



Preview - Information



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Google Slides Lessons Preview





Alberta Math Curriculum Patterns and Time – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LEARNING GOAL

We are learning to describe nonrepeating patterns in our surroundings so we can understand how patterns appear in art, buildings, cultural designs, and nature.

Non-Repeating Patterns

Is the pattern a repeating or non-repeating pattern? Drag the labels to answer.

Repeating Non-repeating

1)		
2)		
3)		
4)		
5)		

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – “I Wonder...”

After completing today's lesson:
Write two “I wonder...” statements about patterns.
These could be about something you learned, noticed, or are still curious about.

Examples:

- I wonder how repeating patterns can be shown with both numbers and shapes.
- I wonder what happens to a pattern when one part changes.



Alberta Math Curriculum Patterns and Time - Grade 2

Increasing Number Patterns 1 - 20

Drag the numbers to extend the patterns below. **1 2 3 4 5 6 7 8 9 0**

1) _____

2) _____

3) _____

Number Patterns

Drag the numbers to extend the patterns below. **1 2 3 4 5 6 7 8 9 0**

Pattern Rule: Start at _____, add _____ each time.

Pattern Rule: Start at _____, add _____ each time.

Creating Patterns

Drag the coloured animals from the shape bank to create patterns with different coloured animals.

1) _____

2) _____

3) _____

4) _____



Alberta Math Curriculum Patterns and Time - Grade 2

Days Of The Week

Drag the words from the word bank to complete the sequence of days.

WORD BANK

- Thursday
- Tuesday
- Sunday
- Monday

Months

Drag the correct unscrambled word from the word bank to reveal the month.

UTSGAU		MEDCEERB	
ROMNEBEV		RPEEBTSME	
RALPI		JYLU	
YUNAJAR		HMARC	
RCTBOEO		AMY	

Word Bank: January, February, March, April, May, June, July, August, September, October, November, December

Seasons:

- Summer - June 20 to September 22
- Winter - December 21 to March 20
- Spring - March 20 to June 20
- Autumn - September 23 to December 20



Workbook Preview





Grade 2 Patterns and Time



	Curriculum Expectations	Pages
P.1	<p>Students explain and analyze patterns in a variety of <u>contexts</u>.</p> <ul style="list-style-type: none">Describe nonrepeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature.Investigate patterns in a hundreds chart.	5-91
T.1	<ul style="list-style-type: none">Express significant events using calendar dates.Describe the duration between or until significant events using comparative language.Describe the duration of events using nonstandard units.Relate First Nations' winter counts to duration.Describe the relationship between days, weeks, months, and years.Describe the duration between or until significant events using standard units of time.	95-150
TQ	Tests and Quizzes	92-93, 151-152



**Preview of 110 pages from
this product that contains
266 pages total.**

Non-Repeating Patterns

A **repeating pattern** has the same elements that repeat over and over. A **non-repeating pattern** has similar elements, but the elements could get bigger or smaller. We could also add or remove elements or change the colour of them.

In a repeating pattern, we can find a pattern core. In a non-repeating pattern, there is no core.

Example

Repeating Pattern	1, 2, 3, 1, 2, 3	
Non-Repeating Pattern	1, 2, 3, 4, 5, 6, 7	

Questions

Is the pattern a repeating or non-repeating pattern?

1)	10, 20, 30, 40, 50, 60	Repeating	Non-Repeating
2)	100, 50, 50, 100, 50, 50, 100, 50, 50	Repeating	Non-Repeating
3)		Repeating	Non-Repeating
4)		Repeating	Non-Repeating
5)		Repeating	Non-Repeating
6)		Repeating	Non-Repeating

Draw

Draw your own repeating and non-repeating patterns

Repeating	
Non-Repeating	

Exit Cards

Cut Out

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



Name: _____

Is the pattern a repeating or non-repeating pattern?

- 1) 8, 8, 8, 8, 8, 8
Repeating Non-repeating
- 2) 5, 10, 15, 20, 25, 30, 35
Repeating Non-repeating
- 3) 
Repeating Non-repeating
- 4) 
Repeating Non-repeating

Name: _____

Is the pattern a repeating or non-repeating pattern?

- 1) 8, 8, 8, 8, 8, 8
Repeating Non-repeating
- 2) 5, 10, 15, 20, 25, 30, 35
Repeating Non-repeating
- 3) 
Repeating Non-repeating
- 4) 
Repeating Non-repeating

Name: _____

Is the pattern a repeating or non-repeating pattern?

- 1) 8, 8, 8, 8, 8, 8
Repeating Non-repeating
- 2) 5, 10, 15, 20, 25, 30, 35
Repeating Non-repeating
- 3) 
Repeating Non-repeating
- 4) 
Repeating Non-repeating

Name: _____

Is the pattern a repeating or non-repeating pattern?

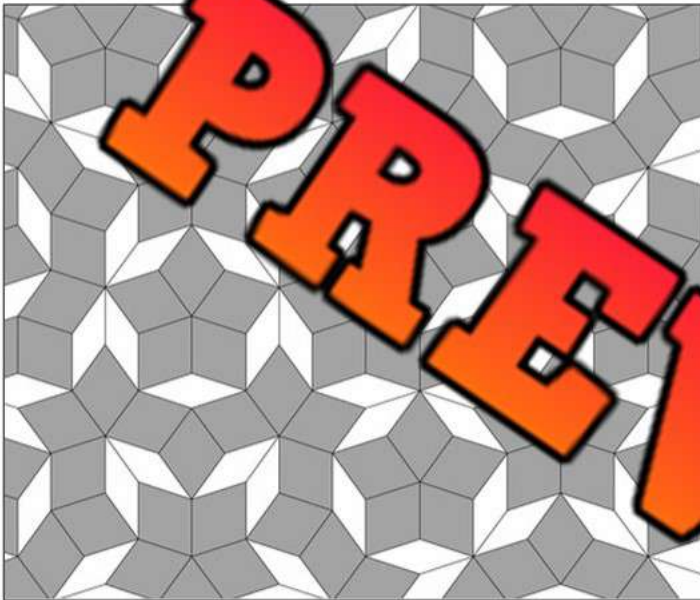
- 1) 8, 8, 8, 8, 8, 8
Repeating Non-repeating
- 2) 5, 10, 15, 20, 25, 30, 35
Repeating Non-repeating
- 3) 
Repeating Non-repeating
- 4) 
Repeating Non-repeating

Describing Non-Repeating Patterns

We can describe the elements in a non-repeating pattern to better understand it. We can describe the shape, size, colour, and position of the elements. We can also describe how many elements there are.

Questions

Describe the non-repeating patterns in the artwork



Shapes	
Size of Shapes	
Co	



Shapes	Colour

PREVIEW

Non-Repeating Patterns In Nature

Questions

Describe the non-repeating patterns in nature



Shapes	
Size of Shapes	
Colour	

Shapes	
Size of Shapes	
Colour	



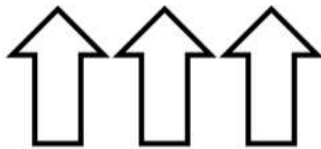

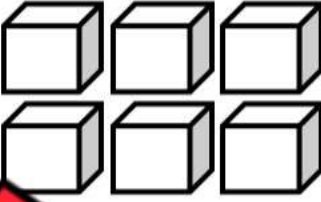

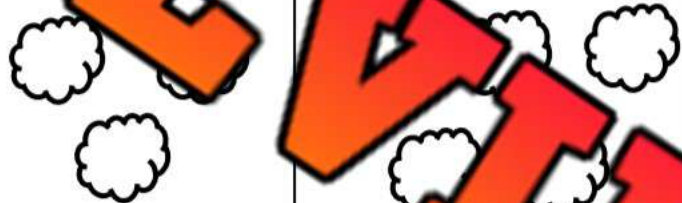
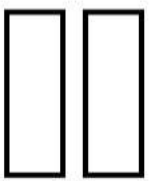
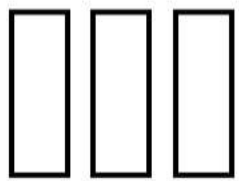

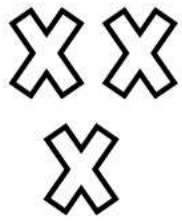
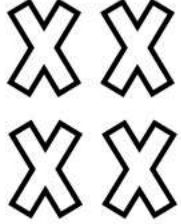
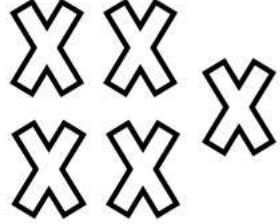





PREVIEW

Growing Patterns - Shapes

Questions

Draw the shapes in the last column






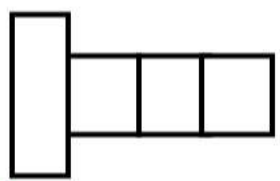
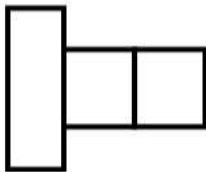
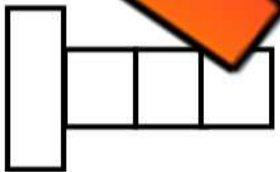



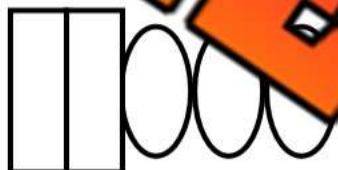
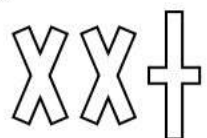
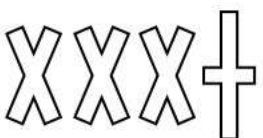
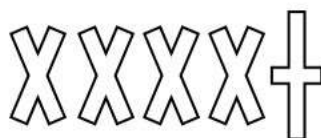

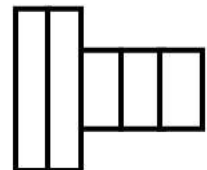
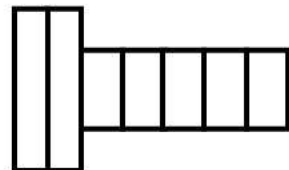
1)				
2)				
3)				
4)				
5)				
6)				

PREVIEW

Growing Patterns - Shapes

Questions

Draw the last part of the pattern

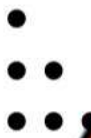
1)				
2)				
3)				
4)				
5)				
6)				

PREVIEW

Growing Patterns

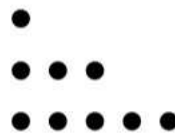
Questions Draw the next line of the increasing pattern

1) Draw the next line in the pattern.



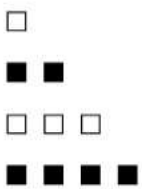
Answer

2) Draw the next line in the pattern.



Answer

3) Draw the next line in the pattern.



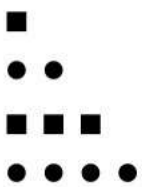
Answer

4) Draw the next line in the pattern.



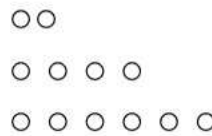
Answer

5) Draw the next line in the pattern.



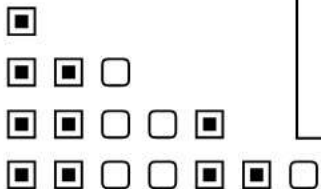
Answer

6) Draw the next line in the pattern.



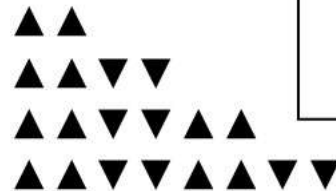
Answer

7) Draw the next line in the pattern.

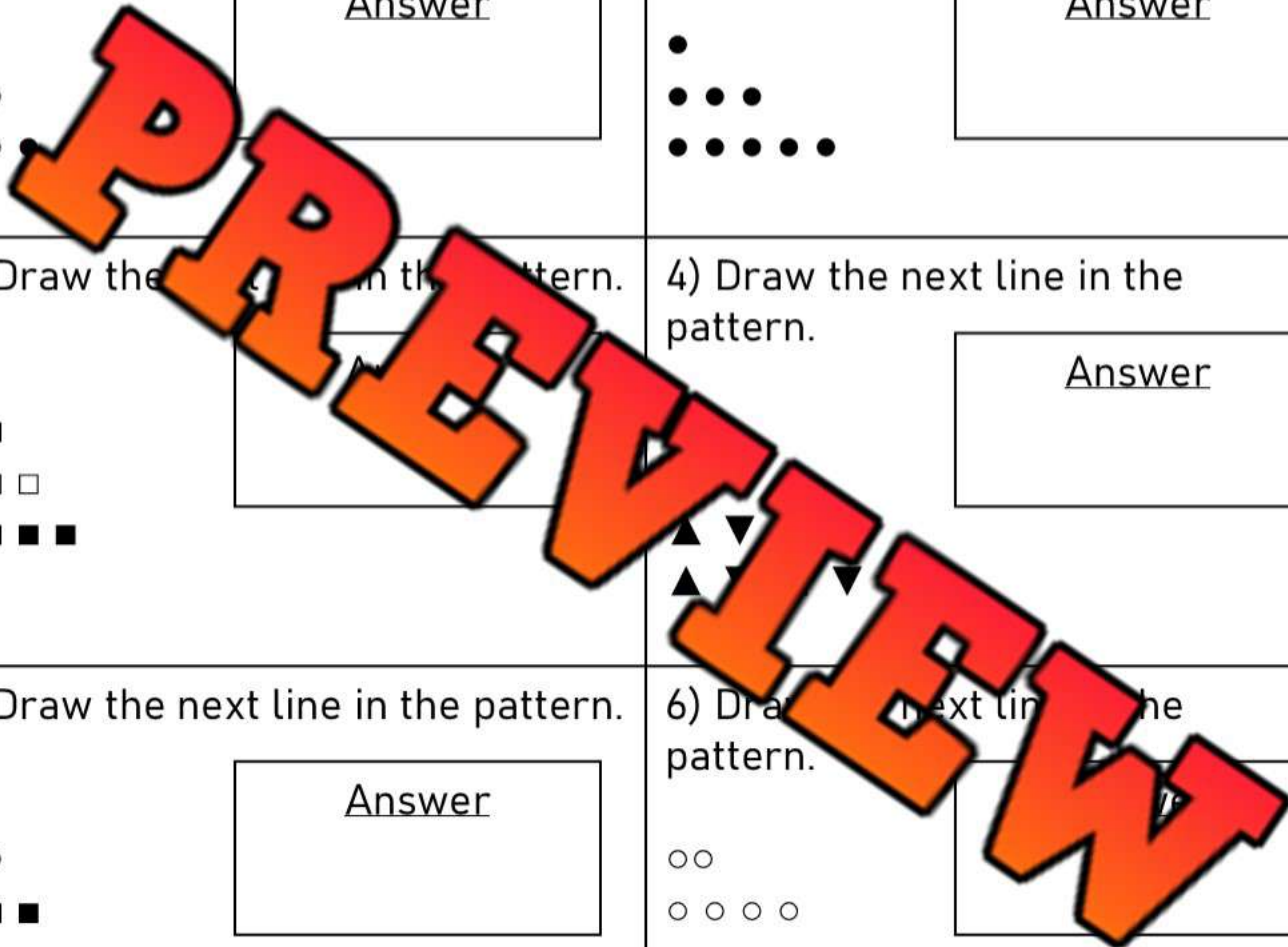


Answer

8) Draw the next line in the pattern.



Answer



Exit Cards

Cut Out

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

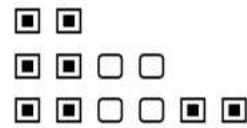
Name: _____

Draw the next 2 lines in the pattern.



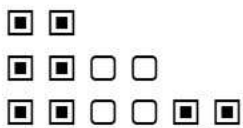
Name: _____

Draw the next 2 lines in the pattern.



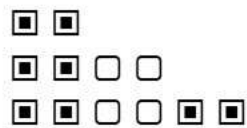
Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.



Increasing Patterns - Shapes

Directions

Shade in the blocks that were added to the pattern



1) Figure 1

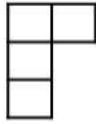


Figure 2

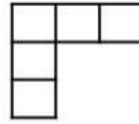


Figure 3

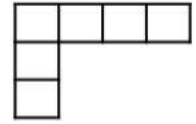


Figure 4



2) Figure 1



Figure 2

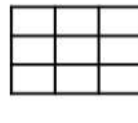


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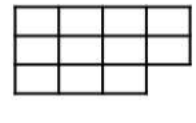
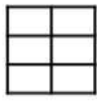


Figure 4



3) Figure 1



Figure 2

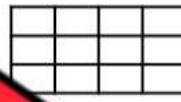


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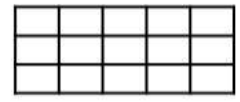


Figure 4



4) Figure 1



Figure 2



Figure 3

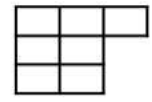


Figure 4



5) Figure 1

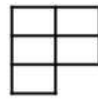


Figure 2

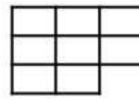
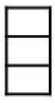


Figure 3



Figure 4



6) Figure 1

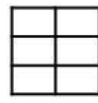


Figure 2

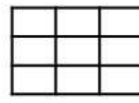


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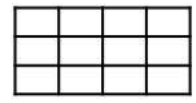


Figure 4



7) Figure 1

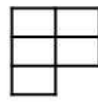


Figure 2

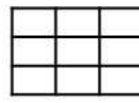


Figure 3

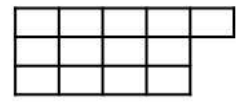

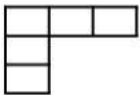
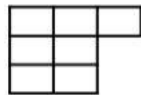


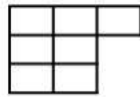





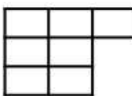

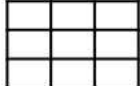



Figure 4

Increasing Patterns - Shapes



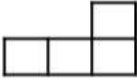
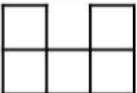



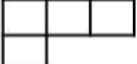



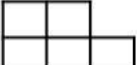


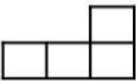
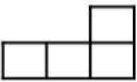
Directions

Write how many blocks are below. Then continue the pattern


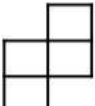

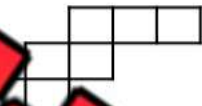

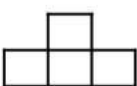
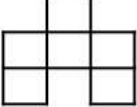

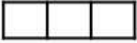
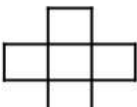
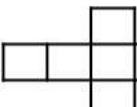
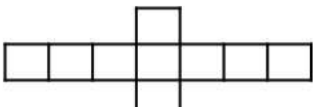

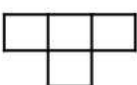
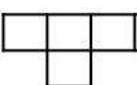
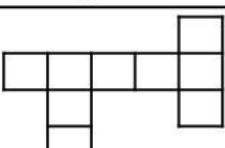
1)				
2)				
3)				
4)				
5)				

Creating Increasing Patterns With Squares

Part 1 Shade in the block that was added to the pattern



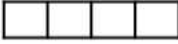


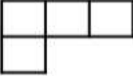


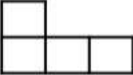



 1) Figure 1	 Figure 2	 Figure 3	 Figure 4
 2) Figure 1	 Figure 2	 Figure 3	 Figure 4
 3) Figure 1	 Figure 2	 Figure 3	 Figure 4
 4) Figure 1	 Figure 2	 Figure 3	 Figure 4

Part 2 Shade in the two blocks that were added to the pattern








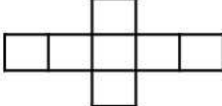

 1) Figure 1	 Figure 2	 Figure 3	 Figure 4
 2) Figure 1	 Figure 2	 Figure 3	 Figure 4
 3) Figure 1	 Figure 2	 Figure 3	 Figure 4
 4) Figure 1	 Figure 2	 Figure 3	 Figure 4

Creating Increasing Patterns With Squares

Part 1 Draw the next figure in the pattern by adding one block

 1) Figure 1	 Figure 2	 Figure 3	Figure 4
 2) Figure 1	 Figure 2	 Figure 3	Figure 4
 3) Figure 1	 Figure 2	 Figure 3	Figure 4
 4) Figure 1	 Figure 2	 Figure 3	Figure 4




Part 2 Draw the next figure by adding two blocks. Highlight the added blocks

 1) Figure 1	 Figure 2	 Figure 3	Figure 4
 2) Figure 1	 Figure 2	 Figure 3	Figure 4
 3) Figure 1	 Figure 2	 Figure 3	Figure 4

Growing Patterns Found in Real Life

Directions

Describe how the pattern is growing. Is there an increase in the number of elements or the size of the elements from one term to the next?

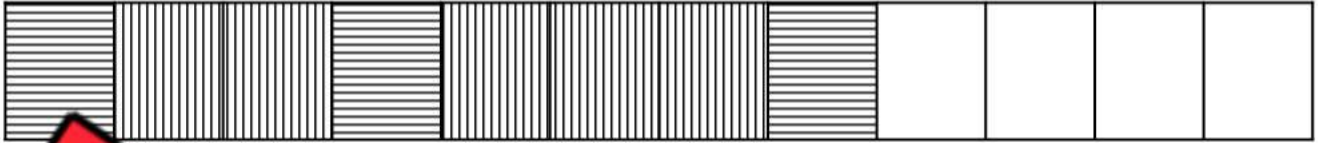
Visual	1) Are the number of elements growing in size?
	
	2) Are the elements increasing in number?
Visual	1) Are the number of elements growing in size?
	
	2) Are the elements increasing in number?
Visual	1) Are the number of elements growing in size?
	
	2) Are the elements increasing in number?




Increasing Patterns - Beading

Questions


Draw the remaining patterns on the bracelets

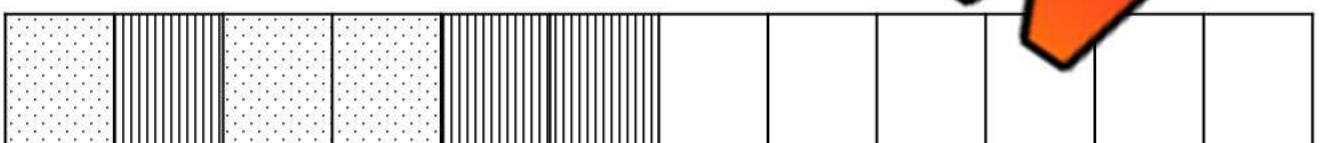
1) 

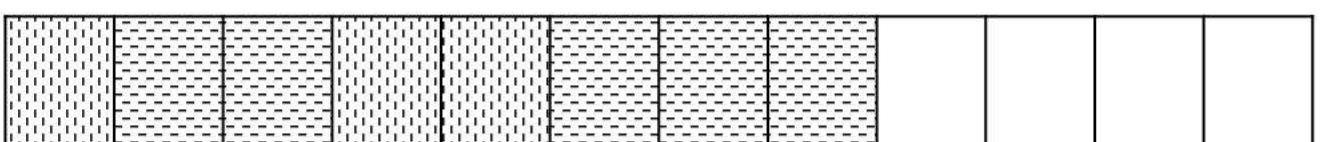
2) 

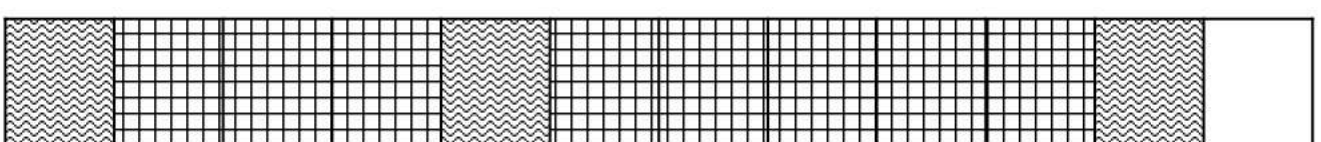
3) 

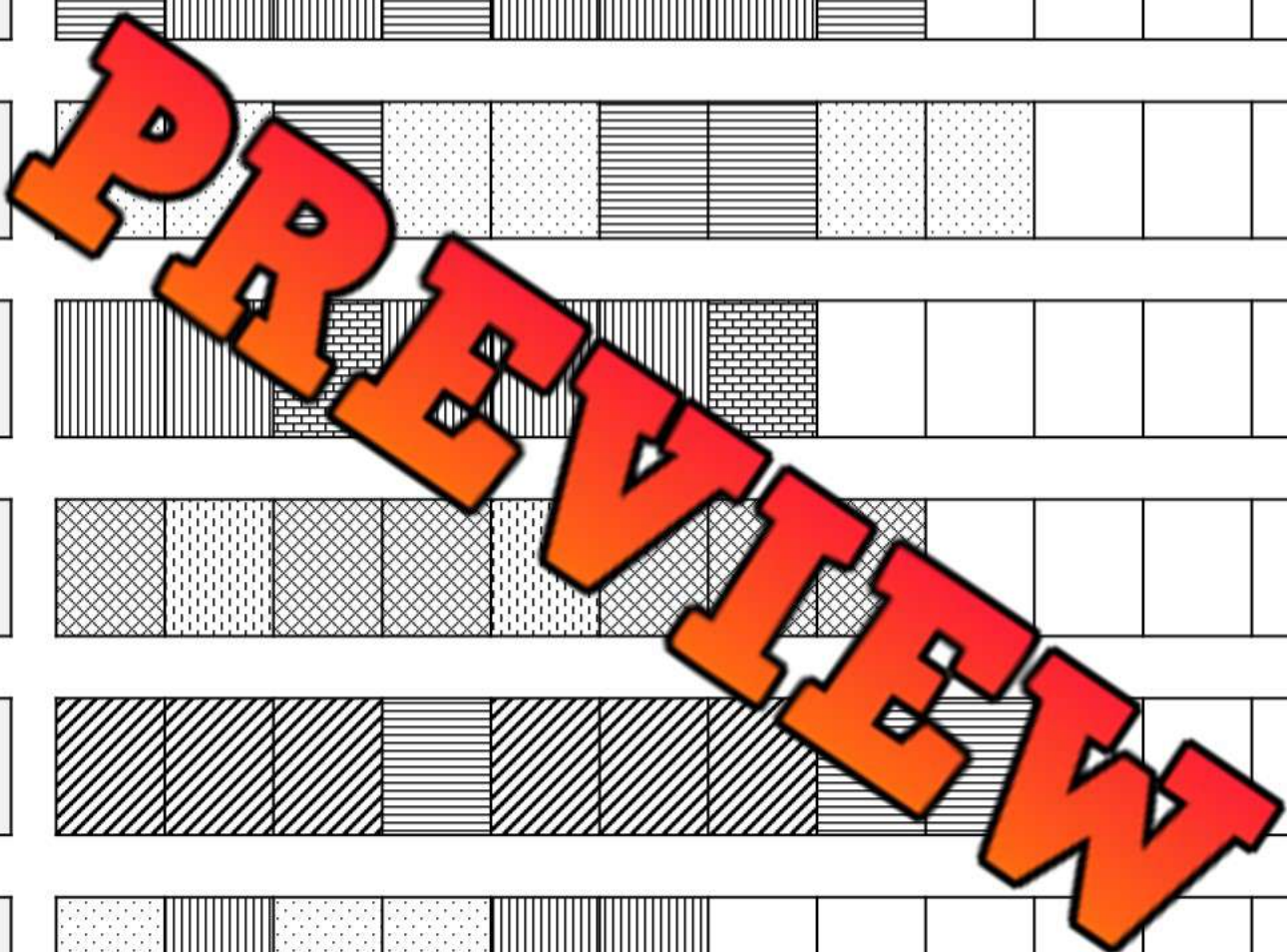
4) 

5) 

6) 

7) 

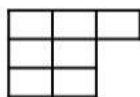
8) 



Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence



1) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____



2) Figure 1 Figure 2 Figure 3

Numerical Sequence

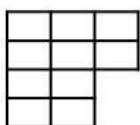
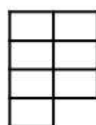
_____, _____, _____



3) Figure 1 Figure 2 Figure 3

Numerical Sequence

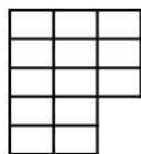
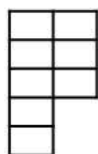
_____, _____, _____



4) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____, _____



5) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____, _____

PREVIEW

Representing Picture Sequence With Numbers

Questions

Write the numerical sequence that represents the picture sequence





1)    

Figure 3 Figure 4

Numerical Sequence
____ / ____ / ____ / ____





2)    

Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
____ / ____ / ____ / ____

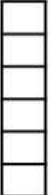
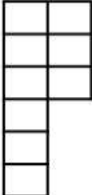
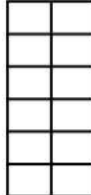
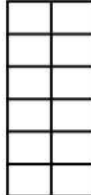
3)    

Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
____ / ____ / ____ / ____

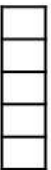

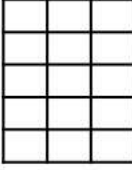
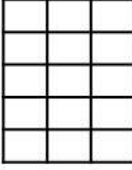
4)    

Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
____ / ____ / ____ / ____

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.

Materials What will need for the activity.

- A variety of blocks or stacking cubes
- Timers or stopwatches
- Paper and pencils for each student to record their original pattern and observations

**Instructions**

How you will complete the activity

1. Each student receives an equal number of blocks in different colours.
2. Allow three minutes for every student to start their own growing pattern on their desk or designated workspace.
3. After three minutes, instruct every student to move to the desk on their 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?

Exit Cards

Cut Out

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

Name: _____

a) Draw the next figure.

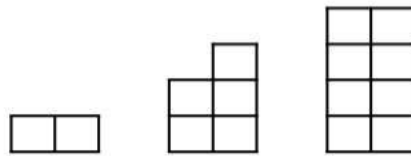


b) Write the numerical sequence that represents the picture sequence.

_____, _____, _____, _____

Name: _____

a) Draw the next figure.

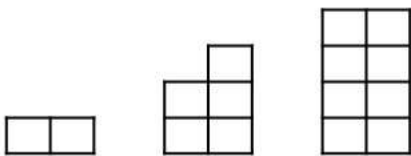


b) Write the numerical sequence that represents the picture sequence.

_____, _____, _____, _____

Name: _____

a) Draw the next figure.

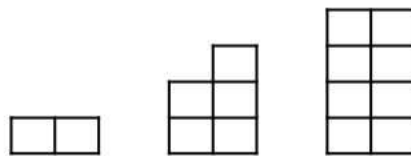


b) Write the numerical sequence that represents the picture sequence.

_____, _____, _____, _____

Name: _____

a) Draw the next



b) Write the numerical sequence that represents the picture sequence.

_____, _____, _____, _____

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Hundreds Chart Patterns

Questions

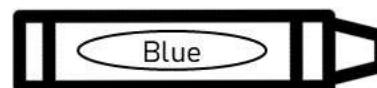
Fill in the missing numbers

1	2	3		5	6	7	8		10
11			14	15	16		18	19	20
21			24		26	27	28		30
31			34	35	36		38	39	40
	42	43				47	48		50
51	52	53			56			59	60
61		63	64	65				69	
71	72		74	75	76	77			80
	82	83	84		86	87	88		
91	92		94	95	96		98	99	100

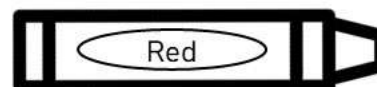
Directions

Follow the instructions below

1) Colour the odd numbers



2) Colour the even numbers



Hundreds Chart Patterns

Directions

Follow the instructions below

Colour the pattern rule: start at 3, add 3 each time

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

Colour the pattern rule: start at 1, add 1 each time

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

Hundreds Chart Patterns

Directions

Create your own patterns on the hundreds chart. Write the rule

Pattern Rule:

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

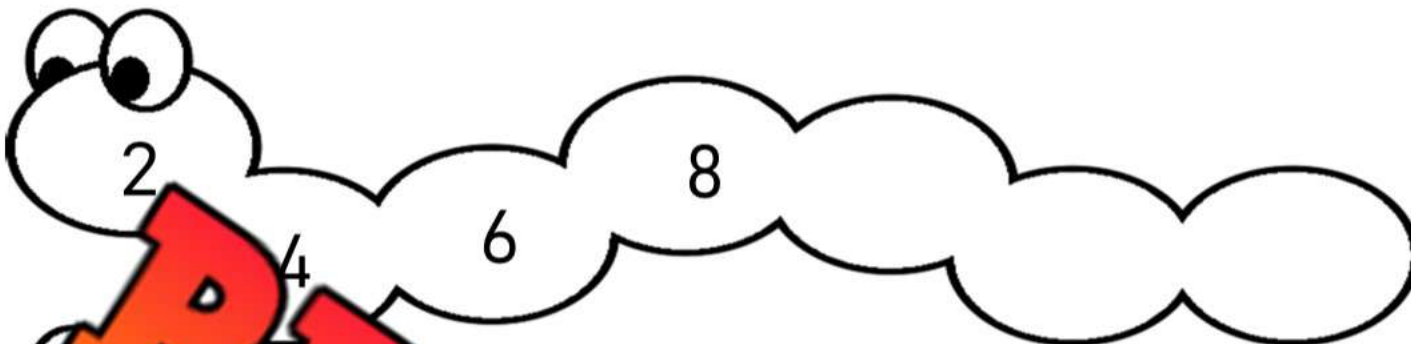
Pattern Rule:

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

Number Patterns 1 - 20

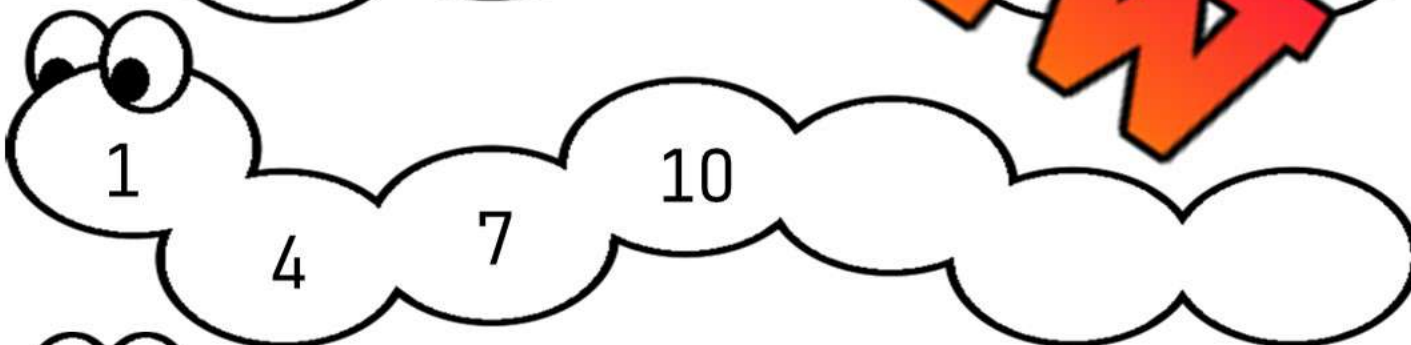
Questions

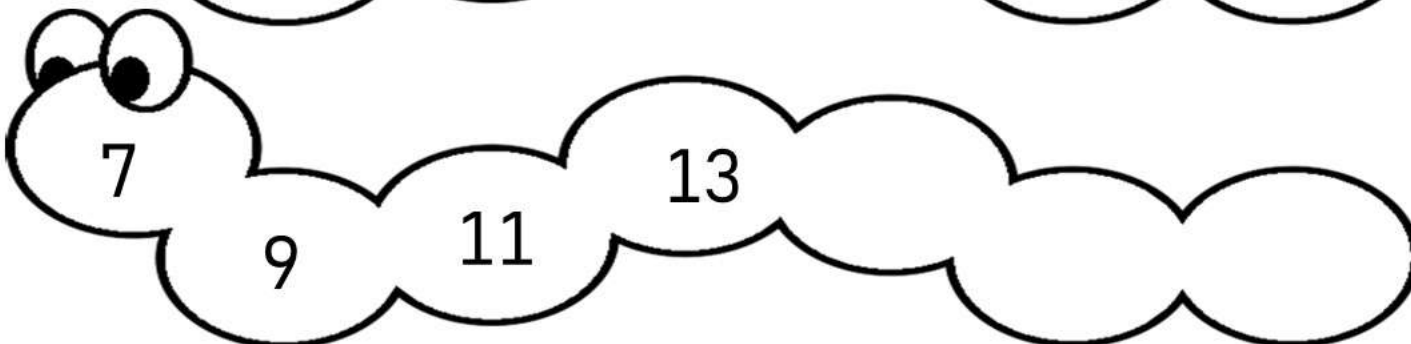
Fill in the blanks below

1. 

2. 

3. 

4. 


5. 

PREVIEW

Number Patterns – 2s, 5s, 10s

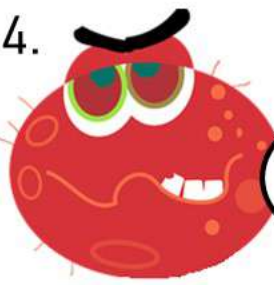
Questions

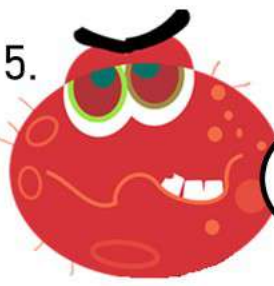
Fill in the blanks below

1.  4 8 12 16

2.  15 25 30

3.  0 10 60

4.  25 35 45 55

5.  30 32 38 42

PREVIEW

Number Patterns – 2s

Questions

Fill in the blanks below

1.

1	3	5			
---	---	---	--	--	--

2.

11					
----	--	--	--	--	--

3.

22	24	26			
----	----	----	--	--	--

4.

31	33	35			
----	----	----	--	--	--

5.

40	42	44			
----	----	----	--	--	--

PREVIEW

Number Patterns – 5s

Questions

Fill in the blanks below

1.

5	10	15			
---	----	----	--	--	--

2.

6					
---	--	--	--	--	--

3.

21	26	31			
----	----	----	--	--	--

4.

13	18	23			
----	----	----	--	--	--

5.

24	29	34			
----	----	----	--	--	--

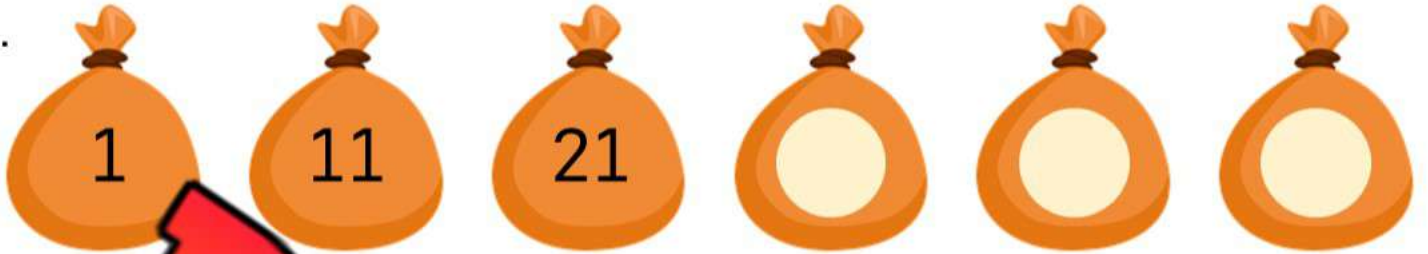
PREVIEW

Number Patterns – 10s

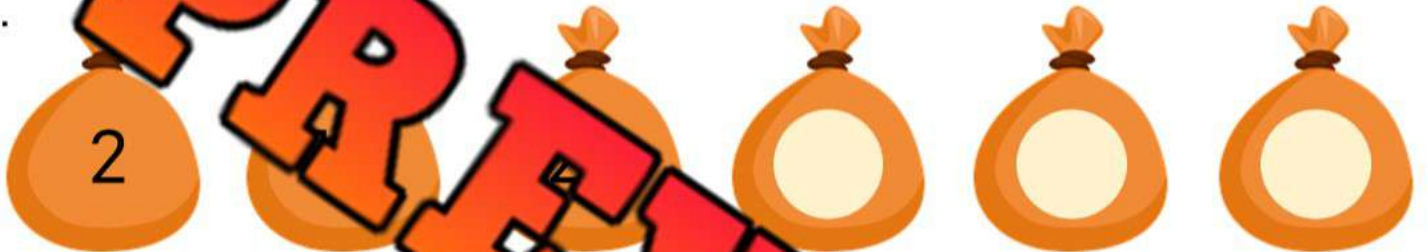
Questions

Fill in the blanks below

1.



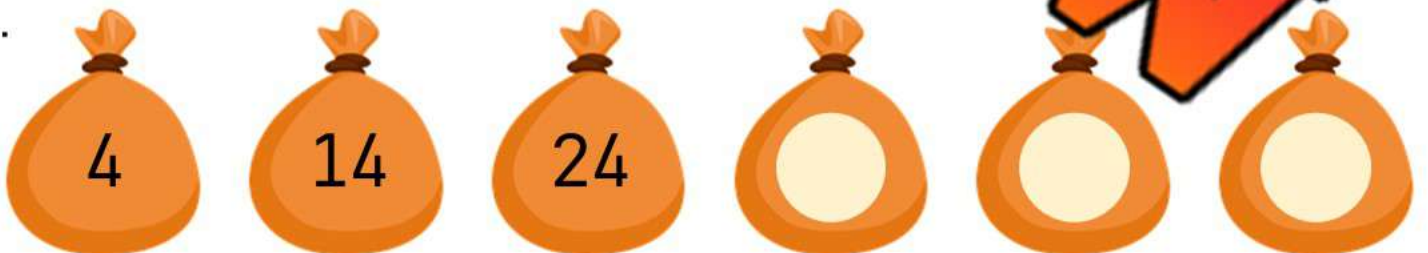
2.



3.



4.



5.



PREVIEW

Increasing Patterns - Rules

Questions

Colour the numbers that follow the pattern on the hundreds chart

Hundreds chart

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

1) Start at 1, add 1 each time

Hundreds chart

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

2) Start at 5, add 2 each time

Hundreds chart

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

3) Start at 1, add 2 each time

Hundreds chart

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

4) Start at 5, add 5 each time

Hundreds chart

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

5) Start at 3, add 3 each time

Hundreds chart

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

6) Start at 1, add 3 each time

Hundreds chart

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

7) Start at 4, add 2 each time

Hundreds chart

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

8) Start at 2, add 1 each time

Hundreds chart

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

9) Start at 3, add 5 each time

Hundreds chart

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

10) Start at 5, add 3 each time

Increasing Patterns - Rules

Questions

Colour the numbers that follow the pattern on the hundreds chart

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

1) Start at 5, add 5 each time

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

3) Start at 3, add 3 each time

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

2) Start at 10, add 2 each time

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

4) Start at 10, add 10 each time

Increasing Patterns - Rules

Questions

Figure out the pattern and draw the dots on the last 10 frame(s)

1)

●	●	●	●	

●	●	●	●	●

●	●	●	●	●
●				

●	●	●	●	●
●	●			

2)

●				

●	●	●	●	●

●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●	●	

3)

●	●	●	●	

●	●	●	●	●

●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●	●	●

4)

●	●	●		

●	●	●	●	

●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●	●	●

5)

●	●	●	●	●
●				

●	●	●	●	●
●	●	●	●	

●	●	●	●	●
●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●	●	●
●	●	●	●	

6)

●	●	●	●	●
●	●	●	●	●
●				

●	●	●	●	●
●	●	●	●	●
●	●	●		

●	●	●	●	●
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●	●	●	●	●

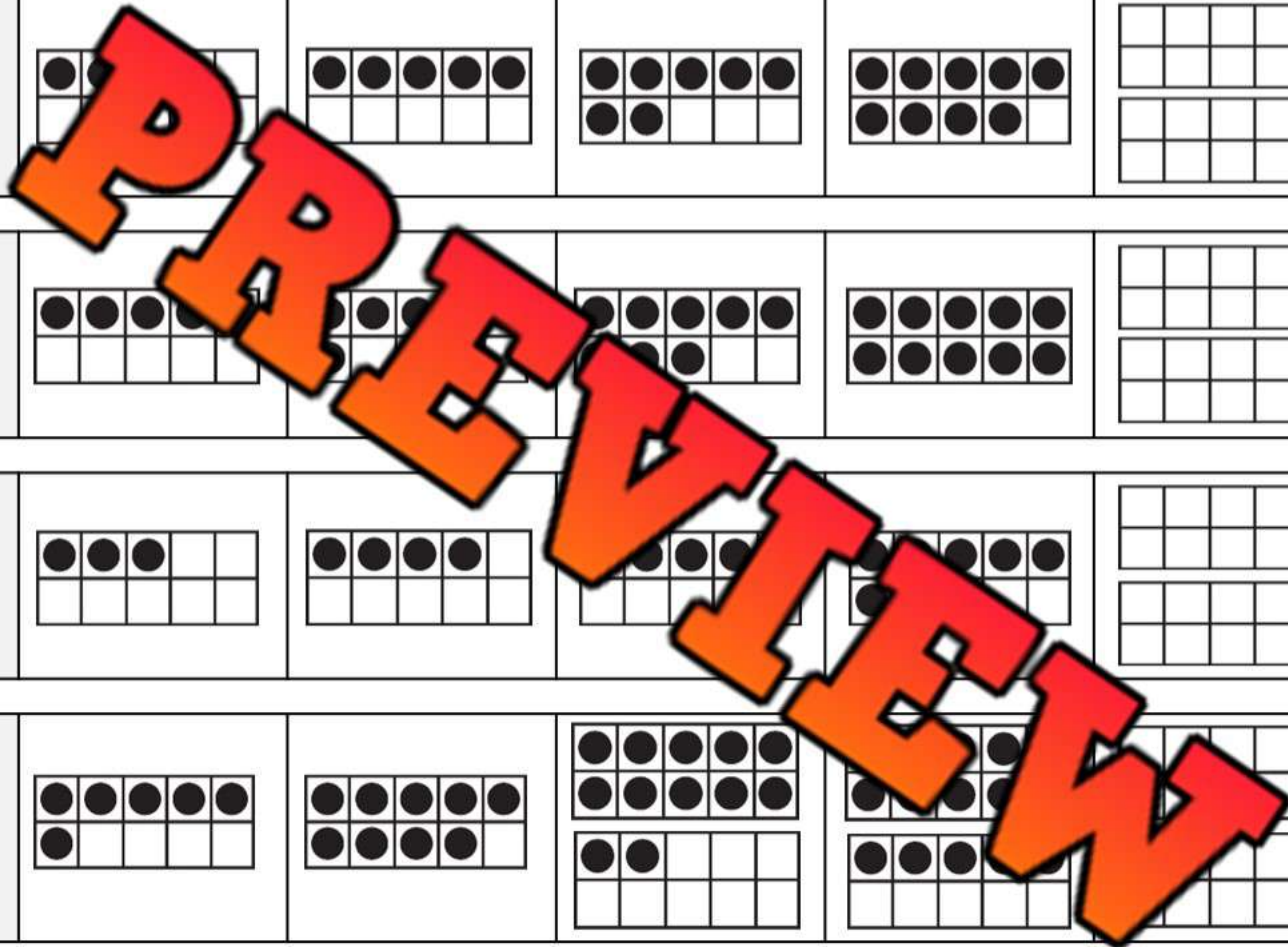
7)

●	●	●	●	

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●	●	●		

●	●	●	●	●
●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●



Increasing Patterns - Rules

Questions

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

5, 20, 25, 30, 35, 40

Start at _____, then add _____ each time

10, 20, 30, 40, 50, 60, 70

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

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 _____, add 10 each time

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

Pattern Rule: Start at 5, add _____ each time

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

Pattern Rule: Start at 3, add 3 each time

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

Pattern Rule: Start at 4, add 4 each time

PREVIEW

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.

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.

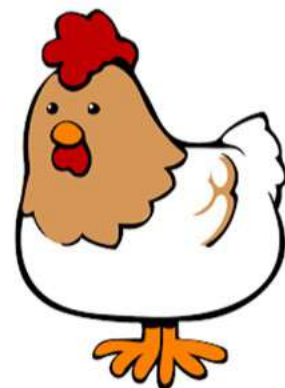
The Egg Challenge

Challenge

Answer the word problem below

If a hen laid 1 egg on Monday, 2 eggs on Tuesday, 3 eggs on Wednesday and the pattern continued, how many eggs would it lay on the Sunday?

PREVIEW



How many days would the hen need to lay 55



Patterning – Word Problems

Questions

Answer the questions below

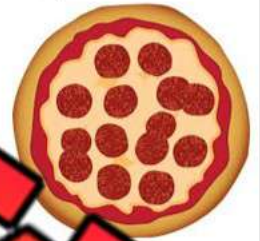
1) Jill's pool uses 2 chlorine pucks in May, 5 pucks in June, and 8 pucks in July. If the pattern continued, how many pucks would Jill use in August and November?



August: _____

November: _____

2) Henry's pizza store sells the same amount of pizza each week. He sells 3 pizzas on Monday, 6 pizzas on Tuesday, 9 pizzas on Wednesday, and 12 pizzas on Thursday. If the pattern continues, how many pizzas will he sell on Friday?



Bonus: How many pizzas will he sell for the week?

3) Sam makes 6 dollars on Monday, 10 dollars on Tuesday, 14 dollars on Wednesday, and 18 dollars on Thursday. How much money did he make on Saturday?



Patterning Word Problems - Halloween

Questions

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Bill is trick-or-treating for Halloween. He leaves his house with 5 candies to share. He gets 2 candies for each house he visits. He visits 10 houses.

a) Draw the problem below.



b) How many total candies does he get?



Patterning Word Problems – Growing Hair

Questions

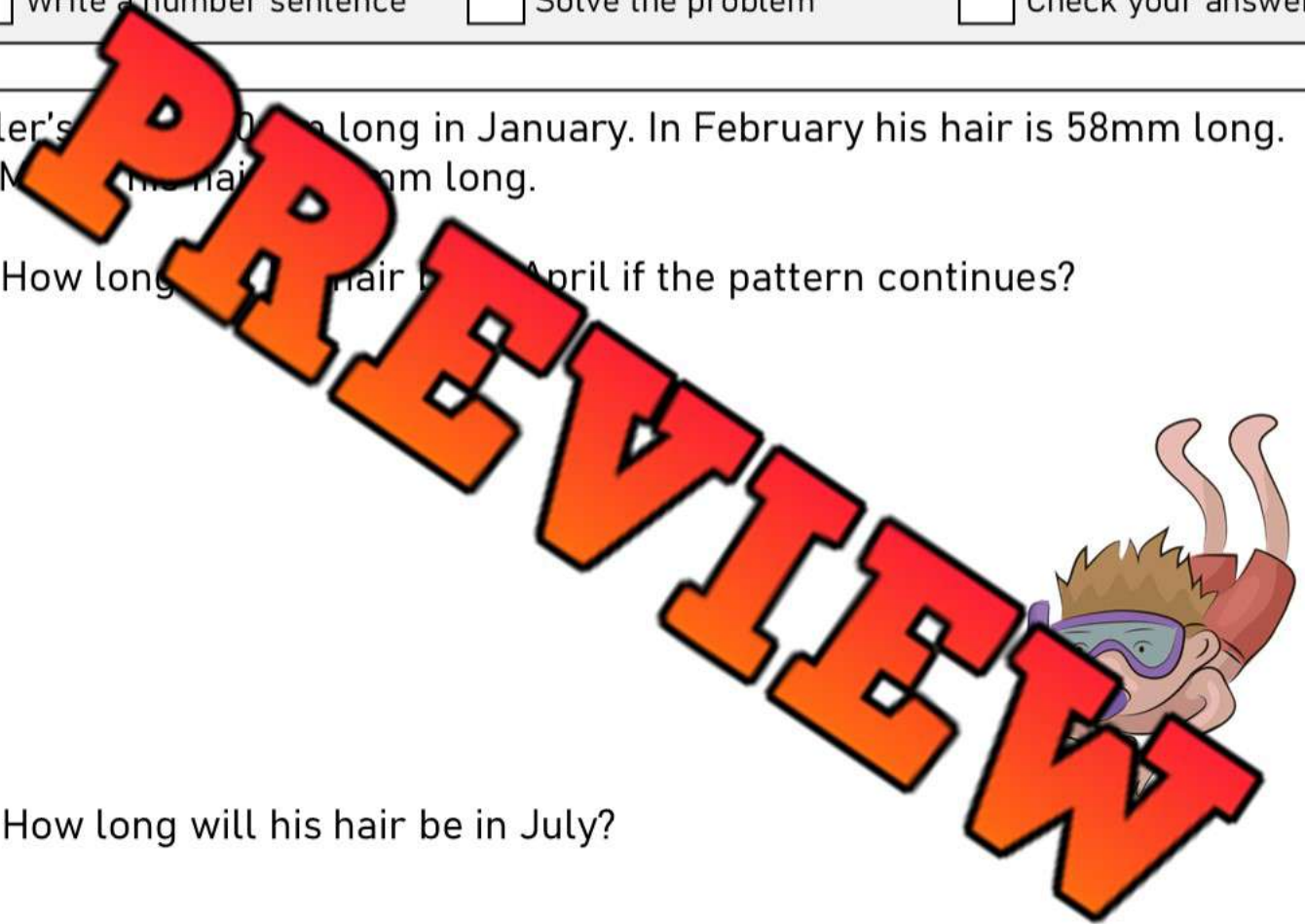
Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

Tyler's hair is 20mm long in January. In February his hair is 58mm long.
In March his hair is 96mm long.

a) How long will his hair be in April if the pattern continues?

b) How long will his hair be in July?



Patterning Word Problems - Snowfall

Questions

Follow the problem-solving steps below

- | | | |
|---|--|--|
| <input type="checkbox"/> Read the problem carefully | <input type="checkbox"/> Underline important information | <input type="checkbox"/> Draw pictures |
| <input type="checkbox"/> Write a number sentence | <input type="checkbox"/> Solve the problem | <input type="checkbox"/> Check your answer |

The snow is falling outside Rayna's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour it is 28cm. After the 3rd hour it is 32cm.

a) What will the height of the snow be after the 4th hour?



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

Exit Cards

Cut Out

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

Name: _____

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

Name: _____

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

Name: _____

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

Name: _____

Sarah is building a tower with blocks. She starts with 3 blocks in the first level. Each next level, she adds 3 more blocks than the previous level. How many blocks are in the fourth level?

PREVIEW

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.

- Stopwatch or timer (and use a smartphone)
- Index cards
- Markers
- Small prizes or treats (for motivation)
- Tape



Instructions

How you will complete the activity.

- 1) Cut out the index cards provided. These will contain the treasure hunt challenge questions.
- 2) Hide these cards around the classroom or in a designated safe outdoor area, taping them under chairs, desks, or tucked into non-obvious spots.
- 3) Divide the class into small teams and give each team a stopwatch.
- 4) Explain the game: each team will hunt for a card, solve the problem 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.

Name: _____

58

Instructions

Cut out the cards below

1) 2, 4, 6

_____, _____, _____

2) 5, 10, 15

_____, _____, _____

3) 1, 3, 5

_____, _____, _____

4) (Add 5) 20, 25, 30

_____, _____, _____

5) 30, 25, 20

_____, _____, _____

6) 5, 4, 3, 2, 1

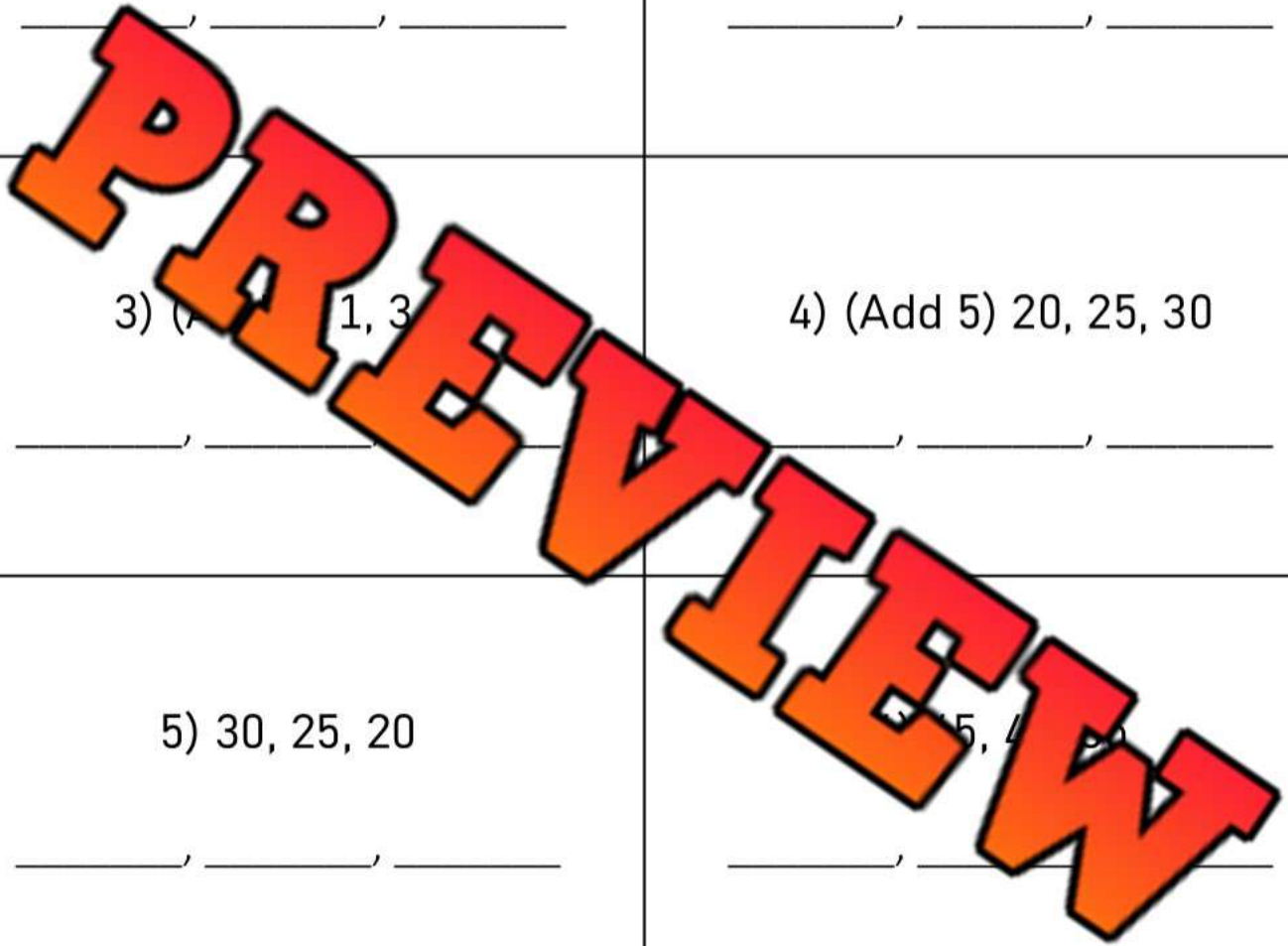
_____, _____, _____, _____, _____

7) Start at 4, add 4 each time.

_____, _____, _____

8) Start at 90, subtract 5 each time: 85, 80

_____, _____, _____, _____



Instructions

Cut out the cards below

9) An apple tree has 10 apples and people take 1 apple from the tree each day. How many apples will be left on the 5th day?

10) Start with 15 cars, add 2 more each day. How many cars will there be on the 4th day?

11) (Add 2) 10, 2

12) (Subtract 2) 18, 16, 14

_____ , _____ , _____

13) Sam earns \$1 each day, What is the total after 6 days?

14) A car goes at 20 km/h and is slowed by 5 km/h each hour. What is the speed after 2 hours?

15) 8, 16, 24

16) 25, 50, 75

_____ , _____ , _____

_____ , _____ , _____

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) 70, 80

20) 60, 70, 80

21) Tom buys 2 candies and gets 2 more each day. How many candies will he have on the 4th day?

22) Subtract 10 from 100. Time: 15, 4, 1

23) (Add 20) 40, 60, 80

24) (Subtract 10) 100, 90, 80

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 plant 5 trees each year starting with 10 trees. How many trees will there be after 2 years?

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) _____ scores _____ points in a game and _____ more _____ points each round. How many _____ are there after the 4th _____?














































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?

Repeating Patterns - Fingers

Questions

Label the fingers as A/B/C patterns and continue the pattern

									
A			C	A	B	B	C		
									
									
									
									
									

PREVIEW

Repeating Patterns

Questions

Label the images as A/B patterns and continue the pattern

											
A		B	A	A	A	B	A				
											
											
											
											
											

PREVIEW

Activity Title: Sound Clap Patterns

Objective

What are we learning about?

Students will create and recognize patterns using clapping and other sounds. This activity helps students understand and identify patterns through a fun and interactive method.



Materials

What do I need for the activity.

- None

Instructions

How you will complete it

1. Begin by explaining to the students that they will create patterns using clapping and other sounds, like snap or stomp.
2. Demonstrate a simple pattern, such as "clap, clap, snap, clap," and have the students repeat it.
3. Divide the students into small groups and ask each group to come up with their own unique sound pattern.
4. Allow each group to perform their pattern in front of the class.
5. After each performance, ask the rest of the class to identify and extend the pattern. For example, if the pattern is "clap, clap, snap, clap," the next part could be "clap, clap, snap, clap, clap, clap, snap, clap."
6. Repeat the process with each group, encouraging creativity and variation in the patterns they create.

Repeating A/B Patterns

Questions

Label the A/B patterns below and then extend the pattern

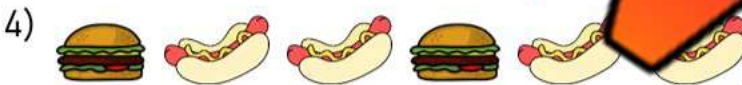
A			D	A	A	B	C	D	A

PREVIEW

Repeating A/B Patterns

Part 1

Label the A/B/C patterns below and then continue the pattern



Part 2

Create patterns that use the given A/B/C pattern

1)
A B B A B B A B B



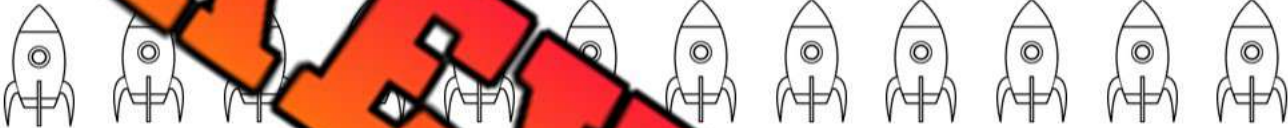


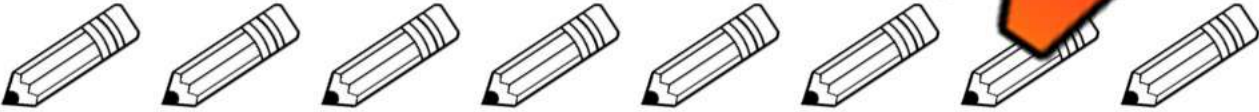
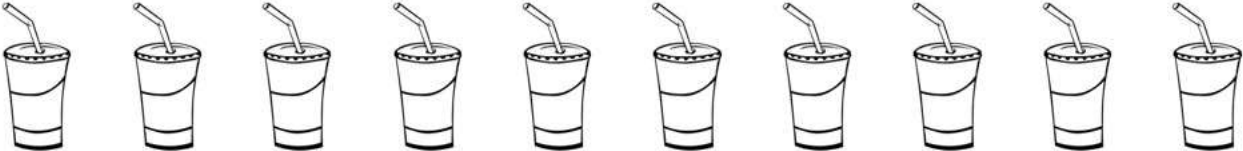
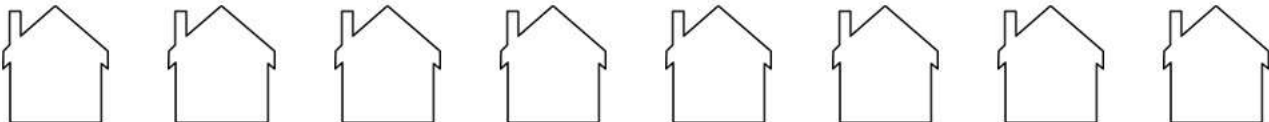
2)
A A B C A A B C A

3)
A B C A A B C A A

Creating Repeating Patterns - Colours

Questions

Colour the shapes below in different colours by creating a pattern

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

PREVIEW

Extending Repeating Patterns - Texture

Questions

Extend the pattern by looking for a pattern in the textures

Row 1: A sequence of 8 squares. The first four have different textures: diagonal lines (top-left to bottom-right), horizontal lines, diagonal lines (top-right to bottom-left), and vertical lines. The last four are empty squares.

Row 2: A sequence of 8 circles. The first three have different textures: a grid, a dotted pattern, and a stippled pattern. The last five are empty circles.

Row 3: A sequence of 8 triangles. The first four have different textures: a brick pattern, a dotted pattern, a grid pattern, and a stippled pattern. The last four are empty triangles.

Row 4: A sequence of 8 hearts. The first four have different textures: horizontal lines, a grid pattern, vertical lines, and a stippled pattern. The last four are empty hearts.

Row 5: A sequence of 8 right-angled triangles. The first six have different textures: a dotted pattern, diagonal lines, a grid pattern, a stippled pattern, vertical lines, and a horizontal line pattern. The last two are empty triangles.

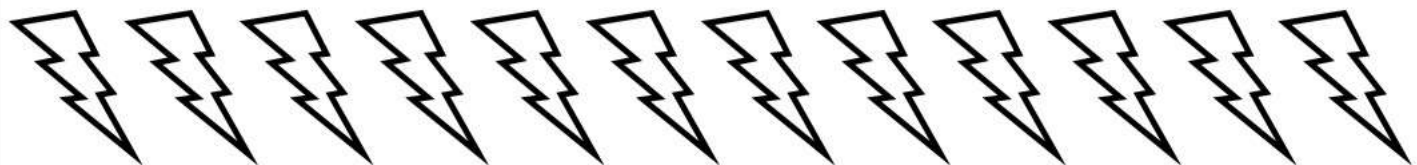
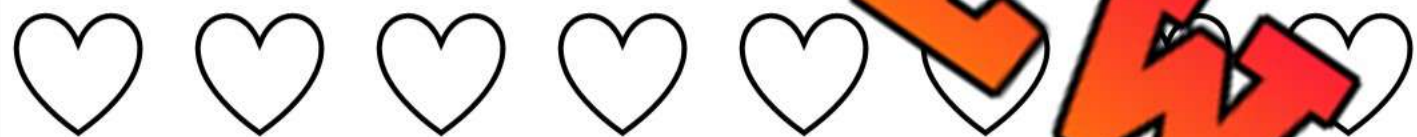
Row 6: A sequence of 9 parallelograms. The first six have different textures: vertical lines, horizontal lines, diagonal lines (top-left to bottom-right), diagonal lines (top-right to bottom-left), vertical lines, and horizontal lines. The last three are empty parallelograms.

Row 7: A sequence of 9 stars. The first six have different textures: diagonal lines, a dotted pattern, a grid pattern, diagonal lines, a stippled pattern, and a grid pattern. The last three are empty stars.

Creating Patterns Using Texture

Questions

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



PREVIEW

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

Repeating Patterns – Pattern Core

Part 1

Circle the pattern core and then continue the pattern

Row 1: Small square, Medium square, Large square, Small square, Medium square, Large square

Row 2: Large circle, Small circle, Large circle, Medium circle, Small circle, Medium circle, Large circle

Row 3: Large triangle, Small triangle, Large triangle, Medium triangle, Small triangle, Large triangle

Row 4: Solid black heart, Vertical stripes heart, Horizontal stripes heart, Diagonal stripes heart, Diagonal stripes heart, Horizontal stripes heart, Vertical stripes heart, Solid black heart

Part 2

Create a repeating pattern by colouring the shapes. Label the colours underneath

Row 1: Square, Square, Square, Square, Square, Square, Square
Red Blue Green Red Blue Green Red

Row 2: Circle, Circle, Circle, Circle, Circle, Circle, Circle, Circle

Row 3: Triangle, Triangle, Triangle, Triangle, Triangle, Triangle, Triangle, Triangle

Row 4: Heart, Heart, Heart, Heart, Heart, Heart, Heart, Heart

Creating Repeating Patterns – Changing Directions

Questions

Use the shapes to create a pattern with changing directions

1)



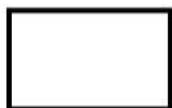
2)



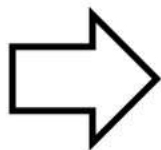
3)



4)



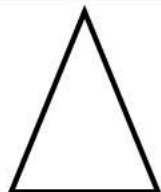
5)



6)



7)



PREVIEW

Extending Repeating Patterns - Letters

Questions

Continue the pattern below by writing more letters

1)	A		B	A	A	B	A	A			
2)	X		P	R	S		P	R	S		
3)	S	N	E	S	E		S	N			
4)	E		L	P	E	L	E	L			
5)	Y		B	L	Y	S	B	B			
6)	A		A	C	A	B	A	C		B	
7)	P		K		P	E	K	E		E	

Exit Cards

Cut Out

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

Name: _____

Continue the patterns below by writing more letters and numbers

- 1) _____, N, M, _____, _____
- 2) 4, 4, _____, 2, 4, _____, _____
- 3) 8, 8, _____, 7, 8, 8, 6, 7, _____, _____
- 4) J, K, J, _____, K, J, K, J, _____, _____, _____

Name: _____

Continue the patterns below by writing more letters and numbers

- 1) M, L, M, N, _____, L, M, N, M, _____, _____
- 2) 4, 4, _____, 2, 4, 4, 1, 2, 4, _____, _____
- 3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____
- 4) _____, J, _____, K, J, K, J, _____, _____, _____

Name: _____

Continue the patterns below by writing more letters and numbers

- 1) M, L, M, N, _____, L, M, N, M, _____, _____
- 2) 4, 4, _____, 2, 4, 4, 1, 2, 4, _____, _____
- 3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____
- 4) J, K, J, _____, K, J, K, J, _____, _____, _____

Name: _____

Continue the patterns below by writing more letters and numbers

- 1) M, L, M, N, _____, L, M, N, M, _____, _____
- 2) 4, 4, _____, 2, 4, 4, 1, 2, 4, _____, _____
- 3) 8, 8, _____, 7, 8, 8, 6, 7, 8, _____, 6, _____
- 4) J, K, J, _____, K, J, K, J, _____, _____, _____

Repeating Patterns - Bracelets



Questions

Draw the repeating patterns on the bracelets

1)

2)

3)

4)

5)

6)

7)

8)

PREVIEW

Name: _____

Repeating Patterns - Necklace

Questions

Draw your own necklace using a repeating pattern



Extending Repeating Patterns – Word Problems**Questions**

Answer the question below

1)

A traffic light follows a sequence of colours: red, green, yellow, red, green, yellow, ...

Based on the repeating pattern, what will be the colour of a traffic light on the 12th change?



2)

A teacher uses a variety of teaching tools for her class: flashcards, video, question cards, and a quiz, ...

Identify the repeating pattern and determine which teaching aid will be used on the 15th day.



3)

A gardener plants flowers in a row, following a specific pattern: roses, tulips, lilies, sunflowers, roses, tulips, lilies, sunflowers, ...

According to the repeating pattern, what type of flower will be planted in the 28th position?



Extending Repeating Patterns – Word Problems**Questions**

Answer the question below

1) A park has a schedule for organizing free activities:
yoga, yoga, painting, dance, exercise, yoga, yoga, painting, dance,
exercise...

Based on the repeating pattern, which activity will
be held on the 15th day?



2) In a fruit salad, the fruits are added in a specific order:
apple, apple, apple, orange, grape, apple, apple,
apple, orange, grape, grape...

According to the repeating pattern, which fruit should
be added as the 18th ingredient?



3) A school cafeteria serves a cycle of five daily meal options:
pizza, tacos, burgers, pasta, sandwiches, pizza, tacos,
burgers, pasta, sandwiches, ...

Based on the repeating pattern, determine which meal
will be served on the 24th day.



Exit Cards

Cut Out

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

Name: _____

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20th car?

Answer: _____

Name: _____

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20th car?

Answer: _____

Name: _____

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20th car?

Answer: _____

Name: _____

In a toy factory, cars are painted in a sequence of colours: red, red, blue, green, yellow, red, red, blue, green, yellow. According to the repeating pattern, which colour will be used for the 20th car?

Answer: _____

Name: _____

Patterning Quiz

Part 1

Continue the repeating patterns below by drawing 3 more pictures



Part 2

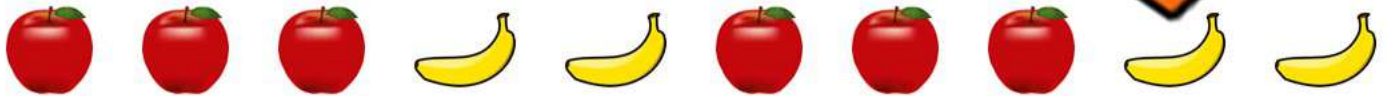
Circle the pattern core and continue the pattern

1 1 2 3 1 1 2 3 1 _____

3 6 2 2 2 3 6 2 2 2 _____



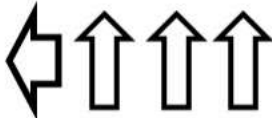


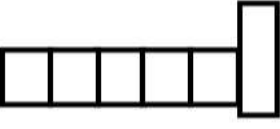






Part 3

Circle the pattern core and label the pattern



Part 4

Draw the last part of the pattern

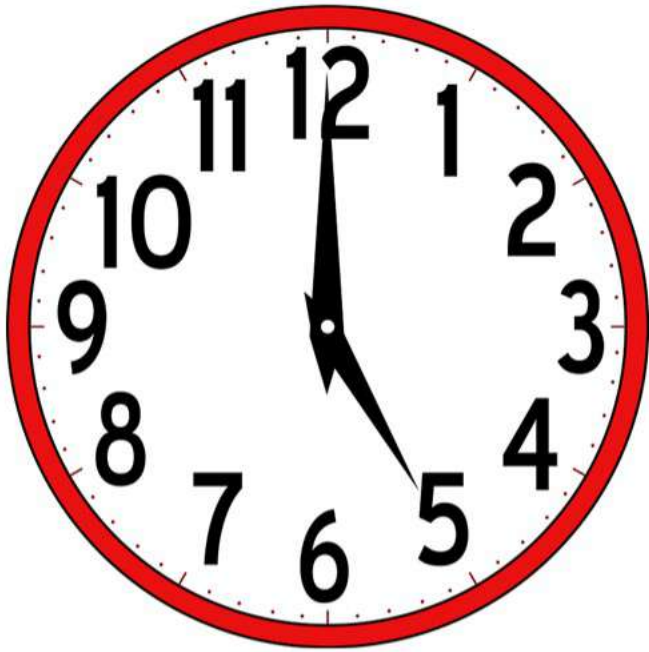
1)				
2)				
3)				
4)				

Part 5

Solve the word problem below.

If you read 1 book on Monday, 2 books on Tuesday, 3 books on Wednesday, how many books would you read on Sunday if the pattern continued?

How many days would it take you to read 45 books?



Time



Non – Standard Units of Time - Seconds

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Usain Bolt runs 100m
= 10 seconds



Washing Hands = 20 seconds

Elapsed Time

How Much Time Has Passed?

1) 10 seconds

Usain Bolt 100m race or 10 blinks

2) 30 seconds

3) 15 seconds

4) 45 seconds

5) 55 seconds

6) 20 seconds




7) 40 seconds

PREVIEW

Non – Standard Units of Time - Seconds

Questions

Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having a sip of water	<u>3 blinks</u>
Tossing a coin	
Walking to the bathroom	
Writing your name	
Reading a page of a book	
Singing Happy Birthday	
Logging on to a school computer	
Making a sandwich	
Saying your name 5 times fast	

PREVIEW

Non – Standard Units of Time - Minutes

We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Bathroom = 5 minutes



Shower = 10 minutes



Lunch Time = 20 minutes

Elapsed Time

How Much Time Has Passed?

1) 20 minutes

1 lunch or 2 showers or 4 bathroom breaks

2) 10 minutes

3) 15 minutes

4) 40 minutes

5) 50 minutes





6) 45 minutes

7) 55 minutes

Non – Standard Units of Time - Minutes

Questions

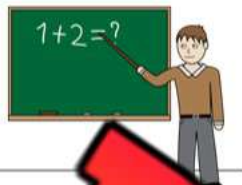
Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Having dinner	<u>1 lunch time and 1 bathroom break</u>
Playing a sport	
Eating dessert	
Reading a book	
Cleaning your room	
Shoveling the driveway	
Making breakfast	
Exercising or Yoga	
Driving to the grocery store	

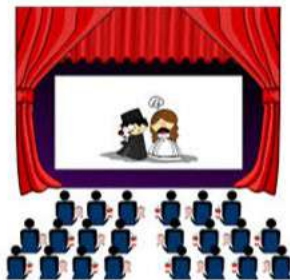
PREVIEW

Non – Standard Units of Time - Hours

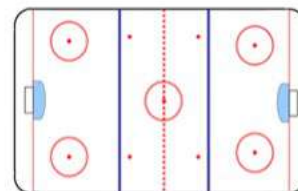
We don't always use hours, minutes, and seconds for time. We can also use non-standard units.



Math Class = 1 hour



Movie = 2 Hours



Hockey Game = 3 hours

Elapsed Time - Non-Standard Units - How Much Time Has Passed?

1) 4 hours

1 movie, 1 hockey game and 1 math class

2) 1 hour

3) 6 hours

4) 5 hours

5) 3 hours

6) 7 hours



7) 9 hours

PREVIEW

Non – Standard Units of Time - Hours

Questions

Use non-standard units to estimate how much time the event would take

Event	How Much Time Would Pass
Driving Across Saskatchewan	 <u>2 hockey games</u>
Driving to the Restaurant	
Playing a round of Golf	
Playing with a friend after school	
Going to a restaurant	
Going shopping	
Going swimming	
Going fishing	
Playing on the computer	

PREVIEW

Do You Have Time ?

Part 1

Circle the times you could do the things below in

1) Write your name	1 Minute	1 Hour	1 Day
2) Run home from school	1 Minute	1 Hour	1 Day
3) Eat a sandwich	1 Minute	1 Hour	1 Day
4) Watch a video	1 Minute	1 Hour	1 Day
5) Get dressed	1 Minute	1 Hour	1 Day
6) Read a chapter	1 Minute	1 Hour	1 Day
7) Have a full night's sleep	1 Minute	1 Hour	1 Day
8) Have recess	1 Minute	1 Hour	1 Day
9) Beat a video game from start to finish	1 Minute	1 Hour	1 Day
10) Colour a picture	1 Minute	1 Hour	1 Day

Part 2

Circle the times you could do the things below in

1) Learn how to play a new instrument	1 Week	1 Month	1 Year
2) Save enough money to buy a new bike	1 Week	1 Month	1 Year
3) Learn a new language	1 Week	1 Month	1 Year
4) Finish a season of hockey	1 Week	1 Month	1 Year
5) Watch all episodes of a TV show	1 Week	1 Month	1 Year
6) Learn how to skateboard	1 Week	1 Month	1 Year
7) Memorize all multiplication facts up to 10x10	1 Week	1 Month	1 Year
8) Write a story with pictures	1 Week	1 Month	1 Year

Activity Title: Time Tracker

Objective

What are we learning about?

Students will understand the concept of the passage of time by relating everyday activities to both standard (minutes, hours) and nonstandard units of time (number of songs, episodes of a TV show).

Materials

What you will need for the activity.

- Stopwatch or timer
- Blank sheet of paper
- Pencils
- A list of activities to time



Instructions

How you will complete the activity.

- 1) Introduce the concept of time to the students by explaining standard units (seconds, minutes, hours) and nonstandard units (like the time it takes to sing a song).
- 2) Distribute the pre-made tables to each student. Each table has three columns: Activity, Standard Time, and Nonstandard Time.
- 3) As a demonstration, use the stopwatch to time a common classroom activity from the provided list, such as reading a page from a book.
- 4) Ask each student to select 3 activities from the provided list of activities which includes tasks like writing a short paragraph, solving a math problem, or crafting a simple origami.
- 5) Students predict how long each selected activity will take in both standard and nonstandard units and record their predictions in the table..
- 6) Have students time their selected activities using the stopwatch to determine the actual duration, and then fill in the Standard Time and Nonstandard Time in their tables.
- 7) Discuss as a class why understanding time is important and how different activities can take up different amounts of time.

Activity Title: Time Tracker

Options

Select the activities form the table below

<p>Option 1:</p> <p>Reading a page from a book: Time how long it takes to read a single page aloud.</p>	<p>Option 2:</p> <p>Drawing a simple picture: Draw a house or a tree.</p>
<p>Option 3:</p> <p>Shoelace Speed: See how quickly you can tie your shoelaces.</p>	<p>Option 4:</p> <p>Copywriting Exercise: Copy a short text from the board as quickly as you can.</p>
<p>Option 5:</p> <p>Handwriting Practice: Write a few sentences as neatly as possible.</p>	<p>Option 6:</p> <p>Primary Spelling Test: List as many words as you can about the weather.</p>

Answers

Record your answers below

Activity	Standard Time	Nonstandard Time

Reflection

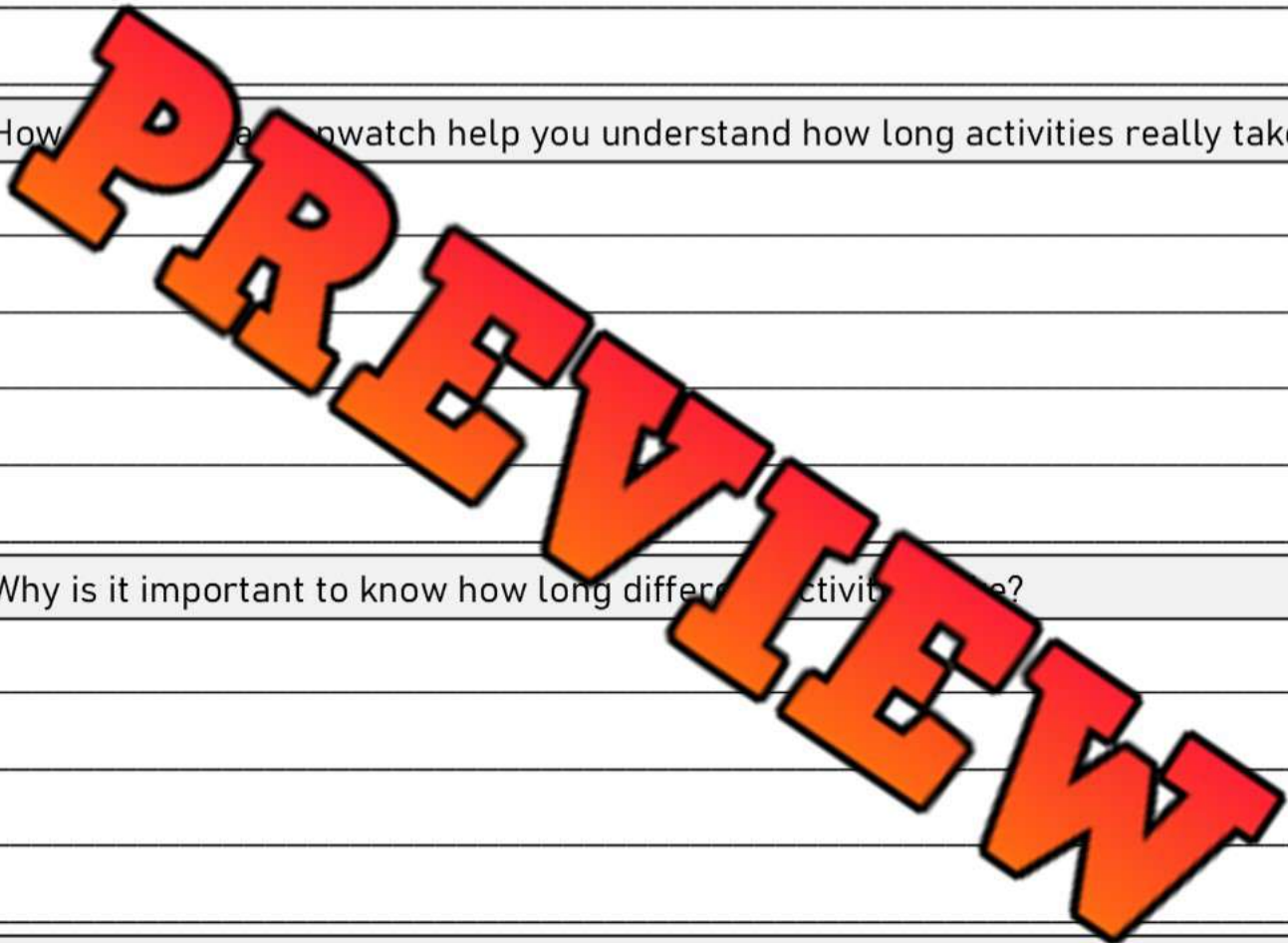
Answer the questions below.

1) Which activity took longer than you expected? Why do you think that was?

2) How can a stopwatch help you understand how long activities really take?

3) Why is it important to know how long different activities take?

4) Can you think of a situation outside of school where it would be important to know how long something will take?



Introduction – Days of the Week



Questions

Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

1) What day is after Sunday?	
2) What day is after Monday?	
3) What day is after Saturday?	
4) What day is before Friday?	
5) What day is before Thursday?	
6) What day is two days after Monday?	
7) What day is before Monday?	
8) What is the first day of school in a week?	
9) What day does the weekend start on?	
10) What day is the middle of the school week?	

PREVIEW

Days of the Week- Questions

Questions

Answer the questions below

1) What two days start with the letter s ?



2) How many days in a week?

4) What two days are on the weekend?

3) What 5 days make up the school week?

5) What is your favorite day of the week?

6) What is your least favorite day of the week?



PREVIEW

Introduction – Months of the Year

May	January	June	March
August	September	July	December
October	February	April	November

Questions Write the months of the year below from January to December

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

March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		4	5	6	7	8
2	3	11	12	13	14	15
9	10	17	18	19	20	21
16	17	24	25	26	27	28
23	24	31				29
30						

April						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Months – Which Comes Next ?

May	January	June	March
August	September	July	December
October	February	April	November

Questions

Fill in the blank on the last train car

PREVIEW

Row 1: Locomotive, Car 1: A, Car 2: September, Car 3: October, Car 4: [Blank]

Row 2: Locomotive, Car 1: January, Car 2: Feb, Car 3: March, Car 4: [Blank]

Row 3: Locomotive, Car 1: April, Car 2: May, Car 3: [Blank], Car 4: [Blank]

Row 4: Locomotive, Car 1: September, Car 2: October, Car 3: November, Car 4: [Blank]

Row 5: Locomotive, Car 1: June, Car 2: July, Car 3: August, Car 4: [Blank]

Row 6: Locomotive, Car 1: March, Car 2: April, Car 3: May, Car 4: [Blank]

Name: _____

Months of the Year – Before and After

May	January	June	March
August	September	July	December
October	February	April	November

Questions Write the month that comes before and after

Before	Month	After
	May	
	November	
	March	
	June	
	September	
	April	
	July	
	October	
	January	
	December	

PREVIEW

Months of the Year – Questions

Questions

Answer the questions below



1) What month is your birthday?

2) How many months are there in a year?

3) What 2 months do you go on holiday in the summer?

4) Which months end in -er?

5) Which month do you start school?

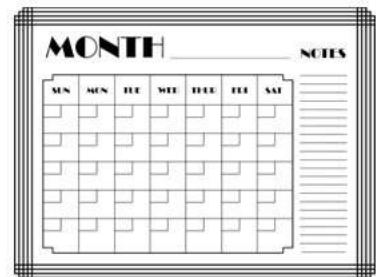
Months of the Year



PREVIEW

6) Which month does school end?

7) Which month is your favorite?



Months of the Year – Calendar

Part 1

How many days are in the following months?

Month	Days in the Month
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	



PREVIEW

Part 2

Answer the questions below

1) Which months have 30 days?

2) Which month has the least number of days?

--

3) Which day is the first day of the year?

--

Months / Years – Problem Solving

Part 1

Fill in the table below

Years	Months
1	12
	24
	36
6	
	8
8	

Months
January
February
March
April
May
June
July
August
September
October
November
December

Part 2

Answer the questions below

- How many months are there from March to October?
- Sam was born 36 months ago. How many years old is Sam?
- Rebecca started a business 4 years ago. How many months ago did she start her business?
- Haley has been playing baseball for 72 months. How many years has she been playing baseball?
- Pat can retire in 5 years. How many months of work does he have left?

Months / Years – Problem Solving**Questions**

Answer the questions below

1) Hanna is 4 years and 6 months old. How many months old is Hanna?



2) Eric is 6 years and 3 months old. How many months old is Eric?



3) How many months old are you?



Exit Cards

Cut Out

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

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

Name: _____

a) Sophie is 5 years and 2 months old. How many months old is Sophie?

b) Julia bought her car 48 months ago. How many years ago did she buy her car?

PREVIEW

Days in a Week – Problem Solving

Questions

Fill in the table below



Weeks	Number of Days
1	7
2	14
3	
4	28
5	
6	42
7	
8	
9	63
10	

1) How many days are in 3 weeks?

2) How many weeks are 49 days?

3) Your birthday is in 5 weeks. How many days is it until your birthday?

4) School is over in 14 days. How many weeks until school is over?

5) A guest presenter is joining you in 12 weeks. How many days do you have to wait?

Days in a Week – Problem Solving

Questions

Answer the questions below

1) Jasper has a birthday in 21 days. How many weeks until his birthday?



2) Ellie has a concert in 4 weeks. How many days until the concert?



3) Daniel starts hockey in 14 days. How many weeks until he starts hockey?



4) Erica graduates from school in 35 days. How many weeks until she graduates?



5) Payton starts a new job in 8 weeks. How many days until he starts his new job?



6) Nolan starts swimming lessons in 6 weeks. How many days does he have to wait?



Days in a Week – Problem Solving

Questions

Answer the questions below

1) Ruby turns 8 years old in 3 weeks and 5 days. How many days until Ruby's birthday?



2) Kaylee is going camping in 2 weeks and 3 days. How many days until Kaylee goes camping?



3) Jackson gets a new puppy in 4 weeks and 4 days. How many days until Jackson gets his new puppy?



Days / Week – Problem Solving Calendar

Questions

Use the calendar to answer the questions

1) How many weeks are there between Sunday, September 5th and Sunday, September 26th?

September 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2) The date is Wednesday, September 20th. Stevie's birthday is Wednesday, September 20th. How many weeks until Stevie's birthday?



3) The date is Sunday, September 3rd. Rory starts basketball on Sunday, September 23rd. How many weeks until Rory starts basketball?



4) The date is Friday, September 1st. Olivia has a test on Friday, September 22nd. How many weeks until Olivia's test?



5) Emma's birthday is Saturday, September 23rd. Gracie's birthday is Saturday, September 9th. How many weeks older is Gracie than Emma?

b) How many days older is Gracie?



Days / Week – Problem Solving calendar

Questions

Use the calendar to answer the questions

1) How many weeks are there between Wednesday, June 9th and Wednesday, June 30th?

June 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2) The date is Thursday, June 29th. How many more weeks until school starts on Thursday, June 29th. How many more weeks until school starts on Thursday, June 29th. How many more weeks until school starts on Thursday, June 29th.



3) The date is Sunday, June 11th. Finnegan is going on a trip on a Sunday, June 25th. How many weeks until the trip?



4) Kalin planted a tomato seed on Saturday, June 3rd. It should sprout in two weeks. On which day should it sprout?



5) Kennedy got a new pool on Monday, June 12th. It took her parents until Monday, June 26th to set up the pool. How many weeks did it take to set it up?

b) How many days did it take?



Measuring Time – Days, Weeks, Months, Years

Days (d)	Weeks (w)	Months (m)	Years (yr)
7 = 1 week 365 days = 1 year ~30 days = 1 month	52 weeks = 1 year ~ 4 weeks = 1 month	12 months = 1 year	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Part 1 Fill in the table below

Days	Weeks	Months	Months	Years
7	1	1	12	1
14	2	2		2
			36	
	4	4	48	
35	20			5
42		6		6
	28		84	
63	36			9
70		10		

Part 2 Convert the units of measurement below

1) 1 w	_____ d	5) 28 w	_____ m	9) 5 y	_____ m
2) 70 d	_____ w	6) 36 m	_____ y	10) 4 w	_____ d
3) 42 d	_____ w	7) 9 y	_____ m	11) 28 w	_____ m
4) 12 w	_____ m	8) 84 m	_____ y	12) 120 m	_____ y

Days, Weeks, Months, Years

Part 1 Which unit of measurement (days, weeks, months, years) would you use?

Description	Unit of Measurement
a) Playing in a hockey tournament for a weekend	
b) Length of time we go to school - September to June	
c) How long milk will last in the fridge before it goes bad	
d) How long the school year is	
e) How long bread lasts before it gets moldy	
f) How old you are	
g) How long ago your school was built	
h) How long the NHL season is	
i) How long your Christmas break is	

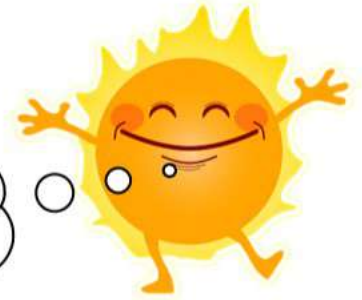
Part 2 Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years
5)	100 days	200 weeks	10 months	2 years
6)	300 days	30 weeks	15 months	5 years

Seasons - Questions

Questions

Answer the questions below



1) What season is the coldest?

2) Which season is the warmest?

6) Which season comes after fall?

3) What are the 4 seasons?

Which season comes after spring?

8) Which is your least favorite season?

4) Which season comes after summer?

9) What is your favourite season?

5) Which season comes after winter?



Calendar Investigation - January

January 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
4	5	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Questions

Answer the questions by looking at the calendar

1) Which season is it in **January**?

2) What date is it today?

3) What will the date be...

a) 2 days before January 12?

b) 5 days after January 16?

c) 10 days after January 7?

d) 1 week after January 14?

Calendar Investigation - June

June 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Questions

Answer the questions by looking at the calendar

1) Which season is it in **June**?

2) What date is circled?

3) What will the date be...

a) 2 days before June 10?

b) 5 days after June 13?

c) 10 days after June 17?

d) 3 weeks after June 2?

Calendar Investigation - December

December 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Questions

Answer the questions by looking at the calendar

1) Which season is it in **December**?

2) What date is circled?

3) What will the date be...

a) 2 days before December 7?

b) 5 days after December 14?

c) 10 days after December 20?

d) 3 weeks after December 1?

Nakoda First Nation – Winter Count

What is a Winter Count?

The Nakoda First Nation did not use traditional calendars like we use today to keep track of time. Instead, they used a winter count to keep track of their histories and the passage of years.

The **winter count** counted 1 year from the time of the first snow to the time of the first snow the next year. The entire year was sometimes referred to as the winter. Each year, the community would get together near the end of each year to discuss the most important events that happened that year.

The **keeper** was the person in charge of drawing a picture on a buffalo hide that represented the events of the year. The picture was called a pictograph. The buffalo hide with all the pictures that represented the community's history was known as the **winter count**.

The keeper was responsible for keeping the winter count safe. If the winter count began to fade, the keeper would make a copy of the winter count. The winter count was important because it kept track of the history of the First Nation community.

The keeper was also a good storyteller. They would bring out the winter count and tell stories about what happened each year. These stories brought communities together and it allowed many people to remember other events that happened that year.



Nakoda First Nation – Winter Count

True or False

Circle whether the statement is true or false

1) A winter count was used to keep track of years that had gone by	True	False
2) A picture was drawn to represent an important event	True	False
3) A winter count was the last snowfall from one year to the next	True	False
4) One event was chosen which event was the most important	True	False
5) A winter count kept track of the history of a community	True	False

Draw

Draw a picture to represent the event. What would you draw for the events below?







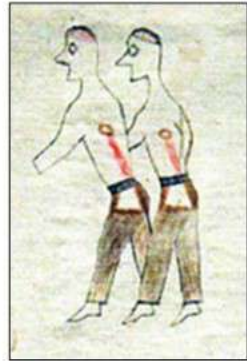

Event	Picture
1) Smallpox was bad	
2) We made peace with the Blackfoot	
3) Longhorn was named chief of our community	

Nakoda First Nation – Winter Count

Matching

Write the letter from the event under the correct picture below

Event	Letter
1) The Cree showed loyalty by fighting with us. Loyalty = wolf	A
2) The buffalo were everywhere, including outside of our tipis	B
3) The first horse was brought to us by Europeans	C
4) Bear skin was used to make a medicine man	D
5) We made a trade agreement with the Dene First Nation	E
6) A group of French soldiers attacked us with guns	F
7) Whooping cough was really bad	G
8) We hunted a lot of buffalo in the past	H

PREVIEW

Name: _____

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My Personal Winter Count

Create a winter count based on the last year. Try to think of one event from each month. You may want to think of holidays in that month, or special events that happened at school.

Directions

Write the event for that month and practice drawing a picture

Month	Event	Picture
January		
February		
March		
April		
May		
June		

PREVIEW

Name: _____

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My Personal Winter Count

Directions

Write the event for that month and practice drawing a picture

Month	Event	Picture
July		
August		
September		
October		
November		
December		

PREVIEW

Name: _____

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My Personal Winter Count

Directions

Draw the pictures below on the buffalo hide

PREVIEW

Name: _____

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My Personal Winter Count

Create a winter count using the last 6 years of your life. Try to remember one important event from the last six years. You might need the help of one of your guardians for this one!

Directions

Write one event from each of the last 6 years. Draw the event.

Year	Event	Picture
6 Which year was it? <input type="text"/>		
5 Which year was it? <input type="text"/>		
4 Which year was it? <input type="text"/>		
3 Which year was it? <input type="text"/>		
2 Which year was it? <input type="text"/>		
1 Which year was it? <input type="text"/>		

PREVIEW

Time – Unit Quiz**Part 1**

Fill in the Blanks

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	

Part 2

Which unit of measurement (days, weeks, months, years) would you use?

Description	Unit of Measurement
a) Playing in a basketball tournament	_____ weeks
b) Length of time we go to school – September to June	_____ months
c) How long it takes to graduate from high school	_____ years
d) How long the summer season is	_____ months
e) How long winter break is	_____ weeks

Part 3

Which unit of measurement is larger?

1)	42 days	6 weeks	2 months	1 year
2)	500 days	10 weeks	5 months	1 year
3)	60 days	6 weeks	3 months	2 years
4)	90 days	30 weeks	25 months	2 years

Part 4 Answer the questions below

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

December

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
5	6		9			
	13	14			17	18
	20		22		24	
26		28		30		

4) What will the date be...

a) 2 days before December 6?

b) 5 days after December 22?

c) 2 weeks after December 7?

Part 5 Answer the questions below

1) Courtney is 2 years old. How many months old is she?

2) Thomas is 3 years and 3 months old. How many months old is Thomas?

3) Nick starts school in 3 weeks. How many days until he starts school?