Preview - Information

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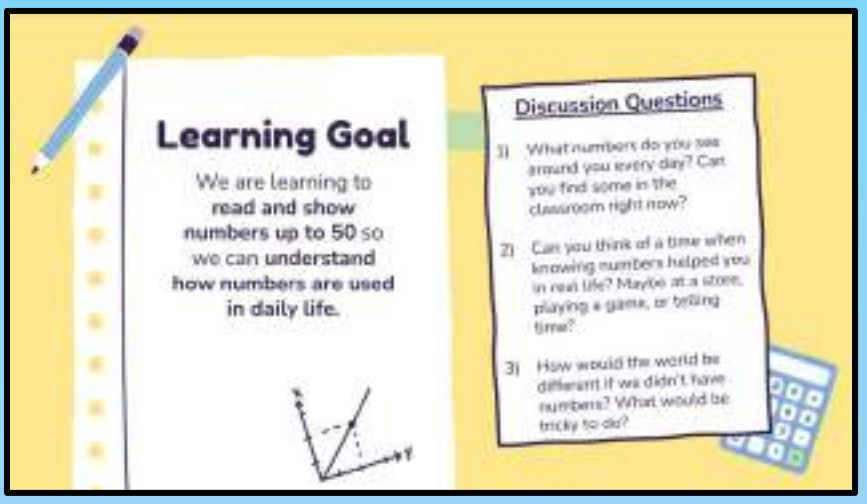
Google Slides Lessons Preview

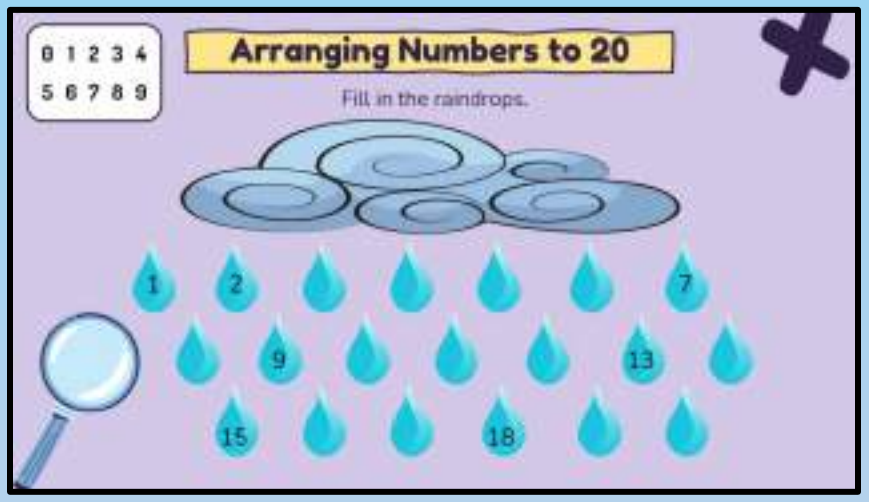
Alberta Math Curriculum Number Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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



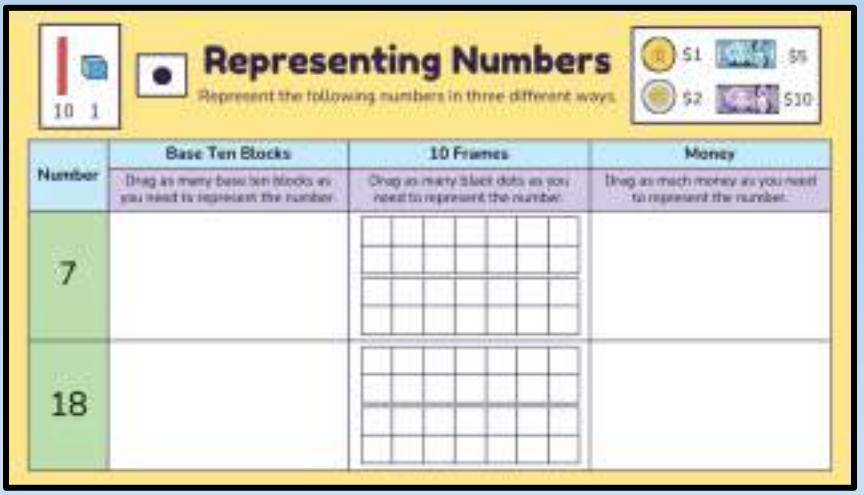


Part 2 – Action!

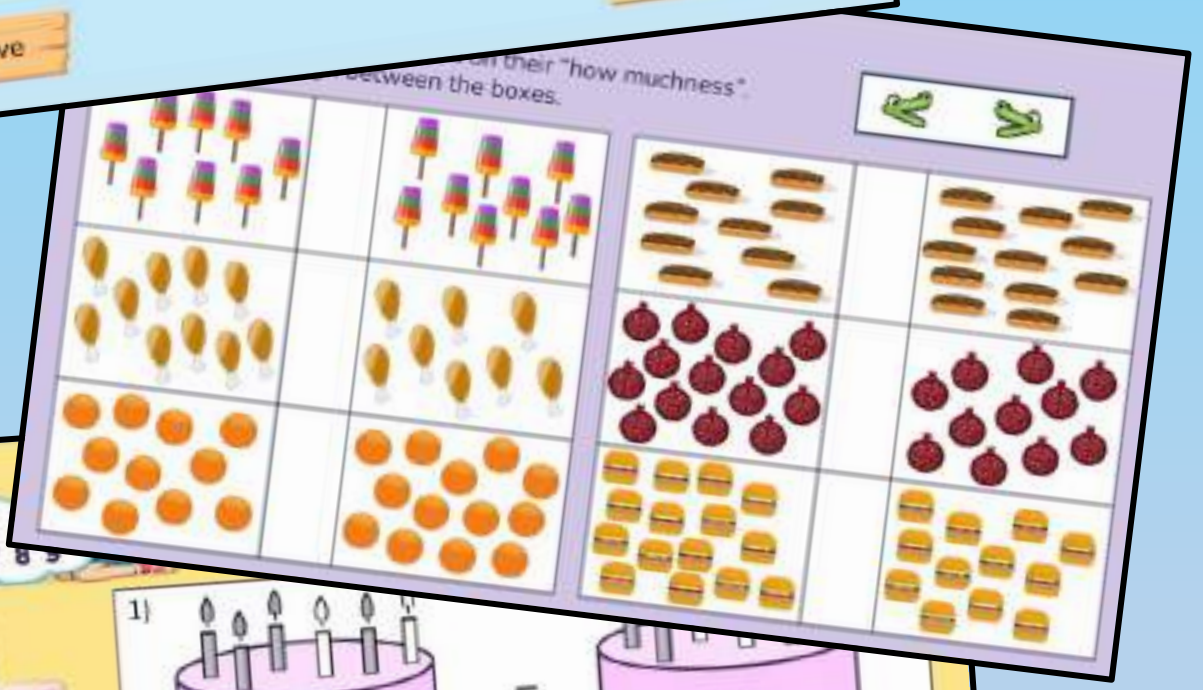
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

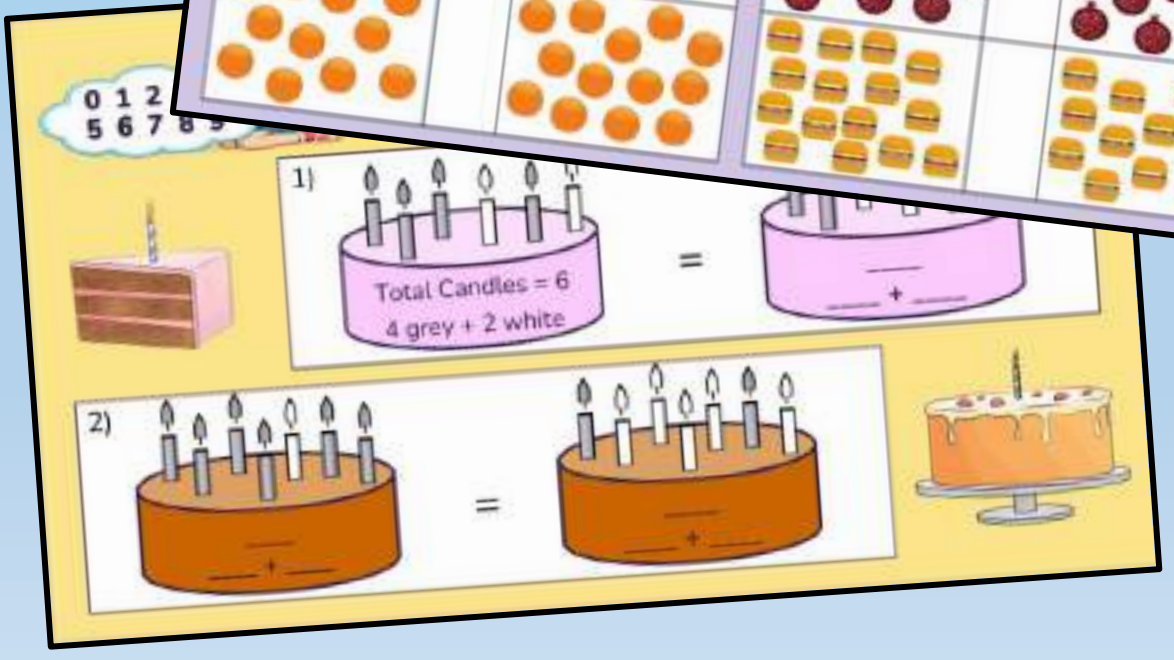
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

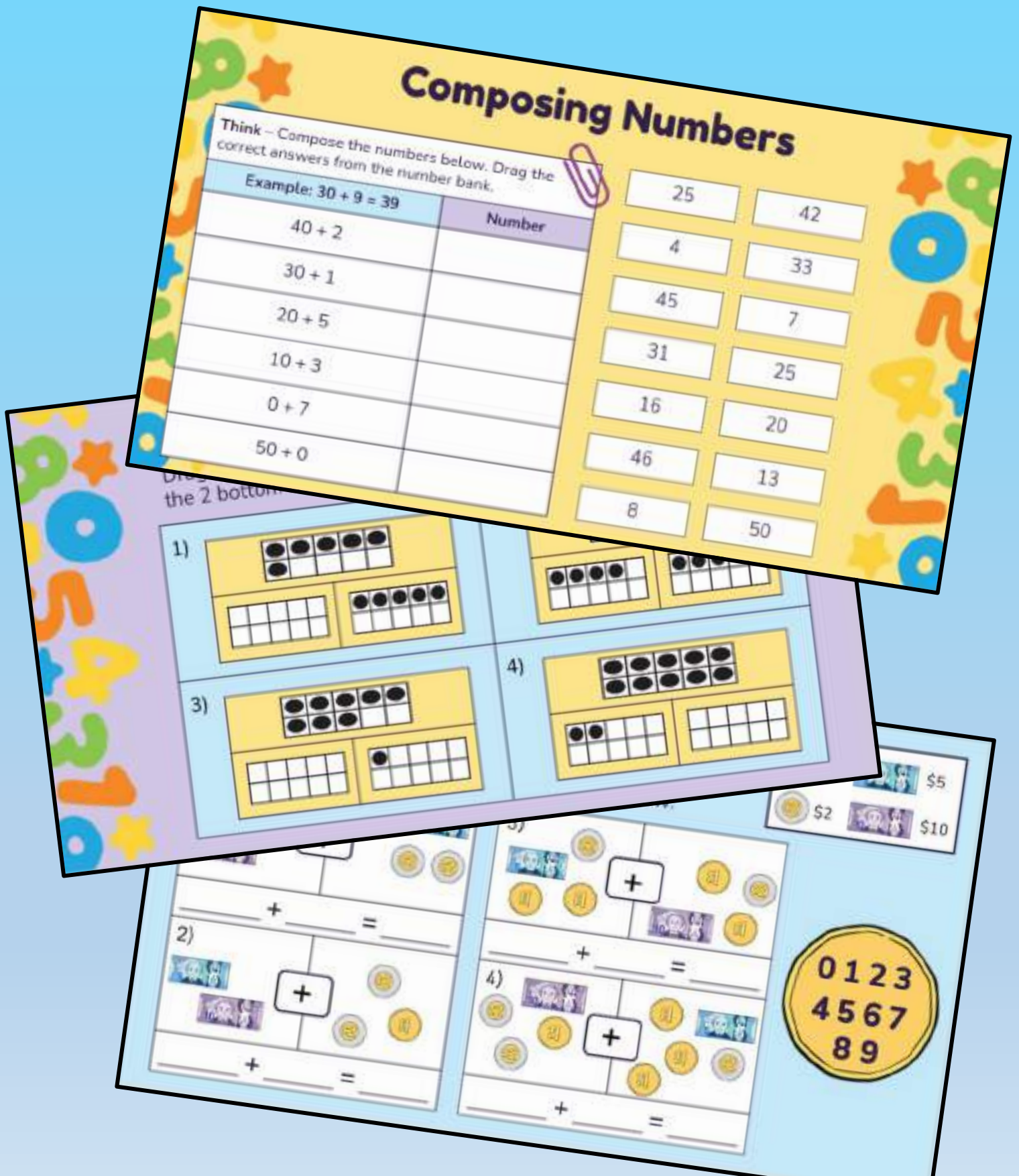


Alberta Math Curriculum Number Unit – Grade 1





Alberta Math Curriculum Number Unit – Grade 1



Workbook Preview

Grade 1
Strand: Number

	Curriculum Expectations	Pages
N.1	Students interpret and explain quantity to 100. • Represent quantities using words, numerals, objects, or pictures. • Identify a quantity of 0 in familiar situations. • Count within 100, forward by 1s, starting at any number, according to the counting principles. • Count backward from 20 to 0 by 1s. • Skip count to 100, forward by 5s and 10s, starting at 0. • Skip count to 20, forward by 2s, starting at 0. . • Partition a set of objects by sharing and grouping. • Demonstrate conservation of number when sharing or grouping. • Recognize quantities to 10. • Investigate equal and unequal quantities, including using a balance model. • Identify numbers that are one more, two more, one less, and two less than a given number. •	6 – 79
N.2	St • • • • • Add and subtract within 20. • Check differences and sums using inverse operations. • Determine a missing quantity in a sum or difference, within 20, in a variety of ways. • Express addition and subtraction symbolically. • Solve problems using addition and subtraction • Identify patterns in addition and subtraction, including patterns in addition tables. • Recognize families of related addition and subtraction number facts. • Recall addition number facts, with addends to 10, and related subtraction number facts.	81 – 202
N.3	Students examine one-half as a part-whole relationship. • Identify one-half in familiar situations. • Partition an even set of objects into two equal groups, limited to sets of 10 or less. • Partition a shape or object into two equal pieces. • Describe one of two equal groups or pieces as one-half. • Verify that the two halves of one whole group, shape, or object are the same size.	204 - 214

100

N.1

Students interpret and explain quantity to 100

100

Name: _____ 6

Curriculum Connection
N.1

The Number Zero - 0

Part 1 How many cookies are in the cookie jar?

1)

2)

Part 2 How many apples are on the tree?

1)

Part 3 How many cars are on the road?

1)

2)

Name: _____ 8

Curriculum Connection
N.1

Arranging Numbers to 20

Directions Fill in the raindrops

Curriculum Connection
N.1

Exit Cards

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

Name: _____

Count by 1s forwards.			
14		16	

Count by 1s backwards.			
18			

Count by 1s forwards.			
78			

Count by 1s backwards.			
99			

Name: _____

Count by 1s forwards.			
14		16	

Count by 1s backwards.			
18	17		

Count by 1s forwards.			
78			

by 1s backwards.			

Name: _____

Count by 1s forwards.			
14		16	

Count by 1s backwards.			
18	17		

Count by 1s forwards.			
78			

Count by 1s backwards.			
99			

Name: _____

Count by 1s fo			
14			

Count by 1s backwards.			
18	17		

Count by 1s forwards.			
78			

Count by 1s backwards.			
99			

Name: _____ 12

Curriculum Connection
N.1

Counting Backwards By 1s

Part 1 Count back by 1s

Part 2 Fill in the blanks by counting backwards 1s

1) 8, 7, 6, _____, _____, _____, _____, _____

2) 12, _____, _____, 9, _____, _____, _____

3) _____, 14, _____, _____, 11, _____, _____

4) _____, _____, _____, _____, _____, _____, 14

Name: _____ 14

Curriculum Connection
N.1

Counting By 5s

Part 1 Count by 5s

		60		
5				
10				
				85

Part 2 Fill in the blanks counting by 5s

1) 5, 10, 15, _____, _____, _____, _____

2) 35, _____, _____, 50, _____, _____, _____

3) _____, 65, _____, _____, 80, _____, _____

4) _____, _____, _____, _____, _____, 100

Name: _____ 16

Curriculum Connection
N.1

Counting Backwards By 10's From 100

Part 1 Count backwards by 10s from 100

	100		
			70
30			

Part 2 Fill in the blanks counting backwards by 1

100, 90, 80, _____, _____, _____, _____, _____, _____, _____

80, _____, _____, 50 _____, _____, _____

_____, _____, 40, _____, _____, _____, _____

_____, _____, _____, _____, _____, _____, 10

Name: _____ 17

Curriculum Connection
N.1

Counting by 10s to 100

Part 1 How many ten-dollar bills do you need to make $100?





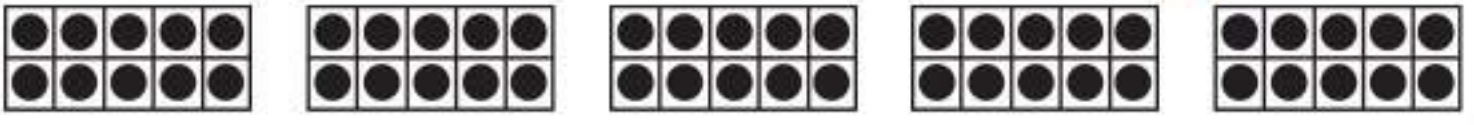




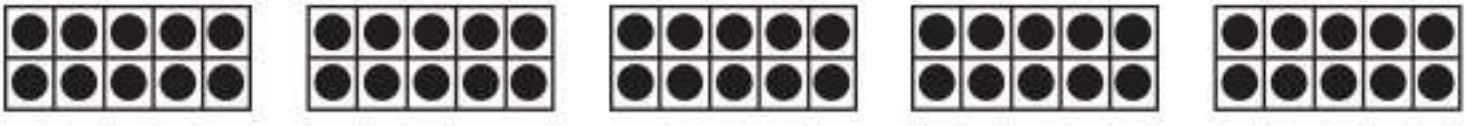

Answer: _____

Part 2 C... ...to 1... ...g the number line

Part 3 Count by 10s to 100 using the ten frames



_____ _____ _____ _____ _____



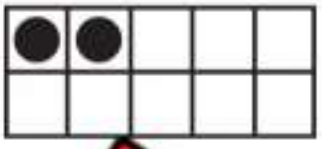
_____ _____ _____ _____ _____

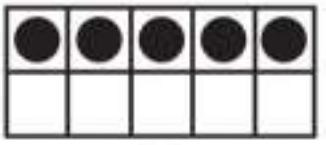
Name: _____ 21

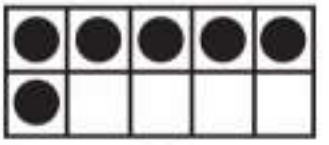
Curriculum Connection
N.1

Subitizing – 10 Frames

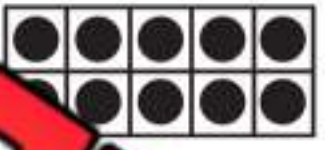
Part 1 How many circles are in the 10 frames. Try not to count them!

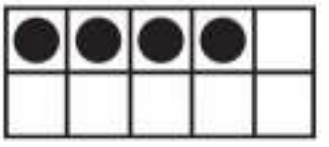
1) 

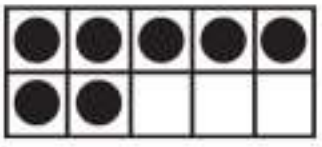
2) 

3) 

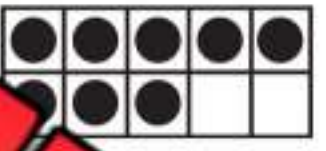
4) 

5) 

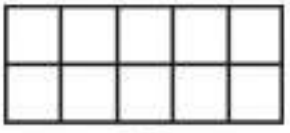
6) 

7) 

8) 

9) 

Part 2 Draw how many circles you see in the numbers below

1) 
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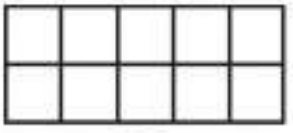
2) 
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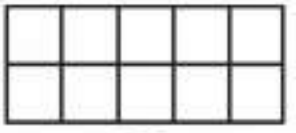
3) 
4

4) 
6

5) 
9

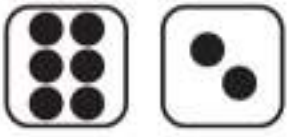
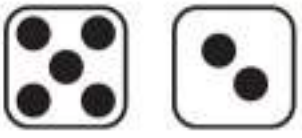
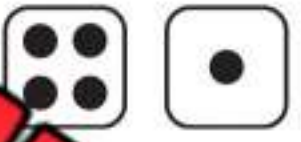
6) 
3

Name: _____ 23

Curriculum Connection
N.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)  4	2)  6	3)  3
4)  8	5)  9	6)  12

Name: _____ 25

Curriculum Connection
N.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

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

Part 3 Which is greater? Use the < > or =

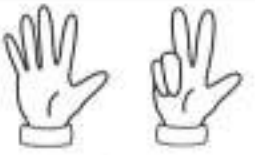
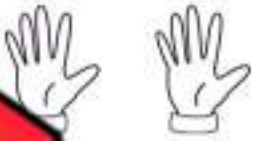
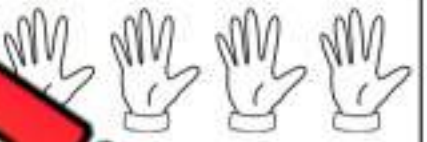
8 _____	13 _____	14 ____

Name: _____ 26

Curriculum Connection
N.1

Counting Fingers

Part 1 How many fingers do you count?

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

Part 2 Draw fingers to represent the numbers below

1) 6	2) 8	3) 3
4) 13	5) 19	6) 25

Exit Cards

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

Name: _____

a) Fill in the equations below by counting the dots on the dice.

_____ + _____ + _____ = _____

b) Which is greater? Use the < > or =

12 _____ 

24 _____ 

Name: _____

a) Fill in the equations below by counting the dots on the dice.

_____ + _____ + _____ = _____

b) Which is greater? Use the < > or =

_____ 

_____ 

Name: _____

a) Fill in the equations below by counting the dots on the dice.

_____ + _____ + _____ = _____

b) Which is greater? Use the < > or =

12 _____ 

24 _____ 

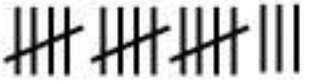
Name: _____

a) Fill in the equations below by counting the dots on the dice.

_____ + _____ + _____ = _____

b) Which is greater? Use the < > or =

12 _____ 

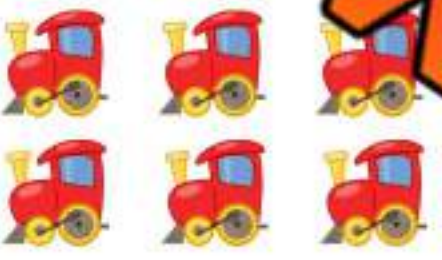
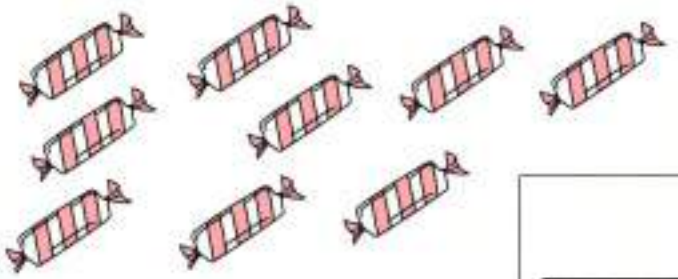
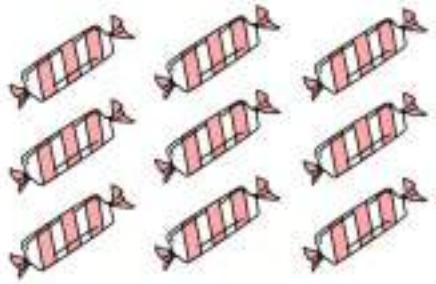
24 _____ 

Name: _____ 31

Curriculum Connection
N.1

Conservation of Numbers

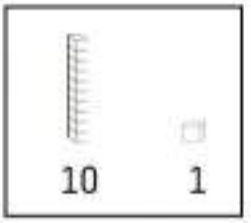
Questions Circle the objects to put them in groups. Then count the objects.

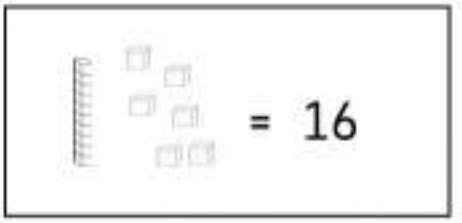
Column 1	Column 2
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

Name: _____ 35

Curriculum Connection
N.1

Base Ten Blocks



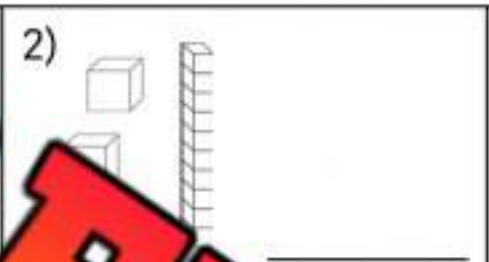


Part 1

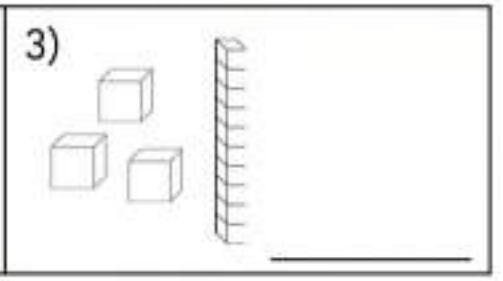
How many blocks do you count?

1) _____

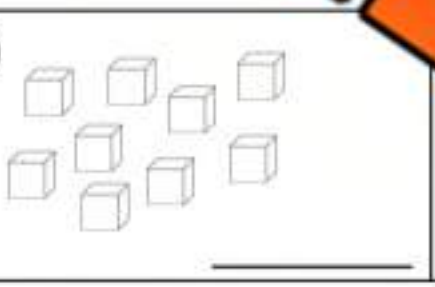
2) _____



3) _____

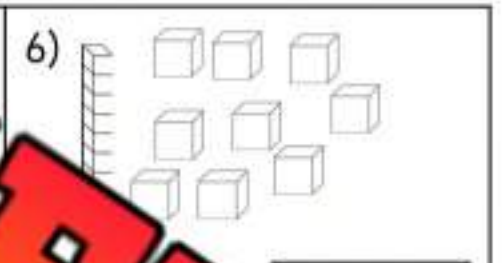


4) _____



5) _____

6) _____



Part 2

Draw the base ten blocks to represent th ers

1) 15	2) 18	3) 8
4) 11	5) 19	6) 14

Name: _____ 36

Curriculum Connection
N.1

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

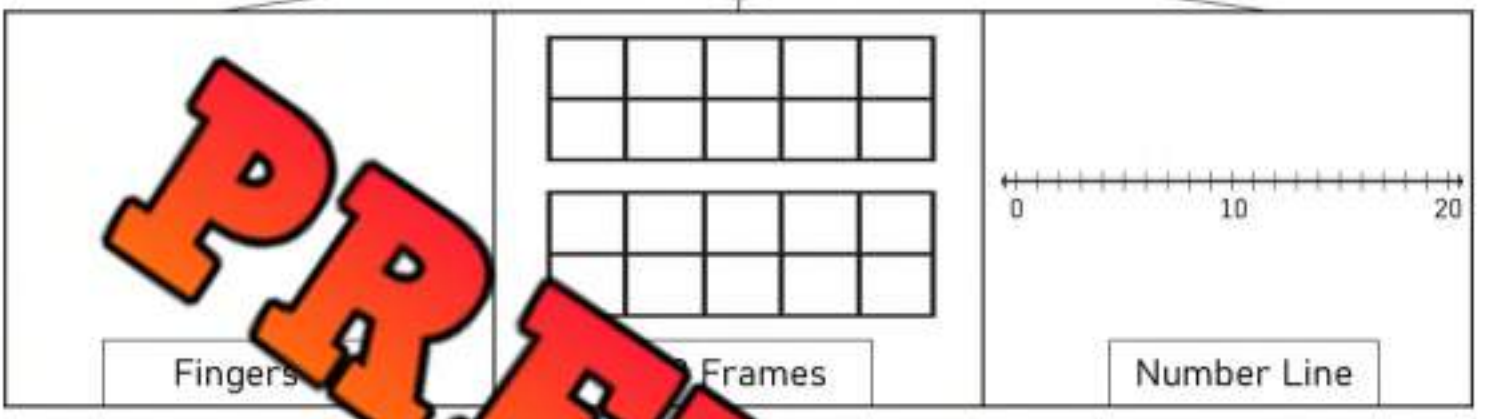
Name: _____ 37

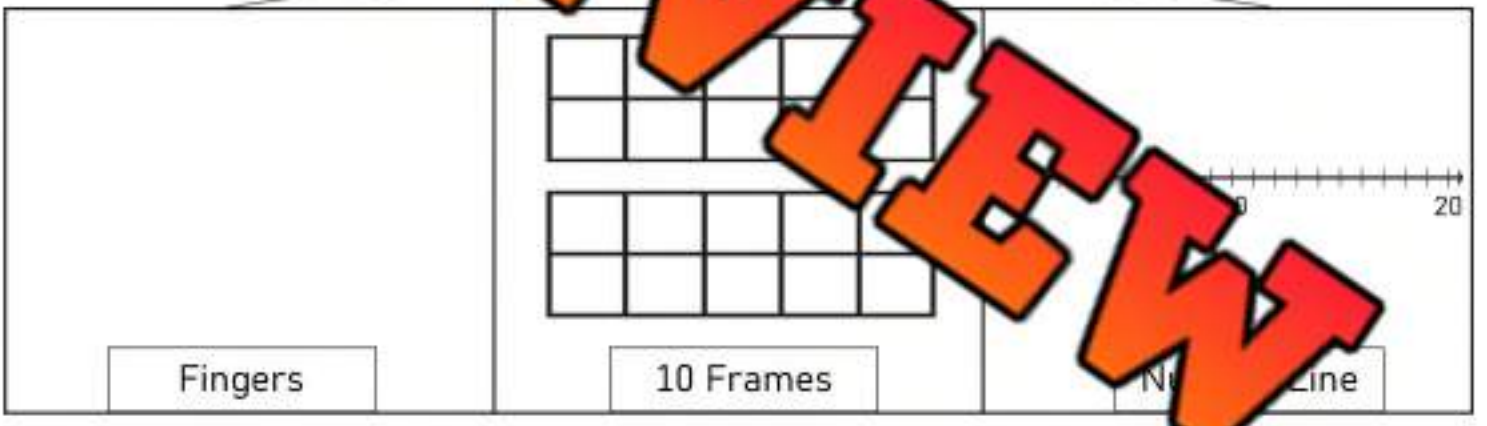
Curriculum Connection
N.1

Representing Numbers

Questions | Represent the numbers below in three different ways

8





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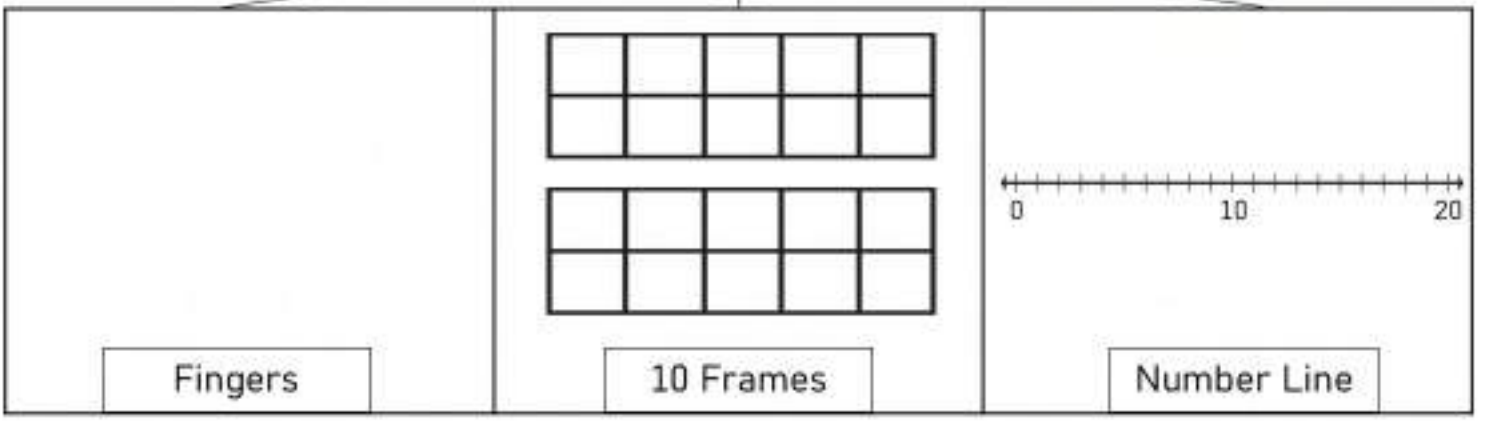


Name: _____ 39

Curriculum Connection
N.1

Place Value Chart

37

Tens	Ones
3	7

Part 1 Fill in the place value charts below

1)

Tens	Ones

2) 21

Tens	Ones

3) 32

Tens	Ones

4) 47

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) 3̲5 Tens	2) 1̲4	3) 1̲8
4) 3̲2	5) 4̲9	6) 1̲00
7) 4̲7	8) 4̲4	9) 2̲0

Name: _____ 40

Curriculum Connection
N.1

Expanded Form

18 ← Standard Form

10 + 8 ← Expanded Form

Part 1 What is the standard form of the numbers below?

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

Part 2 What is the expanded f the n s below?

1) 15	2)
3) 18	4) 39
5) 34	6) 100

Part 3 Fill in the blanks with the missing number

1) 35 = _____ + 5	2) 39 = _____ + 9
3) 47 = 40 + _____	4) 49 = 40 + _____

Name: _____ 41

Curriculum Connection
N.1

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) Thirt	2) Forty-three
3) Twenty-tw	4) Twenty-eight
5) Forty-nine	elve

Part 2 Write the written form of the ers b

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

Name: _____ 44

Curriculum Connection
N.1

One More, One Less

One Less	1)	One More
	8	

One Less	2)	One More
	5	

One Less	3)	One More

One Less	4)	One More
	9	

One Less	5)	One More
	13	

One Less	6)	One More
	1	

One Less	7)	One More
	18	

One Less	8)	One More

One Less	9)	One More
	20	

One Less	10)	One More
	14	

One Less	11)	One More
	11	

One Less	12)	One More
	17	

One Less	13)	One More
	7	

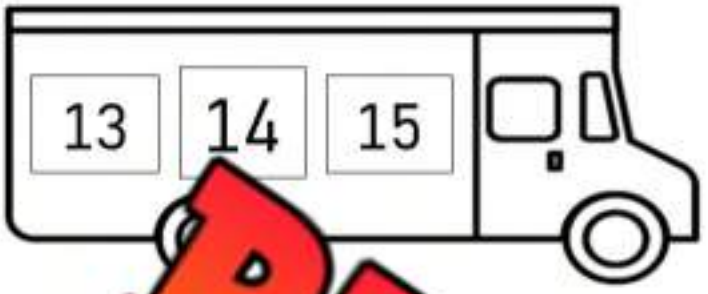
One Less	14)	One More
	19	

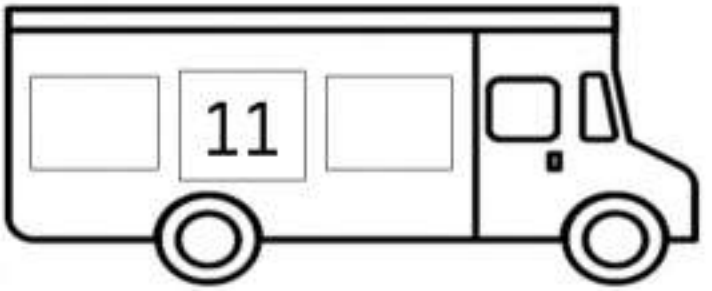
Name: _____ 45

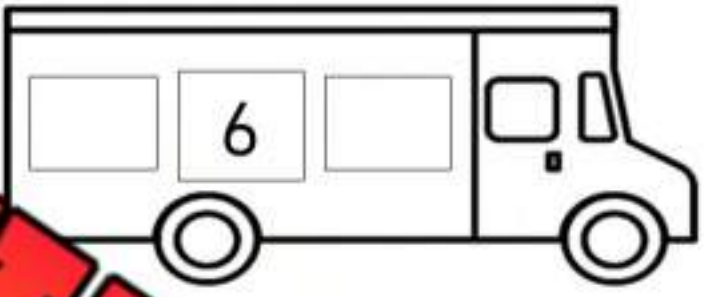
Curriculum Connection
N.1

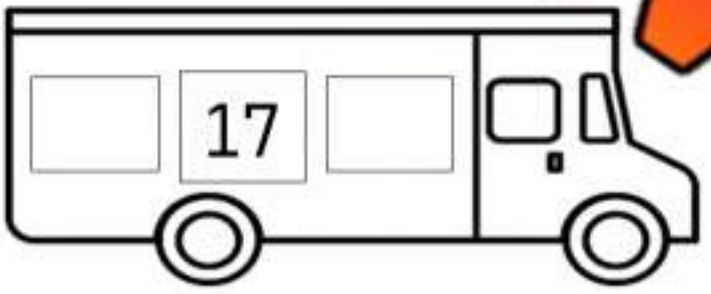
One More, One Less

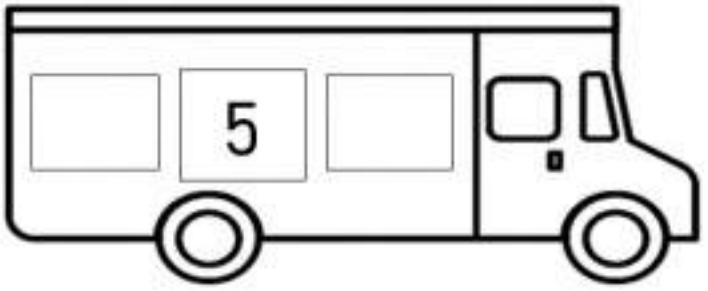
Instructions Write one less and one more on the trucks below

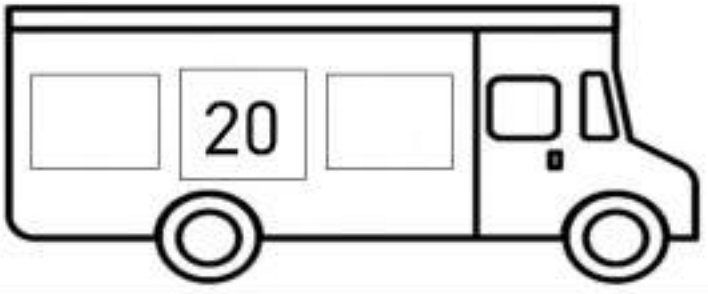


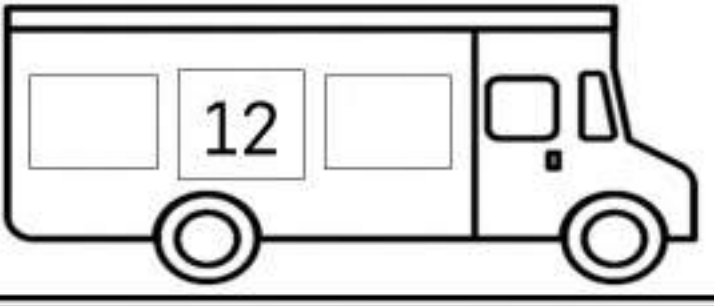












Name: _____ 46

Curriculum Connection
N.1

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	

Name: _____ 54

Curriculum Connection
N.1

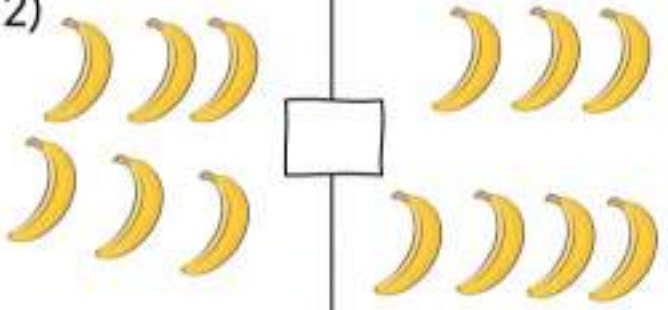
Equal, Unequal, More, Less, Same

Questions Are the groups equal or unequal? Does one side have more, less, or the same? The first one is done for you.

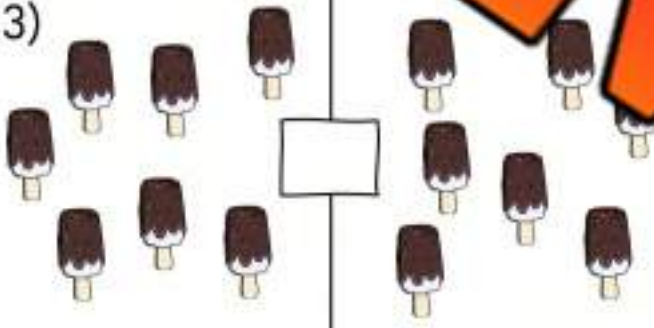
1) ≠

More

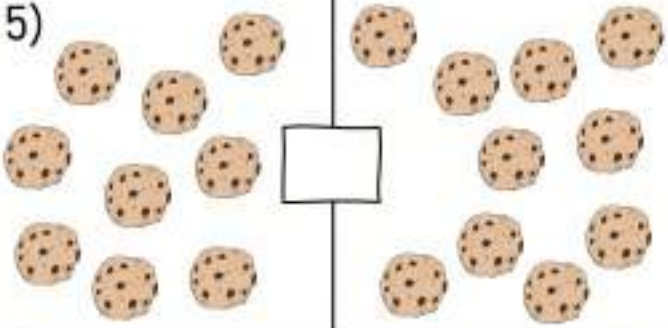
2)



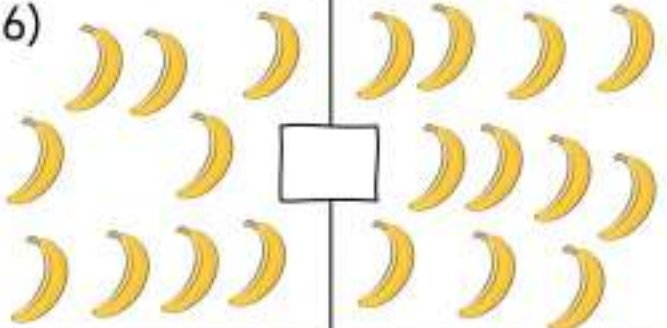
3)



5)



6)



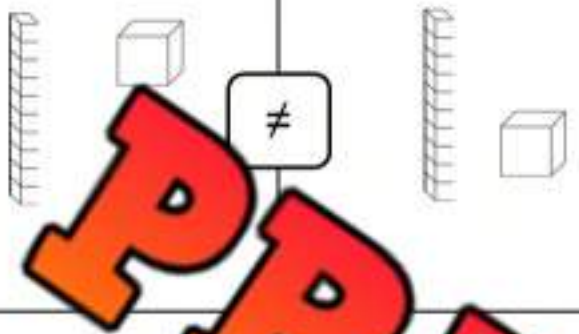
Name: _____ 55

Curriculum Connection
N.1

Comparing Base Ten Blocks

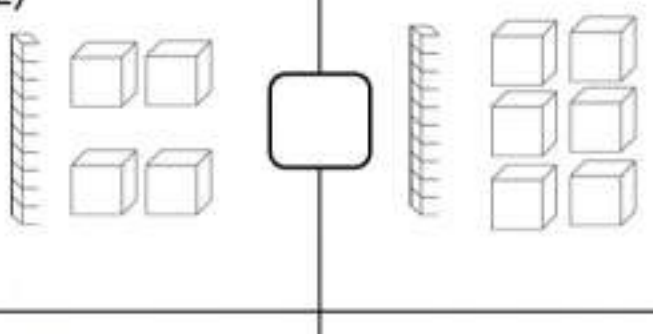
Questions	Are the groups equal (=) or unequal (≠)

1)



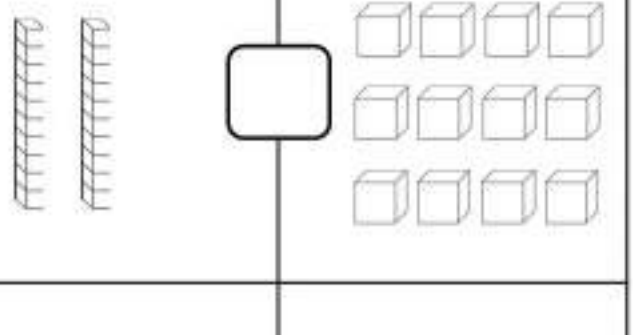
12 1

2)

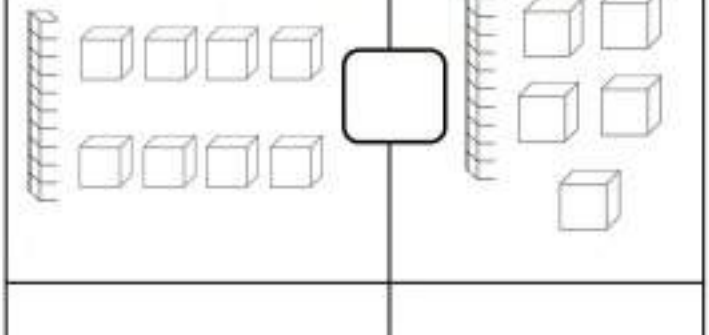


3)

5)



6)



Name: _____ 56

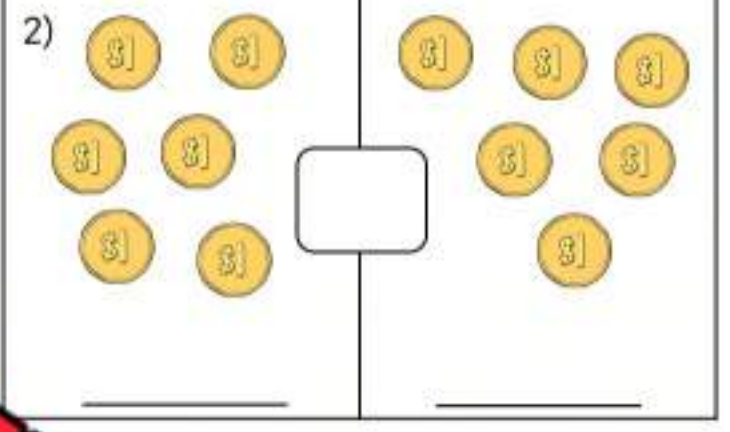
Curriculum Connection
N.1

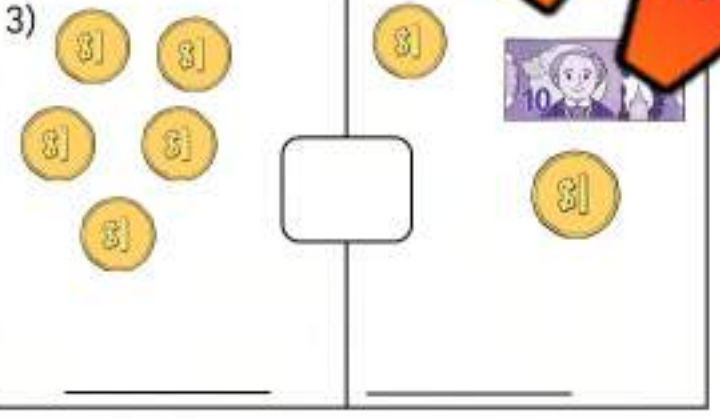
Comparing Money

Questions Count the money below. Are the groups equal or unequal? Does one side have more, less, or the same? The first one is done for you.

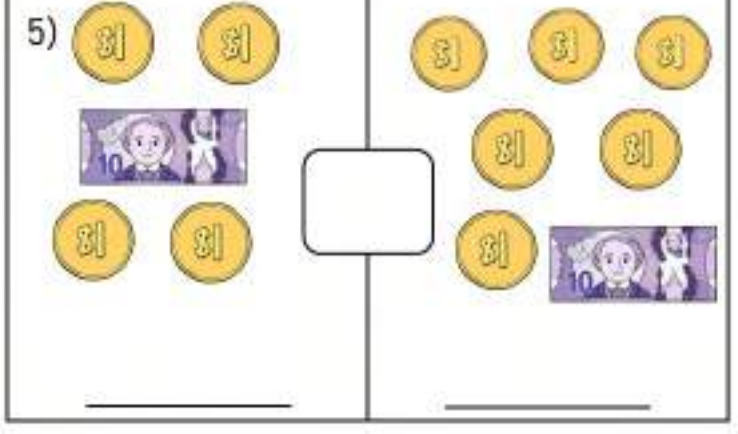
1) 

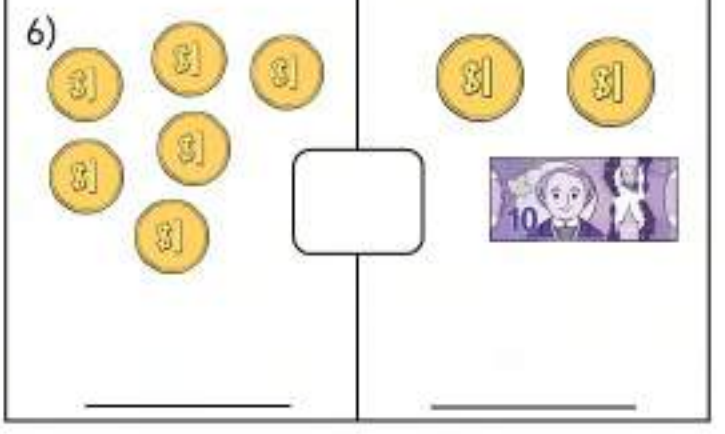
Less

2) 

3) 

4) 

5) 

6) 

Name: _____ 57

Number Sense Quiz

Part 1 Circle the objects to put them in equal groups. Then count the objects

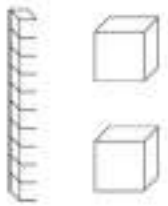
1) 

2) 

3) 

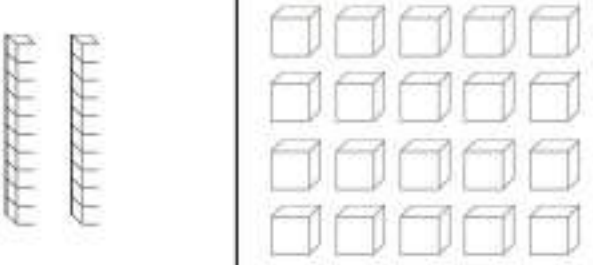
4) 

Part 2 Are the groups equal or unequal?

1) 

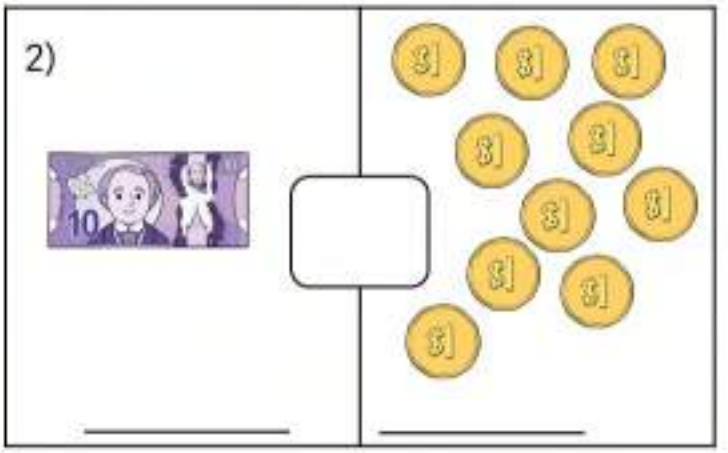
2) 

3) 

4) 

Part 3 Count the money below. Are the groups equal or unequal? Does one side have more, less, or the same?

1) 

2) 

Part 4 Fill in the blanks below

One Less	1)	One More
	7	

One Less	2)	One More
	11	

One Less	3)	One More
	5	

One Less	4)	One More

Two Less	5)	Two More
	3	

Two Less	6)	Two More
	17	

Two Less	7)	Two More
	13	

Two Less	8)	Two More
	2	

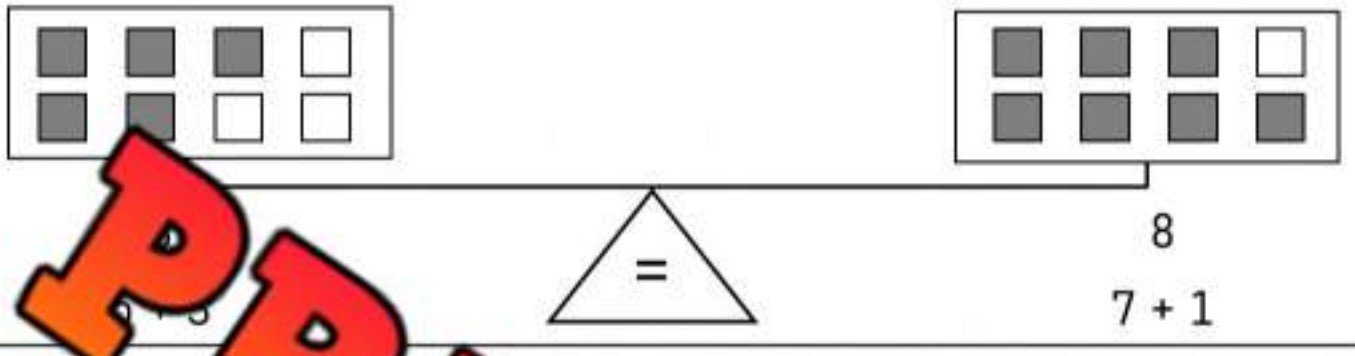
Name: _____ 60

Curriculum Connection
N.1

Pan Balance - Equalities

Instructions Fill in the blanks to create equalities

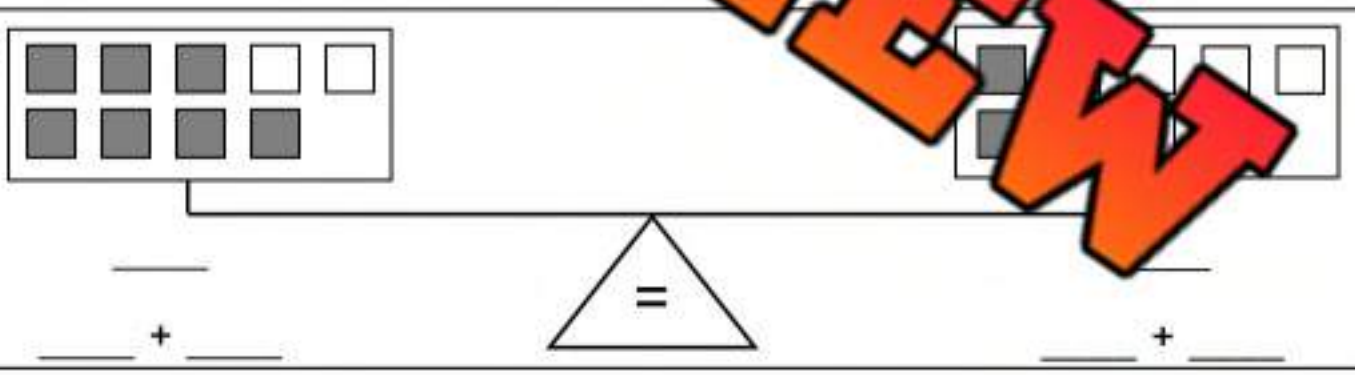
1)



2)

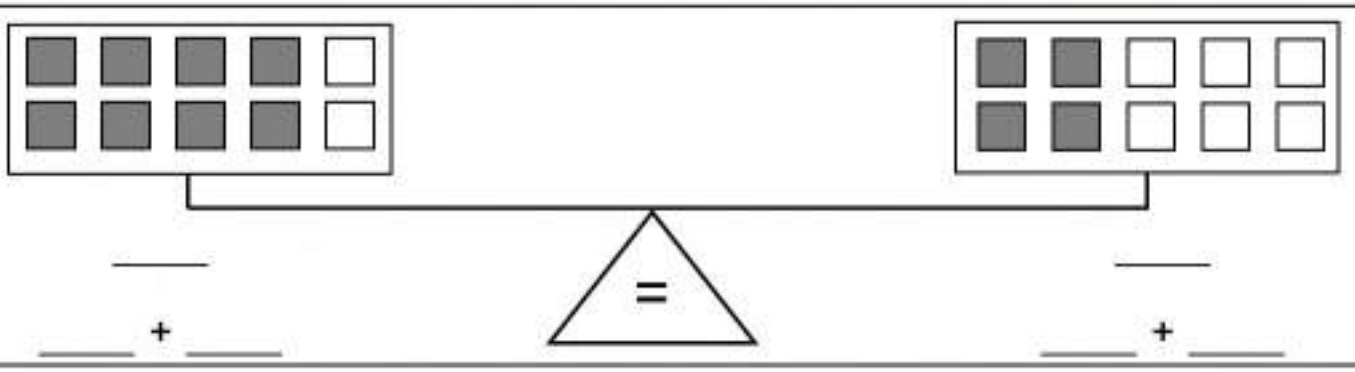
_____ + _____ _____ + _____

3)



_____ + _____ _____ + _____

4)



_____ + _____ _____ + _____

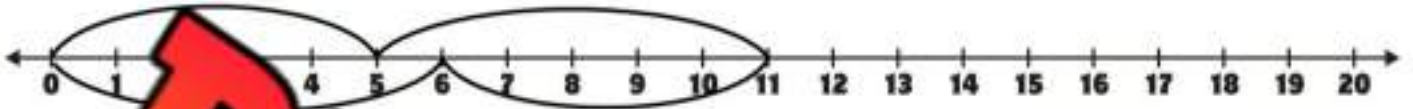
Name: _____ 63

Curriculum Connection
N.1

Double Number Lines - Equalities

Instructions Fill in the blanks to complete the equalities

1) _____ + _____ = _____



_____ = _____

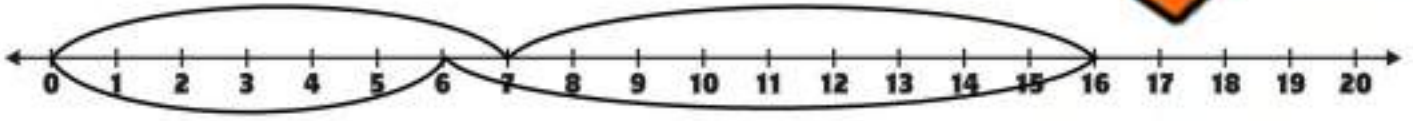
2) _____ = _____

_____ + _____

3) _____ + _____ = _____

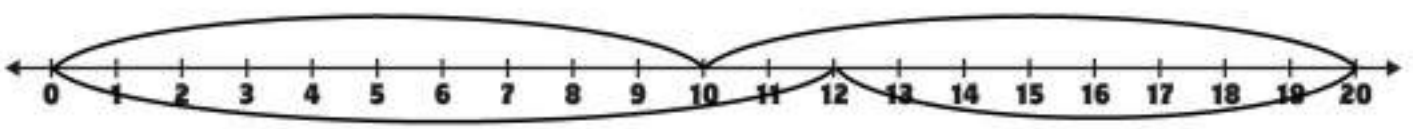
_____ + _____ = _____

4) _____ + _____ = _____



_____ + _____ = _____

5) _____ + _____ = _____



_____ + _____ = _____

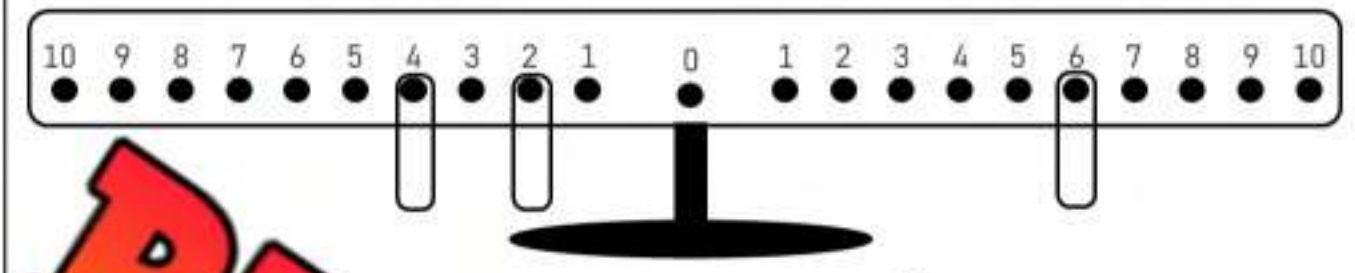
Name: _____ 64

Curriculum Connection
N.1

Pan Balance - Equalities

Instructions Fill in the blanks to balance the equations

1)

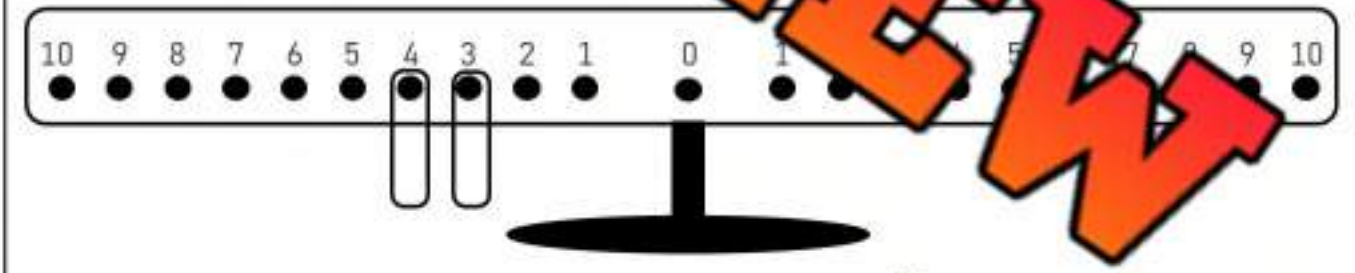


_____ + _____ = 6

2)

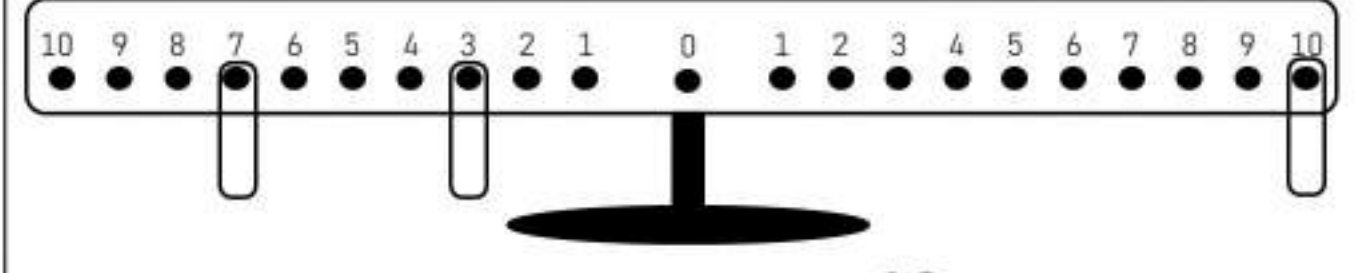
_____ + _____ =

3)



_____ + _____ = 7

4)



_____ + _____ = 10

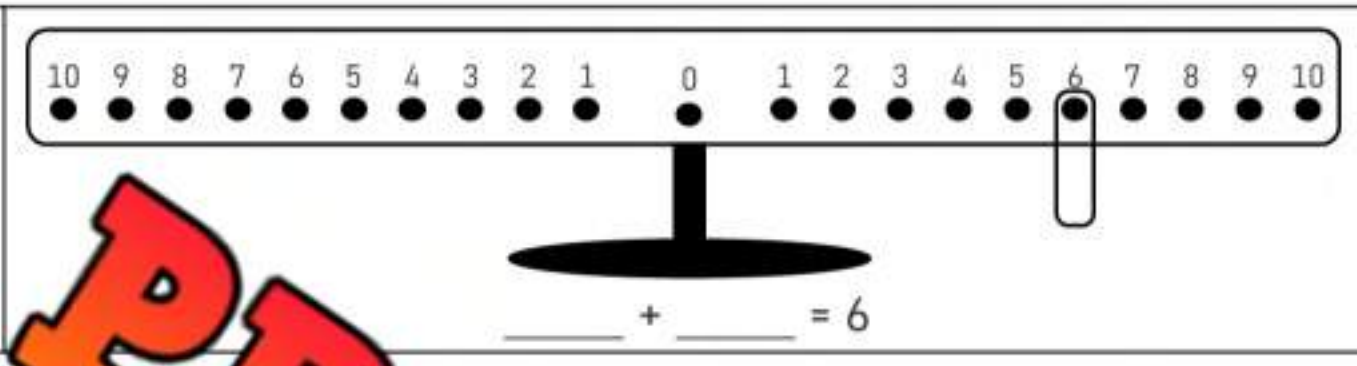
Name: _____ 66

Curriculum Connection
N.1

Balance Pan Equations

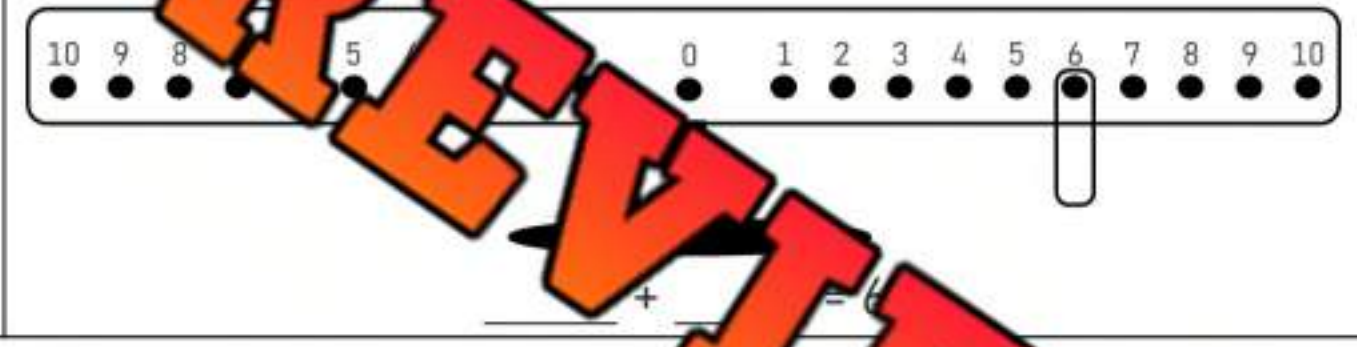
Questions	How many ways can you balance the equation to equal 6

1)



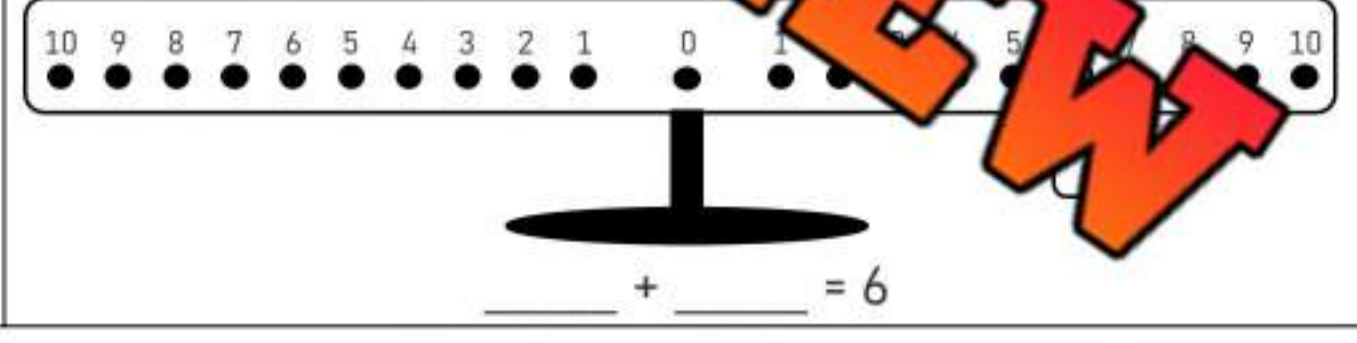
_____ + _____ = 6

2)



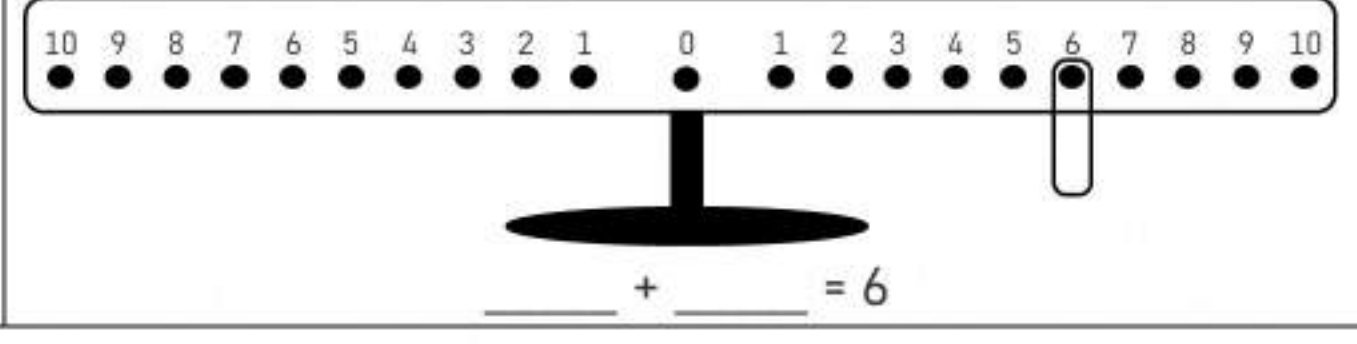
_____ + _____ = 6

3)



_____ + _____ = 6

4)



_____ + _____ = 6

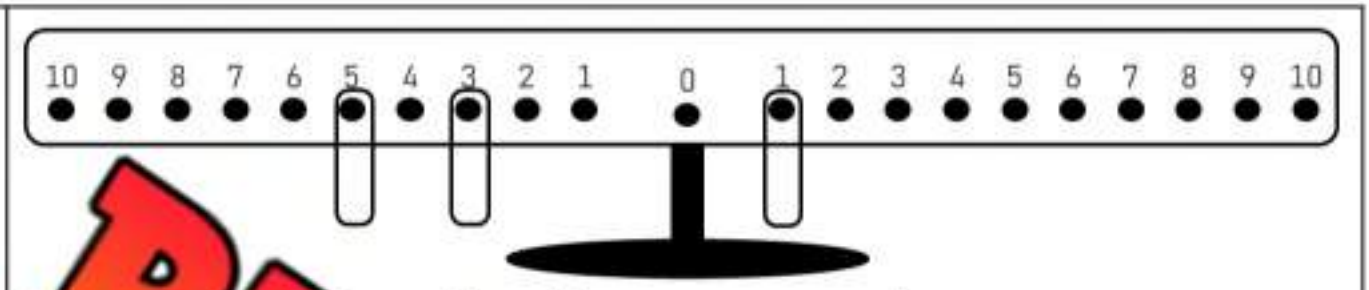
Name: _____ 71

Curriculum Connection
N.1

Balance Pan Equations

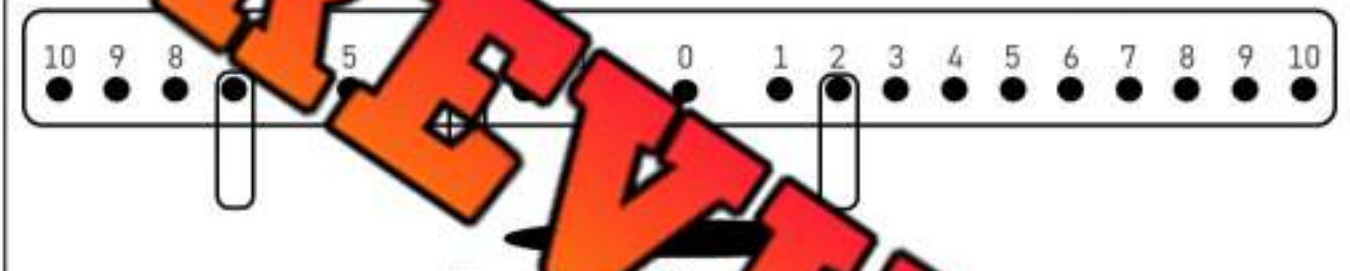
Instructions Balance the equations below

1)



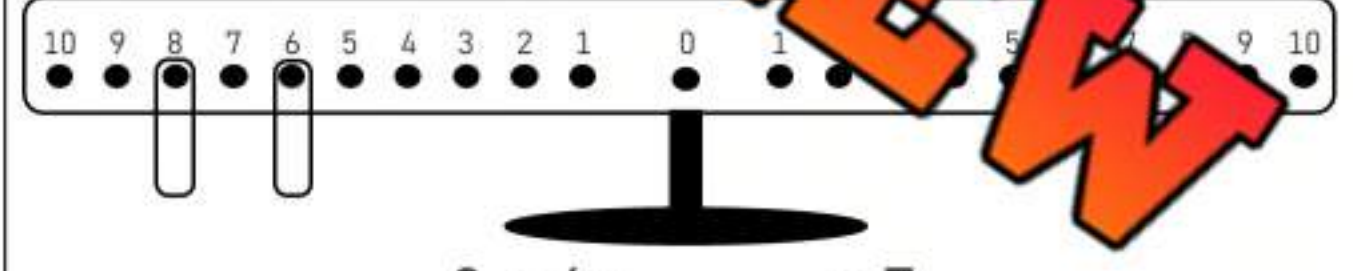
5 + 3 = _____ + 1

2)



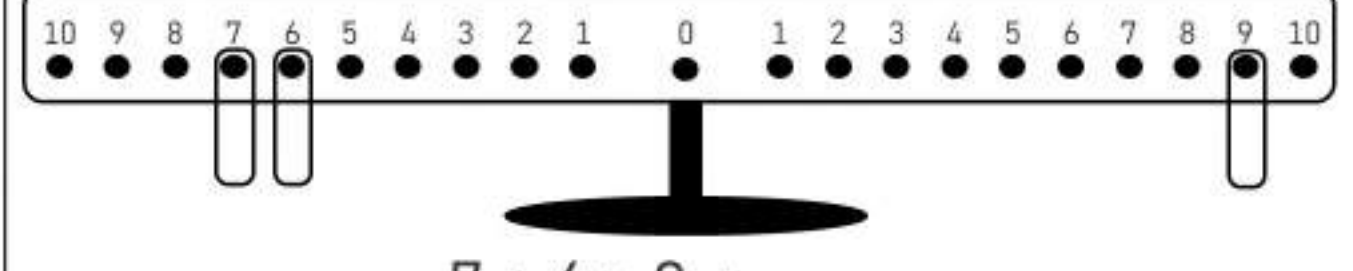
7 + 3 = 2 + _____

3)



8 + 6 = _____ + 7

4)



7 + 6 = 9 + _____

Name: _____ 73

Curriculum Connection
N.1

Decomposing Numbers

Questions Decompose the numbers below

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

Name: _____ 74

Curriculum Connection
N.1

Composing Numbers

Questions	Compose the numbers below

1) 7	2) 10 9
3) 0	0 5
5) 10 6	6)
7) 10 1	8) 10
9) 0 3	10) 10 2

Curriculum Connection
N.1

Exit Cards

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

Name: _____

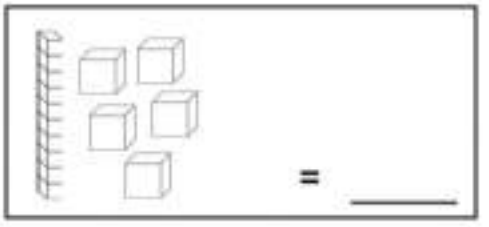
a) How many blocks do you count?

b) Decompose the number below

14

Name: _____

a) How many blocks do you count?

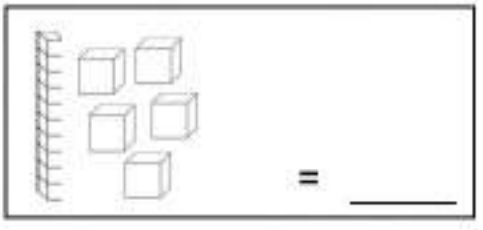


b) Decompose the number below

14

Name: _____

a) How many blocks do you count?

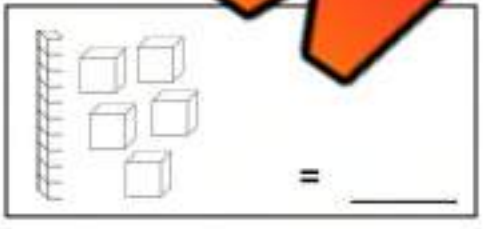


b) Decompose the number below

14

Name: _____

a) How many blocks do you count?



b) Decompose the number below

14

Name: _____ 76

Curriculum Connection
N.1

Composing & Decomposing Numbers

Part 1

How many ways can you compose and decompose the number 17

1) 10 7

2) 17

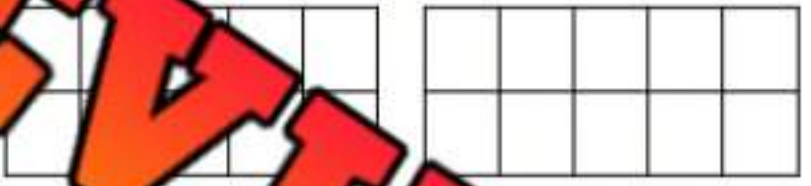
3) ☐ = 17

4) 10 + ☐ = 17

5) 17 = ☐ + 7

6) 17 = 10 + ☐

Show the number 17 using 10 frames



Part 2

How many ways can you compose and decompose the number 14

1) 10 4

2) 14

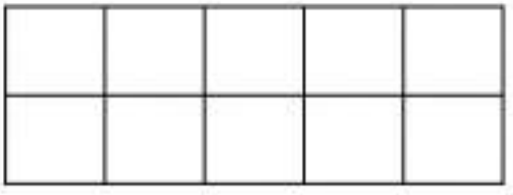
3) ☐ + 4 = 14

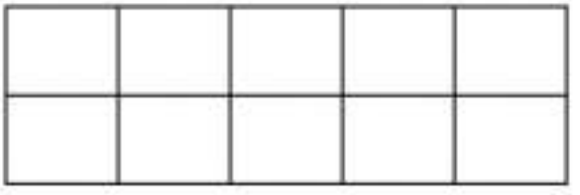
4) 10 + ☐ = 14

5) 14 = ☐ + 4

6) 14 = 10 + ☐

Show the number 14 using 10 frames





Name: _____ 77

Representing Numbers - Quiz

Part 1 Fill in the place value charts below

1) 4

Tens	Ones

2) 13

Tens	Ones

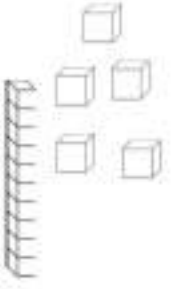
3) 18

Tens	Ones

Part 2 p ue is the underlined number?

1) 15		3) 16
4) 6		6) 19

Part 3 How many blocks do you count?

1.  _____	2.  _____	 _____

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

1) 10 + 2	2) 10 + 6	3) 10 + 9

Part 5 What is the expanded form of the numbers below?

1) 15	2) 13
3) 11	4) 18

Part 6 standard form of the written words below

1) Fou	2) Nineteen

Part 7 Write the writ of t s below

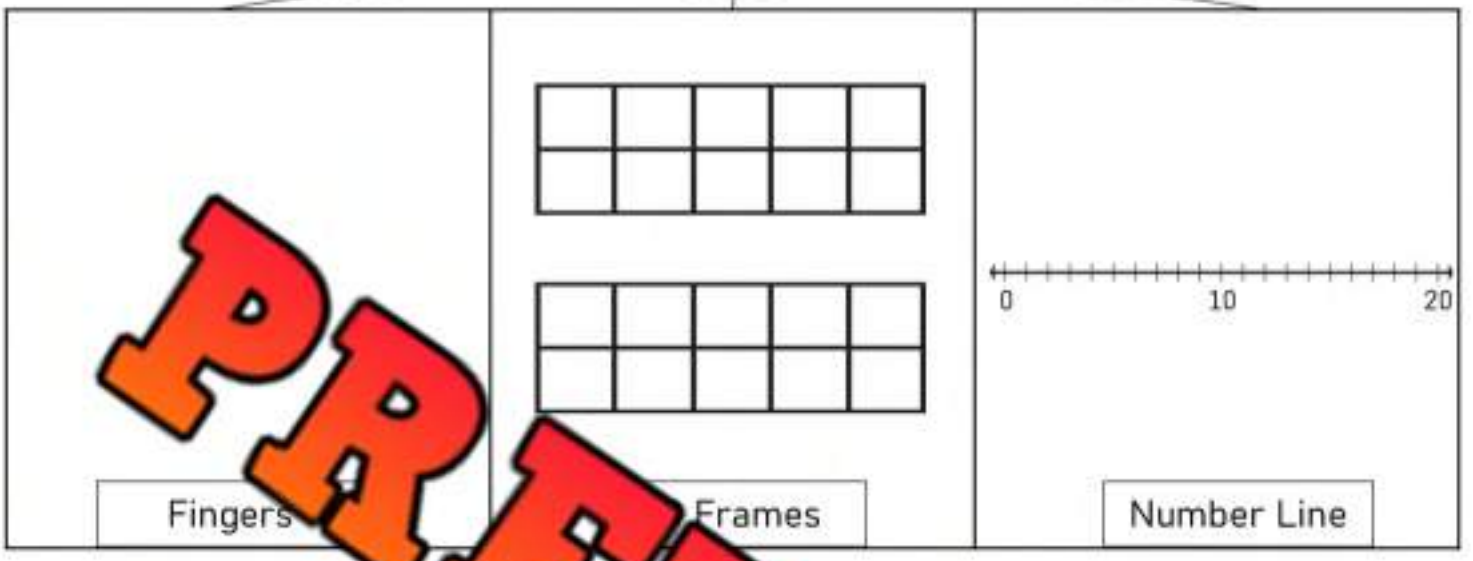
1) 15
2) 18

Part 8 Write the correct number in the circles

1) 10 9	2) 12
3) 10 4	4) 18

Part 9 Represent the number in the different ways below

13

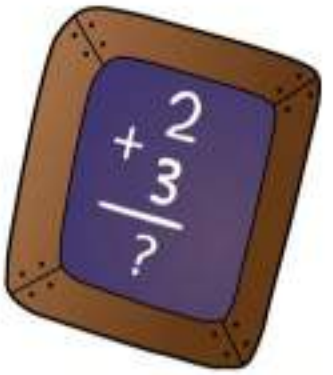


Fingers | Frames | Number Line

Tally Marks | Base 10 Blocks | Money

Part 10 Fill in the blanks below by composing and decomposing the number 13

1) ☐ + 3 = 13	2) 10 + ☐ = 13
3) 13 = ☐ + 3	4) 13 = 10 + ☐



N.2

Students examine addition and subtraction within 20

Name: _____ 81

Curriculum Connection
N.Z

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

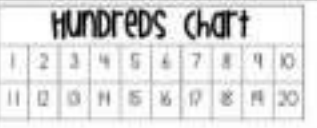
Part 1

Use the chart to answer the question

1) 4 + 5 = _____

2) 8 + 6 = _____

3) 8 + 3 = _____



4) + 4 =

5) 3 + 6 = _____

6) 2 + 5 = _____

7) 8 + 8 = _____

9) 9 + 4 = _____

10) 9 + 9 = _____

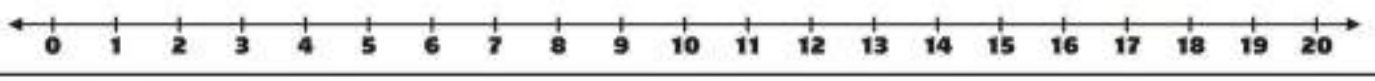
11) 5 + 6 =

8 = _____

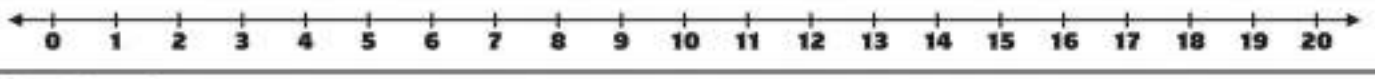
Part 2

Use the number line to find the answer

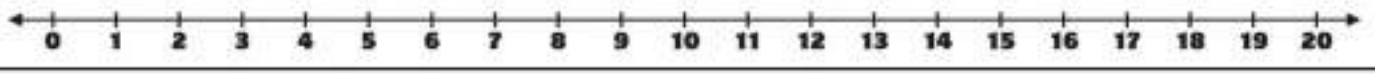
1) 3 + 9 = _____



2) 6 + 4 = _____



3) 5 + 9 = _____



Name: _____ 83

Curriculum Connection
N.Z

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

___ + ___ = ___

3) 8 + 9

___ + ___ = ___

4) 8 + 8

___ + ___ = ___

5) + 7

___ + ___ = ___

6) 9 + 8

___ + ___ = ___

7) 8 + 12

___ + ___ = ___

8) 9 + 8

___ + ___ = ___

9) 8 + 7

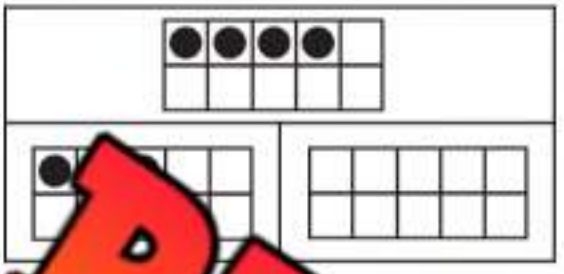
___ + ___ = ___

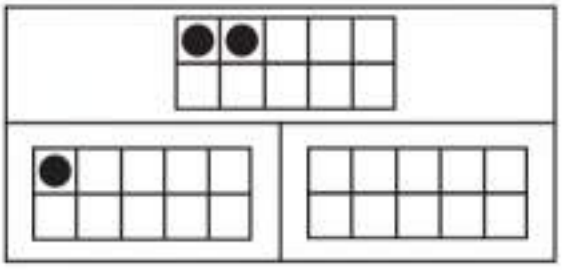
Name: _____ 85

Curriculum Connection
N.Z

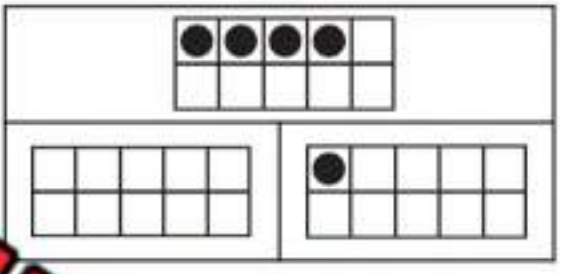
Part-Part Whole – Sums Up To 5

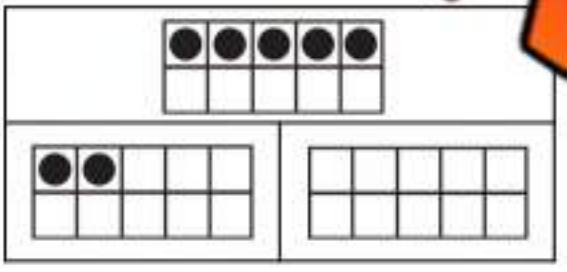
Questions How many dots do you need to add to the empty ten frame?

1) 

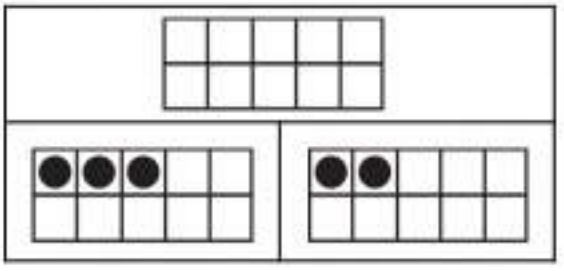
2) 

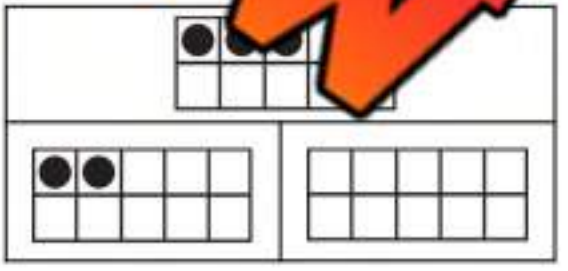
3) 

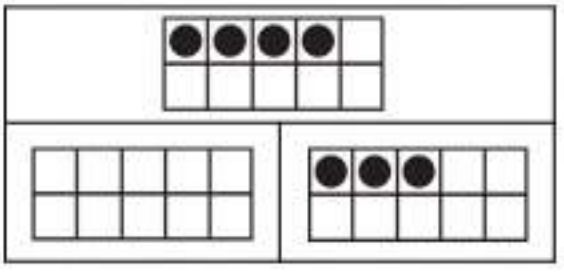
4) 

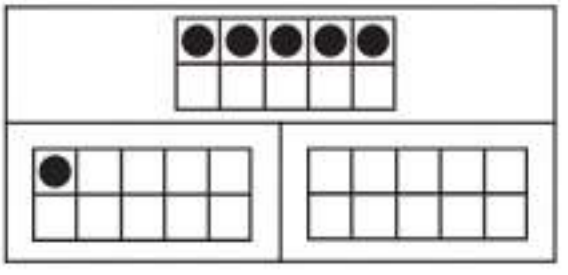
5) 

6) 

7) 

8) 

9) 

10) 

Name: _____ 88

Curriculum Connection
N.Z

Part-Part Whole - Numbers To 18

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

1)

7	

2)

9	
	8

3)

4)

3	5

5)

6	
2	

6)

11	

7)

6	6

8)

16	
3	

9)

18	
8	

10)

9	8

Name: _____ 90

Curriculum Connection
N.2

Part-Part-Part Whole – Numbers to 18

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

1)

12		
	5	

2)

3		
	0	1

3)

5		

4)

5	5	5

5)

15		
7		4

6)

		6

7)

9	4	1

8)

15		
9		4

9)

17		
6	6	

10)

18		
11		6

Curriculum Connection
N.2

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)

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

Name: _____ 92

Curriculum Connection
N.2

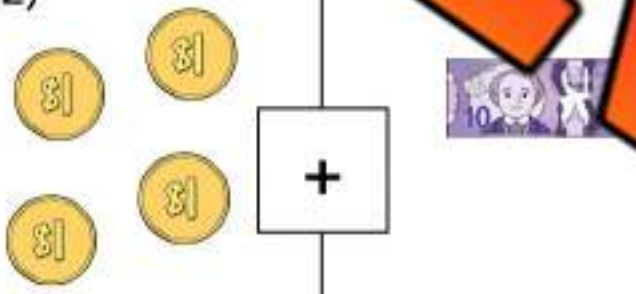
Adding Money

Instructions Add the money below

1)

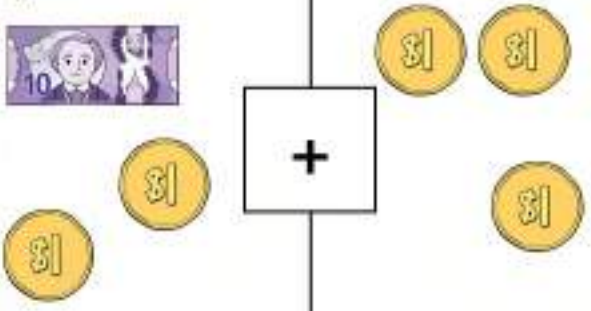
_____ + _____ = _____

2)



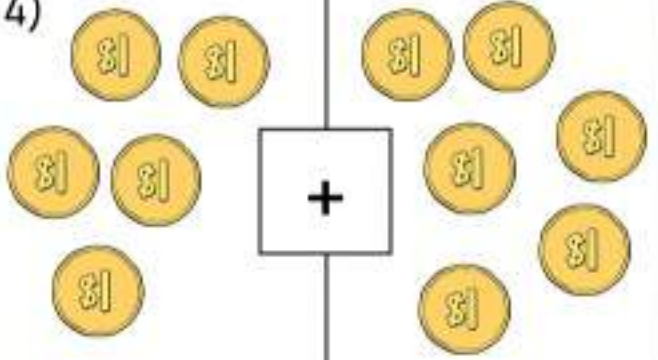
_____ + _____ = _____

3)

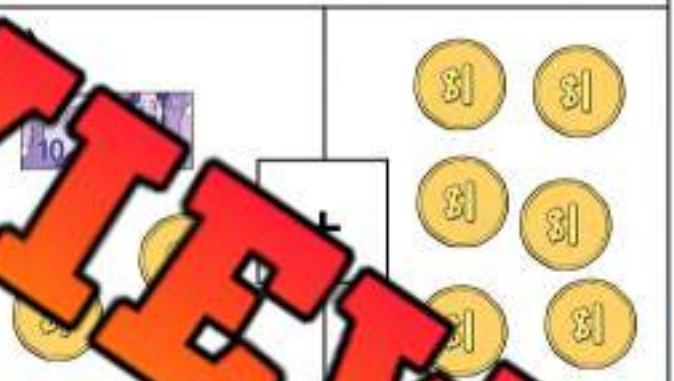


_____ + _____ = _____

4)

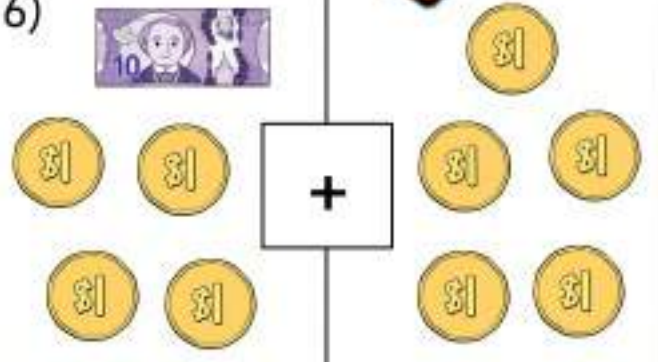


_____ + _____ = _____



_____ + _____ = _____

6)



_____ + _____ = _____

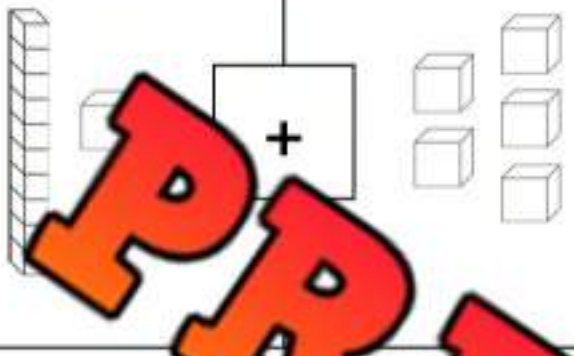
Name: _____ 93

Curriculum Connection
N.2

Base Ten Blocks Addition

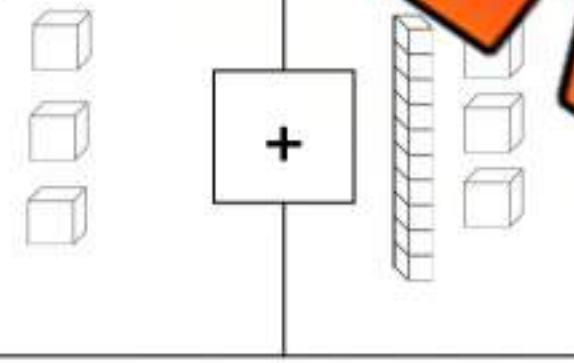
Instructions Add the base ten blocks below

1)



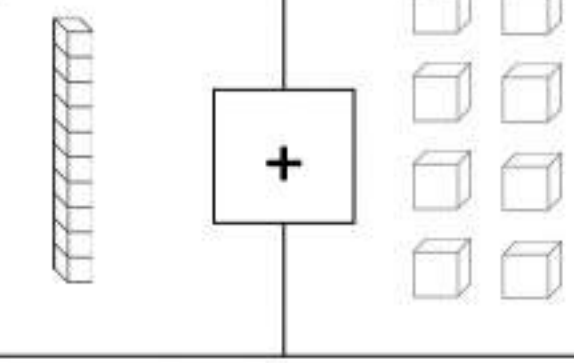
_____ + _____ = _____

2)



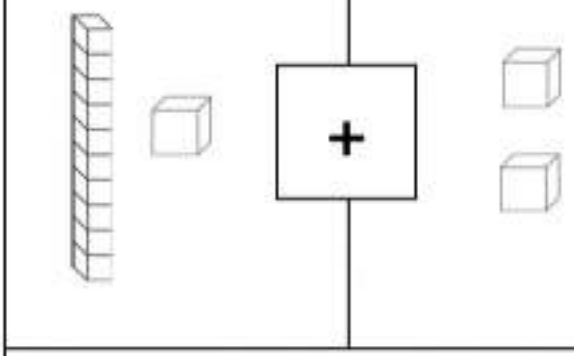
_____ + _____ = _____

3)



_____ + _____ = _____

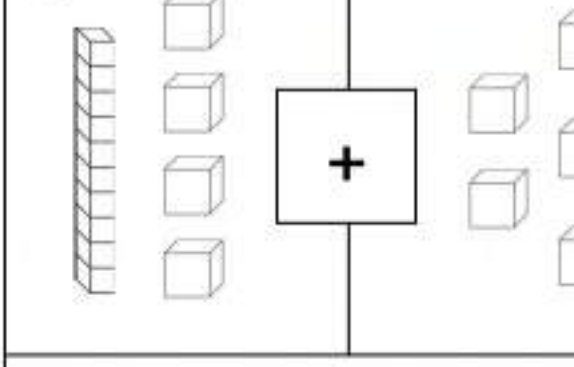
4)



_____ + _____ = _____

_____ + _____ = _____

6)



_____ + _____ = _____

Curriculum Connection
N.2

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

_____ + _____ = _____

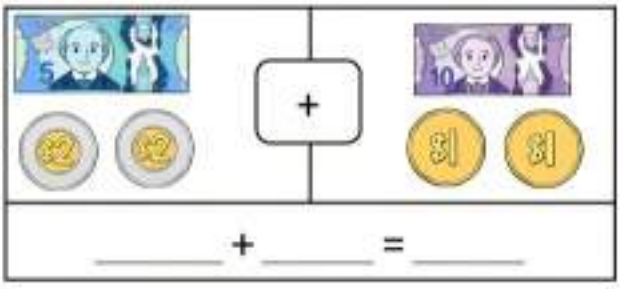
b) Create a ten and add the remaining amount.

8 + 4

___ + ___ = ___

Name: _____

a) Add the money below



_____ + _____ = _____

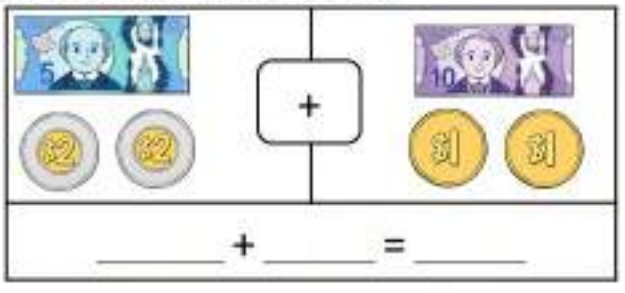
b) Create a ten and add the remaining amount.

8 + 4

___ + ___ = ___

Name: _____

a) Add the money below



_____ + _____ = _____

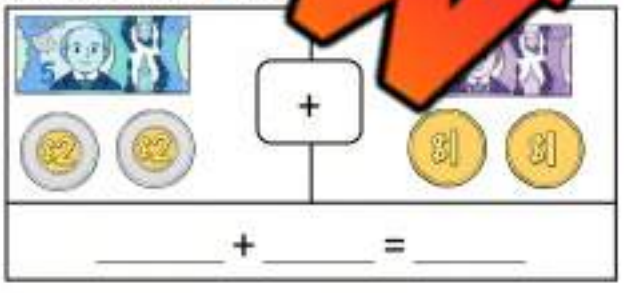
b) Create a ten and add the remaining amount.

8 + 4

___ + ___ = ___

Name: _____

a) Add the money



_____ + _____ = _____

b) Create a ten and add the remaining amount.

8 + 4

___ + ___ = ___

Name: _____ 96

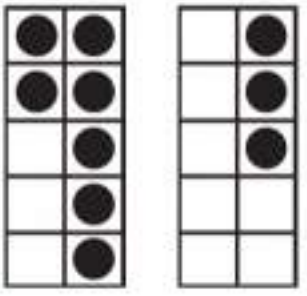
Curriculum Connection
N.2

Ten Frame Addition

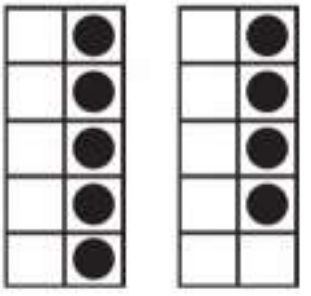
Instructions Complete the addition sentences below

1) 

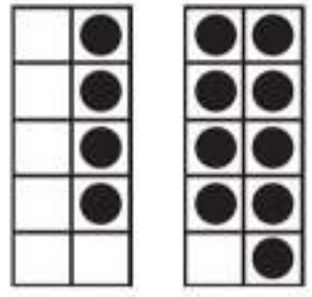
3 + ___

2) 

___ + ___ = ___

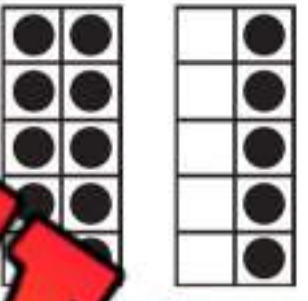
3) 

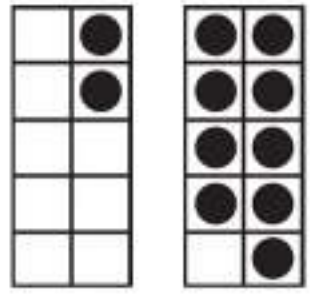
___ + 4 = ___

4) 

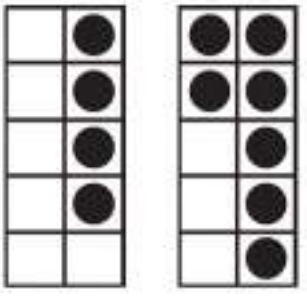
4 + ___ = ___

___ + 4 = ___

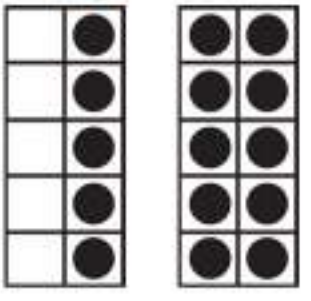
6) 

7) 

___ + ___ = 11

8) 

4 + ___ = ___

9) 

___ + 10 = ___

Name: _____ 105

Curriculum Connection
N.2

Bullseye Math Facts

Instructions Fill in the outer layer of the bullseye

Name: _____ 107

Curriculum Connection
N.Z

Addition Word Problems (Less than 20)

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

1) Sarah scored 8 points in her first basketball game and 7 points in her second game. How many total points did she score?

2) Kate has $8 in her piggy bank. Her dad gives her $11 for doing her chores. How much money does she have now?

3) Mark made 9 cookies in his first batch and 9 cookies in his second batch. How many cookies did he make?

Curriculum Connection
N.2

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) 10 + 8

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) 4 + 9	2) 10 + 8

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) 4 + 9	2) 10 + 8

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) 4 + 9	2) 10 + 8

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

_____

Name: _____ 110

Curriculum Connection
N.Z

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.

- S... addition word problems
- M...
- Small bags ... to ... the card sets
- Optional: s... or tre... treasure)
- Tape

Instructions

How you ... activity

1) Prepare sets of index cards with di... ent addi... word ... lems (up to 18).
2) Hide these cards around the classroom or ... sign... ... or area, taping them under chairs, desks, or tucked into non-ob...
3) Divide the class into small teams and give each team a ... ba... collect their cards.
4) Explain the game: each team will hunt for a card, solve the problem ... s 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.

Name: _____ 111

Curriculum Connection
N.Z

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?	Liam has 8 stickers and gets 9 more from his friend. How many stickers does he have now?
If you have 10 apples and buy 9 more, how many apples do you have in total?	There were 11 birds on a tree, and 7 more joined. How many birds are there now?

Name: _____ 114

Curriculum Connection N.Z

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 he 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 6 marbles and then gets 4 more. His brother gives him 3 more marbles. How many marbles does he have now?	Anna has 12 stickers at home. Her friend gives her 4 more. She gets 3 stickers for her birthday. How many stickers does Anna have now?
Sam has 8 toy cars and gets 7 more for his birthday. His uncle gives him 2 more toy cars. How many toy cars does Sam have now?	Jake has 5 blocks and buys 3 more. His sister gives him 2 more. How many blocks does Jake have now?
Emma finds 9 flowers and picks 5 more. Her friend gives her 2 more flowers. How many flowers does Emma have now?	Mia has 11 bracelets and makes 4 more. She receives 2 more bracelets from her mother. How many bracelets does Mia have now?

Name: _____ 115

Curriculum Connection
N.Z

Mental Math – Counting Back (Up 18)

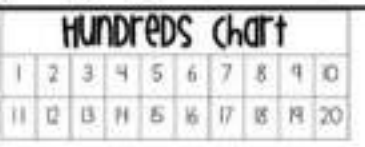
1. Circle the higher number on the hundreds chart/number line.
2. Count back by the other number and write down the answer

Part 1 Use the charts to answer the questions

1) 13 - 5 = _____

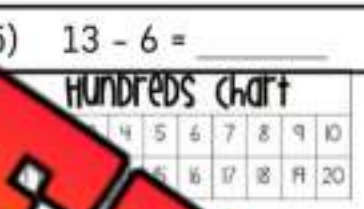
2) 18 - 6 = _____

3) 15 - 3 = _____

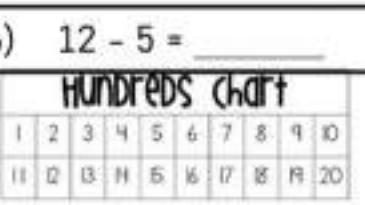


4) [illegible] = _____

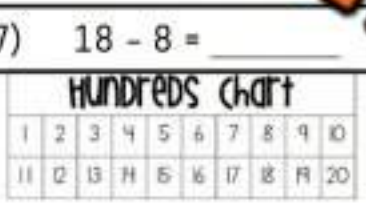
5) 13 - 6 = _____



6) 12 - 5 = _____

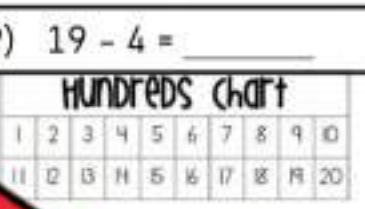


7) 18 - 8 = _____

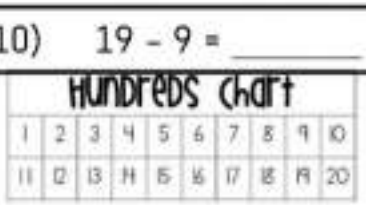


17 [illegible] = _____

9) 19 - 4 = _____



10) 19 - 9 = _____

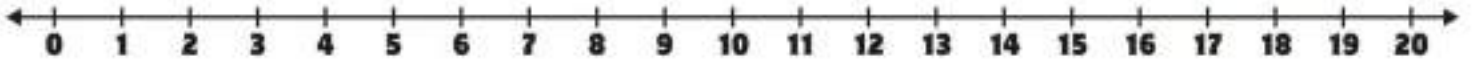


11) 15 - 6 = [illegible]

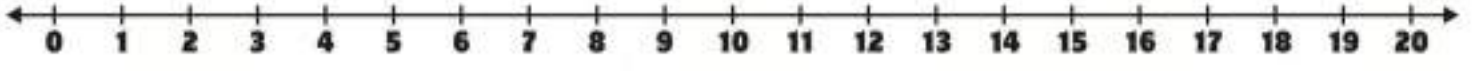
[illegible] - 8 = _____

Part 2 Use the number lines to find the answers

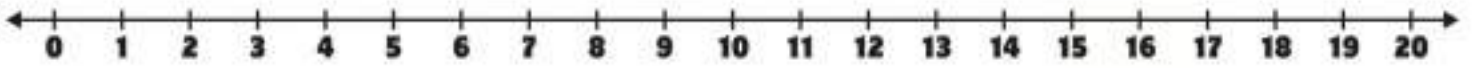
1) 13 - 9 = _____



2) 16 - 4 = _____



3) 15 - 9 = _____



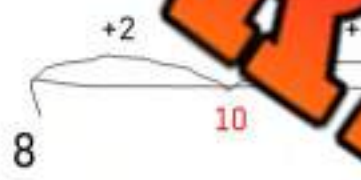
Name: _____ 118

Curriculum Connection
N.Z

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.

Instructi Draw a number line and answer the question



Answer = 2 + 4 = 6

8 – 5

13 – 9

15 – 5

18 – 12

Name: _____ 119

Curriculum Connection
N.2

Subtraction Using Base Ten Blocks

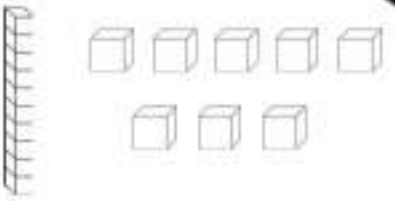
Instructions Subtract from the base ten blocks

= 11

16 - 12 = _____

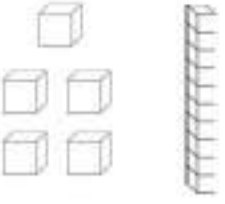
15 - 13 = _____

16 - 14 = _____

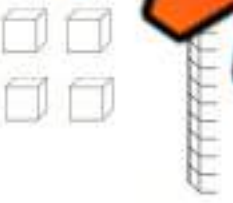


18 - 11 = _____

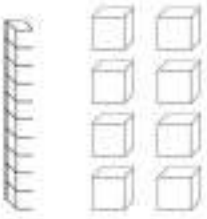
16 = _____



15 - 10 = _____



14 - 10 = _____



18 - 13 = _____

19 - 5 = _____

Name: _____ 120

Curriculum Connection
N.2

Subtracting Money

Instructions Subtract from the money below

$3 - $1 = $10

$14 - $2 = _____

$16 - $5 = _____

$17 - $ = _____

$15 - $13 = _____

$15 - $14 = _____

$18 - $7 = _____

$19 - $17 = _____

Name: _____ 129

Curriculum Connection
N.2

Bullseye Subtraction Facts

Instructions Fill in the outer layer of the bullseye

Name: _____ 131

Curriculum Connection
N.2

Subtraction Word Problems (Less Than 20)

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

1) Jessica has 12 candies. She eats 7 of them. How many candies does she have left?

2) Jared b[illegible] donut[illegible] school. He gives 15 donuts to his class. How many [illegible] left?

3) Thomas has 19 marbles. He loses 7 [illegible] marbles does he have left?

4) There are 16 birds on Ashley's property. 8 of them fly away. How many birds are left?

Name: _____ 133

Curriculum Connection
N.Z

Subtraction - Word Problems - Treats

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

1) Emma baked 16 cookies. She eats 3 cookies and gives away 7 cookies. How many cookies does she have left?

2) Lily buy[illegible]. S[illegible]ats 4 and gives away 5 of them. How many donuts do[illegible] have[illegible]

3) Chris finds 19 chocolate easter egg[illegible] giv[illegible]er 6 eggs and his sister 6 eggs. How many eggs does h[illegible]s left?

4) Josh buys a bag of 20 candies. He ate 9 candies yesterday and ate 6 candies today. How many candies does he have left?

Name: _____ 134

Curriculum Connection
N.Z

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.

- [illegible]
- Ma[illegible]s or p[illegible]
- Timer (op[illegible]

Instructions How to [illegible]mple[illegible]activity

1. Prepare a stack of index ca[illegible]s wi[illegible]n q[illegible]ns. 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. E[illegible] h[illegible] they [illegible]ce to answer the addition question that the teacher pulls from th[illegible]
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.

Name: _____ 135

Curriculum Connection
N.Z

Math Cards | Cut out the math cards below

3 + 5	12 – 4
11	7 + 3
8 + 2	5 +
12 – 3	6 + 7

Name: _____ 139

Curriculum Connection
N.Z

Math Cards | Cut out the math cards below

9 – 3	8 + 3
11	6 + 9
5 + 8	14
15 – 7	12 + 6

Name: _____ 141

Curriculum Connection
N.2

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

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell

Instructions How you will comp activ

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

Name: _____ 142

Curriculum Connection
N.2

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
6 - 2 = __	9 - 2 = __	13 - 2 = __	15 - 2 - 1 = __	19 - 13 - 4 = __
8 - 4 = __	12 - 4 = __	16 - 4 = __	18 - 5 - 3= __	20 - 5 - 10 = __
10 - 6 =	14 - 6 = __	19 - 17 = __	19 - 7 - 2 = __	18 - 7 - 9 = __
12 - 8	15 - 8 = __	17 - 2 - 6 = __	18 - 9 - 5 = __	20 - 9 - 9 = __
Alex bought 10 apples and gave 3 to his friend. How many apples does he have left?	gave 5 to friend. How many candies does she have now?	Olivia had 17 pencils. She to another frien How m pencils d Olivia have left?	Isabella had 14 marbles. She played a game and won 8 more marbles, but then accidentally dropped 4 mar the fl abella tal	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?	en had 13 ocolate 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?

Name: _____ 143

Curriculum Connection
N.Z

Fact Families - Adding/ Subtracting (10)

Questions Create 2 addition and 2 subtraction equations using the numbers provided

Name: _____ 145

Curriculum Connection
N.2

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 - 4 = 2

Equation 4 (-): 6 - 2 = 4

2) 3, 5, 8

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

3) 6, 10, 4

Equation 1 (+): _____

Equation 2 (+): _____

Equation 3 (-): _____

Equation 4 (-): _____

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 (-): _____

Name: _____ 147

Curriculum Connection
N.2

Inverse Operations - Checking Answers

Instructions Check your answer by using the inverse operation

1) 5 + 2 = 7 → 7 - 2 = 5

2) 9 + [illegible] → _____ - _____ = _____

3) 4 + [illegible] → _____ - _____ = _____

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 = ____ → _____ + _____ = _____

Name: _____ 149

Curriculum Connection
N.Z

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 you will need for the activity.

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

Instructions How you will complete the activity.

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

Name: _____ 150

Curriculum Connection
N.Z

Cards | Matching Game Cards

10 – 2 = 8	8 + 2 = 10
15 – 10 = 5	10 + 5 = 15
12 – 3 = 9	9 + 3 = 12
14 – 4 = 10	10 + 4 = 14
18 – 7 = 11	11 + 7 = 18

Name: _____ 153

Curriculum Connection
N.Z

Cards | Matching Game Cards

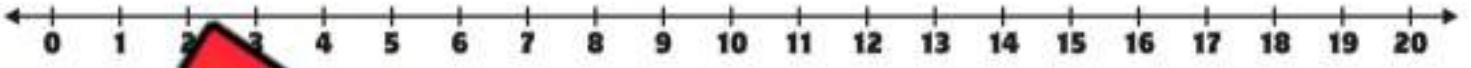
10 – 1 = 9	9 + 1 = 10
15 – 6 = 9	9 + 6 = 15
12 – 2 = 10	10 + 2 = 12
16 – 7 = 9	9 + 7 = 16
18 – 8 = 10	10 + 8 = 18

Name: _____ 154

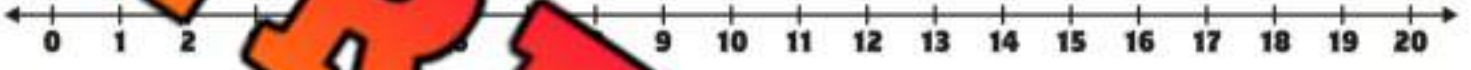
Operations Quiz

Part 1 Add using the number lines below

1) 4 + 5 = _____



2) 7 + _____



Part 2 Add us… ten blocks below

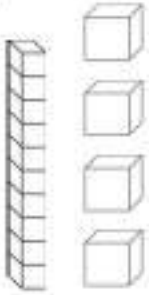
1)

_____ + _____ = _____

2)

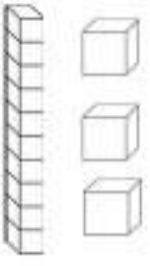
_____ + _____ = _____

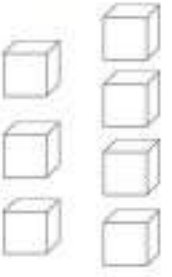
3)



_____ + _____ = _____

4)

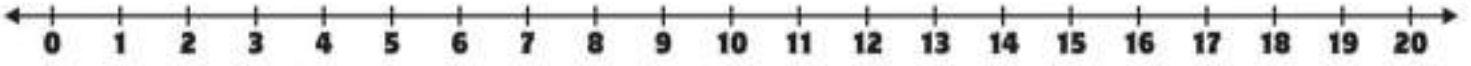




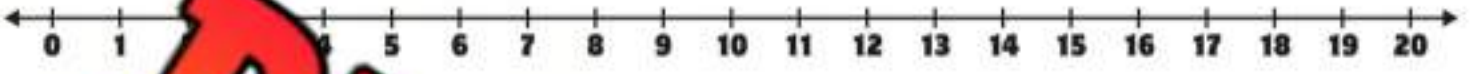
_____ + _____ = _____

Part 3 Subtract using the number lines below

1) 15 - 6 = _____



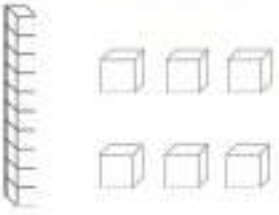
2) 17 - 8 = _____



Part ... the money and base ten blocks below

$14 - $11 = _____

... - $13 = _____



16 - 11 = _____

19 - 12 = _____

Part 5 Addition and subtraction word problems

1) Hank brought 17 donuts to school for his class. He gave 14 donuts away. How many donuts does he have left?

2) Pam has $12 in her bank account. She is given $7. How much does she have now?

Name: _____ 156

Curriculum Connection N.Z

Pre-Algebra – Balancing Addition Equations

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

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

3	+	6	=	9

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

7	+		=	11

9	+		=	13

6	+		=	10

8	+		=	14

3	+		=	12

7	+		=	11

6	+		=	14

1	+		=	11

Name: _____ 158

Curriculum Connection
N.2

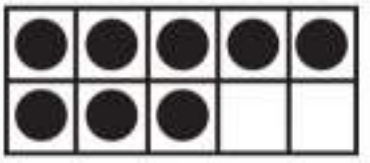
Making Tens – Changing Variables

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

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

1) 

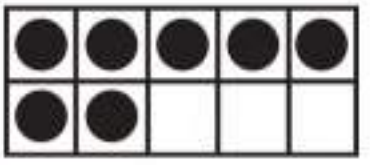
3 + _____ = 10

2) 

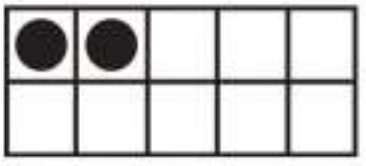
8 + _____ = 10

3) 

6 + _____ = 10

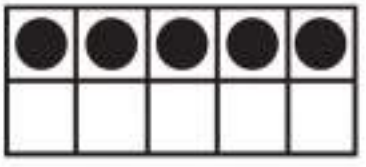
4) 

+ _____ = 10

5) 

2 + _____ = 10

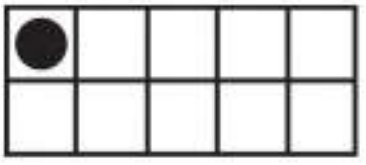
9 + _____

7) 

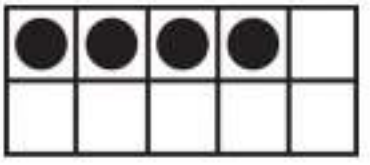
5 + _____ = 10

8) 

10 + _____ = 10

9) 

1 + _____ = 10

10) 

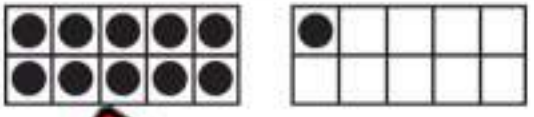
4 + _____ = 10

Name: _____ 159

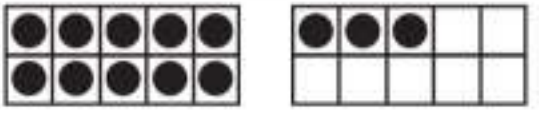
Curriculum Connection
N.Z

Making 20 – Fill in the Blanks

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

1) 

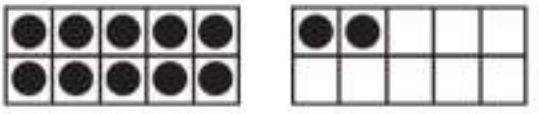
_____ = 20

2) 

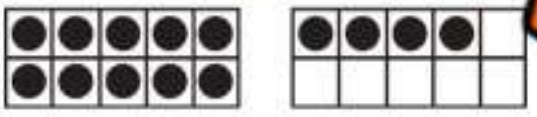
13 + _____ = 20

3) 

15 + _____ = 2

4) 

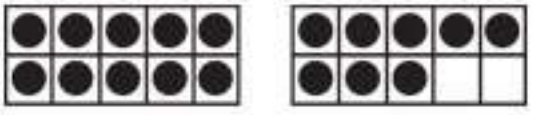
12 + _____ = 20

5) 

14 + _____ = 20

6) 

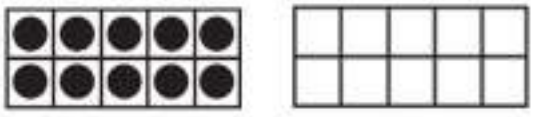
1 _____

7) 

18 + _____ = 20

8) 

16 + _____ = 20

9) 

10 + _____ = 20

10) 

17 + _____ = 20

Exit Cards

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

Name: _____

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

1) 

11 + ____ = 20

2) 

13 + ____ = 20

Name: _____

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

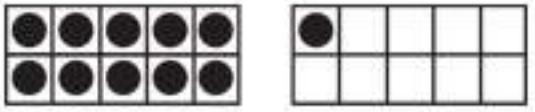
1) 

11 + ____ = 20

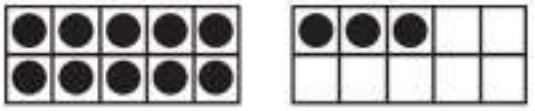
____ = 20

Name: _____

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

1) 

11 + ____ = 20

2) 

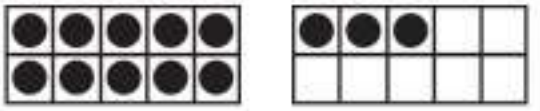
13 + ____ = 20

Name: _____

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

1) 

11 + ____ = 20

2) 

Name: _____ 161

Curriculum Connection
N.2

Are They Equal? Addition to 10

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

1)	1 + 2 = 3	True	False
2)	+ 4 = 5	True	False
3)	2 =	True	False
4)	4 +	True	False
5)	6 + 2 = 8	Tru	False
6)	3 + 5 = 8		Fa se
7)	5 + 5 = 10	True	alse
8)	6 + 3 = 10	True	False
9)	4 + 7 = 10	True	False
10)	2 + 8 = 10	True	False

Name: _____ 163

Curriculum Connection
N.2

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 ≠ 13 14 + 6 = 20

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

1) 2 + [illegible]	2) 3 + 2 = 5	3) 3 + 3 = 5
4) 3 + 5 = 9	5) [illegible] = 9	6) 6 + 5 = 11
7) 6 + 2 = 7	8) 6 + 4 = 10	[illegible]
10) 8 + 3 = 11	11) 9 + 4 = 12	12) 8 + 5 = 13
13) 10 + 5 = 14	14) 12 + 3 = 15	15) 15 + 4 = 20

Name: _____ 165

Curriculum Connection
N.2

Addition Expressions – Equal?

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

Examples: 5 + 3 = 2 + 6 4 + 5 ≠ 7 + 1

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

1) [illegible] + 5	7) 5 + 4 = 3 + 6
2) 5 + 1 = 2 [illegible]	4 + 4 = 7 + 1
3) 6 + 4 = 7 + 2	[illegible] + 1
4) 8 + 5 = 5 + 8	10) 4 + 9 = [illegible]
5) 12 + 4 = 11 + 5	11) 14 + 5 = 13 + 4
6) 16 + 3 = 19 + 0	12) 18 + 2 = 15 + 5

Curriculum Connection
N.2

Exit Cards

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

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 11 + 4 = 5 + 2 + 8

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 11 + 4 = 5 + 2 + 8

Name: _____

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

1) 3 + 9 = 4 + 8

2) 15 + 2 = 18

3) 11 + 4 = 5 + 2 + 8

Name: _____ 167

Curriculum Connection
N.2

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

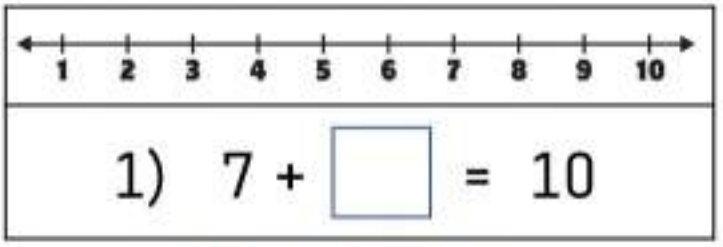
Questions: Circle the expression that matches the shaded in expression

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

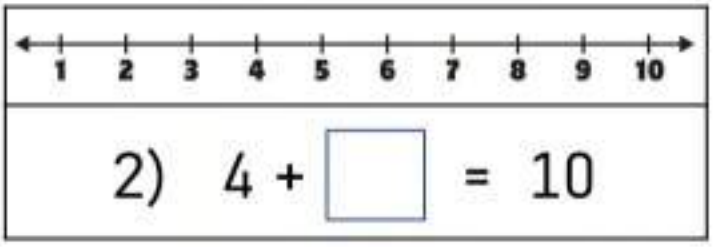
Name: _____ 168

Curriculum Connection
N.Z

Benchmarks of 10

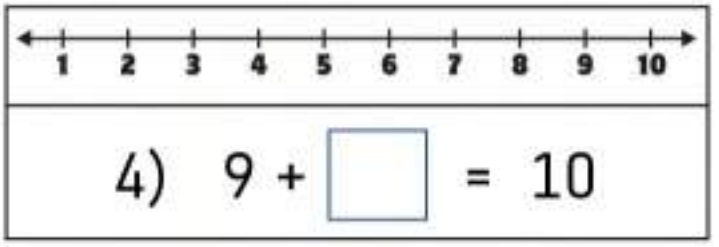


1) 7 + ☐ = 10

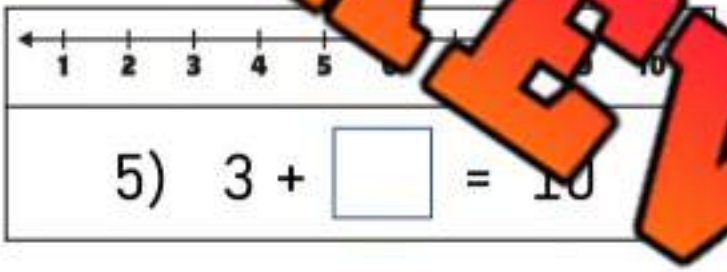


2) 4 + ☐ = 10

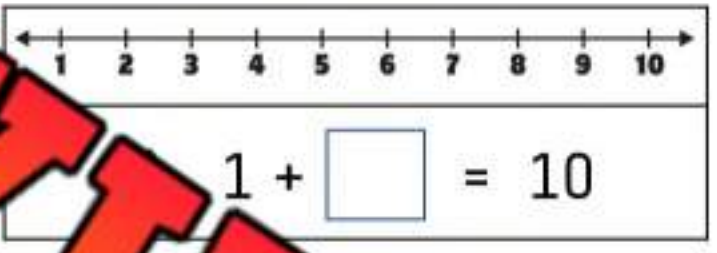
10



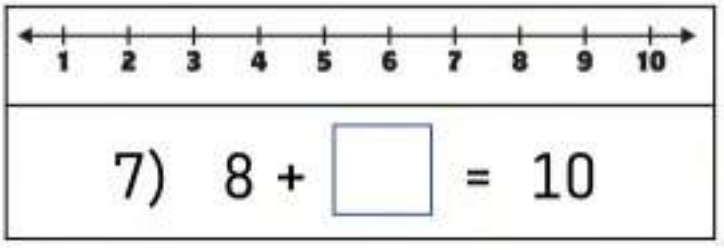
4) 9 + ☐ = 10



5) 3 + ☐ =

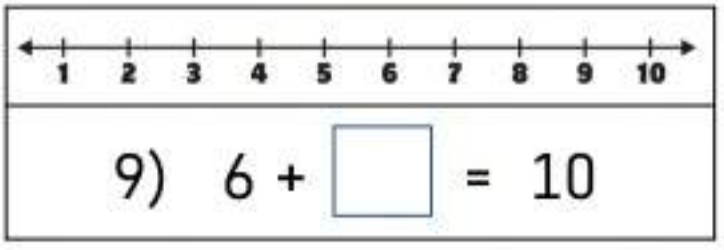


1 + ☐ = 10

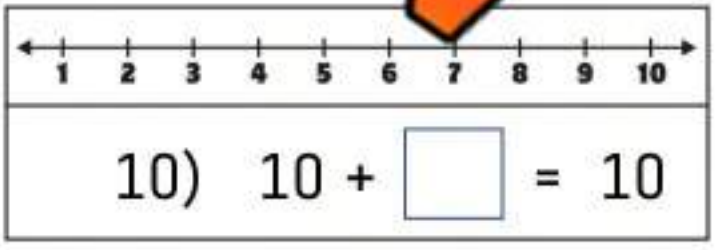


7) 8 + ☐ = 10

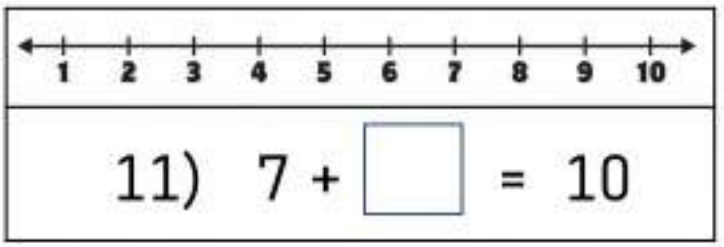
8)



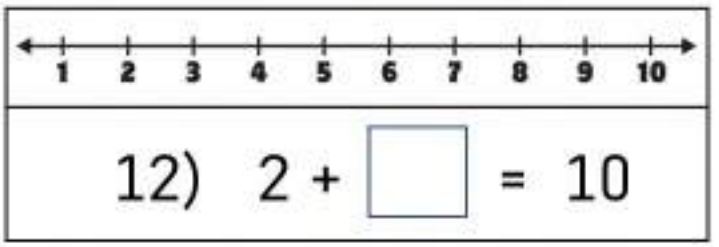
9) 6 + ☐ = 10



10) 10 + ☐ = 10



11) 7 + ☐ = 10

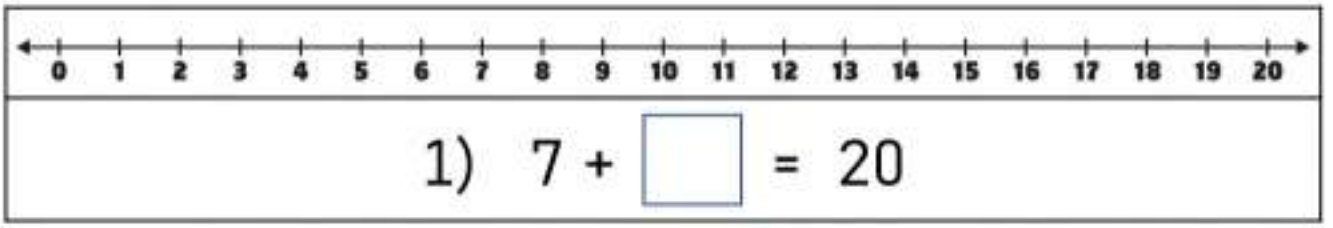


12) 2 + ☐ = 10

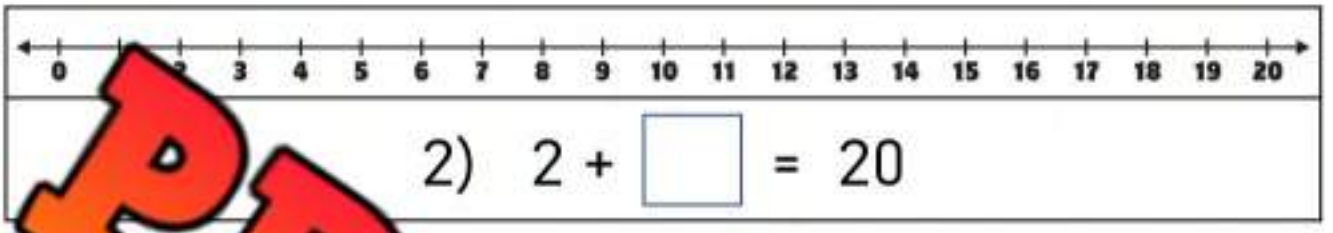
Name: _____ 169

Curriculum Connection
N.2

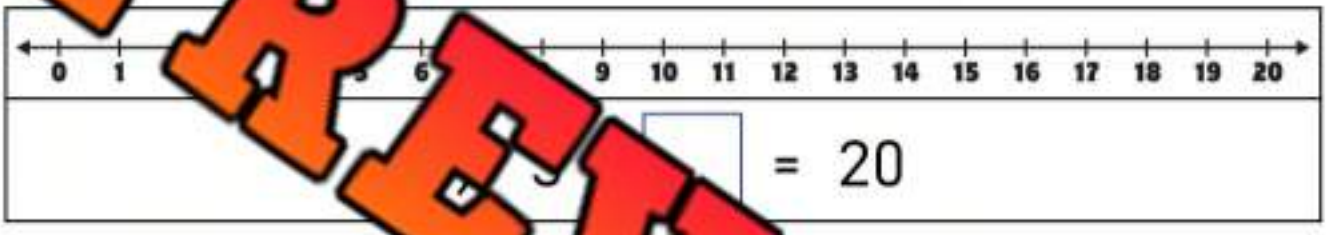
Benchmarks of 20



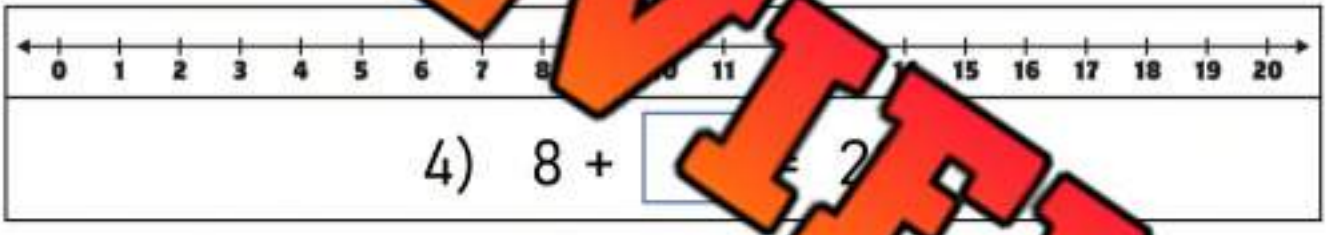
1) 7 + ☐ = 20



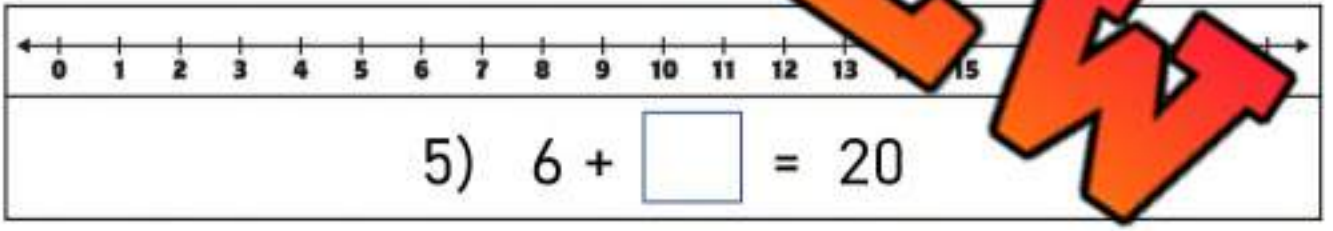
2) 2 + ☐ = 20



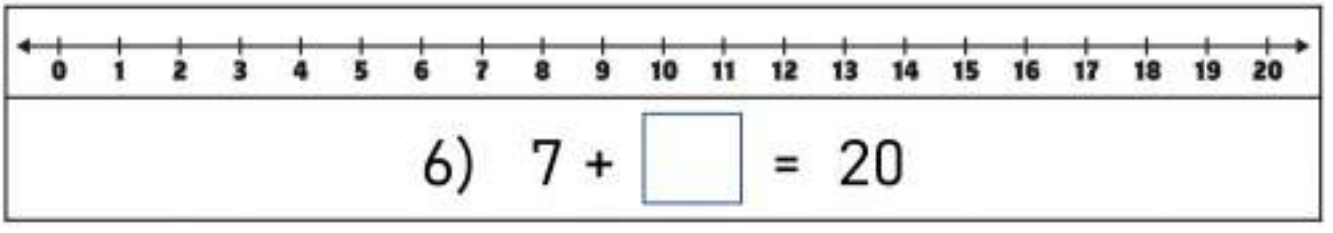
= 20



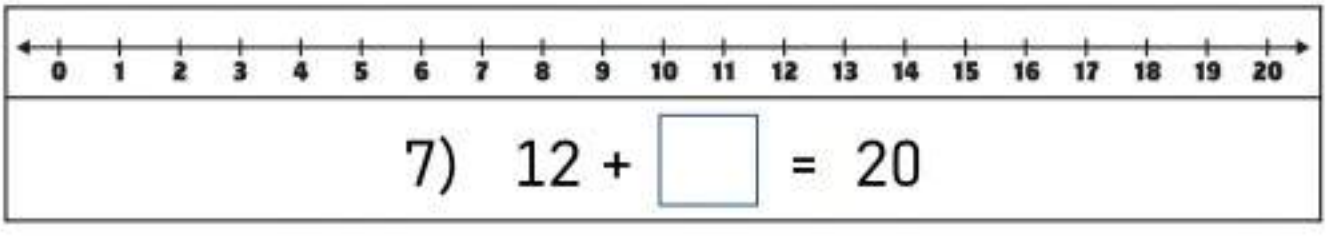
4) 8 + ☐ = 2



5) 6 + ☐ = 20



6) 7 + ☐ = 20



7) 12 + ☐ = 20

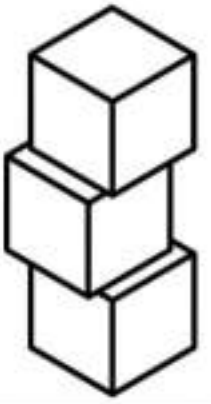
Name: _____ 170

Curriculum Connection
N.2

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 [illegible] his m[illegible] He's had 9 glasses of water in total today. How many glasses [illegible] ink [illegible] the day?

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

Curriculum Connection
N.2

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: _____

Name: _____ 172

Curriculum Connection
N.2

Algebra Jeopardy

Objective What are we learning about?

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

Mat will need for the activity.

- Jeopardy b the n
- Buzzer or bell

Instructions How you will comp activ

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

Name: _____ 173

Curriculum Connection
N.2

Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
__ + 3 = 5	__ + 5 = 10	8 + __ = 8 + 2	11 + 3 = __ + 8	Balance: __ + 17 = 20 + __
Emma has 2 apples. S… gets 3 mo… How m… app… she ha… w?	A dog had 5 bones. It finds …me more and …s 9. How …s did …?	3 + __ = 15	7 + 5 = __ + 10	12 + __ = 10 + 14
__ + 1 = 4	…nce: … + __		If 7 + __ = 15, what is __?	Sarah had 14 candies. She got some more to make 20. How many did she get?
__ + 4 = 9	__ + 6 = 14	1 + … + 5	…nce: … =	10 + 18 = __ + 11
If Lisa has 3 marbles and finds 5 more, how many marbles does she have?	If you have 12 stickers and find 4 more, how many do you have?	9 + __ = 17	Bala…: 12 + __ = 5 + 12	…asket has 14 …d …ere a… …gos, how …of them are apples?
__ + 2 = 8	4 + __ = 11	Balance: __ + 11 = 10 + 5	Max has 5 toy cars. He gets 2 more from his brother and 3 more from his friend. How many toy cars does he have now?	Joe had 20 balloons. He got some more and now has 32. How many did he get?

Name: _____ 174

Curriculum Connection
N.Z

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

Question

any balls do you need to take away to
scales?

10	-		=	7

6			=	

8	-		=	4

7	-		=	1

11	-		=	5

12	-		=	3

11	-		=	6

14	-		=	5

6	-		=	0

Name: _____ 176

Curriculum Connection
N.2

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 =	True	False
4)	6 -	True	False
5)	7 - 2 = 5	Tr	False
6)	6 - 2 = 4		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

Name: _____ 178

Curriculum Connection
N.2

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 ≠ 8 15 - 3 = 12

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

1) 4 - 2	2) 3 - 1 = 1	3) 5 - 1 = 4
4) 5 - 3 = 2	5)	6) 7 - 5 = 3
7) 7 - 3 = 4	8) 8 - 4 =	9) - 5 = 4
10) 10 - 4 = 5	11) 13 - 3 = 10	12) = 8
13) 14 - 3 = 11	14) 16 - 5 = 11	15) 18 - 4 = 14
16) 19 - 0 = 0	17) 17 - 3 = 13	18) 20 - 5 = 15

Name: _____ 180

Curriculum Connection
N.Z

Subtraction Expressions – Equal?

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

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

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

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

Curriculum Connection
N.2

Exit Cards

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

Name: _____

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

1) 9 - 4 = 6

2) 10 - 5 = 4 - 1

3) 11 - 6 = 7 - 2

4) 12 - 3 = 9 - 2

Name: _____

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

1) 9 - 4 = 6

2) 10 - 5 = 4 - 1

3) 11 - 6 = 7 - 2

4) 12 - 3 = 9 - 2

Name: _____

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

1) 9 - 4 = 6

2) 10 - 5 = 4 - 1

3) 11 - 6 = 7 - 2

4) 12 - 3 = 9 - 2

Name: _____

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

1) 9 - 4 = 6

2) 10 - 5 = 4 - 1

3) 11 - 6 = 7 - 2

4) 12 - 3 = 9 - 2

Name: _____ 182

Curriculum Connection
N.2

Activity Title: Card Sort Challenge

Objective

What are we learning about?

The objective of this activity is to help students practice their addition and subtraction skills by forming correct equations that match a given result. This activity encourages teamwork, critical thinking, and quick problem-solving.

Materi

you will need for the activity.

- Index car
- Markers
- Timer (optional)
- Whiteboard or chalkboa di

Instructions

How you will complete the

1. Prepare index cards in advance by writing diff mbers me cards and operation signs (plus and minus) on others.
2. Divide the class into small groups, each group gets a set ds and operation cards. Optional: hand out more than 1 set to each gro
3. Set a timer for 5 minutes. Each group must try to arrange their cards into as many correct equations as possible using their cards.
4. At the end of the timer, ask each group to share their equations with the class. Verify the correctness of each equation.
5. Groups earn points for each correct equation they create. Bonus points for using as many cards as possible (having multiple addends/subtrahends).
6. The group with the most points at the end wins.

Name: _____ 183

Curriculum Connection
N.Z

Cards | Cut out the cards below

=	=	=	=	=
+	+	+	+	+
-	-	-	-	-
5	12	3		2
1	4	7		8
10	15	14	8	6
3	0	1	4	7
6	2	3	10	11

Name: _____ 184

Curriculum Connection
N.2

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

Instruction Circle the expression that matches the shaded in expression

1)		7 - 3	8 - 5
2)	7 - 1		10 - 3
3)	9 - 2	8	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

Name: _____ 185

Curriculum Connection
N.Z

Matching Game: Do The Equations Match

Objective — What are we learning about?

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

Mat[illegible] — W[illegible] will need for the activity.

- Pre-prepar[illegible]re-c[illegible]g cards.
- Small bags or envel[illegible]old t[illegible]ets for each group

Instructions — How you will complete the [illegible]

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

Name: _____ 186

Curriculum Connection
N.Z

Cards | Matching Game Cards

10 + 15	20 + 5
13	15 + 5
9 + 7	+ 6
14 + 3	10 +
6 + 12	8 + 10

Name: _____ 188

Curriculum Connection
N.Z

Cards | Matching Game Cards

4 + 4	2 + 6
7 + 0	8 + 9
1 + 2	+ 0
2 + 3	4 + 1
6 + 0	3 + 3

Name: _____ 191

Curriculum Connection
N.Z

Task Cards: Mystery Number Detectives

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- 2
- Se e shee for answers
- Pencils

Instructions

How o activity

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

Name: _____ 192

Curriculum Connection
N.Z

Task Cards | Cut out the task cards below

Card 1:

10 -  = 3

solve for  .

b) 5 c) 3

Card 2:

15 -  = 10

solve for  .

a) 5 b) 4 c) 3

Sally start... can... wins some in a gam... nd... How many candi... Sally win?

a) 2 b) 3 c) 4

Card 4:

 - 6 = 8

solve for  .

...7 b) 15 c) 14

Card 5:

In a basket, there are 3 apples. More apples are added, making 10 in total. How many were added?

a) 5 b) 6 c) 7

Card ...

Pete ha... to... ...some to his friend, ... How many block... ...e give away?

a) 4 b) 3 c) 2

Card 7:

20 -  = 13

solve for  .

a) 7 b) 6 c) 8

Card 8:

19 -  = 11

solve for  .

a) 6 b) 7 c) 8

Curriculum Connection
N.Z

Task Cards | Cut out the task cards below

Card 17:
8 + 🐾 = 11

solve for 🐾.
a) 3 b) 2 c) 4

Card 18:
6 + 🚀 = 12

solve for 🚀.
a) 5 b) 4 c) 6

Card 20:
Luke had 9 marbles, lost some, and has 5 now. How many did he lose?

a) 3 b) 4 c) 5

Card 21:
Amy had 8 crayons, broke some, now has 5. How many crayons broke?

a) 6 b) 7 c) 8

Card 23:
3 + 🐶 = 8

solve for 🐶.
a) 4 b) 5 c) 6

Card 24:
6 + 🎨 = 9

solve for 🎨.
a) 3 b) 4 c) 2

Name: _____ 199

Unit Test - Equalities

Part 1 Circle true if the equation is equal and false if it is not

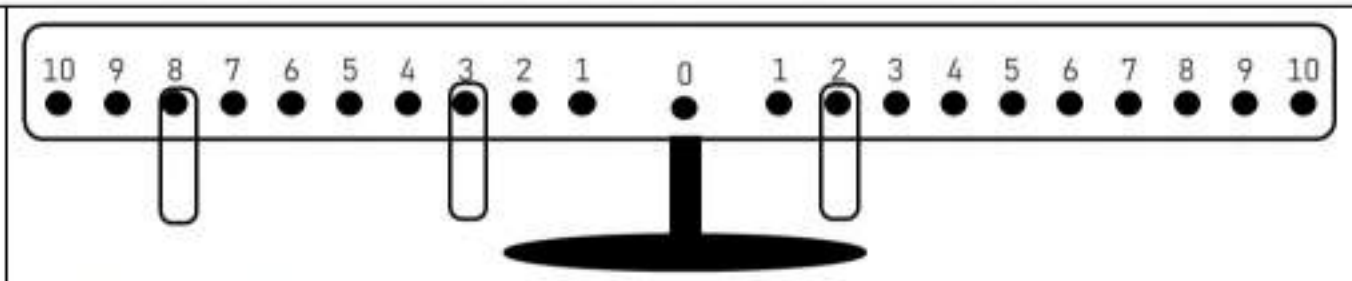
1)	2 + 4 = 5	True	False
2)	7 + 5 = 12	True	False
3)	– 4 = 4	True	False
4)	= 7	True	False
5)	3 = 5	True	False
6)	5 - 1	True	False
7)	13 - 2 = 9 + 2		False
8)	14 + 2 = 10 – 1		False

Part 2 Circle the expression that matches the sh in

1)	4 - 2	6 - 4	6
2)	14 - 3	12 - 2	15 - 4
3)	8 + 6	7 + 7	3 + 9
4)	12 + 4	11 + 5	13 + 4

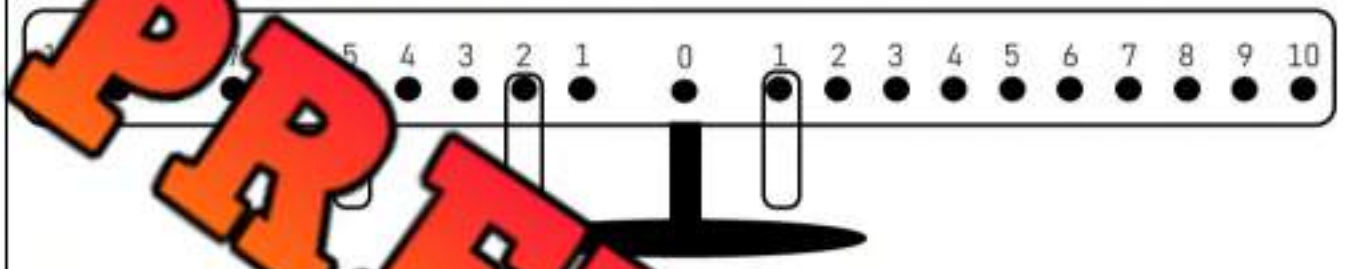
Part 3 — Balance the equations below by filling in the blanks

1)



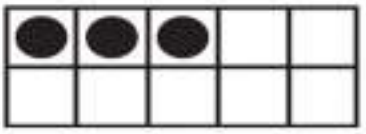
$8 + 3 = \_\_\_\_\_ + 2$

2)



Part 4 — How many more dots [illegible] need[illegible] to make 10 or 20?

1)



$3 + \_\_\_\_ = 10$

$14 + \_\_\_\_$

Part 5 — Solve the word problem below. Make sure to write the equation

Simon had 14 dollars in his piggy bank. He was given some money from his father for his birthday. He now has 20 dollars. How much did his father give him?

Name: _____ 201

Curriculum Connection
N.2

Adding and Subtracting Numbers To 18

Questions | Addition and Subtraction Questions

1) 3 + 2 – 2 =	11) 8 - 4 + 5 =
2) 8 - [illegible] =	12) 10 - 5 + 5 =
3) 3 + [illegible]	13) 12 + 3 – 5 =
4) 3 + 4 – 4 =	14) 15 + 2 – 3 =
5) 7 - 5 + 3 =	15) [illegible] + 4 =
6) 8 - 3 + 2 =	16) [illegible] + 5
7) 6 + 1 – 2 =	17) 3 + 5 – 5 =
8) 8 + 3 – 5 =	18) 9 + 6 – 4 =
9) 7 - 7 + 6 =	19) 18 - 8 + 6 =
10) 6 + 4 – 3 =	20) 16 + 4 – 3 =

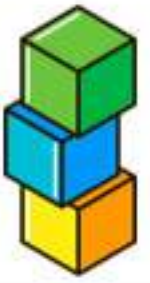
Name: _____ 202

Curriculum Connection
N.2

Adding and Subtracting – Word Problems to 20

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

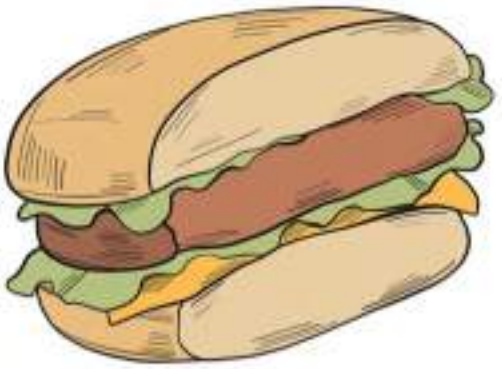
1) Sally has 6 blocks and then grabs 5 more. She gives 3 blocks to her friend. How many blocks does she have now?

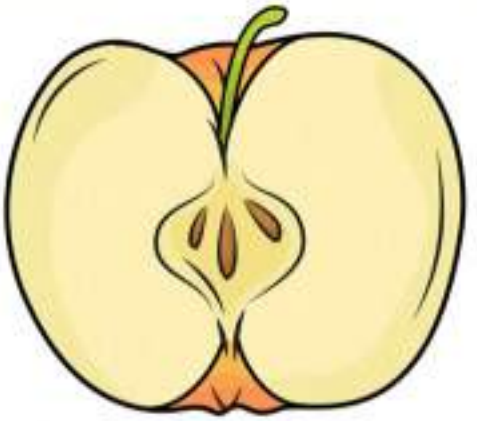


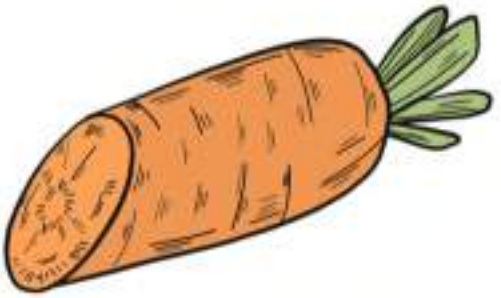
2) Emily has [illegible] fa[illegible]ives her $5 more. She spends $6 on chocolate bars. [illegible]uch [illegible]es she have now?

3) Kate bakes 6 cookies in her first batch an[illegible]. She eats 4 cookies. How many cookies does she have left?

4) Mia collects 14 rocks the first day and 6 rocks the second day. She throws 9 of the rocks back outside. How many rocks did she keep?

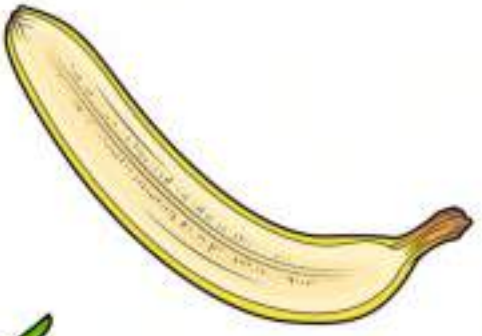


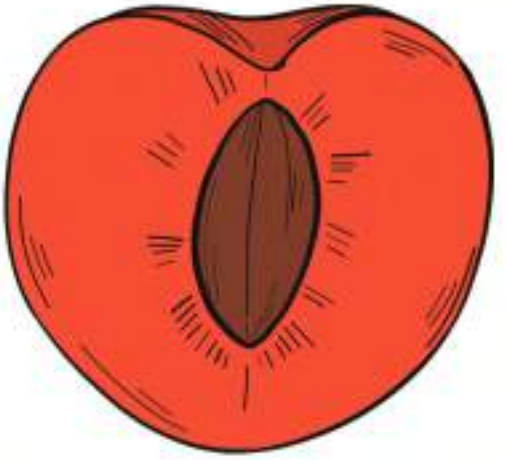




N.3

Students examine one-half as a part-whole relationship.





Name: _____ 204

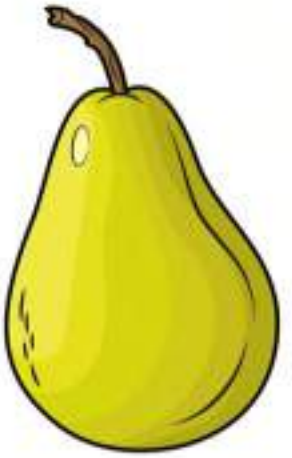
Curriculum Connection
N.3

Halves in our Lives

Part 1 Draw a line to cut the food in half so you can share it with a friend

1) 

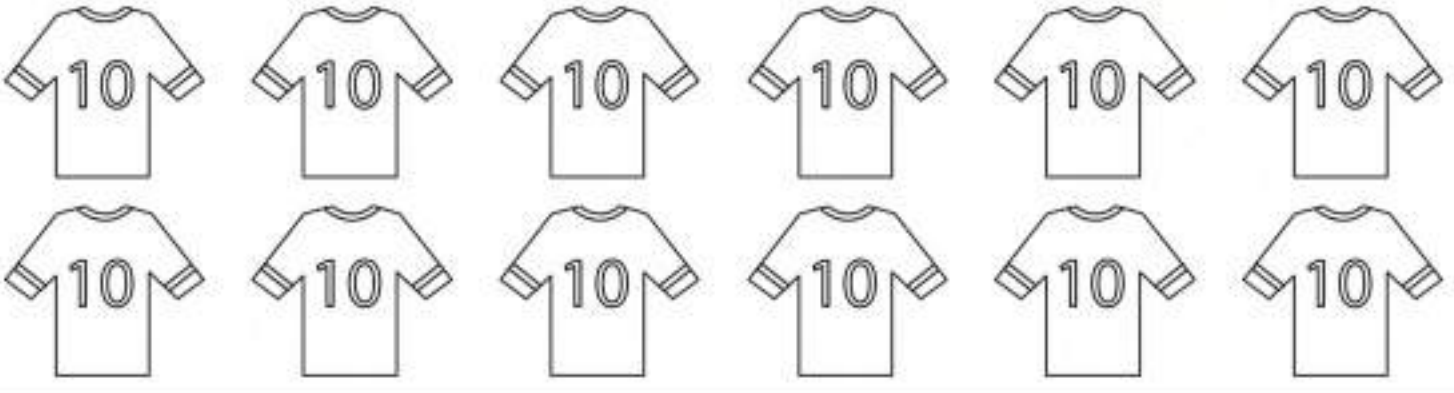
2) 

3) 

4) 

6) 

Part 2 Your class is about to split into teams. Colour half the jerseys one colour and the other half a different colour



Name: _____ 206

Curriculum Connection
N.3

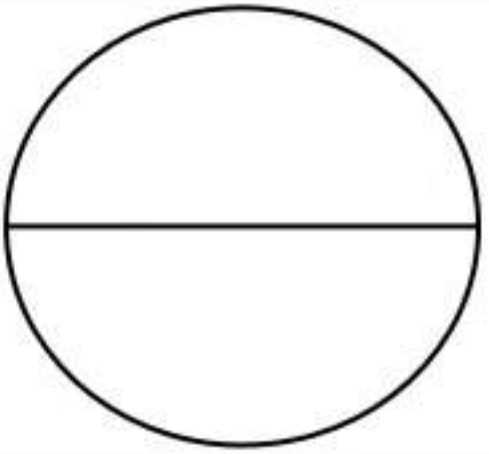
Pizza Fractions

Directions Draw the pizzas below based on the customer's requests

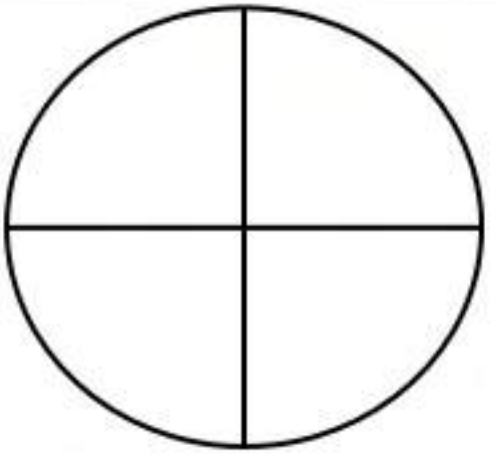
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) On[illegible] pi[illegible]acon, and one-half has onion

2) One-half pepperoni and bacon and one-half pineapple.



3) One-half olives an[illegible]oni[illegible]one-half mushrooms.

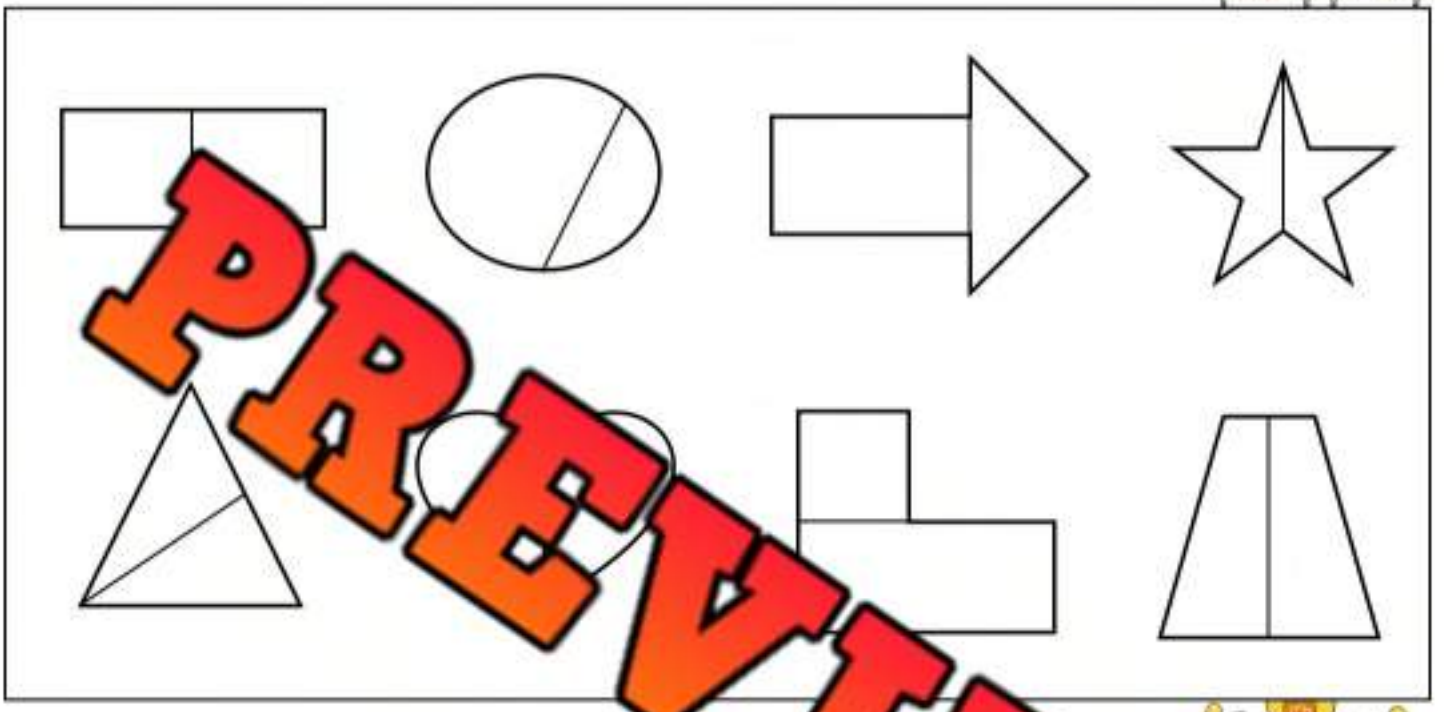


Name: _____ 207

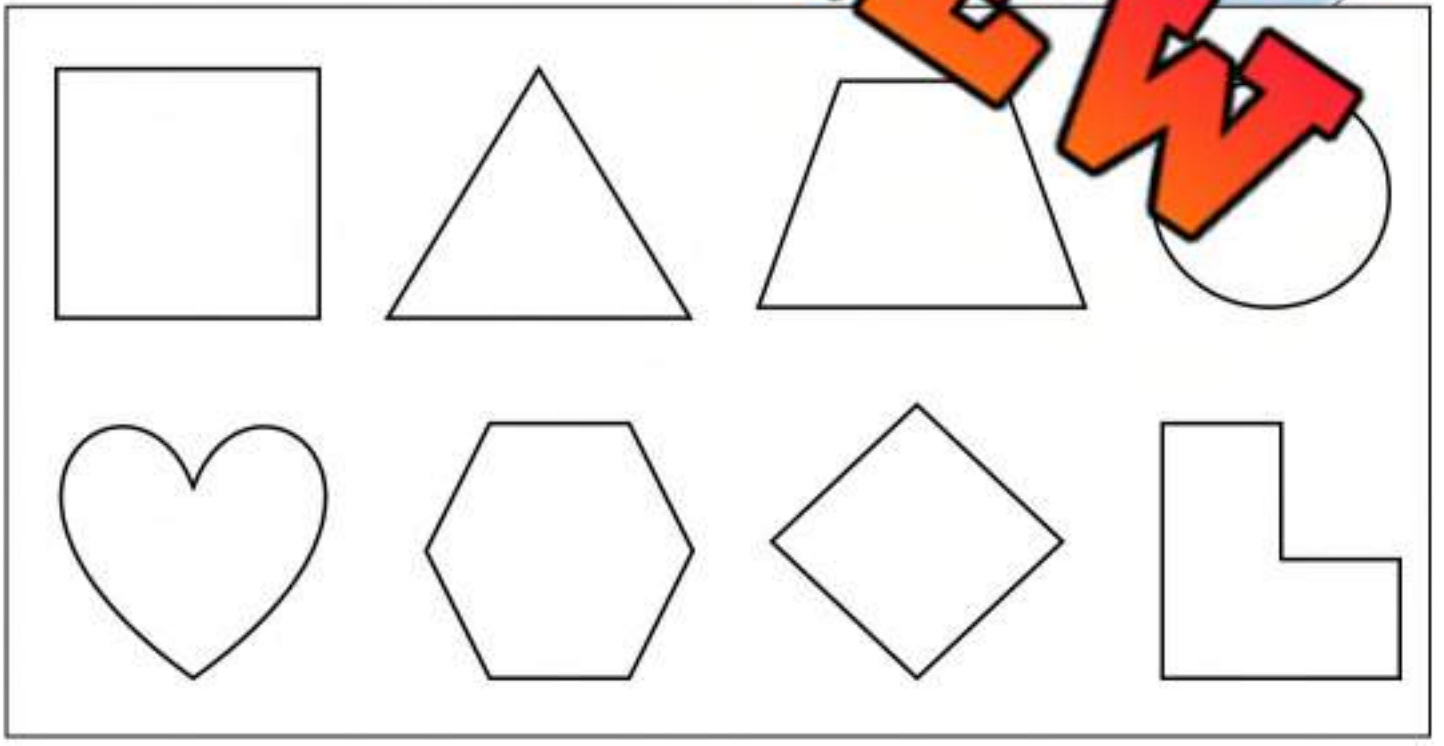
Curriculum Connection
N.3

Identifying One-Half

Part 1 Circle the shapes that are cut in half



Part 2 Draw a line to cut the objec alf



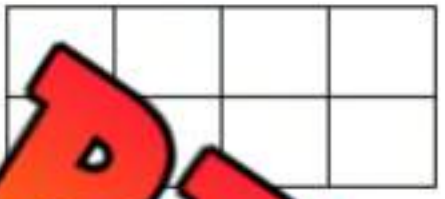
Name: _____ 208

Curriculum Connection
N.3

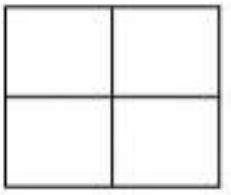
Identifying One-Half

Directions Colour half of the squares below

1)

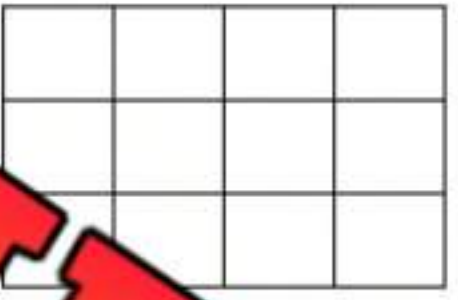


2)

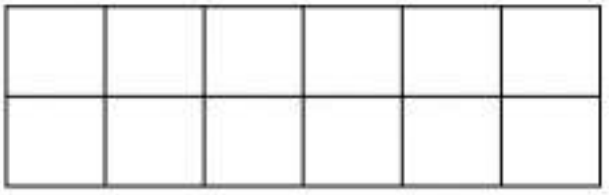


3)

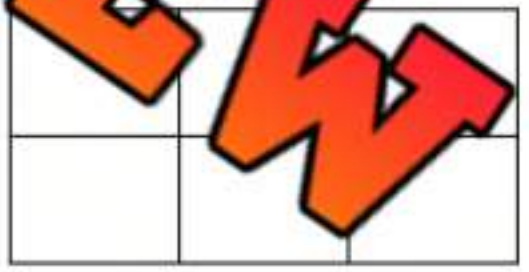
4)



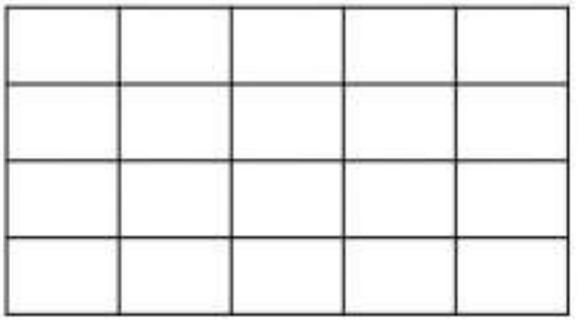
5)



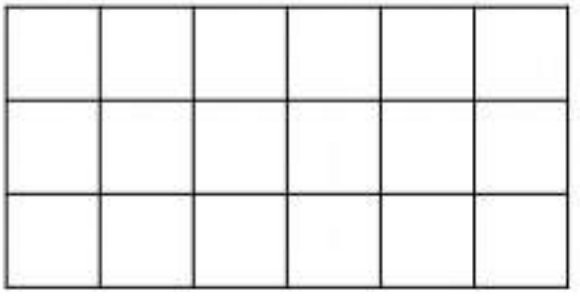
6)



7)



8)



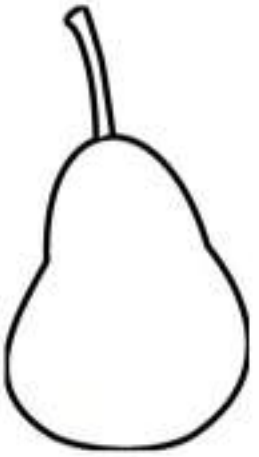
Name: _____ 209

Curriculum Connection
N.3

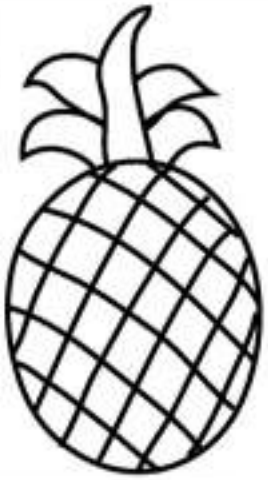
Part-Whole Relationship

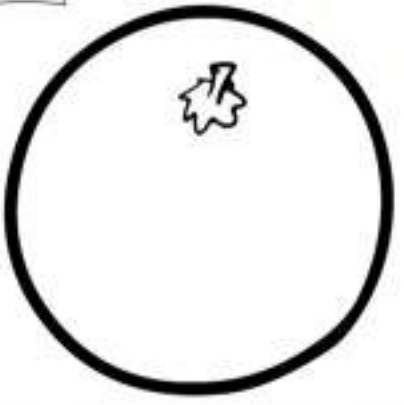
Directions Draw a line to divide the fruit in half. Colour half of the fruit. How many parts of the whole did you colour?

1) 

2) 

3) 

5) 

6) 

Name: _____ 210

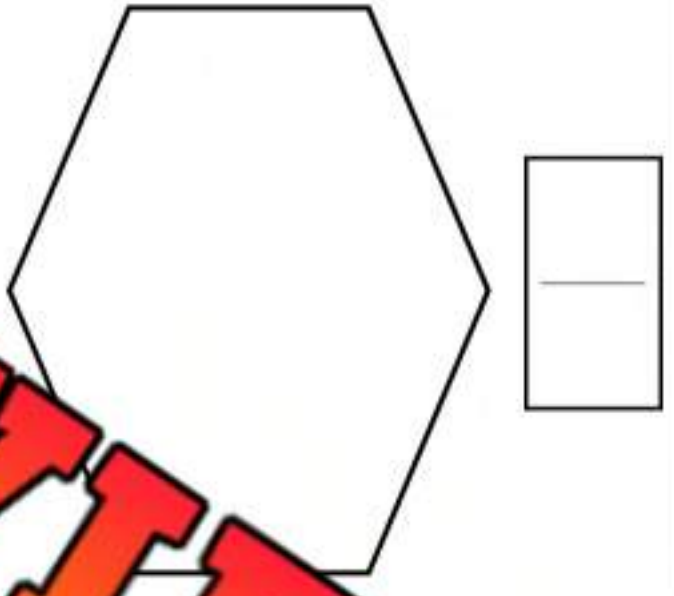
Curriculum Connection
N.3

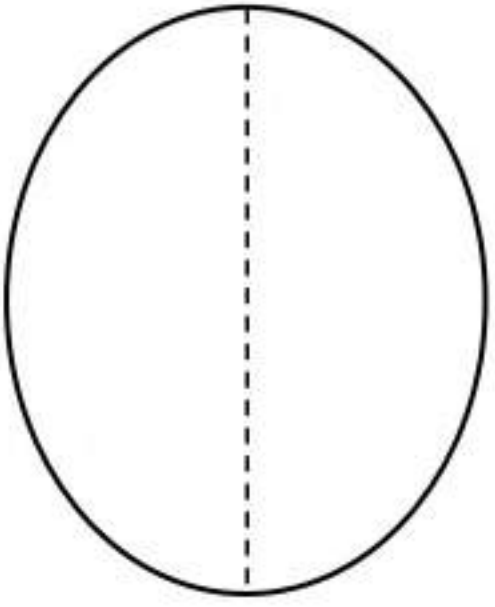
Two Halves Equal One Whole

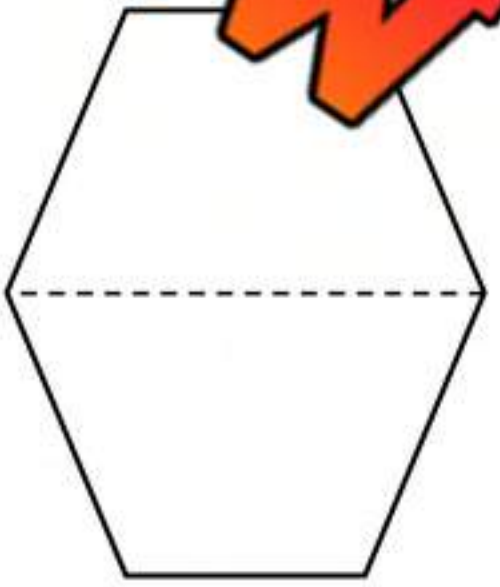
Directions Cut the objects on the bottom in half. Then paste them above. How many parts make up the whole?

1)

2)







Name: _____ 213

Curriculum Connection
N.3

Part-Whole Relationship Quiz

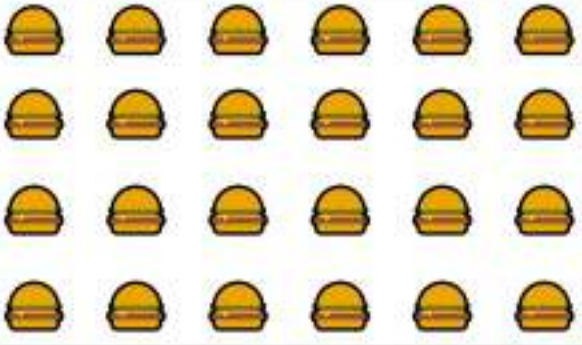
Part 1 Your class is about to split into teams. Colour half the jerseys one colour and the other half a different colour

Part 2 Circle half of the objects

1)

2)

3)

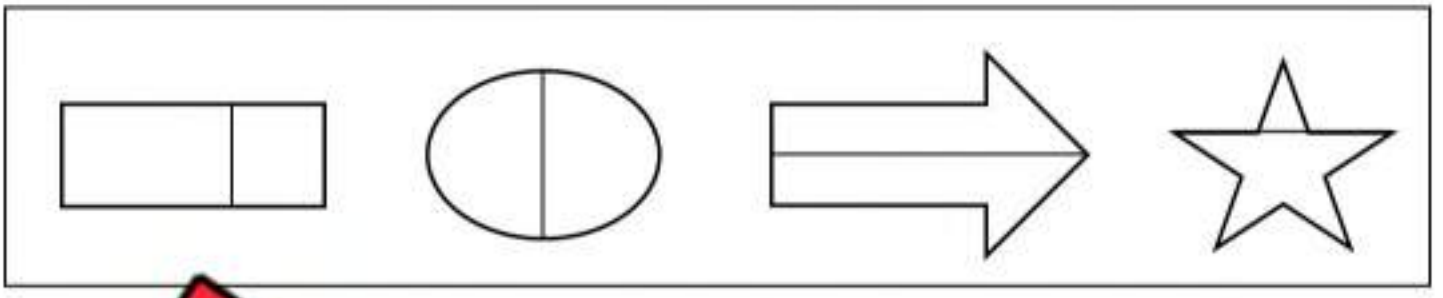


4)

Name: _____ 214

Curriculum Connection
N.3

Part 3 Circle the shapes that are cut in half



Part 4 Draw a line to cut the objects in half

Part 5 How many parts are shaded in? How many parts make up the whole?

1)

2)

3)

4)