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This Practice Workbook is yours! Use it to see what you know and think about what you might need to work on.

Getting Started

Everything you learn builds on something you have experienced or learned before.

Take Your Time

- Don't rush. Not all math tasks take the same amount of time to complete.

What Might This Look Like?

- Use tools and materials to help you complete the tasks.
- Try “seeing the problem in your mind” to help you reason your way to a solution.

Try Your Best!

- Read over the tasks and think about questions you might have that would help you better understand them.
- Reflect on what you already know and use this information to help you complete the tasks.

Reflect On and Share Your Learning

- Share your thinking and findings—talk about strategies with your friends and family.
- Look back in the Practice Workbook to get ideas to help you solve new problems!

How Is the Practice Workbook Organized?

Unit 10 Data Management

What I Know

What are some reasons why people collect data?
Why might you want to collect data from your classmates?

Checking In

Collecting and Organizing Data

1 For a class project, Grade 5 students at a school in Winnipeg, Manitoba, surveyed students in Grades 2 to 6 at their school. They asked 10 students from each grade this question:

What is your favourite food item?
☐ cotton candy ☐ watermelon ☐ popcorn ☐ brownies ☐ other

a) Which sampling technique was used: simple random sampling, stratified random sampling, or systematic random sampling? Explain.

What I Know — Review the things you already know.

a) Create a stacked-bar graph to show these data.

CONNECTIONS

Why is it important to analyze data before making decisions?

Checking In — Build on your understanding and make connections to the world around you. Use the space provided to clearly record your thinking so others can understand you.

Bringing It Together

13 **GAME: Hit the Target!**

Use a deck of cards with the face cards and jokers removed.
Take turns taking 4 cards from the deck and then rolling a number cube.
The number rolled determines the target.
Use the cards to make 2 numbers whose product is in the target range.

Number	Target
1	Less than 1000
2	1001 to 2000
3	2001 to 3000
4	3001 to 4000
5	4001 to 5000
6	More than 5000

If the product lies in the range, the player gets 1 point.
The first player to 10 points wins.

14 **GAME: What's Left?**

Use a deck of cards with the face cards and jokers removed.
Sort the cards into 2 piles: even and odd.
Take turns taking 3 cards from the pile of odd numbers to make a 3-digit number.
Take one card each from the pile of even numbers to be the divisor.
Divide your 3-digit number by the divisor.
The remainder is your score for the round.
The player with the greater score after 5 rounds wins.

What I Learned

Write at least one new thing you learned and are proud of from working through this unit.

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Unit 13 Multiplication and Division

Connections — Think of how working on this math task relates to other things you know.

Bringing It Together — Work with others to discuss your thinking and strategies and show them what you know.

What I Learned — Answer the question by reflecting on what you know about important math learning.

Connecting and Reflecting: Multiplication, Division, and Equality

You have been given the task of upgrading your bedroom. What will you do to your room?
Use what you know about multiplication, division, measurement, and equality to describe everything you need to know before starting the job.

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Connecting and Reflecting — Use what you have learned to complete the task and to help you make sense of the world around you.

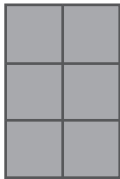
Patterns and Place Value



What math do you see in this picture?

What I Know

Draw Terms 1 and 3 to make two possible patterns.
Write the pattern rule for each.



Term 2



Term 2

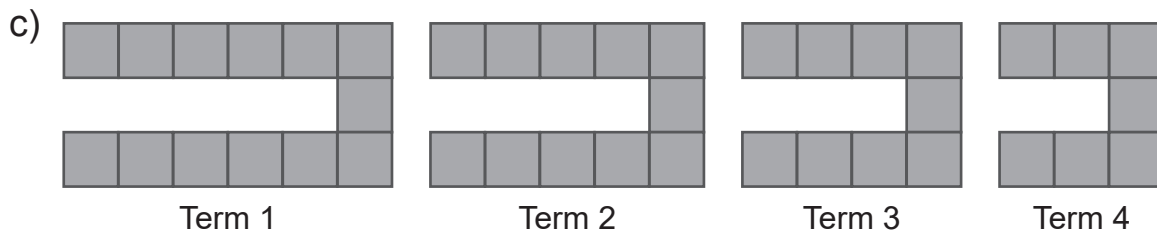
Checking In

Investigating Geometric and Numeric Patterns

1 Identify each pattern as increasing, decreasing, or repeating.
Write the pattern rule.

a) 1, 3, 5, 7, 9, ...

b) 1, 5, 3, 2, 1, 5, 3, 2, 1, 5, 3, 2, ...



d) 21, 20, 18, 15, 11, ...

2

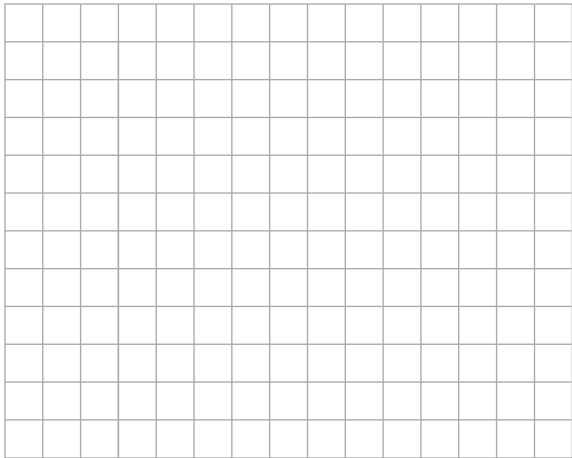
a) Use Pattern Block triangles to build the first 4 terms of an increasing pattern. Draw your pattern.

b) Record your pattern in the table.

Term Number	Number of Triangles

c) Write the pattern rule.

d) Show the pattern on a graph.
What do you notice?



3 Match each pattern to its expression.

a) 4, 9, 14, 19, 24, ...

$$4n - 2$$

b) 2, 6, 10, 14, 18, ...

$$21 - 2n$$

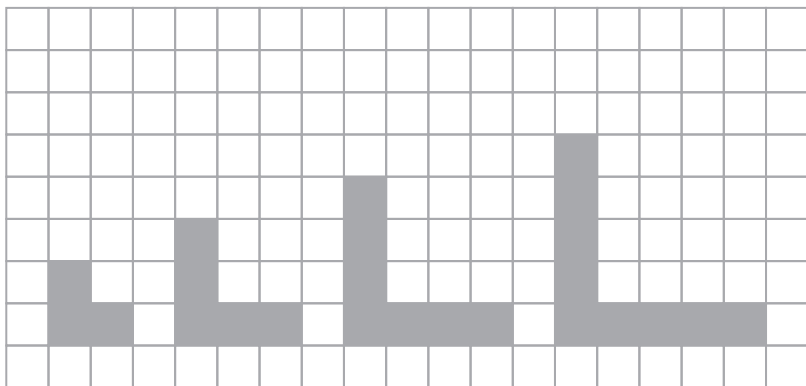
c) 20, 22, 24, 26, 28, ...

$$5n - 1$$

d) 19, 17, 15, 13, 11, ...

$$2n + 18$$

4 a) Represent this pattern a different way using words, numbers, a pattern rule, or a table of values.



b) Describe what Term 10 of the pattern would look like.
How does thinking about what the terms look like help you determine the number of squares?

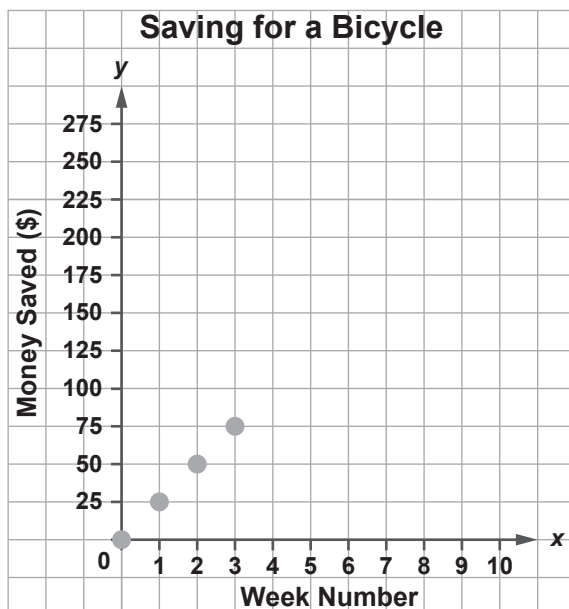
- 5 Write at least four increasing or decreasing patterns that include the number 5. Write the pattern rule each time.

Making Predictions and Extending Patterns

- 6 a) Fill in the missing terms.
- 42, 40, 37,, 28, 22,,
 -, 4, 8,, 16, 20,,
- b) For the second pattern, what will the 20th term be? Show how you know.

- 7 A student earns \$25 a week babysitting. They are saving to buy a bicycle that costs \$240.

Use the graph to determine when they will have enough money to buy the bicycle.



CONNECTIONS

How can a table and a graph help you see a pattern?

- 8 Farah is making smiley-face cookies.
Each cookie needs 5 raisins for the mouth
and 3 chocolate chips for the eyes and nose.

a) Complete the table.

Number of Cookies	Number of Raisins	Number of Chocolate Chips
1		
2		
3		
4		



- b) Write the pattern rules for raisins and for chocolate chips using words and variables.
- c) How many raisins and chocolate chips are needed for 10 cookies?
- d) How many cookies can be decorated with 54 chocolate chips?
- e) Write your own question about the data. How would you answer it?

- 9 a) Use the expression $2n + 4$ to write the first 5 terms of a pattern.

b) What is the 15th term of the pattern?

c) Is 47 a term value in the pattern? Explain.

Bringing It Together

- 10** Use any of these numbers to create 3 increasing or decreasing patterns. Each number may only be used once. Show the first 4 terms of each pattern using words, pictures, numbers, a rule, a table of values, a graph, or an expression.

15 12 11 15
23 8 7 17 18
19 12 21

What I Learned

How does seeing a pattern visually or on a graph help you predict and determine pattern rules?