



Preview - Information



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

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

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

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview



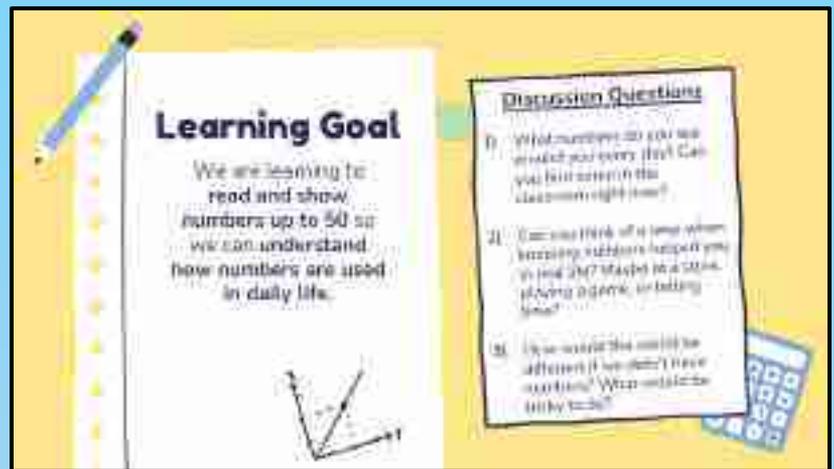


Ontario Math Number Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!



The Number Zero - 0

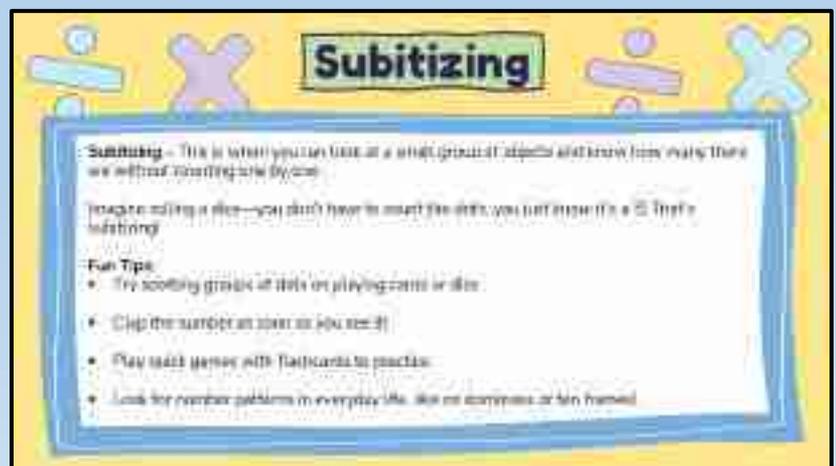


Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes





Ontario Math Number Unit – Grade 1

Comparing Numbers

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	16		15
2	29		28
3	38		39
4	34		35
5	49		46
6	17		18

#	Number 1	Sign	Number 2
7	34		35
8	45		50
9	28		28
10	46		46
	18		18
			29

Place Value - How Many...

Drag the numbers in the correct column to determine the place values.

#	Number	# of Tens	# of Ones
1	11		
2	8		
3	26		
4	38		
5	50		

Subitizing

How many fingers do you see? Try not to count. Drag your answers from the answer bars.

7	3
2	9



Ontario Math Number Unit – Grade 1

Multiplication – Repeated Addition


 $8 + 8 = 16$ or $2 \times 8 = 16$


_____ \times _____


_____ \times _____


_____ \times _____

Finding Equal Groups – Division

Circle the groups from the total number of shapes below and answer the division equation.

	$15 \div 5 =$ _____
	$20 \div 4 =$ _____
	$21 \div 7 =$ _____
	$16 \div 8 =$ _____

Finding Equal Groups – Division

How many equal groups can you make?

1) Divide the Grapes into groups of 5



2) Divide the burgers into groups of 3



3) Divide the cars into groups of 6





Workbook Preview



Grade 1
Stand: B1 – Number Sense

	Curriculum Expectations	Pages
B1.1	Read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	5 – 23, 30 – 32
B1.2	Compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	24 – 32
Preview of 130 pages from this product that contains 360 pages total.		
B1.5	Count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	66 – 80
B1.6	Use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2	81 – 86
B1.7	Recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts	87 – 88
B1.8	Use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10	89 – 94

Name: _____

6

Curriculum Connection
11.1

The Number Zero - 0

Colour

Follow the instructions below



Fill **BLUE** colour in the shapes having:

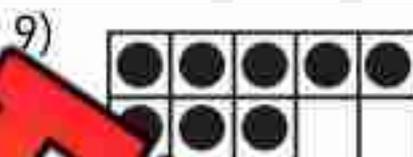
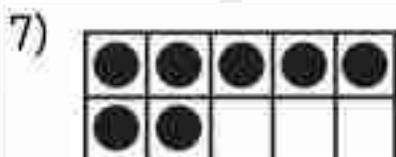
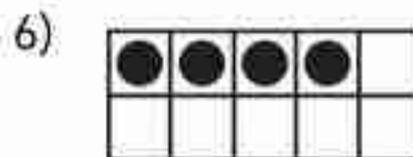
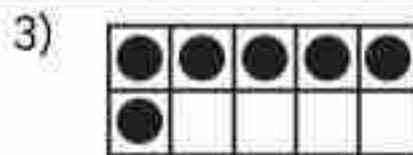
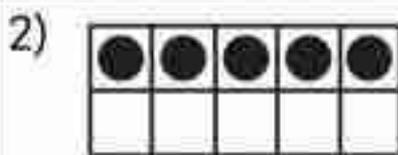
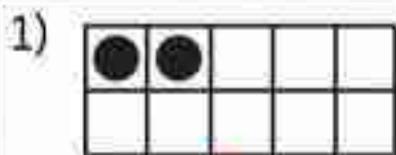
Yellow Stars ☆, Green Circles ● and Pink Triangles ▲

Identify which digit do you get?

Answer: _____

Subitizing – 10 Frames**Part 1**

How many circles are in the 10 frames. Try not to count them!

**Part 2**

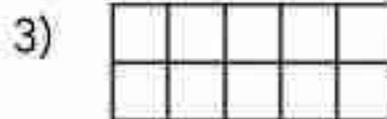
Draw how many circles you see in the numbers below



8



5



4



6



9



3

Name: _____

8

Curriculum Connection
11.1

Subitizing – Fingers

Part 1

How many fingers do you see. Try not to count them!

1)



2)



3)



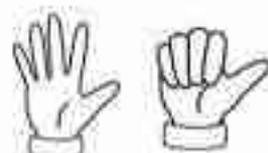
4)



5)



6)



7)



8)



9)



Part 2

Draw how many fingers you see in the numbers below

1)



2)



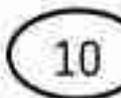
3)



4)



5)



6)



Name: _____

9

Curriculum Connection
11.1

Subitizing - Dice

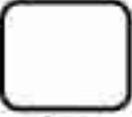
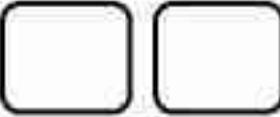
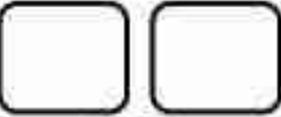
Part 1

How many circles are in the dice below. Try not to count them!

1) 	2)  	3)  
4)  	5)  	6)   
7)   	8)   	9)   

Part 2

Draw how many dots you see in the numbers below

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

Name: _____

11

Curriculum Connection
11.1

Counting Numbers – Tally Marks

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

Part 1

Count the tally marks

#	#	#	
_____	_____	_____	_____
#	#	# #	# #
_____	_____	_____	_____

Part 2

Draw tally marks that _____ in the _____

3 =	7 =	_____
12 =	15 =	18 =
26 =	31 =	_____

Part 3

Which is greater? Use the < > or =

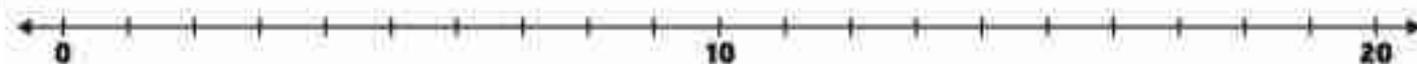
8 _____ #	13 _____ #	14 _____ # #
--------------	---------------	--------------------

Numbers on a Number Line

**Questions**

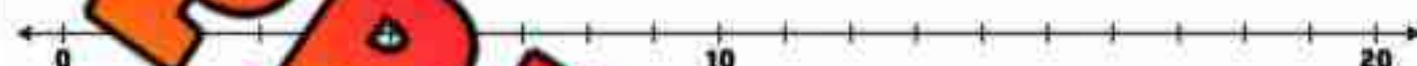
Circle the number on the number line

1)



13

2)



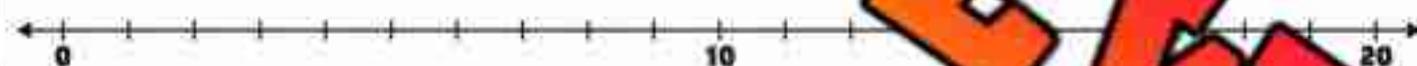
7

3)



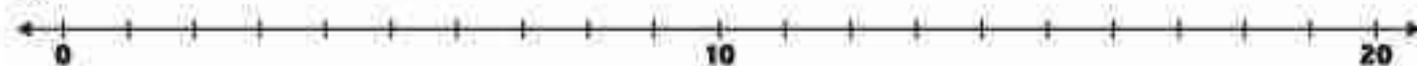
16

4)



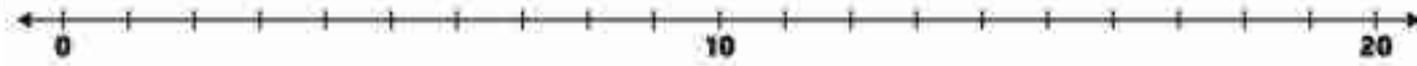
9

5)



5

6)

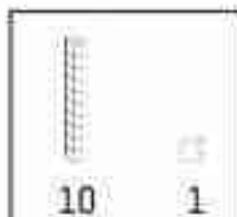


19

Name: _____

15

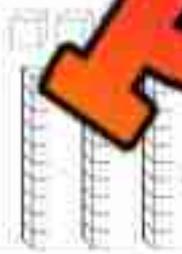
Base Ten Blocks



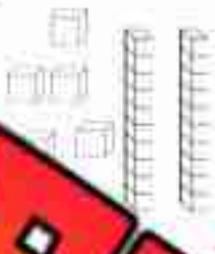
Part 1

How many blocks do you count?

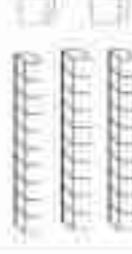
1.



2.



3.



4.



6.



Part 2

Draw the base ten blocks to represent the numbers

1) 15

2) 18

3) 23

4) 37

5) 42

6) 50

Name: _____

17

Representing Numbers

Questions

Represent the numbers below in three different ways

8

<p>Fingers</p>	<p>10 Frames</p>	<p>Number Line</p>
----------------	------------------	--------------------

<p>Fingers</p>	<p>10 Frames</p>	<p>Number Line</p>
----------------	------------------	--------------------

19

<p>Fingers</p>	<p>10 Frames</p>	<p>Number Line</p>
----------------	------------------	--------------------

Place Value Chart

37	
Tens	Ones
3	7



Part 1 Fill in the place value charts below

Tens	Ones

2) 21

Tens	Ones

3) 32

Tens	Ones

4) 47

Tens	Ones

5) 56

Tens	Ones

6) 43

Tens	Ones

7) 39

Tens	Ones

8) 36

Tens	Ones

9) 100

Hundreds	Tens	Ones

Part 2 Which place value is the underlined number?

1) 35 Tens	2) 14	3) 18
4) 32	5) <u>4</u> 9	6) 1 <u>0</u> 0
7) <u>4</u> 7	8) <u>4</u> 4	9) 2 <u>0</u>

Name: _____

20

Curriculum Connection
11.1

Expanded Form



18 ← Standard Form
 $10 + 8$ ← Expanded Form



Part 1

What is the standard form of the numbers below?

1) $30 + 1$	2) $40 + 9$	3) $50 + 2$
4) $30 +$	5) $20 + 4$	6) $10 + 8$
7) $30 + 2$		9) $10 + 6$

Part 2

What is the expanded form of the numbers below?

1) 15	
3) 18	4) 39
5) 34	6) 100

Part 3

Fill in the blanks with the missing number

1) $35 = \underline{\quad} + 5$	2) $39 = \underline{\quad} + 9$
3) $47 = 40 + \underline{\quad}$	4) $49 = 40 + \underline{\quad}$

Written Form

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

Part 1 Write the standard form of the written words below

1) Thirty	2) Forty-three
3) Twenty-two	4) Twenty-eight
5) Forty-nine	6) Twelve

Part 2 Write the written form of the numbers below

1) 6	6) 27
2) 9	7) 31
3) 12	8) 35
4) 17	9) 44
5) 22	10) 100

Standard Form

Words

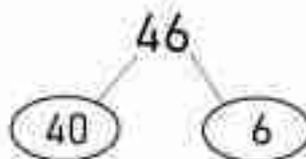
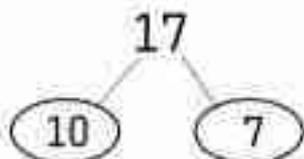
Expanded Form

Place Value Chart

Tens	

Pictures

PREVIEW

Decomposing Numbers**Questions**

Decompose the numbers below

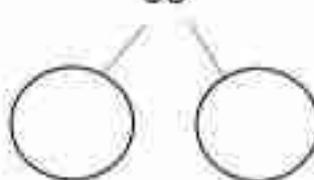
1)

47



2)

33



3)

5



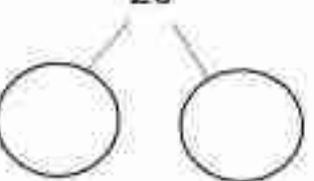
4)

16



5)

25



6)



7)

14



8)

18



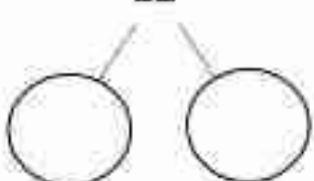
9)

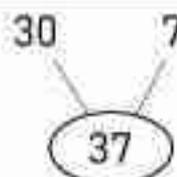
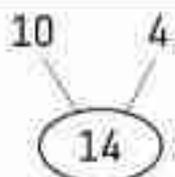
39



10)

12



Composing Numbers**Questions**

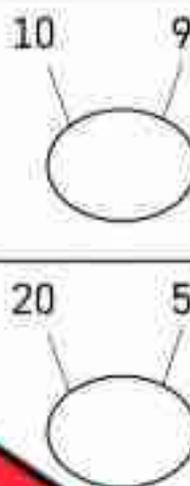
Compose the numbers below

1)

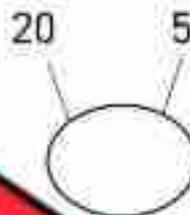
7



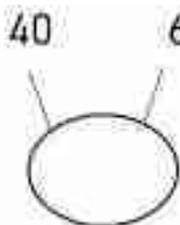
2)



3)



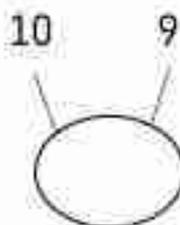
5)



6)



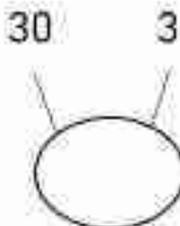
7)



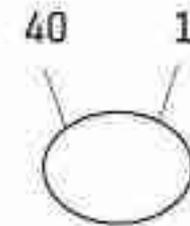
8)



9)



10)



Exit Cards

Cut Out

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

Name: _____

a) How many blocks do you count?



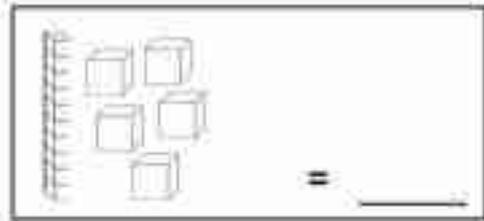
b) Decompose the number

14



Name: _____

a) How many blocks do you count?



b) Decompose the number below

14



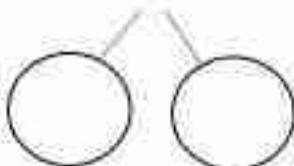
Name: _____

a) How many blocks do you count?



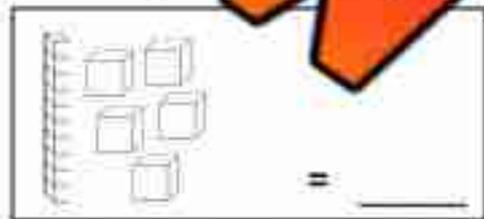
b) Decompose the number below

14



Name: _____

a) How many blocks do you count?



b) Decompose the number below

14



Composing & Decomposing Numbers

Part 1

How many ways can you compose and decompose the number 17

3)

4) $10 + \square = 17$

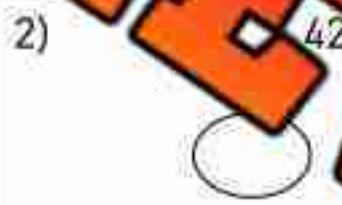
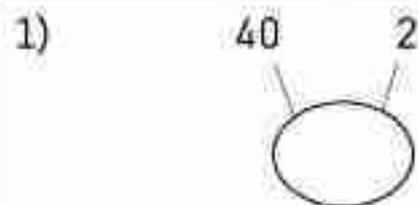
5) $17 = \square$

6) $17 = 10 + \square$

Show the number 17
using 10 frames

Part 2

How many ways can you compose and decompose the number 42



3) $\square + 2 = 42$

4) $40 + \square = 42$

5) $42 = \square + 2$

6) $42 = 40 + \square$

Show the
number
42 using
10 frames

Exit Cards

Cut Out

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

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

How many ways can you decompose the number _____?

Number	23

Name: _____

30

Curriculum Connection
BC.1.1.2

Representing Numbers - Quiz

Part 1 Fill in the Place Value Charts below

1) 24

Tens	Ones

2) 36

Tens	Ones

3) 48

Tens	Ones

Part 2 What is the value of the underlined number?

1) 35

3) 15

4) 31

6) 19

Part 3 How many blocks do you count?

1.



2.



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

1) $20 + 2$

2) $30 + 6$

3) $40 + 7$

Part 5

What is the expanded form of the numbers below?

1) 15

2) 23

3) 41

4) 49

Part 6

Write the standard form of the written words below

1) Thirty-six

2) Forty-eight

Part 7

Write the written form of the numbers below

1) 24

2) 38

Part 8

Write the correct number in the circles

1)

20

9



2)

42



3)

10

4



4)

38



Part 9

Represent the number in the different ways below

13



Fingers

Frames

Number Line

Tally Marks

Base 10 Blocks

Money

Part 10

Fill in the blanks below by composing and decomposing the number 43

1) + 3 = 43

2) 40 + = 43

3) 43 = + 3

4) 43 = 40 +

Comparing Food**Questions**Compare the units below based on their "how muchness".
Circle the larger amount

1)



2)



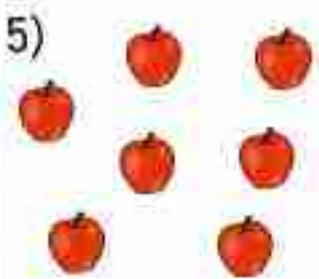
3)



4)



5)



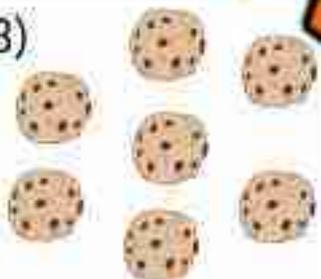
6)



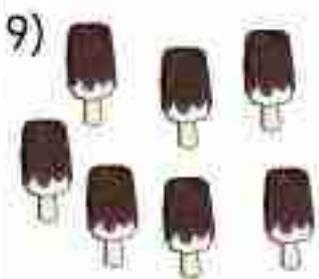
7)



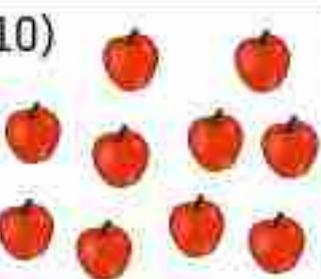
8)



9)



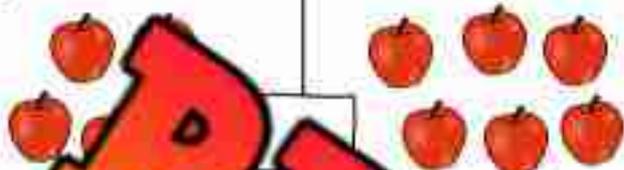
10)



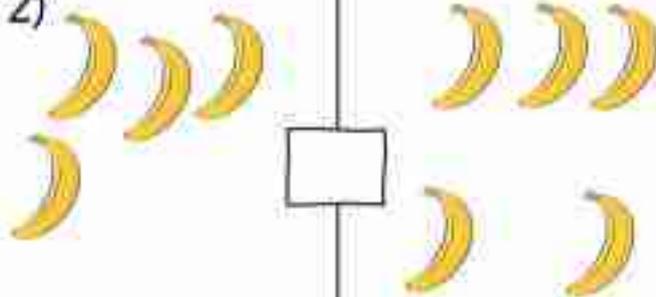
Equal or Unequal**Questions**

Write how many objects there are in the boxes.
Are the groups equal (=) or unequal (\neq)

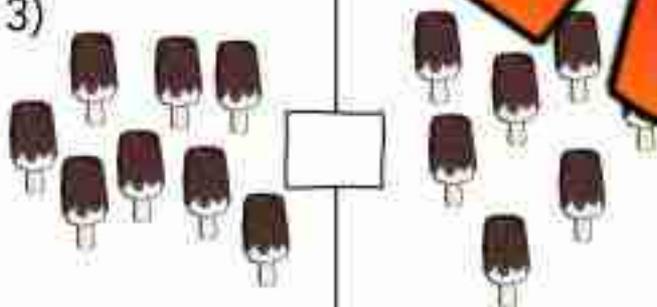
1)



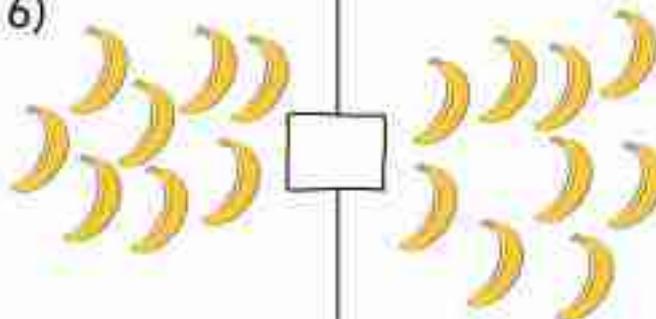
2)



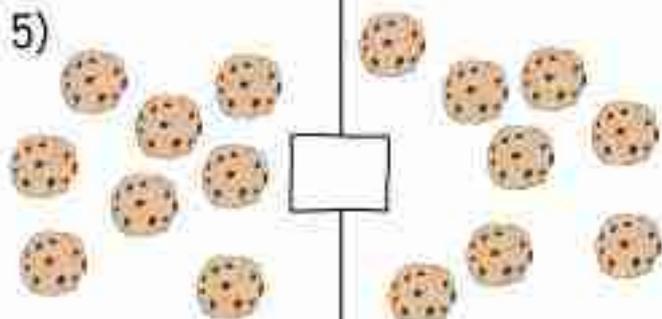
3)



6)

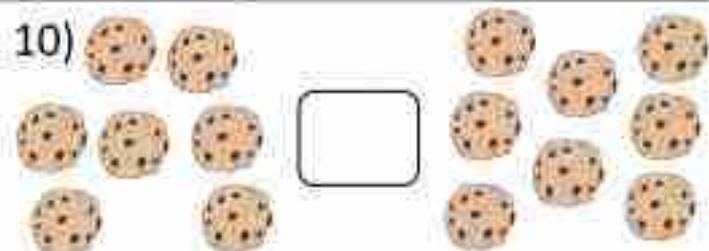
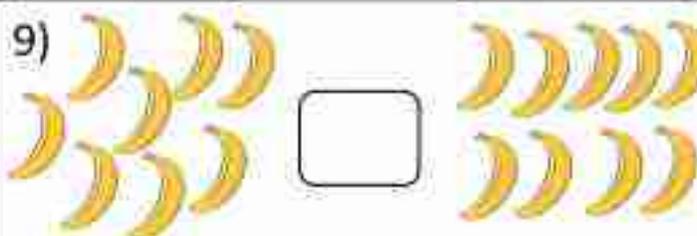
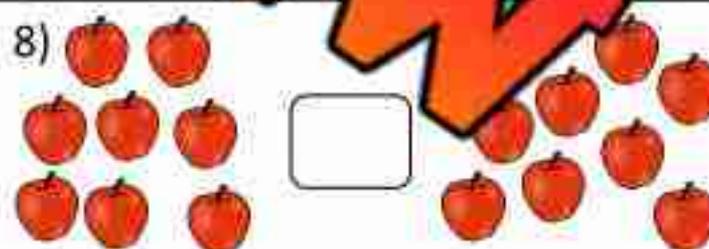
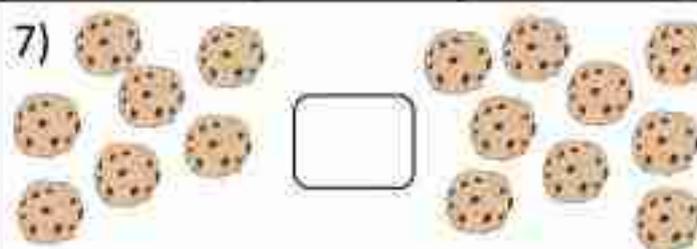
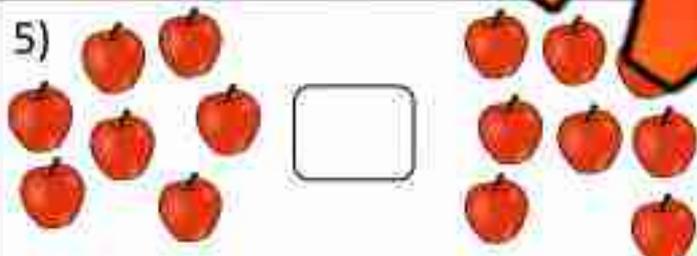
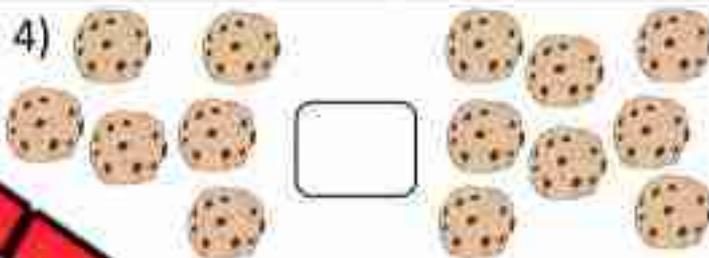
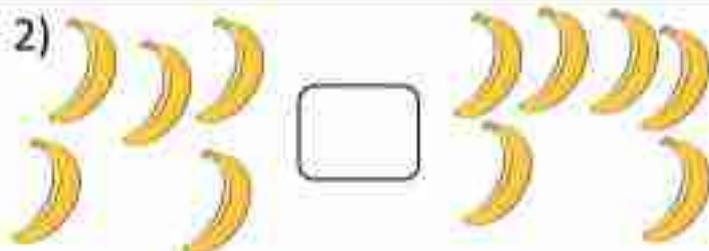


5)



Comparing Food Using $<$ $>$

Questions

Which side has more food? Hint: $5 > 3$ and $3 < 6$ 

Comparing Numbers

15  43	26  12	38  38
---	---	---

Part 1

Circle the correct alligator

1) 2  21	2) 36    36
3) 31   10	4) 18    29
5) 49    49	6) 3    13

Part 2

Compare the following numbers using < or >

1) 15 <input type="text" value="<"/> 23	2) 36 <input type="text"/> 36	3) 23 <input type="text"/> 23
4) 35 <input type="text"/> 20	5) 18 <input type="text"/> 29	6) 5 <input type="text"/> 8
7) 49 <input type="text"/> 49	8) 32 <input type="text"/> 13	9) 39 <input type="text"/> 48

Activity Title: Number Comparison Relay

Objective

What are we learning about?

Students will practice comparing numbers up to 20 by participating in a relay race where they identify numbers as greater than, less than, or equal to a given number.

Materials

What you will need for the activity.

- Number cards (1-20) for each group
- Large paper for writing comparison symbols ($>$, $<$, $=$)
- Tape or chalk for marking start and finish lines



Instructions

How you will complete the activity.

1. Divide the students into small groups and give each group a set of number cards from 1 to 20.
2. Use tape or chalk to mark a start line and a finish line.
3. Write comparison symbols ($>$, $<$, $=$) on large paper and place them at the finish line.
4. Explain to the students that they will be participating in a relay race. Each group will work together to compare numbers.
5. At the start line, have each group line up behind their set of number cards.
6. On your signal, the first student in each group picks a number card and runs to the finish line.
7. The student at the finish line must place their number card under the correct comparison symbol ($>$, $<$, $=$) based on a number you call out (e.g., "Compare to 10").
8. Once they have placed their card, they run back and tag the next student in their group, who repeats the process with a new number card.
9. The relay continues until all number cards have been used and all students have had a turn.
10. After the relay, review the placements of the number cards as a class and discuss any errors.

Name: _____

39

Number Cards

Use the cards below

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

PREVIEW

Name: _____

40

Curriculum Connection
11.3

Number Cards

Use the cards below

13 14 15 16

17 18 19 20

>

=

<

PREVIEW

Exit Cards

Cut Out

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

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

	<input type="checkbox"/>	12
8	<input type="checkbox"/>	15
19	<input type="checkbox"/>	18
10	<input type="checkbox"/>	0

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

12	<input type="checkbox"/>	12
8	<input type="checkbox"/>	15
19	<input type="checkbox"/>	18
10	<input type="checkbox"/>	0

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

12	<input type="checkbox"/>	12
8	<input type="checkbox"/>	15
19	<input type="checkbox"/>	18
10	<input type="checkbox"/>	0

Name: _____

Which number is bigger? Use $>$ $<$ $=$.

12	<input type="checkbox"/>	12
8	<input type="checkbox"/>	15
19	<input type="checkbox"/>	18
10	<input type="checkbox"/>	0

Comparing Numbers to 20 – Word Problems**Word Problems**

Answer the questions below

Question

Johnny has 12 pencils and Sally has 8 pencils. Who has more pencils?

1)

Bonus: How many more pencils do they have?



There are 10 apples in a red basket and 5 apples in a blue basket. Which basket has more apples?

2)

Bonus: How many total apples are there?



If you have 10 stickers and your friend has 5 stickers, who has more stickers?

3)

Bonus: How many more stickers do they have?



There are 6 birds in a maple tree and 14 birds in willow tree. Which tree has more birds?

4)

Bonus: How many total birds are in the tree?



Timmy has 16 crayons and Susie has 4 crayons. Who has more crayons?

5)

Bonus: How many total crayons are there?



Exit Cards

Cut Out

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

Name: _____

Answer the questions below.

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?
_____b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?
_____**Bonus:** How many fish and turtles are there in total?

Name: _____

Answer the questions below.

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?
_____b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?
_____**Bonus:** How many fish and turtles are there in total?

Name: _____

Answer the questions below.

a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?
_____b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?
_____**Bonus:** How many fish and turtles are there in total?

Name: _____

Answer the questions below.

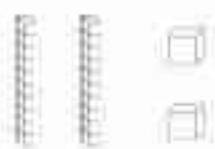
a) Sophie has 7 candies, and Jack has 10 candies. Who has more candies?
_____b) There are 12 fish and 9 turtles in the tank. Which animal is there more of?
_____**Bonus:** How many fish and turtles are there in total?

Name: _____

Comparing Base Ten Blocks

Questions

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

	
_____	_____
22	

	
_____	_____
<input type="text"/>	

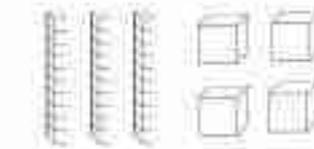
	
_____	_____
<input type="text"/>	

	
_____	_____
<input type="text"/>	

	
_____	_____
<input type="text"/>	

	
_____	_____
<input type="text"/>	

	
_____	_____
<input type="text"/>	

	
_____	_____
<input type="text"/>	

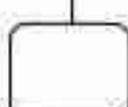
PREVIEW

Comparing Money



Questions

Count the money below and decide which amount is larger



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

Order the numbers below from least to greatest

1. 8, 11, 6

_____/_____/_____/_____

2. 9, 5, 18, 22

_____/_____/_____/_____

3. 41, 22, 1

_____/_____/_____/_____

4. 18, 43, 26, 31

_____/_____/_____/_____

5. 26, 20, 38, 15

_____/_____/_____/_____

6. 15, 3, 1

_____/_____/_____/_____

7. 6, 3, 17, 5

_____/_____/_____/_____

8. 43, 29, 33, 46

_____/_____/_____/_____

9. 1, 24, 12, 32

_____/_____/_____/_____

10. 31, 23, 48, 15

_____/_____/_____/_____

Ordering Numbers From Greatest to Least

14, 41, 48, 22
Greatest to Least
48, 41, 22, 14



Questions Order the numbers below from greatest to least

1. 14, 17

____, ____

2. 15, 3, 22, 8

____, ____

3. 8, 17, 5, 24, 14, 2, 10

____, ____

5. 14, 0, 22, 35

____, ____

6. 10, 4

____, ____

7. 10, 19, 8, 22

____, ____

8. 36, 29, 40, 14

____, ____

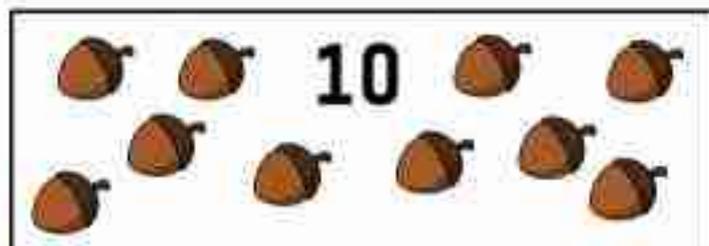
9. 21, 35, 12, 46

____, ____

10. 47, 21, 25, 9

____, ____

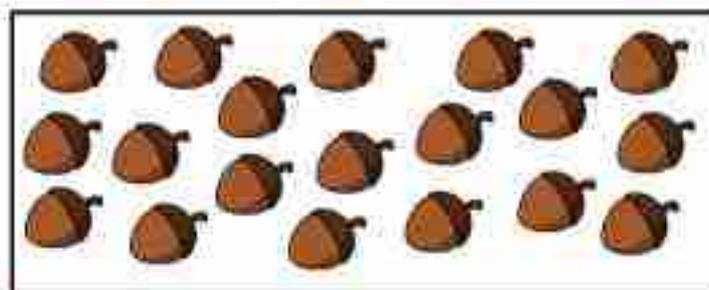
Estimating How Many...



Use this referent of 10 to help you with your estimates.

Instructions

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

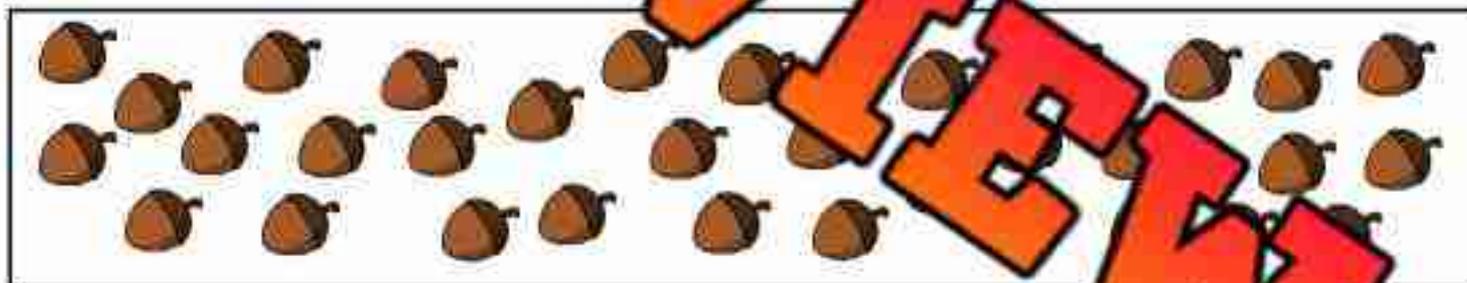


Estimate: About _____

Estimate: About _____ acorns

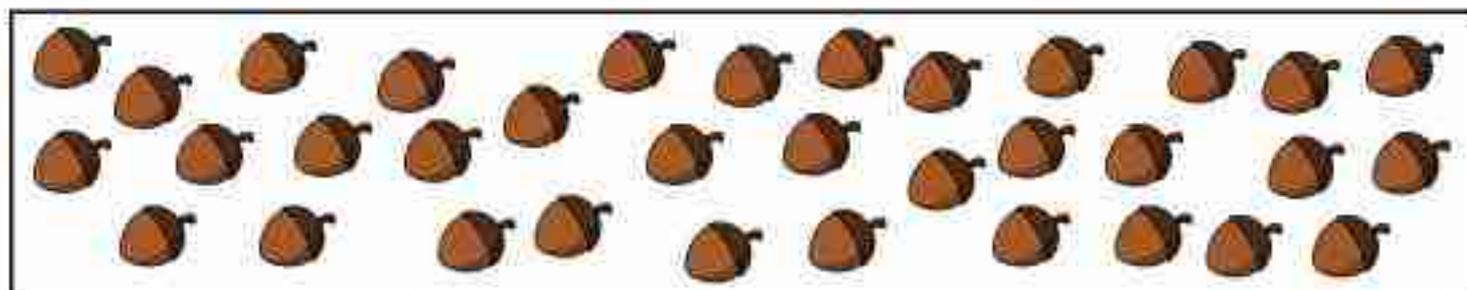
Actual: There are _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns



Estimate: About _____ acorns

Actual: There are _____ acorns

Exit Cards

Cut Out

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

Name: _____

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

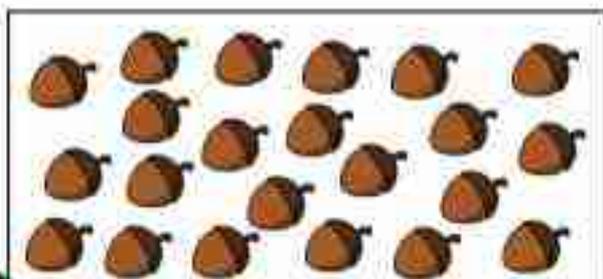


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

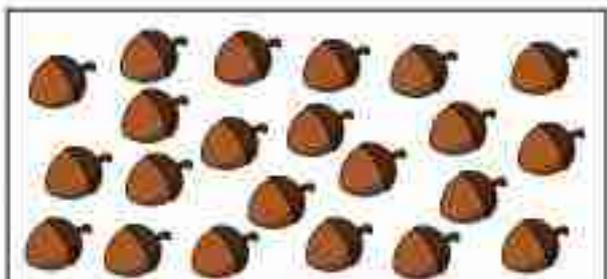


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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

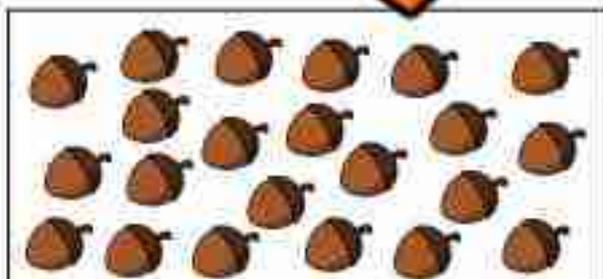


Estimate: About _____ acorns

Actual: There are _____ acorns

Name: _____

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



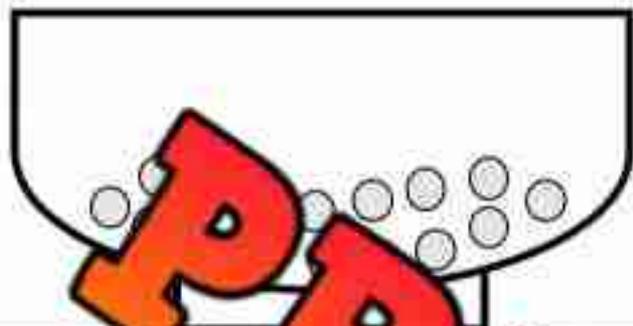
Estimate: About _____ acorns

Actual: There are _____ acorns

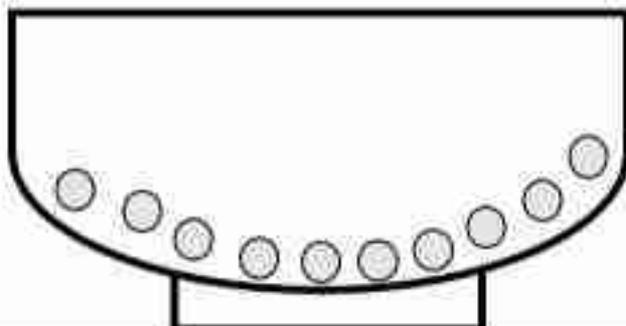
Estimating How Many...

Instructions

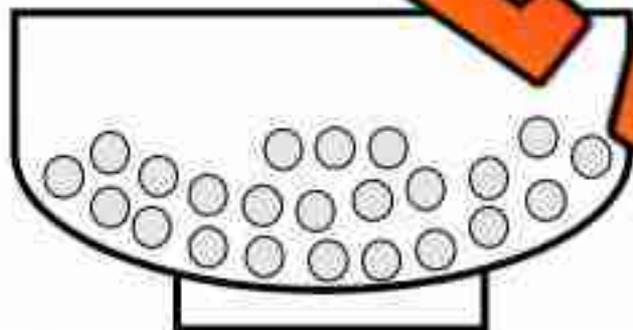
Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



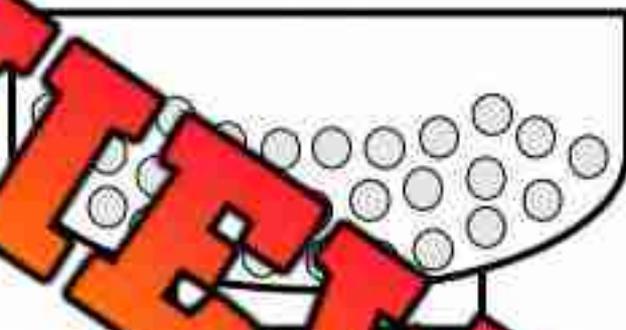
Estimate: About _____ pieces
Actual: There are _____ pieces



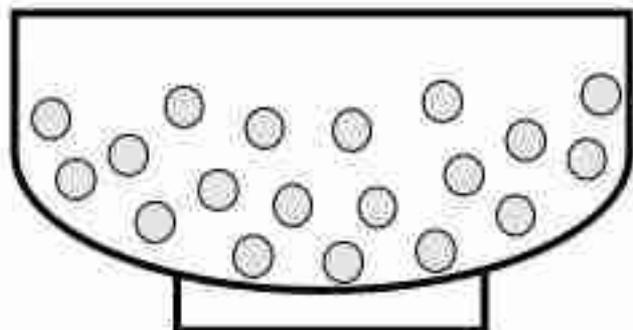
Estimate: About _____ pieces
Actual: There are _____ pieces



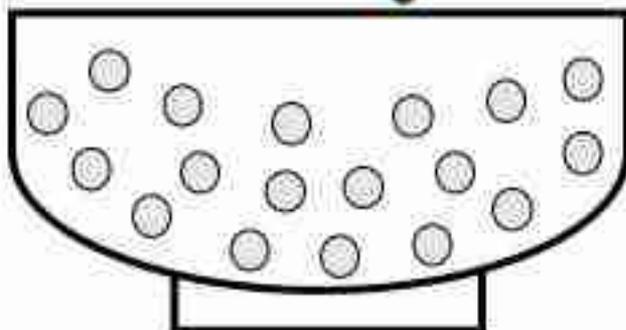
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



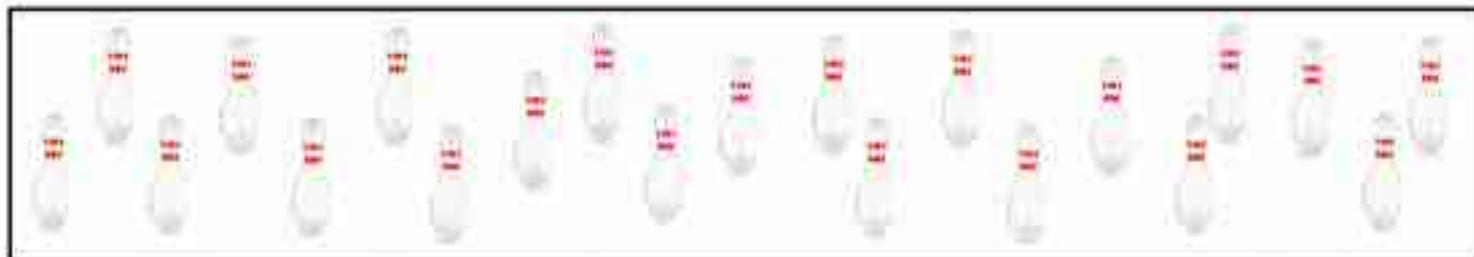
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces

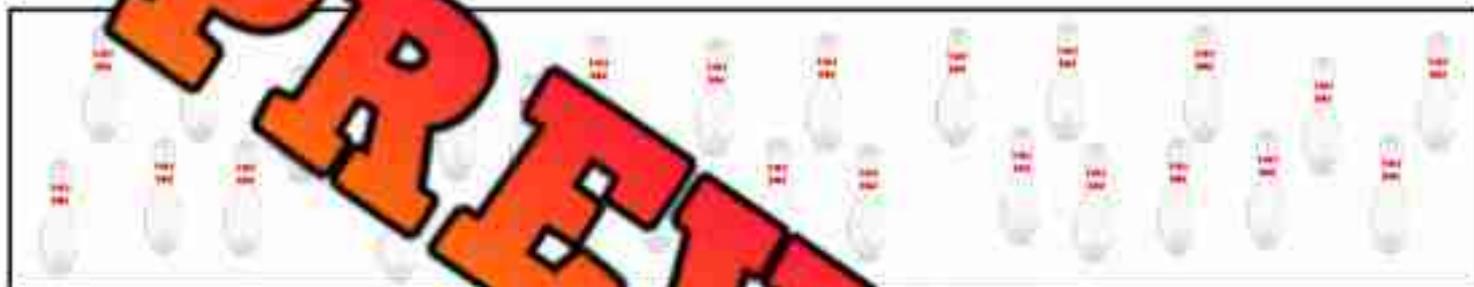
PREVIEW

Estimating How Many...

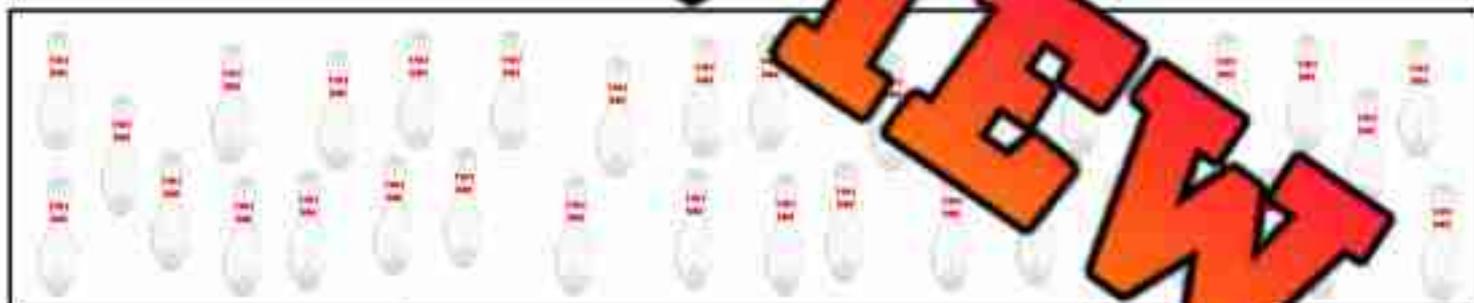


Count how many bowling pins there are in the box above _____

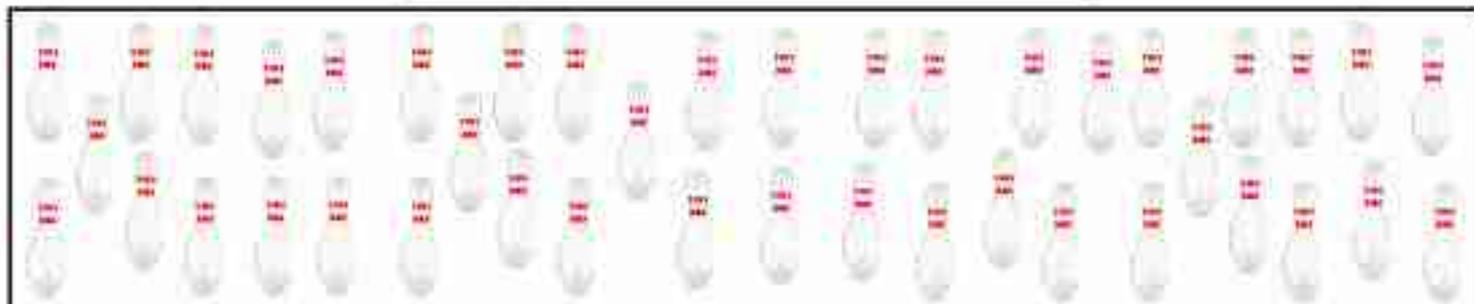
Instruction Estimate how many bowling pins are in the box using the referent above



Estimate: About _____ pins
Actual: There are _____ pins



Estimate: About _____ pins
Actual: There are _____ pins

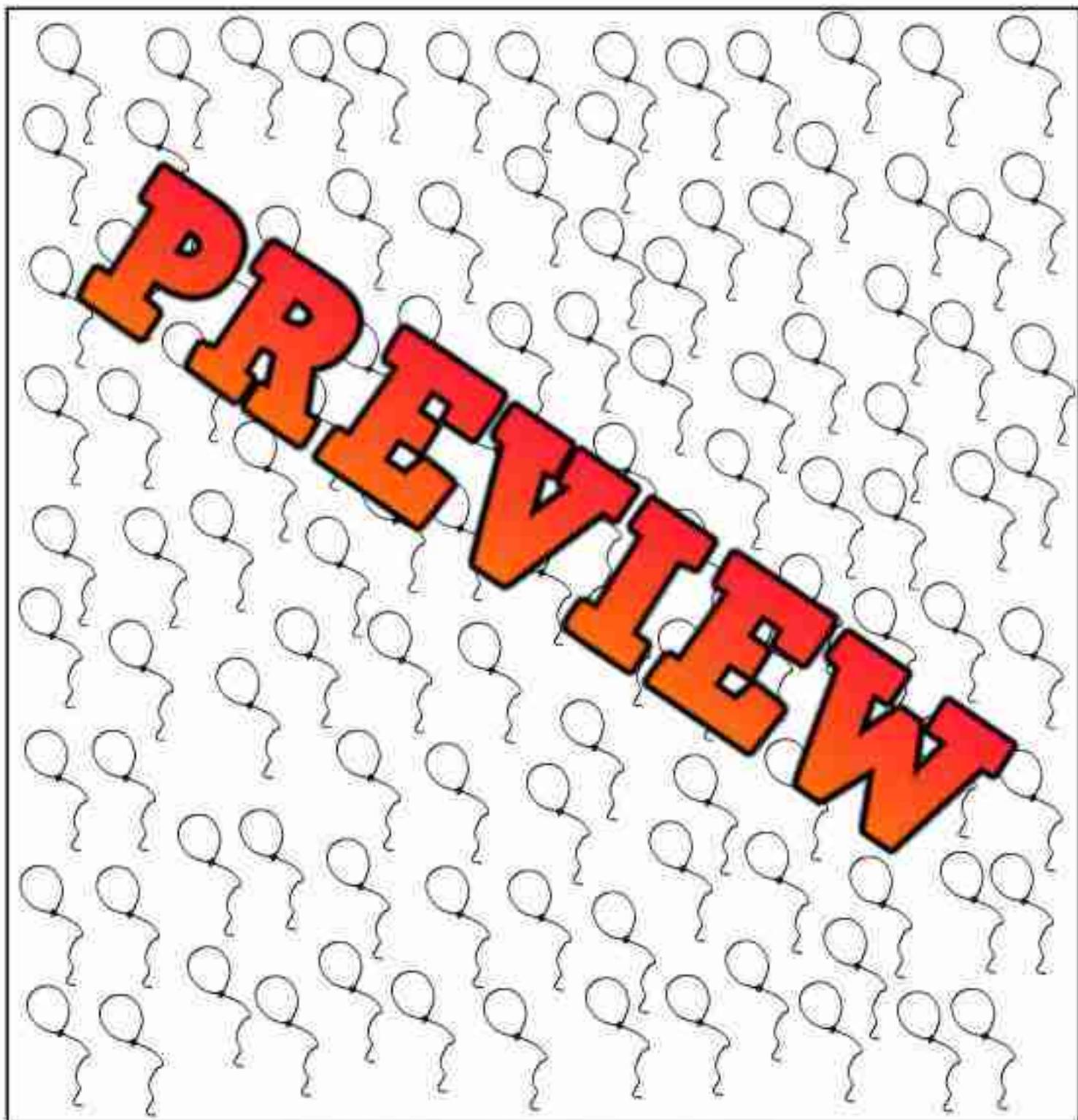


Estimate: About _____ pins
Actual: There are _____ pins

PREVIEW

Estimating Larger Amounts**Questions**

How many balloons do you think are in the box?



Estimate: About _____ balloons

Actual: There are _____ balloons

Name: _____

55

Four Corners Activity: Estimation

Objective What are we learning about?

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

Materials What you will need for the activity.

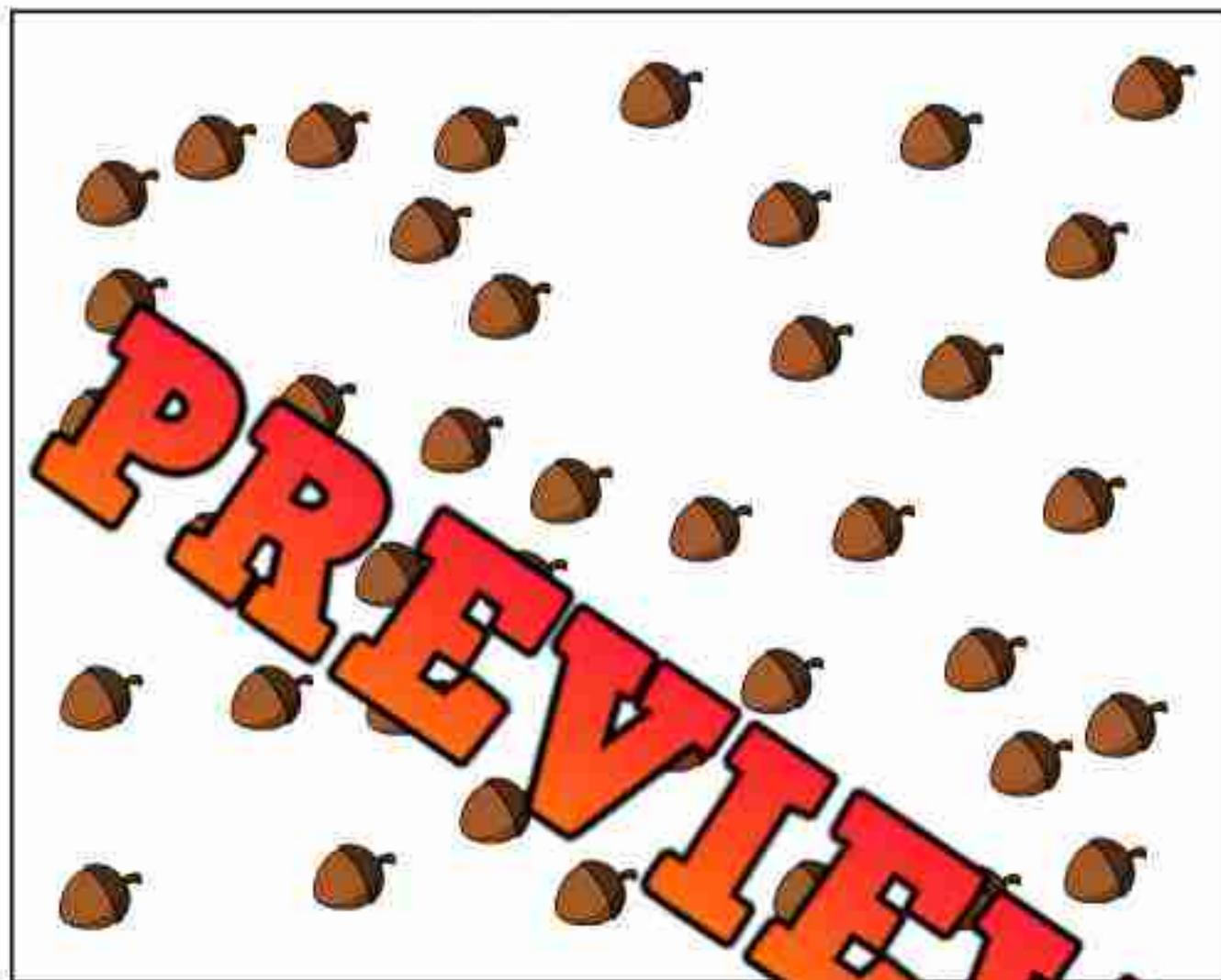
- A list of questions
- Labels for each corner of the room (A, B, C, D)

Instructions How you will complete the activity

1. Prepare the classroom by labeling each corner with letters A, B, C, and D.
2. Explain to the students that you will be asking questions on the smart board or projector with a container filled with a certain number of objects.
3. Read out a question about the quantity of objects in the container and provide four multiple-choice options (A, B, C, and D).
4. When you read the question, students will move to the corner of the room that corresponds to the answer they think is correct.
5. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
6. For some questions, ask students to discuss their estimation strategies and reasoning with others who chose the same option. Then discuss as a class.
7. Repeat with different graphics and questions to reinforce their estimation skills and understanding.
8. Encourage students to explain their thought process and share tips on making better estimates.
9. This activity helps students practice their estimation skills, encourages critical thinking, and fosters group discussion and reasoning.

Name: _____

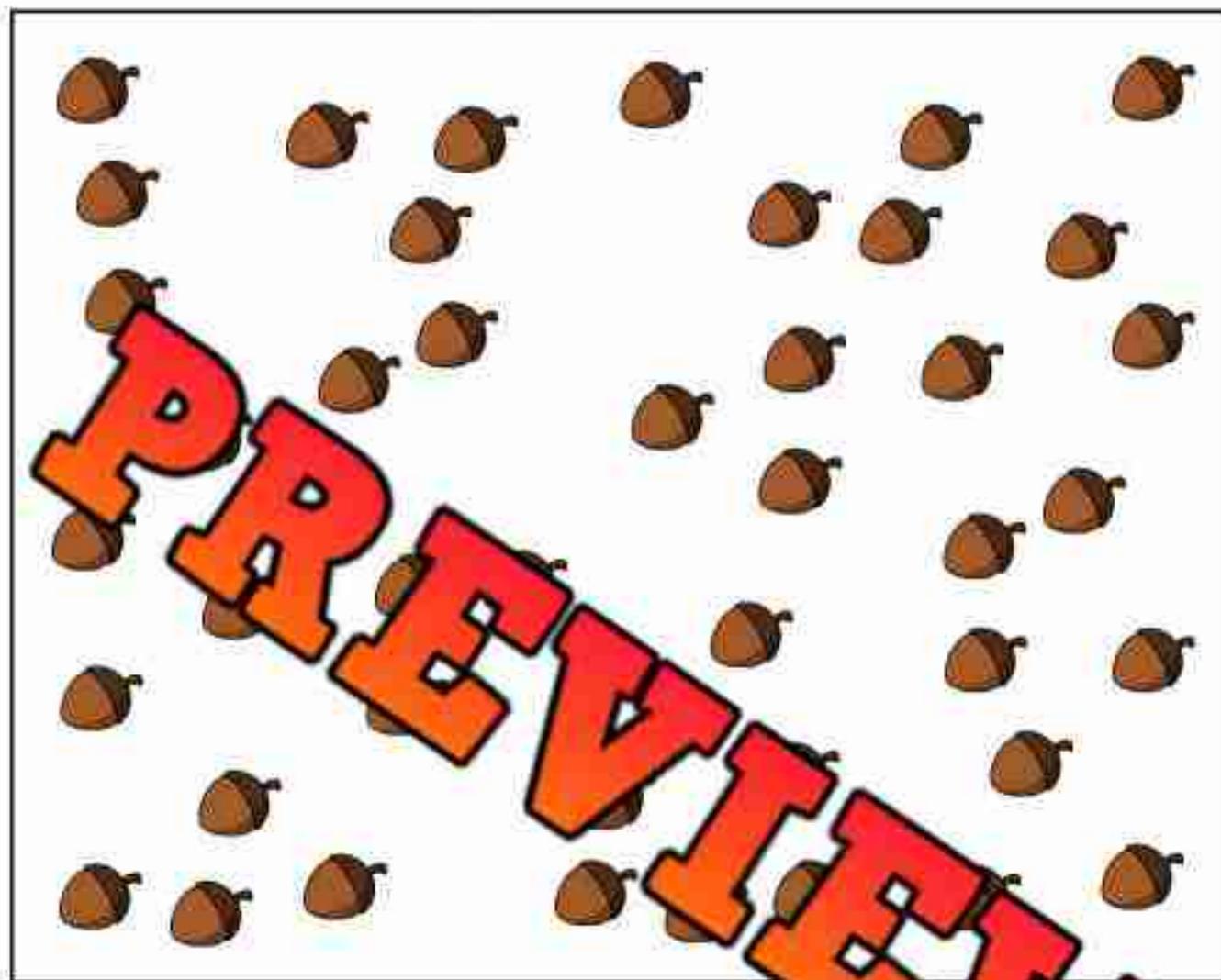
56

**Multiple Choice**

- a) 5
- b) 13
- c) 39
- d) 92

Name: _____

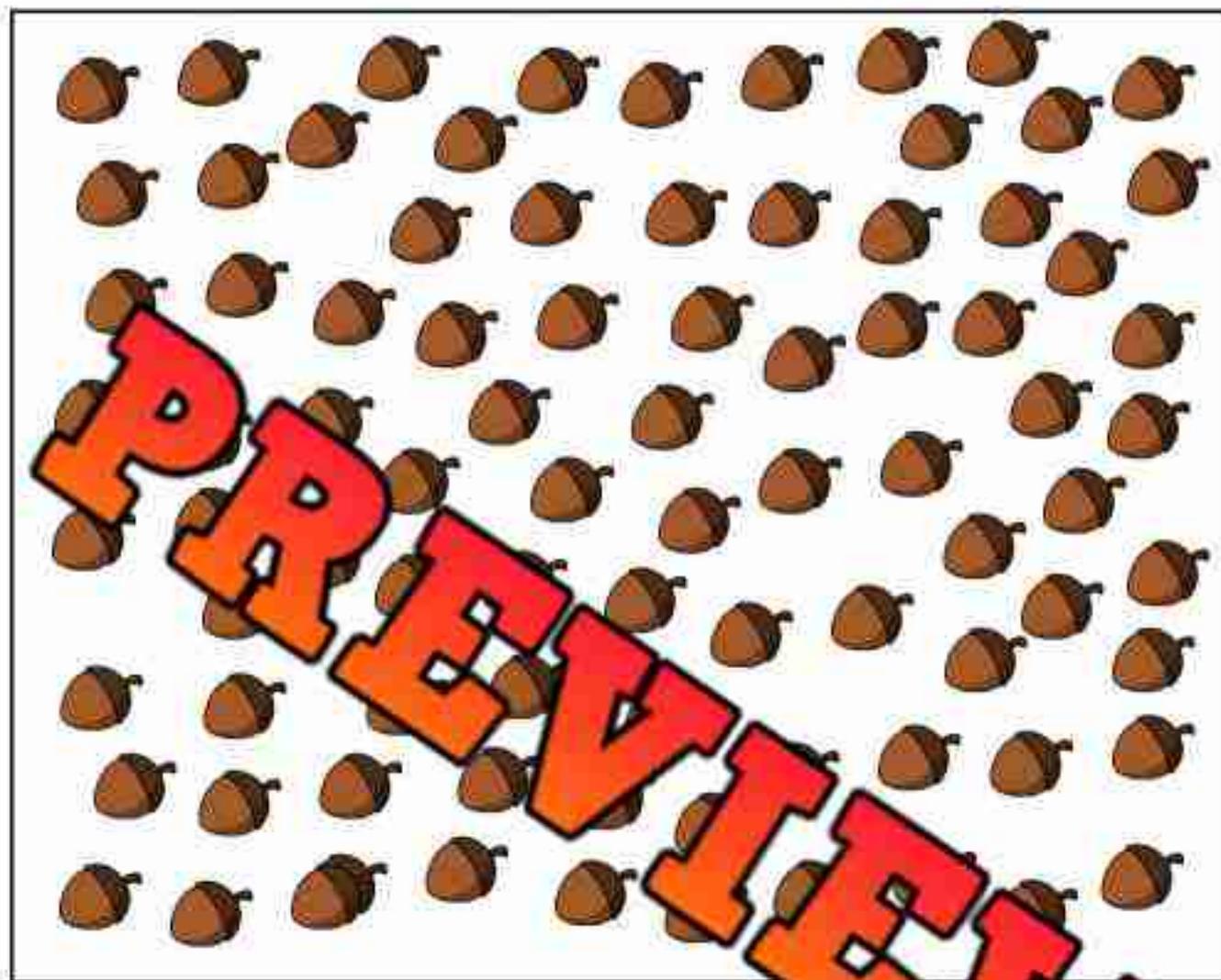
59

**Multiple Choice**

- a) 11
- b) 66
- c) 98
- d) 43

Name: _____

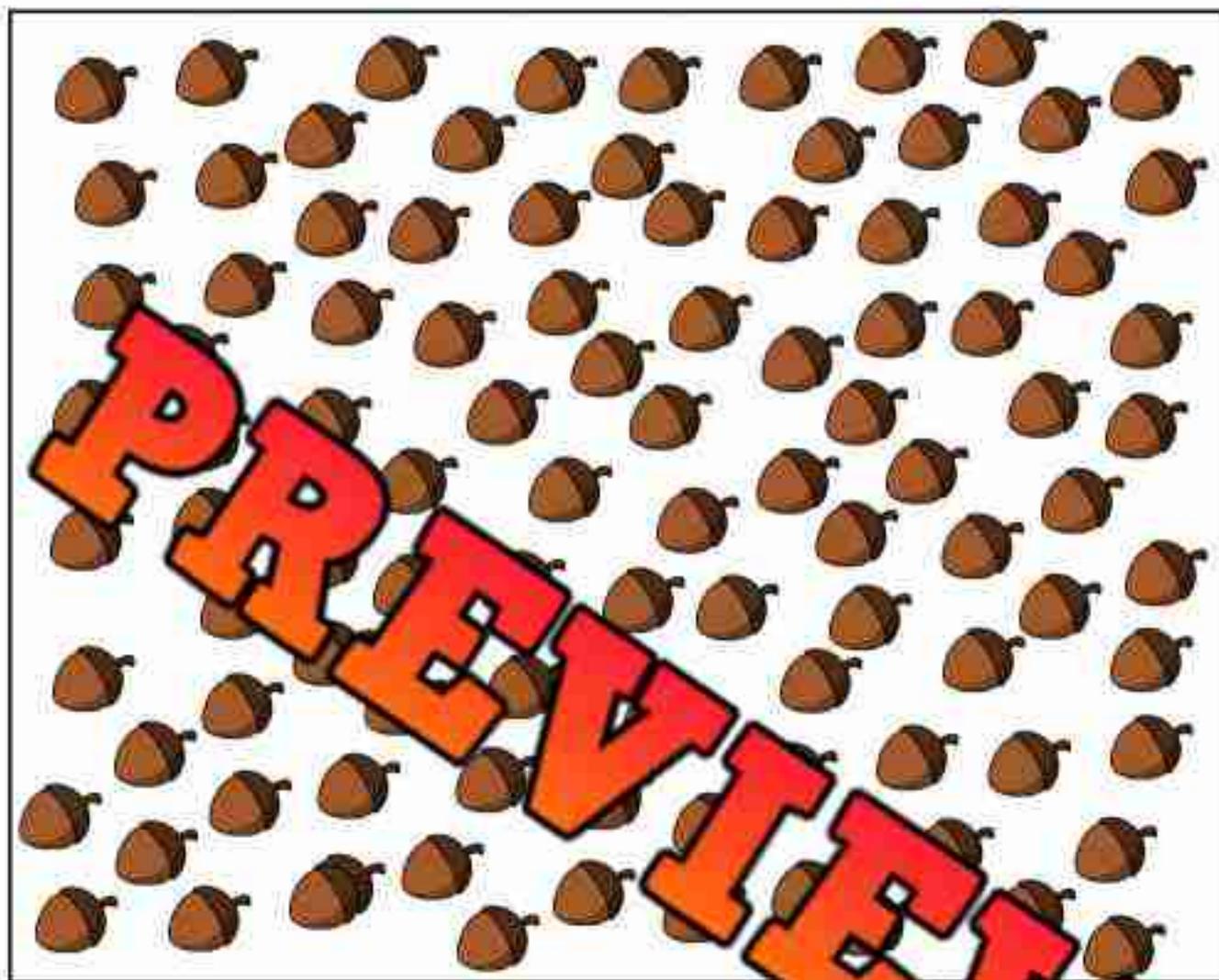
60

**Multiple Choice**

- a) 86
- b) 43
- c) 132
- d) 70

Name: _____

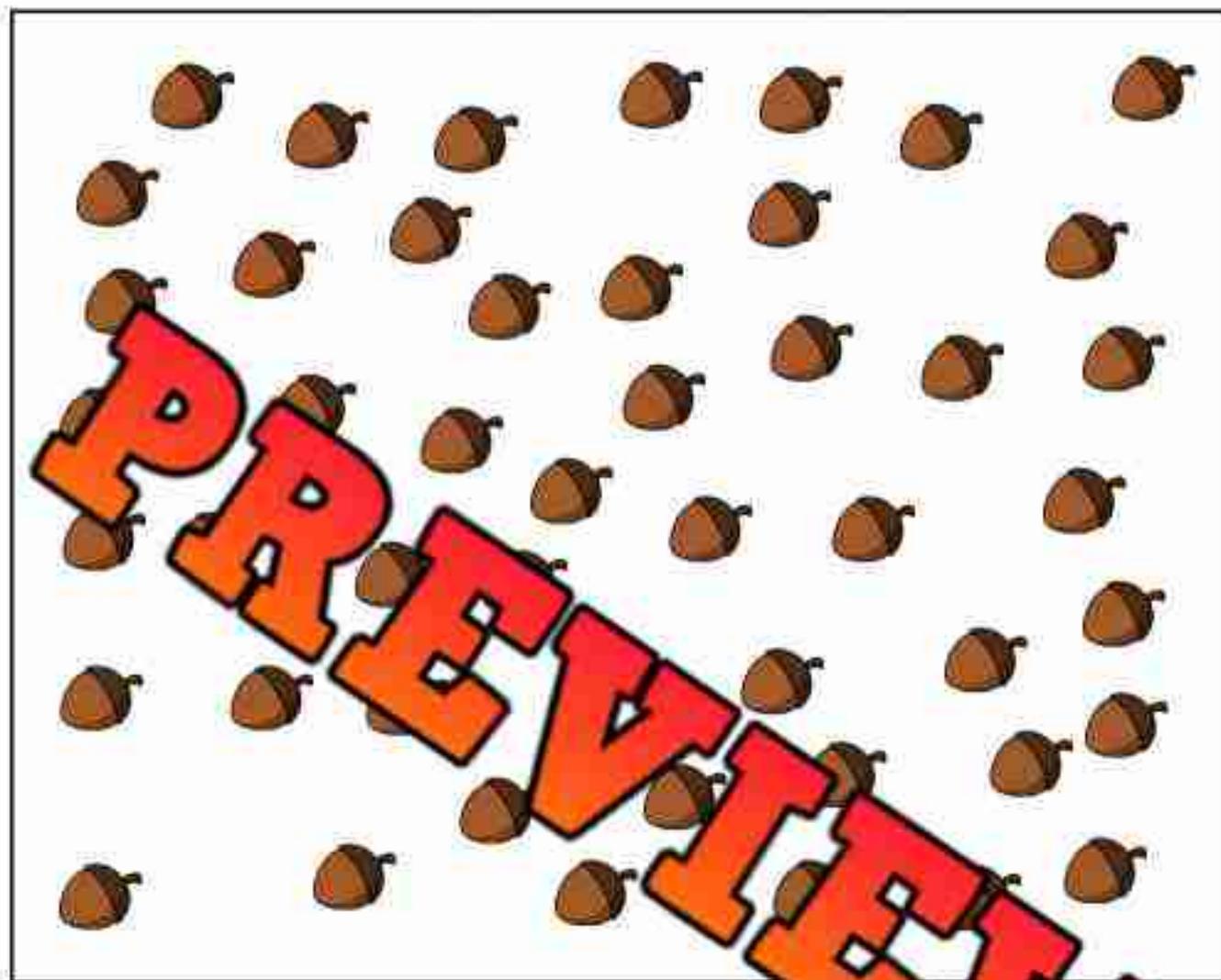
61

**Multiple Choice**

- a) 100
- b) 50
- c) 75
- d) 125

Name: _____

62

**Multiple Choice**

- a) 18
- b) 48
- c) 66
- d) 92

Name: _____

66

Curriculum Connection
11.3

Counting by 2s to 50

Directions

Count by 2s

22



2

30

6

42



Name: _____

70

Count by 10s to 50

Part 1

Count by 10s to 50

Part 2

How many ten-dollar bills do you need to make \$50?

GO

1		

Answer: _____

END



Part 3

Fill in the blanks counting by 10. How far do you go?

10, 20, 30, _____, _____, _____, _____

10, _____, _____, 40, _____, _____, _____

_____, 20, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____

Name: _____

71

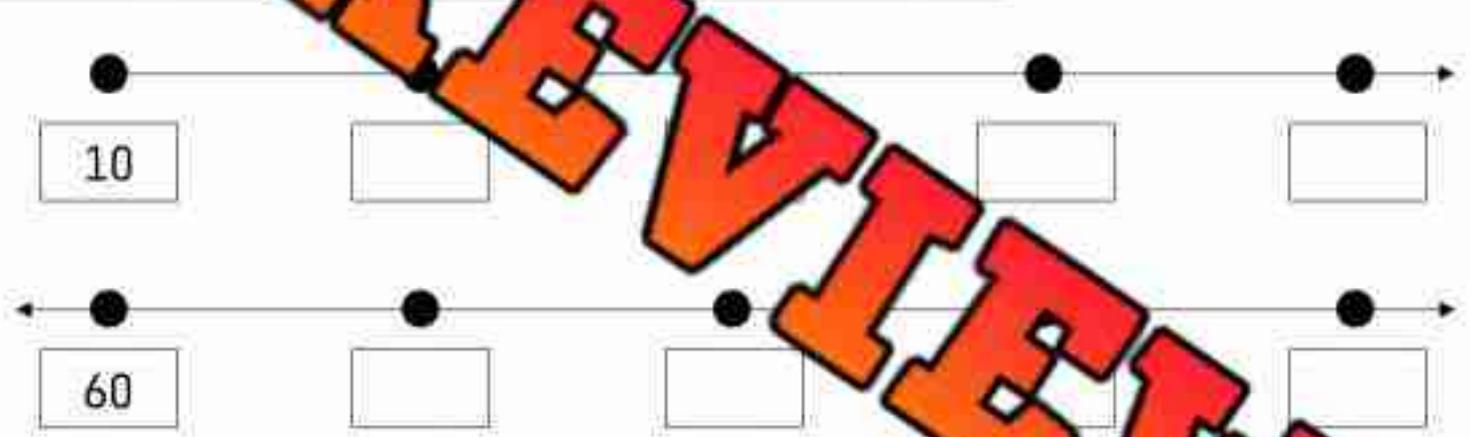
Counting by 10s to 50

Part 1 How many ten-dollar bills do you need to make \$50?



Answer: _____

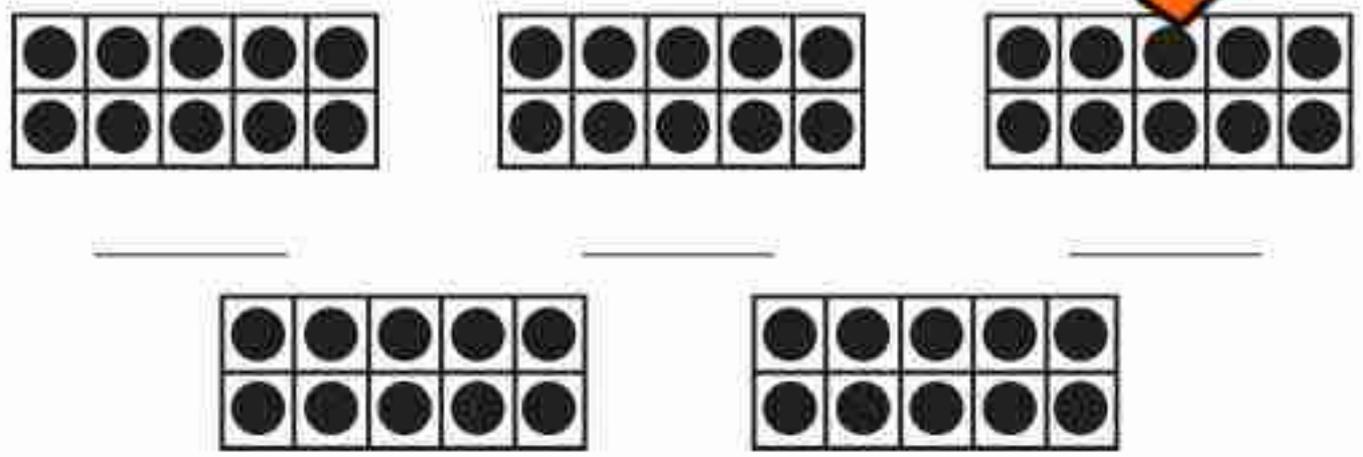
Part 2 Count by 10s along the number line



10

60

Part 3 Count by 10s to 50 using the number line

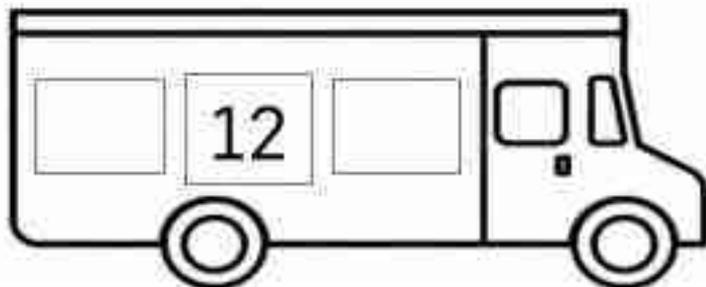
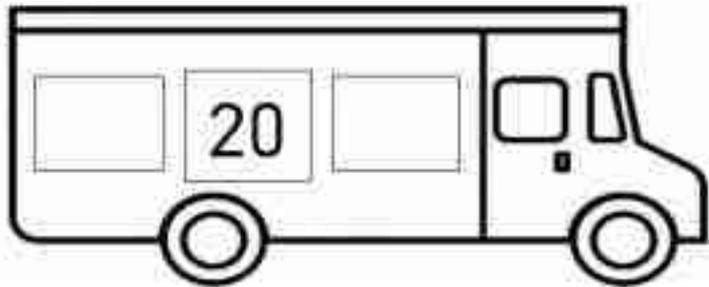
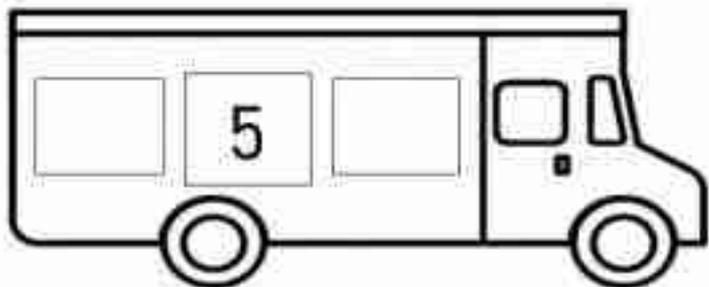
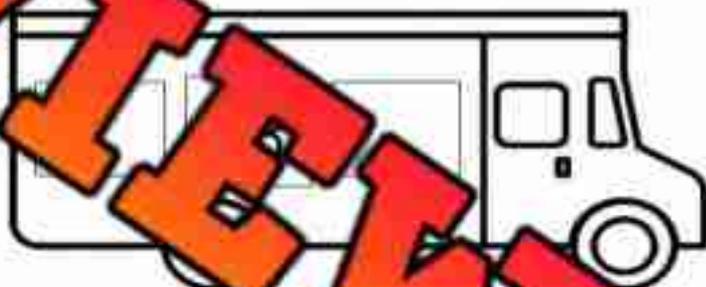
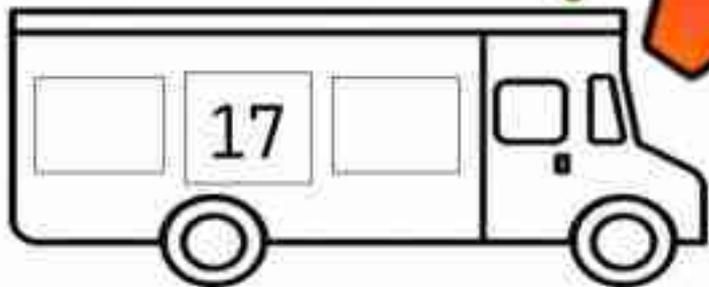
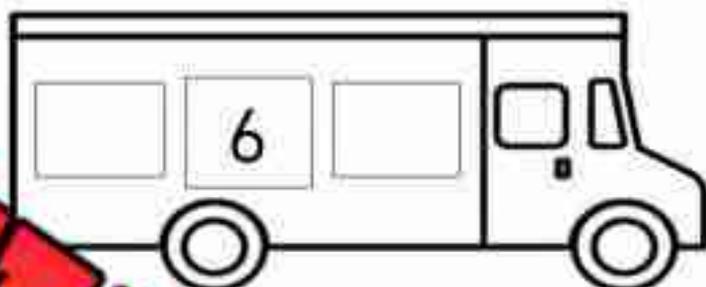
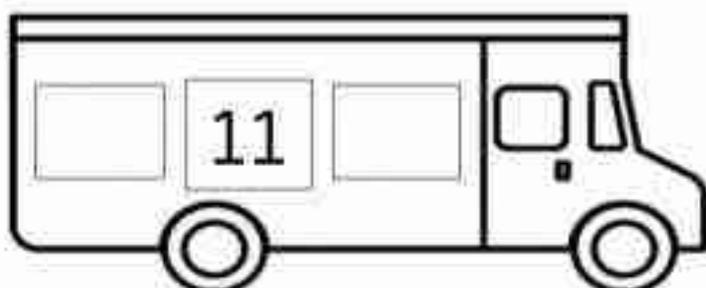
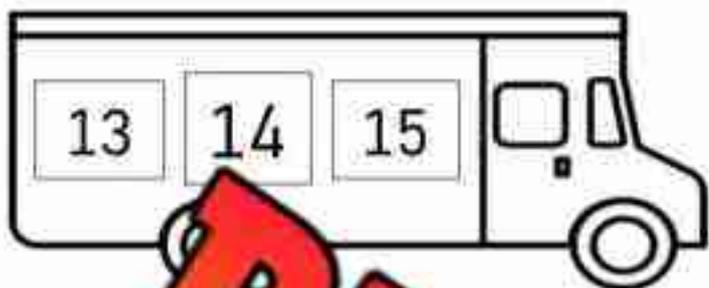


Name: _____

One More, One Less

Instructions

Write one less and one more on the trucks below



PREVIEW

Name: _____

75

Curriculum Connection
11.3**Two More, Two Less**

Two Less	1)	Two More
	7	

Two Less	2)	Two More
	11	

Two Less	3)	Two More

Two Less	4)	Two More
	17	

Two Less	5)	Two More
	13	

Two Less	6)	Two More
	2	

Two Less	7)	Two More
	18	

Two Less	8)	Two More

Two Less	9)	Two More
	19	

Two Less	10)	Two More
	14	

Two Less	11)	Two More
	5	

Two Less	12)	Two More
	15	

Two Less	13)	Two More
	8	

Two Less	14)	Two More
	20	

PREVIEW

Activity: Number Neighbours

Objective What are we learning about?

To enhance students' ability to identify the number, up to 20, that is one more, two more, one less, and two less than a given number.

Materials What you will need for the activity.

- Number cards from 1 to 20
- Small objects like buttons, beads, or small blocks
- Paper and crayons for markers



Instructions Here you will find the activity.

1. Give each student a number card and a set of small objects.
2. Ask the students to place the number of objects that matches their number card in front of them.
3. Explain that they will find out what number is one more, one less, and two less than the number on their card.
4. Ask the students to add one object to their group and write down the new number. Then, ask them to add one more object and write down the new number again.
5. Next, ask the students to remove one object from their original group and write down the new number. Then, ask them to remove one more object and write down the final number.
6. Once they have written all the numbers, ask the students to draw a picture that represents the numbers they found.
7. Bring the class together and have each student share their original number and the numbers they found that are one more, two more, one less, and two less. They can also share their drawings.

Name: _____

78

Common Core
815

Index Cards

Cut out the index cards below

1

2

4

5

6

7

8

9

10

PREVIEW

Name: _____

79

Common Core
815

Index Cards

Cut out the index cards below

11

12

14

15

16

17

18

19

20

PREVIEW

My Numbers

Answer the questions below

1) Fill in the table below.

Two Less	One Less	My Number	One More	Two More

2) You have made 5 different numbers. Draw 5 different pictures of the numbers you made.

My Number	One Less	Two Less

One More

Two More

--	--

Name: _____

Fair Sharing - Cookies

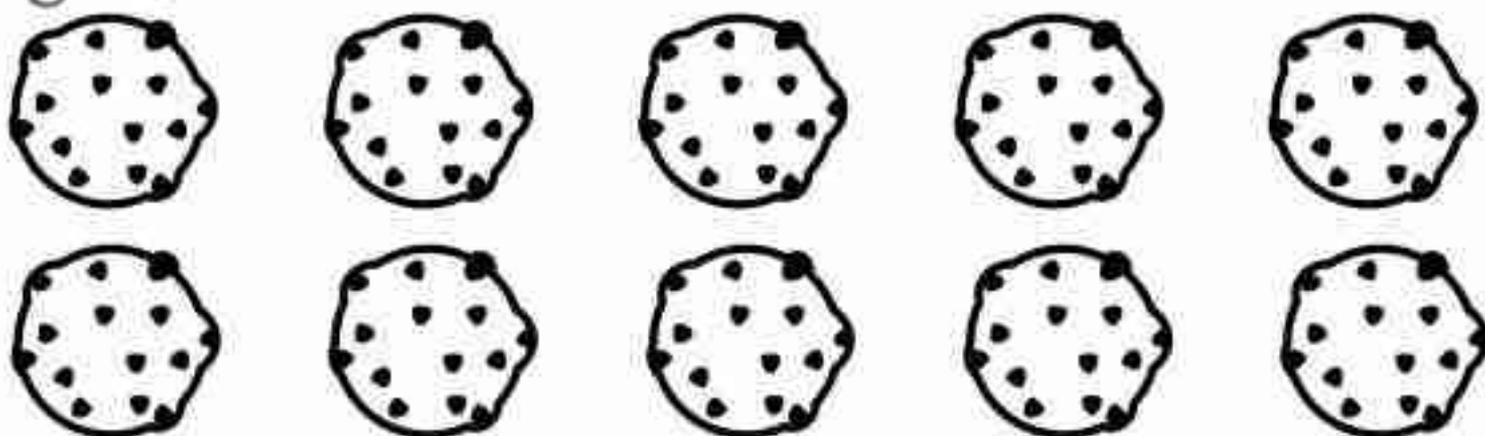
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

PREVIEW



Name: _____

Fair Sharing - Pizza

Alex, Julia, Steve, and Karen are hanging out tonight. They ordered 3 pizzas to share. Each pizza is cut up into 4 slices. How much pizza will each person get?

Alex's Plate

$\frac{\quad}{12}$

Julia's Plate

$\frac{\quad}{12}$

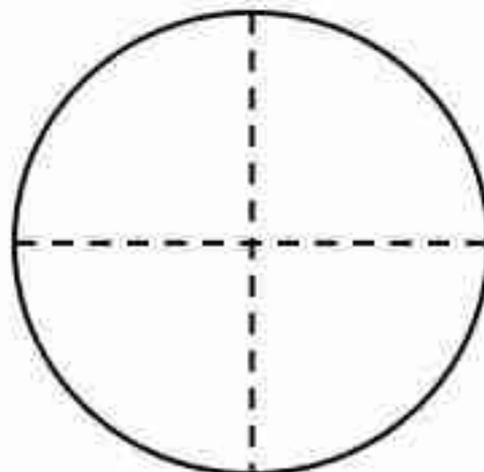
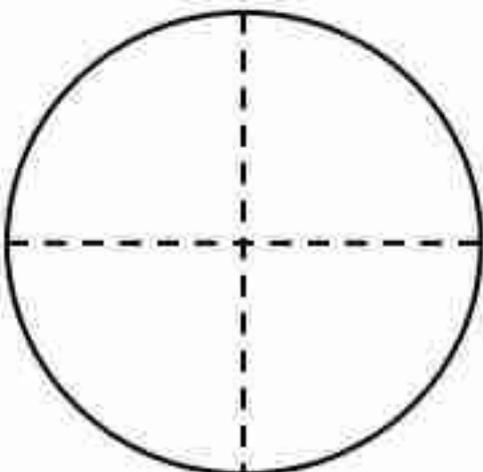
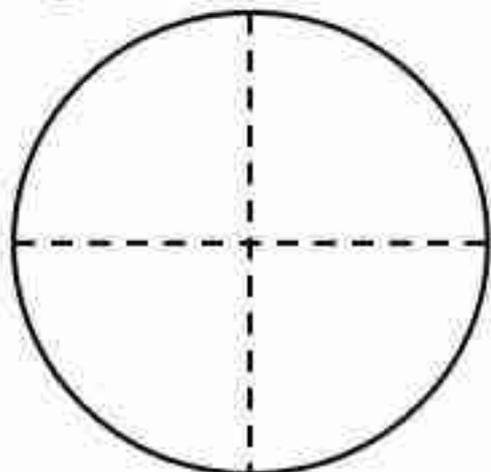
Steve's Plate

$\frac{\quad}{12}$

Karen's Plate

$\frac{\quad}{12}$

PREVIEW



Fair Sharing - By Two

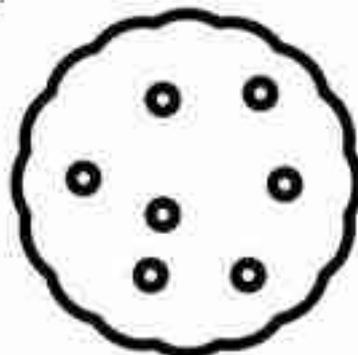
Sharing

How much does each friend get?

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



4) Share the cookie equally with 2 friends.



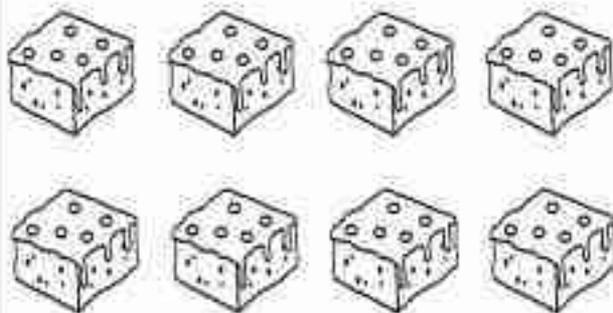
2) Share the bananas equally with 2 friends by circling what each gets.



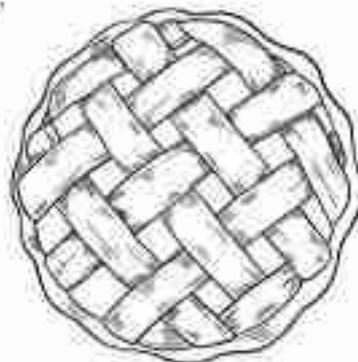
5) Share the pizza equally with 2 friends.



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



6) Share the pie equally with two friends.



Fair Sharing - By Fours

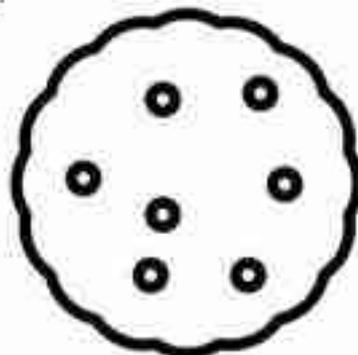
Sharing

How much does each friend get?

1) Share the candies equally with 4 friends by circling what each gets.



4) Share the cookie equally with 4 friends.



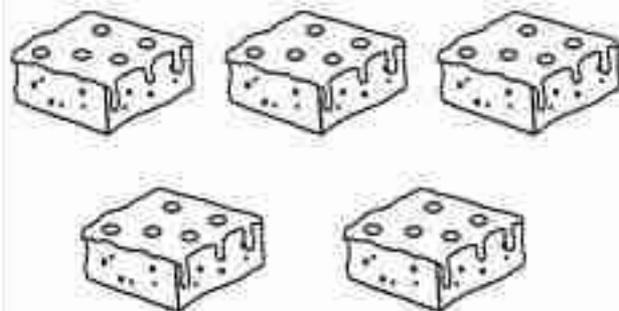
2) Share the oranges equally with 4 friends by circling what each gets.



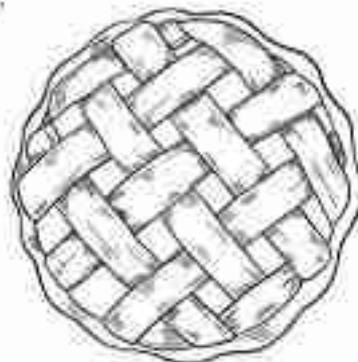
5) Share the pizza equally with 4 friends.



3) Share the brownies equally with 4 friends by circling what each gets.



6) Share the pie equally with 4 friends.



Fair Sharing – Apple Picking

Claire, Nick, Howard, and Brianne are all sharing the apples below. They agreed they will make sure everyone gets the same number of apples. Will there be any leftover (remainders)?

Claire's Bag

 $\frac{\quad}{12}$

Nick's Bag

 $\frac{\quad}{12}$

Howard's Bag

 $\frac{\quad}{12}$

Brianne's Bag

 $\frac{\quad}{12}$

Leftovers = _____



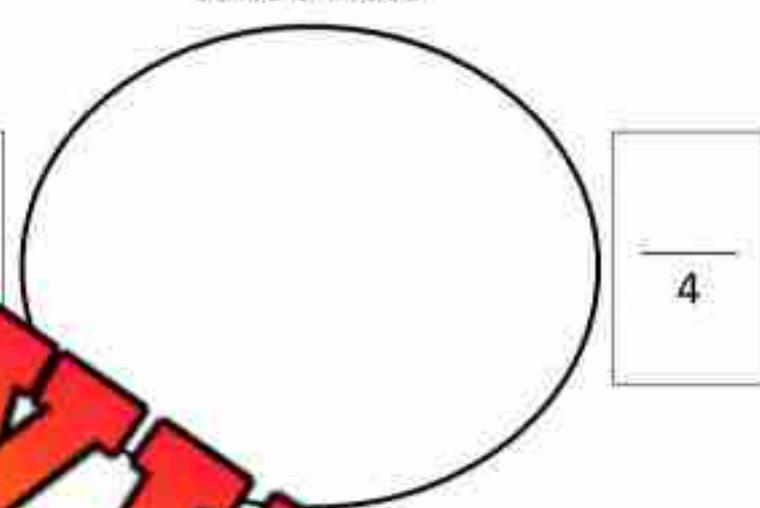
Equivalent Fractions – $\frac{1}{2}$ and $\frac{2}{4}$ **Directions** Complete the fair sharing question to see the relationship between $\frac{1}{2}$ and $\frac{2}{4}$

It is Jane's birthday today! Her mom is making her a small cake. Jane needs to decide if she wants 1 slice of the cake that is cut in 2, or 2 slices of the cake that is sliced in 4s.

Jane's Plate



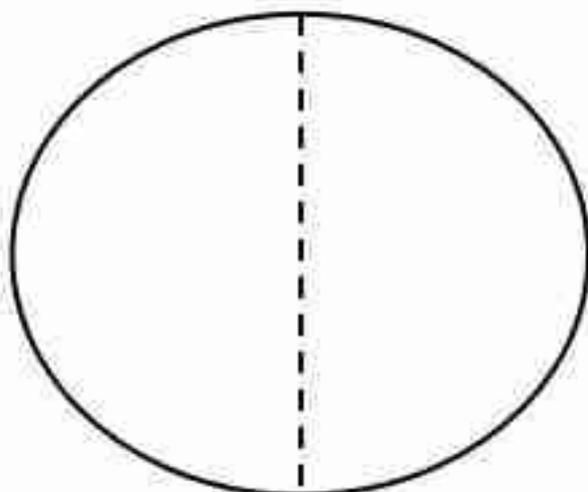
Jane's Plate



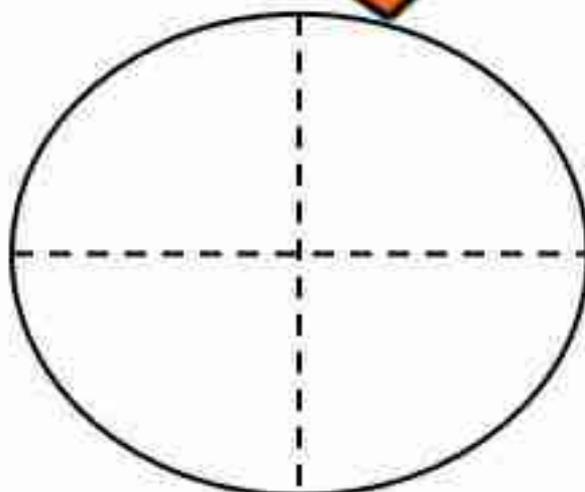
1. Cut slices out below
2. Paste the slices on Jane's plates above.



Cake 1



Cake 2



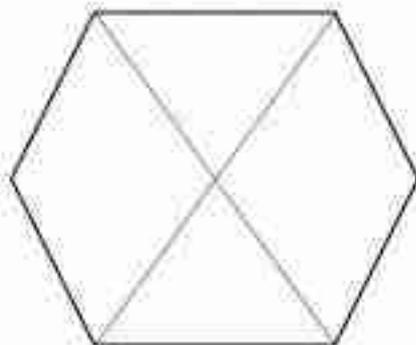
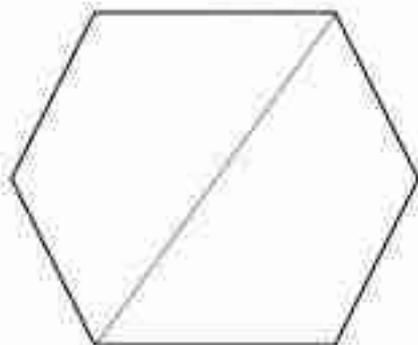
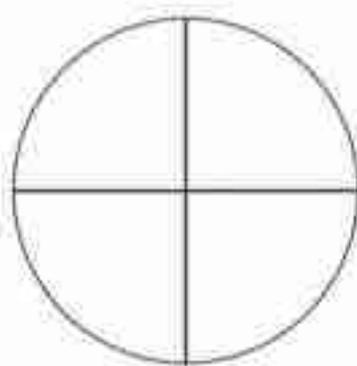
Equivalent Fractions – $\frac{1}{2}$ and $\frac{2}{4}$ **Directions**

Shade in the fractions below.

$$\frac{1}{2}$$



$$\frac{2}{4}$$

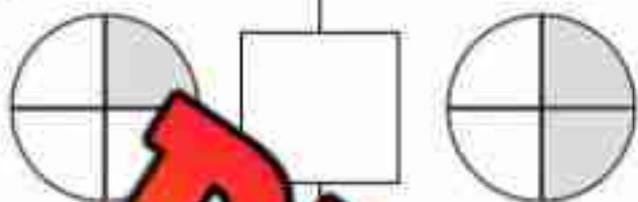
**PREVIEW**

Comparing Fractions

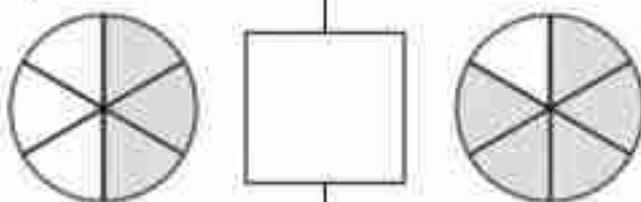
Questions

Imagine the shaded parts are slices of cake that you get. Which fraction is bigger?

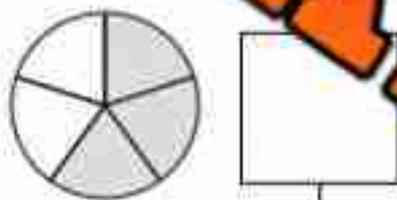
1)



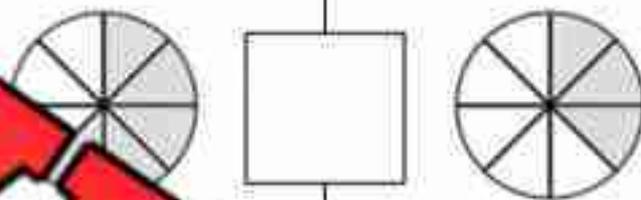
5)



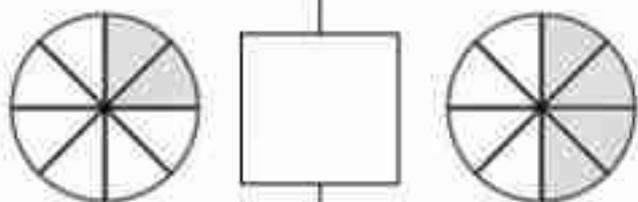
2)



6)



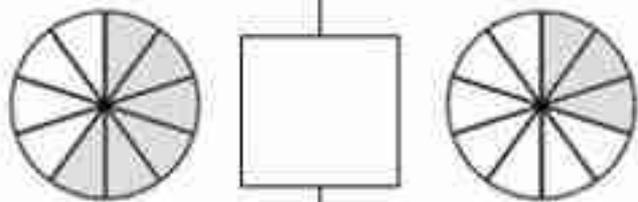
3)



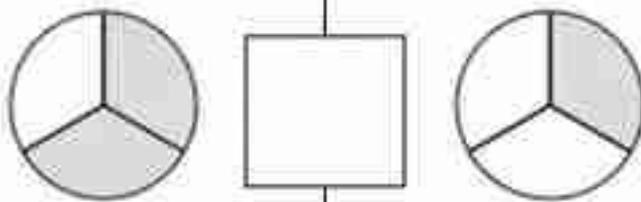
7)



4)



8)



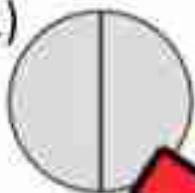
PREVIEW

Comparing Fractions

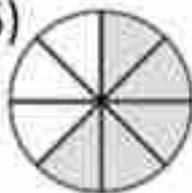
Questions

Write the fraction and decide which fraction is larger

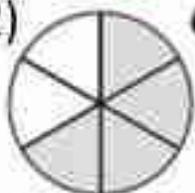
1)



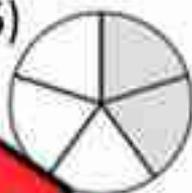
5)



2)



6)



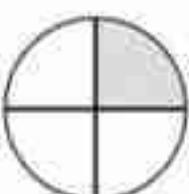
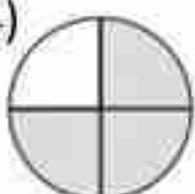
3)



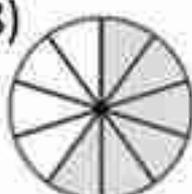
8)



4)



8)

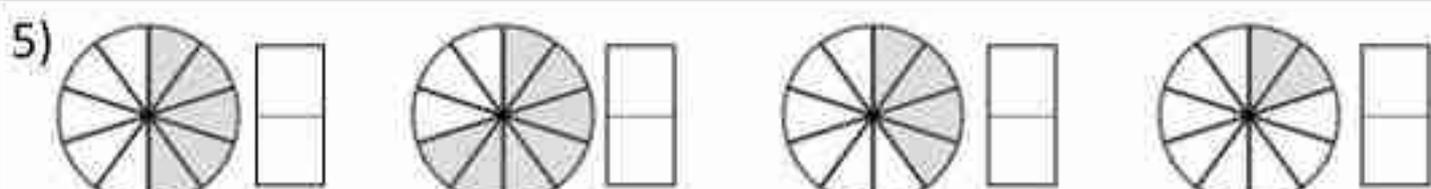
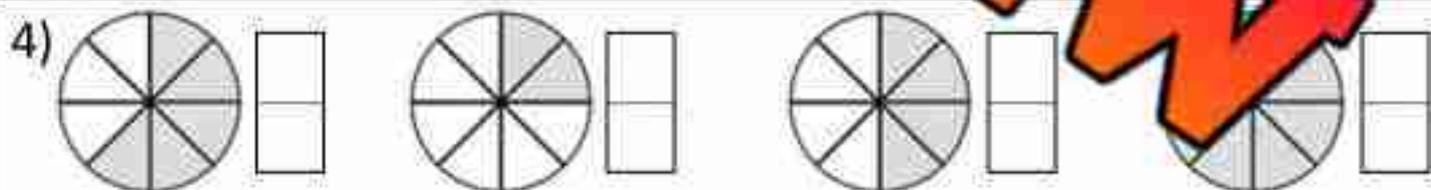
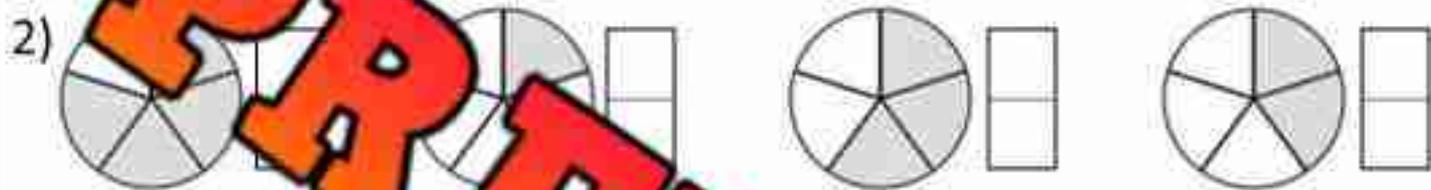
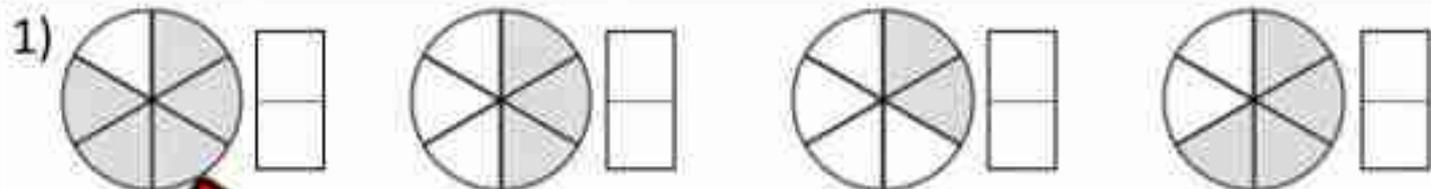


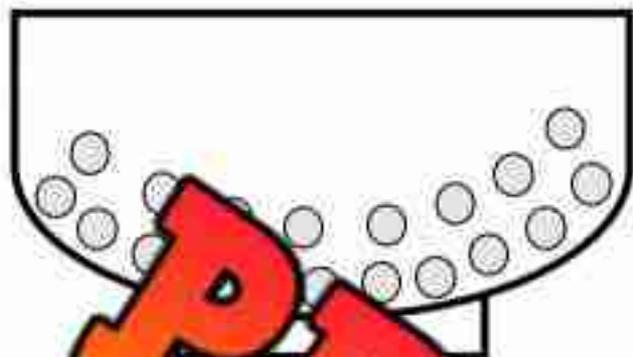
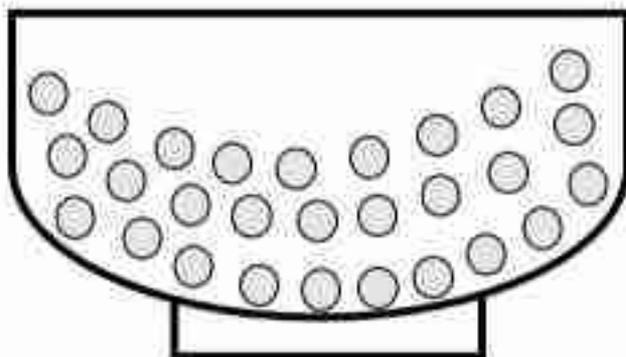
PREVIEW

Ordering Fractions

Questions

Write the fraction and then order them from lowest to greatest



Number Sense Quiz**Part 1** Estimate how many cereal pieces are in the bowl. Then count themEstimate: About _____ pieces
Actual: There are _____ piecesEstimate: About _____ pieces
Actual: There are _____ pieces**Part 2** Compare the following numbers using $<$, $>$, or $=$ 1) 13 252) 37 33**Part 3** Order the numbers below from least to greatest

18, 28, 4, 12

41, 24, 34

Part 4 Order the numbers below from greatest to least

17, 36, 25, 8

45, 22, 30, 10

Part 5

Fill in the blanks by counting by 2s, 5s, and 10s:

1)

2, 4, 6, _____, _____, _____, _____, _____

2)

5, 10, 15, _____, _____, _____, _____, _____

3)

10, 20, _____, _____, _____

Part 6 Share the cookies below

Two friends are sharing the cookies below. Draw lines from the cookies to each person's plate.

Jessica

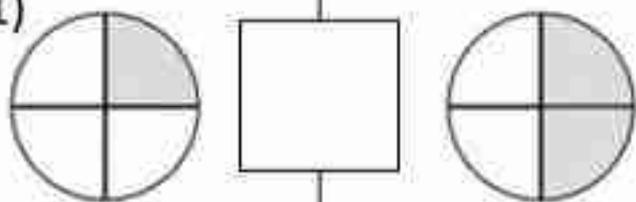


How many cookies does each friend get? _____

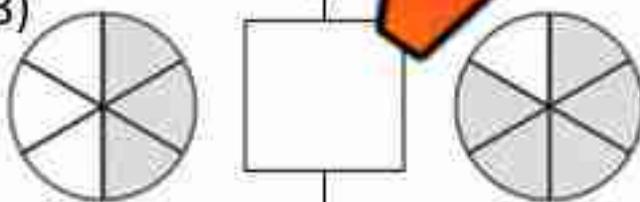
Part 7

Imagine the shaded parts are slices of cake that you have eaten. What fraction of the cake is left? Write the fraction in the box.

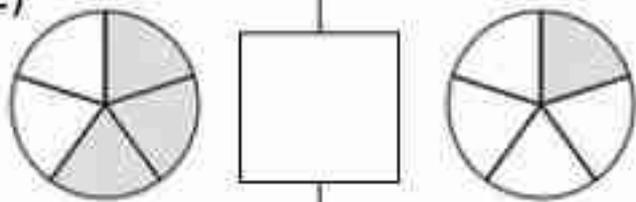
1)



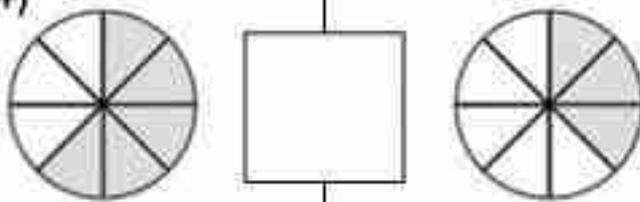
3)



2)



4)



Grade 1
Stand: B2 – Operations

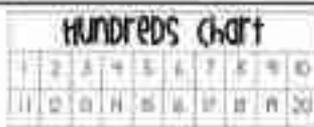
	Curriculum Expectations	Pages
B2.1	Use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	157 - 174
B2.2	Recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	102 - 110, 138 - 152
B2.3	Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used	96 - 101, 134 - 137
B2.4	Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50	111 - 133, 153 - 156
B2.5	Represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings	175 - 186

Mental Math Strategy – Counting On

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

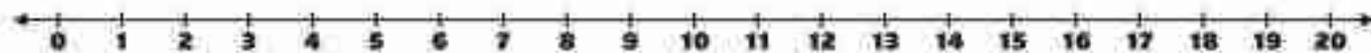
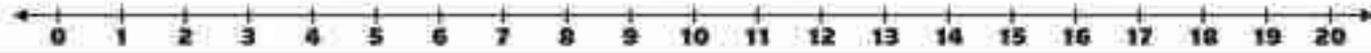
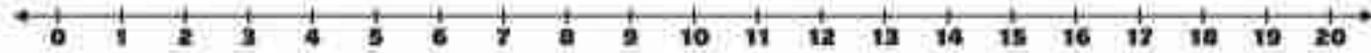
Part 1

Use the chart to answer the question

1) $4 + 5 =$ _____	2) $8 + 6 =$ _____	3) $8 + 3 =$ _____
		
4) $7 + 4 =$ _____	5) $3 + 6 =$ _____	6) $2 + 5 =$ _____
		
7) $8 + 8 =$ _____	7) $4 + 7 =$ _____	9) $9 + 4 =$ _____
		
10) $9 + 9 =$ _____	11) $5 + 6 =$ _____	12) $6 + 8 =$ _____
		

Part 2

Use the number line to find the answer

1) $3 + 9 =$ _____

2) $6 + 4 =$ _____

3) $5 + 9 =$ _____


Mental Math Strategy – Making Tens



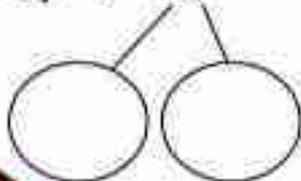
Directions:

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

1) $7 + 3 =$

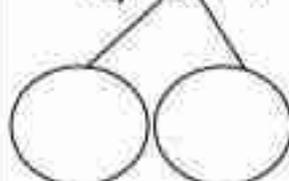
$10 + 2 = 12$

2) $9 + 6 =$



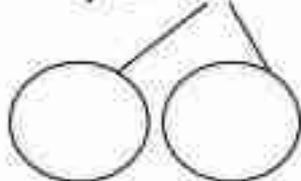
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3) $8 + 9 =$



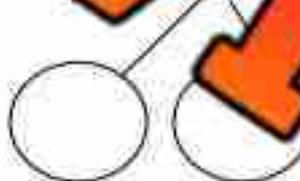
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4) $8 + 8 =$



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

5) $4 + 7 =$



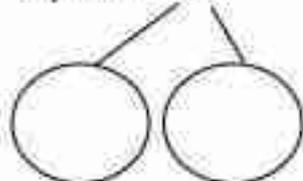
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6) $9 + 8 =$



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

7) $8 + 12 =$



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

8) $9 + 8 =$



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

9) $8 + 7 =$



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

Mental Math Strategy – Making Doubles

Directions:

- 1) Decide which number you will double and add those numbers together.
 - 2) Subtract or add the remaining amount
- *** if you added to the original number, subtract at the end. If you subtracted from the original number, then add at the end.

$$\begin{array}{r} + 10 \\ 20 \\ 20 \end{array}$$

$$\begin{array}{r} 5 + 6 \\ 5 + 5 \\ 10 + 1 = 11 \end{array}$$

$$4 + 5$$

$$3 + 4$$

$$6 + 7$$

$$8 + 9$$

$$11 + 10$$

Mental Math – Addition - Estimating

When we **estimate**, we are making a reasonable guess as to what the answer is to a question.

For example: we can estimate that $6 + 5$ is about 10 because we know $5 + 5 = 10$.

Questions

Estimate the answers to the questions below

$$\begin{array}{r} 5 \\ + \quad 5 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} 5 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + \quad 3 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + \quad 5 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + \quad 6 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ + \quad 9 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + \quad 11 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + \quad 9 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} \\ + \quad 21 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + \quad 21 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + \quad 19 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + \quad 21 \\ \hline \end{array} \rightarrow \quad \begin{array}{r} \\ + \quad \\ \hline \end{array}$$

Math Facts - Adding 0 and 5**Questions**

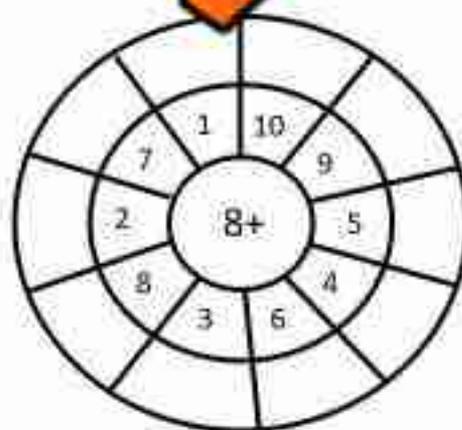
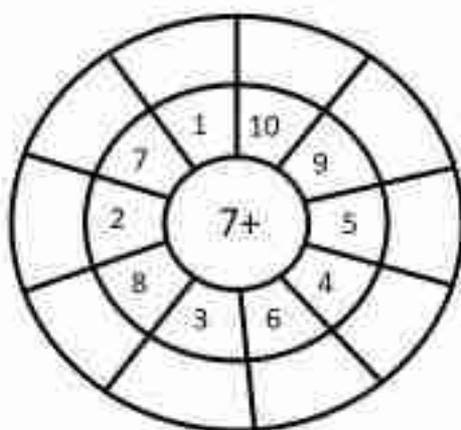
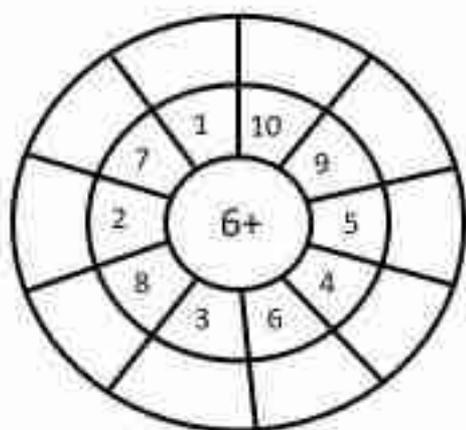
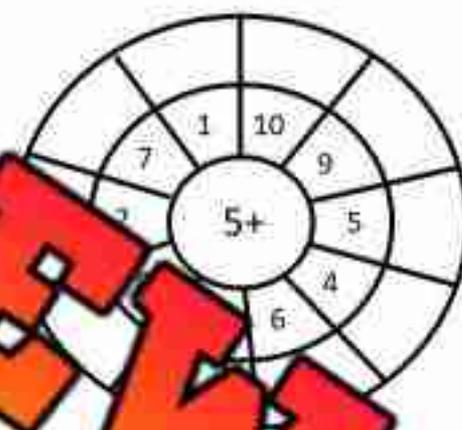
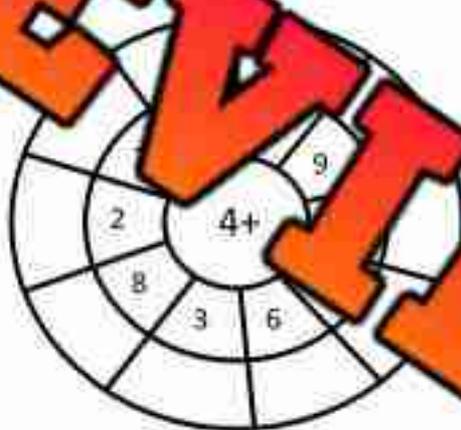
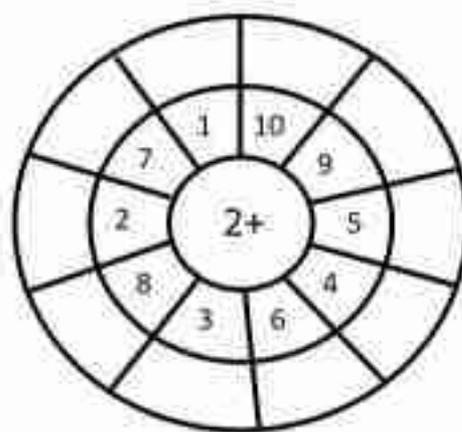
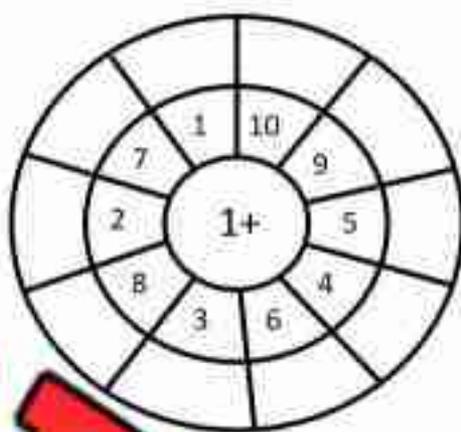
Solve as many problems as you can before the time runs out!

36

$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$

Bullseye Math Facts**Instructions**

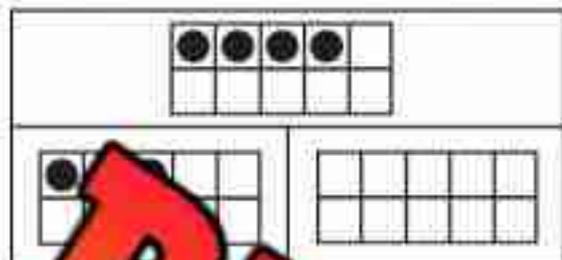
Fill in the outer layer of the bullseye



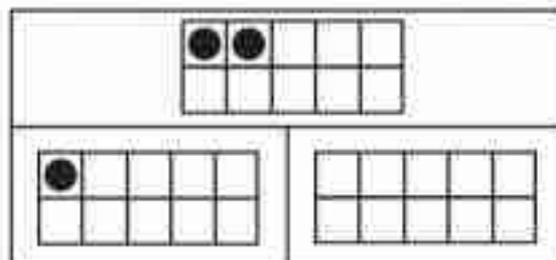
Part-Part Whole – Sums Up To 5**Questions**

How many dots do you need to add to the empty ten frame?

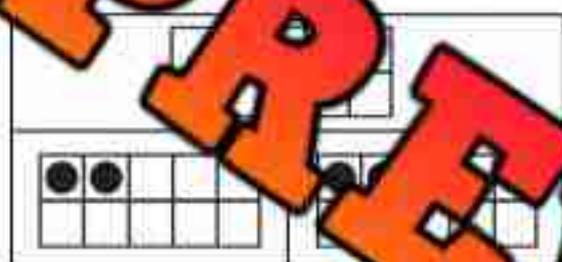
1)



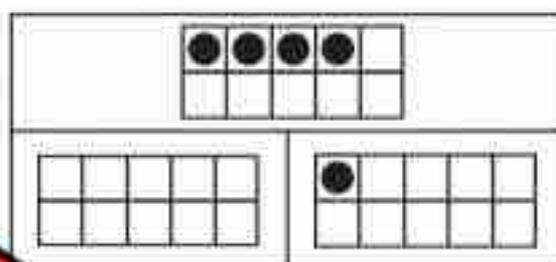
2)



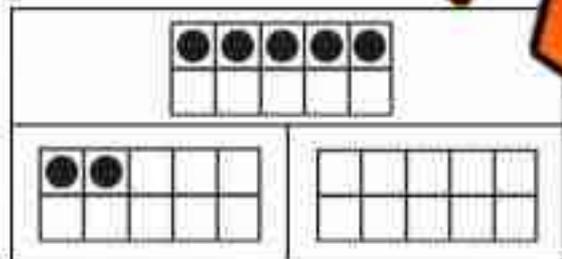
3)



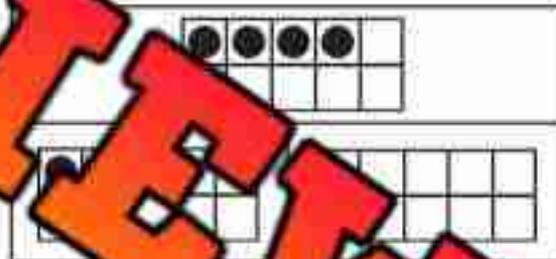
4)



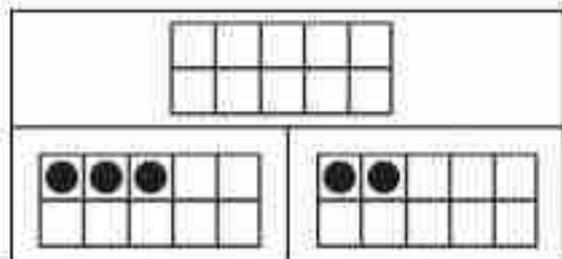
5)



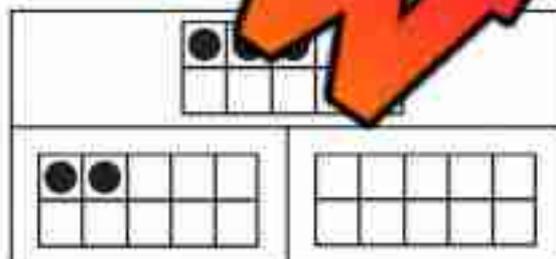
6)



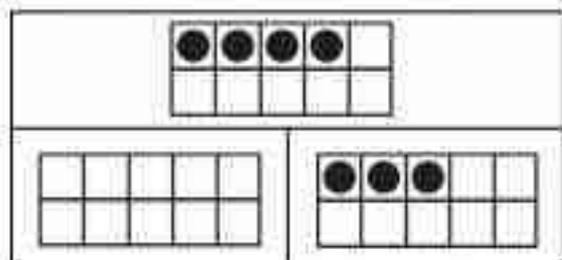
7)



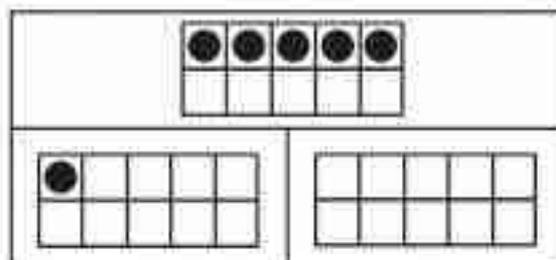
8)



9)



10)



Part-Part Whole – Sums Up To 10**Questions**

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

1)

5	

2)

7	
	5

3)

4)

5	3

5)

9	
4	

6)

8	

7)

3	5

8)

7	
1	

9)

10	
8	

10)

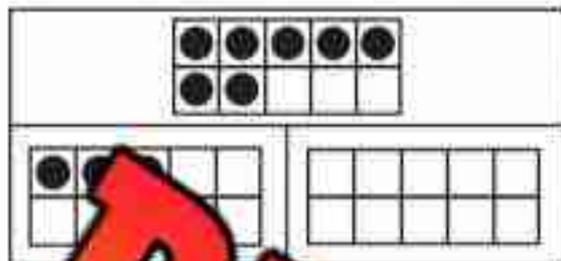
7	3

PREVIEW

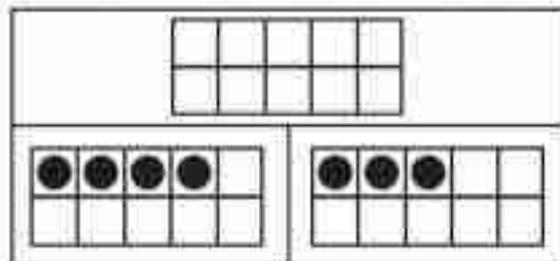
Part-Part Whole – Up To 10**Questions**

How many dots do you need to add to the empty ten frame?

1)



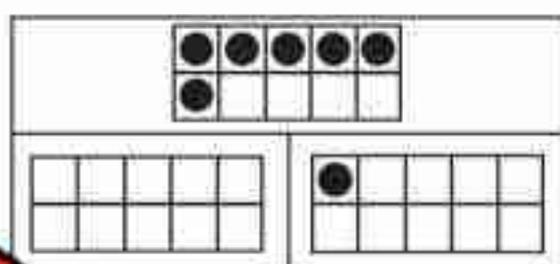
2)



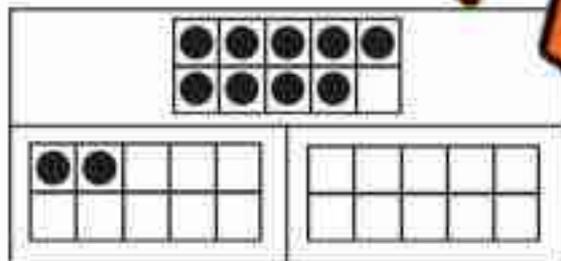
3)



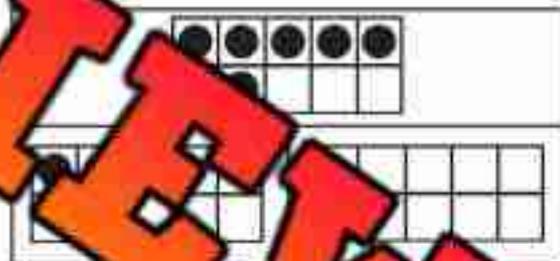
4)



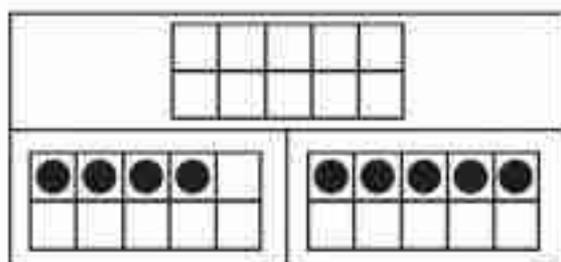
5)



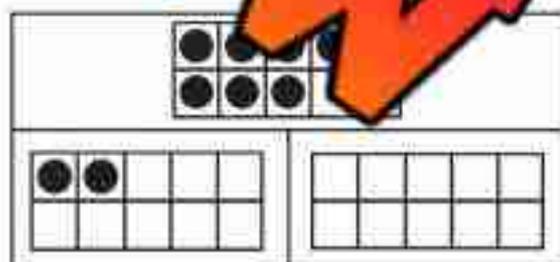
6)



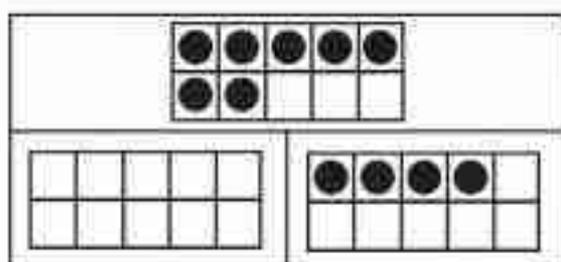
7)



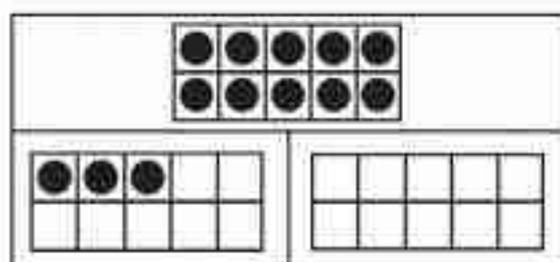
8)



9)



10)



Part-Part Whole - Numbers To 20**Questions**

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

1)

11	

2)

14	
	8

3)

4)

6	5

5)

12	
7	

6)

17	

7)

10	5

8)

18	
12	

9)

14	
8	

10)

12	8

Part-Part-Part Whole – Numbers to 20**Questions**

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

1)

12		
	5	

2)

11		
	2	6

3)

5		

4)

5	5	5

5)

15		
7		4

6)

		6

7)

10	4	3

8)

17		
11		4

9)

19		
6	6	

10)

20		
11		6

Exit Cards

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

Name: _____

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

a)

12	
5	

b)

14		
	0	1

Name: _____

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

a)

12	
5	

b)

14		
	0	1

Name: _____

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

a)

12	
5	

b)

14		
	0	1

Name: _____

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

a)

12	
5	

b)

14		
	0	1

Addition - Word Problems - Sports**Questions**

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

- 1) The Wolves scored 6 goals in their first game, 3 goals in their second game, and 7 goals in their third game. How many goals did they score in all 3 games?



- 2) Gemma scored 4 points in her first game, 5 points in her second game, and 6 points in her third game. How many points did she score in all 3 games?



- 3) Harper took 9 shots on goal in game one, 7 shots in game two, and 5 shots in game three. How many total shots did she take in all three games?



- 4) Ryan had 7 rebounds in his first game, 3 rebounds in his second game, and 5 rebounds in his third game. How many rebounds did he have in all three games?

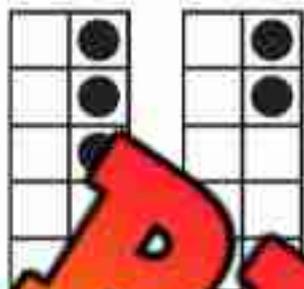


Ten Frame Addition

Instructions

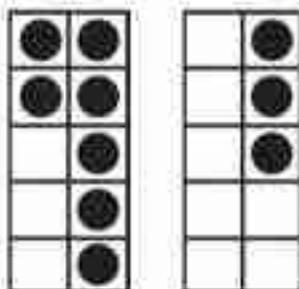
Complete the addition sentences below

1)



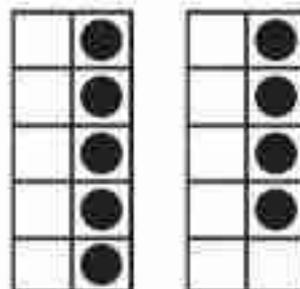
$$3 + \underline{\quad} = \underline{\quad}$$

2)



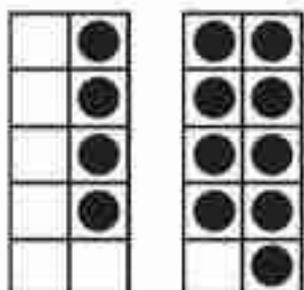
$$7 + \underline{\quad} = \underline{\quad}$$

3)



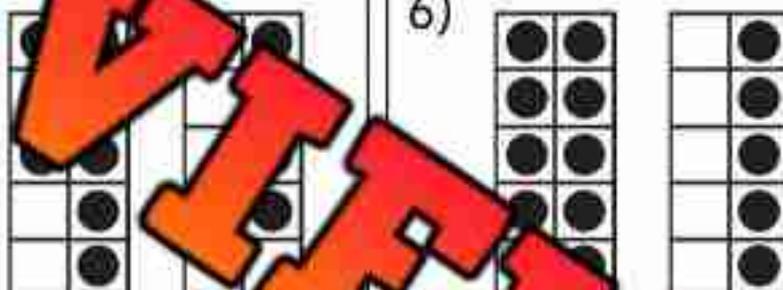
$$\underline{\quad} + 4 = \underline{\quad}$$

4)



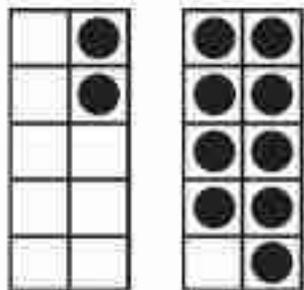
$$4 + \underline{\quad} = \underline{\quad}$$

6)



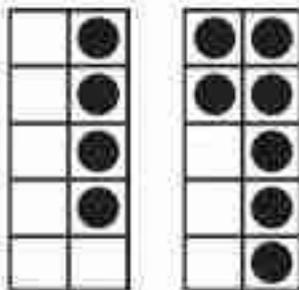
$$\underline{\quad} + 4 = \underline{\quad}$$

7)



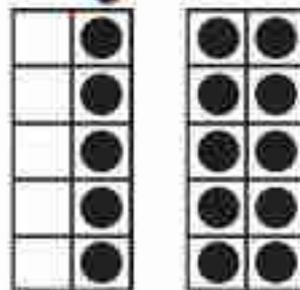
$$\underline{\quad} + \underline{\quad} = 11$$

8)



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

9)



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

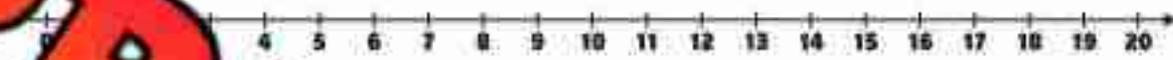
Number Line Addition**Instructions**

Use the number line to add the numbers below

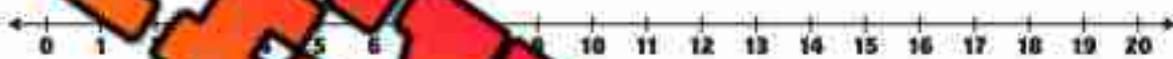
$10 + 5 = 15$



$3 + 8 =$



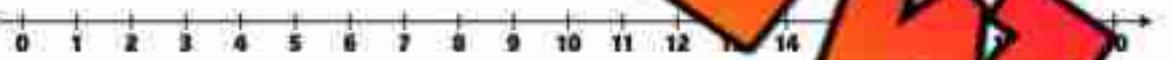
$8 + 7 =$



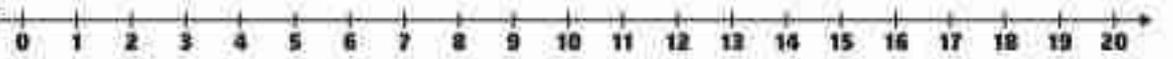
$12 + 7 =$



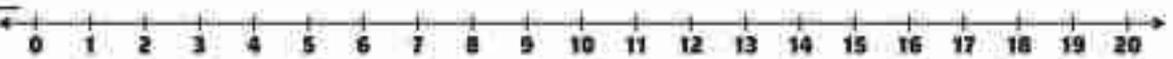
$16 + 6 =$



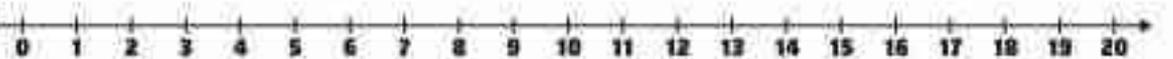
$12 + 8 =$



$10 + 10 =$



$7 + 11 =$

**PREVIEW**

Adding Money

Instructions

Add the money below

1)

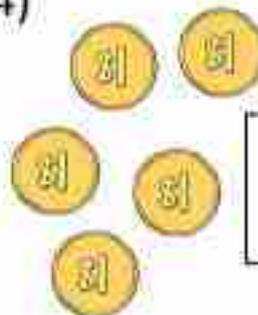


+

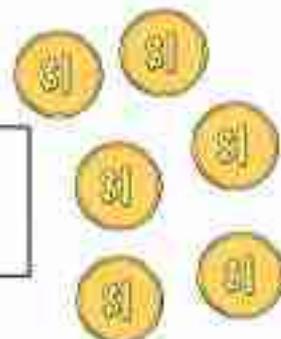


_____ + _____ = _____

4)

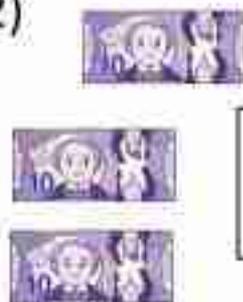


+



_____ + _____ = _____

2)



+



_____ + _____ = _____

6)



+



_____ + _____ = _____

3)



+



_____ + _____ = _____

6)



+



_____ + _____ = _____

Exit Cards

Cut Out

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

Name: _____

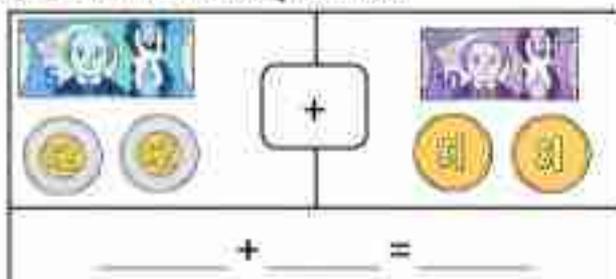
a) Add the money below

b) Create a ten and add the remaining amount.
 $8 + 4$ 

_____ + _____ = _____

Name: _____

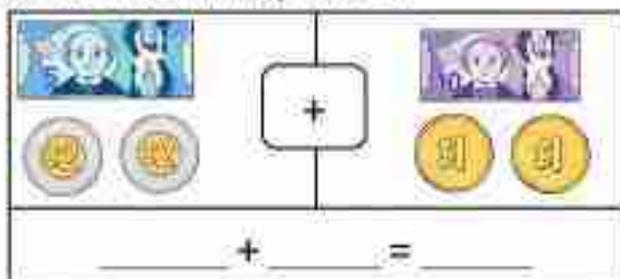
a) Add the money below

b) Create a ten and add the remaining amount.
 $8 + 4$ 

_____ + _____ = _____

Name: _____

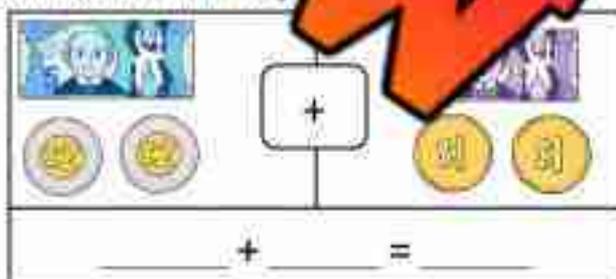
a) Add the money below

b) Create a ten and add the remaining amount.
 $8 + 4$ 

_____ + _____ = _____

Name: _____

a) Add the money below

b) Create a ten and add the remaining amount.
 $8 + 4$ 

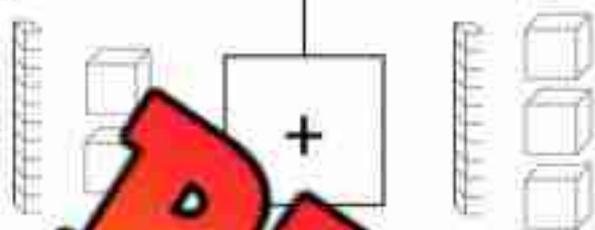
_____ + _____ = _____

Base Ten Blocks Addition

Instructions

Add the base ten blocks below

1)



+



+

=

2)



+



+

=

3)



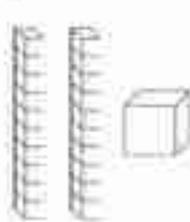
+



+

=

4)



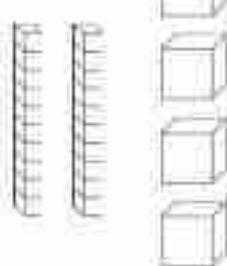
+



+

=

6)



+



+

=

PREVIEW

Addition Word Problems (Less than 50)**Questions**

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

- 1) Addison is collecting seashells on the beach. She found 21 shells yesterday and 16 shells today. How many total shells has she collected?



- 2) Brett scored 16 points in his first basketball game and 25 points in his second basketball game. How many total points did he score?



- 3) Harper has \$32 saved in her bank account. She is given \$18 because she helped babysit her younger brother. How much does she have now?



Exit Cards

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

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$

- b) Emma earned \$10 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?
-
- _____

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$

- b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?
-
- _____

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$

- b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?
-
- _____

Name: _____

Solve the problems below

a)

1)	2)
$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$

- b) Emma earned \$8 from chores, \$5 from a sale, and \$4 from babysitting. How much does she have?
-
- _____

Activity : Adding Adventures: Treasure Hunt

Objective What are we learning about?

To help students understand and practice addition through engaging word problems involving whole numbers up to 20.

Materials What you will need for the activity.

- Sets of index cards with addition word problems
- Markers
- Small bags or envelopes to hold the card sets
- Optional: small prizes (or treats as treasure)
- Tape

$$5 + 3 = 8$$



Instructions How you will implement the activity.

- 1) Prepare sets of index cards with different addition word problems (up to 18).
- 2) Hide these cards around the classroom or in a designated area, taping them under chairs, desks, or tucked into non-drawers.
- 3) Divide the class into small teams and give each team a bag to collect their cards.
- 4) Explain the game: each team will hunt for a card, solve the problem as quickly as they can, and return to you for verification.
- 5) Say "Go!" Each team rushes to find their first card.
- 6) When a team thinks they have the correct answer, they come back to you. If correct, they receive a small prize (or a checkmark) and move on to find the next card.
- 7) The game continues until all cards are found or you call time. The team with the most correct answers wins.
- 8) Discuss the game, focusing on the addition problems and solutions each team encountered.

Index cards

Cut out the cards below

Max has 10 toy cars and gets 7 more. How many toy cars does he have now?

Lily has 9 marbles and finds 8 more. How many marbles does she have now?

Emma has 10 books and buys 6 more. How many books does she have now?

Noah finds 7 crayons and then gets 8 more. How many crayons does he have in total?

Ava has 12 dolls and receives 6 more as a gift. How many dolls does she have now?

Liam has 8 stickers and gets 9 more from his friend. How many stickers does he have now?

If you have 10 apples and buy 9 more, how many apples do you have in total?

There were 11 birds on a tree, and 7 more joined. How many birds are there now?

Index cards

Cut out the cards below

Mia has 9 bracelets and makes 8 more. Then her friend gives her 2 more. How many bracelets does she have now?

Lucas finds 10 blocks and then finds 6 more. His teacher gives him 4 more. How many blocks does he have in total?

Ella has 5 buttons and gets 4 more from her friend. How many buttons does she have now?

Jack has 8 pencils and buys 9 more. How many pencils does he have now?

Sophie has 5 candies at home. She gets 3 more from a friend and 6 more from her parents. How many does she have now?

Owen has 9 balloons and gets 7 more for his birthday. How many balloons does he have now?

Chloe has 3 chocolate chip cookies, 5 raisin cookies, and 8 sugar cookies. How many cookies does Chloe have?

Henry has 12 toy cars and gets 6 more as a gift. How many toy cars does he have now?

Index cards

Cut out the cards below

$14 + 6 =$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$11 + 8 =$

$$\begin{array}{r} + 9 \\ \hline \end{array}$$

$13 + 6 =$

$14 +$

$10 + 6 =$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

PREVIEW

Index cards

Cut out the cards below

David has 14 comic books and gets 4 more from a friend. His dad gives him 2 more comic books. How many comic books does David have now?

Lily has 10 pencils and buys 5 more. Her teacher gives her 3 more pencils. How many pencils does Lily have now?

Mike finds 10 marbles and then gets 5 more. His brother gives him 3 more marbles. How many marbles does he have now?

Anna has 12 stickers at home. Her friend gives her 4 more. She gets 3 stickers for her birthday. How many stickers does Anna have now?

Sam has 8 toy cars and gets 7 more for his birthday. His uncle gives him 2 more toy cars. How many toy cars does Sam have now?

Jake has 15 blocks and buys 6 more. His sister gives him 2 more. How many blocks does Jake have now?

Emma finds 9 flowers and picks 5 more. Her friend gives her 2 more flowers. How many flowers does Emma have now?

Mia has 11 bracelets and makes 4 more. She receives 2 more bracelets from her mother. How many bracelets does Mia have now?

Subtraction Mental Math – Counting Back

Directions:

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

$8 - 5 = \underline{\quad}$

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

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

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

$12 - 6 = \underline{\quad}$

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

$17 - 6 = \underline{\quad}$

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

$18 - 5 = \underline{\quad}$

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

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

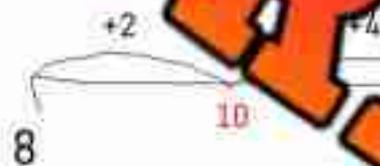
Subtraction Mental Math - Counting Up

Directions:

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



Instructions: Draw a number line and answer the question



$$\text{Answer} = 2 + 4 = 6$$

$$8 - 5$$

$$13 - 9$$

$$15 - 5$$

$$18 - 12$$

Mental Math – Subtraction - Estimating

When we **estimate**, we are making a reasonable guess as to what the answer is to a question.

For example: we can estimate that $6 - 5$ is about 0 because we know $5 - 5 = 0$

Questions

Estimate the answers to the questions below

$$\begin{array}{r} 5 \rightarrow \\ - \quad \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 3 \rightarrow \\ - 2 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 11 \rightarrow \\ - 10 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 10 \rightarrow \\ - 9 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 6 \rightarrow \\ - 5 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 5 \rightarrow \\ - 2 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 11 \rightarrow \\ - 11 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 11 \rightarrow \\ - 5 \rightarrow \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \rightarrow \\ - 6 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 20 \rightarrow \\ - 1 \rightarrow \\ \hline \end{array}$$

$$\begin{array}{r} 30 \rightarrow \\ - 1 \rightarrow \\ \hline \end{array}$$

Math Facts - Subtract by 0 and 1**Questions** Solve as many problems as you can before the time runs out!
36

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

Activity: Addition/Subtraction Race

Objective

What are we learning about?

Students will practice adding numbers up to 20 by racing to solve addition problems quickly and accurately.

Materials

What you will need for the activity.

- Index cards or paper
- Markers or pencils
- Timer (optional)

**Instructions**

How to complete the activity

1. Prepare a stack of index cards with math problems. Include a mix of simple problems to ensure variety.
2. Have students line up in a single file.
3. Call the first two students in line to the front. Explain that they will race to answer the addition question that the teacher pulls from the stack.
4. Pull a card from the stack and read the question aloud.
5. The first student to answer correctly wins the round.
6. The student who answers correctly stays at the front to compete against the next student in line.
7. The student who loses goes to the end of the line.
8. Optional: If a student wins five rounds in a row, they move to the back of the line to give others a chance to play.
9. Continue the game until all students have had a chance to compete multiple times or until the designated game time is up.

Math Cards

Cut out the math cards below

$3 + 5$

$12 - 4$

11

$7 + 3$

$8 + 2$

$5 - 1$

$12 - 3$

$6 + 7$

PREVIEW

Math Cards

Cut out the math cards below

$9 - 4$

$3 + 6$

$4 + 1$

$10 + 3$

$5 + 10$

12

$2 + 7$

$13 - 6$

PREVIEW

Math Cards

Cut out the math cards below

$9 - 3$

$8 + 3$

11

$6 + 9$

$5 + 8$

14

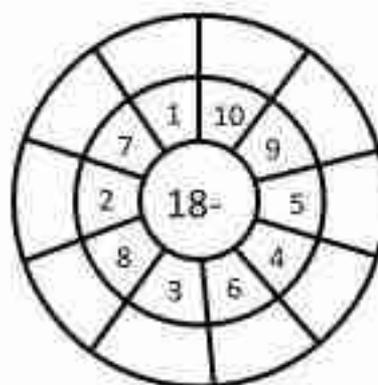
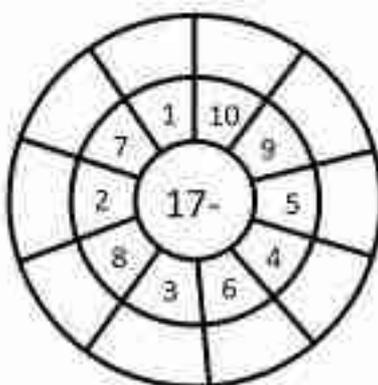
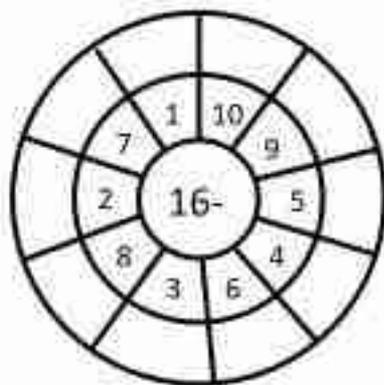
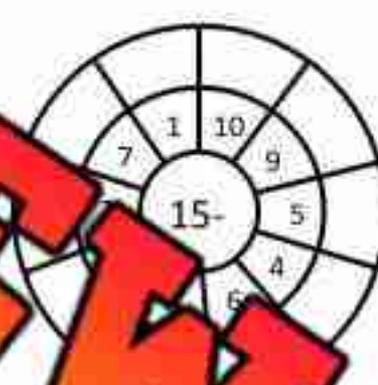
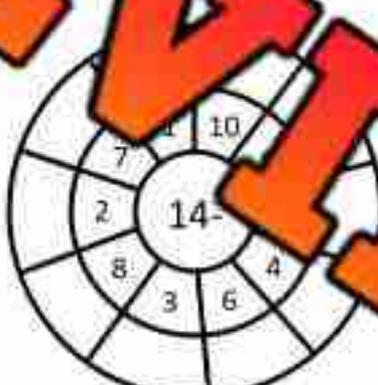
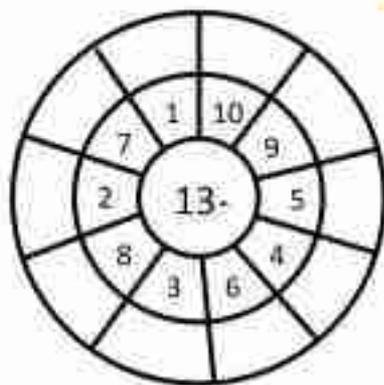
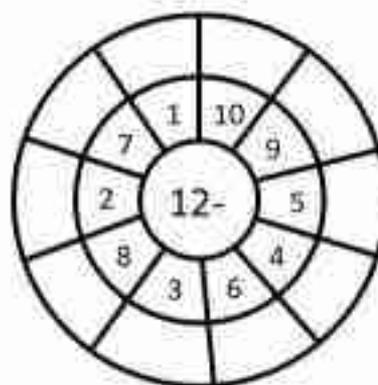
$15 - 7$

$12 + 6$

PREVIEW

Bullseye Subtraction Facts**Instructions**

Fill in the outer layer of the bullseye



Subtraction Using Base Ten Blocks

Instructions

Subtract from the base ten blocks



$$51 - 11 = \underline{\quad}$$



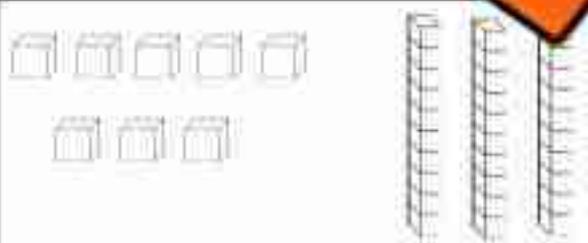
$$26 - 12 = \underline{\quad}$$



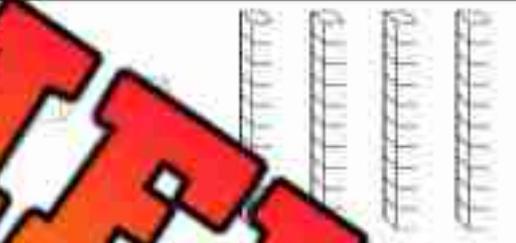
$$35 - 15 = \underline{\quad}$$



$$36 - 14 = \underline{\quad}$$



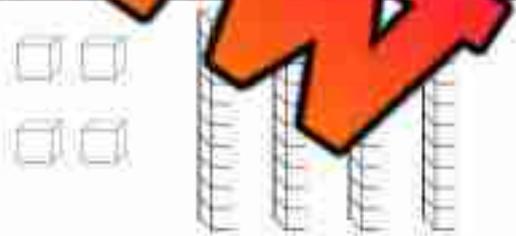
$$38 - 11 = \underline{\quad}$$



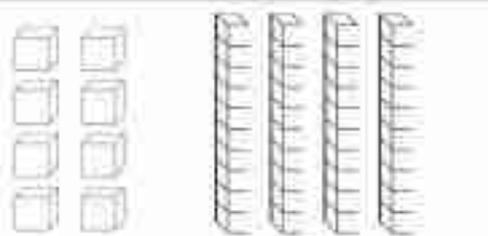
$$42 - 2 = \underline{\quad}$$



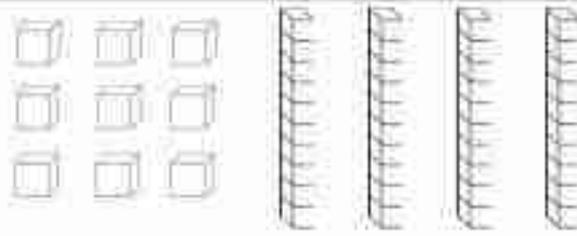
$$45 - 10 = \underline{\quad}$$



$$44 - 20 = \underline{\quad}$$



$$48 - 23 = \underline{\quad}$$



$$49 - 45 = \underline{\quad}$$

PREVIEW

Subtracting Money

Instructions

Subtract from the money below.



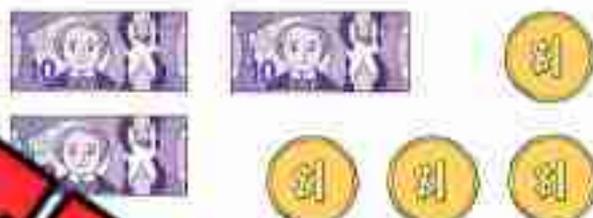
$$\underline{\quad} - \underline{\$21} = \underline{\quad} - \underline{\$10} = \underline{\quad}$$



$$\underline{\$21} - \underline{\$11} = \underline{\quad}$$



$$\underline{\$26} - \underline{\$21} = \underline{\quad}$$



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



$$\underline{\$35} - \underline{\$12} = \underline{\quad}$$



$$\underline{\$43} - \underline{\$22} = \underline{\quad}$$



$$\underline{\$46} - \underline{\$33} = \underline{\quad}$$



$$\underline{\$49} - \underline{\$26} = \underline{\quad}$$

Number Line Subtraction

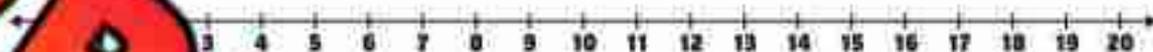
Instructions

Use the number line to subtract the numbers below

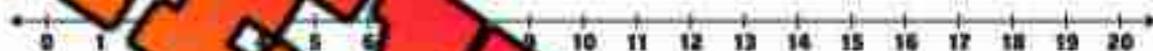
$10 - 6 = \underline{\quad}$



$13 - 8 = \underline{\quad}$



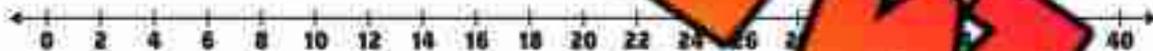
$15 - 7 = \underline{\quad}$



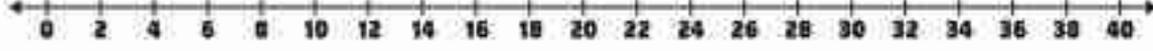
$19 - 9 = \underline{\quad}$



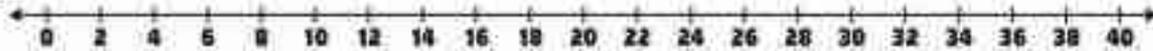
$28 - 6 = \underline{\quad}$



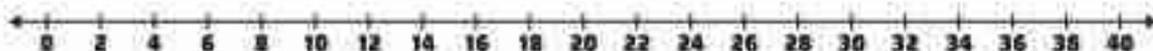
$34 - 8 = \underline{\quad}$



$36 - 10 = \underline{\quad}$



$40 - 12 = \underline{\quad}$

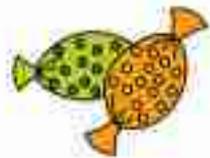


PREVIEW

Subtraction Word Problems (Less Than 50)**Questions**

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

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



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



- 3) The grade 1 class is running a bake sale. They have 50 baked goods to sell. They end up selling 42 baked goods. How many do they have left?



Exit Cards

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

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Name: _____

Answer the questions below

a) Jake collected 18 seashells on the beach. He lost 6 of them and gave 5 to his friend. How many seashells does he have left?

b) David has 17 comic books. He sells 5 of them. How many comic books does he have left?

Subtraction Jeopardy

Objective

What are we learning about?

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

Materials _____ will need for the activity.

- Jeopardy board
- Buzzer or bell

**Instructions**

How you will complete the activity

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$6 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$13 - 2 = \underline{\quad}$	$15 - 2 - 1 = \underline{\quad}$	$19 - 13 - 4 = \underline{\quad}$
$8 - 4 = \underline{\quad}$	$12 - 4 = \underline{\quad}$	$16 - 4 = \underline{\quad}$	$18 - 5 - 3 = \underline{\quad}$	$20 - 5 - 10 = \underline{\quad}$
$10 - 6 = \underline{\quad}$	$14 - 6 = \underline{\quad}$	$19 - 17 = \underline{\quad}$	$19 - 7 - 2 = \underline{\quad}$	$18 - 7 - 9 = \underline{\quad}$
$12 - 8 = \underline{\quad}$	$15 - 8 = \underline{\quad}$	$17 - 2 - 6 = \underline{\quad}$	$18 - 9 - 5 = \underline{\quad}$	$20 - 9 - 9 = \underline{\quad}$
Alex bought 10 apples and gave 3 to his friend. How many apples does he have left?	Jack had 15 candies and gave 5 to his friend. How many candies does she have now?	Olivia had 17 pencils. She gave 2 to her friend and lost 1. How many pencils does Olivia have left?	Isabella had 14 marbles. She played a game and won 8 more marbles, but then accidentally dropped 4. How many marbles does Isabella have in total?	Emma had 18 seashells. She gave 5 seashells to her little sister and then found 3 more seashells at the beach. How many seashells does Emma have in total?
Emma had 14 pencils and gave 5 to her friend. How many pencils does she have now?	Jack had 18 marbles and lost 7. How many marbles does he have left?	Henry had 19 stickers. He stuck 6 stickers on his notebook and then lost 2 stickers during recess. How many stickers does Henry have now?	Nathan had 16 baseball cards. He traded 7 cards with his friend and then lost 2 cards on the way home. How many baseball cards does Nathan have now?	Oliver had 13 chocolate bars. He ate 6 chocolate bars during a movie night and then shared 4 chocolate bars with his cousins. How many chocolate bars are left?

Fact Families - Adding/ Subtracting**Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1) 2, 6, 4

Equation 1 (+): $2 + 4 = 6$ Equation 2 (+): $4 + 2 = 6$ Equation 3 (-): $6 - 2 = 4$ Equation 4 (-): $6 - 4 = 2$

2) 3, 5, 8

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

3) 6, 10, 4

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

13, 7, 6

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

5) 15, 20, 5

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

6) 11, 20, 9

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

Fact Families - Adding/ Subtracting (20)**Questions**

Create 2 addition and 2 subtraction equations using the numbers provided

1)

13

5

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

2)

9

6

15

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

3)

10

17

7

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

4)

12

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

Name: _____

164

Matching Game: Inverse Operations Match

Objective

What are we learning about?

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

Materials: _____ will need for the activity.

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



Instructions

How you will complete the activity

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

Cards

Matching Game Cards

$$10 - 2 = 8$$

$$8 + 2 = 10$$

$$15 - 5 = 10$$

$$10 + 5 = 15$$

$$12 - 3 = 9$$

$$9 + 3 = 12$$

$$14 - 4 = 10$$

$$10 + 4 = 14$$

$$18 - 7 = 11$$

$$11 + 7 = 18$$

PREVIEW

Name: _____

167

Cards

Matching Game Cards

$$8 - 2 = 6$$

$$6 + 2 = 8$$

$$13 - 4 = 9$$

$$9 + 5 = 14$$

$$11 - 3 = 8$$

$$8 + 3 = 11$$

$$17 - 6 = 11$$

$$11 + 6 = 17$$

PREVIEW

Cards

Matching Game Cards

$$10 - 1 = 9$$

$$9 + 1 = 10$$

$$12 - 2 = 10$$

$$9 + 6 = 15$$

$$16 - 7 = 9$$

$$9 + 7 = 16$$

$$18 - 8 = 10$$

$$10 + 8 = 18$$

PREVIEW

Inverse Operations - Checking Answers**Instructions**

Check your answer by using the inverse operation

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

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

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

$4) 8 - 3 = 5 \quad \longrightarrow \quad 5 + 3 = 8$

$5) 10 - 4 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} = \underline{\quad}$

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

$7) 13 - 4 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$

$8) 17 - 5 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$

$9) 12 + 7 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

$10) 20 - 8 = \underline{\quad} \quad \longrightarrow \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$

Exit Cards

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

Name: _____

a) Check your answer by using the inverse operation.

$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

b) Fill in the blank using the information given to you.

If $4 + 8 = 12$, then $12 - 4 = \underline{\quad}$.

If $5 + 9 = 14$, then $14 - 9 = \underline{\quad}$.

Name: _____

a) Check your answer by using the inverse operation.

$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

b) Fill in the blank using the information given to you.

If $4 + 8 = 12$, then $12 - 4 = \underline{\quad}$.

If $5 + 9 = 14$, then $14 - 9 = \underline{\quad}$.

Name: _____

a) Check your answer by using the inverse operation.

$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

b) Fill in the blank using the information given to you.

If $4 + 8 = 12$, then $12 - 4 = \underline{\quad}$.

If $5 + 9 = 14$, then $14 - 9 = \underline{\quad}$.

Name: _____

a) Check your answer by using the inverse operation.

$11 - 2 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

$14 - 7 = \underline{\quad} \rightarrow \underline{\quad} + \underline{\quad} = \underline{\quad}$

b) Fill in the blank using the information given to you.

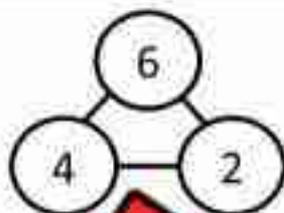
If $4 + 8 = 12$, then $12 - 4 = \underline{\quad}$.

If $5 + 9 = 14$, then $14 - 9 = \underline{\quad}$.

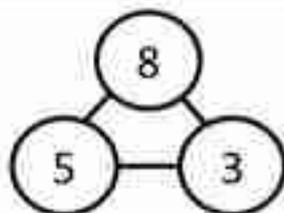
Fact Families – Additions and Subtraction

Questions

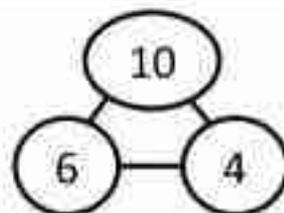
Write 4 different equations for the fact families



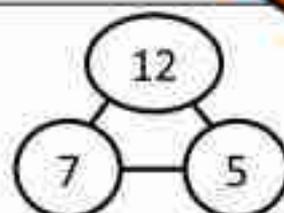
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



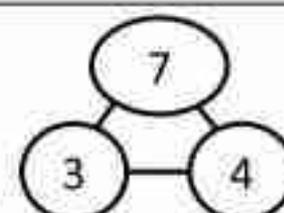
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



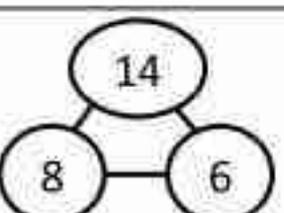
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



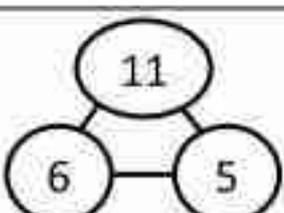
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



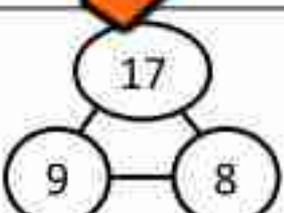
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



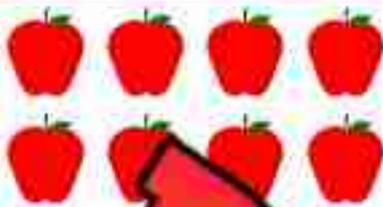
$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

PREVIEW

Multiplication – Commutative Property

Questions

Write the multiplication equations below



2 Groups
4 in each group

$$4 \times 2 = 8$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



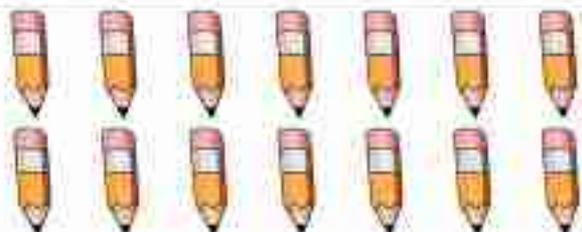
$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ or } \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Counting Sets**Questions**

Fill in the equations below by counting the dots on the dice

1)



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

2)



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

3)



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

4)



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

5)

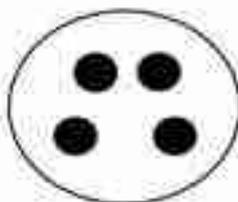
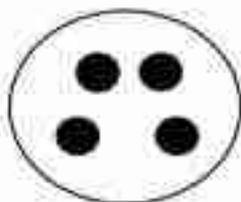


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Counting Sets**Questions**

Fill in the equations below by counting the objects in each set

1)



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

2)



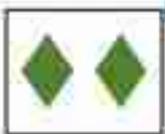
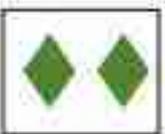
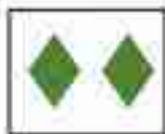
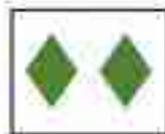
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

3)



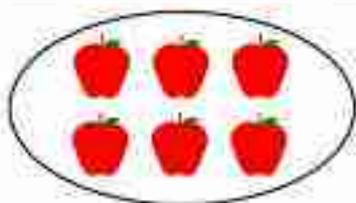
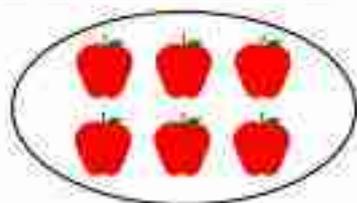
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

4)



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

5)



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

Equal Group Problems - Multiplication

Questions

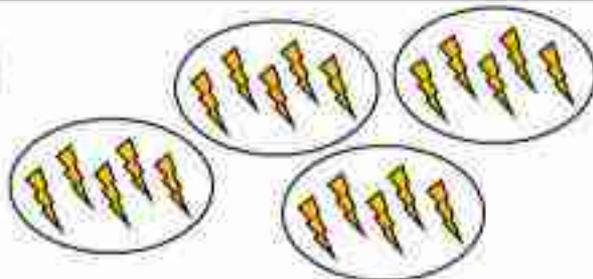
How many groups are there and how many are in each group?

1)



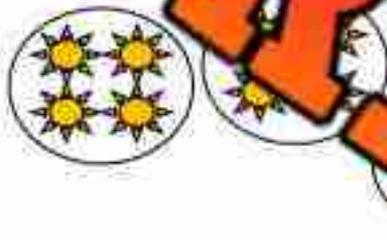
_____ group _____ = _____

2)



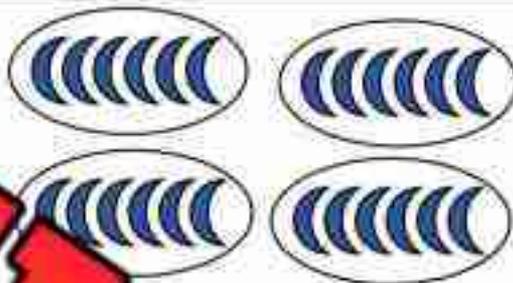
_____ groups of _____ = _____

3)



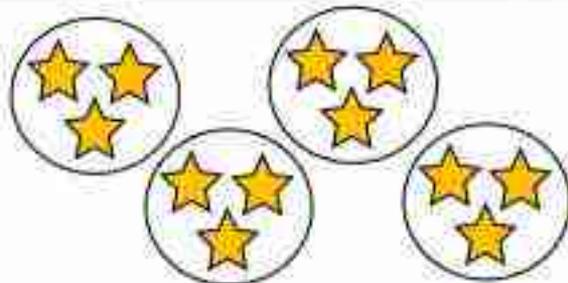
_____ groups of _____ = _____

4)



_____ groups of _____ = _____

5)



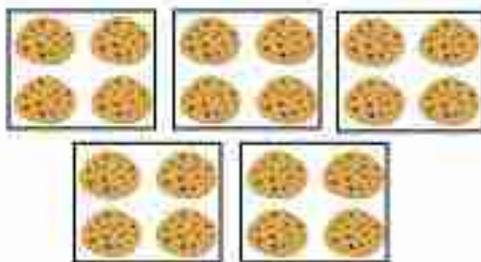
_____ groups of _____ = _____

6)



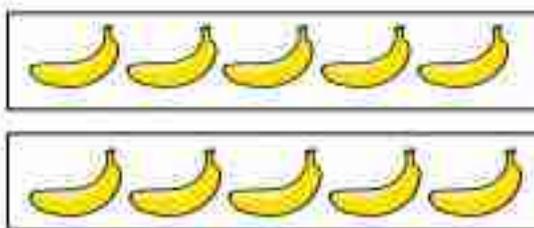
_____ groups of _____ = _____

7)



_____ groups of _____ = _____

8)



_____ groups of _____ = _____

PREVIEW

Finding Equal Groups - Division

Questions

How many equal groups can you make?

1) Divide the strawberries into groups of 4



2) Divide the smoothies into groups of 3



3) Divide the bikes into groups of 5



4) Divide the pencils into groups of 5

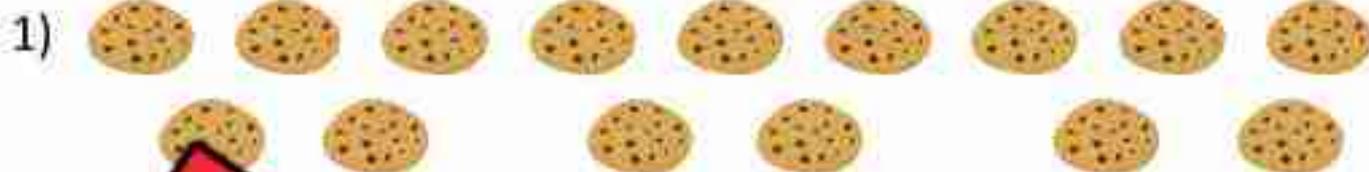


5) Divide the books into groups of 3



Finding Equal Groups - Division**Questions**

Circle the groups from the total number of shapes below



$15 \div 3 = \underline{\quad} \text{ or } 3 \times \underline{\quad} = \underline{\quad}$



$12 \div \underline{\quad} = \underline{\quad}$



$16 \div 4 = \underline{\quad} \text{ or } 4 \times \underline{\quad} = \underline{\quad}$



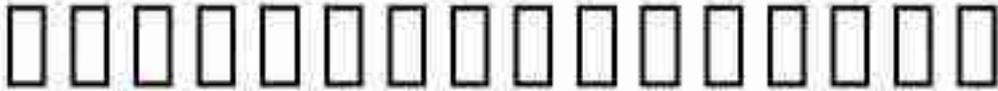
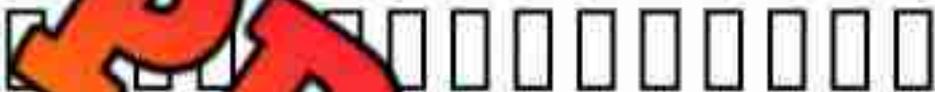
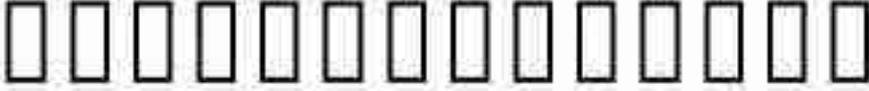
$9 \div 3 = \underline{\quad} \text{ or } 3 \times \underline{\quad} = \underline{\quad}$



$20 \div 5 = \underline{\quad} \text{ or } 5 \times \underline{\quad} = \underline{\quad}$

Finding Equal Groups - Division**Questions**

Circle the groups from the total number of shapes below

1		$16 \div 4 = \underline{\quad}$
2		$15 \div 5 = \underline{\quad}$
3		$10 \div 2 = \underline{\quad}$
4		$8 \div 4 = \underline{\quad}$
5		$\quad \div \quad = \underline{\quad}$
6		$14 \div 2 = \underline{\quad}$
7		$16 \div 2 = \underline{\quad}$
8		$12 \div 3 = \underline{\quad}$

PREVIEW

Finding Equal Groups - Division

Questions

Circle the groups from the total number of shapes below

1 

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

2 

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

3 

$14 \div 7 = \underline{\quad}$

4 

$8 \div 2 = \underline{\quad}$

5 6 

$15 \div 3 = \underline{\quad}$

7 

$16 \div 8 = \underline{\quad}$

8 

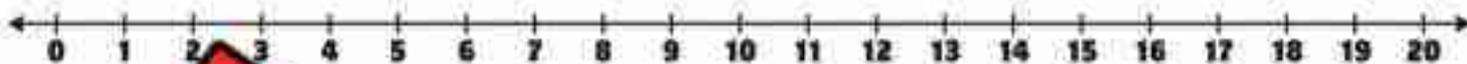
$8 \div 4 = \underline{\quad}$

Operations - Quiz

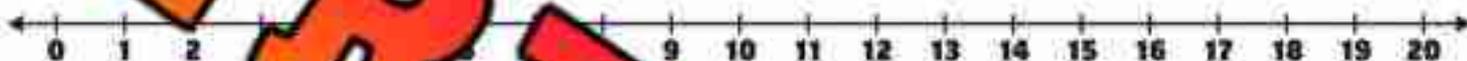
Part 1

Add using the number lines below

$$1) 4 + 5 = \underline{\hspace{2cm}}$$



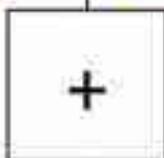
$$2) 7 + \underline{\hspace{2cm}}$$



Part 2

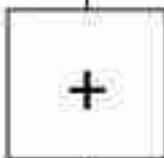
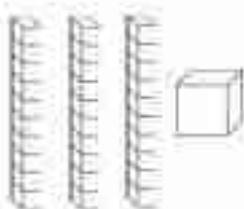
Add using the base ten blocks below

1)



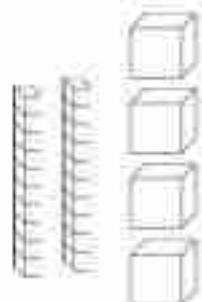
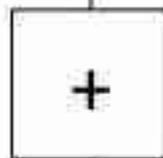
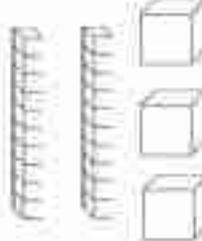
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

2)



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

4)

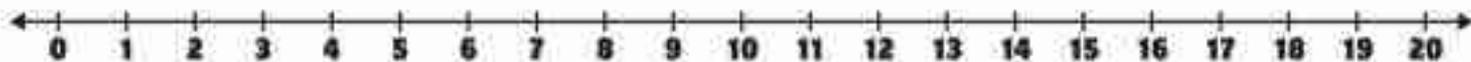


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

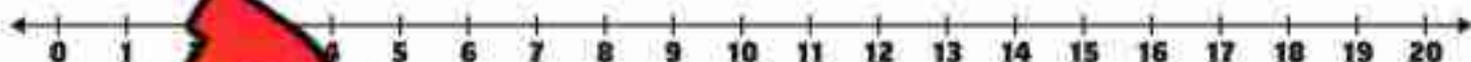
Part 3

Subtract using the number lines below

1) $15 - 6 = \underline{\hspace{2cm}}$



2) $17 - 8 = \underline{\hspace{2cm}}$



Part 4

Subtract using the money and base ten blocks below



$\$24 - \$11 = \underline{\hspace{2cm}}$



$\$13 = \underline{\hspace{2cm}}$



$26 - 15 = \underline{\hspace{2cm}}$



$46 - 12 = \underline{\hspace{2cm}}$

Part 5

Addition and subtraction word problems

- Hank brought 24 donuts to school for his class. He gave 18 donuts away. How many donuts does he have left?
- Pam has \$16 in her bank account. She is given \$13. How much does she have now?

Part 6

Fill in the equations below and find out how many dots are on the dice

1)  _____ x _____ = _____
 _____ + _____ + _____ + _____ + _____ = _____

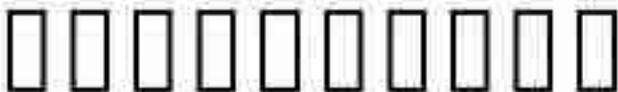
2)  _____ x _____ = _____
 _____ + _____ + _____ + _____ = _____

Part 7

Circle groups of 6. Total number of shapes below

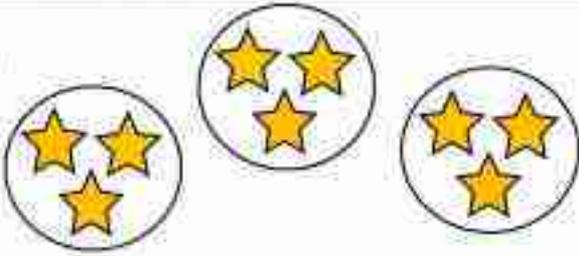
1  $16 \div 4 = \underline{\quad}$

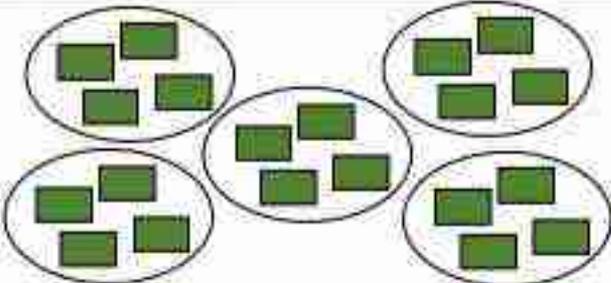
2  $15 \div 5 = \underline{\quad}$

3  _____

Part 8

Fill in the blanks below

1)  _____ groups of _____ = _____

2)  _____ groups of _____ = _____



Google Slides Lessons Preview





Ontario Math Curriculum Financial Literacy Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Discussion Questions

- 1) Why are bills in different colours?
- 2) What does a debit card do?
- 3) How is a card different from coins and bills?

Sorting: What Kind of Money Is It?

Drag the pictures into the right category.

Coin	Bills	Digital Money

Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation

Instruction: Drag A or B to answer the questions.

Question	A	B	Answer
1. What are coins made of?	Metal	Paper	Metal
2. What are bills made of?	Metal	Paper	Paper
3. Which is flat and colourful?	Bills	Coins	Bills
4. Which comes in metal and coins?	Bills	Coins	Coins
5. What card uses money from your bank?	Debit	Credit	Debit
6. What card lets you borrow money?	Debit	Credit	Credit
7. Which is often used for bigger things?	Coin	Credit card	Credit card
8. Which helps you buy without cash?	Debit card	Bills	Debit card



Ontario Math Curriculum Financial Literacy Unit – Grade 1

Nickels

Drag the nickels into the piggy bank.

Canadian Coins

Write the name to the amount.

Coin	Name	Amount
	Toonie	100¢
	Nickel	200¢
	Dime	25¢
	Loonie	5¢
	Quarter	100¢

Comparing Coins

Which box has the most money – A, B, or C?

	A	B	C	Answer
1)				<input type="radio"/> A
2)				<input type="radio"/> B
3)				<input type="radio"/> C
4)				



Ontario Math Curriculum Financial Literacy Unit – Grade 1

Representing Money

Represent the money amounts using different combinations of bills.



45¢	45¢	45¢
60¢	60¢	60¢
110¢	110¢	110¢

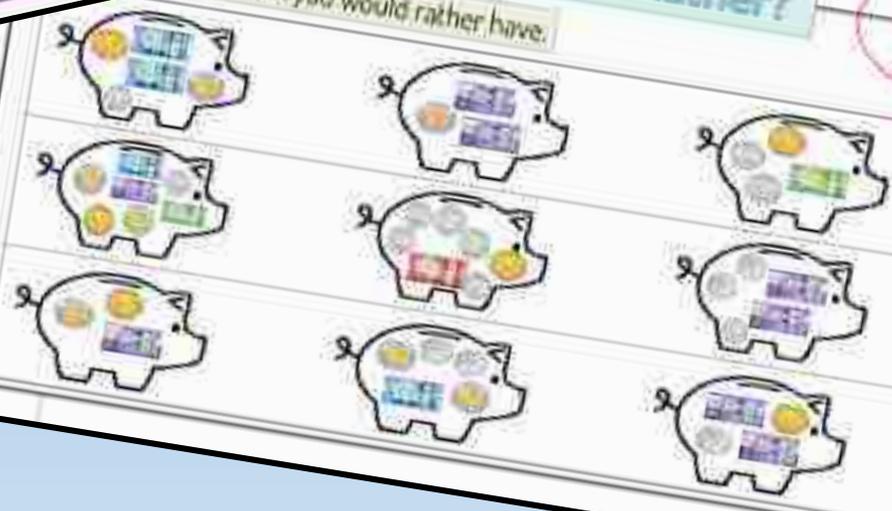
Order

Drag and put the money in order from the least amount to the most amount.



What Would You Rather?

Which bank you would rather have.





Workbook Preview



What is Money?

What Is It And Why Do We Use It?

Money is something we use to buy the things we need or want. Imagine you want a yummy snack or a new toy—that's where money comes in!

Money helps people trade; it means we don't need to swap toys or apples to get what we want!



Types

Did you

of money

Preview of 50 pages from
this product that contains
115 pages total.

types

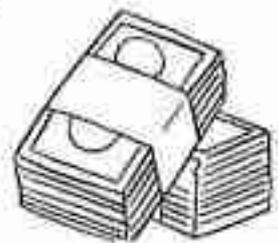
- **Coins:** Small, shiny, and made of metal!

Coins are great for buying little things.



- **Bills:** These are flat pieces of paper.

Bills are often used to buy bigger things!



- **Digital Money:** This kind of money lives in our bank accounts and can be used with debit and credit cards or even phones.

Money is super helpful for getting things we need and want every day!

True or False

Is the statement true or false?

1. Money can only be in coin form.	True	False
2. People don't need money to trade anymore.	True	False
3. Bills are used to buy bigger things.	True	False
4. Digital money can be used with cards.	True	False
5. We use money for things we want.	True	False

Draw and label things you would buy using:

Coin	Bills	Digital Money

Question

Why do people use money?

Canadian Money Forms

Coins

Small, round, and made of metal, Canadian coins come in different values like nickels, dimes, quarters, loonies, and toonies.



Bills

Flat and colorful, Canadian bills are made from strong paper. They come in values like \$5, \$10, \$20.



Debit Card

A plastic card that lets us spend money directly from our bank account. We use debit cards to buy things without needing to carry cash.



Credit Card

A plastic card that lets us borrow money to buy things now and pay back later. Credit cards are often used for bigger purchases.



Fill in the Blanks

Circle the missing word.

1)	Canadian coins are made of _____.	metal	paper
2)	A loonie is worth _____ dollar(s).	one	two
3)	The _____ is worth two dollars.	loonie	toonie
4)	We don't need _____ to use a debit card.	coins	cash
5)	Bills are _____ and colourful.	flat	round

Question

Do you use debit cards instead of cash?

PREVIEW

Word Search

Find the words in the word search.

Money	Quarters
Bills	Loonies
Coins	Toonies
Nickels	Debit
Dimes	Credit

P	B	N	M	I	A	D	E	B	I	T	O	B	P	F
O	K	M	D	G	B	J	W	C	T	S	F	W	E	T
F	O	M	K	J	I	Q	P	S	V	R	F	K	P	M
N	S	T	K	B	L	O	O	N	I	E	S	U	T	V
N	L	Z	W	R	L	N	I	C	H	T	B	Q	O	O
M	E	X	U	J	S	S	G	R	I	R	L	S	O	O
O	K	P	Y	H	D	I	M	E	S	A	J	Y	N	V
N	C	B	Z	M	M	R	Z	D	U	U	Q	T	I	Q
E	I	F	F	A	B	D	Q	I	M	Q	U	T	E	P
Y	N	C	O	I	N	S	L	T	B	E	C	I	S	U

Canadian Coins and Their Names

In Canada, we use special coins to buy things. Each coin has its own name and value. Let's learn about the different coins you'll see in Canada!

Penny (1 cent)		Although we don't use pennies much anymore, this coin was small and copper-coloured.
Nickel (5 cents)		The nickel is worth 5 cents. It has a picture of a beaver on it!
Dime (10 cents)		The dime is worth 10 cents. It shows a sailing ship called the Centenose.
Quarter (25 cents)		The quarter is worth 25 cents. It has a caribou on one side.
Loonie (\$1)		The loonie is worth one dollar. It's gold-coloured and has a loon, a famous Canadian bird.
Toonie (\$2)		The toonie is worth two dollars. It has a polar bear on it and is silver and gold in colour.

Fill in the Blanks

Circle the missing word.

1)	The _____ is worth one dollar.	loonie	toonie
2)	The nickel is worth _____ cents.	5	10
3)	The quarter shows a picture of a _____.	caribou	beaver
4)	The dime shows a picture of a _____.	tree	sailboat
5)	The _____ is worth ten cents.	nickel	dime

Question: Do you think coins come in different colours?

PREVIEW

Matching

Match the correct amount of each Canadian coin.

1. Nickel	<input type="checkbox"/>	<input type="checkbox"/>	25 cents
2. Loonie	<input type="checkbox"/>	<input type="checkbox"/>	2 dollars
3. Dime	<input type="checkbox"/>	<input type="checkbox"/>	5 cents
4. Quarter	<input type="checkbox"/>	<input type="checkbox"/>	1 dollar
5. Toonie	<input type="checkbox"/>	<input type="checkbox"/>	10 cents

Draw

Complete the drawing of each Canadian coin.



PREVIEW

Nickels

Trace

Read and trace what a nickel is:



The nickel is worth
5 cents. It has a
picture of a beaver
on it.

Colour

Colour the nickels:



Colour

Colour in the amount:

10 cents						
20 cents						

Dimes

Trace

Read and trace what a dime is:



The dime is worth 10 cents. It shows a sailing ship called the Bluenose.

Colour

colour names:



Colour

Colour in the amount:

30 cents						
50 cents						

Toonies

Trace

Read and trace what a toonie is:



The toonie is worth
two dollars. It has a
polar bear on it.

Colour

Colour the toonies:



Colour

Colour in the amount:

4 dollars						
10 dollars						

Exit Cards

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

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

Circle the worth of each coin.

1) Quarter	10¢	5¢	25¢
2) Loonie	\$1	\$2	\$3
3) Penny	3¢	2¢	1¢
4) Nickel	5¢	10¢	25¢
5) Toonie	\$1	\$2	\$3
6) Dime	5¢	10¢	25¢

Name: _____

19

Canadian Coins

Questions

Draw a line from the coin to the name to the amount

Coin	Name	Amount
	Dime	25¢
	Toonie	5¢
	Quarter	200¢
	Nickel	100¢
		

PREVIEW

Name: _____

Canadian Coins – Matching

Questions

Cut out the coins and amounts and paste them under the correct name

COINS

Nick

Dime

Quarter

Loonie

Toonie

PREVIEW



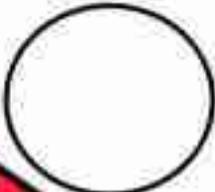
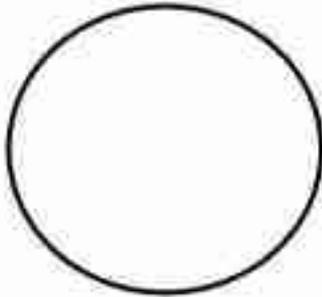
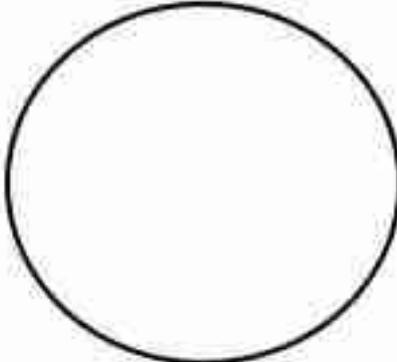
	10¢	5¢	100¢	
	25¢			200¢

Name: _____

Canadian Coins – Drawing Coins

Questions

Draw the coins below

Nickel	Dime	Quarter
		
Loonie		Toonie
		



Canadian Coins – Values

Questions

Label each coin with how much it is worth



PREVIEW

Name: _____

25

Canadian Coins – Sizes

Part 1 Cut out the coins below and put them in order of smallest coin to largest

--	--	--	--	--

Part 2 Put the larger coin



Ordering Money - Coins

Questions

Put the money in order from least (1) to greatest value (3)

1)



2)



3)



4)



5)



6)



7)



8)



Skip Counting Using Coins

Questions

Count the money and write down the total

1)



2)



3)



4)



5)



Skip Counting Using Coins

Questions

Count the money and write down the total

1)



_____ ¢

2)



_____ ¢

3)



_____ ¢

4)



_____ ¢

5)



_____ ¢

PREVIEW

Which Would You Rather?

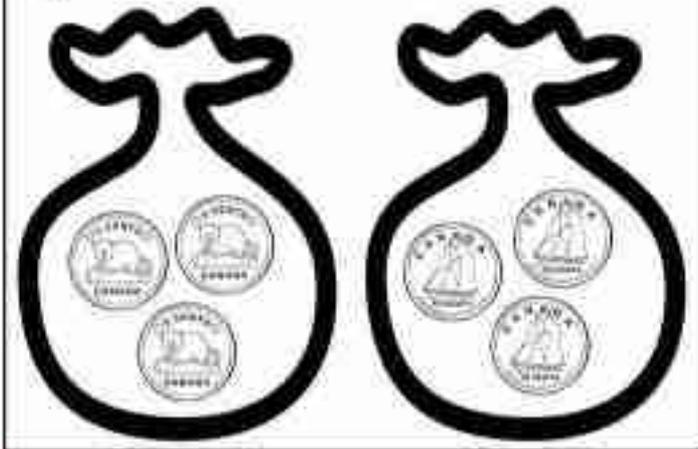
Questions

Circle the bag of money you would rather have

1)



2)



3)



6)



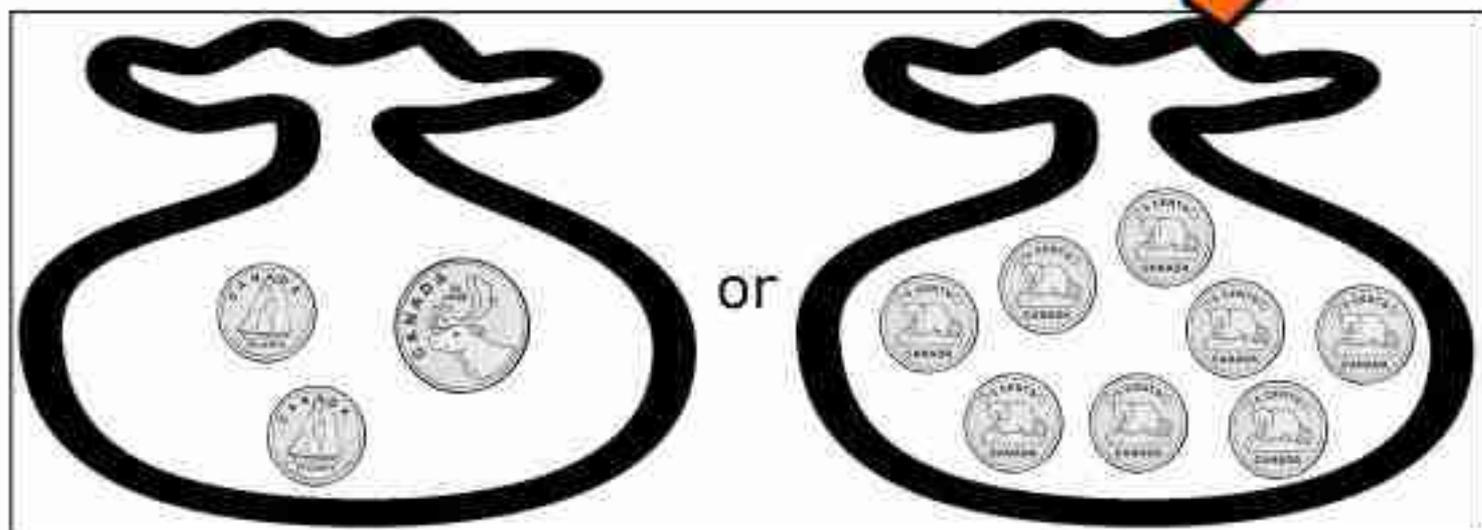
5)



Which Would You Rather?

Questions

Circle the bag of money you would rather have



Coins – Word Problems

Questions

Answer the word problems below

1) Bill has 4 nickels and 1 dime. How much money does he have?

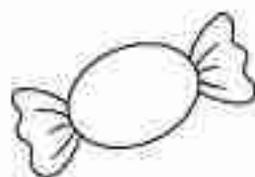


2) Parker had 2 dimes in his pocket. His mom gives him 3 more dimes. How much money does he have now?

3) Ellie has 6 nickels and her friend Izzy has 4 more nickels. How much more money does Izzy have?



4) Zara has 50 cents. She spends 10 cents on a candy. How much does she have left?



PREVIEW

Name: _____

34

Representing Coins to 50

 	 	 
15¢	20¢	35¢

Questions: Represent the money amounts using 5, 10, and 25 cent coins

1) 5¢		3) 20¢
4) 15¢	5) 25¢	6) 35¢
7) 30¢	8) 45¢	9) 50¢

Name: _____

35

How Many Ways Can You Represent Money?



Questions

How many ways can you represent the following money amounts?

20 cents

30 cents

50 cents

PREVIEW

All About Canadian Bills

Canadian bills are like big, colourful paper money that we use to buy bigger things. Bills come in amounts like \$5, \$10, \$20, \$50, and \$100. Each one has a special colour, which makes it easy to tell them apart!

\$5		<p>Colour: Blue</p> <p>Front: Has a picture of Sir Wilfrid Laurier, a famous Prime Minister of Canada.</p>
\$10		<p>Colour: Purple</p> <p>Front: Features a picture of Viola Desmond, who fought for equal rights.</p>
\$20		<p>Colour: Green</p> <p>Front: Shows Queen Elizabeth II, who was the queen of Canada.</p>
\$50		<p>Colour: Red</p> <p>Front: Has a picture of William Mackenzie King, another Prime Minister of Canada.</p>
\$100		<p>Colour: Brown</p> <p>Front: Features a picture of Sir Robert Borden, a Prime Minister during World War I.</p>

Fun Facts About Bills

Bills are made from strong plastic, not paper, so they're hard to tear. Each bill also has special marks and raised bumps to help people who can't see well tell them apart.

True or False

Is the statement true or false?

1. The \$5 bill is blue.	True	False
2. The \$10 bill features Sir Wilfrid Laurier.	True	False
3. The \$20 bill shows Queen Elizabeth II.	True	False
4. Canadian bills are made of strong plastic.	True	False
5. The \$100 bill features the Prime Minister.	True	False

Question

Are there raised bumps on Canadian bills?

Matching

Where can you find these famous people?

1. \$5	<input type="checkbox"/>	<input type="checkbox"/>	Queen Elizabeth II
2. \$10	<input type="checkbox"/>	<input type="checkbox"/>	Sir Robert Borden
3. \$20	<input type="checkbox"/>	<input type="checkbox"/>	Sir Wilfrid Laurier
4. \$50	<input type="checkbox"/>	<input type="checkbox"/>	Viola Desmond
5. \$100	<input type="checkbox"/>	<input type="checkbox"/>	William Lyon Mackenzie King

Colour

Colour the bills based on their designated colours:

\$5	• Colour: Blue
\$10	• Colour: Purple
\$20	• Colour: Green
\$50	• Colour: Red
\$100	• Colour: Brown





Name: _____

41

Canadian Bills

Questions

Draw a line from the bill to the amount of money it is worth

Bill	Amount (\$)
	10
	5
	100
	100
	50

PREVIEW

Name: _____

42

Canadian Bills – Cut and Paste

Questions

Cut out the bills and their colour and paste them below

Bills

\$100

\$50

\$20

\$10

\$5

PREVIEW



Purple

Blue



Red

Brown



Green

Labelling Canadian Bills

Questions

Label each bill with how much it is worth



\$ _____

\$ _____



\$ _____

\$ _____



\$ _____

\$ _____



\$ _____



\$ _____



\$ _____

\$ _____

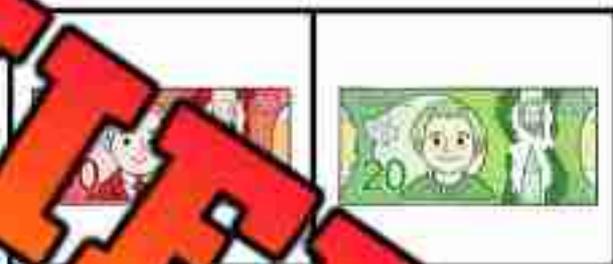
\$ _____

PREVIEW

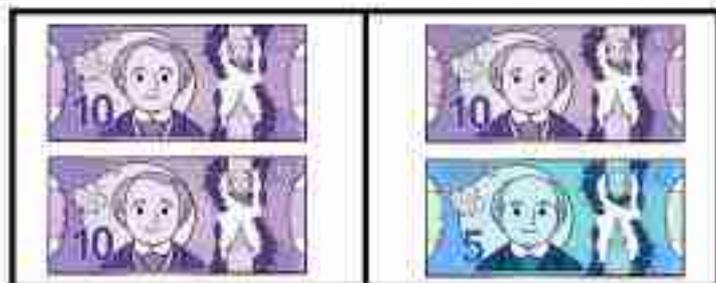
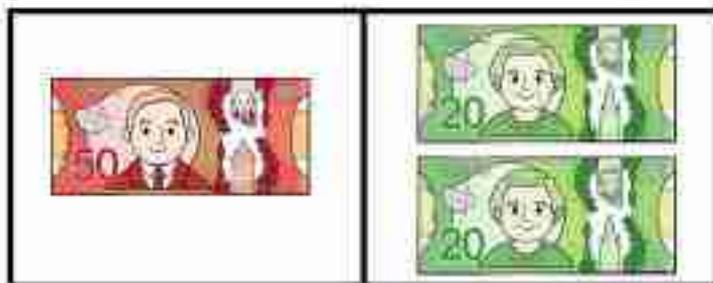
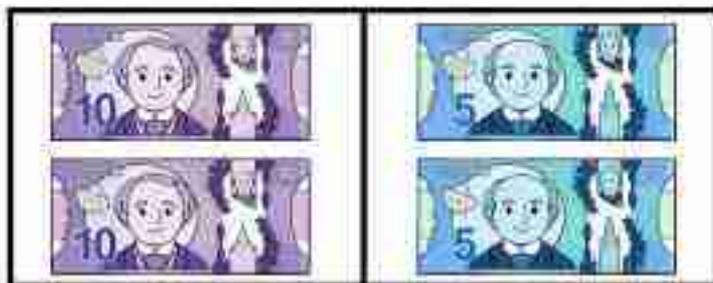
Comparing Bills

Part 1

Circle the bill that is worth more

**Part 2**

Circle the bills that are worth more



Name: _____

46

Ordering Money - Bills

Questions

Put the money in order from least (1) to greatest (3) value

1)



2)



3)



4)



5)



6)



7)



8)



PREVIEW

Which Would You Rather?

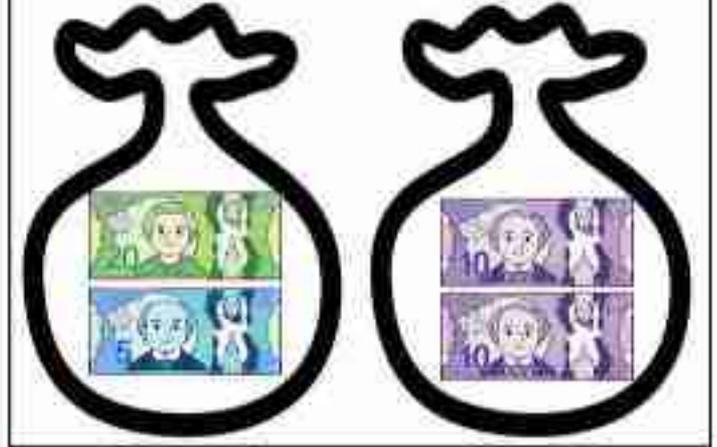
Questions

Circle the bag of money you would rather have

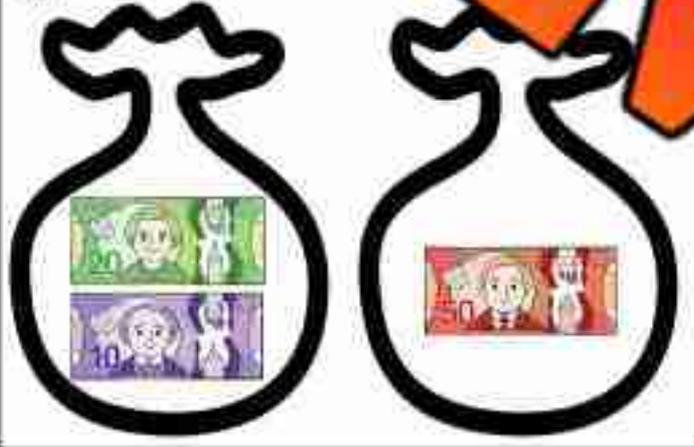
1)



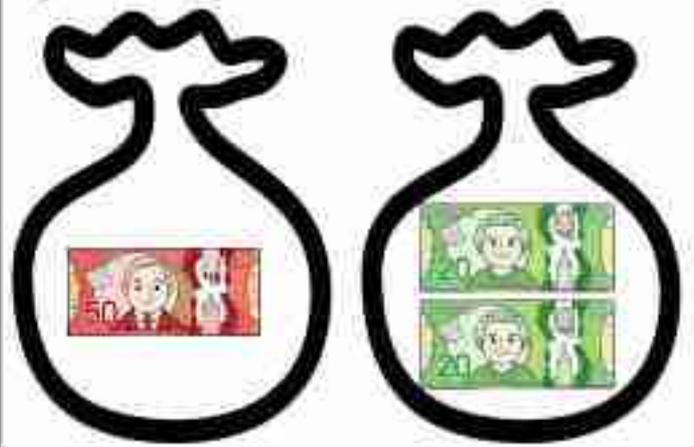
2)



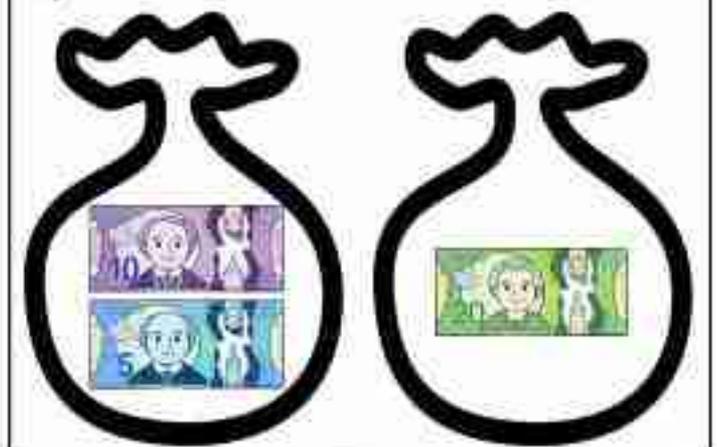
3)



5)



6)



PREVIEW

Paying For Things Up To \$50

Questions

Circle the money you will use to pay for the item

1)



2)



3)



4)



5)



Ordering Money – Coins and Bills

Questions

Put the money in order from least (1) to greatest (5) value

1)



2)



3)



4)



5)



PREVIEW

Comparing Money – Coins and Bills

Questions

Circle the amount of money that is more

1)



2)



3)



4)



5)



7)



8)



9)



10)



PREVIEW

Money Word Problems - Bills

Questions

Answer the word problems below

1) Ryan has 4 five-dollar bills. How much money does she have?



2) Charlotte has 1 twenty-dollar bill and 1 ten-dollar bill. How much money does she have?



3) Zakkary has 2 twenty-dollar bills and 5 one-dollar bills. Who has more money?

4) James has 3 ten-dollar bills. He spends \$10 on a book. How much money does he have left?



Name: _____

52

Represent Money Up To \$50

		
\$40	\$37	\$23

Questions

Represent the money amounts up to \$50

1) \$15	2) \$9	3) \$12
4) \$18	5) \$22	6) \$24
7) \$19	8) \$35	9) \$31
10) \$42	11) \$46	12) \$50

PREVIEW

Activity – “What’s for Lunch?”

Objective

What are we learning about?

This activity aims to help Grade 1 students understand the value of money by using it to make simple purchasing decisions.

Materials: _____ you will need for the activity.

- Worksheets with menu and customer sections
- Pencils or crayons for drawing and writing



Instructions

How you will complete the activity

1. Review the prices listed on the menu at the top of the worksheet.
2. For each customer section, observe the food items listed.
3. Next to each item image, write down its price.
4. Sum up the item prices to calculate how much money each customer's lunch costs.
5. Record the total amount in the provided space under the pictures.
6. Additional Activity: "Design Your Lunch" At the bottom of the worksheet, include a creative section titled "Draw Your Lunch."
7. Ask students to draw and label their ideal lunch using items from the menu.
8. They should price each item and compute the total cost of their drawn lunch.



Lunch Menu



		
\$3	\$4	\$9
		
\$5	\$4	\$4
		
\$2	\$6	\$8

PREVIEW

Name: _____

Customer 1	Customer 2	Customer 3
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
 YOGURT		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
Total:	Total:	Total:

PREVIEW

Counting and Sorting Money

Counting Coins One by One

Let's start by counting coins one at a time! Each coin has a different value; adding them up can be fun. Here's what each one is worth:

Nickel - 5¢ | Dime - 10¢ | Quarter - 25¢ | Loonie - \$1 | Toonie - \$2

Sorting Coins

Sorting coins helps you count them more easily. First, put all the nickels in one group, the dimes in another, and so on. This makes it easier to count each group before adding them together. For example:

1. Count all the nickels first.
2. Then, count all the dimes.
3. Add up the totals from each group to find out how much money you have!



Making Exact Amounts

If we need a certain amount, like 30 cents, we can mix and match coins.

Here are some ways to make 30 cents:

- 3 dimes | 1 quarter and 1 nickel | 6 nickels

True or False

Is the statement true or false?

1. A nickel is worth 10 cents.	True	False
2. A loonie is worth less than a toonie.	True	False
3. Nickels and dimes are the same value.	True	False
4. Sorting coins makes counting easier.	True	False
5. You can make 15 cents with a dime and a nickel.	True	False

Question: Do we sort coins before counting them?

Count

Count the money:

1		
2		
3		
4		

How many?

Count the number of each coin in the jar.



Nickels	Dimes	Quarters	Loonies	Toonies

Matching

Match the money with the amount shown.

1.		<input type="checkbox"/>	<input type="checkbox"/>	\$3
2.		<input type="checkbox"/>	<input type="checkbox"/>	85¢
3.		<input type="checkbox"/>	<input type="checkbox"/>	\$8
4.		<input type="checkbox"/>	<input type="checkbox"/>	30¢
5.		<input type="checkbox"/>	<input type="checkbox"/>	\$5
6.		<input type="checkbox"/>	<input type="checkbox"/>	50¢
7.		<input type="checkbox"/>	<input type="checkbox"/>	\$5

Financial Literacy Test

Part 1

Draw a line from the coin to the name to the amount

Coin	Name	Amount
	Dime	25¢
	Loonie	5¢
		10¢
	Quarter	100¢
	Nickel	1¢

Part 2

Label each coin with how much it is worth



Part 3

Put the money in order from least (1) to greatest (3) value

1)



2)



3)



4)



Part 4

Circle the amount of money that is more

1)



2)



3)



4)



Part 5

How much is each bill worth?

				
\$	\$	\$	\$	\$

Part 6

Circle the bill(s) that is worth more

PREVIEW

Part 7

Answer the word problems below

- Nick has 4 five-dollar bills. How much money does he have?
- Kennedy has 5 dimes and Nicole has 1 loonie. Who has more money?



Google Slides Lessons Preview





Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe patterns as we can understand how they repeat and change in everyday life.

Creating Repeating Patterns - Shape Colour

Drag the corresponding coloured shapes from the shape bank to create repeating patterns. The first one is done for you.

1	Red Blue Green Red Blue Green Red Blue Green Red Blue Green
2	Black Yellow Green Black Yellow Green Black Yellow Green Black Yellow
3	Blue Red Green Blue Red Green Blue Red Green Blue Red Green
4	Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow

SHAPE BANK

Bank of various colored shapes: circles, triangles, squares, hearts, diamonds.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD - QUESTIONS

1) Abby moves up 2 and left 2. Which fruit will she have?	
2) Abby moves down 4 and right 3. Which fruit will she have?	
3) Abby moves up 3 and left 1. Which fruit will she have?	
4) Abby moves right 2 and down 3. Which fruit will she have?	

Grid with fruit icons: Banana, Pineapple, Orange, Apple.



Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 1

Extending Repeating Patterns - Texture

Drag the textures from the texture bank to create your own patterns.

1)									
2)									
3)									
4)									

TEXTURE BANK

Pattern Cores - 4 Elements

Core = part that repeats - Circle the pattern core in each pattern.

1)	
2)	
3)	
4)	
5)	

Extending Repeating Patterns

Drag the shapes from the texture bank to create your own patterns.

1)	
2)	
3)	
4)	
5)	

TEXTURE BANK



Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 1

Repeating A/B Patterns

Drag and label the A/B patterns below and extend the pattern with 4 more objects.

1)

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

2)

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

3)

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>									

A B C D

Increasing Patterns

Drag the numbers to extend the patterns below.

1)

1	2	3	4	5	6	7	8	9	10

2)

2	4	6	8	10	12	14	16	18	20

3)

1	3	5	7	9	11	13	15	17	19

Number Patterns

1 2 3 4 5 6 7 8 9 0

0	5	10	15	20	<input type="checkbox"/>				
4	9	14	19	24	<input type="checkbox"/>				
11	16	21	26	31	<input type="checkbox"/>				



Workbook Preview



Grade 1

C1. Patterns and Relationships

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

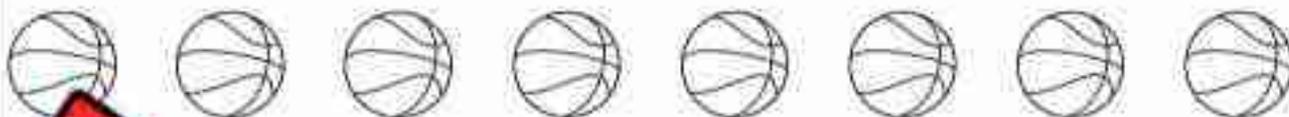
Preview of 130 pages from this product that contains 348 pages total.

Creating Repeating Patterns – Shape Colour

Questions

Colour the shapes below in different colours by creating a pattern

1)



2)



3)



4)



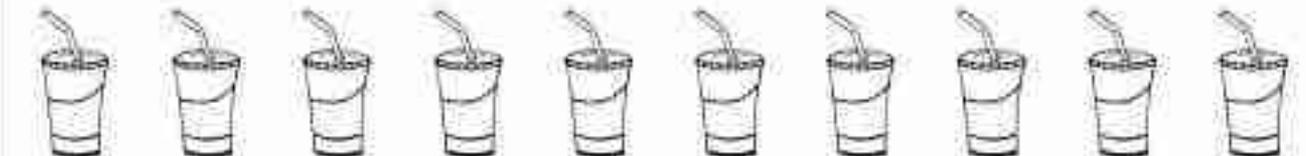
5)



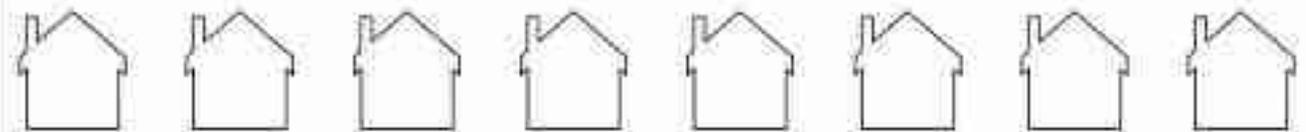
6)



7)



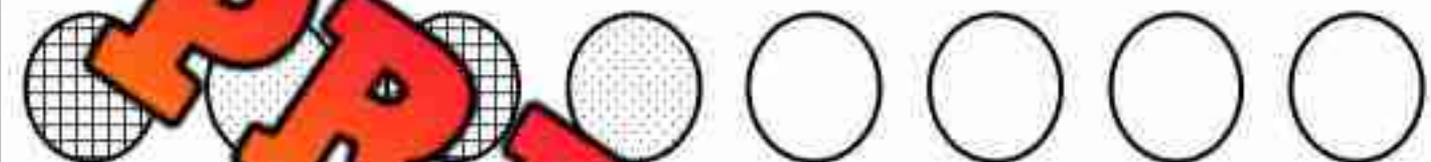
8)



Extending Repeating Patterns - Texture

Questions

Extend the pattern by looking for a pattern in the textures



PREVIEW

Exit Cards

Cut Out

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

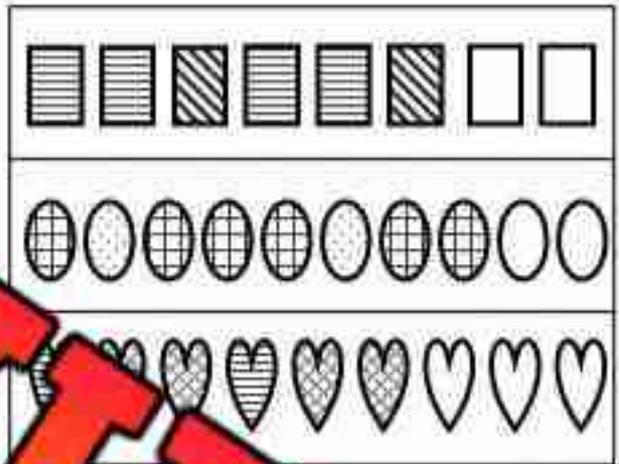
Name: _____

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



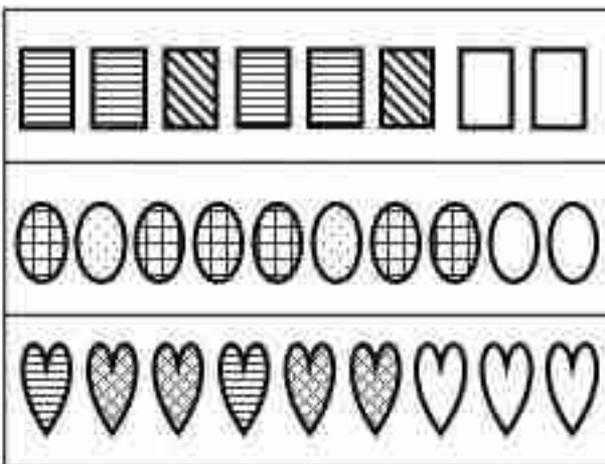
Name: _____

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



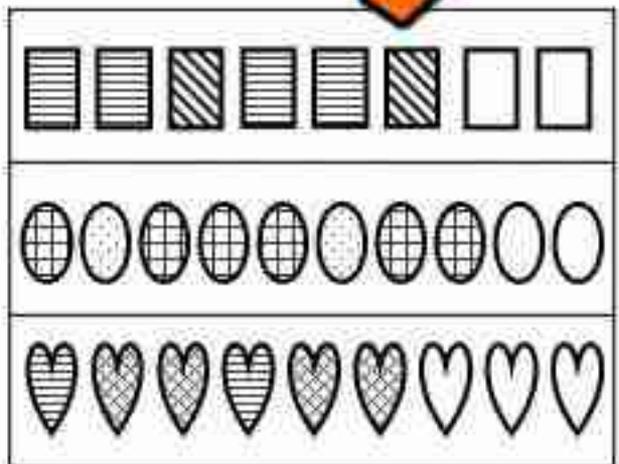
Name: _____

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



Name: _____

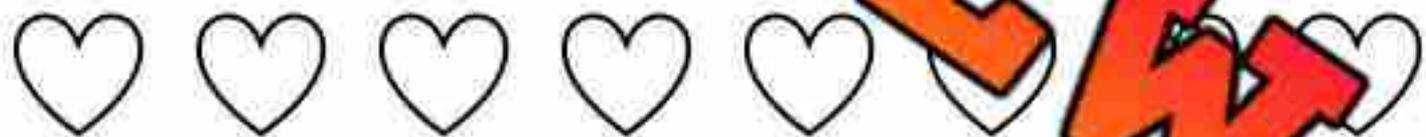
Extend the pattern by looking for a pattern in the textures.



Creating Patterns Using Texture

Questions

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



PREVIEW

Exit Cards

Cut Out

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

Name: _____

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



Name: _____

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



Name: _____

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



Name: _____

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



PREVIEW

Repeating Patterns – 2 Elements

Part 1

Continue the repeating patterns below by drawing more objects



Part 2

Repeating A, B patterns - Draw the pattern by A and B



Repeating Patterns – 4 Elements

Part 1

Continue the repeating patterns below by drawing more objects



Part 2

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



Repeating Pattern Cores – 3 Elements

Part 1

Circle the pattern core in the patterns below

**Part 2**

Create A, B, C patterns below using 3 elements

1)									
2)									
3)									
4)									

Repeating Pattern Cores – 4 Elements

Part 1

Circle the pattern core in the patterns below

Four rows of icons for pattern recognition:

- Row 1: Cup, Cucumber, Donut, Cupcake, Cup, Cucumber, Donut, Cupcake, Cup, Cucumber, Donut, Cupcake
- Row 2: Pencil, Tree, Pencil, Lamp, Pencil, Tree, Pencil, Lamp, Pencil, Tree, Pencil, Lamp
- Row 3: Star, Mouse, Phone, Mug, Star, Mouse, Phone, Phone, Phone, Mug, Star, Mouse, Phone
- Row 4: Chocolate, Party Hat, Smoothie, Pineapple, Chocolate, Party Hat, Smoothie, Pineapple, Chocolate, Party Hat, Smoothie, Pineapple

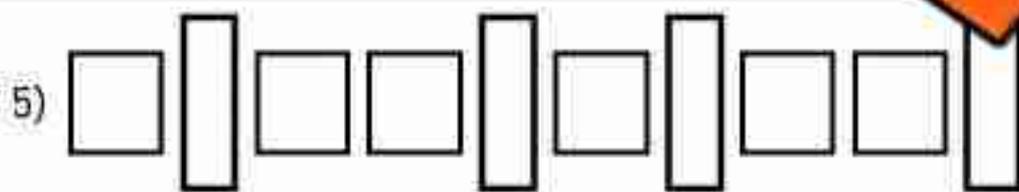
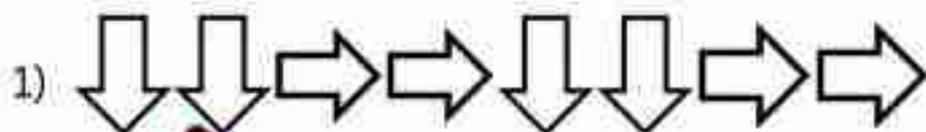
Part 2

Create A, B, C, D patterns below using 4 elements

1)										
2)										
3)										
4)										

Extending Repeating Patterns – Changing Directions**Questions**

Continue the repeating patterns below with three more shapes



Patterns Using Numbers

Questions

Continue the patterns below by filling in the blanks

1) 3 5 _____

2) 1 2 _____

3) 4 8 4 8 _____

4) 2 4 8 2 4 8 _____

5) 1 5 10 1 5 10 _____

6) 3 8 11 3 8 11 _____

7) 5 5 10 5 5 10 _____

PREVIEW

Patterns Using Letters

Questions

Continue the patterns below by filling in the blanks

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

Extending Repeating Patterns - Letters

Questions

Continue the patterns below by filling in the blanks

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

Activity Title: Pattern Pass Along

Objective

What are we learning about?

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

Materials: _____ will need for the activity.

- A variety of colored stacking cubes
- Timers or stopwatches
- Paper and pencils for students to record their original pattern and observations



Instructions

How you will complete the activity

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

Reflection

Answer the questions below.

1) Describe the pattern you made.

2) Did anyone change the pattern so that it didn't work any more? Explain.

3) Did you find it challenging to see someone else's pattern? Why or why not?

4) What was the coolest pattern you saw while you were working? How did you find it?

5) Draw your favourite pattern below.

PREVIEW

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.

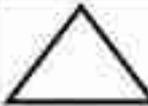
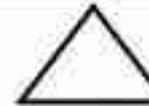
Questions

Translate the first pattern into a new pattern using different colours

1)	B	A	B	A	B
Translated					

2)	A	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						

Translating Patterns – AB Patterns

Questions

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

1)	A	B	A	B	A	B
Translated						

	A	B	A	A	B
Translated					

3)	A		A	B	C
Translated					

4)	A	B	B		B
Translated					

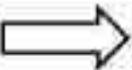
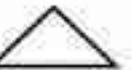
5)	A	B	A	B	A	B
Translated						

6)	A	B	A	A	B	A
Translated						

Translating Patterns – AB Patterns

Questions

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

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

Exit Cards

Cut Out

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

Name: _____

Circle the pattern core.

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 🍒, 🌟, 🌟, 🌟, 🌟, 🍒, 🌟, 🌟, 🌟
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core.

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 🍒, 🌟, 🌟, 🌟, 🌟, 🍒, 🌟, 🌟, 🌟
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core.

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 🍒, 🌟, 🌟, 🌟, 🌟, 🍒, 🌟, 🌟, 🌟
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

Name: _____

Circle the pattern core.

- 1) X, Y, Y, Z, X, Y, Y, Z
- 2) 🍒, 🌟, 🌟, 🌟, 🌟, 🍒, 🌟, 🌟, 🌟
- 3) M, N, O, M, N, O
- 4) 1, 2, 3, 3, 1, 2, 3, 3

Repeating A/B Patterns

Questions

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



_____ A _____ A _____ B _____ A _____ B



Repeating A/B Patterns

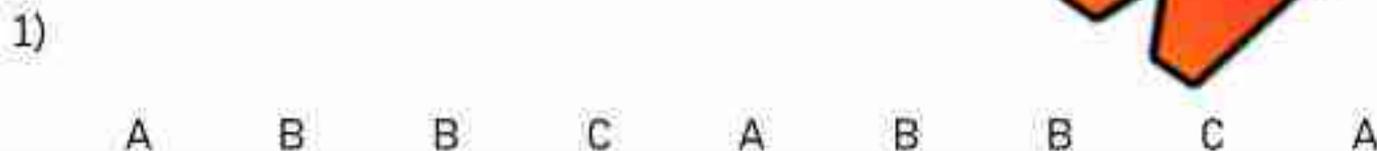
Part 1

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



Part 2

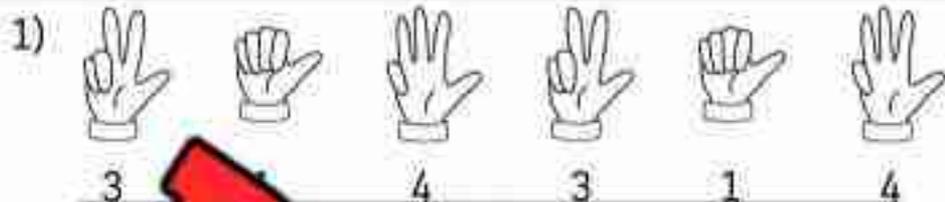
Create patterns with the objects above and label the A/B/C/D patterns below



Repeating Patterns – Fingers

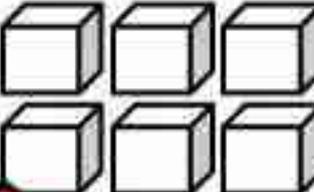
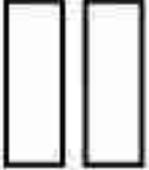
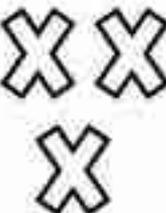
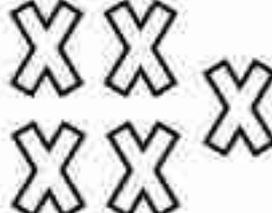
Questions

Continue the repeating patterns below with three more hands



Increasing Patterns - Shapes**Questions**

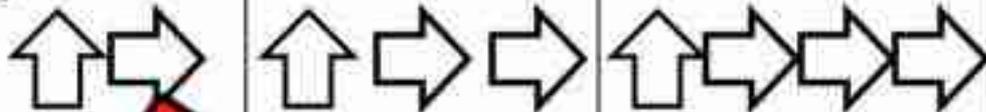
Draw the shapes in the last column

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

Increasing Patterns - Shapes**Questions**

Draw the last part of the pattern

1)



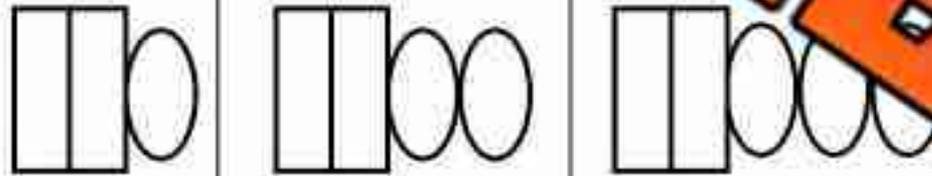
2)



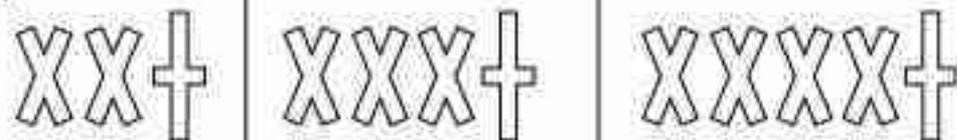
3)



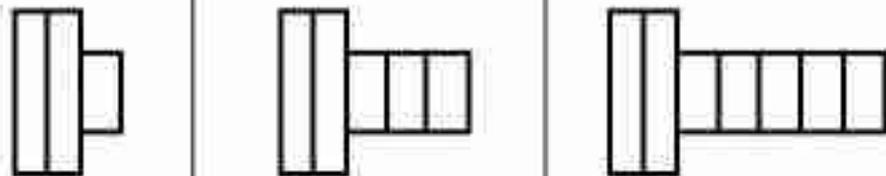
4)



5)



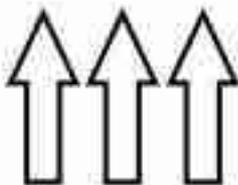
6)



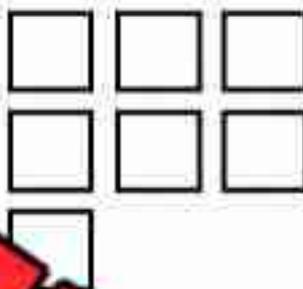
Decreasing Patterns - Shapes**Questions**

Draw the last part of the pattern

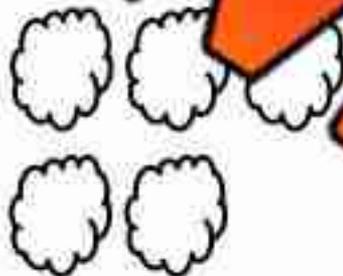
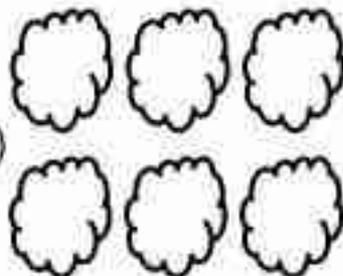
1)



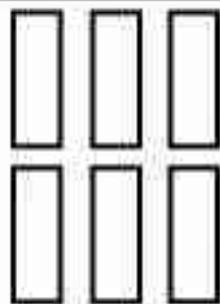
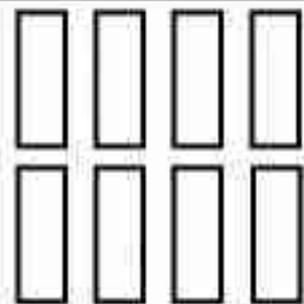
2)



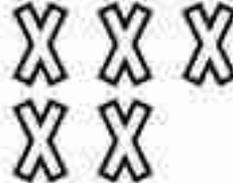
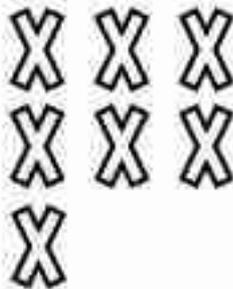
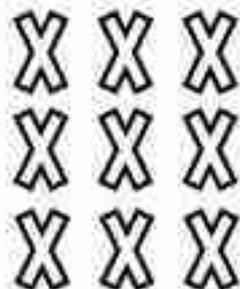
3)



4)

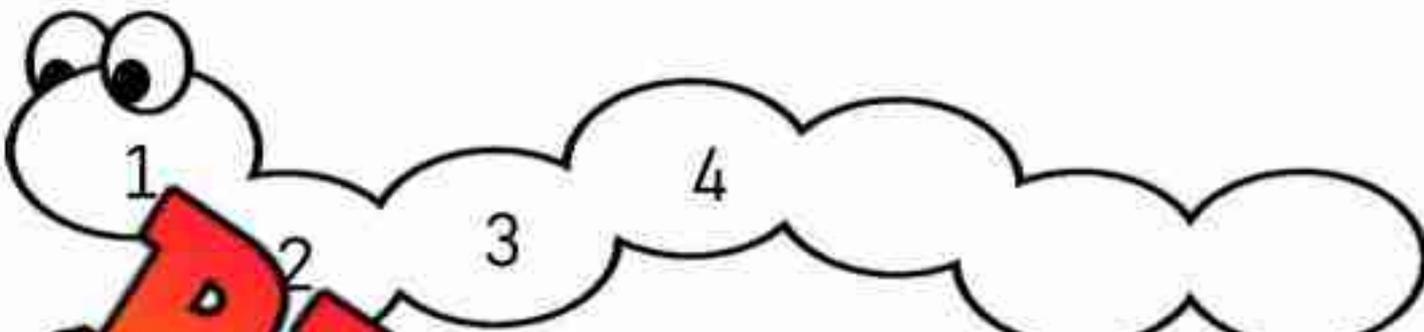


5)

**PREVIEW**

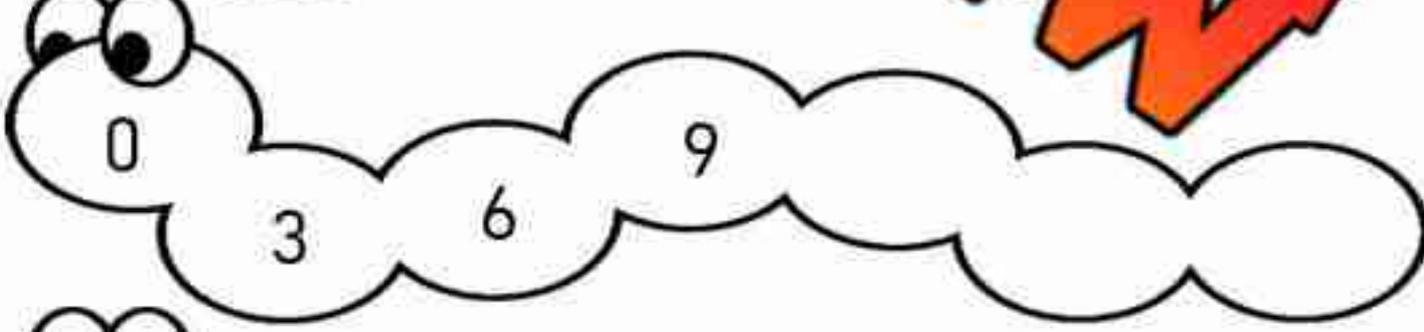
Number Patterns 1 - 20**Questions**

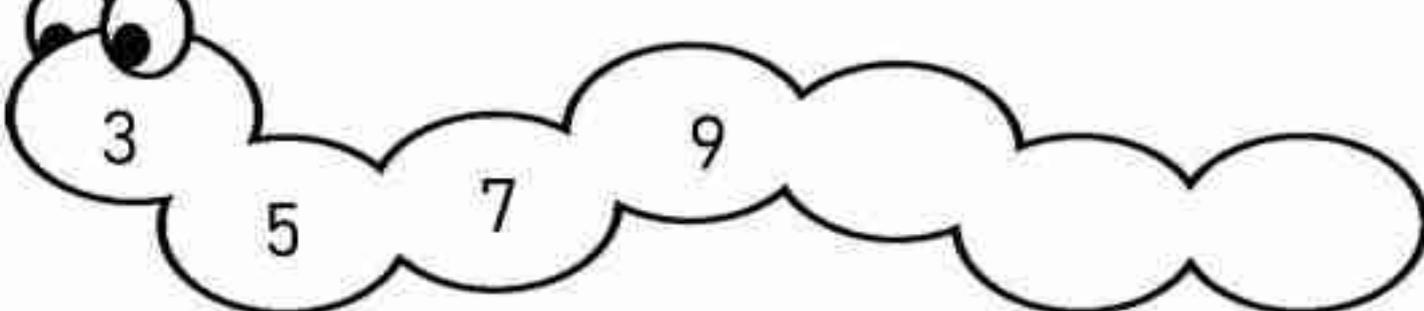
Fill in the blanks below

1. 

2. 

3. 

4. 

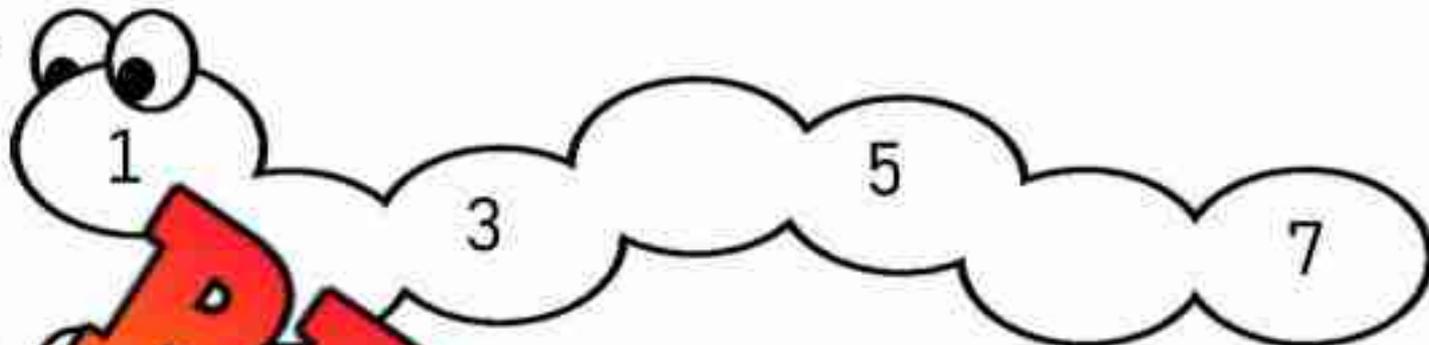
5. 

PREVIEW

Number Patterns 1 - 20**Questions**

Fill in the blanks below

1.



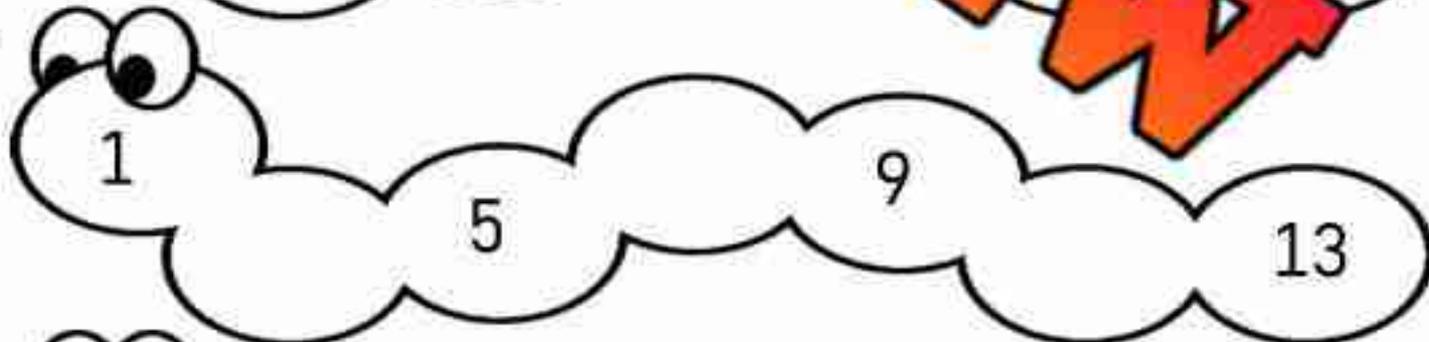
2.



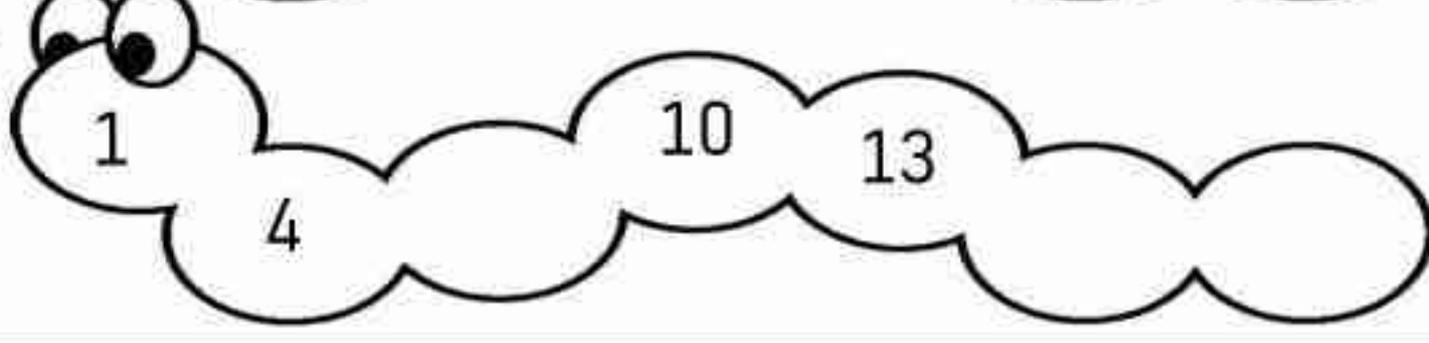
3.



4.



5.



Number Patterns – 2s, 5s, 10s

Questions

Fill in the blanks below

1.



2

4

6

8

2.



1

20

3.



10

20

30

40

4.



15

20

25

20

5.



20

22

24

26

PREVIEW

Increasing Patterns - Rules

Questions

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

5, 20, 25, 30, 35, 40

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

Creating Rules

**Questions**

Write your own patterns using the pattern rule

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

Pattern Rule: Start at 2, add 2 each time

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

Pattern Rule: Start at _____, add 10 each time

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

Pattern Rule: Start at 5, add _____ each time

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

Pattern Rule: Start at 3, add 3 each time

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

Pattern Rule: Start at 4, add 4 each time

PREVIEW

Creating Rules

**Questions**

Write your own patterns using the pattern rule

1) _____, _____, _____, _____, _____

Pattern Rule: Start at 5, add 2 each time

2) _____, _____, _____, _____, _____

Pattern Rule: Start at _____, add 4 each time

3) _____, _____, _____, _____, _____

Pattern Rule: Start at 2, add _____ each time

4) _____, _____, _____, _____, _____

Pattern Rule: Start at 5, add 10 each time

5) _____, _____, _____, _____, _____

Pattern Rule: Start at 10, add 3 each time

PREVIEW

Exit Cards

Cut Out

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

Name: _____

Write your own patterns using the pattern rule

1) _____

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

2) _____

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

3) _____

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

Name: _____

Write your own patterns using the pattern rule

1) _____

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

2) _____

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

3) _____

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

Name: _____

Write your own patterns using the pattern rule

1) _____

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

2) _____

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

3) _____

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

Name: _____

Write your own patterns using the pattern rule

1) _____

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

2) _____

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

3) _____

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

Input/Output Table – Pattern Rules



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



Question: Complete the input/output tables below

In	Out
3	
5	
10	
15	

Rule: add 2	
In	Out
3	
7	
13	
22	

Rule: add 4	
In	Out
2	
10	
15	
21	

Rule: add 3	
In	Out
5	
10	
17	
22	

Rule: add 5	
In	Out
0	
5	
15	
25	

Rule: add 10	
In	Out
0	
10	
30	
40	

Input/Output Table – Pattern Rules



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



Question: Complete the input/output tables below

In	Out
15	
20	
27	
32	

Rule: add 2	
In	Out
5	
14	
17	
31	

Rule: add 4	
In	Out
7	
18	
32	
41	

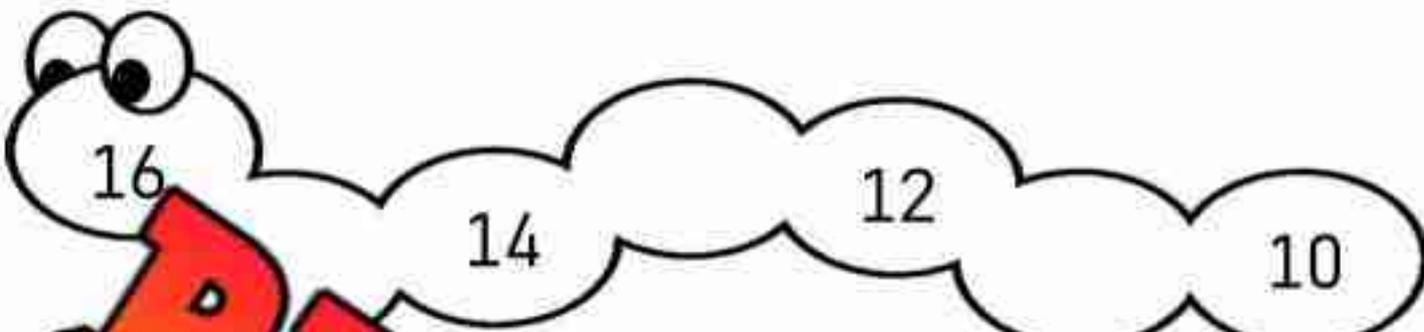
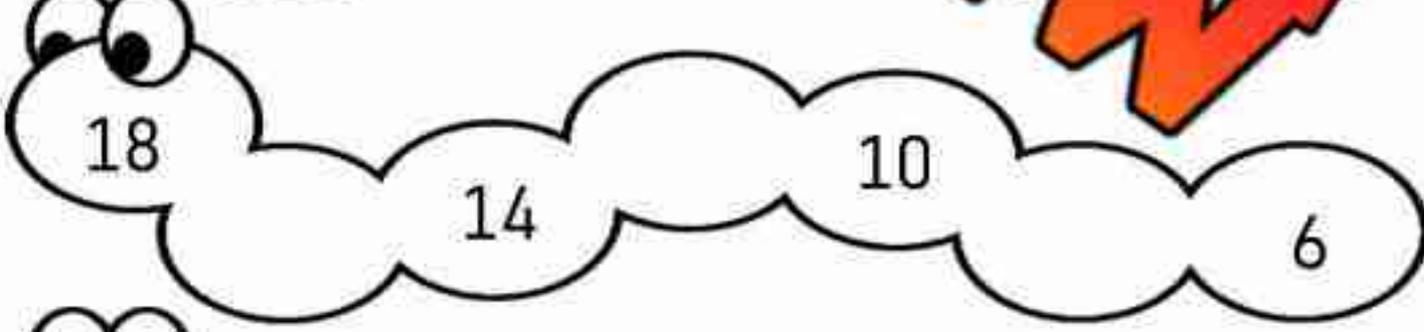
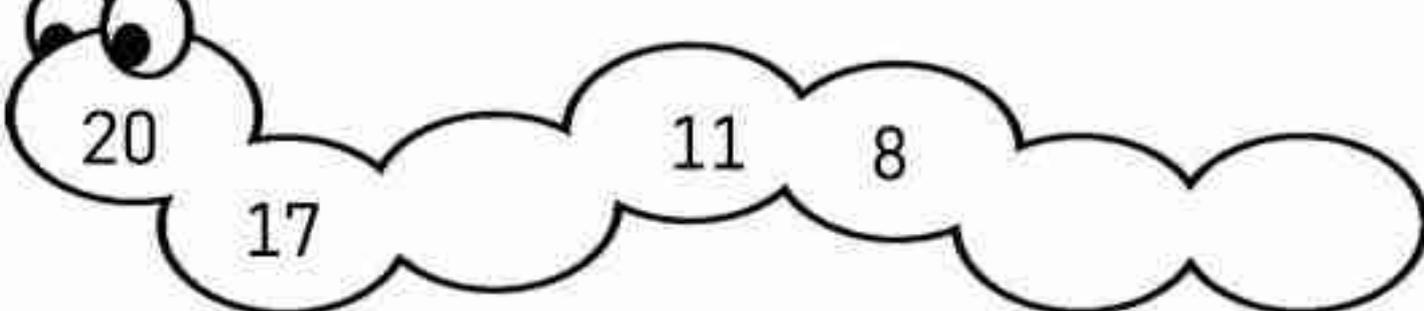
Rule: add 3	
In	Out
12	
23	
35	
46	

Rule: add 5	
In	Out
15	
25	
35	
45	

Rule: add 10	
In	Out
10	
20	
30	
40	

Decreasing Number Patterns 1 - 20**Questions**

Fill in the blanks below

1.  16 14 12
2.  17 9
3.  19 18 11
4.  18 14 10
5.  20 17 11 8

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

Questions

Fill in the blanks below

1.  20 18 16 12

2.  5 40

3.  80 70 50

4.  55 50 40 30

5.  29 27 23 19

Decreasing Number Patterns – 2s**Questions**

Fill in the blanks below

1.



2.



3.



4.



5.

**PREVIEW**

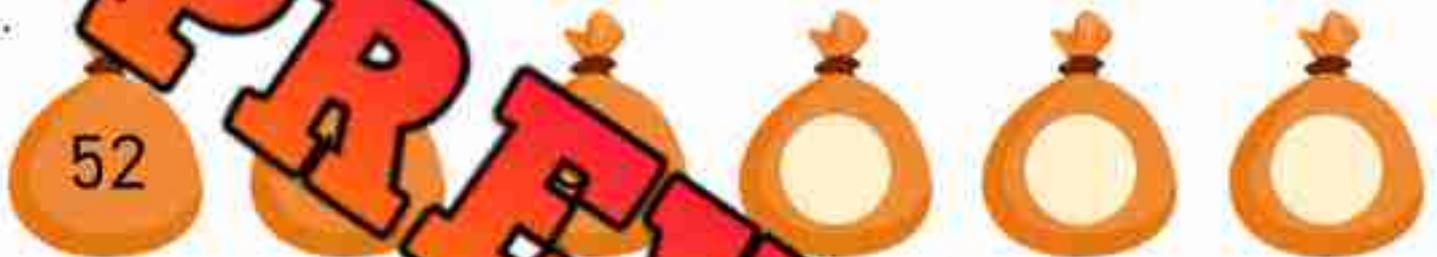
Decreasing Number Patterns – 10s**Questions**

Fill in the blanks below

1.



2.



3.



4.



5.



Decreasing Patterns - Rules

Questions

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then subtract _____ each time

5, 40, 35, 30, 25, 20

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

Exit Cards

Cut Out

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

Name: _____

Fill in the blanks by figuring out the pattern rules.

A) $27, 23, 19, 15, 11, 7, 3$

Start at _____, then subtract _____ each time

B) $64, 56, 48, 40, 32, 24, 16$

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A) $27, 23, 19, 15, 11, 7, 3$

Start at _____, then subtract _____ each time

B) $64, 56, 48, 40, 32, 24, 16$

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A) $27, 23, 19, 15, 11, 7, 3$

Start at _____, then subtract _____ each time

B) $64, 56, 48, 40, 32, 24, 16$

Start at _____, then subtract _____ each time

Name: _____

Fill in the blanks by figuring out the pattern rules.

A) $27, 23, 19, 15, 11, 7, 3$

Start at _____, then subtract _____ each time

B) $64, 56, 48, 40, 32, 24, 16$

Start at _____, then subtract _____ each time

Decreasing Patterns - Rules

Questions

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then subtract _____ each time

25, 23, 21, 19, 17, 15

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

Input/Output Table – Decreasing Pattern Rules

Rule: subtract 2	
In	Out
10	8
16	14
20	18
24	22



Question: Complete the input/output tables below

Rule: subtract 3	
In	Out
5	
15	
25	
30	

Rule: subtract 1	
In	Out
5	
9	
13	
17	

Rule: subtract 2	
In	Out
4	
8	
12	
15	

Rule: subtract 3	
In	Out
5	
8	
12	
16	

Rule: subtract 10	
In	Out
20	
30	
40	
50	

Rule: subtract 4	
In	Out
7	
10	
15	
20	

The Egg Challenge

Questions

Follow the problem-solving steps below

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

If a hen lays 1 egg on Monday, 2 eggs on Tuesday, 3 eggs on Wednesday and 4 eggs on Thursday, how many eggs would it lay on the Sunday?



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



Patterning Word Problems - Halloween

Questions

Follow the problem-solving steps below

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

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

a) Draw the problem below.



b) How many total candies does he get?



Patterning Word Problems – Growing Hair

Questions

Follow the problem-solving steps below

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

Tyler's hair is 10cm long in January. In February, his hair is 13cm long. In March, his hair is 16cm long.

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

b) How long will his hair be in July?

PREVIEW



Patterning Word Problems - Snowfall

Questions

Follow the problem-solving steps below

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

The snow is falling outside Rayna's house. She records the height of the snow each hour. After the 1st hour, it is 20cm. After the 2nd hour it is 25cm. After the 3rd hour it is 30cm.

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



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

Exit Cards

Cut Out

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

Name: _____

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

Name: _____

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

Name: _____

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

Name: _____

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

Activity Title: Pattern Treasure Hunt

Objective What are we learning about?

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

Materials What you will need for the activity:

- Stopwatch or timer (or use a smartphone)
- Index cards
- Markers
- Small prizes or rewards (optional)
- Tape



Instructions How you will complete the activity:

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

Instructions

Cut out the cards below

1) 2, 4, 6

2) 5, 10, 15

3) 1, 3

4) (Add 5) 20, 25, 30

5) 30, 25, 20

6) 15, 4

7) Start at 4, add 4 each time.

8) Start at 40, subtract 5 each
time: 35, 30

PREVIEW

Instructions

Cut out the cards below

17) Kelly read 5 pages today. She plans to read 5 more pages each day. What day will she read 50 pages?

18) Add \$2 each week starting from \$3. What is the total after 4 weeks?

19) 10, 80

20) 15, 25, 35

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

22) 15, 14, 13

23) (Add 15) 5, 20, 35

24) (Subtract 10) 50, 40, 30

Instructions

Cut out the cards below

25) Start with \$5, earn \$2 more each day. What is the total after 5 days?

26) Subtract 3 starting from 15.

27) You play _____ each day starting with 10 _____ will there be after _____?

28) (Add 7) 14, 21, 28

29) Katie has 20 candies, and she ate 2 each day. How many candies will be left after 5 days?

30) _____ scores 5 points in a game and scores _____ in each round. What is _____ after the 4th round?

31) Cam starts the match with 10 golf balls. He loses 2 golf balls each hole. On which hole will he run out of golf balls?

32) A garden starts with 10 flowers. Each day, 4 new flowers bloom. How many total flowers are there after 6 days?

Name: _____

Algebra Quiz - Patterning

Part 1

Continue the repeating patterns below by drawing 3 more pictures



Part 2

Sam's name is circled in each of the patterns below. Was Sam right?

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

Part 3

Follow the rule by adding or subtracting to the next number

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

Part 4

Fill in the blanks by figuring out the pattern rules

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

Start at _____, then add _____ each time

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

Start at _____, then add _____ each time

50, 40, 30, 20, 10, 0

Start at _____, then subtract _____ each time

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

Start at _____, then subtract _____ each time

Part 5

Solve the word problem below.

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

- a) How many books would you read on the 4th day?
- b) How many books would you read on the 10th day?

Grade 1
C2. Equations and Inequalities

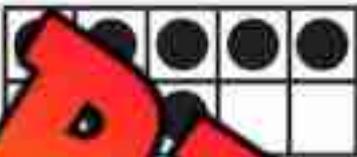
	Curriculum Expectations	Pages That Cover the Expectations
C2.1	identify quantities that can change and quantities that always remain the same in real-world contexts	96 – 100, 109 – 129, 146 – 160
C2.2	determine whether given pairs of addition and subtraction expressions are equivalent or not	101 – 105, 130 – 142
C2.3	identify and use equivalent relationships for whole numbers up to 50, in various contexts	106 – 126, 143 – 164

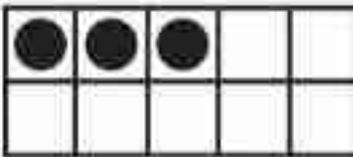
Making Tens – Changing Variables

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

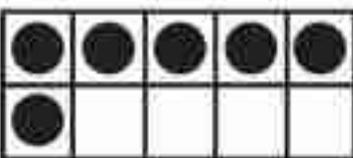
Questions

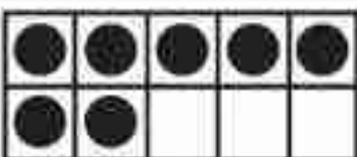
How many more dots do you need to add to make 10?

1) 
 $8 + \underline{\quad} = 10$

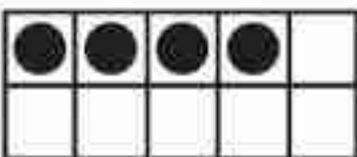
2) 
 $3 + \underline{\quad} = 10$

3) 
 $2 + \underline{\quad} = 10$

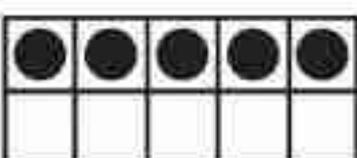
4) 
 $6 + \underline{\quad} = 10$

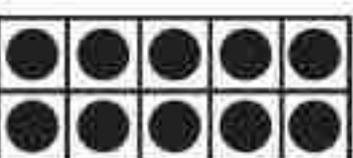
5) 
 $7 + \underline{\quad} = 10$

6) 
 $9 + \underline{\quad} = 10$

7) 
 $4 + \underline{\quad} = 10$

8) 
 $1 + \underline{\quad} = 10$

9) 
 $5 + \underline{\quad} = 10$

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

Making 20 – Changing Variables

Questions

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



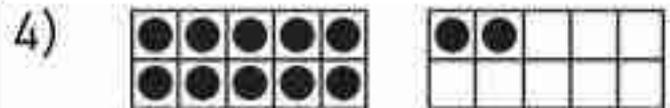
$$\underline{\quad} = 20$$



$$15 + \underline{\quad} = 20$$



$$10 + \underline{\quad} = 20$$



$$12 + \underline{\quad} = 20$$



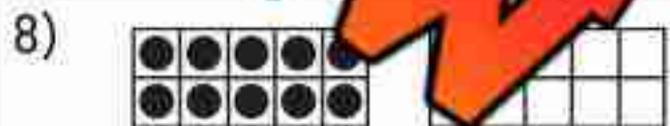
$$13 + \underline{\quad} = 20$$



$$\underline{\quad} + 20 = 20$$



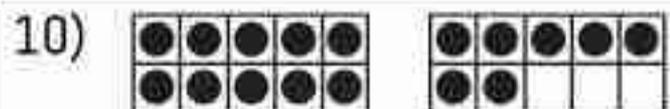
$$18 + \underline{\quad} = 20$$



$$11 + \underline{\quad} = 20$$



$$14 + \underline{\quad} = 20$$



$$17 + \underline{\quad} = 20$$

Pre-Algebra – Balancing Addition Equations

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

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



3	+	6	=	9
---	---	---	---	---

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



6	+		=	10
---	---	--	---	----



5	+		=	11
---	---	--	---	----



7	+		=	11
---	---	--	---	----



5	+		=	8
---	---	--	---	---



6	+		=	11
---	---	--	---	----



2	+		=	10
---	---	--	---	----



4	+		=	11
---	---	--	---	----



3	+		=	13
---	---	--	---	----



1	+		=	10
---	---	--	---	----

Are They Equal? Addition to 10**Questions**

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

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

Are They Equal? Addition to 20**Questions**

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

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

Addition to 20 – Are They Equal?

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

$5 + 3 = 8$

$8 + 4 \neq 13$

$14 + 6 = 20$



Questions

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

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

Are They Equal – True or False**Questions**

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

1)	$2 + 4 = 1 + 5$	True	False
2)	$5 + 4 = 3 + 6$	True	False
3)	$6 + 2 = 2 + 6$	True	False
4)	$4 + 4 = 4 + 4$	True	False
5)	$6 + 4 = 7 + 2$	True	False
6)	$8 + 3 = 9 + 1$	True	False
7)	$8 + 5 = 5 + 8$	True	False
8)	$4 + 9 = 10 + 5$	True	False
9)	$16 + 3 = 19 + 0$	True	False
10)	$18 + 2 = 15 + 5$	True	False

Addition to 50 – Are They Equal?

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

$15 + 7 = 22$

$28 + 4 \neq 33$

$44 + 6 = 50$

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

1) $15 + 5 = 20$

2) $17 + 4 = 21$

3) $23 + 7 = 29$

4) $21 + 6 = 27$

5) $18 + 5 = 23$

6) $23 + 10 = 33$

7) $19 + 6 = 26$

8) $26 + 5 = 31$

9) $29 + 7 = 36$

10) $28 + 6 = 35$

11) $31 + 5 = 36$

12) $32 + 8 = 40$

13) $30 + 10 = 41$

14) $33 + 0 = 30$

15) $39 + 1 = 40$

16) $43 + 3 = 46$

17) $41 + 6 = 48$

18) $44 + 6 = 50$

Exit Cards

Cut Out

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

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Name: _____

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

a) $12 + 3 = 15 + 0$

b) $20 + 6 = 25 + 10$

c) $25 + 10 = 30 + 5$

d) $30 + 2 = 29 + 4$

Name: _____

Put a slash (\neq) 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) $30 + 2 = 29 + 4$

Pre-Algebra – Balancing Addition Equations

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

Examples:

$$\begin{array}{c} 10 \\ \wedge \\ 3 + 7 = \boxed{10} \end{array}$$

$$\begin{array}{c} 30 \\ \wedge \\ 24 + 6 = \boxed{30} \end{array}$$

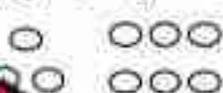
Questions

Fill in the missing number to balance the equation

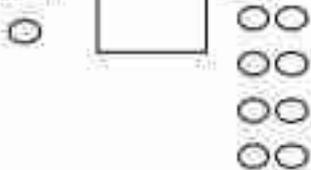
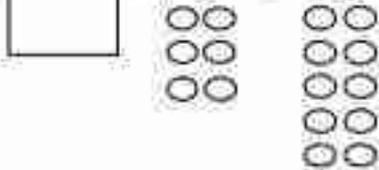
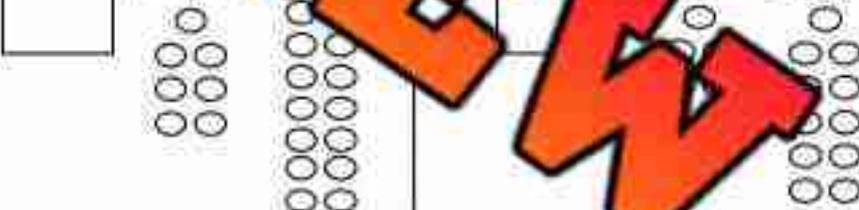
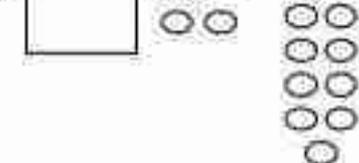
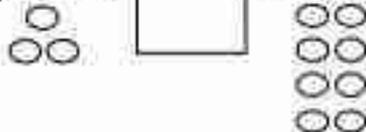
1) 4



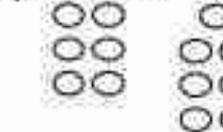
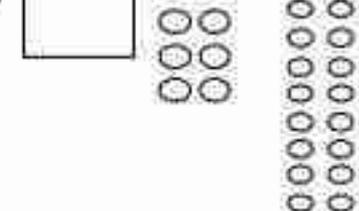
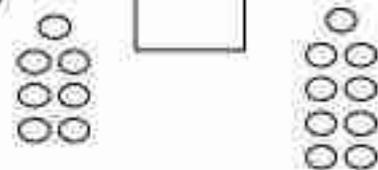
2) 3 + 6 =



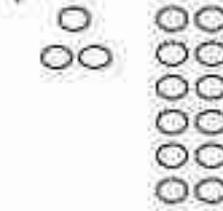
3) 4 + 5 =

4) 1 + = 85) 6 + = 106) 4 + = 127) + 6 = 108) + 7 = + 5 = 1110) + 2 = 911) 3 + = 8

12) 6 + 7 =

13) + 6 = 1614) 7 + = 9

15) 3 + 12 =



Pre-Algebra – Balancing Addition Equations to 20

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

$$\begin{array}{c} 10 \\ \wedge \\ 3 + 7 = \boxed{10} \end{array}$$

Examples:

$$\begin{array}{c} 20 \\ \wedge \\ 14 + \boxed{6} = 20 \end{array}$$

Questions

Fill in the missing number to balance the equation

1) $6 + \square =$

2) $2 + 6 = \square$

3) $4 + 6 = \square$

4) $3 + \square = 4$

5) $1 + \square = 5$

6) $4 + \square = 7$

7) $\square + 4 = 8$

8) $\square + 10 + \square + 3 = 9$

10) $5 + 4 = \square$

11) $10 + \square = 15$

12) $\square + 7 = 14$

13) $12 + \square = 15$

14) $11 + 6 = \square$

15) $14 + \square = 16$

16) $15 + \square = 20$

17) $13 + 6 = \square$

18) $18 + \square = 20$

Pre-Algebra – Balancing Addition Equations to 50

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

$$\begin{array}{c} 15 \\ \swarrow \quad \searrow \\ 8 + 7 = \boxed{15} \end{array}$$

Examples:

$$\begin{array}{c} 32 \\ \swarrow \quad \searrow \\ 26 + \boxed{6} = 32 \end{array}$$

Questions

Fill in the missing number to balance the equation

1) $12 + \square = 20$

2) $2 + 13 = \square$

3) $14 + 4 = \square$

4) $13 + \square = 18$

5) $11 + \square = 15$

6) $14 + \square = 17$

7) $\square + 15 = 19$

8) $\square + 15 = 18$ $\square + 3 = 19$

10) $22 + 4 = \square$

11) $20 + \square = 25$

12) $\square + 10 = 30$

13) $24 + \square = 28$

14) $27 + 6 = \square$

15) $34 + \square = 39$

16) $40 + \square = 44$

17) $41 + 6 = \square$

18) $45 + \square = 50$

Addition to 20 – Using Variables

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

Example: $4 + n = 6$

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

Questions: Find the value of the variable

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

Addition to 50 – Using Variables

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

Example: $24 + n = 30$

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

Questions: Find the value of the variable

$12 + n = 27$ $n =$	$15 = 18$ $n =$	$13 + n = 17$ $n =$
$14 + 6 = p$ $p =$	$13 + p = 28$ $p =$	$p + 17 = 22$ $p =$
$19 + y = 24$ $y =$	$y + 5 = 25$ $y =$	
$35 + t = 40$ $t =$	$30 + t = 40$ $t =$	$32 + t = 36$ $t =$
$41 + a = 44$ $a =$	$45 + a = 49$ $a =$	$46 + 4 = a$ $a =$

Addition Equations to 20 - Using Variables

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

$$a + b = c$$

$$5 + 3 = 8$$

$$a = 5 \quad b = 3$$

$$\text{therefore } c = 8$$

Question Use the variables to answer the questions

$$a + b = c \quad b = 2$$

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

$$c =$$

$$e + n = f \quad e = 3 \quad n = 5$$

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

$$f =$$

$$r + y = k \quad r = 5 \quad y = 3 \quad t = 3 \quad g = 8$$

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

$$k =$$

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

$$h =$$

$$a + b = c \quad a = 7 \quad b = 5$$

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

$$c =$$

$$e + n = f \quad e = 4 \quad n = 6$$

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

$$f =$$

$$r + y = k \quad r = 6 \quad y = 4$$

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

$$k =$$

$$t + g = h \quad t = 7 \quad g = 2$$

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

$$h =$$

$$a + b = c \quad a = 13 \quad b = 4$$

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

$$c =$$

$$e + n = f \quad e = 15 \quad n = 5$$

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

$$f =$$

Word Problems – Solving Addition Equations

Questions

Answer the questions below

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



2) Ellie got 15 points for beating level 1 in a video game. She got 10 more points for beating level 2. How many points did she have after level 2?



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

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



Exit Cards

Cut Out

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

Name: _____

1) Use the variables to answer the question

$$e + n = f \quad e = 22 \quad n = 6$$

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

$$f = \underline{\quad}$$

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

Name: _____

1) Use the variables to answer the questions

$$e + n = f \quad e = 22 \quad n = 6$$

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

$$f = \underline{\quad}$$

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

Name: _____

1) Use the variables to answer the questions

$$e + n = f \quad e = 22 \quad n = 6$$

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

$$f = \underline{\quad}$$

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

Name: _____

1) Use the variables to answer the questions

$$e + n = f \quad e = 22 \quad n = 6$$

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

$$f = \underline{\quad}$$

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

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 format.

Materials

What will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity.

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

Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$__ + 2 = 7$	$__ + 3 = 6$	$10 + __ = 20$	$3 + __ = 12$	$4 + __ + 3 = 10$
$__ + 15 = 25$	$__ + 12 = 32$	$20 + __ = 50$	$__ + 15 = 40$	$40 + 5 + __ = 49$
Balance the equation: $1 + 1 = 1 + __$	Balance the equation: $2 + 2 = __ + 4$	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: $3 + 4 = __ + 7$	Balance the equation: $4 + 7 + 3 = __ + 10$	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 had 12 rocks. He found some more and now has 28 rocks. How many rocks did he find?	Carol had 15 stickers. He receives some more and now has 22 stickers. How many stickers did he start with?	Emma has some seeds. She then buys 7 seeds from one store and 14 from another. She now has 25 seeds. How many seeds did she 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?

Addition – Which Equation Matches?

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

Example

$4 + 7$

$9 + 2$

$5 + 5$



Questions Circle the expression that matches the shaded in expression

1)

$4 + 3$

$2 + 5$

$2 + 6$

2)

$5 + 4$

$3 + 3$

$2 + 7$

3)

$7 + 3$

$5 + 5$

$6 + 3$

4)

$6 + 5$

$4 + 7$

5)

$9 + 3$

$7 + 4$

$6 + 6$

6)

$8 + 6$

$10 + 4$

$7 + 8$

7)

$10 + 7$

$12 + 4$

$9 + 8$

The Answer Is... What Is The Question?

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



Questions

The answer is _____, what is the question?

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

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

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

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

The Answer Is... What Is The Question?

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

**Questions**

How many number sentences can you write?

Answer

7

Answer

11

Answer

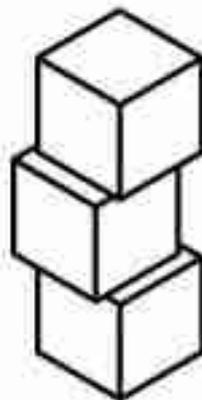
17

Answer

Addition Word Problems – Finding Unknown Number**Questions**

Answer the questions below

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



2) Tim drank 4 glasses of water at his morning break. He's had 9 glasses of water in total today. How many glasses of water did he drink at the day?



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



Addition Word Problems – Finding Unknown Number**Questions**

Answer the questions below

1)

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



Number Sentence

2)

Ben found 13 seashells on the beach. His sister also found some seashells. Together, they found 19 seashells. How many seashells did his sister find?



Number Sentence

3)

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



Number Sentence

Exit Cards

Cut Out

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

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

Name: _____

Answer the question below

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

Answer: _____

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

$$5 + 4 = 9$$



Instructions How many coins are in the bags below?

1)

7



Answer: _____

2)

10



Answer: _____

3)

12



Answer: _____

15



Answer: _____

5)

17



Answer: _____

6)

20



Answer: _____

Finding the Missing Information – To 30

Instructions

How many coins are in the bags below?

1)  15
Answer: _____2)  17
Answer: _____2)  22
Answer: _____4)  24
Answer: _____5)  25
Answer: _____27 
Answer: _____7)  20
Answer: _____8)  30
Answer: _____

Pre-Algebra – Balancing Subtraction Equations

Balance the scales by taking away circles from the scale.

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



$$7 - 4 = 3$$

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



$$10 - \square = 8$$



$$8 - \square = 8$$



$$8 - \square = 4$$



$$6 - \square = 2$$



$$10 - \square = 3$$



$$13 - \square = 6$$



$$10 - \square = 4$$



$$14 - \square = 4$$



$$4 - \square = 0$$

Are They Equal? Subtraction to 10**Questions**

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

1)	$5 - 2 = 3$	True	False
2)	$2 - 1 = 1$	True	False
3)	$2 - 2 = 0$	True	False
4)	$6 - 2 = 4$	True	False
5)	$7 - 2 = 5$	True	False
6)	$6 - 2 = 4$	True	False
7)	$8 - 5 = 3$	True	False
8)	$9 - 4 = 4$	True	False
9)	$10 - 6 = 3$	True	False
10)	$10 - 3 = 7$	True	False

Subtraction to 20 – Are They Equal?

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

$7 - 2 = 5$

$12 - 3 \neq 8$

$15 - 3 = 12$



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

$1) 8 - 2 = 3$

$2) 4 - 2 = 3$

$3) 5 - 2 = 3$

$4) 6 - 3 = 3$

5)

$6) 8 - 3 = 4$

$7) 7 - 2 = 5$

8)

$9) 9 - 3 = 6$

- 4 = 6

$10) 12 - 4 = 9$

$11) 11 - 3 = 8$

$12) 10 - 4 = 10$

$13) 15 - 5 = 11$

$14) 16 - 3 = 13$

$15) 17 - 4 = 12$

$16) 18 - 0 = 0$

$17) 16 - 3 = 13$

$18) 20 - 5 = 14$

Subtraction Expressions – Equal?**Questions**

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

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

Subtraction Expressions - Equal?

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

Examples: $8 - 5 = 9 - 6$ $10 - 5 \neq 7 - 1$



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

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

Subtraction – Which Equation Matches?

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

Example

$9 - 4$

$8 - 3$

$10 - 6$



Question Circle the expression that matches the shaded in expression

1)

$7 - 3$

$8 - 5$

2)

$7 - 1$

$10 - 3$

3)

$9 - 2$

$8 - 1$

$10 - 3$

4)

$12 - 3$

$11 - 1$

5)

$15 - 5$

$13 - 3$

$14 - 3$

6)

$18 - 6$

$13 - 2$

$14 - 2$

7)

$20 - 7$

$16 - 3$

$17 - 5$

Matching Game: Do The Equations Match?

Objective

What are we learning about?

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

Materials

What will need for the activity.

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



Instructions

How you will complete the activity.

1. Before the class, the teacher will cut out the prepared matching game cards.
2. Divide the students into small groups and give each group a small envelope containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on their table.
4. Each person takes a turn to try to match two cards. 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.

Cards

Matching Game Cards

$10 + 15$

$20 + 5$

$30 - 0$

$10 + 40$

$20 + 25$

$40 - 30$

$10 - 0$

$5 + 25$

$15 + 15$

PREVIEW

Cards

Matching Game Cards

$11 + 33$

$40 + 4$

$20 - 5$

$22 + 20$

$3 + 12$

$10 - 7$

$20 - 1$

$9 + 9$

$15 + 3$

PREVIEW

Cards

Matching Game Cards

$50 - 30$

$30 - 10 - 0$

$40 + 10$

$40 + 20$

$50 - 50 + 10$

$50 - 40$

$50 - 23 - 10$

$15 + 1$

$45 - 30$

$20 + 20$

PREVIEW

Pre-Algebra – Balancing Subtraction Equations

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

Examples:

$$\begin{array}{c} 3 \\ \swarrow \quad \searrow \\ 7 - 4 = \boxed{3} \end{array}$$

$$\begin{array}{c} 8 \\ \swarrow \quad \searrow \\ 14 - 6 = \boxed{8} \end{array}$$

Questions

Fill in the missing numbers to balance the equations.

1) 4



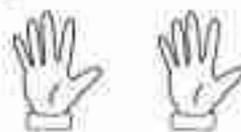
$$- \square =$$

2) 3 - 2 =



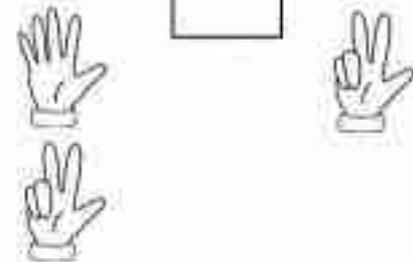
$$= \square$$

3) 5 - 5 =



$$= \square$$

4) 8 - \square = 3



5) 3 - \square = 2



6) 10 - \square = 6



7) \square - 6 = 2



8) \square - 7 = 4



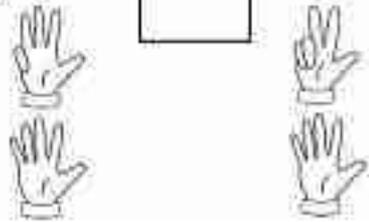
9) \square - 10 =



10) \square - 2 = 9



11) 9 - \square = 8



12) 6 - 2 = \square



Pre-Algebra – Balancing Subtraction Equations to 20

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

Examples:

$$\begin{array}{c} 5 \\ \swarrow \searrow \\ 7 - 2 = \boxed{5} \end{array}$$

$$\begin{array}{c} 10 \\ \swarrow \searrow \\ 14 - \boxed{4} = 8 \end{array}$$

Questions

Fill in the missing numbers to balance the equations.

1) $\square - \square = 2$

2) $7 - 2 = \square$

3) $4 - 1 = \square$

4) $3 - \square = 2$

5) $5 - \square = 3$

6) $7 - \square = 5$

7) $\square - 4 = 5$

8) $\square - \square - 3 = 5$

10) $10 - 4 = \square$

11) $10 - \square = 5$

12) $\square - 6 = 10$

13) $15 - \square = 10$

14) $17 - 4 = \square$

15) $14 - \square = 11$

16) $18 - \square = 13$

17) $19 - 6 = \square$

18) $20 - \square = 10$

Subtraction to 50 – Using Variables

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

Example: $24 - n = 21$

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



Question Find out the value of the variable

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

Subtraction Equations to 20 – Using Variables

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

For Example:

$$a - b = c$$

$$a = 7$$

$$b = 4$$

$$7 - 4 = c$$

$$c = 3$$

Question Find out the value of the variable

$$a - b = c \quad a = 7 \quad b = 2$$

$$\underline{\quad} - \underline{\quad} = c$$

$$c =$$

$$e - n = f \quad e = 10 \quad n = 5$$

$$\underline{\quad} - \underline{\quad} = f$$

$$f =$$

$$r - y = k \quad r = 8 \quad y = 4 \quad g = h \quad t = 9 \quad g = 6$$

$$\underline{\quad} - \underline{\quad} = k$$

$$k =$$

$$\underline{\quad} - \underline{\quad} = h$$

$$h =$$

$$a - b = c \quad a = 6 \quad b = 4$$

$$\underline{\quad} - \underline{\quad} = c$$

$$c =$$

$$e - n = f \quad e = 10 \quad n = 6$$

$$\underline{\quad} - \underline{\quad} = f$$

$$f =$$

$$r - y = k \quad r = 9 \quad y = 4$$

$$\underline{\quad} - \underline{\quad} = k$$

$$k =$$

$$t - g = h \quad t = 10 \quad g = 6$$

$$\underline{\quad} - \underline{\quad} = h$$

$$h =$$

$$a - b = c \quad a = 14 \quad b = 3$$

$$\underline{\quad} - \underline{\quad} = c$$

$$c =$$

$$e - n = f \quad e = 18 \quad n = 5$$

$$\underline{\quad} - \underline{\quad} = f$$

$$f =$$

$$r - y = k \quad r = 19 \quad y = 4$$

$$\underline{\quad} - \underline{\quad} = k$$

$$k =$$

$$t - g = h \quad t = 20 \quad g = 4$$

$$\underline{\quad} - \underline{\quad} = h$$

$$h =$$

Word Problems – Solving Subtraction Equations

Questions

Answer the questions below

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



2) Hudson saved 20 dollars and bought a new toy for 15 dollars. How many dollars does he have left?



Bonus: He saved 15 more dollars. Can he buy a video game for 30 dollars?

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



Subtraction Word Problems – Finding Unknown Number**Questions**

Answer the questions below

1)

Jack has 12 marbles. He gives some marbles to his friend. Now he has 7 marbles left. How many marbles did he give to his friend?

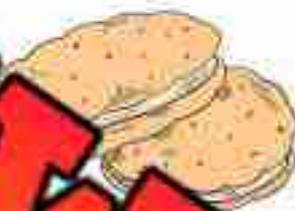


Number Sentence

$12 - \underline{\quad} = 7$

2)

Sarah has 15 cookies. She eats some of them. After eating, she has 10 cookies left. How many cookies did she eat?



Number Sentence

$15 - \underline{\quad} = 10$

3)

There are 18 ducks in the pond. Some ducks swim away. Now there are 12 ducks left in the pond. How many ducks swam away?



Number Sentence

$18 - \underline{\quad} = 12$

Subtraction Word Problems – Finding Unknown Number**Questions**

Answer the questions below

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

1)



Number Sentence

Emily has 20 crayons. She gives some to her friend. Now she has 14 crayons left. How many crayons did she give to her friend?

2)



Number Sentence

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

3)



Number Sentence

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.

- Task cards
- Student answer sheets for answers
- Pencils



Instructions

How do we do this activity?

1. Introduce the concepts covered in the task cards.
2. Organize the students into pairs and provide each pair with their sets of task cards.
3. Give each pair an answer recording sheet to document their answers.
4. Encourage teamwork by having students collaborate on their pair's solution finding solutions.
5. Allow students to select any task card to begin with, emphasizing that they can 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.

Task Cards

Cut out the task cards below

Card 9:

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

- a) 22 cm c) 18 cm

Card 10:

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

- a) 16 b) 18 c) 20

Card 12:

$$17 + k = 29$$

solve for k

- a) 12 b) 15 c) 12

Card 13:

$$30 - a = 10$$

solve for a

- a) 20 b) 18 c) 15

Card 14:

$$60 - b = 45$$

solve for b

- a) 20 b) 15 c) 25

Card 15:

$$22 + c = 40$$

solve for c

- a) 18 b) 20 c) 25

Card 16:

$$35 - d = 15$$

solve for d

- a) 18 b) 20 c) 25

Task Cards

Cut out the task cards below

Card 17:

$$25 + e = 55$$

solve for e

- a) 30 b) 32 c) 28

Card 18:

$$50 - f = 40$$

solve for f

- a) 10 b) 28 c) 30

Card 20:

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

- a) 18 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:

Emma had 20 cookies. She ate some cookies and now has 15. How many did she eat?

- a) 25 b) 30 c) 7

Card 23:

$$41 - k = 16$$

solve for k

- a) 40 b) 25 c) 50

Card 24:

$$19 + l = 40$$

solve for l

- a) 21 b) 22 c) 20

Task Cards: Mystery Number Detectives**Answers**

Record your answers below

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

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

PREVIEW

Name: _____

Algebra Quiz - Equations

Part 1

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

1) $2 + 4 = 6$

2) $3 + 4 = 8$

3) $1 + 7 = 9$

4) $9 = 9$

5) $8 - 3 = 5$

6) $15 - 5 = 11$

Part 2

Put the missing number to balance the equation

1) $3 + 2 = \square$

3) $14 + \square = 16$

4) $20 + 5 = \square$

5) $\square + 4 = 25$

6) $32 - \square = 37$

7) $5 - 3 = \square$

8) $\square - 4 = 6$

9) $15 - 5 = \square$

10) $23 - 3 = \square$

11) $\square - 4 = 30$

12) $37 - 2 = \square$

Part 3

Find out the value of the variable

$3 + n = 7$

$n =$

$n + 4 = 5$

$n =$

$22 + n = 25$

$n =$

$n + 5 = 36$

$n =$

$8 - n = 5$

$n =$

$n - 1 = 6$

$n =$

$16 - 4 = n$

$n =$

$24 - n = 21$

$n =$

Part 4

Find the value of the variable

$a + b = c$

$1 + 8 =$

$c =$

$n - y = t$

$10 - 3 =$

$t =$

$n = 10 \quad y = 3$

$t =$

Part 5

How many coins are in the bags below?

1)



9

Answer: _____

2)



12

Answer: _____

2)



15

Answer: _____

4)



20

Answer: _____

Grade 1
C3. Coding

	Curriculum Expectations	Pages
C3.1	olve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events	166 – 182, 191 – 196
C3.2	read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes	183 – 190

PREVIEW

Activity: Robot Teacher

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- A worksheet with a sequence of commands to write a sequence of commands (optional)
- Open classroom for the teacher to move around
- A designated "target spot" in the classroom (e.g., a chair, a marked spot on the floor)



Instructions

How you will complete the activity.

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

Robot Teacher – My Code

Instructions

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

My Program – Coding Instructions

PREVIEW

Robot Teacher – Coding Map**Instructions**

Once your code is written, draw a map of your classroom.

- 1) Draw a stick figure for the teacher.
- 2) Draw the target spot using an X.
- 3) Draw arrows to show where the teacher moves using your code.

PREVIEW

Writing Code – Down and Right



Writing Code – Code Bank

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



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

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

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

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

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

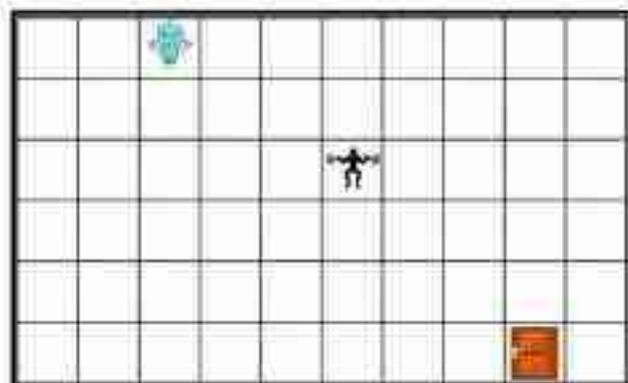
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

Writing Code – Up and Left



Writing Code – Code Bank

go left (# of spaces)

go up (# of spaces)

open door



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

Line 1: _____

Line 2: _____

Line 3: _____

Robot moved _____ squares

2. 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

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

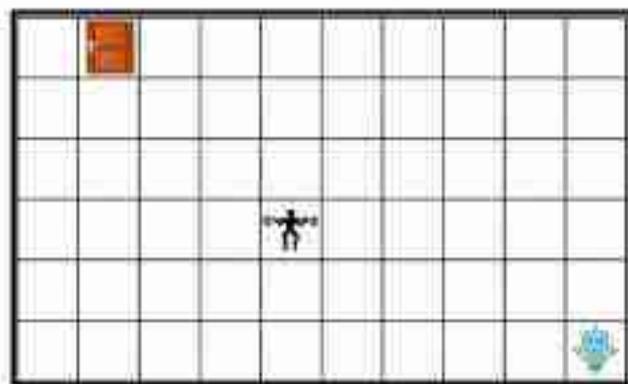
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

Writing Code



Robot moved _____ squares

Writing Code - Code Bank

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



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

Line 1: _____

Line 2: _____

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

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

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

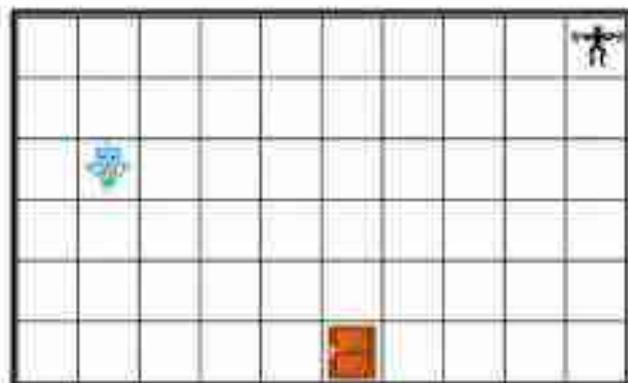
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Robot moved _____ squares

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 performance.

Materials

What you will need for the activity.

- Worksheets for writing dance moves (one per student)
- Pencil or crayon for writing
- Open space in the classroom for dancing
- Optional: Music for a fun atmosphere

**Instructions**

How you will complete the activity.

1. Tell students they'll be "coders" creating a dance routine by writing a sequence of dance moves.
2. Show them a few simple dance moves (e.g., jump, clap, twirl, stomp) they 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.

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.
Stamp	Stamp one foot on the ground.
Lump	Lump on one foot.
Wiggle	Shake your whole body side to side.
Wave	Wave one hand in the air.
Step Forward	Take one step forward.
Step Backward	Take one step backward.
Spin	Turn around quickly in a circle.
Sway	Rock side to side on your feet.
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.

Dance Party Code – My Code

Instructions

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

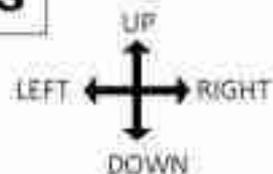
My Dance Party Code

PREVIEW

Reading Code – Creating Programs

Question

Read the code and create the program



Example

Code

go right 6
go down 2
open door



Robot moved _____ squares

1.

Code

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

Robot moved _____ squares

2.

Code

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



Robot moved _____ squares

Reading Code – Creating Programs

Question

Read the code and create the program



3.

Code

go down 2 squares

go left 2 square

go down 1 square

go left

open door



Robot moved _____ squares

4.

Code

go left 2 squares

enter school

go down 3 squares

go left 3 squares

open door



Robot moved _____ squares

5.

Code

go down 3 squares

go left 2 squares

enter ice cream shop

go up 3 squares

go left 2 squares

open door



Robot moved _____ squares

Reading Code – Creating Programs

Question

Read the code and draw the path the robot will take

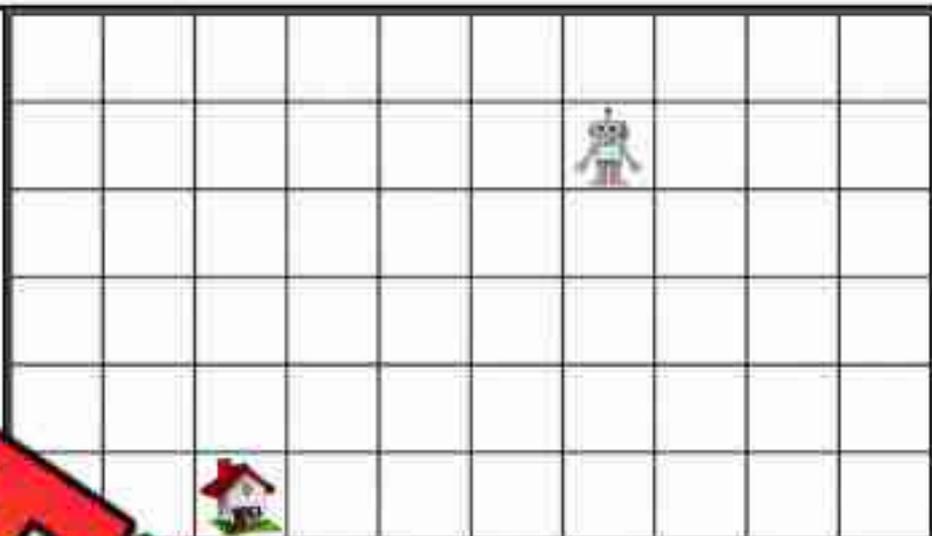


1.

Code

go left 4
go down 2
go right 1

Robot moved _____ squares



2.

Code

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

Robot moved _____ squares

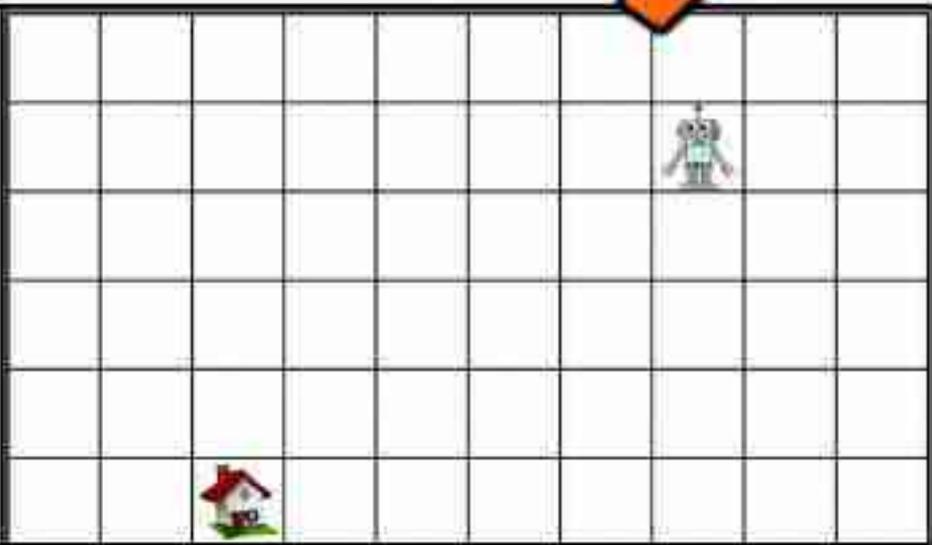


3.

Code

go down 3
go left 5
go down 1
open door

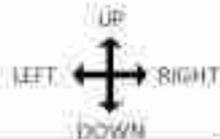
Robot moved _____ squares



Reading Code – Creating Programs

Question

Read the code and draw the path the robot will take



4.

Code

go left 2

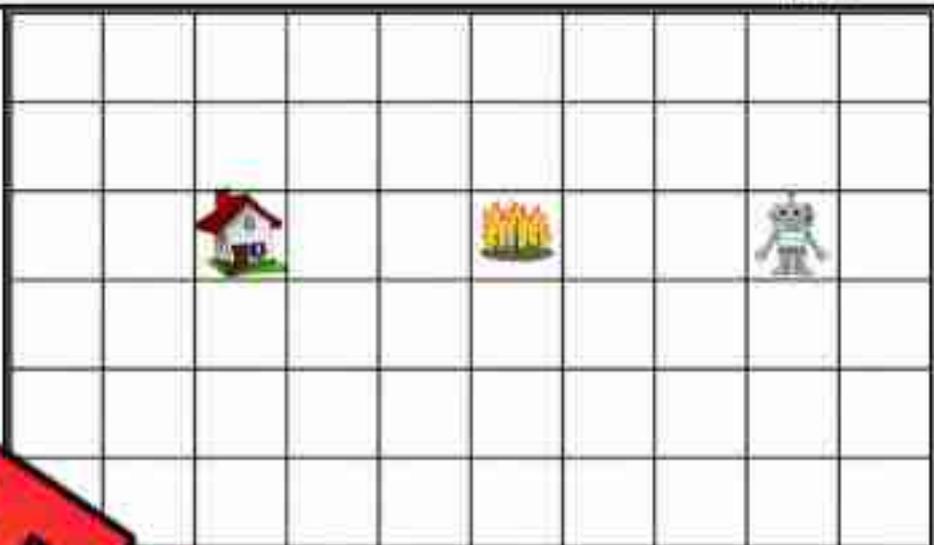
go down 1

go left

go

down

Robot moved _____ squares



5.

Code

go down 1

go right 3

go down 1

go right 3

go up 1

open door

Robot moved _____ squares



6.

Code

go up 2

go left 5

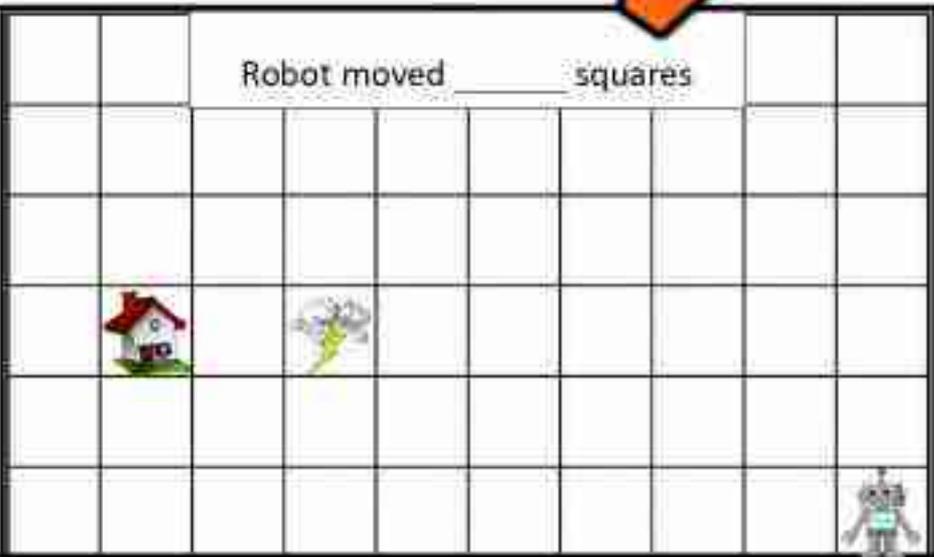
go up 1

go left 3

go down 1

open door

Robot moved _____ squares



Fixing Code

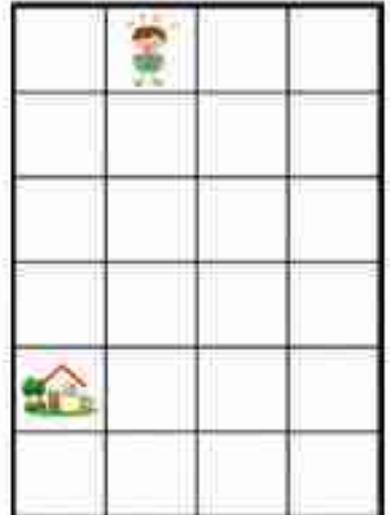
Question

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

1. Move the boy home

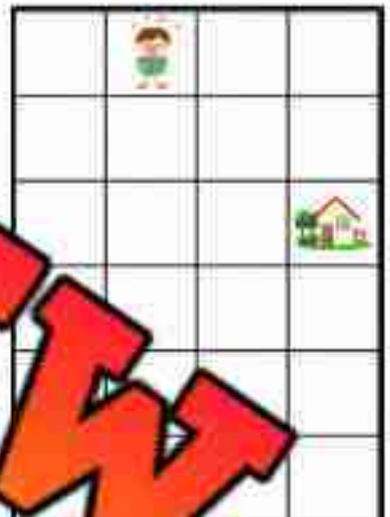
Code

 _____ - home

 _____ - down


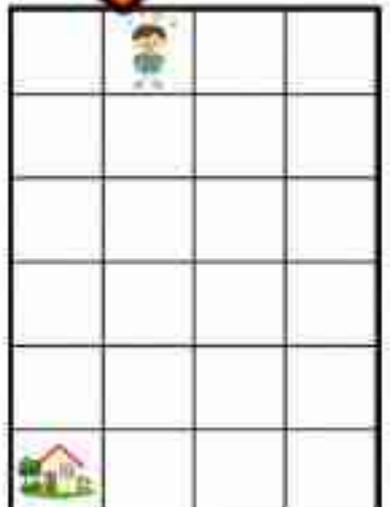
2. Move the boy home

Code

 _____ - go down 2
 _____ - enter home
 _____ - go right 2


3. Move the boy home

Code

 _____ - enter home
 _____ - go down 5
 _____ - go left 1


Fixing Code

Question

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

1. Go to the ice cream shop and then home

Code

- _____ - go down 3
- _____ - go right 1
- _____ - go left 2
- _____ - enter ice cream shop
- _____ - enter home
- _____ - go left 3



2. Go to the ice cream shop and then home

Code

- _____ - go up 1
- _____ - go left 2
- _____ - enter home
- _____ - enter ice cream shop
- _____ - go up 4
- _____ - go right 2



3. Go to the ice cream shop and then home

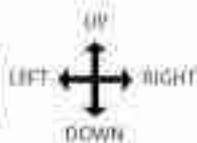
Code

- _____ - go up 3
- _____ - go down 2
- _____ - go right 1
- _____ - enter ice cream shop
- _____ - go left 3
- _____ - enter home



Interpreting Code

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



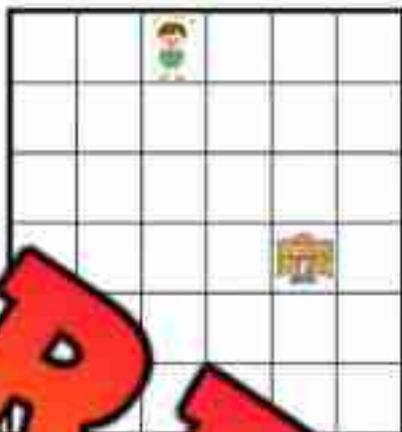
1.

Code

go down

go left 2

enter



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

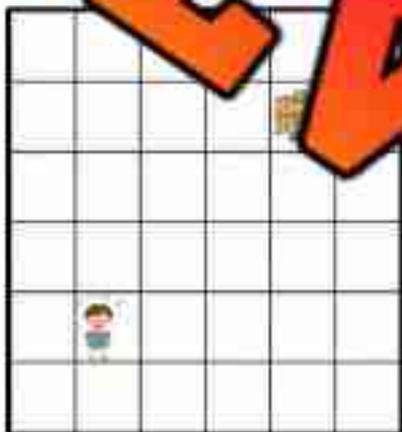
2.

Code

go up 3

go right 4

enter library



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

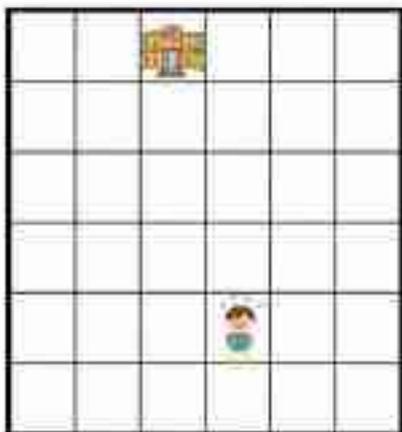
3.

Code

go up 4

go left 1

enter library



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Interpreting Code

Question

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



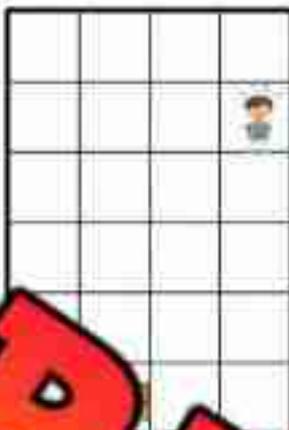
4.

Code

go down

go left 2

enter



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

5.

Code

go down 1

go left 2

go down 3

enter library



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

6.

Code

go right 3

go down 2

enter library

go down 3

go left 2

enter home



YES NO

Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

Line 6: _____

Printing Code**Question**

Print the code from the code box.

1. **Code Box**

```
print (draw a rectangle)
print (draw a circle
inside a triangle)
```

The Computer Program

_____2. **Code Box**

```
Cookies = 5
print ("Ross has",
Cookies, "cookies on his
plate.")
```

The Computer Program:

_____3. **Code Box**

```
Points = 7 + 4
print ("Evan scored",
Points, "points in the
game yesterday.")
```

The Computer Program:

_____4. **Code Box**

```
Toys = 12 + 5
print ("Nicole has", Toys,
"toys in her room.")
```

The Computer Program:

Coding with Addition

Part 1

Write what the computer would reply based on the code written

Code Written	The Computer Replied
<code>print (5 + 3)</code>	8
<code>print (3 + 7)</code>	_____
<code>print (5 + 5)</code>	_____
<code>print (4 + 4)</code>	_____
<code>print (21 + 1)</code>	_____
<code>print (26 + 4)</code>	_____
<code>print (30 + 5)</code>	_____

Part 2

Write what the computer would reply with based on

Code Written	The Computer Replied
<code>tens = 2 ones = 5 print (tens,ones)</code>	_____
<code>tens = 3 ones = 2 print (tens,ones)</code>	_____
<code>tens = 4 ones = 7 print (tens,ones)</code>	_____

Coding with Place Value

Questions

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

Code Written	The Computer Replied
<pre>tens = 2 ones = 1 print ("the secret number is",tens,ones)</pre>	_____ _____
<pre>tens = 3 ones = 6 print ("the secret number is",tens,ones)</pre>	_____ _____
<pre>tens = 2 ones = 8 print ("the secret number is",tens,ones)</pre>	_____ _____
<pre>tens = 4 ones = 5 print ("the secret number is",tens,ones)</pre>	_____ _____
<pre>tens = 5 ones = 0 print ("the secret number is",tens,ones)</pre>	_____ _____
<pre>tens = 1 ones = 8 print ("the secret number is",tens,ones)</pre>	_____ _____

PREVIEW

Coding with Subtraction

Part 1

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

Code Written	The Computer Replied
<code>print (6 - 3)</code>	3
<code>print (8 - 4)</code>	_____
<code>print (10 - 5)</code>	_____
<code>print (14 - 3)</code>	_____
<code>print (16 - 2)</code>	_____
<code>print (19 - 4)</code>	_____
<code>print (26 - 5)</code>	_____

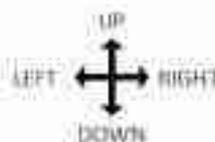
Part 2

Write what the computer would reply with based on

Code Written	The Computer Replied
<code>Money = 12 - 5</code> <code>print ("Sally has \$", Money,</code> <code>"in her wallet.")</code>	_____
<code>Candies = 15 - 5</code> <code>print ("Beth has", Candies,</code> <code>"candies in her bag.")</code>	_____

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 _____

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

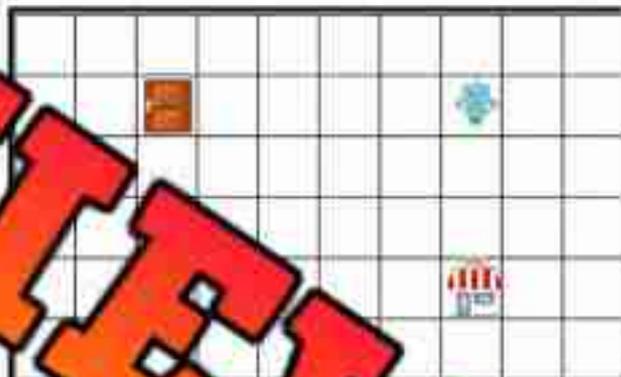
Line 1: _____

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____



Part 2

Read the code and create the program

3.

Code

go down 2

go right 2

go down 1

go right 4

open door



Robot moved _____ squares



Part 3

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

4. Go to school and then home.

Code

- _____ -go up 4
- _____ -enter school
- _____ -go right 3
- _____ -go up 2
- _____ -go left 2
- _____ -go right 2

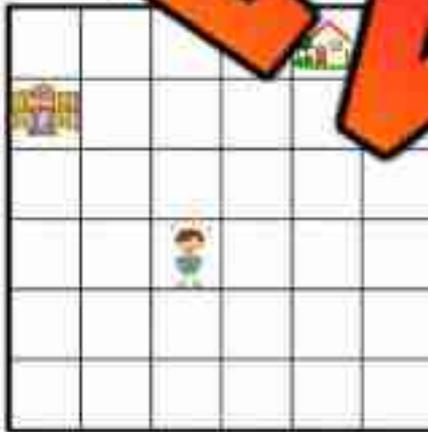


Part 4

Write the code that works. Write yes or no. Re-write the code so that it works.

5. Code

- go up 2
- go left 2
- enter library
- go up 1
- go left 4
- open door



YES NO

- Line 1: _____
- Line 2: _____
- Line 3: _____
- Line 4: _____
- Line 5: _____
- Line 6: _____

Part 5

Write the message that the code has programmed

6. Code

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

The Computer Program:



Google Slides Lessons Preview





Ontario Math Spatial Sense Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to build 3D shapes and find 2D shapes inside them so we can understand shapes better.



Identifying 2D Shapes In 3D Objects

Circle the 2D-shape found in each 3D object.

	Circle Rectangle	Square Triangle		Triangle Square	Rectangle Circle
	Triangle Pentagon	Square Circle		Circle Pentagon	Square Hexagon
	Triangle Square	Rectangle Circle		Circle Rectangle	Square Triangle

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card – Quick Draw

- Step 1: Grab a piece of paper. Draw one 3D object you learned about today.
- Step 2: Label two different 2D shapes you see inside your 3D object.

(Example: Draw an ice cream cone, then label the circle and triangle you find.)





Ontario Math Spatial Sense Unit - Grade 1

Congruent Shapes

Circle the congruent shape.

1					ii				
2					iii				
3					iv				
4					v				

Shapes - Number of Sides

Drag the correct sign between the shapes.

	Shape 1	Sign	Shape 2
1			
2			
3			
4			

	Shape 1	Sign	Shape 2
5			
6			
7			
8			

Signs: $>$, $<$, $=$, $>$, $<$, $=$

Draw the Mirror Image - Match

Draw the matching half of the picture below.



Ontario Math Spatial Sense Unit - Grade 1

Line of Symmetry on Real - Life Objects

Draw a line of symmetry on the real-life images below.

Describing Directions

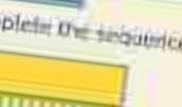
After drawing a line through the maze, describe the path.



Right
Up

Days Of The Week

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

WORD BANK

- Wednesday
- Friday
- Saturday
- Monday



Workbook Preview



Grade 1
E1 – Geometric and Spatial Reasoning

	Curriculum Expectations	Pages That Cover the Expectations
E1.1	sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used	5 - 42
E1.2	construct three-dimensional objects and	
E1.3	identify two-dimensional shapes and three-dimensional objects that have matching halves	
E1.4	describe the relative locations of objects or people, using positional language	71 - 91
E1.5	give and follow directions for moving from one location to another	80 - 91

**Preview of 130 pages from
 this product that contains
 338 pages total.**

Name: _____

5

Curriculum Connection
E1.1

Familiar Two-Dimensional Shapes

Colour

Follow the instructions below



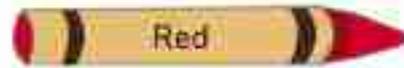
=



Green



=



Red

Circles

Rectangles



=



Blue



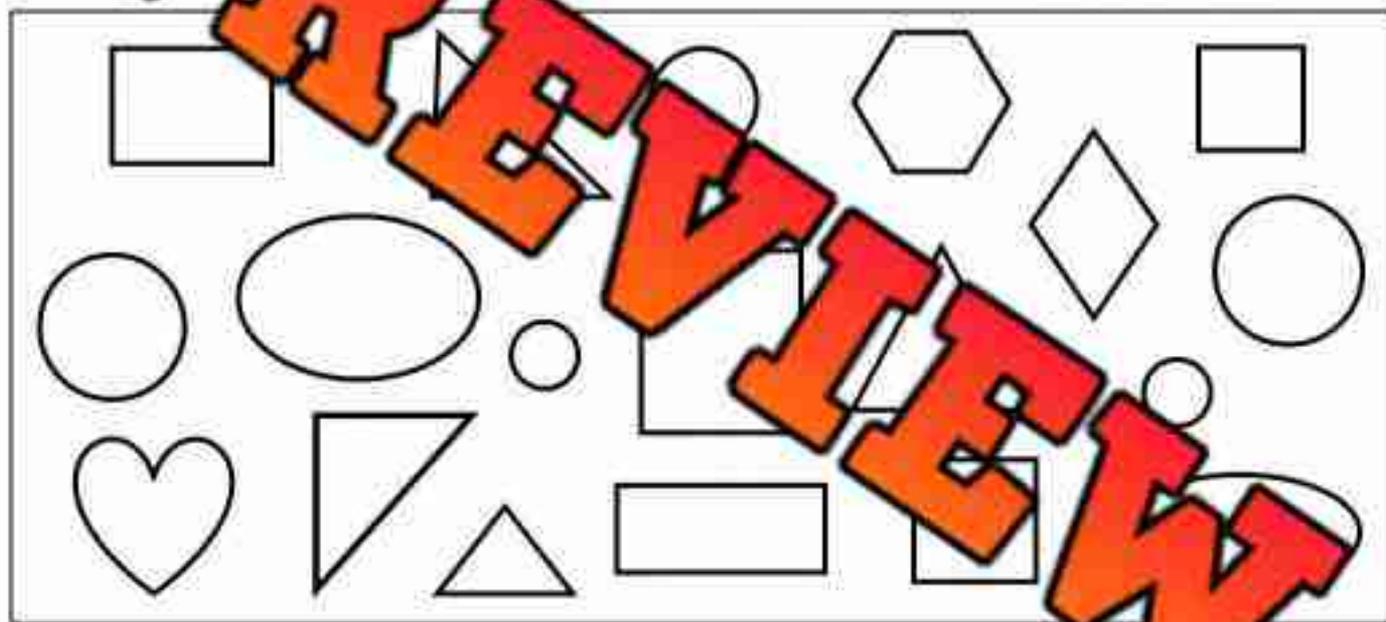
=



Yellow

Squares

Triangles



Draw

Draw the different two-dimensional shapes

Circle	Rectangle	Square	Triangle

2D vs 3D Shapes**Instructions**

Check whether it is a 2D shape or a 3D object

1)



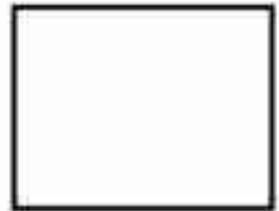
- 2 Dimensional
 3 Dimensional

2)



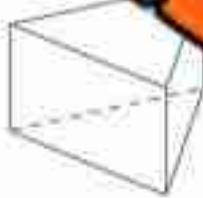
- 2 Dimensional
 3 Dimensional

3)



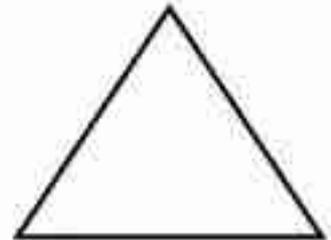
- 2 Dimensional
 3 Dimensional

4)



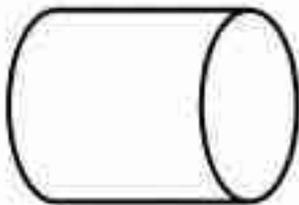
- 2 Dimensional
 3 Dimensional

6)



- 2 Dimensional
 3 Dimensional

7)



- 2 Dimensional
 3 Dimensional

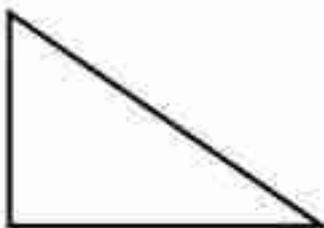
8)



- 2 Dimensional
 3 Dimensional

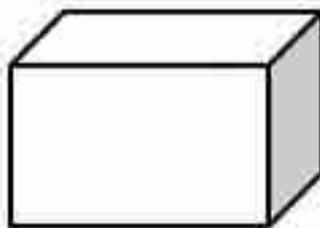
- 2 Dimensional
 3 Dimensional

10)



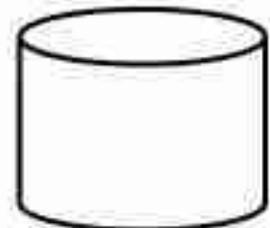
- 2 Dimensional
 3 Dimensional

11)



- 2 Dimensional
 3 Dimensional

12)

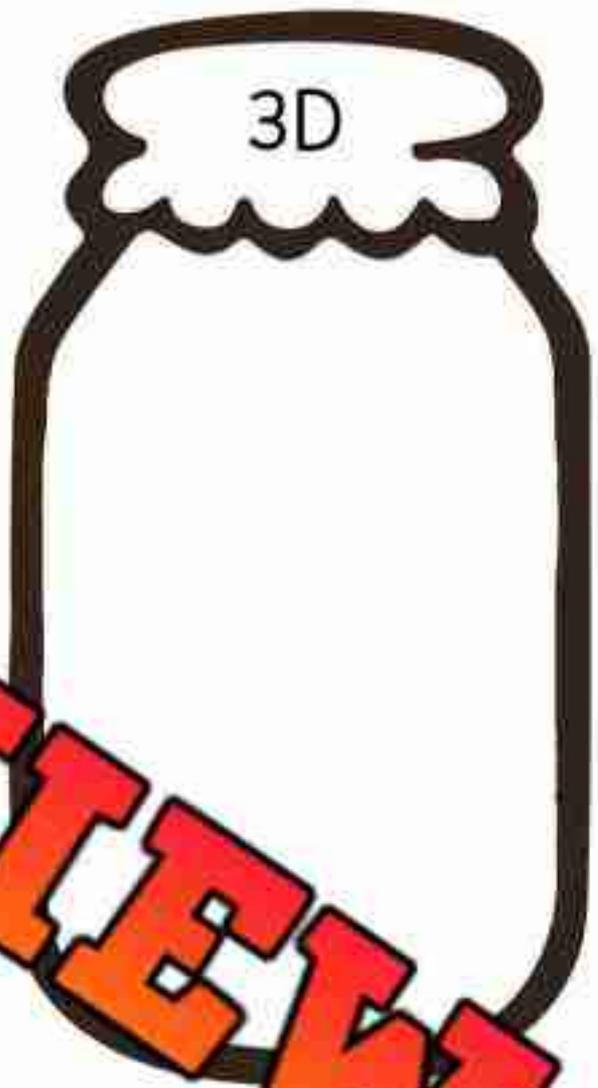


- 2 Dimensional
 3 Dimensional

Name: _____

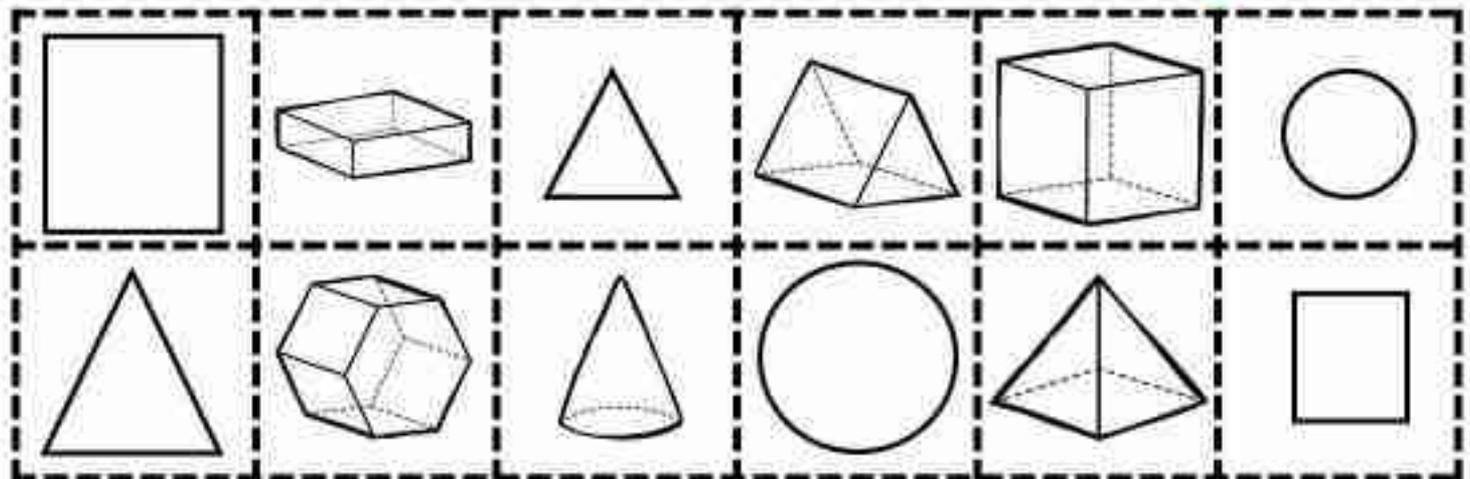
9

Sorting 2D vs 3D Shapes



Instructions

Cut the shapes out and paste them in the correct jar.



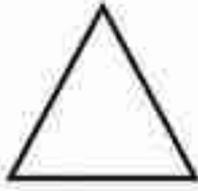
Name: _____

11

Sorting 2D vs 3D Shapes

Instructions

Sort the shapes into the correct categories by writing their letters below.

					
		C	D	E	F

					
G	H	I	J	K	L

2-Dimensional	3-Dimensional

Exit Cards

Cut Out

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

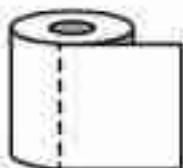
Name: _____

Circle if the images are 2D or 3D.



2D 3D

2D 3D



2D 3D



2D 3D

Name: _____

Circle if the images are 2D or 3D.



2D 3D



2D 3D



3D



2D 3D

Name: _____

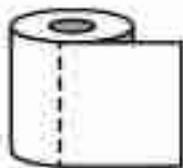
Circle if the images are 2D or 3D.



2D 3D



2D 3D



2D 3D



2D 3D

Name: _____

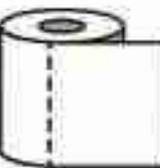
Circle if the image



2D 3D



2D 3D



2D 3D



2D 3D

Activity Title: Shape Treasure Hunt

Objective

What are we learning about?

To help students identify and differentiate between 2D and 3D shapes through an interactive treasure hunt game.

Materials

What you will need for the activity.

- A variety of 2D and 3D shapes (circles, squares, triangles, rectangles, cubes, spheres, pyramids)
- Two large signs labeled "2D Station" and "3D Station"
- Small prizes or stickers for participants



Instructions

How you will complete the activity.

- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Prizes for shapes found more treasure and a longer hunt.
- 2) Divide students into small groups to encourage teamwork.
- 3) Explain the difference between 2D (flat shapes) and 3D (shapes with more starting the hunt.
- 4) On your signal, allow the students to start searching for the hidden shape images.
- 5) Once a student finds an image, they must decide if it is a 2D or 3D shape and then go to the corresponding station to stand. Optional: have students keep searching for the "treasure" shapes if you want to keep them engaged.
- 6) When all shapes are found, gather the students at each station and review each found image as a group, confirming whether it was correctly identified as 2D or 3D.
- 7) Discuss why each shape belongs to its category, reinforcing the characteristics of 2D and 3D shapes.
- 8) Provide small prizes or stickers to all participants for their effort and learning.

Name: _____

14

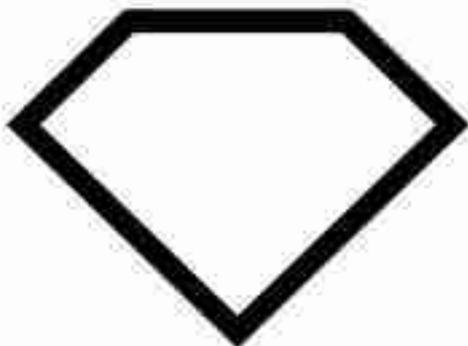
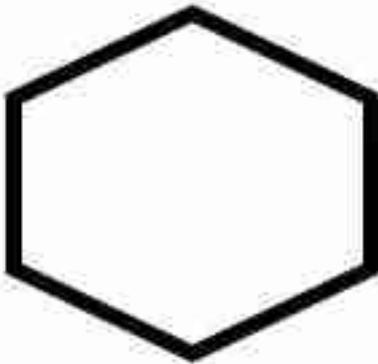
Curriculum Connection
K.1.1

Instructions

Cut out the cards below



PREVIEW



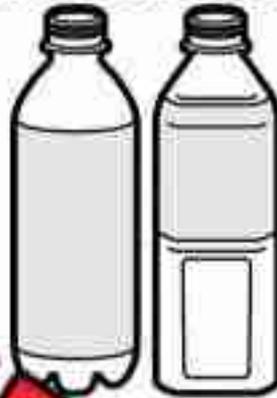
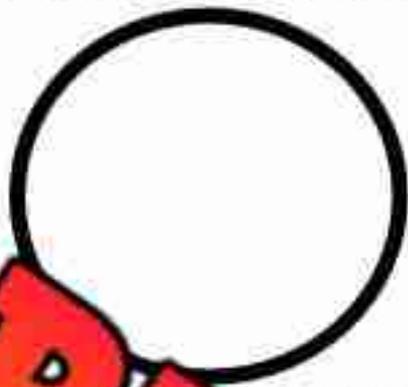
Name: _____

15

Curriculum Connection
E1.1

Instructions

Cut out the cards below



PREVIEW



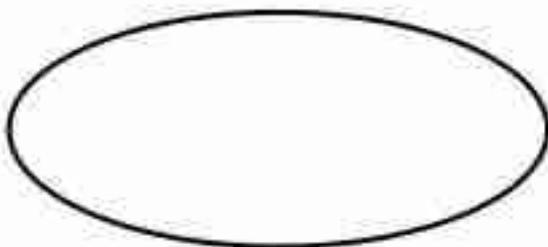
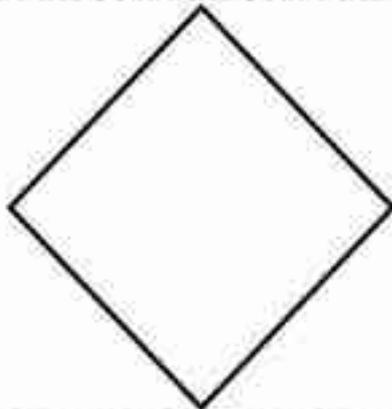
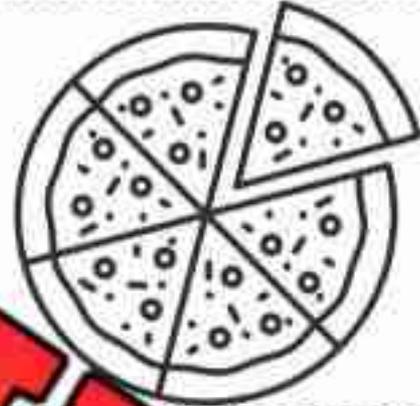
Name: _____

16

Curriculum Connection
E1.1

Instructions

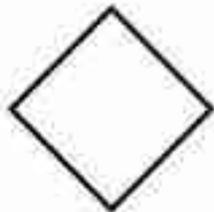
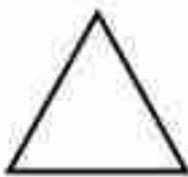
Cut out the cards below



PREVIEW

Sorting 2D Shapes – Number of Sides**Questions**

Sort the shapes into the correct categories by writing their letters below

1 Side**3 Sides****5 Sides****PREVIEW**

A

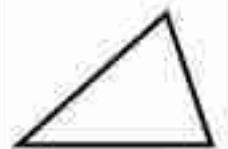
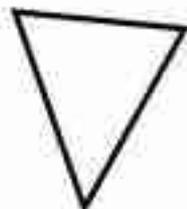
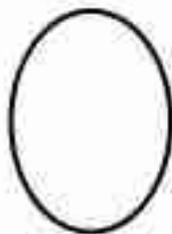
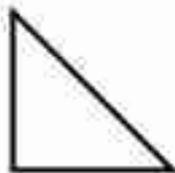
B

C

D

E

F



G

H

I

J

K

L

Odd Shape Out – Sorting Rule

Instructions

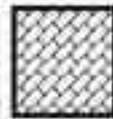
Each row has 8 shapes that follow a sorting rule, except for 1 shape. Circle the shape that doesn't belong and circle the sorting rule.

Shapes in the Group	Sorting Rule (Circle One)
	A) Shapes with 3 sides B) Shapes with 4 sides
	A) Shapes with straight edges B) Shapes with curved edges
	A) Shapes with 4 sides B) Shapes with no sides
	A) Shapes with triangles B) Shapes with squares
	A) Shapes with straight lines B) Shapes with curved lines
	A) Shapes with 4 sides B) Diamonds only
	A) Quadrilaterals only B) Shapes with 3 sides
	A) Shapes with only straight edges B) Shapes with no straight edges
	A) Shapes with 4 sides only B) Shapes pointing down
	A) Shapes with straight edges B) Shapes with curved edges

Sorting 2D Objects – Texture



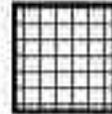
Diagonal Lines



Brick Pattern



Dot Pattern



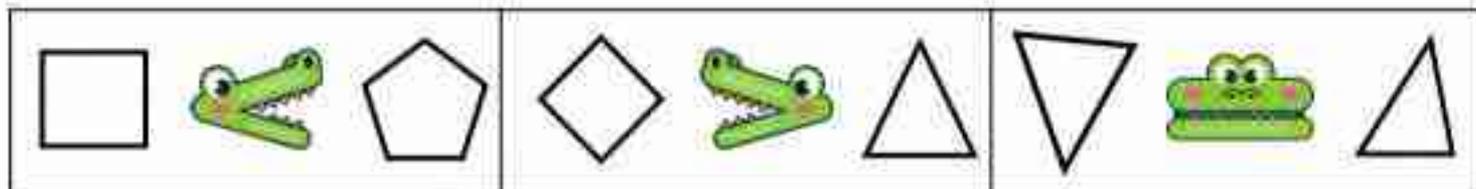
Cross Hatching

PREVIEW

Questions

Cut the shapes out and paste them in the correct box.

Comparing Shapes - Number of Sides



Questions

Circle the correct alligator

<p>1)</p>	<p>2)</p>
<p>3)</p>	<p>4)</p>
<p>5)</p>	<p>6)</p>
<p>7)</p>	<p>8)</p>
<p>9)</p>	<p>10)</p>

Drawing 2D Shapes**Questions**

Draw the 2D shapes below

1) Circle

2) Square

3) Rectangle

4) Triangle

5) Oval

6) Parallelogram

7) Hexagon

8) Octagon

PREVIEW

Exit Cards

Cut Out

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

Name: _____

Draw the 2D shapes below.


Circle
Pentagon
Oval
Triangle

Name: _____

Draw the 2D shapes below.


Circle
Pentagon
Triangle
Triangle

Name: _____

Draw the 2D shapes below.


Circle
Pentagon
Oval
Triangle

Name: _____

Draw the 2D shapes below.


Circle
Pentagon
Oval
Triangle

Draw the Mirror Image – Matching Halves**Draw**

Draw the matching halves of the shapes below

Name: _____

29

Curriculum Connection
E1.1

Draw the Mirror Image – Matching Half

Draw

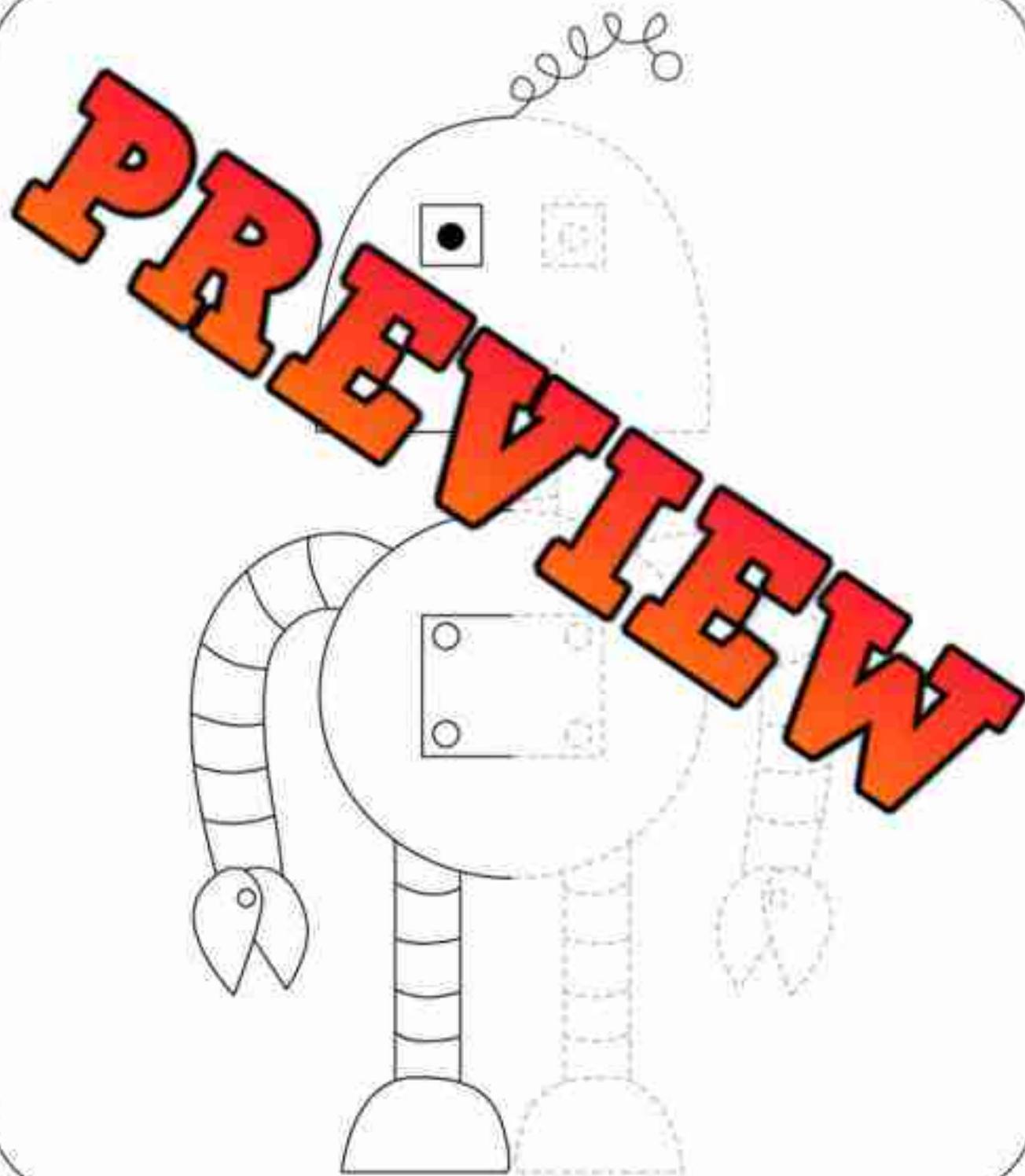
Draw the matching half of the picture below



Draw the Mirror Image – Matching Half

Draw

Draw the matching half of the picture below.



Name: _____

33

Draw a Matching Picture Using a Grid

Draw

Draw the matching half of the picture below



Name: _____

Draw the Mirror Image – Match Half



PREVIEW

3D Shapes – Colouring Activity

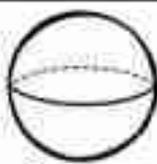
Blue

Cube



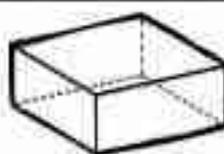
Green

Cone



Orange

Sphere



Red

Rectangular Prism

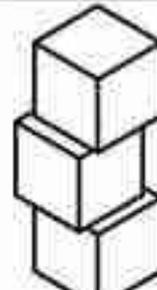
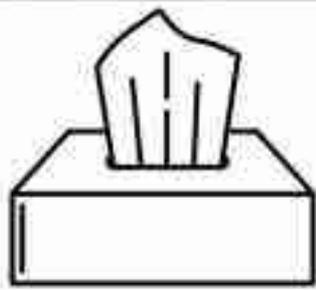
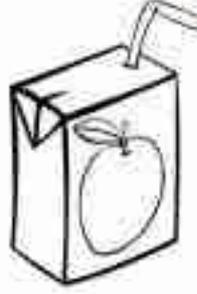
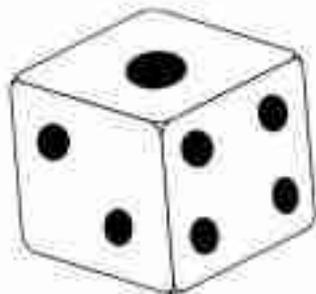
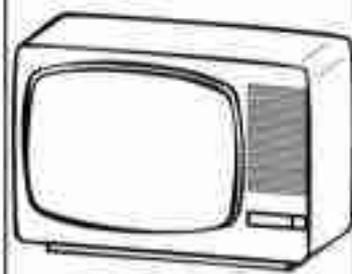
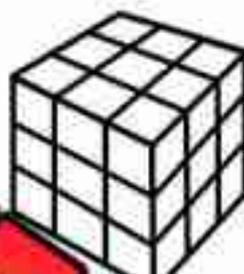


Purple

Cylinder

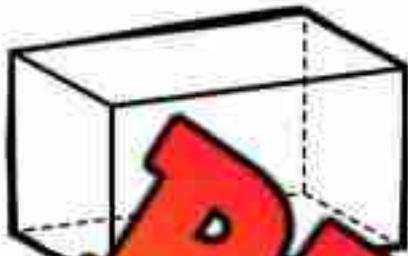
Instruct

Colour each picture the correct colour



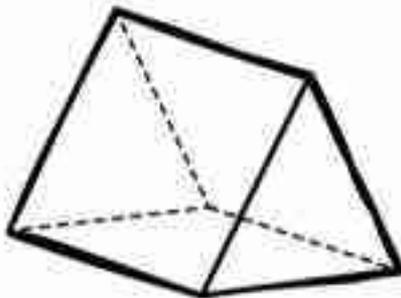
3D Objects - Number of Faces**Questions**

Colour the box with the correct number of faces



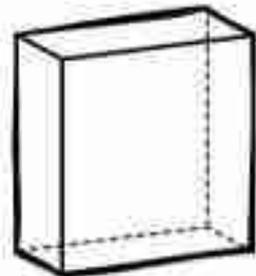
3

5



5

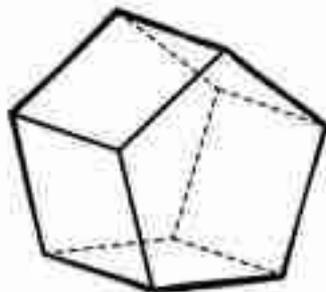
6



3

5

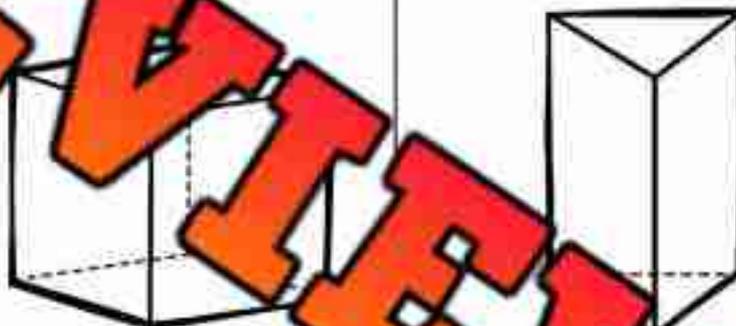
6



4

7

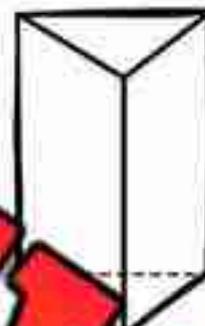
9



4

6

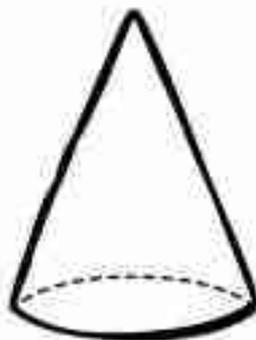
8



3

5

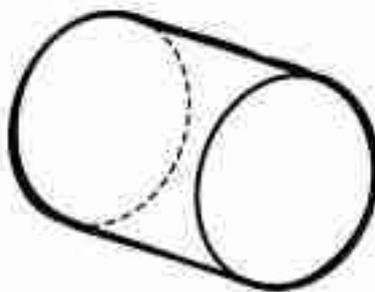
6



2

3

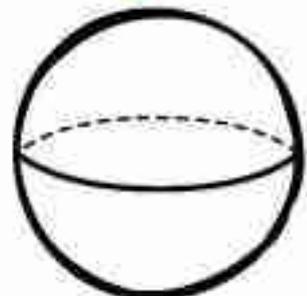
4



1

2

3



0

1

2

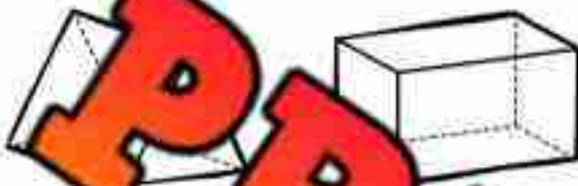
Exit Cards

Cut Out

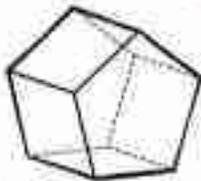
Cut out the exit cards below and have students complete them at the end of class

Name: _____

Colour the box with the correct number of faces



3	5	7
---	---	---



4	7	9
---	---	---



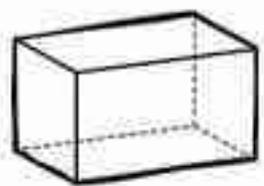
0	1	2
---	---	---

Name: _____

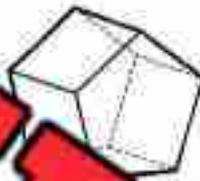
Colour the box with the correct number of faces



3	5	6
---	---	---



3	5	6
---	---	---



4	7	9
---	---	---



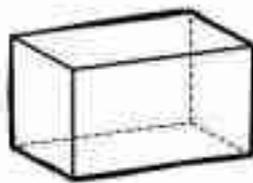
0	1	2
---	---	---

Name: _____

Colour the box with the correct number of faces



3	5	6
---	---	---



3	5	6
---	---	---



4	7	9
---	---	---



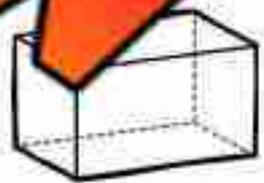
0	1	2
---	---	---

Name: _____

Colour the box with the correct number of faces



3	5	6
---	---	---



3	5	6
---	---	---



4	7	9
---	---	---



0	1	2
---	---	---

Name: _____

42

Curriculum Connection
E11

Sorting 3D Objects - Faces

1 Faces

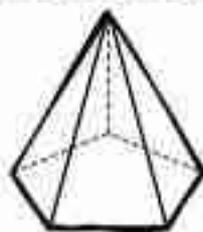
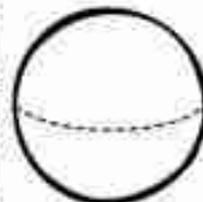
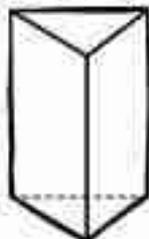
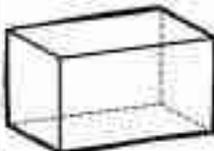
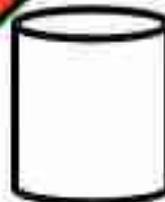
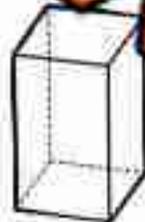
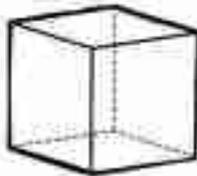
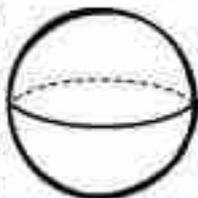
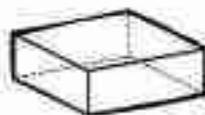
3 Faces

6 Faces

PREVIEW

Questions

Cut the shapes out and paste them in the correct box.

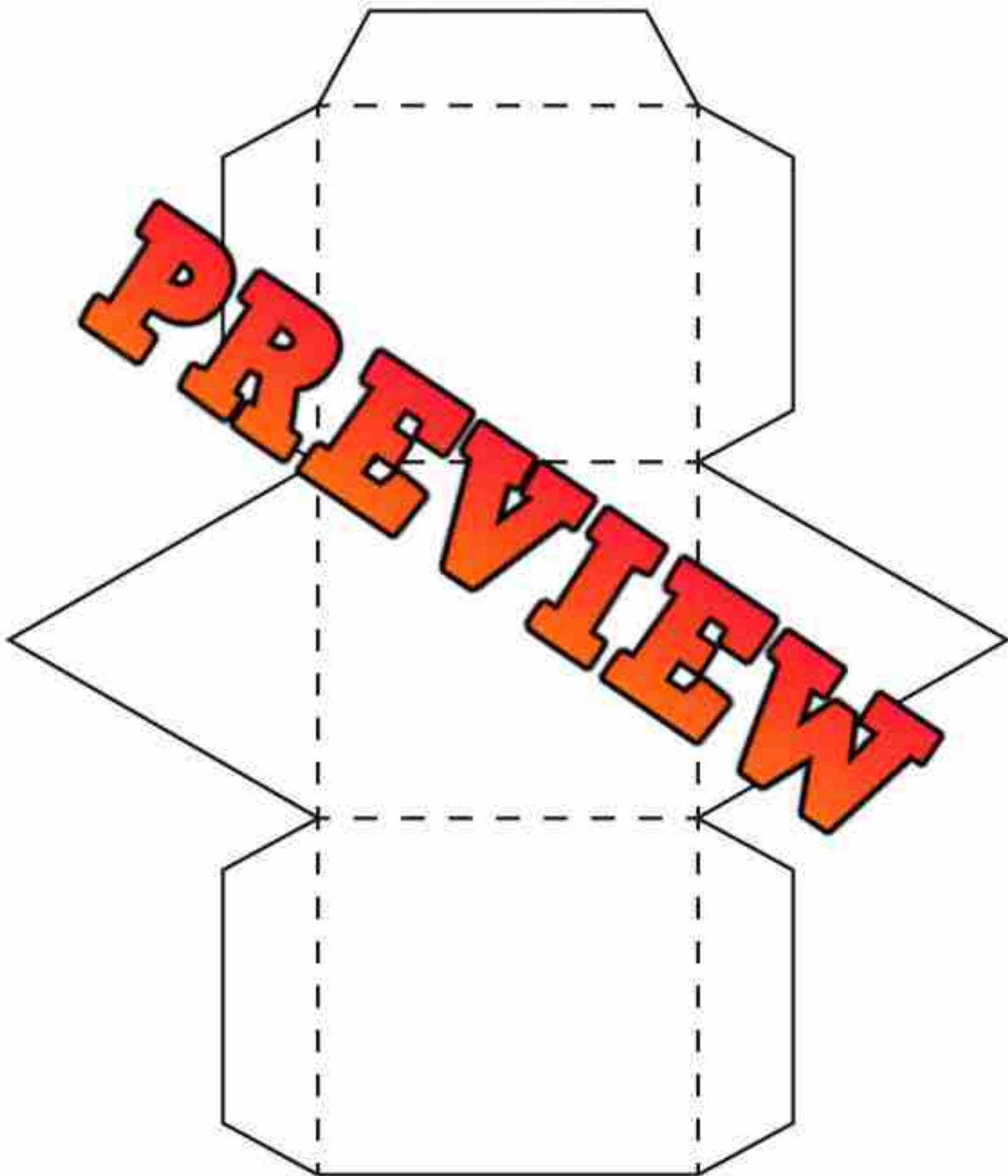


Name: _____

43

Curriculum Connection
E12

Triangular Prism

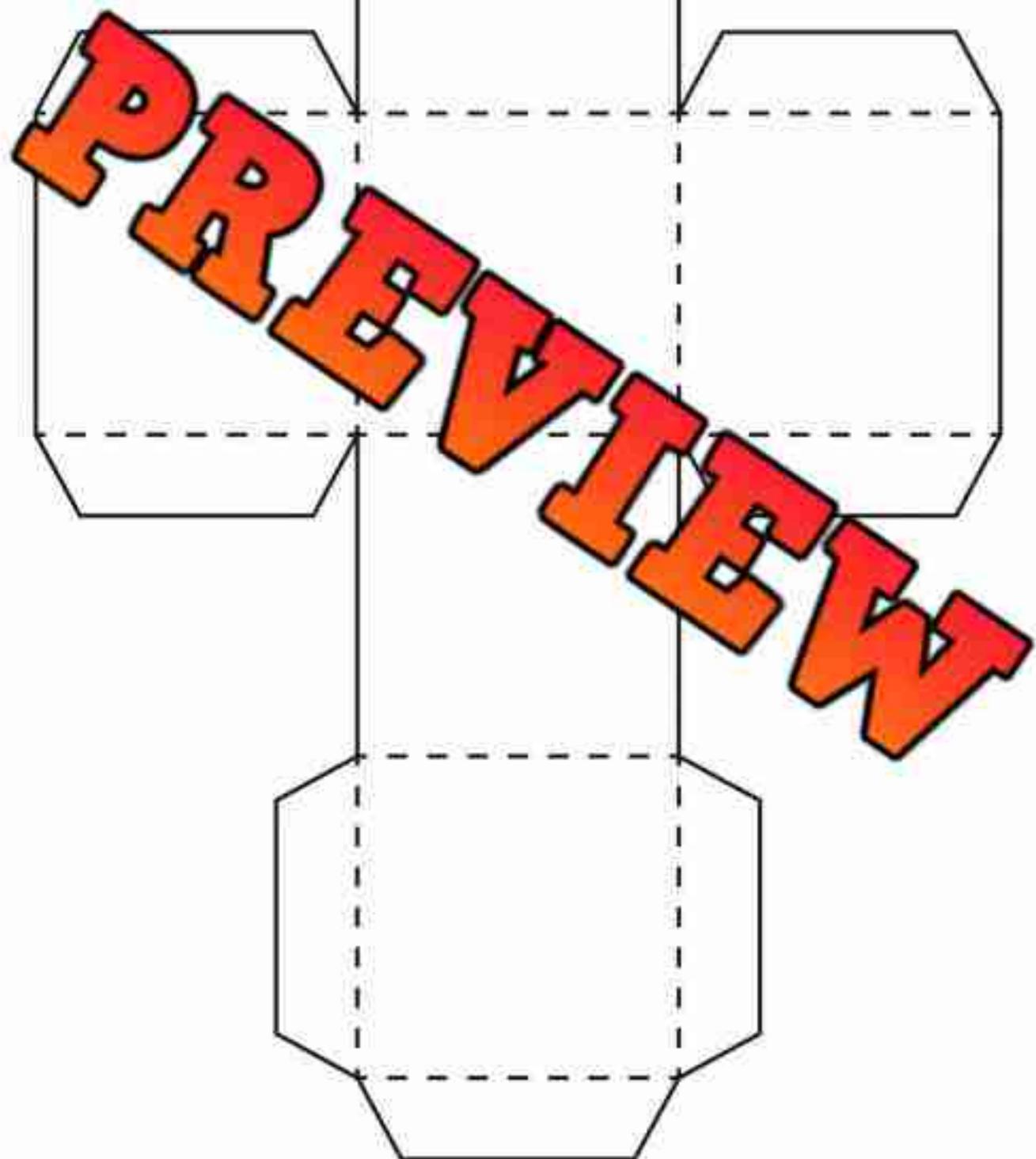


Name: _____

45

Curriculum Connection
E1.2

Cube

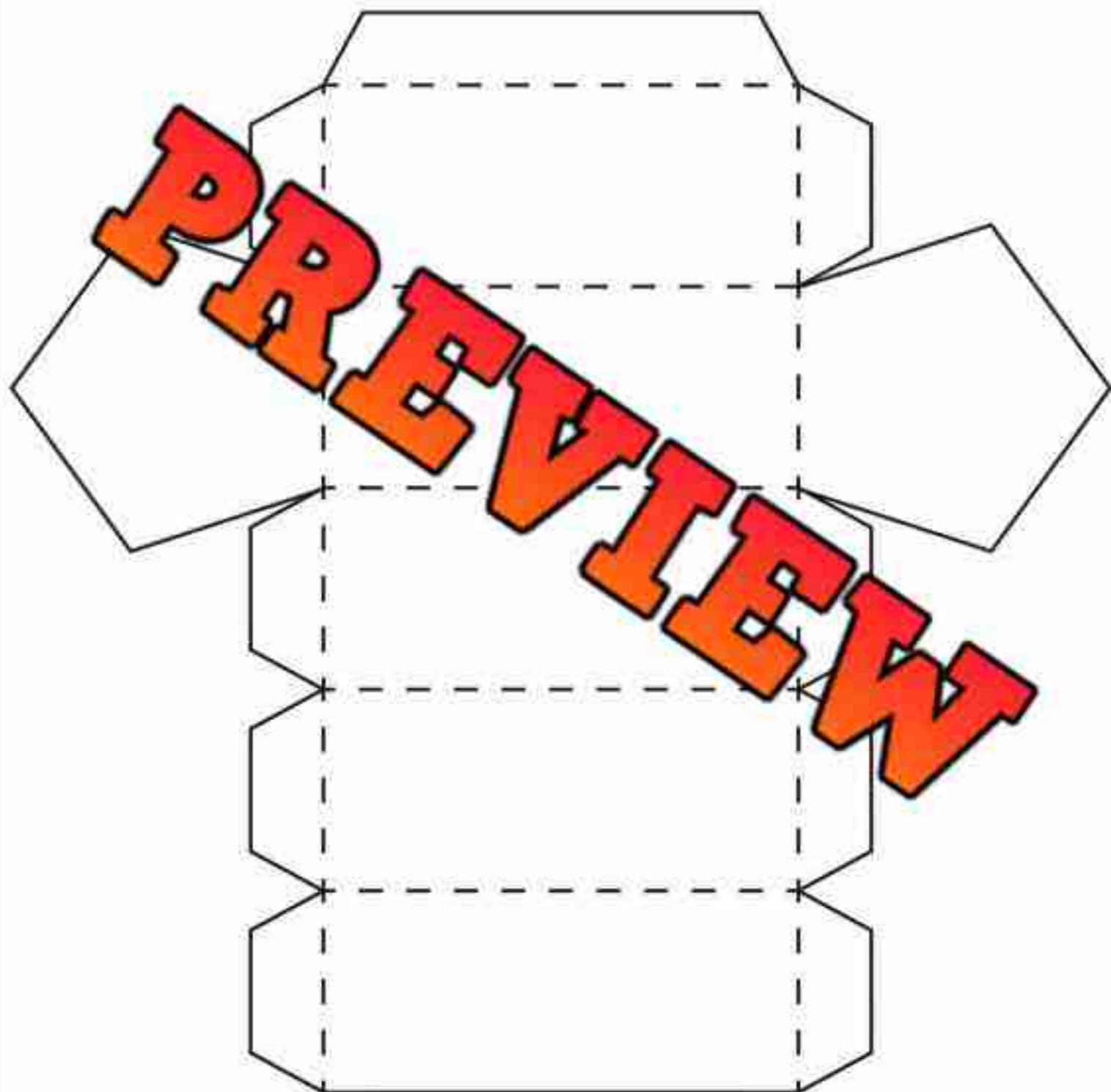


Name: _____

46

Curriculum Connections
E1.2

Pentagonal Prism

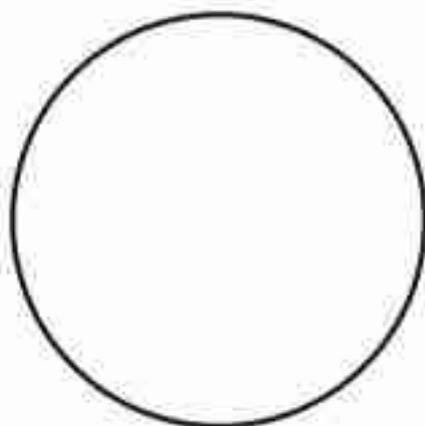
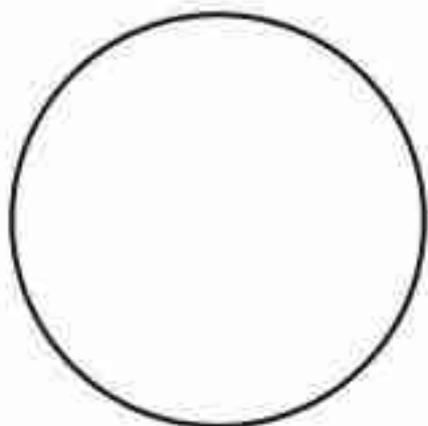
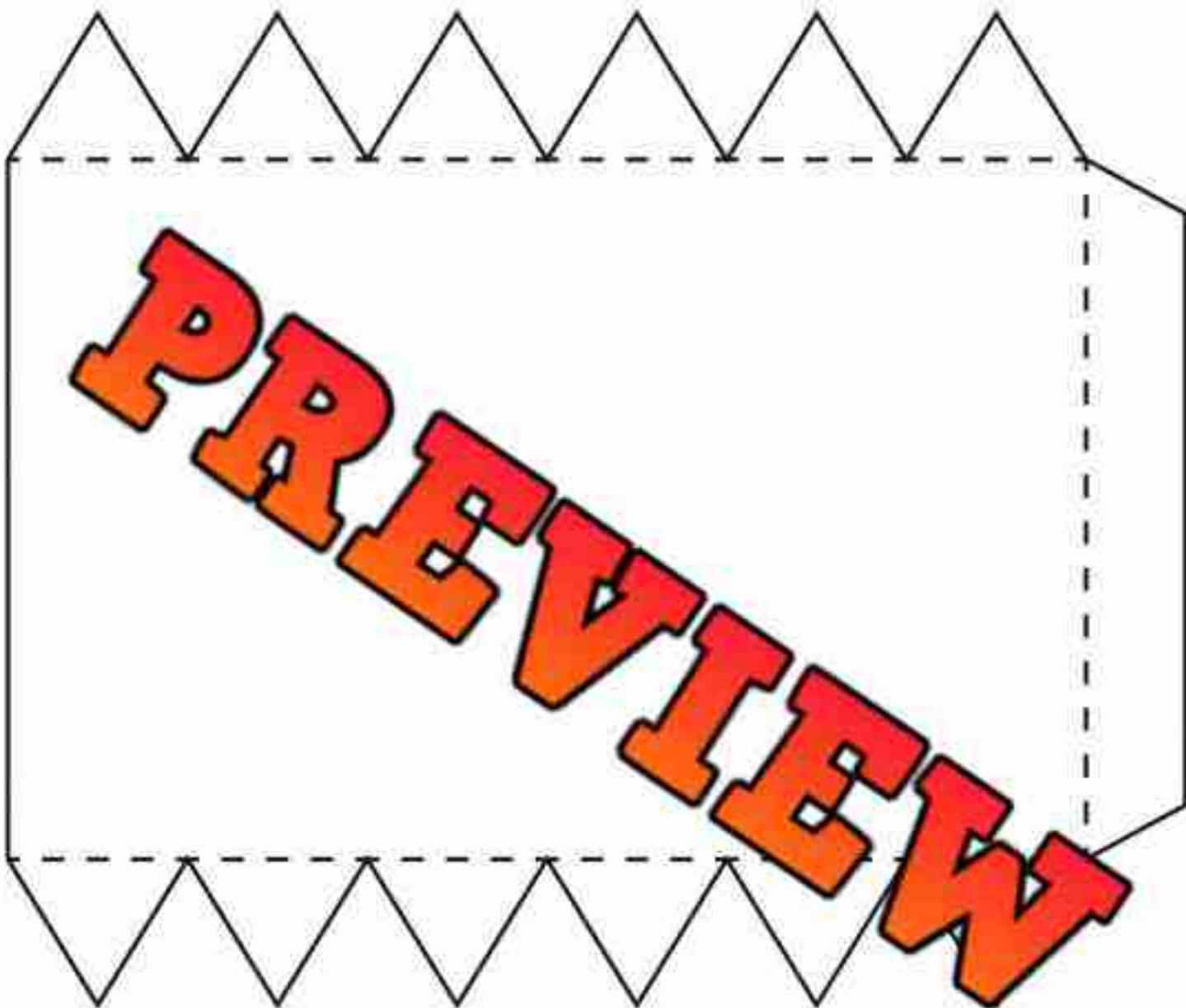


Name: _____

49

Curriculum Connection
E1.2

Cylinder

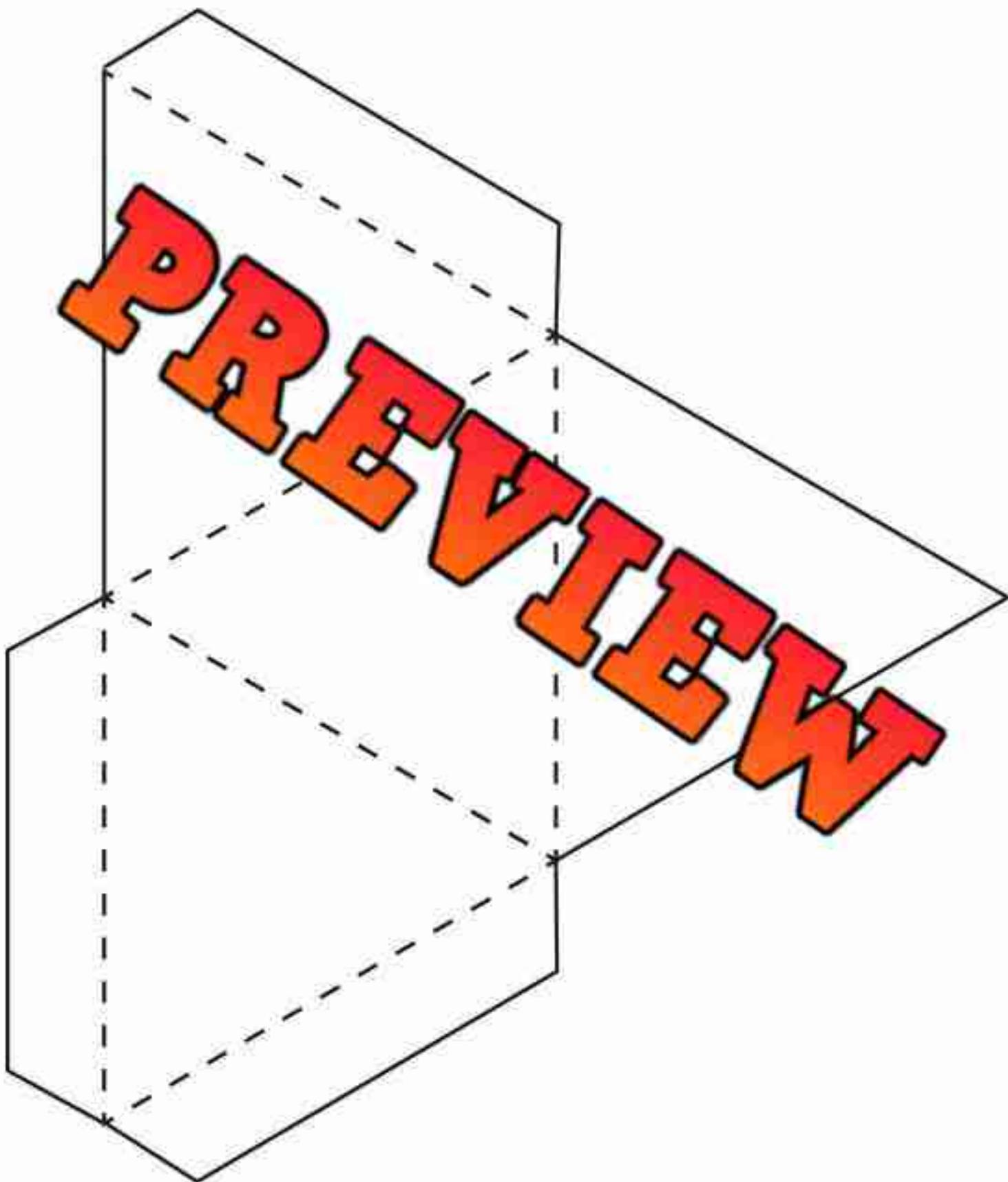


Name: _____

50

Curriculum Connection
E1.2

Triangular Pyramid



3D Models – Investigating Nets

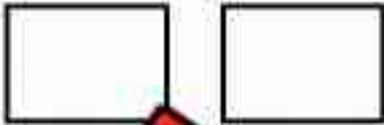
Name of 3D Shape	Faces	Edges	Vertices
Triangular Prism			
Rectangular Prism			
Pentagonal Prism			
Hexagonal Prism			
Cone			
Cylinder			
Triangular Pyramid			
Square Pyramid			
Pentagonal Pyramid			

PREVIEW

Congruent Shapes**Questions**

Circle whether the shapes are congruent or not

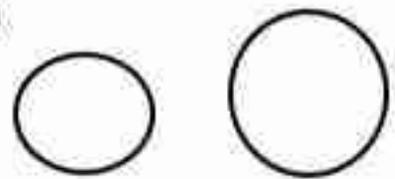
1)

congruent
not congruent

2)

congruent
not congruent

3)

congruent
not congruent

4)

congruent
not congruent

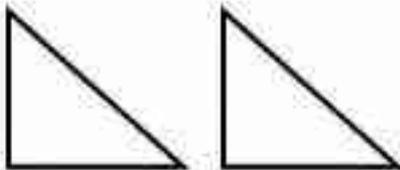
5)

congruent
not congruent

6)

congruent
not congruent

7)

congruent
not congruent

8)

congruent
not congruent

9)

congruent
not congruent

10)

congruent
not congruent

11)

congruent
not congruent

12)

congruent
not congruent**PREVIEW**

Exit Cards

Cut Out

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

Name: _____

Circle whether the shapes are congruent or not

A)

Congruent
not congruent

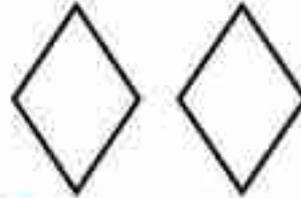
B)

Congruent
not congruent

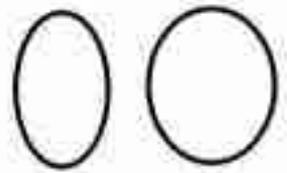
Name: _____

Circle whether the shapes are congruent or not

A)

Congruent
not congruent

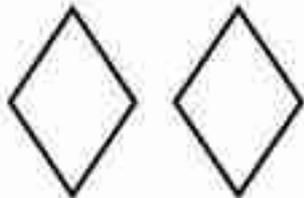
B)

Congruent
not congruent

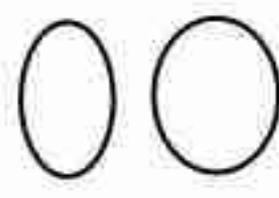
Name: _____

Circle whether the shapes are congruent or not

A)

Congruent
not congruent

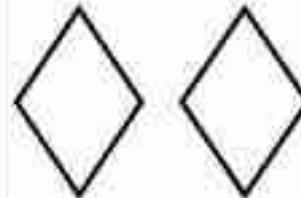
B)

Congruent
not congruent

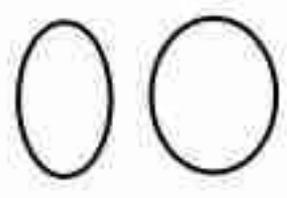
Name: _____

Circle whether the shapes are congruent or not

A)

Congruent
not congruent

B)

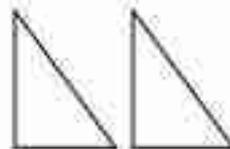
Congruent
not congruent

Congruent Shapes

Questions

Circle the congruent shape

Congruent shapes have the same size and shape. This means that the sides lengths and angles are the same.



Congruent



Not congruent

1)



a)



b)



c)



2)



a)



b)



c)



3)



a)



b)



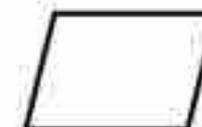
c)



4)



a)



b)



5)



a)



b)



c)



6)



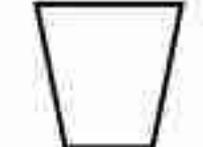
a)



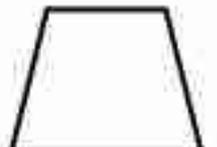
b)



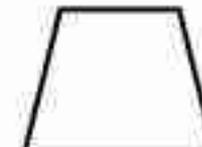
c)



7)



a)



b)



c)



The Congruent House



Questions

Answer the questions below by looking at the house above

- | | |
|---|--|
| 1) Which shape is congruent to shape A? | |
| 2) Which shape is congruent to shape C? | |
| 3) Which shapes are congruent to shape N? | |
| 4) Which shape is congruent to shape B? | |
| 5) Which shape is congruent to shape E? | |
| 6) Which shapes are congruent to shape D? | |
| 7) Which shape is congruent to shape T? | |
| 8) Which shape is congruent to shape L? | |

Line of Symmetry

**Questions**

Is the dotted line a line of symmetry? Write yes or no.

1) _____	2) _____	3) _____	4) _____
5) _____	6) _____	7) _____	8) _____
9) _____	10) _____	11) _____	12) _____
13) _____	14) _____	15) _____	16) _____

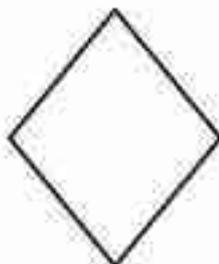
Drawing Lines of Symmetry**Questions**

Draw a line of symmetry on the shapes below

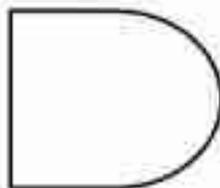
1)



2)



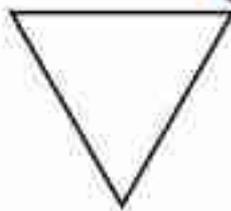
3)



4)



5)



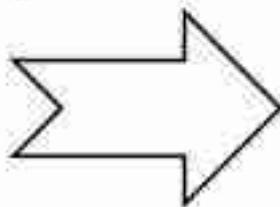
7)



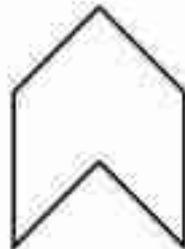
8)



9)



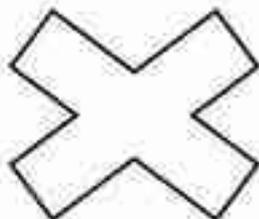
10)



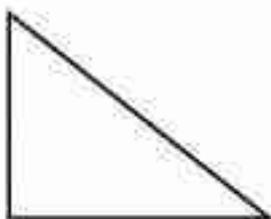
11)



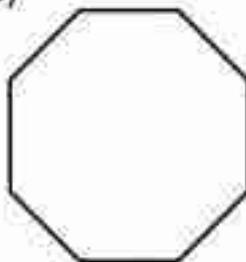
13)



14)



15)



16)



Exit Cards

Cut Out

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

Name: _____

1) Draw a line of symmetry.

2) Draw 2 or more lines of symmetry on the shapes below.



Name: _____

1) Draw a line of symmetry.

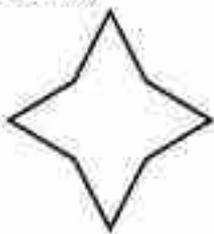
2) Draw 2 or more lines of symmetry on the shapes below.



Name: _____

1) Draw a line of symmetry.

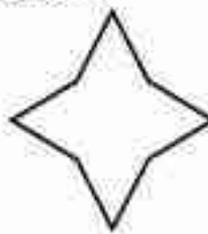
2) Draw 2 or more lines of symmetry on the shapes below.



Name: _____

1) Draw a line of symmetry.

2) Draw 2 or more lines of symmetry on the shapes below.



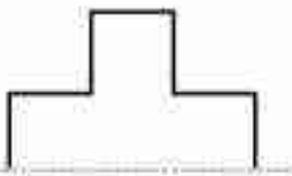
Drawing Mirror Image Using Line of Symmetry**Questions**

Draw the mirror image of the shapes below

1)



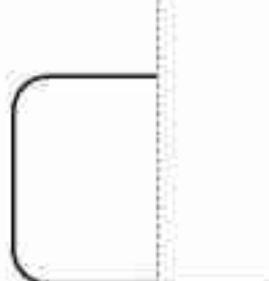
2)



3)



4)



5)



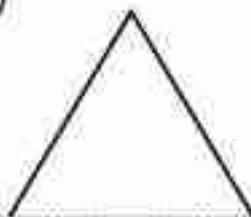
6)



8)



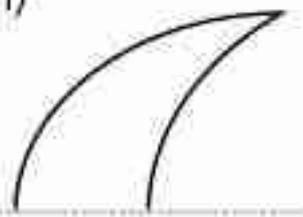
9)



10)



11)



12)



Drawing Mirror Objects Using Real-Life Objects**Questions**

Draw the mirror image of the real-life objects below

1)



2)



3)



4)



5)



6)



8)



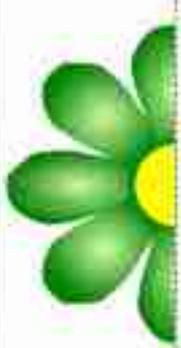
9)



10)



11)



12)



Relative Location – Under, Over, In Front, Behind

Questions

Circle the correct answer

1) The trees are _____ of the mountains.

- a) Under
- b) Over
- c) In Front
- d) Behind



2) The bird flew _____ the pond.

- a) Under
- b) Over
- c) In Front
- d) Behind



3) The table is _____ the chair.

- a) Under
- b) Over
- c) In Front
- d) Behind



4) The person is _____ the cash register.

- a) Under
- b) Over
- c) In Front
- d) Behind



5) The plane flew _____ the road.

- a) Under
- b) Over
- c) In Front
- d) Behind



6) The school field is _____ of the school.

- a) Under
- b) Over
- c) In Front
- d) Behind



7) The sun shines _____ the waterfall.

- a) Under
- b) Over
- c) In Front
- d) Behind



8) The rain falls _____ the clouds.

- a) Under
- b) Over
- c) In Front
- d) Behind



9) The mountains are _____ the tent.

- a) Under
- b) Over
- c) In Front
- d) Behind



10) The boy jumps _____ the trampoline.

- a) Under
- b) Over
- c) In Front
- d) Behind



Relative Location – Under, Over, In Front, Behind



Questions

Answer the questions below by using the scene above.

Questions	Answers (Under, Over, In Front, Behind)
1) The truck is _____ the hawk (bird).	
2) The car is _____ of the power lines.	
3) The power lines are _____ of the mountain.	
4) The hawk flies _____ the road.	
5) The cloud is _____ the family.	
6) The mountain is _____ the family.	
7) The grass is _____ of the road.	

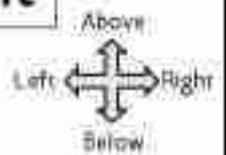
Name: _____

Relative Location – Fill In The Blanks



PREVIEW

Relative Location – Above, Below, Left, Right



Questions

Circle the correct answer

1) The airplane is _____ the road

- a) Above
- b) Below
- c) To the left
- d) To the right



2) The car is _____ of the tree

- a) Above
- b) Below
- c) To the left
- d) To the right



3) The person is _____ the person

- a) Above
- b) Below
- c) To the left
- d) To the right



4) The plate is _____ the food

- a) Above
- b) Below
- c) To the left
- d) To the right



5) The fence is _____ of the house, The fire is _____ the logs of wood

- a) Above
- b) Below
- c) To the left
- d) To the right



- a) Above
- b) Below
- c) To the left
- d) To the right



7) The computer is _____ the desk

- a) Above
- b) Below
- c) To the left
- d) To the right



8) The blanket is _____

- a) Above
- b) Below
- c) To the left
- d) To the right



9) The pizza sign is _____ the store

- a) Above
- b) Below
- c) To the left
- d) To the right

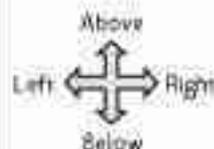


10) The globe is _____ of the books

- a) Above
- b) Below
- c) To the left
- d) To the right



Relative Location – Above, Below, Left, Right



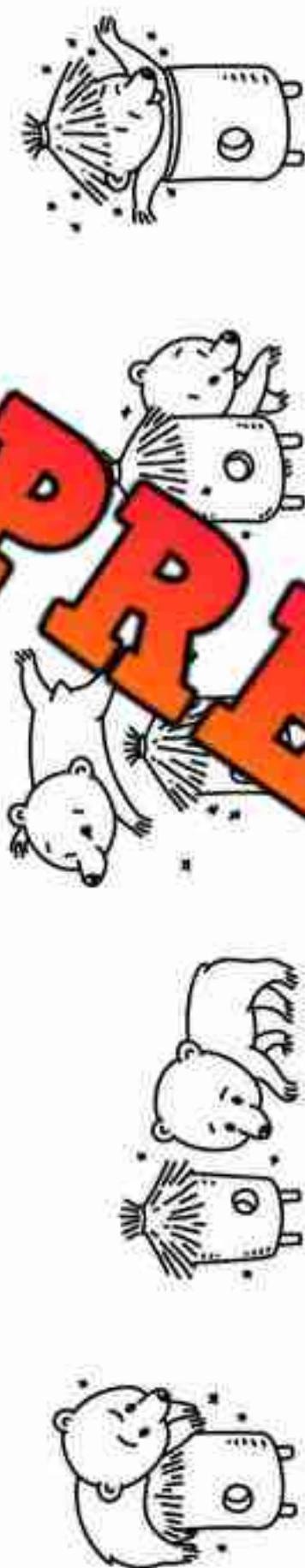
Questions

Answer the questions below by looking at the scene above.

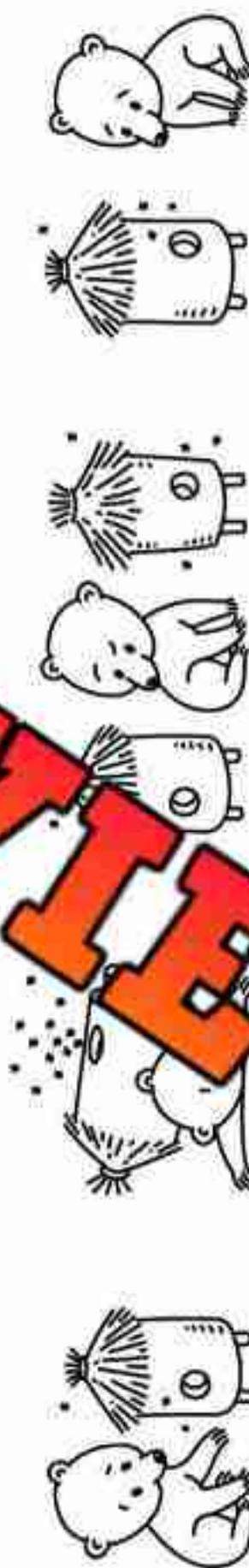
Questions	above, below, left, or right to the left
1) The clock is _____ the light	
2) The carpet is _____ the table	
3) The light is _____ the carpet	
4) The TV is _____ of the light	
5) The bookshelf is _____ of the TV	
6) The TV is _____ the TV stand	
7) The clock is _____ of the plant	

Name: _____

Relative Location – Fill In The Blanks



--	--	--	--



--	--	--	--

Word Bank	Above	Between	Behind	In
	Under	On	Beside	Near

PREVIEW

Relative Location – Using Proper Vocabulary

Instructions Cut out the prepositions and paste them under the matching picture



at	to the left	over
beneath	against	below
next to	among	to the right

Relative Location – Drawing**Questions**

Draw these things in the correct location

1) A house in the middle	<input type="checkbox"/>
2) A car to the left of the house	<input type="checkbox"/>
3) A tree on the right of the house	<input type="checkbox"/>
4) A mountain behind the house	<input type="checkbox"/>
5) A cloud above the house	<input type="checkbox"/>
6) A cloud in the sky	<input type="checkbox"/>
7) The sun to the right of the house	<input type="checkbox"/>
8) A road below the house	<input type="checkbox"/>



PREVIEW

Name: _____

Describing Directions Using Arrows

end



Maze

After drawing a line through the maze, describe your path using arrows below

↑					
←					

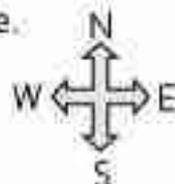
Following Directions – Up, Down, Left, Right

When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – left, right, up, down

Distance – steps, metres

Example of movement – the child went down 3 steps, and right 4 steps.



start

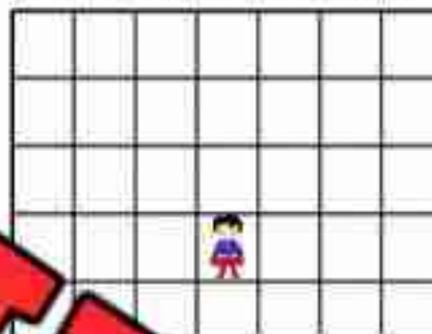


Question – Put an X where you think the child will end up

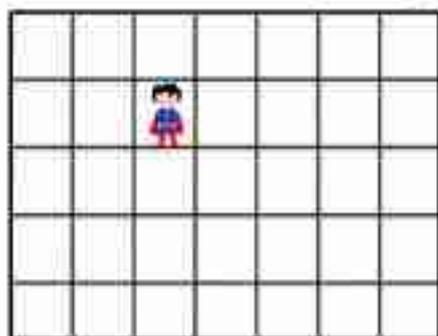
1) Directions – down 3 steps, right 3 steps



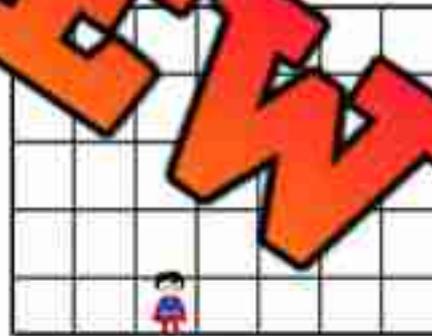
2) Directions – up 2 steps, right 2 steps



3) Directions – down 3 steps, right 3 steps



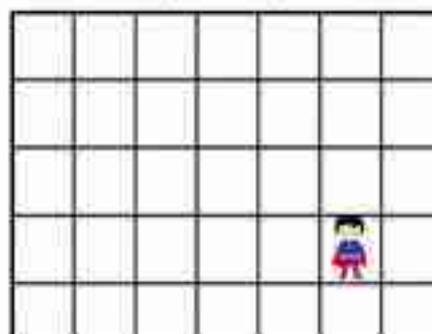
4) Directions – up 2 steps, right 2 steps



5) Directions – down 4 steps, right 5 steps



6) Directions – up 2 steps, left 4 steps

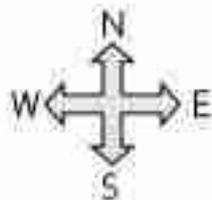
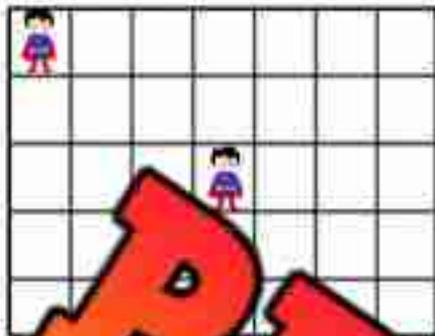


Describing Directions – Up, Down, Left, Right

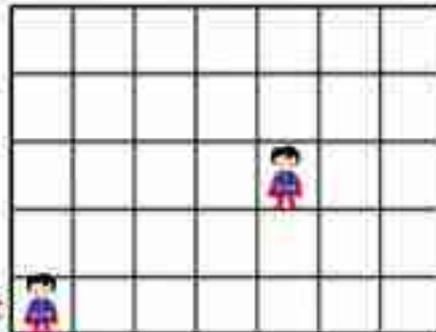
Questions

Describe how the child moved from the start to the end

1) start



2)



start

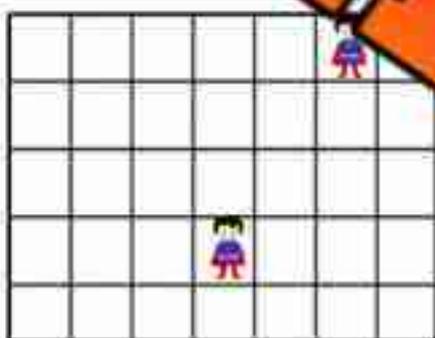
Move _____ spaces

Move _____

Move _____ spaces

Move _____ spaces

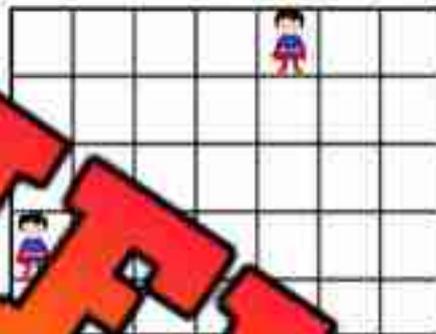
3)



Move _____ spaces

Move _____ spaces

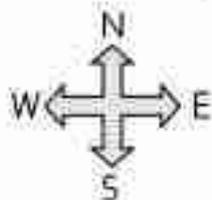
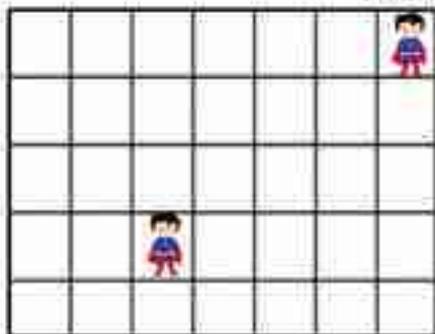
4)



Move _____ spaces

Move _____ spaces

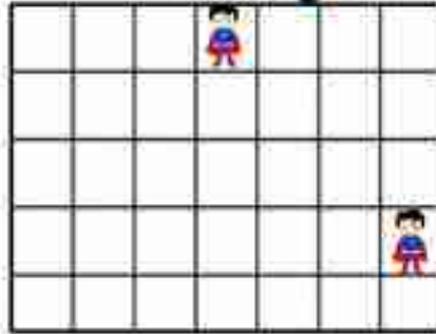
5) start



Move _____ spaces

Move _____ spaces

6) start



Move _____ spaces

Move _____ spaces

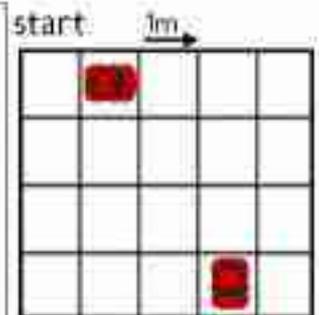
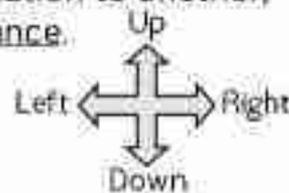
Following Directions – Up, Down, Left, Right

When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – left, right, down, up

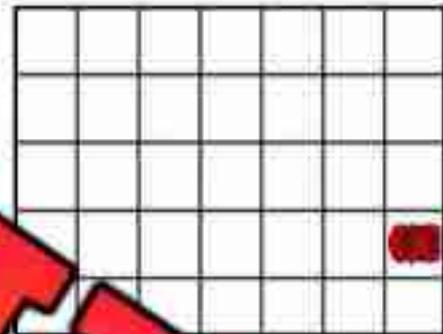
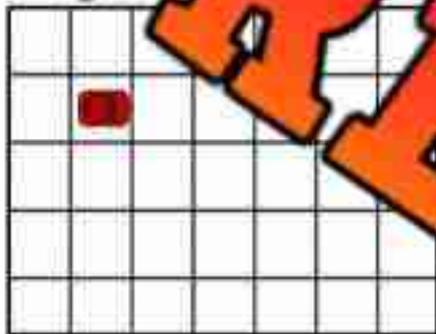
Distance – steps, metres

Example of movement – the car went right 2 metres, and down 3 metres:

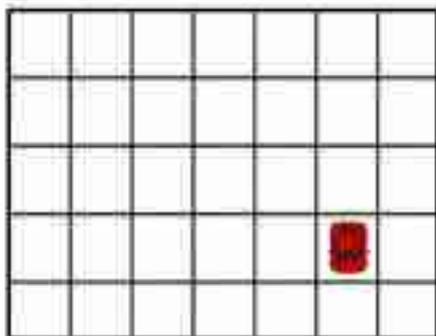


Question – Put an X where you think the car will end up

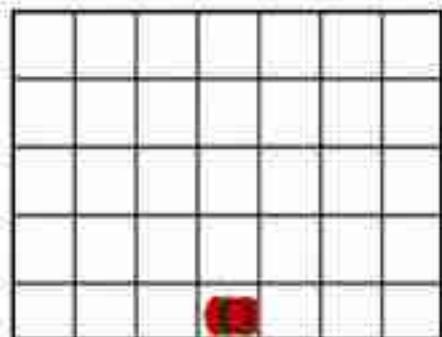
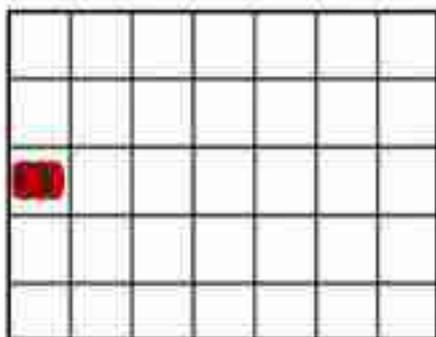
- 1) Directions – right 2 metres, down 2 metres 2) Directions – left 4 metres, up 3 metres



- 3) Directions – down 1 metre, left 5 metres 4) Directions – right 2 metres, left 3 metres



- 5) Directions – right 4 metres, up 2 metres 6) Directions – left 3 metres, up 4 metres



Exit Cards

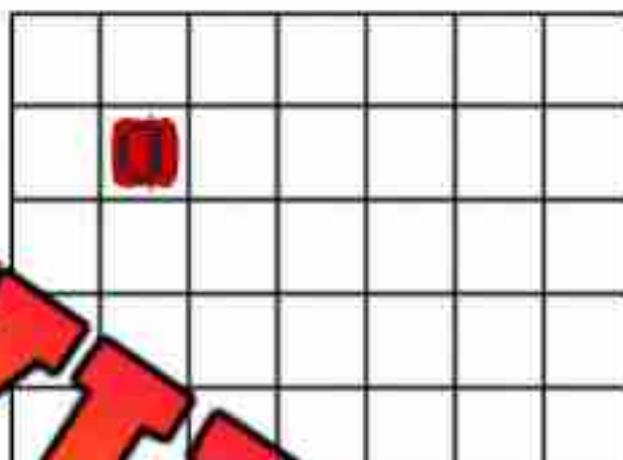
Cut Out

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

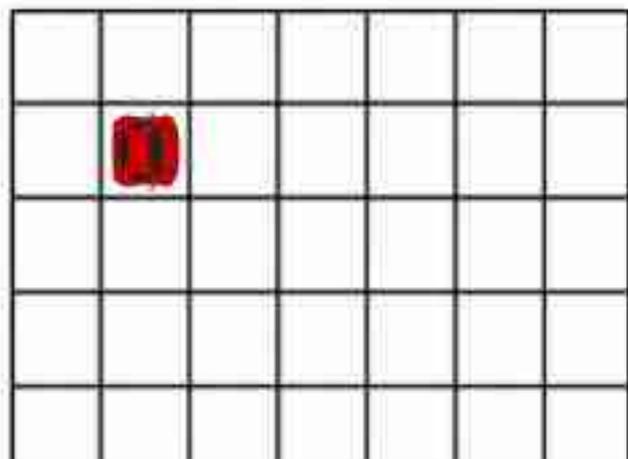
Name: _____

Right 3 metres, down 2 metres, right
1 metre

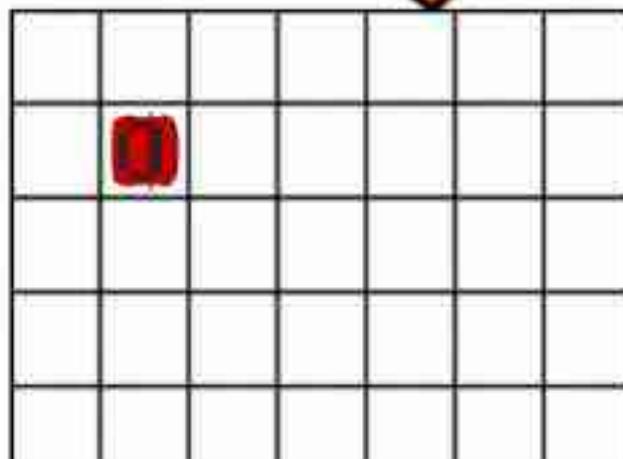
Name: _____

Right 3 metres, down 2 metres, right
1 metre

Name: _____

Right 3 metres, down 2 metres, right
1 metre

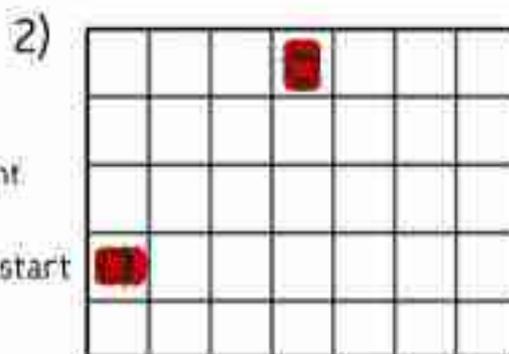
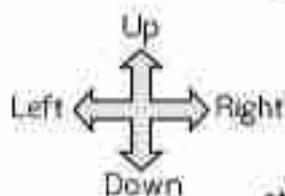
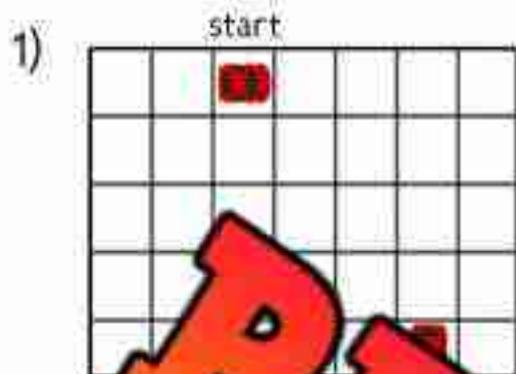
Name: _____

Right 3 metres, down 2 metres, right
1 metre

Describing Directions – Up, Down, Left, Right

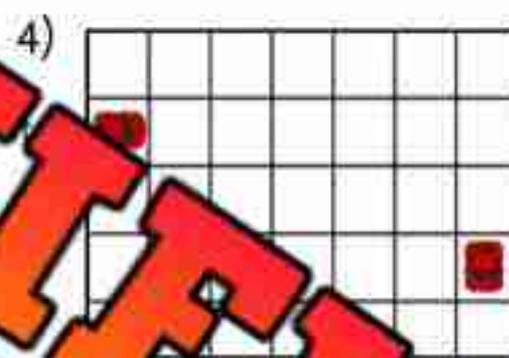
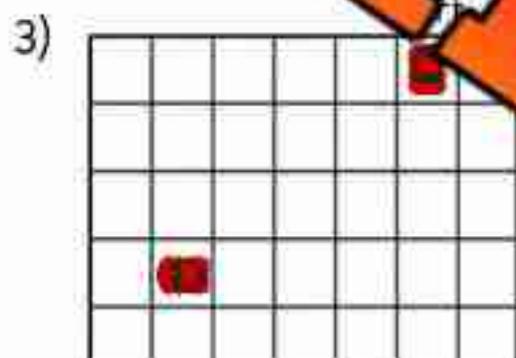
Questions

Describe how the car moved from the start to the end



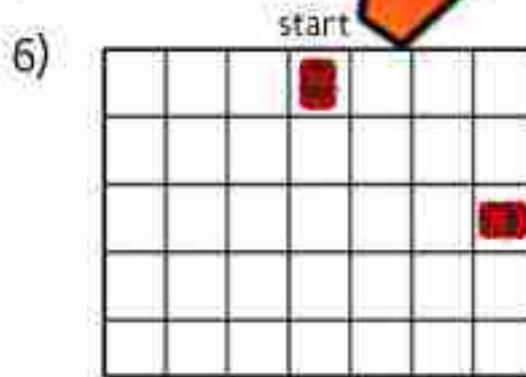
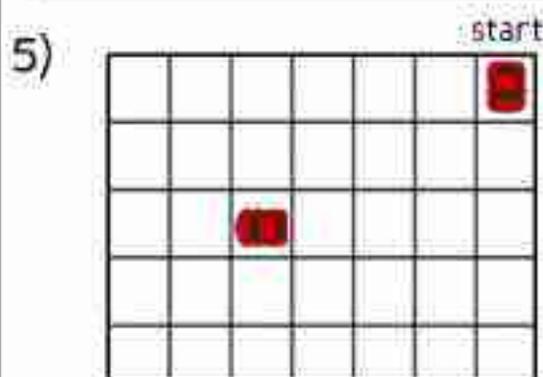
Move _____ metres
Move _____ metres

Move _____ metres
Move _____ metres



Move _____ metres
Move _____ metres

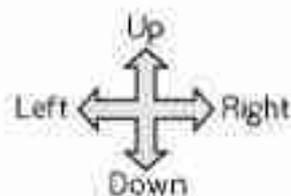
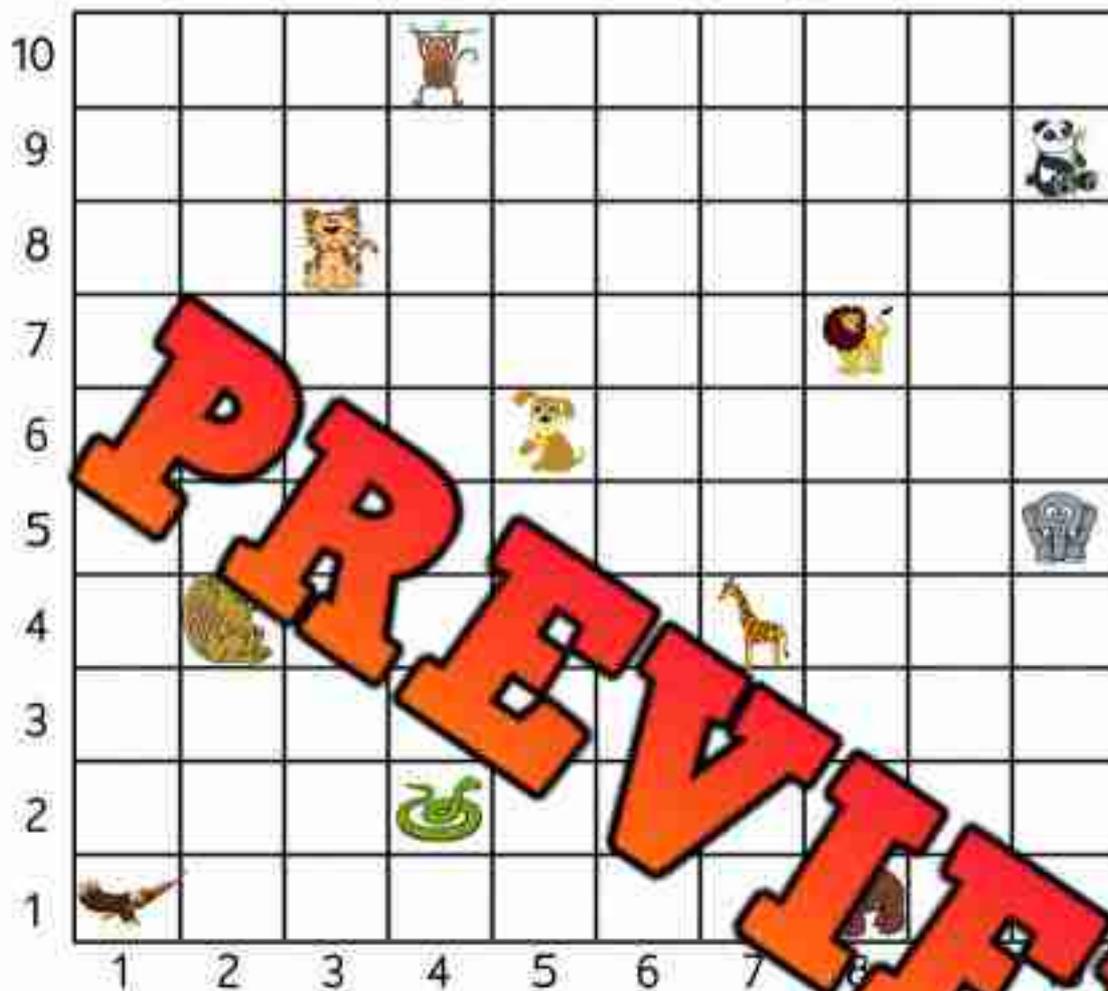
Move _____ metres
Move _____ metres



Move _____ metres
Move _____ metres

Move _____ metres
Move _____ metres

Describing Directions – Up, Down, Left, Right

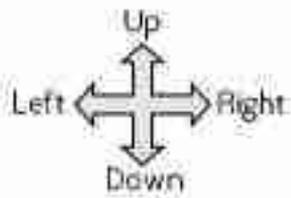


Questions

Explain the directions to get from the _____ symbol _____ and _____

Symbols	Directions
 → 	Go right 2 and down 2
 → 	
 → 	
 → 	
 → 	
 → 	

Describing Directions – Up, Down, Left, Right



PREVIEW

Maze

After drawing a line through the maze, describe your path.

right			
up			

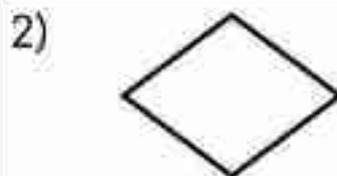
Geometry Test

Part 1

Check whether the shape is 2D or 3D



- 2 Dimensional
 3 Dimensional



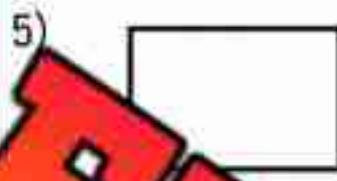
- 2 Dimensional
 3 Dimensional



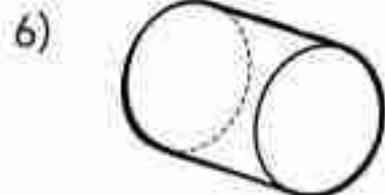
- 2 Dimensional
 3 Dimensional



- 2 Dimensional
 3 Dimensional



- 2 Dimensional
 3 Dimensional



- 2 Dimensional
 3 Dimensional

Part 2

Sort the shapes into the correct categories by writing their letters below

1 Side

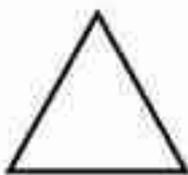
3 Sides

4 Sides

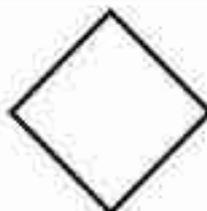
5 Sides



A



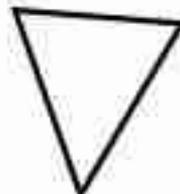
B



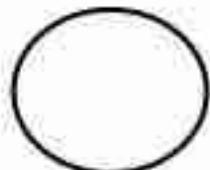
C



D



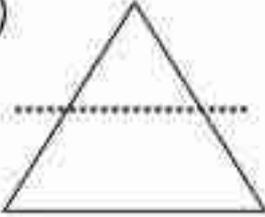
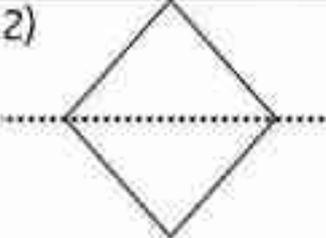
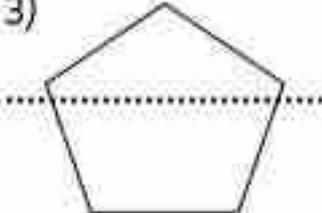
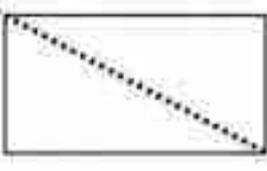
E



F

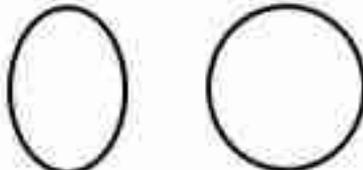
Part 3

Are both sides of the shapes congruent? Write yes or no

1) 	2) 	3) 	4) 
_____	_____	_____	_____

Part 4

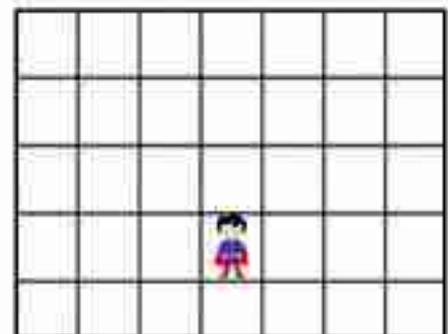
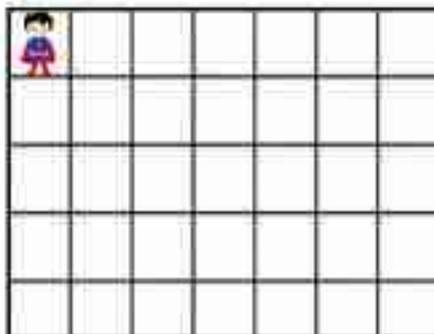
Are the shapes congruent? Write yes or no

1) 	2) 	3) 
congruent not congruent	congruent not congruent	congruent not congruent
4) 	5) 	
congruent not congruent	congruent not congruent	congruent not congruent

Part 5

Put an X where you think the child will end up

1) Directions – down 2 steps, right 3 steps 2) Directions – up 3 steps, left 2 steps



Grade 1
E2 – Measurement

	Curriculum Expectations	Pages That Cover the Expectations
E2.1	identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	93 – 96, 111, 116 – 119
E2.2	compare several everyday objects and order them according to length, area, mass, and capacity	97 – 110, 112 – 115, 120 – 163
E2.3	read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons.	164 – 195

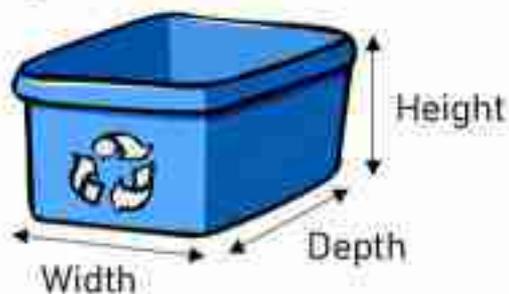
Length of Objects – Height, Width, Depth

Length is the distance between two points. Objects have three different lengths:

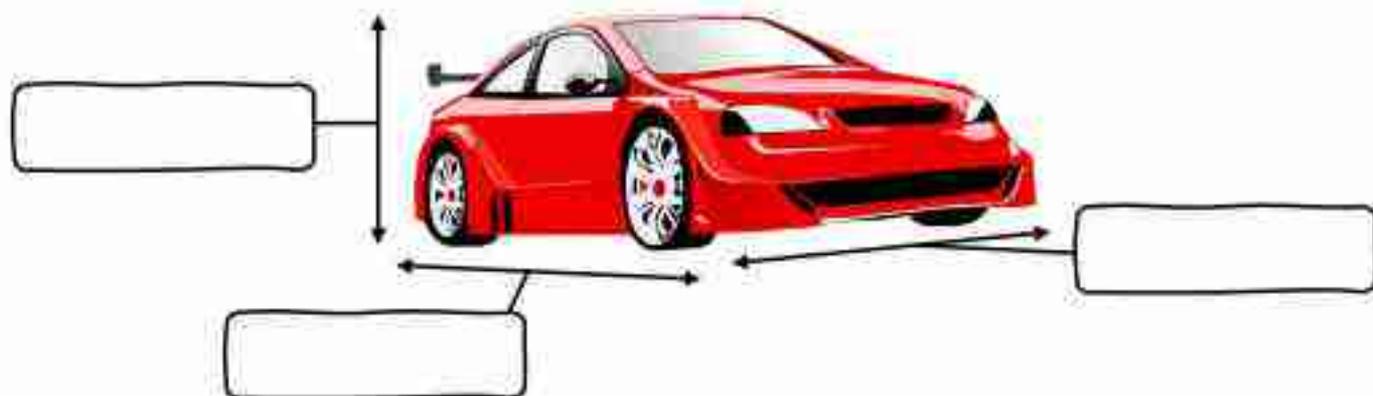
Height – how tall something is

Width – how wide something is

Depth – how deep something is



Question: Measure the height, width, and depth of the objects



Length of Objects – Taller

Part 1

Which object is taller?

1)



2)



3)



4)

**Part 2**

Draw 3 tall objects you have seen in your life

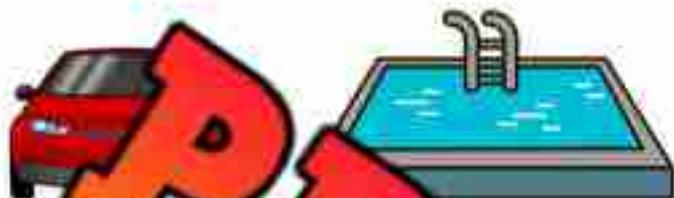
--	--	--

Length of Objects – Wider

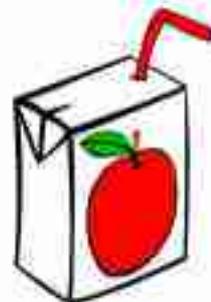
Part 1

Which object is wider?

1)



2)



3)



4)

**Part 2**

Draw 3 wide objects you have seen in your life.

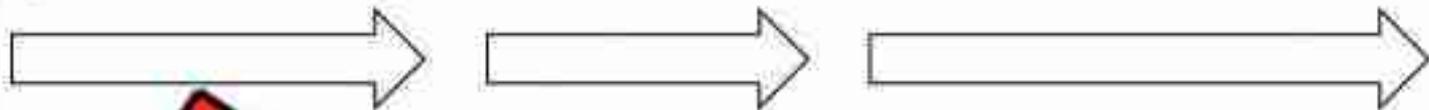
--	--	--

Comparing Length – Arrows

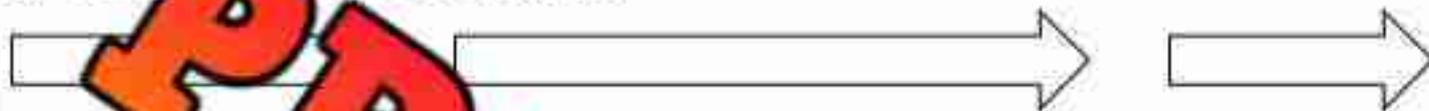
Questions

Follow the instructions below

1) Colour the longest arrow



2) Colour the shortest arrow



3) Colour the longest arrow



4) Colour the shortest arrow



5) Colour the longest arrow

6) Colour the arrow that is **not** the longest or the shortest

7) Colour the longest arrow

8) Colour the arrow that is **not** the longest or the shortest

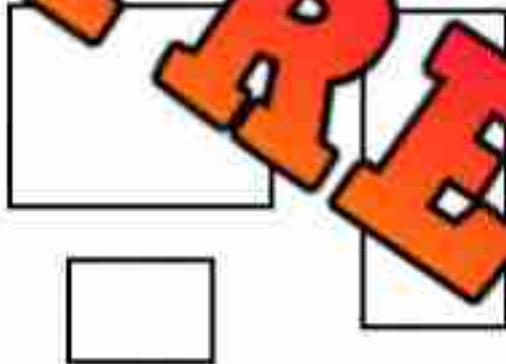
Exit Cards

Cut Out

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

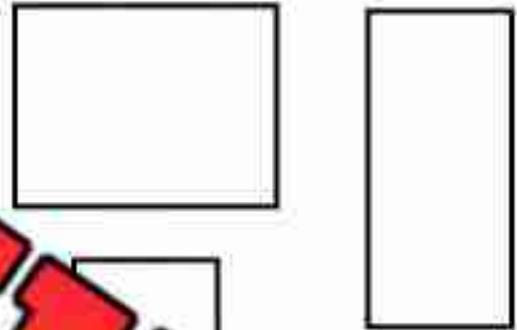
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



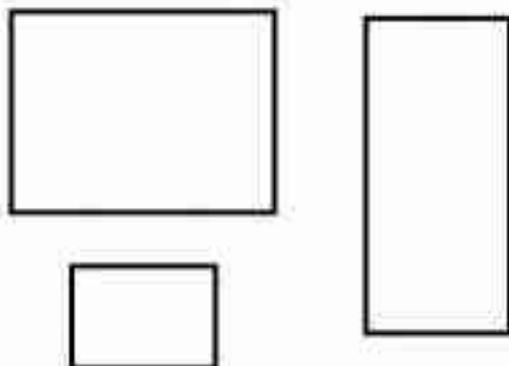
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



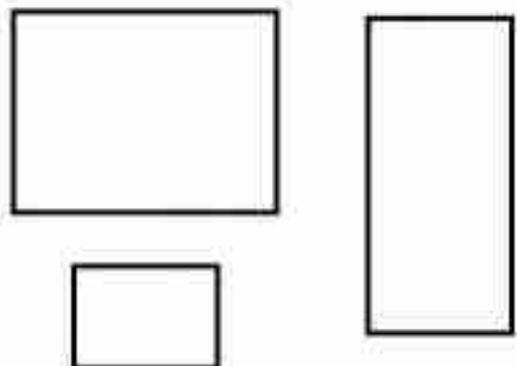
Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



Name: _____

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



Comparing Length – 3D Objects

Questions

Circle whether the object is the shortest or the longest

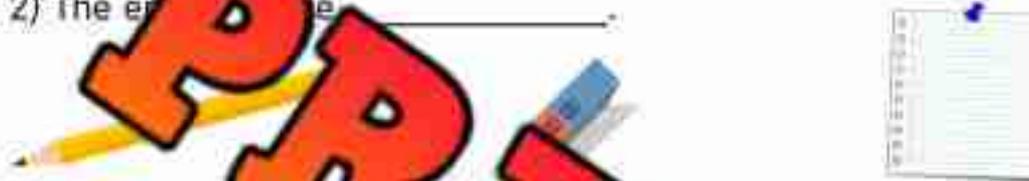
1) The baseball bat is the _____



Shortest

Longest

2) The eraser is the _____



Shortest

Longest

3) The couch is the _____



Shortest

Longest

4) The soccer ball is the _____



Shortest

Longest

5) The snake is the _____



Longest

6) The cat is the _____



Shortest

Longest

7) The train is the _____



Shortest

Longest

Comparing Length – Shortest to Longest

Questions

Order the objects from shortest (1) to longest (3)

1)



2)



3)



4)



5)



6)



7)



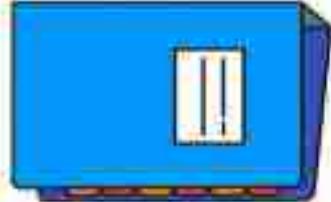
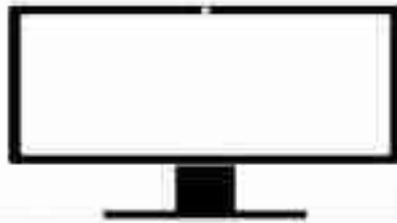
8)



Comparative Language

Questions

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 is ____ than Column 2	Column 2
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	
	longer than as long as not as long as	

Comparing Height – Tallest and Shortest

					
Elephant	Bear	Giraffe	Dog	Cat	Tiger

Question: _____ whether the object is shorter or taller

1) The elephant is _____	shorter than taller than
2) The bear is _____ the giraffe.	shorter than taller than
3) The giraffe is _____ all the other animals.	shorter than taller than
4) The dog is _____ the tiger.	shorter than taller than
5) The cat is _____ all the other animals.	shorter than taller than
6) The tiger is _____ the bear.	shorter than taller than
7) The bear is _____ the elephant.	shorter than taller than
8) The elephant is _____ the giraffe.	shorter than taller than

Comparing Height – Tallest and Shortest

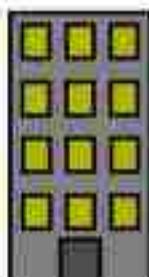
Part 1

Rank the animals from tallest (1) to shortest (6)

					
Elephant		Giraffe	Dog	Cat	Tiger

Part 2

Rank the buildings from tallest (1) to shortest (6)

Part 3

Rank the trees from tallest (1) to shortest (6)

Comparing Length – Curved String

**Questions**

Follow the instructions below

1) Circle the longest string2) Circle the shortest string3) Circle the longest string4) Circle the shortest string5) Circle the longest string6) Circle the shortest string

Exit Cards

Cut Out

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

Name: _____

- 1) Circle the longest string.



- 2) Circle the shortest string.



- 3) Circle the longest string.



Name: _____

- 1) Circle the longest string.



- 2) Circle the shortest string.



- Circle the longest string.



Name: _____

- 1) Circle the longest string.



- 2) Circle the shortest string.



- 3) Circle the longest string.

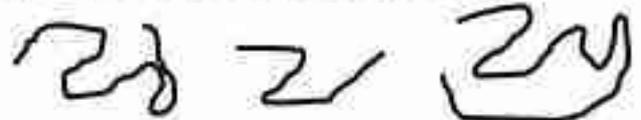


Name: _____

- 1) Circle the longest string.



- 2) Circle the shortest string.



- 3) Circle the longest string.



Activity: Yarn Length Challenge

Objective

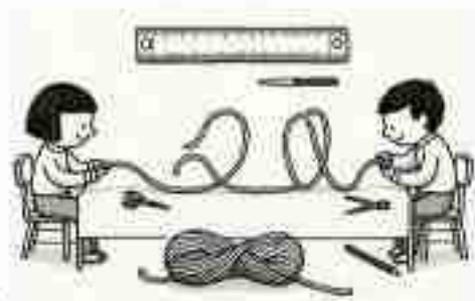
What are we learning about?

Students will practice comparing lengths and learn about measurement through a fun and interactive activity.

Materials

What you will need for the activity.

- Enough yarn for a pair of students to have three different lengths.
- Scissors
- Rulers or measuring tape
- Paper and pencils for recording



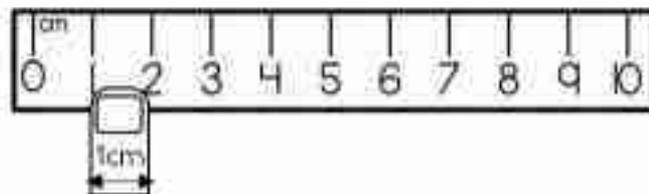
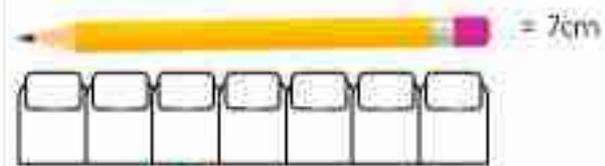
Instructions

How you will complete the activity.

- 1) Pair up the students and provide each student with a large piece of yarn.
- 2) Have one student in each pair cut their yarn into three different lengths.
- 3) The student who cut the yarn should then twist or curve the three pieces of yarn so that it is difficult to visually compare their lengths.
- 4) The partner will then try to determine which piece of yarn is the longest, which is the shortest, and which is in the middle in terms of length.
- 5) Once the partner has made their guesses, they will pull each piece of yarn straight and measure it using a ruler or measuring tape to verify their guesses.
- 6) Both students will then switch roles, repeating the process with new lengths of yarn.

Estimating Lengths – Finger Benchmark

We can estimate the length of something by using our fingertip. Your fingertip is approximately 1 cm wide.



Part 1 Measure the objects below using your fingertip

1)



Approximately _____

2)



Approximately _____ cm

3)



Approximately _____ cm

4)



Approximately _____ cm

5)



Approximately _____ cm

6)



Approximately _____

Part 2 Find objects in your class that you can measure

1) The pencil is

approximately _____ cm

2) The _____ is

approximately _____ cm

3) The _____ is

approximately _____ cm

4) The _____ is

approximately _____ cm

5) The _____ is

approximately _____ cm

6) The _____ is

approximately _____ cm

Comparing Length – Yes/No

Questions

Circle yes if the sentence is correct and no if it is wrong

1) My foot is longer than my pencil.	Yes	No
2) The door is taller than the whiteboard.	Yes	No
3) My finger is shorter than my arm.	Yes	No
4) A pencil is as long as a crayon.	Yes	No
5) A crayon is the same length as a marker.	Yes	No
6) A water bottle is shorter than a paper clip.		No
7) I am the same height as my teacher.		No
8) My teacher is the tallest in the class.	Yes	No
9) I am the same height as my friend.	Yes	No
10) My foot is a different length than my friends.	Yes	No

Exit Cards

Cut Out

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

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

Yes

No

Name: _____

Circle yes if the sentence is correct and no if it is wrong.

If your pencil is taller than a crayon and shorter than your marker, can the crayon be taller than the marker?

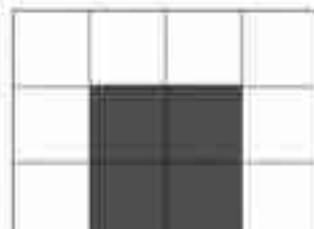
Yes

No

Introduction to Area

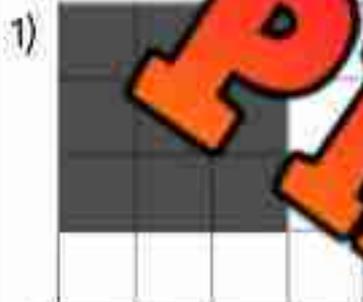
Area is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 4 squares.



Questions

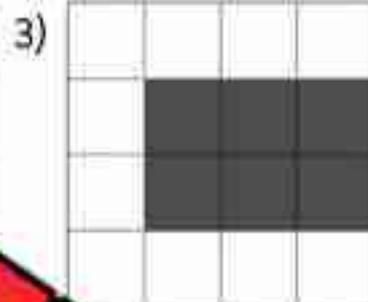
What is the area of the shape in squares?



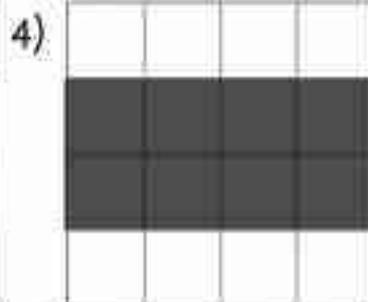
_____ squares



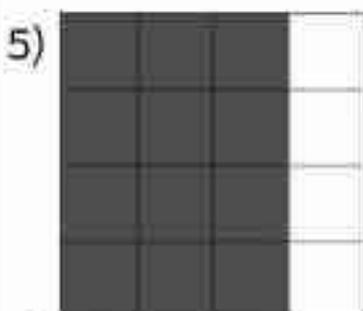
_____ squares



_____ squares



_____ squares



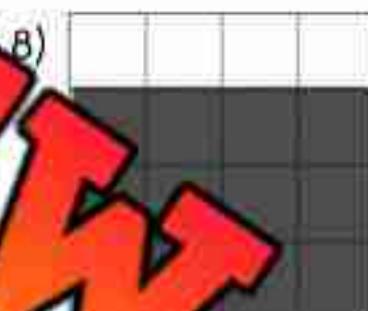
_____ squares



_____ squares



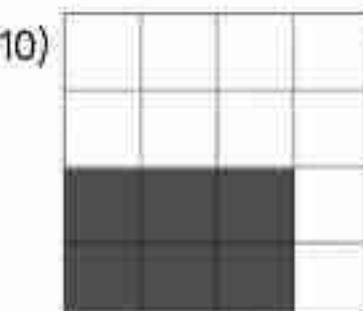
_____ squares



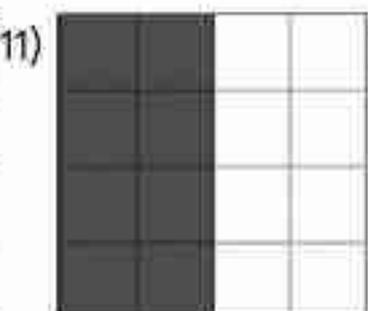
_____ squares



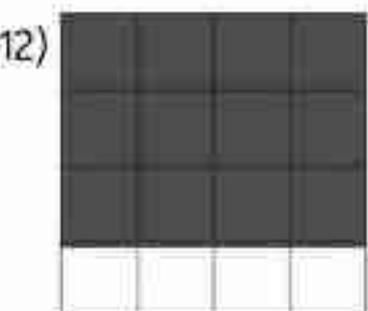
_____ squares



_____ squares



_____ squares

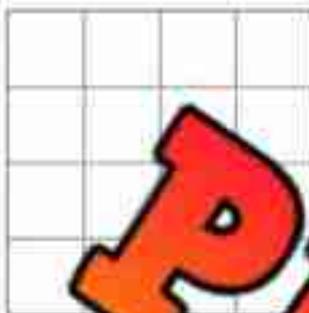


_____ squares

Introduction to Area**Questions**

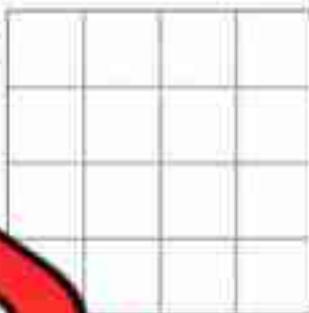
Shade in the area

1)



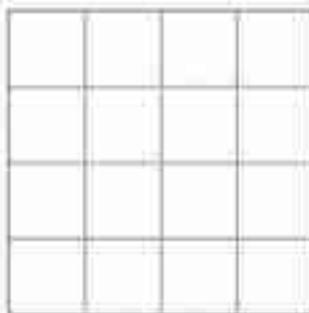
4 squares

2)



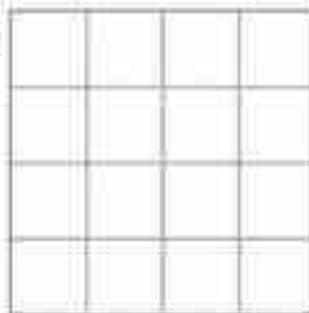
2

3)



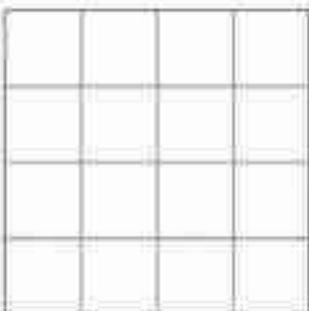
3 squares

4)



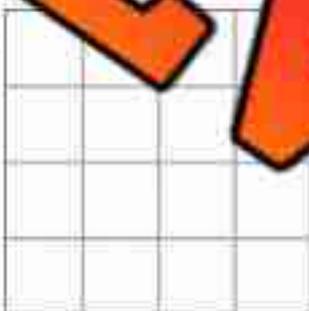
8 squares

5)



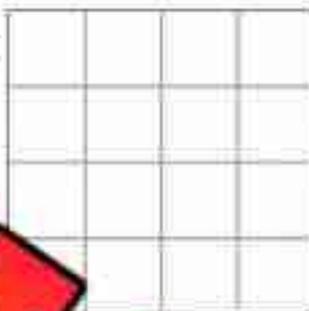
5 squares

6)



9 squares

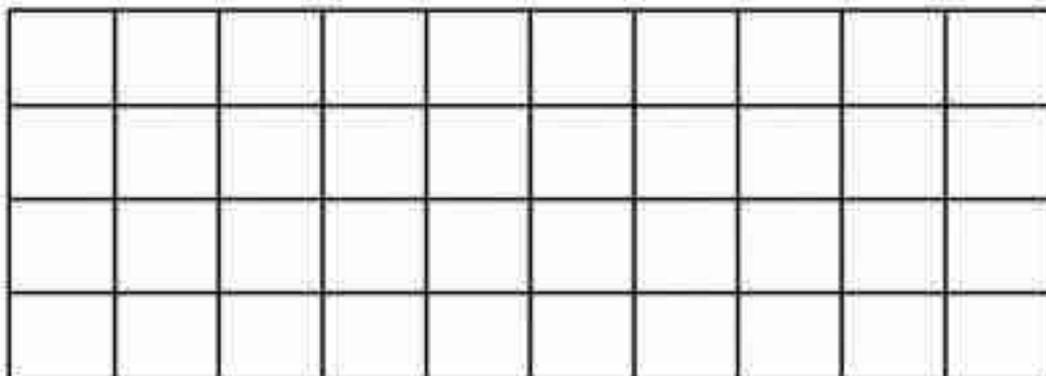
8)



6 squares

es

9)



24 squares

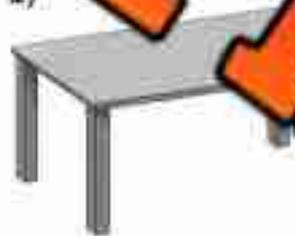
Area

Area is how much space is taken up by a 2D shape. The area of your table or desk is how large the surface is. Does your teacher's desk have more or less area than your desk?



Instructions: Circle which surface has more area

1)



vs

2)



vs



3)



vs



4)



5)



vs



6)



vs



7)



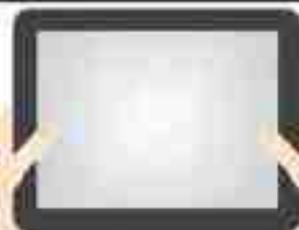
vs



8)



vs



Name: _____

121

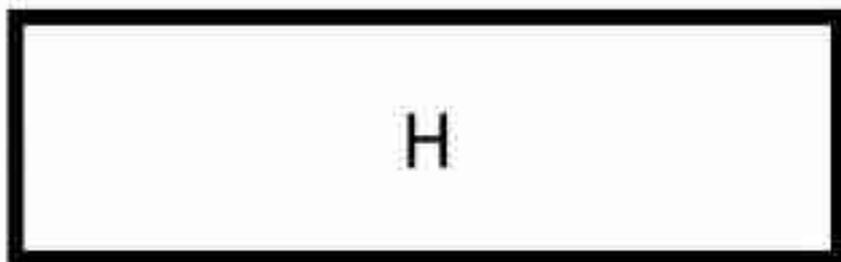
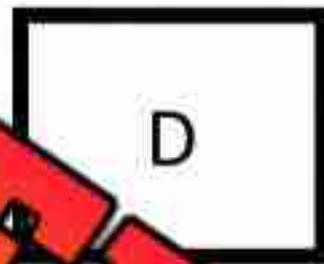
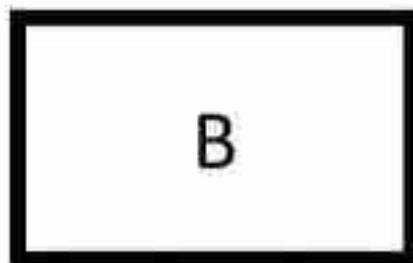
Curriculum Connection
K22

Area

We can compare the area of two shapes by covering one object with the other. If one object can't cover the other, it has less area.

Instructions

Cut the shapes out and cover other shapes to see which are larger



PREVIEW

Name: _____

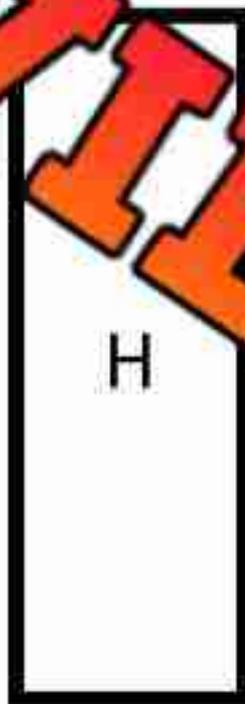
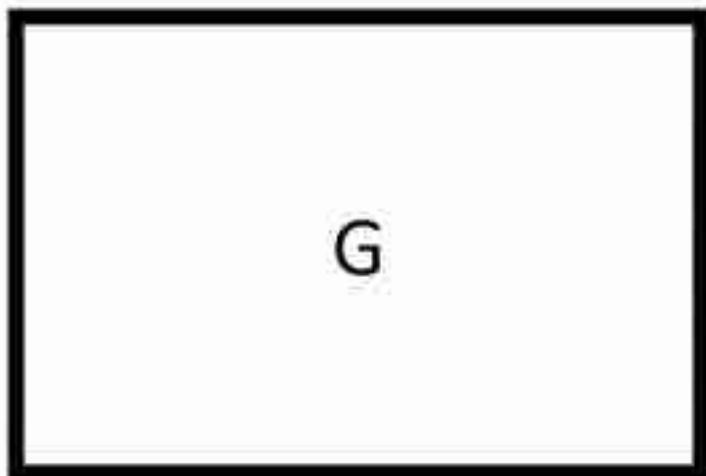
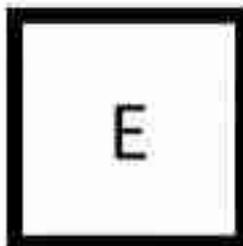
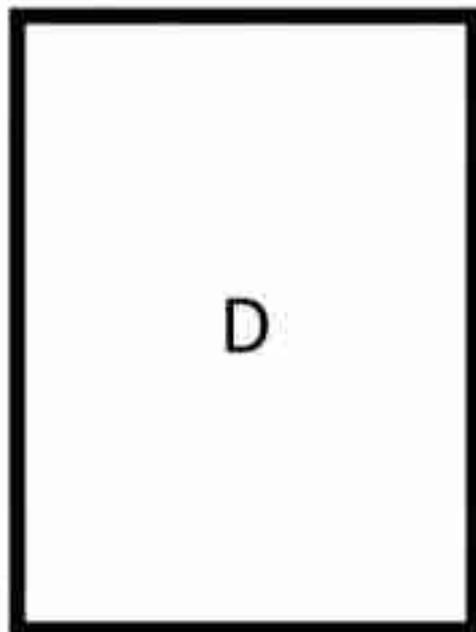
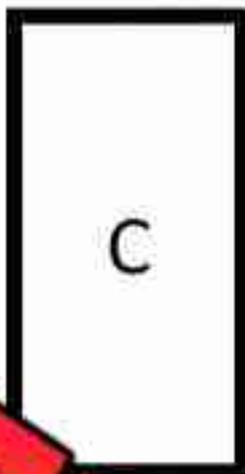
124

Curriculum Connection
122

Area

Instructions

Cut A out and find out many times it fits into the other shapes



Shape	# of Times
E	
F	
G	
H	



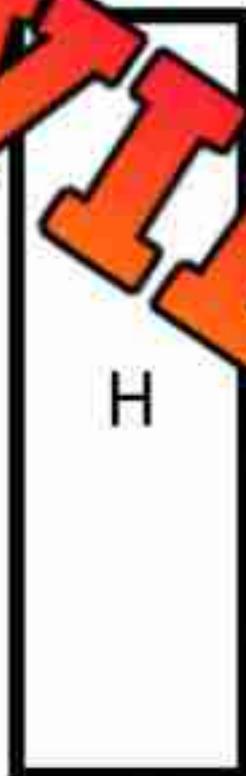
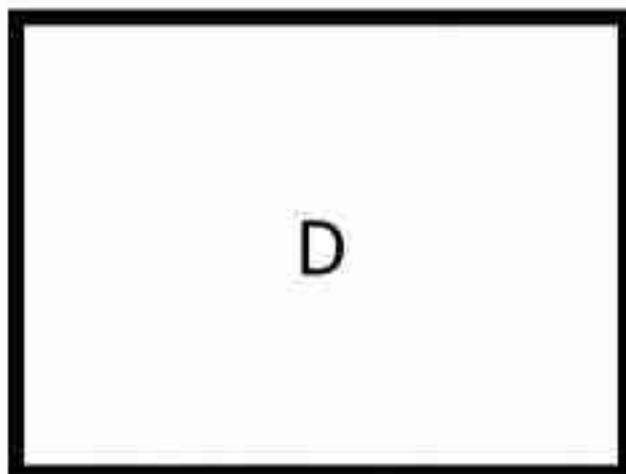
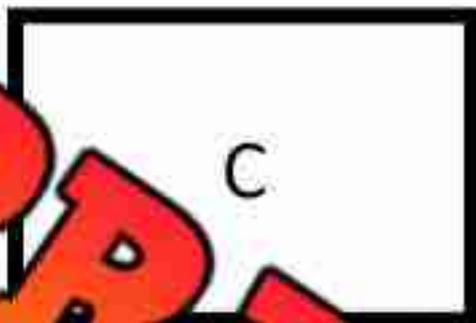
Name: _____

126

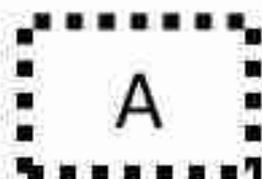
Area

Questions

Cut A out and find out many times it fits into the other shapes



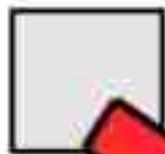
Shape	# of Times
B	
C	
D	
E	
F	
G	
H	



Comparing Area – 2D Shapes**Questions**

Circle the shape with more area

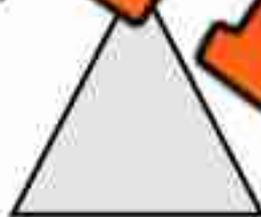
1)



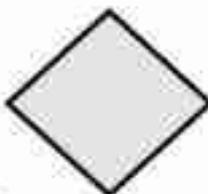
2)



3)



4)



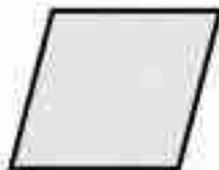
5)



6)



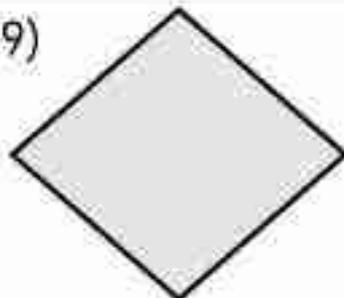
7)



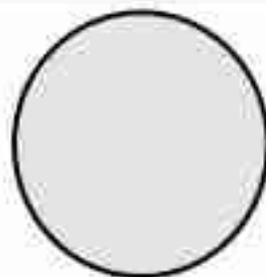
8)



9)



10)



Comparing Area - Ordering**Questions**

Order the area of the shapes from smallest (1) to largest (3)

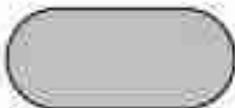
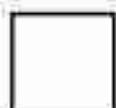
1)



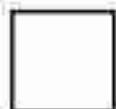
2)



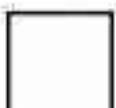
3)



5)



6)



Exit Cards

Cut Out

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

Name: _____

Circle the shape that has more area?



1)



2)



3)

Name: _____

Circle the shape that has more area?



1)



2)



3)

Name: _____

Circle the shape that has more area?



1)



2)



3)

Name: _____

Circle the shape that has more area?



1)



2)

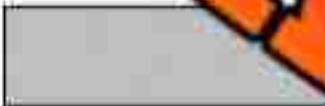


3)

Comparative Language

Questions

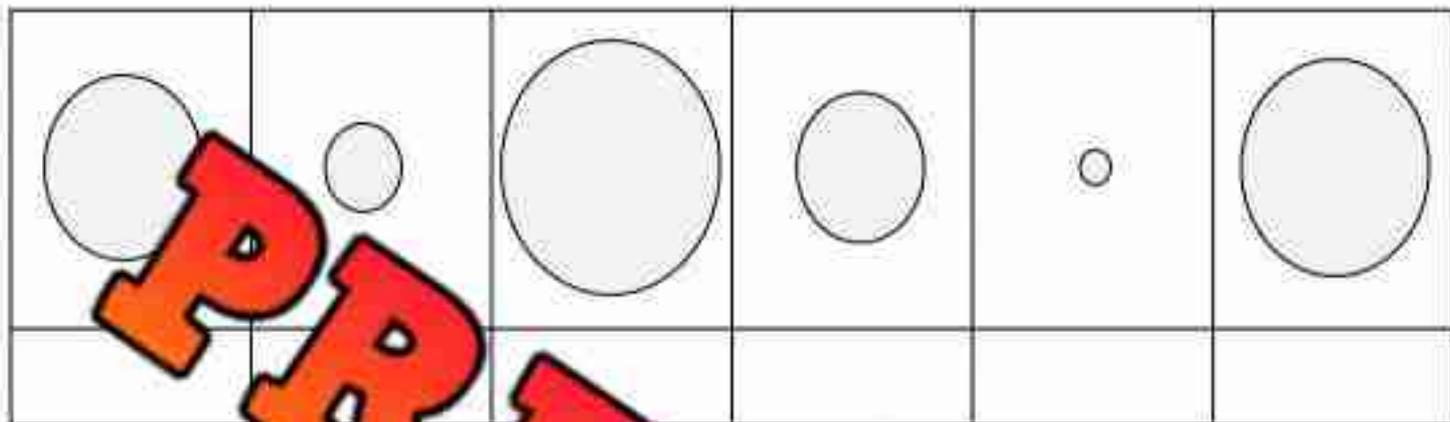
Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 has _____ Column 2	Column 2
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	

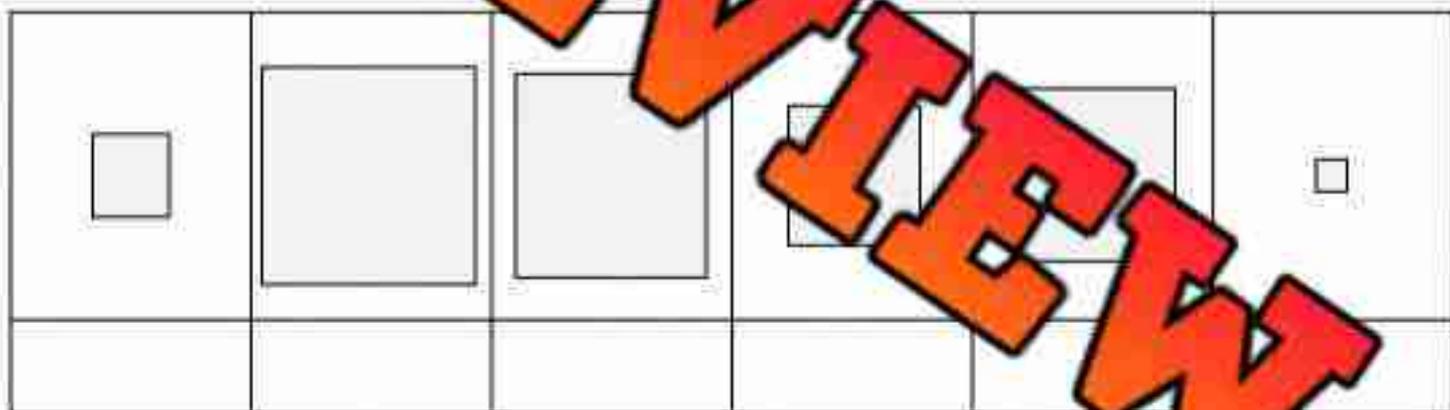
Comparing Area – Largest to Smallest

Part 1

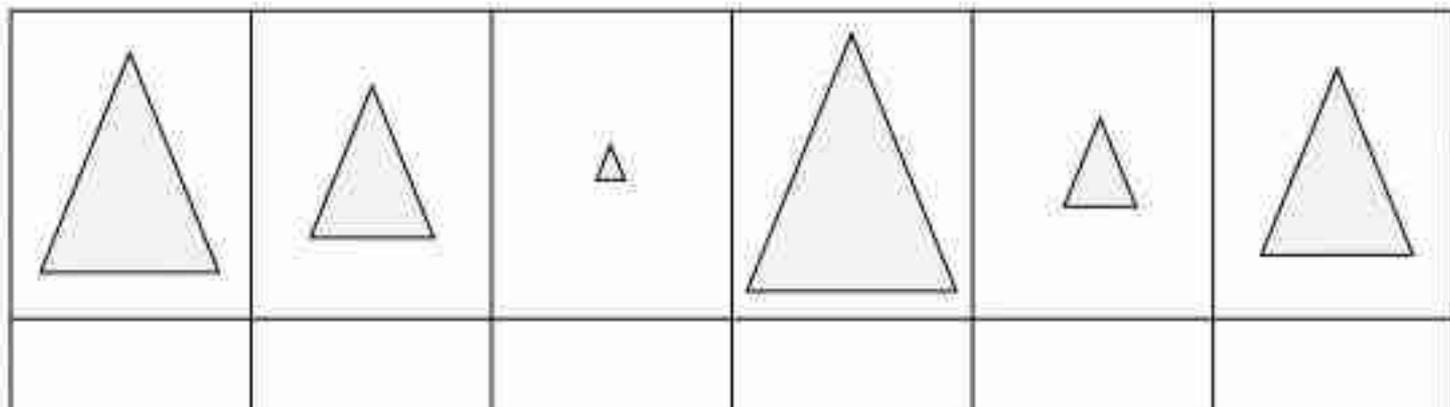
Order the area of the circles from largest (1) to smallest (6)

**Part 2**

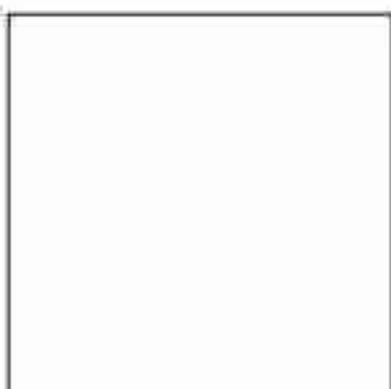
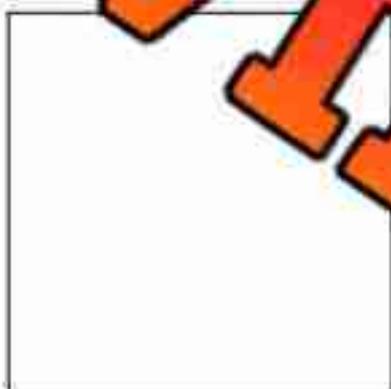
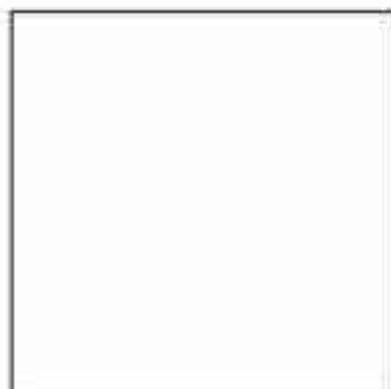
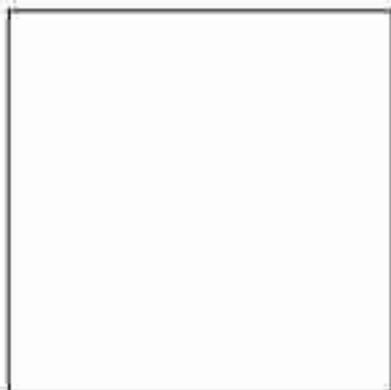
Order the area of the rectangles from largest (1) to smallest (6)

**Part 3**

Order the area of the triangles from largest (1) to smallest (6)



Name: _____



PREVIEW

Name: _____

PREVIEW

Name: _____

PREVIEW

Instructions

Write the object you are measuring. Then write how many squares cover the object.

	Object	How Many Squares
1		
2		
3		
4		
5		

PREVIEW

Questions

Answer the questions below

1	Which object had the greatest area?		
2	Which object had the smallest area?		
3	Are you allowed to overlap the squares when you measure area?	Yes	No
4	Did you get the same answers as everyone else?	Yes	No

Area Riddles

Instructions

Read each riddle and draw what you are picturing. Then circle the answer.

Riddle	Draw	Answer
The circle is bigger than the triangle . The square is bigger than the circle . Which shape is the biggest?		A) Triangle B) Circle C) Square
The oval is bigger than the triangle . The rectangle is the smallest shape. Which shape is the biggest?		A) Triangle B) Oval C) Rectangle
The square is bigger than the star . The circle is bigger than the square . Which shape is the biggest?		A) Star B) Square C) Circle
The heart is smaller than the square . The triangle is the smallest shape. Which shape is the biggest?		A) Triangle B) Heart C) Square
The triangle is the smallest shape. The circle is bigger than the rectangle . Which shape is the biggest?		A) Triangle B) Circle C) Rectangle
The star is the smallest shape. The heart is smaller than the rectangle . Which shape is the biggest?		A) Star B) Heart C) Rectangle

Which Object Has More Mass?

Mass is the amount of matter in an object. Objects with more mass have more weight. But weight depends on where the object is, and mass is always the same.

Example - We weigh very little on the moon because gravity isn't as strong, but our mass is the same.

Question

Circle which object you think has more mass

1)



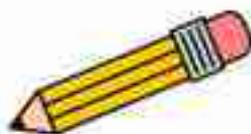
2)



VS



3)



VS



VS



5)



VS



6)



VS



7)



VS



8)



VS



9)



VS



10)



VS



Comparing Mass – Heavy and Light

Questions

Circle whether the object is heaviest or lightest

1) The elephant is the _____.



Heaviest
Lightest

2) The baseball bat is the _____.



Heaviest
Lightest

3) The couch is _____.



Heaviest
Lightest

4) The cereal box is the _____.



Heaviest
Lightest

5) The chair is the _____.



Lightest

6) The deer is the _____.



Heaviest
Lightest

7) The pencil case is the _____.



Heaviest
Lightest

Exit Cards

Cut Out

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

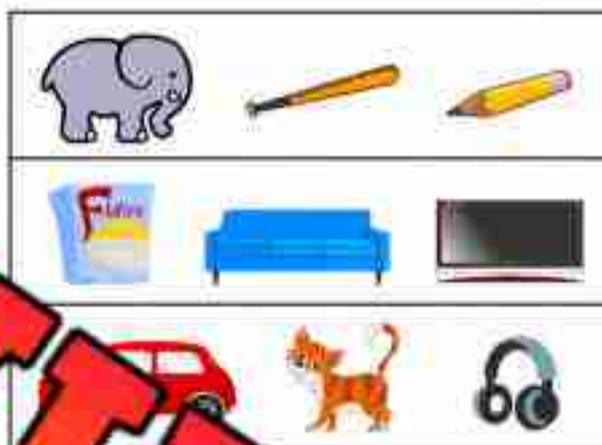
Name: _____

Put a square around the heaviest object and circle the lightest object.



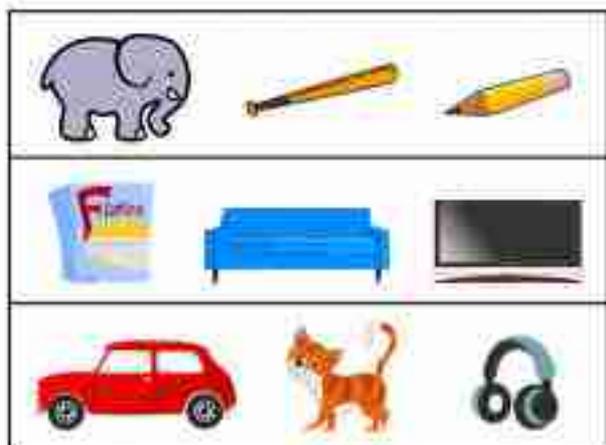
Name: _____

Put a square around the heaviest object and circle the lightest object.



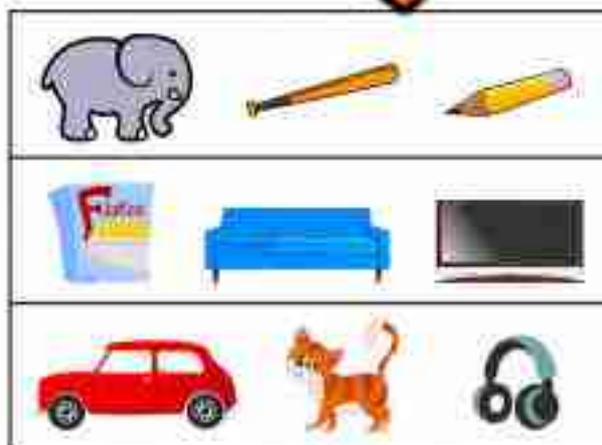
Name: _____

Put a square around the heaviest object and circle the lightest object.



Name: _____

Put a square around the heaviest object and circle the lightest object.



Comparing Mass – Heavy and Light**Questions**

Order the vehicles from heaviest (1) to lightest (3)

1)



2)



3)



4)



5)



Balancing Scales - Measuring Mass**Questions**How many  do the objects weigh?

1)

The banana weighs _____ .

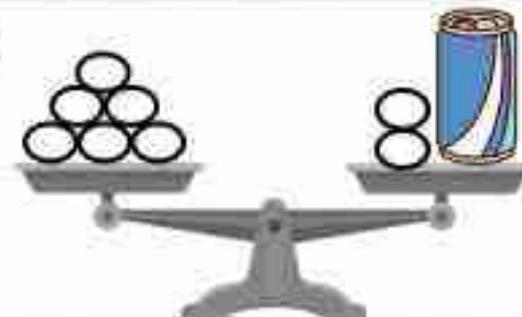
2)

The cake weighs _____ .

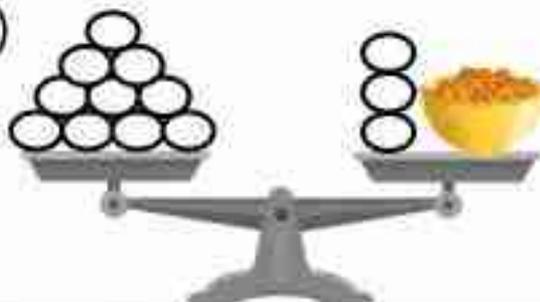
3)

The sandwich weighs _____ .

4)

The can weighs _____ .

5)

The bowl weighs _____ .

Exit Cards

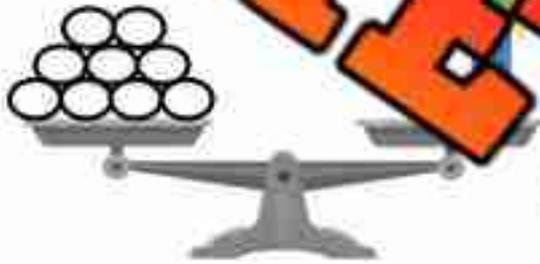
Cut Out

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

Name: _____

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

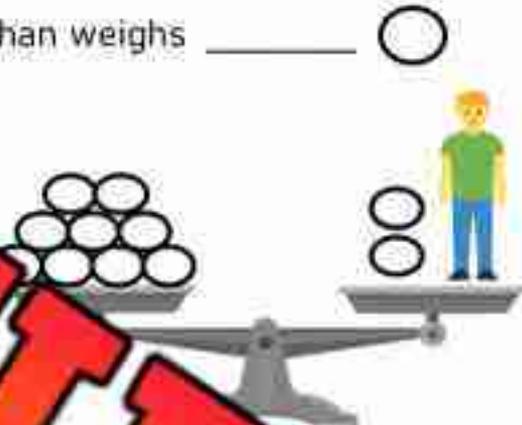
Ethan weighs _____



Name: _____

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

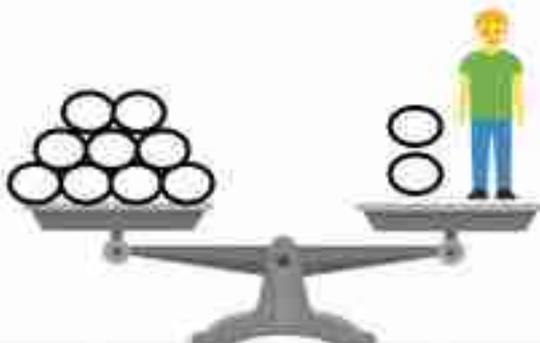
Ethan weighs _____



Name: _____

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

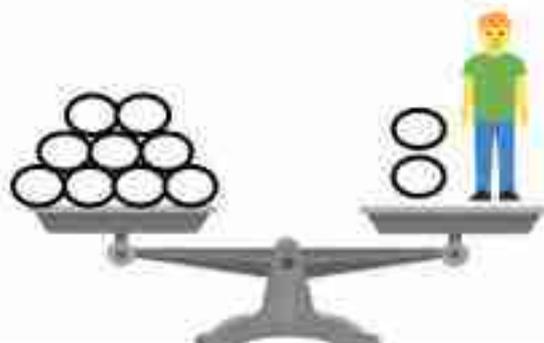
Ethan weighs _____



Name: _____

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

Ethan weighs _____



Activity: Mystery Mass Challenge

Objective

What are we learning about?

Students will learn about the concept of mass and develop estimation and reasoning skills through a fun and engaging mystery challenge.

Materials

What you will need for the activity.

- Several bags with letters (A, B, C, etc.) marked on them
- A variety of small items with different masses (e.g., marbles, small toys, paper clips)
- Paper and recording sheets
- Handouts with estimation and reasoning questions



Instructions

How you will conduct the activity

- 1) Introduce the concept of mass and how we can use non-standard units to estimate and compare the weight of objects.
- 2) Show the students the individual items they will be using (e.g., a single marble, a single small toy, a paper clip) and let them hold each item to get a sense of its mass.
- 3) Prepare the mystery bags by placing one type of item in each bag (e.g., Bag A with marbles, Bag B with small toys, Bag C with paper clips). Ensure the students cannot see or feel the exact contents.
- 4) Pass Bag A to one side of the room. Instruct students to hold the bag from the top and gently feel the weight without squeezing or feeling for the contents. Each student should have a chance to hold Bag A. Have them record their guess on their recording sheet.
- 5) Collect Bag A and pass Bag B to a different side of the room, following the same process. Repeat the process with Bag C, asking students to estimate how many paper clips are inside and record their guesses.
- 6) Once all bags have been passed around and guesses recorded, reveal the contents of each bag one by one.
- 7) Discuss as a class how close their estimates were to the actual contents. Ask students to explain their reasoning behind their predictions.

Recording Sheet

Answer the questions below.

How many objects are in each of the bags below.

Bag	Estimate (Guess)	Actual Count (Fill in at the End)
Bag A		
Bag B		
Bag C		
Bag D		
Bag E		
Bag F		

Reflection

Answer the questions below.

How close were your estimates to the actual contents?

Were there any surprises? Did any objects have more/less mass than you thought?

Capacity – Which Holds More?**Questions**

Which container do you think will hold more?

Comparing Capacity – Most or Least

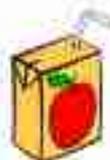
Questions

Circle whether the container holds the most or the least.

1) The bucket holds the _____


 Most
Least

2) The bowl holds the _____


 Most
Least

3) The baby bottle holds the _____


 Most
Least

4) The cup holds the _____


 Most
Least

5) The gas can hold the _____


 Most
Least

6) The wheelbarrow holds the _____


 Most
Least

7) The pool holds the _____


 Most
Least

Comparing Capacity – Least to Most

Questions

Order the capacity of the containers from least (1) to most (3)

1)



2)



3)



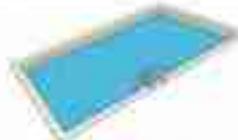
4)



5)



6)



7)



8)



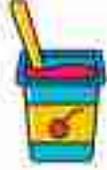
9)



Comparative Language

Questions

Circle the relationship between column 1 and column 2

Column 1	Comparative Language Column 1 holds ____ Column 2	Column 2
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	
	more than less than the same amount as	

Comparing Capacity – More Than, Less Than

					
Bucket	Dog Bowl	Cup	Pool	Bottle	Spoon

Questions: Write whether the container holds more or less

1) The bucket holds _____ the pool.	more than less than
2) The cup holds _____ the spoon.	more than less than
3) The dog bowl holds _____ the cup.	more than less than
4) The pool holds _____ all the other containers.	more than less than
5) The bottle holds _____ the bucket.	more than less than
6) The spoon holds _____ all the other containers.	more than less than
7) The cup holds _____ the bottle.	more than less than
8) The bucket holds _____ the spoon.	more than less than

Exit Cards

Cut Out

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

Name: _____

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

Name: _____

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

Name: _____

Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

Name: _____

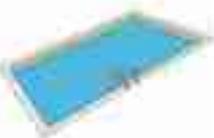
Circle whether the container holds more or less.



The shoulder bag holds _____ the pencil case.	More than Less than
The backpack holds _____ the luggage.	More than Less than
The luggage holds _____ all the other bags.	More than Less than
The pencil case holds _____ all the other bags.	More than Less than

Comparing Capacity – Most to Least

Part 1 Rank the capacity of the containers from most (1) to least (6)

Part 2 Rank the capacity of the containers from most (1) to least (6)

Part 3 Rank the capacity of the containers from most (1) to least (6)

Capacity – Comparing Litres



A litre is a unit of measurement that measures the capacity of a container. This container holds 1 litre.

1 litre = 4 cups



Questions

Does the container hold more or less than 1 litre?

PREVIEW

more

less

Comparing Capacity – Yes/No**Questions**

Circle yes if the sentence is correct and no if it is wrong

1) My bottle holds more than a bathtub.	Yes	No
2) A toilet holds more than a spoon.	Yes	No
3) A juice bottle holds as much as a water bottle.	Yes	No
4) My pencil case holds less than a desk.	Yes	No
5) My classroom holds less than the gym.	Yes	No
6) An elevator holds more than a classroom.	Yes	No
7) A bag of chips holds as much as a bucket of water.	Yes	No
8) A pop can holds less than a wheelbarrow.	Yes	No
9) My desk holds more than my shoe.	Yes	No
10) A pool holds less than a hot tub.	Yes	No

Activity Title: 4-Corners Capacity Game

Objective

What are we learning about?

Students will learn to compare and estimate the capacities of various containers through an interactive activity.

Materials

What you will need for the activity:

- A list of capacity-related questions
- Labels for each corner (A, B, C, D)



Instructions

How you will complete the activity:

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Explain to the students that you will read out questions related to the capacity of different containers, and each question will have four options.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of capacity.

Question	A	B	C	D
Which of these containers can hold the most?	Hot tub	Swimming pool	Lunch box	Pencil case
Which of these can hold the least amount of water?	Bathtub	Coffee cup	Spoon	Fish tank
Which of these would hold the most soil?	Bucket	Wheelbarrow	Shovel	Handful
Which of these would hold the most hot chocolate?	Large pot	Mug	Small pot	Spoon
Which of these would hold the most amount of candy?	Snack box	Snack bag	Cereal box	Trash can
Which of these can hold the least amount of juice?	Water bottle	Teaspoon	Pitcher	
Which of these containers can hold the most?	Bath	Small coffee	Juice box	
Which of these would hold the most toys?	Toy chest	Pencil case	Backpack	
Which of these can hold the most water?	Bucket	Spoon	Plate	Bottle
Which of these containers can hold the least?	Swimming pool	Aquarium	Bathtub	Watering can
Which of these can hold the most soup?	Large pot	Small bowl	Teacup	Spoon
Which of these containers would hold the most cookies?	Large jar	Plate	Small Paper bag	Lunch box



Introduction – Days of the Week



Questions

Answer the questions below using the word bank

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

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

Name: _____

165

Curriculum Connection
E23

Days of the Week

Thursday	Friday	Sunday	Monday
Saturday	Wednesday	Tuesday	

Questions

Fill in the Blanks

1)	2)	3) Tuesday
4)	5) Thursday	6)



Questions

Fill in the Blanks

Yesterday	Today	Tomorrow
	Sunday	
	Wednesday	
	Saturday	
	Tuesday	
	Friday	
	Thursday	
	Monday	

Days of the Week- Questions

Questions

Answer the questions below

1) What two days start with the letter S?



2) How many days in a week?

5) What two days are on the weekend?

3) What 5 days make up the school week?

6) What is your favourite day of the week?

4) What is your least favourite day of the week?



Exit Cards

Cut Out

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

Name: _____

Answer the questions below

1) Which two days start with the letter "T"?

2) What is the last day of the week?

3) What day comes after Monday? What day comes after Monday?

Name: _____

Answer the questions below

1) Which two days start with the letter "T"?

2) What is the last day of the week?

3) What day comes after Monday? What day comes after Monday?

Name: _____

Answer the questions below

1) Which two days start with the letter "T"?

2) What is the last day of the week?

3) What day comes after Monday?

Name: _____

Answer the questions below

1) Which two days start with the letter "T"?

2) What is the last day of the week?

3) What day comes after Monday?

Introduction – Months of the Year

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

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

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

March

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

May

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

Months – Which Comes Next ?

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

Questions

Fill in the blank on the last train car

PREVIEW

Train 1: Locomotive, Car 1: April, Car 2: September, Car 3: October, Car 4: _____

Train 2: Locomotive, Car 1: January, Car 2: February, Car 3: March, Car 4: _____

Train 3: Locomotive, Car 1: April, Car 2: May, Car 3: _____, Car 4: _____

Train 4: Locomotive, Car 1: September, Car 2: October, Car 3: November, Car 4: _____

Train 5: Locomotive, Car 1: June, Car 2: July, Car 3: August, Car 4: _____

Train 6: Locomotive, Car 1: March, Car 2: April, Car 3: May, Car 4: _____

Name: _____

173

Curriculum Connection
E2.3

Months Word Scramble

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


Questions

Unscramble the words to reveal the month of the year

Scrambled Month	Month
ROMNBER	
MEDCEERB	
RALPI	
UENJ	
JYLU	
RCTBOEO	
UTSGAU	
AMY	
YUNAJAR	
RPEEBTSME	
FRUBYERA	

Months of the Year – Before and After

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

Questions

Write the month that comes before and after

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

Months of the Year – Questions

Questions

Answer the questions below

1) What month is your birthday?

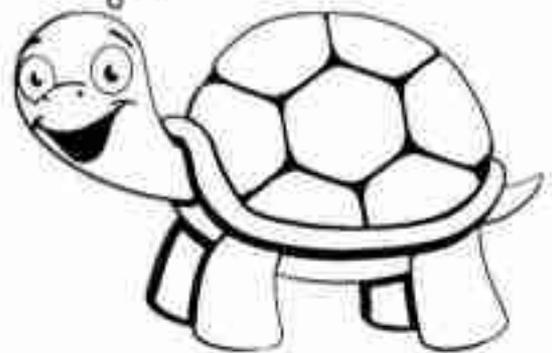
2) How many months are there in a year?

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

4) Which months end in -er?

5) Which month do you start school?

Months
of the
Year



6) Which month does school end?

7) Which month is your favourite?



Months of the Year – Calendar**Part 1**

How many days are in the following months?

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

**PREVIEW****Part 2**

Answer the questions below

1) Which months have 30 days?

2) Which month has the least number of days?

--

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

--

Calendar Investigation - January**January 2025**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
		5		7	8	9
		12		14		16
17	18		20		22	
				28		30
31						

Questions

Answer the questions that you can find at the calendar

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

2) What date is it today?

3) What will the date be...

a) 2 days before January 12?

b) 5 days after January 16?

c) 10 days after January 7?

d) 1 week after January 14?

Calendar Investigation - February**February 2025**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1		3	4		6
	8	9		11	12	
14			17			20
			24		26	
28						

Questions

Answer the questions by looking at the calendar

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

2) Why was the 3 circled?

3) What will the date be...

a) 2 days before February 9?

b) 5 days after February 14?

c) 10 days after February 11?

d) 1 week after February 3?

Calendar Investigation - March**March 2025**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1		3		5	6
	8	9			12	
14			17			20
				25	26	
28			31			

Questions

Answer the questions by looking at the calendar

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

2) What date is circled?

3) What will the date be...

a) 2 days before March 4?

b) 5 days after March 12?

c) 10 days after March 15?

d) 2 weeks after March 17?

Calendar Investigation - October

October 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
		5		7	8	9
	11	12		14		16
	18		20		22	
	25			28		30
31						

Questions

Answer the questions by looking at the calendar

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

2) What date is it today?

3) What will the date be...

a) 2 days before October 6?

b) 5 days after October 22?

c) 10 days after October 11?

d) 2 weeks after October 7?

Calendar Investigation - November**November 2025**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1		3	4		6
8			10		12	
	15			18		20
		22	24		26	
28						

Questions

Answer the questions based on the calendar.

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

2) What date is it today?

3) What will the date be...

a) 2 days before November 21?

b) 5 days after November 18?

c) 10 days after November 12?

d) 4 weeks after November 1?

Calendar Investigation - December**December 2025**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		
5	6			9	10	
	13	14			17	18
			22		24	
26				30		

Questions

Answer the questions by looking at the calendar

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

2) What date is circled?

3) What will the date be...

a) 2 days before December 7?

b) 5 days after December 14?

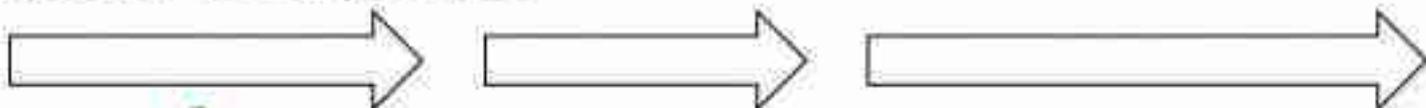
c) 10 days after December 20?

d) 3 weeks after December 1?

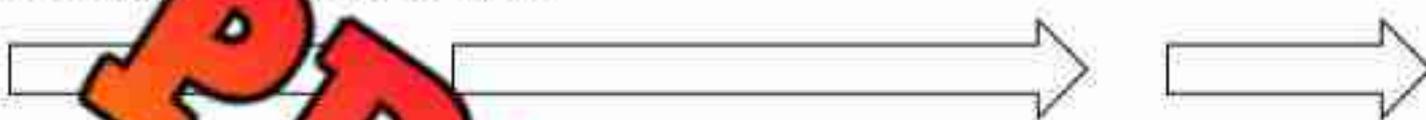
Measurement Unit Test

Part 1 Follow the instructions below

1) Colour the longest arrow



2) Colour the shortest arrow



Part 2 Circle whether the object is the shortest or the longest

1) The baseball bat is _____



Shortest

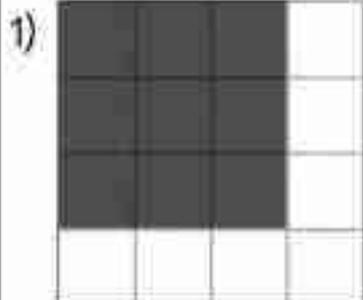
Longest

2) The eraser is the _____

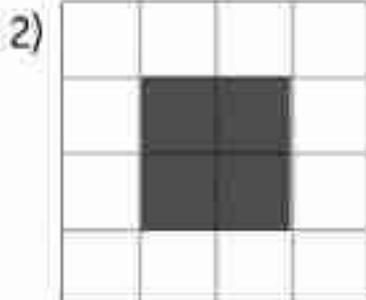


Shortest

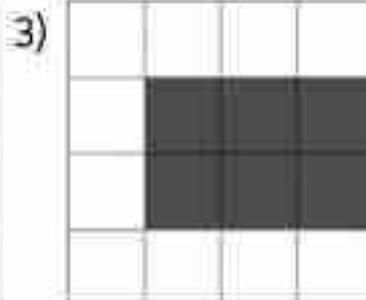
Part 3 What is the area of the shape in squares?



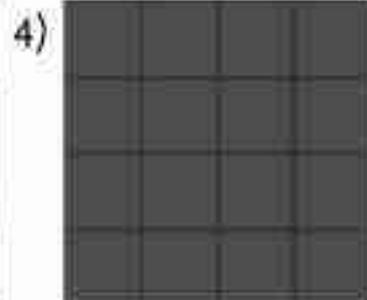
_____ squares



_____ squares



_____ squares



_____ squares

Part 4

Circle the shape with more area

1)



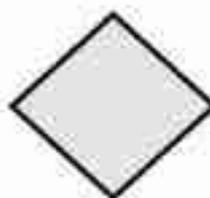
2)



3)



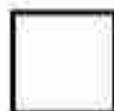
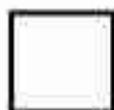
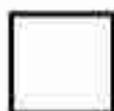
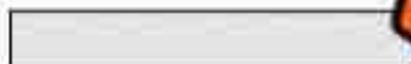
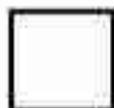
4)



Part 5

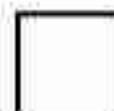
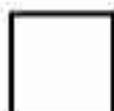
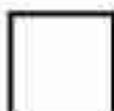
Order the shapes from smallest (1) area to largest (3)

1)



Part 6

Order the vehicles from heaviest (1) to lightest (3)



Part 7

Which container do you think will hold more?



Part 8

Answer the questions.

1) How many days are in a week?

2) How many months are in a year?

3) Fill in the calendar below

December

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2		
5	6			9	10	
	13	14			17	18
	20		22		24	
26		28		30		

4) What will the date be...

a) 2 days before December 7?

b) 5 days after December 22?

d) 2 weeks after December 7?