Grade 1
C1. Patterns and Relationships

	Curriculum Expectations	Pages That Cover the Expectations
C1.1	identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	5 - 36
C1.2		– 29, 6
C1.3	determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns	10 – 11, 25, 30 – 36, 43 - 54
C1.4	create and describe patterns to illustrate relationships among whole numbers up to 50	55 - 94

Preview of 130 pages from this product that contains 348 pages total.

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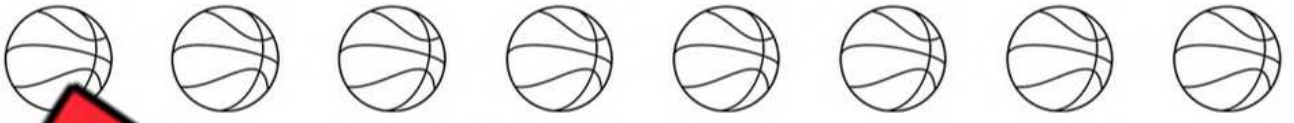
Name: _____ 5

Curriculum Connection
C1.1

Creating Repeating Patterns – Shape Colour

Questions	Colour the shapes below in different colours by creating a pattern

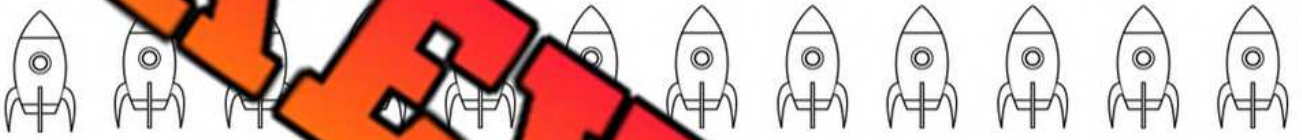
1)



2)



3)



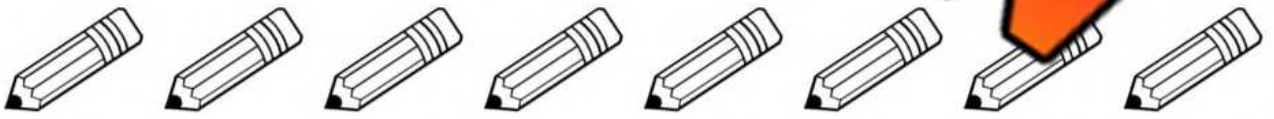
4)



5)



6)



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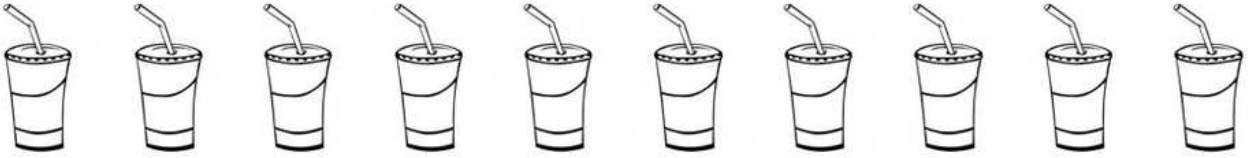

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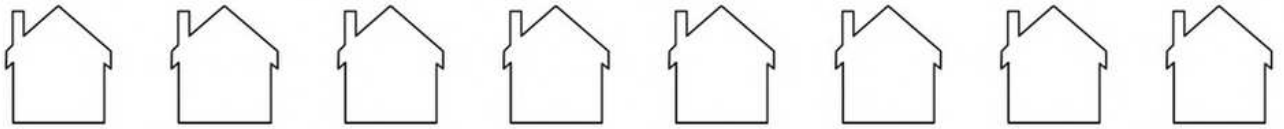

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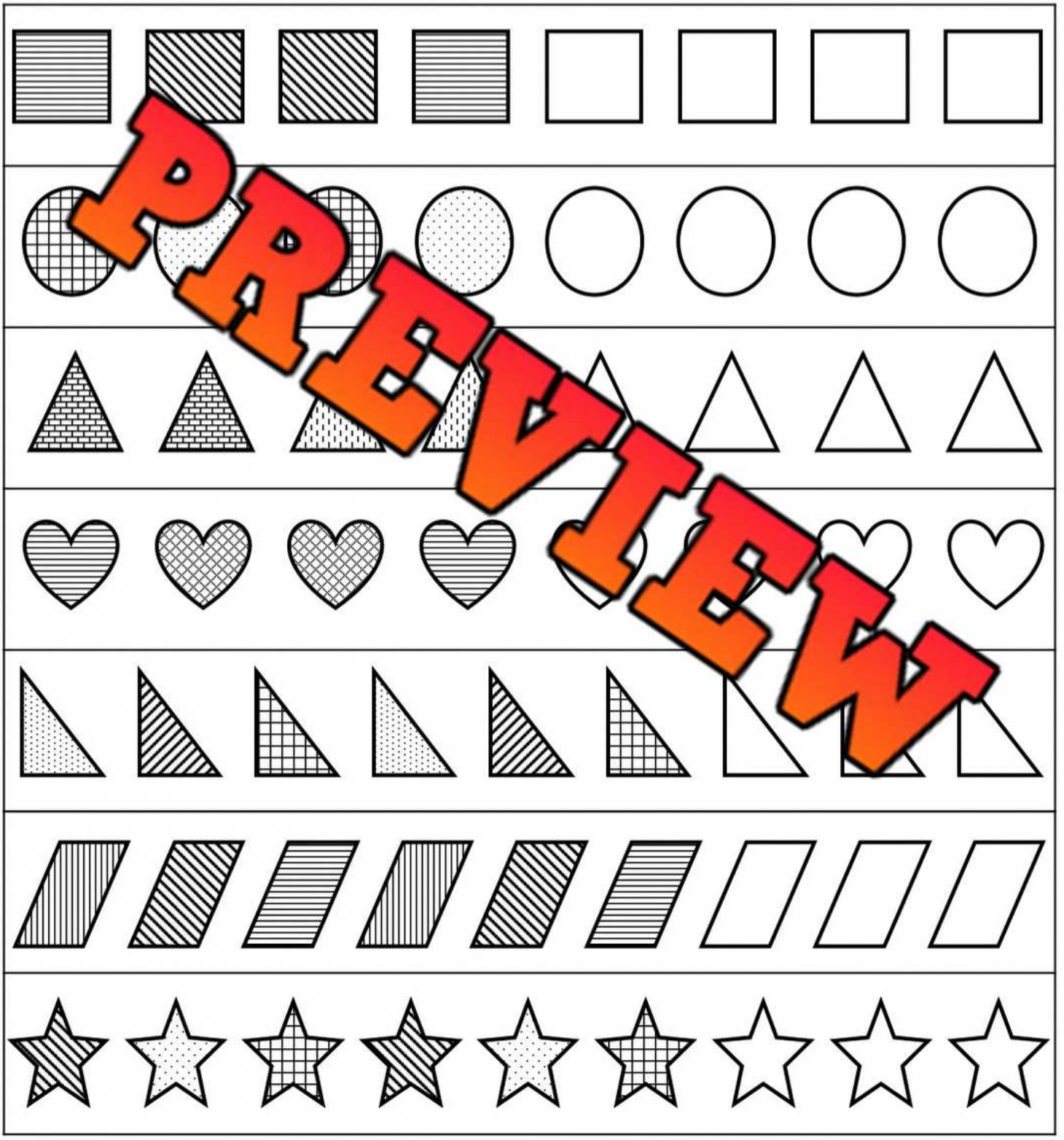
Name: _____ 10

Curriculum Connection
C1.1, C1.3

Extending Repeating Patterns - Texture

Questions Extend the pattern by looking for a pattern in the textures



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Curriculum Connection
C1.1, C1.3

Exit Cards

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

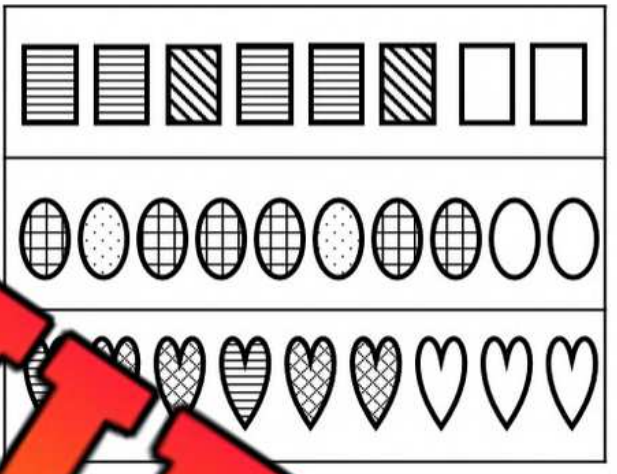
Name: _____

Extend the pattern by looking for a pattern in the textures.



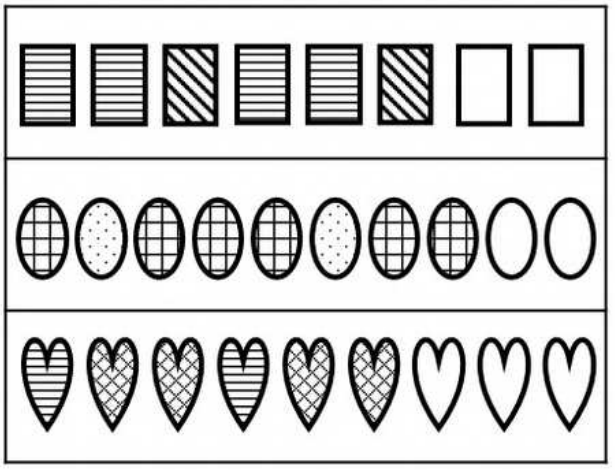
Name: _____

Extend the pattern by looking for a pattern in the textures.



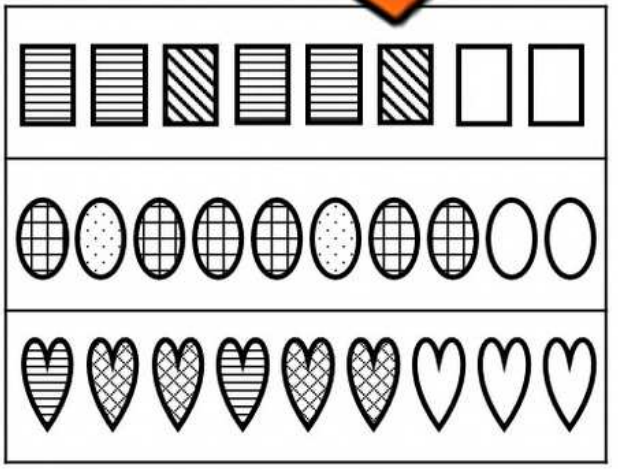
Name: _____

Extend the pattern by looking for a pattern in the textures.



Name: _____

Extend the pattern by looking for a pattern in the textures.



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Name: _____ 12

Curriculum Connection
C1.1, C1.2

Creating Patterns Using Texture

Questions Create your own pattern by filling in different textures inside the shapes



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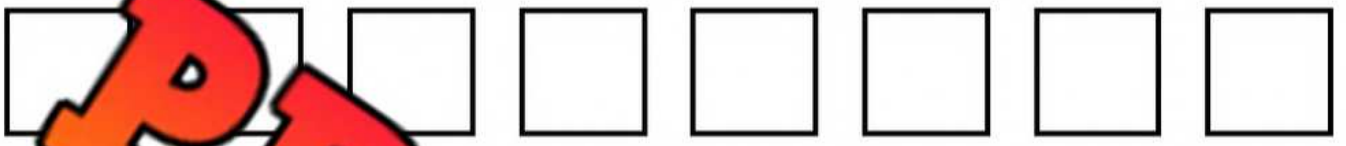
Curriculum Connection
C1.1, C1.2

Exit Cards

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

Name: _____

Create your own pattern by filling in different textures inside the shapes.



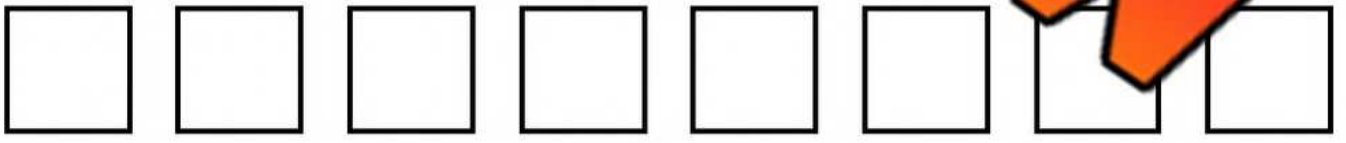
Name: _____

Create your own patte ing in t textures inside the shapes.



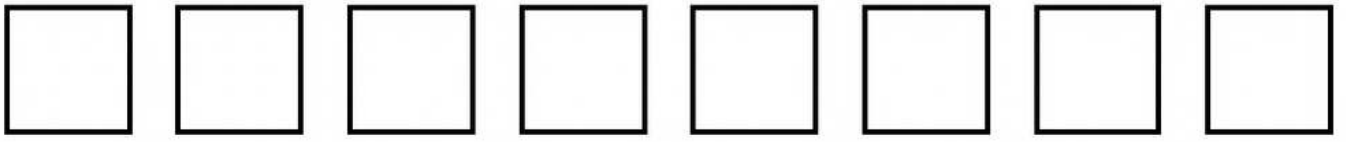
Name: _____

Create your own pattern by filling in different textures inside t s.



Name: _____

Create your own pattern by filling in different textures inside the shapes.



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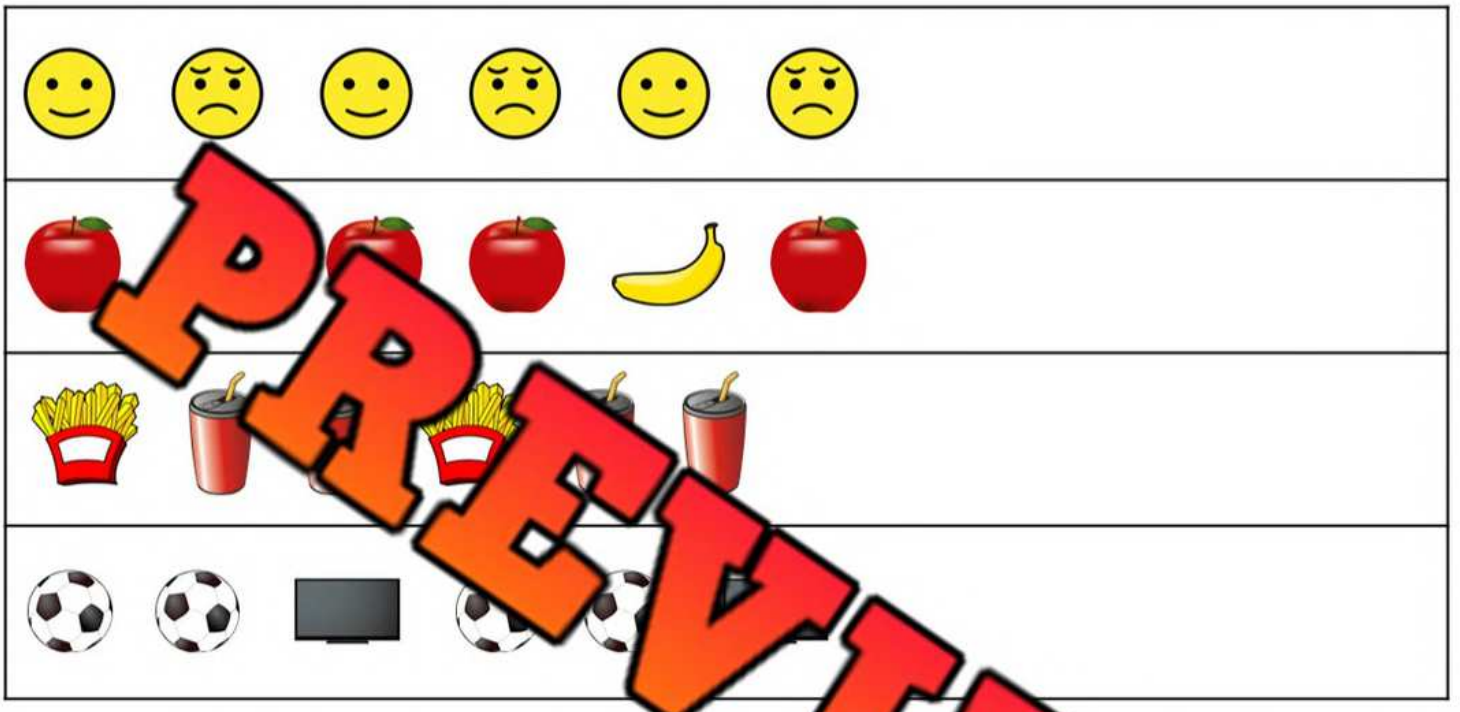
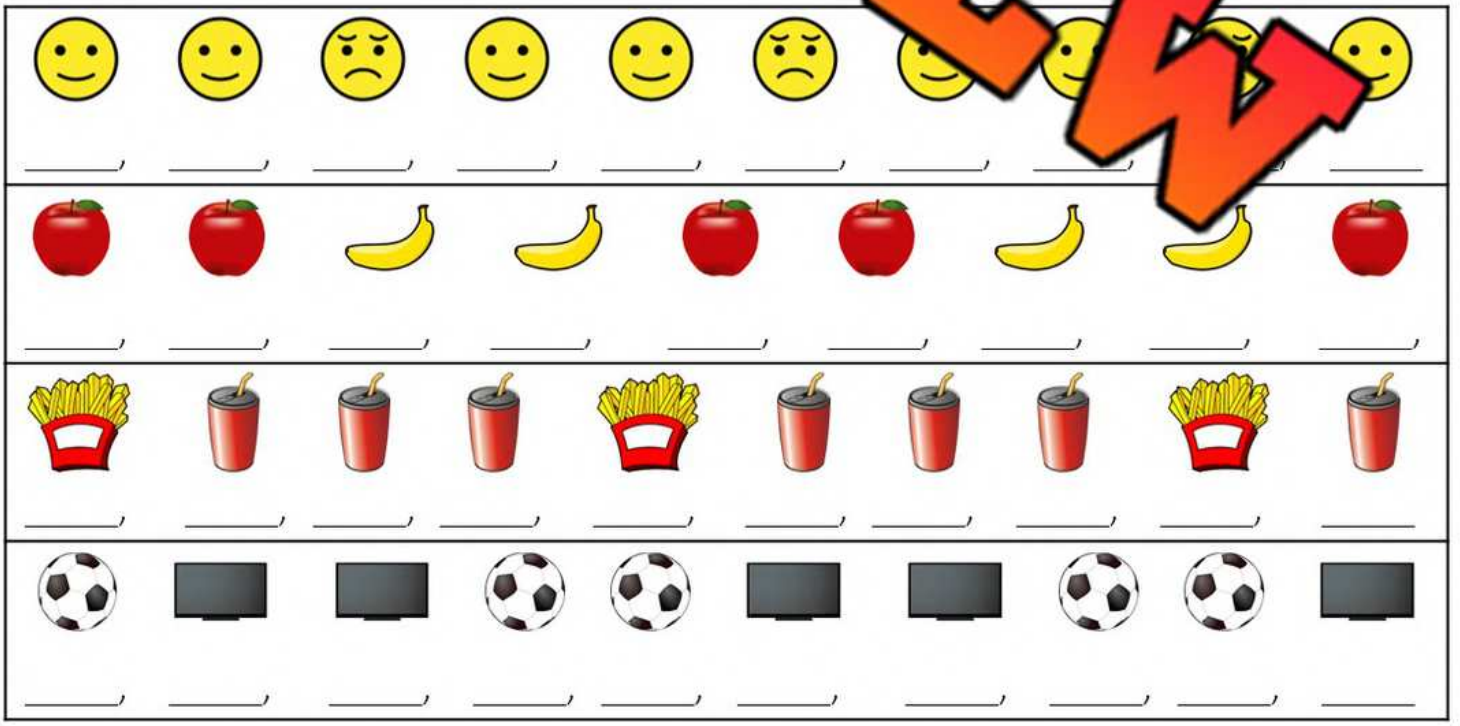
Curriculum Connection
C1.1, C1.2

Repeating Patterns – 2 Elements

Part 1 Continue the repeating patterns below by drawing more objects



Part 2 Repeating A, B patterns – Look at the pattern below A and B



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Name: _____ 19

Curriculum Connection
C1.1, C1.2

Repeating Patterns – 4 Elements

Part 1 Continue the repeating patterns below by drawing more objects



Part 2 Label the patterns below A, B, C and D



PREVIEW

Name: _____ 21

Curriculum Connection
C1.1, C1.2

Repeating Pattern Cores – 3 Elements

Part 1 Circle the pattern core in the patterns below



Part 2 Create A, B, C patterns below t... e 3 e... ...ments

1)									
2)									
3)									
4)									

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Name: _____ 22

Curriculum Connection
C1.1, C1.2

Repeating Pattern Cores – 4 Elements

Part 1 Circle the pattern core in the patterns below



Part 2 Create A, B, C, D patterns below... use ... elements

1)										
2)										
3)										
4)										

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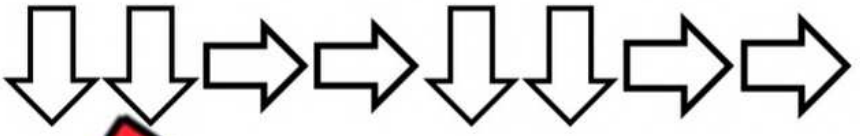
Curriculum Connection
C1.1, C1.3

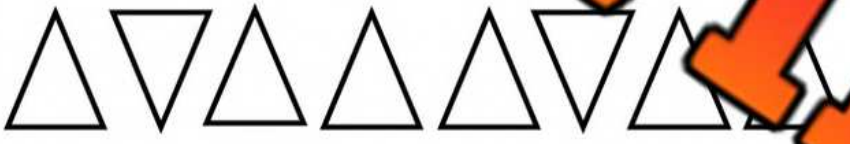
Extending Repeating Patterns – Changing Directions

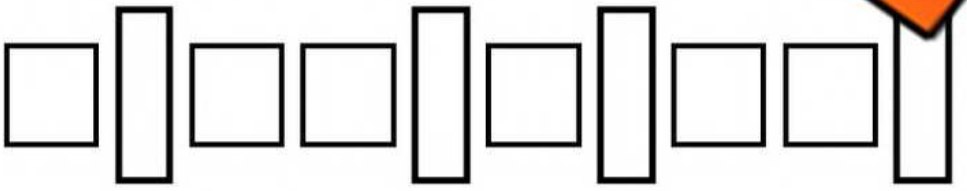
Questions Continue the repeating patterns below with three more shapes

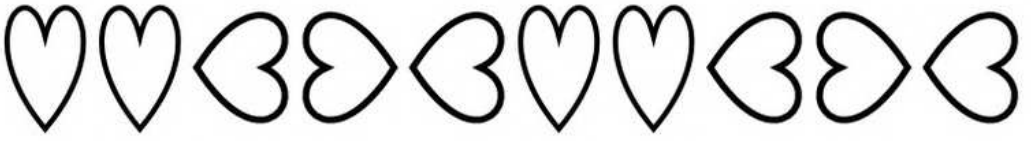
1) 

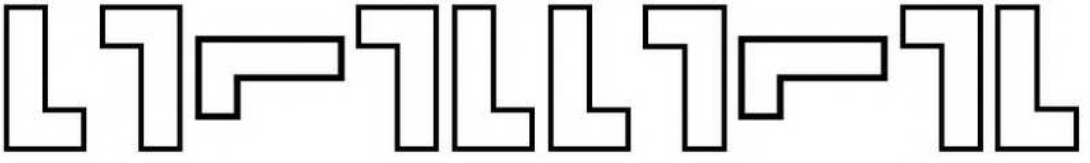
2) 

3) 

4) 

5) 

6) 

7) 

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Name: _____ 30

Curriculum Connection
C1.1, C1.3

Patterns Using Numbers

Questions Continue the patterns below by filling in the blanks

1)	3 5 _____ _____ _____ _____
2)	1 2 2 _____ _____ _____
3)	4 8 4 8 _____ _____ _____ _____
4)	2 4 8 2 4 8 _____ _____ _____ _____
5)	1 5 10 1 5 10 _____ _____ _____ _____
6)	3 8 11 3 8 11 _____ _____ _____ _____
7)	5 5 10 5 5 10 _____ _____ _____ _____

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Name: _____ 32

Curriculum Connection
C1.1, C1.3

Patterns Using Letters

Questions Continue the patterns below by filling in the blanks

1)	A	B	A	B	A	B			
2)				C	F	H			
3)	T	U		T		V			
4)	X	X	Z	X					
5)	P	T	G	P	T	G			
6)	T	S	S	T	S	S			
7)	Q	B	B	Q	B	B			

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Name: _____ 33

Curriculum Connection
C1.1, C1.3

Extending Repeating Patterns - Letters

Questions Continue the patterns below by filling in the blanks

1)	A	B	B	A	B	B							
2)					T	S							
3)	O	N				R	N						
4)	Q	Y	E	X	Q		E						
5)	L	M	Z	G	Z	L	M	Z		Z			
6)	S	J	U	Y	S	J	U	Y					
7)	W	C	A	C	W	C	A	C					
8)	R	P	V	R	V	R	P	V	R	V			

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Curriculum Connection
C1.1, C1.3

Activity Title: Pattern Pass Along

Objective — What are we learning about?

To engage students in understanding and creating growing patterns using blocks, enhancing their pattern recognition skills and encouraging cooperative learning. Students will start a pattern and then adapt and extend patterns started by their peers.

Materi — will need for the activity.

- A variety [illegible] stacking cubes
- Timers or s[illegible]nes
- Paper and pen[illegible] record their original patter[illegible]



Instructions — How you will comple[illegible]

1. Each student receives an equal numbe[illegible]olours.
2. Allow three minutes for every student to start [illegible] their [illegible]growing pattern on their desk or designated workspace.
3. After three minutes, instruct every student to move to the [illegible] right.
4. Give students two minutes to analyze the pattern in front of them and then add on to it, continuing the growing sequence. They should only add 1 more figure.
5. Repeat step 4 until each student has returned to their original starting position or until students begin running out of blocks.
6. Once back at their starting position, each student should observe how their initial pattern has evolved.
7. Have students write down any changes they notice and what additions were made by others. Does the pattern still work?

PREVIEW

Name: _____ 36

Curriculum Connection
C1.1, C1.3

Reflection | Answer the questions below.

1) Describe the pattern you made.

2) Did an[illegible]hange the pattern so that it didn't work any more? Explain.

3) Did you find it cha[illegible]eone else's pattern? Why or why not?

4) What was the coolest pattern you saw while yo[illegible]ound [illegible]ss?

5) Draw your favourite pattern below.

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Curriculum Connection
C1.2

Translating Patterns – AB Patterns

Translating Patterns
The pattern red, blue, red, blue can be translated to clap, stomp, clap stomp. These are both A/B patterns.

Questions Translate the first pattern into a new pattern using different colours

1)	A	B	A	B	A	B
Translated	△	△	△	△	△	△

2)	A	B	A	B	A	B
Translated	△	△	△	△	△	△

3)	A	B	C	A	B	C
Translated	△	△	△	△	△	△

4)	A	A	B	A	A	B
Translated	△	△	△	△	△	△

5)	A	B	A	A	B	A
Translated	△	△	△	△	△	△

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Name: _____ 38

Curriculum Connection
C1.2

Translating Patterns – AB Patterns

Questions	Draw your own A/B patterns using shapes, numbers, or letters

1)	A	B	A	B	A	B
Translat						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					

5)	A	B	A	B	A	B
Translated						

6)	A	B	A	A	B	A
Translated						

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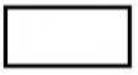
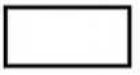
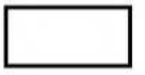
Name: _____ 40

Curriculum Connection
C1.2

Translating Patterns – AB Patterns

Questions Create a new pattern that is a translation of the other pattern

1)						
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		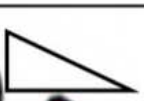	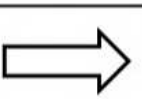		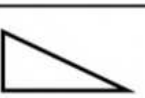	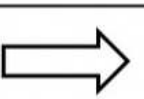
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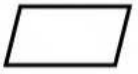
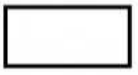
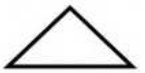
3)						
Translated						
4)						
Translated						
5)						
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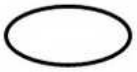
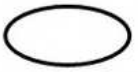
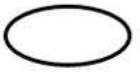
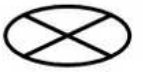
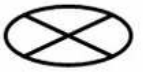
6)						
Translated						

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Exit Cards

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

Name: _____

Circle the pattern core

1) X, Y, Y, Z, X, Y, Y, Z

2) 🍉, 🍌, 🍌, 🍌, 🍉, 🍌, 🍌, 🍌

3) M, N, O, M, N, O

4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core

1) X, Y, Y, Z, X, Y, Y, Z

2) 🍉, 🍌, 🍌, 🍌, 🍉, 🍌, 🍌, 🍌

3) M, N, O, M, N, O

4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core

1) X, Y, Y, Z, X, Y, Y, Z

2) 🍉, 🍌, 🍌, 🍌, 🍉, 🍌, 🍌, 🍌

3) M, N, O, M, N, O

4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core

1) X, Y, Y, Z, X, Y, Y, Z

2) 🍉, 🍌, 🍌, 🍌, 🍉, 🍌, 🍌, 🍌

3) M, N, O, M, N, O

4) 1, 2, 3, 3, 1, 2, 3, 3

PREVIEW

Name: _____ 45

Curriculum Connection
C1.3

Repeating A/B Patterns

Questions Label the A/B patterns below and extend the pattern with 3 more objects

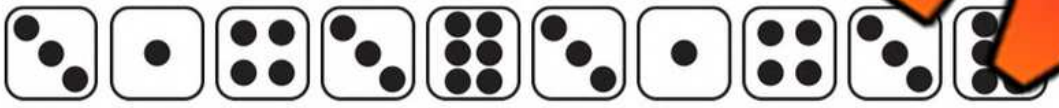
1) 

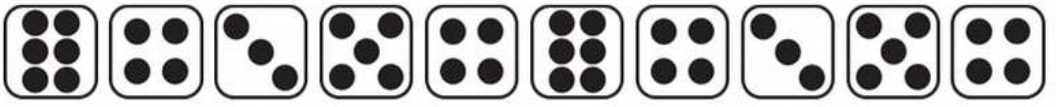
A A B A B

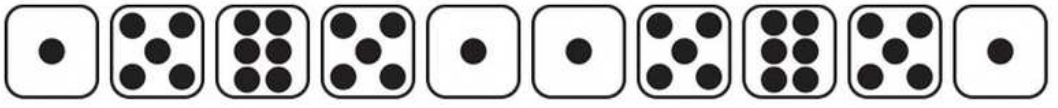
2) 

3) 

4) 

5) 

6) 

7) 

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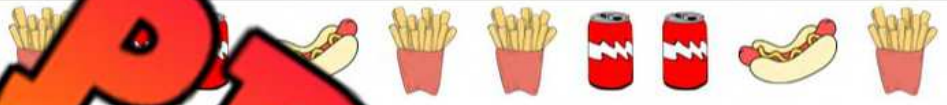
Curriculum Connection
C1.2, C1.3

Repeating A/B Patterns

Part 1 Label the A/B patterns below and extend the pattern with 3 more objects

1) 

2) 

3) 

4) 

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Part 2 Create patterns with the objects above [illegible] A/B [illegible]erns below

1) A B B C A B B C A

2) A A B C D A A B C

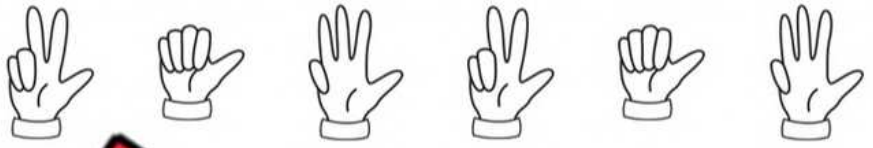
3) A B C A A B C A A

Name: _____ 47

Curriculum Connection
C1.3

Repeating Patterns – Fingers

Questions Continue the repeating patterns below with three more hands

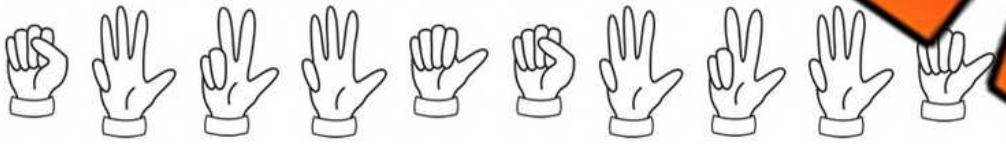
1) 

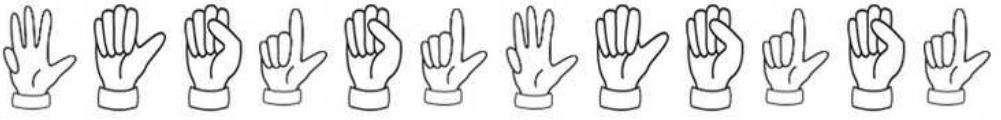
3 _____ 4 3 1 4

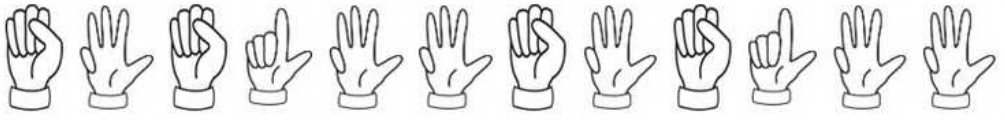
2) 

3) 

4) 

5) 

6) 

7) 

PREVIEW

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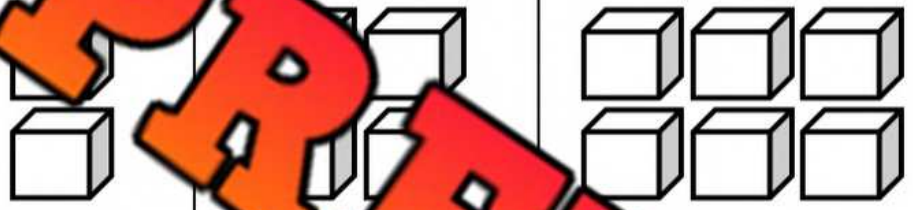
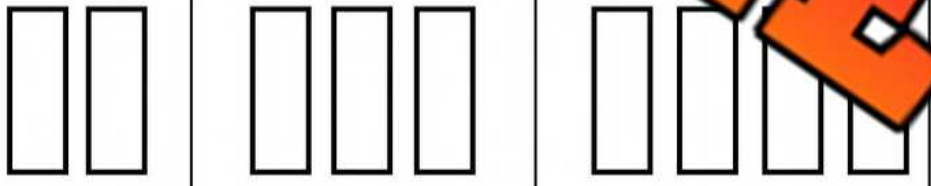
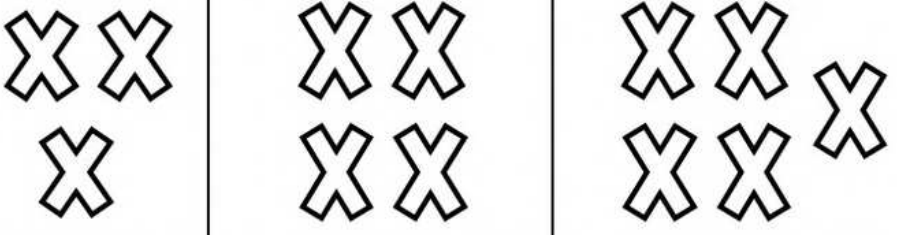
Name: _____ 49

Curriculum Connection
C1.3

Increasing Patterns - Shapes

Questions Draw the shapes in the last column

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

PREVIEW

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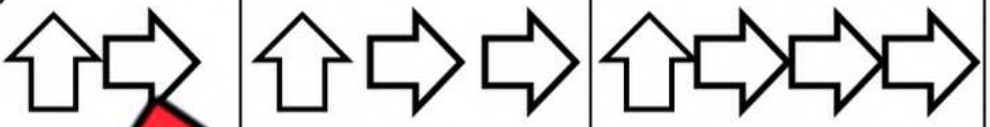
Name: _____ 51

Curriculum Connection
C1.3

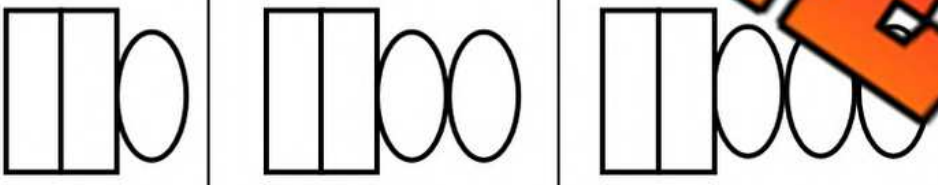
Increasing Patterns - Shapes

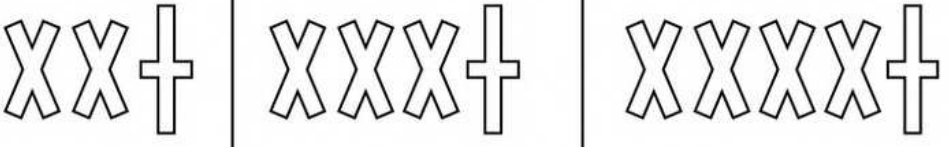
Questions | Draw the last part of the pattern

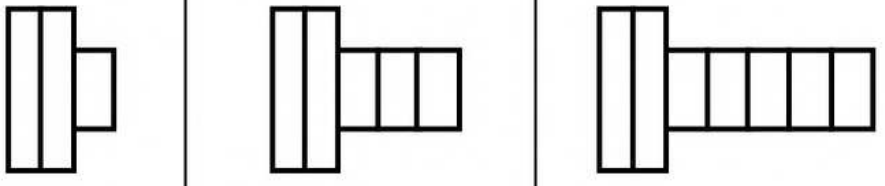
1) 

2) 

3) 

4) 

5) 

6) 

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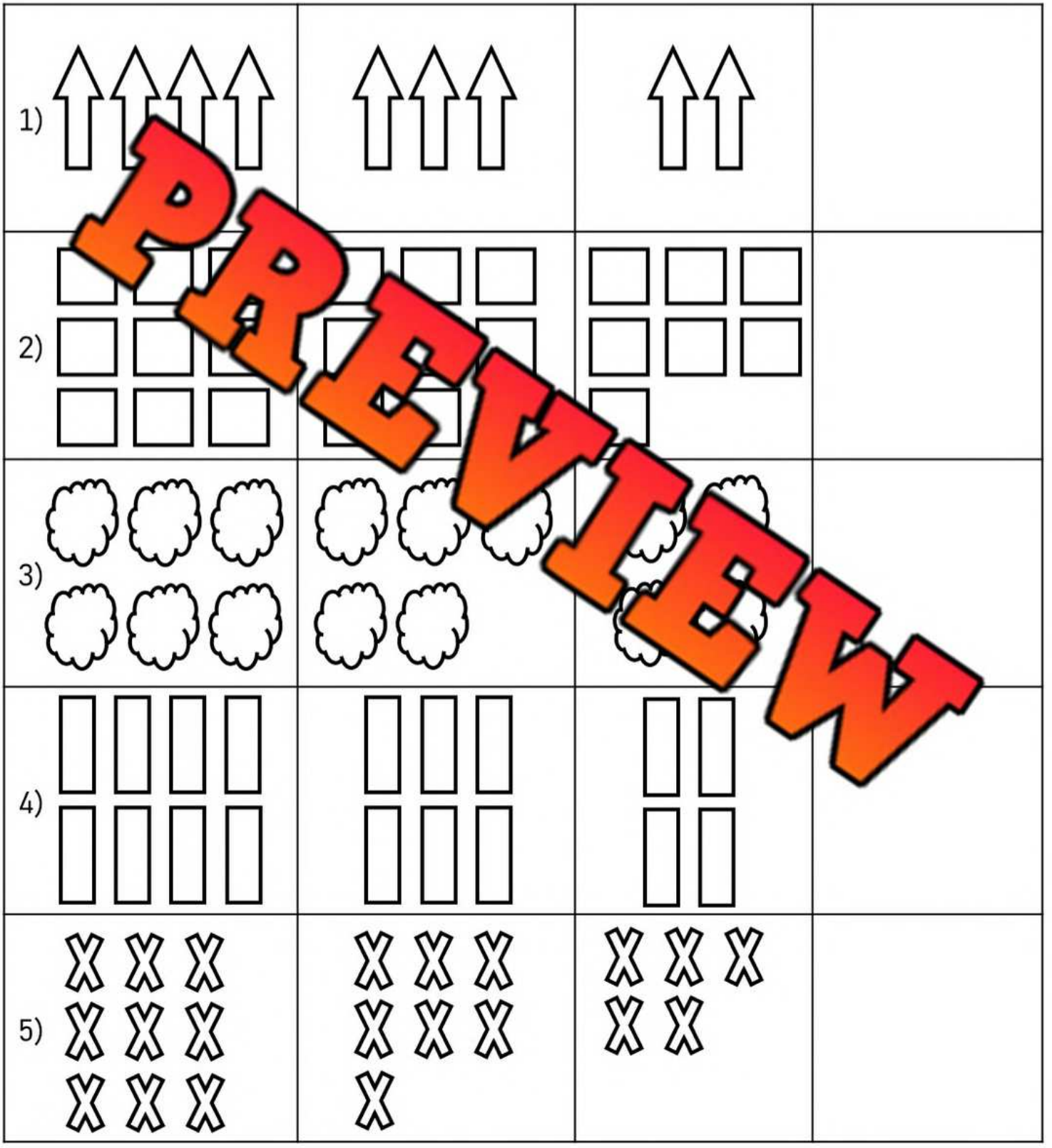
Name: _____ 52

Curriculum Connection
C1.3

Decreasing Patterns - Shapes

Questions | Draw the last part of the pattern



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Name: _____ 55

Curriculum Connection
C1.4

Number Patterns 1 - 20

Questions | Fill in the blanks below

1. 1, 2, 3, 4

2. 4, 5, 7

3. 0, 2, 4, 6

4. 0, 3, 6, 9

5. 3, 5, 7, 9

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Name: _____ 56

Curriculum Connection
C1.4

Number Patterns 1 - 20

Questions | Fill in the blanks below

1. 1, 3, 5, 7

2. 2, 10, 14

3. 2, 3, 5, 6

4. 1, 5, 9, 13

5. 1, 4, 10, 13

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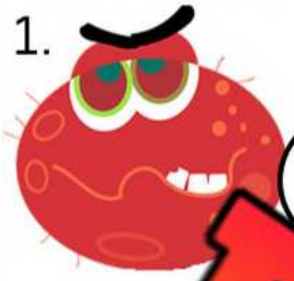
Name: _____ 57

Curriculum Connection
C1.4

Number Patterns – 2s, 5s, 10s

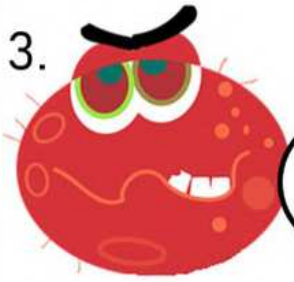
Questions | Fill in the blanks below

1. 

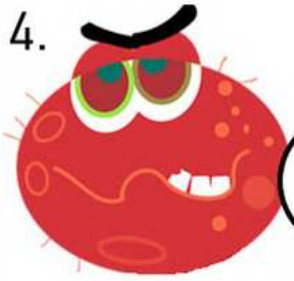
2, 4, 6, 8, ____, ____, ____, ____

2. 

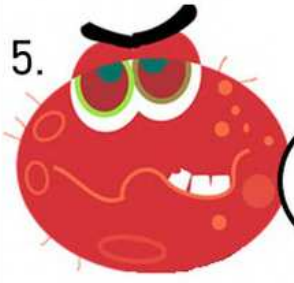
1, ____, 20, ____, ____, ____, ____

3. 

10, 20, 30, 40, ____, ____, ____, ____

4. 

15, 20, 25, 20, ____, ____, ____, ____

5. 

20, 22, 24, 26, ____, ____, ____, ____

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Name: _____ 61

Curriculum Connection
C1.4

Number Patterns – 10s

Questions	Fill in the blanks below

1.



2.



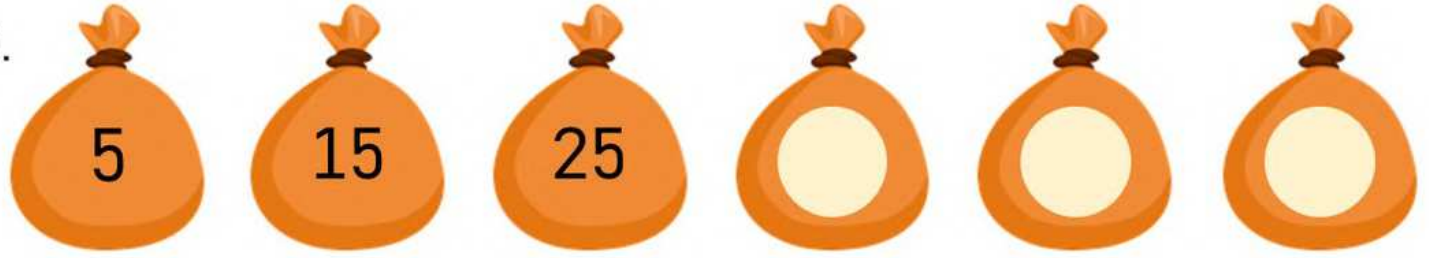
3.



4.



5.



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Name: _____ 62

Curriculum Connection
C1.4

Increasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

2, 4, 6, 8, 10, 12, 14, 16

t at _____, then add _____ each time

5, 20, 25, 30, 35, 40

Sta add _____ each time

10, 2 0 60, 70

Start at _____, then ad time

5, 8, 11, 14, 17, 2 2

Start at _____, then add _____ eac

12, 22, 32, 42, 52, 62, 72

Start at _____, then add _____ each time

4, 8, 12, 16, 20, 24, 28, 32

Start at _____, then add _____ each time

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Name: _____ 64

Curriculum Connection
C1.4

Creating Rules



Questions Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 2, add 2 each time

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 10, add 10 each time

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

Pattern Rule: Start at 5, add 5 each time

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

Pattern Rule: Start at 3, add 3 each time

5) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 4, add 4 each time

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Name: _____ 65

Curriculum Connection
C1.4

Creating Rules

Questions | Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 5, add 2 each time

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 1, add 4 each time

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

Pattern Rule: Start at 2, add 3 each time

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

Pattern Rule: Start at 5, add 10 each time

5) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 10, add 3 each time

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Curriculum Connection
C1.4

Exit Cards

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

Name: _____

Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 8, add 3 each time.

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 0, add 5 each time.

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

Pattern Rule: Start at 6, add 2 each time.

Name: _____

Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 8, add 3 each time.

2) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 0, add 5 each time.

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

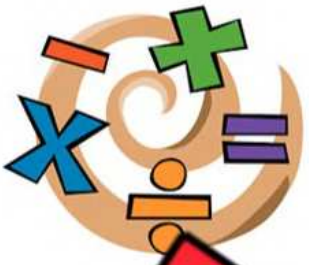
Pattern Rule: Start at 6, add 2 each time.

PREVIEW

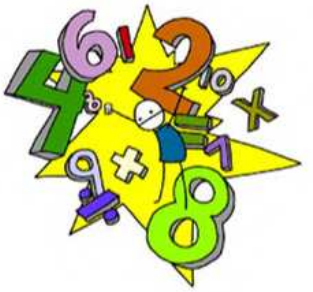
Name: _____ 67

Curriculum Connection
C1.4

Input/Output Table – Pattern Rules



Rule: add 5	
In	Out
5	10
10	15
15	20
20	25



Ques… …he input/output tables below

In	Out
3	
5	
10	
15	

Rule: add 2	
In	Out
3	
7	
13	
2…	

Rule: add 4	
In	Out
2	
10	
15	
21	

Rule: …	
	Out
5	
10	
17	
22	

Rule: add 5	
In	Out
0	
5	
15	
25	

Rule: add 10	
In	Out
0	
10	
30	
40	

PREVIEW

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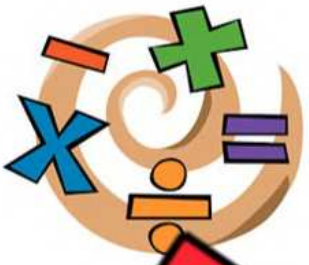
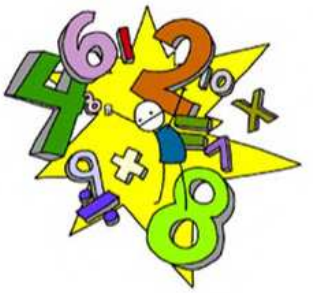
Name: _____ 68

Curriculum Connection
C1.4

Input/Output Table – Pattern Rules



Rule: add 5	
In	Out
3	8
16	21
23	28
42	47



PREVIEW

Ques… …he input/output tables below

In	Out
15	
20	
27	
32	

Rule: add 2	
In	Out
5	
14	
27	
3	

Rule: add 4	
In	Out
7	
18	
32	
41	

Rule: …	
	Out
12	
23	
35	
46	

Rule: add 5	
In	Out
15	
25	
35	
45	

Rule: add 10	
In	Out
10	
20	
30	
40	

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Name: _____ 70

Curriculum Connection
C1.4

Decreasing Number Patterns 1 - 20

Questions | Fill in the blanks below

1. 16, 14, 12, 10

2. 17, 9, 5

3. 19, 18, 1

4. 18, 14, 10, 6

5. 20, 17, 11, 8

PREVIEW

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Name: _____ 72

Curriculum Connection
C1.4

Decreasing Number Patterns – 2s, 5s, 10s

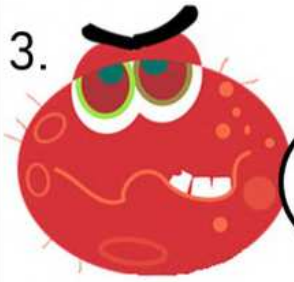
Questions	Fill in the blanks below

1. 

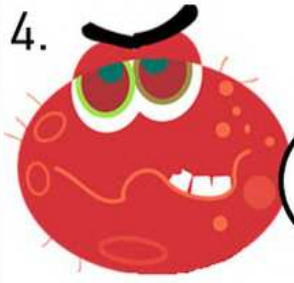
20 18 16 ___ 12 ___ ___ ___

2. 

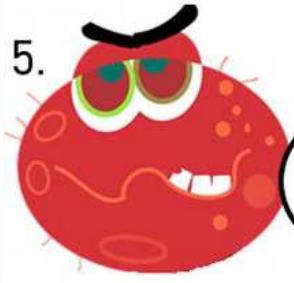
___ 5 ___ ___ 40 ___ ___ ___

3. 

80 70 ___ ___ ___ ___ ___ ___

4. 

55 50 ___ 40 ___ 30 ___ ___

5. 

29 27 ___ 23 ___ 19 ___ ___

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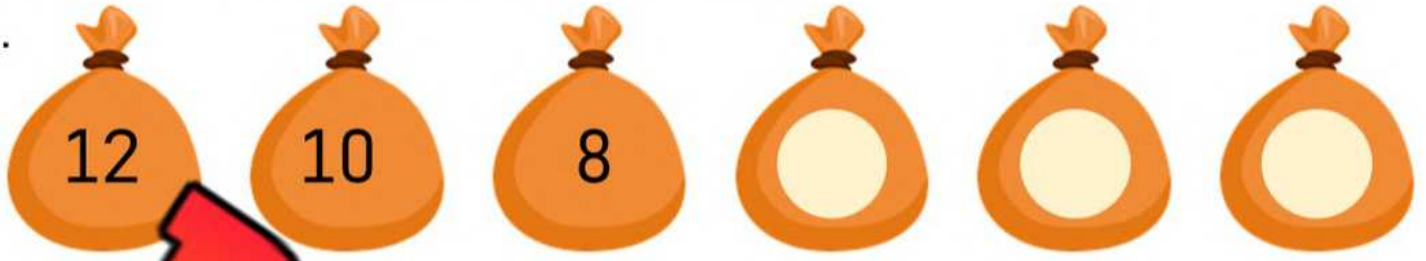
Name: _____ 73

Curriculum Connection
C1.4

Decreasing Number Patterns – 2s

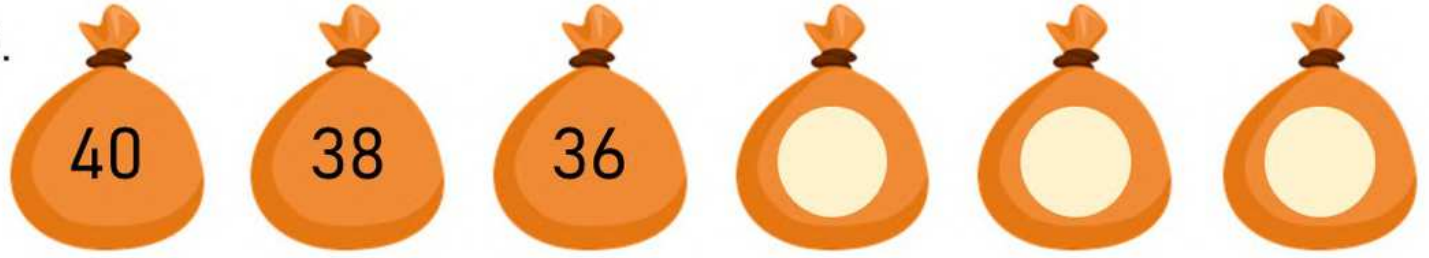
Questions	Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

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Name: _____ 75

Curriculum Connection
C1.4

Decreasing Number Patterns – 10s

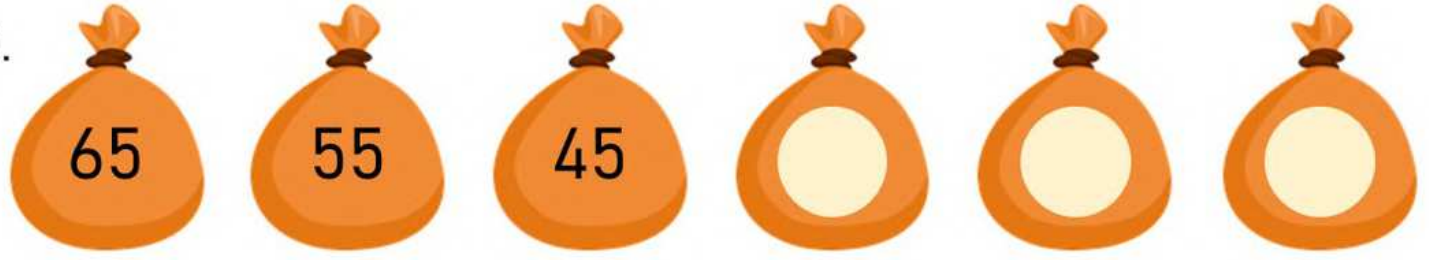
Questions	Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

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Name: _____ 76

Curriculum Connection
C1.4

Decreasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

18, 16, 14, 12, 10, 8, 6, 4, 2

Start at _____, then subtract _____ each time

45, 40, 35, 30, 25, 20

Start at _____, then subtract _____ each time

60, 50, 40, 30, 20, 10, 0

Start at _____, then subtract _____ each time

26, 23, 20, 17, 14, 11, 8, 5

Start at _____, then subtract _____ each time

71, 61, 51, 41, 31, 21, 11, 1

Start at _____, then subtract _____ each time

36, 32, 28, 24, 20, 16, 12, 8

Start at _____, then subtract _____ each time

PREVIEW

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Curriculum Connection
C1.4

Exit Cards

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

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

27, 23, 19, 15, 11, 7, 3

Start at _____, then subtract _____ each time

B)

64, 56, 48, 40, 32, 24, 16

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

27, 23, 19, 15, 11, 7, 3

Start at _____, then subtract _____ each time

B)

64, 56, 48, 40, 32, 24, 16

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

27, 23, 19, 15, 11, 7, 3

Start at _____, then subtract _____ each time

B)

64, 56, 48, 40, 32, 24, 16

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A)

27, 23, 19, 15, 11, 7, 3

Start at _____, then subtract _____ each time

B)

64, 56, 48, 40, 32, 24, 16

Start at _____, then subtract _____ each time

PREVIEW

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Name: _____ 78

Curriculum Connection
C1.4

Decreasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

21, 18, 15, 12, 9, 6, 3, 0

Start at _____, then subtract _____ each time

25, 23, 21, 19, 17, 15

Start at _____, then subtract _____ each time

43, 38, 33, 28, 23, 18, 13

Start at _____, then subtract _____ each time

72, 62, 52, 42, 32, 22,

Start at _____, then subtract _____ each

35, 31, 27, 23, 19, 15, 11, 7

Start at _____, then subtract _____ each time

44, 42, 40, 38, 36, 34, 32, 30

Start at _____, then subtract _____ each time

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Name: _____ 81

Curriculum Connection
C1.4

Input/Output Table – Decreasing Pattern Rules

Rule: subtract 2	
In	Out
10	8
16	14
20	18
[illegible]	22



Ques[illegible] the input/output tables below

R[illegible]	
In	O[illegible]
5	
15	
25	
30	

Rule: subtract 1	
In	Out
5	
9	
[illegible]3	
1[illegible]	

Rule: subtract 2	
In	Out
4	
8	
12	
15	

[illegible]t 3	
[illegible]	Out
5	
8	
12	
16	

Rule: subtract 10	
In	Out
20	
30	
40	
50	

Rule: subtract 4	
In	Out
7	
10	
15	
20	

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Name: _____ 83

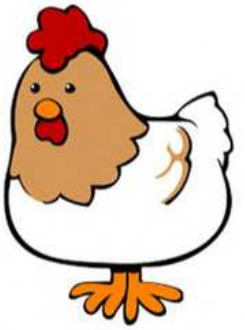
Curriculum Connection
C1.4

The Egg Challenge

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

If a he[illegible] on Monday, 2 eggs on Tuesday, 3 eggs on Wednesday and [illegible]ued, how many eggs would it lay on the Sunday?



How many days would the hen need to lay 10 eggs?



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Name: _____ 84

Curriculum Connection
C1.4

Patterning Word Problems - Halloween

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Bill is t[illegible]ing for Halloween. He leaves his house with 5 candies to s[illegible] He gets [illegible]ies for each house he visits. He visits 10 houses.

a) Draw the [illegible]e below



b) How many total candies does he get?



PREVIEW

Name: _____ 85

Curriculum Connection
C1.4

Patterning Word Problems – Growing Hair

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

Tyler's [illegible] long in January. In February, his hair is 13cm long. In Mar[illegible] long.

a) How long [illegible] April if the pattern continues?



b) How long will his hair be in July?

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Name: _____ 86

Curriculum Connection
C1.4

Patterning Word Problems - Snowfall

Questions | Follow the problem-solving steps below

- ☐ Read the problem carefully
- ☐ Underline important information
- ☐ Draw pictures
- ☐ Write a number sentence
- ☐ Solve the problem
- ☐ Check your answer

The s[illegible] outside Rayna's house. She records the heig[illegible] each hour. After the 1st hour, it is 20cm. After the 2nd ho[illegible] cm. After the 3rd hour it is 30cm.

a) What will th[illegible] be after the 4th hour?



b) What will the height of the snow be after the 7th hour?

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Curriculum Connection
C1.4

Exit Cards

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

Name: _____

The snow is falling outside Ellen's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour, it is 25cm. After the 3rd hour it is 30cm. How many hours did it take for the snow to reach 45 cm?

Name: _____

The snow is falling outside Ellen's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour, it is 25cm. After the 3rd hour it is 30cm. How many hours did it take for the snow to reach 45 cm?

Name: _____

The snow is falling outside Ellen's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour, it is 25cm. After the 3rd hour it is 30cm. How many hours did it take for the snow to reach 45 cm?

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Name: _____ 88

Curriculum Connection
C1.4

Activity Title: Pattern Treasure Hunt

Objective — What are we learning about?

To reinforce students' understanding of growing addition and shrinking subtraction patterns through a dynamic and engaging treasure hunt game. This activity aims to improve problem-solving speed and accuracy while promoting teamwork and active learning.

Materials — What you will need for the activity.

- Stop[illegible]tch or [illegible] d use a smartphone)
- Index card[illegible]
- Markers
- Small prizes or [illegible] (fo[illegible]
- Tape



Instructions — How you will comp[illegible] activ[illegible]

1) Cut out the index cards provided. These wil[illegible] trea[illegible] challenge questions.

2) Hide these cards around the classroom or in a des[illegible] safe ou[illegible] area, taping them under chairs, desks, or tucked into non-obvio[illegible]

3) Divide the class into small teams and give each team a stopwat[illegible]

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

5) Start the timer when you 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 for verification. If they get it right, the teacher keeps the card. If the answer is wrong, they can try again or hide the card back in its original spot and find a new 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 concepts taught on the cards.

PREVIEW

Name: _____ 89

Curriculum Connection
C1.4

Instructions | Cut out the cards below

1) 2, 4, 6 _____, _____, _____	2) 5, 10, 15 _____, _____, _____
3) (Add 1) 1, 3 _____, _____, _____	4) (Add 5) 20, 25, 30 _____, _____, _____
5) 30, 25, 20 _____, _____, _____	[illegible], 4 _____, _____
7) Start at 4, add 4 each time. _____, _____, _____	8) Start at 40, subtract 5 each time: 35, 30 _____, _____, _____, _____

PREVIEW

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Name: _____ 91

Curriculum Connection
C1.4

Instructions | Cut out the cards below

17) Kelly read 5 pages today. She plans to read 5 more pages each day. What day will she read 50 pages?	18) Add $2 each week starting from $3. What is the total after 4 weeks?
19) [illegible] 0, 80 _____, _____, _____	20) 15, 25, 35 _____, _____, _____
21) Tom buys 2 candies and gets 2 more each day. How many candies will he have on the 4th day?	22) [illegible] 1 eac[illegible]e: 15, 14, 13 _____, _____, _____
23) (Add 15) 5, 20, 35 _____, _____, _____	24) (Subtract 10) 50, 40, 30 _____, _____, _____

PREVIEW

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Name: _____ 92

Curriculum Connection
C1.4

Instructions | Cut out the cards below

25) Start with $5, earn $2 more each day. What is the total after 5 days?	26) Subtract 3 starting from 15. _____, _____, _____
27) You pla[illegible]ees e[illegible] starting with 10[illegible] will there be afte[illegible]s?	28) (Add 7) 14, 21, 28 _____, _____, _____
29) Katie has 20 candies, and she ate 2 each day. How many candies will be left after 5 days?	30) K[illegible]es 5 p[illegible]in a game and sc[illegible]m[illegible]ch round. What is h[illegible]the 4th round
31) Cam starts the match with 10 golf balls. He loses 2 golf balls each hole. On which hole will he run out of golf balls?	32) A garden starts with 10 flowers. Each day, 4 new flowers bloom. How many total flowers are there after 6 days?

PREVIEW

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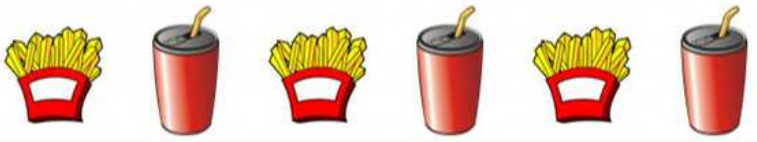
Name: _____

Algebra Quiz - Patterning

Part 1 Continue the repeating patterns below by drawing 3 more pictures





PREVIEW

Part 2 Sam ... co... in each of the patterns below. Was Sam right?

A B C A B C ... B ...	YES	NO
1 3 1 3 1 3 1 3 1 3 1 3 ...	YES	NO
9 5 5 9 5 5 9 5 5 9 5 5 9		NO

Part 3 Follow the rule by adding or subtracting to f... the ...

1) (Add 1) 4, 5, 6, _____, _____, _____	2) (Add 2) 2, 4, 6, _____, _____, _____
3) (Add 5) 15, 20, 25, _____, _____, _____	4) (subtract 1) 18, 17, 16, _____, _____, _____
5) (subtract 10) 60, 50, 40, _____, _____, _____	6) (subtract 2) 28, 26, 24, _____, _____, _____

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Part 4 Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

7, 10, 13, 16, 19, 22, 25, 28

art at _____, then add _____ each time

50, 40, 30, 20, 10, 0

Sta subtract _____ each time

18, 1 8, 6, 4, 2

Start at _____, the btrac each time

PREVIEW

Part 5 Solve the word problem below.

You're in a reading contest. You read 1 book on d 2 b 2, and 3 books on day 3.

a) How many books would you read on the 4th day?

b) How many books would you read on the 10th day?

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Grade 1
C2. Equations and Inequalities

	Curriculum Expectations	Pages That Cover the Expectations
C2.1	[illegible]y [illegible]ities that can change and quanti[illegible] always remain the same in rea[illegible]xts	96 – 100, 109 – 129, 146 - 160
C2.2	determine whether given pairs [illegible] addition and subtraction expression[illegible] equivalent or not	101 [illegible]05, 130 - [illegible]42
C2.3	identify and use equivalent relationships for whole numbers up to 50, in various contexts	106 – 126, 143 - 164

PREVIEW

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Name: _____ 96

Curriculum Connection
C2.1

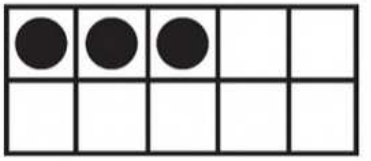
Making Tens – Changing Variables

When we make tens, we are using a variable. The ten is the constant and the number we use to add to 10 is the variable.

Questions How many more dots do you need to add to make 10?

1) 

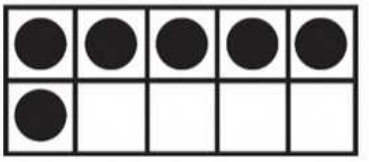
8 + ____ = 10

2) 

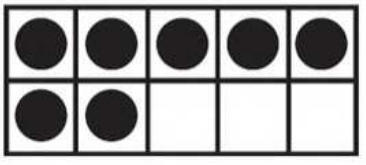
3 + ____ = 10

3) 

2 + ____ = 10

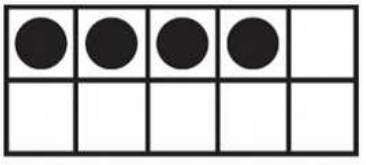
4) 

+ ____ = 10

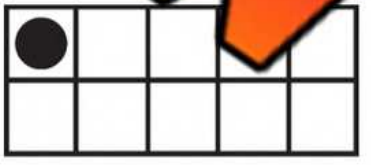
5) 

7 + ____ = 10

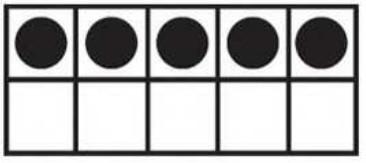
9 + ____

7) 

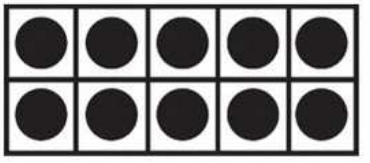
4 + ____ = 10

8) 

1 + ____ = 10

9) 

5 + ____ = 10

10) 

10 + ____ = 10

PREVIEW

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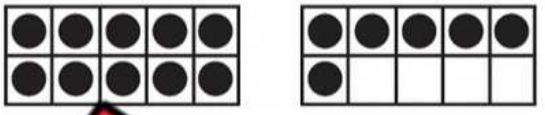
Name: _____ 97

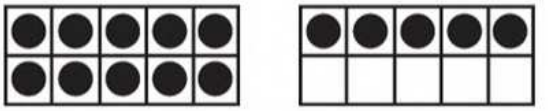
Curriculum Connection
C2.1

Making 20 – Changing Variables

Questions How many more dots do you need to add to make 20?

1) 

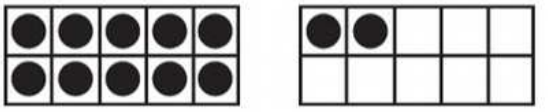
_____ = 20

2) 

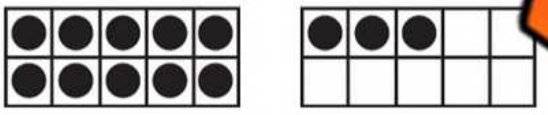
15 + _____ = 20

3) 

10 + _____

4) 

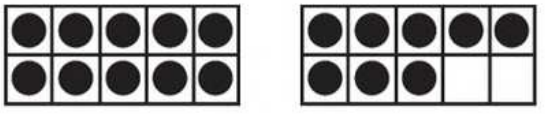
12 + _____ = 20

5) 

13 + _____ = 20

6) 

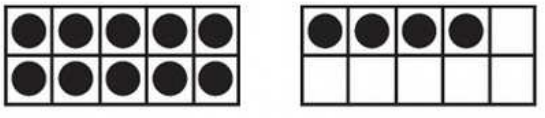
20

7) 

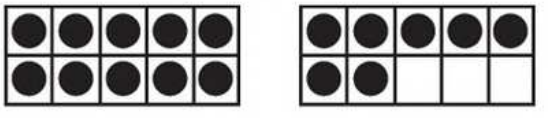
18 + _____ = 20

8) 

11 + _____ = 20

9) 

14 + _____ = 20

10) 

17 + _____ = 20

PREVIEW

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Name: _____ 98

Curriculum Connection
C2.1

Pre-Algebra – Balancing Addition Equations

Balance the scales by putting the same number of circles on each scale.

Answer: Add 6 circles to the scale to make them equal.





3	+	6	=	9

Questions: How many balls do you need to add to balance the scales?



6	+		=	10



5	+		=	



7	+		=	11



5	+		=	8



6	+		=	11



2	+		=	10



4	+		=	11



3	+		=	13



1	+		=	10

PREVIEW

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Name: _____ 99

Curriculum Connection
C2.1

Are They Equal? Addition to 10

Questions Circle true if the equation is equal and false if it is not

1)	1 + 2 = 3	True	False
2)	2 + 4 = 5	True	False
3)	2 =	True	False
4)	4 +	True	False
5)	6 + 2 = 8	Tr	False
6)	3 + 5 = 8		False
7)	5 + 5 = 10	True	alse
8)	6 + 3 = 10	True	False
9)	4 + 7 = 10	True	False
10)	2 + 8 = 10	True	False

PREVIEW

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Name: _____ 100

Curriculum Connection
C2.1

Are They Equal? Addition to 20

Questions Circle true if the equation is equal and false if it is not

1)	8 + 3 = 12	True	False
2)	8 + 5 = 14	True	False
3)	[illegible]	True	False
4)	8 + [illegible]	True	False
5)	10 + 4 = 14	[illegible]	False
6)	14 + 5 = 18	[illegible]	False
7)	17 + 2 = 19	True	[illegible]alse
8)	13 + 5 = 18	True	False
9)	16 + 3 = 20	True	False
10)	18 + 2 = 20	True	False

PREVIEW

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Name: _____ 101

Curriculum Connection
C2.2

Addition to 20 – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal.

5 + 3 = 8 8 + 4 ≠ 13 14 + 6 = 20



Questions Put a slash (≠) through the equal sign if it is not balanced

+ 5 =	2) 4 + 4 = 8	3) 3 + 3 = 5
4) 4 + 6 = 11	5) 10	6) 3 + 5 = 8
7) 9 + 3 = 13	8) 7 + 5	+ 7 = 16
10) 8 + 4 = 13	11) 11 + 5 = 16	12) 8 15
13) 10 + 10 = 19	14) 8 + 10 = 18	15) 13 + 6 = 19
16) 13 + 3 = 17	17) 11 + 6 = 18	18) 14 + 6 = 20

PREVIEW

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Name: _____ 102

Curriculum Connection
C2.2

Are They Equal – True or False

Questions	Circle true if the expressions are equal and false if they are not

1)	2 + 4 = 1 + 5	True	False
2)	5 + 4 = 3 + 6	True	False
3)	[illegible]	True	False
4)	4 + 4 [illegible]	True	False
5)	6 + 4 = 7 + 2	Tru[illegible]	False
6)	8 + 3 = 9 + 1	[illegible]	False
7)	8 + 5 = 5 + 8	True	[illegible]alse
8)	4 + 9 = 10 + 5	True	False
9)	16 + 3 = 19 + 0	True	False
10)	18 + 2 = 15 + 5	True	False

PREVIEW

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Name: _____ 103

Curriculum Connection
C2.2

Addition to 50 – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal

15 + 7 = 22 28 + 4 ≠ 33 44 + 6 = 50

Questions Put a slash (≠) through the equal sign if it is not balanced

1) [illegible] + 5	2) 17 + 4 = 21	3) 23 + 7 = 29
4) 21 + 6 = 27	5) [illegible]	6) 23 + 10 = 33
7) 19 + 6 = 26	8) 26 + 5 = [illegible]	[illegible] + 7 = 36
10) 28 + 6 = 35	11) 31 + 5 = 36	12) 3[illegible] = 40
13) 30 + 10 = 41	14) 33 + 0 = 30	15) 39 + 1 = 40
16) 43 + 3 = 46	17) 41 + 6 = 48	18) 44 + 6 = 50

PREVIEW

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Curriculum Connection
C2.2

Exit Cards

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

Name: _____

Put a slash (≠) through the equal sign if the equations are not balanced.

a) 12 + 3 = 15

b) 20 + 6 = 25 +

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

Name: _____

Put a slash (≠) through the equal sign if the equations are not balanced.

a) 12 + 3 = 15 + 0

b) 20 + 6 = 25 + 10

c) 10 = 30 + 5

d) 0 + 2

Name: _____

Put a slash (≠) through the equal sign if the equations are not balanced.

a) 12 + 3 = 15 + 0

b) 20 + 6 = 25 + 10

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

Name: _____

Put a slash (≠) th
sign if the equations ar
balanced.

a) 12 + 3 = 15 + 0

b) 20 + 6 = 25 + 10

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

PREVIEW

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Name: _____ 106

Curriculum Connection
C2.3

Pre-Algebra – Balancing Addition Equations

Balancing equations means both sides of the equal sign must be the same.

Examples:

$3 + 7 = \boxed{10}$ (10)

$24 + 6 = \boxed{30}$ (30)

Questions Fill in the missing number to balance the equation

PREVIEW

1) 4 + ☐ = ○○ ○○

2) 3 + 6 = ☐ ○ ○○○ ○○○

3) 4 + 5 = ☐ ○○ ○○ ○○ ○

4) 1 + ☐ = 8 ○ ○○ ○○ ○○ ○○

5) 6 + ☐ = 10 ○○○ ○○○

6) 4 + ☐ = 12 ○○ ○○ ○○ ○○ ○○ ○○

7) ☐ + 6 = 10 ○○ ○○ ○○ ○○ ○○ ○○

8) ☐ + 7 = ○○○ ○○○ ○

9) ☐ + 5 = 11 ○○○ ○○○ ○

10) ☐ + 2 = 9 ○○ ○○ ○○ ○○ ○

11) 3 + ☐ = 8 ○ ○○ ○○ ○○

12) 6 + 7 = ☐ ○○○ ○○○ ○ ○○ ○○

13) ☐ + 6 = 16 ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○

14) 7 + ☐ = 9 ○ ○○ ○○ ○○ ○○

15) 3 + 12 = ☐ ○ ○○ ○○ ○○ ○○ ○○ ○○ ○○

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Name: _____ 107

Curriculum Connection
C2.3

Pre-Algebra – Balancing Addition Equations to 20

Balancing equations means both sides of the equal sign must be the same.

Examples: $3 + 7 = \boxed{10}$ (10) $\quad 14 + \boxed{6} = 20$ (20)

Questions Fill in the missing number to balance the equation

1) 6 = ☐	2) 2 + 6 = ☐	3) 4 + 6 = ☐
4) 3 + ☐ = 4	5) 1 + ☐ = 5	6) 4 + ☐ = 7
7) ☐ + 4 = 8	8) ☐ + 10 = 13	9) ☐ + 3 = 9
10) 5 + 4 = ☐	11) 10 + ☐ = 15	12) ☐ + 7 = 14
13) 12 + ☐ = 15	14) 11 + 6 = ☐	15) 14 + ☐ = 16
16) 15 + ☐ = 20	17) 13 + 6 = ☐	18) 18 + ☐ = 20

PREVIEW

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Name: _____ 108

Curriculum Connection
C2.3

Pre-Algebra – Balancing Addition Equations to 50

Balancing equations means both sides of the equal sign must be the same.

Examples: $8 + 7 = \boxed{15}$ (15) $\qquad 26 + \boxed{6} = 32$ (32)

Questions Fill in the missing number to balance the equation

1) 12 =	2) 2 + 13 =	3) 14 + 4 =
4) 13 + ☐ = 18	5) 11 + ☐ = 15	6) 14 + ☐ = 17
7) ☐ + 15 = 19	8) ☐ + 13 = 20	9) ☐ + 3 = 19
10) 22 + 4 =	11) 20 + ☐ = 25	12) ☐ + 20 = 30
13) 24 + ☐ = 28	14) 27 + 6 =	15) 34 + ☐ = 39
16) 40 + ☐ = 44	17) 41 + 6 =	18) 45 + ☐ = 50

PREVIEW

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Name: _____ 109

Curriculum Connection
C2.1, C2.3

Addition to 20 – Using Variables

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.

Example: 4 + n = 6

We can figure out the unknown number by balancing the equation. In this equation, n = 2.

Ques… …he value of the variable

PREVIEW

2 + n = … n =	…3 = 4 … =	4 + n = 7 n =
4 + 6 = p p =	…p = 9 p =	p + 4 = 8 … =
7 + y = 10 y =	y + 2 = 9 y =	…
5 + t = 10 t =	10 + t = 15 t =	12 + t = 15 t =
13 + a = 18 a =	14 + a = 19 a =	17 + 3 = a a =

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Name: _____ 110

Curriculum Connection
C2.1, C2.3

Addition to 50 – Using Variables

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.

Example: 24 + n = 30

We can figure out the unknown number by balancing the equation. In this equation, n = 6.

Ques… …he value of the variable

PREVIEW

12 + n = … n =	…15 = 18 … =	13 + n = 17 n =
14 + 6 = p p =	1… p = 2… p =	p + 17 = 22 … =
19 + y = 24 y =	y + 5 = 25 y =	…
35 + t = 40 t =	30 + t = 40 t =	32 + t = 36 t =
41 + a = 44 a =	45 + a = 49 a =	46 + 4 = a a =

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Name: _____ 111

Curriculum Connection
C2.1, C2.3

Addition Equations to 20 - Using Variables

There are some instances where we know the values of variables and need to plug them into an equation. For example:

a + b = c a = 5 b = 3
5 + 3 = 8 therefore c = 8

Question Use the variables to answer the questions

a + b = c a = 4 b = 2 _____ + _____ = c c =	e + n = f e = 3 n = 5 _____ + _____ = f f =
r + y = k r = 5 y = 3 _____ + _____ = k k =	t + g = h t = 3 g = 8 _____ + _____ = h h =
a + b = c a = 7 b = 5 _____ + _____ = c c =	e + n = f e = 4 n = 6 _____ + _____ = f f =
r + y = k r = 6 y = 4 _____ + _____ = k k =	t + g = h t = 7 g = 2 _____ + _____ = h h =
a + b = c a = 13 b = 4 _____ + _____ = c c =	e + n = f e = 15 n = 5 _____ + _____ = f f =

PREVIEW

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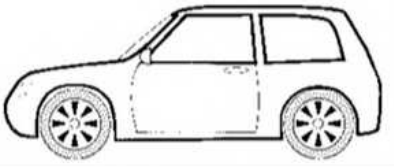
Name: _____ 113

Curriculum Connection
C2.1, C2.3

Word Problems – Solving Addition Equations

Questions | Answer the questions below

1) Ron drove 10km to get to work. Then he drove to the store. When he got to the store, he had driven 16 km in total. How many km did he drive from work to the store?

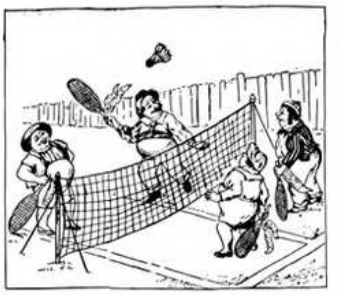


2) Ellie got 15 points [illegible] in a video game. She got 10 more points for beating level [illegible] points did she have after level 2?



Bonus – She had 40 total points after beating level [illegible]. How many points did she get in level 3?

3) In badminton, Allen and Jack won their game. They scored 21 points and their opponents only scored 16. Allen scored 13 of the 21 points. How many points did Jack score?



PREVIEW

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Curriculum Connection
C2.1, C2.3

Exit Cards

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

Name: _____

1) Use the variables to answer the questions

e + n = f e = 22 n = 6

_____ + _____ = f

f = _____

2) Lily has 5 balloons. Her friend gave her some more balloons and she now has 12 total. How many balloons did her friend give her?

Name: _____

1) Use the variables to answer the questions

e + n = f e = 22 n = 6

_____ + _____ = f

f = _____

2) Lily has 5 balloons. Her friend gave her some more balloons and she now has 12 total. How many balloons did her friend give her?

Name: _____

1) Use the variables to answer the questions

e + n = f e = 22 n = 6

_____ + _____ = f

f = _____

2) Lily has 5 balloons. Her friend gave her some more balloons and she now has 12 total. How many balloons did her friend give her?

PREVIEW

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Name: _____ 115

Curriculum Connection
C2.1, C2.3

Algebra Jeopardy

Objective What are we learning about?

To reinforce students' understanding of basic algebraic concepts and their application to solve simple equations and word problems in a fun and competitive game for

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell



Instructions How you will comp activ

1. Print the Jeopardy board on the next pa
2. Divide the class into two teams.
3. Ask one team to go first by selecting a dollar value.
4. Read the question aloud from the dollar value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

PREVIEW

Name: _____ 116

Curriculum Connection
C2.1, C2.3

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
__ + 2 = 7	__ + 3 = 6	10 + __ = 20	3 + __ = 12	4 + __ + 3 = 10
__ + 15 = 25	__ + 12 = 32	20 + __ = 50	__ + 15 = 40	40 + 5 + __ = 49
Balance the equation: 1 + 1 = 1	Balance the equation: 2 = 4	Balance the equation: 5 + 2 = __ + 4	Balance the equation: 6 + 4 = __ + 7	Balance the equation: 8 + 6 = __ + 10
Balance the equation: 2 + 2 = 1 + __	Balance the equation: 3 + 4 =	Balance the equation: 7 + 3 =	Balance the equation: 9 + 2 + __ = 8 + 11	Balance the equation: __ + 10 = 12 + __
Emily had 5 books. She received some more and now has 12 books. How many books did she receive?	David had 10 Legos. He received some more and now has 22 Legos. How many Legos did he receive?	Etha… rock… He found some more and now has 28 rocks. How many rocks did he find?	…s some …arbl… …eives … …ow many … …es did he start with?	Emma has some seeds. She then buys 7 seeds from one store and 14 from …ner. She now …of 25 …eeds did …start with?
John had 3 apples. He bought some more and now has 10 apples. How many apples did he buy?	Emma had 9 pencils. She bought some more and now has 16 pencils. How many pencils did she buy?	Sarah has some apples. She buys 6 more and now has 15 apples. How many apples did she start with?	Kevin has some stickers. He then gets 8 stickers, then 3 more, and now has 18 stickers. How many stickers did he start with?	Sophia has some coins. She then finds 5 coins, then 6 more, and now has 28 coins. How many coins did she start with?

PREVIEW

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Name: _____ 117

Curriculum Connection
C2.1, C2.3

Addition – Which Equation Matches?

Two of the expressions equal the same number. Which one matches the shaded in expression

Example

4 + 7	(9 + 2)	5 + 5



Questions: Circle the expression that matches the shaded in expression

1)	4 + 3	2 + 5	2 + 6
2)	5 + 4	3	2 + 7
3)	7 + 3	5 + 5	6 + 3
4)	6 + 5	4 + 7	
5)	9 + 3	7 + 4	6 + 6
6)	8 + 6	10 + 4	7 + 8
7)	10 + 7	12 + 4	9 + 8

PREVIEW

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Name: _____ 118

Curriculum Connection
C2.1, C2.3

The Answer Is... What Is The Question?

How many number sentences can you write that equals the numbers below? Use only **addition** for these answers.



Questions	The answer is _____, what is the question?

Answer	10
_____ + _____ = 10	
_____ + _____ = 10	
_____ + _____ = 10	
_____ + _____ = 10	
_____ + _____ = 10	

Answer	8
_____ + _____ = 8	
_____ + _____ = 8	
_____ + _____ = 8	
_____ + _____ = 8	
_____ + _____ = 8	

Answer	15
_____ + _____ = 15	
_____ + _____ = 15	
_____ + _____ = 15	
_____ + _____ = 15	
_____ + _____ = 15	

Answer	
_____ + _____ = 13	
_____ + _____ = 13	
_____ + _____ = 13	
_____ + _____ = 13	
_____ + _____ = 13	

PREVIEW

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Name: _____ 119

Curriculum Connection
C2.1, C2.3

The Answer Is... What Is The Question?

How many number sentences can you write that equals the numbers below? Use only **addition** for these answers.



Questions	How many number sentences can you write?

Answer	7

Answer	11

Answer	17

Answer	

PREVIEW

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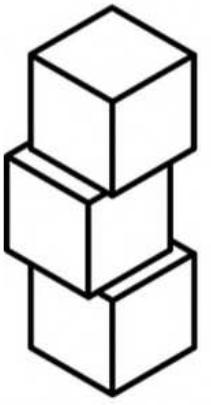
Name: _____ 121

Curriculum Connection
C2.1, C2.3

Addition Word Problems – Finding Unknown Number

Questions | Answer the questions below

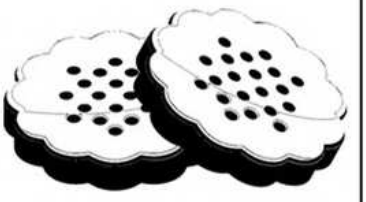
1) Barry had 4 blocks. His teacher gave him more blocks. Now he has 9 blocks. How many blocks was he given?



2) Tim drank 4 glasses [illegible] this m[illegible] He's had 9 glasses of water in total today. How many glasses [illegible] ink[illegible] the day?



3) Ted brought 5 crackers to school. His friend gave him some more crackers. He now has 12 crackers. How many crackers did his friend give him?



PREVIEW

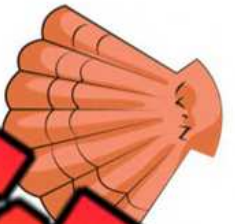
Name: _____ 123

Curriculum Connection
C2.1, C2.3

Addition Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	In a fish tank, there are 6 red fish. There are 16 fish in the fish tank altogether. How many blue fish are in the fish tank? 
	Number S

2)	Ben found 13 seash be ister also found some seashells. Together, they found 19 hel eashells did his sister find? 
	Number Sentence

3)	Emma has 3 pencils in her pencil case. Her mom buys her more pencils. Now Emma has 15 pencils in her pencil case. How many pencils did her mom buy for her? 
	Number Sentence

PREVIEW

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Curriculum Connection
C2.1, C2.3

Exit Cards

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

Name: _____

Answer the question below

Sam collected 9 shells at the beach. His brother collected some more shells. Together, they have 20 shells. How many shells did his brother collect?

Answer: _____

Name: _____

Answer the question below

Sam collected 9 shells at the beach. His brother collected some more shells. Together, they have 20 shells. How many shells did his brother collect?

Answer: _____

Name: _____

Answer the question below

Sam collected 9 shells at the beach. His brother collected some more shells. Together, they have 20 shells. How many shells did his brother collect?

Answer: _____

Name: _____

Answer the question below

Sam collected 9 shells at the beach. His brother collected some more shells. Together, they have 20 shells. How many shells did his brother collect?

Answer: _____

PREVIEW

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Name: _____ 125

Curriculum Connection
C2.1, C2.3

Finding the Missing Information – To 20

Find out how many coins are in the bag using the information given to you.

Example

There are 9 coins in total and 5 outside of the bag.
Therefore, there are 4 in the bag

5 + **4** = 9



Instructi How many coins are in the bags below?

PREVIEW

1) 7

Answer: _____

2) 10

Ans _____

3) 12



Answer: _____

15



Answer: _____

5) 17



Answer: _____

6) 20



Answer: _____

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Name: _____ 126

Curriculum Connection
C2.1, C2.3

Finding the Missing Information – To 30

Instructions How many coins are in the bags below?

1) 15



Answer: _____

2) 17



Answer: _____

2) 22



Answer: _____

4) 24



Answer: _____

5) 25



Answer: _____

27



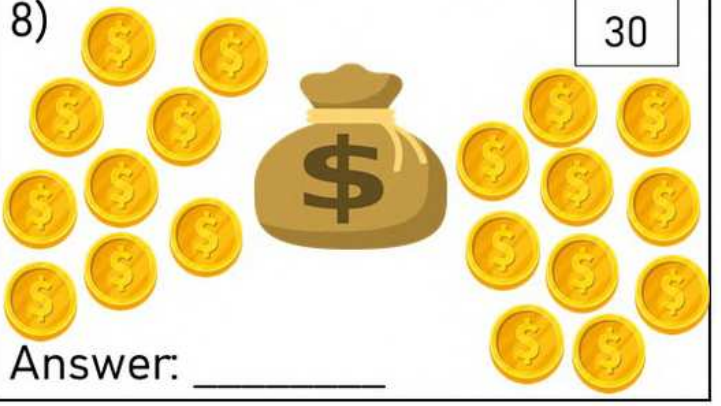
Answer: _____

7) 20



Answer: _____

8) 30



Answer: _____

PREVIEW

Name: _____ 127

Curriculum Connection
C2.1

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

Answer: take 4 circles from the scale to make them equal.



7	-	4	=	3

Directions: many balls do you need to take away to balance the scales?

PREVIEW



10	-		=	8



8	-		=	



8	-		=	4



6	-		=	2



10	-		=	3



13	-		=	6



10	-		=	4



14	-		=	4



4	-		=	0

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Name: _____ 128

Curriculum Connection
C2.1

Are They Equal? Subtraction to 10

Questions Circle true if the equation is equal and false if it is not

1)	5 - 2 = 3	True	False
2)	2 - 1 = 1	True	False
3)	2	True	False
4)	6	True	False
5)	7 - 2 = 5	Tru	False
6)	6 - 2 = 4		False
7)	8 - 5 = 3	True	alse
8)	9 - 4 = 4	True	False
9)	10 - 6 = 3	True	False
10)	10 - 3 = 7	True	False

PREVIEW

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Name: _____ 130

Curriculum Connection
C2.2

Subtraction to 20 – Are They Equal?

Are the equations equal? Put a slash through the equal sign for any equations that are not equal.

7 - 2 = 5 12 - 3 ≠ 8 15 - 3 = 12



Questions Put a slash ≠ through the equal sign if it is not balanced

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

PREVIEW

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Name: _____ 132

Curriculum Connection
C2.2

Subtraction Expressions – Equal?

Questions Circle true if the equation is equal and false if it is not

1)	2 - 1 = 3 – 2	True	False
2)	4 - 2 = 3 – 2	True	False
3)	9 - 6 = 6 – 2	True	False
4)	7 - 2 = 8 – 6	True	False
5)	8 - 3 = 9 – 2	True	False
6)	10 - 2 = 11 – 3	True	False
7)	12 - 5 = 10 – 2	True	False
8)	16 - 4 = 14 – 3	True	False
9)	18 - 6 = 15 – 3	True	False
10)	20 - 5 = 19 – 5	True	False

PREVIEW

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Name: _____ 133

Curriculum Connection
C2.2

Subtraction Expressions - Equal?



Are the expressions equal? Put a slash through the equal sign for any equations that are not equal

Examples: 8 - 5 = 9 - 6 10 - 5 ≠ 7 - 1

Questions Put a slash ≠ through the equal sign if it is not balanced

1) [illegible] - 7	7) 5 - 3 = 6 - 3
2) 7 - 3 = 8 [illegible]	7 - 5 = 8 - 6
3) 10 - 5 = 5 - 0	9) [illegible] 14 - 2
4) 10 - 7 = 8 - 5	10) 9 - 3 = [illegible]
5) 15 - 7 = 12 - 5	11) 16 - 3 = 14 - 1
6) 23 - 4 = 20 - 2	12) 28 - 5 = 30 - 4

PREVIEW

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Name: _____ 137

Curriculum Connection
C2.2

Subtraction – Which Equation Matches?

Two of the expressions equal the same number. Which one matches the shaded in expression?

Example

9 - 4	(8 - 3)	10 - 6



Question: Circle the expression that matches the shaded in expression

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

PREVIEW

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Name: _____ 138

Curriculum Connection
C2.2

Matching Game: Do The Equations Match?

Objective	What are we learning about?

To enhance students' understanding of equality within addition and subtraction equations. Students will identify and match pairs of equations that yield the same result, fostering critical thinking and problem-solving skills in a collaborative group set

Mat	W will need for the activity.

- Pre-prepar re-c g cards.
- Small bags or envel old t ts for each group



Instructions	How you will complete the

1. Before the class, the teacher will cut out the p red m ng game cards.
2. Divide the students into small groups and give each group ag elope 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. They will need to solve both equations to see if they match (equal the same).
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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Name: _____ 139

Curriculum Connection
C2.2

Cards | Matching Game Cards

10 + 15	20 + 5
50 - 20	30 - 0
10 + 40	20 + 25
40 - 30	10 - 0
5 + 25	15 + 15

PREVIEW

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Name: _____ 141

Curriculum Connection
C2.2

Cards | Matching Game Cards

11 + 33	40 + 4
2[illegible]	20 - 5
22 + 20	[illegible] + 12
10 - 7	20 - 1
9 + 9	15 + 3

PREVIEW

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Name: _____ 142

Curriculum Connection
C2.2

Cards | Matching Game Cards

50 - 30	30 - 10 - 0
40 - 10	40 + 20
50 - 50 + 10	50 - 40
50 - 23 - 10	15 + 2
45 - 30	20 + 20

PREVIEW

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Name: _____ 143

Curriculum Connection
C2.3

Pre-Algebra – Balancing Subtraction Equations

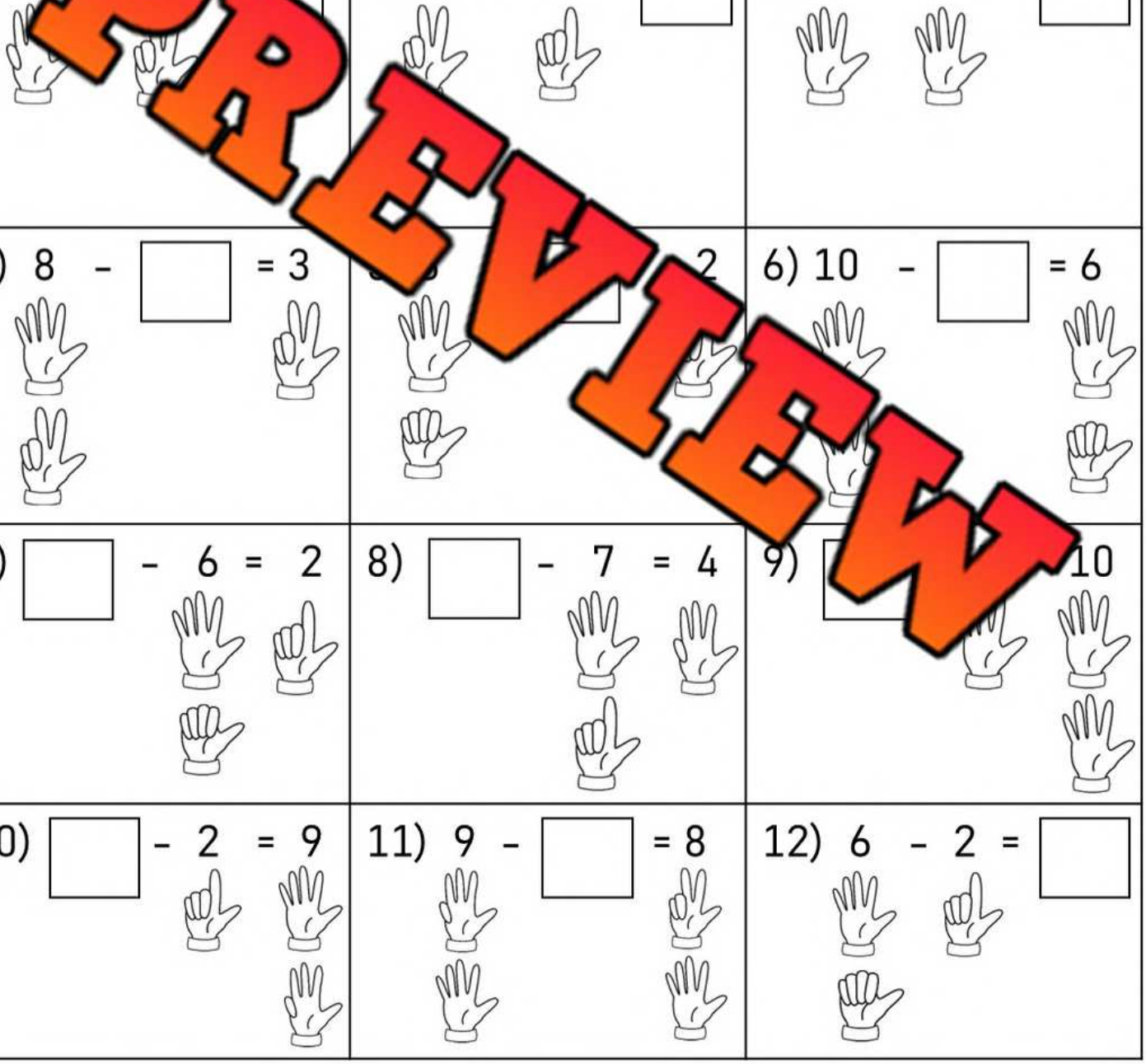
Balancing equations means both sides of the equal sign must be the same.

Examples:

$7 - 4 = \boxed{3}$ (3)

$14 - 6 = \boxed{8}$ (8)

Questions Fill in the missing numbers to balance the equations



PREVIEW

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Name: _____ 144

Curriculum Connection
C2.3

Pre-Algebra – Balancing Subtraction Equations to 20

Balancing equations means both sides of the equal sign must be the same.

Examples:

$7 - 2 = \boxed{5}$ (5)

$14 - \boxed{4} = 8$ (10)

Questions | Fill in the missing numbers to balance the equations

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

PREVIEW

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Name: _____ 147

Curriculum Connection
C2.1, C2.3

Subtraction to 50 – Using Variables

A **variable** is a letter that represents an unknown number. When we don't know a number, we can use a letter to take the place of the unknown number.

Example: 24 – n = 21

We can figure out the unknown number by balancing the equation. In this equation, n = 3.



Question: Find out the value of the variable

14 – n = 9 n =	n – 3 = 11	13 – n = 10 n =
18 – 4 = p p =	19 – p = 15 p =	p – 4 = 13 p =
20 – y = 15 y =	y – 4 = 20 y =	
34 – t = 30 t =	38 – t = 32 t =	40 – t = 35 t =
43 – a = 40 a =	47 – a = 41 a =	50 – a = 44 a =

PREVIEW

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Name: _____ 149

Curriculum Connection
C2.1, C2.3

Subtraction Equations to 20 – Using Variables

There are some instances where we know the values of variables and need to plug them into an equation.

For Example:

a – b = c a = 7 b = 4

7 – 4 = c

c = 3

Question: Find out the value of the variable

a – b = c a = 8 b = 2 _____ – _____ = c c =	e – n = f e = 10 n = 5 _____ – _____ = f f =
r – y = k r = 8 y = 5 _____ – _____ = k k =	g = h t = 9 g = 6 _____ = h h =
a – b = c a = 6 b = 4 _____ – _____ = c c =	e – f = 10 n = 6 _____ = f f =
r – y = k r = 9 y = 4 _____ – _____ = k k =	t – g = h t = 13 g = 5 _____ – _____ = h h =
a – b = c a = 14 b = 3 _____ – _____ = c c =	e – n = f e = 18 n = 5 _____ – _____ = f f =
r – y = k r = 19 y = 4 _____ – _____ = k k =	t – g = h t = 20 g = 4 _____ – _____ = h h =

PREVIEW

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Name: _____ 151

Curriculum Connection
C2.1, C2.3

Word Problems – Solving Subtraction Equations

Questions	Answer the questions below

1) Mrs. Wilson had 15 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 3 pencils. How many students are in Mrs. Wilson's class?

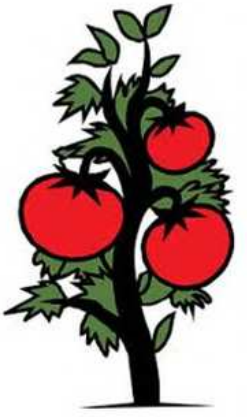


2) Hudson saved 20 d[illegible]s and b[illegible] new toy for 15 dollars. How many dollars does he h[illegible]?



Bonus: He saved 15 more dollars. Can he buy a [illegible] 30 dollars?

3) The grade 1 class planted 35 tomato seeds but only 31 tomato plants grew. How many plants did not grow?



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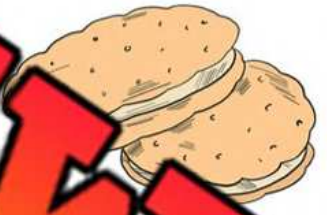
Name: _____ 153

Curriculum Connection
C2.1, C2.3

Subtraction Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	Jack has 12 marbles. He gives some marbles to his friend. Now he has 7 marbles left. How many marbles did he give to his friend? 
Number Sentence	12 - _____ = 7
2)	Sarah has 15 cook[illegible] eats s[illegible] them. After eating, she has 10 cookies left. How many cooki[illegible]ra[illegible] 
Number Sentence	15 - _____ = 1[illegible]
3)	There are 18 ducks in the pond. Some ducks swim away. Now there are 12 ducks left in the pond. How many ducks swam away? 
Number Sentence	18 - _____ = 12

PREVIEW

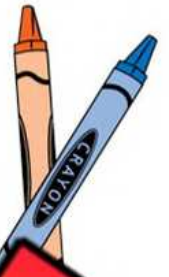
Name: _____ 154

Curriculum Connection
C2.1, C2.3

Subtraction Word Problems – Finding Unknown Number

Questions	Answer the questions below

1)	Liam has 9 toy airplanes. He loses some of them. Now he has 4 toy airplanes left. How many toy airplanes did Liam lose? 
Number S	

2)	Emily has 20 crayo ives ons to her friend. Now she has 14 crayons left. How many ons to her friend? 
Number Sentence	

3)	There are 11 balls in the playground. Some of the balls are taken inside by the children. Now there are 6 balls left in the playground. How many balls were taken inside? 
Number Sentence	

PREVIEW

Name: _____ 156

Curriculum Connection
C2.1, C2.3

Task Cards: Mystery Number Detectives

Objective What are we learning about?

To help students understand and solve one-step algebraic equations by finding the value of a missing number.

Materials What you will need for the activity.

- 2
- Se e shee for answers
- Pencils



Instructions How o activity

1. Introduce the concepts cove d in
2. Organize the students into pairs and ovide e air heir sets of task cards.
3. Give each pair an answer recording sheet t do ir ses.
4. Encourage teamwork by having students collabora air p on finding solutions.
5. Allow students to select any task card to begin with, emphasizi tha an complete the cards in any order they prefer.
6. Instruct students to record the letter of their chosen answer (A, B, or C) on their answer sheet beside the task card's number.
7. Consider using a timer to create a dynamic challenge, adjusting the duration to fit the lesson's objectives and complexity.
8. After the activity, review the answers collectively, discussing any challenging questions and strategies used to solve them.
9. Have students reflect on the activity, sharing the methods they applied and obstacles they overcame.

PREVIEW

Name: _____ 158

Curriculum Connection
C2.1, C2.3

Task Cards | Cut out the task cards below

Card 9:
A plant was 5 cm tall. It grew ___ centimeters and is now 27 cm tall. How much did it grow?

a) 2[illegible] m c) 18 cm

Card 10:
Lucy baked 48 cupcakes. She gave some away and now has 30. How many did she give away?

a) 16 b) 18 c) 20

Card 11:
60 = 45

solve for p

a) 12 b) 15 c) 14

Card 12:
17 + k = 29

solve for k

a) b) 15 c) 12

Card 13:
30 - a = 10

solve for a

a) 20 b) 18 c) 15

Card 14:
b)

solve for

a) 20 b) 15 c) 25

Card 15:
22 + c = 40

solve for c

a) 18 b) 20 c) 25

Card 16:
35 - d = 15

solve for d

a) 18 b) 20 c) 25

PREVIEW

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Name: _____ 159

Curriculum Connection
C2.1, C2.3

Task Cards	Cut out the task cards below

Card 17:
25 + e = 55

solve for e
a) 3[illegible] b) 32 c) 28

Card 18:
50 – f = 40

solve for f
a) 10 b) 28 c) 30

Ca[illegible]
Sam has [illegible]s. [illegible] gets some mor[illegible] nov[illegible]8. How many [illegible]et?

a) 25 b) 13 c) 28

Card 20:
Emma had 20 candies. She lost some candies and now has 38. How many did she lose?

a[illegible] b) 18 c) 22

Card 21:
A balloon was 10 inches. It expanded by ___ inches and is now 40 inches. How much did it expand?

a) 30 b) 28 c) 32

[illegible] 22:
[illegible] cookies. She a[illegible] coo[illegible] and now has 15. [illegible]w [illegible]e e[illegible]

a) 25 b) 30 c) 7

Card 23:
41 – k = 16

solve for k
a) 40 b) 25 c) 50

Card 24:
19 + l = 40

solve for l
a) 21 b) 22 c) 20

PREVIEW

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Name: _____ 160

Curriculum Connection
C2.1, C2.3

Task Cards: Mystery Number Detectives

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: _____

Algebra Quiz - Equations

Part 1 Put a slash through the equal sign if it is not balanced

1) 2 + 4 = 6	2) 3 + 4 = 8	3) 1 + 7 = 9
4) [illegible] 9	5) 8 - 3 = 5	6) 15 - 5 = 11

Part 2 [illegible] missing number to balance the equation

1) 3 + 2 = ☐	[illegible]	3) 14 + ☐ = 16
4) 20 + 5 = ☐	5) ☐ + 4 = 2[illegible]	[illegible] 32 ☐ = 37
7) 5 - 3 = ☐	8) ☐ - 4 = 6	9) 15 - 5 = ☐
10) 23 - 3 = ☐	11) ☐ - 4 = 30	12) 37 - 2 = ☐

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Part 3 Find out the value of the variable

3 + n = 7 n =	n + 4 = 5 n =	22 + n = 25 n =	n + 5 = 36 n =
8 - n = 5 n =	n - 1 = 6 n =	16 - 4 = n n =	24 - n = 21 n =

Part 4 ... the value of the variable

a + b = c 1 8 ____ + ____ = ____ c = ____	n - y = t n = 10 y = 3 ____ - ____ = ____

PREVIEW

Part 5 How many coins are in th... gs belo...

1)  9 Answer: _____	2)  12 Answer: _____
2)  15 Answer: _____	4)  20 Answer: _____

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Grade 1
C3. Coding

	Curriculum Expectations	Pages
C3.1	olve p and create computational rep s o thematical situations by w d ex code, including code tha olv events	166 – 182, 191 – 196
C3.2	read and alter existing code, i ng c that involves sequential events, a describe how changes to the code af the outcomes	– 190

PREVIEW

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Curriculum Connection
C3.1

Activity: Robot Teacher

Objective

What are we learning about?

Students will create a sequence of commands to guide a "robot" (the teacher) to a specific spot in the classroom, learning how to write and execute sequential events, and then alter the sequence to observe how changes affect the outcome.

Materials

What you will need for the activity.

- W[illegible]to write a sequence of com[illegible]nds (o[illegible]ent)
- Open class[illegible]or t[illegible]cher to move around
- A designated "ta[illegible]spot[illegible]om (e.g., a chair, a marked spot [illegible]or)



Instructions

How you will compl[illegible]activ[illegible]

1. Tell students they'll be "coders" and the te[illegible]ill be[illegible]" following their commands exactly.
2. Show the class the target spot (e.g., a chair) whe[illegible]ot nee[illegible]o.
3. Give each student a worksheet (or put students in pairs) [illegible]writ[illegible] commands (e.g., "step forward 2, turn right, step forward 1") u[illegible]like "step forward [number]," "turn right," or "turn left."
4. Have one student read their sequence aloud while the teacher follows the commands, moving through the classroom.
5. Check if the robot reaches the target spot and discuss what went wrong if it doesn't.
6. Ask the student to change one command (e.g., "turn right" to "turn left"), write the new sequence, and have the teacher follow it.
7. Discuss how the change affected the robot's path and if it reached the target spot.
8. Repeat with 1-2 more students, testing and altering their sequences.
9. Wrap up by explaining how the order of steps and changes affect outcomes, linking it to coding.

PREVIEW

Name: _____ 167

Curriculum Connection
C3.1

Robot Teacher – My Code

Instructions

Think about where your teacher is and where the target spot is. Write a code that will program them to move to the target spot.
(Ex. Step forwards/backwards 2, turn right/left).

My Program – Coding Instructions

PREVIEW

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Name: _____ 168

Curriculum Connection
C3.1

Robot Teacher – Coding Map

Instructions	Once your code is written, draw a map of your classroom. 1) Draw a stick figure for the teacher. 2) Draw the target spot using an X. 3) Draw arrows to show where the teacher moves using your code.



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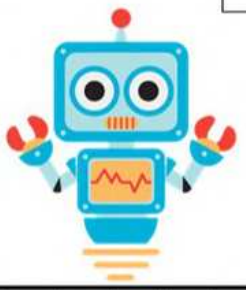
Name: _____ 169

Curriculum Connection
C3.1

Writing Code – Down and Right



Writing Code – Code Bank
go right (# of spaces)
go down (# of spaces)
open door





Robot moved _____ squares

1. Write the code that gets the robot to the door.

Line 1: _____

Line 2: _____

Line 3: _____

PREVIEW

2. Write the code that gets the robot to the store and then home.

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

3. Write the code that gets the robot to the gym and then home.

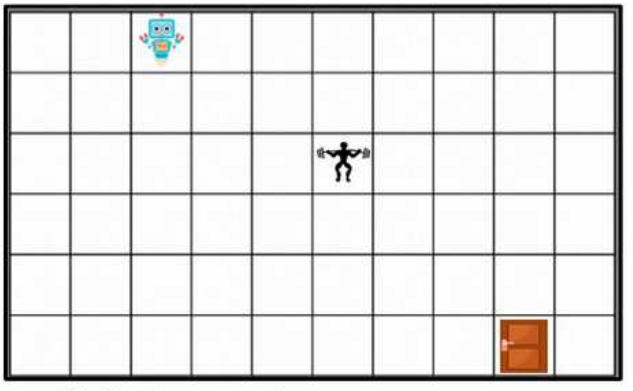
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



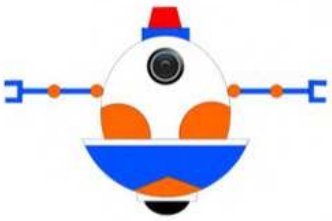
Robot moved _____ squares

© Super Simple Sheets

Name: _____ 170

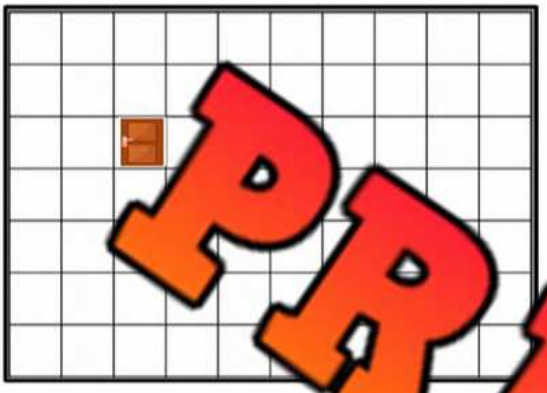
Curriculum Connection
C3.1

Writing Code – Up and Left



Writing Code – Code Bank
go left (# of spaces)
go up (# of spaces)
open door





1. Write the code that gets the robot to the door

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

PREVIEW

2. Write the code that gets the robot to the [illegible] and then home.

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

3. Write the code that gets the robot to the gym and then home.

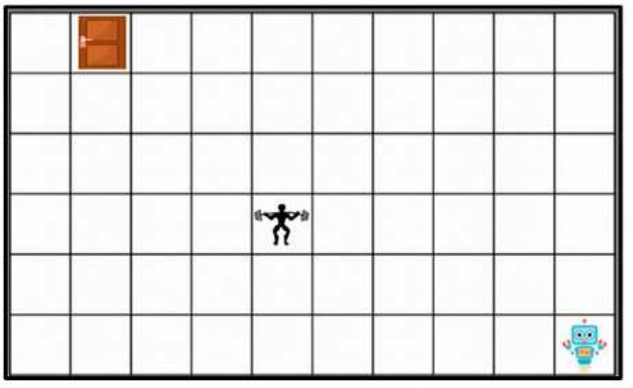
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

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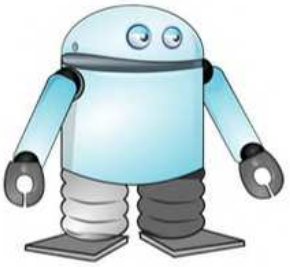
Name: _____ 171

Curriculum Connection
C3.1

Writing Code

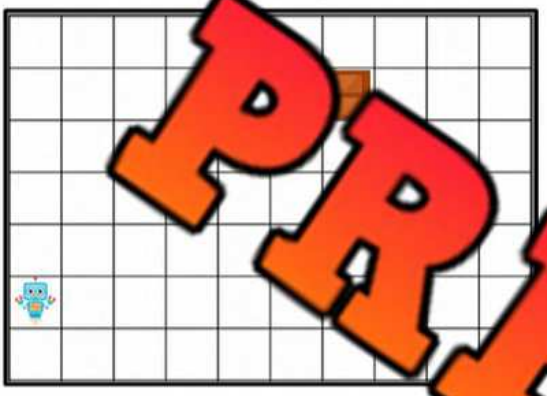


Robot moved _____ squares

Writing Code – Code Bank

go right (# of spaces)
go left (# of spaces)
go down (# of spaces)
go up (# of spaces)
open door





1. Write the code that gets the robot to the door.

Line 1: _____

Line 2: _____

_____

2. Write the code that gets t[illegible] to [illegible]nd then home.

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

3. Write the code that gets the robot to the gym and then home.

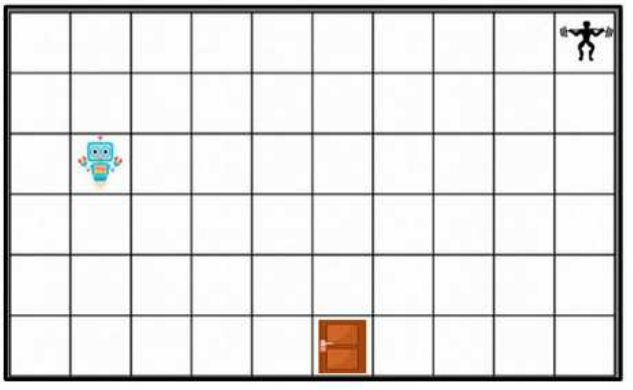
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

PREVIEW

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Name: _____ 173

Curriculum Connection
C3.1

Activity: Dance Party Code

Objective — What are we learning about?

Students will write a sequence of dance moves to create a short dance routine, practicing sequential events, and then alter the sequence to observe how changes affect the performan

PREVIEW

Mate — u will need for the activity.

- Worksheet — dance — (one per student)
- Pencil or crayon
- Open space in the classro — da
- Optional: Music for a fun atmosphe



Instructions — How you will complete the ac — y

1. Tell students they'll be "coders" creating a dance routine by wri — moves.
2. Show them a few simple dance moves (e.g., jump, clap, twirl, stomp) — y can use.
3. Give each student a worksheet (or put them in pairs/small groups) to write a short sequence of 3 or 4 dance moves (e.g., "jump, clap, twirl").
4. Have one student/pair/group read their sequence aloud and perform their dance for the class.
5. Repeat with 1-2 more students/groups, having them share and perform.
6. Wrap up by explaining how the order of moves affect the dance, connecting it to coding sequences.

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Curriculum Connection
C3.1

Example Moves | Choose from the example moves below or make up your own.

Dance Move	Description
Jump	Hop off the ground with both feet.
Clap	Clap hands together once or twice.
Twirl	Spin around in a circle on the spot.
[illegible]	Stamp one foot on the ground.
[illegible]	Jump on one foot.
Wiggle	Shake your whole body side to side.
Wave	Wave one hand in the air.
Step Forward	Take one big step forward.
Step Backward	Take one big step backward.
Spin	Turn around quickly in a circle.
Sway	Rock side to side with your body.
Tap	Tap one foot lightly on the ground.
Bounce	Bend knees and bounce up and down.
March	Lift knees high and march in place.
Shake	Shake arms or hips side to side.
Point	Point one finger up or to the side.
Kick	Kick one leg forward gently.
Nod	Nod your head up and down.
Twist	Twist your hips side to side.
Reach	Stretch both arms up high.

PREVIEW

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Curriculum Connection
C3.1

Dance Party Code – My Code

Instructions	Program your own dance by writing your dance sequence. **(Ex. kick, twirl, step forward, step backward, kick, twirl, step forward, step backward)**

My Dance Party Code

PREVIEW

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Name: _____ 176

Curriculum Connection
C3.1

Reading Code – Creating Programs

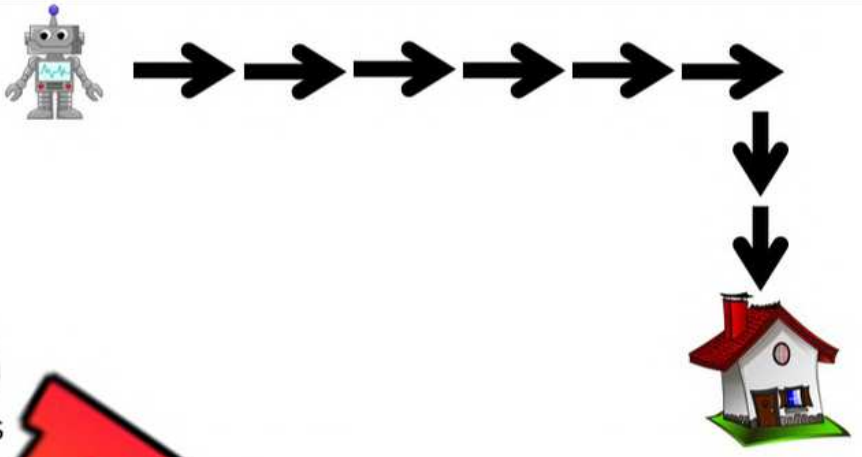
UP
LEFT RIGHT
DOWN

Question Read the code and create the program

Example

Code

go right 6
go down
open



Robot moved _____ squares

1.

Code

go down 2
go right 1
go down 2
go right 5
open door



Robot moved _____ squares

2.

Code

go right 2
go down 3
go left 2
go down 1
go right 6
open door





Robot moved _____ squares

PREVIEW

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Name: _____ 177

Curriculum Connection
C3.1

Reading Code – Creating Programs

UP
LEFT RIGHT
DOWN

Question Read the code and create the program

3.

Code

go down 2 squares
go left 2 square
go do uare
go l r
op oor





Robot moved _____ uares

4.

Code

go left 2 squares
enter school
go down 3 squares
go left 3 squares
open door







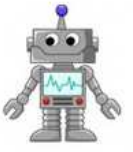
Robot moved _____ squares

5.

Code

go down 3 squares
go left 2 squares
enter ice cream shop
go up 3 squares
go left 2 squares
open door







Robot moved _____ squares

PREVIEW

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Name: _____ 180

Curriculum Connection
C3.1

Reading Code – Creating Programs

UP
LEFT RIGHT
DOWN

Question Read the code and draw the path the robot will take

1.

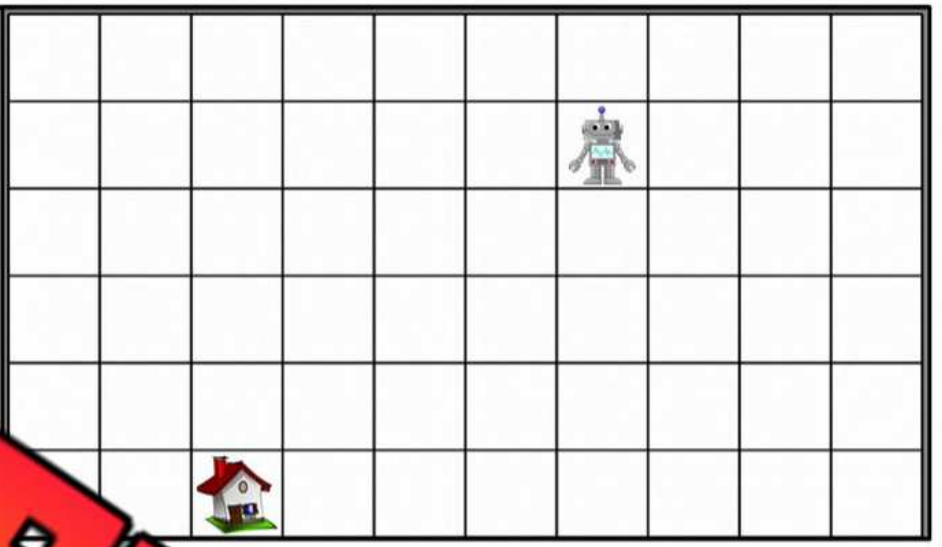
Code

go left 4

go d

o

Robot moved _____ uares



2.

Code

go down 2
go right 2
go down 2
go right 3
open door

Robot moved _____ squares

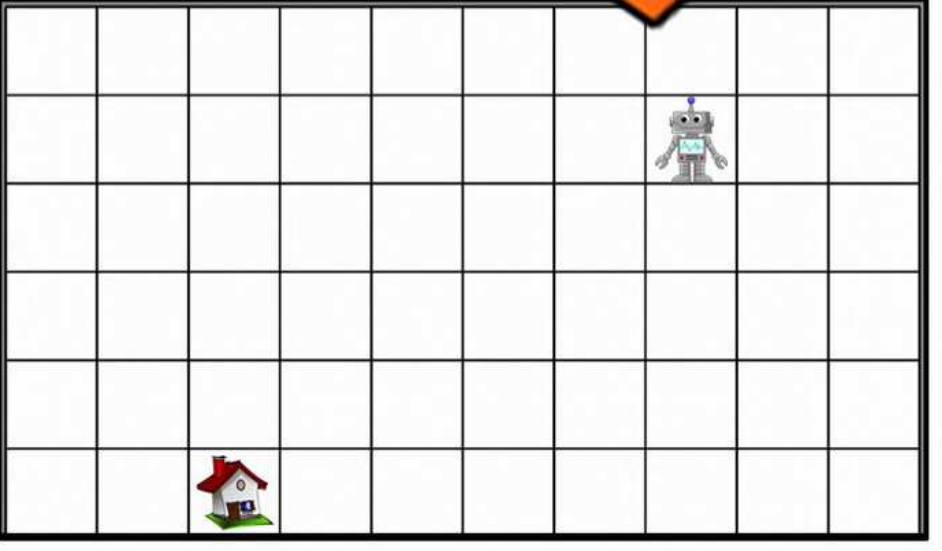


3.

Code

go down 3
go left 5
go down 1
open door

Robot moved _____ squares



PREVIEW

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Name: _____ 182

Curriculum Connection
C3.1

Reading Code – Creating Programs

UP
LEFT RIGHT
DOWN

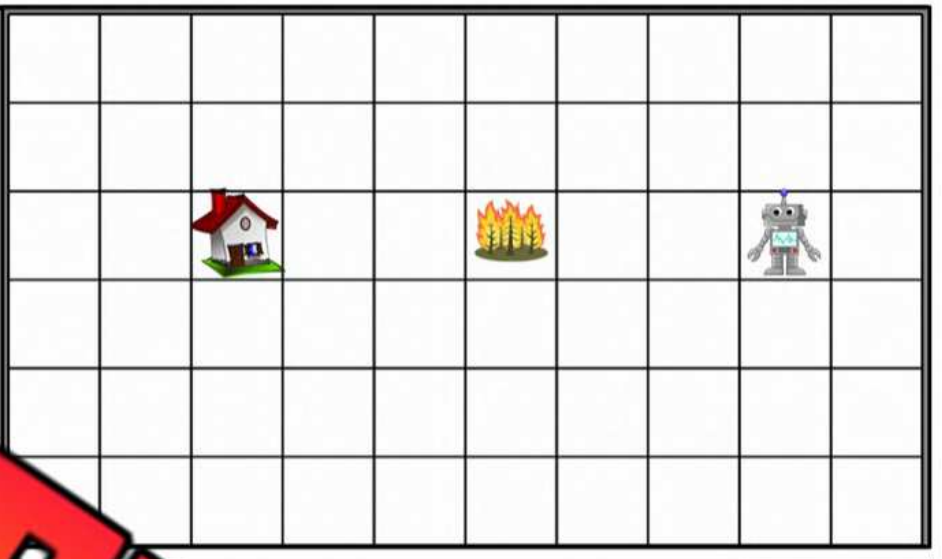
Question Read the code and draw the path the robot will take

4.

Code

go left 2
go down 1
go le
go
door

Robot moved _____ squares

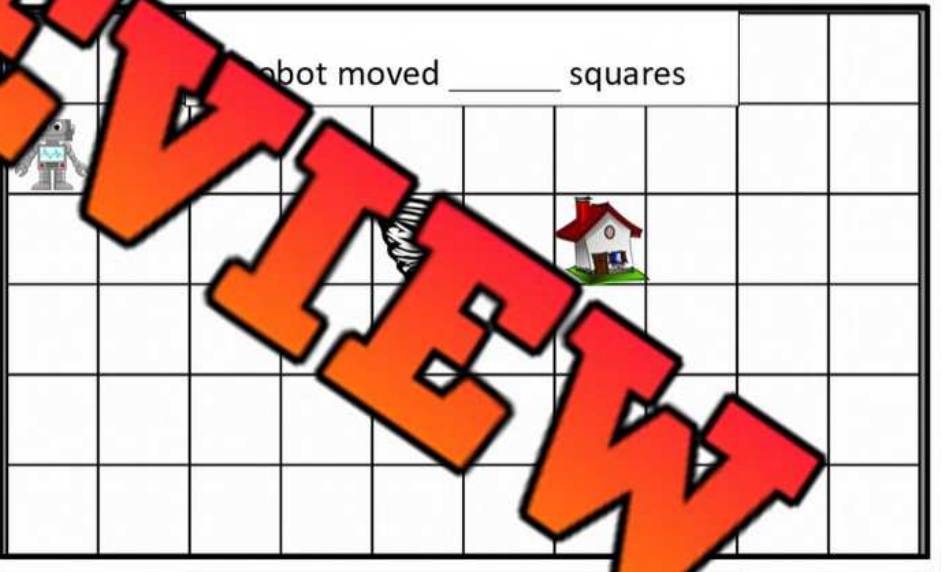


5.

Code

go down 1
go right 3
go down 1
go right 3
go up 1
open door

Robot moved _____ squares

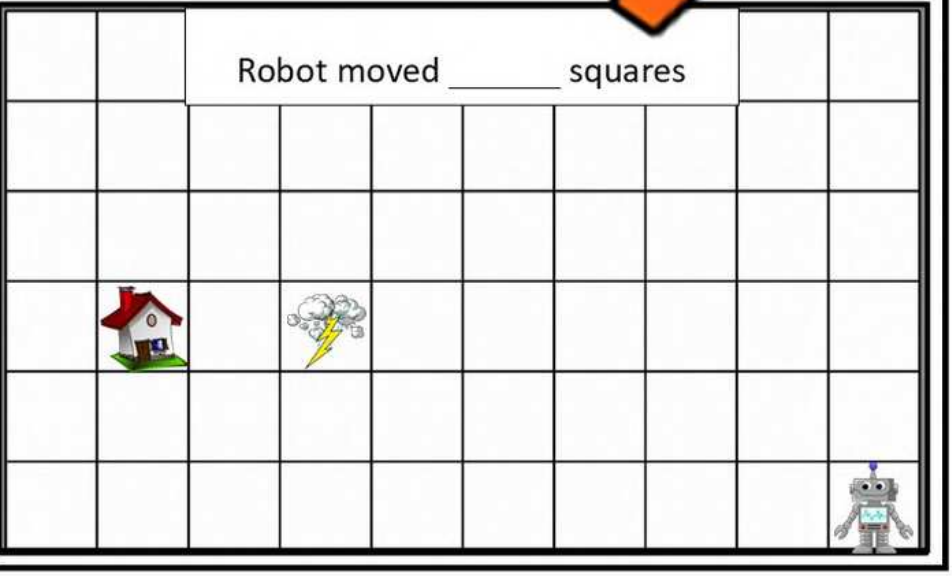


6.

Code

go up 2
go left 5
go up 1
go left 3
go down 1
open door

Robot moved _____ squares



PREVIEW

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Name: _____ 183

Curriculum Connection
C3.2

Fixing Code

Question Put the scrambled code in the correct order by labelling the steps 1-3

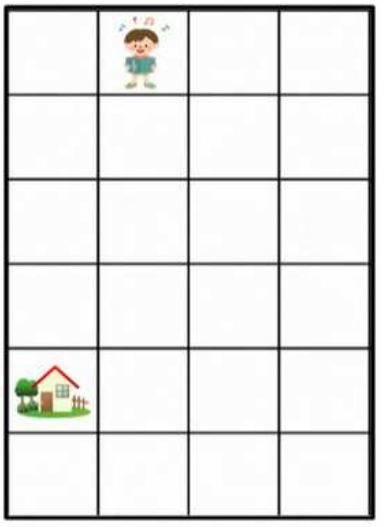
1. Move the boy home

Code

_____ - [illegible]ome

_____ - [illegible]

_____ - [illegible]o dow[illegible]



2. Move the boy home

Code

_____ - go down 2

_____ - enter home

_____ - go right 2



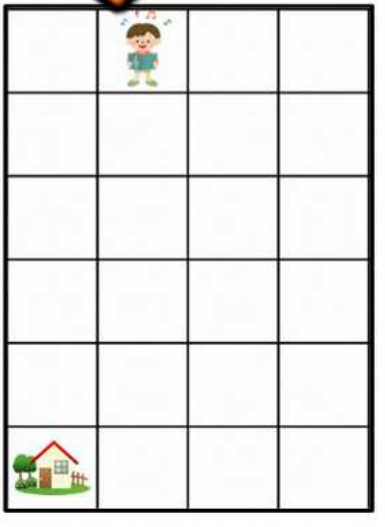
3. Move the boy home

Code

_____ - enter home

_____ - go down 5

_____ - go left 1



PREVIEW

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Name: _____ 185

Curriculum Connection
C3.2

Fixing Code

Question Put the scrambled code in the correct order by labelling the steps 1-6

1. Go to the ice cream shop and then home

Code

_____ - go down 3

_____ - go right 1

_____ - go

_____ - enter ice cream shop

_____ - enter home

_____ - go left



2. Go to the ice cream shop and then home

Code

_____ - go up 1

_____ - go left 2

_____ - enter home

_____ - enter ice cream shop

_____ - go up 4

_____ - go right 2



3. Go to the ice cream shop and then home

Code

_____ - go up 3

_____ - go down 2

_____ - go right 1

_____ - enter ice cream shop

_____ - go left 3

_____ - enter home



PREVIEW

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Name: _____ 186

Curriculum Connection
C3.2

Interpreting Code

Question Will the code work? Circle yes or no. Re-write any code that won't work

UP
LEFT RIGHT
DOWN

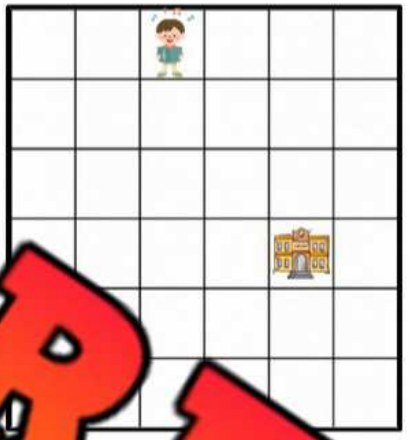
1.

Code

go down

go left 2

ente ry



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

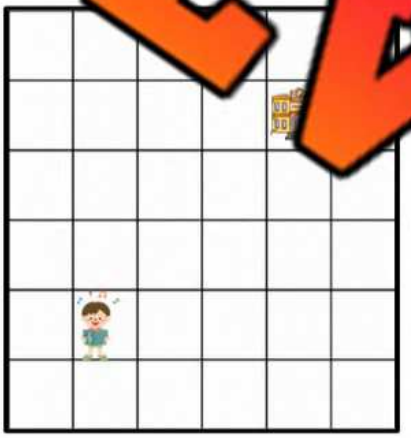
2.

Code

go up 3

go right 4

enter library



YES NO

Li _____

Li 2 _____

Line 3: _____

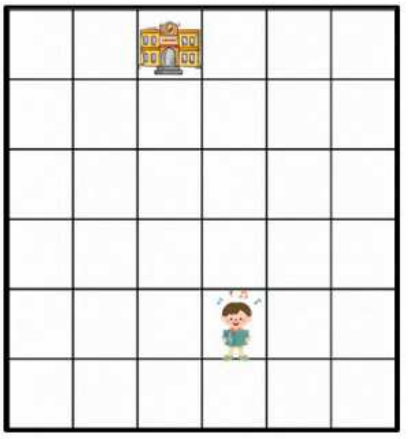
3.

Code

go up 4

go left 1

enter library



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

PREVIEW

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Name: _____ 187

Curriculum Connection
C3.2

Interpreting Code

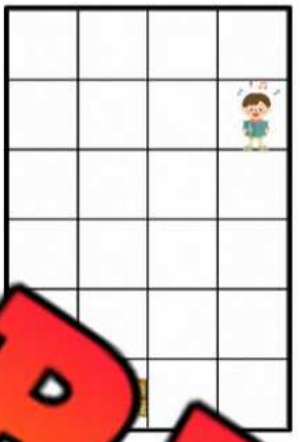
UP
LEFT RIGHT
DOWN

Question Will the code work? Circle yes or no. Re-write any code that won't work.

4.

Code

go down
go left 2
ente



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

5.

Code

go down 1
go left 2
go down 3
enter library



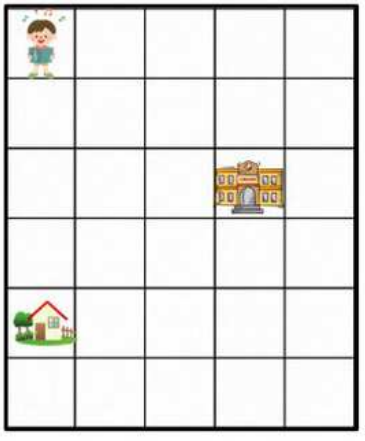
YES NO

Lin
3:
Line 4

6.

Code

go right 3
go down 2
enter library
go down 3
go left 2
enter home



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

PREVIEW

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Name: _____ 191

Curriculum Connection
C3.1

Printing Code

Question	Print the code from the code box

1. **Code Box**

print (draw a rectangle)

print (draw a circle inside rectangle)

The Computer Program

2. **Code Box**

Cookies = 3

print ("Ross has", Cookies, "cookies on his plate.")

The Computer Program:

3. **Code Box**

Points = 7 + 4

print ("Evan scored", Points, "points in the game yesterday.")

The Computer Program:

4. **Code Box**

Toys = 12 + 5

print ("Nicole has", Toys, "toys in her room.")

The Computer Program:

PREVIEW

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Name: _____ 192

Curriculum Connection
C3.1

Coding with Addition

Part 1 Write what the computer would reply based on the code written

Code Written	The Computer Replied
print (5 + 3)	8
print (3 + 7)	____ ____
print (4 + 5)	____ ____
print (4 + 4)	____ ____
print (21 + 4)	____ ____
print (26 + 4)	____ ____
print (30 + 5)	____ ____

PREVIEW

Part 2 Write what the computer would reply with based on the code written

Code Written	The Computer Replied
tens = 2 ones = 5 print (tens,ones)	____ ____
tens = 3 ones = 2 print (tens,ones)	____ ____
tens = 4 ones = 7 print (tens,ones)	____ ____

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Name: _____ 193

Curriculum Connection
C3.1

Coding with Place Value

Questions Write what the computer would reply with based on the code written

Code Written	The Computer Replied
tens = 2 ones = 1 print (“the … number is”,tens,…	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
tens = 3 ones = 6 print (“the secret … er is”,tens,ones)	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
tens = 2 ones = 8 print (“the secret number is”,tens,ones)	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
tens = 4 ones = 5 print (“the secret number is”,tens,ones)	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
tens = 5 ones = 0 print (“the secret number is”,tens,ones)	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
tens = 1 ones = 8 print (“the secret number is”,tens,ones)	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

PREVIEW

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Name: _____ 194

Curriculum Connection
C3.1

Coding with Subtraction

Part 1 Write what the computer would reply with based on the code written

Code Written	The Computer Replied
print (6 - 3)	3
print (8 – 4)	____
print (9 – 5)	____
print (14 – 3)	____ ____
print (16 – 2)	____ ____
print (19 – 4)	____ ____
print (26 – 5)	____

PREVIEW

Part 2 Write what the computer would reply with based on

Code Written	The Computer Replied
Money = 12 - 5 print ("Sally has $",Money, "in her wallet.")	___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
Candies = 15 - 5 print ("Beth has", Candies, "candies in her bag.")	___ ___.

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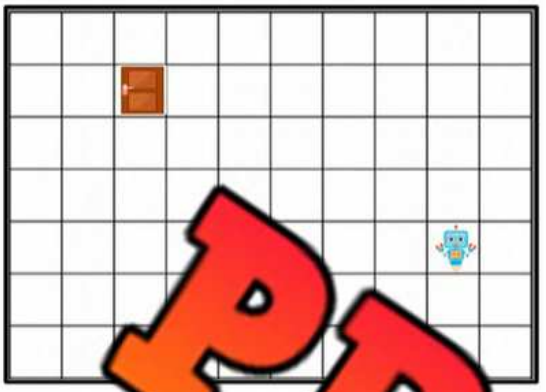
Name: _____

Coding Quiz

UP
LEFT RIGHT
DOWN

Part 1 Write the code below



1. Write the code that gets the robot to the door

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

2. Write the code that gets the robot to the store and then home.

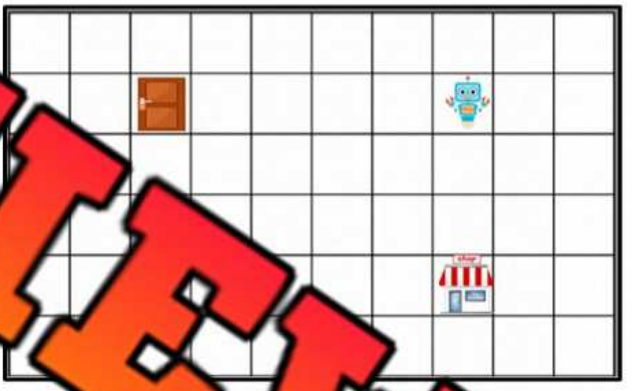
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

PREVIEW

Part 2 Read the code and create the program

3.

Code

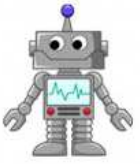
go down 2

go right 2

go down 1

go right 4

open door





Robot moved _____ squares

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Part 3 — Put the scrambled code in the correct order by labelling the steps 1-5

4. Go to school and then home.

Code

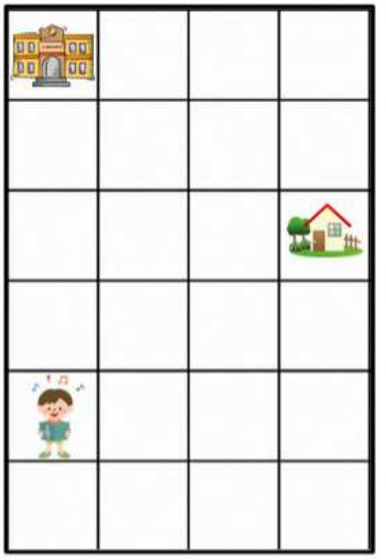
_____ - go up 4

_____ - enter school

_____ - go right 3

_____ - g 2

_____ -



Part 4 — Wi ork le yes or no. Re-write the code so that it works.

5.

Code

go up 2

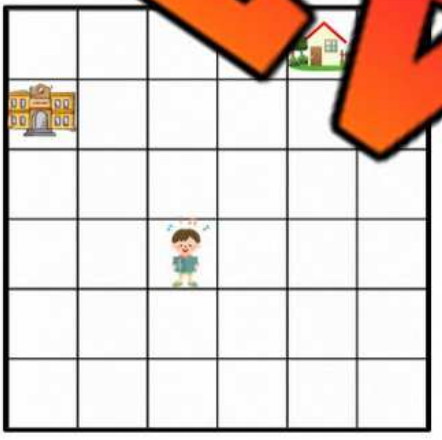
go left 2

enter library

go up 1

go left 4

open door



YES NO

Li

Line 4:

Line 5: _____

Line 6: _____

Part 5 — Write the message that the code has programmed

6.

Code

```
tens = 4
ones = 9
print ("the secret number
is",tens,ones)
```

The Computer Program:

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

PREVIEW

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