



# 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:

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# Google Slides Lessons Preview



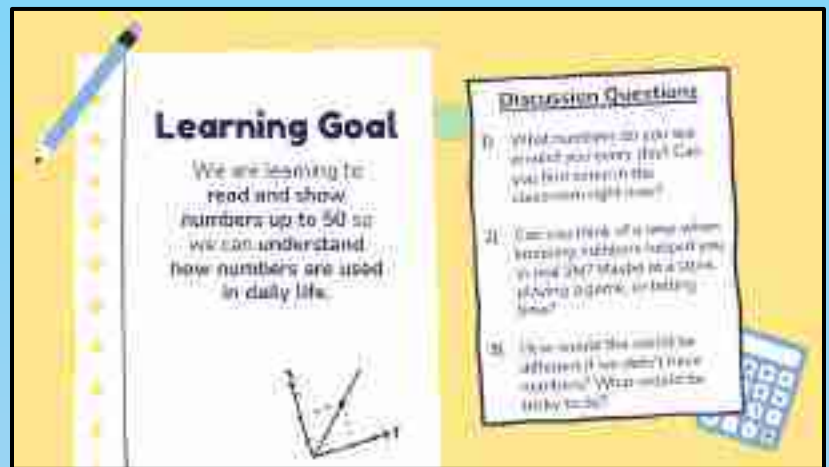


# Ontario Math Number Unit – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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



### The Number Zero - 0

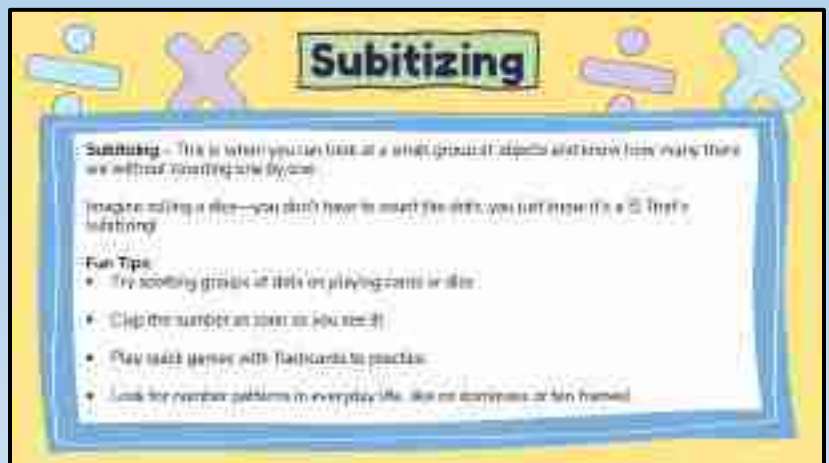


### Part 2 – Action!

- 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		48
6	17		18

#	Number 1	Sign	Number 2
7	34		35
8	45		50
9	28		29
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	6		
3	26		
4	36		
5	50		

1 2 3 4 5  
6 7 8 9 0

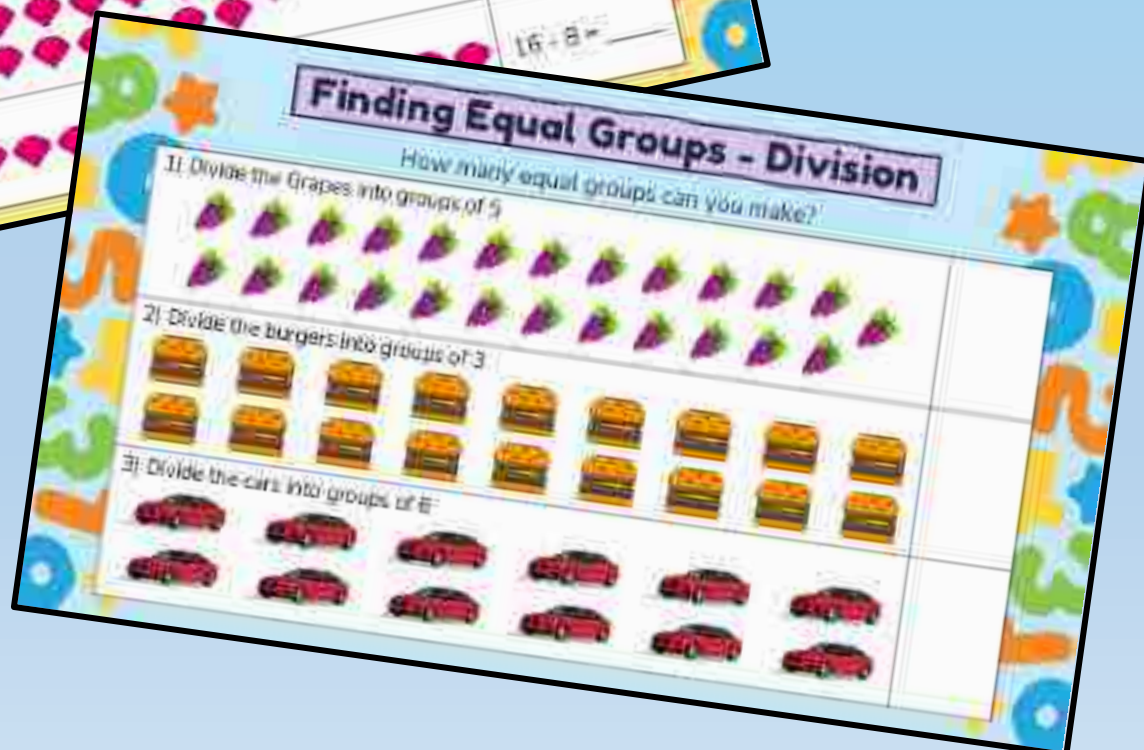
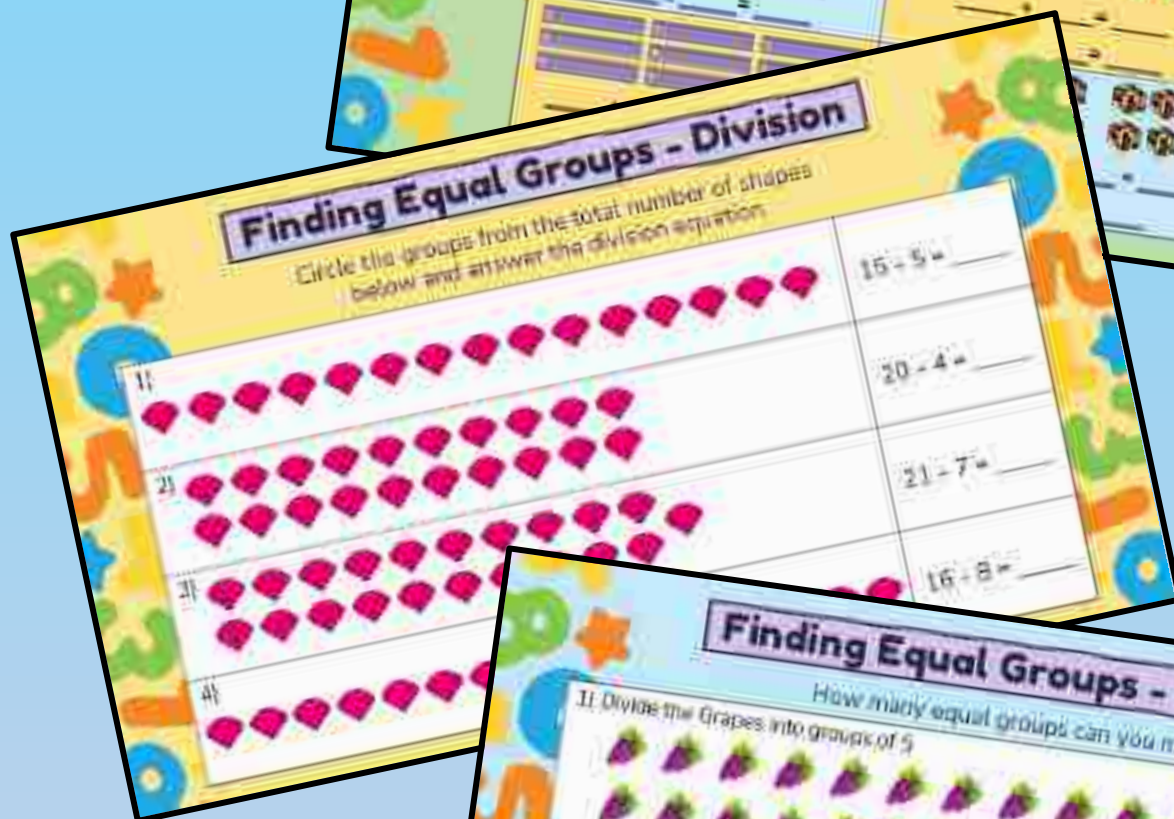
## Subitizing

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

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

Answer Bank: 7, 3, 2, 9







# Workbook Preview



**Grade 1**  
**Stand: B1 – Number Sense**

	Curriculum Expectations	Pages
<b>B1.1</b>	Read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	5 – 23, 30 – 32
<b>B1.2</b>	Compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	24 – 32
<p style="text-align: center; color: red; font-size: 1.2em;"><b>Preview of 130 pages from this product that contains 360 pages total.</b></p>		
<b>B1.5</b>	Count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	66 – 80
<b>B1.6</b>	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
<b>B1.7</b>	Recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts	87 – 88
<b>B1.8</b>	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: \_\_\_\_\_



Name: \_\_\_\_\_

7

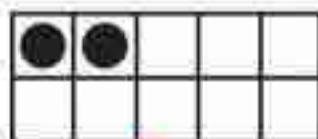
Curriculum Connection  
11.1

# Subitizing – 10 Frames

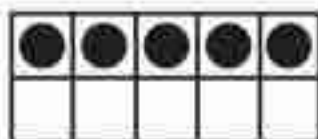
## Part 1

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

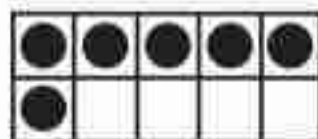
1)



2)



3)



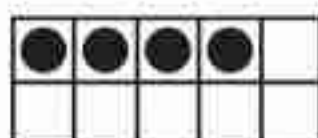
4)



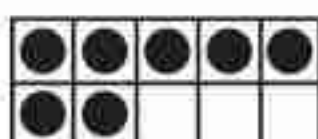
5)



6)



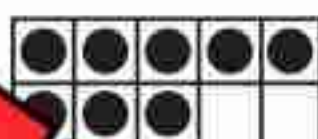
7)



8)



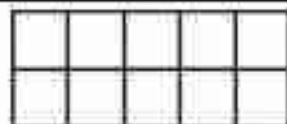
9)



## Part 2

Draw how many circles you see in the numbers below

1)



8

2)



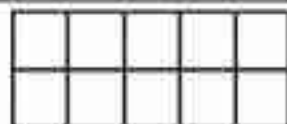
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3)



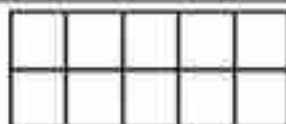
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4)



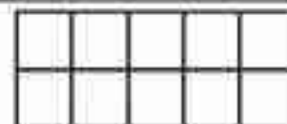
6

5)



9

6)



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)



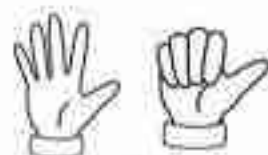
4)



5)



6)



7)



8)



9)

**Part 2**

Draw how many fingers you see in the numbers below

1)



2)



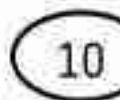
3)



4)



5)



6)





















Name: \_\_\_\_\_

9







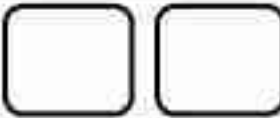

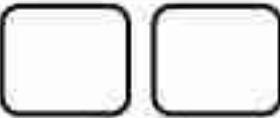

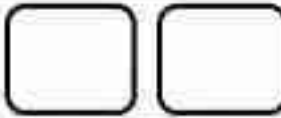

Curriculum Connection  
11.1**Subitizing - Dice****Part 1**

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 match the numbers

3 =	7 =	9 =
12 =	15 =	18 =
26 =	31 =	

## Part 3

Which is greater? Use the &lt; &gt; or =

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

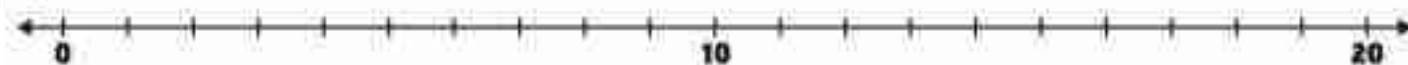


# Numbers on a Number Line

**Questions**

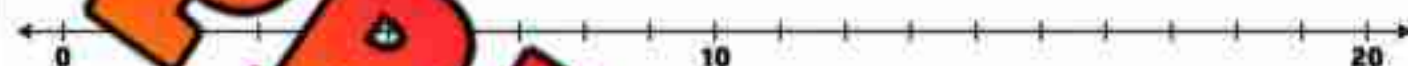
Circle the number on the number line

1)



13

2)



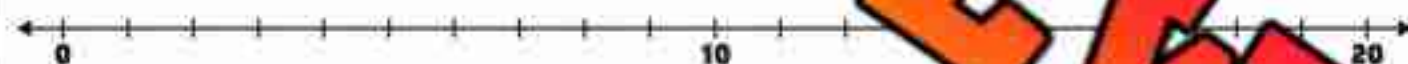
7

3)



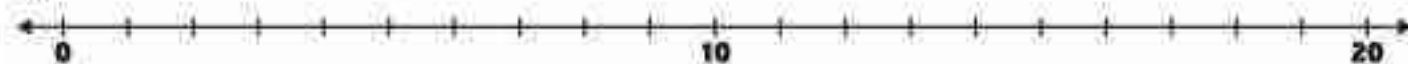
16

4)



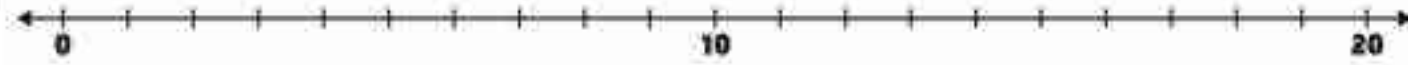
9

5)



5

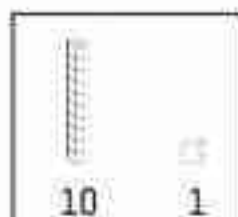
6)



19

Name: \_\_\_\_\_

15

Curriculum Connection  
81.1**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

**Counting Money****Part 1**

How much money do you count?

1)



2)



3)



4)



5)



6)



7)



8)



9)

**Part 2**

Draw money to represent the numbers below

1)

4

2)

7

3)

13

4)

15

5)

17

6)

20



Name: \_\_\_\_\_

17

Curriculum Connection  
11.1

## Representing Numbers

### Questions

Represent the numbers below in three different ways

8

Fingers

10 Frames

Number Line

Fingers

10 Frames

Number Line

19

Fingers

10 Frames

Number Line



# 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) 3 <u>5</u>	2) 1 <u>4</u>	3) 1 <u>8</u>
4) 3 <u>2</u>	5) <u>4</u> 9	6) <u>1</u> 00
7) <u>4</u> 7	8) <u>4</u> 4	9) 2 <u>0</u>

# 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) $30 + 2$	8) $10 + 6$	

**Part 2**

What is the expanded form of the numbers below?

1) 15	2) 25
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

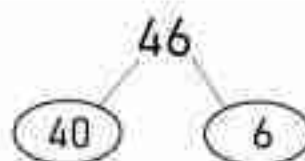
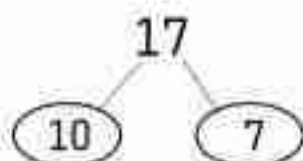
Expanded Form

Place Value Chart

Tens	Ones

Pictures



**Decomposing Numbers****Questions**

Decompose the numbers below

1)

47

2)

33



3)

5

4)

16



5)

25



6)

7)

14



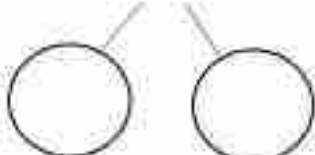
8)

18



9)

39

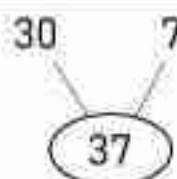
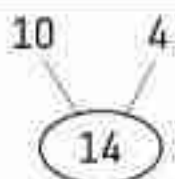


10)

12



# Composing Numbers

**Questions**

Compose the numbers below

1)

7

2)

10

9

3)

30

20

5

5)

40

6

6)

40

4

7)

10

9

8)

50

9)

30

3

10)

40

1

## 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?



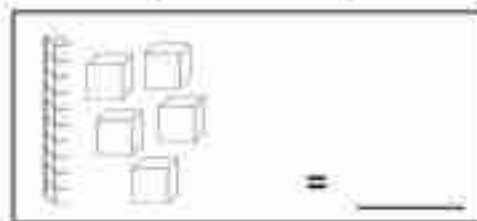
b) Decompose the number

14



Name: \_\_\_\_\_

a) How many blocks do you count?



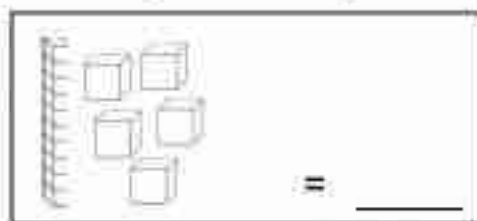
b) Decompose the number below

14



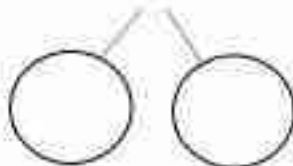
Name: \_\_\_\_\_

a) How many blocks do you count?



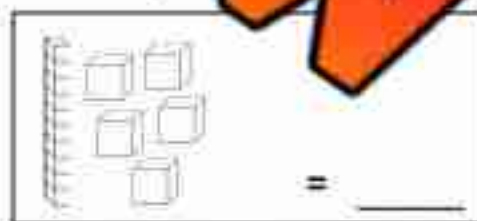
b) Decompose the number below

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)  $17 = \square$

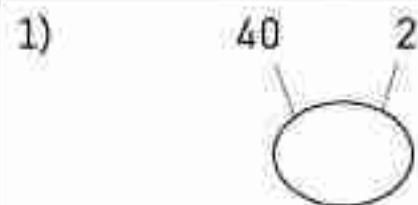
6)  $17 = 10 + \square$

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  
BT.1.1, BT.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 place value is the underlined number?

1) 353) 154) 316) 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)  $\square + 3 = 43$

2)  $40 + \square = 43$

3)  $43 = \square + 3$

4)  $43 = 40 + \square$

**Comparing Food****Questions**

Compare the units below based on their "how muchness".  
Circle the larger amount

1)



2)



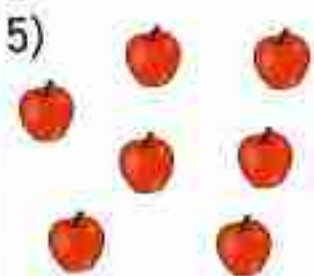
3)



4)



5)



6)



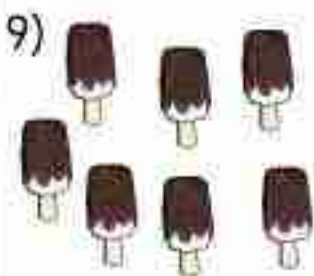
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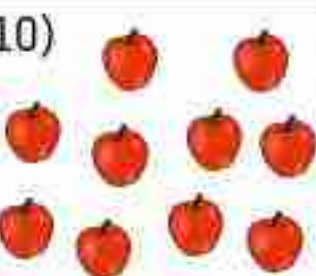
8)



9)



10)

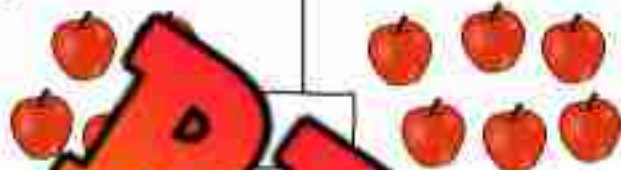




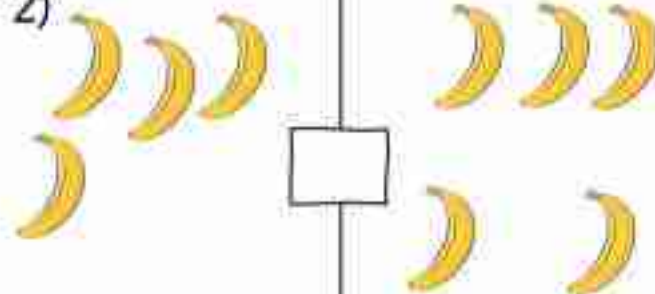
**Equal or Unequal****Questions**

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

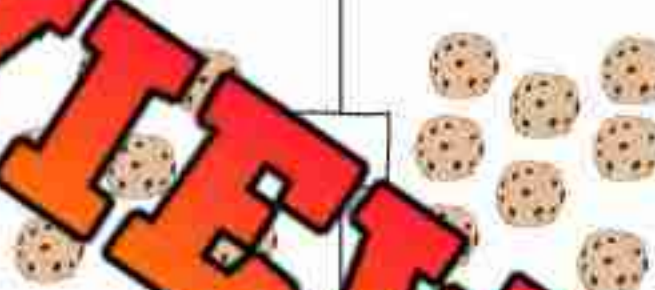
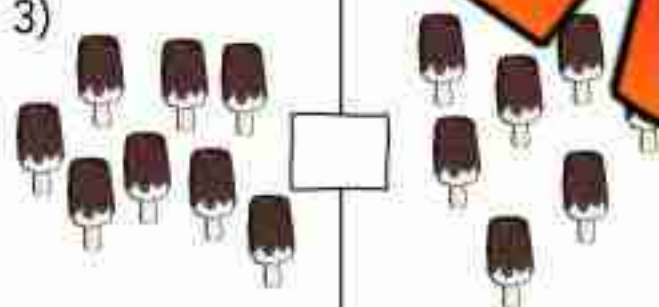
1)



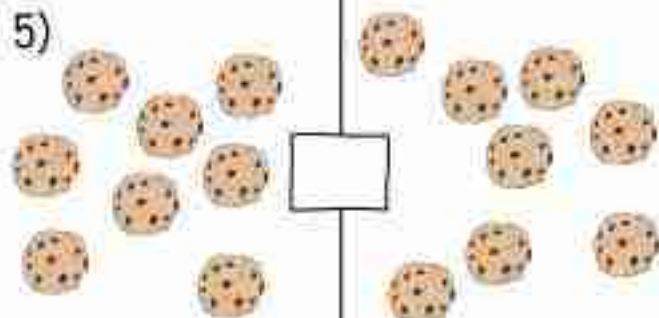
2)



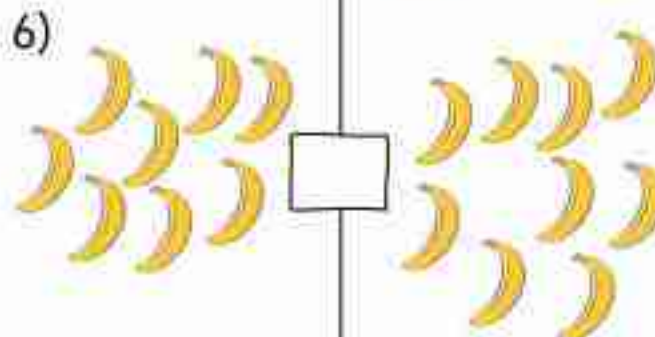
3)



5)

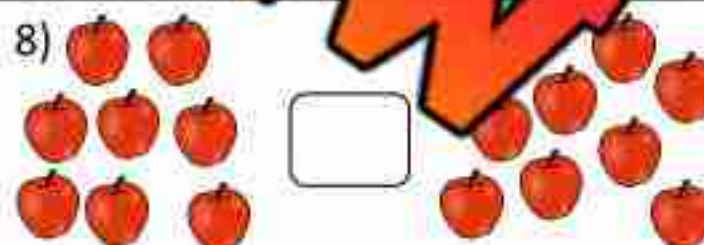
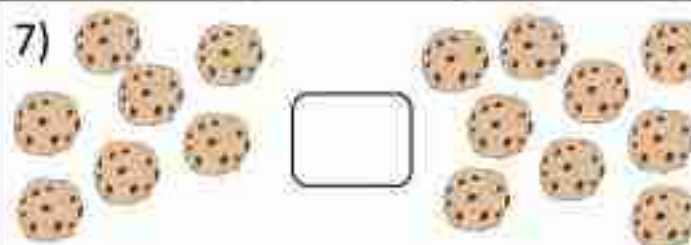
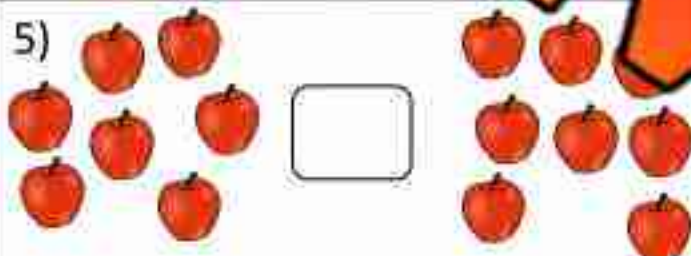
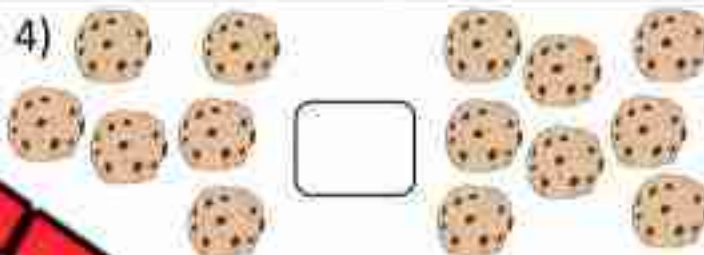
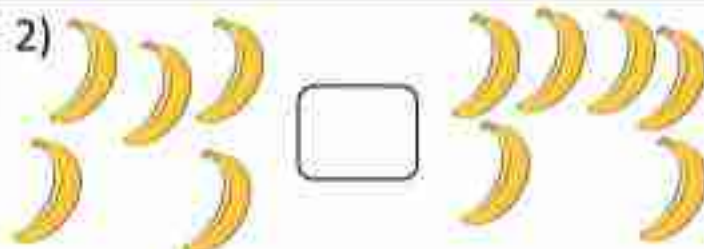


6)



## Comparing Food Using &lt; &gt;

## 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

3



13

## Part 2

Compare the following numbers using &lt; or &gt;

1)

15

&lt;

23

2)

36



36

3)

23



23

4)

35



20

5)

18



29

6)

5



8

7)

49



49

8)

32



13

9)

39



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

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

Curriculum Connection  
11.3

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

>

=

<



## 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="text"/>	12
8	<input type="text"/>	15
19	<input type="text"/>	
10	<input type="text"/>	0

Name: \_\_\_\_\_

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

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

Name: \_\_\_\_\_

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

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

Name: \_\_\_\_\_

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

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

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

Answer the questions below

**Question**

1)

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

Bonus: How many more pencils do they have?



2)

There are 12 apples in a red basket and 5 apples in a blue basket. Which basket has more apples?

Bonus: How many total apples are there?



3)

If you have 10 stickers and your friend has 3 stickers, who has more stickers?

Bonus: How many more stickers do they have?



4)

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

Bonus: How many total birds are in the tree?



5)

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

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: \_\_\_\_\_

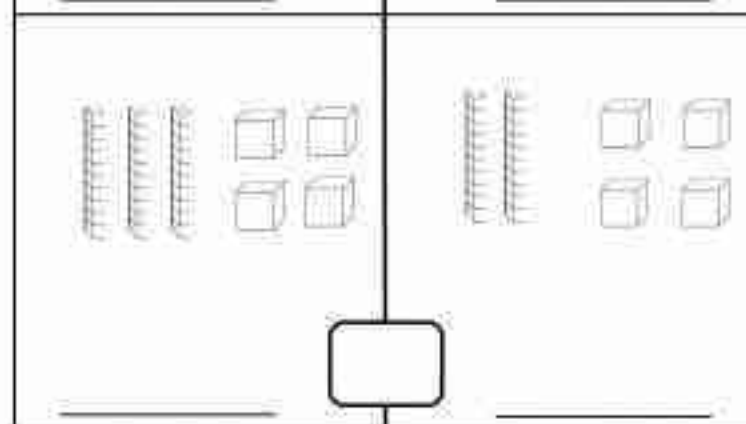
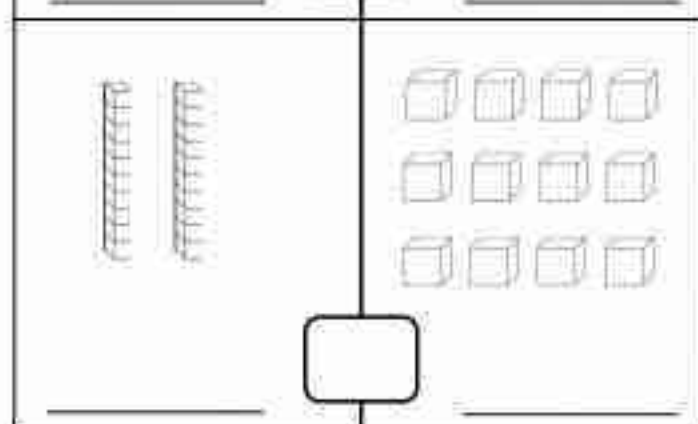
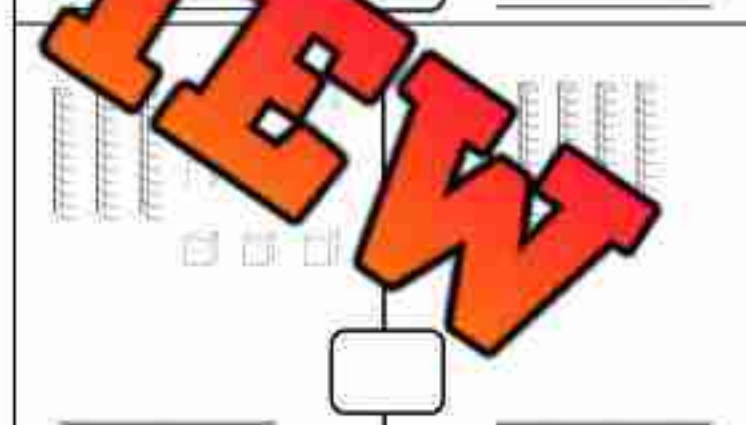
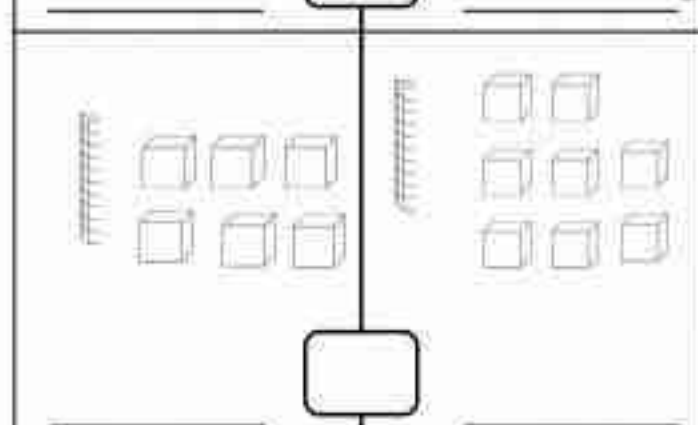
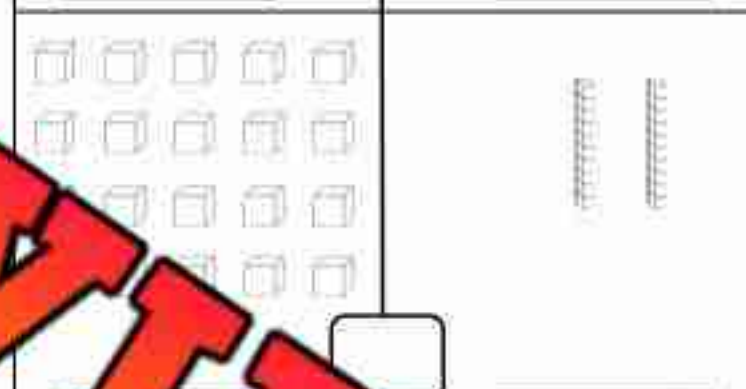
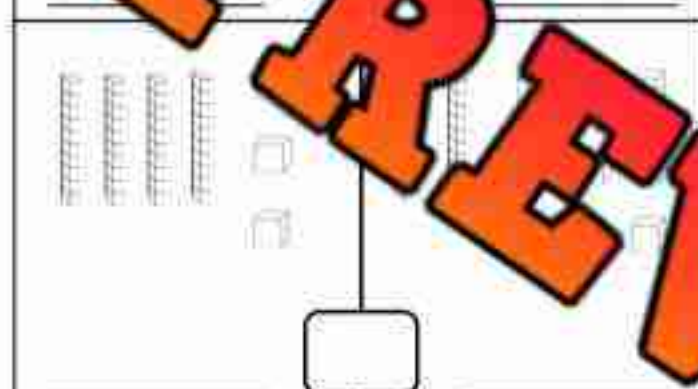
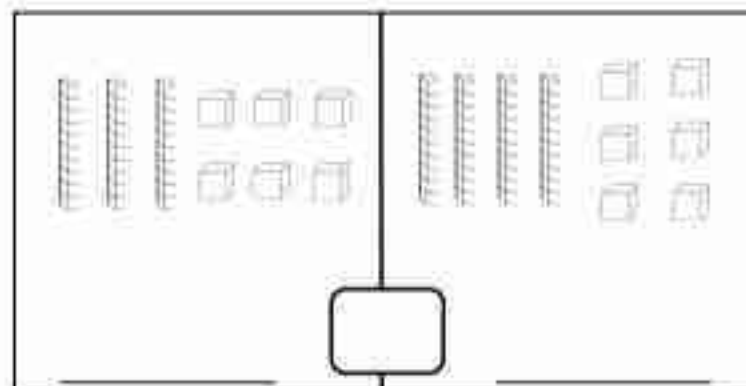
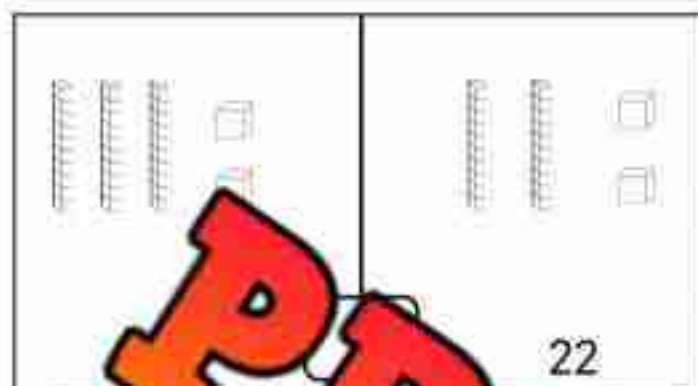
44

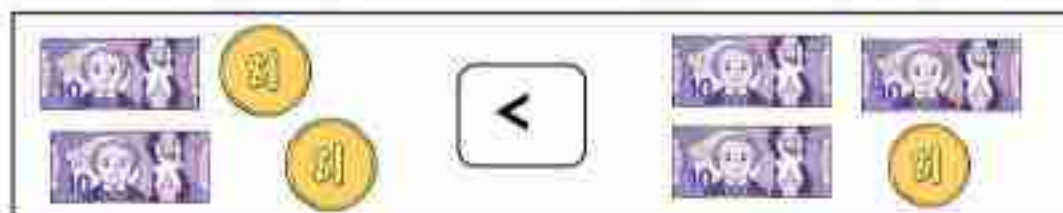
Curriculum Connection  
11.3

## Comparing Base Ten Blocks

Questions

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



**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. 1, 17

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. 15, 3, 22, 8

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. 8, 17, 5, 2

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

24, 14, 2, 10

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. 14, 0, 22, 35

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. 6, 10, 4

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

7. 10, 19, 8, 22

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. 36, 29, 40, 14

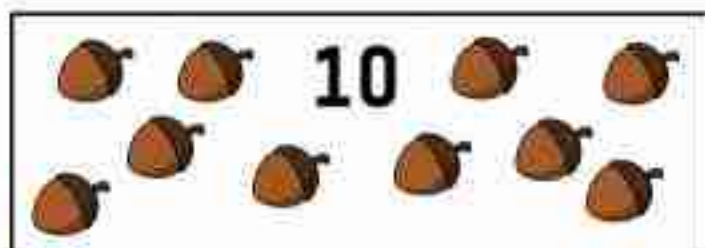
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

9. 21, 35, 12, 46

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. 47, 21, 25, 9

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Estimating How Many...**

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

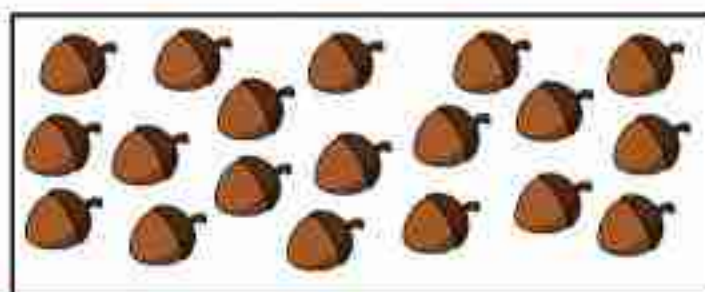
**Instructions:**

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



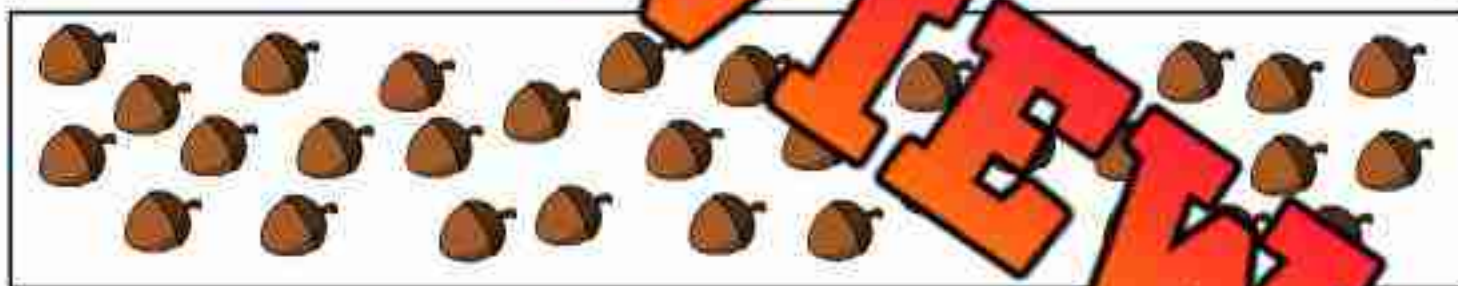
Estimate: About \_\_\_\_\_

Actual: There are \_\_\_\_\_ acorns



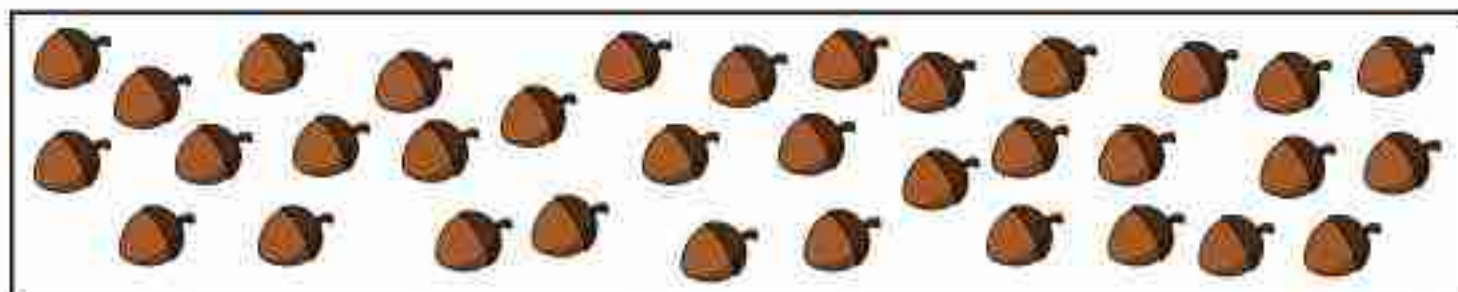
Estimate: About \_\_\_\_\_ acorns

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.

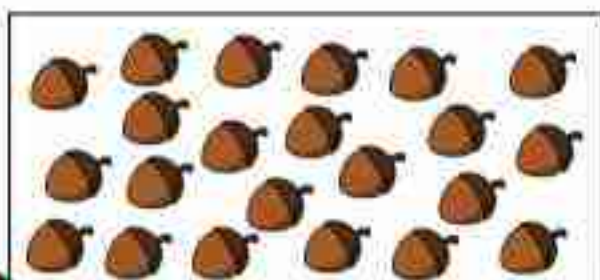


**Estimate:** About \_\_\_\_\_ acorns

**Actual:** There are \_\_\_\_\_ acorns

Name: \_\_\_\_\_

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

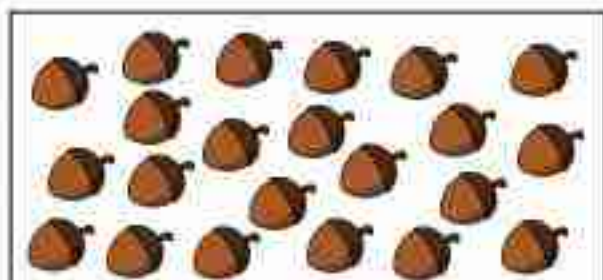


**Estimate:** About \_\_\_\_\_ acorns

**Actual:** There are \_\_\_\_\_ acorns

Name: \_\_\_\_\_

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

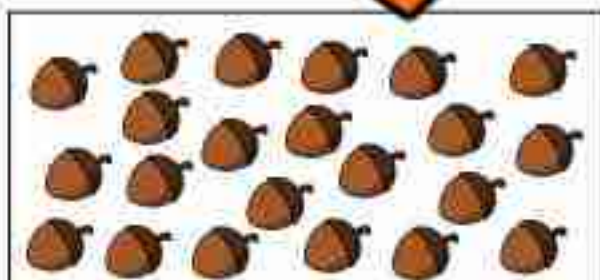


**Estimate:** About \_\_\_\_\_ acorns

**Actual:** There are \_\_\_\_\_ acorns

Name: \_\_\_\_\_

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



**Estimate:** About \_\_\_\_\_ acorns

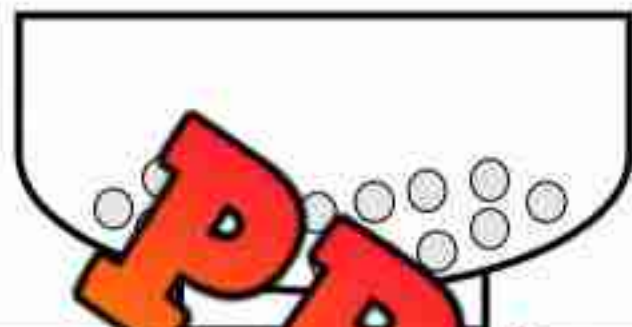
**Actual:** There are \_\_\_\_\_ acorns



# Estimating How Many...

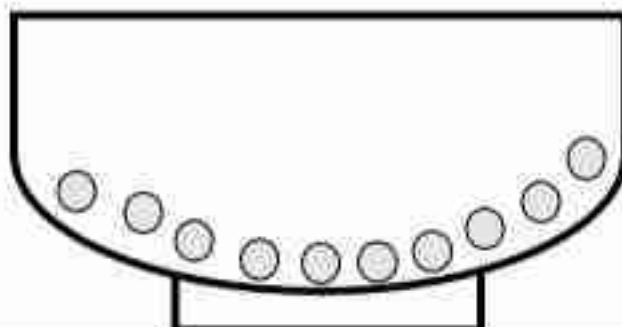
## Instructions

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



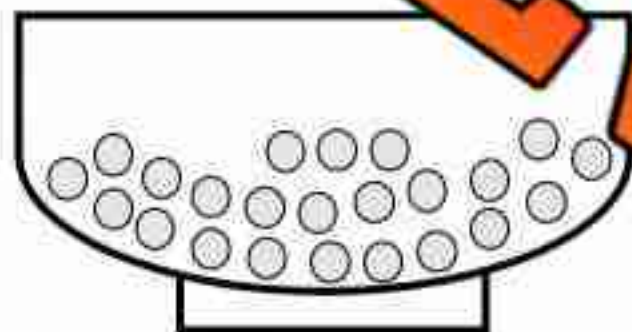
Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



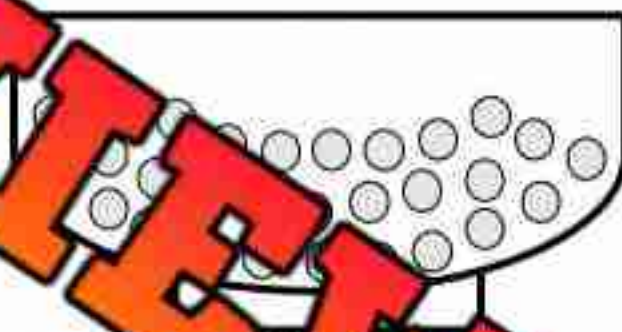
Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



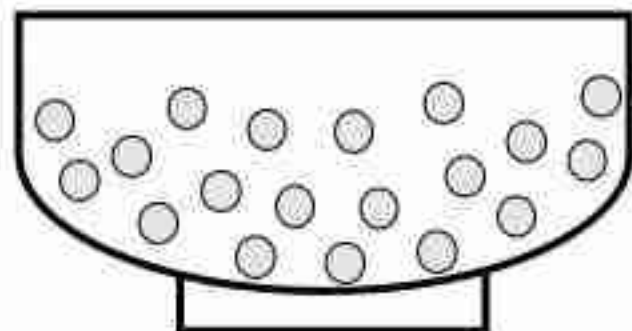
Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



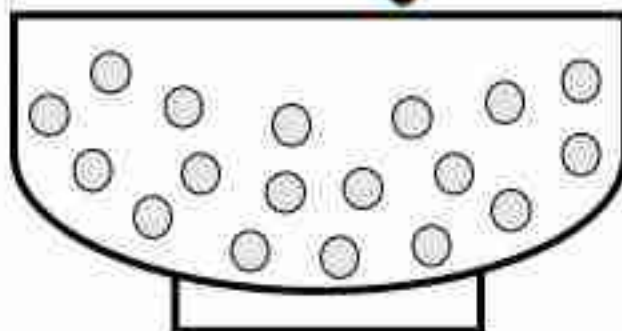
Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



Estimate: About \_\_\_\_\_ pieces

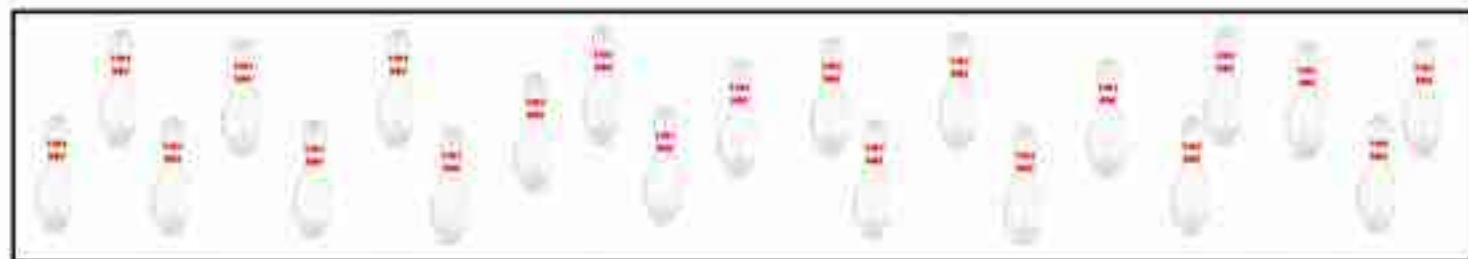
Actual: There are \_\_\_\_\_ pieces

Name: \_\_\_\_\_

52

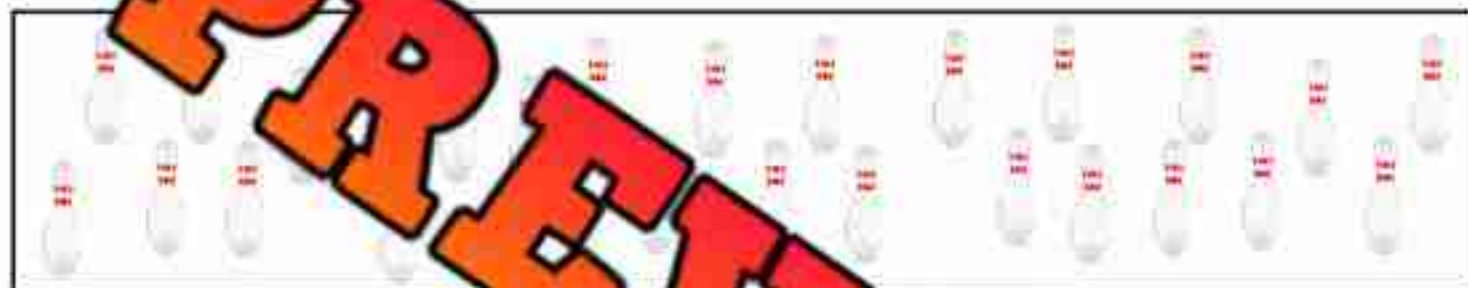
Curriculum Connection  
EE.4

## Estimating How Many...

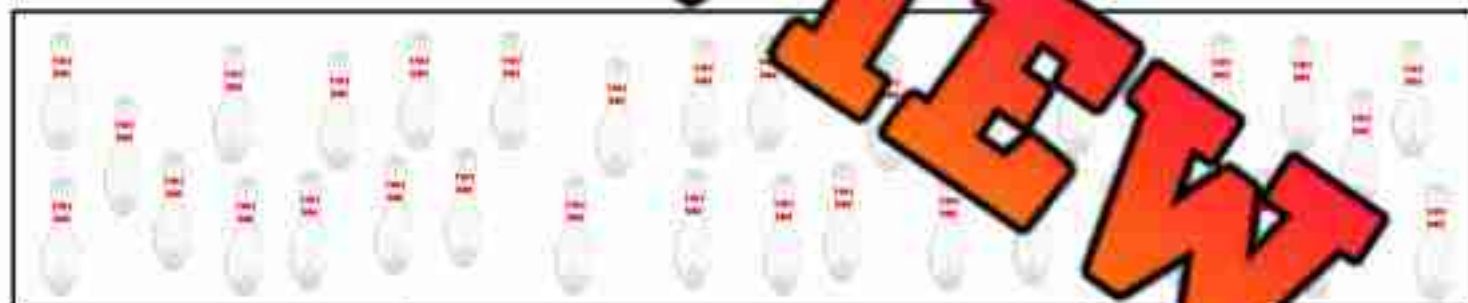


Count how many bowling pins there are in the box above \_\_\_\_\_

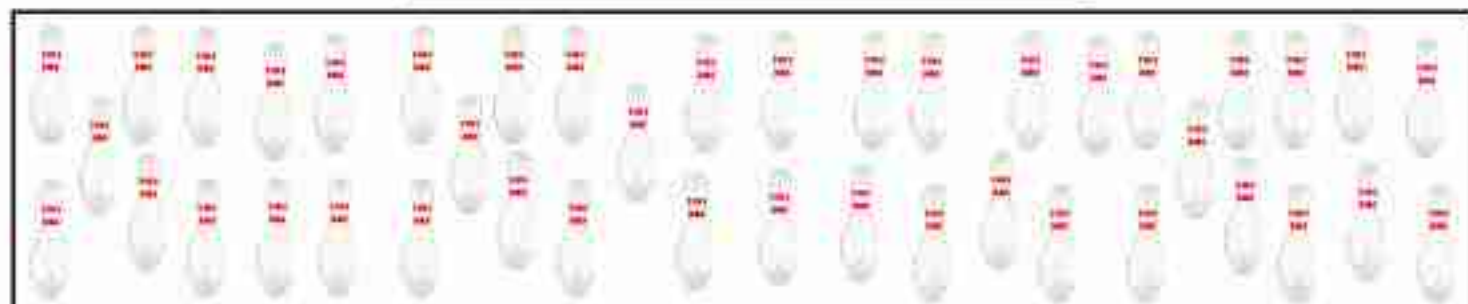
Instruction Estimate how many bowling pins are in the box using the referent above



Estimate: About \_\_\_\_\_ pins  
Actual: There are \_\_\_\_\_ pins



Estimate: About \_\_\_\_\_ pins  
Actual: There are \_\_\_\_\_ pins

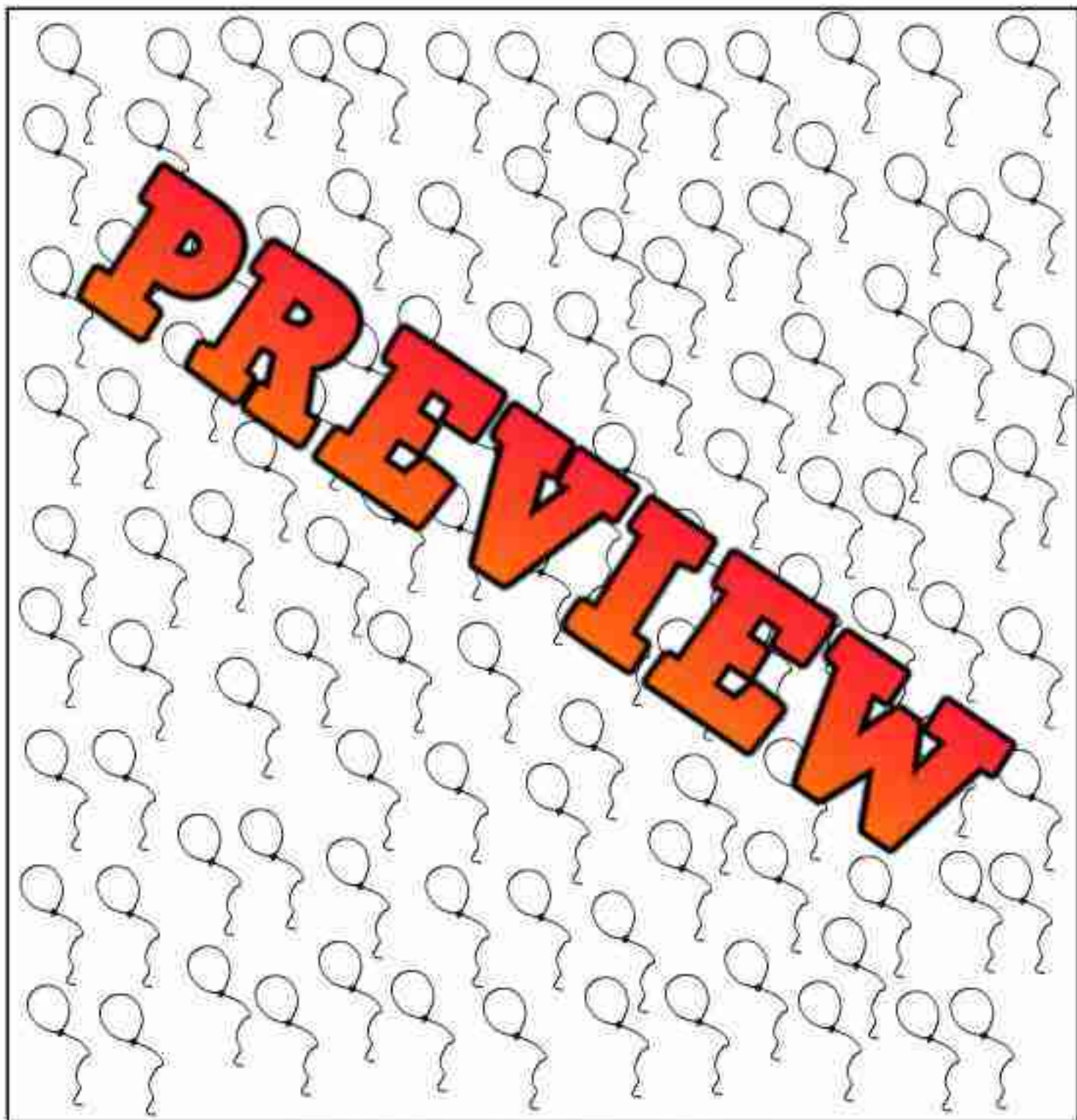


Estimate: About \_\_\_\_\_ pins  
Actual: There are \_\_\_\_\_ pins



**Estimating Larger Amounts****Questions**

How many balloons do you think are in the box?



Estimate: About \_\_\_\_\_ balloons

Actual: There are \_\_\_\_\_ balloons



## 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.

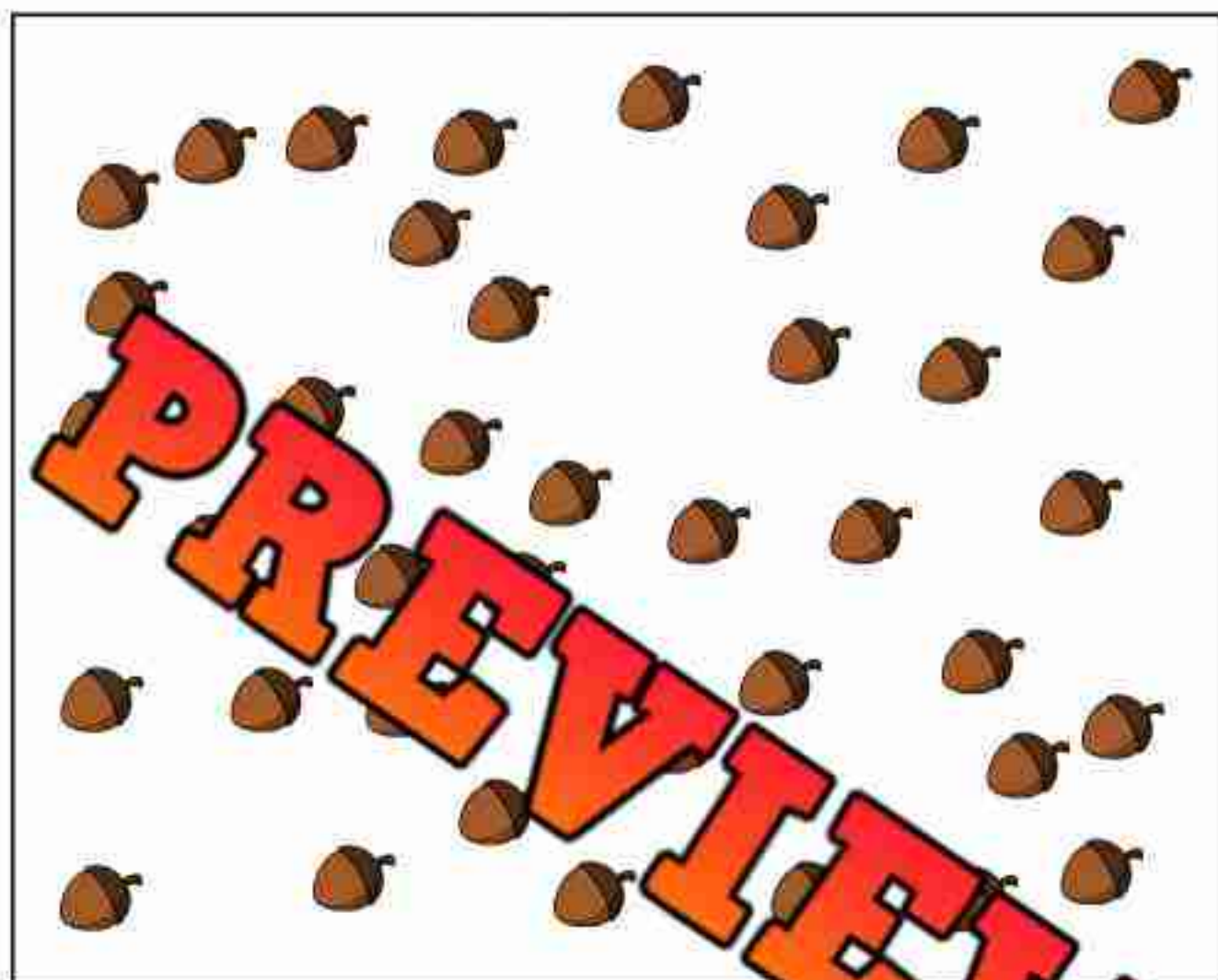
**Materials** What you will need for the activity.

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

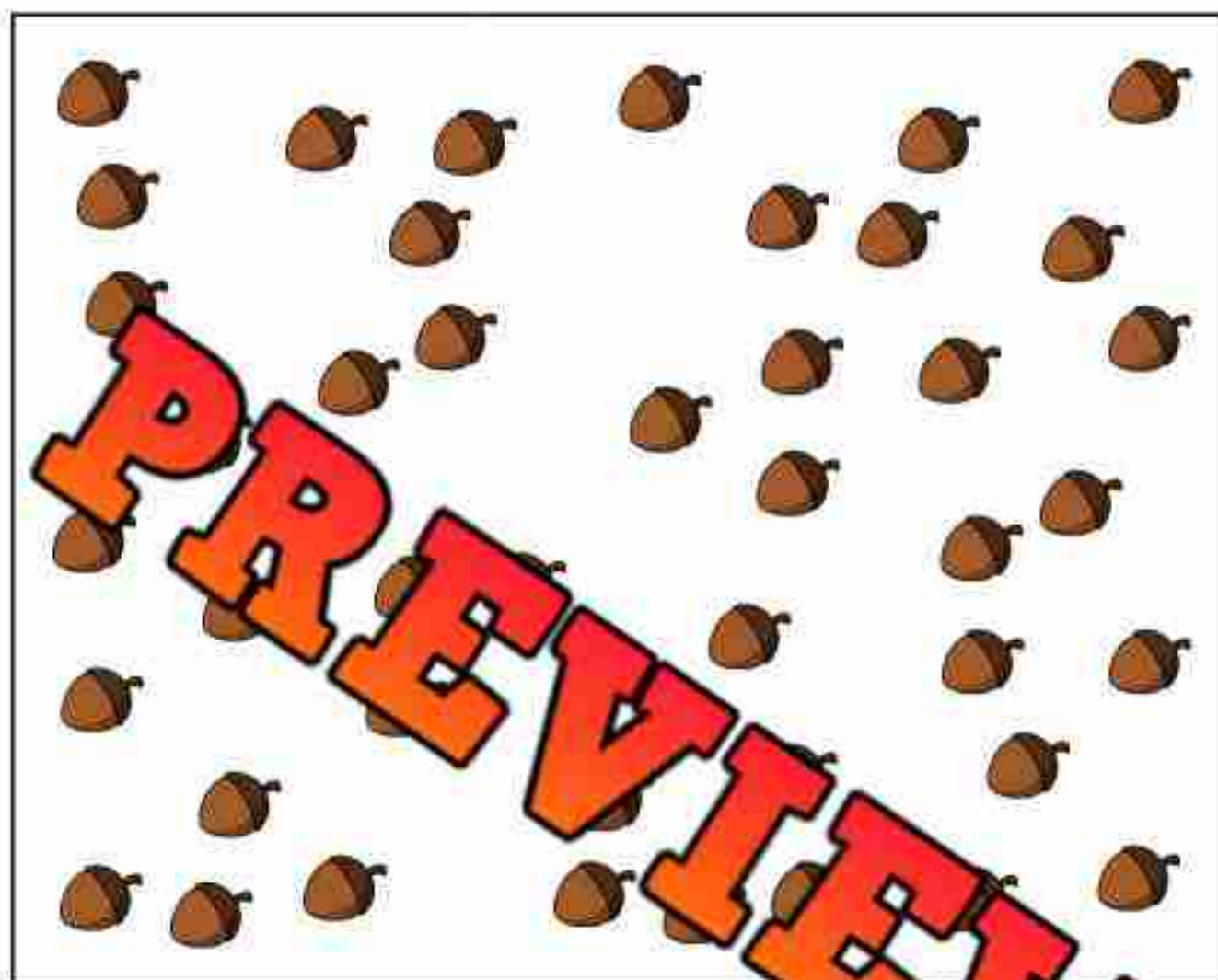
**Instructions** If you will complete the activity



1. Prepare the classroom by labeling each corner with letters A, B, C, and D.
2. Explain to the students that you will be displaying a question 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.

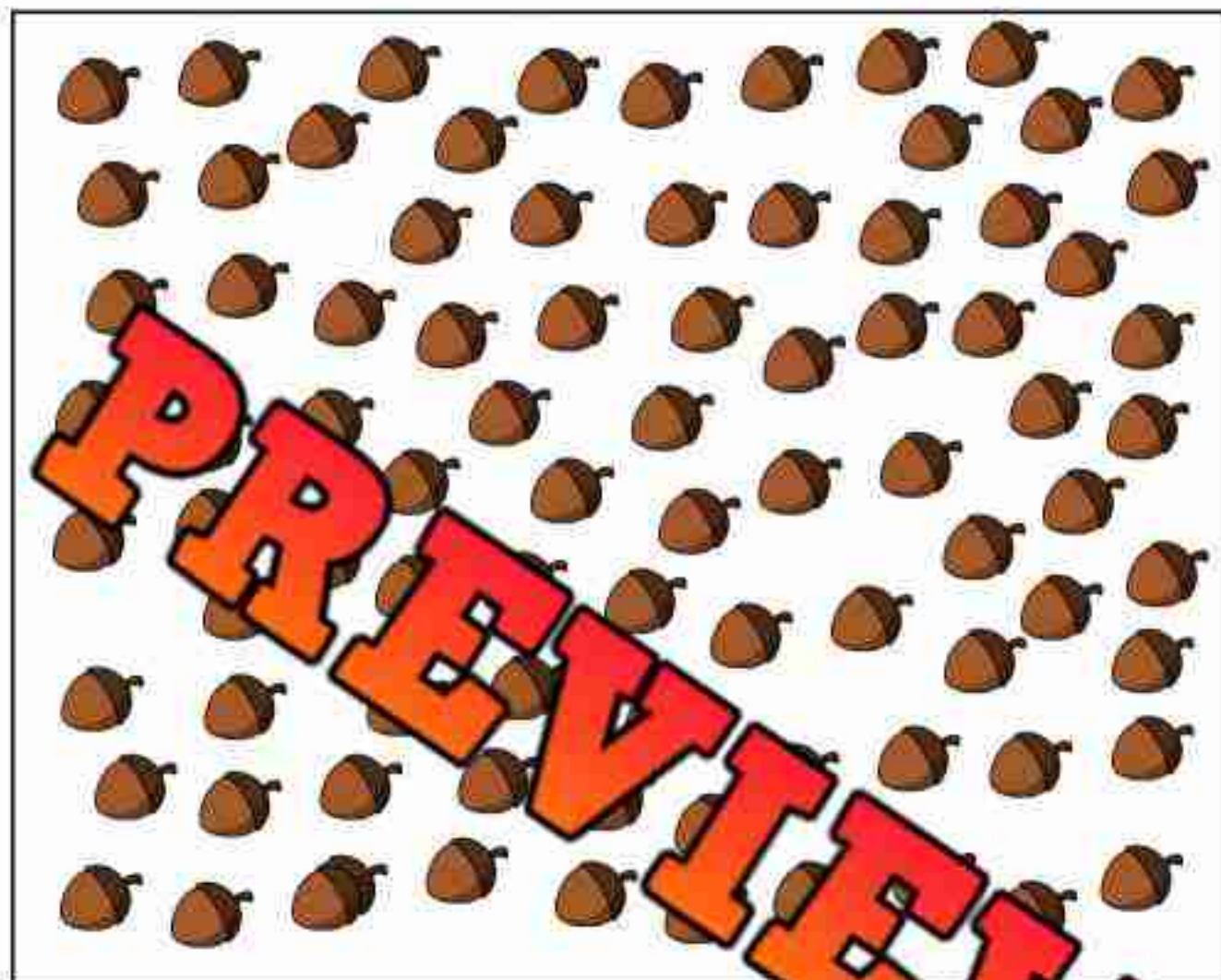
**Multiple Choice**

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

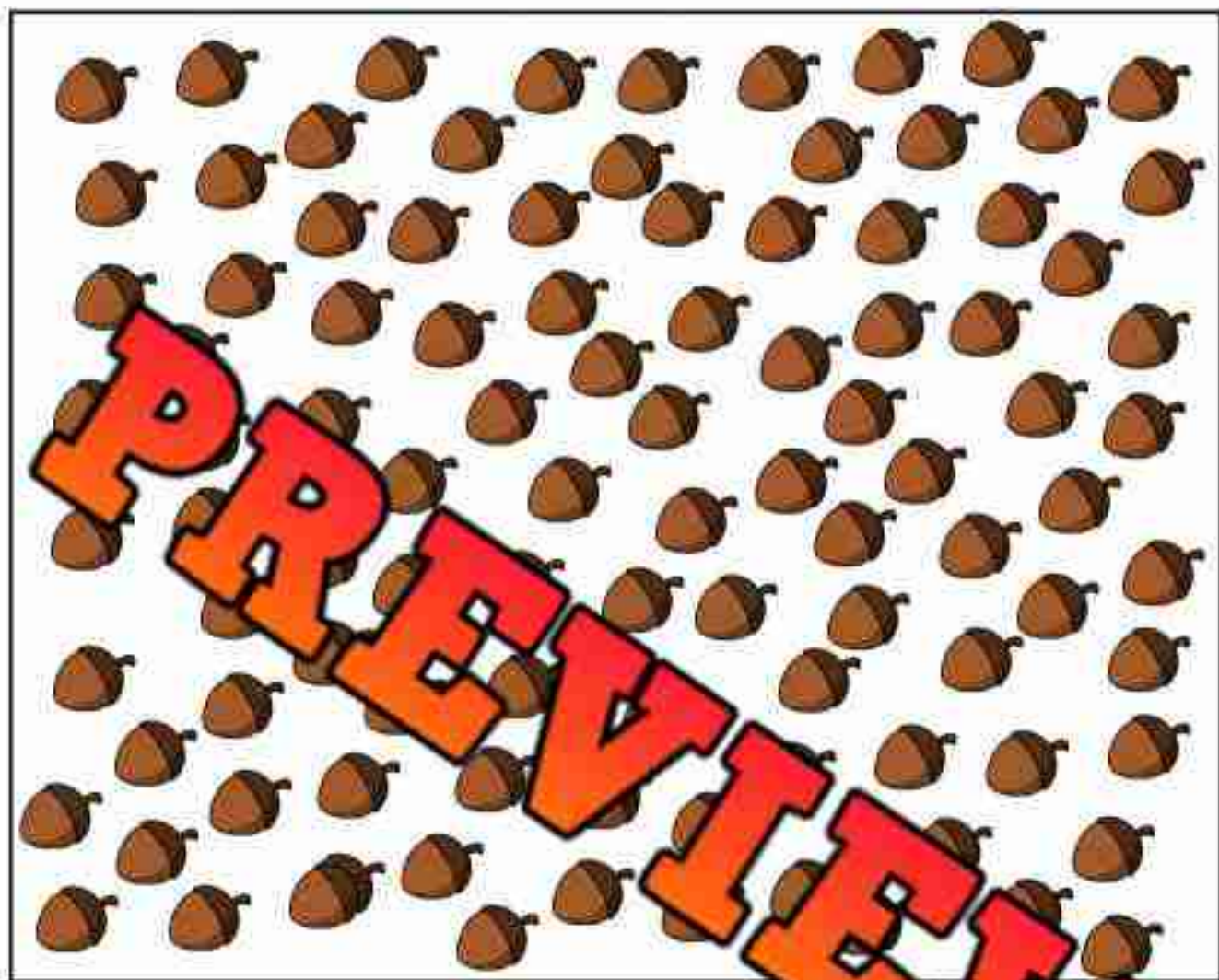
**Multiple Choice**

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



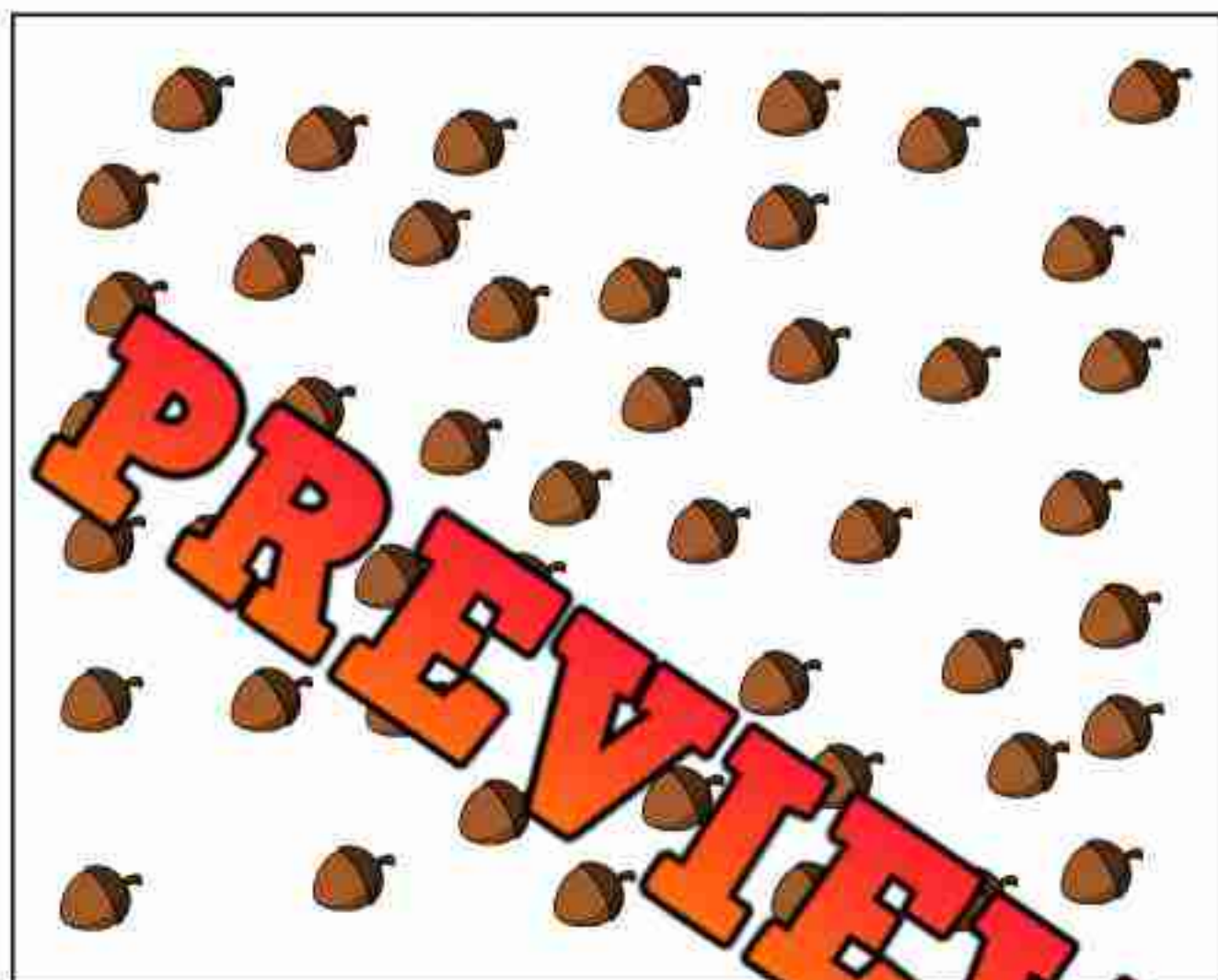
**Multiple Choice**

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

**Multiple Choice**

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



**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		
6		
		30



Name: \_\_\_\_\_

70

Curriculum Connection  
11.3

## 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?

Answer: \_\_\_\_\_

### Part 3

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

10, 20, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10, \_\_\_\_\_, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name: \_\_\_\_\_

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Curriculum Connection  
11.3

## Counting by 10s to 50

### Part 1

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



Answer: \_\_\_\_\_

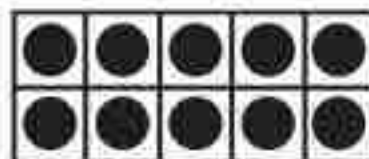
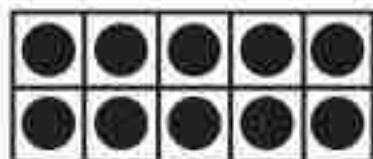
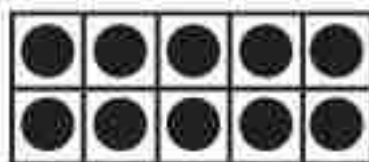
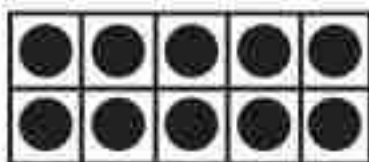
### Part 2

Count by 10s along the number line.



### Part 3

Count by 10s to 50 using the number line.





Name: \_\_\_\_\_

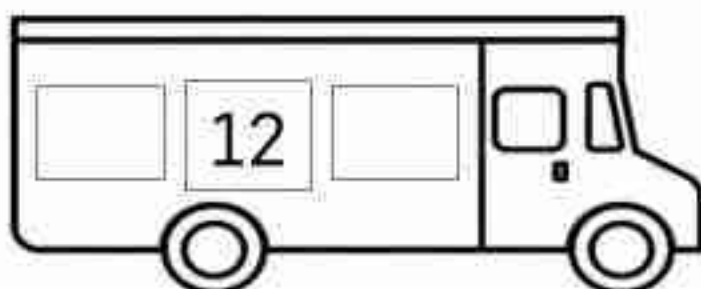
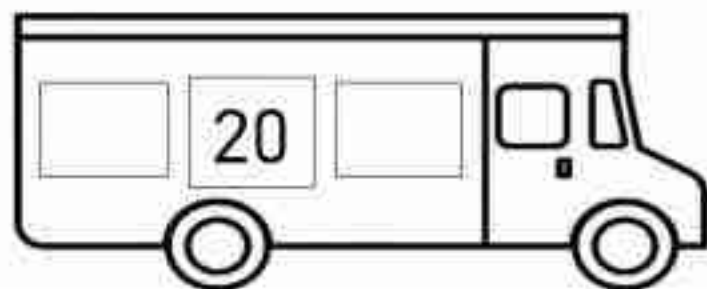
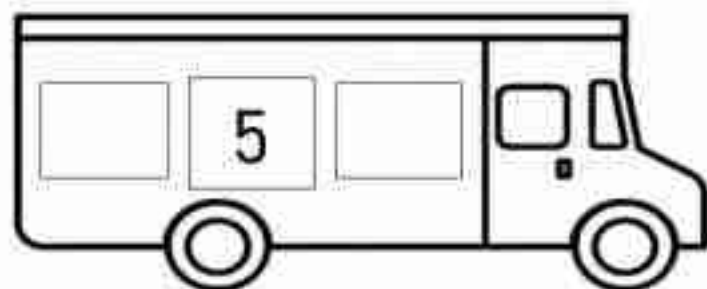
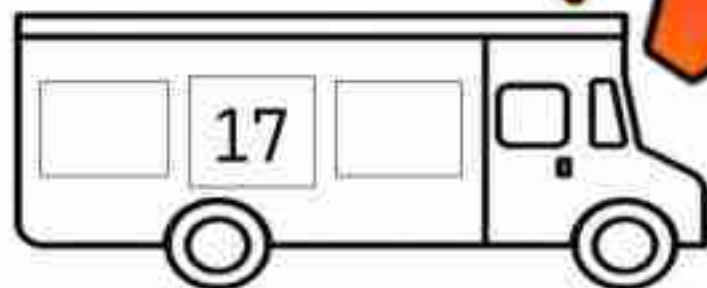
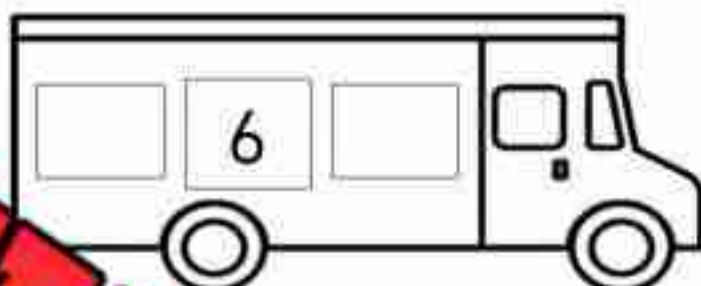
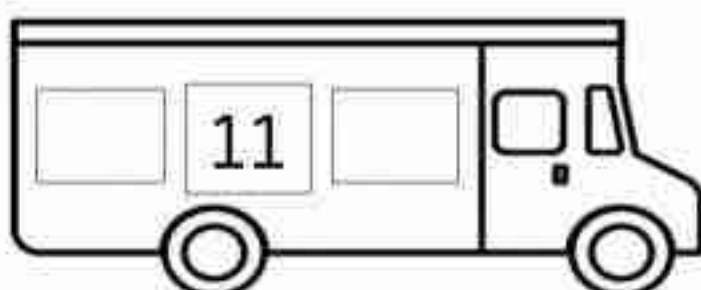
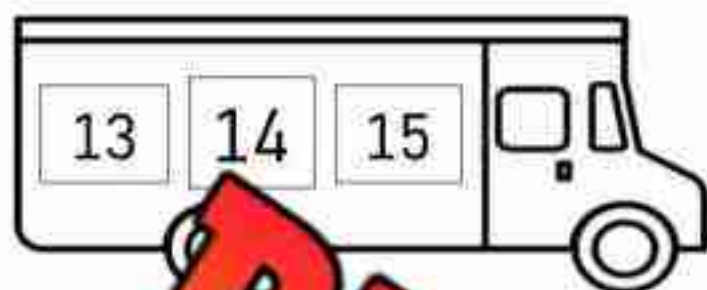
74

Curriculum Connection  
H1.5

## One More, One Less

### Instructions

Write one less and one more on the trucks below



Name: \_\_\_\_\_

75

Curriculum Connection  
H1.5**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	

## 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 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

7

9

6

8

10

**PREVIEW**

## 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 4 different numbers. Draw 5 different pictures of the numbers you made.

My Number	One Less	Two Less
One More	Two More	



Name: \_\_\_\_\_

81

Curriculum Connection  
3.1.A

## Fair Sharing - Cookies

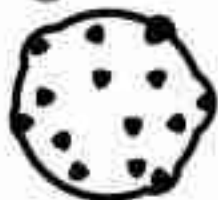
Two friends are sharing the cookies below. Cut and paste the cookies on the plates. Make sure they get the same number of cookies!

Mark's Plate

Sam's Plate

10

**PREVIEW**



**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

 $\frac{\quad}{12}$ 

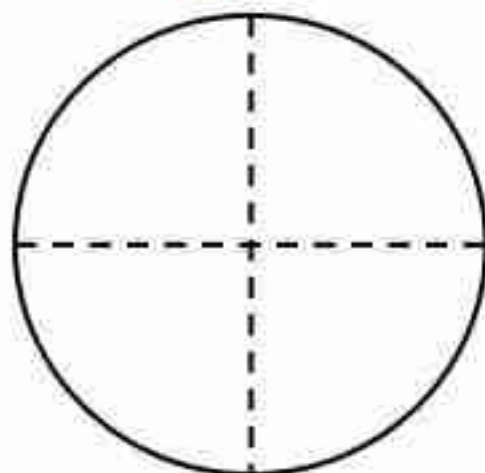
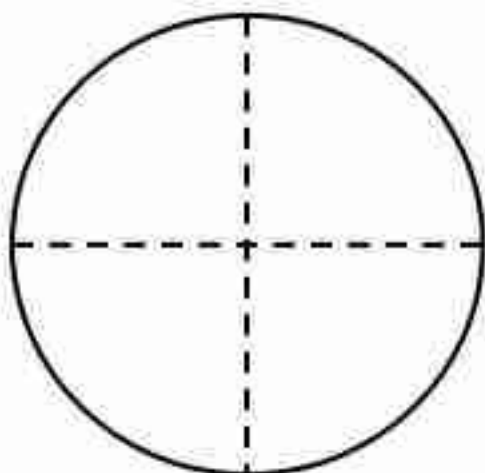
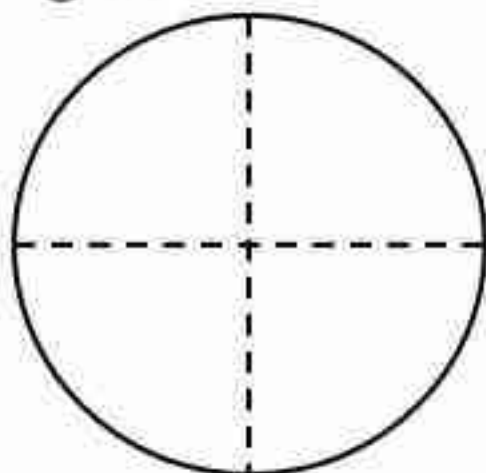
Julia's Plate

 $\frac{\quad}{12}$ 

Steve's Plate

 $\frac{\quad}{12}$ 

Karen's Plate

 $\frac{\quad}{12}$ 

# Fair Sharing - By Two

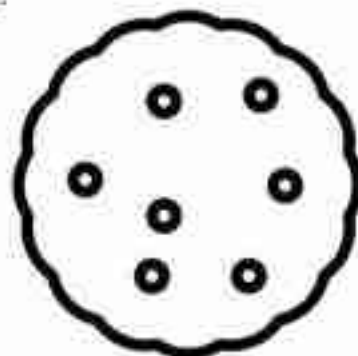
**Sharing**

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.



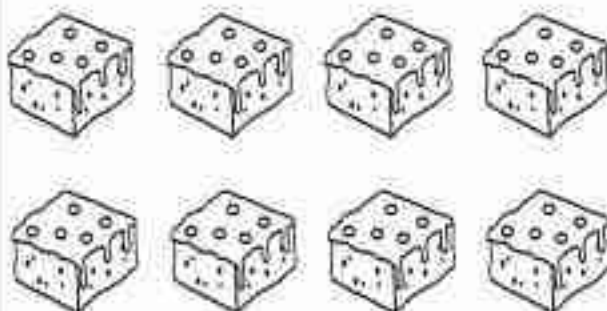
2) Share the bananas equally with 2 friends by circling what each gets.



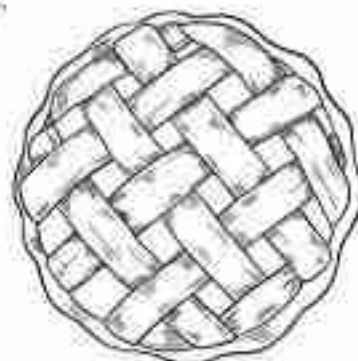
5) Share the pizza equally with 2 friends.



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

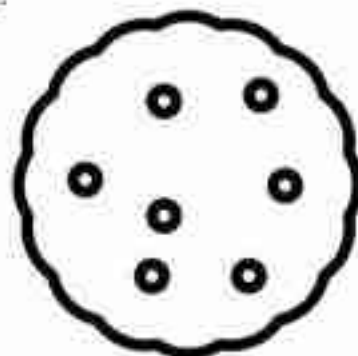
**Sharing**

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.



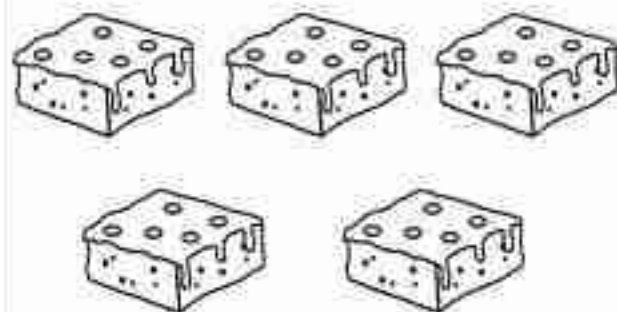
2) Share the oranges equally with 4 friends by circling what each gets.



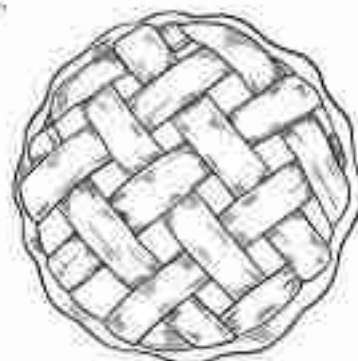
5) Share the pizza equally with 4 friends.



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

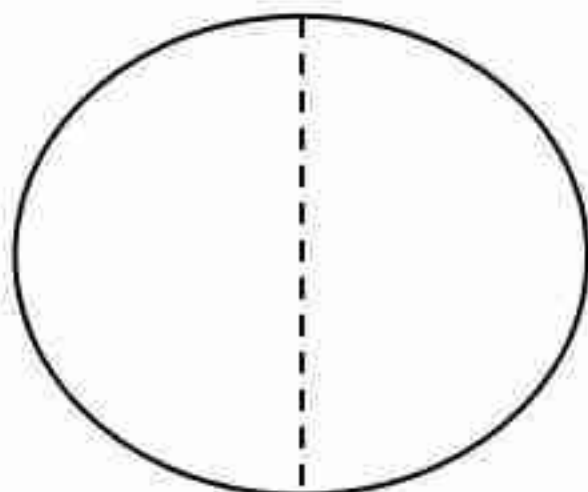


4

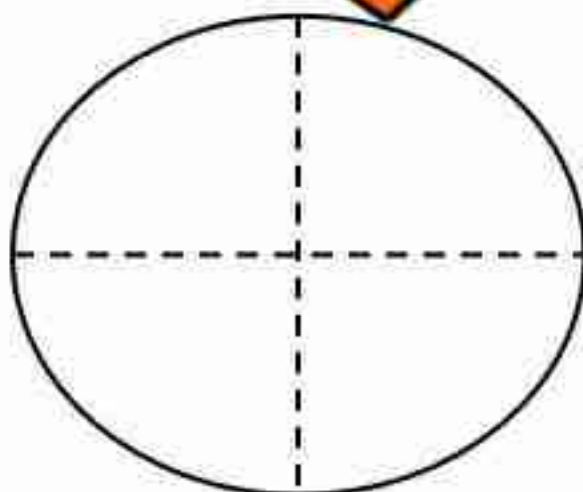
1. Cut slices out below
2. Paste the slices on Jane's plates above.



Cake 1



Cake 2





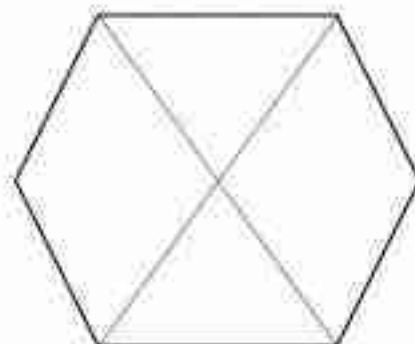
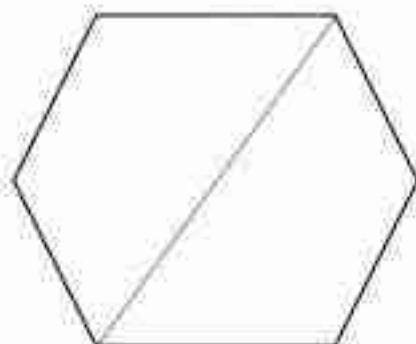
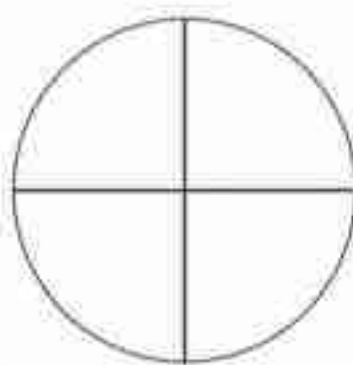
**Equivalent Fractions –  $\frac{1}{2}$  and  $\frac{2}{4}$** **Directions**

Shade in the fractions below

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



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

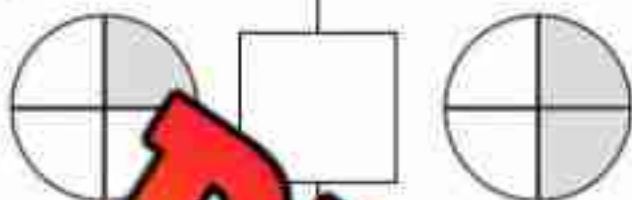


# Comparing Fractions

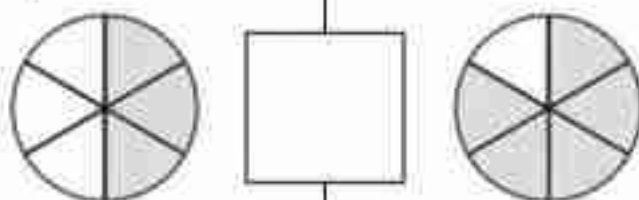
**Questions**

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

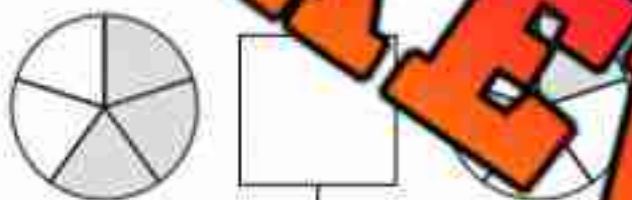
1)



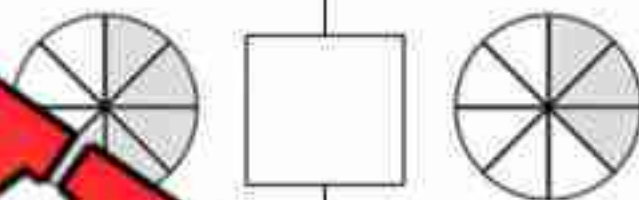
5)



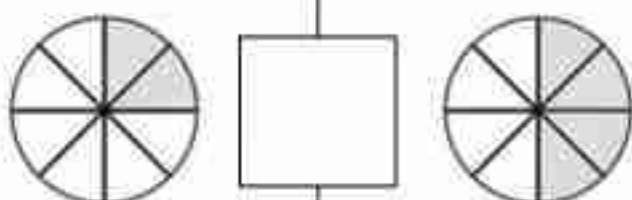
2)



6)



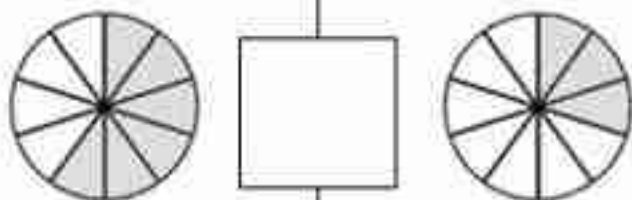
3)



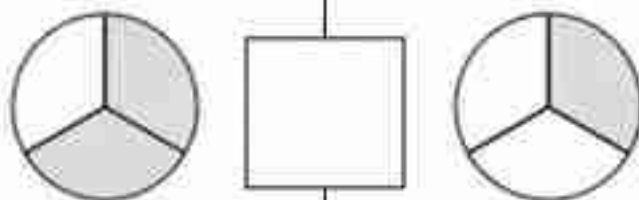
7)



4)



8)

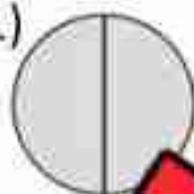


# Comparing Fractions

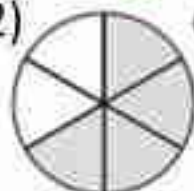
**Questions**

Write the fraction and decide which fraction is larger

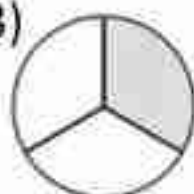
1)



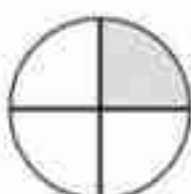
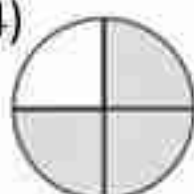
2)



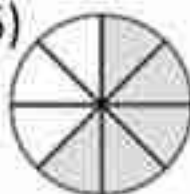
3)



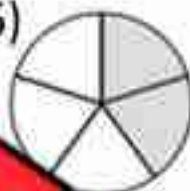
4)



5)



6)



8)

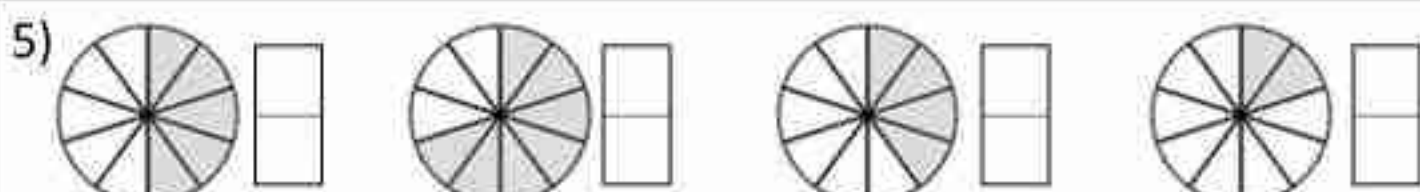
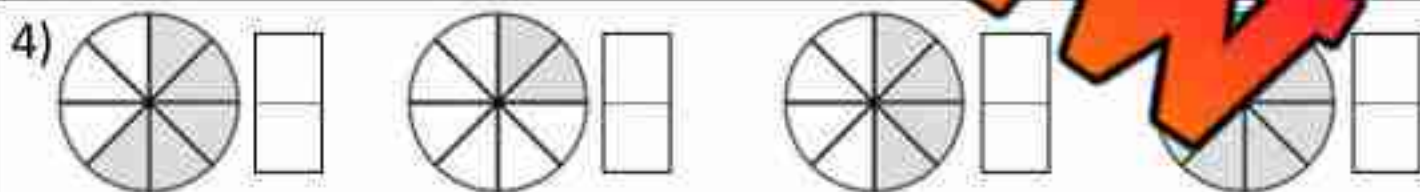
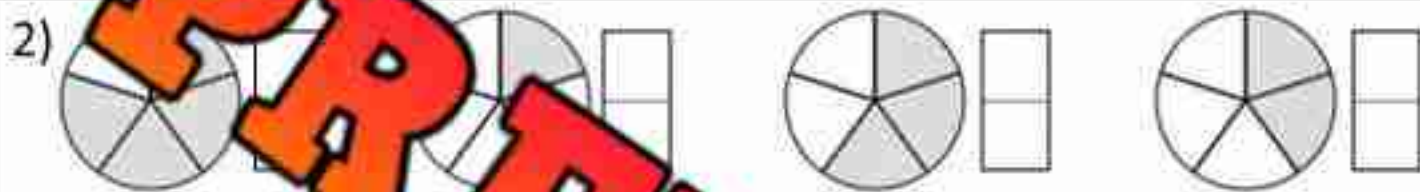
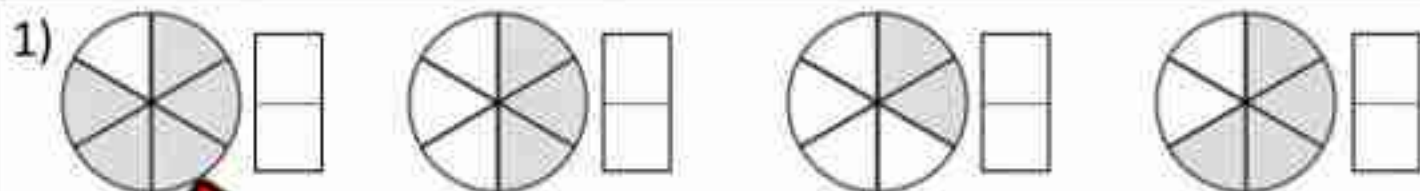


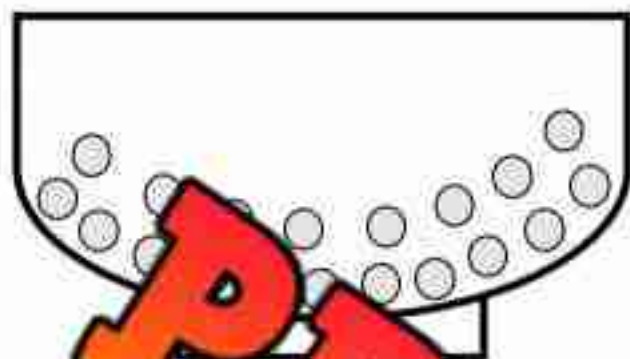
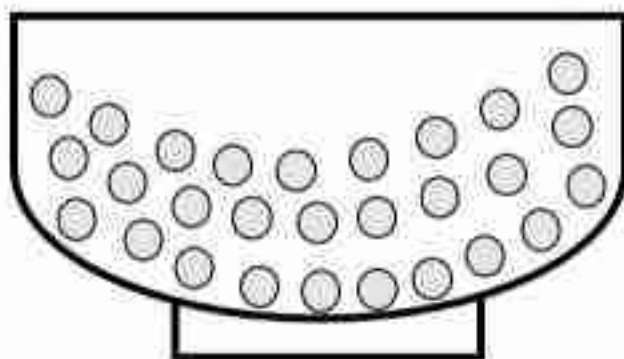


# Ordering Fractions

**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 3) 33  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

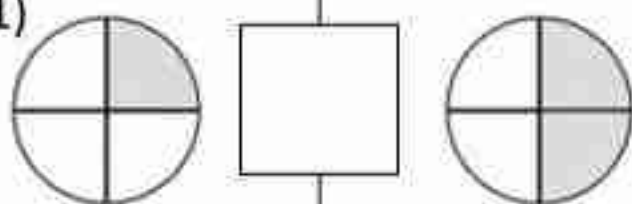


How many cookies does each friend get? \_\_\_\_\_

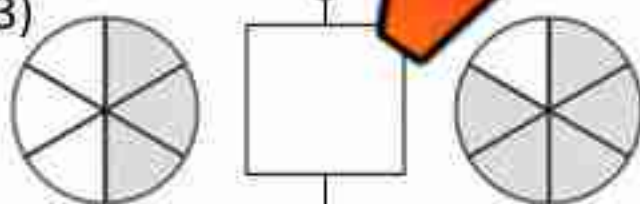
## Part 7

Imagine the shaded parts are slices of cake that you like. What fraction of the cake do you like?

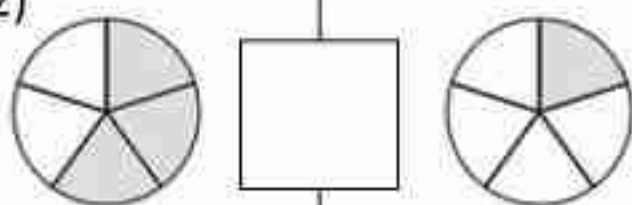
1)



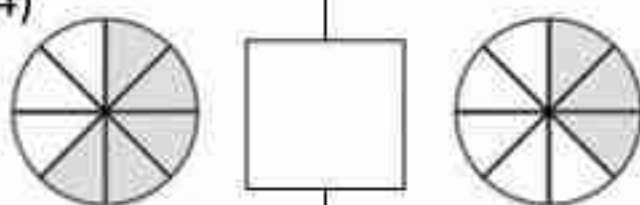
3)



2)



4)





Grade 1  
Stand: B2 – Operations

	Curriculum Expectations	Pages
<b>B2.1</b>	Use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	157 – 174
<b>B2.2</b>	Recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	102 – 110, 138 – 152
<b>B2.3</b>	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
<b>B2.4</b>	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
<b>B2.5</b>	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.

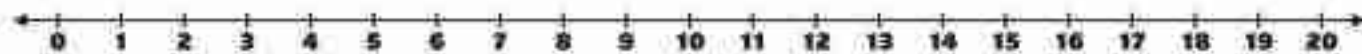
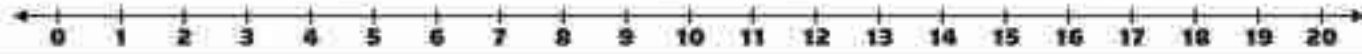
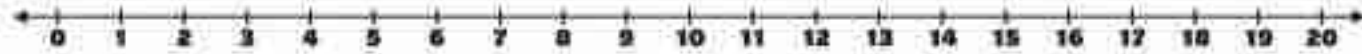
## Part 1

Use the chart to answer the question

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

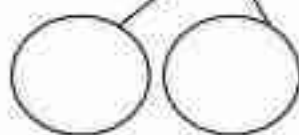
$$10 + 2 = 12$$

2)  $9 + 6$ 

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

3)  $8 + 9$ 

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

4)  $8 + 8$ 

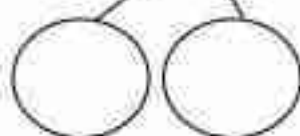
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5)  $4 + 7$ 

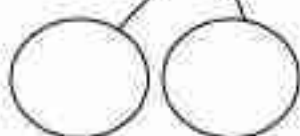
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6)  $9 + 8$ 

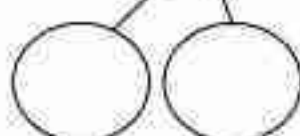
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

7)  $8 + 12$ 

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

8)  $9 + 8$ 

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

9)  $8 + 7$ 

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

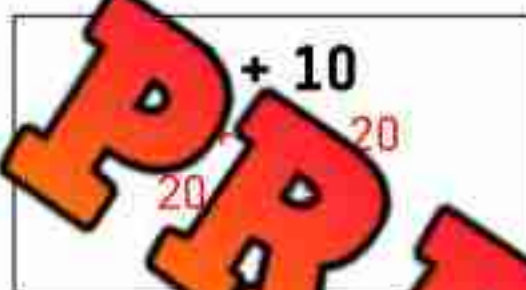


**Mental Math Strategy – Making Doubles****Directions:**

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.


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

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

$$4 + 5$$

$$3 + 4$$

$$6 + 7$$

$$9$$

$$8 + 9$$

$$11 + 10$$

## 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

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

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

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

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

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

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

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

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

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

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

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

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

Name: \_\_\_\_\_

102

Curriculum Connection  
82.2**Math Facts - Adding 0 and 5****Questions**

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

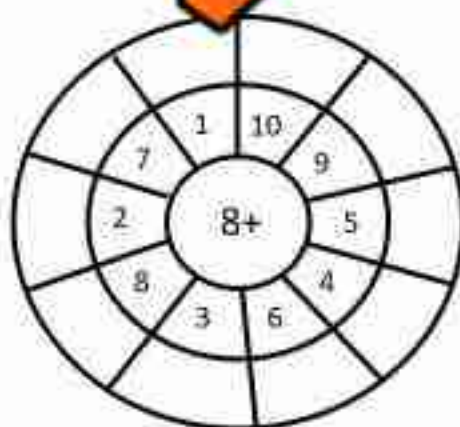
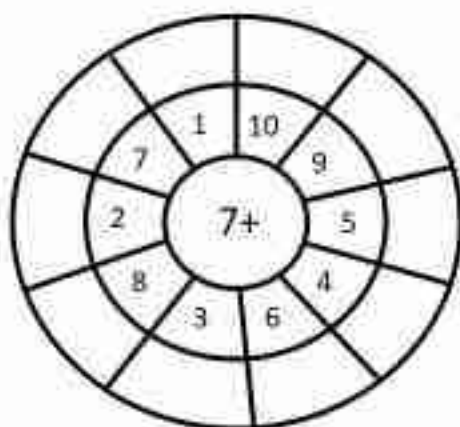
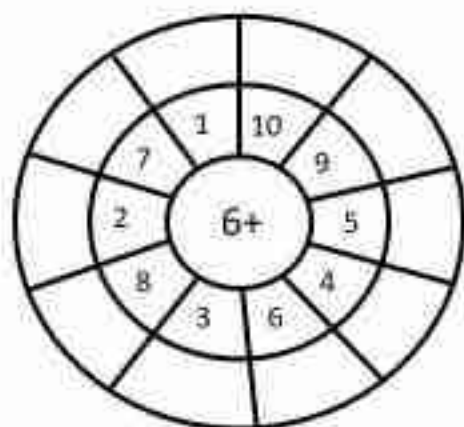
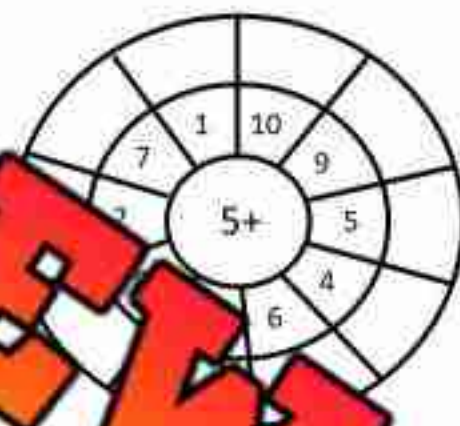
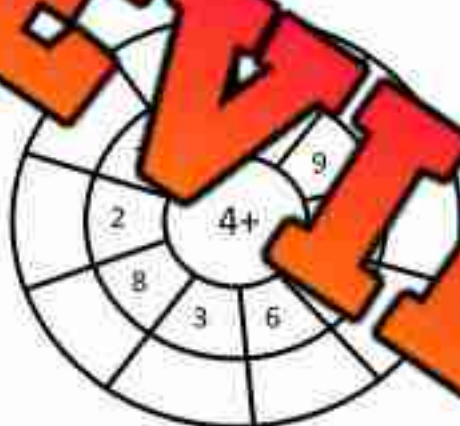
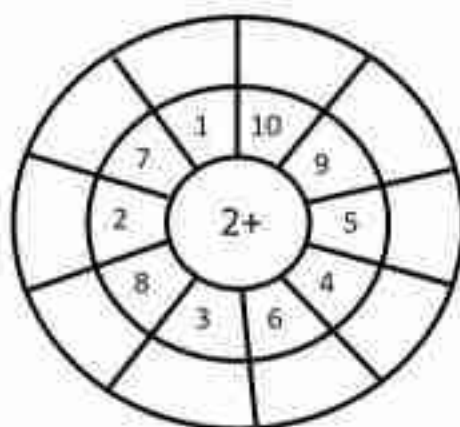
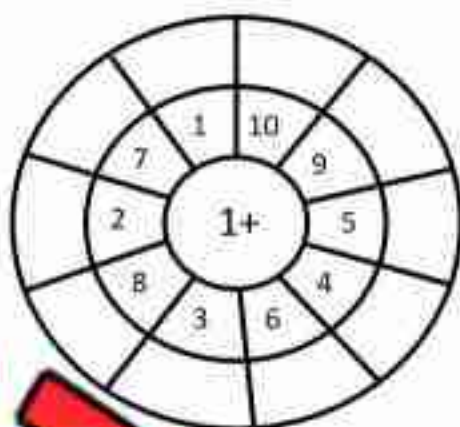
      
36

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



**Bullseye Math Facts****Instructions**

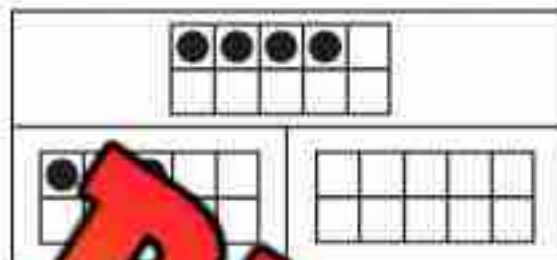
Fill in the outer layer of the bullseye



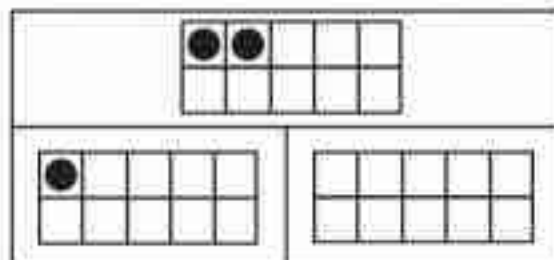
**Part-Part Whole – Sums Up To 5****Questions**

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

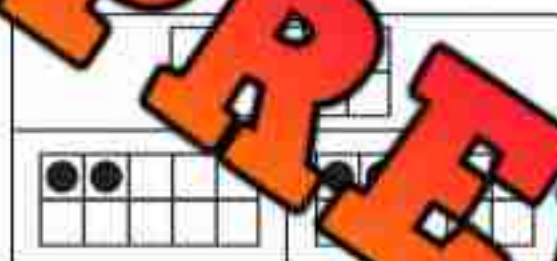
1)



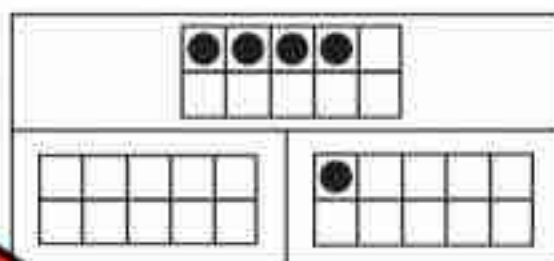
2)



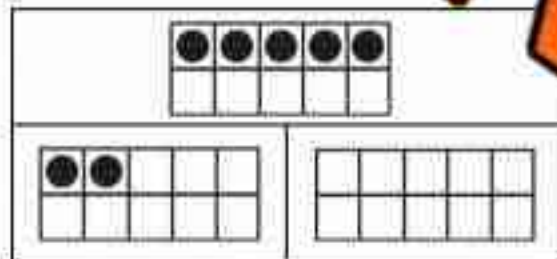
3)



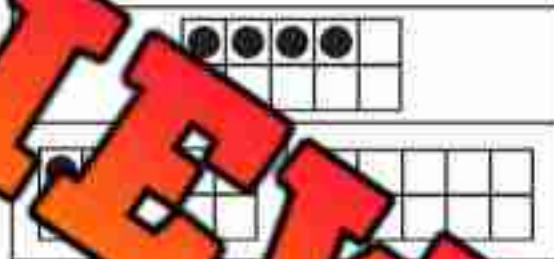
4)



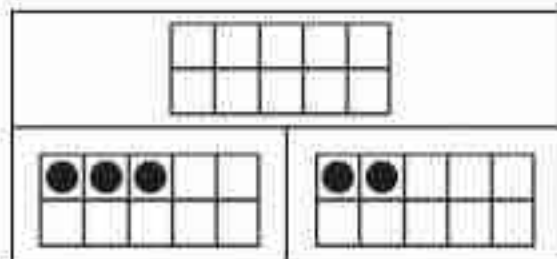
5)



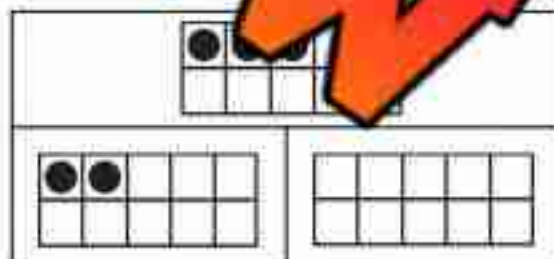
6)



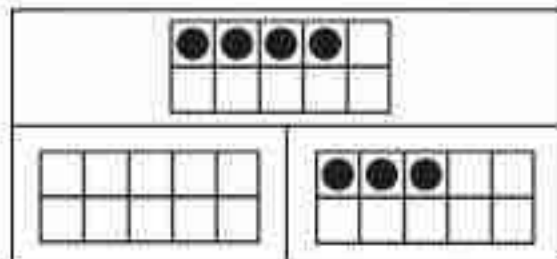
7)



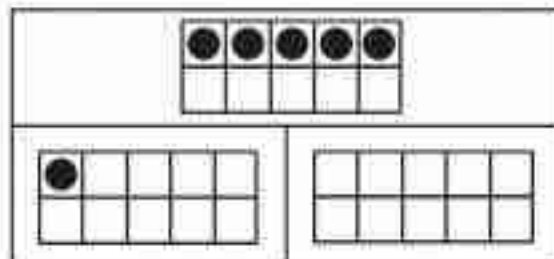
8)



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)

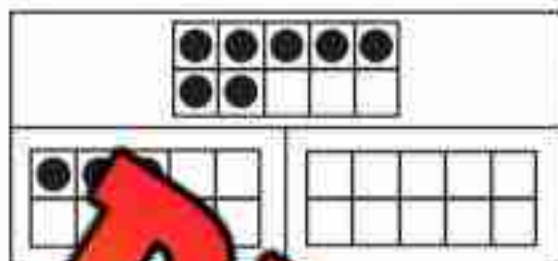
7	3



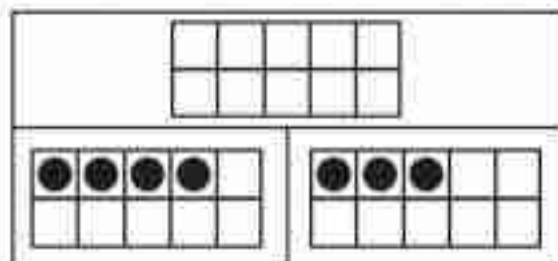
**Part-Part Whole – Up To 10****Questions**

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

1)



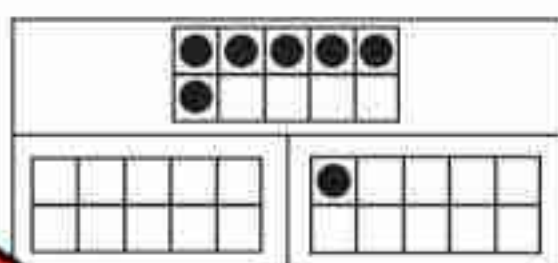
2)



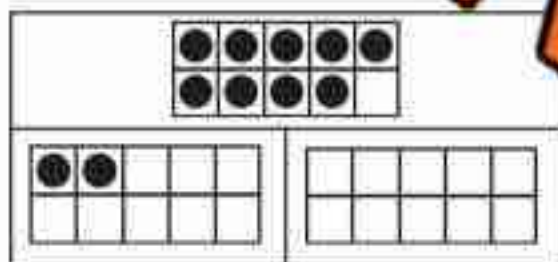
3)



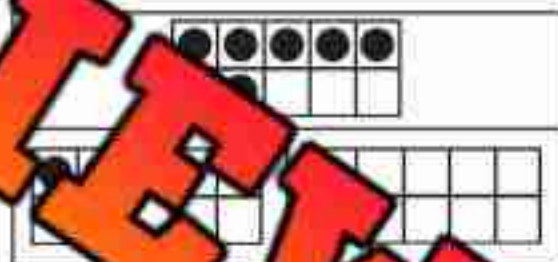
4)



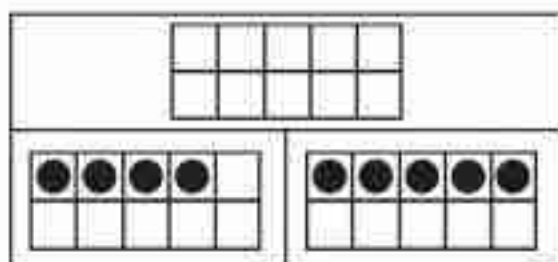
5)



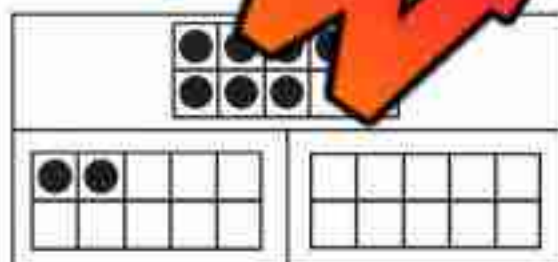
6)



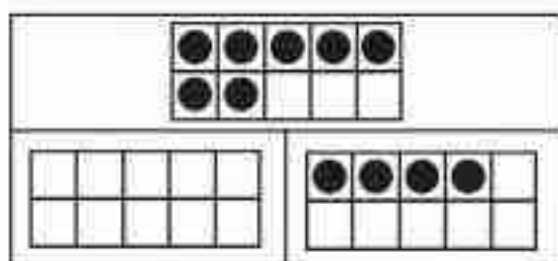
7)



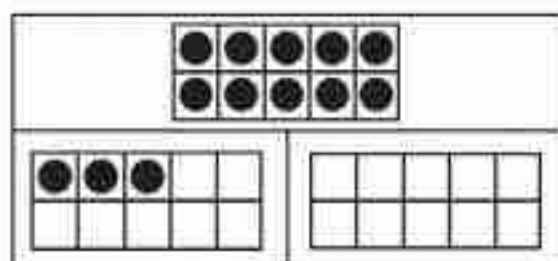
8)



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?



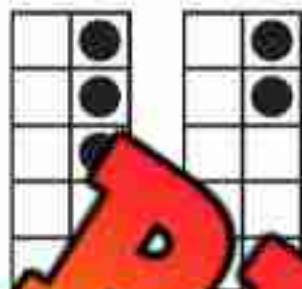
- 4) Ryan had 7 rebounds in his first game, 3 rebounds in his second game, and 5 rebounds in his third game. How many rebounds did he have in all three games?



**Ten Frame Addition****Instructions**

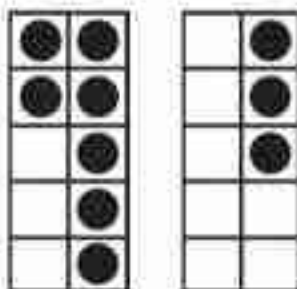
Complete the addition sentences below

1)



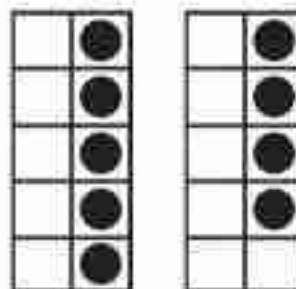
$$3 + \underline{\quad} = \underline{\quad}$$

2)



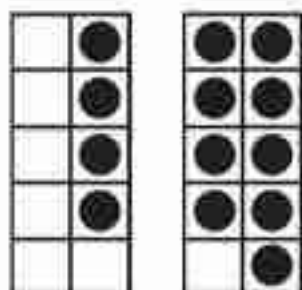
$$6 + \underline{\quad} = \underline{\quad}$$

3)



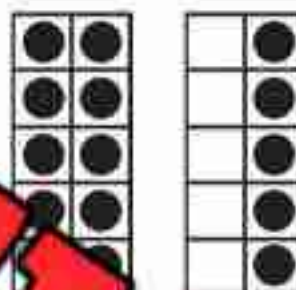
$$\underline{\quad} + 4 = \underline{\quad}$$

4)



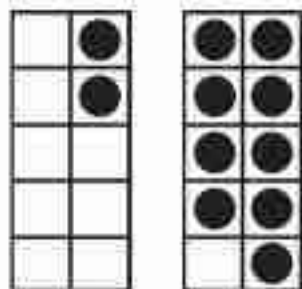
$$4 + \underline{\quad} = \underline{\quad}$$

6)



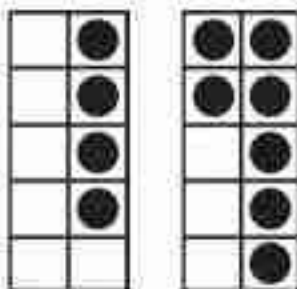
$$\underline{\quad} + 4 = \underline{\quad}$$

7)



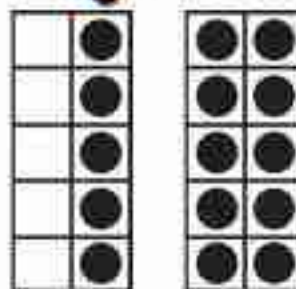
$$\underline{\quad} + \underline{\quad} = 11$$

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

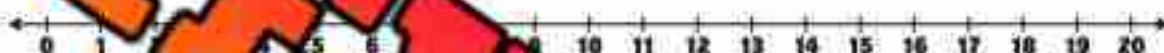
$10 + 5 = 15$



$3 + 8 =$



$8 + 7 =$



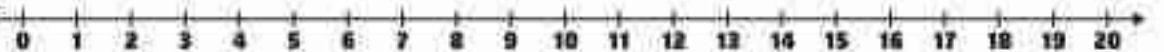
$12 + 7 =$



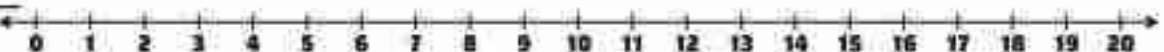
$16 + 6 =$



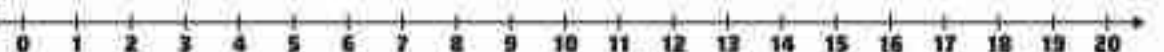
$12 + 8 =$



$10 + 10 =$



$7 + 11 =$



**Adding Money****Instructions**

Add the money below

1)



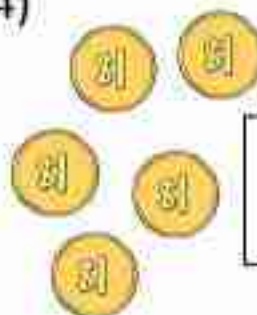
+



+

=

4)



+



+

=

2)



+



+

=

6)



+



+

=

3)



+



+

=

## Exit Cards

Cut Out

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

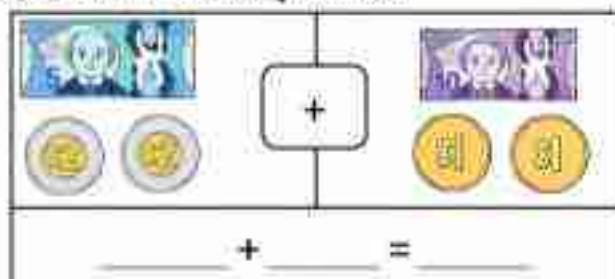
Name: \_\_\_\_\_

a) Add the money below

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

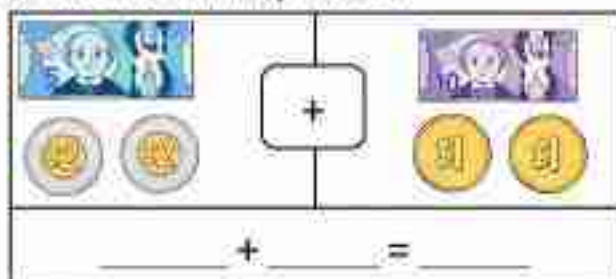
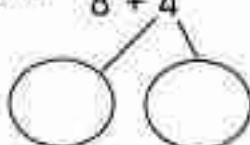
Name: \_\_\_\_\_

a) Add the money below

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

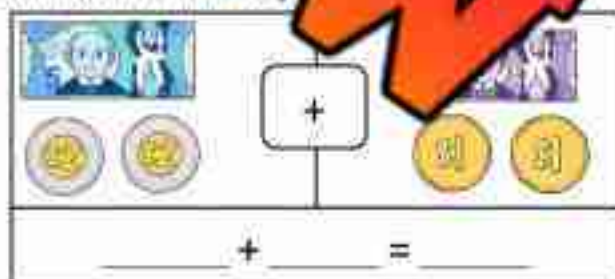
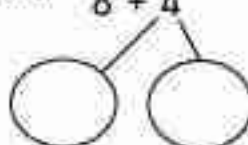
Name: \_\_\_\_\_

a) Add the money below

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

Name: \_\_\_\_\_

a) Add the money below

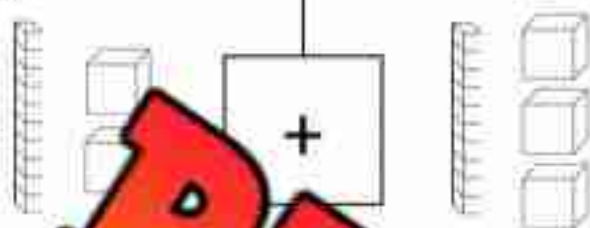
b) Create a ten and add the remaining amount.  
 $8 + 4$ 



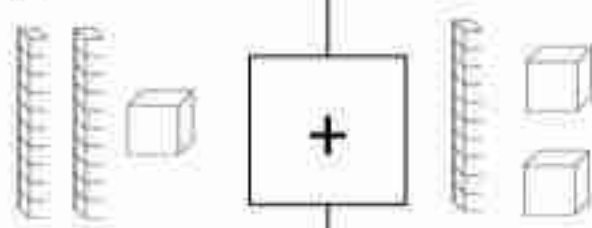
**Base Ten Blocks Addition****Instructions**

Add the base ten blocks below

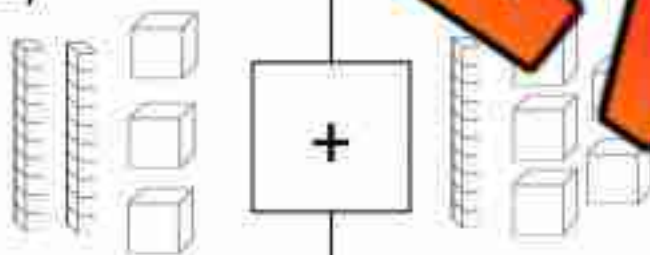
1)



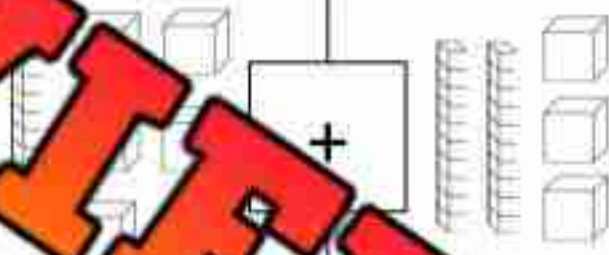
4)



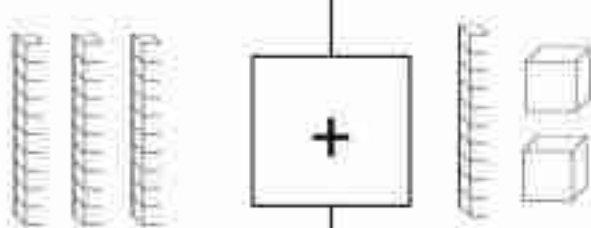
2)



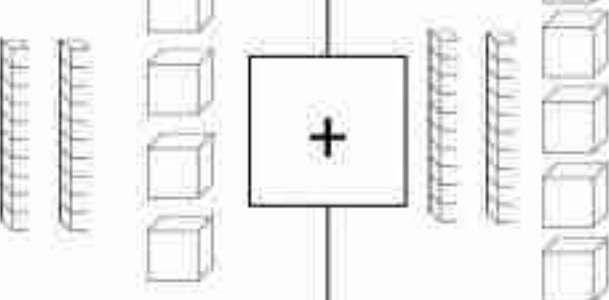
6)



3)



6)



**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 \$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?
- \_\_\_\_\_

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 containers to hold the card sets
- Optional: small prizes (or 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 indoor 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 5 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?

Leo 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 4 buttons. She 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?

Oliver 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?



Name: \_\_\_\_\_

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Curriculum Connection  
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Index cards

Cut out the cards below

$$14 + 6 =$$

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

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

$$11 + 8 =$$

$$13 + 6 =$$

$$14 +$$

$$10 + 6 =$$

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

## 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 3 more. His brother gives him 5 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 blocks. 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.

$8 - 5 = \underline{\hspace{2cm}}$

$10 - 4 = \underline{\hspace{2cm}}$

$12 - 6 = \underline{\hspace{2cm}}$

**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

**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

$17 - 6 = \underline{\hspace{2cm}}$

$18 - 5 = \underline{\hspace{2cm}}$

$20 - 4 = \underline{\hspace{2cm}}$

**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

**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



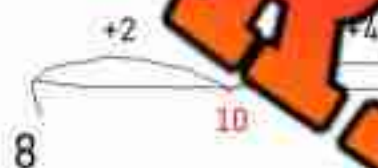
## Subtraction Mental Math - Counting Up

**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.



**Instruction:** 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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 11 \rightarrow \\ - 4 \rightarrow \end{array}$$

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

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

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

**Math Facts - Subtract by 0 and 1****Questions**

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

36

**PREVIEW**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**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

$3 + 5$

$12 - 4$

$11$

$7 + 3$

$8 + 2$

$5 + 7$

$12 - 3$

$6 + 7$

## 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

$$9 - 3$$

$$8 + 3$$

$$11$$

$$6 + 9$$

$$5 + 8$$

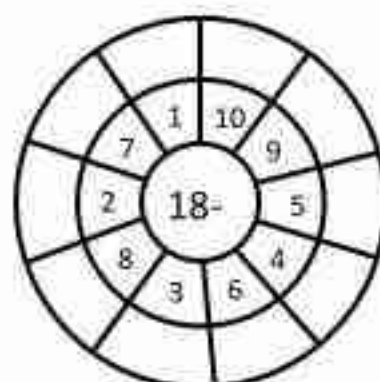
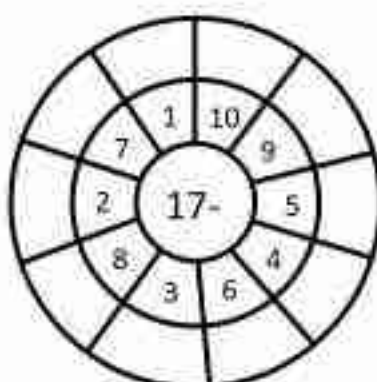
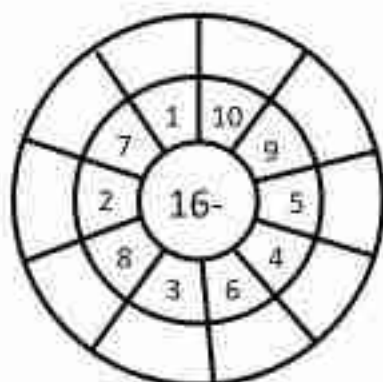
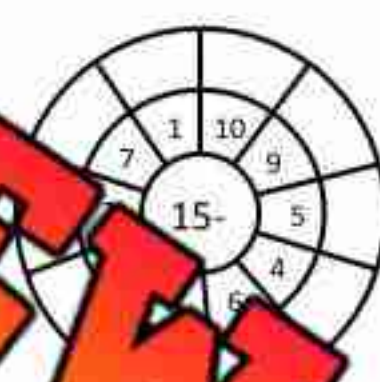
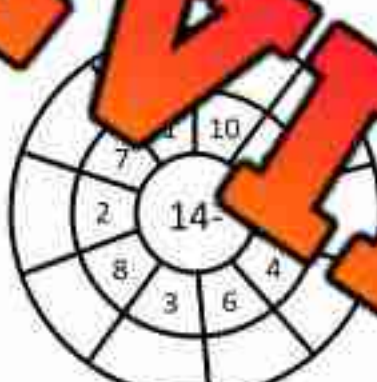
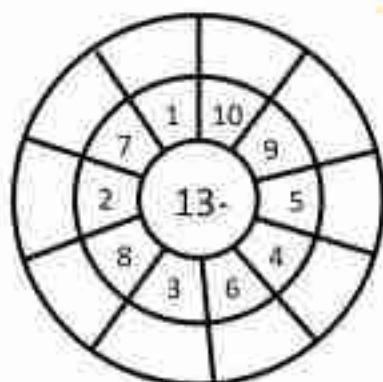
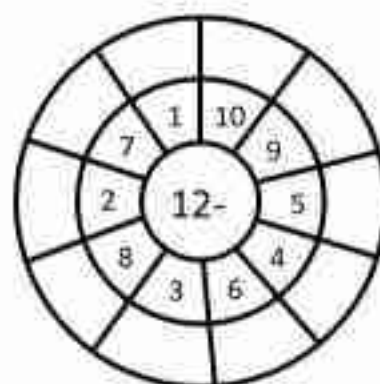
$$14$$

$$15 - 7$$

$$12 + 6$$

**Bullseye Subtraction Facts****Instructions**

Fill in the outer layer of the bullseye



**Subtraction Using Base Ten Blocks****Instructions**

Subtract from the base ten blocks



$$50 - 11 = \underline{\quad}$$



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



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



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



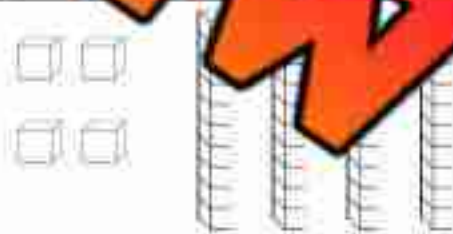
$$38 - 11 = \underline{\quad}$$



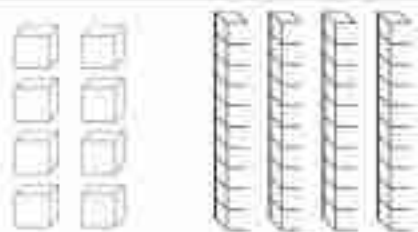
$$42 - 2 = \underline{\quad}$$



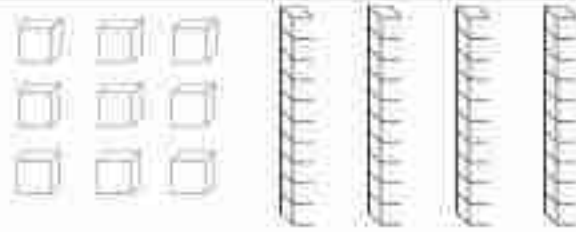
$$45 - 10 = \underline{\quad}$$



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



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



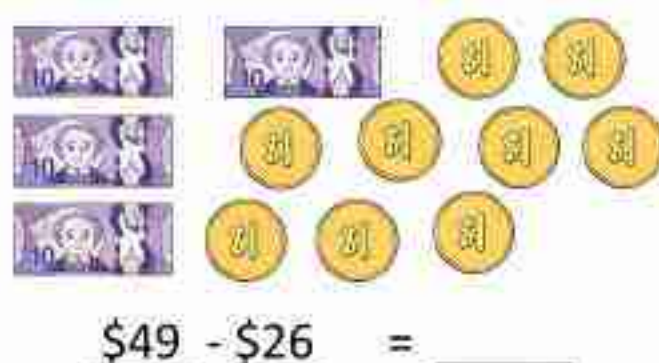
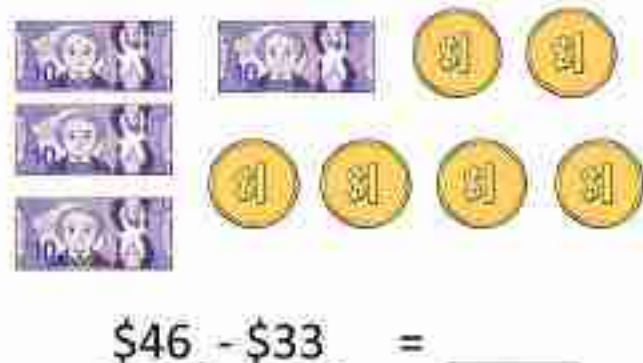
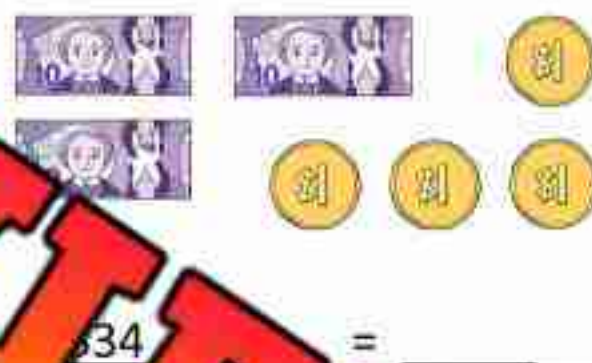
$$49 - 45 = \underline{\quad}$$

**PREVIEW**



**Subtracting Money****Instructions**

Subtract from the money below.



# Number Line Subtraction

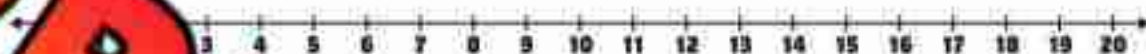
**Instructions**

Use the number line to subtract the numbers below

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



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



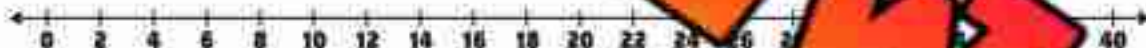
$15 - 7 = \underline{\quad}$



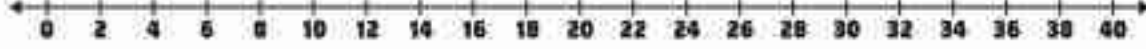
$19 - 9 = \underline{\quad}$



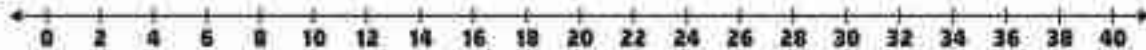
$28 - 6 = \underline{\quad}$



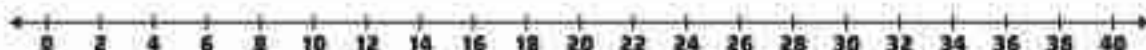
$34 - 8 = \underline{\quad}$



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



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



**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. 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**

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell

**Instructions**

How you will complete the activity

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



## Jeopardy Questions

Ask students the questions below

\$100	\$200	\$300	\$400	\$500
$6 - 2 = \underline{\quad}$	$9 - 2 = \underline{\quad}$	$13 - 2 = \underline{\quad}$	$15 - 2 - 1 = \underline{\quad}$	$19 - 13 - 4 = \underline{\quad}$
$8 - 4 = \underline{\quad}$	$12 - 4 = \underline{\quad}$	$16 - 4 = \underline{\quad}$	$18 - 5 - 3 = \underline{\quad}$	$20 - 5 - 10 = \underline{\quad}$
$10 - 6 = \underline{\quad}$	$14 - 6 = \underline{\quad}$	$19 - 17 = \underline{\quad}$	$19 - 7 - 2 = \underline{\quad}$	$18 - 7 - 9 = \underline{\quad}$
$12 - 8 = \underline{\quad}$	$15 - 8 = \underline{\quad}$	$17 - 2 - 6 = \underline{\quad}$	$18 - 9 - 5 = \underline{\quad}$	$20 - 9 - 9 = \underline{\quad}$
Alex bought 10 apples and gave 3 to his friend. How many apples does he have left?	Sarah had 15 candies and gave 5 to her 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 now?	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?	Ben 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, 16

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

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

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

$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$



# 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: What will need for the activity:

- Pre-prepared addition and subtraction 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 pre-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/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

$$10 - 2 = 8$$

$$8 + 2 = 10$$

$$15 - 5 = 10$$

$$10 + 5 = 15$$

$$12 - 3 = 9$$

$$9 + 3 = 12$$

$$14 - 4 = 10$$

$$10 + 4 = 14$$

$$18 - 7 = 11$$

$$11 + 7 = 18$$

## Cards

## Matching Game Cards

$$8 - 2 = 6$$

$$6 + 2 = 8$$

$$14 - 9 = 5$$

$$9 + 5 = 14$$

$$13 - 4 = 9$$

$$9 + 4 = 13$$

$$11 - 3 = 8$$

$$8 + 3 = 11$$

$$17 - 6 = 11$$

$$11 + 6 = 17$$

## Cards

## Matching Game Cards

$$10 - 1 = 9$$

$$9 + 1 = 10$$

$$15 - 6 = 9$$

$$9 + 6 = 15$$

$$12 - 2 = 10$$

$$10 + 2 = 12$$

$$16 - 7 = 9$$

$$9 + 7 = 16$$

$$18 - 8 = 10$$

$$10 + 8 = 18$$



**Inverse Operations - Checking Answers****Instructions**

Check your answer by using the inverse operation

1)  $5 + 2 = 7$



$7 - 2 = 5$

2)  $9 +$  \_\_\_\_\_



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3)  $4 + 7 =$  \_\_\_\_\_



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

4)  $8 - 3 = 5$



$5 + 3 = 8$

5)  $10 - 4 =$  \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_

6)  $10 + 8 =$  \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_

7)  $13 - 4 =$  \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8)  $17 - 5 =$  \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9)  $12 + 7 =$  \_\_\_\_\_



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

10)  $20 - 8 =$  \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# 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.

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

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

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.

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

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

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.

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

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

Name: \_\_\_\_\_

a) Check your answer by using the inverse operation.

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

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

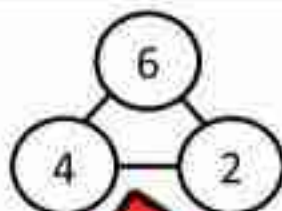
b) Fill in the blank using the information given to you.

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

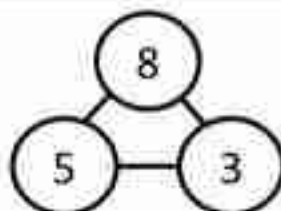
$$\text{If } 5 + 9 = 14, \text{ then } 14 - 9 = \underline{\quad}.$$

**Fact Families – Additions and Subtraction****Questions**

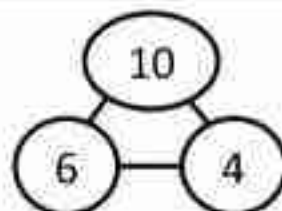
Write 4 different equations for the fact families



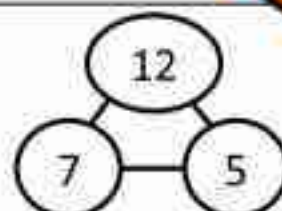
$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



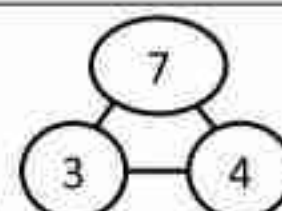
$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



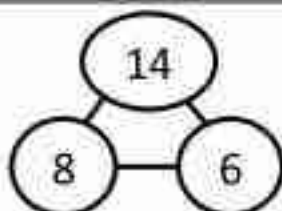
$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



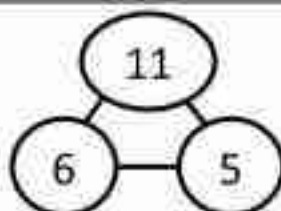
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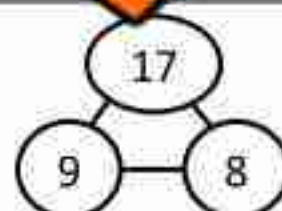
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$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



$$\begin{array}{rcl} \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ + \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \\ \_\_\_ - \_\_\_ & = & \_\_\_ \end{array}$$



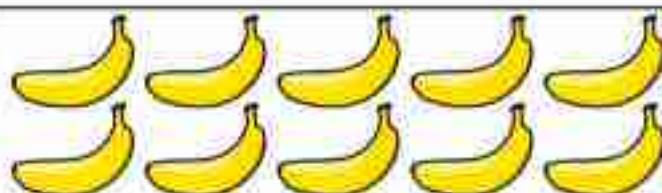
# Multiplication – Commutative Property

Questions

Write the multiplication equations below

2 Groups  
4 in each group

$$4 \times 2 = 8$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



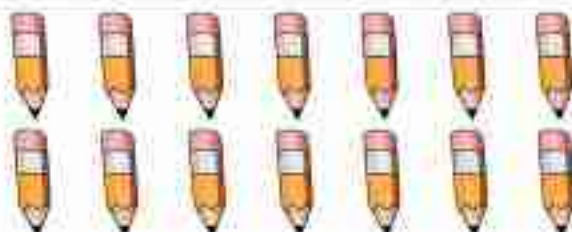
$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$



$$\_\_ \times \_\_ = \_\_ \text{ or } \_\_ \times \_\_ = \_\_$$

# 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)



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

4)



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

5)



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

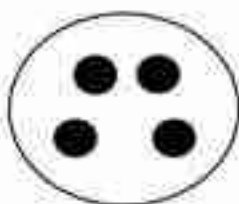
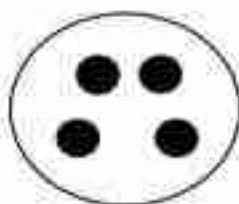


# Counting Sets

**Questions**

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

1)



$$+ \quad + \quad =$$

2)



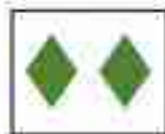
$$+ \quad + \quad =$$

3)



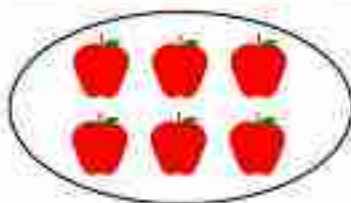
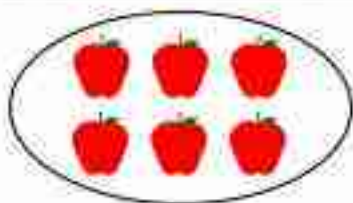
$$+ \quad + \quad + \quad =$$

4)



$$+ \quad + \quad + \quad + \quad =$$

5)



$$+ \quad =$$



# Equal Group Problems - Multiplication

**Questions**

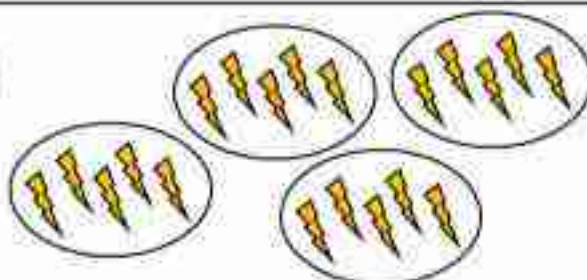
How many groups are there and how many are in each group?

1)



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

2)



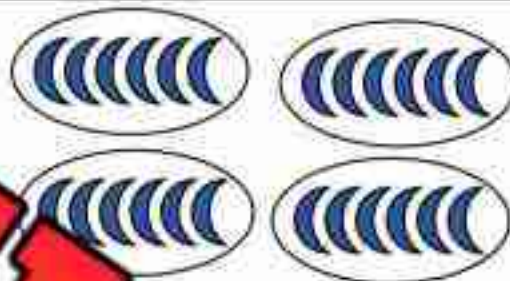
\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

3)



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

4)



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

5)



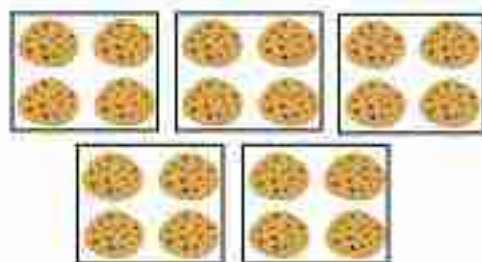
\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

6)



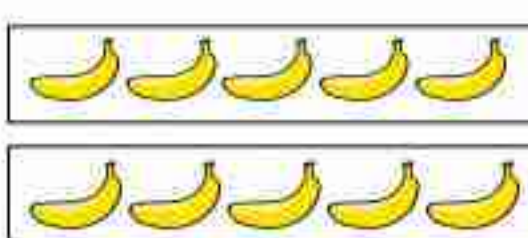
\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

7)



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

8)



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

**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 2



4) Divide the pencils into groups of 5



5) Divide the books into groups of 3



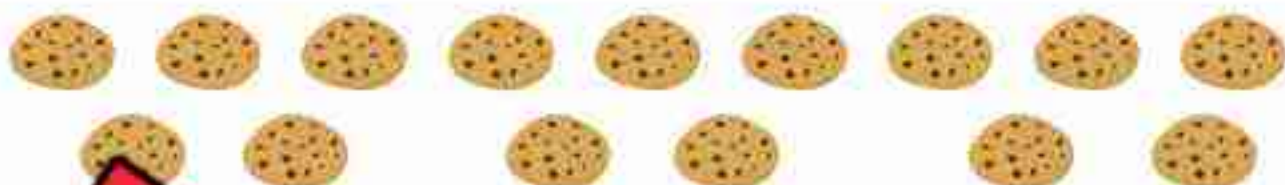


# Finding Equal Groups - Division

**Questions**

Circle the groups from the total number of shapes below

1)



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

2)



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

3)



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

4)



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

5)

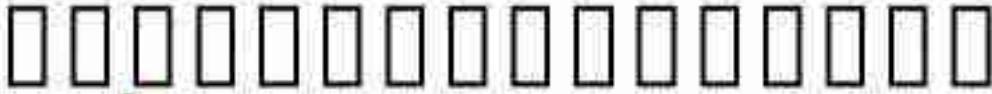
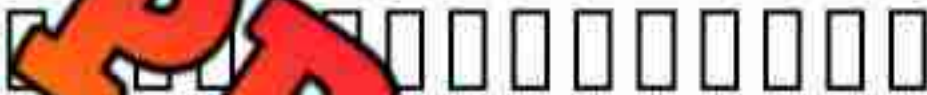



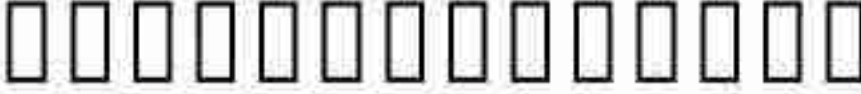
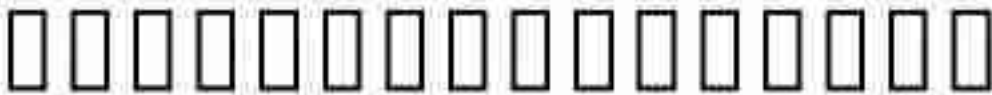



$$20 \div 5 = \underline{\quad} \text{ or } 5 \times \underline{\quad} = \underline{\quad}$$



**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		$12 \div 3 = \underline{\quad}$
6		$14 \div 2 = \underline{\quad}$
7		$16 \div 2 = \underline{\quad}$
8		$12 \div 3 = \underline{\quad}$

# 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



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

6



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

7



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

8



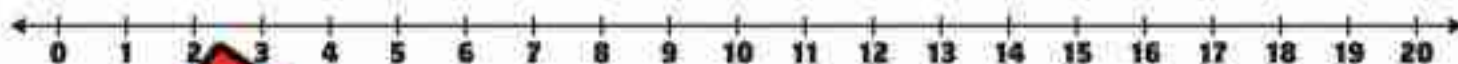
$8 \div 4 = \underline{\quad}$

# Operations - Quiz

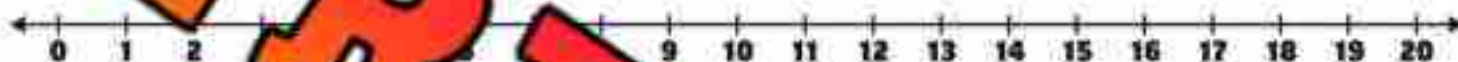
**Part 1**

Add using the number lines below

1)  $4 + 5 =$  \_\_\_\_\_

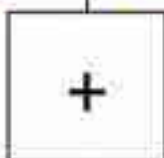


2)  $7 +$  \_\_\_\_\_

**Part 2**

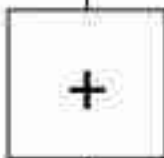
Add using the base ten blocks below

1)



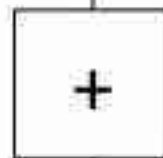
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2)



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4)



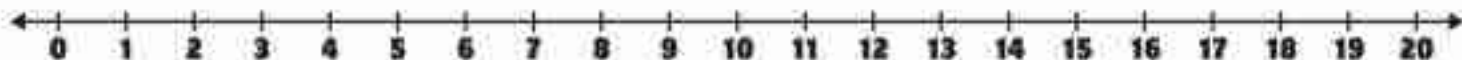
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



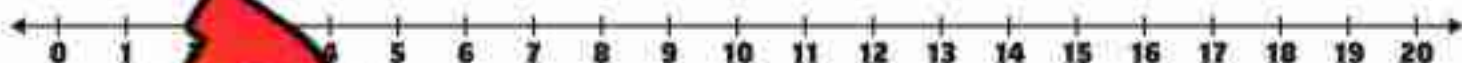
## Part 3

Subtract using the number lines below

1)  $15 - 6 =$  \_\_\_\_\_



2)  $17 - 8 =$  \_\_\_\_\_



## Part 4

Subtract using the money and base ten blocks below



$\$24 - \$11 =$  \_\_\_\_\_



$\$13 =$  \_\_\_\_\_



$26 - 15 =$  \_\_\_\_\_



$46 - 12 =$  \_\_\_\_\_

## Part 5

Addition and subtraction word problems

- 1) Hank brought 24 donuts to school for his class. He gave 18 donuts away. How many donuts does he have left?
- 2) 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 \_\_\_\_\_ Total number of shapes below

1  16 ÷ 4 = \_\_\_\_\_

2  15 ÷ 5 = \_\_\_\_\_

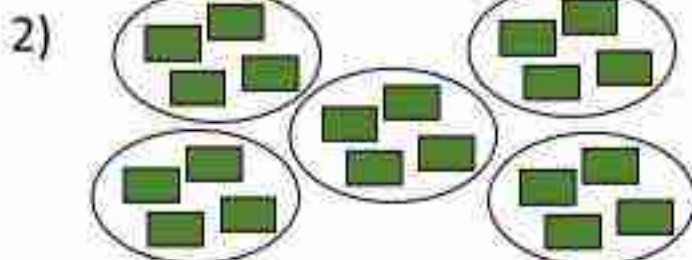
3  \_\_\_\_\_

## Part 8

Fill in the blanks below



\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ 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.

Cash	SBs	Digital Money

Images of various Canadian money: \$100 bill, \$20 bill, \$10 bill, \$5 bill, \$1 coin, \$2 coin, \$1 coin, \$5 coin, \$10 coin, \$20 coin, \$50 coin, \$100 coin.

### 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

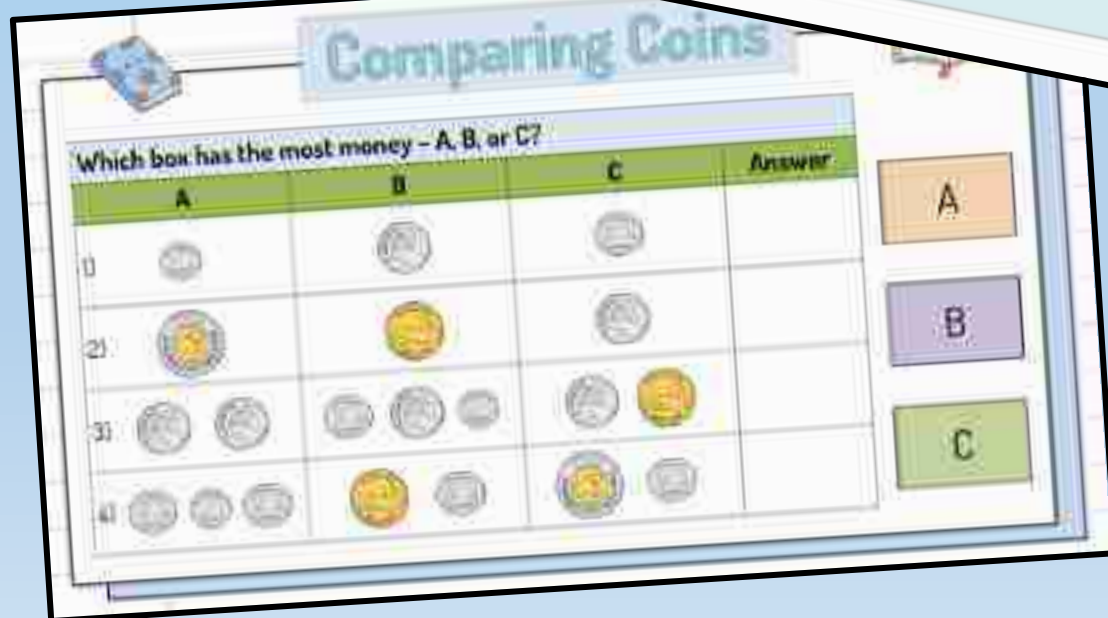
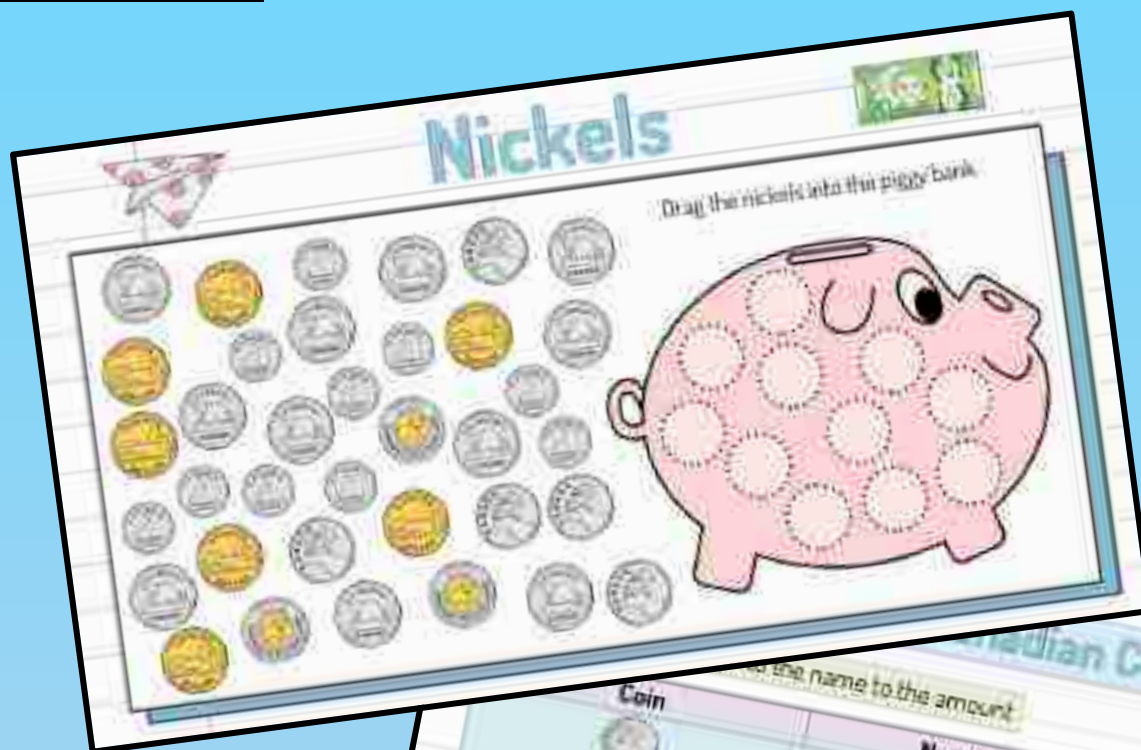
Instruction: Drag A or B to answer the questions.

Question	A	B	Answer
1. What are coins made of?	Metal	Paper	Metal
2. What are bills made of?	Plastic	Paper	Paper
3. Which is flat and colourful?	SBs	Coins	SBs
4. Which comes in metal and coins?	SBs	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?	Cash	Credit card	Credit card
8. Which helps you buy without cash?	Bank card	SBs	Bank card



# Ontario Math Curriculum

## Financial Literacy Unit – Grade 1











# 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!

Name: \_\_\_\_\_

5

Curriculum Connection  
FL.3.1

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?

<hr/> <hr/> <hr/> <hr/> <hr/>
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## 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 different 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: \_\_\_\_\_ people use debit cards instead of cash?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 a dory.

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

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## 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

Name: \_\_\_\_\_

12

Curriculum Connection  
FL.1.1

Draw

Complete the drawing of each Canadian coin.





**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 the dimes:

**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¢
	Loonie	5¢
	Toonie	2¢
	Quarter	200¢
	Nickel	100¢

Name: \_\_\_\_\_

21

## Canadian Coins – Matching

**Questions**

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

### COINS

Nick






Dime

Quarter

Loonie

Toonie




	10¢	5¢	100¢	
	25¢			200¢

Name: \_\_\_\_\_

22

## 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



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)



\_\_\_\_\_ ¢



## Which Would You Rather?

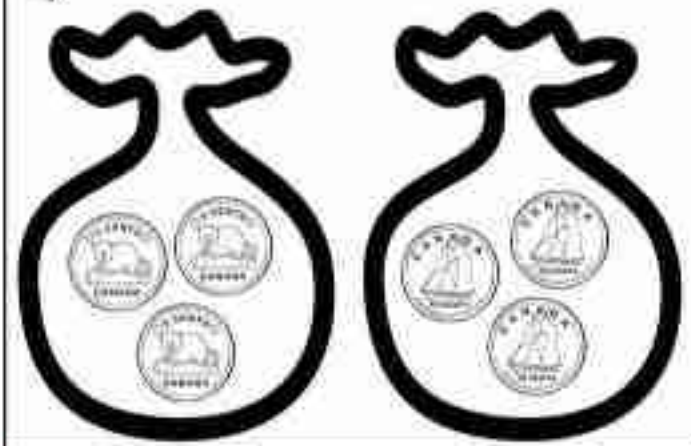
**Questions**

Circle the bag of money you would rather have

1)



2)



3)



5)



6)

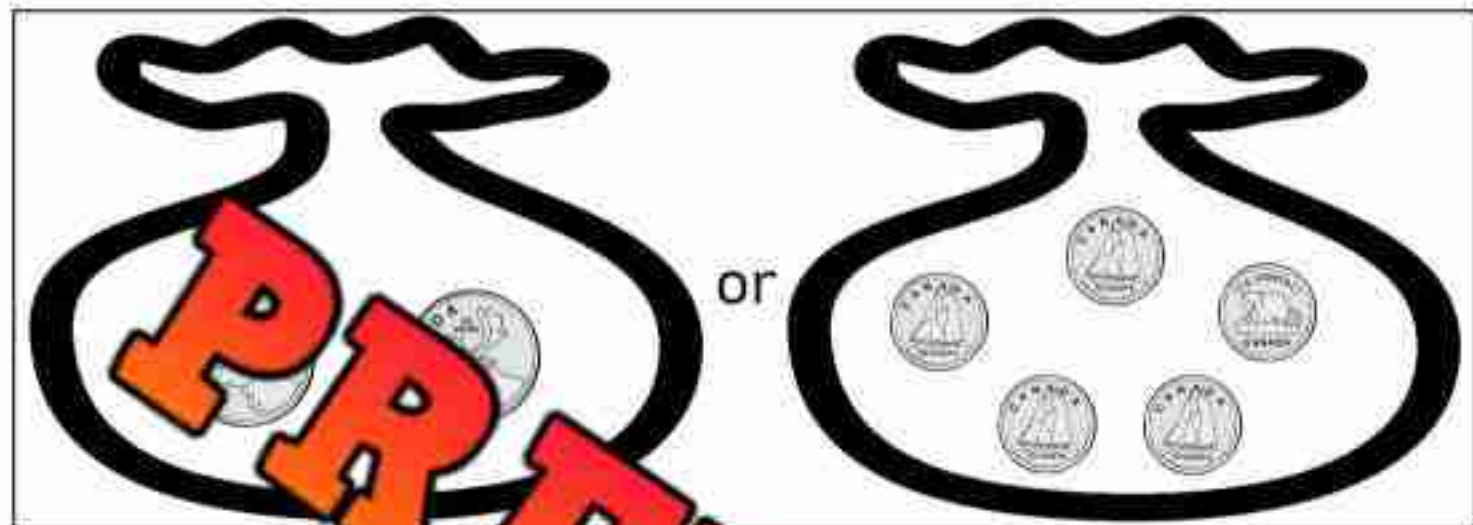




# Which Would You Rather?

**Questions**

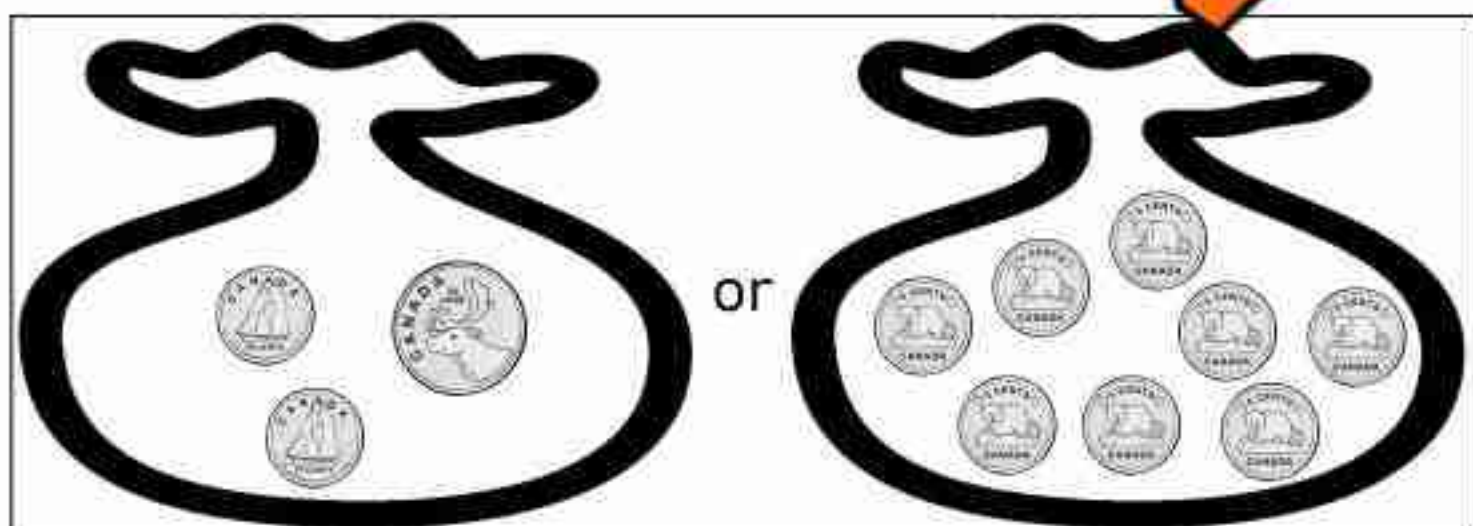
Circle the bag of money you would rather have



or



or



or



## Coins – Word Problems

**Questions**

Answer the word problems below

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

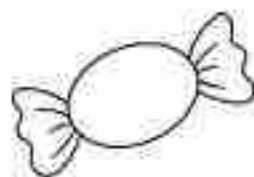


2) Parker has 2 dimes in his pocket. His mom gives him 3 more dimes. How much money does he have now?

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?



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

**Colour:** Blue**Front:** Has a picture of Sir Wilfrid Laurier, a famous Prime Minister of Canada.

\$10

**Colour:** Purple**Front:** Features a picture of Viola Desmond, who fought for equal rights.

\$20

**Colour:** Green  
**Front:** Shows Queen Elizabeth II, who was the queen of Canada.

\$50

**Colour:** Red**Front:** Has a picture of Mackenzie King, another Prime Minister of Canada.

\$100

**Colour:** Brown**Front:** Features a picture of Sir Robert Borden, a Prime Minister during World War I.

### 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



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



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



\$ \_\_\_\_\_



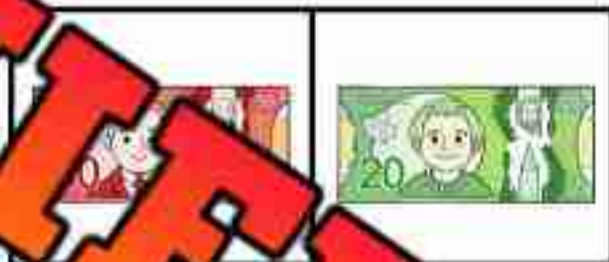
\$ \_\_\_\_\_



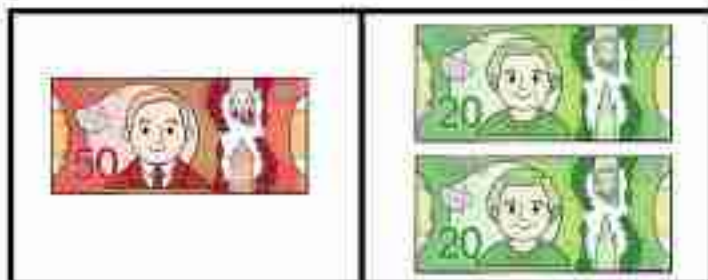
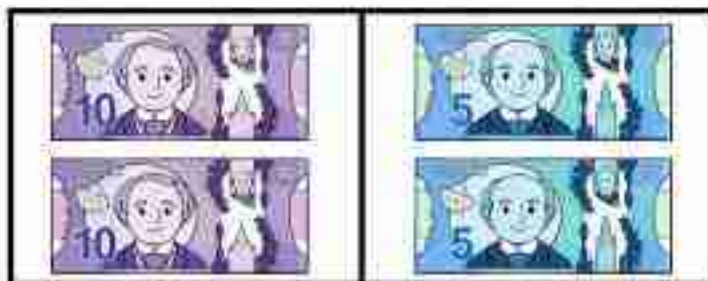
# Comparing Bills

**Part 1**

Circle the bill that is worth more

**Part 2**

Circle the bills that are worth more





# Ordering Money - Bills

**Questions**

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

1)



2)



3)



4)



5)



6)



7)



8)



# Which Would You Rather?

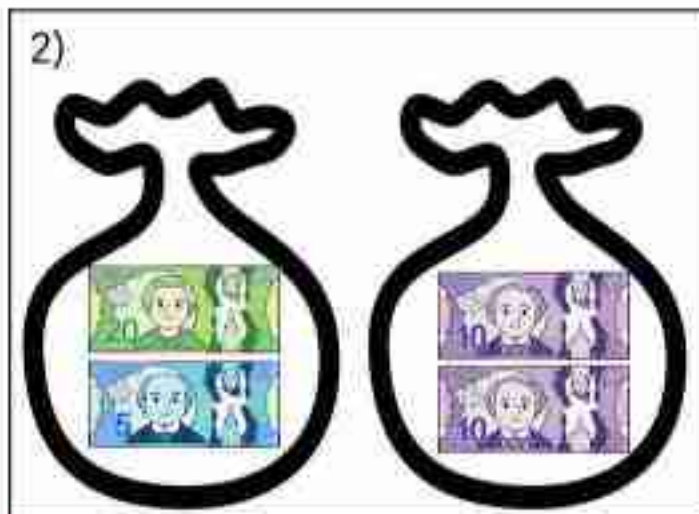
**Questions**

Circle the bag of money you would rather have

1)



2)



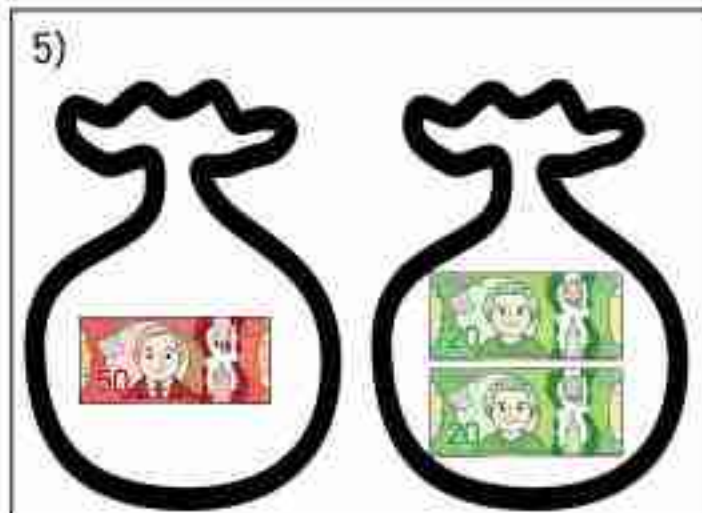
3)



6)



5)





# Paying For Things Up To \$50

**Questions**

Circle the money you will use to pay for the item

1)



2)



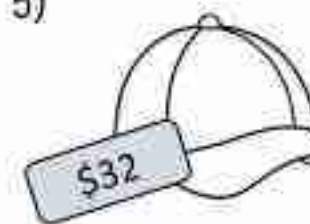
3)



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)



# Comparing Money – Coins and Bills

**Questions**

Circle the amount of money that is more

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)





## 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 3 five-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

## 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

What you will need for the activity.

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



### Instructions




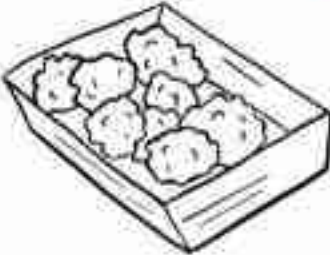





How you will complete the activity.

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	\$3
		
\$2	\$6	\$8



Name: \_\_\_\_\_

57

Curriculum Connection  
FL.3.1

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

## 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 find how much you have. 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 all 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: How 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.

☐☐

\$3

2.

☐☐

85¢

3.

☐☐

\$8

4.

☐☐

30¢

5.

☐☐

6.

☐☐

50¢

7.

☐☐

\$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

1)



2)



3)



4)



## Part 5

How much is each bill worth?

				
\$	\$	\$	\$	\$

## Part 6

Circle the bill(s) that is worth more



## Part 7

Answer the word problems below

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



# Google Slides Lessons Preview







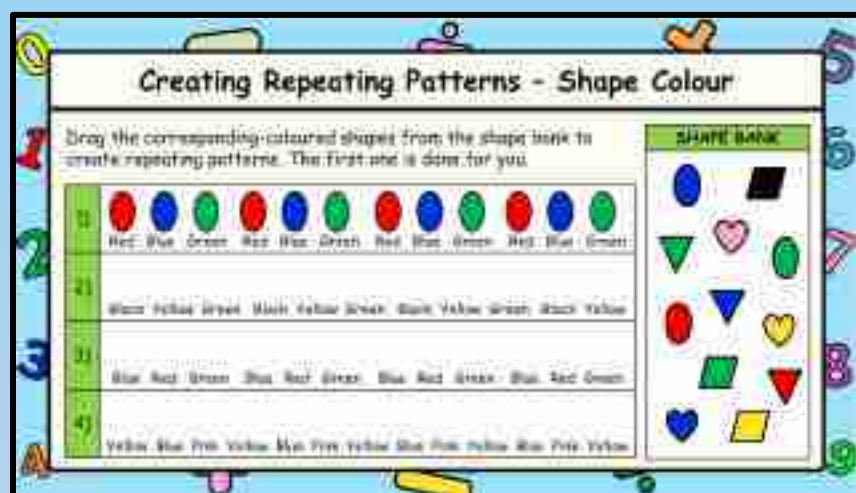
# Ontario Math Curriculum

## Algebra – Patterns, Equations – Grade 1

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

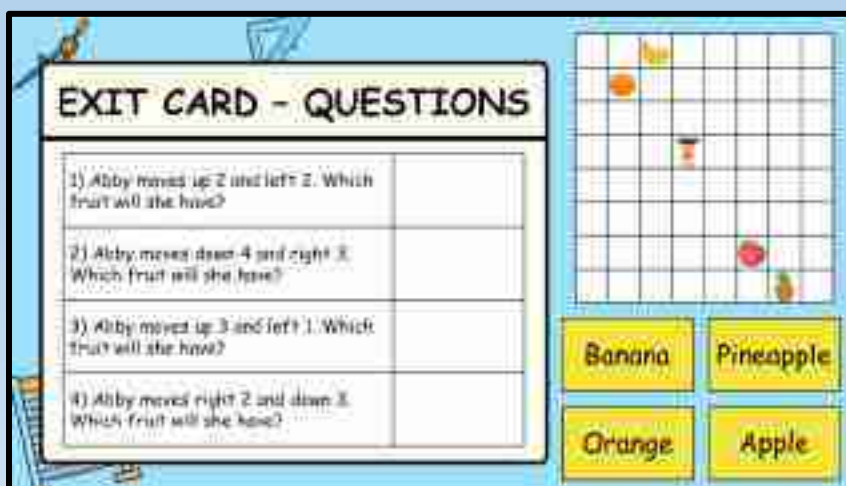


#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# Ontario Math Curriculum

## Algebra - Patterns, Equations - Grade 1

### Extending Repeating Patterns - Texture

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

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























# 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.

A B C D

1)                     





# Workbook Preview



# Grade 1





















































## C1. Patterns and Relationships

	Curriculum Expectations	Pages That Cover the Expectations
<b>C1.1</b>	identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	5 - 36
<b>C1.2</b>	<div style="text-align: center; color: red; font-weight: bold;">           Preview of 130 pages from            this product that contains            348 pages total.         </div>	
<b>C1.3</b>		
<b>C1.3</b>	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
<b>C1.4</b>	create and describe patterns to illustrate relationships among whole numbers up to 50	55 - 94

# Creating Repeating Patterns – Shape Colour

**Questions**

Colour the shapes below in different colours by creating a pattern

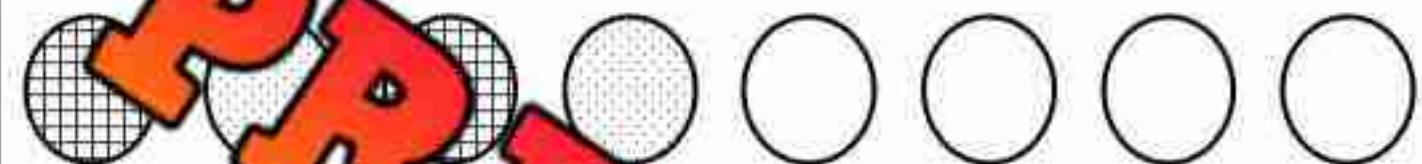
1)	       
2)	       
3)	           
4)	      
5)	     
6)	       
7)	         
8)	       



# Extending Repeating Patterns - Texture

**Questions**

Extend the pattern by looking for a pattern in the textures



## Exit Cards

Cut Out

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

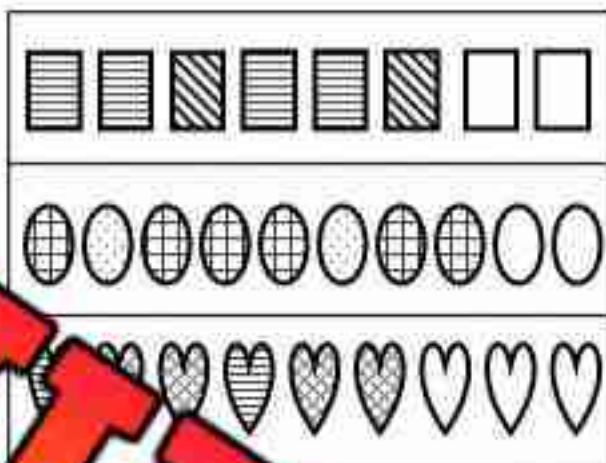
Name: \_\_\_\_\_

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



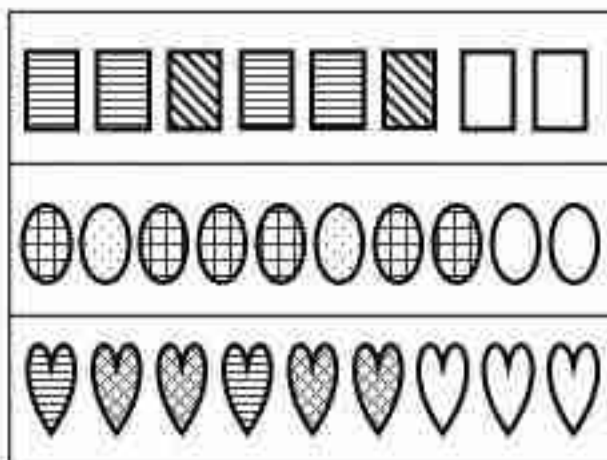
Name: \_\_\_\_\_

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



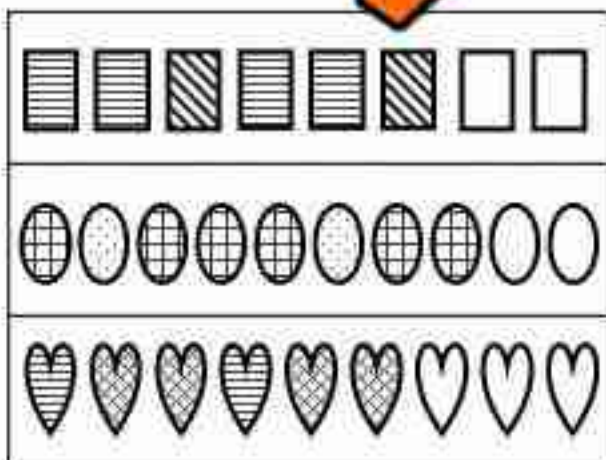
Name: \_\_\_\_\_

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



Name: \_\_\_\_\_

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

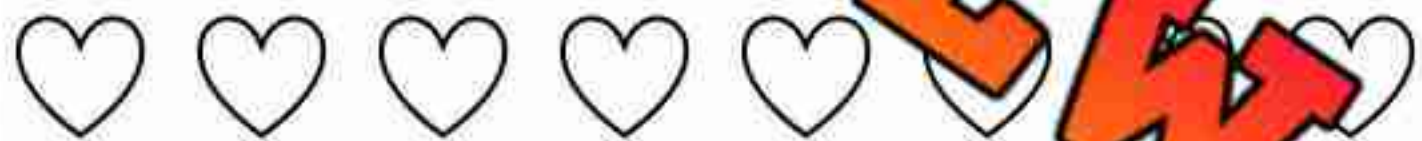
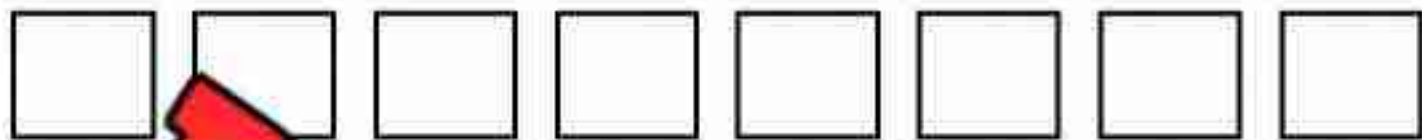




## Creating Patterns Using Texture

**Questions**

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





# 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.

--	--	--	--	--	--	--

# Repeating Patterns – 2 Elements

**Part 1**

Continue the repeating patterns below by drawing more objects

**Part 2**

Repeating A, B patterns – Complete the pattern by drawing 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

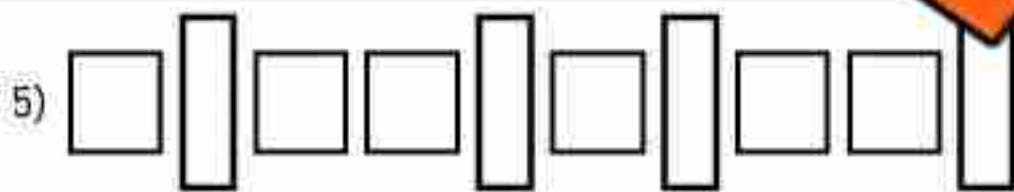
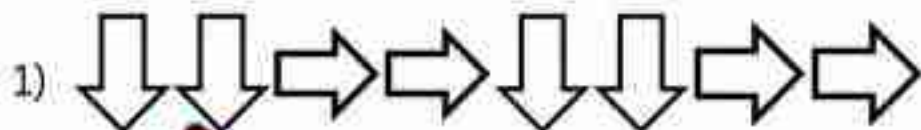
**Part 2**

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 \_\_\_\_\_

## Patterns Using Letters

**Questions**

Continue the patterns below by filling in the blanks

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

**Extending Repeating Patterns - Letters****Questions**

Continue the patterns below by filling in the blanks

1)	A	B	B	A	B	B							
2)	T	S	T	S									
3)	O	N	R	M	R	N							
4)	Q	Y	E	X	Q	E							
5)	L	M	Z	G	Z	L	M	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 any change the pattern so that it didn't work any more? Explain.

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

4) What was the coolest pattern you saw while you found a class?

5) Draw your favourite pattern below.

**PREVIEW**






## Translating Patterns – AB Patterns






### Translating Patterns

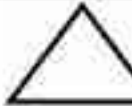




The pattern red, blue, red, blue can be translated to clap, stomp, clap, stomp. These are both A/B patterns.

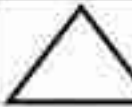

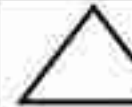



### Questions




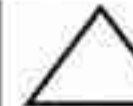


Translate the first pattern into a new pattern using different colours

1)	B	A	B	A	B
Translated					

2)	A	A	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) 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

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 them A/B/C/D. Write the labels below.

1)

A	B	B	C	A	B	B	C	A
---	---	---	---	---	---	---	---	---

2)

A	A	B	C	D	A	A	B	C
---	---	---	---	---	---	---	---	---

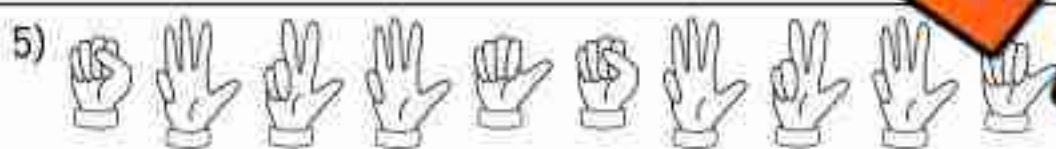
3)

A	B	C	A	A	B	C	A	A
---	---	---	---	---	---	---	---	---

## Repeating Patterns – Fingers

**Questions**





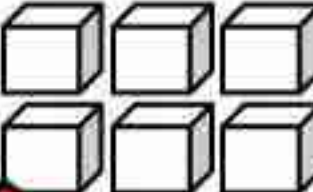


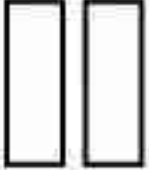


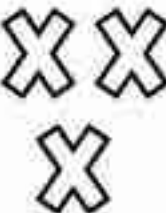

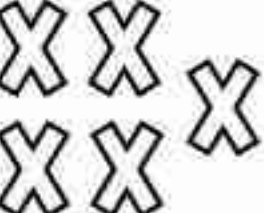



Continue the repeating patterns below with three more hands





**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)



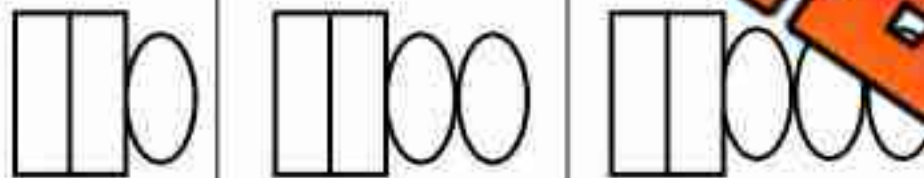
2)



3)



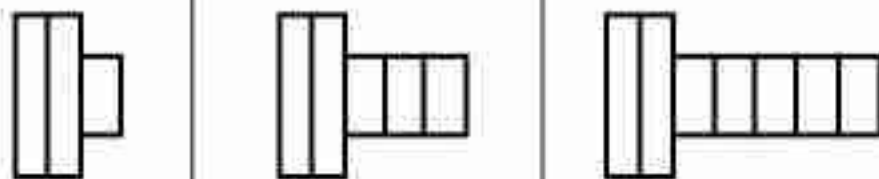
4)



5)



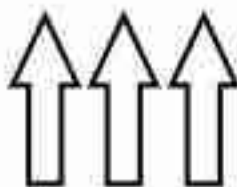
6)



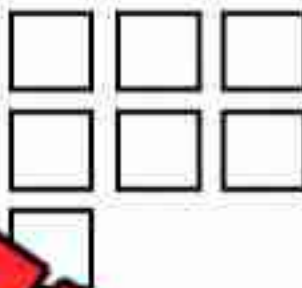
**Decreasing Patterns - Shapes****Questions**

Draw the last part of the pattern

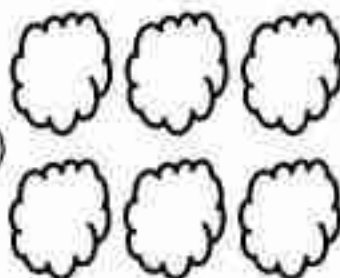
1)



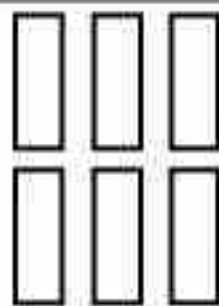
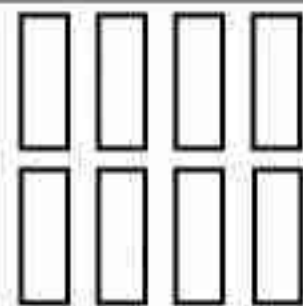
2)



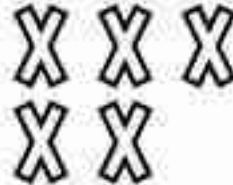
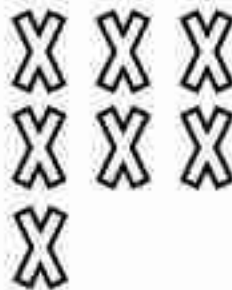
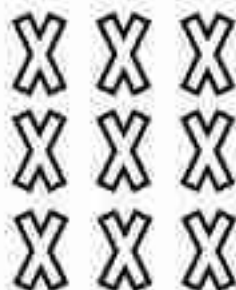
3)



4)



5)





## Number Patterns 1 - 20

## Questions

Fill in the blanks below

1. 

2. 

3. 

4. 

5. 

**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



**Number Patterns – 10s****Questions**

Fill in the blanks below

1.



2.



3.



4.



5.



**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



## 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

# 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 4	
In	Out
2	
10	
15	
21	

Rule: add 5	
In	Out
0	
5	
15	
25	

Rule: add 2	
In	Out
3	
7	
13	
20	

Rule: add 3	
In	Out
5	
10	
17	
22	

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 4	
In	Out
7	
18	
32	
41	

Rule: add 5	
In	Out
15	
25	
35	
45	

Rule: add 2	
In	Out
5	
14	
27	
32	

In	Out
12	
23	
35	
46	

Rule: add 10	
In	Out
10	
20	
30	
40	

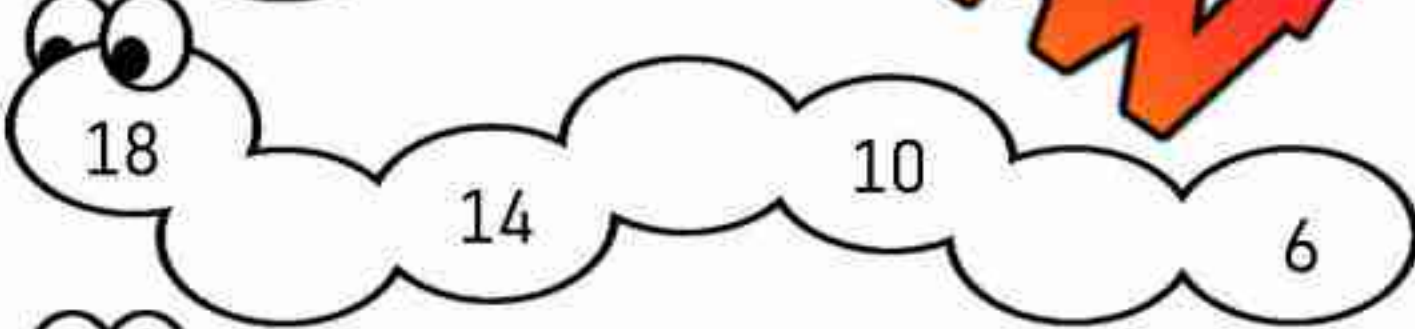
**Decreasing Number Patterns 1 - 20****Questions**

Fill in the blanks below

1. 

2. 

3. 

4. 

5. 



**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.



**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 2	
In	Out
4	
8	
12	
15	

Rule: subtract 10	
In	Out
20	
30	
40	
50	

Rule: subtract 1	
In	Out
5	
9	
13	
17	

Rule: subtract 3	
In	Out
5	
8	
12	
16	

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 start. He gets 3 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**

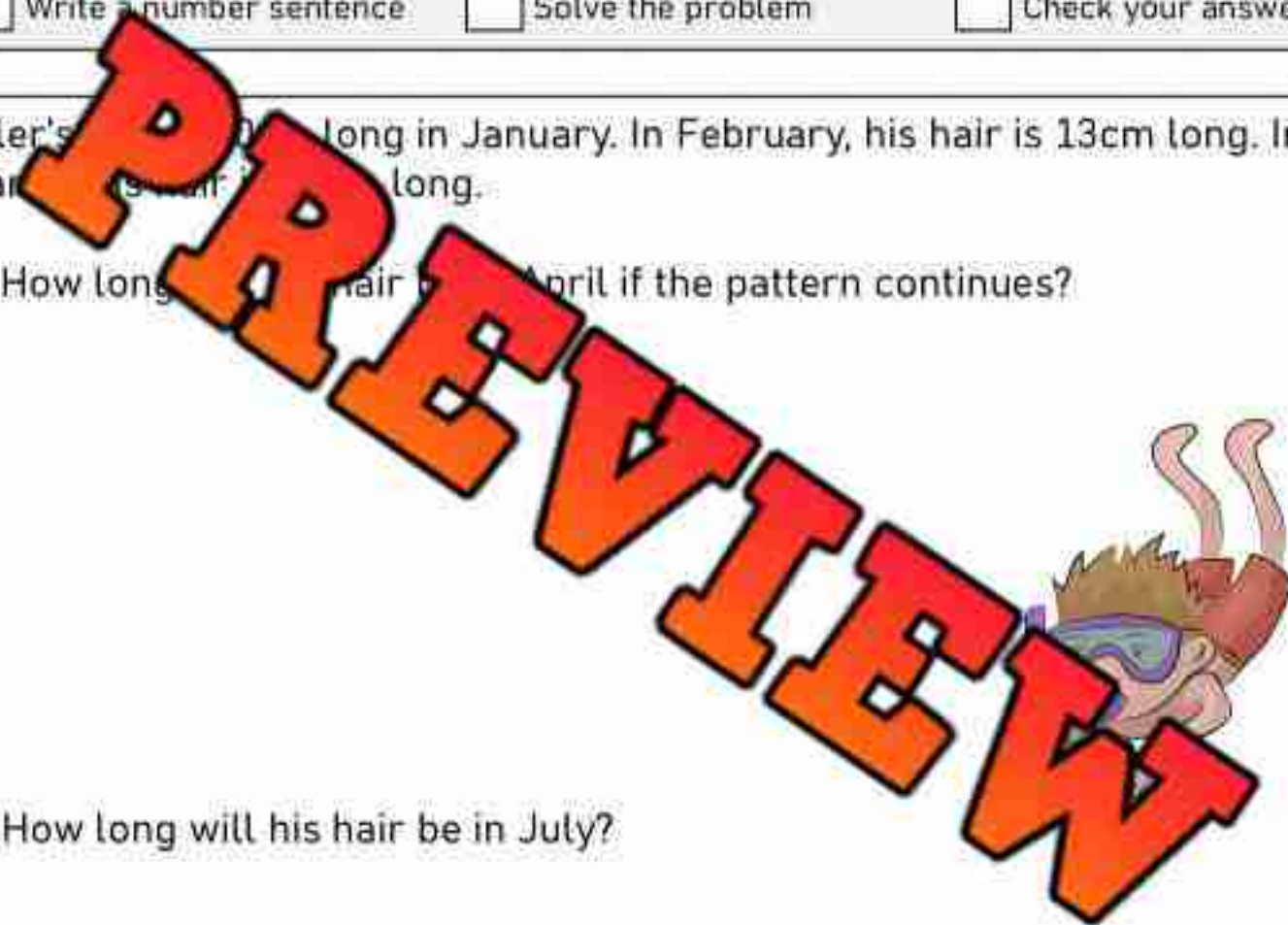
Follow the problem-solving steps below

- |   |  |  |
|---|--|--|
| <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?





## 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 4<sup>th</sup> hour?



- b) What will the height of the snow be after the 7<sup>th</sup> 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 places.
- 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

\_\_\_\_\_

**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 a game every day starting with 10. If you lose 3 each day, how many games will there be after 5 days?

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) A team scores 5 points in a game and scores the same amount each round. What is the total score 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 counted 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		NO

### Part 3

Follow the rule by adding or subtracting to the 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, 16, 14, 12, 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 4<sup>th</sup> day?
- b) How many books would you read on the 10<sup>th</sup> 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**

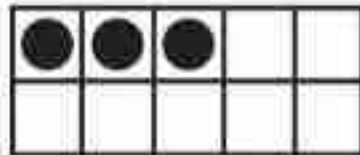
How many more dots do you need to add to make 10?

1)



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

2)



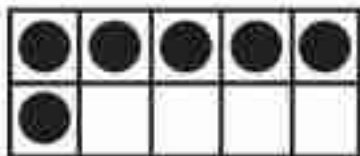
$3 + \underline{\quad} = 10$

3)



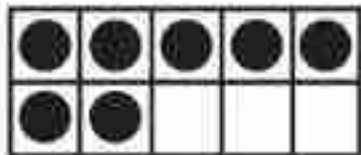
$2 + \underline{\quad} = 10$

4)



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

5)



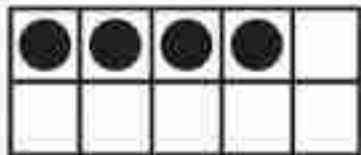
$7 + \underline{\quad} = 10$

6)



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

7)



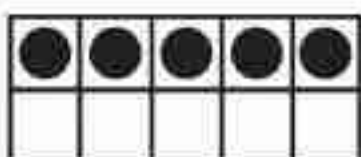
$4 + \underline{\quad} = 10$

8)



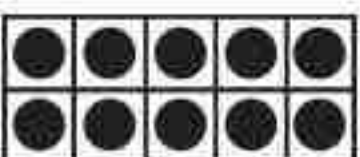
$1 + \underline{\quad} = 10$

9)



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

10)



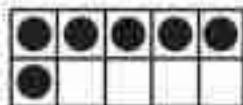
$10 + \underline{\quad} = 10$

# Making 20 – Changing Variables

**Questions**

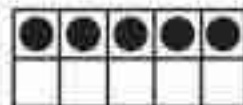
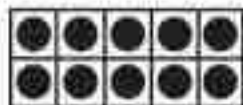
How many more dots do you need to add to make 20?

1)



$$= 20$$

2)



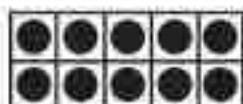
$$15 + \underline{\hspace{2cm}} = 20$$

3)



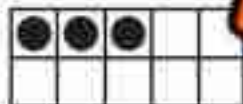
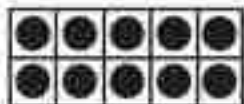
$$10 + \underline{\hspace{2cm}} = 20$$

4)



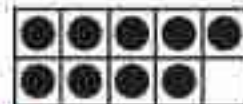
$$12 + \underline{\hspace{2cm}} = 20$$

5)



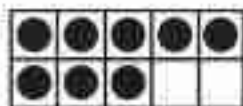
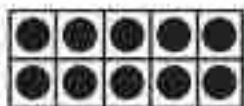
$$13 + \underline{\hspace{2cm}} = 20$$

6)



$$20$$

7)



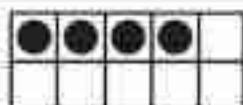
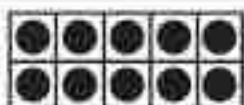
$$18 + \underline{\hspace{2cm}} = 20$$

8)



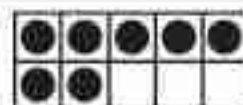
$$11 + \underline{\hspace{2cm}} = 20$$

9)



$$14 + \underline{\hspace{2cm}} = 20$$

10)



$$17 + \underline{\hspace{2cm}} = 20$$

# 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	+		=	
---	---	--	---	--



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)	$8 + 4 = 12$	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) $5 + 5 = 10$	6) $3 + 5 = 8$
7) $9 + 3 = 13$	8) $7 + 5 = 12$	9) $8 + 7 = 16$
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)	$4 + 2 = 2 + 4$	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)  $10 + 5 = 15$

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)  $30 + 10 = 40$

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)  $12 + 3 = 15$

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:

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

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

## Questions

Fill in the missing number to balance the equation

1)  $4 + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

$\begin{array}{c} \bigcirc \\ \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

2)  $3 + 6 = \boxed{\phantom{00}}$

$\begin{array}{c} \bigcirc \\ \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \bigcirc \\ \bigcirc \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

3)  $4 + 5 = \boxed{\phantom{00}}$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \bigcirc \\ \bigcirc \bigcirc \bigcirc \\ \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

4)  $1 + \boxed{\phantom{00}} = 8$

$\begin{array}{c} \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

5)  $6 + \boxed{\phantom{00}} = 10$

$\begin{array}{c} \bigcirc \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

6)  $4 + \boxed{\phantom{00}} = 12$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

7)  $\boxed{\phantom{00}} + 6 = 10$

$\begin{array}{c} \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

8)  $\boxed{\phantom{00}} + 7 = 14$

$\begin{array}{c} \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

9)  $\boxed{\phantom{00}} + 5 = 11$

$\begin{array}{c} \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

10)  $\boxed{\phantom{00}} + 2 = 9$

$\begin{array}{c} \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

11)  $3 + \boxed{\phantom{00}} = 8$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

12)  $6 + 7 = \boxed{\phantom{00}}$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

13)  $\boxed{\phantom{00}} + 6 = 16$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

14)  $7 + \boxed{\phantom{00}} = 9$

$\begin{array}{c} \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} + \begin{array}{c} \bigcirc \end{array} = \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array}$

15)  $3 + 12 = \boxed{\phantom{00}}$

$\begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \end{array} + \begin{array}{c} \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \\ \bigcirc \bigcirc \end{array} = \begin{array}{c} \bigcirc \end{array}$

**Pre-Algebra – Balancing Addition Equations to 20**

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

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

Examples:

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

**Questions**

Fill in the missing number to balance the equation

1)  $6 + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

2)  $2 + 6 = \boxed{\phantom{00}}$

3)  $4 + 6 = \boxed{\phantom{00}}$

4)  $3 + \boxed{\phantom{00}} = 4$

5)  $1 + \boxed{\phantom{00}} = 5$

6)  $4 + \boxed{\phantom{00}} = 7$

7)  $\boxed{\phantom{00}} + 4 = 8$

8)  $\boxed{\phantom{00}} + 10 = \boxed{\phantom{00}} + 3 = 9$

10)  $5 + 4 = \boxed{\phantom{00}}$

11)  $10 + \boxed{\phantom{00}} = 15$

12)  $\boxed{\phantom{00}} + 7 = 14$

13)  $12 + \boxed{\phantom{00}} = 15$

14)  $11 + 6 = \boxed{\phantom{00}}$

15)  $14 + \boxed{\phantom{00}} = 16$

16)  $15 + \boxed{\phantom{00}} = 20$

17)  $13 + 6 = \boxed{\phantom{00}}$

18)  $18 + \boxed{\phantom{00}} = 20$

**Pre-Algebra – Balancing Addition Equations to 50**

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

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

Examples:

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

**Questions**

Fill in the missing number to balance the equation

1)  $12 + \boxed{\phantom{00}} =$ 

2)  $2 + 13 = \boxed{\phantom{00}}$

3)  $14 + 4 = \boxed{\phantom{00}}$

4)  $13 + \boxed{\phantom{00}} = 18$

5)  $11 + \boxed{\phantom{00}} = 15$

6)  $14 + \boxed{\phantom{00}} = 17$

7)  $\boxed{\phantom{00}} + 15 = 19$

8)  $\boxed{\phantom{00}} + 15 = 19$

10)  $22 + 4 = \boxed{\phantom{00}}$

11)  $20 + \boxed{\phantom{00}} = 25$

12)  $\boxed{\phantom{00}} + 10 = 30$

13)  $24 + \boxed{\phantom{00}} = 28$

14)  $27 + 6 = \boxed{\phantom{00}}$

15)  $34 + \boxed{\phantom{00}} = 39$

16)  $40 + \boxed{\phantom{00}} = 44$

17)  $41 + 6 = \boxed{\phantom{00}}$

18)  $45 + \boxed{\phantom{00}} = 50$



## 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,  $n = 2$ .

Question: 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,  $n = 6$ .

Question: Find the value of the variable

$12 + n = 21$ $n =$	$15 = 18$ $n =$	$13 + n = 17$ $n =$
$14 + 6 = p$ $p =$	$13 + p = 28$ $p =$	$p + 17 = 22$ $p =$
$19 + y = 24$ $y =$	$y + 5 = 25$ $y =$	
$35 + t = 40$ $t =$	$30 + t = 40$ $t =$	$32 + t = 36$ $t =$
$41 + a = 44$ $a =$	$45 + a = 49$ $a =$	$46 + 4 = a$ $a =$

## 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

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

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

$$c =$$

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

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

$$f =$$

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

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

$$k =$$

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

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

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

$$c =$$

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

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

$$f =$$

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

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

$$k =$$

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

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

$$h =$$

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

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

$$c =$$

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

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

$$f =$$



## 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 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: $3 + 4 = \_\_ + 5$	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 1 rock. He found some more and now has 28 rocks. How many rocks did he find?	Carol had some marbles. He receives some more and now has 15 marbles. How many marbles did he start with?	Ernma 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)

$5 + 4$

$3 + 2$

$2 + 7$

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?

**PREVIEW**

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

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

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

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

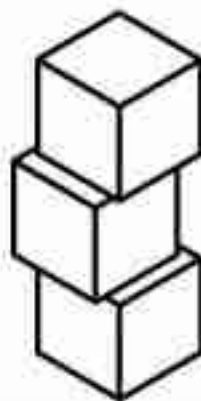
17

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 this morning. He's had 9 glasses of water in total today. How many glasses did he drink in the afternoon?



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. 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	-		=	8
----	---	--	---	---



8	-		=	
---	---	--	---	--



8	-		=	4
---	---	--	---	---



6	-		=	2
---	---	--	---	---



10	-		=	3
----	---	--	---	---



13	-		=	6
----	---	--	---	---



10	-		=	4
----	---	--	---	---



14	-		=	4
----	---	--	---	---



4	-		=	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)  $3 - 2 =$

2)  $4 - 2 = 3$

3)  $5 - 2 = 3$

4)  $6 - 3 = 3$

5)  $7 - 3 =$

6)  $8 - 3 = 4$

7)  $7 - 2 = 5$

8)  $9 - 3 =$

9)  $10 - 4 = 6$

10)  $12 - 4 = 9$

11)  $11 - 3 = 8$

12)  $13 - 3 = 10$

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)	$5 - 2 = 6 - 2$	True	False
4)	$7 - 2 = 6 - 2$	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) $10 - 5 = 9 - 7$	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)

$9 - 2$

$8 - 4$

$10 - 3$

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

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 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. 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

$50 - 30$

$30 - 10 - 0$

$40$

$40 + 20$

$50 - 50 + 10$

$50 - 40$

$50 - 23 - 10$

$15 + 1$

$45 - 30$

$20 + 20$

# Pre-Algebra – Balancing Subtraction Equations

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

Examples:

$$\begin{array}{c} 3 \\ \swarrow \searrow \\ 7 - 4 = \boxed{3} \end{array}$$

$$\begin{array}{c} 8 \\ \swarrow \searrow \\ 14 - 6 = \boxed{8} \end{array}$$

## Questions

Fill in the missing numbers to balance the equations

1) 4



2) 3



- 2 =



3) 5



- 5 =



4) 8



-

= 3



5) 2



- 2 =



6) 10



-

= 6



7)

-

6 =

2



8)

- 7 =

4



9)

-

10



10)

-

2 =

9



11) 9

-

= 8



12) 6

-

2 =



**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) 6

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



## Subtraction to 50 – Using Variables

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

Example:  $24 - n = 21$

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



Question Find out the value of the variable

$14 - n = 9$

$n =$

$n - 3 = 11$

$13 - n = 10$

$n =$

$18 - 4 = p$

$p =$

$15 - p = 1$

$p =$

$p - 4 = 13$

$p =$

$20 - y = 15$

$y =$

$y - 4 = 20$

$y =$

$34 - t = 30$

$t =$

$38 - t = 32$

$t =$

$40 - t = 35$

$t =$

$43 - a = 40$

$a =$

$47 - a = 41$

$a =$

$50 - a = 44$

$a =$

## 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

$$a - b = c \quad a = 5 \quad b = 2$$

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

$$c =$$

$$e - n = f \quad e = 10 \quad n = 5$$

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

$$f =$$

$$r - y = k \quad r = 8 \quad y = 4 \quad g = h \quad t = 9 \quad g = 6$$

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

$$k =$$

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

$$h =$$

$$a - b = c \quad a = 6 \quad b = 4$$

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

$$c =$$

$$e - n = f \quad e = 10 \quad n = 6$$

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

$$f =$$

$$r - y = k \quad r = 9 \quad y = 4$$

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

$$k =$$

$$t - g = h \quad t = 10 \quad g = 6$$

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

$$h =$$

$$a - b = c \quad a = 14 \quad b = 3$$

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

$$c =$$

$$e - n = f \quad e = 18 \quad n = 5$$

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

$$f =$$

$$r - y = k \quad r = 19 \quad y = 4$$

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

$$k =$$

$$t - g = h \quad t = 20 \quad g = 4$$

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

$$h =$$

## 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 \_\_\_\_\_

$12 - \underline{\quad} = 7$

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

1)

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



Number Sentence

2)

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?



Number Sentence

3)

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



Number Sentence



**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 to run the 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 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      b) 20 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) 25    b) 13    c) 28    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

Name: \_\_\_\_\_

160

Curriculum Connection  
C2.1, C2.2**Task Cards: Mystery Number Detectives****Answers**

Record your answers below

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

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



Name: \_\_\_\_\_

## Algebra Quiz - Equations

### Part 1

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

1)  $2 + 4 = 6$

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

$a + b = c$

$a = 1$

$b = 8$

$n - y = t$

$n = 10$

$y = 3$

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

$c = \underline{\quad}$

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

## 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	<p>olve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events</p>	166 – 182, 191 – 196
C3.2	<p>read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes</p>	183 – 190



## 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 (or a blank sheet of paper)
- 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 the words "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.

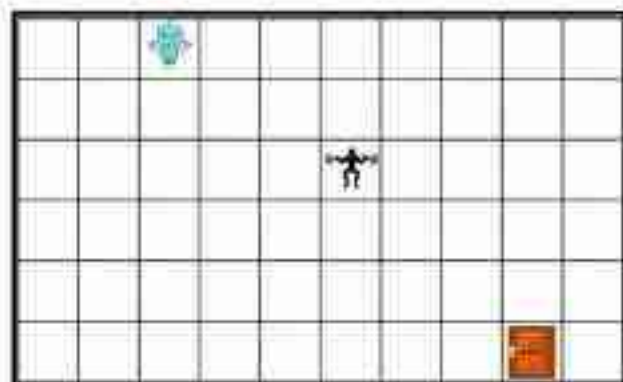
Line 1: \_\_\_\_\_

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.

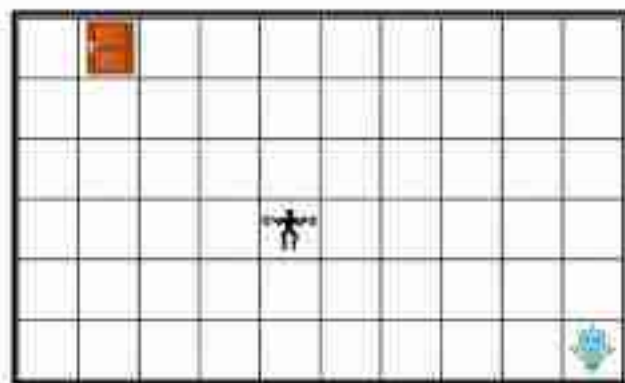
Line 1: \_\_\_\_\_

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.

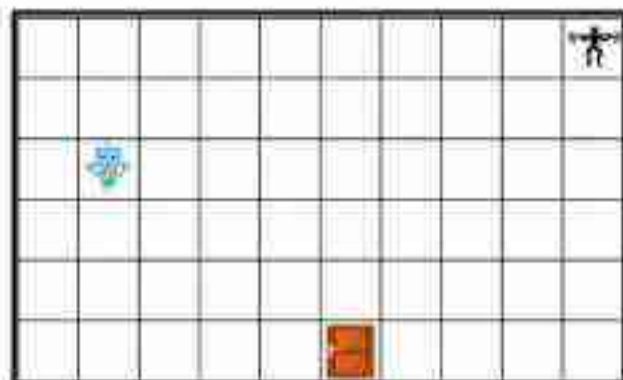
Line 1: \_\_\_\_\_

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.
Leap	Jump 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)

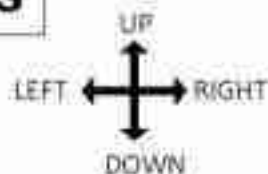
**My Dance Party Code**

**PREVIEW**

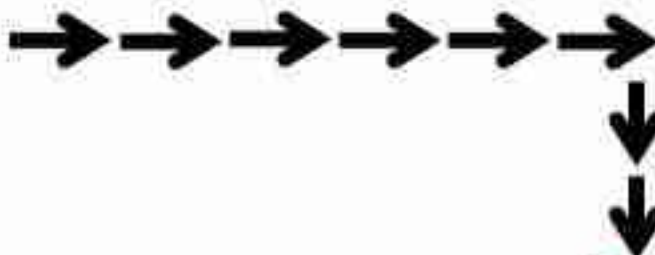


**Reading Code – Creating Programs****Question**

Read the code and create the program

**Example****Code**

go right  
go down  
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 1 square

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

open door

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

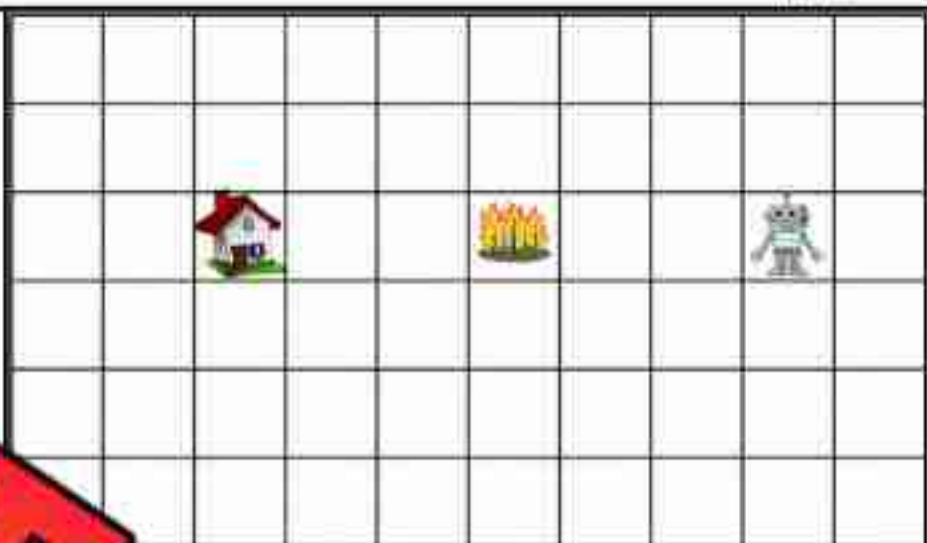
go down 1

go left 1

go down 1

open door

Robot moved \_\_\_\_\_ squares



5.

**Code**

go down 1

go right 3

go down 1

go right 3

go up 1

open door

Robot moved \_\_\_\_\_ squares



6.

**Code**

go up 2

go left 5

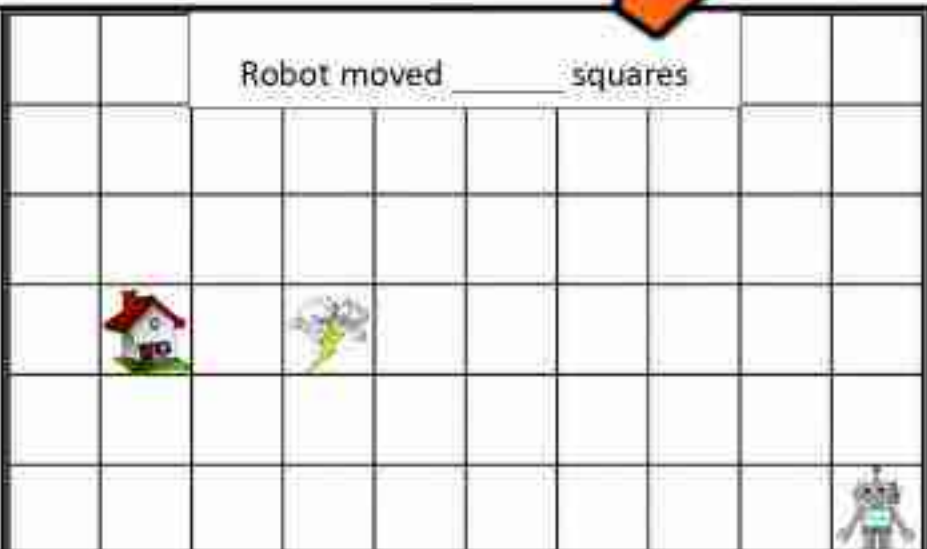
go up 1

go left 3

go down 1

open door

Robot moved \_\_\_\_\_ squares



**Fixing Code****Question**

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

1. Move the boy home

**Code**

\_\_\_\_\_ - home

\_\_\_\_\_ - go down



2. Move the boy home

**Code**

\_\_\_\_\_ - go down 2

\_\_\_\_\_ - enter home

\_\_\_\_\_ - go right 2



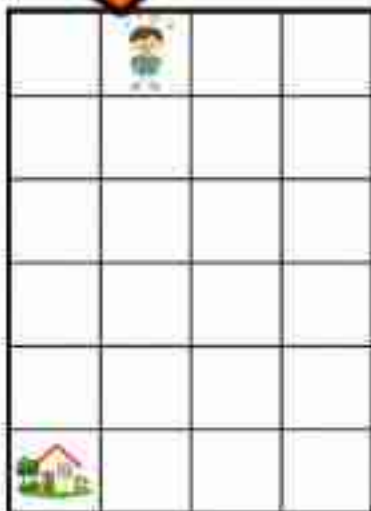
3. Move the boy home

**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 1



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: \_\_\_\_\_

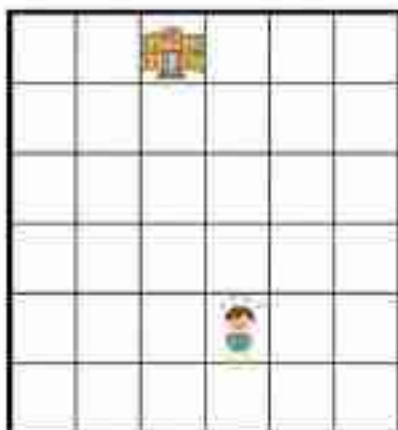
3.

**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.



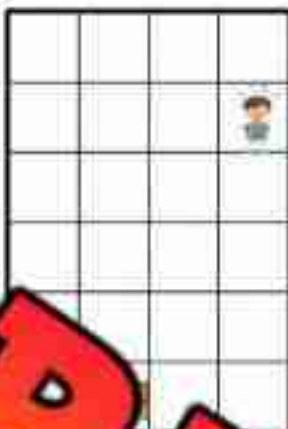
4.

**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 rectangle)
```

The Computer Program2. **Code Box**

```
Cookies = 3
print ("Ross has",
Cookies, "cookies on his
plate.")
```

The Computer Program:3. **Code Box**

```
Points = 7 + 4
print ("Evan scored",
Points, "points in the
game yesterday.")
```

The Computer Program:4. **Code Box**

```
Toys = 12 + 5
print ("Nicole has", Toys,
"toys in her room.")
```

The Computer Program:



## 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
tens = 2 ones = 1 print ("the secret number is",tens,ones)	_____ _____
tens = 3 ones = 6 print ("the secret number is",tens,ones)	_____ _____
tens = 2 ones = 8 print ("the secret number is",tens,ones)	_____ _____
tens = 4 ones = 5 print ("the secret number is",tens,ones)	_____ _____
tens = 5 ones = 0 print ("the secret number is",tens,ones)	_____ _____
tens = 1 ones = 8 print ("the secret number is",tens,ones)	_____ _____

## 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 - 4)</code>	_____
<code>print (19 - 4)</code>	_____
<code>print (26 - 5)</code>	_____

**Part 2**

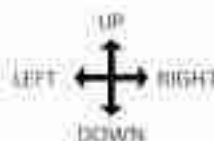
Write what the computer would reply with based on

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.

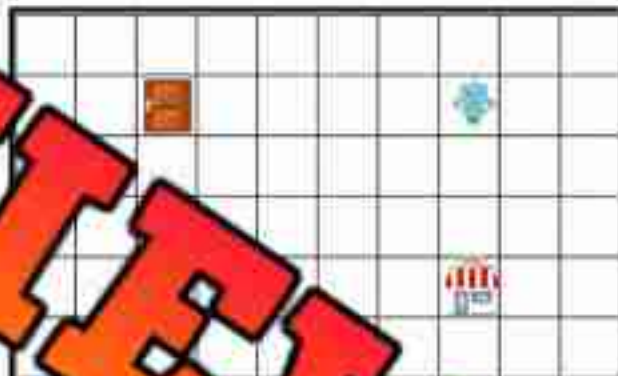
Line 1: \_\_\_\_\_

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
- \_\_\_\_\_ - enter home

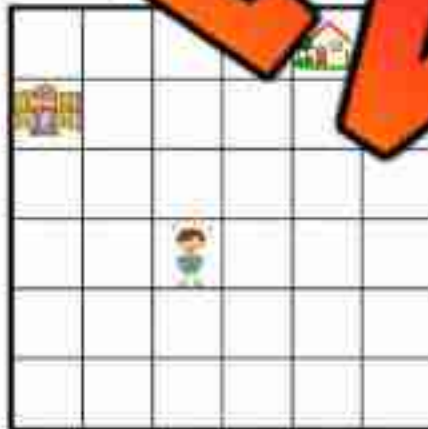
**Part 4**

Write the code that will work. 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-shapes found in each 3D object.

	Circle	Square		Triangle	Rectangle
	Rectangle	Triangle		Square	Circle
	Triangle	Square		Circle	Square
	Pentagon	Circle		Pentagon	Hexagon
	Triangle	Rectangle		Circle	Square
	Square	Circle		Rectangle	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

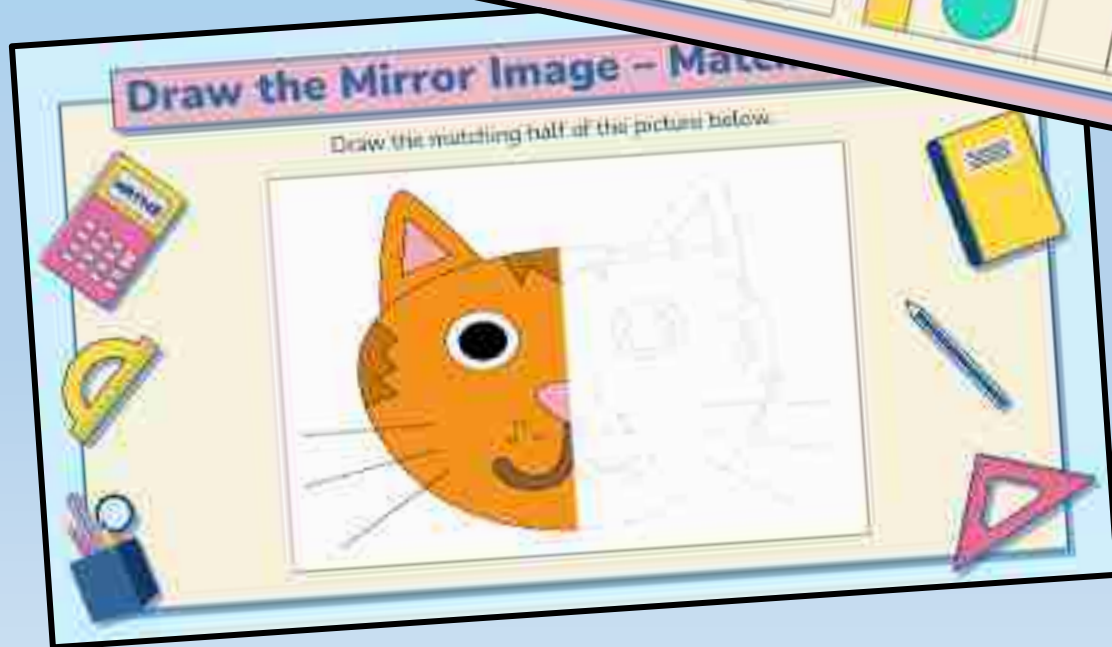
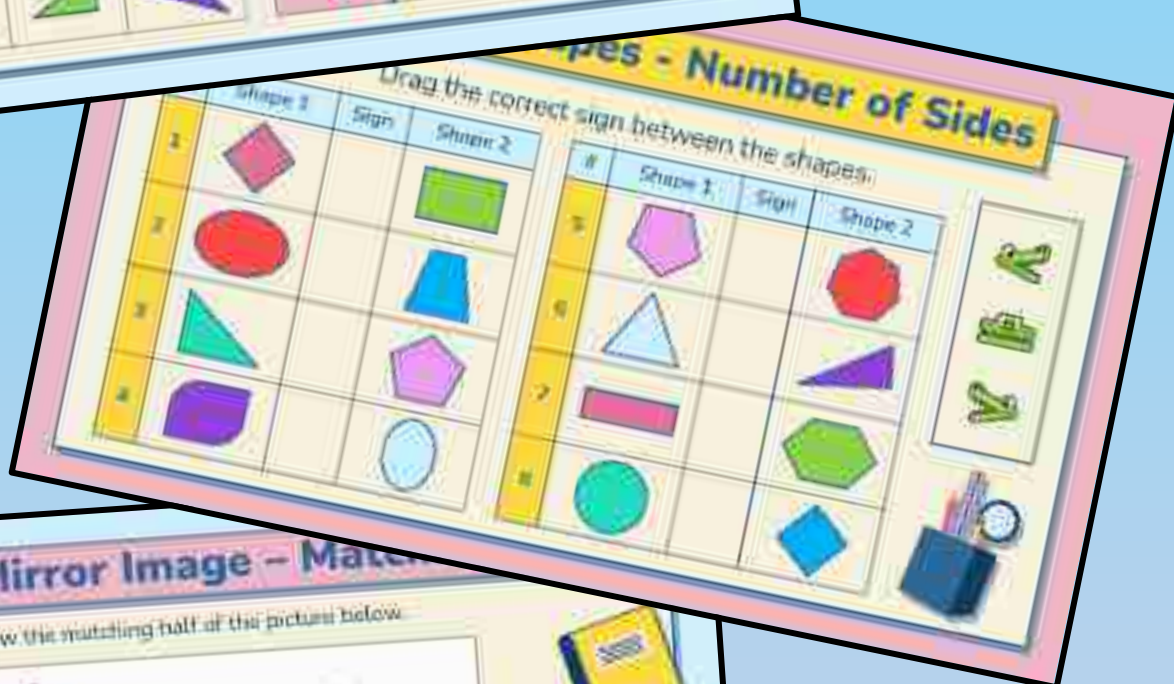
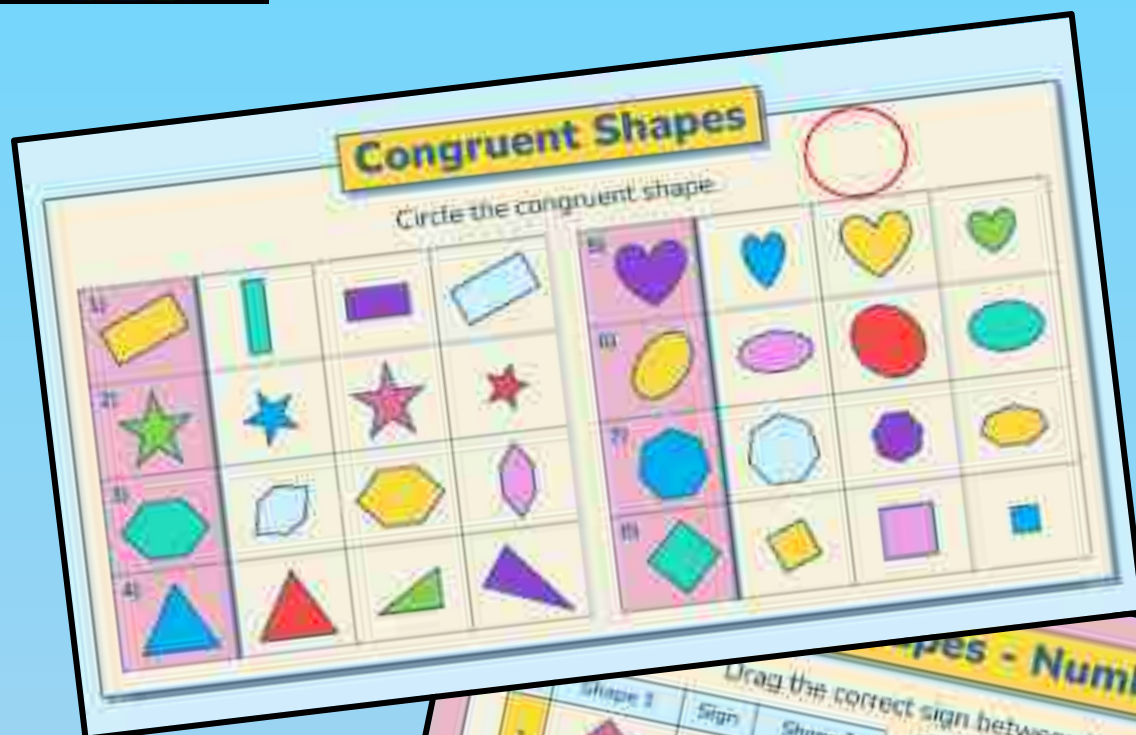
- Step 1: Grab a piece of paper. Draw one 3D object you learned about today.
- Step 2: Label two different 2D shapes you see inside your 3D object.

(Example: Draw an ice cream cone, then label the circle and triangle you find.)





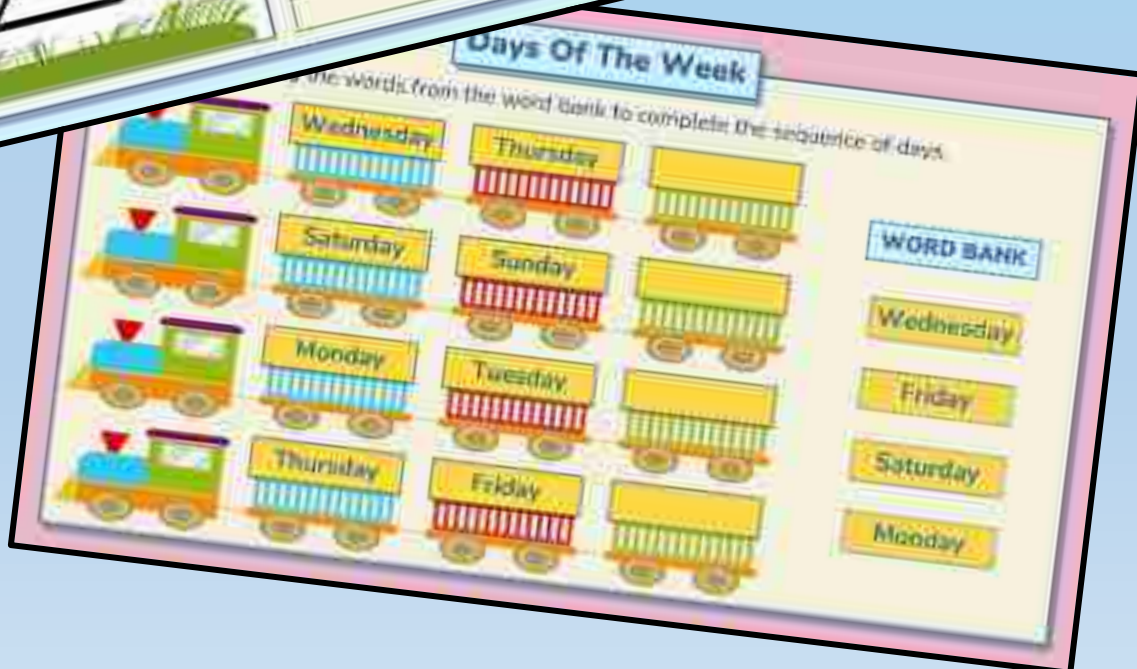
# Ontario Math Spatial Sense Unit – Grade 1







# Ontario Math Spatial Sense Unit – Grade 1







# 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	describe and draw two-dimensional shapes 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



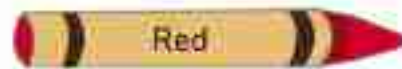
=



Circles



=



Rectangles



=



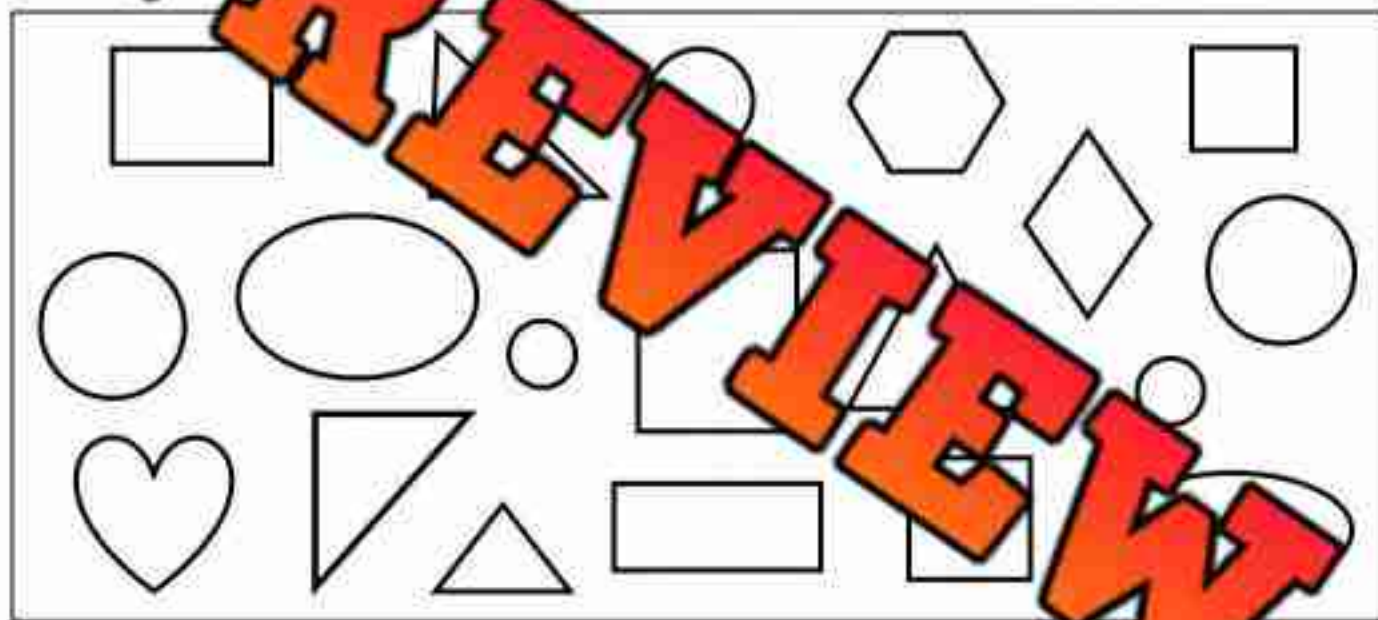
Squares



=



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)



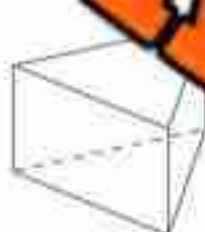
- ☐ 2 Dimensional  
☐ 3 Dimensional

3)



- ☐ 2 Dimensional  
☐ 3 Dimensional

4)



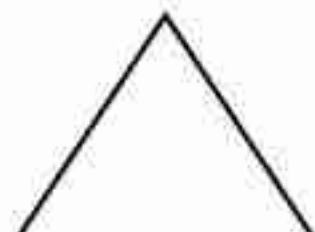
- ☐ 2 Dimensional  
☐ 3 Dimensional

5)



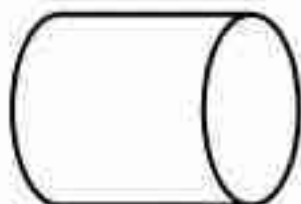
- ☐ 2 Dimensional  
☐ 3 Dimensional

6)



- ☐ 2 Dimensional  
☐ 3 Dimensional

7)



- ☐ 2 Dimensional  
☐ 3 Dimensional

8)



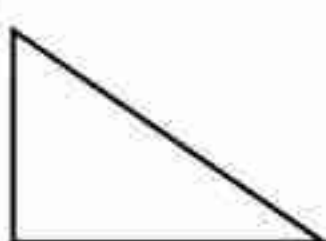
- ☐ 2 Dimensional  
☐ 3 Dimensional

9)



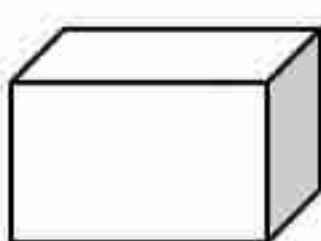
- ☐ 2 Dimensional  
☐ 3 Dimensional

10)



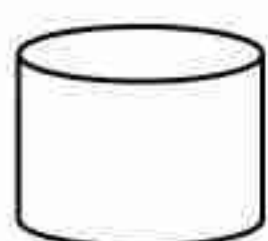
- ☐ 2 Dimensional  
☐ 3 Dimensional

11)



- ☐ 2 Dimensional  
☐ 3 Dimensional

12)



- ☐ 2 Dimensional  
☐ 3 Dimensional

Name: \_\_\_\_\_

9

Curriculum Connection  
E1.1

## Sorting 2D vs 3D Shapes

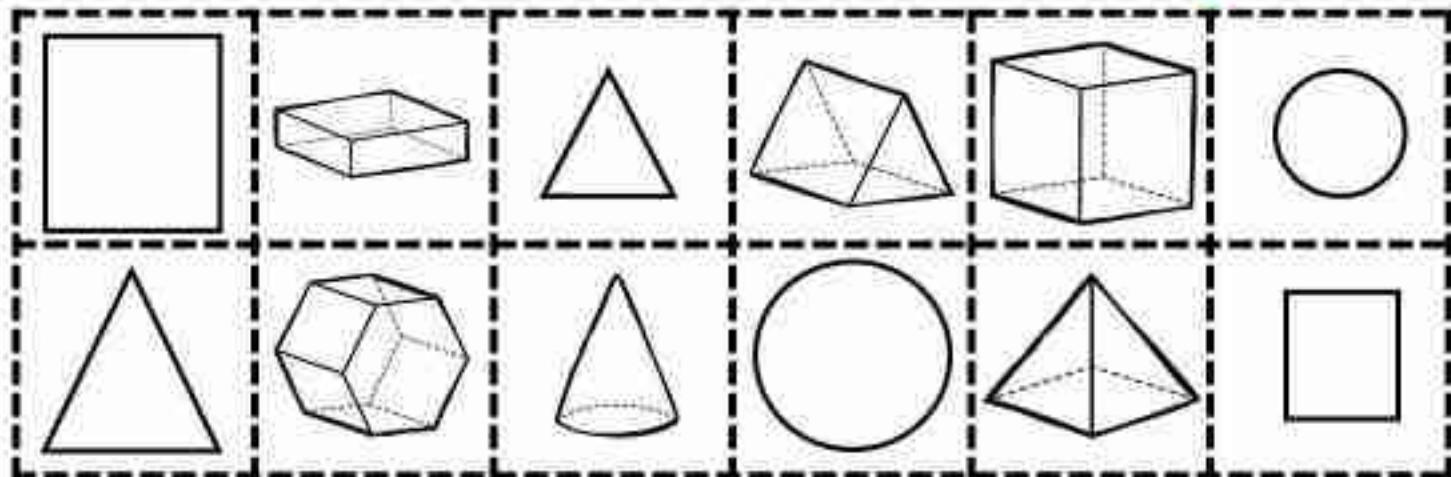
2D

3D

**PREVIEW**

Instructions

Cut the shapes out and paste them in the correct



Name: \_\_\_\_\_

11

Curriculum Connection  
E1.1

## 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.

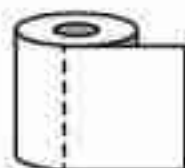
Name: \_\_\_\_\_

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: \_\_\_\_\_

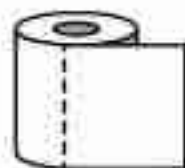
Circle if the images are 2D or 3D.



2D   3D



2D   3D



2D   3D



2D   3D

Name: \_\_\_\_\_

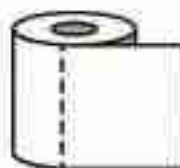
Circle if the image



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.

- Various 2D and 3D shapes (circles, squares, triangles, cubes, pyramids)
- Two large signs labeled "2D Station" and "3D Station"
- Small prizes or stickers for participants



### Instructions

How you will implement.

- 1) Prepare by hiding the shape images around the classroom in a designated safe outdoor area before the activity starts. Place more shapes for 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.



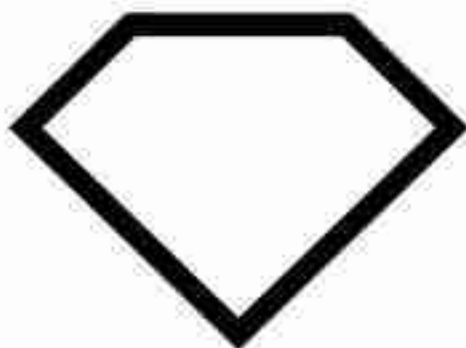
Name: \_\_\_\_\_

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Curriculum Connection  
ELA

Instructions

Cut out the cards below

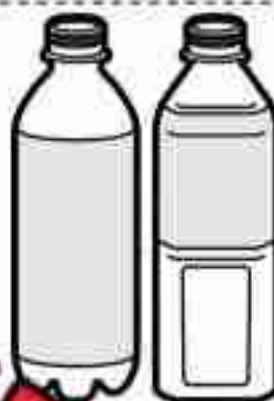


**PREVIEW**



## Instructions

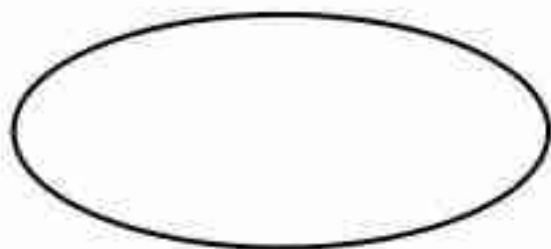
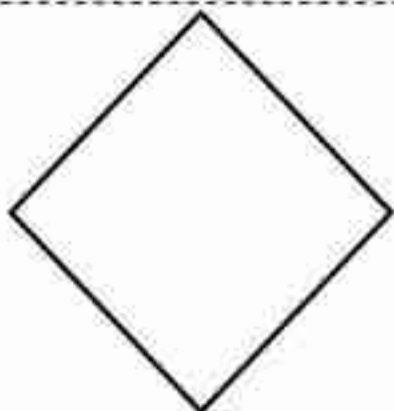
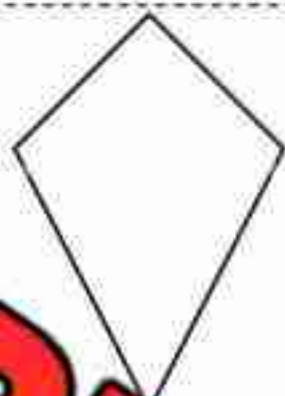
Cut out the cards below



## Instructions

Cut out the cards below

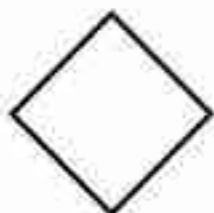
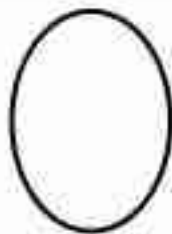
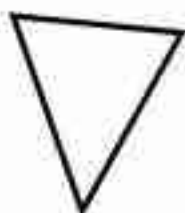
**PREVIEW**



# 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****A****B****C****D****E****F****G****H****I****J****K****L**

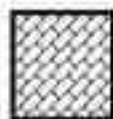
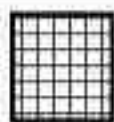


# Odd Shape Out – Sorting Rule

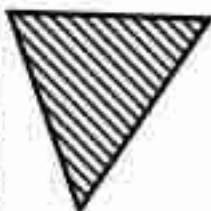
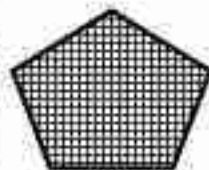
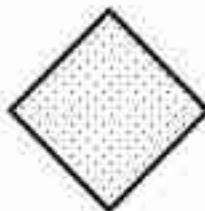
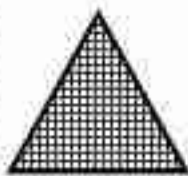
## Instructions

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****Dotted Pattern****Cross Hatching****Questions**

Cut the shapes out and paste them in the correct box.





**Comparing Shapes - Number of Sides****Questions**

Circle the correct alligator

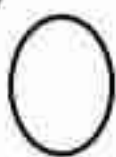
1)



2)



3)



4)



5)



6)



7)



8)



9)



10)





**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

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





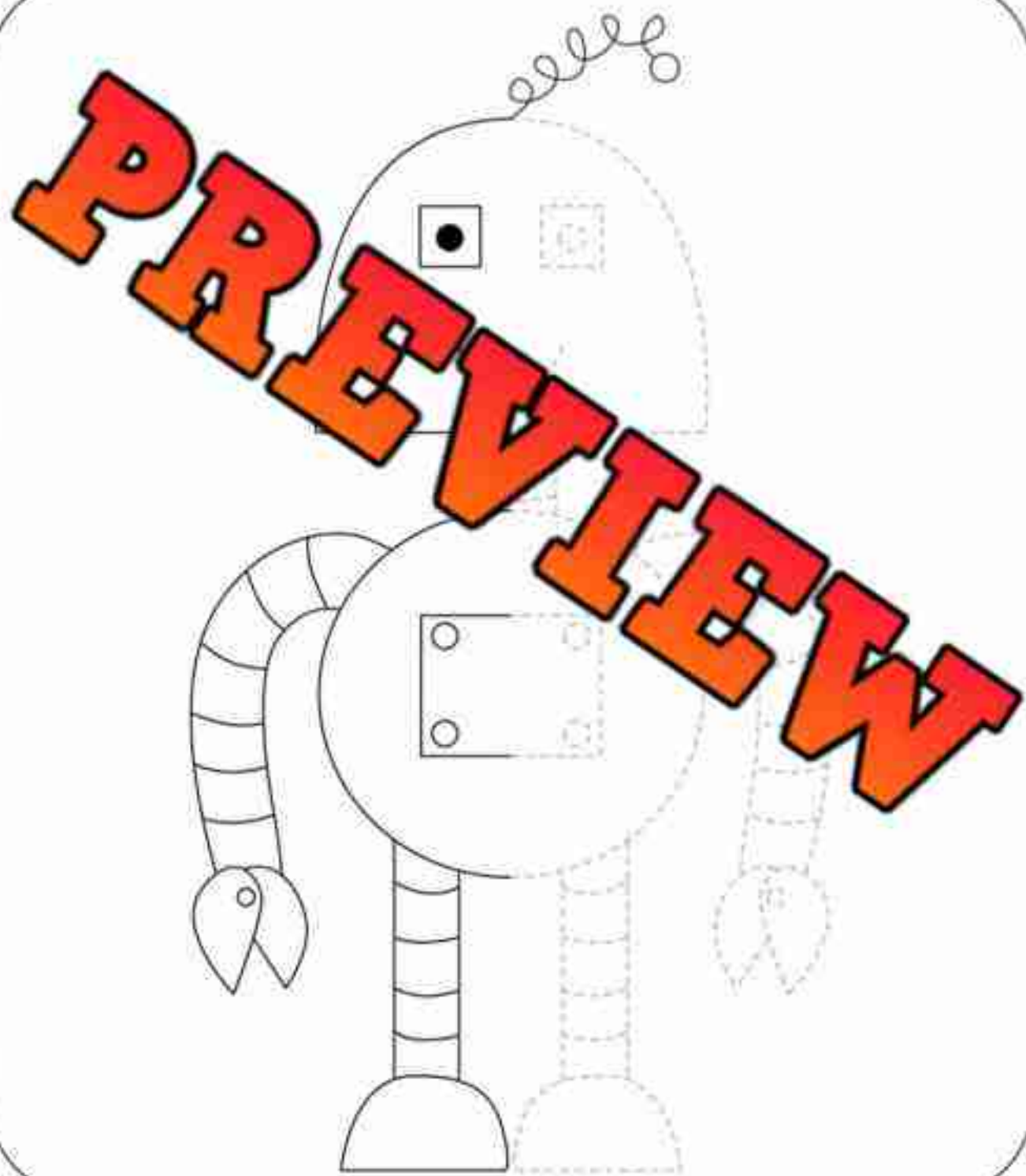
**Draw the Mirror Image – Matching Half****Draw**

Draw the matching half of the picture below



**Draw the Mirror Image – Matching Half****Draw**

Draw the matching half of the picture below



**Draw a Matching Picture Using a Grid****Draw**

Draw the matching half of the picture below





Draw the Mirror Image – Match Half



**PREVIEW**

**3D Shapes – Colouring Activity**

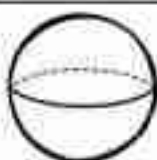
Blue

Cube



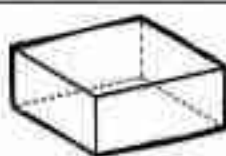
Green

Cone



Orange

Sphere



Red

Rectangular Prism

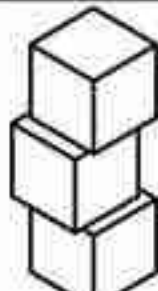
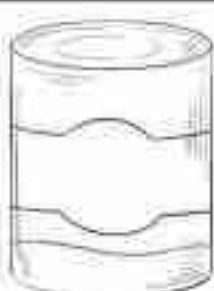
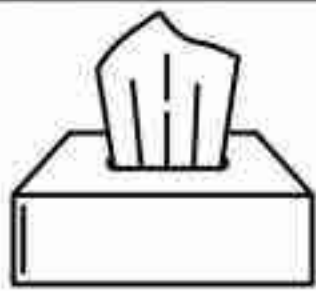
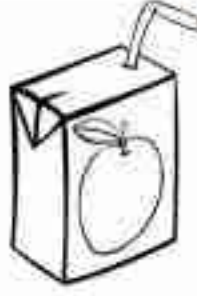
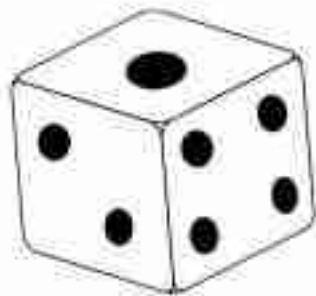
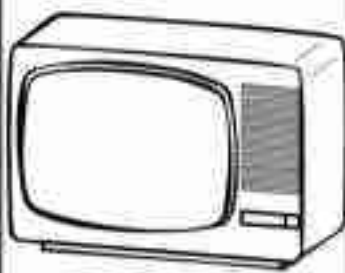
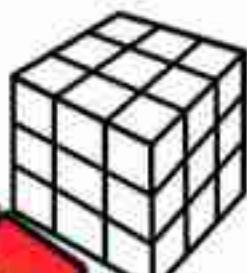


Purple

Cylinder

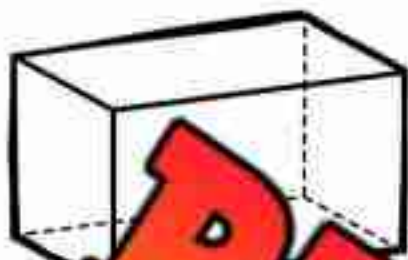
Instructions

Colour each picture the correct colour



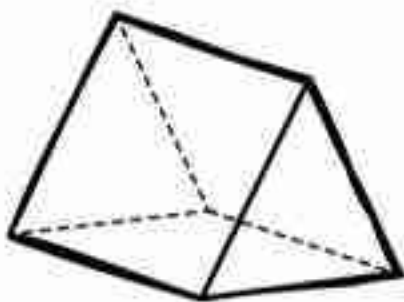
**3D Objects - Number of Faces****Questions**

Colour the box with the correct number of faces



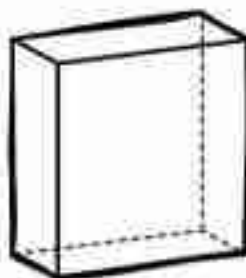
3

5



5

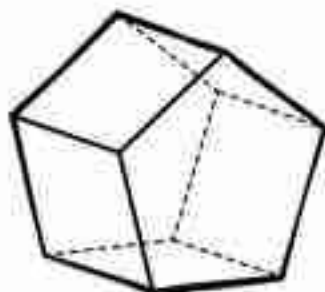
6



3

5

6



4

7

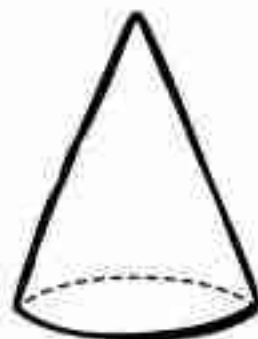
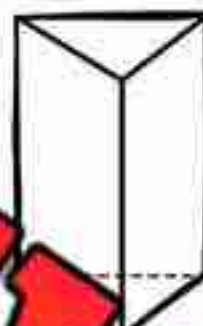
9



4

6

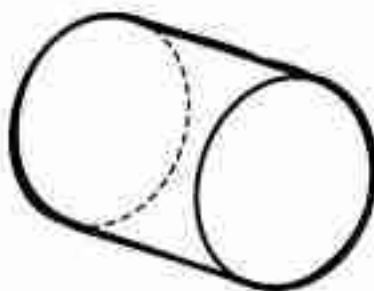
8



2

3

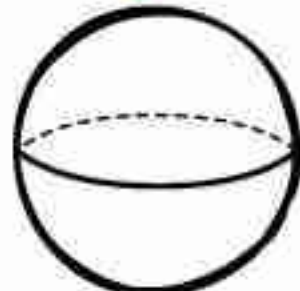
4



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 6



4 7 9



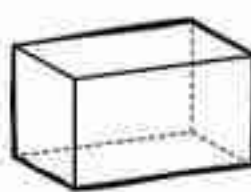
0 1 2

Name: \_\_\_\_\_

Colour the box with the correct number of faces



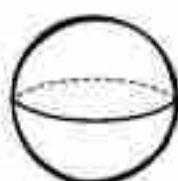
3 5 6



3 5 6



4 7 9



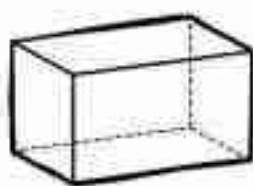
0 1 2

Name: \_\_\_\_\_

Colour the box with the correct number of faces



3 5 6



3 5 6



4 7 9



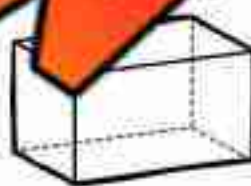
0 1 2

Name: \_\_\_\_\_

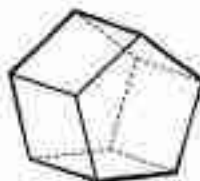
Colour the box with the correct number of faces



3 5 6



3 5 6



4 7 9



0 1 2

Name: \_\_\_\_\_

42

Curriculum Connection  
E1.1

## Sorting 3D Objects - Faces

**1 Faces**

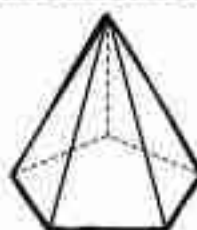
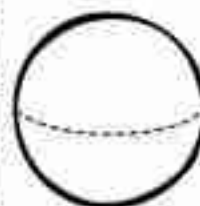
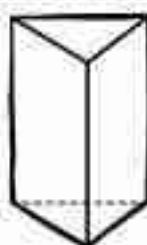
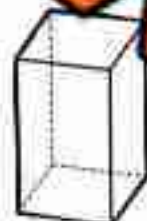
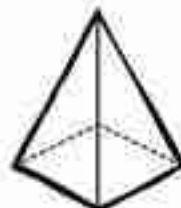
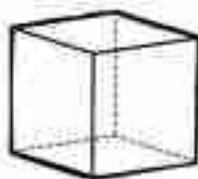
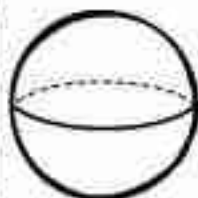
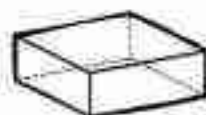
**3 Faces**

**6 Faces**

**PREVIEW**

Questions

Cut the shapes out and paste them in the correct box.

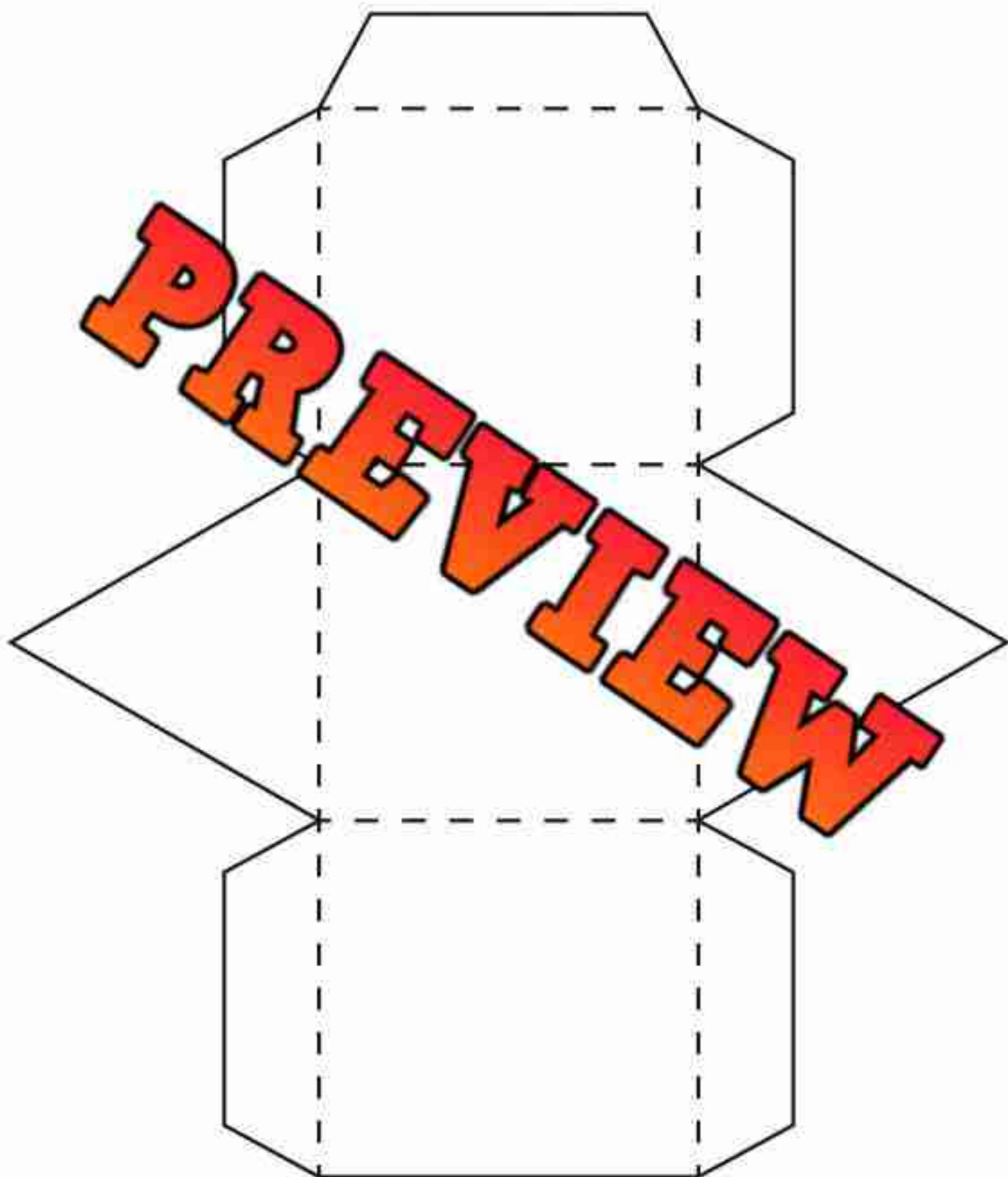


Name: \_\_\_\_\_

43

Curriculum Connection  
E12

## Triangular Prism



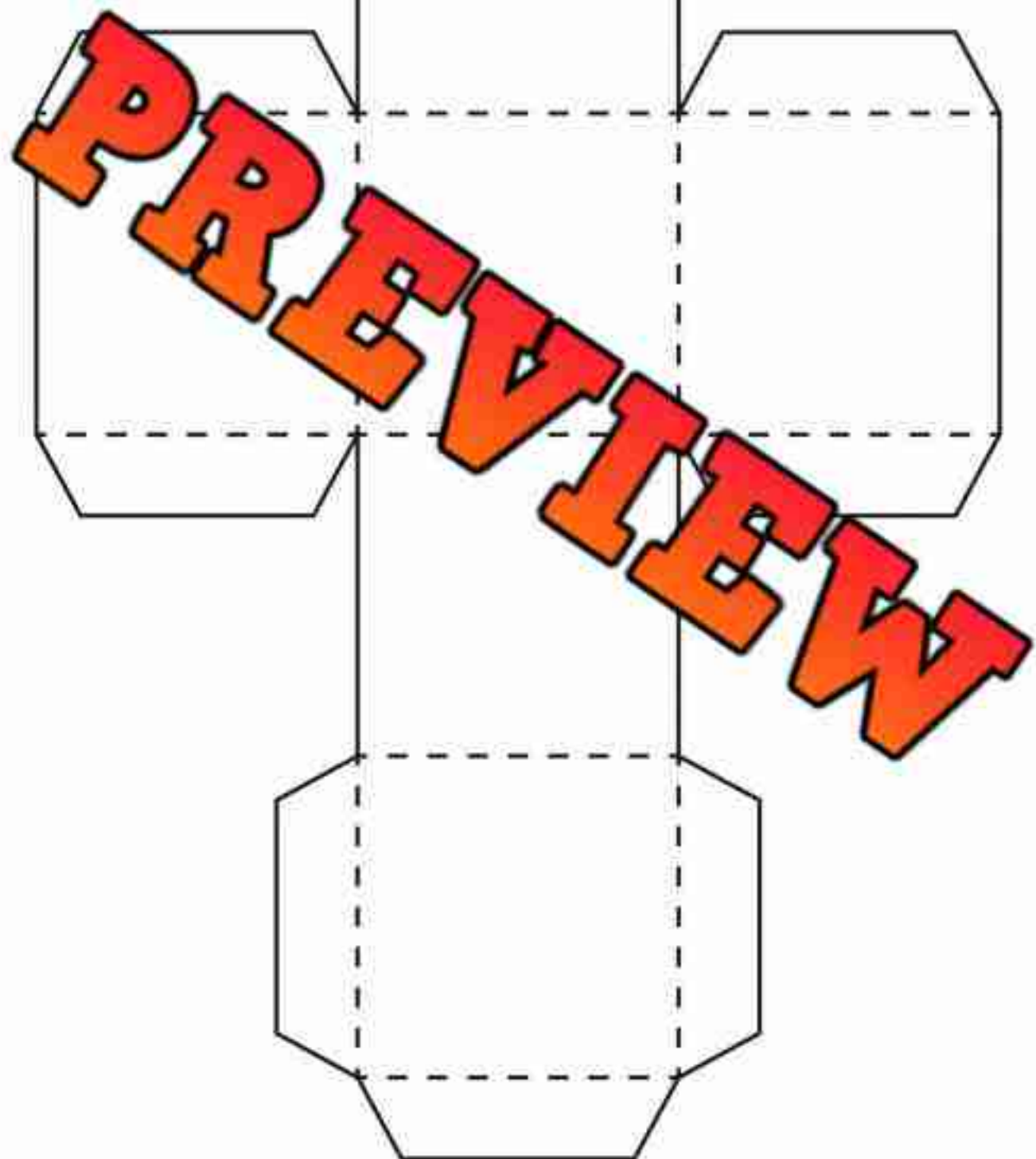


Name: \_\_\_\_\_

45

Curriculum Connection  
E1.2

## Cube

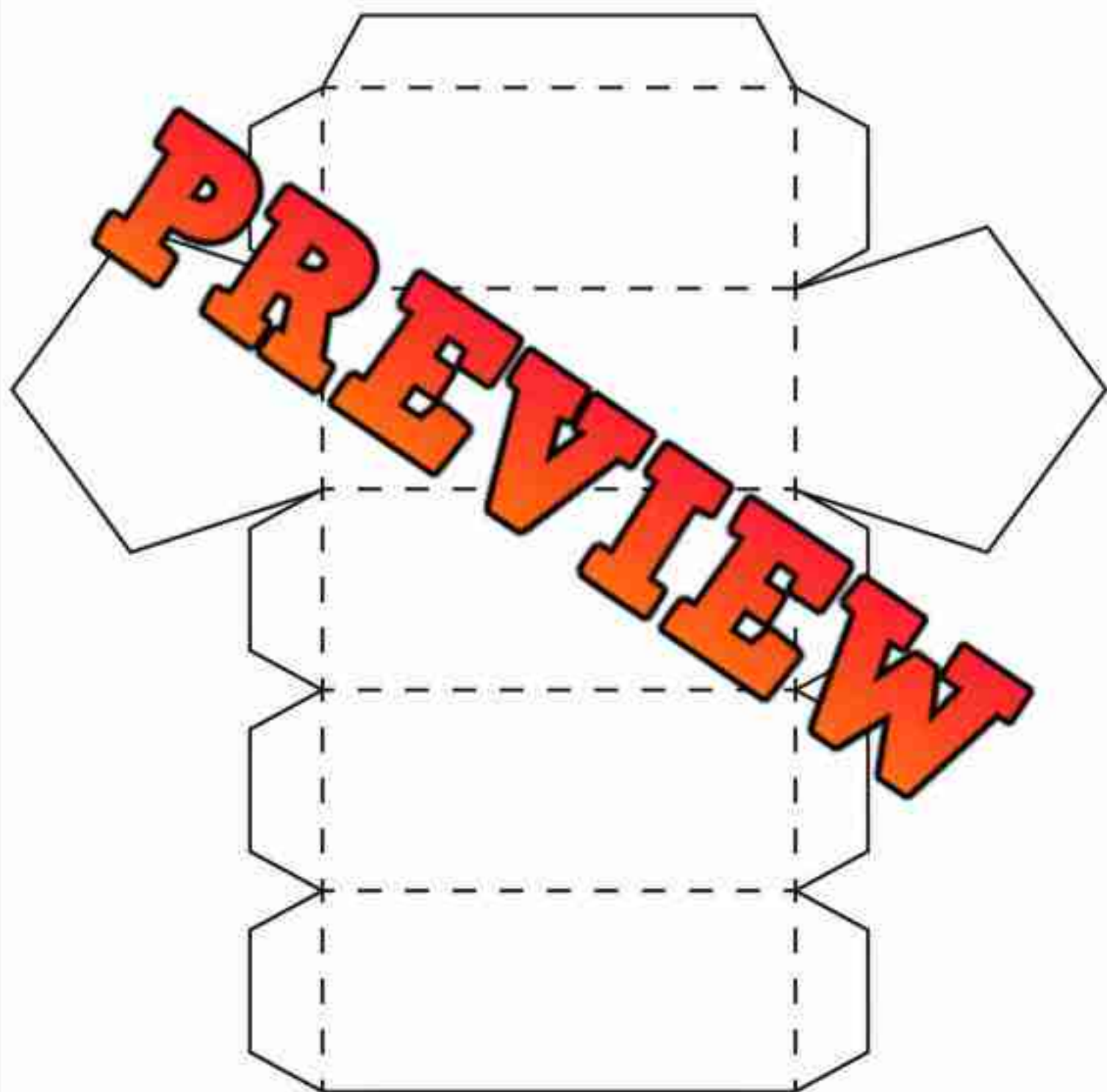


Name: \_\_\_\_\_

46

Curriculum Connections  
E12

## Pentagonal Prism



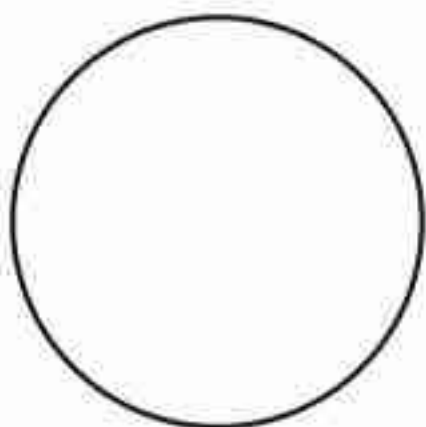
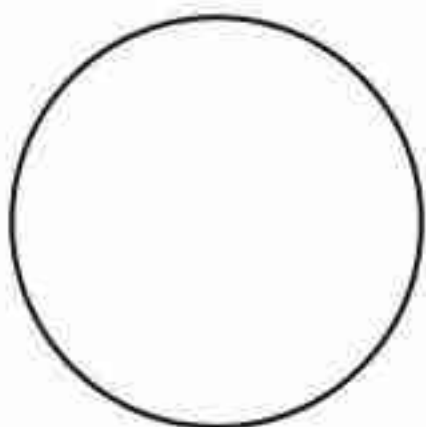
Name: \_\_\_\_\_

49

Curriculum Connection  
E1.2

# Cylinder

**PREVIEW**





Name: \_\_\_\_\_

50

Curriculum Connection  
E1.2

## Triangular Pyramid

**PREVIEW**

**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			

**Congruent Shapes****Questions**

Circle whether the shapes are congruent or not

1)



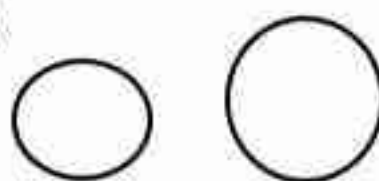
congruent  
not congruent

2)



congruent  
not congruent

3)



congruent  
not congruent

4)



congruent  
not congruent

5)



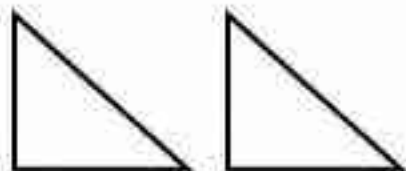
congruent  
not congruent

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



## 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

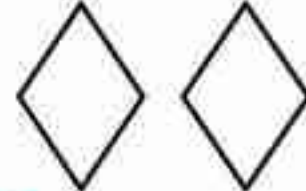
B)

Congruent  
not congruent

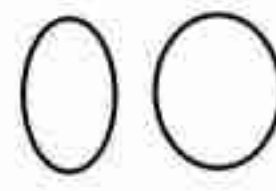
Name: \_\_\_\_\_

Circle whether the shapes are  
congruent or not

A)

Congruent  
not congruent

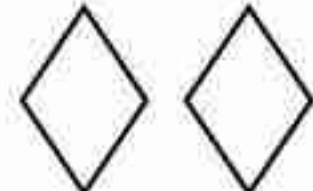
B)

Congruent  
not congruent

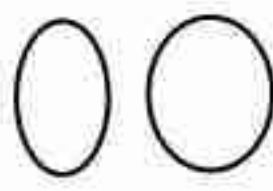
Name: \_\_\_\_\_

Circle whether the shapes are  
congruent or not

A)

Congruent  
not congruent

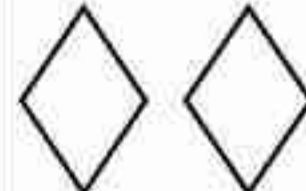
B)

Congruent  
not congruent

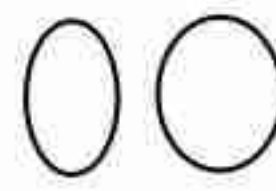
Name: \_\_\_\_\_

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)



2)



3)



4)



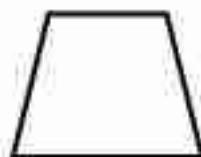
5)



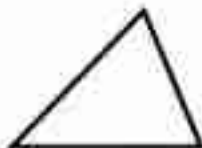
6)



7)



a)



b)



c)



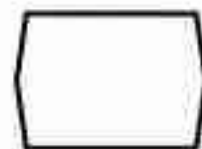
a)



b)



c)



a)



b)



c)



a)



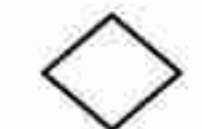
b)



c)



a)



b)



c)



a)



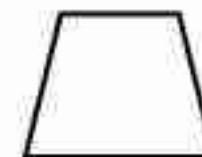
b)



c)



a)



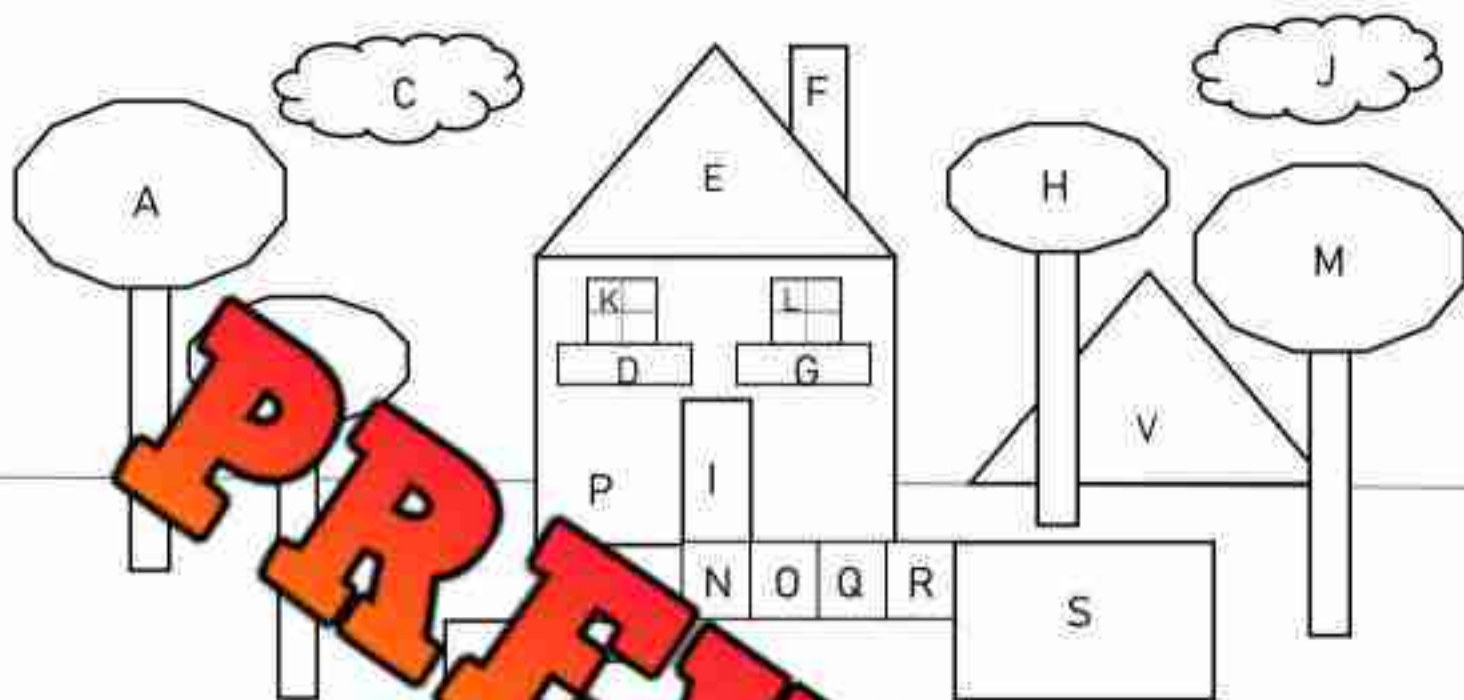
b)



c)



# The Congruent House



## Questions

Answer the questions below by labeling the house above

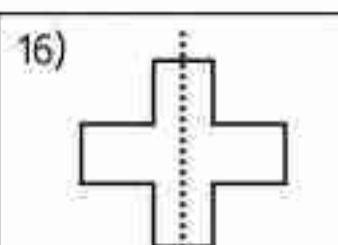
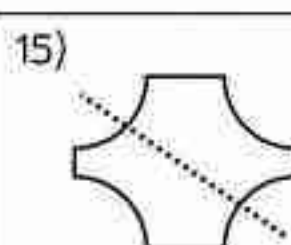
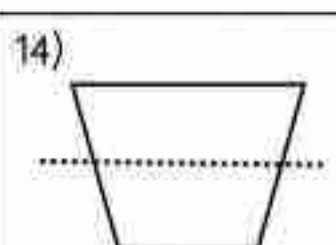
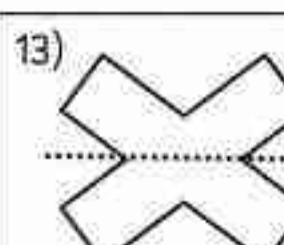
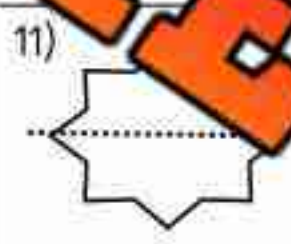
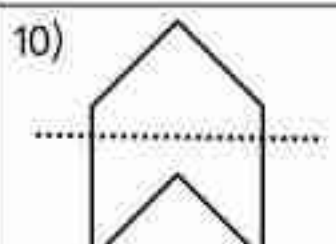
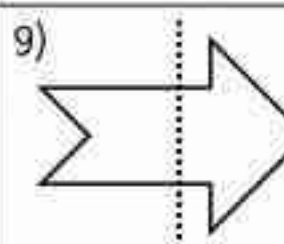
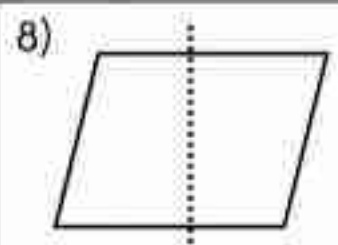
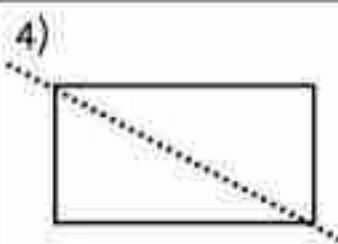
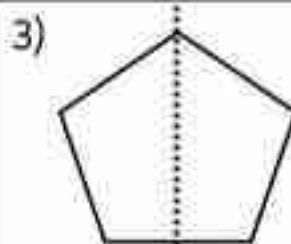
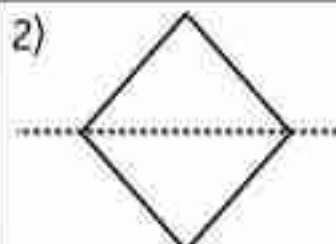
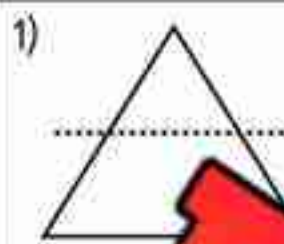
- 1) Which shape is congruent to shape A?
- 2) Which shape is congruent to shape C?
- 3) Which shapes are congruent to shape N?
- 4) Which shape is congruent to shape B?
- 5) Which shape is congruent to shape E?
- 6) Which shapes are congruent to shape D?
- 7) Which shape is congruent to shape T?
- 8) Which shape is congruent to shape L?



# Line of Symmetry

**Questions**

Is the dotted line a line of symmetry? Write yes or no.



## Drawing Lines of Symmetry

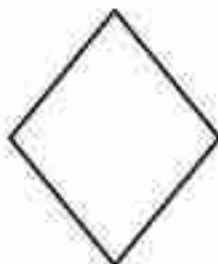
**Questions**

Draw a line of symmetry on the shapes below

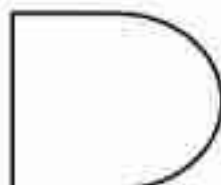
1)



2)



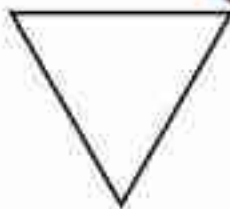
3)



4)



5)



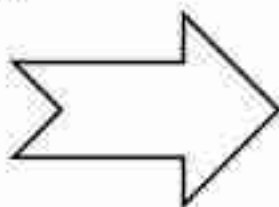
7)



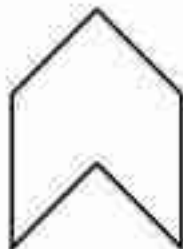
8)



9)



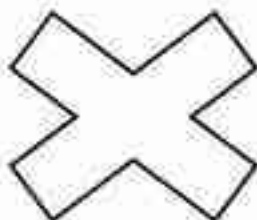
10)



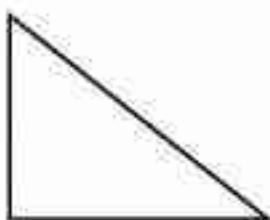
11)



13)



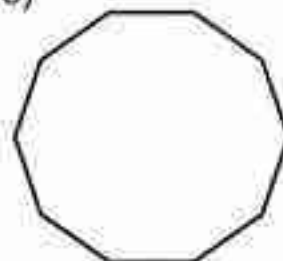
14)



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.

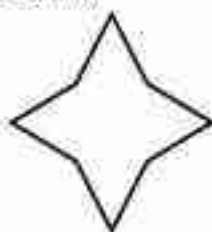
2) Draw 2 or more lines of symmetry on the shapes below.



Name: \_\_\_\_\_

1) Draw a line of symmetry.

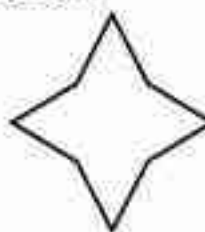
2) Draw 2 or more lines of symmetry on the shapes below.



Name: \_\_\_\_\_

1) Draw a line of symmetry.

2) Draw 2 or more lines of symmetry on the shapes below.





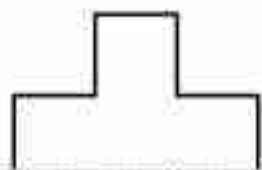
**Drawing Mirror Image Using Line of Symmetry****Questions**

Draw the mirror image of the shapes below

1)



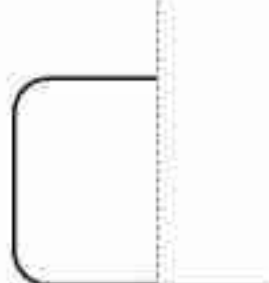
2)



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 car is \_\_\_\_\_ the table.

- 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 soccer 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 looking at the scene above.

Questions	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: \_\_\_\_\_

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# Relative Location – Fill In The Blanks






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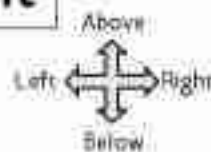
i

e

w

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      6) The logs of wood are \_\_\_\_\_ 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 \_\_\_\_\_ the blanket

- 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



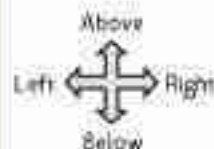
10) The globe is \_\_\_\_\_ of the books

- a) Above
- b) Below
- c) To the left
- d) To the right





# Relative Location – Above, Below, Left, Right

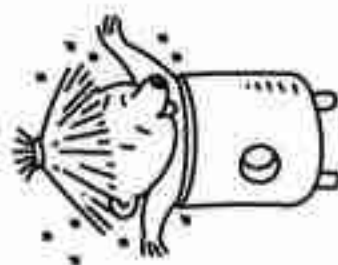
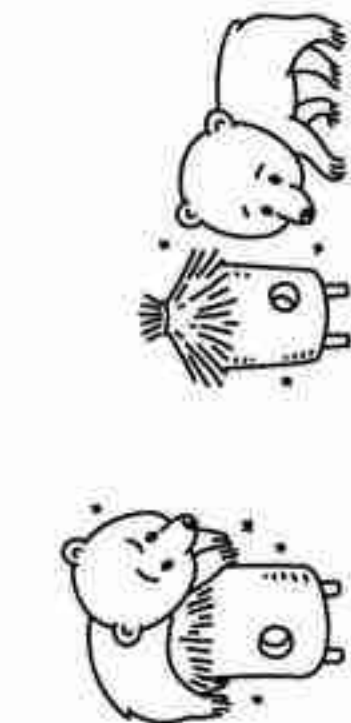


## Questions

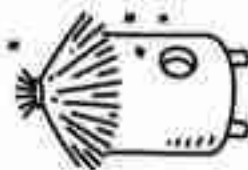
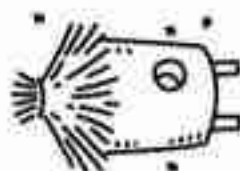
Answer the questions below by looking at the scene above

Questions	above, below, to the left, to the right
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	

# Relative Location – Fill In The Blanks



--	--	--	--	--	--



--	--	--	--	--	--

## Word Bank

In Front of

Under

Above

Between

Behind

In

Beside

Near

**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**

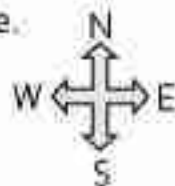


## Following Directions – Up, Down, Left, Right

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



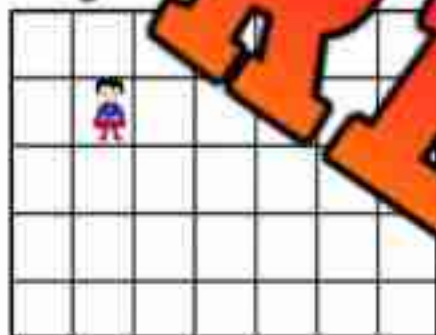
Example of movement – the child went down 3 steps, and right 4 steps.

start

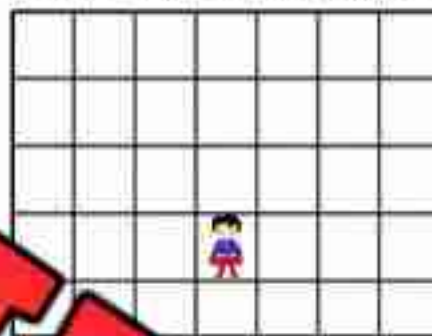


Question: Put an X where you think the child will end up

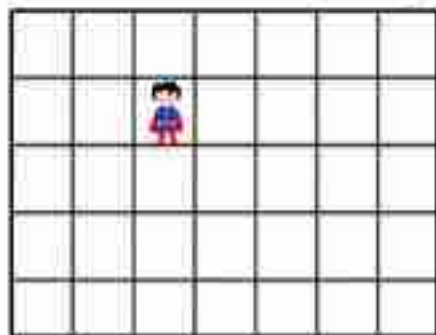
1) Directions – down 3 steps, right 3 steps



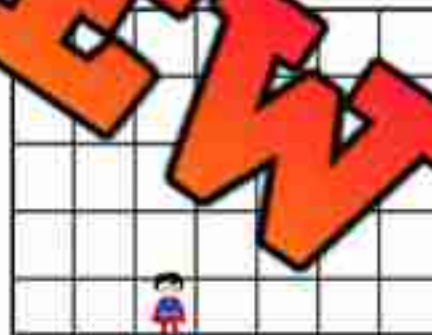
2) Directions – up 2 steps, right 2 steps



3) Directions – down 3 steps, right 3 steps



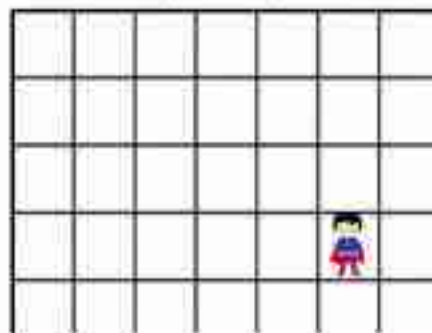
4) Directions – up 2 steps, right 2 steps



5) Directions – down 4 steps, right 5 steps



6) Directions – up 2 steps, left 4 steps

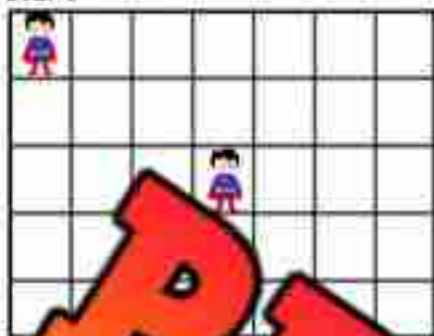




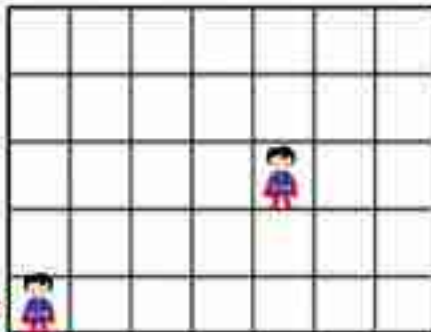
**Describing Directions – Up, Down, Left, Right****Questions**

Describe how the child moved from the start to the end

1) start



2)



start

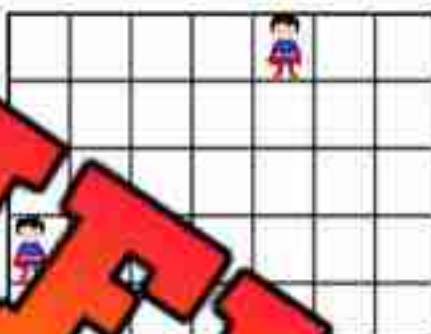
Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

3)



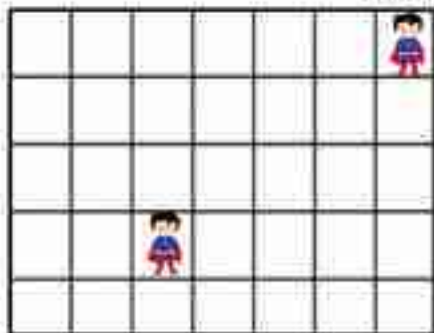
4)



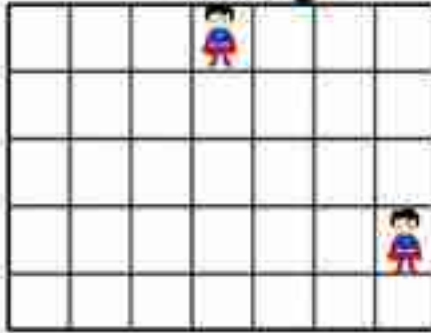
Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

5) start



6) start



Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

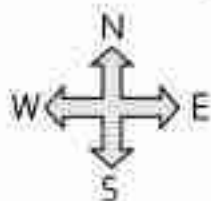
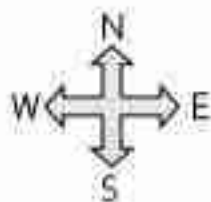
Move \_\_\_\_\_

Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces

Move \_\_\_\_\_ spaces



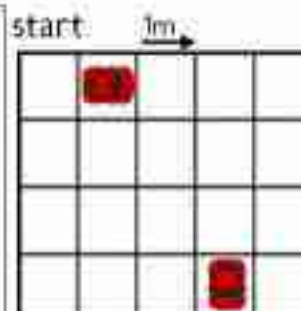
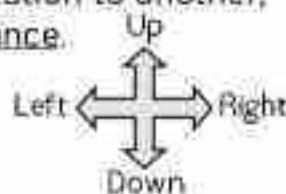
## Following Directions – Up, Down, Left, Right

When we move something or someone from one location to another, we describe the movement using direction and distance.

**Directions** – left, right, down, up

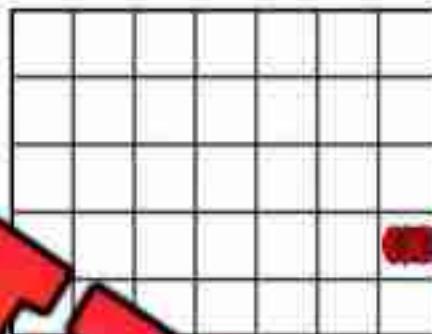
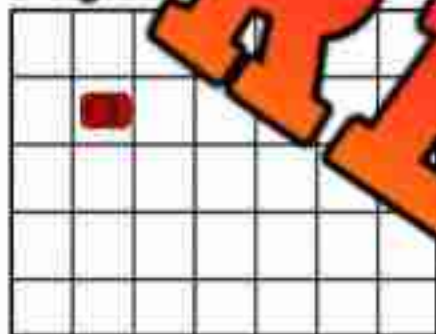
**Distance** – steps, metres

Example of movement – the car went right 2 metres, and down 3 metres.

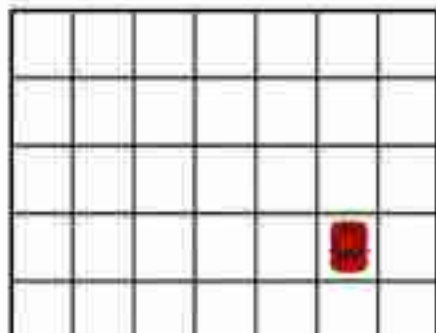


Question: Put an X where you think the car will end up

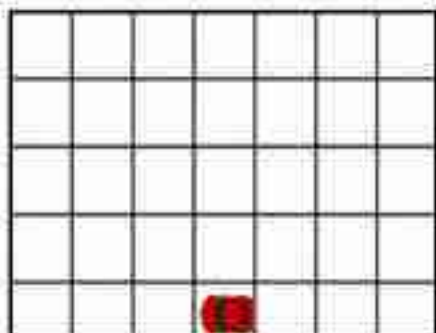
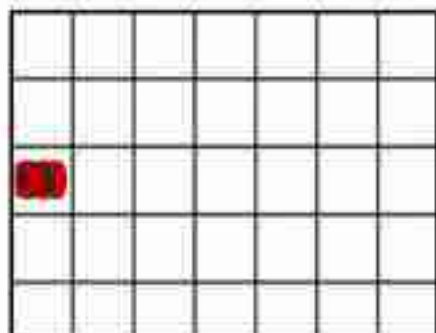
- 1) Directions – right 2 metres, down 2 metres      2) Directions – left 4 metres, up 3 metres



- 3) Directions – down 1 metre, left 5 metres      4) Directions – up 2 metres, left 3 metres



- 5) Directions – right 4 metres, up 2 metres      6) Directions – left 3 metres, up 4 metres



# Exit Cards

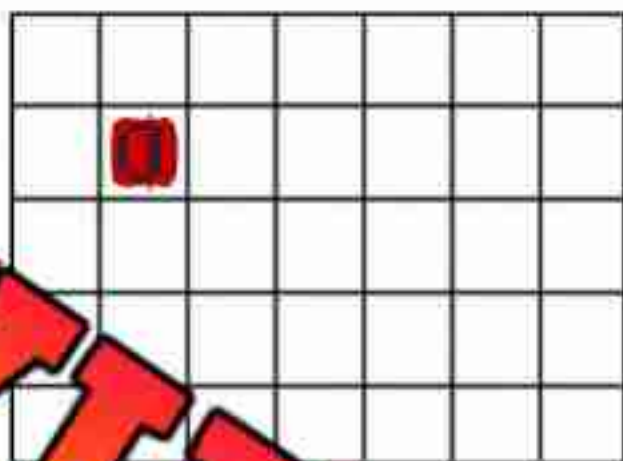
**Cut Out**

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

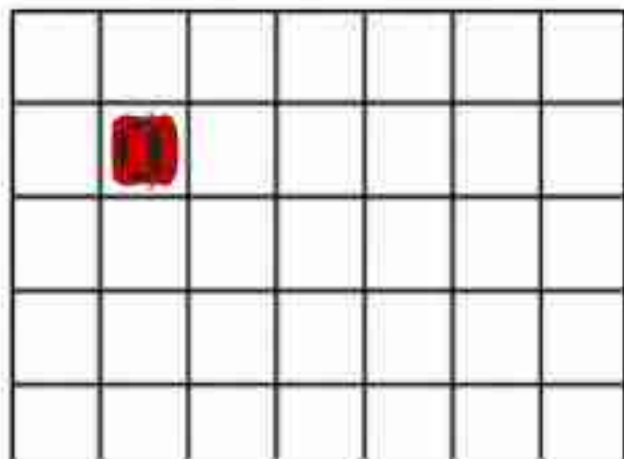
Name: \_\_\_\_\_

Right 3 metres, down 2 metres, right  
1 metre

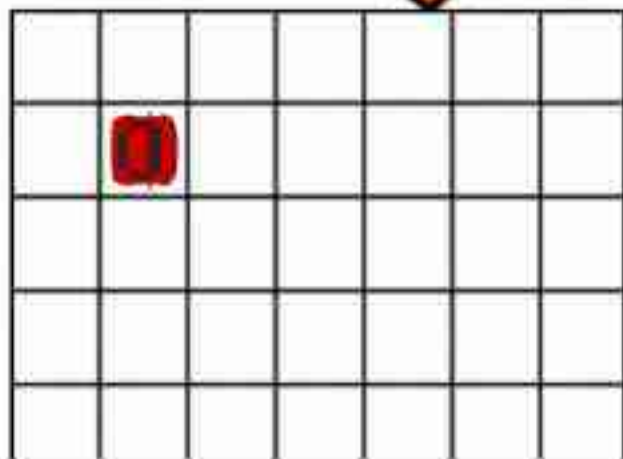
Name: \_\_\_\_\_

Right 3 metres, down 2 metres, right  
1 metre

Name: \_\_\_\_\_

Right 3 metres, down 2 metres, right  
1 metre

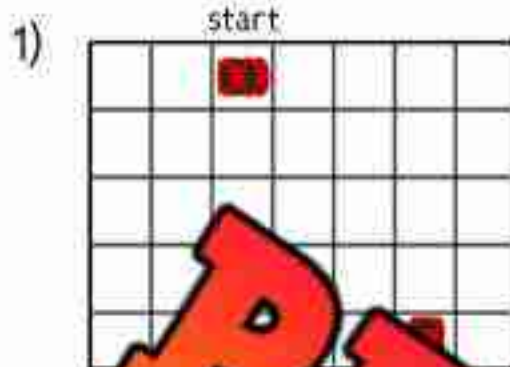
Name: \_\_\_\_\_

Right 3 metres, down 2 metres, right  
1 metre

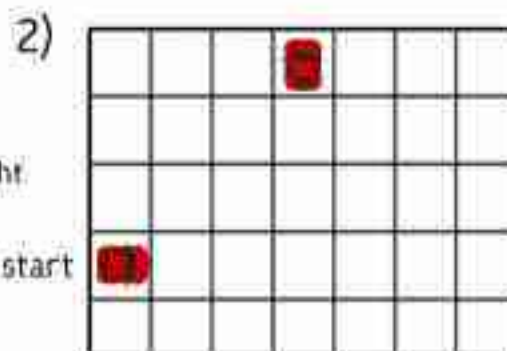
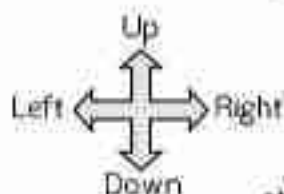


**Describing Directions – Up, Down, Left, Right****Questions**

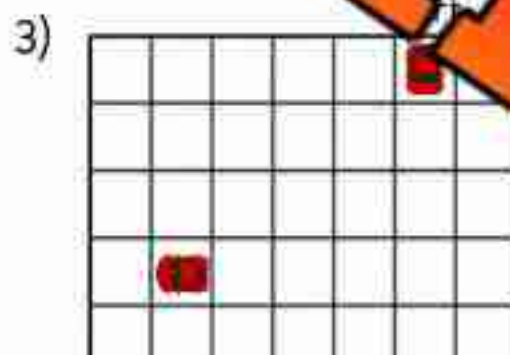
Describe how the car moved from the start to the end



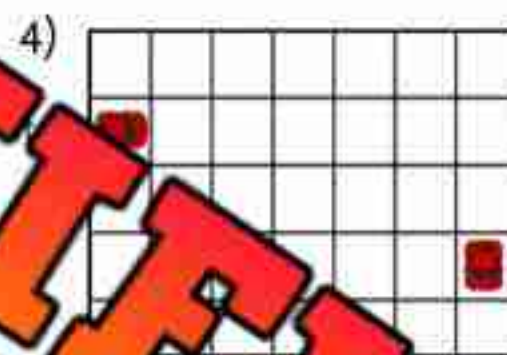
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



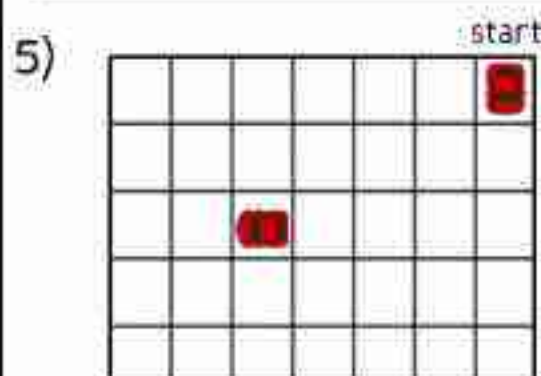
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



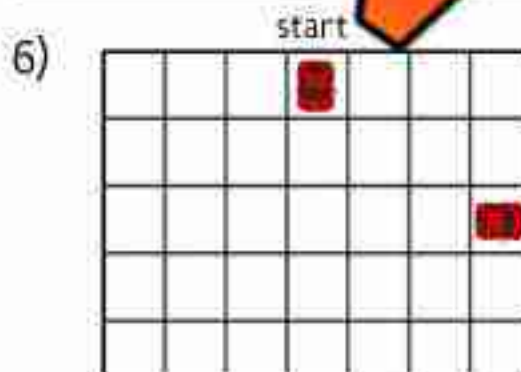
Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres



Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres

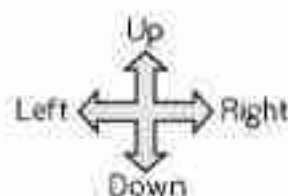


Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres















Move \_\_\_\_\_ metres  
Move \_\_\_\_\_ metres

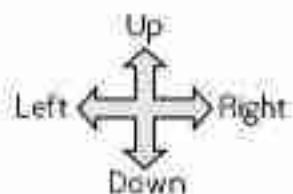
# Describing Directions – Up, Down, Left, Right



## Questions

Explain the directions to get from the \_\_\_\_\_ symbol to \_\_\_\_\_ and

Symbols	Directions
 → 	Go right 2 and down 2
 → 	
 → 	
 → 	
 → 	
 → 	

**Describing Directions – Up, Down, Left, Right****Maze**

After drawing a line through the maze, describe your path.

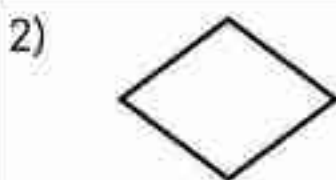
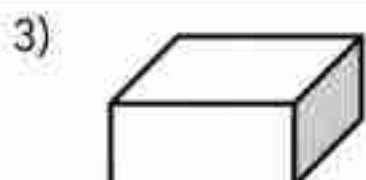
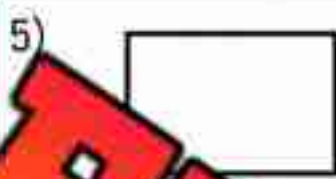
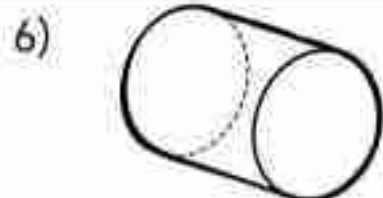
right

up

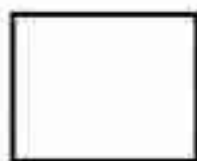
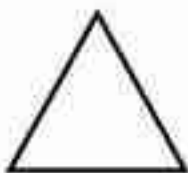
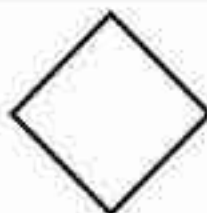
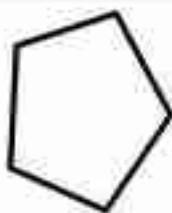
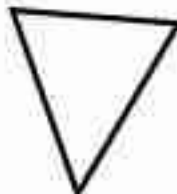
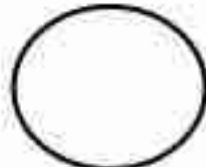


**Geometry Test****Part 1**

Check whether the shape is 2D or 3D

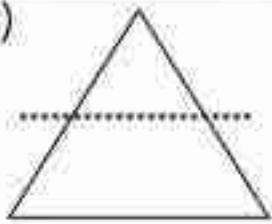
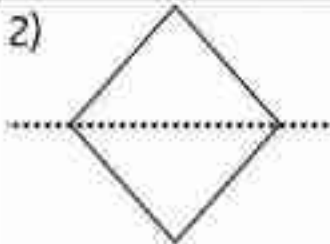
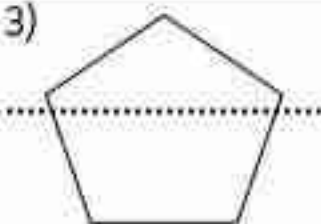
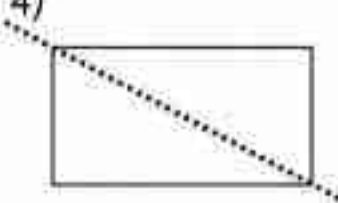
☐ 2 Dimensional☐ 3 Dimensional☐ 2 Dimensional☐ 3 Dimensional☐ 2 Dimensional☐ 3 Dimensional☐ 2 Dimensional☐ 3 Dimensional☐ 2 Dimensional☐ 3 Dimensional☐ 2 Dimensional☐ 3 Dimensional**Part 2**

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**


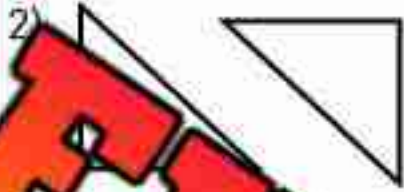
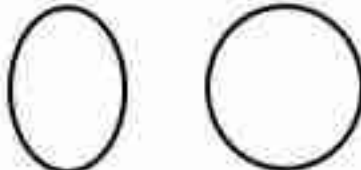
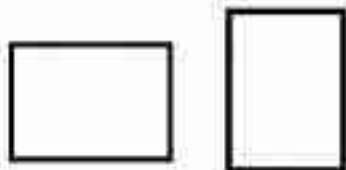


## Part 3

Are both sides of the shapes congruent? Write yes or no

1) 	2) 	3) 	4) 
_____	_____	_____	_____

## Part 4

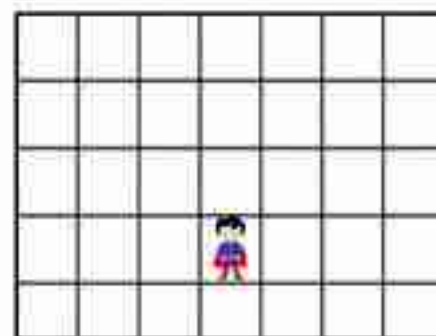
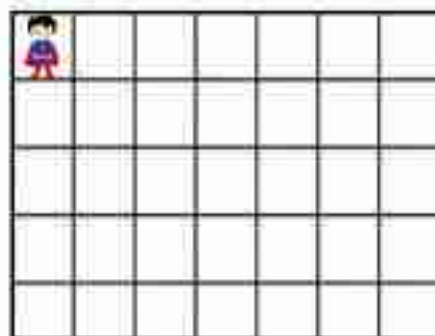
Are the shapes congruent or not

1)  congruent not congruent	2)  congruent not congruent	3)  congruent not congruent
4)  congruent not congruent	5)  congruent not congruent	6)  congruent not congruent

## 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**

	<b>Curriculum Expectations</b>	<b>Pages That Cover the Expectations</b>
<b>E2.1</b>	identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	93 – 96, 111, 116 – 119
<b>E2.2</b>	compare several everyday objects and order them according to length, area, mass, and capacity	97 – 110, 112 – 115, 120 – 163
<b>E2.3</b>	read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons.	164 – 195



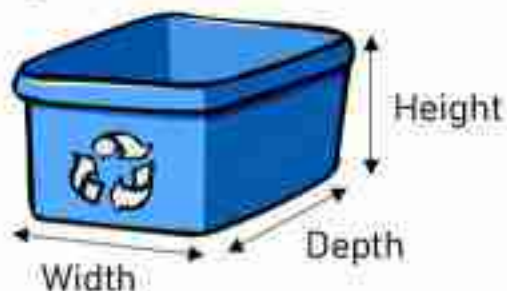
**Length of Objects – Height, Width, Depth**

**Length** is the distance between two points. Objects have three different lengths:

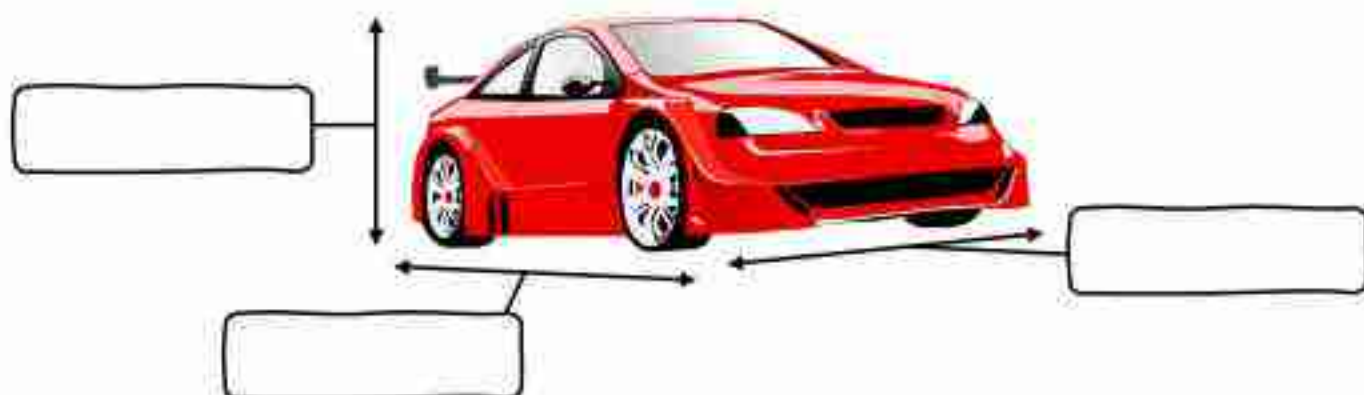
**Height** – how tall something is

**Width** – how wide something is

**Depth** – how deep something is



Question: Write 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 life

--	--	--

## Length of Objects – Wider

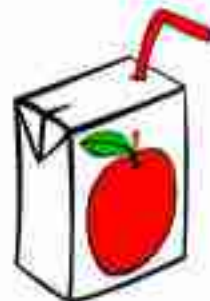
**Part 1**

Which object is wider?

1)



2)



3)



4)

**Part 2**

Draw 3 wide objects you have seen in your life.

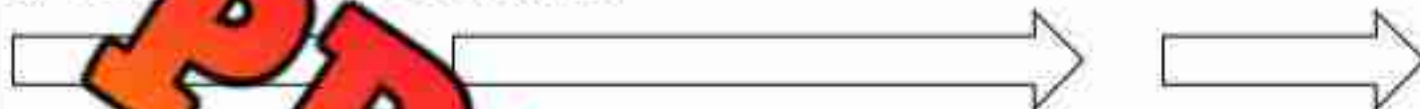
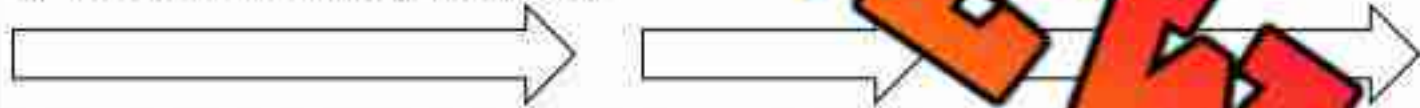
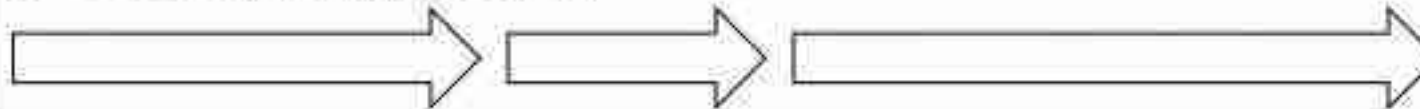
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## Comparing Length – Arrows

**Questions**

Follow the instructions below

1) Colour the longest arrow2) Colour the shortest arrow3) Colour the longest arrow4) Colour the shortest arrow5) Colour the longest arrow6) Colour the arrow that is **not** the longest or the shortest7) Colour the longest arrow8) Colour the arrow that is **not** the longest or the shortest

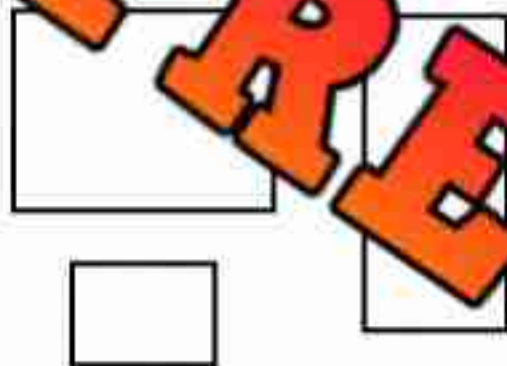
# Exit Cards

**Cut Out**

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

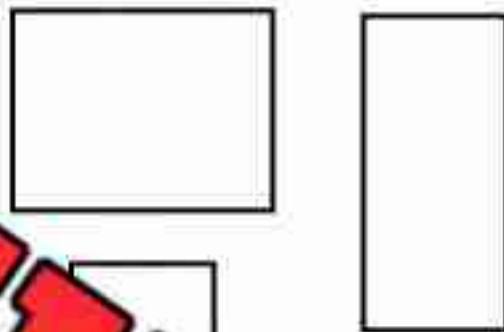
Name: \_\_\_\_\_

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



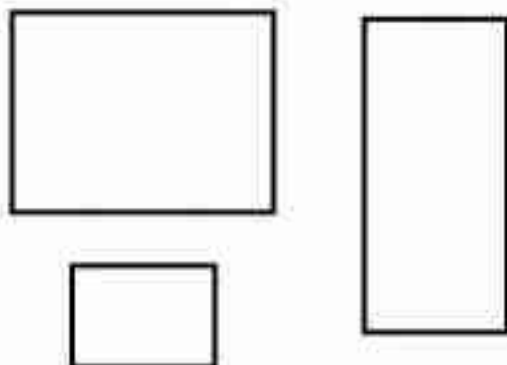
Name: \_\_\_\_\_

Colour in the shortest shape. Put a circle around the tallest shape. Put a rectangle around the widest shape.



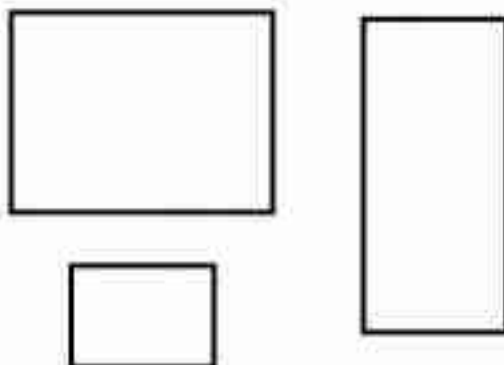
Name: \_\_\_\_\_

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)






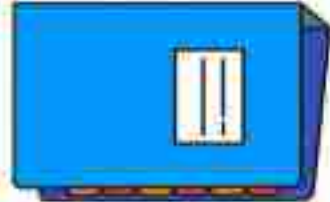








8)









## 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

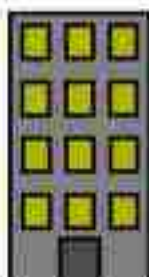





**Part 1**

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.

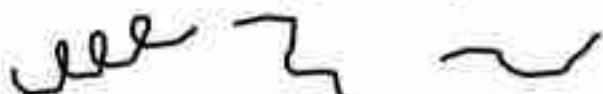


- 3) Circle the
- longest
- string.



Name: \_\_\_\_\_

- 1) Circle the
- longest
- string.



- 2) Circle the
- shortest
- string.

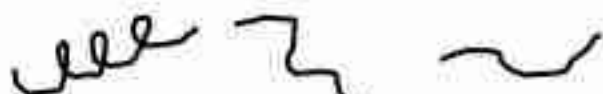


- 3) Circle the
- longest
- string.



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

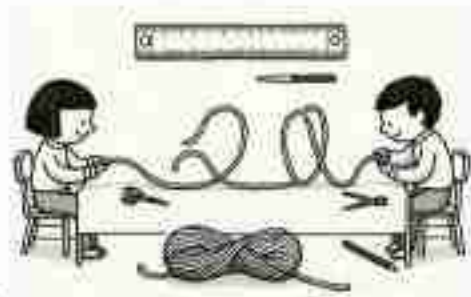
What are we learning about?

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



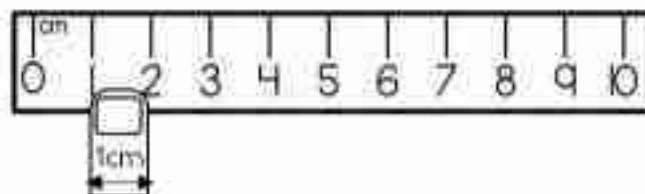
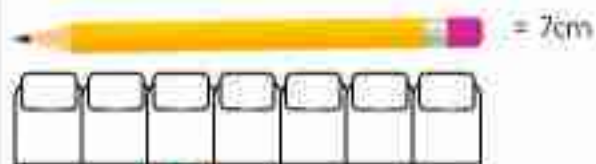
### Instructions

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 \_\_\_\_\_ cm

2)



Approximately \_\_\_\_\_ cm

3)



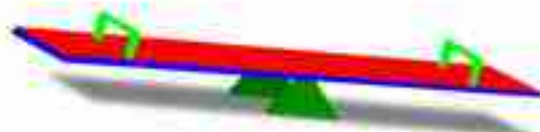
Approximately \_\_\_\_\_ cm

4)



Approximately \_\_\_\_\_ cm

5)



Approximately \_\_\_\_\_ cm

6)



Approximately \_\_\_\_\_ cm

### 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 the same length as my arm.	Yes	No
4) A pencil is as long as a paper clip.	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?

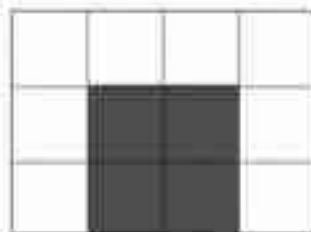
Yes

No

## Introduction to Area

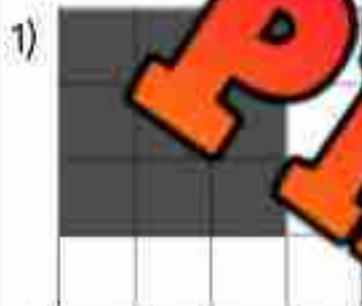
**Area** is the amount of surface or space inside a two-dimensional region.

Example – The area of the shape is 4 squares.



### Questions

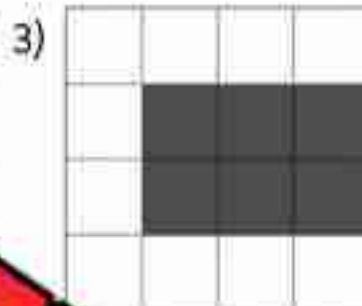
What is the area of the shape in squares?



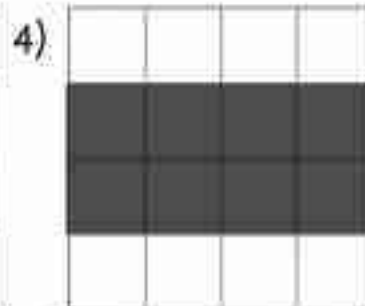
\_\_\_\_\_ squares



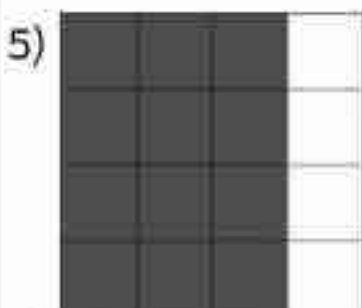
\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



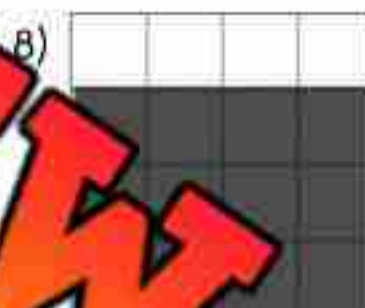
\_\_\_\_\_ squares



\_\_\_\_\_ squares



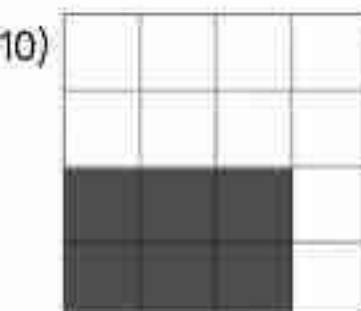
\_\_\_\_\_ squares



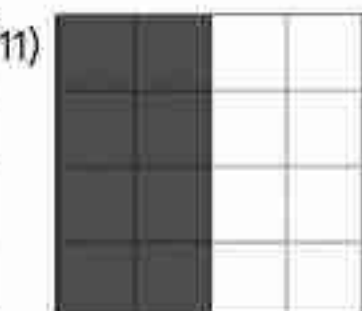
\_\_\_\_\_ squares



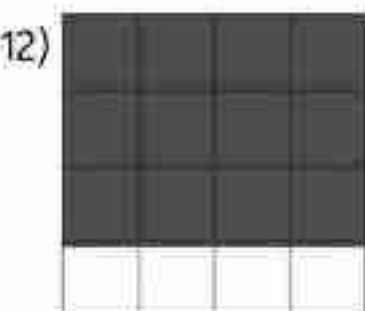
\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares

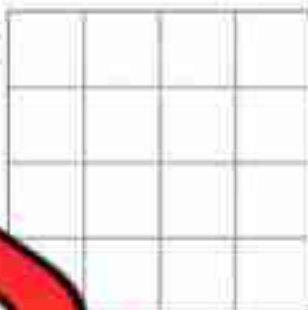
**Introduction to Area****Questions****Shade in the area**

1)



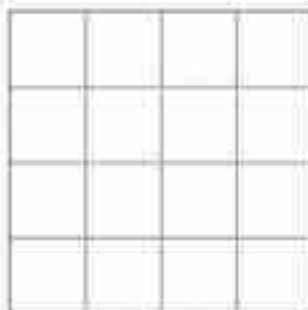
4 squares

2)



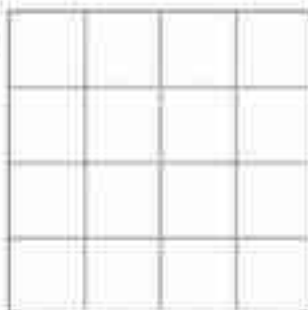
2

3)



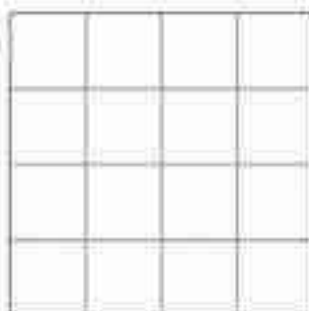
3 squares

4)



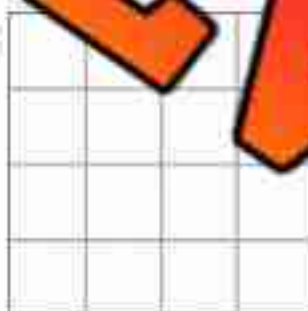
8 squares

5)



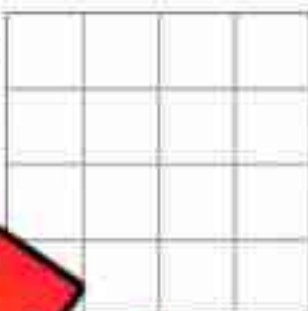
5 squares

6)



9 squares

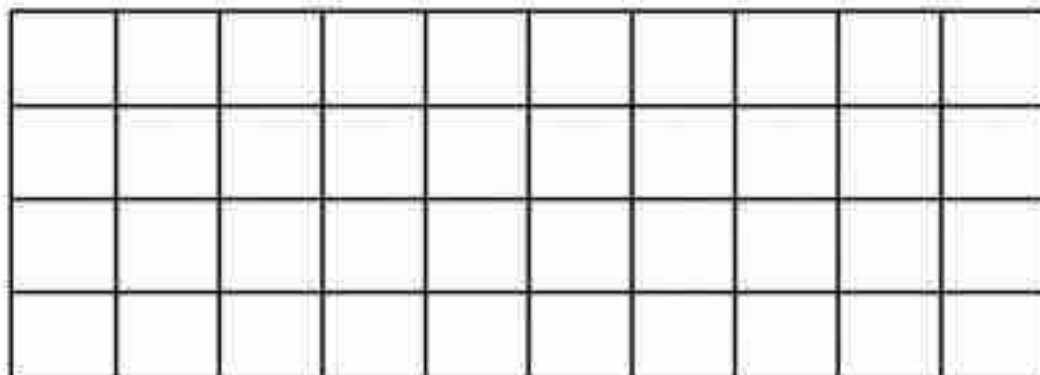
8)



6 squares

es

9)



24 squares



# Area

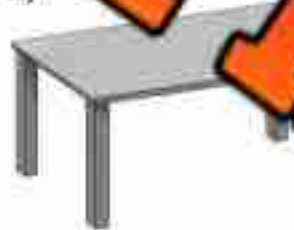
**Area** is how much space is taken up by a 2D shape. The area of your table or desk is how large the surface is. Does your teacher's desk have more or less area than your desk?



Instructions

Circle which surface has more area

1)



vs

2)



vs



3)



vs



4)



5)



vs



6)



vs



7)



vs



8)



vs

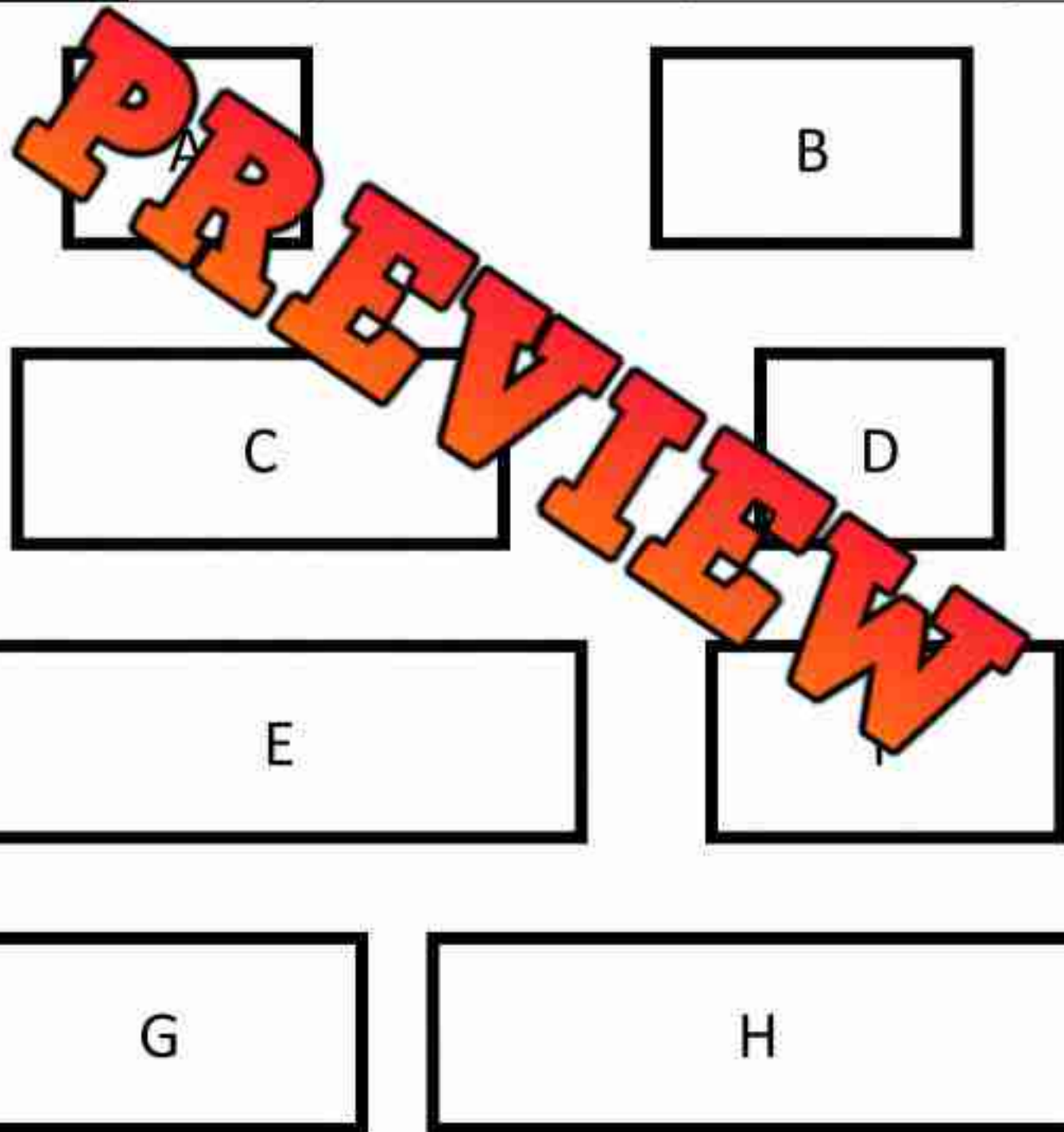


**Area**

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



Name: \_\_\_\_\_

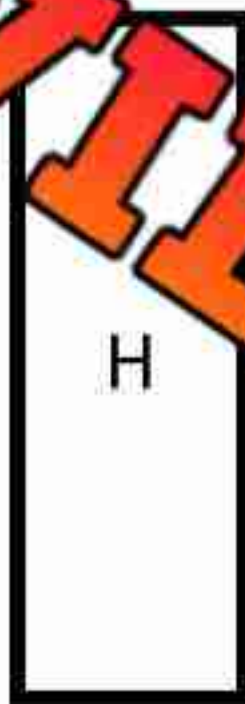
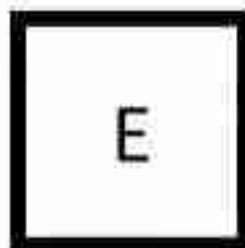
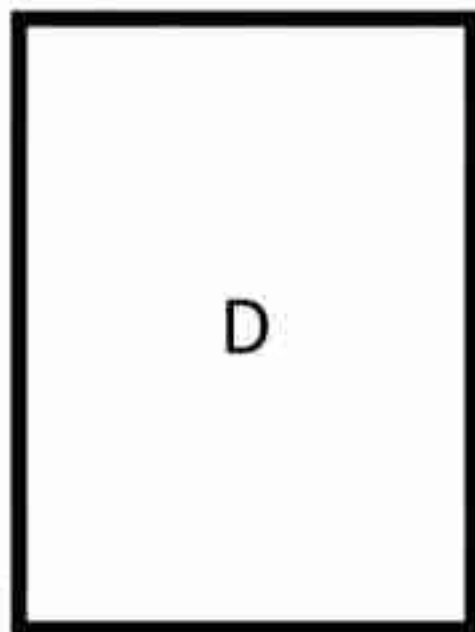
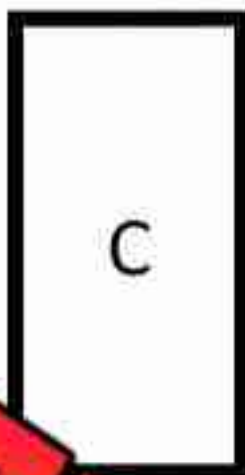
124

Curriculum Connection  
E2.2

## Area

### Instructions

Cut A out and find out many times it fits into the other shapes



Shape	# of Times
E	
F	
G	
H	





Name: \_\_\_\_\_

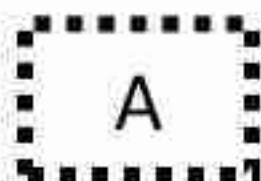
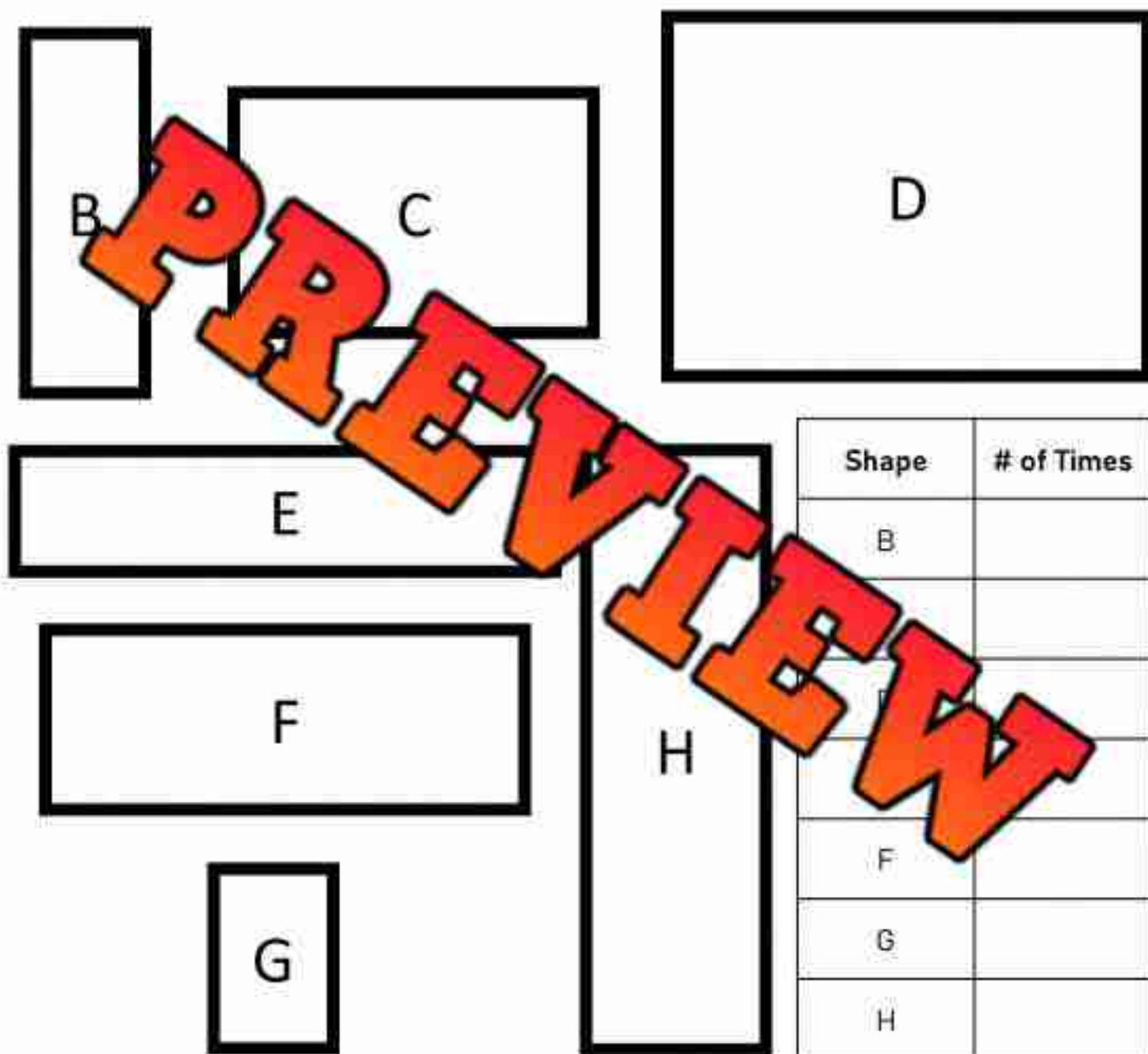
126

Curriculum Connection  
E2.2

## Area

### Questions

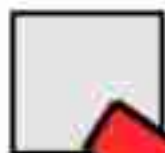
Cut A out and find out many times it fits into the other shapes



**Comparing Area – 2D Shapes****Questions**

Circle the shape with more area

1)



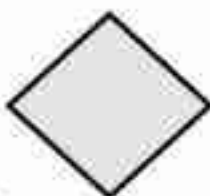
2)



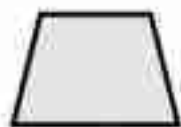
3)



4)



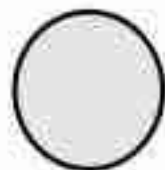
5)



6)



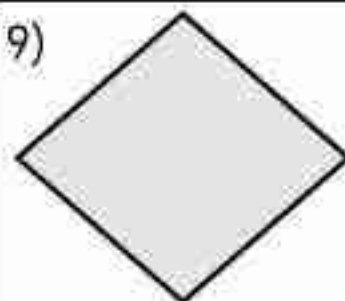
7)



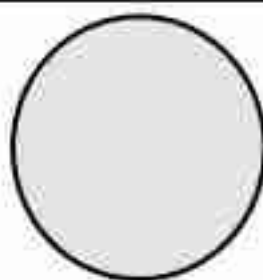
8)



9)



10)



**Comparing Area - Ordering****Questions**

Order the area of the shapes from smallest (1) to largest (3)

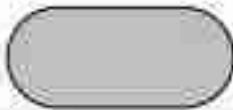
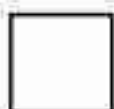
1)



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?

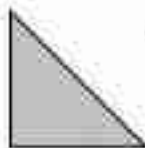
1)



2)



3)



Name: \_\_\_\_\_

Circle the shape that has more area?

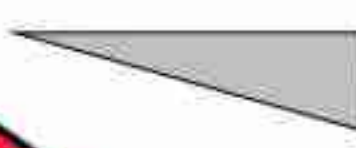
1)



2)



3)



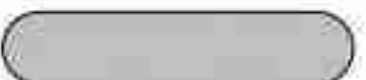
Name: \_\_\_\_\_

Circle the shape that has more area?

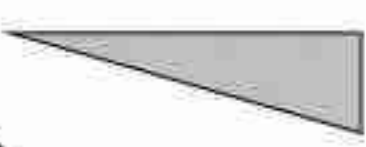
1)



2)



3)



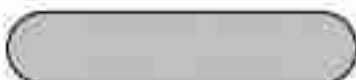
Name: \_\_\_\_\_

Circle the shape that has more area?

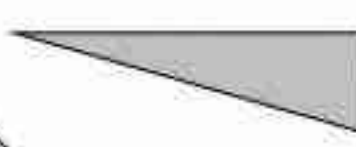
1)



2)



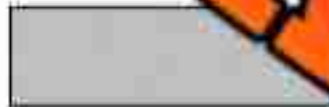











3)



**Comparative Language****Questions**



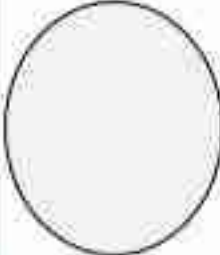


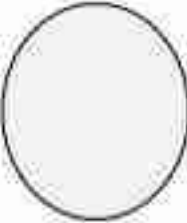
Circle the relationship between column 1 and column 2

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)




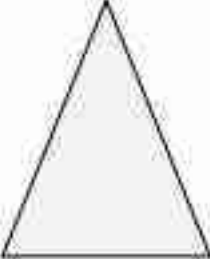


**Part 2**

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)



## Activity: Comparing Area with Paper Squares

### Objective

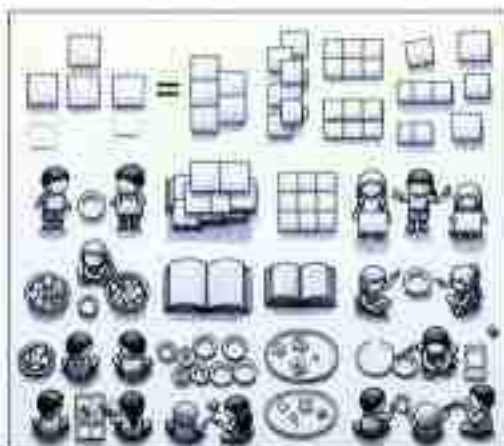
What are we learning about?

Students will learn to compare the area of different objects by covering them with paper squares and counting how many squares each object takes up.

### Materials

What you will need for the activity.

- Various objects of different shapes and sizes (e.g., books, toys, etc.)
- Small squares of paper (1 cm each square)
- Coloured pens or pencils
- Paper for recording



### Instructions

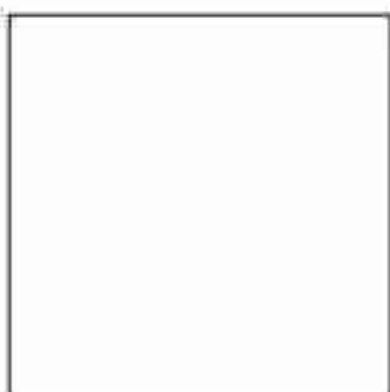
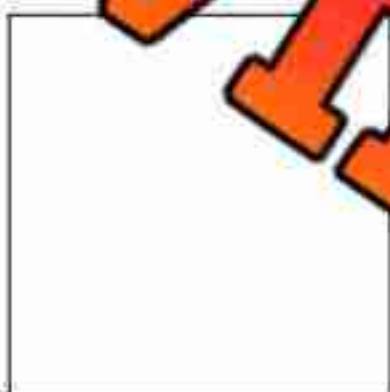
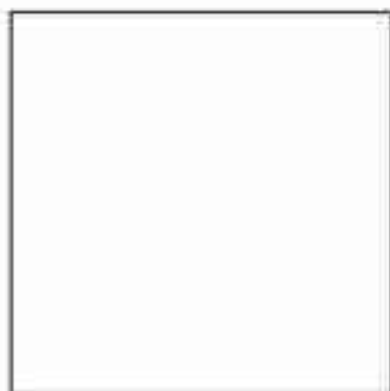
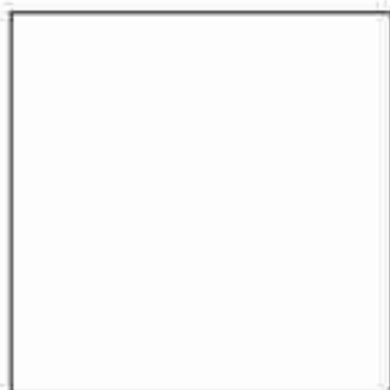
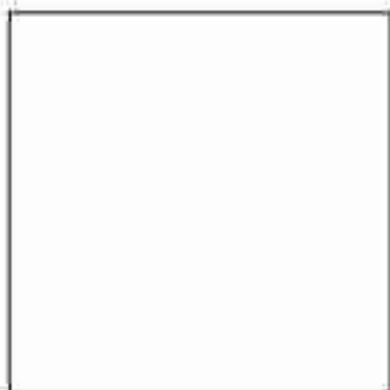
How you will complete the activity

- 1) Explain to the students that they will be comparing the area of different objects by seeing how many paper squares it takes up.
- 2) Provide each student with a set of small paper squares and various different objects to compare. You can cut them out on the next page or have the students cut them out. We have provided multiple options.
- 3) Instruct the students to cover each object with the paper squares, placing them side by side without overlapping.
- 4) Ask the students to count how many squares fit on each object and write down the number.
- 5) After they have compared a few objects, have them draw and colour one of the objects they measured.
- 6) Discuss as a class which objects had the most area and which had the least, based on the number of squares.

Name: \_\_\_\_\_

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Curriculum Connection  
E22



**PREVIEW**

Name: \_\_\_\_\_

135

Curriculum Connection  
E22

**PREVIEW**



Name: \_\_\_\_\_

136

Curriculum Connection  
E22

**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		

**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 <b>circle</b> is bigger than the <b>triangle</b> . The <b>square</b> is bigger than the <b>circle</b> . Which shape is the biggest?		A) Triangle B) Circle C) Square
The <b>oval</b> is bigger than the <b>triangle</b> . The <b>rectangle</b> is the smallest shape. Which shape is the biggest?		A) Triangle B) Oval C) Rectangle
The <b>square</b> is bigger than the <b>star</b> . The <b>circle</b> is bigger than the <b>square</b> . Which shape is the biggest?		A) Star B) Square C) Circle
The <b>heart</b> is smaller than the <b>square</b> . The <b>triangle</b> is the smallest shape. Which shape is the biggest?		A) Triangle B) Heart C) Square
The <b>triangle</b> is the smallest shape. The <b>circle</b> is bigger than the <b>rectangle</b> . Which shape is the biggest?		A) Triangle B) Circle C) Rectangle
The <b>star</b> is the smallest shape. The <b>heart</b> is smaller than the <b>rectangle</b> . 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)



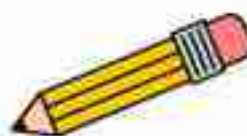
2)



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 the \_\_\_\_\_.

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.

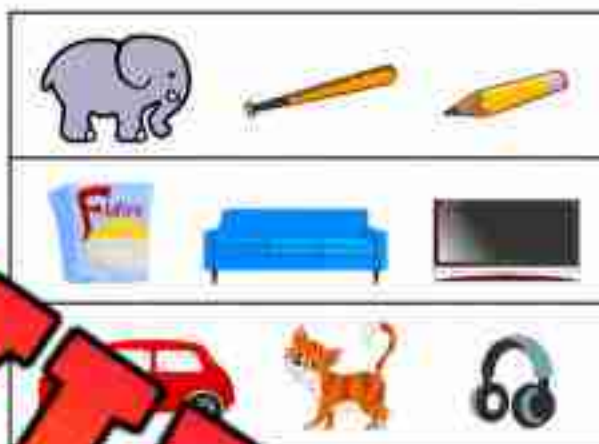
Name: \_\_\_\_\_

Put a square around the heaviest object and circle the lightest object.



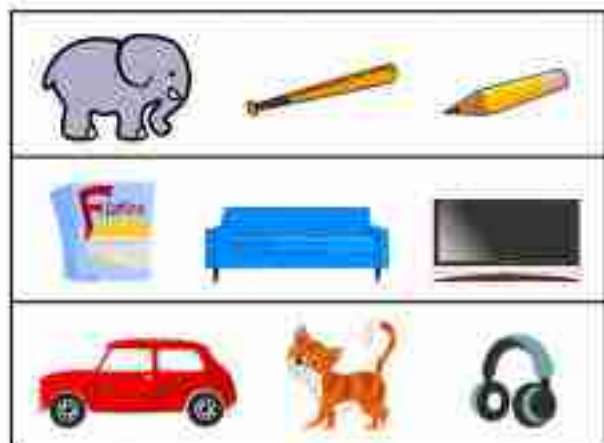
Name: \_\_\_\_\_

Put a square around the heaviest object and circle the lightest object.



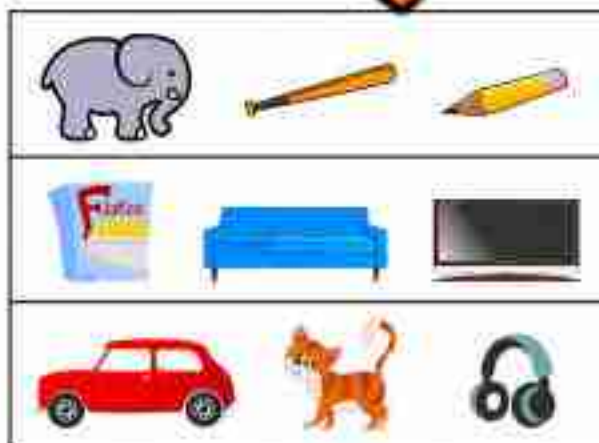
Name: \_\_\_\_\_

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 \_\_\_\_ .

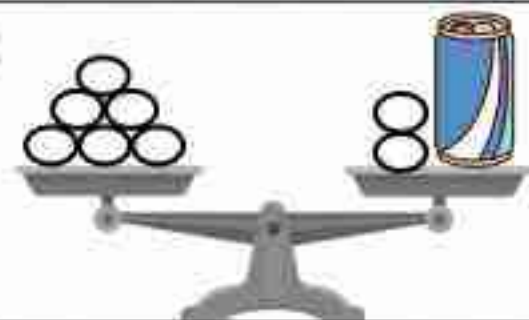
2)

The cake weighs \_\_\_\_ .

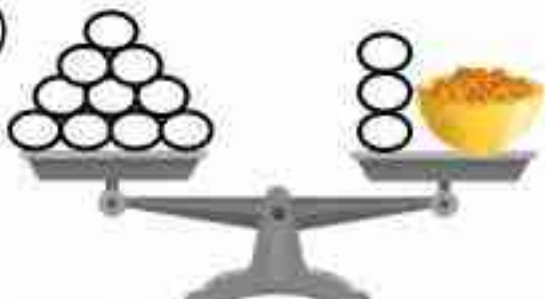

3)

The sandwich weighs \_\_\_\_ .

4)

The can weighs \_\_\_\_ .

5)

The bowl weighs \_\_\_\_ .

## Exit Cards

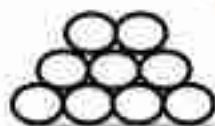
Cut Out

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.

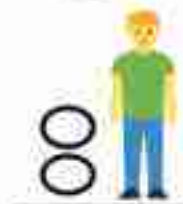
Ethan weighs \_\_\_\_\_



Name: \_\_\_\_\_

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

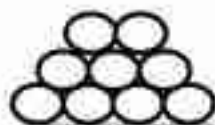
Ethan weighs \_\_\_\_\_



Name: \_\_\_\_\_

Here is Ethan. How many circles does Ethan weigh? Write your answer in the space provided below.

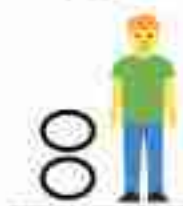
Ethan weighs \_\_\_\_\_



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 sheets



### Instructions

How you will conduct the activity

- 1) Introduce the concept of mass and how we can use 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?

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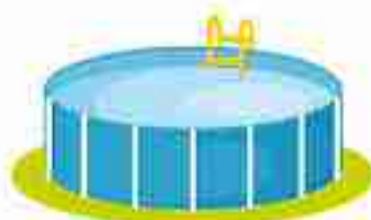
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**Capacity – Which Holds More?****Questions**

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

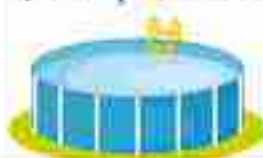
5) The gas can hold the \_\_\_\_\_.

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)



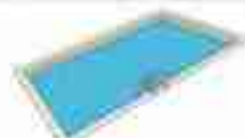
4)



5)



6)



7)



8)




9)



# Comparative Language




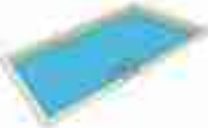


**Questions**

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

Question: 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

more

less

more

less

more

less

more

less

more

less

more

less

more

less

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 bathtub.	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 each step.

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 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	Spoon	Coffee	Juice box
Which of these would hold the most toys?	Toy chest	Pencil case	Bag	
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: \_\_\_\_\_

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Curriculum Connection  
E2.3**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?

\_\_\_\_\_

\_\_\_\_\_

Days of  
the  
Week



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? \_\_\_\_\_ 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? \_\_\_\_\_ 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						

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

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

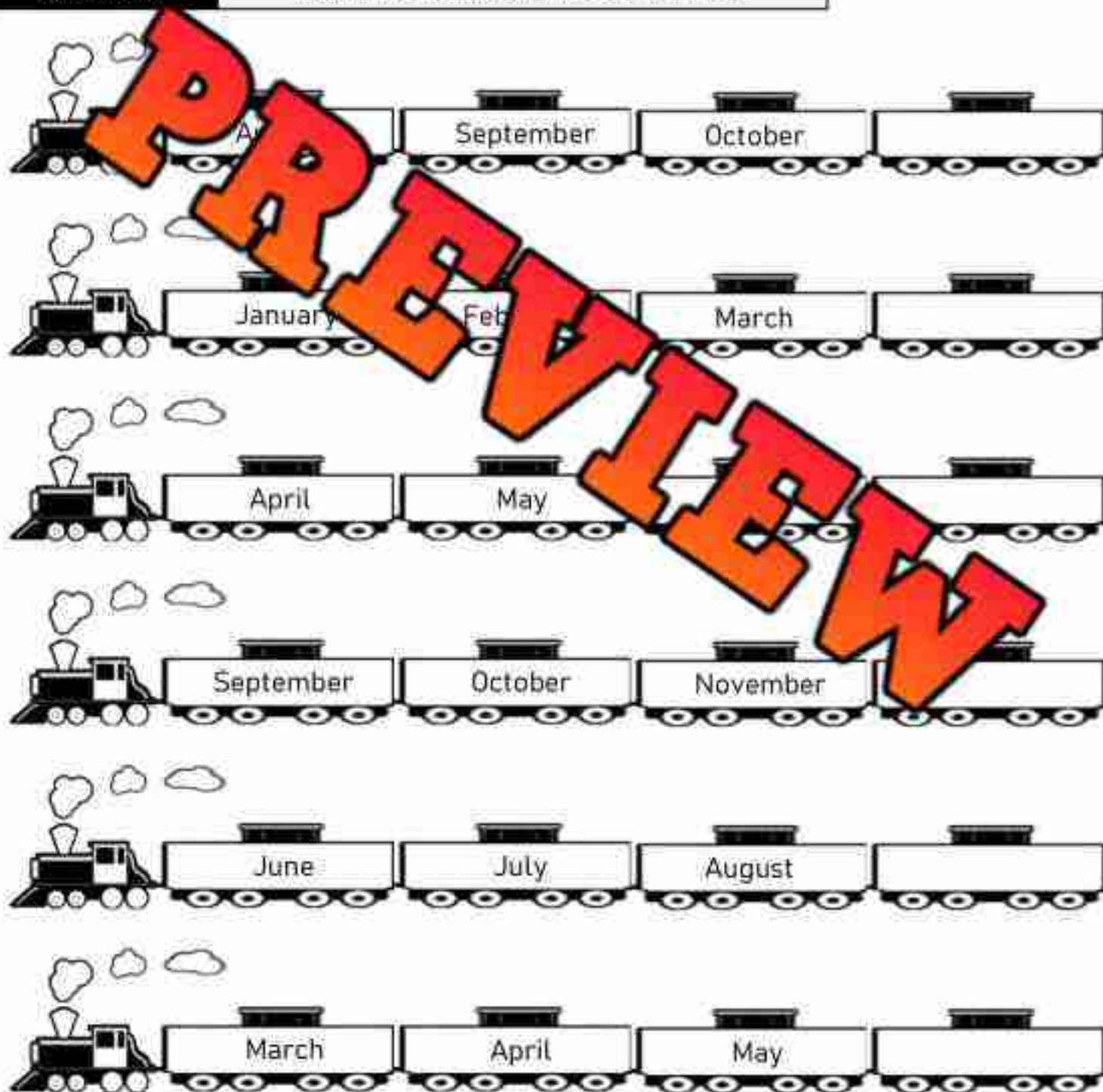


**Months – Which Comes Next ?**

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

**Questions**

Fill in the blank on the last train car



**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 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	

**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 using the calendar

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

2) What date is it?

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	15		17			20
	22		24		26	
28						

#### Questions

Answer the questions by looking at the calendar

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

2) What day is 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
1	2		20		22	
	9			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
			24		26	
28						

### Questions

Answer the questions below using 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?

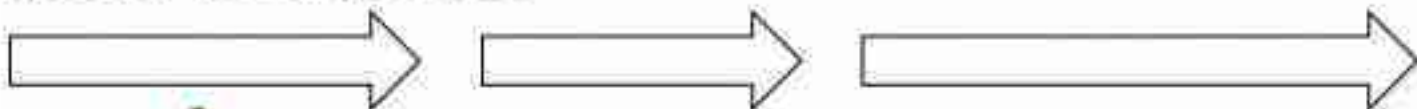
b) 5 days after December 14?

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** Which one is the shortest or the longest

1) The baseball bat is



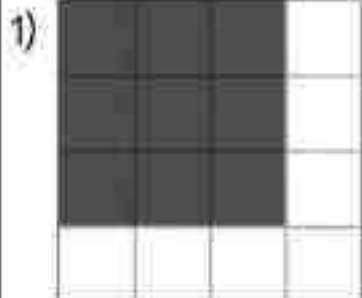
Shortest

Longest

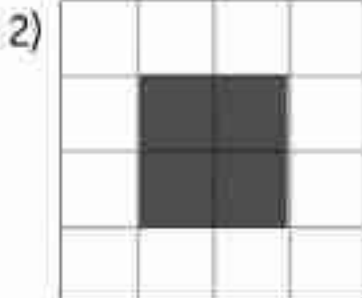
2) The eraser is the \_\_\_\_\_



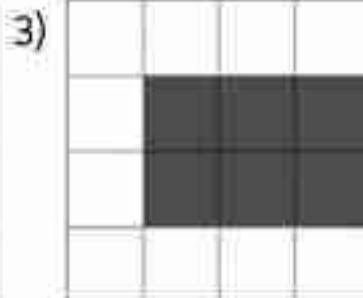
Shortest

**Part 3** What is the area of the shape in squares?

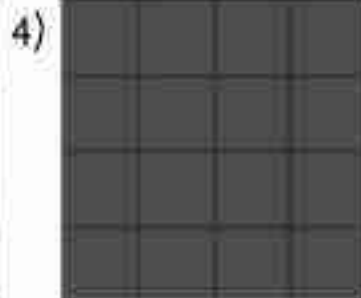
\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



\_\_\_\_\_ squares



## Part 4

Circle the shape with more area

1)



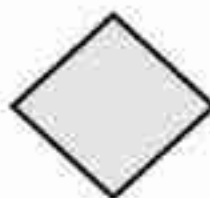
2)



3)



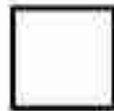
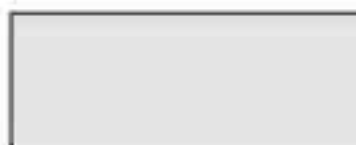
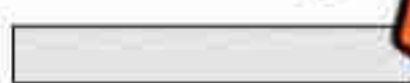
4)



## Part 5

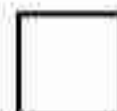
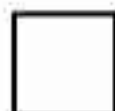
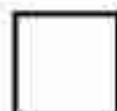
Order the shapes from smallest (1) area to largest (3)

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 1st

b) 5 days after December 22nd

d) 2 weeks after December 7th