Preview - Information

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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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Google Slides Lessons Preview

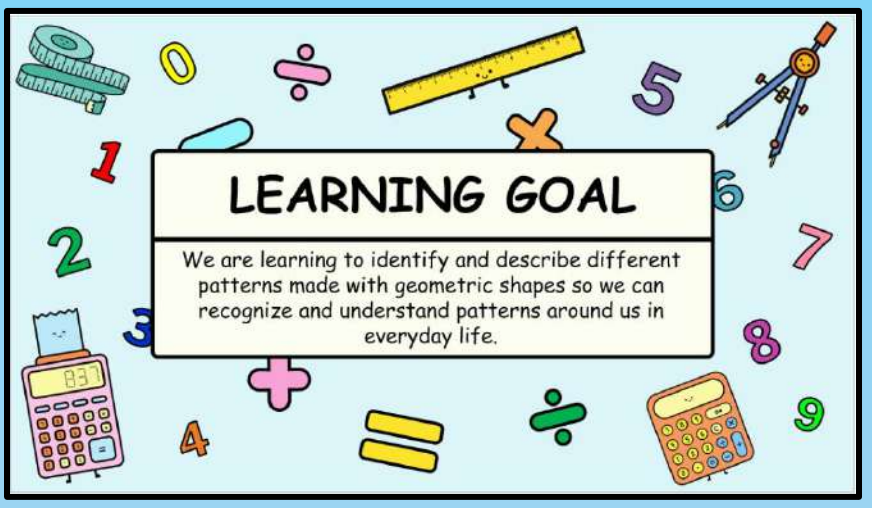
Ontario Math Curriculum

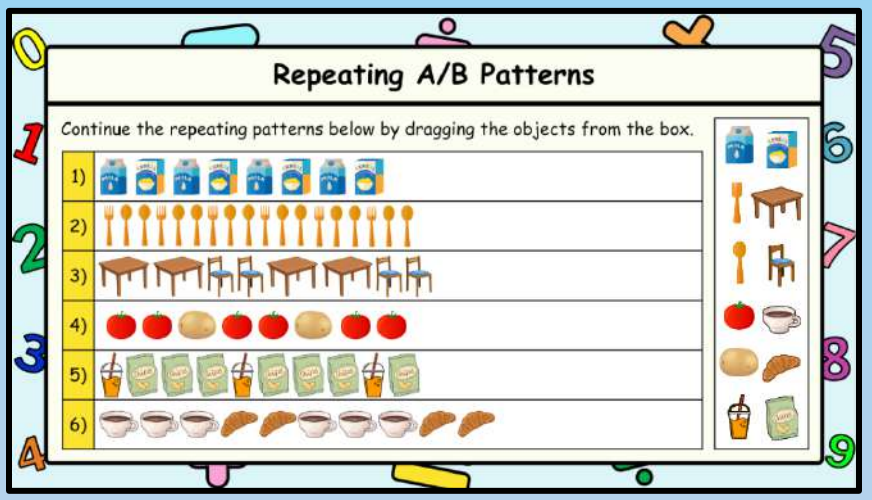
Algebra – Patterns, Equations – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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



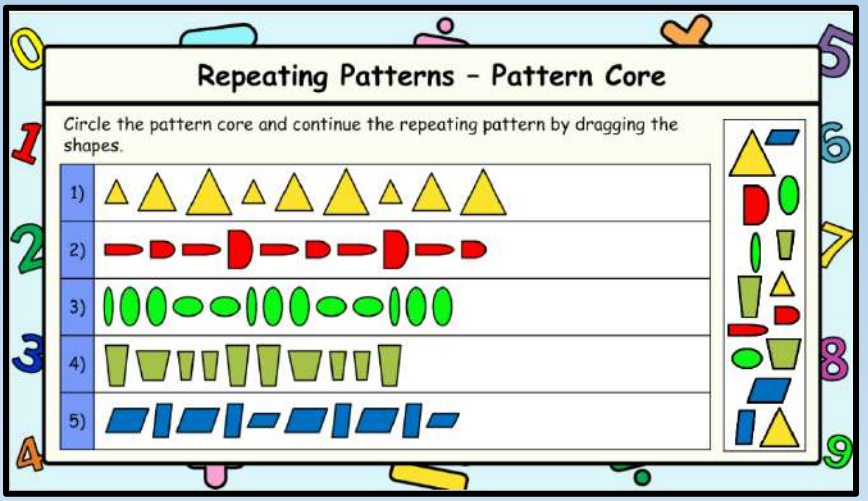


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

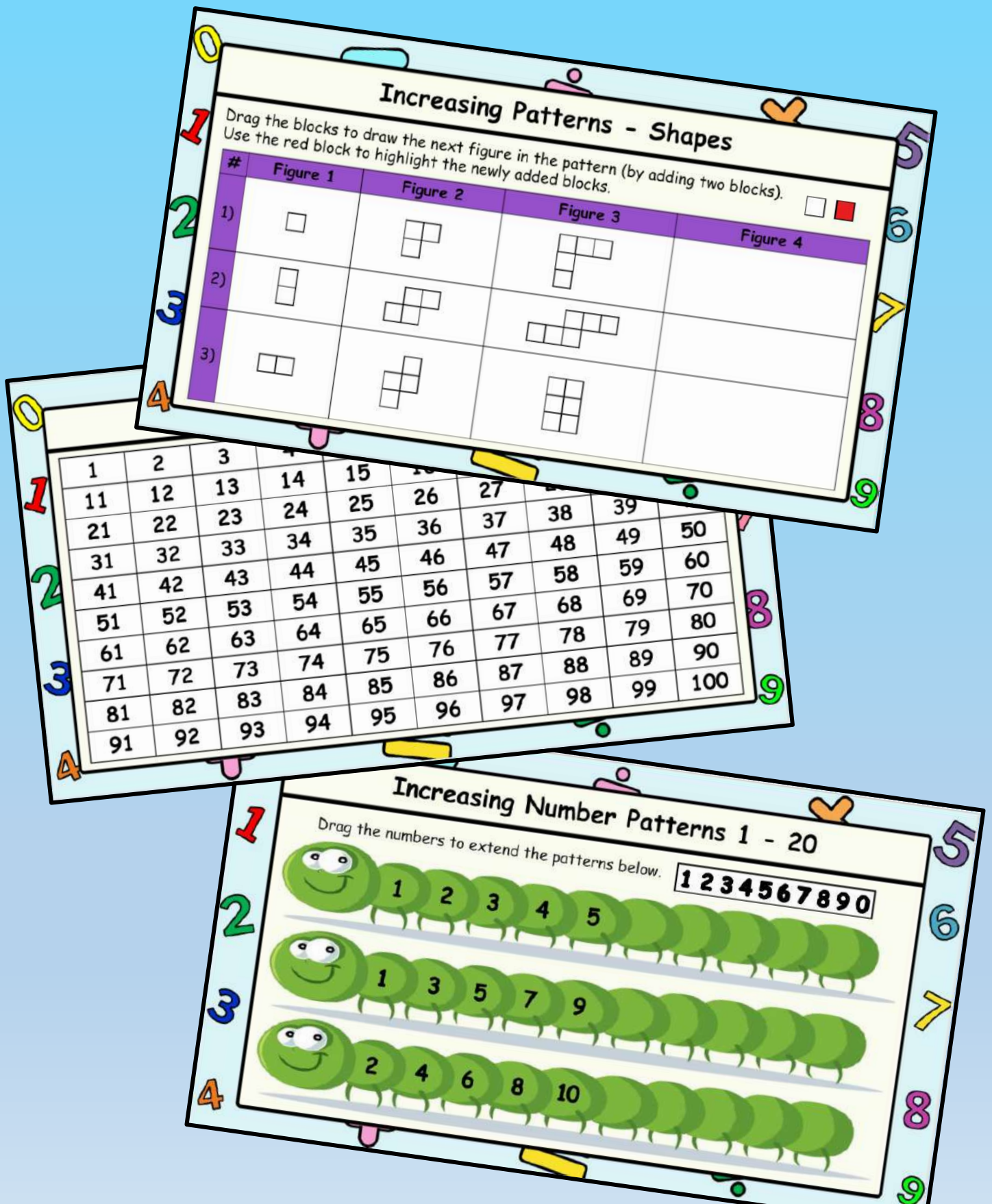


Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 2

Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 2



Workbook Preview

Grade 2
C1. Patterns and Relationships

	Curriculum Expectations	Pages
C1.1	identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts	5 - 56
C1.2		
C1.3	determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers	57 - 116
C1.4	create and describe patterns to illustrate relationships among whole numbers up to 100	7, 11 – 13, 84 – 103, 105 - 116

Name: _____ 6

Curriculum Connection
C1.1, C1.2

Repeating Patterns

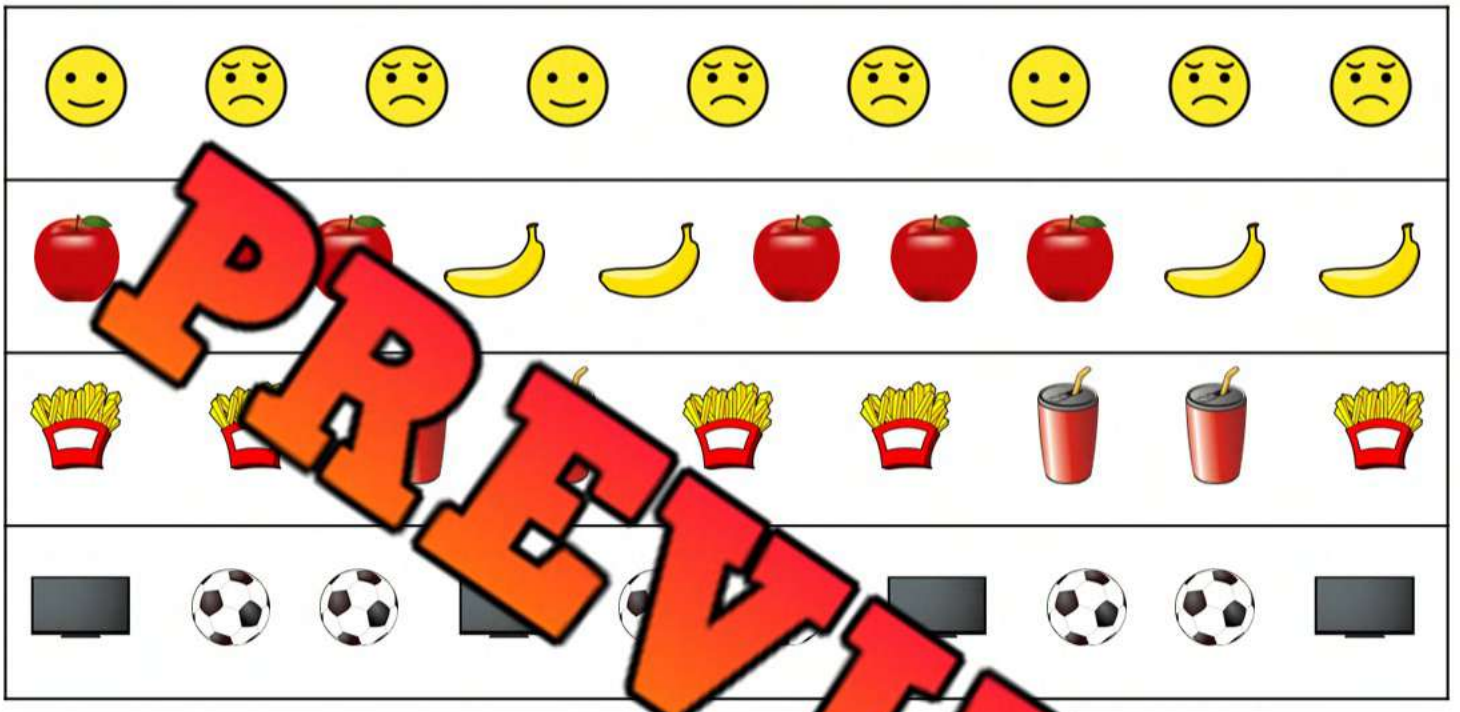
Questions | Label the images as A/B patterns and continue the pattern

Name: _____ 7

Curriculum Connection
C1.1, C1.2, C1.4

Repeating Pattern Cores – 2 Elements

Part 1 Core = Part that repeats – Circle the pattern core



Part 2 Create A/B patterns below that [illegible] diff[illegible]nts

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

Curriculum Connection
C1.1, C1.2

Exit Cards

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

Name: _____

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

Name: _____ 10

Curriculum Connection
C1.1, C1.2

Repeating A/B Patterns

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

Name: _____ 11

Curriculum Connection
C1.1, C1.2, C1.4

Repeating A/B Patterns

Part 1 Label the A/B/C patterns below and then continue the pattern

1) 

2) 

3) 

4) 

Part 2 Create patterns that use the given A/B pattern

1) A B B A B B A B B

2) A A B C A A B C A

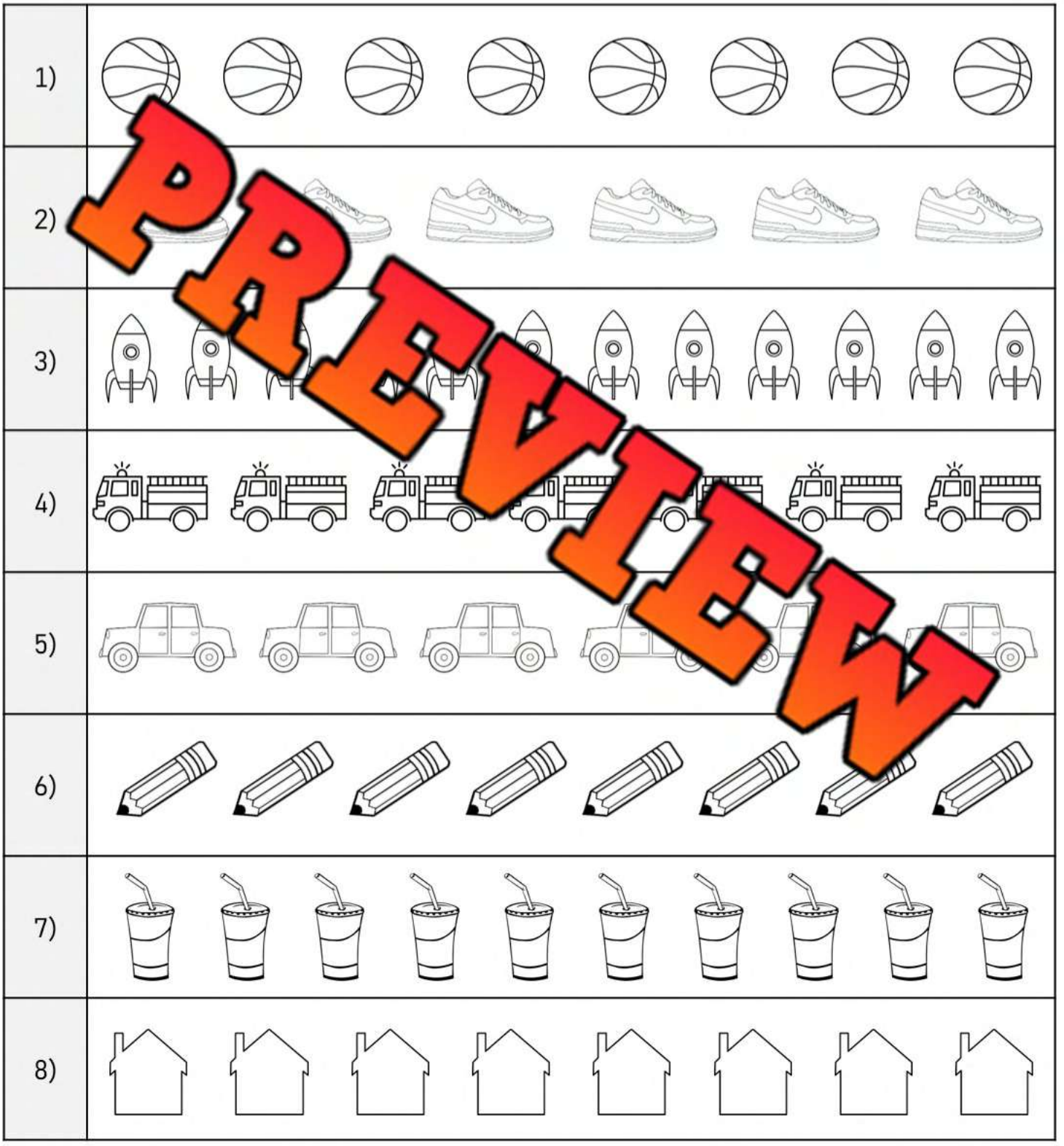
3) A B C A A B C A A

Name: _____ 15

Curriculum Connection
C1.1, C1.2

Creating Repeating Patterns - Colours

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

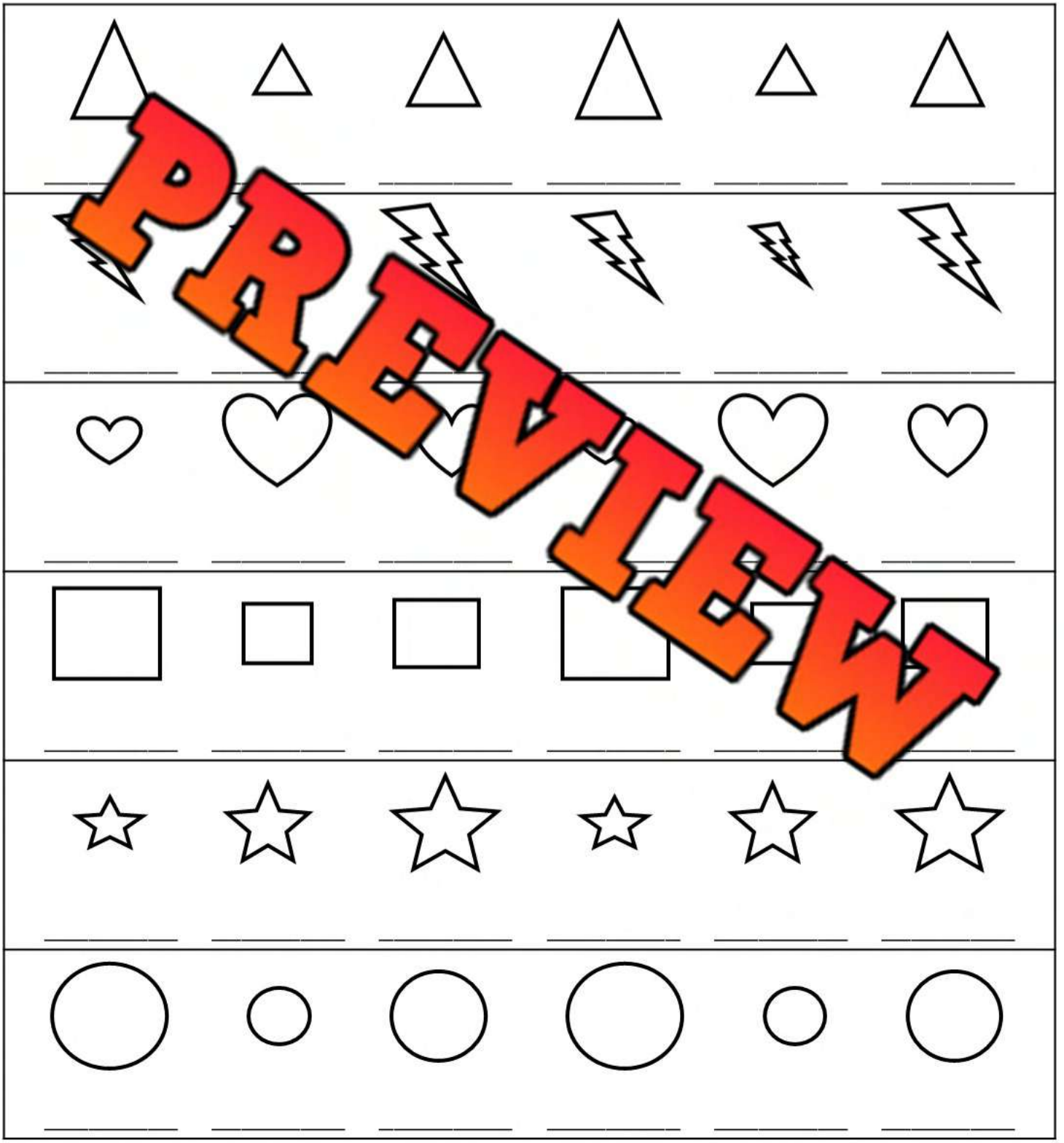


Name: _____ 17

Curriculum Connection
C1.1, C1.2

Creating Repeating Patterns – Shape Size

Questions Write big, small or medium under the shapes depending on their size

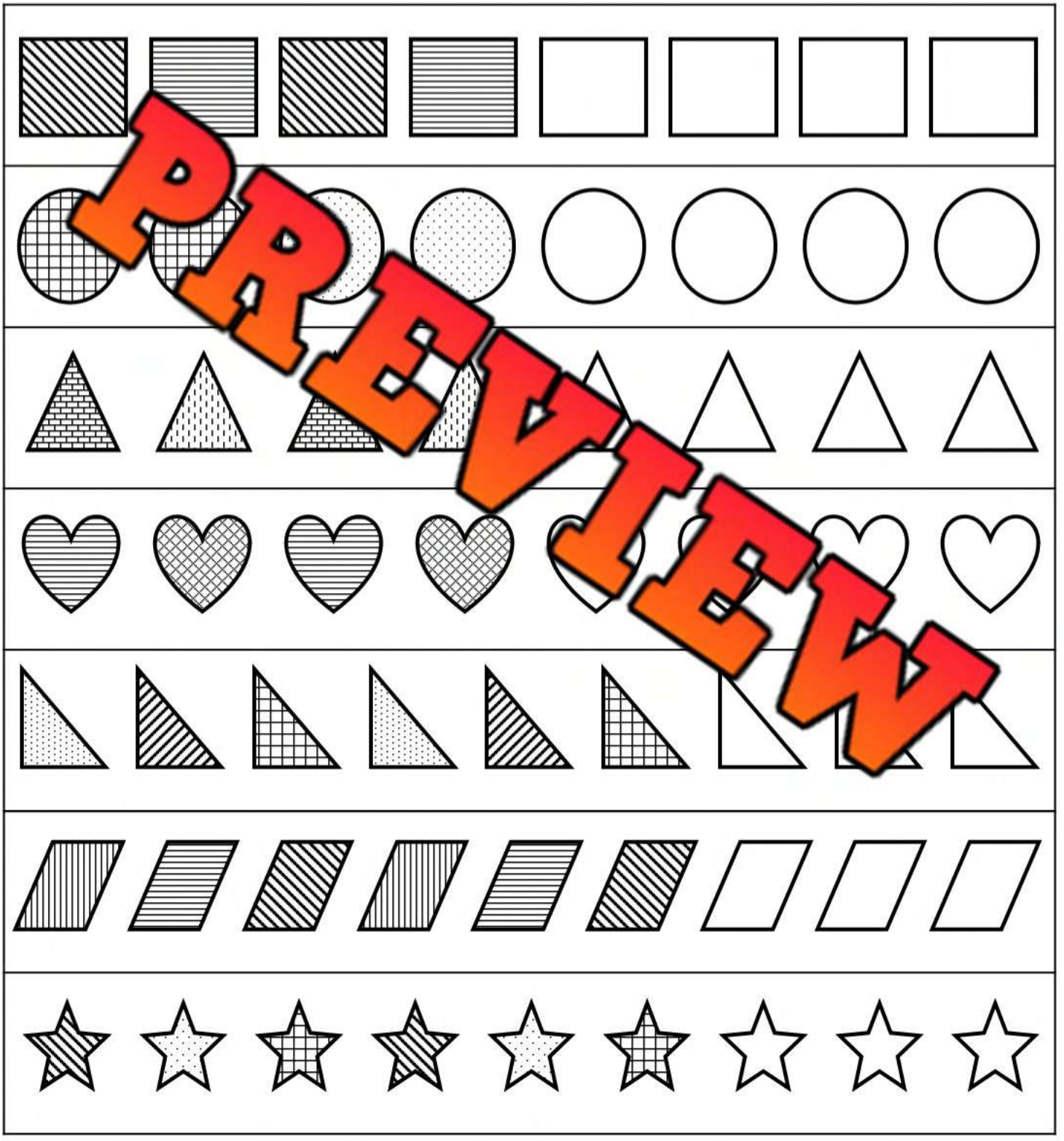


Name: _____ 18

Curriculum Connection
C1.1, C1.2

Extending Repeating Patterns - Texture

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



Name: _____ 20

Curriculum Connection
C1.1, C1.2

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 you will need for the activity.

- None

Instructions How you will complete the activity.

1. Begin by explaining to the students that they will create patterns using clapping and other sounds, like snapping or stomping.
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.

Name: _____ 21

Curriculum Connection
C1.1, C1.2

Reflection | Answer the questions below.

1) Describe your pattern below.

2) Describe the pattern of another group.

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

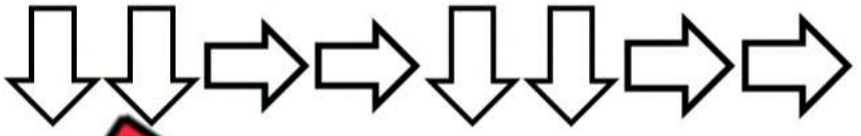
4) Translate the pattern another group made.

Name: _____ 22

Curriculum Connection
C1.1, C1.2

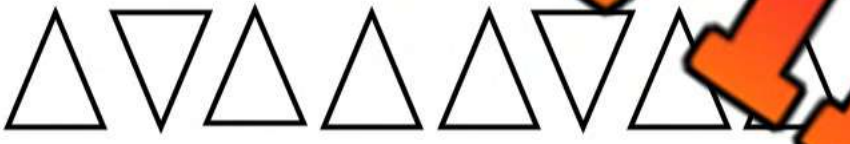
Extending Repeating Patterns – Changing Directions

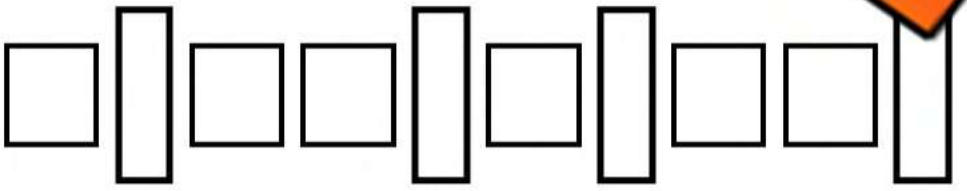
Questions Continue the repeating patterns below with three more shapes

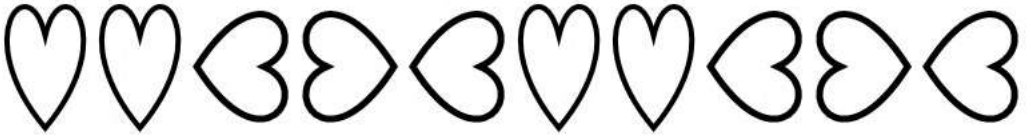
1) 

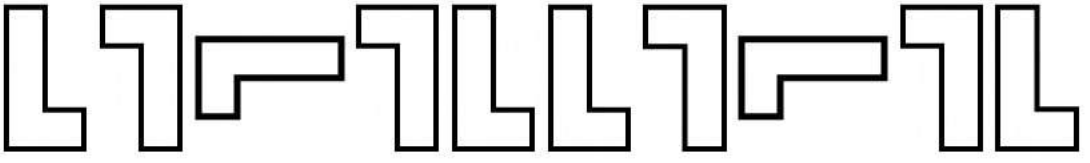
2) 

3) 

4) 

5) 

6) 

7) 

Name: _____ 23

Curriculum Connection
C1.1, C1.2

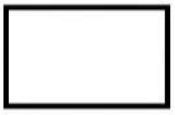
Creating Repeating Patterns – Changing Directions

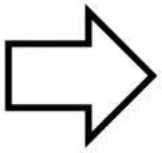
Questions Use the shapes to create a pattern with changing directions

1) 

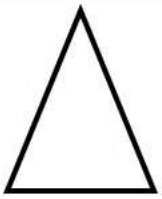
2) 

3) 

4) 

5) 

6) 

7) 

Name: _____ 25

Curriculum Connection
C1.1, C1.2

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	

Name: _____ 27

Curriculum Connection
C1.1, C1.2

Repeating Patterns - Bracelets

Questions Draw the repeating patterns on the bracelets

1)

2)

3)

4)

5)

6)

7)

8)

Name: _____

Curriculum Connection
C1.1, C1.2

Repeating Patterns - Br...ts

Questions Draw your own bracelets using repeatin...

Name: _____ 29

Curriculum Connection
C1.1, C1.2

Repeating Patterns - Necklace

Questions	Draw your own necklace using a repeating pattern

Name: _____ 34

Curriculum Connection
C1.1, C1.2

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 the traffic light on the 12th change?

2) A teacher uses a [illegible] of teaching tools for her class: flashcards, video, 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?

Curriculum Connection
C1.1, C1.2

Exit Cards

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

Name: _____

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: _____ 37

Curriculum Connection
C1.1, C1.2

Translating Patterns – AB Patterns

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

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

1)	A	B	A	B	A	B
Translated	△	△	△	△	△	△

2)	A	B	A	B	B
Translated	△	△	△	△	△

3)	A	B	C	C
Translated	△	△	△	△

4)	A	A	B	A	A	B
Translated	△	△	△	△	△	△

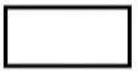
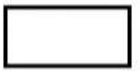
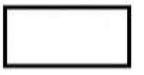
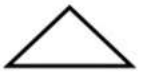
5)	A	B	A	A	B	A
Translated	△	△	△	△	△	△

Name: _____ 40

Curriculum Connection
C1.1, C1.2

Translating Patterns – AB Patterns

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

1)						
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						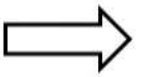
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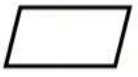
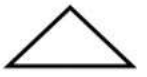
3)						
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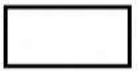
4)						
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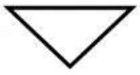
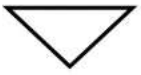
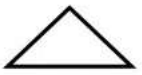
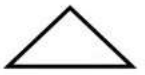
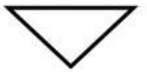
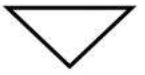
5)						
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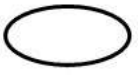
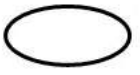
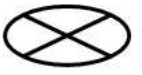
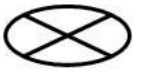
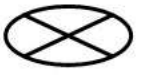
6)						
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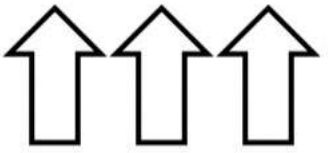
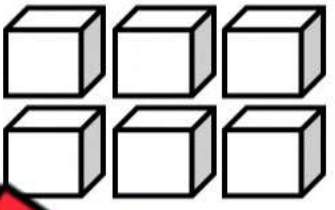
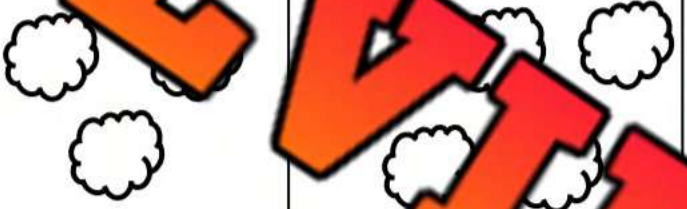
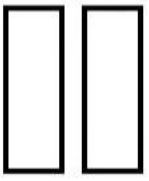
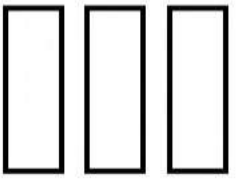
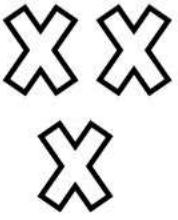
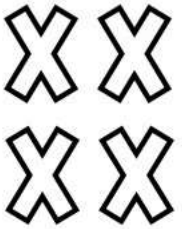
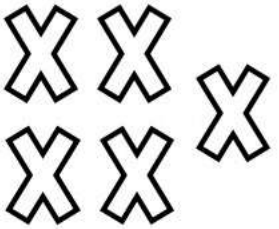
Name: _____ 41

Curriculum Connection
C1.1, C1.2

Increasing Patterns - Shapes

Questions | Draw the shapes in the last column

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

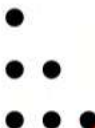
Name: _____ 43

Curriculum Connection
C1.1, C1.2

Increasing Patterns - Shapes

Questions | Draw the next line of the increasing pattern

1) Draw the next line in the pattern.

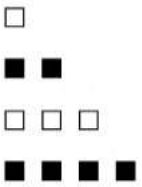


Answer

2) Draw the next line in the pattern.

Answer

3) Draw the next line in the pattern.

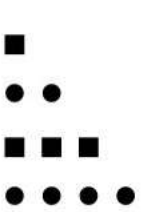


Answer

4) Draw the next line in the pattern.

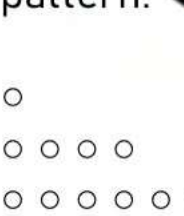
Answer

5) Draw the next line in the pattern.



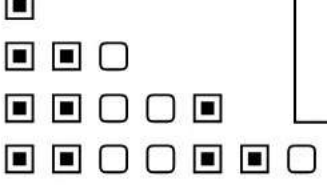
Answer

6) Draw the next line in the pattern.



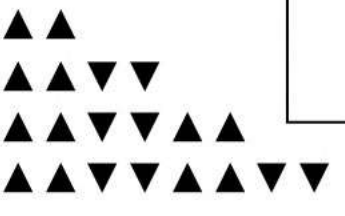
Answer

7) Draw the next line in the pattern.



Answer

8) Draw the next line in the pattern.



Answer

Curriculum Connection
C1.1, C1.2

Exit Cards

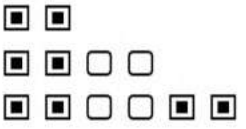
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Draw the next 2 lines in the pattern.

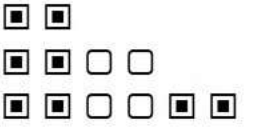
Name: _____

Draw the next 2 lines in the pattern.



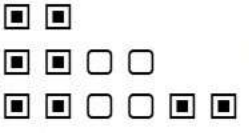
Name: _____

Draw the next 2 lines in the pattern.



Name: _____

Draw the next 2 lines in the pattern.

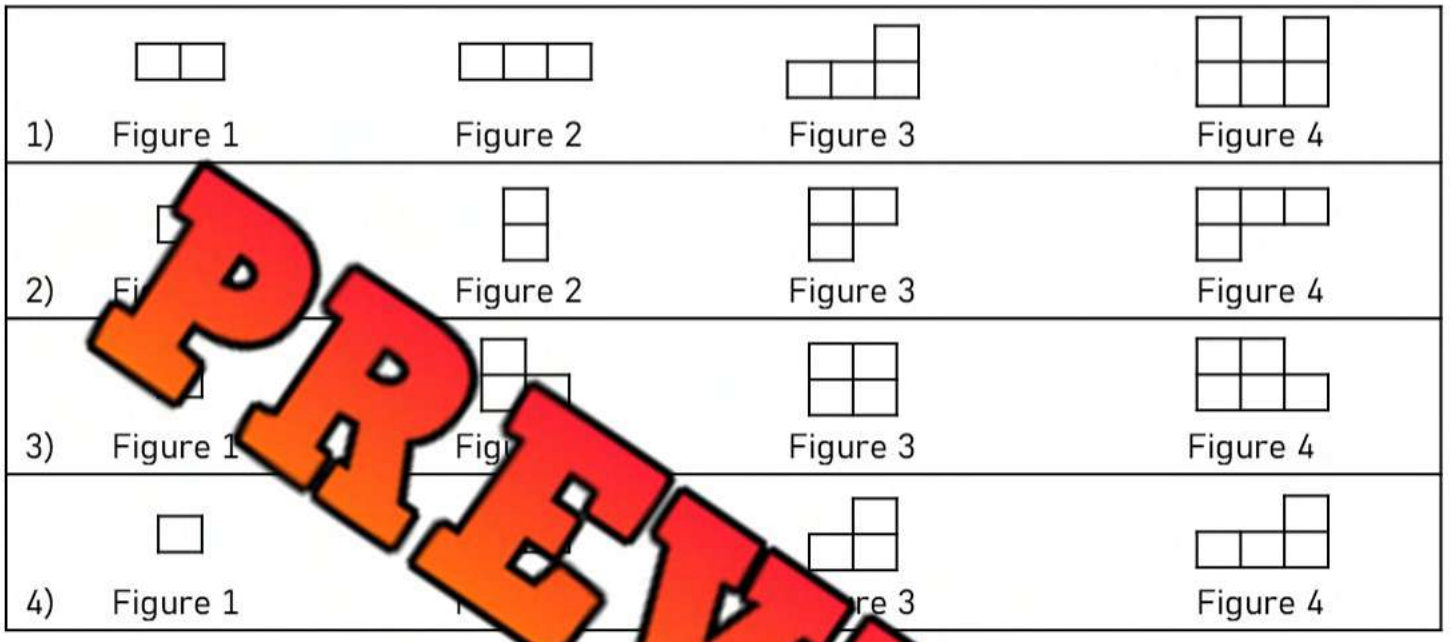


Name: _____ 45

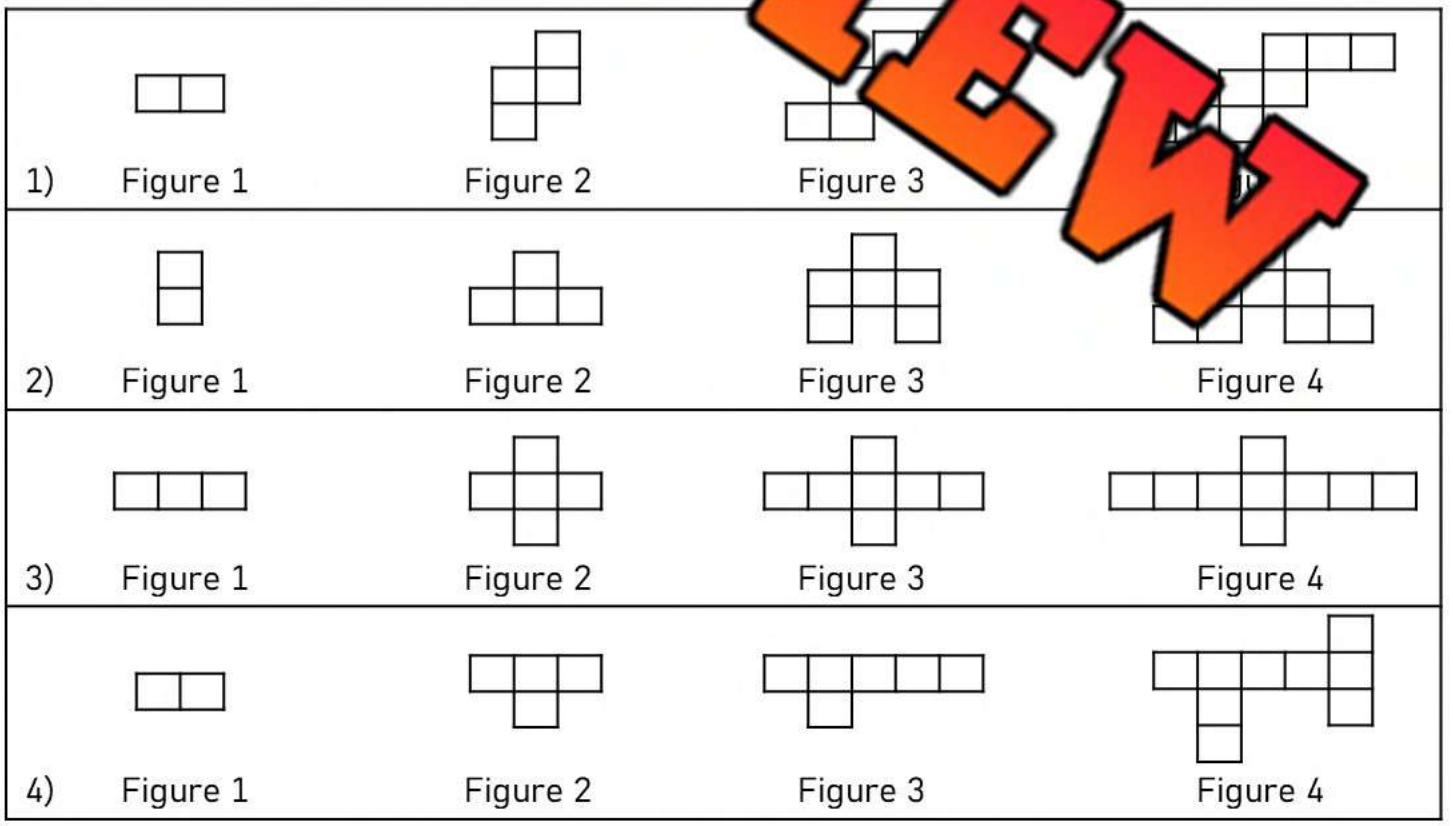
Curriculum Connection
C1.1, C1.2

Increasing Patterns – Shapes

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



Part 2 Shade in the two blocks t[illegible]ere ad[illegible]pattern

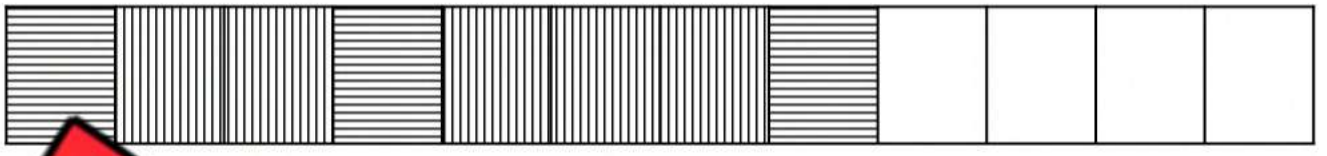


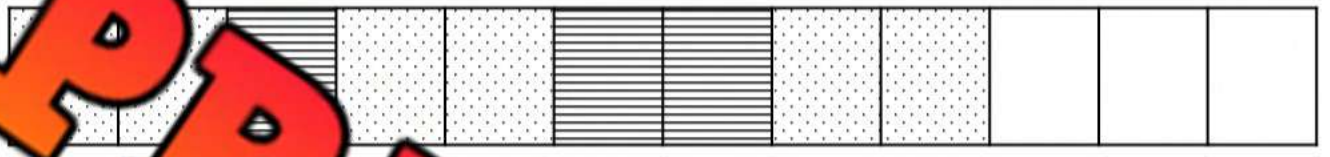
Name: _____ 49

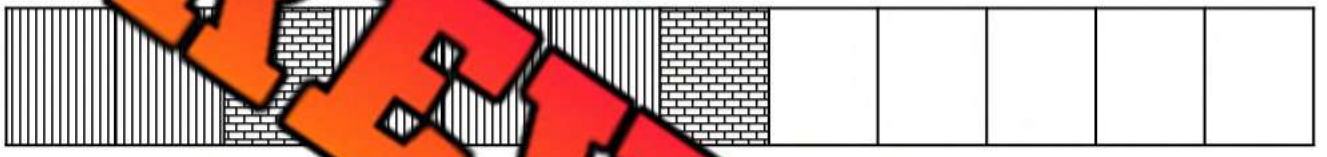
Curriculum Connection
C1.1, C1.2

Increasing Patterns - Beading

Questions Draw the remaining patterns on the bracelets

1) 

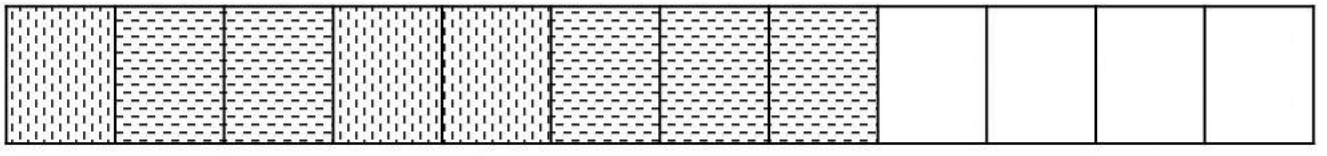
2) 

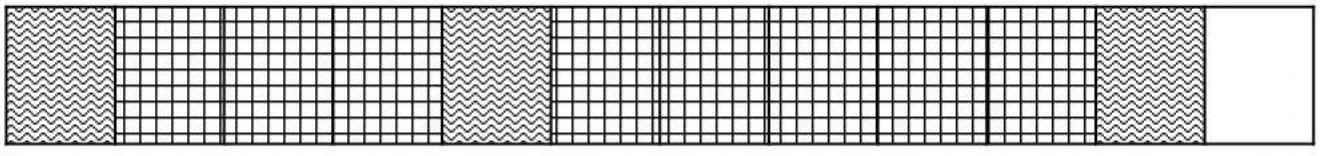
3) 

4) 

5) 

6) 

7) 

8) 

Name: _____ 50

Curriculum Connection
C1.1, C1.2

Increasing Patterns - B...ng

Questions Draw your own bracelets using increasi...

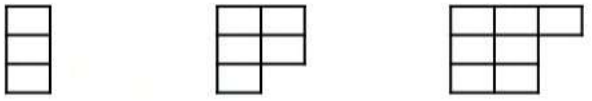
Name: _____ 51

Curriculum Connection
C1.1, C1.2

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

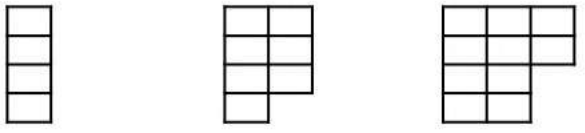
_____, _____, _____

3) Figure 1 Figure 2 Figure 3

Numerical Sequence

_____, _____, _____

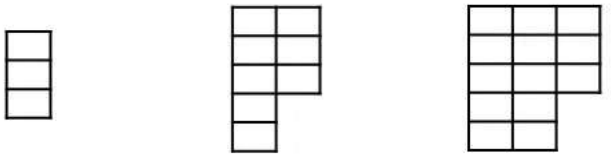
4) Figure 1 Figure 2 Figure 3



Numerical Sequence

_____, _____, _____, _____

5) Figure 1 Figure 2 Figure 3



Numerical Sequence

_____, _____, _____, _____

Name: _____ 52

Curriculum Connection
C1.1, C1.2

Representing Picture Sequence With Numbers

Questions Write the numerical sequence that represents the picture sequence

1)

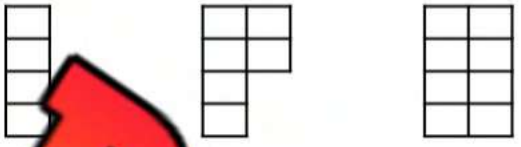


Figure 3 Figure 4

Numerical Sequence
_____, _____, _____, _____

2)

Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
_____, _____, _____, _____

3)

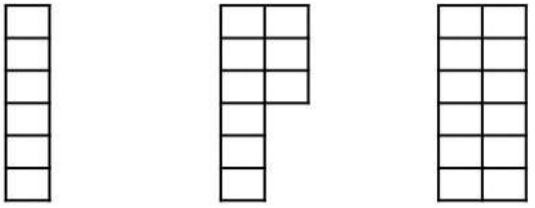


Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
_____, _____, _____, _____

4)

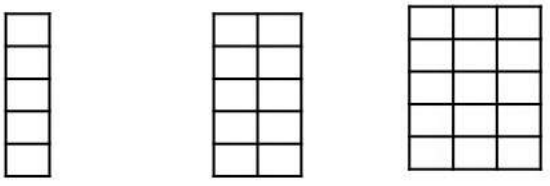


Figure 1 Figure 2 Figure 3 Figure 4

Numerical Sequence
_____, _____, _____, _____

Name: _____ 57

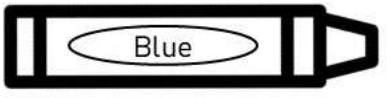
Curriculum Connection
C1.3

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					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				
	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 

Name: _____ 59

Curriculum Connection
C1.3

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		44	45	46	47	48	49	50
51	52				56	57	58	59	60
61	62	63		65	66	67	68	69	70
71	72	73		75		77	78	79	80
81	82	83	84		86		88	89	90
91	92	93	94	95	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

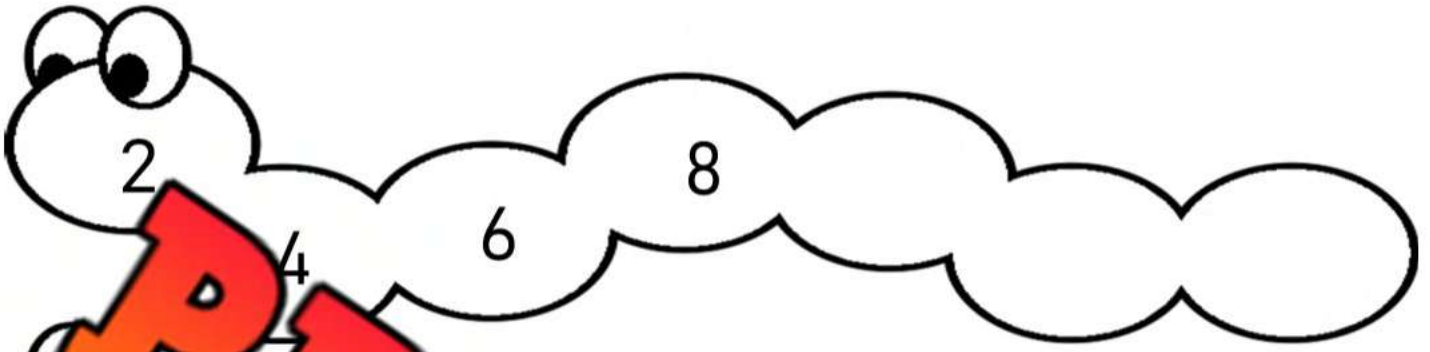
Name: _____ 61

Curriculum Connection
C1.3

Number Patterns 1 - 20

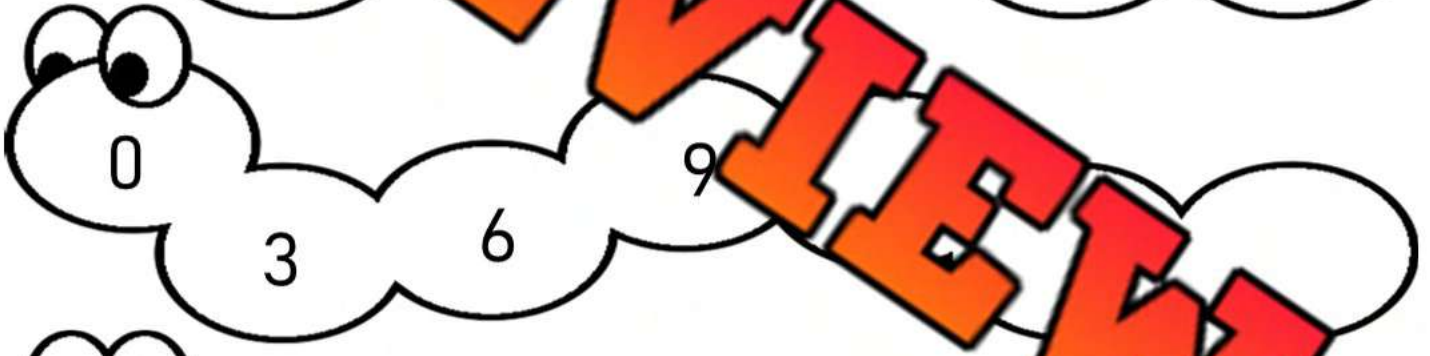
Questions	Fill in the blanks below

1.

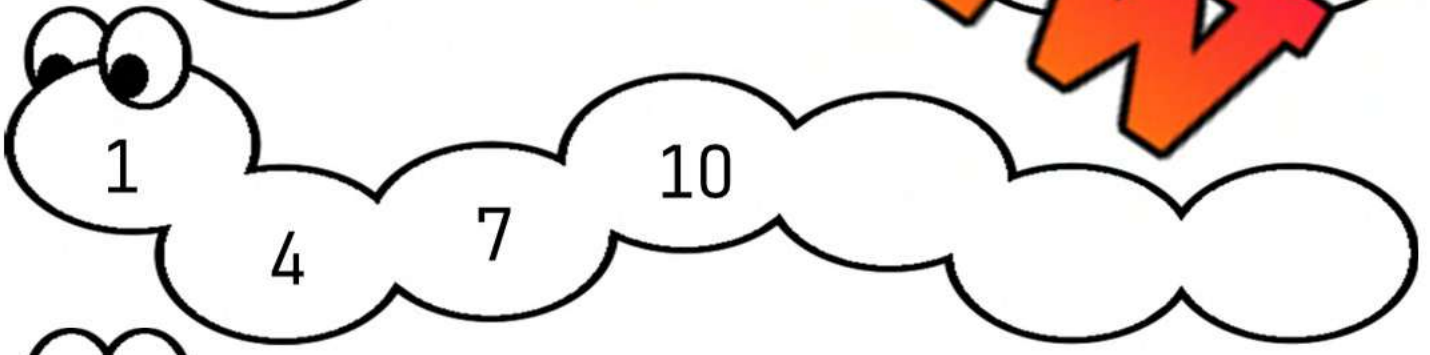


2.

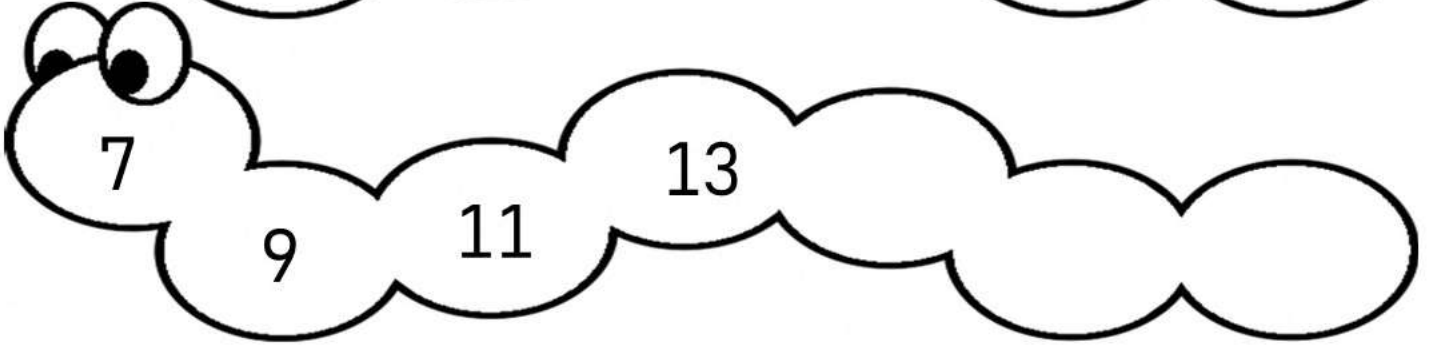
3.



4.



5.

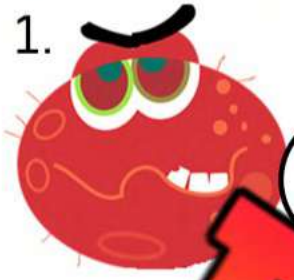


Name: _____ 63

Curriculum Connection
C1.3

Number Patterns – 2s, 5s, 10s

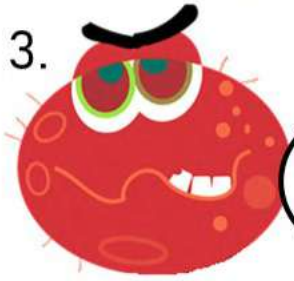
Questions	Fill in the blanks below

1. 

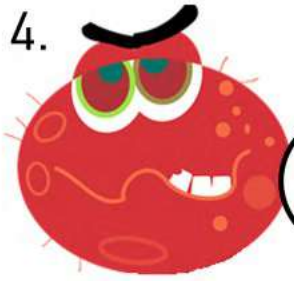
2 4 6 8 ____ ____ ____ ____

2. 

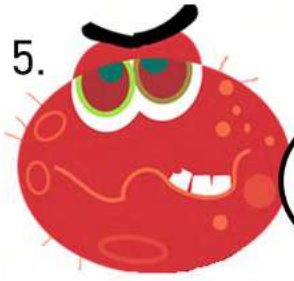
1 ____ 20 ____ ____ ____ ____

3. 

10 20 30 ____ ____ ____ ____ ____

4. 

15 20 25 20 ____ ____ ____ ____

5. 

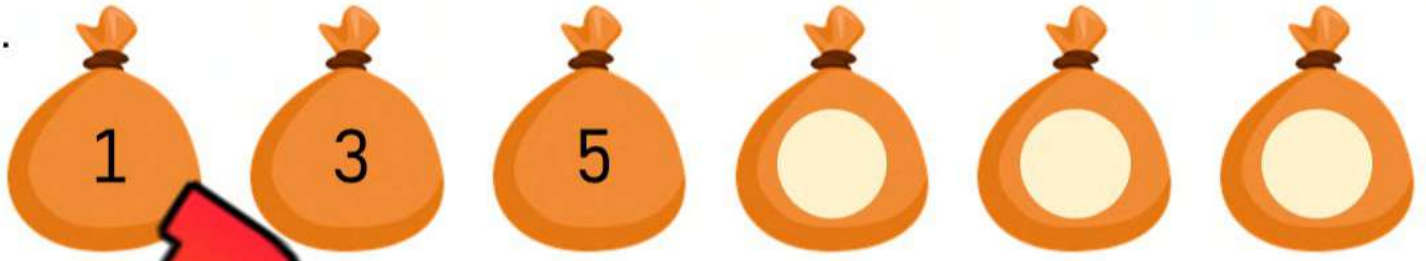
20 22 24 26 ____ ____ ____ ____

Name: _____ 65

Curriculum Connection
C1.3

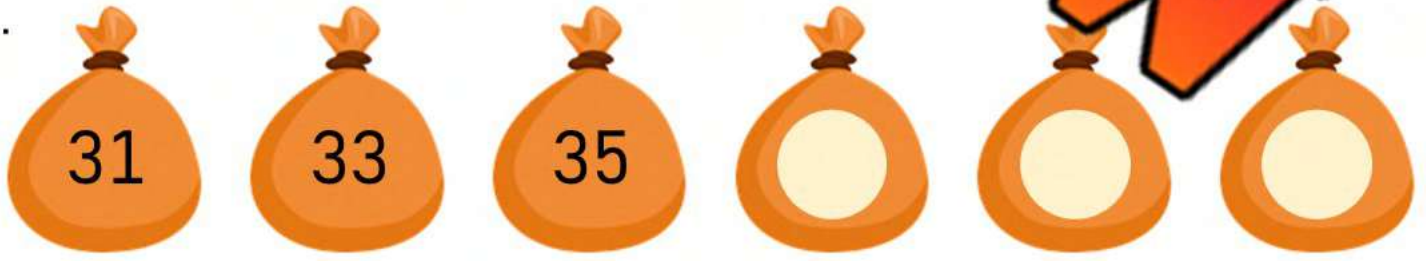
Number Patterns – 2s

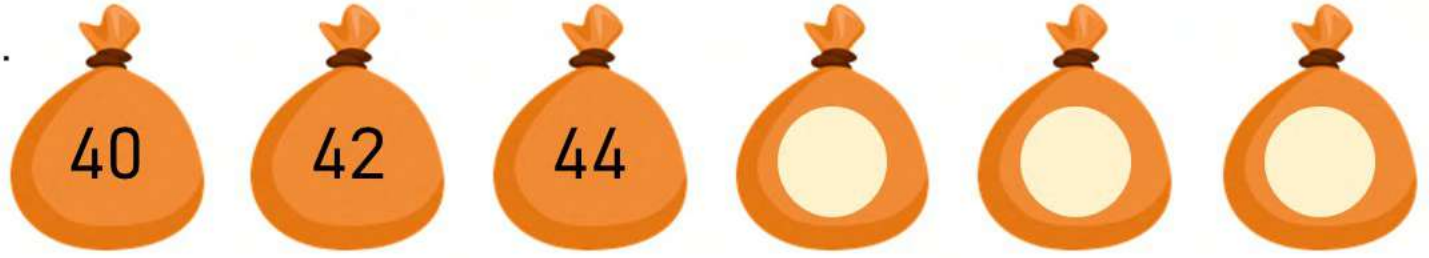
Questions	Fill in the blanks below

1. 

2. 

3. 

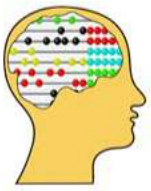
4. 

5. 

Name: _____ 68

Curriculum Connection
C1.3

Growing Patterns - Addition



Growing/Increasing Patterns

+10 +10 +10 +10 +10
10, 20, 30, 40, 50, 60

+5 +5 +5 +5 +5
3, 8, 13, 18, 23, 28

Part 1 ing Patterns - Addition

1) 2, 4, 6, _____	2) 6, 10, 14, _____, _____, _____
3) 10, 15, 20, _____, _____, _____	58, _____, _____, _____
5) 2, 8, 14, _____, _____, _____	6) _____, _____, _____

Part 2 Follow the rule by adding the next number in the

1) (Add 2) 7, 9, 11, _____, _____, _____	2) (Add 3) 22, 25, 28, _____, _____, _____
3) (Add 6) 1, 7, 13, _____, _____, _____	4) (Add 5) 5, 10, 15, _____, _____, _____
5) (Add 10) 4, 14, 24, _____, _____, _____	6) (Add 4) 42, 46, 50, _____, _____, _____

Name: _____ 71

Curriculum Connection
C1.3

Increasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

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

t at _____, then add _____ each time

5, 20, 25, 30, 35, 40

Sta add _____ each time

10, 2 0, 60, 70

Start at _____, then ad time

5, 8, 11, 14, 17, 2

Start at _____, then add _____ eac

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

Name: _____ 73

Curriculum Connection
C1.3

Creating Rules

Questions | Write your own patterns using the pattern rule

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

Pattern Rule: Start at 2, add 2 each time

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

Pattern Rule: Start at 10, add 10 each time

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

Pattern Rule: Start at 5, add 5 each time

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

Pattern Rule: Start at 3, add 3 each time

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

Pattern Rule: Start at 4, add 4 each time

Curriculum Connection
C1.3

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.

Name: _____ 76

Curriculum Connection
C1.3

Pattern Rule – Addition

Part 1 Continue the growing/increasing patterns below

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

Pattern Rule: Start at 10, add _____ each time

2) 2, 5, 8, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

3) 35, 45, 55, _____, _____, _____

Pattern Rule: Start at _____ each time

4) 50, 60, 70 , _____

Pattern Rule: Start at _____ time

5) 73, 77, 81, _____, _____, _____

Pattern Rule: Start at _____ add _____ each time

Part 2 Write your own patterns using the pattern rule

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

Pattern Rule: Start at 20, add 5 each time

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

Pattern Rule: Start at 10, add 0 each time

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

Pattern Rule: Start at 27, add 5 each time

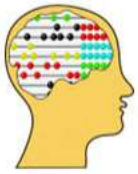
4) _____, _____, _____, _____, _____, _____

Pattern Rule: Start at 46, add 4 each time

Name: _____ 77

Curriculum Connection
C1.3

Shrinking Patterns - Subtraction



Shrinking/Decreasing Patterns

−10 −10 −10 −10 −10

60, 50, 40, 30, 20, 10

-5 -5 -5 -5 -5

45, 40, 35, 30, 25, 20

Part 1 Fill in the missing numbers in the pattern

1) 12, 10, 8, _____, _____, _____	2) 23, 19, 15, _____, _____, _____
3) 32, 26, 20, _____, _____, _____	4) 75, 70, 65, _____, _____, _____
5) 56, 48, 40, _____, _____, _____	6) 85, 80, 75, _____, _____, _____

Part 2 Follow the rule by adding the next number in the

1) (Subtract 2) 18, 16, 14, _____, _____, _____	2) (Subtract 3) 30, 27, 24, _____, _____, _____
3) (Subtract 5) 38, 33, 28, _____, _____, _____	4) (Subtract 10) 60, 50, 40, _____, _____, _____
5) (Subtract 6) 62, 56, 50, _____, _____, _____	6) (Subtract 4) 78, 74, 70, _____, _____, _____

Name: _____ 79

Curriculum Connection
C1.3

Decreasing Patterns - Rules

Questions Fill in the blanks by figuring out the pattern rules

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

Start at _____, then subtract _____ each time

40, 35, 30, 25, 20, 15

Start at _____, then subtract _____ each time

80, 70, 60, 50, 40, 30, 20

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

67, 57, 47, 37, 27, 17, 7

Start at _____, then subtract _____ each time

54, 48, 42, 36, 30, 24, 18, 12

Start at _____, then subtract _____ each time

Name: _____ 81

Curriculum Connection
C1.3

Creating Rules

Questions | Write your own patterns using the pattern rule

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

Pattern Rule: Start at 18, subtract 2 each time

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

Pattern Rule: Start at [illegible], subtract 10 each time

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

Pattern Rule: Start at 35, subtract [illegible] each time

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

Pattern Rule: Start at 23, subtract 3 each time

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

Pattern Rule: Start at 44, subtract 4 each time

Name: _____ 82

Curriculum Connection
C1.3

Creating Rules

Questions | Write your own patterns using the pattern rule

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

Pattern Rule: Start at 25, subtract 2 each time

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

Pattern Rule: Start at [illegible], subtract 4 each time

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

Pattern Rule: Start at 32, subtract [illegible] each time

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

Pattern Rule: Start at 67, subtract 10 each time

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

Pattern Rule: Start at 48, subtract 3 each time

Name: _____ 84

Curriculum Connection
C1.3, C1.4

Pattern Rule - Subtraction

Part 1 Continue the shrinking/decreasing patterns below

1) 12, 10, 8, _____, _____, _____

Pattern Rule: Start at 12, subtract _____ each time

2) 22, 1_____, _____, _____

Patter_____at _____ subtract _____ each time

3) 3_____20, _____, _____

Pattern Ru_____ subtract _____ each time

4) 36, 30, 24, _____, _____, _____

Pattern Rule: Start at _____ each time

5) 48, 44, 40, _____, _____, _____

Pattern Rule: Start at _____ subtract _____ch time

Part 2 Write your own patterns using the patte_____

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

Pattern Rule: Start at 50, subtract 0 each time

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

Pattern Rule: Start at 28, subtract 4 each time

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

Pattern Rule: Start at 55, subtract 5 each time

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

Pattern Rule: Start at 76, subtract 3 each time

Name: _____ 85

Curriculum Connection
C1.3, C1.4

Pattern Rule - Multiplication

Part 1 Continue the growing/increasing patterns below

1) 5, 10, 20, _____, _____, _____

Pattern Rule: Start at 5, multiply by _____ each time

2) 1, 3, _____, _____, _____

Pattern Rule: Start at _____ multiply by _____ each time

3) 1, _____, _____, _____

Pattern Rule: Start at _____ multiply by _____ each time

4) 10, 20, 40, _____, _____, _____

Pattern Rule: Start at _____ by _____ each time

5) 2, 6, 18, _____, _____, _____

Pattern Rule: Start at _____ multiply _____ each time

Part 2 Write your own patterns using the p_____le

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 1, multiply by 2 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at 3, multiply by 1 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 5, multiply by 2 each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 10, multiply by 2 each time

Name: _____ 86

Curriculum Connection
C1.3, C1.4

Multiplication Word Problems

Questions Answer the questions below

	Word Problems	Answers
1	Lily is stacking toy blocks. On the first day, she stacks 2 blocks. Each day, she doubles the number of blocks she stacks. How ma[illegible]cks will she have stacked by the 4th day? 	
2	A farm[illegible] can[illegible]eds on the first day. Each day, he plants 3 t[illegible]ore th[illegible]vious day. How many seeds does he plant on d[illegible]? 	
3	A squirrel gathers 2 acorns on the first [illegible] Ev[illegible] gathers 5 times the number of acorns from [illegible]efore. many acorns will he have on day 3? 	
4	A scientist is studying bacteria. On the first day, there are 2 bacteria. Each day, the bacteria multiply by 5. How many bacteria will there be on day 4? 	

Name: _____ 87

Curriculum Connection
C1.3, C1.4

Pattern Rule - Division

Part 1 Continue the growing/increasing patterns below

1) 120, 60, 30, _____
Pattern Rule: Start at 120, divide by 2 each time

2) 10, _____, _____, _____
Pattern Rule: Start at 10, divide by _____, each time

3) 80, 40, 20, _____, _____
Pattern Rule: Start at _____, divide by _____, each time

4) 128, 64, 32, _____, _____
Pattern Rule: Start at _____, divide by _____ time

Part 2 Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____
Pattern Rule: Start at 64, divide by 2 each time

2) _____, _____, _____, _____, _____
Pattern Rule: Start at 150, divide by 1 each time

3) _____, _____, _____, _____
Pattern Rule: Start at 250, divide by 5 each time

4) _____, _____, _____, _____, _____
Pattern Rule: Start at 160, divide by 2 each time

Name: _____ 88

Curriculum Connection
C1.3, C1.4

Division Word Problems

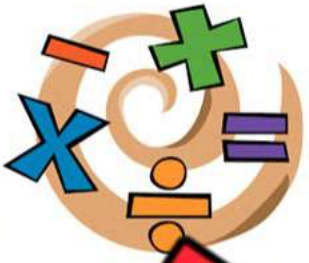
Questions Answer the questions below

	Word Problems	Answers
1	A farmer has 128 bananas. Each day, he divides them by 2 t[illegible]e in smaller baskets. How many bananas will be [illegible]er 4 days?	
2	A bakery starts with 80 cookies. Each da[illegible] sell[illegible] of the remaining cookies. How many cookies [illegible]ll b[illegible] after 3 days?	

Name: _____ 93

Curriculum Connection
C1.3, C1.4

Input/Output Table – Addition



Rule: add 5	
In	Out
25	30
45	50
65	70
85	90

Ques… the input/output tables below

In	Out
20	
30	
50	
120	

Rule: add 4	
In	Out
5	
11	
22	
8	

Rule: add 2	
In	Out
2	
18	
44	
92	

Rule: … 5	
	Out
20	
22	
55	
61	

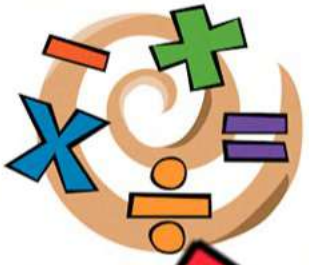
Rule: add 6	
In	Out
30	
50	
70	
90	

Rule: add 8	
In	Out
2	
12	
22	
32	

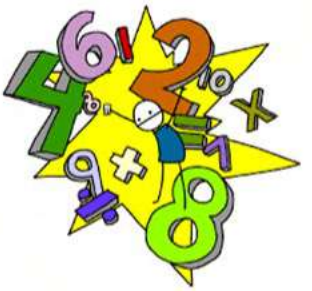
Name: _____ 94

Curriculum Connection
C1.3, C1.4

Input/Output Table – Subtraction



Rule: subtract 5	
In	Out
35	30
50	45
65	60
80	75



Ques… the input/output tables below

Ru…	…5
In	Out
10	
35	
55	
100	

Rule: subtract 1	
In	Out
5	
25	
…7	
8…	

Rule: subtract 2	
In	Out
4	
28	
45	
77	

…ct 5	
	Out
9	
18	
27	
36	

Rule: subtract 6	
In	Out
6	
14	
47	
66	

Rule: subtract 4	
In	Out
23	
48	
67	
85	

Name: _____ 95

Curriculum Connection
C1.3, C1.4

Input/Output Table - Multiplication

Rule: multiply by 2

In	Out
1	2
3	6
5	10
7	14

Ques… …e input/output tables below

Rul… …y 1

In	Out
2	
5	
10	
20	

Rule: multiply by 2

In	Out
2	
3	
4	
5	

Rule: multiply by 0

In	Out
2	
18	
49	
92	

…: …ply by 3

In	Out
2	
3	
4	
5	

Rule: multiply by 5

In	Out
1	
3	
5	
7	

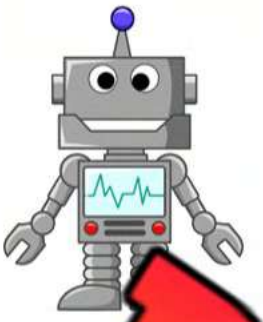
Rule: multiply by 10

In	Out
2	
5	
8	
10	

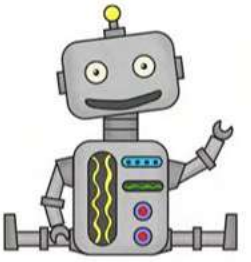
Name: _____ 96

Curriculum Connection
C1.3, C1.4

Input/Output Table - Division



Rule: divide by 2	
In	Out
10	5
8	4
6	3
4	2



Que s the input/output tables below

Rule: divide by 1	
In	Out
1	
5	
10	
20	

Rule: divide by 2	
In	Out
6	
10	
4	
20	

Rule: divide by 3	
In	Out
6	
9	
12	
15	

Rule: divi	
	Out
4	
8	
16	
32	

Rule: divide by 5	
In	Out
10	
20	
40	
50	

Rule: divide by 10	
In	Out
10	
20	
50	
100	

Exit Cards

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

Name: ____________________

Fill in th[illegible]ut/output tables below

Rule: [illegible] 4	
[illegible]	**Out**
1	
2	
4	
10	

Rule: divide by 2	
[illegible]	**Out**
4	
8	
20	
100	

Name: ____________________

Fill in the input/output tables below

Rule: multiply by 4	
In	**Out**
1	
2	
4	
[illegible]	

Rule: divide by 2	
In	**Out**
4	
8	
20	
100	

Name: ____________________

Fill in the input/output tables below

Rule: multiply by 4	
In	**Out**
1	
2	
4	
10	

Rule: divide by 2	
In	**Out**
4	
8	
20	
100	

Name: ____________________

Fill in the input/o[illegible]elow

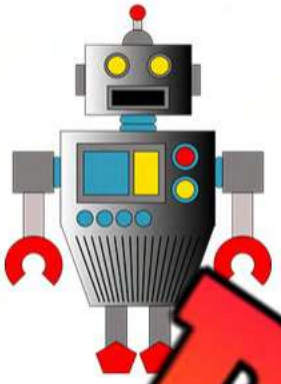
Rule: multiply by 4	
In	**Out**
1	
2	
4	
10	

Rul[illegible] divide by 2	
In	**Out**
4	
8	
20	
100	

Name: _____ 98

Curriculum Connection
C1.3, C1.4

Pattern Rule – Input/Output Tables



Add 10 or Subtract 10	
In	Out
20	30
30	40
50	60
90	100

Inst… …ons …n the input/output tables below

R… …0	
In	O…
10	
30	
	55
70	

Rule: add 3	
In	Out
3	
12	
	30

Rule: subtract 6	
In	Out
	20
38	
59	
	62

R…le: s…t 4	
20	
	24
66	
	83

Rule: subtract 2	
In	Out
12	
72	
	88
	92

Rule: add 6	
In	Out
3	
12	
	20
	38

Name: _____ 99

Curriculum Connection
C1.3, C1.4

T-Tables – Finding Patterns

Questions | Fill in the T-Tables by counting the blocks

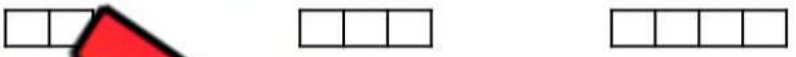
1) 
Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

2) 
Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

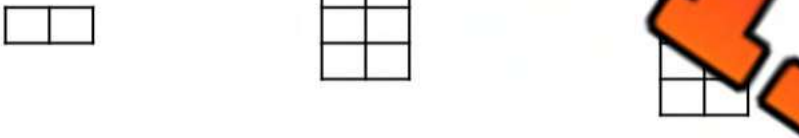
3) 
Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

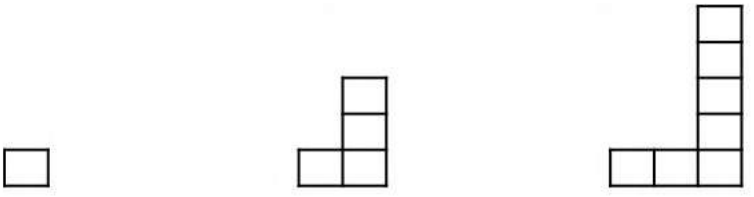
4) 
Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

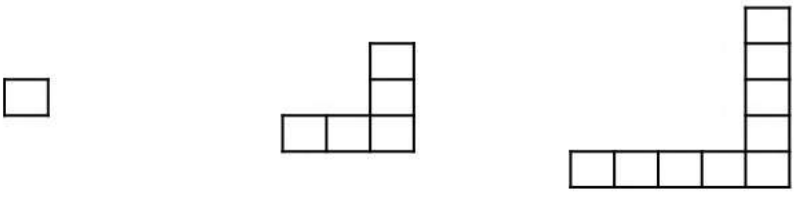
5) 
Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

Name: _____ 101

Curriculum Connection
C1.3, C1.4

Table of Values – Term Numbers/Values

Questions Fill in the tables of values below

Term Number	Term Value
1	1
2	3
3	5
4	
5	
6	

Term Number	Term Value
1	10
2	16
3	22
4	
5	
6	

Term Number	Term
1	75
2	71
3	67
4	
5	
6	

Term Number	Term Value
1	89
2	79
3	
4	
5	
6	

Term Number	Term Value
1	45
2	50
3	55
4	
5	
6	
10	

Term Number	Term Value
1	100
2	95
3	
4	
5	80
6	
10	

Name: _____ 103

Curriculum Connection
C1.3, C1.4

Table of Values

Questions | Answer the questions below by using the table of values

When you work an hour, you get paid 10 dollars. Therefore, the input is the hours you work and the output is how much money you made.
Fill in the input/output table.

1) How many hours will you make if you work 5 hours?

2) How many dollars will you make if you worked 10 hours?

Hours Worked	Money Made
1	
2	
3	
4	
5	
10	

Kids	Slices of Pizza
1	
2	
3	
4	
5	
10	

You are having a birthday party for your family. There will be 5 kids coming to the party. Each kid is going to eat 2 slices of pizza.

1) How many slices of pizza does your family need to order?

2) What if 10 kids show up to the party? How many slices of pizza will you order?

You scored 5 points in each basketball game this season. Fill in the table of values showing your game scores.

1) After your third game, how many points had you scored?

2) There were 8 games this season. How many points did you score in the season?

Games	Total Points Scored
1	
2	
3	
4	
5	
8	

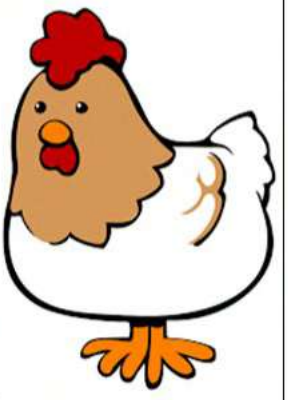
Name: _____ 104

Curriculum Connection
C1.3

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?



How many days would the hen need to lay 5

Name: _____ 106

Curriculum Connection
C1.3, C1.4

Patterning Word Problems - Halloween

Questions | Follow the problem-solving steps below

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

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

a) Draw the[illegible]e below

b) How many total candies does he get?

Name: _____ 107

Curriculum Connection
C1.3, C1.4

Patterning Word Problems – Growing Hair

Questions | Follow the problem-solving steps below

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

Tyler's [illegible] long in January. In February his hair is 58mm long. In M[illegible] his hai[illegible]mm long.

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

b) How long will his hair be in July?

Curriculum Connection
C1.3, C1.4

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?

Name: _____ 110

Curriculum Connection
C1.3, C1.4

Activity Title: Pattern Treasure Hunt

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Stop[w]atch or [yo]u use a smartphone)
- Index card[s]
- Markers
- Small prizes or [t]reats (fo[r]
- Tape

Instructions

How you will comp[lete] the acti[vity]

1) Cut out the index cards provided. These wil[l] be trea[sure] challenge questions.
2) Hide these cards around the classroom or in a des[ig]nated safe ou[t]door area, taping them under chairs, desks, or tucked into non-obvio[us] spots.
3) Divide the class into small teams and give each team a stopwat[ch].
4) Explain the game: each team will hunt for a card, solve the problem on it as quickly as they can, and return to you for verification.
5) Start the timer when you say "Go!" Each team rushes to find their first card.
6) When a team thinks they have the correct answer, they come back to you for verification. If they get it right, the teacher keeps the card. If the answer is wrong, they can try again or hide the card back in its original spot and find a new card.
7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
8) Discuss the game, focusing on the concepts taught on the cards.

Name: _____ 111

Curriculum Connection
C1.3, C1.4

Instructions | Cut out the cards below

1) 3, 6, 9, _____, _____, _____	2) 10, 20, 30, _____, _____, _____
3) (Add 6) 12, 18, _____, _____, _____	4) (Add 4) 28, 32, 36, _____, _____, _____
5) 100, 90, 80, _____, _____, _____	[illegible], _____, _____
7) Pattern Rule: Start at 5, add 5 each time. 5, 10, 15, _____, _____, _____, _____	8) Pattern Rule: Start at 100, subtract 15 each time. 100, 85, 70, _____, _____, _____, _____

Name: _____ 114

Curriculum Connection
C1.3, C1.4

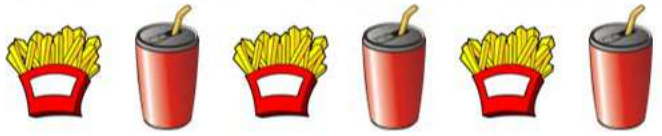
Instructions Cut out the cards below

25) Leah had $50. She earns $10 more each day. How much money will Leah have after 3 days?	26) Pattern Rule: Subtract 2 starting from 18. _____, _____, _____
27) Sara p[illegible] tre[illegible]ach year, the num[illegible]of t[illegible] doubles. How ma[illegible]e will there be in 3 years?	28) (Add 15) 30, 45, 60, _____, _____, _____
29) Jake starts with 80 candies and eats 10 each day. How many candies are left after 8 days?	30) A[illegible]s at [illegible]d triples her score[illegible]n [illegible] game. What wil[illegible]e in the 3rd round?
31) Claire collects shells on the beach, doubling her total each day. If she starts with 6 shells on Monday, how many will she have by Wednesday?	32) A garden was planted with 50 flowers. Each day, 5 new flowers bloom. How many flowers will be in the garden after one week?

Name: _____

Algebra Quiz - Patterning

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



Part 2 Circle the pattern core and continue the pattern

A B C C A B C _____, _____, _____

A B B C D A B B C D _____, _____, _____

A B C B A B C B _____, _____, _____

Part 3 Follow the rule by adding or subtracting to find the

1) (Add 5) 3, 8, 13, _____, _____, _____	2) (Add 3) 23, 26, 29, _____, _____, _____
3) (Add 6) 2, 8, 14, _____, _____, _____	4) (subtract 2) 18, 16, 14, _____, _____, _____
5) (subtract 10) 60, 50, 40, _____, _____, _____	6) (subtract 4) 46, 42, 38, _____, _____, _____

Part 4 — T-Tables

Term Number	Term Value
1	4
2	8
3	12
4	
5	
6	

+ + + + +

Term Number	Term Value
1	89
2	79
3	69
4	
5	
6	

- - - - -

3) Figure 1 Figure 2 Figure 3 Fig 4

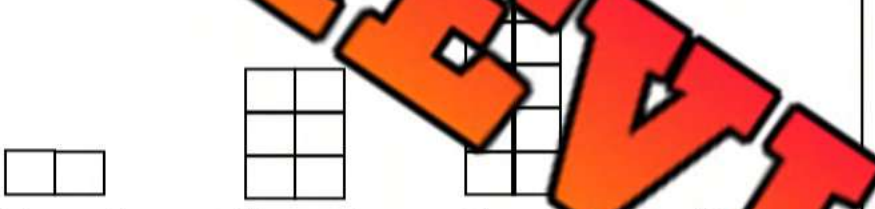


Figure	Term Value
1	
2	
3	
4	

Part 5 — Solve the word problem below. Show your work!

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

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

Grade 2
C2. Equations and Inequalities

	Curriculum Expectations	Pages That Cover the Expectations
C2.1	identify when symbols are being used as variables, and describe how they are being used	137 – 143, 159 - 168
C2.2	determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent	118 - 168
C2.3	identify and use equivalent relationships for whole numbers up to 100, in various contexts	169 - 172

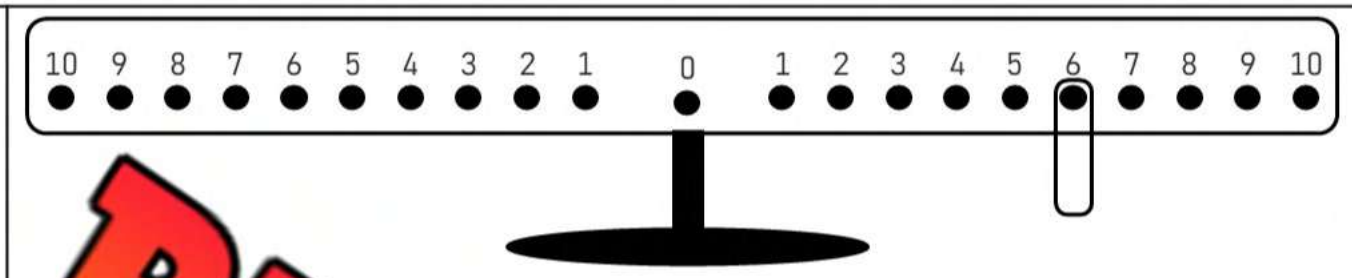
Name: _____ 118

Curriculum Connection
C2.2

Balance Pan Equations

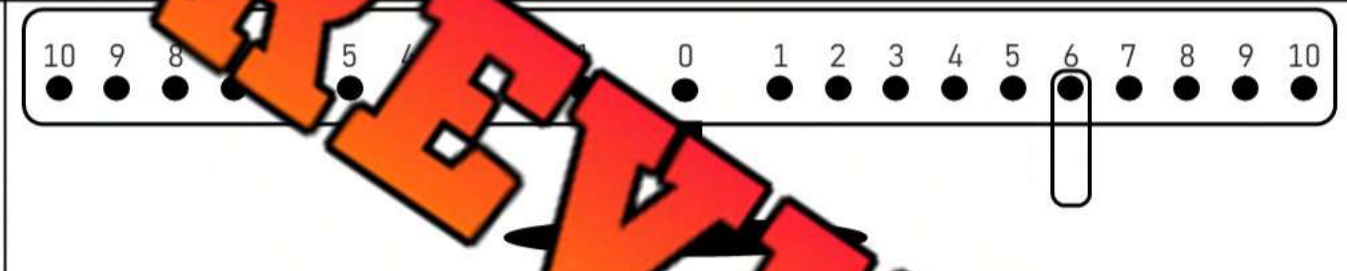
Questions How many ways can you balance the equation to equal 6

1)



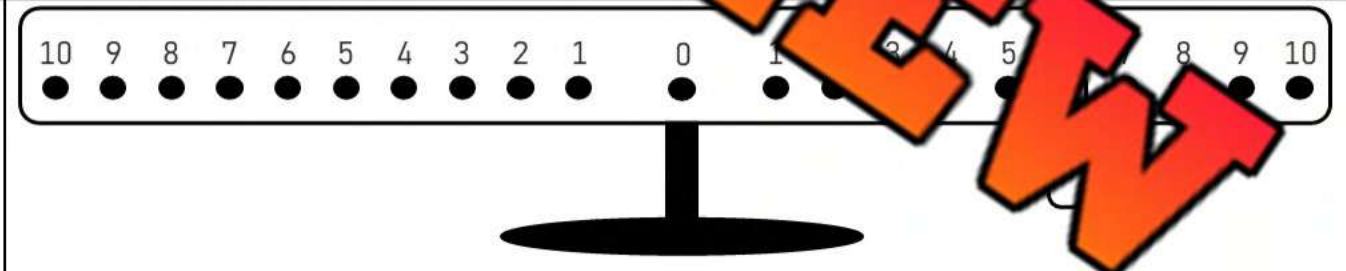
_____ + _____ = 6

2)



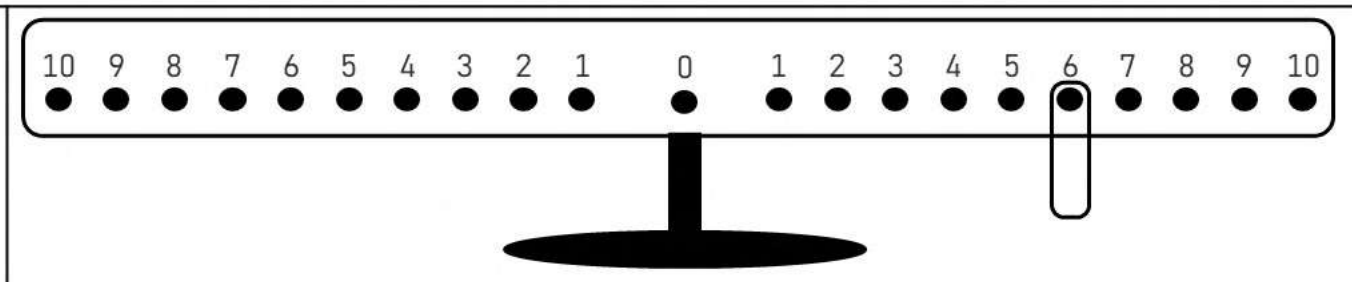
_____ + _____ =

3)



_____ + _____ = 6

4)



_____ + _____ = 6

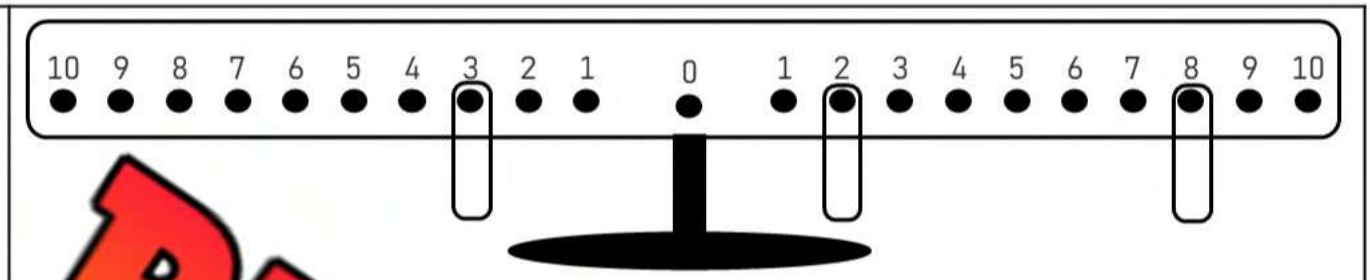
Name: _____ 122

Curriculum Connection
C2.2

Balance Pan Equations

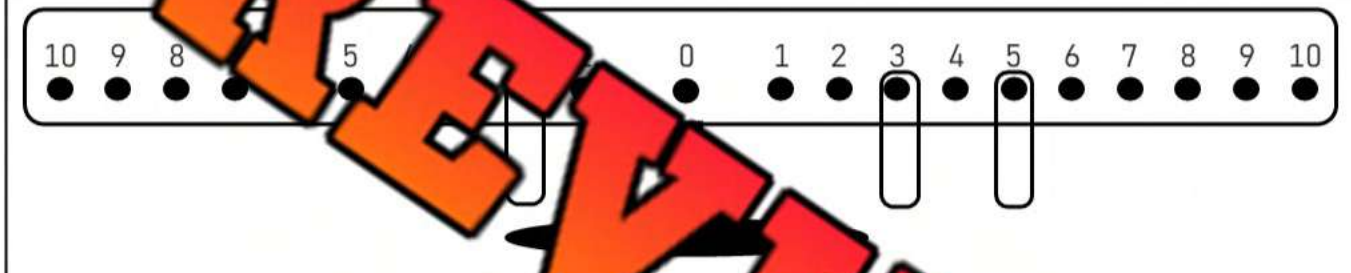
Questions | Balance the equations below

1)



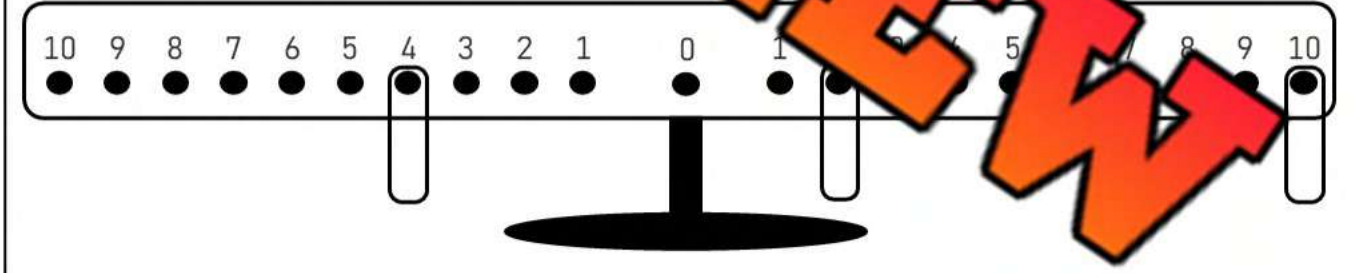
3 + _____ = 2 + 8

2)



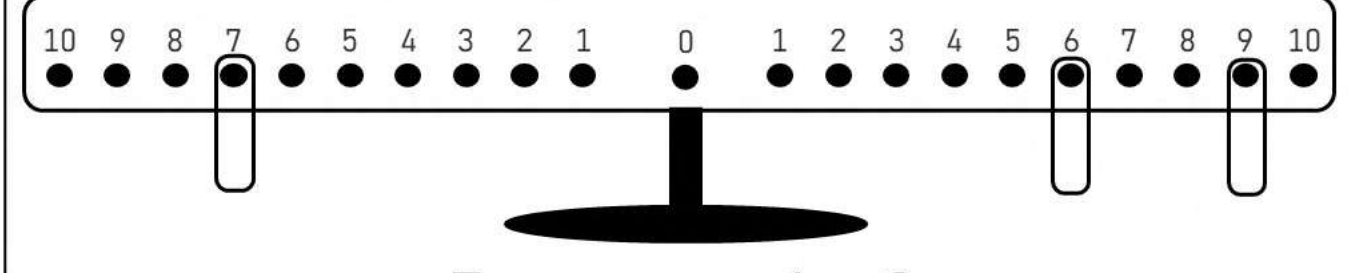
2 + _____ +

3)



4 + _____ = 2 + 10

4)



7 + _____ = 6 + 9

Name: _____ 124

Curriculum Connection
C2.2

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

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

8	+		=	11

6	+		=	

8	+		=	14

5	+		=	9

7	+		=	12

2	+		=	13

6	+		=	10

3	+		=	14

1	+		=	12

Name: _____ 125

Curriculum Connection
C2.2

Addition – Are They Equal?

Are the equations equal? Put an X through the equal sign for any equations that are not equal.

5 + 3 = 8 21 + 10 ≠ 30 17 + 11 = 28

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

1) + 10	2) 4 + 4 = 8	3) 6 + 6 = 11
4) 8 + 6 = 14	5) 10	6) 13 + 10 = 24
7) 9 + 3 = 12	8) 7 + 5 =	9) 9 + 7 = 16
10) 8 + 4 = 13	11) 17 + 3 = 20	12)
13) 23 + 6 = 30	14) 10 + 10 = 20	15) 15 + 15 = 30
16) 40 + 0 = 400	17) 53 +6 = 59	18) 21 + 5 = 25
19) 20 + 12 = 32	20) 75 + 4 = 80	21) 2 + 46 = 47

Name: _____ 127

Curriculum Connection
C2.2

Addition Expressions – Equal?

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

Examples: 5 + 3 = 2 + 6 4 + 5 ≠ 7 + 1

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

1) [illegible] + 7	7) 6 + 3 = 2 + 5
2) 7 + 3 = [illegible]	6 + 5 = 4 + 8
3) 8 + 5 = 4 + 7	[illegible] 1 + 9
4) 7 + 7 = 5 + 8	10) 9 + [illegible] 4
5) 14 + 2 = 11 + 5	11) 16 + 3 = 14 + 5
6) 23 + 4 = 20 + 7	12) 30 + 5 = 33 + 3

Exit Cards

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

Name: _____

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

a) 12 + 3 = 15 + 0

b) 20 + 6 = 15 + 10

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

Name: _____

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

a) 12 + 3 = 15 + 0

b) 20 + 6 = 15 + 10

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

Name: _____

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

a) 12 + 3 = 15 + 0

b) 20 + 6 = 25 + 10

c) 25 + 10 = 30 + 5

d) 30 + 2 = 29 + 4

Name: _____ 129

Curriculum Connection
C2.2

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

Name: _____ 131

Curriculum Connection
C2.2

Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

Questions Fill in the missing number to balance the equation

1) 4 + ☐ = ○○ ○○

2) 3 + 6 = ☐ ○ ○○○ ○○○

3) 4 + 5 = ☐ ○○ ○○ ○○ ○○ ○

4) 1 + ☐ = 8 ○ ○○ ○○ ○○ ○○

5) 6 + ☐ = 10 ○○ ○○ ○○ ○○ ○○

6) 4 + ☐ = 12 ○○ ○○ ○○ ○○ ○○ ○○

7) ☐ + 6 = 10 ○○ ○○ ○○ ○○ ○○ ○○

8) ☐ + 7 = ○○ ○○ ○○ ○○ ○○ ○○ ○○

9) ☐ + 5 = 11 ○○ ○○ ○○ ○○ ○○ ○○

10) ☐ + 2 = 9 ○○ ○○ ○○ ○○ ○○

11) 3 + ☐ = 8 ○ ○○ ○○ ○○ ○○

12) 6 + 7 = ☐ ○○ ○○ ○○ ○○ ○○

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

14) 7 + ☐ = 9 ○ ○○ ○○ ○○ ○○

15) 3 + 12 = ☐ ○ ○○ ○○ ○○ ○○ ○○ ○○

Name: _____ 132

Curriculum Connection
C2.2

Pre-Algebra – Balancing Addition Equations

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

Examples:

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

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

Questions Fill in the missing number to balance the equation

1) 6 + ☐ = 9	2) 2 + 6 = ☐	3) 4 + 6 = ☐
4) 3 + ☐ = 8	5) ☐ + 5 = 10	6) 12 + ☐ = 15
7) ☐ + 6 = 10	8) ☐ + 5 = 1	☐ + 15 = 20
10) 14 + 4 = ☐	11) 12 + ☐ = 17	14
13) 17 + ☐ = 25	14) 20 + 7 = ☐	15) 23 + ☐ = 30
16) 16 + ☐ = 24	17) 21 + 7 = ☐	18) 30 + ☐ = 36
19) 40 + ☐ = 48	20) 43 + 10 = ☐	21) 47 + ☐ = 51

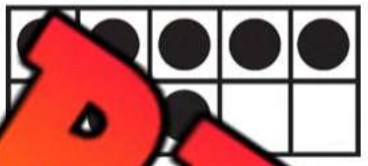
Name: _____ 133

Curriculum Connection
C2.2

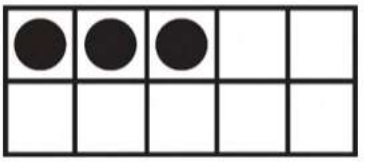
Making Tens – Changing Variables

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

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

1) 

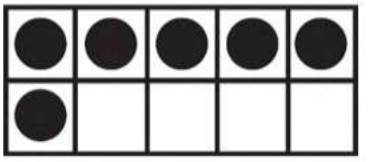
8 + ____ = 10

2) 

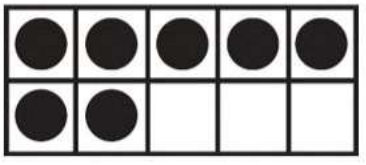
3 + ____ = 10

3) 

2 + ____ = 10

4) 

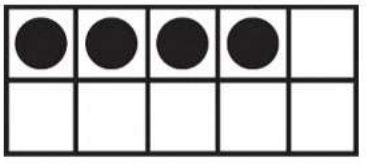
+ ____ = 10

5) 

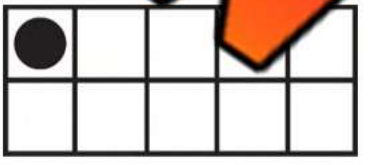
7 + ____ = 10

6) 

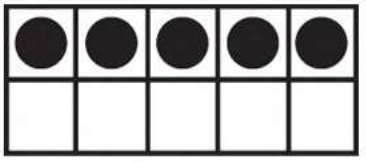
9 + ____

7) 

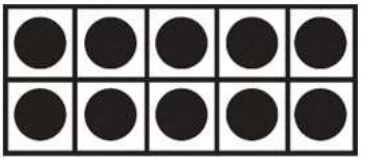
4 + ____ = 10

8) 

1 + ____ = 10

9) 

5 + ____ = 10

10) 

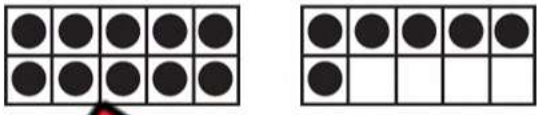
10 + ____ = 10

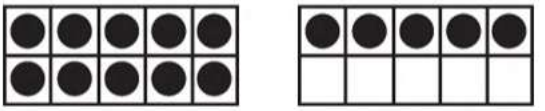
Name: _____ 134

Curriculum Connection
C2.2

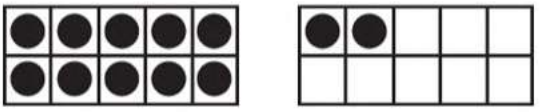
Making 20 – Changing Variables

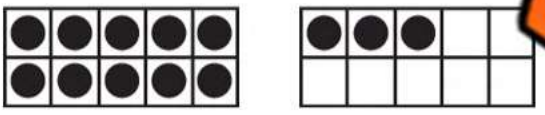
Questions How many more dots do you need to add to make 20?

1)  _____ = 20

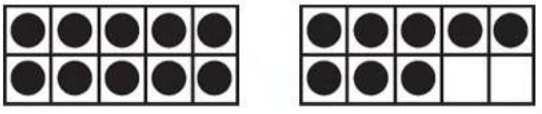
2)  15 + _____ = 20

3)  10 + _____

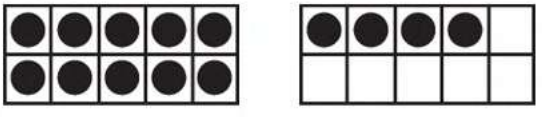
4)  12 + _____ = 20

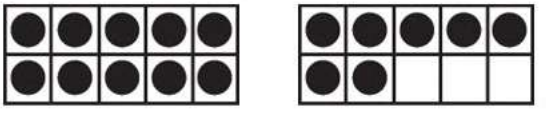
5)  13 + _____ = 20

6)  20

7)  18 + _____ = 20

8)  11 + _____ = 20

9)  14 + _____ = 20

10)  17 + _____ = 20

Name: _____ 135

Curriculum Connection
C2.2

Algebra Jeopardy

Objective What are we learning about?

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

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell

Instructions How you will comp activ

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

Name: _____ 136

Curriculum Connection
C2.2

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
__ + 2 = 7	__ + 3 = 6	10 + __ = 20	3 + __ = 12	4 + __ + 3 = 10
__ + 15 = 25	__ + 12 = 32	20 + __ = 53	__ + 15 = 40	40 + 25 + __ = 100
Balance the equation: 1 + 1 = 1	Balance the equation: 2 = 4	Balance the equation: 5 + 2 = __ + 4	Balance the equation: 6 + 4 = __ + 7	Balance the equation: 8 + 6 = __ + 10
Balance the equation: 2 + 2 = 1 + __	Balance the equation: 3 + 4 =	Balance the equation: 7 + 3 =	Balance the equation: 9 + 2 + __ = 8 + 11	Balance the equation: __ + 10 = 12 + __
Emily had 5 books. She received some more and now has 12 books. How many books did she receive?	David had 10 Legos. He received some more and now has 22 Legos. How many Legos did he receive?	Ethan found some rocks. He found some more and now has 28 rocks. How many rocks did he find?	some marbles. receives and now how many did he start with?	Emma has some seeds. She then buys 7 seeds from one store and 14 from another. She now has of 25 seeds did start with?
John had 3 apples. He bought some more and now has 10 apples. How many apples did he buy?	Emma had 9 pencils. She bought some more and now has 16 pencils. How many pencils did she buy?	Sarah has some apples. She buys 6 more and now has 15 apples. How many apples did she start with?	Kevin has some stickers. He then gets 8 stickers, then 3 more, and now has 18 stickers. How many stickers did he start with?	Sophia has some coins. She then finds 5 coins, then 6 more, and now has 28 coins. How many coins did she start with?

Name: _____ 137

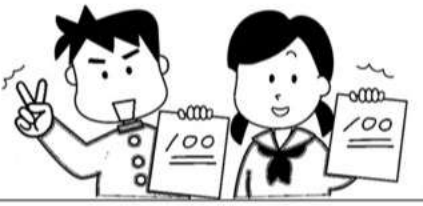
Curriculum Connection
C2.1, C2.2

Addition – 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: 8 + n = 15

We can figure out the unknown number by balancing the equation. In this equation, n = 7.



Question: Find out the value of the variable

1) 7 + n = 10 n =	+ 5 = 8	3) 10 + n = 13 n =
4) 6 + 6 = p p =	+ p p =	6) p + 4 = 12 =
7) 7 + y = 14 y =	8) y + 6 = 14 y =	y =
10) 5 + t = 15 t =	11) 14 + t = 20 t =	12) 20 + t t =
13) 22 + a = 28 a =	14) 30 + a = 40 a =	15) 24 + a = 30 a =
16) 27 + 6 = s s =	17) 35 + s = 41 s =	18) 42 + s = 48 s =

Curriculum Connection
C2.1, C2.2

Exit Cards

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

Name: _____

Find out the value of the variables

a) n + 4 = 24 n = _____

b) 22 + y = 29 y = _____

c) 21 + t = 35 t = _____

d) s + 40 = 48 s = _____

Name: _____

Find out the value of the variables

a) n + 4 = 24 n = _____

b) 22 + y = 29 y = _____

c) 21 + t = 35 t = _____

d) s + 40 = 48 s = _____

Name: _____

Find out the value of the variables

a) n + 4 = 24 n = _____

b) 22 + y = 29 y = _____

c) 21 + t = 35 t = _____

d) s + 40 = 48 s = _____

Name: _____ 140

Curriculum Connection
C2.1, C2.2

Finding the Missing Information – To 20

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

Example

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

5 + **4** = 9

Instructi How many coins are in the bags below?

1) 7

Answer: _____

2) 10

Ans_____

3) 12

Answer: _____

15

Answer: _____

5) 17

Answer: _____

6) 20

Answer: _____

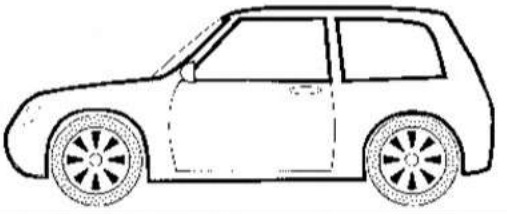
Name: _____ 143

Curriculum Connection
C2.1, C2.2

Word Problems – Solving Addition Equations

Questions | Answer the questions below

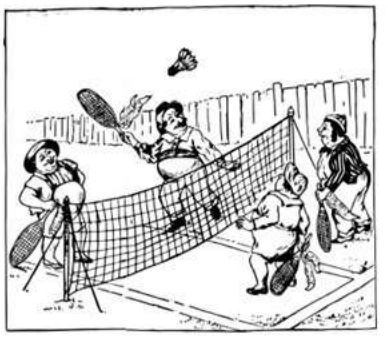
1) Tim drove 20km to get to work. Then he drove to the store. When he got to the store, he had driven 28 km in total. How many km did he drive to the store?



2) Steve got 25 point[s] b[y] eating [l]evel 1 in a video game. He got 25 more points for beating [l]evel 2. H[ow] [m]any total points did he have after level 2?

Bonus – He had 75 total points after beating [l]evel 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?



Name: _____ 144

Curriculum Connection
C2.2

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

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

7	-	4	=	3

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

11	-		=	8

8			=	

10	-		=	4

8	-		=	1

11	-		=	3

13	-		=	2

10	-		=	4

14	-		=	1

4	-		=	0

Name: _____ 145

Curriculum Connection
C2.2

Subtraction – Are They Equal?

Are the equations equal? Put an X through the equal sign for any equations that are not equal

7 - 2 = 5 25 - 6 ≠ 18 15 - 11 = 4

Instruction: Put an x through the equal sign if it is not balanced

1) 10 - 5	2) 10 - 4 = 6	3) 9 - 5 = 3
4) 12 - 6 = 6	5) [illegible] = 8	6) 14 - 3 = 11
7) 15 - 2 = 13	8) 17 - 7 = [illegible]	9) 15 - 4 = 11
10) 17 - 10 = 10	11) 18 - 9 = 9	12) [illegible]
13) 22 - 4 = 18	14) 20 - 10 = 10	15) 25 - 5 = 30
16) 27 - 0 = 0	17) 26 - 1 = 25	18) 29 - 5 = 24
19) 30 - 7 = 22	20) 27 - 6 = 21	21) 30 - 30 = 0

Name: _____ 147

Curriculum Connection
C2.2

Subtraction to 50 – Are They Equal?

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

14 - 3 = 11 22 - 3 ≠ 18 36 - 5 = 31

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

1) [illegible] - 2	2) 24 - 4 = 20	3) 15 - 4 = 10
4) 16 - 3 = 12	5) [illegible]	6) 18 - 3 = 14
7) 22 - 5 = 17	8) 26 - 6 [illegible]	[illegible] - 3 = 20
10) 28 - 5 = 23	11) 31 - 3 = 27	12) 3[illegible] = 30
13) 36 - 5 = 31	14) 39 - 4 = 34	15) 37 - 4 = 33
16) 44 - 0 = 44	17) 46 - 6 = 41	18) 50 - 5 = 45

Name: _____ 148

Curriculum Connection
C2.2

Subtraction Expressions - Equal?

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

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

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

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

Name: _____ 151

Curriculum Connection
C2.2

Pre-Algebra – Balancing Subtraction Equations

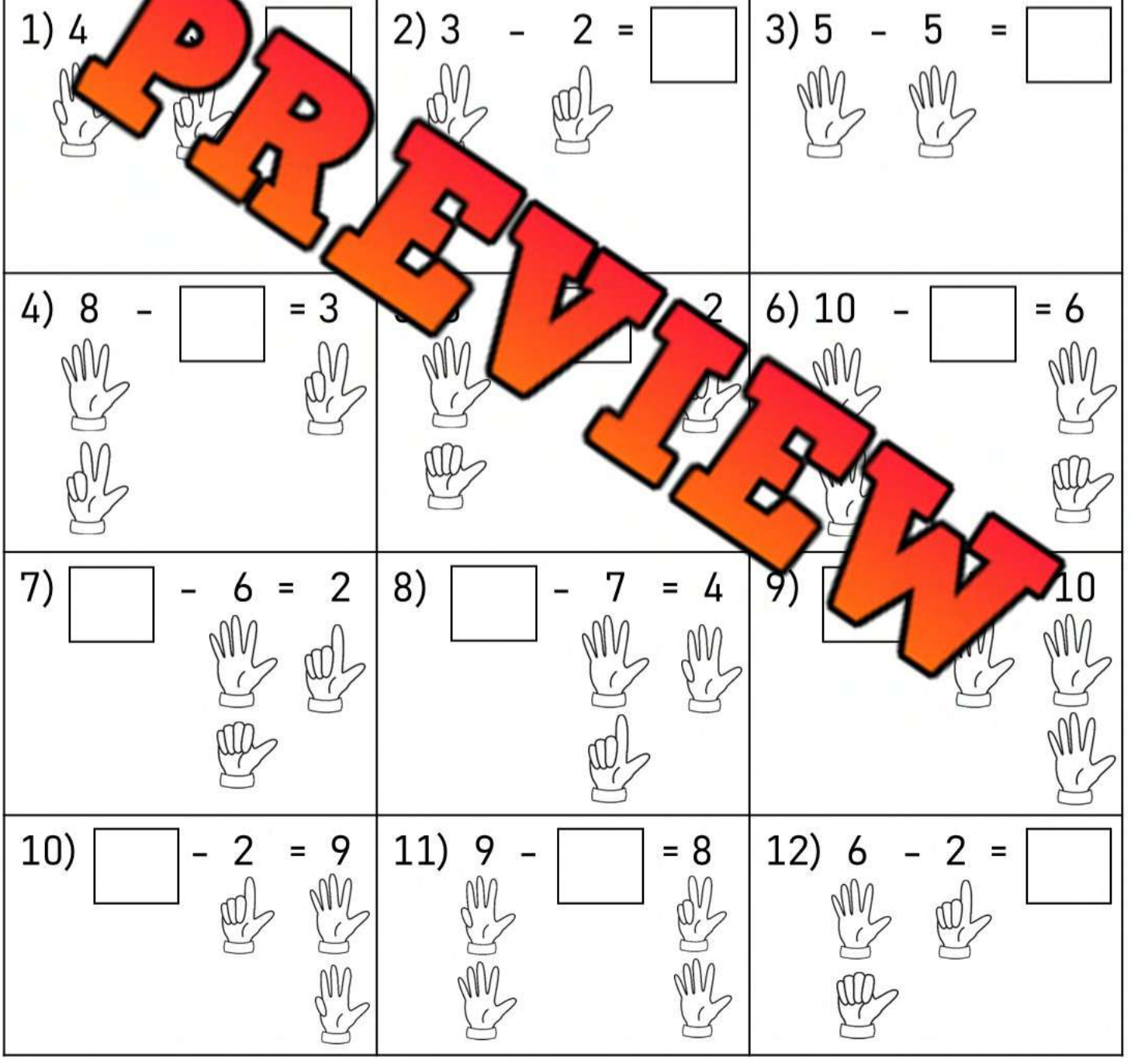
Balancing equations means both sides of the equal sign must be the same.

Examples:

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

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

Questions Fill in the missing numbers to balance the equations



Name: _____ 152

Curriculum Connection
C2.2

Pre-Algebra – Balancing Subtraction Equations

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

Examples:

$15 - 6 = \boxed{9}$ (9 above 6)

$20 - \boxed{5} = 15$ (15 above 20)

Questions | Fill in the missing numbers to balance the equations

1) 8 – ☐ = 2	2) 6 – 6 = ☐	3) 9 – 5 = ☐
4) 10 – ☐ = 4	5) ☐ – 4 = 6	6) 8 – ☐ = 4
7) ☐ – 6 = 3	8) ☐ – 5 = 1	9) ☐ – 3 = 7
10) 10 – 10 = ☐	11) 12 – ☐ = 9	12) ☐ – 10 = 10
13) 14 – ☐ = 11	14) 18 – 3 = ☐	15) 20 – ☐ = 15
16) 22 – ☐ = 19	17) 27 – 10 = ☐	18) 24 – ☐ = 18
19) 30 – ☐ = 20	20) 28 – 6 = ☐	21) 30 – ☐ = 19

Name: _____ 153

Curriculum Connection
C2.2

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)	[illegible]	4 - 1	7 - 3
2)	8 - 4	[illegible]	7 - 3
3)	10 - 2	9	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

Name: _____ 155

Curriculum Connection
C2.2

Matching Game: Do The Equations Match?

Objective

What are we learning about?

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

Mate

will need for the activity.

- Pre-prepared re- cards.
- Small bags or envel ld t ts for each group

Instructions

How you will complete the a

1. Before the class, the teacher will cut out the p red m ng game cards.
2. Divide the students into small groups and give each group ag elope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards. They will need to solve both equations to see if they match (equal the same).
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.

Name: _____ 157

Curriculum Connection
C2.2

Cards | Matching Game Cards

50 – 25	40 – 15
15 – 10	10 + 25
60 – 15	+ 5
38 + 12	25 + 2
70 – 30	40 + 10

Name: _____ 158

Curriculum Connection
C2.2

Cards | Matching Game Cards

45 + 15	30 + 30
80 – 5	60 + 10
55 + 5	4 + 15
90 – 40	50 +
65 + 10	50 + 25

Name: _____ 159

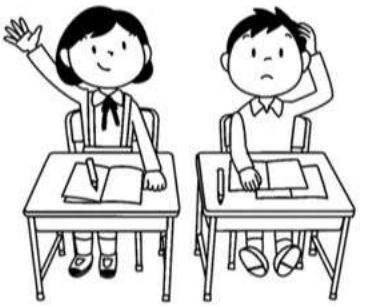
Curriculum Connection
C2.1, C2.2

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.



Ques out the value of the variable

1) 9 – n = 5 n =	5 = 5 n =	3) 3 – n = 0 n =
4) 6 – 2 = p p =	5) 9 – p =	6) p – 4 = 2
7) 10 – y = 3 y =	8) y – 7 = 0 y =	12 y y
10) 15 – t = 5 t =	11) 17 – t = 13 t =	12) 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) 40 – s = 19 s =

Name: _____ 163

Curriculum Connection
C2.1, C2.2

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 d[illegible]s and b[illegible]e new toy for 15 dollars. How many dollars does he h[illegible]?

Bonus: He saved 15 more dollars. Can he buy a [illegible]de[illegible]40 dollars?

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

Name: _____ 164

Curriculum Connection
C2.1, C2.2

Task Cards: Mystery Number Detectives

Objective — What are we learning about?

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

Materials — What you will need for the activity.

- 2
- Se e shee for answers
- Pencils

Instructions — How o activity

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

Name: _____ 167

Curriculum Connection
C2.1, C2.2

Task Cards | Cut out the task cards below

Card 17:
25 + e = 55

solve for e
a) 3 b) 32 c) 28

Card 18:
70 – f = 40

solve for f
a) 35 b) 28 c) 30

Card 19:
Sam has [illegible] gets some more [illegible] now [illegible]. How many did [illegible] get?

a) 25 b) 30 c) 28

Card 20:
Emma had 50 candies. She lost some candies and now has 30. How many did she lose?

a) [illegible] b) 18 c) 22

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

a) 30 b) 28 c) 32

Card 22:
[illegible] cookies. She [illegible] cookies and now has 50. [illegible] e[illegible]

a) 25 b) 30 c) 28

Card 23:
100 – k = 60

solve for k
a) 40 b) 35 c) 50

Card 24:
19 + l = 40

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

Name: _____ 168

Curriculum Connection
C2.1, C2.2

Task Cards: Mystery Number Detectives

Answers | Record your answers below

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

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

Name: _____

Algebra Quiz - Equations

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) 5 [illegible] 10	5) 10 - 4 = 6	6) 16 - 5 = 11

Part 2 [illegible] missing number to balance the equation

1) 3 + 8 = ☐	[illegible]	3) 9 + ☐ = 15
4) 13 + 5 = ☐	5) ☐ + 12 = 22	[illegible] 5 + ☐ = 17
7) 9 - 6 = ☐	8) ☐ - 4 = 7	9) 10 - 5 = ☐
10) 19 - 5 = ☐	11) ☐ - 4 = 13	12) 17 - 2 = ☐

Part 3 Find out the value of the variable

7 + n = 10 n =	n – 5 = 5 n =	10 + n = 10 n =	n – 5 = 6 n =
n + 16 = 22 n =	n – 3 = 6 n =	n + 10 = 26 n =	n – 7 = 10 n =

Part 4 Find out the value of the variable

a + b + c = a = b = c ____ + ____ + ____ = ____	n + y + t = n = 3 y = 10 t = 5 ____ + ____ + ____ = ____
a – b = c a = 12 b = 8 ____ + ____ = ____ c =	e + f = 32 n = 6 ____ + ____ = ____ f =

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?

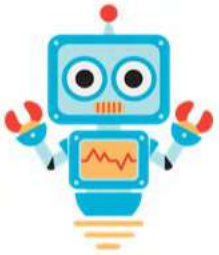
Grade 2
C3. Coding

	Curriculum Expectations	Pages That Cover the Expectations
C3.1	solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential and concurrent events	174 – 185, 193 - 199
C3.2	read and alter existing code, including code that involves sequential and concurrent events, and describe how changes to the code affect the outcomes	186 - 192

Name: _____ 174

Curriculum Connection
C3.1

Writing Code



Writing Code – Code Bank

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

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

Line 1: _____

Line 2: _____

3: _____

Robot moved _____ squa

2. Write the code that gets the r th n home.

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Robot moved _____ squares

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

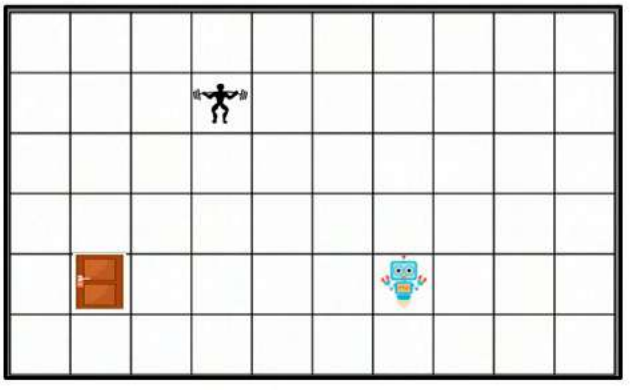
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

Name: _____ 176

Curriculum Connection
C3.1

Activity: Shape Drawer – Coding Shapes

Objective What are we learning about?

Students will use sequential steps to code a path for drawing a square on graph paper, learning how coding can represent math shapes and practicing counting and geometry skills.

Material t will need for the activity.

- Grid work
- Pencils an
- Rulers (to dra aight
- Chart paper or wh or tea demonstration)

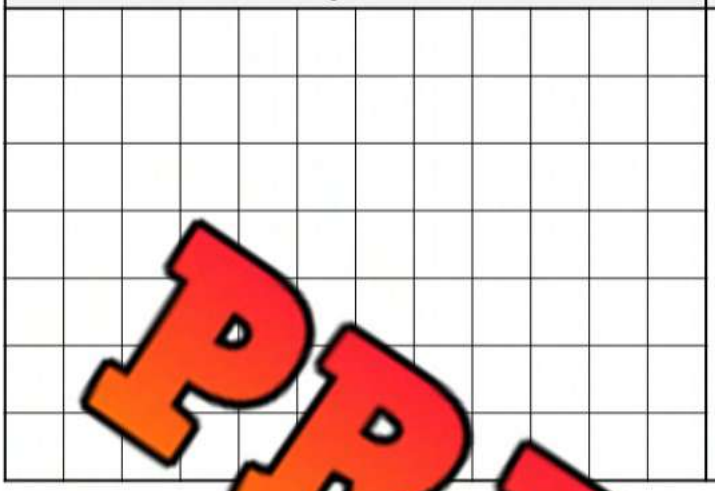
Instructions How you will complete ctivity

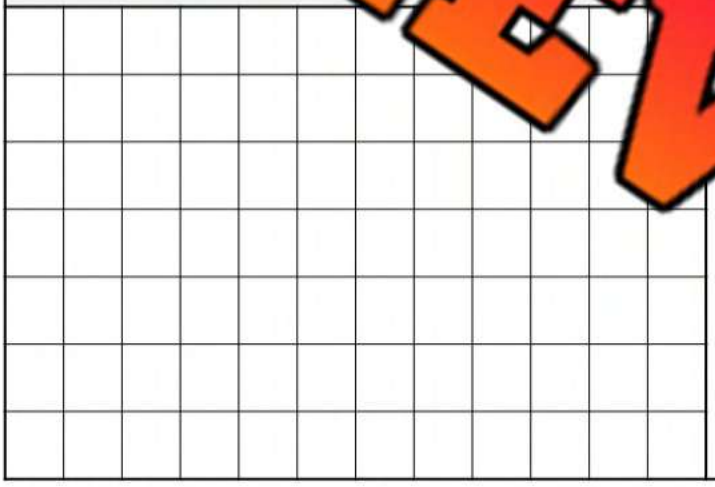
1. Show students a square on the chart pape "code" a path to draw it by giving step-by-step directio
2. Demonstrate: Draw a square on grid paper (4 sides, each 4 sing steps like "forward 4, turn right, forward 4, turn right."
3. Give each student the grid paper worksheets and a pencil and tell them to start at a point on the grid (e.g., mark a dot).
4. Have students write a sequence of steps to draw a square: "right 4, down 4, left 4, up 4"
5. Ask students to draw the path on their graph paper by following their steps, using a ruler to make straight lines.
6. Have the students do the same for other shapes (letters). They should draw the shape and then write the coding sequence.

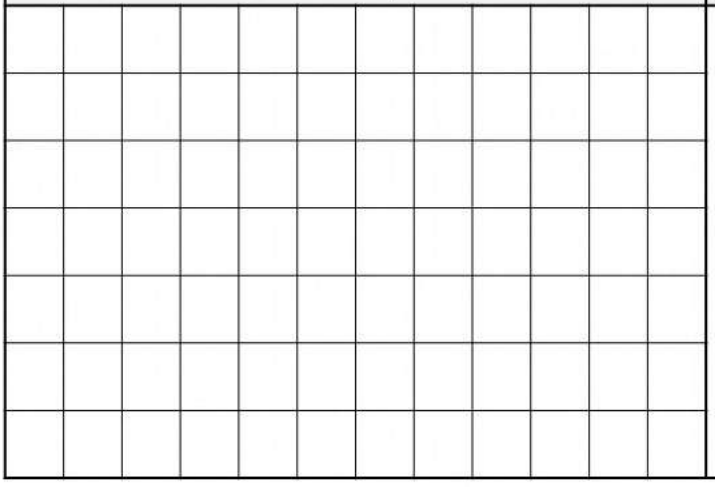
Name: _____ 177

Curriculum Connection
C3.1

Coding Shapes Draw your shapes on the grids and then write the coding instructions

Square	Coding Instructions
	

T-Shape	Coding Instructions
	

C-Shape	Coding Instructions
	

Name: _____ 178

Curriculum Connection
C3.1

Coding Shapes

Draw your own shape on the grid below. Be creative! Then write the coding instructions.

My Shape

Coding Instructions

_____

_____

_____

_____

_____

_____

Name: _____ 179

Curriculum Connection
C3.1

Reading Code – Creating Programs

Question	Read the code and create the program

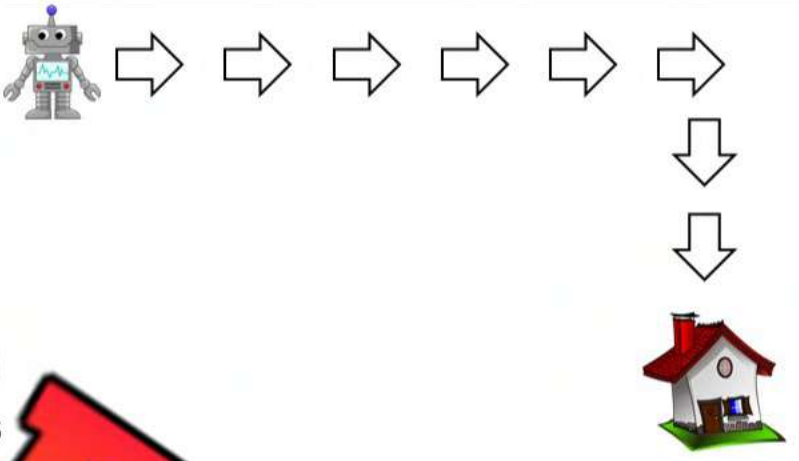
Example

Code

go right 4

go down 3

open door



Robot moved 7 squares

1.

Code

go down 2

go right 1

go down 2

go right 5

open door

Robot moved _____ squares

2.

Code

go right 2

go down 3

go left 2

go down 1

go right 6

open door

Robot moved _____ squares

Name: _____ 181

Curriculum Connection
C3.1

Reading Code – Creating Programs

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

1.

Code

go left 3

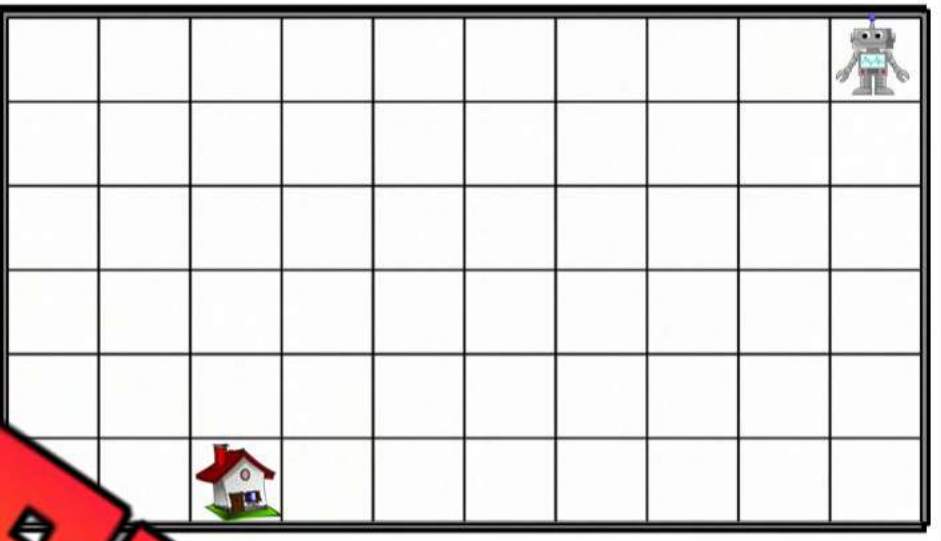
go do[illegible] 3

go le[illegible]

[illegible]

op[illegible]oor

Robot moved _____ [illegible]uares



2.

Code

go down 3

go right 2

enter school

go down 2

go right 4

open door

Robot moved _____ squares

3.

Code

go down 3

go left 5

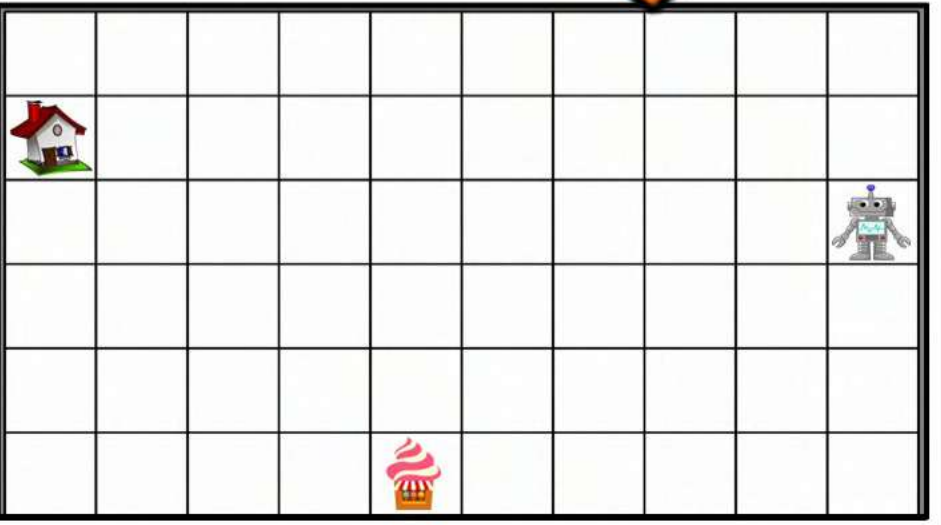
enter ice cream shop

go left 4

go up 4

open door

Robot moved _____ squares



Name: _____ 183

Curriculum Connection
C3.1

Activity: Dance Party Code

Objective — What are we learning about?

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

Mate — u will need for the activity.

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

Instructions — How you will complete the ac y

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

Name: _____ 184

Curriculum Connection
C3.1

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

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

Name: _____ 185

Curriculum Connection
C3.1

Dance Party Code – My Code

Instructions

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

My Dance Party Code

Name: _____ 186

Curriculum Connection
C3.2

Fixing Code

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

1. Go to school and then home

Code

_____ - go up 1

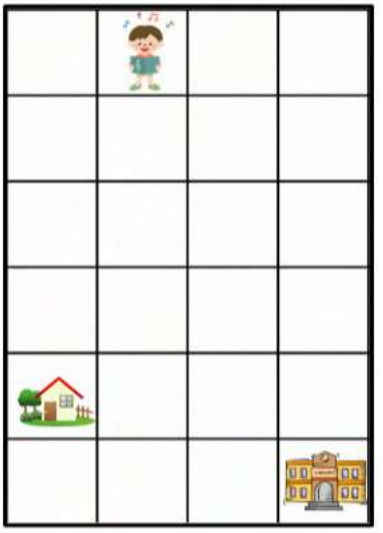
_____ - go down 5

_____ - go

_____ - go

_____ - go left 3

_____ - enter



2. Go to school and the

Code

_____ - go up 2

_____ - go down 4

_____ - go right 3

_____ - enter school

_____ - go left 1

_____ - enter home

3. Go to school and then home

Code

_____ - go down 2

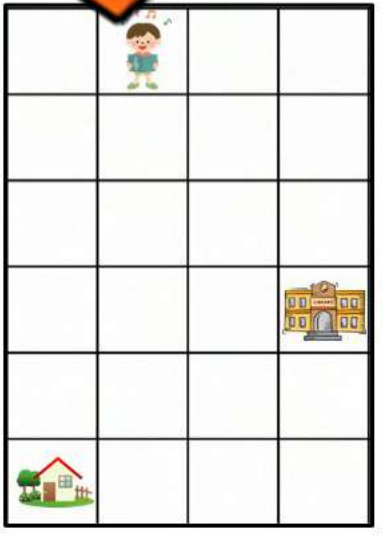
_____ - go down 3

_____ - go right 2

_____ - enter school

_____ - go left 3

_____ - enter home



Name: _____ 188

Curriculum Connection
C3.2

Interpreting Code

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

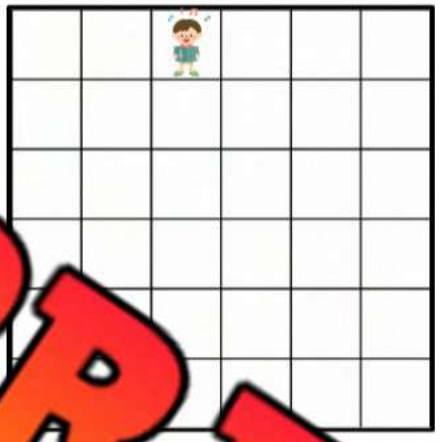
1.

Code

go down 5

go right 2

enter [illegible]



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

2.

Code

go down 4

go right 4

enter library

YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

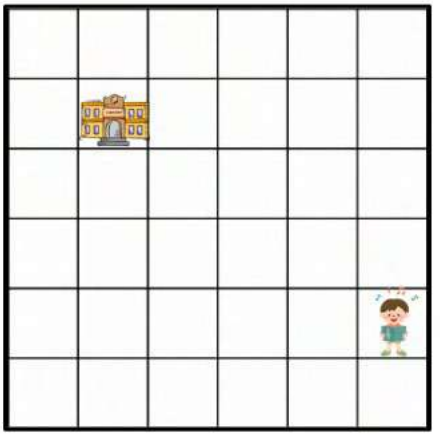
3.

Code

go up 3

go right 4

enter library



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

Name: _____ 190

Curriculum Connection
C3.2

Activity: Draw a Picture Sequence

Objective

What are we learning about?

Students will write a sequence of steps to draw a simple picture and identify and fix an error in a given sequence, practicing how to create, follow, and debug sequential events.

Materials

What you will need for the activity.

- W… written sequence of drawing s… containi… r), space to write a corrected sequ… ce, an… ea t… draw (one per student)

Instructions

H… ou w… n… the activity

1. Tell students they'll be "c… cre… e by writing a sequence of drawing steps, and they'll also fix mistakes … nce.
2. Show them a correct smiley face o… e board … expl… e steps (e.g., "draw a circle, add two eyes, draw a smile").
3. Give each student the worksheet with a pre-w… e… ce … errors (e.g., "draw a square, add two eyes, draw a smile"—the … draw a … e" instead of "draw a circle").
4. Ask students to follow the given sequence and draw the pictur… a of their worksheet.
5. Discuss as a class why the drawing doesn't look like it should (e.g., it has a square head instead of a round one).
6. Have students identify the errors and write a corrected sequence on their worksheet (e.g., "draw a circle, add two eyes, draw a smile").
7. Ask them to draw the picture again using their corrected sequence.
8. Have a few students share their corrected sequence and new drawing, discussing how fixing the errors made the picture correct.
9. Wrap up by explaining how finding and fixing mistakes is part of coding, just like they debugged their drawing sequence.

Name: _____ 191

Curriculum Connection
C3.2

Instructions **First Drawing – With Errors**: Follow the code and draw the picture below.

Step	Instruction
1	print: draw a large triangle on the bottom of the page for the mountain
2	print: draw a small square above the mountain for the cloud
3	print: draw a small circle on the bottom left of the mountain for the sun
4	print: draw a tall rectangle on the right of the mountain for the tree trunk
5	print: draw a small triangle on top of the tree trunk for the tree leaves
6	print: draw a small semi-circle above the tree for the bird
7	print: draw another small semi-circle connected to the other one for the bird
8	print: draw a small circle on the mountain for a path

Name: _____ 192

Curriculum Connection
C3.2

Instructions	Place a checkmark if the code is written correctly and an "x" if it is wrong. Then re-draw the picture the correct way.

Step	Instruction	✓ ✗
1	print: draw a large triangle on the bottom of the page for the mountain	
2	print: draw a small square above the mountain for the cloud	
3	print: draw a small circle on the bottom left of the mountain for the s	
4	y a tall rectangle on the right of the mountain for the tree	
5	int: add iangle on top of the tree trunk for the tree leaves	
6	print: sen ircle above the tree for the bird	
7	print: d her s ircle connected to the other one for the bird	
8	print: draw a sma the m r a path	

Name: _____ 193

Curriculum Connection
C3.1

Working with Code

Question Read the code and write what will happen. The first one is done for you

1.

Code

Code1 = "VE"

Code2 = "LO"

3 = "ER"

de5

print ("I Code2 ,C 4)

The Computer Program:

I LOVE CODE

2.

Code

Code1 = "F"

Code2 = "UN"

Code3 = "TH"

Code4= "MA"

Code5= "IS"

print ("I think", Code4,Code3, Code5, Code1,Code2)

Computer Program:

3.

Code

Code1 = "A"

Code2 = "PRO"

Code3 = "MER"

Code4= "GRAM"

Code5= "ING"

print ("I am", Code1, Code2,Code4,Code3)

The Computer Program:

Name: ____________________ 195

Curriculum Connection
C3.1

Working with Code

Code Bank

JillPeriod1 = 3

JillPeriod2 = 7

JillPeriod3 = 5

JillTotal = JillPeriod1 + JillPeriod2 + JillPeriod3

[illegible]ots = 15

Example – The Computer Program:

print ("In the second period of the game, Jill scored" JillPeriod2, "points.")

In the second period of the game, Jill scored 7 points.

Questions: Use the code bank to read the codes. Write what the program will say.

1. **Code**

print ("In the first period of the game, Jill scored" JillPeriod1, "points.")

The Computer Program:

2. **Code**

print ("Jill had", JillShots, "shots on goal yesterday.")

The Computer Program:

3. **Code**

print ("Jill scored", JillTotal, "points in the game yesterday.")

The Computer Program:

Name: _____

Coding Quiz

Part 1 — Write the code below

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

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

2. Write the code to move the robot to the store and then home.

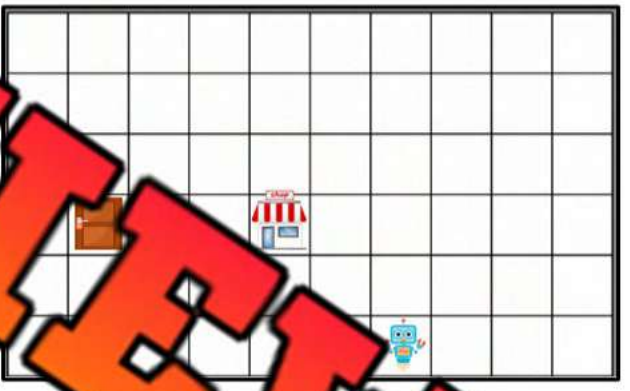
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

Part 2 — Read the code and create the program

3.

Code

go down 2

go right 1

go down 2

go right 5

open door

Robot moved _____ squares

Part 3 — Put the scrambled code in the correct order by labelling the steps 1-6

4. Go to school and then home

Code

_____ - go up 2

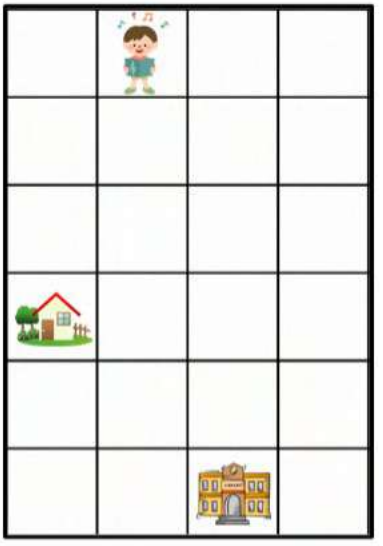
_____ - go down 5

_____ - go right 1

_____ - en[illegible] school

_____ - g[illegible]

_____ [illegible]



Part 4 — Wi[illegible] work[illegible]e yes or no. Re-write any code that won't work

5.

Code

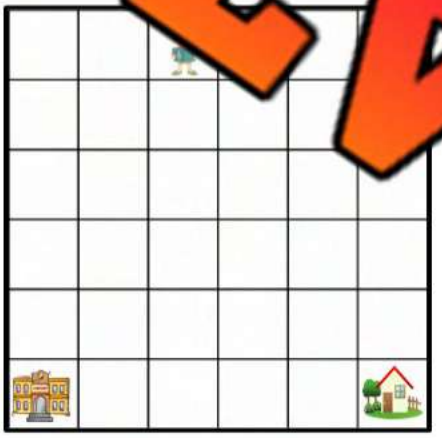
go down 5

go right 2

enter library

go left 5

open door



YES NO

Line 1: _____

Li[illegible]: _____

[illegible]: _____

Line 4: _____

Line 5: _____

Part 5 — Write the message that the code has programmed

6.

Code

Code1 = "DE"

Code2 = "TO"

Code3 = "!"

Code4= "CO"

print ("I love", Code2, Code4,Code1,Code3)

The Computer Program:

____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____