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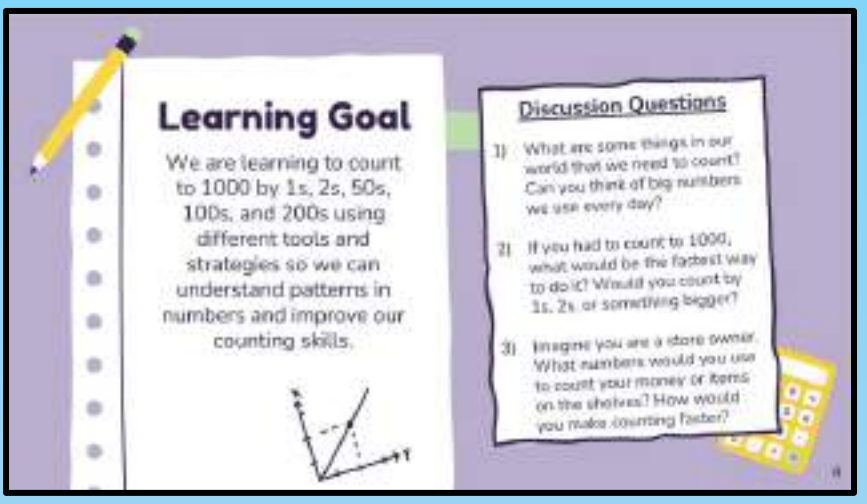
Google Slides Lessons Preview

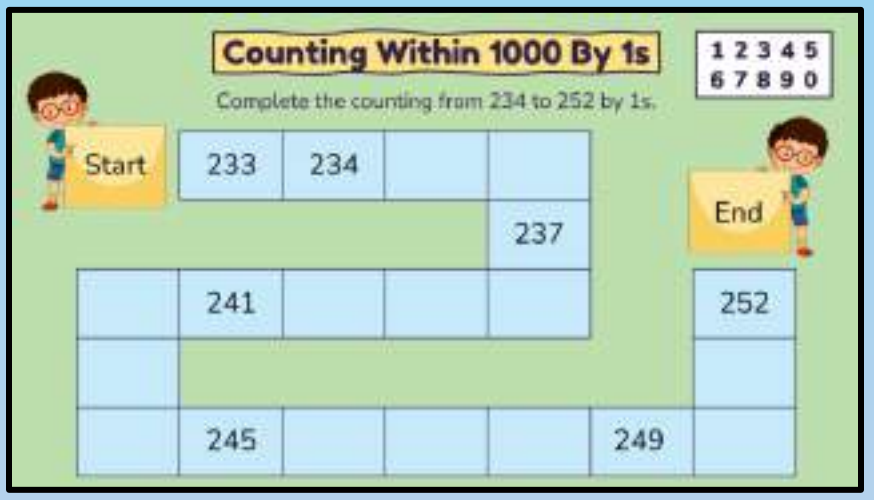
Alberta Math Curriculum Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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



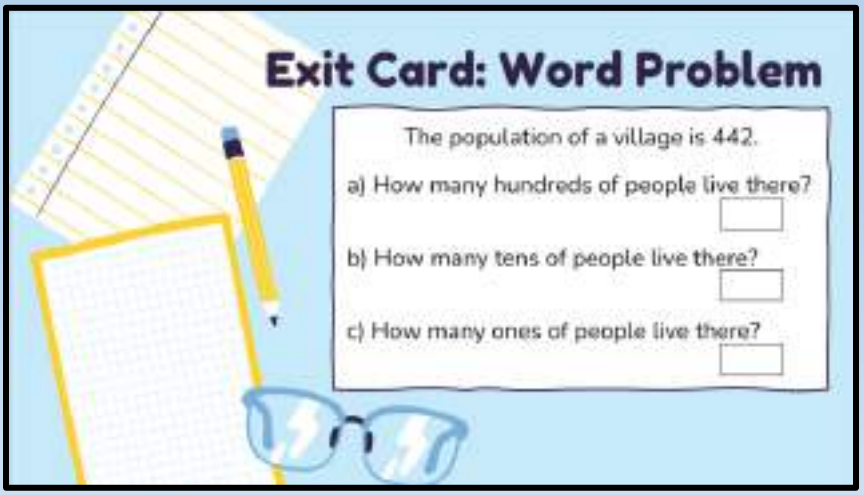


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Alberta Math Curriculum Number Unit – Grade 2

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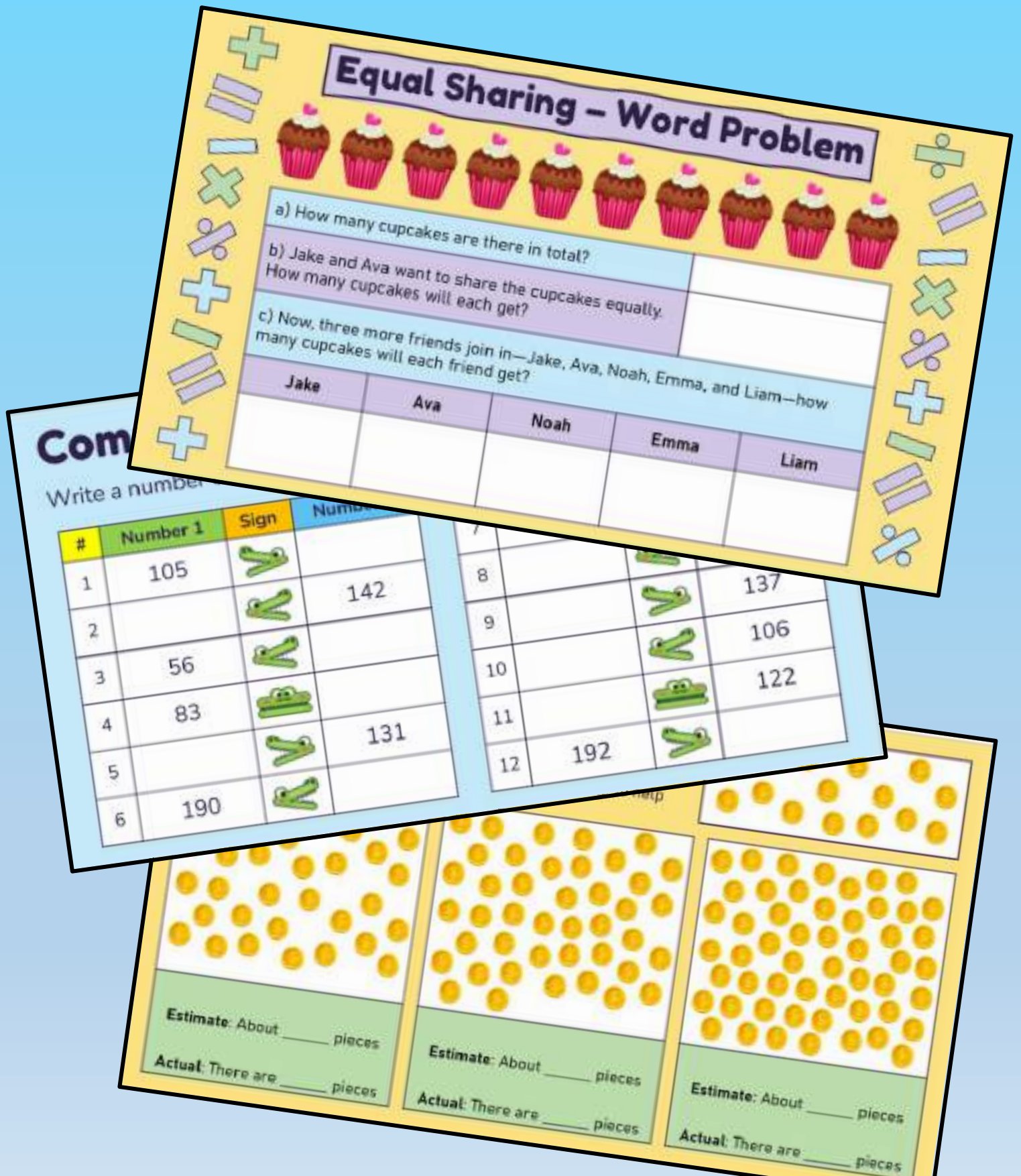


Workbook Preview

Grade 2
Strand: Number

	Curriculum Expectations	Pages
N.1	Students analyze quantity to 1000. ▪ Represent quantities using words and natural numbers. ▪ Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. ▪ Relate a number, including zero, to its position on the number line. ▪ Decompose quantities into groups of 100s, 10s, and 1s. ▪ Count within 1000, forward and backward by 1s, starting at any number. ▪ Skip count by 20s, 25s, or 50s, starting at 0. ▪ Skip count by 2s and 10s, starting at any number. ▪ Determine the value of a collection of coins or bills of the same denomination by skip counting. ▪ Model even and odd quantities by sharing and grouping. ▪ Describe a quantity as even or odd.	6 – 103
N.2	▪ Recall and apply addition number facts, with addends to 10, and related subtraction number facts. ▪ Investigate strategies for addition and subtraction of two-digit numbers. ▪ Add and subtract numbers within 100. ▪ Verify a sum or difference using inverse operations. ▪ Determine a missing quantity in a sum or difference, within 100, in a variety of ways. ▪ Solve problems using addition and subtraction of countable quantities or measurable lengths.	105 – 223
N.3	Students interpret part-whole relationships using unit fractions. ▪ Model a unit fraction by partitioning a whole object or whole set into equal parts, limited to 10 or fewer equal parts. ▪ Compare different unit fractions of the same whole, limited to denominators of 10 or less. ▪ Compare the same unit fractions of different wholes, limited to denominators of 10 or less. ▪ Model one whole, using a given unit fraction, limited to denominators of 10 or less.	225 – 246

100

N.1

Students analyze quantity to 1000.

100

Name: _____ 7

Curriculum Connection
N.1

Counting Within 1000, By 1s

Part 1 Count forward by 1s within 1000

1)	15	16			19			22		
2)	18			185				189		
3)	33	3			342		344			
4)	791		9			796			799	
5)	925	926				93			933	

Part 2 Count backward by [illegible] with

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

Name: _____ 10

Curriculum Connection
N.1

Count Backwards By 2s From 100

Directions Count by 2s backwards from 100

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

Name: _____ 14

Curriculum Connection
N.1

Count by 10's Starting with Different Numbers

Part 1 Count forwards by 10s to 100 starting with different numbers

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

Part 2 Count by 10s backwards starting with different number

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

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 5s forwards.			
25			

Count by 5s backwards.			
			45

Count by 10s forwards.			
67	77		

Count by 10s backwards.			
		83	73

Name: _____

Count by 5s forwards.			
25	30		

Count by 5s backwards.			
			45

Count by 10s forwards.			
67	77		

by 10s backwards.			
		83	73

Name: _____

Count by 1s forwards.			
877	878		

Count by 5s backwards.			
			45

Count by 10s forwards.			
67	77		

Count by 10s backwards.			
		83	73

Name: _____

Count by 1s fo			
877	878		

Count by 5s backwards.			
			45

Count by 10s forwards.			
67	77		

Count by 10s backwards.			
		83	73

Name: _____ 18

Curriculum Connection
N.1

Counting by 20s

Part 1 — Count by 20s

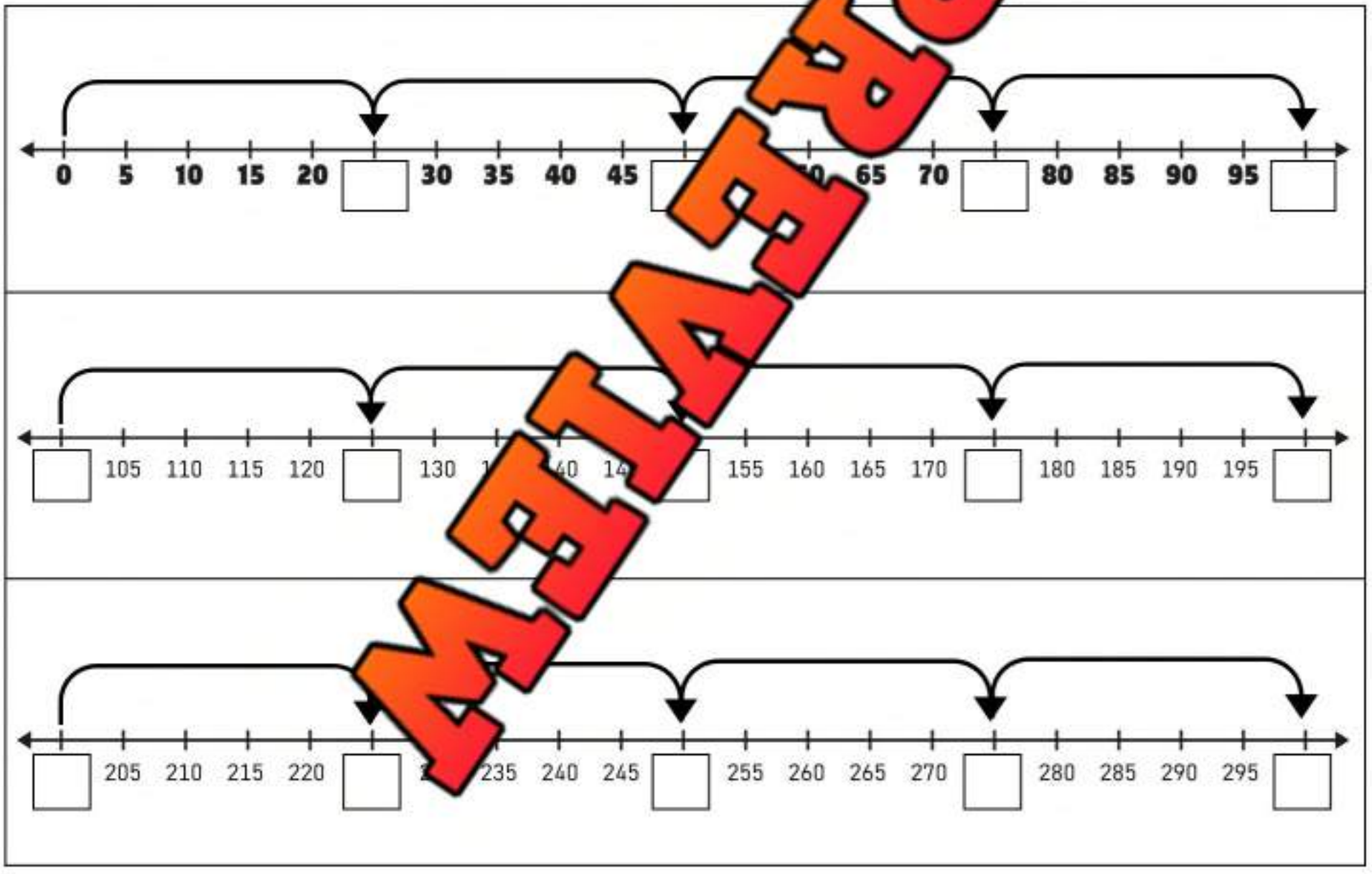
Part 2 — Fill in the blanks counting by 20

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

Name: _____ 20

Curriculum Connection
N3.1

Counting By 25s



Name: _____ 21

Curriculum Connection
N.1

Counting By 50s

Part 1 Count by 50's to 200

GO

50		150	

END

Part 2 Count by 50's to 200 using the number line

Part 3 Fill in the blanks counting by 50's

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

Part 4

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

Name: _____ 23

Curriculum Connection
N.1

Counting By 25, 50, & 100

Part 1 Count by 25 starting at different numbers

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

Part 2 Count by [illegible] numbers

1)	5	55			
2)	10	60			0
3)	7	57			207

Part 3 Count by 100 starting at different numbers

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

Name: _____ 24

Curriculum Connection
N.1

Place Value Chart

	Hundreds	Tens	Ones
537	5	3	7

Part 1 Fill in the place value charts below

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

Part 2 Which place value is the underlined number?

1) 3<u>7</u>5 Tens	2) 18<u>4</u> _____	3) <u>2</u>18 _____
4) <u>8</u>32 _____	5) 2<u>8</u>9 _____	6) 96<u>2</u> _____
7) <u>9</u>2 _____	8) 5<u>5</u>4 _____	9) 90<u>3</u> _____

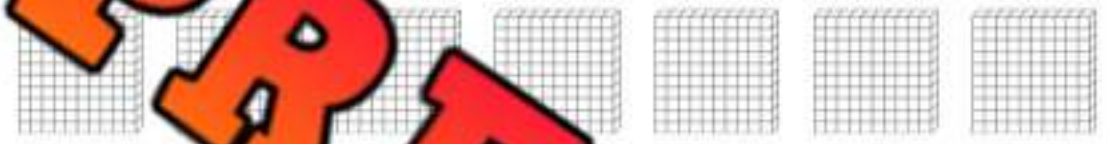
Name: _____ 27

Curriculum Connection
N.1

Skip Counting - Base Ten Blocks

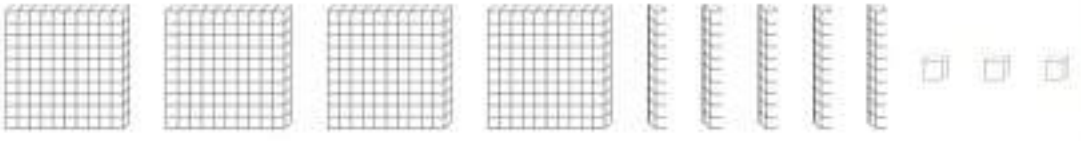
Questions	How many blocks do you count?

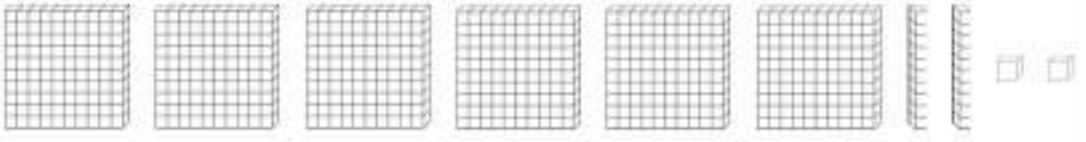
1) 

2) 

3) 

4) 

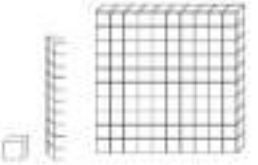
5) 

6) 

Name: _____ 28

Curriculum Connection
N.1

Base Ten Block – Challenge



Instructions | Solve the problem

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

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

Who [illegible] how your work below.

Sam's Blocks: _____ Dan's Blocks: _____

Who has more blocks? _____

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

Answer: _____

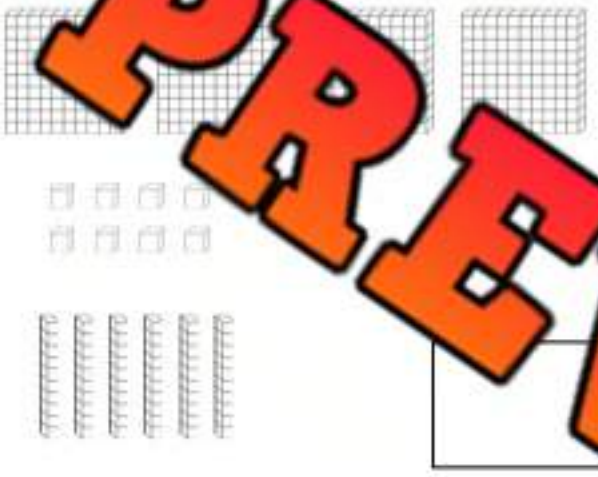
Curriculum Connection
N.1

Exit Cards

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

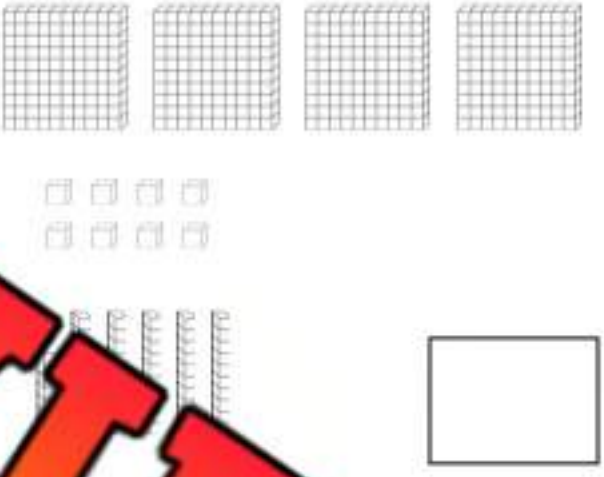
Name: _____

What is the value represented by the base ten blocks?



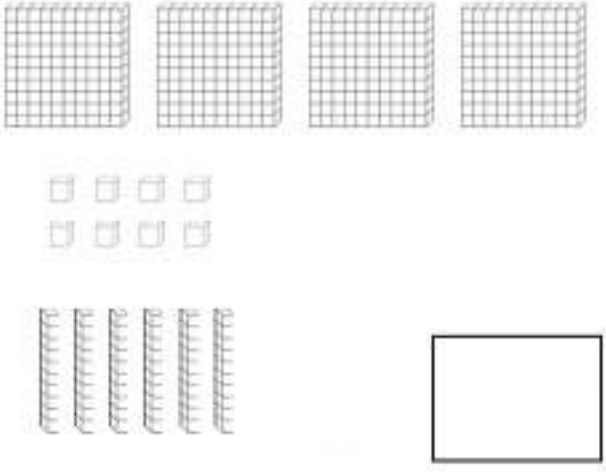
Name: _____

What is the value represented by the base ten blocks?



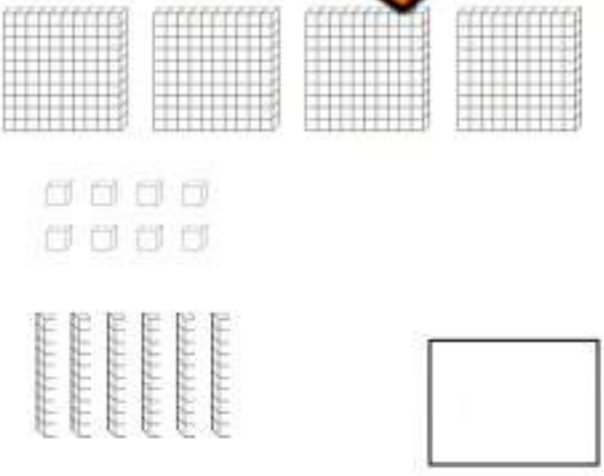
Name: _____

What is the value represented by the base ten blocks?



Name: _____

What is the value represented by the base ten blocks?



Name: _____ 30

Curriculum Connection
N.1

Title: "Artistic Numbers Parking Lot"

Objective — What are we learning about?

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

Materials — ...you will need for the activity.

- White paper s... per student)
- Crayons, m... colou... cils
- Rulers for dr... raight...
- Reference chart ... se ... eir values (units = cars, rods = b... ar... = truc...

Instructions — How you will compl... activi...

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

Name: _____ 31

Curriculum Connection
N.1

Name: _____ 32

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

Part 2 What is the expanded form of the number below?

1) 545	2)
3) 804	4) 739
5) 926	6) 3 246

Part 3 Fill in the blanks with the missing number

1) 453 = 400 + _____ + 3	2) 309 = _____ + 0 + 9
3) 563 = 500 + 60 + _____	4) 2460 = _____ + 400 + _____ + 0

Name: _____ 34

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 [illegible]ven	11 Eleven	15 Fifteen	19 Nineteen	50 Fifty	90 Ninety
4 Four	[illegible]	12 [illegible]welve	16 Sixteen	20 Twenty	60 Sixty	100 Hundred

Part 1 [illegible] forms of the written words below

1) Two hundred, th[illegible]six	2) Four hundred, sixty-three
3) Seven hundred, fifteen	4) Six[illegible]ed, twenty-eight
5) Three hundred, forty-nine	6) [illegible]

Part 2 Write the written form of the numbers below

134	
362	
631	
923	
206	

Name: _____ 36

Curriculum Connection
N.1

Zero As Placeholder

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

Part 1 Gr[illegible]hed his homework. Find his errors and correct them.

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

Part 2 What is wrong with Grayson's answer below? Explain

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

Name: _____ 42

Curriculum Connection
N.1

Help Roger Decompose Numbers

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

Part 1 — Fill in the missing number

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

Part 2 — Can you decompose the number a different way than Roger

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

Name: _____ 43

Curriculum Connection
N.1

Skip Counting – Money – Base Ten

Questions | Count the money below

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

Name: _____ 46

Curriculum Connection
N.1

Place Value – Number Breakdown

Questions | Fill in the blanks below

Number Breakdown	Write the value of the underlined digit (Hundreds, Tens, or Ones)
782 	1) 782 = _____
	2) 782 = _____
	3) 782 = _____

Fill in the blanks by writing the expanded form below

_____ + _____ + _____

Fill in the pattern below

782 , _____ , 784 , _____

Fill in the pattern below

782 , _____ , 802 , 812 , _____ , _____

Fill in the pattern below

482 , 582 , _____ , 782 , _____ , _____

Compare using <, >, or =

782	795	782	+ 10	
315	782	782	+ 100	
782	782	782	- 100	
325	782	782	- 10	
237	782	782	+ 1	

Name: _____ 48

Place Value Quiz

Part 1

Fill in the place value charts below.

236		
Hun	Tens	Ones

363		
Hun	Tens	Ones

1000			
Thou	Hun	Tens	Ones

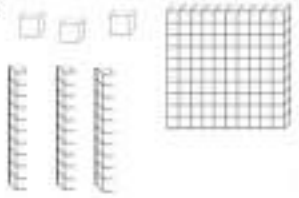
Part 2

lace value is the underlined number?

1) 1<u>3</u>5		3) <u>1</u>15
4) 3<u>3</u>1	5) <u>2</u>6	6) <u>4</u>14

Part 3

How many blocks do you

1. 

2. 

3. 

Part 4

What is the standard form of the numbers below?

1) 400 + 20 + 2	2) 800 + 30 + 6	3) 200 + 2

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

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

Part 6 standard form of the written words below

	Answer
1) Two hu thi	
2) One hundred	

Part 7 Write the written fo of the bers w

Question	An
1) 234	
2) 617	

Part 8 Solve the riddles

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

Name: _____ 50

Curriculum Connection
N.1

Even and Odd Numbers

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

Even Numbers: 2, 4, 6, 8, 10...
Odd Numbers: 1, 3, 5, 7, 9...

Directio Colour only the even numbers

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: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____

Circle even or odd beside the numbers

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

Name: _____ 53

Curriculum Connection
N.1

Even and Odd

Part 1 Write even numbers in the stars below

EVEN STARS

Part 2 Write odd numbers in the stars

ODD STARS

Name: _____ 55

Curriculum Connection
N.1

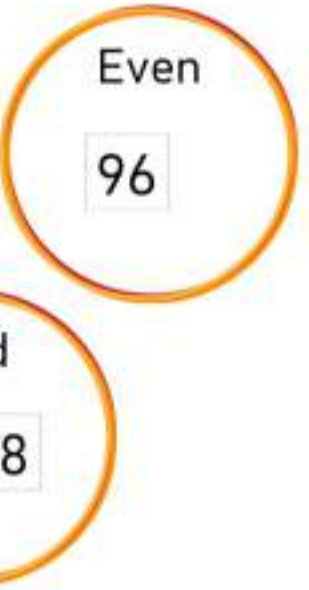
Activity Title: Odd and Even Number Hunt

Objective What are we learning about?

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

Materials What you will need for the activity.

- Colored paper index cards
- Marker
- Tape or chalk
- Large open space (indoor/outdoor)



Instructions How you will complete the activity

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

Name: _____ 56

Curriculum Connection
N.1

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

ODD

EVEN

Name: _____ 57

Curriculum Connection
N.1

Index Cards | Cut out the index cards below

57	11	83
33	9	14
92	23	7
64	5	88

Name: _____ 62

Curriculum Connection
N.1

Index Cards | Cut out the index cards below

29	99	7
68	3	54
25	86	2
91	32	61

Name: _____ 64

Curriculum Connection
N.1

Partitioning Even Quantities

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

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

Objects	Questions	
	objects are there?	
	each group?	
	r?	

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

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

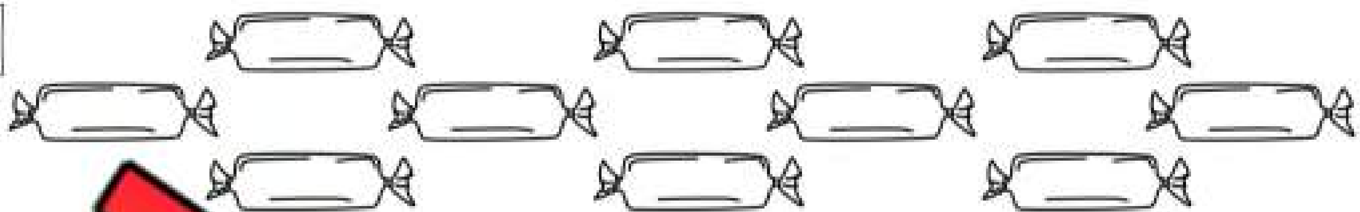
Name: ______________________ 68

Curriculum Connection
N.1

Sharing

Sharing	Answer the questions below

1)



a) How many candies are there?	
b) Sam and Joel want to share the candies equally. How many candies will they each get?	

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

Sam	Joel	[illegible]	Jack	Nick

2)

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

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

Clara	Ivy	Julia

Name: _____ 70

Curriculum Connection
N.1

Sharing – Remainders

Sharing | Answer the questions below

a) How many dollars are there?

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

Ryan	Jordan

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

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

Ryan	Jordan	Will

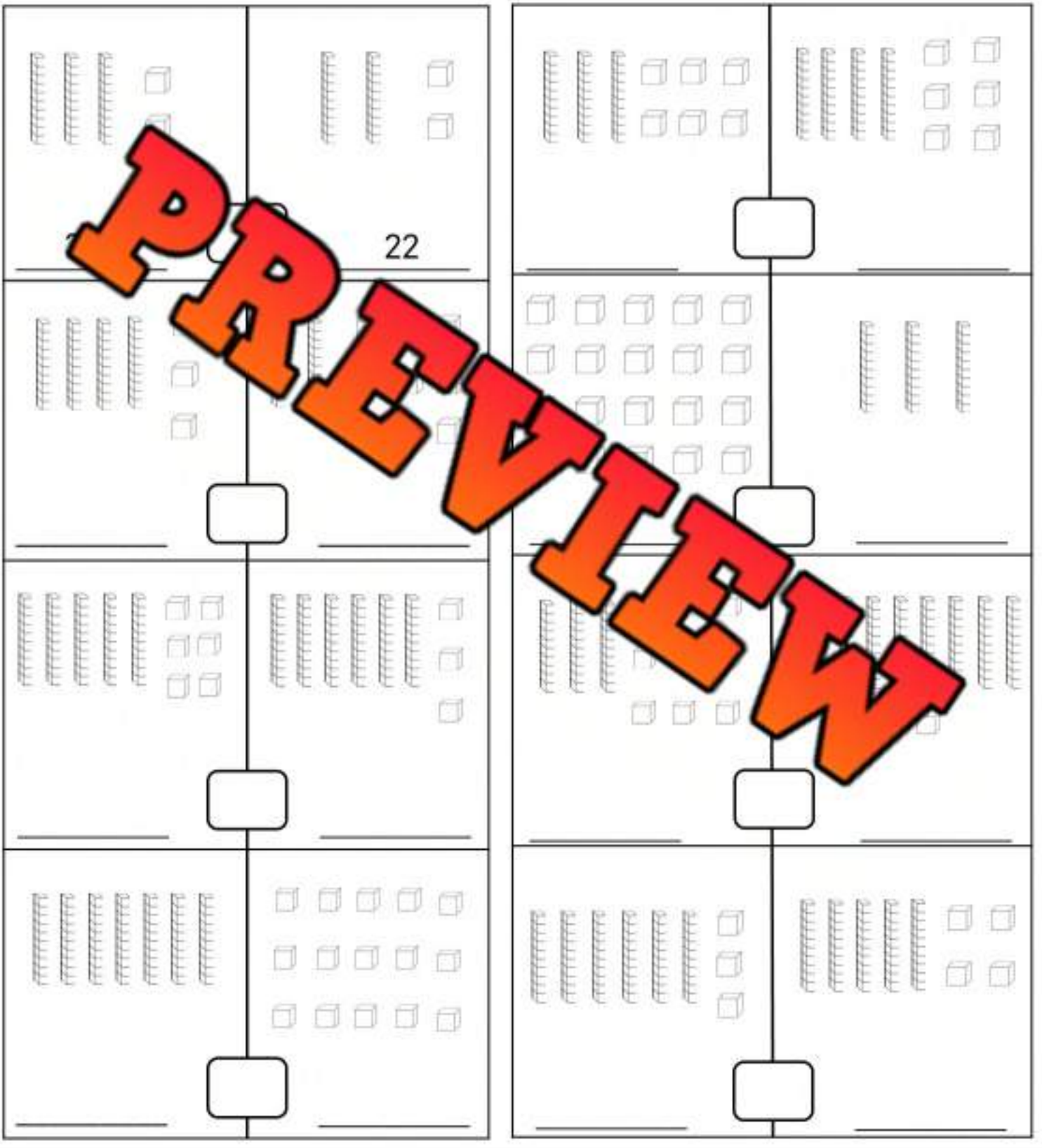
e) How many dollars will be leftover (remaining/remainder)?

Name: _____ 75

Curriculum Connection
N.1

Comparing Base Ten Blocks

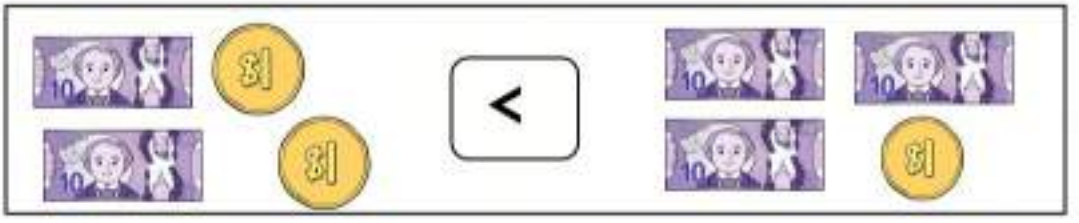
Questions Compare the number of base ten blocks below using < > =



Name: _____ 76

Curriculum Connection
N.1

Comparing Money



Questions Count the money below and decide which amount is larger

Name: _____ 77

Curriculum Connection
N.1

Ordering Numbers From Least to Greatest

5, 24, 9, 16
Least to Greatest
5, 9, 16, 24

Questions Order the numbers below from least to greatest

1. 11, 6
_____, _____, _____, _____

2. 9, 5, 18, 22
_____, _____, _____, _____

3. 41, 22, 1
_____, _____, _____, _____

4. 18, 43, 26, 31
_____, _____, _____, _____

5. 75, 43, 36, 57
_____, _____, _____, _____

6. 53, 41
_____, _____, _____, _____

7. 86, 53, 87, 95
_____, _____, _____, _____

8. 73, 68, 77, 89
_____, _____, _____, _____

9. 91, 94, 92, 99
_____, _____, _____, _____

10. 87, 83, 88, 95
_____, _____, _____, _____

Name: _____ 79

Curriculum Connection
N.1

Comparing Numbers

276  312	576  218	176  176

Part 1

Compare the following numbers using

1)		2)	36 36	3)	135 93
4)	213 99		362 393	6)	565 293
7)	634 64		6 605	9)	765 753

Part 2

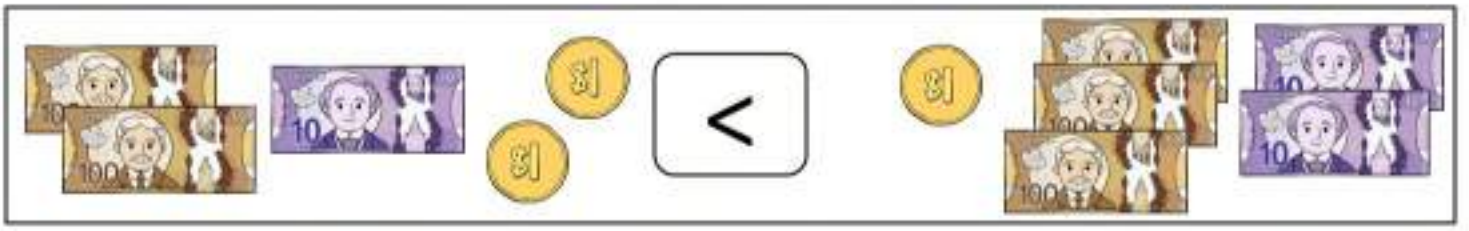
Greater than, Equal to, Less than

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

Name: _____ 81

Curriculum Connection
N.1

Comparing Money



Instruction | Compare the number of base ten blocks below

Name: _____ 82

Curriculum Connection
N.1

Comparing Numbers

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

Part 1 Order the numbers below from least to greatest

Unordered Numbers	Ordered (least to greatest)
43, [illegible] 46	
8[illegible] 53, 75	
221, 326, 2[illegible]	
18, 9, 25, 53, 22	
158, 131, 143, 148, 131	
523, 575, 233, 356, 657	

Part 2 Order the numbers below from grea[illegible] le[illegible]

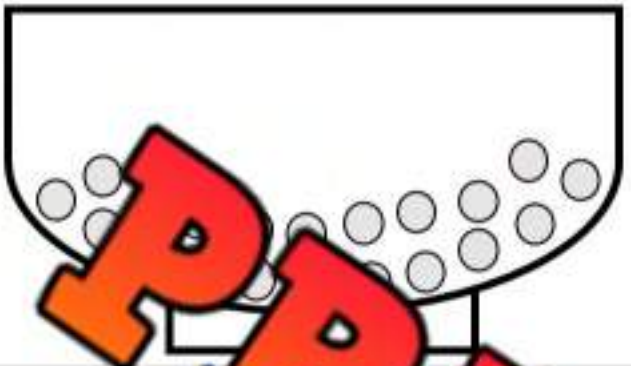
Unordered Numbers	Ordered (greates[illegible]st)
11, 6, 3, 17, 15	
85, 99, 93, 85, 91	
267, 423, 128, 231, 254	
40, 43, 29, 33, 46	
123, 120, 123, 174, 177	
765, 353, 278, 358, 735	

Name: _____ 83

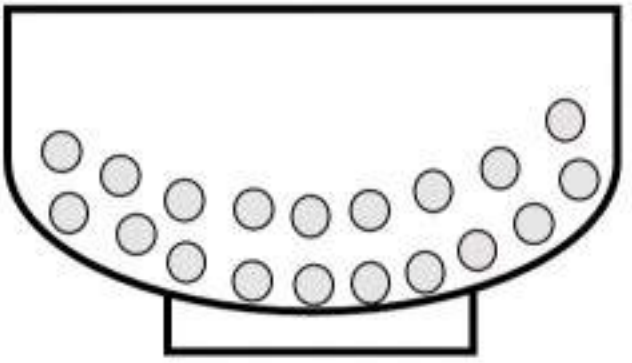
Curriculum Connection
N.1

Estimating How Many...

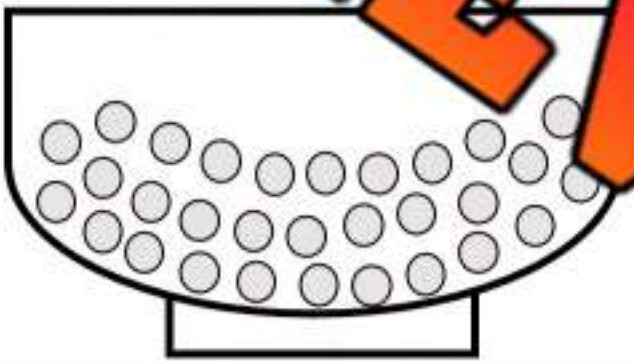
Instructions Estimate how many cereal pieces are in each bowl without counting. Then count them to check your estimate.



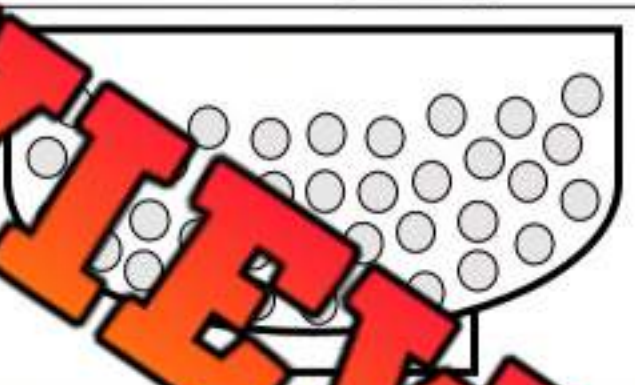
Estimate: About _____ pieces
Actual: There are _____ pieces



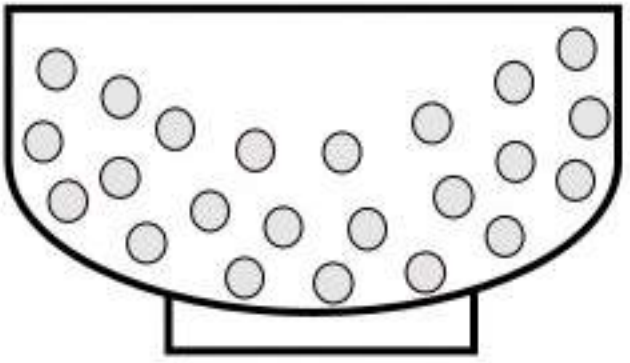
Estimate: About _____ pieces
Actual: There are _____ pieces



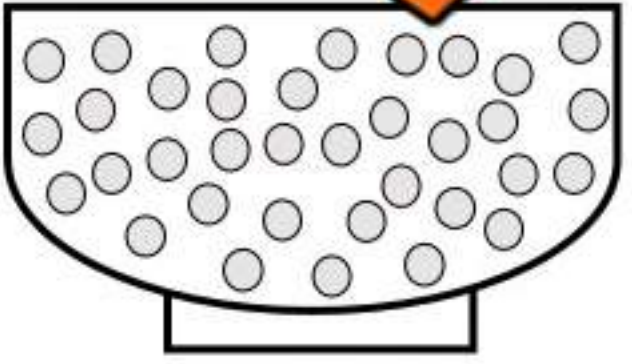
Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



Estimate: About _____ pieces
Actual: There are _____ pieces



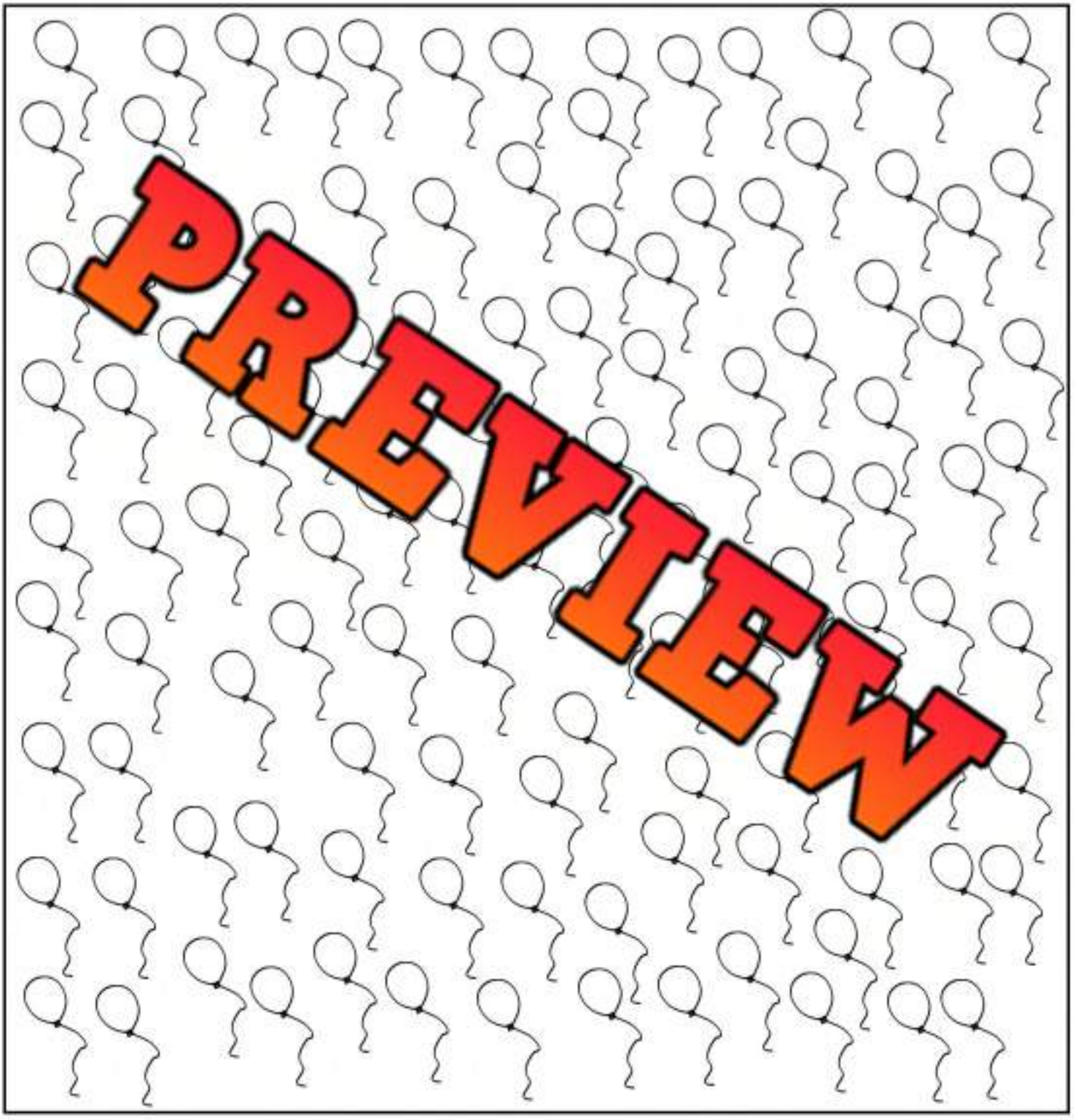
Estimate: About _____ pieces
Actual: There are _____ pieces

Name: _____ 88

Curriculum Connection
N.1

Estimating Larger Amounts

Questions	How many balloons do you think are in the box?



Estimate: About _____ balloons
Actual: There are _____ balloons

Exit Cards

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

Name: _____

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

Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

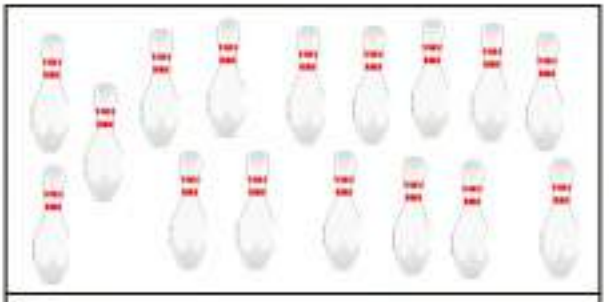
Estimate how many bowling pins are in the box. Then count them to check.

Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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

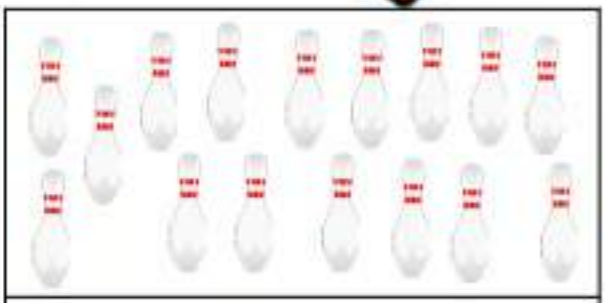


Estimate: About _____ pins

Actual: There are _____ pins

Name: _____

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



Estimate: About _____ pins

Actual: There are _____ pins

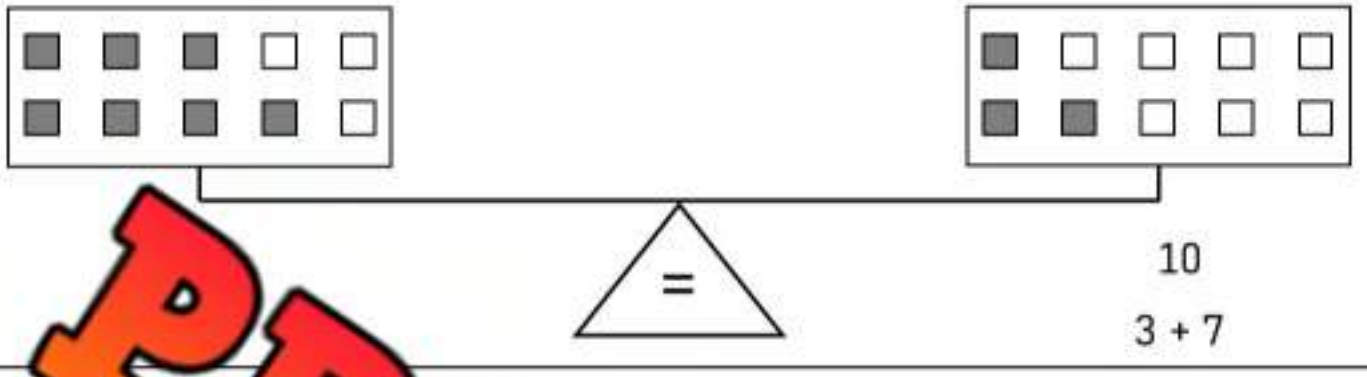
Name: _____ 92

Curriculum Connection
N.1

Pan Balance - Equalities

Questions | Fill in the blanks to create equalities

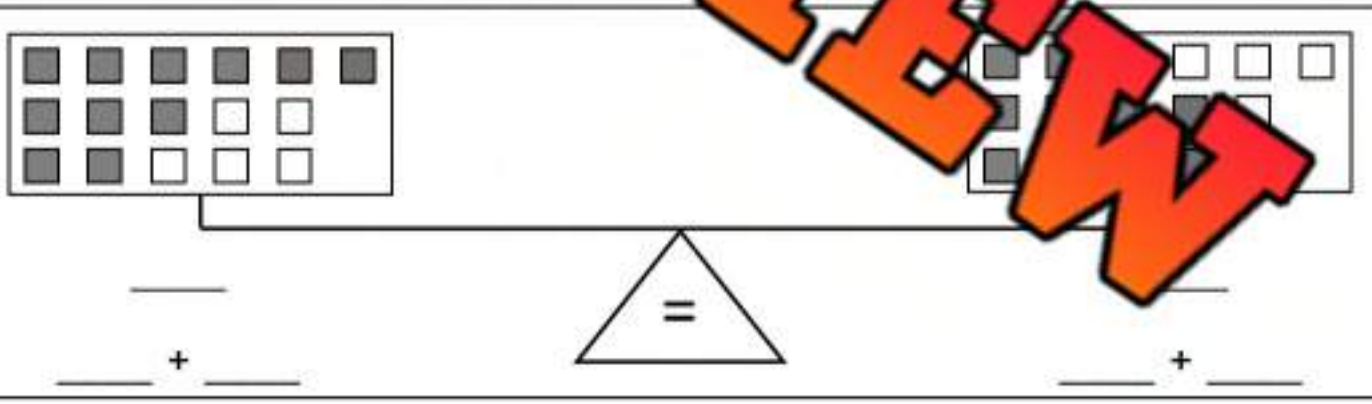
1)



2)

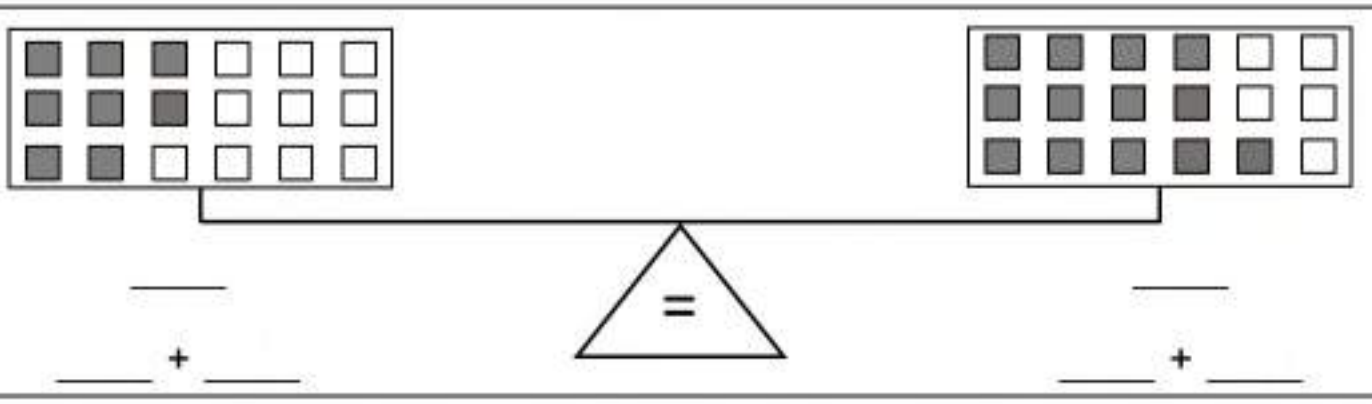
_____ + _____ _____ + _____

3)



_____ + _____ _____ + _____

4)



_____ + _____ _____ + _____

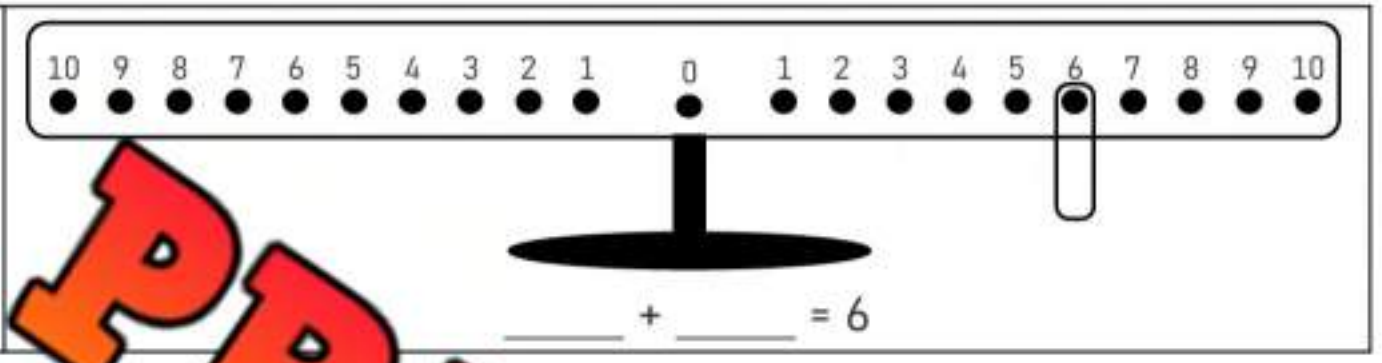
Name: _____ 94

Curriculum Connection
N.1

Balance Pan Equations

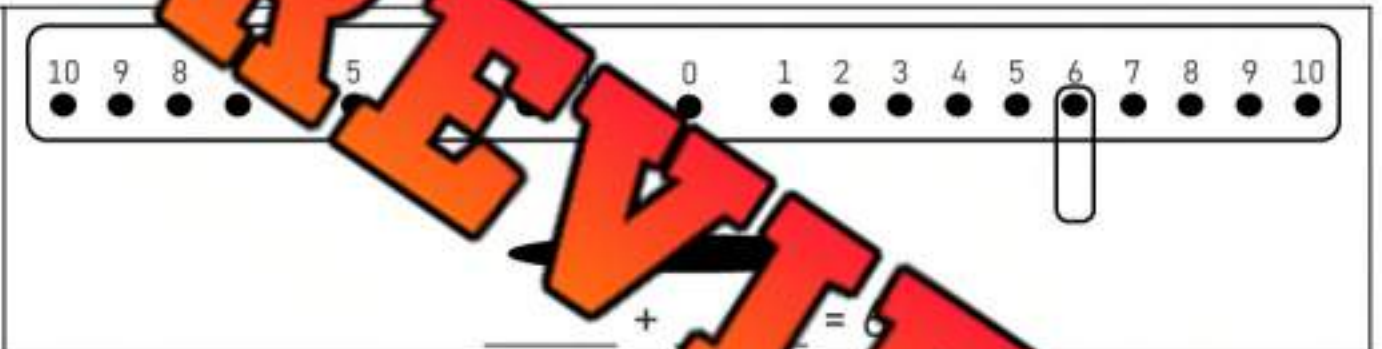
Questions How many ways can you balance the equation to equal 6

1)



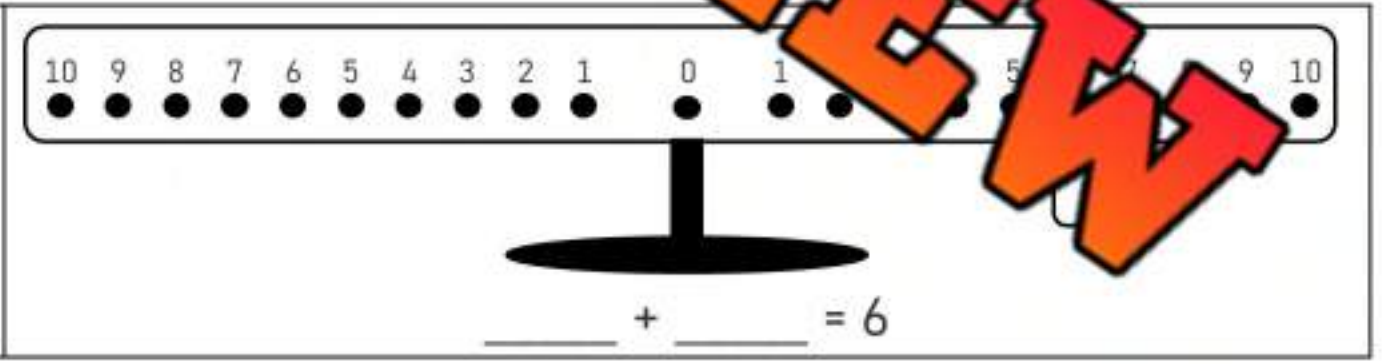
_____ + _____ = 6

2)



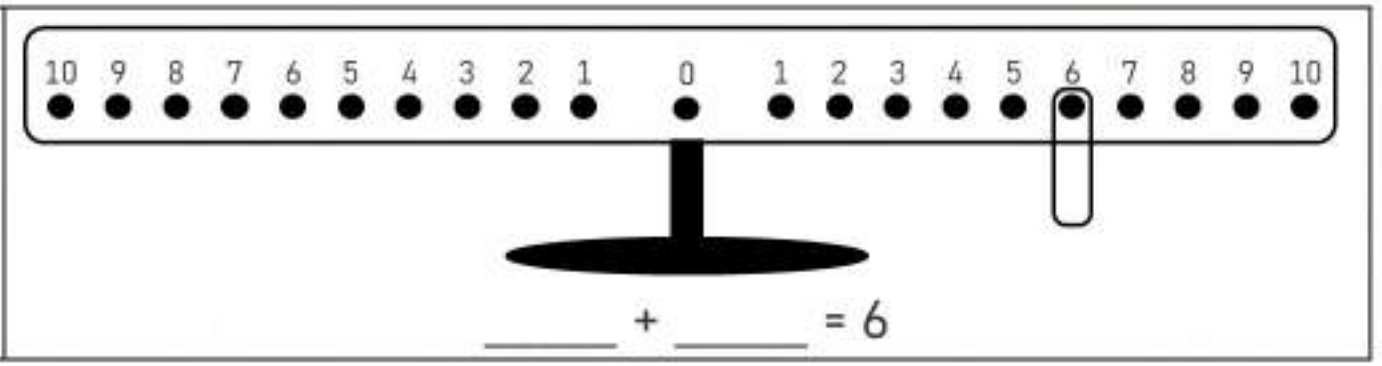
_____ + _____ = 6

3)



_____ + _____ = 6

4)



_____ + _____ = 6

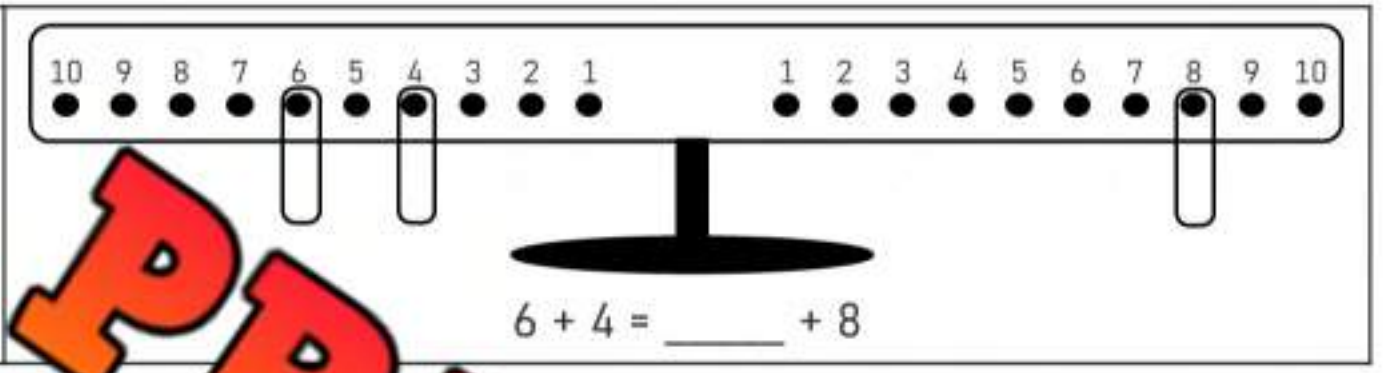
Name: _____ 99

Curriculum Connection
N.1

Balance Pan Equations

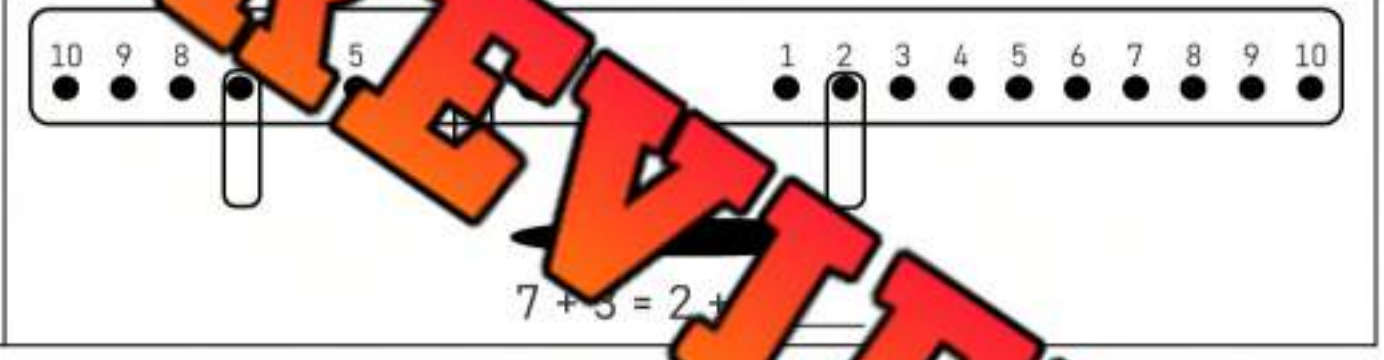
Questions	Balance the equations below

1)



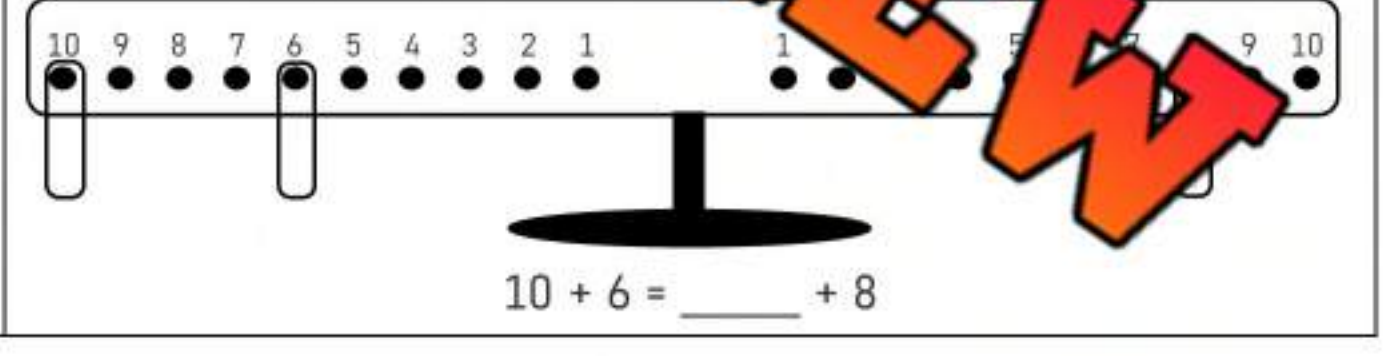
6 + 4 = _____ + 8

2)



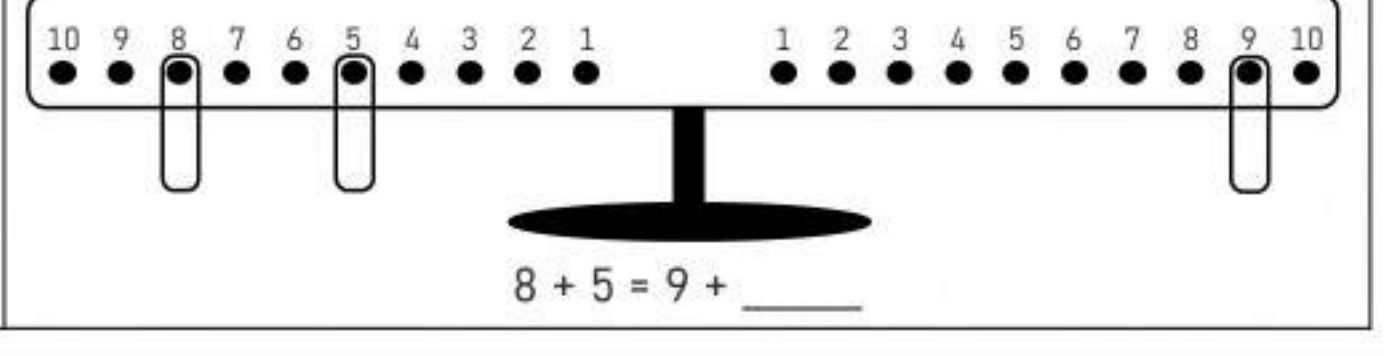
7 + 3 = 2 + _____

3)



10 + 6 = _____ + 8

4)



8 + 5 = 9 + _____

Name: _____ 100

Curriculum Connection
N.1

Equalities Jeopardy

Objective What are we learning about?

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

Mate ou will need for the activity.

- Jeopardy
- 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: _____ 101

Curriculum Connection
N.1

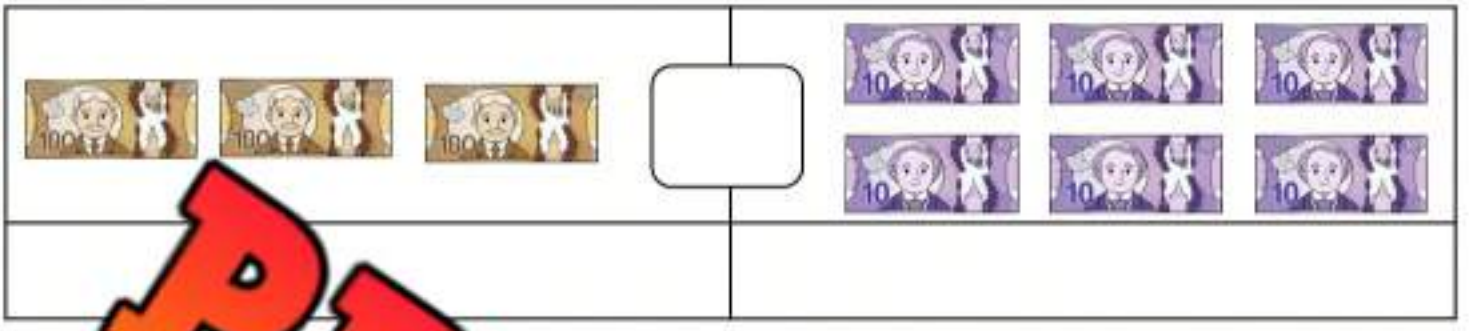
Jeopardy Questions | Ask students the questions below

$100	$200	$300	$400	$500
5 + ___ = 9	17 - ___ = 12	6 + ___ = 2 + 18	A box has 16 crayons, but some are broken and only 9 can be used. How many are broken.	5 + 4 + 3 + ___ = 18
___ + [illegible]	8 [illegible] an [illegible]?	8 + ♦ = 15 ♦ = _____	7 + 2 + 1 + ___ = 20	Mary has 8 dolls. She buys some more and gives 5 to her friend. She has 10 left. How many did she buy?
___ + 7 = 14	2 + 3 + ___ = 10	[illegible] cars [illegible] birth[illegible]. How many toy car[illegible] does he ha[illegible] now?	[illegible]m has 4 more [illegible]ils than [illegible] has [illegible] pen[illegible] any p[illegible] St[illegible]	1 + 2 + 5 + ___ = 17
12 - ___ = 8	3 + ___ = 8 + 16	I had 10 candies. I ate some and have 4 left. How many did I eat?	John has som[illegible] marbles. He get[illegible] 7 more and now has 14. How many marbles did he start with?	[illegible]es. [illegible]4 more [illegible]s some to [illegible]friend. She now has 8 apples. How many did she give away?
___ + 9 = 15	9 + ☺ = 17 ☺ = _____	Sarah has some apples. She gets 5 more and has 12 total. How many apples did she start with?	Emma has some books. She buys 6 more and now has 15. How many books did she start with?	Mia has 3 fewer stickers than Sam. If Mia has 10 stickers, how many stickers does Sam have?

Name: _____ 102

Quiz – Comparing and Investigating Numbers

Part 1 Count the money below and decide which amount is larger: < > =



Part 2 Compare the following numbers: < > =

1) 84 ☐ 89		3) 318 ☐ 381
4) 584 ☐ 499	5) 847 ☐ 757	6) 518 ☐ 953

Part 3 Order the numbers below from least to greatest

43, 65, 31, 41, 46

_____, _____, _____, _____, _____

18, 9, [illegible]

_____, _____, _____, _____, _____

Part 4 Order the numbers below from greatest to least

11, 6, 3, 17, 15

_____, _____, _____, _____, _____

40, 43, 29, 33, 46

_____, _____, _____, _____, _____

Name: _____ 103

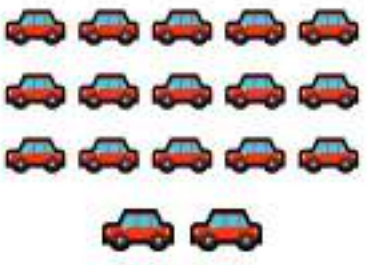
Part 5 Write odd or even beside the numbers below

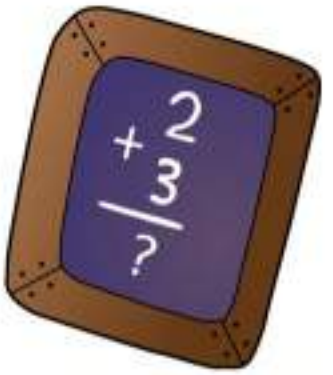
1)	15	
2)	21	
3)	28	
4)	41	
5)		

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

Part 6 Circl[illegible]s to [illegible]m in groups. How many groups did you make? How ma[illegible]in ea[illegible]Are there any left over?

Objects	Questions	
	How ma[illegible]y grou[illegible]d y[illegible]ake?	
	How many are [illegible]	
	Are there any left over?	

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



N.2

Students investigate addition and subtraction within 100.

Name: _____ 105

Curriculum Connection
N.2

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

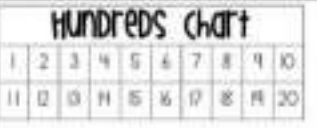
Part 1

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 = _____

7

9) 9 + 4 = _____

10) 9 + 9 = _____

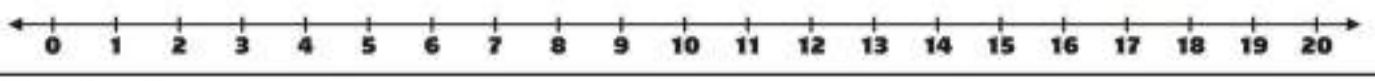
11) 5 + 6 =

8 = _____

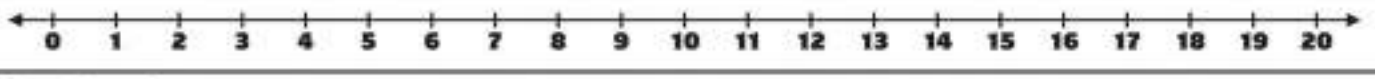
Part 2

Use the number line to find the answer

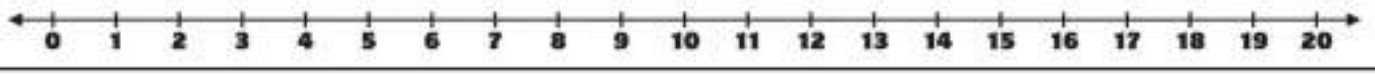
1) 3 + 9 = _____



2) 6 + 4 = _____



3) 5 + 9 = _____



Name: _____ 107

Curriculum Connection
N.2

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 = 1

2) 9 + 6

___ + ___ = ___

3) 8 + 9

___ + ___ = ___

4) 8 + 8

___ + ___ = ___

5) + 7

___ + ___ = ___

6) 9 + 8

___ + ___ = ___

7) 8 + 12

___ + ___ = ___

8) 9 + 8

___ + ___ = ___

9) 8 + 7

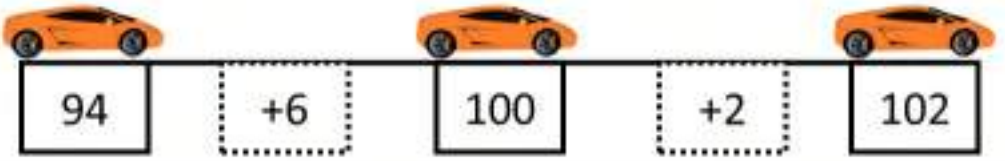
___ + ___ = ___

Name: _____ 111

Curriculum Connection
N.2

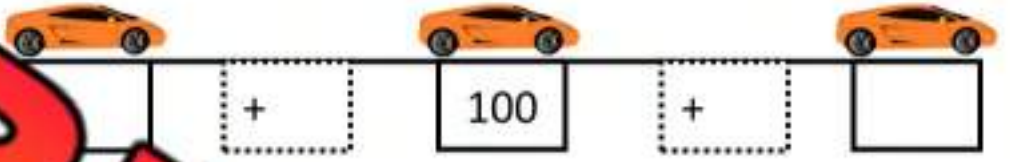
Counting – Bridging over 100

94 + 8

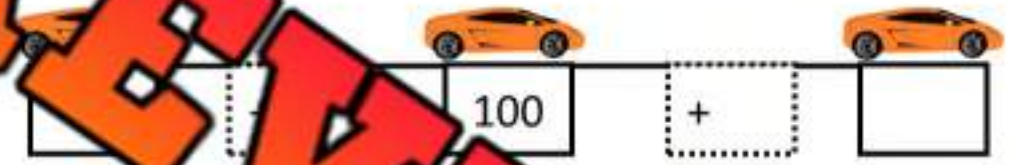


Questions Fill in the blanks by bridging over 100

1) 9

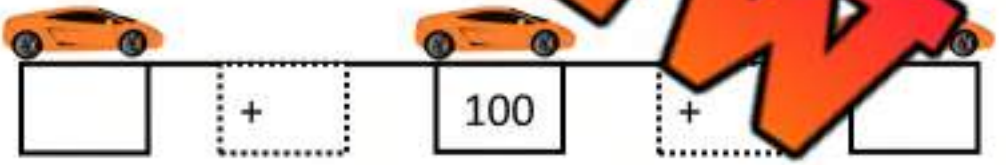


2) 93 + 9

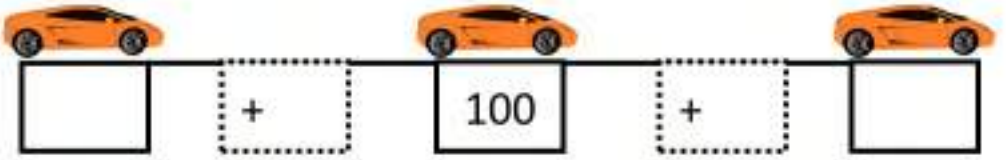


3) 95 + 8

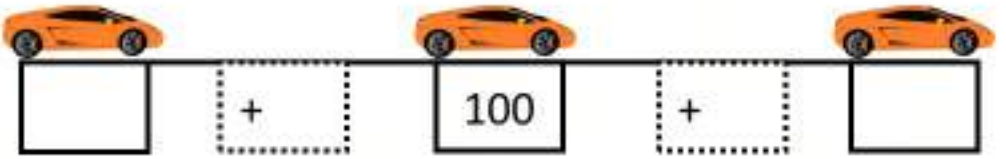
4) 99 + 6



5) 94 + 9



6) 96 + 7



Name: _____ 113

Curriculum Connection
N.2

Activity: "Bridging Over 100 with Dice Rolls"

Objective

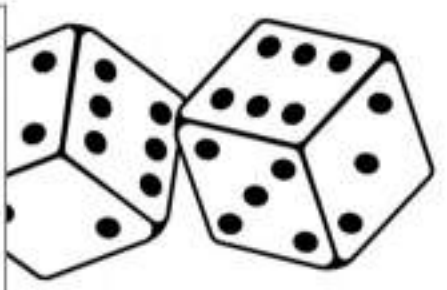
What are we learning about?

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

Materials

What you will need for the activity.

- Large [illegible] from 80 to 120 (can be drawn on the [illegible])
- [illegible]
- Index cards [illegible] between 80 and 99
- Small stick[illegible] marker
- Paper and pe[illegible]
- Counters or small [illegible]



Instructions

How you will com[illegible]

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

Name: _____ 114

Curriculum Connection
N.Z

Index Cards | Cut out the index cards below

84	93
87	81
89	88
91	88
96	85

Name: _____ 115

Curriculum Connection
N.Z

Index Cards | Cut out the index cards below

83	92
90	87
80	95
99	82
86	-

Name: _____ 123

Curriculum Connection
N.2

Bullseye Math Facts

Questions | Fill in the outer layer of the bullseye

Name: _____ 124

Curriculum Connection
N.2

Adding Multiples of 10

Part 1 — Answer the questions below

1)	30	+	20	=	
2)	50	+	30	=	
3)	10	+	40	=	
4)	30	+	60	=	
5)	70	+	[illegible]	=	
6)	80	+	10	=	
7)	40	+	40	=	
8)	[illegible]	+	20	=	
9)	60	+	40	=	
[illegible]	[illegible]	+	[illegible]	=	

Part 2 — Answer the questions below

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

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

Name: _____ 125

Curriculum Connection
N.Z

Adding Multiples of 10

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

Questions Answer the questions

1)	52	+	20	=	
2)	21	+	30	=	
3)	38	+	40	=	
4)	39	+	[illegible]		
5)	41	+	50	=	
6)	83	+	10	=	
7)	68	+	30	=	
8)	54	+	40	=	
9)	17	+	40	=	
10)	77	+	20	=	

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) 60 + 20

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

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

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

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

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

Name: _____

Solve the problems below

a)

1) 18 + 50	2) 60 + 20

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

Name: _____ 128

Curriculum Connection
N.2

Part Part Whole – Numbers To 100

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

1)

55	

2)

41	
	20

3)

4)

35	25

5)

73	
40	

6)

86	

7)

22	60

8)

93	
75	

9)

88	
8	

10)

51	36

Name: _____ 130

Curriculum Connection
N.Z

Part Part Whole – Numbers To 100

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

1)

32		
	[illegible]	

2)

48		
	20	20

3)

[illegible]		
20		20

4)

[illegible]	15	8

5)

63		
40		13

6)

22	22	14

7)

90		
35	45	

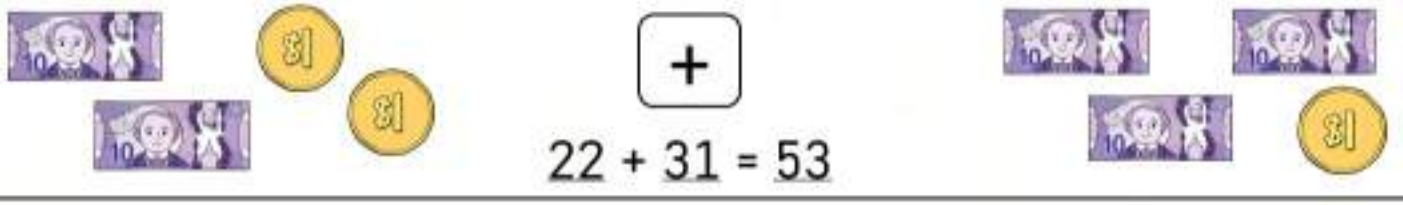
8)

97		
50		40

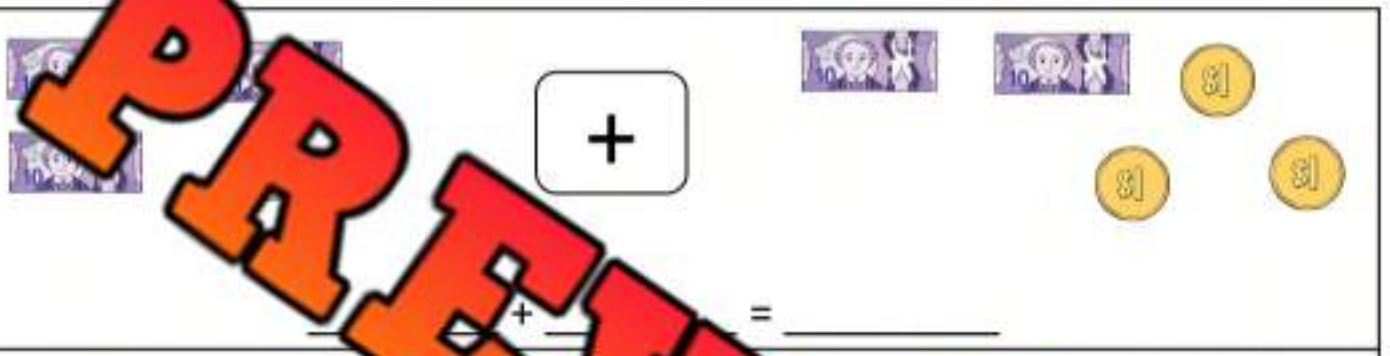
Name: _____ 131

Curriculum Connection
N.Z

Adding Money

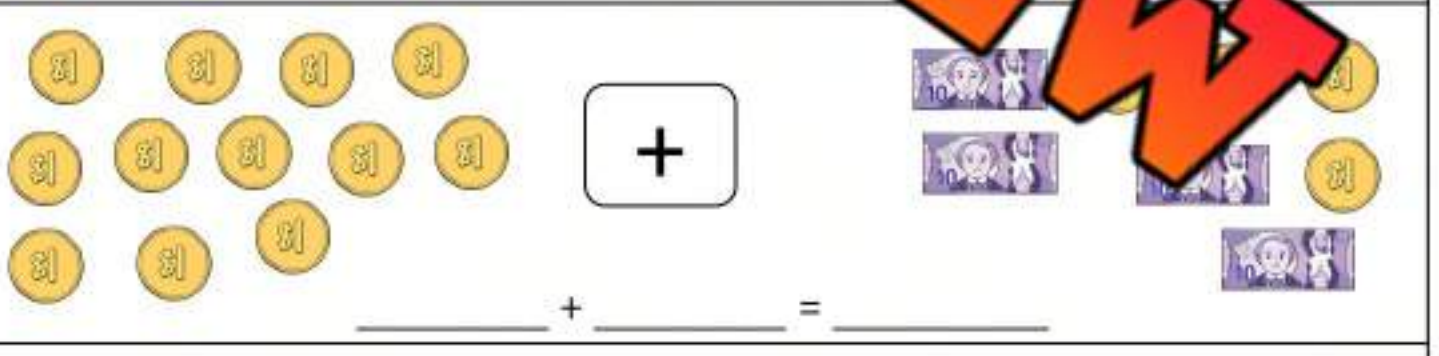


Questions Count the money below and decide which amount is larger

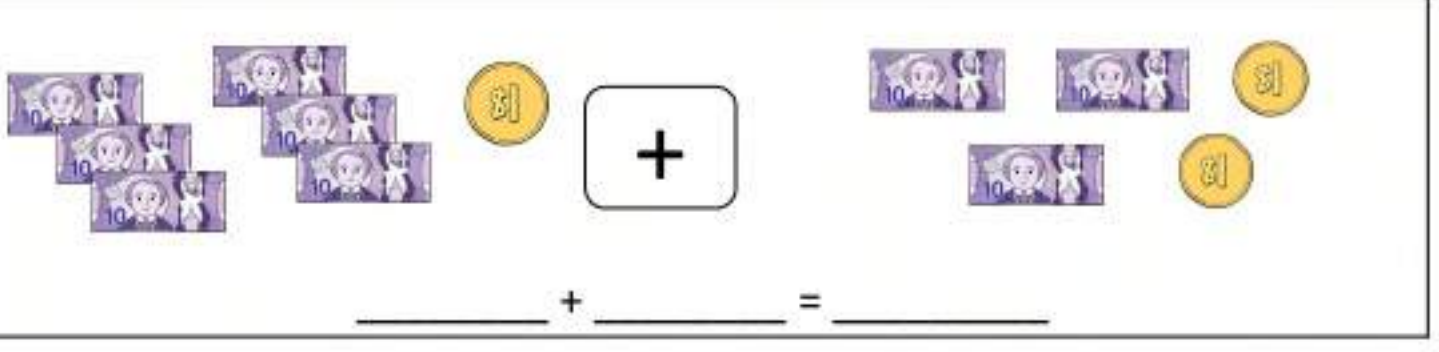


_____ + _____ = _____

_____ + _____ = _____



_____ + _____ = _____



_____ + _____ = _____

Name: _____ 133

Curriculum Connection
N.Z

Commutative Property of Addition

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

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

8) 6 + 2 = _____	2 + 6 = _____
9) 9 + 8 = _____	8 + 9 = _____
10) 7 + 2 = _____	9 + 7 = _____
11) 5 + 3 = _____	3 + 5 = _____
12) 9 + 4 = _____	4 + 9 = _____
13) 3 + 8 = _____	8 + 3 = _____
14) 7 + 2 = _____	2 + 7 = _____

Name: _____ 139

Curriculum Connection
N.Z

Inverse Operations – Checking Answers

Questions	Check your answer by using the inverse operation

1) 5 + 2 = 7 → 7 - 2 = 5

2) 9 + _____ → _____ - _____ = _____

3) 4 + 7 = _____ → _____ - _____ = _____

4) 12 + 4 = _____ → _____ - _____ = _____

5) 15 + 6 = _____ → _____ = _____

6) 21 + 8 = _____ → _____ - _____ = _____

7) 35 + 9 = _____ → _____ - _____ = _____

8) 42 + 7 = _____ → _____ - _____ = _____

9) 54 + 6 = _____ → _____ - _____ = _____

Name: _____ 140

Curriculum Connection
N.2

Inverse Operations – Checking Answers

Questions	Check your answer by using the inverse operation

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

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

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

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

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

Name: _____ 141

Curriculum Connection
N.Z

Adding - Word Problems (Up To 18)

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

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

2) Kennedy h… a …she is playing. She gets 6 more points. How many total poi… she h…

3) Scott scores 14 goals in a hockey tourname… …oals in the last game. How many total goals did he score?

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

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) Check your answer by using the inverse operation

10 + 6 = ____ ⬇ ____ - ____ = ____	41 + 26 ➡ ____ ____

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

_____

Name: _____

a) Check your answer by using the inverse operation

10 + 6 = ____ ⬇ ____ - ____ = ____	41 + 26 ➡ ____ ____

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

_____

Name: _____

a) Check your answer by using the inverse operation

10 + 6 = ____ ⬇ ____ - ____ = ____	41 + 26 ➡ ____ ____

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

_____

Name: _____

a) Check your answer by using the inverse operation

10 + 6 = ____ ⬇ ____ - ____ = ____	41 + 26 ➡ ____ ____

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

_____

Name: _____ 149

Curriculum Connection
N.2

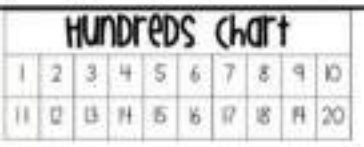
Subtraction Mental Math – Counting Back

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

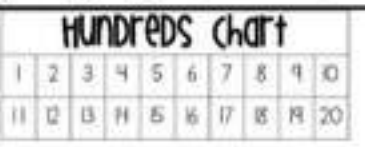
Part 1 Use the charts to answer the questions

1) 13 - 5 = _____

2) 18 - 6 = _____

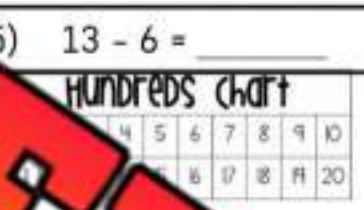


3) 15 - 3 = _____

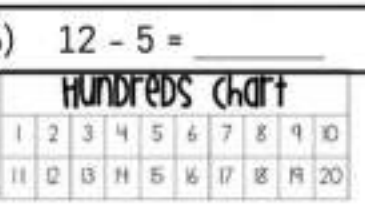


4) [illegible] = _____

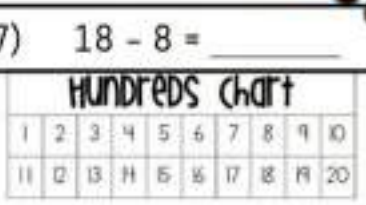
5) 13 - 6 = _____



6) 12 - 5 = _____

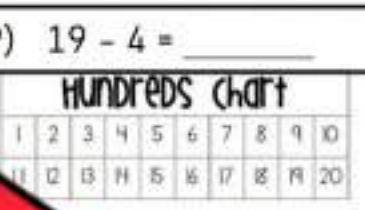


7) 18 - 8 = _____



17 [illegible] = _____

9) 19 - 4 = _____

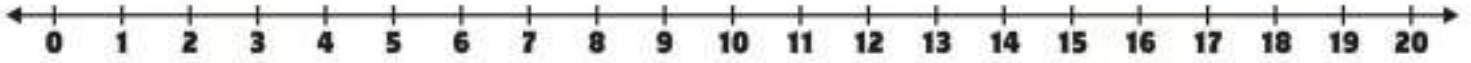


10) 19 - 9 = _____

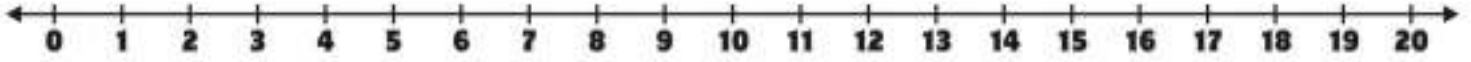
11) 15 - 6 = [illegible] 8 = _____

Part 2 Use the number lines to find the answers

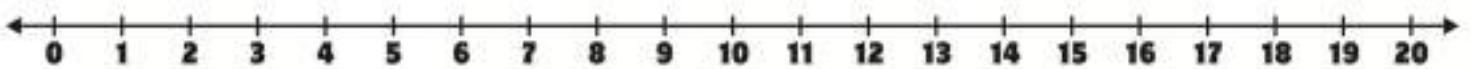
1) 13 - 9 = _____



2) 16 - 4 = _____



3) 15 - 9 = _____



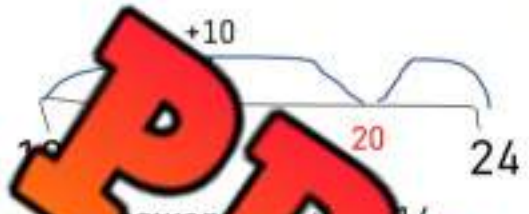
Name: _____ 153

Curriculum Connection
N.Z

Subtraction Mental Math – Counting Up

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

24 – 10



Answer: 14

27 – 15

33 –

38 – 26

49 – 31

56

68 – 55

87 – 73

Name: _____ 162

Curriculum Connection
N.2

Subtracting Multiples of 10

Part 1 Answer the questions below

1)	70	-	20	=	
2)	50	-	30	=	
3)	80	-	40	=	
4)	30	-	10	=	
5)	40	-	[illegible]	=	
6)	90	-	50	=	
7)	50	-	40	=	
[illegible]	[illegible]00	-	90	=	
9)	60	-	40	=	
[illegible]	[illegible]7[illegible]	-	[illegible]	=	

Part 2 Answer the questions below

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

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

Name: _____ 163

Curriculum Connection
N.2

Subtracting Multiples of 10

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

Questions Answer the question

1)	62	-	20	=	
2)	31	-	[illegible]	=	
3)	58	-	40	=	
4)	99	-	[illegible]	=	
5)	71	-	50	=	
6)	83	-	10	=	
7)	88	-	30	=	
8)	94	-	40	=	
9)	57	-	40	=	
10)	77	-	20	=	

Name: _____ 166

Curriculum Connection
N.2

Subtracting Money

Questions | Subtract from the money below

_____ = $21

$53 - $11 = _____

$66 - $24 = _____

$82 - $51 = _____

$13 - $12 = _____

$53 _____

$23 - $13 = _____

$17 - $16 = _____

$36 - $25 = _____

$43 - $32 = _____

Name: _____ 168

Curriculum Connection
N.Z

Subtracting – Changing The Order Of The Numbers

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

1) 8 – 4 = 4	4 – 8 = _____ Yes or (No)	4) 9 – 2 = _____	2 – 9 = _____ Yes or No
2) 9 – 5 = _____	5 – 9 = _____ Yes or No	5) 9 – 7 = _____	7 – 9 = _____ Yes or No
3) 6 – 4 = _____	4 – 6 = _____ Yes or No	6) 5 – 3 = _____	3 – 5 = _____ Yes or No

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

1) 8 – 4 – 3 = _____	4 – 3 – 8 = _____ Yes or No
2) 9 – 5 – 2 = _____	9 – 2 – 5 = _____ Yes or No
3) 8 – 3 – 5 = _____	5 – 8 – 3 = _____ Yes or No
4) 15 – 5 – 4 = _____	15 – 4 – 5 = _____ Yes or No
5) 20 – 10 – 7 = _____	10 – 20 – 7 = _____ Yes or No

Name: _____ 169

Curriculum Connection
N.2

Subtracting 0 From Numbers

Questions What happens when we subtract 0 from numbers?

1) 4 - 0 = _____	11) 27 - 0 = _____
2) [illegible] = _____	12) 49 - 0 = _____
3) 6 [illegible]	13) 34 - 0 = _____
4) 9 - 0 = _____	14) [illegible]8 - 0 = _____
5) 3 - 0 = _____	[illegible] - 0 = _____
6) 9 - 0 = _____	16) 44 - [illegible]
7) 12 - 0 = _____	17) 62 - 0 = _____
8) 8 - 0 = _____	18) 75 - 0 = _____
9) 10 - 0 = _____	19) 93 - 0 = _____
10) 23 - 0 = _____	20) 87 - 0 = _____

Name: _____ 172

Curriculum Connection
N.2

Inverse Operations – Checking Answers

Questions	Check your answer by using the inverse operation

1) 6 – 4 = 2 → 2 + 4 = 6 ✓

2) 9 – _____ → _____ - _____ = _____

3) 8 – 6 = _____ → _____ - _____ = _____

4) 12 – 4 = _____ → _____ - _____ = _____

5) 18 – 6 = _____ → _____ = _____

6) 22 – 7 = _____ → _____ - _____ = _____

7) 35 – 8 = _____ → _____ - _____ = _____

8) 42 – 5 = _____ → _____ - _____ = _____

9) 54 – 9 = _____ → _____ - _____ = _____

Name: _____ 174

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 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: _____ 175

Curriculum Connection
N.Z

Cards | Matching Game Cards

8 – 3 = 5	5 + 3 = 8
9 – 5 = 4	5 + 4 = 9
7 – 2 = 5	5 + 2 = 7
12 – 6 = 6	6 + 6 = 12
14 – 7 = 7	7 + 7 = 14

Name: _____ 178

Curriculum Connection
N.Z

Cards | Matching Game Cards

45 – 30 = 15	15 + 30 = 45
50 – 25 = 25	25 + 25 = 50
55 – 30 = 25	25 + 30 = 55
60 – 35 = 25	25 + 35 = 60
65 – 40 = 25	25 + 40 = 65

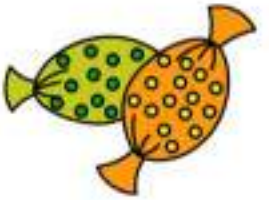
Name: _____ 180

Curriculum Connection
N.Z

Subtraction Word Problem (Less than 50)

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

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



2) Eric has saved $44 [illegible]. He spent $18 on a new t-shirt. How much money does [illegible]?

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

Name: _____ 183

Curriculum Connection
N.Z

Adding and Subtracting Numbers To 20

Questions | Addition and subtraction questions

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

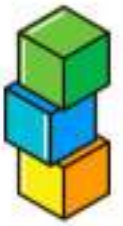
Name: _____ 185

Curriculum Connection
N.2

Adding and Subtracting – Word Problems (To 20)

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

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



2) Stephanie [illegible] and her mother gives her $5 more. She spends $8 on chocolate bars. How much does she have now?

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

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

Name: _____ 187

Curriculum Connection
N.2

Adding Measurements

Questions	Add the measurements below

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

2) Luca dro[illegible] th[illegible] station and got gas. Then he drove 25 more km to wo[illegible]ow m[illegible] km did he drive?

3) Finn hit his golf ball 64 metres onto th[illegible] putted it 13 metres into the hole. How far in total did h[illegible] go[illegible]?

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

Name: _____ 189

Curriculum Connection
N.2

Subtracting Measurements

Questions | Subtract the measurements below

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

2) Rowan b[illegible] 52 cm long. He ate 25 cm of the sub. What size is the [illegible]

3) Nova bought 96 grams of candy. She a[illegible] How many grams of candy does she have left?

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

Name: _____ 191

Curriculum Connection
N.2

Task Cards: Addition and Subtraction

Objective — What are we learning about?

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

Materials — What you will need for the activity.

- [illegible] cards
- Sep[illegible]te sh[illegible]er for answers
- Pencils

Instructions — How y[illegible]mplet[illegible]ctivity

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

Name: _____ 192

Curriculum Connection
N.Z

Task Cards | Cut out the task cards below

Task Card 1:

Calculate:
5 + 2 - 2 = ___

Task Card 5:

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

_____

Task Card 2:

Calculate: 45 +

Task Card 6:

Calculate: 15 - 8 + 5 = ___

Task Card 3:

Calculate: 35 - 3 + 6 = ___

Task Card 7:

Sarah had an of them. How many eft?

___

Task Card 4:

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

Task Card 8:

Calculate: 59 - 9 = ___

Name: _____ 193

Curriculum Connection
N.Z

Task Cards | Cut out the task cards below

Task Card 9:

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

Task Card 13:

Calculate: 100 - 60 = ___

Task Card 10:

Calculate: 67 +

Task Card 14:

Calculate: 14 - 3 + 2 = ___

Task Card 11:

Calculate: 72 - 20 = ___

Task Card

Lisa bough cu and then received 3 ny cupcakes does she h w? ___

Task Card 12:

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

Task Card 16:

Calculate: 11 + 6 - 8 = ___

Name: _____ 194

Curriculum Connection
N.Z

Task Cards | Cut out the task cards below

Task Card 17:

Calculate: 13 + 5 - 9 = ___

Task Card 21:

Calculate: 80 - 30 = ___

Task Card 18:

There were 30 students in the class. 4 went home early. Then 2 new students joined. How many students are there now? ___

Task Card 22:

Calculate: 25 - 5 + 6 = ___

Task Card 19:

Calculate: 23 + 8 = ___

Task Card 23:

Lisa baked 20 cupcakes for a party, 10 were eaten. Then she baked 15 more. How many cupcakes are there now? ___

Task Card 20:

Calculate: 90 - 10 = ___

Task Card 24:

Calculate: 50 - 20 = ___

Name: _____ 196

Curriculum Connection
N.2

Operations Quiz

Part 1

Fill in the outer layer of the bullseye

Part 2

Use the standard algorithm to solve the subtraction pr

	Tens	Ones
	7	7
-	2	4

	Tens	Ones
	8	5
-	4	4

	Tens	Ones
	3	4
-	1	8

	Tens	Ones
	8	7
-	4	8

Part 3 Use the standard algorithm to solve the addition problems below

	Tens	Ones
	4	4
+	4	[illegible]

	Tens	Ones
	5	8
+	3	0

	Tens	Ones
	6	7
+	2	6

	Tens	Ones
	5	7
+	1	5

Part 4 [illegible] questions

1) Henry has $74. [illegible] baseball glove. How much money does he have left?

2) Steve collected 67 shells at the beach yesterday [illegible] How many total shells does he have now?

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

Name: _____ 198

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?

8	+		=	11

6	+		=	

8	+		=	14

5	+		=	9

7	+		=	12

2	+		=	13

6	+		=	10

3	+		=	14

1	+		=	12

Name: _____ 200

Curriculum Connection
N.2

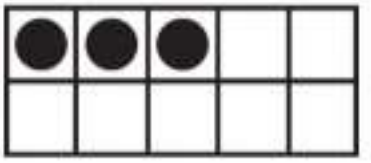
Making Tens – Changing Variables

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) 

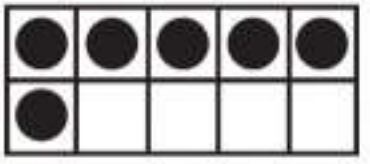
8 + ____ = 10

2) 

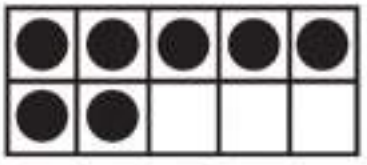
3 + ____ = 10

3) 

2 + ____ = 10

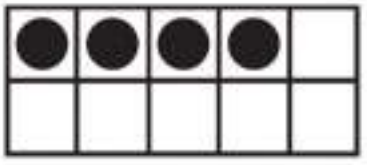
4) 

+ ____ = 10

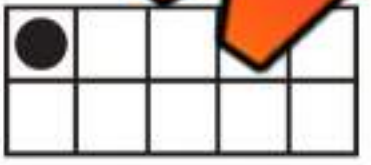
5) 

7 + ____ = 10

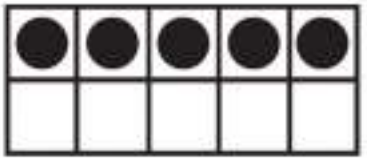
9 + ____

7) 

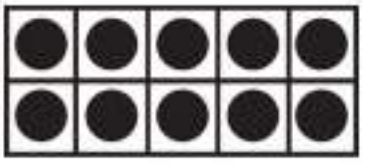
4 + ____ = 10

8) 

1 + ____ = 10

9) 

5 + ____ = 10

10) 

10 + ____ = 10

Name: _____ 202

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

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

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

Name: _____ 205

Curriculum Connection
N.2

Addition – Which Equation Matches?

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

Example

4 + 7 (9 + 2) 5 + 5

Questions — Circle the equation that matches the shaded in equation

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

Name: _____ 206

Curriculum Connection
N.Z

Addition – Which Equation Doesn't Belong?

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

Example

4 + 3 (5 + 1) 2 + 5

Questions Circle the equation that doesn't belong!

1)	4	3 + 7	2 + 9
2)	7 +	+ 7	9 + 3
3)	2 + 3	5 +	4 + 2
4)	3 + 8	7 + 7	
5)	8 + 4	6 + 9	10 + 5
6)	12 + 3	10 + 5	8 + 6
7)	7 + 4	10 + 2	8 + 3

Name: _____ 209

Curriculum Connection
N.2

Finding the Missing Information – To 20

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

Example

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

5 + 4 = 9

Instruction: How many coins are in the bags below?

1) 7

Answer: _____

2) 10

Answer: _____

3) 12

Answer: _____

4) 15

Answer: _____

5) 17

Answer: _____

6) 20

Answer: _____

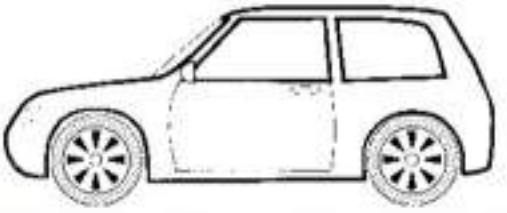
Name: _____ 211

Curriculum Connection
N.Z

Word Problems – Solving Addition Equations

Questions | Answer the questions below

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



2) Steve got 25 poin[t]s [f]or beating [l]evel 1 in a video game. He got 25 more points for beating [l]evel 2. [H]ow many total points did he have after level 2?

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

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

Name: _____ 214

Curriculum Connection
N.Z

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

Name: _____ 217

Curriculum Connection
N.2

Subtraction – Which Equation Matches?

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

Example:

9 - 4 | (8 - 3) | 10 - 6

Questions Circle the equation that matches the shaded in equation

1)	[illegible]	4 - 1	7 - 3
2)	8 - 4	[illegible]	7 - 3
3)	10 - 2	9 [illegible]	9 - 1
4)	7 - 2	6 - 1	[illegible]
5)	12 - 3	11 - 2	9 - 1
6)	15 - 5	9 - 0	10 - 0
7)	9 - 5	8 - 3	10 - 6

Name: _____ 219

Curriculum Connection
N.Z

Subtraction – Find the Variable

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

Example: 18 – n = 5

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

Ques ut the value of the variable

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

Name: _____ 221

Curriculum Connection
N.Z

Word Problems – Solving Subtraction Equations

Questions	Answer the questions below

1) Mrs. Wilson had 20 pencils at the start of the school year. She gave all the kids in her class 1 pencil. She now has 3 pencils. How many students are in Mrs. Wilson's class?

2) Hudson saved 40 [illegible] and b[illegible] new toy for 15 dollars. How many dollars does he h[illegible]?

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

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

Name: _____ 222

Curriculum Connection
N.2

Variables and Equations – Unit Quiz

Part 1 Put a slash (≠) through the equal sign if it is not balanced

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

Part 2 Circle the equation that mat... the s... ...tion

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

Curriculum Connection
N.Z

Part 3 How many coins are in the bags below?

1) 9

Answer: _____

2) 12

Answer: _____

3) 15

Answer: _____

4) 20

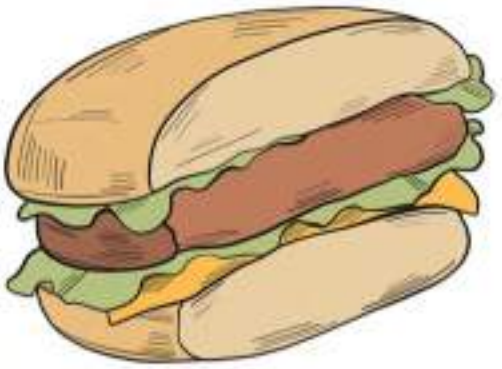
Answer: _____

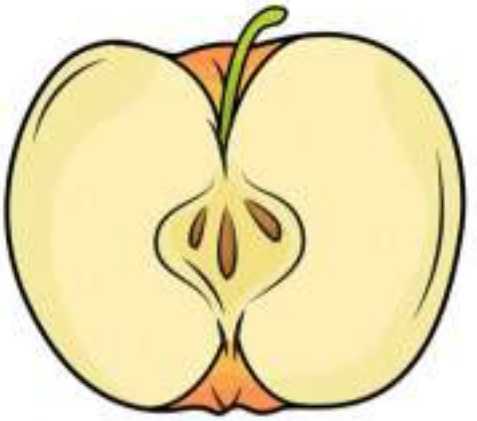
Part 4 Circle the equation that doesn't belong

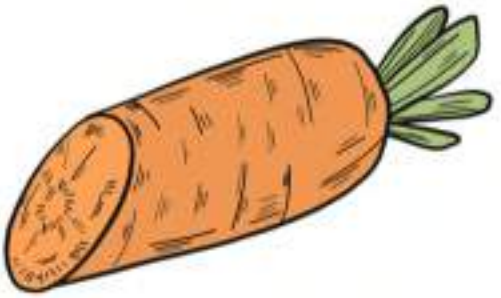
1)	4 + 6	3 + 7	2 + 9
2)	9 - 5	12 - 7	

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

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

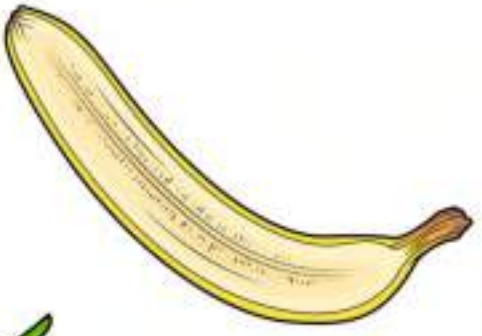


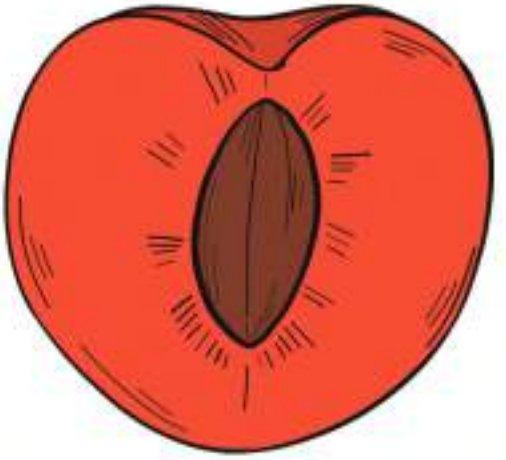




N.3

Students interpret part-whole relationships using unit fractions.





Name: _____ 225

Curriculum Connection
N.3

Naming Fractions

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

So, examples of unit fractions are 1/2, 1/3, 1/4, 1/5, and so on.

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

Direc... W...e unit fractions below

1)

2)

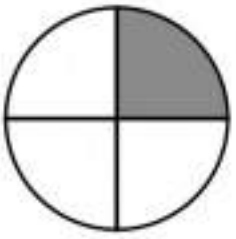
3)

4)

5)

6)

7)



8)

9)

Name: _____ 226

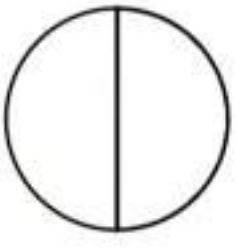
Curriculum Connection
N.3

Naming Fractions

Directions Shade in the fractions below

1) 

1
5

2) 

1
2

3) 

1
9

4) 

1
7

5) 

1

6) 

1
10

7) 

1
4

8) 

1
3

1
6

Word Problem Answer the word problem below

1) Maya and her 3 friends decided to share a pizza equally. If Maya ate her part, what fraction of the pizza did she eat?	
2) At the pet store, there are 6 puppies. One of them is a Golden Retriever. What fraction of the puppies is a Golden Retriever?	

Name: _____ 227

Curriculum Connection
N.3

Naming Fractions – Word Problems

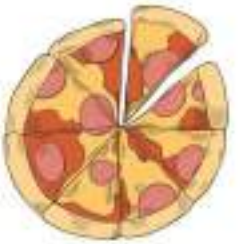
Questions	Answer the word problems below

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

2) Ava's mo[illegible] birthd[illegible]e into 10 equal slices. Ava ate one slice. What fraction o[illegible] cak[illegible]at?

3) Liam found a treasure chest with 8 got[illegible] g[illegible]ld coin to his best friend. What fraction of his treasure [illegible]ve [illegible]?

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



Name: _____ 228

Curriculum Connection
N.3

Fractions – Equal Parts

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

$\frac{1}{2}$ → Numerator – How many parts you have

→ Denominator – The total number of parts in the whole

The denom tor must be split into equal parts in order for a fraction to be accurate. Imagine g pizza with a friend and splitting it into 2 huge pieces. You get one and they get lf the pizza is not split evenly, you are not splitting it in half (½)!

Part aw the ractions
- First dr w th ember to split the denominator equally!
- Then shade of th ator – How many parts you're getting.

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

4. $\frac{1}{5}$

5. $\frac{1}{2}$

6. $\frac{1}{4}$

7. $\frac{1}{6}$

$\frac{1}{8}$

Part 2 — Answer the word problems below

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

_____

2) Would you rather 1/2 or 1/4 of a pizza? Explain why.

_____

_____

Name: _____ 229

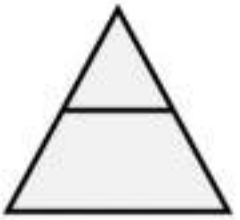
Curriculum Connection
N.3

Fractions – Equal Parts

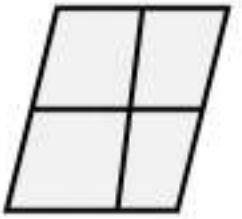
Part 1 Are the shapes below split into equal parts?

1) 

Yes No

2) 

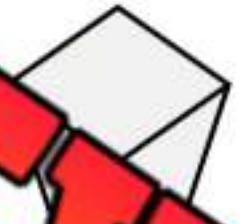
Yes No

3) 

Yes No

4) 

Yes No

5) 

Yes No

6) 

Yes No

Part 2 Are the statements true or false?

1) The square is cut into fourths.

True False

2) The circle is cut into sixths.

True False

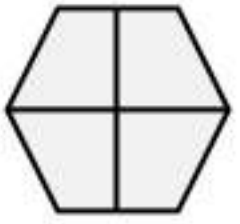
3) The triangle is cut into fourths.

True False

4) The pentagon is cut into halves.

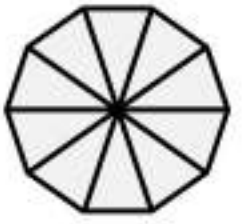
True False

5) The hexagon is cut into fourths.



True False

6) The octagon is cut into eights.



True False

Exit Cards

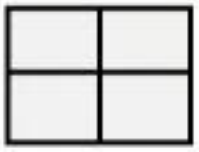
Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Are the shapes below split into equal parts?

Yes No

Yes No



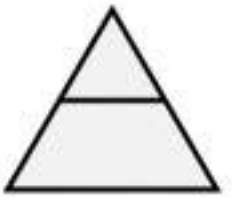
Yes No

Yes No

Name: _____

Are the shapes below split into equal parts?

Yes No



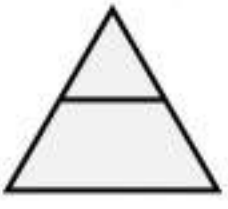
Yes No

Yes No

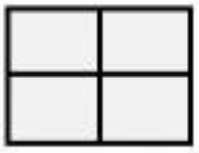
Name: _____

Are the shapes below split into equal parts?

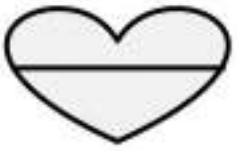
Yes No



Yes No



Yes No

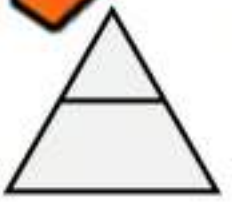


Yes No

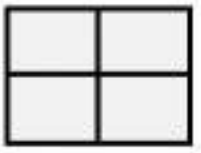
Name: _____

Are the shapes below split into equal parts?

Yes No



Yes No



Yes No

Yes No

Name: _____ 231

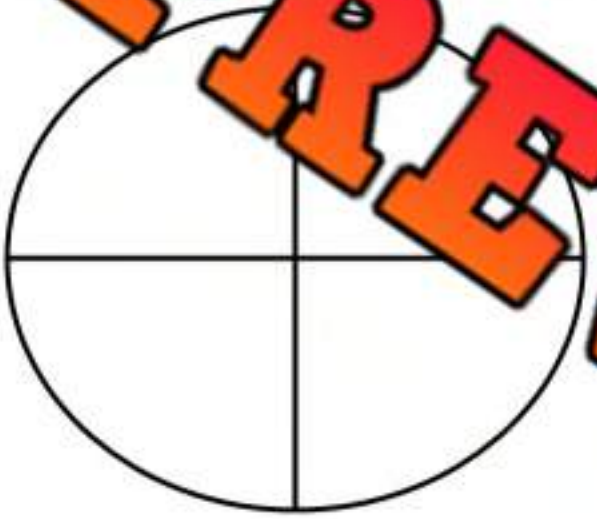
Curriculum Connection
N.3

Pizza Fractions

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

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

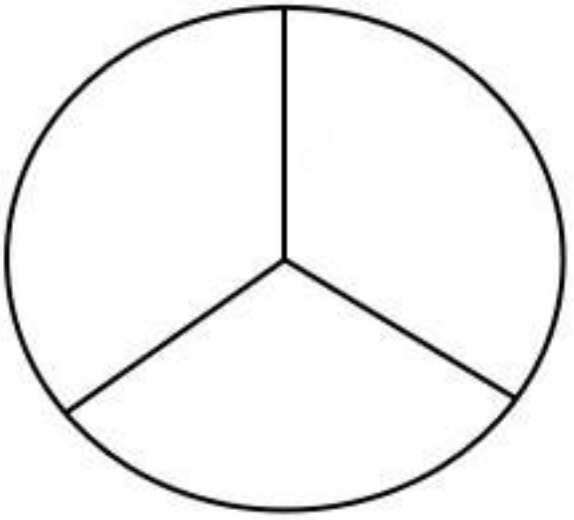
1) One-fourth of the pizza has bacon, and three-fourths has onion



_____ **Bacon**

_____ **Onion**

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



_____ **Olives**

_____ **Bacon**

_____ **Mushrooms**

Name: _____ 232

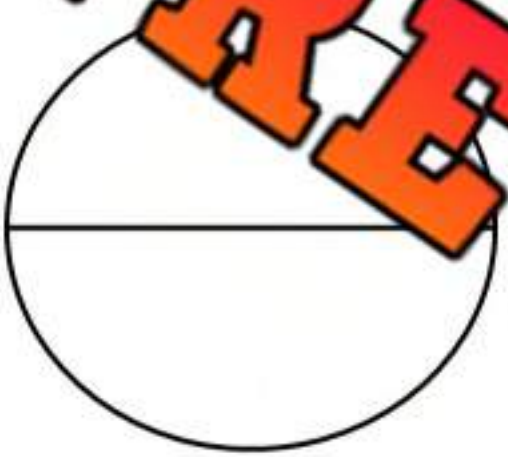
Curriculum Connection
N.3

Pizza Fractions

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

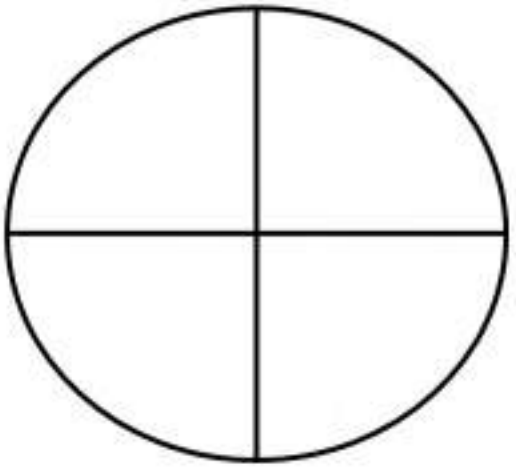
Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

1) O… …nd bacon and one … …ineapp…



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

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



4) One-third …ush… one-third onion a… …pineapple and peppero…

Name: _____ 234

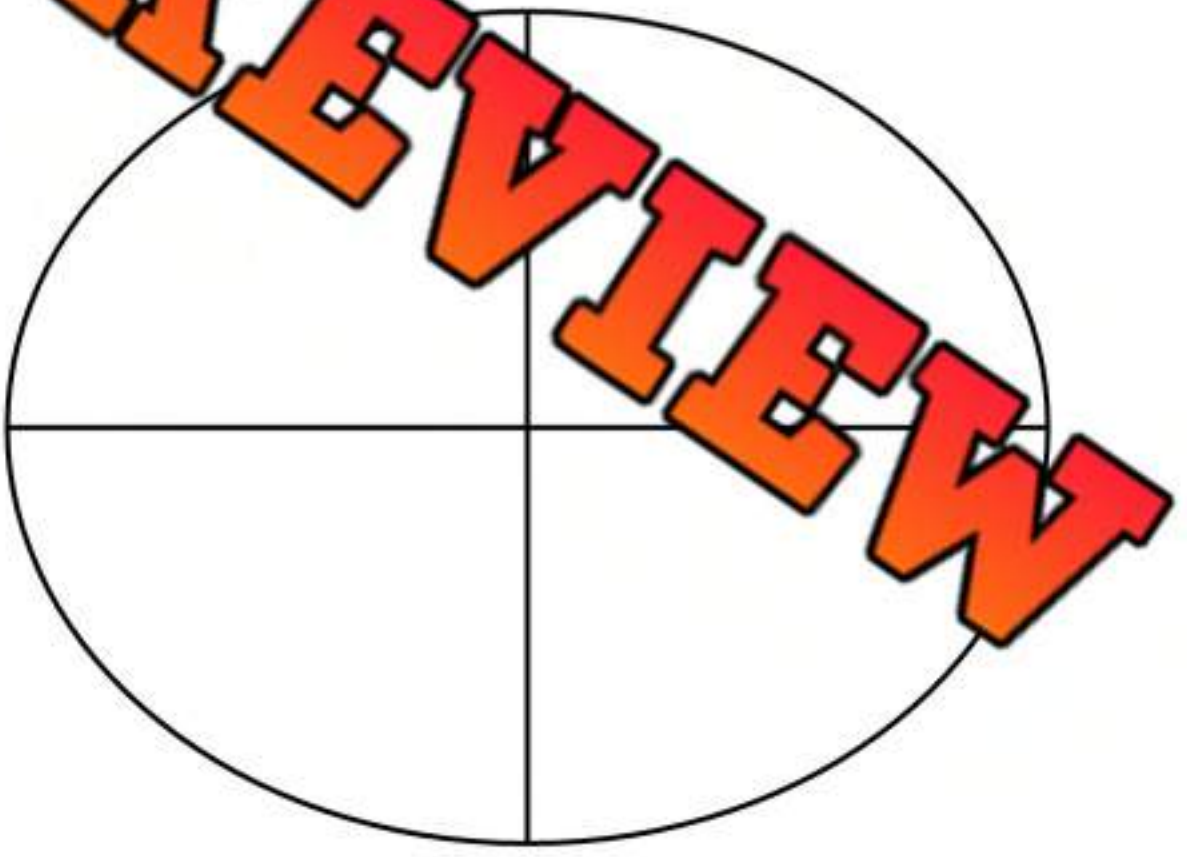
Curriculum Connection
N.3

Pizza Fractions – My Favourite (Fourths)

Directions	Create a pizza that has 2 different combinations of toppings

Pepperoni	Bacon	Olives	Pineapple	Onion	Mushroom
					

What's on the pizza?



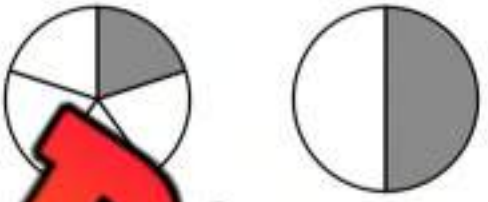
____	____	____	____
Topping	**Topping**	**Topping**	**Topping**

Name: _____ 239

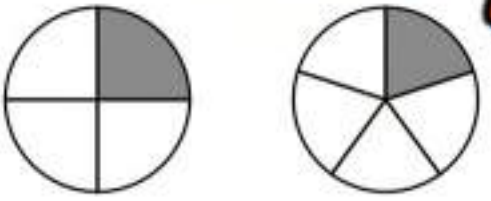
Curriculum Connection
N.3

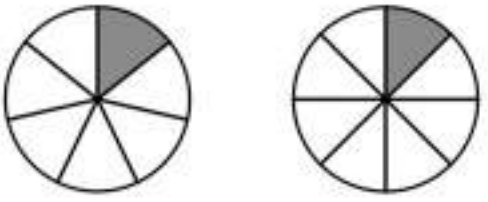
Comparing Common Denominators

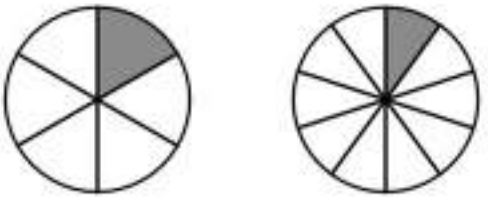
Questions | Circle the larger fraction

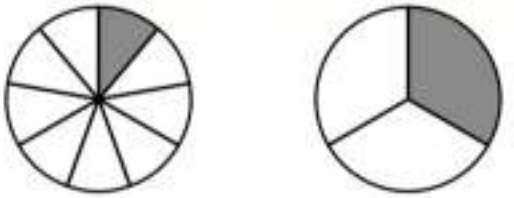
1) 

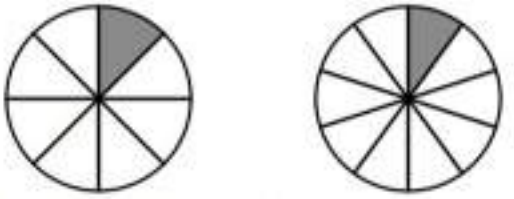
2) 

3) 

4) 

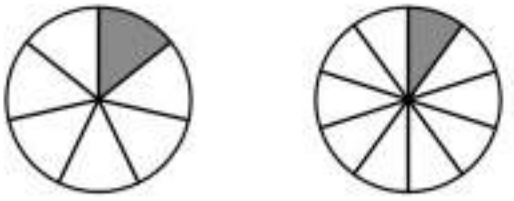
5) 

6) 

7) 

8) 

9) 

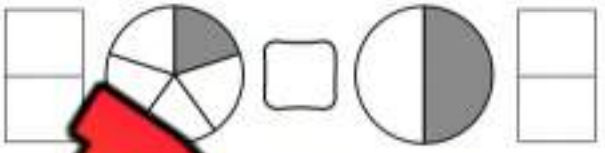
10) 

Name: _____ 240

Curriculum Connection
N.3

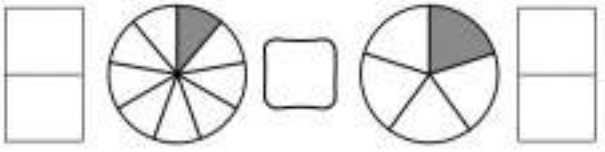
Comparing Common Denominators

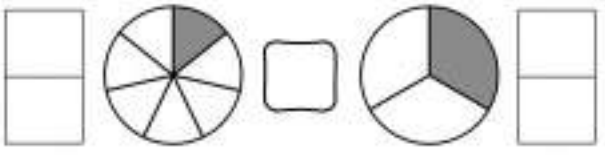
Questions Write the unit fractions. Then compare them using < > =

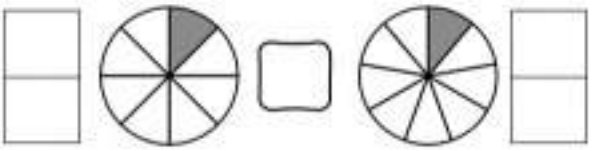
1) 

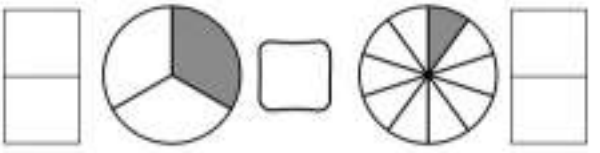
2) 

3) 

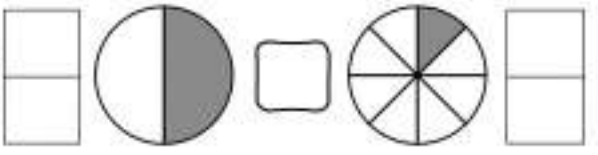
4) 

5) 

6) 

7) 

9) 

10) 

Name: _____ 242

Curriculum Connection
N.3

Ordering Fractions

Questions | Order the fractions from least to greatest

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

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

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

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

Name: _____ 243

Curriculum Connection
N.3

Ordering Fractions – Word Problems

Questions	Answer the word problems below

1) Lucy read 1/3 of her story, Amy read 1/5 of her story and Tom read 1/2 of his story. Order who read the most to who read the least.

2) John ate [illegible] cake, [illegible] ate 1/6 of a cake, and Mary ate 1/2 of a cake. Can you [illegible] cake they ate in order from least to most?

3) Sam cut a watermelon into 5 equal pa[illegible] 8 equal parts, and a cantaloupe into 3 equal parts. If [illegible] one slice of each fruit, put the sizes of the slices in order [illegible] largest.

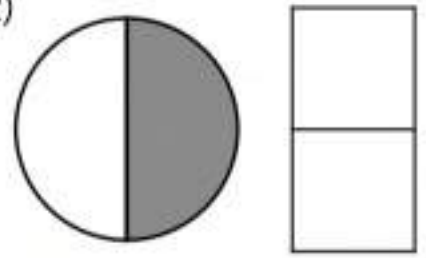
4) Maria picked 1/3 of the flowers in the garden, Peter picked 1/5 of the flowers, and Tina picked 1/2 of the flowers. Order them from who picked the fewest to who picked the most flowers.

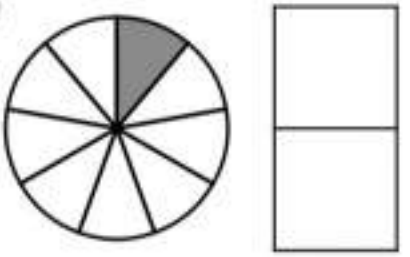
Name: _____ 244

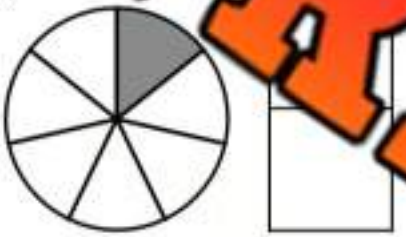
Fractions - Quiz

Part 1 — Write the unit fractions below

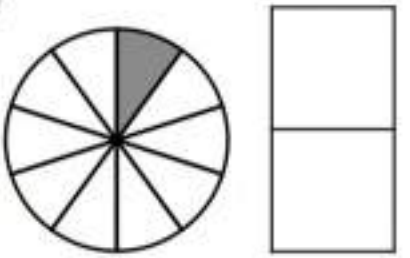
1) 

2) 

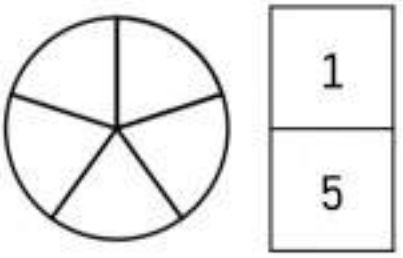
3) 

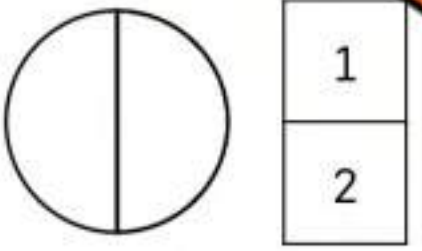
4) 

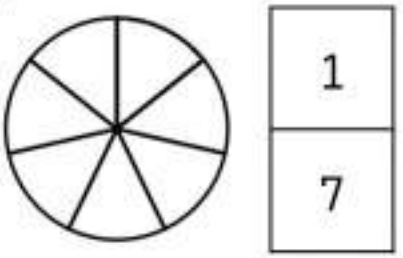
5) 

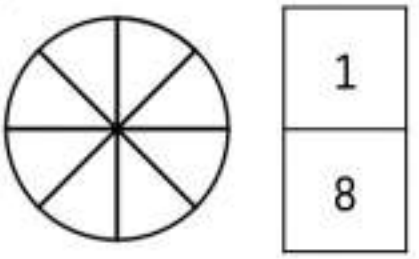
6) 

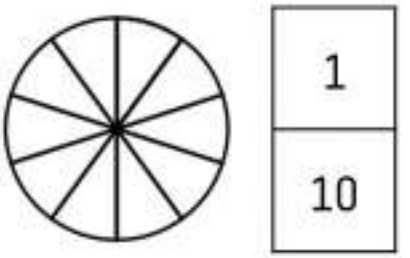
Part 2 — Shade in the fractions b

1) 

2) 

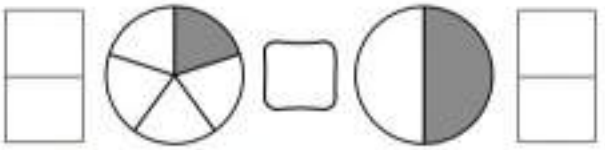
4) 

5) 

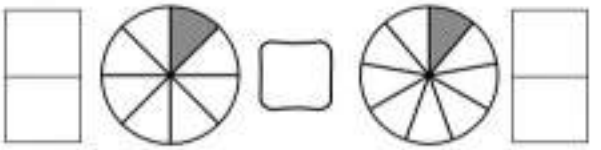
6) 

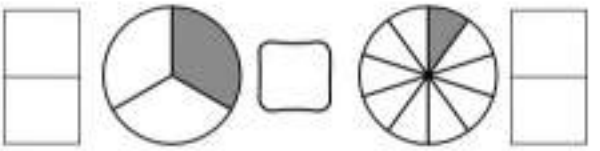
Part 3

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

1) 

2) 

3) 

4) 

Part 4

Order the [illegible] greatest

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

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