



Preview – Information



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Google Slides Lessons Preview





BC Math Curriculum Financial Literacy– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Counting & Representing Money

Learning Goal

We are learning to count and represent money using bills and coins so we can show different amounts of money and explain how much they are worth.

Adding Up Canadian Bills

Jenny has bills in her purse. Help her count them by completing these steps.

- 1) Sort the bills into piles.
- 2) Start by skip counting the bills that are worth the most.
- 3) Now count the next largest bill amount by adding on to your total. **Change the way you count by skip counting by that amount!**
- 4) Continue until all piles are counted.

Answer Bank: \$100, \$50, \$20

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Put the mark on the correct answer for each question

Question	A	B
1. If you have 3 quarters, what amount do you have?	75¢	\$1
2. Which shows \$2?	Two loonies	Two quarters
3. If you have 5 dimes, what amount do you have?	25¢	50¢
4. What is another way to show \$4?	Four toonies	Two toonies
5. Which is the same as \$10?	Four toonies	Two \$5 bills



BC Math Curriculum Financial Literacy– Grade 3

Counting Dollars

Count the money and drag the correct total amount to each box

\$158

\$64

\$91

\$186

\$105

Counting Cents

Count the money and drag the correct total amount to each box

	Total	20¢	110¢
	Total	95¢	45¢
	Total	25¢	130¢
	Total	60¢	55¢

Converting Dollars To Cents

Drag the correct cent amount to its matching dollar amount

\$1.60	\$2.04	\$2.50
\$0.85	\$1.85	\$0.75
\$0.35	\$3.33	\$1.43
\$6.28	\$2.33	\$2.80
\$9.42	\$6.75	\$7.44

744¢

75¢

942¢

333¢

250¢

233¢

204¢

160¢

240¢

143¢

106¢

185¢

185¢

280¢

628¢

675¢

85¢

35¢



BC Math Curriculum Financial Literacy– Grade 3

Calculating Change Using \$5

Calculate how much your change would be if you paid \$5 for each item

 \$3	 \$3
 \$4	 \$2.50
 \$2	 \$2
 \$1.75	 \$1

Coin Bank



Calculating Change Using \$1

Calculate how much change Sam gets if he pays \$1 for each item



 25¢	 85¢
 35¢	 40¢
 60¢	 90¢
 70¢	 45¢

Coin Bank



Money Used	Item	Change Due
	 \$8	
Money Used	Item	Change Due
	 \$1	
Money Used	Item	Change Due
	 \$27	

Money Bank





Workbook Preview



Making Benchmark Dollars**Questions**

Count the money in each column to make a benchmark dollar amount



1) _____



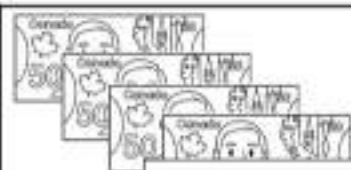
2) _____



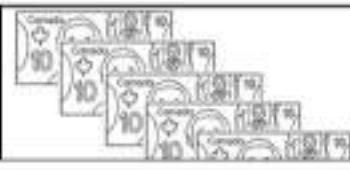
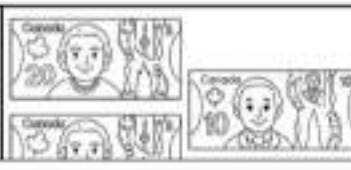
3) _____



4) _____



5) _____



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



9) _____

10) _____

11) _____



12) _____



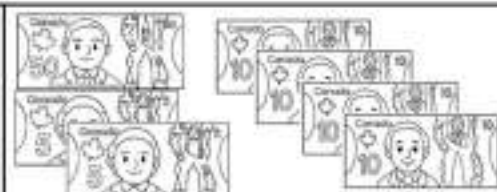
13) _____



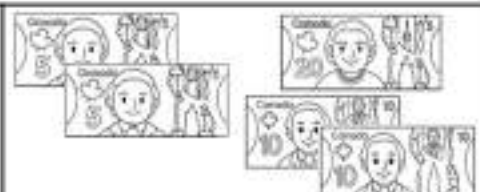
14) _____



15) _____



16) _____



17) _____

Name: _____

5

Counting Dollars

				Total
\$100	\$50	\$20	\$20	\$190

Questions Count the money in each column. Then add up the total

1) 				Total
2) 				Total
3) 				Total
4) 				Total

Counting Benchmark Cents



= 25¢



= 10¢



= 5¢



= 25¢

Questions

Count the money in each column to make a benchmark cent amount



1) _____



3) _____



4) _____



5) _____



7) _____



8) _____

9) _____



10) _____



11) _____

12) _____

Counting Cents

			Total
50¢	20¢	15¢	85¢

Questions Count the money in each column and then add up the total

1)			Total	
2)				Total
3)				Total
4)				Total

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 - $100\text{¢} = \$1.00$

$50\text{¢} = \$0.50$

$142\text{¢} = \$1.42$

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¢	
525¢	
600¢	
700¢	\$7.20
800¢	
999¢	

Part 2

Circle the biggest 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
6)	600¢	\$3.00	450¢	\$8.00

Exit Cards

Cut Out

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

Name: _____

a) Convert the cents into dollars

¢	\$
	\$1.60
	\$8.25
989¢	

b) Circle the biggest amount of money

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Name: _____

a) Convert the cents into dollars

¢	\$
	\$1.60
545¢	
	\$8.25
989¢	

b) Circle the biggest amount of money

1)	150¢	\$1.40	155¢
2)	60¢	\$0.90	70¢
3)	628¢	\$6.25	675¢
4)	120¢	\$1.25	110¢

Memory Game – Comparing Dollars and Cents

Objective

What are we learning about?

To compare money amounts in dollars versus cents to help us understand the value of different forms of money.

Materials

What you will need for the activity.

- Memory Game cards with money amounts in dollars and cents.
- A small table or clear area on the floor.



Instructions

How you will complete the activity.

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

Name: _____

15

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$1.50

150¢

\$0.33

75¢

\$5.38

538¢

\$9.74

974¢

PREVIEW

Name: _____

16

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$2.60

260¢

\$0.99

57¢

\$1.22

122¢

\$3.44

344¢

PREVIEW

Name: _____

17

Cards

Memory Game Cards

Money Amount

Bills and Coins

\$4.12

412¢

\$0.03

65¢

\$9.48

948¢

\$7.51

751¢

PREVIEW

Counting Canadian Coins



= 100¢ or \$1.00



= 10¢



= 200¢ or \$2.00



= 25¢



= 5¢



= 25¢

Questions Count the coins below



1) _____



2) _____



3) _____



4) _____



5) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____

Counting Canadian Coins

				Total
200¢	100¢	50¢	20¢	370¢

Questions Count the money in each column and then add up the total

1)

				Total

2)

				Total

3)

				Total

4)

				Total

Name: _____

22

Representing Cents Up To 200

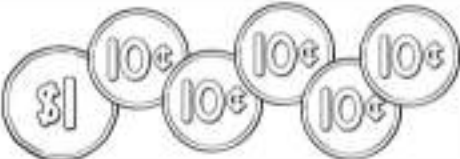
  	  	   
150¢	135¢	140¢

Questions

Represent the money amounts up to 200 cents

120¢	2) 140¢	3) 125¢
4) 105¢	5) 160¢	6) 180¢
7) 115¢	8) 185¢	9) 190¢
10) 170¢	11) 195¢	12) 165¢

Representing Money in Different Ways

		
150¢	150¢	150¢

Questions Present the money amounts using different combinations of coins

1)		
120¢		120¢
2)		
135¢	135¢	135¢
3)		
160¢	160¢	160¢
4)		
185¢	185¢	185¢

Represent Money Up To \$200

		
\$105	\$131	\$172

Questions

Represent the money amounts up to \$200

1) \$101

3) \$155

4) \$111

5) \$130

12)

7) \$140

8) \$180

9) \$146

10) \$165

11) \$175

12) \$191

Name: _____

29

Represent Up To \$200 in Different Ways



\$132



\$132



\$132

Questions

Represent the money amounts up to \$200

1)

\$130

\$130

2)

\$147

\$147

3)

\$165

\$165

\$165

4)

\$191

\$191

\$191

Exit Cards

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

Name: _____

Represent the money amounts up to \$200

1)		
\$160	\$145	\$179
2)		
\$154	\$199	\$183

Name: _____

Represent the money amounts up to \$200

1)		
\$160	\$145	\$179
2)		
\$154	\$199	\$183

Task Cards: Representing Up to \$50, \$100, \$200 and 200¢**Objective**

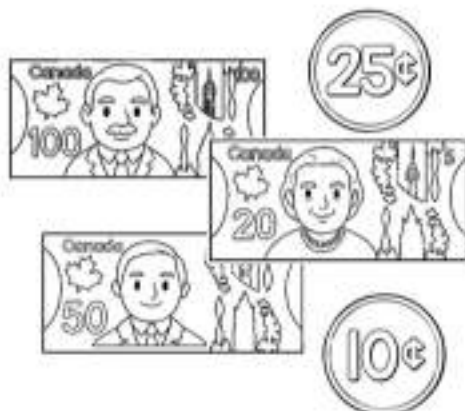
What are we learning about?

Students will practice representing amounts of money up to \$50, \$100, \$200 and 200¢ in different ways using coins and bills through a task card challenge.

Materials

What you will need for the activity.

- Task cards
- Separate sheet for answers
- Pencils

**Instructions**

How to complete the activity

1. Introduce the concept of representing the same amount in different ways.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to record their answers.
4. Encourage teamwork by having students collaborate on their problem-solving solutions.
5. Allow students to select any task card to begin with, emphasizing that they can 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 questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

Task Cards

Cut out the task cards below

Card 1:

Which option shows a way to make 145¢?

- a) $\$1 + 25¢ + 25¢$
- b) $\$1 + 25¢ + 10¢ + 10¢$
- c) $\$1 + 25¢ + 10¢ + 5¢$

Card 6:

Which combination equals \$25?

- a) $\$10 + \$10 + \$15$
- b) $\$25 + \$5$
- c) $\$5 + \$10 + \$5 + \$5$

Card 2:

Which combination equals \$100?

- a) $\$50 + \$50$
- b) $\$20 + \$20 + \$20 + \$20$
- c) $\$40 + \$40$

Card 7:

Which adds to \$80?

- a) $\$20 + \$20 + \$20$
- b) $\$50 + \$20$
- c) $\$40 + \$40$

Card 3:

Choose a way to make \$200:

- a) $\$100 + \$50 + \$20$
- b) $\$50 + \$50 + \$50$
- c) $\$20 + \$30 + \$50 + \$50 + \$50$

Card 8:

Choose a set for \$10:

- a) $\$10 + \$10$
- b) $\$5 + \$5 + \$4 + \$4$
- c) $\$2 + \$2 + \$2 + \$2 + \$4$

Card 4:

Which equals \$35?

- a) $\$20 + \$10 + \$5$
- b) $\$10 + \$10 + \$5$
- c) $\$15 + \$15$

Card 9:

What adds to \$40?

- a) $\$25 + \$20 + \$10 + \$10$
- b) $\$20 + \$20 + \$10 + \$10$
- c) $\$25 + \$10$

Card 5:

What is a way to make \$0?

- a) No money
- b) $\$1 + \$1 - \$2$
- c) $\$2 - \$2$

Card 10:

What makes 120¢?

- a) $\$1 + 10¢ + 10¢$
- b) $\$1 + 5¢ + 5¢ + 5¢$
- c) $\$1 + 10¢ + 5¢$

Task Cards

Cut out the task cards below

Card 11:

How can you get \$90?

- a) $\$20 + \$20 + \$50$
- b) $\$30 + \$30 + \$20$
- c) $\$40 + \$20 + \$20$

Card 16:

How do you make \$120?

- a) $\$100 + \$25 + \$10$
- b) $\$60 + \$60$
- c) $\$50 + \$50 + \$25 + \$10$

Card 12:

What can you use to make \$250?

- a) $\$100 + \$100 + \$50$
- b) $\$80 + \$80 + \$90$
- c) $\$25 + \$25 + \$10 + \$10 + \$50$

Card 17:

What totals \$5?

- a) $\$2 + \$2 + \$1$
- b) $\$1 + \$2 + \$1 + \$1 + \$1$
- c) $\$3 + \$10$

Card 13:

Which makes 175¢?

- a) $\$1 + 25¢ + 25¢ + 5¢$
- b) $\$1 + 25¢ + 25¢ + 10¢$
- c) $\$1 + 25¢ + 25¢ + 25¢$

Card 18:

Which group that equals \$150:

- a) $\$50 + \$50 + \$20 + \$30$
- b) $\$50 + \$50 + \$25 + \$25$
- c) $\$40 + \$40 + \$30$

Card 14:

How can you create \$176?

- a) $\$100 + \$50 + \$25 + \$1$
- b) $\$50 + \$50 + \$50 + \$1$
- c) $\$75 + \$75 + \$75$

Card 19:

Which group equals \$170?

- a) $\$80 + \$40 + \$40$
- b) $\$100 + \$40 + \$30$
- c) $\$50 + \$50 + \$80$

Card 15:

How do you make \$15?

- a) $\$5 + \$5 + \$5$
- b) $\$10 + \$2 + 4¢$
- c) $\$7 + \$7 + \$2$

Card 20:

What makes 115¢?

- a) $\$1 + 10¢ + 5¢$
- b) $\$1 + 25¢$
- c) $\$1 + 10¢ + 5¢ + 5¢$

Name: _____

34

Task Cards: Representing Up to \$50, \$100, and \$200

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	

Name: _____

35

Making Change

 	  	  
15¢	45¢	75¢

Questions

Change by drawing 5¢, 10¢, and 25¢ coins that you would give a customer

1) 25¢		3) 50¢
4) 10¢	5) 30¢	6) 40¢
7) 75¢	8) 85¢	9) 90¢
10) 70¢	11) 95¢	12) 65¢

Name: _____

36

Making Change

		
\$6	\$23	\$37

Question: Make the change by drawing the correct bills and coins

1) \$4

3) \$12

4) \$15

5) \$18

7) \$28

8) \$35

9) \$41

10) \$32

11) \$39

12) \$47

Counting Money

Questions

Count the money and write down the total

1)



\$ _____

2)



\$ _____

3)



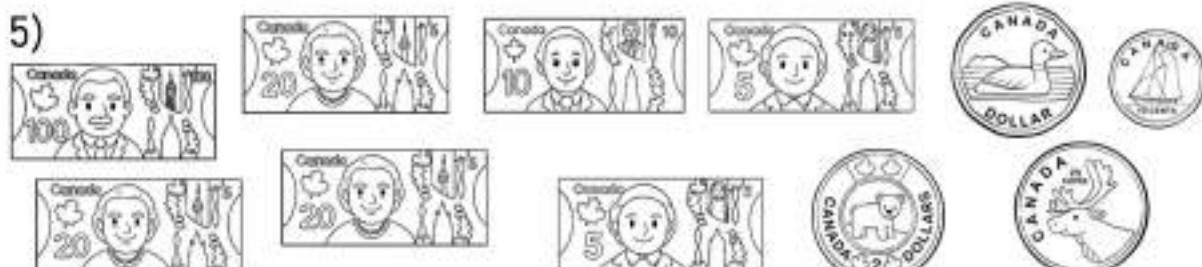
\$ _____

4)



\$ _____

5)



\$ _____

Calculating Change Using \$1

Questions

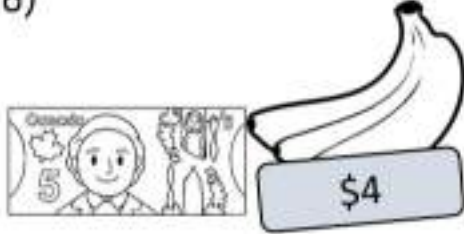
Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1)  20¢	= ____ ¢	6)  30¢	= ____ ¢
2)  75¢		7)  90¢	= ____ ¢
3)  25¢	= ____ ¢	8)  35¢	= ____ ¢
4)  50¢	= ____ ¢	9)  65¢	= ____ ¢
5)  45¢	= ____ ¢	10)  85¢	= ____ ¢

Calculating Change Using \$5

Questions

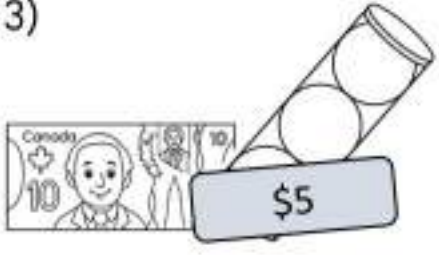
Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6) 	= \$ _____
2) 	= \$ _____	7) 	= \$ _____
3) 	= \$ _____	8) 	= \$ _____
4) 	= \$ _____	9) 	= \$ _____
5) 	= \$ _____	10) 	= \$ _____

Calculating Change Using \$10

Questions

Calculate how much change you will get

Money Used and Item	Change Due	Money Used and Item	Change Due
1) 	= \$ _____	6)  \$6	= \$ _____
2)  \$2	= \$ _____	7)  \$7	= \$ _____
3)  \$5	= \$ _____	8) 	= \$ _____
4)  \$9	= \$ _____	9)  \$4	= \$ _____
5)  \$3	= \$ _____	10)  \$1	= \$ _____

Exit Cards

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

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

Name: _____

Calculate how much change you will get.

Money Used and Item	Change Due
1)  	= \$ _____
2)  	= \$ _____
3)  	= \$ _____

Calculating Change Using \$20

Questions

Calculate how much change you will get

Money Used and Item	Change Due
1) 	= \$ _____
2) 	= \$ _____
3) 	= \$ _____
4) 	= \$ _____
5) 	= \$ _____

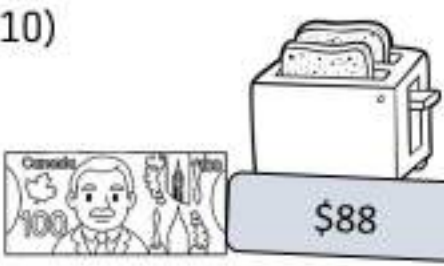
Money Used and Item	Change Due
6) 	= \$ _____
7) 	= \$ _____
8) 	= \$ _____
9) 	= \$ _____
10) 	= \$ _____

Calculating Change Using \$50 and \$100

Questions

Calculate how much change you will get

Money Used and Item	Change Due
1) 	= \$ _____
2) 	= \$ _____
3) 	= \$ _____
4) 	= \$ _____
5) 	= \$ _____

Money Used and Item	Change Due
6)  \$45	= \$ _____
7)  \$70	= \$ _____
8)  \$100	= \$ _____
9)  \$35	= \$ _____
10)  \$88	= \$ _____

Calculating Change



Change
= \$8

Questions

Calculate how much change you will get

Money	Item	Change Due	Money Used and Item	Change Due
1) 	 \$10	= \$ _____	6) 	 \$15 = \$ _____
2) 	 \$2	= \$ _____		 \$90 = \$ _____
3) 	 \$3	= \$ _____	8) 	 \$95 = \$ _____
4) 	 125¢	= _____ ¢	9) 	 \$43 = \$ _____
5) 	 \$3	= \$ _____	10) 	 \$75 = \$ _____

Calculating Change Using Coins

Money Used	Item	Change Due	Coins
		\$3	 

Questions

Fill in the table to provide change to your customer

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

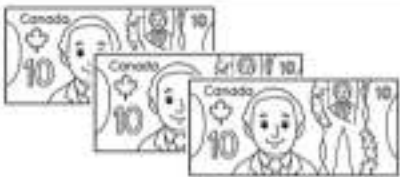
Money Used	Item	Change Due	Draw Coins
			

Money Used	Item	Change Due	Draw Coins
			

Name: _____

47

Adding Money

		Total
\$30	\$15	\$45

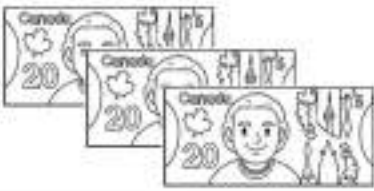
Question

Add the money below

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

Money Word Problems

Questions

Answer the word problems below

1) Jim was shopping for a basketball and a pump. The pump is \$6, and the basketball is \$16. He hands the cashier \$25. How much change will he get?



2) Paul works at an ice cream shop. A customer orders 2 ice cream cones for \$4. They hand him a 10 bill. How much change does he need to give back?

3) Ally went to the movies tonight with her friends. She paid \$8 for her movie ticket, \$6 for her popcorn, and \$4 for her drink. How much money did she spend?

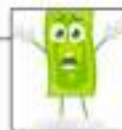


4) Lexi has saved enough money to buy a game for her computer. It costs \$44 and she hands the cashier a \$50 bill. Will she have enough money left to buy a \$5 ice cream?

Methods of Payment

Methods of Payment	Explanation
Cash 	Money in coins or bills. Mostly used to pay for smaller purchases
Cheque 	A piece of paper that is signed by an individual and given to someone else as payment for something. The individual writes how much money is to be taken out of their bank account and then the bank sends that money to the bank account of the person who cashed the cheque.
Credit Card 	A card given to you that allows you to borrow money. Credit cards let you borrow money so you can only borrow what the banks think you can afford. When you pay back the money you borrowed, you pay interest. This means you pay more money than what you borrowed.
Debit Card 	A card that allows you to pay with the money in your bank account. When you use your debit card, the money is sent from your bank account to the store's bank account.
Gift Card 	A card that can be purchased for a specified cash value of goods or services from a particular business. For example, a business could sell a \$20 gift card to someone in exchange for \$20 in cash or from another method of payment.
Electronic Money Transfer (EMT) 	When we send money electronically. These are often in the form of email money transfers. People use these to send money from their bank account to someone else's bank account.

Methods of Payment



Part 1

Draw a line from the method of payment to the description

Method of Payment	Description
Cash	Using a card with \$50 on it that has already been purchased from a store
Cheque	Paying with a card that links to your bank account
Coin	Paying with coins or bills
Debit Card	Sending money to a friend using email
Gift Card	Using a piece of paper to someone that shows how much money you want them to take out of your bank account for them to put into their account
Electronic Money Transfer (EMT)	Using a card to pay for things with borrowed money

Part 2

Which method of payment would you use for the scenarios below

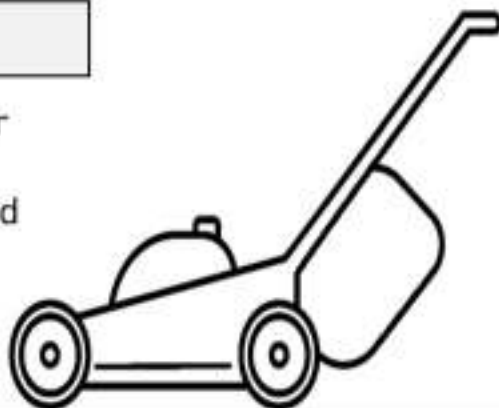
Scenario	Method of Payment
1) You owe your friend \$20 after buying a game from him	
2) You are buying a chocolate bar that cost \$1	
3) You want to pay rent from your bank account at the end of the month so you give someone something they can cash later	
4) You want to buy something for \$50 from your bank account right now	
5) You want to buy something expensive right now that you will pay for later	
6) You were given something that you can spend in Sport Chek.	

Financial Goal – Earning Money

When we want to have more money, we should create financial goals. **Earning goals** are plans we make to earn more money.

Earning Goals

- Cut my neighbours grass to earn \$500 this summer
- Finish my homework to earn \$10 this week
- Sell lemonade to earn \$25 this weekend



Questions

How Much Money Will I Earn?

How much money would I earn by doing these new earning habits?

1) Selling 5 homemade water balloons for \$5 each.

\$ _____

2) Selling 10 cups of lemonade for \$3 a cup.

\$ _____

3) Walking a neighbour's dog 10 times for \$10 a time.

\$ _____

4) Performing yard work for 4 hours at \$15 an hour

\$ _____

5) Selling 8 cookies at a bake sale for \$2 a cookie.

\$ _____

Earning Money Plan

Part 1

How could you earn money? Brainstorm some ideas below

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Part 2

Creating a plan

Which idea from above would you choose to earn money?

What do you need to do to earn money? Example – buy lemons and sugar to sell lemonade.

How much money do you think you could earn by doing this? Explain.

Story: Earning Money

The Money-Earning Mission of Max and Mina

Max and Mina were twins with big dreams and little piggy banks. They wanted to buy a new bike to ride to the park, but they needed to earn money first. They brainstormed ways to fill their piggy banks.

First, they did chores at home. Max mopped the floors, earning \$2 each time, while Mina washed the dishes for \$1.50 per week. In one week, Max made \$14 and Mina \$10.50 by helping their parents.

Next, they decided to help their neighbours. Max raked leaves, earning \$5 per yard, and Mina walked dogs, making \$4 per walk. After helping their neighbours each, Max added \$20 to his savings, and Mina earned \$16.

Their efforts taught them about different ways to earn money. They learned that by combining chores and helping others, they could reach their goals. Max and Mina discovered the value of hard work and the joy of earning their own money. In a month, they saved enough to buy their new bike.

Through this adventure, Max and Mina learned important lessons: hard work pays off, saving is essential, and helping others can be rewarding, both financially and personally.



Questions

Answer the questions below

1) How can children earn money?

2) Do you think that children should be also earning money? Why or why not?

Visualizing

Draw what you remember from the picture you were reading. Explain the picture

Fill in the blanks

Complete the statements below based on the story

1) Max and Mina wanted to buy a new _____.	bike	car
2) Max _____ the floors for \$2.	mopped	vacuumed
3) In one week, Max made _____.	\$18	\$14
4) Mina earned \$4 _____ dogs.	walking	feeding
5) Helping others helped them reach their goals _____.	slower	faster

Activity: Earning Money Charades

Objective

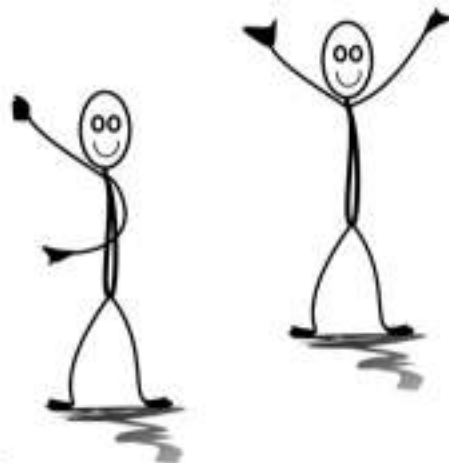
What are we learning about?

Students will act out various tasks that can be done to earn money, encouraging them to think creatively about work and savings.

Materials

What you will need for the activity.

- Scenario cards for charades
- A timer (to set time for each charade)
- A score sheet to track points



Instructions

How you will complete the activity.

1. Divide the students into small groups of 4 and explain the rules of charades – no talking or sounds, just acting.
2. Distribute scenario cards to each team.
3. One student from each team will act out the task on the scenario card while their team guesses what the task is. Set a time limit for each round (e.g., 1 minute).
4. Teams take turns acting and guessing. Each correctly guessed charade earns the team a point.
5. Use the score sheet to track points. After each round, the next team member will act out a new scenario card.
6. Discuss as a class. After all rounds are complete, discuss the different tasks that were acted out and how they could help someone earn money. Talk about the importance of saving and setting financial goals.

Scenario Cards

Cut out the scenarios below.

Babysitting

Wash the car

Watering plants

vacuum

Raking leaves

Cleaning windows

Pulling weeds

Dusting the house

Setting the dinner
tableMaking dinner with
familyPutting groceries
away

Walking the dog

Helping a sibling with
homeworkMaking breakfast –
toast or cereal

Mowing the lawn

Activity: First Peoples Trading Game

Objective

What are we learning about?

Students will understand how trade worked in First Peoples communities by exchanging goods with classmates. Students will practise decision making, negotiation, and thinking about value, fairness, and needs within a historical context.

Materials

What you will need for the activity.

- Printed trade cards (see page 61)
- Recording sheet (see page 62)



Instructions

How you will complete the activity

1. Give each student 3 trade cards at random and allow time for them to look at their items and think about how useful they might be in a First Peoples community.
2. Explain that students may trade items with classmates. Trades can be 1 for 1 or 2 for 1 if both people agree.
3. Set a clear trading time limit and allow students to move around the room respectfully to negotiate and make trades.
4. Remind students that they must both agree to a trade and think about why an item may be more valuable based on need, usefulness, or scarcity.
5. After trading time ends, have students return to their seats and list the 3 items they started with and the items they ended with.
6. Students complete the reflection sheet explaining why they chose to make their trades and how their final items would help them survive or succeed in a First Peoples community.
7. Conclude with a class discussion about which items were most traded, which were considered most valuable, and how trade helped communities meet their needs.

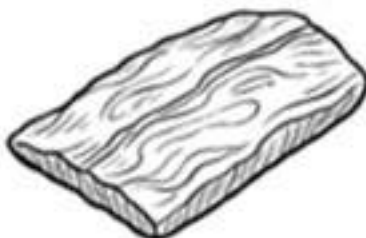
Trade Cards

Cut out the trade cards below

1. Dentalium Shells



2. Dried Salmon



3. Smoked Fish



4. Animal Furs



5.



6. Beaver Pelts



7. Carved Tools



8. Stone Axes



9. Bone Needles



Trade Cards

Cut out the trade cards below

10. Fishing Hooks



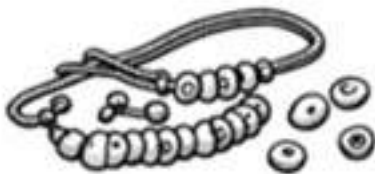
11. Fishing Nets



12. Canoe Paddles



13. Shell Beads



15. Woven Mats



16. Meat



17. Dried Berries



18. Blankets



Reflection

Answer the questions below

1) What items did you start with?

2) What items did you end with?

3) Which item was your favourite? Why?

4) Did you make any changes? Why or why not? Think it was fair?

5) Which item seemed most valuable in the class?

6) Are you happy with what you ended with? Explain why or why not.

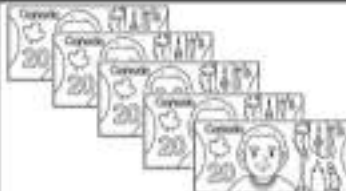
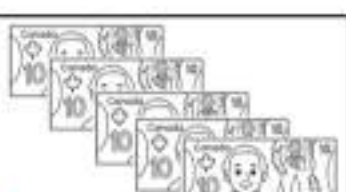
7) How would your final items help you live in a First Peoples community long ago?

PREVIEW

Financial Literacy Test

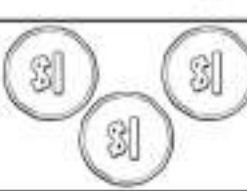
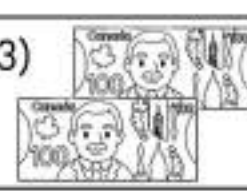
Part 1

Count the money in each column to make a benchmark dollar amount

			
1) _____	2) _____	3) _____	4) _____
			
5) _____	6) _____	7) _____	8) _____

Part 2

Count the money in each column and up the total

1) 				Total
2) 				Total
3) 				Total

Part 3

Count the coins and write the total below

		
1) _____	2) _____	3) _____

		
4) _____	5) _____	6) _____

Part 4

Count the coins for each and then add up the total

1) 			Total

Part 5

Fill in the table to provide change to your customer

Money Used	Item	Change Due	Draw Coins
			
Money Used	Item	Change Due	Draw Coins
			

Part 6

Count the money in each column and then total up the amount

		Total
\$ _____	\$ _____	\$ _____

		Total
\$ _____	\$ _____	\$ _____

Part 7

Answer word problems below

1) Becky bought a burger for \$4 and a drink for \$2. She paid with a \$10 bill. How much change will she get?

Change = _____

Draw the coins

2) Alex works at a candy store. A customer buys 3 lollypops for \$3 each. They give Alex a \$20 bill. How much change will Alex give the customer?

Change = _____

Draw the coins



Google Slides Lessons Preview





BC Math Curriculum Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to identify the place value of digits in whole numbers so we can read, write, and understand large numbers accurately.

Why Are We Learning This?

Imagine you're saving up for a new toy that costs \$160. If you don't understand place value, you might think it's only \$16 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

Base Ten Blocks

Count the groups of blocks and drag the numbers to write the total.

1 2 3 4 5
6 7 8 9 0

100 10 1

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card: Word Problem

The population of a village is 442.

a) How many hundreds of people live there?

b) How many tens of people live there?

c) How many ones of people live there?



BC Math Curriculum Number Unit – Grade 3

Expanded Form

1 2 3 4 5
6 7 8 9 0

Write the missing expanded form on the blanks below.

Number	Expanded Form
147	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + 7$
126	$100 + 20 + \underline{\hspace{2cm}}$
153	$100 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
175	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
200	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$

Count forwards by 10s to 100.

1)	1	11					61		
2)	3			33				73	
3)	5				45				85
4)	6		26			56			
5)	8	18					68		
6)	9			39					89

Standard forms:

- Eighty-eight
- One hundred fifty-four
- Thirty-two
- One hundred seventy-six
- ninety-seven

Standard forms:

- 32
- 154
- 197
- 176
- 88



BC Math Curriculum Number Unit – Grade 3

Counting By 50s
Complete the counting by 50s.

Start

End

ANSWER BANK

150	600
300	200
400	900
350	550
500	650
750	950

50 100 250 450 700 800 850 1000

Comparing
Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	23		28
2	47		42
3	85		93
4	104		104
5	136		148
6	152		129

#	Number 1	Sign	Number 2
7	31		89
8	164		160
9	141		163
10	186		186
11	200		199
12	165		178

50

0

Calculator icon

Geometric shapes and fractions:

- Triangle (1/2 shaded)
- Rectangle (1/2 shaded)
- Circle (1/2 shaded)
- Triangle (1/4 shaded)
- Rectangle (1/4 shaded)
- Circle (1/4 shaded)
- Triangle (3/4 shaded)
- Rectangle (3/4 shaded)
- Circle (3/4 shaded)



Workbook Preview



Grade 3

Curriculum Expectations - Numbers

Number Concepts:

- counting: skip-counting by any number from any starting point, skip counting is related to multiplication, bridging over a century, role of zero as placeholder)
- Numbers to 1000 can be arranged and recognized: comparing and ordering, estimating large quantities
- place value: 100s, 10s and 1s

Fraction Concepts:

• Fraction

• Fraction

• Fraction

• Provide

• record

notation

• equal partitioning

• equal sharing, pole ratios as visual parts, medicine wheel, seasons

**Preview of 120 pages from
this product that contains
434 pages total.**

Addition and Subtraction:

- using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping
- estimating sums and differences of all operations to 1000
- using addition and subtraction in real-life contexts and problem-based situations

Grade 3

Curriculum Expectations - Numbers

Computational Fluency:

- adding and subtracting of numbers to 20
- demonstrating fluency with math strategies for addition and subtraction
- Addition and subtraction are related.
- At the end of Grade 3, most students should be able to recall addition facts to 20.

Multiplication and Division:

- understanding concepts of multiplication (e.g., groups of, arrays, repeated addition)
- understanding concepts of division (e.g., sharing, grouping, repeated subtraction)
- Multiplication and division are related.
- Provide opportunities for concrete and pictorial representations of multiplication.
- Use games to develop opportunities for authentic practice of multiplication computations.
- looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation
- Connect multiplication to skip-counting.
- Connect multiplication to division and repeated addition.



Name: _____

6

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7



Part 1

Fill in the place value charts below

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

Part 2

Which place value is the underlined number?

1) 3 <u>7</u> 5 Tens	2) 18 <u>4</u> _____	3) 2 <u>1</u> 8 _____
4) 8 <u>3</u> 2 _____	5) 28 <u>9</u> _____	6) 96 <u>2</u> _____
7) <u>9</u> 2 _____	8) 55 <u>4</u> _____	9) 90 <u>3</u> _____

Name: _____

7

Place Value – How Many...

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

Part 1

Fill in the table below.

	Number	# of Hundreds	# of Tens	# of Ones
1.				
2.				
3.				
4.	931			
5.	489			
6.	218			
7.	452			
8.	217			
9.	679			
10.	631			

Part 2

Answer the riddles below

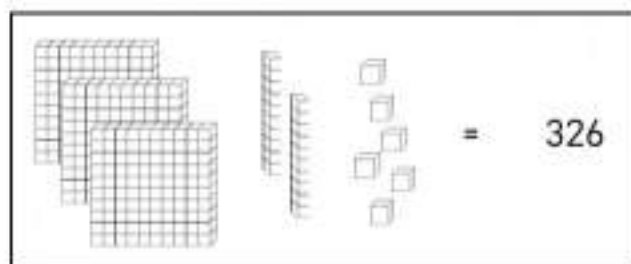
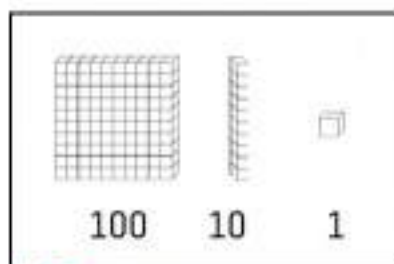


Riddles	Answers
1) My number has 4 tens, 3 less ones than tens. What is my number?	
2) My number has 7 hundreds, 8 ones and half as many tens as ones. What is my number?	

Name: _____

8

Base Ten Blocks



Part 1 How many blocks do you count?

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

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

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

Name: _____

9

Skip Counting - Base Ten Blocks

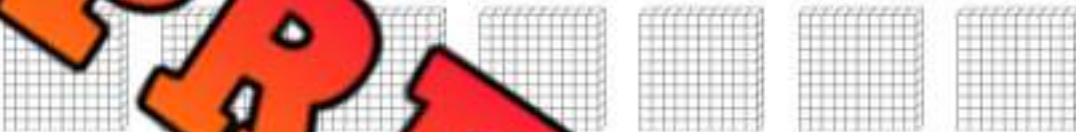
Questions

How many blocks do you count?

1)



2)



3)



4)



5)



6)



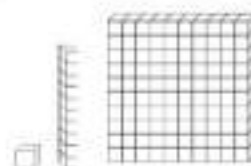
Name: _____

10

Base Ten Block – Challenge

Instructions

Solve the problem



Sam and Dan are arguing over who has more blocks. Sam has 3 hundreds blocks, 5 tens blocks, and 2 ones blocks. Dan has 3 hundreds blocks, 3 ten blocks, and 15 one blocks.

Dan thinks _____ because he has more blocks, his total blocks are more than Sam's.

Who has more blocks? Show your work below.

Sam's Blocks: _____

Dan's Blocks: _____

Who has more blocks? _____

Bonus:

How many more blocks will Sam/Dan need to have the same number of blocks?
Draw the blocks below.

Answer: _____

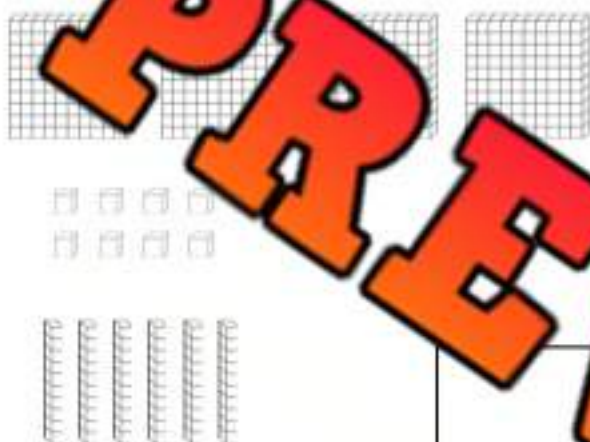
Exit Cards

Cut Out

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

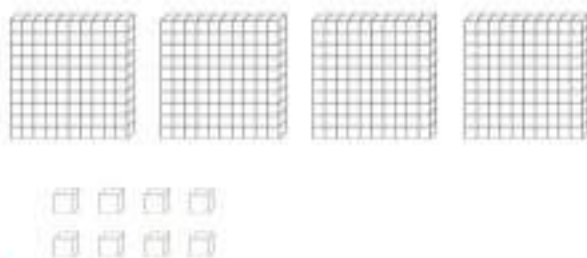
Name: _____

What is the value represented by the base ten blocks?



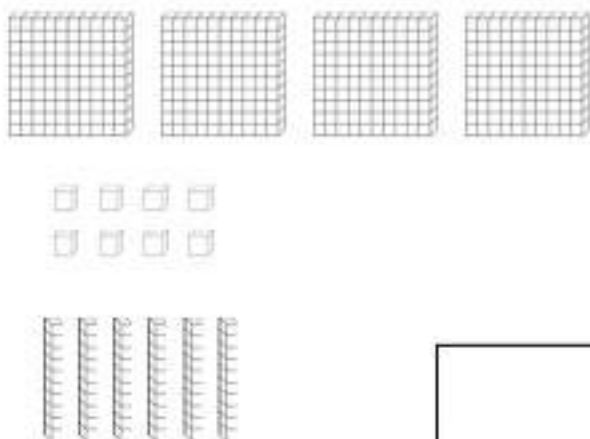
Name: _____

What is the value represented by the base ten blocks?



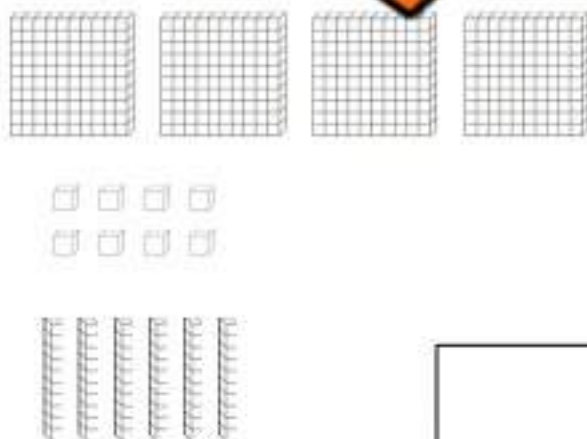
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____

14

Expanded Form

18 ← Standard Form
 $10 + 8$ ← Expanded Form



Part 1

What is the standard form of the numbers below?

1) $400 + 3$ _____	2) $200 + 70 + 9$ _____	3) $100 + 50 + 2$ _____
4) $800 + 70 + 5$ _____	5) $700 + 20 + 4$ _____	6) $600 + 40 + 3$ _____
7) $80 + 2$ _____	8) $50 + 3$ _____	9) $3000 + 500 + 70 + 2$ _____

Part 2

What is the expanded form of the number below?

1) 545 _____	2) 500 + 40 + 3 _____
3) 804 _____	4) 739 _____
5) 926 _____	6) 3 246 _____

Part 3

Fill in the blanks with the missing number

1) $453 = 400 + \underline{\hspace{1cm}} + 3$	2) $309 = \underline{\hspace{1cm}} + 0 + 9$
3) $563 = 500 + 60 + \underline{\hspace{1cm}}$	4) $2460 = \underline{\hspace{1cm}} + 400 + \underline{\hspace{1cm}} + 0$

Name: _____

16

Written Form

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

Part 1

Write the written form of the written words below

1) Two hundred, thirty-six _____	2) Four hundred, sixty-three _____
3) Seven hundred, fifteen _____	4) Six hundred, twenty-eight _____
5) Three hundred, forty-nine _____	6) One hundred, twenty _____

Part 2

Write the written form of the numbers below

134	_____
362	_____
631	_____
923	_____
206	_____

Zero As Placeholder

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

Part 1 Grayson finished his homework. Find his errors and correct them.

Question	Grayson's Answer	Correct Answer
1) Seven hundred, two		
2) Eight hundred, twenty		
3) Five hundred, four	54	
4) Nine hundred, eight	9	
5) Two hundred, one	221	
6) Six hundred, seven	67	
7) One hundred, one	111	
8) Three hundred, five	350	

Part 2

What is wrong with Grayson's answer below? Explain

Question	Grayson's Answer	Why is Grayson's answer wrong?
Four hundred, four	44	_____

Example

Standard Form

384

Words

Three Hundred Eighty-Four

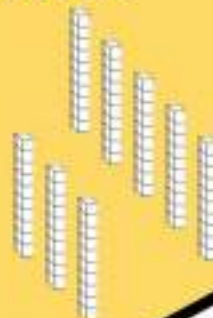
Expanded Form

300 + 80 + 4

Place Value Chart

Hundreds	Tens	Ones
3	8	4

Pictures



Cut out and post in your class

Standard Form

Words

Expanded Form

Place Value Chart

Hundreds	Tens	Ones

Pictures

Decomposing Numbers



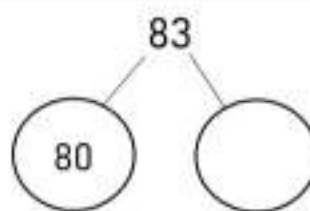
Questions

Decompose the numbers below.

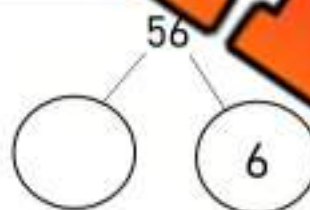
1)



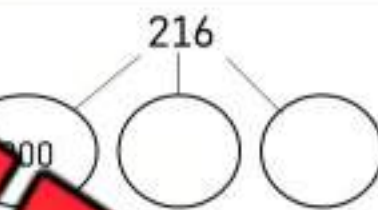
2)



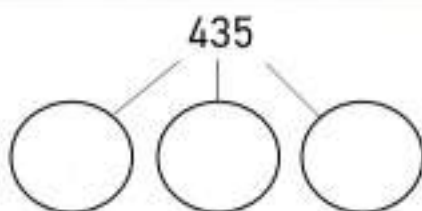
3)



4)



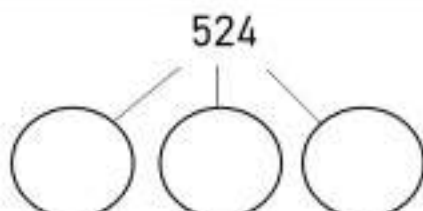
5)



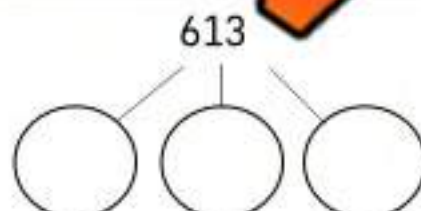
6)



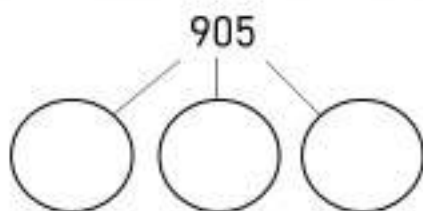
7)



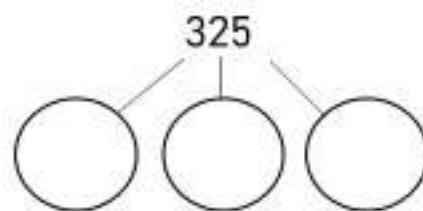
8)



9)



10)



Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

853

		0

Write the value of the underlined digit
(Hundreds, Tens, or Ones)

1) 853 = _____

2) 853 = _____

3) 853 = _____

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

853 , _____ , 855 , _____

Fill in the pattern below

853 , 863 , _____ , 883 , _____ , _____

Fill in the pattern below

353 , _____ , 553 , _____ , 753 , _____

Compare using <, >, or =

853

795

853

+ 10

455

853

853

+ 100

853

246

853

+ 1

853

853

853

- 100

853

482

853

- 10

Name: _____

29

Place Value

Part 1

Fill in the place value charts below.

236		
Hundreds	Tens	Ones

463		
Hundreds	Tens	Ones

392		
Hundreds	Tens	Ones

Part 2

Place value is the underlined number?

1) 135

3) 415

4) 531

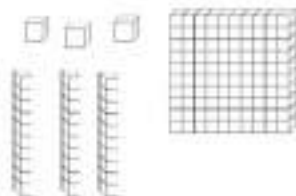
5) 26

6) 934

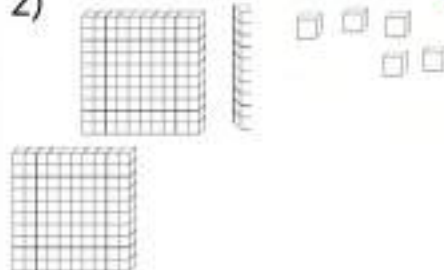
Part 3

How many blocks do you see?

1)



2)





Part 4

What is the standard form of the numbers below?

1) $200 + 20 + 2$

2) $500 + 30 + 6$

3) $900 + 2$

Part 5

What is the expanded form of the numbers below?

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

Part 6

Write the standard form of the written words below

	Answer
1) Three hundred thirty	
2) Four hundred	

Part 7

Write the written form of the numbers below

Question	Answer
1) 324	
2) 507	

Part 8

Solve the riddles

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

Name: _____

31

Counting by 3s

Part 1 Count by 3s



	27		33	
	21		39	
9		15	45	51

Part 2

Fill in the blanks counting by 3's starting from different numbers

1)

1, 4, 7, _____, _____, _____, _____

2)

13, _____, _____, 22, _____, _____, _____

3)

_____, 46, _____, _____, 55, _____, _____

4)

76, _____, _____, _____, _____, _____

Counting by 4s

Part 1

Fill in the blanks counting by 4's to 100



PREVIEW

0	4		56		
					
16					
		36	76		96

2 Fill in the blanks counting by 4's starting with _____ where _____

13 17 21

Part 2

Fill in the blanks counting by 4's starting with 4. Here are the blanks:

- 1) 13, 17, 21, _____, _____, _____, _____
- 2) 35, _____, _____, 47, _____, _____, _____
- 3) 63, _____, _____, _____, 79, _____, _____
- 4) _____, 81, _____, _____, 93, _____, _____

Name: _____

35

Count by 5s

Part 1 Count by 5s

	45		55	
	35		65	
15		25	75	85

GO

End

95

Part 2

Fill in the blanks counting by 5's starting from different numbers

1)

6, 11, 16, _____, _____, _____, _____

2)

116, _____, _____, 131, _____, _____, _____

3)

_____, 551, _____, _____, 566, _____, _____

4)

751, _____, _____, _____, _____, _____

Name: _____

36

Counting Backwards by 5s

Part 1

Count back
by 5s



			50	
	65			
100				
90		80	30	10

Part 2

Fill in the blanks counting backwards by 5s with different numbers

1)

51, 46, 41, _____, _____, _____

2)

116, _____, _____, 101, _____, _____

3)

_____, 550, _____, _____, 535, _____

4)

881, _____, _____, _____, _____

Exit Cards

Cut Out

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

Name: _____

Count by 2s forwards.

27

Count by 3s backwards.

92

Count by 4s forwards.

76

80

Count by 5s backwards.

95

90

Name: _____

Count by 2s forwards.

27

29

Count by 3s backwards.

92

89

Count by 4s forwards.

76

80

Count by 5s backwards.

95

90

Name: _____

Count by 2s forwards.

27

29

Count by 3s backwards.

92

89

Count by 4s forwards.

76

80

Count by 5s backwards.

95

90

Name: _____

Count by 2s forwards.

27

29

Count by 3s backwards.

92

89

Count by 4s forwards.

76

80

Count by 5s backwards.

95

90

Name: _____

38

Counting by 10s

Questions

Count by 10s

GO

160

End

10

370

50

270

100

320

Name: _____

41

Counting Backwards by 25s

Part 1

Count backwards by 25s

		250	
475			
		150	
425			



25
75

Part 2

Fill in the blanks counting backwards by 25

1)	175	150	125				
2)	250		200				
3)		400			325		
4)	725						

Name: _____

43

Counting Backwards by 100

Part 1

Count backwards by 100s

END

2000

1300

900

1700

400

Part 2

Fill in the blanks counting by 100

1)

700

600

500

2)

1000

700

3)

800

500

4)

1700

1600

Name: _____

Counting By 5s, 10s, & 100s

Part 1

Count by 5 starting at different numbers

1)	61	66	71	76					101
2)	2	8	33	38					63
3)	2	8	32	887					912

Part 2

Count by 10 starting at different numbers

1)	112	122	132					182
2)	333	343	353					403
3)	497	507	517					567

Part 3

Count by 100 starting at different numbers

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

Exit Cards

Cut Out

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

Name: _____

Count by 10s forwards.

820

Count by 25s forwards.

25

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 10s forwards.

820

Count by 25s forwards.

25

Count by 50s forwards.

750

Count by 100s forwards.

Name: _____

Count by 10s forwards.

820

Count by 25s forwards.

25

Count by 50s forwards.

750

Count by 100s forwards.

600

Name: _____

Count by 10s forwards.

820

Count by 25s forwards.

25

Count by 50s forwards.

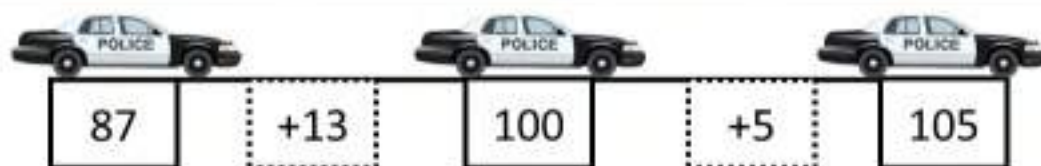
750

Count by 100s forwards.

600

Count – Bridging Over 100

$87 + 18$



Questions

Fill in the blanks by bridging over 100

1) $71 + 17$



2) $89 + 14$



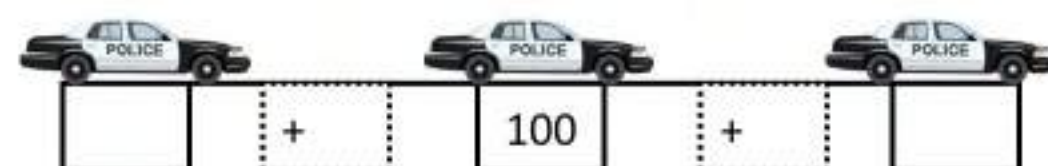
3) $93 + 19$



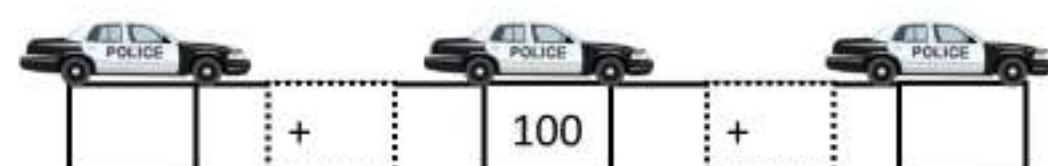
4) $92 + 21$



5) $86 + 15$



6) $88 + 20$



Activity: "Bridging Over 100 with Dice Rolls"

Objective

What are we learning about?

Students will learn how to add numbers to a two-digit number to surpass the 100 mark by breaking the addition into steps using dice rolls.

Materials

What you will need for the activity.

- Large number line from 80 to 120 (can be drawn on the board or paper)
- Index cards with numbers between 80 and 99
- Small sticky notes or markers
- Paper and pen
- Counters or small objects



Instructions

How you will do the activity.

1. Gather students in a circle around the large number line.
2. Explain that they will be practicing how to bridge over 100 on the number line and dice.
3. The teacher selects an index card with a number between 80 and 99 and places a marker on this starting number on the number line.
4. Explain that students will take turns rolling two dice and adding the sum to the starting number.
5. The first student rolls the dice, adds the sum to the starting number, and moves the marker along the number line accordingly.
6. If the new total surpasses 100, break the addition into two steps: first, reach 100, and then add the remaining number. For example, if starting at 92 and rolling an 11, move to 100 first (+8) and then add the remaining 3.
7. Record each new number on a piece of paper or board.
8. Continue taking turns until everyone has had a chance to roll the dice and contribute to bridging over 100.
9. After the activity, have students return to their desks to reflect and draw.

Name: _____

52

Index Cards

Cut out the index cards below

84

93

81

89

88

91

88

96

85

PREVIEW

Name: _____

53

Index Cards

Cut out the index cards below

83

92

87

80

95

99

82

86

-

PREVIEW

Name: _____

54

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

1)	23	2)	36	36	3)	135	93
4)	213	99	262	393	6)	565	293
7)	634	64	6	605	9)	765	753

Part 2

Greater than, Equal to, Less than

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

Comparing Numbers

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

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

Part 1

Order the numbers below from least to greatest

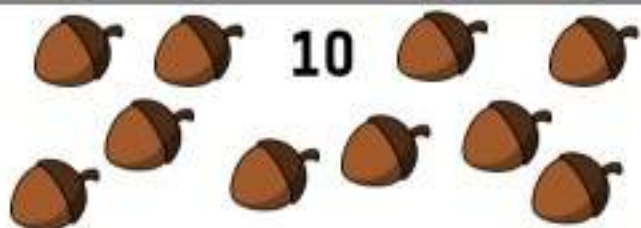
Unordered Numbers	Ordered (least to greatest)
43, 10, 46	
8, 53, 75	
221, 326, 25	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

Order the numbers below from greatest to least

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

Estimating How Many...



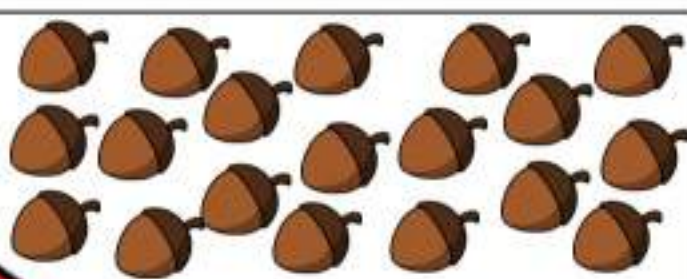
Use this example of 10 to help you
with your estimates

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



Estimate: About _____ acorns

Actual: There are _____ acorns



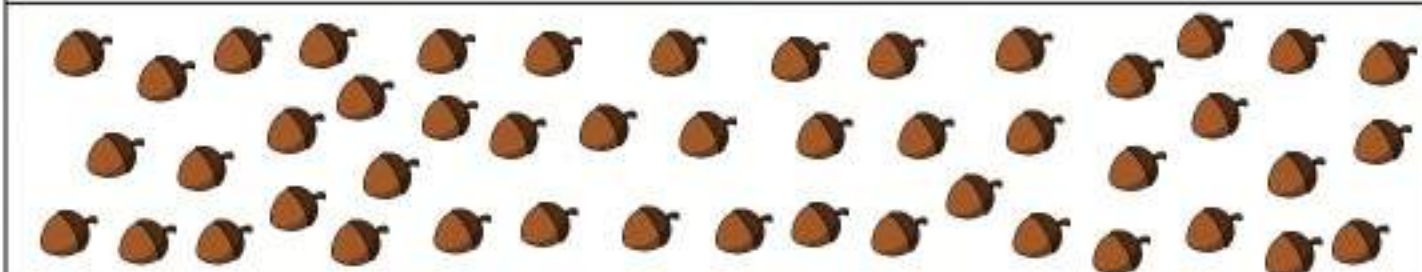
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



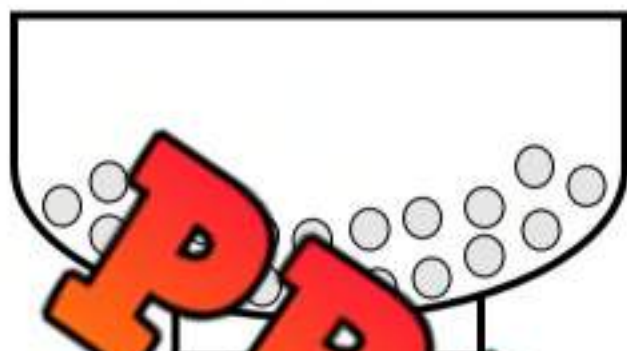
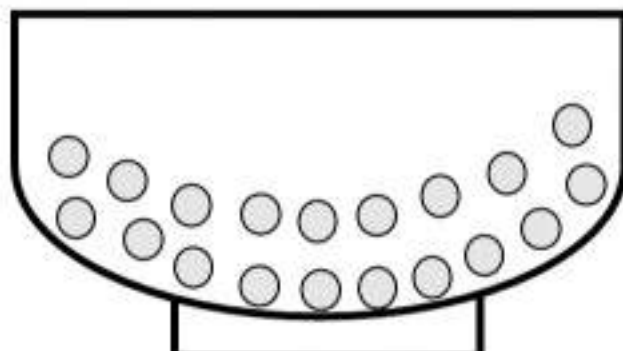
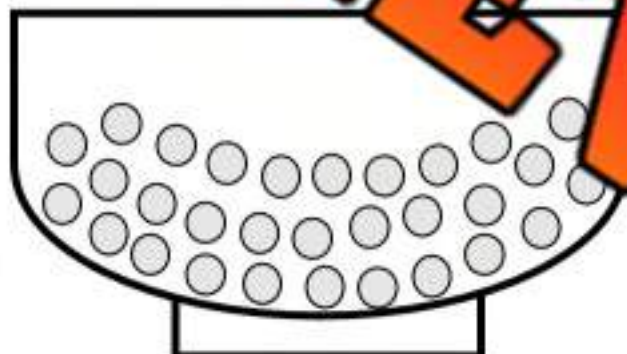
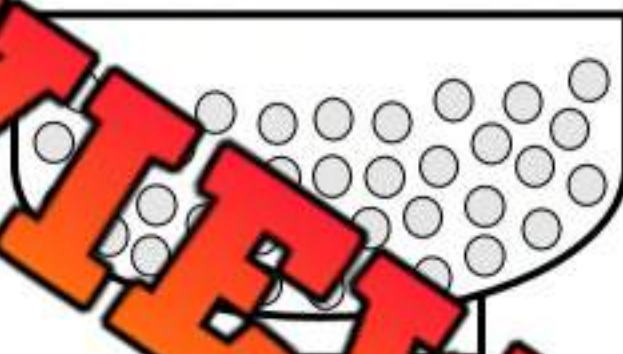
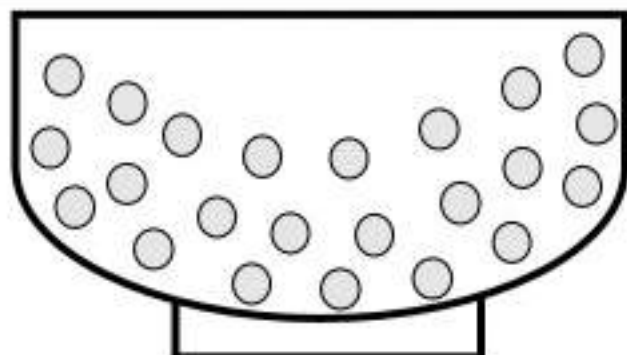
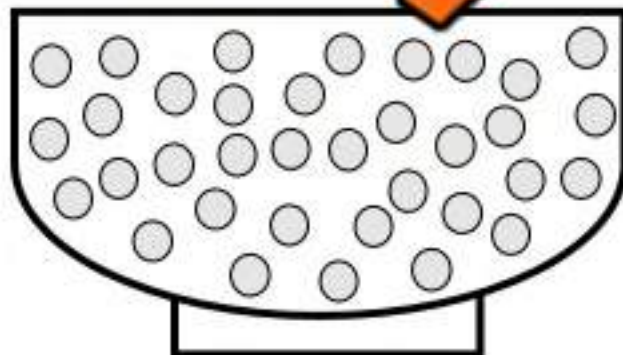
Estimate: About _____ acorns

Actual: There are _____ acorns

Estimating How Many...

Instructions

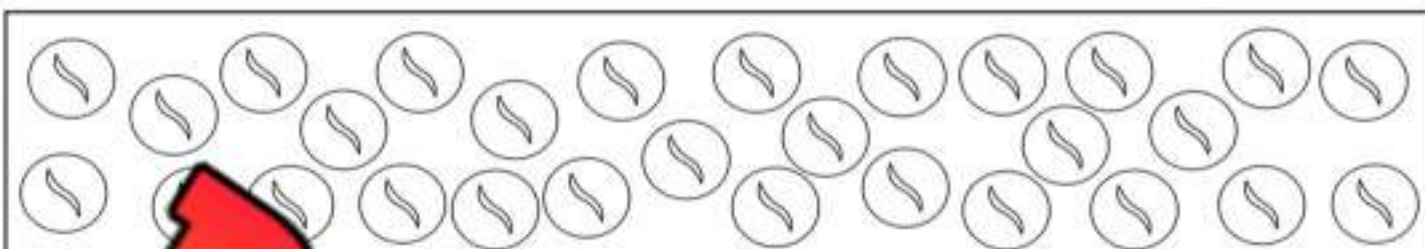
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.

**Estimate:** About _____ pieces**Actual:** There are _____ pieces**Estimate:** About _____ pieces**Actual:** There are _____ pieces**Estimate:** About _____ pieces**Actual:** There are _____ pieces**Estimate:** About _____ pieces**Actual:** There are _____ pieces**Estimate:** About _____ pieces**Actual:** There are _____ pieces**Estimate:** About _____ pieces**Actual:** There are _____ pieces

Estimating Larger Amounts

Questions

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



Estimate: About _____ marbles
Actual: There are _____ marbles

Estimate: About _____ marbles
Actual: There are _____ marbles



Estimate: About _____ marbles
Actual: There are _____ marbles

Estimate: About _____ marbles
Actual: There are _____ marbles



Estimate: About _____ marbles
Actual: There are _____ marbles

Estimate: About _____ marbles
Actual: There are _____ marbles



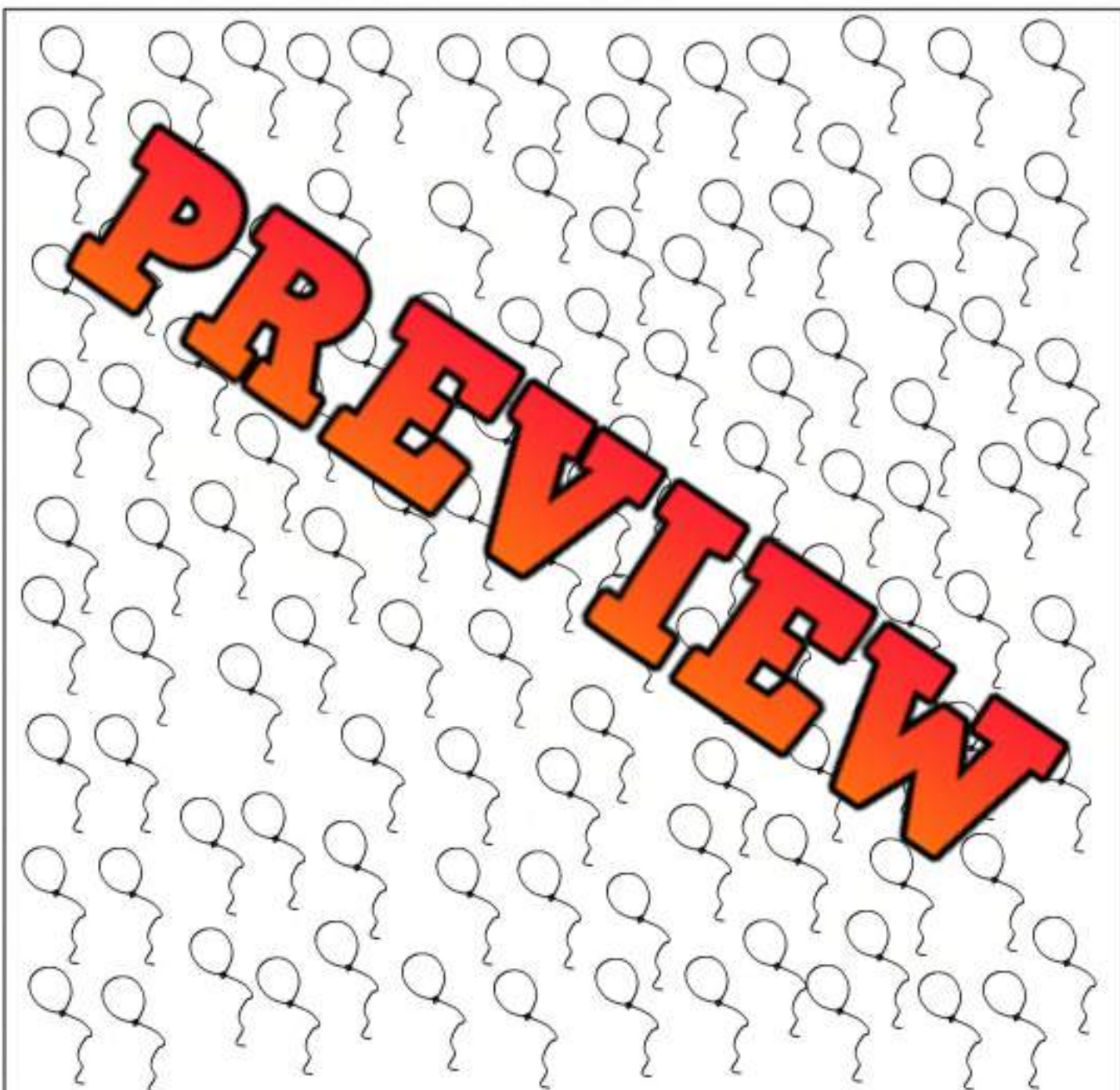
Estimate: About _____ marbles
Actual: There are _____ marbles

Estimate: About _____ marbles
Actual: There are _____ marbles

Estimating Larger Amounts

Questions

How many balloons do you think are in the box?

**Estimate:** About _____ balloons**Actual:** There are _____ balloons

Exit Cards

Cut Out

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

Name: _____

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

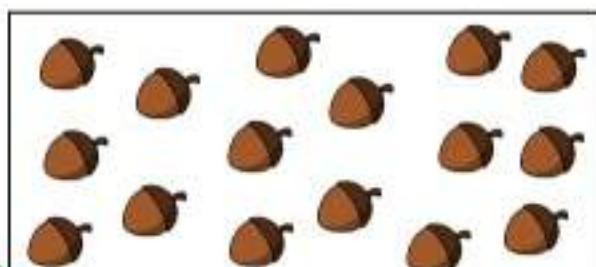


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

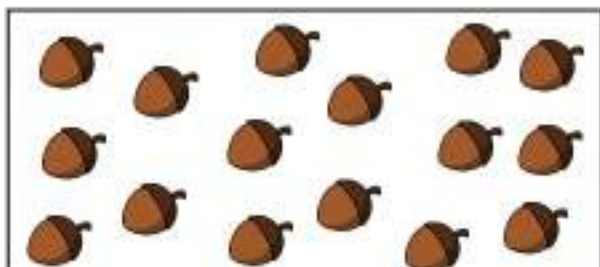


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

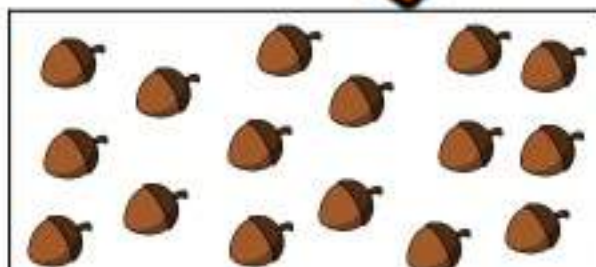


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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



Estimate: About _____ acorns

Actual: There are _____ acorns

Estimation Using Referents

Part 1

Estimate how many of each item there are, using the clues.



How many candies
are in the jar?

*Less than 35



How many leaves
are on the tree?

*each branch has
less than 150

How many people in the
*each section holds about 100



How long is the pencil?

*your finger is about 1 cm wide



Part 2

Use estimation to answer the following questions.

Questions	Answers
1) How tall is your school if a door is 2m tall?	
2) How long is your math class if a TV show is 30 minutes?	
3) How wide is your classroom if your desk is 1m wide?	
4) How many cm tall are you if a ruler is 30cm long?	
5) How many students would fit in your classroom?	

Name: _____

68

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

Part 1 Round the numbers to the nearest 10

1) 27 → _____

3) 48 → _____

4) 75 → _____

6) 44 → _____

7) 157 → _____

8) 184 → _____

278 → _____

10) 623 → _____

11) 231 → _____

12) _____

Part 2

Round the numbers to the nearest 100

1) 172 → _____

2) 235 → _____

3) 477 → _____

4) 217 → _____

5) 243 → _____

6) 587 → _____

7) 850 → _____

8) 912 → _____

9) 397 → _____

10) 363 → _____

11) 422 → _____

12) 550 → _____

Name: _____

69

Number Sense Quiz

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



Part 2 Write the missing numbers: $<$ $>$ $=$

1) 84 89	3) 318 381
4) 584 499	5) 847 953

Part 3 Order the numbers below from least to most

43, 65, 31, 41, 46	18, 9, 20, 5
_____, _____, _____, _____, _____	_____, _____, _____, _____, _____

Part 4 Order the numbers below from greatest to least

11, 6, 3, 17, 15	40, 43, 29, 33, 46
_____, _____, _____, _____, _____	_____, _____, _____, _____, _____

Part 5

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

1)

5, 10, 15, _____, _____, _____, _____

2)

10, 20, 30 _____, _____, _____, _____

3)

200, 400 _____, _____, _____, _____

Part 6

Fill in the Blanks by counting backwards

1) By 3s

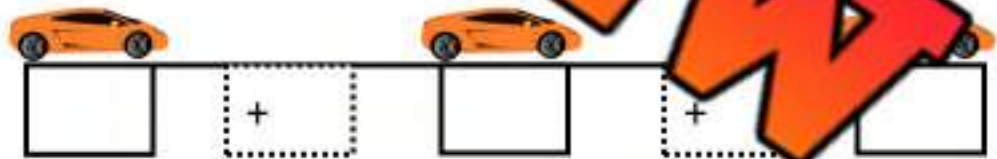
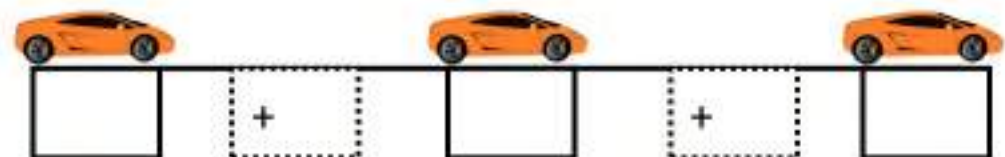
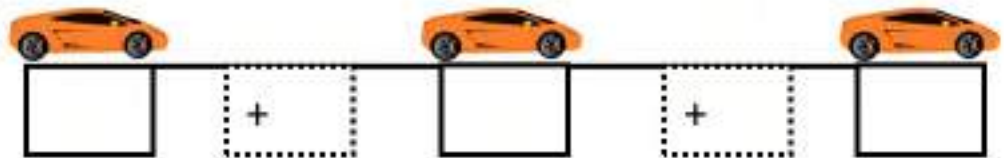
30, 27, 24, _____, _____

2) By 4s

40, 36, 32, _____, _____

Part 7

Fill in the blanks by bridging to 100

1) $96 + 7$ 2) $95 + 11$ 3) $91 + 13$ 

Fractions

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

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

Examples

Read the examples below and fill in the table

1) A pizza is cut into 8 slices. If you eat 3 slices, how much of the pizza will you have left?	$\frac{3}{8}$
2) A split class of 30 students has 14 grade 3s. How many grade 3s make up the class?	$\frac{14}{30}$
3) A soccer game is 90 minutes long. You have missed 30 minutes of the game. How much of the game have you missed?	$\frac{30}{90}$
4) Shelly has 10 blocks. 6 of the blocks are green. What fraction of the total blocks are green?	
5) On a plate is 12 cookies. You eat 4 of them. What fraction of the plate of cookies did you eat?	

Think

Write your own example of a fraction below

Words	Fraction

Fraction – Equal Parts

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

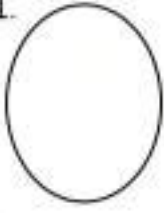
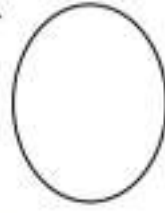
$\frac{3}{4}$ → **Numerator** – How many parts you have

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

The denominator must be split into equal parts in order for a fraction to be accurate. Imagine getting a pizza with a friend and splitting it into 2 huge pieces. You get one and they get the other. If the pizza is not split evenly, you are not splitting it in half ($\frac{1}{2}$)!

Part 1 Draw the following fractions

- First draw the denominator. Remember to split the denominator equally!
- Then shade in the numerator – How many parts you're getting.

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

Part 2

Answer the word problems below

1) You are splitting a candy bar with one other friend. How much of the candy bar do you get?

2) What do you notice about $\frac{1}{2}$ and $\frac{2}{4}$ from the questions above? Which amount of a candy bar would you prefer – $\frac{1}{2}$ or $\frac{2}{4}$?

Fractions – Equal Parts

Part 1

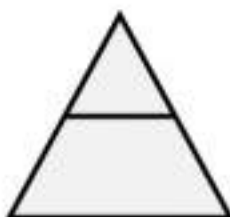
Are the shapes below split into equal parts?

1)



Yes

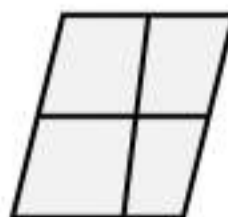
2)



Yes

No

3)



Yes

No

4)



Yes

No

5)



Yes

No

6)



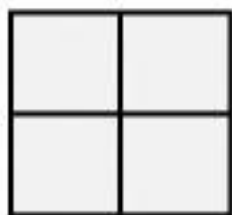
Yes

No

Part 2

Are the statements true or false?

1) The square is cut into fourths.



True

False

2) The circle is cut into sixths.



True

False

3) The triangle is cut into fourths.



True

False

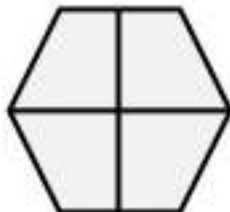
4) The pentagon is cut into halves.



True

False

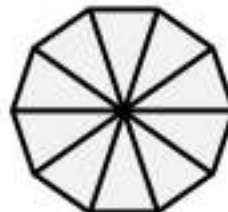
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

Exit Cards

Cut Out

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

Name: _____

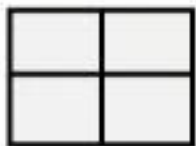
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



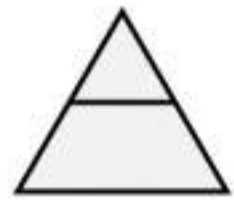
Yes No

Name: _____

Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



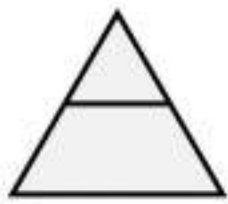
Yes No

Name: _____

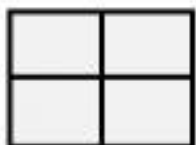
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



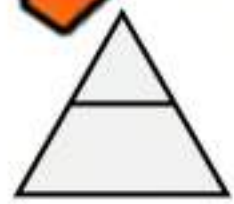
Yes No

Name: _____

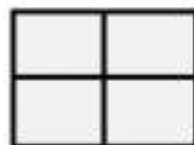
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



Yes No

Benchmark Fraction

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



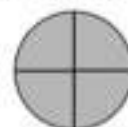
One-Quarter



Half



Three-Quarter



Whole

Part 1 Write the fraction and then label it using the benchmarks above

1.

2.

3.

4.

5.

6.

7.

8.

Part 2 Write as many fractions of each benchmark as you can

Zero	One-Quarter	Half	Three-Quarters	Whole
$\frac{0}{1}$	$\frac{3}{12}$	$\frac{8}{16}$	$\frac{9}{12}$	$\frac{1}{1}$

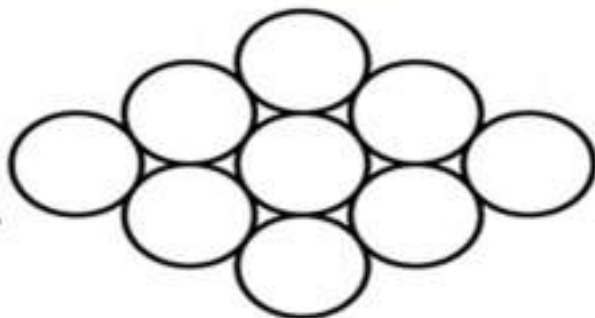
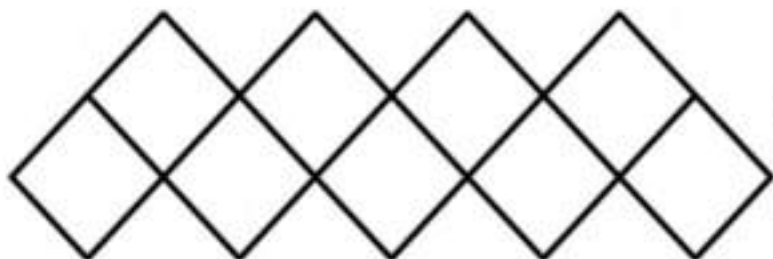
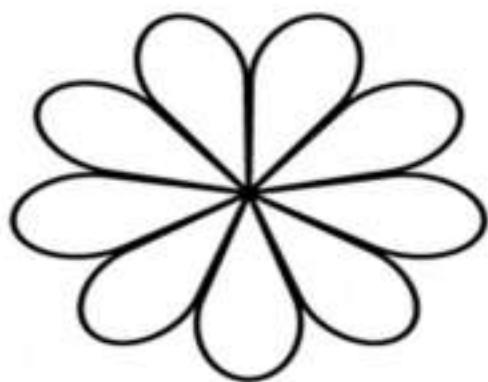
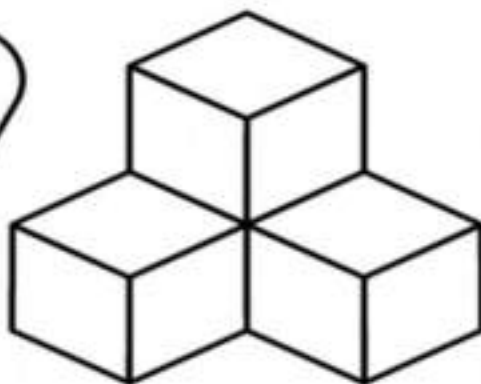
Name: _____

77

Representing Fractions

Represent

Colour the shapes to represent the fraction



PREVIEW

$\frac{5}{9}$

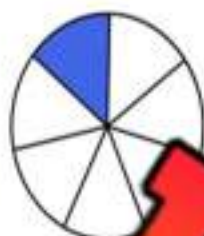
Name: _____

79

Representing Fractions

Instructions

Circle the fraction that represents the pie



$$\frac{1}{6}$$

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

$$\frac{1}{7}$$

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

$$\frac{3}{4}$$

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



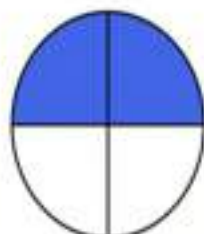
$$\frac{5}{8}$$

$$\frac{2}{4}$$

$$\frac{2}{1}$$

$$\frac{1}{4}$$

$$\frac{3}{9}$$



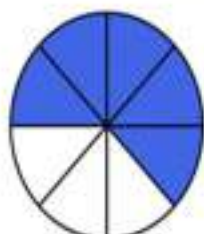
$$\frac{6}{1}$$

$$\frac{1}{4}$$

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

$$\frac{4}{2}$$

$$\frac{2}{4}$$



$$\frac{5}{8}$$

$$\frac{4}{2}$$

$$\frac{5}{4}$$

$$\frac{2}{5}$$

$$\frac{4}{4}$$



$$\frac{8}{10}$$

$$\frac{2}{7}$$

$$\frac{5}{7}$$

$$\frac{8}{9}$$

$$\frac{2}{10}$$

$$\frac{7}{9}$$



$$\frac{6}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{4}{9}$$

$$\frac{2}{5}$$

$$\frac{4}{2}$$

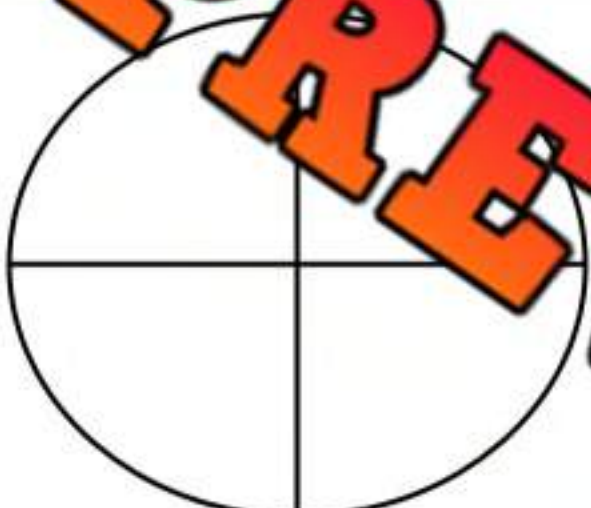
Pizza Fractions

Directions

Draw the pizzas below based on the customer's requests

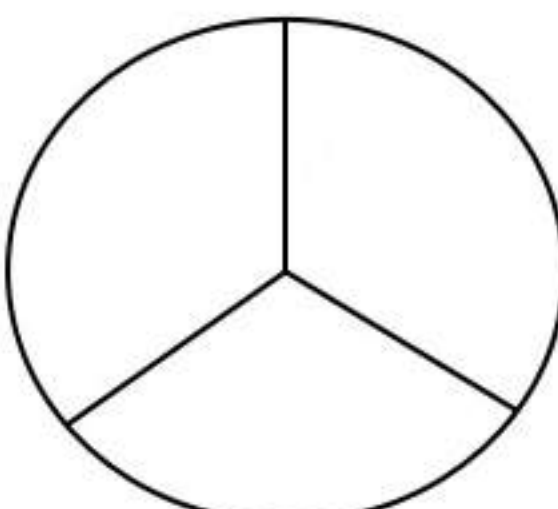
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

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



Bacon Onion

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



Olives Bacon

Mushrooms

Pizza Fractions

Directions

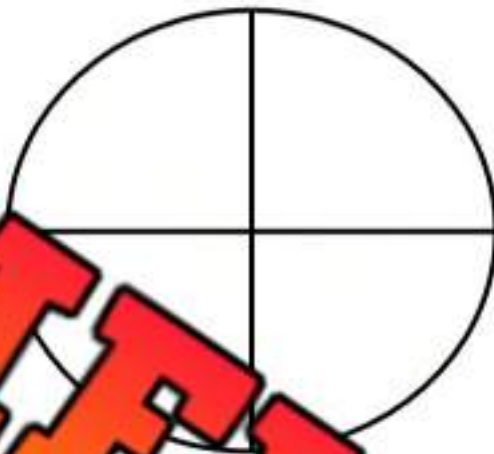
Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

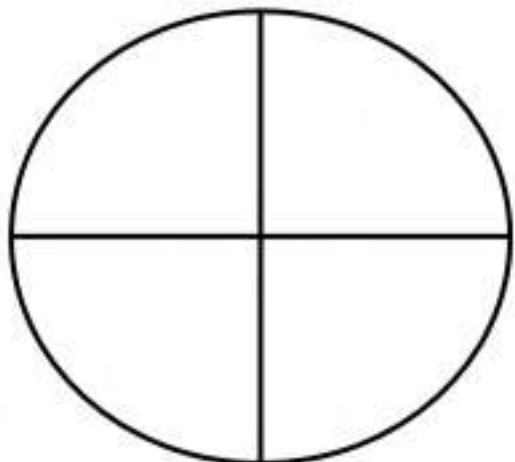
1) One-half pepperoni and bacon and one-fourth pineapple



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



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



4) One-third mushroom, one-third onion and one-third pineapple and pepperoni



Name: _____

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Pizza Fractions – My Favourite (Half)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW



Topping

Topping

Topping

Topping

Name: _____

84

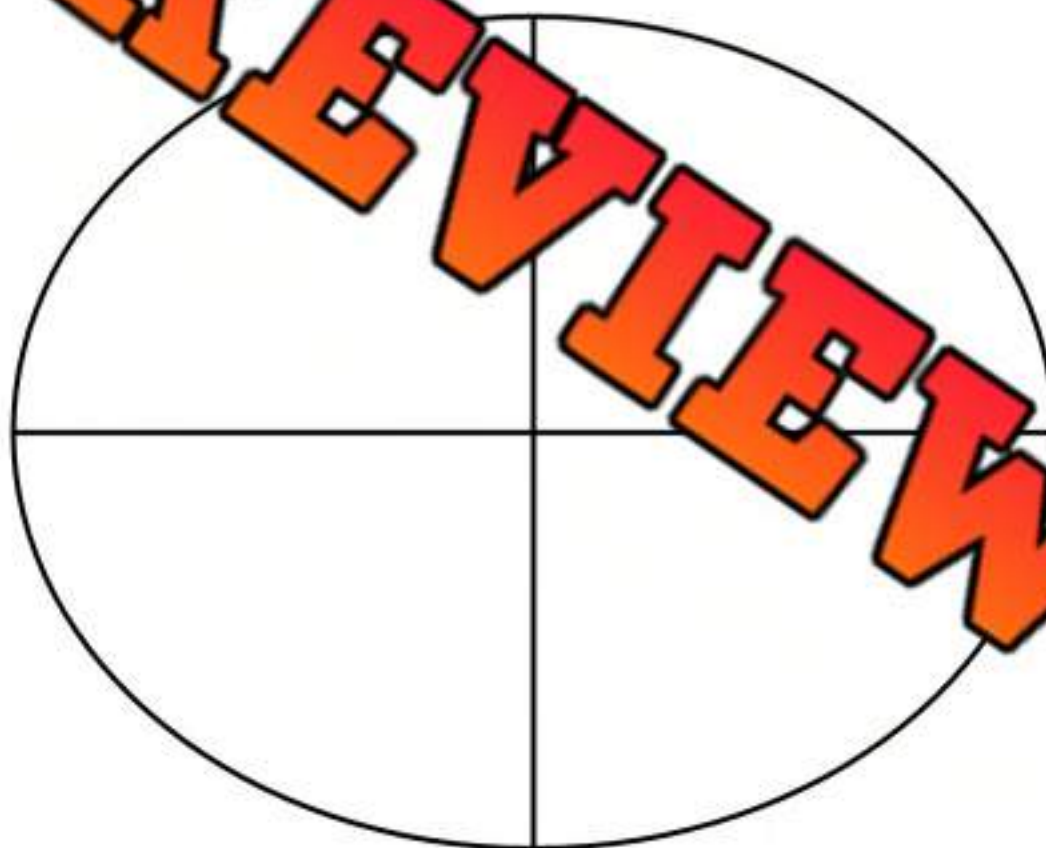
Pizza Fractions – My Favourite (Fourths)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?



Topping

Topping

Topping

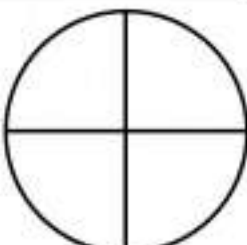
Topping

Medicine Wheel Fractions

The medicine wheel is a circle that is important to many First Nations. It shows balance and how everything is connected, like the four directions, the four seasons, and the four stages of life. The circle is divided into four equal parts, often with different colours. In math, we can use these four equal parts to learn about fractions, because each part is $\frac{1}{4}$ of the whole.



Questions 1-6 are for the questions below

1)	What fraction of the medicine wheel does North represent?		
2)	What fraction do Spring and Fall represent?		
3)	If two sections are shaded, what fraction of the medicine wheel is shaded?		
4)	If three sections are shaded, what fraction is left unshaded?		
5)	If you colour East, South, and West , what fraction of the wheel is coloured?		
6)	If only one section is blank , what fraction of the wheel is coloured?		
7)	Compare $\frac{1}{4}$ of the wheel and $\frac{3}{4}$ of the wheel. Which is greater?	$\frac{1}{2}$	$\frac{3}{4}$
8)	If each quarter is split into 2 equal parts, how many parts are there now? Draw it.		Answer

Seasons - Fractions

Questions

Answer the questions below

1)	A year has 4 seasons. What fraction is summer ?	
2)	What fraction of the year is winter and spring together?	
3)	What fraction of the year is fall ?	
4)	If 2 seasons have passed, what fraction of the year has passed?	
5)	What fraction of the year has passed through 2 seasons?	
6)	What fraction of the year you have now passed?	
7)	If each season lasts 3 months, what fraction of the year is 6 months?	
8)	If each season is 3 months, what fraction is 9 months?	
9)	A student says $\frac{2}{4}$ of the seasons = $\frac{1}{2}$ of the year. Are they correct?	
10)	A year is 12 months. What fraction is January to September (including September)?	

Name: _____

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Fair Sharing – Apple Pie

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

Jeff's Plate

Sara's Plate

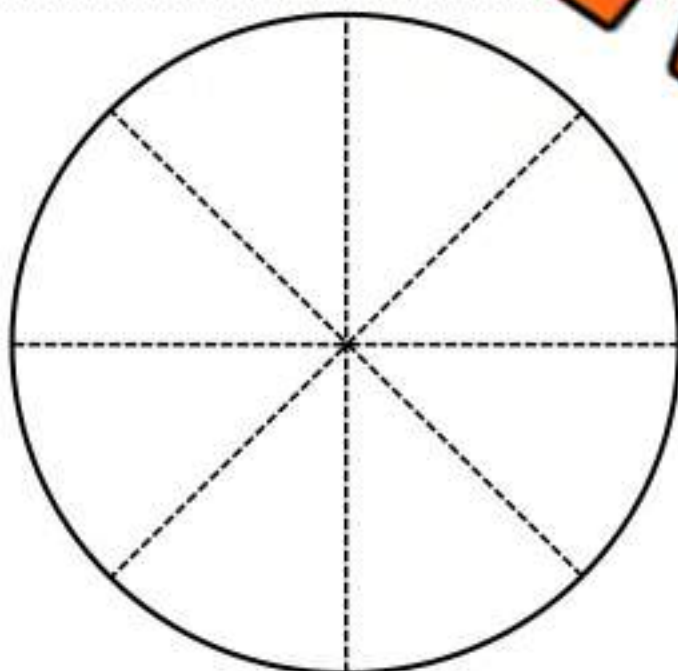
PREVIEW

Jeff's Slices

Total slices

Sara's Slices

Total slices



Name: _____

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Fair Sharing - Pizza

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

Alex's Plate

Julia's Plate

PREVIEW

_____ # of total pizzas

4

Alex's Slices

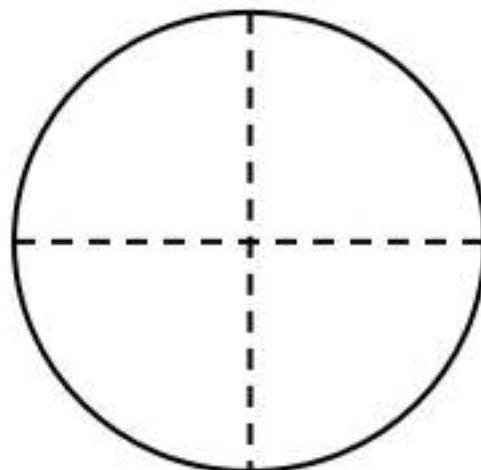
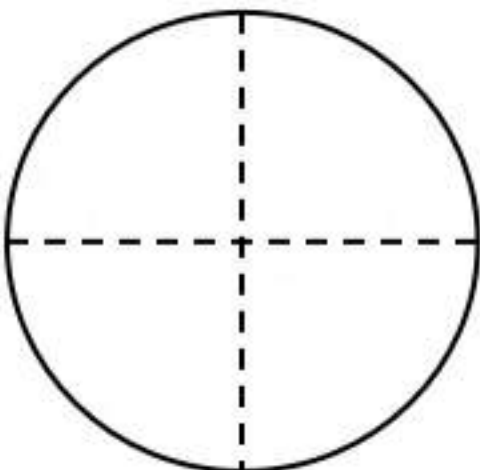
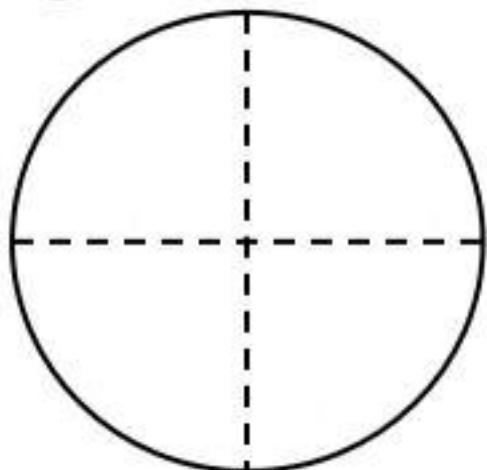
Slices in one
pizza
(whole)

_____ # of total pizzas

4

Julia's Slices

Slices in one
pizza
(whole)



Fair Sharing – Chocolate Bars

Sharing

Share the chocolate bars below



Chocolate Bar

Chocolate Bar

1) a) Zach has 1 chocolate bar that he wants to share with 10 people. How many pieces will each person get?

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

2) a) Zach has two more chocolate bars that he will now share with 10 people. How many pieces will each person get?

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

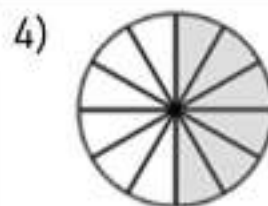
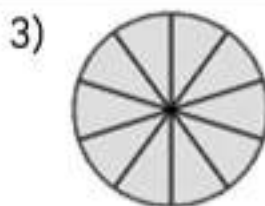
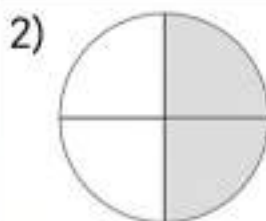
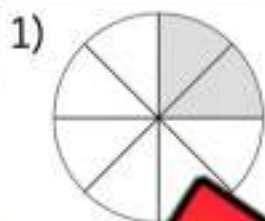
3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?

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

Fractions - Quiz

Part 1

What fraction of the circle is shaded in?

**Part 2**

There are 10 cookies below

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

Jane

Jessica

Rachel

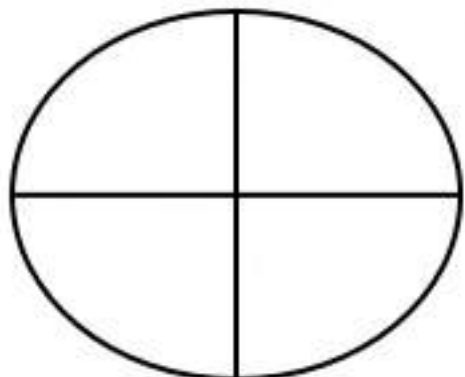


How many cookies does each friend get? _____

Part 3

Draw the pizzas below using the legend and customer's orders

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

 Bacon Mushroom

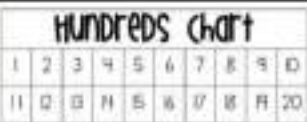
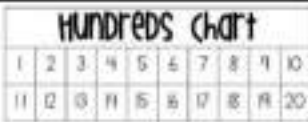
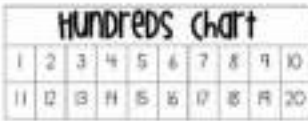
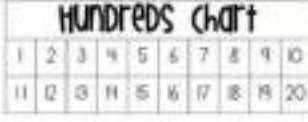
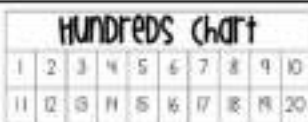
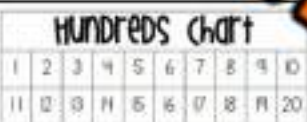
Mental Math – Counting On (Up to 20)

Directions:

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

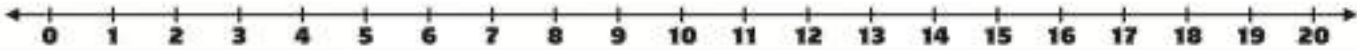
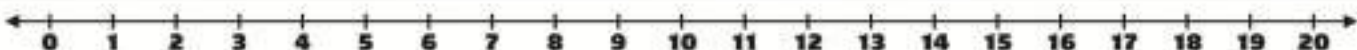
Part 1

Use the chart to answer the question

1) $4 + 5 =$ _____ 	2) $8 + 6 =$ _____ 	3) $8 + 3 =$ _____ 
4) $7 + 4 =$ _____ 	5) $3 + 6 =$ _____ 	6) $2 + 5 =$ _____ 
7) $8 + 8 =$ _____ 	8) $7 + 5 =$ _____ 	9) $9 + 4 =$ _____ 
10) $9 + 9 =$ _____ 	11) $5 + 6 =$ _____ 	12) $6 + 8 =$ _____ 

Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____ 
2) $6 + 4 =$ _____ 
3) $5 + 9 =$ _____ 

Mental Math Strategy – Making Tens

Directions:

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



1) 5

8

$$10 + 2 = 12$$

2) 9 + 6



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3) 8 + 9



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4) 8 + 8



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

+ 7



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6) 9 + 8



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7) 8 + 12



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8) 9 + 8



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9) 8 + 7



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Mental Math Strategy – Making Doubles

Directions:

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

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



$10 + 10 = 20$ $20 - 1 = 19$	$5 + 6$ $5 + 5 = 10$ $10 + 1 = 11$	$3 + 4$
$4 + 5$		$11 + 10$
$20 + 21$	$15 + 16$	
$29 + 30$	$31 + 30$	$50 + 51$

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



$56 + 13$ $20 + 10 = 30$ $36 + 3 = 39$	$13 + 12$
$14 + 17$	$22 + 23$
$24 + 13$	$36 + 12$
$45 + 41$	$52 + 44$

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



$47 + 25$ $48 + 15$ $49 + 5$	$34 + 15$
$43 + 36$	$64 + 28$
$34 + 58$	52
$57 + 53$	$64 + 67$

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



$134 + 125$ $= 225$ $225 + 45$ $= 270$	$134 + 145$
$243 + 236$	$264 + 228$
$334 + 358$	252
$357 + 553$	$664 + 267$

Adding – No Regrouping

Questions

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 52 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 136 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ + 115 \\ \hline \end{array}$$

$$\begin{array}{r} 312 \\ + 161 \\ \hline \end{array}$$

$$\begin{array}{r} 516 \\ + 360 \\ \hline \end{array}$$

$$\begin{array}{r} 872 \\ + 121 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ + 317 \\ \hline \end{array}$$

$$\begin{array}{r} 614 \\ + 362 \\ \hline \end{array}$$

$$\begin{array}{r} 915 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 774 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 440 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ + 335 \\ \hline \end{array}$$

$$\begin{array}{r} 733 \\ + 40 \\ \hline \end{array}$$

Regrouping – Which is Equal?

Questions

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



a) 1 ten

b) 1 ten

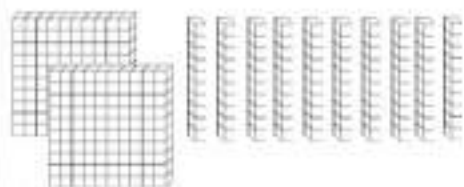
c) 12 ones



a) 2 tens, 3 ones

b) 3 tens, 3 ones

c) 2 tens, 13 ones



a) 2 hundreds, 10 tens

b) 3 hundreds

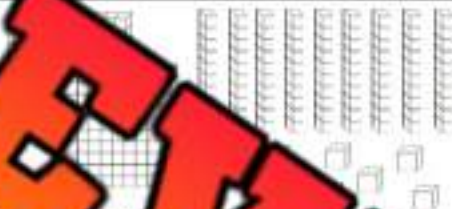
c) 12 tens



a) 20 ones

b) 1 ten, 10 ones

c) 20 tens



a) 2 tens

b) 2 hundreds, 11 tens

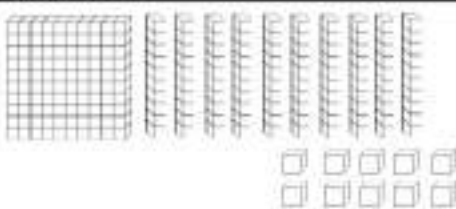
c) 3 hundreds



a) 12 tens

b) 20 ones

c) 12 ones



a) 1 hundred, 11 tens

b) 2 hundreds, 11 tens

c) 30 tens



a) 9 tens, 10 ones

b) 1 hundred

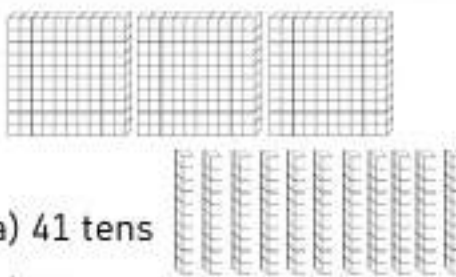
c) 10 tens



a) 14 tens

b) 1 ten, 4 ones

c) 14 ones



a) 41 tens

b) 41 hundreds

c) 4 hundreds, 1 ten



a) 10 tens

b) 1 hundred, 1 tens

c) 11 tens



a) 20 tens

b) 1 hundred, 11 tens

c) 210 ones

Estimation – Compatible Numbers

Compatible Numbers is an estimation strategy we use to make adding, subtracting, multiplying, and dividing easier. It involves changing the numbers to make them easier to work with.

Examples 1) $28 + 67$ could be $30 + 70$

2) $382 + 112$ could be $400 + 100$

Questions

Use compatible numbers to make the addition questions easier

	Question	Compatible Numbers
1		_____ + _____ = _____
2	$84 + 55$	_____ + _____ = _____
3	$195 + 94$	_____ + _____ = _____
4	$247 + 153$	_____ + _____ = _____
5	$311 + 292$	_____ + _____ = _____
6	$361 + 248$	_____ + _____ = _____
7	$394 + 344$	_____ + _____ = _____
8	$414 + 396$	_____ + _____ = _____
9	$462 + 444$	_____ + _____ = _____
10	$489 + 509$	_____ + _____ = _____

Estimation – Clustering

Clustering is an estimation strategy we use to make adding, subtracting, multiplying, and dividing easier. It involves changing numbers around one particular number.

Example: 42, 47, 56, 55 cluster around 50, so the estimate is $50 + 50 + 50 + 50$

Questions Change the numbers to one particular number that they cluster around

	Question	Compatible Numbers
1	25	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
2	$52 + 47 + 44 + 55$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
3	$78 + 72 + 70$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
4	$103 + 101 + 97 + 93$	$\underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
5	$144 + 156 + 159$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
6	$27 + 23 + 26 + 24$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
7	$293 + 304 + 298$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
8	$248 + 253 + 246$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
9	$198 + 201 + 203$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
10	$202 + 205 + 192 + 193$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Addition – Exact or Estimation?

When we need to add numbers, we sometimes need an exact answer. When we don't need an exact answer, we can estimate to make our adding easier.

Questions

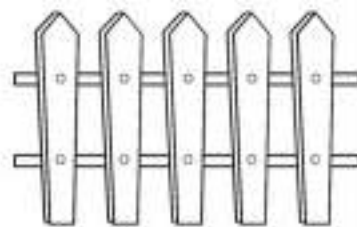
Decide if you will find the exact answer or estimate

1) A friend asks you if you scored many points in the tournament last weekend. You scored 18, 22, 17, and 23 points in the 5 games you played. Would you estimate the point total or add them all up exactly? Do the math below.



2) You have \$300 in your bank account. You want to buy shoes for \$115, a sweater for \$65, pants for \$95 and socks for \$15. Should you add them up exactly or estimate? Do the math below.

3) Brian is building a large U-shaped fence out of wood. He counts that he needs 144 boards for the left side of the fence and 189 boards for the right side. The back side will need 212 boards. Should he add them up exactly or estimate? Do the math below.



Name: _____

123

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

	Tens	Ones
+	5	4

	Tens	Ones
	4	8
	5	4

	Tens	Ones
	5	5
+	2	5

	Tens	Ones
	5	5
+	2	5

	Hun.	Tens	Ones
	6	6	3
+	2	5	3

			Ones
	5	6	
+	3	6	6

	Hun.	Tens	Ones
	1	4	2
+	7		9

	Hun.	Tens	Ones
	1	4	5
+	7	8	5

	Hun.	Tens	Ones
	7	6	9
+	7	8	9

	Hun.	Tens	Ones
	9	5	8
+	7	6	7

Name: _____

124

Adding – Regrouping

Questions

Use the standard algorithm to solve the addition problems below

$$\begin{array}{r} 16 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 129 \\ + 162 \\ \hline \end{array}$$

$$\begin{array}{r} 235 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 446 \\ + 325 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 356 \\ \hline \end{array}$$

$$\begin{array}{r} 473 \\ + 152 \\ \hline \end{array}$$

$$\begin{array}{r} 268 \\ + 365 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ + 355 \\ \hline \end{array}$$

$$\begin{array}{r} 578 \\ + 339 \\ \hline \end{array}$$

Addition Word Problems - Regrouping

Questions

Solve the problems below

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



2) A delivery driver drove 498km last week. This week, the driver has driven 371km. How far has the driver driven in total last week?



3) Charlotte ate two cookies today. Each cookie had 125 grams. How many grams of cookies did she eat?



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



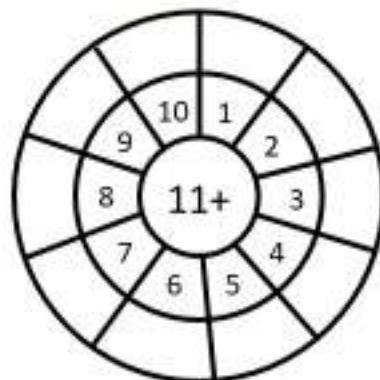
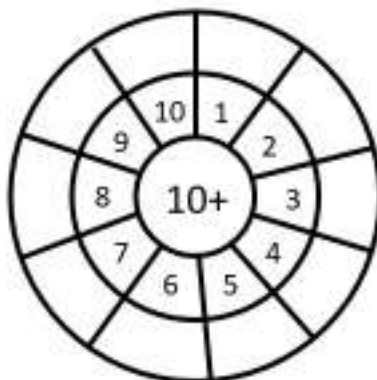
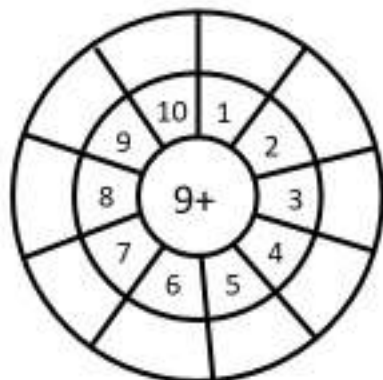
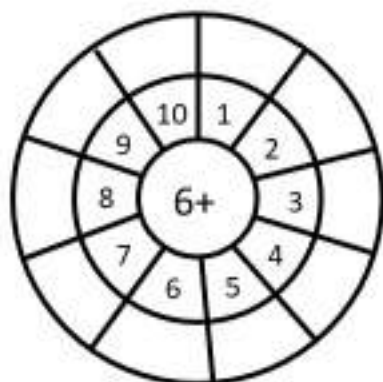
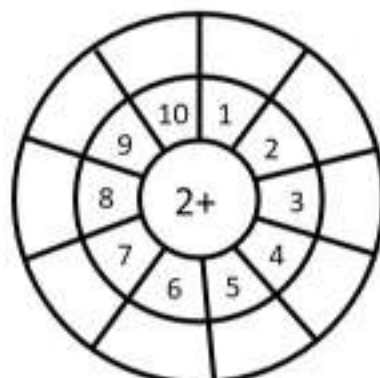
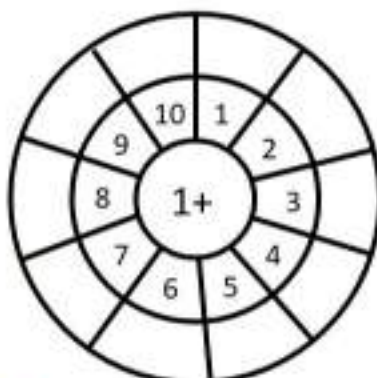
Math Facts – Adding 1 and 6**Questions**

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

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	
$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	
$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$

Bullseye Math Facts**Questions**

Fill in the outer layer of the bullseye



Subtracting Mental Math – Counting Back

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



Part 1

Use the charts to answer the questions

1) $18 - 5 =$ _____

Hundreds Chart

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

2) $22 - 4 =$ _____

Hundreds Chart

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

3) $27 - 7 =$ _____

Hundreds Chart

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

4) $43 - 9 =$ _____

Hundreds Chart

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

5) $72 - 3 =$ _____

Hundreds Chart

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

6) $93 - 6 =$ _____

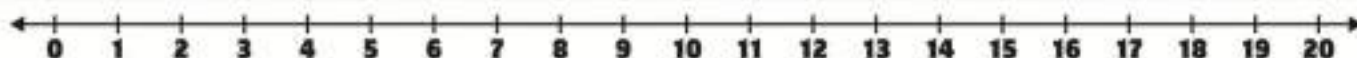
Hundreds Chart

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

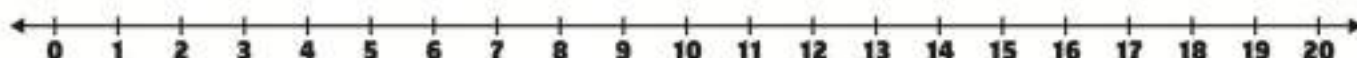
Part 2

Use the number line to find the answer

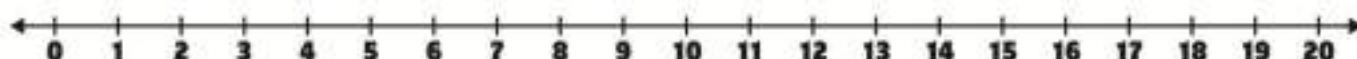
1) $17 - 6 =$ _____



2) $15 - 4 =$ _____



3) $20 - 8 =$ _____

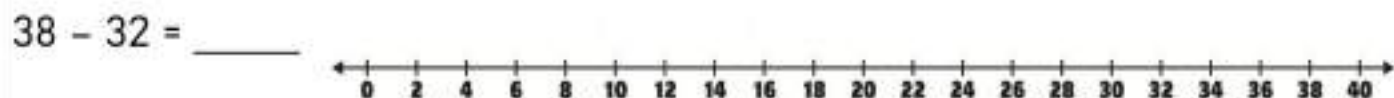
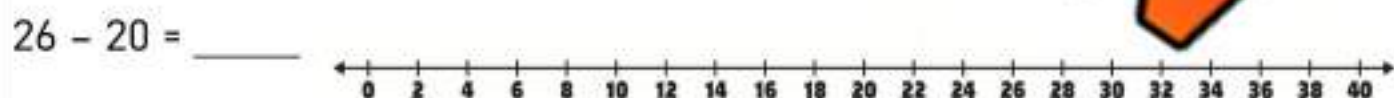
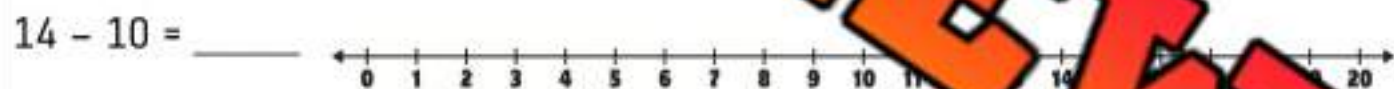


Subtraction Mental Math – Counting Up

Background – Subtraction is simply finding the difference between two numbers

Directions

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

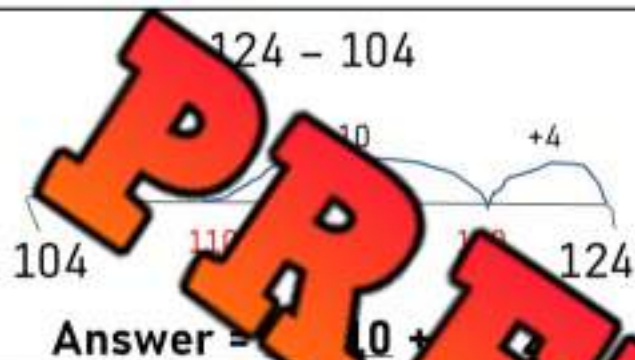


Subtraction Mental Math – Counting Up

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

$124 - 104$



$256 - 235$

$243 - 2$

$254 - 240$

$377 - 354$

$783 - 713$

$852 - 822$

Mental Math Strategy – Subtracting in Chunks

Directions:

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



$64 - 15$

$-10 = 54$

$-5 = 49$

$56 - 45$

$43 - 35$

$64 - 42$

$57 - 34$

$72 - 51$

$53 - 23$

$73 - 52$

Subtracting – No Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 53 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 35 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 587 \\ - 242 \\ \hline \end{array}$$

$$\begin{array}{r} 632 \\ - 111 \\ \hline \end{array}$$

$$\begin{array}{r} 536 \\ - 320 \\ \hline \end{array}$$

$$\begin{array}{r} 852 \\ - 321 \\ \hline \end{array}$$

$$\begin{array}{r} 637 \\ - 314 \\ \hline \end{array}$$

$$\begin{array}{r} 744 \\ - 331 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ - 344 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ - 224 \\ \hline \end{array}$$

$$\begin{array}{r} 467 \\ - 440 \\ \hline \end{array}$$

$$\begin{array}{r} 366 \\ - 335 \\ \hline \end{array}$$

$$\begin{array}{r} 535 \\ - 320 \\ \hline \end{array}$$

Subtracting Word Problems – No Borrowing

Questions

Solve the problems below

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



2) Sam has \$_____ for a video game system. He bought the system for \$224. How much more does he have left?



3) A transport driver is 483km away from home. He has driven 125km towards home. How far are they from home now?



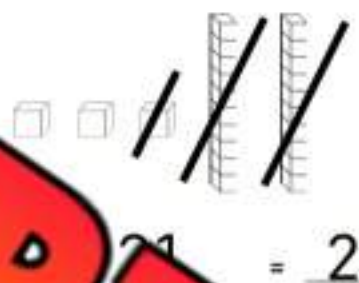
4) Lucas took 789 steps last hour and 452 steps this hour. How many more steps did he take last hour?



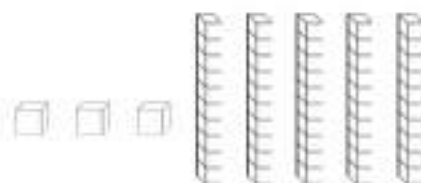
Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



$$21 - 2 = 2$$



$$53 - 12 = \underline{\quad}$$



$$35 - 15 = \underline{\quad}$$



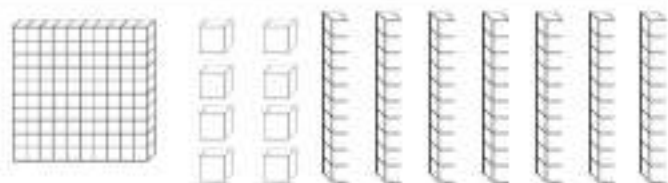
$$46 - 12 = \underline{\quad}$$



$$63 - 11 = \underline{\quad}$$



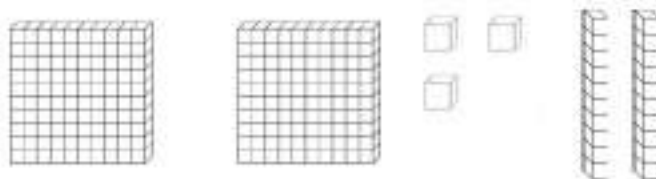
$$82 - 12 = \underline{\quad}$$



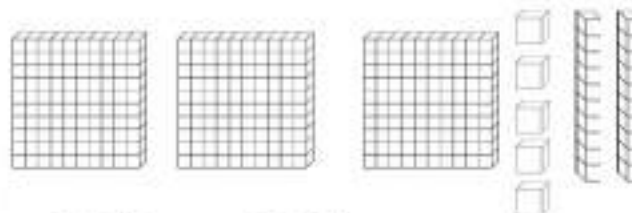
$$178 - 110 = \underline{\quad}$$



$$134 - 120 = \underline{\quad}$$



$$223 - 103 = \underline{\quad}$$



$$325 - 215 = \underline{\quad}$$

Subtraction - Borrowing

Questions

Use the standard algorithm to solve the subtraction problems below

$$\begin{array}{r} 26 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 45 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ - 116 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ - 348 \\ \hline \end{array}$$

$$\begin{array}{r} 346 \\ - 318 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 356 \\ \hline \end{array}$$

$$\begin{array}{r} 433 \\ - 156 \\ \hline \end{array}$$

$$\begin{array}{r} 244 \\ - 165 \\ \hline \end{array}$$

$$\begin{array}{r} 458 \\ - 355 \\ \hline \end{array}$$

$$\begin{array}{r} 338 \\ - 159 \\ \hline \end{array}$$

Subtraction Word Problems – Borrowing

Questions

Solve the problems below

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



2) Mike is rowing a boat in a race. After 1 minute of the race, Mike had gone 265m. How many more metres does he need to row?



3) Travis and Kerry had a contest to see who could run the fastest in 5 minutes. Kerry ran 942m and Travis ran 759m. How much further did Kerry run?



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



Math Facts – Subtract By 0 and 1**Questions**

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

$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ - 0 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 1 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$

Math Facts – Subtract By 10**Questions**

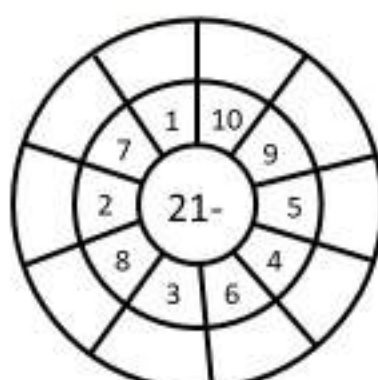
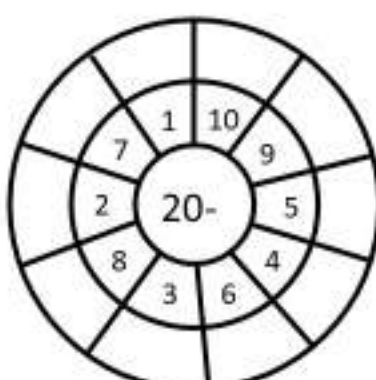
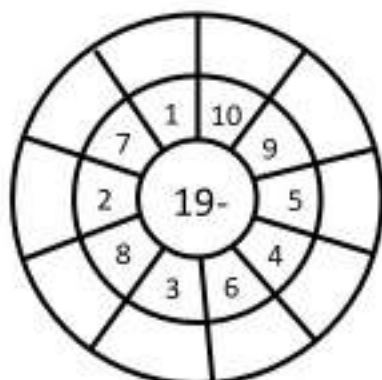
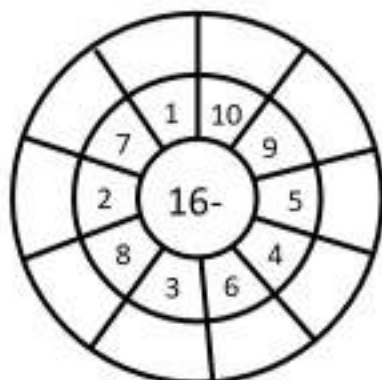
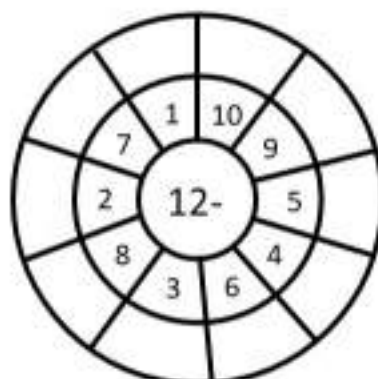
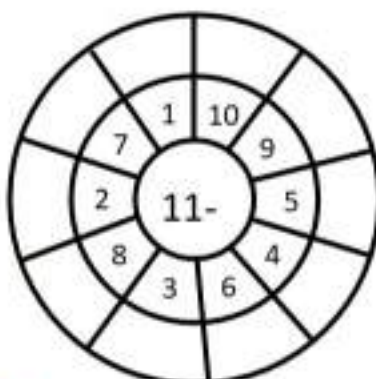
Solve as many problems as you can before the time runs out!

$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$		
$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 10 \\ \hline \end{array}$	
$\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	
$\begin{array}{r} 16 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



Adding/Subtracting – Inverse Operations

Questions

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

1)	2	6	4	2)	3	5	8
Equation 1 (+):	$2 + 4 = 6$			Equation 1 (+):			
Equation 2 (+):	$4 + 2 = 6$			Equation 2 (+):			
Equation 3 (-):	$6 - 2 = 4$			Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
3)	6	10	4	4)	13	7	6
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			
5)	15	20	5	6)	11	20	9
Equation 1 (+):				Equation 1 (+):			
Equation 2 (+):				Equation 2 (+):			
Equation 3 (-):				Equation 3 (-):			
Equation 4 (-):				Equation 4 (-):			

Adding and Subtracting Word Problems

Questions

Solve the following questions using both addition and subtraction

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



Bonus: they also collected 50 rocks that were not valuable. How many rocks were valuable?

2) Adam and Lindsay went to the mall to buy a new gaming system. Adam brought \$128 and Lindsay brought \$141. The gaming system cost \$265. 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?



Adding and Subtracting Quiz

Part 1

Use the standard algorithm to solve the problems below

1)	Hun.	Tens	Ones
			3
+			

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

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

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

			Ones
	5		2
+	2	5	6

6)	Hun.	Tens	Ones
		4	5
+			9

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

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

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

	Hun.	Tens	Ones
	8	4	8
-	1	5	7

	Hun.	Tens	Ones
	4	7	3
-	1	2	6

	Hun.	Tens	Ones
	5	3	8
-	3	4	5

Part 50 Solve the following questions

1) Mason had \$50. He spent \$161 on new skates. How much money does he have left?



2) Steve has collected 436 hockey cards. He gives 10 cards to his younger brother. How many cards does he have left?



3) Claire has 432 points in a video game. She got 139 more points for beating the next level. How many points does she have now?



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



Part 3

Fill in the blanks using the information given to you

1)	$2 + \underline{\hspace{2cm}} = 9$	2)	$5 + \underline{\hspace{2cm}} = 12$
	$9 - 7 = \underline{\hspace{2cm}}$		$12 - 7 = \underline{\hspace{2cm}}$
3)	$7 + \underline{\hspace{2cm}} = 11$	4)	$8 + \underline{\hspace{2cm}} = 12$
	$11 - 4 = \underline{\hspace{2cm}}$		$12 - 4 = \underline{\hspace{2cm}}$

Part 4

Solve 1 addition and 2 subtraction equations using the numbers
and the first one is done for you.

1)	11	2)	15	7	8
Equation 1 (+):		Equation 1 (+):			
Equation 2 (+):		Equation 2 (+):			
Equation 3 (-):		Equation 3 (-):			
Equation 4 (-):		Equation 4 (-):			

Part 5

Round the numbers and then solve

1)	$\begin{array}{r} 332 \\ + 229 \\ \hline \end{array} \longrightarrow$	2)	$\begin{array}{r} 452 \\ + 221 \\ \hline \end{array} \longrightarrow$
3)	$\begin{array}{r} 643 \\ - 327 \\ \hline \end{array} \longrightarrow$	4)	$\begin{array}{r} 838 \\ - 347 \\ \hline \end{array} \longrightarrow$

Multiplication – Repeated Addition**Questions**

Fill in the blanks below

6 + 6 or $6 \times 2 = 12$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

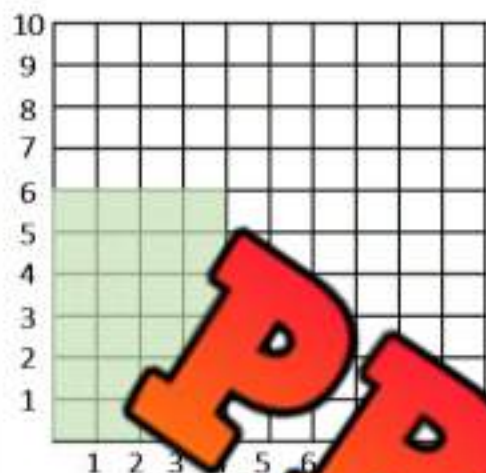
Name: _____

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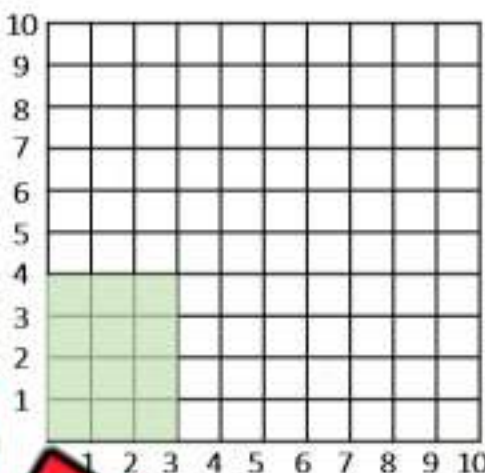
Multiplication – Arrays

Questions

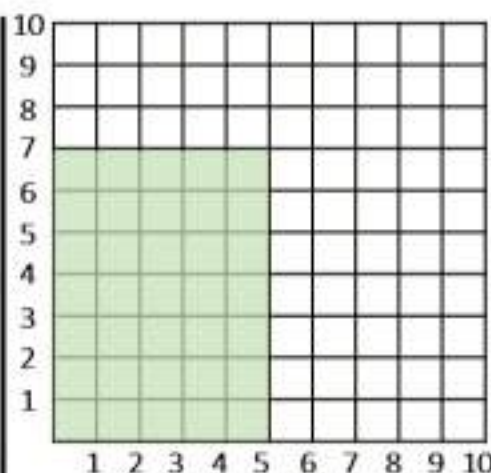
How much is shaded in? Answer the questions below.



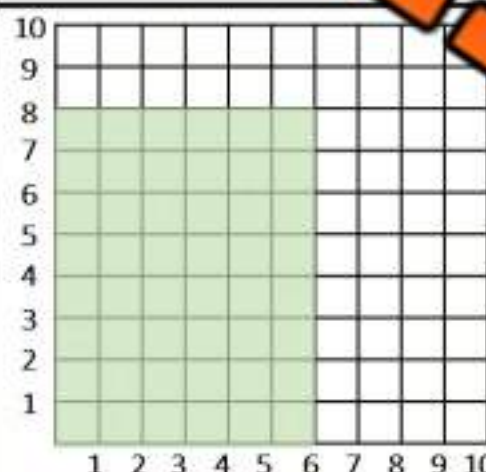
$6 \times 4 = \underline{\hspace{2cm}}$



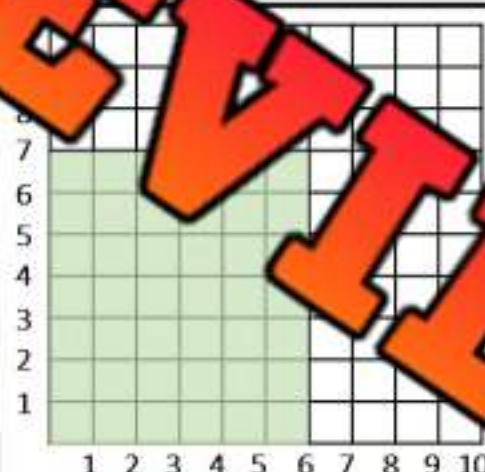
$4 \times 3 = \underline{\hspace{2cm}}$



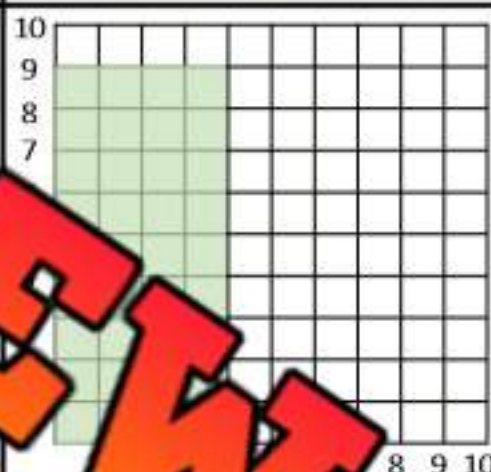
$7 \times 5 = \underline{\hspace{2cm}}$



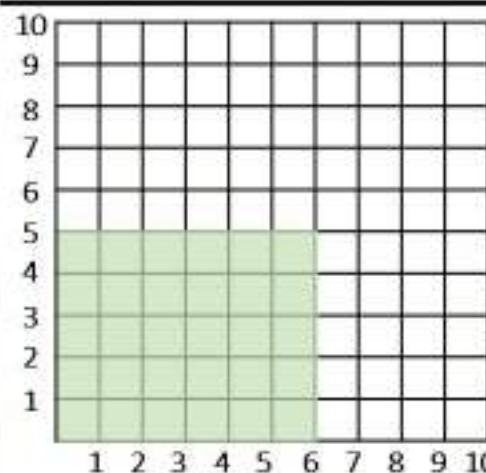
$8 \times 6 = \underline{\hspace{2cm}}$



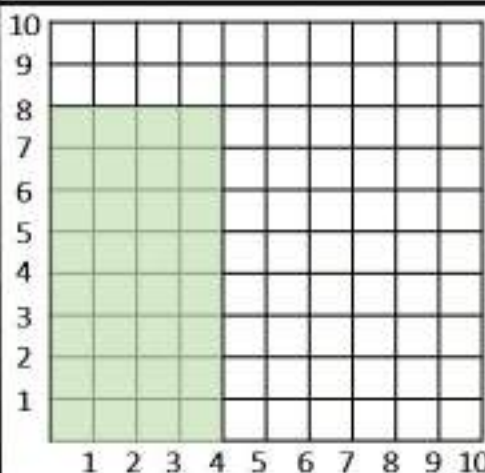
$7 \times 6 = \underline{\hspace{2cm}}$



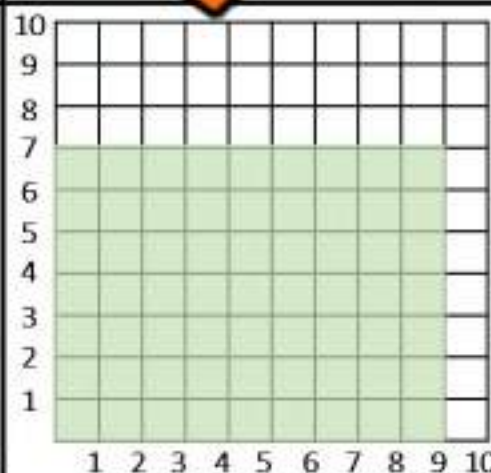
$9 \times 5 = \underline{\hspace{2cm}}$



$5 \times 6 = \underline{\hspace{2cm}}$



$8 \times 4 = \underline{\hspace{2cm}}$



$7 \times 9 = \underline{\hspace{2cm}}$

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

$$7 \times 5 = ?$$

1 2 3 4 5 6 7

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



PREVIEW

8

$$9 \times 3$$

$$6 \times 5$$

$$7 \times 6$$

$$9 \times 5$$

$$4 \times 9$$

$$8 \times 9$$

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

Option 1: 12×2 or Option 2: 3×8
↓ ↓
24 24



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

Mental Math – Multiplication – Doubling and Halving**Directions**

1. Halve one of the numbers to make the equation simpler
2. Solve the equation
3. Double the product (answer)

Example

$$\begin{array}{l} 8 \times 4 \\ 4 \times 4 = 16 \\ 16 \times 2 = 32 \end{array}$$



	3×8
6×5	10×6
6×4	$4 \times$
3×6	5×8
10×10	7×4

Exit Cards

Cut Out

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

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Name: _____

Use a mental math strategy to solve these questions.

a) 14×6

b) 15×4

Number Line Multiplication – Repeated Addition

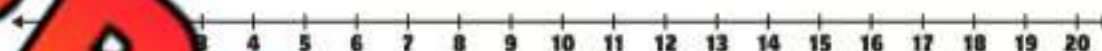
Questions

Fill in the blanks below

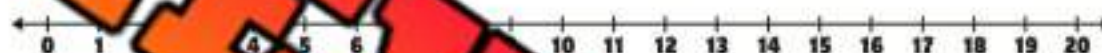
$3 \times 3 = 9$



$5 \times \underline{\quad} = \underline{\quad}$



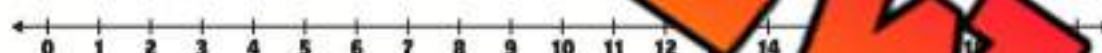
$4 \times 4 = \underline{\quad}$



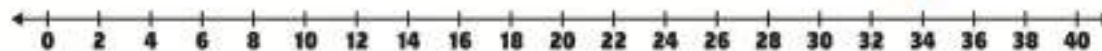
$6 \times 3 = \underline{\quad}$



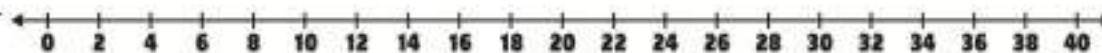
$2 \times 9 = \underline{\quad}$



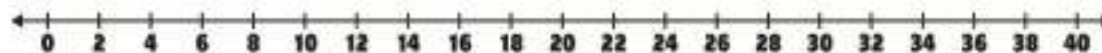
$4 \times 8 = \underline{\quad}$



$10 \times 4 = \underline{\quad}$



$4 \times 6 = \underline{\quad}$



Multiplication – Repeated Addition

Part 1

Fill in the blanks below

$$2 + 2 + 2 + 2 = 8$$

$$4 \times 2 = 8$$

_____ groups of 2

$$5 + 5 + 5 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$4 + 4 + 4 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$8 + 8 + 8 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$3 + 3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$6 + 6 + 6 + 6 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

$$2 + 2 + 2 + 2 + 2 + 2 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

_____ groups of _____

Part 2

Answer the question below

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

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

Multiplication Equation - _____ $\times$ _____ = _____

Therefore, Billy _____

Multiplication Chart - Patterns

Questions

Fill in the multiplication table below

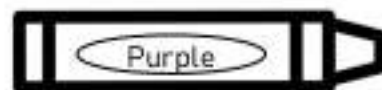


x	1	2	3	4	5
1					
2					
3					
4					
5					

Questions

Answer the questions and colour the chart based on the answers

3×3	5×5	4×2	3×2
1×4	2×1	1×5	3×1
2×5	5×4	3×4	4×4



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

Questions

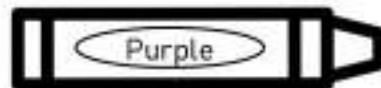
Follow the instructions below

1) Count by 2's and colour the numbers

2) Count by 3's and colour the numbers

3) Count by 4's and colour the numbers

4) Count by 5's and colour the numbers



Multiplication – Word Problems

Questions

Draw a picture to represent the problem and then solve



1) Brian buys 4 packages of hot dog buns. Each package has 5 buns in it. How many hot dog buns did he buy?

Answer

Picture

2) Sheldon walks 2 km to school. He went to school 5 times this week. How many km did he walk this week?

Answer

Picture

Draw a picture to represent a km

3) Hanna scored 3 baskets in each of her last 5 games. How many baskets did she score in all 5 games?



Answer

Picture

Multiplication – Fish Drying on Racks

For thousands of years, many First Nations in British Columbia caught salmon and dried them on **wooden racks**. The fish were split open and hung in rows so the sun and wind could dry them. This helped families store food for the winter and for sharing at gatherings. Drying racks made it easier to prepare and save large amounts of fish.



Question: How many fish are on the drying rack?

1)	A rack has 2 rows of 5 fish.	
2)	A rack has 3 rows of 4 fish.	
3)	A rack has 4 rows of 6 fish.	
4)	A rack has 2 rows of 12 fish.	
5)	A rack has 6 rows of 7 fish.	
6)	A rack has 8 rows of 5 fish.	
7)	A rack has 9 rows of 4 fish.	
8)	A rack has 7 rows of 9 fish.	
9)	A rack has 10 rows of 3 fish.	
10)	A rack has 12 rows of 2 fish.	

Multiplication – Fish Drying on Racks

Questions

How many fish are on the drying rack?



1) 2 racks each have 2 rows of 4 fish.

2) 3 racks each have 3 rows of 2 fish.

3) 4 racks each have 2 rows of 3 fish.

4) 5 racks each have 3 rows of 3 fish.

5) 2 racks each have 4 rows of 2 fish.

6) 3 racks each have 2 rows of 4 fish.

7) 4 racks each have 3 rows of 2 fish.

8) 5 racks each have 4 rows of 2 fish.

Task Cards: Multiplication Facts

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 30 task cards
- Separate sheet of paper for answers
- Pencils



Instructions

How you will complete the activity

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

Task Cards

Cut out the task cards below

Task Card 11:

Find the product:

$1 \times 5 = \underline{\quad}$

Task Card 16:

Solve:

$2 \times \underline{\quad} = 4$

Task Card 12:

$9 \div 3 = \underline{\quad}$

Task Card 17:

Calculate:

$4 \times 1 = \underline{\quad}$

Task Card 13:

Calculate:

$3 \times 1 = \underline{\quad}$

Task Card 18:

You have 5 boxes of stickers with 5
stickers in each box. How many stickers
do you have?

Task Card 14:

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

Task Card 19:

Solve:

$5 \times 2 = \underline{\quad}$

Task Card 15:

Solve:

$2 \times 3 = \underline{\quad}$

Task Card 20:

Solve for y:

$5 \times y = 15$

Task Cards

Cut out the task cards below

Task Card 21:

Calculate:
 $2 \times 1 = \underline{\quad}$

Task Card 26:

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

Task Card 22:

A gardener plants 5 trees each. How many trees does he plant?

Task Card 27:

Solve:
 $3 \times 2 = \underline{\quad}$

Task Card 23:

Solve:
 $1 \times 3 = \underline{\quad}$

Task Card 28:

Solve:
 $5 \times 20 = \underline{\quad}$

Task Card 24:

Solve:
 $1 \times \underline{\quad} = 3$

Task Card 29:

Calculate:
 $1 \times 4 = \underline{\quad}$

Task Card 25:

Calculate:
 $5 \times 1 = \underline{\quad}$

Task Card 30:

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

Name: _____

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Task Cards: Multiplication

Answers

Record your answers below

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

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

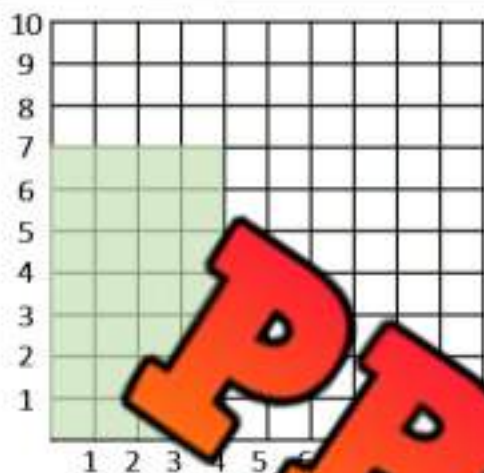
Name: _____

213

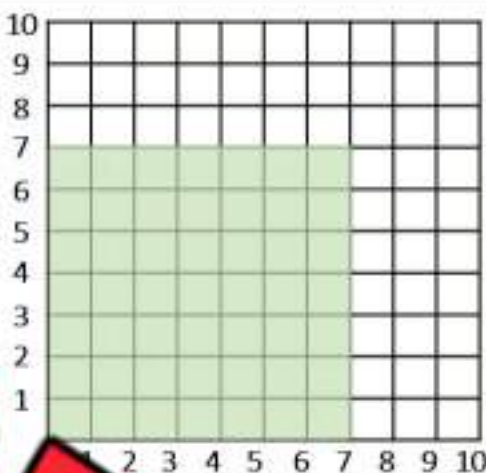
Division – Arrays

Questions

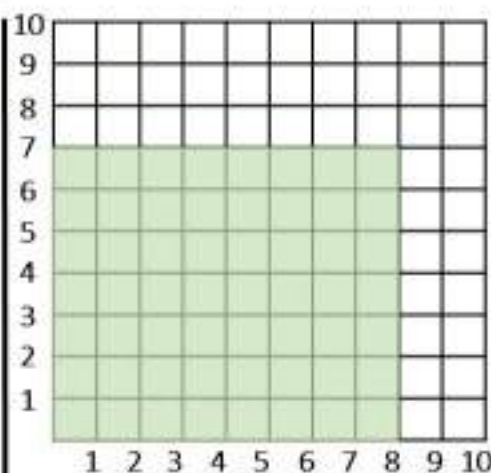
How is the shaded in area divided?



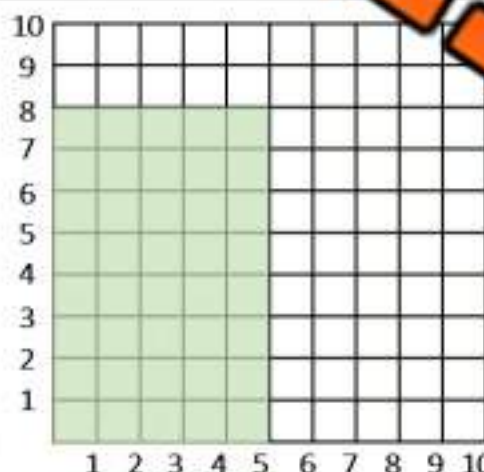
$$28 \div 4 = \underline{\hspace{2cm}}$$



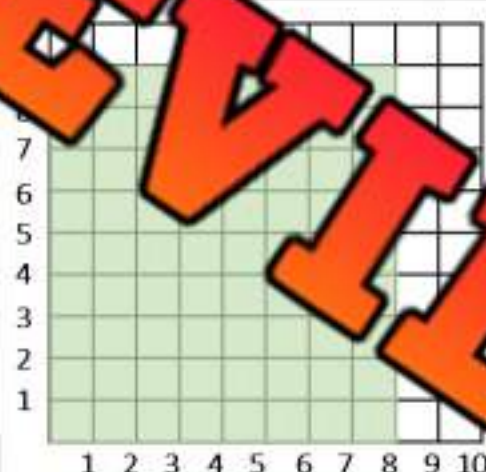
$$49 \div 7 = \underline{\hspace{2cm}}$$



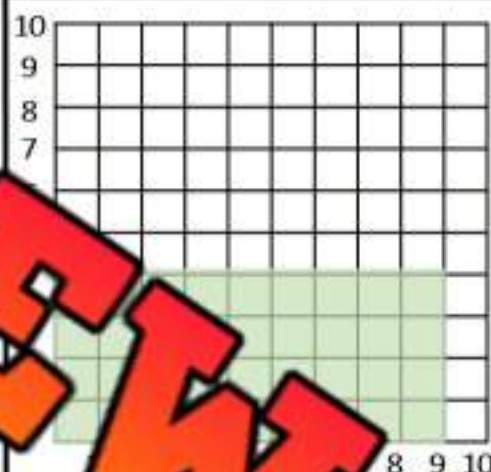
$$56 \div 7 = \underline{\hspace{2cm}}$$



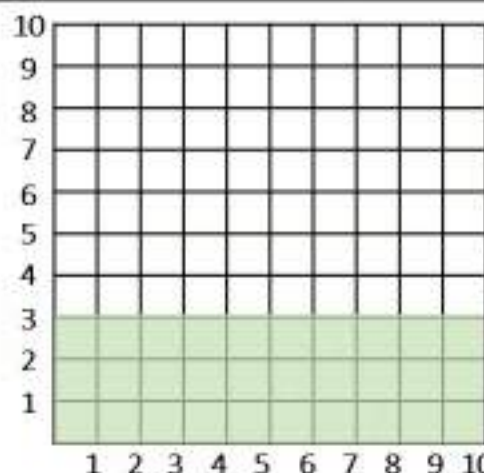
$$40 \div 5 = \underline{\hspace{2cm}}$$



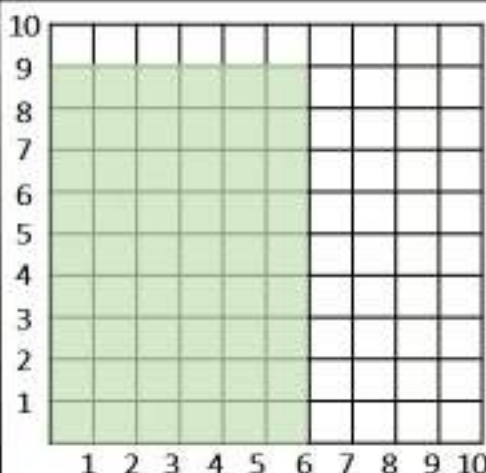
$$72 \div 8 = \underline{\hspace{2cm}}$$



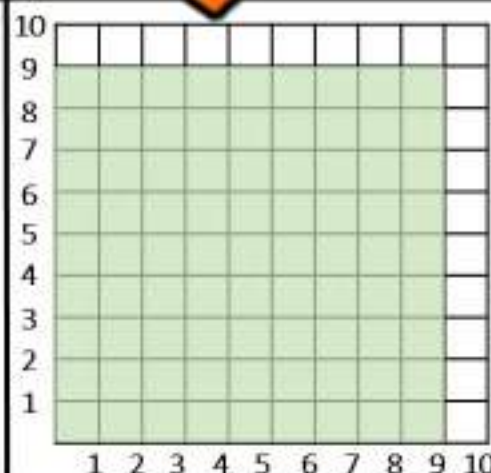
$$16 \div 4 = \underline{\hspace{2cm}}$$



$$30 \div 3 = \underline{\hspace{2cm}}$$



$$54 \div 6 = \underline{\hspace{2cm}}$$



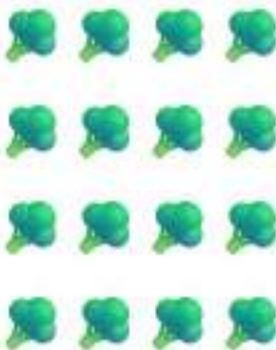
$$81 \div 9 = \underline{\hspace{2cm}}$$

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.	

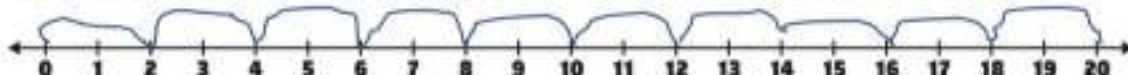
Number Line Division – Repeated Subtraction

Questions

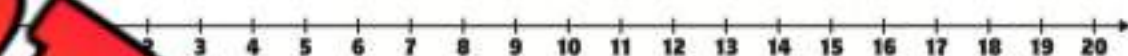
Use repeated subtraction to find the answer

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

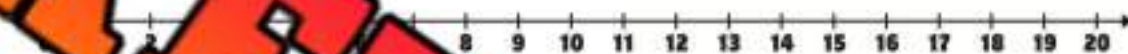
1) $20 \div 2 = 10$



2) $15 \div 3 = \underline{\quad}$



3) $10 \div 5 = \underline{\quad}$



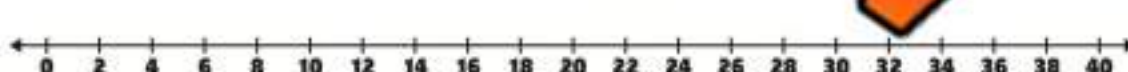
4) $18 \div 6 = \underline{\quad}$



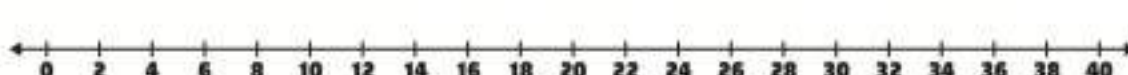
5) $12 \div 3 = \underline{\quad}$



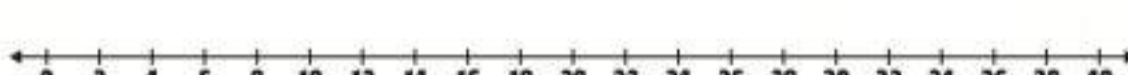
6) $30 \div 10 = \underline{\quad}$



7) $32 \div 4 = \underline{\quad}$



8) $36 \div 6 = \underline{\quad}$



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

$$91 \div 7 = ?$$

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



$$40 \div 5$$

$$16 \div 4$$

$$42 \div 6$$

$$30 \div 5$$

$$63 \div 7$$

$$32 \div 8$$

$$48 \div 6$$

Name: _____

220

Division – 2s, 5s, 10s**Questions**Solve the division equations below

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

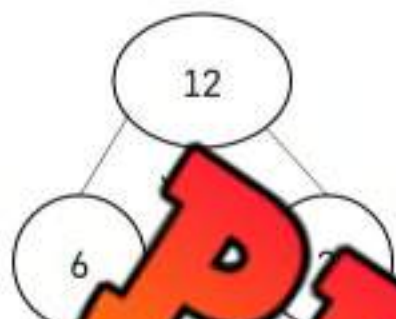
Division – Fish Drying on Racks

Questions

How many rows of fish are there?

1)	A rack has 12 fish. Each row has 3 fish. How many rows of fish are there?	
2)	A rack has 20 fish. Each row has 4 fish. How many rows of fish are there?	
3)	A rack has 16 fish. Each row has 2 fish. How many rows of fish are there?	
4)	A rack has 10 fish. Each row has 5 fish. How many rows of fish are there?	
5)	A rack has 14 fish. Each row has 7 fish. How many rows of fish are there?	
6)	A rack has 9 fish. Each row has 3 fish. How many rows of fish are there?	
7)	A rack has 8 fish. Each row has 2 fish. How many rows of fish are there?	
8)	A rack has 21 fish. Each row has 7 fish. How many rows of fish are there?	

Multiplication and Division

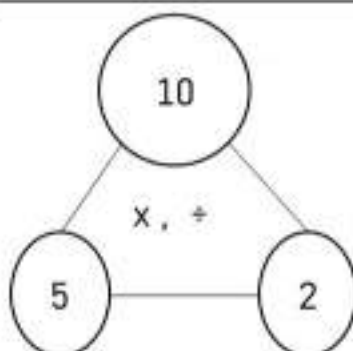
QuestionsInvestigate the relationship between multiplication and division

$6 \times 2 = 12$

$2 \times 6 = 12$

$12 \div 6 = 2$

$12 \div 2 = 6$

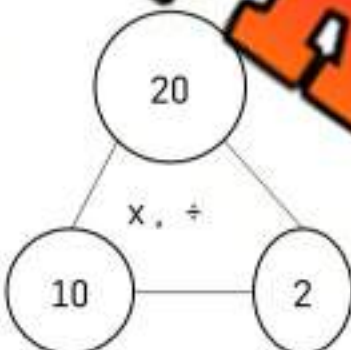


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

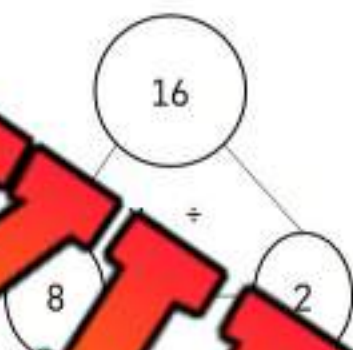


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

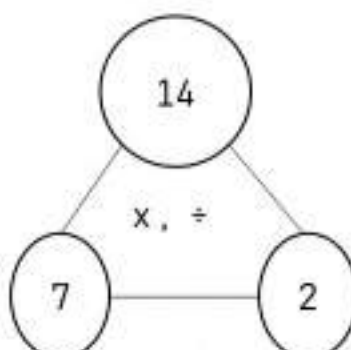


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

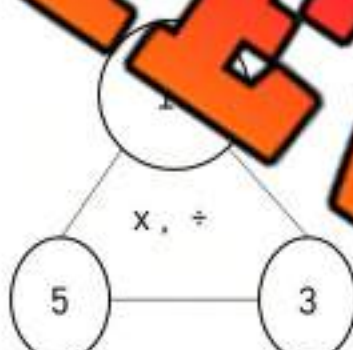


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

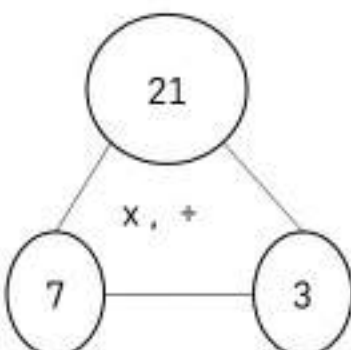


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

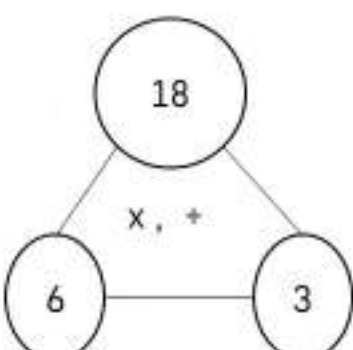


$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$



$___ \times ___ = ___$

$___ \times ___ = ___$

$___ \div ___ = ___$

$___ \div ___ = ___$

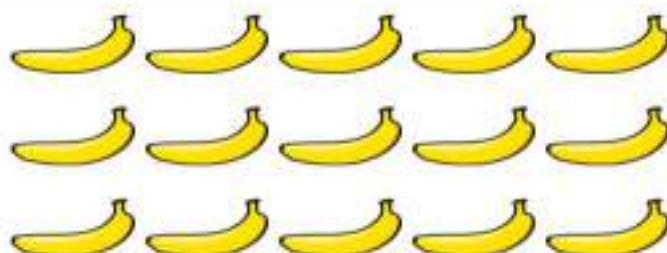
Multiplication and Division Quiz

Part 1

Fill in the blanks with the addition and multiplication equations



$$\begin{array}{r} ______ \\ \times ______ \\ \hline \end{array}$$



$$\begin{array}{r} ______ + ______ + ______ = ______ \\ ______ \times ______ = ______ \end{array}$$

Part 2

Use repeated addition to answer the questions

$3 \times 5 = ______$

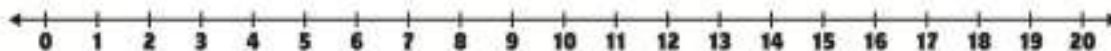


$4 \times 2 = ______$

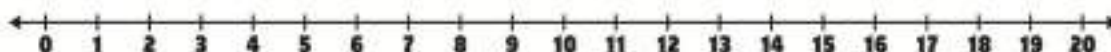
**Part 3**

Use repeated subtraction to find the answer

$12 \div 3 = ______$

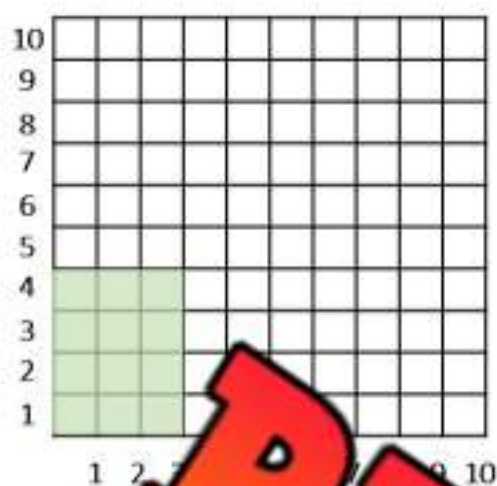


$15 \div 5 = ______$



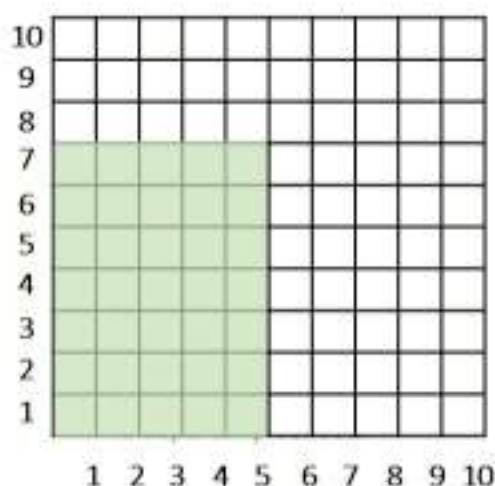
Part 4

How much is shaded in? Answer the questions below.



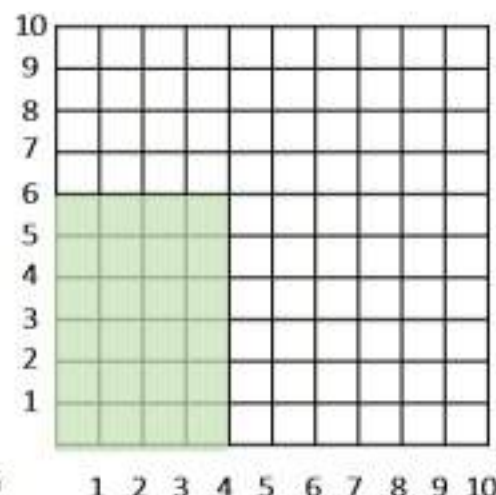
1 2 3 4 5 6 7 8 9 10

4 x 3 = _____



1 2 3 4 5 6 7 8 9 10

7 x 5 = _____

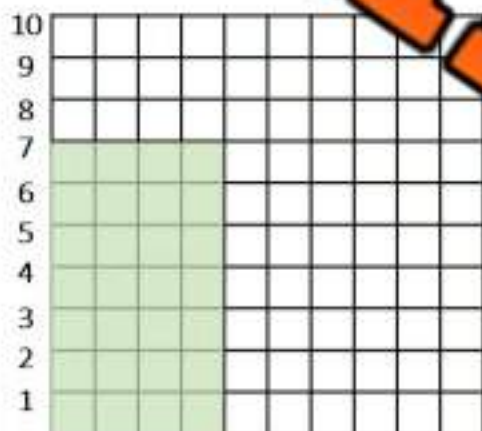


1 2 3 4 5 6 7 8 9 10

4 x 6 = _____

Part 5

How much is shaded in area divided?



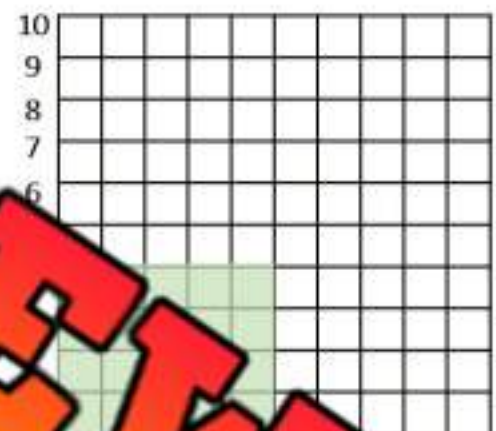
1 2 3 4 5 6 7 8 9 10

28 ÷ 4 = _____



1 2 3 4 5 6 7 8 9 10

49 ÷ 7 = _____

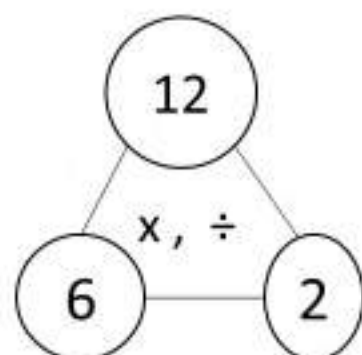


1 2 3 4 5 6 7 8 9 10

56 ÷ 8 = _____

Part 6

Investigate the relationship between multiplication and division

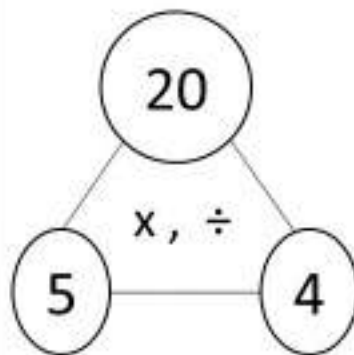


_____ x _____ = _____

_____ x _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____



_____ x _____ = _____

_____ x _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____



Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to create clear and thoughtful questions that help us gather useful information, so we can collect data, organize our findings, look for patterns, and understand what our results tell us.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions		Options	
1) What is your favourite amusement park ride?		Hot Dog	Ferris Wheel
A) ☐	C) ☐	Burger	Mario Kart
B) ☐	D) ☐	Roller	Bicycle
2) What is your favourite video game?		Among Us	Pac-Man
A) ☐	C) ☐	Bumper Cars	Macaroni
B) ☐	D) ☐	Minecraft	Roller Coaster
3) What is your favourite fast-food meal?		Water Slide	Pizza
A) ☐	C) ☐		
B) ☐	D) ☐		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

Directions: Survey your classmates using the statistical question below. Record the results using tally marks and frequencies.

Question: What is your favourite recess activity?

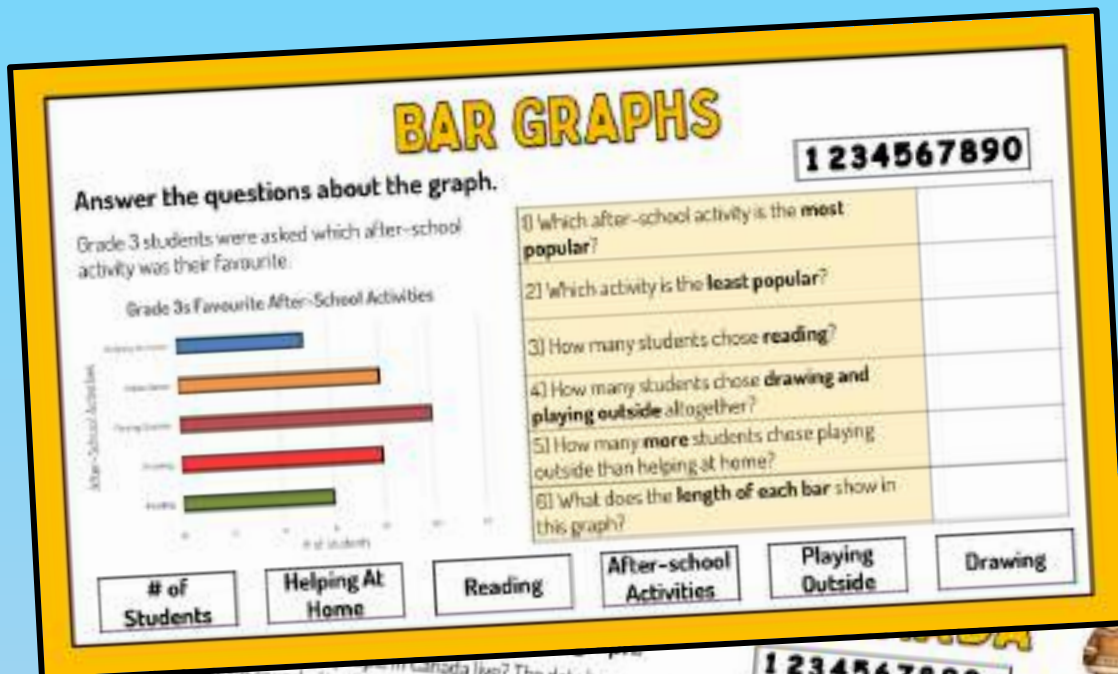
Category	Tag	Soccer	Basketball	Hopscotch	Skipping Rope
Tally					
Frequency					

Discuss the story your data gave you with your class and answer the questions below.

- How many classmates participated in the survey?
- Which activities are the most and least popular?
- What did you learn about the data?
- What other recess activity could you include?
- If you surveyed another Grade 3 class, which activity do you think would be most popular? Explain.



BC Math Curriculum Statistics Unit – Grade 3



SAMPLES

Write a sample of the population that would NOT be a good rep.

Population	Survey Question	Bad Sample
Students in your school	What is your favourite snack?	
Kids in your neighbourhood	What game do kids like best?	
Students in Grade 3	What is the best subject?	
Families in your city	What is the best dinner?	
Kids who play sports	What sport is the best?	
Students in your school	What is your favourite colour?	
Kids in your class	What do you like to do after school?	



BC Math Curriculum Statistics Unit – Grade 3

QUALITATIVE AND QUANTITATIVE DATA

Observe the pictures and give as much qualitative and quantitative data as you can.



Smell:
Hear:
Feel:
See:
Taste:



Height: cm
Length: cm
Weight: kg
Speed: km/hr



Height: cm
Length: cm
Weight: kg
Speed: km/hr

1 2 3 4 5 6 7 8 9 0

PROBABILITY

What is the likelihood of the events happening?

You can fly in the air.



You will read a book in a class.



A bell rings at recess.



A lion that has wings.



A dog that eats only grass.



A teacher writing on a board.



Certain

- 1 A child might lose a tooth this year.
- 2 A fish will ride a skateboard at the park.
- 3 There will be 7 days in a week.
- 4 Someone might visit a museum this year.
- 5 A cookie will do your homework.
- 6 A person might learn a new sport.
- 7 The month after September will be October.
- 8 A backpack will eat a sandwich for lunch.
- 9 Someone might win a prize at a fair.
- 10 A triangle will have 3 sides.

Certain

Possible

Impossible

Certain

Possible

Impossible





Workbook Preview



Grade 3

Graphing: One-To-One Correspondence

Curriculum Elaborations

one-to-one correspondence:

- collecting data, creating a graph, and describing, comparing, and discussing the results

- choo

**Preview of 60 pages from
this product that contains
133 pages total.**



Name: _____

9

Creating Questions

Practice

Write 4 options for the survey questions below

1) What is the best subject in school?

- a) Math
- b) Science
- c) Gym
- d) Art

2) How did you get to school today?

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

3) What is your favourite sport?

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

4) What is your favourite fast food?

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

5) What is your favourite pizza topping?

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

6) What is the best type of music?

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

7) What time do you go to bed at?

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

8) What kind of ice cream is the best?

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

Name: _____

11

Creating Questions

Practice

Write a question and 4 options for answers

1)

a) _____

b) _____

c) _____

d) _____

2)

a) _____

b) _____

c) _____

d) _____

3)

a) _____

b) _____

c) _____

d) _____

Name: _____

12

Tally Marks

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

Part 1

Count the tally marks

Part 2

Draw tally marks that match the number

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

Part 3

Which is greater? Use the < > or =

8 _____	13 _____	14 _____
---------	----------	----------

Tally Marks and Frequency Tables

Part 1

Fill in the table by writing in the frequency of the tally marks

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

Category	Football	Hockey	Basketball	Soccer
Tally				
Frequency				

- a) How many people were in the class? _____
- b) Which sport is the most popular in the class? _____
- c) Which sport was the least popular in the class? _____
- d) How many more people liked hockey than basketball? _____



Part 2

Fill in the table by drawing the tally marks based on the frequency

2. Henry asked his friends what food they liked the best. He forgot to write down the names of the foods, but he wrote down the frequency. Help him fill in the table by drawing the tally marks.

Category	Pizza	Sandwich	Hot Dogs	French Fries
Tally				
Frequency	13	5	12	9

- a) How many friends participated in the survey? _____
- b) Which food is the most popular? _____
- c) How many more friends liked French fries than sandwiches? _____

Activity Title: Tally Mark Nature Walk**Objective**

What are we learning about?

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

Materials

What you will need for the activity.

- Clipboard or sheet of paper for writing
- Paper with the recording table printed on it
- Pencils
- Optional: magnifying glasses and small bags for collecting items

**Instructions**

How you will complete the activity.

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

Name: _____

15

Observations

Fill in the table below while walking around your natural environment

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

Exit Cards

Cut Out

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

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

17

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	Math	Science	Gym	Art	Social Studies
Tally					
Frequency					

Interpret

What story does the data tell you?

a) How many classmates participated in the survey? _____

b) Which pet is the most popular? _____ Most 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.

Collecting Data - Quantitative

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



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

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

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

Part 1

Ask a question of your classmates that could have different numbered answers.

Survey Question

Example: How many books did you read this week?

Data Set

Part 2

What did you learn from your survey data?

- 1) How many people did you survey? _____
- 2) Was there a mode? If so, what was the mode? _____
- 3) What did you learn from the survey data? _____



I learned that _____

Name: _____

Making Lists

Questions

Sort the data below into correct lists

Banana

Cherry

Mango

Pineapple

Green Pepper

Apple

Kiwi

Cabbage

Tomato

Pear

Lemon

Strawberry

Radish

Beets

Carrot

Cantaloupe

Ras

ach

Onion

Broccoli

Cucumь



Green bean

Orange



Fr

Vegetables

Name: _____

21

Creating Lists



Part 1

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

PREF

Part 2

Sort the candies into two groups: plate and Candy

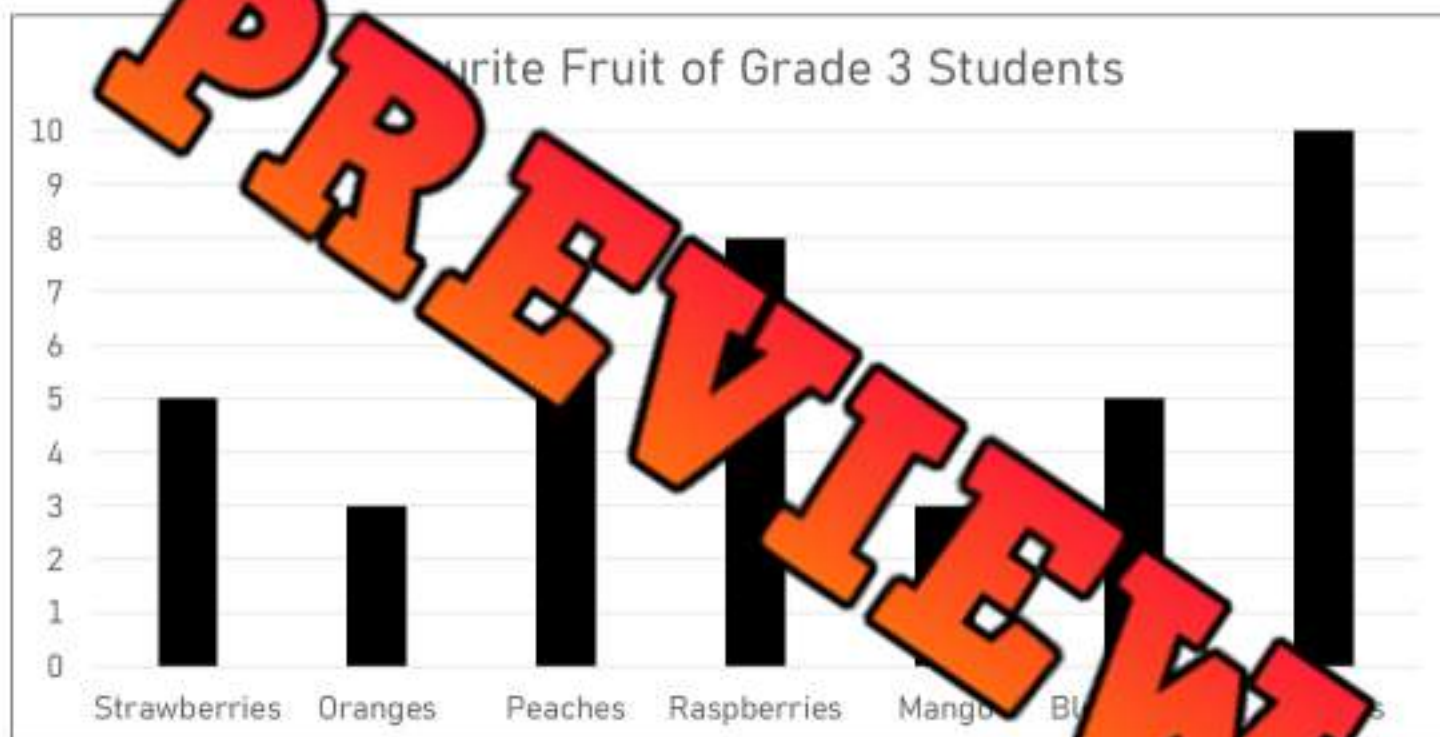
Chocolate	Candy

Why We Use Graphs

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



Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas



a) Which fruit was the most popular?

b) How many students liked bananas more than oranges?

c) Does the graph and table show the same data?

Yes

No

d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?

Graph

Table

e) What are the benefits of using a graph?

Vertical Bar Graph – Favourite Colour

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



a) Which colour was most popular?

b) Which colour was the least popular?

c) How many people chose yellow as their favourite?

d) How many people like red and blue the best?

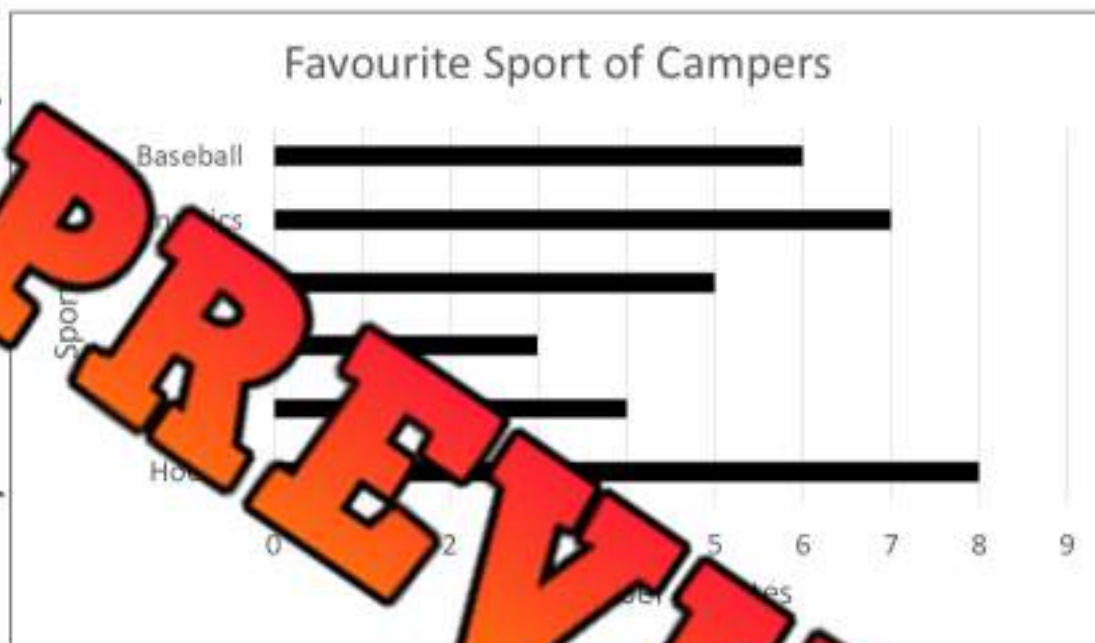
e) How many more people like red than orange?

f) What two colours add up to the amount of red?

g) How many people were surveyed?

Horizontal Bar Graph – Favourite Sport

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



a) Which sport was most popular?

b) Which sport was the least popular?

c) How many people chose gymnastics as their favourite?

d) How many kids liked basketball and soccer the best?

e) What is the title of the y-axis ↑ ?

f) What is the title of the x-axis → ?

g) What is the title of the graph?

h) How many kids were surveyed?

Exit Cards

Cut Out

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

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

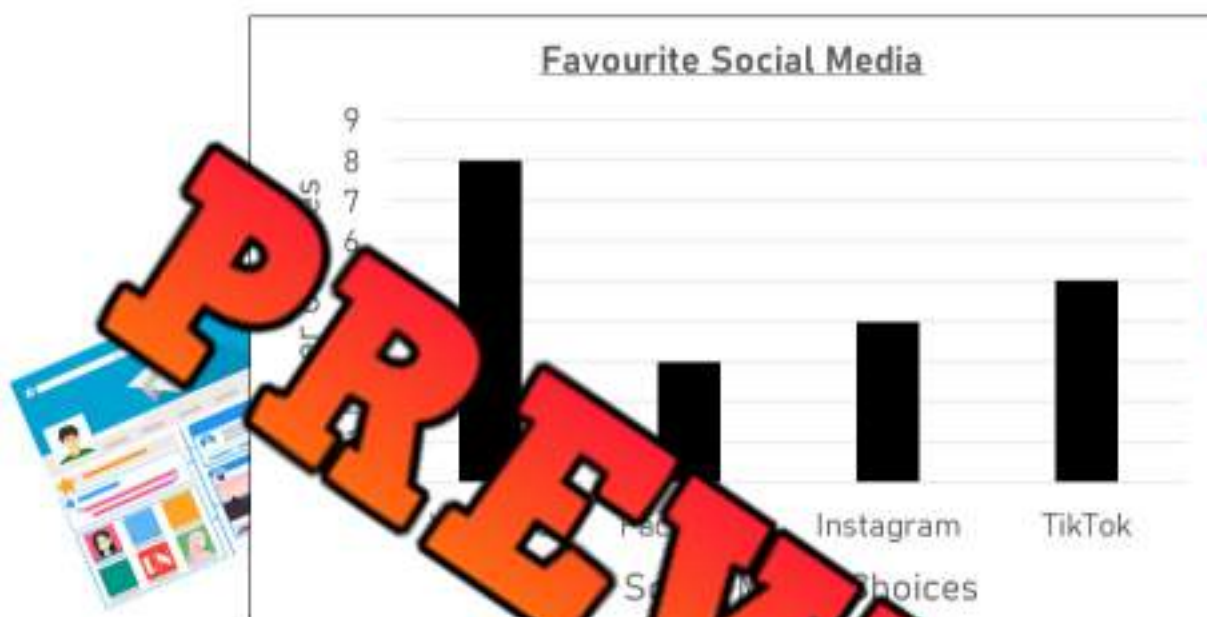


1) Which category of drink is most popular?

2) How many people were surveyed?

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 3 class.



a) Which social media was the most popular?

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

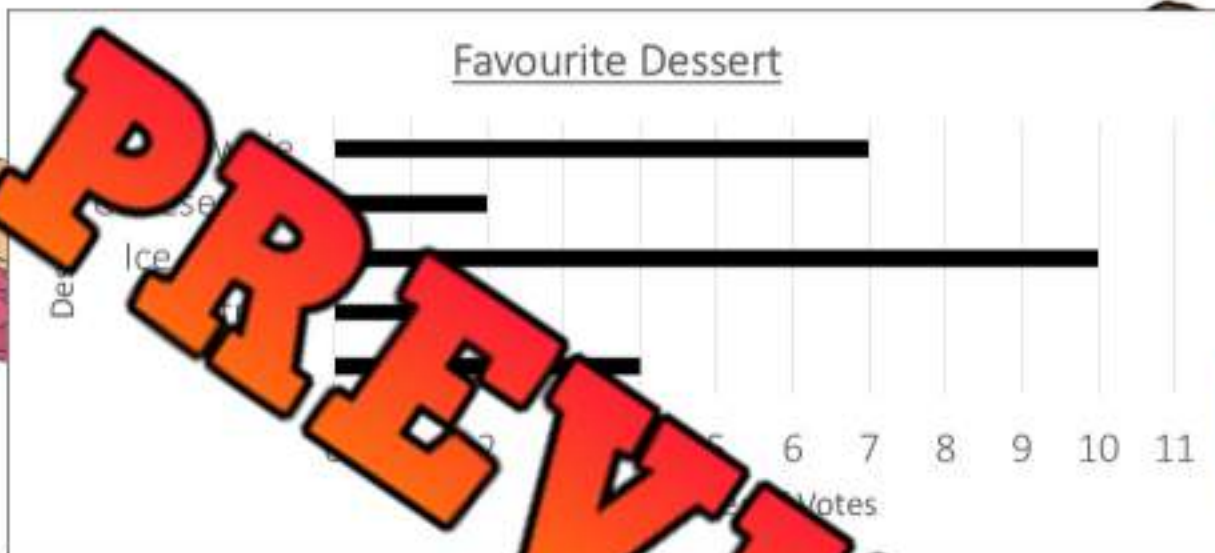
c) Who should she have asked if she wanted to know what the most popular social media app was in her entire school?

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?

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 25 people there. His data has been displayed in a bar graph below.



a) Which dessert should Liam serve at this restaurant according to his data?

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

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

d) Why is it important to pay attention to who you are surveying when you are collecting data?

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



Source: Statistics 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?

Sampling a Population

What is a Population?

A **population** is all the people that fit a particular description. For example, students in British Columbia is a population that would include all the students in British Columbia. Another example could be grade 3 students in your school. This might include just your class, or other grade 3 classes in your school.



When we want to know more about a population, we can survey them. This means asking them questions. The answers we receive will be data we can use to learn more about the population.

Sampling a Population

When we want to know something about a population, it is easier to ask a sample of the population instead of asking everyone within the population. For example, if we wanted to know which drink the kids in your school liked the best, we could ask 5 students from each class, instead of asking every single student.



Sampling a population saves us a lot of time and money. It works well if we sample the population correctly. When we choose just a sample of the population, we should do it randomly. A bad sample would be only asking 5 friends in each class or only asking 5 girls in each class.

Sampling a Population

Questions

Write a sample of the population that would not be a good representation of the population

Population	Survey Question	Bad Sample
Pet Owners in BC	What is the best pet?	Cat owners in BC
Parents in BC	Which sport is best for kids?	Parents at a hockey arena
Students in BC	Which day is the best?	
University Students in BC	Which city is the best?	
Kids who own video games	Which video system is the best?	
Kids in BC	Which sports store is the best?	
Teachers in BC	Which school is the best in BC?	

Questions

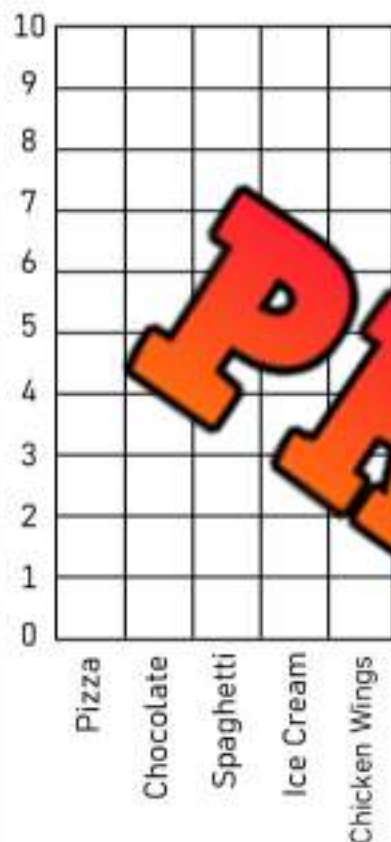
Write a good sample of the population

Population	Survey Question	Good Sample
Students at your school	Best subject in the school	
Teachers in your city	Favourite grade to teach	
Kids between 8-12 years old	Favourite sport	

Drawing Bar Graphs

Questions

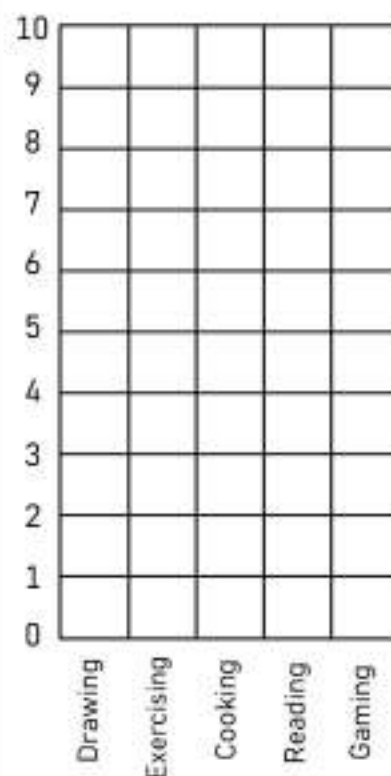
Draw the bars for each of the bar graphs below



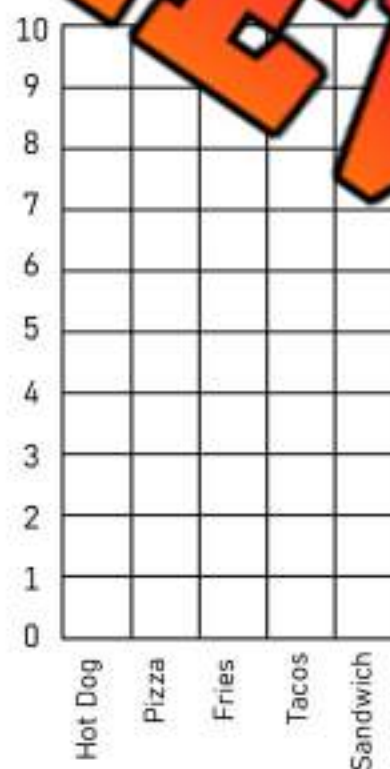
Favourite Food	# of votes
Pizza	9
Chocolate	4
Spaghetti	6
Ice Cream	1
Chicken Wings	8



Player	# of points
Jake	3
Nathan	1
Courtney	7
Ashley	6
Luke	10



Favourite Hobby	# of votes
Drawing	9
Exercising	5
Cooking	5
Reading	8
Gaming	2



Favourite Food	# of votes
Hot Dog	1
Pizza	3
Fries	5
Tacos	7
Sandwich	9

Exit Cards

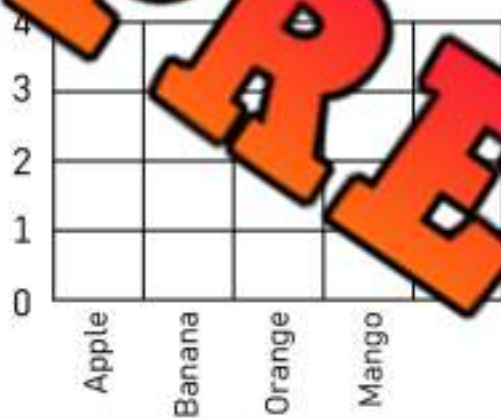
Cut Out

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.

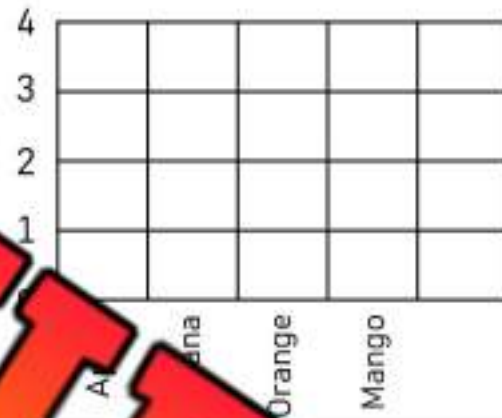
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

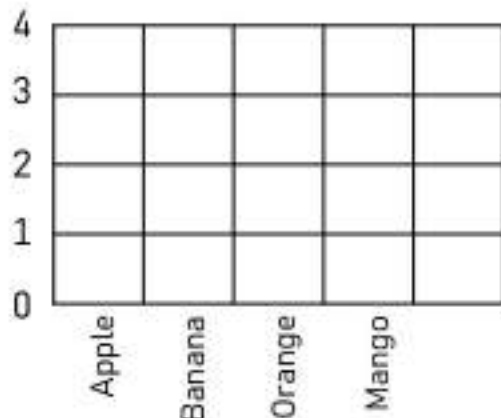
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

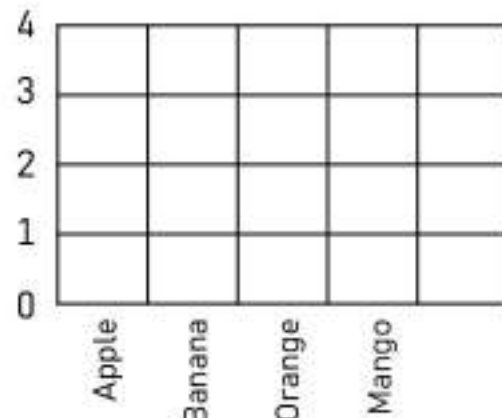
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Quantitative vs Qualitative Observations

Qualitative Observations

use your senses to observe the results



Quantitative Observations

use measurement tools to make observations



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: _____

See: _____

Taste: _____

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



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

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) Length of a foot	Quantitative	Qualitative
2) Population in North and South America	Quantitative	Qualitative
3) Animals that live in the ocean	Quantitative	Qualitative
4) Number of medals won by a country in the Olympics	Quantitative	Qualitative
5) How many movies you watched last year	Quantitative	Qualitative
6) Brand of shoes you're wearing	Quantitative	Qualitative
7) Favourite drink at a café	Quantitative	Qualitative
8) How many steps you get a day	Quantitative	Qualitative
9) Favourite type of exercise	Quantitative	Qualitative
10) How many hours of sleep you get a night	Quantitative	Qualitative

Part 2

 Write a quantitative and qualitative description for each topic below

1) Topic - Sports	
Quantitative	
Qualitative	
2) Topic - School	
Quantitative	
Qualitative	

Creating Questions – Quantitative Data

Practice

Write a question and 4 options for answers

1) How many points did each student in grade 3 get in the basketball game?

a) 0-5

b) 6-10

c) 11-15

d) 16-20



2)

a)

b)

c)

d)

3)

a)

b)

c)

d)

4)

a)

b)

c)

d)

Collecting Data - Quantitative

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

**Example:**

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

Survey Question
Area of Interest

Collect data by asking your classmates your survey question

Survey Question

Example: How many books
did you read this year?

Categories

Tally

Frequency

Interpreting Your Survey Results

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

I'm surprised that _____



Name: _____

46

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: _____

47

Unit Quiz – Data Literacy

Part 1

Sort the names into the correct list

Cindy

Claire

Marcus

Fred

Riley

Lynn

Alex

Evan

Bruce

Jack

Jane

John

3 letter names	5 letter names

Part 2

Count the tally marks

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

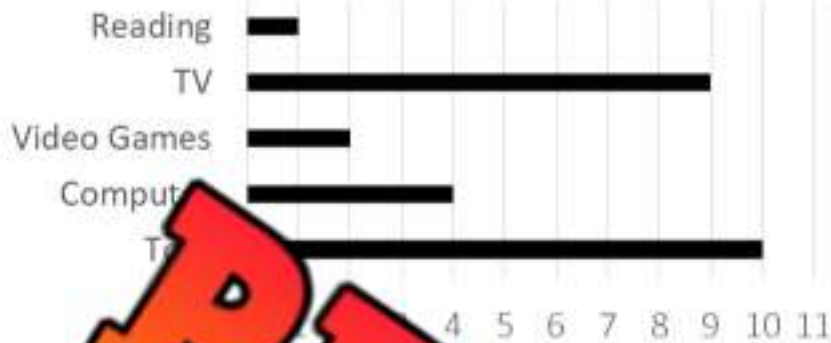
Part 3

Draw a tally marks that match the number

3 =	10 =	17 =
15 =	12 =	20 =

Oliver wanted to find out which hobby the kids at his school liked the most. He sampled the school's population by asking just the kindergarten students.

Favourite Hobby



a) Which hobby was the most popular?

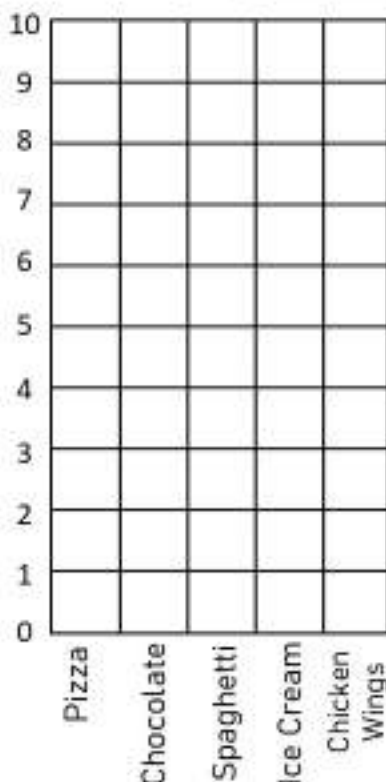
b) Which hobby was the least popular?

c) Did he sample a representative of the entire school properly? Explain.

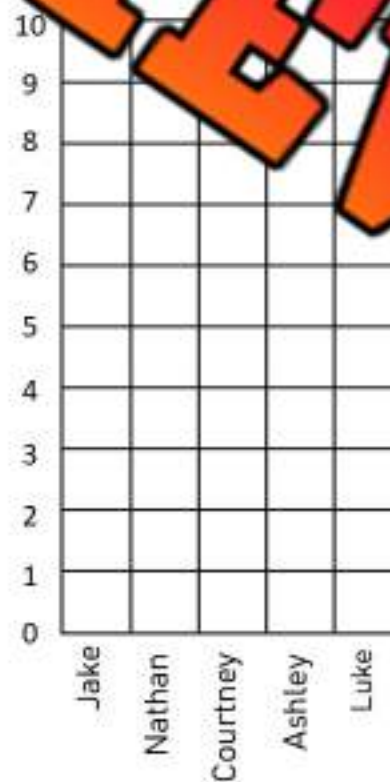
d) How would you do this survey? Where would you sample from your school?

Part 5

Draw the bars for each of the favourite foods.



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



Player	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9

Grade 3

Probability – Simulated Events

Curriculum Elaborations

Simulated Events:

- using comparative language (e.g., certain, uncertain; more, less, or equally likely)
- developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events)
- story: The Snowsnake Game



Describing Probability - Certain

If an event will definitely happen, we describe the probability of the event as certain. **Certain** means something will for sure happen!

Examples of certain events:

- 1) You will go to the bathroom today
- 2) You will sleep tonight



Questions: Is the event certain – yes or no?

1) You will eat something today		Yes	No
2) You will breathe today		Yes	No
3) You will eat something today		Yes	No
4) You will drink something today		Yes	No
5) You will play hockey today		Yes	No
6) You will play tag at recess this week		Yes	No
7) It will rain later today		Yes	No
8) There will be a fire drill today		Yes	No
9) It will be Friday after Thursday		Yes	No
10) The sun will rise tomorrow morning		Yes	No

Describing Probability - Impossible

If an event will definitely **not** happen, it is impossible. **Impossible** means that something can't happen!

Examples of impossible events:

- 1) You will fly like a bird
- 2) You will teleport to Africa today



Question: Is the event impossible – yes or no?

1) You will be a teacher tomorrow	Yes	No
2) You will grow 1 meter today	Yes	No
3) You will jump over a house today	Yes	No
4) You will eat a treat today	Yes	No
5) You will find money on the ground today	Yes	No
6) You will get a new toy today	Yes	No
7) It will be Saturday after Monday	Yes	No
8) You will roll a 7 on a 6-sided dice	Yes	No
9) It will rain today	Yes	No
10) You will take over as teacher today	Yes	No

Name: _____

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Describing Probability – Certain, Impossible?

Questions

Write 4 examples of events that are certain and impossible.

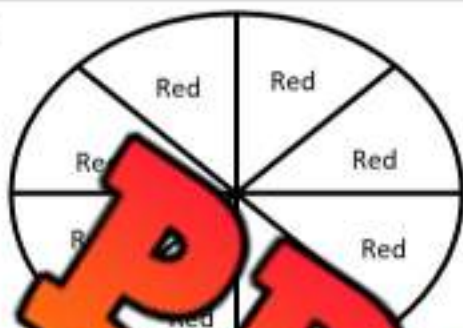
Certain

Impossible

PREVIEW

Describing Probability – Certain or Impossible?**Instruction**Read the spinner and describe if the event is certain or impossible

1)

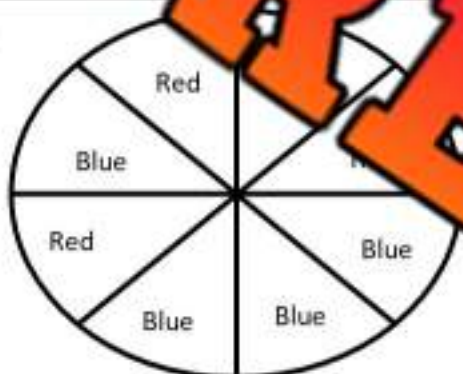


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

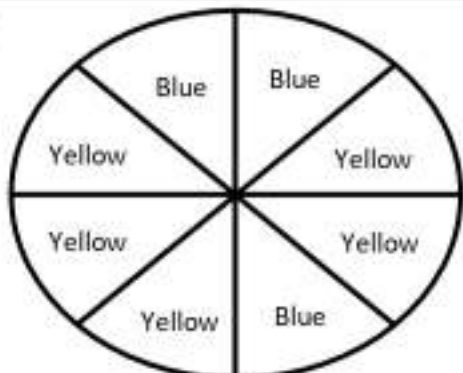


a) Spinning a purple is _____

b) Spinning a red or red is _____

c) Spinning a yellow is _____

3)

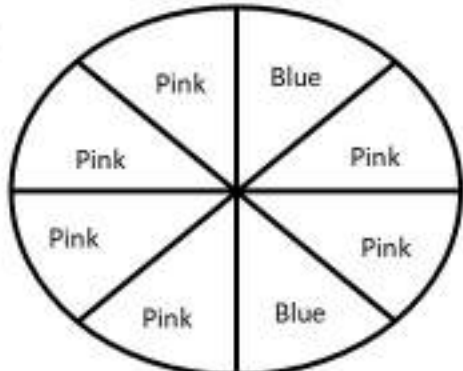


a) Spinning a yellow or blue is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

Possible or Impossible

Questions

Circle if the likelihood is possible or impossible.

a) It will rain or snow today.



Possible
Impossible

b) You will drive home from school.



Possible
Impossible

c) You will see a footprint today.



Possible
Impossible

d) You will eat pizza today.



Possible
Impossible

e) You will play a sport today.



Possible
Impossible

f) You will see a ghost today.



Possible
Impossible

g) You will see a bird today.



Possible
Impossible

h) It will rain cats and dogs today.



Possible
Impossible

i) School will end forever today.



Possible
Impossible

j) You will pet a dog today.



Possible
Impossible

Describing the Likelihood of Events

Instruction

Circle the likelihood of the event happening.

1) You will laugh today.



Certain
Possible
Impossible

2) You will eat a cookie today.



Certain
Possible
Impossible

3) You will see a toucan today.



Certain
Possible
Impossible

4) You will shake hands with a monster today.



Certain
Possible
Impossible

5) You will play a video game today.



Certain
Possible
Impossible

6) You will drink something today.



Certain
Possible
Impossible

7) You will get a lunch break today.



Certain
Possible
Impossible

8) You will watch TV today.



Certain
Possible
Impossible

9) You will draw a picture today.



Certain
Possible
Impossible

10) You will win a prize today.



Certain
Possible
Impossible

Exit Cards

Cut Out

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

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

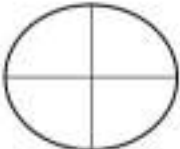
3. You will eat some chocolate today.

Certain | Possible | Impossible

Describing the likelihood – Equally Likely**Part 1**

Shade in half of the shapes so you have two equal parts

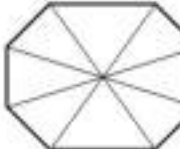
a) 

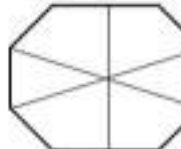
b) 

c) 

d) 

e) 

g) 

h) 

Part 2

What is half of the number?

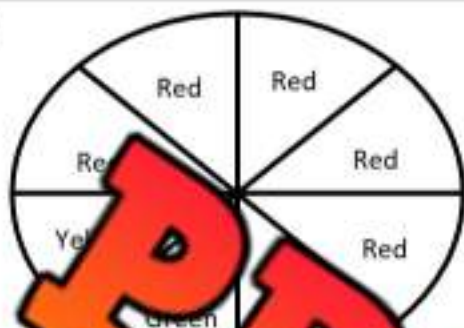
	Number	Half
1)	20	10
2)	8	
3)	12	
4)	26	
5)	40	
6)	32	
7)	70	

	Number	Half
8)	48	
9)	80	
10)	84	
11)	90	
12)	30	
13)	66	
14)	98	

Describing the Likelihood – Less Likely, More Likely

Instruction Read the spinner and describe the probability as Less Likely or More Likely

1)

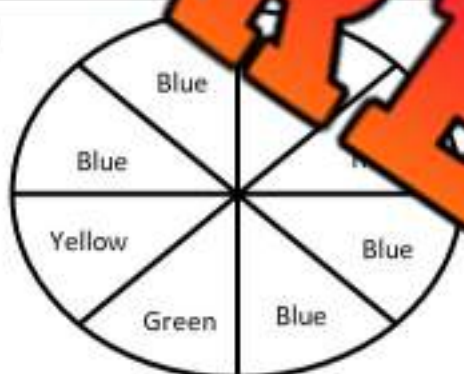


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a blue or red is _____

2)

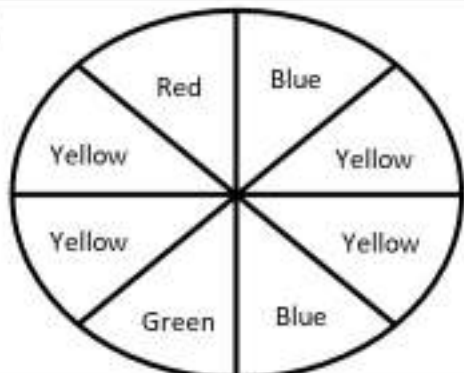


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

3)

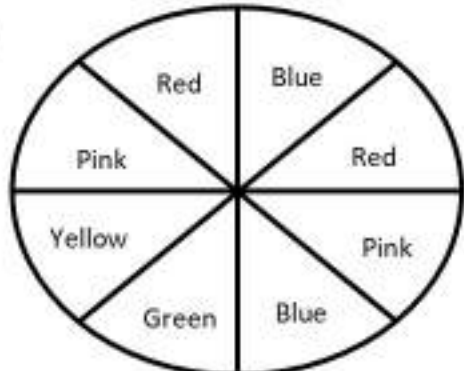


a) Spinning a red is _____

b) Spinning a green is _____

c) Spinning a yellow or red is _____

4)



a) Spinning a red or green is _____

b) Spinning a blue, pink or red is _____

c) Spinning a green or pink is _____

Describing the Likelihood of Events

Questions

Circle the likelihood of the event happening

1) You will get heads when you flip a coin.



Equally Likely
More Likely
Less Likely

2) You will roll a 2 when you roll a dice.



Equally Likely
More Likely
Less Likely

3) You will roll a 6 when you roll a dice.



Equally Likely
More Likely
Less Likely

4) It will rain in the next 30 minutes.



Equally Likely
More Likely
Less Likely

5) You will get an odd number when you roll a dice.



Equally Likely
More Likely
Less Likely

6) You will get a tails when you flip a coin.



Equally Likely
More Likely
Less Likely

7) You will pull a red card from a deck of cards.



Equally Likely
More Likely
Less Likely

8) You will get a heart from a deck of cards.



Equally Likely
More Likely
Less Likely

9) You will win a game of rock, paper, scissors.



Equally Likely
More Likely
Less Likely

10) You will use rock in a game of rock, paper, scissors.



Equally Likely
More Likely
Less Likely

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:

impossible, unlikely, equally likely, likely, certain

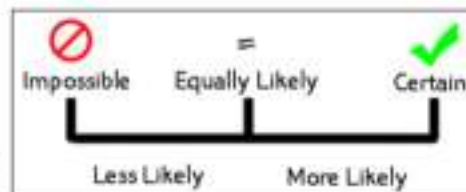
Impossible = Cannot happen

Less Likely = Will probably not happen

Equally likely = There is an equal chance it could happen
and that it won't happen

More Likely = Will probably happen

Certain = Will definitely happen



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

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

Describing the Likelihood of Events

Questions

Circle the likelihood of the event happening

1) Ice will melt on a hot day.

- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

2) Water will freeze on a hot day.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

3) Someone will wake up tomorrow.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

4) You will jump at least once today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

5) A talking horse will teach your class today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

6) You will see a spider in class today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

7) You will see a car today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

8) Water will come out of the tap purple.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

Exit Cards

Cut Out

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

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Activity: Probability Card Sort and Rank

Objective

What are we learning about?

Students will learn to identify and classify events as certain, likely, equally likely, unlikely, or impossible by sorting and ranking scenarios based on their probability.

Materials

What you will need for the activity.

- 30 scenario cards with different events (e.g., "The sun will rise tomorrow").
- A board divided into the categories: Certain, Likely, Equally Likely, Unlikely, and Impossible.
- Glue sticks or glue.



Instructions

How you will complete the activity

1. Begin by explaining the concepts of certain, likely, equally likely, unlikely, and impossible events. Give examples to ensure students understand these probability terms.
2. Have all students stand in a single line in front of the categorization board.
3. Provide each individual student with a scenario card. Each student has one card.
4. Display the large categorization board at the front of the classroom so that all students can easily see and access it.
5. Instruct the students to take turns, one by one, reading their scenario card aloud and then discussing where they think the event should be classified on the categorization board.
6. After the student has decided on the classification, have them use glue to attach the card in the corresponding category on the board.
7. Encourage the students to explain their reasoning and engage in discussion with the class if they disagree with the placement of a card.
8. Continue until all 30 cards have been placed on the board.
9. Once all cards have been placed, review the classifications as a class, addressing any misconceptions or disagreements.

Scenario Cards

A set of scenario cards with different events

You will hear someone talk
today.

You will see clouds in the sky
this week.

A bird will land on your head
during class.

Your shoes will tie themselves.

You will turn invisible after
lunch.

You will drink water today.

You will sharpen your pencil at
school today.

You will see a rainbow after
school today.

You will roll a number greater
than 3 on a fair 6-sided die.

You and a friend will pick the
same favourite colour.

Scenario Cards

A set of scenario cards with different events

A flipped coin lands on heads

Picking red or blue from a bag
with one red and one blue
marble

Rolling an even number on a
fair six-sided die

The classroom lights will be on
during the day

Someone will raise their hand
during the next lesson

A student will forget
something at home

A worksheet will be used
during class

A coin landing on its edge

Turning a rock into gold by
rubbing it

Picking your name from a class
list

Describing the Likelihood of Events

Candies

There are 14 candies in a bag. 6 are red, 3 are blue, and 5 are green.



Frequency

Fill in the frequency table below

Colour	Frequency
Red	
Blue	
Green	

Questions

Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a red candy?
2. What is the likelihood of pulling out a blue candy?
3. What is the likelihood of pulling out a green candy?
4. What is the likelihood of pulling out a red, blue, or green candy?
5. What is the likelihood of pulling out a blue or green candy?
6. What is the likelihood of pulling out a purple candy?

Describing the Likelihood of Events

Marbles

There are 16 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Frequency

Fill in the frequency table below

Marble Color	Frequency
Black	
Grey	
White	

Questions

Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

- What is the likelihood of pulling out a black marble?
- What is the likelihood of pulling out a grey marble?
- What is the likelihood of pulling out a white marble?
- What is the likelihood of pulling out a black, white, or grey marble?
- What is the likelihood of pulling out a black or white marble?
- What is the likelihood of pulling out a green marble?

Likelihood of Events – Rolling a Dice

Rolling a Dice

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



Questions

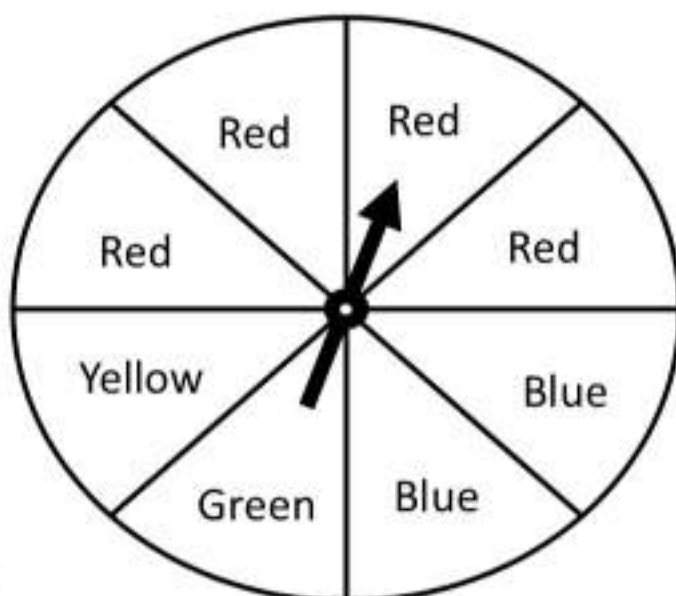
Use these terms to describe likelihood: impossible, less likely, more likely, certain.

1. What is the likelihood of you rolling a 1?
2. What is the likelihood of you rolling a 3?
3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?
4. What is the likelihood of you rolling an even number?
5. What is the likelihood of you rolling a 1, 2, 3, or 4?
6. What is the likelihood of you rolling a 0?

Describing the Likelihood of Events

Spinner

The spinner has different coloured parts on it. When you spin the arrow, it will land on one of the colours. The likelihood of landing on a green part is unlikely.



Questions

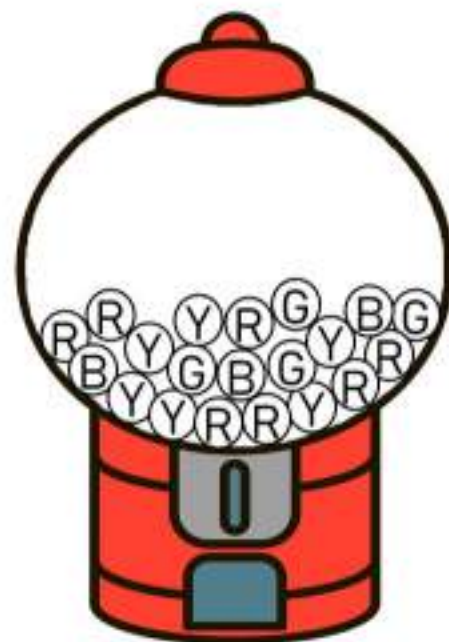
Use these terms to describe the likelihood: impossible, less likely, more likely, certain.

1. What is the likelihood of landing on a red part?
2. What is the likelihood of landing on a blue part?
3. What is the likelihood of landing on a yellow part?
4. What is the likelihood of landing on a red or yellow part?
5. What is the likelihood of landing on a red, blue, green, or yellow part?
6. What is the likelihood of landing on a purple part?

Describing the Likelihood of Events

Gumball Machine

There are 20 gumballs in a machine. What is the likelihood of you pulling out a red (R), yellow (Y), green (G), or blue (B) gumball?



Frequency _____ Fill in the frequency table below

	Frequency
Red	
Yellow	
Green	
Blue	

Questions

Use these terms to describe the likelihood of an event: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a green gumball?
2. What is the likelihood of pulling out a red gumball?
3. What is the likelihood of pulling out a blue or green gumball?
4. What is the likelihood of pulling out a red or yellow gumball?
5. What is the likelihood of pulling out a blue, red, yellow, or green gumball?
6. What is the likelihood of pulling out a pink gumball?

Snowsnake Game – Describing Probability

The Snowsnake game is a traditional Indigenous game that has been played for many years in winter. Players slide a long, smooth stick called a snowsnake along a snowy or icy track. The goal is to see whose snowsnake travels the farthest. Each player takes turns, and the distance is measured after each throw. The game uses skill and chance, because snow conditions can change the results.

Questions

Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

1) Winning the game the first time you play.	
2) Sliding the snowsnake farther on a smooth track than a bumpy track.	
3) Two players having the same chance of winning if they have the same number of turns.	
4) The snowsnake moving when it is pushed.	
5) One player winning more often when they get extra turns.	
6) The snowsnake sliding farther on icy snow than on deep, soft snow.	
7) Everyone winning the game at the same time.	
8) A player winning every round of the game.	
9) A player who has practiced the least winning.	
10) A player who has practiced more winning.	

Snowsnake Game – Describing Probability

On a cold winter morning in British Columbia, four First Peoples players met near their village to play the Snowsnake game, a winter game their families had played for many generations. Eli, Noah, and Maya were children, while Talia was older and had played the game many times before.

Eli had practised often and felt confident. Noah had played a few times but not very often. Maya was playing for the first time. Talia had played Snowsnake many winters and knew different snow conditions could affect the game.

That morning, the track was covered in soft, snowy powder. As the sun rose, the snow became hard and icy. The players agreed that each person would get three turns and the first two turns Eli and Noah would throw first while the snow was still soft. Maya would throw last, when the track had become icy.

Before the game started, Eli considered how practice, age, and changing snow conditions might affect his chances of winning. He was confident he was likely to win.



Questions

Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

#	Snowsnake Probability Situation	Describe the Likelihood
1	Talia winning the game	
2	Maya winning the game on her first time playing	
3	Noah beating Maya	
4	Eli beating Noah	
5	Talia beating Eli	
6	Two players tying for first place	
7	Noah winning the game	
8	Eli and Noah tying	
9	Maya beating Talia	
10	Knowing who will win before the game starts	

Flipping a Coin - Experiment

When we flip a coin, we have an equal chance at getting a heads or a tails. Our chances are half and half. If we flip a coin 2 times, we should get 1 heads and 1 tails. Fill in the table with how many heads and tails you should get.

# of Flips	2	4	6	8	10	12	14	16	18	20
Heads	2									
Tails	1		4							

Directions

Flip a coin 20 times and record your results

1) How many heads and tails do you think you will flip out of 20?



Heads

20

Tails



2) Perform the experiment by flipping a coin 20 times. How many heads and tails you get.

	Tallies	Total
Heads		
Tails		

3) Did you get as many heads and tails as you were supposed to? Why not?

Rolling a Dice - Experiment

When we roll a dice, there are 6 outcomes we could get – 1, 2, 3, 4, 5, or 6. This means it is less likely we will roll a specific number.

Directions

Follow the instructions below



1) If you roll a dice 30 times, how many times will you roll each number on a dice? Be sure your totals add up to 30! Try using tallies.

	3	4	5	6

2) Perform the experiment by rolling a dice 30 times. Record your results as tallies below.



1	2	3	5	6

3) Was your prediction accurate? Explain what you guessed and what you guessed wrong.

4) Is it easy to guess what will happen in the future? Why or why not?

Unit Quiz - Probability

Part 1

Circle the likelihood of the event happening

1) You will see a unicorn today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

2) It will get dark tonight.



Certain
More Likely
Equally Likely
Less Likely
Impossible

3) You will see a dog today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

4) You will eat chocolate today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

5) You will see a truck today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

6) It will rain today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

Part 2

Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain

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

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

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

4. What is the likelihood of you rolling an even number?

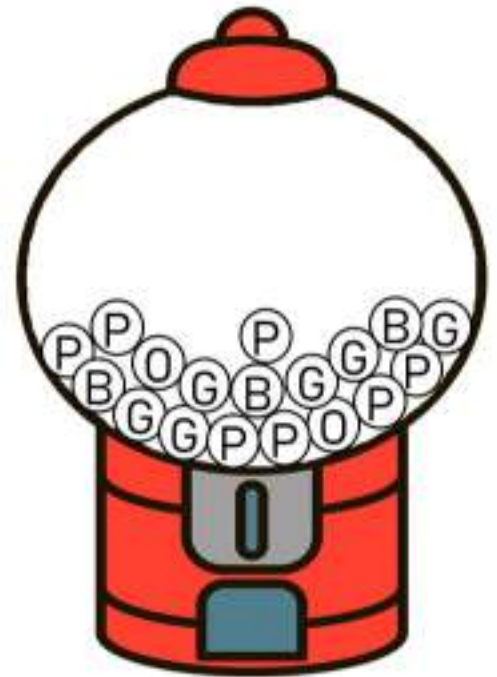
Gumball Machine

There are 18 gumballs in a machine. What is the likelihood of you pulling out a pink (P), blue (B), orange (O), or green (G)?

Frequency Table

Fill in the frequency table below

Mark	Colour	Frequency
	Orange	
	Green	



Questions

Use these to describe likelihood: impossible, less likely, equally likely, more likely, certain

1. What is the likelihood of pulling out a pink gumball?

2. What is the likelihood of pulling out a green gumball?

3. What is the likelihood of pulling out a pink or green gumball?

4. What is the likelihood of pulling out a blue or orange gumball?

5. What is the likelihood of pulling out a blue, pink, orange, or green gumball?

6. What is the likelihood of pulling out a red gumball?



Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to measure and draw lengths in centimetres and metres using a ruler, so we can understand how to measure things the right way, even if we don't start at zero.



Measuring in Centimetres

Measure the lines using the ruler. Match each line with its length in centimetres.



3 cm	
10 cm	
1 cm	
9 cm	
7 cm	
5 cm	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Measurement Word Problems

Noah walked 1 metre and 50 centimetres to get to the lunchroom. Mia walked 160 centimetres, and Jayden walked 1 metre and 20 centimetres.

1) Who walked the farthest?

2) Who walked the shortest distance?





BC Math Curriculum

Measuring Unit – Grade 3

Capacity

1 2 3 4 5 6 7 8 9 0

Estimate how many of the smaller things will fit into the container. Drag the numbers to answers.

 X _____	 _____	 X _____	 _____	 X _____	 _____
 X _____	 _____	 X _____	 _____	 X _____	 _____
 X _____	 _____	 X _____	 _____	 X _____	 _____

Does the container hold more or less than 1 litre? Drag the checkmark to your answer.

1 litre = 4 cups

 More Less	 More Less	 More Less	 More Less
 More Less	 More Less	 More Less	 More Less

Does the container hold more or less than 500mL?

 More Less	 More Less	 More Less	 More Less
 More Less	 More Less	 More Less	 More Less



BC Math Curriculum

Measuring Unit – Grade 3

Calculating Perimeter

Find the perimeter of the shapes below. Drag the numbers to complete the equations.

	1	2	3	4	5	6	7	8	9	0
 $+ + + = \text{ cm }$										
 $+ + + + = \text{ cm }$										
 $+ + + + = \text{ cm }$										
 $+ + + = \text{ cm }$										
 $+ + + + = \text{ cm }$										
 $+ + + + = \text{ cm }$										

Perimeter

Step 1 - Use a string to find the length of these shapes.
Step 2 - Measure the length of the string with a ruler to find the perimeter.

 Perimeter = cm	 Perimeter = cm	 Perimeter = cm
 Perimeter = cm	 Perimeter = cm	 Perimeter = cm

greater mass.



Workbook Preview



Grade 3 Measurement

Curriculum Expectations

Standard Units:

- linear measurements, using standard units (e.g., centimetre, metre, kilometre)
- capacity measurements, using standard units (e.g., millilitre, litre)

• Introduce concepts of perimeter and circumference (the distance around); use of

• area

• mass

• estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar

Preview of 120 pages from
this product that contains
390 pages total.

s 100

Time:

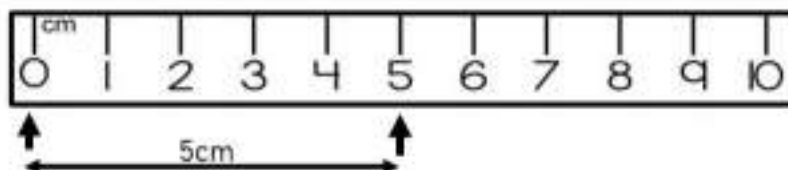
- understanding concepts of time (e.g., second, minute, hour, day, week, month, year)
- understanding the relationships between units of time
- Telling time is not expected at this level.
- estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar

Name: _____

5

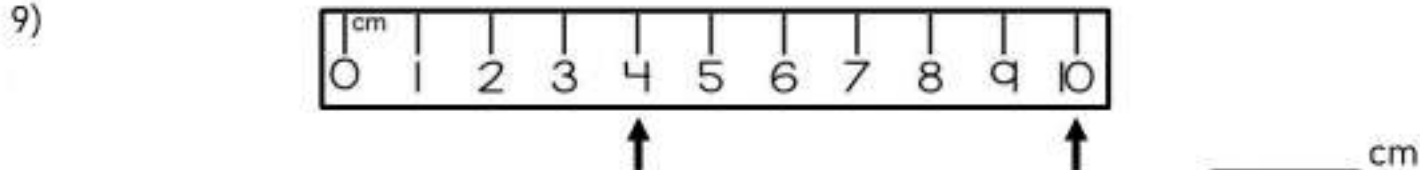
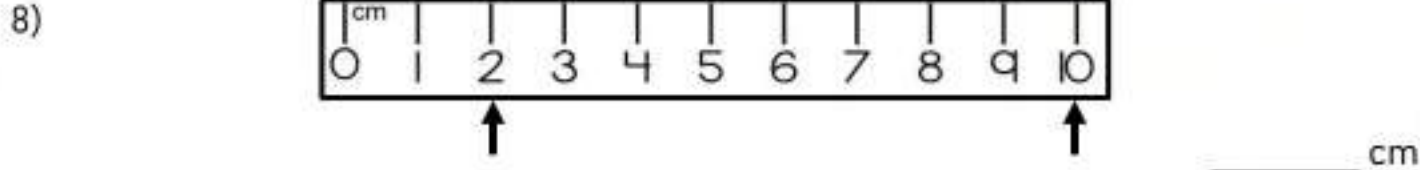
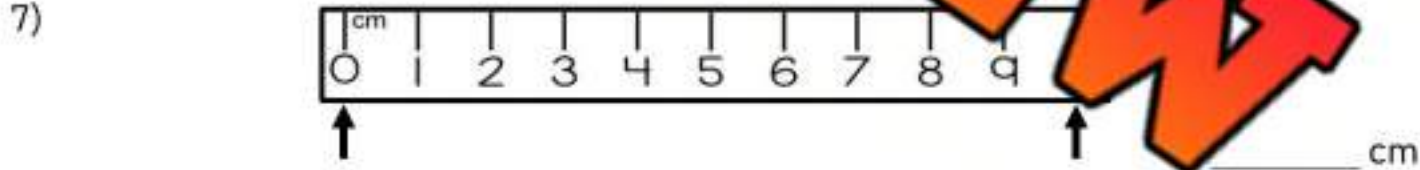
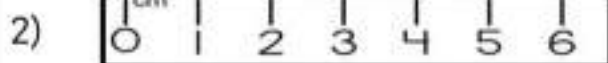
Measuring in Centimeters

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



Questions

Read the rulers below to find the distance between the arrows



Name: _____

8

Measuring in Centimeters

Questions

Use a ruler to measure the lines below



1)



_____ cm

2)



_____ cm

3)



4)



_____ cm

5)



_____ cm

6)



_____ cm

7)



_____ cm

8)



9)



_____ cm

10)



_____ cm

11)



_____ cm

12)



_____ cm

Exit Cards

Cut Out

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

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

Use a ruler to measure the lines below

1) _____ cm

2) _____ cm

3) _____ cm

Name: _____

10

Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

4 cm

7 cm

7)

1 cm

8)

8 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm

Name: _____

11

Measuring Height – Lollipops

Questions

Measure the height of the lollipop sticks



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

Estimating Length in CM**Questions**

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 900cm



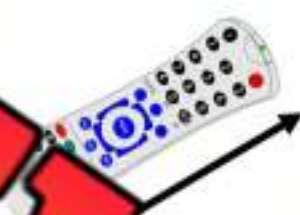
5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 5cm
- b) 10cm
- c) 100cm
- d) 500cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



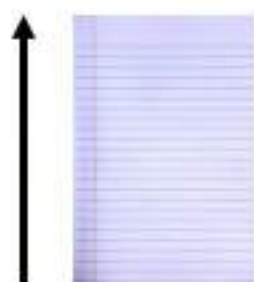
8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 30cm
- d) 100cm



10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm

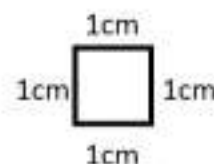


Name: _____

15

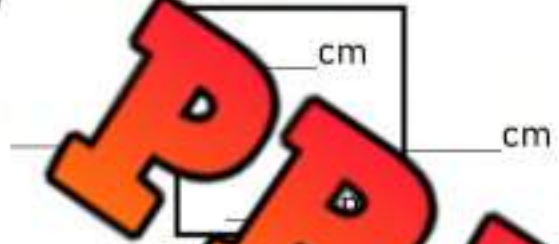
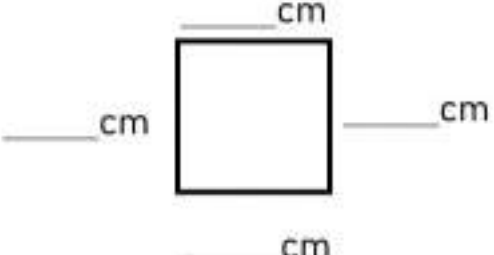
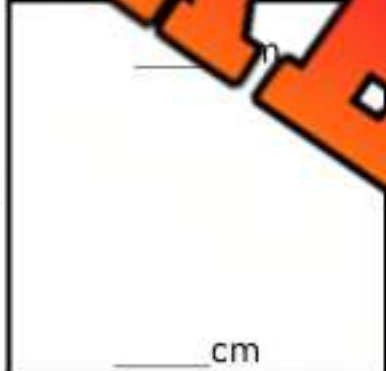
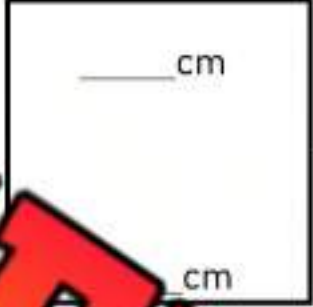
Measuring Square Side Lengths

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



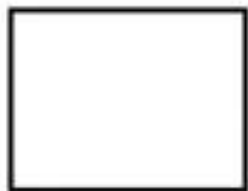
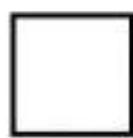
Part 1

Use a ruler to measure the squares below

1) 	2) 
3) 	4) 

Part 2

Are the shapes squares?

1)  Yes No	2)  Yes No	3)  Yes No
4)  Yes No	5)  Yes No	6)  Yes No

Name: _____

18

Tower Challenge



Draw

Follow the instructions below

Draw a tower made of 5 differently sized blocks. Block 1 will be 1 cm tall. Block 2 will be 2 cm tall. Continue this pattern until block 5. Your blocks can be any width.

PREVIEW

How tall is your tower?

Estimating Length in Meters

Questions

Circle which length fits the description

1) A pool

- a) 1m
- b) 2m
- c) 10m
- d) 100m



2) A basketball player

- a) 1m
- b) 2m
- c) 10m
- d) 100m



3) A car

- a) 1m
- b) 2m
- c) 5m
- d) 100m



4) A school

- a) 1m
- b) 10m
- c) 100m
- d) 500m



5) A school bus

- a) 1m
- b) 2m
- c) 10m
- d) 100m



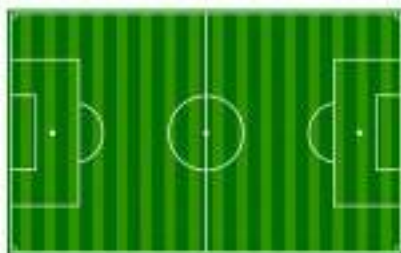
6) A house

- a) 1m
- b) 10m
- c) 100m
- d) 500m



7) A soccer field

- a) 5m
- b) 10m
- c) 20m
- d) 100m



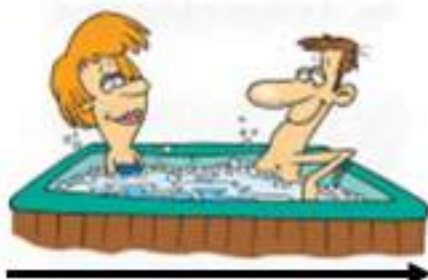
8) A basketball net

- a) 1m
- b) 4m
- c) 50m
- d) 100m



9) A hot tub

- a) 2m
- b) 10m
- c) 50m
- d) 100m



10) A stop sign

- a) 1m
- b) 2m
- c) 10m
- d) 100m



Metric System Units – mm, cm, m, km

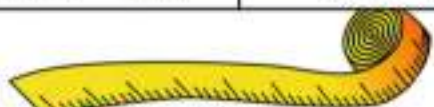
Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
Used to measure small lengths/distances 	Used to measure small to medium lengths/distances 	Used to measure medium to long lengths/distances 	Used to measure long distances/lengths 

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

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

Metric System Units - mm, cm, m, km

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



Part 1 Complete the tables below

mm	cm	cm	m	m	km
10		100		1	
20				2	
	3	300		3	
40		400			4000
50					5
	6	600			6
	7				
	8	800			8
90			9		
100		1000			

Part 2 Convert the units of measurement below

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

Which is Longer?

Part 1

Which distance is farther? Circle the longest distance.

1)	10m	200cm	100mm	1km
2)	20cm	200mm	5km	1000m
3)	5m	500cm	10m	10km
4)	2m	2m	1000mm	150cm
5)	500cm	200mm	1m	

Part 2

Read the problem and answer below

- Steve and Jen both went for a run at night. Steve ran 2000 metres and Jen ran 1km. Who ran further? Explain.
- Bella is 1 metre tall. Emily is 125cm tall. Who is taller? Explain.
- Kyle and Simon are arguing over whose feet are bigger. Kyle's foot is 200mm long. Simon's foot is 18cm long. Whose foot is bigger?



Ordering Measurements

Part 1

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 7000 mm, 6 m, 2 km, 500 cm	500 cm	6 m	7000 mm	2 km
2) 2 m, 700 mm, 1 km				
3) 800 mm, 50 m, 1000 mm				
4) 3 km, 3000 mm, 100 m, 1 km				
5) 150 cm, 10 km, 90 m, 1200 mm				

Part 2

Order the measurements from shortest to longest

Measurements	Order (Shortest to Longest)			
1) 5000 mm, 9000 m, 2 km, 700 cm				
2) 2 m, 550 cm, 1500 mm, 1 km				
3) 8000 mm, 5 m, 4 km, 450 cm				
4) 3 km, 3 mm, 4100 m, 1 cm				
5) 120 cm, 1 km, 1 m, 12000 mm				

Measurement Word Problems

Questions

Answer the questions below

	Word Problems
1	A car traveled 5 kilometers to reach a park, and a bike traveled 4,500 meters to reach the same park. Which traveled farther? Explain.
2	A track and pool is 3 km long. The soccer field is 12,500 cm long, the basketball court is 10 metres long and the tennis court is 12,000 mm long. Order the length of the track, soccer field, basketball and tennis court from longest to shortest.
3	Four poles are being planted. The green pole is 8 metres tall, the red is 920 cm tall, the blue is 1 m tall and the yellow is 5000 mm tall. Convert all the measurements to centimetres and order the poles from tallest to shortest.
4	The heights of four towers in a city were measured: ▪ Tower A is 40 metres tall. ▪ Tower B is 1 kilometers tall. ▪ Tower C is 15 000 millimeters tall. ▪ Tower D is 400 centimetres tall. Which Tower is the tallest? How much taller is it than the shortest Tower?

Metric System Units – Decimal Conversions

In Canada, we use the metric system. The metric system has 4 main units that we use to measure distances.

BENCHMARKS

Millimetre (mm)	Centimetre (cm)	Metre (m)	Kilometre (km)
15mm = 1.5cm 1500mm = 1.5m	150cm = 1.5m 1cm = 10mm	1.5m = 150cm 1500m = 1.5km	2.3km = 2300m

Part 1

Complete the tables below



mm	cm	m	m	km
5		0.5	1500	
15		1.5		3.5
	2.5	250	5500	
	3.5	350	7500	
45				9.5
55		550	5500	
	6.5	650	13500	
75		7.5		15.5
85		850		
	9.5	950		19.5

Part 2

Convert the units of measurement below

1) 1.3m	_____ cm	5) 6.2m	_____ cm	9) 580cm	_____ m
2) 28mm	_____ cm	6) 57mm	_____ cm	10) 87mm	_____ cm
3) 2.7cm	_____ mm	7) 134mm	_____ cm	11) 8.42m	_____ cm
4) 5.3cm	_____ mm	8) 3.6cm	_____ mm	12) 330cm	_____ m

Which is Longer?

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

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

Part 2 Read the problem and solve. Show your work.

- Fred and Norm both walk to school. Fred walks 1.2km and Norm walks 1753m. Who walks further to school?
- Nick and Ryan both competed in long jump at the track meet. Nick jumped 3.45m and Ryan jumped 329cm. Who jumped further?
- Max and Rudy are arguing over whose pencil is longer. Max's pencil is 9.4cm long and Rudy's is 95mm long. Whose pencil is longer?



Estimating Distance

Questions

Circle which distance is the largest

1) Length of a pencil

- a) 30cm
- b) 10mm
- c) 1km
- d) 10cm



2) Length of a soccer field

- a) 100m
- b) 500m
- c) 2km
- d) 500cm



3) Distance from Ottawa to Toronto

- a) 10km
- b) 120km
- c) 500cm
- d) 500m



4) Length of a gym

- a) 15m
- b) 3m
- c) 300cm
- d) 300mm



5) Width of a computer monitor

- a) 3km
- b) 1m
- c) 30cm
- d) 20mm



6) Length of your shoe

- a) 20cm
- b) 20m
- c) 200cm
- d) 20mm



7) Height of a desk

- a) 20km
- b) 2m
- c) 90cm
- d) 200mm



8) Height of an NBA player (m)

- a) 2km
- b) 2m
- c) 100cm
- d) 200mm



9) Length of a bus

- a) 1km
- b) 13m
- c) 300cm
- d) 2000mm



10) Width of an eraser on the end of a pencil

- a) 2km
- b) 2m
- c) 10cm
- d) 10mm



Capacity

Capacity is the amount a container can hold. We can use smaller containers to fill a larger container. It is important to not underfill or overfill when we are measuring the capacity of a container.

Example - 4 smaller paper cups fill the larger cup



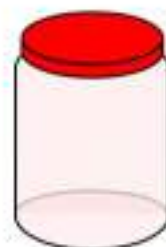
Instructions: Write how many of the smaller things will fit into the container



X _____



X _____



X _____



X _____



X _____



X _____



X _____



X _____



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

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

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

1) Cup of apple juice	6) Wheelbarrow of liquid	
2) Dump truck of cement	7) Shoe box	
3) Can of pop	8) Water in bathtub	
4) Spoonful of medicine	9) Soup in bowl	
5) Bucket of water	10) Bathtub full of water	

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

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

Metric System Units – Capacity – Decimal Conversions

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

Part 1 Fill in the tables below

mL	L
1000	1
2000	
3000	
	5
6000	
7000	
8000	
	9
	10

mL	L
1500	
	2.5
	3.5
4500	
5000	
6500	
	7.5
10500	

Part 2 Convert the units of measurement below

1) 1.7L _____ mL

5) 2100mL _____ L

9) 4.5L _____ mL

2) 5.4L _____ mL

6) 4700mL _____ L

10) 5500mL _____ L

3) 8400mL _____ L

7) 3.6L _____ mL

11) 4500mL _____ L

4) 3L _____ mL

8) 7200mL _____ L

12) 2500mL _____ L

Which has the Largest Capacity?

Part 1

Which measurement has the largest capacity?

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

Part 2

Read the problem and choose the correct answer below

- Henry and Ruby both have juice boxes. Henry's juice box is 231ml and Ruby's is 0.5L. Who's juice box has a larger capacity?
- Jesse is ordering soup from a restaurant. She can choose from a bowl of 1100mL soup. Which option should she choose if she wants the larger soup?
- Traci and Emma are arguing over who's water bottle has the larger capacity. Traci's bottle has a capacity of 2.2L and Emma's bottle holds 1955mL.



Ordering Capacity**Part 1**

Order the capacities from smallest to largest

Measurements	Order (Smallest to Largest)			
1) 3.2 L, 2500 mL, 1.8 L, 4 L	1.8 L	2500 mL	3.2 L	4 L
2) 500 mL, 3600 mL, 1.5 L				
3) 1200 mL, 2 L, 3 L				
4) 4.5 L, 3.7 L, 4800 mL, 2.5 L				
5) 900 mL, 1.2 L, 3.1 L, 1300 mL				

Part 2

Order the capacities from largest to smallest

Measurements	Order (Largest to Smallest)			
1) 3.5 L, 2600 mL, 2.4 L, 4.8 L				
2) 5 L, 3.9 L, 4 L, 4.1 L				
3) 2.5 L, 1200 mL, 2.9 L, 2400 mL				
4) 490 mL, 5.2 L, 5400 mL, 4.8 L				
5) 800 mL, 1.8 L, 0.2 L, 100 mL				

Capacity - Comparing mL

There are 250 mL in one cup. The average juice box holds 200mL. A can of soda holds 355 mL, while a larger bottle of soda could hold 591 mL, 710 mL, or up to 2000 mL (2L). A tablespoon holds 15 mL.

**Part 1**

Does the container hold more or less than 500 mL?

1)

more

2)



less

3)



more

less

4)



more

less

6)



more

less

less

7)



more

less

8)



more

less

more

less

Part 2

Give examples of containers that hold more or less than 500 mL

Containers More Than 500 mL	Containers Less Than 500 mL

Which Capacity is the Largest?**Instructions**

Circle which capacity is the largest

1) A pool

- a) 30,000L
- b) 1000L
- c) 50L



2) A cup

- a) 300L
- b) 250mL
- c) 3L



3) A bottle

- a) 1L
- b) 100mL
- c) 5000mL



4) A spoon

- a) 1L
- b) 500mL
- c) 10mL



5) A wheelbarrow

- a) 100L
- b) 10L
- c) 500mL



6) A bucket

- a) 100L
- b) 10L
- c) 300mL



7) A hot tub

- a) 20L
- b) 2000L
- c) 500mL



8) A juice box

- a) 250mL
- b) 1L
- c) 20L



9) A bath tub

- a) 5L
- b) 300L
- c) 500mL



10) A gas tank

- a) 50L
- b) 500mL
- c) 1000mL



Exit Cards

Cut Out

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

Name: _____

Which measurement makes the most sense for the picture shown?

1) A watering can a) 10L b) 100mL c) 50L	3) A kiddie pool a) 2L b) 200L c) 50mL 	5) A teapot a) 1L b) 50mL c) 10L 
2) A milk carton a) 500mL b) 3L c) 50L 	4) A fire truck water tank a) 10,000L b) 500mL c) 1L 	6) A fish tank a) 10L b) 50L c) 1L 

Name: _____

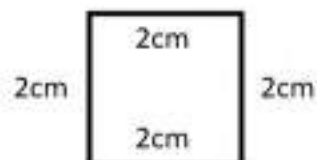
Which measurement makes the most sense for the picture shown?

1) A watering can a) 10L b) 100mL c) 50L 	3) A kiddie pool a) 2L b) 200L c) 50mL 	5) A teapot a) 1L b) 50mL c) 10L 
2) A milk carton a) 500mL b) 3L c) 50L 	4) A fire truck water tank a) 10,000L b) 500mL c) 1L 	6) A fish tank a) 10L b) 50L c) 1L 

Finding the Perimeter of Shapes

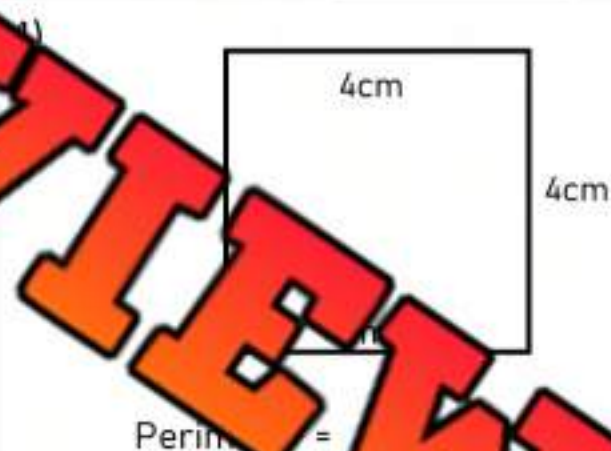
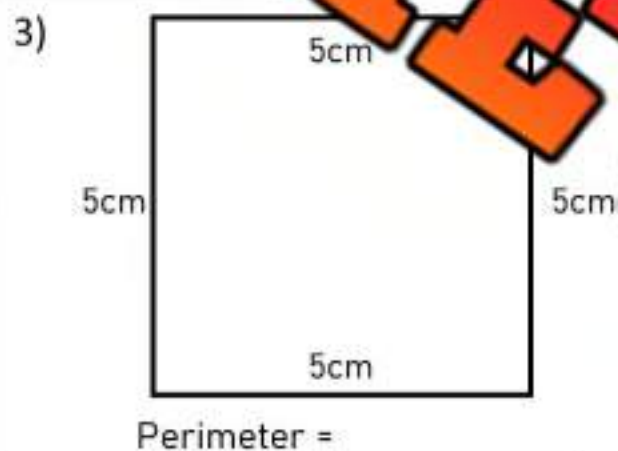
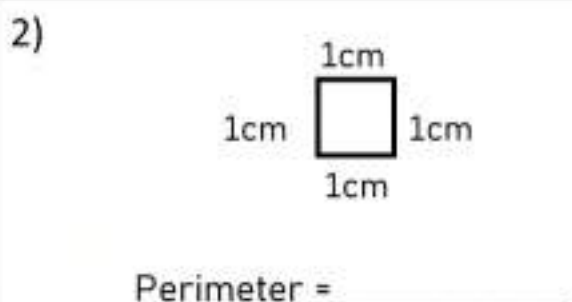
The **perimeter** is the distance around a shape. We can find the perimeter by adding up all the side lengths.

Example: $2 + 2 + 2 + 2 = 8\text{cm}$



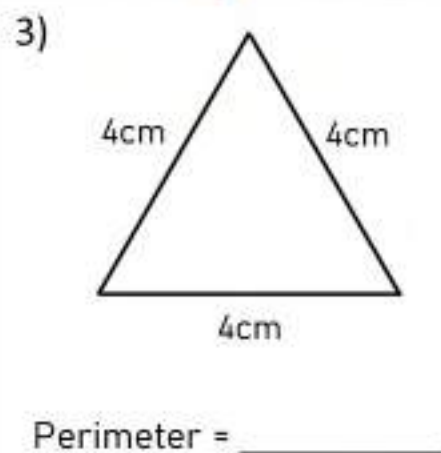
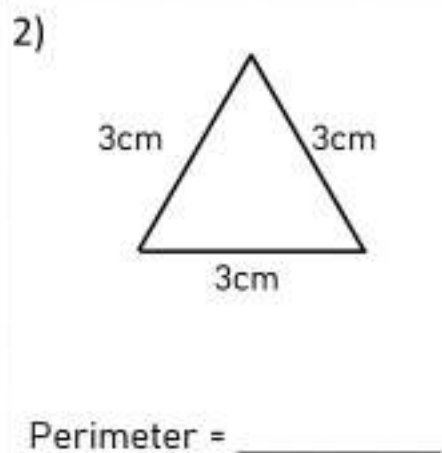
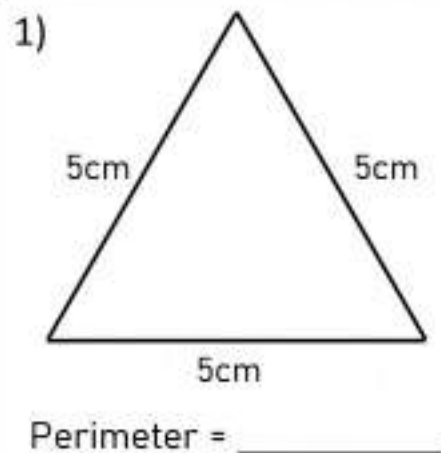
Part 1

Find the perimeter of the squares below



Part 2

Find the perimeter of the triangles below



Name: _____

50

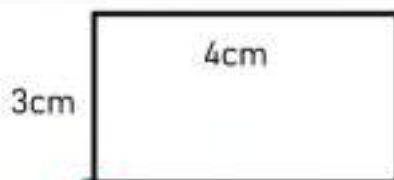
Calculating Perimeter

Questions

Find the perimeter of the shapes below

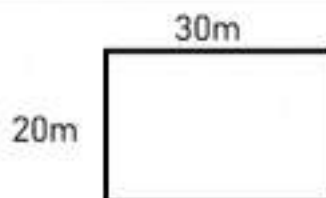
*** not to scale

1)



Perimeter = _____ cm

2)



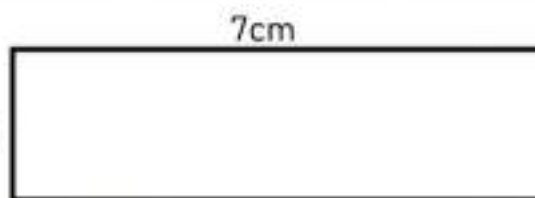
Perimeter = _____ m

3)



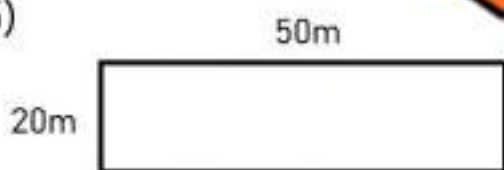
Perimeter = _____ cm

4)



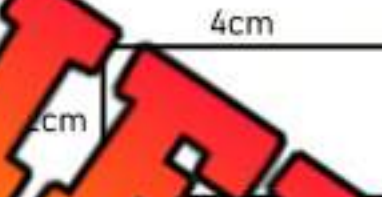
Perimeter = _____ cm

5)



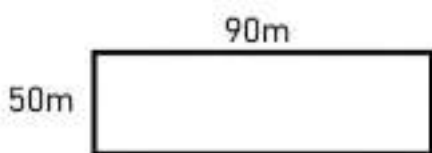
Perimeter = _____ m

6)



Perimeter = _____ cm

7)



Perimeter = _____ m

8)



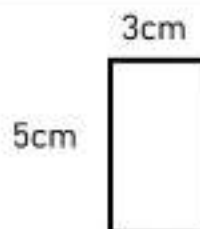
Perimeter = _____ cm

9)



Perimeter = _____ m

10)



Perimeter = _____ cm

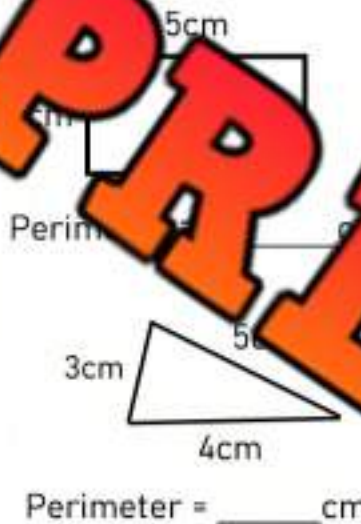
Exit Cards

Cut Out

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

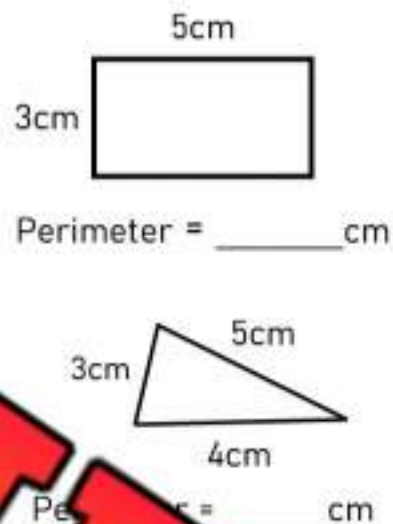
Name: _____

Find the perimeter of the shapes below.



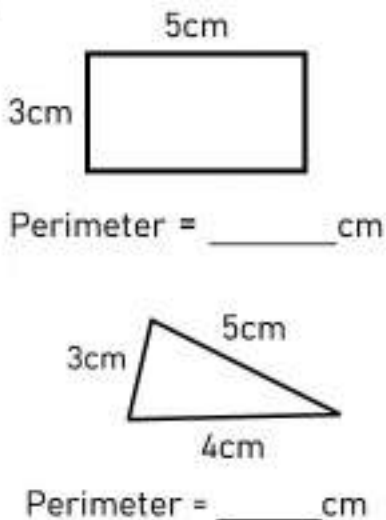
Name: _____

Find the perimeter of the shapes below.



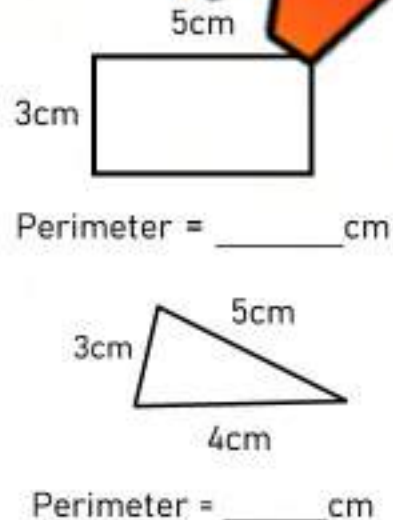
Name: _____

Find the perimeter of the shapes below.



Name: _____

Find the perimeter of the shapes below.



Perimeter Word Problems

Instructions

Draw a picture of the problem and then find the perimeter

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

2) Pat is running around his yard. His yard is 20m by 10m. What is the perimeter of his yard?



3) The school yard is a rectangle that is 30m by 20m. What is the perimeter of the yard?

4) A poster is 15cm by 10cm. What is the perimeter of the poster?



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



Multi-Step Perimeter Word Problems

**Questions**

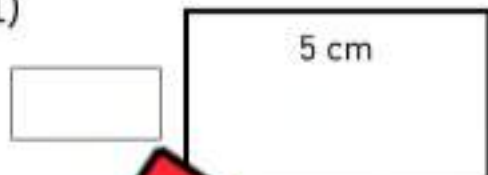
Answer the questions below

	Word Problems
1	A rectangular garden has a length of 8 meters and a width of 5 meters. A fence is placed around it. After completing the fence, an additional small square plot with 2-meter sides is added next to it (not attached). What is the total perimeter of both fenced areas?
2	Lily has two triangular flags. The first flag has sides measuring 4 cm, 5 cm, and 6 cm. The second flag has sides measuring 3 cm each. What is the total perimeter of the two flags combined?
3	A farmer builds two rectangular fields. The first field has sides of 12 m and 9 m, and the second field has sides of 6 m and 4 m. The farmer decides to connect the two fields by adding a rectangular fenced in area of 10 m by 3 metres. What is the total length of the fences around the fields?

Calculating Perimeter of Unknown Side**Questions**

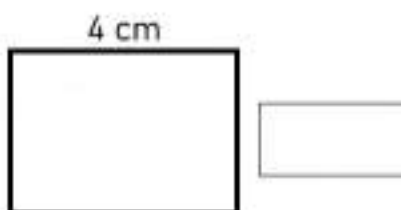
Use the perimeter and given lengths to find the unknown side

1)



Perimeter = 16 cm

2)



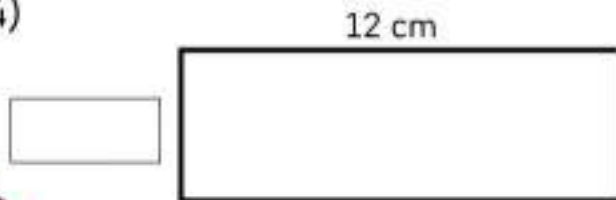
Perimeter = 12 cm

3)



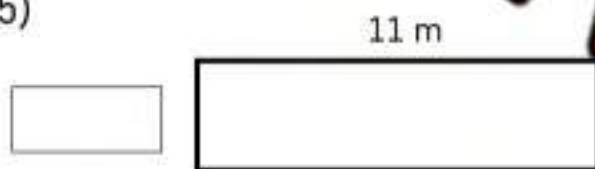
Perimeter = 22 cm

4)



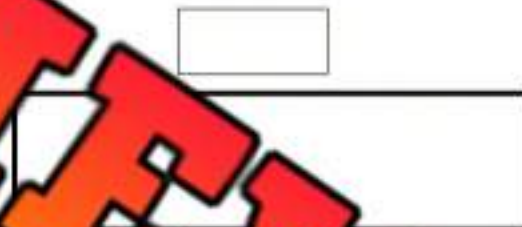
Perimeter = 32 cm

5)



Perimeter = 26 m

6)



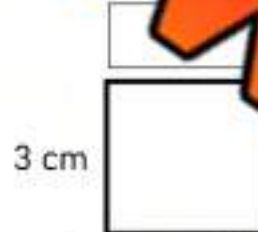
Perimeter = 30 m

7)



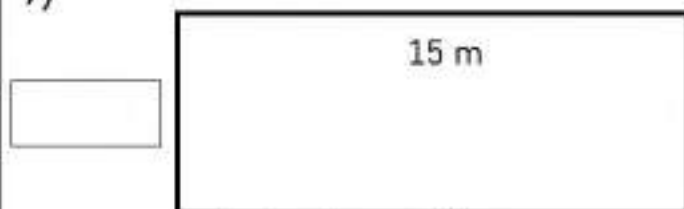
Perimeter = 22 m

8)



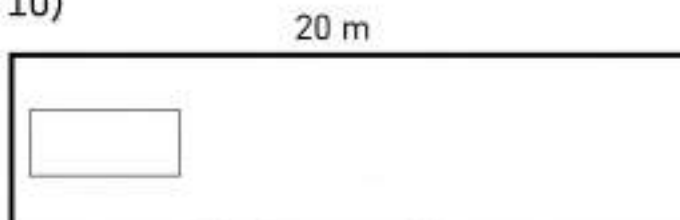
Perimeter = 12 cm

9)



Perimeter = 40 m

10)



Perimeter = 50 m

Perimeter Word Problems – Unknown Side

Instructions

Draw a picture of the problem and then find the perimeter

1) The perimeter of a square house is 24 metres. What are the lengths of each side?



2) A rectangular garden has a perimeter of 100 cm. The top and bottom have side lengths of 20 cm each. What are the side lengths of the other two sides?



3) A rectangular garden has a perimeter of 100 m. The top and bottom side lengths are 6 m. What are the lengths of the other sides?



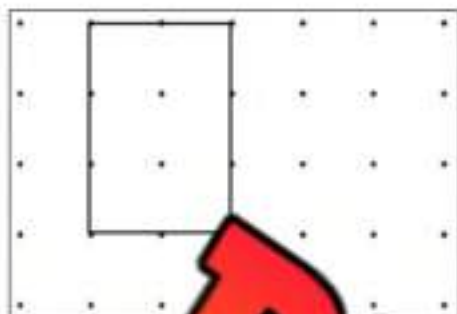
4) A triangle baseball field has a perimeter of 68 metres. Two of the side lengths are 22 m. What is the length of the third side?



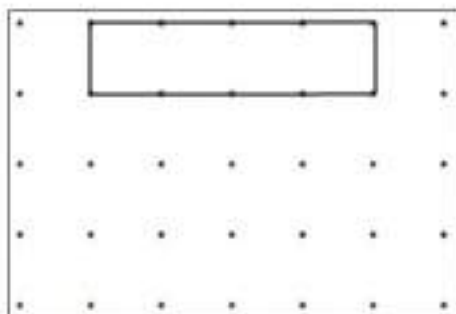
Finding the Perimeter of Irregular Shapes

Part 1

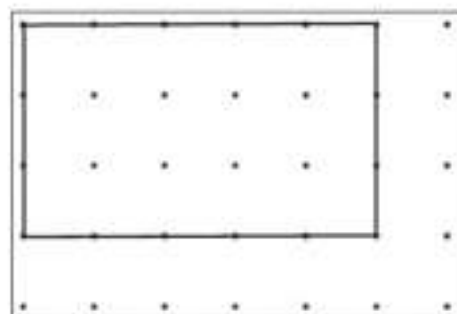
Find the perimeter of the rectangles below



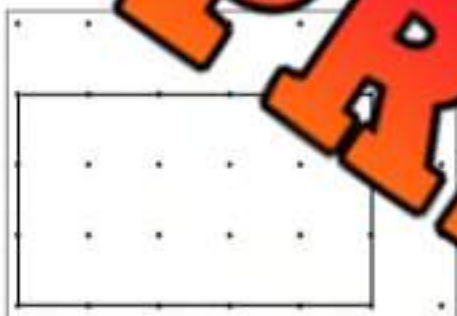
1) Perimeter = _____



2) Perimeter = _____



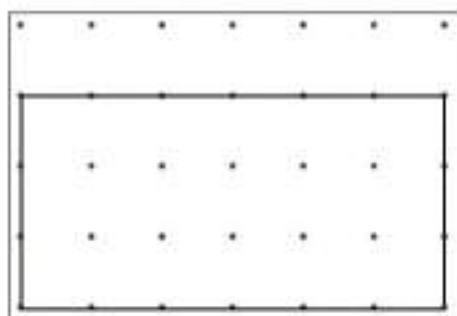
3) Perimeter = _____



4) Perimeter = _____



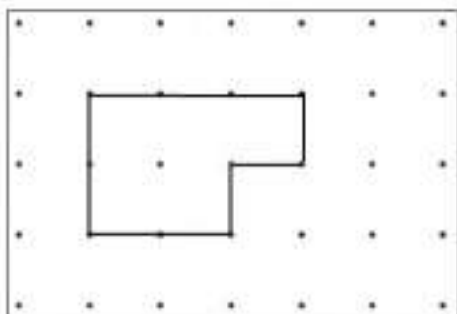
5) Perimeter = _____



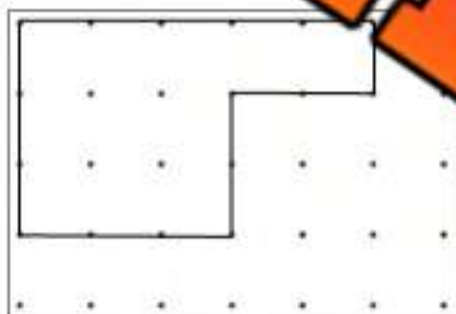
6) Perimeter = _____

Part 2

Find the perimeter of the polygons below



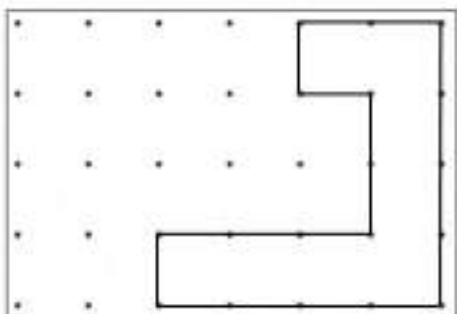
1) Perimeter = _____



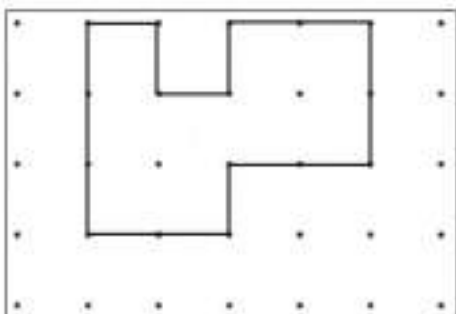
2) Perimeter = _____



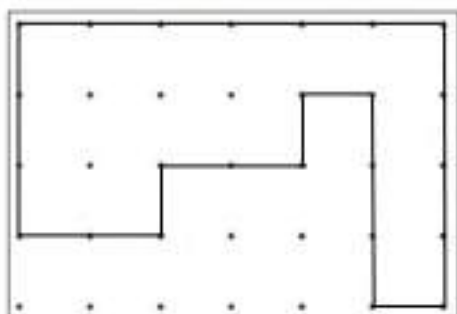
3) Perimeter = _____



4) Perimeter = _____



5) Perimeter = _____

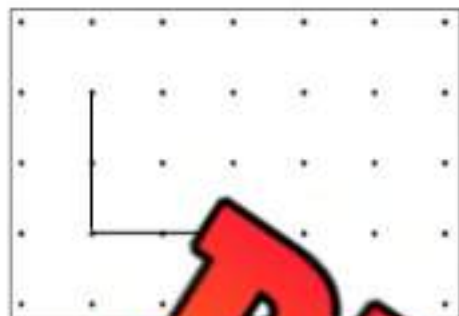
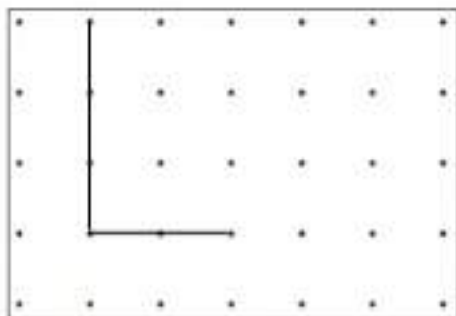
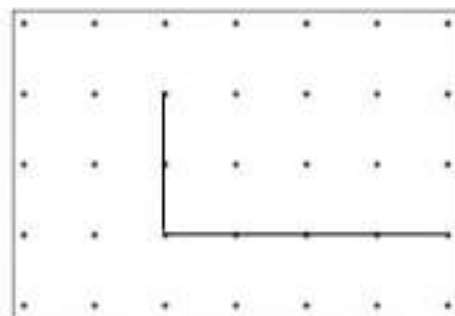
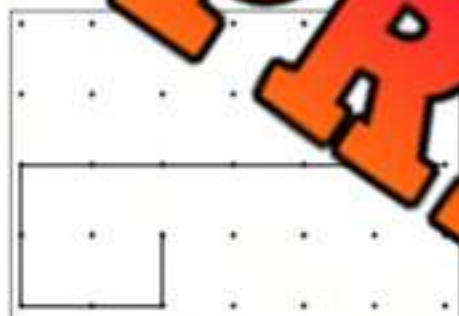
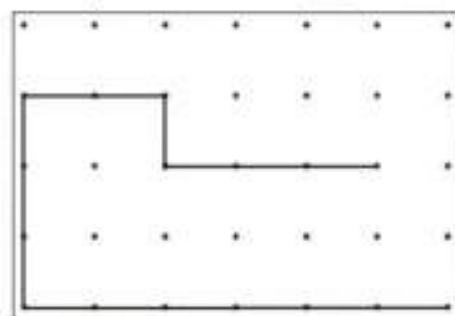


6) Perimeter = _____

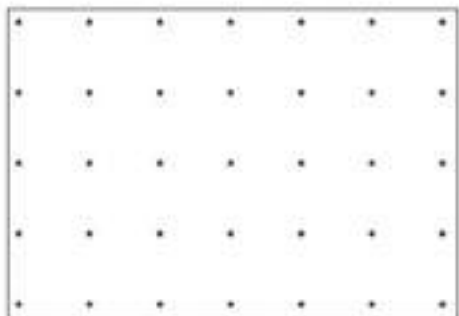
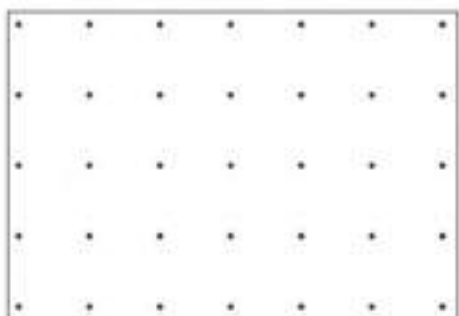
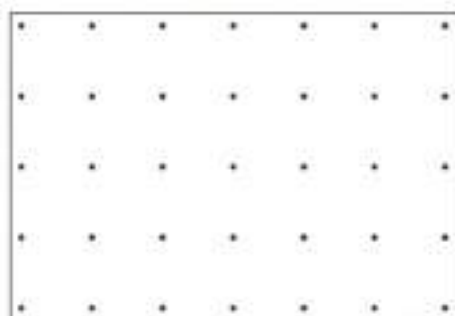
Drawing Shapes Using Perimeter

Part 1

Complete the shapes to match the perimeter

1) Perimeter = 102) Perimeter = 103) Perimeter = 124) Perimeter = 165) Perimeter = 186) Perimeter = 22**Part 2**

Draw any shape with the perimeter given

1) Perimeter = 122) Perimeter = 83) Perimeter = 164) Perimeter = 205) Perimeter = 146) Perimeter = 24

Drawing Shapes Using Perimeter

Questions

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

1)

2)

Perimeter = 12 cm

3)

4)

Perimeter = 16 cmPerimeter = 20 cm

5)

6)

Perimeter = 10 cmPerimeter = 6 cm

7)

8)

Perimeter = 22 cmPerimeter = 18 cm

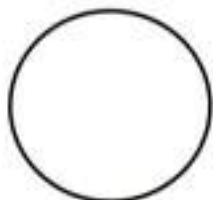
Perimeter of Curved Shapes

Questions

Step 1 - use a string to find the length of these shapes.

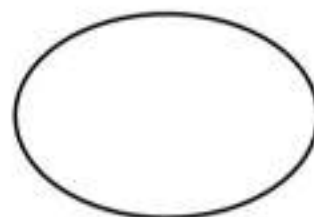
Step 2 - measure the length of the string with a ruler to find the perimeter

1)



Perimeter= _____

2)



Perimeter= _____

3)



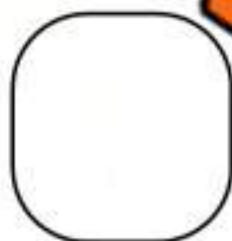
Perimeter= _____

4)



Perimeter= _____

5)



Perimeter= _____

6)



Perimeter= _____

7)



Perimeter= _____

8)



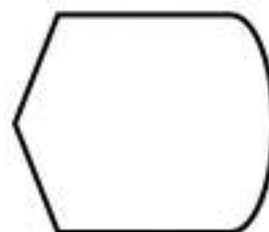
Perimeter= _____

9)



Perimeter= _____

10)



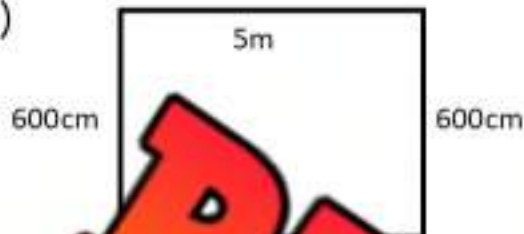
Perimeter= _____

Finding the Perimeter with Different Units

Part 1

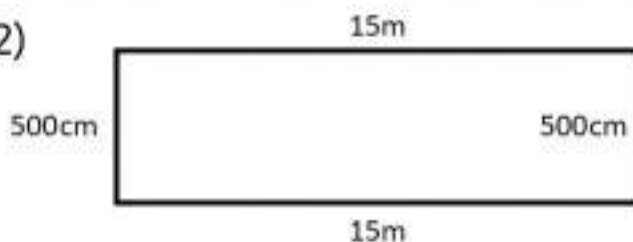
Step 1 - Convert the units so they are all the same
Step 2 - Use a formula to calculate the perimeter

1)



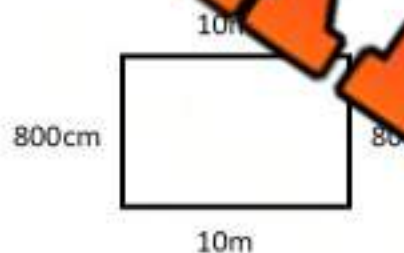
Perimeter = _____

2)



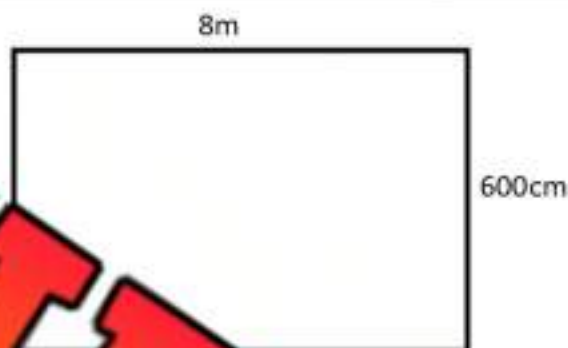
Perimeter = _____

3)



Perimeter = _____

4)

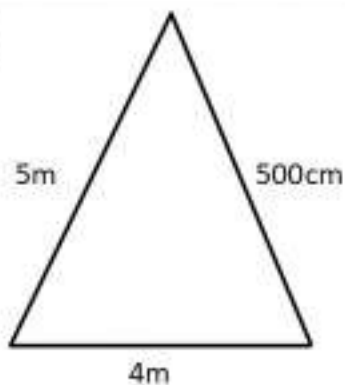


Perimeter = _____

Part 2

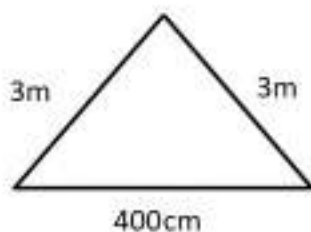
Find the perimeter of the triangles below

1)



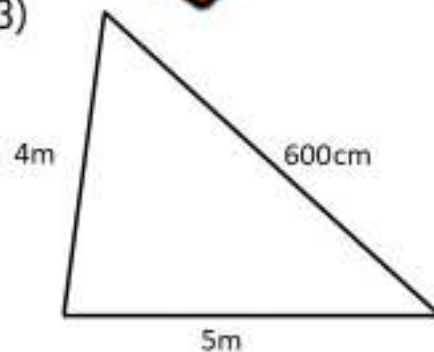
Perimeter = _____

2)



Perimeter = _____

3)



Perimeter = _____

Exit Cards

Cut Out

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

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.

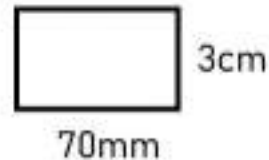


Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.

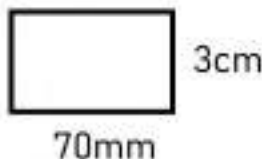


Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.



Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

Name: _____

1) Convert the units so they are all the same and calculate the perimeter.



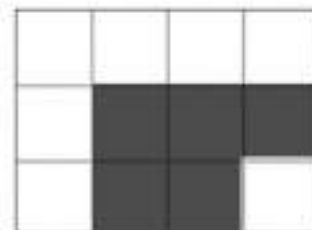
Perimeter = _____ cm _____ mm

2) A soccer field has a length of 20m and a perimeter of 90m. What is the width of the soccer field?

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.



Questions

What is the area of the shape in square units?

1)



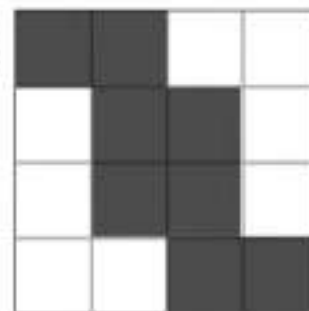
_____ squares

3)



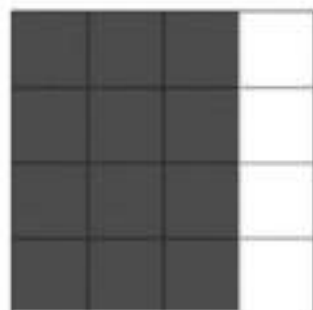
_____ squares

4)



_____ squares

5)



_____ squares

6)



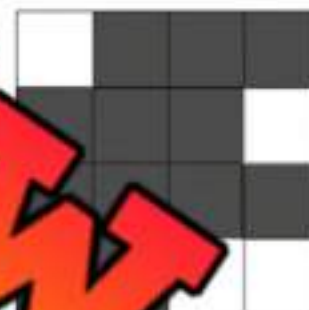
_____ squares

7)



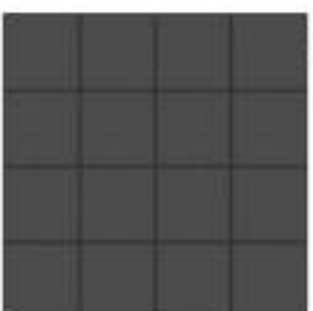
_____ squares

8)



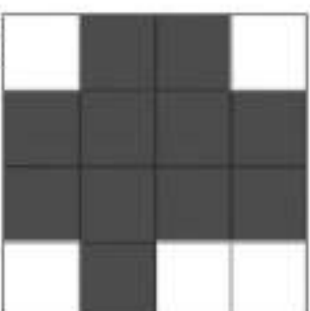
_____ squares

9)



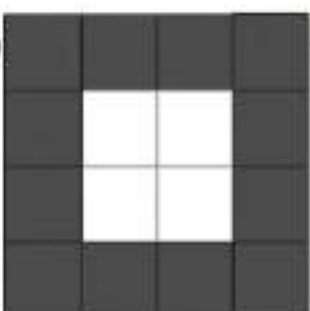
_____ squares

10)



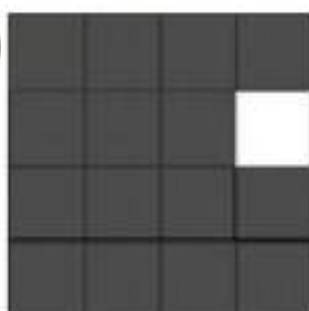
_____ squares

11)



_____ squares

12)



_____ squares

Name: _____

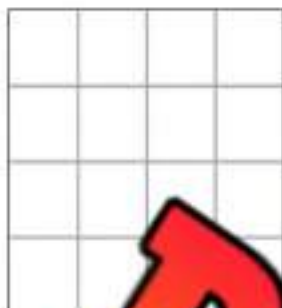
71

Introduction to Area

Questions

Shade in the area

1)



2)



3)



4)



3

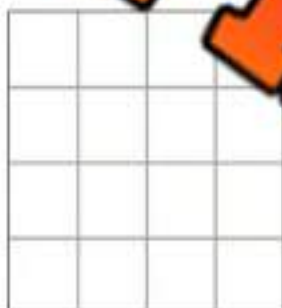
square units

square units

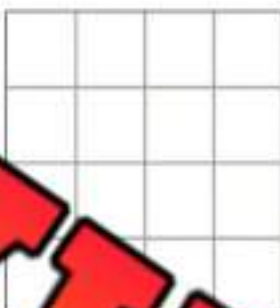
12 square units

10 square units

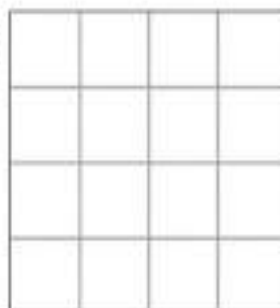
5)



7)



8)



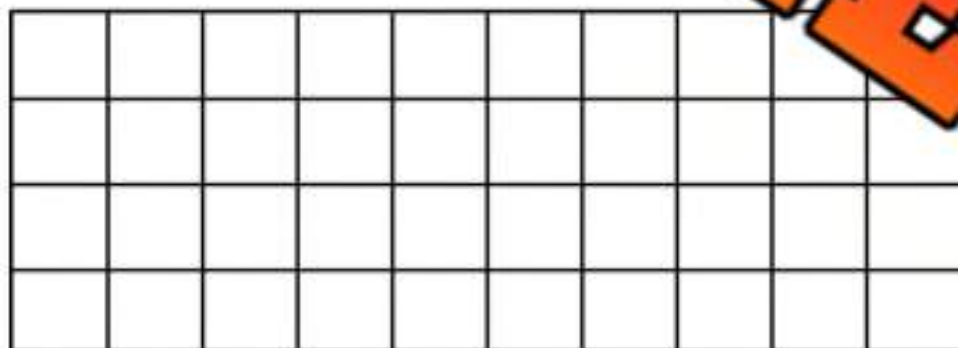
14 square units

13 square units

squa

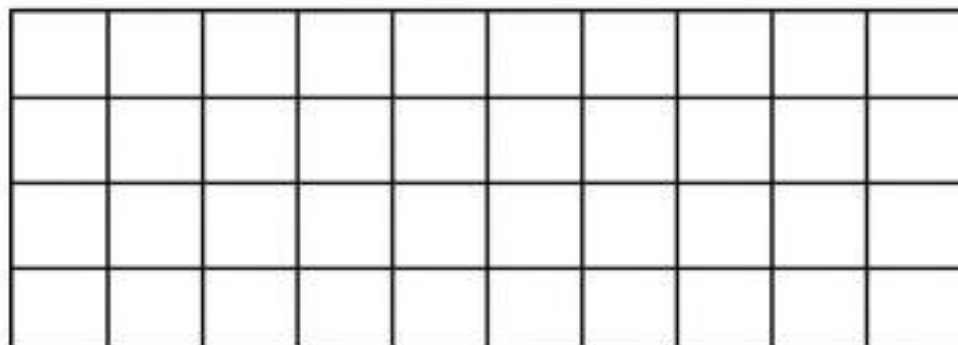
16 square units

9)



27 square units

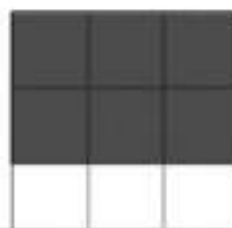
10)



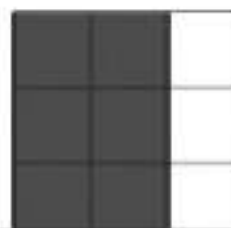
33 square units

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.



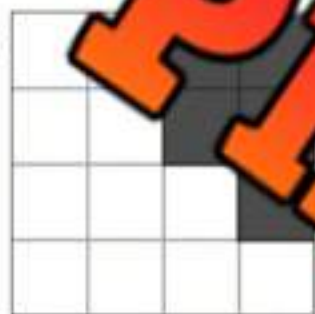
Area = 6 square units



Area = 6 square units

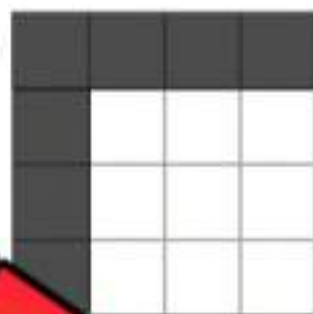
Question: Draw a shape that has the same area but looks different

1)

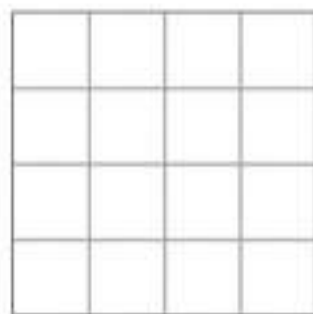


_____ squares

2)

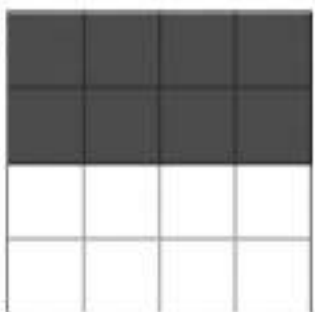


_____ squares

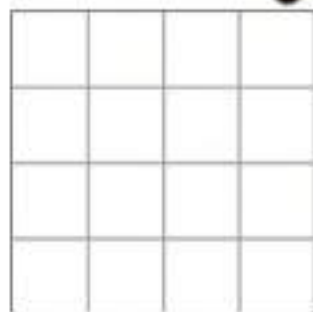


_____ squares

3)



_____ squares



_____ squares

4)

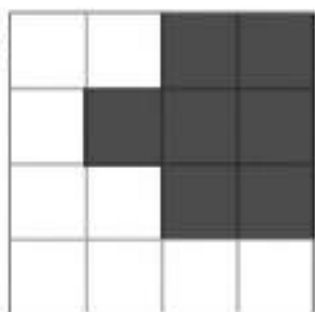


_____ squares

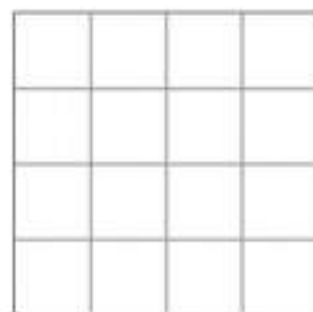


_____ squares

5)

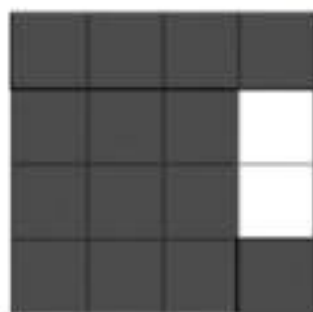


_____ squares

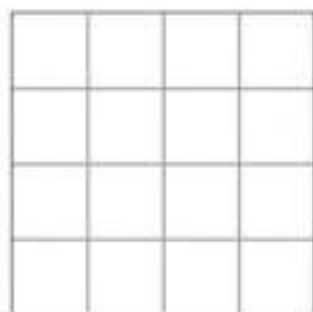


_____ squares

6)



_____ squares

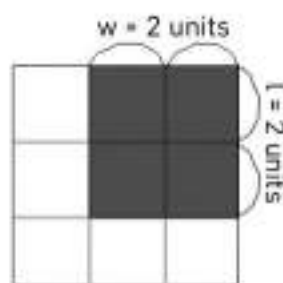
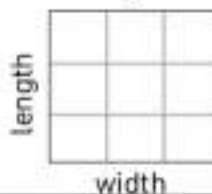


_____ squares

Area – Units Squared

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

$$A = \text{Length (l)} \times \text{width (w)}$$



$$\begin{aligned} A &= l \times w \\ A &= 2 \times 2 \\ A &= 4 \text{ units}^2 \end{aligned}$$

Question

Find the area of the shapes below

1)



2)

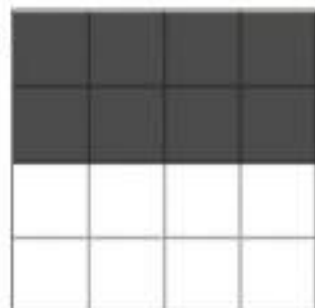


$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

3)



$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

6)

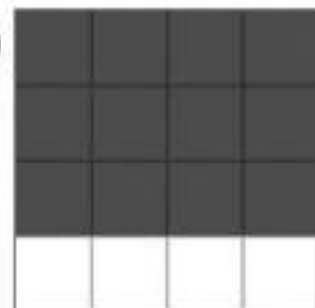


$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

5)



$$A = l \times w$$

$$A = _ \times _$$

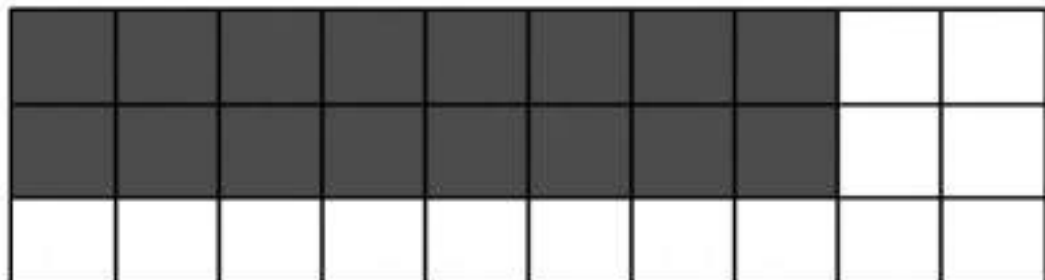
$$A = _ \text{ units}^2$$

$$A = l \times w$$

$$A = _ \times _$$

$$A = _ \text{ units}^2$$

7)



$$A = l \times w$$

$$A = _ \times _$$

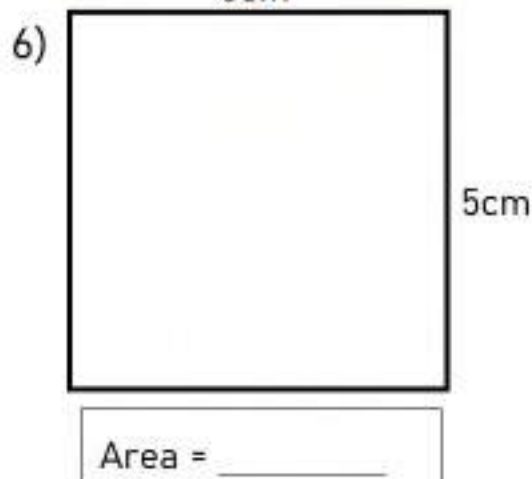
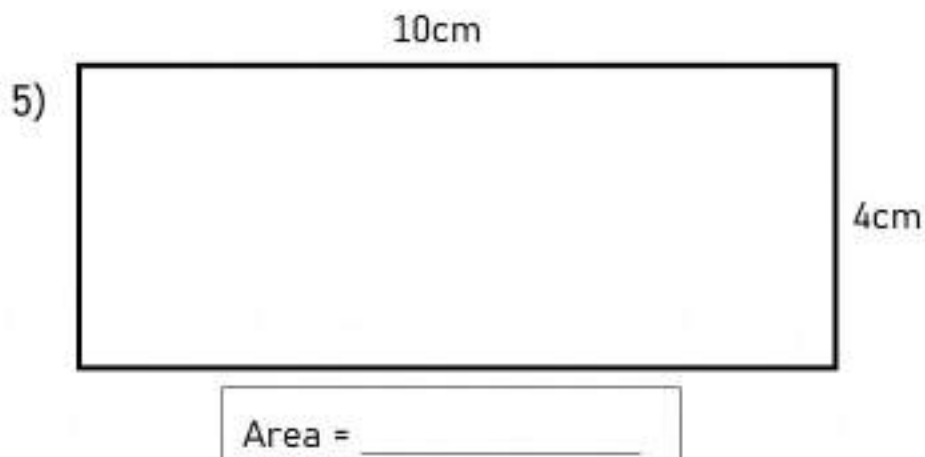
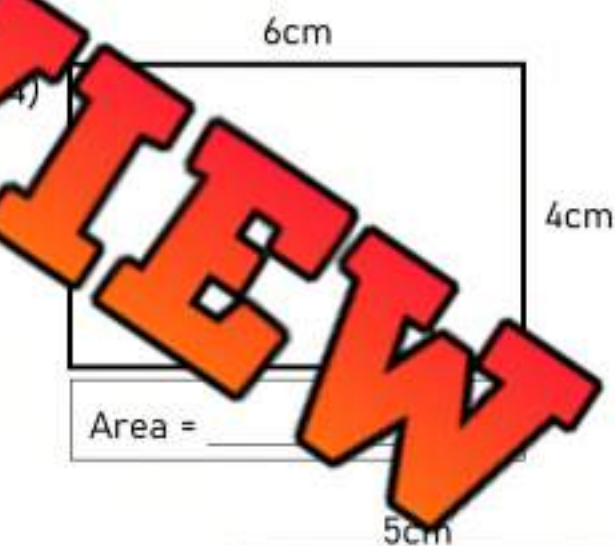
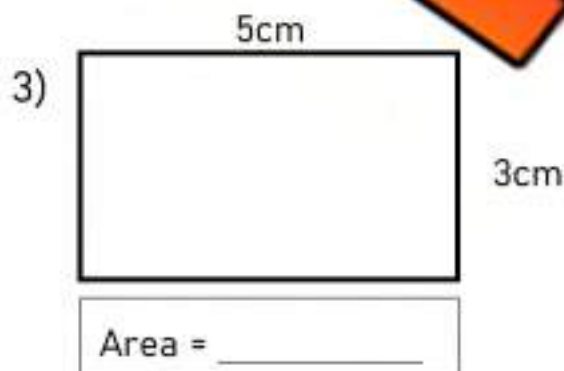
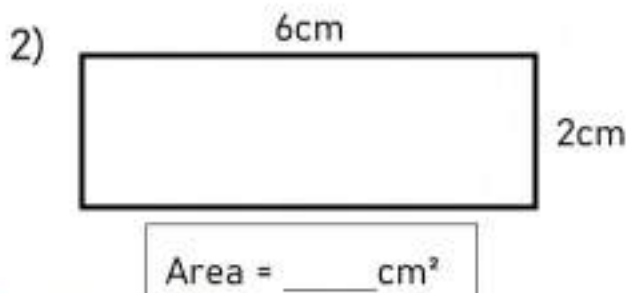
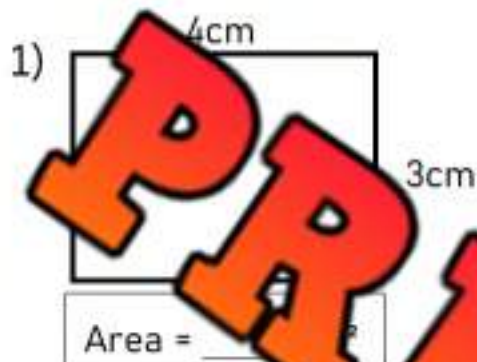
$$A = _ \text{ units}^2$$

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



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. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area

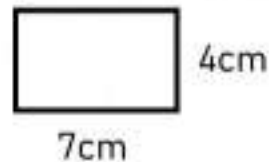


Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area

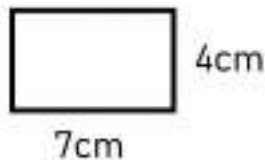


Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area



Perimeter: _____

Area: _____

Name: _____

1) Calculate the area. _____ cm^2



2) Measure the side lengths and then calculate the perimeter and area



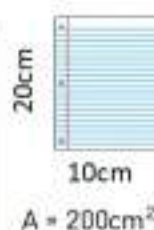
Perimeter: _____

Area: _____

Estimating Area Using Non-Standard Units

We can use any two-dimensional shape to measure the area of a shape.

Example – If we know the paper is 20cm by 10 cm, we can use it to measure the size of the carpet. We can estimate that 4 pieces of paper would cover the carpet. This means the width would be 20cm and the length would be 40cm.



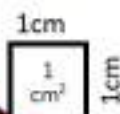
Question Use the area of the smaller shape to estimate the area of the larger shape

1)



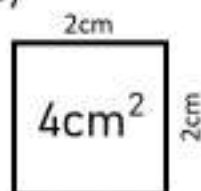
Area = _____

2)



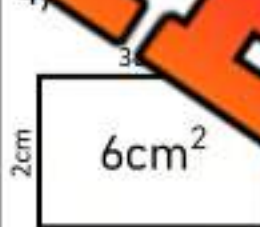
Area = _____

3)



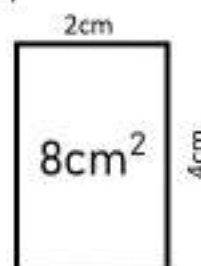
Area = _____

4)



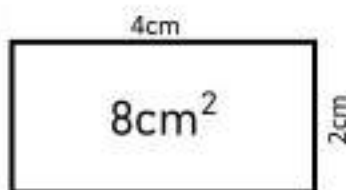
Area = _____

5)



Area = _____

6)



Area = _____

Comparing Mass – Heavy and Light

Questions

Circle whether the object is heaviest or lightest

1) The elephant is the _____.



Heaviest
Lightest

2) The bat is the _____.



Heaviest
Lightest

3) The couch is _____.



Heaviest
Lightest

4) The cereal box is the _____.



Heaviest
Lightest

5) The chair is the _____.



Lightest

6) The deer is the _____.



Heaviest
Lightest

7) The pencil case is the _____.



Heaviest
Lightest

Exit Cards

Cut Out

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

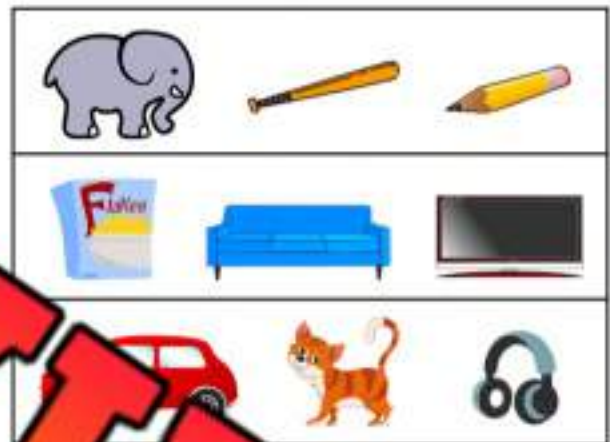
Name: _____

Put a square around the heaviest object and circle the lightest object.



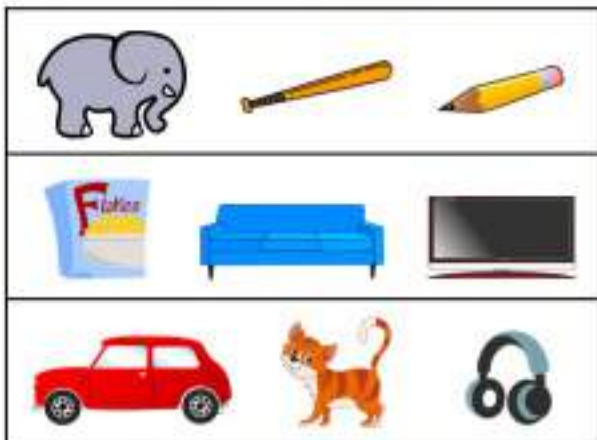
Name: _____

Put a square around the heaviest object and circle the lightest object.



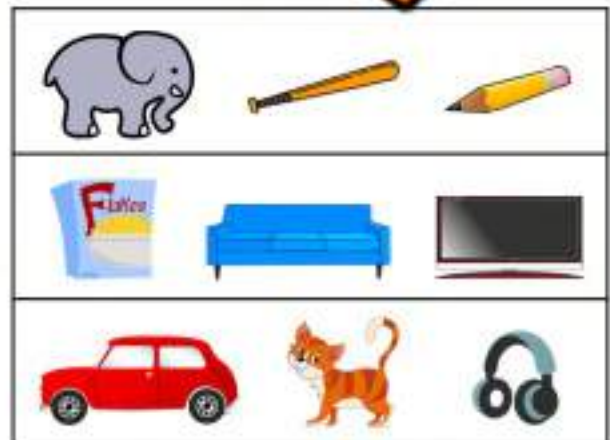
Name: _____

Put a square around the heaviest object and circle the lightest object.



Name: _____

Put a square around the heaviest object and circle the lightest object.



Comparing Mass – Heavy and Light**Questions**

Order the vehicles from heaviest (1) to lightest (3)

1)

☐☐☐

2)

☐☐☐

3)

☐☐☐

4)

☐☐☐

5)

☐☐☐

Balancing Scales - Measuring Mass**Questions**How many  do the objects weigh?

1)

The banana weighs ____ .

2)

The cake weighs ____ .

3)

The sandwich weighs ____ .

4)

The can weighs ____ .

5)

The bowl weighs ____ .

Exit Cards

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

Name: _____

How many $\triangle$ do the objects weigh?

1)



The ketchup weighs _____ $\triangle$.

2)



The sandwich weighs _____ $\triangle$.

Name: _____

How many $\triangle$ do the objects weigh?

1)



The ketchup weighs _____ $\triangle$.

2)



The sandwich weighs _____ $\triangle$.

Name: _____

How many $\triangle$ do the objects weigh?

1)



The ketchup weighs _____ $\triangle$.

2)



The sandwich weighs _____ $\triangle$.

Two – Pan Balance – Comparing Mass

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



3 books = 1 laptop



2 laptops = 1 brick



2 bricks = 1 TV

Questions

Use the information above to answer the questions

1)



3 books = _____ laptops

6 books = _____ laptops

3)



1 TV = _____ bricks

4)



2 TVs = _____ bricks

5)



6 bricks = _____ TVs

6)



2 bricks = _____ laptops

7)



3 laptops = _____ books

8)



6 laptops = _____ bricks

9)



9 books = _____ laptops

10)



3 TVs = _____ bricks

Does Air Have Mass?

Research Question

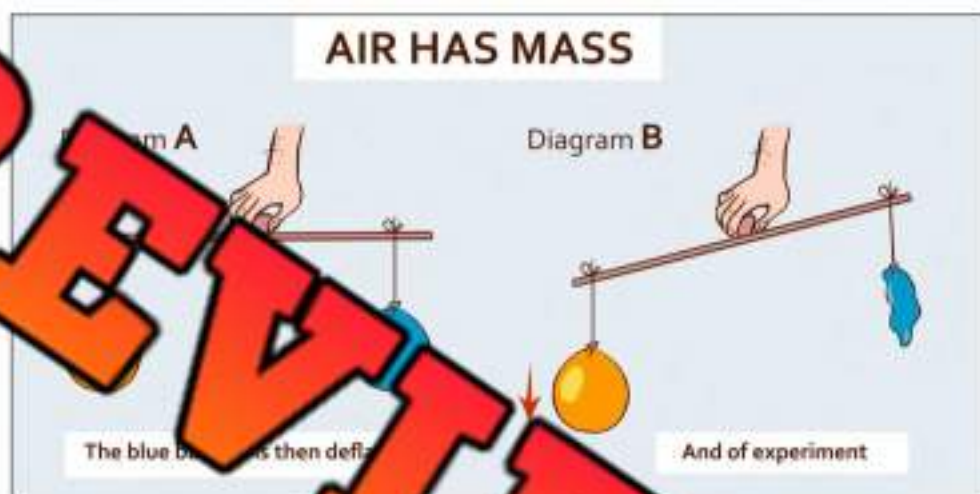
What are we testing?

Does air have any mass?

Materials

What do we need for our experiment?

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



Procedure

How do we do the experiment?

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

Does Air Have Mass?

Hypothesis

What do you think will happen?

**Results**

Answer the questions below



1) Which balloon has more mass?

The Popped Balloon

The Blown-Up Balloon

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

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

Measuring Mass - Grams

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

Part 1

Complete the tables below

mg	g	g	g	g	kg	g	kg
1000	1	1000	1.5	1000	1	1500	1.5
2000	2	2500			2	2500	
	3		3.5	3000		3500	
4000		4500	4				4.5
5000		5500	5		5		5.5
	6		6.5			6500	
	7		7.5			7500	
	8		8.5	8000			8.5
9000		9500					9.5
10000		10500		10000			

Part 2

Convert the units of measurement below

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

Which Has The Most Mass ?

Part 1

Which measurement has the most mass? Circle it.

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

Part 2

Read the problems and answer them below

1. Kyle and Matt weighed their pencils on a scale. Kyle's pencil is 120g and Matt's pencil is 1500mg. Whose pencil weighs more?
2. John is deciding which backpack to buy. The blue backpack can hold 9000g and the green backpack can hold 9000g. Which backpack should he buy? He wants the stronger backpack?
3. Mary and Kate had a contest to see who's bridge could support more mass. Mary's bridge held 10 000mg and Kate's held 9kg. Who won the contest?



Ordering Measurements

Part 1

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 15 g, 3 kg, 120 g, 2 kg	15 g	120 g	2 kg	3 kg
2) 500 mg, 750 g, 250 mg				
3) 1.5 kg, 200 g, 1 kg				
4) 1000 mg, 3.6 kg, 1 kg				
5) 2000 mg, 2.1 g, 1100 g, 1 kg				

Part 2

Order the measurements from lightest to heaviest

Masses	Order (Lightest to Heaviest)			
1) 7 kg, 3 kg, 1.5 kg, 1 kg				
2) 4 g, 0.1 kg, 200 g, 5000 mg				
3) 5 kg, 2000 g, 1 kg, 8000 mg				
4) 4 kg, 1.5 kg, 2 kg, 5000 mg				
5) 2000 mg, 3000 g, 5000 g, 4 kg				

Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

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

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

Name: _____

a) Convert the unit of measurement below

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

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

Name: _____

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

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

Name: _____

a) Convert the unit of measurement below

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

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

Estimating Mass**Questions**

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5mg
- d) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50mg
- d) 1000mg



3) A car

- a) 900kg
- b) 100kg
- c) 500mg
- d) 1000mg



4) A cup

- a) 500kg
- b) 5kg
- c) 50g
- d) 500mg



5) A brick

- a) 100g
- b) 2kg
- c) 3000mg
- d) 100kg



6) A remote control

- a) 1g
- b) 1kg
- c) 50kg
- d) 100mg



7) An apple

- a) 20kg
- b) 1kg
- c) 100g
- d) 200mg



8) A pill of medicine

- a) 400mg
- b) 2kg
- c) 20g
- d) 100g



9) Piece of paper

- a) 500g
- b) 5g
- c) 5kg
- d) 5mg



10) A toothpick

- a) 900g
- b) 100mg
- c) 1kg
- d) 3kg



Name: _____

101

Measurement Unit Test

Part 1

Use a ruler to measure the lines below

1)



_____ cm

2)



_____ cm

3)



_____ cm

Part 2

Draw a line that is the correct length

1)

5 cm

2)

3 cm

3)

4 cm

Part 3

Fill in the blanks below

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

cm	m
100	1
	2
300	
400	
	5
600	
	7
800	
	9
1000	

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

Part 4

Write the same number for the different units of measurement

1) 1m

_____ cm

3) 5m

_____ cm

5) 500cm

_____ m

2) 20mm

_____ cm

4) 50mm

_____ cm

6) 500mm

_____ cm

Part 5

Circle which mass fits the description

1) A pencil

- a) 500g
- b) 1kg
- c) 5mg
- d) 5g



2) A computer

- a) 200g
- b) 2kg
- c) 50mg
- d) 1000mg



3) A car

- a) 900g
- b) 1kg
- c) 500mg
- d) 1000mg



4) A cup

- a) 500kg
- b) 5kg
- c) 50g
- d) 1000mg



Part 6

Would you measure the following in milligrams, grams, or kilograms

1) A soccer ball

2) A feather

3) A chocolate bar

4) A train car

5) A car

6) A person

Part 7

Would you measure the following in millilitres, litres or kilolitres

1) Cup of orange juice

2) A garbage truck

3) Can of pop

4) A large bucket

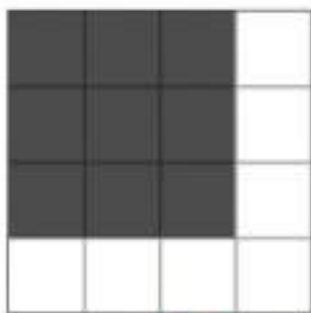
5) Juice box

6) A pool

Part 8

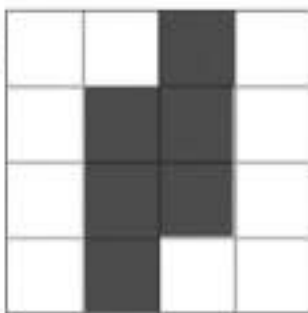
What is the area of the shape in squares?

1)



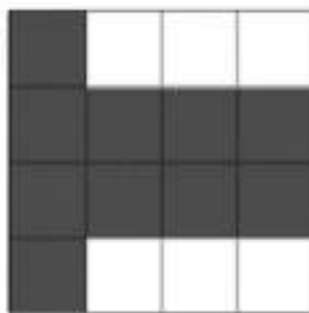
_____ squares

2)



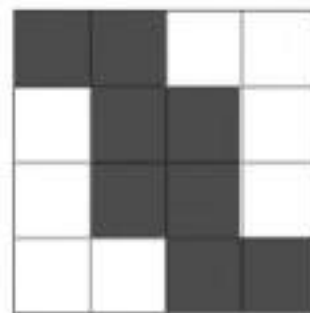
_____ squares

3)



_____ squares

4)



_____ squares

Part 9

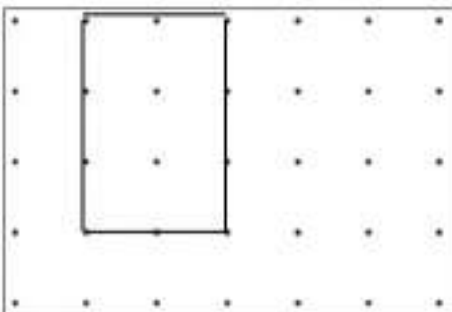
Shade in the area



27 squares

Part 10

Find the perimeter of the rectangle below



1) Perimeter= _____



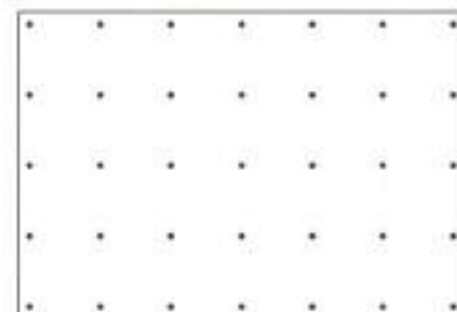
2) Perimeter= _____



3) Perimeter= _____

Part 11

Draw any shape with the perimeters given to you

1) Perimeter= 122) Perimeter= 83) Perimeter= 16

Non – Standard Units of Time - Seconds

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



Blinking _____ and _____



Usain Bolt runs 100m
= 10 seconds



Washing Hands = 20 seconds

Elapsed Time

How Much Time Has Passed?

1) 10 seconds

Usain Bolt 100m race or 10 blinks

2) 30 seconds

3) 15 seconds

4) 45 seconds

5) 55 seconds

6) 20 seconds

7) 40 seconds

Non – Standard Units of Time - Seconds**Questions**

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

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

Non – Standard Units of Time - Minutes

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



Bathroom = 5 minutes



Shower = 10 minutes



Lunch Time = 20 minutes

Elapsed Time

How Much Time Has Passed?

1) 20 minutes

1 bathroom break or 2 showers or 4 bathroom breaks

2) 10 minutes

3) 15 minutes

4) 40 minutes

5) 50 minutes

6) 45 minutes

7) 55 minutes

Non – Standard Units of Time - Minutes**Questions**

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

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

Non – Standard Units of Time - Hours

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



Math Class = 1 hour



Movie = 2 Hours



Hockey Game = 3 hours

Elapsed Time Non – Standard Units - How Much Time Has Passed?

1) 4 hours

View a hockey game and 1 math class

2) 1 hour

3) 6 hours

4) 5 hours

5) 3 hours

6) 7 hours

7) 9 hours

Non – Standard Units of Time - Hours**Questions**

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

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

Activity Title: Time Tracker**Objective**

What are we learning about?

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

Materials

What you will need for the activity.

- Stopwatch or timer
- Blank sheets
- Pencils
- A list of activities to time

**Instructions**

How you will complete the activity

- 1) Introduce the concept of time to the students, explaining standard units (seconds, minutes, hours) and nonstandard units (like the time it takes to sing a song).
- 2) Distribute the pre-made tables to each student. Each table has two columns: Activity, Standard Time, and Nonstandard Time.
- 3) As a demonstration, use the stopwatch to time a common activity from the provided list, such as reading a page from a book.
- 4) Ask each student to select 3 activities from the provided list of activities, which includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.
- 5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table.
- 6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.
- 7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

Options

Select three activities from the table below

Option 1:**Reading a page from a book :**

Time how long it takes to read a single paragraph aloud.

Option 2:**Drawing a simple picture :**

Draw a house or a tree.

Option 3:**Shoelace Speed Race :**

See how quickly you can tie your shoelaces.

Option 4:**Copywriting Exercise:**

Copy a short text from the board as quickly as you can.

Option 6:**Vocabulary Speed Test :**

List as many words as you can about the weather

PREVIEW**Standard Units of Time**

Ten Deep Breaths

One Teeth Brushing Session

One Page Read

Three Microwave Beeps

Twenty Jumping Jacks

Sing Happy Birthday

Answers

Record your answers below

Activity	Standard Time		Instant Time	
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time
	Prediction	Actual Time	Prediction	Actual Time

Measuring Time – Seconds, Days, Hours, Minutes

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

Part 1

Fill in the tables below

Seconds	Minutes
60	1
	2
	3
	4
300	
360	
420	
	8
	9
600	

Minutes	Hours
60	1
	2
180	
	5
	7
480	
540	
	10

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

Part 2

Convert the units of measurement below

1) 1 hr _____ min

5) 240 mins _____ hr

9) 5 d _____ hrs

2) 240 sec _____ min

6) 72 hrs _____ d

10) 360 min _____ hrs

3) 180 sec _____ min

7) 540 mins _____ hr

11) 240 hrs _____ d

4) 2 d _____ hr

8) 168 hrs _____ d

12) 480mins _____ hrs

Time – Word Problems**Questions**

Read the problems and solve them below

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



2. Kennedy took 5 minutes 37 seconds to run a race. How many seconds did it take him to run?

3. Jeremy and Jackson played video games for 96 days in a row. How many months did they play video games for?



4. Sam and Bruce played a round of golf for 240 minutes. How many hours did they play golf for?

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



Exit Cards

Cut Out

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

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

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

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

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

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

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

Name: _____

a) Convert the unit of measurement below

420 mins = _____ hrs

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

Activity Title: Time Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Stopwatch (or a smartphone)
- Index cards
- Markers
- Small prizes (optional)
- Tape



Instructions

How you will complete the activity

- 1) Prepare before class by writing different time conversion challenges on index cards. For example, "Convert 300 seconds to minutes." or "How many seconds are in 2 hours?"
- 2) Hide these cards around the classroom or in a designated safe outdoor area, taping them under chairs, desks, or tucked into non-obvious places.
- 3) Divide the class into small teams and give each team a stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Start the timer when you say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize and move on to find the next card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the time conversion problems and solutions each team encountered.

Name: _____

120

Instructions

Cut out the cards below

Convert 120 seconds to minutes.

How many seconds are there in 3 minutes?

How many minutes are there in 180 seconds?

Convert 2 hours to minutes.

If a cartoon lasts 300 seconds, how many minutes is that?

How many minutes are there in half an hour?

Change 600 seconds into minutes.

Convert 480 seconds to minutes.

Instructions

Cut out the cards below

If you play for 900 seconds,
how long is that in minutes?

How many seconds are in 5
minutes of a game?

Change 180 seconds
into minutes.

Convert 3 hours into
minutes.

If a movie is 7200 seconds
long, how many hours is
that?

How long is 2 hours in
seconds?

Convert 15 minutes to
seconds.

How many seconds are
there in 1 hour?

Instructions

Cut out the cards below

How many hours are there
in 360 minutes?

If a train travels for 3 hours,
how many minutes is that?

Convert 5 minutes
to seconds.

If you read for 15 minutes,
how many seconds is that?

How many seconds are in
10 minutes?

Convert 2 hours to
seconds.

Sally bakes cookies for
1800 seconds. How long is
that in minutes?

If a soccer match lasts 2
hours, how many minutes is
that?

Name: _____

123

Instructions

Cut out the cards below

Convert 20 minutes to seconds.

How many minutes are there in 5 hours?

How many hours are there in 120 minutes?

If you sleep for 8 hours, how many minutes is that?

Convert 5 days into hours.

Change 300 minutes into hours.

If a TV show lasts 2700 seconds, how many minutes is that?

Convert 4 hours into seconds.

Name: _____

125

Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Questions

Fill in the Blanks

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

Questions

Fill in the Blanks



Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Name: _____

133

Months of the Year – Before and After

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

Questions

Write the month that comes before and after

Before	Month	After
	May	
	November	
	March	
	June	
	September	
	April	
	July	
	October	
	January	
	December	

Months / Years – Problem Solving**Questions**

Answer the questions below

1) Hanna is 4 years and 6 months old. How many months old is Hanna?



2) Eric is 6 years and 3 months old. How many months old is Eric?



3) How many months old are you?



Days in a Week – Problem Solving**Questions**

Fill in the table below



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

1) How many days are in 3 weeks?

2) How many weeks are 49 days?

3) Your birthday is in 5 weeks. How many days is it until your birthday?

4) School is over in 14 days. How many weeks until school is over?

5) A guest presenter is joining you in 12 weeks. How many days do you have to wait?

Days in a Week – Problem Solving**Questions**

Answer the questions below

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



2) Ellie has a concert in 4 weeks. How many days until the concert?



3) Daniel starts hockey in 8 weeks. How many days until he starts hockey?



4) Erica graduates from school in 35 days. How many weeks until she graduates?



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



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



Days / Week – Problem Solving Calendar**Questions**

Use the calendar to answer the questions

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

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

2) The date is Monday, September 16th. Rory's birthday is Monday, September 20th. How many weeks until Rory's birthday?



3) The date is Friday, September 3rd. Rory starts basketball on Friday, September 10th. How many weeks does Rory start basketball?



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



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

b) How many days older is Gracie?



Measuring Time – Days, Weeks, Months, Years

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

Part 1 Fill in the table below

Days	Weeks	Months	Months	Years
	4	1	12	1
14	8	2		2
			36	
	4	4	48	
35	20			5
42		6		6
	28		84	
63	36			9
70		10		

Part 2 Convert the units of measurement below

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

Days, Weeks, Months, Years

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

Description	Unit of Measurement
a) Playing in a hockey tournament for a weekend	
b) Length of time we go to school – September to June	
c) How long milk will last in the fridge before it goes bad	
d) How long the school year is	
e) How long a loaf of bread gets moldy	
f) How old you are	
g) How long ago your school was built	
h) How long the NHL season is	
i) How long your Christmas break is	

Part 2 Which unit of measurement is larger?

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

Calendar Investigation - January**January 2026**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
		5		7	8	9
		12		14		16
17	18		20		22	
				28		30
31						

Questions

Answer the questions that you find at the calendar

1) Which season is it in **January**?

2) What date is it today?

3) What will the date be...

a) 2 days before January 12?

b) 5 days after January 16?

c) 10 days after January 7?

d) 1 week after January 14?

Calendar Investigation - June**June 2026**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2		4	
6			9	10		12
13				17		19
		23			25	
27			30			

Questions

Answer the questions by looking at the calendar

1) Which season is it in **June**?

2) What date is circled?

3) What will the date be...

a) 2 days before June 10?

b) 5 days after June 13?

c) 10 days after June 17?

d) 3 weeks after June 2?

Calendar Investigation - December**December 2026**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		
5	6			9	10	
	13	14			17	18
			22		24	
26				30		

Questions

Answer the questions by looking at the calendar

1) Which season is it in **December**?

2) What date is circled?

3) What will the date be...

a) 2 days before December 7?

b) 5 days after December 14?

c) 10 days after December 20?

d) 3 weeks after December 1?

Time – Unit Quiz

Part 1

Fill in the tables below

Seconds	Minutes
	1
120	
	3

Minutes	Hours
60	
	2
180	
240	
	5

Hours	Days
24	
	2
72	
	4
	5

Part 2

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

	Unit of Measurement
a) Playing in a basketball tournament	
b) Length of time we go to school – September	
c) How long it takes to graduate from high school	
d) How long the summer season is	
e) How long winter break is	

Part 3

Which unit of measurement is larger?

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

Part 4

Answer the questions below

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

4) What will the date be...

a) 2 days before December 6?

b) 5 days after December 22?

c) 3 weeks after December 7?

December						
Sun	Mon	Tues	Thurs	Fri	Sat	
5	6		9			
	13	14		17	18	
	20		22	24		
26		28		30		

Part 5

Answer the questions below

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

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

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

Name: _____

168

Naming Shapes

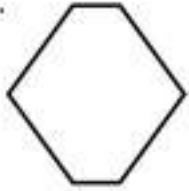
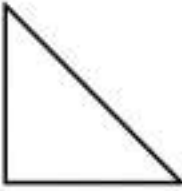
Questions

Fill in the blanks below

Word Bank - Hexagon Pentagon Triangle Quadrilateral Octagons

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

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

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

Name: _____

169

Drawing Shapes

Part 1

Draw two different versions of the shapes below

Regular Triangle	Regular Quadrilateral	Regular Pentagon	Regular Hexagon	Regular Octagon
Irregular Triangle	Irregular Quadrilateral	Irregular Pentagon	Irregular Hexagon	Irregular Octagon

Part 2

Draw a bridge using triangles, quadrilaterals, pentagons, hexagons or octagons



Bridge #1

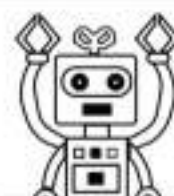


Bridge #2

Name: _____

170

Build a Shape Robot



Draw

Follow the instructions below

Design a robot using regular and irregular polygons. How many regular polygons did you draw? How many irregular polygons?

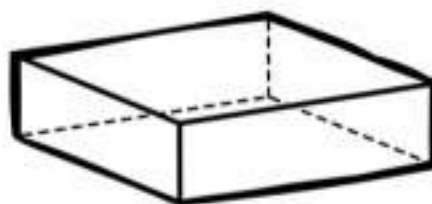
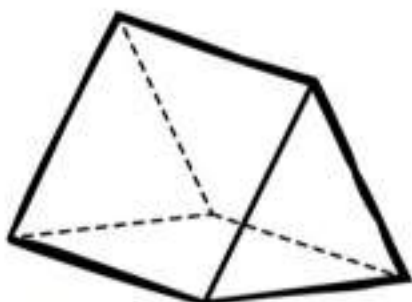
PREVIEW

# Of Regular Polygons	
# Of Irregular Polygons	

Prisms – Faces, Edges, Vertices

Questions

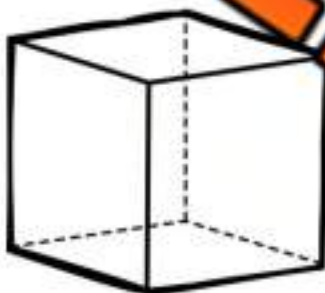
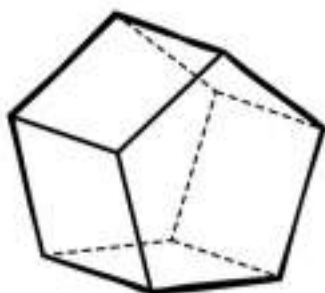
Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

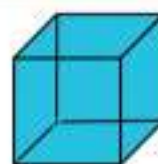
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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	_____ has a cube with 8 vertices. How many edges does the cube have?	
3	Emily's pyramid has 4 faces. If each face has 3 edges, how many edges does the pyramid have?	
4	Liam's triangular prism has 5 faces. How many edges does it 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?	

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: _____

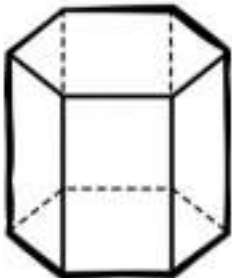
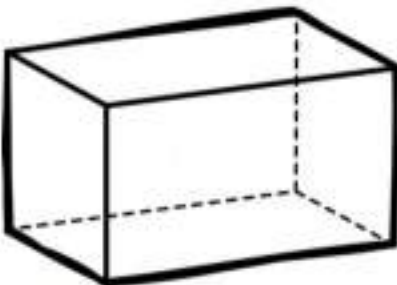
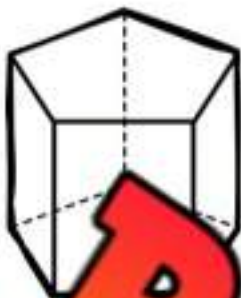
Edges: _____ Edges: _____

Vertices: _____ Vertices: _____

Name: _____ Name: _____

3D Objects - Prisms

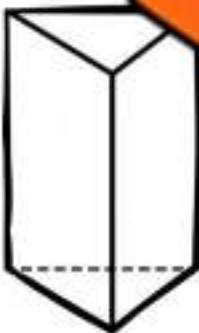
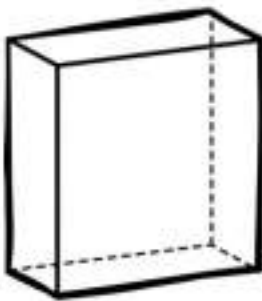
Questions Fill in the tables below based on the prisms



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

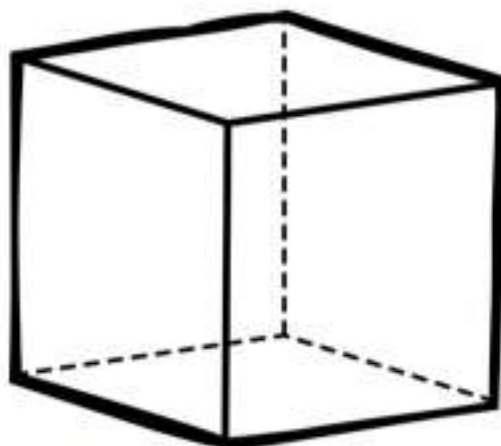
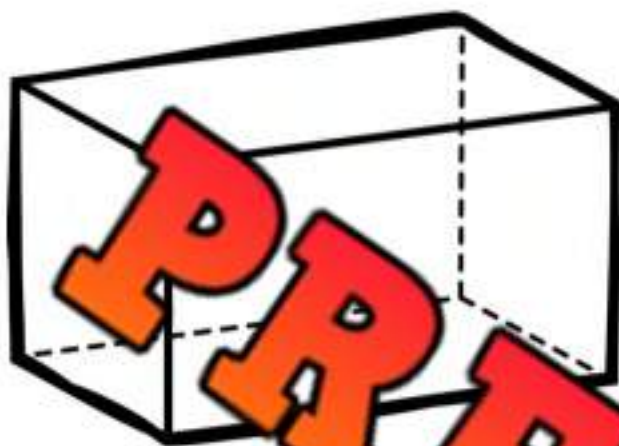
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

3D Objects – Cube vs Rectangular Prism

Questions

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

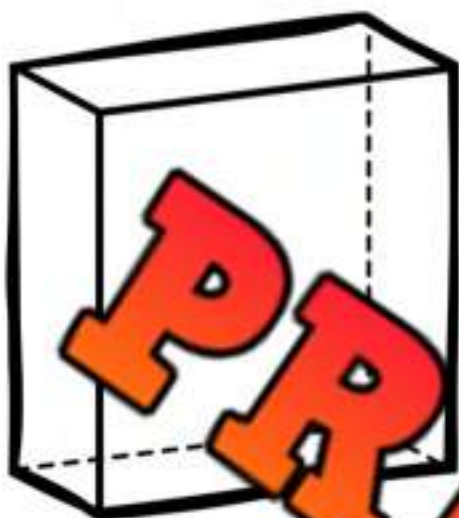


Ideas	Edge, Vertices, 2D Shapes
Similarities	
Differences	

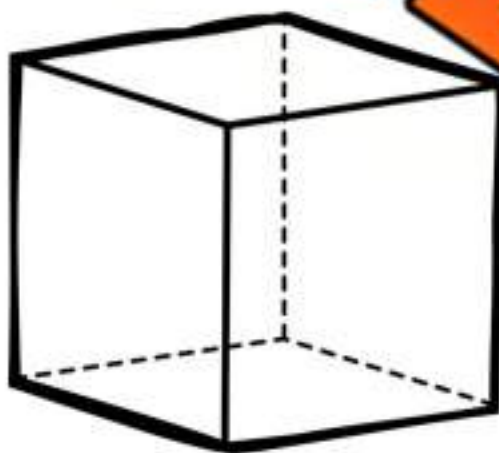
3D Objects – Cube vs Rectangular Prism

Questions

Fill in the tables below for the cube and rectangular prism



Name	
Faces	
Edges	
Vertices	
2D Shapes	



Name	
Faces	
Edges	
Vertices	
2D Shapes	

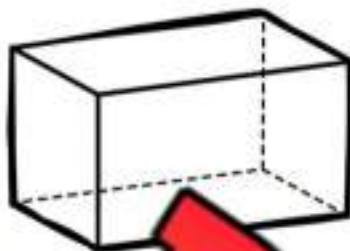
1) How are cubes and rectangular prisms similar?

2) How are cubes and rectangular prisms different?

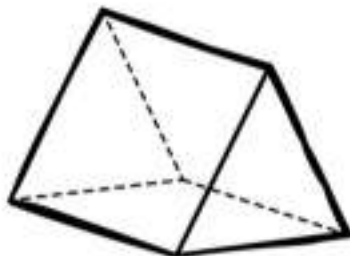
Naming Prisms

Questions

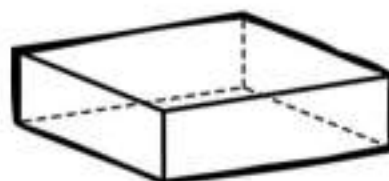
Circle the name of the prism



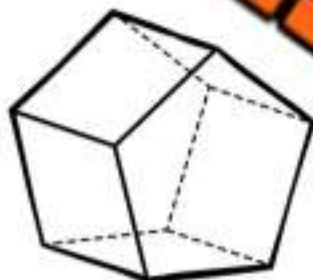
Rectangular Prism
Triangular Prism



Rectangular Prism
Triangular Prism



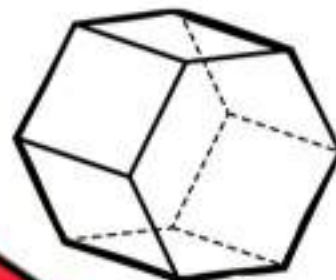
Rectangular Prism
Triangular Prism



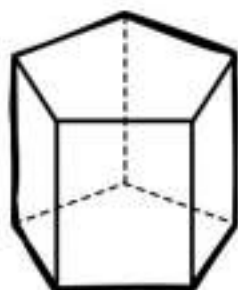
Rectangular Prism
Triangular Prism
Pentagonal Prism



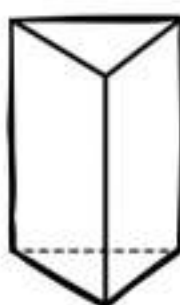
Rectangular Prism
Hexagonal Prism
Pentagonal Prism



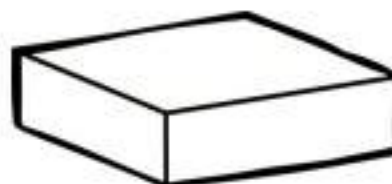
Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism



Rectangular Prism
Triangular Prism
Pentagonal Prism



Rectangular Prism
Hexagonal Prism
Pentagonal Prism

Prism, Cone, or Pyramid ?**Questions**

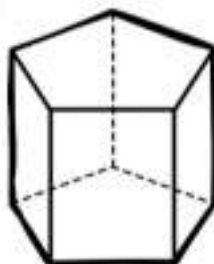
Is the shape a prism, cone or pyramid?



Prism

Cone

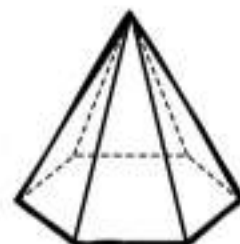
Pyramid



Prism

Cone

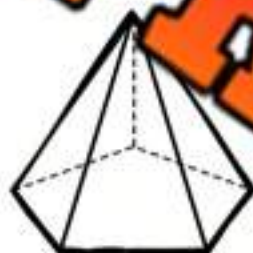
Pyramid



Prism

Cone

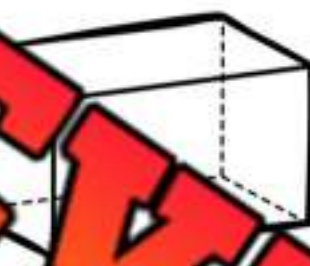
Pyramid



Prism

Cone

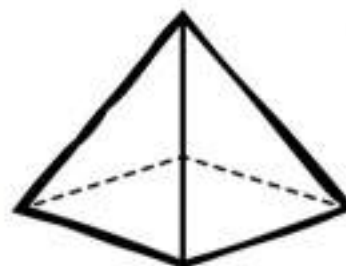
Pyramid



Prism

Cone

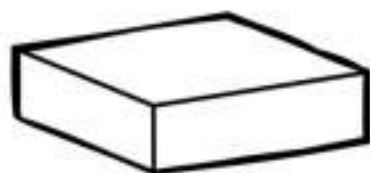
Pyramid



Prism

Cone

Pyramid



Prism

Cone

Pyramid



Prism

Cone

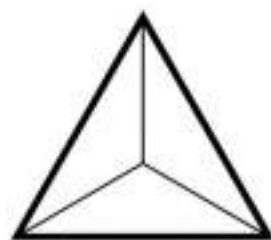
Pyramid



Prism

Cone

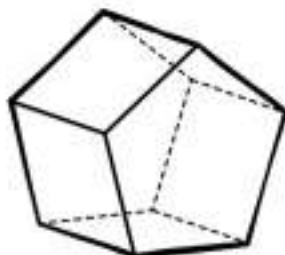
Pyramid



Prism

Cone

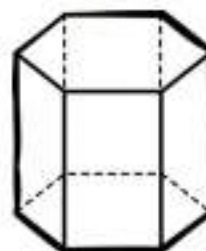
Pyramid



Prism

Cone

Pyramid



Prism

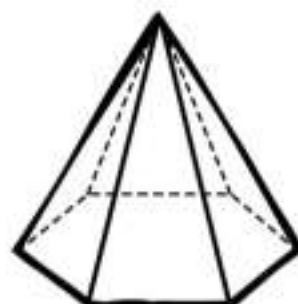
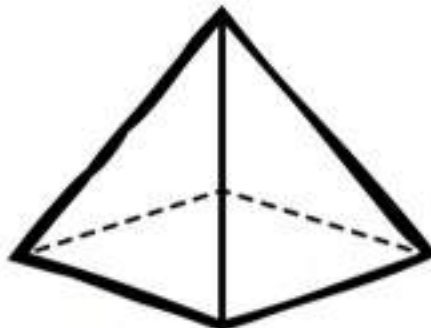
Cone

Pyramid

Faces, Edges, and Vertices

Questions

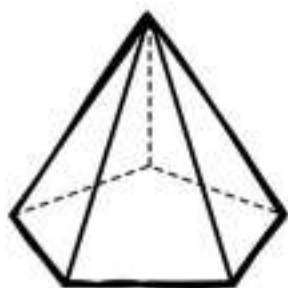
Fill in the tables below based on the 3D shapes below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

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: _____

Edges: _____

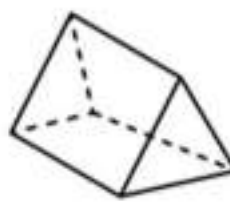
Vertices: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____



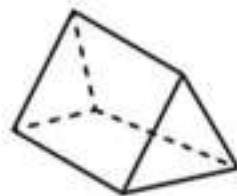
Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____

Faces: _____

Edges: _____

Vertices: _____

Name: _____

Fill in the blanks about the objects.



Faces: _____

Edges: _____

Vertices: _____



Faces: _____

Edges: _____

Vertices: _____

Name: _____

186

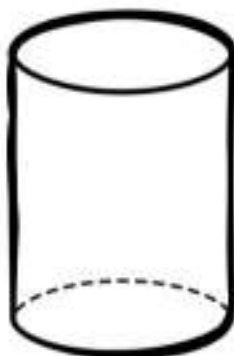
Cone, Cylinder or Sphere

Questions

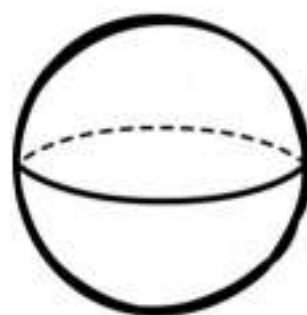
Is the 3D object a Cone, Cylinder, or Sphere?



Cone Cylinder



Cylinder Sphere



Cone Cylinder Sphere



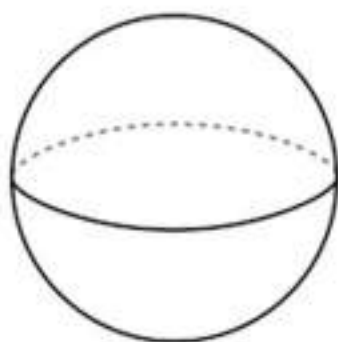
Cone Cylinder Sphere



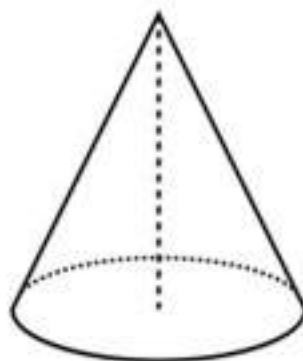
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



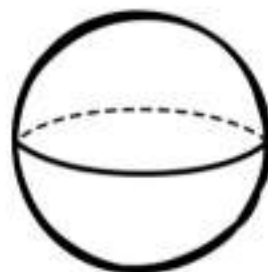
Cone Cylinder Sphere



Cone Cylinder Sphere

3D Objects – Faces, Edges, Vertices**Questions**

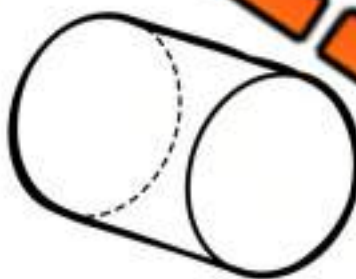
Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

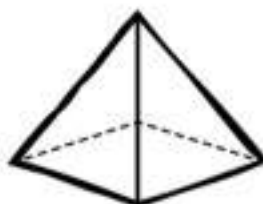
Naming Pyramids and Cones

Questions

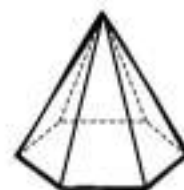
Write the name of the 3D objects below



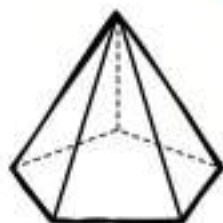
Name	
# of sides on the base	



Name	
# of sides on the base	



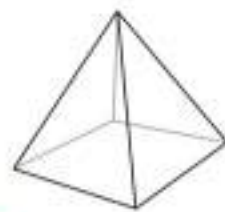
Name	
# of sides on the base	



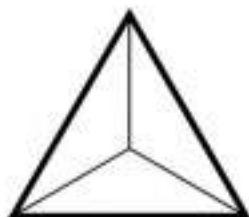
Name	
# of sides on the base	



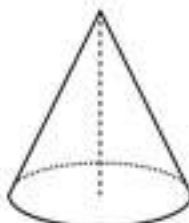
Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	



Name	
# of sides on the base	

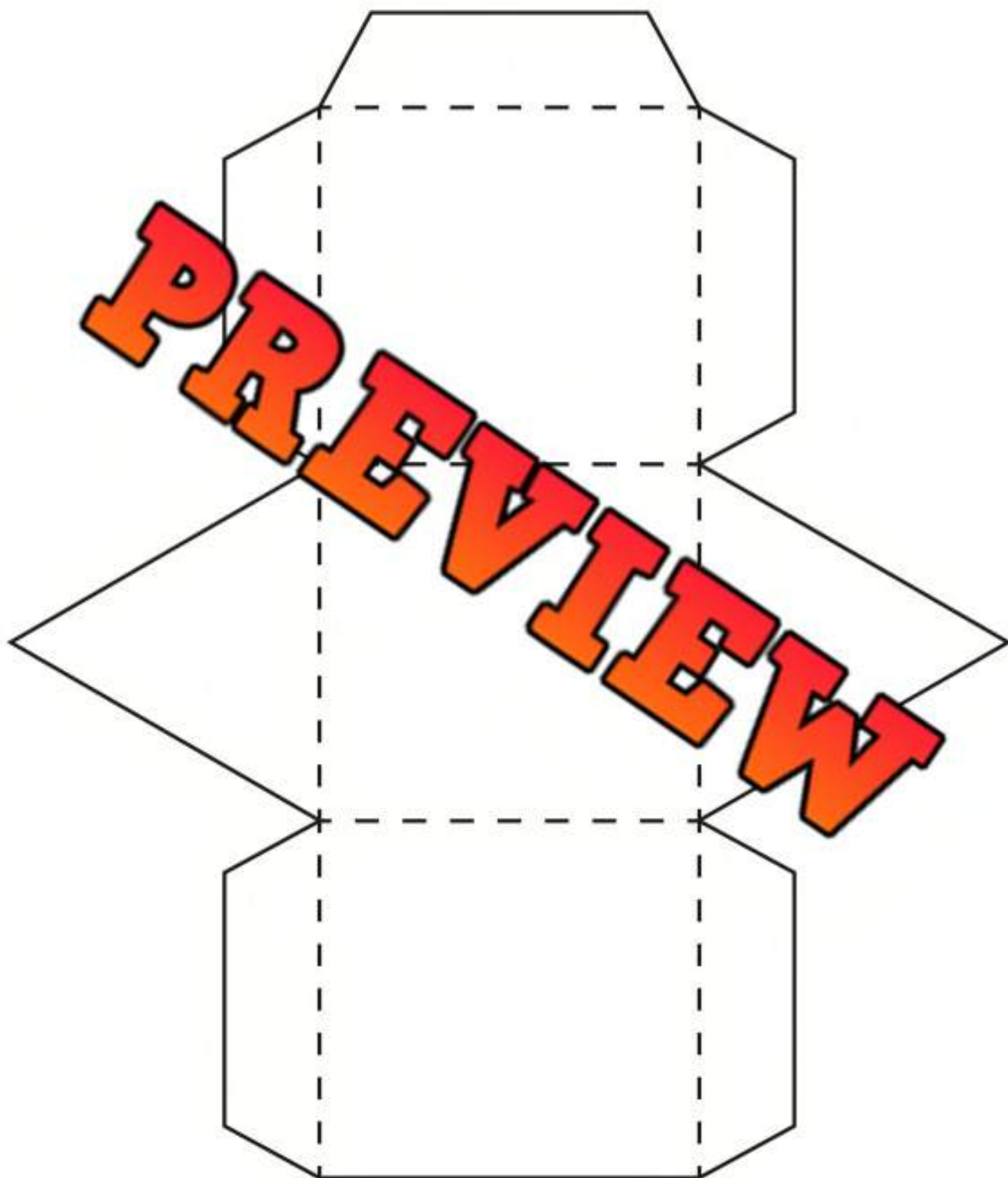


Name	
# of sides on the base	

Name: _____

195

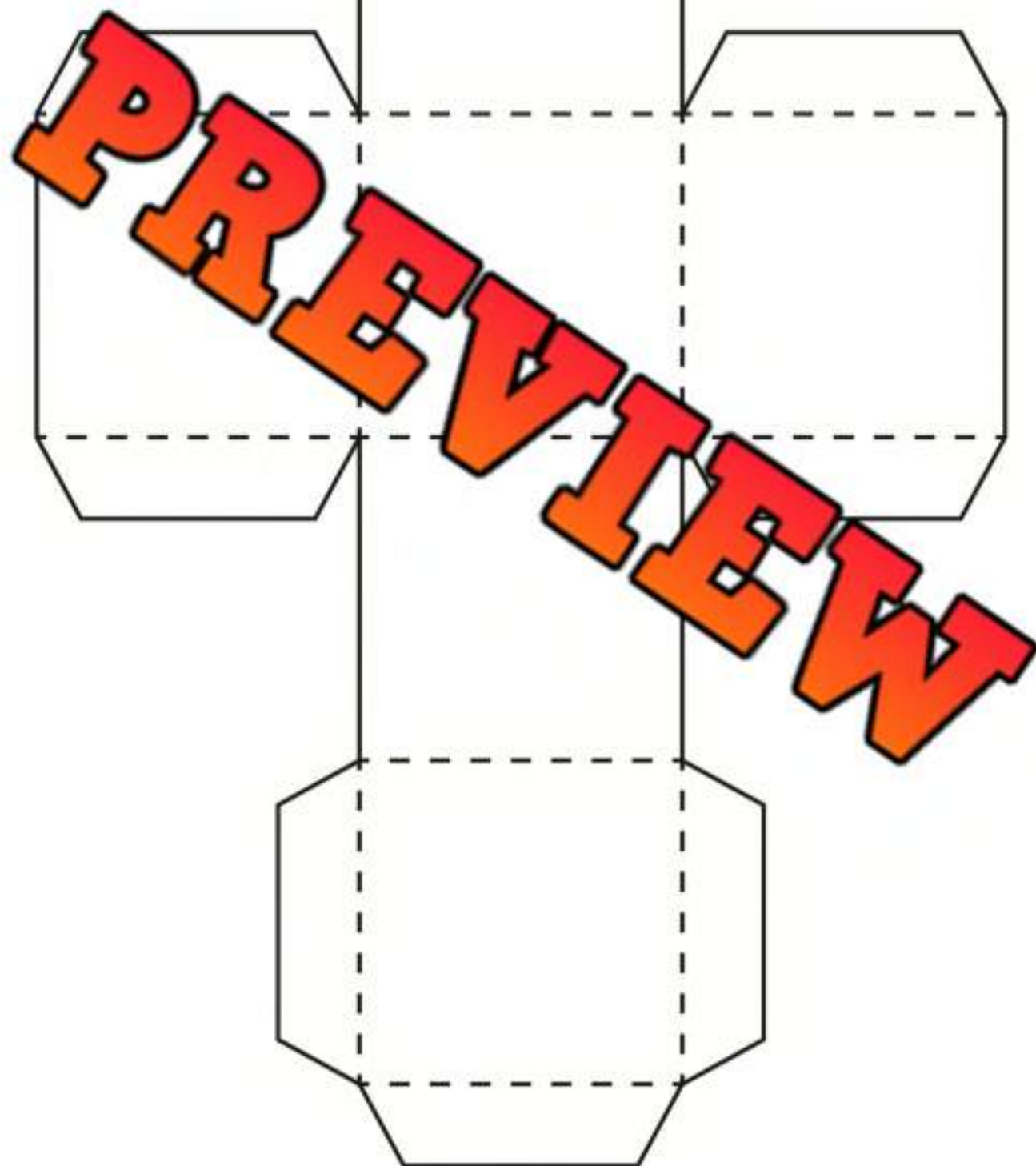
3D Model - Triangle Based Prism Net



Name: _____

197

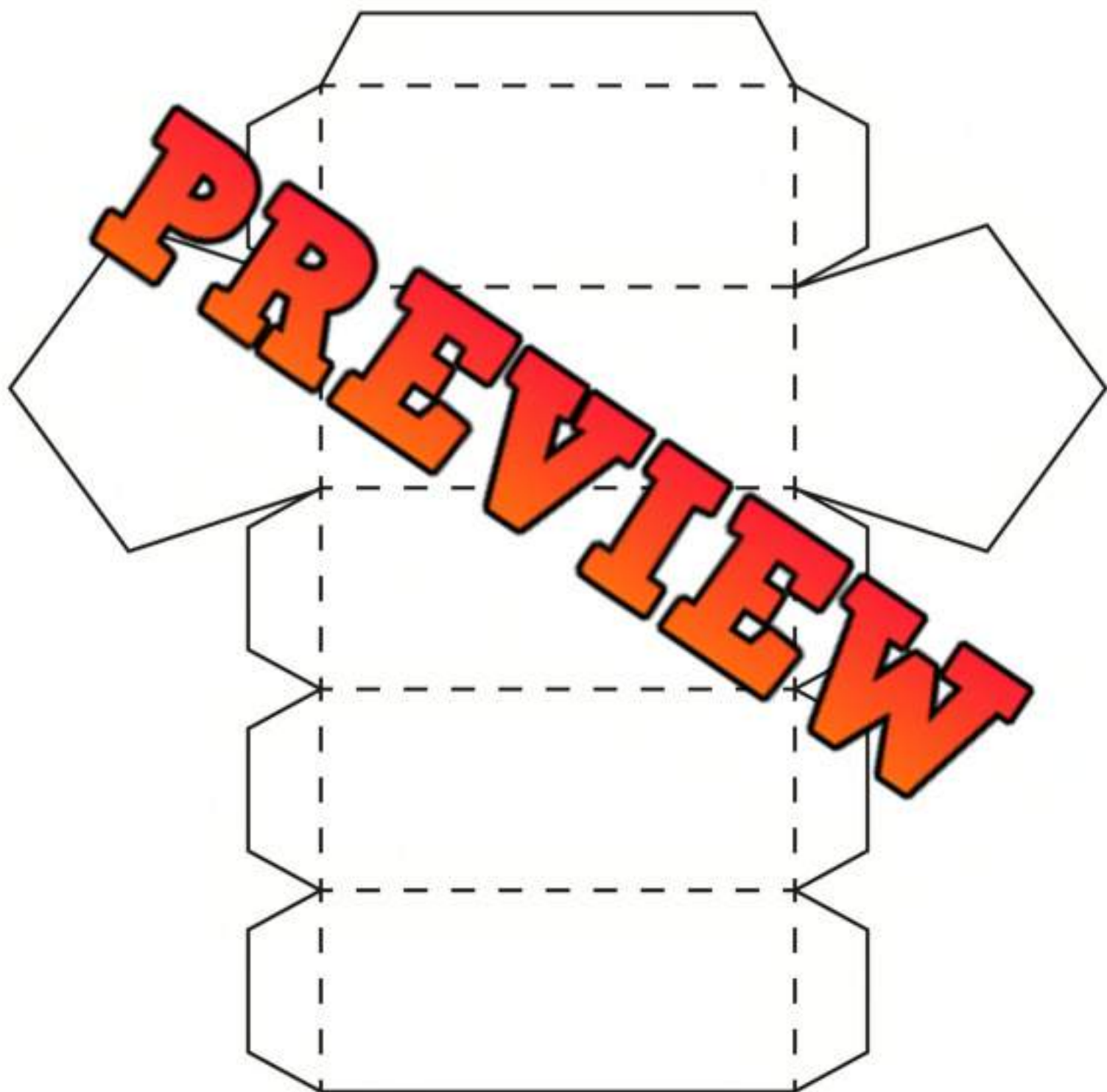
3D Model - Cube Net



Name: _____

198

3D Model - Pentagon Based Prism Net



Activity: Indigenous 3D Object Model

Objective

What are we learning about?

Students will learn about Indigenous technologies and craftsmanship by researching and creating a small 3D model of one traditional object: a pithouse, a birch bark basket, or a bentwood box.

Materials

What you will need for the activity.

- Cardstock or heavy paper
- Construction paper
- Scissors
- Glue or tape
- Optional: string, yarn, or modeling clay



Instructions

How you will complete the activity.

- 1) Read the brief information page provided on pithouses, birch bark baskets, and bentwood boxes.
- 2) Choose one of the three Indigenous 3D objects you would like to build: a pithouse, a birch bark basket, or bentwood box.
- 3) Sketch a simple design of how your model will look using the provided template on your worksheet.
- 4) Gather materials and begin building the base shape of your object (for example, the round structure of a pithouse, the folded sides of a basket, or the curved walls of a bentwood box).
- 5) Add details that show accuracy, such as an entrance tunnel for a pithouse, stitching lines for a basket, or carved patterns for a bentwood box.
- 6) When the model is complete, answer the questions on the reflection worksheet.
- 7) Share your model with a partner or small group and describe its cultural purpose using your worksheet as support.

How-To-Guide

Follow the guide below to make a pithouse

- 1) Place your paper bowl or cup upside down in the middle of the cardboard. This will be the main shape of your pithouse.
- 2) Trace around the bowl or cup with a pencil so you know where it will sit.
- 3) Take the bowl or cup and colour the circle on the cardboard green or brown to show the ground.
- 4) Glue inside the traced circle and press the upside-down bowl or cup back in. Hold it for a few seconds so it sticks.
- 5) Cut strips of brown paper or use small sticks to make "wood beams."
- 6) Glue the beams on top of the cup, coming from the top down the sides, to make it look like a roof covered in wood and earth.
- 7) Cut a small rectangle out of the side of the cup to make the doorway. If you cannot cut the cup, glue a small rectangle of paper on the side to show where the door was.
- 8) Draw or glue a short "tunnel" or path in front of the cup with brown paper or marker lines. This shows the entrance that people could walk through.
- 9) Add details around the pithouse, such as rocks, trees, or a fire pit, by drawing them or gluing small paper shapes onto the cardboard.
- 10) When the glue is dry, write your name and the word "Pithouse" on the cardboard base.
- 11) Check your model and be ready to explain to a partner how people used a pithouse as a warm, safe home.

How-To-Guide

Follow the guide below to make a birch bark basket

- 1) Cut a rectangle from the light brown construction paper. This will be the main piece of your basket.
- 2) Place the rectangle on your desk and gently bend it to see how it will fold into a basket shape.
- 3) Fold the rectangle in half, then unfold it so you can see the crease.
- 4) Cut small slits along the shorter sides, stopping at the crease. These will be the handles of the basket.
- 5) Fold the paper up into a bowl shape, bringing the sides together. Glue or tape the sides so the basket holds its shape.
- 6) Cut thin white strips of paper and glue them to the outside of the basket to look like the natural texture of birch bark.
- 7) Add simple designs used by Indigenous artists, such as patterns or shapes, using crayons or markers. Keep the designs neat and simple.
- 8) If you want a handle, cut a long strip of brown paper and glue or tape each end to the inside of the basket.
- 9) Press all glued parts gently to make sure they stay in place.
- 10) Write your name on the inside and be ready to explain how birch bark baskets were used to carry food, tools, and other items.

How-To-Guide

Follow the guide below to make a bentwood box

- 1) Place the square cardboard base on your desk. This will be the bottom of your bentwood box.
- 2) Take the long strip of cardboard and gently bend it to loosen the fibres. This helps it curve the way real bentwood does when heated and shaped.
- 3) Start wrapping it up around the edges of the square base. Wrap it the way you want the box to look so it forms the four sides of the box.
- 4) Trim the strip if it is too long, then glue or tape the two ends together so it forms a complete loop.
- 5) Glue or tape the bottom edge of the strip to the square base. Press gently so it attaches to the fibres.
- 6) Check that the sides are standing straight. Adjust or add glue if needed.
- 7) Use crayons or markers to add simple patterns or designs inspired by Indigenous designs. Keep the lines bold.
- 8) If you want a lid, cut another square of cardboard the same size as the base and place it on top. You can leave it loose or tape along the back to make a flap.
- 9) Add final touches, such as colouring the base or decorating the lid.
- 10) Write your name on the bottom of the box and be ready to explain how bentwood boxes were used to store important items.

Congruent Shapes

Questions

Measure the side lengths and circle the congruent shapes

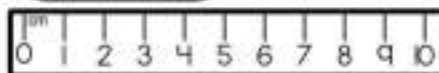
Measure each of the side lengths to make sure they are the same.



= 4 cm



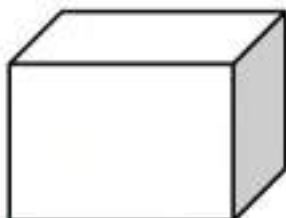
= 5 cm



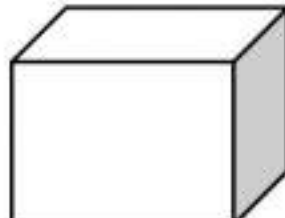
1)



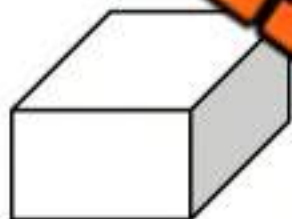
a)



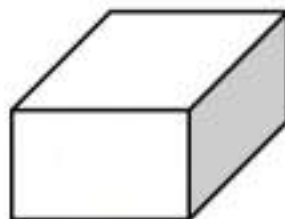
b)



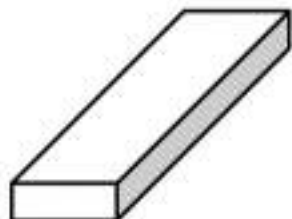
2)



b)



3)



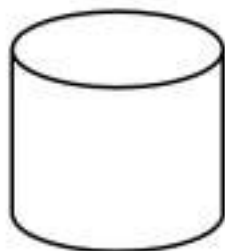
a)



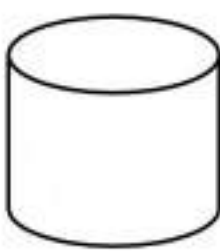
b)



4)



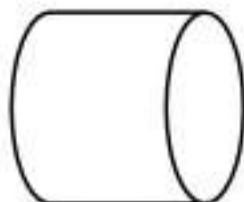
a)



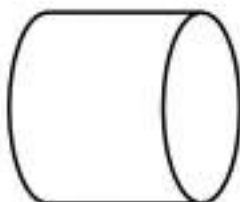
b)



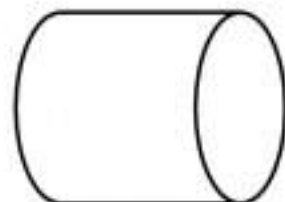
5)

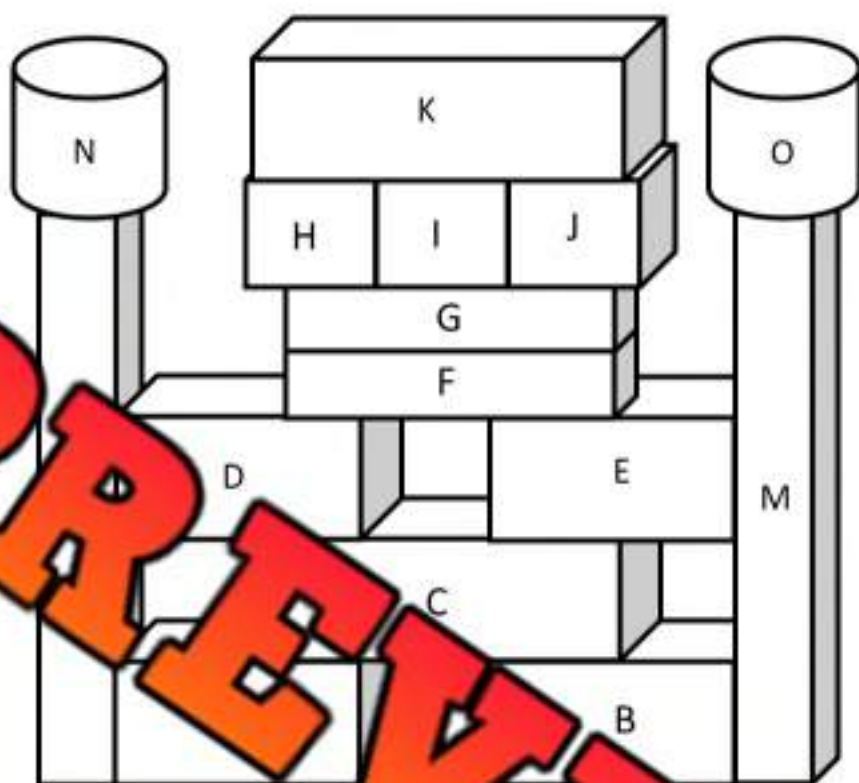


a)



b)



Congruent 3D Objects Statue**Questions**

Answer the questions below by looking at the statue above

- 1) Which objects are congruent to A?
- 2) Which object is congruent to object C?
- 3) Which objects are congruent to object D?
- 4) Which object is congruent to object G?
- 5) Which objects are congruent to object H?
- 6) Which object is congruent to object L?
- 7) Which object is congruent to object N?

Name: _____

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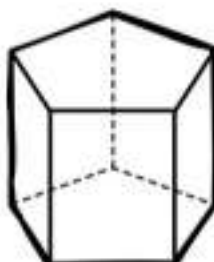
Geometry Test

Part 1

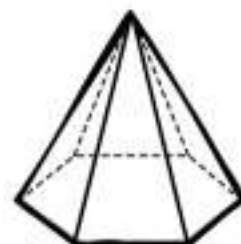
Is the shape a prism or pyramid?



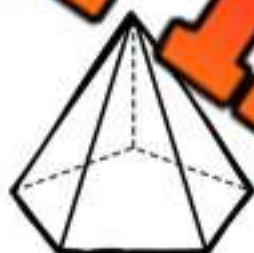
Prism Pyramid



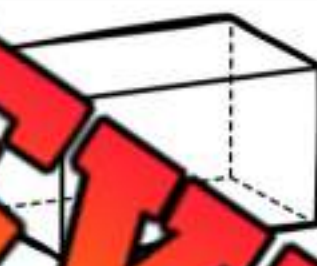
Prism Pyramid



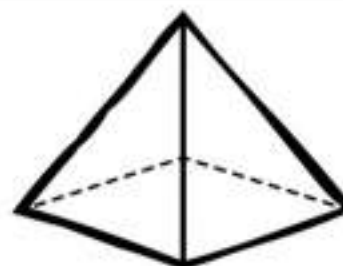
Prism Pyramid



Prism Pyramid



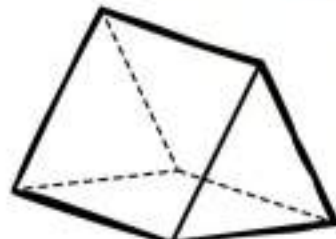
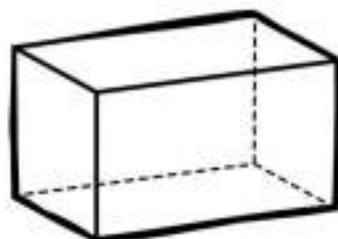
Prism Pyramid



Prism Pyramid

Part 2

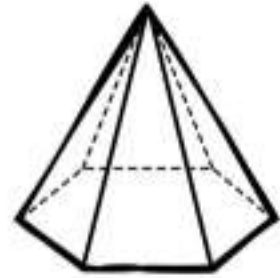
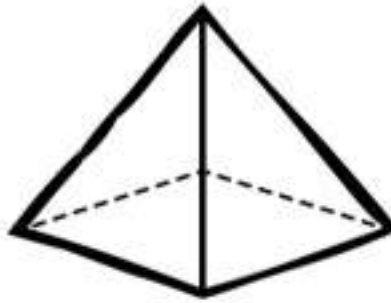
Fill in the tables below based on the object.



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

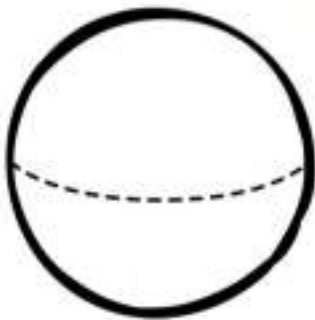
Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

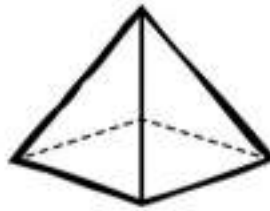
Faces	
Edges	
Vertices	
Name	

Part 3

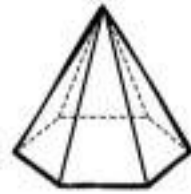
Circle the name of the 3D objects



Rectangular-Based Pyramid
 Triangular-Based Pyramid
 Pentagonal-Based Pyramid



Square-Based Pyramid
 Triangular-Based Pyramid
 Pentagonal-Based Pyramid



Rectangular-Based Pyramid
 Pentagonal-Based Pyramid
 Hexagonal-Based Pyramid



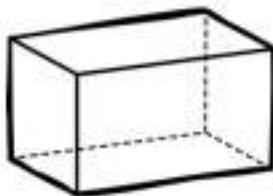
Cone Cylinder Sphere



Cone Cylinder Sphere



Cone Cylinder Sphere



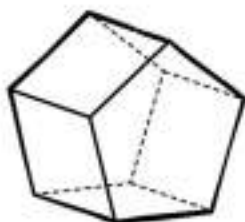
Rectangular Prism
 Triangular Prism



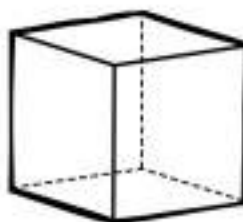
Rectangular Prism
 Triangular Prism



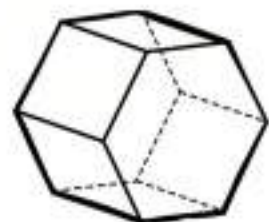
Rectangular Prism
 Triangular Prism



Rectangular Prism
 Triangular Prism
 Pentagonal Prism



Cube
 Hexagonal Prism
 Pentagonal Prism



Rectangular Prism
 Hexagonal Prism
 Pentagonal Prism