# Mathletics <br> Alberta Program of Studies 

## Skill Quests \& Activities



Grades 4-6
September 2023
Mathletics

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Alberta Program of Studies
Skill Quests \& Activities
September, 2023
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## Grade 4

## Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating

| Students apply place value to decimal numbers |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: |
| Quests |  |  |  |  |  |
| Decimals to hundredths | Introducing decimal notation |  |  |  |  |
|  | Decimal tenths |  |  |  |  |
|  | Decimal hundredths |  |  |  |  |
|  | Rounding decimals |  |  |  |  |
|  | Comparing decimals |  |  |  |  |
|  | Partitioning decimals |  |  |  |  |
| Decimals |  |  |  |  |  |
|  | Decimal Place Value |  |  |  |  |
|  | Decimals from Words to Digits 1 |  |  |  |  |
|  | Rounding Decimals 1 |  |  |  |  |
|  | Decimals on the Number Line |  |  |  |  |
|  | Comparing Decimals 1 |  |  |  |  |
|  | Decimal Order 1 |  |  |  |  |


| Students add and subtract within 10000 , including decimal numbers to hundredths |  |
| :---: | :---: |
| Quests | Content |
| Addition to 10000 | Adding up to 1000 bar models |
|  | Adding up to 10000 jump strategy |
|  | Adding up to 10000 split strategy |
|  | Adding up to 10000 round \& compensate |
|  | Adding up to 10000 mental strategies |
|  | Adding up to 10000 using algorithm |
| Subtraction to 10000 | Subtracting up to 1000 bar models |
|  | Subtracting up to 10000 jump strategy |
|  | Subtracting up to 10000 split strategy |
|  | Subtracting up to 10000 place value partitioning |
|  | Subtracting up to 10000 rounding \& compensating |
|  | Subtracting up to 10000 mental strategies |
|  | Subtracting up to 10000 algorithms |
| Solve add sub word problems | Solving addition \& subtraction word problems |
| Check accuracy with estimation | Estimating addition \& subtraction |
| Add \& subtract decimals to hundredths | Adding decimals to tenths |
|  | Subtracting decimals |
| Use decimals in the context of money | Using decimals in money |
|  | Estimating \& calculating change |


|  | Solving money word problems |
| :---: | :---: |
| Topic | Activity Title |
| Add \& Subtract to 10000 | Estimate Sums |
|  | Compensation - Add |
|  | Add 3-Digit Numbers |
|  | Add 3-Digit Numbers: Regroup |
|  | Estimate Differences |
|  | Compensation - Subtract |
|  | 3-Digit Differences |
|  | 3-Digit Differences: 1 Regrouping |
|  | 3-Digit Differences: 2 Regroupings |
|  | 3-Digit Differences with Zeros |
|  | Add Decimals 1 |
|  | Estimate Decimal Sums 1 |
|  | Estimate Decimal Sums 2 |
|  | Subtract Decimals 1 |
|  | Subtract Decimals 2 |
|  | Estimate Decimal Differences 2 |
|  | Adding and Subtracting Decimals |
|  | Decimal Complements |

Students explain properties of prime and composite numbers using multiplication and division

| Quests | Content |
| :--- | :--- |
| Prime \& composite numbers | Introducing prime \& composite numbers |
| Find factors \& multiples | Finding multiples up to 100, including LCM |
| Find LCM of 2 whole numbers | Finding LCM of 2 whole numbers |
|  | Finding factors \& GCF to 100 |
|  | Situational questions, factors \& multiples |
| Topic |  |
| Prime \& Composite number <br> properties | Factors |
|  | Prime or Composite Numbers |
|  | Multiples of |
|  | Greatest Common Factor |

Students multiply and divide natural numbers within 10000

| Quests |  |
| :--- | :--- |
| Multiplication \& division <br> facts for 6 | Multiplying by 6 |
|  | Dividing by 6 |
|  | Multiplying \& dividing by 6 |
| Multiplication \& division <br> facts for 7 | Multiplying by 7 |
|  | Dividing by 7 |
|  | Multiplying \& dividing by 7 |


| Multiplication \& division facts for 8 | Multiplying by 8 |
| :---: | :---: |
|  | Dividing by 8 |
|  | Multiplying \& dividing by 8 |
| Multiplication \& division facts for 9 | Multiplying by 9 |
|  | Dividing by 9 |
|  | Multiplying \& dividing by 9 |
| Multiplication \& division facts for 11 | Multiplying by 11 |
|  | Dividing by 11 |
|  | Multiplying \& dividing by 11 |
| Multiplication \& division facts for 12 | Multiplying by 12 |
|  | Dividing by 12 |
|  | Multiplying \& dividing by 12 |
| Multiplication \& division patterns | Multiplying \& dividing with multiples of 10 or 100 |
| Multiplication, 2- or 3-digit by 1-digit | Multiplying 2- or 3-digits by 1-digit, place value |
|  | Multiplying 2- or 3-digits by 1-digit, doubling |
|  | Multiplying 2- or 3-digits by 1-digit, area model |
|  | Multiplying 2- or 3-digits by 1-digit, factoring |
|  | Multiplying 2- or 3-digits by 1-digit, algorithm |
|  | Multiply to 3-digits x 1-digit, expanded algorithm |
|  | Multiply to 3-digits $\times 1$-digit, round to estimate |
|  | Multiplying by multiples of 10 \& 100 |
| Multiplication strategies | Selecting multiplying strategies |
| Division, 2-digit by 1-digit | Dividing 2-digits by 1-digit, models |
|  | Dividing 2-digits by 1-digit, halving |
|  | Dividing 2-digits by 1-digit, related facts |
|  | Dividing 2-digits by 1-digit, inverse relationship |
|  | Dividing 2-digit by 1-digit, extended algorithm |
|  | Dividing 2-digit by 1-digit, algorithm |
|  | Dividing 2-digit by 1-digit, round to estimate |
|  | Dividing by 1 using bar models |
| Division strategies | Selecting dividing strategies |
| Multiplication \& division word problems | Solving multiplication \& division word problems |
| Topic | Activity Title |
| Multiply \& Divide within 10 000 | Times Tables |
|  | Multiplication Grids (CAN) |
|  | Related Facts 2 |
|  | Fact Families: Multiply and Divide |
|  | Division Facts to Twelve |
|  | Multiplying Whole Numbers by 10, 100, and 1000 |
|  | Dividing by 10, 100, 1000 |
|  | Remainders by Tables |
|  | Divide: 1-Digit Divisor 1 |


|  | Divide: 1-Digit Divisor 2 |
| :--- | :--- |
|  | Estimation: Multiply and Divide |
|  | Long Multiplication 1 |
|  | Problems: Multiply and Divide |


| Students apply equivalence to the interpretation of fractions |  |
| :---: | :---: |
| Quests | Content |
| Equivalent fractions | Using models to find equivalent fractions |
|  | Using mult div to find equivalent fractions |
|  | Using a number line to find equivalent fractions |
| Compare \& order fractions | Comparing unit fractions |
|  | Comparing \& ordering proper fractions |
| Relate decimals \& fractions | Relating decimals \& fractions up to thousandths |
| Simplify proper fractions | Using common factors to simplify fractions |
| Topic | Activity Title |
| Fractions \& equivalence | Selecting Equivalent Fractions |
|  | Equivalent Fractions on a Number Line 2 |
|  | Equivalent Fraction Wall 1 |
|  | Equivalent Fraction Wall 2 |
|  | The Equivalent Fraction |
|  | Ordering Fractions 1 |
|  | Compare Fractions 2 |
|  | Simplify Fractions |
|  | Fractions to Decimals |


| Students interpret percentages |  |
| :---: | :---: |
| Quests | Content |
| Whole-number percentages | Introducing percentages |
| Express percentage representations | Fractions as percentages |
|  | Decimals as percentages |
|  | Comparing \& ordering percentages |
|  | Representing fractions \& decimals |
| Topic | Activity Title |
| Percentages | Modelling Percentages |
|  | Percents to Fractions |
|  | Percentages to Fractions (with and without simplification) |
|  | Match Decimals and Percentages |
|  | Percent of a Number (Mental) |
|  | Percents and Decimals |
|  | Complementary Percentages |

## Algebra: Equations express relationships between quantities.

| Students represent and apply equality in multiple ways |  |
| :--- | :--- |
| Quests | Content |
| Introduce order of <br> operations | Order of operations (addition \& subtraction) |
|  | Order of operations (multiplication \& division) |
|  | Order of operations (grouping symbols) |
|  | Order of operations (all operations \& symbols) |
| Equations | Determining missing numbers in equations |
|  | Solving multi-step equations |
|  | Balancing number sentences |
|  | Expressing word problems to one-step equations |
|  |  |

## Geometry: Shapes are defined and related by geometric attributes.

| Students analyze and explain geometric properties |  |
| :---: | :---: |
| Quests | Content |
| Features of 2-D shapes \& 3D objects | Identifying features on 3-D objects |
| Compare, describe \& name 3-D shapes | Comparing, describing \& naming 3-D shapes |
| Identify \& sort quadrilaterals | Sorting \& naming quadrilaterals |
|  | Classifying quadrilaterals |
| Classify triangles | Classifying triangles by their sides \& angles |
| Classify \& sort plane shapes | Classifying plane shapes by spatial features |
|  | Sorting plane shapes by spatial features |
|  | Sorting polygons |
| Topic | Activity Title |
| Geometric Properties | What Line am l? |
|  | Sides, Angles and Diagonals |
|  | Faces, Edges, and Vertices 1 |
|  | Triangles: Acute, Right, Obtuse |
|  | Triangle - Tasters |
|  | Transformations |
|  | Rotational Symmetry of Shapes |
|  | Relate Shapes and Solids |

## Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

| Students interpret and express area |  |
| :---: | :---: |
| Quests | Content |
| Measure the area | Estimating \& comparing area non-rectilinear shapes |
|  | Calculating area of composite shapes |
|  | Estimating \& measuring areas of rectangles |
|  | Comparing \& ordering rectangular areas |
|  | Finding the area of a rectangle, arrays |
|  | Finding the area of a rectangle, area model |
|  | Finding the area of rectangles, formula |
| Topic | Activity Title |
| Area | Biggest Shape |
|  | Equal Areas |
|  | Area of Shapes |
|  | Area of Squares and Rectangles |


| Students determine and express angles using standard units |  |
| :--- | :--- |
| Quests | Content |
| Measure \& classify angles | Measuring \& estimating angles |
|  | Classifying angles |
|  | Measuring angles with a circular protractor |
|  |  |
|  | What Type of Angle? |
|  | Classifyity Title Angles |
|  | Measuring Angles |
|  | Estimating Angles |
|  | Labelling Angles |

## Patterns: Awareness of patterns supports problem solving in various situations

| Students interpret and explain arithmetic and geometric sequences |  |
| :---: | :---: |
| Quests | Content |
| Represent, analyze \& apply patterns | Additive \& subtractive number patterns |
|  | Generating add/subtract patterns from a given rule |
|  | Working with repeating number \& shape patterns |
|  | Multiplication \& division number patterns |
|  | Modelling number patterns from a table of values |
|  | Working with shape patterns \& rules |
|  | Manipulate sets of numbers using a rule |
|  | Describing pattern rules |
| Topic | Activity Title |
| Sequences | Pick the Next Number |
|  | Describing Patterns |
|  | Table of Values |
|  | Terms: Arithmetic Progressions |
|  | Sum: Arithmetic Progressions |
|  | Terms: Geometric Progressions 1 |
|  | Terms: Geometric Progressions 2 |
|  | Sum: Geometric Progressions |

Time: Duration is described and quantified by time.

| Students communicate duration with standard units of time |  |
| :--- | :--- |
| Quests |  |
| Duration of events | Introducing timelines |
|  | Using timetables |
|  | Calculating elapsed time |
|  | Converting units of time |
| Topic |  |
| Teacher directed | Teacher directed |

## Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making

| Students evaluate the use of scale in graphical representations of data |  |
| :--- | :--- |
| Quests |  |
| Data collection | Content |
| Graphs using many-to-one <br> correspondence | Using bar graph with many-to-one correspondence |
|  | Using line graph with many-to-one correspondence |
|  | Column graphs with many-to-one correspondence |
|  | Picture graphs with many-to-one correspondence |
|  | Using strip graphs |
|  | Using stem-and-leaf plots |
| Scales in Data | Evaluating \& comparing data |
|  | Comparing pictographs - different correspondence |
|  |  |

## Grade 5

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating

| Students analyze patterns in place value |  |
| :---: | :---: |
| Quests | Content |
| Decimals to thousandths | Understanding decimals to thousandths |
|  | Connecting tenths \& hundredths |
| Compare \& order decimals to thousandths | Comparing \& ordering decimals to thousandths |
| Dividing by multiples of 10 | Dividing whole numbers by multiples of 10 |
|  | Partitioning decimals to thousandths |
| Number concepts to$1000000$ | Understanding the role of place value |
|  | Reading \& writing numbers up to 6 digits |
|  | Comparing \& ordering numbers up to 6 digits |
|  | Identifying place value of 6 -digit numbers |
|  | Using place value to partition 6-digit numbers |
| Number concepts to$10000000$ | Counting up to 10000000 |
|  | Reading \& writing numbers to 8 digits |
|  | Identifying place value 8-digit numbers |
|  | Using place value to partition 7-digit numbers |
|  | Comparing \& ordering numbers up to 7 digits |
|  | Rounding numbers up to 7 digits |
| Strategies for estimation | Rounding 4- \& 5-digit numbers |
|  | Rounding numbers up to 6-digits |
|  | Rounding decimals |
| Topic | Activity Title |
| Place Value | Expanded Notation |
|  | Place Value - Millions |
|  | Decimals from Words to Digits 2 |
|  | Numbers from Words to Digits 2 |
|  | Decimal Order 2 |

## Students add and subtract within 1000 000, including decimal numbers to thousandths, using standard algorithms

| Quests | Content |
| :--- | :--- |
| Strategies for computation | Using compensation to add \& subtract |
|  | Round numbers to estimate - multiply \& divide |
|  | Checking calculations when multiplying \& dividing |
|  | Adding using place value partitioning to 1000000 |


| Formal algorithm for addition | Formal algorithm for addition (no regrouping) |
| :---: | :---: |
|  | Formal algorithm for addition (with regrouping) |
|  | Formal algorithm with 3 or more addends |
| $\begin{aligned} & \text { Subtraction up to } \\ & 1000000 \end{aligned}$ | Subtracting using compensation up to 1000000 |
|  | Subtracting using partitioning up to 1000000 |
| Formal algorithm for subtraction | Formal algorithm for subtraction (no decomposing) |
|  | Formal algorithm for subtraction (decomposition) |
| Strategies for addition \& subtraction | Adding \& subtracting using a bar model |
|  | Applying strategies for addition \& subtraction |
|  | Using add/sub facts to calculate mentally |
| Add \& subtract decimals to thousandths | Adding decimals to thousandths |
|  | Subtracting decimals to thousandths |
|  | Adding \& subtracting decimal word problems |
|  | Solving decimal word problems, 4 operations |
| Round to estimate sums \& differences | Rounding to estimate to the nearest 100 or 1000 |
|  | Estimating sums \& differences to thousandths |
|  | Checking calculations when adding \& subtracting |
|  | Estimating decimal sums \& differences |
| Topic | Activity Title |
| Add \& subtract including decimals | Split Add and Subtract |
|  | Add 3-Digit Numbers |
|  | Add 3-Digit Numbers: Regroup |
|  | 3-Digit Differences |
|  | 3-Digit Differences: 1 Regrouping |
|  | Estimate Sums |
|  | Estimation: Add and Subtract |

## Students determine divisibility of natural numbers

| Quests | Content |
| :---: | :---: |
| Divisibility rules | Introducing divisibility rules for dividing by 2 |
|  | Introducing divisibility rules for dividing by 3 |
|  | Introducing divisibility rules for dividing by 4 |
|  | Introducing divisibility rules for dividing by 5 |
|  | Introducing divisibility rules for dividing by 6 |
|  | Introducing divisibility rules for dividing by 8 |
|  | Introducing divisibility rules for dividing by 9 |
|  | Introducing divisibility rules for dividing by 10 |
|  | Divisibility rules: dividing by $2,3,4,5,6,10$ |
| Topic | Activity Title |
| Divisibility | Divisibility - Tests |
|  | Tests of Divisibility 1 |
|  | Divisibility Tests ( $2,5,10$ ) |
|  | Divisibility Tests (3, 4, 9) |
|  | Factors |


| Students multiply and divide natural numbers within 100 000, including with standard algorithms |  |
| :---: | :---: |
| Quests | Content |
| Divide up to 3-digits by 1digit | Dividing up to 3-digit by 1-digit, no remainders |
|  | Dividing up to 3-digit by 1-digit, with remainders |
|  | Dividing by partitioning, no remainders |
|  | Dividing 3-digits by 1 -digit, factoring |
|  | Finding the remainder, 2-digits by 1-digit |
|  | Dividing by partitioning with remainders |
|  | Dividing 3-digits by 1-digit, formal algorithm |
| Multiply \& divide by multiples of 1000 | Multiplying 1-digit numbers with multiples of 1000 |
|  | Dividing 1-digit numbers with multiples of 1000 |
| Multiply 4-digit by 1-digit | Multiply 4-digits by 1-digit using split method |
|  | Multiply 4-digits by 1-digit using area model |
|  | Multiply 4-digits by 1 using expanded algorithm |
|  | Multiply 4-digits by 1-digit contracted algorithm |
| Multiply \& divide 2-digits by 2-digits | Multiplying 2-digits by 2-digits, area model |
|  | Multiplying 2-digits by 2-digits, factorizing |
|  | Multiplying 2-digits by 2-digits, use known facts |
|  | Multiply or divide with multiples of 10 or 100 |
|  | Multiplying 2-digits by 2-digits, formal algorithm |
| Multiply 3-digits by 2-digits | Multiplying 3-digits by 2-digits |
|  | Multiplying 3-digits by 3-digits using area model |
| Multiply using rounding \& compensating | Multiplying using rounding \& compensating |
| Multiplication \& division word problems | Solving multiplication word problems |
|  | Solving division word problems |
| Topic | Activity Title |
| Multiply \& Divide | Grid Methods 1 |
|  | Grid Methods 2 |
|  | Grid Methods 3 |
|  | Multiply: 2-Digit by 1-Digit |
|  | Multiply: 1-Digit Number, Regroup |
|  | Long Multiplication |
|  | Divide: 1-Digit Divisor 1 |
|  | Long Division 1 |
|  | Divide: 1-Digit Divisor 2 |
|  | Divide: 1-Digit Divisor, Remainder |
|  | Estimation: Multiply and Divide |


| Students interpret improper fractions |  |
| :--- | :--- |
| Quests | Content |
| Classify fractions | Identifying fractions |
| Improper fractions \& mixed |  |
|  |  |$\quad$ Comparing \& ordering mixed numbers


| Students add and subtract fractions with common denominators |  |
| :---: | :---: |
| Quests | Content |
| Add fractions \& mixed numbers | Adding fractions, like denominator |
|  | Adding a whole number \& a fraction |
|  | Adding improper fractions, like denominator |
|  | Adding mixed numbers, like denominator |
| Subtract fractions \& mixed numbers | Subtracting fractions, like denominator |
|  | Subtracting a fraction from a whole number |
|  | Subtracting improper fractions, like denominator |
|  | Subtracting with mixed numbers, like denominator |
| Add \& subtract fractions | Adding \& subtracting fractions, like denominator |
| Fractions \& mixed numeral problems | Solving proper fractions \& mixed numeral problems |
| Topic | Activity Title |
| Fractions and ratio | Counting with Fractions on a Number Line |
|  | Add: Common Denominator |
|  | Subtract: Common Denominator |
|  | Common Denominator |
|  | One Take Fraction |
|  | Add Like Mixed Numbers |


| Students employ ratios to represent relationships between quantities |  |
| :--- | :--- |
| Quests | Content |
| Introduction to ratios | Introducing ratios |
| Topic |  |
| Fractions and ratio | Word Problems: Ratio Title |
|  | Modelling Percentages |
|  | Percent of a Number (Mental) |

## Algebra: Equations express relationships between quantities

| Students interpret numerical and algebraic expressions. |  |
| :--- | :--- |
| Quests | Content |
| Introduction to algebraic <br> expressions | Introducing algebraic expressions |
| Evaluate an expression | Evaluating expressions using substitution |
| Linear equations, integers | Solving linear equations with integers |
| Equations with letter <br> variables | Expressing word problems as equations |
| One-step equations with <br> variables | Writing one-step equations using variables |
|  | Solving one-step equations \& word problemsSolving one-step equations using bar model <br> Write multi-step numerical <br> expressions |
| Topic | Writing multi-step numerical expressions |
| Algebra: relationships <br> between quantities | Writing Algebraic Expressions |
|  | Simple Substitution |
|  | Simple Substitution 2 |
|  | Order of Operations 1 (BIDMAS)/Order of Operations 1 <br> (BEDMAS) |

Geometry: Shapes are defined and related by geometric attributes.

| Students investigate symmetry as a geometric property |  |
| :--- | :--- |
| Quests | Content |
| Recognize \& draw line <br> symmetry | Recognizing line symmetry |
|  | Identifying \& drawing lines of symmetry |
| Recognise rotational |  |
| symmetry | Recognising rotational symmetry |
| Order rotational symmetry | Ordering rotational symmetry |
| Topic | Activity Title |
| Geometry | Symmetry |
|  | Symmetry or Not? |
|  | Rotational Symmetry |

Coordinate Geometry: Location and movement of objects in space can be communicated using a coordinate grid.

| Students relate location to position on a grid |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: |
| Quests | Content |  |  |  |
| Introduction to grid <br> references | Introducing grid references |  |  |  |
| The coordinate grid, first <br> quadrant |  |  |  |  |
| Topic |  |  |  | Plotting points in the first quadrant |
|  | Plotting points that create a shape |  |  |  |
| Geometry |  |  |  |  |

## Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| Students estimate and calculate area using standard units |  |
| :--- | :--- |
| Quests | Content |
| Introduction of formal units <br> for area | Introducing the square centimetre \& square metre |
| Perimeters of rectangles | Calculating the perimeters of rectangles |
| Estimate \& measure areas <br> of rectangles | Areas of rectangles in square cm or m |
| Relationship between area <br> \& perimeter | Solving perimeter \& area problems |
| Area of rectangles | Finding the area of rectangles |
| Topic |  |
| Area Activity Title |  |
|  | Area of Shapes |
|  | Area: Squares and Rectangles |
|  | Perimeter: Squares and Rectangles |

## Patterns: Awareness of patterns supports problem solving in various situations

| Students relate terms to position within an arithmetic sequence |  |
| :--- | :--- |
| Quests | Content |
| Patterns in tables of values <br> \& graphs | Creating a table of values, visual pattern |
|  | Representing linear patterns, tables \& graphs |
| Relationships within tables | Determining missing values in a table of values |
| Manipulate sets of numbers <br> given a rule | Manipulating sets of numbers using a given rule |
| Linear growth pattern | Making predictions about linear growing patterns |
| Algebraic expressions for <br> patterns | Algebraic expressions for patterns |
| Topic | Activity Title |
| Sequences \& Coordinates | Reading Values from a Line |
|  | Table of Values |

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| Students analyze frequency in categorical data |  |
| :---: | :---: |
| Quests | Content |
| Theoretical \& experimental probability | Comparing observed \& expected frequencies |
| Data collection | Data collection: questionnaires |
| Select \& interpret data displays | Selecting data displays |
|  | Interpreting data \& solving problems |
| Topic | Activity Title |
| Data \& frequency | Grouping data and modal class |
|  | Mode |
|  | Mode from Frequency Table |
|  | Mode from Stem and Leaf Plot |
|  | Histograms |
|  | Column Graphs |
|  | Dot Plots |
|  | Line Graphs: Reading |

## Grade 6

## Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating

| Students investigate magnitude with positive and negative numbers |  |
| :---: | :---: |
| Quests | Content |
| Read \& represent integers | Investigating integers |
|  | Understanding integers in real-life contexts |
|  | Comparing \& ordering integers |
|  | Describing the direction \& magnitude of integers |
|  | Understanding opposites in context |
| Add \& subtract integers | Adding \& subtracting integers |
|  | Adding \& subtracting integers, word problems |
|  | Adding \& subtracting integers visually |
|  | Adding \& subtracting integers on a number line |
|  | Adding integers |
|  | Subtracting integers |
|  | Adding \& subtracting integers, order of operations |
| Topic | Activity Title |
| Integers | Integers on a Number Line |
|  | Ordering Integers (Number Line) |
|  | Comparing Integers ( $<,=,>$ ) |

Students solve problems using standard algorithms for addition and subtraction

| Quests | Content |
| :---: | :---: |
| Create add sub number sentences | Creating addition \& subtraction number sentences |
| Addition \& subtraction word problems | Solving addition word problems |
|  | Solving subtraction word problems |
|  | Solving addition \& subtraction word problems |
| Topic | Activity Title |
| Addition \& subtraction | Add Two 2-Digit Numbers |
|  | Add Two 2-Digit Numbers: Regroup |
|  | Column Addition 2 |
|  | Add 3-Digit Numbers: Regroup |
|  | Add Multi-Digit Numbers 1 |
|  | Adding Colossal Columns |
|  | 2-Digit Differences |
|  | 2-Digit Differences: Regroup |
|  | Column Subtraction Method |
|  | 3-Digit Differences: 1 Regrouping |
|  | 3-Digit Differences: 2 Regroupings |


|  | 3-Digit Differences with Zeros |
| :--- | :--- |
|  | Subtracting Colossal Columns |


| Students analyze numbers using prime factorization and exponentiation |  |
| :---: | :---: |
| Quests | Content |
| Prime factors | Using prime factors |
|  | Using index notation to identify prime factors |
|  | Finding GCM from prime factors |
| Topic | Activity Title |
| Prime Factors \& Exponents | Factors |
|  | Lowest Common Multiple |
|  | Product of Prime Factors |
|  | Divisibility Tests |
|  | Index Notation/Exponent notation |
|  | Prime factorisation with Indices |
|  | Multiply Decimals: $10,100,1000$ |
|  | Divide Decimals: $10,100,1000$ |

## Students apply standard algorithms to multiplication and division of decimal and natural numbers

| Quests | Content |
| :---: | :---: |
| Multiply whole numbers \& decimals | Multiply 4 digits by 1- \& 2-digit whole numbers |
|  | Multiplying decimals |
|  | Multiplying decimals using place value |
| Division of whole numbers \& decimals | Divide up to 4 digits by a 2-digit divisor |
|  | Dividing decimals |
| Topic | Activity Title |
| Multiplication and division | Multiply: 2-Digit Number, Regroup |
|  | Long Multiplication |
|  | Multiply Decimal by Whole Number |
|  | Divide: 1-Digit Divisor 2 |
|  | Long Division |
|  | Multiply and Divide Problems 1 |
|  | Estimate Products |
|  | Estimate Quotients |
|  | Estimation: Multiply and Divide |

## Students relate fractions to quotients

| Quests | Content |
| :--- | :--- |
| Divide to convert fractions <br> to decimals | Converting fractions to decimals using division |
| Topic |  |
| Fractions | Simplifying Fraction Title |
|  | Improper to Mixed |


|  | Mixed to Improper |
| :--- | :--- |
|  | Converting Mixed and Improper |
|  | Fraction Length Models 1 |
|  | Fraction Length Models 2 |


| Students add and subtract fractions with denominators within 100 |  |
| :---: | :---: |
| Quests | Content |
| Mixed numerals with common denominators | Adding mixed numerals with common denominators |
|  | Subtract mixed numerals with common denominators |
| Proper fractions - unlike denominators | Adding proper fractions with unlike denominators |
|  | Subtract proper fractions - unlike denominators |
| Improper fractions - unlike denominators | Adding improper fractions with unlike denominators |
|  | Subtract improper fractions - unlike denominators |
| Topic | Activity Title |
| Fractions | Add: No Common Denominator |
|  | Subtract: No Common Denominator |
|  | Add Like Mixed Numbers |
|  | Add Unlike Mixed Numbers |


| Students interpret the multiplication of natural numbers by fractions |  |
| :--- | :--- |
| Quests | Content |
| Multiply fractions | Multiplying unit fractions by whole numbers |
|  | Multiplying proper fractions by whole numbers |
|  | Multiplying mixed numerals by whole numbers |
|  | Multiplying improper fractions by whole numbers |
|  | Multiplying various fractions |
| Activity Title |  |
|  | Model Fractions to Multiply |
|  | Multiply Fraction by Whole Number |
|  | Multiply: Whole Number and Fraction |

Students apply equivalence to the interpretation of ratios and rates

| Quests | Content |
| :---: | :---: |
| Introduction to ratios | Simplifying ratios |
|  | Dividing a quantity into a given ratio |
|  | Identifying equivalent ratios |
| Calculate percentages of whole numbers | Calculating simple percentages |
| Percents, fractions \& decimals | Solving word problems involving percentages |
| Topic | Activity Title |
| Ratio, percentage \& rates | Simplify Ratios: 2 Whole numbers |
|  | Simplify Ratios: 3 Whole Numbers |
|  | Ratio |
|  | Ratios |


|  | Equivalent Ratios |
| :--- | :--- |
|  | Ratio and Proportion |
|  | Simplify Ratios: Decimals |
|  | Simplify Ratios: Fractions |
|  | Rates Word Problems |
|  | Ratio Word Problems |
|  | Rates Calculations |
|  | Unitary Method |
|  | Calculating Percentages (Mental) |
|  | Calculating Percentages 1 |

## Algebra: Equations express relationships between quantities

## Students analyze expressions and solve algebraic equations

| Quests | Content |
| :---: | :---: |
| Patterns, expressions \& equations | Writing an equation to represent a table of values |
|  | Writing expressions, rule for a pattern |
| Understand variables | Matching equations \& word problems |
|  | Writing \& solving equations given a problem |
| Preservation of equality | Solving 1-step equations |
|  | Solving 1-step equations using a balance |
|  | Solving 1-step equations using algebra tiles |
|  | Understanding the preservation of equality |
|  | Creating equivalent forms of an equation |
| Order of operations | Order of operations, addition \& subtraction |
|  | Apply order of operations to evaluate expressions |
| Simplify algebraic expressions | Simplifying algebraic expressions |
| Create algebraic expressions | Creating algebraic expressions |
| Topic | Activity Title |
| Expressions \& equations | Solve Equations: Add, Subtract 1 |
|  | Solve Equations: Add, Subtract 2 |
|  | Solve Equations: Multiply, Divide 1 |
|  | Solve Equations: Multiply, Divide 2 |
|  | Solving Simple Equations |
|  | Solve Two-Step Equations |

Geometry: Shapes are defined and related by geometric attributes.

| Students analyze shapes through symmetry and congruence |  |
| :--- | :--- |
| Quests | Content |
| Combinations of <br> transformations | Identifying combinations of transformations |
| Rotational symmetry | Determining rotational symmetry |
| Recognize tessellations | Recognizing tessellations |
| Introduction of congruence | Introducing congruence Activity Title |
| Topic |  | | Congruent Figures (Grid) |
| :--- |
| Shape, symmetry \& location |

Coordinate Geometry: Location and movement of objects in space can be communicated using a coordinate grid

| Students explain location and movement in relation to position in the Cartesian plane |  |
| :---: | :---: |
| Quests | Content |
| The Cartesian plane | Introducing Cartesian coordinates |
|  | Drawing shapes on the coordinate plane |
|  | Plotting \& stating the coordinates of a point |
| Transformations in the first quadrant | Investigating translations in the first quadrant |
|  | Identifying reflections in the first quadrant |
|  | Identifying rotations in the first quadrant |
| Record positions of reflected points | Recording the positions of reflected points |
| Topic | Activity Title |
| Shape, symmetry \& location | Transformations |
|  | Ordered Pairs |
|  | Number Plane |
|  | Transformations: Coordinate Plane |
|  | Rotations: Coordinate Plane |
|  | Horizontal and Vertical Change |

## Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| Students analyze areas of parallelograms and triangles |  |
| :---: | :---: |
| Quests | Content |
| Determine the area | Determining the area of a triangle |
|  | Determining the area of a parallelogram |
| Topic | Activity Title |
| Area | Area: Triangles |
|  | Converting Units of Area |
|  | Area: Right Angled Triangles |
|  | Area: Quadrilaterals |
|  | Area: Parallelograms (Metric) |
|  | Area: Composite Shapes |


| Students interpret and express volume |  |
| :---: | :---: |
| Quests | Content |
| Measure volume in cubic units | Using unit cubes to measure volume |
|  | Using cubic cm \& m to measure volume |
|  | Estimating volume using cubic cm \& m |
| Volume of prisms | Finding the volume of rectangular prisms |
|  | Finding the volume of any prism |
|  | Finding the missing dimension, rectangular prisms |
| Topic | Activity Title |
| Volume | How Full? |
|  | Filling Fast! |
|  | How many Blocks? |
|  | Volume of Solids and Prisms -1 cm3 blocks |
|  | Volume: Rectangular Prisms 1 |
|  | Volume: Rectangular Prisms 2 |
|  | Volume: Cuboid 1 |

## Patterns: Awareness of patterns supports problem solving in various situations

| Students investigate functions to enhance understanding of change. |  |
| :---: | :--- |
| Quests | Content |
| Teacher Directed | Teacher Directed |
| Topic |  |
| Functions | Find the Pattern Rule Activ Title |
|  | Function Rules and Tables |
|  | Powers and Patterns |
|  | Writing Equations |

## Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making

| Students investigate relative frequency using experimental data |  |
| :--- | :--- |
| Quests |  |
| Theoretical \& experimental <br> probability | Probability of 0 \& 1 |
|  | Predicting the probability of a specific outcome |
|  | Listing the sample space for an event |
|  | Understanding independent events |
|  | Determining theoretical probability, tree diagrams |
|  | Exploring fair games |
| Probability: decimals/ <br> fractions/ percents | Probability: decimals, fractions \& percents |
| Relative frequency | Understanding \& calculating relative frequency |
|  | Representing data using relative frequency |
| Topic |  |
| Frequency | Relative Frequency |

## Mathletics

For more information about Mathletics, contact our friendly team.
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