourite colour of grade 4 students | Quantitative Qualitative |
| 4) Snowfall | Quantitative Qualitative |
| 5) Which hobby do you enjoy | Quantitative Qualitative |

PREVIEW

**Part 2** Draw the bar graph of each of the graphs below




| Favourite Food | # of votes |
|---|---|
| Pizza | 12 |
| Chocolate | 6 |
| Spaghetti | 8 |
| Ice Cream | 16 |
| Chicken Wings | 6 |

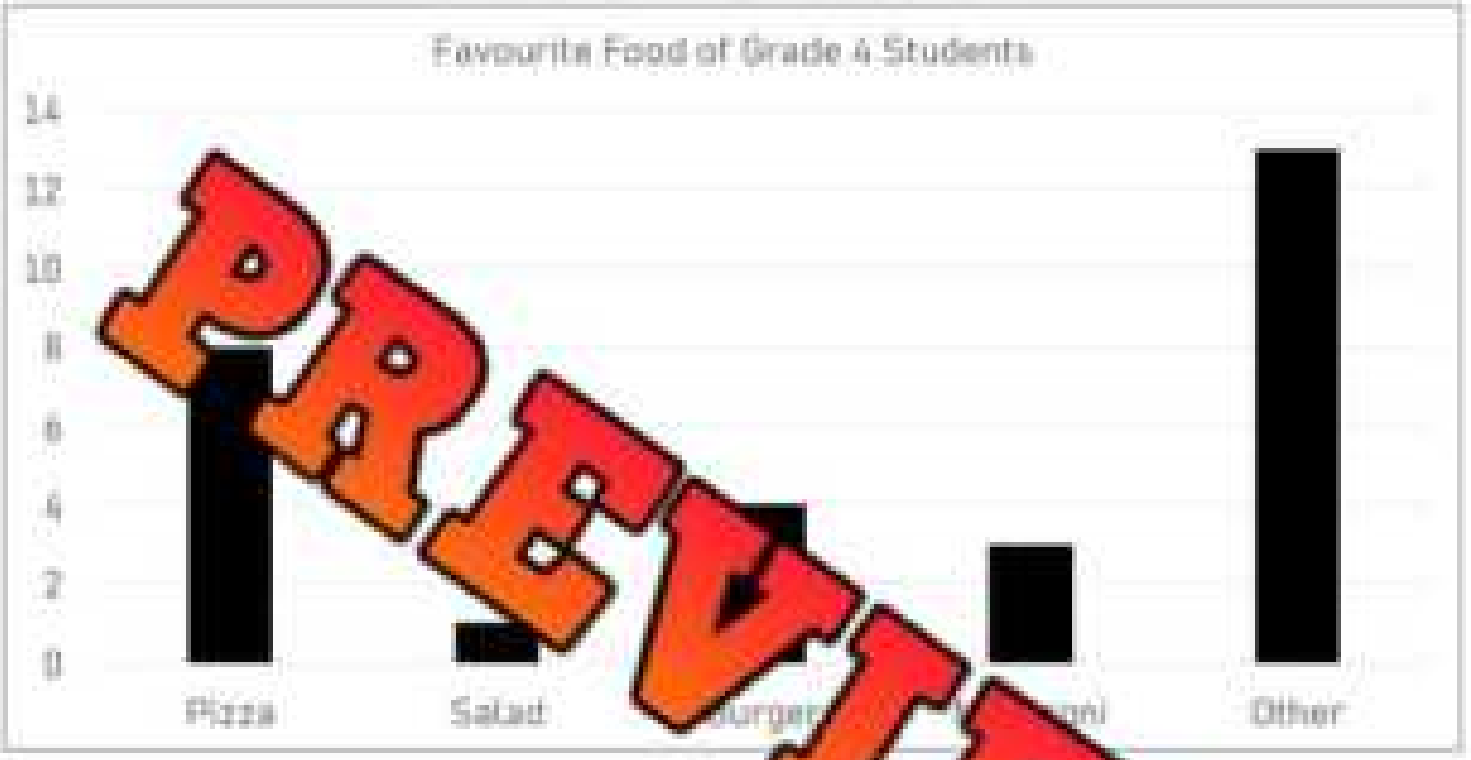



| | # of points |
|---|---|
| Jake | 15 |
| Nathan | 30 |
| Courtney | 15 |
| Ashley | 21 |
| Luke | 9 |

© Super Simple Sheets

**Part 3** Read the graph and answer the questions below

Mr. Simpson collected data from his grade 4 class. He asked them what their favourite food is. He graphed the results in the bar graph below.




PREVIEW

| | |
|---|---|
| a) Which food was the most popular? | |
| b) How many more students voted for pizza than salad? | |
| c) What is the scale of the graph? | |
| d) Was the "other" category more popular than pizza and burgers together? | |
| e) Which three foods together add up to the total number of votes pizza received? | |
| f) How many students were surveyed? | |

© Super Simple Sheets
super simplesheets.com

**Part 4** Graph the data below in a bar graph

The grade 4s were asked which entertainment they liked the best. The results are below:

| Movies | TV Shows | YouTube | Video Games | Music |
|---|---|---|---|---|
| 9 | 12 | 21 | 27 | 15 |




| | |
|---|---|
| a) Which form of entertainment was most popular? | |
| b) How many more votes did video games get than music? | |
| c) What scale did you choose for the graph? | |
| d) How many students were surveyed? | |

© Super Simple Sheets
supersimplesheets.com

# Google Slides Lessons Preview

© Super Simple Sheets

# Saskatchewan Math Curriculum
# Shape & Space – Grade 5

## 3-Part Lesson Format

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





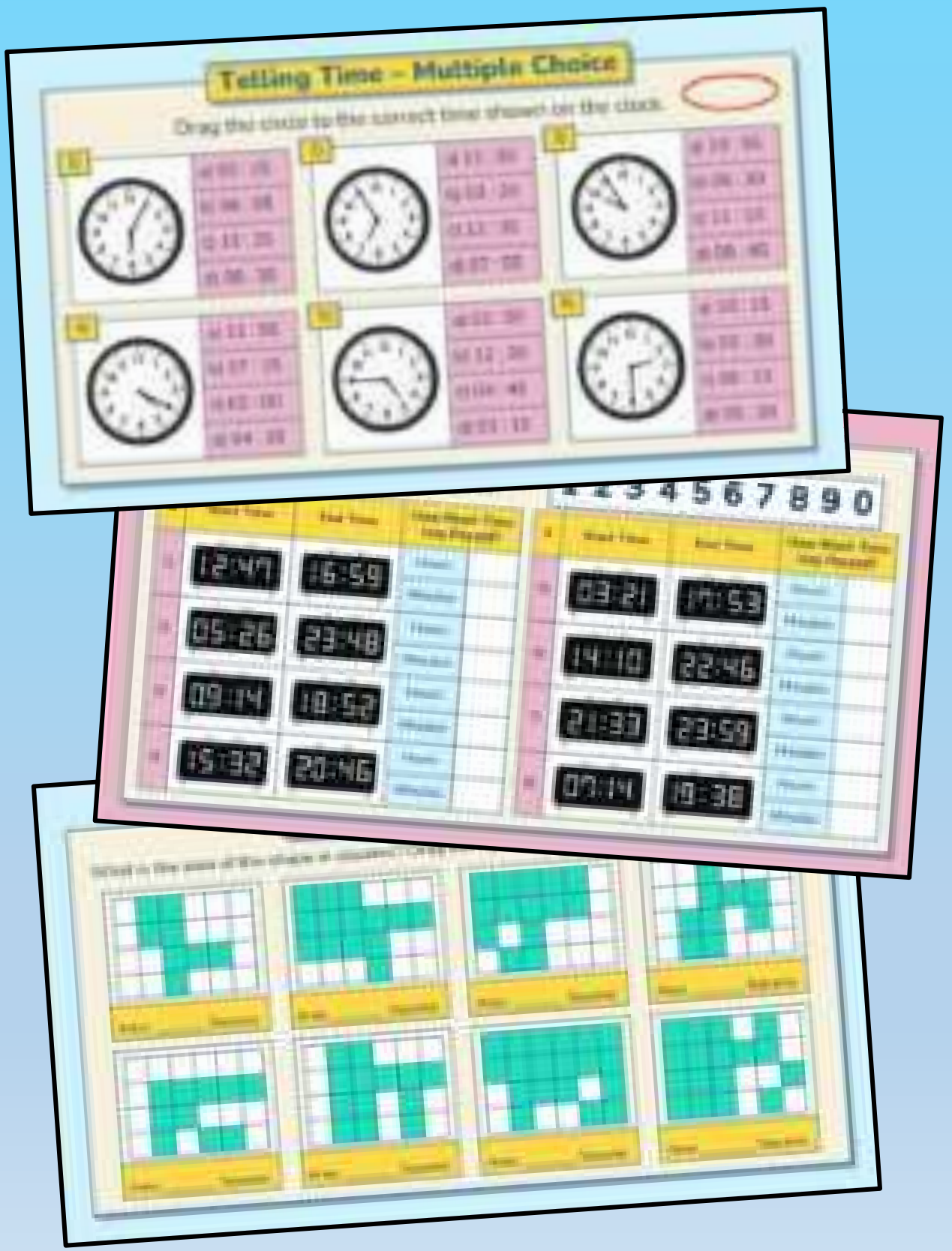


### Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

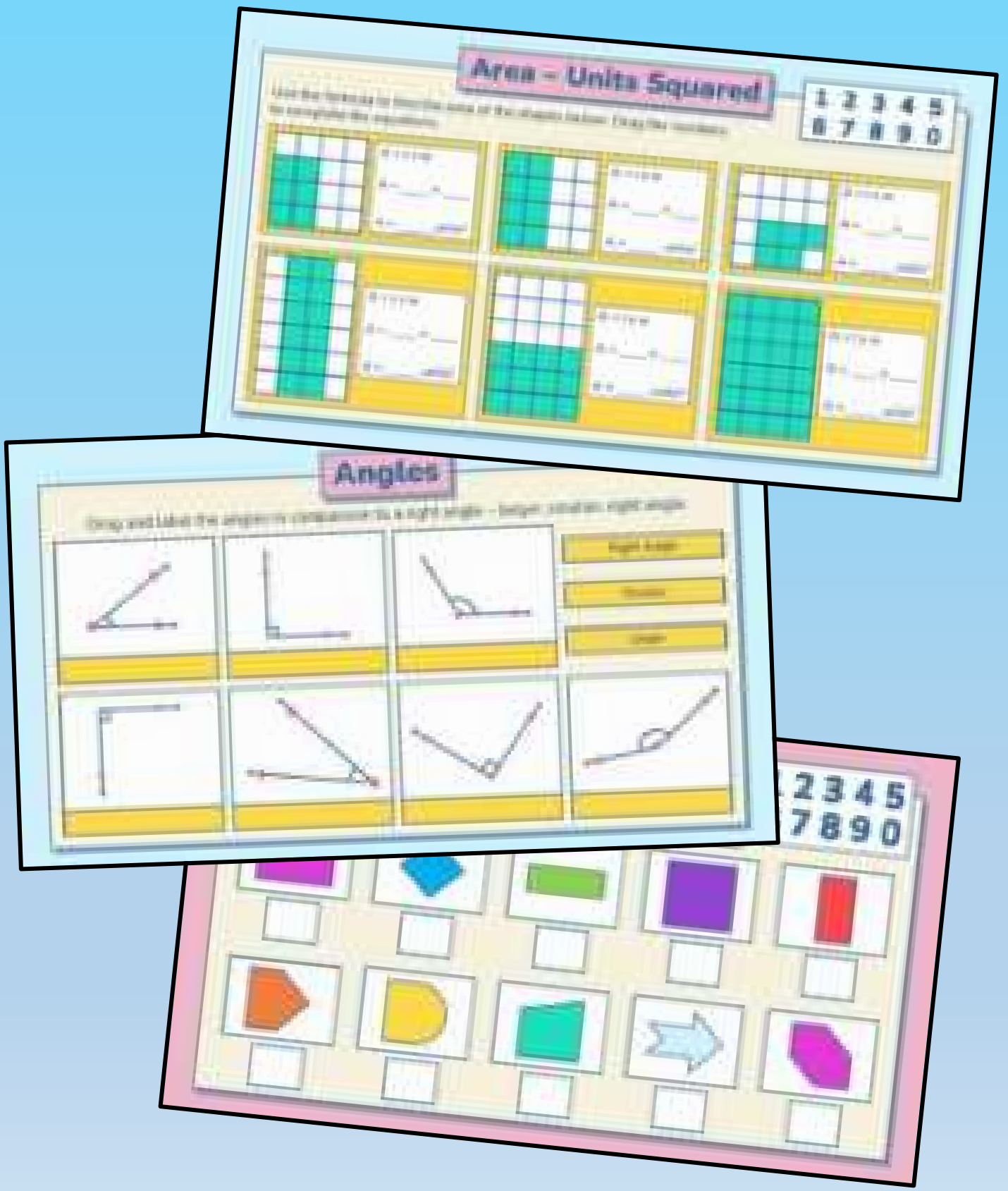
### Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



# Saskatchewan Math Curriculum
# Shape & Space – Grade 5



# Saskatchewan Math Curriculum
# Shape & Space – Grade 4



# Workbook Preview

© Super Simple Sheets



# Grade 4

# Shape and Space



| | Curriculum Expectations | Pages |
|---|---|---|
| SS4.1 | Demonstrate an understanding of time by:<br><br>- reading and recording time using digital and analog clocks (including 24 hour clocks)<br>- reading and recording calendar dates in a variety of formats | 5 - 68 |
| SS4.2 | Demonstrate an understanding of area of regular and | 08 |
| SS4.3 | Demonstrate an understanding of rectangular and triangular prisms by:<br><br>- identifying common attributes<br>- comparing<br>- constructing models | 111 - 136 |
| SS4.4 | Demonstrate an understanding of line symmetry by:<br><br>- identifying symmetrical 2- D shapes<br>- creating symmetrical 2- D shapes<br>- drawing one or more lines of symmetry in a 2-D shape | 137 - 164 |
| Unit Tests | Quizzes and Assessments | 69 - 71, 109 - 110, 165 - 166 |

Preview of 125 pages from this product that contains 297 pages total.

© Super Simple Sheets

super simplesheets.com

Name: _____ 5

# Telling Time – Digital Clocks

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

**Examples**

**7:20**

**Hour = 7 Minutes = 20**

**2:47**

**Hour = 2 Minutes = 47**

**Part 1** Fill in the answers below – Hours and Minutes

1) _____

Hour = _____ Minutes = _____

2) **1:58**

Hour = _____ Minutes = _____

3) **9:28**

Hour = _____ Minutes = _____

4) **4:37**

Hour = _____ Minutes = _____

5) **11:42**

Hour = _____ Minutes = _____

6) _____

Hour = _____ Minutes = _____

PREVIEW

**Part 2** Fill in the answers below – Hours, Minutes and Seconds

Example **10:24:18** Hour = 10 Minutes = 24 Seconds = 18

1) **3:17:12**

Hour = _____ Minutes = _____ Seconds = _____

2) **12:43:35**

Hour = _____ Minutes = _____ Seconds = _____

3) **9:12:38**

Hour = _____ Minutes = _____ Seconds = _____

4) **5:23:02**

Hour = _____ Minutes = _____ Seconds = _____

© Super Simple Sheets

Name: _____ 6

# Digital Clocks – How Much Time Has Elapsed

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

| Start Time | End Time | How Much Time Has Passed? | |
|---|---|---|---|
| [illegible] | 8:15 | Hours | 3 |
| | | Minutes | 15 |
| [illegible] | 5:47 | Hours | |
| | | Minutes | |
| 5:00 | [illegible] | Hours | |
| | | Minutes | |
| 4:02 | 10:12 | [illegible] | |
| | | [illegible] | |
| 6:28 | 10:45 | H[illegible] | |
| | | Minutes | |
| 2:00 | 9:59 | Hours | |
| | | Minutes | |
| 6:35 | 11:48 | Hours | |
| | | Minutes | |

PREVIEW

© Super Simple Sheets

super.simplesheets.com

Name: _____ 8

# Digital Clocks – How Much Time Has Elapsed

**Questions** Read the digital clocks. How many minutes/seconds have gone by?

| Start Time | End Time | How Much Time Has Passed? | |
|---|---|---|---|
| 4 : 11 : 16 | 4 : 24 : 45 | Minutes | 13 |
| | | Seconds | 29 |
| 5 : 01 : | 5 : 08 : 28 | Minutes | |
| | | Seconds | |
| 8 : 21 : 08 | : | Minutes | |
| | | Seconds | |
| 6 : 34 : 36 | 6 : 59 : | | |
| | | Mi | |
| 7 : 14 : 32 | 7 : 22 : 55 | Seconds | |
| 1 : 37 : 35 | 1 : 52 : 53 | Minutes | |
| | | Seconds | |
| 3 : 27 : 14 | 3 : 39 : 35 | Minutes | |
| | | Seconds | |

PREVIEW

© Super Simple Sheets

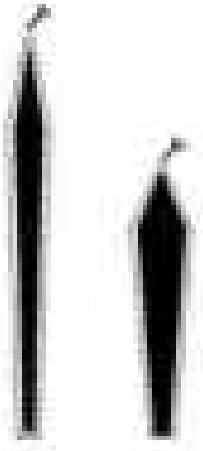
super simplesheets.com

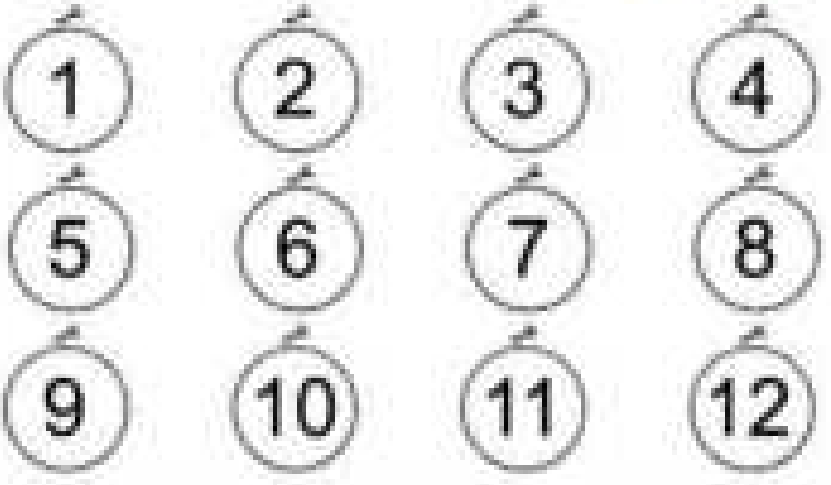
Name: _____ 9

# Making a Clock

**Directions** Cut out the parts of the clock and paste them in the right spots.






© Super Simple Sheets

Name: _____ 10

# Analog Clock

An **analog clock** tells us what time it is. The short hand tells us what hour it is. When the hour hand moves around, it goes up by 1 each time. The long hand tells us how many minutes have gone by in the hour. The long hand goes up by 5 minutes at each interval.

**Part 1** Fill in the minutes around the clock. Then label the hour and minute hand




PREVIEW

**Part 2** How many minutes have gone by in the hour?



_____ _____ _____ _____ _____

© Super Simple Sheets

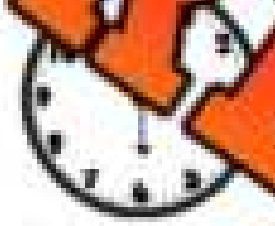
Name: _____ 11

# Telling Time – Nearest Hour

**Questions** What time is it? Write the times on the digital clocks below

1) 
:00

2) 
:00

3) 
:00

4) 
:00

5) 
:00

6) 
:00

7) 
:00

8) 
:00

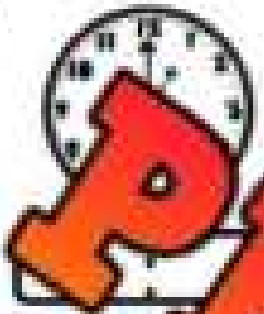
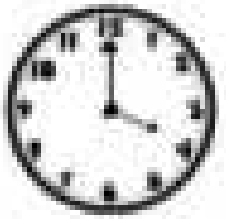
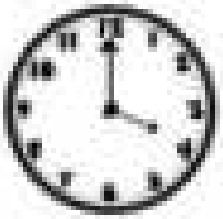
PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 13

# How Many Hours Have Passed ?

**Questions** Label the clocks and determine how many hours have gone by?

| Start Time | End Time | How Much Time Has Passed? |
|---|---|---|
| 1)  : |  : | _____ Hours |
| 2)  : |  : | _____ Hours |
| 3)  : |  : | |
| 4)  : |  : | _____ Hours |

PREVIEW

Name: _____ 15

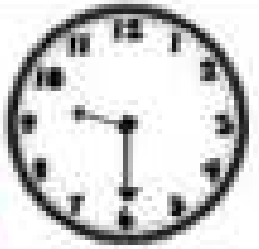
# Telling Time – Half Past

**Questions** What time is it? Write the times on the digital clocks below

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

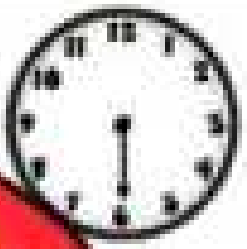
PREVIEW

© Super Simple Sheets
super.simplesheets.com

Name: _____ 16

# Drawing Clocks – Half Past

**Part 1** Draw the hour hand on the clocks below to show the correct time

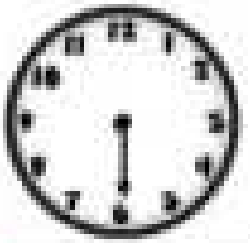
1) 

2) 

9:30

3) 

1:30

4) 

7:30

**Part 2** Draw the minute hand on the clocks below to show the correct time

1) 

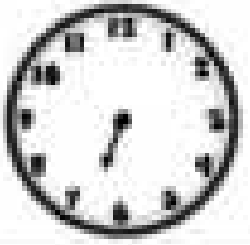
2:30

2) 

12:30

3) 

11:30

4) 

6:30

PREVIEW

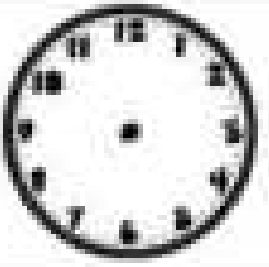
© Super Simple Sheets

Name: _____ 17

# Drawing Clocks – Half Past

**Questions** Draw the hour and minute hand to show what time it is

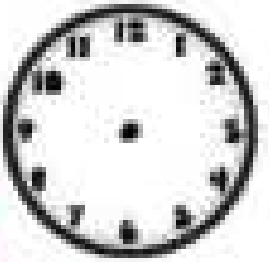
1) 

2) 

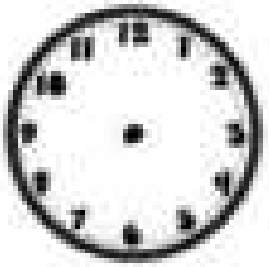
2:30

3) 

5:30

4) 

10:30

5) 

1:30

6) 

4:30

7) 

8:30

8) 

7:30

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 18

# Math Activity: Time Travelers

**Objective** What are we learning about?

To help students learn to read analog clocks and calculate elapsed time between two events.

**Materials** What you will need for the activity

- [illegible]
- [illegible]
- Scissors
- Brass paper fasteners
- Worksheets with [illegible]



**Instructions** How you will complete the activity

1. Distribute one paper plate to each student. Have them write the numbers 1 through 12 on the face.
2. Instruct students to write the numbers 1 through 12 in the appropriate places around the edge of the plate.
3. Have students cut out two arrows from paper — a longer one for the minute hand and a shorter one for the hour hand.
4. Show the students how to attach the clock hands to the center of the plate using a brass paper fastener, making sure the hands can move freely.
5. Demonstrate how to set the clock to a specific time, then show changing the time to demonstrate elapsed time.
6. Provide each student with a worksheet that contains various times and ask them to set their paper clock to start at the first time and then move the hands to the second time.
7. Discuss as a class how to figure out how many hours and minutes have passed between the two times.

PREVIEW

Name: _____ 19

# Math Activity: Time Travelers

**Questions** | Answer the questions below



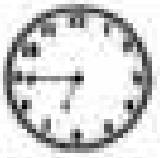
| | Word Problems | Answers |
|---|---|---|
| 1 | Set your paper clock to 3:00 PM. Move the hands to show 5:45 PM. How many hours and minutes have passed? | |
| 2 | If you start your homework at 4:30 PM and finish at 6:15 PM, how long did you work on homework? | |
| 3 | Your soccer practice starts at 10:00 AM and ends at 11:30 AM. What is the duration of your soccer practice? | |
| 4 | If a movie begins at 7:00 PM and ends at 9:30 PM, how long is the movie? | |
| 5 | Suppose you go to bed at 8:00 PM and wake up at 6:00 AM the next day. How many hours did you sleep? | |

PREVIEW

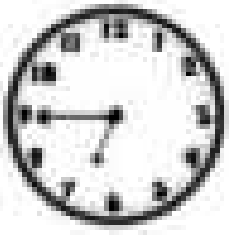
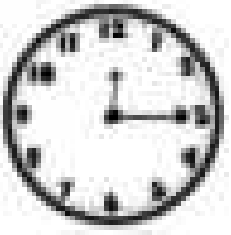
© Super Simple Sheets

Name: _____ 20

# Telling Time – Quarter To, Quarter After

|  Quarter To |  Quarter After |
|---|---|

**Questions** Is the time – Quarter To or Quarter After? Circle the answer

| | | |
|---|---|---|
| 1)  Quarter To Quarter After | 2)  Quarter To Quarter After | 3)  Quarter To Quarter After |
| 4)  Quarter To Quarter After | 5)  Quarter To Quarter After | 6)  Quarter To Quarter After |
| 7)  Quarter To Quarter After | 8)  Quarter To Quarter After | 9)  Quarter To Quarter After |
| 10)  Quarter To Quarter After | 11)  Quarter To Quarter After | 12)  Quarter To Quarter After |

PREVIEW

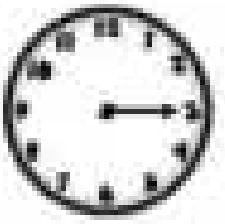
© Super Simple Sheets

Name: _____ 22

# Drawing Clocks – Quarter To, Quarter After

**Part 1** Draw the hour hand on the clocks below to show the correct time

1) 

2) 

4:15

3) 

3:15

4) 

7:45

**Part 2** Draw the minute hand on the clocks below to show the correct time

1) 

9:15

2) 

10:15

3) 

8:45

4) 

2:45

PREVIEW

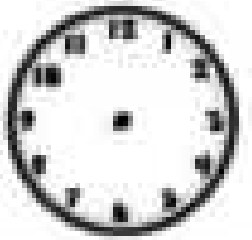
© Super Simple Sheets

Name: _____ 23

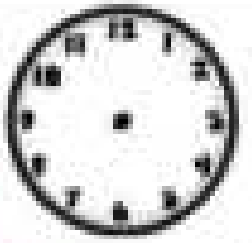
# Drawing Clocks – Quarter To, Quarter After

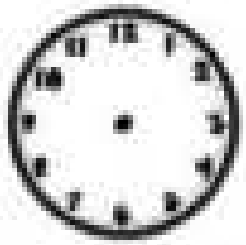
**Questions** Draw the hour and minute hand to show what time it is

1) 

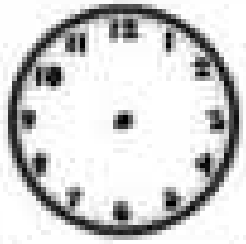
2) 
2:15

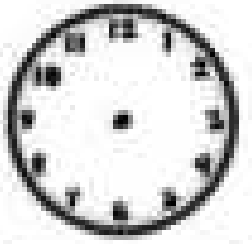
3) 
4:15

4) 
6:15

5) 
5:45

6) 
3:15

7) 
8:45

8) 
7:45

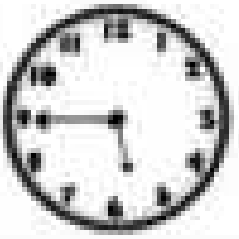
PREVIEW

Name: _____ 2A

# Telling Time – Every 5 Minutes

**Questions** Read the clock and write the time below

1) 

2) 

3) 

4) 

5) 

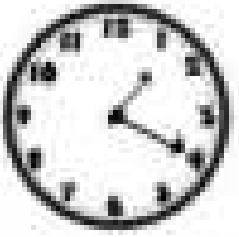
6) 

7) 

8) 

9) 

10) 

11) 

12) 

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 26

# Telling Time – Multiple Choice

**Questions** | Circle the time showing on the clock

1)



- 09:50
- 11:50
- 09:55

2)



- 02:30
- 06:10
- 01:30

3)



- 01:40

4)



- 11:25
- 11:50
- 05:55

5)



- 07:45
- 09:35
- 06:45

6)



- 05:35

7)



- 03:45
- 02:40
- 08:15

8)



- 10:30
- 03:45
- 10:15

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 27

# Telling Time – Multiple Choice

**Questions** | Write the letter from below under each clock

1) 

2) 

3) 

4) 

5) 

6) 

7) 

8) 

PREVIEW

Ⓐ 10 : 55 | Ⓑ 4 : 40 | Ⓒ 9 : 45 | Ⓓ 12 : 25 | Ⓔ 10 : 15

Ⓕ 8 : 55 | Ⓖ 9 : 10 | Ⓗ 4 : 00 | Ⓘ 11 : 20

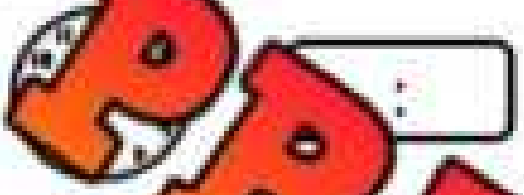
© Super Simple Sheets

# Exit Cards

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

Name: _____

1) What time is it?



2) Draw the time on the clock: 5:15



Name: _____

1) What time is it?

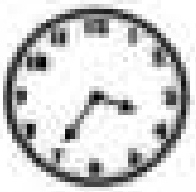


2) Draw the time on the clock: 5:15

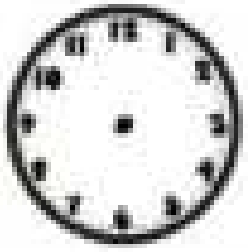


Name: _____

1) What time is it?

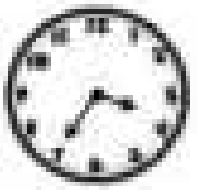


2) Draw the time on the clock: 5:15

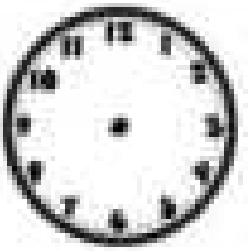


Name: _____

1) What time is it?



2) Draw the time on the clock: 5:15



PREVIEW

© Super Simple Sheets

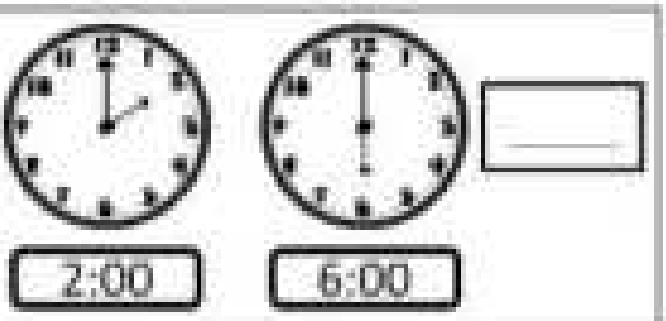
super-simple-sheets.com

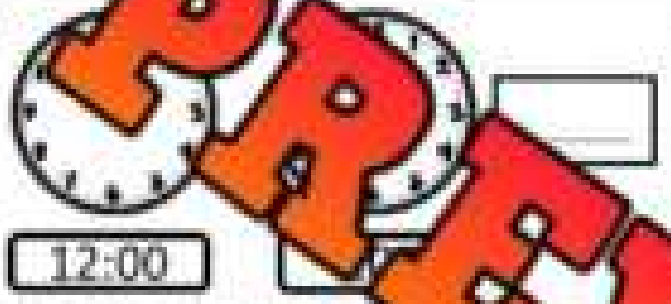
Name: _____ 29

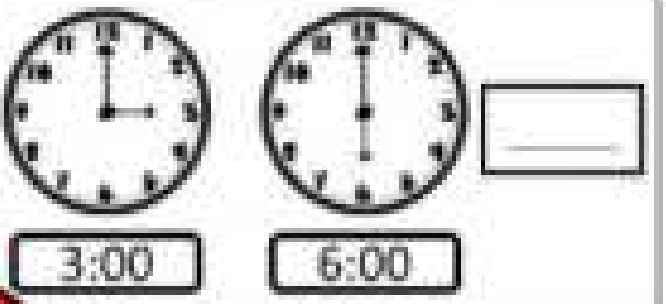
# Elapsed Time – Nearest Hour

**Part 1** How much time has gone by from the first clock to the second clock?

1) 


2) 

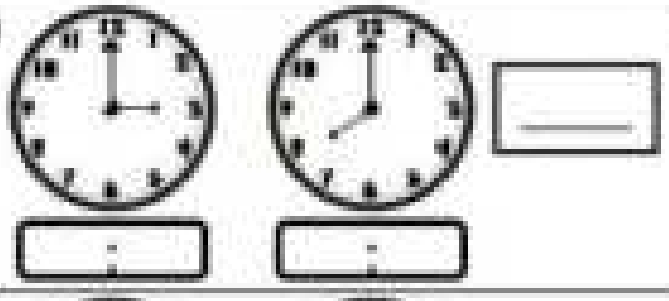

3) 

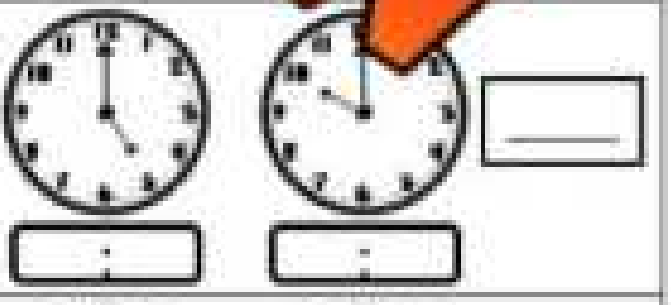

4) 

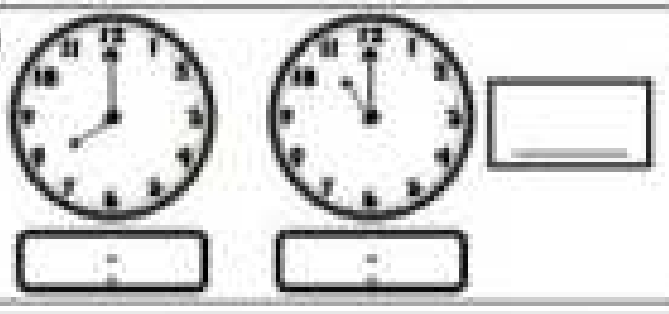

5) 

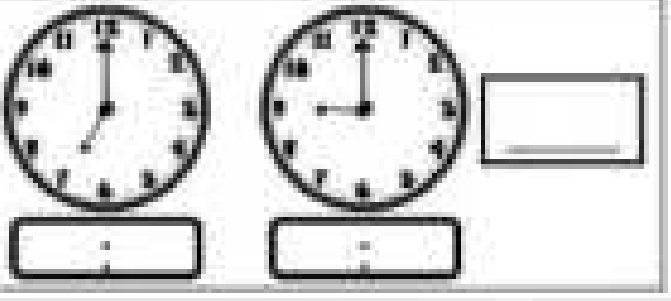

PREVIEW

**Part 2** What time is it? How much time has gone by from the [illegible] next

1) 

2) 

3) 

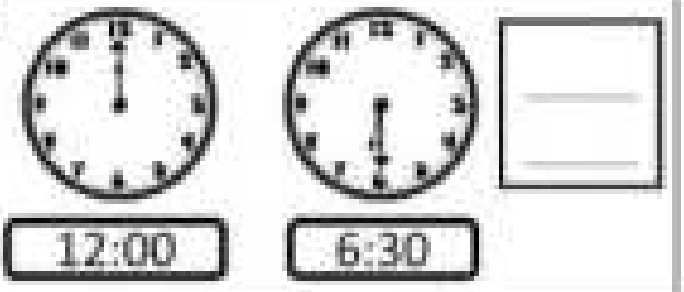
4) 

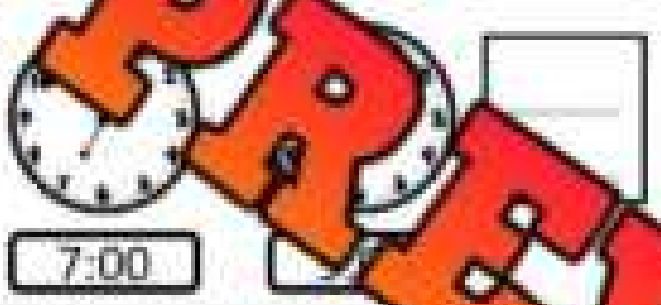
Name: _____ 30

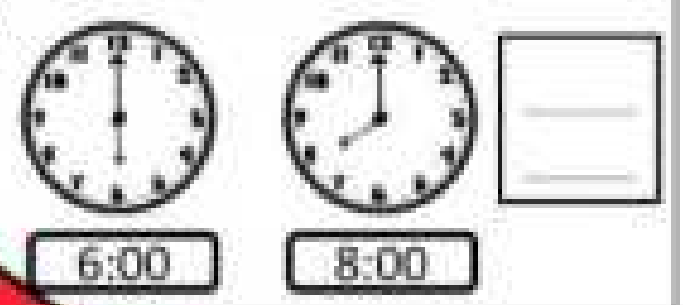
# Elapsed Time – Half Past

**Part 1** How much time has gone by from the first clock to the second clock?

1) 
4hrs 30 mins

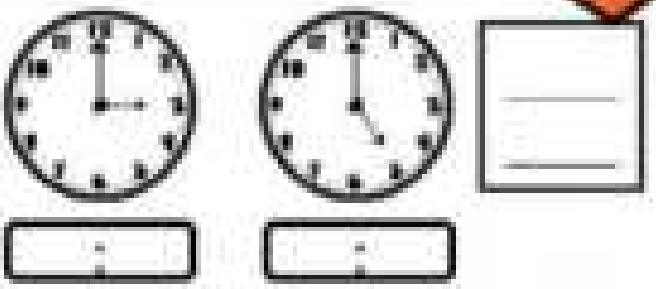
2) 
12:00 6:30

3) 
7:00

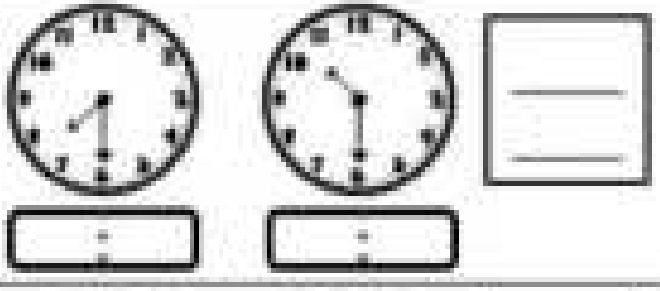
4) 
6:00 8:00

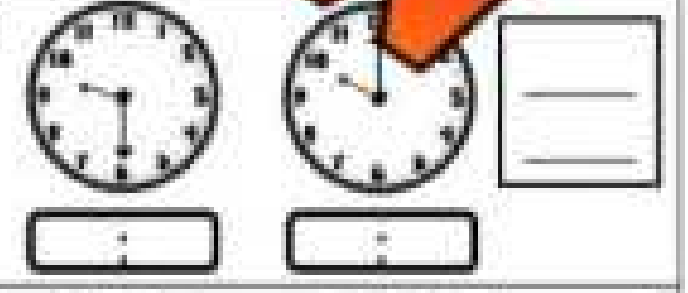
PREVIEW

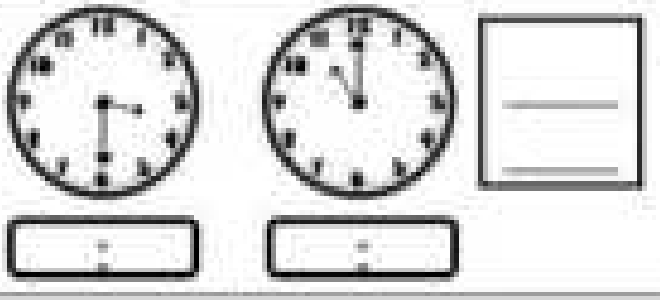
**Part 2** What time is it? How much time has gone by from the first clock to the next

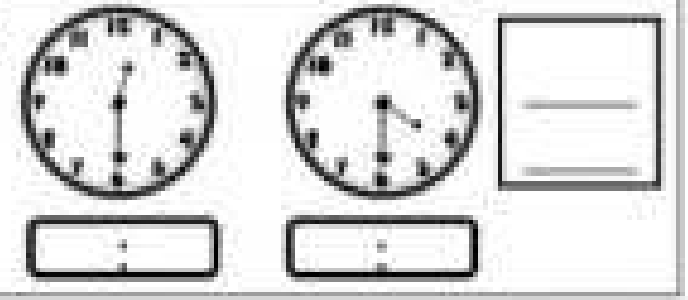
1) 

2) 

3) 

4) 

5) 

6) 

© Super Simple Sheets

Name: _____ 33

# Telling Time – Every Minute

**Questions** Read the clock and write the time below

1) 
: _____

2) 
: _____

3) 
: _____

4) 
: _____

5) 
: _____

6) 
: _____

7) 
: _____

8) 
: _____

9) 
: _____

10) 
: _____

11) 
: _____

12) 
: _____

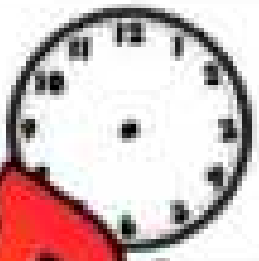
PREVIEW

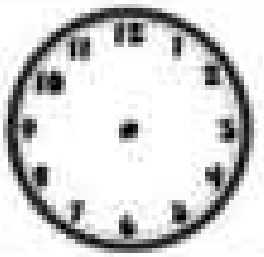
© Super Simple Sheets
supersimplesheets.com

Name: _____ 34

# Telling Time – Every Minute

**Questions** Draw the hour and minute hands on the clocks below

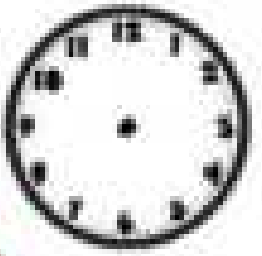
1) 

2) 

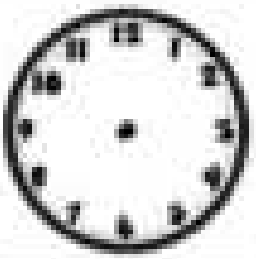
6:37

3) 

1:21

4) 

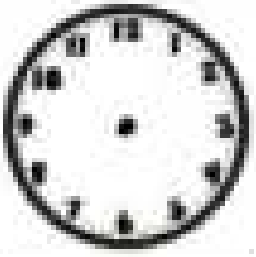
:08

5) 

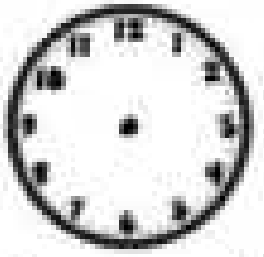
9:59

6) 

10:42

7) 

7:14

8) 

12:39

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 35

# Matching Game: Telling Time To The Nearest Minute

**Objective** What are we learning about?

To help students practice telling time to the nearest minute by matching digital times to their analog counterparts.

**Materials** You will need for the activity.

- Pre-prepared [illegible] matching game cards with digital and analog clocks.
- Small bags or envelopes [illegible] sets for each group



**Instructions** How you will complete the activity.

1. Before the class, the teacher will cut out the pre-prepared matching game cards.
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards – one digital time with its matching analog clock.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

PREVIEW

© Super Simple Sheets

Name: _____ 36

Cards | Matching Game Cards

| Analog Clock | Digital Clock |
| --- | --- |
|  | 12:16 |
|  | 1:50 |
|  | 6 |
|  | 8:16 |
|  | 9:38 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 37

Cards | Matching Game Cards

| Analog Clock | Digital Clock |
| --- | --- |
|  | 12:21 |
|  | 3:44 |
|  | [illegible] |
|  | 5:52 |
|  | 12:53 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 38

Cards | Matching Game Cards

| Analog Clock | Digital Clock |
| --- | --- |
|  | 9:01 |
|  | 4:50 |
|  | 7 |
|  | 2:27 |
|  | 10:58 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 39

# Telling Time – Seconds

**Questions** What time is showing on the clock?

1)



: :

2)



: :

3)



: :

4)



: :

5)



: :

6)



: :

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 41

# Telling Time – Seconds

**Questions** Draw the hour, minute, and second hands to represent the time

1)



2)



8:30:35

3)



2:05:45



5)



7:55:10

6)



3:40:50

PREVIEW

# Exit Cards

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

Name: _____

1) What time is it?



: :

2) Draw the time on the clock.



4:28:35

Name: _____

1) What time is it?



: :

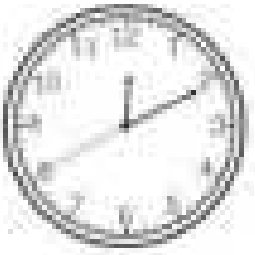
2) Draw the time on the clock.



4:28:35

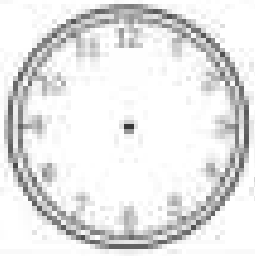
Name: _____

1) What time is it?



: :

2) Draw the time on the clock.



4:28:35

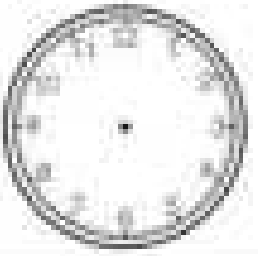
Name: _____

1) What time is it?



: :

2) Draw the time on the clock.



4:28:35

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 45

# 24 – Hour Clock

**Part 1** Convert the time by filling in the table

| | 24-Hour Time | 12-Hour Time |
|---|---|---|
| 1) | 15:00 | |
| 2) | 17:30 | |
| 3) | 3:10 | |
| 4) | | 2:00pm |
| 5) | | 8:15am |
| 6) | | 10:00pm |
| 7) | | |
| 8) | | |
| 9) | | 6:07pm |
| 10) | 7:57 | |

PREVIEW

**Part 2** Answer the questions below

| | Questions | |
|---|---|---|
| 1) | Hunter's plane leaves at 19:25. What time in AM/PM does Hunter's plane leave? | |
| 2) | Stacey is taking a train at 4:45pm. What time in 24-hour time is the train leaving? | |
| 3) | The baseball game is on at 10:15pm tonight. What time in 24-hour time is the game on at? | |
| 4) | The surgery is planned for 15:27. What time is the surgery in 12-hour time? | |
| 5) | The movie starts at 7:15pm. What time in 24-hour time is the movie starting? | |

© Super Simple Sheets
supersimplesheets.com

Name: _____ 66

# Time – AM and PM

| AM | PM |
|---|---|
| • An abbreviation of the Latin phrase ante meridiem (a.m.)<br>• Means before midday (before noon) | • An abbreviation of the Latin phrase post meridiem (p.m.)<br>• Means after midday (after noon) |

## Part 1 Circle the correct option

| | Description | AM | PM |
|---|---|---|---|
| 1) | W… the… | AM | PM |
| 2) | … brea… | AM | PM |
| 3) | Steven … | AM | PM |
| 4) | Dennis wo… arro… 8:30… | AM | PM |
| 5) | Erica saw the sta… | AM | PM |
| 6) | Charlie goes to school… | AM | PM |
| 7) | Ryan has basketball practice at… | AM | PM |

PREVIEW

## Part 2 Fill in the time using a.m. or p.m.

1) : am / pm

2) : am / pm

3) : am / pm

4) : am / pm

5) : am / pm

6) : am / pm

© Super Simple Sheets
supersimplesheets.com

Name: _____ 4/7

# 24 – Hour Clock

**Questions** How much time has gone by from the start to end time?

| | Start Time | End Time | How Much Time Has Passed? | |
|---|---|---|---|---|
| 1) | 5 : 17 | 18 : 20 | Hours | 12 |
| | | | Minutes | 3 |
| 2) | 16 : [illegible] | 22 : 45 | Hours | |
| | | | Minutes | |
| 3) | 10 : 32 | [illegible] | Hours | |
| | | | Minutes | |
| 4) | 5 : 26 | 11 : 5[illegible] | [illegible] | |
| | | | [illegible] | |
| 5) | 9 : 15 | 17 : 33 | H[illegible] | |
| | | | Minutes | |
| 6) | 2 : 22 | 21 : 49 | Hours | |
| | | | Minutes | |
| 7) | 15 : 18 | 23 : 41 | Hours | |
| | | | Minutes | |

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 48

# Math Activity: 24-Hour Time Challenge

**Objective** — What are we learning about?

To help students understand and practice converting times between 12-hour and 24-hour clock formats.

**Materials** — What you will need for the activity.

- [illegible] conversion chart
- [illegible] written in 12-hour format
- Flashcards [illegible] in 24-hour format
- A buzzer [illegible]
- A clock face [illegible]




**Instructions** — How you [illegible]

1. Start by explaining the 24-hour [illegible]mat, [illegible]er as a visual guide to show how times after noon are calculated [illegible]0 PM [illegible]0.
2. Introduce the flashcards, each showing a ti[illegible]rmat.
3. Divide the class into two teams and explain that the[illegible]the times correctly.
4. Place the flashcards face down on a table. A student from one [illegible]card and has to convert the time to the opposite format.
5. Use the buzzer or bell to signal when they believe they have the correct answer.
6. Award points for correct answers and provide the correct answer for incorrect or missed attempts.
7. Alternate turns between the teams, ensuring each student has at least one chance to participate.
8. Keep score and discuss any tricky conversions after each round.
9. Summarize key points at the end of the game, reinforcing the method to convert times, especially those crossing noon and midnight.

PREVIEW

Name: _____ 49

**Flashcards** | Cut out the times below to use for the activity.

| | |
|---|---|
| 12:00 AM | 9:00 AM |
| [illegible]:00 | 10:00 |
| 3:00 AM | 12:00 PM |
| 04:00 | [illegible] |
| 6:00 AM | 3:00 PM |
| 07:00 | 16:00 |

PREVIEW

© Super Simple Sheets

Name: _____ 50

**Flashcards** | Cut out the times below to use for the activity.

| | |
|---|---|
| 6:00 PM | 2:45 AM |
| [illegible]0 | 05:25 |
| 9:00 P[illegible] | 7:05 AM |
| 22:00 | 8:[illegible] |
| 11:15 PM | 10:35 AM |
| 23:30 | 12:50 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 51

Flashcards | Cut out the times below to use for the activity.

| | |
|---|---|
| 1:20 PM | 9:30 PM |
| [illegible]5 | 21:55 |
| 4:55 PM | 11:00 PM |
| 18:10 | [illegible] |
| 7:40 PM | 2:15 AM |
| 20:05 | 03:30 |

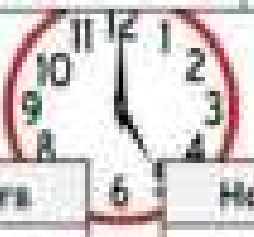
PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 52

# 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 | |
| | |
| | |
| | |
| 300 | |
| 360 | |
| 420 | |
| | 8 |
| | 9 |
| 600 | |

| Minutes | Hours |
|---|---|
| 60 | 1 |
| | 2 |
| 180 | |
| | |
| | 5 |
| | |
| | |
| 480 | |
| 540 | |
| | 10 |

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

PREVIEW

## Part 2 Convert the units of measurement below

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

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

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

© Super Simple Sheets
super simplesheets.com

Name: _____ 53

# Measuring Time – Seconds, Days, Hours, Minutes

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

**Part 1** Fill in the tables below

| Days | Weeks |
|---|---|
| | |
| 14 | |
| | |
| | 4 |
| 35 | |
| 42 | |
| | 7 |
| | 8 |
| 63 | |
| 70 | |

| Weeks | Months |
|---|---|
| 4 | 1 |
| 8 | 2 |
| | |
| | 4 |
| 20 | |
| | |
| 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 |
| 2) 70 d | _____ w |
| 3) 42 d | _____ w |
| 4) 12 w | _____ m |
| 5) 28 w | _____ m |
| 6) 36 m | _____ y |
| 7) 9 y | _____ m |
| 8) 84 m | _____ y |
| 9) 5 y | _____ m |
| 10) 4 w | _____ d |
| 11) 28 w | _____ m |
| 12) 120 m | _____ y |

© Super Simple Sheets
super simplesheets.com

Name: _____ 54

# Elapsed Time Using Timelines – Word Problems

**Questions** Use the timeline to solve the problems below. The first one is done for you

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




Answer:
55m + 4hr + 25m
1h 2[illegible]

2) Kevin ran a [illegible] started at 9:10am and finished at 2:30pm. How long did it take [illegible]?



3) Becca drove from Regina to Saskatoon. S[illegible] at [illegible] arrived at 10:10am. How long was the drive?

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



PREVIEW

© Super Simple Sheets
super simplesheets.com

Name: _____ SS

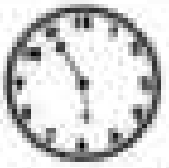
# Elapsed Time Using Timelines

**Questions** How much time has gone by from the first clock to the second clock?

1)



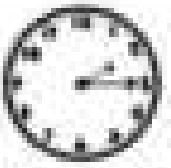
4:



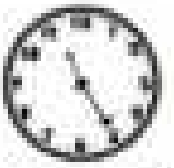
5:55

Answer

2)



2:15



11:25

Answer

3)



3:50

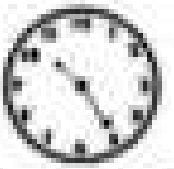


7:00

Answer



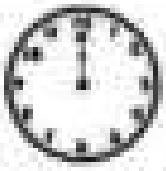
1:3



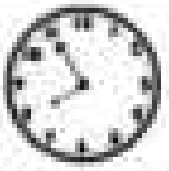
10:25

Answer

5)



12:00



7:55

Answer

6)



2:55



8:50

Answer

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 56

# Elapsed Time – Hours/Minutes – Word Problems

**Questions** | Read the problems and solve them below

1. David played in a basketball game that started at 7:15pm. The game ended at 8:50pm. How long was the game?



2. [illegible] at 3:10pm. He finished studying at 4:47pm. How long did he study for?

3. James started his test at 12:45p[illegible] has a[illegible] 25 minutes to finish the test. What time does he need to be done by?



4. Stephanie put her brownies in the oven at 4:07pm. They need to bake for 45 minutes. What time should she take them out?

5. Emma's flight took off at 2:20pm. It landed at 6:15pm. How long was the flight?



PREVIEW

© Super Simple Sheets

Name: _____ 58

# Biking Adventure Elapsed Time Challenge Problems

**Questions** | Follow the problem-solving steps below

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

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

a) She had lunch after biking for 2 hours and 30 minutes. What time did she have lunch?



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

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

PREVIEW

© Super Simple Sheets www.supersimplesheets.com

Name: _____ 59

# Elapsed Time Using Fractions

We can use fractions to explain how much time has elapsed. When using fractions, we use one hour as the whole. For example, if an event took 3 hours and 30 minutes, we could say it took 3 ½ hours. If it took 2 hours and 20 minutes, we could say it took $2\frac{1}{3}$ hours.



**Part 1** Write the fraction for the elapsed time

| Elapsed Time | Fraction |
|---|---|
| 30 minutes | hour |
| 15 minutes | |
| 45 minutes | |

| Elapsed Time | Fraction |
|---|---|
| 20 minutes | |
| 40 minutes | |
| minutes | |

PREVIEW

**Part 2** Write the fraction for the elapsed

| Elapsed Time | Fraction |
|---|---|
| 1 hour 30 minutes | $1\frac{1}{2}$ hours |
| 2 hours 15 minutes | |
| 5 hours 45 minutes | |

| El | ction |
|---|---|
| 4 hou minutes | |
| 6 hours 20 minutes | |
| 120 minutes | |

**Part 3** Write the fraction for the elapsed time



Ellie studied from 5:15 pm to 7:30 pm for a test. How many hours did she study?

Name: _____ 60

# Elapsed Time - Using Fractions

**Questions** | Write the fraction for the elapsed time

| | Word Problems | Answers |
|---|---|---|
| 1 | **Library Time:** Mason went to the library at 2:10 PM and left at 4:30 PM. How long did Mason spend at the library? | |
| 2 | **Jogging W**[illegible]arted her morning walk at 7:45 AM and [illegible]. How many hours was her walk? | |
| 3 | **Basketball Practice**: [illegible] started at 3:40 PM and ended at 6:00 PM. How [illegible] | |
| 4 | **Movie Length**: Noah watched a movie that [illegible] 20 P[illegible] ended at 3:50 PM. For how many hours did he [illegible] | |
| 5 | **Cooking Session**: Sophia started cooking at 5:30 PM and finished at 7:45 PM. How much time did she spend cooking? | |
| 6 | **Homework Time**: Olivia began her homework at 4:15 PM and finished at 6:00 PM. How long did she spend on her homework? | |

PREVIEW

© Super Simple Sheets

Name: _____ 61

# Task Cards: Elapsed Time

**Objective** — What are we learning about?

To enhance students' ability to calculate exact elapsed times to the minute and reinforce their understanding of time management and clock reading skills.

**Materials** — What you will need for the activity.

- 2[illegible]
- [illegible] for answers
- Pa[illegible]

8-11h
16-18h

PREVIEW

**Instructions** — [illegible]u w[illegible]the activity

1. Start by explaining the [illegible] calculation in daily activities and how it relates to real-life [illegible]ion.
2. Distribute a set of 24 task cards to [illegible] pair o[illegible]
3. Provide each pair with a separate sheet o[illegible]or [illegible]r answers.
4. Instruct students to work in pairs to encourage [illegible]n and [illegible]ion, which can help them learn from each other's reasoning.
5. Explain that they are not required to work through the task ca[illegible]der. They can choose any card to start with and proceed at their o[illegible]
6. Students should write down just the letter of their answer (A, B, or C[illegible] the answer sheet next to the corresponding task card number.
7. If you're using a timer, set a time limit to add a level of challenge and help manage the activity period. This could be the length of the class or a shorter interval, depending on your goals.
8. Once the time is up, or all pairs have completed as many cards as they can, go over the answers as a class. This review helps solidify learning and address any common mistakes or misunderstandings.
9. Encourage pairs to discuss strategies they used and any difficulties they encountered during the activity.

© Super Simple Sheets [illegible] supersimplesheets.com

Name: _____ 62

Task Cards | Cut out the task cards below

**Card 1:**
Start: 8:00 AM, End: 11:00 AM – How much time has elapsed?

A) 2.5 hours
B) 3 hours
C) 5 hours

**Card 5:**
Start: 7:00 AM, End: 10:30 AM – Calculate the elapsed time.

A) 3 hours
B) 3.5 hours
C) 4 hours

**Card 2:**
Start: 1[illegible] – How much time has

A) 3 hours
B) 3.5 hours
C) 4 hours

**Card 6:**
Start: 6:00 PM, End: 8:30 PM – How much time has elapsed?

A) 2 hours
B) 2.5 hours
C) 3 hours

**Card 3:**
Start: 9:15 AM, End: 12:45 PM – What is the elapsed time?

A) 3 hours
B) 3.5 hours
C) 4 hours

**Card 7:**
[illegible] 1:30 PM – [illegible] of this [illegible]

A) 2 hours
B) 2.5 hours
C) 3 hours

**Card 4:**
Start: 2:30 PM, End: 5:00 PM – How long was the duration?

A) 2 hours
B) 2.5 hours
C) 3 hours

**Card 8:**
Start: 3:00 PM, End: 5:00 PM – How long is the period?

A) 1.5 hours
B) 2 hours
C) 2.5 hours

PREVIEW

© Super Simple Sheets

Name: _____ 63

Task Cards | Cut out the task cards below

**Card 9:**
Start: 10:00 AM, End: 12:30 PM – What is the elapsed time?

A) 2 hours
B) 2.5 hours
C) 3 hours

**Card 13:**
Start: 9:09 AM, End: 11:54 AM – What is the elapsed time?

A) 2 hours 45 minutes
B) 2 hours 55 minutes
C) 2 hours 35 minutes

**Card 14:**
Start: 2:50 PM, End: 4:32 PM – How long was the duration?

A) 1 hour 42 minutes
B) 1 hour 52 minutes
C) 1 hour 32 minutes

**Card 11:**
Start: 8:22 AM, End: 10:47 AM – How much time has elapsed?

A) 2 hours 25 minutes
B) 2 hours 15 minutes
C) 2 hours 35 minutes

**Card 12:**
Start: 1:13 PM, End: 3:38 PM – How much time has passed?

A) 2 hours 15 minutes
B) 2 hours 25 minutes
C) 2 hours 35 minutes

**Card 16:**
Start: 5:50 PM, End: 7:20 PM – How much time has elapsed?

A) 1 hour 30 minutes
B) 1 hour 40 minutes
C) 1 hour 20 minutes

PREVIEW

Name: _____ 64

Task Cards | Cut out the task cards below

**Card 17:**
Start: 11:11 AM, End: 12:46 PM - What is the duration of this interval?

A) 1 hour 25 minutes
B) ur 35 minutes
C) 5 minutes

**Card 21:**
Start: 7:42 AM, End: 9:17 AM - How much time has elapsed?

A) 1 hour 35 minutes
B) 1 hour 25 minutes
C) 1 hour 30 minutes

**Card 22:**
Start: 2:58 PM, End: 5:03 PM - How much time has passed?

A) 2 hours 5 minutes
B) 2 hours 15 minutes
C) hours 10 minutes

**Card 19:**
Start: 10:30 AM, End: 12:05 PM - What is the elapsed time?

A) 1 hour 35 minutes
B) 1 hour 25 minutes
C) 1 hour 45 minutes

**Card 20:**
Start: 4:40 PM, End: 7:15 PM - How much time has passed?

A) 2 hours 35 minutes
B) 2 hours 25 minutes
C) 2 hours 45 minutes

**Card 24:**
Start: 12:14 PM, End: 3:46 PM - How long is the period?

A) 3 hours 32 minutes
B) 3 hours 22 minutes
C) 3 hours 28 minutes

PREVIEW

Name: _____ 65

# Task Cards: Elapsed Time

**Answers** Record your answers below

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

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

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 66

# Elapsed Time – Days - Word Problems

**Questions** | Read the problems and solve them below

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



2) The [illegible] basketball tournament starts on March 2nd. It ends on [illegible] days long is the tournament?

3) You are leaving on [illegible] M[illegible] return on March 21st. How many days are you away on [illegible]?



4) You sent in your video game system to be [illegible] it back on July 19th. How many days did it take to fix the [illegible] sy[illegible]

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



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

PREVIEW

Name: _____ 69

# Unit Test – Telling Time

**Part 1** Read the clock and write the time below

1) 

2) 

3) 

4) 

5) 

6) 

PREVIEW

**Part 2** Convert the units of measurement below

| | Minutes | Hours |
|---|---|---|
| 1) | 60 | |
| 2) | | 2 |
| 3) | 180 | |
| 4) | 240 | |
| 5) | | 5 |

| | Minutes | Ho |
|---|---|---|
| 6) | 150 | ____hours ____mins |
| 7) | 195 | ____hours ____mins |
| 8) | 262 | ____hours ____mins |
| 9) | 345 | ____hours ____mins |
| 10) | 400 | ____hours ____mins |

© Super Simple Sheets

## Part 3 Convert the units of measurement below

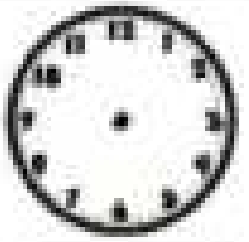
| | | | | | |
|---|---|---|---|---|---|
| 1) 2 hrs | _____min | 3) 300 mins | _____hrs | 5) 4 d | _____hrs |
| 2) 360 sec | _____min | 4) 48hrs | _____d | 6) 240 min | _____hrs |

## Part 4 Draw the hour and minute hands on the clocks below

1)

1:17

2)



5:39

3)



3:28

4)



11

PREVIEW

## Part 5 Convert the time by filling in the table

| | 24-Hour Time | 12-Hour Time |
|---|---|---|
| 1) | 13:00 | |
| 2) | 15:30 | |
| 3) | 5:10 | |
| 4) | | 3:00pm |
| 5) | | 9:25pm |

© Super Simple Sheets
supersimplesheets.com

**Part 4** Follow the problem-solving steps below

☐ Read the problem carefully ☐ Underline important information ☐ Draw pictures

☐ Use a timeline ☐ Solve the problem ☐ Check your answer

Devin played video games a lot today. He started playing at 7:35am when he woke up. He took at break at noon (12:00pm) for lunch.



a) How [illegible] Devin play video games this morning?

PREVIEW

b) Devin joined some of his friends [illegible] more video games. They played together until 5:50pm. H[illegible] games with his friends?

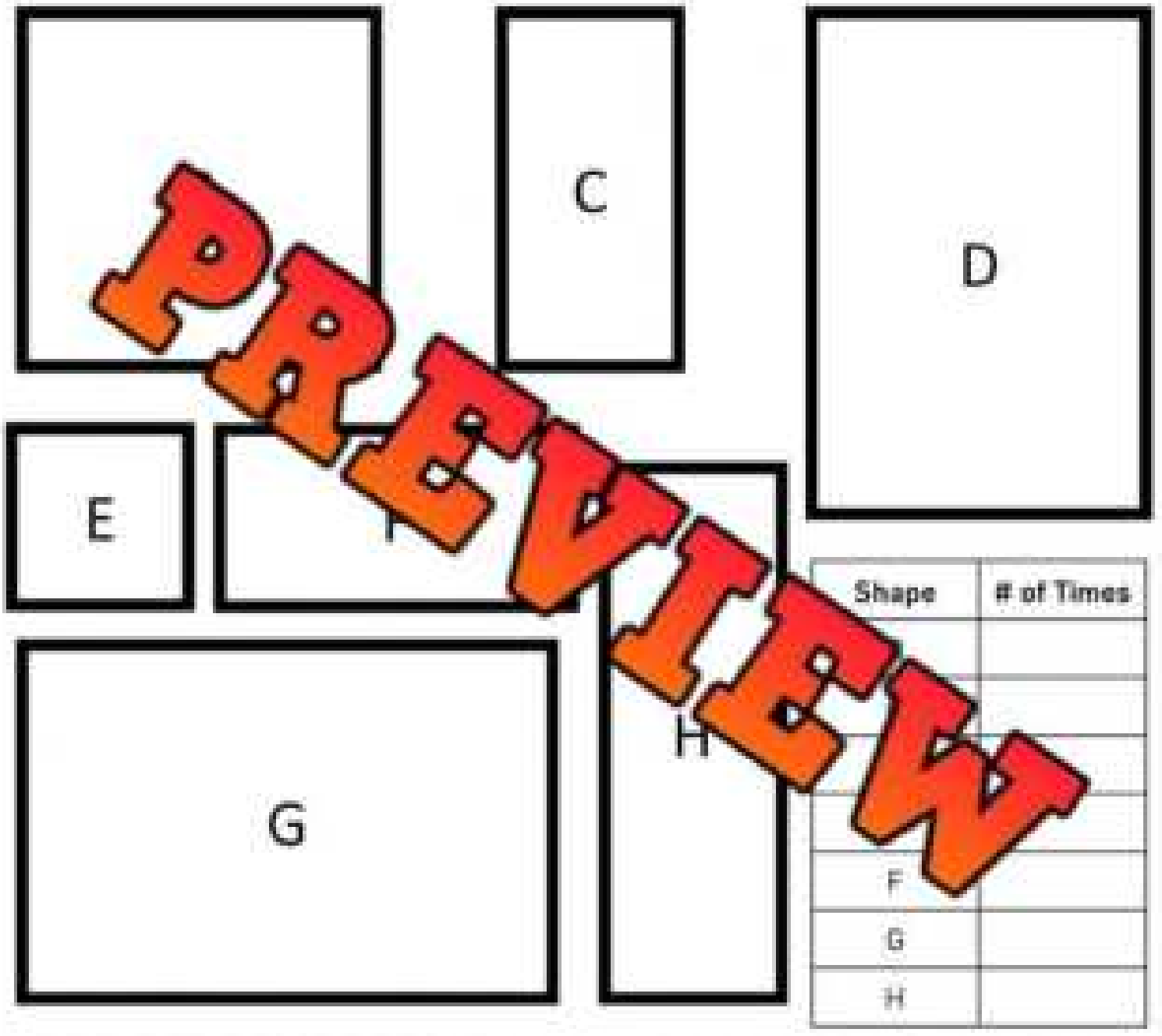
c) Devin ended up playing 9 hours of video games today. He started playing again after dinner at 7:10pm. What time did he finish playing?

© Super Simple Sheets

Name: _____ 73

# Area

**Questions** Cut A out and find out how many times it fits into the other shapes




| Shape | # of Times |
|---|---|
| F | |
| G | |
| H | |



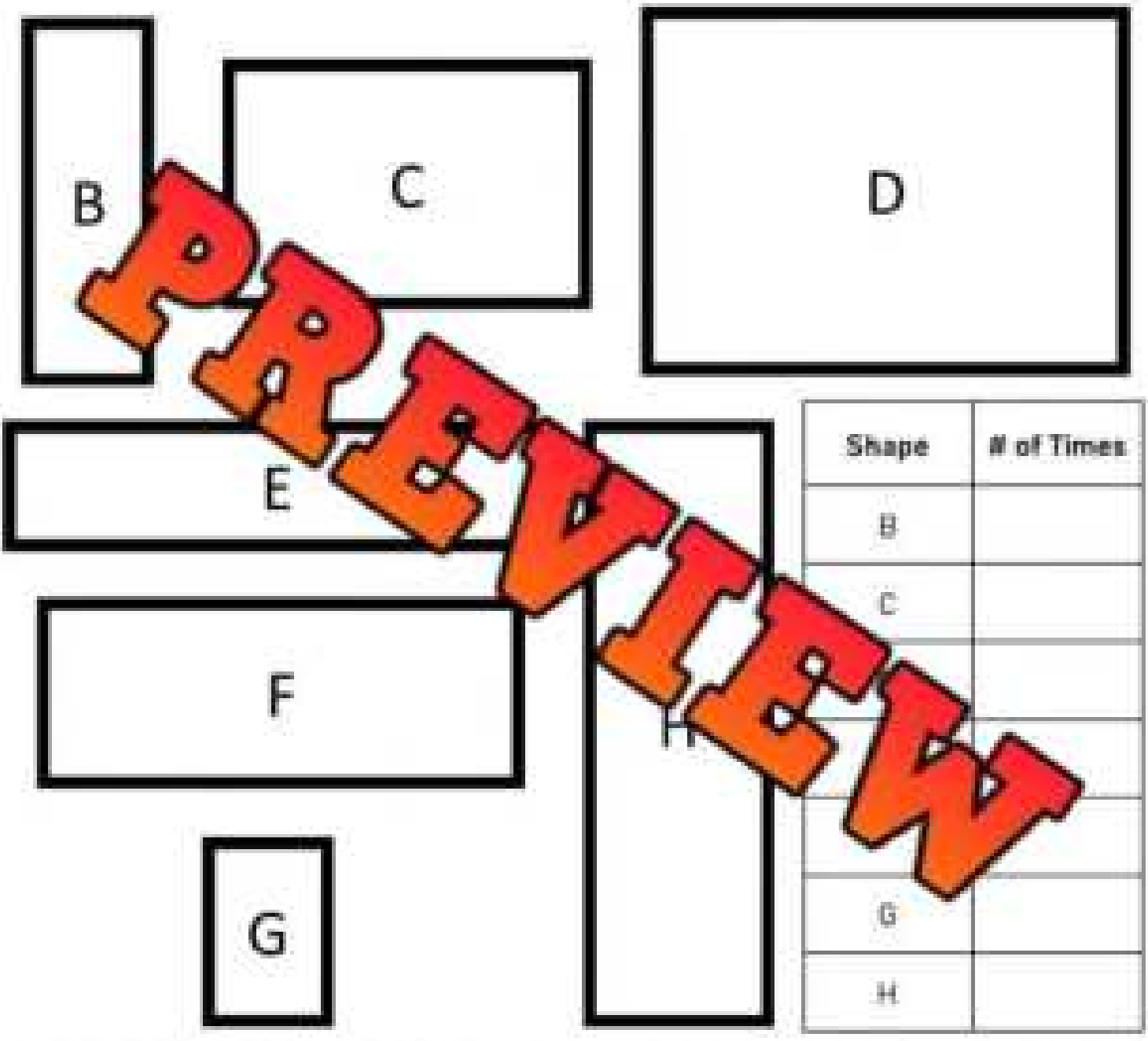

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 75

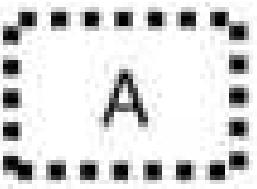
# Area

**Questions** Cut A out and find out how many times it fits into the other shapes




PREVIEW

| Shape | # of Times |
|---|---|
| B | |
| C | |
| | |
| | |
| | |
| G | |
| H | |



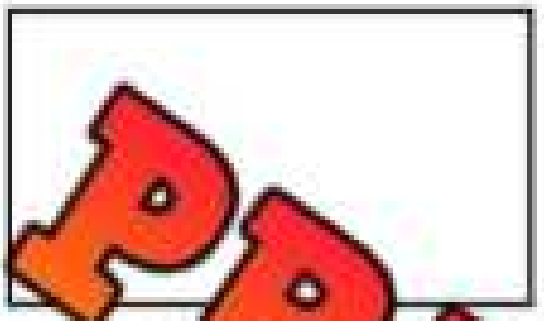

© Super Simple Sheets

Name: _____ 76

# Estimating Area Using Non – Standard Units

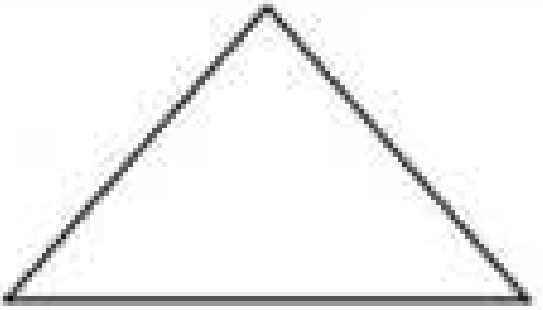
**Questions** Use a shape from your classroom to estimate the area. How many times does your shape fit?

1)



Area = _____ units

2)



Area = _____

3)



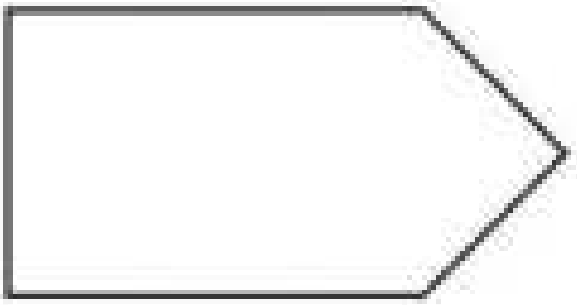
Area = _____

4)



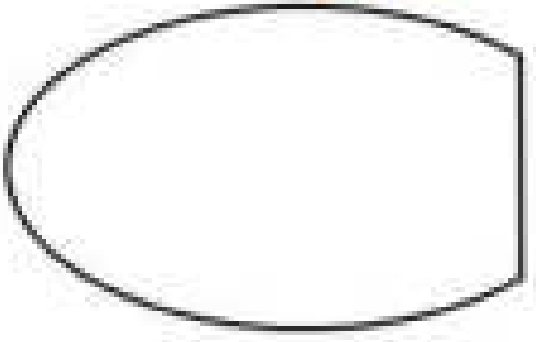
Area = _____

5)



Area = _____

6)



Area = _____

PREVIEW

© Super Simple Sheets

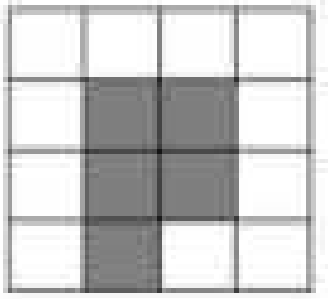
supersimplesheets.com

Name: _____ 78

# Introduction to Area

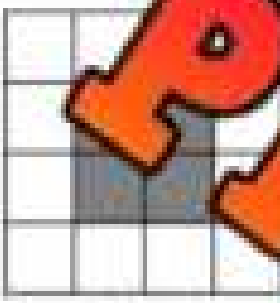
**Area** is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 5 square units.

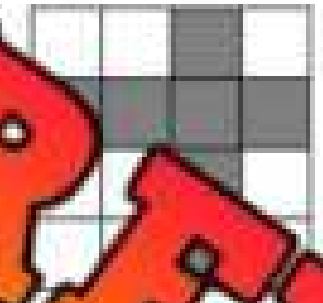


**Question:** What is the area of the shape in square units?

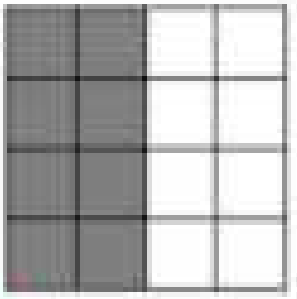
PREVIEW

1) 

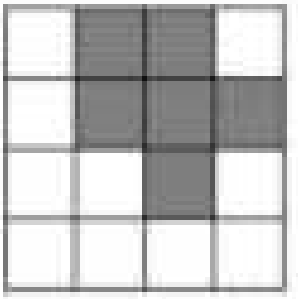
___ square units

2) 

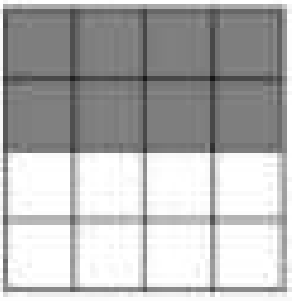
___ square units

3) 

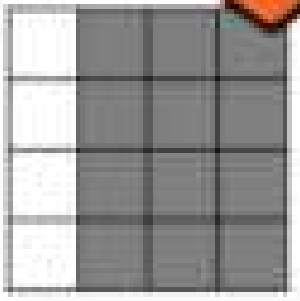
___ square units

4) 

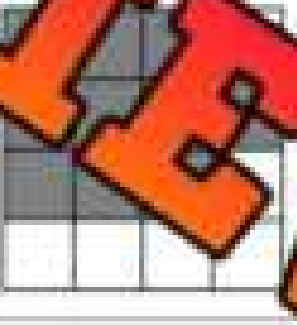
___ square units

5) 

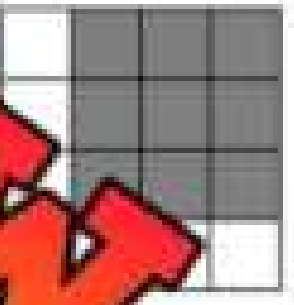
___ square units

6) 

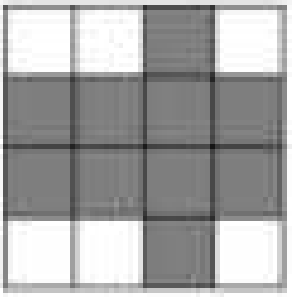
___ square units

7) 

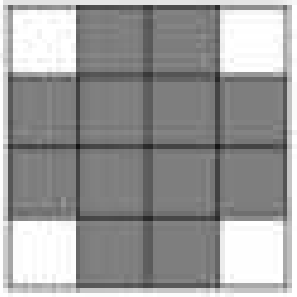
___ square units

8) 

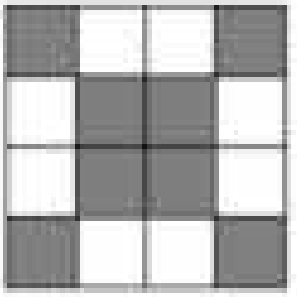
___ square units

9) 

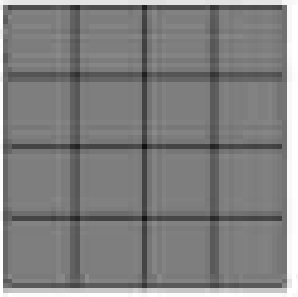
___ square units

10) 

___ square units

11) 

___ square units

12) 

___ square units

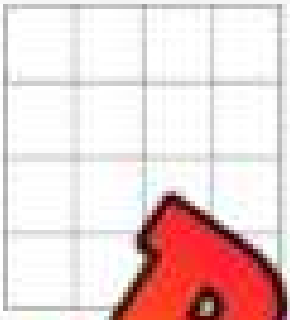
© Super Simple Sheets

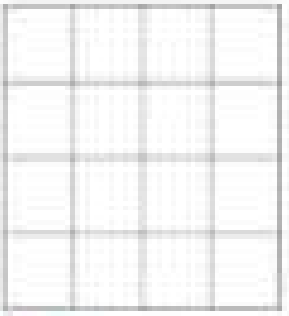
super simplesheets.com

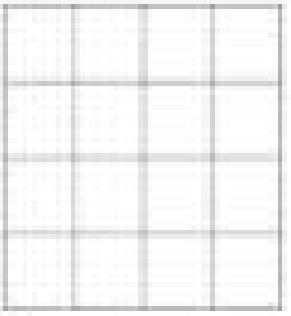
Name: _____ 79

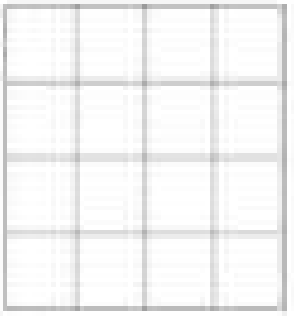
# Introduction to Area

**Questions** | Shade in the area

1) 

2) 

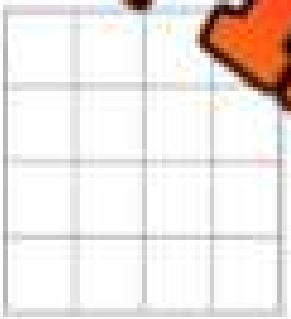
3) 

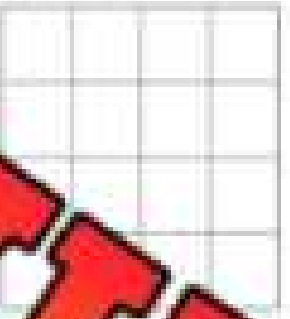
4) 

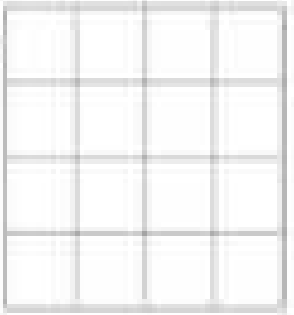
5 [illegible] square units

11 square units

10 square units

5) 

7) 

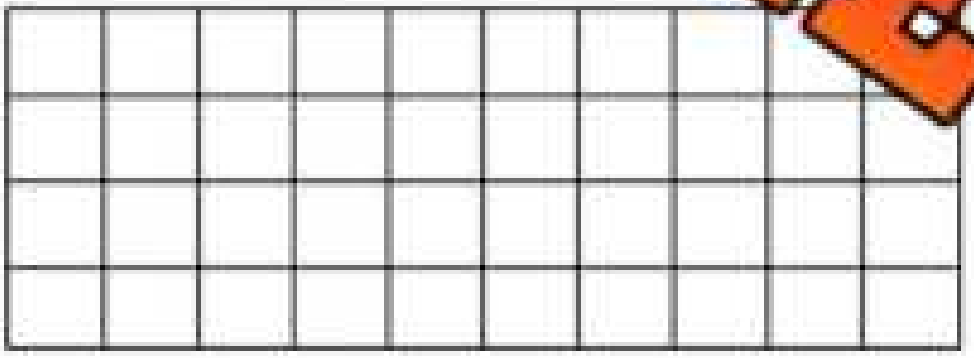
8) 

16 square units

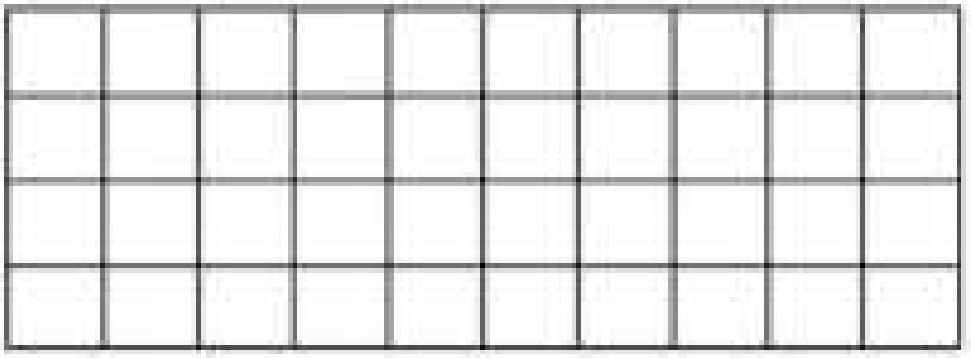
13 square units

[illegible] square units

15 square units

9) 

[illegible] square units

10) 

33 square units

PREVIEW

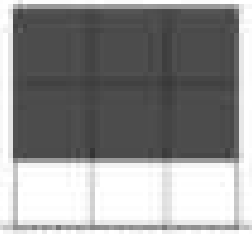
© Super Simple Sheets

super simplesheets.com

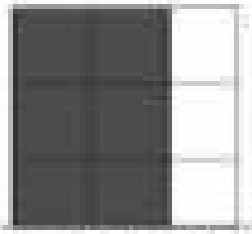
Name: _____ 80

# Comparing Areas

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



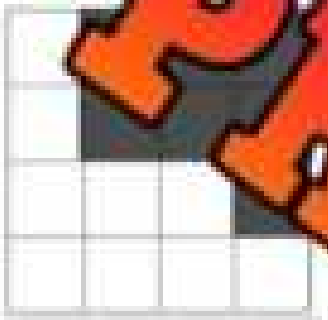
Area = 6 square units



Area = 6 square units

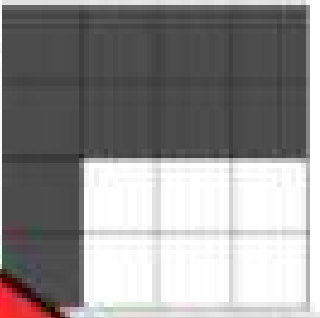
**Question** Draw a shape that has the same area but looks different

PREVIEW

1) 

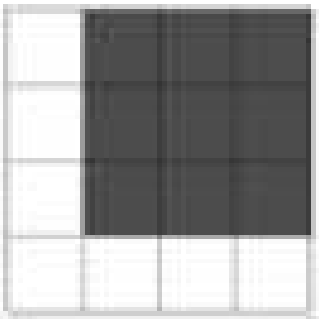
___ square units

___ square units

2) 

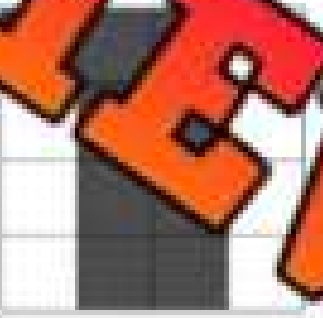
___ square units

___ square units

3) 

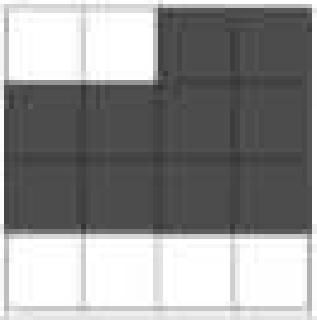
___ square units

___ square units

4) 

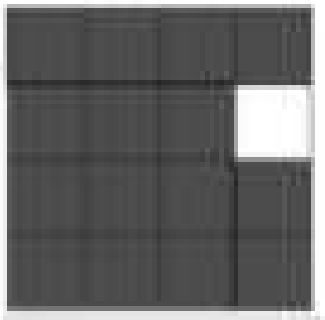
___ square units

___ square units

5) 

___ square units

___ square units

6) 

___ square units

___ square units

© Super Simple Sheets

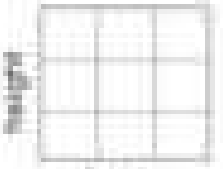
super simplesheets.com

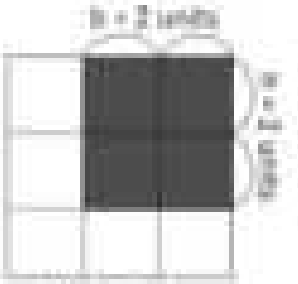
Name: _____ 81

# Area – Units Squared

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

A = base (b) x height (h)



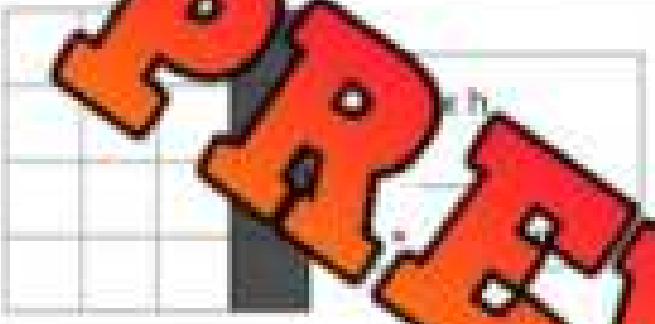




A = l x w
A = 2 x 3
A = 6 units²

**Question** Find the area of the shapes below

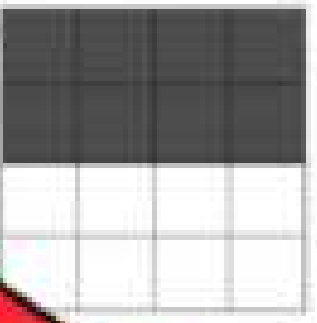
PREVIEW

1)



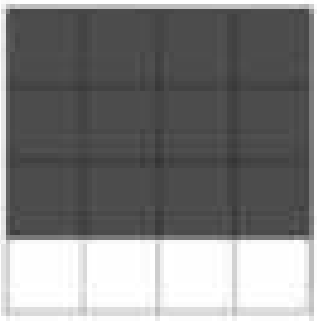
A = b x h
A = ____ x ____
A = ____ units²

2)

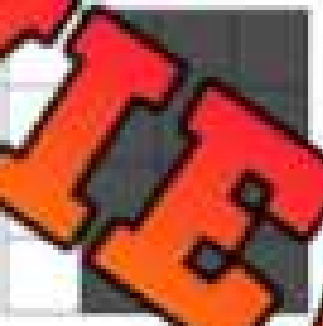


A = b x h
A = ____ x ____
A = ____ units²

3)

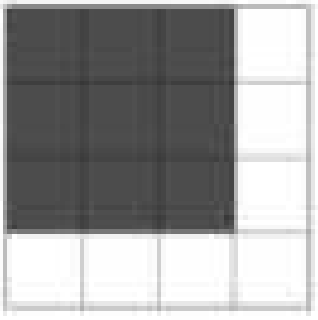


A = b x h
A = ____ x ____
A = ____ units²



A = b x h
A = ____ x ____
A = ____ units²

5)



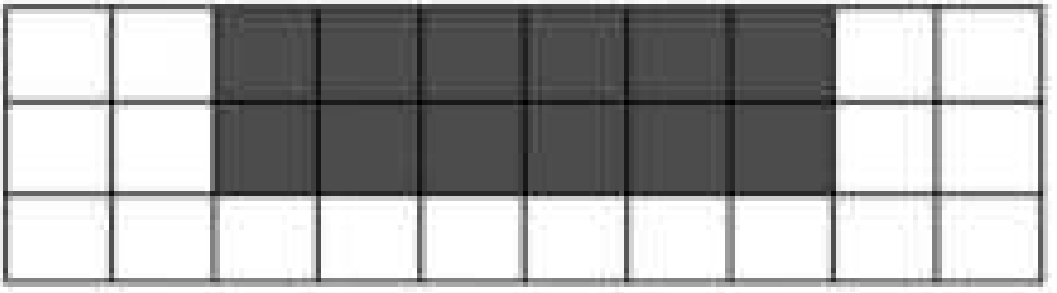
A = b x h
A = ____ x ____
A = ____ units²

6)



A = b x h
A = ____ x ____
A = ____ units²

7)



A = b x h
A = ____ x ____
A = ____ units²

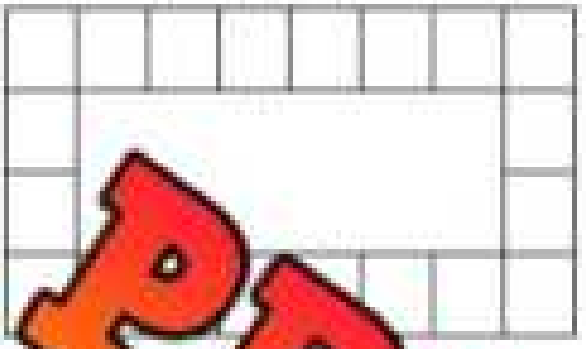
© Super Simple Sheets
super simplesheets.com

Name: _____ 83

# Calculating Area Using CM

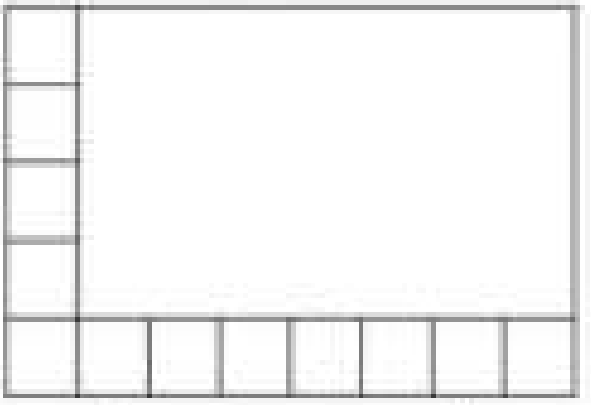
**Questions** | Predict the area of rectangles below

1)



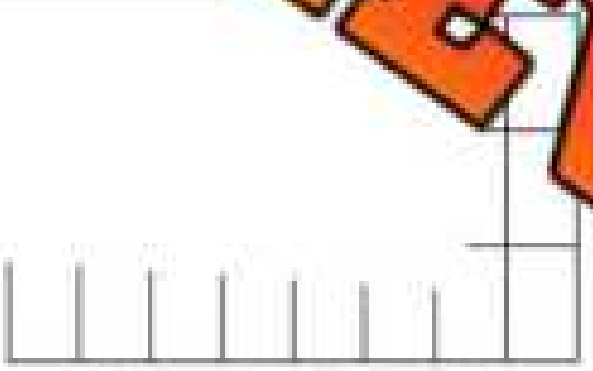
Area = _____

2)



Area = _____

3)



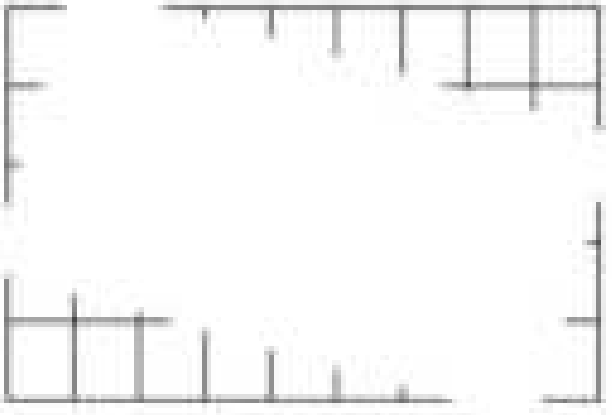
Area = _____

4)



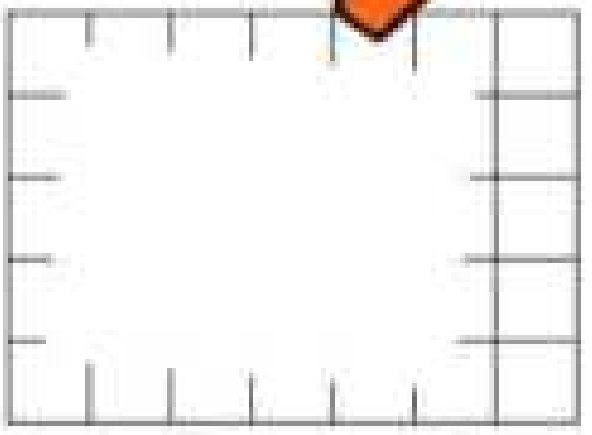
Area = _____

5)



Area = _____

6)



Area = _____

PREVIEW

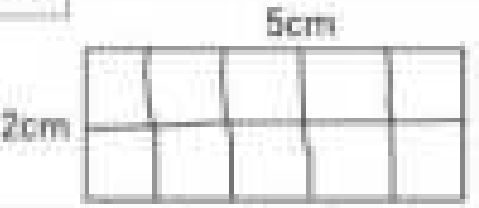
© Super Simple Sheets

super simplesheets.com

Name: _____ 84

# Calculating Area Using CM

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




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

1) 4cm 3cm

Area = _____

2) 6cm 2cm

Area = _____ $cm^2$

3) 5cm 3cm

Area = _____

4) 4cm 4cm

Area = _____

5) 10cm 4cm

Area = _____

6) 5cm 5cm

Area = _____

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 85

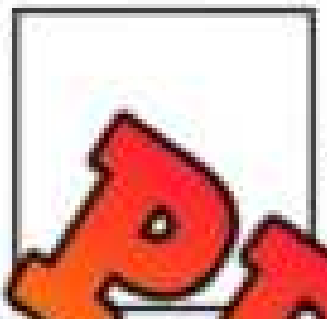
# Area – CM Squared

height

base

**Questions** Solve using the formula: A= b x h

1)




A= b x h

A = ____ x ____

A = ____ $cm^2$

2)




A= b x h

A = ____ x ____

A = ____ $cm^2$

3)




A= b x h

A = ____ x ____

A = _____

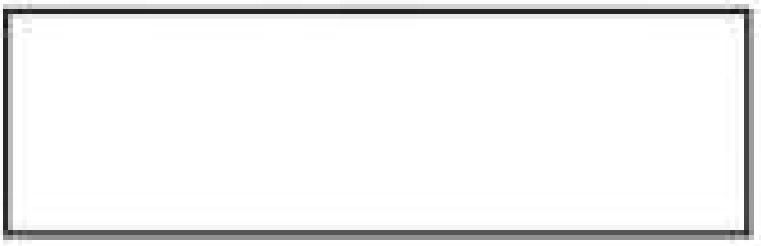



A= b x h

A = ____ x ____

A = _____

5)




A= b x h

A = ____ x ____

A = _____

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 86

# Finding the Area of Rectangles

**Questions** | Find the area (A= b x h)

1) 6m, 3m

Area = _____ m²

2) 10m, 4m

Area = _____

3) 5m, 5m

Area = _____

4) 6m, 2m

Area = _____

5) 3m, 5m

Area = _____

6) 7m, 3m

Area = _____

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 88

# Finding the Area of Rectangles

**Questions** | Find the area (A= b x h)

1)




Area = _____

2)




Area = _____

3)




Area = _____

4)




Area = _____

5)




Area = _____

6)



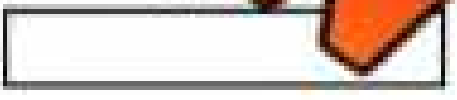
Area = _____

7)




Area = _____

8)




Area = _____

9)




Area = _____

10)




Area = _____

PREVIEW

© Super Simple Sheets

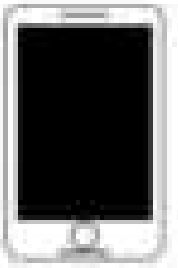
super simplesheets.com

Name: _____ 89

# Area Word Problems

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

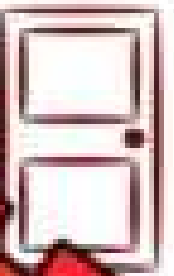
1) A phone is 10cm by 5cm. What is the area of the phone?



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



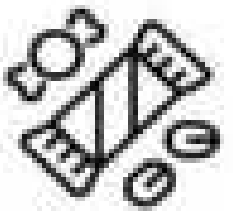
3) A door is 2m by 1m. What is the a[illegible] door?



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



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



PREVIEW

© Super Simple Sheets

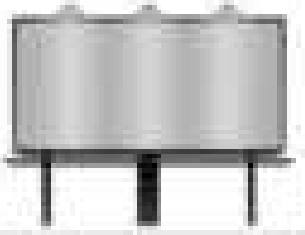
super.simplesheets.com

Name: _____ 90

# Area Word Problems

**Questions** | Answer the questions below

| | Word Problems | Answers |
|---|---|---|
| 1 | A rectangular room is 9 metres long and 6 metres wide. If a square tile covers an area of 2 square metre, how many tiles will you need to cover the entire floor? | |
| 2 | Mike wants to [illegible] rectangular yard that measures 12 [illegible] roll of sod covers an area of 4 square [illegible] does he need to buy? | |
| 3 | A rectangular billboard measures 5 metres in height and 10 metres in length. An advertiser wants to rent half of the billboard's space for a month. If the cost is $20 per square metre per month, how much will the advertiser pay? | |



PREVIEW

© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

Name: _____

1) Calculate the area. _____




2) A paper is 9cm tall and 6cm wide. What is the area of the paper?

_____

Name: _____

1) Calculate the area. _____




2) A paper is 9cm tall and 6cm wide. What is the area of the paper?

_____

Name: _____

1) Calculate the area. _____




2) A paper is 9cm tall and 6cm wide. What is the area of the paper?

_____

Name: _____

1) Calculate the area. _____




2) A paper is 9cm tall and 6cm wide. What is the area of the paper?

_____

PREVIEW

Name: _____ 9&

# Referents For Square Centimeter

A **referent** is something that represents something else. When we measure, we don't always have measuring tools. Without tools, we can use a referent to estimate area. A good referent for a centimetre squared could be your pinky fingernail.

**Questions** Find a referent for a centimeter squared



1) What i[illegible]ferent you chose?

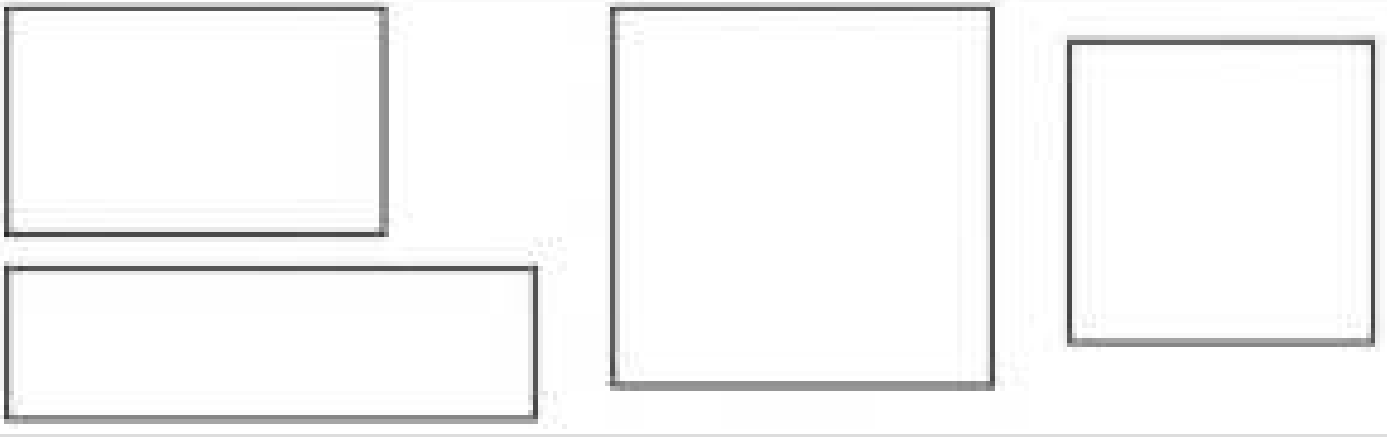
2) Dra[illegible] ref[illegible]

3) Measure the lengths of each side [illegible] is the base and height?

| Base | | [illegible]ght | |
|---|---|---|---|

4) Is this a good referent? Explain why or wh[illegible]

5) Use your pinky fingernail as a referent for a $cm^2$. How many finge[illegible] will fit in the rectangles below? Write your answer inside the rectangles.



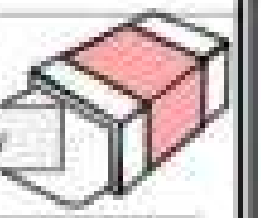
PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 95

# Referents For Square Centimeter



**Questions** Use your referent to estimate the area of the spaces below

| Objects/Spaces | Estimated Area |
|---|---|
| 1) Your desk/tabletop | |
| 2) Th | |
| 3) A book in y | |
| 4) The door to the classroo | |
| 5) A whiteboard/chalkboard in your room | |
| 6) A window in your room | |
| 7) The front of a pencil case | |
| 8) A computer screen | |
| 9) The bottom of your chair (part you sit on) | |
| 10) An eraser | |

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 96

# Choosing An Appropriate Unit



**Directions** Which unit would you use to describe the areas below

| # | Areas | Unit ($cm^2$ $m^2$) |
|---|---|---|
| 1) | The area of a classroom | |
| 2) | The area of a tennis court | |
| 3) | The area of a piece of paper | |
| 4) | The area of a leaf | |
| 5) | The area of a dishwasher | |
| 6) | The area of a computer screen | |
| 7) | The area of a dinner plate | |
| 8) | The area of an amusement park | |
| 9) | The area of phone screen | |
| 10) | The area of your gym at school | |

PREVIEW

**Directions** Josh told a friend the area of things. Did he use an appropriate unit?

| # | Area | Yes | No | Better Unit |
|---|---|---|---|---|
| 1) | The area of my tablet is 0.98 $m^2$ | Yes | No | |
| 2) | The area of my pencil case is 0.052 $m^2$ | Yes | No | |
| 3) | The area of my driveway is 75 000 $cm^2$ | Yes | No | |
| 4) | The area of my closet is 2.5 $m^2$ | Yes | No | |
| 5) | The area of my pool is 300 000 $cm^2$ | Yes | No | |

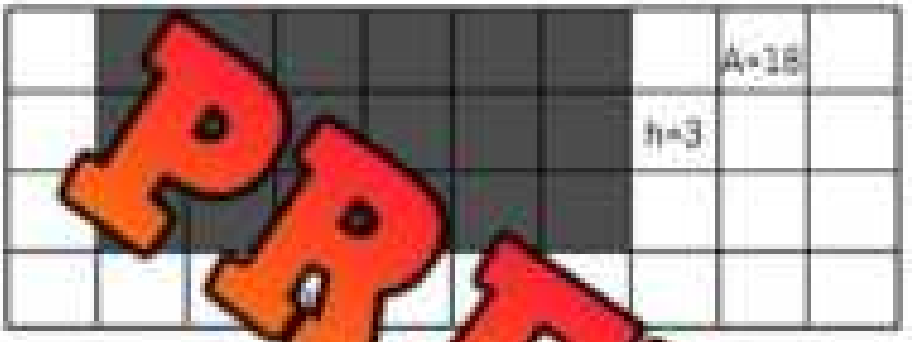
Name: _____ 97

# Finding the Missing Information - Visuals

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

**Questions** | Find the missing piece of information

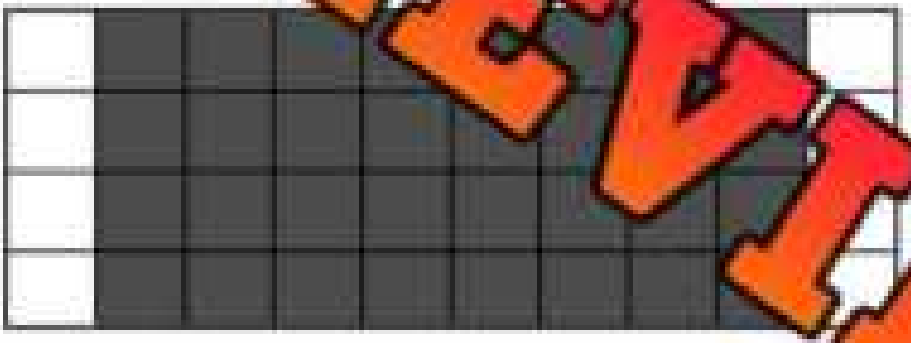
1)




A= b x h

18 = ___ x 3

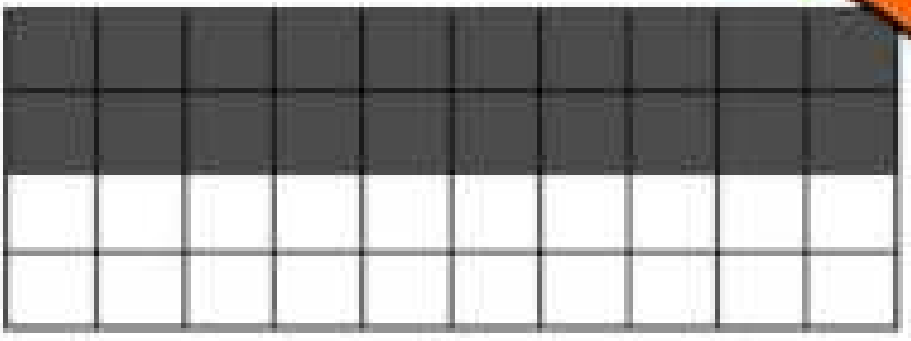
2)



A= b x h

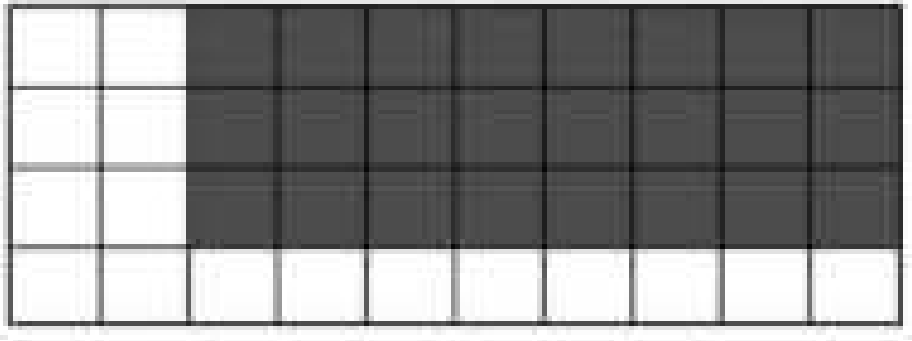
32 = 8 x ____

3)



20 = ___ x 2

4)



A= b x h

24 = 8 x ____

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 99

# Finding the Missing Information

**Questions** | Find the area (A= b x h)

1)




Base = _____
Height = _____
Area = _____

2)

3cm




Base = _____
Height = _____
Area = _____

3)




Base = _____
Height = _____

4)

10m




Base = _____
Height = _____
Area = _____

5)

3m




Base = _____
Height = _____
Area = _____

Base = _____
Height = _____
Area = _____

7)




Base = _____
Height = _____
Area = _____

8)

1m




Height = _____
Area = _____

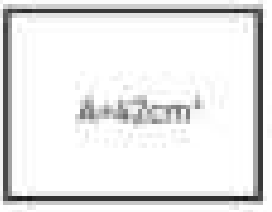
9)




Base = _____
Height = _____
Area = _____

10)

4cm




Base = _____
Height = _____
Area = _____

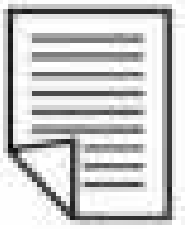
PREVIEW

Name: _____ 101

# Finding the Missing Information – Word Problems

**Questions** Use the information you have to find the missing height or base.

1) A piece of paper has an area of 80cm². The base of the paper is 8cm. What is the height of the paper?



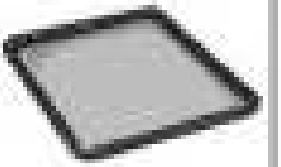
2) J[illegible] of 72m². The height of the yard is 9m. What is the base?

3) A bus has an area of 21m². The he[illegible]m. What is the base?



4) A square poster has an area of 25cm². What is the base and

5) A cookie sheet has an area of 48cm². The base of the sheet is 6cm. What is the height of the cookie sheet?



PREVIEW

© Super Simple Sheets

Name: _____ 102

# Math Activity: Rectangle Rally

**Objective** — What are we learning about?

To help students understand and calculate the area of a rectangle through interactive and hands-on learning activities.

**Materials** — What you will need for the activity.

- Grid
- R
- C pencil
- Scissors
- Rectangu om t com (e.g., books, tablets, small



**Instructions** — How you

1. Begin the activity by explaining the formula for rectangle (Area = length × width).
2. Hand out sheets of grid paper and rulers to
3. Instruct students to draw rectangles of various si grid using the rulers. Make sure each student draws at least three
4. Have students write down the dimensions (length and width) next to their drawings.
5. Ask the students to calculate the area of each rectangle by counting the grid squares inside each rectangle and using the formula.
6. Once the grid calculations are done, distribute the rectangular objects around the classroom.
7. Allow students to measure the length and width of each object with their rulers, calculate the area, and record their findings.
8. Have students compare the areas they calculated for their drawings with the real objects' areas.
9. Discuss any differences or surprises in the measurements and calculations.

PREVIEW

Name: _____ 103

Reflection | Answer the questions below

1) What did you find interesting about measuring the area of rectangles?

2) How d[illegible]id paper help you understand the concept of area?

3) What challenges did yo[illegible]e areas?

4) How can knowing how to calculate the area of a rec[illegible]e?

5) What would you like to try next to extend what you've learned about area?

PREVIEW

Name: _____ 104

# Calculating Area - House




PREVIEW

**Questions** Calculate the area of the rooms in the house

| Room | Area |
|---|---|
| Garage | |
| Front Porch | |
| Living Room | |
| Entrance | |
| Hallway | |
| Dining Room | |
| Kitchen | |
| Balcony | |

| Room | |
|---|---|
| Back Deck | |
| Bathroom 1 | |
| Bathroom 2 | |
| Bathroom 3 | |
| Bedroom 1 | |
| Bedroom 2 | |
| Bedroom 3 | |

© Super Simple Sheets

Name: _____ 105

# Same Area – Different Rectangle

**Think** Is it possible for a rectangle to have the same area with different dimensions?

1) 8m, 2m

Area: _____ m²

2) 4m, 4m

Area: _____ m²

3) 16m, 1m

Area: _____ m²

4) 6cm, 4cm

Area: _____ cm²

5) 3cm

Area: _____ cm²

6) 24cm

Area: _____

7) 12m, 3m

Area: _____ m²

8) 6m, 6m

Area: _____ m²

9) 18m, 2m

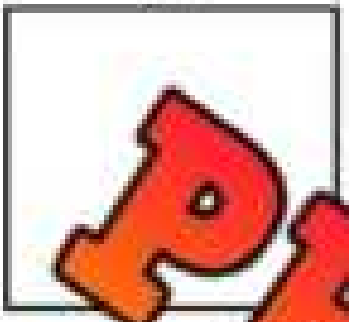
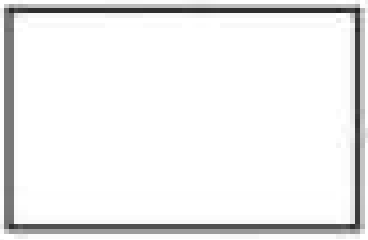
Area: _____ m²

PREVIEW

Name: _____ 106

# Same Area – Different Rectangle

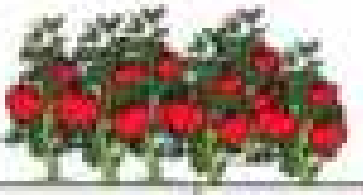
**Draw** Draw two other rectangles with the same area with different dimensions

| | | |
|---|---|---|
| 3m  4m<br>Area: _____ $m^2$ | 1)<br>Area: _____ $m^2$ | 2)<br>Area: _____ $m^2$ |
| 8cm  3cm<br>Area: _____ $cm^2$ | 1)<br>Area: _____ $cm^2$ | 2)<br>Area: _____ $cm^2$ |
| 5m  4m<br>Area: _____ $m^2$ | 1)<br>Area: _____ $m^2$ | 2)<br>Area: _____ $m^2$ |

PREVIEW

Name: _____ 107

# Area Word Problems



**Questions** | Answer the questions below

| | Word Problems | Answers |
|---|---|---|
| 1 | A garden bed is 8 metres in length and 2 metres in width. Tom is planning to build a new garden bed that is 4 metres in length. What should the width of his new garden bed be so that it has the same area as the old one? | |
| 2 | [illegible] rectangular rugs. One rug is 4 metres long and 3 metres wide. [illegible] another rug that is 6 metres long. How wide is the [illegible] rug if it has the same area as the first? | |
| 3 | A photograph has an area of [illegible] square centimetres. It is 4 centimetres wide. How long is the [illegible] photograph is twice as long, what must its width be to have the same [illegible] | |
| 4 | A rectangular dining room is 5 metres long and 4 metres wide. The new apartment has a dining space that is 10 metres long. What would the width of this space need to be to have the same area as the rectangular dining room? | |
| 5 | A piece of fabric is 10 metres long and 6 metres wide. A tailor wants to cut it into a different shape that is 15 metres long. How wide will the new piece of fabric be if it has the same area? | |

PREVIEW

© Super Simple Sheets

www.simplesheets.com

Name: _____ 108

# Indigenous Art – Finding Area

**Questions** Measure the side lengths and calculate the area of the indigenous paintings



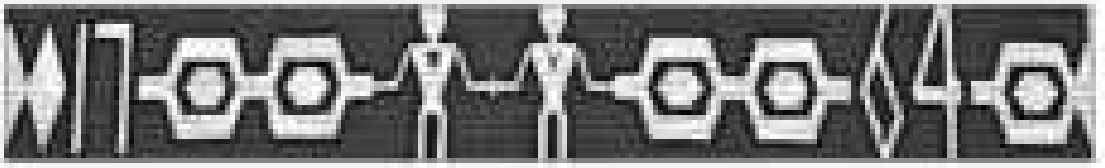
**Calculate**
Show Your Work

**Answer**



**Calculate**
Show Your Work

**Answer**



**Answer**

PREVIEW

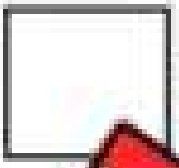
© Super Simple Sheets
super simplesheets.com

Name: _____ 109

# Unit Test – Area

## Part 1 Find the area

1)



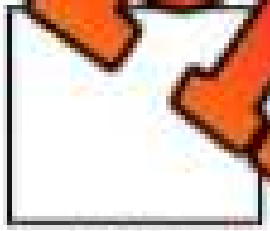

Area = _____

2)




Area = _____

3)




Area = _____

4)




Area = _____

PREVIEW

## Part 2 Find the area (A= b

1)




Base = _____

Height = _____

Area = _____

2)




H _____

Area = _____

3)




Base = _____

Height = _____

Area = _____

4)




Base = _____

Height = _____

Area = _____

© Super Simple Sheets

super simplesheets.com

**Part 3** Solve the word problems below. Make sure to show your work.

1) A piece of paper is 8cm wide and 10cm tall. What is the area of the paper?

2) Henry's [illegible] frame has an area of 56cm². The frame has a base of 7cm. What is the h[illegible] frame?

3) A bus has an area [illegible] he bus in 4m. What is the base?

PREVIEW

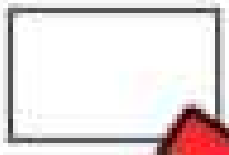
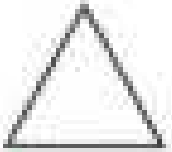
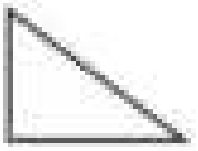
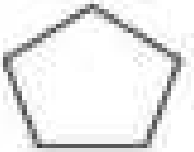
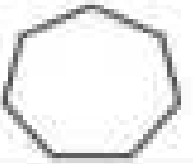
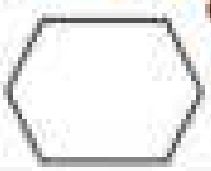
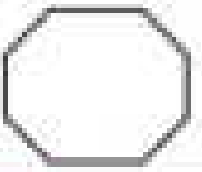
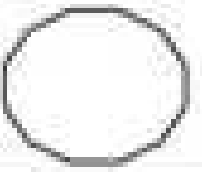
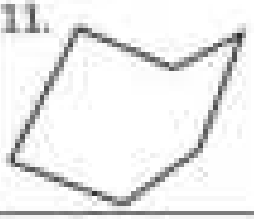
**Part 4** Answer the questions about centimeter [illegible]

| | |
|---|---|
| 1) What is a good referent for a $cm^2$? | |
| 2) Using the referent above, how many centimetres squared is this paper? | |
| 3) Using the referent above, how many $cm^2$ is your desk/tabletop? | |
| 4) Using the referent above, how many $cm^2$ is the average phone? | |

Name: _____ 111

# Sides of a Shape

**Part 1** How many sides does the shape have?

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

PREVIEW

**Part 2** Draw a shape with the correct number of sides

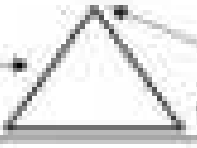
| 1) | 2) | 3) | 4) | 5) |
|---|---|---|---|---|
| **4** | **3** | **6** | **8** | **10** |

© Super Simple Sheets
super simplesheets.com

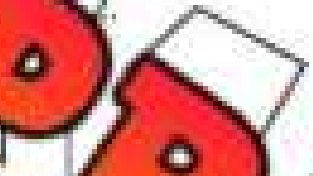
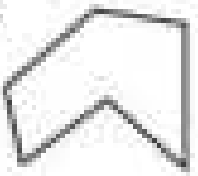
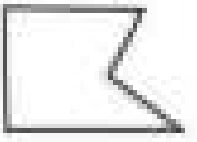
Name: _____ 113

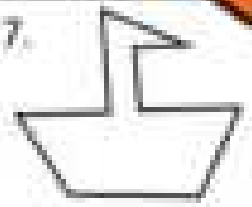
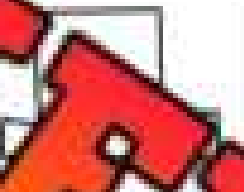
# Sides and Vertices

**Reminder:** Side → Vertices



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

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

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

PREVIEW

## 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 |

© Super Simple Sheets
super simplesheets.com

# Exit Cards

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

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



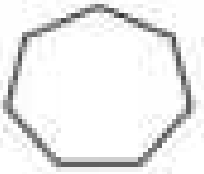
2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



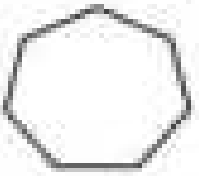
2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

Name: _____

1) Fill in the blanks about the shape.

Sides: _____

Vertices: _____



2) Draw a shape with 6 sides and 6 vertices.

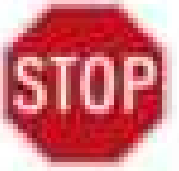
PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 115

# Sides and Vertices Word Problems




**Questions** | Answer the questions below

| | Word Problems | Answers |
|---|---|---|
| 1 | A shape has 3 sides and 3 vertices. What is it? | |
| 2 | S… a figure with 4 sides of equal length. How many …e? | |
| 3 | A shape … ices … des. What shape is it? | |
| 4 | A classroom door is sha… … many sides and vertices does it have? | |
| 5 | A piece of fabric is 10 metres long and 6 … wants to cut it into a different shape that is … wide will the new piece of fabric be if it has the … | |
| 6 | An octagon is featured on a sign. Count the sides and vertices. | |
| 7 | A hexagon-shaped frame holds a picture. How many sides and vertices does this shape have? | |
| 8 | If a shape has 6 sides, and all sides are equal, what is the number of vertices? | |

PREVIEW

© Super Simple Sheets

Name: _____ 136

# Naming Angles



= larger than a right angle



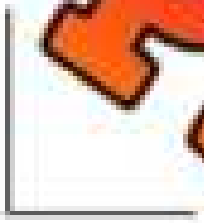
= right angle



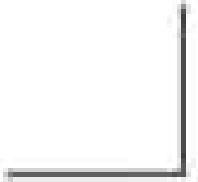
= smaller than a right angle

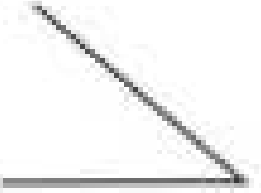
**Questions** Label the angles in comparison to a right angle – larger, smaller, right angle

PREVIEW

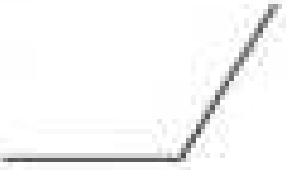
1) 

2)

3) 

4) 

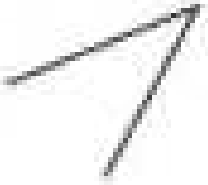
5) 

6) 

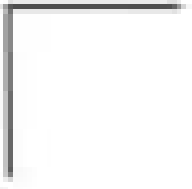
7)

8) 

9) 

10) 

11) 

12) 

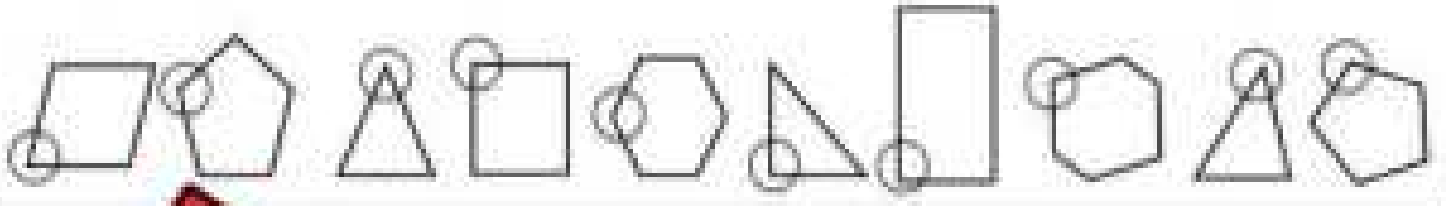
© Super Simple Sheets

super simplesheets.com

Name: _____ 118

# Sorting Angles

**Part 1** Sort the angles into the categories below



| A | | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|

| Angles | | Larger than a right angle | Smaller than a right angle |
|---|---|---|---|
| Letters | | | |

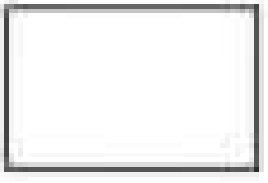
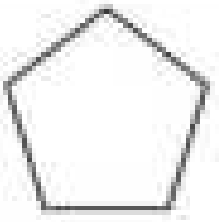
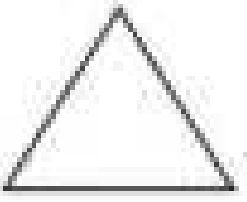
**Part 2** Sort the [illegible] below



| A | B | C | D | | H |
|---|---|---|---|---|---|

| Angles | Right Angle | Larger than a right [illegible] | [illegible] angle |
|---|---|---|---|
| Letters | | | |

**Part 3** Circle the angles below

| Drawings |  |  |  |
|---|---|---|---|
| **Angles** | Right Angle | Larger than a right angle | Smaller than a right angle |

PREVIEW

© Super Simple Shapes

super simplesheets.com

Name: _____ 1:20

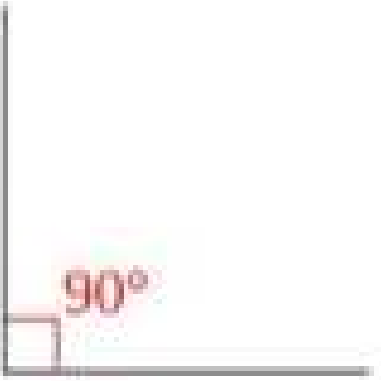
# Math Activity: Right Angle Architects

**Objective** — What are we learning about?

To engage students in identifying right angles through the construction of paper structures, enhancing their understanding of right angles in a practical and creative context.

**Materials** — What you will need for the activity

- [illegible] cardstock
- [illegible]
- Glue or [illegible]
- Coloured [illegible] crayons




**Instructions** — How [illegible] activity

1. Begin by explaining what a right angle is, using examples like the corners of a book or a door frame to illustrate.
2. Distribute construction paper or cardstock [illegible] to each student.
3. Challenge students to create a structure or sculpture [illegible] angles as possible. They can build houses, furniture, or abstract [illegible]
4. Encourage students to use their rulers to help fold and cut straight [illegible] which can help form right angles more accurately.
5. As students work, circulate and discuss their projects, asking them to point out where they have used right angles.
6. Once the structures are complete, allow students to use markers or crayons to decorate their creations, highlighting the corners and edges where right angles are present.
7. Arrange all the structures on a table or along a classroom shelf and conduct a gallery walk where students explain their structures and the right angles within them to the class.
8. Discuss how these angles contribute to the stability and aesthetics of their designs.

PREVIEW

© Super Simple Sheets

Name: _____ 121

| Example | Check out the example below |
| --- | --- |







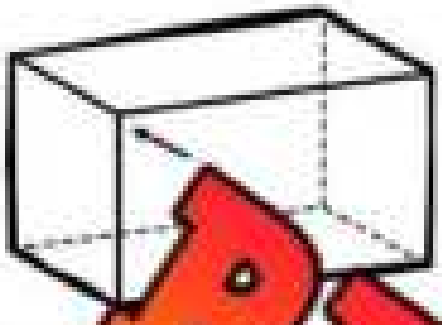


PREVIEW

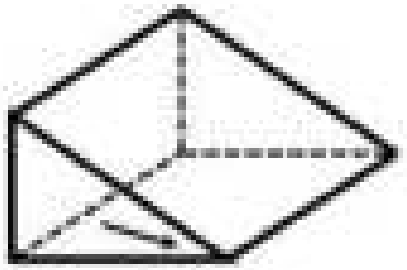
Name: _____ 122

# Angles in Right Prisms

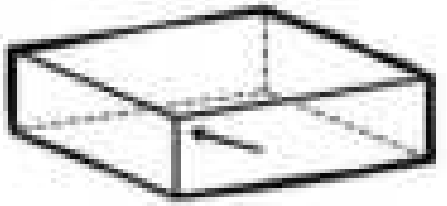
**Questions** Circle the indicated angle on each of the prisms below



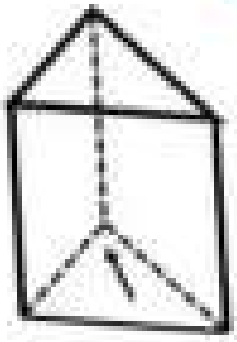
Right Smaller Larger



Right Smaller Larger



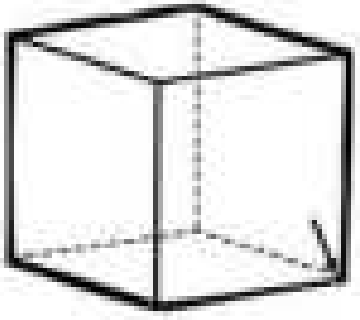
Right Smaller Larger



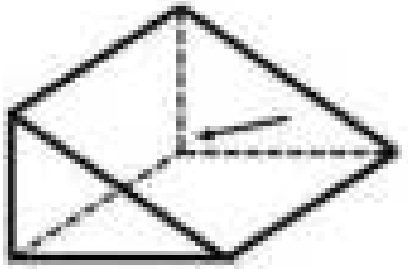
Right Smaller Larger



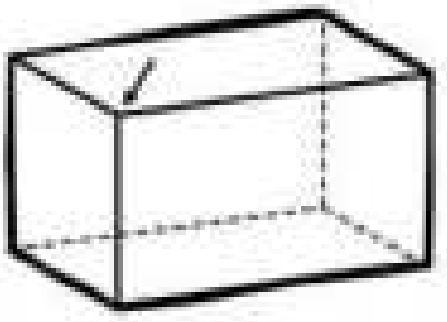
Right Smaller Larger



Right Smaller Larger



Right Smaller Larger



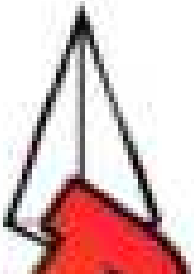
Right Smaller Larger

PREVIEW

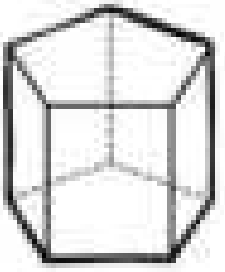
Name: _____ 123

# Prisms or Pyramids

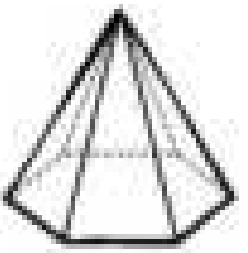
**Questions** | Is the shape a prism or pyramid?



Prism Pyramid



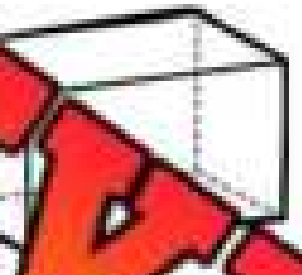
Prism Pyramid



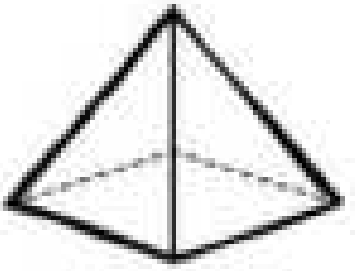
Prism Pyramid



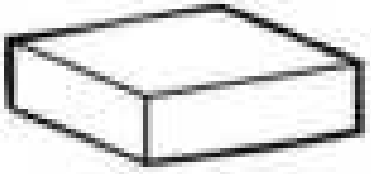
Prism Pyramid



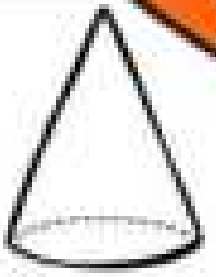
Prism Pyramid



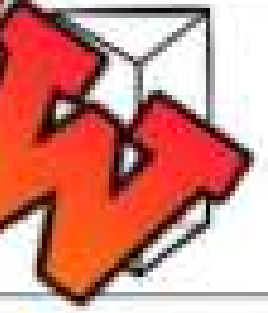
Prism Pyramid



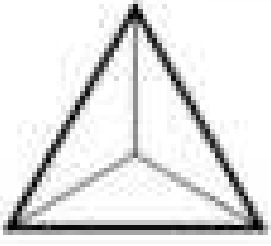
Prism Pyramid



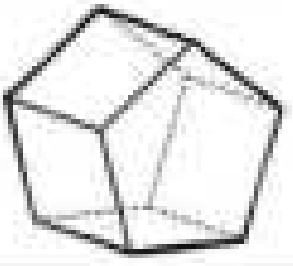
Prism Pyramid



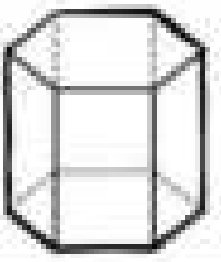
Prism Pyramid



Prism Pyramid



Prism Pyramid



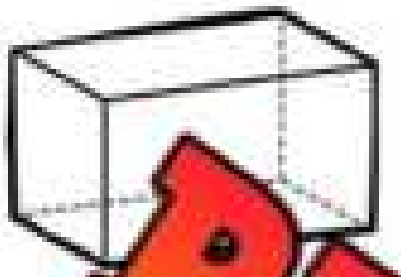
Prism Pyramid

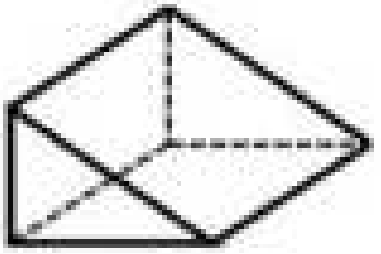
PREVIEW

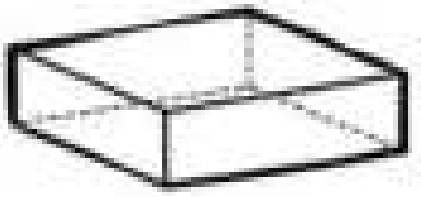
Name: _____ 124

# Prisms – Faces, Edges, Vertices

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



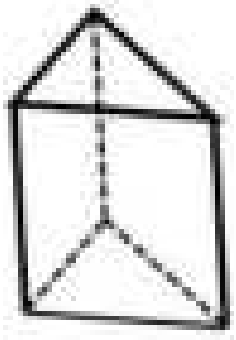


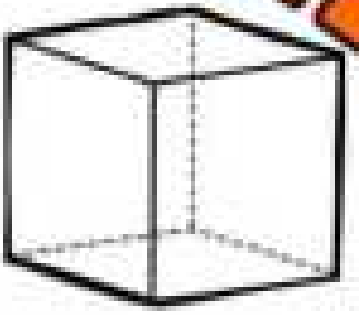


| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |

| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |

| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |







| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |

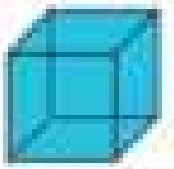
| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |

| | |
|---|---|
| Faces | |
| Edges | |
| Vertices | |
| Name | |

PREVIEW

Name: _____ 125

# 3D Objects Word Problems



**Questions** | Answer the questions below

| | Word Problems | Answers |
|---|---|---|
| 1 | Mia has a rectangular prism with 6 faces. If each face has 4 edges, how many edges does the prism have in total? | |
| 2 | ...es a ... vertices. How many edges does the cube have? | |
| 3 | Emily's pyramid has ... If ... 3 edges, how many edges does the pyramid have? | |
| 4 | Liam's triangular prism has 5 faces. How ... ges do ... have? | |
| 5 | Olivia's sphere has 0 edges and 0 vertices. How many faces does it have? | |
| 6 | Jake's cone has 1 circular face and 1 curved edge. How many vertices does it have? | |

PREVIEW

© Super Simple Sheets

# 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 about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____ Faces: _____

Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

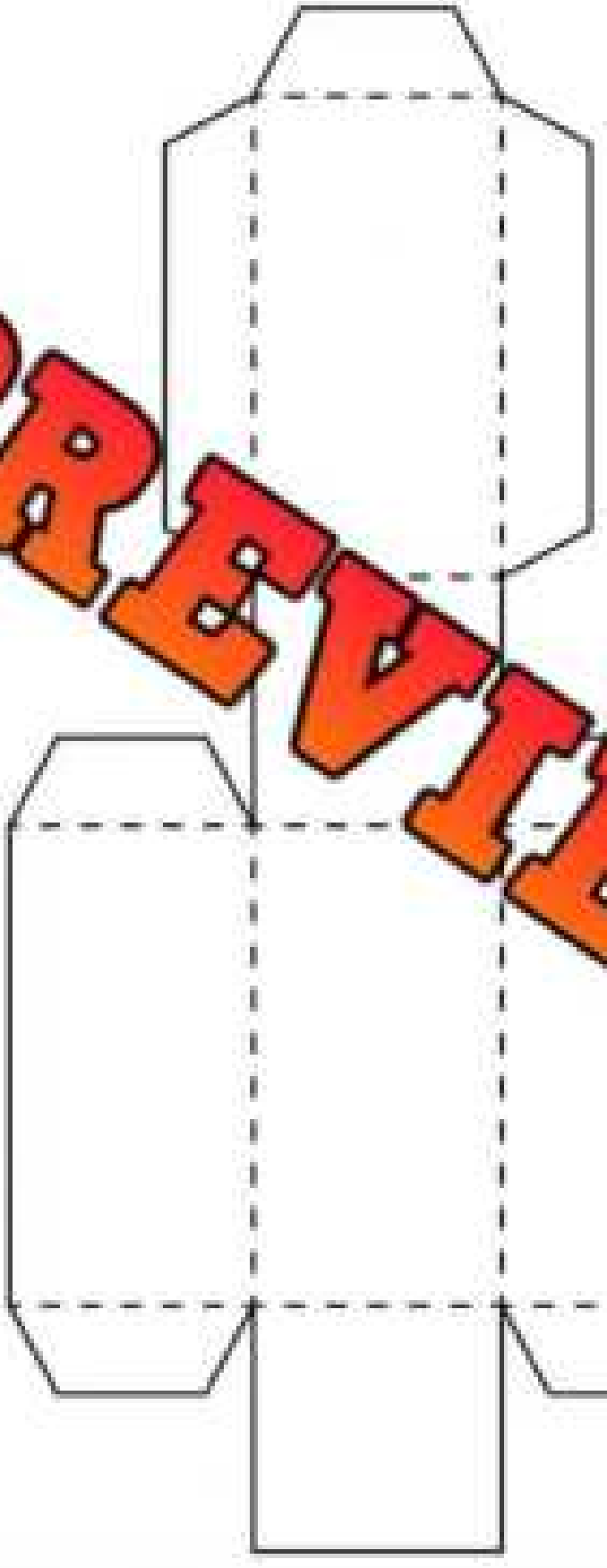
PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 127

# Net – Rectangular Prism



PREVIEW

© Super Simple Sheets

Name: _____ 128

# Net – Cube



PREVIEW

© Super Simple Sheets

Name: _____ 129

# Net – Rectangular Prism



PREVIEW

Name: _____ 132

# Net – Triangular Prism



PREVIEW

© Super Simple Sheets

Name: _____ 133

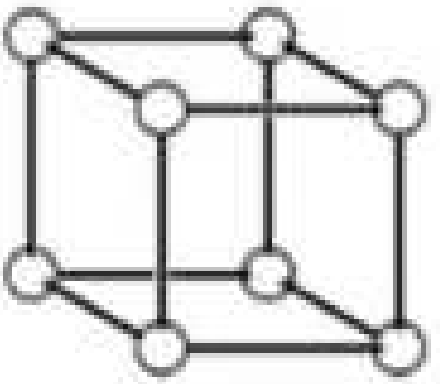
# Math Activity: 3D Shape Builders

**Objective** — What are we learning about?

To help students recognize and understand the properties of three-dimensional shapes, specifically focusing on cubes, rectangular prisms, and triangular prisms.

**Materials** — What you will need for the activity

- Playdough or clay / marshmallows
- Toothpicks
- Construction paper
- Scissors
- Glue



PREVIEW

**Instructions** — How you will complete the activity

1. Start the lesson by explaining what 3D shapes are, discussing the specific shapes you'll focus on: cubes, rectangular prisms, and triangular prisms.
2. Show examples of each shape, either as physical models or pictures, and discuss their properties such as vertices, edges, and faces.
3. Distribute playdough or clay and toothpicks to each student.
4. Instruct students to use the playdough or clay to make vertices and toothpicks to connect them as edges to form each of the three shapes.
5. After constructing the shapes with playdough and toothpicks, provide students with construction paper, scissors, and glue to make paper models of each shape.
6. Have students measure and cut the construction paper into the correct number of faces for each shape and then glue them together to form the 3D shapes.
7. Once all models are completed, students should label each part of their shapes (vertices, edges, and faces) on the paper models.
8. Display all shapes on a class table and discuss how the shapes are used in real-life contexts.

© Super Simple Sheets

Name: _____ 134

**Reflection** | Answer the questions below

1) Which shape was the easiest to construct and why?

2) What [illegible]es did you face while making the 3D shapes and how did you overco[illegible]

3) How are the shapes similar and h[illegible]t?

4) Can you find any objects in the classroom that match any o[illegible] built?

5) Why do you think it is important to learn about 3D shapes?

PREVIEW

Name: _____ 135

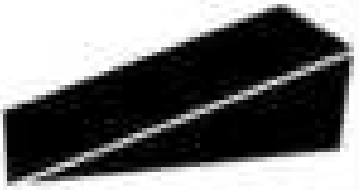
# Triangular and Rectangular Prisms in our Environment

**Questions** Circle whether the objects are rectangular or right-triangular prisms



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



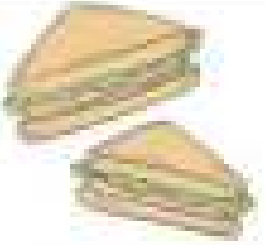
Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

Triangular Prism



Rectangular Prism

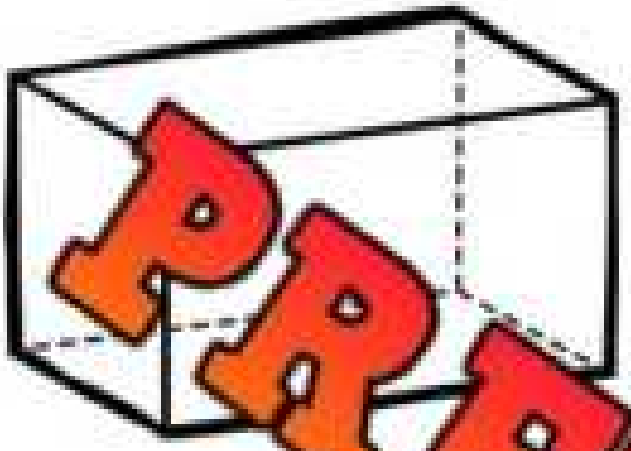
Triangular Prism

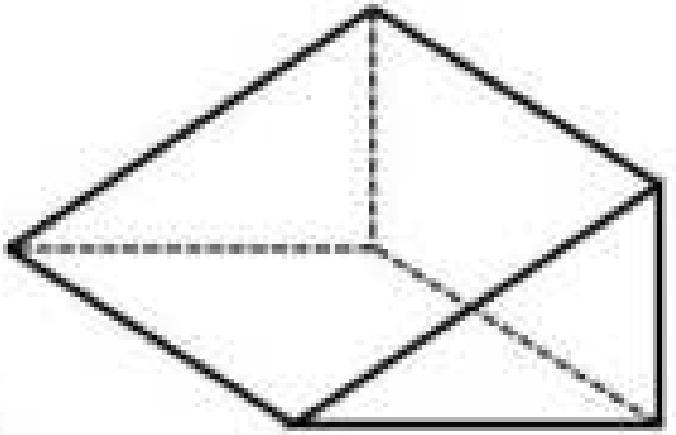
PREVIEW

Name: _____ 136

# Comparing 3D Objects

**Questions** How is a rectangular prism similar and different from a triangular prism?





| Ideas | Fac…ces, 2D Shapes |
|---|---|
| Similarities | |
| Differences | |

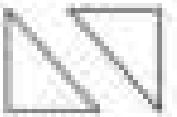
PREVIEW

Name: _____ 138

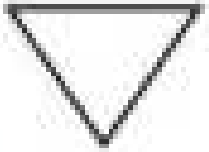
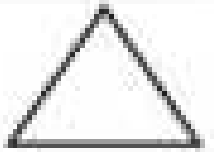
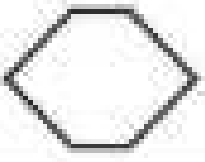
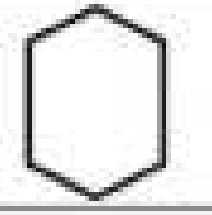
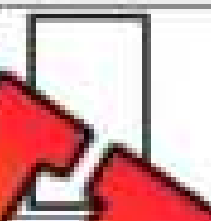
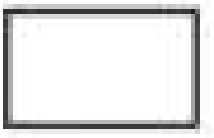
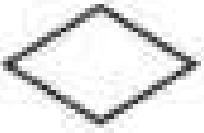
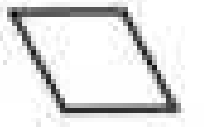
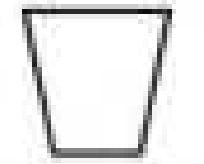
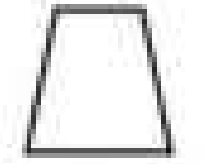
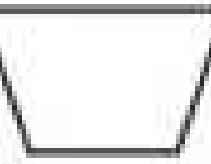
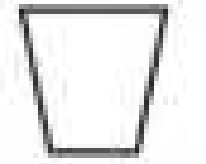
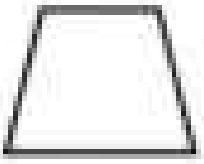
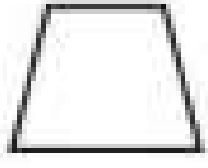
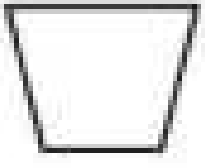
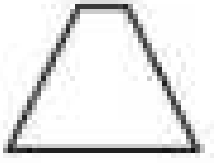
# Congruent Shapes

**Questions** Colour the congruent shapes. There may be more than one answer

**Congruent shapes** have the same size and shape. This means that the sides lengths and angles are the same. Congruent Shapes can be in different positions.


Congruent


Not congruent

| | | | |
|---|---|---|---|
| 1)  | a)  | b)  | c)  |
| 2)  | a)  | b)  | c)  |
| 3)  | a)  | b)  | c)  |
| 4)  | a)  | b)  | |
| 5)  | a)  | b)  | c)  |
| 6)  | a)  | b)  | c)  |
| 7)  | a)  | b)  | c)  |

PREVIEW

Name: _____ 140

# The Congruent House




PREVIEW

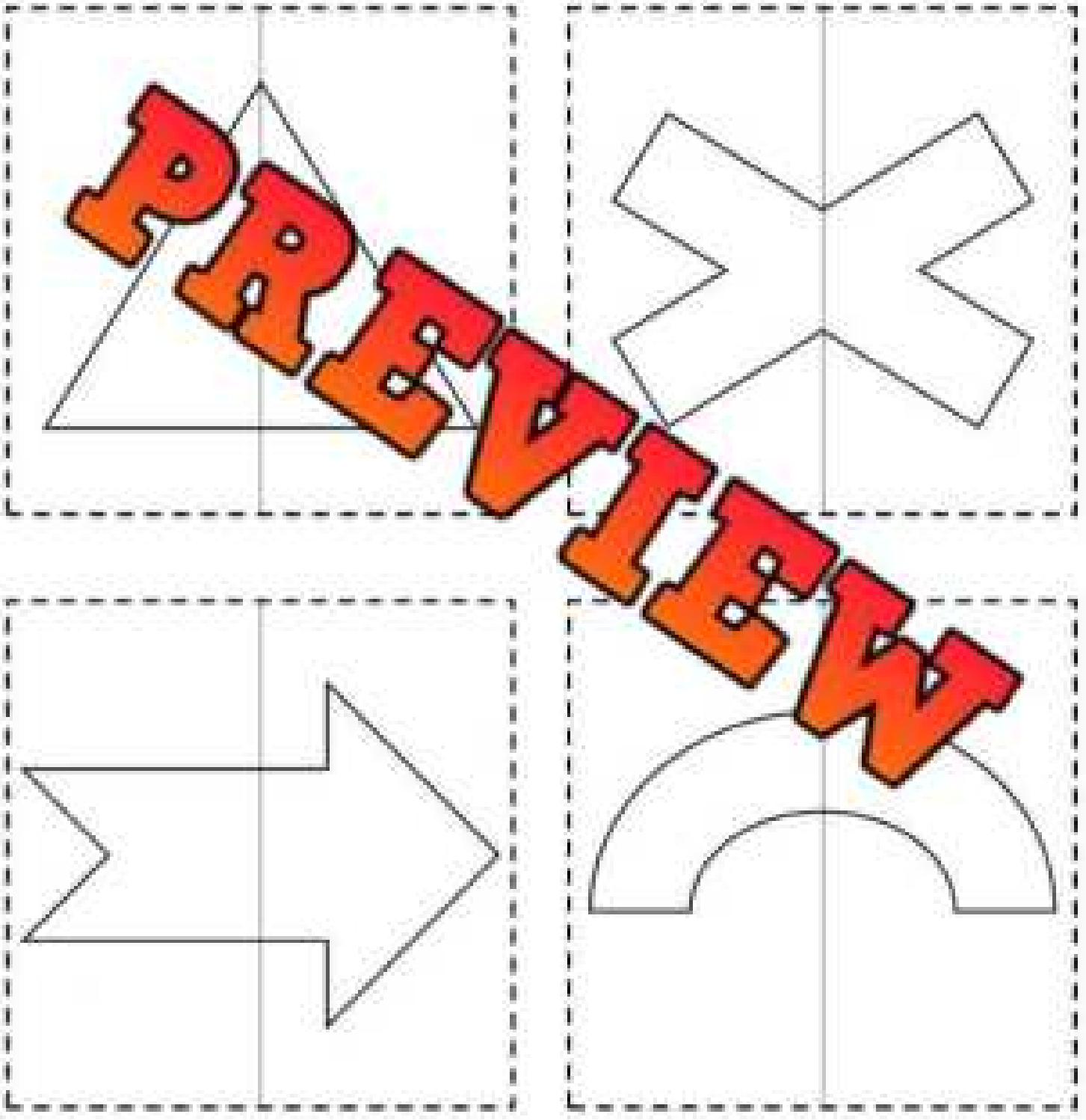
**Questions** Answer the questions below by [illegible] house above.

| | |
|---|---|
| 1) Which shape is congruent to shape A? | |
| 2) Which shape is congruent to shape C? | |
| 3) Which shapes are congruent to shape N? | |
| 4) Which shape is congruent to shape B? | |
| 5) Which shape is congruent to shape E? | |
| 6) Which shapes are congruent to shape D? | |
| 7) Which shape is congruent to shape T? | |
| 8) Which shape is congruent to shape L? | |

Name: _____ 1A2

# Line of Symmetry - Folding

**Directions** Cut out the box. Then fold it to see if the shape is symmetrical.

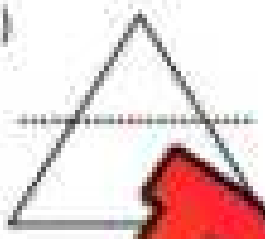


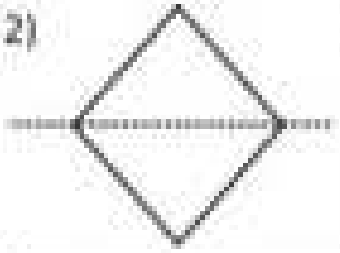
PREVIEW

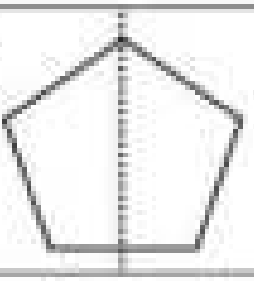
Name: _____ 144

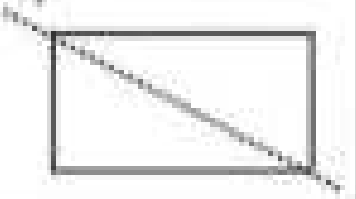
# Line of Symmetry

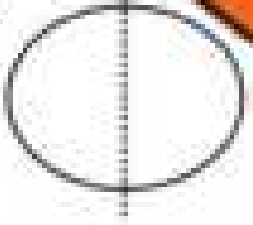
**Questions** Is the dotted line a line of symmetry? Write yes or no.

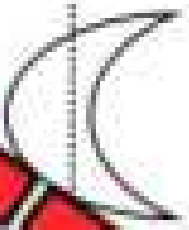
1) 

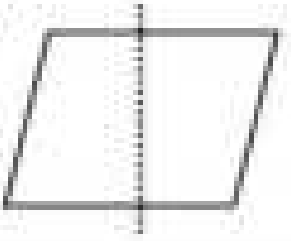
2) 

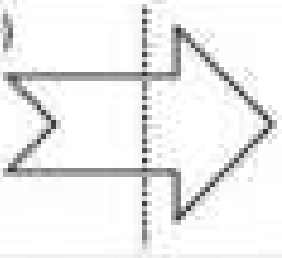
3) 

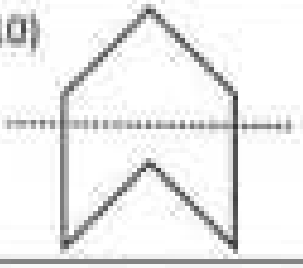
4) 

5) 

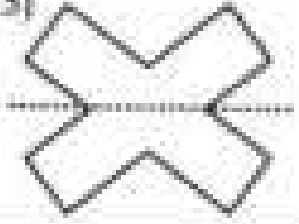
7) 

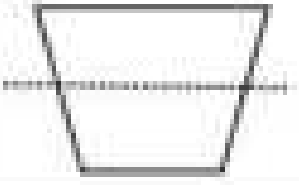
8) 

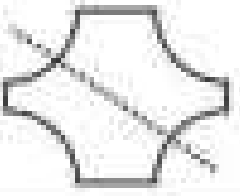
9) 

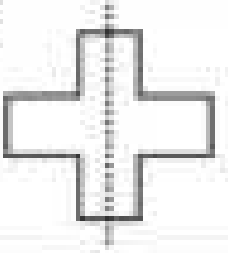
10) 

11) 

13) 

14) 

15) 

16) 

PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 147

# Line of Symmetry – Finishing a Picture

**Directions** Use the grid to help you finish the picture. Draw the robot [illegible]

## FINISH THE PICTURE



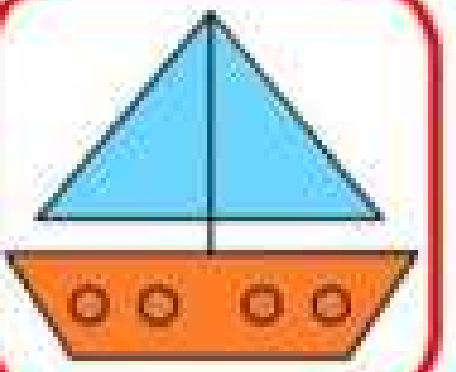
MEHAEPU

Name: _____ 150

# Line of Symmetry – Finishing a Picture

**Directions** Use the grid to help you finish the picture. Draw the boat symmetrical.

*Complete the picture using grid lines!*





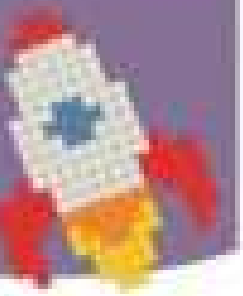
PREVIEW

Name: _____ 151

# Line of Symmetry – Finishing a Picture

**Directions** Use the grid to help you finish the picture. Draw the rocket symmetrical

## COMPLETE THE PICTURE






© Super Simple Sheets
www.simplesheets.com

Name: _____ 153

# Symmetry in Indigenous Designs



**Questions**

Draw the mirror image of the wolf drawn by an Indigenous artist




© Super Simple Sheets
super.simplesheets.com

Name: _____ 154

# Symmetry in Indigenous Designs

**Questions** Draw the mirror image of the totem pole below





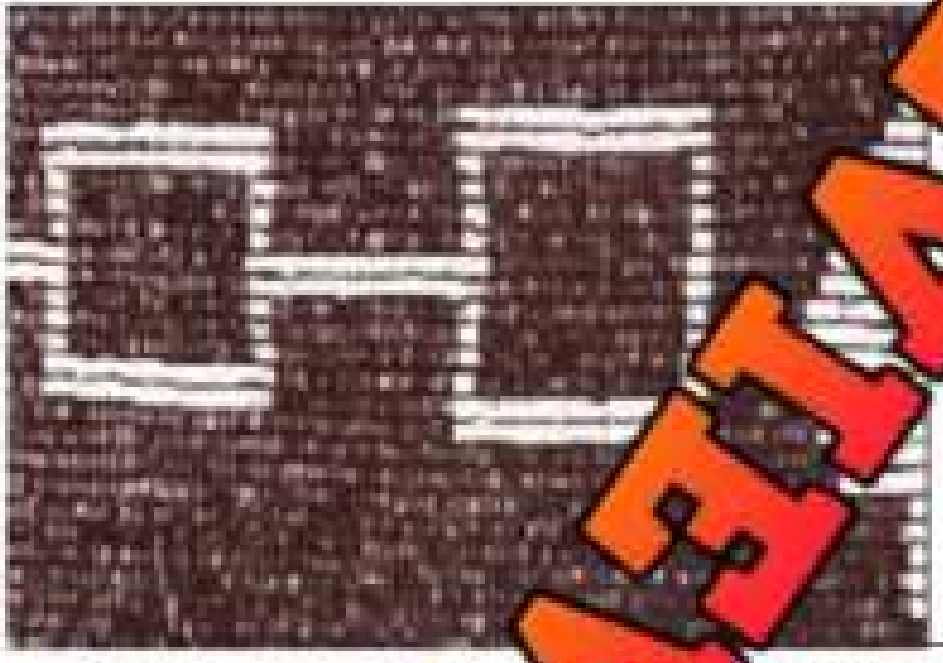
PREVIEW

Name: _____ 155

# Symmetry in Indigenous Designs

**Directions** Draw the mirror image of the wampum belt.





METAFRO

**SENECA NATION**
Keepers of the Western Door

**CA… NA…**

**ONONDAGA NATION**
Keepers of the Central Fire and the heart of the Five Nations loyal to the Great Law of Peace

**ONEIDA NATION**

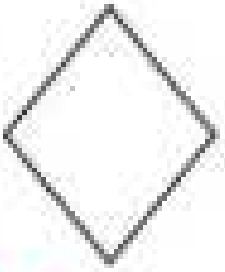
**MOHAWK NATION**
Keepers of the Eastern Door

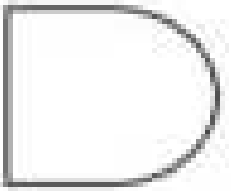
Name: _____ 156

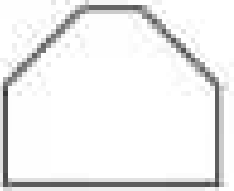
# Drawing Lines of Symmetry

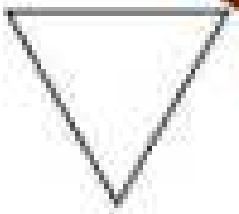
**Questions** Draw a line of symmetry on the shapes below

1) 

2) 

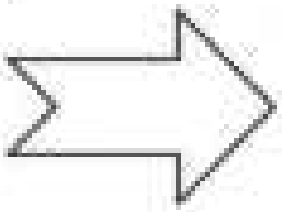
3) 

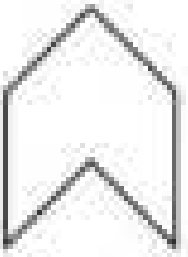
4) 

5) 

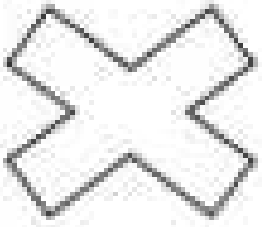
7) 

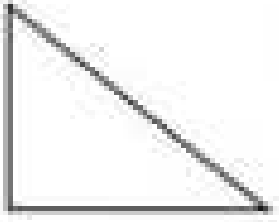
8) 

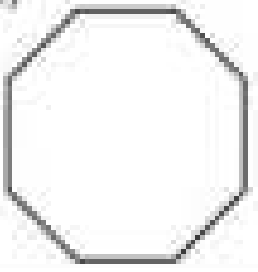
9) 

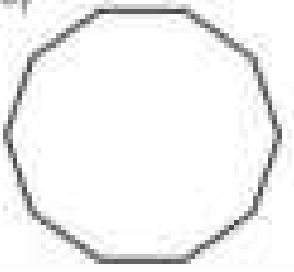
10) 

11) 

13) 

14) 

15) 

16) 

PREVIEW

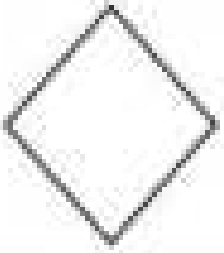
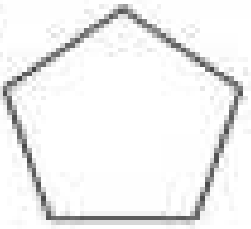
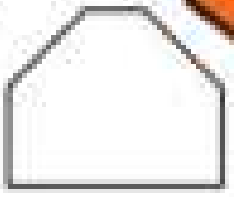
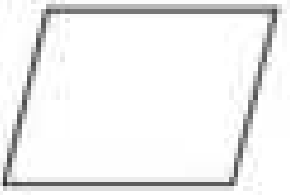
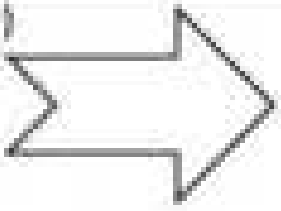
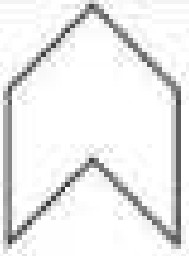
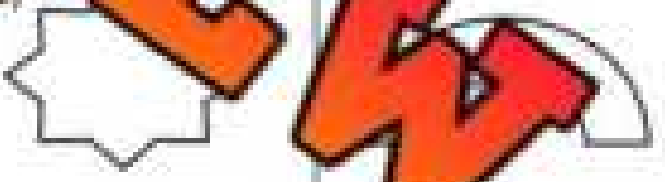
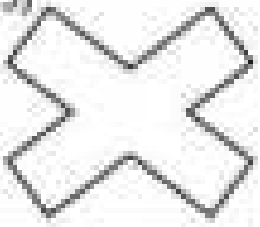
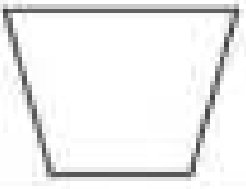
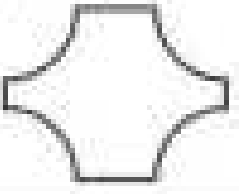
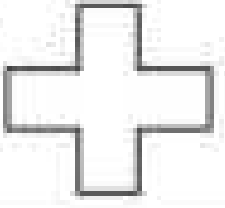
© Super Simple Sheets

super simplesheets.com

Name: _____ 157

# How Many Lines of Symmetry ?

**Questions** How many lines of symmetry does each shape have?

| | | | |
|---|---|---|---|
| 1)  | 2)  | 3)  | 4)  |
| 5)  | 6)  | 7)  | 8)  |
| 9)  | 10)  | 11)  | |
| 13)  | 14)  | 15)  | 16)  |

PREVIEW

© Super Simple Sheets
super.simplesheets.com

Name: _____ 159

# Lines of Symmetry Word Problems

**Questions** | Answer the questions below



| | Word Problems | Answers |
|---|---|---|
| 1 | In art class, Sarah draws a square. How many lines of symmetry does her square have? | |
| 2 | [illegible] If the flag is equilateral, how many lines of symmetry [illegible] | |
| 3 | Aisha cuts out a heart [illegible] ject. How many lines of symmetry does [illegible] | |
| 4 | Jason draws a rectangle and then cuts it [illegible] ally. How many lines of symmetry does the original rect[illegible] how many does each half have now? | |
| 5 | Jade examines an oval-shaped track. Determine the number of lines of symmetry the oval has. | |
| 6 | Liam folds a piece of paper into a kite shape. How many lines of symmetry are in Liam's kite? | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

Name: _____

1) How many lines of symmetry does the shape have?



2) Draw the lines of symmetry on the shape below.

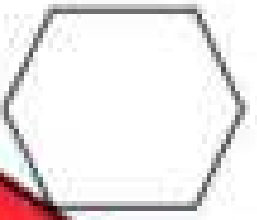


Name: _____

1) How many lines of symmetry does the shape have?

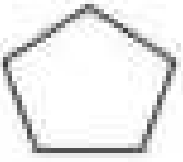


2) Draw the lines of symmetry on the shape below.

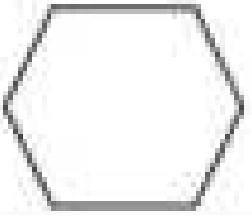


Name: _____

1) How many lines of symmetry does the shape have?



2) Draw the lines of symmetry on the shape below.

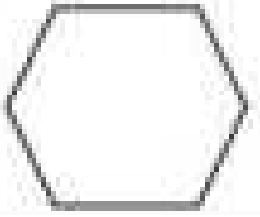


Name: _____

1) How many lines of symmetry does the shape have?



2) Draw the lines of symmetry on the shape below.



PREVIEW

© Super Simple Sheets

Name: _____ 161

# Drawing Lines of Symmetry on Real – Life Objects

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

1)



2)



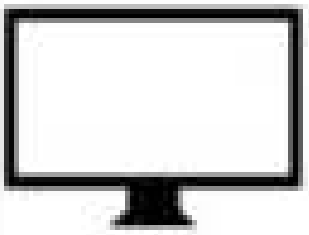
3)



4)



5)



6)



8)



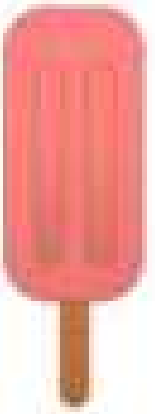
9)



10)



11)



12)



PREVIEW

© Super Simple Sheets

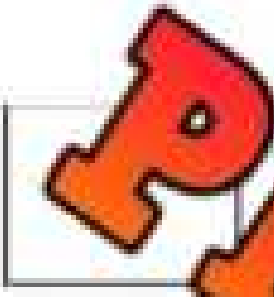
super simplesheets.com

Name: _____ 162

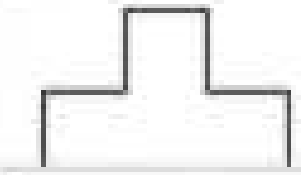
# Drawing Mirror Image Using Line of Symmetry

**Questions** | Draw the mirror image of the shapes below

1)



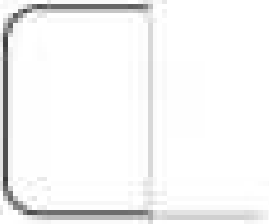
2)



3)



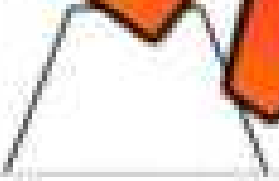
4)



5)



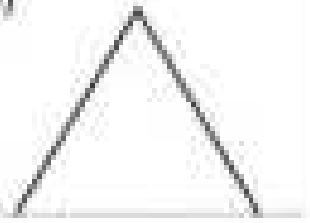
6)



8)



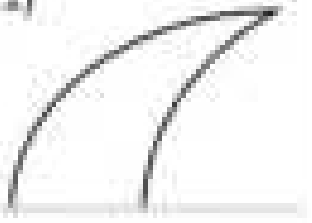
9)



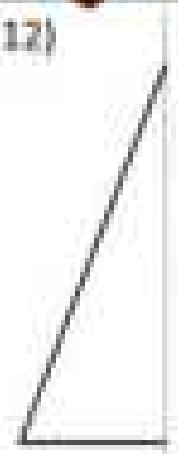
10)



11)



12)



PREVIEW

© Super Simple Sheets

super simplesheets.com

Name: _____ 164

# Drawing Symmetrical Shapes

**Questions** | Draw symmetrical shapes below

| Circle | Rectangle |
| --- | --- |
| | |

| Square | Pentagon |
| --- | --- |
| | |

| Hexagon | Octagon |
| --- | --- |
| | |

PREVIEW

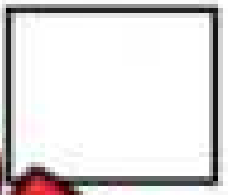
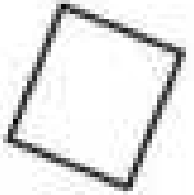
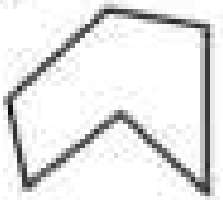
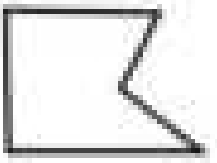
© Super Simple Sheets

super simplesheets.com

Name: _____ 165

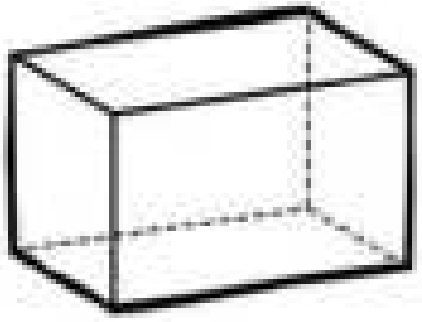
# Geometry Test

**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 |

PREVIEW

**Part 2** Fill in the tables [illegible] and right triangular prisms





| Faces | |
|---|---|
| Edges | |
| Vertices | |
| Name | |

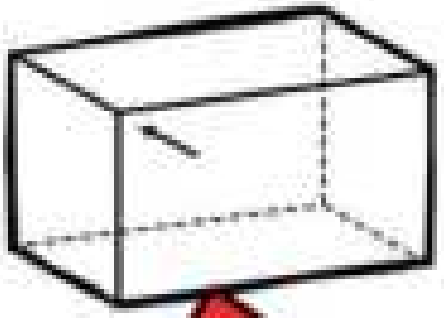
| Faces | |
|---|---|
| Edges | |
| Vertices | |
| Name | |

| Faces | |
|---|---|
| Edges | |
| Vertices | |
| Name | |

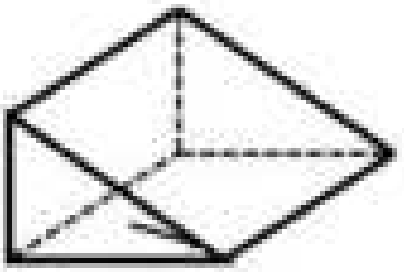
© Super Simple Sheets

super simplesheets.com

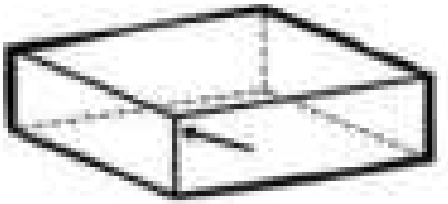
**Part 3** Are the angles below right, smaller, or larger?



Right



Right Smaller Larger



Right Smaller Larger

PREVIEW

**Part 4** Draw ... or i... shapes below

1)

2)

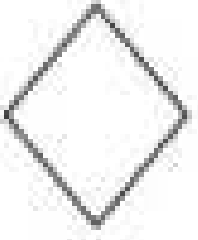
4)

**Part 5** Draw 2 or more lines of symmetry on the shapes below

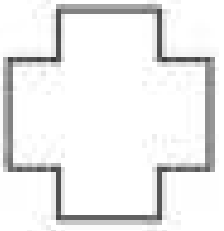
1)



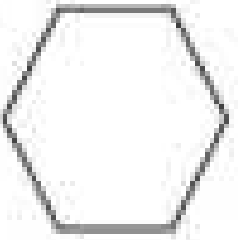
2)



3)



4)



© Super Simple Sheets

# Google Slides Lessons Preview

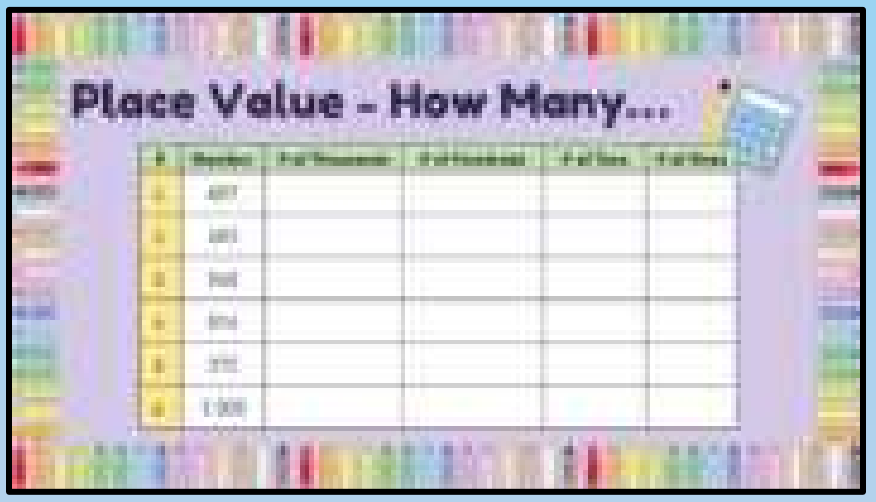
© Super Simple Sheets

# Saskatchewan Math Curriculum
# Number Unit – Grade 4

## 3-Part Lesson Format

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



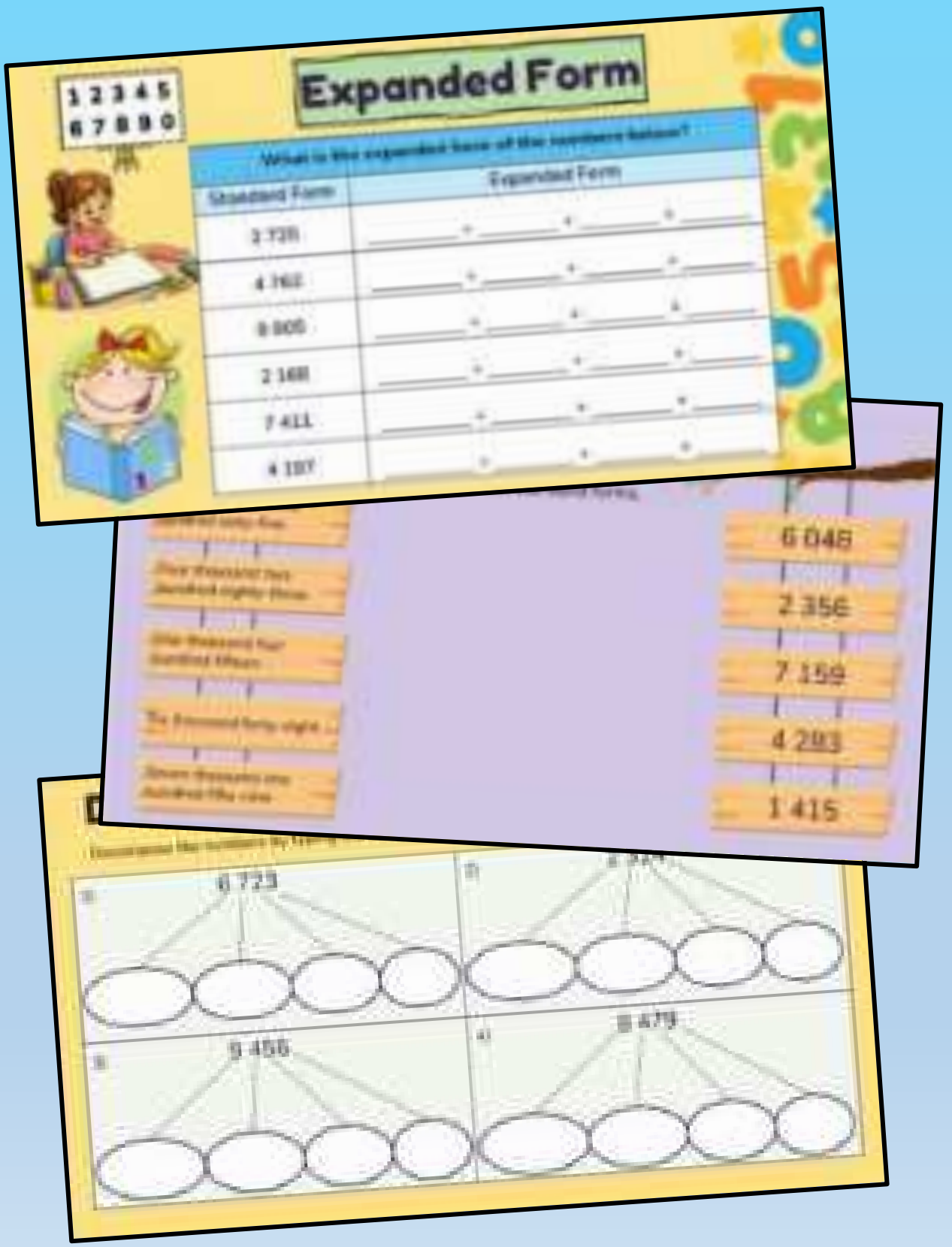




### Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

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



# Saskatchewan Math Curriculum
# Number Unit – Grade 4



# Saskatchewan Math Curriculum
# Number Unit – Grade 4



# Workbook Preview

© Super Simple Sheets

# Grade 4
# Strand: Number



| | Curriculum Expectations | Pages |
|---|---|---|
| N4.1 | Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by:<br>- representing<br>- describing<br>- comparing two numbers<br>- ordering three or more numbers. | 8–36 |
| N4.2 | Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4- digit numerals) by:<br>- using personal strategies for adding and subtracting<br>- estimating sums and differences<br>- solving problems involving addition and subtraction | 37–88 |
| N4.3 | Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by:<br>- applying mental mathematics strategies<br>- explaining the results of multiplying by 0 and 1 | 92–130 |
| N4.4 | Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) by: | |
| N4.5 | - relating division to multiplication. | |
| N4.6 | Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:<br>- name and record fractions for the parts of a whole or a set<br>- compare and order fractions<br>- model and explain that for different wholes, two identical fractions may not represent the same quantity<br>- provide examples of where fractions are used. | 178–209 |
| N4.7 | Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by:<br>- describing<br>- representing<br>- relating to fractions. | 212–234 |
| N4.8 | Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by:<br>- using compatible numbers<br>- estimating sums and differences<br>- using mental math strategies<br>- solving problems. | 237–273 |
| TGA | Assessment<br>- Tests and Quizzes | 26 – 27, 89 – 91, 176 – 177, 235 – 236, 273 – 278 |

Preview of 125 pages from this product that contains 548 pages total.

Name: _____ 5

# Place Value Chart

3937

| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
| 3 | 9 | 3 | 7 |

**Part 1** Fill in the place value charts below

1) 4 287

| Tho | | Tens | Ones |
|---|---|---|---|
| | | | |

2) 2 142

| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
| | | | |

3)

| Thousands | Hundreds | | |
|---|---|---|---|
| | | | |

4) 7 483

| | Hundreds | Tens | Ones |
|---|---|---|---|
| | | | |

5) 3 659

| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
| | | | |

84

| Tho | | ens | Ones |
|---|---|---|---|
| | | | |

PREVIEW

**Part 2** Which place value is the underlined number?

| | | |
|---|---|---|
| 1) 3 575<br>Tens | 2) 5 184 | 3) 2 138 |
| 4) 8 321 | 5) 2 839 | 6) 9 562 |
| 7) 2 962 | 8) 5 354 | 9) 9 303 |

© Super Simple Sheets

Name: _____ 6

# Place Value – How Many...

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

**Part 1** Fill in the table below

| | Number | # of Thousands | # of Hundreds | # of Tens | # of Ones |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | 2 36 | | | | |
| 3. | | | | | |
| 4. | 8 93 | | | | |
| 5. | 3 489 | | | | |
| 6. | 6 218 | | | | |
| 7. | 7 452 | | | | |
| 8. | 7 217 | | | | |
| 9. | 9 679 | | | | |
| 10. | 6 631 | | | | |

PREVIEW

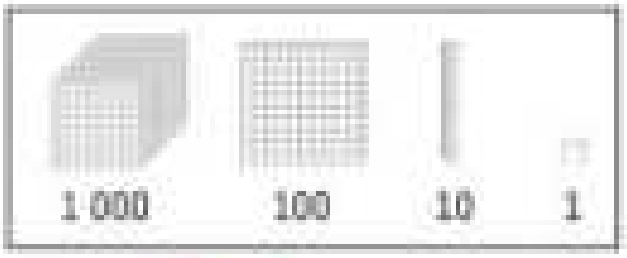
**Part 2** Answer the riddles below

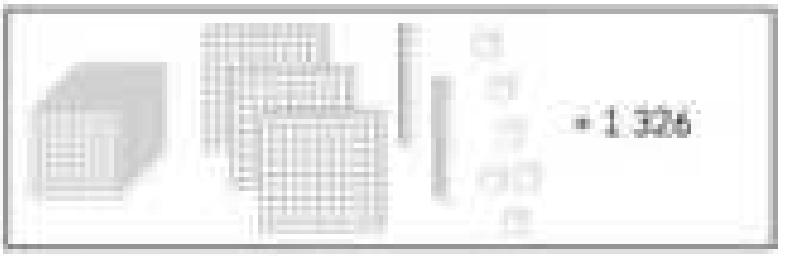
| Questions | Answers |
|---|---|
| 1) My number has 4 tens, 3 less ones than tens. What is my number? | |
| 2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number? | |

© Super Simple Sheets

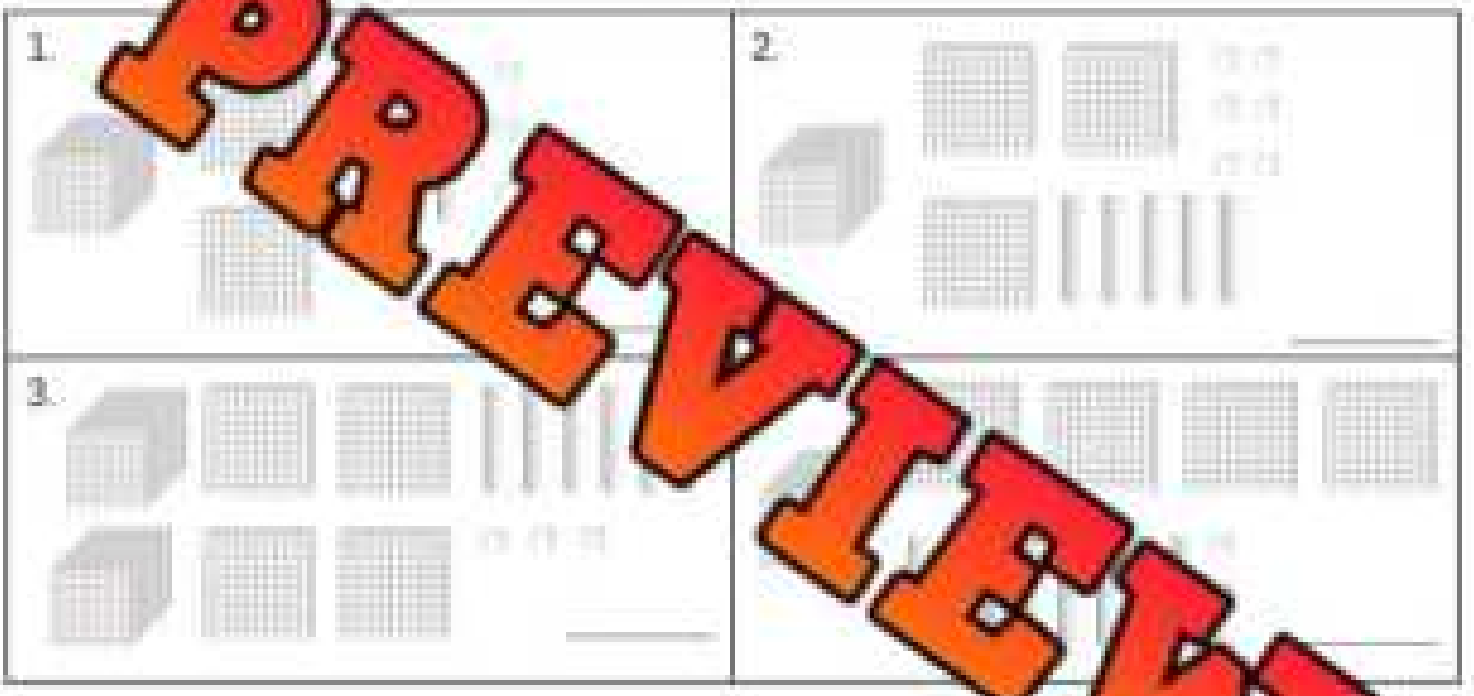
Name: _____ 7

# Base Ten Blocks




**Part 1** How many blocks do you count?




PREVIEW

**Part 2** Draw the base ten blocks to represent the numbe

| | |
|---|---|
| 1) 2 375 | 2) 1 184 |
| 3) 4 542 | 4) 4 263 |

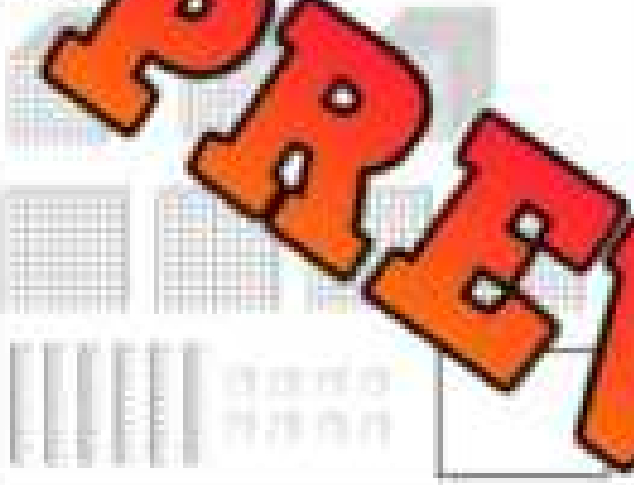
© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

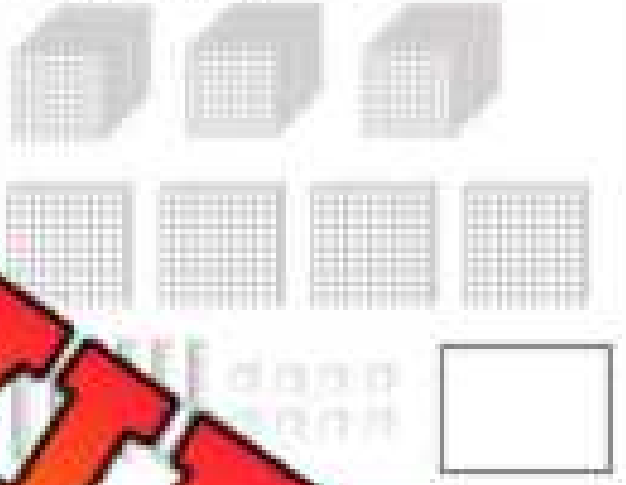
Name: _____

What is the value represented by the base ten blocks?



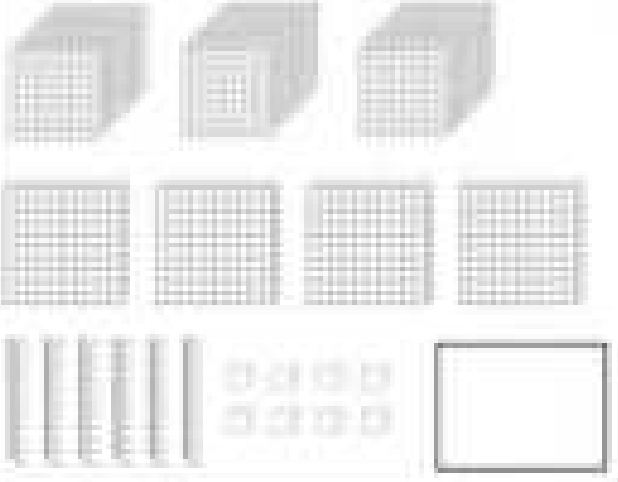
Name: _____

What is the value represented by the base ten blocks?



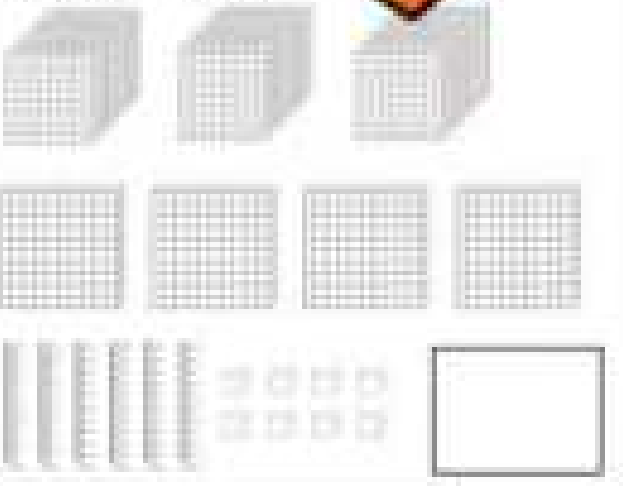
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?

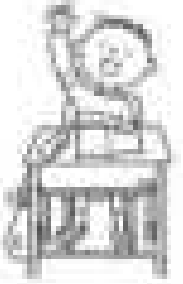


PREVIEW

Name: _____ 11

# Expanded Form

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



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

| | | |
|---|---|---|
| 1) 4 000 + [illegible] + 10 + 4 | 2) 2 000 + 700 + 90 + 6 | 3) 1 000 + 500 + 20 + 9 |
| 4) 9 [illegible] + 000 + [illegible] | 5) 7 000 + 200 + 40 + 5 | 6) 6 000 + 400 + 30 + 6 |
| 7) 8 000 + 0 + 0 + [illegible] | [illegible] + 70 + 0 | 9) 3 000 + 500 + 70 + 2 |

**Part 2** What is the expanded f[illegible] n[illegible] below?

| | |
|---|---|
| 1) 5 445 | [illegible] |
| 3) 8 064 | 4) 7 309 |
| 5) 9 286 | 6) 3 246 |

**Part 3** Fill in the blanks with the missing number.

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

PREVIEW

© Super Simple Sheets
supersimplesheets.com

# 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: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

Name: _____

a) Write the standard form: _____

8000 + 30 + 8

b) Write the expanded form: 6 814

_____

_____

PREVIEW

Standard Form

Words

PREVIEW

Expanded Form

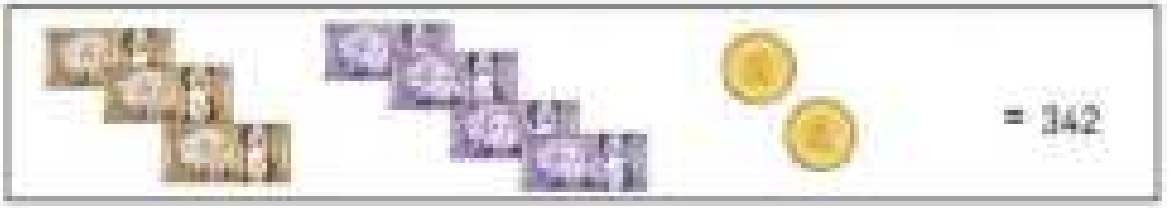
Place Value Chart

| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
| | | | |

Pictures

Name: _____ 21

# Counting Money – Base Ten




**Question:** Count the money below

1)

2)

3)

4)

5)

PREVIEW

© Super Simple Sheets

Name: _____ 22

# Place Value Riddles



**Questions** Solve the riddles below

| Questions | Answers |
|---|---|
| 1) Which number has: 6 thousands, 3 hundreds, 3 less tens than hundreds, and 5 more ones than tens?<br><br>___ ___ ___ ___<br>hun tens ones | |
| 2) Which number has ones [illegible] half as many thousands as hundreds and twice [illegible] tens as thousands? | |
| 3) Which number has 6 thousands, half as many [illegible] thousands, 8 tens and half as many ones as tens. | |
| 4) Which number has 9 thousands, 5 tens, 4 less hundreds than thousands and 2 less ones than hundreds. | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 23

# Place Value – Number Breakdown

**Questions** | Fill in the blanks below

## Number Breakdown

8 782

| Th | H | T | O |
|---|---|---|---|
| | | | |

## Write the value of the underlined digit

1) 8 782 = _____

2) 8 782 = _____

3) 8 782 = _____

4) 8 782 = _____

Fill in the blanks using the form below

_____ + _____ + _____ + _____

Fill in the pattern below

8 782 , _____ , 8 784 , _____ , _____ , 8 787

Fill in the pattern below

8 782 , 8 792 , 8 802 , _____ , _____ , _____

Fill in the pattern below

8 782 , 8 882 , _____ , _____ , 9 182 , _____

Compare using <, >, or =

| | |
|---|---|
| 8 782 | 8 795 |
| 5 315 | 8 782 |
| 8 782 | 3 346 |
| 8 325 | 8 782 |
| 8 237 | 8 782 |

| | | |
|---|---|---|
| 8 782 | + 10 | |
| 8 782 | + 100 | |
| 8 782 | + 1000 | |
| 8 782 | - 1000 | |
| 8 782 | - 100 | |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 26

# Place Value Quiz

**Part 1** Fill in the Place Value Charts below

1) 2 236

| Thou | Hun | Tens | Ones |
|---|---|---|---|
| | | | |

2) 4 363

| Thou | Hun | Tens | Ones |
|---|---|---|---|
| | | | |

3) 4 392

| Thou | Hun | Tens | Ones |
|---|---|---|---|
| | | | |

**Part 2** [illegible] is the underlined number?

| | | |
|---|---|---|
| 1) 1 355 | | 3) 4 135 |
| 4) 5 331 | [illegible]86 | 6) 9 734 |

**Part 3** How many blocks do you coun[illegible]

| | | |
|---|---|---|
| 1. | 2. | |

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

| | | |
|---|---|---|
| 1) 2 000 + 200 + 20 + 1 | 2) 5 000 + 300 + 60 + 8 | 3) 9 000 + 200 + 4 |

PREVIEW

© Super Simple Sheets

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

| | |
|---|---|
| 1) 3 775 | 2) 2 593 |
| 3) 5 421 | 4) 6 389 |

**Part 6** ...ndard form of the written words below

| | |
|---|---|
| 1) Three ...hirty-six | 2) Four thousand one hundred four |

**Part 7** Write the writte... below

| |
|---|
| 1) 3 234 |
| 2) 5 617 |

**Part 8** Solve the riddles

1) Which number has: 4 thousands, 5 hundreds, 3 less tens than hundreds, and 7 more ones than tens?

2) Which number has 6 ones, 2 hundreds, half as many thousands as hundreds and twice as many tens as hundreds?

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 28

# Comparing Numbers

| | | |
|---|---|---|
| 6 235  9 233 | 7 384  6 299 | 1 248  1 248 |

## Part 1 Compare the following numbers

PREVIEW

| | | |
|---|---|---|
| 1) 685 [ ] [illegible] | 2) 2 685 [ ] 3 510 | 3) 6 112 [ ] 6 094 |
| 4) 1 325 [ ] [illegible] | [illegible] [ ] 4 257 | 6) 3 199 [ ] 4 606 |
| 7) 3 382 [ ] 3 312 | [illegible] [illegible] | 9) 5 874 [ ] 5 874 |

## Part 2 Write - Greater than, Equal to, Le[illegible]

| | |
|---|---|
| 1) 725 is _____ 442 Greater than | 2) 1 556 is [illegible] _____ |
| 3) 4 814 is _____ 4 122 _____ | 4) 3 572 is _____ 3 572 _____ |
| 5) 7 235 is _____ 7 432 _____ | 6) 4 514 is _____ 4 415 _____ |

© Super Simple Sheets
supersimplesheets.com

Name: _____ 30

# Activity – Number Line Leap Frog

**Objective** What are we learning about?

To help students understand and practice ordering whole numbers up to 10,000 by placing them correctly on a number line.

**Materials** What you will need for the activity.

- [illegible] to create a number line
- [illegible] or cr[illegible]
- Small stick[illegible]
- Index card[illegible] to 10,000 written on them

**Instructions** How yo[illegible]

1. Lay out the roll of paper on the flo[illegible] and draw a long number line across it. Mark the number line at [illegible] of 1,000 up to 10,000 to provide a reference for students.
2. Give each student an index card with a numb[illegible] their number on a sticky note as well.
3. Have students come up one at a time to the number li[illegible]
4. The student must decide where on the number line their numb[illegible] place their sticky note on the line accordingly.
5. Once a student places their sticky note, the rest of the class can agree or disagree. If there is a disagreement, the student must justify their placement to their peers.
6. After all the students have placed their numbers, review the sequence as a class and make any necessary adjustments together.
7. For the final challenge, shuffle the sticky notes and have the students place them in the correct order as quickly as possible.
8. Ask students to answer these questions: "Which number did you have? Why did you place it where you did? What did you notice about the numbers to your left and right?".

PREVIEW

Name: _____ 31

**Numbers to 10 000** | Cut out the numbers below. Give one to each student.

| | | |
|---|---|---|
| 666 | 4256 | 8600 |
| 5567 | 8025 | 164 |
| | 7993 | 3613 |
| 548 | 439 | 5947 |
| 3213 | | 1691 |
| 1293 | 735 | 150 |
| 9253 | 5346 | |
| 1019 | 4867 | 2930 |
| 9451 | 4096 | 9149 |
| 8278 | 4909 | 5606 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 32

# Comparing Numbers



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

| | |
|---|---|
| 1) Number greater than 415 | 2) Number less than 627 |
| 3) Number less than 294 | 4) Number equal to 84 |
| 5) Number greater than 427 | 6) Number less than 412 |
| 7) Number equal to 1 | 8) Number greater than 965 |

PREVIEW

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

| | | |
|---|---|---|
| 1) 2 205 > _____ | 2) 6 244 > _____ | 3) |
| 4) 8 365 = _____ | 5) _____ < 4 327 | 6) 2 310 > _____ |
| 7) _____ > 8 195 | 8) 9 937 < _____ | 9) _____ = 3 902 |
| 10) 8 153 = _____ | 11) _____ < 2 357 | 12) 4 220 > _____ |

© Super Simple Sheets
supersimplesheets.com

Name: _____ 33

# Comparing Base Ten Blocks

**Questions** Compare the number of base ten blocks below



PREVIEW

Name: _____ 35

# Ordering and Comparing Numbers Quiz

**Part 1** Compare the following numbers

| | | |
|---|---|---|
| 1) 325 ☐ 3 000 | 2) 5 182 ☐ 2 570 | 3) 7 129 ☐ 7 394 |
| 4) 3 52[illegible] | 5) 2 362 ☐ 2 365 | 6) 8 367 ☐ 8 371 |

PREVIEW

**Part 2** Wri[illegible]er than, Less than

| | |
|---|---|
| 1) 615 is _____ 362 Greater than | [illegible] is _____ 4 852 |
| 3) 8 123 is _____ 9 432 | 4) [illegible] |

**Part 3** Order the numbers below from least to greatest

33, 45, 35, 18

_____, _____, _____, _____

425, 236, 235, 342

_____, _____, _____, _____

1 763, 6 753, 2 569, 3 104

_____, _____, _____, _____

1 237, 2 653, 1 342, 2 873

_____, _____, _____, _____

© Super Simple Sheets

**Part 4** Order the numbers below from greatest to least

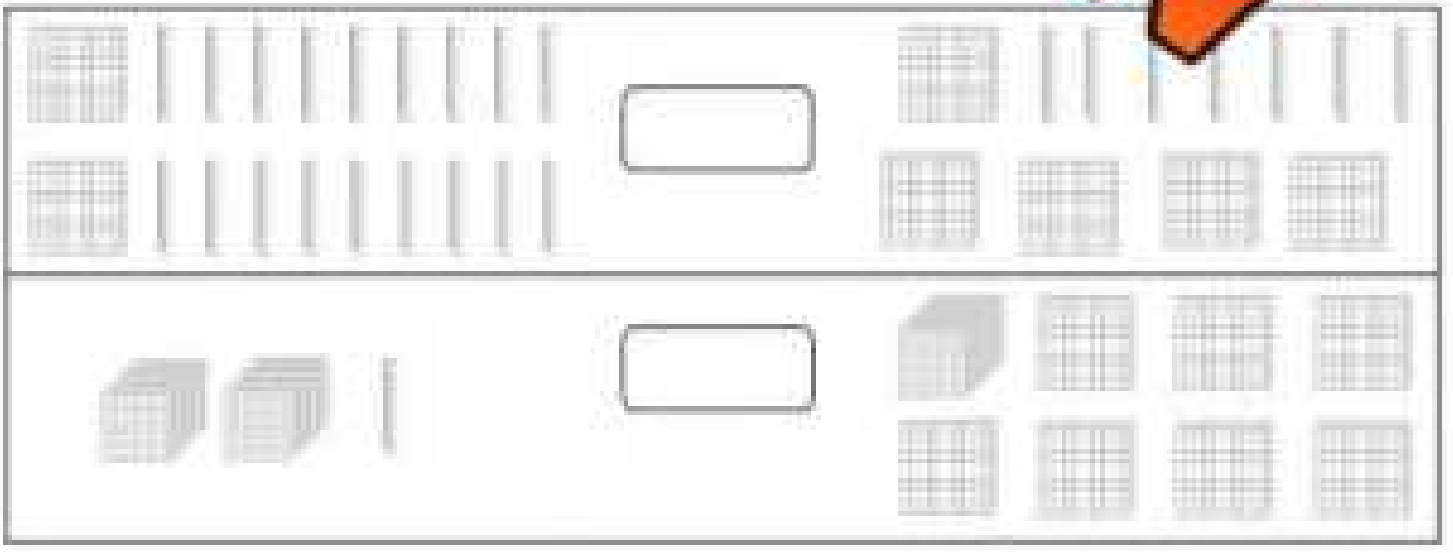
| | |
|---|---|
| 23, 3, 9, 14, 28<br>____, ____, ____, ____, ____ | 120, 341, 146, 189, 211<br>____, ____, ____, ____, ____ |
| 134, 145, 110, 256, 230<br>____, ____, ____, ____, ____ | 2 945, 1 240, 1 543, 1 654<br>____, ____, ____, ____, ____ |

**Part** Write a number between 1 and 1 000 that fits the description

| | |
|---|---|
| 1) Number greater than 627 | 2) Number less than 989 |
| 3) Number less than 410 | 4) Number equal to 765 |

PREVIEW

**Part 6** Compare the number of base ten blocks below



© Super Simple Sheets

Name: _____ 37

# Mental Math Strategy – Counting On

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

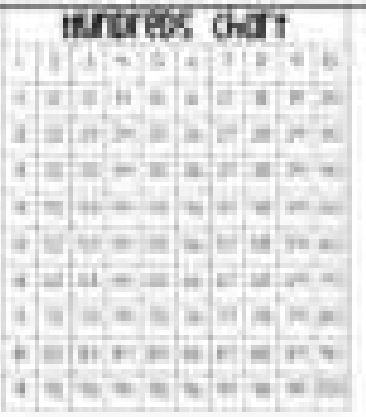
13 + 5 = _____



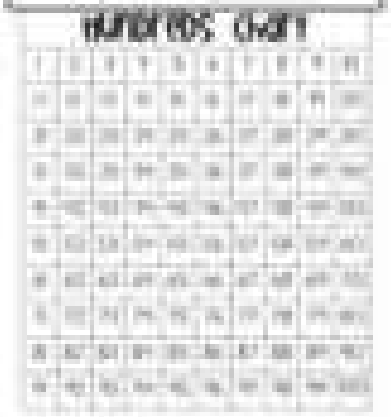
17 + 4 = _____



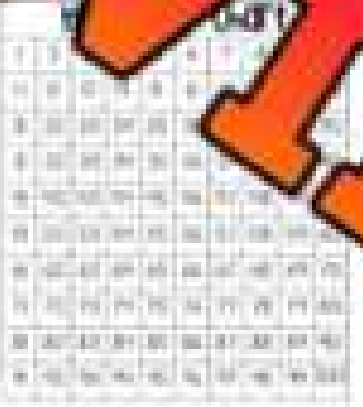
23 + 7 = _____



36 + 7 = _____



64 + 8 = _____



83 + 8 = _____



PREVIEW

7 + 9 = _____



11 + 6 = _____



7 + 13 = _____



Name: _____ 38

# Mental Math Strategy – Making Tens

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



1) 8 + 5

10 + 2 = 12

2) 18 + 6

___ + ___ = ___

3) 25 + 17

___ + ___ = ___

4) 78 + 14

___ + ___ = ___

5) 83 + 17

___ + ___ = ___

6) 99 + 14

___ + ___ = ___

7) 128 + 53

___ + ___ = ___

8) 167 + 27

___ + ___ = ___

9) 238 + 144

___ + ___ = ___

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 39

# Mental Math Strategy – Making Doubles

**Directions**

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

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

PREVIEW

| | | |
|---|---|---|
| | 46 + 45<br>45 + 45 = 90<br>90 + 1 = 91 | 50 + 51 |
| 76 + 75 | | 99 + 101 |
| 149 + 152 | 123 + 123 | |
| 248 + 253 | 499 + 502 | 749 + 748 |

© Super Simple Sheets
supersimplesheets.com

Name: _____ 40

# Mental Math – Break Into Place Value

**Directions**

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

135 + 219

200 + 300

40

124 + 56

146 + 27

216 + 188

168 + 254

167 + 173

355 + 262

PREVIEW

Name: _____ 41

# Mental Math – Adding in Chunks

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

124 + 125
100 + 224
244

134 + 145

243 + 23

264 + 228

334 + 358

357 + 553

464 + 267

PREVIEW

Name: _____ 42

# Adding Money




**Questions** Count the money below and decide which amount is larger.

PREVIEW



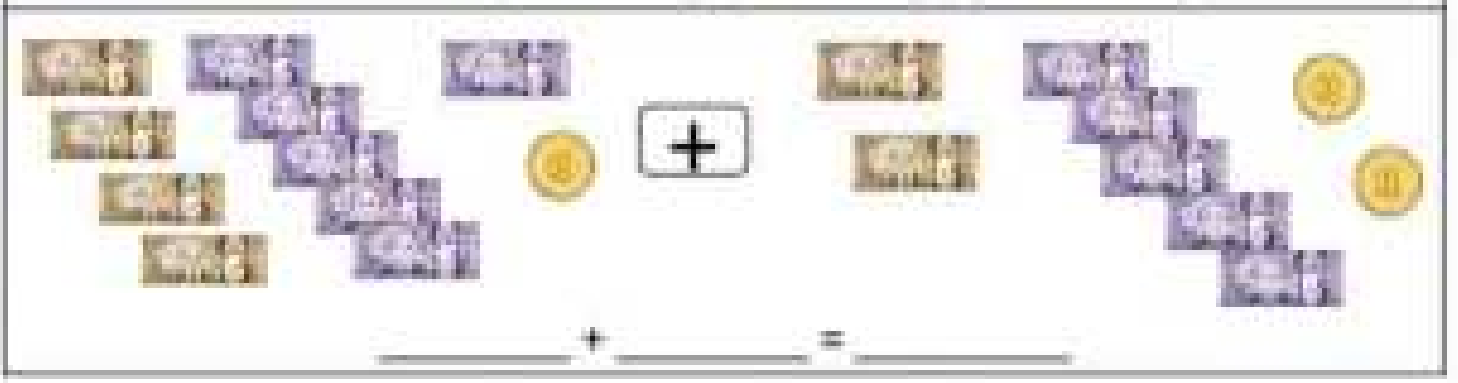
_____ + _____



_____ + _____



_____ + _____ = _____



_____ + _____ = _____

© Super Simple Sheets

Name: _____ 43

# Number Line Addition

**Questions** Use the number line to add the numbers below

1) 15 + 25 = 40



2) 35



3) 70 + 25 = ____



4) 60 + 35 = ____



5) 110 + 85 = ____



6) 70 + 85 = ____



7) 95 + 65 = ____



8) 135 + 45 = ____



PREVIEW

© Super Simple Sheets

Name: _____ 44

# Rounding Numbers to the Nearest 10 – Number Line

Round Down ← | → Round Up

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

**Questions** Round the number to the nearest ten (circle the new number)



PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 47

# 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
155 → 160

**Rounding to the nearest 100**
242 → 200
389 → 400

PREVIEW

## Part 1 — Round the numbers to the nearest 10

| | | |
|---|---|---|
| 1) 42 → _____ | 2) _____ | 3) 31 → _____ |
| 4) 85 → _____ | 5) _____ | 6) 74 → _____ |
| 7) 257 → _____ | 8) 144 → _____ | 9) 378 → _____ |
| 10) 873 → _____ | 11) 923 → _____ | 12) _____ |

## Part 2 — Round the numbers to the nearest 100

| | | |
|---|---|---|
| 1) 272 → _____ | 2) 145 → _____ | 3) 307 → _____ |
| 4) 257 → _____ | 5) 363 → _____ | 6) 737 → _____ |
| 7) 901 → _____ | 8) 862 → _____ | 9) 751 → _____ |
| 10) 350 → _____ | 11) 402 → _____ | 12) 953 → _____ |

© Super Simple Sheets

Name: _____ 69

# Rounding Numbers 3 Different Ways

Round Down ← → Round Up

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

| Ten | Hundred | Thousand |
|---|---|---|
| 1 864 → 1 860 | 1 864 → 1 900 | 1 864 → 2 000 |

Question: Round numbers three different ways

| # | Ten | Hundred | Thousand |
|---|---|---|---|
| 1 | 2 137 → _____ | → 2 100 | 2 137 → 2 000 |
| 2 | 6 136 → _____ | | 6 136 → _____ |
| 3 | 2 041 → _____ | 2 041 → _____ | → _____ |
| 4 | 8 355 → _____ | 8 355 → _____ | |
| 5 | 6 279 → _____ | 6 279 → _____ | 6 27 _____ |
| 6 | 1 059 → _____ | 1 059 → _____ | 1 059 → _____ |
| 7 | 7 502 → _____ | 7 502 → _____ | 7 502 → _____ |
| 8 | 9 921 → _____ | 9 921 → _____ | 9 921 → _____ |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 56

# Adding – No Regrouping

**Questions** Use the standard algorithm to solve the addition problems below

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | | | 7 |
| * | | 5 | |
| | | | |

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | 1 | 3 | 1 |
| * | 3 | 6 | 5 |
| | | | |

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | 2 | 4 | 7 |
| * | 5 | 3 | 2 |
| | | | |

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | 3 | 4 | 2 |
| * | 3 | 4 | 2 |
| | | | |

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | 6 | | |
| * | 3 | 9 | 0 |
| | | | |

| | Hun. | Tens | Ones |
|---|---|---|---|
| | | | |
| | | 4 | 1 |
| * | | | 6 |
| | | | |

| | Thou. | Hun. | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 5 | 2 | 3 | 5 |
| * | 3 | 5 | 3 | 3 |
| | | | | |

| | Thou. | Hun. | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 7 | 5 | 6 | 1 |
| * | 2 | 4 | 2 | 7 |
| | | | | |

| | Thou. | Hun. | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 4 | 5 | 3 | 4 |
| * | 2 | 3 | 6 | 4 |
| | | | | |

PREVIEW

Name: _____ 57

# Adding – No Regrouping

**Questions** Use the standard algorithm to solve the addition problems below

| | | | | |
|---|---|---|---|---|
| 1) 52 + 11 | 2) 23 + 14 | 3) 42 + 17 | 4) 12 + 33 | 5) 55 + 40 |
| 6) 2[illegible] + 241 | [illegible] + 21 | 8) 736 + 243 | 9) 525 + 212 | 10) 332 + 351 |
| 11) 3 122 + 1 615 | 12) 5 136 + 3 650 | [illegible] 762 + 1 2[illegible] | [illegible] 252 | 15) 4 614 + 5 362 |

PREVIEW

**Word Problems** Answer the questions below.

| | |
|---|---|
| 1) Lily and her two friends went to the aquarium. Lily saw 123 colorful fish, her first friend saw 234 fish, and her second friend saw 341 fish. How many fish did they see in total? | |
| 2) During a charity run, three runners fundraised and were able to donate $1207, $2532, and $5110, respectively. How much money will be donated in total by these three runners? | |

Name: _____ 58

# Addition Word Problems – No Regrouping

**Questions** | Solve the problems below

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



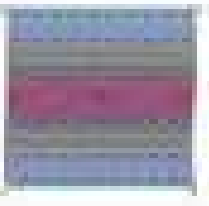
2) Spencer h… his … account. He won $1 247 in a raffle. How much does he have n…



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



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



PREVIEW

Name: _____ 59

# Regrouping – Which is Equal?

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

| | | |
|---|---|---|
| a) 1 ten<br>b) 1 [illegible]<br>c) 12 [illegible] | a) 2 tens, 3 ones<br>b) 3 tens, 3 ones<br>c) 2 tens, 13 ones | a) 2 hundreds, 10 tens<br>b) 3 hundreds<br>c) 12 tens |
| a) 20 ones<br>b) 1 ten, 10 ones<br>c) 20 tens | a) [illegible]<br>b) 2 hu[illegible], 11 [illegible]<br>c) 3 hundreds | a) 12 tens<br>[illegible] 20 ones<br>[illegible]s |
| a) 1 hundred, 11 tens<br>b) 2 hundreds, 11 tens<br>c) 30 tens | a) 9 tens, 10 ones<br>b) 1 hundred<br>c) 10 tens | a) 14 [illegible]<br>b) 1 ten, 4 [illegible]<br>c) 14 ones |
| a) 41 tens<br>b) 41 hundreds<br>c) 4 hundreds, 1 ten | a) 10 tens<br>b) 1 hundred, 1 tens<br>c) 11 tens | a) 20 tens<br>b) 1 hundred, 11 tens<br>c) 210 ones |

PREVIEW

© Super Simple Sheets

Name: _____ 62

# Adding – Regrouping

**Questions** Use the standard algorithm to solve the addition problems below

| | | | | |
|---|---|---|---|---|
| 1) 46 + 14 | 2) 29 + 14 | 3) 35 + 12 | 4) 17 + 24 | 5) 55 + 35 |
| 6) + 253 | 7) 23 | 8) 376 + 253 | 9) 485 + 232 | 10) 366 + 361 |
| 11) 6 212 + 7 315 | 12) 5 224 + 6 530 | 13) 2 + 7 23 | 14) 6 252 + 3 8 | 15) 7 654 + 8 362 |

PREVIEW

**Word Problems** Answer the questions below.

| | |
|---|---|
| 1) Tim has been saving money to buy a bike. In January, he saved $2,845. In February, he saved another $1,566. How much money has Tim saved in total for the bike? | |
| 2) In Miss Garcia's class, the book club read 1,694 pages in the first month and 2,565 pages in the second month. How many pages did the book club read altogether? | |

Name: _____ 63

# Addition Word Problems – Regrouping

**Questions** | Solve the problems below

1) Isaac donated $6 468 last year to charity. This year, he has donated $2 729. How much has Isaac donated in the last two years?



2) A delivery [illegible] 8km last week. This week, the driver has driven 3 871km. How [illegible] drive[illegible]nce last week?



3) Charlotte ate 2 793 calories yesterday. Tod[illegible] basketball tournament, so she expended a lot of energy. So, [illegible]8 ca[illegible] today. How many calories did Charlotte eat in the last two days?



4) Ken ran 3 754m this morning according to his GPS. He ran 5 838m after school today. How many total metres did Ken run today?



PREVIEW

© Super Simple Sheets
supersimplesheets.com

# 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) Riley read [illegible] pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

Name: _____

Solve the problems below

a) 4 327
+ 5 574

b) Riley read 452 pages in a book last month. This month, he read 298 pages. How many pages has Riley read in total?

PREVIEW

Name: _____ 68

# Subtraction Mental Math – Counting Back



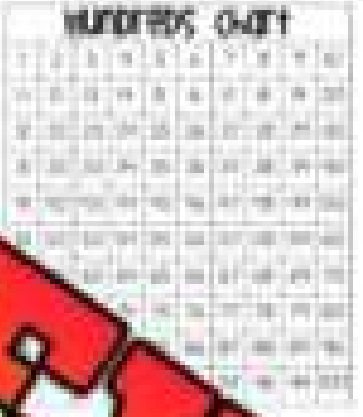
**Directions:**
1. Circle the higher number on the hundred's chart/number line.
2. Count back by the other number and write down the answer

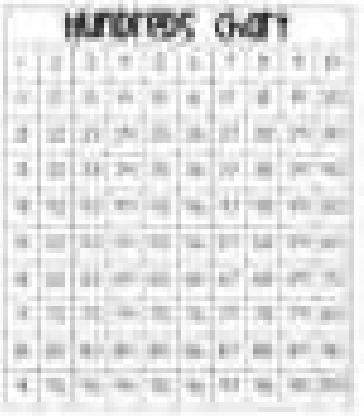
18 - 5 = _____

22 - 4 = _____

27 - 7 = _____







43 - 9 = _____

72 - _____

93 - 6 = _____







PREVIEW

17 - 5 = _____




15 - 4 = _____




20 - 8 = _____




© Super Simple Sheets
supersimplesheets.com

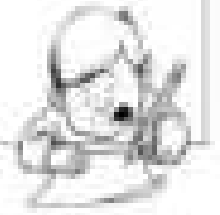
Name: _____ 69

# Mental Math – Counting Up (Up to 20)

**Lesson** – 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



15 – 9 = _____ Difference = 6

10 – 3 = _____

15 – 7 = _____

14 – 8 = _____

17 – 9 = _____

18 – 6 = _____

16 – 8 = _____

PREVIEW

Name: _____ 71

# Subtraction Mental Math – Counting Up

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

**124 – 104**




Answer: 20

**256 – 235**

**243 – 2**

**254 – 240**

**377 – 354**

**783 – 713**

**852 – 822**

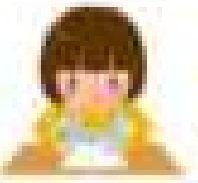
PREVIEW

Name: _____ 72

# 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 - [illegible]**

**264 - 142**

**357 - 234**

**[illegible]2**

**753 - 323**

**873 - 562**

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 81

# Subtracting – Borrowing

**Questions** Use the standard algorithm to solve the subtraction problems below

| | Tens | Ones |
|---|---|---|
| | 4 | |
| - | | |

| | Tens | Ones |
|---|---|---|
| | 4 | 1 |
| - | 1 | 4 |

| | Tens | Ones |
|---|---|---|
| | 5 | 5 |
| - | 2 | 6 |

| | Tens | Ones |
|---|---|---|
| | 7 | 6 |
| - | 3 | 8 |

| | Hun | Tens | Ones |
|---|---|---|---|
| | 6 | 8 | 3 |
| - | 1 | 5 | 6 |

| | Hun | Tens | Ones |
|---|---|---|---|
| | | 5 | |
| - | 2 | 2 | |

| | Hun | Tens | Ones |
|---|---|---|---|
| | 4 | 4 | 2 |
| - | | 3 | 5 |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | 2 | 4 | 4 | 5 |
| - | 1 | 2 | 6 | 7 |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | 3 | 7 | 4 | 9 |
| - | 2 | 3 | 8 | 9 |

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

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 82

# Subtraction – Borrowing

**Questions** Use the standard algorithm to solve the subtraction problems below

| | | | |
|---|---|---|---|
| 1) 26 − 17 | 2) 35 − 17 | 3) 43 − 28 | 4) 51 − 18 |
| 5) 871 − 438 | 6) [illegible] | 7) 615 − 334 | 8) 837 − 128 |
| 9) 1 318 − 1 226 | 10) 4 556 − 3 438 | 11) [illegible] | 12) 5 135 − 3 556 |

PREVIEW

**Word Problems** Answer the questions below

| | |
|---|---|
| 1) Lisa ran 9 000 meters in a marathon. After a while, she had only 5 678 meters left to run. How many meters had she run already? | |
| 2) A candy shop had 8,560 pieces of candy. After a big sale, there were 3,286 pieces left. How many pieces of candy were sold? | |

© Super Simple Sheets

Name: _____ 83

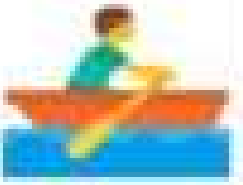
# Subtraction Word Problems – Borrowing

**Questions** | Solve the problems below

1) Nicole had $8 485 to spend on a car. She picked one that cost her $7 296. How much money does she have leftover?



2) Mike is ro[illegible] ...day. After 20 minutes of the race, Mike had gone 4 265m. How [illegible] ...e need to row?



3) Travis and Kerry had a contest to see who [illegible] ...r. Kerry ran 9 642m and Travis ran 7 259m. How much further [illegible] ...run?



4) Jen is filling up her pool with water. The pool can hold 8 530 liters of water. She has poured 3 783L of water into the pool already. How much more water does she need to pour into the pool to fill it up?



PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 84

# Subtraction Questions

| Questions | Solve the problems below |
|---|---|

| | |
|---|---|
| 1) 3 156 - 2 142 | 2) 5 376 - 3 185 |
| 3) 7 364 - 3 5[illegible] | 4) 6 872 - 3 295 |
| 5) 7 348 - 2 564 | 6) [illegible] |
| 7) 9 682 - 7 759 | 8) 9 006 - 7 536 |

PREVIEW

© Super Simple Sheets

# Exit Cards

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

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

Name: _____

1) 4 136 – 1 162

2) A local library had 8,345 books in their collection. After a big sale, they sold 5,678 books to make space for new titles. How many books are left in the library's collection now?

PREVIEW

Name: _____ 88

# 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?

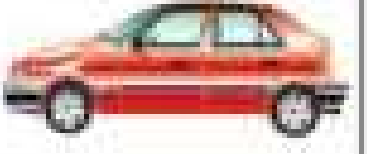


Bon[illegible] rocks that were not valuable. How many rocks were valuable?

2) Adam and Lindsay [illegible] new gaming system. Adam brought $128 and Lindsay brought [illegible] $185. How 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: _____ 89

# Unit Quiz - Adding and Subtracting

## Part 1 Adding

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | 5 | | 3 | 5 |
| + | | | | |
| | | | | |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | 7 | 5 | 6 | 3 |
| + | 2 | 4 | 2 | 7 |
| | | | | |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | 3 | 4 | 6 | 7 |
| + | 3 | 5 | 2 | 5 |
| | | | | |

PREVIEW

| | | |
|---|---|---|
| 432<br>+ 726 | | 3224<br>+ 2530 |

## Part 2 Solve

| | |
|---|---|
| 2 143 + 3 424 | 1 653 + 4 845 |

© Super Simple Sheets
supersimplesheets.com

## Part 3 Subtracting

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 6 | 5 | 5 | 2 |
| − | 1 | | | 2 |
| | | | | |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 8 | 6 | 5 | 6 |
| − | 3 | 3 | 3 | 0 |
| | | | | |

| | Thou | Hun | Tens | Ones |
|---|---|---|---|---|
| | | | | |
| | 5 | 4 | 5 | 5 |
| − | 4 | 3 | 3 | 3 |
| | | | | |

393
− 176

4 758
− 3 355

PREVIEW

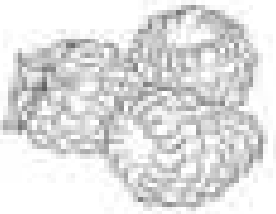
## Part 4 Solve

7 685 − 2 142

8 376 − 5 184

© Super Simple Sheets
supersimplesheets.com

1) Suzanne is a raspberry picker at a farm. She picked 2 653 raspberries last week and 4 765 raspberries this week. How many raspberries did she pick in total in the last 2 weeks?



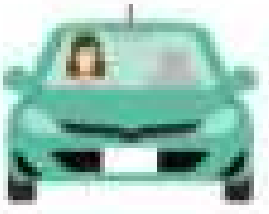
2) There are [illegible] minutes in a day. How many minutes are there in 2 days?



3) Lindsay had $7 493 to spend on a [illegible] boat. She [illegible] buying a boat for $6 357. How much money does she have left?



4) Skyler is driving 2 538 kilometres across the country. She has driven 1 341 kilometres already. How many more kilometres does she need to drive?



PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 94

# Multiplication – Repeated Addition

**Part 1** Fill in the blanks below

| | |
|---|---|
| 1) 2 + 2 + 2 + 2 = 8<br>4 x 2 = 8<br>4 groups of 2 | 2) 5 + 5 + 5 = ____<br>____ x ____ = ____<br>____ groups of ____ |
| 3) ____ = ____<br>____ x ____ = ____<br>____ groups of ____ | 4) 8 + 8 + 8 = ____<br>____ x ____ = ____<br>____ groups of ____ |
| 5) 3 + 3 + 3 + 3 + 3 = ____<br>____ x ____ = ____<br>____ groups of ____ | 6) 1 + 1 + 1 + 1 + 1 + 1 + 1 = ____<br>____ x ____ = ____<br>____ groups of ____ |
| 7) 6 + 6 + 6 + 6 = ____<br>____ x ____ = ____<br>____ groups of ____ | 8) ____ = ____<br>____ x ____ = ____<br>____ groups of ____ |

PREVIEW

**Part 2** Answer the question below

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

**Addition Sentence** - _____ + _____ + _____ + _____ + _____ + _____ = _____

**Multiplication Equation** - _____ x _____ = _____

Therefore, Billy _____

© Super Simple Sheets

Name: _____ 95

# Number Line Multiplication – Repeated Addition

**Questions** | Fill in the blanks below

1) 3 x 3 = 9




2) 6 x 3 = ____

3) 5 x 6 = ____

4) 7 x 2 = ____

5) 2 x 9 = ____

6) 5 x 7 = ____

7) 9 x 4 = ____

8) 6 x 6 = ____

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 96

# Word Problem: Repeated Addition



**Questions** | Solve the word problems below

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

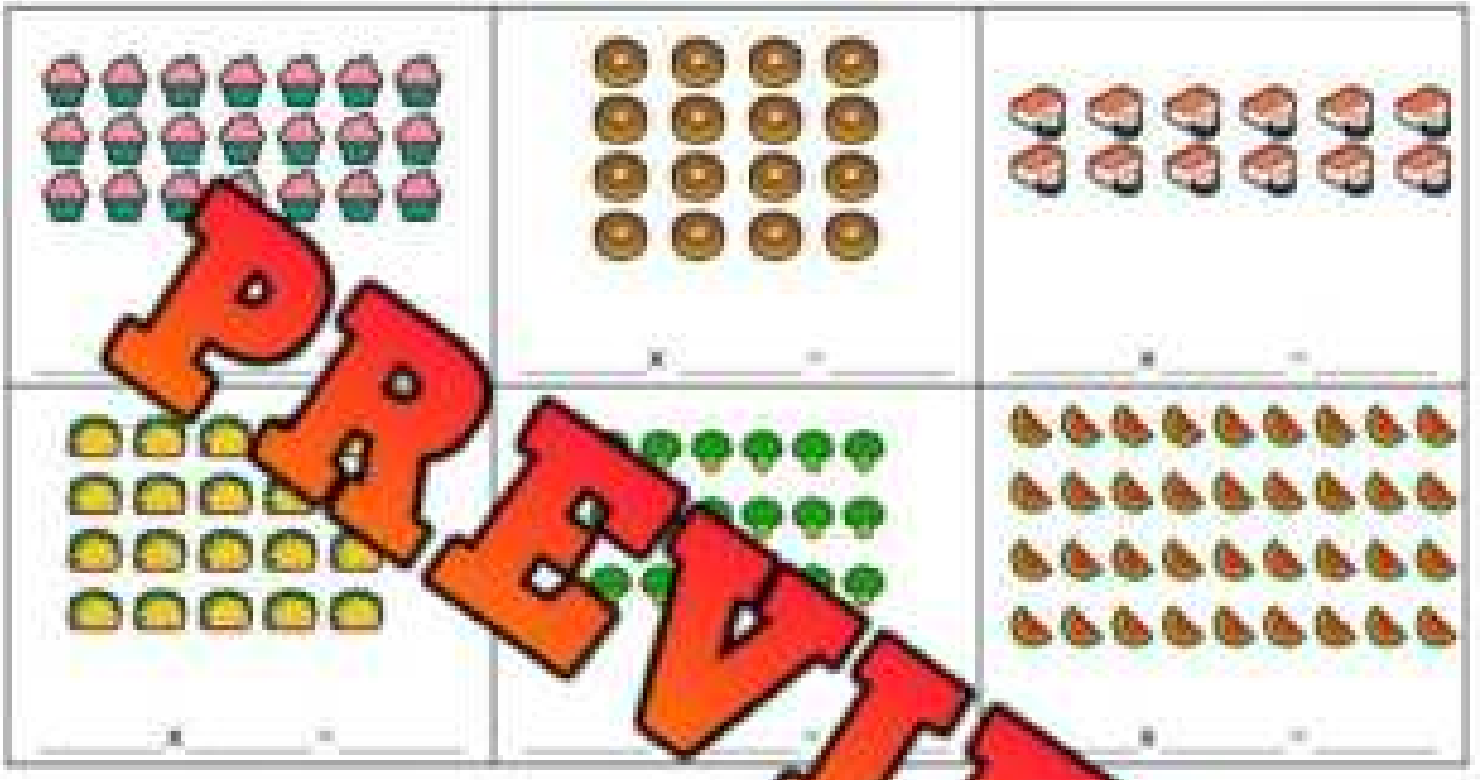
PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 97

# Multiplication – Arrays

**Part 1** Write the equations for the arrays below



_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

PREVIEW

**Part 2** Draw an array based on the equation

5 x 4 = _____

8 x 3 = _____

2 x 7 = _____

5 x 7 = _____

9 x 3 = _____

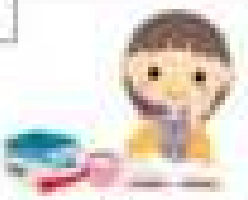
8 x 4 = _____

© Super Simple Sheets

super-simple-sheets.com

Name: _____ 99

# Multiplication Chart – Patterns



**Questions** Fill in the multiplication table below

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 100

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

PREVIEW

**Questions** | Follow the instructions below

1) Count by 1's and colour the numbers




2) Count by 3's and colour the numbers




3) Count by 5's and colour the numbers




4) Count by 7's and colour the numbers

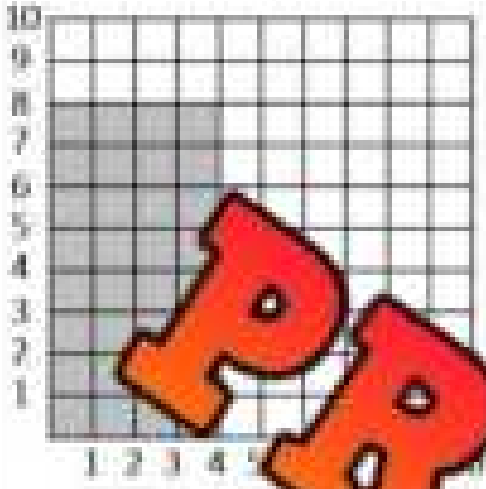



© Super Simple Shapes

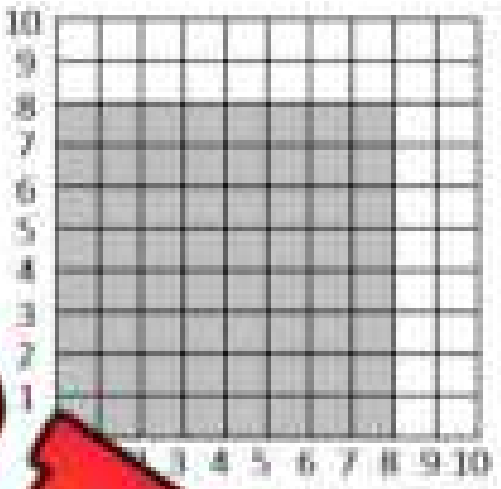
Name: _____ 102

# Multiplication - Arrays

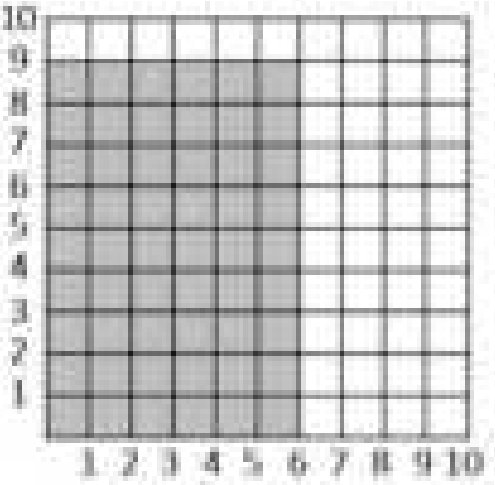
**Questions** How much is shaded in? Answer the questions below



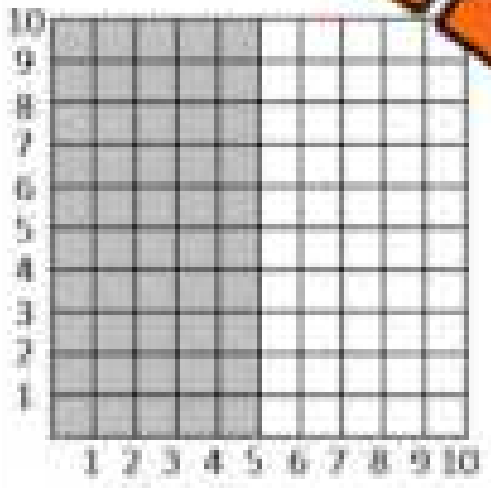
8 x 4 = _____



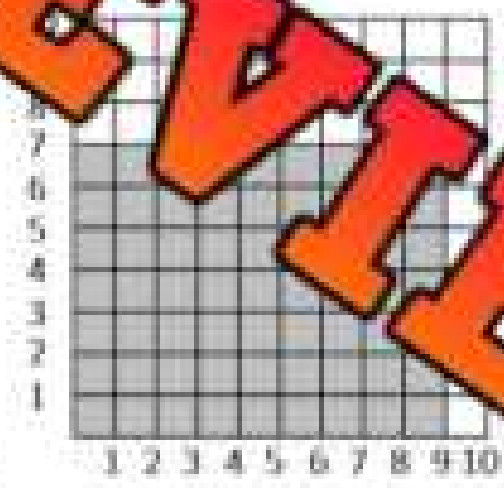
_____



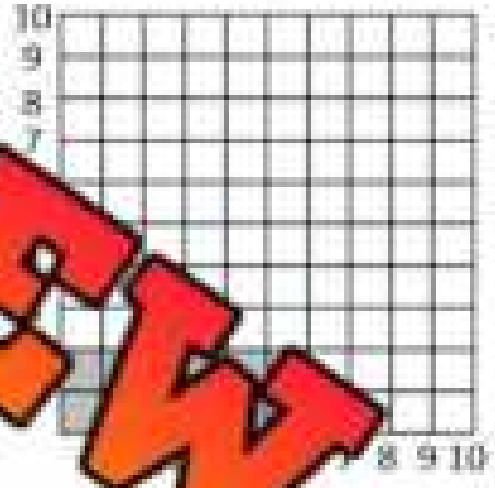
9 x 6 = _____



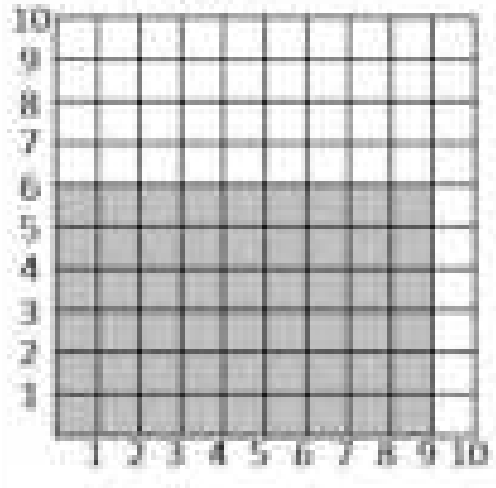
10 x 5 = _____



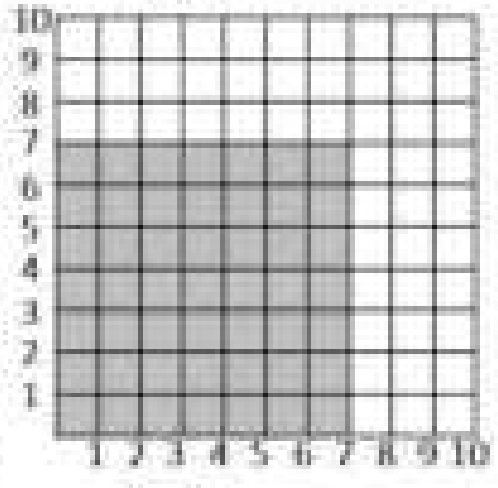
7 x 9 = _____



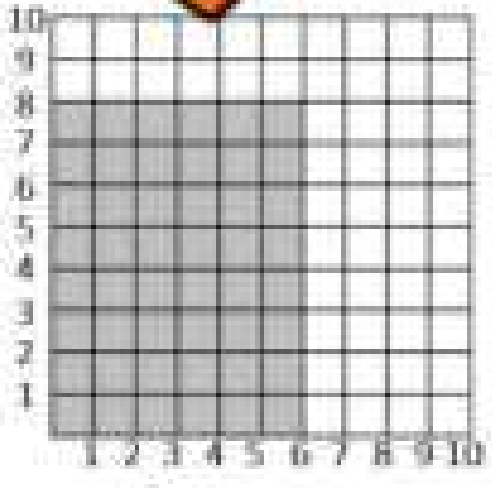
_____



6 x 9 = _____



7 x 7 = _____



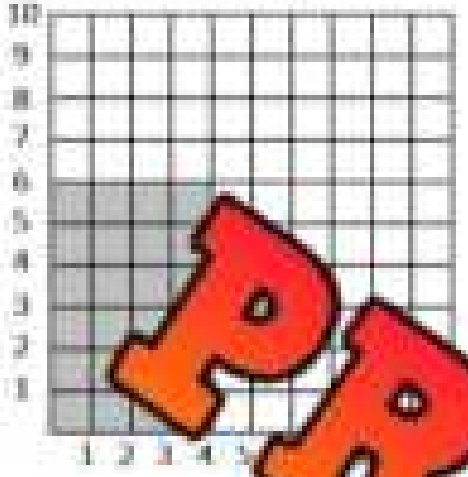
8 x 6 = _____

PREVIEW

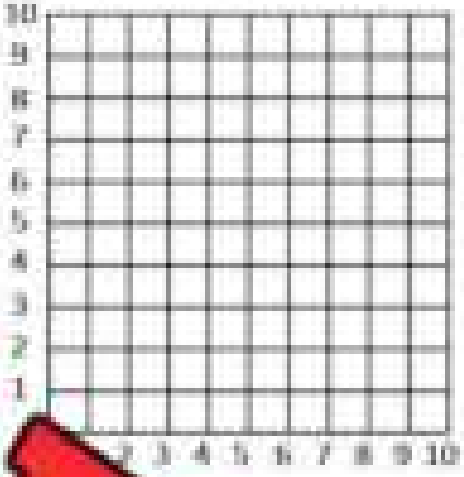
Name: _____ 103

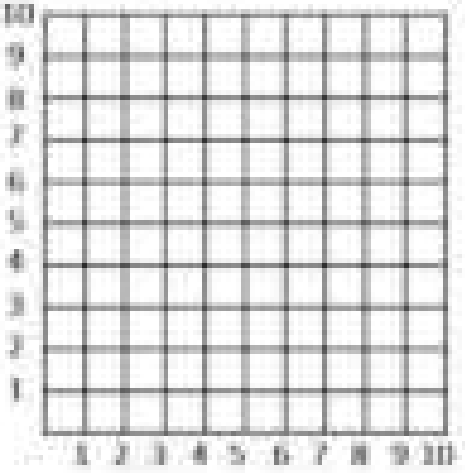
# Multiplication - Arrays

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

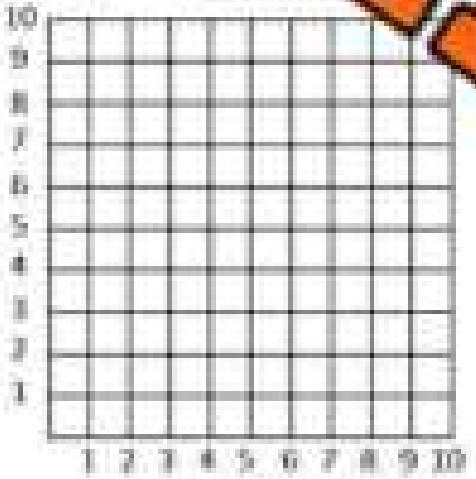


6 x 4 = _____

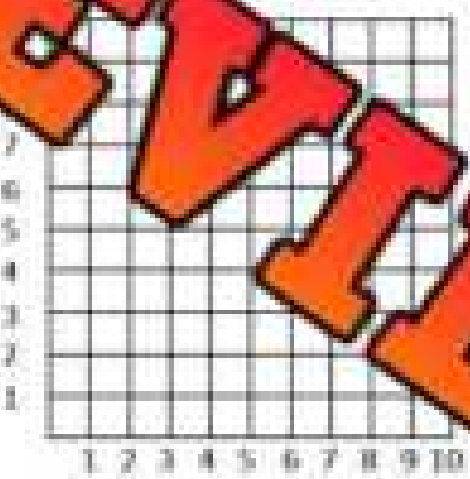




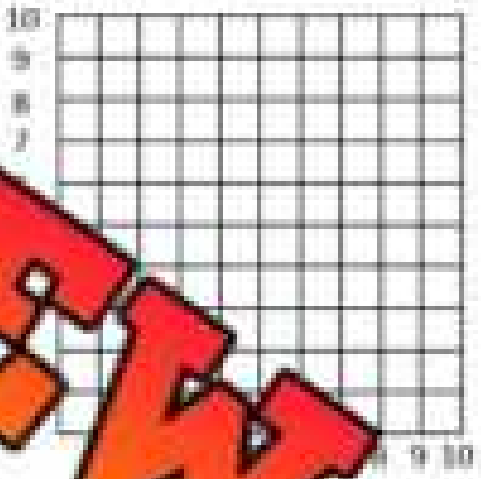
7 x 8 = _____

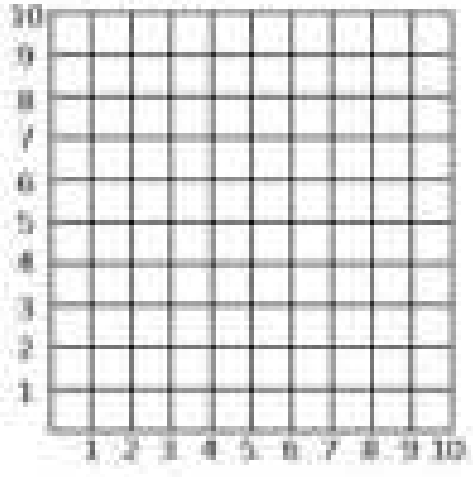


4 x 7 = _____

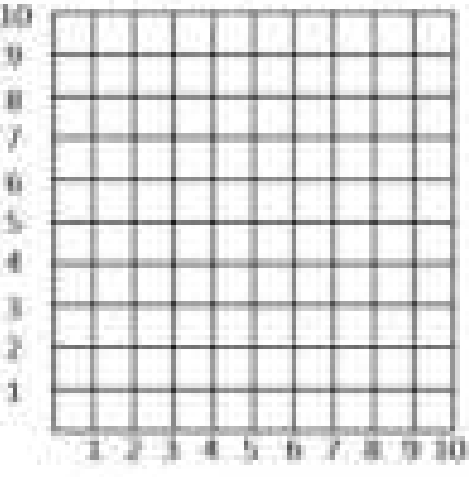


9 x 3 = _____

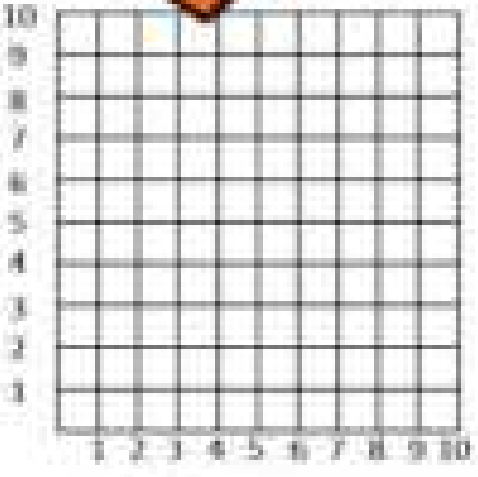




6 x 5 = _____



6 x 5 = _____



9 x 5 = _____

PREVIEW

© Super Simple Sheets

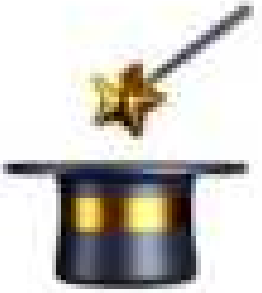
supersimplesheets.com

Name: _____ 105

# Activity – The Multiplication Magic Show

**Objective** What are we learning about?

To deepen students' understanding of the concepts behind multiplying by 0 and 1 through an engaging and interactive 'magic' show, where students not only learn but also p[illegible]rm 'magic tricks'.



**Materials** [illegible]u will need for the activity.

- Magic wands (pointers or even pencils).
- Multiplica[illegible]s fe[illegible]oblems that result in multiplying by 0 and 1.
- A 'magic' hat [illegible]flash[illegible]
- A large whiteboa[illegible]down and explain the multiplication problems.
- Small rewards or sticker[illegible]e[illegible]o successfully perform their 'magic'.

**Instructions** How you will compl[illegible]act[illegible]

1. Begin the show by explaining that today's magic is [illegible]e [illegible]gic of multiplying by 0 and 1.
2. Each student takes turns being the magician. They draw a flash[illegible]magic hat and present the multiplication problem to the class.
3. Before revealing the answer, the student magician explains the 'magic' behind multiplying by 0 or 1 (e.g., "Anything multiplied by 1 remains the same! It's like magic!").
4. The magician then reveals the answer, demonstrating the 'magic' of multiplication.
5. The class can then discuss why this 'magic' happens, reinforcing the concept with examples.
6. Every student magician gets a small reward or sticker for their performance.
7. Conclude the magic show with a discussion and recap of what was learned about multiplying by 0 and 1.

PREVIEW

Name: _____ 106

**Numbers** Cut out the numbers below. Put them in a hat for students to draw.

| | | |
|---|---|---|
| 7 x 1 | 0 x 8 | 1 x 9 |
| 4 x 1 | 0 x 5 | 1 x 3 |
| [illegible] | 1 x 7 | 0 x 2 |
| 1 [illegible] | 5 x 1 | 0 x 6 |
| 9 x 1 | [illegible] | 1 x 2 |
| 3 x 0 | 1 x 6 | 0 x 7 |
| 1 x 5 | 2 x 1 | [illegible] |
| 8 x 0 | 1 x 4 | [illegible] |
| 1 x 10 | 7 x 0 | 0 x 1 |
| 2 x 0 | 1 x 11 | 0 x 12 |
| 1 x 12 | 3 x 1 | 0 x 10 |

PREVIEW

© Super Simple Sheets

Name: _____ 107

# Mental Math - Multiplication – Skip Counting

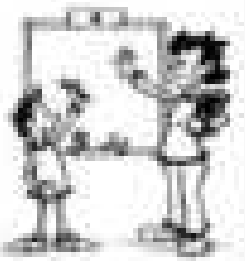
**Directions:**

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

7 x 5 = ?

1 2 3 4 5 6 7

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



PREVIEW

9 x 3

6 x 5

7 x 6

9 x 5

6 x 9

8 x 9

© Super Simple Sheets

Name: _____ 109

# Mental Math - Multiplication – Breaking Up Numbers

**Directions**

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

Example

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



PREVIEW

| | |
|---|---|
| 16 x 7 | |
| 15 x 4 | |
| 18 x 7 | 15 x 9 |
| 14 x 6 | 16 x 6 |

© Super Simple Sheets

Name: _____ 110

# Mental Math - Multiplication – Doubling and Halving

**Directions**

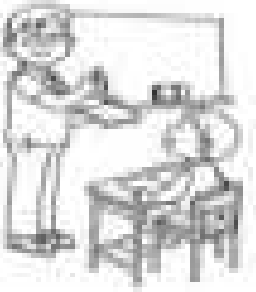
1. Halve one of the numbers and double the other number (2 options)
2. Multiply the new numbers together

Example

14 x 4

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

↓ 56 ↓ 56



PREVIEW

| | |
|---|---|
| | 16 x 8 |
| 14 x 6 | 18 x 6 |
| 18 x 4 | 15 |
| 16 x 6 | 16 x 10 |
| 19 x 4 | 17 x 4 |

# Exit Cards

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

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

Name: _____

Multiply these numbers by Doubling and Halving

a) 12 x 8

b) 17 x 4

PREVIEW

Name: _____ 116

# Multiplying by Multiples of Ten

**Directions:**

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

| | x 20 | x 50 |
|---|---|---|
| | 1 x 20 = ____ | 1 x 50 = ____ |
| 2 x 10 = ____ | 2 x 20 = ____ | 2 x 50 = ____ |
| 3 x 10 = ____ | 3 x 20 = ____ | 3 x 50 = ____ |
| 4 x 10 = ____ | 4 x 20 = ____ | 4 x 50 = ____ |
| 5 x 10 = ____ | 5 x 20 = ____ | 5 x 50 = ____ |
| 6 x 10 = ____ | 6 x 20 = ____ | 6 x 50 = ____ |
| 7 x 10 = ____ | 7 x 20 = ____ | 7 x 50 = ____ |
| 8 x 10 = ____ | 8 x 20 = ____ | 8 x 50 = ____ |
| 9 x 10 = ____ | 9 x 20 = ____ | 9 x 50 = ____ |
| 10 x 10 = ____ | 10 x 20 = ____ | 10 x 50 = ____ |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

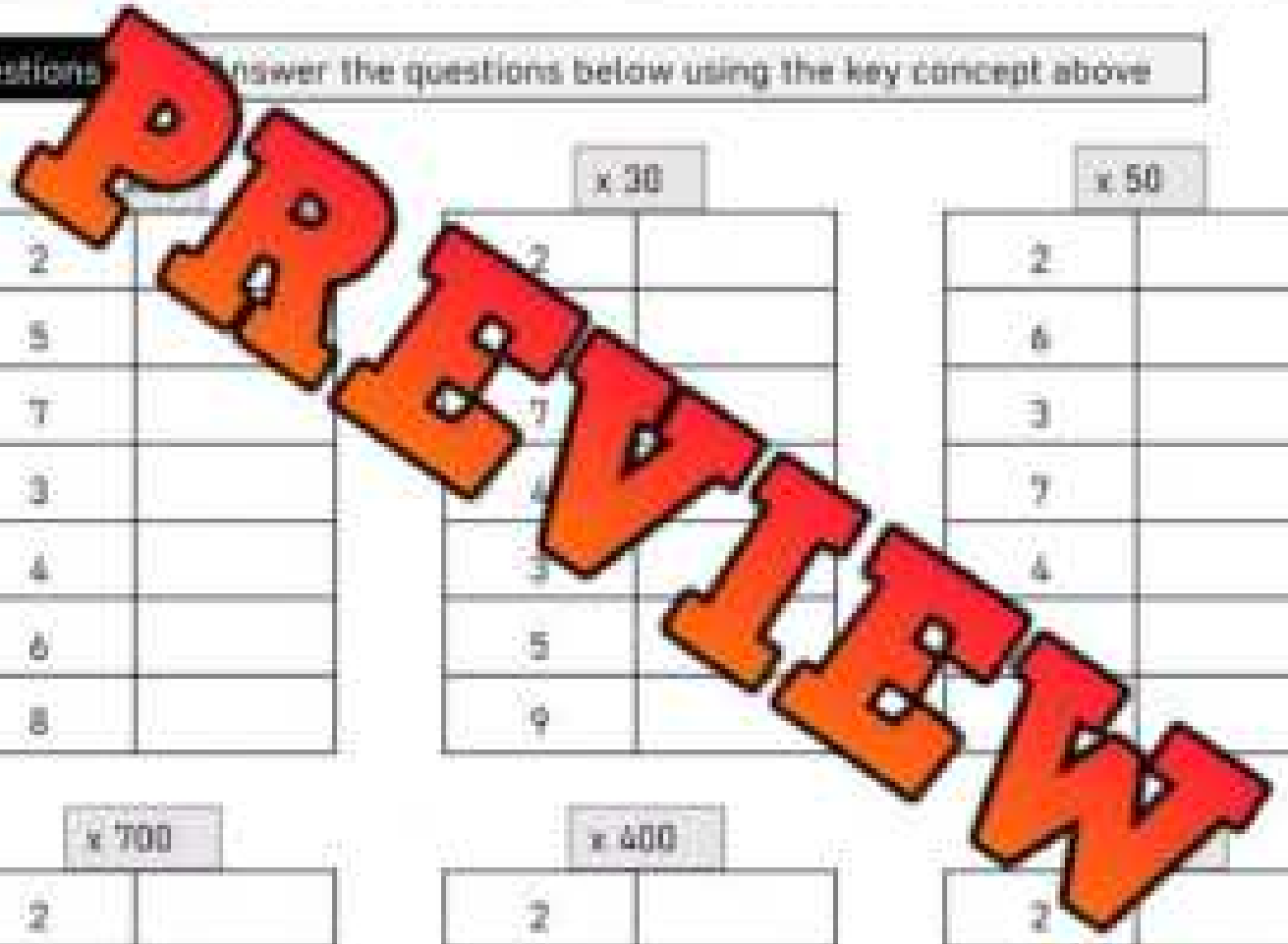
Name: _____ 117

# Multiplying by Multiples of Ten

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

Examples – 10 x 9 = 90 | 30 x 6 = 180 | 60 x 8 = 480 | 800 x 4 = 3 200

**Questions** Answer the questions below using the key concept above




| | x 30 |
|---|---|
| 2 | |
| 5 | |
| 7 | |
| 3 | |
| 4 | |
| 6 | |
| 8 | |

| | x 50 |
|---|---|
| 2 | |
| 6 | |
| 3 | |
| 7 | |
| 4 | |
| 5 | |
| 9 | |

| | x 700 |
|---|---|
| 2 | |
| 5 | |
| 7 | |
| 3 | |
| 4 | |
| 6 | |
| 8 | |

| | x 400 |
|---|---|
| 2 | |
| 6 | |
| 7 | |
| 4 | |
| 3 | |
| 5 | |
| 9 | |

| | |
|---|---|
| 2 | |
| 6 | |
| 3 | |
| 7 | |
| 4 | |
| 5 | |
| 9 | |

© Super Simple Sheets

Name: _____ 123

# Multiplication Drills – 3s and 4s

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

36

| | | | | | |
|---|---|---|---|---|---|
| 3<br>x 4 | 4<br>x 1 | 2<br>x 4 | 3<br>x 2 | 3<br>x 6 | 4<br>x 4 |
| x 6 | | 3<br>x 7 | 4<br>x 5 | 5<br>x 4 | 9<br>x 3 |
| 8<br>x 3 | 3<br>x 6 | 4<br>x 7 | 3<br>x 4 | 10<br>x 4 | 4<br>x 0 |
| 3<br>x 0 | 3<br>x 3 | 4<br>x 8 | x 4 | x | 3 |
| 8<br>x 3 | 6<br>x 4 | 3<br>x 5 | 7<br>x 4 | 4<br>x 5 | 0<br>x 4 |
| 10<br>x 3 | 9<br>x 3 | 3<br>x 3 | 4<br>x 2 | 2<br>x 3 | 10<br>x 4 |

PREVIEW

© Super Simple Sheets

super-simple-sheets.com

Name: _____ 133

# Multiplication – 3 x 1 Digits

**Questions** Use the standard algorithm to solve the multiplication problems below

1)

| | | | |
|---|---|---|---|
| | 2 | | |
| x | | | |
| | | | |

2)

| | | | |
|---|---|---|---|
| | 6 | 3 | 1 |
| | | | 3 |
| | | | |

3)

| | | | |
|---|---|---|---|
| | 2 | 4 | 7 |
| x | | | 6 |
| | | | |

4)

| | | | |
|---|---|---|---|
| | 3 | 7 | 2 |
| x | | | 8 |
| | | | |

5)

| | | | |
|---|---|---|---|
| | 7 | 3 | 6 |
| x | | | 3 |
| | | | |

6)

| | | | |
|---|---|---|---|
| | 5 | 5 | 6 |
| x | | | 2 |
| | | | |

8)

| | | | |
|---|---|---|---|
| | 7 | 5 | 4 |
| | | | 7 |
| | | | |

9)

| | | | |
|---|---|---|---|
| | 6 | 7 | 3 |
| x | | | 5 |
| | | | |

10)

| | | | |
|---|---|---|---|
| | 8 | 4 | 2 |
| x | | | 2 |
| | | | |

11)

| | | | |
|---|---|---|---|
| | 6 | 7 | 9 |
| x | | | 3 |
| | | | |

12)

| | | | |
|---|---|---|---|
| | 7 | 1 | 3 |
| x | | | 6 |
| | | | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 134

# Multiplication – 3 x 1 Digits

**Questions** Use the standard algorithm to solve the multiplication problems below

| | | | | |
|---|---|---|---|---|
| 1) 533 x 2 | 2) 535 x 6 | 3) 462 x 3 | 4) 749 x 4 | 5) 621 x 0 |
| 6) 32[illegible] x 7 | [illegible] x [illegible] | 8) 138 x 2 | 9) 534 x 3 | 10) 177 x 1 |
| 11) 726 x 5 | 12) 642 x 1 | 13) [illegible]56 x [illegible] | [illegible]5 | 15) 817 x 5 |
| 16) 132 x 7 | 17) 526 x 0 | 18) 152 x 9 | 19) 137 x 4 | 20) 244 x 1 |
| 21) 435 x 2 | 22) 554 x 3 | 23) 277 x 4 | 24) 986 x 5 | 25) 795 x 0 |

PREVIEW

© Super Simple Sheets supersimplesheets.com

Name: _____ 135

# Multiplication – Word Problems

**Questions** | Solve the problems below

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



2) Carter wo[illegible] to fill bags with bagels. He put 6 bagels into 264 bags today. [illegible] put in bags today?



3) Nora drove for 9 hours today at 118km per [illegible] did she drive?



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



PREVIEW

© Super Simple Sheets

Name: _____ 136

# Multiplication – 3-Digits by 1-Digit

**Step 1: Setup up the Area Model**

235 x 3 = _____

| | 200 | 30 | 5 |
|---|---|---|---|
| 3 | | | |

**Step 2: Multiply**

235 x 3 = _____

| | 200 | 30 | 5 |
|---|---|---|---|
| 3 | 200 x 3<br>600 | 30 x 3<br>90 | 5 x 3<br>15 |

**Step 3: Add**

235 x 03 = 705

| | 200 | 30 | 5 |
|---|---|---|---|
| 3 | 600 | 90 | 15 |

600 + 90 + 15 = 705

Quer… rea model to solve the multiplication problems below

1) 452 x … = _____

2) 626 x 2 = _____

3) 347 x 4 = _____

5) 312 x 7 = _____

6) 682 x 8 = _____

PREVIEW

© Super Simple Sheets

Name: _____ 138

# Multiplication Word Problems

**Questions** | Solve the problems below

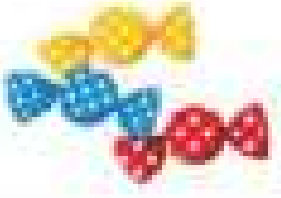
1) Ivy sold 262 lemonades from her lemonade stand last month. She sells her lemonade for $3 each. How much money did she make last month?



2) Kelly works at a call center where she has to call people to try to sell a product. Each phone call she makes is about 8 minutes long. If she makes 375 calls a shift, how long is she on the phone?



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



PREVIEW

© Super Simple Sheets

# Exit Cards

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

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

b) If each chocolate is worth $2, how much money does Lisa have?

Name: _____

Solve the problem below:

a) Lisa has 215 boxes of chocolates. Each box contains 8 chocolates. How many chocolates does she have in total?

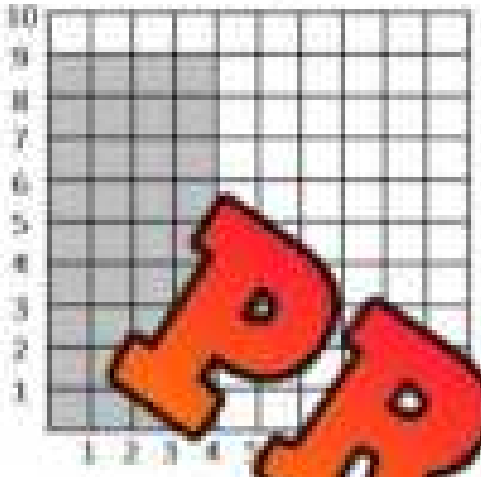
b) If each chocolate is worth $2, how much money does Lisa have?

PREVIEW

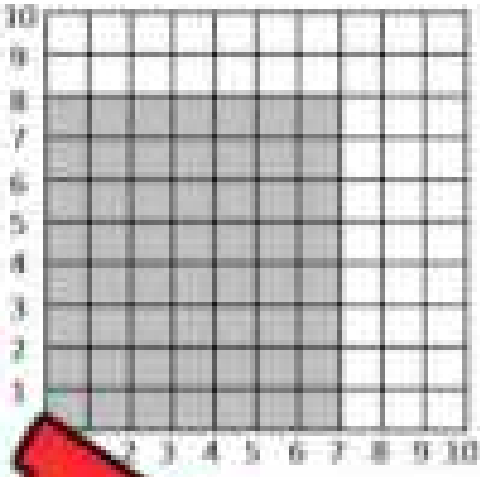
Name: _____ 140

# Division - Arrays

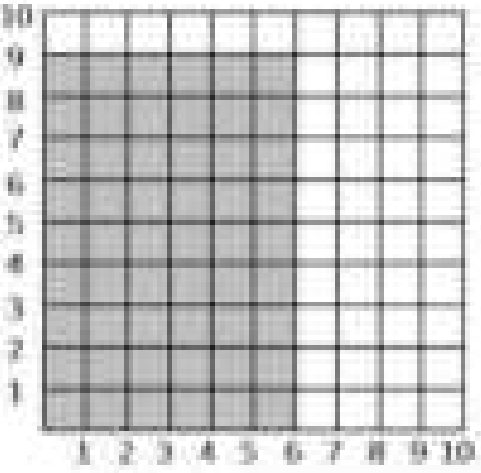
| Questions | How is the shaded in area divided? |
|---|---|



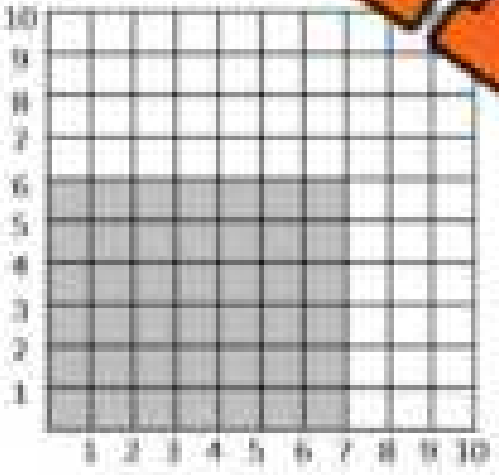
36 ÷ 4 = _____



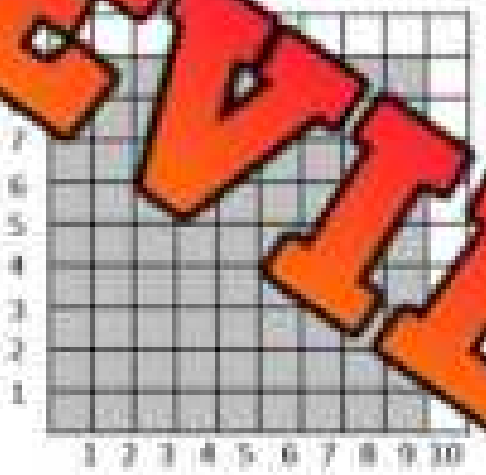
= _____



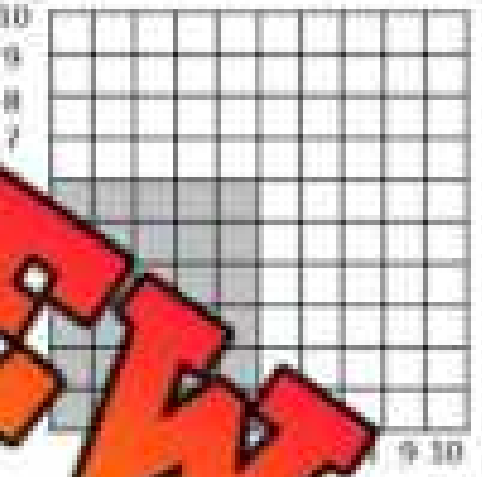
54 ÷ 6 = _____



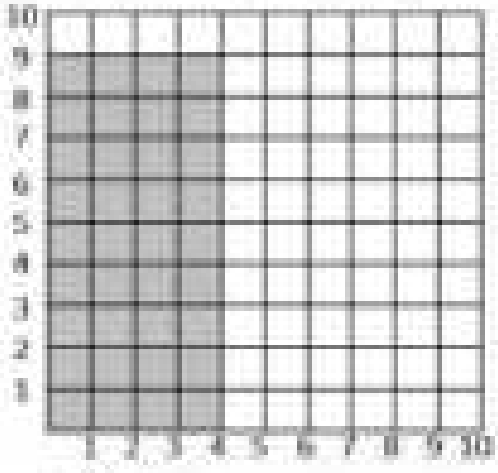
42 ÷ 7 = _____



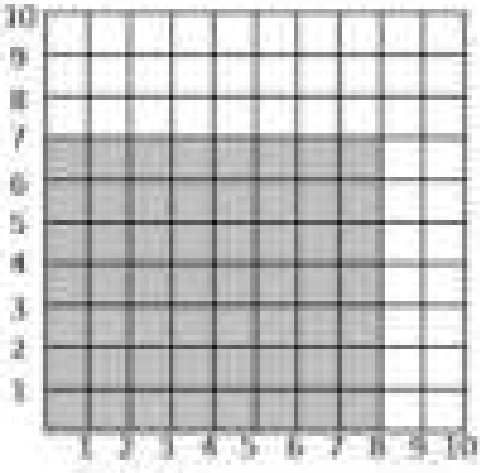
81 ÷ 9 = _____



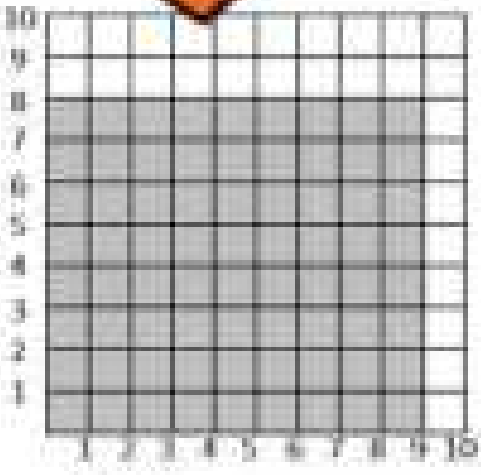
= _____



36 ÷ 4 = _____



56 ÷ 8 = _____



72 ÷ 9 = _____

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 142

# 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. | |

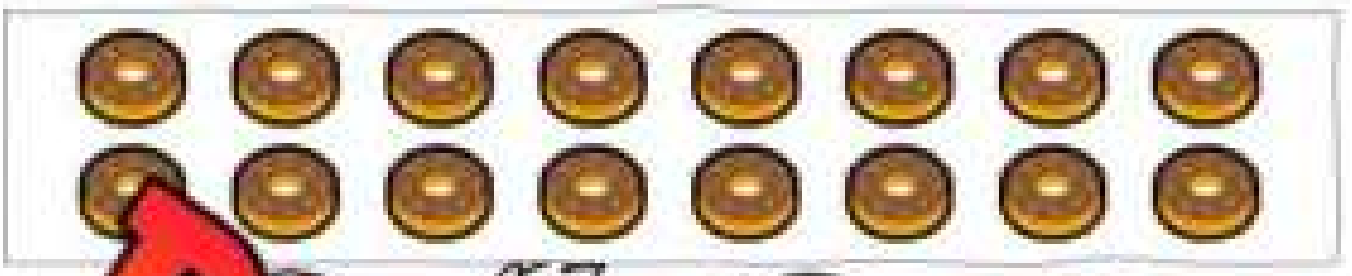
PREVIEW

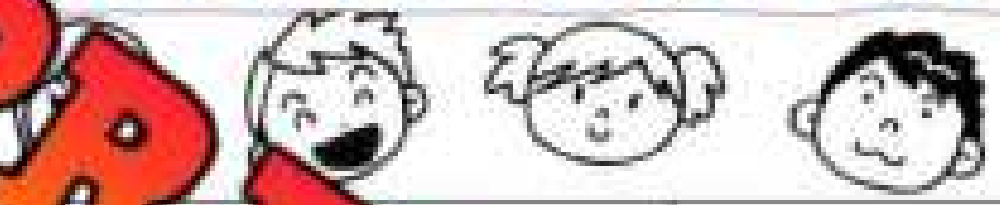
© Super Simple Sheets
supersimplesheets.com

Name: _____ 144

# Division – Equal Sharing

**Questions** Friends are sharing the treats below. Answer the questions.





| | |
|---|---|
| How many do[illegible] ther[illegible] | |
| How many groups do [illegible] sh[illegible] onuts? | |
| How many donuts will be [illegible] gr[illegible] | |
| Write the division sentence. | |
| How many donuts will each person get? | |





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

PREVIEW

© Super Simple Sheets

Name: _____ 145

# Division – Equal Sharing

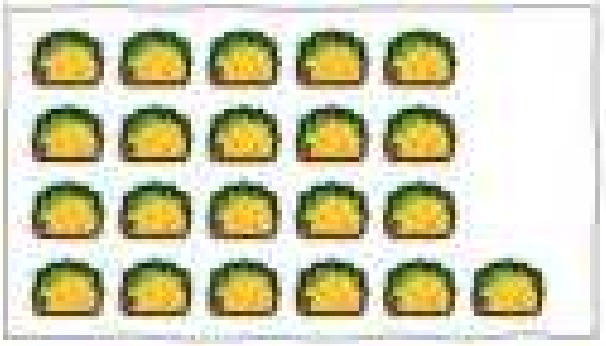
**Questions** Friends are sharing the treats below. Answer the questions.





| | |
|---|---|
| How many p… ar…e? | |
| How many gro… ou n… the sushi? | |
| How many pieces wi… gro… | |
| Write the division sentence. | |
| How many pieces of sushi will each … get? | |
| Are there any pieces of sushi left? | |

PREVIEW





| | |
|---|---|
| How many tacos are there? | |
| How many groups do you need to share the tacos? | |
| How many tacos will be in each group? | |
| Write the division sentence. | |
| How many tacos will each person get? | |
| Are there any tacos left over? | |

© Super Simple Sheets

Name: _____ 146

# Number Line Division – Repeated Subtraction

**Questions** | Use repeated subtraction to find the answer

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

1) 20 ÷ 2 = 10



2) 15



3) 10 ÷ 5 = ____



4) 18 ÷ 6 = ____



5) 12 ÷ 3 = ____



6) 30 ÷ 10 = ____



7) 32 ÷ 4 = ____



8) 36 ÷ 6 = ____



PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 154

# 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 ÷ 7 = ?

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

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

Answer = 13



70 ÷ 5

64 ÷ 4

72 ÷ 6

95 ÷ 5

96 ÷ 8

84 ÷ 6

PREVIEW

Name: _____ 155

# Mental Math – Division – Splitting Up The Dividend

**Directions**

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

Example



144 ÷ 6 = 24
60 ÷ 6 = 10
60 ÷ 6 = 10
24 ÷ 6 = 4

PREVIEW

52 ÷ 4

138 ÷ 6

96 ÷ 4

184 ÷ 8

162 ÷ 6

Name: _____ 150

# Division Practice – 5 and 6

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

___
36

| | | | | | |
|---|---|---|---|---|---|
| 25<br>÷ 5 | 12<br>÷ 6 | 6<br>÷ 6 | 18<br>÷ 6 | 10<br>÷ 5 | 15<br>÷ 5 |
| [illegible] | [illegible] | 30<br>÷ 6 | 50<br>÷ 5 | 42<br>÷ 6 | 60<br>÷ 6 |
| 50<br>÷ 5 | 36<br>÷ 6 | 30<br>÷ 6 | 24<br>÷ 6 | 10<br>÷ 5 | 20<br>÷ 5 |
| 24<br>÷ 6 | 15<br>÷ 5 | 5<br>÷ 5 | [illegible]<br>÷ 6 | [illegible]<br>÷ 5 | 12<br>÷ 6 |
| 10<br>÷ 5 | 18<br>÷ 6 | 25<br>÷ 5 | 30<br>÷ 5 | 36<br>÷ 6 | 42<br>÷ 6 |
| 35<br>÷ 5 | 45<br>÷ 5 | 48<br>÷ 6 | 54<br>÷ 6 | 50<br>÷ 5 | 30<br>÷ 5 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

Name: _____

Find out how many times you can divide the bigger number by the smaller number

a) $7\overline{)40}$

b) $9\overline{)77}$

PREVIEW

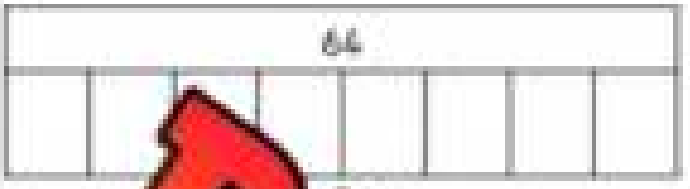
© Super Simple Sheets

Name: _____ 168

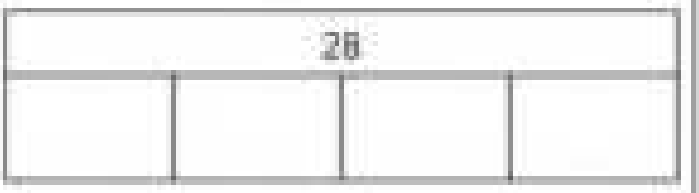
# Division – Bar Model

**Questions** Use the bar model to answer the division questions below

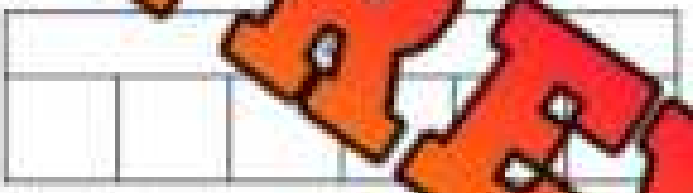
1) 64 ÷ 8



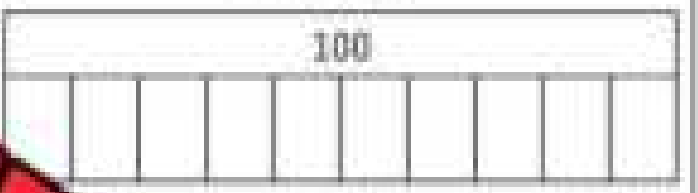

2) 28 ÷ 4



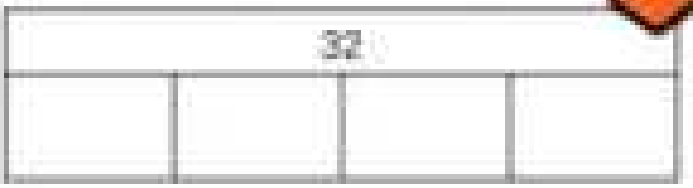

3)



4) 100 ÷ 10



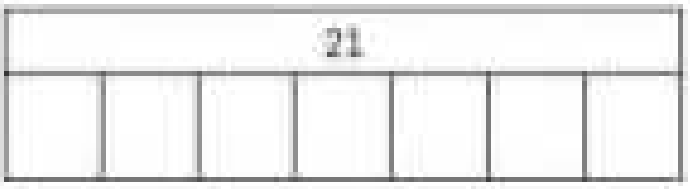

5) 32 ÷ 4




35 ÷ 5



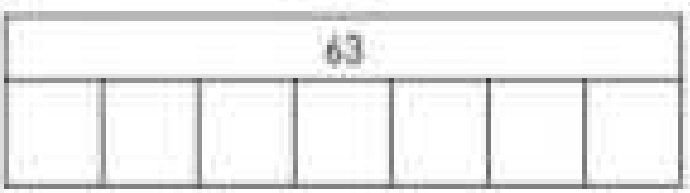
7) 21 ÷ 7



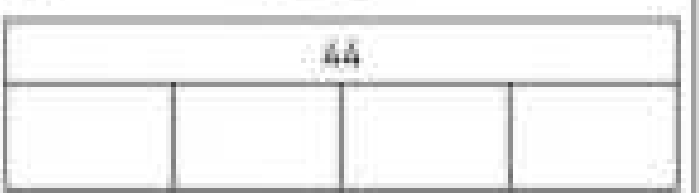

8) 91




9) 63 ÷ 7




10) 44 ÷ 4




PREVIEW

Name: _____ 169

# Division – Word Problems

**Questions** | Solve the problems below

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



2) Willow stu[illegible] a test she has tomorrow. She has studied the same amount [illegible] 3 d[illegible] much did she study for each day?

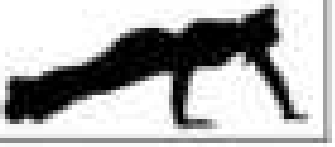


3) Owen collected 145 candies on Halloween [illegible] ies into 4 groups so he could share them with his 2 brothers [illegible] ster. How many candies did each sibling get?

b) How many extra candies were left over?



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



PREVIEW

© Super Simple Sheets

Name: _____ 176

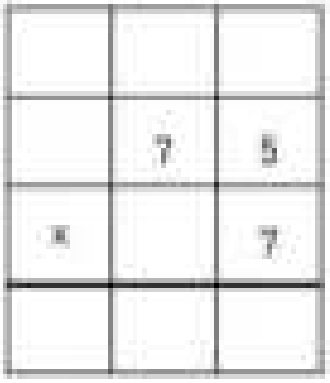
# Unit Quiz - Multiplication and Division

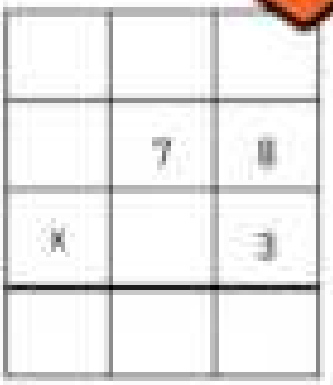
**Part 1** Solve

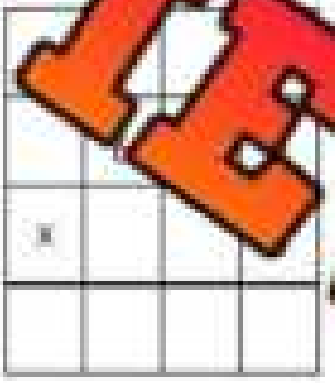
13 x 6

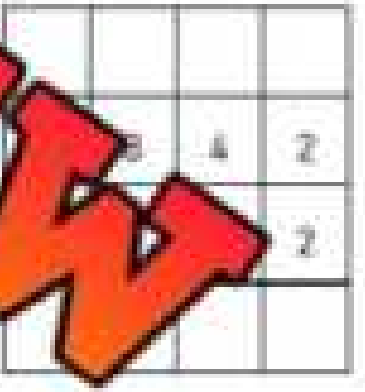
16 x 8

95 ÷ 7





















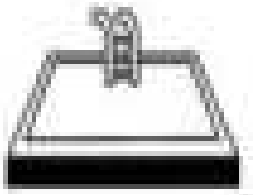
PREVIEW

© Super Simple Sheets

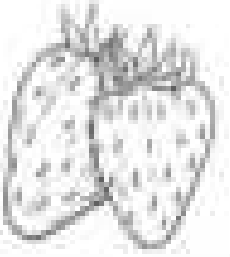
supersimplesheets.com

**Part 2** Answer the word problems below

1) Brian put 96 L of water into his pool. He had the hose running for 8 hours. How many L were put into the pool each hour?



2) Every year (365 days), Joey ate 7 pieces of fruit. How many pieces of fruit did Joey eat?



3) Mrs. Wilson made 84 cookies. She divided the cookies up to give an equal amount to 6 different classes. How many did each class get?



4) a) Tyler spent $274 each time he filled his boat with gas. He filled it 7 times last summer. How much did he spend on gas?



Bonus) If he split the cost of gas with two other friends, how much would each friend owe? (Leave the answer in dollars and include any remainder).

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 181

# 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?




PREVIEW

Alex's Slices

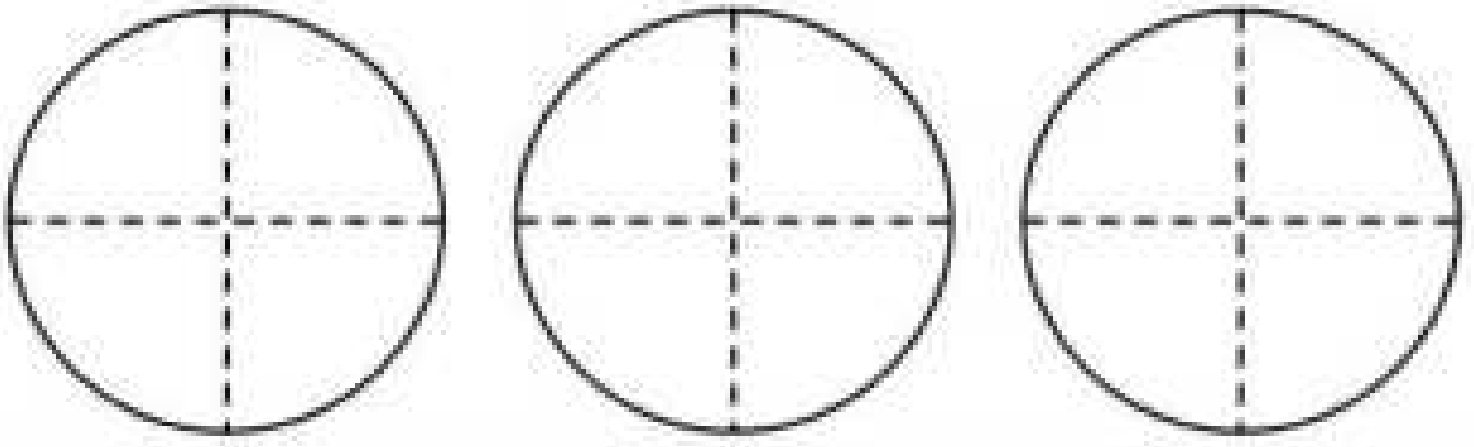
_____ # whole pizzas

_____ Slices in one pizza (whole)

Julia's Slices

_____ # whole pizzas

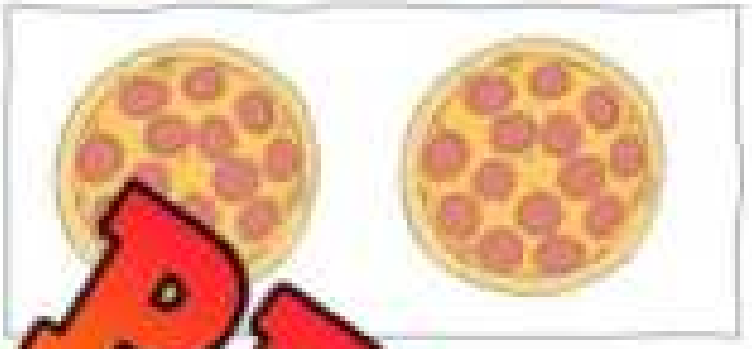
_____ pizza (whole)

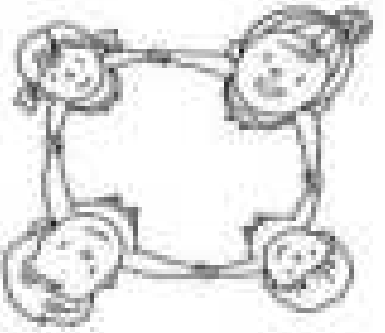


Name: _____ 182

# Fractions Representing Quotients

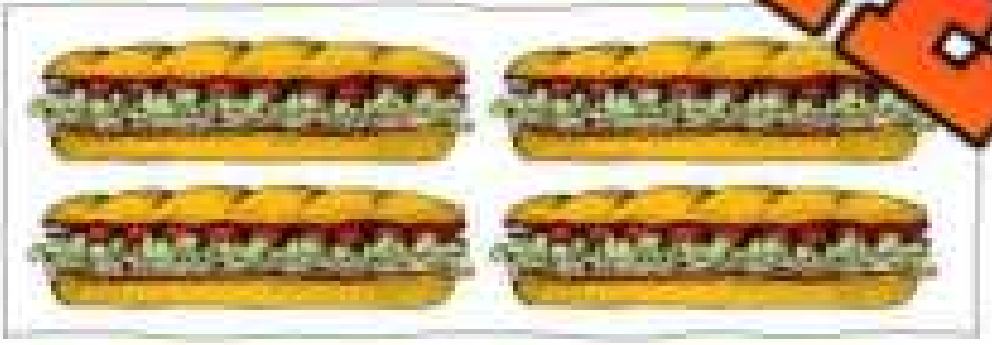
**Questions** Friends are sharing the food below. Answer the questions.





| | |
|---|---|
| How many w[illegible] | |
| How many peop[illegible] | |
| Write the fraction that [illegible] | |
| Write the division sentence. | |
| How much pizza will each person get? | |

PREVIEW





| | |
|---|---|
| How many whole subs are there? | |
| How many people are sharing the two subs? | |
| Write the fraction that represents the division sentence. | |
| Write the division sentence. | |
| How much sub will each person get? | |

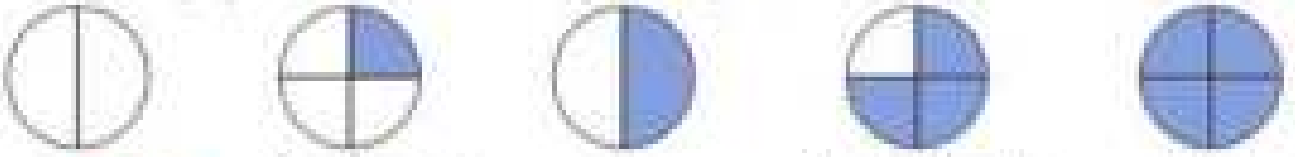
© Super Simple Sheets

supersimplesheets.com

Name: _____ 185

# Benchmark Fractions

We use benchmark fractions to estimate parts of a whole. The benchmark fractions that are most popular are: zero, half, whole, quarter, three-quarters.



Zero | One-Quarter | Half | Three-Quarter | Whole

**Part 1** Shade the fraction and then label it using the benchmarks above




PREVIEW

**Part 2** Write as many fractions of each benchmark as you can

| Zero | One-Quarter | Half | Three-Quarters | Whole |
|---|---|---|---|---|
| $\frac{0}{1}$ | $\frac{3}{12}$ | $\frac{8}{16}$ | $\frac{9}{12}$ | $\frac{1}{1}$ |

© Super Simple Sheets

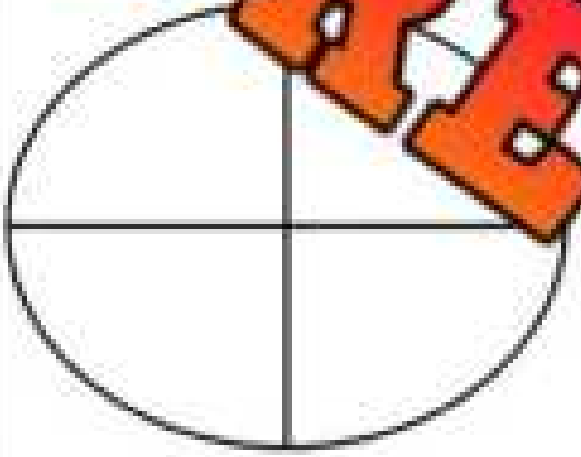
Name: _____ 186

# Pizza Fractions

**Questions** Draw the pizzas below based on the customer's requests

| Pepperoni | Bacon | Olives | Pineapple | Onion | Mushroom |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

1) Th…za has pepperoni, and one-fourth has pineapple



…peroni _____ Pineapple

2) Two-thirds of the pizza has bacon and one-third has olives



_____ Olives

_____ Bacon

PREVIEW

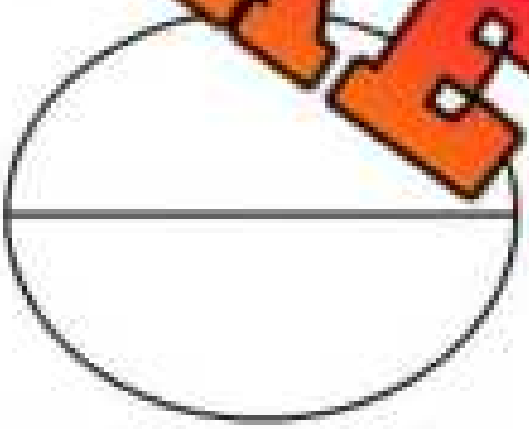
Name: _____ 187

# Pizza Fractions

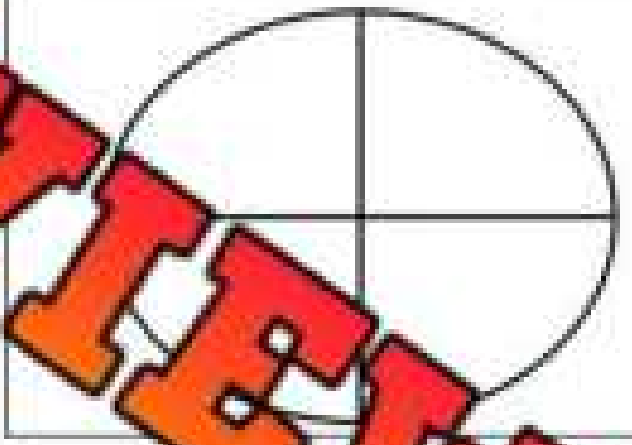
**Questions** Draw the pizzas below based on the customer's requests

| Pepperoni | Bacon | Olives | Pineapple | Onion | Mushroom |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

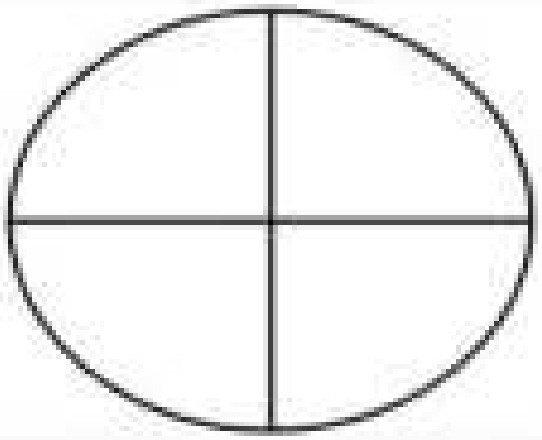
1) O… bacon and one-fi… mushro…



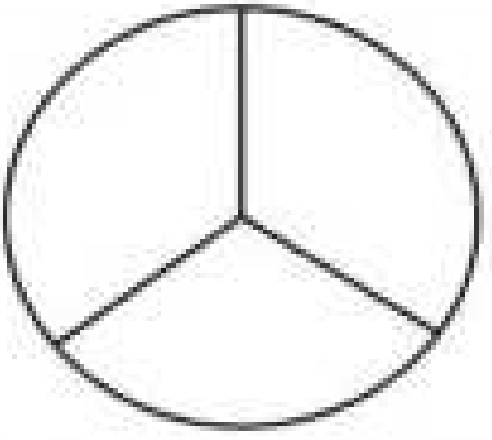
2) One-fourth bacon and pepperoni and three-fourths olives and onions.



3) One-half olives and onion, one-fourth bacon and one-fourth mushroom.



4) One-third pine… one-third olives a… pepperoni and mushro…



PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 191

# Pizza Fractions – My Favourite (Thirds)

**Questions** | 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 |

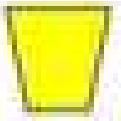
© Super Simple Sheets

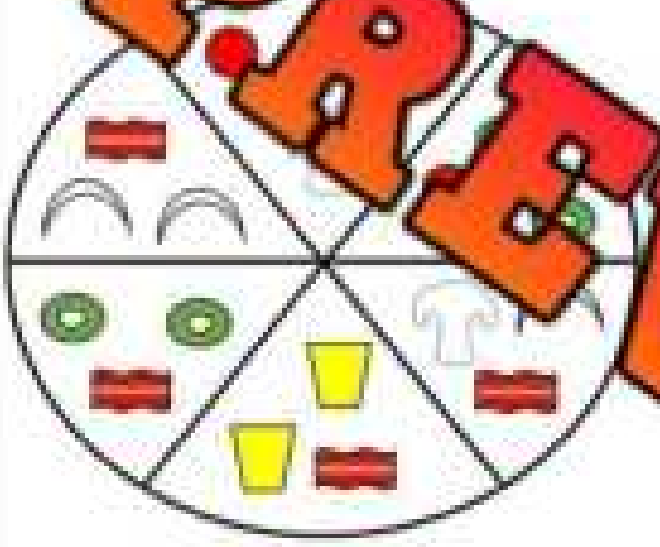
supersimplesheets.com

Name: _____ 194

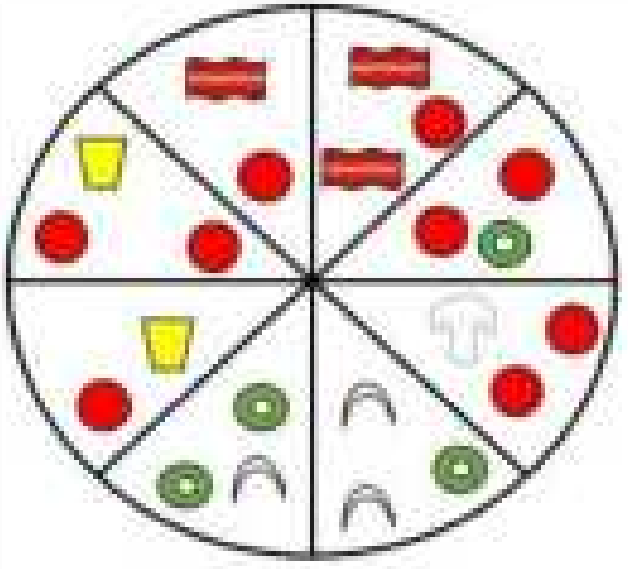
# Pizza Fractions

**Directions** Write the fractions for the pizzas below

| Pepperoni | Bacon | Olives | Pineapple | Onion | Mushroom |
|---|---|---|---|---|---|
|  |  |  |  |  |  |



| What fraction of the pizza has... | Fraction |
|---|---|
| Pepperoni | |
| Olives | |
| Onion | |
| [illegible]ple | |
| | |
| | |



| What fraction of the [illegible] | Fraction |
|---|---|
| Pepperoni | |
| Olives | |
| Onion | |
| Pineapple | |
| Bacon | |
| Mushroom | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 195

# Comparing Common Denominators

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

For example – $\frac{3}{8} < \frac{4}{8}$

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

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

**Part 2** Put the fractions in order from least to greatest

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

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

**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

© Super Simple Sheets

# 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

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

Name: _____

Put the fractions in order from least to greatest

$\frac{3}{7}$ $\frac{5}{7}$ $\frac{1}{7}$ $\frac{0}{7}$

_____

PREVIEW

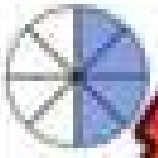
© Super Simple Sheets

supersimplesheets.com

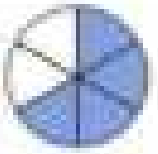
Name: _____ 198

# 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.



$\frac{4}{8}$ The whole pizza is cut into 8 pieces. 4 slices have been shaded in.



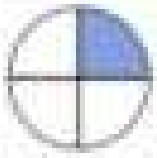
$\frac{4}{6}$ The whole pizza is cut into 6 pieces. 4 slices have been shaded in.

If you [illegible] ould rather have 4/6 slices of pizza, than 4/8. Therefore, 4/6 is bigg[illegible]ole, the whole is the same size. This means the pizza is the same si[illegible]e co[illegible]ons that have the same numerator if the whole is the same size.

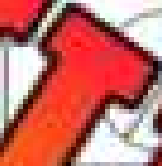
PREVIEW

| Question | Wri[illegible] which one is bigger |
|---|---|

1)

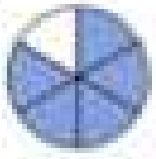






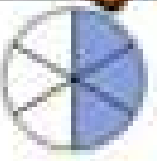


3)



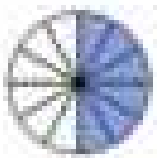


4)



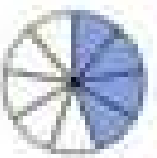


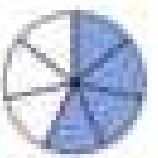
5)





6)



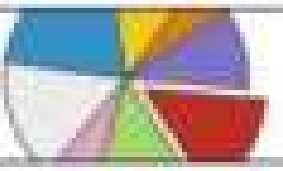


© Super Simple Sheets
supersimplesheets.com

Name: _____ 199

# 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) $\frac{2}{4}$ ☐ | 2) $\frac{5}{6}$ ☐ $\frac{5}{5}$ | 3) $\frac{3}{5}$ ☐ $\frac{3}{7}$ | 4) $\frac{6}{10}$ ☐ $\frac{6}{12}$ |
| 5) $\frac{3}{8}$ ☐ $\frac{3}{5}$ | 6) $\frac{4}{9}$ ☐ $\frac{4}{4}$ | 7) $\frac{5}{6}$ ☐ $\frac{5}{7}$ | 8) $\frac{7}{8}$ ☐ $\frac{7}{9}$ |
| 9) $\frac{8}{10}$ ☐ $\frac{8}{12}$ | 10) $\frac{5}{8}$ ☐ $\frac{5}{10}$ | 11) $\frac{}{12}$ ☐ $\frac{}{}$ | 12) $\frac{}{}$ ☐ $\frac{2}{5}$ |

PREVIEW

## Part 2

Put the fractions in order from least to greatest

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

_____

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

_____

© Super Simple Sheets

Name: _____ 202

# Activity – Fraction Race to the Finish

**Objective** What are we learning about?

To help students visually compare and order fractions through a creative and interactive game.

$\frac{1}{16}$

**Materials** What you will need for the activity

1) A [illegible] paper or a whiteboard.
2) [illegible] colours).
3) [illegible] fractions written on them such as 2/4, 1/4, 3/4, etc.).
4) A ruler [illegible]

**Instructions** How to [illegible] activity

1) Print off the number line [illegible]

2) Divide into Groups: Organize the [illegible] consisting of eight students.

3) Distribute Fraction Cards: Give each group a [illegible] fractions between 0 and 1.

4) Individual Fraction Selection: Each student in the group [illegible] from their set.

5) Place Fractions on Number Line: All students simultaneously place their chosen fraction card at the appropriate spot on their group's number line between 0 and 1. Encourage discussion within groups to reach a consensus on the placement.

6) Group Review: Once all cards are placed, each group takes turns presenting their number line to the class, explaining their reasoning for the placement of each fraction.

7) Class Consolidation: After each group has presented, conduct a whole-class activity. Draw a new, large number line and have each group place their fraction cards on this communal line in the same order as in their group activity. This allows for comparison and further discussion of the different fractions and their relative sizes.

PREVIEW

© Super Simple Sheets

Name: _____ 203

**Fraction Cards** | Cut out the fraction cards and hand them to each group

| | |
|---|---|
| 1/4 | 1/2 |
| 3/10 | 3/5 |
| 1/10 | 1/1 |
| 1/5 | 3/4 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 209

# Writing Fractions on a Number Line

**Questions** Write the fraction on the number line

1) $\frac{2}{5}$




2)



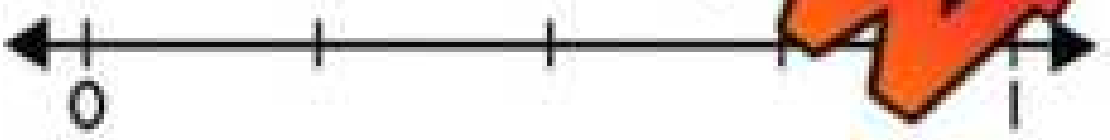

3) $\frac{2}{8}$



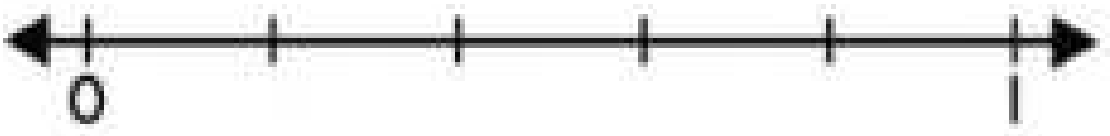

4) $\frac{4}{6}$



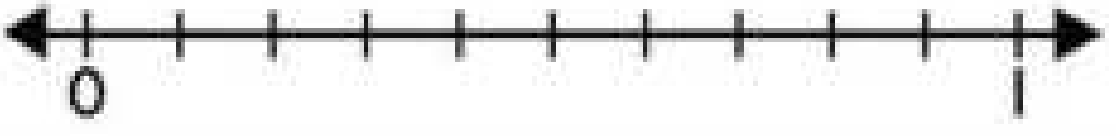

5) $\frac{3}{4}$




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




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



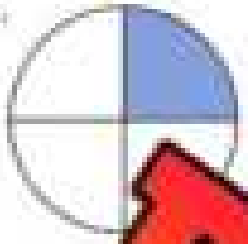
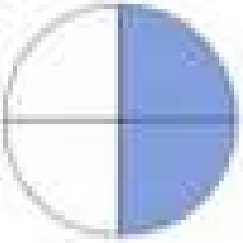
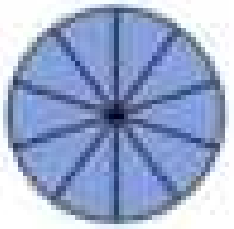
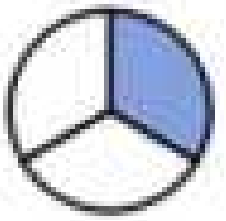

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 210

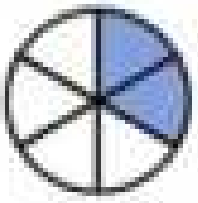
# Fractions Quiz

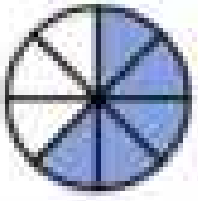
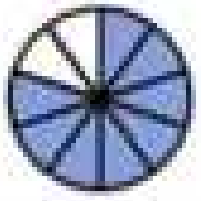
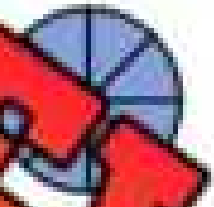
**Part 1** Write the fraction and then label it – half, quarter, third, whole

1. 
2. 
3. 
4. 

PREVIEW

**Part 2** What fracti[illegible]ed [illegible]ages below?




**Part 3** Put the fractions in order from least to greatest

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

© Super Simple Sheets
supersimplesheets.com

**Part 4** Put the fractions in order from least to greatest

$\frac{4}{4}$ $\frac{4}{8}$ $\frac{4}{9}$ $\frac{4}{5}$ $\frac{4}{10}$

**Part 5** Compare the fractions using < > =

1) $\frac{2}{6}$ ☐ $\frac{5}{9}$

3) $\frac{3}{4}$ ☐ $\frac{3}{4}$

4) $\frac{2}{6}$ ☐ $\frac{2}{8}$

5) $\frac{3}{9}$ ☐ $\frac{3}{9}$

6) $\frac{2}{9}$ ☐ $\frac{4}{7}$

8) $\frac{3}{8}$ ☐ $\frac{7}{8}$

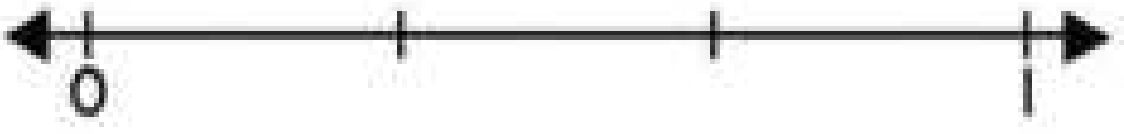
PREVIEW

**Part 6** Write the fraction on the number

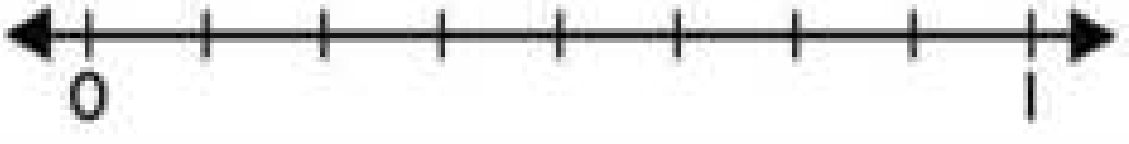
1) $\frac{3}{5}$




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




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




© Super Simple Sheets

Name: _____ 212

# Counting To 10 By Tenths

**Questions** | Continue counting by tenths by filling in the missing boxes




PREVIEW

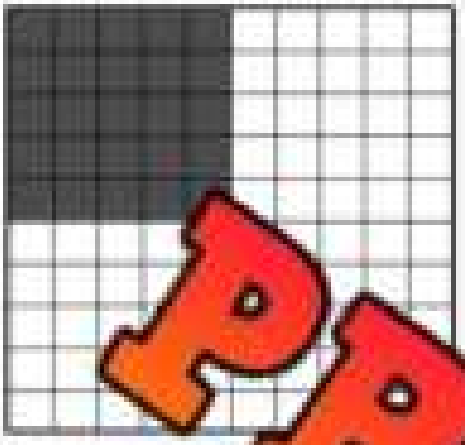
© Super Simple Sheets

supersimplesheets.com

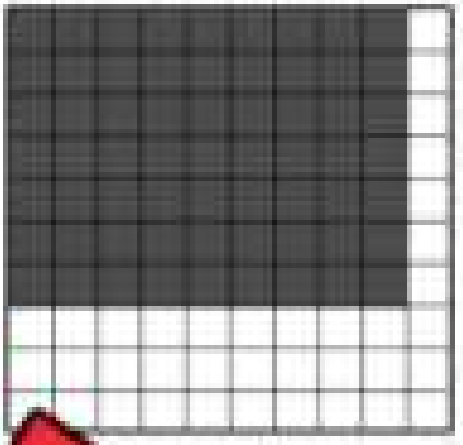
Name: _____ 215

# Fractions and Decimals

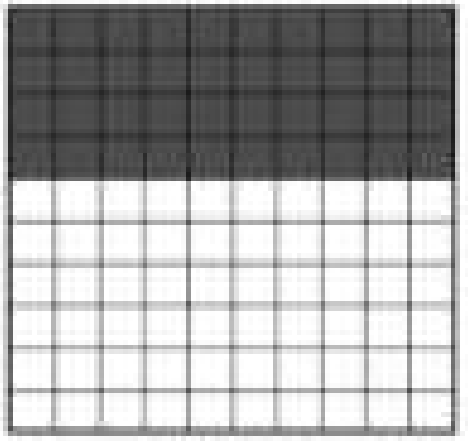
**Part 1** What fraction and decimal of the array is shaded in?



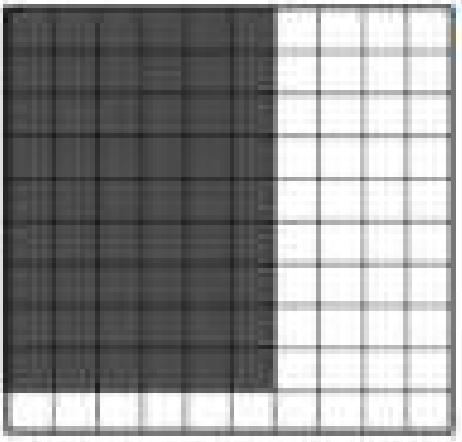
| Fraction | Decimal |
|---|---|
| | |



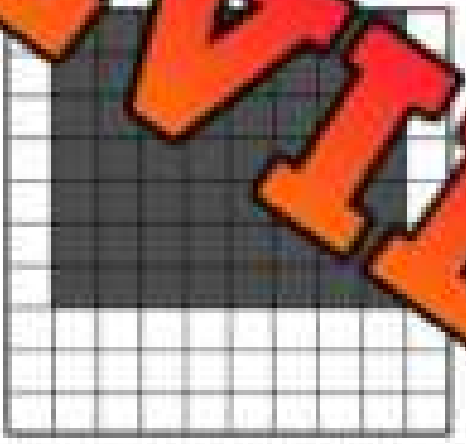
| Fraction | Decimal |
|---|---|
| | |



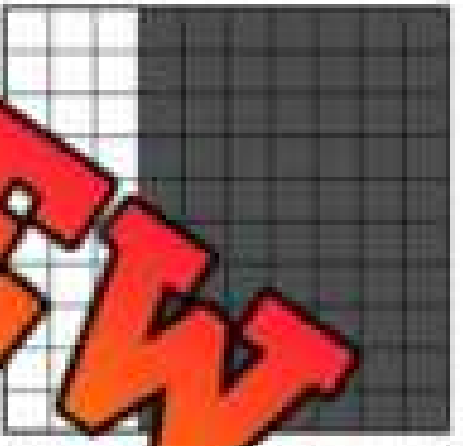
| Fraction | Decimal |
|---|---|
| | |



| Fraction | Decimal |
|---|---|
| | |



| Fraction | Decimal |
|---|---|
| | |



| Fraction | Decimal |
|---|---|
| | |

PREVIEW

**Part 2** Answer the word problems below

1) Daniel got 79 out of 100 on his math test. What is the fraction and decimal for his test mark?

2) Beth scored 20 out of 50 of her three-point shots. What was her three-point fraction and decimal for her three-point shots?

© Super Simple Sheets

Name: _____ 218

# Place Value Using Decimals

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

| PLACE VALUE | | | | | |
|---|---|---|---|---|---|
| 3 | 3 | 6 | | 5 | 8 |
| Tho | ens | Ones | Decimal | Tenths | Hundredths |

PREVIEW

**Part 1** ne the place value for the underlined number?

| | | | |
|---|---|---|---|
| 1) 5 200.32 | 44 | 3) 3 542.47 | 4) 2 314.68 |
| 5) 4 326.43 | 6) 8 266.7 | | 8) 7 356.47 |
| 9) 3 102.52 | 10) 6 113.71 | | 3 374.44 |

**Part 2** Fill in the place value table for the numbers below

1) 7 862.59

| | | | | | | |
|---|---|---|---|---|---|---|
| Thousands | Hundreds | Tens | Ones | Decimal | Tenths | Hundredth |

2) 2 383.39

| | | | | | | |
|---|---|---|---|---|---|---|
| Thousands | Hundreds | Tens | Ones | Decimal | Tenths | Hundredth |

© Super Simple Sheets

Name: _____ 219

# Comparing Decimals

## Part 1 — Compare the following numbers

| | | |
|---|---|---|
| 1) 0.5 [ > ] 0.2 | 2) 0.3 [ ] 0.4 | 3) 0.8 [ ] 0.6 |
| 4) 1.0 [ ] | 5) 1.3 [ ] 0.8 | 6) 0.8 [ ] 0.5 |
| 7) 1.9 [ ] | [ ] 20.1 | 9) 30.3 [ ] 25.9 |
| 10) 47.12 [ ] 33.53 | [ ] | 12) 77.99 [ ] 77.92 |
| 13) 132.22 [ ] 132.65 | 14) 155.36 [ ] | [ ] 454.71 |

PREVIEW

## Part 2 — Compare the following numbers

1) Steve and Kim both ran in the 100 metre race last week. Steve ran it in 12.5 seconds and Kim ran it in 12.1 seconds. Who ran it faster?



2) Lebron James scores 28.4 points a game while James Harden scores 28.6 points a game. Who scores more points a game?

3) Dani and George's parents bought them a cake to share. Dani said she'll take 0.6 of the cake. Should George take the deal?

© Super Simple Sheets

# Exit Cards

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

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

Name: _____

Compare the following decimals

a) 0.7 ☐ 0.9

b) 7.6 ☐ 3.9

c) 56.1 ☐ 43.4

d) 118.1 ☐ 175.1

PREVIEW

Name: _____ 221

# Ordering Decimals

| 0.2, 0.1, 0.5, 0.4, 0.9<br>Least to Greatest<br>0.1, 0.2, 0.4, 0.5, 0.9 | 15.2, 10.3, 7.9, 18.5<br>Greatest to Least<br>18.5, 15.2, 10.3, 7.9 |
|---|---|

**Part 1** Order the numbers below from least to greatest

| | |
|---|---|
| [illegible]9, 0.5, 0.2<br>_____, _____, _____, _____ | 0.8, 0.9, 0.2, 0.4<br>_____, _____, _____, _____ |
| [illegible]1<br>_____, _____, _____, _____ | 1.34, 2.29, 1.55, 2.42<br>_____, _____, _____, _____ |
| 10.43, 10.93, 21.45, 22.62<br>_____, _____, _____, _____ | [illegible]4, 53.24, 34.18, 48.42<br>_____, _____, _____, _____ |

**Part 2** Order the numbers below from great[illegible]

| | |
|---|---|
| 0.2, 0.6, 0.3, 0.1<br>_____, _____, _____, _____ | 0.5, 0[illegible]<br>_____, _____, _____, _____ |
| 1.3, 1.9, 1.5, 1.1<br>_____, _____, _____, _____ | 2.14, 2.92, 1.35, 1.42<br>_____, _____, _____, _____ |
| 13.54, 12.69, 10.45, 15.33<br>_____, _____, _____, _____ | 20.26, 17.63, 19.45, 18.61<br>_____, _____, _____, _____ |

PREVIEW

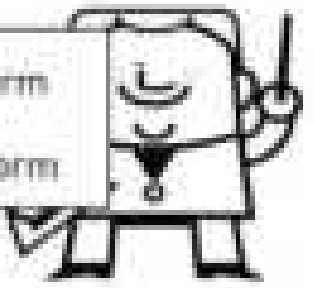
© Super Simple Sheets

Name: _____ 223

# Expanded Form

238.17 • ——— Standard Form

200 + 30 + 8 + 0.1 + 0.07 • ——— Expanded Form



**Part 1** What is the expanded form of the numbers below?

| | | |
|---|---|---|
| 1) | | |
| 2) | 63.9 | |
| 3) | 391.5 | |
| 4) | 408.48 | |
| 5) | 3 157.87 | |
| 6) | 58 190.08 | |

**Part 2** What is the standard form of the numbers

| | | |
|---|---|---|
| 1) | 80 + 6 + 0.3 | |
| 2) | 200 + 90 + 4 + 0.7 | |
| 3) | 400 + 8 + 0.2 + 0.06 | |
| 4) | 800 + 70 + 0.5 + 0.04 | |
| 5) | 3 000 + 700 + 60 + 0.7 + 0.01 | |
| 6) | 50 000 + 3 000 + 800 + 20 + 3 + 0.9 + 0.01 | |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 224

# Rounding Decimal Numbers – Nearest Whole Number

Round Down ← → Round Up

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

**Part 1** Round the decimal number to the nearest whole number. Circle the answer




PREVIEW

**Part 2** Answer the word problems below

1) James threw 10.3 metres in shot put. Round his score to the nearest whole number. _____

2) Harry ran a 200 metre race in 26.6 seconds. Round his time to the nearest whole number. _____

© Super Simple Sheets

Name: _____ 225

# Rounding Decimal Numbers

Round Down ← → Round Up

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

Rounding to the nearest whole number
0.7 → 1
24.3 → 24

PREVIEW

**Part 1** Round the following numbers up to 1 or down to 0

| | | |
|---|---|---|
| 1) 0.6 → _____ | | 3) 0.7 → _____ |
| 4) 0.1 → _____ | 5) | 6) 0.3 → _____ |
| 7) 0.2 → _____ | 8) 0.9 → | 0.5 → _____ |

**Part 2** Round the following numbers to the [illegible]

| | | |
|---|---|---|
| 1) 5.6 → _____ | 2) 4.2 → _____ | 3) 7 _____ |
| 4) 8.2 → _____ | 5) 2.4 → _____ | 6) 5.5 → _____ |
| 7) 12.1 → _____ | 8) 10.7 → _____ | 9) 14.9 → _____ |
| 10) 22.2 → _____ | 11) 29.6 → _____ | 12) 27.3 → _____ |
| 13) 47.5 → _____ | 14) 53.8 → _____ | 15) 71.2 → _____ |

© Super Simple Sheets

Name: _____ 229

# Converting Cents to Dollars

Money can be written as cents or dollars. When we have less than 1 dollar, we use cents. When we have more than 1 dollar, we use dollars. If we have whole dollars and cents, we can combine the two.

Examples - 100¢ = $1.00 50¢ = $0.50 142¢ = $1.42

## Part 1 Convert the cents into dollars

| ¢ | $ |
|---|---|
| 100¢ | $1.00 |
| 200¢ | |
| 300¢ | |
| 400¢ | |
| 500¢ | $5.00 |
| 600¢ | |
| 700¢ | |
| 800¢ | |
| 900¢ | $9.00 |
| 1000¢ | |

| ¢ | $ |
|---|---|
| 150¢ | $1.50 |
| 250¢ | |
| 325¢ | |
| 450¢ | |
| [illegible]¢ | |
| [illegible] | |
| [illegible] | |
| [illegible] | $7.20 |
| [illegible] | |
| 999¢ | |

PREVIEW

## Part 2 Circle the greatest amount of money

| | | | | |
|---|---|---|---|---|
| 1) | 100¢ | $1.00 | 350¢ | $2.30 |
| 2) | 200¢ | $3.00 | 750¢ | $3.50 |
| 3) | 300¢ | $2.00 | 220¢ | $1.60 |
| 4) | 400¢ | $4.00 | 575¢ | $5.25 |
| 5) | 500¢ | $7.00 | 250¢ | $6.40 |

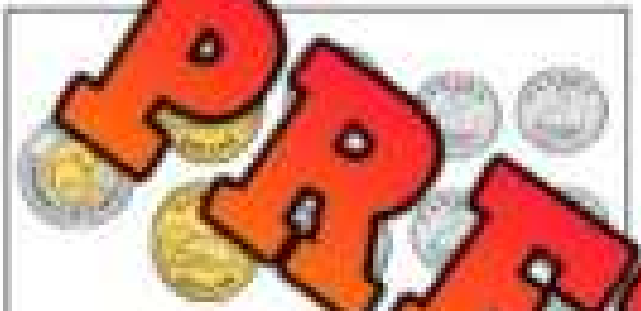
© Super Simple Sheets

# Exit Cards

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

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

Count the coins below



¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

Name: _____

Count the coins below



1) _____¢ or $ _____

PREVIEW

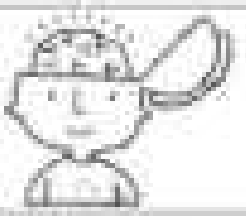
© Super Simple Sheets

supersimplesheets.com

Name: _____ 237

# Mental Math – Adding Decimals – Place Value

**Directions:**
1. Add the decimals one at a time
2. Add the whole numbers
3. Add the answers together



3.5 + 3.7
0.5 + 0.7 = 1.2
3 + 3 = 6
1.2 + 6 = 9.2

2.3 + 1.4
0.4 + 0.7

2.3 + 4.1

5.8 + 4.1

12.4 + 6.5

13.4 + 4.2

27.3 + 6.7

24.25 + 11.63

PREVIEW

Name: _____ 238

# Mental Math – Adding Decimals – Adding Chunks

**Directions:**

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



5.5 + 3.7
5.5 + 3 = 8.5
8.5 + 0.7 = 9.2

3.3 + 2.4
3 + 2 = 5.3
0.4 = 5.7

1.5 + 3.3

4.5 +

14.4 + 5.5

18.5 + 10.7

24.52 + 10.23

25.44 + 3.53

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 242

# Adding Decimals – Hundredths – No Regrouping

**Questions** Use the standard algorithm to solve the addition problems below

| | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|
| | 1 | | . | 5 | 3 |
| + | | | . | | |
| | | | . | | |

| | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|
| | 3 | 7 | . | 4 | 2 |
| + | 5 | 1 | . | 4 | 7 |
| | | | . | | |

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

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

| | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|
| | 7 | 2 | . | | 1 |
| + | 1 | 4 | . | 3 | |
| | | | . | | |

| | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|
| | 8 | 3 | . | 6 | 3 |
| + | | | . | 2 | 4 |
| | | | . | | |

| | Hun. | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|---|
| | 1 | 3 | 2 | . | 1 | 0 |
| + | 2 | 2 | 7 | . | 8 | 5 |
| | | | | . | | |

| | Hun. | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|---|
| | 5 | 2 | 6 | . | 5 | 6 |
| + | 3 | 7 | 1 | . | 3 | 2 |
| | | | | . | | |

| | Hun. | Tens | Ones | | Tenths | Hun. |
|---|---|---|---|---|---|---|
| | 8 | 1 | 6 | . | 5 | 4 |
| + | 1 | 7 | 3 | . | 3 | 2 |
| | | | | . | | |

PREVIEW

© Super Simple Sheets

Name: _____ 244

# Adding Decimals – Hundredths – No Regrouping

**Questions** Use the standard algorithm to solve the addition problems below

| | | | | |
|---|---|---|---|---|
| 1) 51.32 + 12.25 | 2) 25.63 + 31.14 | 3) 14.32 + 21.67 | 4) 41.22 + 43.13 | 5) 35.75 + 54.20 |
| 6) [illegible] + 24.22 | 7) [illegible] | 8) 72.52 + 23.33 | 9) 31.25 + 21.12 | 10) 23.62 + 23.24 |
| 11) 62.62 + 22.33 | 12) 44.29 + 12.60 | 13) [illegible] + 14 | [illegible] 36 | 15) 31.25 + 11.53 |

PREVIEW

**Word Problems** Answer the questions below

| | |
|---|---|
| 1) Sara made 12.75 litres of lemonade on Monday and 13.20 litres on Tuesday. How much lemonade did she make in total? | |
| 2) In his first race, Jake finished with a time of 37.56 seconds. His second race was even faster, at 31.33 seconds. What was his total time for both races? | |

© Super Simple Sheets

Name: _____ 250

# Mental Math - Subtracting Decimals – Subtracting Chunks

**Directions:**

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

6.3 - 3.5
6.3 - 3 = 3.3
3.3 - 0.5 = 2.8

4.6 - 2.4
4.6 - 2 = 2.6
2.6 - 0.4 = 2.2

4.5 - 3.3

9.5 -

14.4 - 7.5

15.5 - 10.9

48.3 - 11.8

52.6 - 30.3

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 264

# Giving Change Using Coins

| Money Used | Item | Change Due | Coins |
|---|---|---|---|
|  |  | $3 |  |

**Questions** Fill in the table to provide change to your customer

| Money | Item | Change Due | Draw Coins |
|---|---|---|---|
|  |  | | |

| Money Used | Item | Change Due | Draw Coins |
|---|---|---|---|
|  |  | | |

| Money Used | Item | Change Due | Coins |
|---|---|---|---|
|  |  | | |

| Money Used | Item | Change Due | Draw Coins |
|---|---|---|---|
|  |  | | |

| Money Used | Item | Change Due | Draw Coins |
|---|---|---|---|
|  |  | | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 265

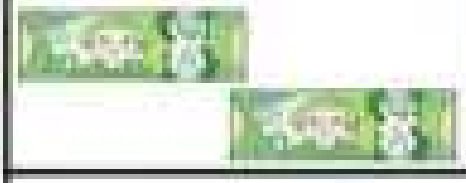
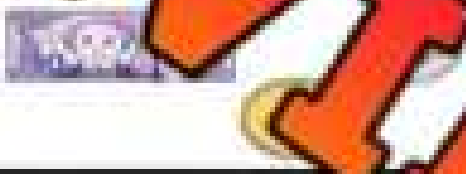
# Adding Money

| | | |
|---|---|---|
|  |  | Total |
| $ _____ | $ _____ | $45 |

Questions

...in the table to provide change to your customer.

| | | |
|---|---|---|
|  |  | Total |
| $ _____ | $ _____ | $ _____ |

| | | |
|---|---|---|
|  |  | Total |
| $ _____ | $ _____ | |

| | | |
|---|---|---|
|  |  | |
| $ _____ | $ _____ | $ _____ |

| | | |
|---|---|---|
|  |  | Total |
| $ _____ | $ _____ | $ _____ |

PREVIEW

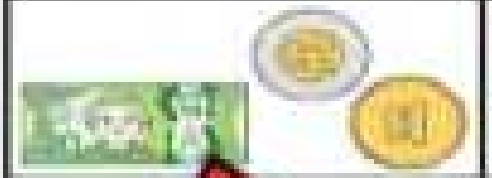
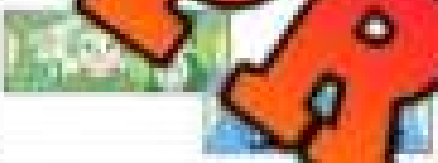
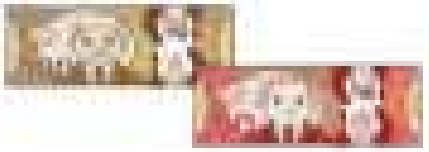
© Super Simple Sheets

super.simplesheets.com

Name: _____ 266

# Adding Money

**Questions** Fill in the table to provide change to your customer.

| | | |
|---|---|---|
|  |  | Total |
| $_____ | $_____ | $_____ |
|  |  | Total |
| $_____ | $_____ | $_____ |
|  |  | Total |
| $_____ | $_____ | $_____ |
|  |  | |
| $_____ | $_____ | $_____ |
|  |  | Total |
| $_____ | $_____ | $_____ |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 268

# Adding Multiple Items

| Questions | Add up the total price of the items |
|---|---|

| | | |
|---|---|---|
|   |   | Total |
| $ _____ | $ _____ | $ _____ |
|   | | Total |
| $ _____ | $ _____ | $ _____ |
|   |   | Total |
| $ _____ | $ _____ | $ _____ |
|   |   | |
| $ _____ | $ _____ | $ _____ |
|   |   | Total |
| $ _____ | $ _____ | $ _____ |

PREVIEW

© Super Simple Sheets

Name: _____ 273

# Unit Quiz – Adding and Subtracting Decimals

## Part 1 Adding

| | Tens | Ones | | Tenths |
|---|---|---|---|---|
| | | | | |
| | 1 | | | 8 |
| + | | 8 | | |
| | | | | |

| | Tens | Ones | | Tenths |
|---|---|---|---|---|
| | | | | |
| | 7 | 2 | . | 8 |
| + | 1 | 6 | . | 4 |
| | | | | |

| | Tens | Ones | | Tenths | Hund. |
|---|---|---|---|---|---|
| | | | | | |
| | 8 | 1 | . | 8 | 5 |
| + | 3 | 5 | . | 1 | 2 |
| | | | | | |

77.7
+ 15.5

24.54
+ 12.72

PREVIEW

## Part 2 Solve

1) 214.24 + 202.71

2) 353.68 + 203.48

© Super Simple Sheets
supersimplesheets.com

## Part 3 Subtracting

| | Hun. | Tens | Ones | . | Tenths |
|---|---|---|---|---|---|
| | 9 | 8 | 4 | . | 4 |
| − | 2 | | | | 0 |
| | | | | | |

| | Hun. | Tens | Ones | . | Tenths |
|---|---|---|---|---|---|
| | 3 | 5 | 6 | . | 3 |
| − | 1 | 6 | 4 | . | 5 |
| | | | | | |

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

| | Hun. | Tens | Ones | . | Tenths | Hund. |
|---|---|---|---|---|---|---|
| | 4 | 7 | 2 | . | 5 | 8 |
| − | 3 | 5 | 4 | . | 2 | 4 |
| | | | | | | |

| | Hun. | Tens | Ones | . | Tenths | Hund. |
|---|---|---|---|---|---|---|
| | 8 | 9 | 2 | . | 9 | |
| − | 2 | 8 | 5 | . | 9 | |
| | | | | | | |

| | Hun. | Tens | Ones | . | Tenths | Hund. |
|---|---|---|---|---|---|---|
| | | 8 | 5 | . | 4 | 0 |
| − | | | 0 | . | 8 | 3 |
| | | | | | | |

PREVIEW

## Part 4 Solve

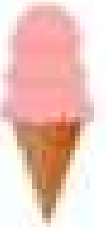
| 1) 468.74 − 252.41 | 2) 174.78 − 143.95 |
|---|---|
| | |

© Super Simple Sheets
supersimplesheets.com

3) Lamar bought a burger and drink for dinner. The burger was $6.50 and the drink was $2.25. How much did Lamar spend on his dinner?



4) Hannu[illegible] ice cream cone for $4.75. She gave the cashier $10.00. How much [illegible] back?



PREVIEW

**Part 5** Add up the items and provide chang[illegible] on [illegible] customer paid with.

| Money Used | Item | Item | Change Due |
|---|---|---|---|
|  |   |   | |

| Money Used | Item | Item | Change Due |
|---|---|---|---|
|  |   |   | |

© Super Simple Sheets

# Google Slides Lessons Preview

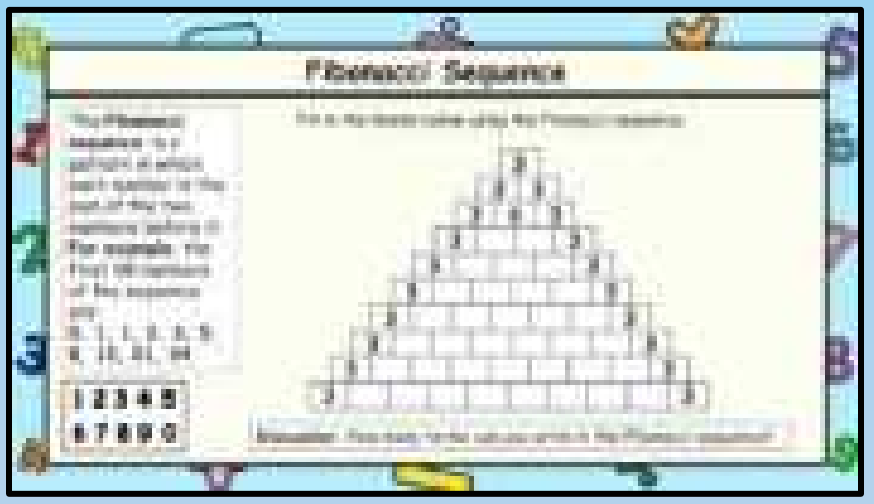
© Super Simple Sheets

# Saskatchewan Math Curriculum
# Patterns & Relations – Grade 4

## 3-Part Lesson Format

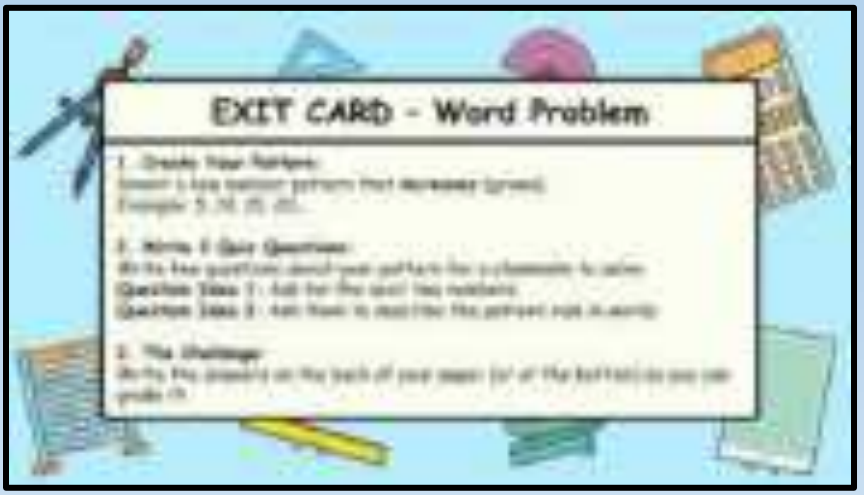
### Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



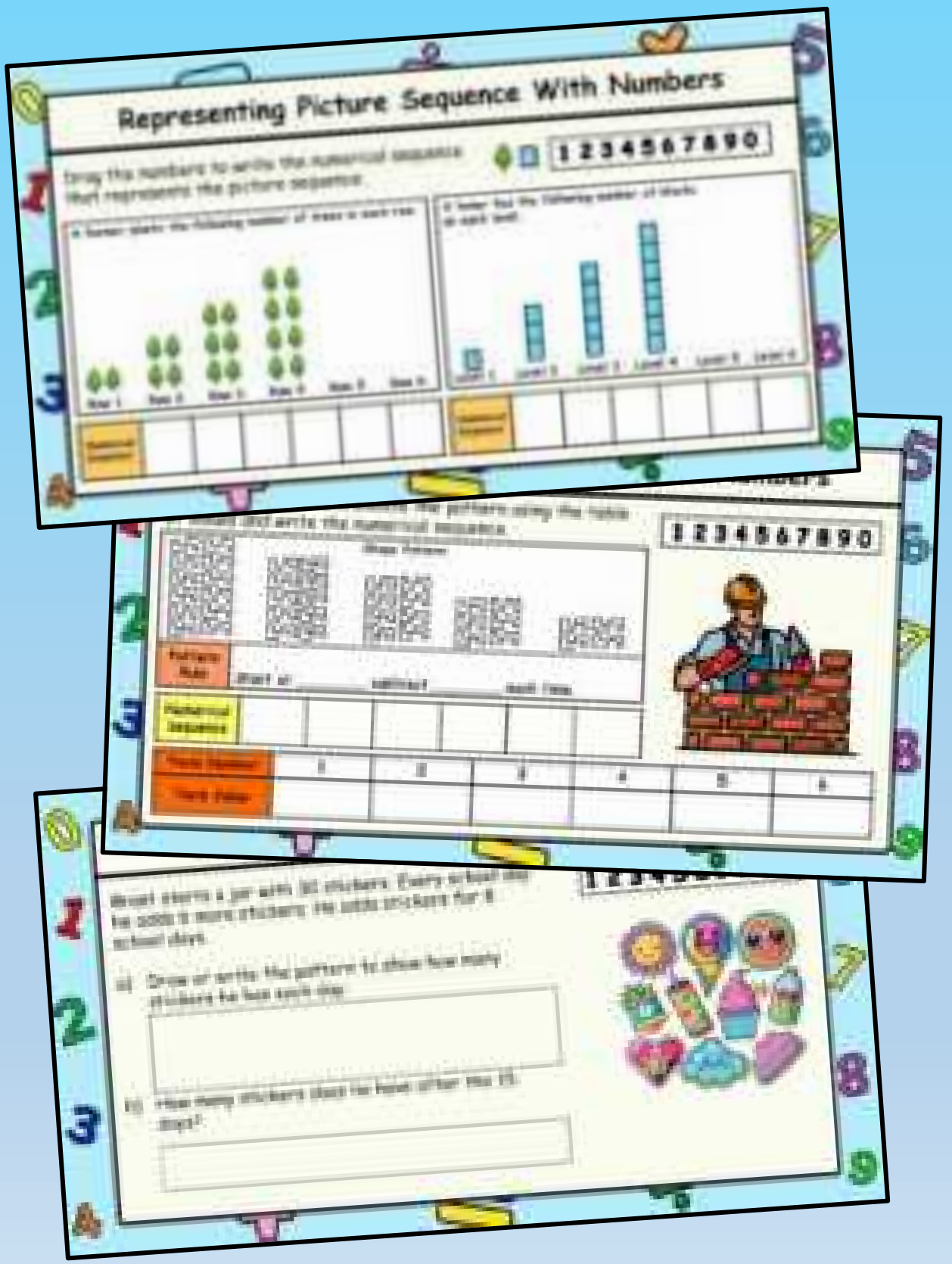




### Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

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



# Saskatchewan Math Curriculum
# Patterns & Relations – Grade 4



# Saskatchewan Math Curriculum
# Patterns & Relations – Grade 4





# Grade 4

## Patterns and Relations



| | Curriculum Expectations | Pages |
|---|---|---|
| P4.1 | Demonstrate an understanding of patterns and relations by:<br><br>- identifying and describing patterns and | |
| P4.2 | Demonstrate an understanding of equations involving symbols to represent an unknown value by:<br><br>- writing an equation to represent a problem<br>- solving one step equations. | 84 - 150 |

Preview of 125 pages from this product that contains 291 pages total.

Name: _____ 5

# Fibonacci Sequence

The Fibonacci sequence is a pattern in which each number is the sum of the two numbers before it. For example, the first 10 numbers of the sequence are:

0, 1, 1, 2, 3, 5, 8, 13, 21, 34

**Part 1** Fill in the numbers below each pair of numbers




PREVIEW

**Part 2** How many terms can you write in the Fibonacci sequence?

© Super Simple Sheets
supersimplesheets.com

Name: _____ 5

# Fibonacci Sequence



**Directions** Fill in the missing numbers

| | | | | | | |
|---|---|---|---|---|---|---|
| 1) | 0 | 1 | 1 | 2 | | |
| 2) | | 89 | 144 | 233 | | |
| 3) | 3 | | | 13 | | |
| 4) | 8 | 13 | | | | |
| 5) | 2 | 3 | 5 | 8 | | |
| 6) | 21 | 34 | 55 | 89 | | |
| 7) | 13 | 21 | 34 | 55 | | |
| 8) | 34 | 55 | 89 | 144 | | |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 7

# Hundreds Chart Patterns

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

PREVIEW

**Directions** Follow the instructions below

A number pattern needs to have a rule that the pattern follows. Colour the numbers in the hundreds chart that show the pattern rule below.

Rule: start at 5, add 5 each time

© Super Simple Sheets

Name: _____ 8

# Hundreds Chart Patterns

**Directions** | Follow the instructions below

Colour the pattern rule: start at 2, add 12 each time

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

Colour the pattern rule: start at 1, add 11 each time

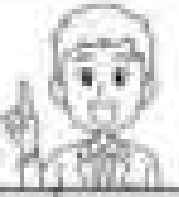
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52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

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 11

# 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 | | | | 8 | | 12 | | 16 | | |
| 3 | | | | | | 18 | | | 27 | 30 |
| 4 | 4 | 8 | | 16 | | | 28 | | 36 | |
| 5 | | 10 | 15 | | | | | | | |
| 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

© Super Simple Sheets

super simplesheets.com

Name: _____ 12

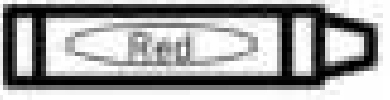
# Multiplication Chart - Patterns

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 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 5's and colour the numbers 

4. Count by 10's and colour the numbers 


© Super Simple Sheets

Name: _____ 15

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

PREVIEW

**Questions** Answer the questions and colour the chart based on the answers

| | | | |
|---|---|---|---|
| 3 x 3 | 5 x 5 | 7 x 6 | 9 x 2 |
| 2 x 4 | 7 x 2 | 5 x 7 | 6 x 6 |
| 4 x 5 | 10 x 9 | 8 x 8 | 9 x 7 |
| 4 x 3 | 9 x 3 | 8 x 6 | 7 x 7 |




© Super Simple Sheets

Name: _____ 17

# Representing Picture Sequence With Numbers

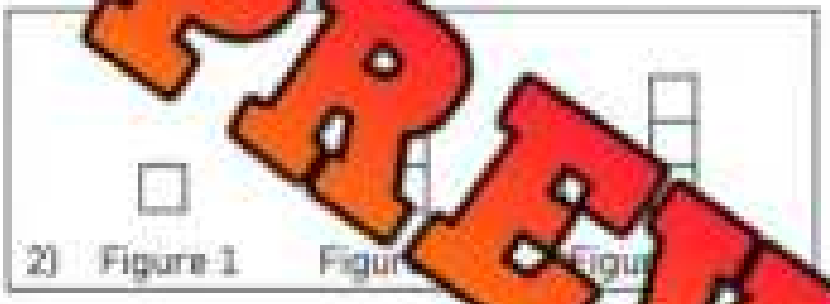
**Directions** Write the numerical sequence that represents the picture sequence

1) Figure 1 Figure 2 Figure 3



| Numerical Sequence |
| --- |
| _____, _____, _____ |

2) Figure 1 Figure 2 Figure 3



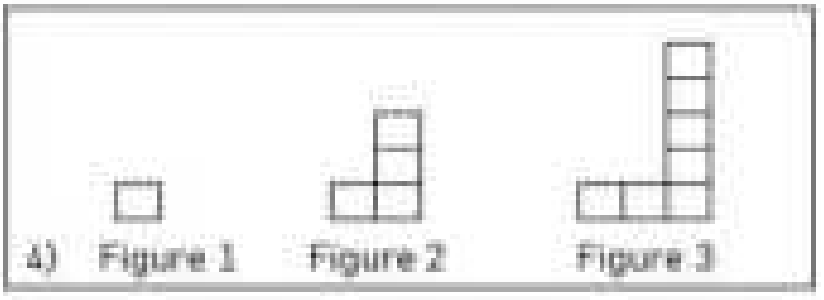
| Numerical Sequence |
| --- |
| _____, _____, _____ |

3) Figure 1 Figure 2 Figure 3



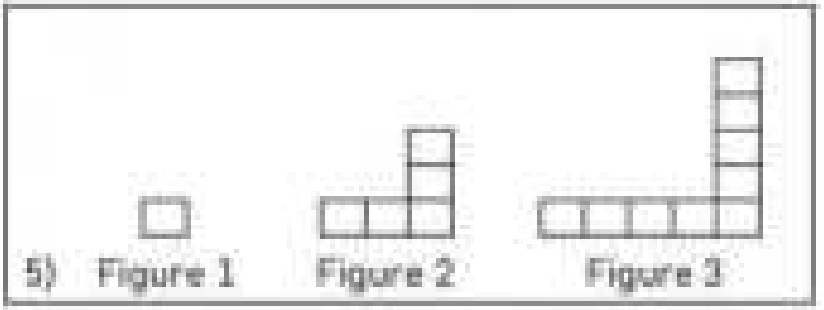
| Numerical Sequence |
| --- |
| _____, _____, _____ |

4) Figure 1 Figure 2 Figure 3



| Numerical Sequence |
| --- |
| _____, _____, _____, _____ |

5) Figure 1 Figure 2 Figure 3



| Numerical Sequence |
| --- |
| _____, _____, _____, _____ |

PREVIEW

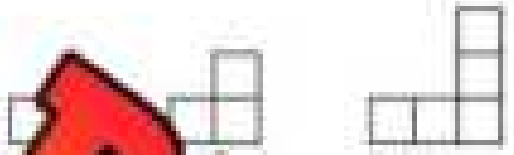
© Super Simple Sheets

super-simple-sheets.com

Name: _____ 18

# Representing Picture Sequence With Numbers

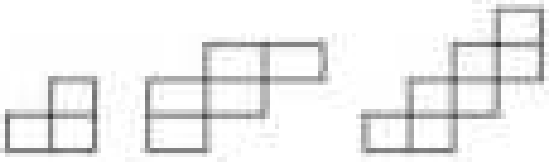
**Questions** Write the numerical sequence that represents the picture sequence

1) 
Figure 1 Figure 2 Figure 3 Figure 4

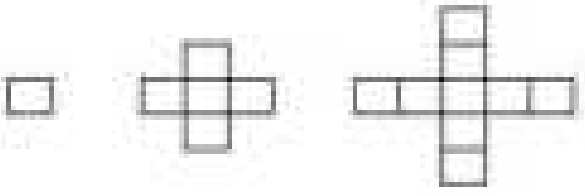
| Numerical Sequence |
| --- |
| ____, ____, ____, ____ |

2) 
Figure 1 Figure 2 Figure 3 Figu

| Numerical Sequence |
| --- |
| ____, ____, ____, ____ |

3) 
Figure 1 Figure 2 Figure 3 Figure 4

| N ce |
| --- |
| ____, ____, ____ |

4) 
Figure 1 Figure 2 Figure 3 Figure 4

| Numerical Sequence |
| --- |
| ____, ____, ____, ____ |

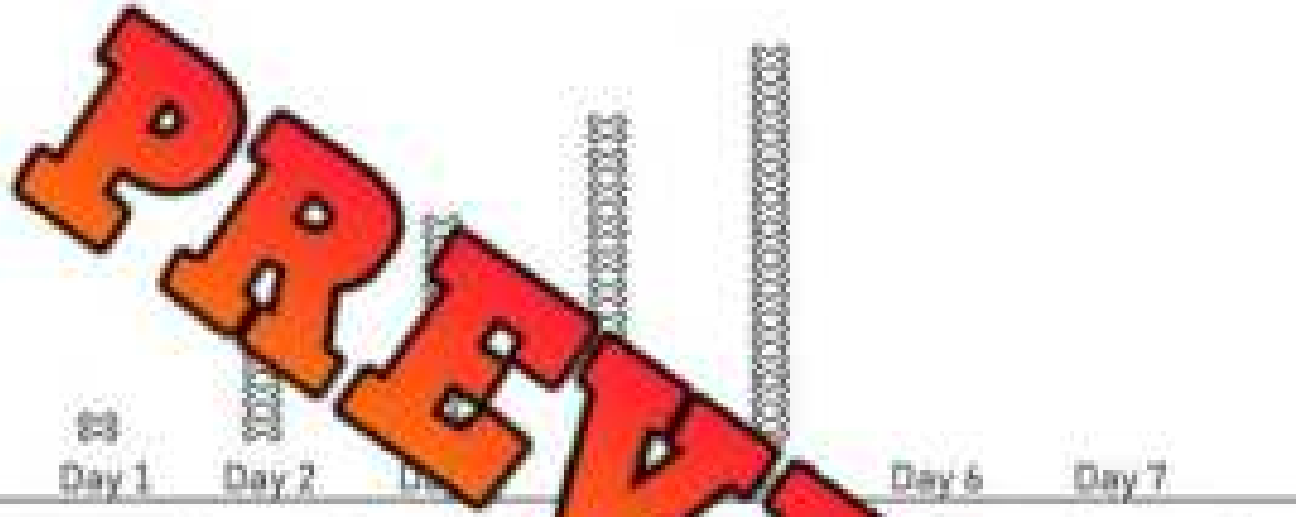
PREVIEW

Name: _____ 19

# Representing Picture Sequence With Numbers

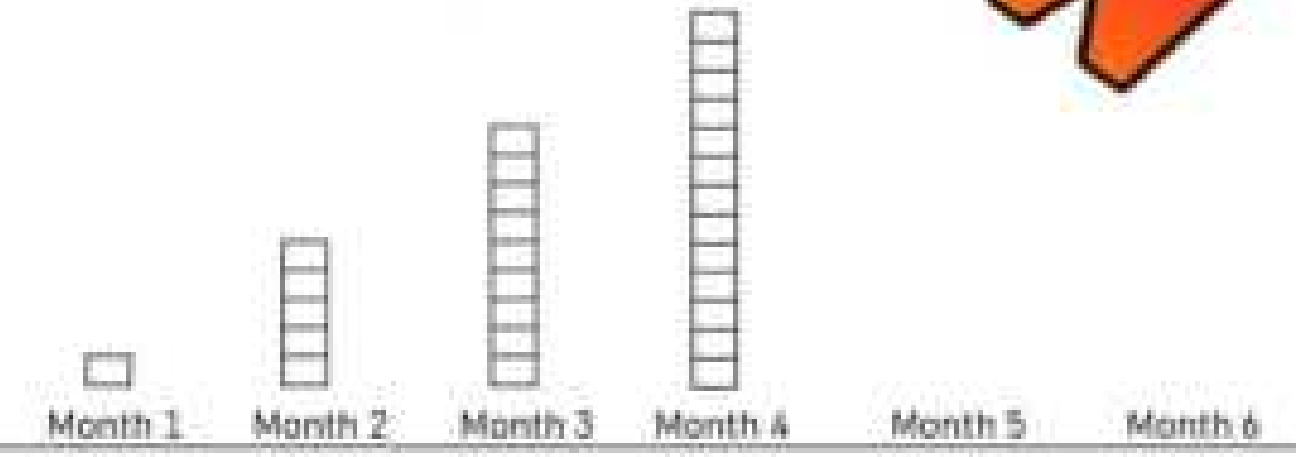
**Questions** Continue the picture sequence and represent it using numbers

1) Matt had a bunch of X's to play with. He made the following pattern below.




| Numerical Sequence | | | | | | | |
|---|---|---|---|---|---|---|---|

2) Chris puts a rectangle for every book he reads [illegible] of school.




| Numerical Sequence | | | | | | |
|---|---|---|---|---|---|---|

PREVIEW

Name: _____ 21

# Table of Values

**Questions** | Answers the questions below by using the table of values

When you work an hour, you get paid 22 dollars. Fill in the table to learn more about your earnings.

1) How many dollars will you make if you work 5 hours?

2) How many dollars will you make if you work 10 hours?



| Hours Worked | Money Made |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

| Kids | Pieces of Candy |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

You are having a birthday party for your brother. There are kids coming to the party. Each kid will get pieces of candy.

1) How many pieces of candy do you need to buy?

2) What if 10 kids are coming? How many pieces of candy do you need now?

You scored 16 points in each basketball game this season. Fill in the table of values showing your game scores.



1) After your third game, how many points did you score?

2) There were 8 games this season. How many points did you score in the season?

| Games | Total Points Scored |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 8 | |

PREVIEW

© Super Simple Sheets

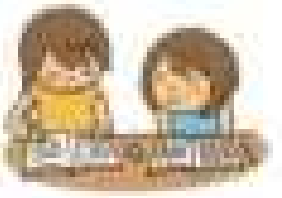
Name: _____ 22

# Translating Patterns - Table of Values

**Part 1** Translate the increasing patterns into a table of values

A train has the following people in each train car.

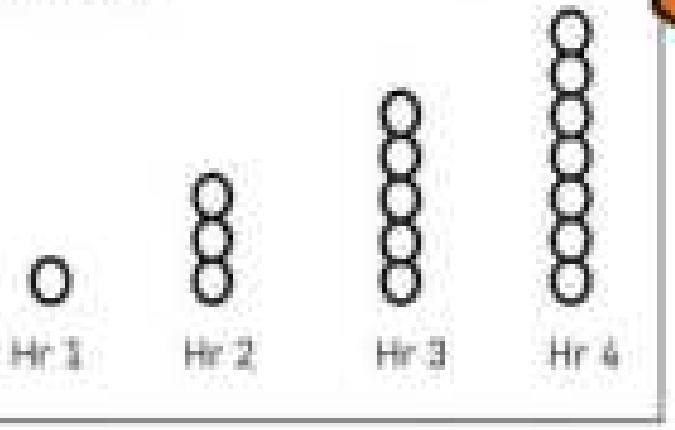


| Term Number (Cars) | | | | 4 | 5 | 8 |
|---|---|---|---|---|---|---|
| Term Value (People) | | | | | | |

**Part 2** Translate the increasing p... into ...lues

Steven is looking for golf ba... woods. He finds the following ba... each hour.




| Term Number (Hour) | 1 | 2 | 3 | 4 | 5 | 9 |
|---|---|---|---|---|---|---|
| Term Value (Golf Balls) | | | | | | |

PREVIEW

Name: _____ 23

# Translating Patterns - Table of Values

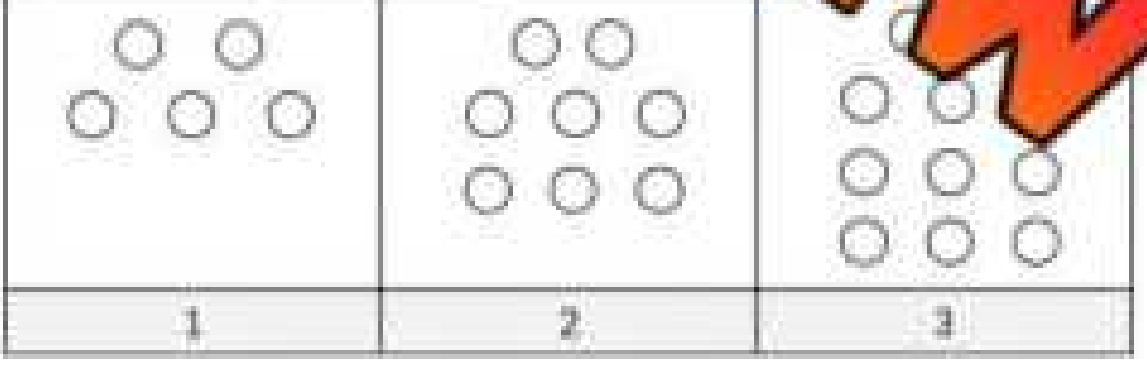
**Questions** Translate the increasing patterns into a table of values

1) Stacy marks an x each day for how many pieces of fruit she eats.




| Term Number (Day) | 1 | 2 | | 4 | 5 |
|---|---|---|---|---|---|
| Term Value (Fruit) | | | | | |

2) Rob made a pattern using checkers.



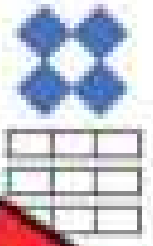

| Figure | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Number of Checkers | | | | | |

PREVIEW

Name: _____ 24

# Translating Patterns - Table of Values

**Part 1** Extend the pattern by drawing the tiles below

| | | | | | |
|---|---|---|---|---|---|
|  | |  | | | |
| 1 | | | 4 | 5 | 6 |

**Part 2** Translate the pattern ... table of values below

| Figure | 1 | 2 | | | 5 | 6 |
|---|---|---|---|---|---|---|
| Tiles | | | | | | |

| Questions |
|---|
| 1) If I had 37 tiles, what figure could I make? |
| |
| 2) Can I make a figure with exactly 56 tiles? |
| |
| 3) Fill in the pattern rule below. |
| Start at _____, add _____ each time. |

PREVIEW

# Exit Cards

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

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

| # of Books Read | Stickers Earned |
|---|---|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

| # of Books Read | Stickers Earned |
|---|---|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

| # of Books Read | Stickers Earned |
|---|---|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

Name: _____

Answer the questions below by using the table of values.

When you read a book, you get 5 stickers as a reward. Fill in the table to learn more about your sticker collection.

| # of Books Read | Stickers Earned |
|---|---|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 10 | |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 27

# Growing Patterns - Addition



**Growing/Increasing Patterns**

+10 +10 +10 +10 +10
10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5
3, 8, 13, 18, 23, 28



## Part 1 Growing Patterns - Addition

1) 2, 4, 6, _____, _____, _____

2) 6, 10, 14, _____, _____, _____

3) 22, 27, 32, _____, _____, _____

4) _____, _____, _____

5) 73, 80, 87, _____, _____, _____

6) 112, _____, _____

PREVIEW

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

1) (Add 2)
7, 9, 11, _____, _____, _____

2) (Add 3)
22, 25, 28, _____, _____, _____

3) (Add 6)
43, 49, 55, _____, _____, _____

4) (Add 5)
62, 67, 72, _____, _____, _____

5) (Add 10)
83, 93, 103, _____, _____, _____

6) (Add 4)
147, 151, 155, _____, _____, _____

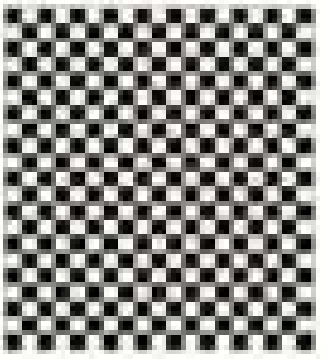
© Super Simple Sheets

Name: _____ 28

# Math Activity Title: Pathway to Patterns

**Objective** — What are we learning about?

To help students understand and create increasing addition number patterns using a simple and engaging method that involves visual aids and hands-on interaction.



**Materials** — What you will need for the activity.

- [illegible] small objects (like beans or beads)
- [illegible]
- Pencils
- Rulers

PREVIEW

**Instructions** — How to complete the activity

1. Start with a discussion about what number patterns are, explaining that they involve adding the same amount to the previous number to get the next number.
2. Hand out grid paper and colored counters to each student.
3. Ask students to choose a starting number and an increment, and write these at the top of their grid paper.
4. Students place a counter on the grid to represent their starting number in the first box at the bottom of the grid paper.
5. Students then add their chosen increment to the starting number, placing another counter to represent the new number in the next box up on the grid.
6. Continue this process, adding the increment each time and moving up the grid, placing a counter for each new number, until they reach the top of the grid or a set limit.
7. Once their pattern is complete, students use their pencils and rulers to draw a line connecting the counters, creating a visual "path" of their number pattern.
8. Encourage students to write out their complete number sequence below the grid.
9. Have students present their patterns to the class, explaining their choice of starting number and increment.

© Super Simple Sheets

Name: _____ 29

| Grid | Use the grid below for the activity |
|---|---|




| Number Sequence | |
|---|---|

© Super Simple Sheets

Name: _____ 30

# Word Problems: Growing Patterns - Addition

**Questions** | Solve the word problems below

| | Word Problems – Growing Patterns – Addition | Answers |
|---|---|---|
| 1 | Mrs. Lee has a collection of flower pots. She puts 3 on her kitchen shelf on Monday, and every day after that, she adds 2 more pots. How many flower pots will be on the shelf by Sa | |
| 2 | Emily is building a tower with blocks. She places 4 blocks at the base and 3 more blocks for each new level. What will be the total number of blocks in the tower after she adds the fourth level? | |
| 3 | Josh has an album for his stickers. On Monday, he pastes 2 stickers into it, and every day he pastes three times as many stickers as he did the day before. How many stickers will he paste on Friday? | |
| 4 | Sara collects seashells by the beach. On the first day, she finds 5 seashells. Each day, she finds 3 more seashells. How many seashells will Sara have in total by the end of the sixth day? | |
| 5 | A little puppy eats 1 cup of food every day. To help him grow, his owner decides to add an extra 1 cup of food to his daily meal every week. How much how many cups of food in total will the puppy eat in week 4? | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 31

# Growing Addition Patterns - Rules



+4 +4

2, 6, 10, 14, 18, 22

Pattern Rule: Start at 2, add 4 each time

Directions: Growing Addition Patterns

PREVIEW

1) 29, 38, 47, 56, 65, 74, 83

Start at _____ add _____ each time

2) 55, ... 179, 187

Start at _____ ... time

3) 203, 210, 217, ... 238

Start at _____ add _____ ...

4) 370, 374, 378, 382, 386, 390

Start at _____ add _____ each time

5) 547, 553, 559, 565, 571, 577

Start at _____ add _____ each time

6) 803, 814, 825, 836, 847, 858

Start at _____ add _____ each time

© Super Simple Sheets

super simplesheets.com

# Exit Cards

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

Name: _____

**Growing Addition Pattern Questions**

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: _____

**Growing Addition Pattern Questions**

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

Name: _____

**Growing Addition Pattern Questions**

1) (Add 7)

54, 61, 68, _____, _____, _____

2) 439, 451, 463, 475, 487, 499

Start at ____, add ____ each time.

3) ____, ____, ____, ____, ____, ____

Pattern Rule: Start at 305, add 8 each time.

PREVIEW

Name: _____ 34

# Pattern Rule - Addition

**Part 1** Continue the growing/increasing patterns below

1) 10, 20, 30, _____, _____, _____
Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____, _____, _____
Pattern Rule: Start at _____ add _____ each time

3) 35, 41, _____, _____, _____
Pattern Rule: Start at _____ each time

4) 150, 172, 194, _____, _____, _____
Pattern Rule: Start at _____ add _____ each time

5) 273, 288, 303, _____, _____, _____
Pattern Rule: Start at _____ add _____ each time





PREVIEW

**Part 2** Write your own patterns using the rule

1) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 41, add 5 each time

2) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 200, add 11 each time

3) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 321, add 6 each time

4) _____, _____, _____, _____, _____, _____, _____
Pattern Rule: Start at 442, add 12 each time

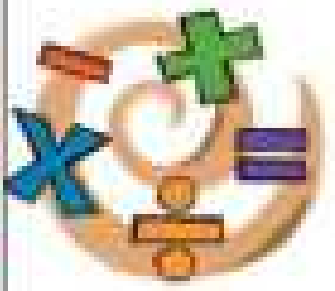
© Super Simple Sheets

Name: _____ 35

# Input/Output Table - Addition

**Rule: add 5**

| In | Out |
|---|---|
| 25 | 30 |
| 45 | 50 |
| 65 | 70 |
| 85 | 90 |



Que ...ll in the input/output tables below

PREVIEW

| In | Out |
|---|---|
| 20 | |
| 30 | |
| 50 | |
| 120 | |

**Rule: add 4**

| In | Out |
|---|---|
| 15 | |
| 47 | |
| ... | |
| ... | |

**Rule: add 6**

| In | Out |
|---|---|
| 2 | |
| 18 | |
| 44 | |
| 92 | |

| | |
|---|---|
| ... | |
| 98 | |
| 117 | |
| 168 | |

**Rule: add 7**

| In | Out |
|---|---|
| 22 | |
| 33 | |
| 54 | |
| 85 | |

**Rule: add 12**

| In | Out |
|---|---|
| 15 | |
| 42 | |
| 85 | |
| 124 | |

© Super Simple Sheets
www.simplesheets.com

Name: _____ 36

# Push-Up Challenge

**Questions** Complete the table of values and answer the questions below

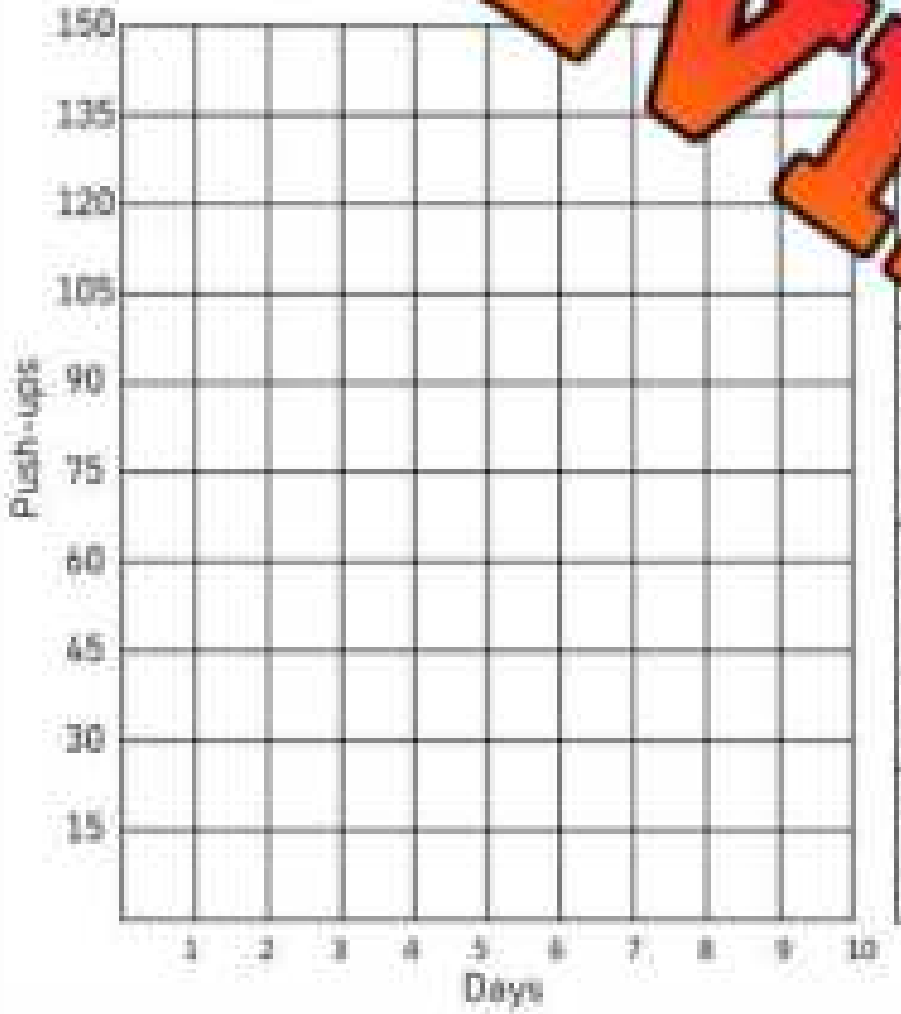


Brayden was challenged by a friend to do 15 push-ups a day for 2 weeks. Complete the table of values below to see his push-up progress.



| Term Number (Day) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Term Value (Pushups) | | | | | | | | | | |

Pattern Rule: _____




| | |
|---|---|
| 2) Which day did [illegible] complete 100 [illegible]? | |
| 2) [illegible] and [illegible] in [illegible]? | |
| 3) If his friend did 15 pushups [illegible] who would have more? Explain. | |
| 4) How many pushups would he do if he continued his challenge for 3 weeks? | |
| 5) How many days would it take him to do 375 pushups? | |

PREVIEW

© Super Simple Sheets

Name: _____ 38

# The Egg Challenge

**Challenge** | Answer the question below. Show your thinking!

If a hen laid 2 eggs on Monday, 4 eggs on Tuesday, 6 eggs on Wednesday and the pattern continued, how many eggs would it lay on the Sunday?

PREVIEW



How many days would the hen need to lay 1[illegible]s?



Name: _____ 39

# Patterning Word Problem - Halloween

**Questions** | Follow the problem-solving steps below

☐ Read the problem carefully ☐ Underline important information ☐ Draw pictures

☐ Create a table or chart ☐ Solve the problem ☐ Check your answer

Ben is tri[illegible]ting for Halloween. He leaves his house with 13 candies to start. He gets [illegible] each house he visits. He visits 10 houses.

a) Dra[illegible] patt[illegible]




PREVIEW

b) How many total candies does he get after visiting the 10 houses?



© Super Simple Sheets

Name: _____ 40

# Patterning Word Problem – Growing Hair

**Questions** | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Tyler's h[illegible] long in January. In February, his hair is 62mm long. In March, his h[illegible]

a) How [illegible] will [illegible] in April if the pattern continues?



b) How long will his hair be in July?

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ #1

# Life Expectancy Pattern

**Questions** | Answer the questions below

**Life expectancy** is the average period of time that a person may expect to live. Canada ranks 16th in the world for life expectancy at 82.66 years. Since 1950, Canadians can expect to live 14 years longer.
Check out the historical life expectancy data below.



| Year | 1960 | 1970 | 1980 | 1990 | 2000 | 2010 | 2020 |
|---|---|---|---|---|---|---|---|
| Expectancy | | 72 | 74 | 76 | 78 | 80 | 82 |

a) Describe the pattern of life expectancy in Canada over the last 70 years.

b) What do you predict the life expectancy will be in 2

c) What do you predict the life expectancy will be in the year

d) Why do you think the life expectancy rises over time?

PREVIEW

Name: _____ 42

# Patterning Word Problem - Shapes

**Questions** | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Ally cr[illegible] using triangles and trapezoids. She made 3 figures in her patt[illegible]



Figure 1



Figure 3

a) How many triangles and trapezoids will there be in figure 5?

b) How many triangles and trapezoids will there be in figure 10?

PREVIEW

Name: _____ 43

# Patterning Word Problem - Toothpicks

**Questions** | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Juan use[illegible]cks to make a pattern. Each line is a toothpick.



Figure 1 [illegible] Figure 3

a) How many toothpicks will [illegible] 6?

PREVIEW

b) Juan thinks he will need 55 toothpicks to make the 10th figure. Is he right? Explain.

© Super Simple Sheets
supersimplesheets.com

Name: _____ 48

# Growing Patterns - Multiplication

**Growing Pattern – Multiplication**

×2 ×2 ×2 ×2 ×2

1, 2, 4, 8, 16, 32



## Part 1

Extend the growing pattern

| | |
|---|---|
| 1) 1, 3, 9, _____, _____ | 2) 2, 4, 8, _____, _____ |
| 3) 2, 6, 18, _____, _____ | 4) 10, 100, 1000, _____, _____ |
| 5) 5, 10, 20, _____, _____ | 6) 180, _____, _____ |

PREVIEW



## Part 2

Follow the rule to continue the g[illegible]

| | |
|---|---|
| 1) (Multiply by 2)<br>1, 2, 4, _____, _____ | 2) (Multiply by 5)<br>5, 25, 125, _____, _____ |
| 3) (Multiply by 3)<br>2, 6, 18, _____, _____ | 4) (Multiply by 10)<br>1, 10, 100, _____, _____ |
| 5) (Multiply by 4)<br>1, 4, 16, _____, _____ | 6) (Multiply by 2)<br>25, 50, 100, _____, _____ |

© Super Simple Sheets

Name: _____ 4/9

# Word Problems: Growing Patterns - Multiplication

**Questions** | Solve the word problems below

| | Word Problems – Growing Patterns – Multiplication | Answers |
|---|---|---|
| 1 | Emma plants 2 trees on the first day and doubles the number of trees she plants each day. How many trees will she plant on the fou[illegible] day? | |
| 2 | [illegible] books. Each month, he triples the number of books he [illegible] ary. How many books will Noah have after th[illegible]? | |
| 3 | A puppy weighs 2 [illegible] weight increases fivefold each month. Wh[illegible] t the end of the third month? | |
| 4 | At the first party, Luca had 4 balloons. For [illegible] brought three times as many balloons as the pr[illegible] many balloons did he have at the sixth party? | |
| 5 | In a garden, there are 5 flowers. Each week, the number of flowers doubles. How many flowers are there at the end of the 8th week? | |
| 6 | Emma bakes 3 cookies on the first day and decides to bake four times that amount each subsequent day. How many cookies does she bake on the 4th day? | |

PREVIEW

© Super Simple Sheets

Name: _____ 50

# Input/Output Table - Multiplication



Rule: multiply by 2

| In | Out |
|---|---|
| 1 | 2 |
| 3 | 6 |
| 5 | 10 |
| 7 | 14 |

Quest... the input/output tables below

PREVIEW

Rule: ... by 2

| In | Out |
|---|---|
| 2 | |
| 5 | |
| 10 | |
| 20 | |

Rule: multiply by 6

| In | Out |
|---|---|
| 2 | |
| 4 | |
| | |
| | |

Rule: multiply by 4

| In | Out |
|---|---|
| 2 | |
| 4 | |
| 6 | |
| 8 | |

Rule: ... by 3

| In | Out |
|---|---|
| | |
| 3 | |
| 6 | |
| 9 | |
| 10 | |

Rule: multiply by 5

| In | Out |
|---|---|
| 1 | |
| 3 | |
| 5 | |
| 7 | |

Rule: multiply by 10

| In | Out |
|---|---|
| 2 | |
| 5 | |
| 8 | |
| 10 | |

© Super Simple Sheets

Name: _____ 31

# Growing Pattern - Multiplication - Rules

x3 x3 x3

2, 6, 18, 54, 162, 486

Pattern Rule: Start at 2, multiply by 3 each time.



**Question** Fill in the rules

1, 4, 16, 64, 256, 1024

Start at _____, multiply by _____ each time

16, 32, 64, 128, 256, 512, 1024

Start at _____, multiply by _____ each time

1, 2, 4, 8, 16, 32, 64, 128

Start at _____, multiply by _____ each time

5, 10, 20, 40, 80, 160, 320

Start at _____, multiply by _____ each time

1, 10, 100, 1000, 10000, 100000

Start at _____, multiply by _____ each time

4, 12, 36, 108, 324, 972

Start at _____, multiply by _____ each time

PREVIEW

Name: _____ 52

# Growing Pattern - Multiplication - Rules

**Questions** | Write your own sequences using the pattern rule

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 2, multiply by 2 each time

2) _____, _____, _____, _____, _____

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

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 5, multiply by [illegible] each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 10, multiply by 5 each time

5) _____, _____, _____, _____, _____

Pattern Rule: Start at 3, multiply by 2 each time

PREVIEW

© Super Simple Sheets

# Exit Cards

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

Name: _____

**Growing Multiplication Patterns**

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

**Growing Multiplication Patterns**

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

**Growing Multiplication Patterns**

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

Name: _____

**Growing Multiplication Patterns**

1) 6, 12, 24, _____, _____

2) 2, 6, 18, 54, 162, 486

Start at _____, multiply by _____ each time.

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 4, multiply by 2 each time.

PREVIEW

Name: _____ 34

# Patterning Word Problem – Overdue Book

**Questions** | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

Berlin ch[illegible] a book at her library. She hasn't returned it yet and is worried about l[illegible] returns it one day late, it costs an extra 1¢. If she brings it back [illegible] 2¢ and on the third day late, it is 4¢. After 4 days, it will cost [illegible] the [illegible] continue.

a) How much will [illegible] Be[illegible] back the book 7 days late?



b) Whoops, Berlin didn't bring back the book for 12 days! How [illegible] her?

PREVIEW

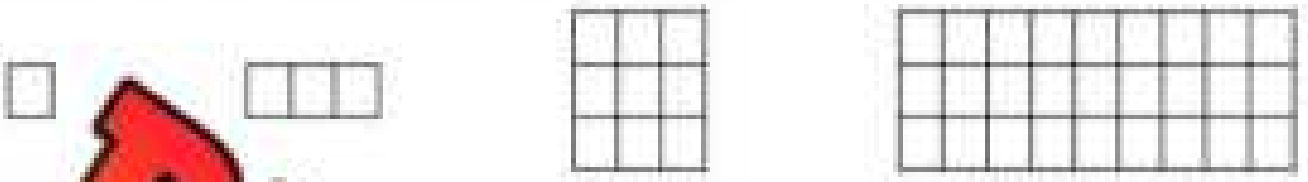
Name: _____ 35

# Multiplication Pattern – Word Problem

**Questions** | Answer the questions below




Rachel created the pattern below using blocks.



1) Complete the table below.

| Term Number | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Term Value (Blocks) | | | | | |

2) How many blocks would she need for the fifth shape?



3) How many blocks would she need to make her sixth shape?

4) Write the first 6 terms in the sequence using numbers below.

_____, _____, _____, _____, _____, _____

PREVIEW

© Super Simple Sheets

Name: _____ 56

# Multiplication Pattern – Word Problem

**Questions** | Answer the questions below

Amber runs one lap of the track in 1 minute, two laps in 2 minutes, three laps in 4 minutes, and four laps in 8 minutes. As you can see, she slows down as she gets more tired.



1) Fill in the table of values below

| Term | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Term Value (Minutes) | | | | | |

2) If she ran 5 laps, how long would it take her to finish?



3) If she ran 10 laps, how long would it take her to finish?

4) Write the first 6 terms in the sequence using numbers below.

_____, _____, _____, _____, _____, _____

PREVIEW

© Super Simple Sheets

Name: _____ 57

# Pattern Rules



**Questions** | Fill in the rules

18, 25, 32, 39, 46, 53

Start at _____, _____ each time

1, 3, 9, 27, 81, 243, 729

Start at _____ each time

50, 200, 250, 300

Start at _____ each time

25, 50, 1[illegible]00

Start at _____, _____ each time

200, 400, 600, 800, 1[illegible]

Start at _____, _____

1, 10, 100, 1000, 10000, 100000

Start at _____, _____ each time

2, 6, 18, 54, 162, 486

Start at _____, _____ each time

20, 40, 60, 80, 100, 120, 140

Start at _____, _____ each time

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 58

# Extending Patterns

| Questions | Determine the pattern rule and then fill in the blanks |
|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1) | 0 | 100 | 200 | 300 | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2) | | 250 | 375 | 500 | | | |
| Pat | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3) | 2 | | | 16 | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4) | 1 | 5 | 25 | | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5) | 10 | 50 | 250 | 1250 | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) | 30 | 100 | 170 | 240 | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7) | 500 | 1000 | 1500 | 2000 | | | |
| Pattern Rule: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8) | 1 | 4 | 16 | 64 | | | |
| Pattern Rule: | | | | | | | |

PREVIEW

© Super Simple Sheets
super-simple-sheets.com

Name: _____ SY

# Task Cards: Patterning – All Operations

**Objective** — What are we learning about?

To recognize and create patterns using the four basic mathematical operations.

**Materials** — What you will need for the activity

- 24 t
- r for answers
-



**Instructions** — the activity

1. Introduce the concept perations and their relevance to problem-solving in everyd
2. Organize the students into pairs a ir sets of task cards.
3. Give each pair an answer recording sheet
4. Encourage teamwork by having students collabo on finding solutions.
5. Allow students to select any task card to begin with, emphasiz complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging patterns and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

PREVIEW

Name: _____ 60

Task Cards | Cut out the task cards below

**Card 1:**
Start with 4. Add 3 to get the next number in the pattern. What is the fifth number?

a) 13
b) 16
c) 19

**Card 2:**
Start with 1[illegible] to [illegible] next number. Wha[illegible]ourth number?

a) [illegible]
b) 8
c) 7

**Card 3:**
Start with 5. Multiply by 2 to get the next number. What is the fourth number?

a) 30
b) 40
c) 50

**Card 4:**
Start with 48. Divide by 2 to get the next number. What is the fourth number?

a) 12
b) 24
c) 6

**Card 5:**
Start with 7. Subtract 1 and then multiply by 2 for the next number. What is the third number?

a) 22
b) 24
c) 26

**Card 6:**
Start with 9. Multiply by 3 and then subtract 2 for the next number. What is the second number?

a) 25
b) 27
c) 29

**Card 7:**
Sta[illegible]ke away half for th[illegible]s the third [illegible]

a[illegible]
b) 10
c) 15

**Card 8:**
Start with 8. Double the number and add 4 to get the next number. What is the third number?

a) 36
b) 48
c) 44

PREVIEW

© Super Simple Sheets

Name: _____ 61

Task Cards | Cut out the task cards below

**Card 9:**
Begin with 10. Add 10 to get the next number. What is the ninth number?

a) 80
b) 90
c) 10

**Card 13:**
Start with 3. Multiply by 4 and then add 3 for the next number. What is the second number?

a) 15
b) 24
c) 12

**Card 10:**
Begin with 50. Keep going to divide by 5 for the next number. What is the second number?

a) 9
b) 45
c) 15

**Card 14:**
Start with 25. Divide by 5 and then add 6 for the next number. What is the second number?

a) 11
b) 5
c) 16

**Card 11:**
Start with 16. Add 4, then multiply by 2 for the next number. What is the third number?

a) 40
b) 80
c) 88

**Card 15:**
Begin with [illegible] and then add 5 to get the next number. What is the [illegible]

a) [illegible]
b) 25
c) 30

**Card 12:**
Start with 12. Subtract 2 and then take away half for the next number. What is the second number?

a) 4
b) 5
c) 10

**Card 16:**
Start with 2. Add 0.5 repeatedly to get the next numbers. What is the fifth number?

a) 3.5
b) 4
c) 4.5

PREVIEW

© Super Simple Sheets

Name: _____ 62

Task Cards | Cut out the task cards below

**Card 17:**
Start with 6. Subtract 0.6 repeatedly to get the next numbers. What is the fourth number?

a) 3.8
b) 4.2
c) 4.8

**Card 21:**
Start with 5. Add 4, multiply by 2, then add 4 repeatedly. What is the second number?

a) 22
b) 18
c) 13

**Card 22:**
Start with 18. Subtract 2, divide by 2, then subtract 2 repeatedly. What is the third number?

a) 6
b) 7
c) 8

**Card 19:**
Start with 10. Add 2, subtract 1, then add 2 repeatedly. What is the fourth number?

a) 13
b) 16
c) 19

**Card 23:**
Begin [illegible] subtract [illegible] then add 10 repeatedly [illegible] number?

a) [illegible]
b) 78
c) 82

**Card 20:**
Start with 30. Subtract 3, add 2, subtract 3 repeatedly. What is the third number?

a) 26
b) 22
c) 31

**Card 24:**
Start with 14. Add 1, multiply by 2, then add 1 repeatedly. What is the third number?

a) 65
b) 31
c) 64

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 63

# Task Cards: Patterning

**Answers** Record your answers below

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

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

PREVIEW

Name: _____ 64

# Relationship Between Whole Numbers

**Directions** Investigate the relationship between addition and subtraction below

1) Fill in the blanks to see the relationship between adding and subtracting 6 tenths

| Addition | Subtraction |
|---|---|
| 4.6 + 0.6 = _____ | 4.6 − 0.6 = _____ |
| 4.6 + 0.5 = _____ | 4.6 − 0.5 = _____ |
| 4.6 + 0.4 = _____ | 4.6 − 0.4 = _____ |
| 4.6 + 0.3 = _____ | 4.6 − 0.3 = _____ |
| 4.4 + 0.2 = _____ | 4.6 − 0.2 = _____ |
| 4.5 + 0.1 = _____ | 4.6 − 0.1 = _____ |
| 4.6 + 0.0 = _____ | 4.6 − 0.0 = _____ |

2) Fill in the blanks to see the relationship between adding and subtracting 7 tenths

| Addition | Subtraction |
|---|---|
| 8.0 + 0.7 = _____ | 8.7 − 0.7 = _____ |
| 8.1 + 0.6 = _____ | 8.7 − 0.6 = _____ |
| 8.2 + 0.5 = _____ | 8.7 − 0.5 = _____ |
| 8.3 + 0.4 = _____ | 8.7 − 0.4 = _____ |
| 8.4 + 0.3 = _____ | 8.7 − 0.3 = _____ |
| 8.5 + 0.2 = _____ | 8.7 − 0.2 = _____ |
| 8.6 + 0.1 = _____ | 8.7 − 0.1 = _____ |
| 8.7 + 0.0 = _____ | 8.7 − 0.0 = _____ |

PREVIEW

© Super Simple Sheets
super simplesheets.com

Name: _____ 65

# Relationship Between Whole Numbers

**Part 1** Investigate the relationship between multiplication and division below

1) Fill in the blanks to see the relationship between multiplication and division.

| Multiplication | Division |
|---|---|
| 8 × 1 = ____ | 8 ÷ 1 = ____ |
| 8 × 2 = ____ | 16 ÷ 2 = ____ |
| 8 × 3 = ____ | 24 ÷ 3 = ____ |
| 8 × 4 = ____ | 32 ÷ 4 = ____ |
| 8 × 5 = ____ | 40 ÷ 5 = ____ |
| 8 × 6 = ____ | 48 ÷ 6 = ____ |
| 8 × 7 = ____ | 56 ÷ 7 = ____ |
| 8 × 8 = ____ | 64 ÷ 8 = ____ |
| 8 × 9 = ____ | 72 ÷ 9 = ____ |
| 8 × 10 = ____ | 80 ÷ 10 = ____ |

PREVIEW

**Part 2** Write the inverse multiplication or division sentence

| Multiplication | Division |
|---|---|
| 5 × 3 = ____ | |
| | 24 ÷ 6 = ____ |
| 7 × 6 = ____ | |
| | 36 ÷ 4 = ____ |

| Multiplication | Division |
|---|---|
| 8 × 4 = ____ | |
| | 56 ÷ 7 = ____ |
| 9 × 8 = ____ | |
| | 45 ÷ 5 = ____ |

© Super Simple Sheets
super simplesheets.com

Name: _____ 66

# Relationship Between Decimals/Whole Numbers

**Directions** Represent the number by filling in the table. The first one is done for you

| Number | Tens | Ones | Tenths |
|---|---|---|---|
| 37.1 | 3 | + 7 | + 1 |
| 37.1 | 2 | + 17 | + 1 |
| 37.1 | 1 | + 27 | + 1 |
| 37.1 | 0 | + 37 | + 1 |

**Relationship Pattern**

When the tens place goes down 1, the ones place goes up by _____

| Number | Tens | Ones | Tenths |
|---|---|---|---|
| 37.1 | | | + 1 |
| 37.1 | 3 | | + 11 |
| 37.1 | 3 | + 5 | + ____ |
| 37.1 | 3 | | ____ |

**Relationship Pattern**

When the ones place goes down 1, the tenths place goes up by

How many different ways can you represent the number 37.1?

| Tens | Ones | Tenths |
|---|---|---|
| 2 | + 5 | + 121 |
| | | |
| | | |
| | | |
| | | |
| | | |

PREVIEW

© Super Simple Sheets

Name: _____ 5/7

# Relationship Between Decimals/Whole Numbers

**Directions** Represent the number by filling in the table. The first one is done for you

| Number | Tens | Ones | Tenths |
|---|---|---|---|
| 56.3 | 5 | + ____ | + 3 |
| 56.3 | 4 | + ____ | + 3 |
| 56.3 | 3 | + ____ | + 3 |
| 56.3 | 2 | + ____ | + 3 |
| **Relationship Pattern** | | | |
| When the tens place goes down 1, the ones place goes up by _____ | | | |

| Number | Tens | Ones | Tenths |
|---|---|---|---|
| 56.3 | | | + ____ |
| 56.3 | 5 | | + ____ |
| 56.3 | 5 | + 4 | + ____ |
| 56.3 | 5 | | + ____ |
| **Relationship Pattern** | | | |
| When the ones place goes down 1, the tenths place goes up by _____ | | | |

How many different ways can you represent the number 56.3?

| Tens | Ones | Tenths |
|---|---|---|
| 4 | 6 | + 103 |
| | | |
| | | |
| | | |
| | | |
| | | |

PREVIEW

© Super Simple Sheets
super simplesheets.com

Name: _____ 68

# Decimal Patterns - Adding



**Questions** | Growing Patterns – Addition

1) 4.0, 5.0, 6.0, _____, _____, _____

Pattern Rule: _____

2) 6.3, 7.[illegible], _____, _____, _____

Pattern Rule: _____

3) 4.5, 5.0, 5.5, _____, _____, _____

Pattern Rule: _____

4) 10.1, 11.2, 12.3, _____, _____, _____

Pattern Rule: _____

5) 17.2, 17.3, 17.4, _____, _____, _____

Pattern Rule: _____

6) 22.2, 22.4, 22.6, _____, _____, _____

Pattern Rule: _____

7) 35.3, 35.8, 36.3, _____, _____, _____

Pattern Rule: _____

8) 42.1, 42.8, 43.5, _____, _____, _____

Pattern Rule: _____

PREVIEW

© Super Simple Sheets

super simplesheets.com

# Exit Cards

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

Name: _____

**Growing Addition Decimal Pattern**

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

**Growing Addition Decimal Pattern**

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

**Growing Addition Decimal Pattern**

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

Name: _____

**Growing Addition Decimal Pattern**

1) 7.2, 9.2, 11.2, _____, _____, _____

2) 92.4, 92.8, 93.2, _____, _____, _____

3) 41.6, 42.8, 44.0, _____, _____, _____

4) 20.5, 23.0, 25.5, _____, _____, _____

PREVIEW

Name: _____ 70

# Algebra Quiz - Patterning

**Part 1** Continue the Fibonacci sequences below

| | | | | | | |
|---|---|---|---|---|---|---|
| 1) | 0 | 1 | 1 | 2 | | |
| 2) | | | 5 | 8 | | |
| 3) | 13 | | | 55 | | |

PREVIEW

**Part 2** Follow the rules to extend the sequence

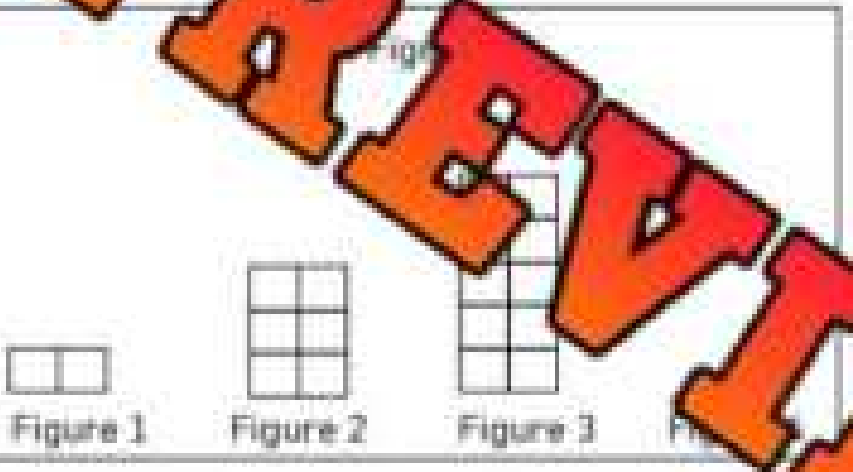
| | |
|---|---|
| 1) (Add 5)<br>13, 18, 23, _____, _____, _____ | 2) (Add [illegible])<br>23, 30, 37, _____, _____, _____ |
| 3) (Subtract 6)<br>57, 51, 45, _____, _____, _____ | 4) (Subtract 12)<br>82, 70, 58, _____, _____, _____ |
| 5) (Add 10)<br>183, 193, 203, _____, _____, _____ | 6) (Subtract 11)<br>575, 564, 553, _____, _____, _____ |

© Super Simple Sheets
supersimplesheets.com

**Questions** | T-Tables

| Term Number | Term Value |
|---|---|
| 1 | 4 |
| 2 | 8 |
| 3 | 12 |
| | |
| | |
| | |

| Term Number | Term Value |
|---|---|
| 1 | 89 |
| 2 | 79 |
| 3 | 69 |
| 4 | |
| 5 | |
| 6 | |



1) Figure 1 Figure 2 Figure 3

| Figure | Term Value |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| | |

**Word Problem** | Solve the word problem bel

If you read 2 books on Monday, 4 books on Tuesday, 6 books on [illegible] how many books would you read on Sunday if the pattern continued?

How many days would it take you to read 132 books?

PREVIEW

© Super Simple Sheets
super simplesheets.com

## Part 5 — Extend the patterns below

| | |
|---|---|
| 1) 1, 3, 9, _____, _____ | 2) 2, 4, 8, _____, _____ |
| 3) 2, 6, 18, _____, _____ | 4) 10, 100, 1000, _____, _____ |

## Part 6 — Use the pattern rule to fill in the blanks

| |
|---|
| _____, _____, _____, _____<br>Pattern R… 2, multiply by 2 each time |
| 2) _____, _____, _____<br>Pattern R… by 3 each time |

PREVIEW

## Part 7 — Answer the questions

Harper made a deal with her parents about her allowance. She g… enny on day one, 2 pennies on day 2, 4 pennies on day 3, and …

a) Fill in the table of values showing the pattern

| Days | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Pennies | | | | | |

b) How many pennies will she get on day 10?

c) Would Harper have enough money by day 12 to buy a $20 hat?

© Super Simple Sheets

Name: _____ 73

# Sorting Data – Carroll Diagram

**Part 1** Sort the animals into the correct categories

| | | | | | | |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
| Cow | Dog | Cat | Goldfish | Gorilla | Human | |

PREVIEW

| | 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? _____

© Super Simple Books
supersimplesheets.com

Name: _____ 74

# Sorting Data – Carroll Diagram

**Part 1** Sort the numbers into the correct categories




PREVIEW

| | Number greater than 100 | Number less than 100 |
|---|---|---|
| **Odd number** | | |
| **Even Number** | | |

**Part 2** Give examples of numbers that fit the following rules

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? _____

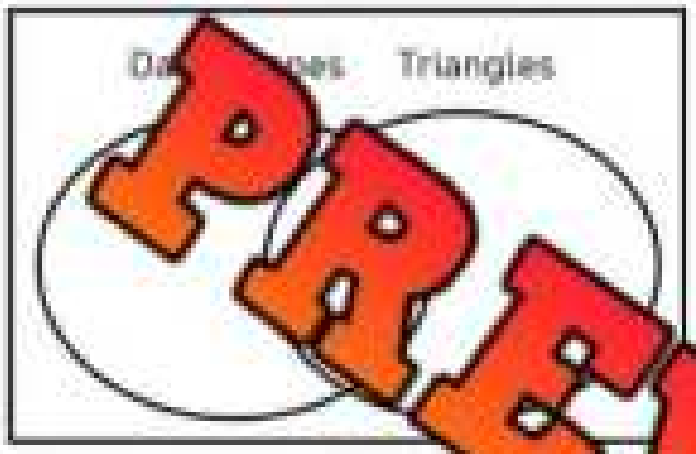
© Super Simple Sheets

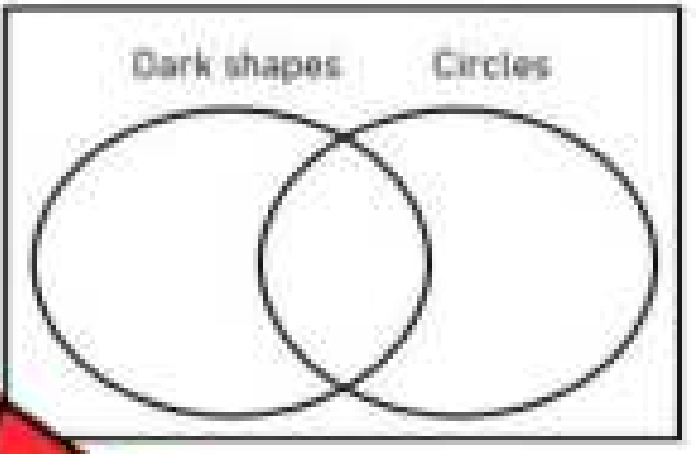
Name: _____ 75

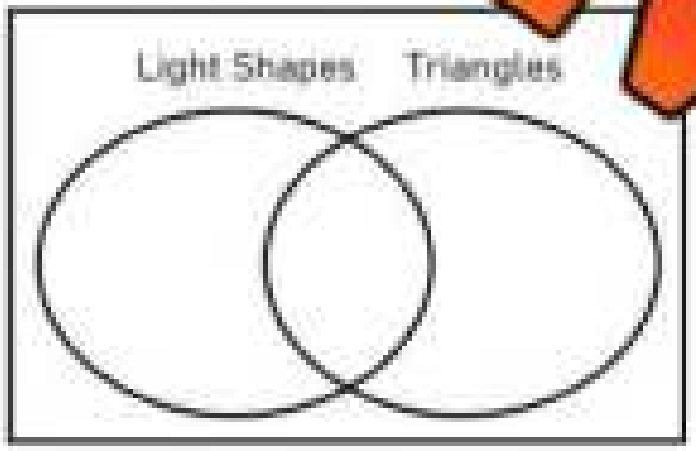
# Sorting Data – Venn Diagram

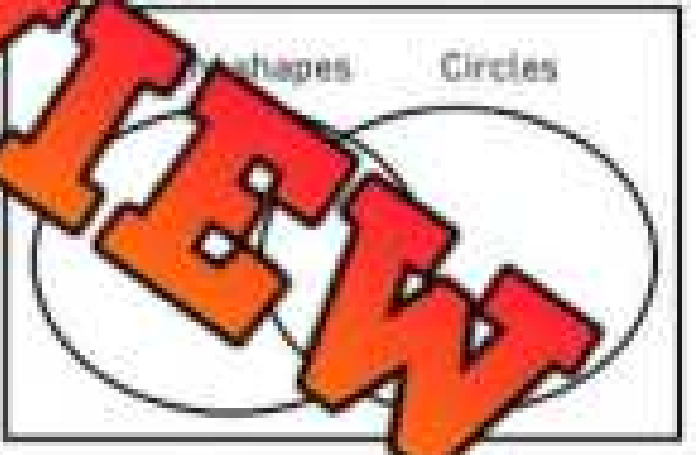
**Part 1** Sort the shapes into the correct categories



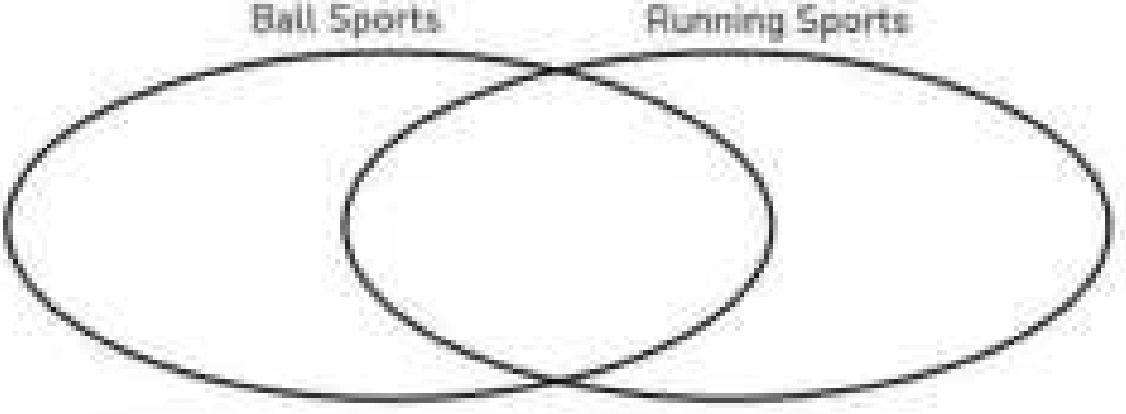




PREVIEW

**Part 2** Sort the sports into the correct categories

**Sports**

- Basketball
- Soccer
- 100 metre run
- Marathon run
- Tennis
- Golf
- Bowling

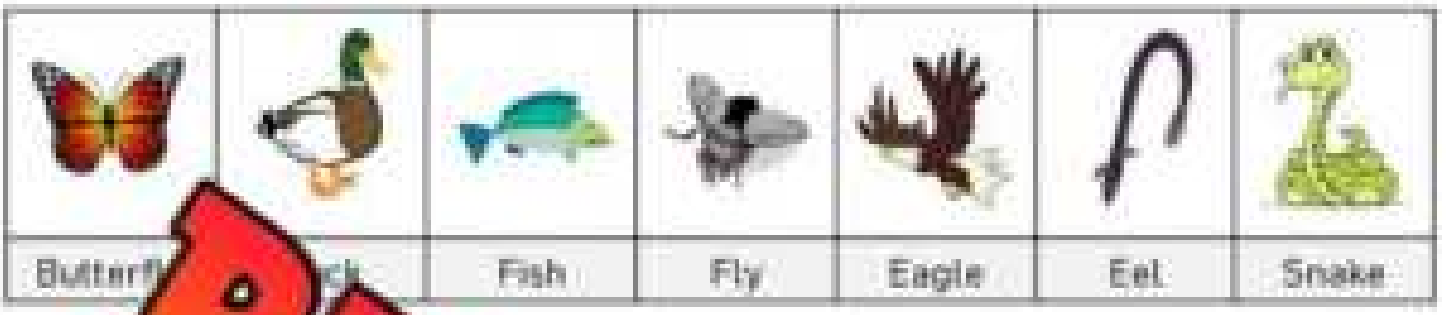



© Super Simple Sheets

Name: _____ 76

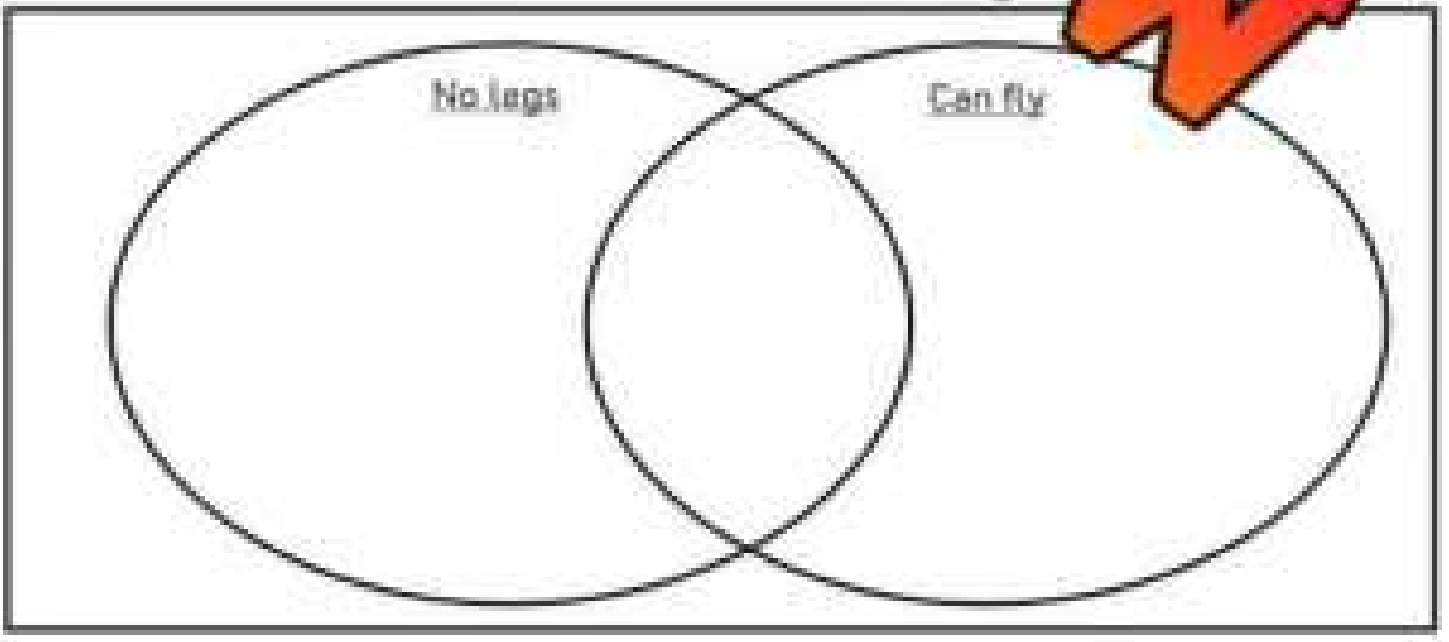
# Sorting Data – Venn Diagram

**Directions** Sort the animals into the correct categories










PREVIEW

# Exit Cards

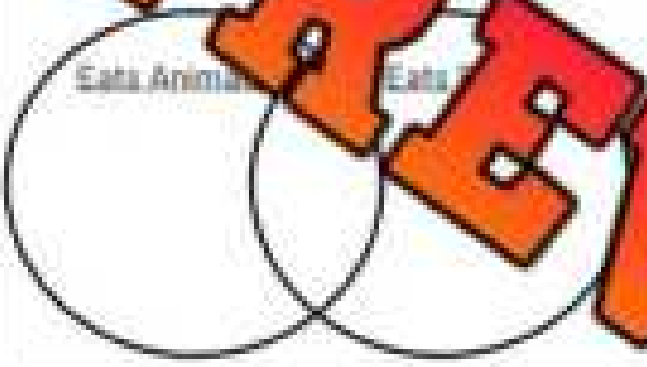
**Cut Out** Cut out the exit cards below and have students complete them at the end of class

Name: _____

Sort the animals into the correct categories.

**Animals**

- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

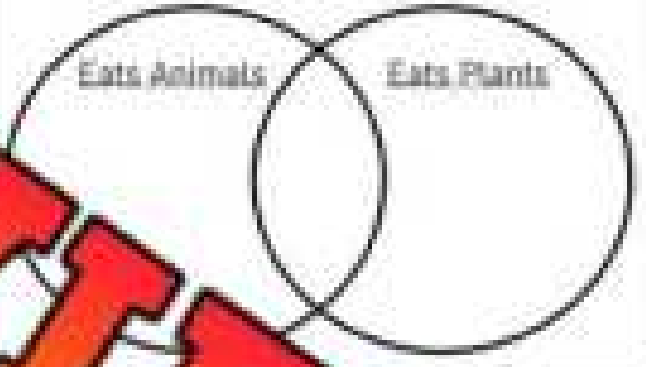



Name: _____

Sort the animals into the correct categories.

**Animals**

- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

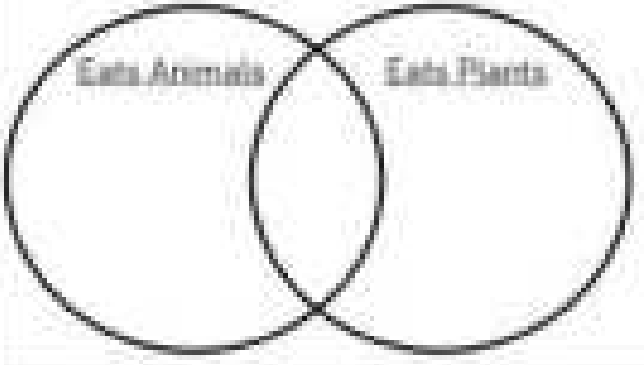



Name: _____

Sort the animals into the correct categories.

**Animals**

- Horse
- Bear
- Lion
- Wolf
- Cow
- Human

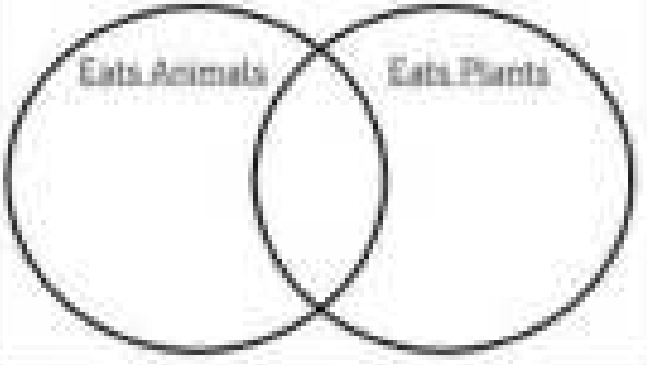



Name: _____

Sort the animals into the correct categories.

**Animals**

- Horse
- Bear
- Lion
- Wolf
- Cow
- Human




PREVIEW

Name: _____ 78

# Sorting Data – Carroll Diagram

| | | | | |
|---|---|---|---|---|
| 22 | 36 | 13 | 75 | 56 |
| 25 | 41 | 27 | 47 | 1 |

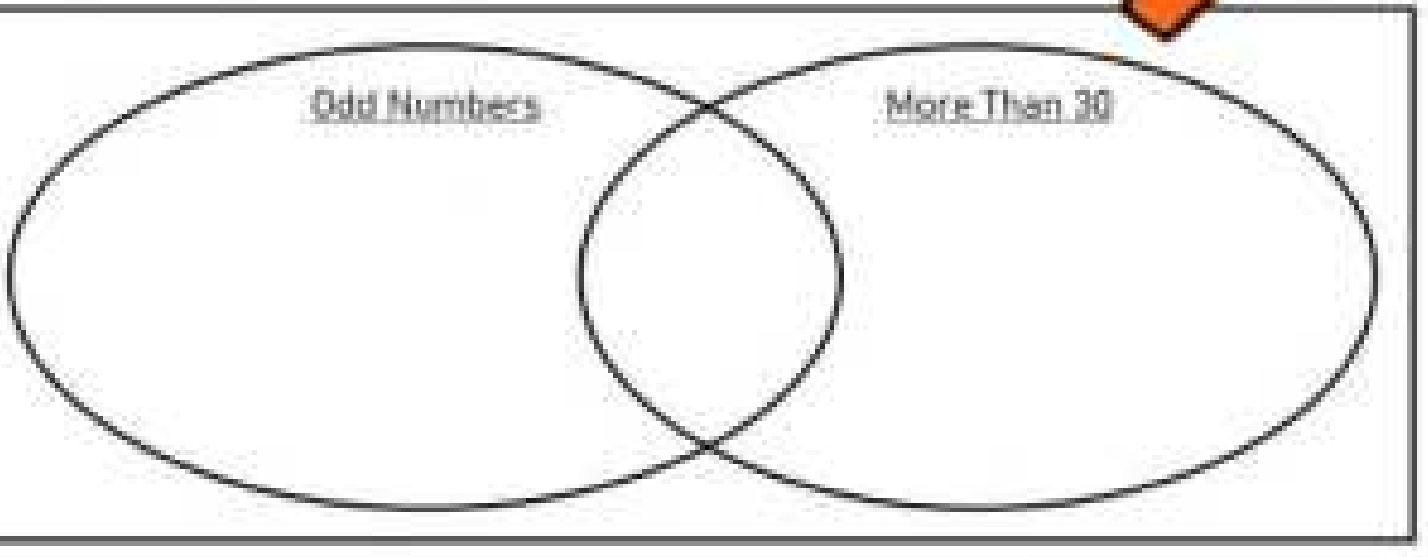
**Part 1** Sort the numbers into the correct categories in the Carroll diagram

| | Less Than 30 | More Than 30 |
|---|---|---|
| | | |
| Even Num | | |

**Part 2** Fill in ... table below

| | Less Than 30 | Mo... | Total |
|---|---|---|---|
| Odd Numbers | 4 | | |
| Even Numbers | | | |
| Total | | | |

**Part 3** Sort the numbers using the Venn Diagram




PREVIEW

Name: _____ 79

# Sorting Numbers – Venn, Two-Way, Carroll

| | | | | |
|---|---|---|---|---|
| 43 | 77 | 132 | 103 | 22 |
| 38 | 135 | 126 | 98 | 163 |

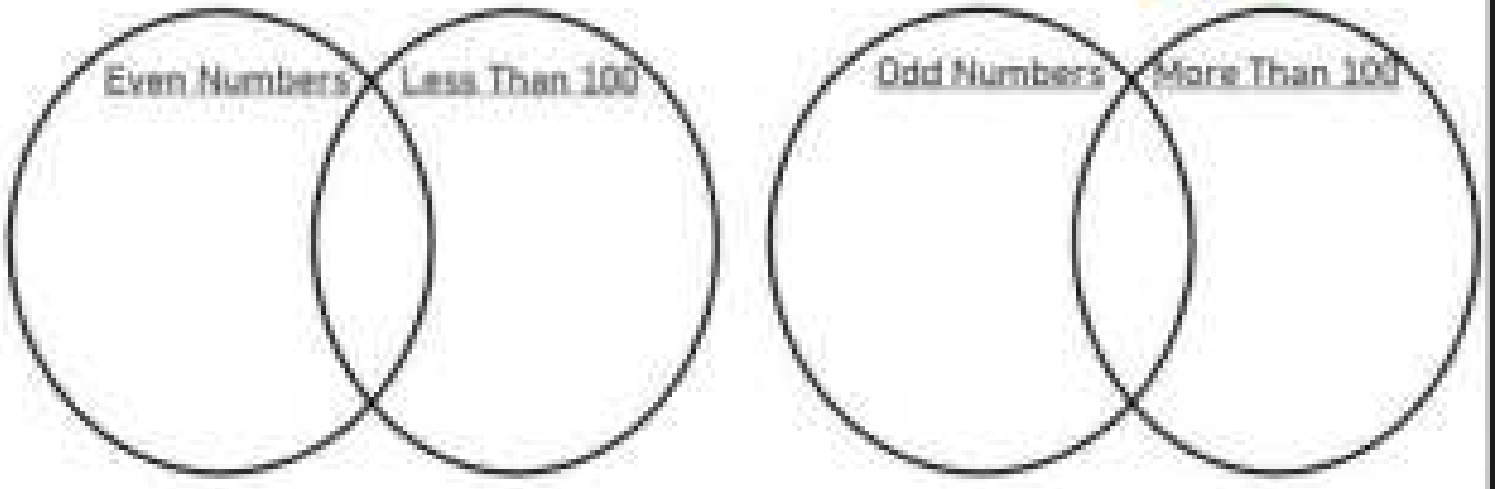
**Part 1** Sort the numbers into the correct categories in the Carroll diagram

| | Less Than 100 | More Than 100 |
|---|---|---|
| Odd | | |
| Even Numbers | | |

**Part 2** Fill in the ... table below

| | Less Than 100 | More Than 100 | Total |
|---|---|---|---|
| Odd Numbers | 2 | | |
| Even Numbers | | | |
| Total | | | |

**Part 3** Sort the numbers using the Venn Diagram




PREVIEW

© Super Simple Sheets

Name: _____ B1

# Sorting Food – Venn, Two-Way, Carroll




A B C D E F G H I J K L

## Part 1

Sort the food/drinks into the correct categories in the Carroll diagram

| | Food | Drink |
|---|---|---|
| | | |
| Cold | | |

PREVIEW

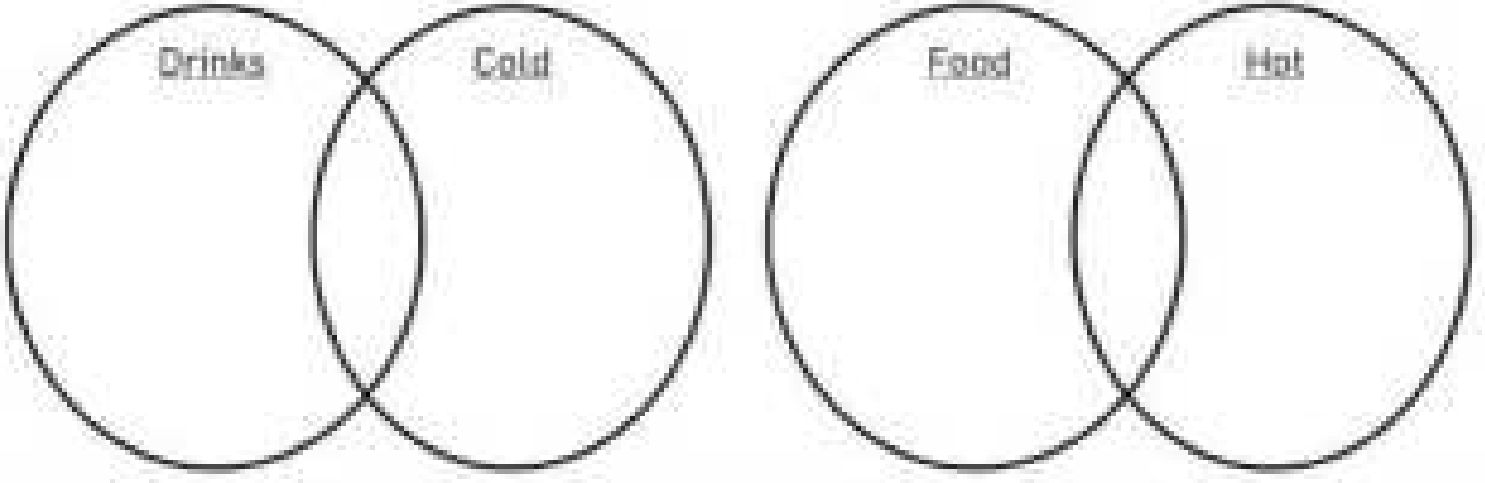
## Part 2

Fill in the two-way [illegible] below

| | Food | Drink | Total |
|---|---|---|---|
| Hot | 3 | | |
| Cold | | | |
| Total | | | |

## Part 3

Sort the food and drinks using the Venn Diagrams




© Super Simple Sheets www.supersimplesheets.com

Name: _____ 82

# 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?

| | Type of Ice Cream Treat | |
|---|---|---|
| Type [illegible] | Chocolate | Vanilla |
| Cone | | |
| Bowl | | |



**Part 2** Fill in the [illegible] table below

| | Chocolate | [illegible] | Total |
|---|---|---|---|
| Cone | | | |
| Bowl | | | |
| Total | | | |

a) How many people participated in the survey? _____

b) Which type of ice cream is the most popular? _____

c) Which type of ice cream is the least popular? _____

d) What did you learn about the data?

_____

_____

PREVIEW

© Super Simple Sheets
www.simplesheets.com

Name: _____ 83

# Quiz – Carrol and Venn Diagram

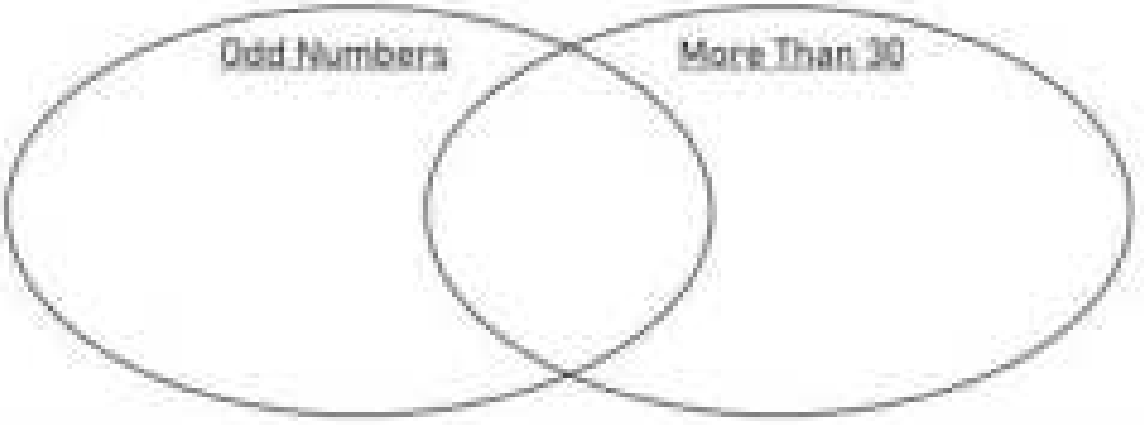
**Part 1** Sort the numbers into the correct categories in the Carroll Diagram

| | | | | |
|---|---|---|---|---|
| 22 | 36 | 13 | 75 | 56 |
| 25 | 41 | 27 | 47 | 1 |

| | Less Than 30 | More Than 30 |
|---|---|---|
| Odd Numbers | | |
| Even Numbers | | |

PREVIEW

**Part 2** Sort the numbers using the Venn Diagram




© Super Simple Sheets

Name: _____ 84

# Equation or Expression?

An **equation** is a mathematical sentence which states that one or more quantities are equal. Equations have an equal sign with values on both sides to show they are equal. An **expression** is a mathematical sentence that does not have an equal sign.

**Equation** • 3 + n = 21 | **Expression** • 3y + 2

| Question | Is the number sentence an expression or equation? |
|---|---|

PREVIEW

| | |
|---|---|
| 1) [illegible] Expression Equation | 2) 25 + y Expression Equation |
| 3) 3y + 8 Expression Equation | 4) 2n + 5 [illegible]ression Equation |
| 5) 8 − 4 • n = 10 Expression Equation | [illegible] Expression [illegible] |
| 7) 12 ÷ 4 = 3 Expression Equation | 8) [illegible] Expression [illegible] |
| 9) 100 ÷ n = 3 Expression Equation | 10) $\frac{25}{n}$ = 10 = 15 Expression Equation |
| 11) $\frac{40}{n}$ − 8 Expression Equation | 12) 65 • 3 − n = 10 Expression Equation |

© Super Simple Sheets
super simplesheets.com

Name: _____ 85

# Equation or Expression?



**Questions** Is the number sentence an expression or equation?

| | | |
|---|---|---|
| 1) Paul has 5 cookies but needs enough for 10 people.<br>$5 + c = 10$ | Equation | Expression |
| 2) The pa[illegible] the following rule:<br>$3n - 1$ | Equation | Expression |
| 3) Maria want[illegible] this week. She has already run 22km.<br>[illegible]22 | Equation | Expression |
| 4) The cost to enter an [illegible] pa[illegible] ticket.<br>20t or (t x 20) | Equation | Expression |
| 5) Jeff works at a garden centre and earns $[illegible] hour. He can figure out his pay by using the follow[illegible]<br>15h or (h x 15) | Equation | Expression |
| 6) Bailey made $200 last week working with her mom. She worked 10 hours.<br>$10w = 200$ | E[illegible] | [illegible]sion |
| 7) Jane had 150 candies to give away on Halloween. She has 30 left.<br>$150 - c = 30$ | Equation | Expression |
| 8) Ashley had 200 candies to give away on Halloween. She will give 2 candies to each kid. How many kids can she give candy to?<br>$200 \div 2 = k$ | Equation | Expression |
| 9) Candy bags come in 30 packs. The total number of candies is represented below:<br>$30b$ | Equation | Expression |

PREVIEW

© Super Simple Sheets

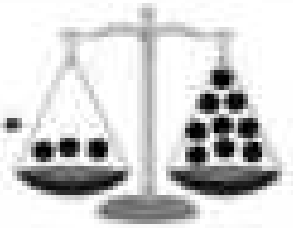
super simplesheets.com

Name: _____ 86

# Pre-Algebra – Balancing Addition Equations

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

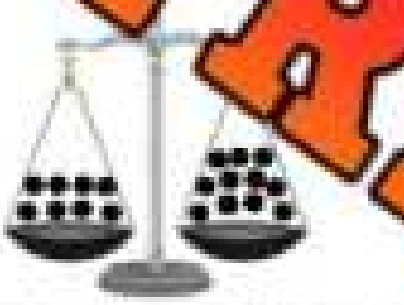
**Answer:** Add 6 circles to the scale to make them equal.



| 3 | + | 6 | = | 9 |
|---|---|---|---|---|

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

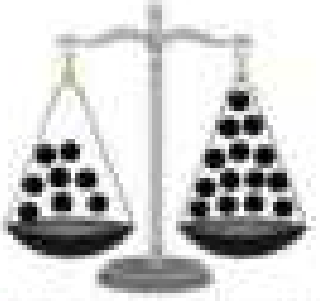
PREVIEW



| 8 | + | | = | 11 |
|---|---|---|---|---|



| 6 | + | | = | 14 |
|---|---|---|---|---|





| 5 | + | | = | 9 |
|---|---|---|---|---|



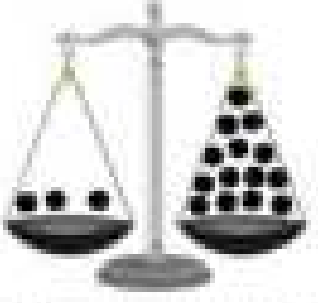
| 7 | + | | = | 12 |
|---|---|---|---|---|



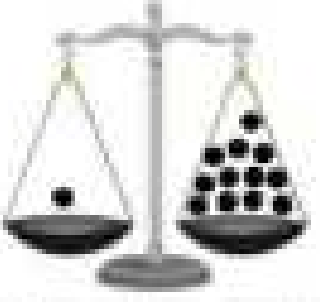
| 2 | + | | = | 13 |
|---|---|---|---|---|



| 6 | + | | = | 10 |
|---|---|---|---|---|



| 3 | + | | = | 14 |
|---|---|---|---|---|



| 1 | + | | = | 12 |
|---|---|---|---|---|

© Super Simple Sheets
supersimplesheets.com

Name: _____ 87

# Addition – Are They Equal?

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

5 + 3 = 8 21 + 10 = 30 17 + 11 = 28

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

| | | |
|---|---|---|
| | 2) 20 + 10 = 30 | 3) 36 + 5 = 41 |
| 4) 23 + 6 = 3[illegible] | [illegible] + 40 | 6) 10 + 40 = 50 |
| 7) 41 + 9 = 49 | [illegible] 7 = 5[illegible] | 9) 38 + 7 = 45 |
| 10) 28 + 12 = 30 | 11) 34 + 11 = 45 | 1[illegible] |
| 13) 36 + 14 = 50 | 14) 28 + 14 = 32 | 15) 46 + 3 = 49 |
| 16) 18 + 20 = 48 | 17) 42 + 8 = 50 | 18) 16 + 16 = 31 |
| 19) 20 + 30 = 45 | 20) 39 + 9 = 48 | 21) 22 + 23 = 44 |

PREVIEW

© Super Simple Sheets supersimplesheets.com

Name: _____ 98

# Pre-Algebra – Balancing Addition Equations

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

Examples: $3 + 7 = 10$ and $24 + 6 = 30$

**Questions** Fill in the missing number to balance the equation

| | | |
|---|---|---|
| 1) 1[illegible] | 2) 23 + 6 = ☐ | 3) 34 + 5 = ☐ |
| 4) 12 + ☐ [illegible] = 28 | [illegible] | 6) 26 + ☐ = 40 |
| 7) ☐ + 6 = 28 | 8) ☐ [illegible] + 33 = 50 |
| 10) 35 + 13 = ☐ | 11) 22 + ☐ = 32 | [illegible] |
| 13) 24 + ☐ = 31 | 14) 26 + 12 = ☐ | 15) 40 + ☐ = 50 |
| 16) 26 + ☐ = 42 | 17) 35 + 15 = ☐ | 18) 13 + ☐ = 25 |
| 19) 44 + ☐ = 52 | 20) 18 + 22 = ☐ | 21) 41 + ☐ = 50 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 89

# Word Problems: Balancing Addition Equations

**Questions** | Solve the word problems below

| | Word Problems – Balancing Addition Equations | Answers |
|---|---|---|
| 1 | An aquarium has $x$ fish. After 2 new fish are added, there are 9 fish swimming in the tank. What was the original number of fish? | |
| 2 | [illegible] necklace with $x$ beads, then adds 5 more beads [illegible] How many beads were on Thomas's neckla[illegible] | |
| 3 | Oliver has $x$ pencils [illegible] 3 pencils from his friend, and now he has [illegible] pencils were in Oliver's case to begin with? | |
| 4 | Clara bakes $x$ cookies, then bakes 7 more [illegible] cook[illegible] total. How many cookies did Clara bake first? | |
| 5 | Sam has a bag with $x$ marbles. He finds 4 more marbles, and now he has 13 marbles altogether. How many marbles were in the bag initially? | |
| 6 | Leah has $x$ stickers. Her friend gives her 7 stickers, and now Leah has 20 stickers. How many stickers did Leah start with? | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

Name: _____

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

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

1) 28 + 7 = ☐

2) ☐ + 19 = 76

Name: _____

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

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

1) 28 + 7 = ☐

2) ☐ + 19 = 76

Name: _____

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

1) 16 + 13 = 27

2) 47 + 16 = 63

2. Fill in the missing number to balance the equation.

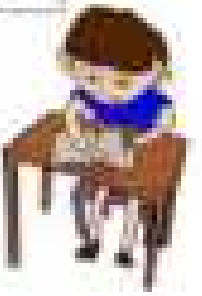
1) 28 + 7 = ☐

2) ☐ + 19 = 76

PREVIEW

Name: _____ 91

# Addition – Which Equation Matches?



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

Example

| 12 + 11 | (14 + 9) | 19 + 5 |
|---|---|---|

| Question | Circle the equation that matches the shaded in equation | | |
|---|---|---|---|
| 1) | 17 + 4 | 22 + 4 | 13 + 12 |
| 2) | 18 + 12 | 14 + 14 | 15 + 14 |
| 3) | 21 + 8 | 19 + 11 | 17 + 12 |
| 4) | 25 + 10 | 15 + 15 | 20 + 15 |
| 5) | 31 + 11 | 35 + 7 | 22 + 22 |
| 6) | 35 + 12 | 40 + 6 | 25 + 22 |
| 7) | 41 + 23 | 30 + 32 | 32 + 32 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 92

# Addition – Using Symbols

When we do not know the value of an addend in a question, we can use any symbol to replace the unknown.



**Part 1** Find out the value of the symbol

| | | |
|---|---|---|
| 1) | 2) 33 + ● = 58<br>● = | 3) ● + 61 = 97<br>● = |
| 4) 47 + ◆ = 82<br>◆ = | | 6) 72 + ● = 105<br>● = |
| 7) ◆ + 105 = 150<br>◆ = | 8) 140 + ◆ = | + 172 = 181<br>◆ = |

PREVIEW

**Part 2** Write your own questions using any symbol you want. Then get a [illegible] to answer

| | |
|---|---|
| 1) | 2) |

Name: _____ 93

# Addition – Find the Variable

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

Example: 8 + n = 15

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

Questi... Find out the value of the variable

| | | |
|---|---|---|
| + n = 20<br>n = | n + 5 = 12<br>n = | 22 + n = 30<br>n = |
| 18 + 12 = p<br>p = | | p + 13 = 30<br>p = |
| 15 + y = 30<br>y = | y + 14 = ...<br>y = | 35 = y<br>... |
| 38 + t = 45<br>t = | 14 + t = 33<br>t = | ...<br>t = |
| 14 + a = 22<br>a = | 35 + a = 50<br>a = | 50 + a = 50<br>a = |
| 12 + 16 = s<br>s = | 21 + s = 43<br>s = | 33 + s = 46<br>s = |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 9s

# Activity – Mystery Number Challenge

**Objective** What are we learning about?

To help students understand how to use symbols to represent unknown values in equations, enhancing their problem-solving skills by writing equations that corresp[illegible] given problems.

$X+10=25$

**Materia[illegible]** you will need for the activity

- Sm[illegible] whit[illegible] [illegible] of paper
- Dry eras[illegible] [illegible] per
- Set of simp[illegible] prob[illegible] on cards
- Tokens or sticke[illegible]

**Instructions** How you will [illegible]

1. Distribute a sheet of paper and a pencil to [illegible] stu[illegible]
2. Hand out a card with a simple word prob[illegible] a[illegible] ch problem should involve a basic arithmetic operation [illegible] place for an unknown value, like "Sam has some apples. [illegible] he has 8. How many did he start with?"
3. Ask the students to read their problem and think about wh[illegible] n value is.
4. Instruct the students to write an equation on their paper using a symbol (like x or a blank line) to represent the unknown value.
5. Once they have written their equation, students should come up to the front of the class one by one to present their equation and explain their thinking process in determining how to set up their equation.
6. Give feedback on each equation, discussing as a class whether the equation makes sense and if it accurately represents the word problem.
7. Award tokens or stickers for correctly written equations and good explanations.

PREVIEW

© Super Simple Sheets

Name: _____ 95

**Word Problems** | Cut out the questions below and distribute to each student.

Lucy has some stickers. She gets 7 more from her friend, and now she has 10 stickers. How many stickers did Lucy start with?

Josh had some books. He bought 6 more books at the book fair, and now he has 11 books. How many books did Josh have originally?

Mia had [illegible] crayons. She found 8 more in her desk drawer, and now she has 15 crayons. How many crayons did Mia have to begin with?

Aiden had some [illegible]. His aunt gave him 9 more cars for his birthday, and now he has 20 cars. How many cars did Aiden have before his birthday?

Ella had some pieces of [illegible] 3 more to share with her brother, and now they have 12 pieces together. How many pieces did Ella have initially?

Noah had some balloons. A friend gave [illegible] to him at the party, and now he has 10 balloons. How many balloons did Noah start with?

Sophia had some pencils. She won 5 more [illegible] at school, and now she has 18 pencils. How many pencils did Sophia have at the beginning?

Liam had some cookies. He made 8 more cookies while [illegible], and now he has 14 cookies. How many cookies did Liam have before baking?

Olivia had some marbles. She traded 2 more marbles with her friend, and now she has 9 marbles. How many marbles did Olivia have originally?

Ben had some action figures. He received 6 more action figures as gifts, and now he has 17 action figures. How many action figures did Ben start with?

Amelia had some beads. She bought 10 more beads for her craft project, and now she has 25 beads. How many beads did Amelia have to begin with?

James had some puzzle pieces. He found 7 more pieces under the couch, and now he has 12 pieces. How many puzzle pieces did James have initially?

PREVIEW

© Super Simple Sheets

# Exit Cards

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

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

Name: _____

Solve these addition equations using the variables.

1) n + y + t = n = 6 y = 19 t = 5

_____ + _____ + _____ = _____

2) g + h + k = g = 8 h = 13 k = 11

_____ + _____ + _____ = _____

3) a + b + c = a = 12 b = 18 c = 16

_____ + _____ + _____ = _____

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 98

# Part Part Whole – Numbers to 20

**Questions** How do the parts below equal the whole at the top

1)

| 11 | |
|---|---|
| | |

2)

| 14 | |
|---|---|
| | 8 |

3)

| | |
|---|---|
| | |

4)

| | |
|---|---|
| 6 | 5 |

5)

| 12 | |
|---|---|
| 7 | |

6)

| 17 | |
|---|---|
| | |

7)

| | |
|---|---|
| 10 | 5 |

8)

| | |
|---|---|
| 12 | |

9)

| 14 | |
|---|---|
| 8 | |

10)

| | |
|---|---|
| 12 | 6 |

PREVIEW

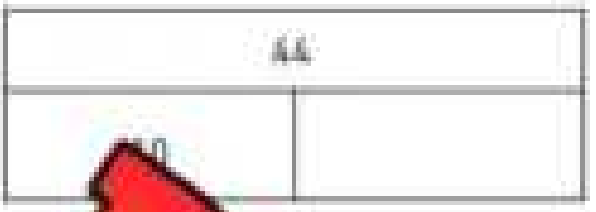
© Super Simple Sheets
supersimplesheets.com

Name: _____ 99

# Part Part Whole – Numbers to 100

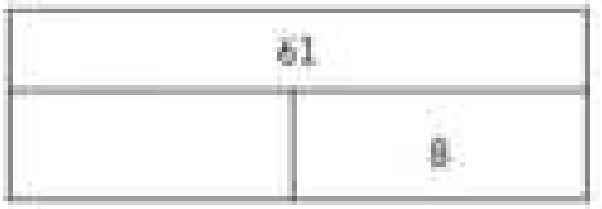
**Questions** How do the parts below equal the whole at the top

1)



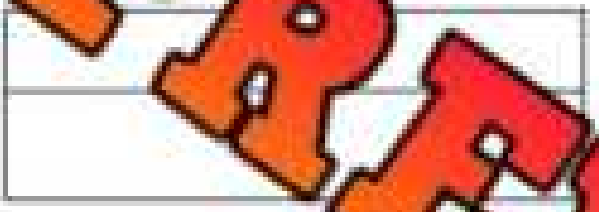

_____ + 44

2)



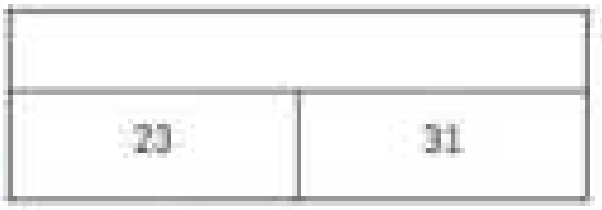

_____ + 8 = 61

3)



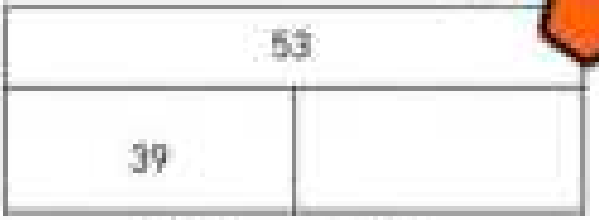
_____ + 7 = 2_

4)



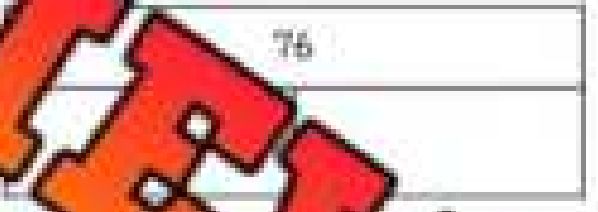

23 + 31 = _____

5)

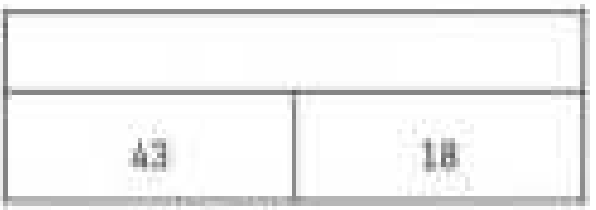



39 + _____ = 53

6)




7)



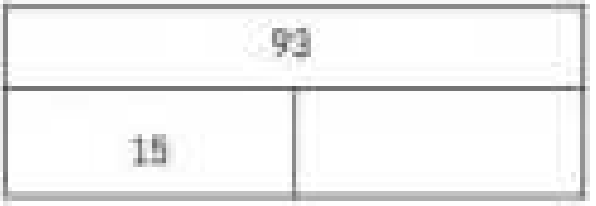

43 + 18 = _____

8)



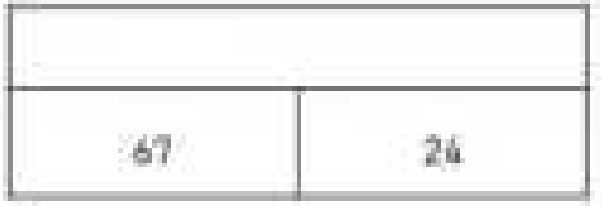

22 + _____ = 82

9)




15 + _____ = 93

10)




67 + 24 = _____

PREVIEW

© Super Simple Sheets

Name: _____ 101

# Part Part Part Whole – Numbers to 20

**Questions** | How do the parts below equal the whole at the top

1)

| 12 | | |
|---|---|---|
| | 5 | |

2)

| 11 | | |
|---|---|---|
| | 2 | 6 |

3)

| | | |
|---|---|---|
| 9 | | |

4)

| | | |
|---|---|---|
| 5 | 5 | 5 |

5)

| 15 | | |
|---|---|---|
| 7 | | 4 |

6)

| | | |
|---|---|---|
| | | 6 |

7)

| | | |
|---|---|---|
| 10 | 4 | 3 |

8)

| 17 | | |
|---|---|---|
| 11 | | 4 |

9)

| 19 | | |
|---|---|---|
| 6 | 6 | |

10)

| 20 | | |
|---|---|---|
| 11 | | 6 |

PREVIEW

© Super Simple Sheets

Name: _____ 102

# Part Part Part Whole – Numbers to 100

**Questions** How do the parts below equal the whole at the top

1)

| 18 | | |
|---|---|---|
| 6 | 6 | |

_____ + 6 + 18

2)

| 25 | | |
|---|---|---|
| | 10 | 8 |

_____ + 10 + 8 = 25

3)

| | | |
|---|---|---|
| 7 | | 15 |

7 + _____ + 15 =

4)

| | | |
|---|---|---|
| 13 | 15 | 8 |

13 + 15 + 8 = _____

5)

| 57 | | |
|---|---|---|
| 11 | 18 | |

11 + 18 + _____ = 57

6)

| | | |
|---|---|---|
| | | 17 |

17

7)

| | | |
|---|---|---|
| 23 | 18 | 25 |

23 + 18 + 25 = _____

8)

| | | |
|---|---|---|
| 35 | | 24 |

35 + _____ + 24 = 78

9)

| 86 | | |
|---|---|---|
| 61 | | 15 |

61 + _____ + 15 = 86

10)

| 99 | | |
|---|---|---|
| 22 | | 44 |

22 + _____ + 44 = 99

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 104

# Word Problems – Writing Addition Equations

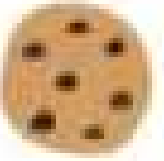
**Questions** | Answer the questions below

1) Steve and James love video games. Steve has 8 games. Steve and James have 18 games in total. Which equation will tell us how many games James has?



| | |
|---|---|
| j + 8 = 18 | 8 + 18 = j |
| 8 + j = 18 | 8 – j = 18 |

2) Jen and Rebecca love baking cookies. Rebecca made 20 cookies. They made 50 total cookies. Which equation will tell us how many cookies Jen made?



| | |
|---|---|
| c + 20 = 50 | 50 + c = 20 |
| 20 + 50 = c | c – 20 = 50 |

3) Scott and Luke love hockey cards. Scott has 25 cards and Luke has 50 cards. Which equation will tell us how many cards Scott and Luke have?



| | |
|---|---|
| c + 25 = 50 | 25 + 50 = c |
| 25 + c = 50 | 50 – 25 = c |

4) Adam and Henry went Trick or Treating. Henry got 62 candies. They got 121 candies in total? Which equation will tell us how many candies Adam got?



| | |
|---|---|
| 62 + c = 121 | 62 + 121 = c |
| c + 62 = 121 | 62 – c = 121 |

5) Sam scored 15 points in his basketball game. He had 5 points in the first half. Which equation will tell us how many points he had in the second half?



| | |
|---|---|
| p + 5 = 15 | 5 + 15 = p |
| 5 – p = 15 | 5 + p = 15 |

PREVIEW

Name: _____ 105

# Word Problems – Writing Addition Equations

**Questions** Answer the questions below – Write the addition equation sentences

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



2) Steve got 25 points [illegible] video game. He got 33 more points for beating level 2. How many [illegible] after level 2?



**Bonus** – He had 78 total points after beating level [illegible] he get in level 3?

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



PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 106

# Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

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



| 7 | - | 4 | = | 3 |
|---|---|---|---|---|

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

PREVIEW



| 11 | - | | = | 8 |
|---|---|---|---|---|



| 9 | - | | = | 4 |
|---|---|---|---|---|



| 10 | - | | = | 4 |
|---|---|---|---|---|



| 8 | - | | = | 1 |
|---|---|---|---|---|



| 11 | - | | = | 3 |
|---|---|---|---|---|



| 13 | - | | = | 2 |
|---|---|---|---|---|



| 10 | - | | = | 4 |
|---|---|---|---|---|



| 14 | - | | = | 1 |
|---|---|---|---|---|



| 4 | - | | = | 0 |
|---|---|---|---|---|

© Super Simple Sheets
supersimplesheets.com

Name: _____ 107

# Subtraction – Are They Equal?

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

7 - 2 = 5 25 - 6 ≠ 18 15 - 11 = 4

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

| | | |
|---|---|---|
| | 2) 12 - 4 = 6 | 3) 16 - 3 = 13 |
| 4) 25 - 8 = | = 22 | 6) 29 - 13 = 16 |
| 7) 32 - 14 = 17 | 11 = | 9) 47 - 14 = 34 |
| 10) 48 - 10 = 38 | 11) 45 - 4 = 42 | |
| 13) 53 - 24 = 28 | 14) 52 - 8 = 45 | 15) 60 - 16 = 55 |
| 16) 50 - 0 = 50 | 17) 43 - 8 = 35 | 18) 45 - 15 = 30 |
| 19) 68 - 30 = 38 | 20) 57 - 16 = 42 | 21) 75 - 26 = 48 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 108

# Pre-Algebra – Balancing Subtraction Equations

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

Examples:

9

15 - 6 = 9

21

27 - 6 = 21

**Questions** Fill in the missing number to balance the equation

| | | |
|---|---|---|
| 1) 1[illegible] | 2) 11 - 6 = ☐ | 3) 10 - 5 = ☐ |
| 4) 10 - ☐ = 3 | [illegible] = 6 | 6) 14 - ☐ = 10 |
| 7) ☐ - 6 = 10 | 8) ☐ - 5 = 12 | ☐ - 8 = 12 |
| 10) 35 - 10 = ☐ | 11) 52 - ☐ = 40 | [illegible] |
| 13) 24 - ☐ = 17 | 14) 28 - 6 = ☐ | 15) 18 - ☐ = 16 |
| 16) 43 - ☐ = 35 | 17) 45 - 15 = ☐ | 18) 25 - ☐ = 10 |
| 19) 46 - ☐ = 31 | 20) 25 - 21 = ☐ | 21) 45 - ☐ = 10 |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 109

# Word Problems: Balancing Subtraction Equations

**Questions** | Solve the word problems below

| | Word Problems Balancing Subtraction Equations | Answers |
|---|---|---|
| 1 | At a bake sale, there are x cupcakes. If 5 cupcakes are sold and there are 10 left, how many were there to start with? | |
| 2 | [illegible] After giving away 7 pencils to classmates, [illegible] are [illegible] left. How many pencils were in the box originally? | |
| 3 | There were 2[illegible] number of balloons popped, and now [illegible] 15 [illegible]. How many balloons popped? | |
| 4 | Alex had x dollars saved up. He bought [illegible] for $[illegible] now has $9 left. How much money did Alex ha[illegible]st? | |
| 5 | Chloe has 13 storybooks. She donates n number of book[illegible] library and still has 7 books. How many books did Chloe | |
| 6 | Ava collected x seashells on the beach. She gave 10 to her friend and has 5 left. How many seashells did she collect at first? | |
| 7 | Omar had y stickers. After trading away 9 stickers, he has 14 stickers remaining. How many stickers did Omar have to begin with? | |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 110

# Subtraction - Which Equation Matches?

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

Example

| 19 - 6 | (15 - 4) | 21 - 9 |
|---|---|---|



| Question | Circle the equation that matches the shaded in equation | | |
|---|---|---|---|
| 1) | 2 | 21 - 9 | 19 - 6 |
| 2) | 33 - 11 | 20 | 30 - 8 |
| 3) | 41 - 7 | 50 | 48 - 13 |
| 4) | 47 - 20 | 31 - 5 | |
| 5) | 58 - 13 | 65 - 20 | 63 - 19 |
| 6) | 89 - 14 | 80 - 15 | 90 - 15 |
| 7) | 110 - 10 | 109 - 8 | 113 - 13 |

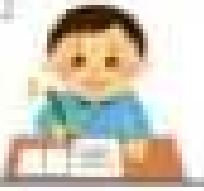
PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 111

# Subtraction – Using Symbols



**Part 1** Find out the value of the symbol

| | | |
|---|---|---|
| 1) ● − 30 = 8 | 2) 51 − ▲ = 29<br>▲ = | 3) 95 − ● = 65<br>● = |
| 4) ▲ − 42 = ▲<br>▲ = | 5) ◆ − 20 = 47<br>◆ = | 6) 120 − 70 = ◆<br>◆ = |
| 7) 133 − ▲ = 70<br>▲ = | 8) ● + ● = 70<br>● = | 9) 189 − ● = 151<br>● = |

PREVIEW

**Part 2** Write your own questions using any symbol you ... and its answer

| | |
|---|---|
| 1) | 2) |
| 3) | 4) |

# Exit Cards

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

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

PREVIEW

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____

Find out the value of the symbol.

1) ● – 56 = 8

● =

2) 39 – ▲ = 29

▲ =

3) 76 – 25 = ◆

◆ =

4) 183 – 32 = ●

● =

Name: _____ 113

# Subtraction – Find the Variable

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

Example: 18 – n = 5

We can figure out the unknown number by balancing the equation. In this equation, n = 13.

**Question** Find out the value of the variable

| | | |
|---|---|---|
| n = | n – 5 = 5<br>n = | 22 – n = 10<br>n = |
| 25 – 10 = p<br>p = | | p – 8 = 15<br>p = |
| 31 – y = 30<br>y = | y – 14<br>y = | – 35 = y<br>y = |
| 65 – t = 50<br>t = | 28 – t = 20<br>t = | t = |
| 24 – a = 17<br>a = | 50 – a = 30<br>a = | 63 – a = 50<br>a = |
| 76 – 30 = s<br>s = | 62 – s = 22<br>s = | 51 – s = 39<br>s = |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 115

# Word Problems – Writing Subtraction Equations

**Questions** | Answer the questions below

1) Harry bought 15 donuts. Him and a friend ate 5 of them. Which equation will tell us how many donuts there are left?

| | |
|---|---|
| $d - 5 = 15$ | $15 - 5 = d$ |
| $5 + d = 15$ | $5 - d = 15$ |

2) K… were having a fire. They had 18 logs for the fire. After the fir… y onl… Which equation tells us how many logs they burned?

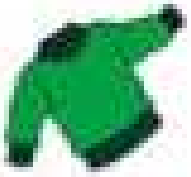


| | |
|---|---|
| b | $18 - 4 = b$ |
| | $4 - b = 18$ |

3) Tom collected 73 shells on t… bea… …e… …to his sister. Now he has 60 shells left. Which equation tells us h… …y sh… …ve to his sister.

| | |
|---|---|
| $73 - s = 60$ | |
| $s - 60 = 73$ | …60 |

4) Courtney saved 75 dollars. She bought a new sweater. She … …s. Which equation tells us how much the sweater cost?



| | |
|---|---|
| $75 - s = 45$ | $75 - 45 = s$ |
| $45 + s = 75$ | $s - 45 = 75$ |

5) The movie is 93 minutes long. They have watched 31 minutes. Which equation tells us how many minutes are left?



| | |
|---|---|
| $m - 31 = 93$ | $93 - 31 = m$ |
| $31 + m = 93$ | $31 - m = 93$ |

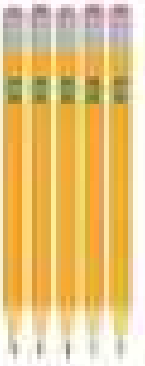
PREVIEW

Name: _____ 116

# Word Problems – Solving Subtraction Equations

**Questions** Answer the questions below. Write the subtraction equation sentences.

1) Mrs. Wilson had 64 pencils at the start of the school year. She gave all the kids in her class one pencil. She now has 36 pencils. How many students are in Mrs. Wilson's class?

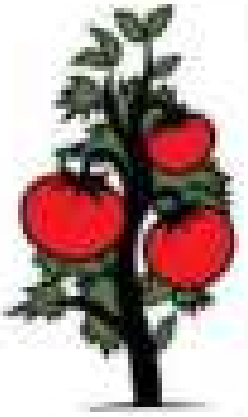


2) Hudson saved 95 [illegible] toy for 26 dollars. How many dollars does he have left?



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

3) The grade 4 class planted 149 tomato seeds but only 37 tomato p[illegible] grew. How many plants did not grow?



PREVIEW

Name: _____ 117

# Math Activity Title: Algebraic Bottle Flip Challenge

**Objective** What are we learning about?

To practice and reinforce understanding of basic one-step subtraction algebra problems through the engaging and physically active bottle flip game.





**Materials** What you will need for the activity

- Plastic bottles (one per pair/group) filled to approximately one-third with water (or use cups)
- Set of subtraction algebra question cards
- Answer sheets with answers

PREVIEW

**Instructions** How you will complete the activity

1. Start with a short lesson on one-step subtraction algebra problems, using examples like $x - 3 = 4$.
2. Arrange the students into pairs or small groups. Provide each with a bottle and a set of question cards to each.
3. Each pair or group receives an answer sheet to record their answers.
4. Explain the rules: One student draws a question card and solves the subtraction algebra problem.
5. Once they believe they have the correct answer, they write it down on their answer sheet.
6. The student then gets to attempt a bottle flip. A successful flip means they can move on to the next question; an unsuccessful flip means they need to try to solve another question card before flipping again.
7. Alternate turns within each group or pair until they have completed all the question cards.
8. Groups or pairs tally their successful flips and compare with the rest of the class to determine the winning team.
9. Go through the answer sheet with the class to ensure understanding and correct any misconceptions.
10. Discuss the strategies used to solve the subtraction problems and how this type of algebra is used in real-life situations.

© Super Simple Sheets
supersimplesheets.com

Name: _____ L18

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

| | | | |
|---|---|---|---|
| x - 4 = 12 | y - 3 = 15 | z - 2 = 20 | a - 5 = 25 |
| b - 6 = 24 | c - 7 = 23 | d - 8 = 32 | e - 9 = 41 |
| r - 6 = 54 | s - 5 = 55 | t - 7 = 73 | u - 8 = 82 |
| v - 12 = 48 | w - 11 = 49 | x - 13 = 87 | y - 14 = 86 |
| z - [illegible] | a - 1 = 99 | b - 2 = 98 | c - 3 = 97 |
| Sa[illegible]d 30 marbles [illegible] lost some. [illegible] he has 15. How many did he lose? | [illegible]ex had 18 [illegible]kies and ate [illegible]some [illegible] she [illegible] | Leah had 24 books and gave some away. Now she has 9. [illegible]w many did [illegible]e away? | Max had 20 cards and traded some away. Now he has 8. How many did he trade? |
| Chris had 35 pencils and lost some. Now he has 20. How many did he lose? | Dana had 40 stickers and used some. Now she has 12. How many did she use? | [illegible] had [illegible] bre[illegible] Now he [illegible] How many [illegible] he break? | Nora had 45 [illegible]beads and [illegible]ed some. [illegible]s 30. [illegible]d [illegible]p? |
| Claire had some candies. She eats 12 and now has 20 left. How many did she have to start with? | Emma had a certain number of toy cars. She lost 8 of them and now she has 16 left. How many did she have before? | Sophie had a number of pencils. She gave 7 to her friend and now has 28 left. How many pencils did Sophie start with? | Mia had a bunch of grapes. She ate 20 grapes and now has 35 left. How many grapes were there in the bunch initially? |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ L19

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

| | | | |
|---|---|---|---|
| Lucas had some stickers. He gave away 15 and now has 30 left. How many stickers did he have at the beginning? | Aiden had some balloons. 10 balloons popped and now he has 25 left. How many balloons did Aiden have at first? | Oliver collected some seashells. He gave 14 to his sister and now has 21 left. What was the original number of seashells Oliver had? | Ethan had some trading cards. He traded away 18 and now has 40 left. How many trading cards did Ethan have at the beginning? |
| Harper has some pages left to read in her book. After reading 32 pages, she has 48 pages left. How many pages were in her book? | If there are bees, and ___ away, 49 are left. How many flew away? | Start with 100 and ___ and ___ How many | If you have 100 coins, spend ___ and 86 remain. How many were spent? |
| Start with 100 toys, donate ___ and 41 are left. How many were donated? | If there are 100 days left of school, and ___ pass, 13 are left. How many days have gone by? | There are 100 marbles, ___ go missing, and 66 are left. How many went missing? | If you have 100 pencils, and ___ break, 49 are left. How many broke? |
| Find the missing number: ___ - 15 = 65 | Solve for x: x - 4 = 44 | What is y if y - 3 = 57? | What is z if z - 5 = 55? |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 120

# Algebraic Bottle Flip Challenge

**Answers** Record your answers below

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 13 | | 25 | |
| 2 | | 14 | | 26 | |
| 3 | | 15 | | 27 | |
| 4 | | | | 28 | |
| 5 | | | | 29 | |
| 6 | | 18 | | | |
| 7 | | 19 | | 31 | |
| 8 | | 20 | | 32 | |
| 9 | | 21 | | 33 | |
| 10 | | 22 | | 34 | |
| 11 | | 23 | | 35 | |
| 12 | | 24 | | 36 | |

PREVIEW

© Super Simple Sheets
super-simple-sheets.com

Name: _____ 121

# Multiplication – Are They Equal?

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

2 x 2 ≠ 5 3 x 3 = 9 5 x 2 ≠ 11

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

| | | |
|---|---|---|
| | 2) 10 x 3 = 30 | 3) 2 x 3 = 5 |
| 4) 5 x 5 = 2 | 7 = 8 | 6) 3 x 5 = 16 |
| 7) 10 x 2 = 12 | 5 = 5 | 9) 5 x 4 = 20 |
| 10) 10 x 10 = 90 | 11) 2 x 7 = 14 | 3 |
| 13) 10 x 4 = 40 | 14) 5 x 1 = 10 | 15) 5 = 16 |
| 16) 2 x 10 = 20 | 17) 5 x 8 = 40 | 18) 3 x 10 = 30 |
| 19) 2 x 7 = 14 | 20) 7 x 5 = 30 | 21) 10 x 4 = 40 |

PREVIEW

© Super Simple Sheets

Name: _____ 123

# Multiplication – Which Equation Matches?

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

Example

| 2 x 3 | (1 x 6) | 4 x 2 |
|---|---|---|



| Question | Circle the equation that matches the shaded in equation | | |
|---|---|---|---|
| 1) | 5 x 2 | 10 x 1 | 6 x 2 |
| 2) | 6 x 3 | | 2 x 9 |
| 3) | 5 x 4 | 10 x 2 | 6 x 3 |
| 4) | 8 x 2 | 4 x 4 | |
| 5) | 9 x 4 | 7 x 5 | 6 x 6 |
| 6) | 10 x 3 | 7 x 5 | 6 x 5 |
| 7) | 8 x 3 | 6 x 4 | 7 x 3 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 124

# Multiplication – Using Symbols



**Part 1** Find out the value of the symbol

| | | |
|---|---|---|
| 1) ● x 3 = 12 | 2) 5 x ▲ = 45<br>▲ = | 3) 4 x ● = 32<br>● = |
| 4) ◆ x 9 = ▲ | 5) ◆ x 4 = 44<br>◆ = | 6) 7 x 10 = ◆<br>◆ = |
| 7) 2 x ▲ = 60<br>▲ = | 8) ● = | 9) 10 x ● = 150<br>● = |

PREVIEW

**Part 2** Write your own questions using any symbol you [illegible] answer.

| | |
|---|---|
| 1) | 2) |
| 3) | 4) |

Name: _____ 125

# Multiplication – Find the Variable

When we multiply a number by a variable, we do not need to use the multiplication sign. It is known that any variable next to a number means the operation we are using is multiplication.

Example: $5n = 15$ means $5 \times n = 15$

We can figure out the unknown number by balancing the equation: $n = 3$.



Questi... Find out the value of the variable

| | |
|---|---|
| | $n \times 5 = 20$<br>$n =$ |
| $10 \times 1 = p$<br>$p =$ | $5p = 30$<br>$p =$ |
| $10n = 30$<br>$n =$ | [illegible]<br>[illegible] |
| $2n = 16$<br>$n =$ | $8 \times$ [illegible]<br>$t =$ |
| $5n = 45$<br>$n =$ | $10n = 100$<br>$n =$ |
| $10s = 50$<br>$s =$ | $5 \times 7 = s$<br>$s =$ |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

# Exit Cards

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

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

PREVIEW

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____

Find out the value of the variable.

1) 9 x 7 = t

t =

2) 4n = 44

n =

3) 8 x 5 = t

t =

4) 6n = 42

n =

Name: _____ 127

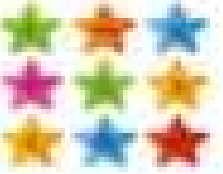
# Using Variables to Solve Multiplication Equations

There are some instances where we know the values of variables and need to plug them into an equation. For example:

ab = c  a = 5  b = 2

5 x 2 = c

c = 10



Question: Find out the value of the variable

| | |
|---|---|
| ab = c  a = 5  b = 5<br>_____ x _____ = c<br>c = | en = f  e = 10  n = 4<br>_____ x _____ = f<br>f = |
| ry = k  r = 3  y = 6<br>_____ x _____ = k<br>k = | tg = h  t = 10  g = 6<br>_____ x _____ = h<br>h = |
| ab = c  a = 5  b = 5<br>_____ x _____ = c<br>c = | en = f  e = 10  n = 4<br>_____ x _____ = f<br>f = |
| ry = k  r = 4  y = 2<br>_____ x _____ = k<br>k = | tg = h  t = 10  g = 6<br>_____ x _____ = h<br>h = |
| ab = c  a = 7  b = 5<br>_____ x _____ = c<br>c = | en = f  e = 4  n = 5<br>_____ x _____ = f<br>f = |
| ry = k  r = 5  y = 7<br>_____ x _____ = k<br>k = | tg = h  t = 7  g = 2<br>_____ x _____ = h<br>h = |

PREVIEW

© Super Simple Sheets  www.supersimplesheets.com

Name: _____ 128

# Activity – Equation Explorers

**Objective** What are we learning about?

To help students understand and solve one-step equations using symbols to represent unknown values.




**Materials** ...ou will need for the activity.

- Small wh... paper
- Dry erase ... pe...
- A set of equati... ...ep equations like 3n = 6)
- Tokens or small re...

**Instructions** How you will comp... acti...

1. Begin the activity by explaining what a ... demonstrate a few examples on the board. Explain that the ... for an unknown value that we need to find.
2. Distribute a paper and pencil to each student.
3. Hand out one equation card to each student. Ensure the qu... but remain simple enough to solve in one step.
4. Give the students a few minutes to solve the equation on their cards, writing the solution on their paper.
5. Once everyone has a solution, ask students to swap their boards or papers with a partner to check each other's work.
6. Discuss as a class some of the solutions, especially any that were tricky or where mistakes were made, to clarify the correct methods.
7. For correctly solved equations, award tokens or small rewards to encourage participation and effort.

PREVIEW

© Super Simple Sheets

Name: _____ L29

**Multiplication Equations** | Cut out the questions below and distribute to each student.

| | | |
|---|---|---|
| 12a = 36 | 11b = 44 | 15c = 45 |
| 13d = 52 | 14e = 56 | 16f = 64 |
| | 17h = 68 | 19i = 76 |
| 12j = | = 39 | 11l = 33 |
| 15m = 60 | | 21o = 63 |
| 22p = 66 | 25q = | = 72 |
| 23s = 46 | 19t = 57 | |
| 16v = 64 | 17w = 51 | 14x = 42 |
| 13y = 39 | 21z = 84 | 22a = 44 |
| 20b = 100 | 12c = 36 | 15d = 75 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 131

# Pre-Algebra – Balancing Division Equations

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

Examples: $15 \div 3 = \boxed{5}$ $\boxed{10} \div 2 = 5$

**Questions** Fill in the missing number to balance the equation

| | |
|---|---|
| 1) 8 | 2) $6 \div 3 =$ ☐ |
| 3) $10 \div$ ☐ $= 2$ | 4) $6 \div$ ☐ $= 2$ |
| 5) ☐ $= 5 \times 5$ | 6) ☐ |
| 7) $5 \times 1 =$ ☐ | 8) 20 $\div$ ☐ |
| 9) $15 \div$ ☐ $= 3$ | 10) $10 \div 10 =$ ☐ |
| 11) $25 \div$ ☐ $= 5$ | 12) $30 \div 6 =$ ☐ |
| 13) $10 \div$ ☐ $= 2$ | 14) $18 \div 2 =$ ☐ |

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 132

# Division – Which Equation Matches?

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

Example

| 12 ÷ 4 | 9 ÷ 3 | 16 ÷ 4 |
|---|---|---|



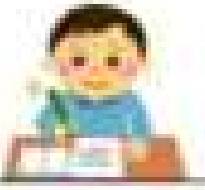
| Question | Circle the equation that matches the shaded in equation | | |
|---|---|---|---|
| 1) | 10 ÷ | 5 ÷ 1 | 12 ÷ 6 |
| 2) | 6 ÷ 3 | | 12 ÷ 6 |
| 3) | 16 ÷ 4 | 14 ÷ 7 | 28 ÷ 7 |
| 4) | 25 ÷ 5 | 10 ÷ 2 | |
| 5) | 8 ÷ 2 | 15 ÷ 3 | 16 ÷ 4 |
| 6) | 18 ÷ 3 | 30 ÷ 5 | 42 ÷ 6 |
| 7) | 24 ÷ 6 | 49 ÷ 7 | 40 ÷ 10 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 133

# Division – Using Symbols



**Part 1** Find out the value of the symbol

| | | |
|---|---|---|
| 1) ● ÷ 3 = 5 | 2) 25 ÷ ▲ = 5<br>▲ = | 3) 32 ÷ ● = 8<br>● = |
| 4) ÷ 2 = | 5) ◆ ÷ 6 = 4<br>◆ = | 6) 60 ÷ 10 = ◆<br>◆ = |
| 7) 48 ÷ ▲ = 6<br>▲ = | 8) ● = | 9) 90 ÷ ● = 10<br>● = |

PREVIEW

**Part 2** Write your own questions using any symbol you [illegible] and answer.

| | |
|---|---|
| 1) | 2) |
| 3) | 4) |

Name: _____ 134

# Division – Find the Variable

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

Example: 15 ÷ n = 3

We can figure out the unknown number by balancing the equation: n = 5.



Quest | Find out the value of the variable

PREVIEW

| | |
|---|---|
| | n ÷ 5 = 3<br>n = |
| 10 ÷ 1 = p<br>p = | 20 ÷ p = 2<br>p = |
| 10 ÷ n = 2<br>n = | [illegible]<br>n = |
| 30 ÷ n = 10<br>n = | 8 ÷ [illegible]<br>t = |
| 50 ÷ n = 5<br>n = | 10 ÷ n = 10<br>n = |
| 10 ÷ s = 2<br>s = | 20 ÷ 4 = s<br>s = |

© Super Simple Sheets

Name: _____ 136

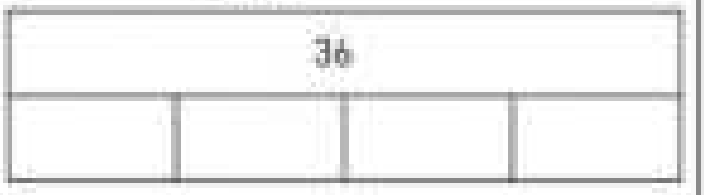
# Division – Bar Model

**Questions** Use the bar model to answer the division questions below

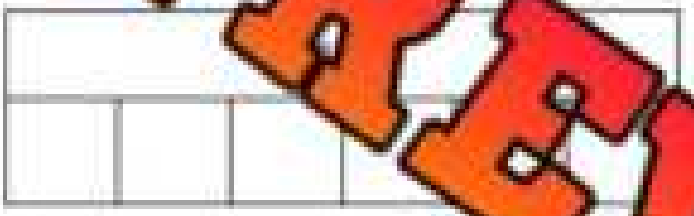
1) 48 ÷ 8



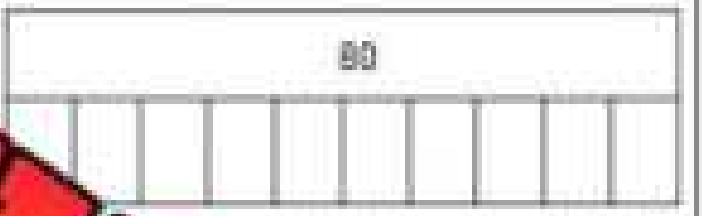

2) 36 ÷ 4



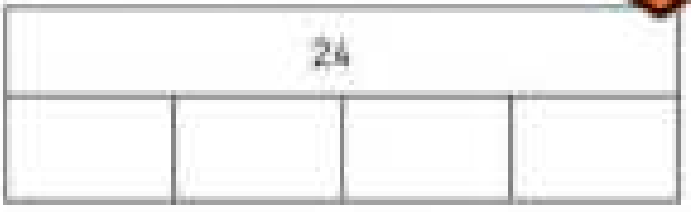

3) 35 ÷



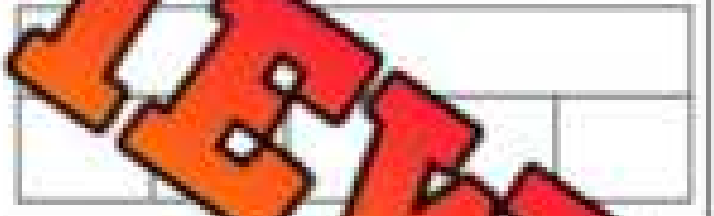
4) 80 ÷ 10



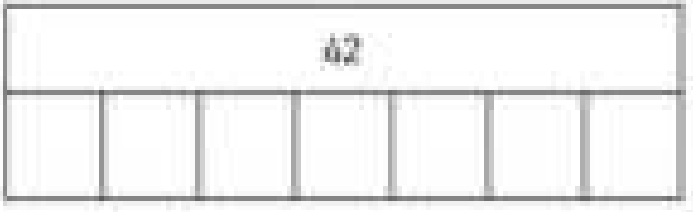

5) 24 ÷ 4




6) 30 ÷ 5



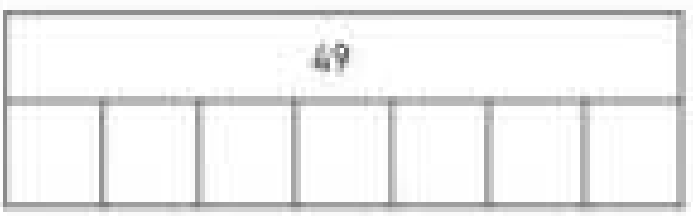
7) 42 ÷ 7



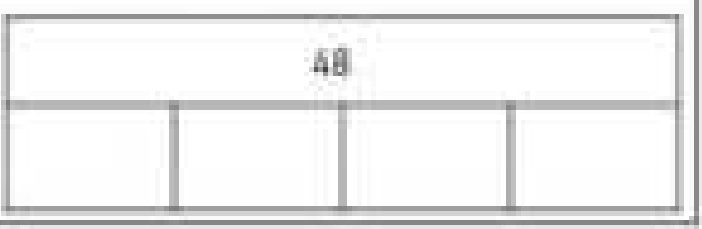

8) 72 ÷ 9




9) 49 ÷ 7




10) 48 ÷ 4




PREVIEW

© Super Simple Sheets

Name: _____ 137

# Division Word Problems – Bar Model

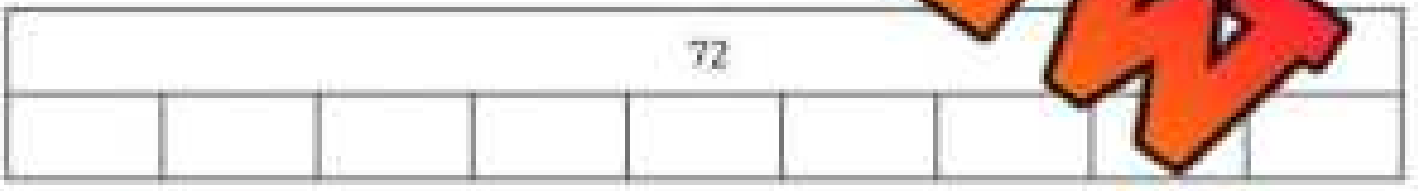
**Questions** | Use the bar model to answer the division questions below

1) Courtney has 54 candies to give away to her 6 friends. How many candies will each friend get?




**Division Equation Sentence:** _____

2) Haley has $72 to spend on vacation. She is making a budget to find out how much she can spend each day. She is on vacation for 9 days. How much money can she spend each day?






**Division Equation Sentence:** _____ ÷ _____ = _____

PREVIEW

© Super Simple Sheets

Name: _____ 138

# Division Word Problems – Bar Model

**Questions** | Use the bar model to answer the division questions below

1) Alex and her friends made $28 selling lemonade. She split the $28 equally between her and her friends. How many friends got paid $7?

| 28 | |
|---|---|



**Division Equation Sentence:** _____

2) Justin has 32 candies. He gives 4 candies to each of his friends. How many friends did Justin give candies to?

| 32 | |
|---|---|
| 4 | |



**Division Equation Sentence:** _____ ÷ _____ = _____

PREVIEW

© Super Simple Sheets

Name: _____ 139

# Algebra Jeopardy

**Objective** What are we learning about?

To reinforce students' understanding of basic algebraic concepts and their application to solve simple equations and word problems in a fun and competitive game for

**Mat** will need for the activity

- Jeopardy
- Buzzer or bell



**Instructions** How you will comp

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

PREVIEW

Name: _____ 140

**Jeopardy Questions** | Ask students the questions below

| $100 | $200 | $300 | $400 | $500 |
|---|---|---|---|---|
| 5p = 30. Find p.<br><br>6 | x + 7 = 12. What is x?<br><br>5 | If An is 24, what is n?<br><br>6 | 3m − 5 = 7. Solve for m.<br><br>4 | Sophia's sister is 30 years old. She is 4 years older than twice Sophia's age. How old is Sophia?<br><br>13 |
| 6q = 18. [illegible] What<br><br>3 | [illegible] | 8 is 2k. What is k?<br><br>4 | 2b + 6 = 16. Solve for b.<br><br>5 | Mia has 3 times as many marbles as Lily. Together they have 32 marbles. How many does Lily have?<br><br>8 |
| 10r = 40. What is r?<br><br>4 | w + 5 = [illegible] What is w?<br><br>6 | [illegible] – 8 = 8. Find [illegible]<br><br>[illegible] | There are 28 apples in a basket. The number of apples is 4 times the number of oranges. How many oranges are there?<br><br>7 |
| 7s = 42. Solve for s.<br><br>6 | t − 6 = 5. Find t.<br><br>11 | 3j is 27. What is j?<br><br>9 | [illegible] twice as many [illegible] Oliver. If the [illegible] cars, how [illegible] have?<br><br>5 |
| 8a = 56. Find a.<br><br>7 | u + 6 = 15. What is u?<br><br>9 | The product of 7 and a number is 49. What is the number?<br><br>7 | 6e − 12 = 24. Solve for e.<br><br>6 | Emma [illegible] $27. This is 3 times [illegible] amount that Ava saved. How much did Ava save?<br><br>$9 |
| 9f = 63. What is f?<br><br>7 | v − 5 = 11. What is v?<br><br>16 | If 9 times a number is 81, what is the number?<br><br>9 | 7g + 14 = 35. Find g.<br><br>3 | A baker baked 60 cookies. He baked 4 times as many chocolate chip cookies as sugar cookies. How many sugar cookies did he bake?<br><br>12 |

PREVIEW

© Super Simple Sheets
supersimplesheets.com

# Exit Cards

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

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 − 7 ☐ 42 − 13

4) 19 − 11 ☐ 39 − 21

5) 52 − 16 ☐ 33 − 3

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 − 7 ☐ 42 − 13

4) 19 − 11 ☐ 39 − 21

5) 52 − 16 ☐ 33 − 3

Name: _____

Solve each side of the equation and label it = (equality) or ≠ (inequality).

1) 25 + 3 ☐ 7 + 21

2) 42 + 16 ☐ 20 + 36

3) 36 − 7 ☐ 42 − 13

4) 19 − 11 ☐ 39 − 21

5) 52 − 16 ☐ 33 − 3

PREVIEW

Name: _____ 144

# Solve Equations – Guess and Check

When we are trying to figure out the value of a variable, we can use the guess and check method. First, we make a reasonable guess as to what the value of the variable could be. Second, we solve the equation using this guess. If our answer is too high, then we use a smaller number. If it is too low, we choose a lower number.

**Questions** Find the value of the variable using the guess and check method.

| # | [illegible] | Guess | Calculate | Answer |
|---|---|---|---|---|
| Ex | [illegible] | 6<br>7 | 3 x 6 = 18 (too low)<br>3 x 7 = 21 (right on) | 7 |
| 1 | 4m = 32 | | | |
| 2 | 3 + w = 17 | | | |
| 3 | 33 = b + 17 | | | |
| 4 | 2 x m + 1 = 19 | | | |
| 5 | 19 = 3 x L − 2 | | | |

PREVIEW

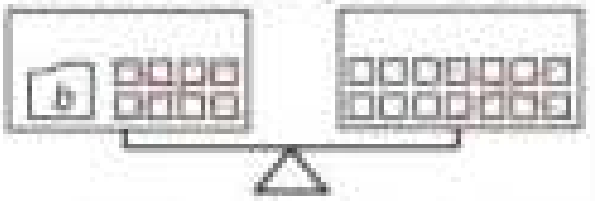
© Super Simple Sheets
supersimplesheets.com

Name: _____ 145

# Solve Equations – Balance Model

When we are trying to figure out the value of a variable, we can use a balance scale. Whatever we do to one side of the balance, we need to do the same to the other side.

Example $b + 8 = 14$




We can figure out the value of b by isolating it. This means we want b to be on its own. If we take [illegible] away from the left side, we need to take 8 away from the right side as [illegible] will leave us with $b = 6$.

**Question:** [illegible] the value of the variable using the balance model.

| # | Equation | Balance Model | Answer |
|---|---|---|---|
| 1 | $7 + m = 18$ | | |
| 2 | $2 + t = 16$ | | |
| 3 | $15 = 2 + b + 6$ | | |
| 4 | $4 + n + 1 = 22$ | | |

PREVIEW

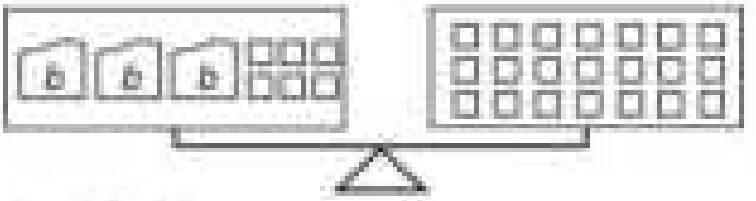
© Super Simple Sheets

Name: _____ 146

# Solve Equations – Balance Model

When an equation has multiplication, we can still use the balance model. Check out the example below.

Example $3b + 6 = 21$




There are three groups of the variable b. To isolate the variable:

1) We need to subtract the 6 from the left side.
2) Next, we also need to subtract the 6 from the right side. Our equation can now be written as $3b = 15$.
3) Now we have the variable b by itself. Since division is the opposite as multiplication, we divide the 3b by 3 to isolate it.
4) Whatever we do to one side, we need to do to the other. Therefore, we need to divide the right side by 3. In the end, we get $b = 5$.

PREVIEW

## Questions

Solve for the variable using the balance model.

| # | Equation | Balance Model | Answer |
|---|---|---|---|
| 1 | $2b + 8 = 22$ | | |
| 2 | $4n + 8 = 20$ | | |
| 3 | $25 = 3t - 5$ | | |
| 4 | $17 = 2m + 5$ | | |

© Super Simple Sheets

Name: _____ 147

# Solve Equations Using Number Sense/Reasoning

For some mathematicians, solving equations might not require the guess and check method or the drawing of a balance model. Instead, some are able to use their number sense and reasoning skills to solve the problem.

Example:
25 + 5a = 50
25 + 5a = 50 − 25
5a = 25
5a ÷ 5 = 25 ÷ 5
a = 5

**Question:** Use the reasoning above to solve the equations below.

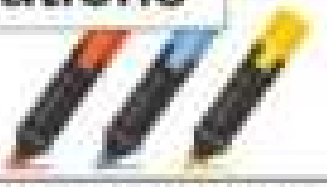
| # | Equation |
|---|---|
| 1 | |
| 2 | 15 + m = 28 |
| 3 | 29 = a − 7 |
| 4 | 3b = 12 |
| 5 | 2y + 32 = 46 |

| # | Equation |
|---|---|
| 6 | m + 37 = 50 |
| 7 | 49 = 5t − 1 |
| 8 | |
| 9 | 6n + 12 = 24 |
| 10 | 2m + 1 = 19 |

PREVIEW

Name: _____ 148

# Word Problems - Solving Equations



**Questions** | Solve the problems below

1) Camila had some markers and then bought 24 more. Now she has 56 markers. How many markers did she have before she bought more?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

2) There are two boxes that have the same number of muffins. One box has 12 chocolate muffins and 8 blueberry muffins. The other box has 6 bran muffins and some oatmeal muffins. How many oatmeal muffins are there?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

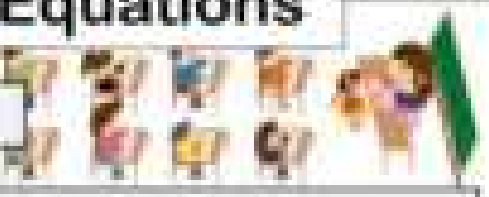
3) Caleb scored a bunch of points in the first quarter of a basketball game. In the second quarter, he had 5 points. In the third quarter, he had 8 points and in the fourth quarter, he had 3 points. At the end of the game, he finished with 31 points. How many points did he score in the first quarter?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

PREVIEW

Name: _____ 150

# Word Problems - Solving Equations



**Questions** | Solve the problems below

1) Hunter's cousin is 24 years old. He is 2 years older than twice Hunter's age. How old is Hunter?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

2) Cindy has $8. Her [illegible] as much as her brother. The three of them have $44. How much money [illegible]?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

3) Carson earned $50 from work today. He worked for 5 hours and received a bonus of $15. How much does he earn per hour?

| | |
|---|---|
| **Workspace** | |
| **Equation** | |

PREVIEW

© Super Simple Sheets

Name: _____ 151

# Algebra Quiz - Equations

**Part 1** Put a slash through the equal sign (≠) if it is not balanced

| | | |
|---|---|---|
| 1) 15 + 10 = 25 | 2) 40 + 10 = 50 | 3) 46 – 5 = 42 |
| 4) [illegible] | 5) 6 x 4 = 22 | 6) 30 ÷ 3 = 10 |

PREVIEW

**Part 2** [illegible] number to balance the equation

| | | |
|---|---|---|
| 1) 15 + 8 = ☐ | [illegible] | 3) 9 + ☐ = 15 |
| 4) 25 + 12 = ☐ | 5) ☐ + 12 [illegible] | ☐ = 28 |
| 7) 25 – 8 = ☐ | 8) ☐ – 9 = 12 | [illegible] |
| 10) 28 – 13 = ☐ | 11) ☐ – 12 = 22 | 12) 32 – 15 = ☐ |

| | |
|---|---|
| 13) ☐ x 4 = 20 | 14) 10 x ☐ = 30 |
| 15) 24 ÷ ☐ = 6 | 16) 30 – 6 = ☐ |

© Super Simple Sheets

**Part 3** Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Create a table or chart
- ☐ Solve the problem
- ☐ Check your answer

1) Spencer has 24 marbles. He gives 4 marbles to each of his friends. How many friends got marbles from Spencer?

| 24 |
| --- |
| |

2) Sam has 17[illegible]rs. H[illegible]e stickers to his friends. Now he has 141 stickers. How m[illegible]way?

3) Ryder had some hockey cards and then bought [illegible]. Now [illegible]s 45 hockey cards. How many hockey cards did he have before [illegible]g[illegible]

4) Jesse brought 32 treats to work and gave them all away. She gave 8 to her boss and 2 to each of her friends. How many friends did she give treats to?

PREVIEW

© Super Simple Sheets
supersimplesheets.com