Grade 2
Stand: B1 – Number Sense

	Curriculum Expectations	Pages That Cover the Expectations
B1.1	Read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life	5 – 25, 29
B1		
B1		
B1.4	variety of tools and strategies	
B1.5	Describe what makes a number even or odd	55 - 68
B1.6	Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts	69 - 77
B1.7	Recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts	78 - 87

Preview of 130 pages from this product that contains 381 pages total.

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Curriculum Connection
B1.1

Place Value Chart

167

Hundreds	Tens	Ones
1	6	7

Part 1 Fill in the place value charts below

PREVIEW

2) 141

Hundreds	Tens	Ones

3) 17

Hundreds	Tens	Ones

4) 123

Hundreds	Tens	Ones

5) 59

Hundreds	Tens	Ones

42

		Ones

Part 2 Which place value is the underlined number?

1) 7̲5 Tens	2) 184̲	3) 1̲18
4) 32̲	5) 8̲9	6) 68̲
7) 9̲2	8) 15̲4	9) 20̲0

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Curriculum Connection
B1.1

Place Value – How Many...

Number	# of Hundreds	# of Tens	# of Ones
175	1	7	5

Part 1 Fill in the table below

	Number	# of Hundreds	# of Tens	# of Ones
1.				
2.				
3.				
4.				
5.	89			
6.	148			
7.	52			
8.	177			
9.	97			
10.	200			

PREVIEW



Part 2 Answer the riddles below

1) My number has 1 hundreds, 4 tens, 3 less ones than tens. What is my number?

2) My number has 8 ones and half as many tens. What is my number?

3) My number has 1 hundreds, 2 tens and 6 more ones than tens. What is my number?

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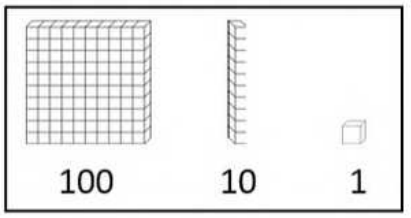
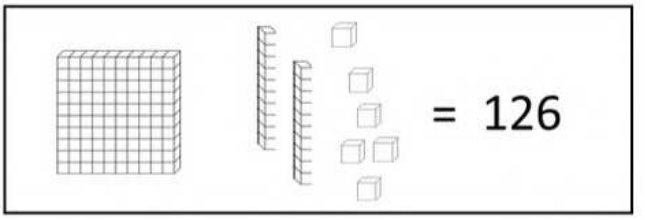
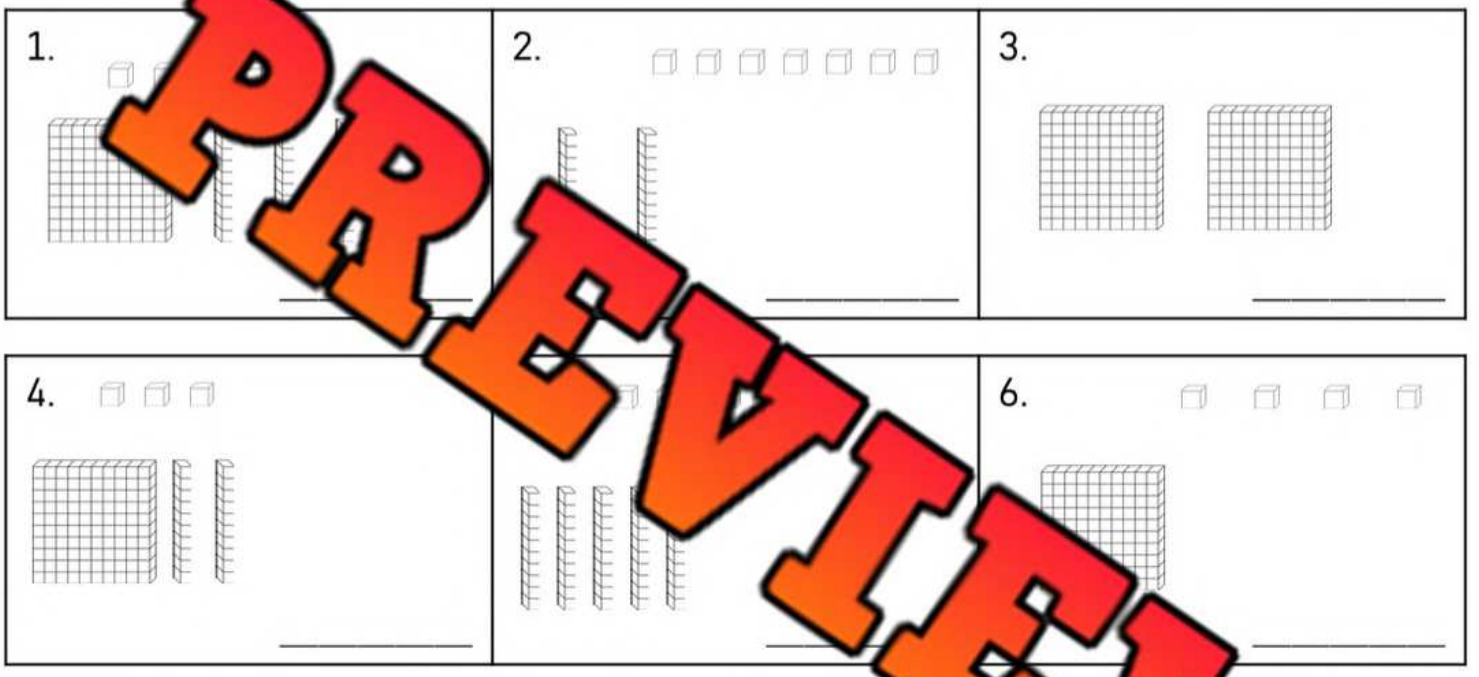
Curriculum Connection
B1.1

Base Ten Blocks





Part 1 How many blocks do you count?



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Part 2 Draw the base ten blocks to represent the number

1) 75	2) 18	3) 118
4) 52	5) 163	6) 64

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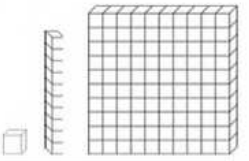
Curriculum Connection
B1.1

Base Ten Blocks - Challenge



Challenge | Tip: draw pictures to help you solve

Sam and Dan are arguing over who has more blocks. Sam has 1 hundreds block, 5 tens blocks, and 2 ones blocks. Dan has 1 hundreds block, 3 ten blocks, and 15 ones blocks.

Dan thin[illegible] because he has more blocks, his total blocks are more than S[illegible]

Who has mo[illegible] Sh[illegible] your work below.

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Sam's Blocks: _____ Dan's Blocks: _____

Who has more blocks? _____

Bonus:
How many more blocks will Sam/Dan need to have the same number of blocks? Draw the blocks below.

Answer: _____

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Name: _____ 10

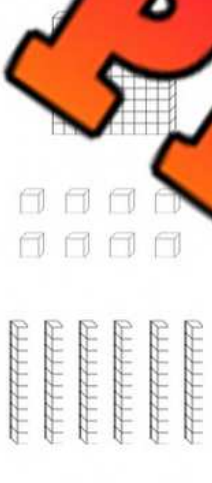
Curriculum Connection
B1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

What is the value represented by the base ten blocks?



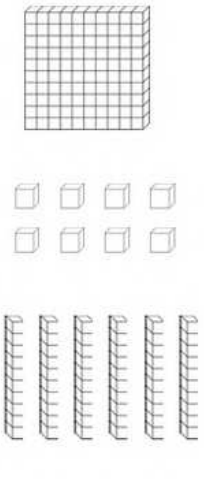
Name: _____

What is the value represented by the base ten blocks?



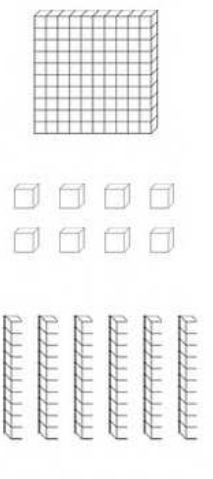
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



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Name: _____ 13

Curriculum Connection
B1.1

Expanded Form

172 ← Standard Form

100 + 70 + 2 ← Expanded Form

Part 1 What is the standard form of the numbers below?

1) 100 +	2) 70 + 9	3) 100 + 50 + 2
4) 30 +	5) 100 + 20 + 4	6) 10 + 8
7) 80 + 2		9) 70 + 2

Part 2 What is the expanded form of the number below?

1) 145	2)
3) 104	4) 139
5) 96	6) 146

Part 3 Fill in the blanks with the missing number

1) 153 = 100 + _____ + 3	2) 79 = _____ + 9
3) 139 = 100 + 30 + _____	4) 105 = 100 + _____

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Curriculum Connection
B1.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

a) Write the standard form: _____

100 + 20 + 4

b) Write the expanded form: 137

_____

_____

Name: _____

a) Write the standard form: _____

100 + 20 + 4

b) Write the expanded form: 137

_____

_____

Name: _____

a) Write the standard form: _____

100 + 20 + 4

b) Write the expanded form: 137

_____

_____

Name: _____

a) Write the standard form: _____

100 + 20 + 4

b) Write the expanded form: 137

_____

_____

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Name: _____ 15

Curriculum Connection
B1.1

Written Form

1 – One	5 – Five	9 - Nine	13 – Thirteen	17 – Seventeen	30 – Thirty	70 – Seventy
2 – Two	6 - Six	10 – Ten	14 – Fourteen	18 - Eighteen	40 – Forty	80 – Eighty
3 - Three	7 – Seven	11 – Eleven	15 - Fifteen	19 - Nineteen	50 – Fifty	90 – Ninety
4 – Four	8 – Eight	12 - Twelve	16 – Sixteen	20 - Twenty	60 - Sixty	100 - Hundred

Part 1 Write the standard form of the written words below

1) One [illegible] six	2) Sixty-three
3) Fifteen	4) One hundred twenty-eight
5) Forty-nine	[illegible]ne hundred two

Part 2 Write the written form of the num[illegible] belo

1) 134
2) 62
3) 31
4) 123
5) 86

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Standard Form

Words

PREVIEW

nded Form

Place Valu ha

Hundreds	Tens	e

Pictures

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Name: _____ 21

Curriculum Connection
B1.1

Help Roger Decompose Numbers

Roger tried to decompose the first number. He isn't sure what number goes with the number he used. Help him out.



Part 1 — Fill in the missing number

First Number	Roger's Number	Missing Number
	14	
237	7	
108	8	
253		
186		
290	250	
272	12	
350	330	

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Part 2 — Can you decompose the number a different way than Roger

Number	Roger's Answer	Your Turn
435	410 + 25	
650	350 + 300	
263	198 + 65	

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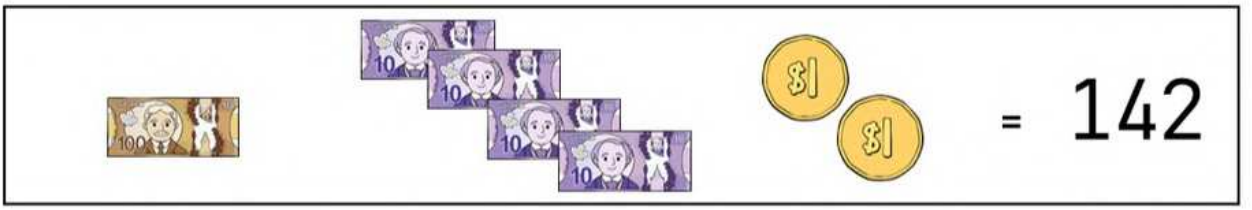
Name: _____ 22

Curriculum Connection
B1.1

Counting Money



Questions | Count the money below

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1)

2)

3)

4)

5)

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Name: _____ 23

Curriculum Connection
B1.1

Place Value Riddles



Questions Solve the riddles below

Questions	Answers
1) Which number has: 1 hundreds, 3 more tens than hundreds, and 4 more ones than tens? ____ ____ ____ hun tens ones	
2) Which numbe ones ds, and twice as many tens as hundreds?	
3) Which number has 4 tens, half as many hundre ens and many ones than hundreds.	
4) Which number has 5 tens, 4 less hundreds than tens and 2 more ones than hundreds.	

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Name: _____ 24

Curriculum Connection
B1.1

Place Value Quiz

Part 1 — Fill in the place value charts below.

92	
Tens	Ones

63	
Tens	Ones

192		
Hundreds	Tens	Ones

Part 2 — What place value is the underlined number?

1) 1<u>3</u>5 _____		3) <u>1</u>15 _____
4) <u>3</u>1 _____	[illegible]6 _____	6) 1<u>4</u> _____

Part 3 — How many blocks do you cou[illegible]

1) _____	2) _____	_____

Part 4 — What is the standard form of the numbers below?

1) 100 + 20 + 2 _____	2) 100 + 30 + 6 _____	3) 100 + 2 _____

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Curriculum Connection
B1.1

Part 5 What is the expanded form of the numbers below?

Question	Answer
1) 75	
2) 53	
3) 141	
4) 160	

Part 6 Write the standard form of the written words below

Question	Answer
1) Thirty-	
2) One hundred fou	

Part 7 Write the written form of the numbers

Question	Answer
1) 24	
2) 167	

Part 8 Solve the riddles

Question	Answer
1) Which number has: 1 hundreds, 3 more tens than hundreds, and 2 less ones than tens?	
2) Which number has 6 ones, and 1 hundreds and three times as many tens as hundreds?	

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Name: _____ 26

Curriculum Connection
B1.2

Comparing Numbers

Part 1 Write a number between 1 and 100 that fits the description

Question	Answer
1) Number greater than 42	
2) Numb[illegible]s than 67	
3) N[illegible]ss[illegible]89	
4) Number [illegible]	
5) Number grea[illegible]ha[illegible]	
6) Number less than 1[illegible]	
7) Number equal to 97	
8) Number greater than 95	

PREVIEW

Part 2 Write a number between 1 and 200 th[illegible]wou[illegible]e

1)	25 > _____	2)	64 > _____	3)	_____ < 41
4)	165 = _____	5)	_____ < 127	6)	20 > _____
7)	_____ > 195	8)	137 < _____	9)	_____ = 102
10)	115 = _____	11)	_____ < 157	12)	120 > _____

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Curriculum Connection
B1.2

Comparing Numbers

53  112	176  118	76  76

Part 1

Compare the following numbers using

1)	[illegible]	2)	36 36	3)	135 93
4)	113 [illegible]		162 193	6)	165 23
7)	134 14[illegible]		1[illegible] 105	9)	165 73

Part 2

Greater than, Equ[illegible]to, Les[illegible]an

No	Question	Answer
1)	75 is ___ 42	
2)	156 is ___ 122	
3)	125 is ___ 125	
4)	84 is ___ 112	
5)	72 is ___ 136	
6)	171 is ___ 142	
7)	125 is ___ 142	
8)	54 is ___ 45	
9)	45 is ___ 45	

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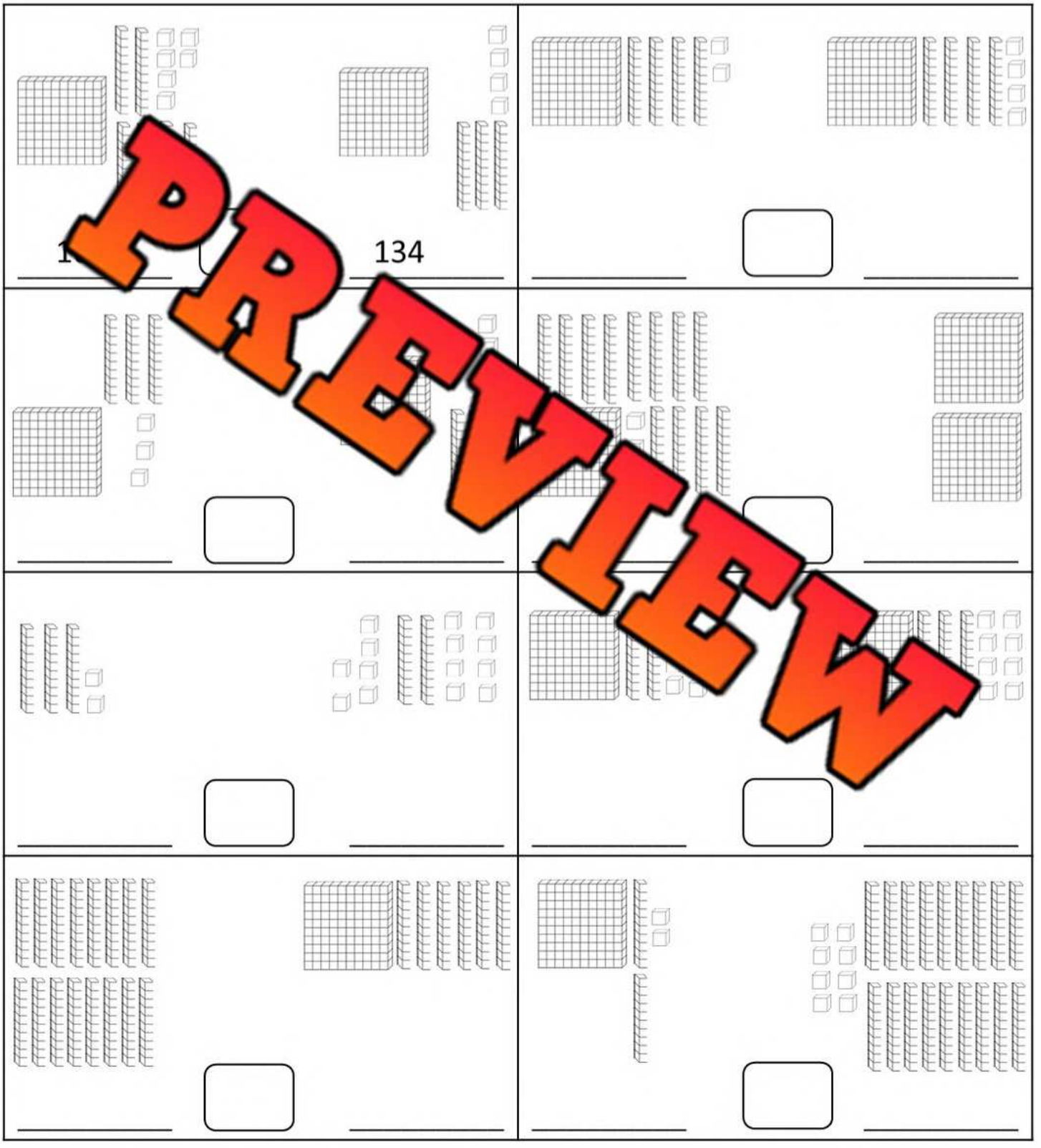
Curriculum Connection
B1.2

Comparing Base Ten Blocks

Questions Compare the number of base ten blocks below using



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Curriculum Connection
B1.2

Comparing Numbers

25, 53, 42, 65, 22 Least to Greatest 22, 25, 42, 53, 65	25, 53, 42, 65, 22 Greatest to Least 65, 53, 42, 25, 22

Part 1 Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, 6 46	
8 53, 75	
121, 126, 13	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
23, 75, 33, 56, 57	

Part 2 Order the numbers below from grea le

Unordered Numbers	Ordered (greates st)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
167, 123, 128, 131, 154	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
65, 53, 78, 58, 35	

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Name: _____ 31

Curriculum Connection
B1.2

Ordering Numbers From Least to Greatest



5, 24, 9, 16
Least to Greatest
5, 9, 16, 24



Questions Order the numbers below from least to greatest

1. 11, 6
_____, _____, _____, _____

2. 9, 5, 18, 22
_____, _____, _____, _____

3. 41, 22, 1
_____, _____, _____, _____

4. 18, 43, 26, 31
_____, _____, _____, _____

5. 185, 176, 175, 177
_____, _____, _____, _____

6. 141
_____, _____, _____, _____

7. 123, 121, 120, 112
_____, _____, _____, _____

8. 173, 168, 177, 189
_____, _____, _____, _____

9. 193, 194, 191, 199
_____, _____, _____, _____

10. 182, 183, 185, 195
_____, _____, _____, _____

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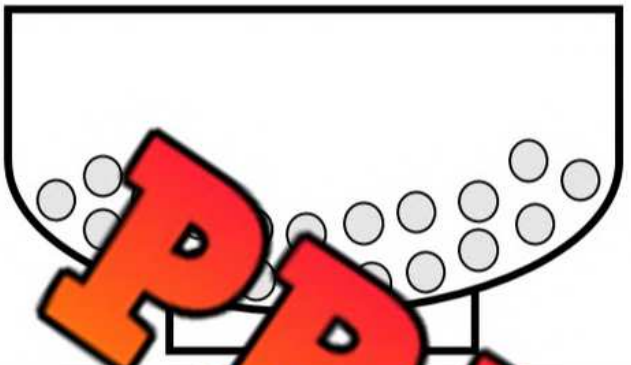
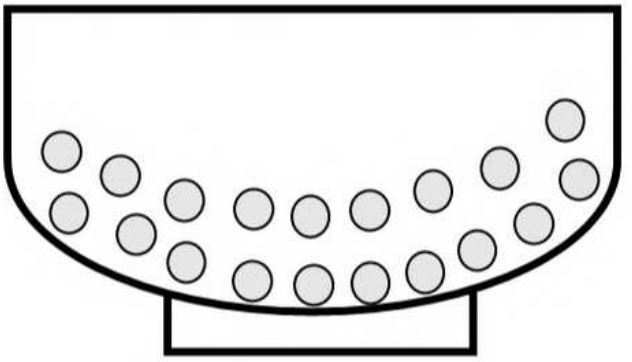
Curriculum Connection
B1.3

Estimating How Many...

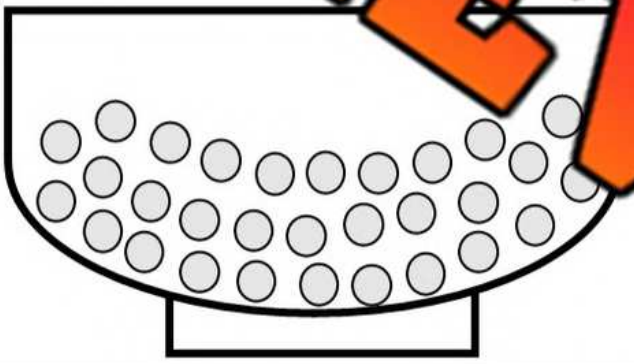
Instructions Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



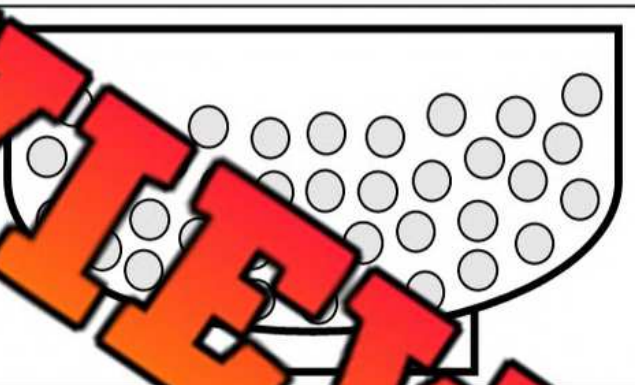
Estimate: About _____ pieces
Actual: There are _____ pieces



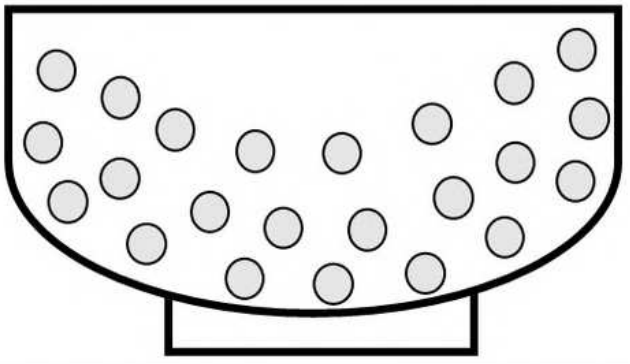
Estimate: About _____ pieces
Actual: There are _____ pieces



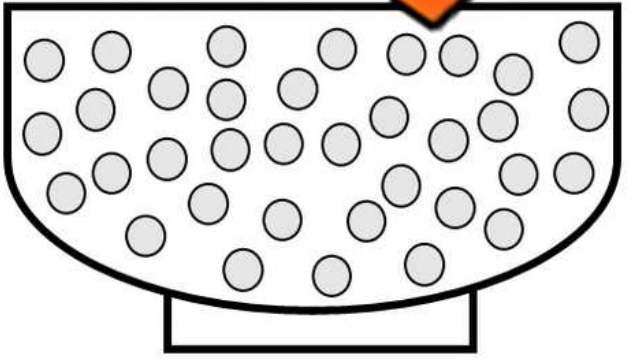
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

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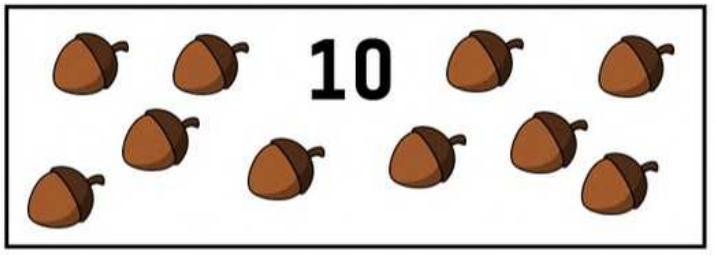
Curriculum Connection
B1.3

Estimating How Many...



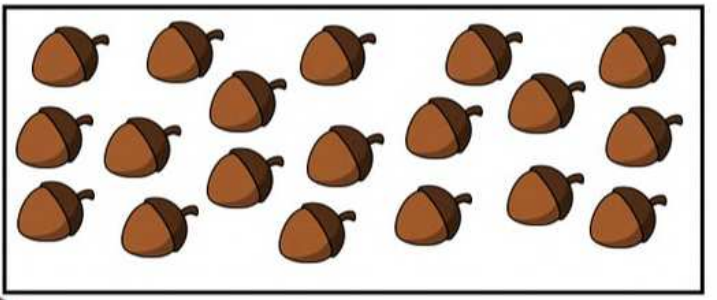
Use this referent of 10 to help you with your estimates

Questions Estimate how many acorns are in the box. Then count them to check.



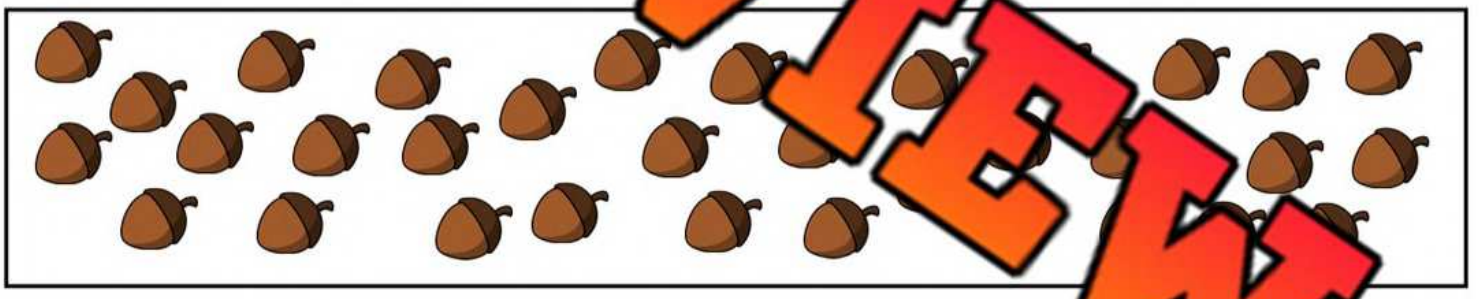
Estimate: About _____ acorns

Actual: There are _____ acorns



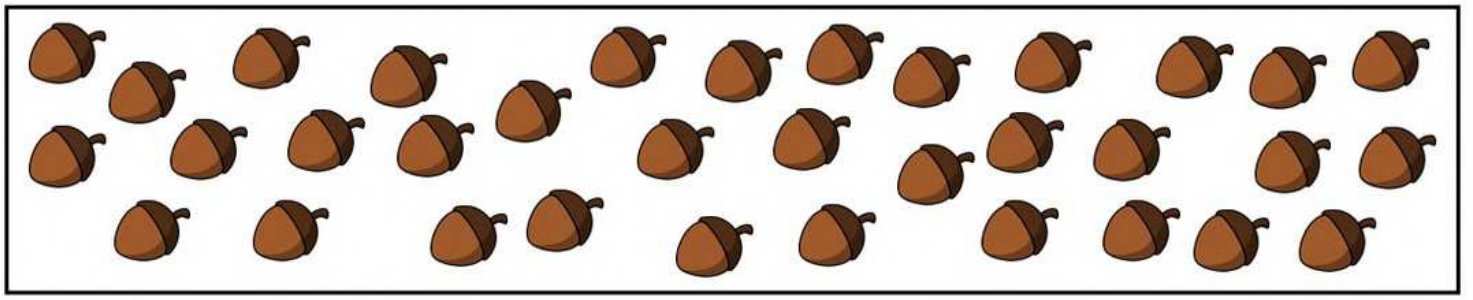
Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns

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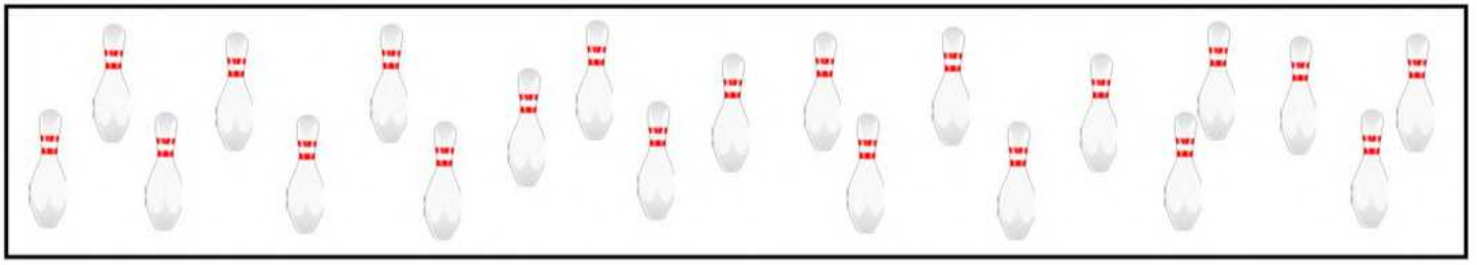
Curriculum Connection
B1.3

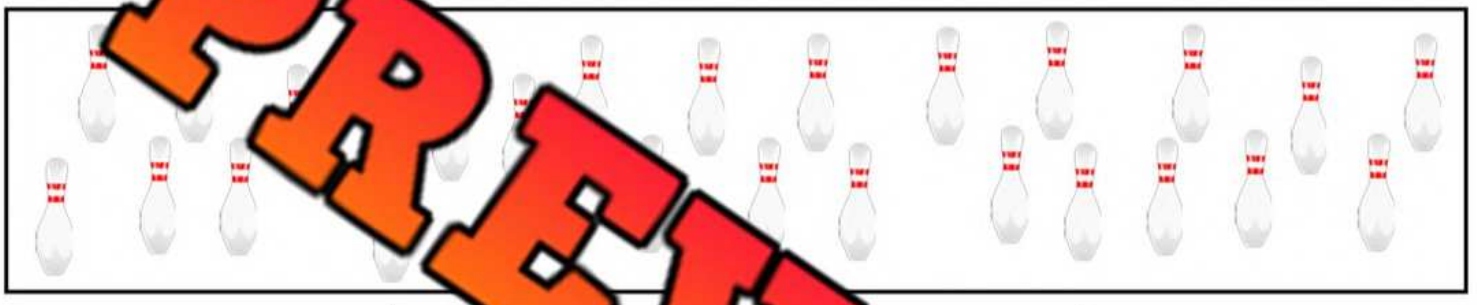
Estimating How Many...



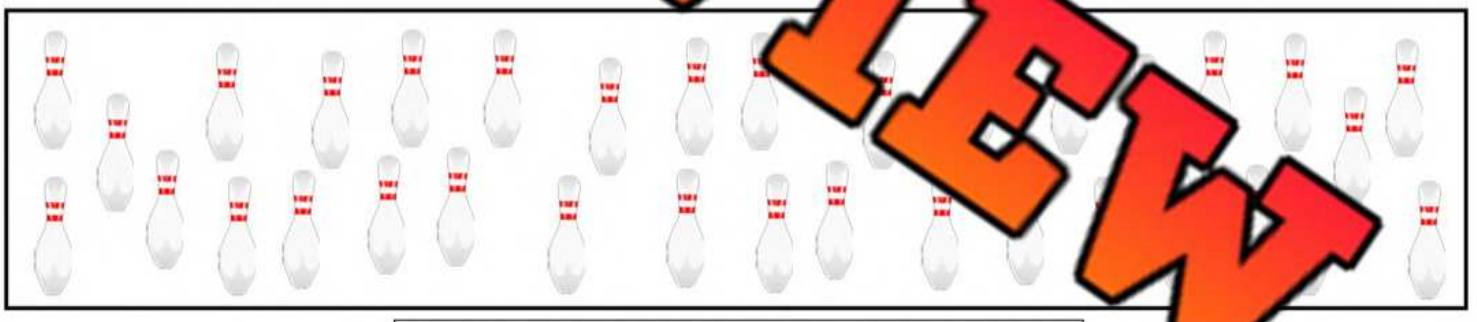
Count how many bowling pins there are in the box above _____

Questions

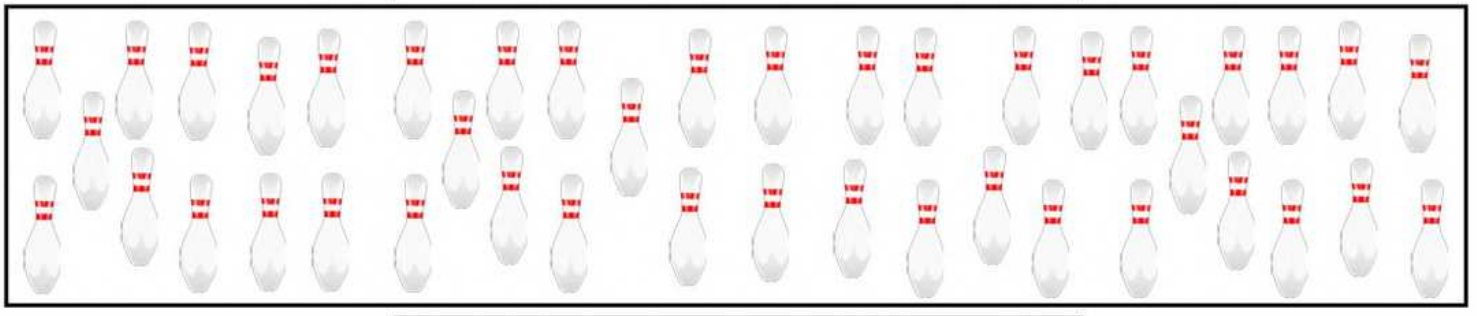
mate how many caps are in the box using the referent above



Estimate: About _____ pins
Actual: There are _____ pins



Estimate: About _____ pins
Actual: There are _____ pins



Estimate: About _____ pins
Actual: There are _____ pins

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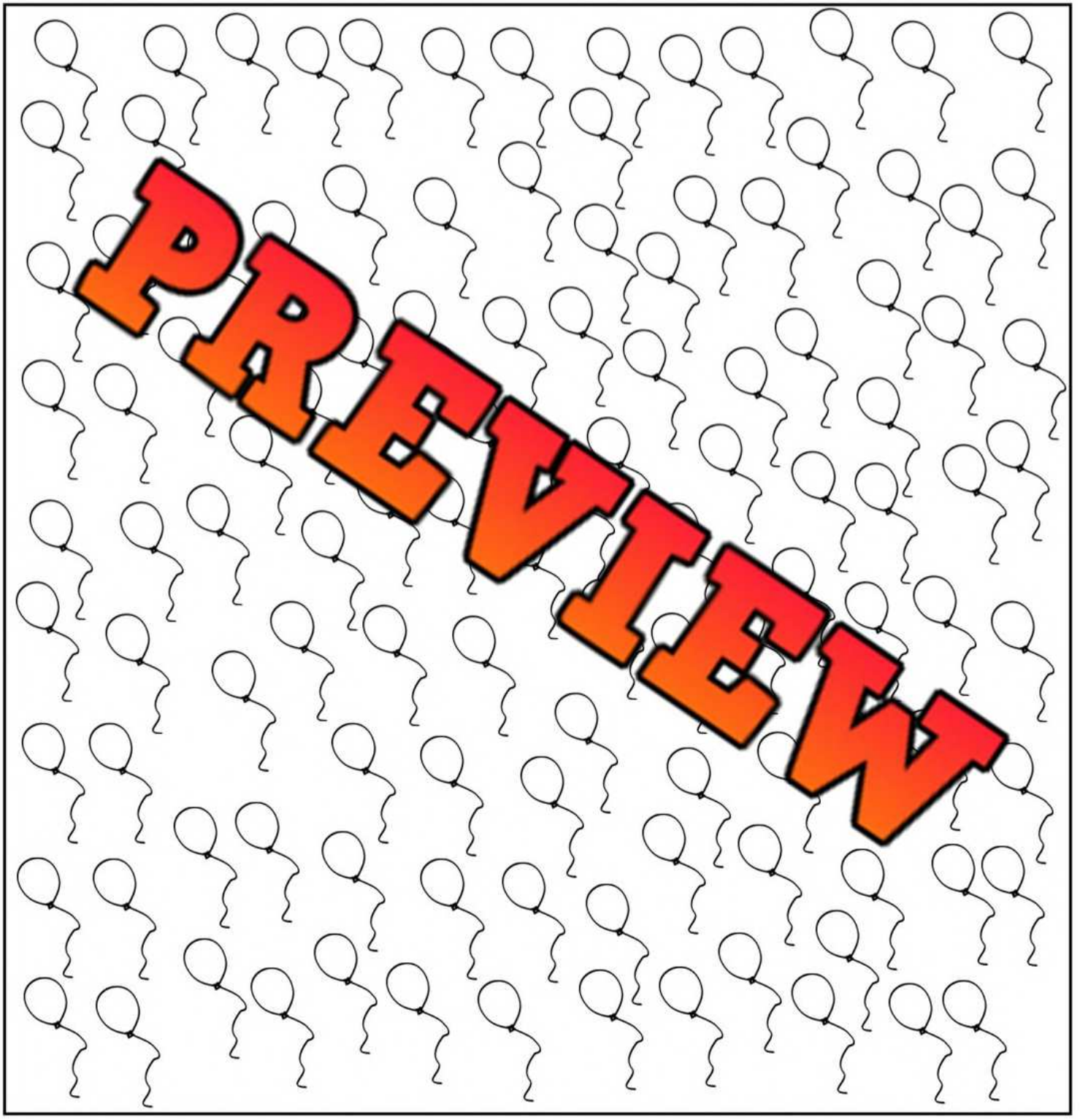
Curriculum Connection
B1.3

Estimating Larger Amounts

Questions How many balloons do you think are in the box?



Estimate: About _____ balloons
Actual: There are _____ balloons

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Name: _____ 39

Curriculum Connection
B1.3

Four Corners Activity: Estimation

Objective What are we learning about?

To help students practice and improve their estimation skills by visually assessing quantities and making informed guesses.

Materials What you will need for the activity.

- A lis
- L f the room (A, B, C, D)



Instructions ou wi lete the activity

1. Prepare the classroo elling e ner with letters A, B, C, and D.
2. Explain to the students that wil on the smart board or projector with a container filled with a certai er of o
3. Read out a question about the quantity of o n the and provide four multiple-choice options (A, B, C, and D).
4. When you read the question, students will move to r of t m that corresponds to the answer they think is correct.
5. Once all students have chosen their corners, reveal the correc w iscuss why it is correct.
6. For some questions, ask students to discuss their estimation strategies and reasoning with others who chose the same option. Then discuss as a class.
7. Repeat with different graphics and questions to reinforce their estimation skills and understanding.
8. Encourage students to explain their thought process and share tips on making better estimates.
9. This activity helps students practice their estimation skills, encourages critical thinking, and fosters group discussion and reasoning.

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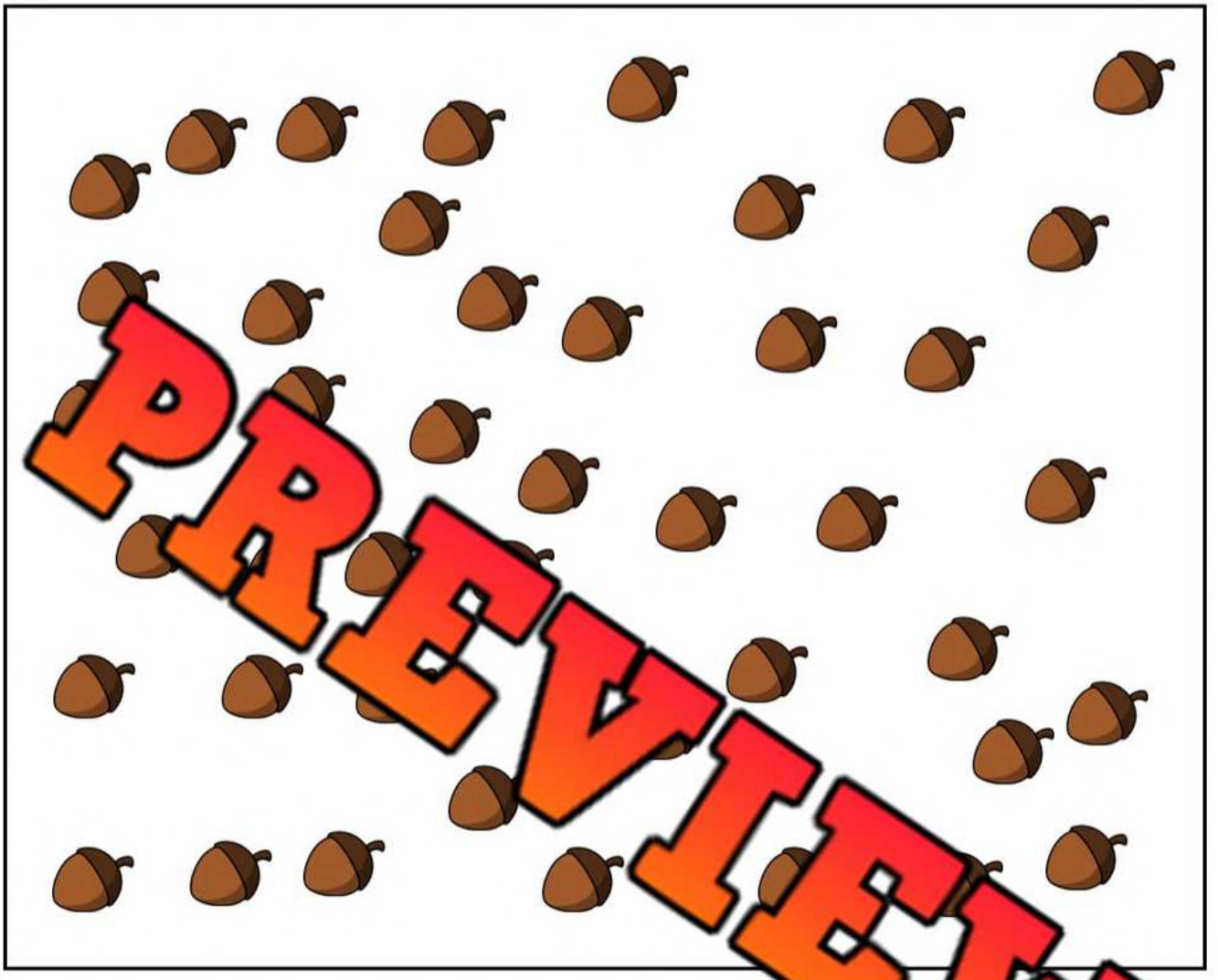
Name: _____ 40

Curriculum Connection
B1.3



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Multiple Choice

a) 9

b) 17

c) 44

d) 96

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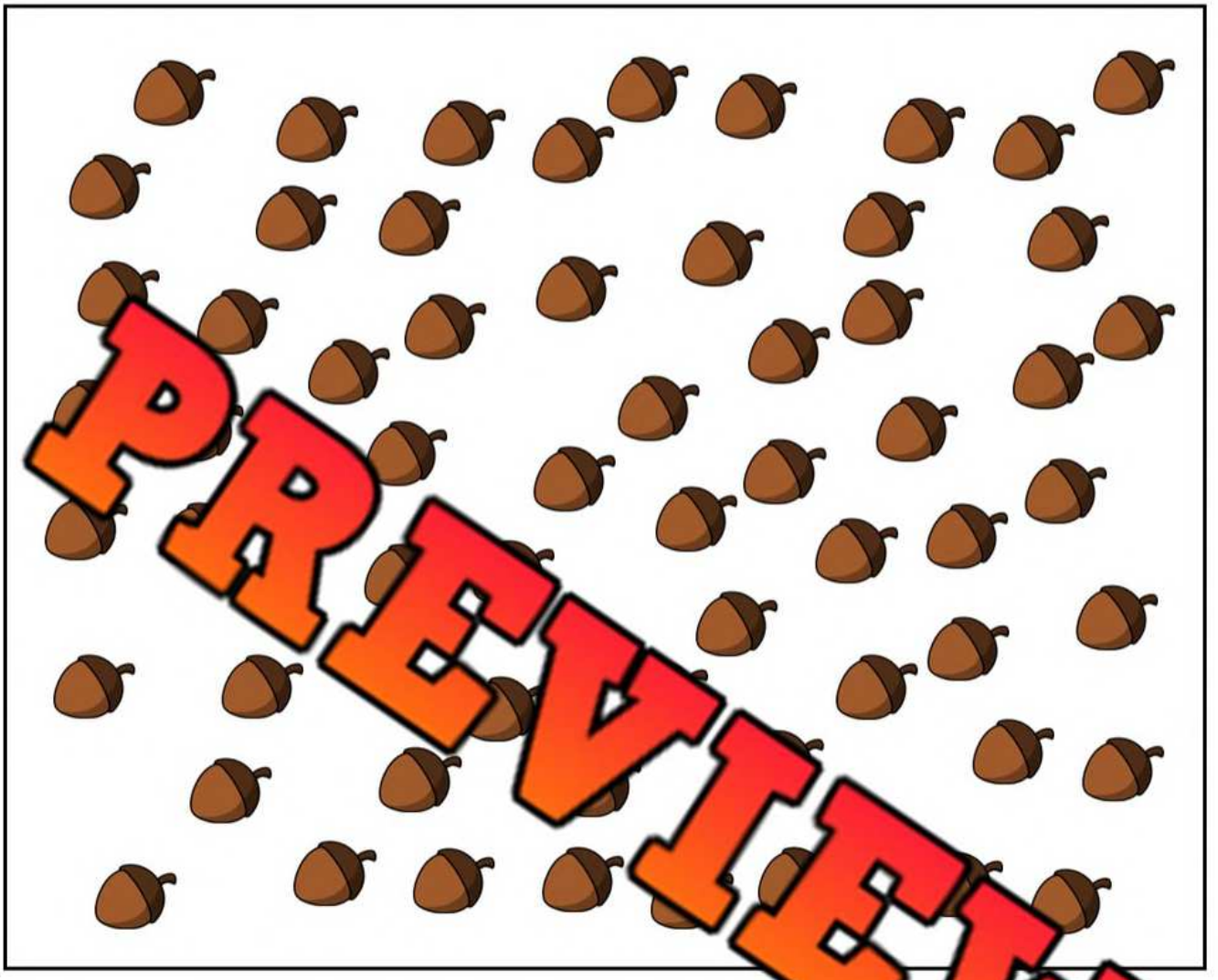
Curriculum Connection
B1.3



Multiple Choice

a) 26

b) 61

c) 35

d) 122

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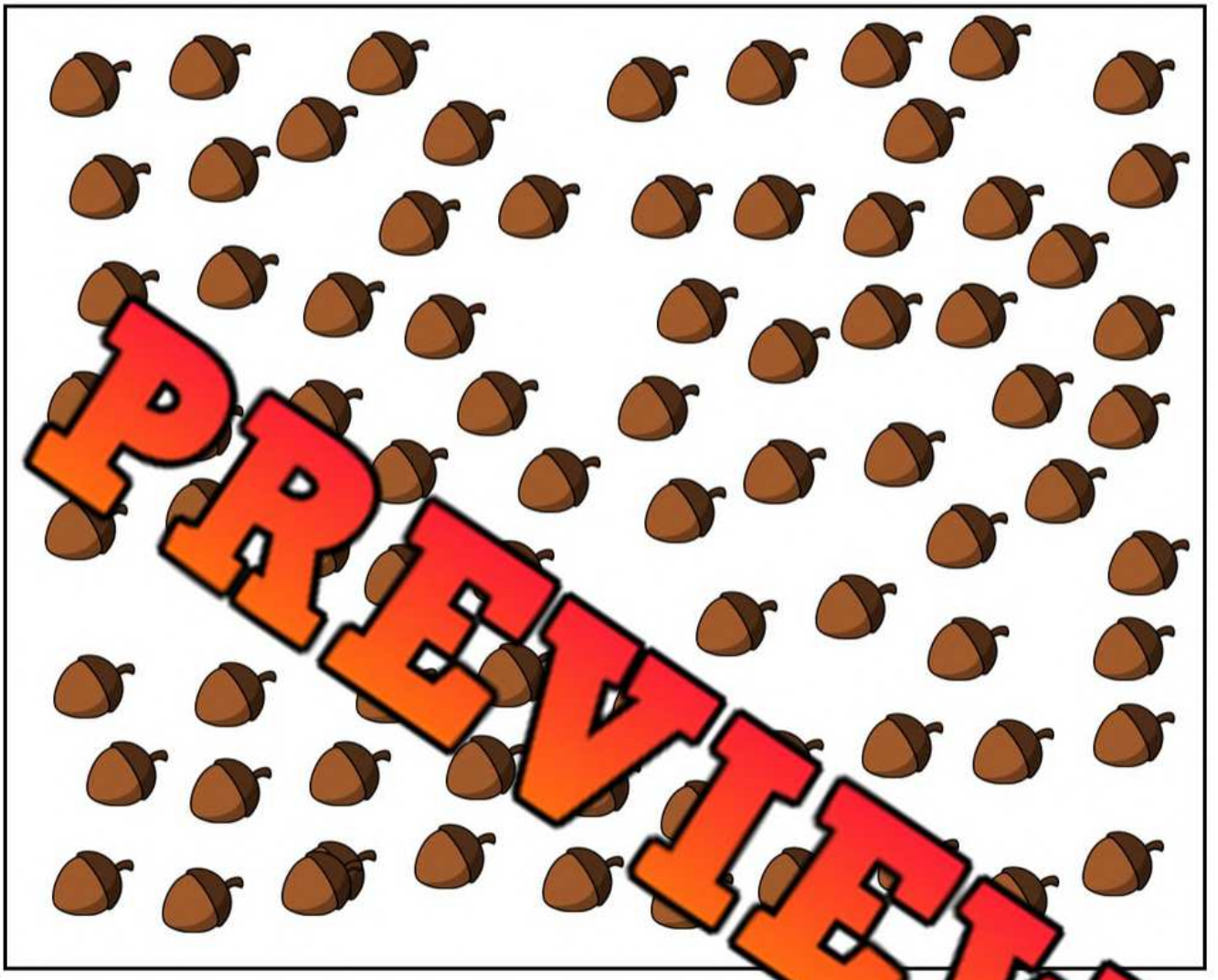
Name: _____ 44

Curriculum Connection
B1.3



Multiple Choice

a) 80

b) 37

c) 126

d) 64

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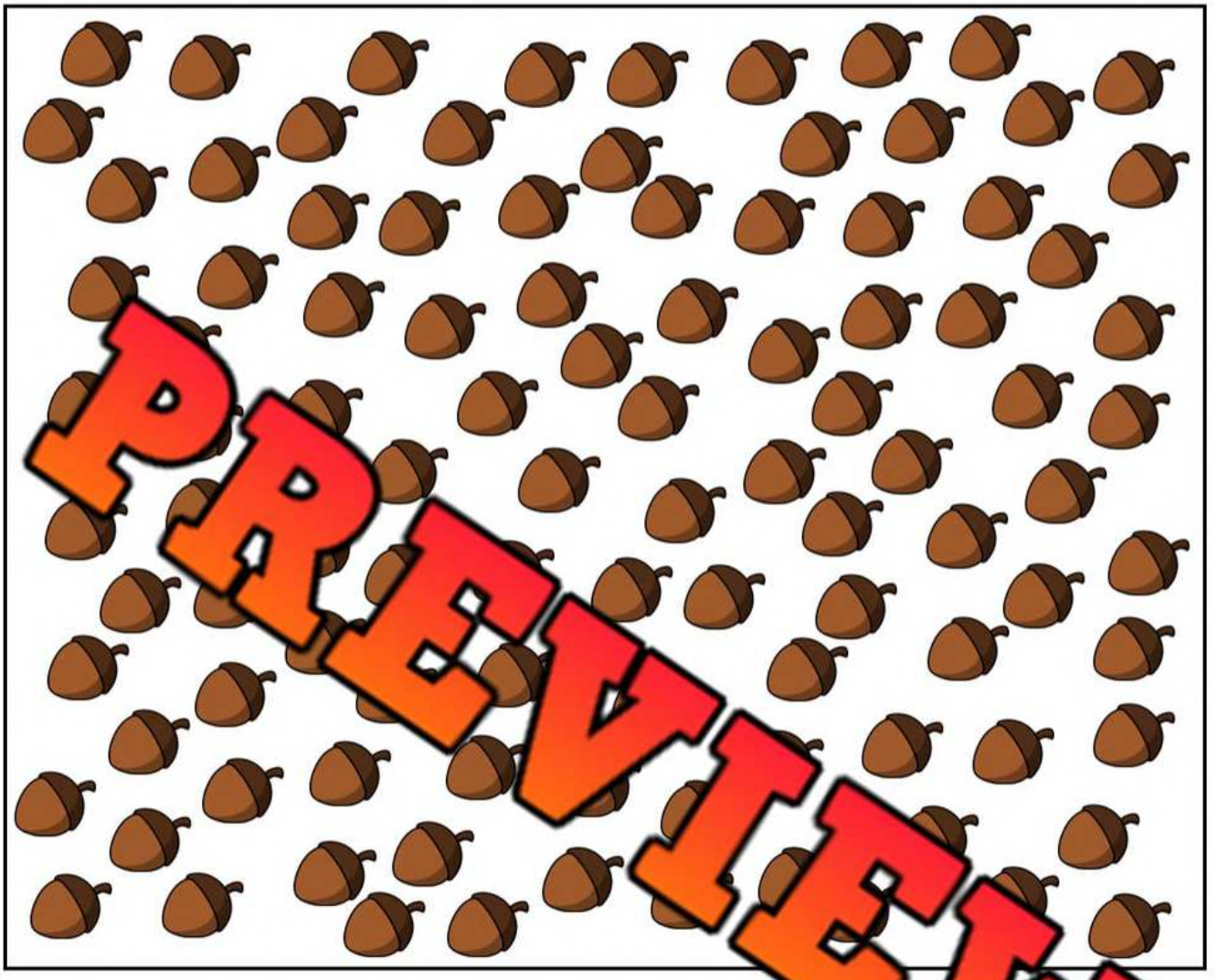
Name: _____ 45

Curriculum Connection
B1.3



Multiple Choice

a) 102

b) 52

c) 77

d) 127

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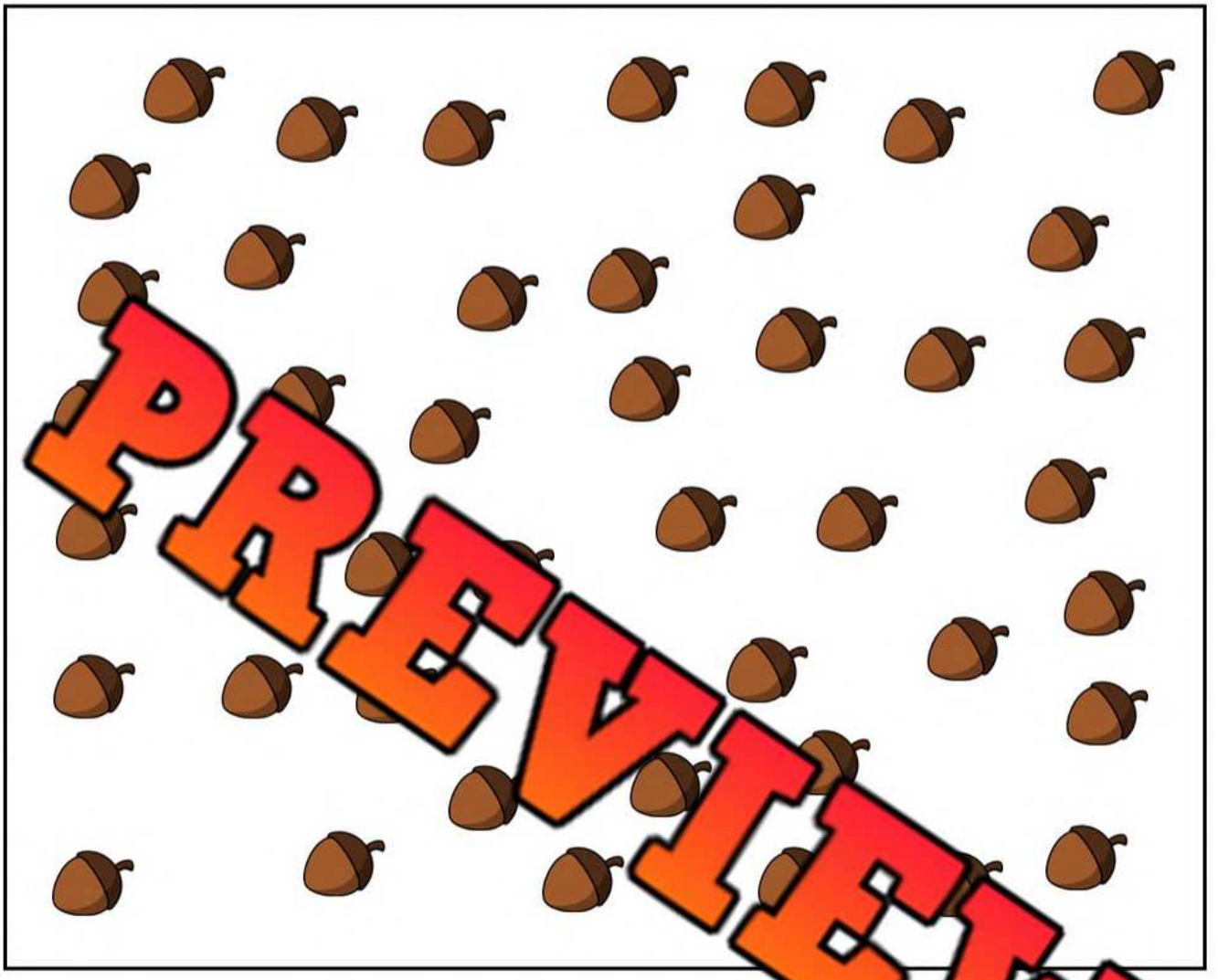
Name: _____ 46

Curriculum Connection
B1.3



PREVIEW

Multiple Choice

a) 15

b) 44

c) 62

d) 88

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Curriculum Connection
B1.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Estimate how many bowling pins are in the box. Then count them to check.

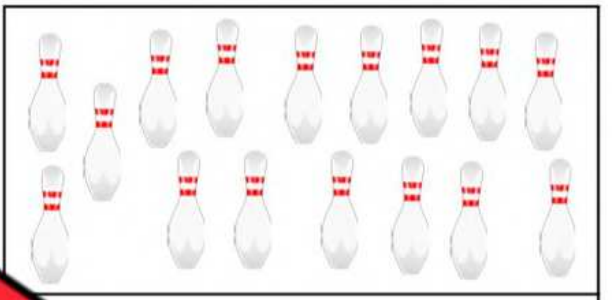


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

Estimate how many bowling pins are in the box. Then count them to check.

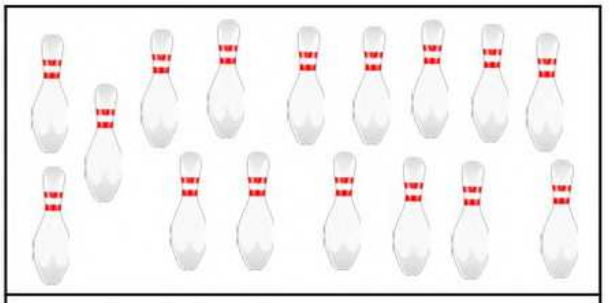


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

Estimate how many bowling pins are in the box. Then count them to check.

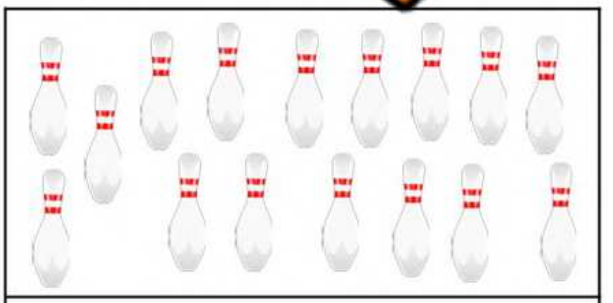


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

Estimate how many bowling pins are in the box. Then count them to check.



Estimate: About _____ pins

Actual: There are _____ pins

PREVIEW

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Name: _____ 50

Curriculum Connection
B1.4

Counting by 20s

Part 1 Count by 20's to 200



PREVIEW

Part 2 Fill in the blanks counting by 20

1)	20	40	60							
2)	20			80						
3)		40				120				
4)										

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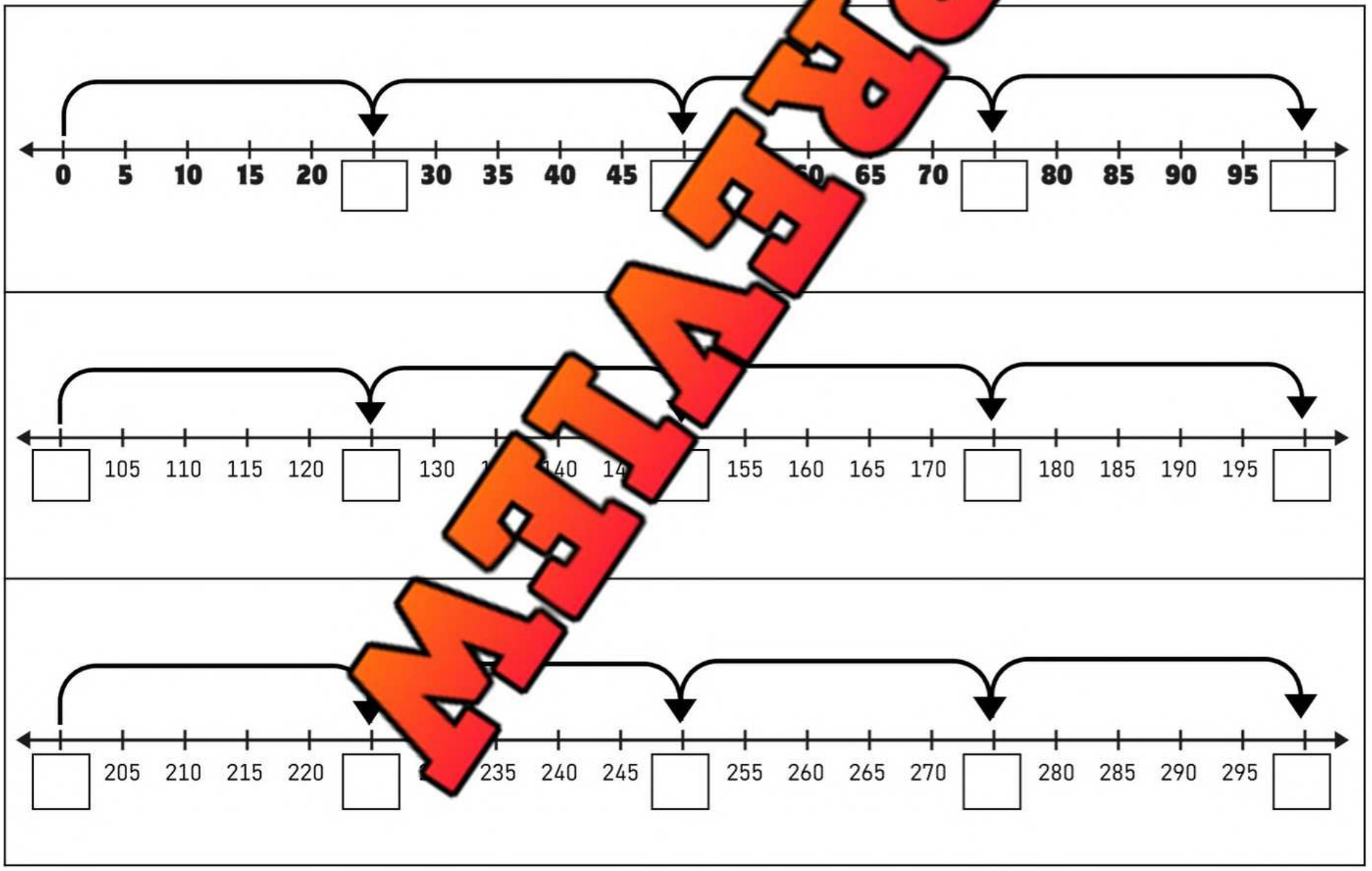
Name: _____ 52

Curriculum Connection
B1.4

Counting By 25s



PREVIEW

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Name: _____ 53

Curriculum Connection
B1.4

Counting By 50s



Part 1 Count by 50's to 200

GO

50		150	

END

Part 2 Count by 50's to 200 using the number line



Part 3 Fill in the blanks counting by 50's

1)	50	100		
2)	50			200
3)		100		
4)				

Part 4

How many fifty-dollar bills do you need to make $200? Draw them in the box

PREVIEW

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Name: _____ 54

Curriculum Connection
B1.4

Counting By 20, 25, & 50s

Part 1 — Count by 20 starting at different numbers

1)	10	30	50	70					170	
2)	5		45	65					165	
3)		35		75					175	

PREVIEW

Part 2 — Count [illegible] numbers

1)	0	25	50					175	
2)	5	30	55					180	
3)	20	45	70						

Part 3 — Count by 50 starting at different numbers

1)	5	55			205
2)	10	60			210
3)	7	57			207







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Name: _____ 55

Curriculum Connection
B1.5

Even and Odd Numbers

An **even** number is a number that can be shared into two equal-sized groups. An **odd** number cannot be shared into two equal-sized groups. Even numbers can be split in half while odd numbers can't be.

Even Numbers: 2, 4, 6, 8, 10...
Odd Numbers: 1, 3, 5, 7, 9...

Direction: Colour only the even numbers



PREVIEW

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Name: _____ 56

Curriculum Connection
B1.5

Even and Odd

Questions | Write **even** or **odd** beside the numbers

_____
20

1)	7	Odd
2)		
3)		
4)	8	
5)	22	
6)	16	
7)	15	
8)	19	
9)	23	
10)	28	

11)	44	Even
12)	32	
13)	38	
14)	33	
15)		
16)		
17)	67	
18)	60	
19)	70	
20)	84	

PREVIEW

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Curriculum Connection
B1.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Circle even or odd beside the numbers

1)	17	Odd	Even
2)	24	Odd	Even
3)	6	Odd	Even
4)	9	Odd	Even
5)	54	Odd	Even
6)	99	Odd	Even
7)	82	Odd	Even

Name: _____

Circle even or odd beside the numbers

1)	17	Odd	Even
2)	24	Odd	Even
3)	6	Odd	Even
4)	9	Odd	Even
5)	54	Odd	Even
6)	99	Odd	Even
7)	82	Odd	Even

Name: _____

Circle even or odd beside the numbers

1)	17	Odd	Even
2)	24	Odd	Even
3)	6	Odd	Even
4)	9	Odd	Even
5)	54	Odd	Even
6)	99	Odd	Even
7)	82	Odd	Even

Name: _____

Circle even or odd beside the numbers

1)	17	Odd	Even
2)	24	Odd	Even
3)	6	Odd	Even
4)	9	Odd	Even
5)	54	Odd	Even
6)	99	Odd	Even
7)	82	Odd	Even

PREVIEW

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Name: _____ 58

Curriculum Connection
B1.5

Even and Odd

Part 1 Write even numbers in the stars below



EVEN STARS

Part 2 Write odd numbers in the stars



ODD STARS

PREVIEW

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Name: _____ 59

Curriculum Connection
B1.5

Even and Odd

Questions Circle the odd numbers in blue and the even numbers in green

71	28	12	20	68
4	22	50	83	41
1	7	60	10	80
8	1	4	84	17
33	23	81	2	64
16	52	9	37	76
31	34	74	86	66
19	53	6	51	5
71	44	62	91	98
45	91	93	47	63

PREVIEW

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Name: _____ 60

Curriculum Connection
B1.5

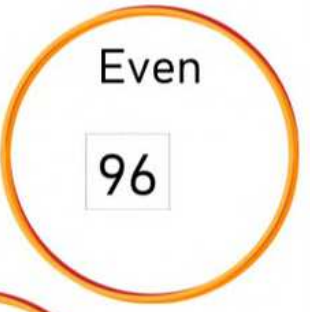
Activity Title: Odd and Even Number Hunt

Objective — What are we learning about?

To help students differentiate between odd and even numbers through an engaging and interactive activity.

Materials — What you will need for the activity.

- Col ed pa x cards
- Marker
- Tape or chalk
- Large open space (in utd





PREVIEW

Instructions — How you will comp he acti

1. Cut out the index cards provided
2. Use tape or chalk to create two large circles on t or ling one "Odd" and the other "Even."
3. Spread the numbered cards randomly around the room or outd ace.
4. Divide the students into small groups.
5. On your signal, students search for numbered cards and decide if the number is odd or even.
6. Students then run to the appropriate circle and place their card in it.
7. After all cards are placed, gather the students and review each number, asking if it's odd or even and why.
8. Discuss patterns in odd and even numbers (e.g., even numbers end in 0, 2, 4, 6, 8; odd numbers end in 1, 3, 5, 7, 9).

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Labels Cut out the labels below and place them in a circle, like a hula-hoop



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Curriculum Connection
B1.5

Index Cards | Cut out the index cards below

57	11	83
33	9	14
92	23	7
64	5	88

PREVIEW

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Curriculum Connection
B1.5

Index Cards | Cut out the index cards below

38	90	6
28	73	46
95	8	60
21	85	41

PREVIEW

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Curriculum Connection
B1.5

Index Cards

Cut out the index cards below

36	16	74
58	28	9
63	93	
47	18	82

PREVIEW

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Curriculum Connection
B1.5

Index Cards

Cut out the index cards below

29	99	7
68	3	54
25	86	2
91	32	61

PREVIEW

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Name: _____ 69

Curriculum Connection
B1.6

Fair Sharing - Cookies

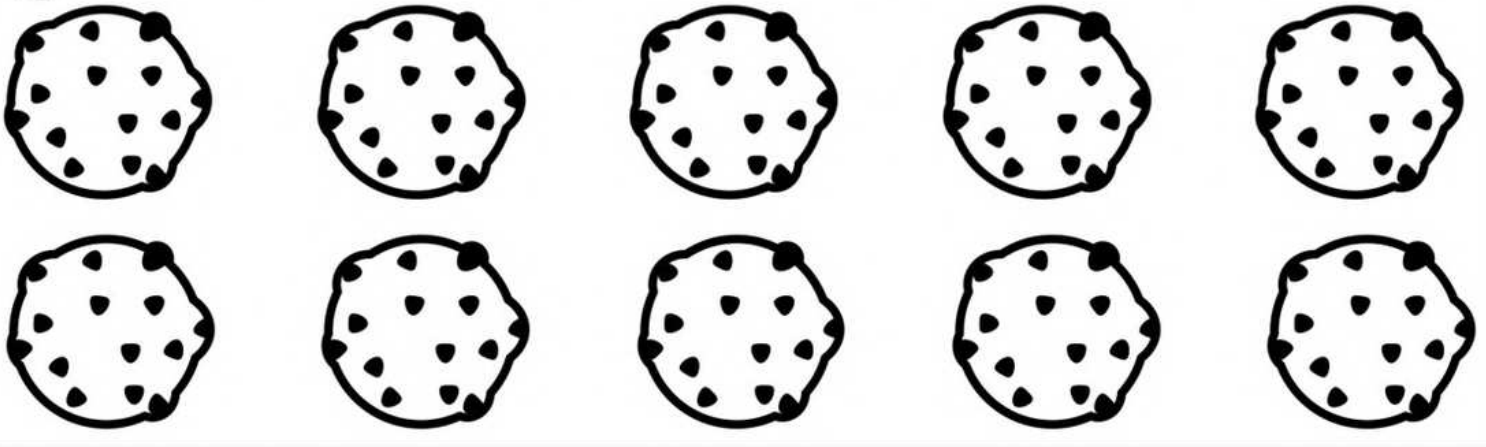
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

_____
10

Sam's P

PREVIEW



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Name: _____ 71

Curriculum Connection
B1.6

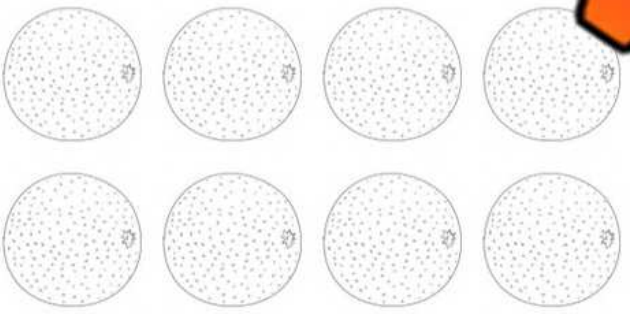
Fair Sharing - By Two

Sharing How much does each friend get?

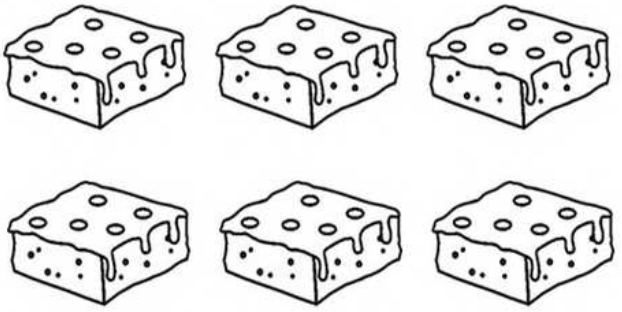
1) Share the candies equally with 2 friends by circling what each gets.



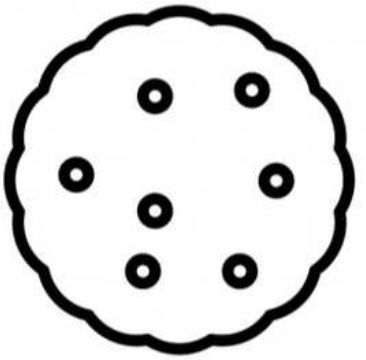
2) Share the oranges eq h 2 friends by circling what eac ets.



3) Share the brownies equally with 2 friends by circling what each gets.



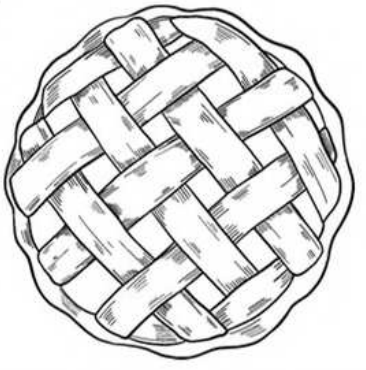
4) Share the cookie equally with 2 friends.



hare the pizza equally with 2 r



6) Share the pie equally with two friends.



PREVIEW

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Name: _____ 72

Curriculum Connection
B1.6

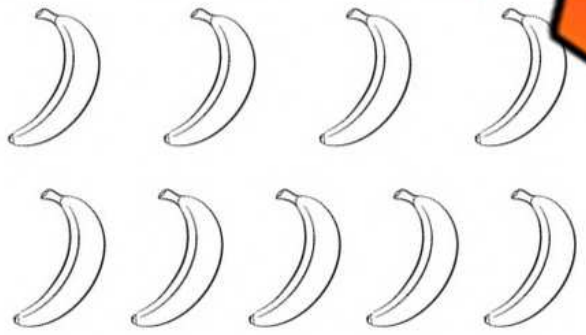
Fair Sharing - By Threes

Sharing How much does each friend get?

1) Share the candies equally with 3 friends by circling what each gets.



2) Share the bananas eq h 3 friends by circling what eac ets.



3) Share the muffins equally with 3 friends by circling what each gets.



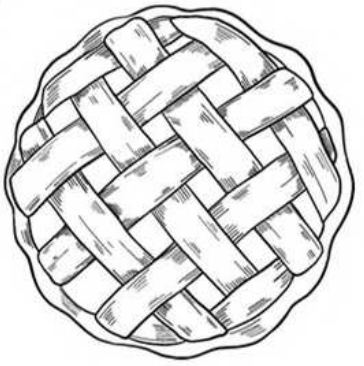
4) Share the cake equally with 3 friends.



hare the books equally with 3



6) Share the pie equally with 3 friends.



PREVIEW

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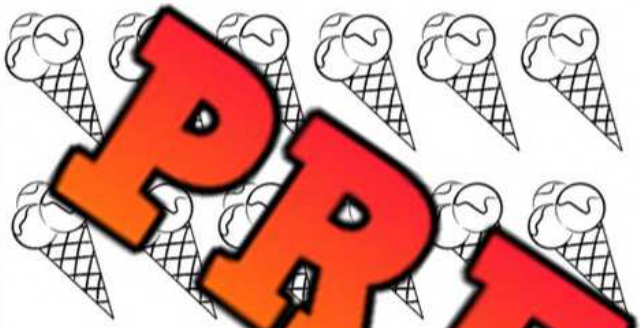
Name: _____ 74

Curriculum Connection
B1.6

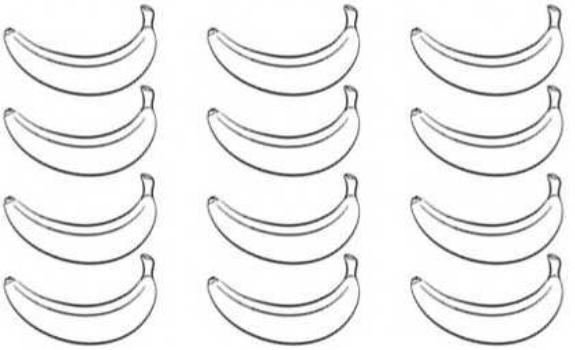
Fair Sharing - By Sixes

Sharing How much does each friend get?

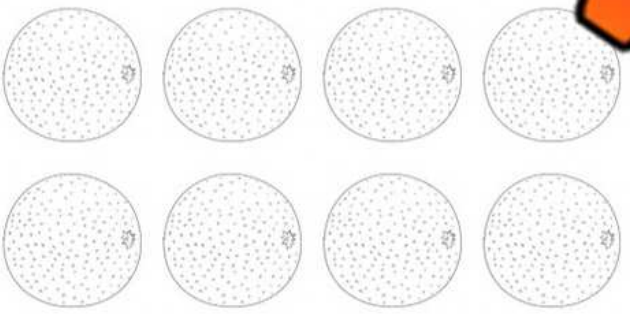
1) Share the ice cream equally with 6 friends by circling what each gets.



4) Share the bananas equally with 6 friends by circling what each gets.



2) Share the orange equ... 6 friends by circling what each ...ets.



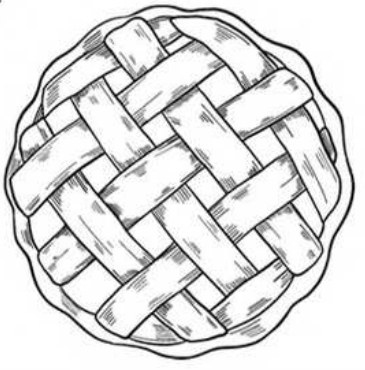
...hare the pizza equally with 6 ...



3) Share the muffins equally with 6 friends by circling what each gets.



6) Share the pie equally with 6 friends.



PREVIEW

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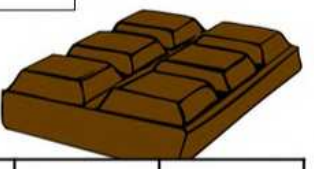
Name: _____ 75

Curriculum Connection
B1.6

Fair Sharing – Chocolate Bars



Sharing | Share the chocolate bars below

Chocolate Bar

Chocolate Bar

PREVIEW

1) a) Zach ha[illegible] ba[illegible] he wants to share with 10 people. How many pieces will each [illegible] get?

b) Ryan is one of the people that is g[illegible]ne [illegible]late. What fraction of the chocolate bar is [illegible] gettin

2) a) Zach has two more chocolate bars that he [illegible] are wi[illegible]eople. How many pieces will each person get?

b) Chris is one of the people that is getting some chocolate. What fraction of the chocolate bar is Chris getting?

3) a) Zach found two more chocolate bars that he will now share with 5 people in total. How many pieces of chocolate will each person get?

b) Sam is one of the people that is getting some chocolate. What fraction of the chocolate bar is Sam getting?

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Name: _____ 76

Curriculum Connection
B1.6

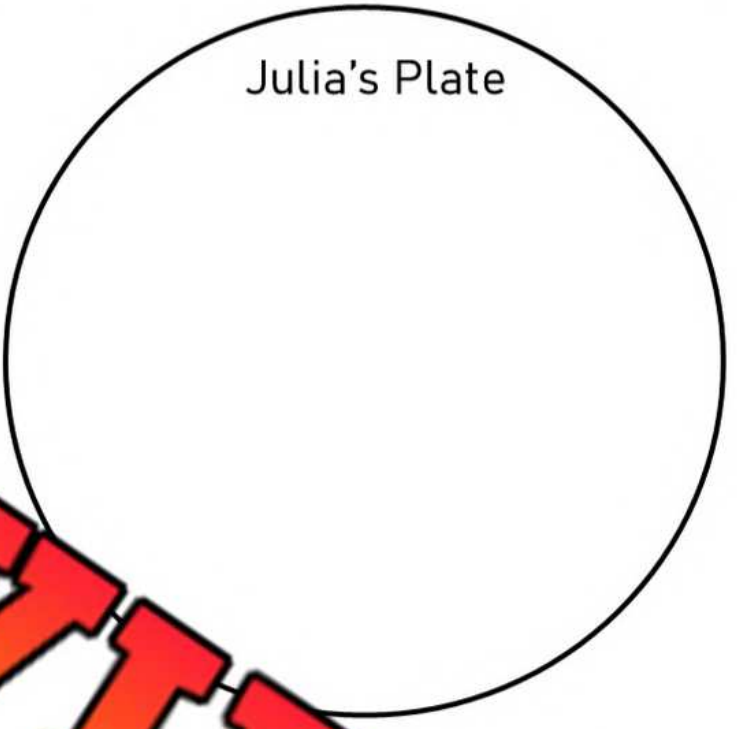
Fair Sharing - Pizza

Alex and Julia are really hungry tonight. They ordered 3 pizzas to share. Each pizza is cut up into 4 slices. How much pizza will Alex and Julia get?

Alex's Plate



Julia's Plate



PREVIEW

_____ # of total pizzas

_____
4

Alex's Slices

Slices in one pizza (whole)

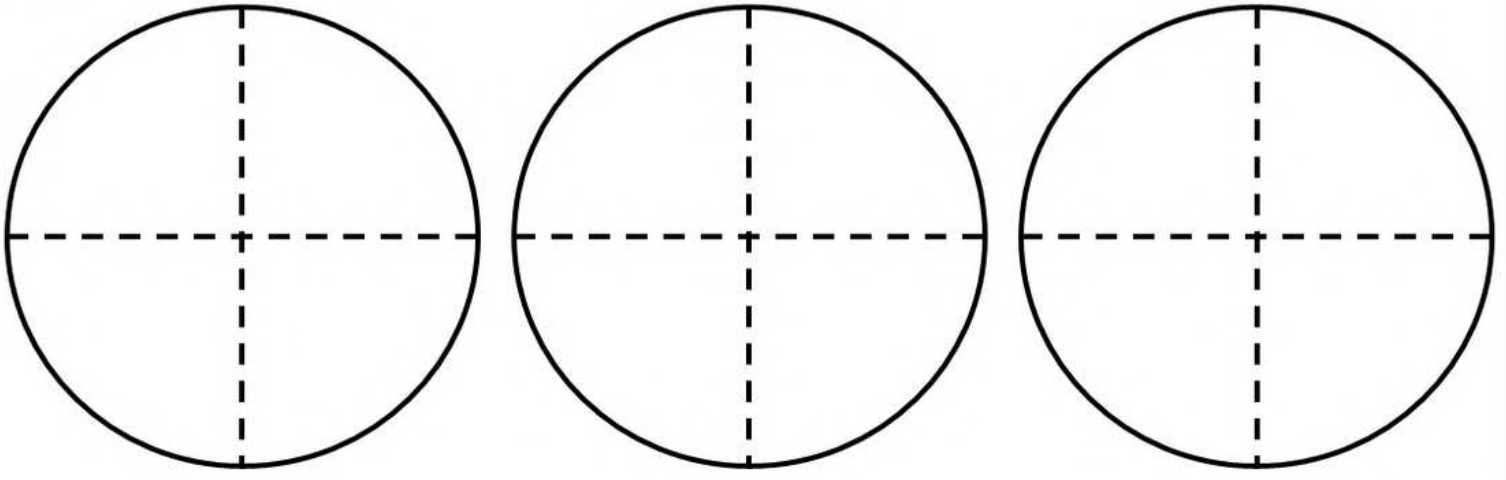
_____ # of total pizzas

_____
4

Julia's Slices

Slices in one pizza (whole)





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Name: _____ 77

Curriculum Connection
B1.6

Fair Sharing – Mixed Numbers

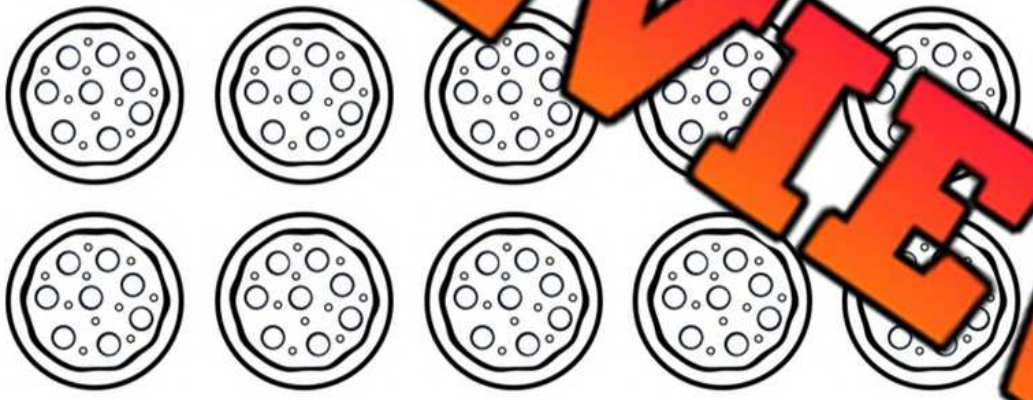
Sharing How much does each friend get?

1) Share the pizzas equally with 2 friends.



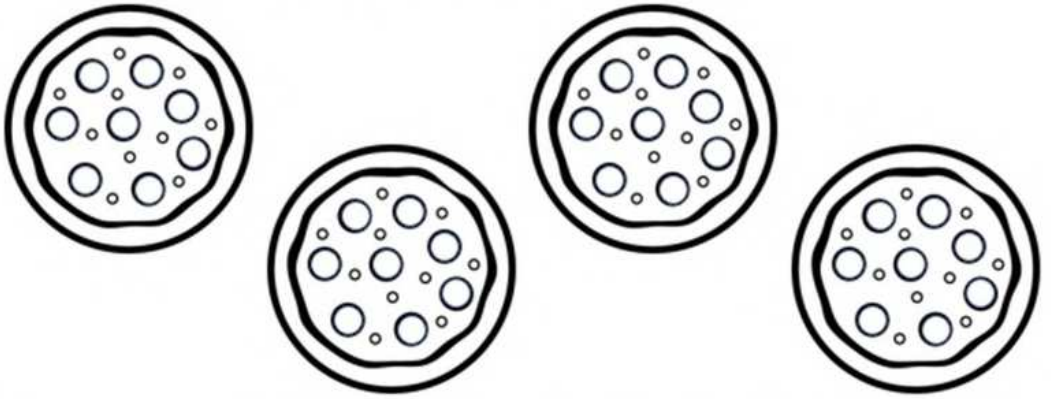
_____ = _____

2) Share the pizzas equ... 4 fr...



_____ = _____

3) Share the pizzas equally with 3 friends.



_____ = _____

PREVIEW

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Name: _____ 78

Curriculum Connection
B1.7

Fractions

A **fraction** is a way of representing a part of a whole. It tells us how many equal parts something is divided into, and how many of those parts we have.

The top number, called the **numerator**, represents the part of the whole that we have. The bottom number, called the **denominator**, represents the total number of equal parts that make up the whole.

Examples Read the examples below and fill in the table

1) A pi[illegible]s cut i[illegible]s. If you eat 3 slices, how much of the pizza will [illegible]?	$\frac{\quad}{8}$
2) A split class of 30 [illegible] 14 grade 3s. How many grade 3s mak[illegible] class	$\frac{\quad}{30}$
3) A soccer game is 90 minutes long [illegible] have [illegible] minutes of the game. How much of the game ha[illegible]ssed	$\frac{\quad}{90}$
4) Shelly has 10 blocks. 6 of the blocks are green. [illegible]elly of the total blocks are green?	
5) On a plate is 12 cookies. You eat 4 of them. What fraction of the plate of cookies did you eat?	

PREVIEW

Think Write your own example of a fraction below

Words	Fraction

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Name: _____ 79

Curriculum Connection
B1.7

Naming Fractions

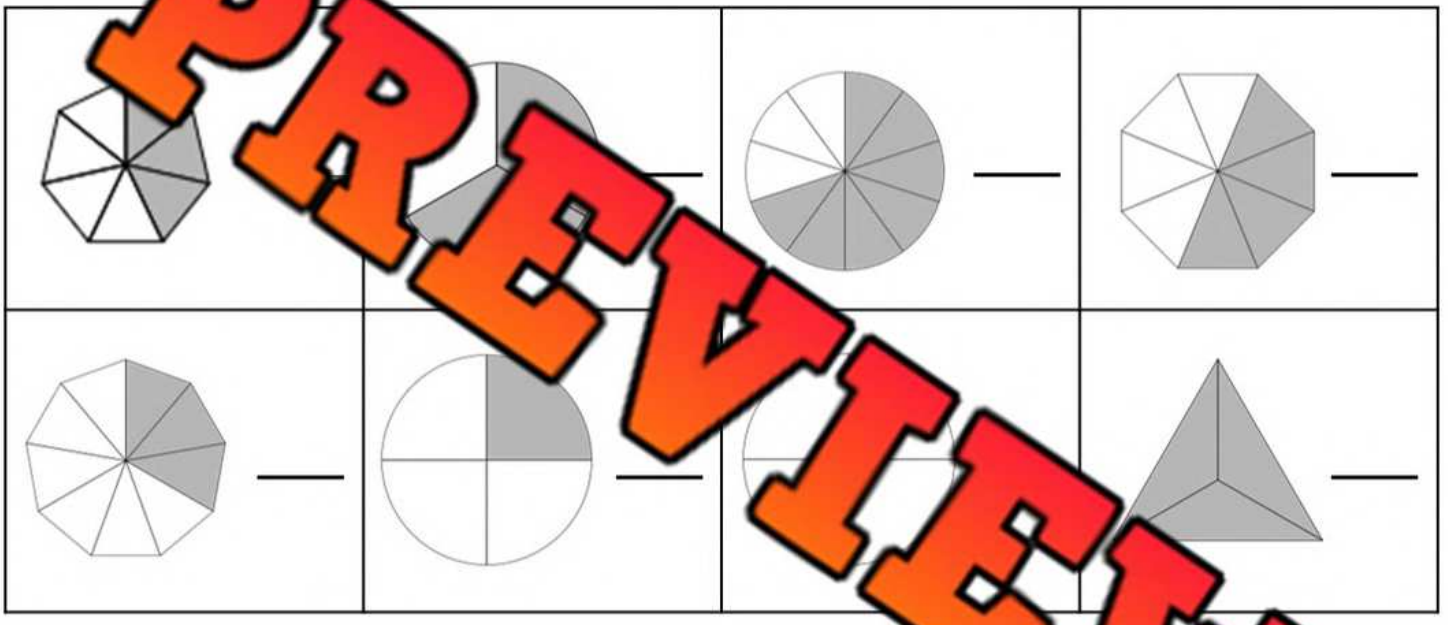
Fractions are numbers that represent an amount or quantity. Fractions are usually not whole numbers, but only fractions or parts of a whole number.



Example:
This pizza has been cut into 5 pieces. You are given the shaded slices of pizza, therefore, you received $\frac{2}{5}$ of the pizza. You do not get the whole pizza, so you are only getting part or a fraction of the 1 pizza.

Part 1

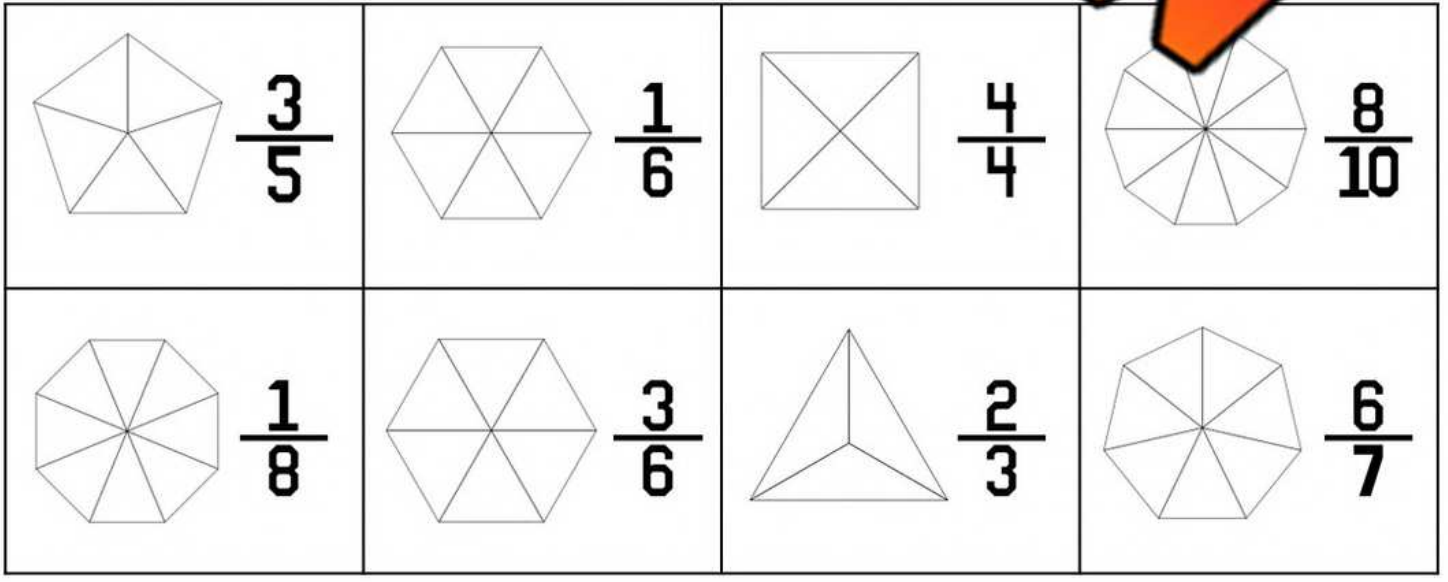
What fraction is shaded in on the images below



PREVIEW

Part 2

Read the fraction and draw the shaded in value on the shape below



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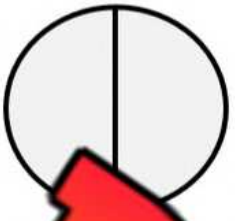
Name: _____ 80

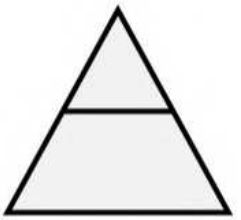
Curriculum Connection
B1.7

Fractions – Equal Parts

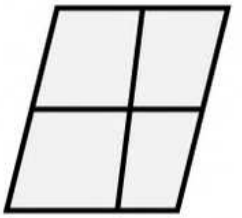
Part 1 Are the shapes below split into equal parts?

1) 

Yes No

2) 

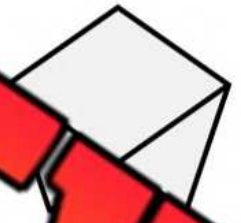
Yes No

3) 

Yes No

4) 

Yes No

5) 

Yes No

6) 

Yes No

PREVIEW

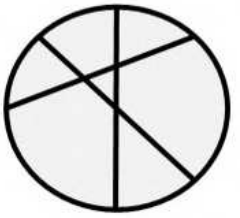
Part 2 Are the statements true or false?

1) The square is cut into fourths.



True False

2) The circle is cut into sixths.



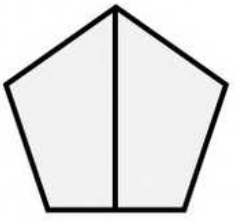
True False

3) The triangle is cut into fourths.



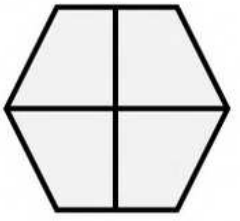
True False

4) The pentagon is cut into halves.



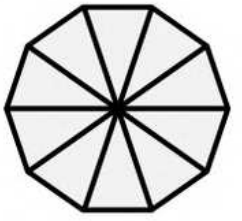
True False

5) The hexagon is cut into fourths.



True False

6) The octagon is cut into eights.



True False

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Curriculum Connection
B1.7

Exit Cards

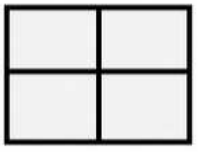
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Are the shapes below split into equal parts?



Yes No Yes No



Yes No



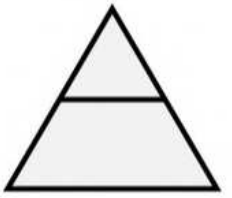
Yes No

Name: _____

Are the shapes below split into equal parts?



Yes No



Yes No

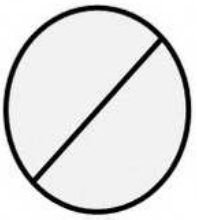




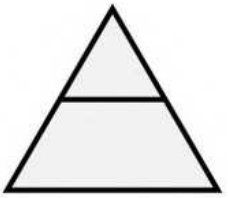
Yes No

Name: _____

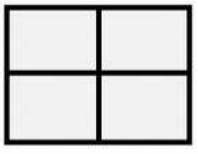
Are the shapes below split into equal parts?



Yes No



Yes No



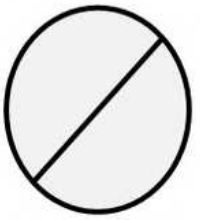
Yes No



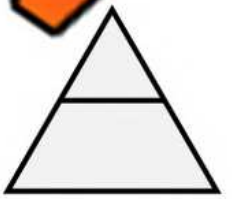
Yes No

Name: _____

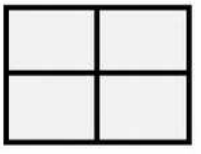
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



Yes No

PREVIEW

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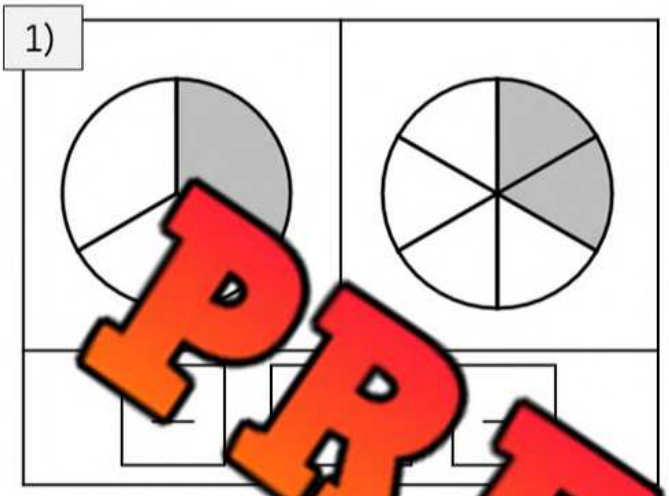
Name: _____ 83

Curriculum Connection
B1.7

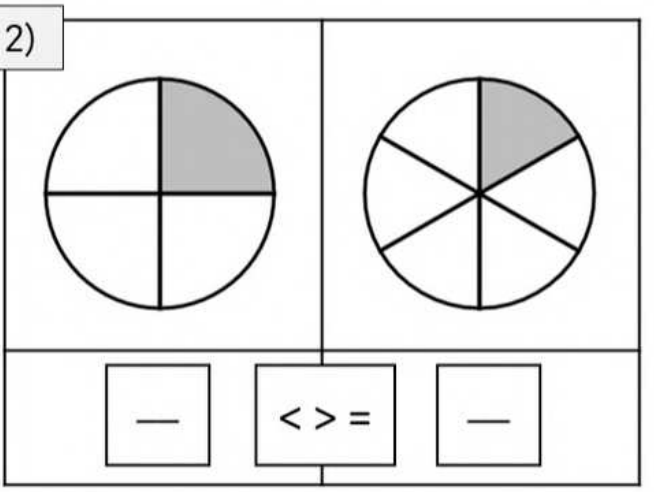
Fair Sharing – Equal Fractions

Instructions Write the fraction and circle which is bigger (< > =) or if they are equal

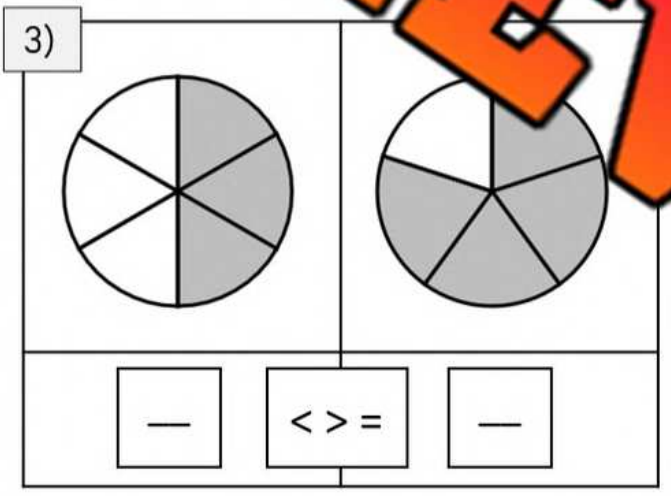
1)



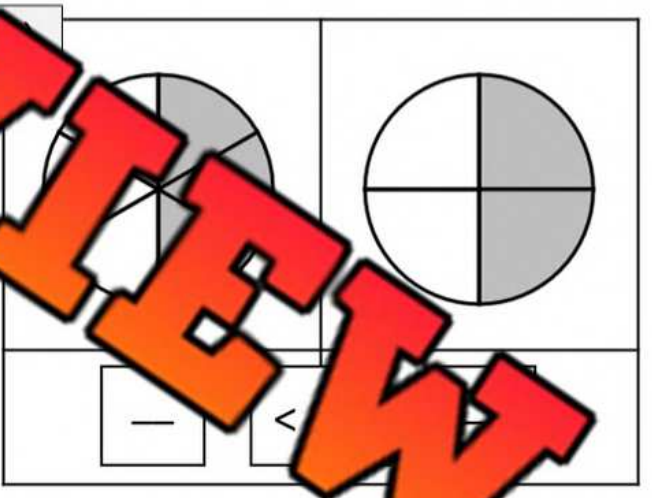
2)



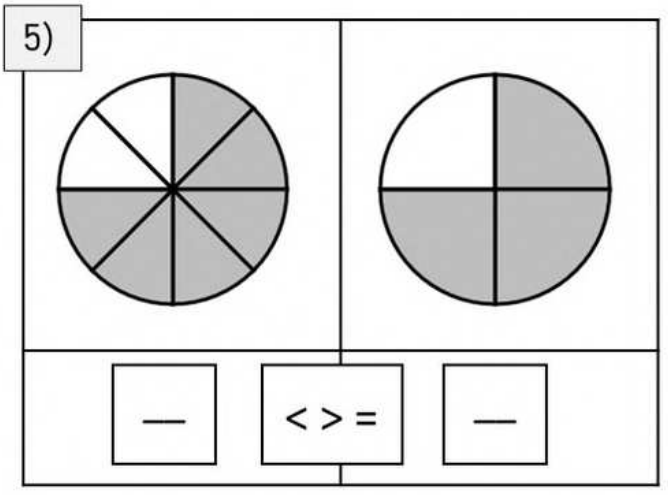
3)



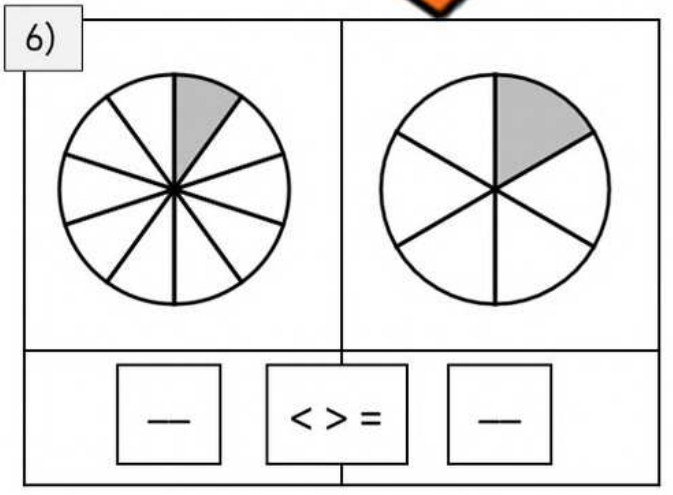
4)



5)



6)



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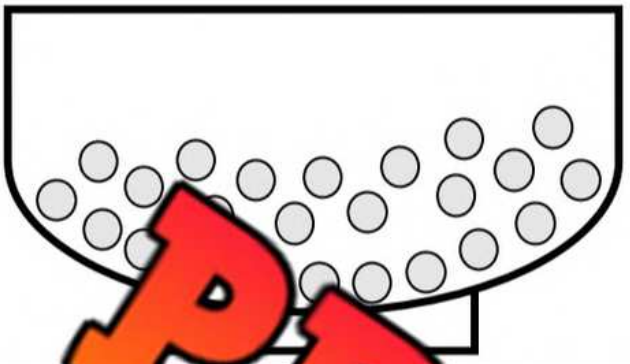
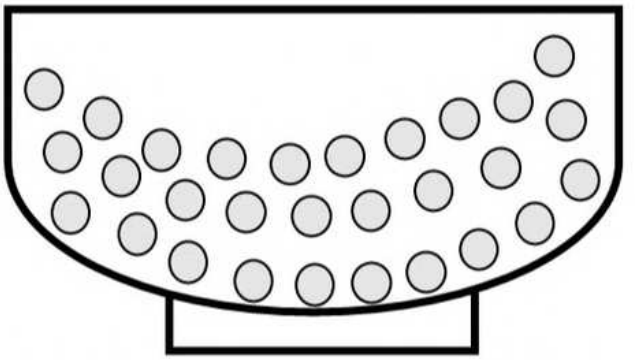
Name: _____ 86

Numbers Sense Quiz

Part 1 Estimate how many cereal pieces are in the bowl. Then count them.



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

PREVIEW

Part 2 Compare the following numbers < > =

1)	2)	3)
75 ☐ 93	42 ☐ 1[illegible]	73 ☐ 73

Part 3 Order the numbers below from greatest to least

43, 65, 31, 41, 46	18, 9, 2[illegible], 5[illegible]
_____, _____, _____, _____, _____	_____, _____, _____, _____, _____

Part 4 Order the numbers below from greatest to least

11, 6, 3, 17, 15	40, 43, 29, 33, 46
_____, _____, _____, _____, _____	_____, _____, _____, _____, _____

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Part 5 Fill in the Blanks by counting by 20, 25s, and 50s

1)
20, 40, 60, _____, _____, _____, _____, _____, _____, _____,

2)
25, 50, 75, _____, _____, _____, _____, _____

3)
50, 1_____, _____, _____

Part [illegible] the cookies below

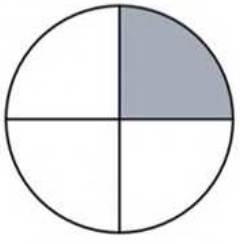
Two friends are [illegible] cooki[illegible]w. Draw lines from the cookies to each person's plate.

Jessica



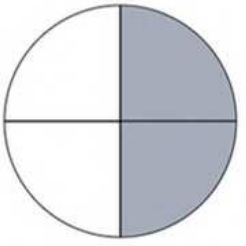
How many cookies does each friend get? _____

Part 7 Write the fraction and then label it – half, q[illegible]er,

1.


_____

_____

2.


_____

_____

3.


_____

_____

4.


_____

_____

PREVIEW

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Grade 2
Stand: B2 – Operations

	Curriculum Expectations	Pages
B2.1	Use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations	178, 180 – 181, 183 - 186
B2.2	Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts	99 – 106, 133 – 140,
B2.3	Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used	89 – 98, 130 - 132
B2.4	Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 100	107 – 129, 141 - 177
B2.5	Represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings	178 – 183, 185 – 189, 200 - 204
B2.6	Represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings	185 – 186, 190 - 204

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Name: _____ 89

Curriculum Connection
B2.3

Mental Math Strategy – Counting On

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

Part 1

Use the chart to answer the question

1) 4 + 5 = _____



2) 8 + 6 = _____



3) 8 + 3 = _____



4) [illegible] + 4 = _____



5) 3 + 6 = _____



6) 2 + 5 = _____



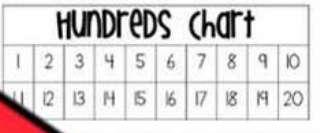
7) 8 + 8 = _____



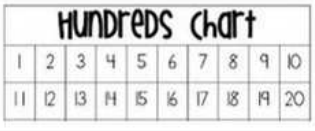
8) 7 [illegible] _____



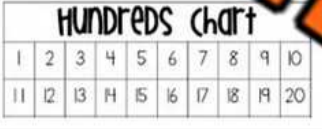
9) 9 + 4 = _____



10) 9 + 9 = _____



11) 5 + 6 = _____



[illegible] + 8 = _____

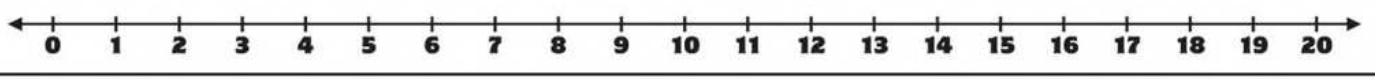


PREVIEW

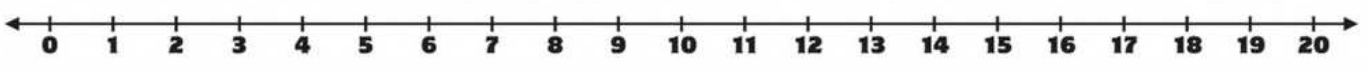
Part 2

Use the number line to find the answer

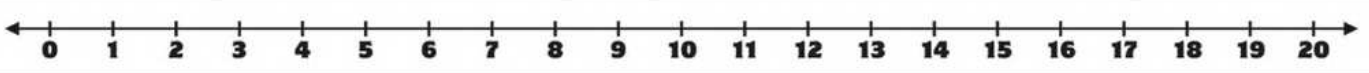
1) 3 + 9 = _____



2) 6 + 4 = _____



3) 5 + 9 = _____



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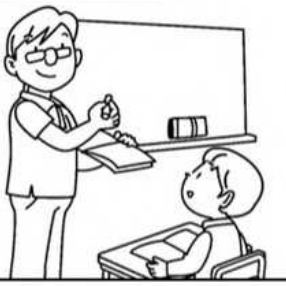
Curriculum Connection
B2.3

Mental Math Strategy – Making Tens



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

1) [illegible] + 7

4

20 + 3 = 23

2) 19 + 6

____ + ____ = ____

3) 8 + 18

____ + ____ = ____

4) 8 + 14

____ + ____ = ____

5) [illegible] + 7

____ + ____ = ____

6) 18 + 13

____ + ____ = ____

7) 28 + 13

____ + ____ = ____

8) 39 + 17

____ + ____ = ____

9) 48 + 24

____ + ____ = ____

PREVIEW

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Name: _____ 92

Curriculum Connection
B2.3

Mental Math Strategy – Making Doubles

Directions:

1. Decide which number you will double and add those numbers together.
2. Subtract or add the remaining amount

*** If you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.



10 = 20 –	5 + 6 5 + 5 10 + 1 = 11	3 + 4
4 + 5		11 + 10
20 + 21	15 + 16	
29 + 30	31 + 30	50 + 51

PREVIEW

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Name: _____ 93

Curriculum Connection
B2.3

Mental Math – Break Into Place Value

Directions:

1. Solve each digit by writing out its place value and adding it to the other number's same place value (hundreds + hundreds, tens + tens, ones + ones)
2. Add together your totals



5 + 13 + 20 20 + 28	13 + 12
14 + 17	22 + 23
24 + 13	36 +
45 + 41	52 + 44

PREVIEW

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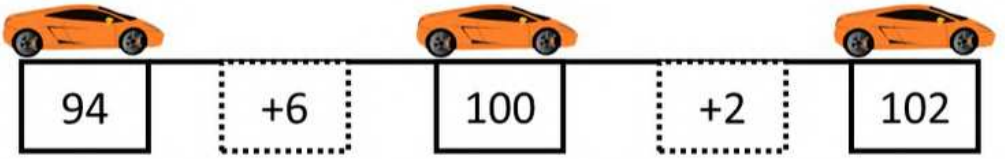
Name: _____ 94

Curriculum Connection
B2.3

Counting – Bridging over 100

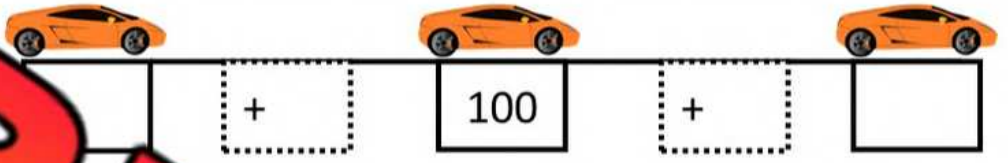
94 + 8



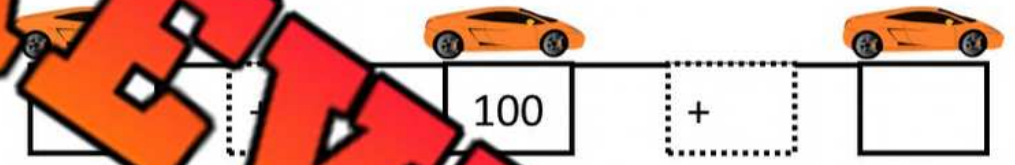
Questions | Fill in the blanks by bridging over 100

PREVIEW

1) 9



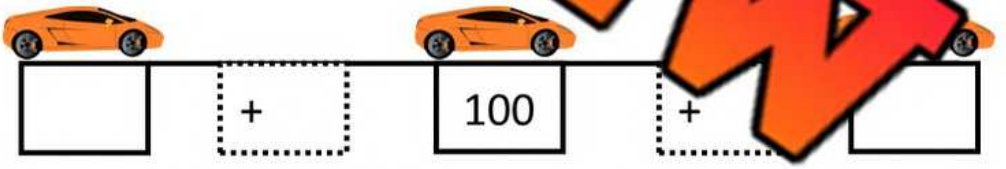
2) 93 + 9



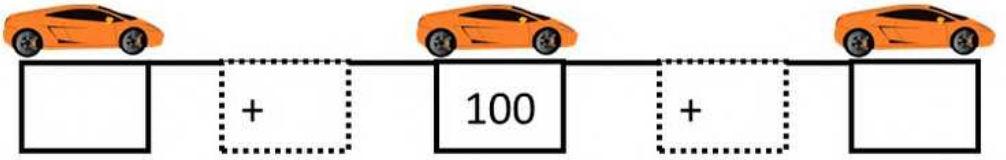
3) 95 + 8



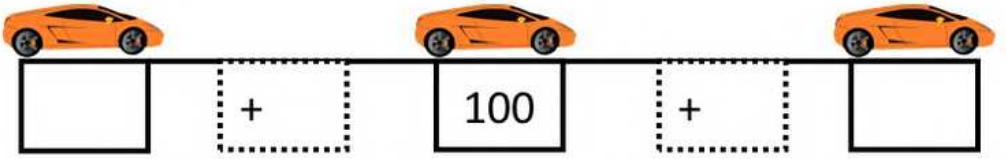
4) 99 + 6



5) 94 + 9



6) 96 + 7



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Name: _____ 99

Curriculum Connection
B2.2

Math Facts – Adding 0 and 5

Questions Solve as many problems as you can before the time runs out!

6 + 0	2 + 5	8 + 0	7 + 5	5 + 3	0 + 3
+ 5		5 4	0 + 3	5 + 4	5 + 6
6 + 0	8 + 0	5 + 7	5 +	5 + 8	2 + 0
5 + 9	2 + 5	5 + 7	+ 6	+	7 0
5 + 3	2 + 0	0 + 6	5 + 2	5 + 1	5 + 7
4 + 0	9 + 5	2 + 5	1 + 0	5 + 1	5 + 3

PREVIEW

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Name: _____ 104

Curriculum Connection
B2.2

Math Facts – Adding 10

Questions Solve as many problems as you can before the time runs out!

4 + 10	10 + 1	10 + 7	10 + 7	1 + 10	2 + 10
+ 9		6 + 10	10 + 10	8 + 10	10 + 7
10 + 0	4 + 10	+	+ 1	4 + 10	4 + 10
10 + 9	10 + 6	10 + 1	+ 10	1	1 0
10 + 4	2 + 10	10 + 9	9 + 10	10 + 4	10 + 7
4 + 10	10 + 5	10 + 4	10 + 5	10 + 10	3 + 10

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Name: _____ 106

Curriculum Connection
B2.2

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye



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Name: _____ 107

Curriculum Connection
B2.4

Adding Multiples of 10

Part 1 Answer the questions below

1)	30	+	20	=	
2)	50	+	30	=	
3)	10	+	40	=	
4)	30	+	60	=	
5)	70	+	[illegible]	=	
6)	80	+	10	=	
7)	40	+	40	=	
[illegible]	[illegible]	+	20	=	
9)	60	+	40	=	
[illegible]	[illegible]	+	[illegible]	=	

PREVIEW

Part 2 Answer the questions below

1) Molly has $60 in her bank account. She is given $20. How much does she have now?



2) Zane drove 40 km to work and 40 km back home. How many total km did he drive?



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Name: _____ 108

Curriculum Connection
B2.4

Adding Multiples of 10

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	[illegible]	43	44	45	46	47	48	49	50
51	[illegible]	53	54	55	56	57	58	59	60
61	[illegible]	[illegible]	64	65	66	67	68	69	70
71	72	[illegible]	74	75	76	77	78	79	80
81	82	[illegible]	[illegible]	[illegible]	86	87	88	89	90
91	92	[illegible]	[illegible]	[illegible]	96	97	98	99	100

PREVIEW

Questions Answer the questions

1)	52	+	20	=	
2)	21	+	30	=	
3)	38	+	40	=	
4)	39	+	[illegible]		
5)	41	+	50	=	
6)	83	+	10	=	
7)	68	+	30	=	
8)	54	+	40	=	
9)	17	+	40	=	
10)	77	+	20	=	

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Curriculum Connection
B2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Solve the problems below

a)

1)	2) 60 + 20

b) Sophia has 25 stickers in her collection. She wins 30 more in a contest. How many stickers does she have now?

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

b) Sophia has 25 stickers in her collection. She wins 30 more in a contest. How many stickers does she have now?

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

b) Sophia has 25 stickers in her collection. She wins 30 more in a contest. How many stickers does she have now?

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

b) Sophia has 25 stickers in her collection. She wins 30 more in a contest. How many stickers does she have now?

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Name: _____ 110

Curriculum Connection
B2.4

Part Part Whole – Numbers To 18

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)

18	
12	

9)

14	
8	

10)

9	8

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Name: _____ 112

Curriculum Connection
B2.4

Part Part Part Whole – Numbers To 18

Questions How do the parts below equal the whole at the top

1)

12		
	5	

2)

11		
	2	6

3)

5		

4)

5	5	5

5)

15		
7		4

6)

		6

7)

9	4	1

8)

15		
9		4

9)

17		
6	6	

10)

18		
11		6

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Name: _____ 113

Curriculum Connection
B2.4

Part Part Part Whole – Numbers To 100

Questions How do the parts below equal the whole at the top

1)

32		

2)

48		
	20	20

3)

20		20

4)

	15	8

5)

63		
40		13

6)

22	22	14

7)

90		
35	45	

8)

97		
50		40

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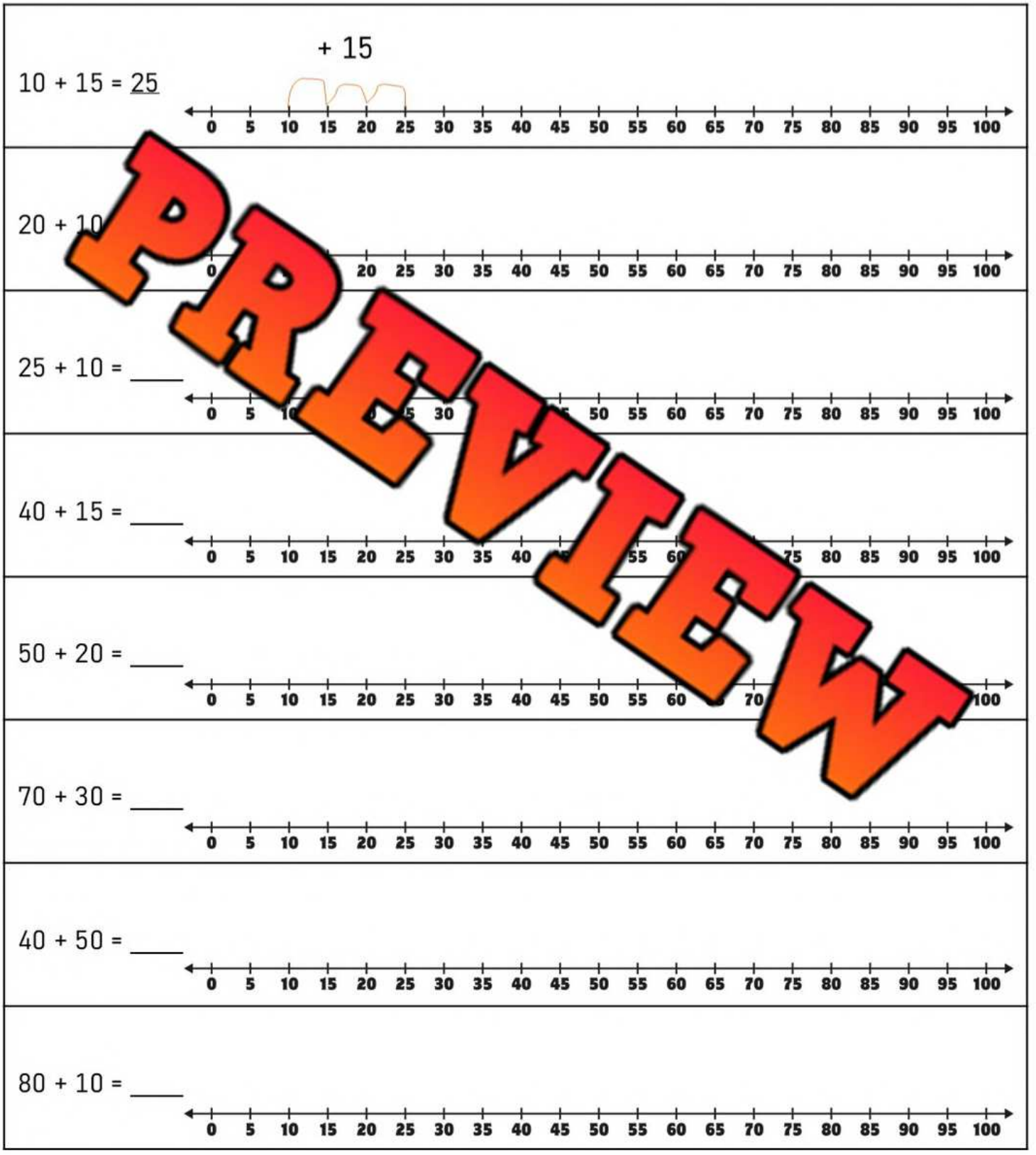
Name: _____ 115

Curriculum Connection
B2.4

Number Line Addition

Questions | Use the number line to add the numbers below



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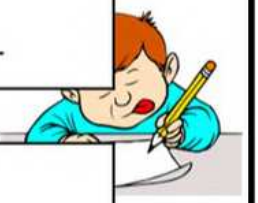
Name: _____ 117

Curriculum Connection
B2.4

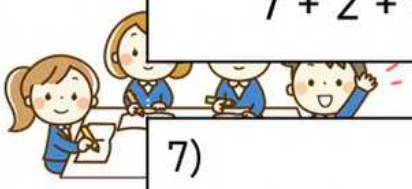
Associative Property of Addition

Questions Investigate the results of adding when changing the order of the numbers

1) 5 + 5 + 8 = _____	8 + 5 + 5 = _____
2) 9 + 1 = _____	5 + 1 + 9 = _____
3) 3 + 7 + 6 = _____	6 + 7 + 3 = _____
4) 4 + 6 + 5 = _____	_____
5) 2 + 9 + 1 = _____	1 + 9 + 2 = _____
6) 7 + 2 + 8 = _____	8 + 2 + 7 = _____
7) 4 + 7 + 6 = _____	6 + 7 + 4 = _____







PREVIEW

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Name: _____ 121

Curriculum Connection
B2.4

Adding – Borrowing

Questions Use the standard algorithm to solve the addition problems below

1)	Tens	Ones
		7
+	3	

2)	Tens	Ones
	6	7
+	1	4

3)	Tens	Ones
	4	6
+	3	5

4)	Tens	Ones
	4	9
+	3	4

5)	Tens	Ones
	6	
+	2	4

6)	Tens	Ones
	7	5
+	1	5

7)	Tens	Ones
	4	7
+	1	7

8)	Tens	Ones
	6	8
+	2	7

9)	Tens	Ones
	7	9
+	1	4

PREVIEW

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Name: _____ 122

Curriculum Connection
B2.4

Adding - Word Problems (Up To 18)

Questions Solve the following addition questions. Tip: draw pictures to help!

1) Rebecca has $10 in her wallet. She finds $5 on the ground. How much money does she have now?



2) Kennedy h… a … she is playing. She gets 6 more points. How many total poi… she h…



3) Scott scores 14 goals in a hockey tourname… he … goals in the last game. How many total goals did he score?



4) Luke ran 9 kilometres on Monday and 7 kilometres on Tuesday. How many total kilometres did he run?



PREVIEW

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Curriculum Connection
B2.4

Adding - Word Problems (Up To 100)

Questions Solve the following addition questions. Tip: draw pictures to help!

1) Stacy read 63 pages last week in her book. She read another 35 pages this week. How many total pages has she read?



2) Beth has 5[illegible] ...en g...her 25 more crayons. How many crayons does Beth have now?



3) Alexa drove 63 kilometres yesterday and 3[illegible] ...many total kilometres did she drive?



4) Lindsay has a math test tomorrow. She studied for 35 minutes last night and 56 minutes tonight. How many total minutes has she studied?



PREVIEW

Name: _____ 125

Curriculum Connection
B2.4

Activity: Adding Adventures: Treasure Hunt

Objective What are we learning about?

To help students understand and practice addition through engaging word problems involving whole numbers up to 100.

Materials What you will need for the activity.

- Se[illegible] a[illegible] ith addition word problems
- N[illegible]s
- Sma[illegible] bags o[illegible] to hold the card sets
- Optional: s[illegible] tre[illegible] r treasure)
- Tape



Instructions How yo[illegible] mple[illegible] tivity

1) Prepare sets of index cards with di[illegible] additi[illegible] problems (up to 18 and up to 100).

2) Hide these cards around the classroom or i[illegible] sign[illegible] or area, taping them under chairs, desks, or tucked into non-obvi[illegible]

3) Divide the class into small teams and give each team a [illegible] ba[illegible] collect their cards.

4) Explain the game: each team will hunt for a card, solve the problem [illegible] s quickly as they can, and return to you for verification.

5) Say "Go!" Each team rushes to find their first card.

6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize (or a checkmark) and move on to find the next card.

7) The game continues until all cards are found or you call time. The team with the most correct answers wins.

8) Discuss the game, focusing on the addition problems and solutions each team encountered.

PREVIEW

Name: _____ 126

Curriculum Connection
B2.4

Instructions	Cut out the cards below

John has 7 apples and buys 5 more. How many apples does he have now?	Sarah has 6 candies and receives 8 more from a friend. How many candies does she have now?
Mary ha[illegible] buys 30 m[illegible] balloons does [illegible] now?	Tom finds 4 marbles and then finds 9 more. How many marbles does he have in total?
Lisa has 3 books and buys 12 more. How many books does she have now?	[illegible] gets 7 [illegible] How many st[illegible] have no[illegible]
If you have 40 pencils and buy 20 more, how many pencils do you have in total?	There were 50 students in the class, and 20 new students joined. How many students are there now?

PREVIEW

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Name: _____ 127

Curriculum Connection
B2.4

Instructions Cut out the cards below

Tom had 30 candies and received 15 more from his friend. How many candies do he have now?	Lisa bought 40 cookies and made 20 more. How many cookies does Lisa have now?
A farmer has 12 cows and buys 8 more. How many cows does the farmer have now?	Sam has 15 toy cars and gets 10 more as a gift. How many toy cars does Sam have now?
Emma has 13 flowers and picks 5 more. How many flowers does Emma have now?	Ben collects 6 rocks and finds 7 more. How many rocks does Ben have now?
Lucy has 14 crayons and buys 3 more. How many crayons does Lucy have now?	Jake has 20 marbles and wins 10 more in a game. How many marbles does he have now?

PREVIEW

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Name: _____ 128

Curriculum Connection
B2.4

Instructions | Cut out the cards below

18 + 9 + 6 =	46 + 15
+ 24	33 + 11 + 8 =
12 + 12 + 12 =	5 14
20 + 21 + 22 =	55 20 + 11

PREVIEW

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Name: _____ 129

Curriculum Connection
B2.4

Instructions | Cut out the cards below

Nina has 8 dolls and gets 6 more for her birthday. She then finds 2 more in her closet. How many dolls does she have now?	Carlos buys 35 pencils and finds 8 more in his drawer. At school, his teacher gives him 10 more pencils. How many pencils does he have now?
Anna has stickers at home. Her mom gives her 12 more stickers for her book at school. How many stickers does Anna have now?	A baker bakes 25 chocolate chip cookies, 15 sugar cookies, and 30 oatmeal raisin cookies. How many cookies does the baker have now?
James has 28 toy cars, 13 toy motorcycles, and 18 toy trucks. How many toy vehicles does James have?	David has comic books and gets 10 more from a friend. He adds them to 30 more comics. How many comic books does David have now?
Sophie has 19 bracelets and buys 18 more. She makes 15 more bracelets. How many bracelets does Sophie have now?	Lucas has 13 action figures and gets 6 more as a gift. Then he buys 22 more. How many action figures does Lucas have now?

PREVIEW

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Name: _____ 130

Curriculum Connection
B2.3

Subtracting Mental Math – Counting Back

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



Part 1 — Use the charts to answer the questions

1) 18 - 5 = _____

2) 22 - 4 = _____

3) 27 - 7 = _____

4) 43 - 9 = _____

6) 93 - 6 = _____

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

PREVIEW

Part 2 — Use the number line to find the answer

1) 17 - 6 = _____

2) 15 - 4 = _____

3) 20 - 8 = _____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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Curriculum Connection
B2.3

Subtraction Mental Math – Counting Up

Directions:

1. Start with the smaller number
2. Count up from the smaller number to the bigger number to find the difference
3. The difference is the answer

24 – 10 +4 10 Answer + 4 = 14	27 - 15
33 - 21	38 - 26
49 - 31	56 -
68 - 55	87 - 73

PREVIEW

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Name: _____ 137

Curriculum Connection
B2.2

Math Facts – Subtract By 8 and 9

Questions Solve as many problems as you can before the time runs out!

12 - 8	9 - 9	8 - 8	14 - 9	13 - 9	10 - 8
- 9		14 - 8	10 - 8	10 - 8	13 - 9
11 - 8	13 - 9	11 - 9	14 -	8 - 8	12 - 7
14 - 9	13 - 8	9 - 8	- 9	-	10 - 8
12 - 8	13 - 8	15 - 9	14 - 9	12 - 8	11 - 8
12 - 9	10 - 9	11 - 8	13 - 8	13 - 9	11 - 9

PREVIEW

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Curriculum Connection
B2.2

Bullseye Subtraction Facts

Questions | Fill in the outer layer of the bullseye



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Curriculum Connection
B2.4

Subtracting Multiples of 10

Part 1 — Answer the questions below

1)	70	-	20	=	
2)	50	-	30	=	
3)	80	-	40	=	
4)	30	-	10	=	
5)	40	-	[illegible]	=	
6)	90	-	50	=	
7)	50	-	40	=	
[illegible]	[illegible]00	-	90	=	
9)	60	-	40	=	
[illegible]	7[illegible]	-	[illegible]	=	

PREVIEW

Part 2 — Answer the questions below

1) Ava has $80 in her purse. She spent $50 on a new sweater. How much money does she have left?



2) Hayden needed to drive 90 km to get to his friend's house. He has driven 30 km already. How much further does he need to drive?



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Curriculum Connection
B2.4

Subtracting Multiples of 10

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		43	44	45	46	47	48	49	50
51		53	54	55	56	57	58	59	60
61			64	65	66	67	68	69	70
71	72		74	75	76	77	78	79	80
81	82				86	87	88	89	90
91	92				96	97	98	99	100

PREVIEW

Questions Answer the question

1)	62	-	20	=	
3)	58	-	40	=	
5)	71	-	50	=	
7)	88	-	30	=	
9)	57	-	40	=	

	31			=	
4)	99	-			
6)	83	-	10	=	
8)	94	-	40	=	
10)	77	-	20	=	

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Curriculum Connection
B2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Solve the problems below

a)

1)	2) 90
	-40

b) Ella had [illegible] balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

Name: _____

Solve the problems below

a)

1) 73	2) 90
- 60	-40

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

Name: _____

Solve the problems below

a)

1) 73	2) 90
- 60	-40

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

Name: _____

Solve the problems below

a)

1) 73	2) 90
- 60	-40

b) Ella had 75 balloons for her party. She gave 30 balloons to her friends. How many balloons does she have left?

PREVIEW

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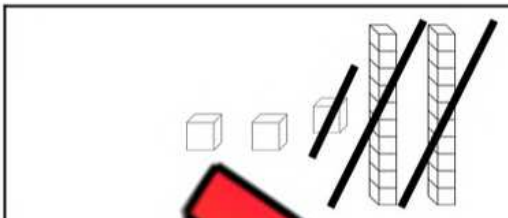
Name: _____ 144

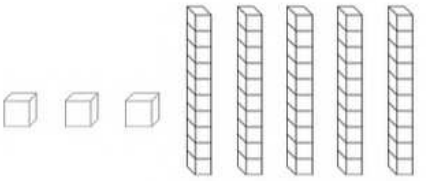
Curriculum Connection
B2.4

Subtracting Using Base Ten Blocks

Questions | Subtract using the base ten blocks



= 2



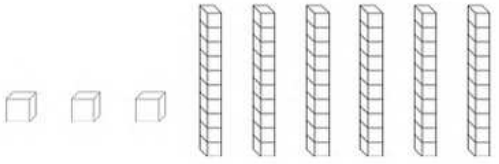
53 - 12 = _____



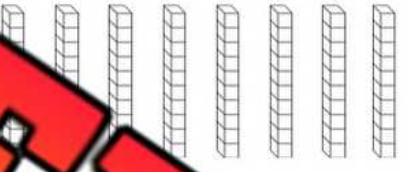
35 - 15 = _____



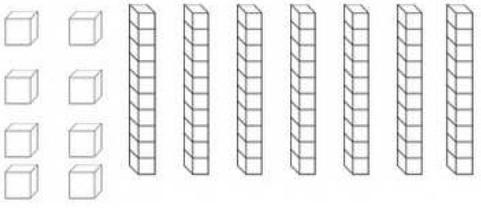
46 - 12 = _____



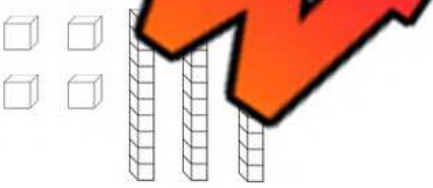
63 - 11 = _____



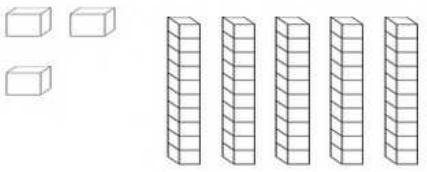
82 - 2



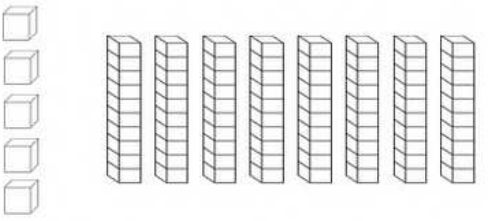
78 - 10 = _____



34 - 20 = _____



53 - 13 = _____



85 - 45 = _____

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Curriculum Connection
B2.4

Subtracting – Changing The Order Of The Numbers

Part 1 Answer the questions. Can you subtract the numbers when we change the order?

1) 8 – 4 = 4	4 – 8 = _____ Yes or (No)
2) 9 – 5 = _____	5 – 9 = _____ Yes or No
3) 6 – 4 = _____	6 – _____ Yes or No
4) 9 – 2 = _____	2 – 9 = _____ Yes or No
5) 9 – 7 = _____	7 – 9 = _____ Yes or No
6) 5 – 3 = _____	3 – 5 = _____ Yes or No

PREVIEW

Part 2 Answer the questions. Can you subtract the numbers when we change the order?

1) 8 – 4 – 3 = _____	4 – _____ = _____ Yes or No
2) 9 – 5 – 2 = _____	9 – 5 = _____ Yes or No
3) 8 – 3 – 5 = _____	5 – 8 – 3 = _____ Yes or No
4) 15 – 5 – 4 = _____	15 – 4 – 5 = _____ Yes or No
5) 20 – 10 – 7 = _____	10 – 20 – 7 = _____ Yes or No

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Curriculum Connection
B2.4

Subtracting 0 From Numbers



Questions What happens when we subtract 0 from numbers?

1) 4 - 0 = _____	11) 27 - 0 = _____
2) = _____	12) 49 - 0 = _____
3) 6 = _____	13) 34 - 0 = _____
4) 9 - 0 = _____	14) 68 - 0 = _____
5) 3 - 0 = _____	) - 0 = _____
6) 9 - 0 = _____	16) 44 - _____
7) 12 - 0 = _____	17) 62 - 0 = _____
8) 8 - 0 = _____	18) 75 - 0 = _____
9) 10 - 0 = _____	19) 93 - 0 = _____
10) 23 - 0 = _____	20) 87 - 0 = _____

PREVIEW

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Curriculum Connection
B2.4

Subtracting - Borrowing

Questions Use the standard algorithm to solve the subtraction problems below

1)	Tens	Ones
		4
-	4	

2)	Tens	Ones
	7	7
-	6	8

3)	Tens	Ones
	8	5
-	4	8

4)	Tens	Ones
	9	5
-	4	6

5)	Tens	Ones
	6	
-	2	4

6)	Tens	Ones
	8	1
	3	4

7)	Tens	Ones
	3	6
-	1	8

8)	Tens	Ones
	7	4
-	5	5

9)	Tens	Ones
	5	3
-	2	4

PREVIEW

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Curriculum Connection
B2.4

Adding/Subtracting – Inverse Operations

Questions Create 2 addition and 2 subtraction equations using the numbers provided. The first one is done for you.

1)	2	6	4
Equation 1 (+):		2 + 4 = 6	
Equation 2 (+):		4 + 2 = 6	
Equation 3 (–):		6 – 4 = 2	
Equation 4 (–):		6 – 2 = 4	

2)	3	5	8
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (–):			
Equation 4 (–):			

3)	6	10	4
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (–):			
Equation 4 (–):			

	13	7	6
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (–):			
Equation 4 (–):			

5)	15	20	5
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (–):			
Equation 4 (–):			

6)	11	20	9
Equation 1 (+):			
Equation 2 (+):			
Equation 3 (–):			
Equation 4 (–):			

PREVIEW

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Curriculum Connection
B2.4

Adding/Subtracting – Inverse Operations

Questions Fill in the blanks using the information given to you

1)	If 2 + 4 = 6 Then 6 – 2 = 4	**2)**	If 5 + 3 = 8 Then 8 – 3 = _____
3)	If [illegible] Then [illegible]	**4)**	If 10 + 4 = 14 Then 14 – 10 = _____
5)	If 12 + [illegible] Then 20 – 12 = _____		If 13 + 6 = 19 19 – 13 = _____
7)	If 17 + 6 = 23 Then 23 – 6 = _____		[illegible] = 22 [illegible] – 8 = _____
9)	If 11 + 13 = 24 Then 24 – 11 = _____	**10)**	If 15 + [illegible] Then 27 – 12 = _____
11)	If 17 + 9 = 26 Then 26 – 17 = _____	**12)**	If 12 + 18 = 30 Then 30 – 18 = _____
13)	If 24 + 11 = 35 Then 35 – 24 = _____	**14)**	If 40 + 15 = 55 Then 55 – 15 = _____

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Name: _____ 155

Curriculum Connection
B2.4

Inverse Operations – Checking Answers

Questions	Check your answer by using the inverse operation

$$\begin{array}{r} 36 \\ +\ 12 \\ \hline 48 \end{array} \rightarrow \begin{array}{r} 48 \\ -\ 12 \\ \hline 36 \end{array} \checkmark$$





$$\begin{array}{r} 4 \\ \hline \end{array} \rightarrow$$

$$\begin{array}{r} 56 \\ +\ 35 \\ \hline \end{array} \rightarrow$$

$$\begin{array}{r} 67 \\ +\ 22 \\ \hline \end{array} \rightarrow$$



$$\begin{array}{r} 48 \\ +\ 45 \\ \hline \end{array} \rightarrow$$

PREVIEW

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Curriculum Connection
B2.4

Matching Game: Inverse Operations Match

Objective What are we learning about?

To enhance students' understanding of inverse operations by matching addition and subtraction equations. Students will identify and match pairs of equations that demonstrate inverse relationships, fostering critical thinking and problem-solving skills in a collaborative group setting.

Materials What you will need for the activity.

- Pre-prepared pre-cut matching cards.
- Small bags or envelopes to hold the sets for each group



Instructions How you will complete the activity.

1. Before the class, the teacher will cut out the pre-prepared matching game cards, ensuring there are 10 subtraction equations and their corresponding 10 inverse addition equations..
2. Divide the students into small groups and give each group a bag or envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

PREVIEW

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Curriculum Connection
B2.4

Cards | Matching Game Cards

8 – 3 = 5	5 + 3 = 8
9 – 5 = 4	5 + 4 = 9
7 – 2 = 5	5 + 2 = 7
12 – 6 = 6	6 + 6 = 12
14 – 7 = 7	7 + 7 = 14

PREVIEW

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Name: _____ 158

Curriculum Connection
B2.4

Cards | Matching Game Cards

16 – 8 = 8	8 + 8 = 16
20 – 10 = 10	10 + 10 = 20
18 – 9 = 9	9 + 9 = 18
24 – 12 = 12	12 + 12 = 24
22 – 11 = 11	11 + 11 = 22

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Name: _____ 160

Curriculum Connection
B2.4

Cards | Matching Game Cards

45 – 30 = 15	15 + 30 = 45
50 – 25 = 25	25 + 25 = 50
55 – 30 = 25	25 + 30 = 55
60 – 35 = 25	25 + 35 = 60
65 – 40 = 25	25 + 40 = 65

PREVIEW

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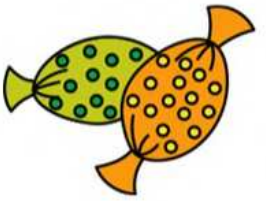
Curriculum Connection
B2.4

Subtraction Word Problem (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 $44 in his bank account. He spent $18 on a new t-shirt. How much money does he have left?



3) The grade 2 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?



PREVIEW

Name: _____ 165

Curriculum Connection
B2.4

Adding and Subtracting Numbers To 20



Questions | Addition and subtraction questions

1) 5 + 2 – 2 = ☐

2) 12 – 8 = ☐

3) 6 + 5 – 3 = ☐

4) 12 + 6 – 4 = ☐

5) 15 – 5 + 6 = ☐

6) 14 – 3 + 2 = ☐

7) 14 + 1 – 2 = ☐

8) 15 + 3 – 5 = ☐

9) 11 – 7 + 6 = ☐

10) 10 + 8 – 6 = ☐

11) 7 – 5 + 10 = ☐

12) 15 – 8 + 5 = ☐

13) 11 + 6 – 8 = ☐

14) 13 + 5 – 9 = ☐

15) 12 – 2 + 4 = ☐

16) 1 + 6 = ☐

17) 1 + 8 – 5 = ☐

18) 8 + 9 – 6 = ☐

19) 16 – 9 + 6 = ☐

20) 3 + 8 – 4 = ☐

PREVIEW

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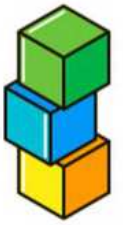
Curriculum Connection
B2.4

Adding and Subtracting – Word Problems (To 20)

Questions Solve the following questions. Tip: draw pictures to help!

1) Anna has 9 blocks and then grabs 6 more. She gives 4 blocks to her friend. How many blocks does she have now?



2) Stephanie [illegible] and h[illegible]her gives her $5 more. She spends $8 on chocolate bars. [illegible] much [illegible]es she have now?



3) Ryerson bakes 8 cookies in his first batch [illegible]d 8 [illegible]s[illegible]atch. He eats 4 cookies. How many cookies does he have left?



4) Derek collects 12 rocks the first day and 6 rocks the second day. He throws 9 of the rocks back outside. How many rocks did he keep?



PREVIEW

Name: _____ 168

Curriculum Connection
B2.4

Addition and Subtraction - Word Problems (Up To 100)

Questions Solve the following questions. Tip: draw pictures to help!

1) Neil has a twenty dollar bill and a fifty dollar bill. Then he goes to the store and spends $36. How much money does he have left?



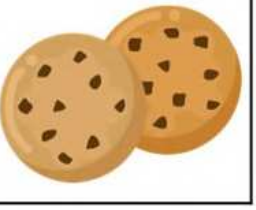
2) Charles b[illegible] and 27 cards the next day. He gives his friend 21 of the[illegible] How[illegible]ds does he have left?



3) Amy has 22 litres of gas in her car. She p[illegible] at the gas station. She drives to a store and burns 18 litres[illegible] How[illegible] gas does her car have now?



4) Gemma bakes 32 cookies in her first batch and 46 cookies in her second batch. She gives out 58 cookies to her friends. How many cookies does she have left?



PREVIEW

Name: _____ 169

Curriculum Connection
B2.4

Adding Measurements

Questions | Add the measurements below

1) Jayden jumped 42 cm in his first jump and 31 cm in his second jump. How many total cm did he jump?



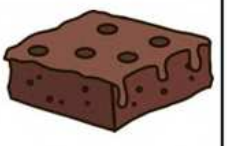
2) Luca dro[illegible] th[illegible] station and got gas. Then he drove 25 more km to w[illegible]ow m[illegible] km did he drive?



3) Finn hit his golf ball 64 metres onto th[illegible] olf [illegible]. [illegible]e putted it 13 metres into the hole. How far in total did [illegible] go[illegible]?



4) Nova bought 2 brownies. One brownie was 42 grams. The other brownie was 53 grams. How many total grams did the brownies weigh?



PREVIEW

Name: _____ 171

Curriculum Connection
B2.4

Subtracting Measurements

Questions | Subtract the measurements below

1) Mia is 88 cm tall. Kayden is 71 cm tall. How much taller is Mia?



2) Rowan b[illegible] 52 cm long. He ate 25 cm of the sub. What size is the [illegible]now



3) Nova bought 96 grams of candy. She a[illegible] How many grams of candy does she have left?



4) Skylar had a cup of 60 ml of syrup for his pancakes. He poured 22 ml. How many ml is left in the cup?



PREVIEW

Name: _____ 173

Curriculum Connection
B2.4

Task Cards: Addition and Subtraction

Objective

What are we learning about?

To help students understand and practice addition and subtraction of numbers up to 100. Students will engage in activities that demonstrate these concepts concretely, pictorially, and symbolically.

Materials

What you will need for the activity.

- [illegible] cards
- Sep[illegible]te she[illegible]er for answers
- Pencils



PREVIEW

Instructions

How yo[illegible]mple[illegible]activity

1. Cut out the 24 task cards.
2. Distribute a set of all 24 task car[illegible]o each [illegible]or s[illegible]nts. Ensure each pair has their cards shuffled to start.
3. Provide each pair with a recording sheet. Thi[illegible]g shee[illegible]ld have numbers 1 to 24 where students can write thei[illegible]
4. Explain to students that they will work with their partner t[illegible] card. They can discuss and agree on answers before writi[illegible]
5. Allow the pairs to begin working through the task cards. They can solve them in any order they prefer.
6. If using a timer, set it for 30 minutes to encourage focus and manage classroom time effectively.
7. Once the time is up or all pairs have completed their task cards, review the answers together as a class. Discuss any discrepancies and provide correct solutions.
8. Collect the recording sheets to assess understanding and give individual feedback.

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Name: _____ 174

Curriculum Connection
B2.4

Task Cards | Cut out the task cards below

Task Card 1:

Calculate:
5 + 2 - 2 = ___

Task Card 5:

John had 12 apples, gave 5 to his friend, and then got 3 more. How many apples does John have now?
_____

Task Card 2:

Calculate: 45 [illegible]

Task Card 6:

Calculate: 15 - 8 + 5 = ___

Task Card 3:

Calculate: 35 - 3 + 6 = ___

Task Ca[illegible]

Sarah had [illegible]can[illegible] 7 of them. How many [illegible]eft?
___

Task Card 4:

Tom had 15 balloons, 3 of them popped, and he bought 4 more. How many balloons does he have now? ___

Task Card 8:

Calculate: 59 - 9 = ___

PREVIEW

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Name: _____ 175

Curriculum Connection
B2.4

Task Cards | Cut out the task cards below

Task Card 9:

Mary had 25 stickers, gave 10 to her friend, and then bought 5 more. How many stickers does Mary have now? ___

Task Card 13:

Calculate: 100 - 60 = ___

Task Card 10:

Calculate: 67 -

Task Card 14:

Calculate: 14 - 3 + 2 = ___

Task Card 11:

Calculate: 72 - 20 = ___

Task Card

Lisa bough cu and then received 3 ny cupcakes does she h w? ___

Task Card 12:

If you have 20 pencils, lose 5, and then buy 10 more, how many pencils do you have now? ___

Task Card 16:

Calculate: 11 + 6 - 8 = ___

PREVIEW

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Name: _____ 176

Curriculum Connection
B2.4

Task Cards	Cut out the task cards below

Task Card 17:

Calculate: 13 + 5 – 9 = ___

Task Card 21:

Calculate: 80 – 30 = ___

Ta[illegible]:

There were 30 [illegible]nts i[illegible]s, 4 went home e[illegible] [illegible]he[illegible] students joined. [illegible]y students are there no[illegible] ___

Task Card 22:

Calculate: 25 – 5 + 6 = ___

Task Card 19:

Calculate: 23 + 8 = ___

[illegible]:

Lisa b[illegible]0 c[illegible]kes for a party, 10 we[illegible] ea[illegible] [illegible]he baked 15 mo[illegible] [illegible]y cupcakes are ther[illegible]w? ___

Task Card 20:

Calculate: 90 – 10 = ___

Task Card 24:

Calculate: 50 – 20 = ___

PREVIEW

Name: _____ 177

Curriculum Connection
B2.4

Task Cards: Addition and Subtraction

Answers | Record your answers below

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	

PREVIEW

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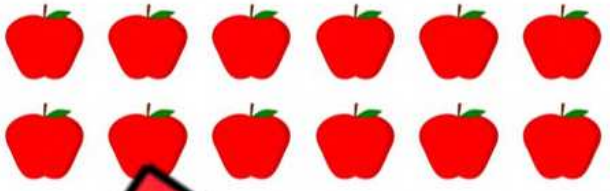
Name: _____ 178

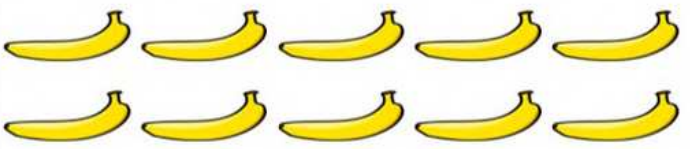
Curriculum Connection
B2.1, B2.5

Multiplication – Repeated Addition

Questions | Fill in the blanks below



6 [illegible] 2 or 6 x 2 = 12



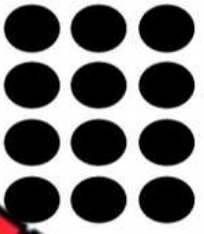
_____ + _____ = _____

_____ x _____ = _____



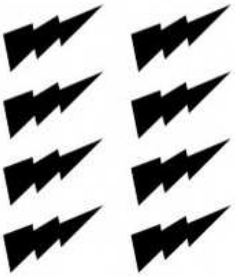
_____ = _____

[illegible] x [illegible] =



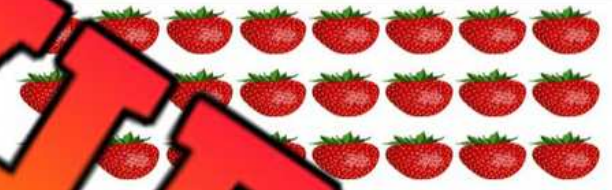
_____ + _____ + _____ = _____

_____ x _____ = _____



_____ + _____ = _____

_____ x _____ = _____



_____ + _____ = _____

_____ x _____ = _____



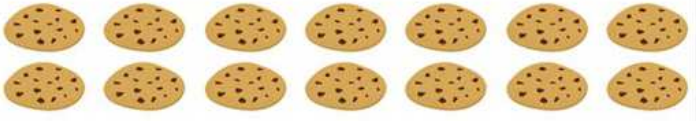
_____ + _____ = _____

_____ x _____ = _____



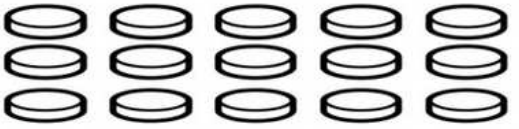
_____ + _____ = _____

_____ x _____ = _____



_____ + _____ = _____

_____ x _____ = _____



_____ + _____ + _____ = _____

_____ x _____ = _____

PREVIEW

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Name: _____ 180

Curriculum Connection
B2.1, B2.5

Multiplication – Repeated Addition

Part 1 Fill in the blanks below

2 + 2 + 2 + 2 = 8 4 x 2 = 8 groups of 2	5 + 5 + 5 = ____ ____ x ____ = ____ ____ groups of ____
= ____ ____ x ____ = ____ ____ of ____	8 + 8 + 8 = ____ ____ x ____ = ____ ____ groups of ____
3 + 3 + 3 + 3 + 3 = ____ ____ x ____ = ____ ____ groups of ____	1 + 1 + 1 + 1 + 1 + 1 + 1 = ____ ____ x ____ = ____ ____ groups of ____
6 + 6 + 6 + 6 = ____ ____ x ____ = ____ ____ groups of ____	____ ____ ____ grou

PREVIEW

Part 2 Answer the question below

Billy cuts his neighbors grass each week for 6 weeks. He makes 10 dollars each time he cuts the grass. How much money does he make in the 6 weeks?

Addition Sentence - _____ + _____ + _____ + _____ + _____ = _____

Multiplication Equation - _____ x _____ = _____

Therefore, Billy _____

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Name: _____ 181

Curriculum Connection
B2.1, B2.5

Multiplication – Number/Size of Group

Questions Draw pictures of the size and number of groups. The first one is done for you

4 x 2 = 8 Number of Groups = 4 Size of Each Group = 2 Total = 	2 x 3 = 6 Number of Groups = _____ Size of Each Group = _____ Total = _____
3 x 5 = 15 Number of Groups = _____ Size of Each Group = _____ Total = _____	5 x 4 = 20 Number of Groups = _____ Size of Each Group = _____ Total = _____
5 x 5 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____	4 x 4 = ? Number of Groups = _____ Size of Each Group = _____ Total = _____

PREVIEW

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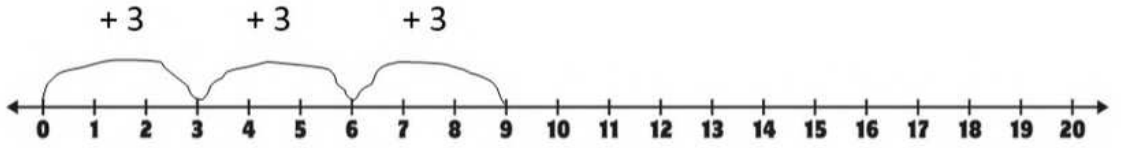
Name: _____ 183

Curriculum Connection
B2.1, B2.5

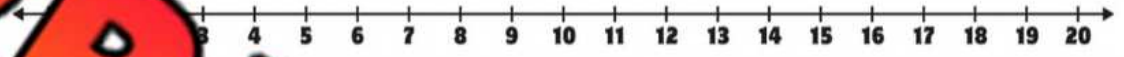
Number Line Multiplication – Repeated Addition

Questions | Fill in the blanks below

3 x 3 = 9



5 x



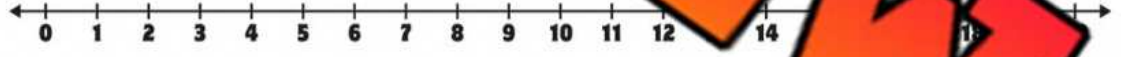
4 x 4 = _____



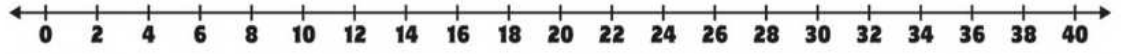
6 x 3 = _____



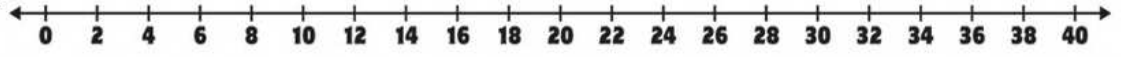
2 x 9 = _____



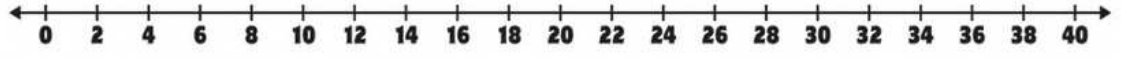
4 x 8 = _____



10 x 4 = _____



4 x 6 = _____



PREVIEW

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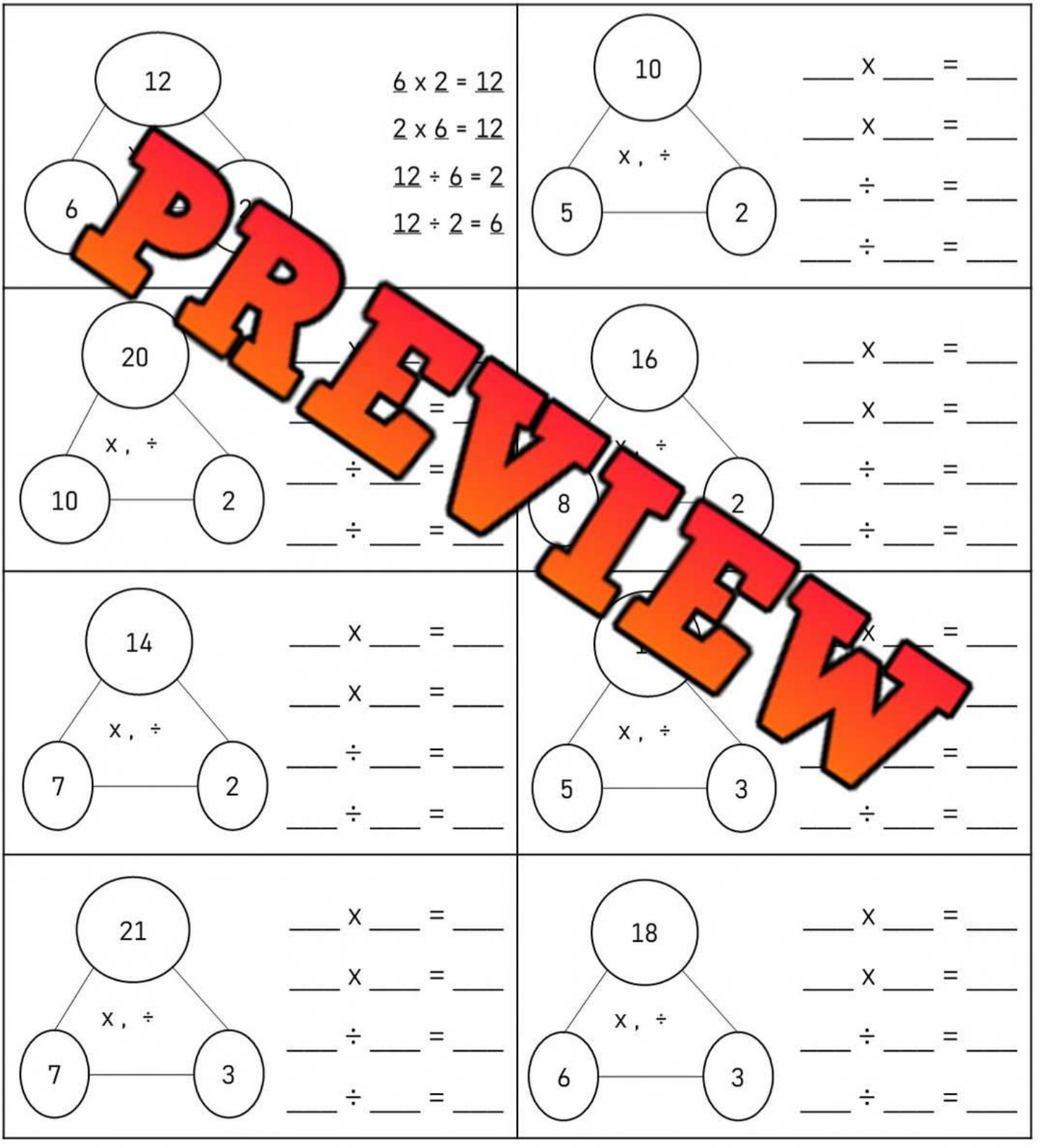
Name: _____ 185

Curriculum Connection
B2.1, B2.5, B2.6

Multiplication and Division

Questions | Investigate the relationship between multiplication and division



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Name: _____ 186

Curriculum Connection
B2.1, B2.5, B2.6

Multiplication and Division – Fact Families

Questions Investigate the relationship between multiplication and division



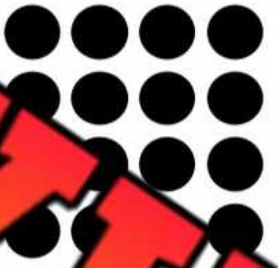
3 x 2 = 6
2 x 3 = 6
6 ÷ 3 = 2
6 ÷ 2 = 3



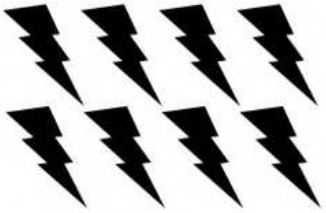
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



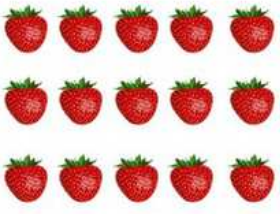
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



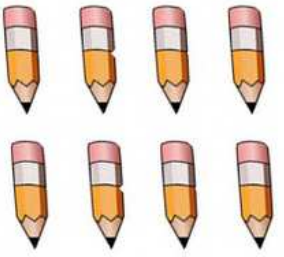
___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___



___ x ___ = ___
___ x ___ = ___
___ ÷ ___ = ___
___ ÷ ___ = ___

PREVIEW

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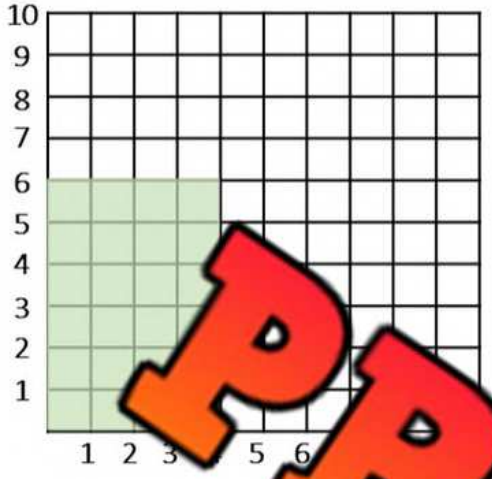
Name: _____ 188

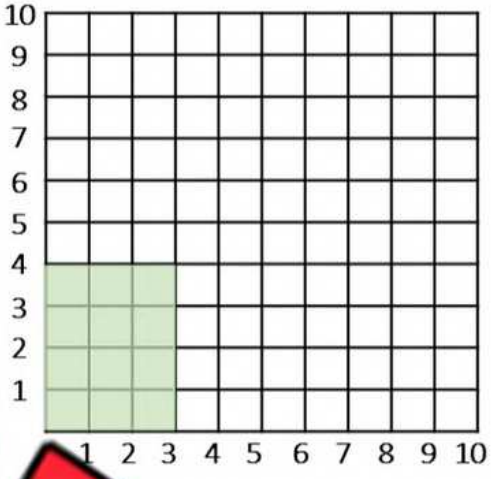
Curriculum Connection
B2.5

Multiplication – Arrays

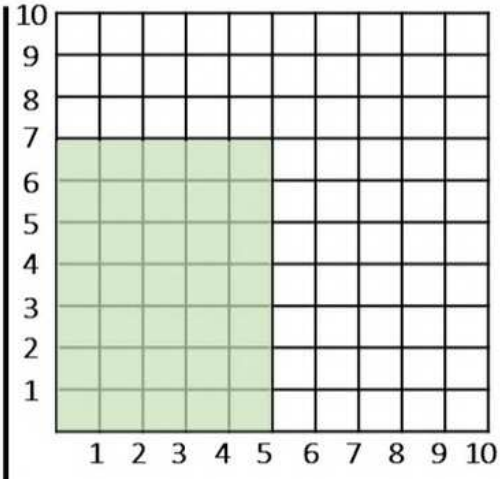
Questions How much is shaded in? Answer the questions below.



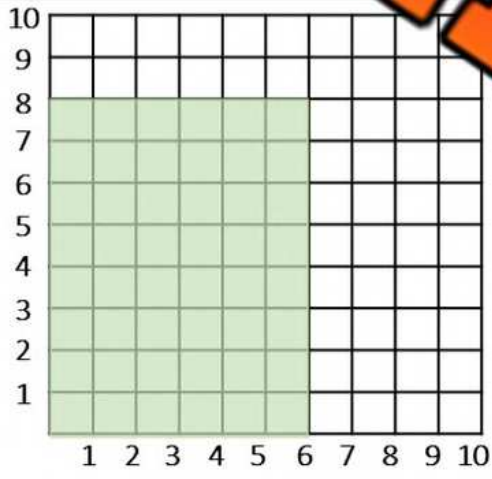
6 x 4 = _____



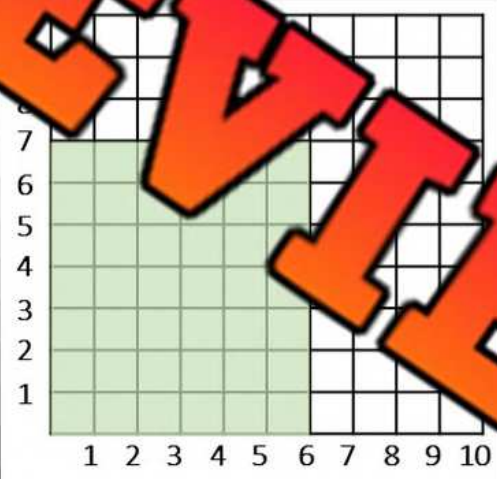
3 = _____



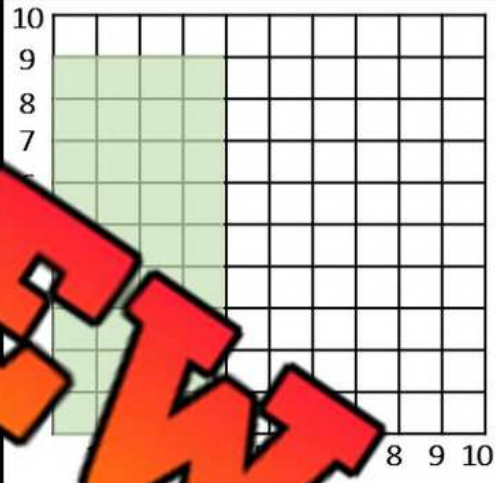
7 x 5 = _____



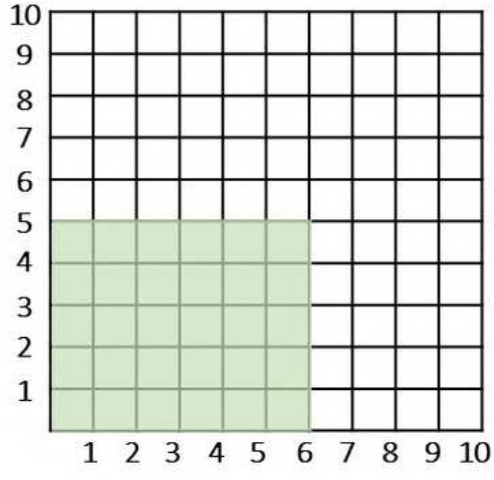
8 x 6 = _____



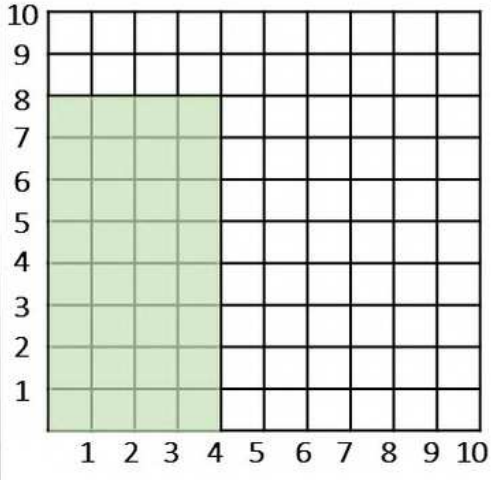
7 x 6 = _____



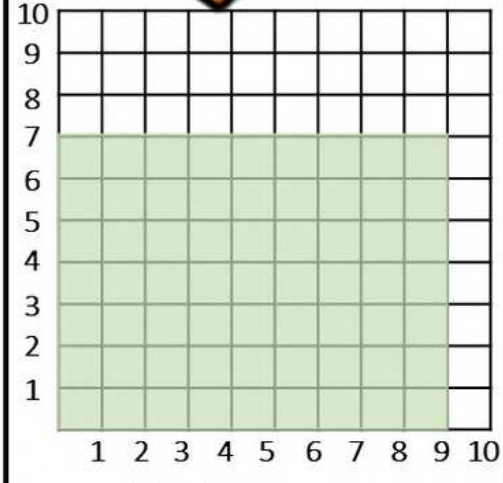
9 x _____



5 x 6 = _____



8 x 4 = _____



7 x 9 = _____

PREVIEW

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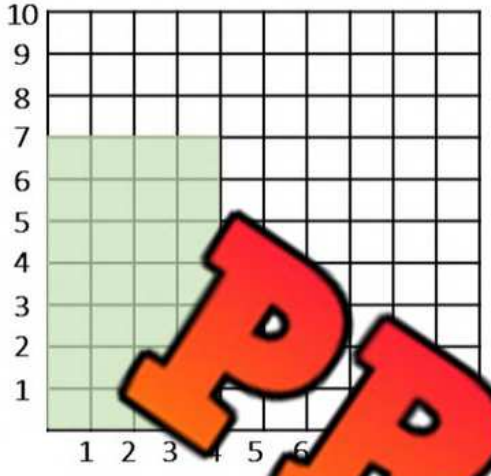
Name: _____ 190

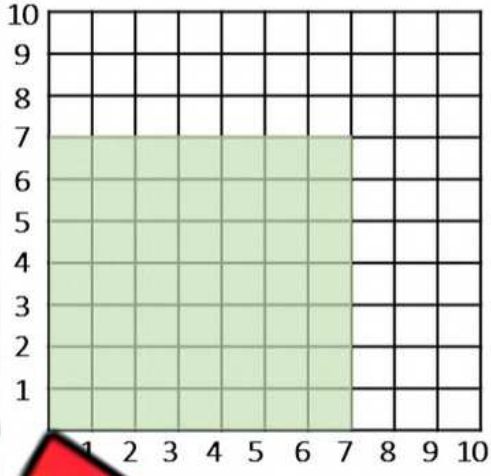
Curriculum Connection
B2.6

Division – Arrays

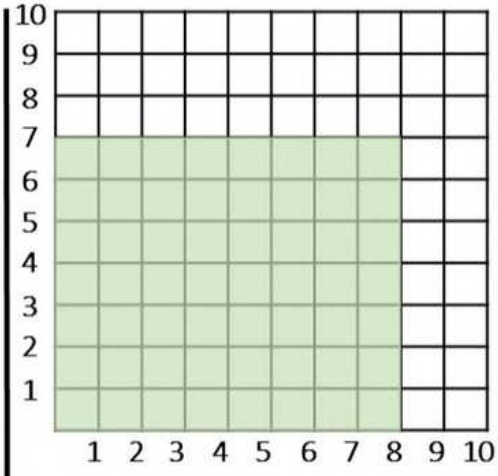
Questions	How is the shaded in area divided?



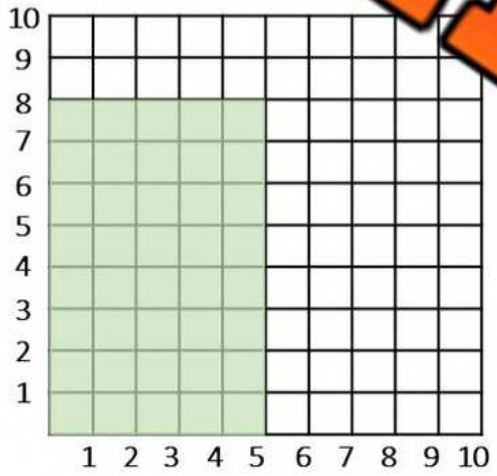
28 ÷ 4 = _____



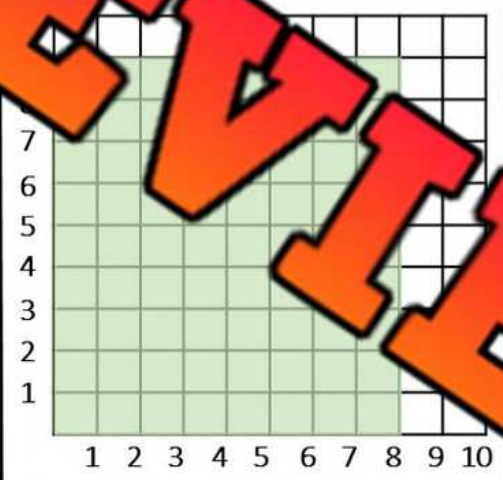
7 = _____



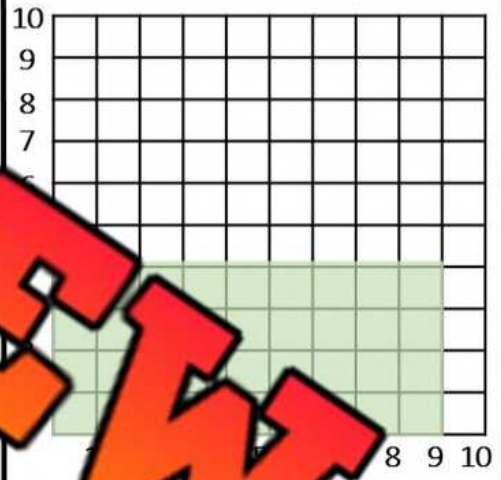
56 ÷ 7 = _____



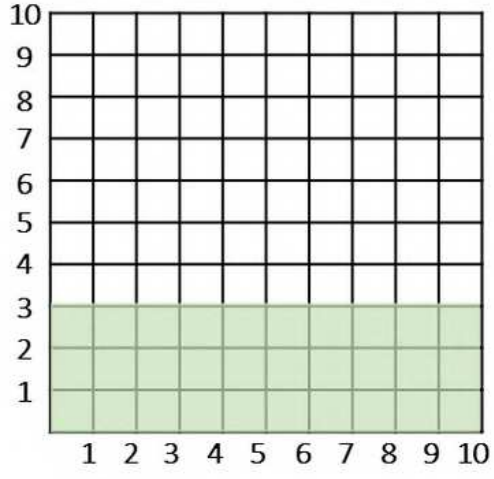
40 ÷ 5 = _____



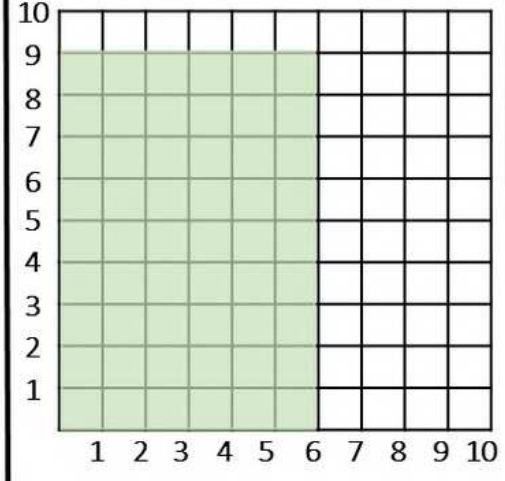
72 ÷ 8 = _____



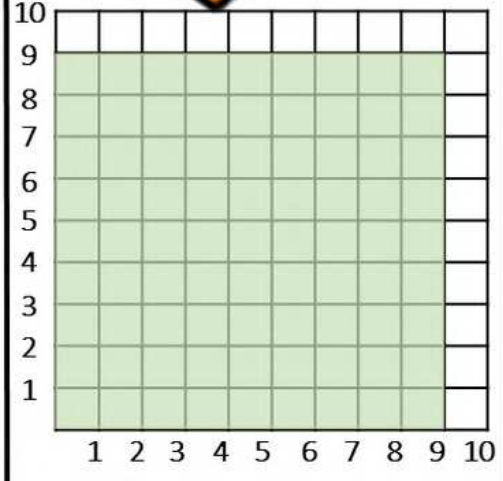
36 ÷ _____



30 ÷ 3 = _____



54 ÷ 6 = _____



81 ÷ 9 = _____

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Name: _____ 192

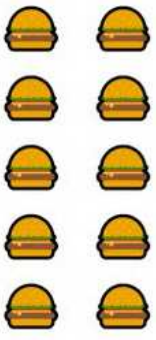
Curriculum Connection
B2.6

Division – Equal Sharing

Questions	If you were sharing the objects below, how would you split them up equally? Answer the questions below.

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

Objects	Questions	
	How many objects are there?	
	How many groups did you make?	
	How many are in each group?	
	Write the division sentence	

PREVIEW

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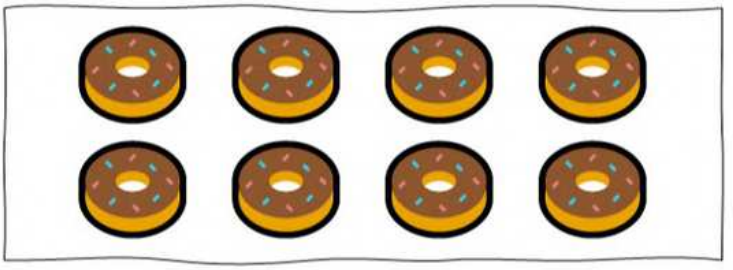
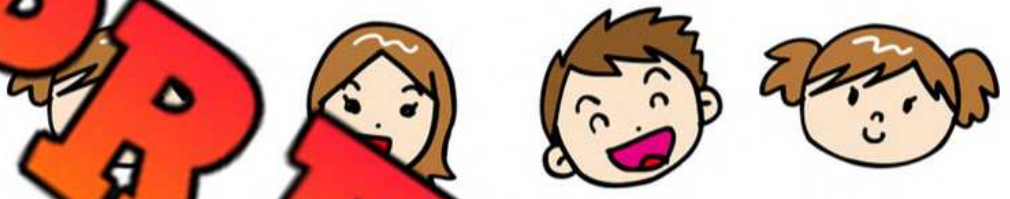
Name: _____ 194

Curriculum Connection
B2.6

Division – Equal Sharing

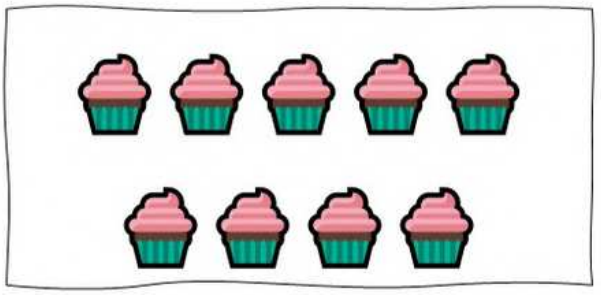
Questions	Friends are sharing the treats below. Answer the questions





PREVIEW

How many donuts a[illegible]	
How many groups do you [illegible] sh[illegible] [illegible]ts?	
How many donuts will be in each gr[illegible]	
Write the division sentence	
How many donuts will each person get?	





How many cupcakes are there?	
How many groups do you have to share the cupcakes?	
How many cupcakes will be in each group?	
Write the division sentence	
How many cupcakes will each person get?	

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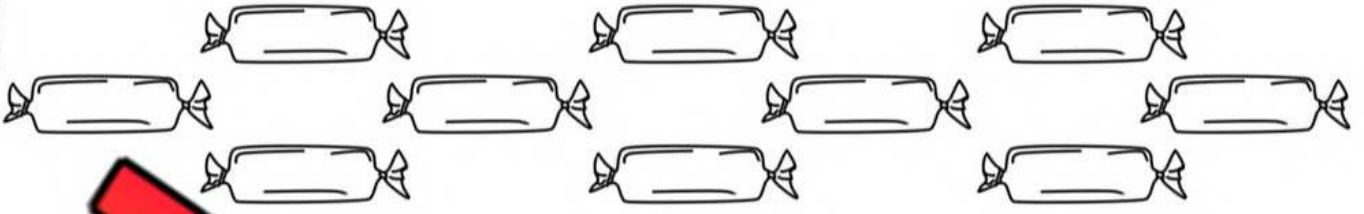
Curriculum Connection
B2.6

Sharing

Sharing	Answer the questions below

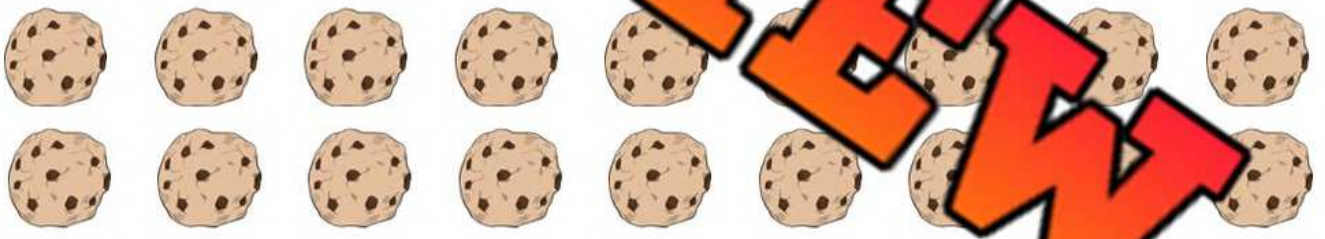
1)



a) H[illegible] an[illegible] re there?	
b) Sam[illegible]nd Jo[illegible] share the candies equally. How many c[illegible] the [illegible] get?	
c) Oh no, now m[illegible] sien[illegible] are the candies. If there are 5 friends total, how many candi[illegible] each f[illegible] get?	

Sam	Joel	[illegible]	Jack	Nick

2)



a) How many cookies are there?	
b) Clara and Ivy baked the cookies. Now they want to share them equally. How many cookies will they each get?	
c) Julia just knocked on the door. Now she wants to share the cookies with Clara and Ivy. How many will they each get now?	

Clara	Ivy	Julia

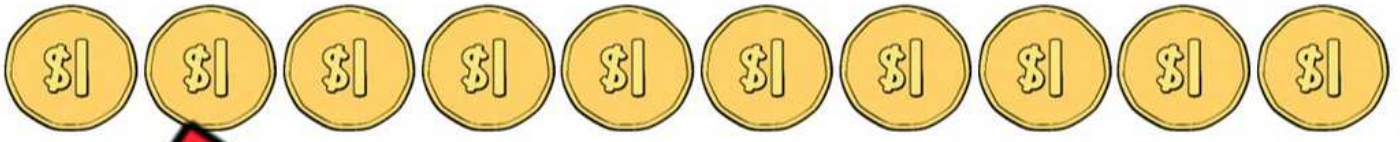
PREVIEW

Name: _____ 197

Curriculum Connection
B2.6

Sharing – Remainders

Sharing Answer the questions below



a) How [illegible] are there?

b) Ryan and Jo[illegible]ed the money above. If they split it equally, how many dollars will t[illegible]e[illegible]get?

Ry[illegible]	Jordan

c) Ryan and Jordan have to split the money with W[illegible], a[illegible]ell. How many dollars will they each get?

Ryan	Jordan	Will	Jen	Ben

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Name: _____ 201

Curriculum Connection
B2.5, B2.6

Fractions and Repeated Addition

Fractions have two numbers that are important to remember. The **numerator** is the number on top and the **denominator** is the number on the bottom.

$\frac{1}{4}$ → Numerator – How many parts you have

→ Denominator – The total number of parts in the whole

The whole is cut up into 4 equal pieces. The numerator tells us how many pieces are being counted. We can add pieces to our whole by using repeated addition.

Example: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$

PREVIEW

Questions Add the numerators but keep the denominator the same

1) $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \_\_\_\_\_$

2) $\frac{2}{10} + \frac{2}{10} + \frac{2}{10} + \frac{2}{10} = \_\_\_\_\_$

3) $\frac{3}{12} + \frac{3}{12} + \frac{3}{12} = \_\_\_\_\_$

4) $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \_\_\_\_\_$

5) $\frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} + \frac{2}{14} = \_\_\_\_\_$

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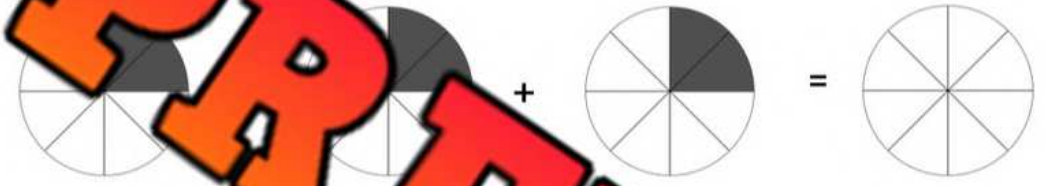
Curriculum Connection
B2.5, B2.6

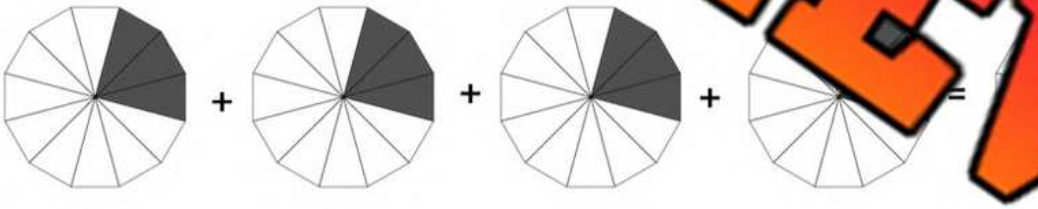
Fractions and Repeated Addition

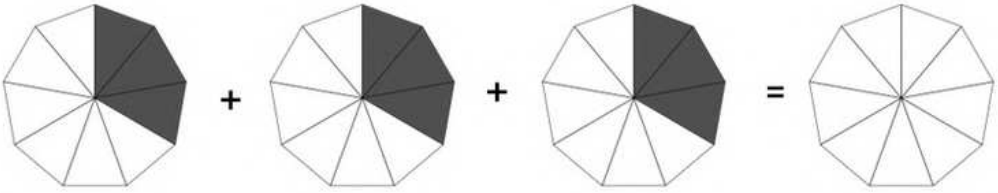
Questions Shade in the last fraction shape and write the fraction using the line

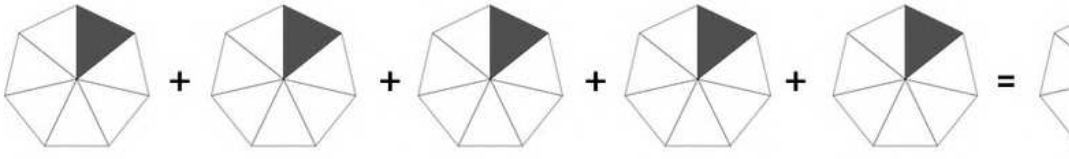
1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

6)  _____

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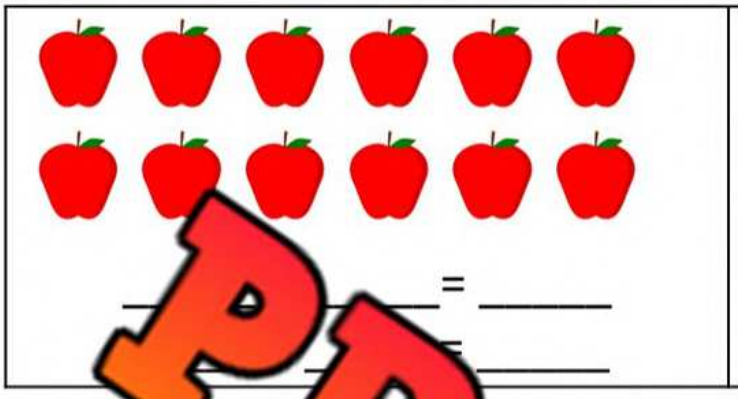
Name: _____ 203

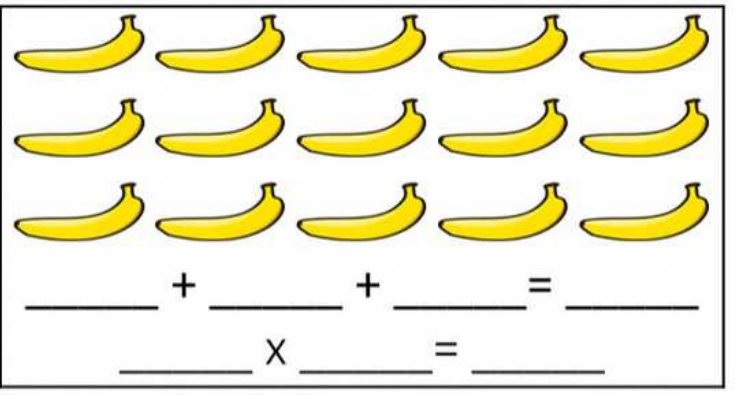
Operations Quiz

Part 1 Fill in the blanks with the addition and multiplication equations



_____ = _____

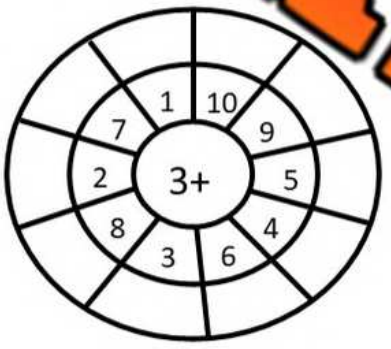
_____ = _____



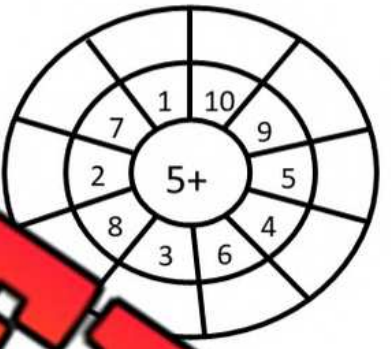
_____ + _____ + _____ = _____

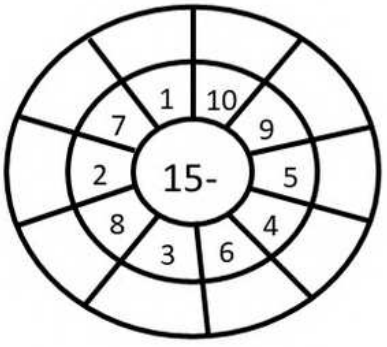
_____ X _____ = _____

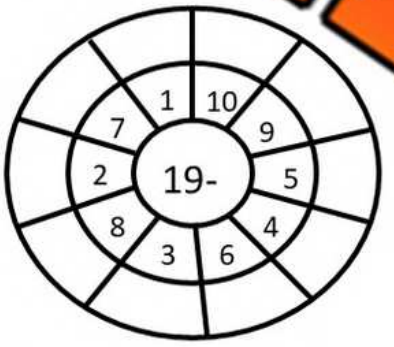
Part 2 Enter the outer number of the bullseye













Part 3 Fill in the blank using the information give to you

1)	If 2 + 4 = 6	**2)**	If 5 + 3 = 8
	Then 6 – 2 = 4		Then 8 – 3 = _____
3)	If 7 + 4 = 11	**4)**	If 10 + 4 = 14
	Then 11 – 4 = _____		Then 14 – 10 = _____

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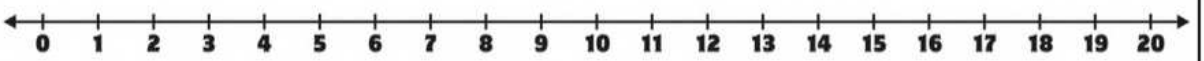
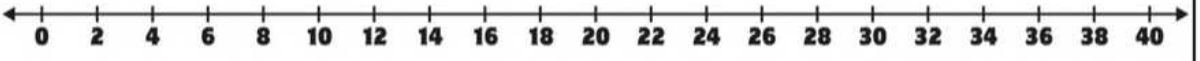
Part 4

Use the number line to add and subtract the numbers below

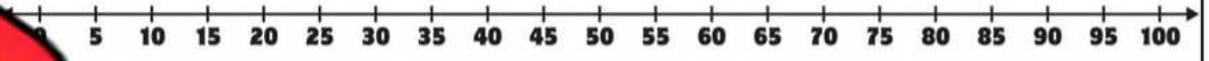
10 + 8 = _____



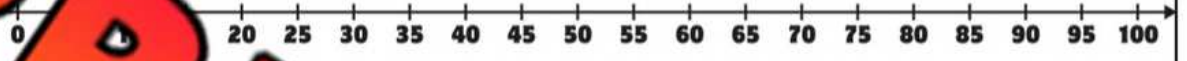
20 + 10 = _____



50 - 30 = _____



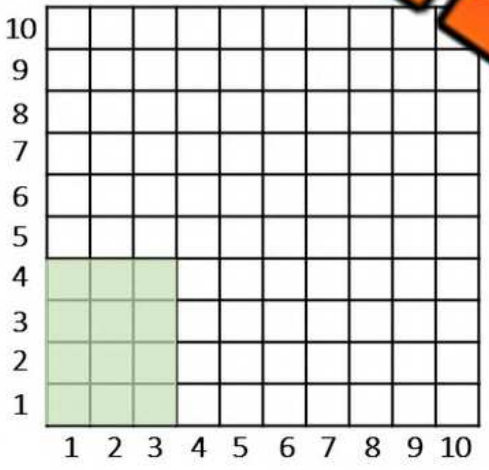
80 + _____



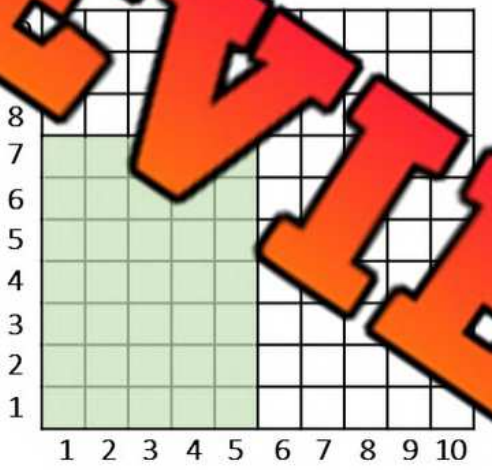
PREVIEW

Part 5

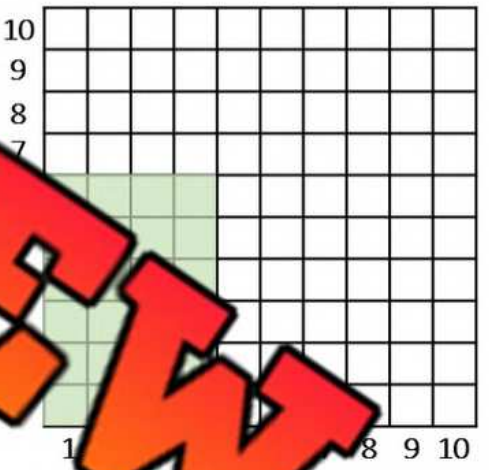
How s sha wer the questions below.



4 x 3 = _____



7 x 5 = _____

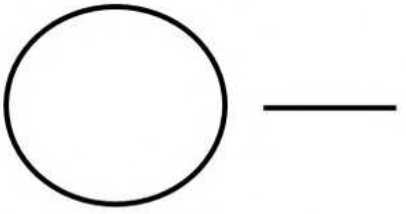


4 x _____

Part 6

Solve the word problem below

Divide the cake into quarters so that you and your three friends get an equal amount of cake. Shade in the piece of cake that you want and write the fraction



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