



Preview - Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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Google Slides Lessons Preview





Alberta Math Curriculum Shape and Space – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to read a calendar so we can identify the days, weeks, months, holidays, and seasons.



Days Of The Week

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

The activity shows a grid of train cars. Each car has a colored roof and a yellow body. The train cars are arranged in a sequence: Wednesday, Thursday, Friday, Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. A word bank on the right contains the following words: Wednesday, Friday, Saturday, Monday.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – 'I Wonder' Statements

🗒 Think about what we learned today. Now write:

✍ Two "I wonder..." statements about calendars.

Example:

- I wonder why February has fewer days.
- I wonder who decides where holidays go on the calendar.





Alberta Math Curriculum Shape and Space - Grade 2

Comparing Length - 2D Shapes

Drag the numbers to order the shapes from shortest (1) to longest (3).

1 2 3

shortest or the longest.

2) The brush is the _____

3) The guitar is the _____

4) The muffin is the _____

5) The cricket bat is the _____

6) The croissant is the _____

Drag the numbers to order the shapes



Workbook Preview





Grade 2 Geometry and Measurement

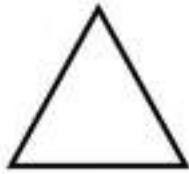


	Curriculum Expectations	Pages
G.1	<p>Students analyze and explain geometric attributes of shape.</p> <ul style="list-style-type: none">Sort shapes according to two geometric attributes and describe the sorting rule.Relate the faces of three-dimensional shapes to two-dimensional shapes.Create a picture or design with shapes from verbal instructions, visualization, or memoryInvestigate translation, rotation, and reflection of two- and three-dimensional	4 - 91
M.1	<ul style="list-style-type: none">Measure length with non-standard units by tiling, iterating, or using a self-created measuring tool.Compare and order measurements of different lengths measured with the same non-standard units, and explain the choice of unit.Compare measurements of the same length measured with different nonstandard units.Measure length with standard units by tiling or iterating with a centimetre.Compare and order measurements of different lengths measured with centimetres.Identify referents for a centimetre.Estimate length by visualizing the iteration of a referent for a centimetre.Investigate First Nations, Métis, or Inuit use of the land in estimations of length.	92 - 119

Preview of 60 pages from this product that contains 209 pages total.

Sorting 2-D Shapes Using Two Attributes**Questions**

Sort the shapes into the correct categories using the two attributes

4 or More Sides and Grey**3 or Less Sides and White****PREVIEW**

A

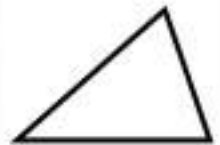
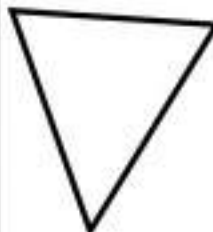
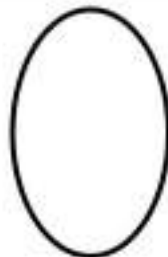
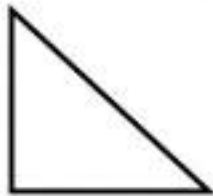
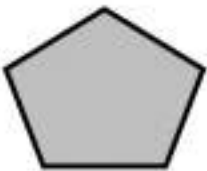
B

C

D

E

F



G

H

I

J

K

L

Sorting 3-D Shapes Using Two Attributes

Shaded in and Meets at a Point

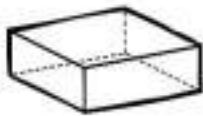
White and Doesn't Meet at a Point

Shaded in and Doesn't Meet at a Point

White and Meets at a Point

Questions

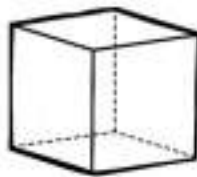
Write the letter below each shape in the correct category



A



B



C

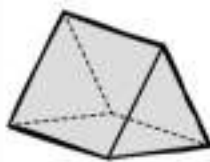


D

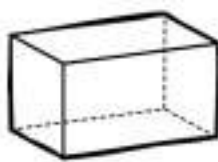


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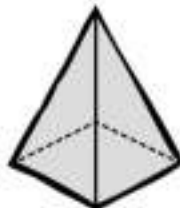
F



G



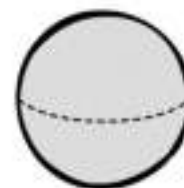
H



I



J

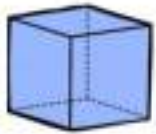


K

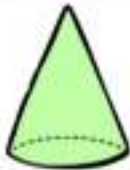


L

3D Shapes - Colouring Activity



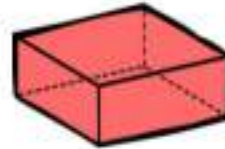
Blue



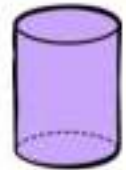
Green



Orange



Red



Purple

Cube

Cone

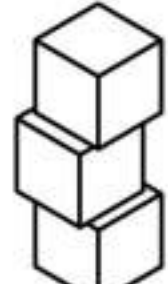
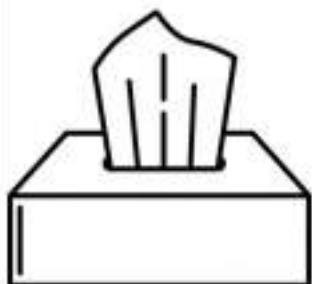
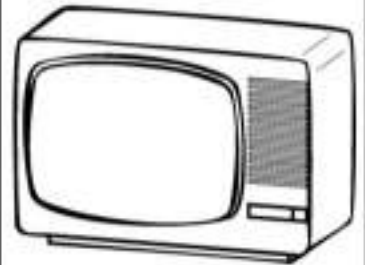
Sphere

Rectangular Prism

Cylinder

Questi

Colour each picture the correct colour



3D Shapes in the Real World

Questions

Cut and paste the 3D objects with their match

Rectangular
Prism



Triangular
Prism



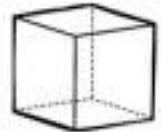
Sphere



Cone



Cube



PREVIEW



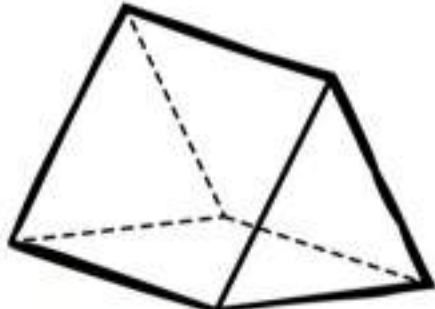
3D Shapes - # of Faces**Questions**

Colour the box with the correct number of faces



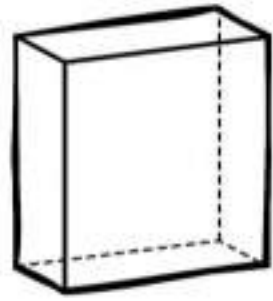
3

5



5

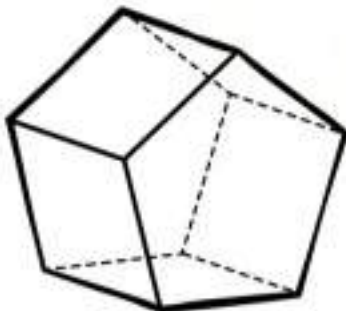
6



3

5

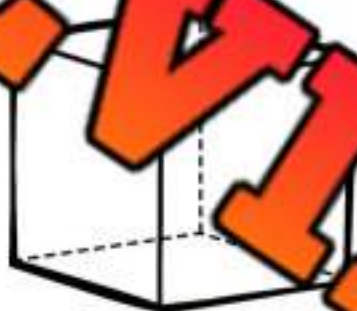
6



4

7

9



4

6

8



3

5

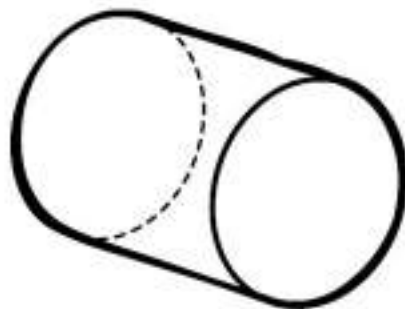
6



2

3

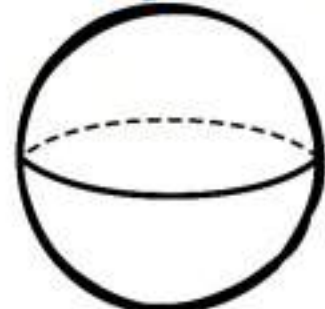
4



1

2

3



0

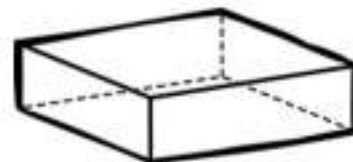
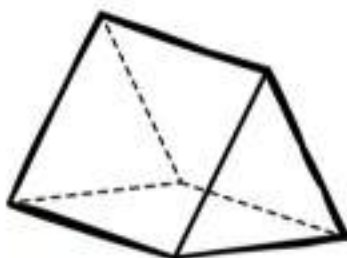
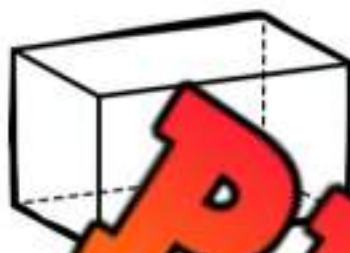
1

2

Prisms - Faces, Edges, Vertices

Questions Fill in the tables below based on the prisms

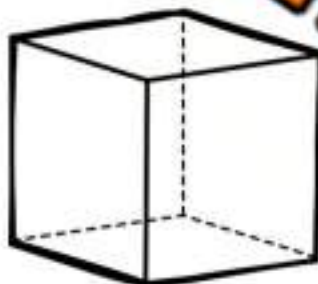
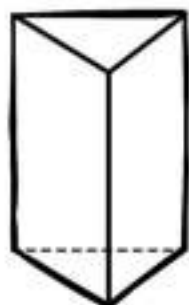
Word Bank - Triangular Prism, Rectangular Prism, Cube



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



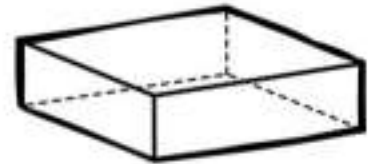
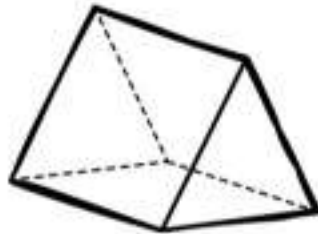
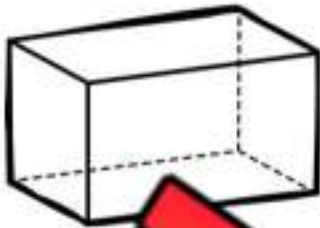
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Naming Prisms

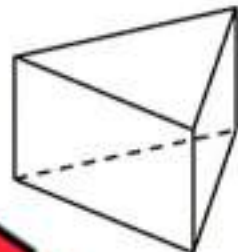
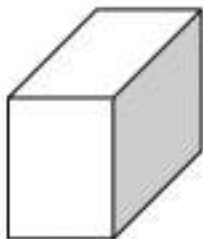
Questions Circle the name of the prism



Rectangular Prism
Triangular Prism
Cube

Rectangular Prism
Triangular Prism
Cube

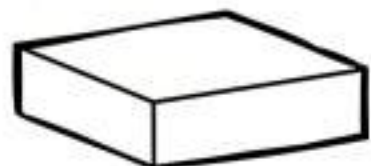
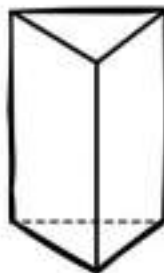
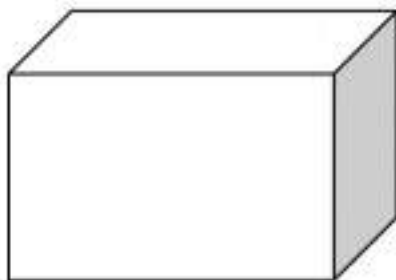
Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube

Rectangular Prism
Triangular Prism
Cube

Rectangular Prism
Triangular Prism
Cube



Rectangular Prism
Triangular Prism
Cube

Rectangular Prism
Triangular Prism
Cube

Rectangular Prism
Triangular Prism
Cube

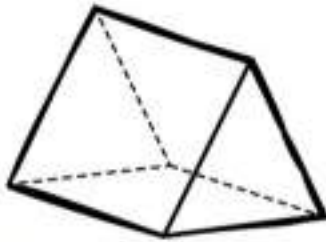
Prism or Pyramid

Questions

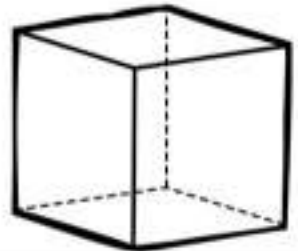
Is the shape a prism or pyramid?



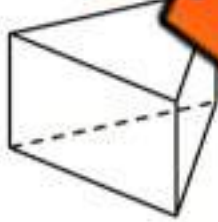
Prism Pyramid



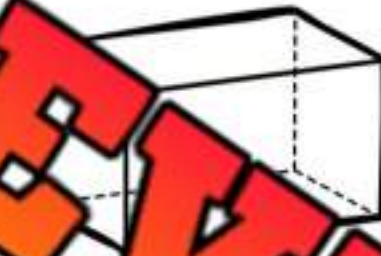
Prism Pyramid



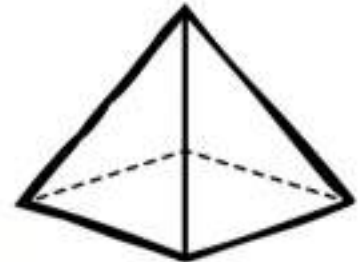
Prism Pyramid



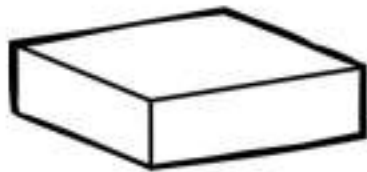
Prism Pyramid



Prism Pyramid



Prism Pyramid



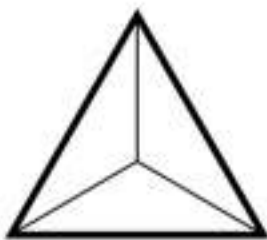
Prism Pyramid



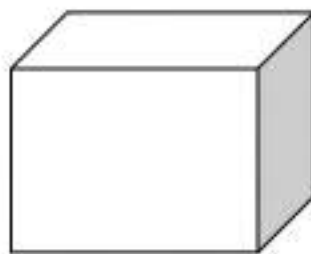
Prism Pyramid



Prism Pyramid



Prism Pyramid



Prism Pyramid



Prism Pyramid

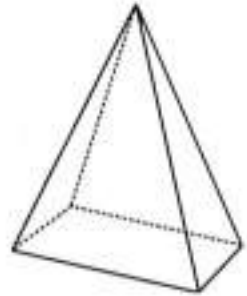
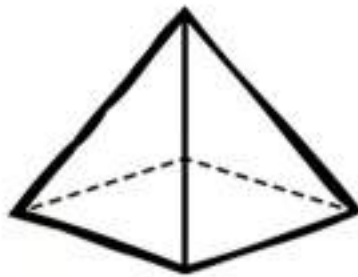
PREVIEW

Pyramids - Faces, Edges, Vertices

Questions

Fill in the tables below based on the pyramids

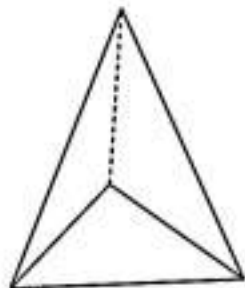
Word Bank - Triangular Pyramid, Rectangular Pyramid, Square Pyramid, Cone



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Name: _____

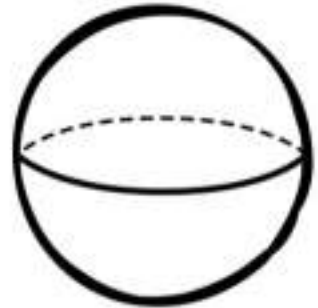
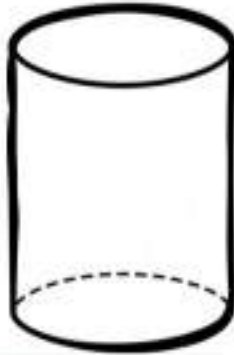
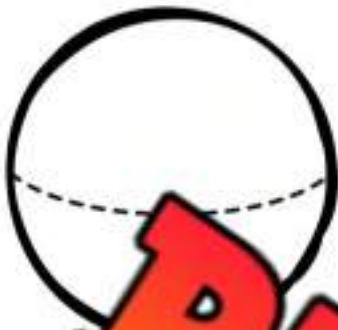
32

Curriculum Connection
G.1

Cone, Cylinder or Sphere

Questions

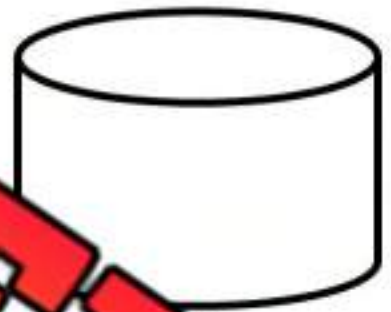
Is the 3D shape a Cone, Cylinder, or Sphere?



Cone Cylinder

Cone Cylinder Sphere

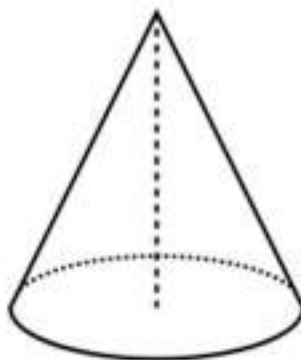
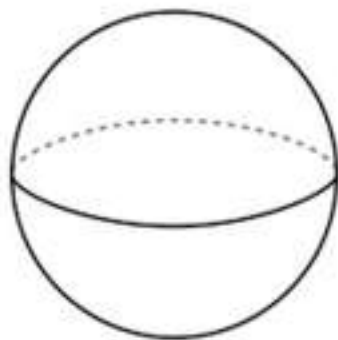
Cone Cylinder Sphere



Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere



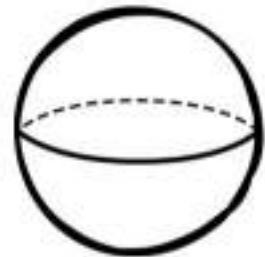
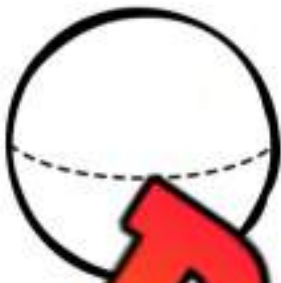
Cone Cylinder Sphere

Cone Cylinder Sphere

Cone Cylinder Sphere

3D Shape - Faces, Edges, Vertices**Questions**

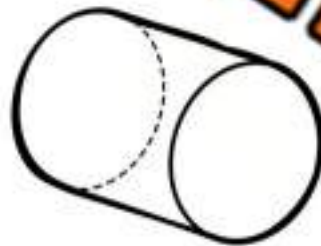
Fill in the tables below



Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	



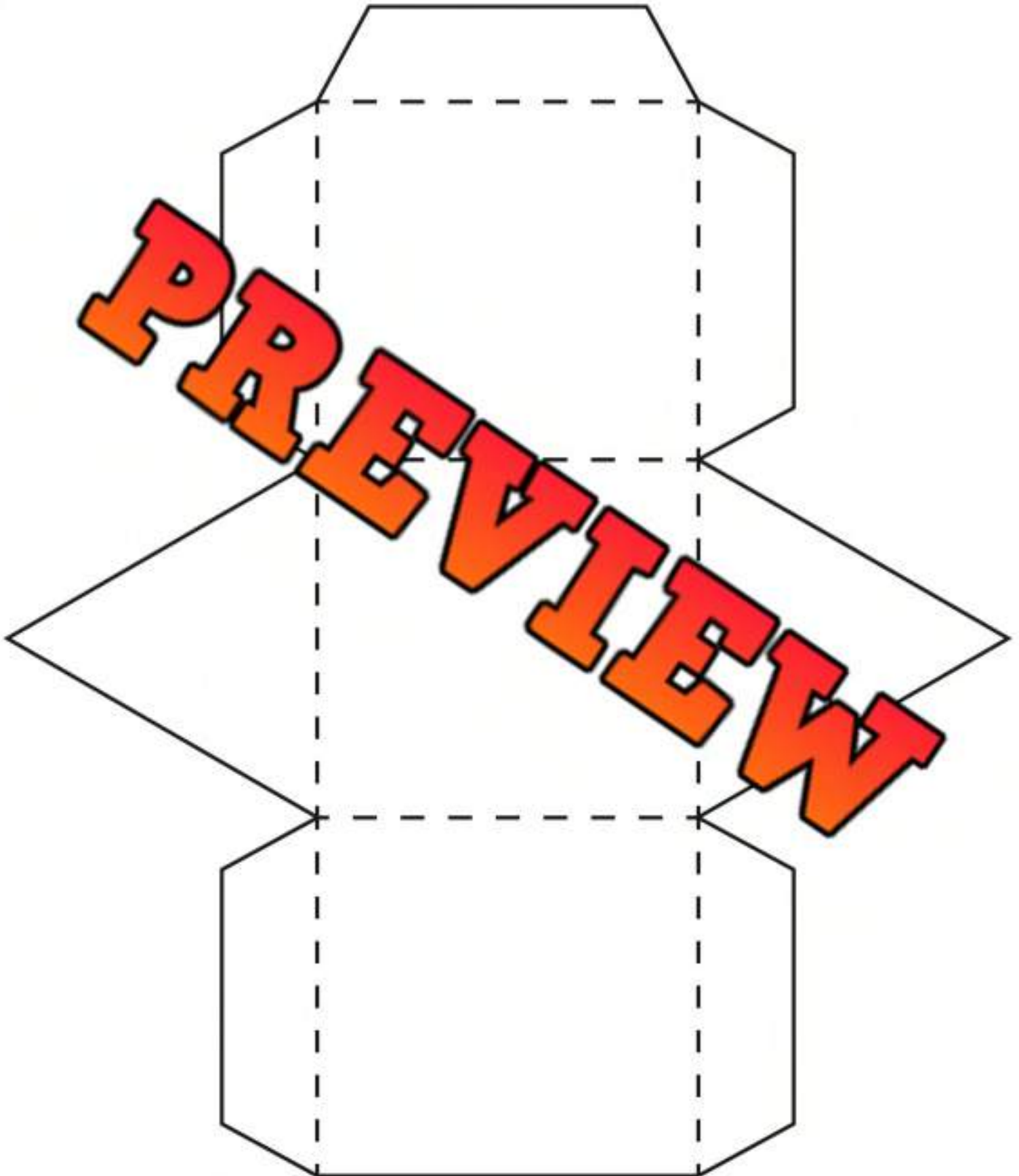
Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Faces	
Edges	
Vertices	
Name	

Name: _____

Triangular Prism



Name: _____

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Curriculum Connection
G.1

Rectangular Prism

PREVIEW

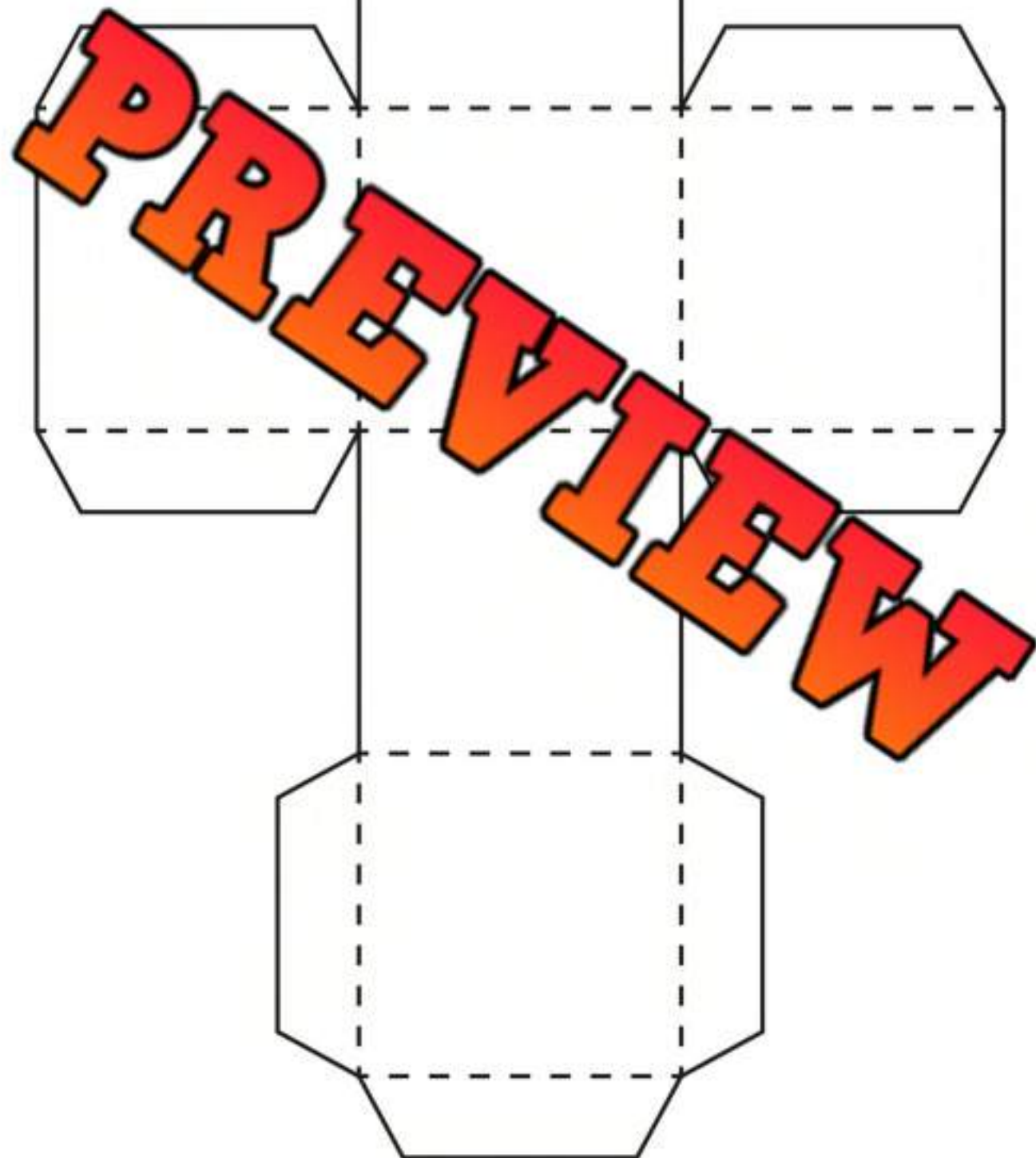


Name: _____

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Curriculum Connection
G.1

Cube

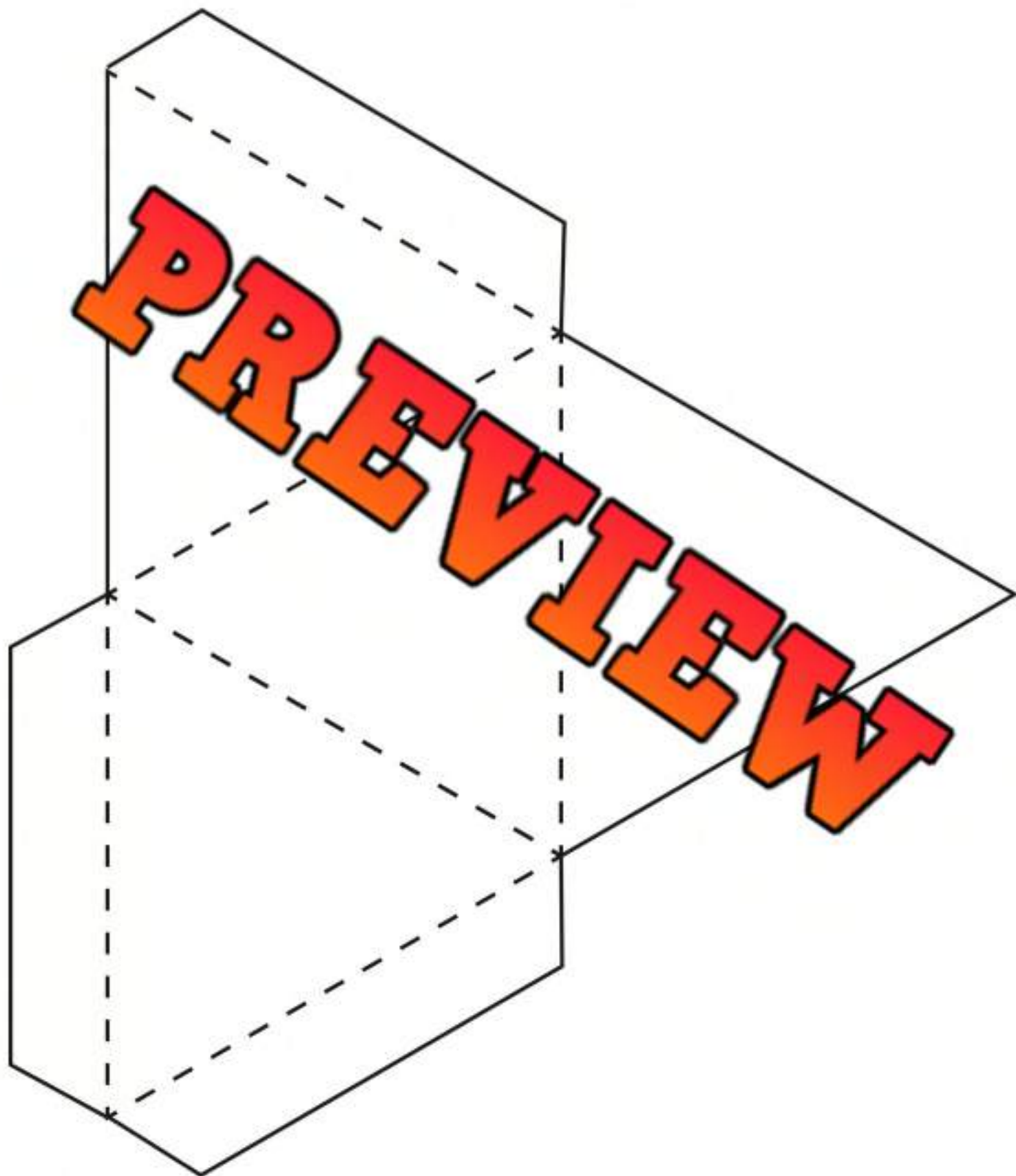


Name: _____



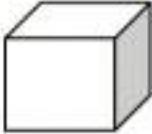



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Curriculum Connection
G.1

Triangular Pyramid



3D Models - Investigating Nets

Name of 3D Shape	Faces (Sides)	Edges	Vertices (Corners)
Triangular Prism 			
Rectangular Prism 			
Cube 			
Cone 			
Cylinder 			
Triangular Pyramid 			
Square Pyramid 			

PREVIEW

Sorting 3-D Shapes Using Two Attributes

Pyramid and Shaded

Pyramid and White

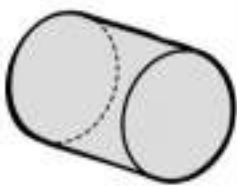
Pyramid and White

Non-Pyramid and Shaded

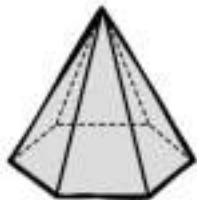
PREVIEW

Questions

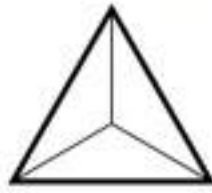
Write the letter below each shape in the correct category



A



B



C



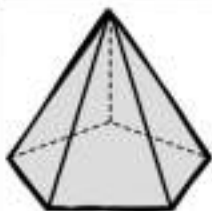
D



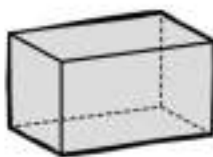
E



F



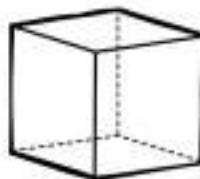
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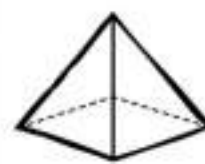
H



I



J



K



L

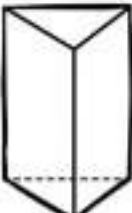
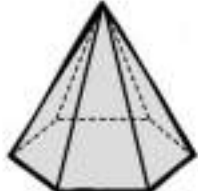
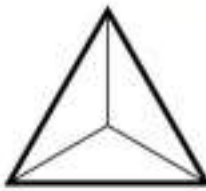
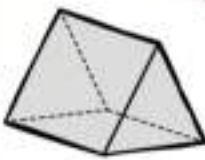


Sorting 3-D Shapes Using Two Attributes

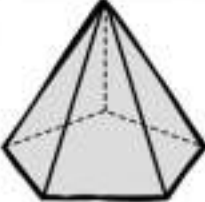
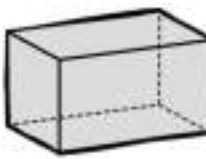
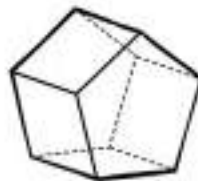
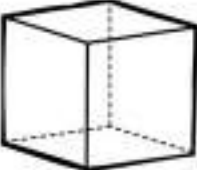
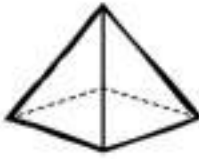
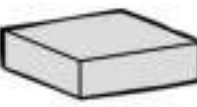
Pyramid and Shaded	Prism and White
Pyramid and White	Prism and Shaded

PREVIEW

Questions

Write the letter below each shape in the correct category


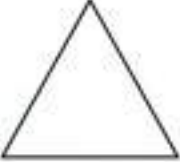
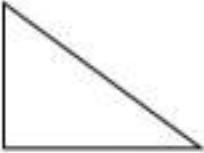






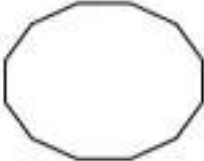
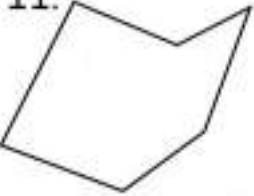




					
A	B	C	D	E	F

					
G	H	I	J	K	L

Sides of a Shape

Part 1

How many sides does the shape have?

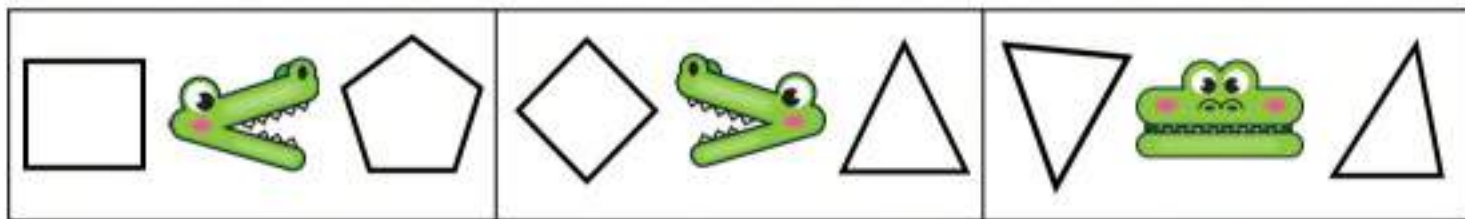
1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____
11. 	12. 	13. 	14. 	15. 
_____	_____	_____	_____	_____

Part 2

Draw a shape with the correct number of sides








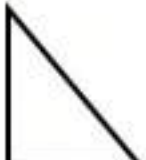
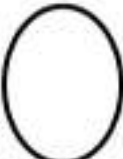




















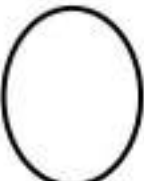















1)	2)	3)	4)	5)
4	3	6	8	10

Comparing Shapes - Number of Sides



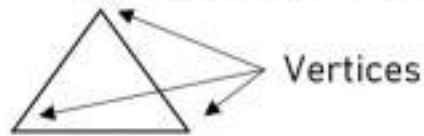
Questions

Circle the correct alligator




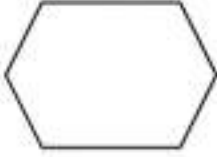





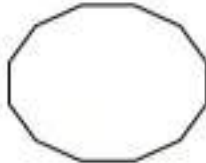
Vertices

Vertices are where two sides meet. The vertices of a shape are the corners.



Part 1

Circle the vertices and write how many vertices the shape has

1. 	2. 	3. 	4. 	5. 
_____	_____	_____	_____	_____
6. 	7. 	8. 	9. 	10. 
_____	_____	_____	_____	_____

Part 2

Draw a shape with the correct number of _____

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

What do you notice about the number of vertices and sides that a shape has?

Sides and Vertices

Reminder: Side → Vertices



Part 1

How many sides and vertices does the shape have?

1.	2.	3.	4.	5.
_____ sides	_____ sides	_____ sides	_____ sides	_____ sides
_____ vertices	_____ vertices	_____ vertices	_____ vertices	_____ vertices
6.	7.	8.	10.	
_____ sides	_____ sides	_____ sides	_____ sides	
_____ vertices	_____ vertices	_____ vertices	_____ vertices	

Part 2

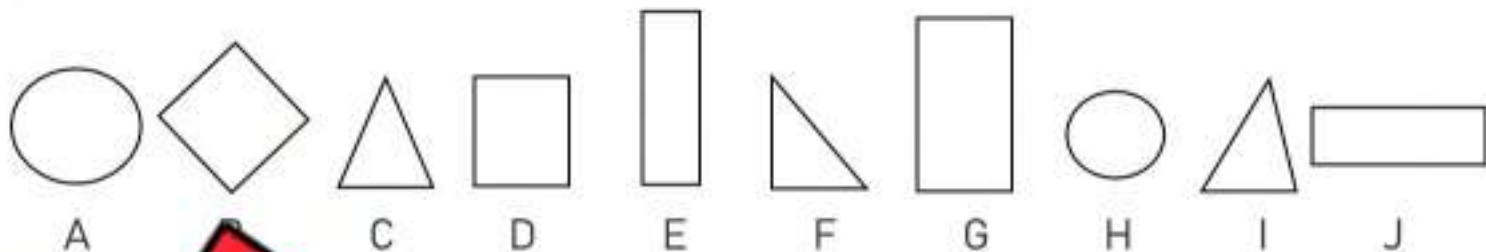
Draw a shape with the correct number of vertices and sides

1.	2.	3.	4.	5.
3 sides	4 sides	5 sides	6 sides	7 sides
3 vertices	4 vertices	5 vertices	6 vertices	7 vertices

Sorting Sides and Vertices

Part 1

Sort the shapes into the categories below



Shapes	Triangle	Rectangle	Square	Circle
Letters				

Part 2

Sort the shapes into the following categories



Sides	7	8	9
Letters			

Part 3

Draw irregular shapes below with the correct number of sides





Drawings				
Sides	7	8	9	10





Naming Shapes


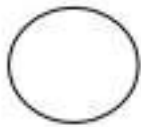
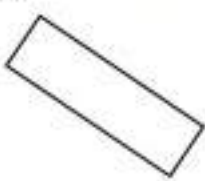
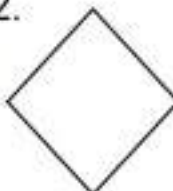
Questions

Fill in the blanks below

Word Bank - Triangle Circle Rectangle Square

	1. 	2. 	3. 	4. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	5. 	6. 	7. 	8. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

	9. 	10. 	11. 	12. 
# of Sides	_____ sides	_____ sides	_____ sides	_____ sides
Name of Shape				

Real Life 2D Objects

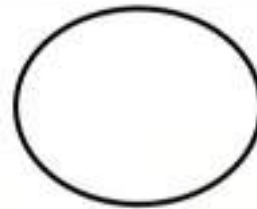
Questions

Circle the real-life object that resembles the 2D shape

1)



2)



3)



4)



5)





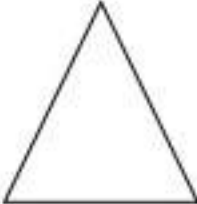
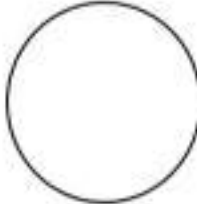








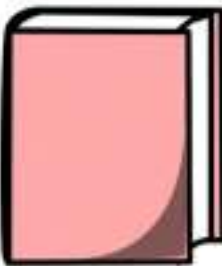

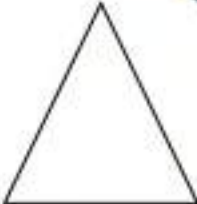



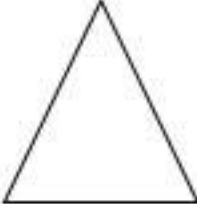
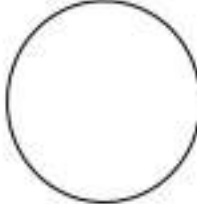
6)



2D Shapes Found in 3D Pictures

Questions

Circle the 2D shapes found in the 3D shape














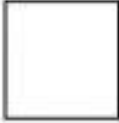
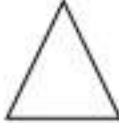
























3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
			
			
			
			
			

PREVIEW

2D Shapes Found in 3D Pictures

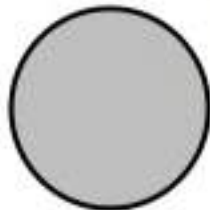
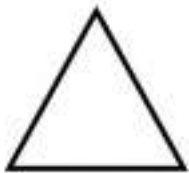
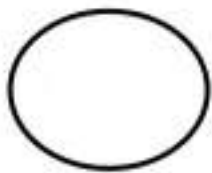
Questions

Circle the 2D shapes found in the 3D shape

3D Shape	2D Shape 1	2D Shape 2	2D Shape 3	3D Shape	2D Shape 1	2D Shape 2	2D Shape 3
							
							
							
							
							

Unit Test - 3-D Objects and 2-D Shapes**Part 1**

Sort the shapes into the correct categories using the two attributes

Round and White**Round and Grey****Not Round and White****Not Round and Grey**

A

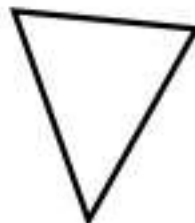
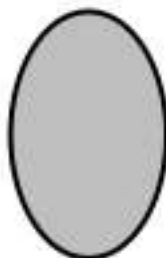
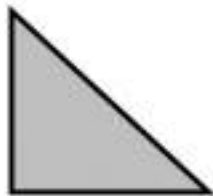
B

C

D

E

F



G

H

I

J

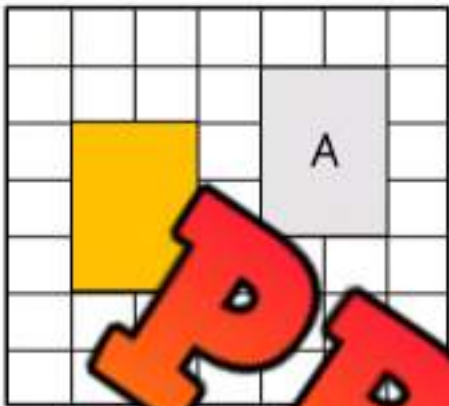
K

L

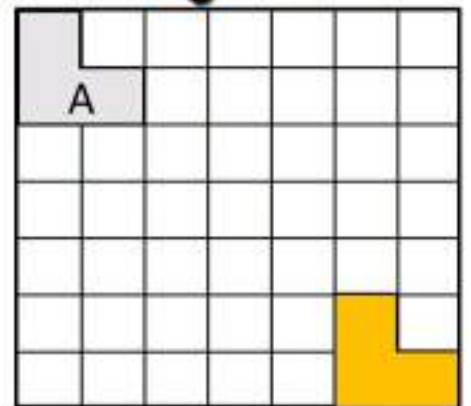
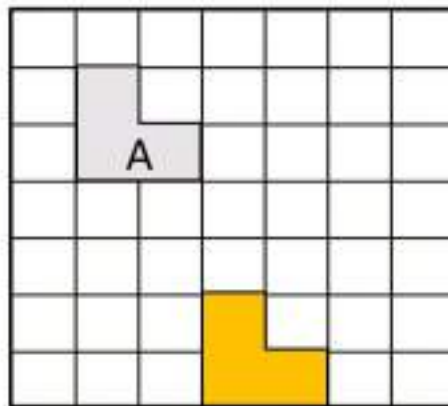
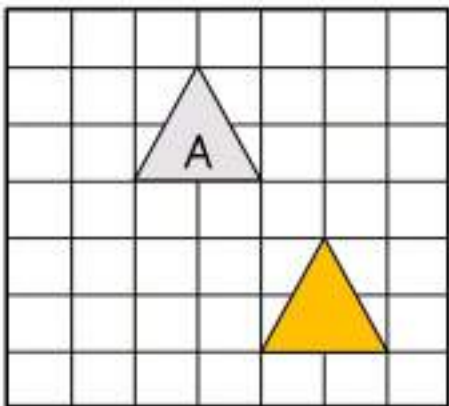
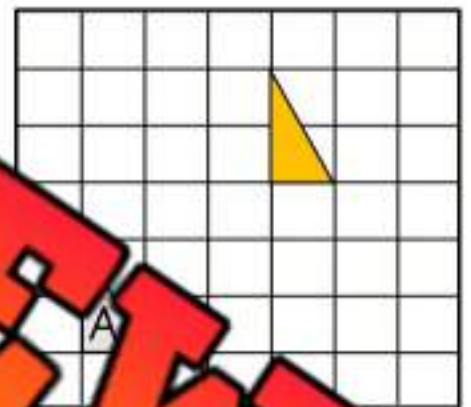
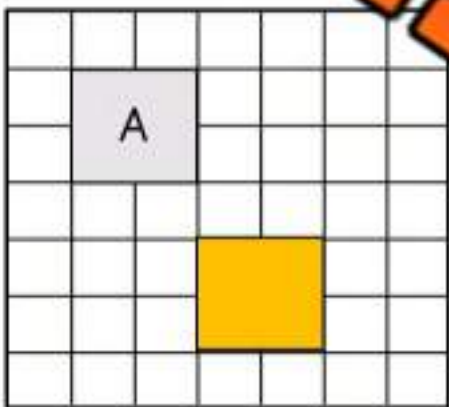
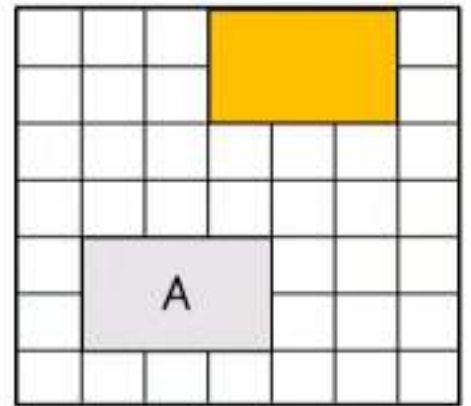
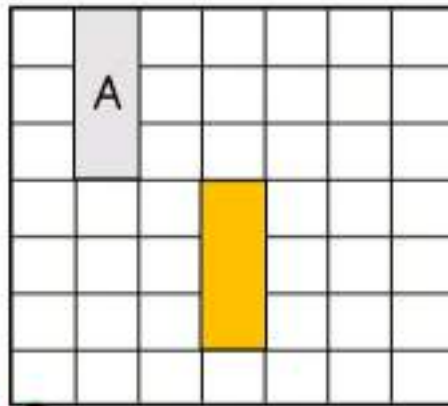
Describing Translations

Questions

Describe the translations below. Shape A is the original object



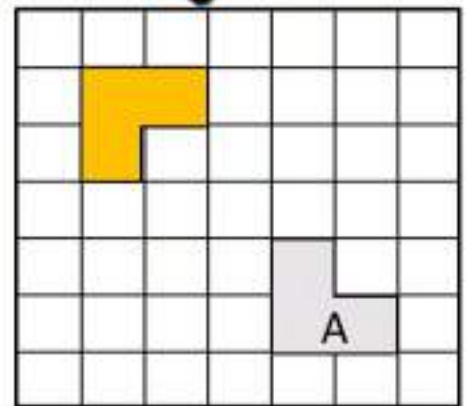
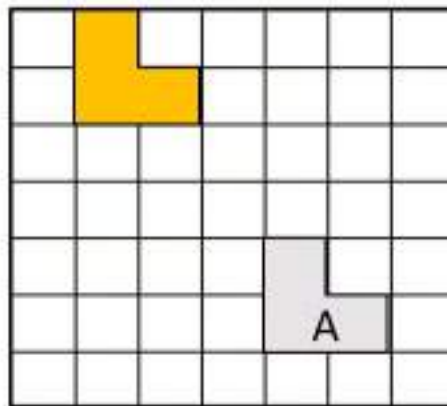
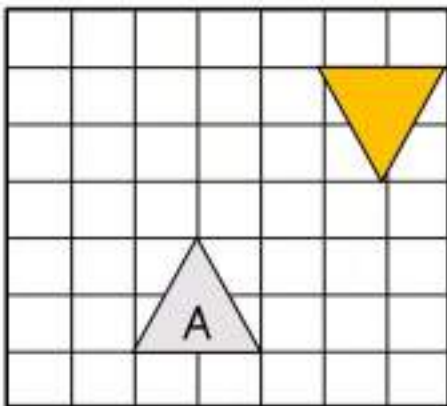
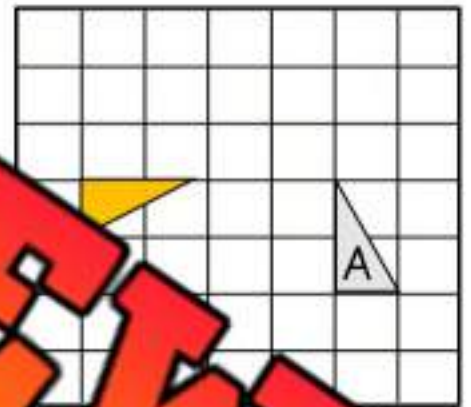
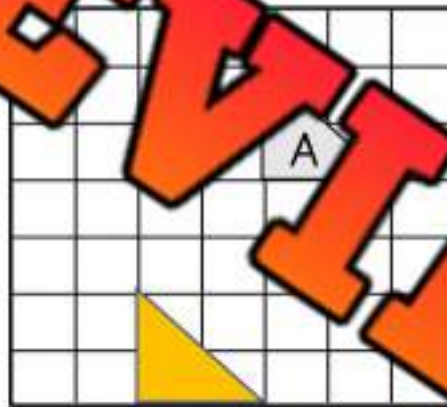
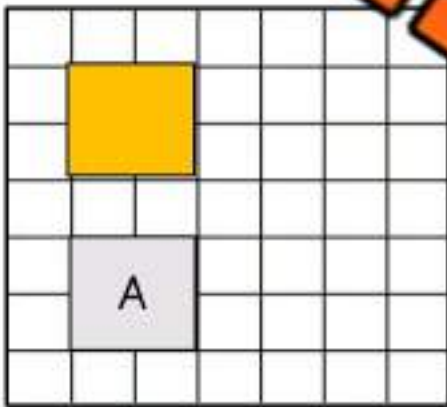
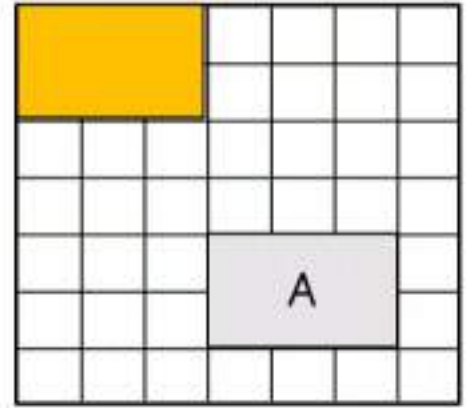
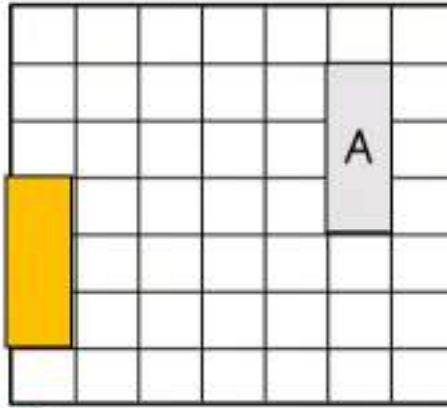
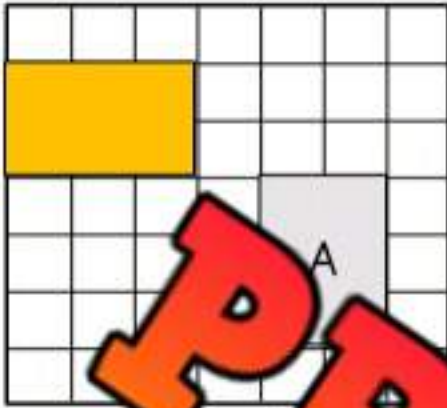
down 1.



Translation or Not?

Questions

Is the transformation a translation or not? Write yes or no.



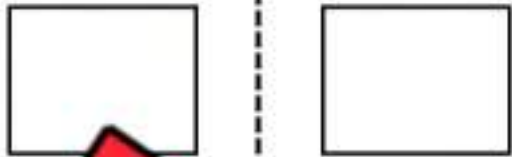
PREVIEW

Reflection or Not?

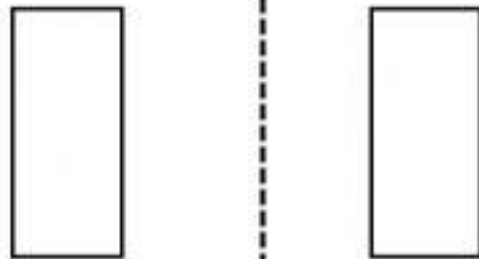
Questions

Is the transformation a reflection?

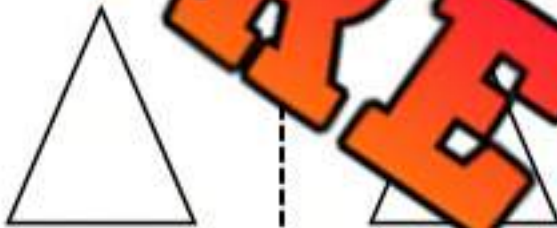
1)



2)



3)



4)



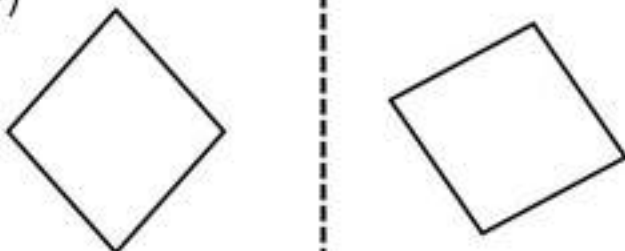
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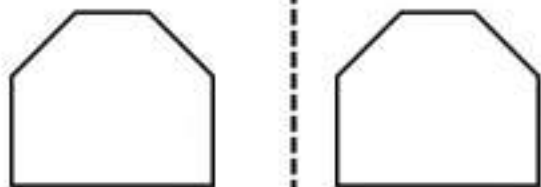
6)



7)



8)



Drawing Reflections

Questions

Draw the shape across the reflection line

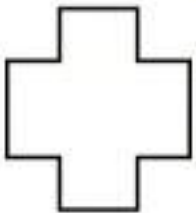
1)



2)



3)



4)



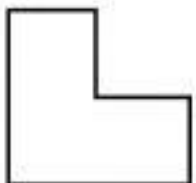
5)



6)



7)



8)

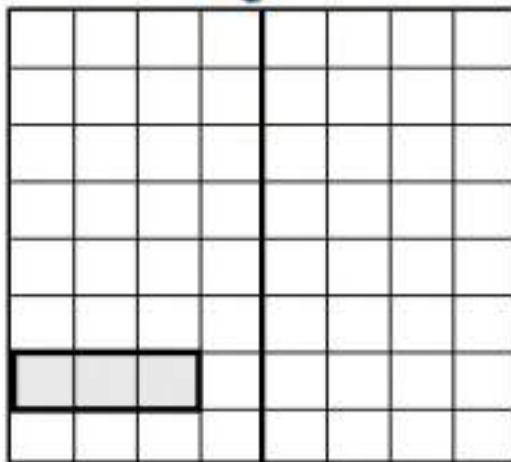
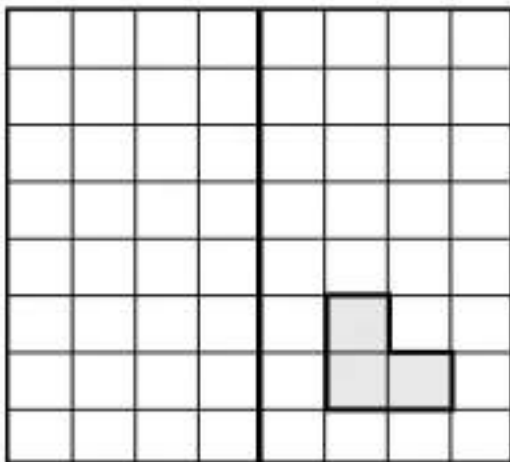
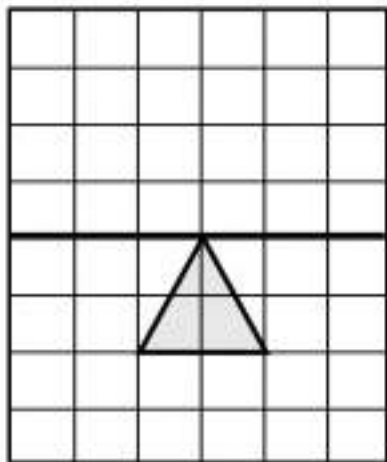
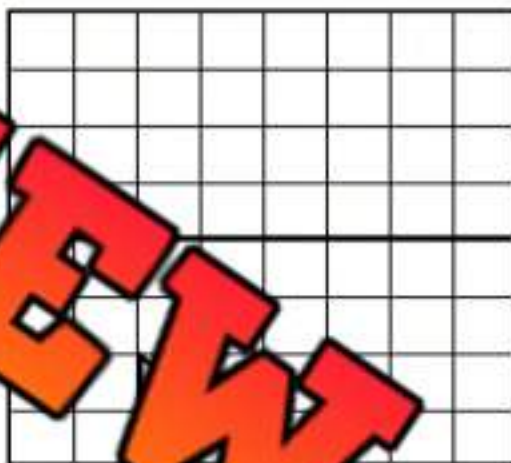
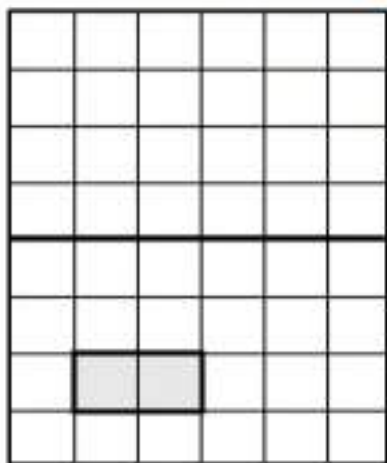
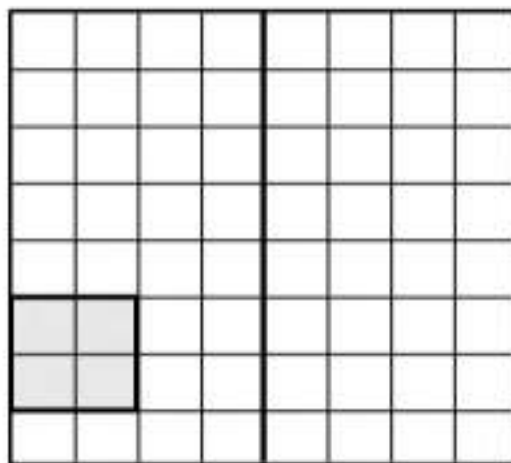
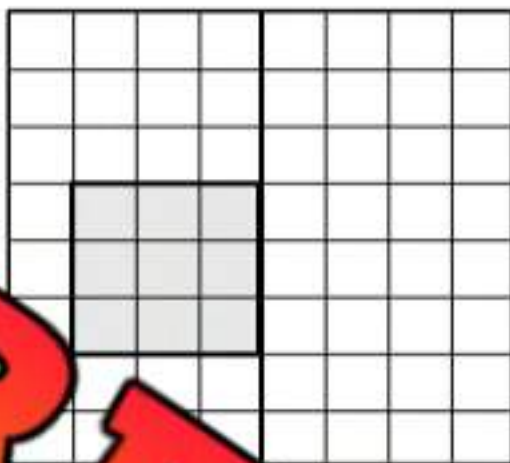
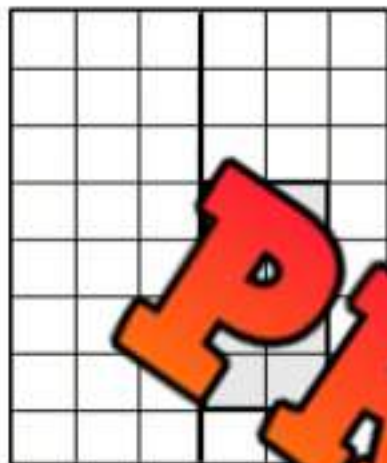


PREVIEW

Drawing Reflections

Questions

Reflect the shapes across the mirror line

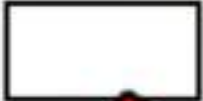



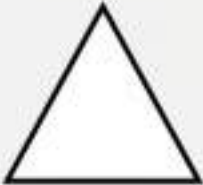




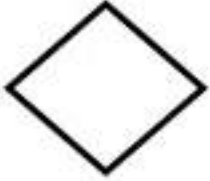

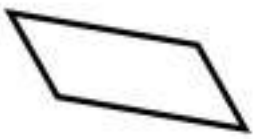


PREVIEW

Rotations

Questions

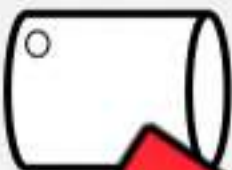
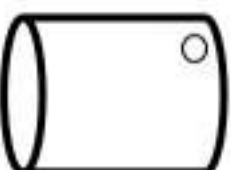




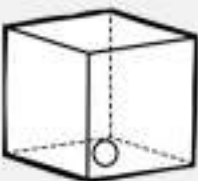
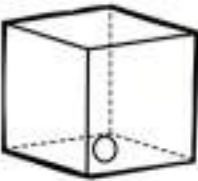
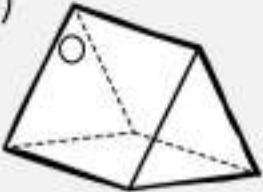
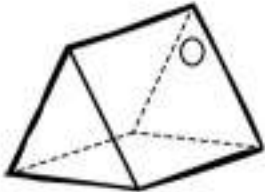
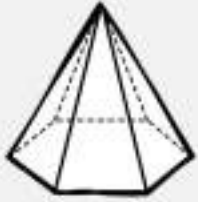
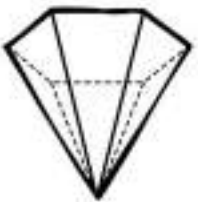
Has the shape been rotated? Yes or No?

1)			Yes	No
2)			Yes	No
3)			Yes	No
4)			Yes	No
5)			Yes	No
6)			Yes	No

Rotations - 3D Objects

Questions

Has the object been rotated? Yes or No?

1)			Yes	No
2)			Yes	No
3)			Yes	No
4)			Yes	No
5)			Yes	No
6)			Yes	No

Transformations

Questions

Is the transformation a translation, reflection or rotation?

1)



Translation Reflection Rotation

2)



Translation Reflection Rotation

3)



Translation Reflection Rotation

4)



Translation Reflection Rotation

5)



Translation Reflection Rotation

6)



Translation Reflection Rotation

7)



Translation Reflection Rotation

8)



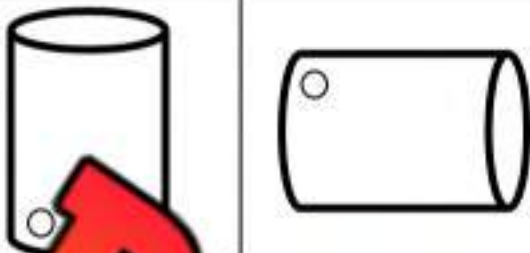
Translation Reflection Rotation

Transformations of 3D Objects

Questions

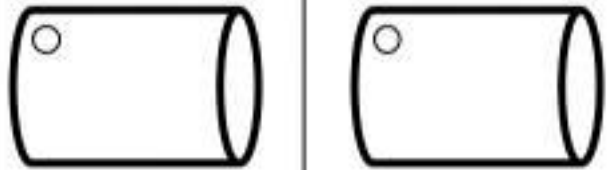
Is the transformation a translation, reflection or rotation?

1)



Translation Reflection Rotation

2)



Translation Reflection Rotation

3)



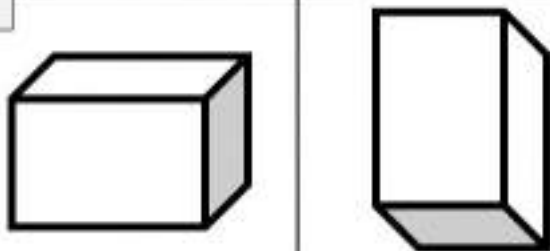
Translation Reflection Rotation

4)



Translation Reflection Rotation

5)



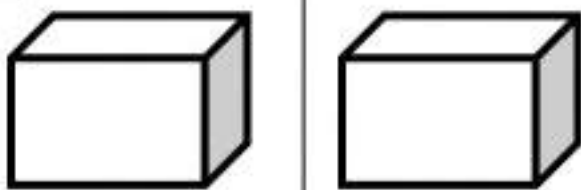
Translation Reflection Rotation

6)



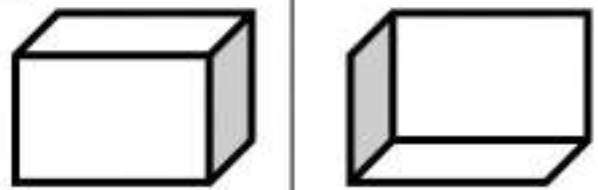
Translation Reflection Rotation

7)



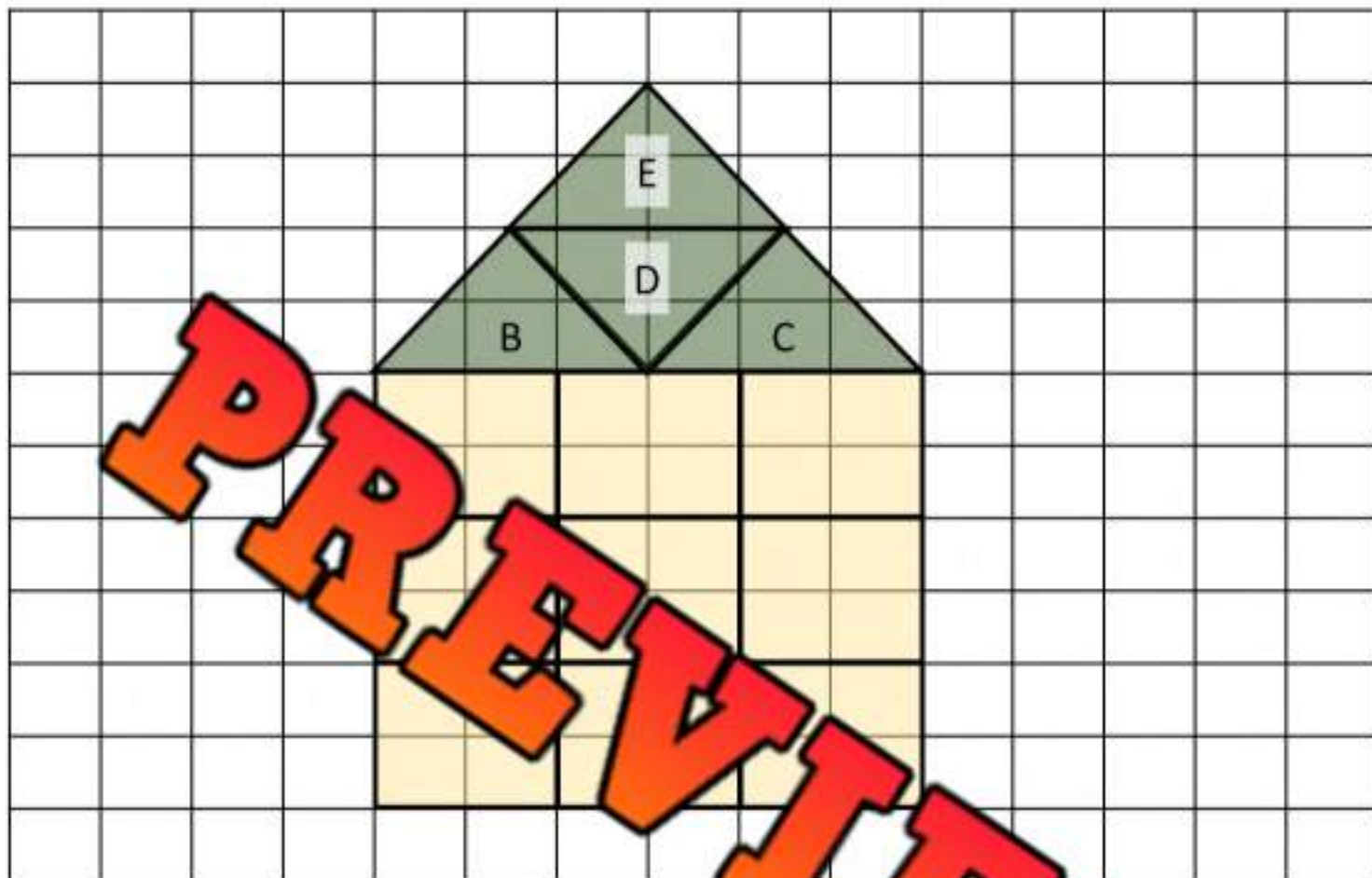
Translation Reflection Rotation

8)



Translation Reflection Rotation

Describing Transformations in a Design



Questions

Answer the questions below

1) Which shape is A?

2) Which transformation was used with shape A?

3) Which shape is B, C, D, and E?

3) Which transformation was used to move shape B to C?

4) Which two transformations were used to move shape C to D?

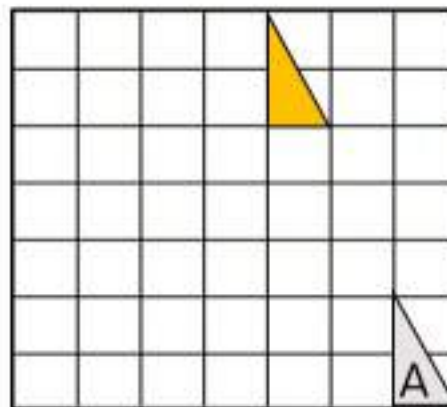
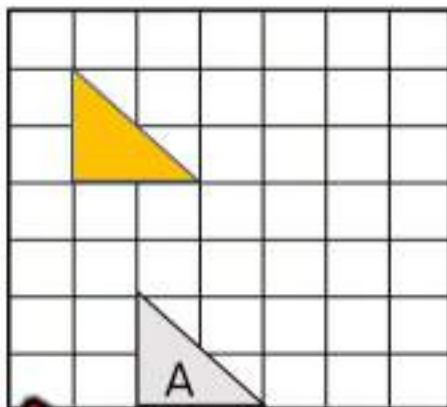
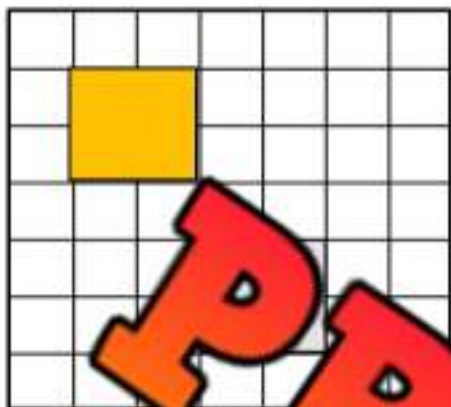
1) _____

2) _____

5) Which transformation was used to move shape D to E?

Unit Quiz - Transformations

Part 1 Describe the translations below. Shape A is the original object



Part 2 Draw the shape across a reflection line

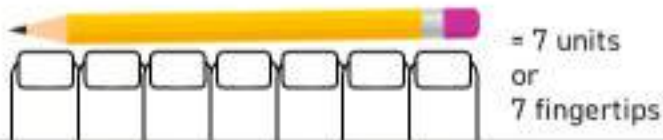


Part 3 Has the shape been rotated? Yes or No?

1)			Yes	No
2)			Yes	No

Using Non-Standard Units - Fingertips

We can estimate the length of something by using our fingertip.



Questions

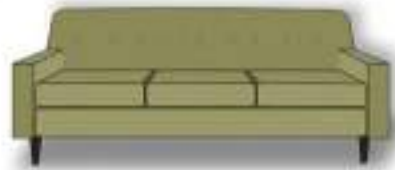
Measure the objects below using your fingertip

1)



Approximately _____ fingertips

2)



Approximately _____ fingertips

3)



Approximately _____ fingertips



Approximately _____ fingertips

5)



Approximately _____ fingertips

6)



Approximately _____ fingertips

7)



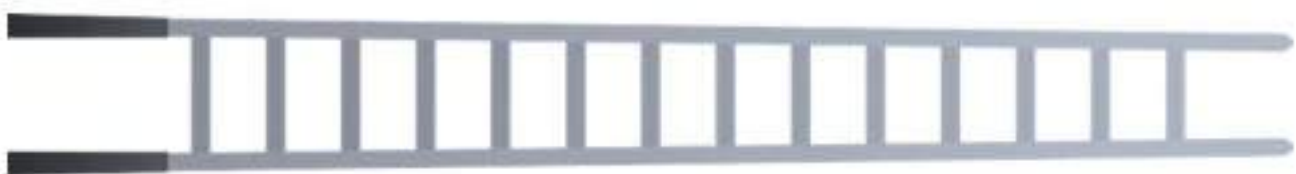
Approximately _____ fingertips

8)



Approximately _____ fingertips

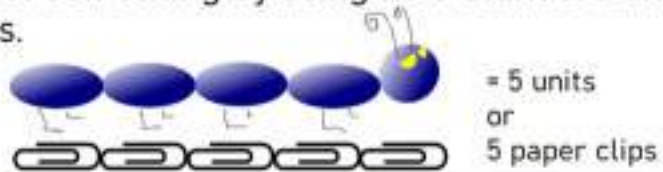
9)



Approximately _____ fingertips

Using Non-Standard Units - Paper Clips

We can measure the length of something by using non-standard units. Try using a paper clip to measure things.



Questions

Measure the objects below using a paperclip



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips



Approximately _____ paper clips

Using Non-Standard Units - Pencils

We can estimate the length of something by non-standard units. Try using your pencil to measure things.



= 6 units or 6 pencils

Directions

Find objects in your class that you can measure

Object Name	Length # of Pencils	Object Name	Length # of Pencils
1)		5)	
2)		6)	
3)		7)	
4)		8)	

Using Non-Standard Units - Wingspan

When we need to measure the length of something longer, like a doorway, many people will use their arms to measure the length. This is a fast way to get a rough estimate of how long something is without using a measuring tape.



Doorway = 1 wingspan length

Our wingspan is used to measure longer distances.
Examples: width of classroom, length of gymnasium

Directions

Write the name of a longer length in your school that you could measure with your wingspan. Write the length and how many wingspans it is.

Length Name	# of Wingspans	Length Name	Length # of Wingspans
1)		5)	
2)		6)	
3)		7)	
4)		8)	

Measuring Length - Which Unit?

Directions

Circle which non-standard unit would you use to measure

What You Are Measuring	Unit 1 	Unit 2 	Unit 3 
1) The length of an apple	Paper Clip	Pencil	Wingspan
2) The width of a desk	Paper Clip	Pencil	Wingspan
3) The width of the classroom	Paper Clip	Pencil	Wingspan
4) The length of the gymnasium	Paper Clip	Pencil	Wingspan
5) The length of your finger	Paper Clip	Pencil	Wingspan
6) The length of a book	Paper Clip	Pencil	Wingspan
7) The length of a bus	Paper Clip	Pencil	Wingspan
8) The length of your foot	Paper Clip	Pencil	Wingspan
9) The length of a cookie	Paper Clip	Pencil	Wingspan
10) The width of a window	Paper Clip	Pencil	Wingspan

Measuring Real-Life Objects - Finger Units

Questions

Measure the length of the objects below using your fingertip



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



_____ fingertips



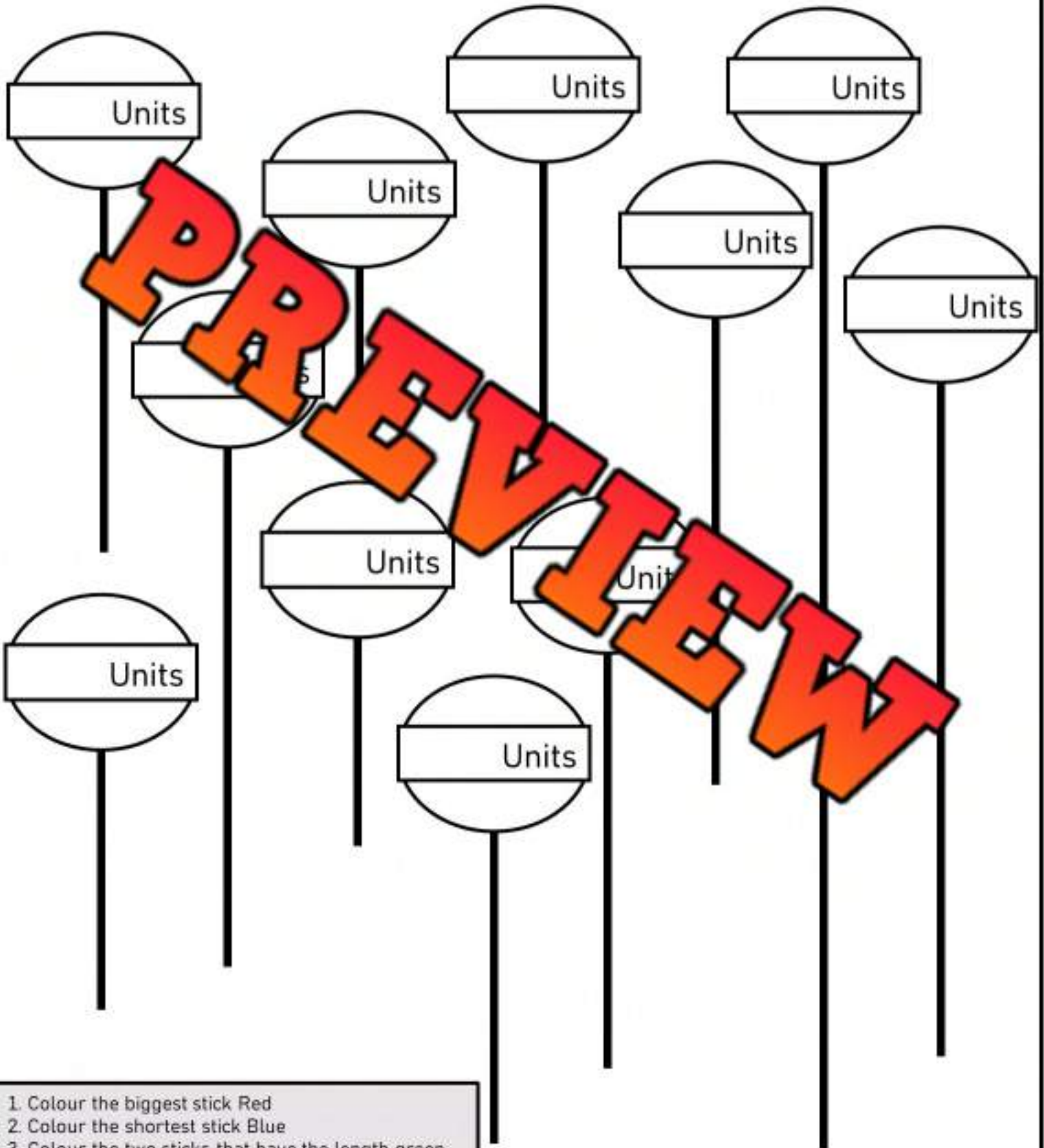
_____ fingertips

PREVIEW

Measuring Lollipops

Questions

Measure the lengths of the lollipop sticks using any non-standard unit



1. Colour the biggest stick Red
2. Colour the shortest stick Blue
3. Colour the two sticks that have the length green

Measuring Real-Life Objects - Changing Orientation**Questions**

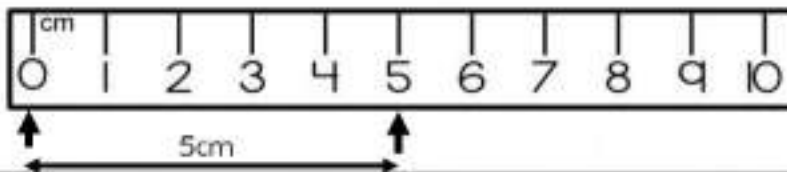
Measure the objects below using your fingertips

Measure the real-life object in column 1 and column 2. These objects are the same, but they have been moved or rotated.

Column 1	Column 2	Column 1	Column 2
1)  _____ fingertips	 _____ fingertips	4)  _____ fingertips	 _____ fingertips
2)  _____ fingertips	 _____ fingertips	5)  _____ fingertips	 _____ fingertips
3)  _____ fingertips	 _____ fingertips	6)  _____ fingertips	 _____ fingertips

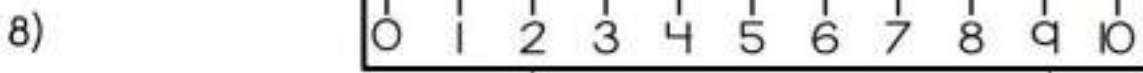
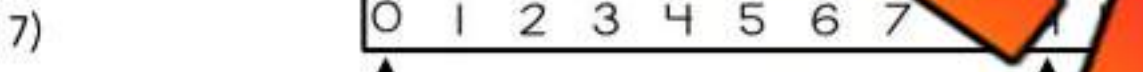
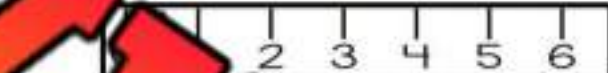
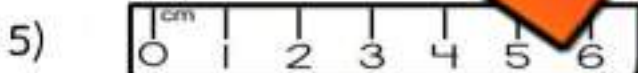
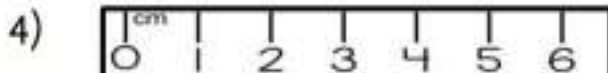
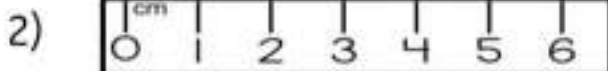
Measuring in Centimetres

We can accurately measure the length of something by using a ruler.



Questions

Read the rulers below to find the distance between the arrows



Measuring in Centimetres

Questions

Use a ruler to measure the lines below



1) _____
_____ cm

2) _____
_____ cm

3) _____
_____ cm

4) _____
_____ cm

5) _____
_____ cm

6) _____
_____ cm

7) _____
_____ cm

8) _____
_____ cm

9) _____
_____ cm

10) _____
_____ cm

11) _____
_____ cm

12) _____
_____ cm

PREVIEW

Drawing Lengths Using a Ruler

Questions

Draw lines that are the lengths below



1)

5 cm

2)

6 cm

3)

4)

9 cm

5)

6)

4 cm7 cm

7)

1 cm

8)

8 cm

9)

2 cm

10)

10 cm

11)

14 cm

12)

17 cm**PREVIEW**

Measuring Real-Life Objects

Questions

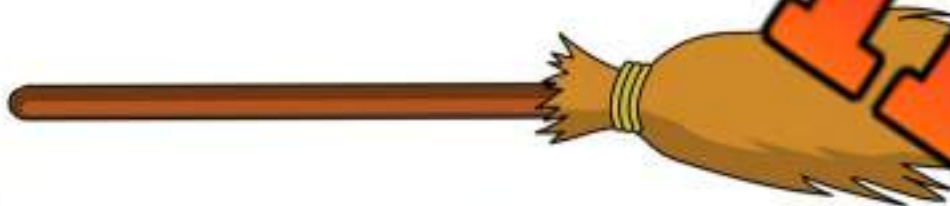
Measure the length of the objects below



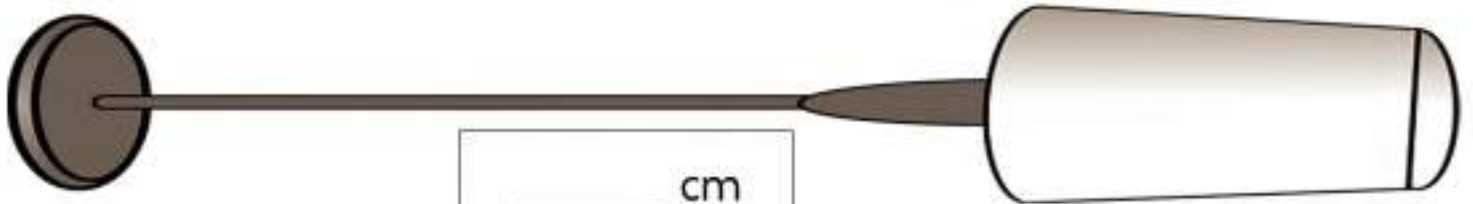
_____ cm



_____ cm



_____ cm



_____ cm



PREVIEW

Measuring Real-Life Objects

Questions

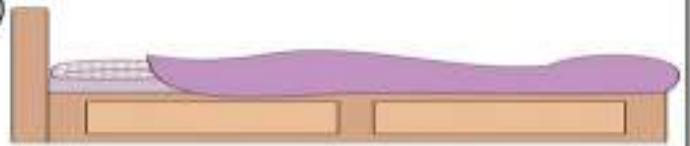
Measure the objects below using a ruler

1)



_____ cm

2)



_____ cm

3)



_____ cm

4)



_____ cm

5)



_____ cm

6)



_____ cm

7)



_____ cm

8)



_____ cm

PREVIEW

Estimating Length in CM**Questions**

Circle which length fits the description

1) A pencil

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



2) A computer

- a) 5cm
- b) 10cm
- c) 40cm
- d) 100cm



3) A car

- a) 50cm
- b) 100cm
- c) 500cm
- d) 900cm



4) A cup

- a) 3cm
- b) 10cm
- c) 50cm
- d) 100cm



5) A bottle

- a) 3cm
- b) 30cm
- c) 100cm
- d) 300cm



6) A remote control

- a) 5cm
- b) 10cm
- c) 100cm
- d) 500cm



7) An apple

- a) 1cm
- b) 30cm
- c) 10cm
- d) 100cm



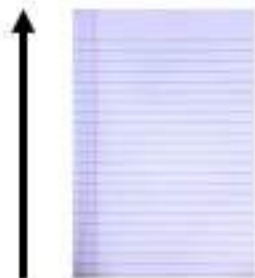
8) A paper clip

- a) 5cm
- b) 50cm
- c) 100cm
- d) 200cm



9) Piece of paper

- a) 5cm
- b) 15cm
- c) 50cm
- d) 100cm



10) A shoe

- a) 5cm
- b) 15cm
- c) 50cm
- d) 200cm



Measuring Length in CM

**Directions**

Use a ruler to measure the following things

Objects to Measure	Length in CM
1) The length of this paper	
2) The length of your foot/shoe	
3) The length of your hand (thumb to pinky)	
4) The length of your pencil	
5) The length of a marker	
6) The length of a paperclip	
7) The length of an eraser	
8) The height of a water bottle	
9) The length and width of a book	Length = Width =
10) The width of your desk or table	

Indigenous Methods For Measuring Length

Being able to measure lengths is very important. The Indigenous in Canada didn't use the metric system that we use today. Instead, they used their bodies to measure lengths.

Measuring was important when trading. A metre of cloth was not measured with a metre stick. Rather, the seller would extend their arm straight out in front of them. The distance from their nose to their fingers was considered a yard (close to a metre in the metric system).

To measure short distances, the Indigenous used one finger width, two finger widths, three finger width, four finger width, and palm width. To measure long distances, wingspan was used. Our wingspan is the length when our arms are out to our sides as far as possible. For even further distances, the Indigenous would use 'pacing.' This means they would count their steps. They might measure the distance from their longhouse to a river by counting 250 paces (steps).



One Finger



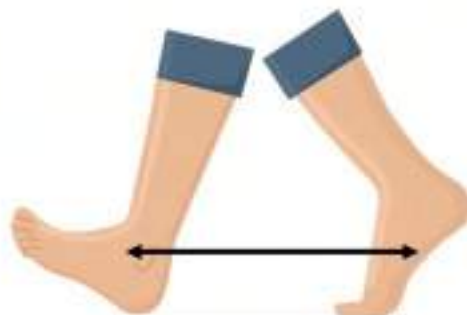
One Palm



One Span



One Great Span



One Pace



One Wingspan

Indigenous Methods For Measuring Length

Part 1

Measure the following using one finger

Objects to Measure	How Many Fingers
1) Length of your pencil	
2) Width of your wrist	
3) Width of a door in your class	
4) Length of your arm	

Part 2

Measure the following using palms

Objects to Measure	How Many Palms
1) Width of this page	
2) Height of this page	
3) Height of a water bottle	
4) Width of a computer screen	

Part 3

Measure the following using spans

Objects to Measure	How Many Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of your book bag	
4) Length of a friend's leg	

Indigenous Methods For Measuring Length

Part 1

Measure the following using great spans



Objects to Measure	How Many Great Spans
1) Height from the floor to your knee	
2) Length of one arm (from fingers to shoulder)	
3) Height of a book bag	
4) Length of a foot	

Part 2

Measure the following using paces



Objects to Measure	How Many Paces
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

Part 3

Measure the following using wingspans



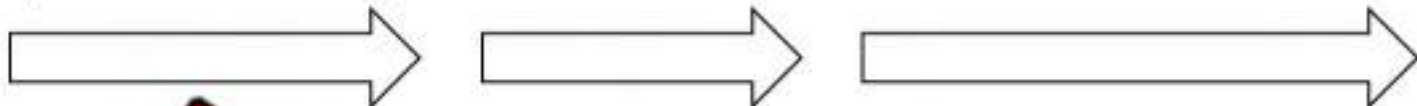
Objects to Measure	How Many Wingspans
1) Width of your classroom	
2) Depth of your classroom	
3) Width of a hallway	
4) Length of a hallway	

Measurement Unit Test

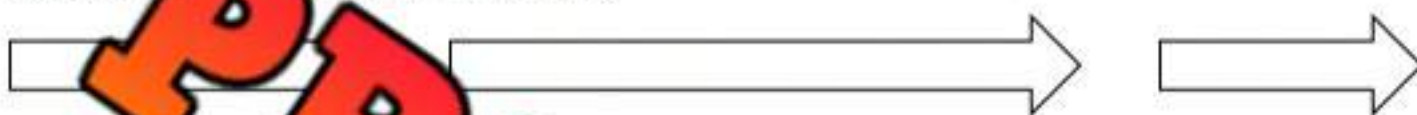
Part 1

Follow the instructions below

1) Colour the longest arrow






2) Colour the shortest arrow



Part 2

Write the standard unit you would use to measure

What You Are Measuring	Unit 1	Unit 2	Unit 3
			
1) The length of an orange	Paper Clip	Pencil	Wingspan
2) The width of a computer	Paper Clip	Pencil	Wingspan
3) The length of a bus	Paper Clip	Pencil	Wingspan

Part 3

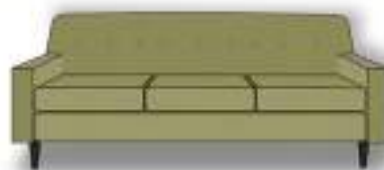
Measure the objects below using your fingertip

1)



Approximately _____ fingertips

2)



Approximately _____ fingertips

Part 4

Use a ruler to measure the lines below

1)



_____ cm

2)



_____ cm

3)



_____ cm

Part 5

Draw a line that is the correct length

1)

2 cm

2)

3 cm

3)

4 cm

Part 6

Use a ruler to measure the length of the objects below



_____ cm



_____ cm



_____ cm



_____ cm

Part 7

Circle which length fits the description

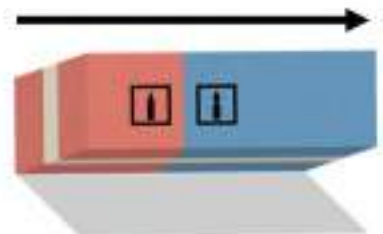
1) A ketchup bottle

- a) 5cm
- b) 30cm
- c) 100cm
- d) 200cm



2) An eraser

- a) 5cm
- b) 50cm
- c) 100cm
- d) 500cm





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 4 5

1 3 5 7 9

2 4 6 8 10

Number Patterns

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

28 33 38

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

15 25 35

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

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

1)	
2)	
3)	
4)	

Shape Bank:



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.

UTS6AU		MEDCEERB	
ROMNEBEV		RPEEBTSME	
RALPI		JYLU	
YUNAJAR		HMARC	
RCTBOEO		AMV	

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

Winter - December 21 to March 20

Spring - March 20 to June 20

Summer - June 20 to September 22

Autumn - September 22 to December 21



Workbook Preview





Grade 2 Patterns and Time



	Curriculum Expectations	Pages
P.1	<p>Students explain and analyze patterns in a variety of contexts.</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

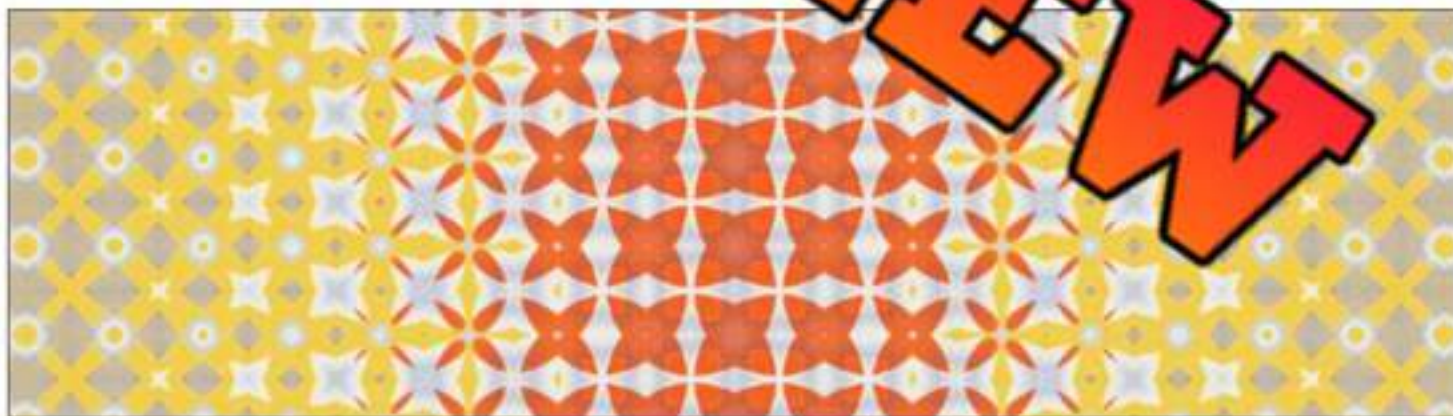
Describe the non-repeating patterns in the artwork



Shapes

Size of
Shapes

Co



Shapes

Colour

Non-Repeating Patterns In Nature

Questions

Describe the non-repeating patterns in nature



Shapes



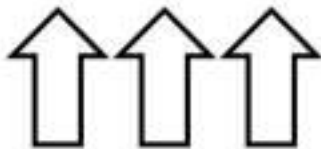

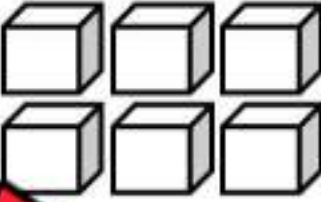


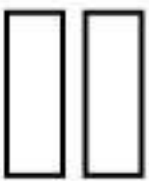
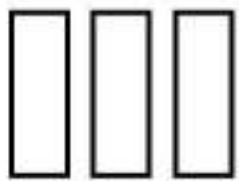

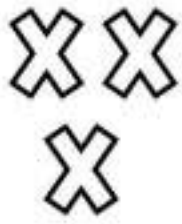

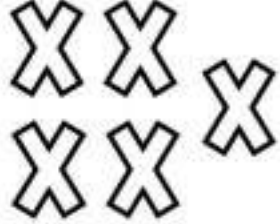



Size of
Shapes

Shapes	
Size of Shapes	
Colour	



Growing Patterns - Shapes**Questions**

Draw the shapes in the last column

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

Growing Patterns - Shapes**Questions**

Draw the last part of the pattern

1)



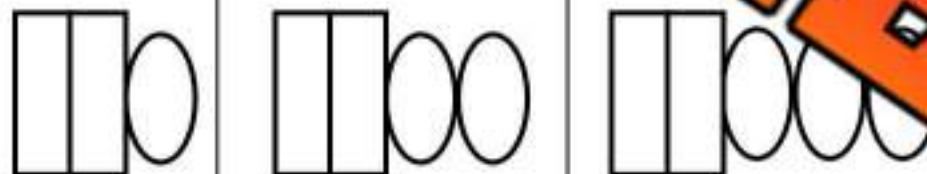
2)



3)



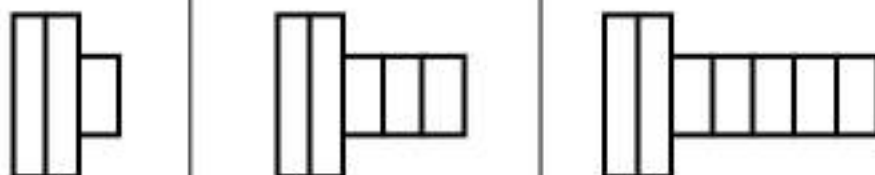
4)



5)



6)



Growing Patterns

Questions

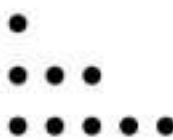
Draw the next line of the increasing pattern

1) Draw the next line in the pattern.



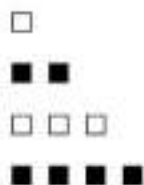
Answer

2) Draw the next line in the pattern.



Answer

3) Draw the next line in the pattern.



4) Draw the next line in the pattern.



Answer

5) Draw the next line in the pattern.

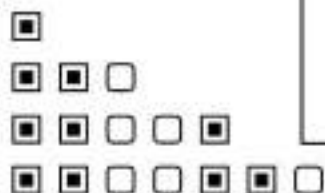


Answer

6) Draw the next line in the pattern.

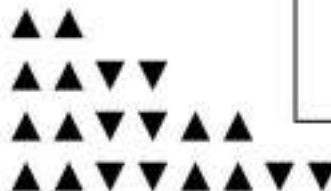


7) Draw the next line in the pattern.



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: _____

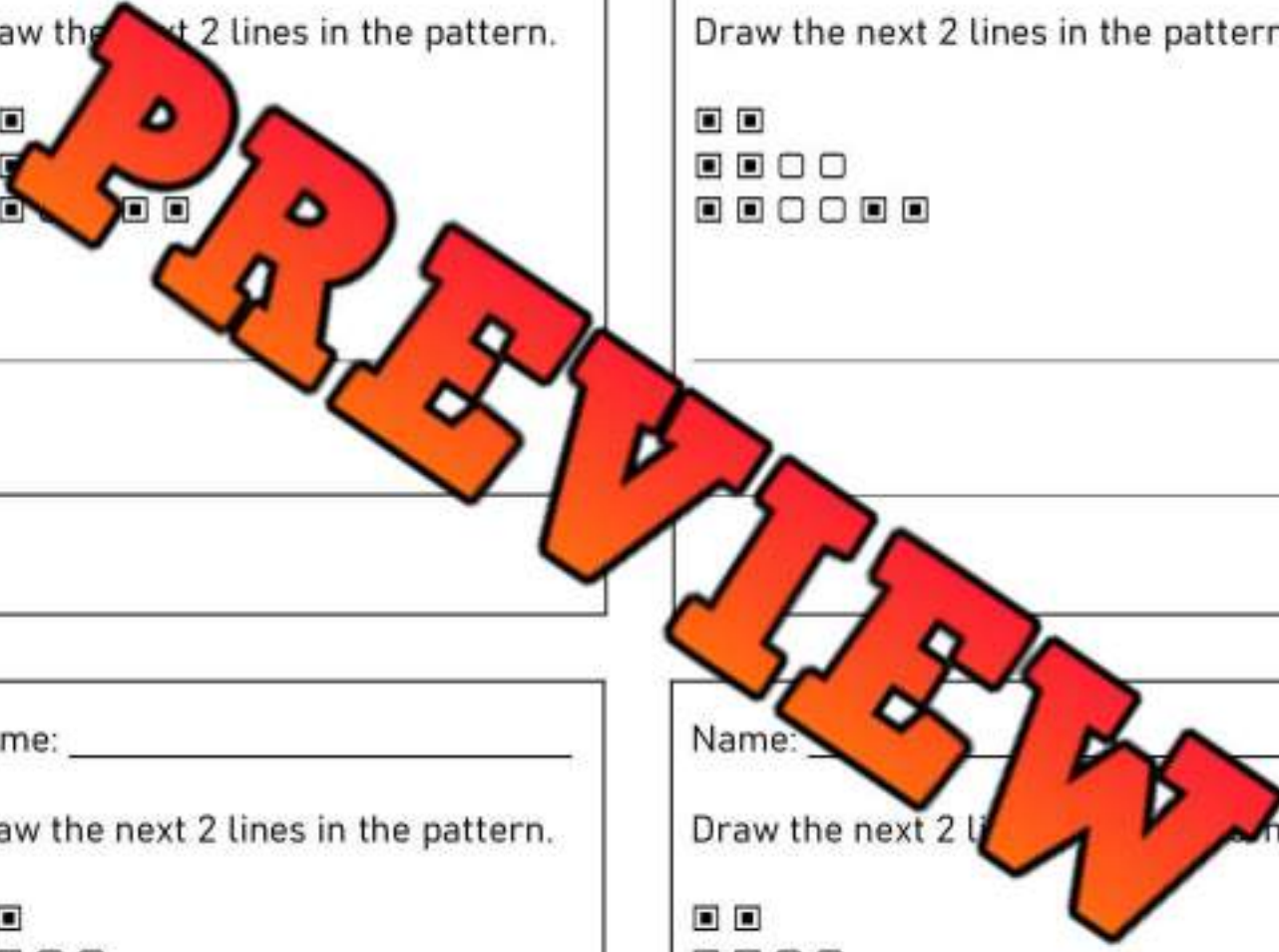
Draw the next 2 lines in the pattern.

■ ■
■ ■ □ □
■ ■ □ □ ■ ■

Name: _____

Draw the next 2 lines in the pattern.

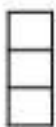
■ ■
■ ■ □ □
■ ■ □ □ ■ ■



Increasing Patterns - Shapes

Directions

Shade in the blocks that were added to the pattern



1) Figure 1

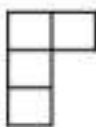


Figure 2

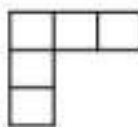


Figure 3

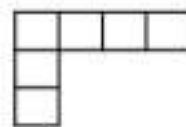


Figure 4



2) Figure 1

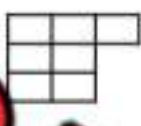


Figure 2

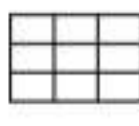


Figure 3

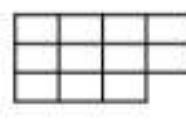
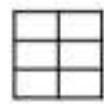


Figure 4



3) Figure 1



Figure 2

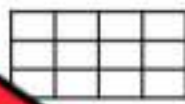


Figure 3

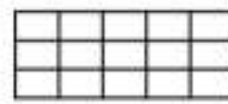


Figure 4



4) Figure 1



Figure 2



Figure 3

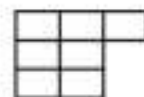


Figure 4



5) Figure 1



Figure 2



Figure 3



Figure 4



6) Figure 1



Figure 2

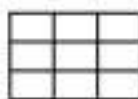


Figure 3

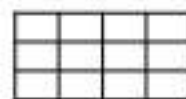


Figure 4



7) Figure 1



Figure 2



Figure 3

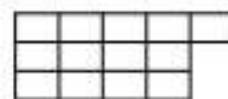

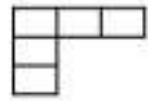
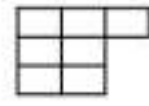


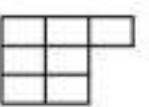




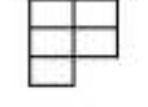
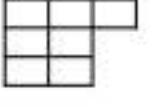
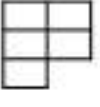
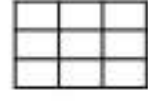
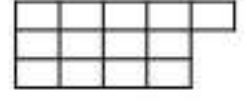


Figure 4

Increasing Patterns - Shapes

Directions


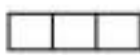
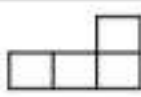
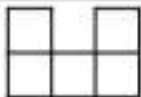



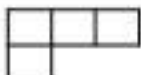


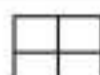





Write how many blocks are below. Then continue the pattern

1)				
2)				
3)				
4)				
5)				

Creating Increasing Patterns With Squares


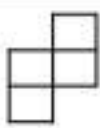

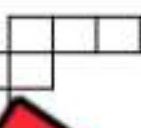

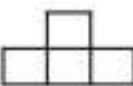
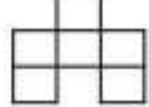

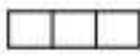
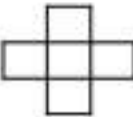
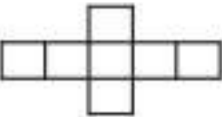
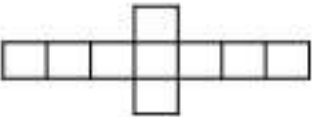

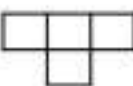
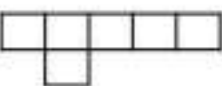
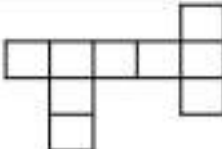
Part 1

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

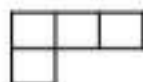


1) Figure 1

Figure 2

Figure 3

Figure 4

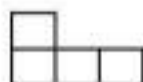


2) Figure 1

Figure 2

Figure 3

Figure 4



3) Figure 1

Figure 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

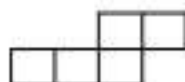


1) Figure 1

Figure 2

Figure 3

Figure 4

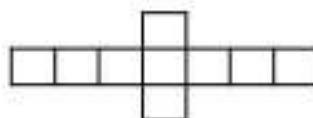
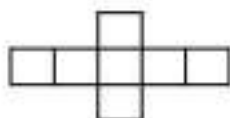
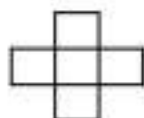


2) Figure 1

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?

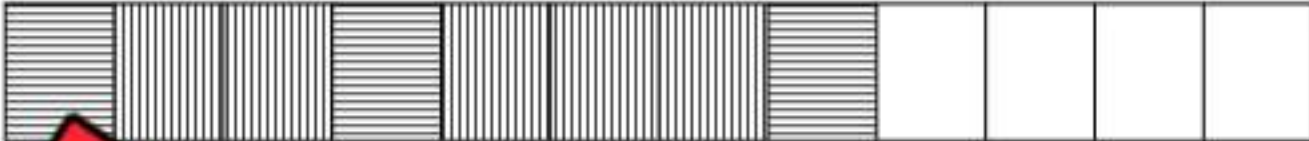


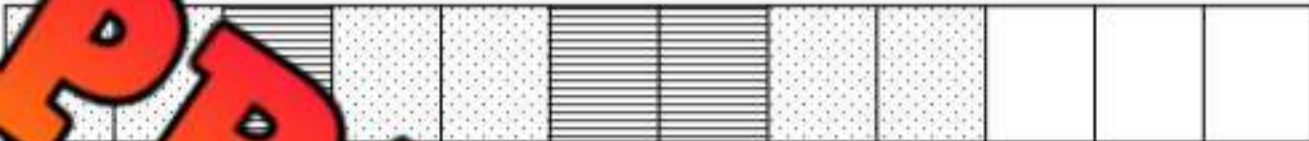
2) Are the elements increasing in number?

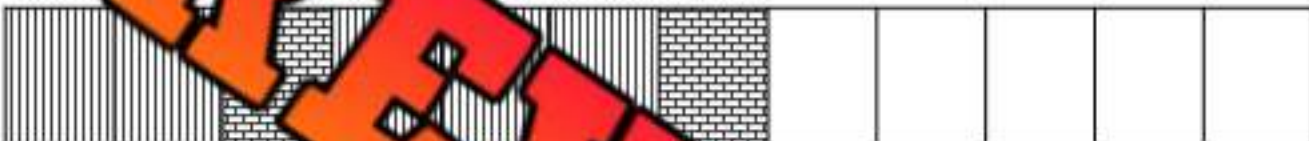
Increasing Patterns - Beading


Questions


Draw the remaining patterns on the bracelets

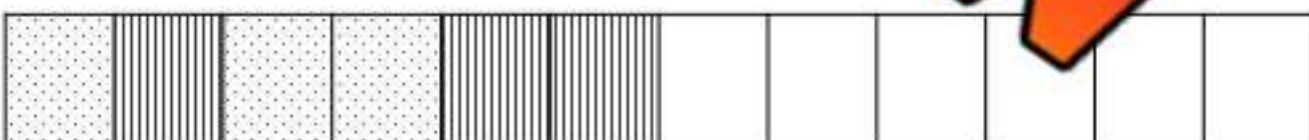
1) 

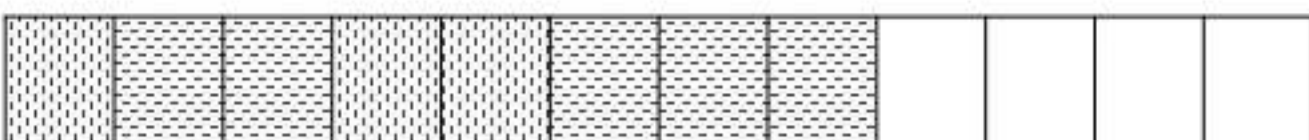
2) 

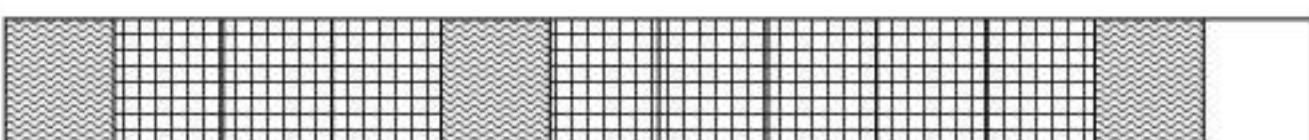
3) 

4) 

5) 

6) 

7) 

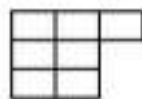
8) 

PREVIEW

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

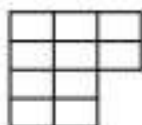
_____ / _____ / _____



3) Figure 1 Figure 2 Figure 3

Numerical Sequence

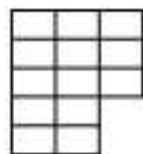
_____ / _____ / _____



4) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____ / _____ / _____



5) Figure 1 Figure 2 Figure 3

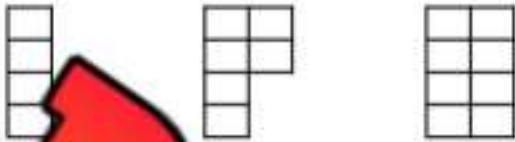
Numerical Sequence

_____ / _____ / _____

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

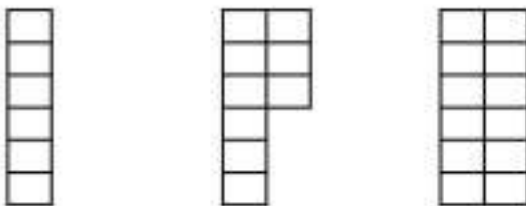
Figure 2

Figure 3

Figure 4

Numerical
Sequence

____ / ____ / ____ / ____



3) Figure 1

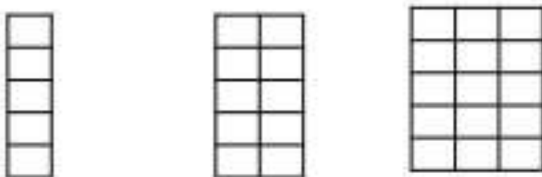
Figure 2

Figure 3

Figure 4

Numerical
Sequence

____ / ____ / ____ / ____



4) Figure 1

Figure 2

Figure 3

Figure 4

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 colored 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 various 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: _____

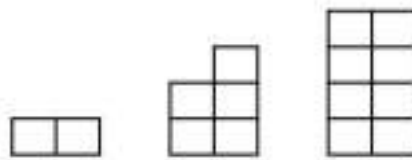
a) Draw the next figure.



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

Name: _____

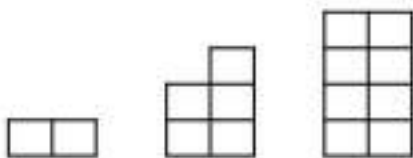
a) Draw the next figure.



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

Name: _____

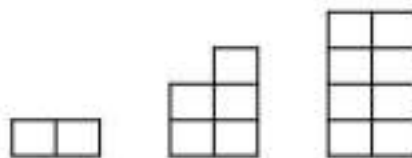
a) Draw the next figure.



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			24	25	26	27	28	29	30	
31				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	

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. 

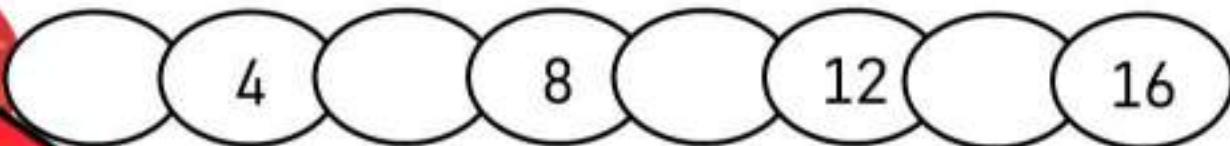
PREVIEW

Number Patterns – 2s, 5s, 10s

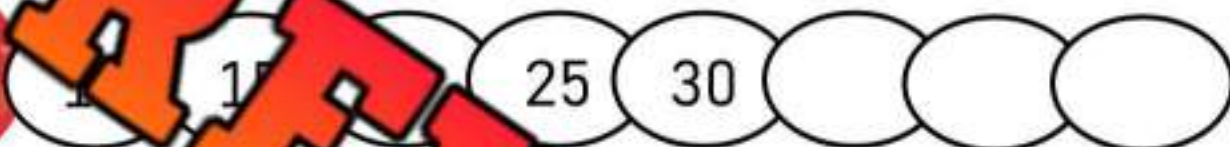
Questions

Fill in the blanks below

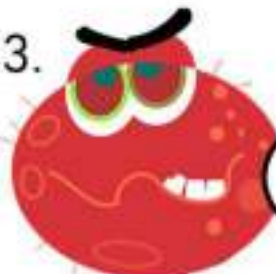
1.



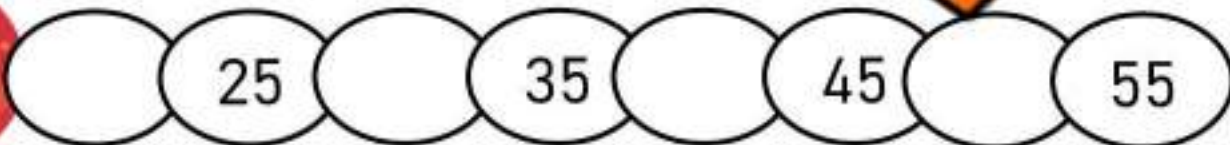
2.



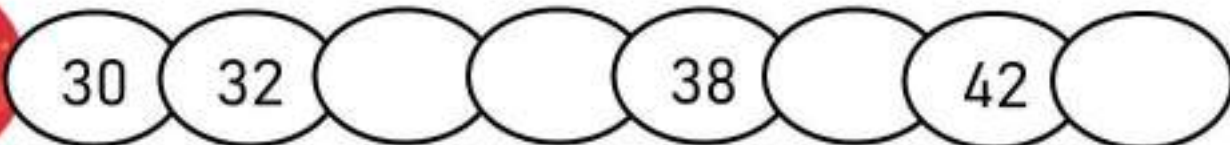
3.



4.



5.



Name: _____

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Curriculum Connection
P.1

Number Patterns – 2s

Questions

Fill in the blanks below

1.



2.



3.



4.



5.



PREVIEW

Number Patterns – 5s**Questions**

Fill in the blanks below

1.



2.



3.



4.



5.



Number Patterns – 10s

Questions

Fill in the blanks below

1.



2.



3.



4.



5.



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 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
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)

●	●	●	●	

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●				

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●	●			

2)

●				

●	●	●	●	●

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●	●			

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●	●	●	●	

3)

●	●	●	●	

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4)

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●	●			

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5)

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●	●			

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●	●	●	●	

6)

●	●	●	●	●
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●				

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●	●	●		

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7)

●	●	●	●	

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●	●	●		

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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 number of pizzas 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?

PREVIEW



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?

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 (or use a smartphone)
- Index cards
- Markers
- Small prizes or rewards (optional)
- 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.

Instructions

Cut out the cards below

1) 2, 4, 6

_____, _____, _____

2) 5, 10, 15

_____, _____, _____

3) () 1, 3

_____, _____, _____

4) (Add 5) 20, 25, 30

_____, _____, _____

5) 30, 25, 20

_____, _____, _____

6) 5, 4, 3

_____, _____, _____

7) Start at 4, add 4 each time.

_____, _____, _____

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

_____, _____, _____

PREVIEW

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, 7

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 in a game are 10, 15, 20 points each round. What are the scores after 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?

Repeating Patterns - Fingers

Questions

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

									
A			C	A	B	B	C		
									
									
									
									
									

Repeating Patterns

Questions

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

									
A	B		A	A	A	B	A		
									
									
									
									
									

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.

Reflection

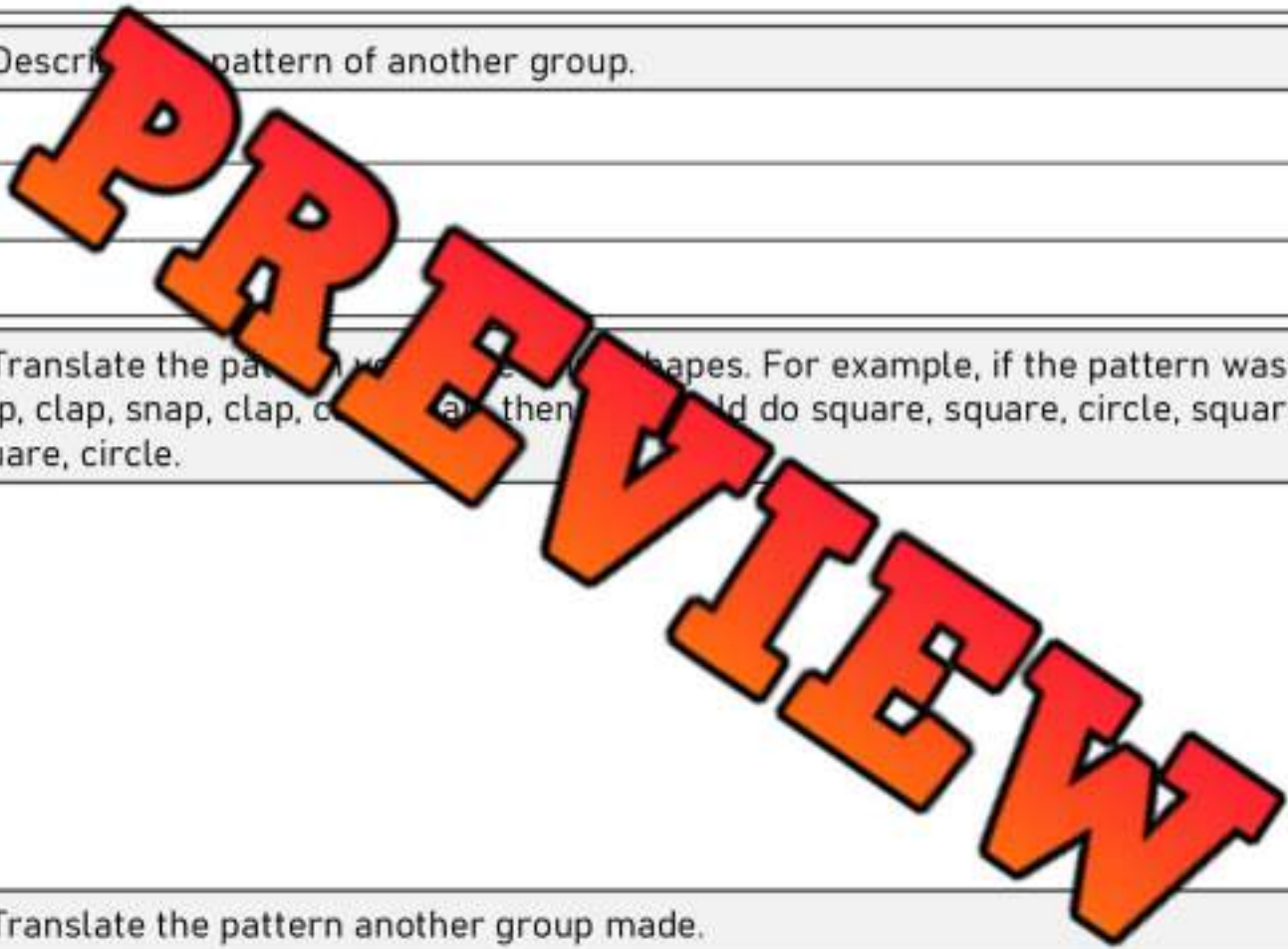
Answer the questions below.

1) Describe your pattern below.

2) Describe the pattern of another group.

3) Translate the pattern into shapes. For example, if the pattern was clap, clap, snap, clap, clap, then you could do square, square, circle, square, square, circle.

4) Translate the pattern another group made.



Repeating A/B Patterns

Questions

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

A			D	A	A	B	C	D	A

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



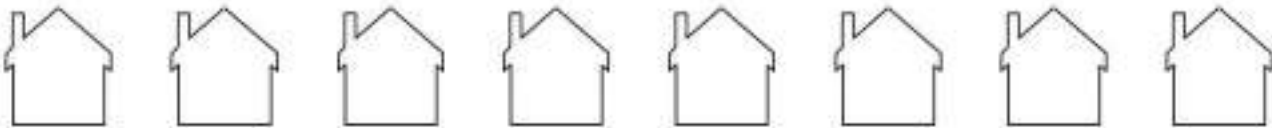
2)
A A B C A A B C A

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)	

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 four have different textures: a grid, a dotted pattern, a stippled pattern, and a dotted pattern. The last four are empty circles.

Row 3: A sequence of 6 triangles. The first four have different textures: a grid, a dotted pattern, a stippled pattern, and a dotted pattern. The last two are empty triangles.

Row 4: A sequence of 6 hearts. The first four have different textures: horizontal lines, a grid, vertical lines, and a grid. The last two are empty hearts.

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

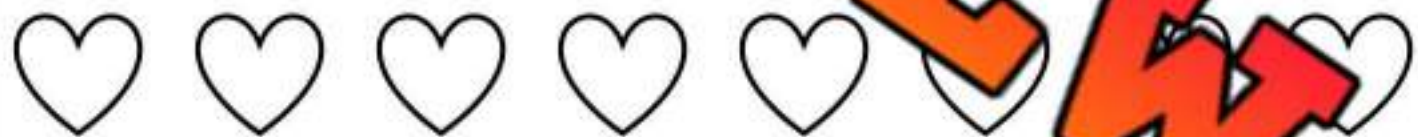
Row 6: A sequence of 9 parallelograms. The first six have different textures: vertical lines, horizontal lines, diagonal lines, vertical lines, horizontal lines, and diagonal lines. The last three are empty parallelograms.

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

Row 2:

Row 3:

Row 4:

Part 2 Create a repeating pattern by colouring in the shapes. Label the colours underneath

Row 1: Red Blue Green Red Blue Green

Row 2: _____

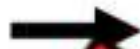
Row 3: _____

Row 4: _____

Creating Repeating Patterns – Changing Directions**Questions**

Use the shapes to create a pattern with changing directions

1)



2)



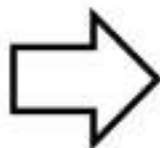
3)



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)					P		R		S				P		R		S
3)	S		N		E					E			S		N		
4)	E			L		P		E						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, 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, _____

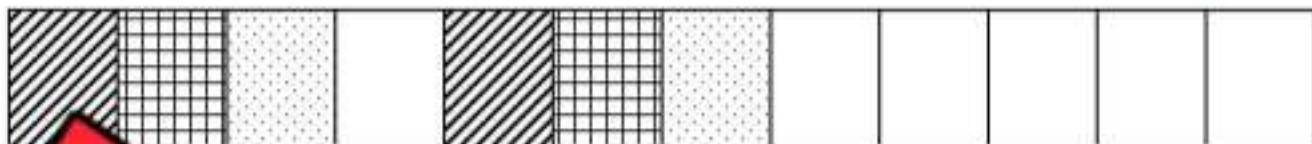
4) J, K, J, _____, K, J, K, J, _____, _____, _____

Repeating Patterns - Bracelets

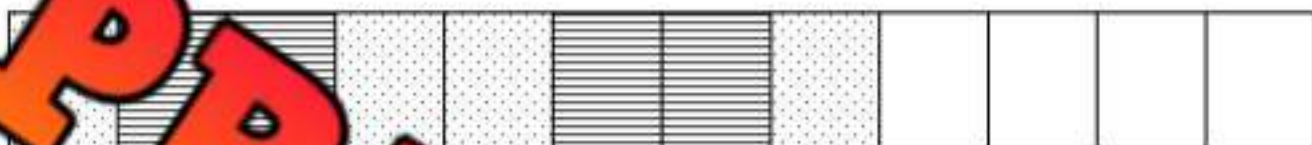
**Questions**

Draw the repeating patterns on the bracelets

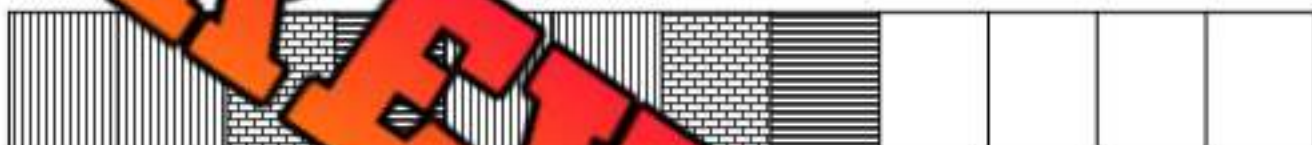
1)



2)



3)



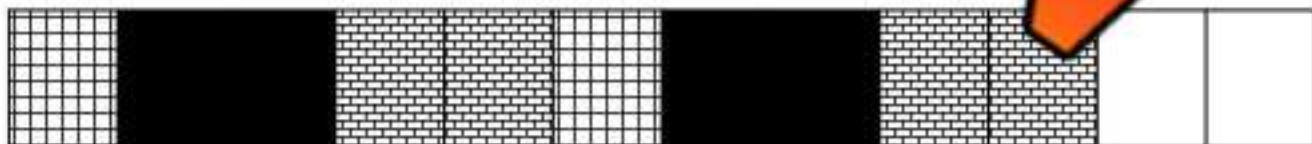
4)



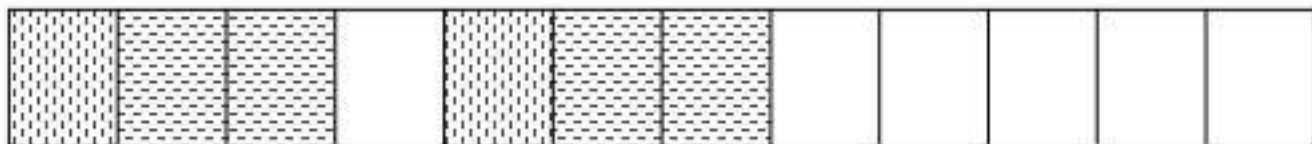
5)



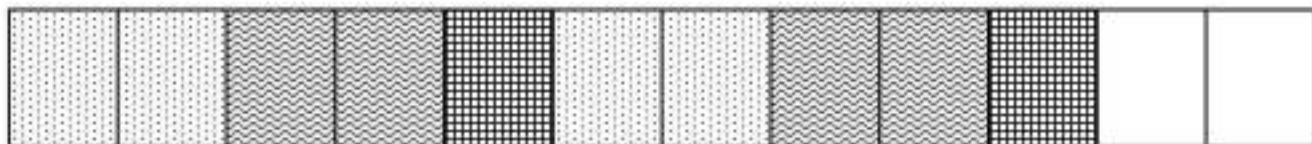
6)



7)



8)



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, 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, 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




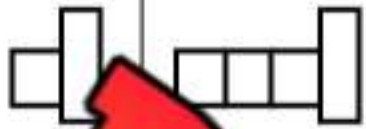

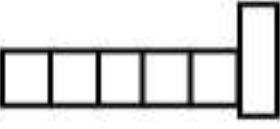


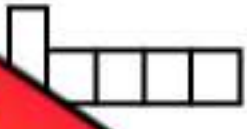



Part 3

Circle the pattern core and label



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

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	3 blinks
Putting on a jacket	
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	

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 bathroom break 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

PREVIEW

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

None, 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

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	 2 hockey games
Driving to the Rm	
Playing a round of	
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 discussing 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?

PREVIEW

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?

Days of the Week- Questions

Questions

Answer the questions below

1) What two days start with the letter s ?

Days of
the
Week



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?



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
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
	17	18	19	20	21	22
	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

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	

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



6) Which month does school end?

7) Which months are 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?

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	56
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 5 weeks. How many days 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 3 weeks and 6 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 27th. How many weeks until Stevie's birthday?



3) The date is Sunday, September 3rd. Rory starts basketball on Sunday, September 10th. 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. School starts on Thursday, June 29th. How many more weeks until school starts?



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 3 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
7	1
14	2
21	3
28	4
35	5
42	6
49	7
56	8
63	9
70	10

Weeks	Months
4	1
8	2
12	3
16	4
20	5
24	6
28	7
32	8
36	9
40	10

Months	Years
12	1
24	2
36	3
48	4
60	5
72	6
84	7
96	8
108	9
120	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?

Seasons of
the Year



2) Which season is the warmest?

6) Which season comes after fall?

3) What are the 4 seasons?

7) Which season comes after spring?

8) Write down your least favourite 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
11	12	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 count. The community would get together near the end of each year to discuss the important things 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 as a medicine man	D
5) We made a trade agreement with the Dene First Nation	E
6) A group of soldiers attacked us with guns	F
7) Whooping cough was real	G
8) We hunted a lot of deer for the people	H

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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Curriculum Connection
T.1

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: _____

149

Curriculum Connection
T.1

My Personal Winter Count

Directions

Draw the pictures below on the buffalo hide

PREVIEW

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"/>		

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	_____ week
b) Length of time we go to school – September to June	_____
c) How long it takes to graduate from high school	_____
d) How long the summer season is	_____
e) How long winter break is	_____

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) 10 days 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?



Google Slides Lessons Preview





Alberta Math Curriculum Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to count to 1000 by 1s, 2s, 50s, 100s, and 200s using different tools and strategies so we can understand patterns in numbers and improve our counting skills.

Discussion Questions

- 1) What are some things in our world that we need to count? Can you think of big numbers we use every day?
- 2) If you had to count to 1000, what would be the fastest way to do it? Would you count by 1s, 2s, or something bigger?
- 3) Imagine you are a store owner. What numbers would you use to count your money or items on the shelves? How would you make counting faster?

Counting Within 1000 By 1s

Complete the counting from 234 to 252 by 1s.

Start	233	234				
				237		
	241					End
						252
	245					249

1 2 3 4 5
6 7 8 9 0

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card: Word Problem

The population of a village is 442.

- a) How many hundreds of people live there?
- b) How many tens of people live there?
- c) How many ones of people live there?



Alberta Math Curriculum Number Unit – Grade 2

Written Form

Match the written forms with their correct standard forms.

One hundred ninety-seven	32
Eighty-eight	154
One hundred fifty-four	197
Thirty-two	176
One hundred seventy-six	88

Placeholder

What is the written form of these numbers?

Place a checkmark in the "B" column if Bella's answer is right and in the "T" column if Terry's answer is right.

Number	Bella's Answer		Terry's Answer	
	B	T	B	T
103	One hundred thirty		One hundred, three	
24	Twenty-four		Forty-two	
160	One hundred, six		One hundred sixty	
173	One hundred thirty-seven		One hundred seventy-three	
95	Ninety		Ninety-five	
200	Two hundred		Twenty	

Even or Odd?

Count the objects and circle if its even or odd.

	Count	
	Even	Odd
	Count	
	Even	Odd
	Count	
	Even	Odd
	Count	
	Even	Odd



Alberta Math Curriculum Number Unit – Grade 2

Equal Sharing – Word Problem

a) How many cupcakes are there in total?

b) Jake and Ava want to share the cupcakes equally. How many cupcakes will each get?

c) Now, three more friends join in—Jake, Ava, Noah, Emma, and Liam—how many cupcakes will each friend get?

Jake	Ava	Noah	Emma	Liam

Com

Write a number

#	Number 1	Sign	Number 2
1	105		
2			142
3	56		
4	83		
5			131
6	190		

7			
8			137
9			106
10			
11			122
12	192		

Estimate: About _____ pieces Actual: There are _____ pieces	Estimate: About _____ pieces Actual: There are _____ pieces	Estimate: About _____ pieces Actual: There are _____ pieces



Workbook Preview





Grade 2
Strand: Number



	Curriculum Expectations	Pages
N.1	<p><u>Students analyze quantity to 1000.</u></p> <ul style="list-style-type: none">▪ Represent quantities using words and natural numbers.▪ Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.▪ Relate a number, including zero, to its position on the number line.▪ Decompose quantities into groups of 100s, 10s, and 1s.▪ Count within 1000, forward and backward by 1s, starting at any number.▪ Skip count by 20s, 25s, or 50s, starting at 0.▪ Skip count by 2s and 10s, starting at any number.▪ Determine the value of a collection of coins or bills of the same denomination by skip counting.▪ Model even and odd quantities by sharing and grouping.▪ Describe a quantity as even or odd.	6 - 103
<p>Preview of 120 pages from this product that contains 456 pages total.</p>		
N.2	<ul style="list-style-type: none">▪ Recall and apply addition number facts, with addends to 10, and related subtraction number facts.▪ Investigate strategies for addition and subtraction of two-digit numbers.▪ Add and subtract numbers within 100.▪ Verify a sum or difference using inverse operations.▪ Determine a missing quantity in a sum or difference, within 100, in a variety of ways.▪ Solve problems using addition and subtraction of countable quantities or measurable lengths.	105 - 223
N.3	<p><u>Students interpret part-whole relationships using unit fractions.</u></p> <ul style="list-style-type: none">▪ Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts.▪ Compare different unit fractions of the same whole, limited to denominators of 10 or less.▪ Compare the same unit fractions of different wholes, limited to denominators of 10 or less.▪ Model one whole, using a given unit fraction, limited to denominators of 10 or less.	225 - 246



100

N.1
Students analyze quantity
to 1000.



100

Name: _____

7

Curriculum Connection
N.1

Counting Within 1000, By 1s



Part 1

Count forward by 1s within 1000

1)	15	16			19			22		
2)	18			185				189		
3)	338	339			342		344			
4)	791		792			796			799	
5)	925	926				931			933	

Part 2

Count backward by 1s within 1000

1)	15	14			11					
2)	225			223			220			217
3)	362	361				358			355	
4)	605				602		600		598	
5)	938					934			931	930

Name: _____

10

Count Backwards By 2s From 100

Directions

Count by 2s backwards from 100



100		94			88			82
	62							
					74			78
58								
		52			46			40
		20				28		34
12		8						0



Count by 10's Starting with Different Numbers**Part 1**

Count forwards by 10s to 100 starting with different numbers

1)	1	11				51				
2)		26		46			76			
3)	4		34		54					94
4)	8							88		
5)	7	17								

Part 2

Count by 10s backwards starting with different numbers

1)	93	83				53				
2)	95		75				35			
3)	92			62		42				
4)	99				59			29		
5)	100		80				40			

Exit Cards

Cut Out

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

Name: _____

Count by 5s forwards.

25

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 5s forwards.

25

30

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 1s forwards.

877

878

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

Count by 1s forwards.

877

878

Count by 5s backwards.

45

Count by 10s forwards.

67

77

Count by 10s backwards.

83

73

Name: _____

18

Curriculum Connection
N.1

Counting by 20s

Part 1

Count by 20s

		180		220		
20				260		380
60		100		300		340

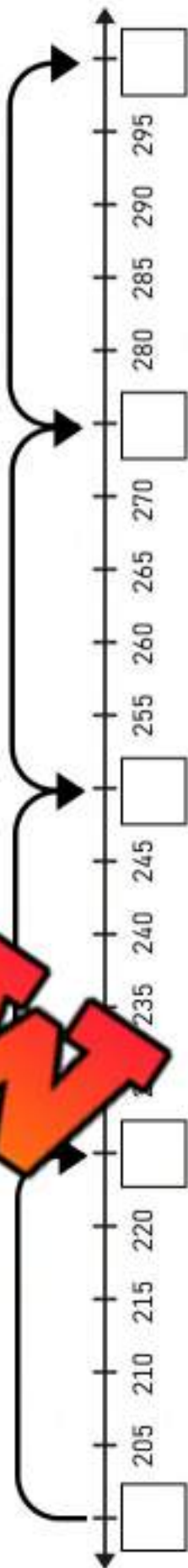
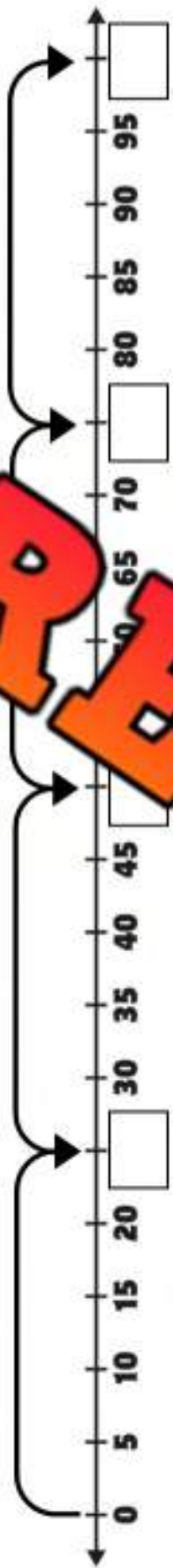
Part 2

Fill in the blanks counting by 20

1)	0	20		60		
2)	100		140			
3)	500				580	
4)	900					

Counting By 25s

Name: _____



PREVIEW

Name: _____

21

Counting By 50s



Part 1

Count by 50's to 200



50

150



Part 2

Count by 50's to 200 using the number line



Part 3

Fill in the blank by counting by 50's

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

Part 4

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

Counting By 25, 50, & 100

Part 1

Count by 25 starting at different numbers

1)	0	25	50					175
2)	2	225	250					375
3)	50	600						725

Part 2

Count by 50 starting at different numbers

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



Part 3

Count by 100 starting at different numbers

1)	100	200	300	400					900
2)	50	150	250	350					850
3)	77	177	277	377					877

Name: _____

24

Curriculum Connection
N.1

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7



Part 1

Fill in the place value charts below

	Hundreds	Tens	Ones
1) 2			
2) 341			
3) 517			
4) 823			
5) 659			
6) 142			

Part 2

Which place value is the underlined number?

1) 3 <u>7</u> 5 Tens	2) 18 <u>4</u> _____	3) 2 <u>1</u> 8 _____
4) 8 <u>3</u> 2 _____	5) 2 <u>8</u> 9 _____	6) 9 <u>6</u> 2 _____
7) <u>9</u> 2 _____	8) 5 <u>5</u> 4 _____	9) 90 <u>3</u> _____

Skip Counting - Base Ten Blocks

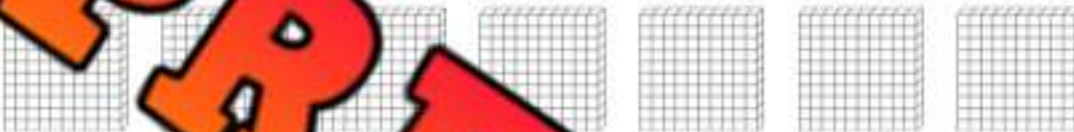
Questions

How many blocks do you count?

1)



2)



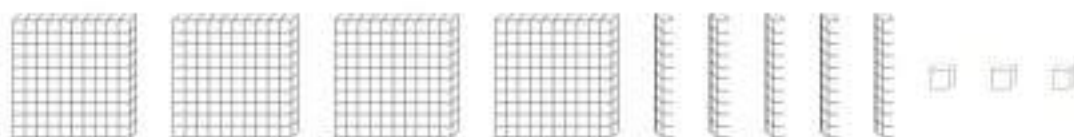
3)



4)



5)

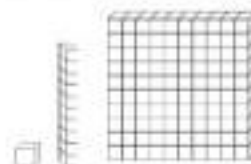


6)



Base Ten Block – Challenge**Instructions**

Solve the problem



Sam and Dan are arguing over who has more blocks. Sam has 5 hundreds blocks, 2 tens blocks, and 2 ones blocks. Dan has 4 hundreds blocks, 7 tens blocks, and 8 ones blocks.

Dan thinks _____ because he has more blocks, his total blocks are more than Sam's.

Who has more blocks? Show your work below.

Sam's Blocks: _____

Dan's Blocks: _____

Who has more blocks? _____

Bonus:

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

Answer: _____

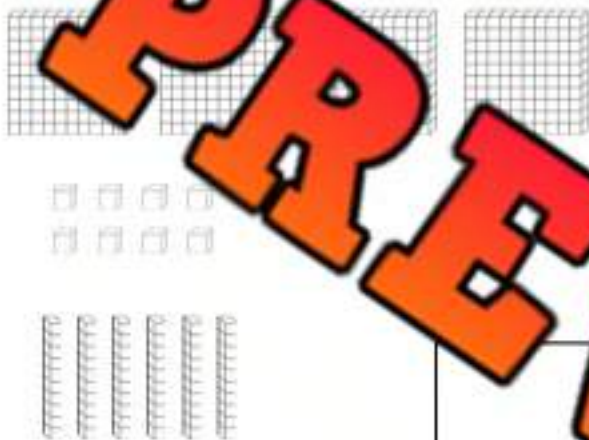
Exit Cards

Cut Out

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

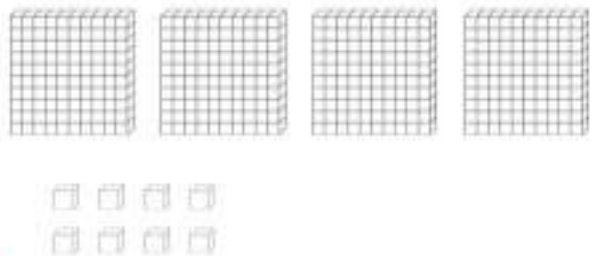
Name: _____

What is the value represented by the base ten blocks?



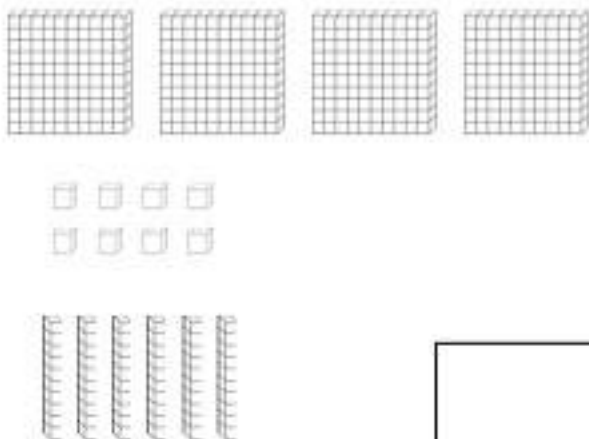
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____

30

Title: "Artistic Numbers Parking Lot"

Objective

What are we learning about?

To deepen students' understanding of place values and the base ten system, students will creatively draw and organize a parking lot on paper that visually represents a number between 1 and 1000, using vehicles as symbols for different place values.

Materials

What you will need for the activity.

- White paper (one per student)
- Crayons, markers, or colored pencils
- Rulers for drawing straight lines
- Reference chart to use for their values (units = cars, rods = buses, flats = trucks)



Instructions

How you will complete the activity.

1. Provide each student with a sheet of white paper, a marker, and a ruler.
2. Allow students to pick their own number between 1 and 1000. Encourage them to choose a number that they find interesting or meaningful.
3. Explain the correlation between place values and vehicles: units are represented as cars, rods as buses, and flats as trucks. If a student chooses a number like 234, they would draw 2 trucks, 3 buses, and 4 cars.
4. Instruct students to use their rulers to draw the layout of their parking lot on the paper, dividing it into sections for cars, buses, and trucks.
5. Students then draw the appropriate number of each vehicle in the respective sections, creatively designing their parking lot while ensuring the number of vehicles matches their chosen number's place values.
6. After the drawings are completed, students label each section of their parking lot with the number of vehicles it contains, reinforcing their understanding of place values.

Name: _____

PREVIEW

Name: _____

32

Expanded Form

18 ← Standard Form
 10 + 8 ← Expanded Form

**Part 1**

What is the standard form of the numbers below?

1) $400 + 3$ _____	2) $200 + 70 + 9$ _____	3) $100 + 50 + 2$ _____
4) $800 + 7 + 5$ _____	5) $700 + 20 + 4$ _____	6) $600 + 40 + 3$ _____
7) $80 + 2$ _____	8) $50 + 3$ _____	9) $3000 + 500 + 70 + 2$ _____

Part 2

What is the expanded form of the number below?

1) 545 _____	2) 500 + 40 + 5 _____
3) 804 _____	4) 739 _____
5) 926 _____	6) 3 246 _____

Part 3

Fill in the blanks with the missing number

1) $453 = 400 + \underline{\quad} + 3$	2) $309 = \underline{\quad} + 0 + 9$
3) $563 = 500 + 60 + \underline{\quad}$	4) $2460 = \underline{\quad} + 400 + \underline{\quad} + 0$

Written Form

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

Part 1 Write the number and the written form of the written words below

1) Two hundred, thirty-six	2) Four hundred, sixty-three
3) Seven hundred, fifteen	4) Six hundred, twenty-eight
5) Three hundred, forty-nine	6) One hundred, twenty

Part 2 Write the written form of the numbers below

134	
362	
631	
923	
206	

Zero As Placeholder

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

Part 1 Grayson finished his homework. Find his errors and correct them.

Question	Grayson's Answer	Correct Answer
1) Seven hundred, two		
2) Eight hundred, twenty		
3) Five hundred, four	54	
4) Nine hundred, eight	9	
5) Two hundred, one	221	
6) Six hundred, seven	67	
7) One hundred, one	111	
8) Three hundred, five	350	

Part 2

What is wrong with Grayson's answer below? Explain

Question	Grayson's Answer	Why is Grayson's answer wrong?
Four hundred, four	44	_____

Help Roger Decompose Numbers

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



Part 1

Fill in the missing number

First Number	Roger's Number	Missing Number
	14	110
237	7	230
108	8	
253		
186		
290	250	
272	12	
350	330	

Part 2







Can you decompose the number a different way than Roger

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

Skip Counting – Money – Base Ten

Questions

Count the money below

Questions	Answers
1) 	
2) 	
3) 	
4) 	
5) 	
6) 	

Place Value – Number Breakdown

Questions

Fill in the blanks below

Number Breakdown

782

		0

 Write the value of the underlined digit
(Hundreds, Tens, or Ones)

1) 782 = _____

2) 782 = _____

3) 782 = _____

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

782, _____, 784, _____

Fill in the pattern below

782, _____, 802, 812, _____

Fill in the pattern below

482, 582, _____, 782, _____

Compare using <, >, or =

782

795

782

+ 10

315

782

782

+ 100

782

782

782

- 100

325

782

782

- 10

237

782

782

+ 1

Place Value Quiz

Part 1

Fill in the place value charts below.

236		
Hun	Tens	Ones

363		
Hun	Tens	Ones

1000			
Thou	Hun	Tens	Ones

Part 2

Which place value is the underlined number?

1) 135

3) 115

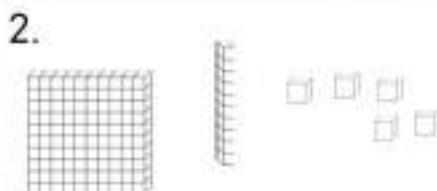
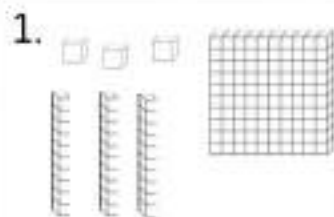
4) 331

5) 36

6) 414

Part 3

How many blocks do you see?



Part 4

What is the standard form of the numbers below?

1) $400 + 20 + 2$

2) $800 + 30 + 6$

3) $200 + 2$

Part 5

What is the expanded form of the numbers below?

Question	Answer
1) 775	
2) 593	
3) 421	
4) 309	

Part 6

Write the standard form of the written words below

	Answer
1) Two hundred thirty	
2) One hundred	

Part 7

Write the written form of the numbers below

Question	Answer
1) 234	
2) 617	

Part 8

Solve the riddles

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

Even and Odd Numbers

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

Even Numbers: 2, 4, 6, 8, 10...

Odd Numbers: 1, 3, 5, 7, 9...

Directions

Colour only the even numbers

PREVIEW

3 18 4
7 16 71 12 24
7 9 6
36 76 14 5
13 88 17 62
41 48 55
38 35 11 49 22 58

Exit Cards

Cut Out

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Even and Odd

Part 1

Write even numbers in the stars below



PREVIEW



_____ STARS

Part 2

Write odd numbers in the stars below



_____ ODD STARS

Name: _____

55

Activity Title: Odd and Even Number Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Colored paper and index cards
- Marker
- Tape or chalk
- Large open space (inside or outside)

Even

96

Odd

88

Instructions

How you will complete the activity.

1. Cut out the index cards provided
2. Use tape or chalk to create two large circles on the floor or wall, labeling one "Odd" and the other "Even."
3. Spread the numbered cards randomly around the room or outside space.
4. Divide the students into small groups.
5. On your signal, students search for numbered cards and decide if the number is odd or even.
6. Students then run to the appropriate circle and place their card in it.
7. After all cards are placed, gather the students and review each number, asking if it's odd or even and why.
8. Discuss patterns in odd and even numbers (e.g., even numbers end in 0, 2, 4, 6, 8; odd numbers end in 1, 3, 5, 7, 9).

Name: _____

Labels

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

PODD
PREVIEW
EVER

Name: _____

57

Curriculum Connection
N.1

Index Cards

Cut out the index cards below

57

11

83

35

49

14

92

23

78

64

5

88

PREVIEW

Name: _____

62

Curriculum Connection
N.1

Index Cards

Cut out the index cards below

29

99

7

68

33

54

25

86

42

91

32


61


PREVIEW


Partitioning Even Quantities


Instructions

Circle the objects to put them into two groups.
How many are in each group? Are there any left over?

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

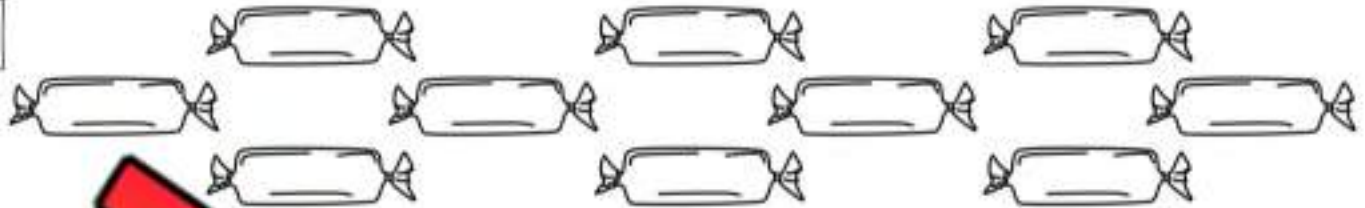
Objects	Questions	
	How many objects are there?	
	How many are in each group?	
	Are there any left over?	

Sharing

Sharing

Answer the questions below

1)



a) How many candies are there?

b) Sam and Jo want to share the candies equally. How many candies will each of them get?

c) Oh no, now more friends want to share the candies. If there are 5 friends total, how many candies will each friend get?

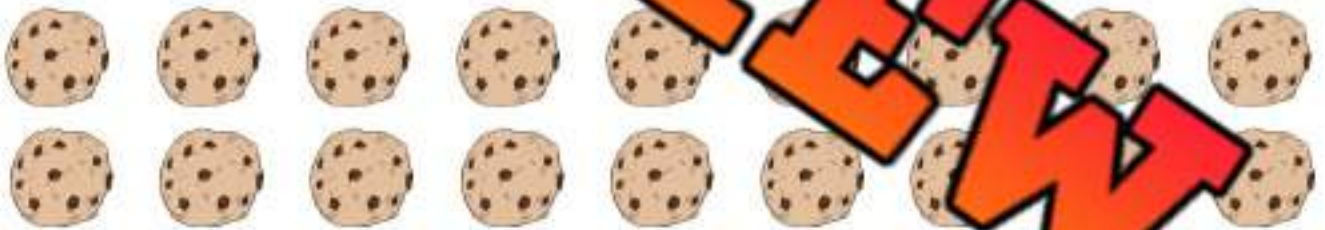
Sam

Joel

Jack

Nick

2)



a) How many cookies are there?

b) Clara and Ivy baked the cookies. Now they want to share them equally. How many cookies will they each get?

c) Julia just knocked on the door. Now she wants to share the cookies with Clara and Ivy. How many will they each get now?

Clara

Ivy

Julia

Sharing – Remainders

Sharing

Answer the questions below



a) How many dollars are there?

b) Ryan and Jordan earned the money above. If they split it equally, how many dollars will they each get?

Ryan
Jordan

c) How many dollars will be leftover (remaining/remainder)?

d) Ryan and Jordan have to split the money with Will as well. How many dollars will they each get?


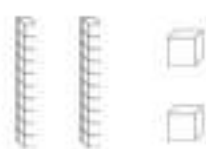
Ryan
Jordan
Will

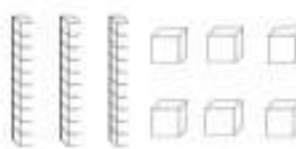
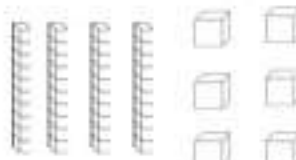
e) How many dollars will be leftover (remaining/remainder)?

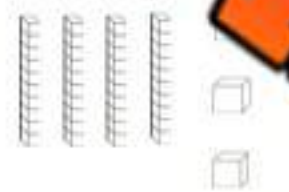

Comparing Base Ten Blocks


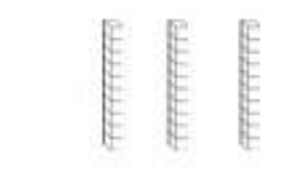
Questions

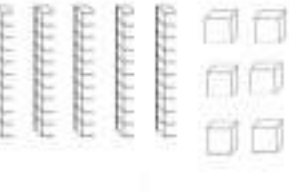
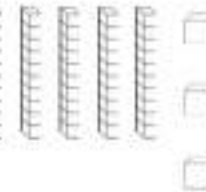
Compare the number of base ten blocks below using $<$ $>$ $=$


	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	



	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	



	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

	
_____	_____
<div style="display: flex; justify-content: space-around; align-items: center;"> □ </div>	
<div style="display: flex; justify-content: space-around;"> _____ _____ </div>	

22

PREVIEW

Comparing Money

--

Questions

Count the money below and decide which amount is larger

Ordering Numbers From Least to Greatest**5**5, 24, 9, 16
Least to Greatest
5, 9, 16, 24**Questions**

Order the numbers below from least to greatest

1. 8, 11, 6

____, ____

2. 9, 5, 18, 22

____, ____

3. 41, 22, 1

____, ____

4. 18, 43, 26, 31

____, ____

5. 75, 43, 36, 57

____, ____

6. 55, 41

____, ____

7. 86, 53, 87, 95

____, ____

8. 73, 68, 77, 89

____, ____

9. 91, 94, 92, 99

____, ____

10. 87, 83, 88, 95

____, ____

Name: _____

79

Curriculum Connection
N1

Comparing Numbers

276  312576  218176  176

Part 1

Compare the following numbers using

1)	8	2)	36	36	3)	135	93
4)	213	99	262	393	6)	565	293
7)	634	64	6	605	9)	765	753

Part 2

Greater than, Equal to, Less than

No	Question	Answer
1)	75 is ___ 42	
2)	156 is ___ 322	
3)	125 is ___ 125	
4)	484 is ___ 412	
5)	372 is ___ 136	
6)	271 is ___ 242	
7)	725 is ___ 742	
8)	454 is ___ 445	
9)	345 is ___ 345	

Comparing Money

Instruction

Compare the number of base ten blocks below

Comparing Numbers

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

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

Part 1

Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, 10, 46	
8, 53, 75	
221, 326, 25	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2

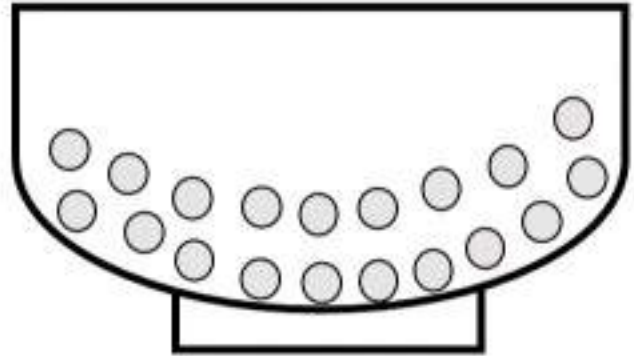
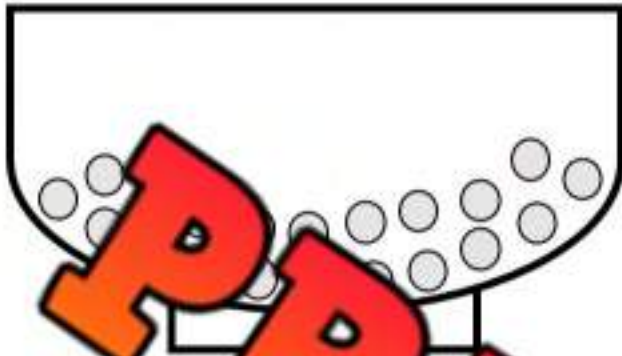
Order the numbers below from greatest to least

Unordered Numbers	Ordered (greatest to least)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

Estimating How Many...

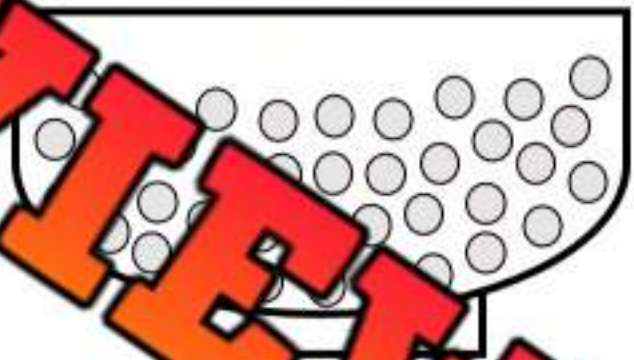
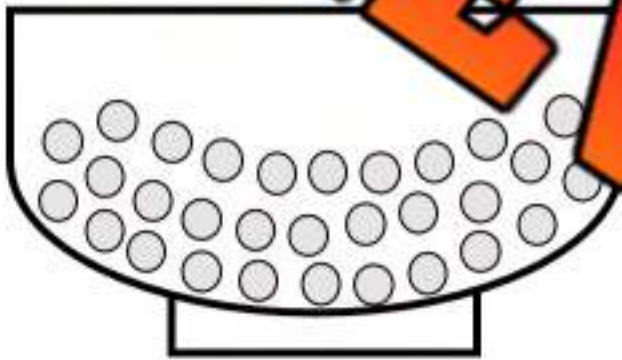
Instructions

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



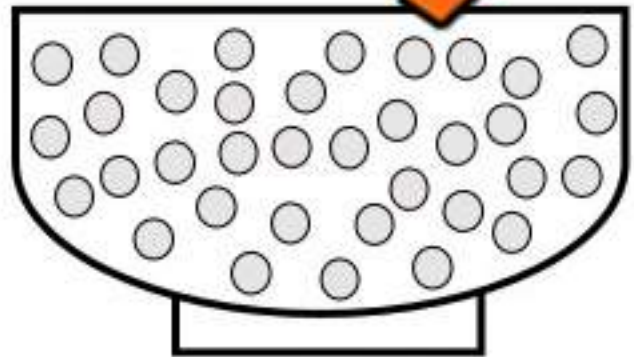
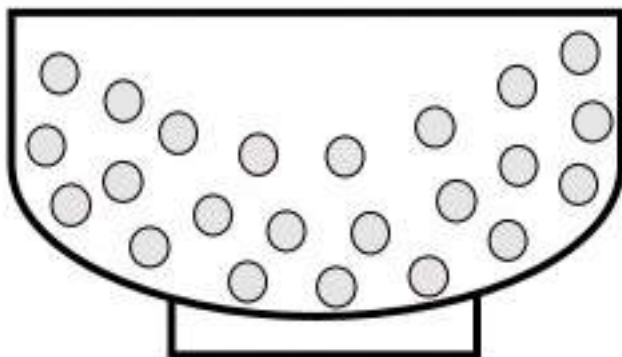
Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces

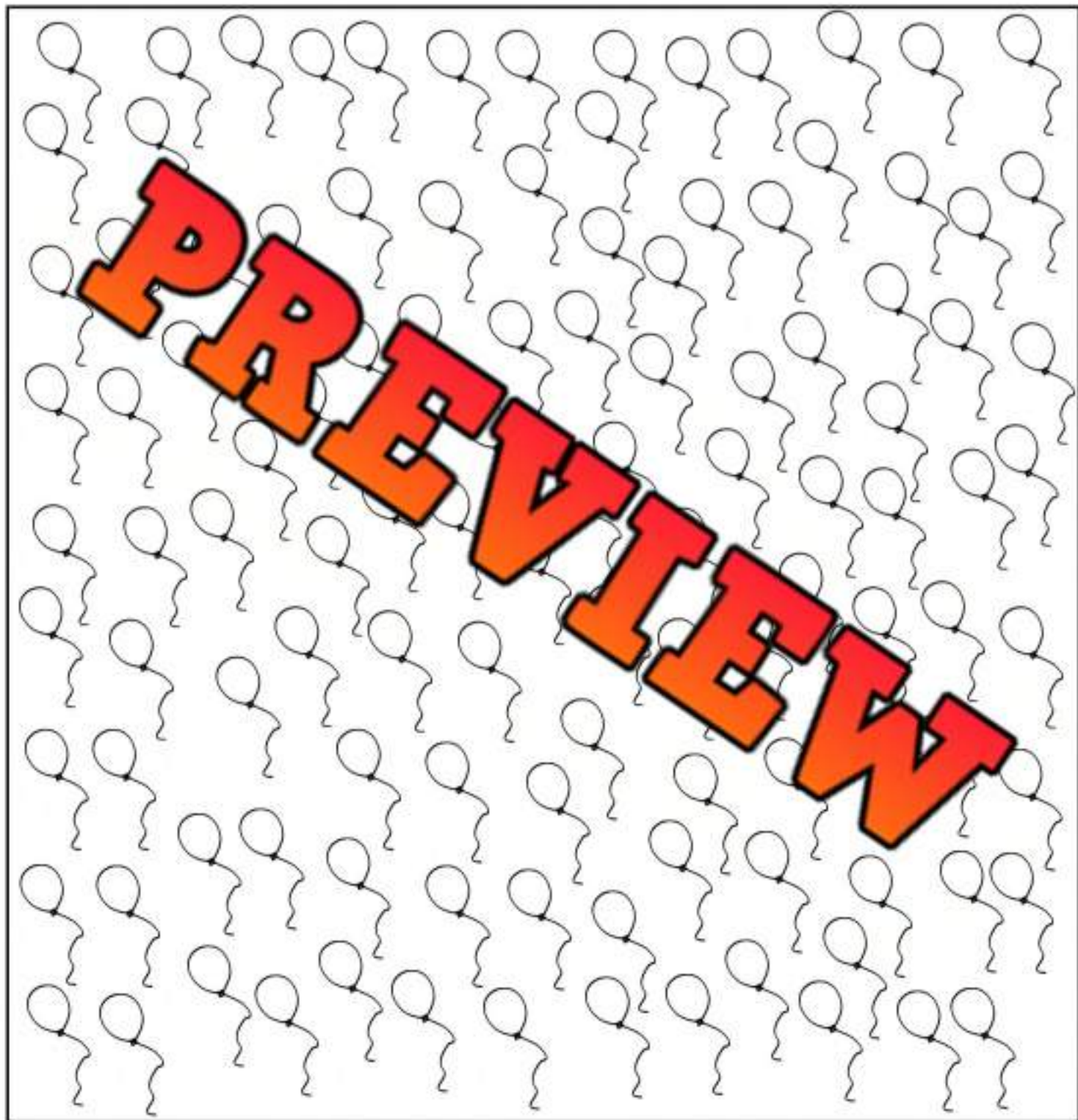


Estimate: About _____ pieces
Actual: There are _____ pieces

Estimate: About _____ pieces
Actual: There are _____ pieces

Estimating Larger Amounts**Questions**

How many balloons do you think are in the box?



Estimate: About _____ balloons

Actual: There are _____ balloons

Exit Cards

Cut Out

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

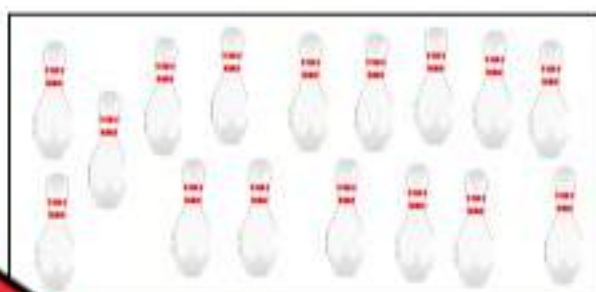
Name: _____

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

**Estimate:** About _____ pins**Actual:** There are _____ pins

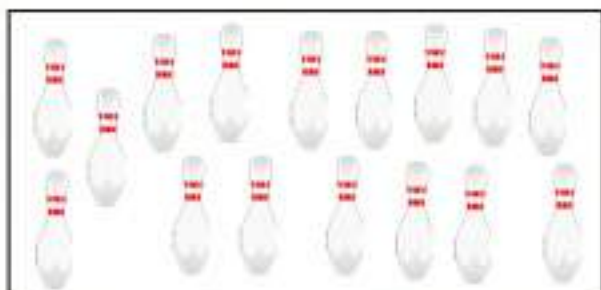
Name: _____

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

**Estimate:** About _____ pins**Actual:** There are _____ pins

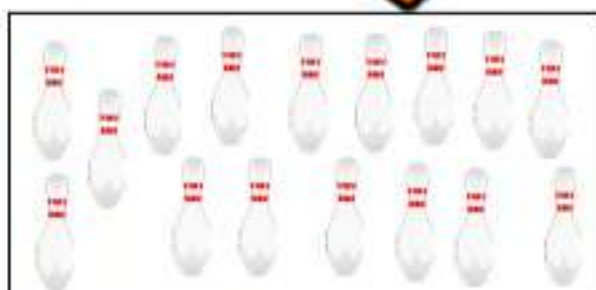
Name: _____

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

**Estimate:** About _____ pins**Actual:** There are _____ pins

Name: _____

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

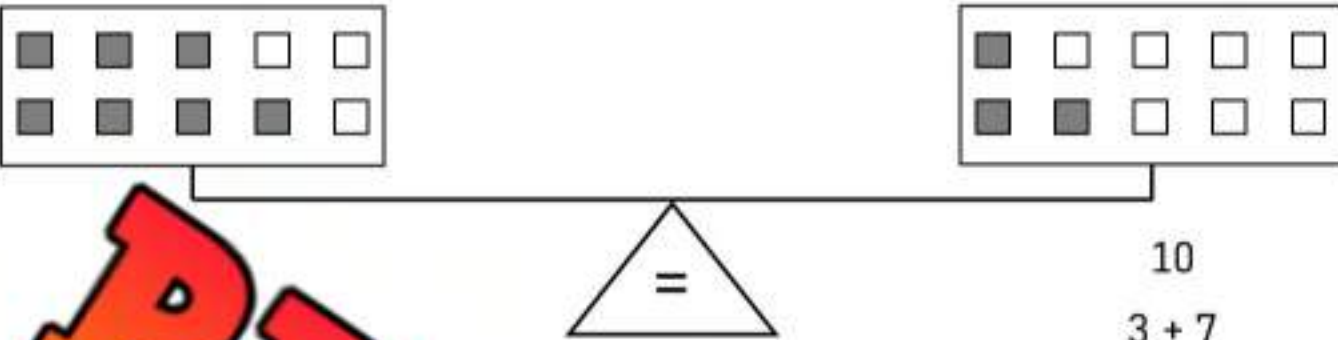
**Estimate:** About _____ pins**Actual:** There are _____ pins

Pan Balance - Equalities

Questions

Fill in the blanks to create equalities

1)



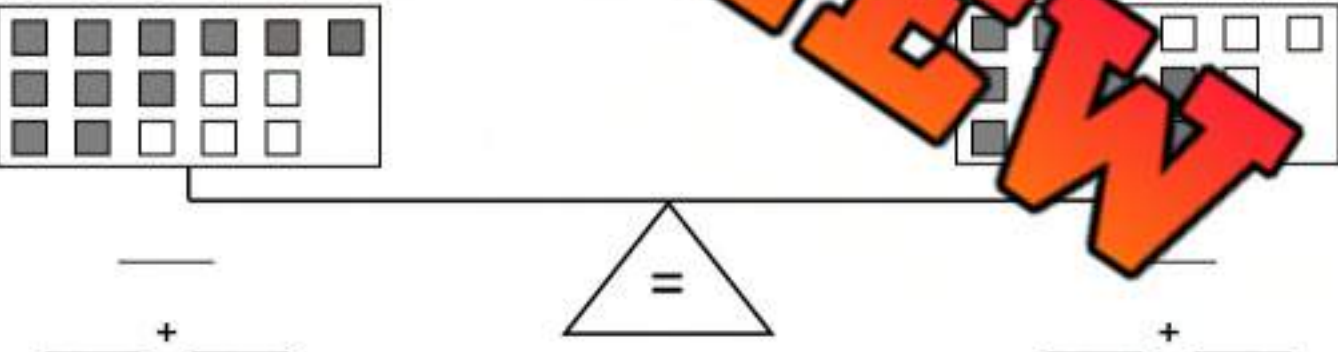
10
 $3 + 7$

2)



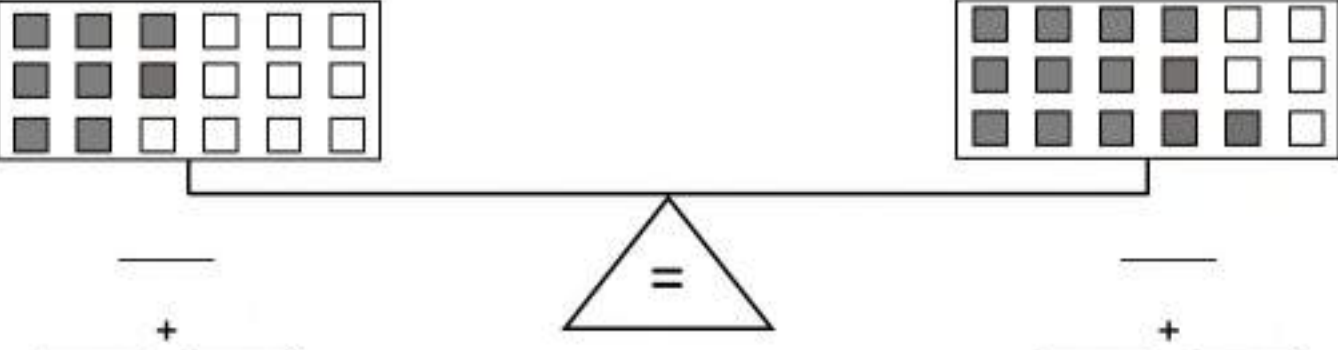
 + _____
 _____ + _____

3)



 + _____
 _____ + _____

4)



 + _____
 _____ + _____

Balance Pan Equations

Questions

How many ways can you balance the equation to equal 6

1)



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

2)



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

3)



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

4)



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

Balance Pan Equations

Questions

Balance the equations below

1)



$$6 + 4 = \underline{\quad} + 8$$

2)



$$7 + 5 = 2 + \underline{\quad}$$

3)



$$10 + 6 = \underline{\quad} + 8$$

4)



$$8 + 5 = 9 + \underline{\quad}$$

Equalities Jeopardy

Objective

What are we learning about?

To reinforce students' understanding of balancing equations and word problems in a fun and competitive game format.

Materials: _____ you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity



1. Print the Jeopardy board on the next page.
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.

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$5 + \underline{\quad} = 9$	$17 - \underline{\quad} = 12$	$6 + \underline{\quad} = 2 + 18$	A box has 16 crayons, but some are broken and only 9 can be used. How many are broken.	$5 + 4 + 3 + \underline{\quad} = 18$
$\underline{\quad} + \underline{\quad} = 8$	$8 + \underline{\quad} = 15$ $\underline{\quad} = \underline{\quad}$	$8 + \bullet = 15$ $\bullet = \underline{\quad}$	$7 + 2 + 1 + \underline{\quad} = 20$	Mary has 8 dolls. She buys some more and gives 5 to her friend. She has 10 left. How many did she buy?
$\underline{\quad} + 7 = 14$	$2 + 3 + \underline{\quad} = 10$	John has 5 cars. Tom has 4 more cars than John. How many cars does Tom have?	John has 4 more marbles than Sam. Sam has 7 marbles. How many marbles does John have?	$1 + 2 + 5 + \underline{\quad} = 17$
$12 - \underline{\quad} = 8$	$3 + \underline{\quad} = 8 + 16$	I had 10 candies. I ate some and have 4 left. How many did I eat?	John has some marbles. He gets 7 more and now has 14. How many marbles did he start with?	Sam has 10 apples. She gives some to her friend. She now has 8 apples. How many did she give away?
$\underline{\quad} + 9 = 15$	$9 + \odot = 17$ $\odot = \underline{\quad}$	Sarah has some apples. She gets 5 more and has 12 total. How many apples did she start with?	Emma has some books. She buys 6 more and now has 15. How many books did she start with?	Mia has 3 fewer stickers than Sam. If Mia has 10 stickers, how many stickers does Sam have?

Quiz – Comparing and Investigating Numbers**Part 1**Count the money below and decide which amount is larger: $<$ $>$ $=$

	<input type="text"/>	
_____		_____

Part 2Compare the following numbers: $<$ $>$ $=$

1) 84 <input type="text"/> 89	2) 207 <input type="text"/> 207	3) 318 <input type="text"/> 381
4) 584 <input type="text"/> 499	5) 847 <input type="text"/> 757	6) 518 <input type="text"/> 953

Part 3Order the numbers below from least to greatest

43, 65, 31, 41, 46 _____, _____, _____, _____, _____	18, 9, 10, 12, 15 _____, _____, _____, _____, _____
---	--

Part 4Order the numbers below from greatest to least


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

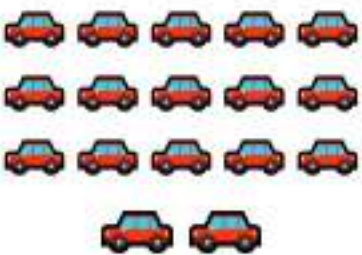
Part 5Write odd or even beside the numbers below

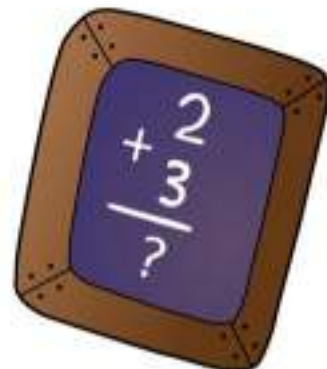
1)	15	
2)	21	
3)	28	
4)	41	
5)		

6)	55	
7)	68	
8)	81	
9)	88	
10)	93	

Part 6Circle groups to make them in groups. How many groups did you make?
How many are in each group? Are there any left over?

Objects	Questions
	How many groups did you make?
	How many are in each group?
	Are there any left over?

Objects	Questions
	How many groups did you make?
	How many are in each group?
	Are there any left over?



N.2

Students investigate
addition and subtraction
within 100.



Mental Math Strategy – Counting On

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

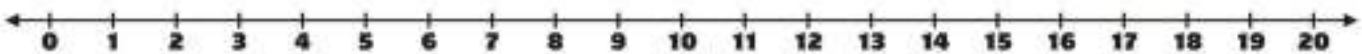
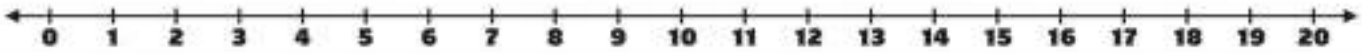
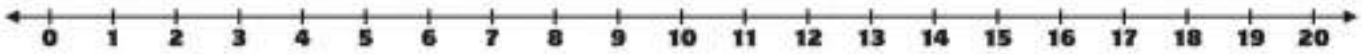
Part 1

Use the chart to answer the question

1) $4 + 5 =$ _____	2) $8 + 6 =$ _____	3) $8 + 3 =$ _____
		
4) $7 + 4 =$ _____	5) $3 + 6 =$ _____	6) $2 + 5 =$ _____
		
7) $8 + 8 =$ _____	7) $7 + 7 =$ _____	9) $9 + 4 =$ _____
		
10) $9 + 9 =$ _____	11) $5 + 6 =$ _____	$7 + 8 =$ _____
		

Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____

2) $6 + 4 =$ _____

3) $5 + 9 =$ _____


Mental Math Strategy – Making Tens**Directions:**

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

1. $7 + 3 =$

$10 + 2 =$

2) $9 + 6 =$



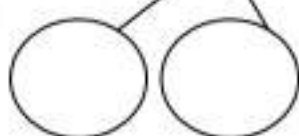
$=$

3) $8 + 9 =$



$+ =$

4) $8 + 8 =$



$+ =$

5) $9 + 7 =$



$+ =$

6) $9 + 8 =$



$+ =$

7) $8 + 12 =$



$+ =$

8) $9 + 8 =$



$+ =$

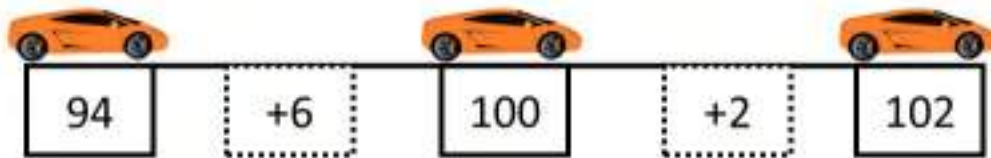
9) $8 + 7 =$



$+ =$

Counting – Bridging over 100

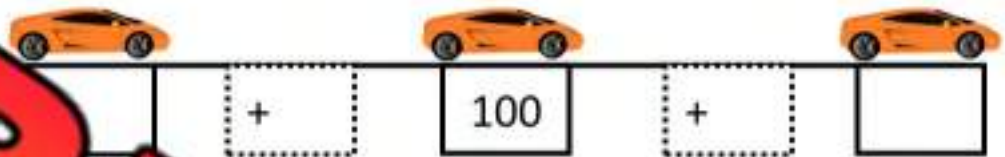
$94 + 8$



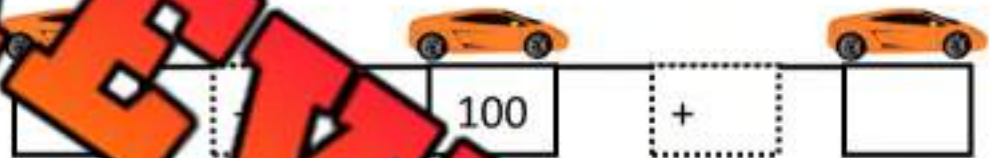
Questions

Fill in the blanks by bridging over 100

1) 9



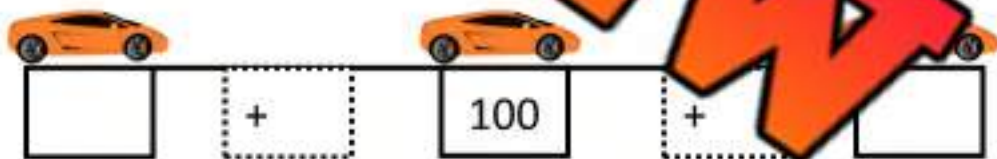
2) 93 + 9



3) 95 + 8



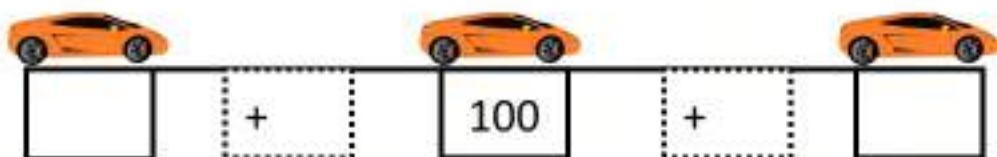
4) 99 + 6



5) 94 + 9



6) 96 + 7



Activity: "Bridging Over 100 with Dice Rolls"

Objective

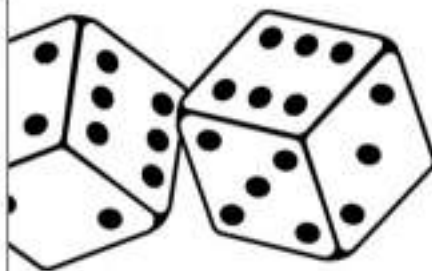
What are we learning about?

Students will learn how to add numbers to a two-digit number to surpass the 100 mark by breaking the addition into steps using dice rolls.

Materials

What you will need for the activity.

- Large number line from 80 to 120 (can be drawn on the board or a wall)
- Index cards with numbers between 80 and 99
- Small sticky notes or markers
- Paper and pencil
- Counters or small objects



Instructions

How you will complete the activity.

1. Gather students in a circle around the large number line.
2. Explain that they will be practicing how to bridge over 100 on a number line and dice.
3. The teacher selects an index card with a number between 80 and 99 and places a marker on this starting number on the number line.
4. Explain that students will take turns rolling two dice and adding the sum to the starting number.
5. The first student rolls the dice, adds the sum to the starting number, and moves the marker along the number line accordingly.
6. If the new total surpasses 100, break the addition into two steps: first, reach 100, and then add the remaining number. For example, if starting at 92 and rolling an 11, move to 100 first (+8) and then add the remaining 3.
7. Record each new number on a piece of paper or board.
8. Continue taking turns until everyone has had a chance to roll the dice and contribute to bridging over 100.
9. After the activity, have students return to their desks to reflect and draw.

Index Cards

Cut out the index cards below

84

93

81

89

88

91

88

96

85

PREVIEW

Index Cards

Cut out the index cards below

83

92

87

80

95

99

82

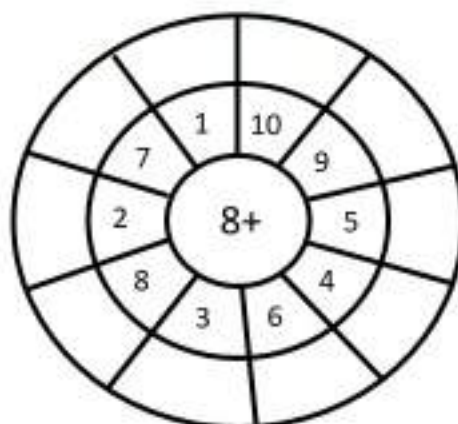
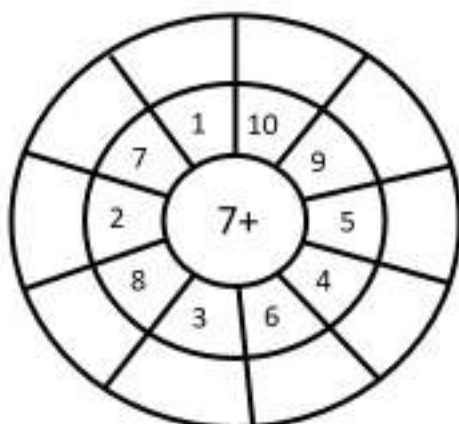
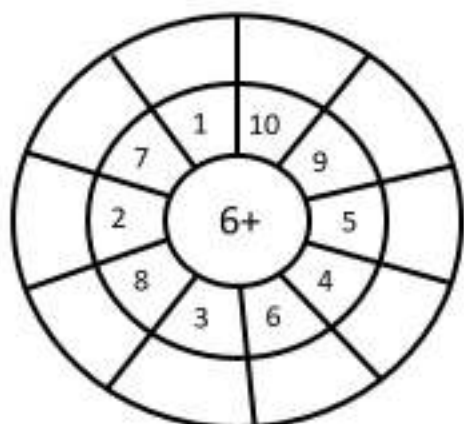
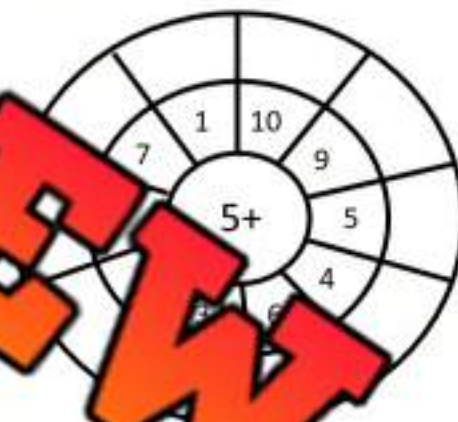
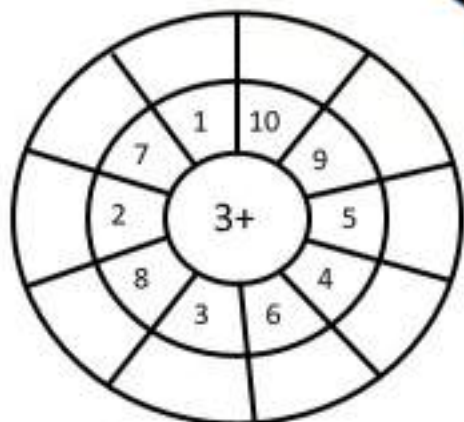
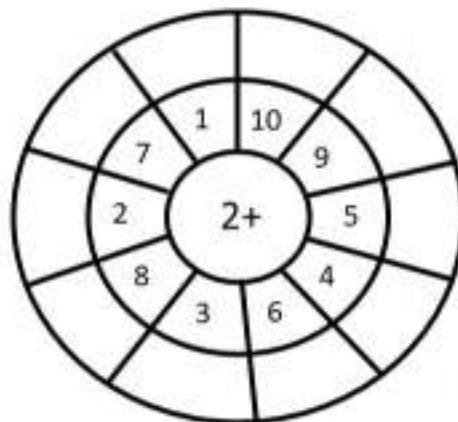
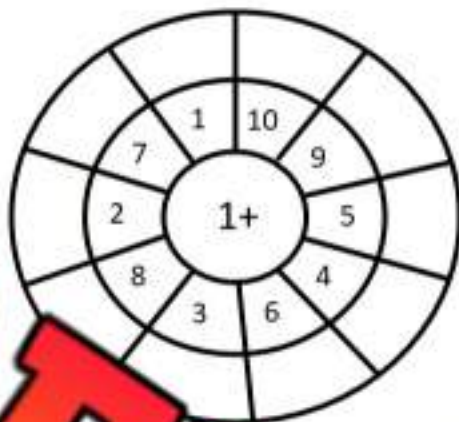
86

-

PREVIEW

Bullseye Math Facts**Questions**

Fill in the outer layer of the bullseye



Adding Multiples of 10**Part 1**

Answer the questions below

1) 30 + 20 =

2) 50 + 30 =

3) 10 + 40 =

4) 30 + 60 =

5) 70 +

6) 80 + 10 =

7) 40 + 40 =

8) 50 + 20 =

9) 60 + 40 =

10) 50 + 30 =

Part 2

Answer the questions below

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



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



Adding Multiples of 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	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

Questions

Answer the questions

1) 52 + 20 =

2) 21 + 30 =

3) 38 + 40 =

4) 39 + 40 =

5) 41 + 50 =

6) 83 + 10 =

7) 68 + 30 =

8) 54 + 40 =

9) 17 + 40 =

10) 77 + 20 =

Exit Cards

Cut Out

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

Name: _____

Solve the problems below

a)

1)	2)
18	60
$+ 50$	$+ 20$

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

Name: _____

Solve the problems below

a)

1)	2)
18	60
$+ 50$	$+ 20$

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

Name: _____

Solve the problems below

a)

1)	2)
18	60
$+ 50$	$+ 20$

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

Name: _____

Solve the problems below

a)

1)	2)
18	60
$+ 50$	$+ 20$

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

Part Part Whole – Numbers To 100**Questions**

How do the parts below equal the whole at the top

1)

55	

2)

41	
	20

3)

4)

35	25

5)

73	
40	

6)

86	

7)

22	60

8)

93	
75	

9)

88	
8	

10)

51	36

Part Part Whole – Numbers To 100**Questions**

How do the parts below equal the whole at the top

1)

32		
	0	

2)

48		
	20	20

3)

52		
20		20

4)

	15	8

5)

63		
40		13

6)

22	22	14

7)

90		
35	45	

8)

97		
50		40

Adding Money

+

$22 + 31 = 53$

Questions

Count the money below and decide which amount is larger

+

_____ + _____ = _____

+

_____ + _____ = _____

+

_____ + _____ = _____

+

_____ + _____ = _____

Commutative Property of Addition

Questions

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

1)

$4 + 8 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

8)

$6 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

2)

$9 + 5 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

9)

$9 + 8 = \underline{\quad}$

$8 + 9 = \underline{\quad}$

3)

$3 + 6 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

10)

$9 + 9 = \underline{\quad}$

$9 + 7 = \underline{\quad}$

4)

$4 + 5 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

11)

$5 + 7 = \underline{\quad}$

$5 = \underline{\quad}$

5)

$2 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

12)

$9 + 4 = \underline{\quad}$

$4 + 9 = \underline{\quad}$

6)

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

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

13)

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

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

7)

$4 + 6 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

14)

$7 + 2 = \underline{\quad}$

$2 + 7 = \underline{\quad}$

Inverse Operations – Checking Answers**Questions**

Check your answer by using the inverse operation

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

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

$3) 4 + 7 = \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$4) 12 + 4 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$5) 15 + 6 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$6) 21 + 8 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$7) 35 + 9 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$8) 42 + 7 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$9) 54 + 6 = \underline{\quad} \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

Inverse Operations – Checking Answers**Questions**

Check your answer by using the inverse operation

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



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

**PREVIEW**

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



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



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



Adding - Word Problems (Up To 18)**Questions**

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

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



2) Kennedy has 10 points in a game she is playing. She gets 6 more points. How many total points does she have?



3) Scott scores 14 goals in a hockey tournament. He scores 4 more goals in the last game. How many total goals did he score?



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



Exit Cards

Cut Out

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

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	41	→
↓		
$\underline{\quad} - \underline{\quad} = \underline{\quad}$		

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	41	→
↓	+ 26	
$\underline{\quad} - \underline{\quad} = \underline{\quad}$		

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	41	→
↓		
$\underline{\quad} - \underline{\quad} = \underline{\quad}$		

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Name: _____

a) Check your answer by using the inverse operation

$10 + 6 = \underline{\quad}$	41	→
↓		
$\underline{\quad} - \underline{\quad} = \underline{\quad}$		

b) Sophie had 18 pencils. She was given 22 pencils. How many pencils does she have now?

Subtraction Mental Math – Counting Back

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



Part 1

Use the charts to answer the questions

1) $13 - 5 =$ _____

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

2) $18 - 6 =$ _____

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

3) $15 - 3 =$ _____

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

4) $14 - 4 =$ _____

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

5) $13 - 6 =$ _____

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

6) $12 - 5 =$ _____

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

7) $18 - 8 =$ _____

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

8) $17 - 7 =$ _____

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

9) $19 - 4 =$ _____

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

10) $19 - 9 =$ _____

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

11) $15 - 6 =$ _____

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

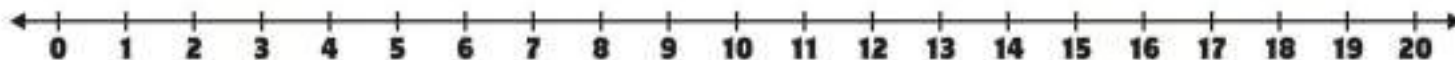
12) $18 - 8 =$ _____

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

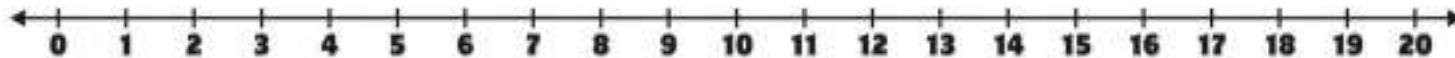
Part 2

Use the number lines to find the answers

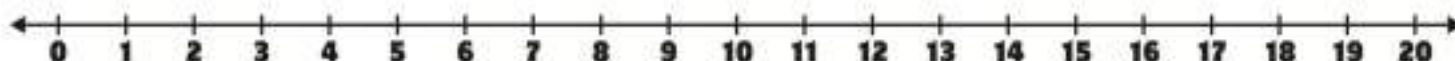
1) $13 - 9 =$ _____



2) $16 - 4 =$ _____



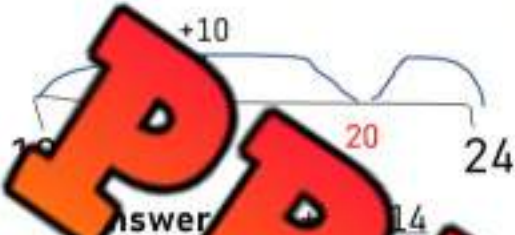
3) $15 - 9 =$ _____



Subtraction Mental Math – Counting Up

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

$24 - 10$



$27 - 15$

$33 -$

$38 - 26$

$49 - 31$

$56 -$

$68 - 55$

$87 - 73$

Subtracting Multiples of 10**Part 1**

Answer the questions below

1) 70 - 20 =

2) 50 - 30 =

3) 80 - 40 =

4) 30 - 10 =

5) 40 - 10 =

6) 90 - 50 =

7) 50 - 40 =

8) 100 - 90 =

9) 60 - 40 =

10) 70 - 30 =

Part 2

Answer the questions below

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



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



Subtracting Multiples of 10

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

Questions

Answer the questions

1) $62 - 20 =$

2) $31 - 20 =$

3) $58 - 40 =$

4) $99 -$

5) $71 - 50 =$

6) $83 - 10 =$

7) $88 - 30 =$

8) $94 - 40 =$

9) $57 - 40 =$

10) $77 - 20 =$

Subtracting Money

Questions

Subtract from the money below



$$\$22 - \$1 = \underline{\quad \$21 \quad}$$



$$\$53 - \$11 = \underline{\quad \quad}$$



$$\$66 - \$24 = \underline{\quad \quad}$$



$$\$82 - \$51 = \underline{\quad \quad}$$



$$\$13 - \$12 = \underline{\quad \quad}$$



$$\$55 - \$1 = \underline{\quad \quad}$$



$$\$23 - \$13 = \underline{\quad \quad}$$



$$\$17 - \$16 = \underline{\quad \quad}$$



$$\$36 - \$25 = \underline{\quad \quad}$$



$$\$43 - \$32 = \underline{\quad \quad}$$

Subtracting – Changing The Order Of The Numbers

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

1) $8 - 4 = \underline{4}$ $4 - 8 = \underline{\quad}$
Yes or **No**

4) $9 - 2 = \underline{\quad}$ $2 - 9 = \underline{\quad}$
Yes or No

2) $9 - 5 = \underline{\quad}$ $5 - 9 = \underline{\quad}$
Yes or No

5) $9 - 7 = \underline{\quad}$ $7 - 9 = \underline{\quad}$
Yes or No

3) $6 - 4 = \underline{\quad}$ $6 - 4 = \underline{\quad}$
Yes or No

6) $5 - 3 = \underline{\quad}$ $3 - 5 = \underline{\quad}$
Yes or No

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

1) $8 - 4 - 3 = \underline{\quad}$ $4 - 3 = \underline{\quad}$
Yes or No

2) $9 - 5 - 2 = \underline{\quad}$ $9 - 5 = \underline{\quad}$
Yes or No

3) $8 - 3 - 5 = \underline{\quad}$ $5 - 8 - 3 = \underline{\quad}$
Yes or No

4) $15 - 5 - 4 = \underline{\quad}$ $15 - 4 - 5 = \underline{\quad}$
Yes or No

5) $20 - 10 - 7 = \underline{\quad}$ $10 - 20 - 7 = \underline{\quad}$
Yes or No

Subtracting 0 From Numbers

Questions

What happens when we subtract 0 from numbers?



1)

$4 - 0 = \underline{\quad}$

11)

$27 - 0 = \underline{\quad}$

2)

$5 - 0 = \underline{\quad}$

12)

$49 - 0 = \underline{\quad}$

3)

$6 - 0 = \underline{\quad}$

13)

$34 - 0 = \underline{\quad}$

4)

$9 - 0 = \underline{\quad}$

14)

$48 - 0 = \underline{\quad}$

5)

$3 - 0 = \underline{\quad}$

15)

$1 - 0 = \underline{\quad}$

6)

$9 - 0 = \underline{\quad}$

16)

$44 - 0 = \underline{\quad}$

7)

$12 - 0 = \underline{\quad}$

17)

$62 - 0 = \underline{\quad}$

8)

$8 - 0 = \underline{\quad}$

18)

$75 - 0 = \underline{\quad}$

9)

$10 - 0 = \underline{\quad}$

19)

$93 - 0 = \underline{\quad}$

10)

$23 - 0 = \underline{\quad}$

20)

$87 - 0 = \underline{\quad}$

Inverse Operations – Checking Answers**Questions**

Check your answer by using the inverse operation

$1) 6 - 4 = 2 \quad \longrightarrow \quad 2 + 4 = 6 \quad \checkmark$

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

$3) 8 - 6 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$4) 12 - 4 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$5) 18 - 6 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$6) 22 - 7 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$7) 35 - 8 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$8) 42 - 5 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$9) 54 - 9 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

Name: _____

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Matching Game: Inverse Operations Match

Objective

What are we learning about?

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

Materials

What will need for the activity.

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



Instructions

How you will complete the activity.

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

Cards

Matching Game Cards

$$8 - 3 = 5$$

$$5 + 3 = 8$$

PREVIEW

$$5 + 4 = 9$$

$$7 - 2 = 5$$

$$5 + 2 = 7$$

$$12 - 6 = 6$$

$$6 + 6 = 12$$

$$14 - 7 = 7$$

$$7 + 7 = 14$$

Name: _____

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Cards

Matching Game Cards

$$45 - 30 = 15$$

$$15 + 30 = 45$$

$$50 - 25 = 25$$

$$25 + 25 = 50$$

$$55 - 30 = 25$$

$$25 + 30 = 55$$

$$60 - 35 = 25$$

$$25 + 35 = 60$$

$$65 - 40 = 25$$

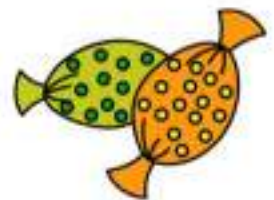
$$25 + 40 = 65$$

PREVIEW

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

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

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



- 2) Eric has saved \$44. He spent \$18 on a new t-shirt. How much money does he have left?



- 3) The grade 2 class is running a bake sale. They have 50 baked goods to sell. They end up selling 42 baked goods. How many do they have left?



Adding and Subtracting Numbers To 20**Questions**

Addition and subtraction questions



1) $5 + 2 - 2 =$

2) $12 - 3 =$

3) $6 + 5 =$

4) $12 + 6 - 4 =$

5) $15 - 5 + 6 =$

6) $14 - 3 + 2 =$

7) $14 + 1 - 2 =$

8) $15 + 3 - 5 =$

9) $11 - 7 + 6 =$

10) $10 + 8 - 6 =$

11) $7 - 5 + 10 =$

12) $15 - 8 + 5 =$

13) $11 + 6 - 8 =$

14) $13 + 5 - 9 =$

15) $2 - 4 =$

16) $10 + 6 =$

17) $1 + 8 - 5 =$

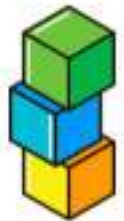
18) $8 + 9 - 6 =$

19) $16 - 9 + 6 =$

20) $3 + 8 - 4 =$

Adding and Subtracting – Word Problems (To 20)**Questions**Solve the following questions. Tip: draw pictures to help!

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



2) Stephanie has \$10 and her mother gives her \$5 more. She spends \$8 on chocolate bars. How much money does she have now?



3) Ryerson bakes 8 cookies in his first batch and 5 in his second batch. He eats 4 cookies. How many cookies does he have left?



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



Adding Measurements

Questions

Add the measurements below

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



2) Luca drove to the station and got gas. Then he drove 25 more km to work. How many km did he drive?



3) Finn hit his golf ball 64 metres onto the green. He then putted it 13 metres into the hole. How far in total did he hit the golf ball?



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



Subtracting Measurements

Questions

Subtract the measurements below

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



2) Rowan bought a sub that was 52 cm long. He ate 25 cm of the sub. What size is the sub now?



3) Nova bought 96 grams of candy. She ate 47 grams of it. How many grams of candy does she have left?



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



Task Cards: Addition and Subtraction

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Task cards
- Separate sheet of paper for answers
- Pencils



Instructions

How to complete the activity

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

Task Cards

Cut out the task cards below

Task Card 1:

Calculate:

$5 + 2 - 2 = \underline{\quad}$

Task Card 5:

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

Task Card 2:Calculate: $45 + \underline{\quad}$ **Task Card 6:**Calculate: $15 - 8 + 5 = \underline{\quad}$ **Task Card 3:**Calculate: $35 - 3 + 6 = \underline{\quad}$ **Task Card 7:**

Sarah had 20 candies, ate 7 of them. How many are left?

Task Card 4:

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

Task Card 8:Calculate: $59 - 9 = \underline{\quad}$

Task Cards

Cut out the task cards below

Task Card 9:

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

Task Card 13:

Calculate: $100 - 60 = \underline{\quad}$

Task Card 10:

Calculate: $67 + \underline{\quad}$

Task Card 14:

Calculate: $14 - 3 + 2 = \underline{\quad}$

Task Card 11:

Calculate: $72 - 20 = \underline{\quad}$

Task Card 15:

Lisa bought 10 cupcakes and then received 3 more. How many cupcakes does she have now? ____

Task Card 12:

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

Task Card 16:

Calculate: $11 + 6 - 8 = \underline{\quad}$

Task Cards

Cut out the task cards below

Task Card 17:

Calculate: $13 + 5 - 9 = \underline{\quad}$

Task Card 21:

Calculate: $80 - 30 = \underline{\quad}$

Task Card 22:

Calculate: $25 - 5 + 6 = \underline{\quad}$

Task Card 19:

Calculate: $23 + 8 = \underline{\quad}$

Task Card 24:

Calculate: $50 - 20 = \underline{\quad}$

Task Card 20:

Calculate: $90 - 10 = \underline{\quad}$

To solve:
There were 30 students in the class.
4 went home early. How many
students joined. How many
students are there now? _____

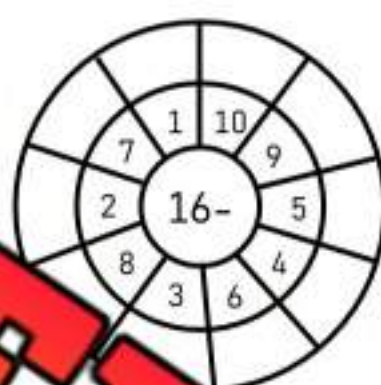
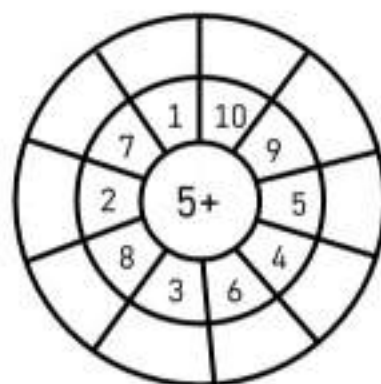
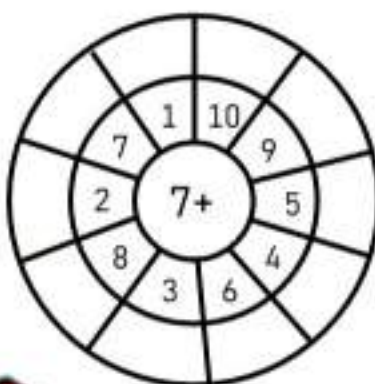
To solve:
Lisa baked 20 cupcakes for a
party, 10 were eaten. She
baked 15 more. How many
cupcakes are there now? _____

PREVIEW

Operations Quiz

Part 1

Fill in the outer layer of the bullseye



Part 2

Use the standard algorithm to solve the subtraction problems

	Tens	Ones
	7	7
-	2	4
<hr/>		

	Tens	Ones
	8	5
-	4	4
<hr/>		

	Tens	Ones
	3	4
-	1	8
<hr/>		

	Tens	Ones
	8	7
-	4	8
<hr/>		

Part 3

Use the standard algorithm to solve the addition problems below

	Tens	Ones
	4	4
+	4	8
<hr/>		

	Tens	Ones
	5	8
+	3	0
<hr/>		

	Tens	Ones
	6	7
+	2	6
<hr/>		

	Tens	Ones
	5	7
+	1	5
<hr/>		

Part 4

Solve the following problems

1) Henry has \$74. He spends \$38 on a new baseball glove. How much money does he have left?



2) Steve collected 67 shells at the beach yesterday and 23 shells today. How many total shells does he have now?



3) Sam buys 50 candies on Monday and 37 candies on Tuesday. He gives 31 candies to his friends to share. How many candies does he have left?



Pre-Algebra – Balancing Addition Equations

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

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



$$3 + 6 = 9$$

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



$$8 + \square = 11$$



$$6 + \square = 11$$



$$8 + \square = 14$$



$$5 + \square = 9$$



$$7 + \square = 12$$



$$2 + \square = 13$$



$$6 + \square = 10$$



$$3 + \square = 14$$



$$1 + \square = 12$$

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

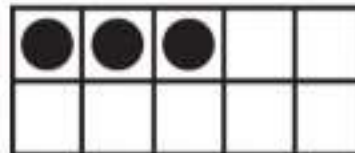
How many more dots do you need to add to make 10?

1)



$$8 + \underline{\quad} = 10$$

2)



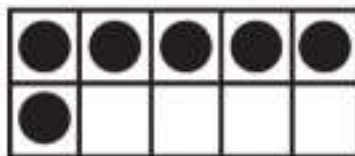
$$3 + \underline{\quad} = 10$$

3)



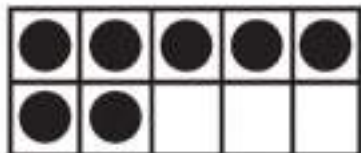
$$2 + \underline{\quad} = 10$$

4)



$$6 + \underline{\quad} = 10$$

5)



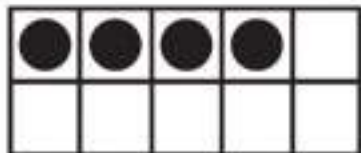
$$7 + \underline{\quad} = 10$$

6)



$$9 + \underline{\quad} = 10$$

7)



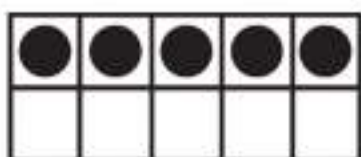
$$4 + \underline{\quad} = 10$$

8)



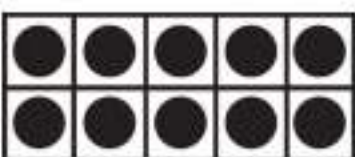
$$1 + \underline{\quad} = 10$$

9)



$$5 + \underline{\quad} = 10$$

10)



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

Addition to 20 – Are They Equal?

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

$5 + 3 = 8$

$8 + 4 \neq 13$

$14 + 6 = 20$



Questions

Put a slash (\neq) through the equal sign if it is not balanced

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

Addition – Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation?

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the equation that matches the shaded in equation

1)

$5 + 2$

$6 + 2$

$4 + 3$

2)

$6 + 3$

$5 + 5$

$2 + 8$

3)

$8 + 4$

$7 + 7$

$6 + 6$

4)

$5 + 8$

$4 + 7$

5)

$8 + 2$

$7 + 3$

$5 + 6$

6)

$10 + 3$

$8 + 5$

$6 + 6$

7)

$3 + 6$

$4 + 7$

$8 + 1$

Addition – Which Equation Doesn't Belong?

Two of the equations equal the same. One of the equations does not belong!

Example

$4 + 3$ $5 + 1$ $2 + 5$



Questions Circle the equation that doesn't belong!

1) $4 + 4$ $3 + 7$ $2 + 9$

2) $7 + 2$ $4 + 7$ $9 + 3$

3) $2 + 3$ $5 + 9$ $4 + 2$

4) $3 + 8$ $7 + 7$

5) $8 + 4$ $6 + 9$ $10 + 5$

6) $12 + 3$ $10 + 5$ $8 + 6$

7) $7 + 4$ $10 + 2$ $8 + 3$

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

$$5 + 4 = 9$$



Instruction How many coins are in the bags below?

1)

7



Answer: _____

2)

10



Answer: _____

3)

12



Answer: _____

15



Answer: _____

5)

17



Answer: _____

6)

20



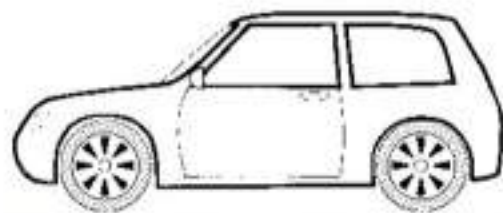
Answer: _____

Word Problems – Solving Addition Equations

Questions

Answer the questions below

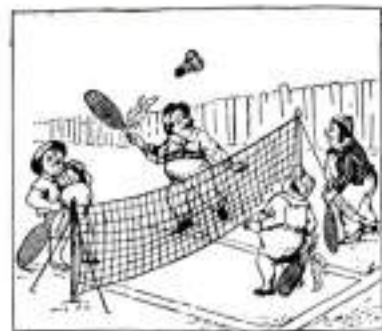
1) Tim drove 20km to get to work. Then he drove to the store. When he got to the store, he had driven 28 km in total. How many km did he drive to the store?



2) Steve got 25 points for beating level 1 in a video game. He got 25 more points for beating level 2. How many total points did he have after level 2?

Bonus – He had 75 total points after beating level 3. How many points did he get in level 3?

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



Subtraction to 20 – Are They Equal?

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

$7 - 2 = 5$

$12 - 3 \neq 8$

$15 - 3 = 12$



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

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

Subtraction – Which Equation Matches?

Two of the equations equal the same number. Which one matches the shaded in equation?

Example:

$9 - 4$

$8 - 3$

$10 - 6$



Questions Circle the equation that matches the shaded in equation

1)

$5 - 2$

$4 - 1$

$7 - 3$

2)

$8 - 4$

$5 - 2$

$7 - 3$

3)

$10 - 2$

$9 - 2$

$9 - 1$

4)

$7 - 2$

$6 - 1$

5)

$12 - 3$

$11 - 2$

$9 - 1$

6)

$15 - 5$

$9 - 0$

$10 - 0$

7)

$9 - 5$

$8 - 3$

$10 - 6$

Subtraction – Find the Variable

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: $18 - n = 5$

We can figure out the unknown number by balancing the equation. In this equation, $n = 13$.



Questions: Find the value of the variable

1) $9 - n = 5$ n =	2) $15 - 5 = 5$ n =	3) $3 - n = 0$ n =
4) $6 - 2 = p$ p =	5) $9 - 7 = p$ p =	6) $p - 4 = 2$
7) $10 - y = 3$ y =	8) $y - 7 = 0$ y =	9) $12 - y = 12$ y =
10) $15 - t = 5$ t =	11) $17 - t = 13$ t =	12) $19 - t = 19$ t =
13) $22 - a = 14$ a =	14) $25 - a = 20$ a =	15) $27 - a = 23$ a =
16) $29 - 4 = s$ s =	17) $30 - s = 30$ s =	18) $30 - s = 19$ s =

Word Problems – Solving Subtraction Equations

Questions

Answer the questions below

1) Mrs. Wilson had 20 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 40 dollars and bought a new toy for 15 dollars. How many dollars does he have left?



Bonus: He saved 15 more dollars. Can he buy a video game for 40 dollars?

3) The grade 2 class planted 42 tomato seeds but only 36 tomato plants grew. How many plants did not grow?



Variables and Equations – Unit Quiz

Part 1

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

1) $5 + 10 = 15$	2) $10 + 6 = 12$	3) $15 + 10 = 25$
4) $10 + 5 = 15$	5) $18 + 6 = 24$	6) $19 + 5 = 24$
7) $5 - 5 = 0$	8) $10 - 4 = 6$	9) $16 - 5 = 11$
10) $21 - 6 = 15$	11) $10 - 4 = 6$	12) $28 - 5 = 22$

Part 2

Circle the equation that matches the solution

1)	$7 - 2$	$8 - 1$	
2)	$11 - 4$	$7 - 0$	$10 - 4$
3)	$8 + 6$	$9 + 5$	$10 + 5$
4)	$11 + 6$	$9 + 9$	$7 + 10$

Part 3

How many coins are in the bags below?

1)

9



Answer: _____

2)

12



Answer: _____

3)

15



Answer: _____

4)

20



Answer: _____

Part 4

Circle the equation that doesn't work.

1)

$4 + 6$

3)

$2 + 9$

2)

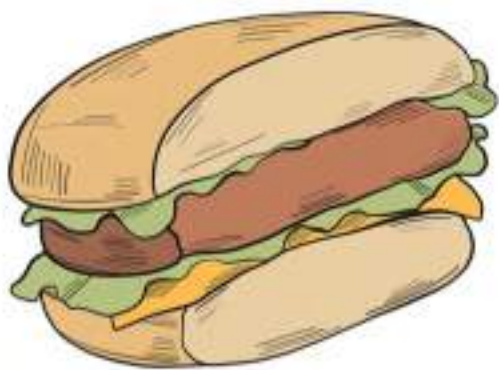
$9 - 5$

$12 - 7$

Part 5

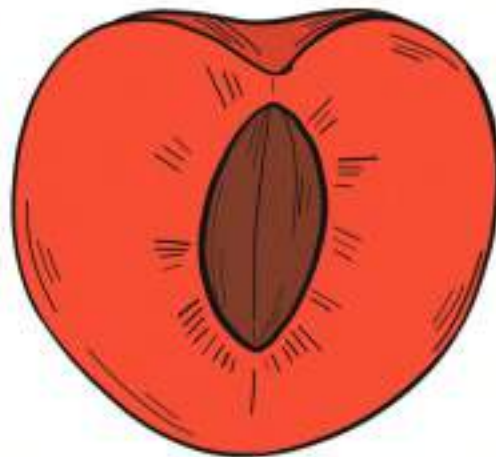
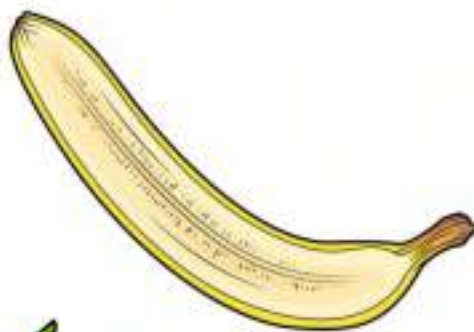
Solve the word problem below. Make sure to write the equation.

Alexa saved 27 dollars from her allowance. She was given some money from her grandmother for her birthday. She now has 40 dollars. How much did her grandmother give her?



N.3

Students interpret part-whole relationships using unit fractions.

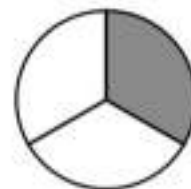


Naming Fractions

Unit fractions are fractions that have 1 as the top number, which we call the numerator. The bottom number, which we call the denominator, can be any whole number that's not zero.

So, examples of unit fractions are $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, and so on.

Think of it like this: if you have one whole pizza and you split it into 3 equal parts, each part is $\frac{1}{3}$ of the pizza. That's a unit fraction!



Directions: Write the unit fractions below

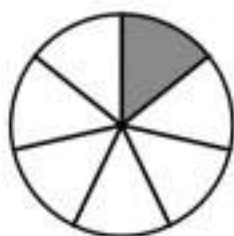
1)



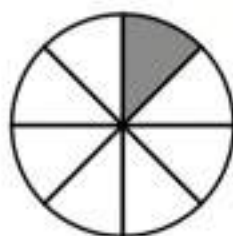
3)



4)



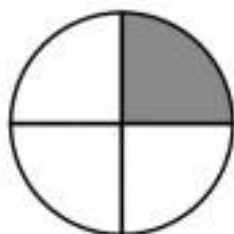
5)



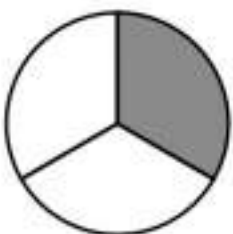
9)



7)



8)



6)



Naming Fractions

Directions

Shade in the fractions below

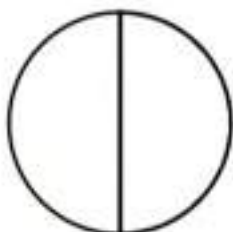
1)



1

5

2)



1

2

3)



1

9

4)



1

7

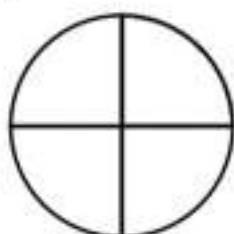
6)



1

10

7)



1

4

8)



1

3

1

6

Word Problem

Answer the word problem below

1) Maya and her 3 friends decided to share a pizza equally. If Maya ate her part, what fraction of the pizza did she eat?

2) At the pet store, there are 6 puppies. One of them is a Golden Retriever. What fraction of the puppies is a Golden Retriever?

Naming Fractions – Word Problems

Questions

Answer the word problems below

1) At the park, there are 5 benches. One of them is painted red. What fraction of the benches is painted red?



2) Ava's mom bought a birthday cake and cut it into 10 equal slices. Ava ate one slice. What fraction of the cake did she eat?



3) Liam found a treasure chest with 8 gold coins. He gave one gold coin to his best friend. What fraction of his treasure did he give away?



4) Maria had a whole pizza that she wanted to share with her 8 friends at her party. If each friend got one piece, what fraction of the pizza did each friend get?



Fractions – Equal Parts

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

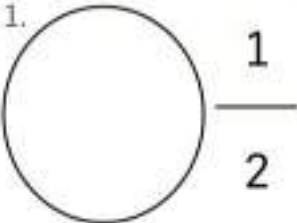

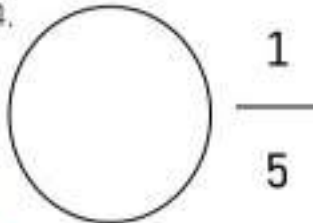




1 → Numerator – How many parts you have

2 → Denominator – The total number of parts in the whole

The denominator must be split into equal parts in order for a fraction to be accurate. Imagine getting a pizza with a friend and splitting it into 2 huge pieces. You get one and they get one. If the pizza is not split evenly, you are not splitting it in half ($\frac{1}{2}$)!

Part 1 Draw the fractions

- First draw the shape. Remember to split the denominator equally!
- Then shade $\frac{1}{2}$ of the denominator – How many parts you're getting.

1.  $\frac{1}{2}$	2.  $\frac{1}{4}$	4.  $\frac{1}{5}$	
5.  $\frac{1}{2}$	6.  $\frac{1}{4}$	7.  $\frac{1}{6}$	8.  $\frac{1}{8}$

Part 2

Answer the word problems below

1) You are splitting a chocolate bar with 2 other friends. How much of the chocolate bar do you get?

2) Would you rather $\frac{1}{2}$ or $\frac{1}{4}$ of a pizza? Explain why.

Fractions – Equal Parts

Part 1

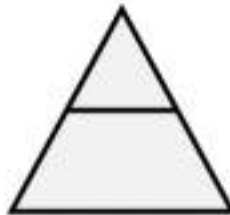
Are the shapes below split into equal parts?

1)



Yes

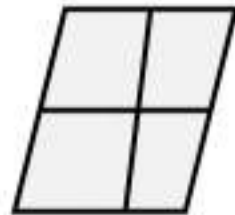
2)



Yes

No

3)



Yes

No

4)



Yes

No

5)



Yes

No

6)



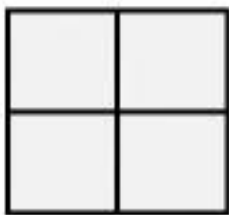
Yes

No

Part 2

Are the statements true or false?

1) The square is cut into fourths.



True

False

2) The circle is cut into sixths. The triangle is cut into fourths.



True

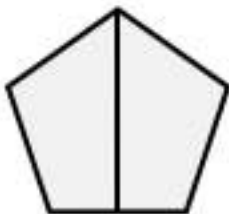
False



True

False

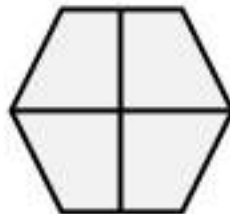
4) The pentagon is cut into halves.



True

False

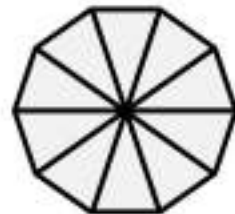
5) The hexagon is cut into fourths.



True

False

6) The octagon is cut into eights.



True

False

Exit Cards

Cut Out

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

Name: _____

Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



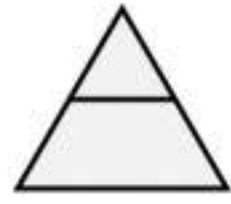
Yes No

Name: _____

Are the shapes below split into equal parts?



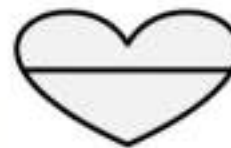
Yes No



Yes No



Yes No



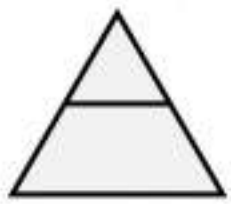
Yes No

Name: _____

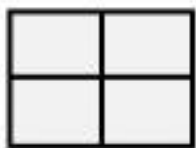
Are the shapes below split into equal parts?



Yes No



Yes No



Yes No



Yes No

Name: _____

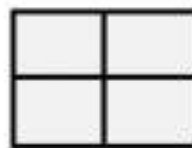
Are the shapes below split into equal parts?



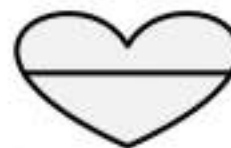
Yes No



Yes No



Yes No









Yes No

Pizza Fractions


Directions

Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) One pizza has bacon, and three-fourths has onion

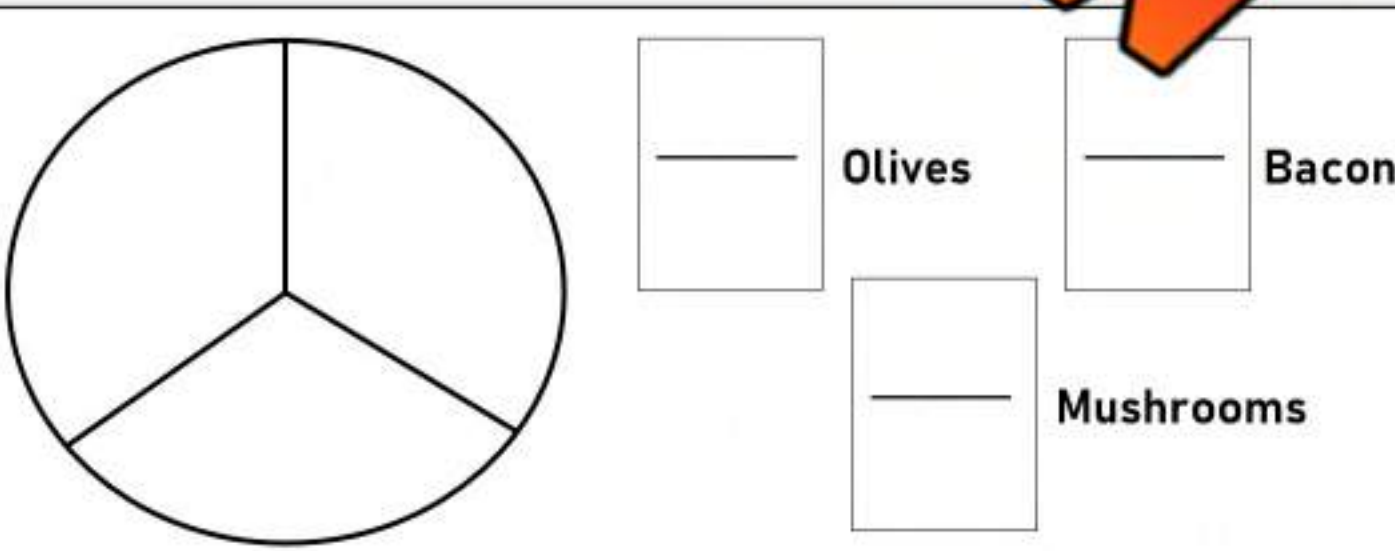
PREVIEW



Bacon Onion

2) One-third of the pizza has olives, one-third has bacon, and one-third has mushrooms.

PREVIEW









Olives Bacon
 Mushrooms

Pizza Fractions

Directions

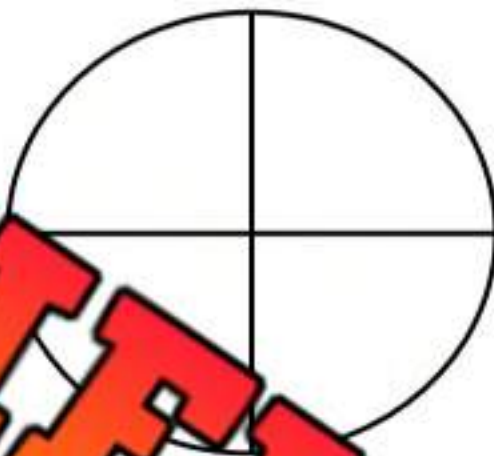
Draw the pizzas below based on the customer's requests

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

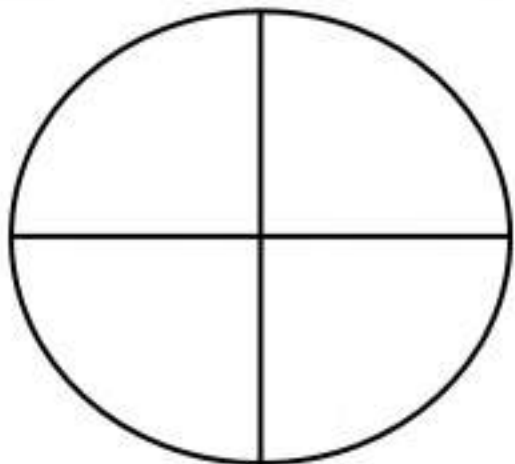
1) One-half pepperoni and bacon and one-fourth pineapple



2) One-fourth olives and onion and three-fourths bacon and mushrooms.



3) One-half pineapple and bacon, one-fourth pepperoni and one-fourth onion.









4) One-third mushroom and one-third onion and one-third pineapple and pepperoni.



Pizza Fractions – My Favourite (Fourths)

Directions

Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?

PREVIEW

_____
Topping_____
Topping_____
Topping_____
Topping

Comparing Common Denominators

Questions

Circle the larger fraction



1)



6)



2)



7)



3)



9)



4)



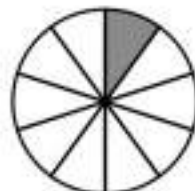
10)



5)



10)

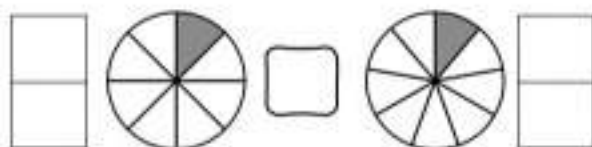


Comparing Common Denominators**Questions**Write the unit fractions. Then compare them using $<$ $>$ $=$

1)



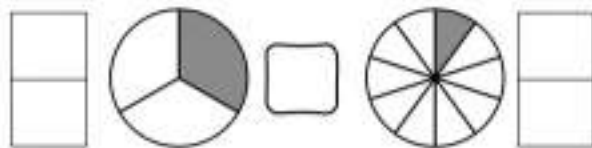
6)



2)



7)



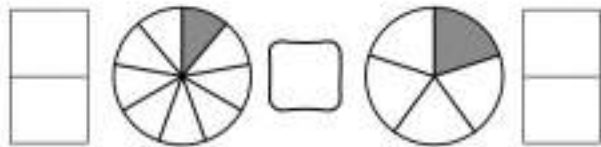
3)



8)



4)



9)



5)



10)



Ordering Fractions**Questions**

Order the fractions from least to greatest

1) $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{1}$

2) $\frac{1}{8}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{1}$

3) $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{1}$, $\frac{1}{9}$, $\frac{1}{6}$

4) $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{4}$

PREVIEW

Ordering Fractions – Word Problems

Questions

Answer the word problems below

1) Lucy read $\frac{1}{3}$ of her story, Amy read $\frac{1}{5}$ of her story and Tom read $\frac{1}{2}$ of his story. Order who read the most to who read the least.



2) John ate $\frac{1}{4}$ of a cake, Amy ate $\frac{1}{6}$ of a cake, and Mary ate $\frac{1}{2}$ of a cake. Can you order the amount of cake they ate in order from least to most?

3) Sam cut a watermelon into 5 equal parts and a cantaloupe into 8 equal parts, and a cantaloupe into 3 equal parts. If you were to take one slice of each fruit, put the sizes of the slices in order from smallest to largest.



4) Maria picked $\frac{1}{3}$ of the flowers in the garden, Peter picked $\frac{1}{5}$ of the flowers, and Tina picked $\frac{1}{2}$ of the flowers. Order them from who picked the fewest to who picked the most flowers.

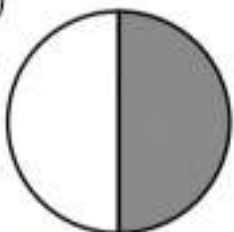
Fractions - Quiz**Part 1**

Write the unit fractions below

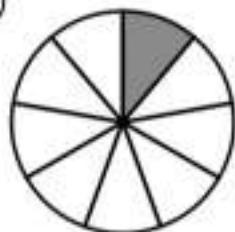
1)



2)



3)



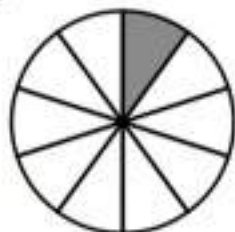
4)



5)



6)



Part 2

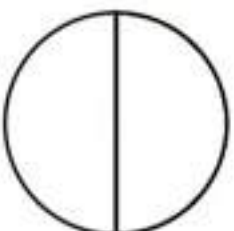
Shade in the fractions below

1)



1
5

2)



1
2

3)



1
9

4)



1
7

5)



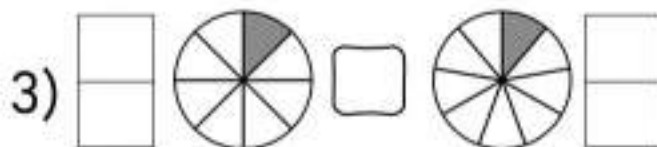
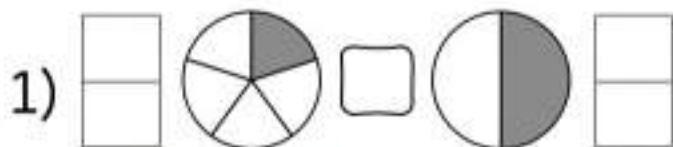
1
8

6)



1
10

Part 3

Write the unit fractions. Then compare them using $<$ $>$ $=$ 

Part 4

Order the fractions from least to greatest

1) $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{1}$

2) $\frac{1}{8}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{7}$ $\frac{1}{10}$



Google Slides Lessons Preview





Alberta Math Curriculum Statistics - Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to **create clear questions that match a survey goal, so we can collect the right information, organize our data, and understand what our results show.**



CREATING CATEGORIES



When we ask a survey question, we should predict the most popular answers to give as options. We can include an "other" category if there are lots of options for answers. Place an "x" on each option that would not be a good choice if you were to ask your classmates.



Questions - What is your favourite...	Categories				
1) season?	Spring	Fall	Winter	Summer	Other
2) pet?	Lion	Dog	Cat	Fish	Other
3) food?	Pizza	Pasta	Ice Cream	Broccoli	Other
4) place to visit?	Park	Beach	Zoo	Moon	Other
5) drink?	Coffee	Water	Milk	Soda	Other
6) fruit?	Apple	Banana	Carrot	Grapes	Other

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

GENERATING QUESTIONS

One student comes to the front and asks the class a question. Count and record the responses in the table provided. Repeat the process again.



Questions	Categories	Tally	Frequency
What is your favourite snack?			
What do you like to do in recess?			
What is your favourite season?			
What pet would you like to have?			
What is your favourite pizza topping?			
What is your favourite cartoon?			
What is your favourite toy?			



Alberta Math Curriculum Statistics - Grade 2

TALLY MARKS

Drag the tally marks that match the # of students in the table.

Ways of getting to school	# of Students	Tally
Walking	7	
Car	16	
Bus		
Bike		

Available tally mark options:

- Three groups of 3 (9)
- Two groups of 3 (6)
- One group of 3 (3)
- Two groups of 2 (4)
- One group of 2 (2)
- One group of 1 (1)

LINE PLOT

Answer the questions and fill the tally and frequency table from the line plot.

1 2 3 4 5 6 7 8 9 0

Category	Reading	Drawing	Gaming	Playing Outside
Tally	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Frequency				

Questions:

- Which hobby was chosen by the fewest students?
- How many more students chose gaming than reading?

PICTOGRAPHS

Create a pictograph based on the data below.

Students in a class counted how many paper airplanes they flew across the classroom during an activity.

Name	# of Paper Airplanes
Zoe	4
Harry	6
Ryan	3
Lily	5
Mark	6

1 Paper Airplane

# Paper Airplanes Flown	
Zoe	
Harry	
Ryan	
Lily	
Mark	

Questions	
1) How many more airplanes did Mark fly than Zoe?	
2) How many paper airplanes in total were flown?	
3) What number is the mode?	



Alberta Math Curriculum Statistics - Grade 2

PICTOGRAPHS

Answer the questions about the graph.

Apples Collected

Student	Apples
Maya	5
Olivia	4
Ethan	3
Ben	6
Sophia	5

Each is 1

1 2 3 4 5 6 7 8 9 0

- 1) How many apples did Ben and Sophia collect altogether?
- 2) How many apples did Maya collect?
- 3) How many more apples did Olivia collect than Ethan?
- 4) What is the mode?

BAR GRAPHS

Answer the questions about the graph.

Favourite Holidays

Halloween

1 2 3 4 5 6 7 8 9 0

- 1) Which holiday was chosen by the most by students?
- 2) How many students chose Halloween and Thanksgiving together?
- 3) How many more students chose Christmas than Canada day?
- 4) What is the mode?

BAR GRAPHS

Look at the data about grade 2 students' favourite seasons and answer the questions.

Favourite Season

Spring

1 2 3 4 5 6 7 8 9 0

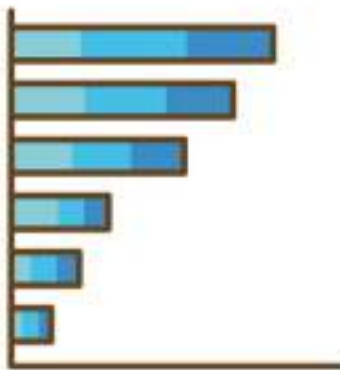
- 1) Which season was the least chosen by the students?
- 2) What is the difference between the number of students who chose Spring and Summer?
- 3) What is the mode of the data?
- 4) How many more students liked Autumn than Winter?
- 5) How many students chose their favourite season in total?

Summer

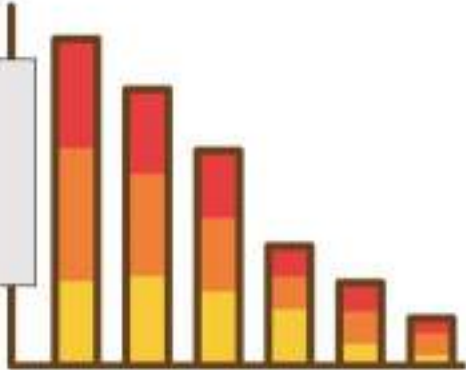
Winter

Autumn

Spring



Grade 2
Statistics



	Curriculum Expectations	Pages
S.1	<p>Students relate data to a variety of representations.</p> <ul style="list-style-type: none">• Generate questions for a specific investigation within the learning environment.• Collect first-hand data by questioning people	68
	<ul style="list-style-type: none">• Compare the features of pictographs, dot plots, and bar graphs.	

Preview of 60 pages from this product that contains 108 pages total.



Creating Questions

Practice

Create questions you could ask your class

**Word Bank - Ideas**

TV Show	Sport	Movie	Food	Drink
Colour	Animal	Video Game	Subject	YouTube Channel

	Question
1)	What is your favourite _____
2)	What is your favourite _____
3)	What is your favourite _____
4)	What is your favourite _____
5)	What is your favourite _____

Creating Questions

Practice

Write 4 options for the survey questions below

1) How did you get to school today?

a)

c)

d)

2) What is your favourite sport?

a)

b)

c)

d)

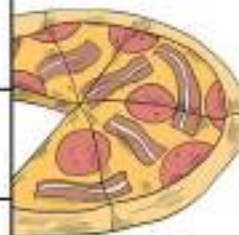
3) What is your favourite food?

a)

b)

c)

d)



PREVIEW

Creating Questions

Practice

Write 4 options for the survey questions below

1) What is the best subject in school?

a) Math

b) Science

c) Gym

d) Art

2) How did you get to school today?

a) _____

b) _____

c) _____

d) _____

3) What is your favourite sport?

a) _____

b) _____

c) _____

d) _____

4) What is your favourite fast food?

a) _____

b) _____

c) _____

d) _____

5) What is your favourite pizza topping?

a) _____

b) _____

c) _____

d) _____

6) What is the best kind of music?

a) _____

b) _____

c) _____

d) _____

7) What time do you go to bed at?

a) _____

b) _____

c) _____

d) _____

8) What kind of ice cream is the best?

a) _____

b) _____

c) _____

d) _____

Creating Questions

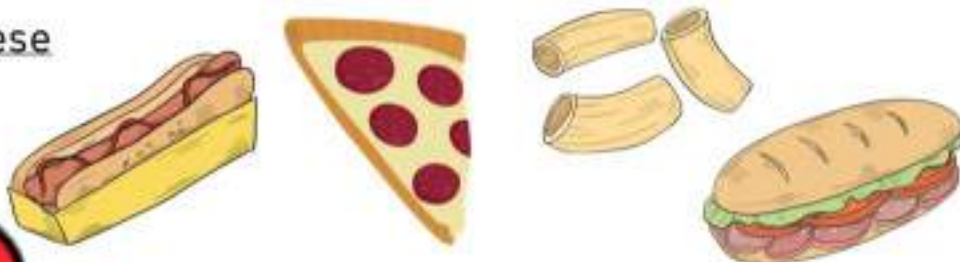


Practice

Write a question and 4 options for answers

1) What is your favourite food?

- a) Macaroni and Cheese
- b) Pizza
- c) Hot Dog
- d) Sandwich



PREVIEW

2)

- a) _____
- b) _____
- c) _____
- d) _____

3)

- a) _____
- b) _____
- c) _____
- d) _____

Yes/No Survey Questions

**Practice**

Write 5 questions below using yes/no answers

Word Bank - Ideas

TV Show	Sport	Movie	Food	Drink
Cartoon	Game	Video Game	Subject	YouTube Channel

	Example: Do you like pizza?
1)	
2)	
3)	
4)	
5)	

Tally Marks

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

Part 1

Count the tally marks

_____	_____	_____	_____

Part 2

Draw tally marks that match the number

4 =	8 =	_____
13 =	17 =	20 =
27 =	32 =	

Part 3

Which is greater? Use the < > or =

9 _____	11 _____	16 _____
---------	----------	----------

Activity Title: Tally Up the Fun!**Objective**

What are we learning about?

Students will practice counting and creating tally marks through a fun and interactive game.

Materials

What you will need for the activity.

- Dice (one per group)
- Whiteboard or sheet of paper
- Markers

**Instructions**

How you will complete the activity.

1. Divide the class into small groups of 3-4 students.
2. Provide each group with a dice and a whiteboard or sheet of paper.
3. Explain to the students that they will be rolling the dice and creating tally marks to represent the number they rolled.
4. For each round, each student will roll the dice. After one student rolls, write the tallies on the next page. Continue for the other group members.
5. After creating the tally marks for one round, the group will count them aloud to ensure they have the correct number.
6. Repeat steps 3-5 for a predetermined number of rounds (e.g., 10 rounds).
7. At the end of the activity, have each group share their tally mark totals and discuss any observations or patterns they noticed.

Name: _____

14

Record Sheet

Record your result in the table below.

Round	Tally Marks	Total Count
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total Tallies		

PREVIEW



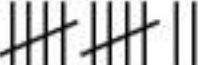

Exit Cards

Cut Out

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

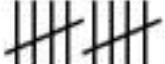
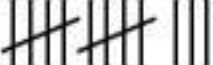


Name: _____

Which is greater? Use the $<$ $>$ or $=$

- 1)  _____ 8
- 2) 13 _____ 
- 3)  _____ 18
- 4) 21 _____ 



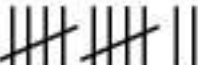

Name: _____

Which is greater? Use the $<$ $>$ or $=$

- 1)  _____ 8
- 2) 13 _____ 
- 3)  _____ 18
- 4) _____ 

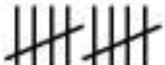
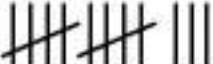
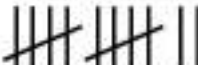

Name: _____

Which is greater? Use the $<$ $>$ or $=$

- 1)  _____ 8
- 2) 13 _____ 
- 3)  _____ 18
- 4) 21 _____ 

Name: _____

Which is greater?

- 1)  _____ 8
- 2) 13 _____ 
- 3)  _____ 18
- 4) 21 _____ 

Tally Marks – Favourite Music


Part 1

Fill in the tally table below

Favourite Music of Grade 2 Students		
Music Genres	Tallies	Frequency
Pop		
Jazz		6
Country		
Rap/Hip-Hop		
Rock		20

Part 2

Answer the questions below

1) Which music genre is the most popular?	
2) Which music genre is the least popular?	
3) How many more students voted for pop than jazz?	
4) How many grade 2 students were surveyed?	

Tally Marks – Favourite Treat



Part 1 Fill in the tally table below

Favourite Treat		
Treat	Tallies	Frequency
 Nut		
 Brownie		11
 Ice Cream		
 Cake		9
 Chocolate		

Part 2 Answer the questions below

- Which treat is the most popular?
- Which treat is the least popular?
- How many more people like ice cream than cake?
- Put the treats in order from least popular to most popular.

Exit Cards

Cut Out

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

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Name: _____

Fill in the tally table below

Favourite Food		
Food	Tallies	Frequency
Pizza	### ###	
Tacos		17
Hot Dog		7
Sandwich	###	
Burgers		14

Reading a Line Plot - Pets



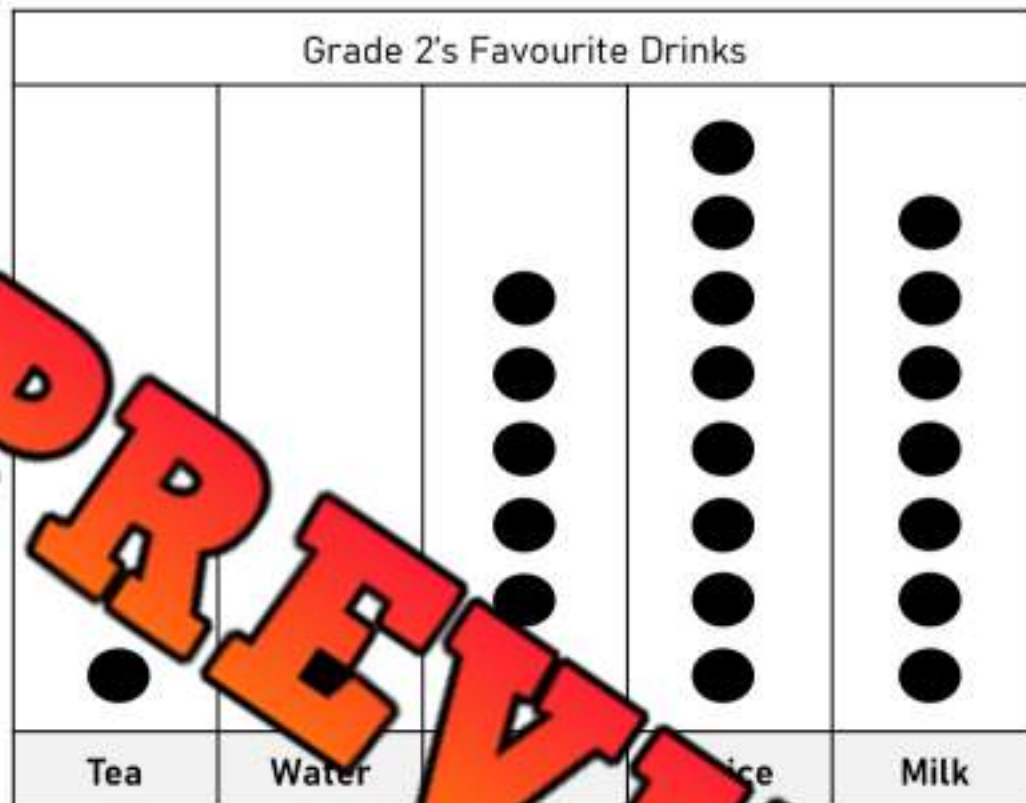
Pet	Dog	Cat	Bunny	Turtle
Frequency				

Questions

Read the line plot and answer the questions

- a) Which pet was the most popular?
- b) Which pet was the least popular?
- c) How many total people were asked the survey question?
- d) How many more people like dogs than bunnies?
- e) Put the pets in order of most popular to least popular.

Reading a Line Plot - Drinks



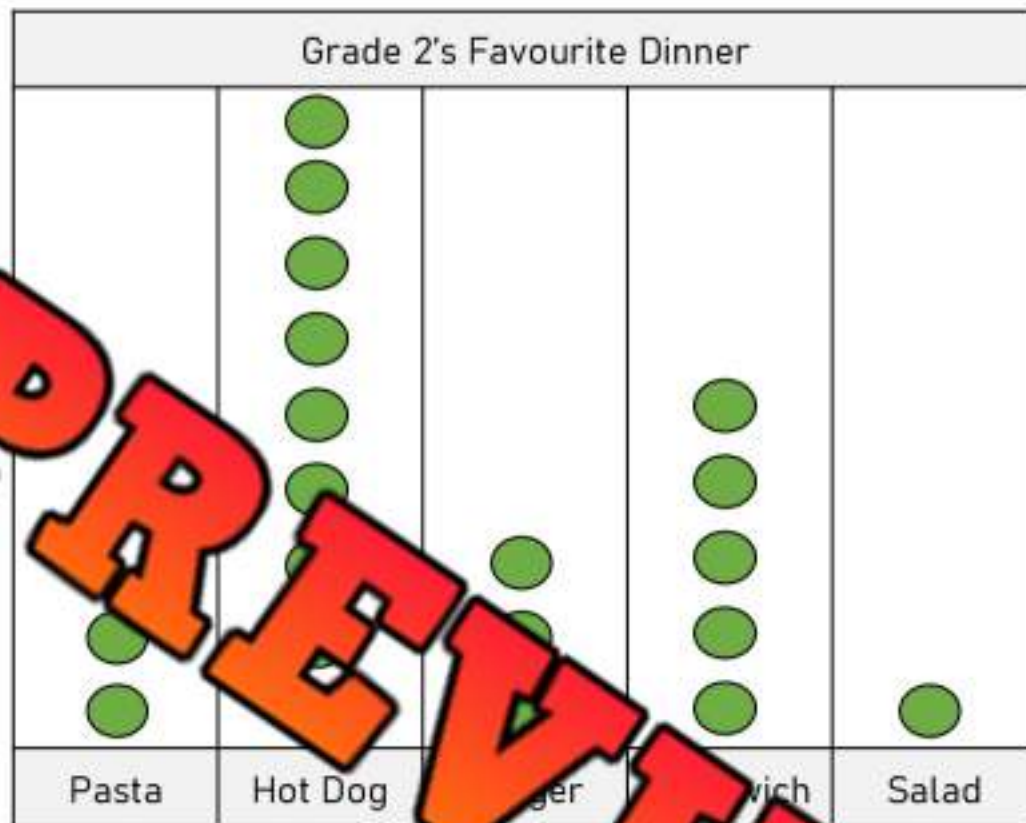
Drink	Tea	Water	Juice	Milk
Frequency				

Questions

Read the line plot and answer the questions

- a) Which drink was the most popular?
- b) Which drink was the least popular?
- c) How many total people were asked the survey question?
- d) Put the drinks in order of most popular to least popular.

Reading a Line Plot – Favourite Dinner



Dinner	Pasta	Hot Dog	Burger	Sandwich	Salad
Frequency					

Questions

Read the line plot and answer the questions

- Which dinner was the most popular?
- Which dinner was the least popular?
- How many total people were asked the survey question?
- How many more people like hot dogs than salad?
- Put the dinner options in order of least popular to most popular.

Exit Cards

Cut Out

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

Name: _____

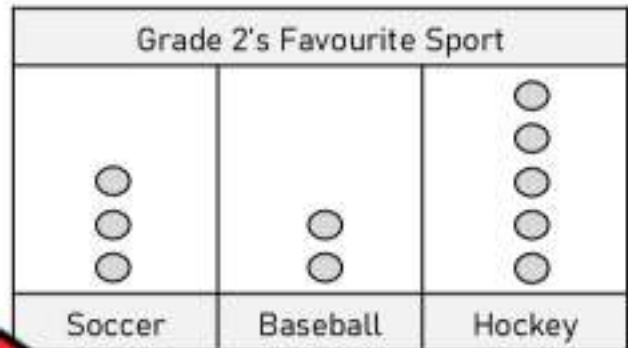
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

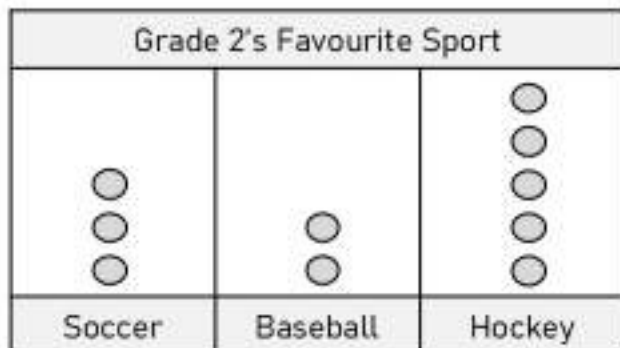
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

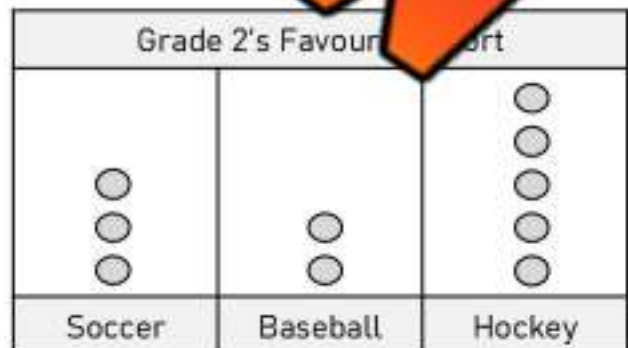
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

Read the line plot and answer the questions



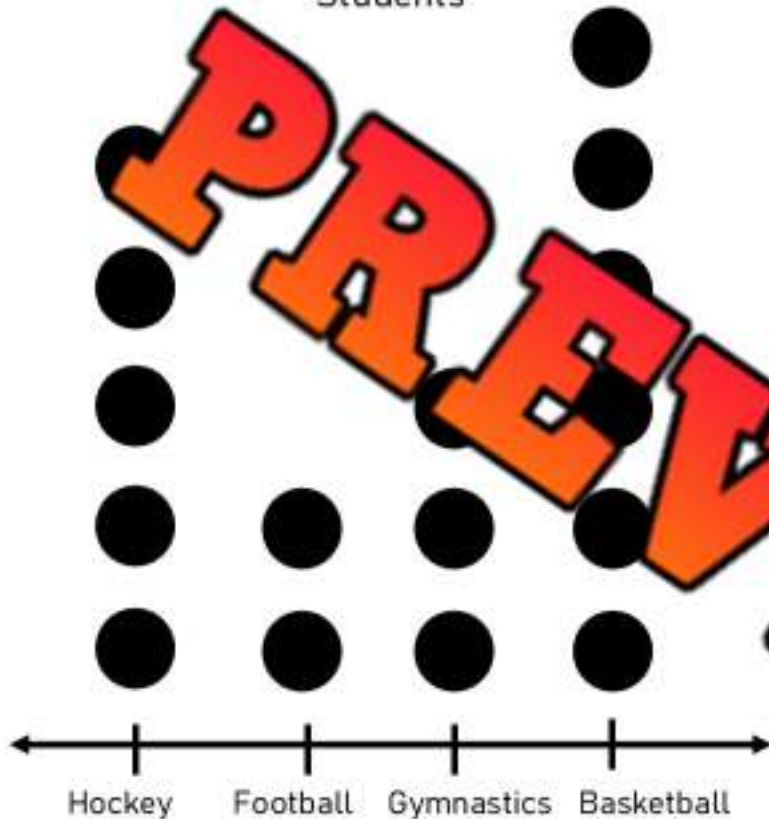
Dinner	Soccer	Baseball	Hockey
Frequency			

Reading a Line Plot – Favourite Sport

Part 1

Read the line plot below and answer the questions

Favourite Sport of Grade 3
Students



1) Which sport was the most popular?

2) Which sport was the least popular?

3) How many people were surveyed?

What do you learn about the people who completed the survey?

Part 2

Fill in the frequency table below



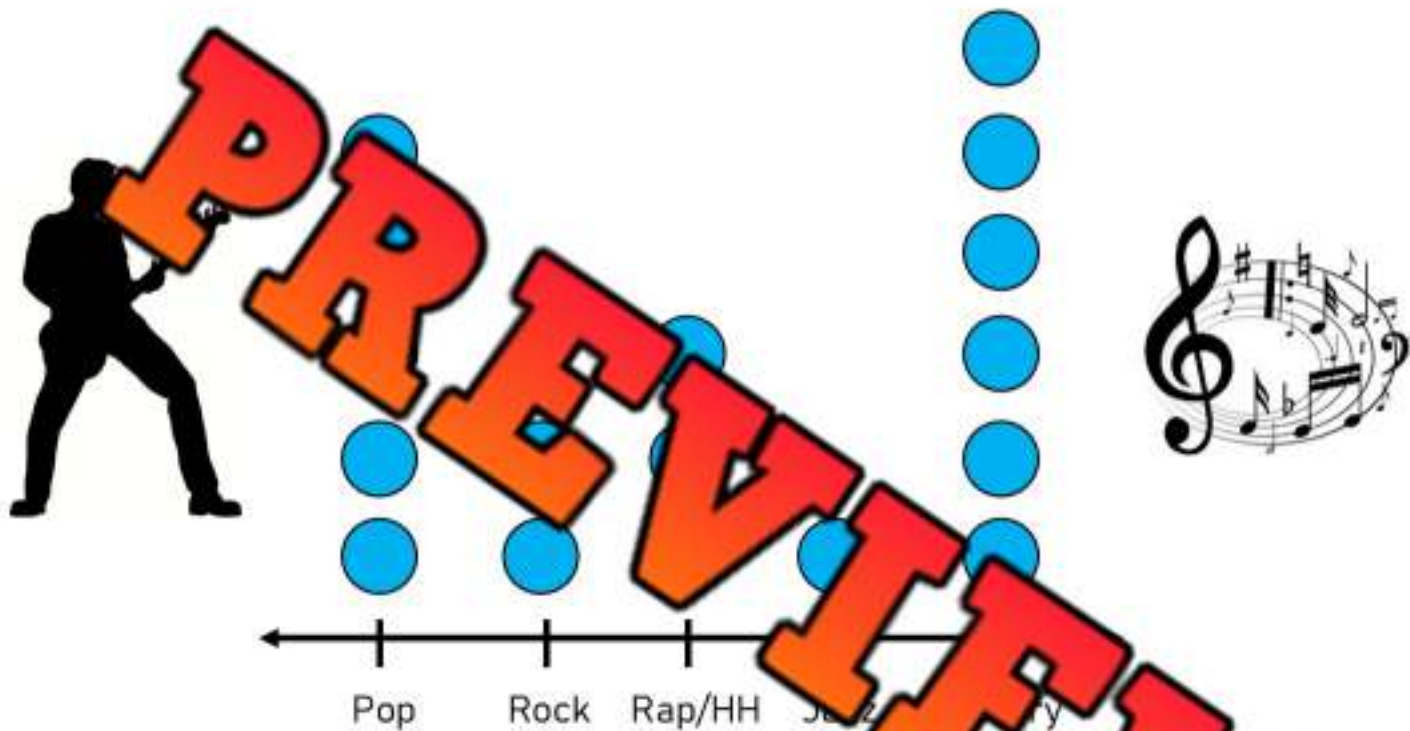
Category	Hockey	Football	Gymnastics	Basketball
Tally				
Frequency				

Reading a Line Plot – Music Genres

Part 1

Read the line plot below and answer the questions

An online survey asked people what their favourite music genre is. The results have been displayed below in a line plot.



Part 2

Fill in the frequency table below

Category	Pop	Rock	Rap/Hip Hop	Jazz	Country
Tally					
Frequency					

1) Which genre of music is the most popular? _____ Least popular: _____

2) How much more popular is country than rock? _____

3) How many people were surveyed? _____

Creating a Line Plot - Hobby

Questions

Survey your class and use the data in a line plot

Survey Question: What is your favourite hobby?**Instructions** - Use tally marks to record the answer to the survey question.

Category	Reading	Computer	Gaming	Playing Outside
Tally				
Frequency				

Title: _____

Reading	Computer	Gaming	Playing Outside

Name: _____

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Curriculum Connection
5.1

Creating a Line Plot

Questions

Survey your class and use the data in a line plot

Survey Question: _____

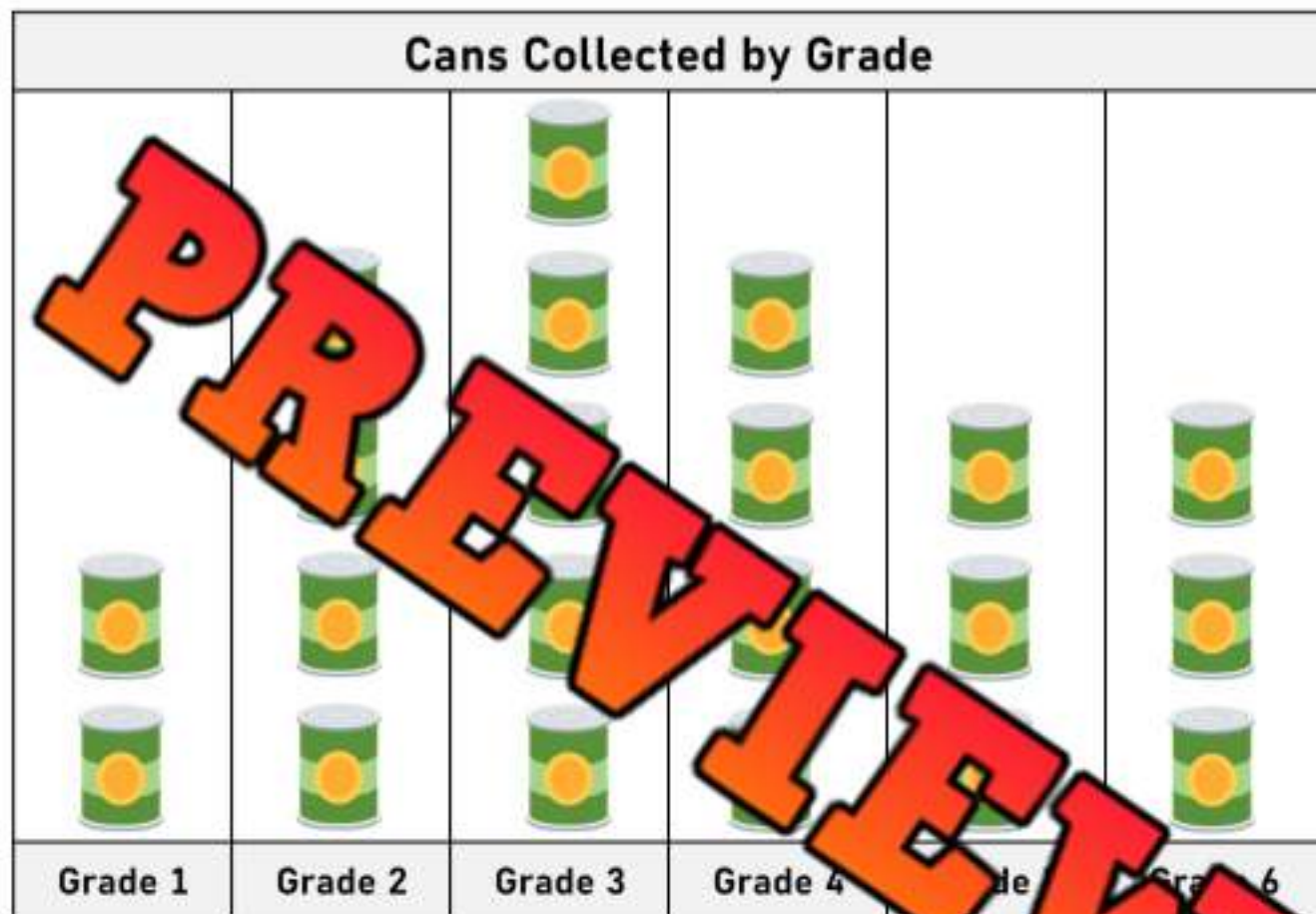
Category			
Frequency			

Title:

PREVIEW

Vertical Pictograph – Canned Food

Maplewood Public School had a canned food drive last month. The students in each class brought in cans of food. The totals for each grade are displayed below in the pictograph.




- | | |
|--|--|
| a) How many cans is one picture worth? | |
| b) Which class brought the most number of cans? | |
| c) How many total cans were brought in at Maplewood Public school? | |
| d) How many more cans did the grade 3's bring in than the grade 6's? | |
| e) How many more cans did the grade 4's need to win? | |

Vertical Pictograph – Basketball Points

Grace's basketball team counted how many points each of the players scored in a tournament. The point totals for the starting 5 are displayed below in a pictograph.



 = 2 points

- | | |
|---|--|
| a) How many points is half a basketball worth? | |
| b) Who scored the most points in the tournament? | |
| c) How many total points did all 5 girls score? | |
| d) How many more points did Jill score than Ellie? | |
| e) Put the players in order of who scored the least to who scored the most. | |

Activity Title: Flip the Data

Objective

What are we learning about?

Students will engage in a fun and active game where they read data from a pictograph and answer questions to earn the opportunity to flip a bottle or cup.

Materials

What you will need for the activity.

- Flip caps
- A smartboard or projector to display bar graphs
- Timer (stopwatch or timer app)
- Question cards on the graph data
- Scoreboard to track team performance



Instructions

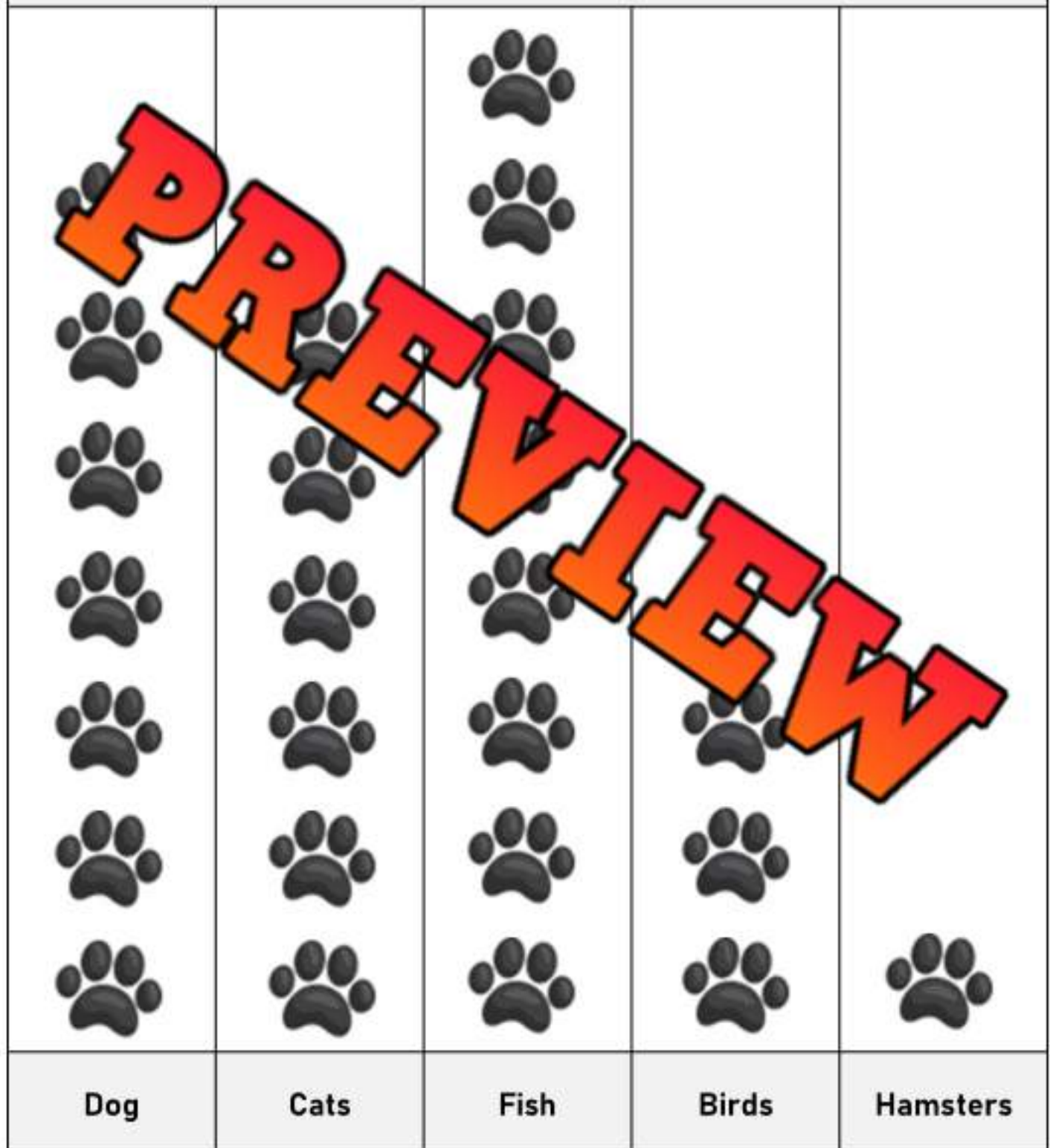
How you will complete the activity.

1. Divide the class into small teams, ideally of 5 members each.
2. Prepare a series of pictographs to display on the smartboard with corresponding question cards that ask about the data in the graph.
3. One team at a time comes to the front where the graph is displayed.
4. Display the first pictograph on the smartboard.
5. The first student from the active team reads the graph and selects a question card. Start the timer when the question is first shown.
6. The student answers the question based on the data presented in the graph. The teacher checks the answer.
7. If the student answers correctly, they flip their bottle or cup repeatedly until they land it upright. When they do, the next teammate can take their turn.
8. If the student's answer is incorrect, they must try another question card before they can attempt to flip.
9. The team's turn ends either when all members have successfully flipped their bottle/cup or when the timer reaches a set limit (e.g., 3 minutes).
10. Record the team's time or number of successful flips on the scoreboard.
11. Repeat steps 4-10 for each team. The team with the fastest time/most flips wins.

Graph 1

What did you learn from the pictograph?

Number of Pets Owned by Students



Graph 2

What did you learn from the pictograph?

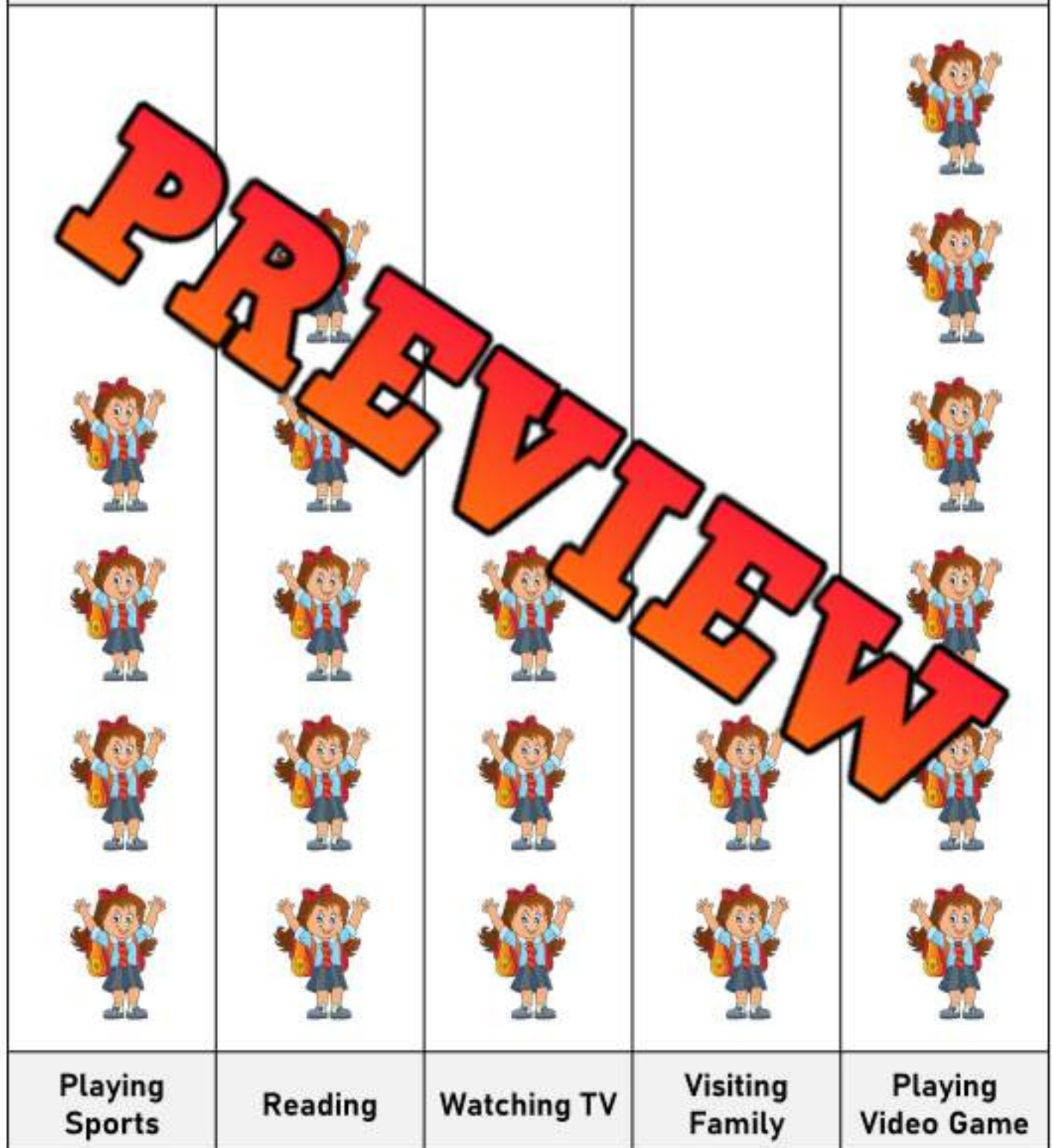
How Students Get to School



Graph 3

What did you learn from the pictograph?

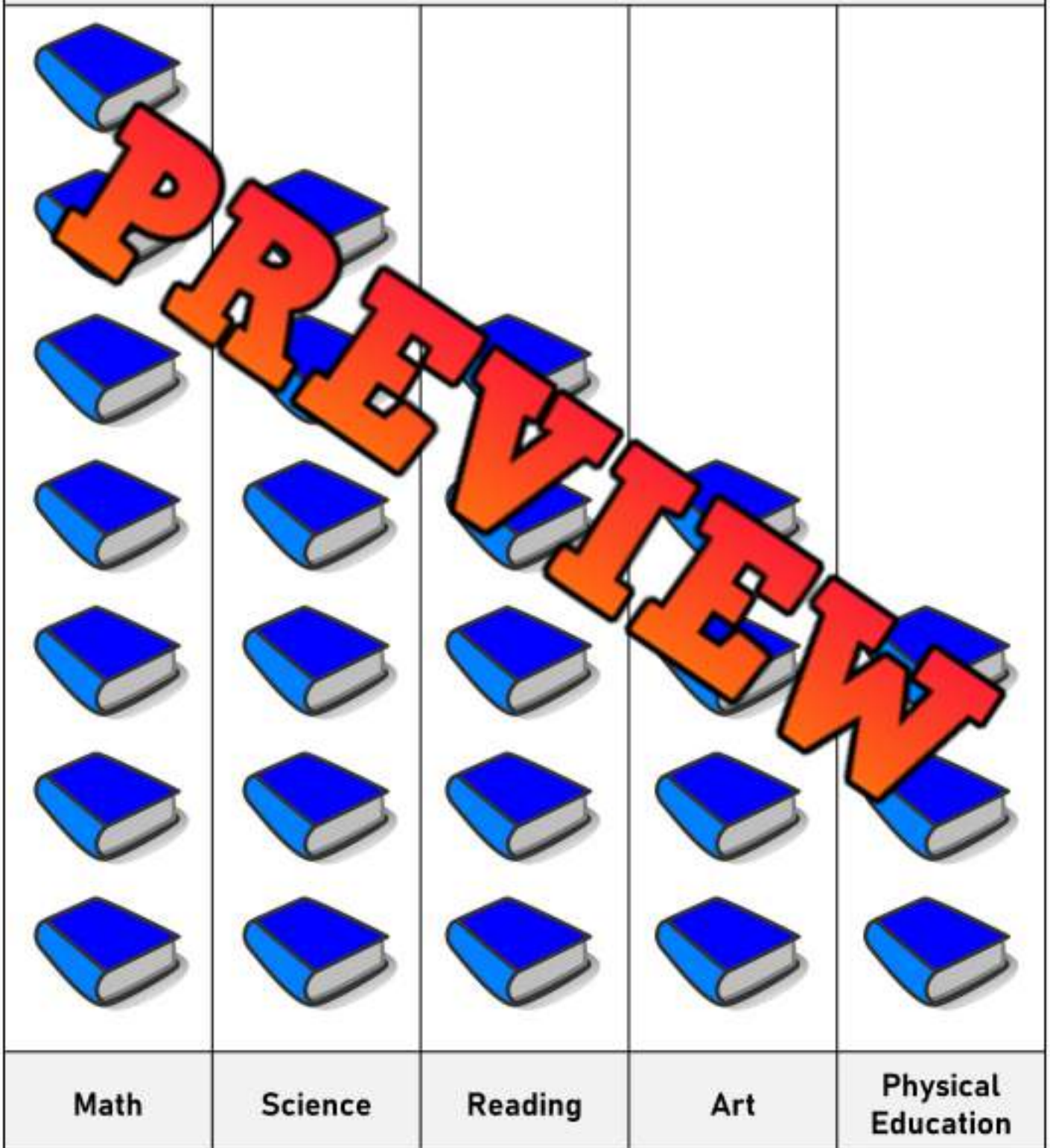
What Students Did Over the Weekend



Graph 4

What did you learn from the pictograph?

Favorite School Subjects of Students



Graph 5

What did you learn from the pictograph?

Types of Fruit Eaten by Students for Lunch



Questions

Choose a question to ask the student who is about to flip their bottle

Which category has the most votes?

Which category has the least votes?

How many votes are there in total?

How many categories are displayed on the graph?

How many categories have more than 5 votes?

How many categories have less than 4 votes?

How many votes are in the second most popular category?

How many categories have exactly 4 votes?

How many categories have a total number of votes that is an even number?

How many categories have a total number of votes that is an odd number?

Are there any categories that have the same number of votes? Which ones?

How many categories have between 3 and 6 votes?

How many categories have more than 6 votes?

Which category has exactly 3 votes?

How many items are there in the three most popular categories combined?

How many categories have a total of less than 6 votes?

If you could add another category to this graph, what would it be?

How many categories have exactly 5 votes?

Name a category that has an odd number of votes?

How might the information on the graph impact decisions or opinions?

Creating a Vertical Pictograph

James participated in a reading challenge last week. He read each day and wrote down how many minutes he read for each day of the week.



Sunday	15
Monday	30
Tuesday	20
Wednesday	15
Thursday	35
Friday	40
Saturday	20



PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

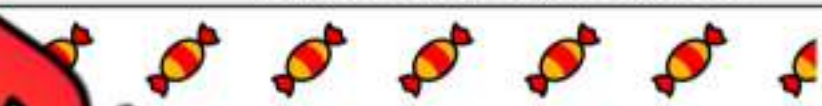







= 5 minutes

- | | |
|--|--|
| 1) What day did he read the most? | |
| 2) How many more minutes did he read on Friday than Wednesday? | |
| 3) Did James read <u>more</u> or <u>less</u> on Monday and Tuesday than he did on Friday and Saturday? | |

Horizontal Pictograph - Candy

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.

Friend	Number of Candies Collected	Frequency
Sam		
Stacy		
Tony		
Jill		
Stacy		

 = 2 Candies

a) How much is half a candy worth?

b) Who collected the most candy?






c) How much more candy did Jill collect than Tony?

d) How much total candy was collected?

e) Who would you want to trick or treat with? Why?

Horizontal Pictograph - Books

Mr. Wilson's class had a competition to see who could read the most pages in their books in a week. The results have been displayed in the pictograph below for the top 5 readers in the class.

Friend	Number of Pages Read	Frequency
John		
William		
Emma		
Nick		
Maddy		

 = 10

- How many pages is one book worth?
- How many pages is half a book worth?
- Who read the most number of pages?
- How many total pages were read by these 5 students?
- How many more pages did Emma read than William?
- Who do you think improved their reading the most? Explain why.

Creating a Horizontal Pictograph

Kevin and his friends went to an arcade on Saturday. They had a contest to see who could win the most tickets from the arcade games. The results are displayed in the table below.

Kevin	110
Neil	50
Steve	75
Dane	100
Chris	80



Questions

A pictograph that displays the data above

Kevin	
Neill	
Steve	
Dane	
Chris	



= 10 tickets

1) Who won the most tickets?

2) How many more tickets did Dane win than Neil?

3) How many total tickets did the 5 kids win?

Exit Cards

Cut Out

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

Name: _____

Favourite ice cream flavour survey.

Chocolate = 8	Strawberry = 10
Vanilla = 4	Cookie Dough = 6

Draw a pictograph that displays the data above.



Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 8	Strawberry = 10
Vanilla = 4	Cookie Dough = 6

Draw a pictograph that displays the data above.



• 2 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 8	Strawberry = 10
Vanilla = 4	Cookie Dough = 6

Draw a pictograph that displays the data above.



• 2 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 8	Strawberry = 10
Vanilla = 4	Cookie Dough = 6

Draw a pictograph that displays the data above.



• 2 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Create a Pictograph - Seasons

Instructions

Survey your class and use the data in a pictograph

Survey Question: What is your favourite season?

Category	Summer	Winter	Spring	Fall
Total				
Frequency				

Summer	
Winter	
Spring	
Fall	

= 1 Vote

1) What is the most popular season?	
2) What is the least popular season?	
3) How many people did you survey?	

Name: _____

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Curriculum Connection
5.1

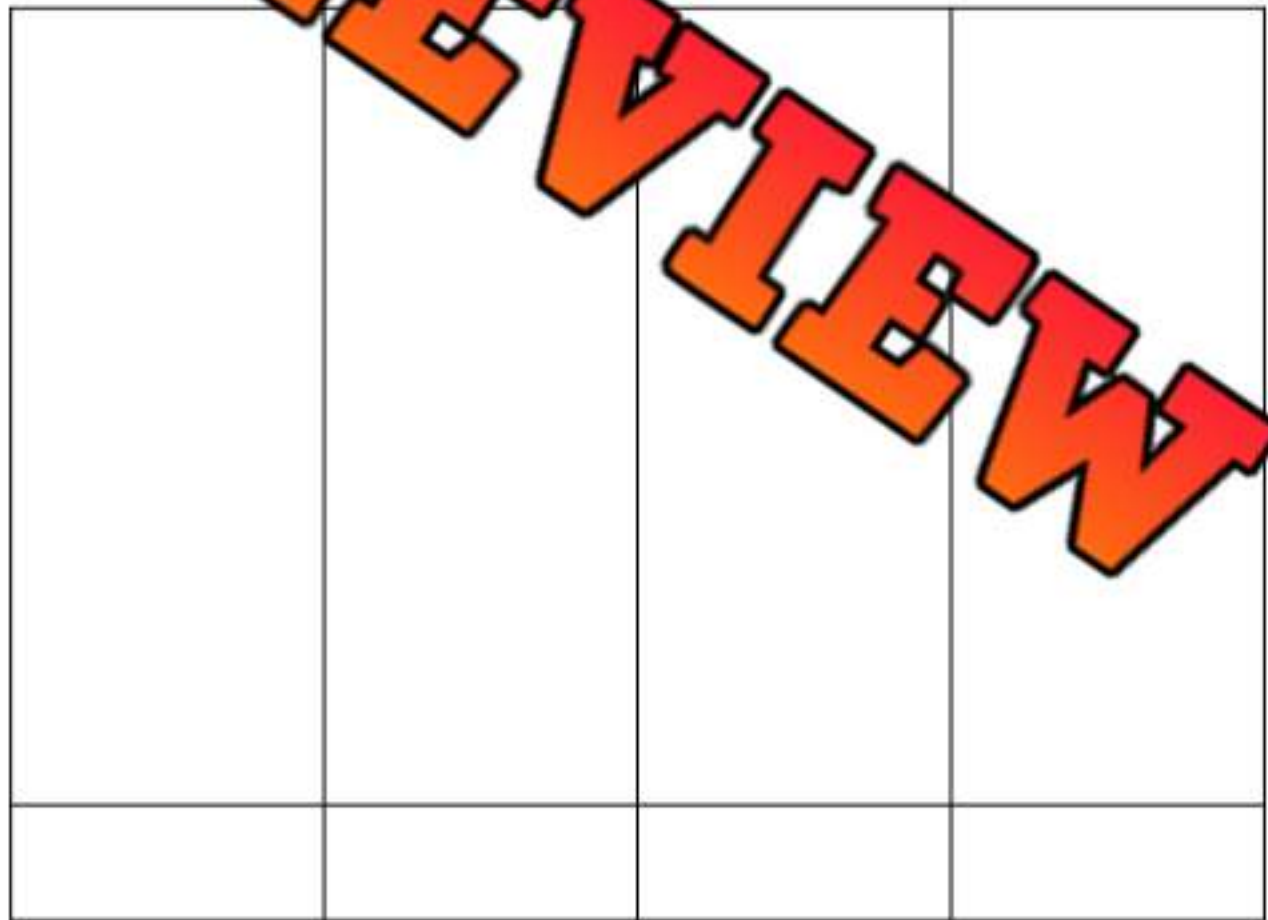
Create a Pictograph

Instructions

Survey your class and use the data to make a pictograph

Survey Question: _____

Category				
Frequency				



= _____ Vote(s)

Name: _____

44

Activity: Tally Mark Pictograph Scavenger Hunt

Objective What are we learning about?

Students will use tally marks to collect and represent data, then interpret the information in a pictograph.

Materials What you will need for the activity.

- Tally sheet
- Paper to write on
- Clipboard or something to write on
- Assorted small objects (e.g., buttons, pebbles, paperclips)

**Instructions** How you will apply this activity

1. Begin by reviewing the concept of tally marks with the class. Explain that tally marks are a simple way to count and keep track of things, one for every object.
2. Divide the class into small groups and distribute the recording sheets and clipboards.
3. Inform the students that they will be going on a scavenger hunt around the classroom to collect different types of small objects, such as buttons, paperclips, and pebbles.
4. Assign each group a specific object to search for and count using tally marks on their recording sheets.
5. Give the students a set amount of time (e.g., 5-10 minutes) to search the classroom and collect their assigned objects, counting them using tally marks as they go.
6. Once the time is up, have the groups return to their seats and create a pictograph to represent the data they collected. Encourage them to use the tally marks to determine the number of each object and then draw the corresponding number of pictures to create the pictograph.
7. Invite the groups to share their pictographs with the class and discuss the findings. Encourage the students to analyze the data and identify any patterns or trends they notice.

Sheet

Record your findings here.

Object	Tally Marks	Total Counts
Buttons		
Pebbles		
Paperclips		
Erasers		
Pencils		
Crayons		
Rubber Bands		
Beads		
Sticks		
Small Toys		

PREVIEW

Sheet Draw a pictograph based on your recording sheet.

Items Students Found During Scavenger	
	Buttons
	Pebbles
	Paper-clips
	Erasers
	Pencils
	Crayons
	Rubber Bands
	Beads
	Sticks
	Small Toys

PREVIEW

Vertical Bar Graph – Favourite Colour

The students in grade 2 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.



a) Which colour was most popular?

b) Which colour was the least popular?

c) How many people chose yellow as their favourite?

d) How many people like red and blue the best?

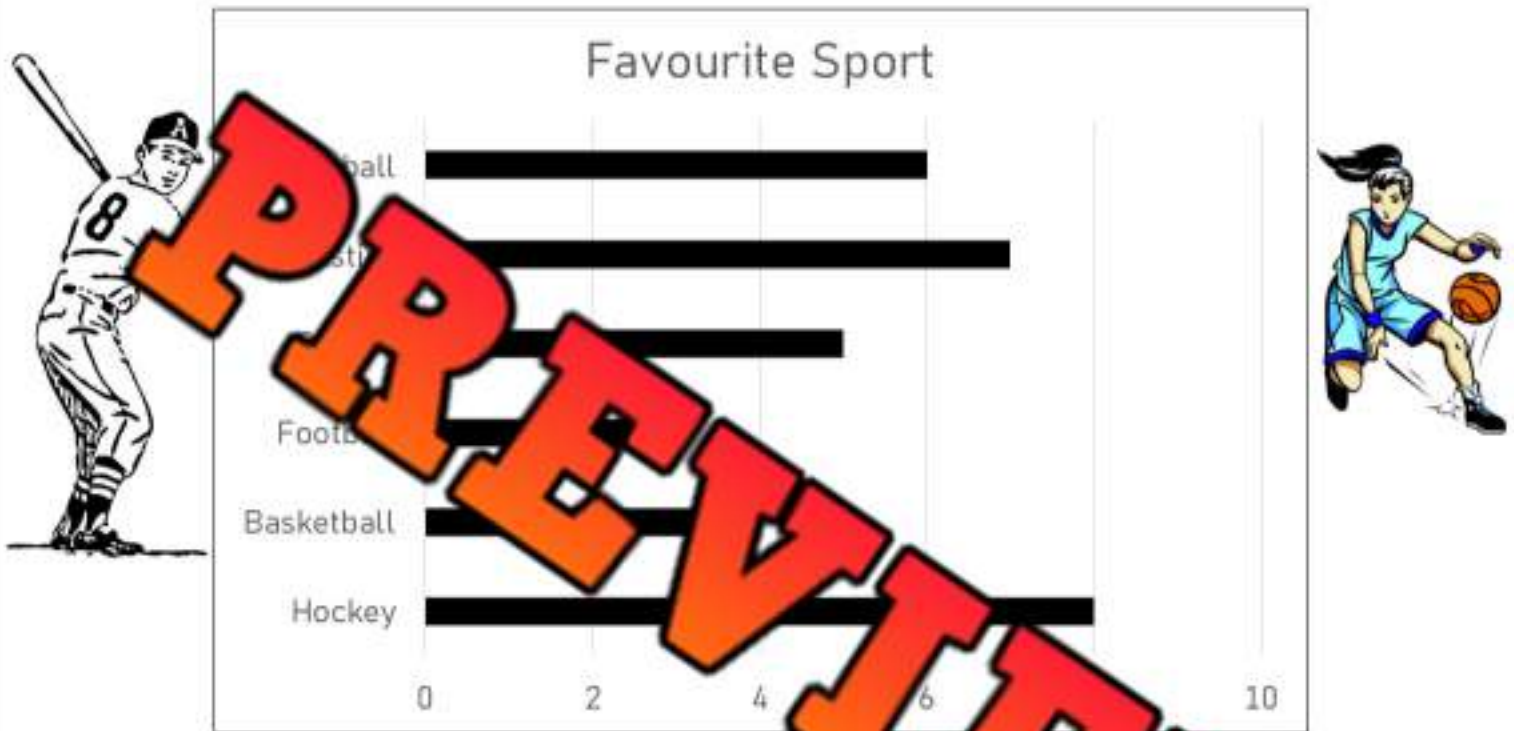
e) How many more people like red than orange?

f) What two colours add up to the amount of red?

g) How many people were surveyed?

Horizontal Bar Graph – Favourite Sport

The kids at camp were asked which sport they liked the best. They surveyed each kid and the results have been displayed below in a horizontal bar graph.



a) Which sport was most popular?

b) Which sport was the least popular?

c) How many people chose gymnastics as their favourite?

d) How many kids liked basketball and soccer the best?

e) How many kids liked hockey more than football?

f) What two sports add up to the total for hockey?

g) How many kids were surveyed?

Exit Cards

Cut Out

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

Name: _____

1) Which category of drink is most popular?
_____2) How many people were surveyed?

Name: _____

1) Which category of drink is most popular?
_____2) How many people were surveyed?

Name: _____

1) Which category of drink is most popular?
_____2) How many people were surveyed?

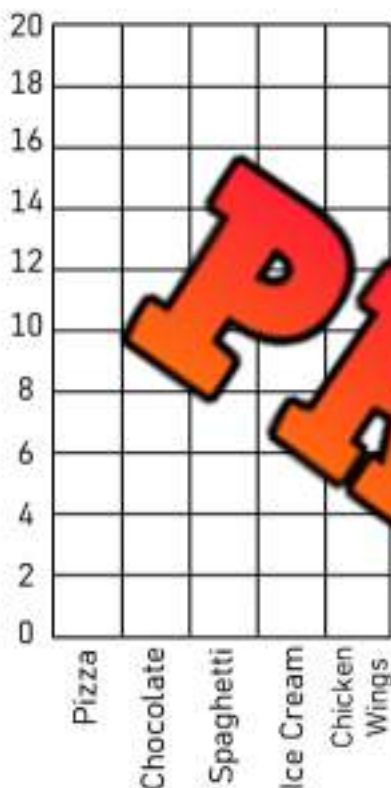
Name: _____

1) Which category of drink is most popular?
_____2) How many people were surveyed?

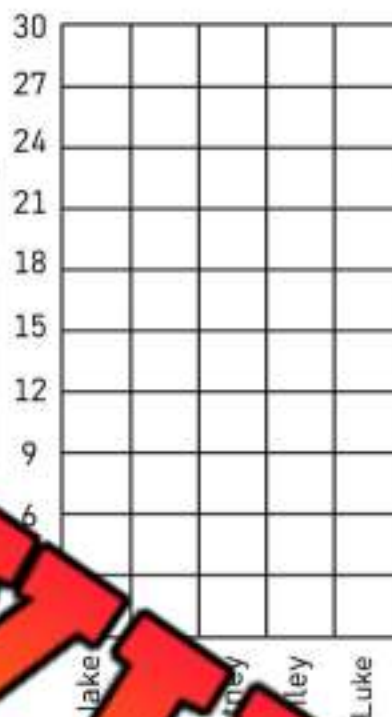
Drawing Bar Graphs

Questions

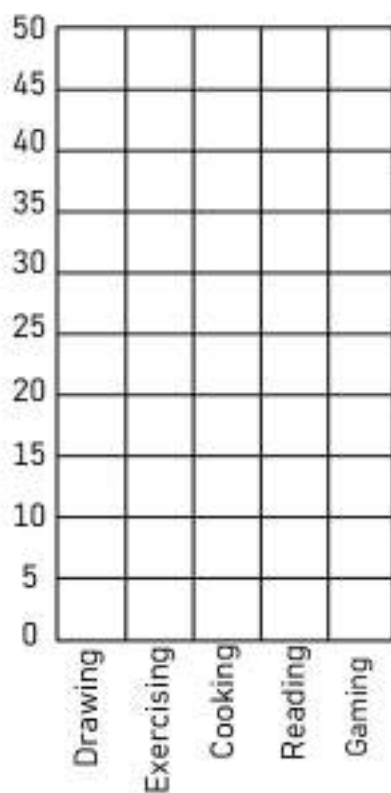
Draw the bars for each of the bar graphs below



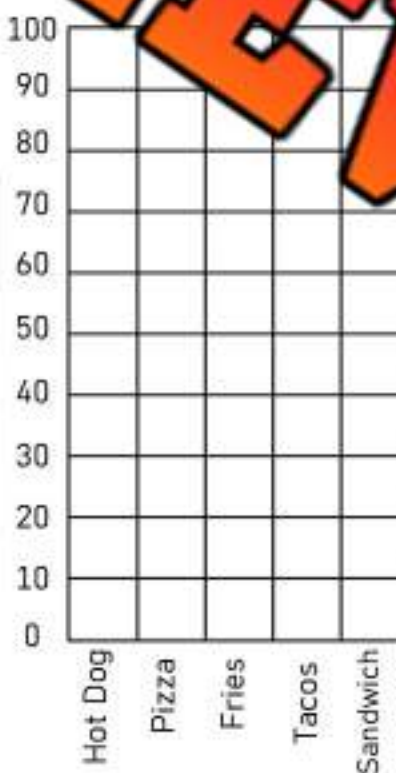
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	6
Chicken Wings	6



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Hobby	# of votes
Drawing	10
Exercising	20
Cooking	35
Reading	25
Gaming	40



Favourite Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

Creating Scale

When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

Step 1: Look at the data. Find the lowest and highest numbers.

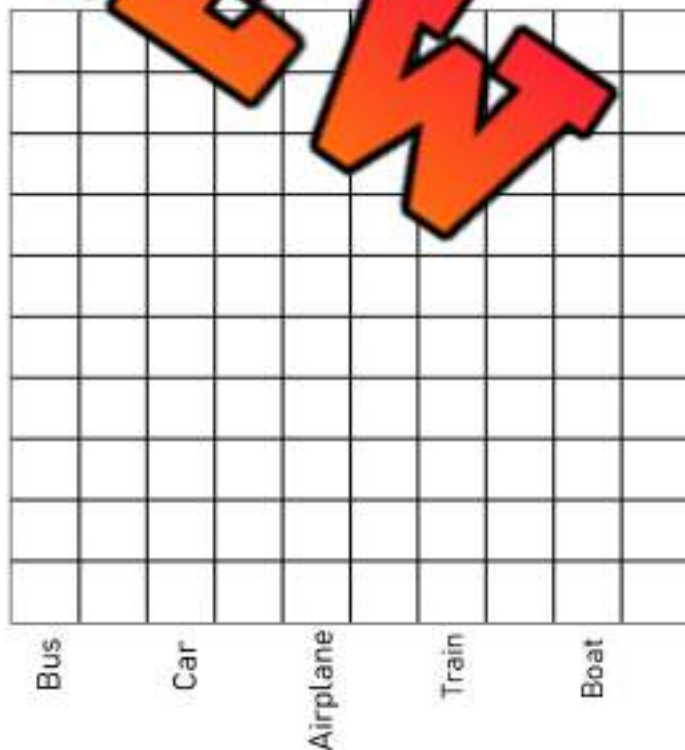
Step 2: Count how many lines you have to plot your data.

Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.



Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6

Favourite Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40



Creating Scale

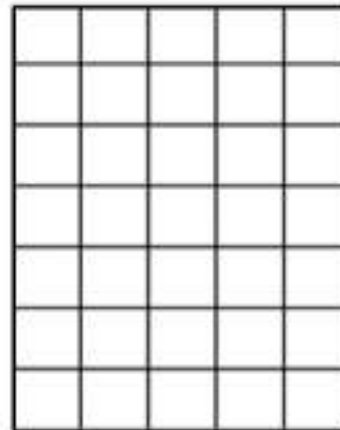
Questions

Read the numbers and decide which scale to use. After that, draw your bar graphs



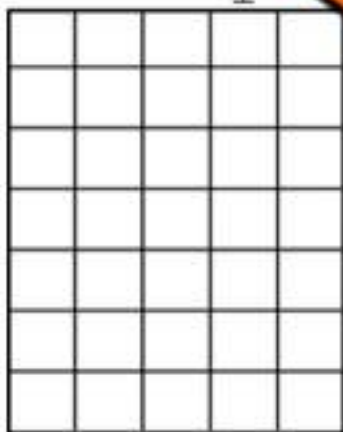
Dog
Cat
Bunny
Hamster

Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
Guinea Pig	10



Nike
Puma
Adidas
U.A.
Reebok

Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3



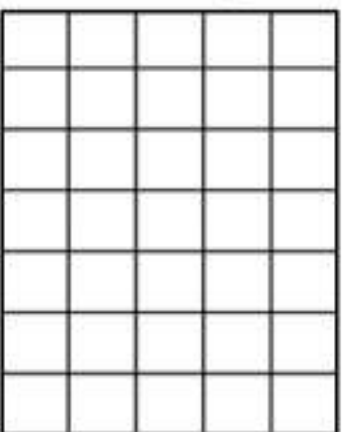
Cookies
Cake
Candy
Ice Cream
Donuts

Food	Votes
Cookies	12
Cake	8
Candy	21
Ice Cream	15
Donuts	18



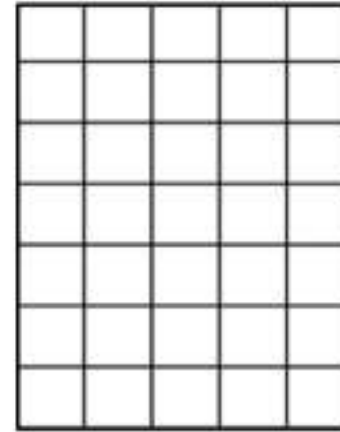
Math
Science
Gym
Art
Language

Subject	Votes
Math	20
Science	30
Gym	70
Art	50
Language	40



Honda
BMW
Toyota
Tesla
Ford

Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	80
Ford	20



Water
Pop
O.J.
Milk
A.J.

Drinks	Votes
Water	200
Pop	500
Orange Juice	400
Milk	300
Apple Juice	600

Activity Title: 4-Corners Scaling Game

Objective

What are we learning about?

Students will learn to read data presented in a table and decide on the appropriate scale to use for creating various types of graphs.

Materials

What you will need for the activity.

- Data table provided by the teacher
- Four signs labeled A, B, C, and D for each corner of the room



Instructions

How you will complete the activity.

1. Explain to the students the importance of choosing the best scale for graphing data and how different scales can affect the appearance and readability of the data.
2. Show the students one of the data tables provided below. You may want to project the table to the class.
3. Present multiple-choice options for the scale that could be used to graph the data. Each corner of the room will represent one of the multiple-choice answers.
4. Read out the scale options and ask the students to move to the corner that they believe represents the best scale for the data.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Repeat the process with different data tables and scale options.

Table 1

Analyze the data and then move to one of the corners of the room

Fruits	Votes
Grape	40
Apple	10
Banana	50
Orange	30
Orange	20

Table 1

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 2

Analyze the data and then move to one of the corners of the room

Sports	Votes
Baseball	20
Soccer	5
Tennis	15
Swimming	25
Basketball	10

Table 2

Scale Options:

- A: 1
- B: 2
- C: 5
- D: 10

Table 3

Analyze the data and then move to one of the corners of the room

Colours	Votes
Purple	40
Red	8
Yellow	32
Green	24
Blue	16

Table 3

Scale Options:

- A: 4
- B: 6
- C: 8
- D: 10

Table 5 Analyze the data and then move to one of the corners of the room

Subjects	Votes
Art	125
Math	25
English	75
Science	50
History	100

Table 5**Scale Options:**

- A: 15
- B: 20
- C: 25
- D: 50

Table 6

Analyze the data and then move to one of the corners of the room

Snacks	Votes
Chips	10
Cookies	20
Potato Chips	30
Pringles	40
Nuts	50

Table 6

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 8

Analyze the data and then move to one of the corners of the room

Seasons	Votes
Summer	33
Fall	18
Winter	15
Autumn	12
Spring	22

Table 8

Scale Options:

- A: 1
- B: 2
- C: 5
- D: 10

Table 9

Analyze the data and then move to one of the corners of the room

Animals	Votes
Giraffe	50
Elephant	10
Monkey	30
Elephant	40
Tiger	20

Table 9

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Table 10 Analyze the data and then move to one of the corners of the room

Books	Votes
Fantasy	75
Mystery	25
History	20
Adventure	50
Science	100

Table 10**Scale Options:**

- A: 25
- B: 5
- C: 10
- D: 20

Collecting Data

Survey Question

Collect data by asking your classmates your survey question

Examples of survey questions	Categories
1) What is your favourite animal?	Dog, cat, bunny, horse, lion
2) What is your favourite sport?	Basketball, hockey, baseball, soccer, football
3) What colours do you have?	Blue, brown, green, turquoise, other

Survey Question

Example: What is your favourite colour?

Categories			
Tally			
Frequency			

Interpreting Your Survey Results

- How many people did you survey? _____
- Which category was the most popular? _____
- Which category was the least popular? _____
- If you asked your entire school, which category do you think would win? Explain.

5. Did any of the survey results surprise you?

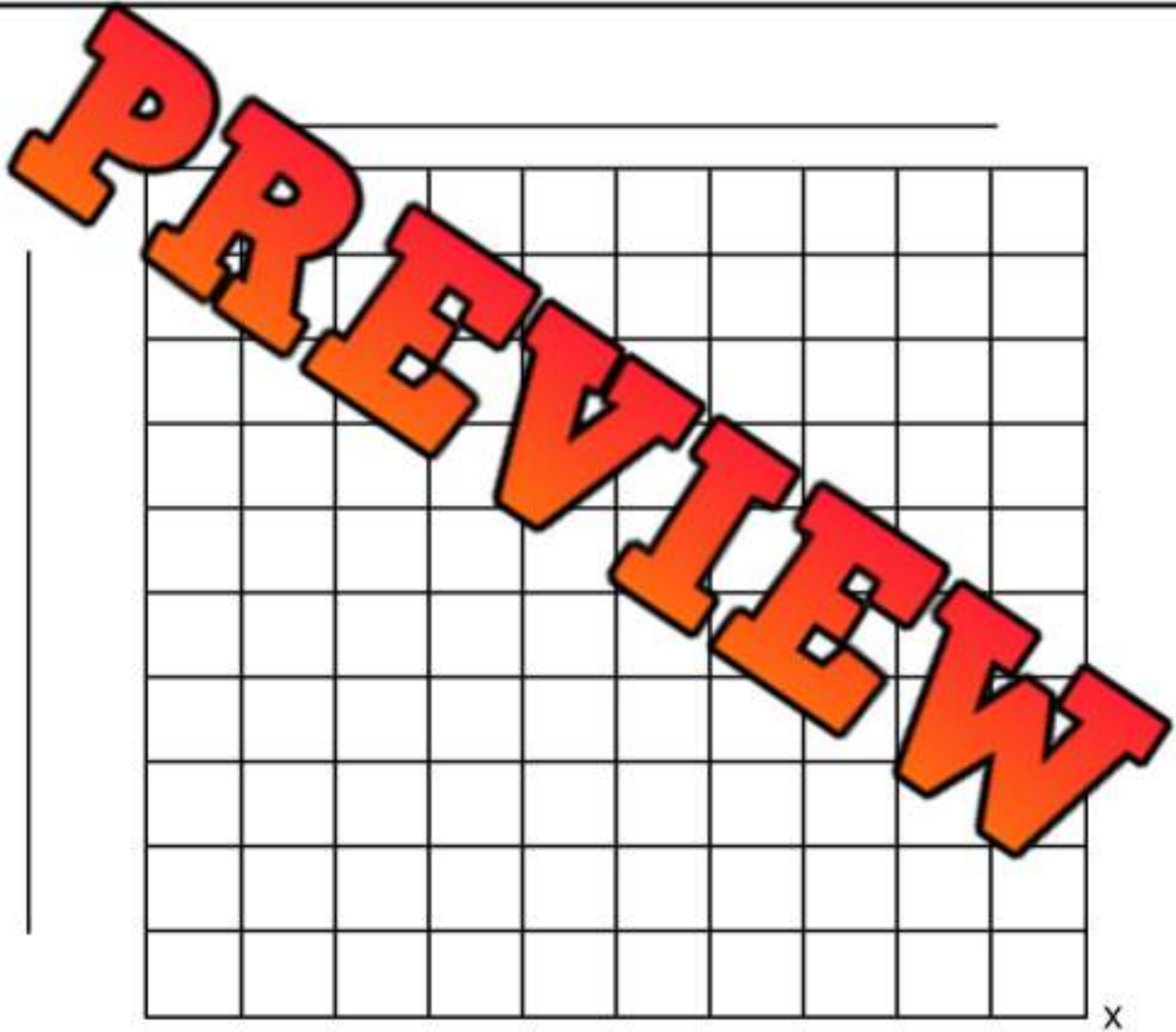
I'm surprised that _____

Name: _____

Creating a Bar Graph

Use the data you collected to plot your graph. Remember the following labels:

- X axis label Y axis label Title Scale Categories



Unit Test – Statistics and Probability

Part 1

Count the tally marks

 _____	 _____	 _____	 _____	 _____
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Part 2

Draw tally marks that match the number

3 =	10 =	17 =
15 =		20 =

Part 3

Create a line graph and answer questions

Colton played 5 games of hockey last season. The number of goals he scored in each game is displayed below. Create a line graph to show the number of goals.

Game 1	1
Game 2	7
Game 3	3
Game 4	5
Game 5	2

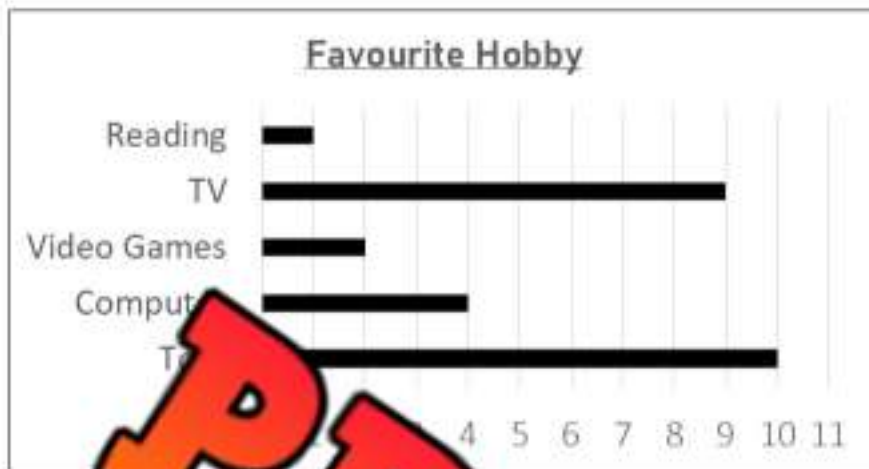
Game 1	Game 2	Game 3	Game 4	Game 5

1) Which game did he score the most goals? _____ Least goals? _____

2) How many more goals did he score in game 2 than game 1? _____

3) How many total goals did he score in all 5 games? _____

The grade 3s were asked which hobby was their favourite. The results have been graphed below.



a) Which hobby was the most popular?

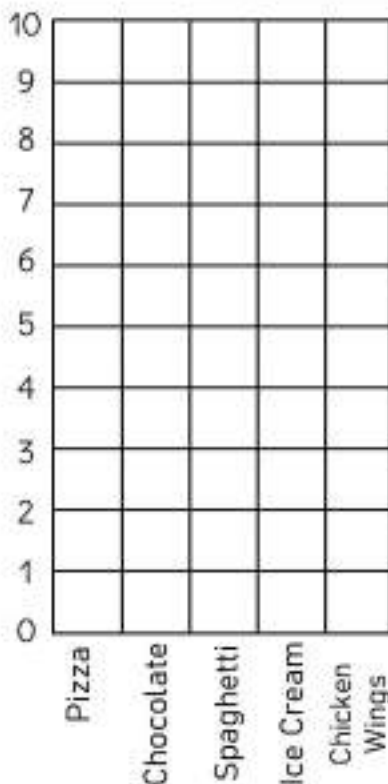
b) Which hobby was the least popular?

c) How many more students chose tennis than reading?

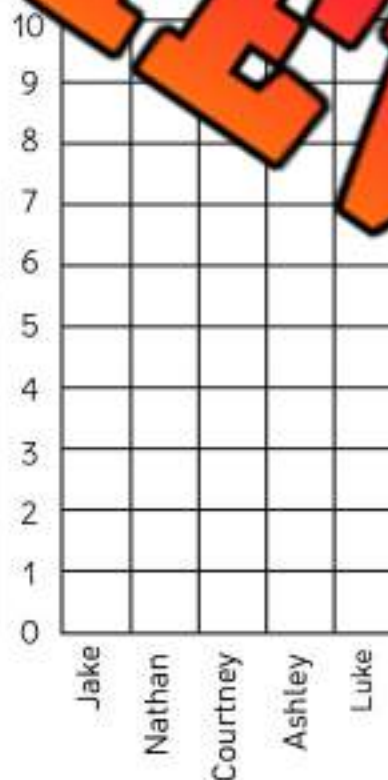
d) How many students were surveyed?

Part 5

Draw the bars for each of the bar graphs below.



Favourite Food	# of votes
Pizza	4
Chocolate	6
Spaghetti	2
Ice Cream	7
Chicken Wings	10



Name	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9