

Math Foundations

ACTIVITIES



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Introduction to Fractions

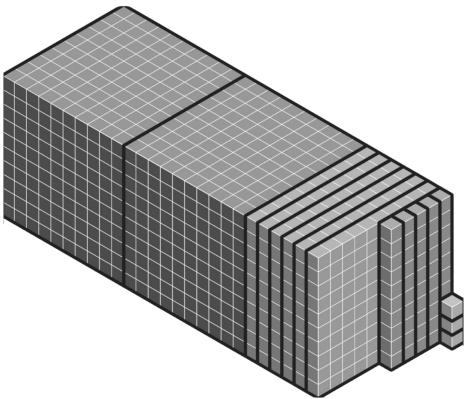
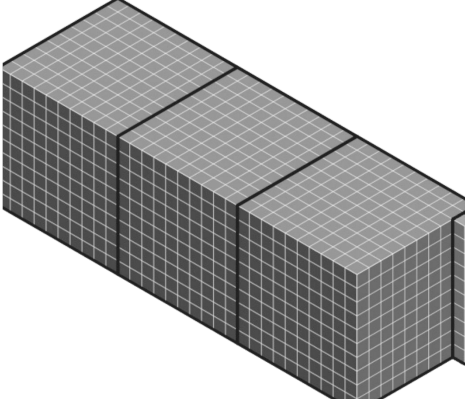
- Representing fractions
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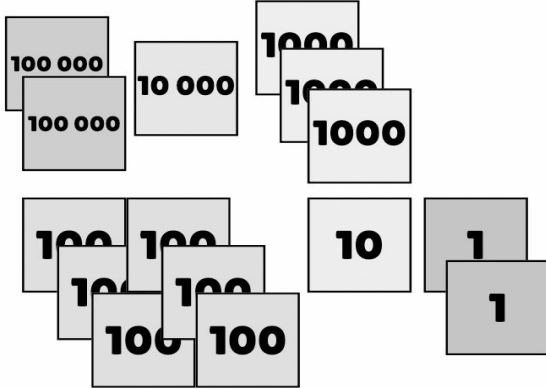
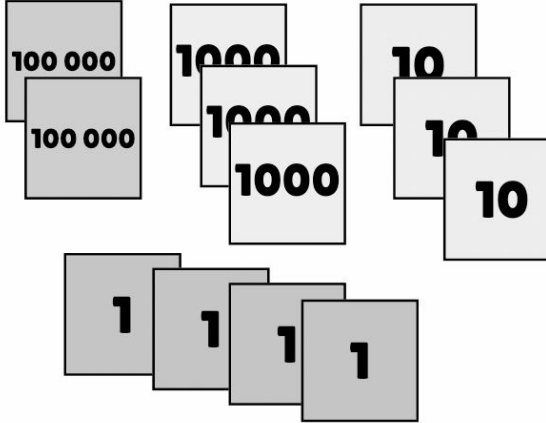
Place Value: Representing Numbers

A large, empty rounded rectangular box with a thin black border, intended for students to write or draw their work related to the topic of place value.

Place Value: Representing Numbers

Write the number that is represented by each set of base ten blocks or number tiles.

Practice building these numbers with your number tiles.

3672

5307

17 439

37 042

270 332

Place Value: Understanding Value and Place Value

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write or draw their work related to the topic of place value.

Place Value: Understanding Value and Place Value

Write the VALUE and the PLACE VALUE name of each underlined digit.

Number	Value	Place Value Name
1 <u>5</u> 904		
<u>6</u> 08 745		
40 <u>7</u> 80		
356 0 <u>5</u> 0		

Write each number in expanded or standard form.

Standard Form	Expanded Form
54 678	
	400 000 + 30 000 + 6000 + 700 + 90 + 2
704 815	
	500 000 + 7000 + 400 + 6

For each number, say how many 10s, 100s and 1000s are in that number.

Number	How many 10s?	How many 100s?	How many 1000s?
4 5678			
120 693			
673 002			

For each number, say what would be 10 more, 100 more and 1000 more.

Number	10 more?	100 more?	1000 more?
30 648			
225 973			
349 309			

Place Value: Reading and Writing Big Numbers

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write or draw their work related to the topic of place value and big numbers.

Place Value: Reading and Writing Big Numbers

Practice saying these numbers aloud and then write them in words. Use the number words page in your toolkit to help you!

12 845

563 814

340 015

Write these numbers in standard form (just regular numbers). Use the place value chart in your toolkit to help you!!

“Four hundred sixty three thousand, five hundred ten”

“Eighteen thousand forty five”

“Seven hundred ninety thousand, two hundred eleven”

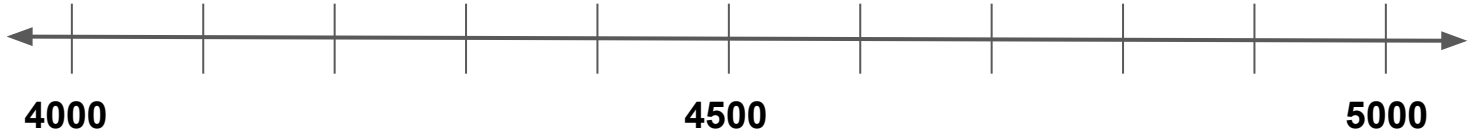
Place Value: Rounding Numbers

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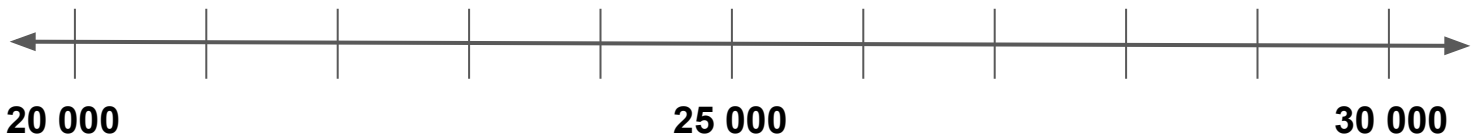
Place Value: Rounding Numbers

Place the following numbers on their number line (as accurately as possible).

4550 4090 4820 4410 4680



21 000 25 500 28 100 23 900 26 500



Round these numbers to the nearest 10, 100, 1000 or 10 000:

6792

42 850

Nearest
ten=



Nearest
hundred=



Nearest
hundred=



Nearest
thousand=



Nearest
thousand=



Nearest
ten



Place Value: Comparing and Ordering Numbers

A large, empty rounded rectangular box with a thin black border, intended for students to write their answers or show their work.

Place Value: Comparing and Ordering Numbers

Compare each pair of numbers using a $<$, $>$ or $=$ symbol.

$6795 \quad \square \quad 6759$

$62\ 022 \quad \square \quad 62\ 200$

$4804 \quad \square \quad 4488$

$310\ 031 \quad \square \quad 311\ 330$

$17\ 110 \quad \square \quad 17\ 170$

$290\ 900 \quad \square \quad 290\ 099$

Put each list of numbers in order from least to greatest.

5606 6550 5566 6605 5660

12 201 12 022 11 222 12 211 11 200

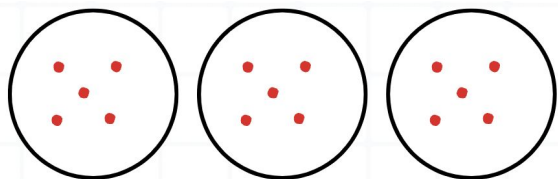
477 747 447 477 744 474 447 474 774 447

Math Facts: Connecting Multiplication & Division

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Math Facts: Connecting Multiplication & Division

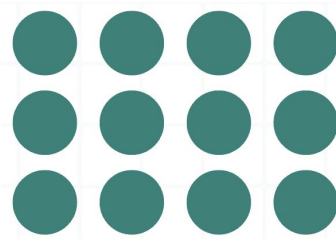
Write a fact family for each diagram:



\div
 \times

\times =
 \times =

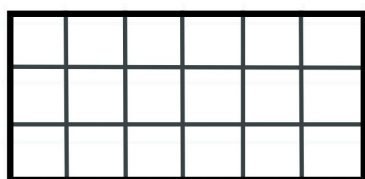
\div =
 \div =



\div
 \times

\times =
 \times =

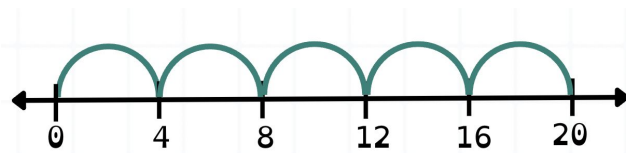
\div =
 \div =



\div
 \times

\times =
 \times =

\div =
 \div =



\div
 \times

\times =
 \times =

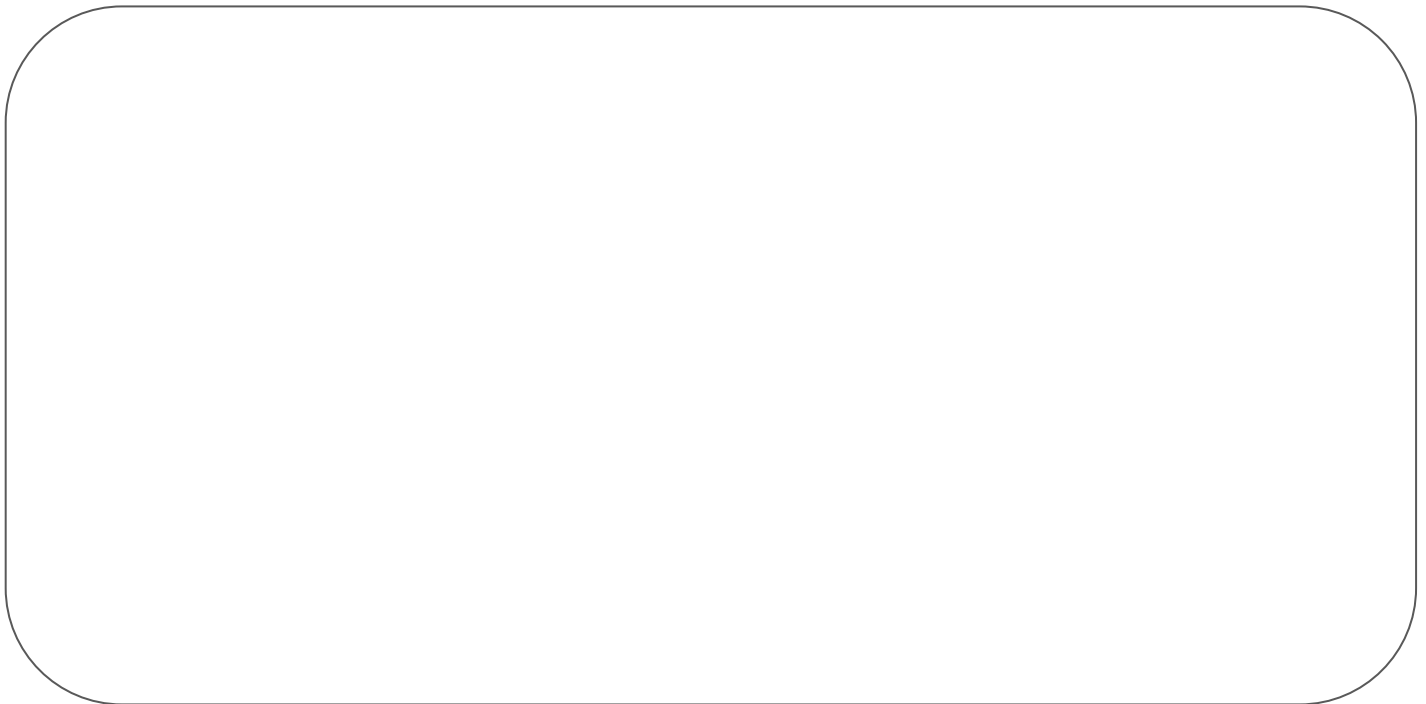
\div =
 \div =

Math Facts: Multiplicative Relationships: x2, x4, x8

A large, empty rounded rectangular box with a thin black border, intended for students to write their math facts. The box occupies most of the page below the title.

Math Facts: Multiplicative Relationships: x2, x4, x8

How are x2, x4 and x8 related? Use pictures, numbers or words!



Fill in the table.

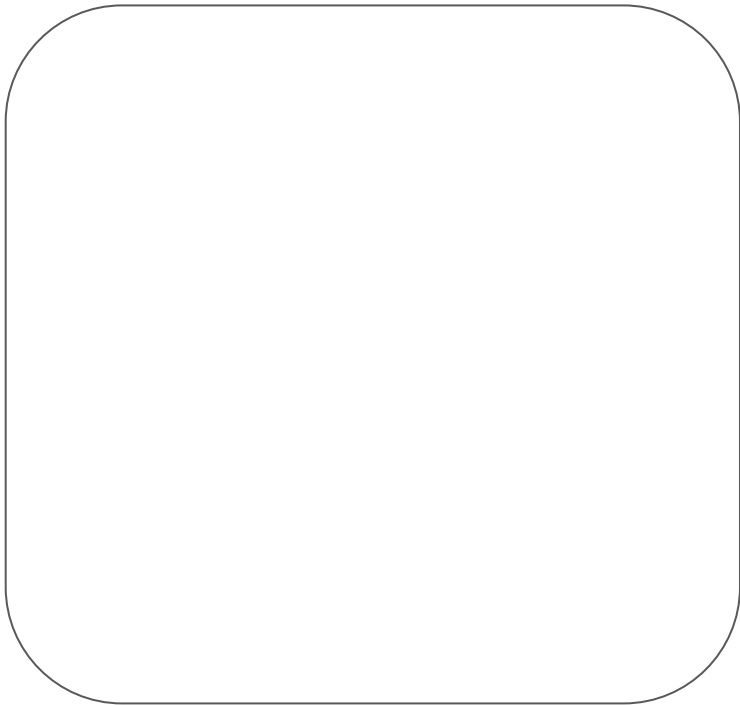
	x2	x4	x8
10			
11			
20			
7			
25			
8			

Math Facts: Multiplicative Relationships: x1, x10, x5

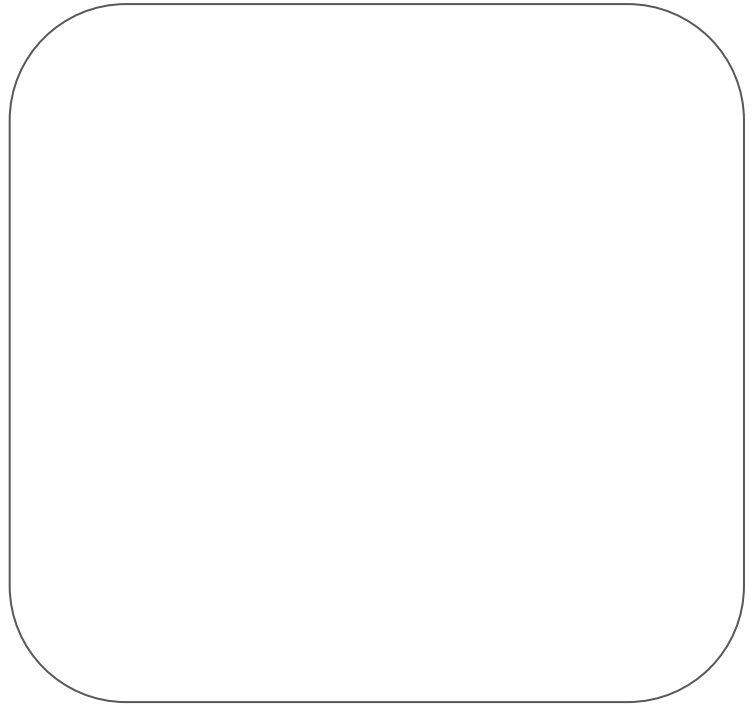
A large, empty rounded rectangular box with a thin black border, intended for students to write their math facts. The box is centered on the page and occupies most of the vertical space below the title.

Math Facts: Multiplicative Relationships: x1, x10, x5

How are x1 and x10 related?
Use pictures, numbers or words!



How are x10 and x5 related?
Use pictures, numbers or words!



Fill in the table.

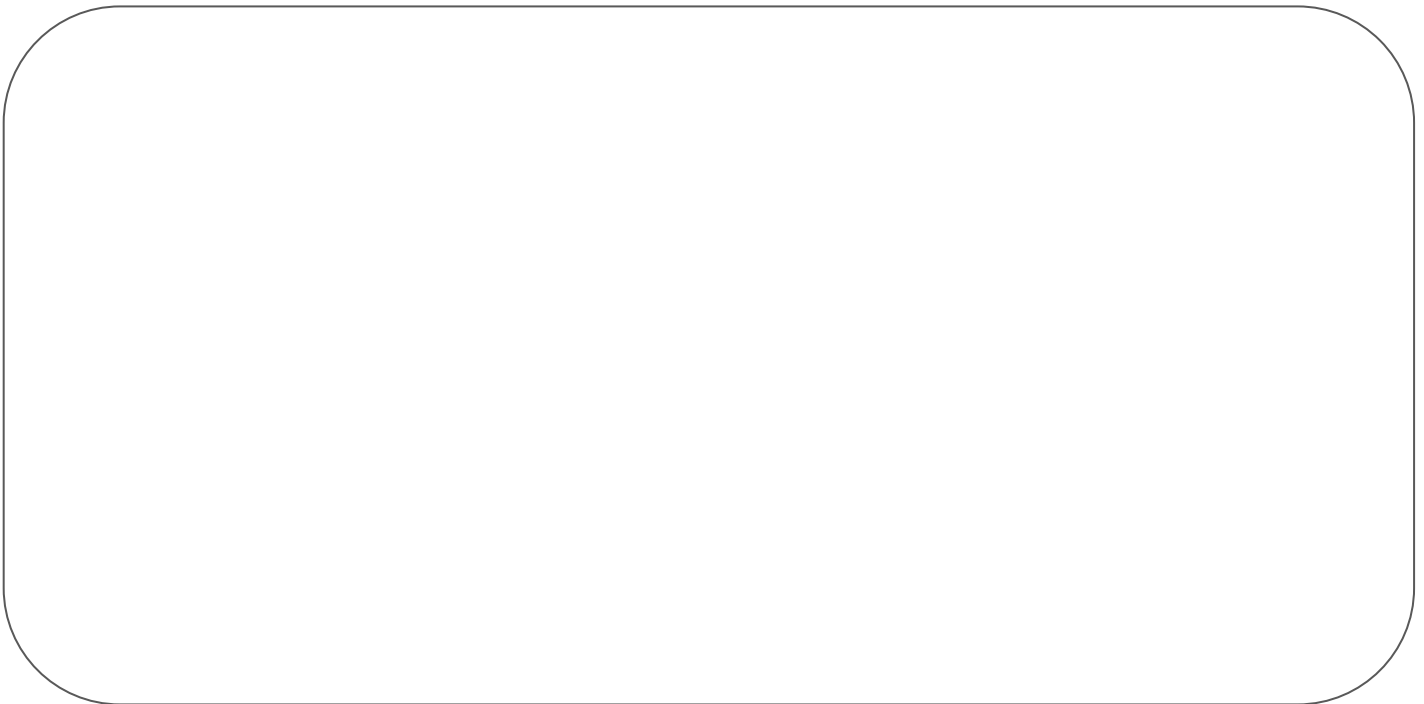
	x1	x10	x5
10			
11			
20			
7			
24			
6			

Math Facts: Multiplicative Relationships: x3, x6, x12

A large, empty rounded rectangular box with a thin black border, intended for students to write their multiplication facts for the relationships x3, x6, and x12.

Math Facts: Multiplicative Relationships: x3, x6, x12

How are x3, x6 and x12 related? Use pictures, numbers or words!



Fill in the table.

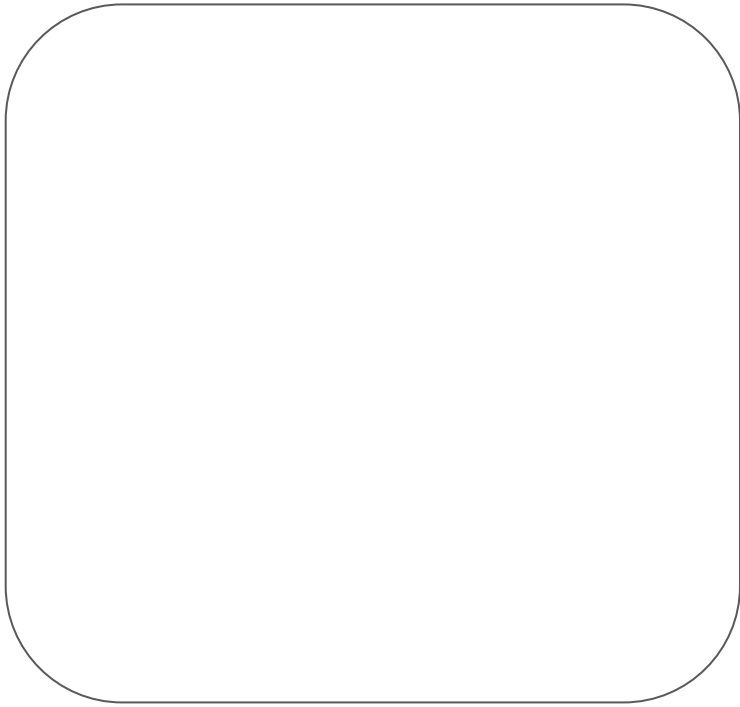
	x3	x6	x12
10			
11			
20			
7			
15			
5			

Math Facts: Multiplicative Relationships: x9 and x11

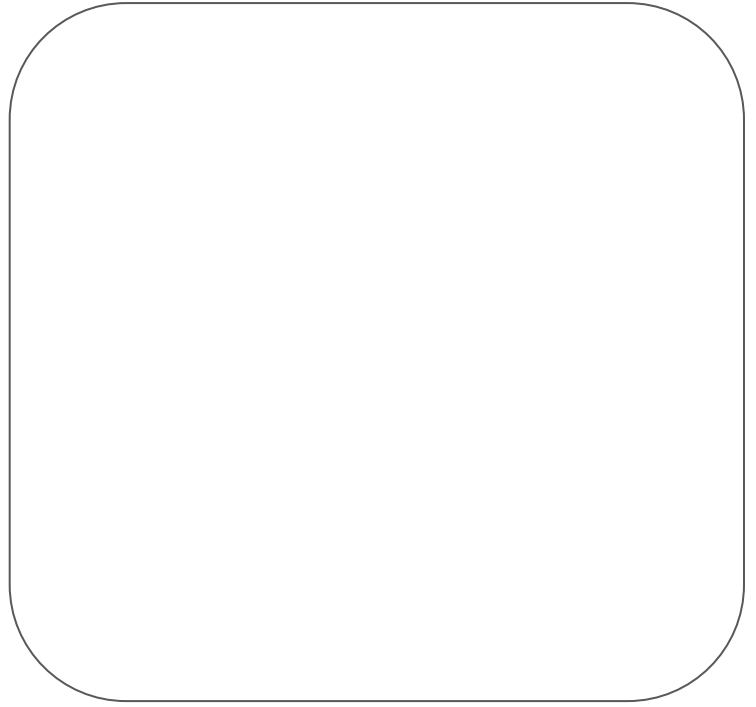
A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write or draw their work related to the math facts.

Math Facts: Multiplicative Relationships: x9 and x11

How are x10 and x9 related?
Use pictures, numbers or words!



How are x10 and x11 related?
Use pictures, numbers or words!



Fill in the table.

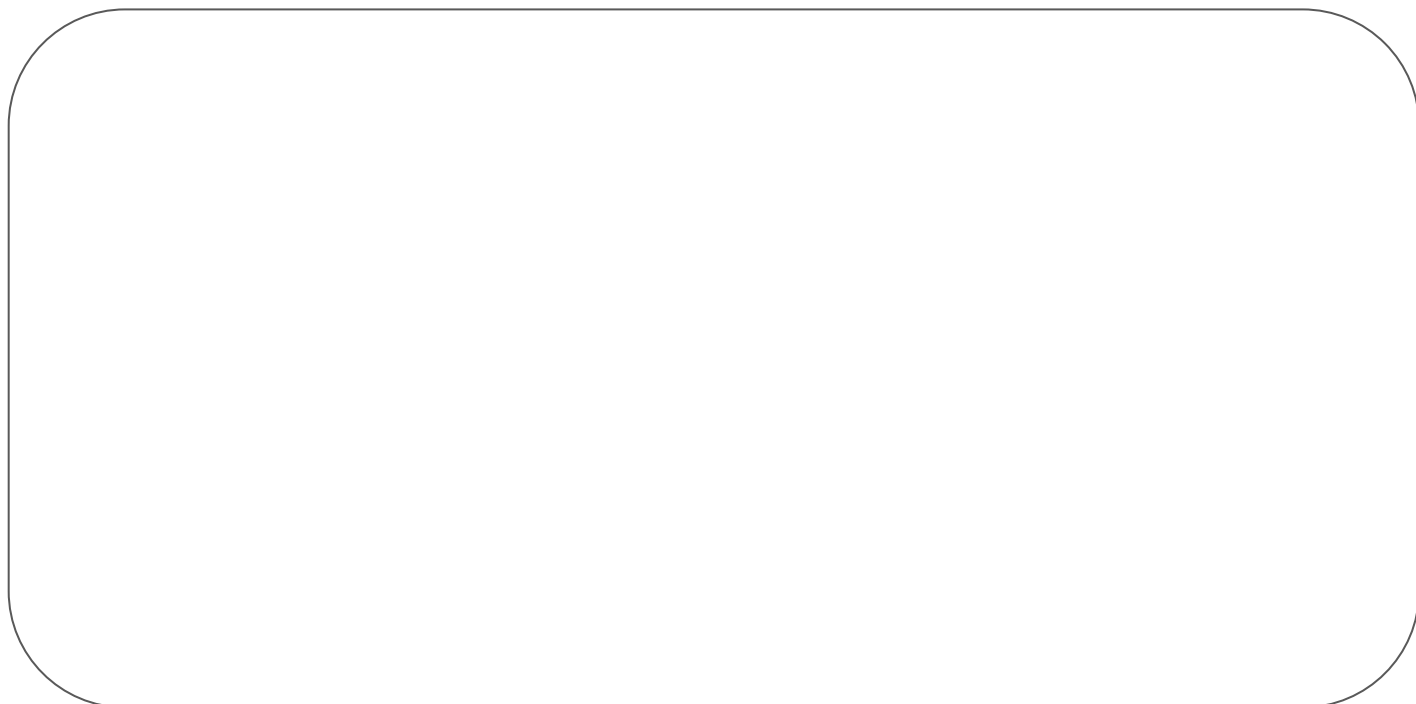
	x10	x9	x11
3			
8			
12			
7			
15			
6			

Math Facts: Multiplicative Relationships: Square Numbers

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write or draw their work related to the math facts.

Math Facts: Multiplicative Relationships: Square Numbers

What is a "square number"? Use pictures, numbers and words to explain.



Fill in the table.

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

Math Facts: Multiplicative Relationships: x7

A large, empty rounded rectangular box with a thin black border, intended for students to write their math facts for the multiplicative relationship of multiplying by 7.

Math Facts: Multiplicative Relationships: x7

What are some strategies you can use to help you multiply numbers by 7? Use pictures, numbers or words!



Fill in the table.

	x7	What was your strategy?
10		
5		
20		
7		
8		
6		

Math Facts: Strategies for Division Facts

A large, empty rounded rectangular box with a thin black border, intended for students to write their strategies for division facts. The box occupies most of the page below the title.

Math Facts: Strategies for Division Facts

How can we use multiplication to help with division? Give an example.

How is division like sharing? Use pictures, numbers and words to explain.

How is division like repeated subtraction? Use pictures, numbers and words to explain.

Fill in the table.

	What was your strategy?
$48 \div 4 =$	
$35 \div 5 =$	
$56 \div 8 =$	
$49 \div 7 =$	
$18 \div 3 =$	
$16 \div 4 =$	

Mental Math: Multiplication and Division with Trailing Zeros

A large, empty rounded rectangular box with a thin black border, intended for students to write their solutions to mental math problems. The box is centered on the page and occupies most of the vertical space below the title.

Mental Math: Multiplication and Division with Trailing Zeros

Find the following products and explain the patterns that you see.

$3 \times 4 =$	Patterns:
$30 \times 4 =$	
$30 \times 40 =$	
$300 \times 400 =$	

Find the following products:

$300 \times 500 =$

$20\,000 \times 120 =$

$6000 \times 400 =$

$5000 \times 800 =$

$700 \times 5000 =$

$2500 \times 40 =$

Find the following quotients and explain the patterns that you see.

$25 \div 5 =$	Patterns:
$250 \div 50 =$	
$2500 \div 500 =$	
$2500 \div 50 =$	

Find the following quotients:

$27\,000 \div 300 =$

$20\,000 \div 40 =$

$4500 \div 500 =$

$4800 \div 800 =$

$360\,000 \div 600 =$

$150\,000 \div 30 =$

Mental Math: Partners to 100 and 1000

A large, empty rounded rectangular box with a thin black border, intended for students to write their answers or work during the mental math activity.

Mental Math: Partners to 100 and 1000

Find the missing partners to 100. Remember to use your Toolkit to help you!

$$44 + \underline{\quad\quad} = 100$$

$$100 - \underline{\quad\quad} = 14$$

$$\underline{\quad\quad} + 81 = 100$$

$$100 - 77 = \underline{\quad\quad}$$

$$36 + \underline{\quad\quad} = 100$$

$$100 - \underline{\quad\quad} = 28$$

$$\underline{\quad\quad} + 65 = 100$$

$$100 - 53 = \underline{\quad\quad}$$

Find the missing partners to 1000. Remember to use your Toolkit to help you!

$$414 + \underline{\quad\quad} = 1000$$

$$1000 - \underline{\quad\quad} = 134$$

$$\underline{\quad\quad} + 781 = 1000$$

$$1000 - 737 =$$

$$276 + \underline{\quad\quad} = 1000$$

$$1000 - \underline{\quad\quad} = 486$$

$$\underline{\quad\quad} + 561 = 1000$$

$$1000 - 253 =$$

Mental Math: Compatible Numbers

A large, empty rounded rectangular box with a thin black border, intended for students to write their mental math strategies or solutions.

Mental Math: Compatible Numbers

Explain what the Commutative Property is and give some examples.

Use different colours to show the compatible numbers. Then, use the commutative property to add or multiply these numbers:

$$45 + 77 + 23 + 35 =$$

$$19 + 43 + 37 + 88 + 71 + 12 =$$

$$38 + 66 + 52 + 24 =$$

$$125 + 340 + 37 + 83 + 75 + 60 =$$

$$4 \times 35 \times 25 \times 2 =$$

$$5 \times 25 \times 4 \times 2 \times 4 \times 15 =$$

$$12 \times 4 \times 5 \times 15 =$$

$$25 \times 45 \times 4 \times 2 \times 5 \times 6 =$$

Mental Math: Using Compensation to Add and Subtract

A large, empty rounded rectangular box with a thin black border, intended for students to write their work for mental math problems. The box is centered on the page and occupies most of the vertical space below the title.

Mental Math: Using Compensation to Add and Subtract

Rewrite each question using compensation to create a more friendly addition question that will lead to the same answer.

Question	Rewrite the question	Answer
$49 + 34$		
$61 + 89$		
$498 + 346$		
$273 + 197$		
$1998 + 3273$		
$5087 + 3997$		

Rewrite each question using compensation to create a more friendly subtraction question that will lead to the same answer.

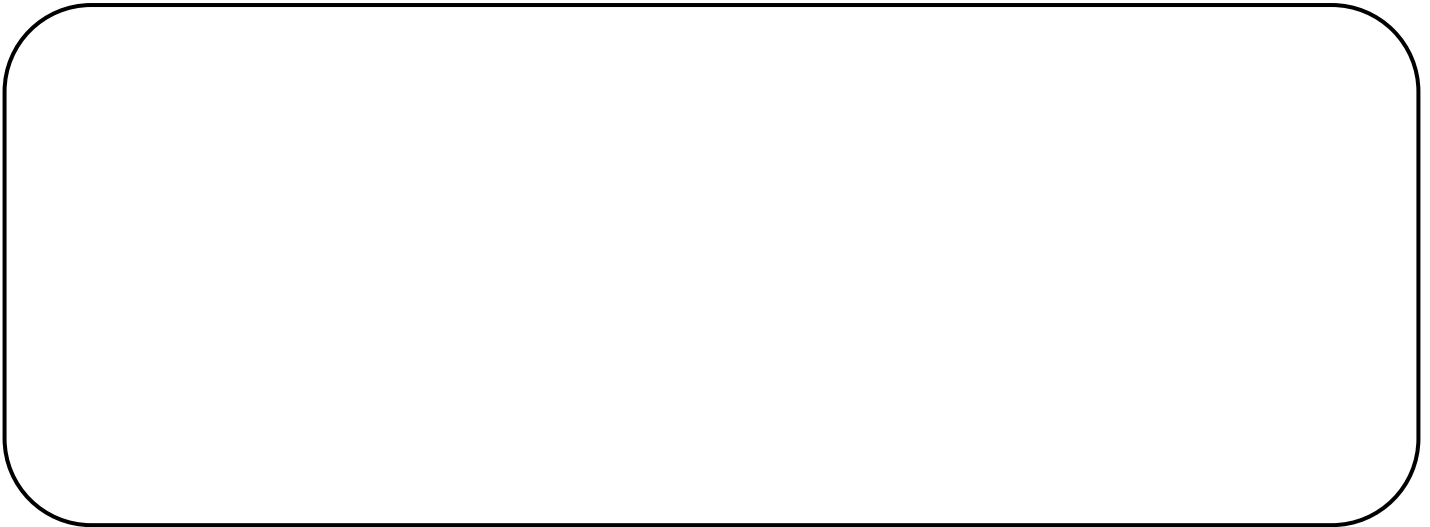
Question	Rewrite the question	Answer
$72 - 49$		
$84 - 58$		
$374 - 199$		
$235 - 97$		
$5745 - 2998$		
$7032 - 1995$		

Mental Math: Half-Double Strategy for Multiplication

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write down their work or draw diagrams related to the mental math strategy.

Mental Math: Half-Double Strategy for Multiplication

Explain how the half-double strategy for multiplication works.
Give an example or draw a picture to show it.



Use the half-double strategy to solve these multiplication questions:

$48 \times 5 =$

$150 \times 12 =$

$25 \times 16 =$

$250 \times 18 =$

$50 \times 44 =$

$26 \times 500 =$

$24 \times 15 =$

$125 \times 8 =$

$35 \times 22 =$

$16 \times 350 =$

Mental Math: Estimating

A large, empty rounded rectangular box with a thin black border, intended for students to write their work for the mental math exercise.

Mental Math: Estimating

Write a number sentence to represent the situation and then estimate the answer using friendly numbers.

Tyson had \$245 in his bank account. For his birthday, he receives \$96 and deposits it into his bank account. Approximately how much money does Tyson have in his account now?



Ariana collects stickers and keeps them in an album. Each page has about 27 stickers on it and there are 52 pages in the album. Approximately how many stickers does she have in the album?



Estimate the following sums, differences, products and quotients:

$$4321 + 3897 \rightarrow \text{-----} + \text{-----} = \text{-----}$$

$$5878 - 1999 \rightarrow \text{-----} - \text{-----} = \text{-----}$$

$$404 \times 29 \rightarrow \text{-----} \times \text{-----} = \text{-----}$$

$$3987 \div 2 \rightarrow \text{-----} \div \text{-----} = \text{-----}$$

$$61\,312 + 4976 \rightarrow \text{-----} + \text{-----} = \text{-----}$$

$$21\,303 \times 9 \rightarrow \text{-----} \times \text{-----} = \text{-----}$$

Multi-Digit Addition & Subtraction: Expand and Add

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work for the 'Expand and Add' problem.

Multi-Digit Addition & Subtraction: Expand and Add

Use the "expand and add" strategy to find the following sums:

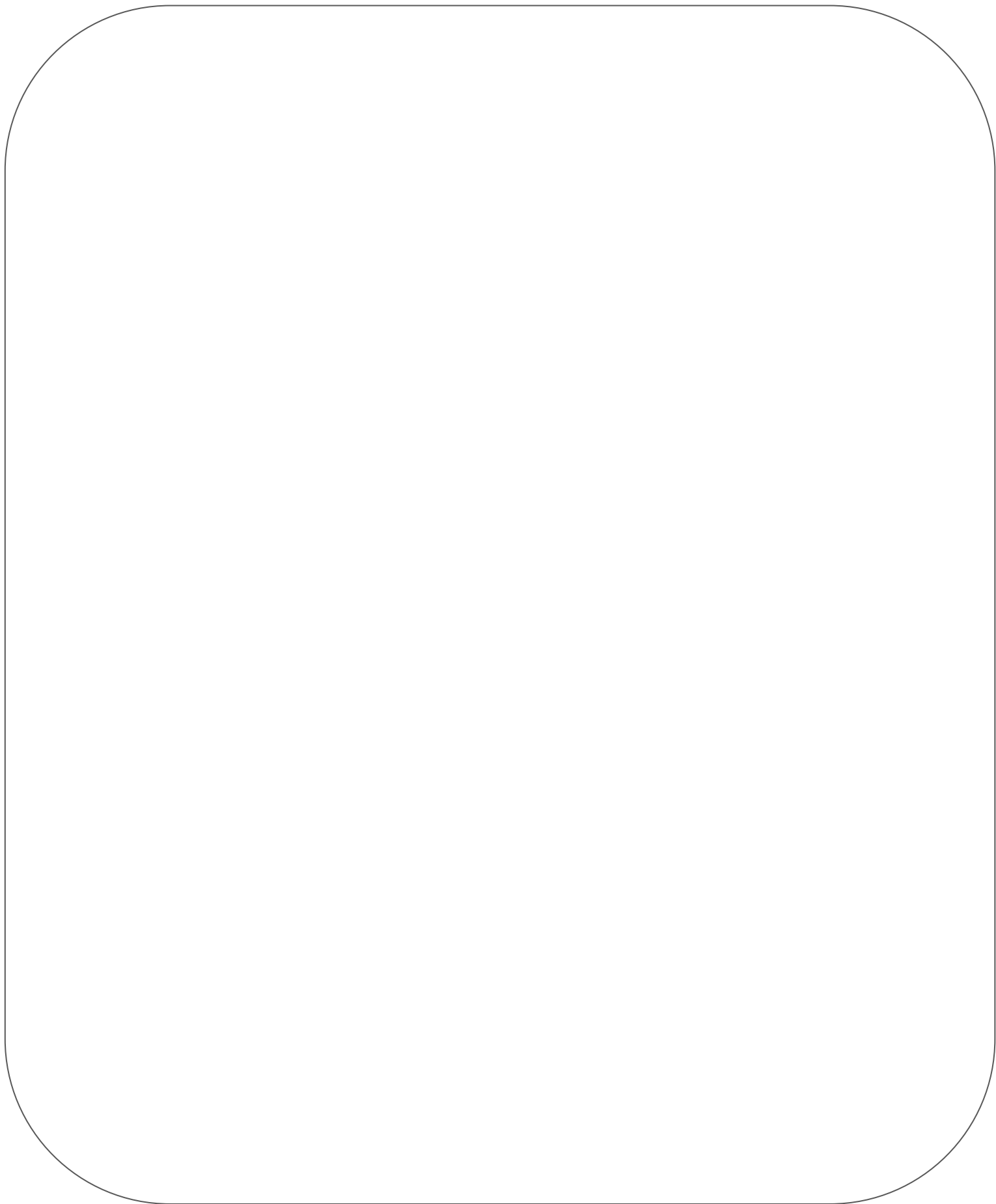
$$453 + 265 =$$

$$724 + 458 =$$

$$2951 + 6295 =$$

$$6174 + 1026 =$$

Multi-Digit Addition & Subtraction: Adding Piece by Piece



Multi-Digit Addition & Subtraction: Adding Piece by Piece

Add piece by piece on a number line to find each sum.

$575 + 341 = \underline{\quad\quad}$



$7128 + 5306 = \underline{\quad\quad}$



Add these number piece by piece to find each sum.

$345 + 566 = \underline{\quad\quad\quad}$

$2964 + 1325 = \underline{\quad\quad\quad}$

$4567 + 3413 = \underline{\quad\quad\quad}$

$23\,089 + 44\,025 = \underline{\quad\quad\quad}$

Multi-Digit Addition & Subtraction: Adding by Place Value

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work on multi-digit addition and subtraction problems.

Multi-Digit Addition & Subtraction: Adding by Place Value

Add each set of numbers together.

$$\begin{array}{r} 472 \\ + 325 \\ \hline \end{array}$$

$$\begin{array}{r} 564 \\ + 229 \\ \hline \end{array}$$

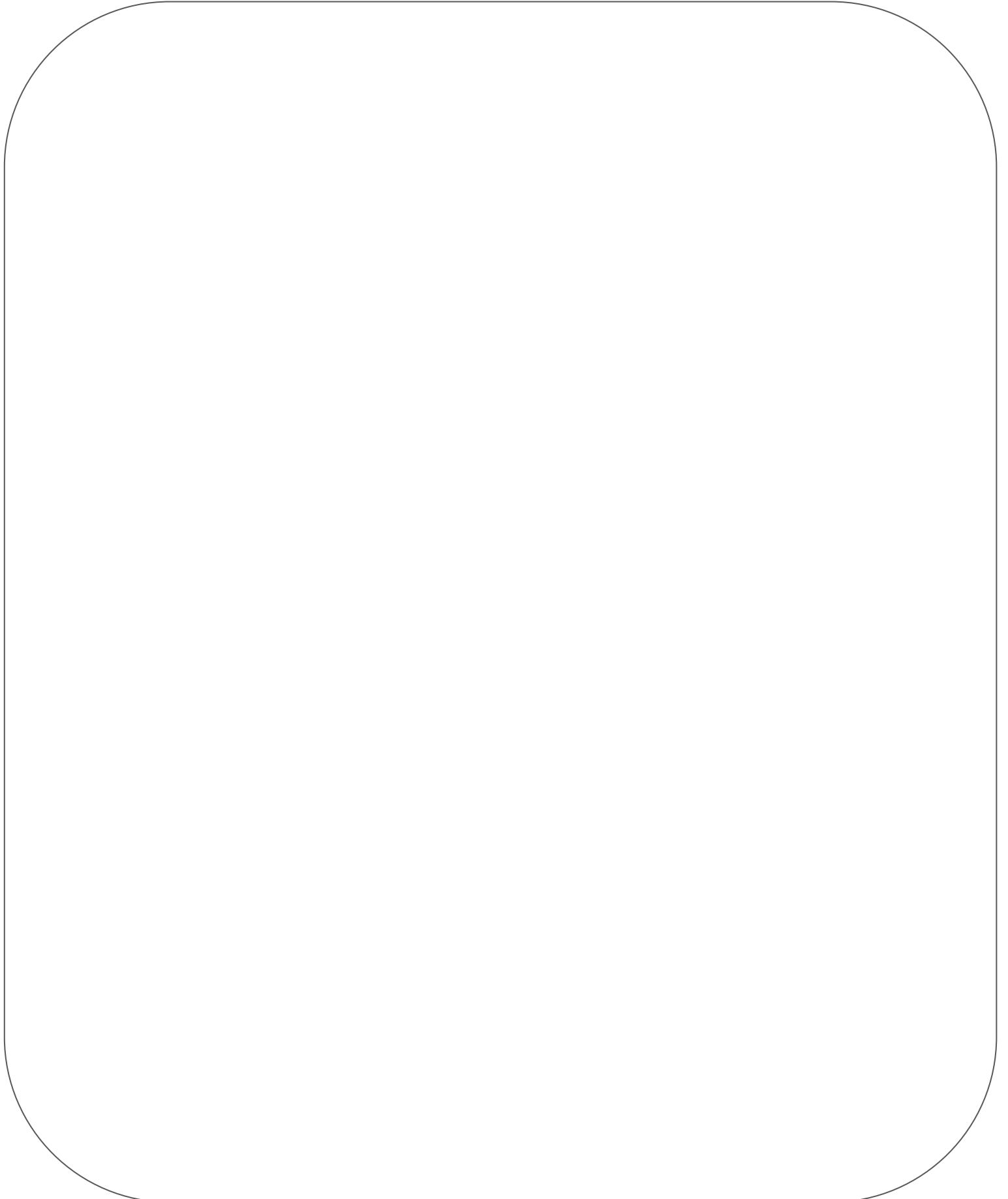
$$\begin{array}{r} 3754 \\ + 852 \\ \hline \end{array}$$

$$\begin{array}{r} 1558 \\ + 2345 \\ \hline \end{array}$$

$$\begin{array}{r} 52\,483 \\ + 2\,175 \\ \hline \end{array}$$

$$\begin{array}{r} 34\,126 \\ + 26\,485 \\ \hline \end{array}$$

Multi-Digit Addition & Subtraction: Expand and Subtract



Multi-Digit Addition & Subtraction: Expand and Subtract

Use the “expand and subtract” strategy to find the following differences:

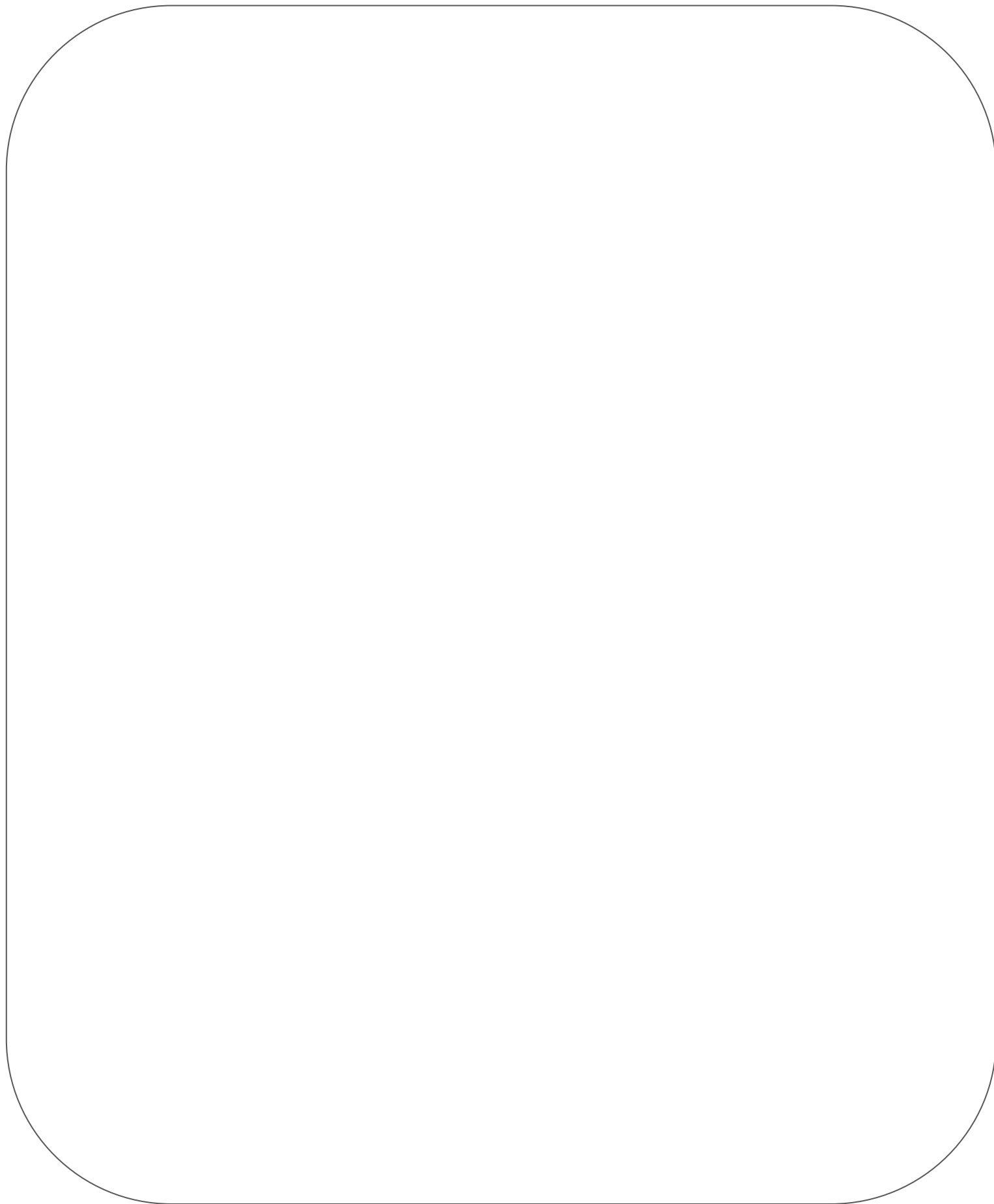
$$458 - 235 =$$

$$\begin{array}{r} 7824 \\ - \underline{403} \end{array}$$

$$4951 - 2732 =$$

$$\begin{array}{r} 6422 \\ - \underline{2053} \end{array}$$

Multi-Digit Addition & Subtraction: Subtracting Piece by Piece



Multi-Digit Addition & Subtraction: Subtracting Piece by Piece

Subtract these numbers piece by piece on a number line to find each difference.

$$575 - 341 = \underline{\quad\quad}$$



$$7128 - 5306 = \underline{\quad\quad}$$



Subtract these number piece by piece to find each difference.

$$845 - 531 = \underline{\quad\quad\quad}$$

$$2964 - 1058 = \underline{\quad\quad\quad}$$

$$4567 - 2539 = \underline{\quad\quad\quad}$$

$$44\,345 - 10\,216 = \underline{\quad\quad\quad}$$

Multi-Digit Addition & Subtraction: Subtract by Counting Up

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to show their work for the subtraction problem.

Multi-Digit Addition & Subtraction: Subtract by Counting Up

Subtract by counting up to find the difference.

$$575 - 341 = \underline{\quad}$$



$$7128 - 5386 = \underline{\quad}$$



$$3154 - 675 = \underline{\quad}$$



$$11\,783 - 980 = \underline{\quad}$$



$$73\,128 - 52\,400 = \underline{\quad}$$



Multi-Digit Addition & Subtraction: Subtract by Place Value

A large, empty rounded rectangular box with a thin black border, intended for students to write their work for the subtraction problems.

Multi-Digit Addition & Subtraction: Subtract by Place Value

Find each difference using one of the stacking methods.

$$\begin{array}{r} 472 \\ - 325 \\ \hline \end{array}$$

$$\begin{array}{r} 564 \\ - 229 \\ \hline \end{array}$$

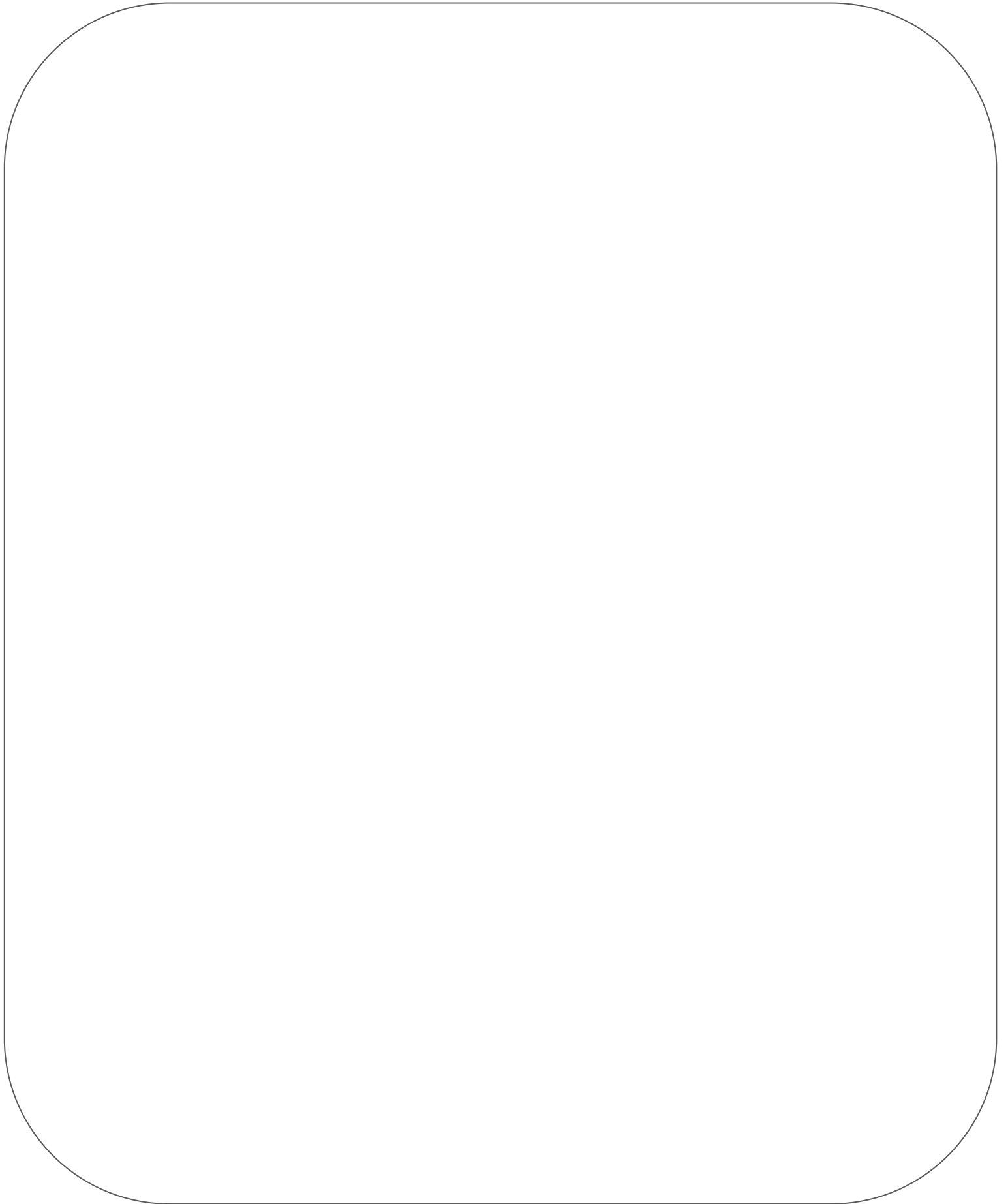
$$\begin{array}{r} 3754 \\ - 852 \\ \hline \end{array}$$

$$\begin{array}{r} 5168 \\ - 2537 \\ \hline \end{array}$$

$$\begin{array}{r} 52\,483 \\ - 2\,675 \\ \hline \end{array}$$

$$\begin{array}{r} 38\,126 \\ - 26\,485 \\ \hline \end{array}$$

Multi-Digit Multiplication & Division: Box Method for Multiplying



Multi-Digit Multiplication & Division: Box Method for Multiplying

Use the box method to find the following products:

$5 \times 38 =$



$4 \times 216 =$



$26 \times 34 =$



$43 \times 562 =$



Multi-Digit Multiplication & Division: Partial Products

A large, empty rounded rectangular box with a thin black border, intended for students to write their work on multi-digit multiplication and division using the partial products method.

Multi-Digit Multiplication & Division: Partial Products

Use the partial products to multiply these numbers:

$$\begin{array}{r} 45 \\ \times 3 \\ \hline \square \\ \square \\ \hline \square \\ \leftarrow \text{final answer} \end{array}$$

$\leftarrow 3 \times 40$
 $\leftarrow 3 \times 5$

$$\begin{array}{r} 38 \\ \times 23 \\ \hline \square \\ \square \\ \square \\ \square \\ \hline \square \\ \leftarrow \text{final answer} \end{array}$$

$\leftarrow 3 \times 30$
 $\leftarrow 3 \times 8$
 $\leftarrow 20 \times 30$
 $\leftarrow 20 \times 8$

$$\begin{array}{r} 281 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ \times 43 \\ \hline \end{array}$$

Multi-Digit Multiplication & Division:

Division - Sharing or Counting Groups

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work on division problems.

Multi-Digit Multiplication & Division:

Division - Sharing or Counting Groups

Draw a visual representation of the number stories. Then, write a division sentence for each story and find the answers.

Hunter and his 4 friends went apple picking. All together, they picked 120 apples. Before going home, they split the apples evenly among all five of them. How many apples did each get?

Garrett has saved up \$150 and wants to buy some video games with his money. Each game costs \$30. How many games can he buy?

Find each quotient. Use the space to work out your answers.

$144 \div 2 =$

$75 \div 15 =$

$315 \div 3 =$

$250 \div 25 =$

Multi-Digit Multiplication & Division: Partial Quotients 1

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work on the partial quotients method.

Multi-Digit Multiplication & Division: Partial Quotients 1

Use partial quotients to solve these divisions:

$$366 \div 6 =$$

$$816 \div 8 =$$

$$357 \div 7 =$$

$$2412 \div 12 =$$

$$525 \div 5 =$$

$$963 \div 9 =$$

Multi-Digit Multiplication & Division: Remainders

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work for multi-digit multiplication and division problems involving remainders.

Multi-Digit Multiplication & Division: Remainders

The Smith family has 75 seeds to plant. They plant them in 4 equal rows and give the rest to their neighbour. How many seeds will be planted in each row? How many seeds will they give to their neighbour?

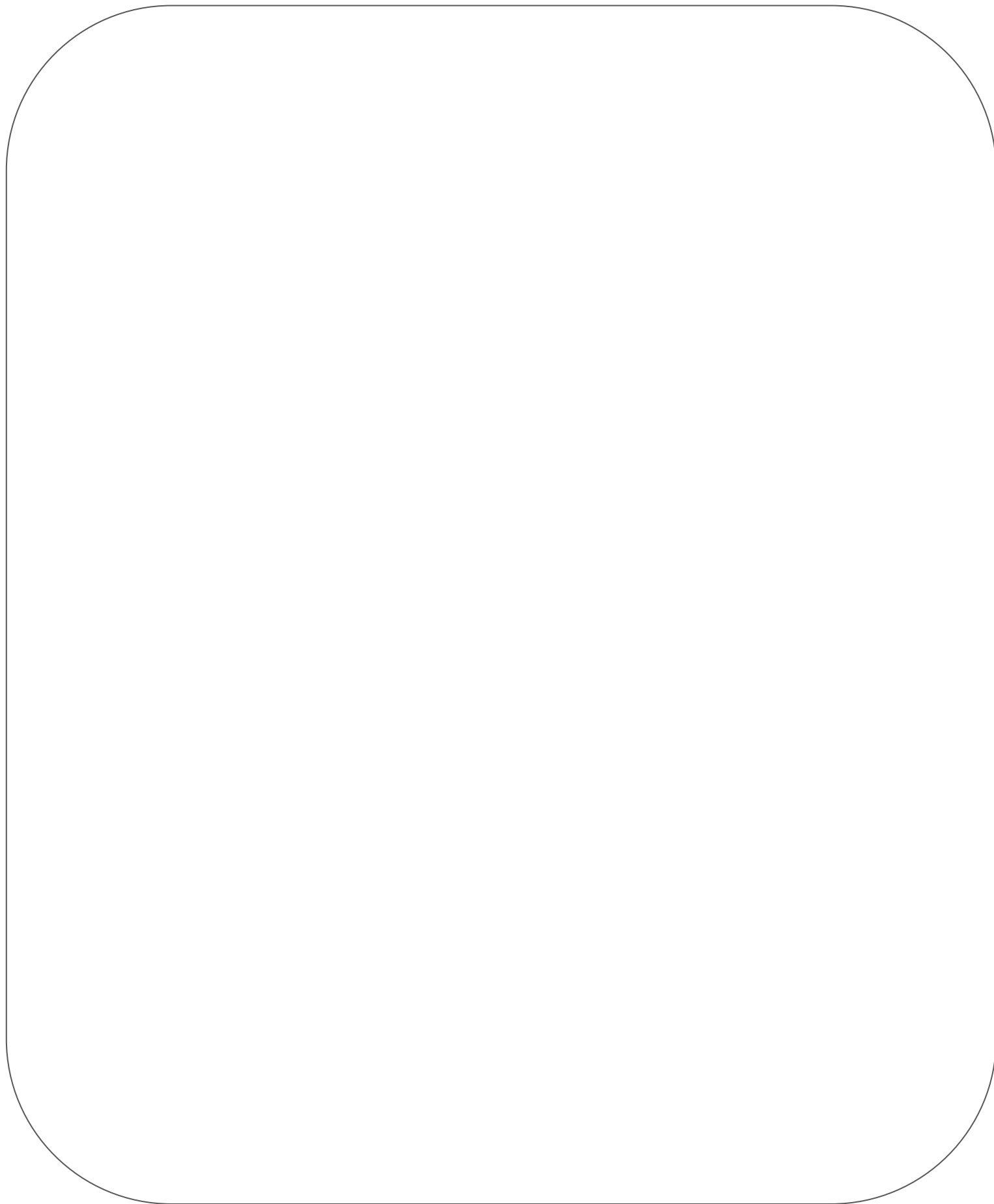
$$62 \div 3 =$$

$$80 \div 12 =$$

$$125 \div 2 =$$

$$415 \div 4 =$$

Multi-Digit Multiplication & Division: Partial Quotients 2



Multi-Digit Multiplication & Division: Partial Quotients 2

Use partial quotients to solve these divisions:

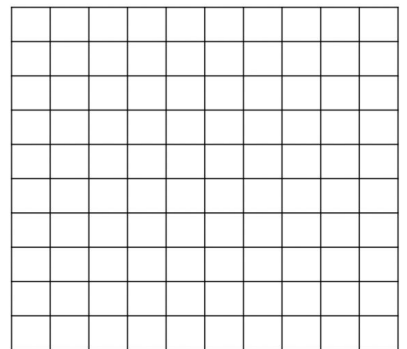
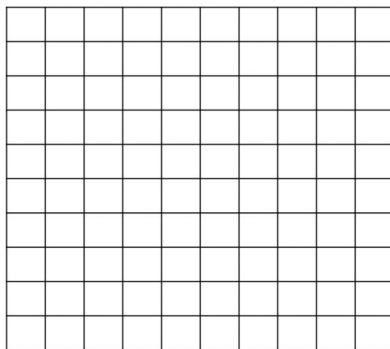
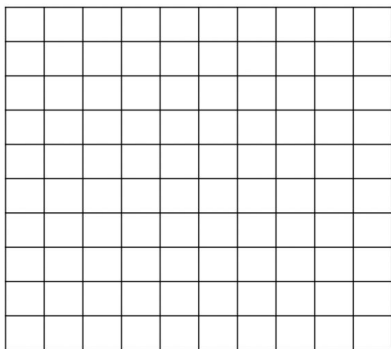
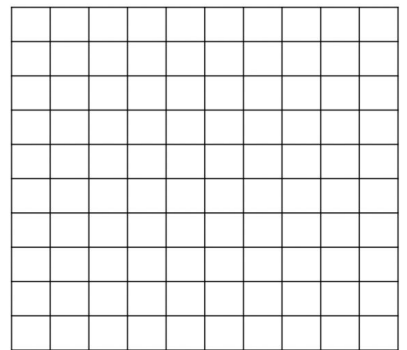
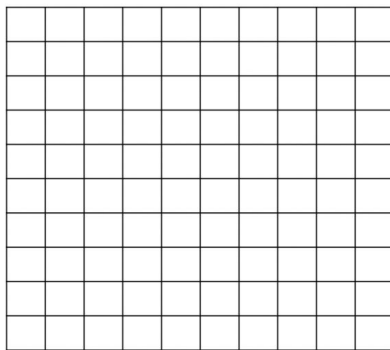
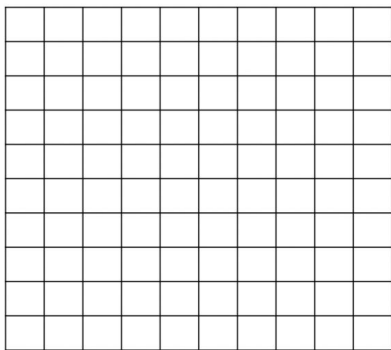
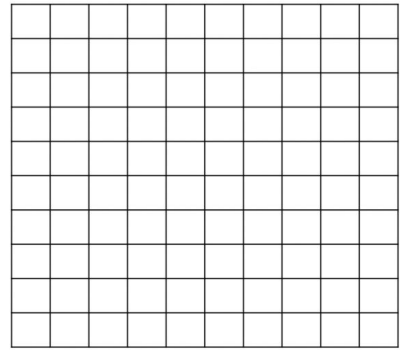
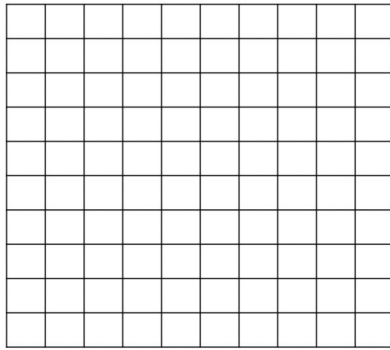
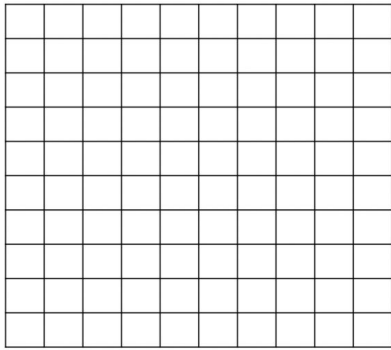
$$786 \div 6 =$$

$$496 \div 8 =$$

$$575 \div 3 =$$

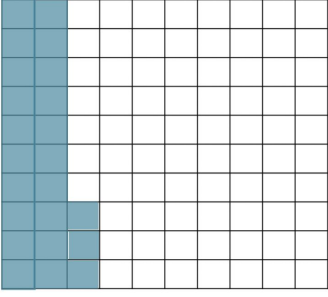
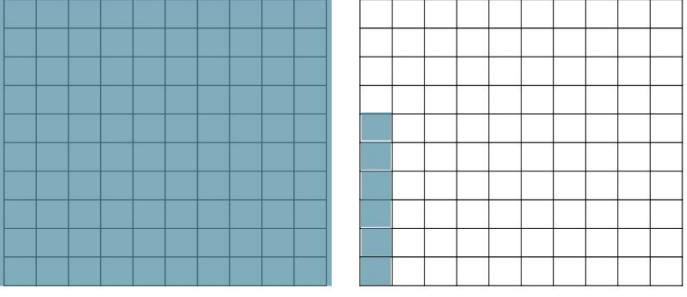
$$1850 \div 12 =$$

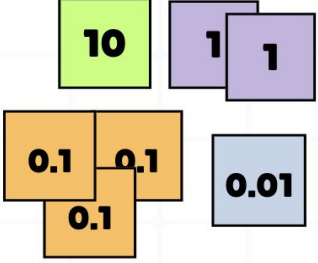
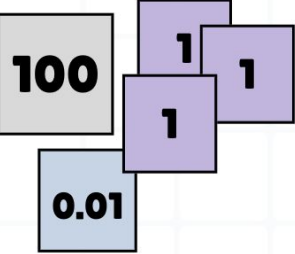
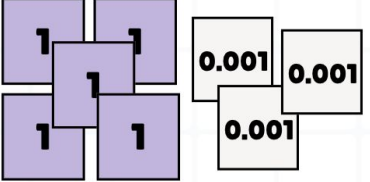
Place Value with Decimals: Representing Decimal Numbers



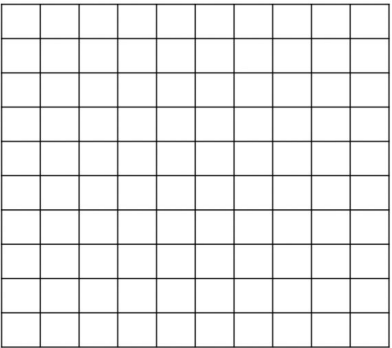
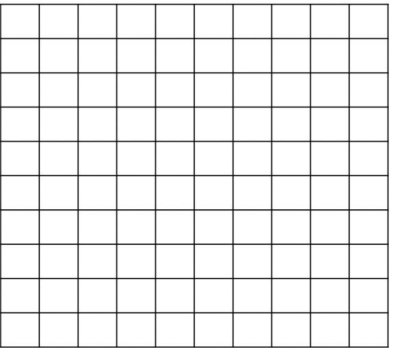
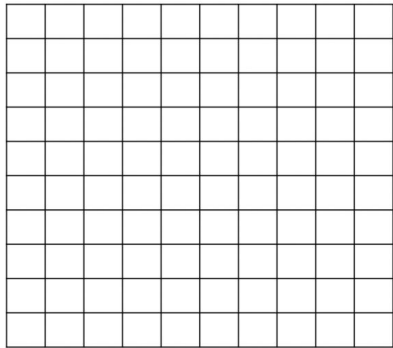
Place Value with Decimals: Representing Numbers

Write the numbers that are represented below:

Use the 100s grids to represent the numbers below:

		
0.47	1.095	

Place Value with Decimals: Understanding Value and Place Value

Place Value with Decimals: Understanding Value and Place Value

Write the VALUE and the PLACE VALUE NAME name of each underlined digit.

Number	Value	Place Value Name
3. <u>1</u> 5		
12. <u>6</u> 29		
4.0 <u>3</u> 7		
60. <u>2</u> 54		

Write each number in expanded or standard form.

Standard Form	Expanded Form
46.728	
	$4000 + 500 + 60 + 0.7 + 0.09 + 0.001$
907.045	
	$500 + 4 + 0.06 + 0.008$

For each number, say how many tenths, hundredths and thousandths are in that number.

	How many tenths?	How many hundredths?	How many thousandths?
6.781			
29.032			

For each number, say what would be 0.1, 0.01 and 0.001 more and less.

	+ 0.1	- 0.1	+ 0.01	- 0.01	+ 0.001	- 0.001
3.821						
4.945						

Place Value with Decimals: Reading and Writing Decimal Numbers

Place Value with Decimals: Reading and Writing Decimal Numbers

Practice saying these numbers aloud and then write them in words. Use the number words pages in your toolkit to help you!

12.84

56.081

4.715

Write these numbers in standard form (just regular numbers). Use the place value chart in your toolkit to help you!!

“Fourteen and twenty two thousandths”

“Eighteen and four hundred nineteen thousandths”

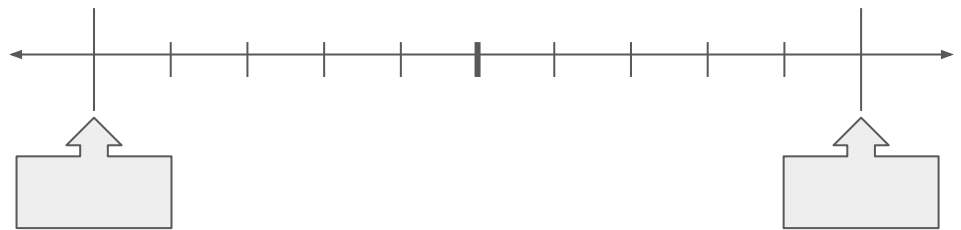
“Seven hundred three and six hundredths”

Place Value with Decimals: Rounding Decimal Numbers

**Nearest
whole number=**



Nearest tenth=

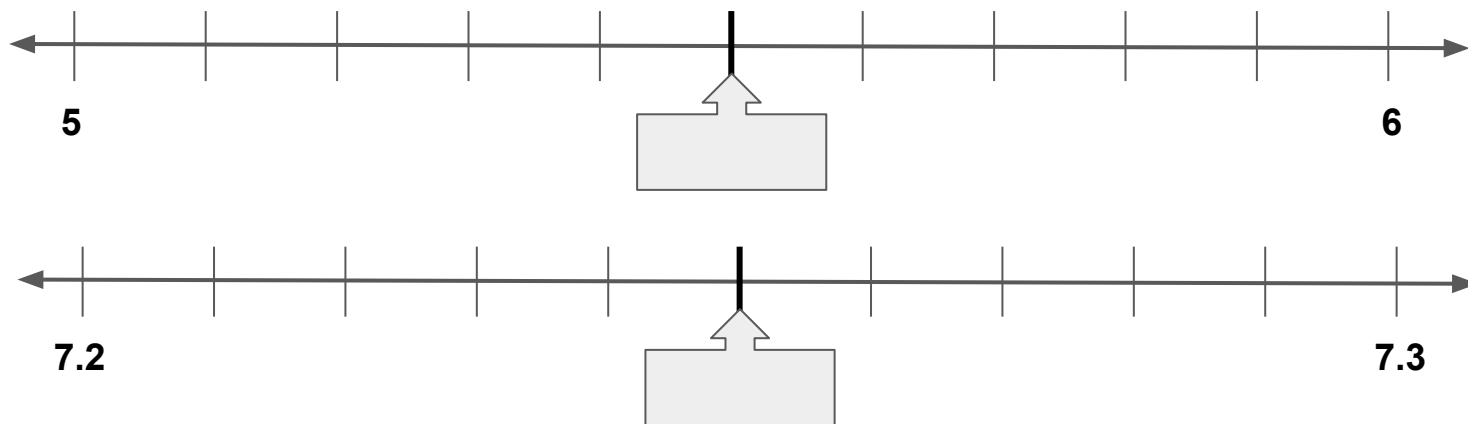


Nearest



Place Value with Decimals: Rounding Decimal Numbers

Show the midpoint of each pair of numbers. .

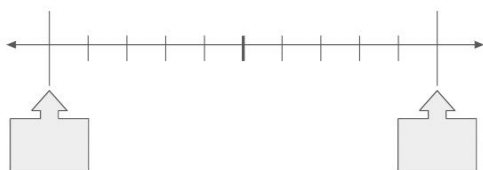


Round these numbers to the nearest whole number, tenth and hundredth:

2.725

43.126

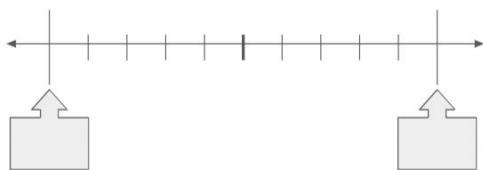
Nearest whole number=



Nearest whole number=



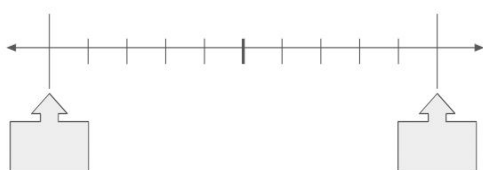
Nearest tenth=



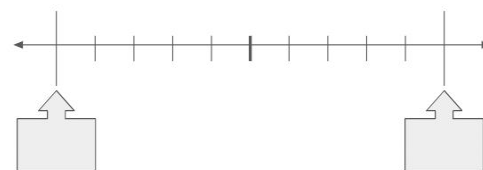
Nearest tenth=



Nearest hundredth=



Nearest hundredth=



Place Value with Decimals: Comparing & Ordering Decimal Numbers

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to write their work on comparing and ordering decimal numbers.

Place Value with Decimals: Comparing & Ordering Decimal Numbers

Compare each pair of numbers using a $<$, $>$ or $=$ symbol.

$7.95 \quad \square \quad 7.59$

$620.202 \quad \square$
 620.22

$0.4 \quad \square \quad 0.08$

$10.031 \quad \square \quad 10.301$

$171.07 \quad \square \quad 171.1$

$29.900 \quad \square \quad 29.9$

Put each list of numbers in order from least to greatest.

5.06 5.5 5.56 5.65
5.6

12.201 12.022 12.222 12.211 12.2

4.777 4.4 4.7 4.04 4.07

Add & Subtract with Decimals: Adding & Subtracting by Compensating

A large, empty rounded rectangular box with a thin black border, occupying most of the page. It is intended for students to show their work on adding and subtracting decimals using the compensating strategy.

Add & Subtract with Decimals: Adding & Subtracting by Compensating

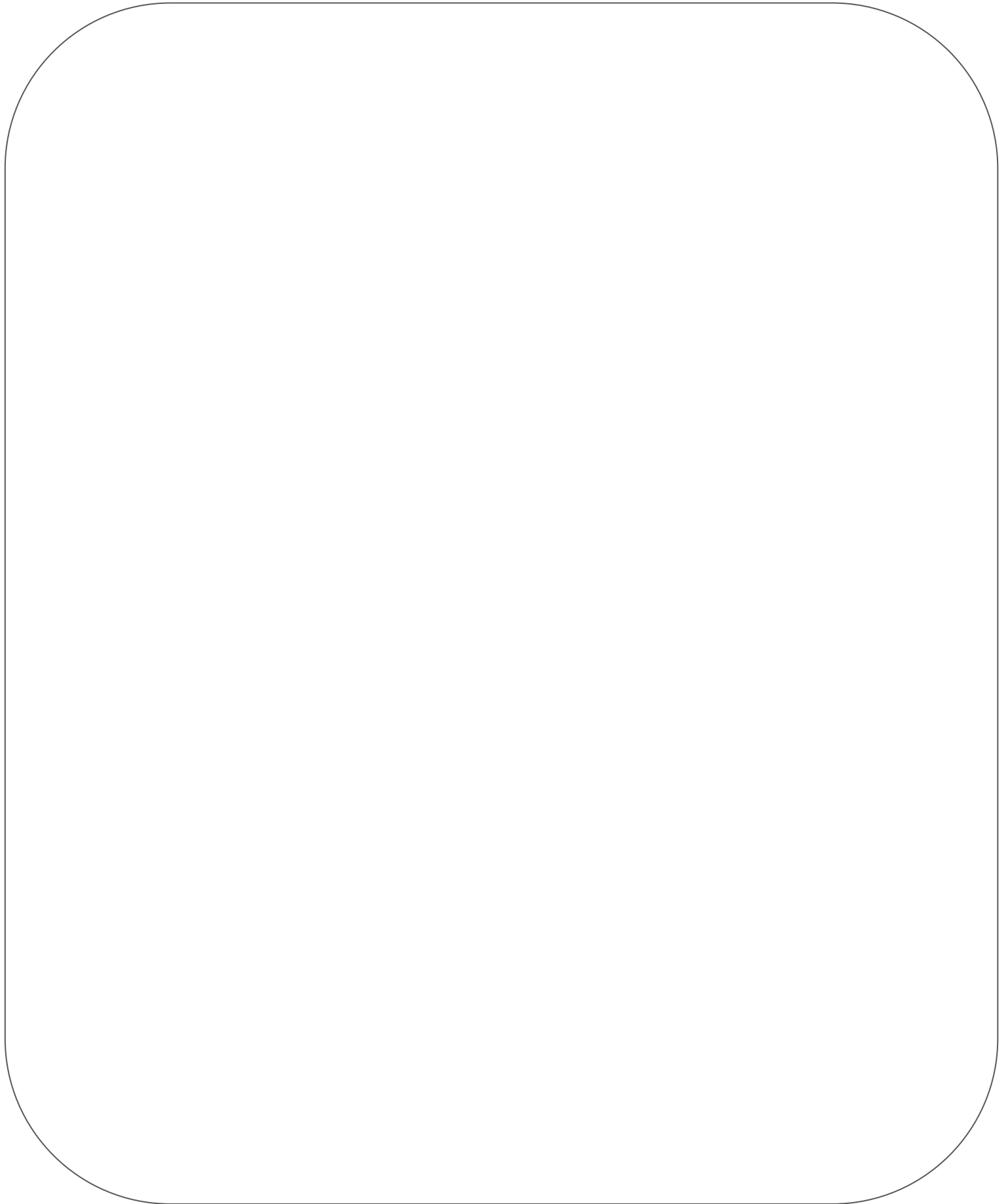
Rewrite each question using compensation to create a more friendly addition question that will lead to the same answer.

Question	Rewrite the question	Answer
$4.9 + 3.4$		
$6.1 + 8.9$		
$4.98 + 3.46$		
$2.7 + 1.97$		
$9.99 + 2.73$		
$5.08 + 3.97$		

Rewrite each question using compensation to create a more friendly subtraction question that will lead to the same answer.

Question	Rewrite the question	Answer
$7.2 - 4.9$		
$8.4 - 5.8$		
$3.74 - 1.99$		
$12.35 - 9.8$		
$7.45 - 0.98$		
$7.3 - 1.95$		

Add and Subtract with Decimals: Expand and Add or Subtract



Add and Subtract with Decimals: Expand and Add or Subtract

Use the “expand and add” strategy to find the following sums:

$$45.3 + 26.5 =$$

$$7.24 + 4.58 =$$

Use the “expand and subtract” strategy to find the following differences:

$$14.3 - 6.5 =$$

$$72.6 - 14.58 =$$

Add and Subtract with Decimals: Piece by Piece

A large, empty rounded rectangular box with a thin black border, intended for students to write their work on decimal addition and subtraction problems.

Add and Subtract with Decimals: Piece by Piece

Add these decimal numbers piece by piece (with or without a numberline).

$$5.5 + 3.8 = \underline{\hspace{2cm}}$$

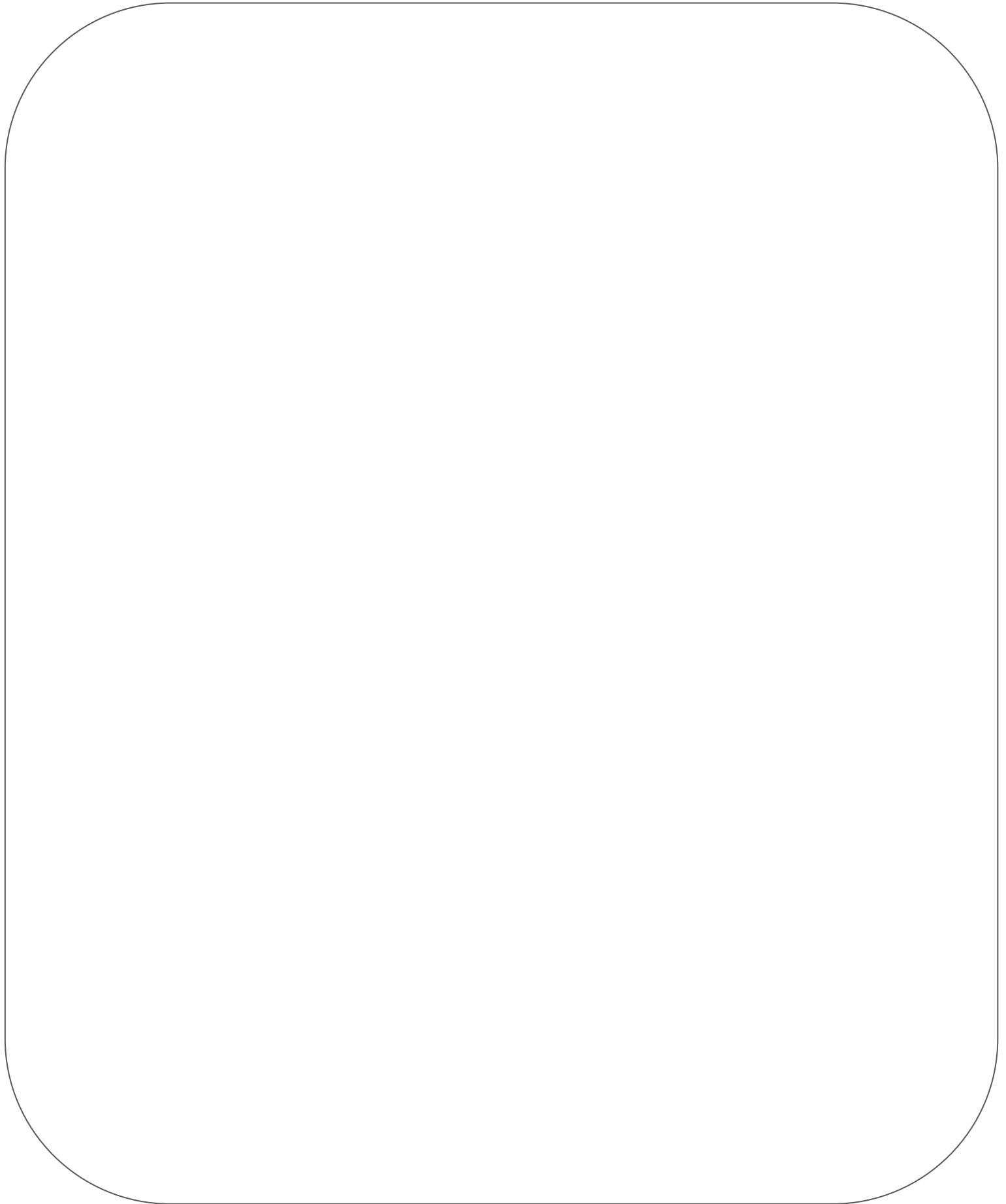
$$7.8 + 5.36 = \underline{\hspace{2cm}}$$

Subtract these decimal numbers piece by piece (with or without a numberline).

$$5.4 - 3.7 = \underline{\hspace{2cm}}$$

$$7.23 - 5.3 = \underline{\hspace{2cm}}$$

Add and Subtract with Decimals: Subtract by Counting Up



Add and Subtract with Decimals: Subtract by Counting Up

Subtract by counting up to find each difference.

$$5.7 - 3.4 = \underline{\quad}$$



$$7.28 - 5.76 = \underline{\quad}$$



$$8.15 - 6.7 = \underline{\quad}$$



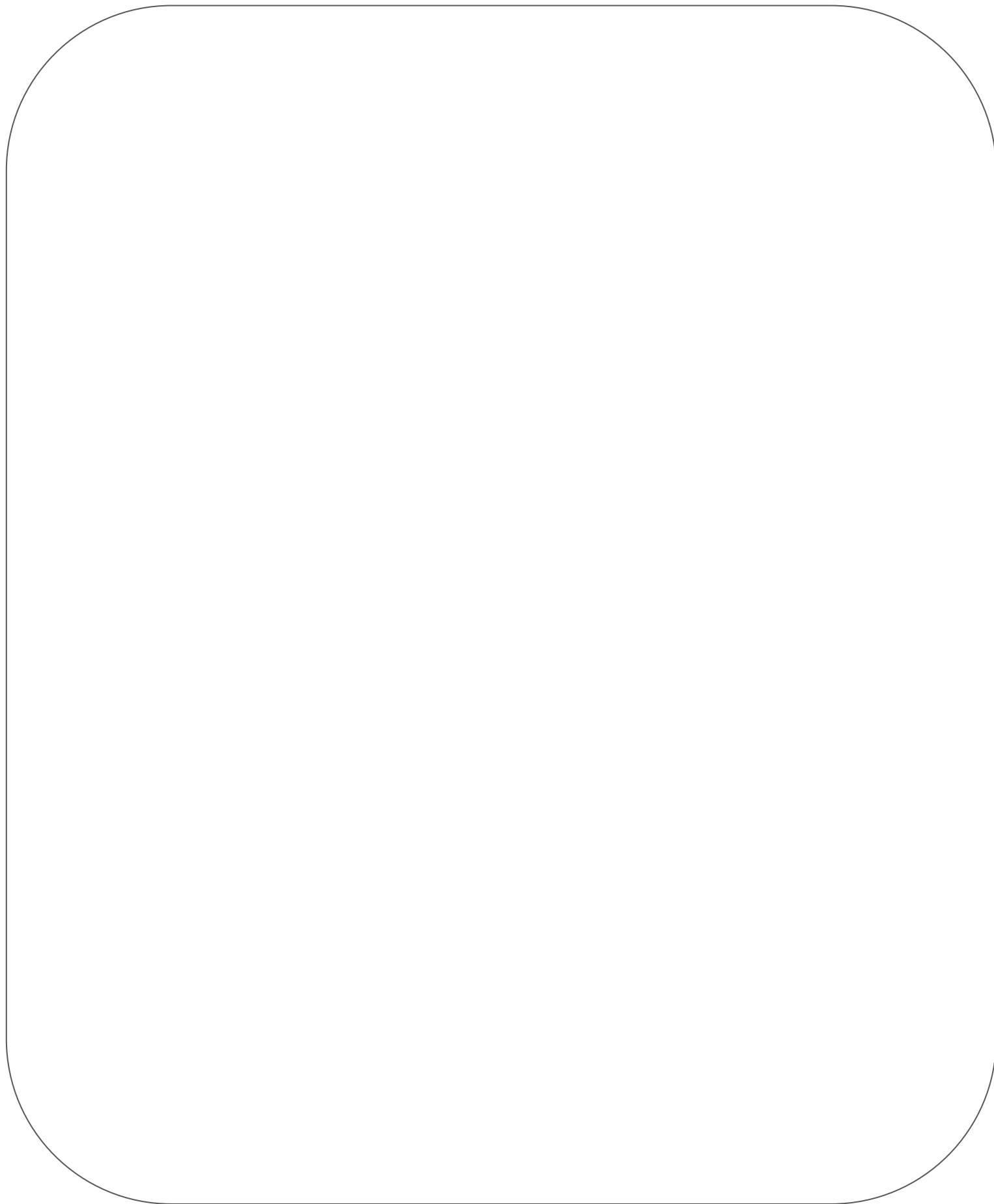
$$11.7 - 8.32 = \underline{\quad}$$



$$7.12 - 5.48 = \underline{\quad}$$



Add and Subtract with Decimals: Add and Subtract by Place Value



Add and Subtract with Decimals: Add and Subtract by Place Value

Find each sum.

$$\begin{array}{r} 4.7 \\ + 3.2 \\ \hline \end{array}$$

$$\begin{array}{r} 5.4 \\ + 2.9 \\ \hline \end{array}$$

$$\begin{array}{r} 7.54 \\ + 8.52 \\ \hline \end{array}$$

$$\begin{array}{r} 5.76 \\ + 2.53 \\ \hline \end{array}$$

Find each difference.

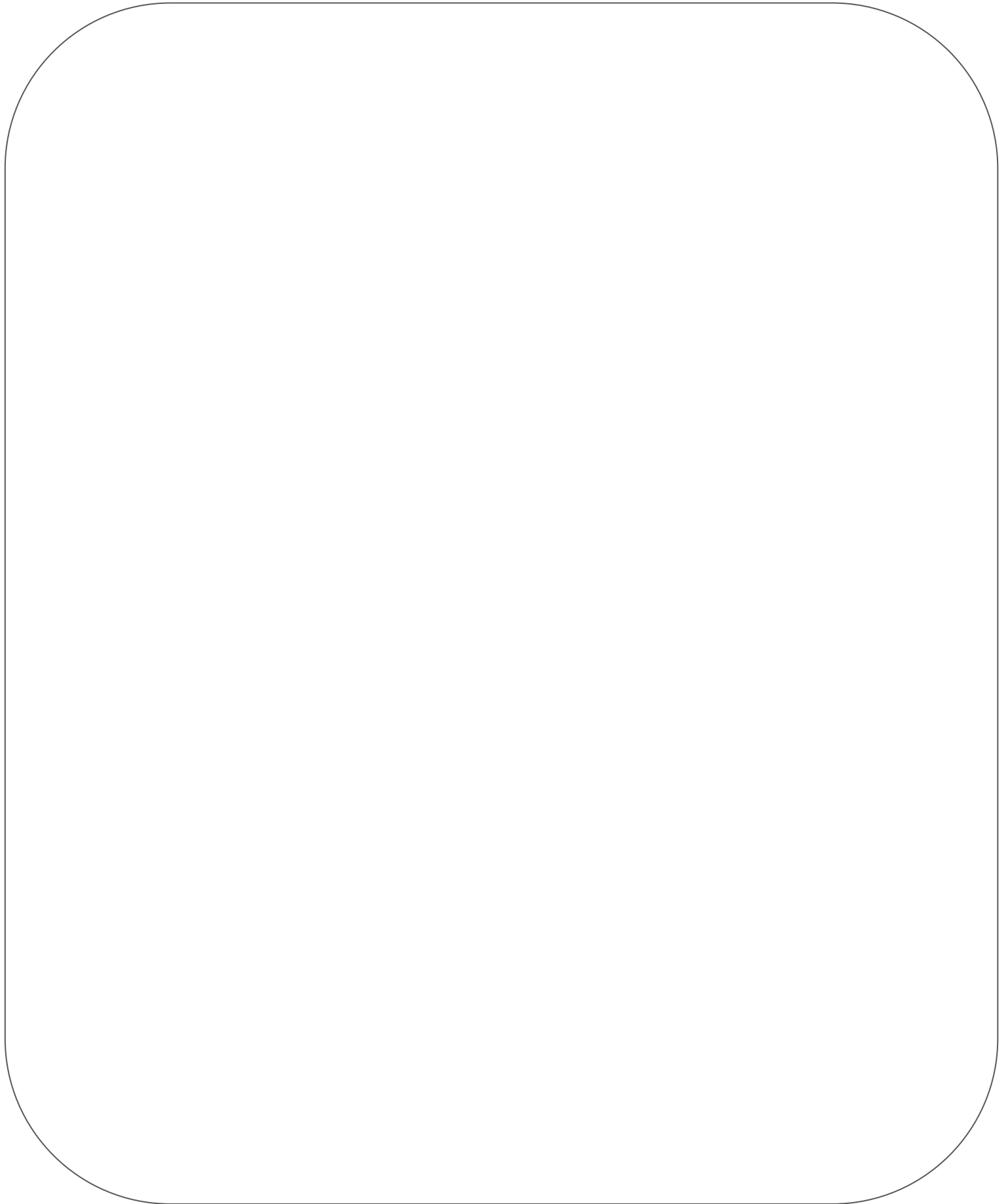
$$\begin{array}{r} 8.7 \\ - 3.5 \\ \hline \end{array}$$

$$\begin{array}{r} 8.4 \\ - 2.9 \\ \hline \end{array}$$

$$\begin{array}{r} 7.54 \\ - 1.52 \\ \hline \end{array}$$

$$\begin{array}{r} 5.32 \\ - 2.53 \\ \hline \end{array}$$

Multiplication and Division with Decimals: Multiply Decimals



Multiplication and Division with Decimals: Multiply Decimals

Find each product.

$4 \times 0.2 = \underline{\hspace{2cm}}$

$0.5 \times 3 = \underline{\hspace{2cm}}$

$6 \times 0.25 = \underline{\hspace{2cm}}$

$2 \times 1.3 = \underline{\hspace{2cm}}$

$2.1 \times 4 = \underline{\hspace{2cm}}$

$1.6 \times 3 = \underline{\hspace{2cm}}$

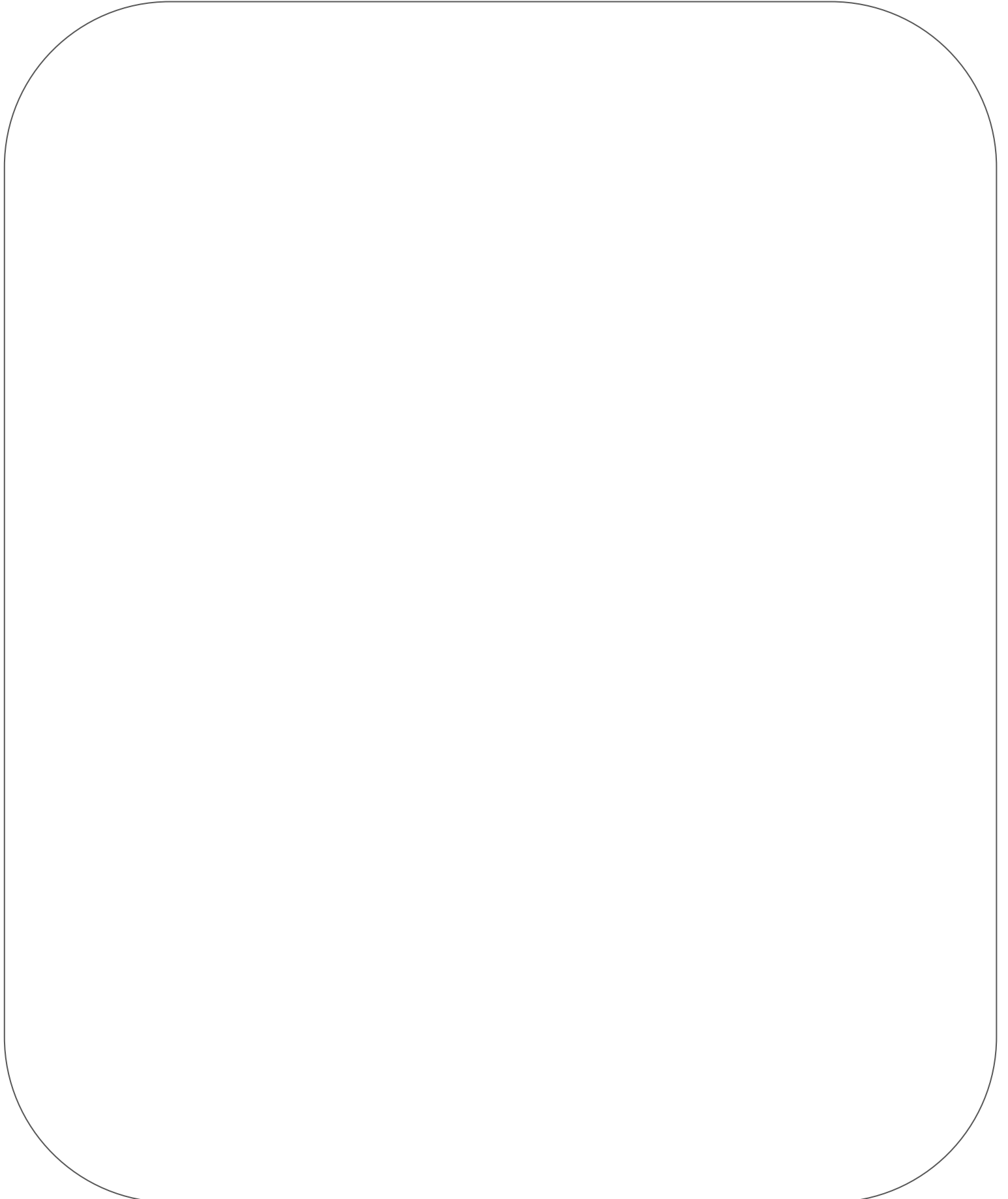
$0.7 \times 3 = \underline{\hspace{2cm}}$

$5 \times 1.4 = \underline{\hspace{2cm}}$

$2 \times 2.8 = \underline{\hspace{2cm}}$

$3.2 \times 4 = \underline{\hspace{2cm}}$

Multiplication and Division with Decimals: Divide Decimals



Multiplication and Division with Decimals: Divide Decimals

Find each quotient.

$4.2 \div 2 = \underline{\hspace{2cm}}$

$2.5 \div 5 = \underline{\hspace{2cm}}$

$1.6 \div 0.2 = \underline{\hspace{2cm}}$

$2.8 \div 4 = \underline{\hspace{2cm}}$

$2.1 \div 3 = \underline{\hspace{2cm}}$

$1.8 \div 0.9 = \underline{\hspace{2cm}}$

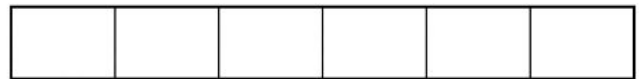
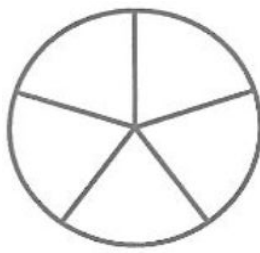
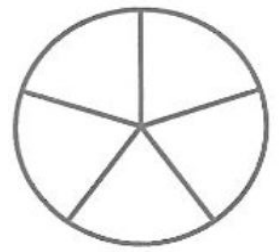
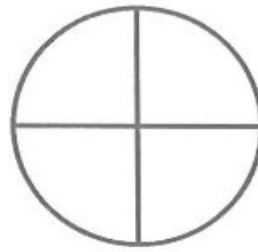
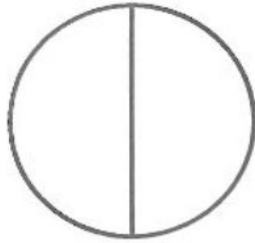
$3.2 \div 2 = \underline{\hspace{2cm}}$

$3.5 \div 0.5 = \underline{\hspace{2cm}}$

$1.2 \div 0.4 = \underline{\hspace{2cm}}$

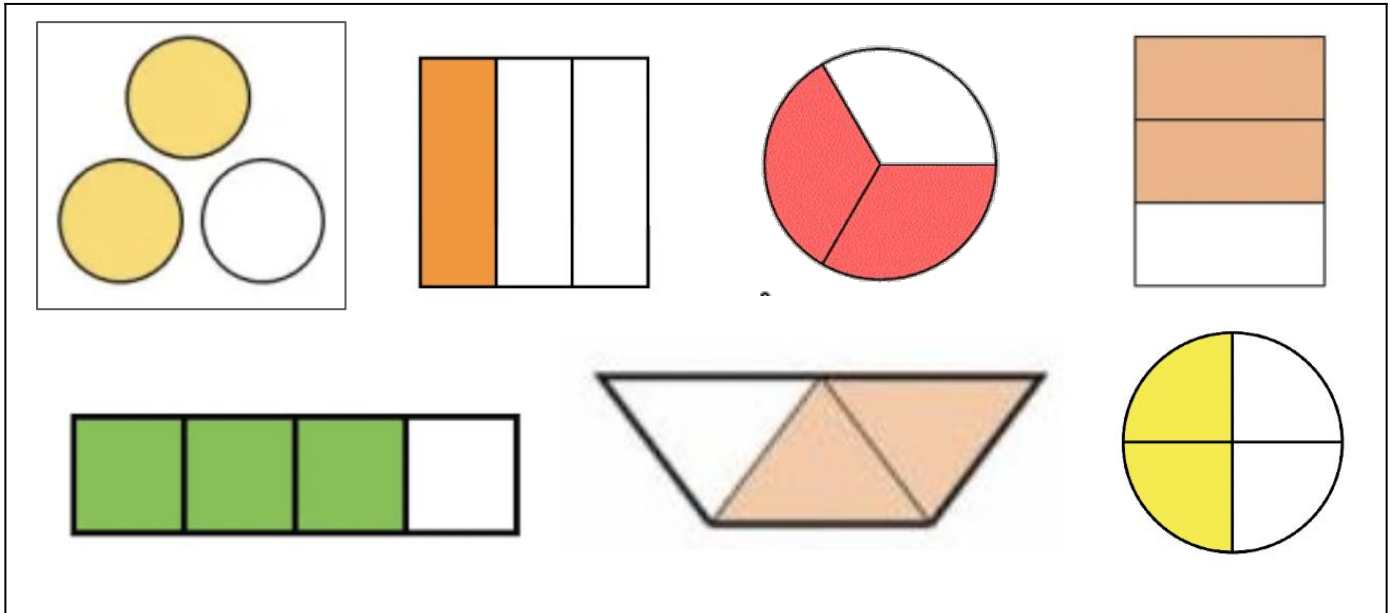
$2.4 \div 4 = \underline{\hspace{2cm}}$

Introduction to Fractions: Representing Fractions

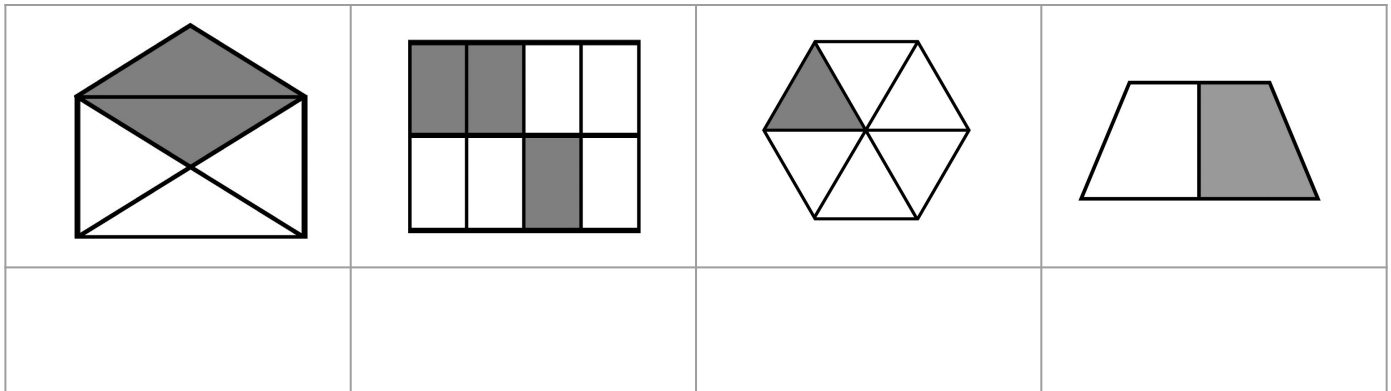


Introduction to Fractions: Representing Fractions

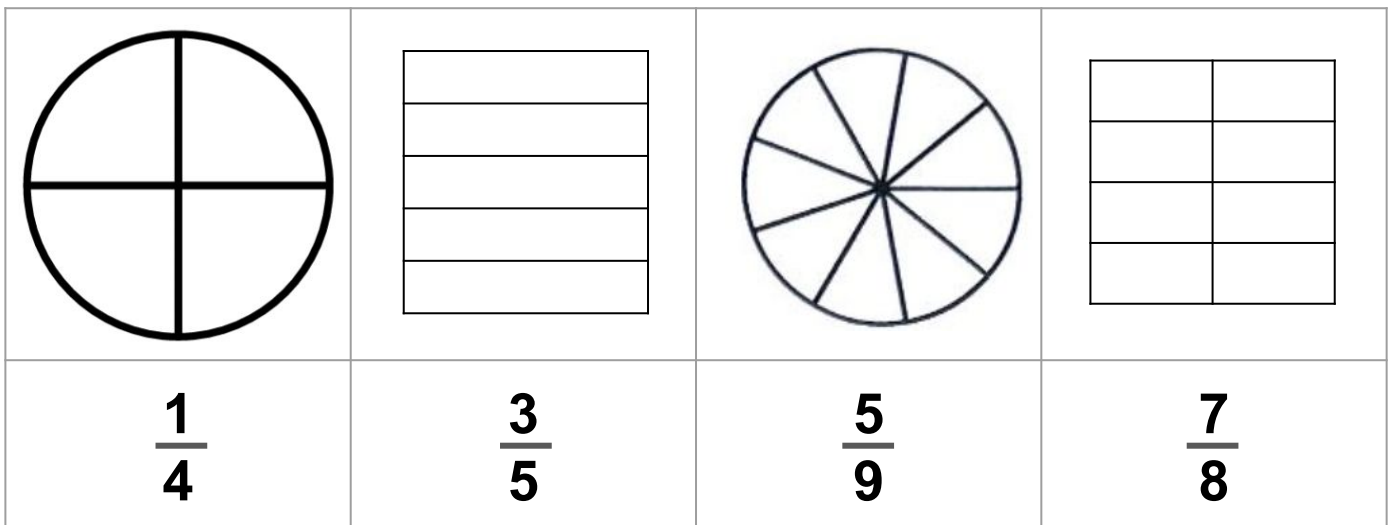
Circle all the images that represent $\frac{2}{3}$



Write the fraction that represents the shaded area of each figure below.



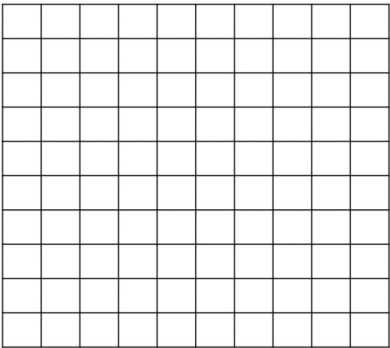
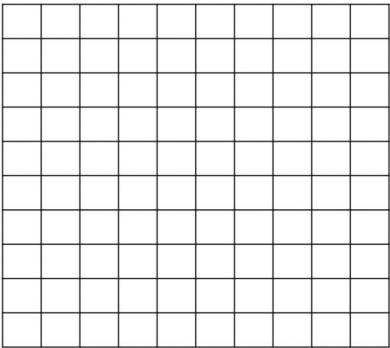
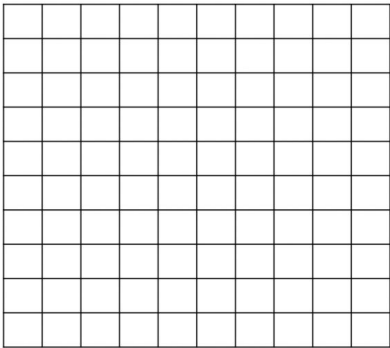
Shade each figure to match the fraction indicated below it.



Introduction to Fractions: Decimal Fractions

Introduction to Fractions: Decimal Fractions

Shade the grids to represent each decimal fraction.

		
$\frac{15}{100}$	$\frac{3}{10}$	$\frac{75}{100}$

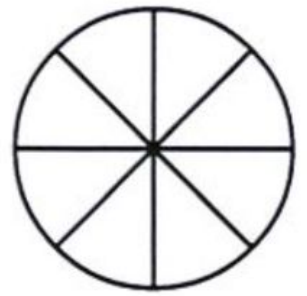
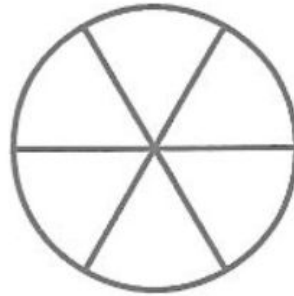
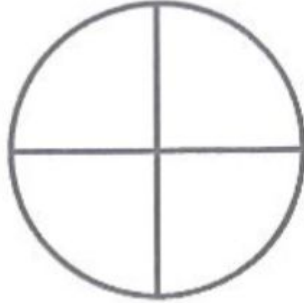
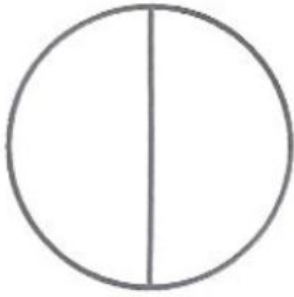
Write each decimal as a fraction.

0.45	0.7	0.09	0.1

Write each fraction as a decimal.

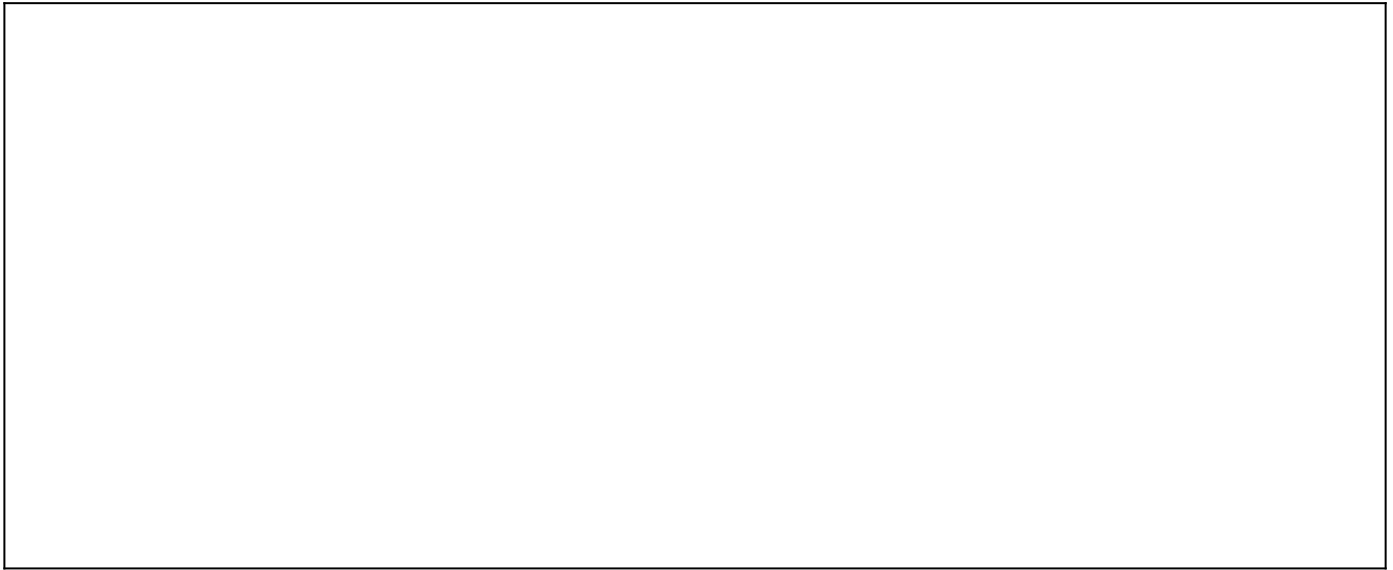
$\frac{81}{100}$	$\frac{3}{10}$	$\frac{15}{100}$	$\frac{7}{100}$

Introduction to Fractions: Equivalent Fractions



Introduction to Fractions: Equivalent Fractions

Show, using a drawing that $\frac{1}{2}$ is equivalent to $\frac{2}{4}$



For each fraction given below, write an equivalent fraction.

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

Fill in each blank to make equivalent fractions.

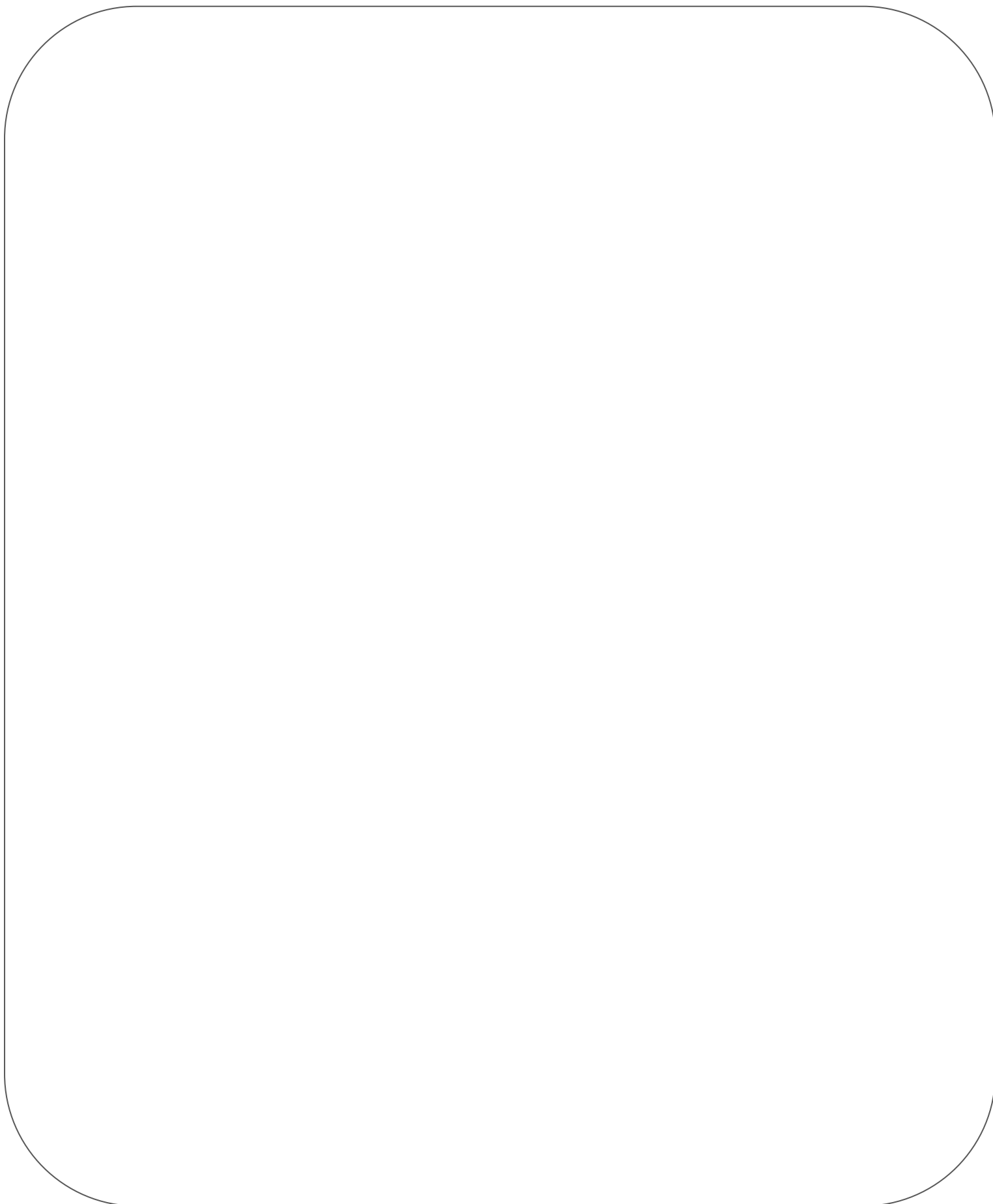
$$\frac{1}{5} = \frac{\square}{10}$$

$$\frac{1}{\square} = \frac{2}{6}$$

$$\frac{3}{4} = \frac{9}{\square}$$

$$\frac{\square}{8} = \frac{5}{10}$$

Introduction to Fractions: Comparing & Ordering Fractions



Introduction to Fractions: Comparing & Ordering Fractions

Compare each set of fractions.

$$\frac{2}{5} \quad \square \quad \frac{1}{5}$$

$$\frac{3}{8} \quad \square \quad \frac{3}{5}$$

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

$$\frac{4}{5} \quad \square \quad \frac{1}{3}$$

$$\frac{1}{3} \quad \square \quad \frac{1}{9}$$

$$\frac{5}{6} \quad \square \quad \frac{9}{10}$$

Put each list of fractions in order from LEAST to GREATEST.

$$\frac{3}{5}$$

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

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

$$\frac{1}{5}$$

$$\frac{7}{10}$$

$$\frac{3}{5}$$

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

$$\frac{5}{10}$$