April 28 – May 4 Homework Package

	Tuesday April 28	**Wednesday April 29**	**Thursday April 30**	**Friday May 1**	**Monday May 4**
Morning Work (about 30 minutes)	1) Daily math 2) Multiplication worksheet 3) Multiplication game	1) Daily math 2) Multiplication worksheet	1) Daily math 2) Math games – student choice	1) Daily math 2) Introduction to division 3) Division booklet	1) Daily math 2) Division booklet
Afternoon Work (about 30 minutes)	1) Daily science 2) Bio poem	1) Social studies	1) Daily science 2) Acrostic poem	1) Daily science 2) Read 3) Journal	1) Social studies

Tuesday April 28:

Morning work:

- Daily math **(about 5 minutes)** – Students will do the 5 questions for Tuesday in their Daily Math booklet.
- Multiplication worksheet **(about 15 minutes)** – Students will work to complete the multiplication worksheet that is labelled Tuesday. They should be trying to answer these questions as quickly as possible, and should be moving away from needing to draw an array or picture and moving towards being able to mentally (in their head) figure out the questions.
- Multiplication game **(about 10 minutes)** – with the remaining time, students will play a few rounds of their multiplication game. They will need the multiplication game board, dice and whiteboard marker.

Afternoon Work:

- Daily Science **(about 15 minutes)** – Students will work on the daily science workbook. They will be working on the pages labelled Day 1. They must read the passage on the page twice, and then answer the questions at the bottom of the page. They must answer in complete sentences. It is also a good idea to mark up the passage, and underline/highlight important facts.
- Bio poem **(about 15 minutes)** – Students will read over the bio poem information page. They must read the passage 3 times. Then they will answer the questions at the bottom of the page. Next they will turn over the page and read the example poem. Then they will follow the formatting on the bio poem information page and write their own bio poem about themselves on the page provided. Please use nicest, neatest printing.

Wednesday April 29:

Morning Work:

- Daily math **(about 5 minutes)** – Students will do the 5 questions for Wednesday in their Daily Math booklet.
- Multiplication worksheet **(about 25 minutes)** – students will work to complete the multiplication worksheet labeled Wednesday. They want to be completing this worksheet as quickly as possible. If they are completed quickly, there are 2 multiplication coloring pages that can be worked on and colored for extra practice.

Afternoon work:

- Social studies **(about 30 minutes)** – Students will read the Early Life in Manitoba sheet. They must read the first passage (paragraph) twice. Then they will answer the Early Life in

Manitoba Comprehension questions on the back side. They must answer in complete sentences. Then they must turn the page over again and read the second passage twice. Then they will complete the Visualize portion at the bottom of the page, and sketch the Selkirk settlement with as many details as they can get out of the passage. Finally, they will label their picture and add color.

Thursday April 30:

Morning work:

- Daily math **(about 5 minutes)** – Students will do the 5 questions for Thursday in their Daily Math booklet.
- Math games **(about 25 minutes)** – Students have their choice of the math games that have been provided in their work packages. They can choose one or multiple to play.

Afternoon Work:

- Daily Science **(about 15 minutes)** – Students will be working on the pages labelled Day 2 of their daily science workbook. They must read the passage on the page twice, and then answer the questions at the bottom of the page. They must answer in complete sentences. It is also a good idea to mark up the passage, and underline/highlight important facts.
- Acrostic poem **(about 15 minutes)** – Students will read over the acrostic poem worksheet. They should read the passage 3 times before answering the questions at the bottom of the page. Next, they will read the acrostic poems example page. Then, they will write their own acrostic poem about an animal of choice in their new journals. Make sure to put the date at the top of the page.

Friday May 1:

Morning Work:

- Daily math **(about 5 minutes)** – Students will do the 5 questions for Friday in their Daily Math booklet.
- Introduction to Division **(about 10 minutes)** – Students will read through the introduction to division notes page. They should read the information carefully. Then they will turn it over and examine the examples that have been provided.
    - If they are still confused you can reference YouTube for more examples of division.
- Division booklet **(about 15 minutes)** – Students will work on the division booklet. They will work on the pages that are labelled Day One (122–123). They should read the quick review and my extra notes before getting started.

Afternoon Work:

- Daily science **(about 5 minutes)** – Students will be working to complete their daily science workbook by working on Day 3. They must read the passage on the page twice, and then answer the questions at the bottom of the page. They must answer in complete sentences. It is also a good idea to mark up the passage, and underline/highlight important facts.
- Read **(about 10 minutes)** – Students have the choice to read to a family member or silently.
- Journal **(about 15 minutes)** – Students will turn to a fresh page in their new journals, date the top of the page, and do their weekly write. They will write to tell me about their week. What was the best part? What did you do? What did you not enjoy? What was your favourite meal this week? Etc..

Monday May 4:

Morning Work:

- Daily math **(about 5 minutes)** – Students will do the 5 questions for Monday in their Daily Math booklet. This will be the daily math with a 32 at the top of the page.
- Division booklet **(about 25 minutes)** – Students will continue to work on the division booklet. They will work on the pages that are labelled Day Two (124 – 127). They should read the quick review and my extra notes before getting started.
- If there is time remaining once this has been completed, they can choose from the math games that I have provided and play.

Afternoon Work:

- Social studies **(about 30 minutes)** – Students will read the Timeline of the History of Manitoba page. They will examine the important dates and answer the questions on the bottom of the page. Then they will turn over the page to the Demography in Manitoba page. They will examine the table and answer the questions at the bottom of the page. They must use complete sentences for the bottom 2 questions.

Good morning!

Today is Tuesday April 28, 2020. It has been a few weeks since I saw you last, and I really miss you! How have you been? I have been very busy since Easter, we did a home renovation to make an office space for me because I am working from home now too! I am still reading and working away at my crocheting, the blanket is finally over half way done! What have you been up to for fun lately?

I am so happy to see all the hard work you have been doing! It brings me so much joy to see your completed work and I can tell how hard you worked on it. I am so PROUD of you! Keep up the hard work!

As always I am available if you need anything! You've got this! You are a ***llamazing*** student!

♡Ms. Bruce

Name: _____ Tuesday

Multiplication Facts 1

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

Day one:

Name _____

Daily Science

Big Idea 4

WEEK 1

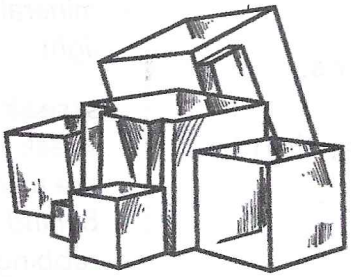
Weekly Question

Day 1 What's the difference between a rock and a mineral?

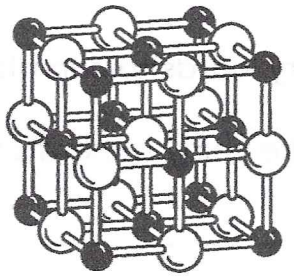
A **mineral** is a nonliving solid that occurs in nature and has a **crystalline** structure. This means that the atoms in the mineral are arranged in a certain order and are regularly spaced apart. Salt is a mineral with a crystalline structure. If you look closely, each grain of salt is shaped more or less like a cube. This is why some people refer to salt as "salt crystals."

Different atoms combine to make different minerals. Many minerals are formed deep in Earth's crust where there is a lot of heat and pressure. As liquid magma from Earth's mantle cools into solid rock, minerals form within the rock. So, all rocks are actually made up of different minerals.

Different amounts of heat and pressure form different minerals. But not all minerals form from cooling magma. Some, like salt, are formed when water evaporates and leaves minerals behind.



magnified salt crystals



atoms in a salt crystal

Vocabulary

crystalline
KRISS-tal-lin
having a repeating, ordered, inside structure

minerals
MIN-er-ulz
naturally-occurring, non-living solids that have a crystalline structure

A. What are the two ways that minerals can form?

1. _____ 2. _____

B. Write *true* or *false*.

1. Crystals have random structures. _____
2. Minerals occur in nature. _____
3. All rocks contain minerals. _____

I have highlighted this page for you. Make sure you Mark up the rest yourself

Remember: highlight big ideas!

Day One:

Name _____

Daily Science

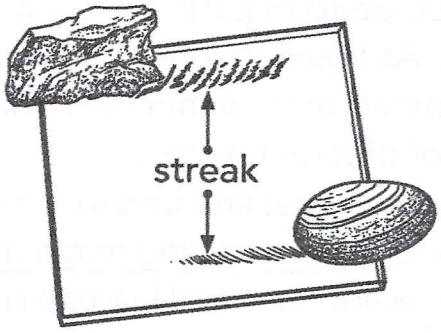
Big Idea 4

WEEK 1

Weekly Question

Day 2 What's the difference between a rock and a mineral?

Minerals are commonly identified by their physical properties. Two properties used to identify minerals are **color** and **streak**. *Streak* describes the mark left behind after rubbing a mineral on a hard, rough, white surface. Surprisingly, the color of a mineral and the color of its streak can be different. For example, the mineral pyrite (PIE-rite), or "fool's gold," has a color very similar to gold. Real gold has a yellowish streak. But pyrite, which contains only iron and sulfur, has a greenish black streak.



Minerals can also be identified by their **luster**, or shininess. A mineral's luster might be glassy, waxy, pearly, metallic, or earthy. Quartz has a glassy luster, while silver is metallic.

Vocabulary

color
KUH-ler
the color or range of colors that a mineral usually appears to be

luster
LUSS-tur
the way in which the surface of a mineral reflects light

streak
streek
the mark left behind after rubbing a mineral on a hard, rough, white surface

these are your vocab. words

A. Use the vocabulary words to complete the sentences.

1. People who like shiny minerals would pay attention to a mineral's _____.
2. If you want to draw a four-square grid on the blacktop, you would want a mineral with a white _____.
3. Diamonds may be clear or have a yellow, blue, or pink _____.

B. Why do you ~~suppose~~ think geologists (scientists who study rocks) use more than one property to identify minerals? one sentence.

_____

_____

Day two:

Name _____

Daily Science

Big Idea 4

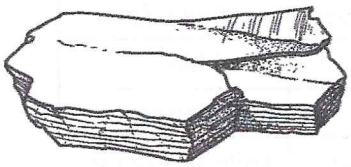
WEEK 1

Weekly Question

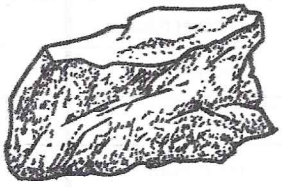
Day 3 What's the difference between a rock and a mineral?

Some minerals look very similar—until they break! For example, both hematite (HEE-muh-tite) and mica (MIKE-uh) are minerals that can be black or silvery gray. So how can you tell them apart?

Hit mica with a hammer, and it splits into flat sheets. Hit hematite, and it shatters into jagged pieces. The property of breaking along regular, smooth surfaces is called **cleavage**. Mica has nearly perfect cleavage, while hematite doesn't have cleavage. Instead, hematite has a property called **fracture**, which means that it breaks along irregular, jagged surfaces. Geologists use fracture and cleavage to study rocks in places where the only equipment they may have is their eyes and a hammer.



mica



hematite

Vocabulary

cleavage
CLEE-vej
the way some minerals break along flat planes to form regular shapes

fracture
FRAK-chur
the way minerals can break into random pieces with no regular shape

A. Write whether each mineral described shows *cleavage* or *fracture*.

Hint: Reread the vocabulary definitions.

1. When opal breaks, it creates many uneven pieces. _____
2. When calcite breaks, it creates flat, shiny surfaces. _____
3. When jadeite breaks, it forms sharp splinters. _____
4. When augite breaks, it forms nearly perfect prisms. _____

B. Early hunters made axes and arrowheads from rocks. Do you think they chose rocks that had *cleavage* or *fracture*? Why?

* If you can google early hunter arrow heads to see what they looked like.*

_____

_____

Day two:

Name _____

Daily Science

Big Idea 4

WEEK 1

Weekly Question

Day 4 What's the difference between a rock and a mineral?

A diamond is often described as the hardest mineral on Earth. **Hardness** is a property of minerals that describes how easily a mineral can be scratched. Mineral hardness is ranked from 1 to 10 on the Mohs (moaz) hardness scale, with 10 being the hardest. Diamonds are a 10 on the Mohs scale! Only a diamond can scratch another diamond. Minerals such as talc and mica, on the other hand, are so soft that you can scratch them with your fingernail.

Vocabulary

hardness
HARD-niss
describes how easily a mineral can be scratched

A. Use the chart to complete the sentences below.

Hardness scale	Material	Can be scratched by	Hardness scale	Material	Can be scratched by
1	Talc	fingernail	6	Orthoclase	pocketknife
2	Gypsum	fingernail	7	Quartz	steel file
3	Calcite	penny	8	Topaz	sandpaper
4	Fluorite	iron nail	9	Corundum	knife sharpener
5	Apatite	glass	10	Diamond	diamond

1. If a mineral can be scratched by a penny, its hardness is no greater than 3.

2. A mineral that can't be scratched by a pocketknife but can be scratched by a steel file is _____.

3. A mineral that can be scratched by glass but can't be scratched by fluorite must have a hardness between _____.

B. Drills used for making tunnels or deep holes often have diamonds in their tips. Why do you think this is? one sentence.

_____

Day three:

Name _____

Daily Science

Big Idea 4

WEEK 1

Weekly Question

Day 5 What's the difference between a rock and a mineral?

A. Use the words in the box to complete the sentences.

Each word will be used once.

luster	fracture	cleavage	crystalline
streak	minerals	hardness	color

You can reference your other work as well:

1. Rocks are made of many _____.
2. A mineral showing the property of _____ breaks unevenly.
3. If a mineral shows _____, it breaks along flat planes.
4. Fool's gold has the same _____ as gold, but its _____ is different.
5. The property of _____ determines how easily a mineral can be scratched.
6. Pyrite, silver, and copper have a metallic _____.
7. A _____ structure has atoms that are regularly spaced.

B. Write the name of a mineral property that each tool is used to identify.

Each word will be used once.

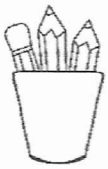
cleavage	color	fracture	luster	streak

1. rock hammer _____ or _____
2. white tile _____
3. your eyes only _____ or _____

Name _____

Read the passage 3 times.

Answer the questions below. Underline your evidence. with the correct colors.



Bio Poem

A bio poem is like a biography (a written account of person's life). A bio poem can tell you a lot about someone. It is ten lines long and uses words and phrases. Here is the format:

Bio Poem Format. Follow this format for your bio poem.

Line 1: First name
Line 2: Four adjectives
Line 3: "Sibling of" or "Daughter/Son of"
Line 4: "Lover of" three things
Line 5: "Who feels" three things
Line 6: "Who gives" three things
Line 7: "Who fears" three things
Line 8: "Who would like to see"
Line 9: " Who lives"
Line 10: Last name

Example ↓

Lauren
Quiet, caring, loving, creative
Sibling of Haley and Jeff
Lover of chocolate, babies, and traveling.
Who feels joyful, peaceful, and sleepy.
Who gives friendship, love, and homework.
Who fears bugs, pain, and the dark.
Who would like to see the Grand Canyon some day
Who lives in Texas
Thompson

Adjective describing word

Check for each time you read. ☐ ☐ ☐

What is a bio poem?

_____

_____

How many lines is a bio poem?

_____

_____

In the example, what does Lauren fear?

_____

_____

Write a bio poem about yourself on the attached paper.

.1

Bio Poem Example

Kristin

Kind, understanding, creative, passionate.

Sibling of Derek and Jacquie.

Lover of Disney, fishing and crocheting.

Who feels grateful, peaceful, and sleepy.

Who gives friendship, love and homework.

Who fears spiders, tornados and clowns.

Who would like to see Italy one day.

Who lives in Lac du Bonnet.

Bruce

Wednesday

Multiplication Tables - 2 to 12 practice

Grade 3 Multiplication Worksheet

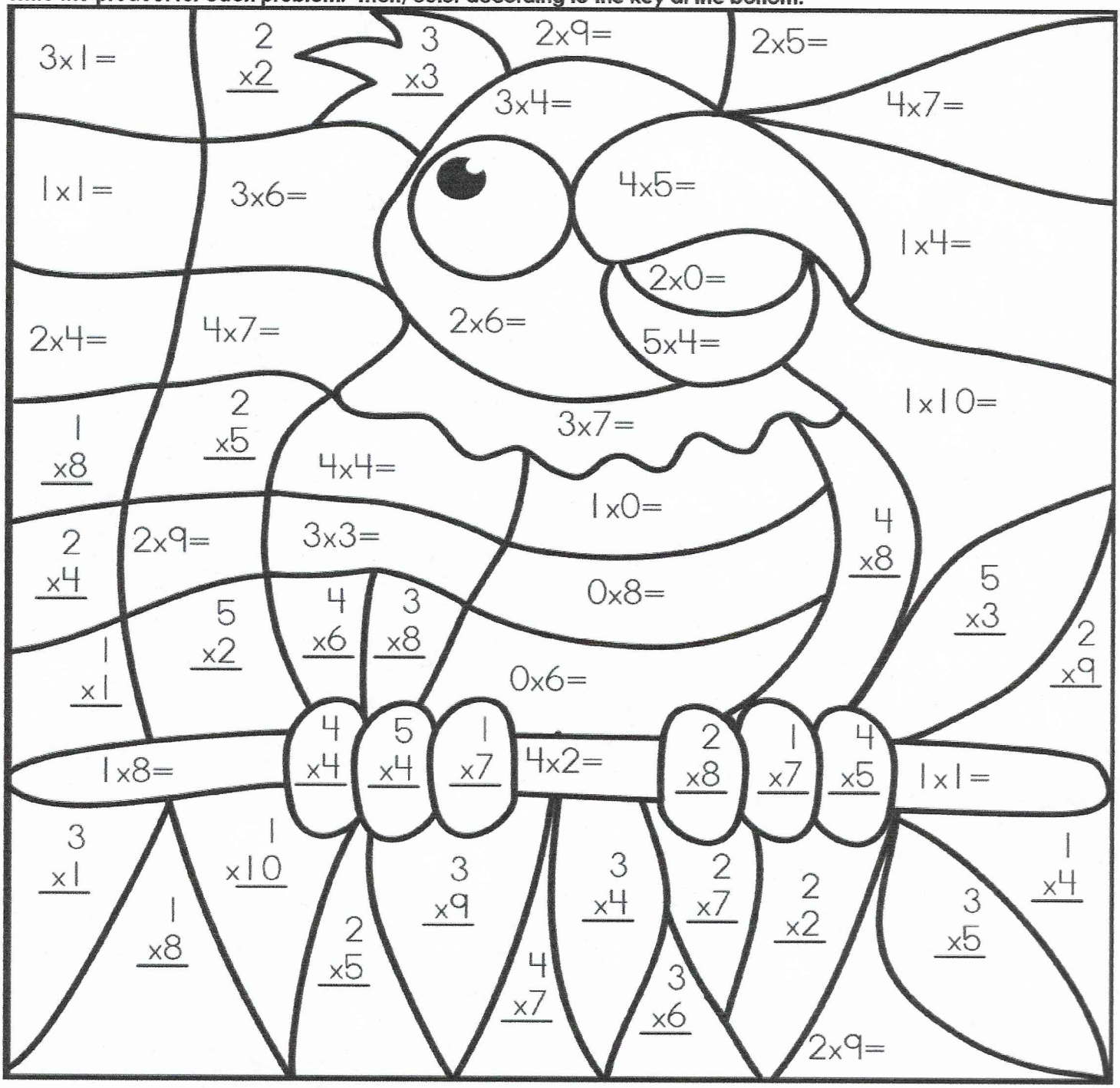
Find the product.

1. $5 \times 12 =$ _____
2. $3 \times 6 =$ _____
3. $8 \times 2 =$ _____
4. $5 \times 3 =$ _____
5. $2 \times 7 =$ _____
6. $5 \times 6 =$ _____
7. $3 \times 12 =$ _____
8. $8 \times 10 =$ _____
9. $7 \times 5 =$ _____
10. $3 \times 8 =$ _____
11. $4 \times 8 =$ _____
12. $4 \times 5 =$ _____
13. $10 \times 2 =$ _____
14. $6 \times 2 =$ _____
15. $4 \times 3 =$ _____
16. $6 \times 6 =$ _____
17. $3 \times 10 =$ _____
18. $5 \times 11 =$ _____
19. $5 \times 2 =$ _____
20. $3 \times 2 =$ _____
21. $3 \times 9 =$ _____
22. $9 \times 3 =$ _____
23. $9 \times 9 =$ _____
24. $2 \times 8 =$ _____
25. $11 \times 8 =$ _____
26. $9 \times 10 =$ _____
27. $4 \times 11 =$ _____

Extra Practice!

Name: _____

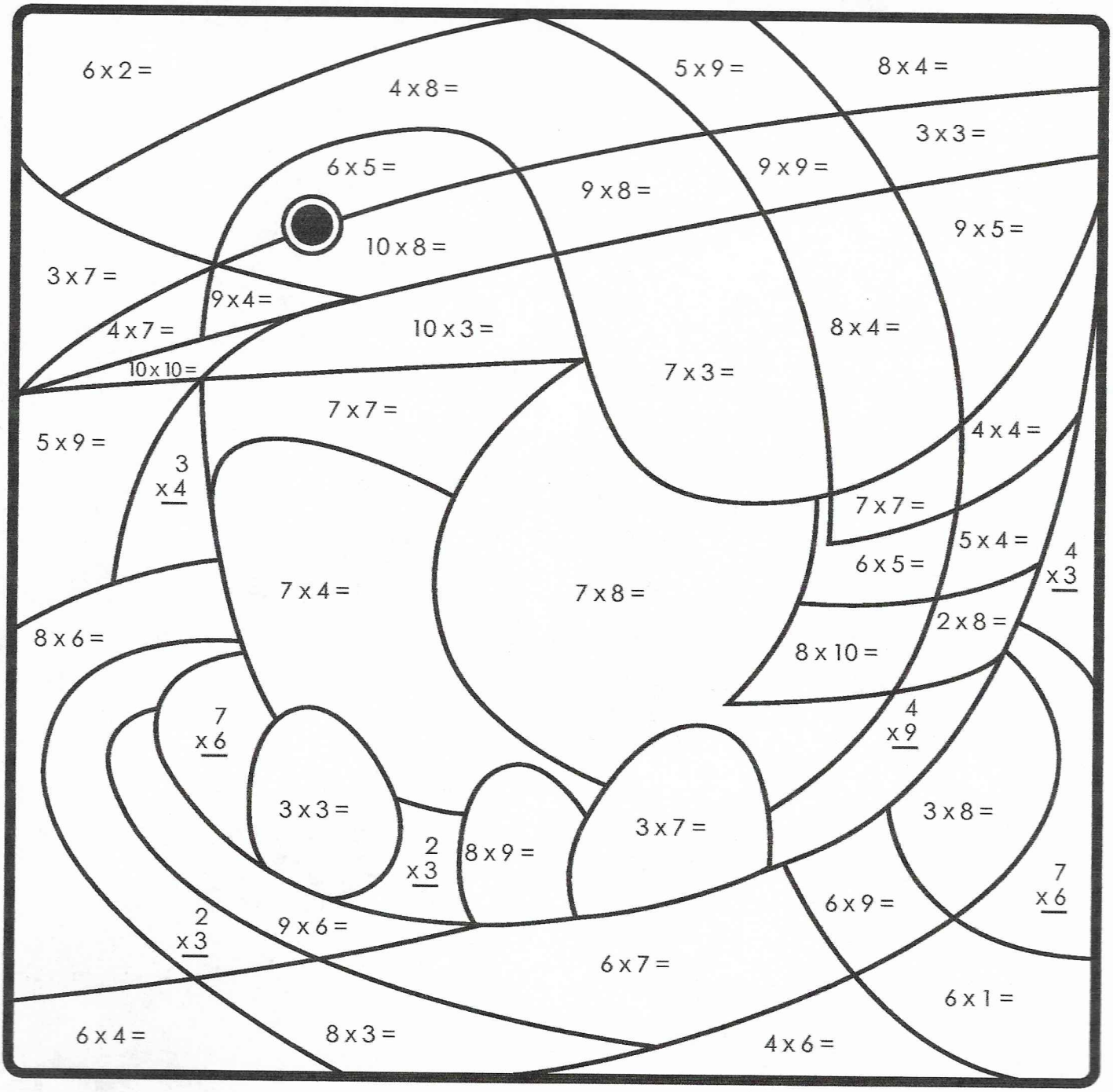
Write the product for each problem. Then, color according to the key at the bottom.



Blue	4, 10, 18, 28	Green	9, 15
Red	0	Brown	1, 2, 3, 8
Yellow	7, 16, 20	Pink	12, 21, 32
Violet	14, 24, 27		

Name: _____ Extra Practice!

Write the answer for each problem. Then color according to the key at the bottom.



Brown	6, 24, 42, 48, 54	Lt. Blue	21, 32, 45	Pink	16, 20
Orange	28, 36	Blue	9, 12, 72, 81	Yellow	100
Red	30, 49, 56, 80				

Name: _____ Date: _____

Early Life and Settlement in Manitoba

The Selkirk Settlers ← Use this paragraph to answer the Comprehension questions.

During the early 1800's, the land of Manitoba was sparsely populated with native tribes, fur traders and another group called the Metis. The **Metis** were the people with mixed bloodlines from European and Indigenous descent. That all changed quickly, as the people that lived in the eastern parts of North America were moving west with promises of cheap and fertile farmland. **Thomas Douglas** became known as **Lord Selkirk**, a Scottish man with a plan to establish a settlement around the Red River. The land was owned by the Hudson's Bay Company, so Selkirk decided to buy stock in the company. With the help of his friends and family, Selkirk was able to buy the land which was 186,000 square kilometers - five times the area of Scotland. He paid 10 shillings at the time, or 60 of today's Canadian dollars for the land. What a deal!

Now that he owned the land, he needed settlers to join him in building a community in the Red River area. He posted advertisements all over Scotland showing how beautiful the Red River area was. With these posters, he received some interest and the first group of settlers took the 2-month journey with him across the Atlantic ocean, and another 50 days of canoeing across the Hudson Bay. Upon arrival, the settlement was not ready for them, but the local First Nation communities welcomed them in, and gave them a place to live for the winter. Once spring came along, their settlements in the Red River area were ready and Selkirk became the first European city in Manitoba.

The Land ← Use this paragraph to complete the Visualize section on the bottom of the page.

Thomas Douglas decided to build his settlement next to the Red River, so they could use the river for transportation, irrigation of farmland, and fishing. They built a village using a wooden fence to surround the buildings inside. A school and church were promised to the settlers who would make the move to Selkirk. Houses were built of wood that ran horizontally and that had a pointed roof that would allow the snow and rain to run off. Large trees could be found outside of buildings and homes. People frequently travelled along the Red River in canoes. Dirt pathways led people from one building to the next.

Visualize

Draw a picture of the village of Selkirk! Read the paragraph above carefully to add in all the details! Add Color.

Early Life and Settlement in Manitoba Comprehension Questions

Name: _____

Answer the following questions in complete sentences.

1. Who were the Metis people?

2. What was Thomas Douglas also known as?

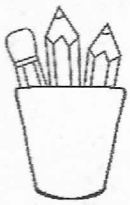
3. When the first people arrived in the Red River area their settlement was not ready, who welcomed them in?

4. What was the first European city in Manitoba named?

Read the passage 3 times.

Name _____

Answer the questions below. Underline your evidence. → use the colors to underline your evidence.



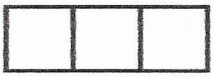
Acrostic

An acrostic is a poem that has certain letters in each line that form a word or phrase. The word or phrase spells out the subject of what the poem is about. The most common and simple form of an acrostic poem uses the special word as the first letters of each line, although it can be in the middle or the end. Each line can describe something that the subject is or does. The lines are not always complete sentences, they are often only words or phrases.

Example ↓

Dancing in the water
Over the waves
Leaping through the air
Playful and fun
Hungry for fish
Intelligent
Nice to watch

Check for each time you read it. →



What is an acrostic poem?

_____

_____

Where is the most common place for the special word in an acrostic poem?

_____

_____

What is the acrostic poem above about?

_____

_____

Write an acrostic poem about an animal. Write the animal name vertically in capital letters. Then complete the poem by writing words or phrases about that animal on each line.

Write your poem in your new journal. Make sure to date it.

Acrostic Poem Examples

Mischievous trouble makers

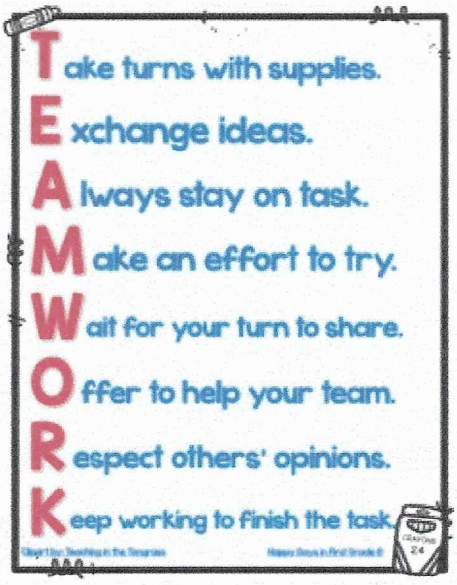
On the lookout for snacks

Nearly always swinging

Kind at times

Enjoys eating

Yellow bananas



Introduction to division!

Division sounds scary and confusing, but now that we know Multiplication it'll be easier. When you think of division, a simple way to think of it is sharing or Making equal (same) groups!

To start: Think of a time you had to share with someone. You were actually dividing what you had to make sure you both had some.

Example:

I have 8 cookies to share with my 2 nieces and 2 nephews. So, I have 8 cookies to give to 4 people. How Many will each person get?

To figure it out you could:

a) Think of sharing to divide

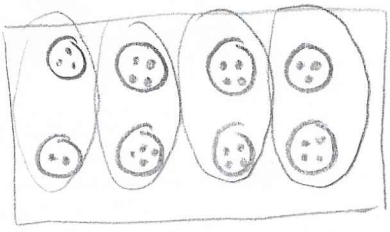
- 8 ~~shared by~~ 4 =

So:
$8 \div 4 =$? (Fill it in)

b) Draw an array or picture of the equal groups

1)

O O
O O
O O
O O



Introduction to division: Examples!

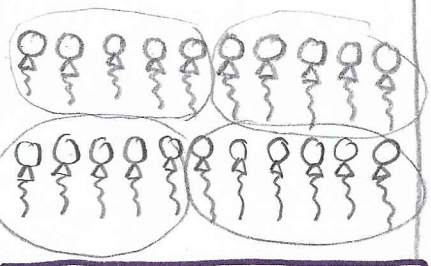
① Marc has 20 trinkets for party bags. How Many friends can he invite if he puts 5 trinkets in each bag? What about if he Puts 2 in each bag?

a) 20 ÷ shared by 5 = 5 trinkets

b) ○○○○○
○○○○○
○○○○○
○○○○○

Array

c) Picture



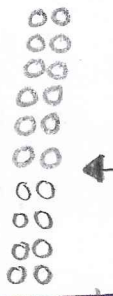
d) Opposite of multiplication

4 × 5 = 20 so 20 ÷ 5 = ___

Division sentence: 20 ÷ 5 = 4

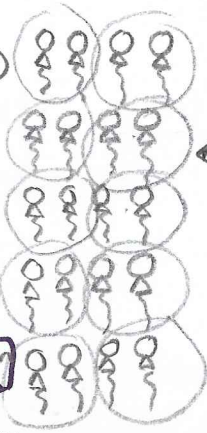
a) 20 ÷ shared by 2 = 2 trinkets

b)



Array

c)



Picture

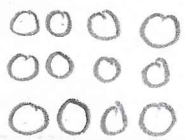
d) Opposite of multiplication

2 × 10 = 20 so 20 ÷ 2 = ___

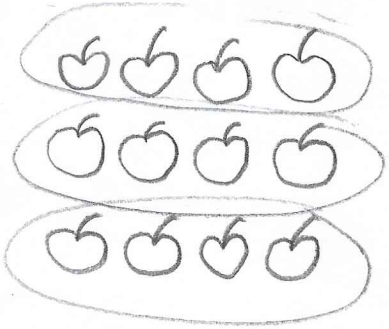
Division sentence: 20 ÷ 2 = 10

② Hannah has 12 apples and wants to share them with her 2 siblings. How many will each get?

Array



Picture



opposite of multiplication

3 × 4 = 12

so

12 ÷ 3 = ___

Division sentence: 12 ÷ 3 = 4

UNIT 8

STUDENT BOOK 5 LESSON

Division as Grouping

Day one:

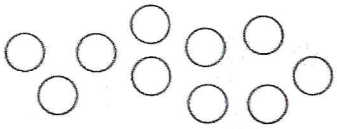
Quick Review

At Home At School

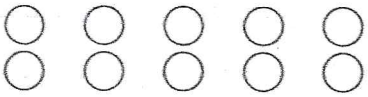
Division can be used to find how many equal groups there are when you know the size of the groups.

How many equal groups of 2 are there in 10?

➤ Start with 10 counters.



➤ Divide the 10 counters into groups of 2.
Count the number of groups.



➤ Write the **division sentence**.

10 ÷ 2 = 5

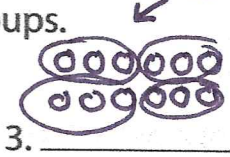
We say: 10 divided by 2 equals 5.

Number of counters	Number in each group	Number of groups

Try These

1. Use counters. Find the number of groups. Write a division sentence.

"counters" so you can see. (do not draw)



Division sentence

12 ÷ 3 = 4

a) Divide 12 counters into groups of 3. _____

b) Divide 8 counters into groups of 1. _____

c) Divide 10 counters into groups of 5. _____

*Any thing around the house can be used as counters.

2. Use counters. Make equal groups to divide.

a) 15 ÷ 5 = _____ b) 12 ÷ 4 = _____ c) 8 ÷ 2 = _____

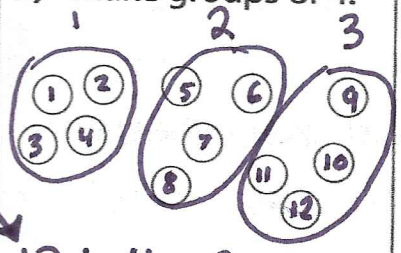
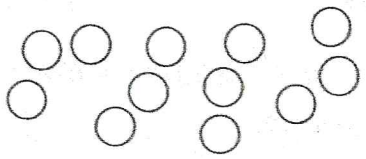
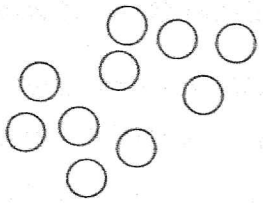
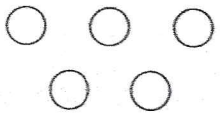
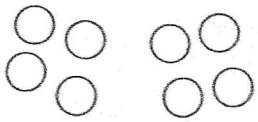
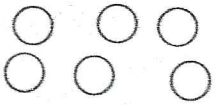
d) 2 ÷ 1 = _____ e) 6 ÷ 2 = _____ f) 4 ÷ 4 = _____

Day One:

Practice

Hint: To find the number of groups Circle the counters as each question asks.

1. Find the number of groups. Then write a division sentence.

a) Make groups of 4.  12 ÷ 4 = 3	b) Make groups of 3. 	c) Make groups of 5. 
d) Make groups of 1. 	e) Make groups of 4. 	f) Make groups of 2. 

12 total counters

think: How many all together (12)

How many in each group. (4)

How Many groups did I make? (3)

2. Write a division sentence to solve each problem.

a) Ira has 12 plums. He gives 4 plums to each of his friends.

How many people get plums? 12 ÷ 4 = 3

b) Suri has 15 photos. She puts 5 photos on each page.

How many pages does Suri use? _____

c) Sahib baked 10 tarts. He put 2 tarts into each bag.

How many bags did Sahib use? _____

Stretch Your Thinking

The answer is 20 ÷ 4 = 5.
What might the problem be?

_____

_____

UNIT 8

STUDENT BOOK 6 LESSON

Division as Sharing

Day Two:

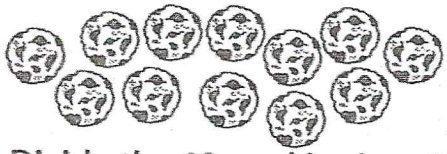
Quick Review

At Home At School

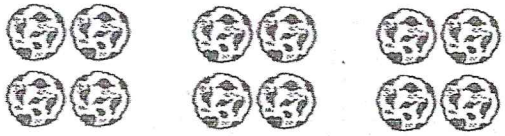
Division can be used to find how many are in each group when you know the number of groups.

12 cookies are shared equally among 3 friends.
How many cookies does each person get?

① ➤ Start with 12 cookies.



② ➤ Divide the 12 cookies into 3 groups.
Count the number of cookies in each group.



③ ➤ Write the division sentence.

12 ÷ 3 = 4

We say: 12 divided by 3 equals 4.

Number of cookies	Number of groups	Number of cookies in each group

This can be used on all division questions.

Total number ÷ number of groups = How many in each group

Try These

1. Use counters. Find the number in each group.
Write a division sentence. ➜ ____ ÷ ____ =

*use any thing for counters.

a) Divide 20 counters into 4 groups. _____

b) Divide 16 counters into 4 groups. _____

c) Divide 3 counters into 3 groups. _____

d) Divide 12 counters into 4 groups. _____

Day two:

Practice

1. Find the number of things in each group.

   a) $8 \div 4 =$ _____ b) $20 \div 5 =$ _____ c) $2 \div 2 =$ _____

   d) $10 \div 2 =$ _____ e) $8 \div 2 =$ _____ f) $3 \div 1 =$ _____

   g) $10 \div 5 =$ _____ h) $4 \div 4 =$ _____ i) $15 \div 3 =$ _____

2. Write a division sentence to solve each problem.

   a) There are 20 people on 4 equal teams. How many people are on each team? _____

   b) There are 16 muffins in 4 equal-sized tins. How many muffins are in each tin? _____

   c) There are 25 chairs in 5 equal rows. How many chairs are in each row?

   _____

   d) There are 4 buttons in 2 equal rows. How many buttons are in each row?

   _____

3. Write an equal sharing problem for $6 \div 2 = 3$. → using words.
   Show how to solve the problem using a picture.

   _____

   _____

   _____

Stretch Your Thinking

There are 12 members in the Boy Scout troop. They will march in the parade in equal rows.
How many Boy Scouts could be in each row?

There are a few answers, choose 1 & show your thinking.

_____

_____

UNIT 8

STUDENT BOOK 7 LESSON

Relating Division and Repeated Subtraction

Day two:

Quick Review

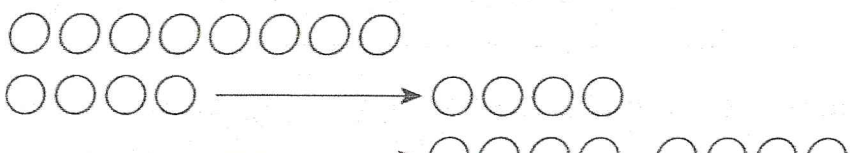
At Home At School

You can use repeated subtraction to find $8 \div 4$.

Start with 8 counters.

➤ Count how many groups of 4 you subtract until no counters remain.

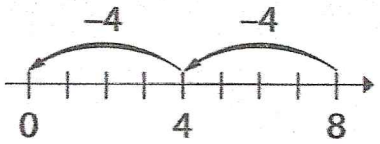
Think: How many times did I have to take away to reach 0. That is your answer.



8 subtract 4 is 4, subtract 4 more is 0. That's 2 groups. So, $8 \div 4 = 2$

I'm taking 4 away from 8, so I am dividing 8 by 4.

➤ You can use a number line to show how division is like repeated subtraction.



$8 - 4 - 4 = 0$

So, $8 \div 4 = 2$

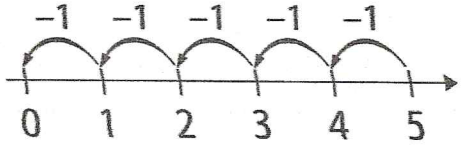
Try These

1. Write a division sentence for each repeated subtraction sentence.

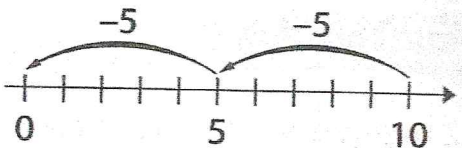
I took 1 away 5 times, so my answer is 5.

a) $5 - 1 - 1 - 1 - 1 - 1 = 0$ (1 2 3 4 5)

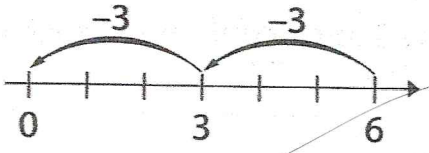
$5 \div 1 = 5$



b) $10 - 5 - 5 = 0$



c) $6 - 3 - 3 = 0$

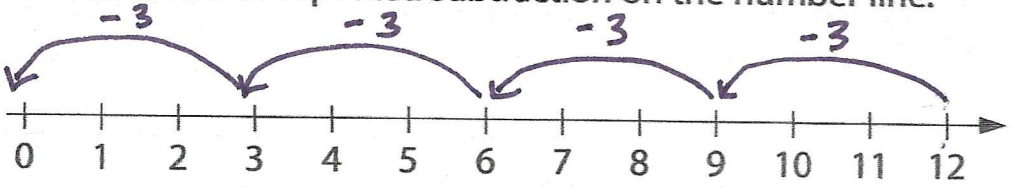


Day two:

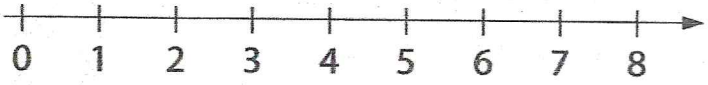
Practice

1. Show each division sentence as repeated subtraction on the number line.

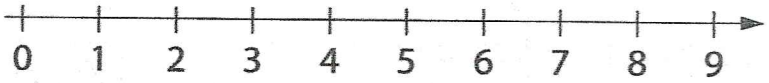
a) $12 \div 3 = 4$



b) $8 \div 2 = 4$



c) $9 \div 3 = 3$



Hint: How many times you take away

2. Write each division sentence as repeated subtraction.

a) $15 \div 5 = 3$ 15-5-5-5=0

b) $4 \div 1 = 4$ _____

c) $20 \div 4 = 5$ _____

d) $12 \div 4 = 3$ _____

e) $25 \div 5 = 5$ _____

f) $5 \div 5 = 1$ _____

3. Write a division sentence to solve this problem:

Karl has 20 gerbils. He puts 4 gerbils into each cage.
How many cages does Karl use?

_____

Stretch Your Thinking

Find as many ways to put 20 counters into equal groups as you can. Write a repeated subtraction sentence and a division sentence for each way you find.

20-2-2-2-2-2-2-2-2-2-2=0 / 20÷2=10

_____

_____

_____

Daily Math Practice

Monday 32

1. $2 \times 2 =$ _____

2.
$$\begin{array}{r} 25 \\ -\ 18 \\ \hline \end{array}$$

3. What comes next?

489 _____ 730 _____

554 _____

4. Write the number word for 13.

_____

5. Last year Christopher weighed 48 pounds. This year he weighs 60 pounds. How much weight has he gained?

_____ pounds

Daily Math Practice

Tuesday 32

1. $16 + 18 =$ _____

2.
$$\begin{array}{r} 94 \\ -\ 27 \\ \hline \end{array}$$

3. What time is it?

_____ : _____

4. $15 + 15 = 30$, so

$\square - 15 = 15$

5. Gina's father picked 12 oranges. He gave the same number of oranges to his four children. How many oranges did each one get?

_____ oranges

Daily Math Practice — Wednesday 32

1. 15 − 8 − 7 = _____

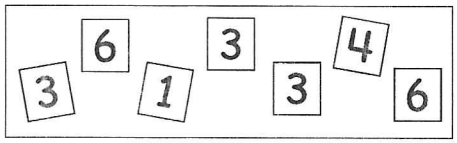
2.
$$\begin{array}{r} 23 \\ +\ 21 \\ \hline \end{array}$$

3. Fill in the correct symbol.

< = >

100¢ ◯ $1

4. Circle the number that is the most likely to be picked without looking.



1 3 4 6

5. A quart of milk is equal to 4 cups. Mother used 3 quarts to make ice cream for the picnic. How many cups of milk did she use?

_____ cups

Daily Math Practice — Thursday 32

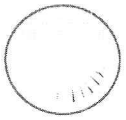
1. 4 × 2 = _____

2.
$$\begin{array}{r} 61 \\ -\ 34 \\ \hline \end{array}$$

3. Complete the pattern.

15 12 9 ____ ____

4. This is a sphere.



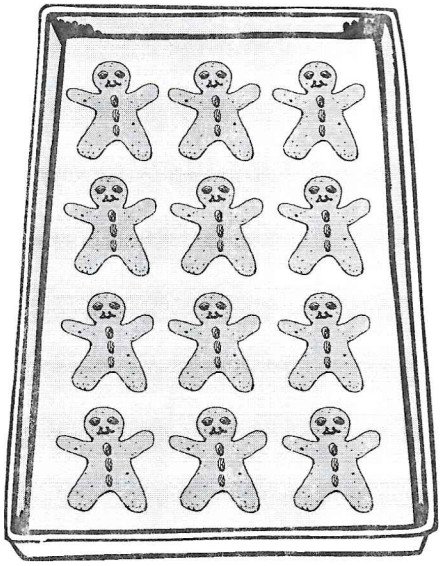
yes no

5. Jose opened his piggy bank. He found 2 quarters, 3 dimes, and 17 pennies. How much money did he have?

_____¢

Friday 32

Divide the cookies into 3 equal groups.



_____ in each group

Daily Progress Record 32

How many did you get correct each day? Color the squares.

	Monday	Tuesday	Wednesday	Thursday	Friday
5					
4					
3					
2					
1					

Name: _____ Date: _____

Read the facts before answering the questions

Timeline of the History of Manitoba

1670 - Hudson's Bay Company is Founded - Fur traders create the Hudson's Bay Company to setup trading posts for fur trading.

1684- York Factory - First Trading post established in Manitoba near Churchill.

1742 - Founding of Fort Dauphin - La Verendrye is a French military officer who builds the fort to protect the trading post on the Dauphin Lake. He names it Fort Dauphin after the French Prince.

1811 - 1813 Hudson's Bay Company grants Assiniboia and the Red River to Lord Selkirk - Lord Selkirk can now build his settlement along the Red River.

1869 - Hudson's Bay Company Sells Western Land - The Canadian government buys western Canadian territory for $300,000 from the Hudson's Bay Company.

1869 - Red River Rebellion - Louis Riel leads the Red River Rebellion as they seize control over Fort Garry. Riel was reacting to the Canadian government sending land surveyors onto Metis lands to setup lots for Europeans to build houses and communities on.

1870 - Red River Rebellion - John Schultz and friends go to Manitoba to deal with Louis Riel and the Metis. Riel arrests them and ends up executing Thomas Scott, a friend of Schultz's. This unjust execution of Scott led to Riel's downfall as Scott had many friends in the Canadian government. In 1885, the government responded by executing Riel in Regina.

1870 - Manitoba Becomes a Province - The Manitoba Act is signed, and Manitoba becomes the 5th province of Canada.

Questioning

What questions do you have about the information?
I wonder... (Write at least 2 questions.)

True or False

Circle the correct answer

1. The Manitoba Act meant Winnipeg became the capital city of Manitoba	True	False
2. Riel was executed by the Canadian government	True	False
3. Louis Riel took over Fort Garry after the government tried to take Metis land.	True	False
4. Manitoba became the 4th province to join confederation	True	False
5. The Canadian government purchased land from the HBC for $300,000	True	False
6. The York Factory was the first trading post in Manitoba	True	False
7. The Metis welcomed the land surveyors from eastern Canada	True	False
8. John Schultz was sent by the Canadian government to deal with the Metis	True	False

Name: _____ Date: _____ 24

Demography in Manitoba

Demography - What is it? ← Read first
The term **demography** is the study of human populations. Demographers use statistics to tell us things about the people that live in the area being studied.

Demography in Manitoba vs. Ontario and Canada

Population Characteristics	Manitoba	Ontario	Canada
Population	1,338,109	14,193,384	37,434,172
Population Density	2.3	3.9	14.8
Speak English and French at home	83%	80%	84%
Speak non-official language at home	12%	14%	12%
Percentage of population that is a First Nation member	16.7%	2.4%	4.3%
Percentage of people that are Metis/Inuit	7.2%	0.9%	1.8%
Largest City	Winnipeg 665,000	Toronto 2,930,000	Toronto 2,930,000
Average (Median) Age	37	40	40

Multiple Choice

Circle the correct answer

Hint: all answers are in the graph above.

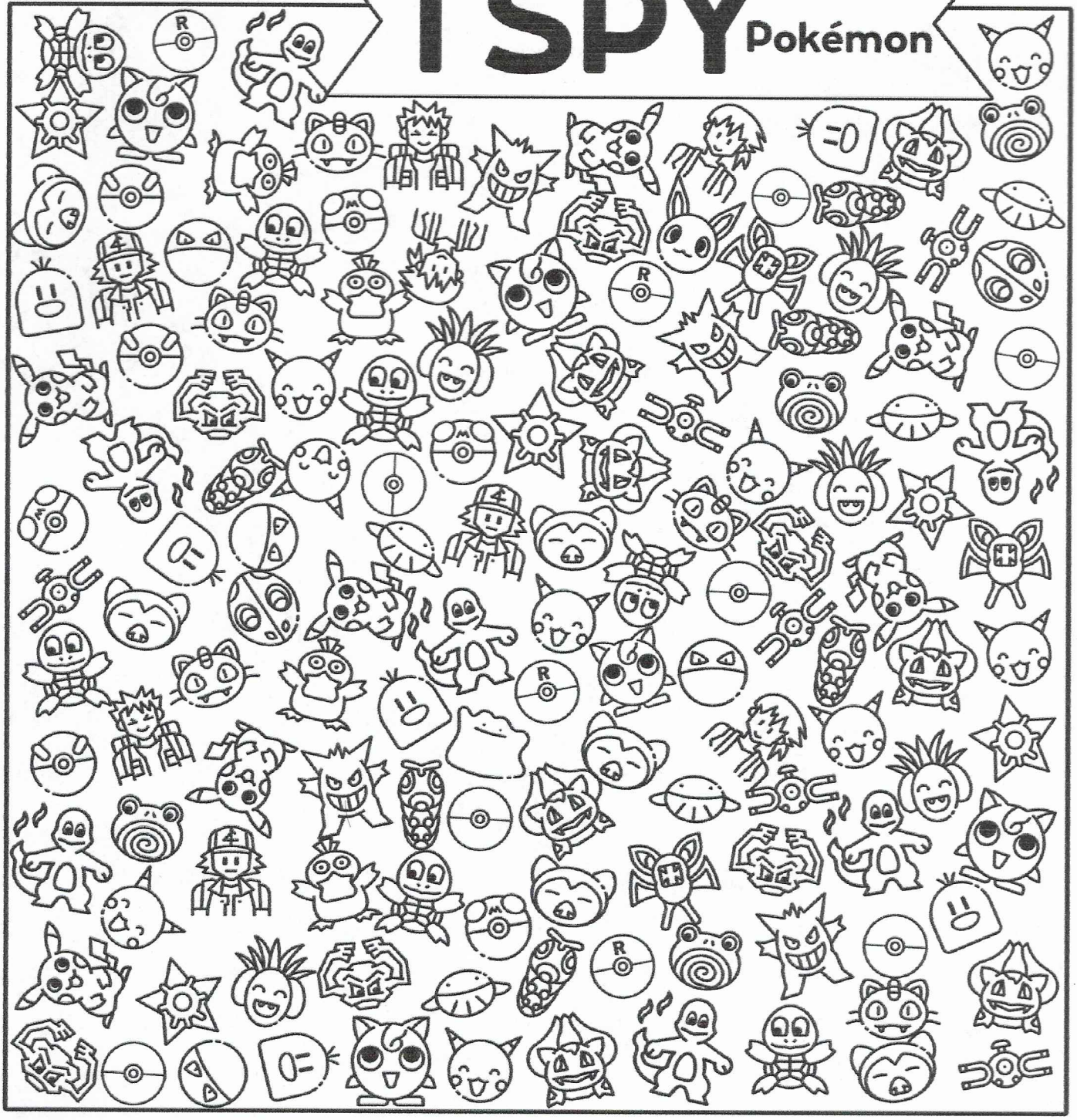
1.	Which province has the lower average age?	Ontario	Manitoba
2.	Which province has the largest city?	Ontario	Manitoba
3.	Which province has more Inuit/Metis people?	Ontario	Manitoba
4.	Which province has a higher percentage of First Nations?	Ontario	Manitoba
5.	Which province is more crowded?	Ontario	Manitoba

1. What is demography? Explain. Hint: define it.

2. **Be a Demographer!** What conclusions can you draw from the population characteristics?
Hint: which province is more crowded? where do more First Nations people live?

Just for fun ☺

I SPY Pokémon



2  4  4  5  4  5  7  4  6  5 

1  6  7  1  3  6  7  4  7  5 

3  3  4  6  2  7  5  9  6  3