



Ontario Math Number Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to
read and show
numbers up to 50 so
we can **understand**
how numbers are used
in daily life.

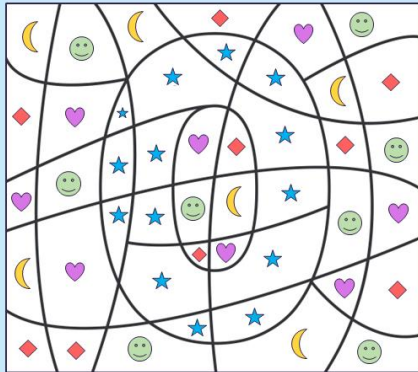
Discussion Questions

- 1) What numbers do you see around you every day? Can you find some in the classroom right now?
- 2) Can you think of a time when knowing numbers helped you in real life? Maybe at a store, playing a game, or telling time?
- 3) How would the world be different if we didn't have numbers? What would be tricky to do?

The Number Zero - 0

Colour the parts red that have a blue ★.

Which digit did you get? _____



Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Subitizing

Subitizing – This is when you can look at a small group of objects and know how many there are without counting one by one.

Imagine rolling a dice—you don't have to count the dots, you just *know* it's a 5! That's subitizing!

Fun Tips:

- Try spotting groups of dots on playing cards or dice.
- Clap the number as soon as you see it!
- Play quick games with flashcards to practice.
- Look for number patterns in everyday life, like on dominoes or ten frames!



Ontario Math Number Unit – Grade 1

Comparing Numbers

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	16		15
2	29		28
3	38		39
4	34		32
5	49		47
6	17		18

#	Number 1	Sign	Number 2
7	34		35
8	45		50
9	28		28
10	46		46
	18		18
			29

Place Value - How Many...

Drag the numbers in the correct column to determine the place values.

#	Number	# of Tens	# of Ones
1.	11		
2.	5		
3.	26		
4.	38		
5.	50		



Subitizing

How many fingers do you see? Try not to count!
Drag your answers from the answer bank.


1) 	2) 	3)
4) 	5) 	6)








Ontario Math Number Unit – Grade 1


Multiplication – Repeated Addition


 $8 + 8 = 16$ or $2 \times 8 = 16$


____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____


Finding Equal Groups – Division

Circle the groups from the total number of shapes below and answer the division equation.

1)  $15 \div 5 = \underline{\quad}$

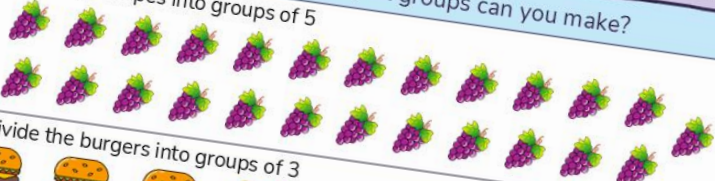
2)  $20 \div 4 = \underline{\quad}$

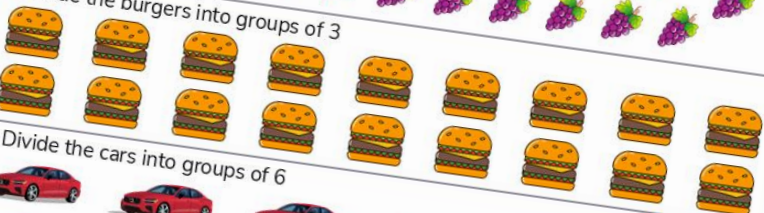
3)  $21 \div 7 = \underline{\quad}$


4)  $16 \div 8 = \underline{\quad}$

Finding Equal Groups – Division

How many equal groups can you make?

1) Divide the Grapes into groups of 5


2) Divide the burgers into groups of 3


3) Divide the cars into groups of 6


Name: _____

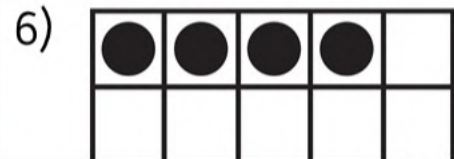
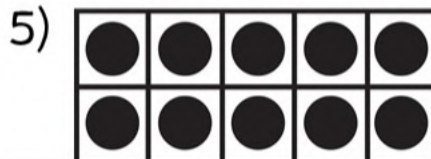
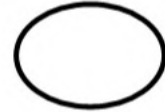
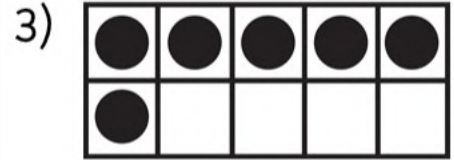
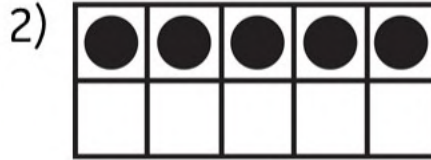
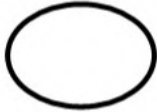
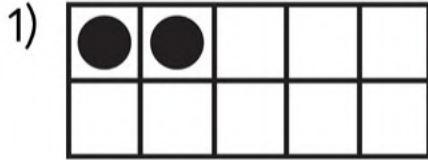
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Curriculum Connection
B1.1, B1.5

Subitizing - 10 Frames

Part 1

How many circles are in the 10 frames. Try not to count them!



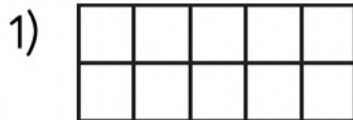
7)

Preview of 50 pages from this product that contains 116 pages total.

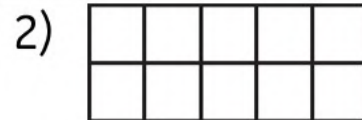


Part 2

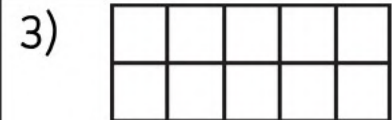
Draw how many circles you see in the numbers below



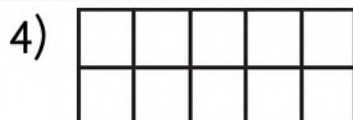
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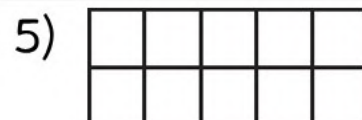
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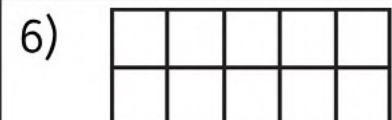
4



6



9



3

Name: _____













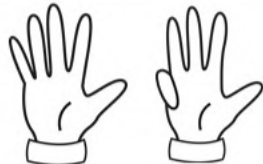



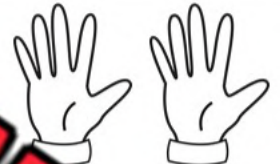

3

Curriculum Connection
B1.1, B1.5

Subitizing - Fingers







Part 1

How many fingers do you see. Try not to count them!

1)  	2)  	3)  
4)  	5)  	6)  
7)  	8)  	9)  

Part 2

Draw how many fingers you see in the numbers below

1) 	2) 	3) 
4) 	5) 	6) 

Name: _____

3

Curriculum Connection
B1.1, B1.5

Subitizing - Dice

Part 1

How many circles are in the die below. Try not to count them!

1)



2)



3)



4)



5)



6)



7)



8)



9)



Part 2

Draw how many dots you see in the numbers below

1)



2)



3)



4)



5)



6)



4

6

3

8

9

12

Name: _____

3

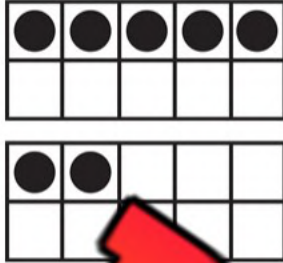
Curriculum Connection
B1.1, B1.5

Counting Numbers - Ten Frames

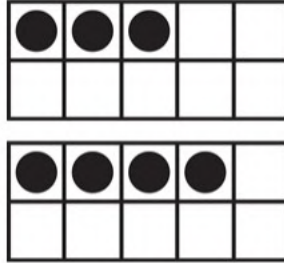
Part 1

How many circles are in the 10 frames

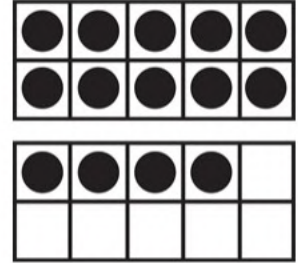
1)



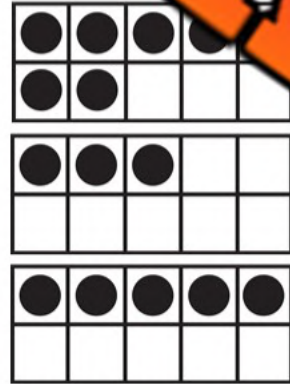
2)



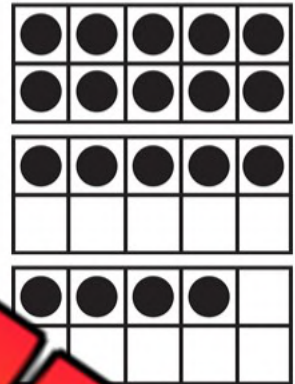
3)



4)



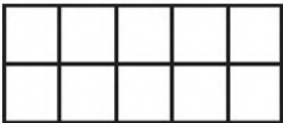
6)



Part 2

Draw how many circles you see in the numbers below

1)



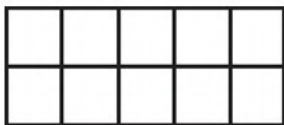
8

2)



18

3)



27

4)



34

Name: _____

9

Curriculum Connection
D1.2

Counting Numbers - Tally Marks

= 1	= 2	= 3	= 4	= 5
= 6	= 7	= 8	= 9	= 10

Part 1

Count the tally marks

_____	_____	_____	_____
_____	_____	_____	_____

Part 2

Draw a tally marks that match the number

3 =	7 =	_____
12 =	15 =	18 =
26 =	31 =	

Part 3

Which is greater? Use the < > or =

8 _____	13 _____	14 _____
---------	----------	----------

Name: _____

3

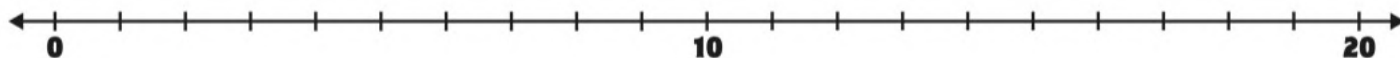
Curriculum Connection
B1.1, B1.5

Numbers on a Number Line

Questions

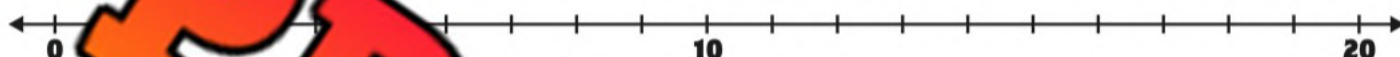
Circle the number on the number line

1)



13

2)



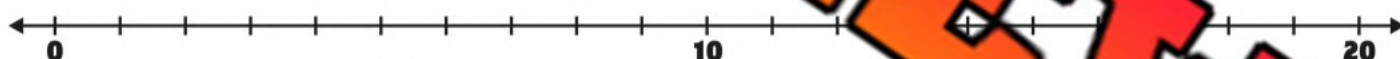
7

3)



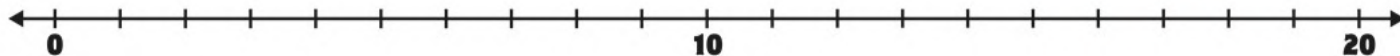
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4)



9

5)



5

6)



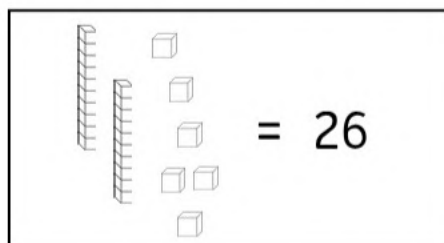
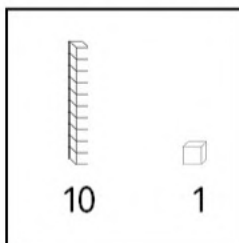
19

Name: _____

4

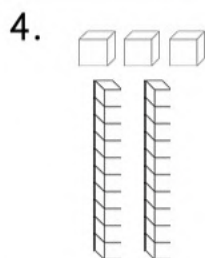
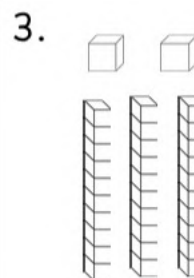
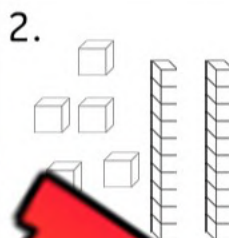
Curriculum Connection
B1.1, B1.5

Base Ten Blocks



Part 1

How many blocks do you count?



Part 2

Draw the base ten blocks to represent the number below.

1) 15

2) 18

3) 20

4) 37

5) 42

6) 50

Name: _____

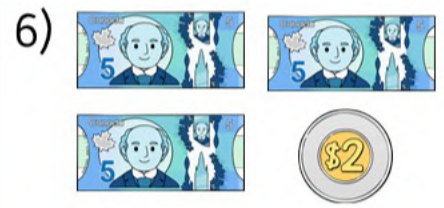
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Curriculum Connection
B1.1, B1.5

Counting Money

Part 1

How much money do you count?



Part 2

Draw money to represent the numbers below

1)

4

2)

12

3)

17

4)

26

5)

37

6)

43

Name: _____

3

Curriculum Connection
B1.1, B1.5

Representing Numbers

Questions

Represent the numbers below in three different ways

8

Fingers

10 Frames

Number Line

Fingers

10 Frames

19

Fingers

10 Frames

Number Line

Name: _____

6

Curriculum Connection
B1.1, B1.5

Expanded Form

42 ← Standard Form
40 + 2 ← Expanded Form

Part 1

What is the standard form of the numbers below?

1) 30 + 1	2) 40 + 9	3) 50 + 2
4) 30	5) 20 + 4	6) 10 + 8
7) 30 + 2		9) 10 + 6

Part 2

What is the expanded form of the numbers below?

1) 15	2) 27
3) 18	4) 39
5) 34	6) 46

Part 3

Fill in the blanks with the missing number

1) $35 = \underline{\quad} + 5$

2) $39 = \underline{\quad} + 9$

3) $47 = 40 + \underline{\quad}$

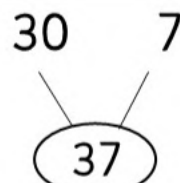
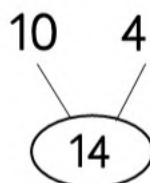
4) $49 = 40 + \underline{\quad}$

Name: _____

12

Curriculum Connection
B1.1, B1.5

Composing Numbers



Questions

Compose the numbers below

1) 7

2) 10 9

3) 30 4

4) 20 5

5) 40 6

6) 60 4

7) 10 9

8) 50 4

9) 30 3

10) 40 1

Name: _____

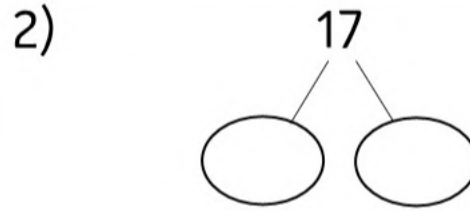
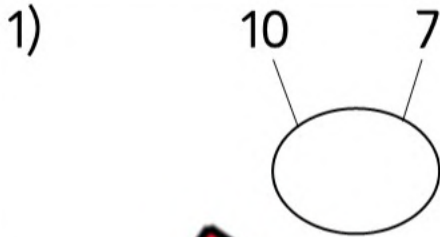
12

Curriculum Connection
B1.1, B1.5

Composing & Decomposing Numbers

Part 1

How many ways can you compose and decompose the number 17



3)

17

4)

 $10 + \square = 17$

5)

 $17 = \square$

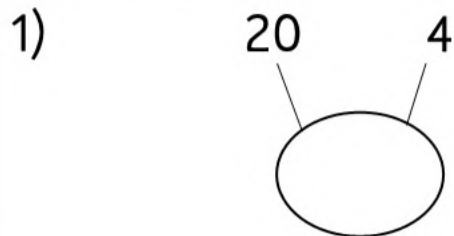
6)

 $17 = 10 + \square$

Show the number 17
using 10 frames

Part 2

How many ways can you compose and decompose the number 24



3)

 $\square + 4 = 24$

4)

 $20 + \square = 24$

5)

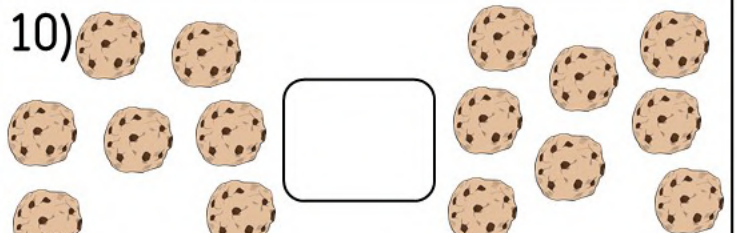
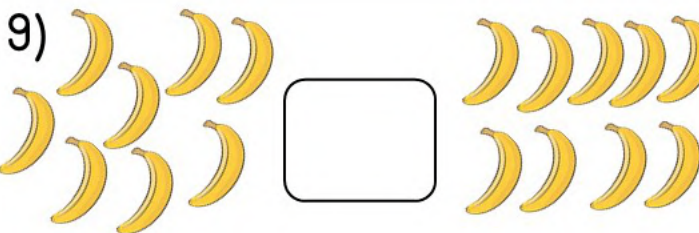
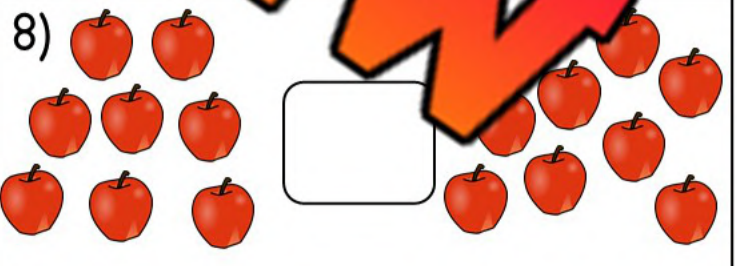
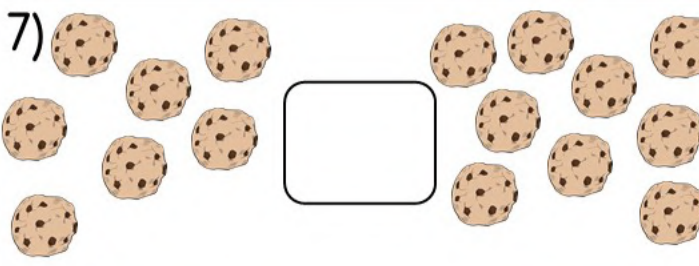
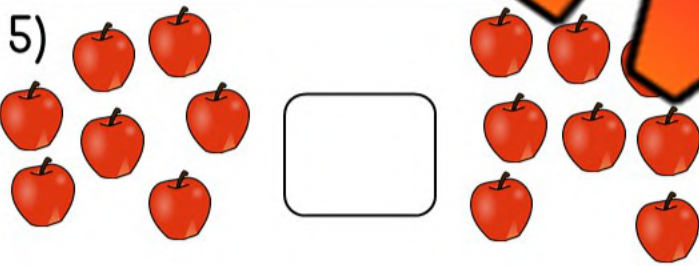
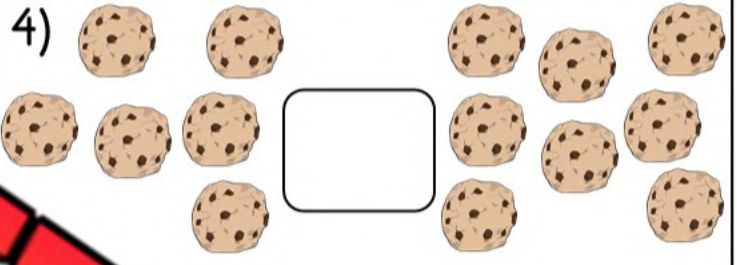
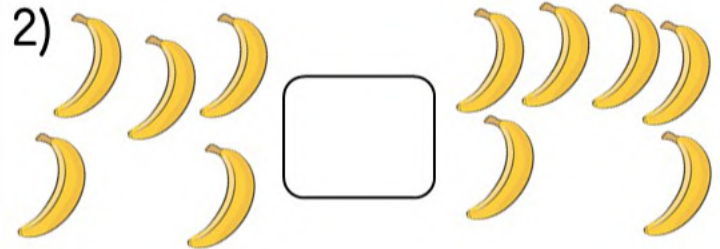
 $24 = \square + 4$

6)

 $24 = 20 + \square$

Show the
number 24
using 10 frames

Comparing Food Using $<$ $>$

QuestionsWhich side has more food? Hint: $5 > 3$ and $3 < 6$ 

Name: _____

16

Curriculum Connection
B1.2

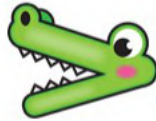
Comparing Numbers

15



43

26



12

38



38

Part 1

Circle the correct alligator

1)

25



21

2)

36



36

4)

31



31

5)

18



29

7)

49



49

32



13

Part 2

Compare the following numbers

1)

15

<

23

2)

36



36

3)

25



23

4)

35



20

5)

18



29

6)

5



8

7)

49



49

8)

32



13

9)

39



48

Name: _____

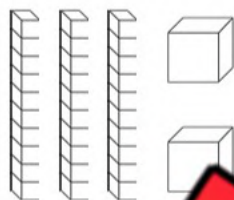
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Curriculum Connection
B1.2

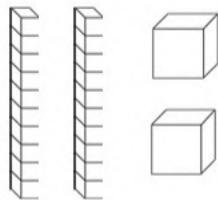
Comparing Base Ten Blocks

Questions

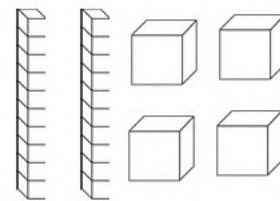
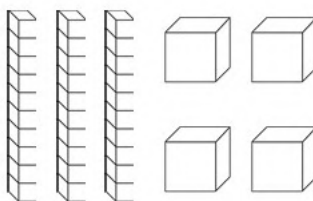
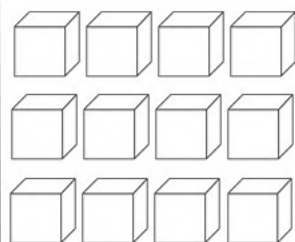
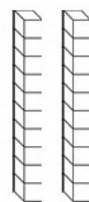
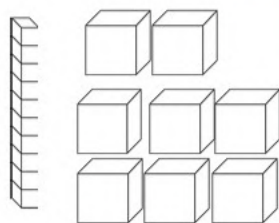
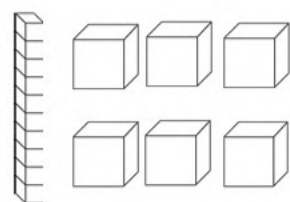
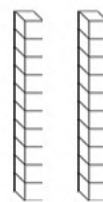
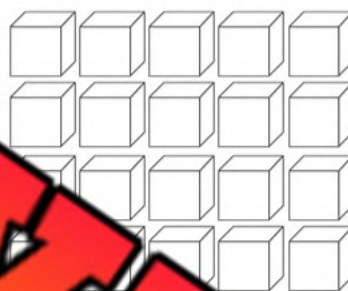
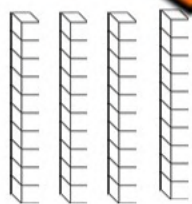
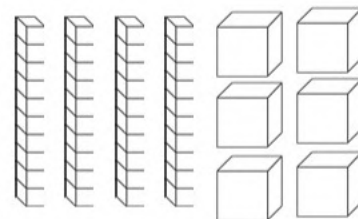
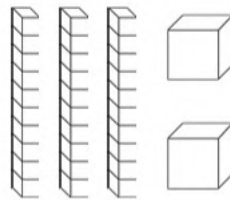
Compare the number of base ten blocks below using $<$ $>$ $=$



32



22





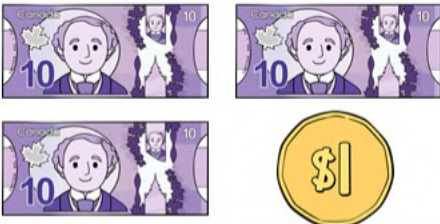


Name: _____

18





Curriculum Connection
B1.1, B1.2, B1.5

Comparing Money




Comparison 1:     



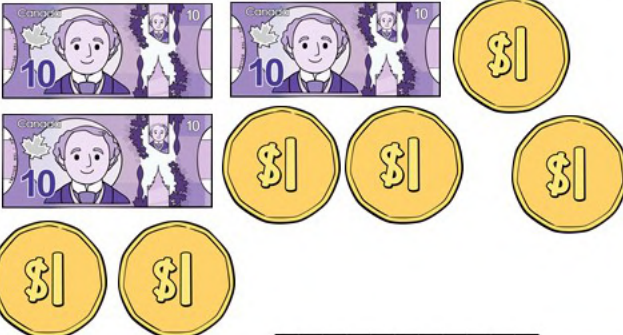
Questions

Count the money below and decide which amount is larger

Question 1:    

Question 2:   

Question 3:   

Question 4:   

Name: _____

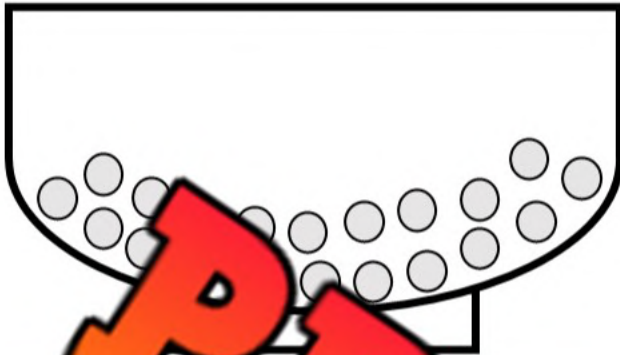
20

Curriculum Connection
B1.2

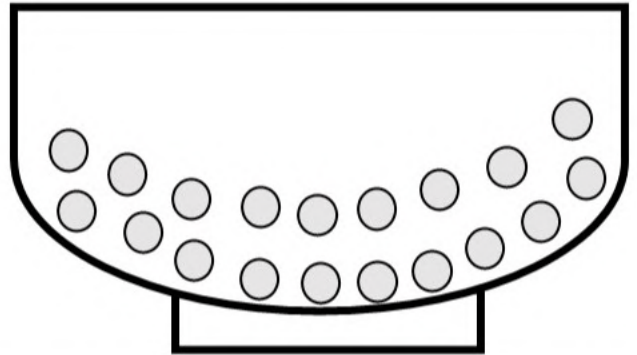
Estimating How Many...

Questions

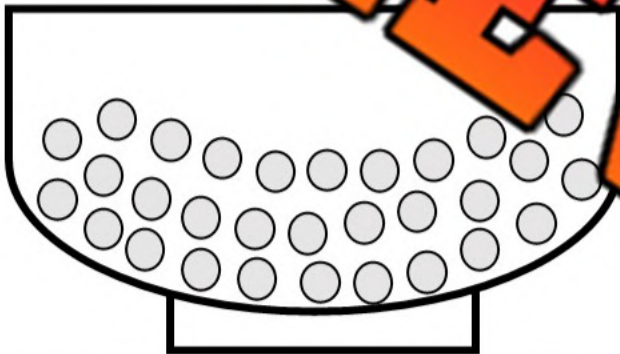
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



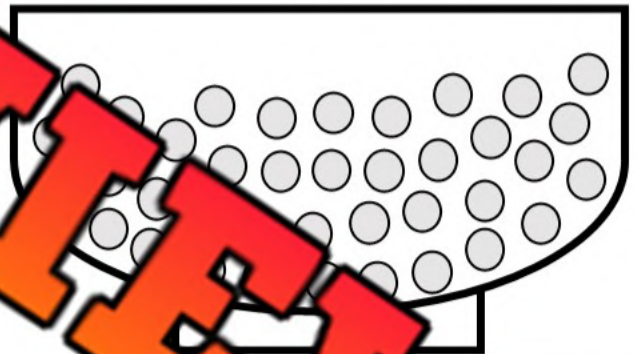
Estimate: About _____ pieces
Actual: There are _____ pieces



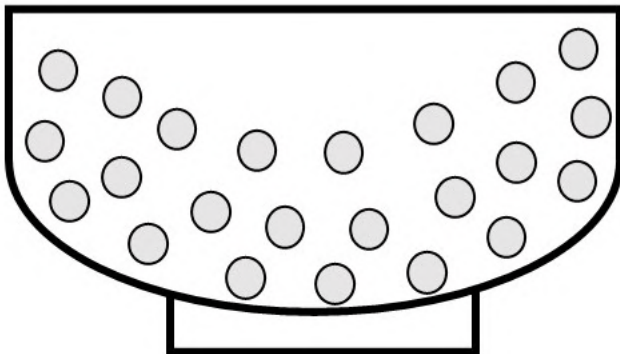
Estimate: About _____ pieces
Actual: There are _____ pieces



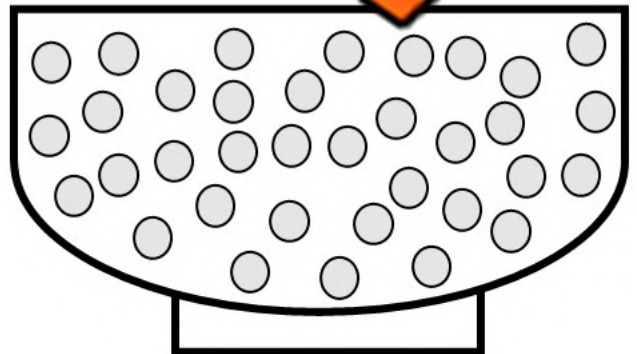
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

Name: _____

43

Curriculum Connection
B1.6

Counting by 2s to 50

Directions

Count by 2s

GO

2

14

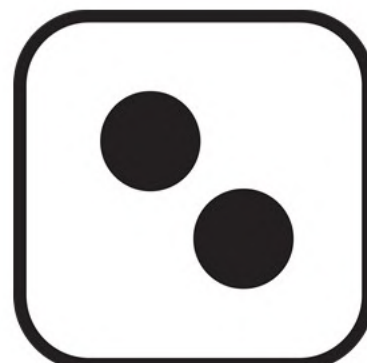
22

30

6

42

End



Name: _____

25

Curriculum Connection
B1.4

Counting by 10s to 50

Part 1

Count by 10s to 50

GO

1



END

Part 2

How many ten-dollar bills do you need to make \$50?

Answer: _____

Part 3

Fill in the Blanks counting by 10s. How far can you go?

1) 10, 20, 30, _____, _____, _____, _____

2) 10, _____, _____, 40, _____, _____, _____

3) _____, 20, _____, _____, _____, _____

4) _____, _____, _____, _____, _____, _____

Name: _____

25

Curriculum Connection
B1.4

Counting by 10s to 50

Part 1

How many ten-dollar bills do you need to make \$50?



Answer: _____

Part 2

Count by 10s to 50 using the number line



10

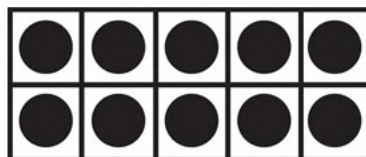
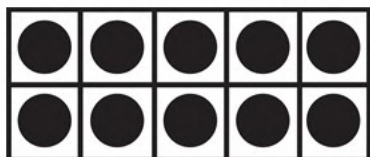
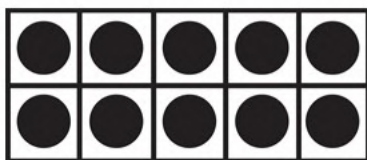
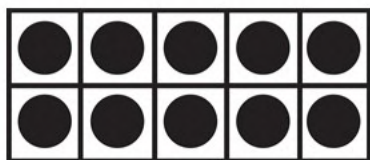


60



Part 3

Count by 10s to 50 using the number line



Name: _____

32

Curriculum Connection
B1.6

Fair Sharing - Cookies

Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they both get the same number of cookies!

Mark's Plate

10

Sam's Plate

PREVIEW



Name: _____

34

Curriculum Connection
B1.6

Fair Sharing - Apple Picking

Claire, Nick, Howard, and Brianne are all sharing the apples below. They agreed they will make sure everyone gets the same number of apples. Will there be any leftover (remainders)?

Claire's Bag

12

Nick's Bag

12

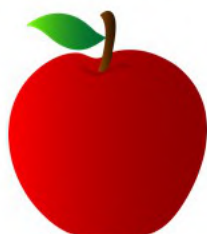
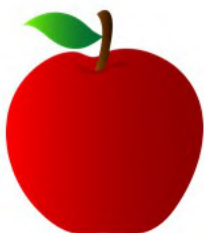
Howard's Bag

12

Brianne's Bag

12

Leftovers = _____



Name: _____

34

Curriculum Connection
B1.6

Equivalent Fractions - $\frac{1}{2}$ and $\frac{2}{4}$

Directions

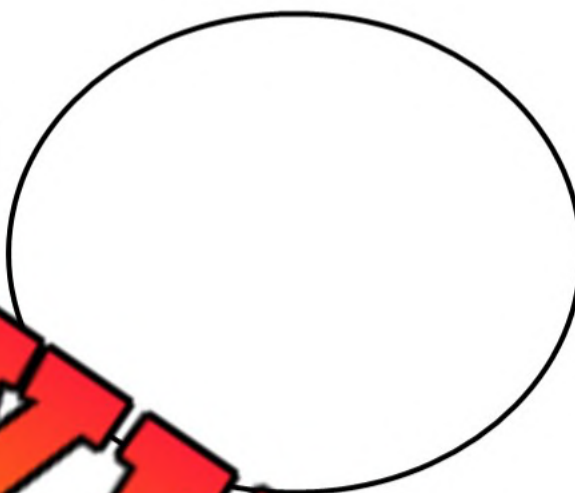
Complete the fair sharing question to see the relationship between $\frac{1}{2}$ and $\frac{1}{4}$

It is Jane's birthday today! Her mom is making her a small cake. Jane needs to decide if she wants 1 slice of the cake that is cut in 2, or 2 slices of the cake that is sliced in 4s.

Jane's Plate



Jane's Plate

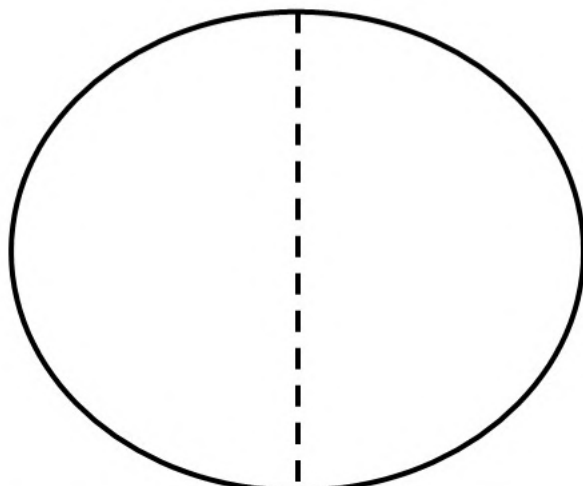


4

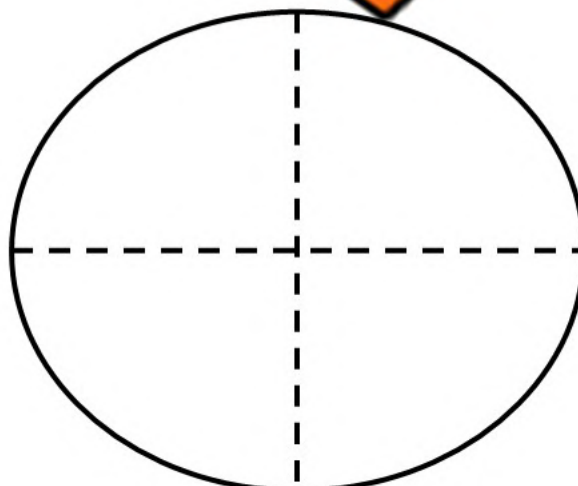
1. Cut slices out below
2. Paste the slices on Jane's plates above.



Cake 1



Cake 2



Name: _____

34

Curriculum Connection
B1.6

Equivalent Fractions - $\frac{1}{2}$ and $\frac{2}{4}$

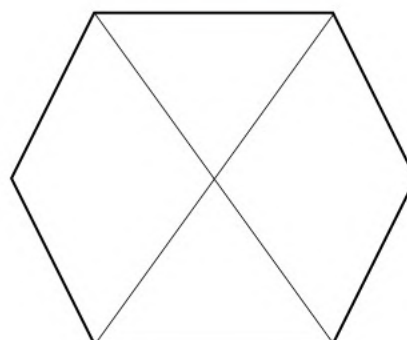
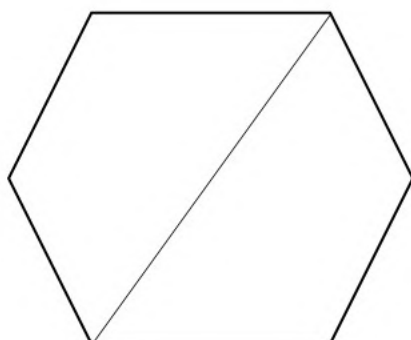
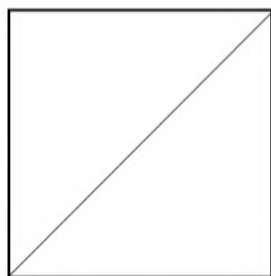
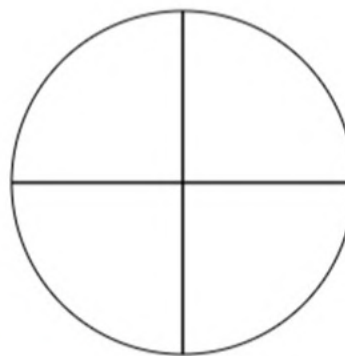
Directions

Shade in the fractions below

$$\frac{1}{2}$$



$$\frac{2}{4}$$

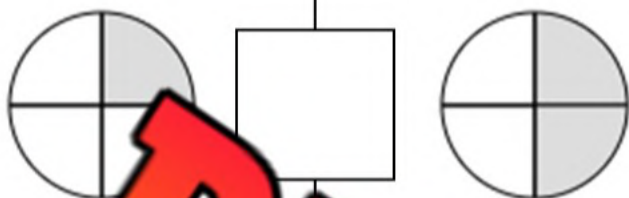


Comparing Fractions

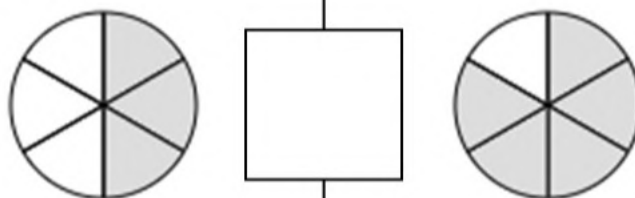
Questions

Imagine the shaded parts are slices of cake that you get. Which fraction is bigger?

1)



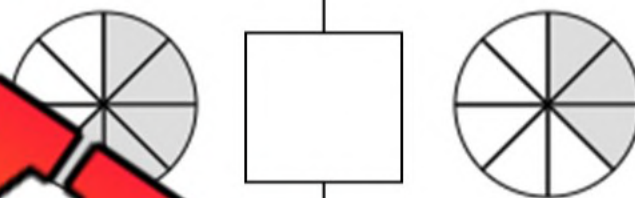
5)



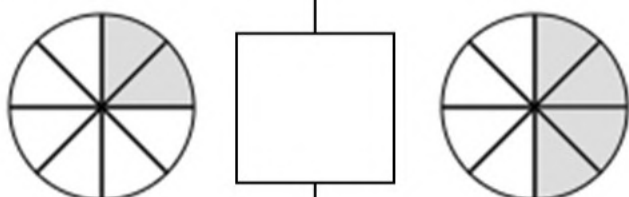
2)



6)



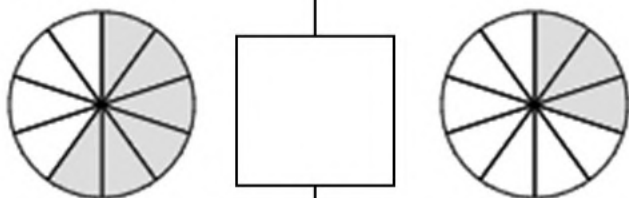
3)



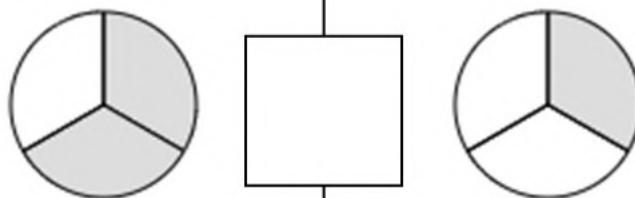
7)



4)



8)



Name: _____

34

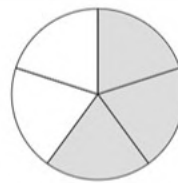
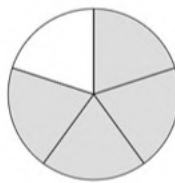
Curriculum Connection
B1.6

Ordering Fractions

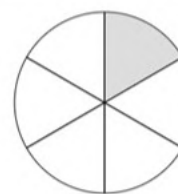
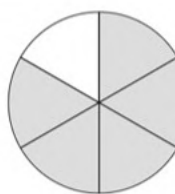
Questions

Label each fraction from 1 – 5. Put a 1 below the smallest and a 5 below the biggest

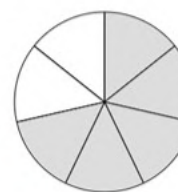
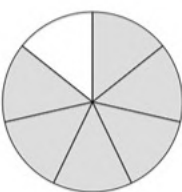
1)



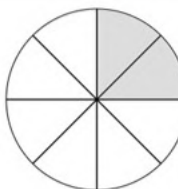
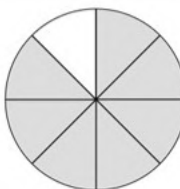
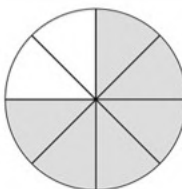
2)



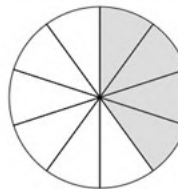
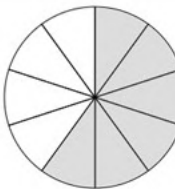
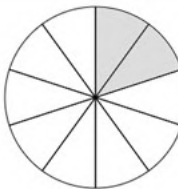
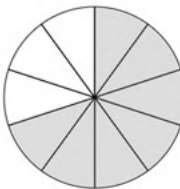
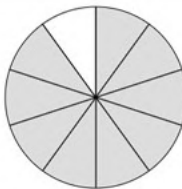
3)



4)



5)



PREVIEW

Mental Math Strategy - Counting On

Directions:

1. Circle the higher number on the hundreds chart/number line.
2. Count up by the other number and write down the answer

$6 + 5 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$10 + 6 = \underline{\hspace{2cm}}$

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$12 + 6 = \underline{\hspace{2cm}}$

$14 + 4 = \underline{\hspace{2cm}}$

$11 + 5 = \underline{\hspace{2cm}}$

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: _____

42

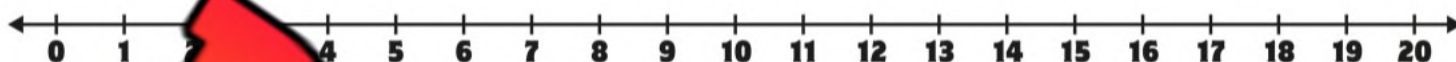
Curriculum Connection
B2.3

Mental Math Strategy - Counting On

Directions:

1. Circle the higher number on the hundreds chart/number line.
2. Count up by the other number and write down the answer

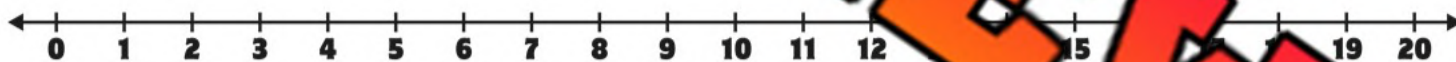
1) $4 + 5 =$ _____



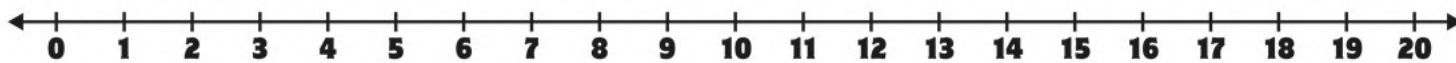
2) $7 + 6 =$ _____



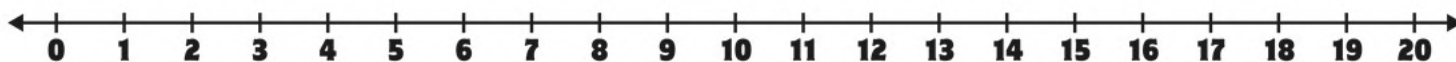
3) $11 + 5 =$ _____



4) $12 + 7 =$ _____



5) $14 + 6 =$ _____



Mental Math Strategy - Making Tens

Directions:

1. Create a ten by taking some from the other number.
2. Add the remaining amount.

1. $7 + 5$

$10 + 2 = \underline{\quad}$

2) $9 + 6$

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

3) $8 + 9$

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

4) $8 + 8$

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

5) $7 + 7$

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

6) $9 + 8$

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

7) $8 + 12$

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

8. $9 + 8$

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

9. $8 + 7$

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

Name: _____

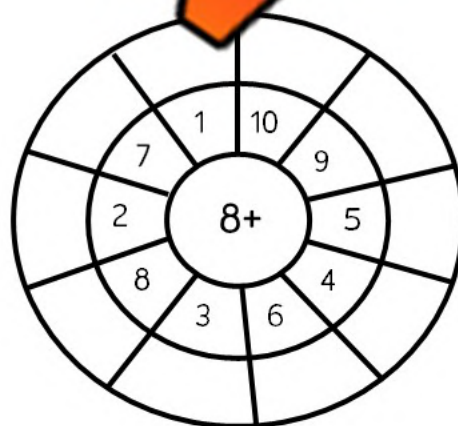
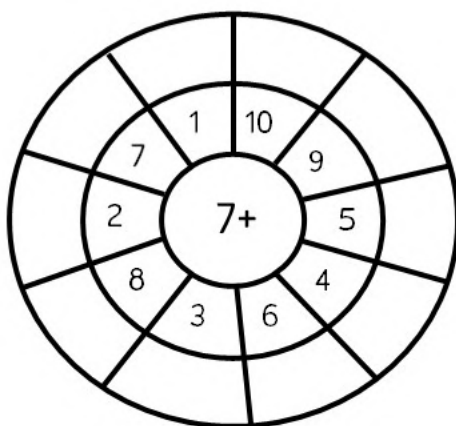
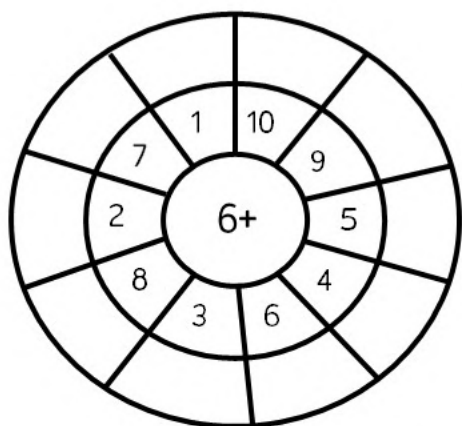
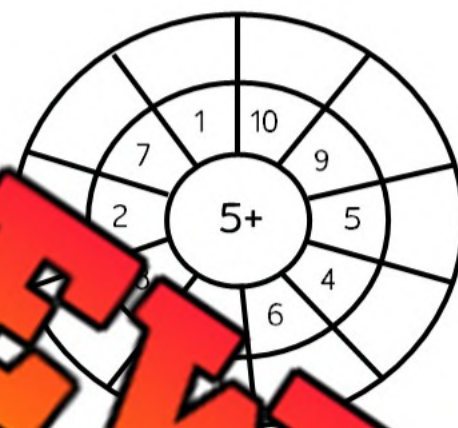
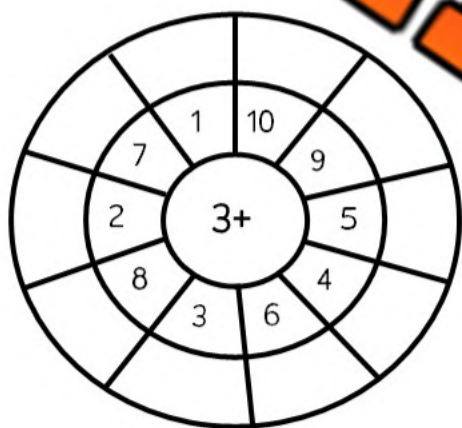
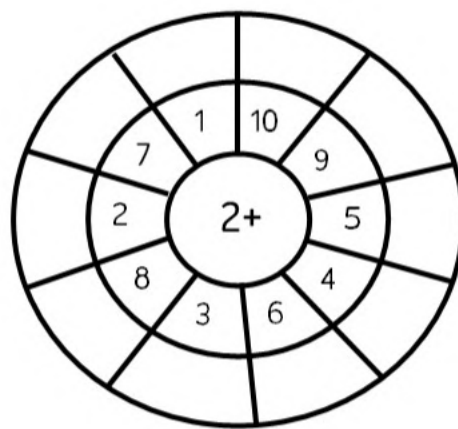
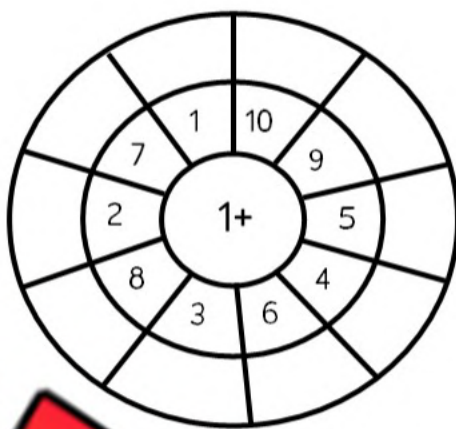
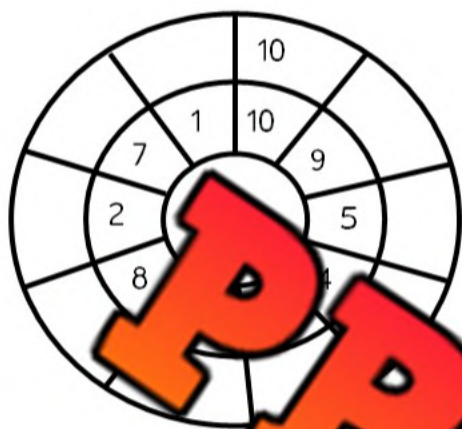
53

Curriculum Connection
B2.6

Bullseye Math Facts

Questions

Fill in the outer layer of the bullseye



Adding Money

Questions

Add the money below

1)



+

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

2)



+

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

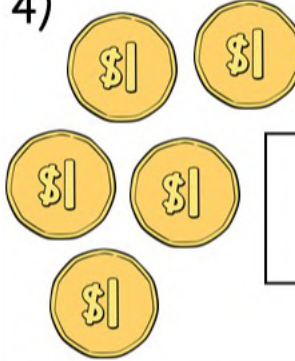
3)



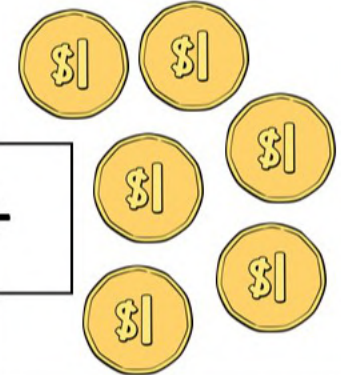
+

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

4)



+

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

5)

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

6)



+

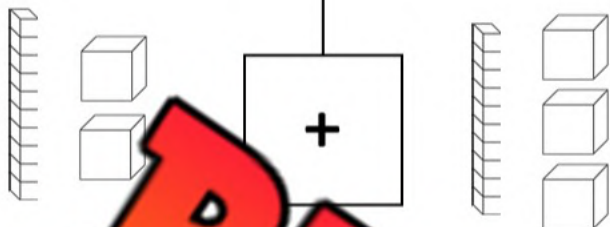
 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Base Ten Blocks Addition

Questions

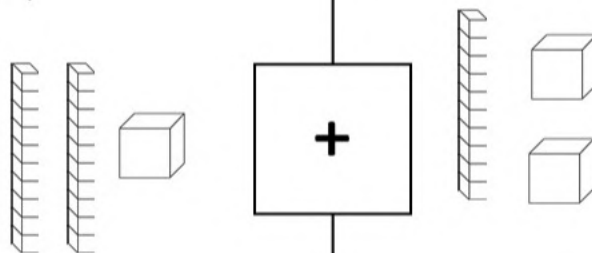
Add the base ten blocks below

1)



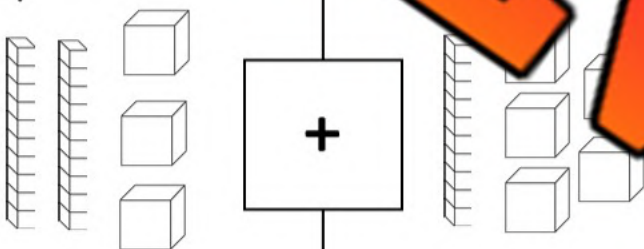
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

4)



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

2)



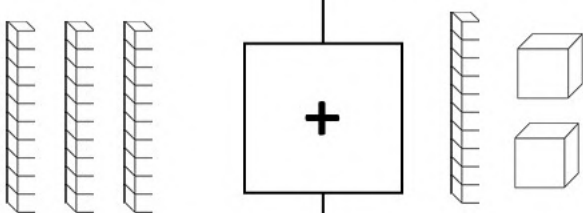
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

5)



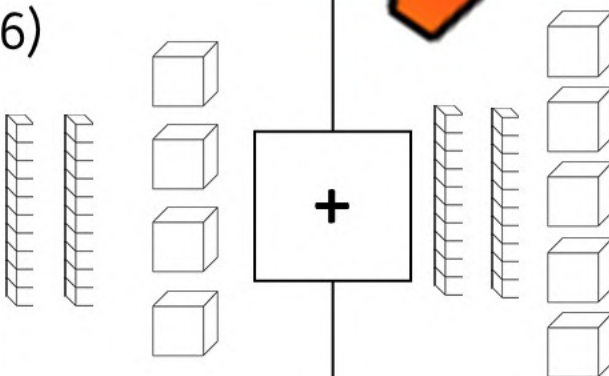
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

3)



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

6)



$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Addition Word Problems (Less than 20)**Questions**

Answer the word problems below. Try drawing pictures to help you solve

- 1) Rowan is collecting hockey cards. He has 14 cards and his friend gives him 5 more. How many hockey cards does he have now?



- 2) Alex has \$5 in his piggy bank. His mom gives him \$12 for doing his chores. How much money does he have now?



- 3) Jessica was given 2 unwrapped boxes of puzzles. There are 9 puzzle pieces in each box. How many total puzzle pieces are there?



Name: _____

55

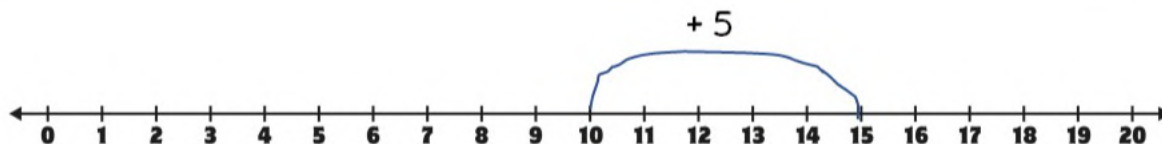
Curriculum Connection
B2.5

Number Line Addition

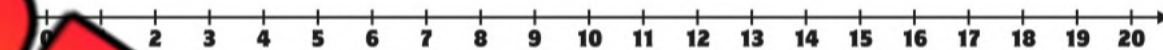
Questions

Use the number line to add the numbers below

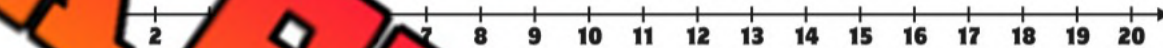
$10 + 5 = \underline{15}$



$3 + 8 = \underline{\quad}$



$8 + 7 = \underline{\quad}$



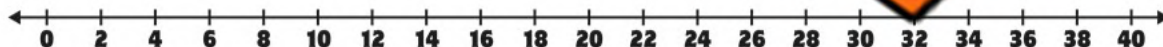
$12 + 7 = \underline{\quad}$



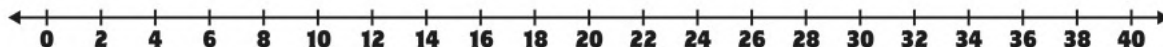
$16 + 6 = \underline{\quad}$



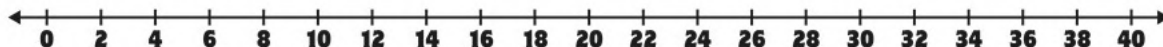
$22 + 8 = \underline{\quad}$



$26 + 10 = \underline{\quad}$



$30 + 12 = \underline{\quad}$



Ten Frame Addition

Questions

Complete the addition sentences below

1)

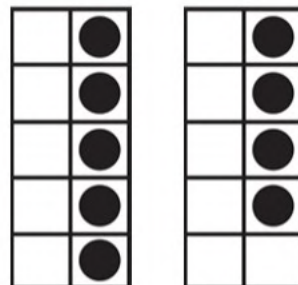


3 +

7 +

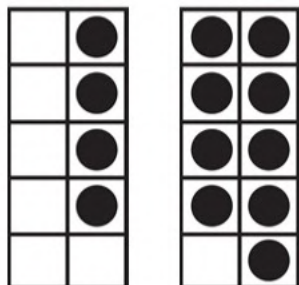
=

3)



+ 4 =

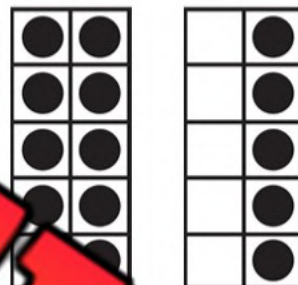
4)



4 +

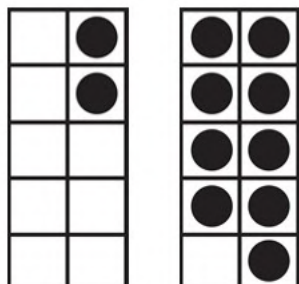
+ 4 =

6)



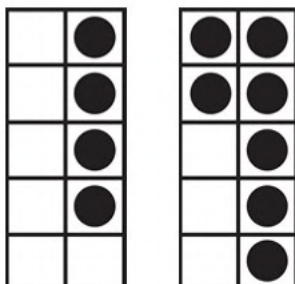
1

7)



+ = 11

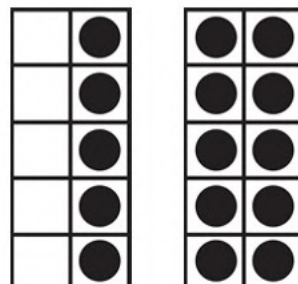
8)



4 +

=

9)



+ 10 =

Subtraction Mental Math - Counting Back

Directions:

1. Circle the higher number on the hundreds chart.
2. Count back by the other number and write down the answer

$8 - 5 = \underline{\hspace{2cm}}$

$10 - 4 = \underline{\hspace{2cm}}$

$12 - 6 = \underline{\hspace{2cm}}$

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$17 - 6 = \underline{\hspace{2cm}}$

$18 - 5 = \underline{\hspace{2cm}}$

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

HUNDREDS chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

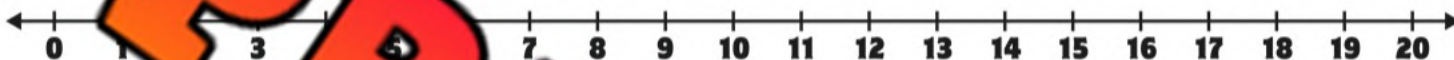
Subtraction Mental Math - Counting Up

Background – Subtraction is simply finding the difference between two numbers

Directions

1. Start with the lower number on the number line
2. Count up to the other number and circle where you land
3. The difference is how many times you counted up

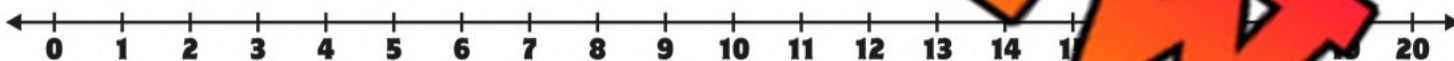
1) $8 - 5 =$ _____



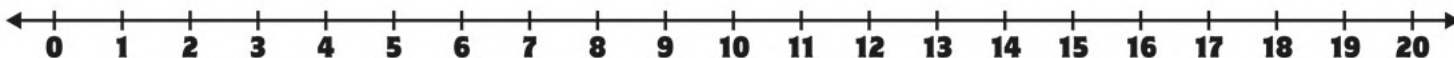
2) $10 - 6 =$ _____



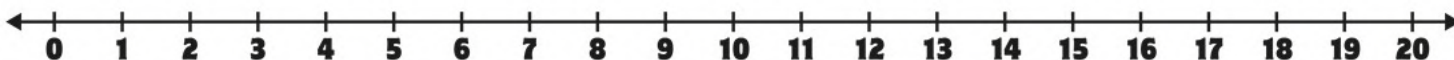
3) $11 - 5 =$ _____



4) $15 - 11 =$ _____



5) $18 - 12 =$ _____



Name: _____

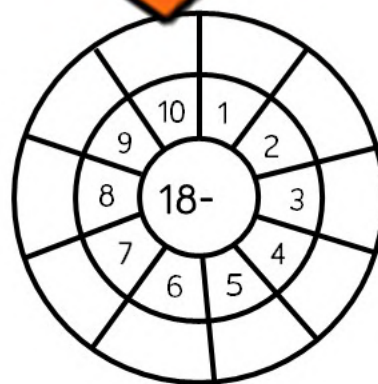
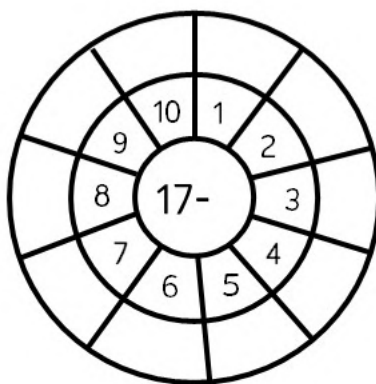
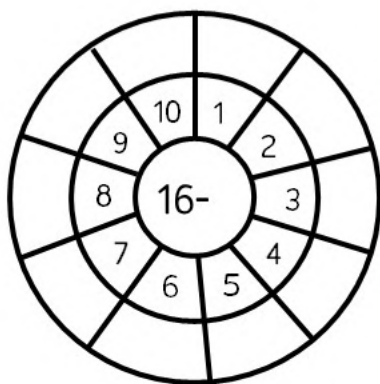
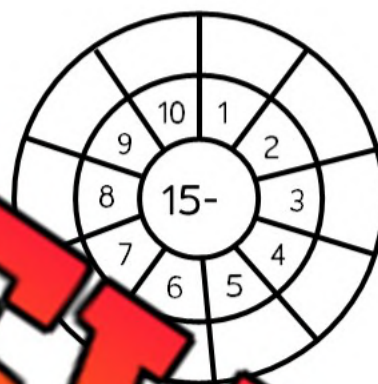
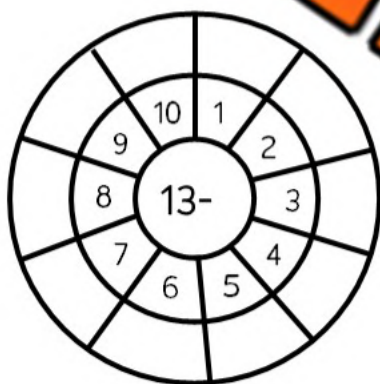
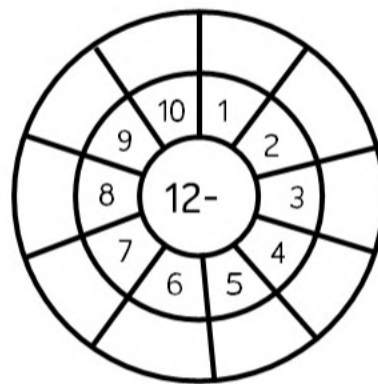
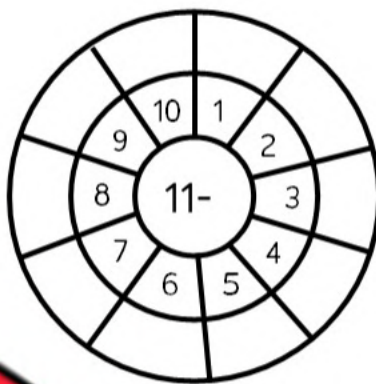
65

Curriculum Connection
B2.6

Bullseye Subtraction Facts

Questions

Fill in the outer layer of the bullseye



Name: _____

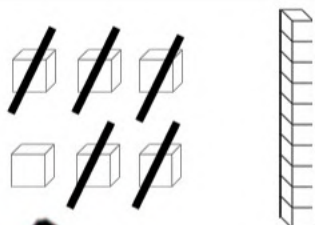
67

Curriculum Connection
B2.4, B2.5

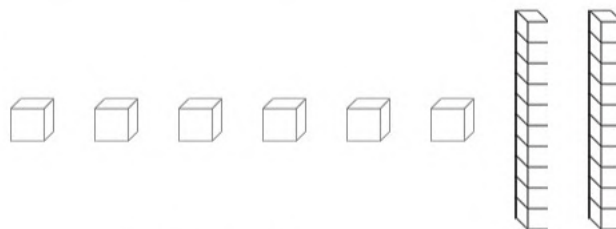
Subtracting Using Base Ten Blocks

Questions

Subtract from the base ten blocks



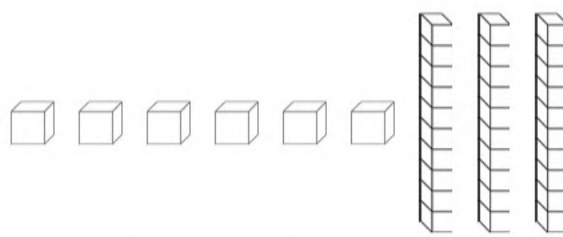
$$50 - 39 = 11$$



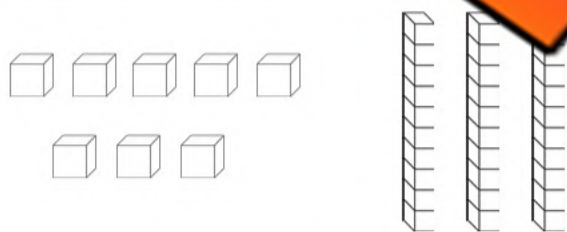
$$26 - 12 = \underline{\quad}$$



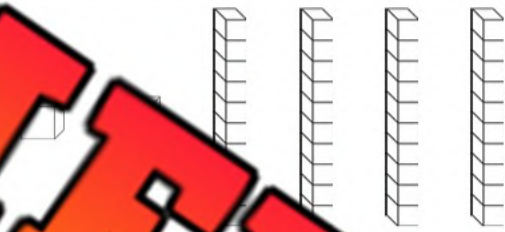
$$35 - 15 = \underline{\quad}$$



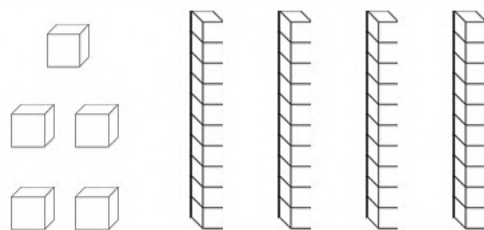
$$36 - 14 = \underline{\quad}$$



$$38 - 11 = \underline{\quad}$$



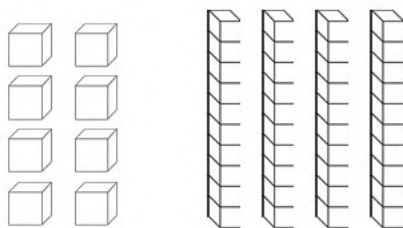
$$42 - 12 = \underline{\quad}$$



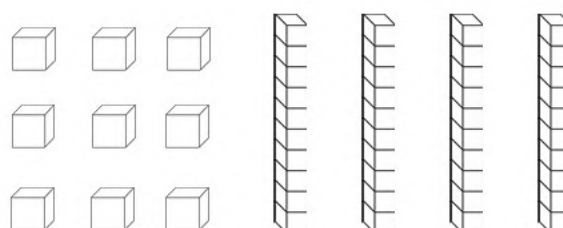
$$45 - 10 = \underline{\quad}$$



$$44 - 20 = \underline{\quad}$$



$$48 - 23 = \underline{\quad}$$



$$49 - 45 = \underline{\quad}$$

Subtracting Money

Questions

Subtract from the money below



$$\$8 - \$10 = \underline{\hspace{2cm}}$$



$$\$21 - \$11 = \underline{\hspace{2cm}}$$



$$\$26 - \$21 = \underline{\hspace{2cm}}$$



$$\$4 - \$2 = \underline{\hspace{2cm}}$$



$$\$35 - \$12 = \underline{\hspace{2cm}}$$



$$\$43 - \$22 = \underline{\hspace{2cm}}$$



$$\$46 - \$33 = \underline{\hspace{2cm}}$$

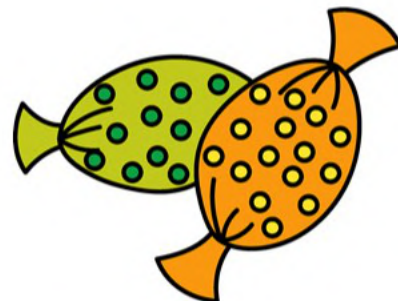


$$\$49 - \$26 = \underline{\hspace{2cm}}$$

Subtraction Word Problems (Less than 50)**Questions**

Answer the word problems below. Try drawing pictures to help you solve

- 1) Markus got 38 candies when he went Trick-or-Treating for Halloween. He gave his younger brother 12 candies. How many does he have left?



- 2) Eric has saved \$40 and a certain amount. He spent \$18 on a new t-shirt. How much money does he have left?



- 3) The grade 1 class is running a bake sale. They have 50 baked goods to sell. They end up selling 42 baked goods. How many do they have left?



Adding/Subtracting - Inverse Operations**Questions**

Fill in the blank using the information give to you

1) If $2 + 4 = 6$

then $6 - 2 = \boxed{4}$

2) If $5 + 3 = 8$

then $8 - 3 = \boxed{}$

3) If $ + 4 = 11$

then $ - 4 = \boxed{}$

4) If $8 + 4 = 12$

then $12 - 8 = \boxed{}$

5) If $7 + 8 = 15$

then $15 - 8 = \boxed{}$

6) If $10 + 6 = 16$

then $16 - 6 = \boxed{}$

7) If $12 + 6 = 18$

then $18 - 6 = \boxed{}$

8) If $ + 5 = 13$

then $ - 5 = \boxed{}$

9) If $12 + 4 = 16$

then $16 - 12 = \boxed{}$

10) If $ + 5 = 10$

then $10 - 5 = \boxed{}$

11) If $14 + 5 = 19$

then $19 - 14 = \boxed{}$

12) If $16 + 3 = 19$

then $19 - 3 = \boxed{}$

13) If $11 + 7 = 18$

then $18 - 11 = \boxed{}$

14) If $12 + 8 = 20$

then $20 - 8 = \boxed{}$

Inverse Operations - Checking Answers - Addition**Questions**

Check your answer by using the inverse operation

$$1) 5 + 2 = \underline{7} \quad \longrightarrow \quad \underline{7} - \underline{2} = \underline{5}$$

$$2) 9 + 2 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$3) 4 + 3 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$4) 8 + 3 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$5) 10 + 4 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$6) 10 + 8 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$7) 11 + 4 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

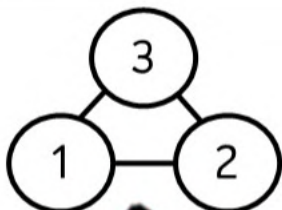
$$8) 13 + 5 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$9) 12 + 7 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

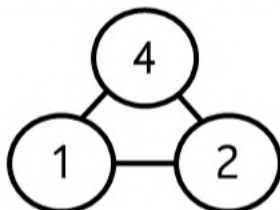
$$10) 14 + 6 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Fact Families - Additions and Subtraction**Questions**

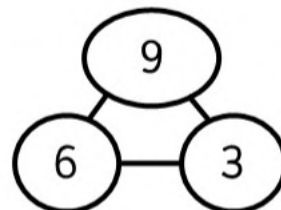
Write 4 different equations for the fact families



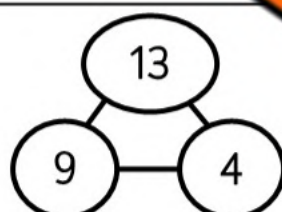
$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



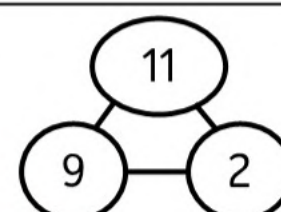
$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



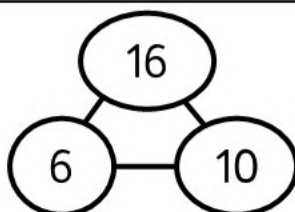
$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



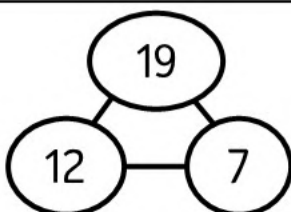
$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



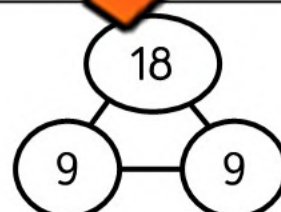
$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$



$$\begin{array}{rcl} ___ + ___ & = & ___ \\ ___ + ___ & = & ___ \\ ___ - ___ & = & ___ \\ ___ - ___ & = & ___ \end{array}$$

Part Part Whole - Numbers to 20

Questions

How do the parts below equal the whole at the top

1)

11

2)

14

8

3)

4)

6

5

5)

12

7

6)

17

7)

10

5

8)

16

12

9)

14

8

10)

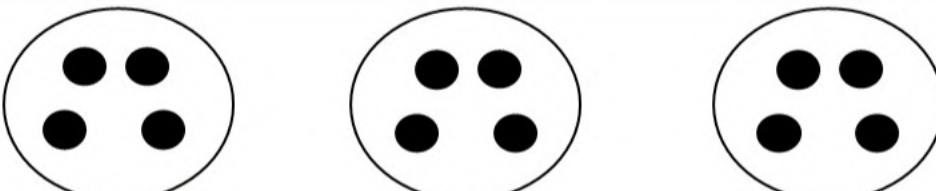
12

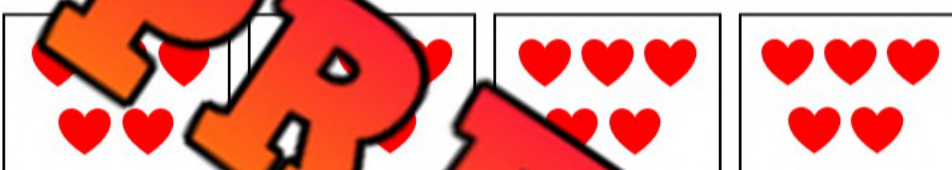
8

Multiplication - Repeated Addition


Questions

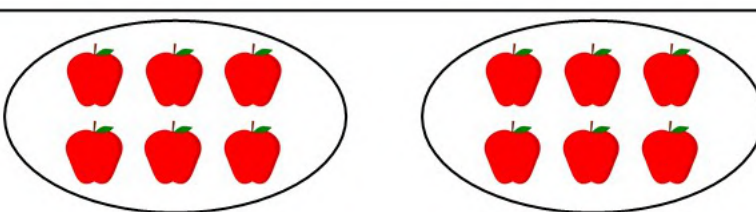
Fill in the equations below

1)  _____ x _____ = _____
 _____ + _____ + _____ = _____

2)  _____ x _____ = _____
 _____ + _____ + _____ = _____

3)  _____ x _____ = _____
 _____ + _____ + _____ + _____ = _____

4)  _____ = _____
 _____ + _____ + _____ + _____ + _____ = _____

5)  _____ x _____ = _____
 _____ + _____ = _____

Multiplication - Repeated Addition

Questions

Fill in the equations below

1)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

2)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

3)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

4)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

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

5)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

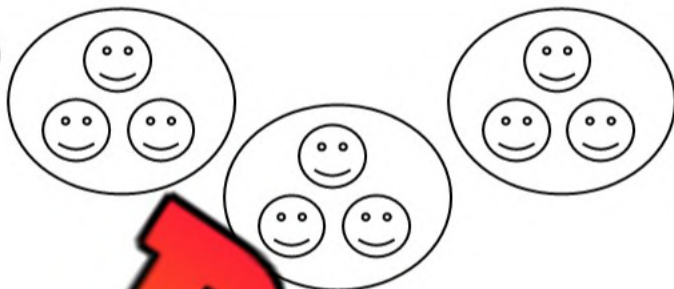
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Equal Group Problems - Multiplication

Questions

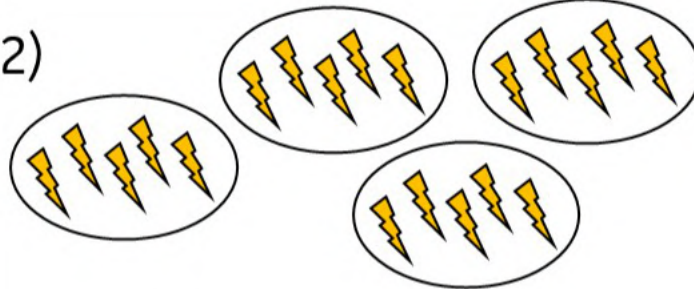
How many groups are there and how many are in each group?

1)



_____ groups of _____ = _____

2)



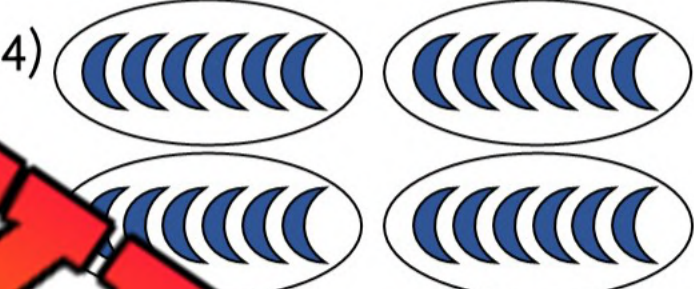
_____ groups of _____ = _____

3)



_____ groups of _____ = _____

4)



_____ groups of _____ = _____

5)



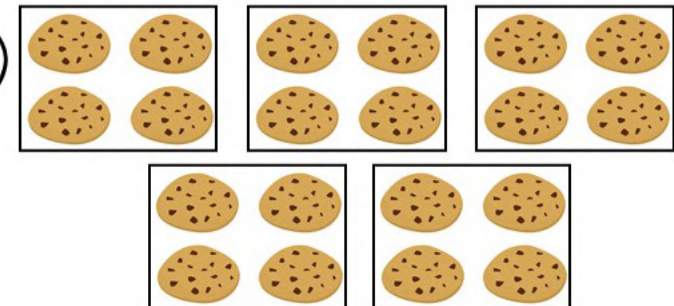
_____ groups of _____ = _____

6)



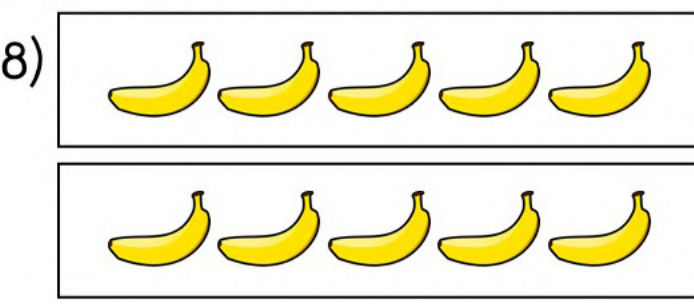
_____ groups of _____ = _____

7)



_____ groups of _____ = _____

8)



_____ groups of _____ = _____

Finding Equal Groups - Division

Questions

How many equal groups can you make?

1) Divide the strawberries into groups of 4



2) Divide the drinks into groups of 3



3) Divide the bikes into groups of 4



4) Divide the pencils into groups of 5











5) Divide the books into groups of 3



Finding Equal Groups - Division

Questions

Circle the groups from the total number of shapes below

1		$6 \div 3 = \underline{\quad}$
2		$10 \div 5 = \underline{\quad}$
3		$14 \div 7 = \underline{\quad}$
4		$8 \div 2 = \underline{\quad}$
5		$16 \div 4 = \underline{\quad}$
6		$15 \div 3 = \underline{\quad}$
7		$16 \div 8 = \underline{\quad}$
8		$8 \div 4 = \underline{\quad}$