

| GRADE 4 Number Specific Outcomes                                                                                                                                                                                                                                                                           | Key Understandings underpinning the Curriculum Outcomes from FSIM: Number Resource Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sample Diagnostic Tasks and Activities                                                                                                                                                                                                                                                                                                                                                                                                                      | Sample Learning Tasks Selected from FSIM: Number Resource Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Math Station Ideas:                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>N4.1 Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <li>• representing</li> <li>• describing</li> <li>• comparing two numbers</li> <li>• ordering three or more numbers.</li> </ul> | <p>Whole and Decimal Numbers KU4:</p> <ul style="list-style-type: none"> <li>• The whole numbers are in a particular order, and there are patterns in the way we say them that help us to remember the order.</li> </ul> <p>Whole and Decimal Numbers KU5:</p> <ul style="list-style-type: none"> <li>• There are patterns in the way we write whole numbers that help us to remember their order.</li> </ul> <p>Whole and Decimal Numbers KU6:</p> <ul style="list-style-type: none"> <li>• Place value helps us to think of the same whole number in different ways and this can be helpful.</li> </ul> <p>Whole and Decimal Numbers KU8:</p> <ul style="list-style-type: none"> <li>• We can compare and order the numbers themselves.</li> </ul> | <p><i>Saying The Number Sequence By Ones And Tens</i> (Course Book, p. 174)</p> <p><i>Up To &amp; Over 100 and Up To &amp; Through The Hundreds</i> (Course Book, pp. 171-173)</p> <p><i>Read, Write And Say Numbers</i> (Course Book, pp. 190 - 191)</p> <p><i>Dinosaurs</i> (Course Book, p. 180)</p> <p><i>43 Candies</i> (Course Book, p. 184)</p> <p><i>116 Candies</i> (Course Book, p. 186)</p> <p><i>Flexible Numbers</i> (Course Book, p. 192)</p> | <p>Number Sense: Pages 56 – 57</p> <ul style="list-style-type: none"> <li>• Constant Numbers</li> <li>• Bicycle Odometer</li> <li>• Numbers as Words</li> <li>• Place Value</li> </ul> <p>Case Study 3 (Number Sense Book pp. 60 - 62)</p> <p>Did You Know? (Number Sense Book p. 63)</p> <p>Number Sense: Pages 68 – 69</p> <ul style="list-style-type: none"> <li>• Wipeout</li> <li>• Counting in Hundreds</li> <li>• Multiplying by 10</li> <li>• Three-Digit Numbers Did You Know? (Number Sense Book p. 67)</li> </ul> <p>Number Sense: 76 – 77</p> <ul style="list-style-type: none"> <li>• Trading</li> <li>• Representing Numbers)</li> <li>• Word Problems</li> <li>• Arranging Objects</li> </ul> <p>Number Sense: 90 – 91</p> <ul style="list-style-type: none"> <li>• Clothesline</li> <li>• Correct Order</li> <li>• Skip Counting</li> <li>• Estimating</li> </ul> | <p><a href="#">Base Ten Bingo</a> (online interactive)</p> <p><a href="#">Comparing Number Values</a> (online interactive)</p> <p><a href="#">Number Snow How</a> (link to printable game)</p> <p><a href="#">Place Value Charts</a> (online, tablet friendly)</p> <p><a href="#">Expanded Form Game</a> (link to printable game)</p> <p><a href="#">Roll it – Make it – Expand it</a> (printable game)</p> |



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|  | <p>Computations KU5:</p> <ul style="list-style-type: none"> <li>• There are strategies we can practice to help us do calculations in our head.</li> </ul> <p>Computations KU6:</p> <ul style="list-style-type: none"> <li>• There are some special calculating methods that we can use for calculations we find hard to do in our head.</li> </ul> <p>Computation KU8:</p> <ul style="list-style-type: none"> <li>• Rounding, imagining a number line, and using properties of numbers and operations help us to estimate calculations.</li> </ul> <p>Computations KU10:</p> <ul style="list-style-type: none"> <li>• Thinking about what makes sense helps us to check and interpret the results of calculations.</li> </ul> <p>Operations Background Notes:</p> <ul style="list-style-type: none"> <li>• Operation Sense, p. 22 – 24, 26 – 29, 108-109; 113-115</li> </ul> | Find the solutions Set A (Course Book p. 161) | <p>Operation Sense: Pages 156 – 158</p> <ul style="list-style-type: none"> <li>• Decade</li> <li>• Doubling</li> <li>• Compensation</li> <li>• Front-End Loading 1, 2, 3</li> </ul> <p>Case Study 3 (Operations Sense Book, pages 172 - 175)</p> <p>Operation Sense: Pages 168 - 169</p> <ul style="list-style-type: none"> <li>• Trading</li> <li>• Try Another Way</li> <li>• Other Methods</li> </ul> <p>Operation Sense: Page 199</p> <ul style="list-style-type: none"> <li>• Compare Answers</li> <li>• Rounding</li> </ul> <p>Operation Sense: Pages 205 - 206</p> <ul style="list-style-type: none"> <li>• Problems in Context</li> <li>• Check the Answer</li> </ul> |  |
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| GRADE 4 Number Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Understandings underpinning the Curriculum Outcomes from FSIM: Number AND Operation Sense Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sample Diagnostic Tasks and Activities                                                                                                                                                                | Sample Learning Tasks Selected from FSIM: Number AND Operation Sense Resource Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Math Station Ideas:                                                                                                                                                                                                                                                                                                                            |
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| <p>N4.3 Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by:</p> <ul style="list-style-type: none"> <li>• applying mental mathematics strategies <ul style="list-style-type: none"> <li>- skip counting from a known fact</li> <li>- using doubling or halving</li> <li>- using doubling or halving and adding or subtracting one more group</li> <li>- using patterns in the 9s facts using repeated doubling.</li> </ul> </li> <li>• explaining the results of multiplying by 0 and 1</li> </ul> <p>N4.4 Demonstrate an understanding of multiplication (2- or 3- digit by 1- digit) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for multiplication, with and without concrete materials</li> <li>• using arrays to represent multiplication</li> </ul> | <p>Whole and Decimal Numbers KU6:</p> <ul style="list-style-type: none"> <li>• Place value helps us to think of the same whole number in different ways and this can be helpful.</li> </ul> <p>Operations KU3:</p> <ul style="list-style-type: none"> <li>• Multiplying numbers is useful when we: <ul style="list-style-type: none"> <li>- Repeat quantities</li> <li>- Use rates</li> <li>- Make ratio comparisons or changes (scales)</li> <li>- Make arrays and combinations</li> <li>- Need products of measures.</li> </ul> </li> </ul> <p>Operations KU5: Repeating equal quantities and partitioning a quantity into equal parts helps us relate multiplication and division and understand their properties.</p> <p>Operations KU6: The same operation can be said and written in different ways.</p> <p>Operations KU8: Thinking of a problem as a number</p> | <p>Story Problem 2 (Course Book, pp. 132, 156 - 157)</p> <p>Calculator Number Sentences (Course Book, pp. 133, 158)</p> <p>Find the Solution, Sets A, B, C (Course Book, pp.134 – 135, 161 – 163)</p> | <p>Number Sense: Pages 76 - 79</p> <ul style="list-style-type: none"> <li>• Grid Partitions</li> </ul> <p>Operation Sense: Pages 52 - 53</p> <ul style="list-style-type: none"> <li>• Equal Groups</li> <li>• Classifying Problems</li> <li>• Think Board</li> <li>• Combination Problems</li> <li>• Multiplication</li> <li>• Rate Problems</li> </ul> <p>Operation Sense: Pages 76 – 77</p> <ul style="list-style-type: none"> <li>• Jugs</li> <li>• More or Less than One</li> <li>• Constructing Arrays</li> </ul> <p>Operation Sense: Pages 83 - 84</p> <ul style="list-style-type: none"> <li>• Equal Groups</li> <li>• Two for Each</li> <li>• Math Language</li> <li>• Saying Symbols</li> </ul> | <p><a href="#">Dice Multiplication</a> (link to printable)</p> <p><a href="#">Double Dice Battles</a> (link to printable)</p> <p>“<a href="#">Rolling Multiples</a>” (document)</p> <p><a href="#">Math Under the Sea (arrays)</a> (online)</p> <p><a href="#">Math Madness</a> (online)</p> <p><a href="#">Estimate Products</a> (online)</p> |

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| <ul style="list-style-type: none"> <li>• connecting concrete representations to symbolic representations</li> <li>• estimating products</li> <li>• solving problems.</li> </ul> | <p>sentence often helps us solve it. Sometimes we need to rewrite the number sentence in a different but equivalent way.</p> <p>Computations KU1:<br/>The same number fact will be true no matter how you count the objects or what the objects are.</p> <p>Computations KU3:<br/>• We can think of a number as a multiplication or division in different ways. We can rearrange the factors of a multiplication without changing the quantity.</p> <p>Computations KU4:<br/>• Place value and basic number facts together allow us to calculate with any whole or decimal number.</p> <p>Computations KU5:<br/>• There are strategies we can practice to help us do calculations in our head.</p> <p>Operations Background Notes:<br/>• See “Multiplication Facts” and “Techniques for Mental Calculation”, (Operation Sense, p. 109-115)</p> |  | <p>Operation Sense: Pages 97 - 98</p> <ul style="list-style-type: none"> <li>• Signs</li> <li>• Choose the Operation</li> <li>• Related Numbers</li> </ul> <p>Operation Sense: Pages 122 - 123</p> <ul style="list-style-type: none"> <li>• Animal Patterns</li> <li>• Multiplication Facts</li> <li>• Forgotten Facts</li> <li>• Doubles and Halves</li> </ul> <p>Operation Sense: Pages 138 - 139</p> <ul style="list-style-type: none"> <li>• Arrays</li> <li>• Planning</li> <li>• Tree Planting</li> <li>• Multiples of 3</li> </ul> <p>Operation Sense: Pages 146-147</p> <ul style="list-style-type: none"> <li>• Grid Partitions</li> <li>• Personal Strategies</li> <li>• Explaining Procedures</li> </ul> <p>Operation Sense: Pages 156-158</p> <ul style="list-style-type: none"> <li>• Decade</li> <li>• Multiply the Parts</li> <li>• Constructing Arrays</li> <li>• Factoring</li> </ul> |  |
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| GRADE 4 Number Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                          | Key Understandings underpinning the Curriculum Outcomes from FSIM: Number AND Operation Sense Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sample Diagnostic Tasks and Activities                                                                                                                                                                | Sample Learning Tasks Selected from FSIM: Number AND Operation Sense Resource Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Math Station Ideas:                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>N4.5 Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for dividing with and without concrete materials</li> <li>• estimating quotients</li> <li>• explaining the results of dividing by 1</li> <li>• solving problems involving division of whole numbers</li> <li>• relating division to multiplication.</li> </ul> | <p>Whole and Decimal Numbers KU6:</p> <ul style="list-style-type: none"> <li>• Place value helps us to think of the same whole number in different ways and this can be helpful.</li> </ul> <p>Operations KU4:</p> <ul style="list-style-type: none"> <li>• Dividing numbers is useful when we: <ul style="list-style-type: none"> <li>- Share or group a quantity into a given number of portions</li> <li>- Share or group a quantity into portions of a given size</li> <li>- Need products of measures.</li> </ul> </li> </ul> <p>Operations KU5:</p> <p>Repeating equal quantities and partitioning a quantity into equal parts helps us relate multiplication and division and understand their properties.</p> <p>Operations KU6:</p> <p>The same operation can be said and written in different ways.</p> <p>Operations KU8:</p> <p>Thinking of a problem as a number sentence often helps us solve it. Sometimes we need to rewrite the number sentence in a different but</p> | <p>Story Problem 2 (Course Book, pp. 132, 156 - 157)</p> <p>Calculator Number Sentences (Course Book, pp. 133, 158)</p> <p>Find the Solution, Sets A, B, C (Course Book, pp.134 – 135, 161 – 163)</p> | <p>Number Sense: Pages 76 - 79</p> <ul style="list-style-type: none"> <li>• Grid Partitions</li> </ul> <p>Operation Sense: Pages 64 - 65</p> <ul style="list-style-type: none"> <li>• Think Board</li> <li>• Sharing and Grouping</li> <li>• Calculator</li> <li>• Array Model</li> <li>• Different Views</li> </ul> <p>Operation Sense: Pages 76 – 77</p> <ul style="list-style-type: none"> <li>• Jugs</li> <li>• More or Less than One</li> <li>• Constructing Arrays</li> </ul> <p>Operation Sense: Pages 83 - 84</p> <ul style="list-style-type: none"> <li>• Equal Groups</li> <li>• Two for Each</li> <li>• Math Language</li> <li>• Saying Symbols</li> </ul> <p>Operation Sense: Pages 97 - 98</p> <ul style="list-style-type: none"> <li>• Signs</li> <li>• Choose the Operation</li> </ul> | <p><a href="#">Matching Division</a> (online)</p> <p><a href="#">Division as an Unknown Factor</a> (link to printable)</p> <p><a href="#">Missing Numbers: Division</a> (link to printable)</p> <p><a href="#">Identify the Unknown</a> (link to printable)</p> <p><a href="#">Amanda Bean's Amazing Dream</a> (link to printable)</p> <p><a href="#">"Roll and Divide"</a> (document)</p> |

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|  | <p>equivalent way.</p> <p><b>Computations KU1:</b><br/>The same number fact will be true no matter how you count the objects or what the objects are.</p> <p><b>Computations KU3:</b><br/> <ul style="list-style-type: none"> <li>• We can think of a number as a multiplication or division in different ways. We can rearrange the factors of a multiplication without changing the quantity.</li> </ul> </p> <p><b>Computations KU4:</b><br/> <ul style="list-style-type: none"> <li>• Place value and basic number facts together allow us to calculate with any whole or decimal number.</li> </ul> </p> <p><b>Computations KU5:</b><br/> <ul style="list-style-type: none"> <li>• There are strategies we can practice to help us do calculations in our head.</li> </ul> </p> |  | <ul style="list-style-type: none"> <li>• Related Numbers</li> </ul> <p><b>Operation Sense: Pages 122 - 123</b></p> <ul style="list-style-type: none"> <li>• Animal Patterns</li> <li>• Multiplication Facts</li> <li>• Forgotten Facts</li> <li>• Doubles and Halves</li> </ul> <p><b>Operation Sense: Pages 138 - 139</b></p> <ul style="list-style-type: none"> <li>• Arrays</li> <li>• Planning</li> <li>• Tree Planting</li> <li>• Multiples of 3</li> </ul> <p><b>Operation Sense: Pages 146-147</b></p> <ul style="list-style-type: none"> <li>• Grid Partitions</li> <li>• Personal Strategies</li> <li>• Explaining Procedures</li> </ul> <p><b>Operation Sense: Pages 156-158</b></p> <ul style="list-style-type: none"> <li>• Decade</li> <li>• Multiply the Parts</li> <li>• Constructing Arrays</li> <li>• Factoring</li> </ul> |  |
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| GRADE 4 Number Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key Understandings underpinning the Curriculum Outcomes from FSIM: Number Sense Book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sample Diagnostic Tasks and Activities                                                                                                                                                                                                                                                                                                                                                                                 | Sample Learning Tasks Selected from FSIM: Number AND Operation Sense Resource Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Math Station Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>N4.6 Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:</p> <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used.</li> </ul> | <p>Fractions KU1:</p> <ul style="list-style-type: none"> <li>• When we split something into two equal-sized parts, we say we have halved it and that each part is half the original thing.</li> </ul> <p>Fractions KU2:</p> <ul style="list-style-type: none"> <li>• We can partition objects and collections into two or more equal-sized parts and the partitioning can be done in different ways.</li> </ul> <p>Fractions KU3:</p> <ul style="list-style-type: none"> <li>• We use fraction words and symbols to describe parts of a whole. The whole can be an object, a collection or a quantity.</li> </ul> <p>Fractions KU4:</p> <ul style="list-style-type: none"> <li>• The same fractional quantity can be represented with a lot of different fractions. We say fractions are equivalent when they represent the same number or quantity.</li> </ul> <p>Fractions KU 5:</p> <ul style="list-style-type: none"> <li>• We can compare and order</li> </ul> | <p>Partitioning Paper – no folding (Number Sense, p. 105)</p> <p>Sorting Shapes ((Number Sense, p. 105)</p> <p>Comparing Fractions (Number Sense, p. 105)</p> <p>Chocolate Bar Thirds (Number Sense, p. 116)</p> <p>Sharing with Odd Numbers (Number Sense, p. 117)</p> <p>Did You Know? (Number Sense, p. 120)</p> <p>Comparing Chocolate Bars (Number Sense, p. 137)</p> <p>Did You Know? (Number Sense, p. 139)</p> | <p>Number Sense: pages 102 - 106</p> <ul style="list-style-type: none"> <li>• Everyday Halves</li> <li>• Sharing Strategies</li> <li>• Approximate/Exact</li> <li>• Collections Case Study 1 (Number Sense Book) pages 109 – 111</li> </ul> <p>Number Sense: Pages 114 - 117</p> <ul style="list-style-type: none"> <li>• Three Colors</li> <li>• Equal Portions</li> <li>• Thirds</li> <li>• Grouping Case Study 2, (Number Sense Book) pp. 121 – 123</li> </ul> <p>Number Sense: Pages 128 - 130</p> <ul style="list-style-type: none"> <li>• What Is the Whole?</li> <li>• Finding Fractions</li> <li>• Measuring Metres</li> <li>• Fractions and Shape</li> <li>• Fraction Words</li> </ul> <p>Number Sense: Pages 136 - 138</p> <ul style="list-style-type: none"> <li>• Fractions of Collections</li> <li>• Equivalent Fractions</li> </ul> | <p><a href="#">“Playground Fractions”</a> p. 208 TS-CM 3-5</p> <p><a href="#">“More, Less, or Equal to One Whole”</a> p. 214 TS-CM 3-5</p> <p><a href="#">“Given the whole, find the part”</a> p. 215 – 216, TS-CM 3-5</p> <p><a href="#">“On The Line”</a> p. 218 TS-CM 3-5</p> <p><a href="#">Tony’s Fraction Pizza Shop</a> (online interactive)</p> <p><a href="#">Exploring Equivalent Fractions with Legos</a> (link to printable)</p> <p><a href="#">Ordering Fractions: Partner Game</a> (link to printable)</p> <p><a href="#">Fraction Number Line Concentration</a> (link to printable)</p> |

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|  | fractional numbers and place them on a number line. |  | <ul style="list-style-type: none"> <li>• Equivalence</li> <li>• Marbles</li> <li>• Equivalent Fractions</li> </ul> <p>Number Sense: Pages 145 – 148</p> <ul style="list-style-type: none"> <li>• What Number Am I?</li> <li>• Fraction Tapes (refer to Case Study 3, pp. 149-151)</li> <li>• Ordering and Comparing Fractions</li> <li>• Fraction Cards</li> <li>• Sorting Fractions</li> <li>• Fraction Number Line</li> </ul> |  |
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| GRADE 4 Number Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key Understandings underpinning the Curriculum Outcomes from FSIM: Number Sense Book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sample Diagnostic Tasks and Activities                                                             | Sample Learning Tasks Selected from FSIM: Number AND Operation Sense Resource Books                                                                                                                                                                                                                                                                                                                                           | Math Station Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>N4.7 Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• representing</li> <li>• relating to fractions.</li> </ul> <p>N4.8 Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by:</p> <ul style="list-style-type: none"> <li>• using compatible numbers</li> <li>• estimating sums and differences</li> <li>• using mental math strategies</li> <li>• solving problems.</li> </ul> | <p>Whole and Decimal Numbers KU7:</p> <ul style="list-style-type: none"> <li>• We can extend the patterns in the way we write whole numbers to write decimals.</li> </ul> <p>Fractions KU6:</p> <ul style="list-style-type: none"> <li>• A fractional number can be written as a division or as a decimal.</li> </ul> <p>Operations KU1:</p> <ul style="list-style-type: none"> <li>• Adding and subtracting numbers are useful when we: <ul style="list-style-type: none"> <li>- change a quantity by adding more or taking some away</li> <li>- think of a quantity as combined of parts</li> <li>- equalize or compare two quantities.</li> </ul> </li> </ul> <p>Computations KU2:</p> <ul style="list-style-type: none"> <li>• We can think of a number as a sum or difference in different ways. We can rearrange the parts of an addition without changing the quantity.</li> </ul> <p>Computations KU4:</p> <ul style="list-style-type: none"> <li>• Place value and basic number</li> </ul> | <p>Empty Boxes (Course Book, pp. 210 - 211)</p> <p>Change Tasks 1 and 2 (Course Book, pp. 131,</p> | <p>Number Sense: Pages 83 - 84</p> <ul style="list-style-type: none"> <li>• Clothesline</li> <li>• Tenths</li> <li>• Larger Decimals</li> <li>• Number Scrolls</li> </ul> <p>Course Book: Page 59</p> <ul style="list-style-type: none"> <li>• Decimal Place Value</li> </ul> <p>Number Sense: Pages 154 - 156</p> <ul style="list-style-type: none"> <li>• Linking Decimals to Fractions</li> <li>• Concentration</li> </ul> | <p><a href="#">Treefrog Treasure</a> (online interactive; level 3)</p> <p><a href="#">Place Value Yahtzee</a> (link to printable)</p> <p><a href="#">Roll It! Rounding Game</a> (link to printable)</p> <p><a href="#">Decimal Place Value with Playing Cards</a> (link to instructions)</p> <p><a href="#">Comparing Decimals Game</a> (link to printable)</p> <p><a href="#">Real World Math</a> (link to printable)</p> <p><a href="#">Make a Buck</a> (link to printable)</p> <p>Decimal Addition and Subtraction Game (link to printable)</p> |

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|  | <p>facts together allow us to calculate with any whole or decimal number.</p> <p>Computations KU5:</p> <ul style="list-style-type: none"> <li>• There are strategies we can practice to help us do calculations in our head.</li> </ul> <p>Computations KU6:</p> <ul style="list-style-type: none"> <li>• There are some special calculating methods that we can use for calculations we find hard to do in our head.</li> </ul> <p>Computation KU8:</p> <ul style="list-style-type: none"> <li>• Rounding, imagining a number line, and using properties of numbers and operations help us to estimate calculations.</li> </ul> <p>Computations KU10:</p> <ul style="list-style-type: none"> <li>• Thinking about what makes sense helps us to check and interpret the results of calculations.</li> </ul> <p>Operations Background Notes:</p> <ul style="list-style-type: none"> <li>• Operation Sense, p. 22 – 24, 26 – 29, 108-109; 113-115</li> </ul> | <p>151- 152)</p> <p>How Much Taller?<br/>(Course Book, p. 131)</p> <p>Find the solutions Set A<br/>(Course Book p. 161)</p> |  |  |
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